



Nongonoko wa Antswiso wa Ririmi wa
Giredi ya V

Grade R Language
Improvement Programme

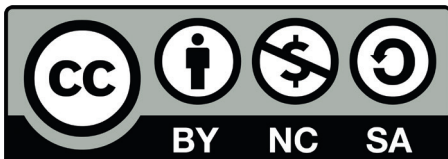
Xiletelo xa Migingiriko Activity Guide

Kotara ya 2
Term 2



Xitsonga | English





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

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★ Vundzeni

Rito ro rhanga.....	5
MANGHENELO	
Kotara ya 2 Xiletelo xa Migingiriko	6
Ku dyondzisa Ririmi ra le Kaya eka Giredi ya V nongonoko wa siku na siku	8
Nongonoko wa mavhiki mambirhi ya Ririmi ra le Kaya	10
Nongonoko wa migingiriko wu fambisana na XIPHOKHAMA.....	14
XANA U MANANA WA MINA?	
Xitori	18
Risimu na ntivomarito ku suka eka xitori	20
Vhiki ra 1	22
Vhiki ra 2.....	36
KU RINDZELA N'WANA	
Xitori	50
Risimu na ntivomarito ku suka eka xitori	52
Vhiki ra 1	54
Vhiki ra 2.....	68
XISAKA XA XIHUKU	
Xitori	82
Risimu na ntivomarito ku suka eka xitori	84
Vhiki ra 1	86
Vhiki ra 2.....	100
MFUTSU NA XIPHAMBA XA YONA	
Xitori	112
Xinsin'wana na ntivomarito ku suka eka xitori.....	114
Vhiki ra 1	116
Vhiki ra 2.....	130
GOLIDI	
Xitori	144
Risimu na ntivomarito ku suka eka xitori	146
Vhiki ra 1	148
Vhiki ra 2.....	162
MAKAMBELELO	
Kotara ya 1: Xikombiso xa rhekhodi ya makambeleso yo yisa emahlweni (nongonoko wo kambela) ...	178
Kotara ya 1: Rhubiriki 1 & 2 Ku yingisela na ku vulavula.....	180
Kotara ya 1: Rhubiriki 1 & 2 Ku yingisela na ku vulavula.....	182
Kotara ya 1: Rhubiriki 1-3 Ku tsala ko sungula na Ntivontsalo	184
Ku endla	186
Mapheji ya migingiriko.....	188

★ Contents

Foreword	5
INTRODUCTION	
The Term 2 Activity Guide	7
Teaching Home Language in the Grade R daily programme.....	9
The Home Language two-week cycle	11
Programme activities are CAPS aligned	15
ARE YOU MY MOTHER?	
Story.....	19
Song and vocabulary from the story.....	21
Week 1.....	23
Week 2.....	37
WAITING FOR BABY	
Story.....	51
Song and vocabulary from the story.....	53
Week 1.....	55
Week 2.....	69
THE BEANIE NEST	
Story.....	83
Song and vocabulary from the story.....	85
Week 1.....	87
Week 2.....	101
TORTOISE AND HIS SHELL	
Story.....	113
Rhyme and vocabulary from the story	115
Week 1.....	117
Week 2.....	131
GOLDBLOCKS	
Story.....	145
Song and vocabulary from the story.....	147
Week 1.....	149
Week 2.....	163
ASSESSMENTS	
Exemplar record of continuous assessment (checklist)	179
Listening and speaking rubric 1 and 2.....	181
Phonics, reading and viewing rubric 1 to 3.....	183
Emergent writing and handwriting rubric 1 to 3	185
How to make playdough and a little book	187
Activity pages	189

★ Rito ro rhanga



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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

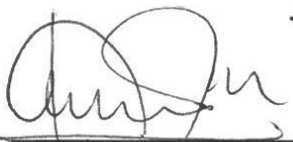
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

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

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

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

Yours Sincerely


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

Kotara ya 2 Xiletelo xa Migingiriko

Xiletelo xa Migingiriko ya Ririmi ra le Kaya Kotara ya 2 xi nyika xivumbeko xa madyondziselo ya Ririmi ra le Kaya eka kotara yo vumbirhi ya Giredi ya V. Migingiriko leyi simekiwe eka switori naswona yi vumbiwile ku ya hi mavhiki mambirhi yo dyondzisa xitori xin'wana na xin'wana.

Langutela leswi landzelaka:

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

Switirhisiwa

Hi lowu nkatsakanyo wa switori, minkongomelo leyi nga na vuxaka na maletere lama kongomisiweke eka Kotara ya 2.

Xitori	Nkongomelo	Marito yo kongoma/mimpfumawulo
Xana u manana wa mina?	Kaya, vuhlayiseki	x na e
Ku rindzela n'wana	Masiku ya vhiki	r na i
Xisaka xa xihuku	Maxelo	w na a
Mfutsu na xiphamba xa yona	Mpfumawulo, tlhelo na khoma	t na u
Golidi	Ringa na nuheta	f na o

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

Phaki ya Switirhisiwa swa Ririmi

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

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

★ Introduction

The Term 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	x and e
Waiting for baby	My family, Days of the week	r and i
The beanie nest	Weather	w and a
Tortoise and his shell	Sound, sight and touch	t and u
Goldilocks	Taste and smell	f and o

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*).



Switirhisiwa swo hlengeleta kumbe ku xava

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

Malulamiso ya xitori xin'wana na xin'wana

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

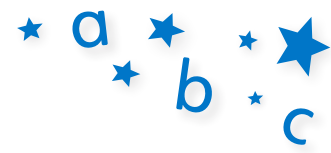
Ku dyondzisa Ririmi ra le Kaya eka Giredi ya V nongonoko wa siku na siku

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

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

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





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ 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.

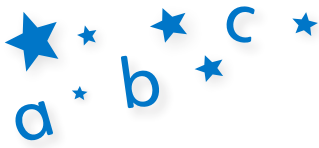
Teaching Home Language in the Grade R daily programme

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.

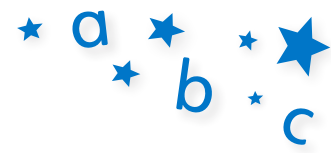




Nongonoko wa mavhiki mambirhi ya Ririmi ra le Kaya






Vhiki ra 1

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



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	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 

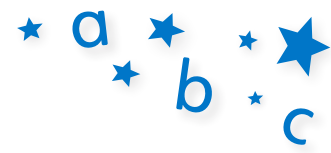









Vhiki ra 2

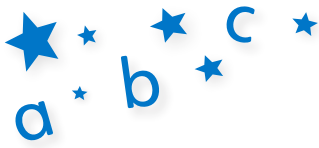
Migingiriko ya tllasi hinkwayo	Musumbhunuku	Ravumbirhi	Ravunharhu	Ravumune	Ravuntlhanu
Migingiriko leyi simekiweke eka xitori	Ku landzelerisa swifaniso ko tala	Ku hlaya swin'we – Buku Leyikulu	Ku dyondza ku yingisela	Ku hlaya na ku endla	Ku endla, ku dirowa na ku tsala
	Vadyondzi va katsakanya vutivi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





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 	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play Learners build on the story language and theme through pretend play.
		Learners do puzzles and play language games.	Learners read independently and enjoy books and other printed material.	Learners do fine motor activities and practise forming letters.	
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

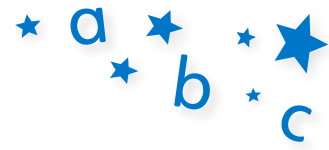


Nongonoko wa migingiriko wu fambisana na XIPHOKHAMA

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

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





Programme activities are CAPS aligned

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

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



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





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

★ Xana u manana wa mina?

Xitori

Khale ka khaleni a ku ri na manana wa xinyenyana loyi a akile xisaka emurhini lowukulu. U tshikerile tandza exisakeni na ku ri fukamela masiku yo hlayanyana ku ri kufumeta. Xinyenyana a xi ri karhi xi kula endzeni ka tandza.

Endzhaku ka nkarhinyana, Manana Nyenyana u twile ndlala. A lava ku ya kuma swakudya kutani u hahile a ya ekule na xisaka. Sweswi xana u ehleketa leswaku ku sale ku humelela yini loko a ha fambile? Xinyenyana a xa ha ri xitsongo, kambe a xi lulamele ku huma etandzeni. Xi tlhorhe hi le ndzeni ka xiphamba hi nomo wa xona kutani xi endla mbhovo lowuntsongo. Xi susumetile nomo wa xona hi le mbhoveni, tandza ri tlhotlhorhekile, kutani Xinyenyana xi humile etandzeni! A xi tsakile swinene na ku hlakahla timpapa ta xona letitsongo. Xinyenyana xi langutile matlhelo xi lava manana wa xona kutani xi ku: "Xana u kwihhi manana wa mina?" Xi langutile ehenhla na le hansi na matlhelo hinkwawo, kambe a xi nga n'wi voni manana wa xona.

"Ndzi ta famba ndzi ya lava manana wa mina," ku vula Xinyenyana. Xi humile exisakeni naswona wa swi tiva leswaku ku humelele yini? Xi wele ehansi emisaveni! I ntiyiso, Xinyenyana a xi nga si swi kota ku haha – a xa ha ri xitsongo. A xi ri na matimba na xivindzi, kutani xi sukile xi yima, xi ti dzudza na ku famba xi ya lava manana wa xona.

Endleni xi vonile homu. "Homu, xana u manana wa mina?" xi vutisa. "Mhoooo," ku vula homu. "E-e, a ndzi manana wa wena, kambe ndzi ta ku nyika masi." "E-e ndza khensa," ku vula Xinyenyana, "Ndzi fanele ku kuma manana wa mina." xi vula kutani xi ya emahlweni xi famba.



Ku nga ri khale xi hlanganile na mbuti. "Mbuti, xana u manana wa mina?" xi vutisa. "Mheeee, mheeee," ku vula mbuti yi hlakahla nhloko ya yona ya voya. "E-e, a ndzi manana wa wena, kambe tana u ta dya byanyi byo tsokombela na mina." "E-e ndza khensa," ku vula Xinyenyana, "Ndzi fanele ku kuma manana wa mina." Kutani xi ya emahlweni xi famba.

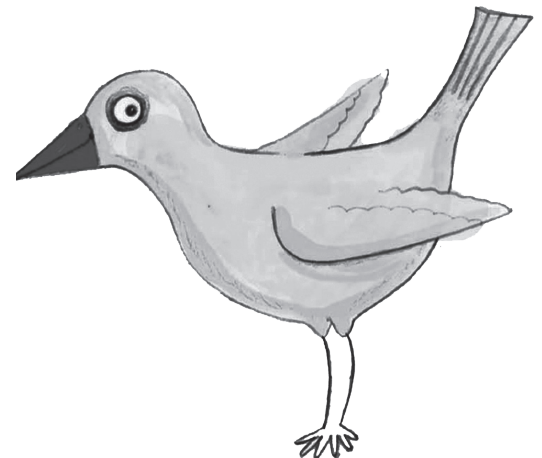
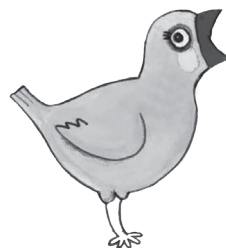


Xinyenyana xi sungule ku hlomuka mbilu. Xi ehleketa: "Xana ndzi ta hetelela ndzi n'wi kumile manana wa mina?" Hi nkarhi wolowo, Kokwana a rhelela hi xindledyana na basikiti ya yena kutani a twa xiritwana xi ku: "Tswiii-tswii, tswii-tswii." A nga swi tivanga leswaku Xinyenyana a xi vutisa laha manana wa xona a ri kona.

Xana u ehleketa leswaku Kokwana u endle yini? U tlakule Xinyenyana kutani a xi veka ebasikitini ya yena. "U languteka u lahlekile," ku vula Kokwana. "Ndza swi tiva leswaku manana wa wena u kwihhi." Kokwana u kumile xisaka kutani a tlherisela Xinyenyana hi vukheta. Hiloko a tshama eribyeni a langutisa. Xana u nga bvumba leswaku ku landzele yini ku humelela?

Manana Nyenyana u kumile swivungu leswikulu naswona u hahele exisakeni na xivungu xo leha enon'wini wa yena. Xinyenyana a xi nga si tshama xi n'wi vona ku sukela hikuva a xi ri endzeni ka tandza. Xi vitanile hi ntsako: "Xana u manana wa mina? Ndza swi tiva leswaku u manana wa mina!" Kutani Manana Nyenyana a ku: "Ina, murhandziwa, hi mina." Xinyenyana xi pfulile xinon'wana xa xona, xi mita xivungu. Manana Nyenyana na Xinyenyana va tshame kahle swin'we exisakeni. A va tsakile swinene ha vambirhi ku va va hlanganile nakambe.

Lawa hi wona makumu ya xitori.



★ 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.



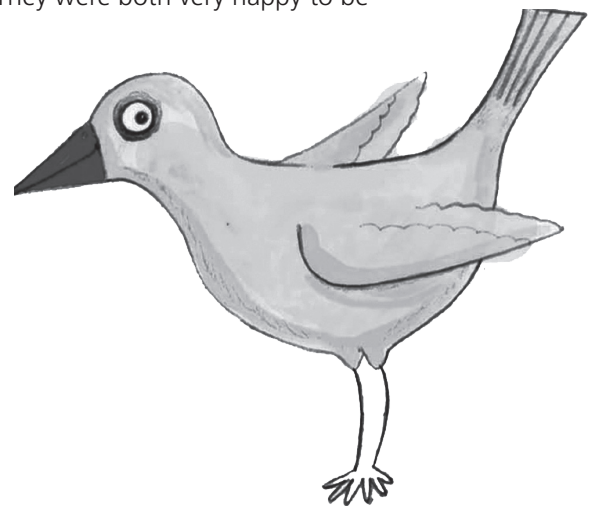
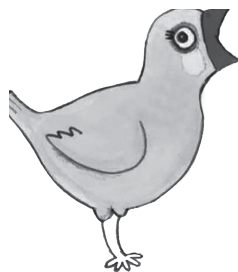
Soon he met a goat. "Goat, are you my mother?" he asked. "Meh, meh," said the goat and shook her hairy head. "No, I am not your mother, but come and eat sweet grass with me." "No thank you," said Baby Bird, "I must find my mother." And he walked on again.

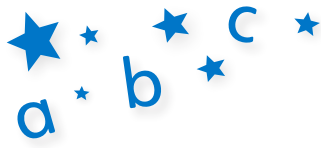
Baby Bird began to feel sad. He thought: "Am I ever going to find my mother?" Just then Gogo was walking down the path with her basket and she heard a little voice saying: "Tweet-tweet, tweet-tweet." She didn't know that Baby Bird was asking where his mother was.

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.





Risimu

Xinyenyana xi humile xisakeni, xi humile xisakeni, xi humile xisakeni.
 Xinyenyana xi humile xisakeni
 Xi ya lava manana wa xona

Manana Homu u manana wa mina, u manana wa mina, u manana wa mina?
 Manana Homu u manana wa mina?
 A nga va a ri kwihi?

A ndzi manana wa wena kambe hi lawa masi, hi lawa masi, hi lawa masi
 A ndzi manana wa wena kambe hi lawa masi,
 A nga va a ri kwihi?

Manana Mbuti u manana wa mina, u manana wa mina, u manana wa mina?
 Manana Mbuti u manana wa mina?
 A nga va a ri kwihi?

A ndzi manana wa wena kambe tana hi dya byanyi, tana hi dya byanyi, tana hi dya byanyi
 A ndzi manana wa wena kambe tana hi dya byanyi
 A nga va a ri kwihi?

Kokwana u ndzi veka xisakeni, u ndzi veka xisakeni, u ndzi veka xisakeni
 Kokwana u ndzi veka xisakeni
 Ku rindzela manana wa mina.

N'wananga Xinyenyana ndza vuya, ndza vuya, ndza vuya,
 N'wananga Xinyenyana ndza vuya,
 Na xivungu xo nona!

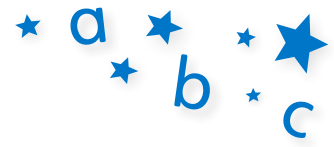
(Yimbelela hi chuni ya "Here we go round the mulberry bush" kumbe u tirhisa ya wena n'wini.)



Ntivomarito ku suka eka xitori

Marito ya nkoka:	xinyenyana	xisaka	tandza	homu	mbuti	kuma
Marito yo engetela:	murhi	nomo wa xinyenyana	rimpapa	xivungu	dya	tlhotlhorha
	tlhorha	faya	haha	ehenhla	ehansi	tsakile





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



U ta lava:

- Xitori xa: Xana u manana wa mina?
- Tiphaphete: manana wa xinyenyani, n'wana wa xinyenyani, homu, mbuti, Gogo, nsinya, xisaka, tandza, n'wana wa xinyenyani endzeni ka tandza
- Tipuropo: xiphemu xa wulu yo lala/ntambu ya xivungu, xisaka xa xinyenyani, tandza ra pulasitiki, huku ya thoyi, tisiva, fureme ra madlilasi ya kokwani, basikiti.
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito

Vhiki Ra 1 Siku 1

Migingiriko ya tlilasi hinkwayo

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

Ku rungula xitori na ku aka ntivomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: Xana swinyenyani swi tshama kwihi? Wa switiva leswaku vana va swinyenyani va tswariwa njhani? Xana va na va swinyenyani va dya yini?
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso, va kombi swifaniso eka swisaka swo hambana-hambana.

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito. Endla miencyeto na ku tirhisa tiphaphete na tipuropo.
- 2.2 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"U ehleketa leswaku n'wana wa xinyenyani u ta kuma manana wa yena? U vona onge n'wana wa xinyenyani u titwa njhani?"*

3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori? U tshame u lahleka? Xana wa switiva leswaku u fanele ku endla yini loko u lahlekile?"*

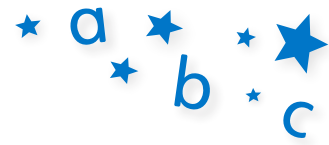
Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"xinyenyana, xisaka, xana, xitsongo, xiphamba, xona, xivindzi, xindledyana, xiritwana, xivungu, xinon'wana. Xana ma wu tva mpfumawulo lowu kongomisiweke: xisaka, xana, xitsongo? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /x/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /x/: xeweta, xixika, xixikana, xiluva, xitolo."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /x/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /x/: *"x-x-x"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

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





You will need:

- Story: 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: *"xinyenyana, xisaka, xana, xitsongo, xiphamba, xona, xivindzi, xindledyana, xiritwana, xivungu, xinon'wana. Can you hear the focus sound: **xisaka, xana, xitsongo**? Yes, you are right! They all have the sound /x/."*
- 2 *"Listen carefully, here are some more words with /x/: **xeweta, xixika, xixikana, xiluva, xitolo.**"* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /x/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /x/: *"**x-x-x**"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



U ta lava:

- Tiphaphete swa xitori
- Swifaniso na vunanga swa risimu



Vhiki Ra 1 Siku 2

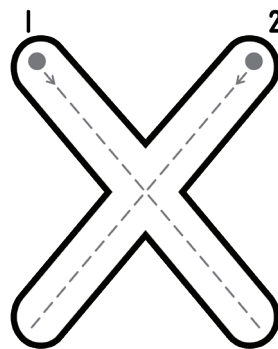
Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku yimbelela

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

Mavumbelo ya letere

- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /x/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /x/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga pfula no pfala tintiho to kombetela na ta le xikarhi va ri karhi va endla onge va tsema xa nchumu.
- 3 Kombisa vadyondzi ku tsala letere **x**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi. Tlakusa voko u tsema."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

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





You will need:

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



Week 1 Day 2

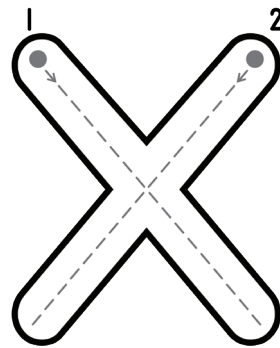
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /x/ or if they can think of any other words that start with the sound /x/.
- 2 Teach learners an action associated with the sound. For example: Learners can open and close their pointing and middle fingers while they pretend to be cutting something.
- 3 Show learners how to write the letter x. 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 cross."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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





U ta lava:

- Tiphaphete na tipuropu swa xitori
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **x**: xiluva, xixika, xikero, xitulu, xikolo, xisibi, xitofu, xixivo, xandla, xoti, xikowa, ximanga, xampu, xinkwa

Vhiki Ra 1 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

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



Stella u ri:

Tirhisa xipfalo xa bokisi ra letere, hi letere ra xivumbeko xa fomu eka xona ku komba vadyondzi leswaku maletere ya twiwa njhani. Vadyondzi vo tala va vuyeriwa hiku twa na ku khoma tanihi loko swi va tsundzuxa swivumbeko swa maletere.



Mabokisi ya maletere

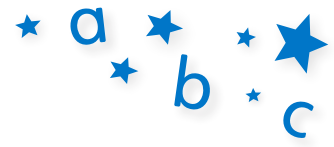
- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin’we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya.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



Migingiriko ya ntlawa lowuntsongo

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **x**: xiluva, xixika, xikero, xitulu, xikolo, xisibi, xitofu, xixivo, xandla, xoti, xikowa, ximanga, xampu, xinkwa

Week 1 Day 3

Whole class activities

Storytelling and role play

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



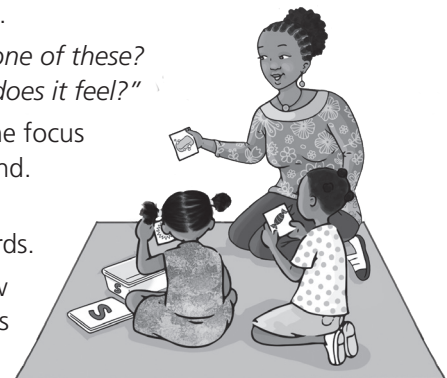
Stella says:

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



Letter boxes

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



Small group activities

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



U ta lava:

- Swifaniso leswikulu swa ndzandzelelano

Stella u ri:



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

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



Vhiki Ra 1 Siku 4

Migingiriko ya tllasi hinkwayo

Ku landzelerisa swifaniso

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

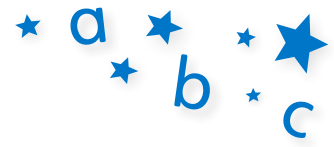
Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Kombela vana ku tshama va miyela ehenhla ka khapete naswona va pfala tindleve ta vona hi mavoko ya vona leswaku va yingisela hi vukheta. Hlamusela leswaku u ya vula marito ya mune. Loko va hetile k uvula marito lawa ya mune, vadyondzi va nga yimisa mavoko loko va tiva mpfumawulo lowu va nga wu twa emasunguleni ya marito hinkwawo.
 - ★ Mudyondzisi na vadyondzi: "Yingisela, yingisela, nitwala kahle, xana hi wihi mpfumawulo wo kongoma lowu mi wu twaka?"
 - ★ Mudyondzisi: "hembe, hamula, heke, huku, havi'.
 - ★ Mudyondzisi na vadyondzi: "Ndzi byele, ndzi byeleni, mitwa yini?"
 - ★ Vadyondzi: "/h/"
- 2 Loko vadyondzi va kotile ku hlawula mpfumawulo lowu kongomisiweke eka marito, vula mpfumawulo u ri karhi u nonoka u tlhela u twakala u ri karhi u tiyisisa mahundzulukelo ya nomo wa wena.
- 3 Tirhisa ntsena mune wa marito lama hi nkarhi eka gingiriko. Tlhelela eka mpfumawulo lowu fanaka kotalatala hiku tsakela ka wena, u tirhisa marito yo hambana hambana ku endlela leswaku swi nyanyula.
 - ★ /l/: lamula, lori, lepula, letasi, luka, luma, leha
 - ★ /w/: wulu, wasi, wodiropo, wachi, wukuwuku, wena, weta
 - ★ /s/: sekwa, sokisi, saha, senga, selifoni, sava, sula
 - ★ /x/: xisiba, xiluva, xikero, xinkwa, xoti, xixika, xitulu

Migingiriko ya ntlawa lowuntsongo

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





You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

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



Stella says:



These are useful questions to ask about each picture:

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

Listening for focus sounds

- 1 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: "hembe, hamula, heke, huku, havi".
 - ★ Teacher and learners: "Tell me, tell me, what do you hear?"
 - ★ Learners: "/h/".
- 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.
 - ★ /l/: lamula, lori, lepula, letasi, luka, luma, leha
 - ★ /w/: wulu, wasi, wodiropo, wachi, wukuwuku, wena, weta
 - ★ /s/: sekwa, sokisi, saha, senga, selifoni, sava, sula
 - ★ /x/: xisiba, xiluva, xikero, xinkwa, xoti, xixika, xitulu



Small group activities

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



U ta lava:

- Glilu, swikero
- Khadibodo, phepha ra tinotsi, byasi, tisiva, tinhi, pende, buraxi-yo-penda, phepha kumbe or phepha thixu
- Tikhirayoni ta mhula letikulu
- Thixu yin'we ya mudyondzi ha un'we
- Swifaniso swa swisaka kumbe xisaka xa ntiyiso
- Marito lawa ya nga na tisiabasi to tala lawa ya fambelanaka na xitori: n'wana, jusi, yena, manana, ntsongo, voya, basikiti, kokwana, tsaka, saseka, hlayiseka

Vhiki Ra 1 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Komba vadyondzi xisaka kumbe swifaniso swa xisaka u tlhela u vulavula hi leswi mixaka yo hambana ya swisaka yi nga endliwa hiswona.
- 2 Hlamusela vadyondzi leswaku va ta endla xisaka na xinyenyani ehenhla ka murhi. Vakombi xikombiso u va byela leswaku va landzelela magoza lama:
 - ★ Tsemelela xiphemu xa khadibodo ku endla vuhenhla bya murhi.
 - ★ Damarheta matluka ehenhla ka murhi kumbe tsondzela phepha-ra-thixu ku endla matluka.
 - ★ Endla xisaka hi tinhi, u tsondzela maphepha ku endla matandza endzeni ka xisaka.
 - ★ Dirowa u tlhela u tsema xifaniso xa xinyenyani.
 - ★ Tirhisa thixu ku endla rhavi ra murhi (u ta fanela ku tsema swimbovani etlhelweni ra thixu ku nga si sungula dyondzo).



Stella u ri:



*Ku endla bolo
leyintsongo hi phepha
ra thixu swikahle eka ku
hemelerisa matorokani
wa kahle.*

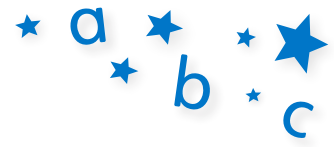
Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **ma | na | na**.
- 2 Kombela vadyondzi ku langutana na munghana wa vona va phakatana mavoko eka peletwana rin'wana na rin'wana: **ma** (phakatana) **na** (phakatana) **na** (phakatana).
- 3 Vula marito ma mapeletwana man'wana kusuka eka xitori loko vadyondzi va phakatana eka peletwana rin'wana na rin'wana.
- 4 Hlohlotela vadyondzi ku hlayela hlayo ya mapeletwana eka marito (xikombiso: "manana" ri na mapeletwana manharhu).

Migingiriko ya ntlawa lowuntsongo

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





You will need:

- 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: n'wana, jusi, yena, manana, ntsongo, voya, basikiti, kokwani, tsaka, saseka, hlayiseka

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: **ma | na | na**.
- 2 Ask learners to face a friend and do a high five for each syllable: **ma** (high five) **na** (high five) **na** (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: "manana" has three syllables).

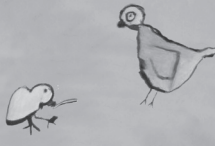





Small group activities

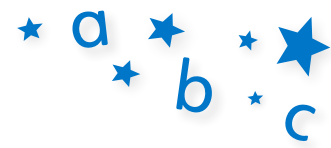
Remind learners about the small group activities, the rules for each activity and the tidy-up process.






Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi u n'wana na u n'wana Tikhirayoni ta mhula letikulu <div data-bbox="227 693 552 934"> <p>Ekaba ke wena Mme wa ka?</p>  <p>Nonyana e nyane e jele seboko.</p> </div> <div data-bbox="187 992 586 1254">  <p>Loko vadyondzi va lava ku pfuniwa hi ku ehleketa leswi va nga swi dirowaka, va kombi ndzandzelelano wa swifaniso ku va nyika mavonele.</p> </div>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. Vutisa vadyondzi leswaku hi xihhi xiphemu xa xitori va xi rhandzeke. Nyika swiringanyeto swin'wana. Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. Xikombiso: "N'wana ... xinyanyani ... udyile ... inani ... Hi rihi rito leri a mi lava ku ri vula leri landzelaka? 'Xivungu'. Ndzi ta tsala rito: 'xivungu.'" Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> Swiphazamiso <div data-bbox="279 1360 499 1512">  </div>	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Vadyondzi va fanele ku sungula va languta hi vukheta swiphemu swa phazili na swi hlenganisa. Va fanele ku hlenganisa swiphemu swa phazili ndhawu yin'we ku endla xifaniso xa xiharhi kumbe ximuhuhatwa kusuka eka xitori. Va nga tirhisa Buku Leyikulu kumbe va longoloxa swifanisi ku va letela.
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphaphana leswi nga na vuxokoxoko <div data-bbox="314 1644 465 1825">  </div>	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphaphana lexi va nga tsakelaka ku hlaya. Endla nkombiso wa ku pfula buku na ku yi pfula mapheji. Komba vadyondzi swin'wana swa swifaniso na ku kondletela vadyondzi ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.



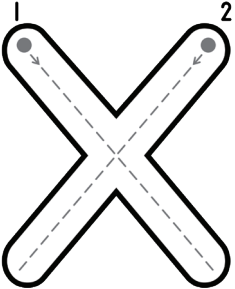



Small group activities for Week 1

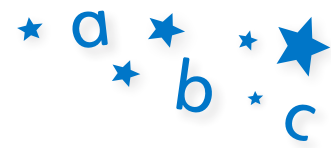
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: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

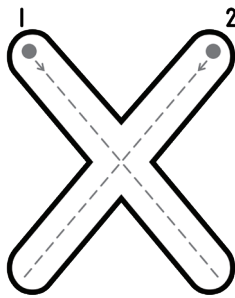





U ta lava	Migingiriko
<ul style="list-style-type: none"> • Xikombiso xa letere "x" eka phepha ra A5 ra mudyondzi un'wana na un'wana • Swifaniso leswitsongo kumbe minchumu leyi sungulaka hi "x": xixivo, xinkwa, xiluva • Tikhirayoni ta mhula • Phephahungu kumbe switirhisiwa swa xisaka • Glilu 	<p>Nghingiriko wa 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> 1 Nyika mudyondzi un'wana na un'wana xikombiso xa letere na minchumu kumbe swifaniso leswi nga na mpfumawulo lowu kongomiweke. 2 Va fanele ku damarheta swifaniso kumbe minchumu leyi nga na mpfumawulo lowu kongomisiweke ku tatisa vangwa na ku endla letere. 3 Va nga tlhela va engetela swidirowiwa swa swilo leswi nga na mpfumawulo lowu kongomiweke wa "x". 
<ul style="list-style-type: none"> • Tipuropo: minkumba leyikulu, maxiti, malapi lama phutseleke switulu na matafula yo endla yindlu, khatilari ya pulasitiki, tikhotheni leti pfuxetiweke na mapoto, swakudya swo tlanga (muhandzu wa pulasitiki kumbe matsavu), mabokisi yo tshama swakudya kumbe maphakiti, xikhigelo, nkumba na thoyi 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya ekhoneni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta switirhisiwa leswintshwa. 2 Vutisa vadyondzi: "Xana n'wana wa xinyenyani a tshama kwihi? Exisakeni! Xana vanhu va tshama kwihi? Hi tshama tindlwini. U nga tsakela ku aka yindlu na ku tlanga ni vanghana?" 3 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. Xikombiso: loko swiri na nkoka eka ntlangu wa vona, ti teki tanihi muakelani loyi a fikaka endlwini. Gogondza "erivatini" u vona loko ku ri hiku vataku amukela. 





You will need	Activities
<ul style="list-style-type: none">• An A5 “x” letter template for each learner• Small pictures of things or items with the sound “x”: xixivo, xinkwa, xiluva• 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 “x”. 
<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. 





U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi u n'wana na u n'wana

Vhiki Ra 2 Siku 1

Migingiriko ya tllasi hinkwayo

Ku landzelerisa swifaniso ko tala



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



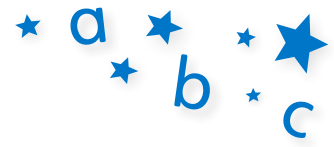
Ku tivisa mpfumawulo ku suka eka xitori

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

Migingiriko ya ntlawa lowuntsongo

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “*emurhini, exisakeni, endzeni, ekule, ehleketa, endla, ehenhla, ehansi, emisaveni, endleni, e-e.* Can you hear the focus sound: **e-e, endleni, endla**? Yes, you are right! They all have the sound /e/.”
- 2 “Listen carefully, here are some more words with /e/: **etlela, endla, pepere, lekere, emahlweni, ehenhla, ehansi, enta.**” (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-e**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



U ta lava:

- Buku Leyikulu: Xana u manana wa mina?
- Xikombiso xa letere e eka phepha ra A5 ra mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu

Vhiki Ra 2 Siku 2

Migingiriko ya tlilasi hinkwayo

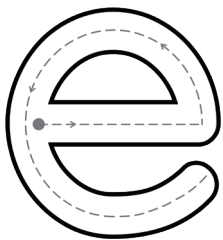
Ku hlaya swin'we – Buku Leyikulu

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



Mavumbelo ya letere

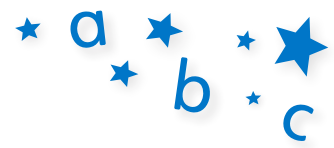
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /e/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /e/.
- 2 Dyondzisa vadyondzi ku encenyeta loku ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha endla onge va badama ehansi naswona va etlela.
- 3 Vutisa vadyondzi loko va ha tsundzuka ku tsala letere **e**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: *"Sungula ethonsini, loloka thwixi, yana ehenhla kutani u rhendzeleka."*
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Hlamusela vadyondzi leswaku va fanele ku tlhelela endzhaku ematafuleni ya vona leswaku va ta vumba maletere ya nkwangula-tilo. Leswi swi vula leswaku va ta tsala ehenhla ka letere eka pheji/papilla ra vona hi mihlovo yo hambana ya tikhirayoni.
- 6 Loko vadyondzi va swikota ku ehleketa hi swilo leswi sungulaka hi mpfumawulo lowu letere ri wu endlaka, va nga dirowa v ajika na letere ra nkwanhulati. Kondletela vadyondzi ku vula mpfumawulo lowu endlwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

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





You will need:

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

Week 2 Day 2

Whole class activities

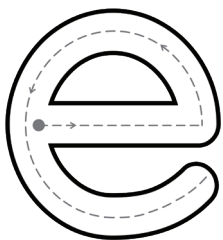
Shared reading – Big Book

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



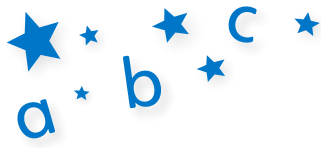
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /e/ or if they can think of any other words that start with the sound /e/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to lie down and sleep.
- 3 Show learners how to write the letter **e**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go straight, over and around.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. 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.



U ta lava:

- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi e: lekere, pepere, ketlele, terepere, kereke, letere

Stella u ri:

Ku endla leswaku vadyondzi swi va olovela, lulamisa makhadi ya ri na swifaniso swo hambana-hambana swa vana va swiharhi. Mudyondzi u fanele ku hlawula khadi ivi a ecenyeta xiharhi xexo loko lavan'wani etlilasi va vhumba ku i xiharhi muni.



Vhiki Ra 2 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

- 1 Eka xitori, n'wana wa xinyenyani u ri "ncwiii-ncwiii". Vutisa vadyondzi loko va switiva ku n'wana wa xinyenyani u vuriwa yini (vondlo). Vutisa vadyondzi lo va switiva ku n'wana wa homu u endla mpfumawulo wihi.
- 2 Vula: "Ina, n'wana wa homu uri mhoo. Na swona n'wana wa homu u vuriwa rhole."
 - ★ N'wana wa ximanga u ... vuriwa
 - ★ N'wana wa mbyana u vuriwa ximbyanyana naswona xi ri ... huu, huu.
 - ★ N'wana wa sekwa i xisekwana naswona xi ri ... kwee, kwee
 - ★ N'wana wa nguluve i xingulubyana loko xirila xi ri ... hocii, hocii
 - ★ N'wana wa hanci u vuriwa xihancana loko a rila uri ... eii, eii.
- 3 Hlamusela vadyondzi leswaku va fanele ku cincana va endla onge hi vona vana va swiharhi leswi naswona vadyondzi lavan'wana va fanela ku bvumba leswaku i vana va swiharhi swihi.
- 4 Kusuka kwalaho kombela vadyondzi ku yingisela hi vukheta loko uri karhi u vula mimpfumawulo ya swiharhi: "huu huu, ncwii ncwii". Va fanele ku kopa mimpfumawulo leyi uyi vuleke hi nongonoko lowu faneleke. Ringeta leswi hi mompfumawulo yo hambana ya swiharhi: huhuhu, kwee, ohi-ohi, nyawu.

Mabokisi ya maletere

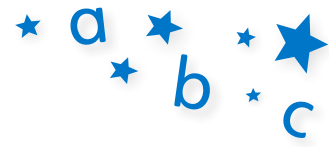
- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya.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



Migingiriko ya ntlawa lowuntsongo

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





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **e**: lekere, pepere, ketlele, teredere, kereke, letere

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.

