

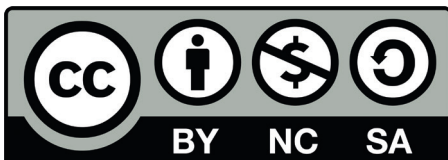
Uhlelo Lokwenza Ngcono Ulimi Ebangeni R  
Grade R Language Improvement Programme

# Umhlahlandlela Wemisebenzi Activity Guide

Ithemu 2  
Term 2



IsiZulu | English



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# ★ Umlayezo Ovela KuMphathi Womnyango



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner


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

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

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

We trust that this intervention will help enhance your potential, innovation and creativity as you lay an important foundation for learning of our children. This project would not have been possible without the support of our partners. The GDE is grateful for the support of the GEDT, Zenex Foundation and USAID who contributed to this initiative. I trust you will learn a great deal from this training programme and improve the learning experience of the young children in your care.

Yours Sincerely

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

## Umhlahlandlela Womsebenzi weThemu 2

Umhlahlandlela Womsebenzi weThemu 2 wethula uhlaka lokufundisa ulimi lwasekhaya ebangeni R. Imisebenzi yokwenziwa kuwo isuselwa ezindabeni kanti ihlelwe ngokohlelo lokufundisa lwamasonto amabili endabeni ngayinye.

Qaphela lokhu okulandelayo:

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

## Imithombo

Nansi imibono yezindaba, izindikimba zazo, kanye nezinhlamvu zokuqashelwa kuThemu 2.

Indaba	Indikimba	Imisindo okuzogxilwa kuyo
Ungumama wami wena?	Ikhaya, Ukulondeka	<b>b</b> no- <b>e</b>
Umntwana ulindelwe	Inzalo yami, Izinsuku zesonto	<b>t</b> no- <b>i</b>
Isidleke esakhiwe ngesigqoko sewuli	Izulu	<b>q</b> no- <b>e</b>
Ufudu negobolondo lalo	Umsindo, ukubuka, ukuthinta	<b>o</b> no- <b>u</b>
UGoldo	Ukuzwangomolomo, iphunga	<b>g</b> no- <b>a</b>

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

## Izinto Ozozidingela Isifundo Solimi

Kumhlahlandlela Womsebenzi weThemu ngayinye uzothola izinto ozozidinga ezifana nalokhu:

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

# ★ Introduction

## The Term 2 Activity Guide

The Home Language Term 2 Activity Guide offers a structure for teaching Home Language in the second term of Grade R. The activities are based on stories and structured according to a two-week teaching cycle for each story.

Look out for the following:

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

## Resources

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

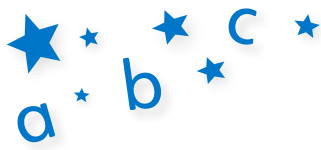
Story	Theme	Focus letters/sounds
<b>Are you my mother?</b>	Home, Safety	<b>b</b> and <b>e</b>
<b>Waiting for baby</b>	My family, Days of the week	<b>t</b> and <b>i</b>
<b>The beanie nest</b>	Weather	<b>q</b> and <b>e</b>
<b>Tortoise and his shell</b>	Sound, sight and touch	<b>o</b> and <b>u</b>
<b>Goldilocks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

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

### Language resource pack

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

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



## Izinsiza ozoziqoqa noma uzithenge

- ★ izinto okumele ziqoqwe ezihambisana nendaba ezizosetshenziswa uma kuxoxwa indaba, ukudlala ngokuzenzisa kanye nokulingisa
- ★ izinto ebesezilahlwe zobuciko kanye nezokwakha: iphepha eselisebenzile, utshani, izimpaphe, izinswazi, ikotiniwuli, amabhokisi amaqanda, izivalo zamabhodlela, amabhodlela epulasitiki, amabhokisi kamentshiso, amatshe amancane, amapuleti ephepha, izimfologo zepulasitiki, intambo namafosu ezicathulo, amaseviyethi
- ★ izinto ezishicilelwe ezimayelana nendaba ngayinye: izincwadi zezithombe, amapheshana okuthenga, amaphephabhuku kanye namaphosta
- ★ Inhlanganisela yamakhayoni asamafutha, upende, kanye namabhulashi okupenda, isikele, iglu, amakoki namapeni okumaka ebhodini elimhlophe
- ★ iphepha eliyi-A4, ikhadibhodi kanye nephepha leshadi eliqheqekayo
- ★ izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha endabeni ngayinye
- ★ izinto zasemabhokisini ezinhlamvu
- ★ izithombe zamakhaya ezilwane ezahlukahlukene kanye namalungu ahlukahlukene omndeni
- ★ izinto noma izithombe zesifanekiso sezinhlamvu emsebenzini wokwenziwa: iphepha iphepha elibomva, iphepha elidala noma iphephandaba

## Ukulungiselela indaba ngayinye

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

## Uhlelo Lwansuku Zonke Lokufundisa Ulimi Lwasekhaya Ebangeni R

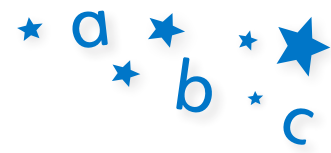
Isikhathi sokuqaphela izinto ezibalulekile Olimini Lwasekhaya sidingeka ekilasini lonke kanye nasemisebenzini eyenziwa ngamaqenjana amancane nsuku zonke. Imisebenzi yokwenziwa ingahlelwa ngezindlela ezahlukahlukene:

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

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







## Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ scrap materials for art and construction activities: scrap paper, grass, feathers, sticks, cotton wool, egg boxes, bottle tops, plastic bottles, matchboxes, small rocks, paper plates, plastic forks, string and shoelaces, serviettes
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, kokis and whiteboard markers
- ★ A4 paper, cardboard and flipchart paper
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes
- ★ pictures of different animal homes and different family members
- ★ items or small pictures for letter template activities: red paper, scrap paper or newspaper.

## 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.

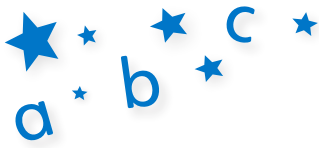
# Teaching Home Language in the Grade R daily programme

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.

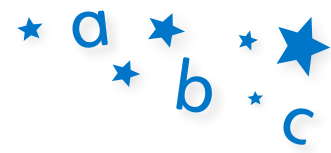




# Uhlelo lwamasonto amabili olimini lwasekhaya






## Isonto 1

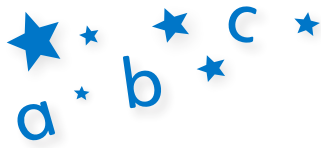
Umsebenzi wekilasi lonke	uMsombuluko	uLwesibili	uLwesithathu	uLwesine	uLwesihlanu
Imisebenzi yokwenziwa esuselwa endabeni	<b>Ukuxoxa indaba nokwakha uhlu lwamagama amasha</b>	<b>Ukuxoxa indaba kanye nokucula</b>	<b>Ukuxoxa indaba kanye nokuyidlala</b>	<b>Ukulandelanisa izithombe</b>	<b>Yakha, udwebe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



# The Home Language two-week cycle

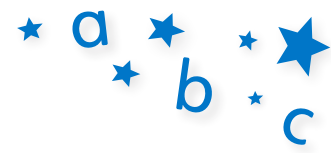
## Week 1

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



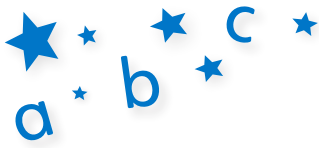
## Isonto 2

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



## Week 2

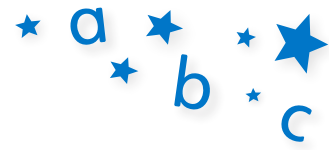
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Story-based activities</b>	<b>More sequencing pictures</b> Learners consolidate their story knowledge by sequencing pictures more independently.	<b>Shared reading – Big Book</b> Learners listen to a familiar story being read as the teacher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



## Uhlelo lwemisebenzi yokwenziwa olulungiswe ngokwe-CAPS

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

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



## Programme activities are CAPS aligned

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

Two-week cycle	Whole class story-based activities	CAPS language skills	Assessment checklist	Assessment rubric
			(derived from the CAPS assessment criteria)	
<b>Week 1:</b> 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		<b>Listening and Speaking Rubric 1:</b> 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	
<b>Week 2:</b> Monday	More sequencing pictures	Listening and speaking Reading and viewing		<b>Listening and Speaking Rubric 2:</b> Arranges a set of pictures in such a way that they form a story and a logical sequence of events when verbalised and relates the story created
Tuesday	Shared reading – Big Book	Reading and viewing	“Reads” enlarged texts such as poems, Big Books and posters as a whole class with the teacher	
Wednesday	Learning to listen	Listening and speaking	Listens to simple instructions and acts on them	
Thursday	Read and do	Reading and viewing	Recognises own name and some names of other learners	
Friday	Make, draw and write	Listening and speaking Emergent writing	Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages	



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







Two-week cycle	Whole class letters and sounds activities	CAPS language skills	Assessment checklist	Assessment rubric
<b>Week 1 and 2:</b> Monday	Introducing a letter from the story	Phonics		<b>Phonics, Reading and Viewing Rubric 1:</b> Recognises aurally and visually some consonants and vowels
Tuesday	Forming the letter	Handwriting	Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction	<b>Emergent Writing and Handwriting Rubric 1:</b> Develops small muscle skills and fine motor skills
Wednesday	Letter boxes	Phonics	Recognises aurally and visually some initial consonants and vowels especially at the beginning of a word	<b>Phonics, Reading and Viewing Rubric 1:</b> Recognises aurally and visually some consonants and vowels
Thursday	Listening for focus sounds	Phonics		<b>Phonics, Reading and Viewing Rubric 2:</b> Begins to recognise that words are made up of sounds: gives the beginning sound of own name
Friday	Blending and segmenting	Phonics	Divides multisyllabic words into syllables: uses clapping or drum beats on each syllable in the word or identifies the number of syllables (claps) in the names of the learners in the class	
Two-week cycle	Small group activities	CAPS language skills	Assessment checklist	Assessment rubric
<b>Week 1 and 2:</b> 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	<b>Emergent Writing and Handwriting Rubric 2:</b> Draws pictures capturing main idea of the stories, songs or rhymes <b>Rubric 3:</b> 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	<b>Phonics, Reading and Viewing Rubric 1:</b> Recognises aurally and visually some consonants and vowels
Wednesday	Independent reading	Reading and viewing	"Reads" independently books for pleasure in the library or classroom reading corner Holds the book the right way up and turns pages correctly	<b>Phonics, Reading and Viewing Rubric 3:</b> Makes up own story by "reading" the pictures
Thursday	Fine motor skills and handwriting	Handwriting	Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction 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.	<b>Emergent Writing and Handwriting Rubric 1:</b> 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	

# ★ Ungumama wami wena?

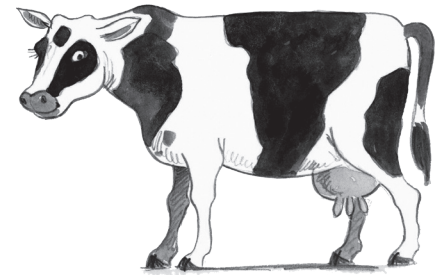
## Indaba

Kwesukasukela. Umama wenyoni wakha isidleke esihle esihlahleni esikhulu. Wazalela iqanda esidlekeni, wayeselifukamela izinsuku eziningi. Phakathi eqandeni kwakukhona iphuphu elalikhula.

Emva kwesikhashana, uMama Wenyoni wezwa elambile. Kwadingeka ukuba andize ashiye isidleke ayofuna ukudla. Ucabanga ukuthi kwenzekani ngenkathi esahambile? Iphuphu elalilincane kakhulu, kodwa selilungele ukuphuma eqandeni, lachofa ngaphakathi eqandeni ngonqhwaku lenza imbobo encane. Ladudula embotsheni ngonqhwaku, laze lafa iqanda, lachamusela. Lajabula kakhulu, lanyakazisa amaphiko alo amancane. Laqalaza lifuna umama walo. Lathi, "Uphi kanti umama?" Laqalaza phansi, laqalaza phezulu, laqalaza yonke indawo; alangambona.

"Ngizozula ngize ngimthole umama," kusho iphuphu. Lasho liphuma esidlekeni, uzobona-ke ukuthi kwabe sekwenzekani. Lavele lathaqaka enhlabathini! Ingani belingakakwazi ukundiza – beliselincane kakhulu. Lasukuma lapho lazithintitha, laqhubeka layofuna umama walo.

Endleleni labona inkomo. "Nkomazi, ungumama wami wena?" kubuza iphuphu. "Moooo," kuphendula inkomazi. "Cha, angiyena umama wakho, kodwa ngizokunika ubisi." "Cha, ngiyabonga," kusho iphuphu, "kufanele ngimthole umama wami," lasho liqhubeka lihamba.



Labuye lahlangani nembuzi. "Mbuzi, ungumama wami wena?" kubuza iphuphu. "Meee, meee," kusho imbuzi, inikina inhloko yayo enoboya. "Cha, angiyena umama wakho, kodwa woza uzodla kanye nami utshani, bumnandi." "Cha ngiyabonga," kusho iphuphu, "kufanele ngithole umama wami." Lasho lihamba futhi.



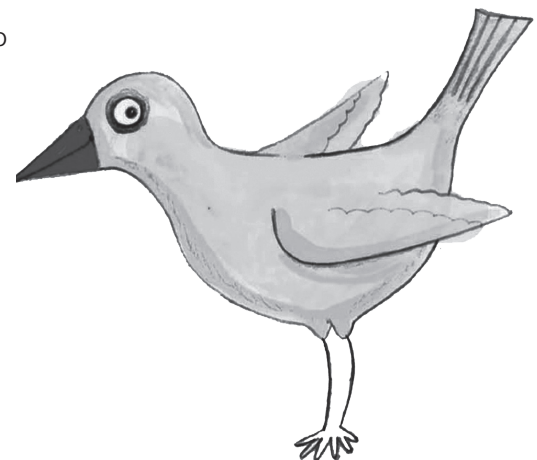
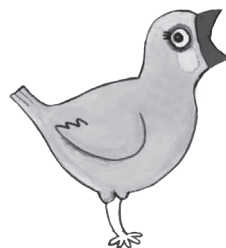
Laseliqala ukukhathazeka iphuphu manje. Lacabanga: "Ngabe ngisazomthola nje umama wami?"

Ngaleso sikhathi uGogo wayehamba endleleni ephethe ubhasikidi, wezwa izwi elincane lithi: "Tshwiyo-tshwiyo-tshwiyo-tshwiyo." Wayengazi ukuthi yiphuphu lizama ukumbuza ukuthi umama walo ukuphi.

Wena-ke ucabanga ukuthi uGogo wenzani? Wavele walicosha iphuphu walifaka kubhasikidi. "Ubukeka ulahlekile," kusho uGogo. "Ngiyazi mina ukuthi umama wakho ukuphi." UGogo wasibona isidleke, wayeselibuyisela kahle iphuphu. Wayesehlala etsheni wabheka ukuthi kuzokwenzekani. Ucabanga ukuthi kwabe sekwenzekani?

UMama Wenyoni wathola isibungu esimnandi, wandiza wabuyela esidlekeni esiphethe ngonqhwaku. Iphuphu lalingakaze limbone ngoba lalikade lihlezi ngaphakathi eqandeni. Labuza lijabulile: "Ungumama wami wena? Ngiyazi ukuthi nguweni umama wami!" UMama Wenyoni wathi: "Yebo, ngane yami enhle, yimina umama wakho." Iphuphu lavula unoqhwaku walo omncane, ladla isibungu lasigwinya. UMama Wenyoni wahlala nalo phansi esidlekeni. Bobabili babejabulile kakhulu bendawonye.

**Iphela lapho indaba.**



# ★ Are you my mother?

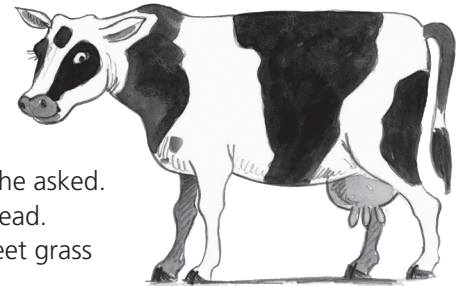
## Story

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.