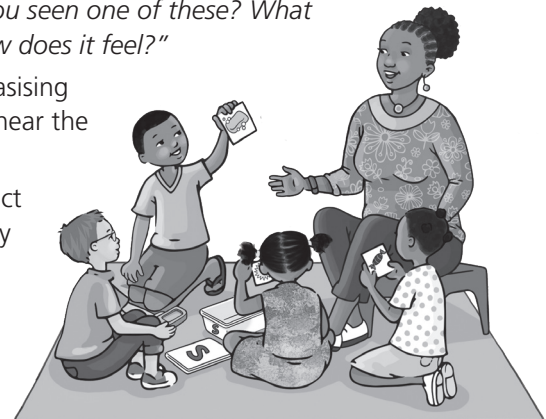
Stella says:



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.



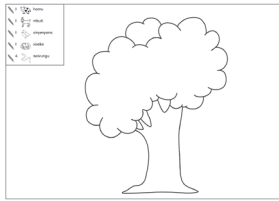
Small group activities

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



U ta lava:

- Nkandziyiso wa Pheji ra nghingiriko wa hlaya u endla
- Tikhirayoni ta mhula letikulu



Vhiki Ra 2 Siku 4

Migingiriko ya tllasi hinkwayo

Ku hlaya na ku endla

- 1 Byela vadyondzi ku langutisa nxaxamelo eka pheji ra gingiriko u vulavula hi leswi va swi vonaka (tinomboro, swifaniso na marito).
- 2 Byela vadyondzi leswaku sweswi va ya endla gingiriko wo tsakisa lowu vitaniwaka "hlaya u endla". Va fanele ku hlaya ntila wun'wana na wun'wana va endla leswi wu swi vulaka hiku tirhisa vangwa leri nga kona eka pheji.
- 3 Hlaya ntila wo sungula miri kun'we. Byela vadyondzi ku dirowa homu, kambe ungava byeli ku va dirowa kwihi.
- 4 Vutisa loko un'wana wa vadyondzi a kota ku "hlaya" ku ri ku ya endlwa yini eka nxaxamelo: va fanele ku dirowa mbuti yin'we.
- 5 Yisa emahlweni hi ndlela ya leyo hi yin'we ya swileriso.
- 6 Sweswi hlaya nakambe swileriso ha xin'we xin'we ivi u vula leswi eka vadyondzi: "xana u dirowile homu yin'we? Loko u endlile tano gwajula eka nxaxamelo wa wena."
- 7 Yisa emahlweni u kambisisa na ku gwajula swileriso hi xin'we-xin'we ku fika emakumu ka nxaxamelo.

Ku yingisela mimpfumawulo leyi kongomisiweke

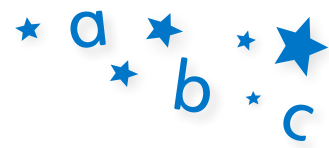
- 1 Kombela vadyondzi ku tshama va miyela ehenhla ka khapete va pfala tindleve hi mavoko ku va ta kota ku yingisela hi vukheta. Hlamusela leswaku u ya vula marito ya mune. Loko u hetile ku vula marito hinkwawo ya mune, vadyondzi va nga yimisa mavoko loko va switiva leswaku i mpfumawulo wihi lowu va nga wu twa emasunguleni ya marito hinkwawo.
 - ★ Mudyondzisi na vadyondzi: "Yingisela, yingisela, nitwala kahle, xana hi wihi mpfumawulo wo kongoma lowu mi wu twaka?"
 - ★ Mudyondzisi: "movha, mali, musu, meno".
 - ★ Mudyondzi na vadyondzi: "Ndzi byele, ndzi byeleni, mitwa yini?"
 - ★ Vadyondzi: "/m/".
- 2 Loko vana va kotile ku hlawula mpfumawulo lowu kongomisiweke eka marito, vula mpfumawulo kantsongo swi tlhela swi twala u ri karhi u tshikelela mofambelo ya nomo.
- 3 Tirhisa mune wa marito lama hi nkarhi eka gingiriko. Tlhelela eka mpfumawulo lowu fanaka ko talatala hi laha u lavaka ha kona, uri karhi u tirhisa marito yo hambana-hambana ku endla leswaku swi tsakisa.
 - ★ /m/: mujeko, movha, mali, mati, masi, mufana, muti, musu, meno, mopo, masalamusi
 - ★ /t/: tafula, tapula, tandza, tino, tihlo, tiko, tuva, tiya, tiroli, xitori, tihove, tamatisi
 - ★ /r/: risiva, rila, raha, rihati, ririmi, risokoti, ritiho, rivoni, rigoda, rivanti, ritavala
 - ★ /f/: fasitere, fasikoti, fayili, firiji, foroko, filimi, fihla, fulawuri



Migingiriko ya ntlawa lowuntsongo

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





You will need:

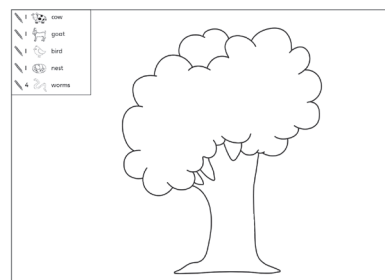
- A photocopy of the **Read and do activity page**
- Jumbo wax crayons

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: “movha, mali, musu, meno”.
 - ★ 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/: mujeko, movha, mali, mati, masi, mufana, muti, musu, meno, mopo, masalamusi
 - ★ /t/: tafula, tapula, tandza, tino, tihlo, tiko, tuva, tiya, tiroli, xitori, tihove, tamatisi
 - ★ /r/: risiva, rila, raha, rihati, ririmi, risokoti, ritiho, rivoni, rigoda, rivanti, ritavala
 - ★ /f/: fasitere, fasikoti, fayili, firiji, foroko, filimi, fihla, fulawuri



Small group activities

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





U ta lava:

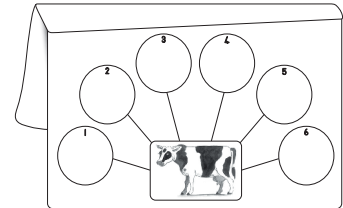
- Xiphemu xa phepha le ri kulu laha ku nga ni vangwa exikarhi kutani ku dirowiwa ximbyarumbyaru hi xivumbeko xa mepe wa miehleketo
- Tiphaphete ku suka eka xitori xa Xana u manana wa mina?
- Peni yo bumbula ya ntima
- Marito lawa ya nga na tasilabasi to tala lawa ya fambelanaka na xitori: n'wana, jusi, manana, ntsongo, voya, basikiti, kokwana, tsaka, saseka, hlayiseka
- Swidludli kumbe ndzhumba

Vhiki Ra 2 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Byela vadyondzi: "Namuntlha hi ta tsala xitori xa hina hi xin'wana xa swiharhi eka xitori xa n'wana wa xinyenyani. Ku va hi sungula, a hi hlawuleni xiharhi lexi hi hi lavaka ku tsala hi xona." Komba vadyondzi swiharhi swa thoyi. Loko u hlawurile xiharhi lexi u lavaka ku tsala hi xona, veka thoyi ya xiharhi exikarhi ka mepe wa miehleketo.
- 2 Tirhisa swivutiso leswi landzelaka ku ku letela matsalelo ya xitori:
 - ★ Bokisi ra 1: Kombela vadyondzi ku ehleketa hi vito ra xiharhi. Ri tsali ehansi.
 - ★ Bokisi ra 2: Kombela mavonelo ya vadyondzi hi lomu swiharhi swi tshamaka kona. Hlamusela ndhawu leyi eka xivulwa.
 - ★ Bokisi ra 3: Kanela hi leswi xiharhi xi rhandzaka ku dya xona; loko mi twananile, tsala xivulwa.
 - ★ Bokisi ra 4: Kombela vadyondzi ku ku nyika mavonelo hi leswi xiharhi xi swi endleke siku rin'wana. Hlawula vonelo rin'we kutani u tsala xivulwa.
 - ★ Bokisi ra 5: Vulavula hi leswi nga landzela ku humelela. Tsala marito ya vadyondzi ehansi eka xivulwa.
 - ★ Bokisi ra 6: Kanela na vadyondzi hi leswi va ehleketaka leswaku xitori xi fanele ku herisa xiswona kutani u tsala xivulwa.
- 3 Sweswi halayela vadyondzi xitori u tirhisa mabokisi ku ku pfuna.
- 4 Vutisa vadyondzi loko va tsakela xitori. Loko ku ri na leswi va lavaka ku swicinca, swi tsali eka mepe wa miehleketo. Ivi u hlaya xitori nakambe.
- 5 Loko ku ri na nkarhi, u nga vutisa van'wana va vadyondzi ku kombisa xitori. Damarheta xitori ekhumbini.



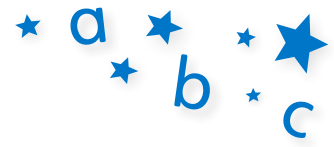
Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, xikombiso: **ma | na | na**.
- 2 Kombela ku macha eka yin'we ya peletwana: **ma** (goza rin'we) **na** (goza rin'we) **na** (goza rin'we). Nyika vadyondzi van'wana swidludli kumbe ndzhumbi ku dludla kumbe ku chaya eka peletwana rin'wana na rin'wana.
- 3 Vula man'wana ya marito ya mapeletwana eka xitori loko vadyondzi va ri karhi va macha eka xiphemu xin'wana na xin'wana xa peletwana. Hlohlotela vadyondzi ku hlaya nomboro ya mapeletwana eka marito (xikombiso: "manana' ri na mapeletwana manharhu).

Migingiriko ya ntlawa lowuntsongo

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





You will need:

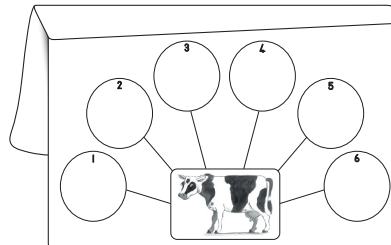
- A large piece of paper with a space in the middle and six bubbles drawn in a mind map format
- Puppets from the story *Are you my mother?*
- A thick black marker
- A list of multisyllabic words relating to the story: n'wana, jusi, manana, ntsongo, voya, basikiti, kokwani, tsaka, saseka, hlayiseka
- 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)

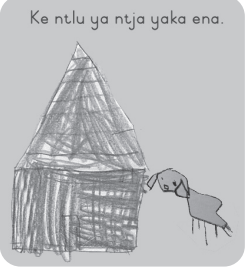


- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **ma | na | na**.
- 2 Ask learners to march for each syllable: **ma** (one step) **na** (one step) **na** (one step). Give some learners shakers or drums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

Small group activities

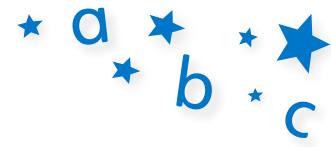
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



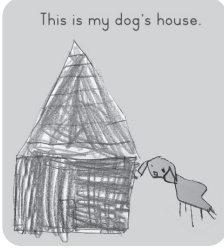


Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> • Maphepha ya A4 ya mudyondzi u n'wana na u n'wana • Tikhirayoni ta mhula letikulu • Khopi ya xithhokovetselo • Swifaniso swa tindhawu to hambana-hambana ta makaya ya swiharhi: xisaka, yindlu-xihari, bakiti, xivala, ritsandze, xiphamba, nkele  <p>Ke ntlu ya ntja yaka ena.</p>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> 1 Hlayela vadyondzi xithhokovetselo u va komba swifaniso swa mixaka ya makaya ya swiharhi: xisaka, huka, yindlu-xifuwo, basikiti, xivala, pume, xiphamba, nkele. 2 Vadyondzi va fanele va dirowa swifaniso swa makaya na swiharhi leswi tshamaka kona. Xikombiso: yindlu-xifuwo na mbyana, pume na ritsandze. <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p><i>Nguvu ya pume kumbe xiphamba kumbe nkele i kaya ku suka eku enteni ka lwandle ku ya fika emurhini ekaya i kun'wana na kun'wana laha u lavaka ku va kona. Bakwa kumbe tandza</i></p> <p><i>kumbe xisaka i kaya ndhawu ya migingiriko kumbe u ri wexe masiku hinkwawo loko u rhandza swinene hi rona kaya ra wena... kaya ra wena kaya ro tsakisa!</i></p> </div>
<ul style="list-style-type: none"> • Swiphazamiso 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> 1 Vadyondzi va fanele ku languta hi vukheta eka swiphemu swa phazili na ku swipaka. 2 Loko vahetile va vekela swiphemu swa phazili ndhawu yin'we ku endla xifaniso xa xiharhi kumbe ximunhuhatwa eka xitori. Va nga tirhisa Buku Leyikulu kumbe va landzelerisa swifaniso ku va letela.
<ul style="list-style-type: none"> • Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. 2 Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphhephana lexi va nga tsakelaka ku hlaya. 3 Endla nkombiso wa ku pfula buku na ku yi pfula mapheji. Komba vadyondzi swin'wana swa swifaniso na ku kondletela vadyondzi ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. 4 Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.

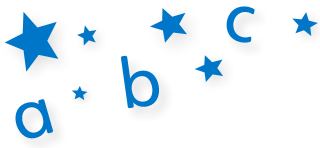


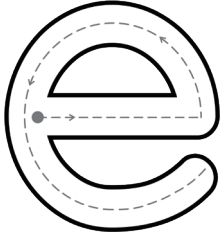



Small group activities for Week 2

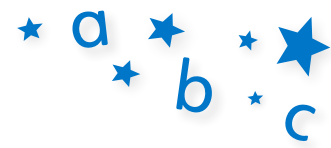
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • A copy of the poem: Home • Pictures of different animal homes: a nest, a kennel, a basket, a kraal, a web, a shell, a hive 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: 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="789 765 1340 1030" style="border: 1px solid #ccc; padding: 10px; background-color: #e6f2ff;"> <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.

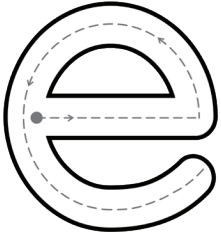





U ta lava	Migingiriko
<ul style="list-style-type: none"> • Xikombiso xa letere "e" eka phepha ra A5 ra mudyondzi un'wana na un'wana • Swiphemu leswitsongo swa maphepha ya swikirepe • Tikhirayoni ta mhula letikulu • Glilu 	<p>Nghingiriko wa 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> 1 Nyika mudyondzi un'wana na un'wana xikombiso xa letere na swiphemu swa maphepha ya swikirepe. 2 Va fanele ku tsondzela phepha ri va hi swibolwana kutani va damarheta swibolwana eka xikombiso xa letere. 3 Va nga tlhela va engetela swidirowiwa swa swilo leswi nga na mpfumawulo lowu kongomiweke wa "e". 
<ul style="list-style-type: none"> • Tipuropo: minkumba yi kulu, malapi lawa ya susiweke eswitulwini ku endla "yindlu" minchumu le yi tirhisiwaka ku dya ya pulastiki, tikhothena ta ku rhisayikiliwa na mapoto, swakudya swo tlanga (mihandzu na matsavu ya tipulasitiki mabokisi ya swakudya lawa ya nga ri ku na nchumu kumbe tiphakiti), xikhigelo, nkumba na mpopi 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> 1 Tsundzuxa vadyondzi hi tipuropo eka khona ya ntlangu wo endla onge na ku va kondletela ku yisa emahlweni ku suka eka Vhiki ra 1 loko va endla onge va ntlangu yindlu-yindlu. 2 Va rhangeli u va letela ku endla onge wa ntlangu u kombela vadyondzi: "N'wana wa xinyentani a tshama kwihhi? Exisakeni! Xana vanhu va tshama kwihhi? Hi tshama etindlwini. U nga tsakela ku aka yindlu u ntlangu na vanghana va wena?" 3 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. Xikombiso: Loko swiri na nkoka eka mintlangu ya vona, endla onge u muakelani loyi a fikaka endlwini. Gongondza rivati u vona loko vataku amukela. 





You will need	Activities
<ul style="list-style-type: none">• An A5 “e” letter template for each learner• Small pieces of scrap paper• 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 small pieces of scrap paper.2 They must roll the paper into little balls and stick the balls on the letter template.3 They can also add drawings of things with the focus sound “e”. 
<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. 



★ Ku rindzela n'wana

Xitori

Vito ra mina i Thabi naswona ndzi na ntsevu wa malembe. Ku nga ri khale ndzi ta va na ndzisana ya mufana kumbe nhwanyana naswona ndzi twa ndzi tsakile swinene hi swona! Mixo wa namuntlha Manana u tile ekamareni ra mina kutani a ku: "Thabi, n'wana wa ka hina u kurile naswona u na matimba kutani u lulamile ku fika sweswi. Ndzi ya exibedlhele namuntlha naswona ndzi ta va ndzi nga ri kona hi Musumbhunuku, Ravumbirhi, Ravunharhu, Ravumune, ndzi vuya hi Ravuntlhanu."

Manana wa Thabi u ti lulamisela ku ya exibedlhele. "Sala kahle, murhandziwa," a vula. "Ndzi ta vuya ku nga ri khale, ndzi ri na xihlamariso lexikulu xa hina hinkwerhu." N'wana a kurile swinene ekhwirini ra manana wa yena lero Thabi a nga ha swi koti ku rhenzela mavoko ya yena emirini wa yena ku n'wi vukarha tanihi leswi a swi kotisa swona eku sunguleni.

Thekisi ri ba bele hala handle na nkarhi wa manana wa yena wu fikile wa ku famba. Thabi u khomelele nkumba wa yena a sungula ku rila, hi loko tatana wa yena a n'wi tlakula a n'wi veka emakatleni ya yena. U tsakela ku va ehenhla.

Thabi a fanele ku rindzela ntlhanu wa masiku ntsena: Musumbhunuku, Ravumbirhi, Ravunharhu, Ravumune, Ravuntlhanu – kambe eka yena a swi twala onge i nkarhi wo leha swinene. Thabi u vutisela tatana wa yena swivutiso swo tala hi n'wana lontshwa. Tatana wa yena u na vonelo. "Hikokwalaho ka yini u nga tsaleli Manana papila? U nga n'wi byela hi laha u n'wi tsundzukaka ha kona na ku n'wi vutisa swo tala hi n'wana." Kutani Thabi a ku: "Hi swona Tatana, u ta ndzi pfuna, ndza kombela."



Hi ku huma ka xikolo, tatana wa Thabi u n'wi pfunile ku tsalela manana wa yena papila.

Eka Manana

Ndza ku rhandza naswona ndza ku tsundzuka! Tatana u ri wena na n'wana mi ta vuya hi Ravuntlhanu. Swa ndzi tsakisa hi leswaku ku ta va ku ri ku hela ka vhiki. A ku yiwi exikolweni hi Mugqivela na hi Sonto, kutani ndzi nga tlanga na n'wana wa ka hina siku hinkwaro na ku n'wi phutsela hi nkumba wa mina. N'wana wa ka hina i mufana kumbe i nhwanyana? Xana u ta fana na mina? Xana n'wana wa ka hina u ta sungula rini ku famba na ku vulavula?

Hi rirhandzu

Thabi (n'wana wa wena lonkulu)

I Ravuntlhanu na siku lerikulu ri fikile. Thabi u tsakile swinene, u pfuka na mixo swinene ku rindzela manana wa yena na n'wana ku vuya ekaya. Thabi u twa manana wa yena enyangweni wa le mahlweni, kambe wa miyela swinene. U lava ku n'wi hlamarisa.

Kambe Thabi u ta va na xihlamariso lexikulu. Manana wa yena u vuyile na mahahlwa! Thabi u na sesi na buti!!

Lawa hi wona makumu ya xitori.



★ 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?

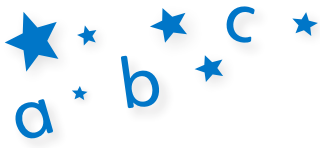
*Love from
Thabi (your big baby)"*

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.





Risimu

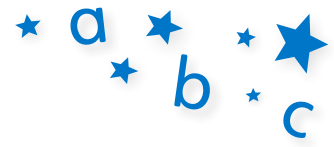
Etlela n'wananga etlela (Vananga)
Pfala mahlo ya wena yo saseka
Manana u kwala kusuhi
Miyela u nga rili.

(Yimbelela hi chuni ya "Here we go round the mulberry bush" kumbe u tirhisa ya wena n'wini)

Ntivomarito ku suka eka xitori

Marito ya nkoka:	tsaka	tsana	tsakile	hlamarile	mahahla	xibedlhele
Marito yo engetela:	khwiri	kula	endzeni	rhendzela	vukarha	rila
	famba	rindzela	nkumba	ku hela ka vhiki	tsundzuka	papila





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





U ta lava:

- Xitori xa: Ku rindzela n'wana
- Tiphaphete: Thabi, mana wa Thabi, tatana wa Thabi, mahahlwa, khalenda
- Tipuropo: nkumba wa Thabi, papilla ro suka eka Thabi (xiphemu xa phepha na penisele), khalenda, thayi, tithoyi timbirhi (kumbe mikumba lowu petsiweke onge i xilo xo languteka ku fana na n'wana)
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito

Vhiki Ra 1 Siku 1

Migingiriko ya tllasi hinkwayo

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

Ku rungula xitori na ku aka ntivomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi ka go ba botsa o re: *"I vanhu vangani endyangwini wa ka n'wina? U na makwavo wa xinsati kumbe wa xinuna? U na mahahlwa?"*
- 1.3 Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso: kombela vadyondzi leswaku va ku komba leswi va langutekisaka xiswona loko va kwatile.

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito. Endla miencyeto na ku tirhisa tiphaphete na tipuropu.
- 2.2 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku nghanisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Xana manana wa Thani u ta vuya hi siku rihhi? Hikokwalaho ka yini Thabi a lava ku rila? U vona onge Thabi u tsale yini eka papilla ro ya eka manana wa yena? U ehleketa onge a lava ku n'wi hlamarisa hi yini?"*

3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori? U tsakela ku endla yini loko u rhindzele xa wa nchumu?"*

Ku tivisa letere ku suka eka xitori

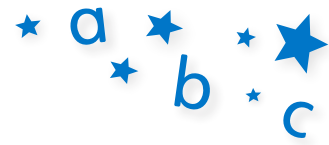
- 1 Kombela vadyondzi ku tshama emeteni va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"rindzela, ri, rila, rini, rirhandzu. Xana ma wu twa mpfumawulo lowu kongomisiweke: rindzela, rila, ri? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /r/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /r/: raha, rivala ririmi, risimu, rima, ringa, risokoti, rito."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /r/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /r/: *"r-r-r"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

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

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





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: "rindzela, ri, rila, rini, rirhandzu. Can you hear the focus sound: **rindzela, rila, ri**? Yes, you are right! They all have the sound /r/."
- 2 "Listen carefully, here are some more words with /r/: **raha, rivala ririmi, risimu, rima, ringa, risokoti, rito.**" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /r/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /r/: "**r-r-r**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



U ta lava:

- Tiphaphete swa xitori
- Swifaniso na vunanga swa risimu



Vhiki Ra 1 Siku 2

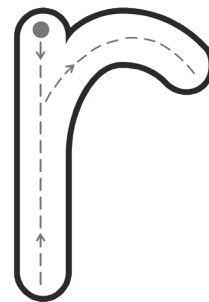
Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuopo kumbe u encenyeta ku pfuna vadyondzi ku twisisa ririmi ra risimu. Vutisa vana loko va tiva tin'wni ta tinsimu to mbuwetela ku etlela leswaku va avelana na van'wani tllasini. Tsakani mi yimbelela hi ririmi ro tlula rin'we.

Mavumbelo ya letere

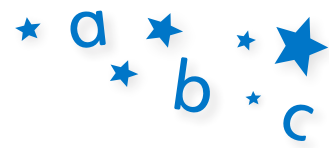
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /r/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /r/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga tirhisa tintiho ta voko ra ximatsi naswona va endla onge va kasela eka voko ra vona ra xinene va ri karhi va vula "r-r-risokoti".
- 3 Kombisa vadyondzi ku tsala letere r. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi, ehenhla, yana etlhelo."
- 4 Pfumelela vadyondzi ku ti toloveti ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

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





You will need:

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



Week 1 Day 2

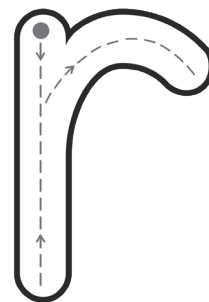
Whole class activities

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 /r/ or if they can think of any other words that start with the sound /r/.
- 2 Teach learners an action associated with the sound. For example: Learners can use the fingers on their left hand and pretend to crawl up their right arm like an ant saying "r-r-risokoti".
- 3 Show learners how to write the letter r. 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 and over."
- 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.



U ta lava:

- Tiphaphete na tipuropu swa xitori
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **r**: risiva, rila, raha, rihati, ririmi, risokoti, ritiho, rivoni, rigoda, rivanti, ritavala



Vhiki Ra 1 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

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

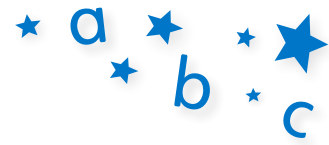
Mabokisi ya maletere

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

Migingiriko ya ntlawa lowuntsongo

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects have the focus sound **r**: risiva, rila, raha, rihati, ririmi, risokoti, ritiho, rivoni, rigoda, rivanti, ritavala



Week 1 Day 3

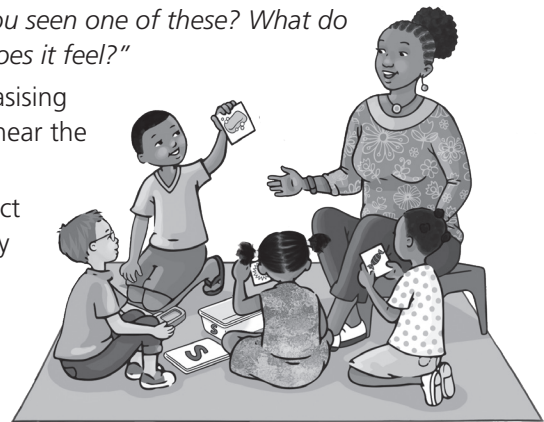
Whole class activities

Storytelling and role play

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

Letter boxes

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



Small group activities

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



U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Switirhisiwa kumbe swifaniso leswi nga ni mpfumawulo wo fana wo kongoma

Vhiki Ra 1 Siku 4

Migingiriko ya tlilasi hinkwayo

Ku landzelerisa swifaniso

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

Stella u ri:



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

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

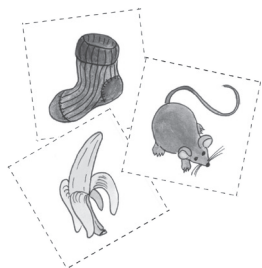


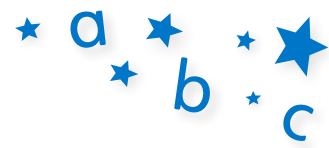
Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Hlawula mimpfumawulo yimbirhi leyi kongomisiweke u kuma sete ya swifaniso kumbe switirhisiwa u sungula hi mimpfumawulo leyi kongomisiweke (u nga tirhisa switirhisiwa leswi nga eka bokisi ra maletere).
- 2 Kombela vadyondzi ku yima emahlweni ka tlilasi, nyika vadyondzi vambirhi switirhisiwa kumbe swifaniso leswi sungulaku hi mpfumawulo lowu fanaka lowu kongomisiweke wa tlakusela ehenhla leswaku vadyondzi lavan'wani va kota ku vona. Kombela vadyondzi leswaku va ku pfuna ku thya swifaniso na switirhisiwa.
- 3 Vula vito ra xin'we xa xifaniso na xitirhisiwa hiku nonoka, u ri karhi u tshikelela mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi k uvula leswaku hi swihi switirhisiwa swimbirhi kumbe swifaniso leswi nga na mpfumawulo lowu kongomisiweke wo fana. Vadyondzi lava nga khoma swifaniso kumbe switirhisiwa va fanele ku tshunelelana va yima kusuhi na kusuhi.
- 5 Loko vadyondzi va toloverile ntlangu lowu, ringeta leswi landzelaka: tiyisisa leswaku u na switirhisiwa swo enela kumbe swifaniso leswaku uta nyika mudyondzi un'wana na un'wana xin'we. Hlamusela vadyondzi leswaku va fanela ku kuma mudyondzi loyi xitirhisiwa na xifaniso swi nga na mpfumawulo lowu fanaka lowu kongomisiweke va tshama swin'we emeteni.

Migingiriko ya ntlawa lowuntsongo

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





You will need:

- Big sequence pictures
- 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:



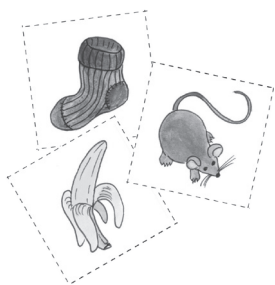
These are useful questions to ask about each picture:

- "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.



U ta lava:

- **N'wana wa bokisi ra mecisi:** bokisi ra mecisi rin'we hi mudyondzi na xikombiso xa n'wana endzeni ka bokisi ra mecisi ku komba vadyondzi
- swiribyani, swipfalo, fomu, wulu ya khotono, ntambhu, swiphephemu swa malapi, phepha ra muhlovo, rhibono
- **Gongondza:** bodlela ra pulasitiki hi mudyondzi, swiribyani, vuhlalu, tibocisi, sava, phepha ra muhlovo
- Tikhirayoni ta mhula letikulu na timakara ta ntima kumbe swo tsala
- Swikero, xodamarheta
- Marito lawa ya nga na mapeletwananyingi' lawa ya fambelanaka na xitori: n'wana, tsakile, bana, bele, thekisi, hlamarisa, xibedlhele, buti, sesi, khwiri, Musumbhunuku, Ravumbirhi, Ravunharhu, Ravumune, Ravuntlhanu, mahahlwa

Vhiki Ra 1 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Hlamusela vadyondzi leswaku va ta endla n'wana wa vona na mubedwa endzeni ka bokisi ra mecisi. Va fanele ku tirhisa switirhisiwa leswi nga ehenhla ka tafula na xo tsala ku va dirowa xikandza xa n'wana ehenhla ka ribye kumbe xipfalo. Va fanele ku khavisa bokisi ra mecisi ku endla mubedwa wa n'wana wa vona. Komba vadyondzi xikombiso xa leswi u swi endleke.
- 2 Kombela vadyondzi ku nyika "n'wana" wa vona vito naswona va tsala vito eka xiphemu xa phepha lexi vangata damarheta emahlweni kumbe ematlhelo ya bokisi ra mecisi. Hlamusela leswaku va tsala vito hi ndlela leyi va vonaka onge ri tsarisiwa xiswona.
- 3 Hlohlotela vadyondzi ku vutisa munghana hi "n'wana" wa vona: I mani vito ra xona? I mufana kumbe i nhwanyana? Xana u rila ngopfu?

KUMBE

- 1 Hlamusela vadyondzi leswaku va ya endla xingelengele xa n'wana. Va fanele ku xa swiribyana, vuhlalu kumbe sava endzeni ka bodlela ra pulasitiki va phutsela bodlela hi maphepha ya handzuka yo khalaria ku endlela leswaku xi languteka xi sasekile eka n'wana.



Ku twananisa na ku hambanisa (mapeletwana)

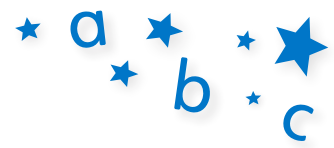
- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **xi | be | dlhe | le**.
- 2 Kombela vadyondzi ku langutisana na munghana va phakatana mavoko eka peletwana rin'wana na rin'wana: **xi** (phakatana) **be** (phakatana) **dlhe** (phakatana) **le** (phakatana).
- 3 Vula man'wana marito ya mapeletwananyingi ku suka eka xitori loko vadyondzi va ri karhi va phakatana eka peletwana rin'wana na rin'wana.
- 4 Hlohlotela vadyondzi ku hlayela hlayi ya mapeletwana eka marito: (Xikombiso: "xibedlhele" ri na mapeletwana ya mune).



Migingiriko ya ntlawa lowuntsongo

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





You will need:

- **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: n'wana, tsakile, bana, bele, thekisi, hlamarisa, xibedlhele, buti, sesi, khwiri, Musumbhunuku, Ravumbirhi, Ravunharhu, Ravumune, Ravuntlanu, mahahlwa

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.



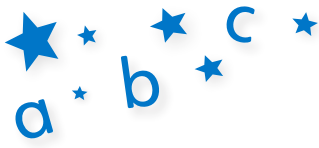
Blending and segmenting (syllables)

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



Small group activities

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

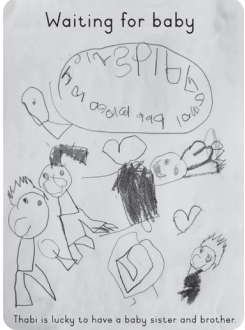
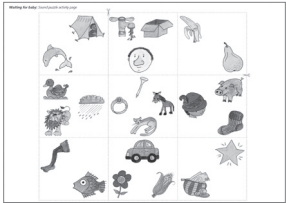



Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

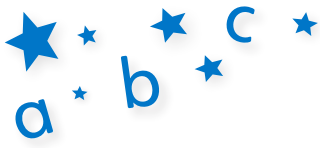
U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi u n'wana na u n'wana Tikhirayoni ta mhula letikulu <div data-bbox="262 688 545 1081"> <p>Ho emetswe lese a</p> <p>Thabi o lelhonolo ho ba le ausi a monyane le abuti.</p> </div> <div data-bbox="187 1105 588 1343"> <p>Loko vadyondzi va lava ku pfuniwa hi ku ehleketa leswi va nga swi dirowaka, va kombi ndzandzelelano wa swifaniso ku va nyika mavonelo.</p> </div>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. Vutisa vadyondzi leswaku hi xihhi xiphemu xa xitori va xi rhandzeke. Nyika swiringanyeto swin'wana. Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketa ehenhla loko u karhi u tsala xivulwa xa vona. Xikombiso: "Thabi ... u ... na ... nkateko ... ku ... va ... na ... ndzisana ... ya ... sesi ... na ... A mi lava ku vula rito rihi leri landzelaka? Buti. Ndzi ta tsala rito 'buti'." Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> Mimpfumawulo ya tiphazele <div data-bbox="227 1471 565 1719"> </div>	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Vadyondzi va sungula hi ku lava xiphemu xa phazele lexi xi nga na swifaniso swa mune. Va fanele ku vekeka xiphemu lexi xa phazele exikarhi ka tafula. Vadyondzi va fanele ku vula mavito na nkongomo wa mimpfumawulo wa xifaniso xin'wana na xin'wana. Vadyondzi va fanele ku teka xiphemu xin'wana xa phazele kutani va xi pananisa na nkongomo wa mimpfumawulo ya swifaniso hinkwaswo leswi nga eka xiphemu xa phazele. Phazele yi va yi helerile loko swiphemu hinkwaswo swi vumba yinhla-mune.
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko <div data-bbox="279 1873 496 2133"> </div>	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku hlaya. Endla nkombiso wa ku pfula buku na ku yi pfula mapheji. Komba vadyondzi swin'wana swa swifaniso na ku kondletela vadyondzi ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.

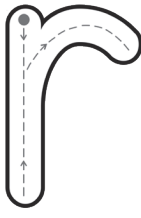
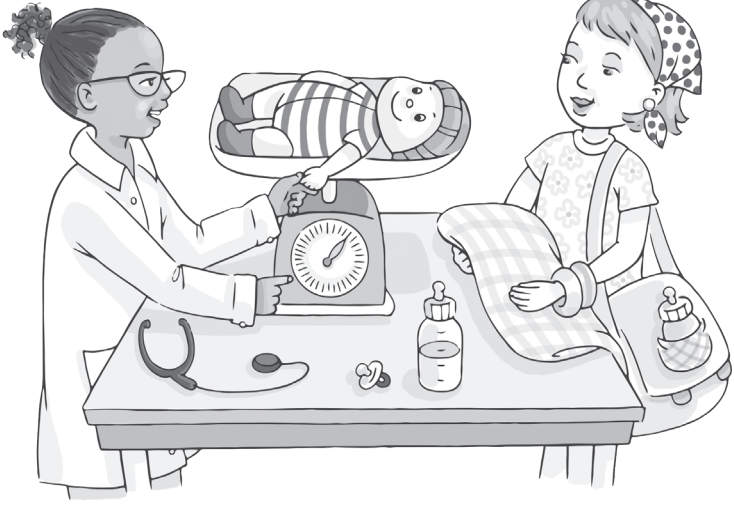


Small group activities for Week 1

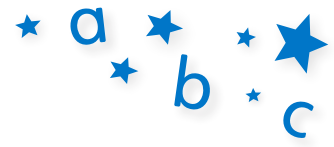
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: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

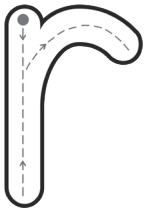
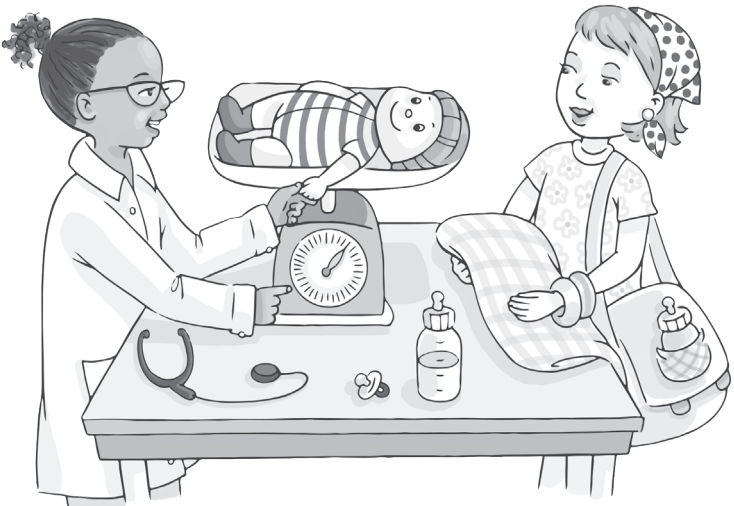




U ta lava	Migingiriko
<ul style="list-style-type: none"> • Xikombiso xa letere "r" eka phepha ra A5 ra mudyondzi un'wana na un'wana • Swifaniso leswitsongo kumbe minchumu leyi sungulaka hi "r": risiva, rigoda • Tikhirayoni ta mhula • Gililu 	<p>Nggingiriko wa 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> 1 Nyika mudyondzi un'wana na un'wana xikombiso xa letere na minchumu kumbe swifaniso leswi nga na mpfumawulo lowu kongomiweke. 2 Va fanele ku damarheta swifaniso kumbe minchumu leyi nga na mpfumawulo lowu kongomisiweke ku tatisa vangwa na ku endla letere. 3 Va nga tlhela va engetela swidirowiwa swa swilo leswi nga na mpfumawulo lowu kongomiweke wa "r". 
<ul style="list-style-type: none"> • Tipuropo: minkumba, mimpopisi, malerhi, pureme, ximbedwana xa n'wana, mabodlhela, bavhu ra n'wana, xikalu, thawula lerintsongo 	<p>Nggingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya ekhoneni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta switirhisiwa leswintshwa. Hlamusela leswaku va ta endla i nga ri i vatswari lava nga na n'wana lowuntshwa. Va nga ambexa na ku dyisa n'wana wa vona, va nga tlhela va endzela vatswari van'wana na n'wana wa vona. Va nga tlhela va ya endzela tlininiki va ya karisa vana va vona va tlhela va kamberwa hi muongori. 2 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. Xikombiso: Vutisa "vatswari" hi ta n'wana wa vona, u tlhela u va byela leswi n'wana wa vona a nga sasekisa xi swona! 