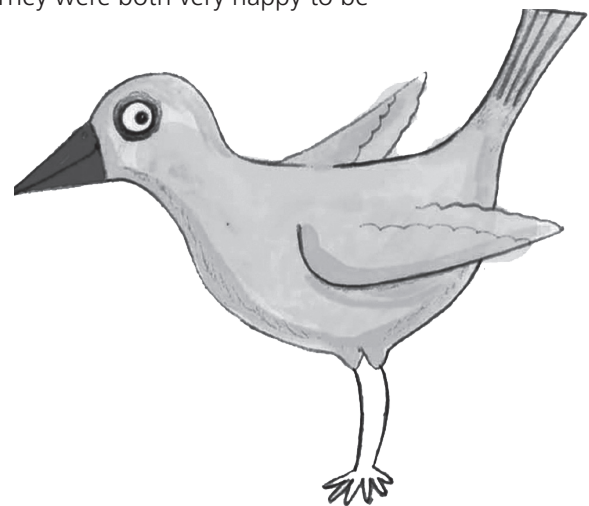
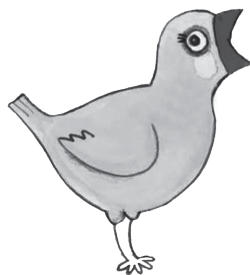
Soon he met a goat. "Goat, are you my mother?" he asked. "Meh, meh," said the goat and shook her hairy head. "No, I am not your mother, but come and eat sweet grass with me." "No thank you," said Baby Bird, "I must find my mother." And he walked on again.

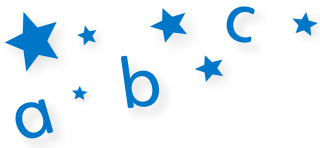
Baby Bird began to feel sad. He thought: "Am I ever going to find my mother?" Just then Gogo was walking down the path with her basket and she heard a little voice saying: "Tweet-tweet, tweet-tweet." She didn't know that Baby Bird was asking where his mother was.

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.***





## Iculo

Laphuma iphuphu esidlekeni, laphuma esidlekeni, laphuma esidlekeni, laphuma esidlekeni  
Laphuma iphuphu esidlekeni  
Liyofunana nonina.

Nkk Nkomo, ungumama wami wena, ungumama wami, ungumama wami?  
Nkk Nkomo, ungumama wami wena?  
Ngabe ukuphi?

Angiyena umama wakho kodwa nalu ubisi, nalu ubisi, nalu ubisi  
Angiyena umama wakho kodwa nalu ubisi,  
Ngabe ukuphi?

Nkk Mbuzi ungumama wami wena, ungumama wami, ungumama wami?  
Nkk Mbuzi ungumama wami wena?  
Ngabe ukuphi?

Angiyena umama wakho kodwa woza uzodla utshani, uzodla utshani, uzodla utshani  
Angiyena umama wakho kodwa woza uzodla utshani,  
Ngabe ukuphi?

Gogo ngibuyisele esidlekeni, esidlekeni, esidlekeni  
Gogo ngibuyisele esidlekeni,  
Ngiyolinda khona umama.

Phuphu lami sengifikile, sengifikile, sengifikile  
Phuphu lami sengifikile,  
Ngifike nesibungu esicebile esimnandi.



*(Ungalricula noma yingayiphi indlela oyikhethile.)*

## Amagama amasha endabeni

Amagama awukhiye	iphuphu	isidleke	iqanda	inkomazi	imbuzi	thola
Amagama ongeziwe:	isihlahla	unoqhwaku	iphiko	isibungu	yidla	chamusela
	chofa	bulala	ndiza	phezulu	phansi	weneme





## 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



### Nakhu ozokudinga:

- Indaba: *Ungumama wami wena?*
- Amaphaphethi: Inyoni Engumama, iphuphu, inkomazi, imbuzi, uGogo, isihlahla, isidleke, iqanda, iphuphu eliseqandeni
- Okudingeka eshashalazini: umucu wewuli eqatha/ intanjana ezoba umswenya, isidleke senyoni, iqanda lepulasitiki, ichwane eliyithoyisi, izimpaphe, ifulemu yezibuko zikagogo, ubhasikidi
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha



## Isonto 1 Usuku 1

### Umsebenzi wekilasi lonke

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

#### Amehlo amabili okubona

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

Nginike ezakho – kinina nonke, yisikhathi sezindaba!

### Ukuxoxa indaba nokwakha uhlu lwamagama amasha

#### 1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: Zihlalaphi izinyoni? Ngabe uyazi ukuthi amaphuphu azalwa kanjani? Adlani amaphuphu?
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo, bakhombise izithombe zezidleke ezahlukahlukene.

#### 2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenywe yendaba ngokubabuza imibuzo enezimpindulo eziningi, efana nokuthi: *“Ucabanga ukuthi iphuphu lizomthola umama walo? Ucabanga ukuthi iphuphu lizizwa kanjani?”*

#### 3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: *“Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenywe ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba? Wake walahleka? Uyazi ukuthi kumele wenzeni uma kwenzeka ulahleka?”*

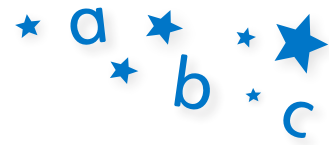
### Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“ubisi, kubuza, bumnandi, ngiyabonga, isibungu, ‘Bobabili babejabulile bendawonye’.* Uyayizwa imisindo okugxilwe kuyo: **Bobabili babejabulile bendawonye? Yebo, uqinisele! Wonke anomisindo /b/.**”
- 2 *“Lalelisa, nanka amagama aqala ngomsindo /b/: bona, beka, bala, ubuso, bomvu, ubaba, ubulawu, ubumba, isibuko.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /b/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /b/: **“b-b-b”**. Yenza lokhu kube wumdlalo omnandi: yisho phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

- Story: 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.

### 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.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"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: *"ubisi, kubuza, bumnandi, ngiyabonga, isibungu, 'Bobabili babebajulile bendawonye'.* Can you hear the focus sound: **Bobabili babebajulile bendawonye?** Yes, you are right! They all have the sound /b/."
- 2 *"Listen carefully, here are some more words with /b/: bona, beka, bala, ubuso, bomvu, ubaba, ubulawu, ubumba, isibuko."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /b/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /b/: **"b-b-b"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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

#### Two eyes to see

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



#### Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo



## Isonto 1 Usuku 2

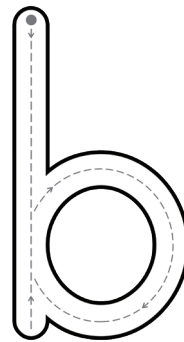
### Umsebenzi wekilasi lonke

#### Ukuxoxa indaba kanye nokucula

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

#### Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /b/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /b/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi bayagodolo futhi bayaqhaq hazela ngesikhathi benyakazisa izindebe zomlomo: "b-b-banda".
- 3 Bonisa abafundi ukuthi uhlamvu **b** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, , yehla, khuphuka, jikeleza."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



#### Imisebenzi yokwenziwa ngamaqembu amancane

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







#### You will need:

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



## Week 1 Day 2

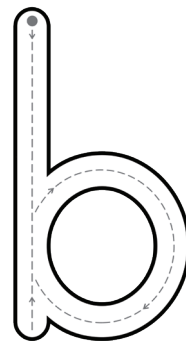
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /b/ or if they can think of any other words that start with the sound /b/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be cold and shivering while moving their lips and saying: "**b-b-banda**".
- 3 Show learners how to write the letter **b**. 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, half way up again, and then around.*"
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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



#### Nakhu ozokudinga:

- Okudingeka eshashalazini namaphaphethi asendabeni
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **b**: ubuso, bomvu, ubaba, ubisi, ubulawu, ubumba, uboya

## Isonto 1 Usuku 3

### Umsebenzi wekilasi lonke

#### Ukuxoxa indaba kanye nokuyidlala

- 1 Cula iculo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: "Bacele bawalingise la magama ayizenzo: "ndiza" kanye no-"thepa".
- 3 Ketha abafundi abazoba ngabادلali endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena (Thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.



#### UStella uthi:

Sebenzisa isivalo sebhokisi lezinhlamvu lihambisane nesidwashi noma nohlamvu olwakheke njengegwebu ukukhombisa abafundi ukuthi uhlamvu luthintwa kanjani. Abafundi abaningi bayathuthuka ngokuthinta utho okwenza ukuthi bakukhumbule ukwakheka kwezinhlamvu.



#### Amabhokisi ezinhlamvu

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



### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **b**: ubuso, bomvu, ubaba, ubisi, ubulawu, ubumba, uboya

## 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: "fly" and "tap".
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.



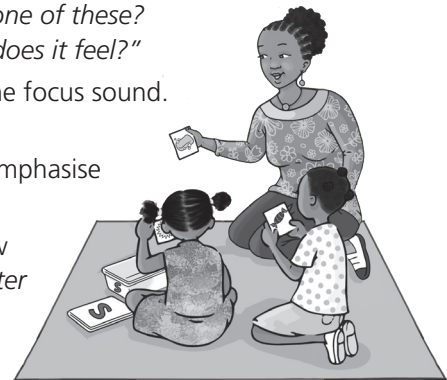
### Stella says:



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

### Letter boxes

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



### Small group activities

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



### Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo

### UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

- “Ngabe ubona bani?” (abalingiswa)
- “Ngabe wenzani?” (izenzo neminyakazo)
- “Yini enye oyibonayo?” (ukubheka futhi)
- “Ikuphi i...?” (amagama ezindawo)
- “Kungani ucabanga ukuthi ...?” (Ukucabanga okunokuqamba, ukuveza imibono)

## Isondo 1 Usuku 4

### Umsebenzi wekilasi lonke

#### Ukulandelanisa izithombe

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



#### Ukulalela imisindo okugxilwe kuyo

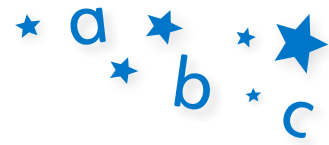
- Cela abafundi ukuthi bahlale kukhaphethi bathule, bemboze izindlebe ngezandla bashiye isikhadlana ukuze balalele kahle. Chaza ukuthi uzosho amagama amane. Uma sewuwashilo wonke amagama amane, abafundi abaziyo ukuthi msindo muni abawuzwe ngasekuqaleni kwamagama bangaphakamisa izandla.
  - ★ Uthisha nabafundi: “Lalelani, lalelani, lalelani kahle, yimuphi umsindo kwesigxile kuyo eniwuzwile?”
  - ★ Uthisha: “**ubuso, bomvu, ubaba, ubikibiki**”.
  - ★ Uthisha nabafundi: “Ngitsheleni futhi, nizwani?”
  - ★ Abafundi: “**/b/**”
- Lapho abafundi sebewutholile kula magama umsindo okugxilwe kuwo, wusho ngokucacile nangokungasheshi, ucacise ukunyakaza komlomo.
- Sebenzisa amagama amane kuphela ngasikhathi sinye kulo msebenzi. Buyela emsindweni ofanayo njalo uma kunesidingo, usebenzise amagama amaningana ukuze bakhuthazeke abafundi.
  - ★ **/b/**: ubuso, bomvu, bushlezi, ubaba, ubisi, ubikibiki, ibizo, iboza, ubumba, bona
  - ★ **/s/**: iso, isele, isokisi, usuku, isinkwa, isonto, isisu, isisekelo, isandla, isisebenzi
  - ★ **/m/**: mamatheka, umati, umunwe, mina, misa, umese, umama, imoto, imali, umalusi
  - ★ **/f/**: faza, fana, ifasitela, ifu, ufudu, ifulegi, ifosholo, ifulawa, ifilimu, funda



### Imisebenzi yokwenziwa ngamaqembu amancane

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





### 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 mat 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: "**ubuso, bomvu, ubaba, ubikibiki**".
  - ★ Teacher and learners: "Tell me, tell me, what do you hear?"
  - ★ Learners: "**/b/**".
- 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.
  - ★ **/b/**: ubuso, bomvu, bushenzezi, ubaba, ubisi, ubikibiki, ibizo, iboza, ubumba, bona
  - ★ **/s/**: iso, isele, isokisi, usuku, isinkwa, isonto, isisu, isisekelo, isandla, isisebenzi
  - ★ **/m/**: mamatheka, umati, umunwe, mina, misa, umese, umama, imoto, imali, umalusi
  - ★ **/f/**: faza, fana, ifasitela, ifu, ufudu, ifulegi, ifosholo, ifulawa, ifilimu, funda



#### Small group activities

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



### Nakhu ozokudinga:

- Iglu, isikele
- ikhadibhodi, amaphepha asesebenzile, utshani, izimpaphe, izinswazi, upende, amabhulashi okupenda, iphepha, noma ithishu
- Inhlanguyela yamakhrayoni asamafutha
- Umfundi ngamunye abe nerolo lephepha lasendlini encane
- Izithombe zezidleke noma isidleke uqobo
- Amaqoqo ezinhlamvu ahlobene nendaba: umntwana, kuyathandeka, yena, umama, okuncane, kunoboya, ubhasikidi, ugogo, ukujabula, kuhle, ngokuqaphela

## Isonto 1 Usuku 5

### Umsebenzi wekilasi lonke

#### Yakha, udwebe bese uyabhala

- 1 Khombisa abafundi isidleke noma izithombe zezidleke bese uxoxa ngokuthi izidleke ezahlukahlukene zakhiwa ngani.
- 2 Chazela abafundi ukuthi bazokwakha isidleke kanye nenyoni kube sesihlahleni. Bakhombise isibonelo bese uphakamisa ukuthi balandele lezi zinyathelo:
  - ★ Basike isiqeshana kukhadibhodi benze ngaso isicongo sesihlahla.
  - ★ Namathisela amaqabunga esihlahleni noma wenze amaqabunga ngokusonga iphepha lethishu.
  - ★ Yakha isidleke ngezinswazi, usonge iphepha wenze amaqanda asesidlekeni.
  - ★ Dweba uphinde usike isithombe senyoni.
  - ★ Akha isiqu sesihlahla ngerolo lephepha lasendlini encane (kuzodingeka usike imiqhewu ohlangothini lwerolo ngaphambi kokuthi siqale isifundo).



### UStella uthi:



*Ukwakha amabhola amancane ngethishu kusiza ukuthuthukisa imizimba.*

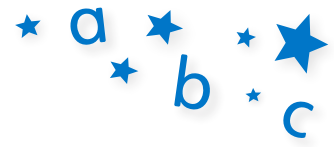
### Ukuhlanguyela nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kanjani amalunga awo, isibonelo: **u | ma | ma**.
- 2 Cela umfundi ngamunye ukuthi ame abhekane nomngane, bashaye izandla njalo uma kushiwo ilungu: **u** (shayanise izandla) **ma** (shayanise izandla) **ma** (shayanise izandla).
- 3 Yisho amanye amagama anamalunga amaningi avela endabeni ngenkathi abafundi beshayanisa izandla behambisana nokugagulwa kwamalungu.
- 4 Khuthaza abafundi ukubala amalungu emagameni (isibonelo: "umama" unamalungu amathathu).



### Imisebenzi yokwenziwa ngamaqembu amancane

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



### You will need:

- Glue, scissors
- Cardboard, scrap paper, grass, feathers, sticks, paint, paintbrushes, paper or tissue paper
- Jumbo wax crayons
- A toilet roll for each learner
- Pictures of nests or a real nest
- A list of multisyllabic words relating to the story: umntwana, kuyathandeka, yena, umama, okuncane, kunoboya, ubhasikidi, ugogo, ukujabula, kuhle, ngokuqaphela

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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



### Stella says:



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

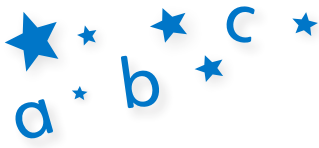
### Blending and segmenting (syllables)

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







### Small group activities

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






# Imisebenzi yokwenziwa ngamaqembu amancane Isonto 1

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>• Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye</li> <li>• Inhlanguyela yamakhrayoni asamafutha</li> </ul> <div data-bbox="227 724 552 960" style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>Ungumama wami wena?</p>  <p>Ingane yenyoni idle isibungu.</p> </div> <div data-bbox="187 994 583 1230" style="border: 1px solid gray; padding: 5px; margin: 10px 0;">  <p>Uma abafundi bedinga usizo ngokuthi bazodweba ini, babonise izithombe ezilandelayo ukuze bazothola amacebo ngabazokudweba.</p> </div>	<p><b>Umsebenzi 1: Ukudweba nokubhala okuvelayo</b></p> <ol style="list-style-type: none"> <li>1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo.</li> <li>2 Cela abafundi ukuthi bawakhombe amagama esihloko ngenkathi uwafunda.</li> <li>3 Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe.</li> <li>4 Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni.</li> <li>5 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe.</li> <li>6 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo.</li> <li>7 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. Isibonelo: "Iphuphu ... lenyoni ... ladla ... i ... Yiliphi igama obufuna ukulisho ngokulandelayo? Isibungu. Ngizobhala igama elithi 'Isibungu'."</li> <li>8 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace.</li> <li>9 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.</li> </ol>
<ul style="list-style-type: none"> <li>• Amaphazili</li> </ul> <div data-bbox="232 1406 548 1615" style="border: 1px solid gray; padding: 5px; margin: 10px 0;">  </div>	<p><b>Umsebenzi 2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Abafundi mabaqale ngokubukisisa izicucu zamaphazili bakwazi ukuzihlela.</li> <li>2 Emva kwalokho kufanele bazihlanganise bakhe isithombe noma isilwane noma umlingiswa osendabeni. Bangayisebenzisa Incwadi Enkulu noma ukulandelaniswa kwezithombe njengomhlahandlela.</li> </ol>
<ul style="list-style-type: none"> <li>• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi</li> </ul> <div data-bbox="284 1760 496 2017" style="border: 1px solid gray; padding: 5px; margin: 10px 0;">  </div>	<p><b>Umsebenzi 3: Ukufunda ngokuzimela</b></p> <ol style="list-style-type: none"> <li>1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa.</li> <li>2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda.</li> <li>3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda.</li> <li>4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.</li> </ol>