You will need	Activities
<ul style="list-style-type: none"> • An A5 “r” letter template for each learner • Small pictures of things or items with the sound “r”: risiva, rigoda • 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 “r”. 
<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! 





U ta lava:

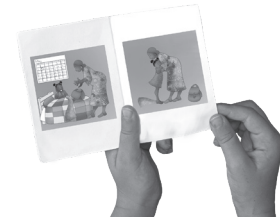
- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi u n'wana na u n'wana

Vhiki Ra 2 Siku 1

Migingiriko ya tlilasi hinkwayo

Ku landzelerisa swifaniso ko tala

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



Ku tivisa mpfumawulo ku suka eka xitori

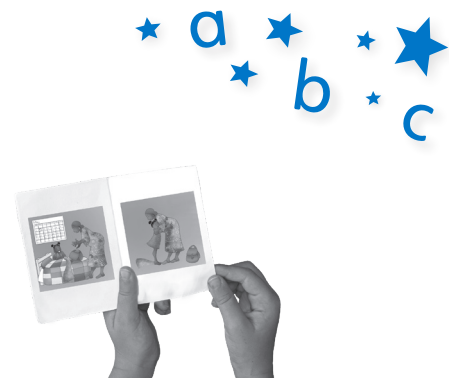
- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"yini, rini, vhiki, yiwi. Xana ma wu twa mpfumawulo lowu kongomisiweke: yini, rini, vhiki, yiwi? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /i/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana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



Migingiriko ya ntlawa lowuntsongo

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"yini, rini, vhiki, yiwi. Can you hear the focus sound: yini, rini, vhiki, yiwi? Yes, you are right! They all have the sound /i/."*
- 2 *"Listen carefully, here are some more words with /i/: xipikiri, misisi, ririmi, bikiri, miri, firiji, tliniki, xisibi, jini, inthanete."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /i/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /i/: *"i-i-i"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





U ta lava:

- Buku Leyikulu: Ku rindzela n'wana
- Xikombiso xa letere i eka phepha ra A5 ra mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu

Vhiki Ra 2 Siku 2

Migingiriko ya tllasi hinkwayo

Ku hlaya swin'we – Buku Leyikulu

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



Mavumbelo ya letere

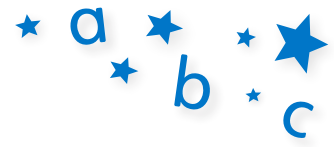


- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /i/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /i/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha ninginisa nhloko va ri karhi va vula "i-i-ina".
- 3 Kombisa vadyondzi ku tsala letere i. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi. Tlakusa voko kutani u vekela thonsi."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Hlamusela vadyondzi leswaku va fanele ku tlhelela endzhaku ematafuleni ya vona leswaku va ta vumba maletere ya nkwangula-tilo. Leswi swi vula leswaku va ta tsala ehenhla ka letere eka pheji/papilla ra vona hi mihlovo yo hambana ya tikhirayoni.
- 6 Loko vadyondzi va kota ku ehleketa hi swilo leswi sungulaka hi mpfumawulo lowu endliwaka hi letere, va nga swi dirowa swi rhendzela nkwangula-tilo wa letere.

Migingiriko ya ntlawa lowuntsongo

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





You will need:

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

Week 2 Day 2

Whole class activities

Shared reading – Big Book

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



Forming the letter

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



U ta lava:

- Xingelengele xa n'wana xo endliwa ekaya
- Tiphaphete swa xitori
- Swifaniso swo huma eka timagazini ta swirho swa mindyangu to hambana hambana
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi i: xipikiri, misisi, ririmi, bikiri, firiji, pinki, sili xisibi, jini

Vhiki Ra 2 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

- 1 Byela vadyondzi ku va va languta hi vukheta tiphaphete leti ti nga eka xitori. Va kombisi ha xin'we xin'we ku ya hi nkarhi naswona va kombeli va ku pfuna ku hlamusela ha xin'we xin'we: "Xana hinkwaswo swi lehile kumbe ku koma? Xana swi na misisi yo leha kumbe yo koma? Swi dyuharile kumbe swa ha ri vantshwa? Xana swi ambale yini?" kutani hlamusela swifaniso leswi u fanele ku swi tsema ku suka eka magazini. Damarheta tiphaphete na swifaniso ekhumbini.
- 2 Hlamusela vadyondzi leswaku va fanele ku yingisela hi vukheta loko u ri karhi u hlamusela un'wana wa vanhu. Kombela vadyondzi ku va va yimisa mavoko loko va n'wu tiva munhu loyi u nga ku n'wi hlamuseleni. Xikombiso: "Munhu loyi ni ehleketaka hi yena u lehile nyana. U ambarile swi ambalo swa vuxika. U ti komba a ri munhu wo toloveleka."
- 3 Vutisa vadyondzi leswaku ku nga va ku ri na loyi a nga tsakelaka ku hlamusela u n'wana wa swimunhuhata loko lavan'wana va ri karhi va yingisela.

Stella u ri:



Ndlela ya kahle ya ku endla leswaku vadyondzi va va na ntshamiseko eka xitoloveto xa ku yingisa i ku va byela leswaku va pfala matihlo. Kutani famba u ya ekhoneni ya kamara ya dyondzela kutani u dzungudza xingelengele xi rhasa. Vutisa vadyondzi ku va va kombeta lomu mpfumawulo wu ta ka wu huma hi kona. Famba hi ndlela yo ka yi nga rhasi u ya e ndzhaka kamara u tlhela u dzungudza xingelengele nakambe, Endla leswi ku suka eka timheho to hambana hambana u ri karhi u dzungudza xingelengele, rhangha u xi rhasisa swinene kutani u ya u xi dzungudza swintsongo.

Mabokisi ya maletere

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



Migingiriko ya ntlawa lowuntsongo

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





You will need:

- A home-made baby rattle
- Puppets from the story
- Pictures from a magazine of different family members
- A letter box containing objects or pictures of objects that have the focus sound **i**: xipikiri, misisi, ririmi, bikiri, firiji, pinki, sili xisibi, jini

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.

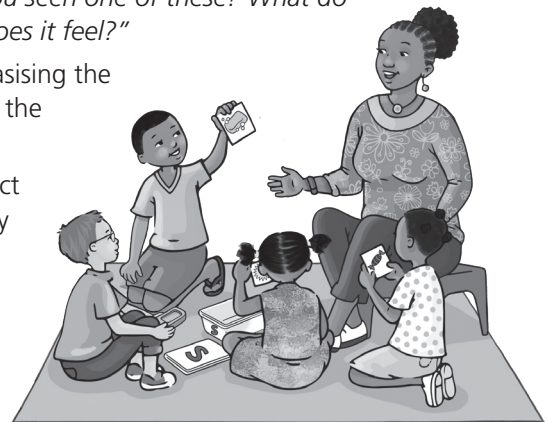
Stella says:



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.



U ta lava:

- Xikandza xa emoji xa mudyondzi un'wana na un'wana (leswi kandziyisiweke swi tsemiwa swi humesiwa eka pheji ra **swikandza swa Emoji**)
- 8 wa **swikandza swa Emoji** swo hlovohatiwa, leswi tsemiweke
- Mudyondzi u n'wana na u n'wana a vi na vumba byo tlanga hi byona na mimetse/ masangu ya vumba byo tlanga hi byona
- Tinhonga, wulu, vuhlalu kumbe "matihlo" ya pulasitiki
- Swo ka swi nga bohi: timagazini

Vhiki Ra 2 Siku 4

Migingiriko ya tllasi hinkwayo

Ku hlaya na ku endla

- 1 Byela vadyondzi ku va va tshama ehenhla ka sangu naswona va languta xikanda xa wena hi vukheta. Endla leswaku xikanda xi humesa vutitwi kutani u kombela vadyondzi leswaku va encenyeta xikanda xa wena, kutani u thya vutitwi lebyi vito.
- 2 Endla leswi nakambe, kambe kombisa vadyondzi xifaniso xa emoji yin'wana na yin'wana loko mi ri karhi mi vulavula hi vutitwi byin'wana na byin'wana. Kombela mudyondzi leswaku a kombisa vutitwi, kutani u n'wana mudyondzi a lava emoji leyi nga lulama.
- 3 Endzhaku ka loko mi endlile leswi hi swifaniso swo hlaya, vadyondzi va fanele ku suka va ya ematafuleni ya vona. Mudyondzi u n'wana na u n'wana u ta lava vumba byo tlanga hi byona, sangu ra vumba byo tlanga hi byona na xifaniso xa emoji.
- 4 Vadyondzi va fanele ku tirhisa byin'wana bya vumba byo tlanga hi byona bya vona ku vumbuludza va maka bolo kutani va tlhela va byi pavalalisa leswaku va ta vumba xivumbeko xa xikanda xa xirhendzevutana. Hlohletela vadyondzi ku va va "hlaya" emoji kutani va vumba xikanda hi vumba byo tlanga hi byona lebyi fambelanaka na vutitwi bya emoji hi ku tirhisa switirhisiwa leswi nga tafuleni. Va nga ha tlhela va ncicana emoji na mudyondzi u n'wana ku va vumba kutitwi byin'wana exikandeni.

KUMBE

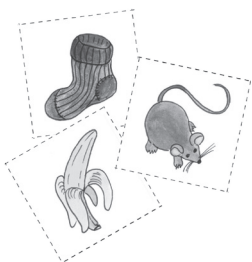
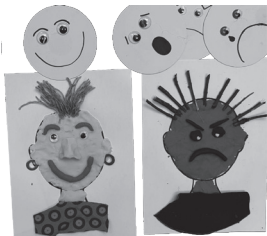
- 1 Vadyondzi va nga tsema swifaniso swa vanhu lavanga na matitwelo yo fana na ya ku suka eka magazini. Swifaniso leswi swi nga damarhetiwa eka chati ekusuhi na mfungo wa emoji.

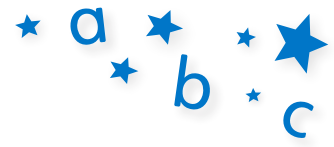
Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Hlawula mimpfumawulo yimbirhi ya nkongomo u tlhela u kuma swifaniso kumbe switirhisiwa leswi swi sungulaka hi mimpfumawulo yaleyo ya nkongomo (u nga tirhisa switirhisiwa leswi humaka eka mabokisi ya maletere). Kombela vadyondzi vamune ku va va yima emahlweni ka tllasi. Nyika mudyondzi u n'wana na u n'wana switirhisiwa kumbe swifaniso swimbirhi leswi swi sungulaka hi mpfumawulo wa nkongomo wo fana va wu yimisela ehenhla leswaku vadyondzi hinkwavo va ta kota ku vona. Kombela vadyondzi va ku pfuna ku nyika mavito ya swifaniso kumbe switirhisiwa.
- 2 Vula vito ra xifaniso xin'wana na xin'wana kumbe xitirhisiwa hi ku nonoka, u ri karhi u tshikelela mpfumawulo wa nkongomo.
- 3 Kombela vadyondzi leswaku va boxa leswaku hi swihi switirhisiwa swimbirhi kumbe swifaniso leswi nga na mpfumawulo wa nkongomo wo fana. Vadyondzi lava nga khoma switirhisiwa kumbe swifaniso leswi va fanele ku suka va ya yima kusuhi na kusuhi. Yisa emahlweni hi swifaniso kumbe switirhisiwa swimbiri kumbe mune swo engetelela.
- 4 Loko se vadyondzi va ta va va toloverile ntlangu lowu, ringeta ku landzelela ku hambana loku: tiyisisa leswaku u na switirhisiwa kumbe swifaniso swo ringanela leswi u nga ta swi nyika mudyondzi u n'wana na u n'wana. Hlamusela vadyondzi leswaku va fanele ku kuma mudyondzi loyi xitirhisiwa kumbe xifaniso xa yena xi nga na mpfumawulo wa nkongomo wo fana naswona va tshama swin'we esangwini..

Migingiriko ya ntlawa lowuntsongo

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





You will need:

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

Week 2 Day 4

Whole class activities

Read and do

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

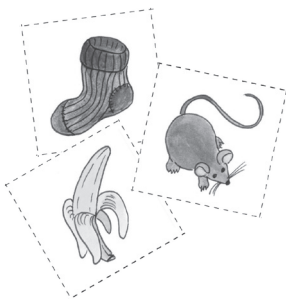
OR

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



Listening for focus sounds

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



Small group activities

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



U ta lava:

- Xiphemu xa phepha kumbe khadi bodo
- Bodo yo basa yo fungha eka yona
- Tikhirayoni ta mhula letikulu
- Marito lawa ya nga na mapeletwananyingi lawa ya fambelanaka na xitori: n'wana, tsakile, bana, bele, thekisi, hlamarisa, xibedlhele, buti, sesi, khwiri, Musumbhunuku, Ravumbirhi, Ravunharhu, Ravumune, Ravuntlhanu, mahahlwa
- Swidludli kumbe ndzhumba

Vhiki Ra 2 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Hlamusela vadyondzi leswaku va ta endla i nga ri hi vona Thabi naswona va ku pfuna ku endla khadi ra ku amukela Manana na mahahlwa.
- 2 Vutisa va dyondzi loko ku ri na loyi a swi tivaka masungulelo ya ku tsala hungu eka khadi. Hlamusela leswaku hi tala ku sungula makhadi hi marito: Eka
- 3 Kutani burisanani hi leswi nga ta mi nga ta landzela mi tsala swona. Loko mi ta va mi pfumelelanile, tsalani marito ya vadyondzi eka khadi. Endzhaku ka loko mi ta va mi tsarile swivulwa swimbirhi kumbe swinharhu, kombela vadyondzi va ku pfuna ku ehleketa leswi u nga swi vulaka emakumu ka khadi.
- 4 Vadyondzi van'wana va nga khavisa khadi loko nkarhi wa ha ri kona.

Ku twananisa na ku hambanisa (mapeletwana)

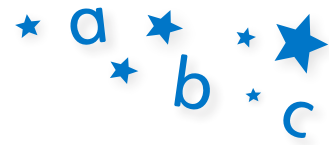
- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **xi** | **be** | **dlhe** | **le**.
- 2 Kombela vadyondzi leswaku va bela silabulu yin'wana na yin'wana goza: **xi** (goza rin'we) **be** (goza rin'we) **dlhe** (goza rin'we) **le** (goza rin'we). Nyika van'wana va vadyondzi swingelengele kumbe ndzhumba ku va va dzungunga kumbe ku chayela silabulu yin'wana na yin'wana.
- 3 Vula marito yan'wana lawa ya nga na tasilabulu to tala lawa ya humaka eka xitori loko vadyondzi va ri karhi va bela silabulu yin'wana na yin'wana goza. Hlohletela vadyondzi ku va va hlayela nhlayo ya tasilabulu leti nga kona eka marito (Xikombiso: "xibedlhele" ri na tasilabulu tamune).



Migingiriko ya ntlawa lowuntsongo

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





You will need:

- An A3 piece of paper or cardboard
- Whiteboard marker
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: n'wana, tsakile, bana, bele, thekisi, hlamarisa, xibedlhele, buti, sesi, khwiri, Musumbhunuku, Ravumbirhi, Ravunharhu, Ravumune, Ravuntlhanu, mahahlwa
- 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: **xi | be | dlhe | le**.
- 2 Ask learners to march for each syllable: **xi** (one step) **be** (one step) **dlhe** (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: "xibedlhele" has four syllables).

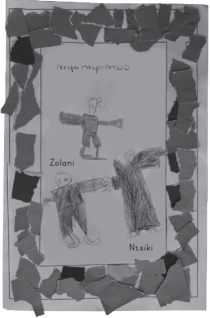
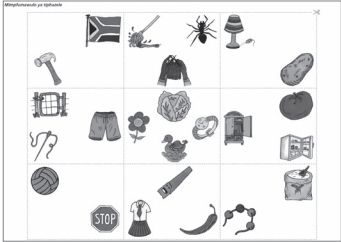



Small group activities

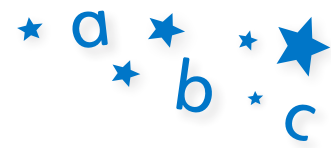
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



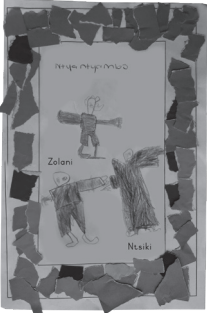
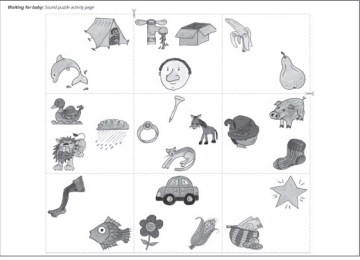

Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> Nkandziyiso wa Pheji ra nghingiriko wa Rimba ra xifaniso ra mudyondzi un'wana na un'wana Phepha ro khalaria kumbe mapheji yo suka eka magazini lawa vadyondzi va nga ya tsemelelaka ya va swiphemu swintsongo 	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Vadyondzi va fanele ku tsemelela na ku damarheta phepha ro khalaria kumbe mapheji yo suka eka magazini e makumu ka phepha leswaku va maka fureme. Loko se va ta va va makile fureme, va fanele ku dirowa xifaniso xa ndyangu wa ka vona exikarhi ka pheji. Hlohlotela vadyondzi ku va va tsala mavito ya vona ethelo ka xifaniso xa xi dirohiwa xa vona, naswona va ringeta ku tsala mavito ya swirho swin'wana swa ndyangu loko va swi kota. Ehandle ka swona, va kombeli leswaku va ku byela mavito ya swirho swa ndyangu wa vona kutani u va tsalela. 
<ul style="list-style-type: none"> Mimpfumawulo ya tiphazele 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Vadyondzi va sungula hi ku lava xiphemu xa phazele lexi xi nga na swifaniso swa mune. Va fanele ku vekeka xiphemu lexi xa phazele exikarhi ka tafula. Vadyondzi va fanele ku vula mavito na nkongomo wa mimpfumawulo wa xifaniso xin'wana na xin'wana. Vadyondzi va fanele ku teka xiphemu xin'wana xa phazele kutani va xi pananisa na nkongomo wa mimpfumawulo ya swifaniso hinkwaswo leswi nga eka xiphemu xa phazele. Phazele yi va yi helerile loko swiphemu hinkwaswo swi vumba yinhla-mune.
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphaphana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphaphana lexi va nga tsakelaka ku hlaya. Endla nkombiso wa ku pfula buku na ku yi pfula mapheji. Komba vadyondzi swin'wana swa swifaniso na ku kondletela vadyondzi ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.


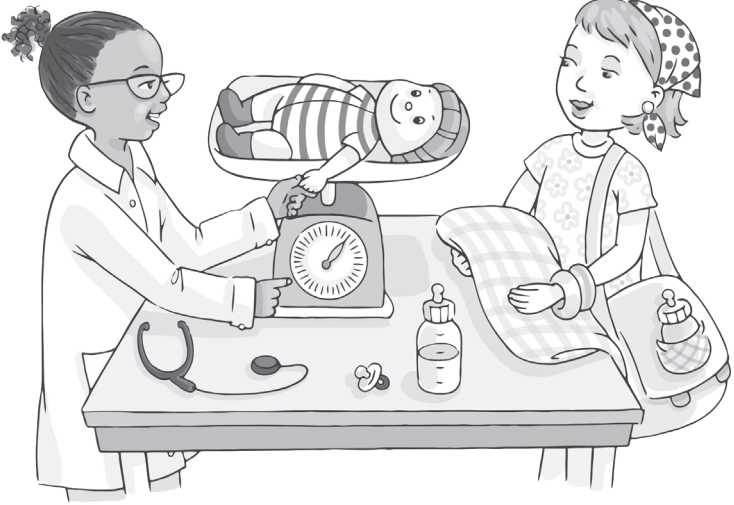




Small group activities for Week 2


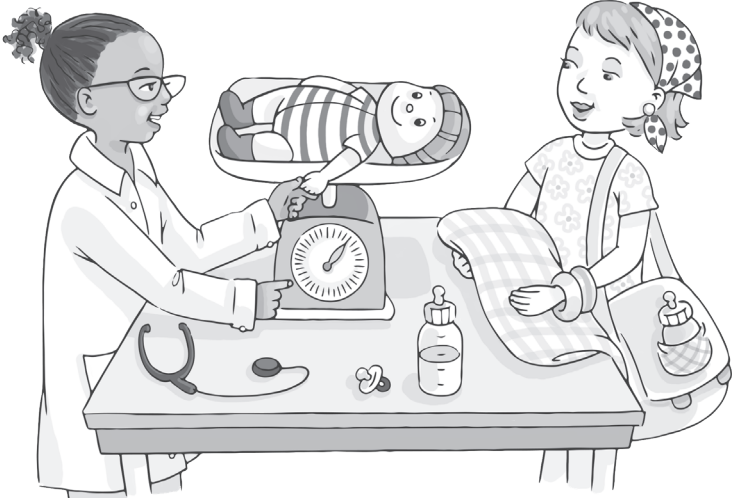
You will need	Activities
<ul style="list-style-type: none"> • A photocopy of the Picture frame activity page for each learner • Coloured paper or pages from a magazine that learners can tear into small pieces 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Learners must tear and stick coloured paper or pages from a magazine around the edge of the paper to make a frame. 2 Once they have made a frame, they must draw a picture of their family in the middle of the page. 3 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"> 1 Learners begin by finding the puzzle piece with four pictures. They must put this puzzle piece in the middle of the table. 2 Learners must say the names and focus sounds of each picture. 3 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"> 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.



U ta lava	Migingiriko
<ul style="list-style-type: none"> • Xikombiso xa letere "i" eka phepha ra A5 ra mudyondzi un'wana na un'wana • Swiphemu leswitsongo swa maphepha ya swikirepe • Tikhirayoni ta mhula letikulu • Glilu 	<p>Nghingiriko wa 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> 1 Nyika mudyondzi un'wana na un'wana xikombiso xa letere na minchumu kumbe swifaniso leswi nga na mpfumawulo lowu kongomiweke. 2 Va fanele ku damarheta swifaniso kumbe minchumu leyi nga na mpfumawulo lowu kongomisiweke ku tatisa vangwa na ku endla letere. 3 Va nga tlhela va engetela swidirowiwa swa swilo leswi nga na mpfumawulo lowu kongomiweke wa "i". 
<ul style="list-style-type: none"> • Tipuropo: minkumba, mimpopi, malerhi, pureme, ximbedwana xa n'wana, mabodhela, bavhu ra n'wana, xikalu, thawula lerintsongo 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> 1 Tsundzuxa vadyondzi hi tipuropo eka khona ya ntlangu wo endla onge na ku va kondletela ku yisa emahlweni ku suka eka Vhiki ra 1 loko va endla i ngari i vatswari lava va hlaysaka vana vantshwa. 2 Rhangela ntlawa ku ya ekhoni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta switirhisiwa leswintshwa. 3 Va hlamuseli leswaku va ta endla i nga ri i vatswari lava nga na n'wana wuntshwa. Va nga ambexa na ku dyisa n'wana wa vona naswona va nga endzela vatswari van'wana na n'wana wa vona. Va nga tlhela va endzela tlilini va ya karisa vana va vona na ku va kamberwa hi muongori. 4 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. Xikombiso: u nga fika u endla i nga ri u tisa nyiko ya n'wana lontshwa. Vutisa "vatswari" hi ta n'wana wa vona, naswona u va byela hi leswi n'wana wa vona anga sasekisa xiswona! 





You will need	Activities
<ul style="list-style-type: none"> • An A5 “i” letter template for each learner • Small pieces of scrap paper • Jumbo wax crayons • Glue and scissors 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and small pieces of scrap paper. 2 They must roll the paper into little balls and stick the balls on the letter template. 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 Remind learners about the props in the pretend play corner. Encourage learners to continue from Week 1 when they pretended to be parents looking after their new babies. 2 Lead the group to the pretend play corner and show them the props. 3 Explain that they are going to pretend to be parents with a new baby. They can dress and feed their baby and go on a visit to other parents with their baby. They could also go to visit the clinic and get the babies weighed and checked by a nurse. 4 Visit the corner at least once to observe and encourage the learners’ game. For example: You could arrive and pretend to bring a gift for the new baby. Ask the “parents” about their baby, and tell them how beautiful their baby is! 



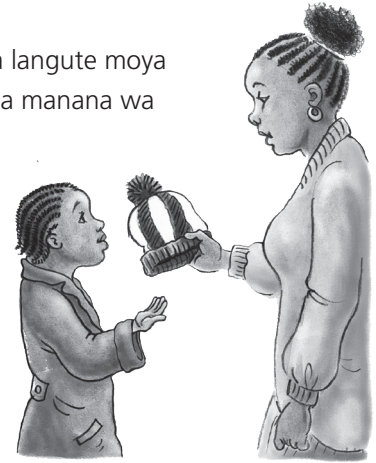
★ Xisaka xa xihuku

Xitori

A ku ri siku ro titimela hi xixikana, Wendy na manana wa yena a va langutile hi fasitere, va langute moya lowu a wu hunga emirhini. "Ndzi kombela ku ya tlanga ehandle?" Wendy u komberile eka manana wa yena. "Wendy, ku na moya. U fanele ku ambala swo kufumela loko u lava ku ya hala handle," ku vula manana wa yena.

Wendy u ambale baji ra yena ro kufumela kutani a huma. Loko a ri kusuhi na ku huma enyangweni, manana wa yena u te: "Hi lexi, teka xihuku xa wena ku kufumeta nhloko na tindleve ta wena."

Wendy u tsutsumele ehandle eka moya lowo titimela. U langute ehenhla ka mirhi kutani a lemuka leswaku mirhi yo tala yi dzudzeke matluka swinene.



Kan'we - kan'we, moya lowu wa matimba wu susile xihuku xa yena enhlokweni. "Yoo mananoo! Xihuku xa mina xi fambile! A ndzi koti ku xi khoma! Ku rila Wendy a karhi a xi tsutsumisa. Kambe moya wu hungile hi matimba na xihuku a xi ya xi haha xi ya ekule ku fikela xi nga ha vonaki.

Wendy u tsutsumele ekaya ku ya tivisa manana wa yena leswi nga humelela. "Manana, xihuhuri xi hungile hi matimba, xi tekile xihuku xa mina enhlokweni ya mina naswona sweswi a ndzi xi kumi! Ndzi ringetile ku xi tsutsumisa, kambe moya wu xi hahisele emirhini." Manana wa Wendy u te: "Ndza ku puta ku va xihuku xa wena xi lahlekele, kambe a hi xihoxo xa wena, Wendy. Xihuku lexiya a xi ri xintsongo eka wena naswona kumbexana xi ta kumiwa hi un'wana loyi a nga ta xi tirhisa."



Maxelo ma yile ma titimela swinene naswona ku nga ri khale ku vile xixika. Endzhaku ka tin'hweti ti nga ri tingani, Wendy u lemukile leswaku a ku ri na matluka mantshwa emirhini na ku twa leswaku maxelo a ma sungula ku kufumela. A ku ri ximun'wana na xixika a xi herile swa lembe leri. Ku nga ri khale Wendy u ta va a ambala tintangu ta yena to pfuleka na xihuku xa mumu na ku tlangela ehandle hi laha a rhandzaka ha kona.

Mixo wun'wana wo kufumela hi ximun'wana, Wendy na manana wa yena va teke xiboho xo endzela vanghana. Va kumile xihlamariso loko va fika eka murhi wo leha. Lahaya, ehenhla le, a ku ri na xihuku xa Wendy naswona endzeni a ku tshame manana nyenyana. A endlela mandza ya yena xisaka. "Languta!" ku vula manana wa Wendy. "Xihuku xa wena xi tirhisiwa kahle naswona xi ta endla xisaka xo kufumela loko swinyenyana swi tlhotlhorhiwa!" Wendy na manana wa yena va hlekile va karhi va famba. Wendy a nga swi koti ku ti khoma hi ku lava ku ya byela munghana wa yena hi xisaka xa xihuku."

Lawa hi wona makumu ya xitori.



★ 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.

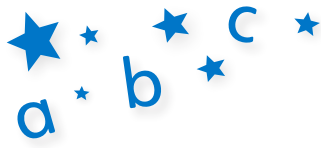
One warm spring morning Wendy and her mom decided to visit some friends. What a surprise they got when they came to a tall tree. There, high up, was Wendy's beanie and sitting inside was a mommy bird. She was making a little nest for her eggs.

"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.





Risimu

Wendy wa tlanga, wa tlanga, wa tlanga,
 Wendy wa tlanga, wa tlanga, wa tlanga,
 Moya wa hunga, wa hunga, wa hunga,
 Moya wa hunga, wa hunga ehandle.
 Xisaka xa xihuku, xa xihuku, xa xihuku,
 Xisaka xa xihuku xa xihuku, xa xihuku, xa xihuku
 Manana nyenyana exisakeni, manana nyenyana exisakeni!

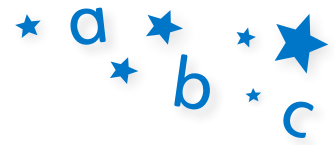


(Yimbelela hi chuni ya "Row, row, row your boat" kumbe u tirhisa ya wena n'wini.)

Ntivomarito ku suka eka xitori

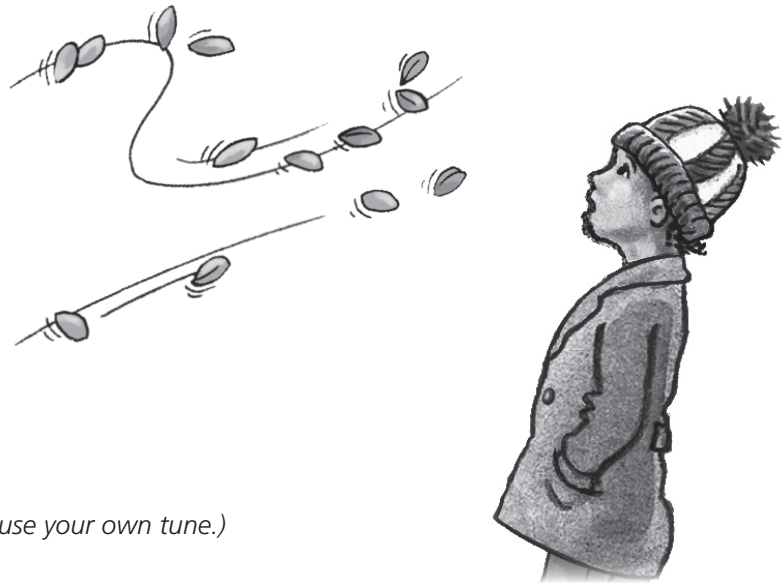
Marito ya nkoka:	xihuku	ximun'wana	moya	xixika	titimela	ximun'wana
Marito yo engetela:	mirhi	matluka	xihuhuri	nyamalala	kufumela	khoma
	hunga	leha	xihlamariso	maxelo	ehandle	tlhotlhorha





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





U ta lava:

- Xitori: Xisaka xa xihuku
- Tiphapheti: Manana, Wendy, nsinya, matluka, xinyenyani, xidloko xa mumu, swiambalo swa ximumu, swiambalo swa xixika, xihuku
- Tipuropo: baji, xihuku, ximilana/xinsinyana xo pfumala matluka, ximilana/xinsinyana lexi nga na matluka, xinyenyana xa pulasitiki, xidloko xa mumu
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito

Vhiki Ra 1 Siku 1

Migingiriko ya tlilasi hinkwayo

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

Ku rungula xitori na ku aka ntivomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: *"Xana maxelo i ya njhani namuntlha hala handle? Loko u ambala na mixo, xana awu fanela ku ambala swiambalo swo kufumela kumbe swiambalo swa maxelo yo titimela?"*
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso, vutisa vadyondzi *"Xana maxelo ya va ya ri njhani hi xixikani? Xana i swiambalo swa njhani leswi u swi ambalaka hi xixikana? Hi vuxika kee? Hi ximun'wana kee?"*

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito. Endla miencyeto na ku tirhisa tiphaphete na tipuropo.
- 2.2 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Hikokwalaho ka yini mana wa Wendy a n'wu nyika xidloko leswaku a ambala? Xana u ehleketa leswaku ku ta humelela yini lexi landzelaku? Xana xidloko xa Wendy xi tirhisiwa ku endla yini?"*

3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori? U tshama u lahlekeriwa hi xa n'wanchumu? Xana u ti twile njhani loko u lahlekeriwile hi xa n'wanchumu?"*

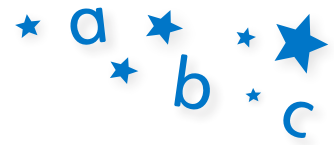
Ku tivisa letere ku suka eka xitori

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

Migingiriko ya ntlawa lowuntsongo

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





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: *"wa, wu, wena, Wendy, wun'wana. Can you hear the focus sound: wena, Wendy, wulu? Yes, you are right! They all have the sound /w/."*
- 2 *"Listen carefully, here are some more words with /w/: wisa, wasi, wayere, wodiropo, wukuwuku, wachi."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /w/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /w/: *"w-w-w"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





U ta lava:

- Tiphaphete swa xitori
- Swifaniso na vunanga swa risimu



Vhiki Ra 1 Siku 2

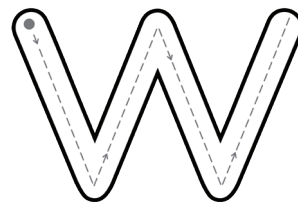
Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku yimbelela

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

Mavumbelo ya letere

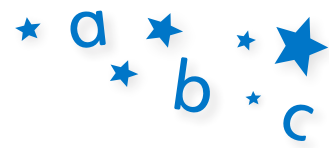
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /w/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /w/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga languta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



Migingiriko ya ntlawa lowuntsongo

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





You will need:

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



Week 1 Day 2

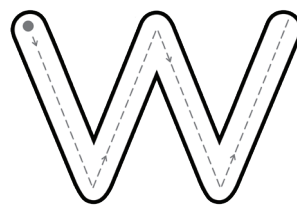
Whole class activities

Storytelling and singing

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

Forming the letter

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



U ta lava:

- Tipuropo na tiphaphete swa xitori
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **w**: wasi, wayere, wodiropo, wukuwuku, wachi, weta, wolowo

Vhiki Ra 1 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

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



Mabokisi ya maletere

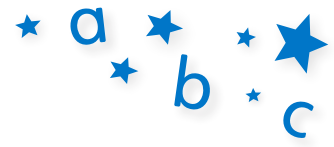
- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya.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



Migingiriko ya ntlawa lowuntsongo

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **w**: wasi, wayere, wodiropo, wukuwuku, wachi, weta, wolowo



Week 1 Day 3

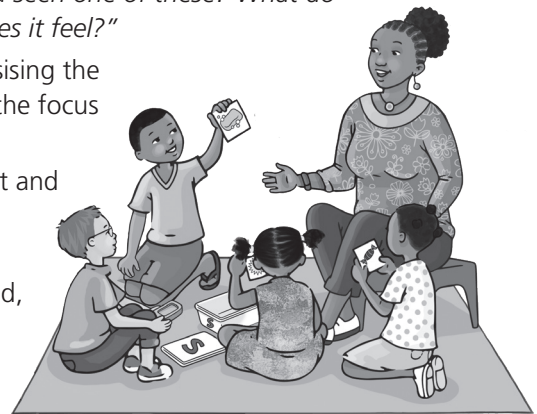
Whole class activities

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.

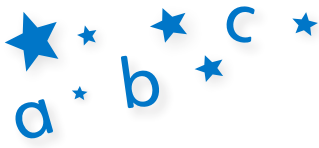
Letter boxes

- 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.



U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Makhadi ya swifaniso, maletere lama yelanaka lama tsariweke eka pheji ra A4

Vhiki Ra 1 Siku 4

Migingiriko ya tllasi hinkwayo

Ku landzelerisa swifaniso

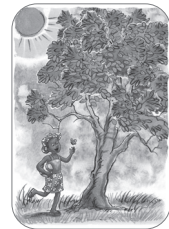
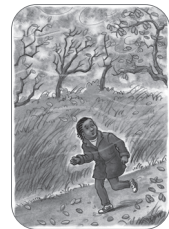
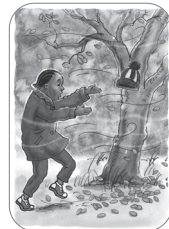
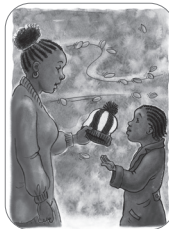
- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi ku nyika vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso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

Stella u ri:



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

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



Stella u ri:



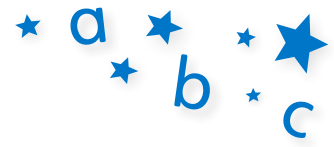
Endzhaku ka ku tsemelela makhadi ya maletere ya mimpfumawulo, hlayisa sete yin'wana na yin'wana ya swifaniso na maletere lawa ya fambelanaka kutani u ma boha hi xirhekedyani leswaku ya nga mpfilunganyi.

Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Hlawula sete ya maletere ya ntsevu na makhadi ya swifaniso lawa ya fambisanaka lawa ya nga va se ya tivisiwile eka vadyondzi.
- 2 Tumbeta makhadi lawa ya maletere kwala kamareni.
- 3 Vadyondzi va yima hi xirhendzevutani. Va hlamuseli leswaku u ta va nyika khadi ra xifaniso ha u n'wana na u n'wana wa vona. Loko i ku "famba", va fanele ku vula nkongomo wa mpfumawulo wa xifaniso xa vona va tlhela va kuma van'wana eka ntlawa wa vona lava va nga na swifaniso leswi nga na nkongomo wa mpfumawulo wo fana. Kutani va fanele ku kuma letere leri fambisanaka na nkongomo wa mpfumawulo.
- 4 Loko se va tava va kumile letere leri fambelanaka, va tshama hansi emetseni na makhadi ya vona hinkwawo.

Migingiriko ya ntlawa lowuntsongo

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



You will need:

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

Week 1 Day 4

Whole class activities

Sequencing pictures

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

Stella says:



These are useful questions to ask about each picture:

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



Stella says:



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

Listening for focus sounds

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

Small group activities

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



U ta lava:

- Swihluke kumbe swimhandzana, swiphemu swa lapi (ra voya kumbe lapi ro kufumela, loko swi koteka) kumbe phepha ro khalaria, mabokisi ya matandza (hafu/xiphemu xa bokisi ra matandza ri nga ha tlhela ri tirhisiwa tanihi xidloko xa xirhami), wulu ya khotono (ku endla mapapa), matluka
- Glilu, tikhirayoni ta mhula letikulu, swikero
- Marito lawa ya nga na tasilabasi to tala lawa ya fambelanaka na xitori: handle, hungeni, maxelo, tshamile, nyamalala, xixikana, xixika, matluka, moya, mirhi

Vhiki Ra 1 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Hlamusela vadyondzi leswaku va fanele ku khalaria xibakabaka na mabyasi emaphepheni ya vona.
- 2 Kutani va endla misinya hi matluka na swihluke (swimhandana) leswi va nga swi damarhetaka ephepheni.
- 3 Loko se va ta va va endlile nsinya wa vona, va ta fanela ku va va tsema xidloko xa xirhami ku suka eka lapi kumbe phepha ro khalaria kumbe bokisi ra matanda kutani va damarheta eka nsinya. Va nga tirhisa wulu ya khotono ku va va endla mapapa.



Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **xi | xi | ka | na**.

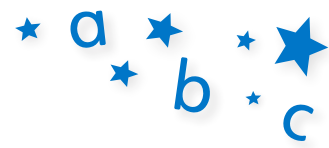
Kombela vadyondzi leswaku va langutisa munghana kutani va phakatana swandla va endllela silabulu yin'wana na yin'wana: **xi** (phakata) **xi** (phakata) **ka** (phakata) **na** (phakata).

- 2 Vula marito ma mapeletwana man'wana kusuka eka xitori loko vadyondzi va phakatana eka peletwana rin'wana na rin'wana.
- 3 Hlohletela vadyondzi ku va va hlayela nhlayo ya tasilabulu leti nga kona eka marito (Xikombiso: "xixikana" ri na tasilabulu timvune).
- 4 Tanihi ku engetelela eka xitoloveto lexi, u nga susa xiphemu xin'wana xa rito kutani u vona loko vadyondzi va nga swi kota ku hetisa leswi a swi kayiverile. Xikombiso: byela vadyondzi leswaku va vula "maxelo", kutani u va kombela ku swi vula nakambe, kambe u nga vuli "ma". Xana ku kayivela yini? (xelo). Sweswi yisa emahlweni hi marito yo hlaya:
 - ★ "matluka" loko ku ri hava "ka" i ... (matlu).
 - ★ "xihuhuri" loko ku ri hava "xi" i ... (huhuri).

Migingiriko ya ntlawa lowuntsongo

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





You will need:

- 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: handle, hungeni, maxelo, tshamile, nyamalala, xixikana, xixika, matluka, moya, mirhi

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.



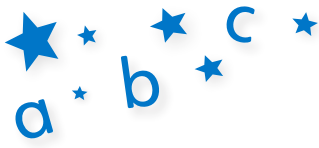
Blending and segmenting (syllables)

- 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: **xi | xi | ka | na**.
- 2 Ask learners to face a friend and do high fives for each syllable: **xi** (high five) **xi** (high five) **ka** (high five) **na** (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: "xixikana" has four syllables).
- 5 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say "maxelo", then ask them to say it again, but don't say "ma". What is left? ("xelo"). Now continue with more words:
 - ★ "matluka" without "ka" i ... (matlu).
 - ★ "xihuhuri" without "xi" i ... (huhuri).

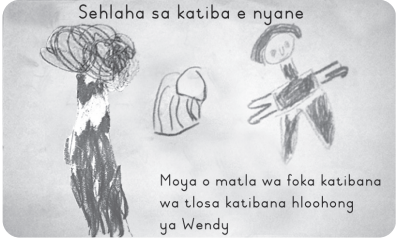





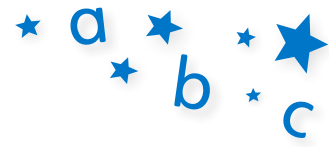
Small group activities

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

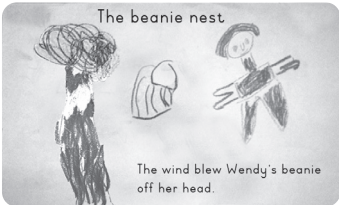





Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

U ta lava	Migingiriko
<ul style="list-style-type: none"> • Maphepha ya A4 ya mudyondzi u n'wana na u n'wana • Tikhirayoni ta mhula letikulu   <p>Loko vadyondzi va lava ku pfunwa hi ku ehleketa leswi va nga swi dirowaka, va kombi ndzandzelelano wa swifaniso ku va nyika mavonelo.</p>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> 1 Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. 2 Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. 3 Vutisa vadyondzi hi xiphemu lexi va xi tsakeleke swinene xa xitori. Nyika swiringanyeto. 4 Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. 5 Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. 6 Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. 7 Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketa ehenhla loko u karhi u tsala xivulwa xa vona. Xikombiso: "Moya wu hungile xidloko xa Wendy ... Hi rihi rito leri a mi lava ku ri vula leri landzelaka? Ina, 'nhloko' ...i nge ni tsala rito 'nhloko'." 8 Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. 9 Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> • Bokisi ra matandza ya 6 • Boncisi yin'we kumbe ribye • Makhadi ya swifaniso 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> 1 Vekela swifaniso swa makhadi swi languta ehenhla etafuleni. 2 Vadyondzi va fanele ku dzungudza bokisi ra matanda, va ri pfula kutani va languta laha boncisi/ribye ri nga wela kona (xikombiso, letere b). 3 Va fanele ku kuma xifaniso lexi sungulaka hi b (xikombiso: "bolo") 4 Vadyondzi va ncicana va ri karhi va hlengeleta swifaniso.
<ul style="list-style-type: none"> • Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. 2 Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku hlaya. 3 Endla nkombiso wa ku pfula buku na ku yi pfula mapheji. Komba vadyondzi swin'wana swa swifaniso na ku kondletela vadyondzi ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. 4 Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.



Small group activities for Week 1

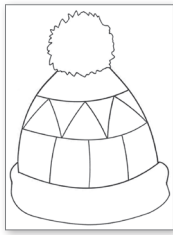
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: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





U ta lava

- Nkandziyiso wa Pheji ra **nghingiriko wa xihuku** ra mudyondzi un'wana na un'wana
- Wulu ya khotono, tisevhiyete, wulu, swiphemu-phemu swa lapi/switirhisiwa
- Swikero, glilu
- Tikhirayoni ta mhula letikulu



- Tipuropo: chati ya maxelo, nhonga yo kombetela hi yona, bokisi ri kulu leri nga na mbhovo lowu nga boxiwa exikarhi (ku va wu languteka tanihi xikirini xa TV), xitwarisa-marito xa pulasitiki kumbe burachi, swiambalo swa kahle swa mukamberi wa ka TV, lexi endlaku i nga ri i khamera ya vhidiyo

Migingiriko

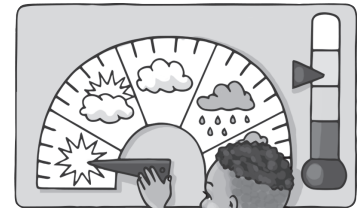
Ngningiriko wa 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo

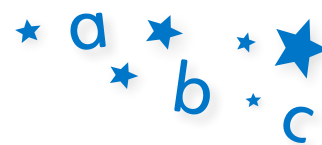
- 1 Hlamusela vadyondzi leswaku va ya endla xidloko xa vutshila lexi nga na phathene.
- 2 Vadyondzi va nga damarheta glilu emakumu le hansi kutani va tsondzela swintsongo tisevhiyete leti va nga ta ti damarheta endzeni ka nchoncho wa xidloko ehenhla.
- 3 Va nga ha khavisa xidloko hinkwaxo hi switirhisiwa kumbe mihlovo leyi nga ka phathene.

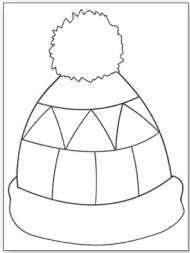

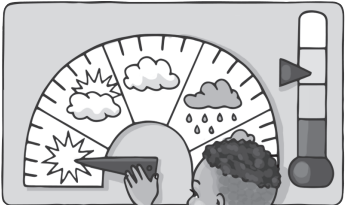


Ngningiriko 5: Ntlangu wo endla onge

- 1 Rhangela ntlawa ku ya ekhoneni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta switirhisiwa leswintshwa.
- 2 Hlamusela leswaku va ta endla i nga ri i vahaxi va ka TV lava nga ta va va ri karhi va nyika swiviko swa ta maxelo. Ku fanele ku va na vahaxi va mbirhi: mukhomi wa khamera na u n'wana loyi a nga langutisa xiviko xa ta maxelo eka TV.
- 3 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi.





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. 





U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi u n'wana na u n'wana

Vhiki Ra 2 Siku 1

Migingiriko ya tlilasi hinkwayo

Ku landzelerisa swifaniso ko tala



- 1 Sungula hi vadyondzi lava tshameke emeteni. Hlawula vadyondzio ku va va yima emahlweni ka tlilasi, un'wana na un'wana a khomile xifaniso xa muhlovo wa ndzandzelelano (swi nga ri hi ndlela leyi faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nxaxamelo lowu faneleke. va kombeli ku va va kombetela xifaniso lexi xi faneleke ku va emasungulweni ya xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twala. Vutisa swivutiso swo tanihi: "xana i mani loyi a tsundzukaka leswi nga landzela ku humelelela?"
- 4 Loko mi ta va mi landzelerise xitori, vadyondzi va fanele ku ya ematafuleni ya vona.
- 5 Nyika mudyondzi un'wana na un'wana xibukwana. va hlohloteli ku languta khavhara na ku hlaya nhlokomhaka ya xitori na vona.
- 6 Teka vadyondzi eka ewndzo ra swifaniso hi xibukwana, u va pfuna ku va lemukisa leswaku swifaniso leswi nga eka buku swi fana na leswi nga ka ndzandzelelano wa swifaniso.
- 7 Loko nkarhi wa ha ri kona, vadyondzi va nga "hlayela" muringani xibukwani etlilasini. Hlohlotela vadyondzi ku teka tibuku va muka na tona va ya hlaya na mindyangu ya vona.
- 8 8. Hlohlotela vadyondzi ku teka tibuku va muka na tona va ya hlaya na mindyangu ya vona.



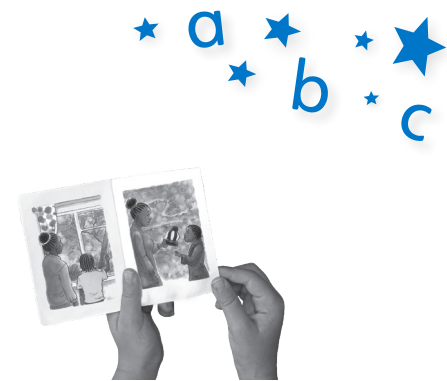
Ku tivisa mpfumawulo ku suka eka xitori

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

Migingiriko ya ntlawa lowuntsongo

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: *"ambala, laha, manana. Can you hear the focus sound: **ambala, laha, manana**? Yes, you are right! They all have the sound /a/."*
- 2 *"Listen carefully, here are some more words with /a/: **aka, adirese, andlala, anama, avela, awara, apula, ayisi.**"* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /a/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /a/: *"a-a-a"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





U ta lava:

- Buku Leyikulu: Xisaka xa xihuku
- Xikombiso xa letere **a** eka phepha ra A5 ra mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu

Vhiki Ra 2 Siku 2

Migingiriko ya tllasi hinkwayo

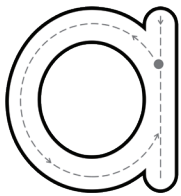
Ku hlaya swin'we – Buku Leyikulu

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



Mavumbelo ya letere

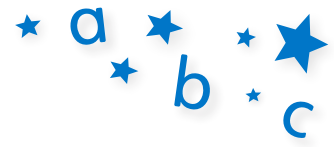
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /a/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /a/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha khondla xibakele naswona va endla onge i apula. Va nga vula /a/ nkarhi wun'wana na wun'wana loko va luma.
- 3 Kombisa vadyondzi ku tsala letere **a**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, rhendzeleka, yana ehenhla na le hanshi."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona.
- 5 Loko u kombisile matsalelo ya letere, famba ehandle kutani u nyika mudyondzi u n'wana na u n'wana xindhichana lexi nga na mati na burachi ya pende. Vadyondzi va nga penda letere ko tala eka phevini hi mati.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

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





You will need:

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

Week 2 Day 2

Whole class activities

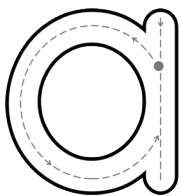
Shared reading – Big Book

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



Forming the letter

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



U ta lava:

- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **a**: apula, ayisi, katara, papawa, xawara, kalavatla

Stella u ri:

U nga tlhela u kuma mimpfumawulo ya maxelo ku suka eka inthanete (mpfula, moya) kutani u tlangela vadyondzi mimpfumawulo leyi.



Vhiki Ra 2 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

- Va na na miehleketo yo hambana-hambana ya huwa yo tanihi ku pfinya-pfinya phepha, ku tsemelela phepha, ku handzulela phepha, ku ba noti, ku swoswa swandla, ku ntlokola kumbe ku tlokorisa tintiho kumbe ririmu.
- Kombisa huwa yin'wana na yin'wana loko vadyondzi va ri karhi va langutile loko u yi endla, leswaku va ta yi tiva. Kutani va kombeli leswaku va pfala matihlo na swona va vhumba leswaku i huwa ya yini. Ku engetelela xitoloveto lexi, endla mimpfumawulo yimbirhi kumbe yinharhu hi ku landzelelana. Kombela vadyondzi ku va vhumba huwa leyi hi nongonoko lowu nga fanela. Xikombiso: ro sungula a wu ri karhi u ba mavoko, kutani u tsema phepha.

Mabokisi ya maletere

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



Migingiriko ya ntlawa lowuntsongo

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





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **a**: apula, ayisi, katara, papawa, xawara, kalavatla

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.

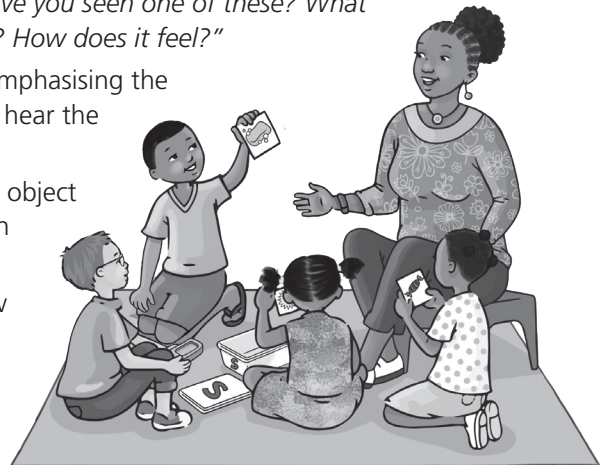
Stella says:



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



U ta lava:

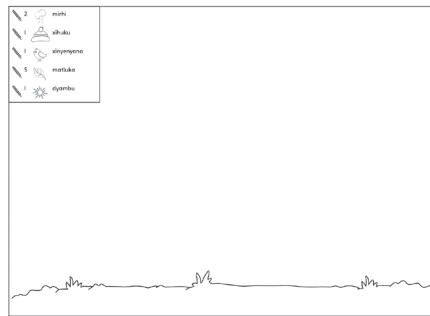
- Nkandziyiso wa **Pheji ra nghingiriko wa hlaya u endla** ra mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu
- Makhadi ya swifaniso, maletere lama yelanaka lama tsariweke eka pheji ra A4

Vhiki Ra 2 Siku 4

Migingiriko ya tllasi hinkwayo

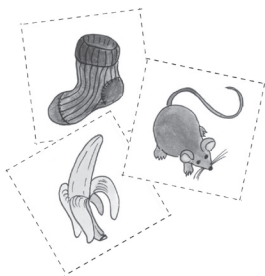
Ku hlaya na ku endla

- 1 Byela vadyondzi ku langutisa nxaxamelo eka pheji ra gingiriko u vulavula hi leswi va swi vonaka (tinomboro, swifaniso na marito)
- 2 Byela vadyondzi leswaku sweswi va ya endla gingiriko wo tsakisa lowu vitaniwaka "hlaya u endla". Va fanele ku hlaya ntila wun'wana na wun'wana va endla leswi wu swi vulaka hiku tirhisa vangwa leri nga kona eka pheji.
- 3 Hlaya ntila wo sungula miri kun'we. Byela vadyondzi ku va va dirowa matluka ya ntlhanu.
- 4 Vutisa loko un'wana wa vadyondzi a kota ku "hlaya" ku ri ku ya endlwa yini eka nxaxamelo: Va fanele ku dirowa xidloko xin'we.
- 5 Yisa emahlweni hi ndlela ya leyo hi yin'we ya swileriso.
- 6 Sweswi hlaya nakambe swileriso ha xin'we xin'we ivi u vula leswi eka vadyondzi: *"Mi dirowile matluka ya ntlhanu? Loko u endlile tano gwajula eka nxaxamelo wa wena."*
- 7 Yisa emahlweni u kambisisa na ku gwajula swileriso hi xin'we-xin'we ku fika emakumu ka nxaxamelo.



Ku yingisela mimpfumawulo leyi kongomisiweke

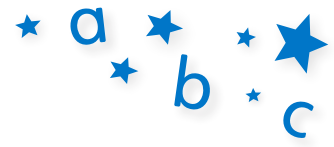
- 1 Hlawula ti sete ta maletere ta ntsevu na makhadi ya swifaniso lawa ya fambelanaka lawa ya nga va se ya tivisiwile eka vadyondzi.
- 2 Tumbeta makhadi ekamareni.
- 3 Vadyondzi va yima hi xirhendzevutani. Va hlamuseli leswaku u ya ku va nyikeni ka u n'wana na u n'wana wa vona khadi ra xifaniso. Loko i ku "famba", va fanele ku vula nkongomo wa mpfumawulo wa xifaniso xa vona va tlhela va lava van'wana eka ntlawa wa vona lava nga na swifaniso leswi nga na nkongomo wa mpfumawulo wo fana. Kutani va fanele ku kuma letere leri fambisanaka na nkongomo wa mpfumawulo.
- 4 Loko va ta va va kumile letere leri panaka, va tshama hansi emetseni/sangwini na makhadi ya vona hinkwawo.



Migingiriko ya ntlawa lowuntsongo

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





You will need:

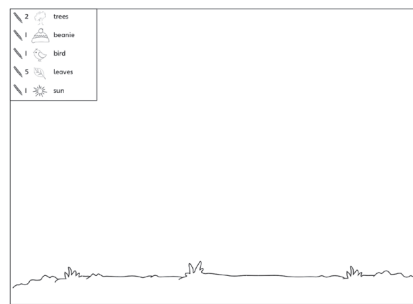
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards, matching letters written on an A4 page

Week 2 Day 4

Whole class activities

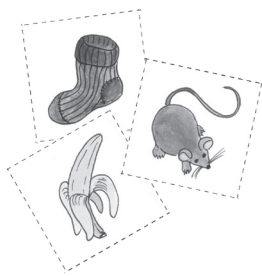
Read and do

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



Listening for focus sounds

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



Small group activities

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



U ta lava:

- Maphepha ya filipichati
- Tikhirayoni ta mhula letikulu
- Bodo yo basa yo fungha eka yona
- Nhlawulo wa swidloko leswi nga endliwa hi vadyondzi
- Marito lawa ya nga na tisolabasi to tala lawa ya fambelanaka na xitori: handle, hungeni, maxelo, tshamile, nyamalala, xixikana, xixika, matluka, moya, mirhi
- Swidludli kumbe ndzhumba

Vhiki Ra 2 Siku 5

Migingiriko ya tlilasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Sungula hi ku kanerisana hi swilo leswi nga tshama swi va lahleleka, xikombiso, sokisi na/kumbe timbuva to fihlula nanhlikanhi. Va kombeli ku va va hlamusela leswi va nga swi kumisa swona. Kanerisanani hi tindlela to tivisa vanhu leswaku u lahleleke hi xanchumu na ku va kombela ku ku pfuna ku va u xi kuma. Xikombiso: U nga ha byela mudyondzisi naswona yena a nga ha kombela tlilasi ku va va lava timbuva ta wena to fihlula nanhlikanhi va nga se ya ekaya. Mi nga ha tlhela mi endla phositara ku byela vanhu leswaku kun a xanchumu xi nga lahleka.
- 2 Hlamusela vadyondzi leswaku va ta ku pfuna ku endla phositara ya "Lahlekile na kumekile".
- 3 Hlawula xin'we xa swihuku leswi nga endliwa hi wun'wana etlililasi. Kombela vadyondzi ku va va ku pfuna ku xi hlamusela leswaku u ta endla xidirohiwa na ku tsala hi xona eka phositara.
- 4 Yingisela ku hlamusela ka vadyondzi naswona kutani dirowa xifaniso xa xihuku, na ku tsala nhlamuselo yo koma.
- 5 Vutisa vadyondzi leswi u faneleke ku swi katsa eka phositara: nhlokomhaka leyikulu leyi nge "**Lahlekile!**", vito na tinomboro ta vuhlanganisi ta munhu loyi a nga xi lahla.

Ho Lahlehile!



Ka kopo letsetsa Busiswe haeba
o ka e fumana ho
089 654 2330

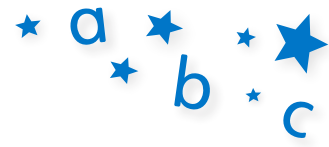
Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **xi | xi | ka | na**.
- 2 Kombela vadyondzi leswaku va bela silabulu yin'wana na yin'wana goza: **xi** (goza rin'we) **xi** (goza rin'we) **ka** (goza rin'we) **na** (goza rin'we). Nyika van'wana va vadyondzi swingelengele kumbe ndzhumba ku va va dzungunga kumbe ku chayela silabulu yin'wana na yin'wana. Vula marito ma mapeletwana man'wana kusuka eka xitori loko vadyondzi va phakatana eka peletwana rin'wana na rin'wana.
- 3 Hlohletela vadyondzi ku va va hlayela nhlayo ya tisolabulu leti nga kona eka marito (Xikombiso: "xixikana" ri na tisolabulu tamune)
- 4 Tanihi ku engetelela eka xitoloveto lexi, u nga susa xiphemu xin'wana xa rito kutani u vona loko vadyondzi va nga swi kota ku hetisa leswi a swi kayiverile. Xikombiso: byela vadyondzi leswaku va vula "tshamile", kutani u va kombela ku swi vula nakambe, kambe u nga vuli "tsha". Xana ku kayivela yini? "mile". Sweswi yisa emahlweni hi marito yo hlaya:
 - ★ "matluka" loko ku ri hava "ka" i ... (matlu).
 - ★ "xihuhuri" loko ku ri hava "xi" i ... (huhuri).

Migingiriko ya ntlawa lowuntsongo

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





You will need:

- Flipchart paper
- Jumbo wax crayons
- Whiteboard marker
- Selection of beanies made by learners
- A list of multisyllabic words relating to the story: handle, hungeni, maxelo, tshamile, nyamalala, xixikana, xixika, matluka, moya, mirhi
- 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: **xi | xi | ka | na**.
- 2 Ask learners to march for each syllable: **xi** (one step) **xi** (one step) **ka** (one step) **na** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: "xixikana" has two syllables).
- 4 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say "tshamile", then ask them to say it again, but don't say "tsha". What is left? ("mile"). Now continue with more words:
 - ★ "matluka" without "ka" is ... (matlu).
 - ★ "xihuhuri" without "xi" is ... (huhuri).






Small group activities

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

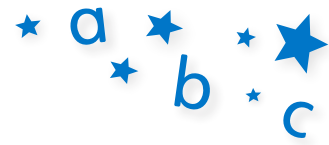







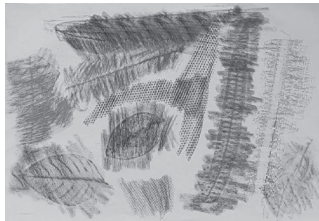
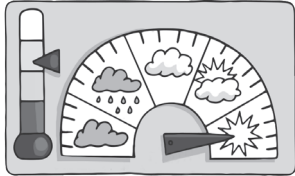
Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> Swifaniso swa tinxaka ta maxelo yo hambana hambana Maphepha ya A4 ya mudyondzi u n'wana na u n'wana Tikhirayoni ta mhula letikulu 	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Kombisa vadyondzi swifaniso swa tinxaka ta maxelo yo hambana hambana. Hlamusela vadyondzi leswaku va fanele ku dirowa xifaniso xa maxelo lawa va ya rhandzaka (xikombiso: ya dyambu, mpfula). Va fanele ku ehleketa hi leswi va nga ta va swi ambarile loko maxelo ya ri hi ndlela yaleyo, naswona va tlhela va dirowa leswi va rhandza ku swi endla eka maxelo ya lawa.
<ul style="list-style-type: none"> Bokisi ra matandza ya 6 Boncisi yin'we kumbe ribye Makhadi ya swifaniso, ya tsemiwiile 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Vekela swifaniso swa makhadi etafuleni swi langutisa ehenhla. Vadyondzi va fanele ku dzungudza xibokisani xa matanda kutani va languet laha boncisiyi nga wela kona (xikombiso: letere ra b). Va fanele va kuma xifaniso xa letere leri sungulaka hi b (xikombiso: "bolo"). Vadyondzi va ncicana naswona va hlengeleta swifaniso.
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. Endla nkombiso wa ku pfula buku na ku yi phendla. Komba vadyondzi swin'wana swa swifaniso na ku va kondletela ku va un'wana na un'wana a hlawula xin'wana ku titsakisa hi ku hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi u n'wana na u n'wana Tikhirayoni ta mhula letikulu Minxaka ya matluka 	<p>Nghingiriko wa 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> Vadyondzi va nga veka tinxaka to hambana hambana ta matluka ehansi ka phepha kutani va swikinyela hi ti khirayoni loko va khomile phepha swinene endhawu yin'we. Phathene ya tluka yi ta ti komba! 
<ul style="list-style-type: none"> Tipuropo: chati ya maxelo, nhonga yo kombetela hi yona, bokisi ri kulu leri nga na mbhovo lowu nga boxiwa exikarhi (ku va wu languteka tanihi xikirini xa TV), xitwarisa-marito xa pulasitiki kumbe burachi, swiambalo swa kahle swa mukamberi wa ka TV, lexi endlaku i nga ri i khamera ya vhidiyo 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> Tsundzuxa vadyondzi hi tipuropo eka khona ya ntlangu wo endla onge na ku va kondletela ku yisa emahlweni ku suka eka Vhiki ra 1 loko va endlile i nga ri i vahaxi va ka TV va ri karhi va nyika xiviko xa maxelo. Rhangela ntlawa ku ya ekhloneni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta switirhisiwa leswintshwa. Hlamusela leswaku va ta endla i nga ri i vahaxi va ka TV la va nga ku nyikeni ka xiviko xa maxelo. Ku fanele ku va na vahaxi vambirhi: mukhomi wa khamera na u n'wana loyi a nga ku voneni ka xiviko xa maxelo eka TV. Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. 





Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • Pictures of different kinds of weather • A blank A4 page for each learner • Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Show learners pictures of different kinds of weather. 2 Explain that they must draw a picture of their favourite weather (for example: sunny, rainy). They must think about what they will be wearing when the weather is like this, and also draw what they like to do in this weather.
<ul style="list-style-type: none"> • A 6-egg box • One bean or stone • Picture cards, cut up 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the picture cards face up on the table. 2 Learners must shake the egg box and look where the bean has landed (for example: letter b). 3 They must then find a picture that begins with b (for example: "bolo"). 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.





★ Mfutsu na xiphamba xa yona

Xitori

Tommy n'wamfutsu a tshama ensin'wini a ri yexe. Siku rin'wana na rin'wana a ta yima emakumu ka byanyi lebyo leha laha a ta kota ku vona na ku twa swiharhi leswin'wana swi tsutsuma na ku ti tsakisa. Tommy a tsanile. A ri na ku navela kun'we ntsena – a navela onge a nga tsutsuma hi rivilo ku fana na swiharhi leswin'wana. Mixo wun'wana Tommy a ri le ka ndhawu ya yena ya ntolovelo a karhi a ncakunya byanyi byo nandziha. "Ndzi ehleketa leswaku xiphamba xa mina xi tika ngopfu," a ehleketa, "naswona hi yona mhaka ndzi nga koti ku tsutsuma hi rivilo. Kumbexana loko ndzo kasa ndzi huma endzeni ka xiphamba xa mina lexo tika ndzi xi siya kwala, ndzi nga swi kota ku tsutsuma hi rivilo ku fana na swiharhi leswi n'wana."

Kutani leswi hi swona a nga swi endla. Tommy n'wamfutsu u chukuvanyile na ku susumeta ku fikela laha a nga kasa a huma eka xiphamba. Loko xiphamba xi sukile, a twa mabyanyi layo leha ma n'wi nyakala dzovo ra yena lero olova na dyambu ro kufumela ri vangama enhlaneni wa yena. Tommy u tsutsumile a tsakile a karhi a huwelela: "Ndzi languteni! Ndzi languteni! Sweswi na mina ndzi nga tsutsuma hi rivilo."



Endzhaku ka nkarhinyana Tommy u yimile, a twa ku hisa. A nga swi tolovelanga ku tsutsumisa xi leswi na milenge ya yena a yi twa yi karhele. Tommy a nga swi rhandzi ku twa dyambu ro hisa ri tlhava enhlongheni ya yena. A swi twala onge miseve ya dyambu a yi hisa nhlonghe ya yena leyo olova enhlaneneni wa yena.

Tommy a twa a nyangatseka. A nga ha ri na xona xiphamba xa yena xa ku n'wi sirhelela. "Ndzi ehleketa leswaku ndzi ta yima ndzi wisa endzhutini wa murhi lowu ku fikela loko ndzi twa ndzi phyuphyile nakambe," a ehleketa. U wisile kwalaho ku kondza a twa a antswa na ku lulamela ku tsutsuma nakambe.



Endzhaku ka loko Tommy a wisile, u tsutsumile hi xindledyana. A ku nga si va khale a nga si twa mpfumawulo wa huwa ya noti exibakabakeni ehenhla ka yena. Tommy u langute ehenhla kutani u vonile gama. "Yoo e-e!" a rila. "Gama leriya ri ta ndzi dya naswona a ndzi na xiphamba xa mina ku ndzi sirhelela!" Tommy u vonile murhi kwala kusuhi lowu a wu ri na baku emirini wa wona. U tumbele hi xihatla ebakwini a yimela gama leswaku ri haha ri ya ekule.

Loko Tommy aha kokova a huma ebakwini, u langute ehenhla exibakabakeni kutani u vonile mapapa ya ntima. Kan'we – kan'we u twile huwa leyikulu ya ku dzindza – girrr! Hi loko a twa swin'wana swo titimela na ku tsakama enhlaneni wa yena lowu nga lo dluu! A ku na mpfula! "Ndzi navela onge a ndzi ri na xiphamba xa mina enhlaneni ku ndzi sirhelela," a vula loko ri karhi a tsutsuma ku ya lava xiphamba xa yena.

Nkarhi lowu a nga kuma xiphamba xa yena ha wona, dyambu a ri sungula ku pela naswona a ku sungula ku va xinyami. Tommy a twa a nga tsaki. A chuhile naswona a twa xirhami. Hi loko Tommy a kasa a nghena eka xiphamba xa yena xo tiya, xo kufumela. "A ndzi na mhaka na swona loko ndzi nga koti ku tsutsuma hi xihatla," a ehleketa. "Ndzi mfutsu. Ndzi tsakela ku kufumela. Ndzi tsakela ku hlayiseka. Ndza tsaka ku va ndzi ri mina!"



Ku fikela na namuntlha, timfutsu a ta ha susi swikhamba swa tona.

Lawa hi wona makumu ya xitori.





★ 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.

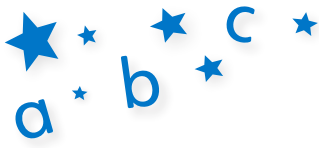
As Tommy crept out of the hole in the tree, he looked up at the sky and saw dark clouds. Suddenly he heard a loud clap of thunder – boom! Then he felt something cold and wet splash onto his bare back. It was raining! “I wish I had my shell on my back to protect me,” he said as he ran back to find his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





Risimu

Ndzi mfutsu ndzi lava ku tsutsuma hi rivilo! [phoko! phoko!]
 Ndzi mfutsu ndzi lava ku tsutsuma hi rivilo! [phoko! phoko!]
 Loko ndzo susa xiphamba, ndzi nga swi kota kahle.
 Ndzi mfutsu ndzi lava ku tsutsuma hi rivilo [phoko! phoko!]

Yoo Mananoo! Dyambu ra ndzi hisa! [phoko! phoko!]
 Yoo Mananoo! Dyambu ra ndzi hisa! [phoko! phoko!]
 Sweswi ra na ndza tsakama, a ndzi si fika ekaya.
 Kutani, ndzi ta teka xiphamba xa mina! [phoko! phoko!]

Ndzi mfutsu naswona ndza tsaka ku va mina! [phoko! phoko!]
 Ndzi mfutsu naswona ndza tsaka ku va mina! [phoko! phoko!]
 Ndzi mfutsu, a wu swi voni? Na xiphamba xa ndzi sirhelela.
 Ndzi mfutsu ndza tsaka ku va mina! [phoko! phoko!]

Exikarhi ka vhiki, loko vadyondzi se va tiva risimu, va nga ha cincana hi mavito ya vona eka ndzimana leyo hetelela. Xikombiso: Ndzi Asanda naswona ndza tsaka ku va mina!

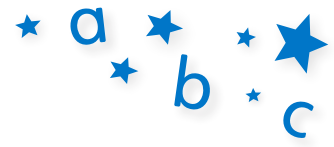


(Yimbelela hi chuni ya "If you're happy and you know it, clap your hands ..." kumbe u tirhisa chuni ya wena n'wini.)

Ntivomarito ku suka eka xitori

Marito ya nkoka:	mfutsu	xiphamba	chava	sirhelela	gama	olova
Marito yo engetela:	rivilo	xo tika	dikilida	nhlonge	hisa	wisa
	ndzhuti	karhele	mbhovo	ku dzindza	kasa	kufumela





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





U ta lava:

- Xitori xa: Mfutsu na xiphamba xa yona
- Tiphaphete: mfutsu wo pfumala xiphamba, xiphamba, koti, nsinya lowu nga na mbhovo, dyambu, mapapa lawa ya nga na rihati
- Tipuropo: tiphaphete, lapi ro endla xiphamba xa mfutsu kumbe nkwama wo bebula, tisiva ta koti, xitirhisiwa lexi nga ta tirhisiwa tanihi nsinya
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntvomarito

Vhiki Ra 1 Siku 1

Migingiriko ya tlilasi hinkwayo

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

Ku rungula xitori na ku aka ntvomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhatawa hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: Vutisa loko ku ri na loyi a nga tshama a vona mfutsu. Hlamusela leswaku mfutsu wu na miri wo olova, xiphamba xo tsindziyela, naswona wu famba hi ku nonoka. Kombeta vadyondzi swifaniso swa mfutsu. Vutisa vadyondzi loko va tiva swiharhi swin'wana leswi nga na swikhamba (humba).
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntvomarito, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso: Ku hlamusela rito "sirhelela", u nga vutisa vadyondzi loko va tshame va twa mpfula yi va nela emirini kumbe dyambu ri hisa nhlonghe ya vona. Loko va ri hava swikhamba, xana va tirhisa yini ku va va ti sirhelela? (baji, xambhulela, xidloko).