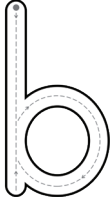



## Small group activities for Week 1

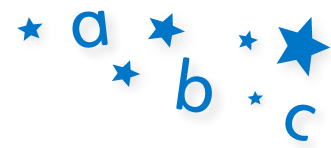
You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b>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

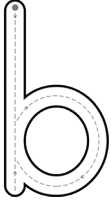





Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>• Isifanekiso se-A5 sohlamvu <b>b</b> somfundi ngamunye</li> <li>• Iphepha elibomvu</li> <li>• Iphepha elidala noma iphephandaba</li> <li>• Iglu, isikele</li> </ul>	<p><b>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Nika umfundi ngamunye isifanekiso sezinhlamvu.</li> <li>2 Badabule iphepha libe yizicucu ezincane baligoqe libe ngamabhola bese begcwalisa ngalo isikhala bakhe uhlamvu. Bangaphinda bafake imidwebo yezinto zohlamvu lokubhekisiswa u-<b>b</b>.</li> </ol> 
<ul style="list-style-type: none"> <li>• Okudingeka eshashalazini: izingubo zokulala ezinkulu, amashidi noma izindwangu zokwemboza izihlalo kanye namatafula okwenza "indlu", izipuni, izimfologo, nokunye kwepulasitiki, iziqukathi namabhodwe avuselelwe, ukudla kokudlala (izithelo, imifino yepulasitiki, amabhokisi namaphakethe okudla angenalutho), umcamelo, izingubo yokulala kanye nonodoli</li> </ul>	<p><b>Umsebenzi 5: Ukulingisa kokuzenzisa</b></p> <ol style="list-style-type: none"> <li>1 Yana engosini yokwenza sengathi kuyadlalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha.</li> <li>2 Buza abafundi uthi: "Iphuphu lalihlala kuphi? Esidlekeni! Abantu bahlala kuphi? Sihlala ezindlini. Ungathanda ukwakha indlu udlale kuyo nabangane bakho?"</li> <li>3 Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. Isibonelo: Uma umdlalo wabo ukwamukela lokhu yenza sengathi ungumakhelwane ofikayo kule ndlu. Ngqongqoza "esicabheni" ubone ukuthi bazokuvulela yini.</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"><li>• An A5 “b” letter template for each learner</li><li>• Red paper</li><li>• Scrap paper or newspaper</li><li>• Glue, scissors</li></ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"><li>1 Give each learner a letter template.</li><li>2 They must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound <b>b</b>.</li></ol> 
<ul style="list-style-type: none"><li>• Props: some large blankets, sheets or cloths pulled over chairs and tables to make a “house”, plastic cutlery, recycled containers and pots, pretend food (plastic fruit or vegetables, empty food boxes or packets), a pillow, blanket and a doll</li></ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"><li>1 Lead the group to the pretend play corner and show them the new props.</li><li>2 Ask the learners: “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?”</li><li>3 Visit the corner at least once to observe and encourage the learners’ game. For example: If appropriate to their game, pretend to be a neighbour arriving at the house. Knock on the “door” and see if they invite you in.</li></ol> 





#### Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhophi kanye nezincwajana ezigoqiwe zomfundi ngamunye

## Isonto 2 Usuku 1

### Umsebenzi wekilasi lonke

#### Okunye ukulandelanisa izithombe



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



#### Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: "ephethe, esihle esihlahleni, esikhulu, eqandeni, esidlekeni, elambile, encane, enhlabathini, enoboya, endloleni, etsheni, enhle. Uyayizwa imisindo okugxilwe kuyo: **ephethe, esidlekeni, enhle?** Yebo, uqinisile! Wonke anomisindo **le!**"
- 2 "Lalelisa, nanka amagama aqala ngomsindo **le!**: eqa, ekhaya, iseke, upelepele, isitebele, eceleni, eduze, emuva, iqebelengwane, ikhekhe." (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo **le!** ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo **le!**: "**e-e-e**" Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

#### Imisebenzi yokwenziwa ngamaqembu amancane

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





#### You will need:

- Big sequence pictures
- Photocopied and folded little book for each 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: “*ephethle, esihle esihlahleni, esikhulu, eqandeni, esidlekeni, elambile, encane, enhlabathini, enoboya, endleleni, etsheni, enhle.* Can you hear the focus sound: **ephethle, esidlekeni, enhle?** Yes, you are right! They all have the sound /e/.”
- 2 “Listen carefully, here are some more words with /e/: *eqa, ekhaya, iseke, upelepele, isitebele, eceleni, eduze, emuva, iqebelengwane, ikhekhe.*” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /e/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /e/: “**e-e-e**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### Nakhu ozokudinga:

- Incwadi Enkulu: *Ungumama wami wena?*
- Isifanekiso se-A5 sohlamvu **e** somfundi ngamunye
- Inhlanguaniselwa yamakhrayoni asamafutha

## Isonto 2 Usuku 2

### Umsebenzi wekilasi lonke

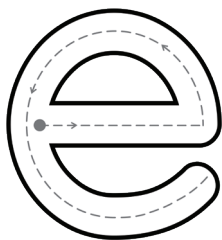
#### Ukufunda ngokubambisana – Incwadi Enkulu

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



#### Ukwakha uhlamvu

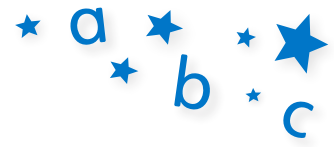
- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /e/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /e/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abantwana bangaxumagxuma okweseselele bathi: “**eqa, eqa**”.
- 3 Buza abafundi ukuthi uhlamvu **e** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: “*Qala echashazini, qonda, fola bese ujikeleza.*”
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Chazela abafundi ukuthi kumele baphindele emuva emathebhuleni abo bayokwenza izinhlamvu ezimibalabala. Lokhu kusho ukuthi bazobhala phezu kohlamvu ekhasini labo ngamakhrayoni anemibala ehluahlukene.
- 6 Uma abafundi bekwazi ukucabanga izinto eziqala ngomsindo owenziwa wuhlamvu, bangazidweba zizungeze uhlamvu olunemibala. Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



#### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

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

## Week 2 Day 2

### Whole class activities

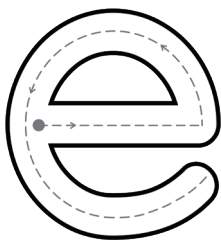
#### Shared reading – Big Book

- 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 jump up and down like a frog saying: “**eqa, eqa**”.
- 3 Show learners how to write the letter **e**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go straight, over and around.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



### Small group activities

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



#### Nakhu ozokudinga:

- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **e**: iseke, upelepele, ikhekhe, impempe, ibhele

#### UStella uthi:



Indlela yokwenza lokhu kube lula kubafundi ukuthi ulungise amakhadi anezithombe zezilwane ezahluahlukene. Kufanele umfundi akhethe ikhadi bese elingisa lesosilwane, ikilasi lizobe liqagela ukuthi yisiphi isilwane asilingisayo.

## Isonto 2 Usuku 3

### Umsebenzi wekilasi lonke

#### Ukuzejwayeza ukulalela

- Umntwana wenyoni endabeni uthi "tshwiyo-tshwiyo". Buza abafundi ukuthi bayazi yini ukuthi yini iphuphu (umntwana wenyoni). Babuze ukuthi umsindo owenziwa umntwana wenkomo ubizwa ngokuthini.
- Yithi: "Yebo, umntwana wenkomo ukhala athi moo. Umntwana wenkomo ubizwa ngokuthi yinkonyane."
  - ★ Umntwana wekati ubizwa ngomntwana wekati kanti ukhala athi ... miyawu.
  - ★ Umntwana wenja ubizwa ngomdlwane kanti ukhala athi ... hhawu, hhawu.
  - ★ Umntwana wedada ubizwa ngechwane kanti ucula ngelihoshozelayo athi ... we, we.
  - ★ Umntwana wengulube ubizwa ngezinyane kanti ukhala athi ... hho, hho.
  - ★ Umntwana wehhashi ubizwa ngenkonyane kanti ukhala athi ... hiii, hiii.
- Chazela abafundi ukuthi bazoba ngabantwana balezi zilwane ngokudedelana, bese kuthi ikilasi lona liqagele ukuthi bangumntwana wasiphi isilwane.
- Emva kwalokho cela abafundi ukuthi balalele ngokucophelela emisindweni yezilwane ozoyisho: "hhawu hhawu, tshwiyo tshwiyo". Kufanele balingise imisindo oyishilo ngokulandelana kwayo. Yenza le misindo yezilwane uyixube: hhawu, we, hho, miyawu.

### Amabhokisi ezinhlamvu

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



### Imisebenzi yokwenziwa ngamaqembu amancane

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







### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **e**: iseles, upelepele, ikhekhe, impempe, ibhele

### Stella says:



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

## Week 2 Day 3

### Whole class activities

#### Learning to listen

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

#### Letter boxes

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



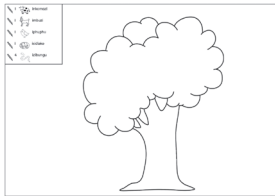
### Small group activities

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



### Nakhu ozokudinga:

- Ikhasi lomsebenzi **wokufunda nokwenza**
- Inhlanguanisela yamakhrayoni asamafutha



## Isonto 2 Usuku 4

### Umsebenzi wekilasi lonke

#### Funda bese wenza

- 1 Tshela abafundi ukuthi babheke uhlu olusekhasini lomsebenzi bese bekhuluma ngabakubonayo (izino mbolo, izithombe namagama).
- 2 Tshela abafundi ukuthi bazokwenza umsebenzi ojabulisayo obizwa ngokuthi "funda wenza". Kumele bafunde umugqa ngamunye bese benza lokho okushiwoyo besebenzise izikhala ezingenalutho ekhasini.
- 3 Fundani umugqa wokuqala ndawonye futhi. Tshela abafundi mabadwebe inkomazi eyodwa, ungabatsheli nokho ukuthi basidwebe kuphi.
- 4 Buza ukuthi kungabe bakhona yini abafundi abakwazi "ukufunda" ukuthi benzeni ngokulandelayo ohlwini: Kufanele badwebe imbuzi eyodwa.
- 5 Qhubeka ngalendlela ngemiyalo ngayinye.
- 6 Manje funda umyalo ngamunye bese uthi kubafundi: "Ngabe udwebe inkomazi eyodwa? Uma kunjalo, beka phawu lwalokho ohlwini lwakho."
- 7 Abafundi mabaqhubeka ngalendlela ukuze kube yilapho isithombe ngasinye sesinamatheliswa kwikholomu efanele.

#### Ukulalela imisindo okugxilwe kuyo

- 1 Cela abafundi ukuthi bahlale kukhaphethi bathule, babeke izandla ezindlebeni ukuze balalele kahle. Chaza ukuthi uzosho amagama amane. Uma sewuwashilo wonke amagama amane, abafundi bangaziphakamisa izandla uma bazi ukuthi msindo muni abawuzwile ongasekuqaleni kuwo wonke amagama.
  - ★ Uthisha nabafundi: "Lalelani, lalelani, lalelani kahle, yimuphi umsindo kwesigxile kuyo eniwuzwile?"
  - ★ Uthisha: "fana, ifu, ufudu, funda"
  - ★ Uthisha nabafundi: "Ngitsheleni, ngitsheleni, nizwani?"
  - ★ Abafundi: "/f/"
- 2 Lapho abafundi sebewutholile kula magama umsindo okugxilwe kuwo, wusho ngokucacile nangokungasheshi, ucacise ukunyakaza komlomo.
- 3 Sebenzisa amagama amane kuphela ngasikhathi sinye kulo msebenzi. Buyela emsindweni ofanayo njalo uma kunesidingo, usebenzise amagama amaningana ukuze bakhuthazeke abafundi.
  - ★ /f/: faza, fana, ifasitela, ifu, ufudu, ifulegi, ifosholo, ifulawa, ifindo, funda
  - ★ /t/: itiyeh, utamatisi, itafula, iteki, itekisi, teta
  - ★ /i/: iso, ibhikili, isipikili, isikhindi,inja, isihlilingi, isigingci, indingilizi, ikhilikithi, iphikhinikhi
  - ★ /z/: izihlangu, izinyo, uziphoh, izembe, isizenze, iziko, izizinge, izulu, izambane, izoso



### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

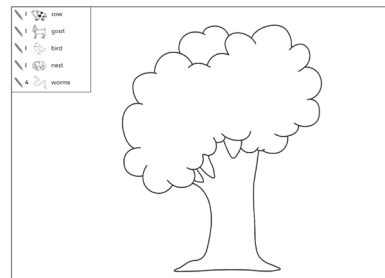
- A photocopy of the **Read and do activity page**
- Jumbo wax crayons

## Week 2 Day 4

### Whole class activities

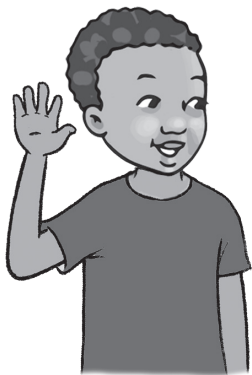
#### Read and do

- 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 mat 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: “fana, ifu, ufudu, funda”.
  - ★ Teacher and learners: “Tell me, tell me, what do you hear?”
  - ★ Learners: “/f/”.
- 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.
  - ★ /f/: faza, fana, ifasitela, ifu, ufudu, ifulegi, ifosholo, ifulawa, ifindo, funda
  - ★ /t/: itiyé, utamatisi, itafula, iteki, itekisi, teta
  - ★ /i/: iso, ibhikili, isipikili, isikhindi,inja, isihlilingi, isigingci, indingilizi, ikhikithi, iphikhinikhi
  - ★ /z/: izihlangu, izinyo, uziphó, izembe, isizenze, iziko, izizinge, izulu, izambane, izoso



#### Small group activities

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



### Nakhu ozokudinga:

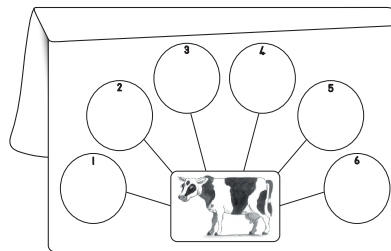
- Iphepha elikhulu elinesikhala maphakathi kanye namabhamuza enkulamo amiswe ngendlela yohlelo oludwetshiwe
- Amaphaphethi endaba *Ungumama wami wena?*
- Ipeni elikhulu lokumaka ebhodini elimnyama
- Amaqoqo ezinhlamvu ahlobene nendaba: umntwana, kuyathandeka, yena uqobo, umama, kuncane, kunoboya, ubhasikidi, uqogo, ukujabula, kuhle, ngokuqaphela
- Okuxukuzwayo noma izigubhu

## Isonto 2 Usuku 5

### Umsebenzi wekilasi lonke

#### Yakha, udwebe bese uyabhala

- 1 Yithi kubafundi: *“Namuhla sizobhala indaba yethu ngesisodwa sezilwane ezisendabeni yephuphu. Masiqale ngokukhetha isilwane esizobhala ngaso.”* Khombisa abafundi amaphaphethi ayizilwane. Uma sewusikhethile isilwane ozobhala ngaso, beka iphaphethi eyisilwane maphakathi nohlelo oludwetshiwe.
- 2 Sebenzisa le mibuzo ukuzihlahlela indlela ekubhaleni kwakho indaba:
  - ★ Ibhokisi 1: Cela abafundi ukuthi bacabange igama lesilwane. Libhale phansi.
  - ★ Ibhokisi 2: Cela kubafundi imibono mayelana nokuthi isilwane sihlala kuphi. Yichaze ngomusho owodwa le ndawo.
  - ★ Ibhokisi 3: Xoxani ngokuthi lesi silwane sithanda ukudlani; uma senivumelene, bhala umusho ngalokho.
  - ★ Ibhokisi 4: Cela kubafundi imibono mayelana nento lesi silwane esayenza ngelinye ilanga. Khetha umbono owodwa ubhale umusho ngawo.
  - ★ Ibhokisi 5: Xoxa ngokuthi yini eyenzeka ngokulandelayo. Bhala phansi amazwi omfundi abe ngumusho owodwa.
  - ★ Ibhokisi 6: Xoxa nabafundi mayelana nokuthi ingaphela kanjani le ndaba, bese ubhala umusho.
- 3 Manje sewungabafundela abafundi indaba usizwa ngamabhokisi.
- 4 Buza abafundi ukuthi bayayithanda yini indaba. Uma kukhona izinguquko abafuna ukuzenza, zibhale ohlelweni oludwetshiwe. Phinda uyifunde futhi indaba.
- 5 Uma isikhathi sikhona, ungacela abanye babafundi ukuthi badwebe imidwebo ngayo indaba. Yinamathisele odongeni indaba.



### Ukuhlanganisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama amalunga amaningi, uveze ukuthi ahlukaniwa kanjani amalunga awo, isibonelo: **um | ntwa | na**.
- 2 Cela abafundi ukuthi baviliyele ngelunga ngalinye: **um** (isinyathelo esisodwa) **ntwa** (isinyathelo esisodwa) **na** (isinyathelo esisodwa). Nikeza abafundi okuxukuzwayo noma izigubhu ukuba bakuxukuze noma bashaye izigubhu.
- 3 Yisho amanye amagama amalunga amaningi avela endabeni ngenkathi abafundi beviliyela ngelunga ngalinye. Khuthaza abafundi ukuthi babale inani lamalunga emagameni (isibonelo: “umntwana” unamalungu amathathu).

### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

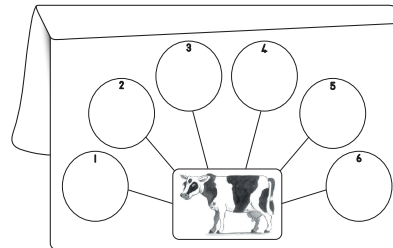
- A large piece of paper with a space in the middle and six bubbles drawn in a mind map format
- Puppets from the story *Are you my mother?*
- A thick black marker
- A list of multisyllabic words relating to the story: umntwana, kuyathandeka, yena uqobo, umama, kuncane, kunoboya, ubhasikidi, ugogo, ukujabula, kuhle, ngokuqaphela
- 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: **um | ntwana | na**.
- 2 Ask learners to march for each syllable: **um** (one step) **ntwana** (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 word (for example: “umntwana” has three syllables).

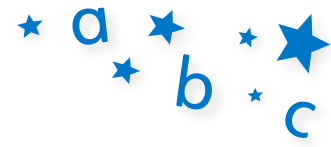
### Small group activities

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


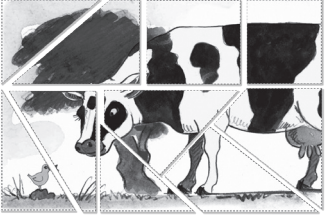



## Imisebenzi yokwenziwa ngamaqembu amancane Isonto 2

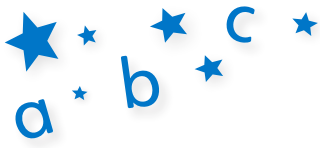
Nakhu ozokudinga	Imisebenzi		
<ul style="list-style-type: none"> <li>• Iphepha eliyi-A4 elingabhalawe lutho lomfundi ngamunye</li> <li>• Inhlanguyela yamakhrayoni asama futha</li> <li>• Ikhophi yenkondlo: <i>Ekhaya</i></li> <li>• Izithombe zamakhaya ezilwane ezahlukahlukene: isidleke, indlu yenja, ubhasikidi, isibaya, ubulwembu, igobolondo, ihhoko lezinyosi</li> </ul> <div data-bbox="296 922 499 1146" style="text-align: center;"> <p>Lena yindlu yenja yami.</p> </div>	<p><b>Umsebenzi 1: Ukudweba nokubhala okuvelayo</b></p> <ol style="list-style-type: none"> <li>1 Fundela abafundi inkondlo bese ukhomba izithombe zezinhlobo ezahlukahlukene zamakhaya ezilwane: isidleke, indlu, indlu yenja, ubhasikidi, isibaya, ubulwembu, igobolondo, ihhoko lezinyosi, njll.</li> <li>2 Abafundi kumele badwebwe izithombe zezindlu kanye nezilwane ezihlala kulelo khaya. Isibonelo:inja kanye nendlu yayo, isicabucabu nobulwembu baso.</li> </ol> <div data-bbox="678 797 1472 1054" style="background-color: #e0f0ff; padding: 10px; margin-top: 20px;"> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Ekhaya</b>  <i>Ulwembu noma igobolondo            Noma umgodi uyikhaya            Kusukela ekujuleni kolwandle            Ukuya phezulu esihlahleni            Ikhaya liyinoma yini            Ofuna ukuthi libe yiyo.</i></p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Umgede noma iqanda            Noma isidleke siyikhaya            Indawo ephithizelayo            Noma ukuzimela ngokwakho            Okudlula konke ikhaya lakho...            Ikhaya lakho            Ikhaya lakho elithandekayo!</i></p> </td> </tr> </table> </div>	<p><b>Ekhaya</b>  <i>Ulwembu noma igobolondo            Noma umgodi uyikhaya            Kusukela ekujuleni kolwandle            Ukuya phezulu esihlahleni            Ikhaya liyinoma yini            Ofuna ukuthi libe yiyo.</i></p>	<p><i>Umgede noma iqanda            Noma isidleke siyikhaya            Indawo ephithizelayo            Noma ukuzimela ngokwakho            Okudlula konke ikhaya lakho...            Ikhaya lakho            Ikhaya lakho elithandekayo!</i></p>
<p><b>Ekhaya</b>  <i>Ulwembu noma igobolondo            Noma umgodi uyikhaya            Kusukela ekujuleni kolwandle            Ukuya phezulu esihlahleni            Ikhaya liyinoma yini            Ofuna ukuthi libe yiyo.</i></p>	<p><i>Umgede noma iqanda            Noma isidleke siyikhaya            Indawo ephithizelayo            Noma ukuzimela ngokwakho            Okudlula konke ikhaya lakho...            Ikhaya lakho            Ikhaya lakho elithandekayo!</i></p>		
<ul style="list-style-type: none"> <li>• Amaphazili</li> </ul> <div data-bbox="230 1242 552 1454" style="text-align: center;"> </div>	<p><b>Umsebenzi 2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Abafundi kufanele baqale ngokubuka ngokucophelela izingcezu zephazili kanye nokuzihlela.</li> <li>2 Bese behlanganisa izingcezu zephazili benze izithombe sesilwane noma somlingiswa osendabeni. Bangayisebenzisa Incwadi Enkulu noma izithombe ezilandelanayo njengomhlahlandlela.</li> </ol>		
<ul style="list-style-type: none"> <li>• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi</li> </ul> <div data-bbox="284 1603 499 1868" style="text-align: center;"> </div>	<p><b>Umsebenzi 3: Ukufunda ngokuzimela</b></p> <ol style="list-style-type: none"> <li>1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa.</li> <li>2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda.</li> <li>3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda.</li> <li>4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.</li> </ol>		




## Small group activities for Week 2

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

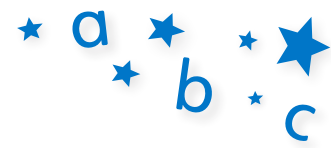




Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>• Isifanekiso se-A5 sohlamvu <b>e</b> somfundi ngamunye</li> <li>• Iphepha elidala noma iphephandaba</li> <li>• Isikele, iglu</li> </ul>	<p><b>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Nika umfundi ngamunye isifanekiso sezinhlamvu.</li> <li>2 Badabule iphepha libe yizicucu ezincane baligoqe libe ngamabhola bese begcwalisa ngalo isikhala bakhe uhlamvu.</li> <li>3 Bangaphinda bafake imidwebo yezinto zohlamvu lokubhekisiswa u-<b>e</b>.</li> </ol>
<ul style="list-style-type: none"> <li>• Okudingeka eshashalazini: izingubo zokulala ezinkulu, amashidi noma izindwangu zokwemboza izihlalo kanye namatafula okwenza "indlu", izipuni, izimfologo, nokunye kwepulasitiki, iziqukathi namabhodwe avuselelwe, ukudla kokudlala (izithelo, imifino yepulasitiki, amabhokisi namaphakethe okudla angenalutho), umcamelo, ingubo yokulala kanye nonodoli</li> </ul>	<p><b>Umsebenzi 5: Ukulingisa kokuzenzisa</b></p> <ol style="list-style-type: none"> <li>1 Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 ngenkathi benza sengathi badlala umdlalo obizwa ngokuthi izindlu.</li> <li>2 Holela iqembu labafundi engosini yokulingisa bese ubabuza uthi: <i>"Lalahlala kuphi iphuphu? Esidlekeni! Abantu bahlala kuphi? Sihlala ezindlini. Ungathanda ukwakha indlu udlale kuyo nabangane bakho?"</i></li> <li>3 Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. Isibonelo: Uma umdlalo wabo ukwamukela lokhu yenza sengathi ungumakhelwane ofikayo kule ndlu. Ngqongqoza "esicabheni" ubone ukuthi bazokuvulela yini.</li> </ol> 







You will need	Activities
<ul style="list-style-type: none"><li>• An A5 <b>e</b> letter template for each learner</li><li>• Scrap paper or newspaper</li><li>• Glue, scissors</li></ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"><li>1 Give each learner a letter template.</li><li>2 They must tear the paper into small pieces and roll it into balls to fill the space and make the letter.</li><li>3 They can also add drawings of things with the focus sound <b>e</b>.</li></ol>
<ul style="list-style-type: none"><li>• Props: some large blankets, sheets or cloths pulled over chairs and tables to make a “house”, plastic cutlery, recycled containers and pots, pretend food (plastic fruit or vegetables, empty food boxes or packets), a pillow, blanket and a doll</li></ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"><li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play house-house.</li><li>2 Lead the group to the pretend play corner and ask learners: “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?”</li><li>3 Visit the corner at least once to observe and encourage the learners’ game. For example: If appropriate to their game, pretend to be a neighbour arriving at the house. Knock on the “door” and see if they invite you in.</li></ol>



# ★ Umntwana ulindelwe

## Indaba

Igama lami nginguTikekile, ngineminyaka eyisithupha ubudala. Kuzozalwa umntwana womfana noma wentombazane masinyane ekhaya. Ngijabule kakhulu ngalokhu! Namhlanje ekuseni uMama ufike endlini yami wathi: “Tikekile, umntwana wethu ukhulile manje, sekuyisikhathi sokuthi afike. Ngiya esibhedlela manje. Ngizobe ngingekho ngoMsombuluko, ngoLwesibili, ngoLwesithathu, ngoLwesine kanye nangoLwesihlanu.”

Umama kaTikekile ulungela ukuya esibhedlela. “Usale kahle, mntanami,” kusho yena. “Ngizobuya ngize ekhaya masinyane, ngizoniphathela into eningayilindele.” Umntwana usekhule waba mkhulu esiswini sikanina kaTikekile, naye uTikekile akasakwazi nokuhlanganisa izingalo ngemuva uma egona unina.

Itekisi iyahutha ngaphandle. Umama sekufanele ahambe. UTikekile uzemboza ngengubo yokulala uyakhala. Uyise uyamphakamisa umbeka ehlonbe. Uyakuthanda ukuhlalela phezulu kangaka abuke phansi laphaya kude.

UTikekile kumele alinde izinsuku ezinhlanu kuphela empeleni: uMsombuluko, uLwesibili, uLwesithathu, uLwesine kanye noLwesihlanu – kodwa kuyena kungathi yisikhathi eside kakhulu. UTikekile ubuza imibuzo eminingi kuyise ngale ngane encane. Uyise wavele wafikelwa yicebo. “Awuhlali ngani phansi ubhalele umama wakho incwadi? Kuyo uzomtshela ukuthi umkhumbula kangakanani, bese umbuza imibuzo ngomntwana omncane.” UTikekile wayesethi: “Kulungile, Baba, angithi uzongisiza?”



Kuthe uma kuphuma isikole, uyise kaTikekile wahlala naye phansi wamsiza ukuthi babhalele unina.

*“Mama othandekayo*

*Ngiyakuthanda futhi ngiyakukhumbula! UBaba uthi wena nengane nizobuya ngoLwesihlanu. Ngijabula ngoba kuzobe kuyimpelasonto. Asiyi esikoleni ngoMgqibelo kanye nangeSonto. Ngizokwazi ukudlala nengane encane sizemboze ngengubo usuku lonke. Ngabe ingane yakithi ngumfana noma yintombazane? Ifana nami? Uzoqala nini ukuzihambela kanye nokukhuluma?*

*Usale kahle*

*nguTikekile (ingane yakho endala)”*

NguLwesihlanu usuku olukhulu namuhla. UTikekile akasabambeki. Uvuka ekuseni kakhulu enzela ukulinda umama ukuthi abuye nengane encane. Nakho ke esezwa ukuthi umama usesemnyango wangaphambili. Ukuthi nje uthule du. Ufuna ukungena bengazelele.

Kunento enye nje emqondweni wakhe uTikekile ayilindele kakhulu. Wo! Unina ufike namawele! UTikekile usenodadewabo nomfowabo!

***Iphela lapho indaba.***



# ★ 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*

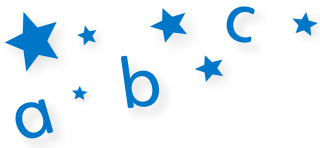
*Thabi (your big baby)"*

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.**





## Iculo

Thula thu-thula mntwana  
 Thula thula;  
 Thula thu-thula mntwana  
 Umam' uyeza!

*(Ungalacula ngeindlela yalo ejwayelekile neyaziwayo.)*



## Amagama amasha endabeni

Amagama awukhiye	ujabulile	ukhathazekile	akabambeki	akalindele	amawele	isibhedlela
Amagama ongeziwe:	isisu	khula	ngaphakathi	eduze	ukugona	khala
	hamba	linda	ingubo	impelasonto	khumbula	incwadi





## Song

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



## Vocabulary from the story

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





### Nakhu ozokudinga:

- Indaba: *Umntwana ulindelwe*
- Amaphaphethi: uTikekile, umama kaTikekile, ubaba kaTikekile, amawele, ikhalenda
- Okudingeka eshashalazini: ingubo kaTikekile yokulala, incwadi evela kuTikekile (ipheshana kanye nepensela), ikhalenda, uthayi, onodoli ababili (noma izingubo zokulala ezisonge okuthile okubukeka kungabantwana abancane)
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha

## Isonto 1 Usuku 1

### Umsebenzi wekilasi lonke

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

### Ukuxoxa indaba nokwakha uhlu lwamagama amasha

#### 1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: *“Bangaki abantu emndenini wakho? Ninaye umntwana womfana noma wentombazane? Akhona na amawele owaziyo?”*
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Cela abafundi ukuthi bakukhombise ukuthi babukeka kanjani uma bedangele, bejabule, besese, noma bemangele.

#### 2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenye yendaba ngokubabuza imibuzo enezimpindulo eziningi, efana nokuthi: *“Ubuye ngaluphi usuku ekhaya umama kaTikekile? Yini ebibangela uTikekile ukuthi afune ukukhala? Ucabanga ukuthi uTikekile wabhala wathini encwadini eyayiya kumama wakhe? Ucabanga ukuthi wayefuna ukummangaza ngani?”*

#### 3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: *“Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenye ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba? Uma usalindele into ethile uvame ukulinda ngokwenzani?”*

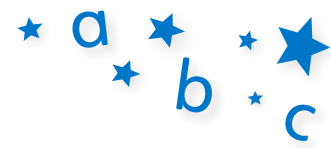
### Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“itekisi, uTikekile. Uyayizwa imisindo okugxilwe kuyo: itekisi, uTikekile? Yebo, uqinisile! Wonke anomsindo /t/.”*
- 2 *“Lalelisisa, nanka amagama aqala ngomsindo /t/: itiyi, utamatisi, itafula, iteki, teta.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.).
- 3 Yisho lo msindo /t/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /t/: **“t-t-t”**. Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

### Imisebenzi yokwenziwa ngamaqembu amancane

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





### 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.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "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: "itekisi, uTikekile. Can you hear the focus sound: itekisi, uTikekile? Yes, you are right! They all have the sound /t/."
- 2 "Listen carefully, here are some more words with /t/: itiyе, utamatisi, itafula, iteki, teta." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /r/ 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.



#### Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo



## Isonto 1 Usuku 2

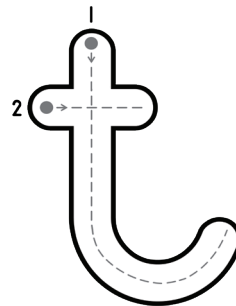
### Umsebenzi wekilasi lonke

#### Ukuxoxa indaba kanye nokucula

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

#### Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /t/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /t/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi baphuza **itiye** elishisayo.
- 3 Bonisa abafundi ukuthi uhlamvu **t** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, yehla jikeleza. Yeqa, faka isiphambano maphezulu."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.

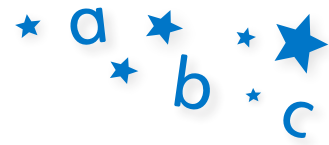


### Imisebenzi yokwenziwa ngamaqembu amancane

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







#### You will need:

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



## Week 1 Day 2

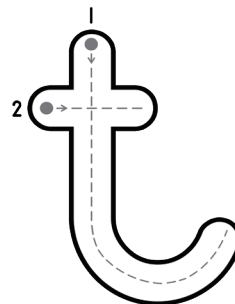
### Whole class activities

#### Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 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 /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 (**itiye**).
- 3 Show learners how to write the letter **t**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down and around. Lift and cross near the top."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their 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.