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito. Endla miencyeto na ku tirhisa tiphaphete na tipuropu.
- 2.2 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Xana u ehleketa leswaku ku ta humelela yini eka miri wa Tommy loko xiphamba xa yena xi nga ri kona? Xana Tommy a nga ya tumbelela koti kwihhi?"*

3 Endzhaku ka ku rungula xitori

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

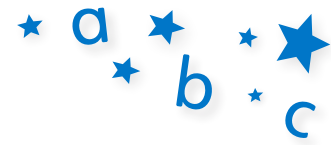
Ku tivisa letere ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"Tommy, tika, tolovelanga, tumbele, titimela, timfutsu, tona. Xana ma wu twa mpfumawulo lowu kongomisiweke: Tommy, titimela, tika? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /t/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /t/: tatana, tolo, teka, tafula, tiko, tino, tamatisi."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /t/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /t/: *"t-t-t"* Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana. .

Migingiriko ya ntlawa lowuntsongo

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





You will need:

- Story: 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.

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: *"Tommy, tika, tolovelanga, tumbele, titimela, timfutsu, tona. Can you hear the focus sound: Tommy, titimela, tika? Yes, you are right! They all have the sound /t/."*
- 2 *"Listen carefully, here are some more words with /t/: tatana, tolo, teka, tafula, tiko, tino, tamatisi."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /t/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /t/: **"t-t-t"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

Two eyes to see

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





U ta lava:

- Tiphaphete swa xitori
- Swifaniso na vunanga swa risimu



Vhiki Ra 1 Siku 2

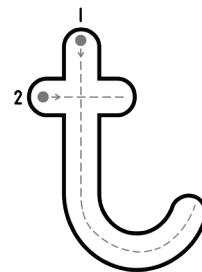
Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku yimbelela

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

Mavumbelo ya letere

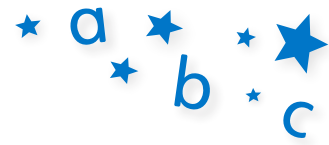
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /t/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /t/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha endla onge va nwa tiya hi bikiri ro hisa.
- 3 Kombisa vadyondzi ku tsala letere 't' Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi kutani u rhendzeleka. Tlakusa voko u tsemakanyisa ekusuhi na le henhla."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

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





You will need:

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



Week 1 Day 2

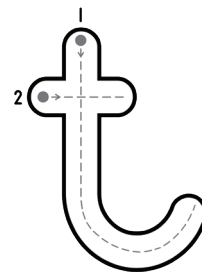
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /t/ or if they can think of any other words that start with the sound /t/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be sipping a cup of hot tea.
- 3 Show learners how to write the letter **t**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down and around. Lift and cross near the top."
- 4 Let learners practise the letter formation in the air, on the 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.



U ta lava:

- Tipuropo na tiphaphete swa xitori
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **t**: tafula, tapula, tandza, tino, tihlo, tuva, tiya, tiroli, tihove, tamatisi, tapita, torokisi, tamatisoso, tamba, tatana



Vhiki Ra 1 Siku 3

Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

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

Mabokisi ya maletere

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

Migingiriko ya ntlawa lowuntsongo

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **t**: tafula, tapula, tandza, tino, tihlo, tuva, tiya, tiroli, tihove, tamatisi, tapita, torokisi, tamatisoso, tamba, tatana



Week 1 Day 3

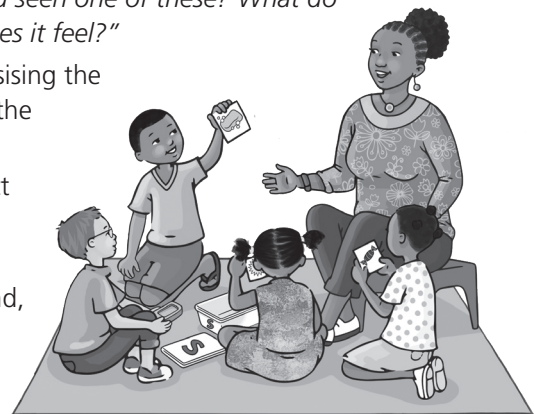
Whole class activities

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.



U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Nhlawulo wa switirhisiwa ku suka eka mabokisi ya mune ya maletere (rin'we ra mudyondzi u n'wana na u n'wana)
- Nkwama kumbe nkwama wa xikhigelo
- Rinqingho ra ku tlanga vunanga

Vhiki Ra 1 Siku 4

Migingiriko ya tllasi hinkwayo

Ku landzelerisa swifaniso

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

Stella u ri:



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

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



Ku yingisela mimpfumawulo leyi kongomisiweke

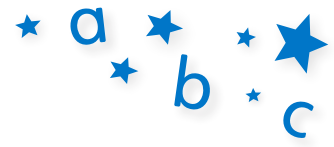
- 1 Susa switirhisiwa swin'wana ku suka eka mabokisi ya maletere u hoxa enkwameni.
- 2 Vadyondzi va tshama hi xirhendzevutani loko vunanga byi ri karhi byi tlanga naswona nkwama wu va wu kha wu hundzisiwa. Loko vunanga byi yima, mudyondzi loyi a nga na nkwama u humesa xitirhisiwa, a vula leswaku i yini na mpfumawulo lowu va wu twaka emasungulweni. Ntlangu wu ya emahlweni ku fikela u n'wana na u n'wana a tlangile.
- 3 Eku heteleleni, ntlawa wa vadyondzi lava nga na switirhisiwa leswi sungulaka hi mpfumawulo lowu fanaka, va yima naswona va tlherisela switirhisiwa eka mabokisi ya maletere lawa ya nga fanela.



Migingiriko ya ntlawa lowuntsongo

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





You will need:

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

Week 1 Day 4

Whole class activities

Sequencing pictures

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



Stella says:



These are useful questions to ask about each picture:

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

Listening for focus sounds

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



Small group activities

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



U ta lava:

- Xiphemu/hafu ya ndyelo ya phepha ya mudyondzi u n'wana na u n'wana.
- Xiphemu xa lapi kumbe phepha ro khalaria, khadibodo ku endla milenge na nhloko
- Swikero, glilu
- Tikhirayoni ta mhula letikulu KUMBE Vumba byo tlanga hi byona, tiboncisi kumbe tilentele
- Marito lawa ya nga na mapeletwananyingi lawa ya fambelanaka na xitori: mfutsu, gama, tika, tsaka, tsutsuma, ku "swisha", mixo, sirhelela, tsana, xiharhi

Vhiki Ra 1 Siku 5

Migingiriko ya tllasi hinkwayo

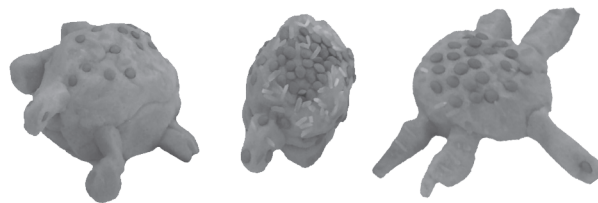
Ku endla, ku dirowa na ku tsala

- 1 Hlamusela vadyondzi leswaku va yam aka xibodze hi ku tirhisa ndhichi ya phepha na lapi kumbe phepha ro khalaria.
- 2 Vadyondzi va tsemelela swiphemu swa lapi kumbe phepha ro khalaria kutani va ri damarheta eka ndhichi ya phepha ku va va endla xiphamba xa xibodze.
- 3 Va ta fanele ku tsema milenge na nhloko va nga ta damarheta eka ndhichi ya phepha leyi ku nga xiphamba.



KUMBE

- 1 Nyika mudyondzi u n'wana na u n'wana bolo ya vumba byo tlanga hi byona kutani u va hlamusela leswaku va ya ku vumbeni ka xibodze xa vumba byo tlanga hi byona.
- 2 Hlamusela leswaku va nga tirhisa tiboncisi/tilentele leti nga etafulenii ku va va khavisa xibodze.
- 3 Loko va dyondzi va hetile ku maka xibodze xa vona, va fanele ku xi veka edyambyini leswaku xi ta oma.
- 4 Endla nkarhi wa ku va vadyondzi va vulavula hi swibodze swa vona hi vambirhi-mbirhi.
- 5 Kombisa/khavisa hi swibodze ekamareni yo dyondzela loko swi hetisekile.



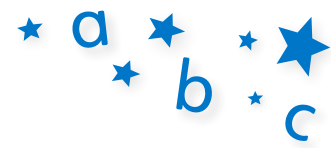
Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **ga | ma**.
- 2 Kombela vadyondzi leswaku va langutisa munghana kutani va phakatana swandla va endlela silabulu yin'wana na yin'wana: **ga** (phakata) **ma** (phakata).
- 3 Vula marito ma mapeletwana man'wana kusuka eka xitori loko vadyondzi va phakatana eka peletwana rin'wana na rin'wana
- 4 Hlohletela vadyondzi ku va va hlayela nhlayo ya tasilabulu leti nga kona eka marito (Xikombiso: "gama" ri na tasilabulu timbirhi).

Migingiriko ya ntlawa lowuntsongo

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





You will need:

- 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: mfutsu, gama, tika, tsaka, tsutsuma, ku "swisha", mixo, sirhelela, tsana, xiharhi

Week 1 Day 5

Whole class activities

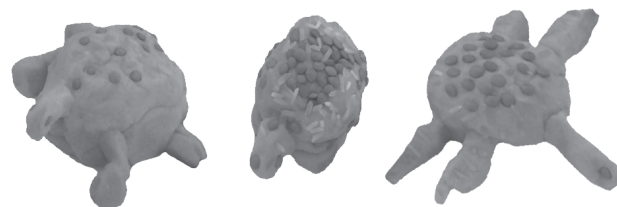
Make, draw and write

- 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.



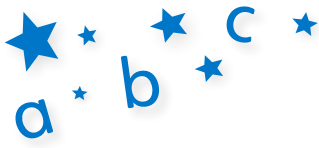
Blending and segmenting (syllables)

- 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: **ga | ma**.
- 2 Ask learners to face a friend and do high fives for each syllable: **ga** (high five) **ma** (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: "gama" has two syllables).



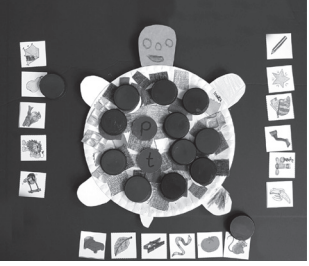

Small group activities

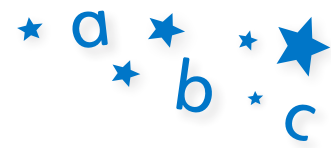
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



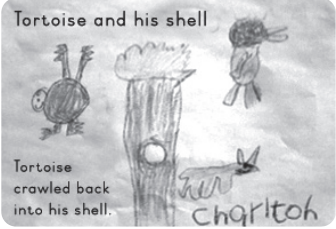

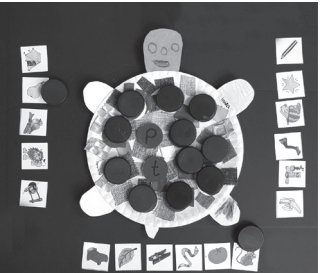



Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

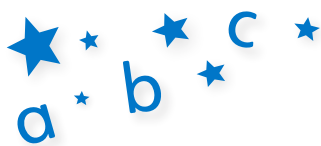
U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi u n'wana na u n'wana Tikhirayoni ta mhula letikulu  <p>Sekolopata sa kguhlela kahara kgetla ya sona</p>  <p>Loko vadyondzi va lava ku pfuniwa hi ku ehleketa leswi va nga swi dirowaka, va kombi ndzandzelelano wa swifaniso ku va nyika mavonelo.</p>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. Vutisa vadyondzi leswaku hi xihi xiphemu xa xitori va xi rhandzeke. Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. Xikombiso: "mfutsu ... kasa ... endzhaku... endzeni ka ... xa yena... Hi rihi rito leri a mi lava ku ri vula leri landzelaka? Xiphamba. Ndzi ya tsala rito 'xiphamba'." Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> Swipfalo swa mabodhlhela Makhadi ya swifaniso, ya tsemiwiile Bodo ya ntlangu wa Mfutsu 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Veka bodo ya ntlangu wa Mfutsu exikarhi ka tafula. Mudyondzi wun'wana na wun'wana i na swinepe swa ntsevu swa mpfumawulo lowu kongomisiweke leyi nga angarheliwa eka tidyondza ta le ndzhaku. Tsala maletere lawa kongomisiweke i ma veke endzeni ka swipfalo swamabodhlhela, swi vekiwa exikambeni xa mfutsu leswaku vadyondzi va nga ya voni maletere. Mudyondzi un'wana na un'wana u fanele a hundzuluka leswaku a ta teka xipfalu xa bodhlhela, va xihundzuluxa, va boxa mpfumawulo kutani va langutisa loko va ri na xinepe lexi sungulaka hi mpfumawulo walowo. Loko va ri na wona, va teka xipfalo xa bodhlhela va pfala xinepe. Loko xi nga fambelani na xin'wana xa swinepe swa vona, va ttherisela xipfalo xa bodhlhela laha a xi rikona. Muhluri i mudyondzi loyi a sungulaka ku pfala swinepe swa vona hinkwaswo.
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku hlaya. Endla nkombiso wa ku pfula buku na ku yi pfula mapheji. Komba vadyondzi swin'wana swa swifaniso na ku kondletela vadyondzi ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.

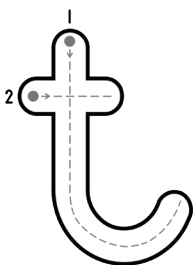



Small group activities for Week 1

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, 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.

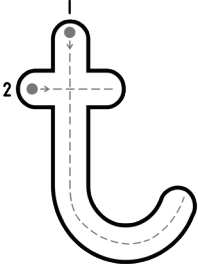





U ta lava	Migingiriko
<ul style="list-style-type: none"> • Xikombiso xa letere "t" eka phepha ra A5 ra mudyondzi un'wana na un'wana • Swifaniso leswitsongo swa swilo kumbe minchumu leyi sungulaka hi "t": ttandza, tiya, tapula • Phephahungu or switirhisiwa swa xisaka • Glilu 	<p>Nghingiriko wa 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> 1 Nyika mudyondzi un'wana na un'wana xikombiso xa letere na minchumu kumbe swifaniso leswi nga na mpfumawulo lowu kongomiweke. 2 Va fanele ku damarheta swifaniso kumbe minchumu leyi nga na mpfumawulo lowu kongomisiweke ku tatisa vangwa na ku endla letere. 3 Va nga tlhela va engetela swidirowiwa swa swilo leswi nga na mpfumawulo lowu kongomiweke wa "t". 
<ul style="list-style-type: none"> • Tipuropo: mepe wa tintshava, tinhonga to famba, swidloko swa le dyambyeni na mafurha ya ku tola, xivonakule xa ku endliwa hi tirholo ta tithixu, nkwama na bodlhela ra mati, madlhilasi, swi tirhisiwa swo sungula swo pfuneta leswi ntsongo, xiletelo xa ntirho, minchumu ya ntumbuluko (matluka, swiribyana), xitsotswana xa pulasitiki kumbe nchumu wo tlangisa wa xiharhi (or kumbe swinepe swa switsotswana kumbe swihari)– swi hangalasi kumbe u damarheta emakhumbini. 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya ekhoni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta switirhisiwa leswintshwa. Hlamusela leswaku va ta onyolosa milenge. 2 Vadyondzi va nga va xiphemu xa ntlawa wa ku ti ololoxa milenge (na mbyana). Va ta lava mapa wa tintshava, tinhonga to famba, swidloko swa le dyambyeni na mafurha ya ku tola, madlhilasi na nkwama na bodlhela ra mati, xivonakule, swi tirhisiwa swo sungula swo pfuneta leswi ntsongo na xiletelo xa ntirho. Mudyondzi un'wana na un'wana u fanele ku teka buku ya ku tsalela na penisele leswaku va ta tsala kumbe ku dirowa leswi va swi vonaka loko va ri karhi va famba. Va nga langutisa gama hi xivonakule kumbe mfutsu wu tumberile ebyanyini! 3 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. Hlohletela vadyondzi leswaku va tsala tinotsi kumbe ku dirowa leswi va swi vonaka loko va karhi va famba. 





You will need	Activities
<ul style="list-style-type: none"> • An A5 "t" letter template for each learner • Small pictures of things or items with the focus sound "t": thixu, swo xokola meno, thepi • 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 "t". 
<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. 



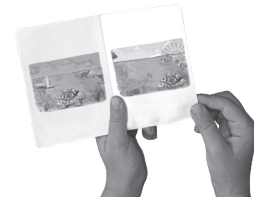
U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi u n'wana na u n'wana

Vhiki Ra 2 Siku 1

Migingiriko ya tlilasi hinkwayo

Ku landzelerisa swifaniso ko tala



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



Ku tivisa mpfumawulo ku suka eka xitori

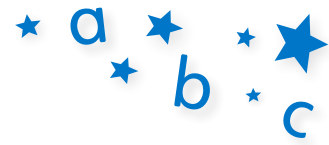
- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"u, Mfutsu, ku, dluu. Xana ma wu twa mpfumawulo lowu kongomisiweke: Mfutsu, ku, dluu? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /u!."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala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



Migingiriko ya ntlawa lowuntsongo

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





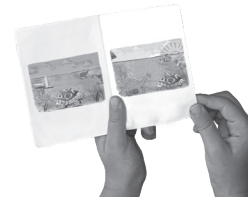
You will need:

- Big sequence pictures
- Photocopied and folded little book for each 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: “u, Mfutsu, ku, dluu. Can you hear the focus sound: Mfutsu, ku, dluu? Yes, you are right! They all have the sound /u/.”
- 2 “Listen carefully, here are some more words with /u/: kunupu, buruku, xithuthuthu, buku, munyu, supu.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /u/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /u/: “u-u-u”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



U ta lava:

- Buku Leyikulu: Mfutsu na xiphamba xa yona
- Xikombiso xa letere **f** eka phepha ra A5 ra mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu

Vhiki Ra 2 Siku 2

Migingiriko ya tlilasi hinkwayo

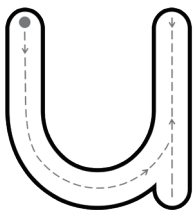
Ku hlaya swin'we – Buku Leyikulu

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



Mavumbelo ya letere

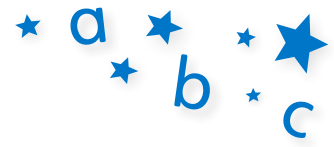
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /u/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /u/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha endla onge va fambisa xithuthuthu va ri karhi va vula "xithuthuthu".
- 3 Kombisa vadyondzi ku tsala letere **u**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi, rhendzeleka, henhla na le hanshi."
- 4 Pfumelela vadyondzi ku ti toloveti ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona.
- 5 Hlamusela vadyondzi leswaku va fanele ku tlhelela endzhaku ematafuleni ya vona leswaku va ta vumba maletere ya nkwangula-tilo. Leswi swi vula leswaku va ta tsala ehenhla ka letere eka pheji ra vona hi tikhirayoni ta mihlovo yo hambana.
- 6 Loko vadyondzi va kota ku ehleketa hi swilo leswi sungulaka hi mpfumawulo lowu endliwaka hi letere, va nga swi dirowa swi rhendzela nkwangula-tilo wa letere. Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

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





You will need:

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

Week 2 Day 2

Whole class activities

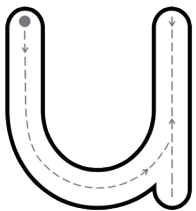
Shared reading – Big Book

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



Small group activities

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



U ta lava:

- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **u**: kunupu, buruku, xithuthuthu, buku, munyu, supu, buku, wukuwuku, mukhukhu



Vhiki Ra 2 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

1 Veka thoni eka migingiriko ya ku yingisela hi ku vula leswi landzelaka kutani vadyondzi va endla xiendlo: Endzhaka loko hi nge se sungula kuyingisela, a hi ti lunghiseleni: *"Tidludli kahle, u dlokodla ndleve ku pfula ndleve ya wena, kutani u veka mavoko ya wena emathangheni."*

2 Tshamisa vadyondzi hinkwavo emeteni u va kombela leswaku vatshama va nga endli mpongo. I ku eka vona: *"Eka xitori, mayelana ni mfutsu, xana ma switsundzuka leswaku Tommy u ringetile ku tumbela njhani gama? U nga tumbela ehansi ka tafula ra wena? Humela erivaleni sweswi. U nga yima u vona leswaku u lehe njhani?"* Sweswi inge: *"U nga swi endla leswi?"*

★ *"Yima hi nenge wa wena wa ximatsi."*

★ *"Ntlokola tintiho ta wena."*

★ *"Vekela mavoko ya wena enhlokweni ya wena."*

★ *"Yima hi swikunwani swa wena."*

★ *"Khoma swikunwani swa wena"*

★ *"Veka mavoko ya wena exisitini xa wena."*

★ *"Vekela mavoko ya wena etindleveni."*

3 Vula leswi eka vadyondzi: *"Sweswi ndzi ya eku vuleni ka swilo swin'wana. Mi fanele ku yingisela hi vukheta kutani miendla tsena leswi mi nga ta kota ku swiendla. Swin'wana swa kona a swi koteke!"*

★ *"Khondla mavoko ya wena."*

★ *"Hundzuluxa nhloko ya wena."*

★ *"Yima hi nenge wun'we."*

★ *"Copeta hi mahlo ya wena."*

★ *"Copetisa xikunwani xa wena."*

★ *"Phokotela mavoko."*

★ *"Kandziya ehansi hi matimba hi nkondzo wa wena."*

★ *"Gandla xilebvu xa wena."*

Mabokisi ya maletere

1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.

2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*

3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.

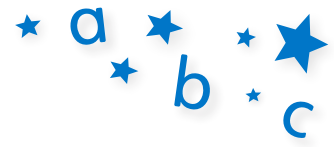
4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.

5 Loko vadyondzi va ti tolvetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.

Migingiriko ya ntlawa lowuntsongo

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





You will need:

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



Week 2 Day 3

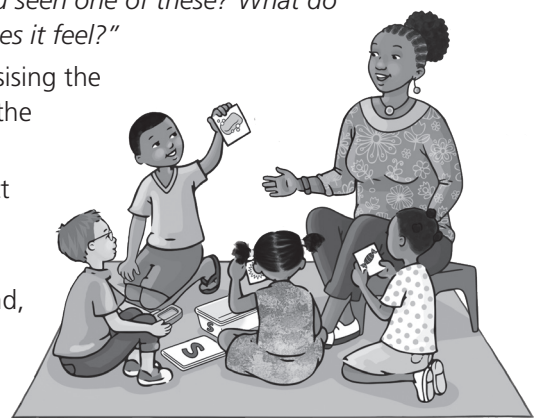
Whole class activities

Learning to listen

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



U ta lava:

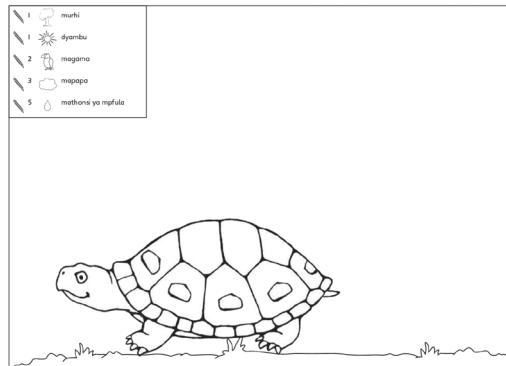
- Nkandziyiso wa **Pheji ra nghingiriko wa hlaya u endla** ra mudyondzi un'wana na un'wana
- Nhlawulo wa switirhisiwa ku suka eka mabokisi ya mune ya maletere (rin'we ra mudyondzi u n'wana na u n'wana)
- Nkwama kumbe nkwama wa xikhigelo
- Ringingho ra ku tlanga vunanga

Vhiki Ra 2 Siku 4

Migingiriko ya tllasi hinkwayo

Ku hlaya na ku endla

- 1 Byela vadyondzi ku langutisa nxaxamelo eka pheji ra gingiriko u vulavula hi leswi va swi vonaka (tinomboro, swifaniso na marito)
- 2 Kombela vadyondzi ku langutisa ntila wo sungula kutani va "hlaya" leswi vuriwaka. Ivi va hlaya mintila hinkwayo swin'we.
- 3 Byela vadyondzi leswaku sweswi va ya endla gingiriko wo tsakisa lowu vitaniwaka "hlaya u endla". Va fanele ku hlaya ntila wun'wana na wun'wana va endla leswi wu swi vulaka hiku tirhisa vangwa leri nga kona eka pheji.
- 4 Hlaya ntila wo sungula miri kun'we. Vutisa loko un'wana wa vadyondzi a kota ku "hlaya" ku ri ku ya endliwa yini eka nxaxamelo: Va fanele ku dirowa nsinya wun'we.
- 5 Yisa emahlweni hi ndlela ya leyo hi yin'we ya swileriso.
- 6 Sweswi hlaya nakambe swileriso ha xin'we xin'we ivi u vula leswi eka vadyondzi: "Xana u dirowile na ku penda esinyeni? Loko u endlile tano gwajula eka nxaxamelo wa wena."
- 7 Yisa emahlweni u kambisisa na ku gwajula swileriso hi xin'we-xin'we ku fika emakumu ka nxaxamelo.



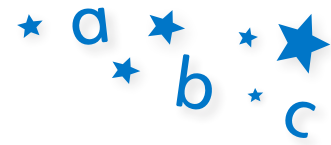
Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Hoxa minchumu enkhwameni ku suka ebokisini ra maletere.
- 2 Vadyondzi va tshama exirhendzevutanini ku karhi ku tlanga vunanga, nkwama wu karhi wu hundziseriwa emahlweni. Loko vunanga byi miyela, vadyondzi lava nga na nkwama va teka nchumu, va vula ku ri i yini, hi wihi mpfumawulo lowu va wu twaka emasungulweni. Ntlangu wu nga ya emahlweni ku fikela vanhu hinkwavo va kuma nkarhi wa ku tlanga.
- 3 Emakumu, mintlawa ya vadyondzi leyi nga na minchumu leyi sungulaka hi mimpfumawulo yo fana, tlakukani kutani mi yi ttherisela emabokisini ya maletere lawa ya faneleke.

Migingiriko ya ntlawa lowuntsongo

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





You will need:

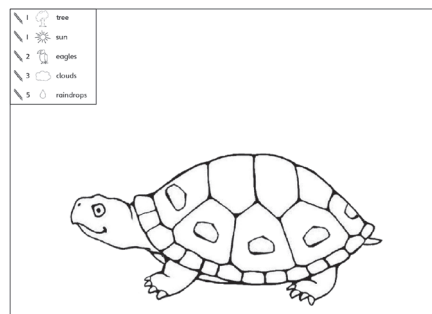
- A photocopy of the **Read and do activity page** for each learner
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

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.





U ta lava:

- Xiphemu xa phepha le ri nga tsaliwa vito ra wena na ra mudyondzi ehansi evokweni ra ximatsi ra phepha: "marker" yo dziva ya ntima
- Marito lawa ya nga na tasilabasi to tala lawa ya fambelanaka na xitori: mfutsu, gama, tika, tsaka, tsutsuma, ku "swisha", mixo, sirhelela, tsana, xiharhi
- Swidludli kumbe ndzhumba

Vhiki Ra 2 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Sungula hi ku vulavula hi mfutsu ku suka exitorini. Emasungulweni ya xitori, Tommy a nga xi lavi xiphamba xa yena, kambe emakumu u vonilile ntirhiseko wa xiphamba naswona a xi nw'i endla a va a ri wo hlawuleka ni wa nkoka. A ti nyungubyisa hi xiphamba xa yena.
- 2 Vulavula hi xilo lexi ku endlalaka u ti twa u hlawulekile na wa nkoka. (Ehleketa swihlawulekisi swo khomeka tanihi misisi yo kheliwa, ku va u komile kumbe u lehili, nyiko yo kota ku tlanga mintlangu kumbe kuyimbelela kahle na swihlawulekisi swa le munwhini tanihi vunhenha kumbe munhu wo lungha.)
- 3 Sweswi kombetela mavito ya vadyondzi lawa ya nga tsariwa ephepheni. Sungula hi vito ra wena kutani u vutisa vadyondzi leswi va ehleketa swi ku endlaka i va wo hlawuleka. Tsala ehansi marito ya vona kutani u hlayela klilasi. Xikombiso: "Manana de Vries wa hlekisa a tlhela a lungha na swona wa hi tsakisa."
- 4 Sweswi languta vito leri landzelaka eka xaxameto. Vutisa vadyondzi leswaku i mavito ya vo mani: Lexi tshembisaka mudyondzi un'wana na un'wana u ta kota ku komba vito ra yena. Vutisa vadyondzi va ehleketa swilo leswi endlaka mudyondzi un'wana a hlawuleka.
- 5 Endla xivulwa hi marito lawa vadyondzi va ku nyikaka u matsala etlhelho ka vito ra mudyondzi. Engetela marito ya wena ku tiyisisa leswaku mudyondzi a twa leswaku swihlawulekisi swa yena swa nkoka swa lemukiwa. Hlaya xivulwa xin'we eklilasini, u kombetele rito rin'we.
- 6 Damarheta nxaxameto ekhumbini. vadyondzi ku nga ri khale va ta va va ri karhi va "hlaya" marito lawa van'wana va nga ta hlawula ku wa hlamusela.

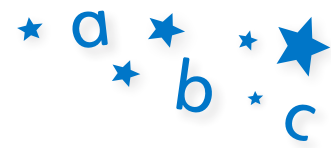
Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **ga | ma**.
- 2 Kombela vadyondzi leswaku va bela silabulu yin'wana na yin'wana goza: **ga** (goza rin'we) **ma** (goza rin'we). Nyika van'wana va vadyondzi swingelengele kumbe ndzhumba ku va va dzungunga kumbe ku chayela silabulu yin'wana na yin'wana.
- 3 Vula marito yan'wana lawa ya nga na tasilabulu to tala lawa ya humaka eka xitori loko vadyondzi va ri karhi va bela silabulu yin'wana na yin'wana goza. Hlohletela vadyondzi ku va va hlayela nhlayo ya tasilabulu leti nga kona eka marito (Xikombiso: "gama" ri na tasilabulu timbirhi).

Migingiriko ya ntlawa lowuntsongo

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





You will need:

- A 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: mfutsu, gama, tika, tsaka, tsutsuma, ku "swisha", mixo, sirhelela, tsana, xiharhi
- 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.

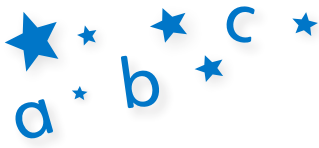
Blending and segmenting (syllables)

- 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: **ga | ma**.
- 2 Ask learners to march for each syllable: **ga** (one step) **ma** (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: "gama" has two syllables).


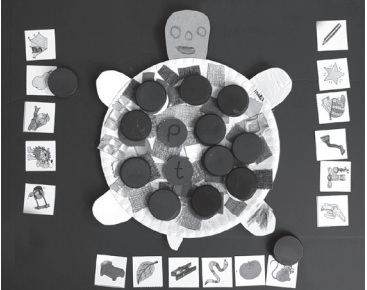

Small group activities

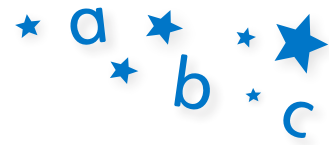
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




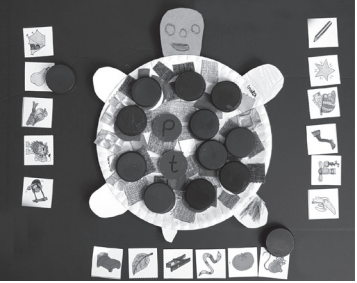



Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

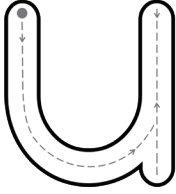

U ta lava	Migingiriko
<ul style="list-style-type: none"> • Pheji ro ka ri nga tsalelangi ra A4 kumbe xiphemu xa khadibodo • Tikhirayoni ta mhula letikulu • Tipende ta mati ta muhlovo na tiburachi to penda • Swikero na gliilu 	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> 1 Nyika mudyondzi un'wana na un'wana khopi ya xiphamba xa mfutsu. Hlamusela leswaku va fanele va penda eka patheni hi tikhirayoni ta mhula. 2 Kutani va nga penda xiphamba hi ti pende to vangama ta mati. Loko pende ya ha oma, va ta kera nhloko, milenge na ncila. Loko pende yi omile, va ta kera xiphamba xo pendiwa xi khomanisiwa na mfutsu, nhloko, milenge na ncila eka khadi kumbe phepha. 
<ul style="list-style-type: none"> • Swipfalo swa mabodlhela • Makhadi ya swifaniso, u kera ehenhla • Bodo ya ntlangu wa Mfutsu 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> 1 Veka bodo ya ntlangu wa Mfutsu exikarhi ka tafula. 2 Mudyondzi wun'wana na wun'ana i na swinepe swa ntsevu swa mimpfumawulo lowu kongomisiweke leyi nga endliwa eka tidyondzo ta le ndzhaku. Tsala maletere lawa kongomisiweke i ya veka endzeni ka swipfalu swamabodlhela, swivekiwa exikambeni xa mfutsu leswaku vadyondzi va nga voni maletere. Mudyondzi un'we u fanele a hundzuluka leswaku a teka xipfalu xa bodlhela, va xihundzuluxa, va boxa mpfumawulo kutani va langutisa loko va ri na xinepe lexi sungulaka hi mpfumawulo walowo. 3 Loko va ri na wona, va teka xipfalo xa bodlhela va pfala xinepe. Loko xi nga fambelani na xin'wana xa swinepe swa vona, va ttherisela xipfalo xa bodlhela laha a xi rikona. Muhluri i mudyondzi loyi a sungulaka ku pfala swinepe swa vona hinkwaswo.
<ul style="list-style-type: none"> • Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. 2 Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. 3 Endla nkombiso wa ku pfula buku na ku yi phendla. Komba vadyondzi swin'wana swa swifaniso na ku va kondletela ku va un'wana na un'wana a hlawula xin'wana ku titsakisa hi ku hlaya. 4 Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.



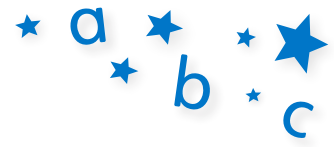
Small group activities for Week 2

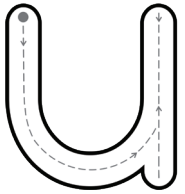
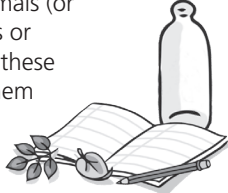
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page or piece of cardboard for each learner • A photocopy of the Tortoise shell activity page for each learner • Jumbo wax crayons • Water colour paints and paintbrushes • Glue and scissors 	<p>Activity 1: Drawing and emergent writing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



U ta lava	Migingiriko
<ul style="list-style-type: none"> • Xikombiso xa letere “u” eka phepha ra A5 ra mudyondzi un’wana na un’wana • Swifaniso leswitsongo kumbe minchumu leyi sungulaka hi “u”: kunupu • Tikhirayoni ta mhula letikulu • Glilu 	<p>Nghingiriko wa 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> 1 Nyika mudyondzi un’wana na un’wana xikombiso xa letere na minchumu kumbe swifaniso leswi nga na mpfumawulo lowu kongomiweke. 2 Va fanele ku damarheta swifaniso kumbe minchumu leyi nga na mpfumawulo lowu kongomisiweke ku tatisa vangwa na ku endla letere. 3 Va nga tlhela va engetela swidirowiwa swa swilo leswi nga na mpfumawulo lowu kongomiweke wa “u”. 
<ul style="list-style-type: none"> • Tipuropo: mepe wa tintshava, tinhonga to famba, swidloko swa le dyambyeni na mafurha ya ku tola, xivonakule xa ku endliwa hi tirholo ta tithixu, nkwama na bodlhela ra mati, madlhilasi, swi tirhisiwa swo sungula swo pfuneta leswi ntsongo, xiletelo xa ntirho, minchumu ya ntumbuluko (matluka, swiribyana), xitsotswana xa pulasitiki kumbe nchumu wo tlangisa wa xiharhi (or kumbe swinepe swa switsotswana kumbe swihari)– swi hangalasi kumbe u damarheta emakhumbini. 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> 1 Tsundzuxa vadyondzi hi tipuropo eka khona ya ntlangu wo endla onge na ku va kondletela ku yisa emahlweni ku suka eka Vhiki ra 1 loko va yile eku tiololeni ka milenge. 2 Rhangela ntlawa ku ya ekhoneni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta switirhisiwa leswintshwa. Hlamusela leswaku va ya eku ti ololoxeni ka milenge. Vadyondzi va nga va xiphemu xa ntlawa wa ku ti ololoxa milenge (na mbyana). Va ta lava mepe wa tintshava, tinhonga to famba, swidloko swa le dyambyeni na mafurha ya ku tola, xivonakule xa ku endliwa hi tirholo ta tithixu, nkwama na bodlhela ra mati, madlhilasi, swi tirhisiwa swo sungula swo pfuneta leswi ntsongo na xiletelo xa ntirho. Mudyondzi un’wana na un’wana u fanele ku teka buku ya ku tsalela na penisele leswaku va ta tsala kumbe ku dirowa leswi va swi vonaka loko va ri karhi va famba. Va nga langutisa gama hi xivonakule kumbe mfutsu wu tumberile ebyanyini! 3 Endzela khona kan’we ku xiya na ku kondletela ntlangu wa vadyondzi. Hlohletela vadyondzi leswaku va tsala tinotsi kumbe ku dirowa leswi va swi vonaka loko va ka ri va famba. 