#### Nakhu ozokudinga:

- Okudingeka eshashalazini namaphaphethi asendabeni
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **t**: itiye, utamatisi, itafula, iteki, itekisi



## Isonto 1 Usuku 3

### Umsebenzi wekilasi lonke

#### Ukuxoxa indaba kanye nokuyidlala

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

#### Amabhokisi ezinhlamvu

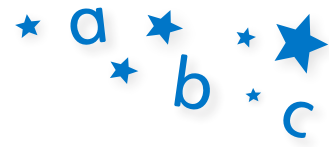
- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento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



### Imisebenzi yokwenziwa ngamaqembu amancane

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





#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects have the focus sound **t**: itiyé, utamatisi, itafula, iteki, itekisi



## Week 1 Day 3

### Whole class activities

#### Storytelling and role play

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

#### Letter boxes

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



### Small group activities

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



### Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Izinto noma izithombe ezinohlamvu okugxilwe kulo olufanayo

### UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

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

## Isonto 1 Usuku 4

### Umsebenzi wekilasi lonke

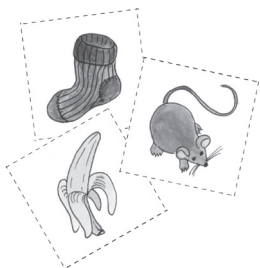
#### Ukulandelanisa izithombe

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



#### Ukulalela imisindo okugxilwe kuyo

- 1 Khetha imisindo emibili okugxilwe kuyo uthole izithombe noma izinto eziqala ngalolo hlamvu okugxilwe kulo (ungazisebenzisa izinto ezisemabhokisini ezinhlamvu). Cela abafundi abane ukuthi bame ngaphambi kwakilasi. Banike ngamunye izinto ezihamba ngambili noma izithombe eziqala ngohlamvu olunomsindo okugxilwe kuwo olufanayo baziphakamise ukuze abafundi abanye bakwazi ukuzibona kahle. Cela abafundi bakusize usho amagama ezithombe noma ezinto.
- 2 Yisho ngesineke igama lesithombe noma lento ngayinye, ube ugqizelela umsindo okugxilwe kuwo.
- 3 Cela abafundi basho ukuthi yiziphi izinto noma izithombe ezinemisindo efanayo kuleyo okugxilwe kuyo. Abafundi abaphethe lezo zithombe noma izinto kufanele bayoma ndawonye. Qhubeka namakhadi ezithombe noma izinto ezintathu noma ezine.
- 4 Kuzothi uma abafundi sebewujwayele lo mdlalo, bazame lolu hlobo olunye olulandelayo: Kuqinisekise lokho unazo zanele izinto noma izithombe ukuze umfundi ngamunye umuphe okukodwa kwazo. Chazela abafundi ukuthi kumele bathole omunye umfundi osithombe sakhe noma into inomsindo ofanayo kuleyo okugxilwe kuyo bese ubahlalisa ndawonye kumata.



### Imisebenzi yokwenziwa ngamaqembu amancane

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





### 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:



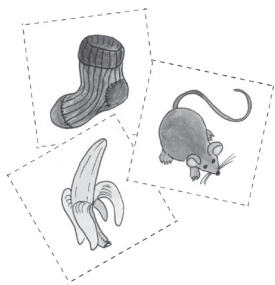
These are useful questions to ask about each picture:

- "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)



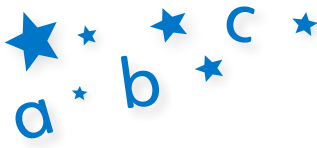
#### Listening for focus sounds

- 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.



### Nakhu ozokudinga:

- **Umntwana osebhookisini likamentshiso:** umntwana ngamunye makabe nebhokisi elilodwa likamentshiso kanye nesampula lomntwana osebhookisini likamentshiso atshengiswe abafundi
- Amatshe amancane, ukhokho, isiponji, ikotiniwuli, intambo, izidwedwe, amaphepha anemibala, amaribhini
- **Isikhehlekehle:** ibhodlela lepulasitiki elingenalutho kumfundi ngamunye, amatshe amancane, ubuhlalu, ubhontshisi, inhlabathi, amaphepha anemibala
- Inhlanganisela yamakhrayoni asamafutha kanye namapeni okumaka amnyama noma amakoki
- Isikele, iglu
- Amagama anamalunga amaningi ahlobene nendaba: umntwana, owesese, ukuhutha, itekisi, okumangazayo, isibhedlela, mfowethu, dadewethu, isisu, uMsombuluko, uLwesibili, uLwesithathu, uLwesine, uLwesihlanu, impelasonto

## Isonto 1 Usuku 5

### Umsebenzi wekilasi lonke

#### Yakha, udwebe bese uyabhala

- 1 Chazela abafundi ukuthi bazokwakha ababo abantwana kanye nemibhede ebhokisini likamentshiso. Sekufanele basebenzise izinto ezisetafuleni ezihambisana nekoki ukudweba ubuso bomntwana etsheni noma kukhokho. Kufanele futhi balihlobise ibhokisi likamentshiso uma benza umbhede womntwana. Khombisa abafundi isampula olenzile.
- 2 Cela abafundi ukuthi banike "umntwana" igama bese belibhala ephepheni balinamathisele ohlangothini olungaphambili lwebhokisi likamentshiso. Bachazele ukuthi igama bazolibhala ngendlela abacabanga ukuthi libhalwe ngayo.
- 3 Khuthaza abafundi ukuthi babuze umngane "ngomntwana" wabo: Ngubani igama lakhe? Ngumfana noma yintombazane? Uvamisile ukukhala?

#### NOMA

- 1 Chazela abafundi ukuthi bazokwakha isikhehlekehle somntwana. Kufanele bafake amatshe amancane, ubuhlalu noma inhlabathi ebhodleleni lepulasitiki bese bemboza ibhodlela ngamaphepha ambalwa anemibala ukwenza isikhehlekehle sibukeke kahle kumntwana.



#### Ukuhlanganisa nokuhlukanisa (amalunga)

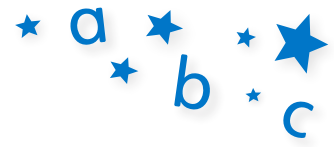
- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kwanjani amalunga awo, Isibonelo: **i | su | su**.
- 2 Cela umfundi ngamunye ukuthi ame abhekane nomngane, bashaye izandla njalo uma kushiwo ilungu: **i** (shayanise izandla) **su** (shayanise izandla) **su** (shayanise izandla).
- 3 Yisho amanye amagama anamalunga amaningi avela endabeni ngenkathi abafundi beshayanisa izandla behambisana namalungu.
- 4 Khuthaza abafundi ukuthi babale inani lamalunga emagameni (isibonelo: "isusu" sinamalungu amathathu).



### Imisebenzi yokwenziwa ngamaqembu amancane

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





### 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: umntwana, owesese, ukuhutha, itekisi, okumangazayo, isibhedlela, mfowethu, dadewethu, isisu, uMsombuluko, uLwesibili, uLwesithathu, uLwesine, uLwesihlanu, impelasonto

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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

OR

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



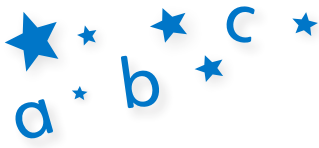
### Blending and segmenting (syllables)

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



### Small group activities

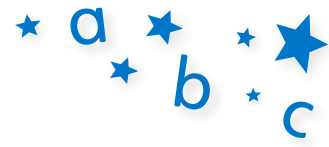
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



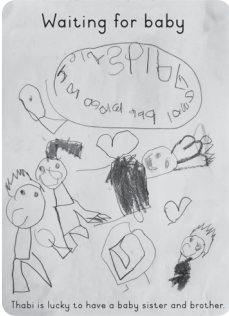



# Imisebenzi yokwenziwa ngamaqembu amancane Isonto 1

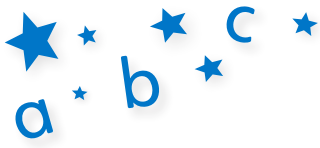
Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>phepha eliyi-A4 elingabaliwe lutho lomfundi ngamunye</li> <li>Inhlanganisela yamakhrayoni asamafutha</li> </ul> <div data-bbox="274 724 534 1078"> <p>Umntwana ulindelwe</p> <p>UThabi unenhlamba ukuba no dadawabo omncane kanye nomfawabo.</p> </div> <div data-bbox="187 1090 583 1379"> <p>Uma abafundi bedinga usizo ngokuthi bazodweba ini, babonise izithombe ezilandelayo ukuze bazothola amacebo ngabazokudweba.</p> </div>	<p><b>Umsebenzi 1: Ukudweba nokubhala okuvelayo</b></p> <ol style="list-style-type: none"> <li>Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo.</li> <li>Cela abafundi ukuthi bakhombe amagama esihloko ngenkathi uwafunda.</li> <li>Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe.</li> <li>Khuthaza abafundi ukuthi badwebwe ingxenye abayithanda kakhulu endabeni.</li> <li>Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe.</li> <li>Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo.</li> <li>Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. Isibonelo: <i>“UTikekile unenhlamba ukuba nodadewabo kanye nomfawabo abangabantwana.”</i></li> <li>Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace.</li> <li>Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.</li> </ol>
<ul style="list-style-type: none"> <li>Iphazili enemisindo</li> </ul> <div data-bbox="253 1471 534 1671"> </div>	<p><b>Umsebenzi 2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>Abafundi baqala ngokuthola isinqamu sephazili esinezithombe ezine. Kufanele bafake lolu cezu maphakathi netafula.</li> <li>Abafundi kufanele basho amagama kanye nemisindo okugxilwe kuyo esithombeni ngasinye.</li> <li>Abafundi ngamunye kufanele bacoshe olunye ucezu lwephazili baqathanise imisindo okugxilwe kuyo ekuzo zonke izithombe ezikuphazili yabo. Lisuke seliphelele iphazili uma zonke izingcezu sezakhe isikwele.</li> </ol>
<ul style="list-style-type: none"> <li>Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi</li> </ul> <div data-bbox="309 1832 491 2066"> </div>	<p><b>Umsebenzi 3: Ukufunda ngokuzimela</b></p> <ol style="list-style-type: none"> <li>Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa.</li> <li>Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda.</li> <li>Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda.</li> <li>Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.</li> </ol>

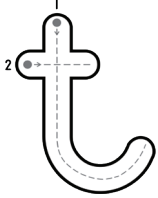
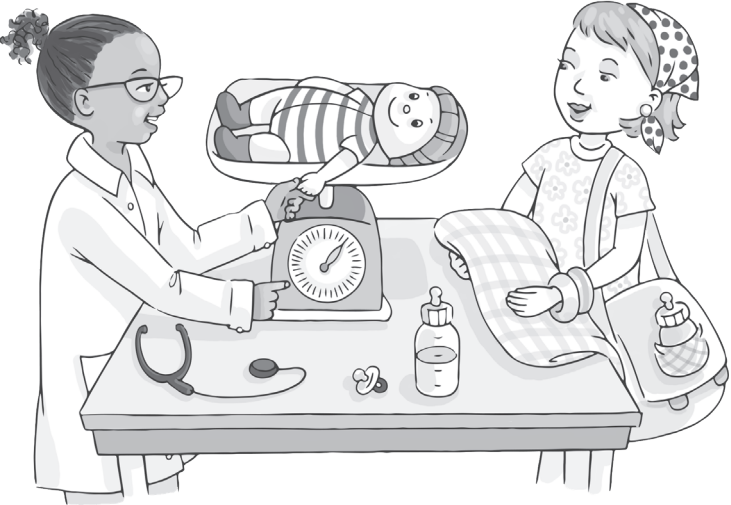




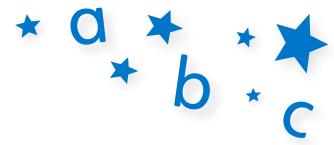
## Small group activities for Week 1

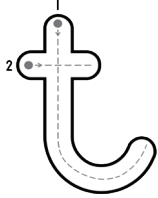
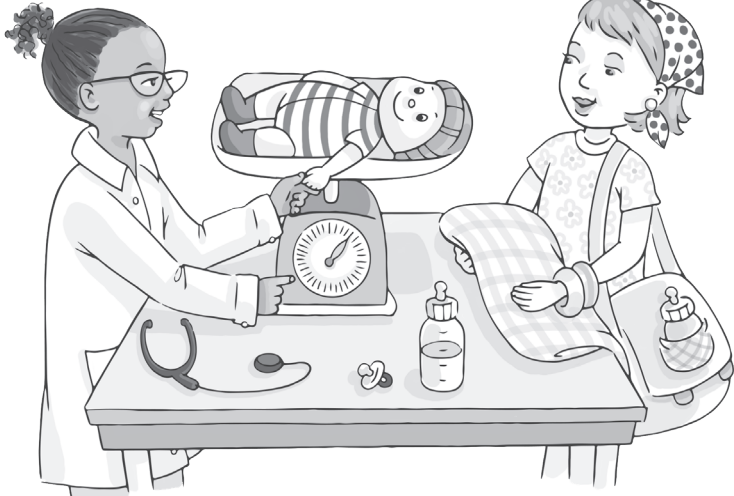
You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol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



Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>• Isifanekiso se-A5 sohlamvu <b>t</b> somfundi ngamunye</li> <li>• Iphepha elidala noma iphephandaba</li> <li>• Isikele, iglu</li> </ul>	<p><b>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Nikeza umfundi ngamunye isifanekiso sezinhlamvu.</li> <li>2 Badabule iphepha libe yizicucu ezincane baligoqe libe ngamabhola bese begcwalisa ngalo isikhala bakhe uhlamvu. Bangaphinda bafake imidwebo yezinto zohlamvu lokubhekiswa u-<b>t</b>.</li> </ol> 
<ul style="list-style-type: none"> <li>• Okudingeka eshashalazini: izingubo zokulala, onodoli, amanabukeni, inqola yomntwana, umbhede womntwana, amabhodlela, ubhavu womntwana, izikali, amathawula amancane</li> </ul>	<p><b>Umsebenzi 5: Ukulingisa kokuzenzisa</b></p> <ol style="list-style-type: none"> <li>1 Yana engosini yokwenza sengathi kuyadlalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha.</li> <li>2 Chaza ukuthi bazokwenza sengathi bangabazali abanomntwana omncane. Bangagqoka baphinde bancelise umntwana bavakashela abanye abazali abanabantwana. Bangaya nasemtholampilo bakale abantwana babo bavumele nomhlangikazi abahle abantwana.</li> <li>3 Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. Isibonelo: Ungafika nave wenze sengathi ulethe isipho somntwana ozelwe. Babuze "abazali" ngomntwana, bese usho kubo ukuthi umntwana muhle kangakanani!</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"><li>• An A5 <b>t</b> letter template for each learner</li><li>• Scrap paper or newspaper</li><li>• Glue and scissors</li></ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"><li>1 Give each learner a letter template.</li><li>2 They must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound <b>t</b>.</li></ol> 
<ul style="list-style-type: none"><li>• Props: blankets, dolls, nappies, pram, cot, bottles, baby bath, scales, small towel</li></ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"><li>1 Lead the group to the pretend play corner and show them the new props.</li><li>2 Explain that they are going to pretend to be parents with a new baby. They can dress and feed their baby and go on a visit to other parents with their baby. They could also go to visit the clinic and get the babies weighed and checked by a nurse.</li><li>3 Visit the corner at least once to observe and encourage the learners' game. For example: You could arrive and pretend to bring a gift for the new baby. Ask the "parents" about their baby, and tell them how beautiful their baby is!</li></ol> 





#### Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhophi kanye nezincwajana ezigoqiwe zomfundi ngamunye

## Isonto 2 Usuku 1

### Umsebenzi wekilasi lonke

#### Okunye ukulandelanisa izithombe



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



#### Ukwethula umsindo othathwe endabeni

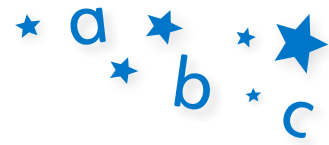
- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“incwadi, Lwesibili, nini. Uyayizwa imisindo okugxilwe kuyo: incwadi, Lwesibili, nini? Yebo, uqinisile! Wonke anomsindo lii.”*
- 2 *“Lalelisa, nanka amagama aqala ngomsindo lii: iso, isipikili, isikhindi, isihlilingi, isigingci, irisidi, indishi, indingilizi, ilitshi, ikhilikithi.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /i/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /i/: **“i-i-i”**. Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.



### Imisebenzi yokwenziwa ngamaqembu amancane

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





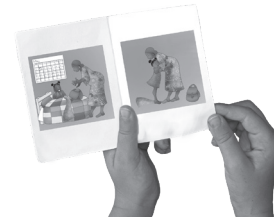
#### You will need:

- Big sequence pictures
- Photocopied and folded little book for each 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: *"incwadi, Lwesibili, nini. Can you hear the focus sound: incwadi, Lwesibili, nini? Yes, you are right! They all have the sound /i/."*
- 2 *"Listen carefully, here are some more words with /i/: iso, isipikili, isikhindi, isihlilingi, isigingci, irisidi, indishi, indingilizi, ilitshi, ikhilikithi."* (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.



#### Nakhu ozokudinga:

- Incwadi eNkulu: *Umntwana ulindelwe*
- Isifanekiso se-A5 sohlamvu **i** somfundi ngamunye
- Inhlanguisela yamakhrayoni asamafutha

## Isonto 2 Usuku 2

### Umsebenzi wekilasi lonke

#### Ukufunda ngokubambisana – Incwadi Enkulu

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



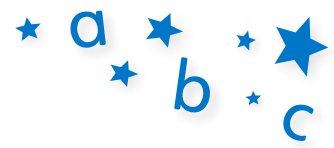
### Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /i/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /i/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza uphawu lokuthula ngeminwe (emibili) yabo benze sengathi badonsa isihlilingi ngesikhathi bethi: “**isihlilingi**”.
- 3 Buza abafundi ukuthi uhlamvu **i** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: “*Qala echashazini, yehla. Yeqa ufake ichashazi.*”
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Chazela abafundi ukuthi kumele baphindele emuva emathebhuleni abo bayokwenza izinhlamvu ezimibalabala. Lokhu kusho ukuthi bazobhala phezu kohlamvu ekhasini labo ngamakhrayoni anemibala ehlukehlukehene.
- 6 Uma abafundi bekwazi ukucabanga izinto eziqala ngomsindo owenziwa wuhlamvu, bangazidweba zizungeze uhlamvu olunemibala. Khuthaza abafundi ukuthi bawusho umsindo wohlamvu ngenkathi belubhala.

### Imisebenzi yokwenziwa ngamaqembu amancane

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





### 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 make a peace sign with their (two) fingers and pretend to be pulling a sling while saying: “**isihlilingi**”.
- 3 Show learners how to write the letter **i**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down. Lift and dot.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. 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.



### Nakhu ozokudinga:

- Isikhelekhehle sokuzakhela
- Amaphaphethi asendabeni
- Izithombe zamalungu omndeni ezivela ephaphabhukwini
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **i**: iso, ithini/ibhikili, isipikili, isikhindi, isihlilingi, isingcingi, ishidi, irisidi,inja, indishi, indingilizi, impisi, ithikithi, ilitshi, ikhilikithi, ijini, iphikhinikhi

## Isonto 2 Usuku 3

### Umsebenzi wekilasi lonke

#### Ukuzejwayeza ukulalela

- 1 Tshela abafundi babuke amaphaphethi endabeni ngokucophelela. Bakhombise libe linye ngesikhathi bese ubacela bakusize ekuwachazeni ngalinye: *“Ingabe made noma mafushane? Aneziboya ezinde noma ezimfushane? Madala noma asemasha? Agqokeni?”* Landelisa ngokuchaza izithombe ozisike ephaphabhukwini. Namathisela amaphaphethi kanye nezithombe odongeni.
- 2 Chazela abafundi ukuthi kufanele balalele ngokucophelela ngenkathi uchaza oyedwa wabantu. Cela abafundi baphakamise izandla uma bazi ukuthi yimuphi umuntu omchazayo. Isibonelo: *“Umuntu engimcabangayo mude. Ugqoke izingubo zasebusika. Ubukeka enomusa.”*
- 3 Buza abafundi ukuthi ukhona yini kubo ongathanda ukuchaza oyedwa wabalingiswa ngenkathi abanye abafundi belalele.

#### Amabhokisi ezinhlamvu

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



### UStella uthi:



*Indlela enhle yokwenza abafundi bethamele umsebenzi wokulalela ukubatshelela ukuthi mabavale amehlo. Sewungaya engosini yekilasi ufike uxukuze isikhelekhehle kakhulu. Cela abafundi ukuthi bakhombe lapho umsindo uqhamuka ngakhona. Hamba ngaphandle kokubanga umsindo uye emuva nekilasi bese uxukuza isikhelekhehle futhi. Lokhu kuphindaphinde umi ezingxenyeni ezahlukahlukene zekilasi, isikhelekhehle usixukuze kakhulu kuqala bese usixukuza kancane emva kwalokho*

### Imisebenzi yokwenziwa ngamaqembu amancane

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







### 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**: iso, ithini/ibhikili, isipikili, isikhindi, isihlilingi, isigingci, ishidi, irisidi,inja, indishi, indinglizi, impisi, ithikithi, ilitshi, ikhilikithi, ijini, iphikhinikhi

## Week 2 Day 3

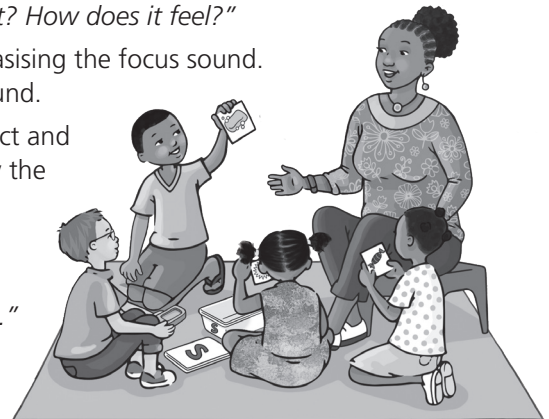
### Whole class activities

#### Learning to listen

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

#### Letter boxes

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



### Stella says:



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

### Small group activities

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



### Nakhu ozokudinga:

- **Ubuso be- Imoji** bomfundi ngamunye (okugayiwe kwasikwa kwikhasi **lobuso bama-Imoji**)
- 8 imibala **yobuso bama-Imoji**, obusikiwe
- Inhlama yokudlala noma umata wenhlama yokudlala somfundi ngamunye
- Izinswazi, iwuli, ubuhlalu noma ipulasitiki "amehlo"
- Okungaphoqelekile: amaphephabhuku
- Izinto noma izithombe ezinohlamvu okugxilwe kulo olufanayo

## Isonto 2 Usuku 4

### Umsebenzi wekilasi lonke

#### Funda bese wenza

- 1 Tshela abafundi ukuba bahlale kumata babuke ubuso bakho ngokucophelela. Yenza ubuso bukhombise umuzwa othile bese ucela abafundi benze kanjalo nabo, bese usho ukuthi muzwa muni lowo.
- 2 Kwenze futhi lokho, kodwa ukhombise abafundi i-emoji ngenkathi ukhuluma ngomuzwa ngamunye. Emva kwalokho yenza ubuso ucele umfundi akhombe ubuso obufanele kuma-emoji. Cela umfundi enze umuzwa omunye umfundi akhombe i-emoji efanele.
- 3 Emva kokwenza lokhu ezithombeni ezimbalwa, abafundi kumele baphindele ematafuleni abo. Umfundi ngamunye uzodinga inhlama yokudlala, umata wenhlama kanye ne-emoji.
- 4 Kufanele abafundi basebenzise inhlama yabo ukwakha ibhola bese beligcinezela benze isimo sendilinga esiwubuso. Bakhuthaze abafundi ukuthi "bafunde" i-emoji benzea ubuso ngenhlama yokudlala bufane nomuzwa we-emoji besebenzisa izinto ezisetifuleni. Bangashintshisana nabanye abafundi nge-emoji ukwenza umuzwa ohlukile wobuso.

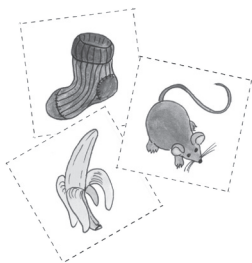
#### OKANYE

- 1 Abafundi bangasika ephephabhukwini izithombe zabantu abanobuso obufanayo nobe-emoji. Isithombe singalengiswa eshadini lephepha eduze nophawu lwe-emoji.



### Ukulalela imisindo okugxilwe kuyo

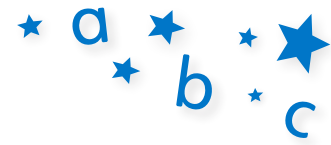
- 1 Khetha izinhlamvu ezimbili kulezo okugxilwe kuzo uthole izithombe noma izinto eziqala ngaleyo misindo okugxilwe kuyo (ungazisebenzisa izinto ezisemabhokisini ezinhlamvu). Cela abafundi abane ukuthi bame phambi kwekilasi. Nikeza ngababili kulabo bafundi izinto noma izithombe eziqala ngomsindo ofanayo nowemisindo okugxilwe kuyo awuphakamise ukuze bawubone bonke abafundi. Cela abafundi bakusize ukunika izithombe noma izinto amagama.
- 2 Yisho ngesineke igama lesithombe noma lento ngayinye, ngenkathi ugcizelela umsindo okugxilwe kuwo.
- 3 Cela abafundi basho izinto noma izithombe ezimbili ezinomsindo okugxilwe kuwo ofanayo. Abafundi abaphethe lezi zithombe noma izinto kumele basuke bayokuma ndawonye. Qhubeka namakhadi ezithombe noma nezinto ezintathu noma ezine.
- 4 Uzothi uma abafundi sebewujwayele lo mdlalo, bazame lolu hlobo olunye olulandelayo: Kuqinisekise lokho unazo zanele izinto noma izithombe ukuze umfundi ngamunye umuphe okukodwa kwazo. Chazela abafundi ukuthi kumele bathole omunye umfundi osithombe sakhe noma into inomsindo ofanayo nomsindo okugxilwe kuwo ubahlalise ndawonye kumata.



### Imisebenzi yokwenziwa ngamaqembu amancane

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





### 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.

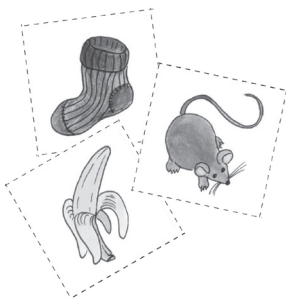
OR

- 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.



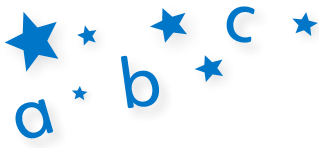
### Listening for focus sounds

- 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.



#### Nakhu ozokudinga:

- Iphepha eliyi-A3 noma ikhadibhodi
- Ipeni lokumaka ebhodini elimhlophe
- Inhlanguanisele yamakhrayoni asamafutha
- Amaqoqo ezinhlamvu ahlobene nendaba: umntwana, owesese, ukuhutha, itekisi, okumangazayo, isibhedlela, mfowethu, dadewethu, isisu, uMsombuluko, uLwesibili, uLwesithathu, uLwesine, uLwesihlanu, impelasonto
- Okuxukuzwayo noma izigubhu

## Isonto 2 Usuku 5

### Umsebenzi wekilasi lonke

#### Yakha, udwebe bese uyabhala

- 1 Chazela abafundi ukuthi bazokwenza sengathi banguTikekile bakusize nenze ikhadi lokwamukela uMama namawele.
- 2 Buza kubafundi ukuthi ukhona yini okwaziyo ukuqala abhale umlayezo ekhadini. Chaza ukuthi sivame ukuqala ikhadi ngegama lomuntu kanye namazwi athi: ... othandekayo.
- 3 Emva kwalokho xoxani ngokuthi kubhalwani ngokulandelayo. Uma senivumelene, bhala amazwi abafundi ekhadini. Emva kokubakhombisa ukubhala imisho emibili noma emithathu, cela abafundi bakusize nicabange enizokusho ekugcineni kwekhadi.
- 4 Abanye abafundi bangalihlobisa ikhadi kuye nokuthi isikhathi sisekhona yini.

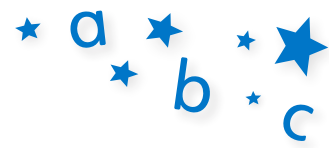
#### Ukuhlanguanisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani noma kanjani amalunga awo, isibonelo: **i | si | bhe | dle | la**.
- 2 Cela abafundi ukuthi baviliyele ngelunga ngalinye: **i** (isinyathelo esisodwa) **si** (isinyathelo esisodwa) **bhe** (isinyathelo esisodwa) **dle** (isinyathelo esisodwa) **la** (isinyathelo esisodwa). Nikeza abafundi okuxukuzwayo noma izigubhu ukuba bakuxukuze noma bashaye izigubhu.
- 3 Yisho amanye amagama anamalunga amaningi avela endabeni ngenkathi abafundi beviliyela ngelunga ngalinye. Khuthaza abafundi ukuthi babale inani lamalunga emagameni (isibonelo: "isibhedlela" sinamalungu ayisihlanu).



### Imisebenzi yokwenziwa ngamaqembu amancane

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



#### You will need:

- An A3 piece of paper or cardboard
- Whiteboard marker
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: umntwana, owesese, ukuhutha, itekisi, okumangazayo, isibhedlela, mfowethu, dadewethu, isisu, uMsombuluko, uLwesibili, uLwesithathu, uLwesine, uLwesihlanu, impelasonto
- 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: **i | si | bhe | dle | la**.
- 2 Ask learners to march for each syllable: **i** (one step) **si** (one step) **bhe** (one step) **dle** (one step) **la** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the word (for example: "isibhedlela" has five syllables).

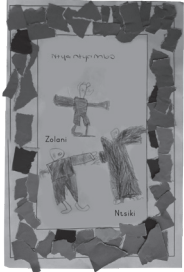




### Small group activities

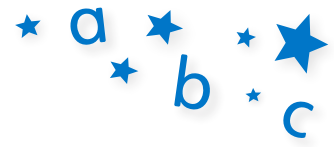
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



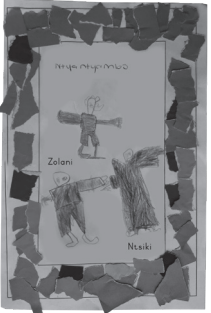
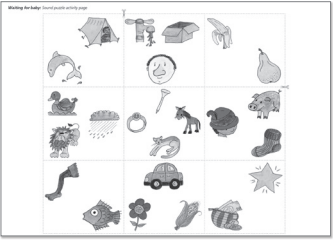

## Imisebenzi yokwenziwa ngamaqembu amancane Isonto 2

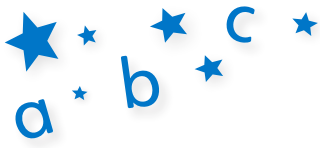
Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>Ikhophi yekhasi <b>Lomsebenzi Wefulemu Yezithombe</b> inikwe umfundi ngamunye</li> <li>Iphepha elinemibala noma amakhasi akhishwe ephephabhukwini abangalidabula abafundi libe zicucu</li> </ul>	<p><b>Umsebenzi 1: Ukudweba nokubhala okuvelayo</b></p> <ol style="list-style-type: none"> <li>Abafundi kufanele badabule iphepha elinemibala noma amakhasi akhishwe ephephabhukwini banamathisele echosheni lephepha benze umphetho.</li> <li>Uma sebewenzile umphetho, kumele badwebe isithombe somndeni wabo maphakathi nekhasi.</li> <li>Khuthaza abafundi ukuthi babhale igama eduze komdwebo bona uqobo lwabo, bazame futhi ukubhala amagama amanye amalungu omndeni uma kuvuma. Ngakolunye uhlangothi, bacele baktshela amagama amalungu emindeni yabo ubabhalele wona.</li> </ol> 
<ul style="list-style-type: none"> <li>Iphazili enemisindo</li> </ul> 	<p><b>Umsebenzi 2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>Abafundi baqala ngokuthola ucezu lwephezili olunezithombe ezine. Kumele balubeke etafuleni phakathi nendawo.</li> <li>Abafundi kufanele basho amagama nemisindo okugxilwe kuyo esithombeni ngasinye.</li> <li>Abafundi kufanele bacoshe olunye ucezu lwephezili baqhathanise imisindo okugxilwe kuyo ezithombeni zonke ezisocezwini lwephezili. Lisuke seliphelele iphezili uma zonke izingcezu sezakhe isikwele.</li> </ol>
<ul style="list-style-type: none"> <li>Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi</li> </ul> 	<p><b>Umsebenzi 3: Ukufunda ngokuzimela</b></p> <ol style="list-style-type: none"> <li>Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa.</li> <li>Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda.</li> <li>Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda.</li> <li>Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.</li> </ol>