You will need	Activities
<ul style="list-style-type: none"> • An A5 “u” letter template for each learner • Small pictures of things or items with the focus sound “u”: kunupu • 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 “u”. 
<ul style="list-style-type: none"> • Props: a map of the mountains, walking sticks, sunhat and cream, binoculars made from toilet rolls, a backpack with a water bottle, a small first-aid kit, sunglasses, a field guide, items from nature (leaves, pebbles), some plastic insects or toy animals (or pictures of insects or animals) - spread these around or stick them on the walls 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they went on a walk. 2 Lead the group to the pretend play corner and show them the props. 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.

Xitori



Khale ka khaleni a ku ri na tibere tinharhu: Tatana Bere a ri lonkulu swinene, Xiberana a ri lonsongo swinene na Manana Bere a nga ri nkulu swinene naswona a nga ri ntsongo swinene – a ri wa sayizi ya le xikarhi. Tibere leti nharhu a ti tshama exiyindlwani lexintsongo ekhwatini.

Siku rin'wana na rin'wana tibere a ti dya mukapu eka swakudya swo fihlula. Siku rin'wana Tatana Bere u vule hi rito ra yena ro enta ra Tatana Bere: "Mukapu wa hina wu hisa swinene. Hi nga famba hi tiolola ekhwatini loko wa ha hola." Kutani, tibere tinharhu ti humile ti tiolola ekhwatini. Hi nkarhi wolowo, un'wana na yena a tiolola kwala ekhwatini – wanhwana lonsongo wa misisi ya golidi. Xana wa n'wi tiva vito ra yena? I Golidi. A vitaniwa Golidi hikokwalaho ka misisi ya yena leyi a yi ri na muhlovo wa golidi.

Golidi u vonile yindlu ya tibere. U fambile hi xindledyana kutani u gongondzile enyangweni. "Ndzawini!" A ku nga ri na nhlamulo. U hlometerile hi le fasitereni – a ku languteka ku sasekile le ndzeni. Kutani, wa swi tiva leswaku Golidi u endle yini? U ngenile endzeni ka yindlu ya tibere! Golidi u vonile mukapu etafuleni. A twa ndlala ngopfu. Xo sungula, u ringetile mukapu wa Tatana Bere eka xibye lexikulu, kambe a nga wu rhandzanga hikuva a wu bava. Kutani u ringetile wa Manana Bere lowu a wu ri le ka xibye xa sayizi ya le xikarhi, kambe a nga wu rhandzanga hikuva a wu tsokombela swinene. Xo landzela, u ringetile mukapu wa Xiberana eka xibye lexitsongo. "Mmm," a vula, "Ndzi tsakela mukapu lowu, wo va kahle!" Hi loko a dya a heta mukapu wa Xiberana.

Sweswi Golidi a karhele, naswona a lava ku etlela. Golidi u langutile mubedo wo etlela eka wona. U kumile kamara ro etlela kutani u vonile mibedo minharhu. Mubedo wa Tatana Bere a wu ri wukulu swinene. Mubedo wa Manana Bere a wu ri wa sayizi ya le xikarhi na mubedo wa Xiberana a wu ri wutsongo swinene.

Golidi u khandziyile eka mubedo lowukulu wa Tatana Bere, kambe a wu nonoha swinene. Xo landzela, u khandziyile emubedweni wa sayizi ya le xikarhi wa Manana Bere, kambe a wu olova swinene. Hi loko Golidi a khandziya emubedweni wa Xiberana. U etlerile a koka na nkumba a ku: "Ndzi tsakela mubedo lowu, wu kahle!"

Golidi u pfarile mahlo kutani a ya hi vurhongo. Loko Golidi a ha etlele, tibere tinharhu ti vuyile ekaya. A ti twa ndlala. Tatana Bere u langutile xibye xa yena xa mukapu a vula hi rito ra yena ro enta: "I mani loyi a dya mukapu wa mina?" Manana Bere u langutile mukapu wa yena a vula hi ku hlundzuka a ku: "I mani loyi a dya mukapu wa mina?" Xiberana xi langutile mukapu wa xona. A xi hlundzukile kutani xi ku: "I mani loyi a dya mukapu wa mina?" Kutani xi ku: "Hinkwawo wu herile!"



Tibere ti yile ekamareni ro etlela. Tatana Bere u langutile mubedo wa yena kutani a ku: "I mani loyi a etlele emubedweni wa mina?" Manana bere u langutile mubedo wa yena kutani a ku: "I mani loyi a etlele emubedweni wa mina?" Xiberana xi langutile mubedo wa xona kutani xi ku: "I mani loyi a nga etlele emubedweni wa mina?" Xi langutile nakambe kutani xi huwelela xi ku: "Hi luya lahaya!"

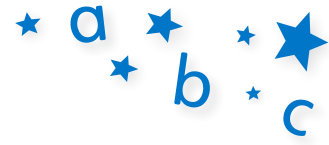
Golidi a chuhile swinene! U tlurile a pfuka emubedweni kutani a tsutsuma hi rivilo hi laha a nga kota ha kona. Tibere tinharhu a ta ha tlhelanga ti n'wi vonile Golidi nakambe.

Lawa hi wona makumu ya xitori.

Xitori xa Golidi xi nyika nkarhi wo hlamarisa wo encenyeta marito yo hambana hambana: rito lerikulu, ro enta ra Tatana Bere, rito ra sayizi ya le xikarhi ra Manana Bere na xiritwana xo huwelela, xa le henhla xa Xiberana. U nga kuma leswaku va kona vadyondzi etlilasini ya wena lava va xi tivaka xitori lexi. Hikuva xitori lexi xi akiwile hi ku vuyelela, hambani lava va nga vantshwa eka xitori lexi va ta khoma mintila hi xihatla. Va kondletele ku vula marito na wena, kumbe ku vuyelela endzhaku ka loko wena u vurile mintila leyi. Kondletela vadyondzi ku tirhisa marito yo hambana ya swimunhuhatawa.



★ 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.





Xinsin'wana

Golidi u tiolorile, tiolorile, tiolorile,
 U ehleketa leswaku u vone yini yini,
 u ehleketa leswaku u vone yini yini?
 U kumile yindlu yinga ri na vanhu,
 kumile yindlu yinga ri na vanhu,
 kutani u pfurile nyangwa
 nyangwa u pfurile nyangwa
 nyangwa nyangwa
 Mukapu wa Tatana a wu
 hisa hisa hisa;
 mukapu wa Manana a wu
 nyanganya nyanganya nyanganya;
 Mukapu wa N'wana a wu
 ri kahle kahle kahle.
 "Ndza wu
 tsakela tsakela tsakela!
 Nandzi nandzi nandzi nandzi!.



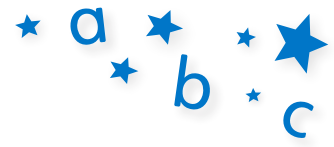
*Dyondzisa vadyondzi ku hambana
 exikarhi ka risimu na xinsin'wana. U
 nga ha yimbelela marito ya risimu na
 ku vula marito ya le ka xinsin'wana.*

*Ku yimbelela risimu kumbe ku vula
 xinsin'wana i ndlela ya kahle yo koka
 rinoko eka vadyondzi endzhaku ka
 nkarhi wo wisa kumbe migingiriko
 ya huwa.*

Ntivomarito ku suka eka xitori

Marito ya nkoka:	bere	khwati	yindlu	fasitere	sayizi ya le xikarhi	twa ndlala
Marito yo engetela:	nkumba	xibye	lepula	mukapu	ringa	khandziya
	swo bava	tsokombela	kamara ro etlela	karhele	hlundzuka	olova





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





U ta lava:

- Xitori xa: Golidi
- Tiphaphete: tibere tinharhu, Golidi, mibedo minharhu, swindhichani swinharhu swa mukapu
- Tipuopo: tafula, switulu, mibedo minharhu, mapoto, swibye, tindyelo tinharhu, malepula, swipfala ngohe swinharhu swa tibere, swiambalo/ switirhisiwa swa Golidi, minkumba
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito

Vhiki Ra 1 Siku 1

Migingiriko ya tlilasi hinkwayo

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

Ku rungula xitori na ku aka ntivomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: *"Xana imani a swi tivaka leswaku bere incini? Imani a nga na bere yo tlangisa ekaya? Imani a nga na mukapu wa na mixo?"*
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Vulavulani hi marito ya nkoka ku suka eka nxaxameto wa ntivomarito, kutani u komba vadyondzi nchumu kumbe xinepe ku va kombisa leswaku swivula yini. Xikombiso: Byela vadyondzi ku kombetela fasitere eklilasini kutani va hlayela leswaku i mangani. Komba vadyondzi tibere tinharhu kutani mi vulavula hi leyi nge le xikarhi hi xiyimo.

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito. Endla miencyeto na ku tirhisa tiphaphete na tipuopo.
- 2.2 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Xana u ehleketa leswaku Golidi u etlele eka mubedo wihi: Eka mubedo wa tatana bere, mubedo wa manana bere kumbe eka mubedo wa xiberani? Hikokwalaho ka yini" U ta ti twa njhani Golidi loko a pfuka a vona tibere?"*

3 Endzhaku ka ku rungula xitori

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

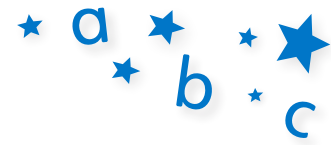
Ku tivisa letere ku suka eka xitori

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

Migingiriko ya ntlawa lowuntsongo

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





You will need:

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

Week 1 Day 1

Whole class activities

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

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"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: *"fihlula, famba, fambile, fasitereni. Can you hear the focus sound: famba, fambile, fasitereni? Yes, you are right! They all have the sound /f/."*
- 2 *"Listen carefully, here are some more words that start with /f/: fasikoti, famba, faya, fihla, firiji, foroko, futa."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /f/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /f/: *"f-f-f"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

Two eyes to see

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





U ta lava:

- Tiphaphete ta xitori
- Tipuropo na swifaniso swa xinsin'wana swa rhayimi



Vhiki Ra 1 Siku 2

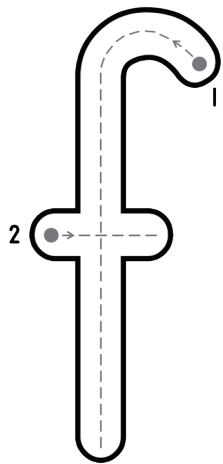
Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku yimbelela

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

Mavumbelo ya letere

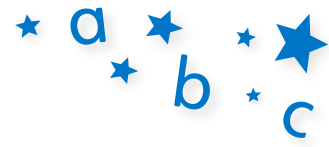
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /f/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /f/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha endla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



Migingiriko ya ntlawa lowuntsongo

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





You will need:

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



Week 1 Day 2

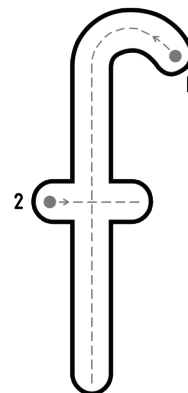
Whole class activities

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 /f/ or if they can think of any other words that start with the sound /f/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend they are sprinkling water on flowerbeds while saying "f-f-fafazela".
- 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 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.



U ta lava:

- Tipuropo na tiphaphete swa xitori
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **f**: fasitere, fasikoti, fayili, firiji, foroko, filimi, fulawuri, fusi, foxole, faduku



Vhiki Ra 1 Siku 3

Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

- 1 Vuyelerisa rhayimi hi rito ro twakala.
- 2 Vutisa vadyondzi loko va ha tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntivomarito. Xikombiso: Vutisa loko va nga ku byela swakudya leswi nga na munyu kumbe swo nyanganya. U nga va na sampula ya swakudya kutani u langha va tsongo ku ta ringa swakudya kutani va vula loko swi nyanganya kumbe swi ri na munyu.
- 3 Hlawula vadyondzi ku va tlanga swimunhuhatwa swa le ka xitori.
- 4 Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfuna vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tllasi hinkwayo yi ri karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

Mabokisi ya maletere

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



Migingiriko ya ntlawa lowuntsongo

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **f**: fasitere, fasikoti, fayili, firiji, foroko, filimi, fulawuri, fusi, foxole, faduku



Week 1 Day 3

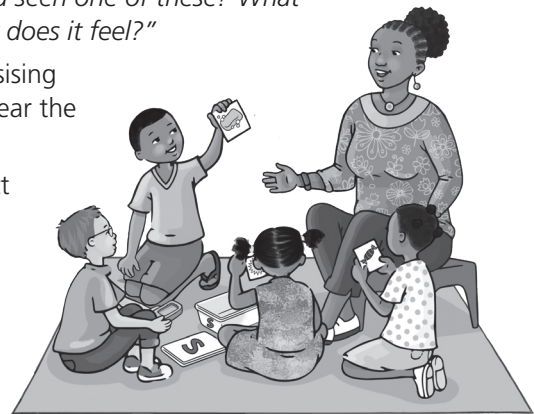
Whole class activities

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.

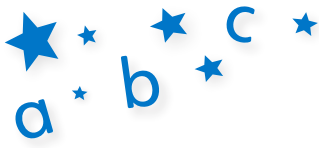
Letter boxes

- 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.



U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Makhadi ya swinepe ya marito ya mimpfumawulo

Stella u ri:



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

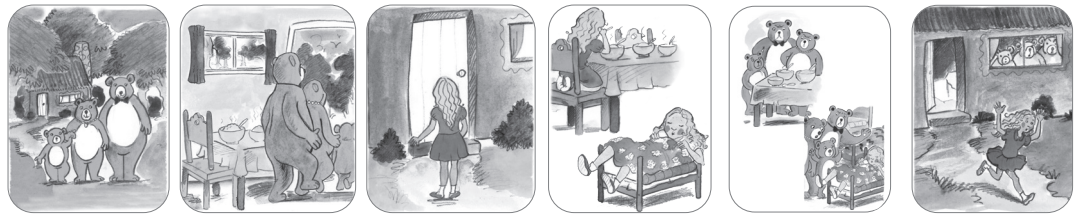
- "Xana mi vona va mani?" (swimunhuhutwa)
- "Xana u/ xi endla yini?" (maendli na swiendlo)
- "Xana mi vona yini swin'wana?" (ku languta nakambe)
- "Xana xi kwihi ...?" (ku vula ndhawu/ xiyimo)
- "Hikokwalaho ka yini u ehleketa...?" (miehleketo ya vutumbuluxi, ku humesela mavonelo)

Vhiki Ra 1 Siku 4

Migingiriko ya tlilasi hinkwayo

Ku landzelerisa swifaniso

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



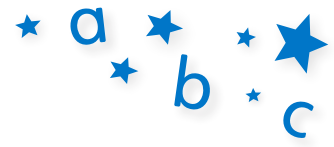
Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Tumbeta makhadi ya swinepe eklilasini dyondzo yi nge se sungula.
- 2 Hlamusela vadyondzi leswaku va ya eku tlangeni "fihla kutani u lava swinepe".
- 3 Veka vadyondzi hi mintlawa kutani u nyika ntlawa wun'wana na wun'wana letere eka khadi. Vadyondzi va fanele ku boxa mimpfumawulo leyi endliwaka hi maletere, kutani va lava swinepe leswi nga na mpfumawulo lowu kongomisiweke.
- 4 Loko vadyondzi va kumile makhadi ya swinepe hinkwawo lawa ya fambisana ni maletere ya wona, va fanele ku tshama hi xirhendzevutana emeteni.
- 5 Vadyondzi va fanele va nyikana mikarhi ya ku thya xinepe xin'we kutani a boxa mpfumawulo lowu kongomisiweke.

Migingiriko ya ntlawa lowuntsongo

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





You will need:

- Big sequence pictures
- Picture cards and letter cards

Week 1 Day 4

Whole class activities

Sequencing pictures

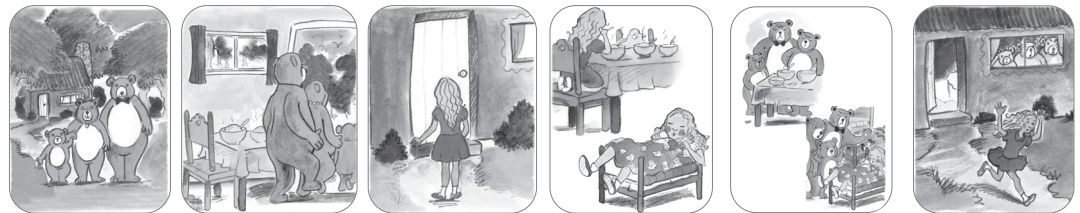
- 1 Recite the rhyme again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the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



U ta lava:

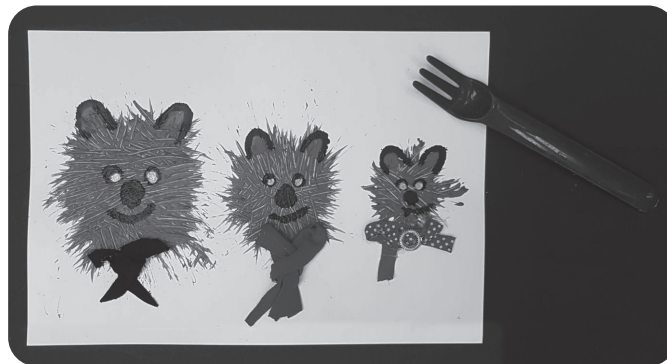
- Maphepha ya A4 ya mudyondzi u n'wana na u n'wana
- Pende ya ribungwa, ntima
- Burachi yo penda
- Xikombiso xa foroko xa xikanda xa bere
- Foroko ya pulasitiki ya mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu
- Marito lawa ya nga na mapeletwananyingi lawa ya fambelanaka na xitori: nhova, mukapu, fasitere, ku dzungela, Golidi, kamara yo etlela, nkumba, kudya, ku tshama, n'wana, ndlala, tafula, ku etlela vurhongo, un'wana

Vhiki Ra 1 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Hlamusela vadyondzi leswaku va ya eku endleni ka xikandza xa tibere va ri karhi va tirhisa foroko.
- 2 Vulavula hi xiyimo ya tibere u va tsundzuxa leswaku va endla tatana bere a va nkulu, manana bere a va wa sayizi ya le xikarhi na xiberana lexi ntsongo.
- 3 Va nga sungula hi ku mbyindla pende yo tala ephepheni ku kombisa tatana bere ivi va hala hi foroko. Kutani va nga mbyindla kuntsongo ku kombisa manana bere kutani va mbyindla switsongo swinene ku kombisa xiberana. Va nga vekela mahlo, tindleve, nhompfu na nomo eka tibere va tirhisa mihlovo yin'wani.



Ku twananisa na ku hambanisa (mapeletwana)

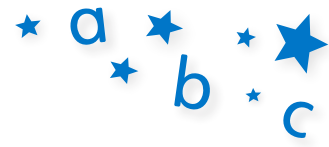
- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **mu | ka | pu**.
- 2 Kombela vadyondzi leswaku va langutisa munghana kutani va phakatana swandla va endlela silabulu yin'wana na yin'wana: **mu** (phakata) **ka** (phakata) **pu** (phakata).
- 3 Vula marito ma mapeletwana man'wana kusuka eka xitori loko vadyondzi va phakatana eka peletwana rin'wana na rin'wana
- 4 Hlohletela vadyondzi ku va va hlayela nhlayo ya tisisilabulu leti nga kona eka marito (Xikombiso: "mukapu" ri na tisisilabulu tinharhu).



Migingiriko ya ntlawa lowuntsongo

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





You will need:

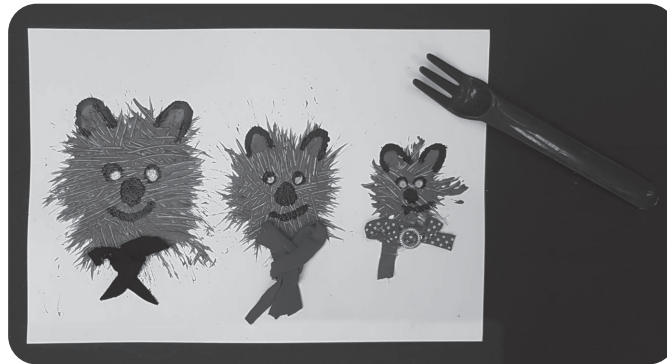
- A blank A4 page per learner
- Brown, black, red/pink and white paint
- Paintbrushes
- Sample of a fork bear face
- A plastic fork for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: nhova, mukapu, fasitere, ku dzungela, Golidi, kamara yo etlela, nkumba, kudy, ku tshama, n'wana, ndlala, tafula, ku etlela vurhongo, un'wana

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.



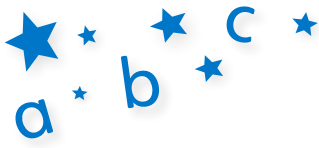
Blending and segmenting (syllables)

- 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: **mu | ka | pu**.
- 2 Ask learners to face a friend and do high fives for each syllable: **mu** (high five) **ka** (high five) **pu** (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: "mukapu" has three syllables).

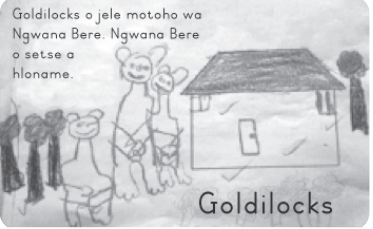

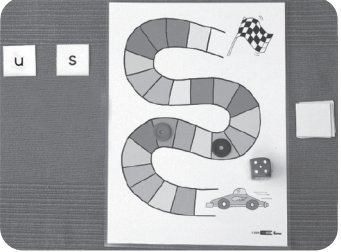



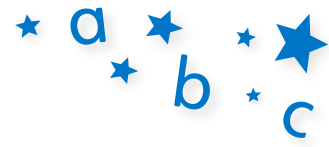
Small group activities

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



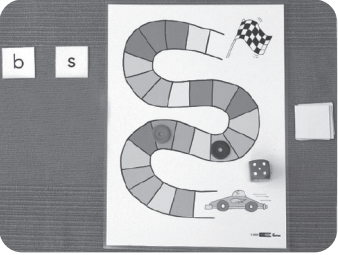



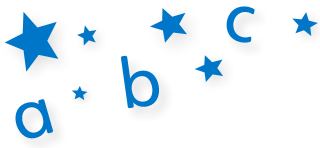
Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi u n'wana na u n'wana Tikhirayoni ta mhula letikulu  <p>Goldilocks o jele motoho wa Ngwana Bere. Ngwana Bere o setse a hloname.</p>  <p>Loko vadyondzi va lava ku pfuniwa hi ku ehleketa leswi va nga swi dirowaka, va kombi ndzandzelelano wa swifaniso ku va nyika mavonelo.</p>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. Vutisa vadyondzi leswaku hi xihi xiphemu xa xitori va xi rhandzeke. Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. Xikombiso: "Golidi... u dyile... mukapu hinkwawo wa xiberani. A wu lava ku ta vula yini? Ina, xiberani a xi kwatile swinene. Ndzi ya eku tsaleni leswaku 'xiberana a xikwatile swinene'." Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> Tibodo timbirhi ta mimovha ya mphikizano Makhadi ya swifaniso, u kera ehenhla Madayisi mambirhi 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Veka bodo ya mimovha ya mphikizano etafuleni na vadyondzi vambirhi ku ya eka vanharhu va tshamile va yi rhendzela. Veka makhadi ya swinepe ya khandiyana, ya phendhukile. Veka makhadi ya maletere ya langutisa ehenhla leswaku vadyondzi va kota ku ma vona. Hlamusela milawu eka vadyondzi: <ul style="list-style-type: none"> Mudyondzi wun'wana na wun'wana u ta nyikiwa nkarhi wa ku hoxa dayisi kutani a fambisa leswi a tlangaka hi swona eka nomboro leyi faneleke. Loko a fambisile leswi a tlangaka hi swona, mudyondzi u ta teka khadi ra xinepe laha swi nga tihandlekiwa kona, a vula ku i xinepe muni kutani a boxa mpfumawulo lowu kongomisiweke. Mudyondzi u veka khadi ra xinepe eku suhi na khadi ra letere ra kona. Ntlangu wu hela loko mudyondzi wo sungula a fika eka mujeko na swona hi yena muhluri.
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku hlaya. Endla nkombiso wa ku pfula buku na ku yi pfula mapheji. Komba vadyondzi swin'wana swa swifaniso na ku kondletela vadyondzi ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.



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, 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.



U ta lava

- Thempuleyiti ya tibere ta ntsevu yi boxiwile mimbhova
- Tintambhu ta tintanghu ta ntsevu kumbe swiphemu swa tinjara.



Migingiriko

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

- 1 Nyika mudyodzi wun'wana na un'wana bere kutani i hlamusela leswaku va ya eku nghaniseni ka njara emimbhoveni.
- 2 Vafanele va hlomula njara kumbe ntambhu kahle leswaku mudyondzi loyi a landzelaka a ta yi tirhisa.
- 3 Loko va hetile, va fanele ku cincana na vadyondzi van'wana leswaku va ta rhunga bere ya xiyimo xi'wana xohambana..

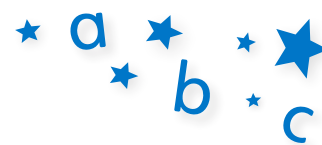





- Tipuropo: khadibodo na koki ku endla mifungho ya le ndhawini yo dyela/khefi, penisele na phepha swa tiweyithara eka ku teka ti "*swileriso swa vaxavi*" xidloko xa musweki, tafula na switulu, na lapi ro ndlalela tafula, mabikiri, swibye, switirhisiwa swo dya, riqhingho ra khale, menyu wa swakudya swo famba na swona

Nghingiriko 5: Ntlangu wo endla onge

- 1 Rhangela ntlawa ku ya eka khona ya ntlangu wo endla onge kutani u va tshamisisa ehansi hi xihatla.
- 2 Komba vadyondzi piropo yi ntshwa, kutani u hlamusela leswaku kuva va landzelela xikongomela xa ku ringa na ku nuwhetela, va ya tlangela endhawini leyi ku xavisiwaka swakudya.
- 3 Va kombeli leswaku va endla vito/sayini ya vhengele ro xavisa tiya, menyu, sayini le yi nge ku pfarile/ ku pfarile. Va nga endla onge va lulamisa swakudya, kutani va nyika vanhu swakudya la va nga tshama evhengeleni. Va nga endla onge va foyinela evhengeleni kutani va vula swakudya leswi va lavaka swona.
- 4 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. Xikombiso: U nga foyinela ku endla "*swileriso swa vaxavi*" ya swakudya swo famba na swona.





You will need	Activities
<ul style="list-style-type: none">• Six bear templates with holes punched out• Six shoelaces or pieces of string 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">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. 
<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 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. 



U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi u n'wana na u n'wana

Vhiki Ra 2 Siku 1

Migingiriko ya tlilasi hinkwayo

Ku landzelerisa swifaniso ko tala



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



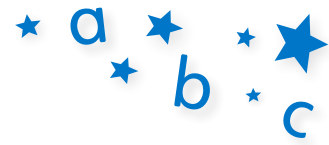
Ku tivisa mpfumawulo ku suka eka xitori

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

Migingiriko ya ntlawa lowuntsongo

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





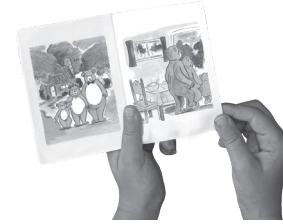
You will need:

- Big sequence pictures
- Photocopied and folded little book for each 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: *“olova, loko, lontsongo, ntsongo. Can you hear the focus sound: **olova, loko, lontsongo?** Yes, you are right! They all have the sound /o/.”*
- 2 *“Listen carefully, here are some more words that start with /o/: **omisa, nomboro, sonto, olova, tolo, ondla.**”* (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.



U ta lava:

- Buku Leyikulu: Golidi
- Xikombiso xa letere **o** eka phepha ra A5 ra mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu

Vhiki Ra 2 Siku 2

Migingiriko ya tllasi hinkwayo

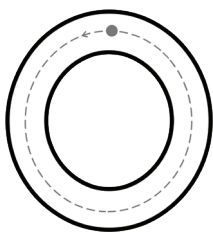
Ku hlaya swin'we – Buku Leyikulu

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



Mavumbelo ya letere

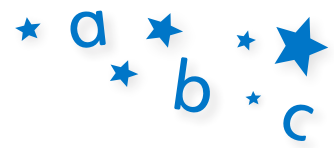
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /o/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /o/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga endla onge va hlamarile naswona va endla xivumbeko xa 'o' hi voko ra vona na ku ri veka emahlweni ka nomu lowu nga endla xirhendzevutani va ri karhi va ku /o/.
- 3 Kombisa vadyondzi ku tsala letere **o**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, rhendzeleka ku fika ethonsini."
- 4 Pfumelela vadyondzi ku ti toloveti ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Hlamusela vadyondzi leswaku va fanele ku tlhelela ematafuleni ya vona ku ya endla maletere ya nkwangula-tilo. Leswi swi vula leswaku va ta tsala ehenhla ka letere eka pheji ra vona hi mihlovo yo hambana ya tikhirayoni.
- 6 Loko vadyondzi va kota ku ehleketa hi swilo leswi sungulaka hi mpfumawulo lowu endliwaka hi letere, va nga swi dirowa swi rhendzela letere ra nkwangula-tilo. Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

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





You will need:

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

Week 2 Day 2

Whole class activities

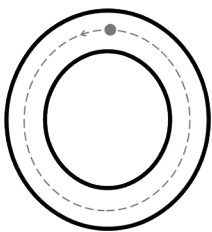
Shared reading – Big Book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /o/ or if they can think of any other words that start with the sound /o/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be shocked and make an ‘o’ shape with their hand and put it in front of a rounded mouth while saying /o/.
- 3 Show learners how to write the letter o. 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 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.



U ta lava:

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



Vhiki Ra 2 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

- 1 Sungula ngingiriko wa namuntlha wa ku yingisela hi ku vula: *"Yingisela hi vukheta kutani u kopa mpfumawulo lowu ndzi wu endlaka."* Phokotela hi mavoko ya wena hi ku vuyeleda. Vadyondzi va fanele ku ku cisetela:
 - ★ Phokotela khoma-khoma phokotela khoma-khoma
 - ★ khoma-khoma-khoma phokotela khoma-khoma-khoma phokotela
 - ★ Phokotela khoma-khoma phokotela-phokotela
- 2 Loko vadyondzi va tshamisekile, vula u ku: *"Sweswi ndzi ta mi nyika vuthala naswona n'wina mi fanele ku bvumba leswaku ndzi ehleketa hi yini. Veka voko ra wena enhlokweni loko u ehleketa leswaku wa yi tiva nhlamulo."* Hi lebyi vuthala:
 - ★ *"Ndzi ehleketa swakudya leswi Golidi a nga swidya loko a fika endlwini ya tibere tinharhu."* (vuswa)
 - ★ *"Ndzi ehleketa swakudya leswi nga lunghela rihanyo ra wena. I xa tshopi xi lehile xi thlela xi lala. Xa phorheka loko i xi dya. Xi kulela ehansi ka misava."* (kherotso)
 - ★ *"Ndzi ehleketa xilo xa xitshopana xi toteriwa exinkweni."* (botoro)
 - ★ *"Ndzi ehleketa xilo xin'wana xo nyanganya. Xiendlwi hi mihandu. U nga xitotela exikweni."* (jamu)

Mabokisi ya maletere

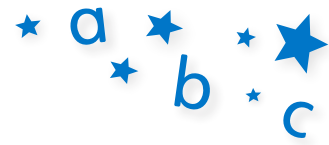
- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya.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



Migingiriko ya ntlawa lowuntsongo

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





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **o**: ovhene, oyili, otsi, foroko, nomboro, fokolo, nkongotlo, mbhongolo



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.





U ta lava:

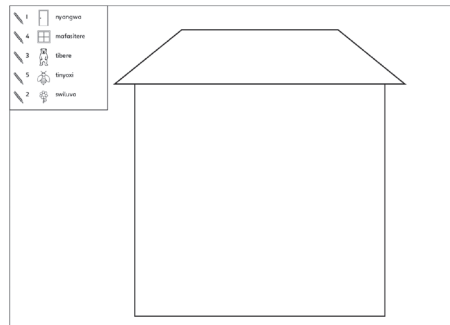
- Nkandziyiso wa **Pheji ra nghingiriko wa hlaya u endla** ra mudyondzi un'wana na un'wana
- Makhadi ya swinepe swa maletere ya mipfumawulo swi ri na maletere

Vhiki Ra 2 Siku 4

Migingiriko ya tllasi hinkwayo

Ku hlaya na ku endla

- 1 Byela vadyondzi ku langutisa nxaxamelo eka pheji ra gingiriko u vulavula hi leswi va swi vonaka (tinomboro, swifaniso na marito)
- 2 Kombela vadyondzi ku langutisa ntila wo sungula kutani va "hlaya" leswi vuriwaka. Ivi va hlaya mintila hinkwayo swin'we.
- 3 Byela vadyondzi leswaku sweswi va ya endla gingiriko wo tsakisa lowu vitaniwaka "hlaya u endla". Va fanele ku hlaya ntila wun'wana na wun'wana va endla leswi wu swi vulaka hiku tirhisa vangwa leri nga kona eka pheji.
- 4 Hlaya ntila wo sungula miri kun'we. Byela vadyondzi leswaku va dirowa rivanti, kambe u nga va byeli leswaku va dirowa kwini rivanti.
- 5 Vutisa loko un'wana wa vadyondzi a kota ku "hlaya" ku ri ku ya endliwa yini eka nxaxamelo: Va fanele ku dirowa mafasitere ya mune.
- 6 Yisa emahlweni hi ndlela ya leyo hi yin'we ya swileriso.
- 7 Sweswi hlaya nakambe swileriso ha xin'we xin'we ivi u vula leswi eka vadyondzi: *"Mi dirowile rivanti rin'we? Loko u endlile tano gwajula eka nxaxamelo wa wena."*
- 8 Yisa emahlweni u kambisisa na ku gwajula swileriso hi xin'we-xin'we ku fika emakumu ka nxaxamelo.



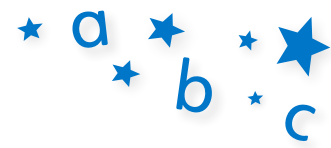
Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Tumbeta makhadi ya swinepe eklilasini dyondzo yi nge se sungula.
- 2 Hlamusela vadyondzi leswaku va ya eku tlangeni "fihla kutani u lava swinepe".
- 3 Veka vadyondzi hi mintlawa kutani u nyika ntlawa wun'wana na wun'wana letere ro huma eka khadi. Vadyondzi va fanele ku boxa mimpfumawulo leyi endlwaka hi maletere, kutani va lava swinepe swa mpfumawulo lowu kongomisiweke.
- 4 Loko vadyondzi va kumile makhadi ya swinepe hinkwawo lawa ya fambisanaka ni maletere ya wona, va fanele ku tshama hi xirhendzevutana emetseni.
- 5 Vadyondzi va fanele va nyikana mikarhi ya ku nyika vito ra xinepe xin'we kutani va boxa mpfumawulo lowu kongomisiweke.

Migingiriko ya ntlawa lowuntsongo

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





You will need:

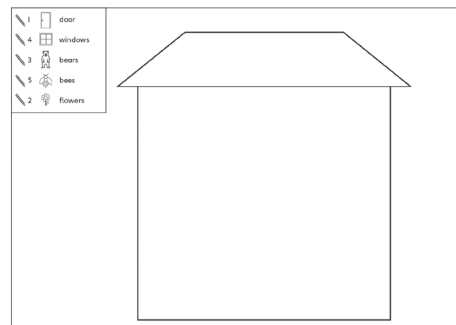
- A photocopy of the **Read and do activity page** for each learner
- Picture cards and cards with the letters on

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

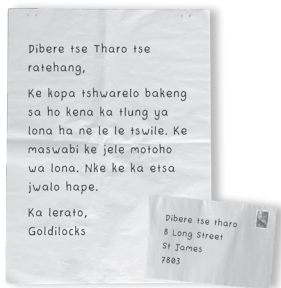
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





U ta lava:

- Xiphemu xikulu xa phepha, evhilopu le yi kulu, xitempe xo rhumela, tikoki ta ntima
- Marito lawa ya nga na tisolabasi to tala lawa ya fambelanaka na xitori: nhova, mukapu, fasitere, ku dzungela, Golidi, kamara yo etlela, nkumba, dya, tshama, n'wana, ndlala, tafula, ku etlela vurhongo, un'wana
- Swidludli kumbe ndzhumba



Vhiki Ra 2 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Vulavula hi mhaka ya ku kombela ku rivaleliwa na tllasi: *"Hikwalaho ka yini hi ti sola xana? Hi ti sola rini xana? Hi ti solisa ku yini xana?"*
- 2 Vulavula hi swiendlo swa Golidi exitorini: *"Xana a ku ri mukhuva wa kahle ku nghena ekaya ra tibere ti nga ri kona? A ku ri mukhuva wa kahle ku dya swakudya na ku etlela emibedweni? A ku ri mukhuva wa kahle ku tsutsuma loko tibere ti vuya ekaya?"*
- 3 Vulavula hi nkoka wa ku xixima swilo swa vanhu eklilasini. Ringanyeta xitori ni ntokoto wa vadyondzi wa masiku hinkwawo wa ku tirhisa klilasi swin'we na vadyondzi van'wani.
- 4 Vutisa vadyondzi leswaku Golidi a fanele a ti khome njhani?
- 5 Hlamusela vadyondzi leswaku Golidi i lava ku tsalela tibere papila a kombela ku khomeriwa eka ndlela leyi a nga ti khomisa xiswona endlwini ya vona. Byela vadyondzi leswaku va ya ku ku pfuna ku tsala papila.
- 6 Khomanisa phepha ra lapi le ri kulu eka bodo.
- 7 Vulavula hi ku papila ri sunguliwa njhani. Tsala *"Eka tibere"*.
- 8 Vutisa vadyondzi: *"Mi ehleketa leswaku Golidi a nga vula yini eka tibere?"* Yingisela miehleketo ya vadyondzi kutani i yi tsala hi ndlela yo olova.
- 9 Vulavula hi magimetelo ya papila. Tsala *"Rirahandzu ku suka eka Golidi"* emakumu ka papila.
- 10 Hlayani papila swin'we, ku karhi ku kombeteriwa rito hi rito klilasi yi karhi yi hlaya na wena.
- 11 Bulisanani leswaku papila ri rhumeriwa njhani hi poso. Loko vadyondzi va ri na ndlela yin'wani yo rhumela papila, bulisanani malunghelo na vubihi bya miehleketo leyi. Xikombiso email yi nga hatlisa ku tlula papila.
- 12 Papila ri fanele ri sungula ri petsiwa ri hoxiwa e evhilopini. Burisanani leswi edliwaka loko ku posiwa papila, ku katsa: Ku tsala adirese emahlweni ka evhilopo, ku damarheta xitempe eka evhilopo na ku rhumela papila. (Loko swikoteka, yisa vadyondzi ebokisini ra poso ku ya tiphini hi ntokoto wa ku rhumela papila.)
- 13 Rhumela *"hlamula"* papila eka klilasi ri huma eka tibere. (I nga rhumela papila eka xikolo).

Ku twananisa na ku hambanisa (mapeletwana)

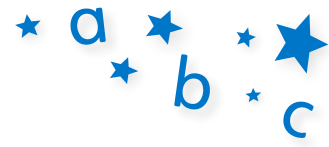
- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **mu | ka | pu**.
- 2 Kombela vadyondzi leswaku va bela silabulu yin'wana na yin'wana goza: **mu** (goza rin'we) **ka** (goza rin'we) **pu** (goza rin'we). Nyika van'wana va vadyondzi swingelengele kumbe ndzhumba ku va va dzungunga kumbe ku chayela silabulu yin'wana na yin'wana.
- 3 Vula marito yan'wana lawa ya nga na tisolabasi to tala lawa ya humaka eka xitori loko vadyondzi va ri karhi va bela silabulu yin'wana na yin'wana goza. Hlohletela vadyondzi ku va va hlayela nhlayo ya tisolabasi leti nga kona eka marito (Xikombiso: *"mukapu"* ri na tisolabasi tinharhu).



Migingiriko ya ntlawa lowuntsongo

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





You will need:

- A large white piece of paper, a large envelope, postage stamps, a black koki
- A list of multisyllabic words relating to the story: nhova, mukapu, fasitere, ku dzungela, Golidi, kamara yo etlela, nkumba, dya, tshama, n'wana, ndlala, tafula, ku etlela vurhongo, un'wana
- 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)


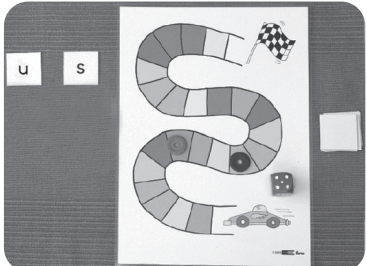

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **mu | ka | pu**.
- 2 Ask learners to march for each syllable: **mu** (one step) **ka** (one step) **pu** (one step). Give some learners shakers or drums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

Small group activities

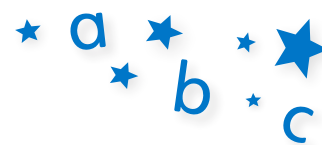
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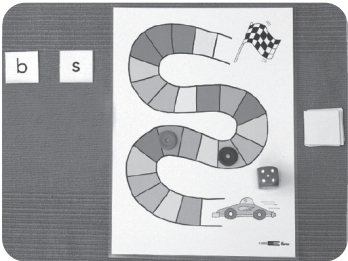

Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> • Maphepha lawa ya tirhisiwaka ku pirinta maphephahungu la wa ya kulu • Maphepha ya A4 ya mudyondzi u n'wana na u n'wana • Tikhirayoni ta mhula letikulu • Swikero, glilu • Swinepe swo hambanana swa misinya 	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> 1 Damarheta maphepha lawa ya tirhisiwaka ku pirinta maphephahungu yo tala nyana ekhumbini endzhaka loko yi sungula dyondzo. 2 Mudyondzi un'wana na un'wana u fanele a dirowa nsinya ephepheni ra A4 kutani a tsema emakumu ka nsinya wa yena. 3 Va nga wu damarheta ephepheni le ri tirhisiwaka ku pirinta maphephahungu ku endla "nhova". 4 Vadyondzi va nga endla onge va fambisa mimpopi enhoveni hi nkarhi wo tlanga swa mavomu. 
<ul style="list-style-type: none"> • Tibodo timbirhi ta mimovha ya mphikizano • Makhadi ya swifaniso, u kera ehenhla • Madayisi mambirhi 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> 1 Veka ntlangu wa miphikidzano ya mimovha etafuleni na vadyondzi vambirhi ku fika eka va nharhu va tshama eka rona. 2 Veka makhadi ya swinepe ya khandiyana, ya phendhukile. Veka makhadi ya maletere ya langutisa ehenhle leswaku vadyondzi va kota ku ya vona. 3 Hlamusela milawu eka vadyondzi: <ul style="list-style-type: none"> • Mudyondzi wun'wana na wun'wana u ta nyikiwa nkarhi wa ku hoxa dayisi kutani a fambisa leswi a tlangaka hi swona eka nomboro leyi faneleke. • Loko a fambisile leswi a tlangaka hi swona, mudyondzi u ta teka khadi ra xinepe laha ri nga tlhandlekiwa kona, a vula ku i xinepe muni kutani u boxa mpfumawulo lowu kongomisiweke. • Mudyondzi u veka khadi ra xinepe eku suhi na khadi ra letere ra kona. • Ntlangu wu hela loko mudyondzi wo sungula a fika eka mujeko na swona hi yena muhluri.
<ul style="list-style-type: none"> • Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. 2 Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. 3 Endla nkombiso wa ku pfula buku na ku yi phendla. Komba vadyondzi swin'wana swa swifaniso na ku va kondletela ku va un'wana na un'wana a hlawula xin'wana ku titsakisa hi ku hlaya. 4 Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.





Small group activities for Week 2

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



U ta lava

- Swiphemu swa rhandavula swa bokisi
- Switirhisiwa swo tala swa ntumbuluko tanihi maribye, timhandi, tinyunghu, matluka, mipayini, swiribyani, timongo, mabyasi/xitirowu/mabyanyi yo omisiwa



- Tipuropo: khadibodo na koki ku endla mifungo ya le ndhawini yo dyela "evhengeleni ra xovisa swakudya", penisele na phepha swa tiweyithara eka ku teka ti "swileriso swa vaxavi" xidloko xa musweki, tafula na switulu, na lapi ro ndlalela tafula, mabikiri, swibye, switirhisiwa swo dya, riqhingho ra khale, menyu wa swakudya swo famba na swona

Migingiriko

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

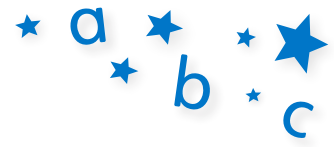
- 1 Hlamusela vadyondzi leswaku va ta vumba xikandza xa bere.
- 2 Vadyondzi va ta endla xikandza xa bere hi ku tirhisa switirhisiwa swohambanana. A va fanelanga va damarheta switirhisiwa eka rhandavula. Hi ndlela leyi tirhandavula ta bokisi ti ta tlhela tirhisiwa na kambe na swona vadyondzi va ta endla swikandza swo hambanana hi switirhisiwa swo hambanana swa ntumbuluko.






Nghingiriko 5: Ntlangu wo endla onge

- 1 Tsundzuxa vadyondzi hi tipuropo eka khona ya ntlangu wo endla onge na ku va kondletela ku yisa emahlweni ku suka eka Vhiki ra 1 loko va endla onge va tirha kumbe ku endzela evhengeleni ra xovisa swakudya.
- 2 Rhangela ntlawa ku ya eka khona ya ntlangu wo endla onge kutani u va tshamisisa ehansi hi xihatla. Komba vadyondzi piropo yi ntshwa, kutani u hlamusela leswaku ku va va landzelela xikongomela xa ku ringa na ku nuhetela, va ya tlangela endhawini leyi ku xavisiwaka swakudya.
- 3 Va kombeli leswaku va endla vito/sayini ya vhengele ro xavisa tiya, menyu, sayini le yi nge ku pfarile/ ku pfurile. Va nga endla onge va lulamisa swakudya, kutani va nyika vanhu swakudya la va nga tshama evhengeleni. Va nga endla onge va foyinela evhengeleni kutani va xava swakudya leswi va lavaka swona.
- 4 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. Xikombiso: U nga foyinela evhengeleni kutani u xava swakudya leswi va lavaka swona swo famba na swona.





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. 



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

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

★ Rhubiriki 1&2 Ku yingisela na ku vulavula

Swipimelo swa makambelelo	1. A nga fikelelanga (0 – 29%)	2. Vuswikoti byo enelanyana (30 – 49%)	3. Vuswikoti byo enela (50 – 74%)	4. Vuswikoti bya le henhla ngopfu (75 – 100%)
<p>1 U rungula switori na ku vuyelela switori hi marito ya yena n'wini</p>	<p>A nga swi koti ku rungula switori na ku vuyelela switori; u kota ku vula marito ma nga ri mangani</p>	<p>Ku vuyelela swi pimekile; u katsa swindleko swin'wana; nongonoko wu nga va wu hoxekile; u tirhisa swivulwa swo koma na ntivomarito wo olova</p>	<p>U kota ku vuyelela swindleko swo tala xitorini xi ri na masungulo, xikarhi na mahetelelo kambe ku ri na vuxokoxoko byi nga ri byi ngani; u lava ku tlhontlhiwa hi swivutiso swo fana na: 'kutani ...'; 'ku landzele yini ku humelela?; u sungula ku tirhisa swivulwa swo leha.</p>	<p>Xitori xi na ndzandzelelano lowu twisisekaka naswona xi na masungulo, xikarhi na mahetelelo; swimunhuhatwa na mbangu swi hlamuseriwe hi ku nyika vuxokoxoko; swikongomelo na matitwelo ya swimunhuhatwa swi hlamuseriwile; u tirhisa swivulwa swo leha swo tika na ku hlanganisa marito yo fana na 'kutani'; 'endzhaku ka sweswo'; u tirhisa ntivomarito wuntshwa wo suka eka xitori.</p>
<p>2 U longoloxa sete ya swifaniso hi ndlela leyi yi vumbaka xitori na ndzandzelelano lowu twalaka wa swindleko loko swi runguriwa naswona swi na vuxaka na xitori lexi vumbiweke</p>	<p>A nga swi koti ku longoloxa sete ya makhadi hi ndzandzelelano lowunene</p>	<p>U longoloxa sete ya makhadi hi ndzandzelelano lowunene kambe a nga swi koti ku rungula xitori.</p>	<p>U longoloxa sete ya makhadi hi ndzandzelelano lowunene naswona u kota ku rungula xitori xo olova.</p>	<p>U longoloxa sete ya makhadi hi ndzandzelelano lowunene naswona u kota ku rungula xitori xi ri na vuxokoxoko lebyi yelanaka.</p>

★ Term 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.

★ Rhubiriki 1-3 Mimpfumawulo, Ku hlaya na ku Langutisa

Swipimelo swa makambelelo	1. A nga fikelelanga (0 – 29%)	2. Vuswikoti byo enelanyana (30 – 49%)	3. Vuswikoti byo enela (50 – 74%)	4. Vuswikoti bya le henhla ngopfu (75 – 100%)
1 Unakana amaqabane kunye nezikhamiso ngozikuva nangokuzibona	A nga swi koti ku lemuka maletere man'wana na man'wana na ku vula mimpfumawulo ya wona.	U kota ku lemuka 1-3 wa maletere na ku vula mimpfumawulo ya wona.	U kota ku lemuka 4-6 wa maletere na ku vula mimpfumawulo ya wona.	U kota ku lemuka 7-8 wa maletere na ku vula mimpfumawulo ya wona.
2 Uqalisa ukuqonda ukuba amagama enziwa zizandi: ubiza isandi sokuqala kwigama lakhe nakwamanye amagama	A nga swi koti ku lemuka leswaku marito ma endliwe hi mimpfumawulo; a nga swi koti ku nyika mpfumawulo wo sungula wa vito ra yena kumbe wa marito man'wana.	U kota ku nyika mpfumawulo wo sungula wa vito ra yena kambe wa tikeriwa loko a vutisiwa mpfumawulo wo sungula wa marito man'wana.	U kota ku nyika mpfumawulo wo sungula wa vito ra yena; u kota ku nyika mpfumawulo wo sungula wa marito man'wana.	Minkarhi hinkwayo wa swi kota ku nyika mpfumawulo wo sungula wa vito ra yena na wa marito man'wana.
3 Wenza elakhe ibali ngokuthi afunde imifanekiso	A nga swi koti ku tirhisa swifaniso ku bvumba leswi xitori xi vulavulaka hi swona; u hlamusela swifaniso hi ku tirhisa ririmi leri pimiweke.	U tirhisa swifaniso ku bvumba na ku hlamusela xitori kambe hi ku pfuniwa.	U tirhisa swifaniso ku bvumba leswi xitori xi vulavulaka hi swona; a nga ha tirhisa 'rito ro hlaya'.	U tirhisa swifaniso ku bvumba leswi xitori xi vulavulaka hi swona; u komba ku twisa leswaku swifaniso na marito swi na vuxaka, kambe swi hambanile; a nga ha tirhisa 'rito ro hlaya'; wa kombetela eka tsalwa loko a karhi a 'hlaya'.

★ Term 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”.

★ Rhubiriki 1-3 Ku tsala ko sungula na Ntivontsalo

Swipimelo swa makambelelo	1. A nga fikelelanga (0 – 29%)	2. Vuswikoti byo enelanyana (30 – 49%)	3. Vuswikoti byo enela (50 – 74%)	4. Vuswikoti bya le henhla ngopfu (75 – 100%)
<p>1 U hluvukisa vuswikoti bya mipfimi leyintsongo na vuswikoti bya mfambamfambo wa swirho.</p>	Mudyondzi wa karhateka ku heta migingiriko ya mipfimi leyintsongo; u papalata mintirho kumbe a twa a siveleka.	U kota ku heta yin'wana migingiriko ya mipfimi leyintsongo kambe swi teka nkarhi; leswi a swi tsaleke a swi na nkhaqato.	U kota ku heta migingiriko ya mipfimi leyintsongo; swi ya swi va na nkhaqato na ku tirha hi matimba.	U heta migingiriko ya mipfimi leyintsongo hi vutitshembi, hi nkhaqato na hi ku vevuka.
<p>2 U dirowa swifaniso ku humesa vonelonkulu ra xitori</p>	Xifaniso a xi twakali kumbe xi katsa ntsena manyokanyokana kumbe swirhendzevutana leswi nga na mintila.	Xifaniso xa twakala kambe a xi na vuxaka na xitori, risimu kumbe xinsin'wana.	U dirowa xifaniso lexi nga hlovohatiwa lexi nga na vuxaka na xitori; swifaniso swa swimunhuhatwankulu swi na swin'wana swa leswi landzelaka: milenge, mavoko, swandla, minkondzo, mahlo, nhompfu, nomo, tindleve.	U dirowa xifaniso lexi nga hlovohatiwa, xi ri na vuxokoxoko lebyi nga na vuxaka na xitori, xi katsa swimunhuhatwankulu leswi swi nga na vuxokoxoko byo fana na swiambalo.
<p>3 U twisisa leswaku ku tsala na ku dirowa swi hambanile: swi hambanile: u encenyeta ku tsala leswi yimelaka hi ku tirhisa manyokanyo-kana</p>	A nga swi koti ku humelerisa mavonelo hi xifaniso hi xifaniso kumbe ku tsala.	U humelerisa mavonelo hi xifaniso kambe a ku na vumbhoni byo encenyeta ku tsala kumbe manyokanyokana.	U twisisa leswaku ku tsala na ku dirowa swi hambanile: u encenyeta ku tsala hi ku tirhisa manyokanyokana.	U twisisa leswaku ku tsala na ku dirowa swi hambanile naswona u sungula ku 'tsala' hi ku tirhisa nhlngano wa maletere na manyokanyokana; a nga kopunula maletere na tinomboro ku suka eka mbangu wa tllasi eka ku ringeta ka yena n'wini ka ku tsala.

★ 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.

★ U endla njhani vumba byo tlangisa

U ta lava

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



Magoza

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

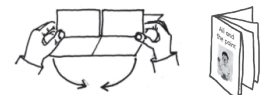
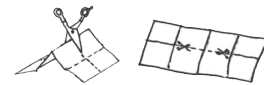
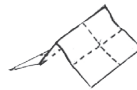
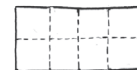
Kufumeta vumba byo tlangisa hi ku byi pfuva hi mavoko ya wena. Lebyi i vutiolori bya kahle bya mavoko eka vadyondzi. Paka vumba byo tlanga epulasitikini leswaku byi tshama by ri kahle kutani u byi veka eka xigwitsirisi loko swi koteka, kumbe ndhawu yo titimela.



★ Xana u endla njhani xibukwani

Magoza

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



★ How to make playdough

You will need

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



Steps

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

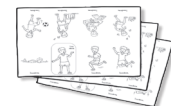
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

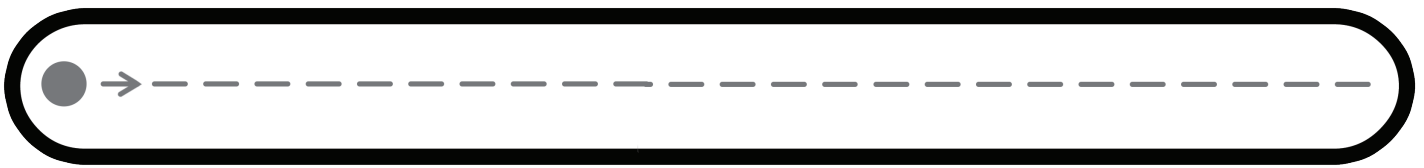
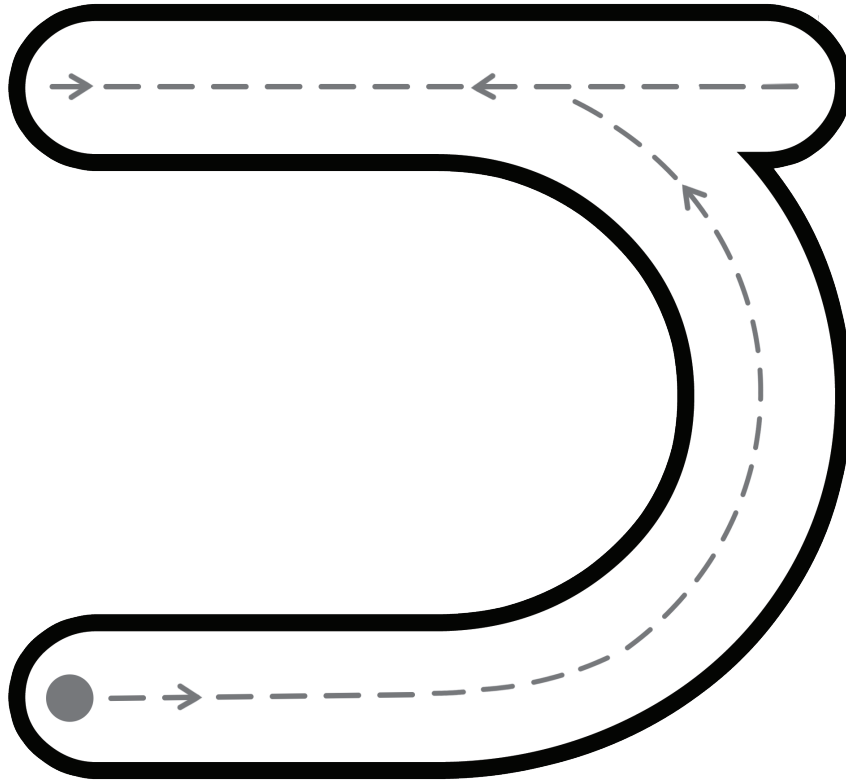


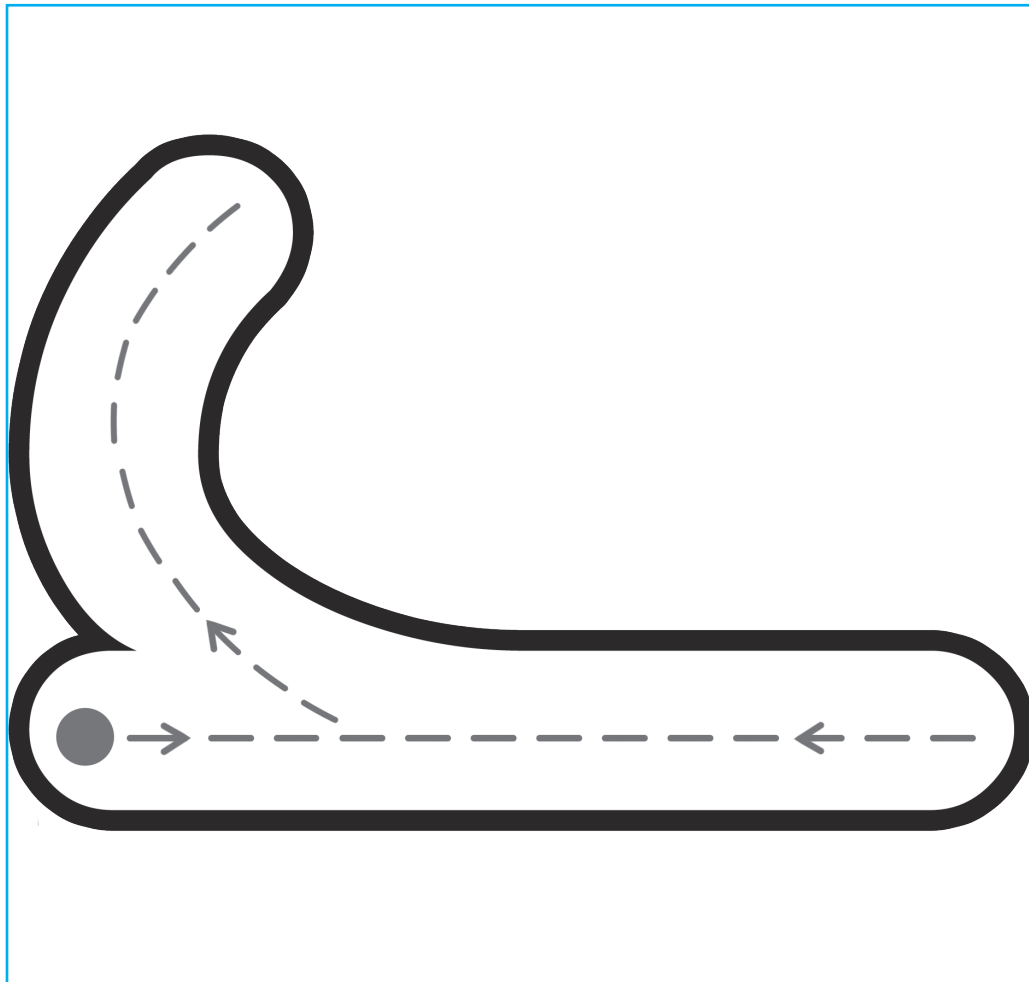
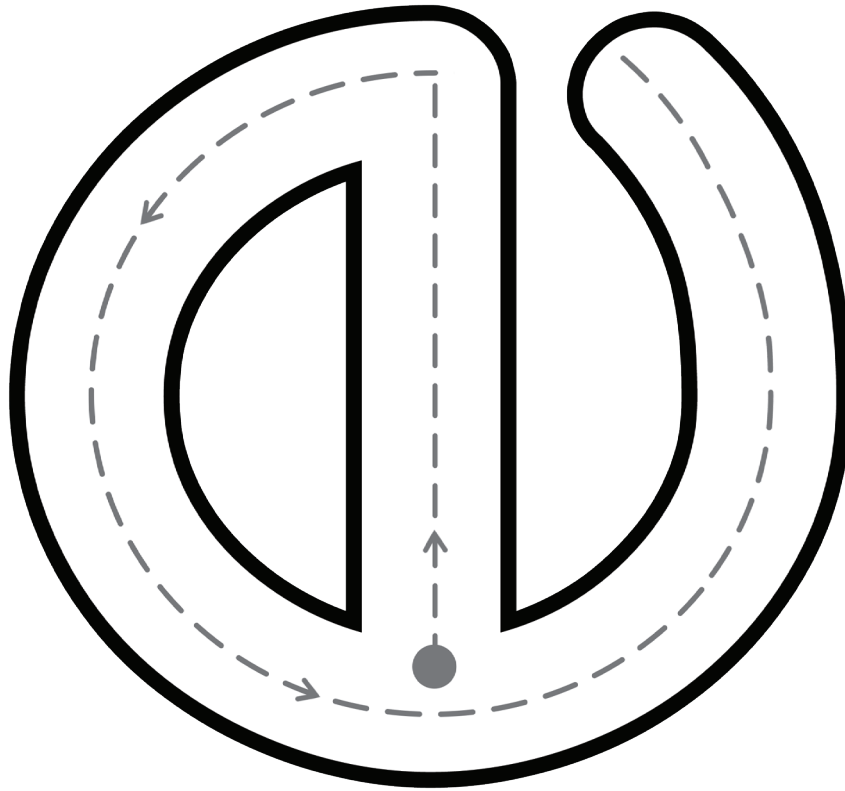
★ How to make a little book

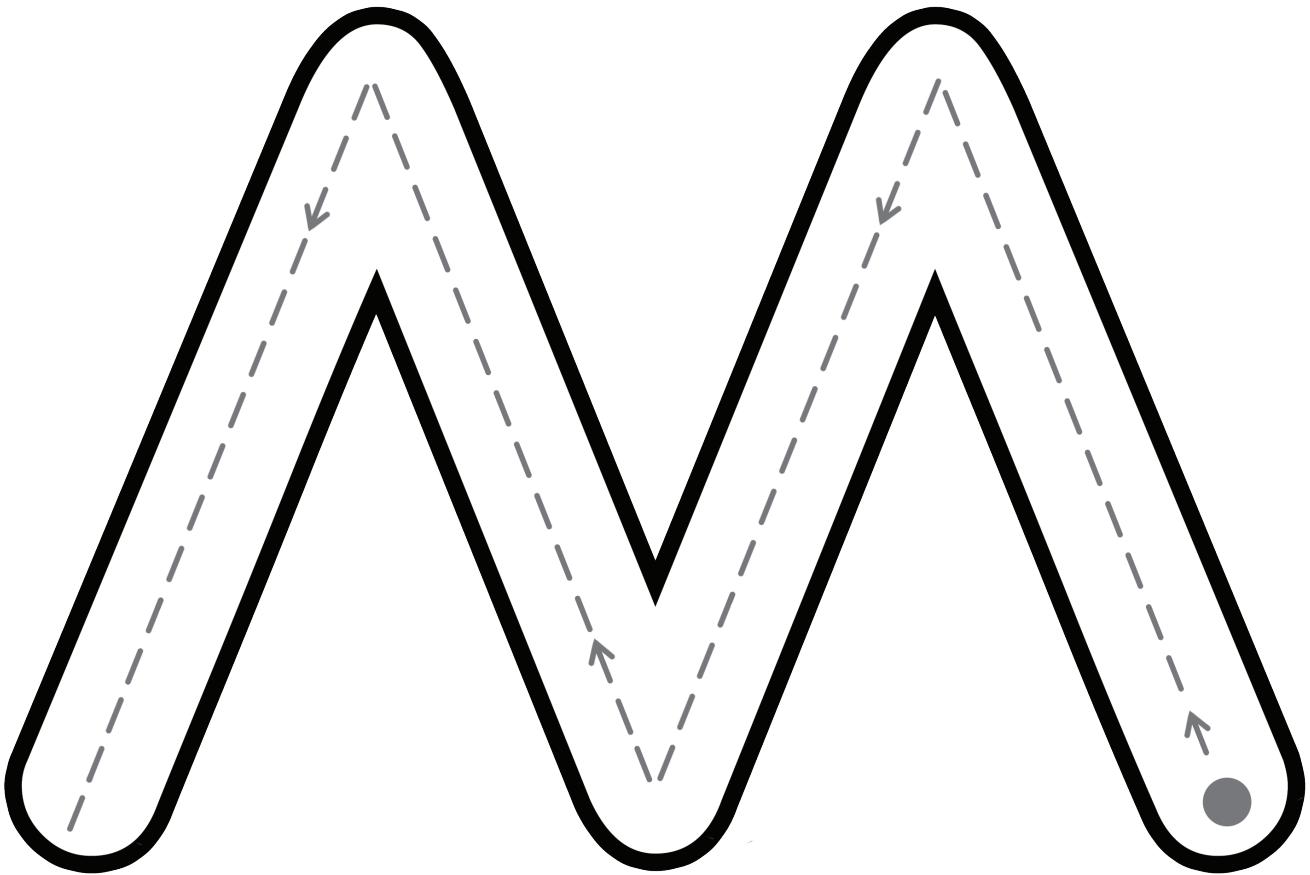
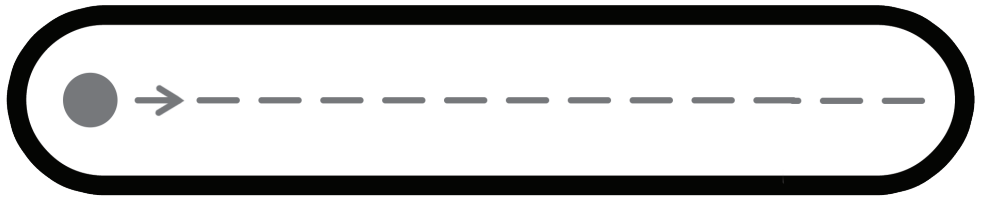
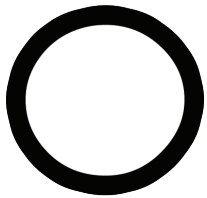
Steps

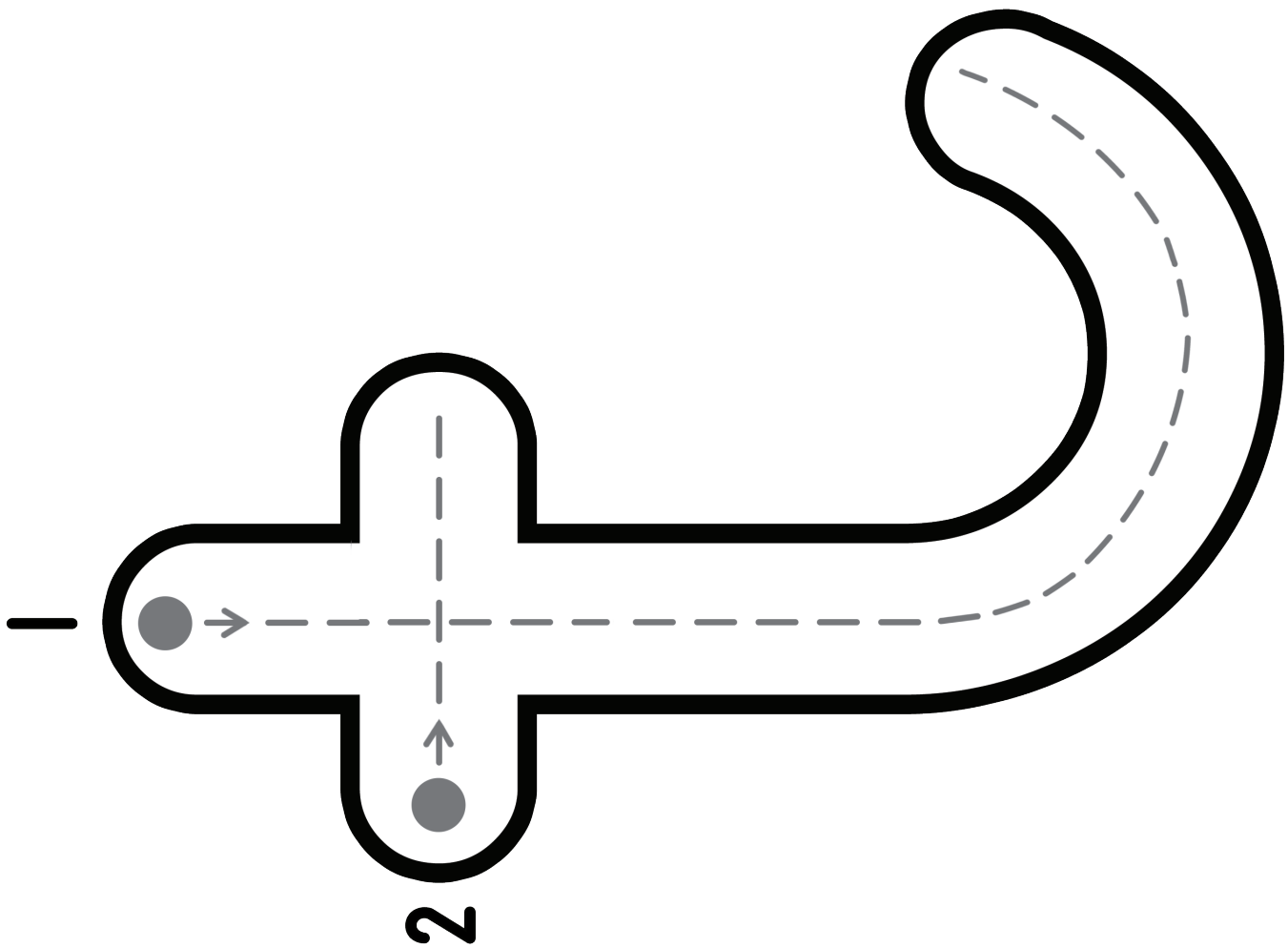
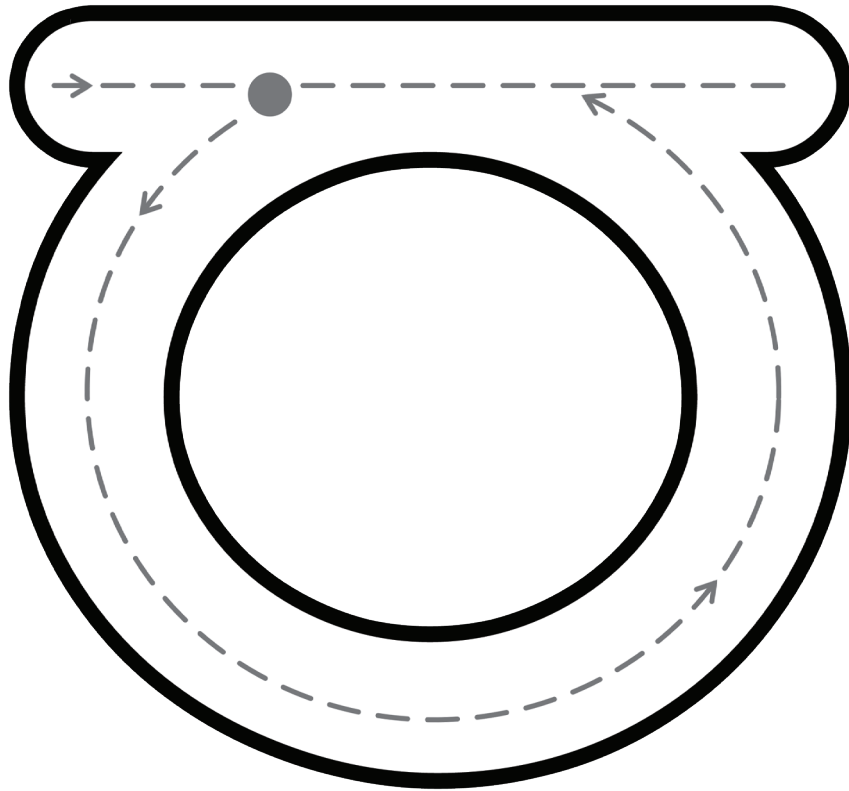
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

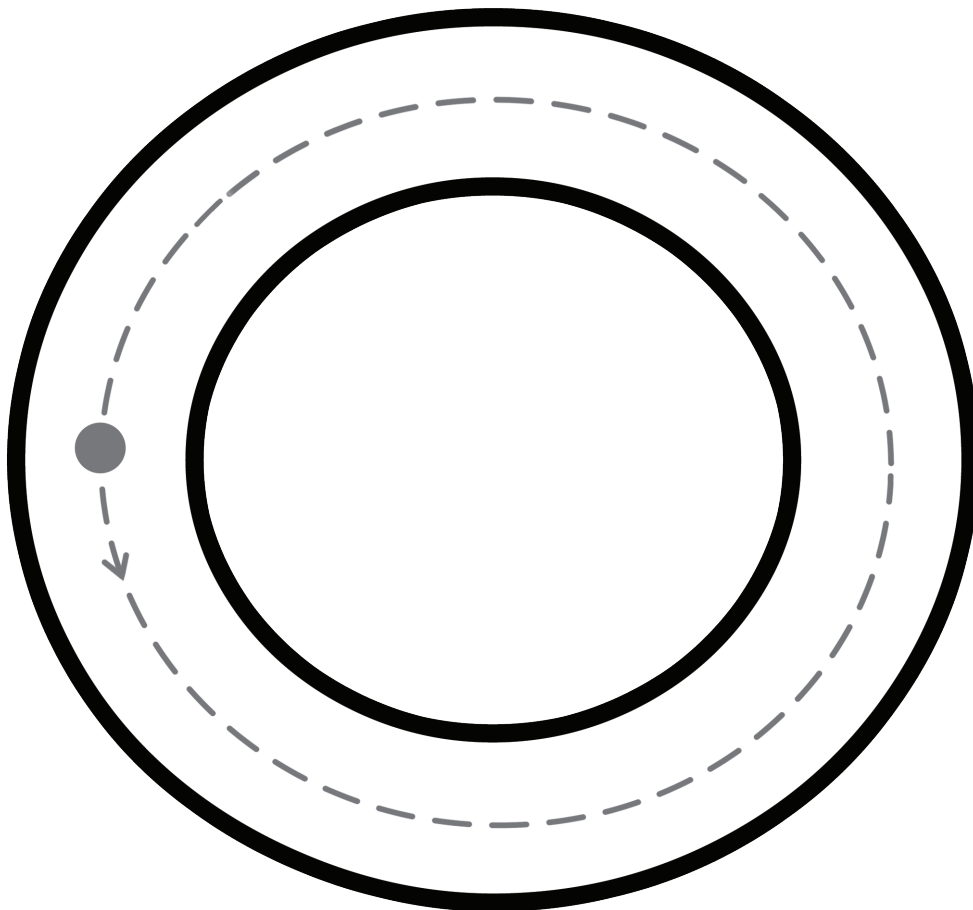
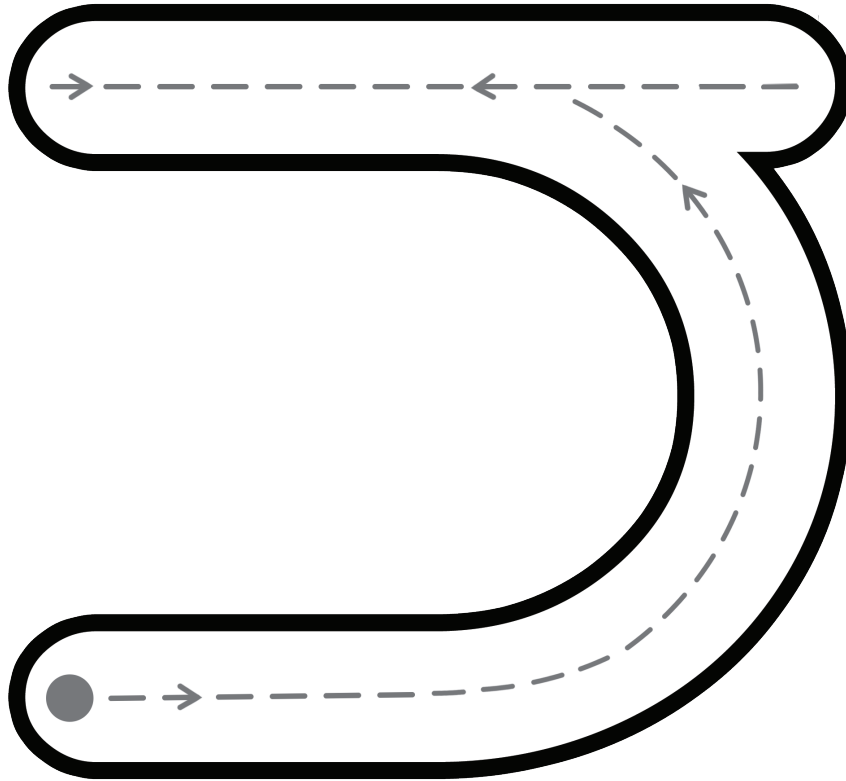






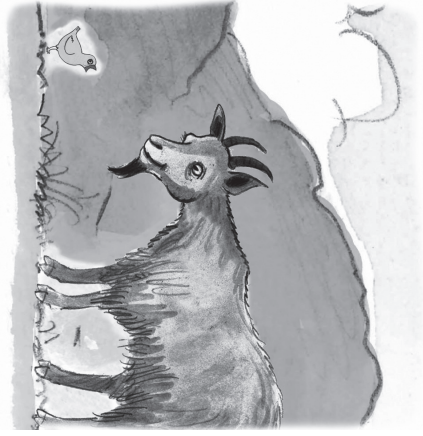








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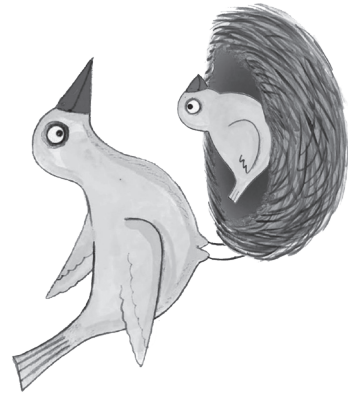


2



1

Xana u manana wa mina?