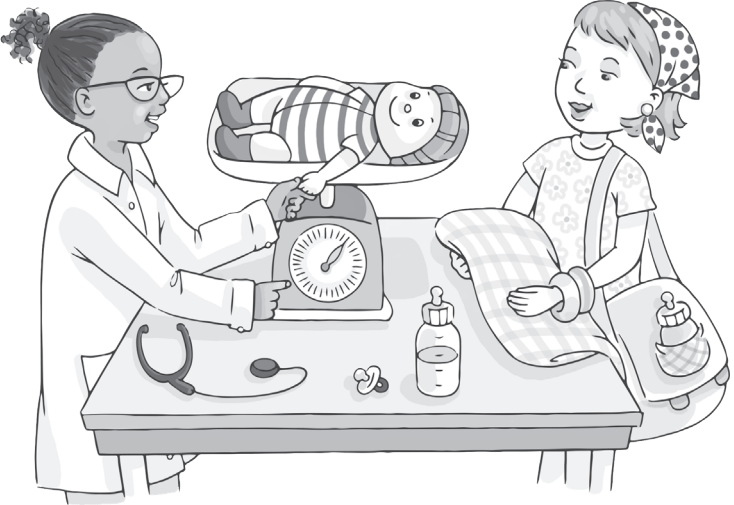




## Small group activities for Week 2

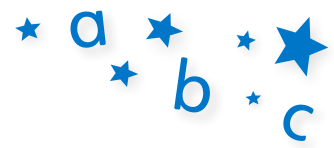
You will need	Activities
<ul style="list-style-type: none"> <li>A photocopy of the <b>Picture frame activity page</b> for each learner</li> <li>Coloured paper or pages from a magazine that learners can tear into small pieces</li> </ul>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: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


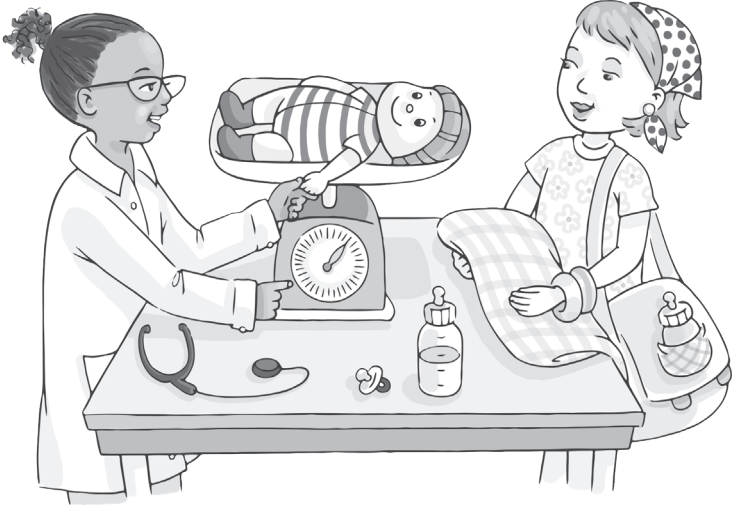


Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>• Isifanekiso se-A5 sohlamvu i somfundi ngamunye</li> <li>• Iphepha elidala noma iphephandaba</li> <li>• Isikele, iglu</li> </ul>	<p><b>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Nika umfundi ngamunye isifanekiso sezinhlamvu.</li> <li>2 Badabule iphepha libe yizicucu ezincane baligoqe libe ngamabhola bese begcwalisa ngalo isikhala bakhe uhlamvu. Bangaphinda bafake imidwebo yezinto zohlamvu lokubhekiswa u-i.</li> </ol> 
<ul style="list-style-type: none"> <li>• Okudingeka eshashalazini: izingubo zokulala, onodoli, amanabukeni, inqola yomntwana, umbhede womntwana, amabhodlela, ubhavu womntwana, izikali, amathawula amancane</li> </ul>	<p><b>Umsebenzi 5: Ukulingisa kokuzenzisa</b></p> <ol style="list-style-type: none"> <li>1 Khumba abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 ngenkathi benza sengathi bangabazali abanakekela abantwana babo abancane.</li> <li>2 Yana engosini yokwenza sengathi kuyadlalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha.</li> <li>3 Chaza ukuthi bazokwenza sengathi bangabazali abanomntwana omncane. Bangagqoka baphinde bancelise umntwana bavakashela abanye abazali abanabantwana. Bangaya nasemtholampilo bakale abantwana babo bavumele nomhlengikazi abahlole abantwana.</li> <li>4 Iya engosini uyobukisiza uphinde ukhuthaze abafundi ngengosi yokuzenzisa. Isibonelo: Ungafika nawe wenze sengathi ulethe isipho somntwana ozelwe. Babuze “abazali” ngomntwana, bese usho kubo ukuthi umntwana muhle kangakanani!</li> </ol> 







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

# ★ Isidleke esakhiwe ngesigqoko sewuli

## Indaba

Kwakubanda kusekwindla. UQalazile nonina babeveze amakhanda efasiteleni, bebheke izihlahla zinyakaziswa wumoya. "Ngicela ukuyodlala ngaphandle," kucela uQalazile kunina. "Qalazile, umoya uyavunguza. Kufanele ugqoke ufudumale uma ufuna ukuphumela ngaphandle," kusho unina.

Wagqoka ijakhethi yakhe efudumele uQalazile wayesephuma. Kuthe uma eseyophuma ngomnyango, uMama wathi, "Thatha nasi isigqoko sakho sewuli usigqoke, ufudumeze ikhanda nezindlebe."

Waphumela emnyango emoyeni obandayo uQalazile. Wafika wabheka phezulu ezihlahleni wabona ukuthi ezinye zezihlahla zinamacembe awayo.

Ngesikhashana nje, umoya wavunguza futhi, saphephuka isigqoko sewuli. "Hhayi bo! Isigqoko sami sewuli asisekho! Nasiya; angikwazi ukusibamba!" kukhala uQalazile esiphuthuma. Wavunguza kakhulu umoya, sasuka isigqoko sakhe sewuli saya phezulu emoyeni, samdukela.

Wabuyela emuva ekhaya uQalazile wafika waxoxela unina ngokwenzekile. "Mama, umoya uvunguze kakhulu, wasisusa ekhanda isigqoko sami sewuli. Angisitholi! Ngizamile ukusiphuthuma, saphakama saya phezu kwezihlahla." UMama kaQalazile wathi, "Kubuhlungu-ke ukuthi isigqoko sakho sewuli silahlekile. Akulona iphutha lakho, Qalazile. Vele lesi sigqoko sincane kakhulu kunawe manje. Mhlawumbe kukhona ozosithola asisebenzise."

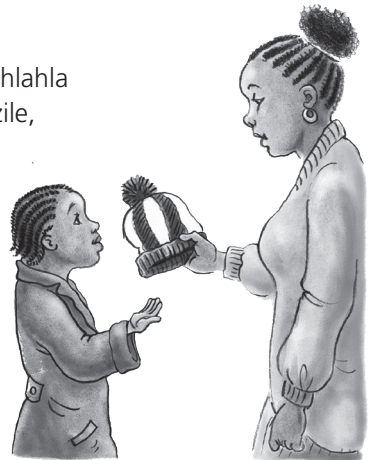
Kwaqala kwabanda kakhudlwana, kwase kufika ubusika. Emva kwezinyanga ezimbalwa, uQalazile wabona sekumila amacembe aluhlaza ezihlahleni, kwaphinda kwafudumala futhi. Kusentwasahlobo, ubusika balo nyaka sebudlulile.

Masinyane uQalazile uzobe esezigqokela ophaca bakhe kanye nesigqoko selanga; aphume ayodlala ngaphandle aze akhathale.

Ekuseni kusentwasahlobo ngelinye ilanga, kufudumele, uQalazile nomama wakhe bavakashela omunye wabangane. Bakhamisa uma befika kwesinye sezihlahla ezinde zakhona. Laphaya phezulu kwakulenga isigqoko sikaQalazile sewuli. Phakathi kusona kwakuhlezi inyoni engumama. Yayakha isidleke sokuzalela amaqanda.

"Bonani phela!" kusho umama kaQalazile. "Isigqoko sakho sewuli sesithole ozosisebenzisa kahle. Sizoba yisidleke esifudumele kamnandi samaphuphu uma echamusela!" UQalazile benonina bafikelwa uhleko olukhulu. UQalazile wayengasakwazi ukuzibamba efuna ukuxoxela abangane bakhe ngesidleke esakhiwe ngesigqoko sewuli.

***Iphela lapho indaba.***



# ★ 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.***





## Iculo

Woza we moya, uzosiwola we,  
 Ngaso isivunguvungu sesishwilishwili.  
 Siyakuthanda thina bantwanyana  
 Uma sidlala uwola we moya,  
 Wi, wi, umoya usuyawola.  
 Uz' uyasitshela  
 Ukuth' asilindele  
 Um' usuzofika.

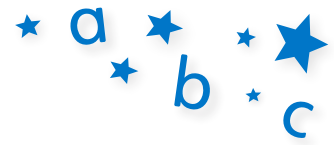
*(Ungalricula noma yingayiphi indlela oyikhethile.)*



## Amagama amasha endabeni

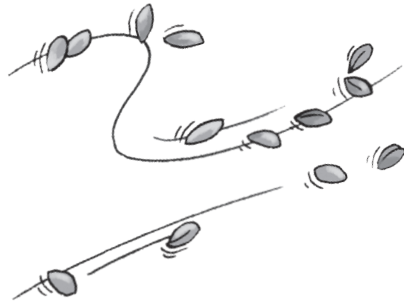
Amagama awukhiye	isigqoko sewuli	ikwindla	umoya	ubusika	kuyabanda	intwasahlobo
Amagama ongeziwe:	izihlahla	amaqabunga	isivunguvungu	nyamalala	kufudumele	bamba
	phephula	kude	okungalindelekile	isimo sezulu	ngaphandle	chamusela





## Song

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



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

## Vocabulary from the story

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





### Nakhu ozokudinga:

- Indaba: *Isidleke esakhiwe ngesigqoko sewuli*
- Amaphaphethi: uMama, uQalazile, isihlahla, amaqabunga, iphuphu, isigqoko selanga, ihlobo, izingubo, izingubo zasebusika, isigqoko sewuli
- Okudingeka eshashalazini: ibhantshi, isigqoko sewuli, isitshalo/isihlahla esincane esingenawo amaqabunga, isitshalo/isihlahla esincane esinamaqabunga, inyoni yepulasitiki, isigqoko selanga
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha



## Isonto 1 Usuku 1

### Umsebenzi wekilasi lonke

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

#### Amehlo amabili okubona

Umlomo owodwa wokukhuluma nokucula,  
Amehlo amabili okubona,  
Izindlebe ezimbili zokuzwa,  
Imilenze emibili yokuhamba nokugijima;  
Nazi izandla zami  
Nginike ezakho – kinina nonke, yisikhathi sezindaba!

### Ukuxoxa indaba nokwakha uhlu lwamagama amasha

#### 1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: *“Linjani izulu emnyango namhlanje? Ngenkathi ugqoka namuhla ekuseni, ingabe kudingeke ukuthi ugqoke izimpahla ezifudumele noma izingubo ezizokuvikela emakhazeni?”*
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo, buza abafundi uthi: *“Linjani izulu ekwindla? Yiziphi izingubo ozigqoka ekwindla? Ebusika? Entwasa hlobo khona?”*

#### 2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenywe yendaba ngokubabuza imibuzo enezimpindulo eziningi, efana nokuthi: *“Kungani umama kaQalazile egqokisa uQalazile isigqoko sewuli? Yini ocabanga ukuthi izokwenzeka ngokulandelayo? Yini esisetshenziselwa yona isigqoko sikaQalazile sewuli?”*

#### 3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: *“Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenywe ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba? Wake walahlekelwa okuthile? Wazizwa unjani emva kokulahlekelwa wutho?”*

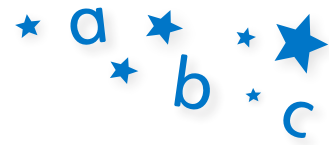
### Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“kwaqala, amaqanda, uQalazil. Uyayizwa imisindo okugxilwe kuyo: kwaqala, amaqanda, uQalazile? Yebo, uqinisile! Wonke anomsindo /q/.”*
- 2 *“Lalelisa, nanka amagama aqala ngomsindo /q/: qala, qaphela, iqude, iqabunga, iqaqa, iqebelengwane, iqembu, qabula.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /q/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /q/: *“q-q-q”*. Yenza lokhu kube wumdlalo omnandi: yisho phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

- Story: *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.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"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: *"kwaqala, amaqanda. uQalazil. Can you hear the focus sound: kwaqala, amaqanda. uQalazile? Yes, you are right! They all have the sound /q/."*
- 2 *"Listen carefully, here are some more words with /q/: qala, qaphela, iqude, iqabunga, iqaa, iqebelengwane, iqembu, qabula."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /q/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /q/: **"q-q-q"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





#### Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo



## Isonto 1 Usuku 2

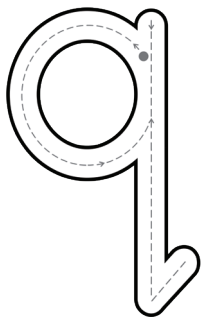
### Umsebenzi wekilasi lonke

#### Ukuxoxa indaba kanye nokucula

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

#### Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /q/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /q/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza isimo se**qanda** ngezandla zabo bese benza sengathi baliphihlizela epanini.
- 3 Bonisa abafundi ukuthi uhlamvu "q" lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, jikeleza, khuphuka, yehla ubuye ukhuphuke."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.

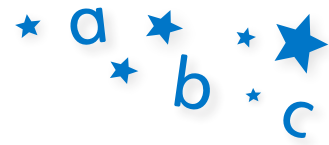


### Imisebenzi yokwenziwa ngamaqembu amancane

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







#### You will need:

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



## Week 1 Day 2

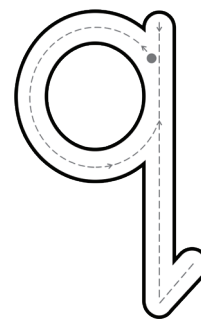
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /q/ or if they can think of any other words that start with the sound /q/.
- 2 Teach learners an action associated with the sound. For example: Learners can make the shape of an egg with their hands and then pretend to be cracking an egg into a pan. (seqanda)
- 3 Show learners how to write the letter q. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go around, up, down and up."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their 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.



#### Nakhu ozokudinga:

- Okudingeka eshashalazini namaphaphethi asendabeni
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **q**: iqanda, iqude, iqabunga, iqaqa, iqebelengwane, iqembu



## Isonto 1 Usuku 3

### Umsebenzi wekilasi lonke

#### Ukuxoxa indaba kanye nokuyidlala

- 1 Cula iculo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: *“Ngenkathi isigqoko sikaQalazile siphephuka, akabange esasibona, kusho ukuthi ... (sanyamalala).”*
- 3 Ketha abafundi abazoba ngabادلali endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena (Thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

#### Amabhokisi ezinhlamvu

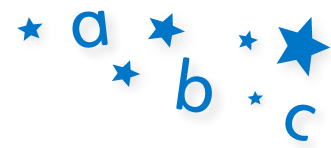
- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento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



### Imisebenzi yokwenziwa ngamaqembu amancane

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





#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **q**: iqanda, iqude, iqabunga, iqaqa, iqebelengwane, iqembu



## Week 1 Day 3

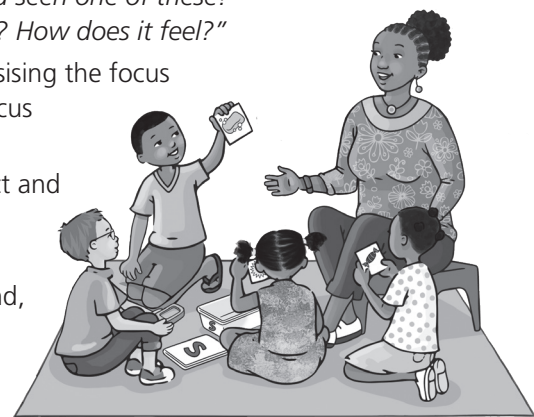
### Whole class activities

#### Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: When Wendy's beanie blew away, she couldn't see it anymore, so it had ... (disappeared).
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

#### Letter boxes

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



### Small group activities

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



### Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhadi ezithombe, izinhlamvu ezihambisanayo ezibhalwe ekhasini eliyi-A4

## Isonto 1 Usuku 4

### Umsebenzi wekilasi lonke

#### Ukulandelanisa izithombe

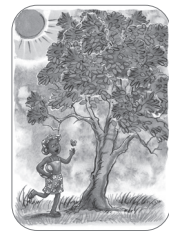
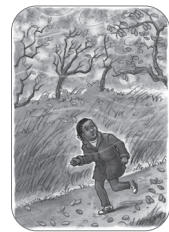
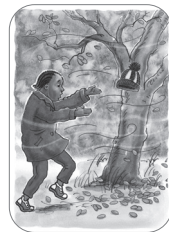
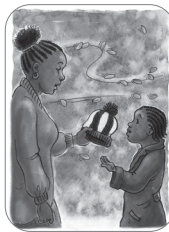
- 1 Cula iculo futhi.
- 2 Yethula amagama owacaphune ohlwini lwamagama amasha.
- 3 Khetha esisodwa sezithombe usibambe usiphakamise. Buza abafundi ukuthi babonani, bese ukhuluma ngesithombe ngokujulile.
- 4 Uma sewuxoxile ngesithombe ngasinye, sinamathisele ebhodini ukuze abafundi basibone. Kuqinisekise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

### UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

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



### UStella uthi:



Emva kokusika amakhadi ezinhlamvu zemisindo, gcina iqoqo ngalinye lezithombe ndawonye nohlamvu olungumaqondana ukuhlanganise ngesihlilingi ukuze kungadidaniseki.