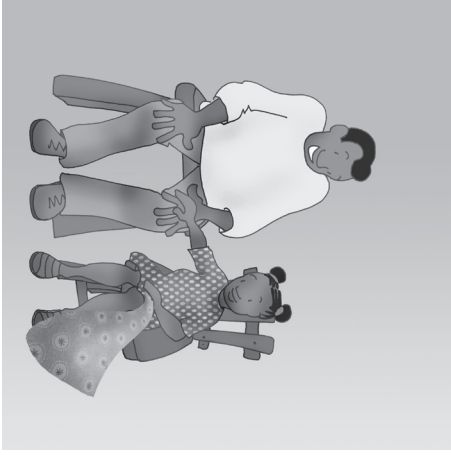
Wordworks
Changing lives through literacy

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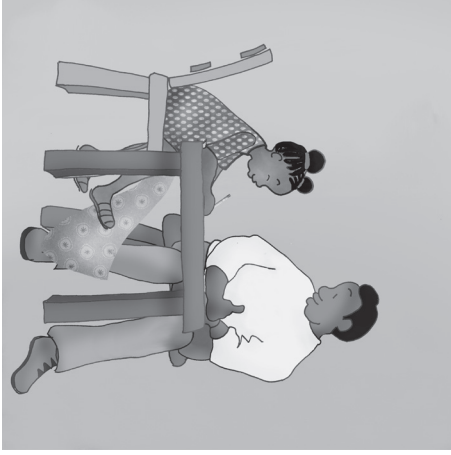
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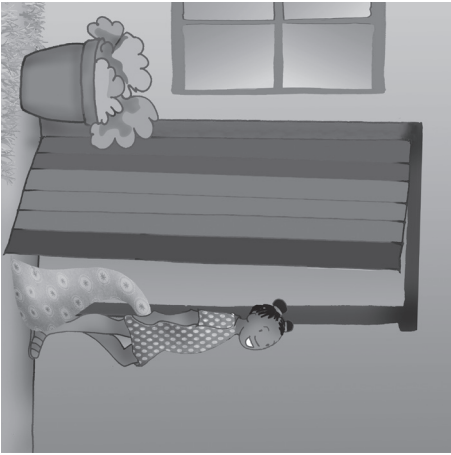
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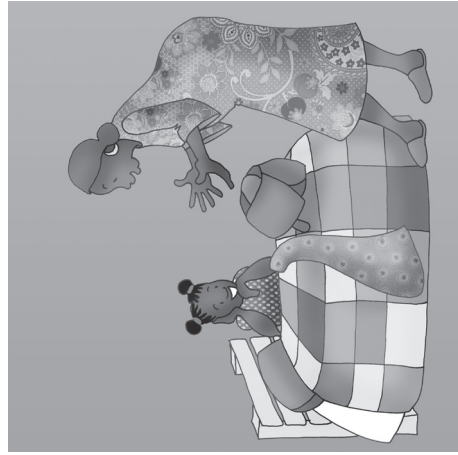
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2



1



Ku
rindzela
n'wana



African
Storybook.org

Buku leyi i ya:

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3



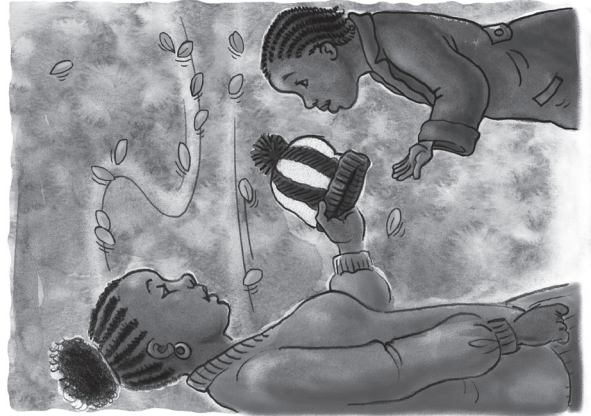
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6



2



1

Xisaka xa
xihuku




Wordworks
Changing lives through literacy

Buku leyi i ya:

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9



5



7



3



1



2



2

Mfutsu na
xiphamba xa
yona



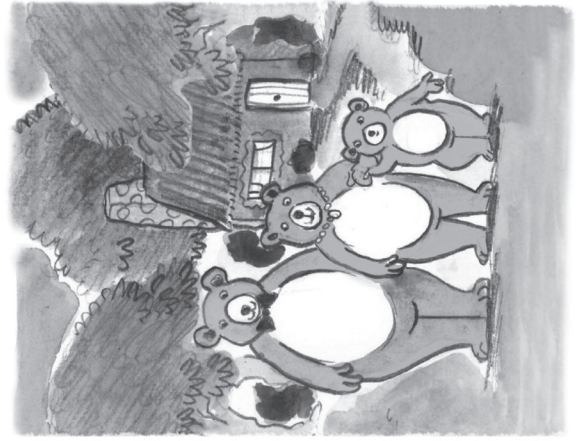
Wordworks
Changing lives through literacy

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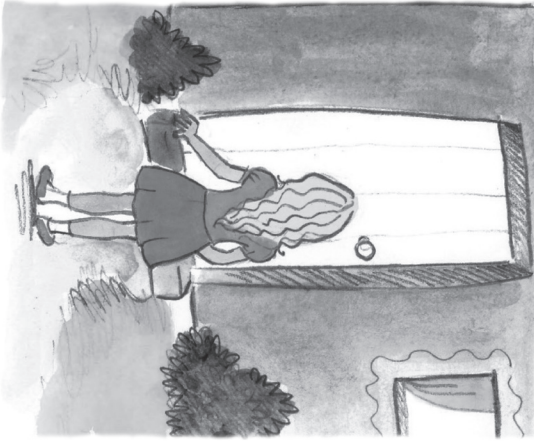




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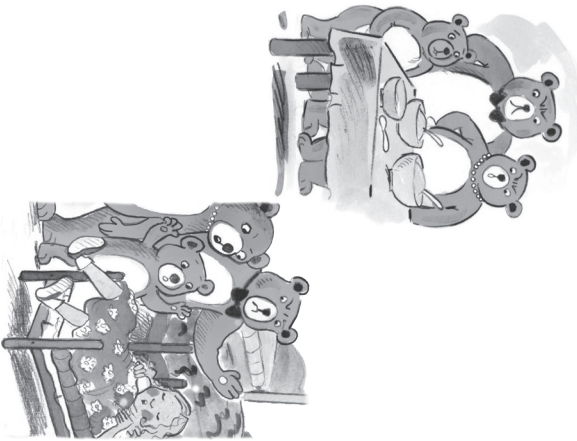
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Golidi

Wordworks
Changing lives through literacy

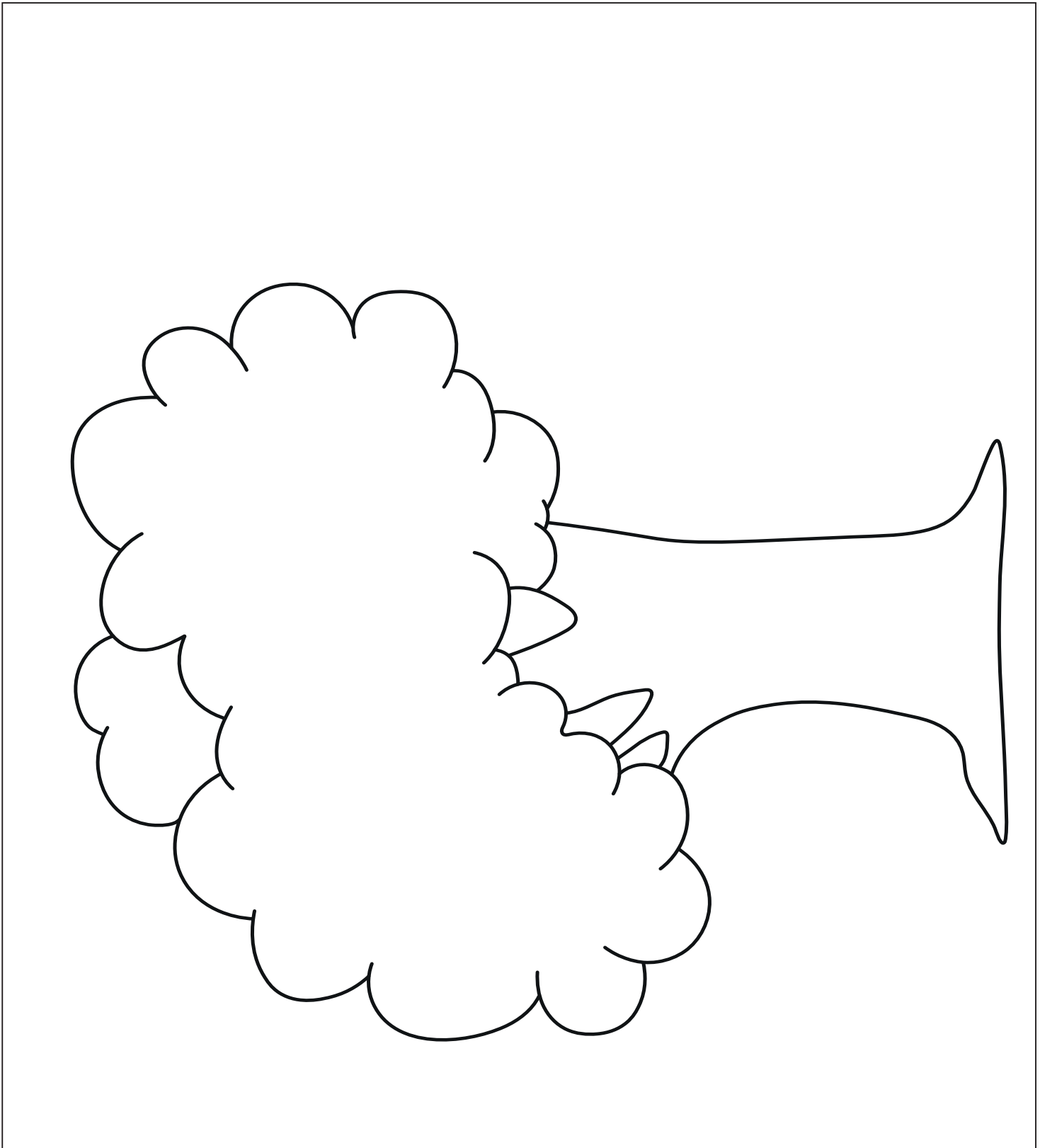
Buku leyi i ya:











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Xana u manana wa mina?: Pheji ra ngingiriko wa hlaya u endla

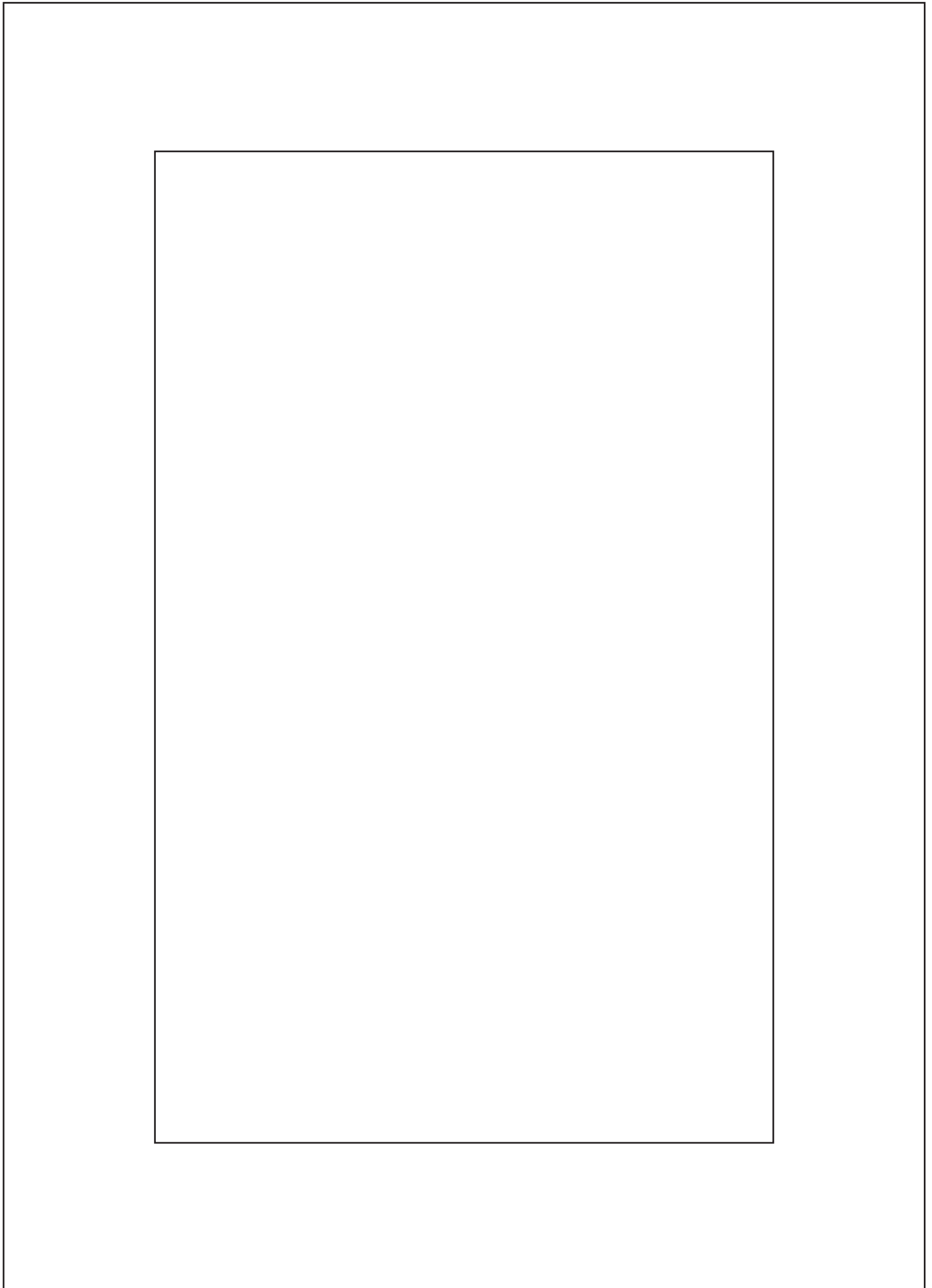


				
1	1	1	1	4
				
homu	mbuti	xinyenyana	xisaka	swivungu



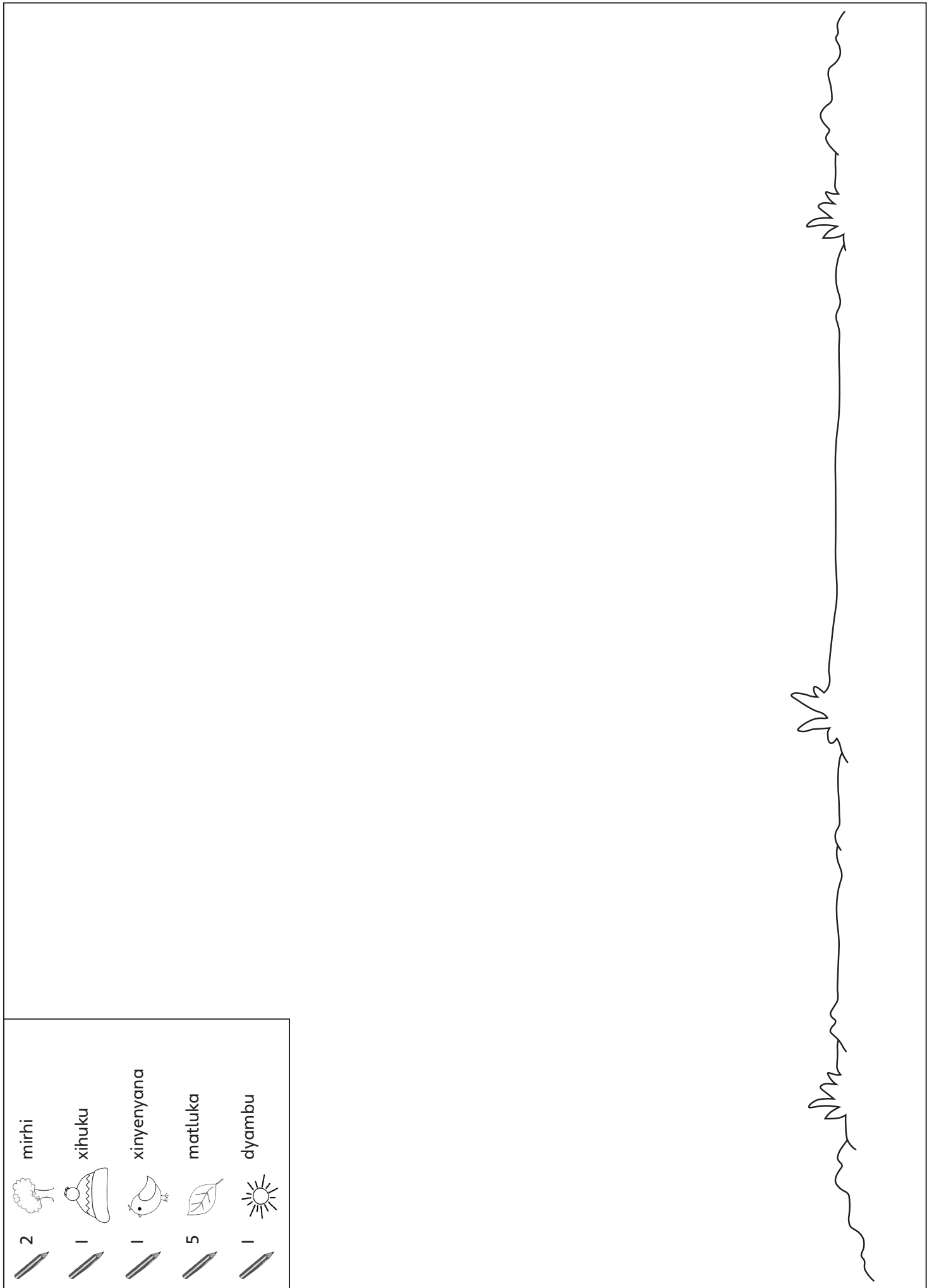


Ku rindzela n'wana: *Pheji ra nghingiriko wa Rimba ra xifaniso*





Xisaka xa xihuku: Pheji ra ngingiriko wa hlaya u endla

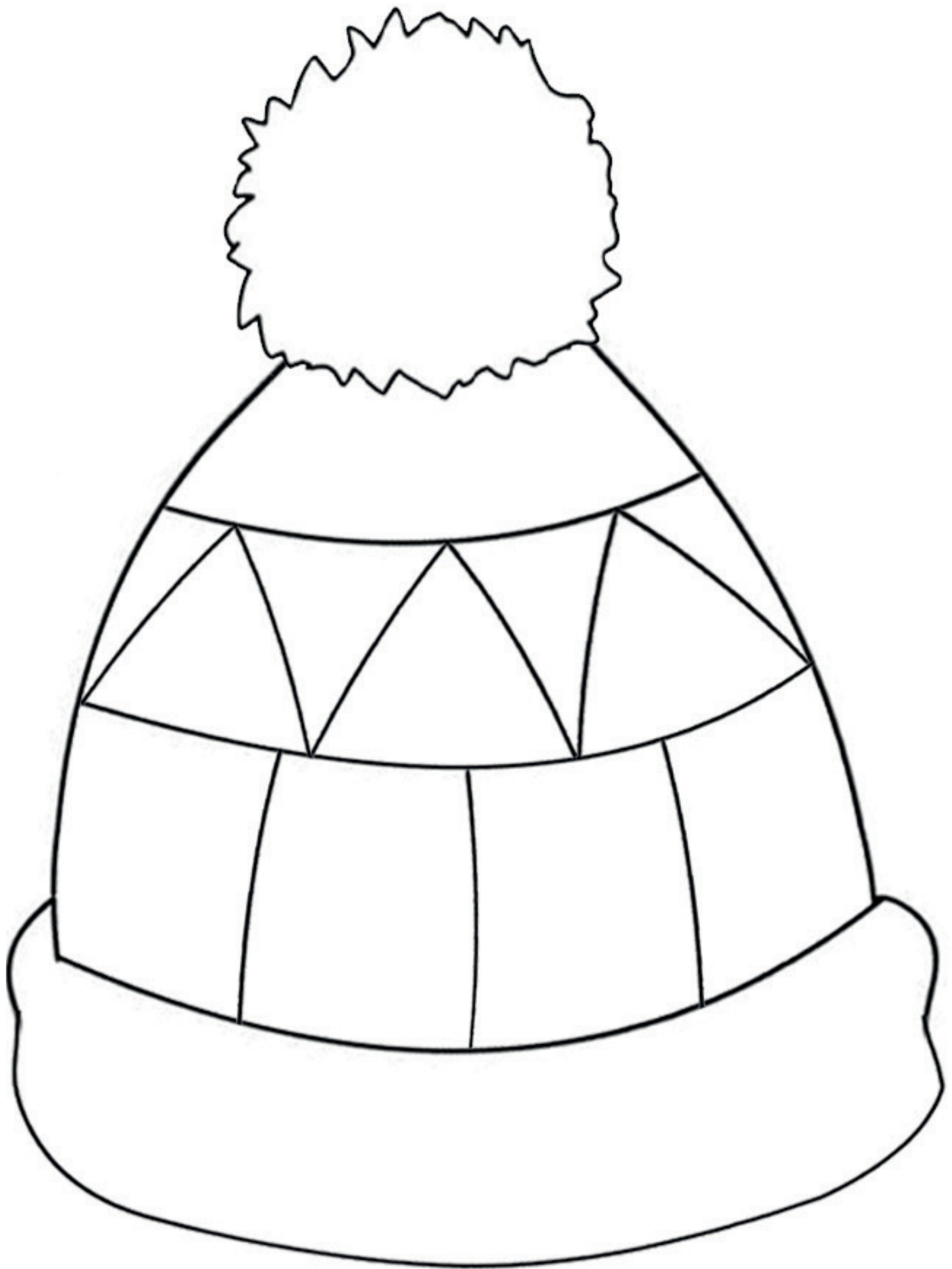


mirhi	xihuku	xinyenyana	matluka	dyambu
2	1	1	5	1















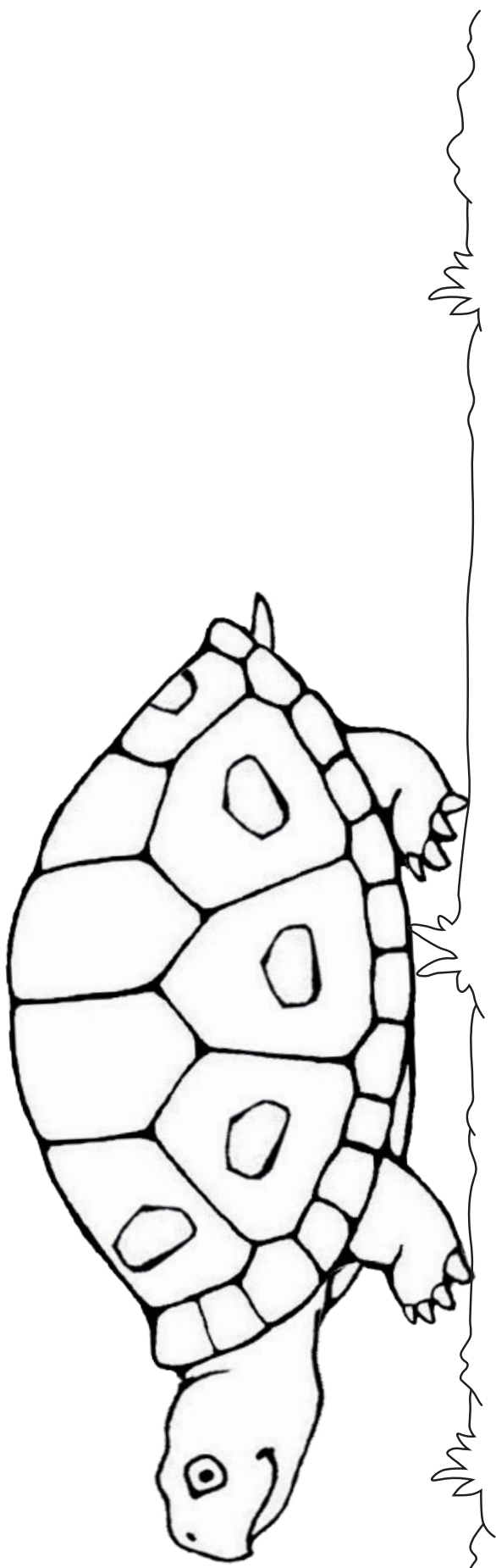
Xisaka xa xihuku: Pheji ra nghingiriko wa xihuku





Mfutsu na xiphamba xa yona: Pheji ra nghingiriko wa hlaya u endla

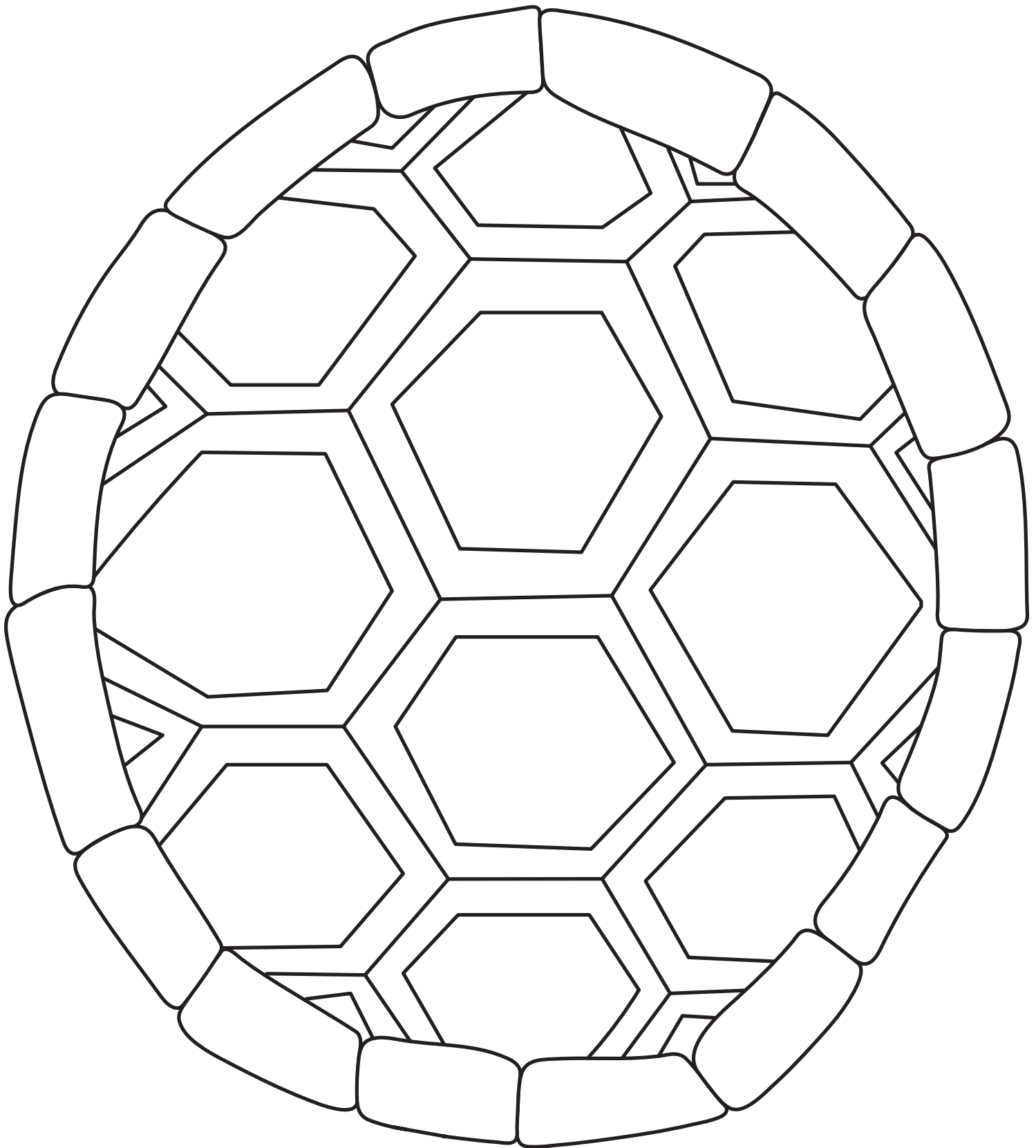
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	1		dyambu
	2		magama
	3		mapapa
	5		mathonsi ya mpfula





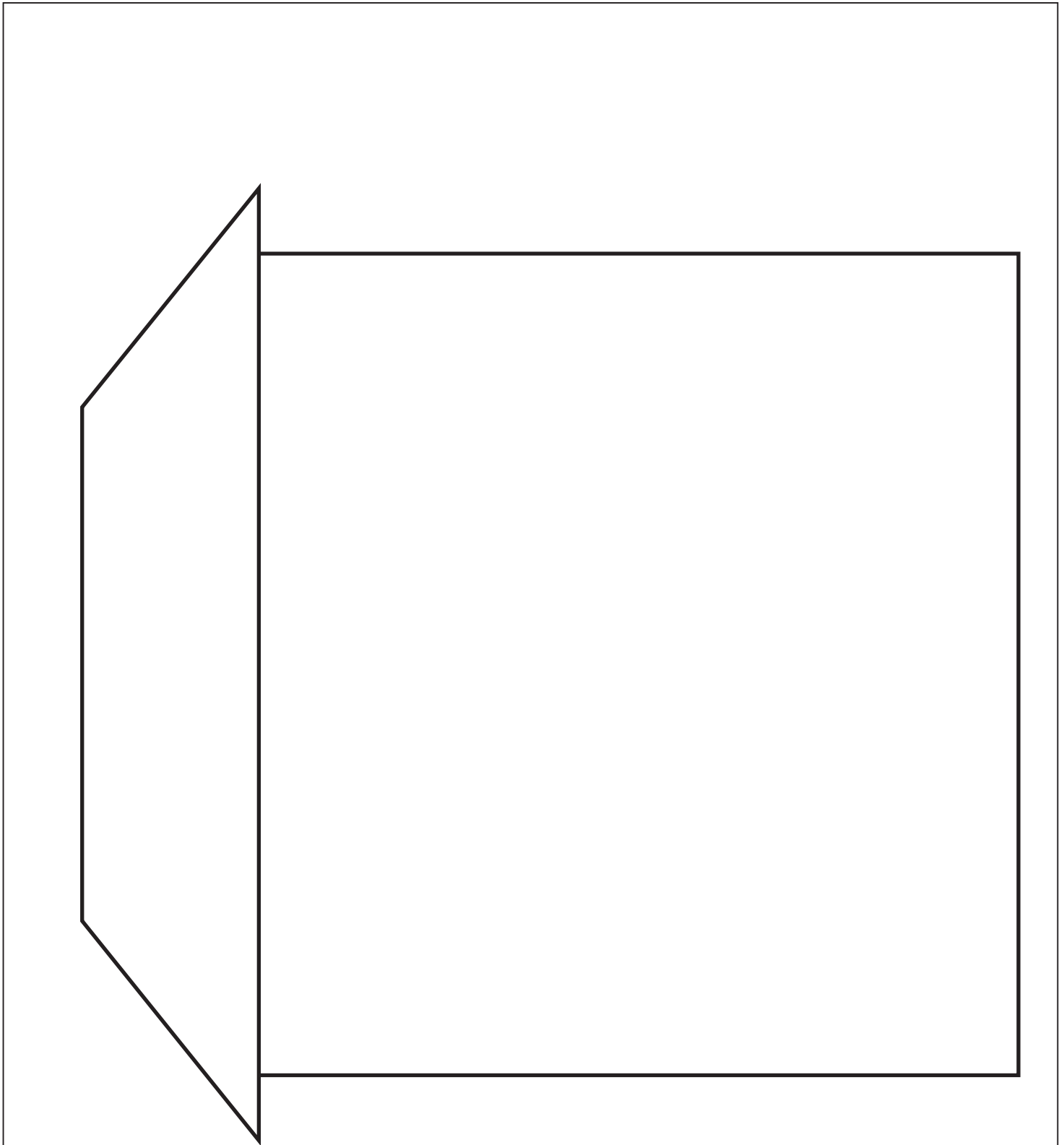


Mfutsu na xiphamba xa yona: Pheji ra nghingiriko wa xiphamba xa mfutsu





Golidi: Pheji ra nghingiriko wa hlaya u endla



nyangwa	mafasiere	tibere	tinyoxi	swiluva
1	4	3	5	2