#### Ukulalela imisindo okugxilwe kuyo

- 1 Khetha iqoqo lezinhlamvu eziyisithupha kanye namakhadi ezithombe okuqhathanisa asethuliwe kubafundi.
- 2 Thukusa amakhadi ezinhlamvu ekilasini.
- 3 Abafundi mabame babe yindilinga. Bachazele ukuthi uzobanika ngamunye ikhadi lezithombe. Uma uthi "Qalani-ke", kufanele basho umsindo okugxilwe kuwo wesithombe sabo baphinde bathole ezinye zabaseqenjini labo abanezithombe ezinomsindo okugxilwe kuwo ofanayo nowabo. Kufanele futhi bathole uhlamvu oluhambisana nomsindo okugxilwe kuwo.
- 4 Uma sebelutholile uhlamvu oluqondanayo, bahlala aphansi kumata namakhadi abo wonke.

### Imisebenzi yokwenziwa ngamaqembu amancane

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





### 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.



### Nakhu ozokudinga:

- Izinswazi noma izinduku ezincane, izidwedwe (indwangu efudumalayo, uma ikhona) noma iphepha elinemibala, amabhokisi amaqanda (isiqukathi esingalingana uhhafu weqanda noma iqanda elilodwa elingasetshenziswa njengesigqoko), ikotiniwuli (yokwenza amafu), amaqabunga
- Iglu, inhlanguyisa yamakhrayoni asamafutha, isikele
- Amaqoqo ezinhlamvu ahlobene nendaba: impelasonto, ngaphandle, ukuvunguza, ngemfudumalo, phambili, ukuhlala, nyamalala, ikwindla, ubusika

## Isonto 1 Usuku 5

### Umsebenzi wekilasi lonke

#### Yakha, udwebe bese uyabhala

- 1 Chazela abafundi ukuthi kufanele kulelo phepha labo bafake umbala esibhakabhakeni kanye nasotshanini.
- 2 Bese bakha izihlahla ngamaqabunga nezinswazi (izinduku ezincane) abazozinamathisela ngegglu ephepheni.
- 3 Uma sebesakhile isihlahla sabo, kuzodingeka basike indwangu noma iphepha elinemibala noma ibhokisi lamaqanda bakhe isigqoko basinamathisele esihlahleni. Bangasebenzisa ikotiniwuli ukwakha amafu.



### Ukuhlanguyisa nokuhlukanisa (amalunga)

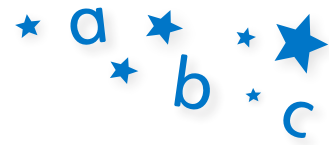
- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama amalunga amaningi, uveze ukuthi ahlukani kwanjani amalunga awo, isibonelo: **i | kwi | ndla**.
- 2 Cela umfundi ngamunye ukuthi ame abhekane nomngane, bashaye izandla njalo uma kushiwo ilungu: **i** (shyanise izandla) **kwi** (shyanise izandla) **ndla** (shyanise izandla).
- 3 Yisho amanye amagama amalunga amaningi avela endabeni ngenkathi abafundi beshyanisa izandla behambisana namalungu.
- 4 Khuthaza abafundi ukuthi babale inani lamalunga emagameni (isibonelo: "ikwindla" inamalungu amathathu).
- 5 Ukwengeza kulo msebenzi, ungasusa ingxenye yegama ubheke ukuthi abafundi bayakwazi yini ukusho ukuthi kusalani. Isibonelo: Tshela abafundi ukuthi bathi: "nyamalala", ubacele baphinde futhi, kodwa ungasho ukuthi "nyama". Kusalani? ("lala"). Qhubeka namanye amagama-ke manje:
  - ★ "impelasonto" ngaphandle "impela" ngu... (sonto).
  - ★ "ubusika" ngaphandle "sika" ngu... (ubu).



### Imisebenzi yokwenziwa ngamaqembu amancane

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





#### 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: impelasonto, ngaphandle, ukuvunguza, ngemfudumalo, phambili, ukuhlala, nyamalala, ikwindla, ubusika

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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



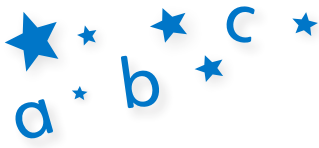
### Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | kwi | ndla**.
- 2 Ask learners to face a friend and do high fives for each syllable: **i** (high five) **kwi** (high five) **ndla** (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 word (for example: "ikwindla" has three syllables).
- 5 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say "nyamalala", then ask them to say it again, but don't say "nyama". What is left? ("lala"). Now continue with more words:
  - ★ "impelasonto" without "impela" is... (sonto).
  - ★ "ubusika" without "sika" is... (ubu).







### Small group activities

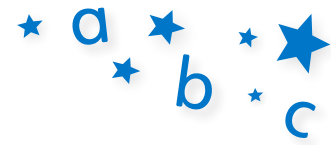
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



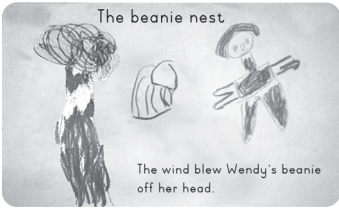



# Imisebenzi yokwenziwa ngamaqembu amancane Isonto 1

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>• Iphepha eliyi-A4 elingabhalwe lutho lomfundi ngamunye</li> <li>• Inhlanganisela yamakhrayoni asamafutha</li> </ul>  <p>Isidleke esakhiwe ngesigqoko sewuli</p> <p>Umoya uphephule isigqoko sewuli sika Wendy ekhanda lakhe.</p>  <p><i>Uma abafundi bedinga usizo ngokuthi bazodweba ini, babonise izithombe ezilandelanayo ukuze bazothola amacebo ngabazokudweba.</i></p>	<p><b>Umsebenzi 1: Ukudweba nokubhala okuvelayo</b></p> <ol style="list-style-type: none"> <li>1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo.</li> <li>2 Cela abafundi ukuthi bakhombe amagama esihloko ngenkathi uwafunda.</li> <li>3 Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni.</li> <li>4 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe.</li> <li>5 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo.</li> <li>6 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. Isibonelo: <i>“Isigqoko sikaQalazile sapheshulwa wumoya ... Yiliphi igama obufuna ukulisho ngokulandelayo? O yebo, ‘ikhanda’ ... Ngizobhala igama ‘ikhanda’.”</i></li> <li>7 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucaze.</li> <li>8 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.</li> </ol>
<ul style="list-style-type: none"> <li>• Ibhokisi elilingana amaqanda ayisi-6</li> <li>• Uhlamvu lukabhontshisi noma itshe elilodwa</li> <li>• Amakhadi ezithombe, asikwe</li> </ul>	<p><b>Umsebenzi 2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka amakhadi ezithombe etafuleni abheke phezulu.</li> <li>2 Abafundi kumele baxukuze ibhokisi lamaqanda, balivule bese bebheka ukuthi ubhontshisi/itshe lihlale kuphi (isb. q)</li> <li>3 Kufanele ngaleso sikhathi bathole isithombe ngohlamvu q (isb. iqanda).</li> <li>4 Abafundi baqoqa izithombe ngokudedelana.</li> </ol> 
<ul style="list-style-type: none"> <li>• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi</li> </ul> 	<p><b>Umsebenzi 3: Ukufunda ngokuzimela</b></p> <ol style="list-style-type: none"> <li>1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa.</li> <li>2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda.</li> <li>3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda.</li> <li>4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.</li> </ol>

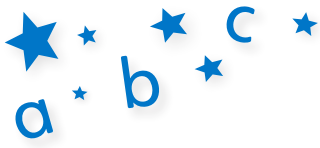


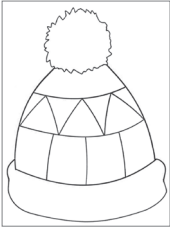




## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>3 Encourage learners to draw their favourite part of the story.</li> <li>4 Make a comment or ask each learner to tell you about their drawing.</li> <li>5 Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>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: <i>"The wind blew Wendy's beanie off her ... What word did you want to say next? Oh yes, 'head' ... Let me write the word 'head'."</i></li> <li>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.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>• A 6-egg box</li> <li>• One bean or stone</li> <li>• Picture cards, cut up</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the picture cards face up on the table.</li> <li>2 Learners must shake the egg box, open it and look where the bean/stone has landed (for example: letter <b>q</b>).</li> <li>3 They must then find a picture with <b>q</b> (for example: "iqanda").</li> <li>4 Learners take turns and collect pictures.</li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>

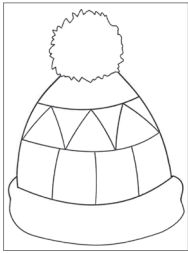

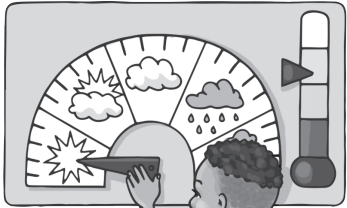




Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>Ikhophi yomfundi ngamunye <b>Yekhasi Lomsebenzi Wesigqoko</b></li> <li>Ikotiniwuli, amaseviyethe, iwuli, izidwedwe/izindwangu</li> <li>Isikele, iglu</li> <li>Inhlanganisela yamakhrayoni asamafutha</li> </ul> 	<p><b>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>Chazela abafundi ukuthi bazokwenza isigqoko sewuli ngamaphethini.</li> <li>Abafundi banganamathisela ikotiniwuli ngegulu emphethweni osezansi bese besonga amaseviyethe amancane bawanamathisele enze uphonjwana ngaphezulu.</li> <li>Bangasihlobisa sonke-ke isigqoko ngezinto ezikhona noma ngamaphethini anemibala.</li> </ol> 
<ul style="list-style-type: none"> <li>Okudingeka eshashalazini: ishadi lesimo sezulu, induku yokukhomba, ibhokisi elikhulu elinembobo phakathi nendawo (malibukeke njengomabonakude), imayikhrofoni yepulasitiki noma ibhulashi, izingubo zokuswenka zomuntu kamabonakude wenhlolo-khono, ividiyo-khamera yokudlala</li> </ul>	<p><b>Umsebenzi 5: Ukulingisa kokuzenzisa</b></p> <ol style="list-style-type: none"> <li>Yana engosini yokwenza sengathi kuyadlalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha.</li> <li>Chaza ukuthi bazokwenza sengathi bangabethuli bezinhlelo zikamabonakude besimo sezulu. Kufanele kube nabethuli ababili: owekhamera kanye nombukeli obuka ukwethulwa kwesimo sezulu kumabonakude.</li> <li>Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa.</li> </ol> 





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





#### Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhophi kanye nezincwajana ezigoqiwe zomfundi ngamunye

## Isonto 2 Usuku 1

### Umsebenzi wekilasi lonke

#### Okunye ukulandelanisa izithombe



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



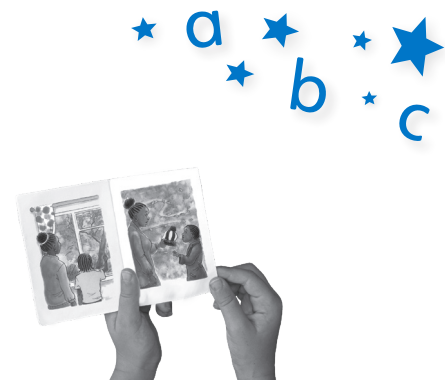
#### Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: "emuva, ekhaya, esakhiwe, efasiteleni, efudumele, emnyango emoyeni, ezihlahleni, ezinye, ezinde. Uyayizwa imisindo okugxilwe kuyo: **emuva**, **ekhaya**, **efudumele**? Yebo, uqinisile! Wonke anomsindo **le!**"
- 2 "Lalelisa, nanka amagama aqala ngomsindo **le!**: isele, upelepele, icele, eduze, eqa, iqebelengwane, ikhekhe." (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo **le!** ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo **le!**: "**e-e-e**". Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

#### Imisebenzi yokwenziwa ngamaqembu amancane

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





#### You will need:

- Big sequence pictures
- Photocopied and folded little book for each 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: *"emuva, ekhaya, esakhiwe, efasiteleni, efudumele, emnyango emoyeni, ezihlahleni, ezinye, ezinde. Can you hear the focus sound: emuva, ekhaya, efudumele? Yes, you are right! They all have the sound /e/."*
- 2 *"Listen carefully, here are some more words with /e/: isele, upelepele, icele, eduze, eqa, iqebelengwane, ikhekhe."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /e/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /e/: **"e-e-e"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





### Nakhu ozokudinga:

- Incwadi Enkulu: *Isidleke esakhiwe ngesigqoko sewuli*
- Isifanekiso se-A5 sohlamvu **e** somfundi ngamunye
- Inhlanguanisa yamakhrayoni asamafutha

## Isonto 2 Usuku 2

### Umsebenzi wekilasi lonke

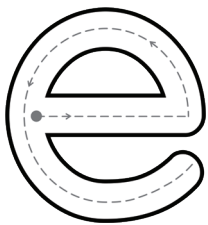
#### Ukufunda ngokubambisana – Incwadi Enkulu

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



### Ukwakha uhlamvu

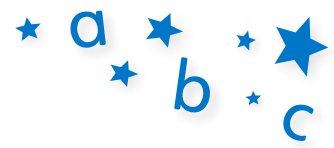
- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /e/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /e/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abantwana bangaxumagxuma okwesesele bathi: “**eqa, eqa**”.
- 3 Buza abafundi ukuthi uhlamvu **e** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: “*Qala echashazini, qonda, fola bese ujikeleza.*”
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Chazela abafundi ukuthi kumele baphindele emuva emathebhuleni abo bayokwenza izinhlamvu ezimibalabala. Lokhu kusho ukuthi bazobhala phezu kohlamvu ekhasini labo ngamakhrayoni anemibala ehlukehlukehene.
- 6 Uma abafundi bekwazi ukucabanga izinto eziqala ngomsindo owenziwa wuhlamvu, bangazidweba zizungeze uhlamvu olunemibala. Khuthaza abafundi ukuthi bawusho umsindo wohlamvu ngenkathi belubhala.



### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

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

## Week 2 Day 2

### Whole class activities

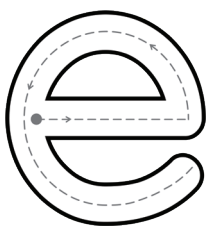
#### Shared reading – Big Book

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



### Forming the letter

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



### Small group activities

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



#### Nakhu ozokudinga:

- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **e**: iseke, upelepele, ikhekhe, impempe, ibhele

#### UStella uthi:

Ungabuye  
ucaphune imisindo  
yesimo sezulu (imvula,  
umoya) uyidlalele abafundi.



## Isonto 2 Usuku 3

### Umsebenzi wekilasi lonke

#### Ukuzejwayeza ukulalela

- Yiba nezinhlombonhlobo zemibono ngemisindo ehlukehlukehle efanana nobufohlofohlo bephepha, ukusika iphepha, ukudatshulwa kwephepha, umlozi, ukushaywa kwezandla, ukuhlikihla izandla, ukuqhumisa amaqupha noma ulimi.
- Yenza isibonelo ngomsindo owodwa ngenkathi abafundi bekubukele uwenza, ukuze bakwazi ukuwuhlonza. Bese ucela ukuthi bavale amehlo baqagele ukuthi msindo muni. Ukwelula lo msebenzi wokwenziwa, yenza imisindo emibili noma emithathu ilandelana. Cela abafundi baqagele ngokulandelana kwayo. Isibonelo: Okokuqala ushaye izandla, wabe sewusika iphepha.

#### Amabhokisi ezinhlamvu

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



### Imisebenzi yokwenziwa ngamaqembu amancane

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







### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **e**: iseles, upelepele, ikhekhe, impempe, ibhele

### Stella says:

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



## Week 2 Day 3

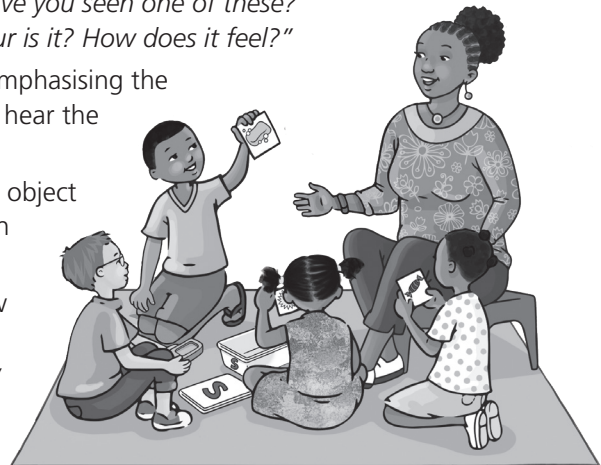
### Whole class activities

#### Learning to listen

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

#### Letter boxes

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



### Small group activities

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



### Nakhu ozokudinga:

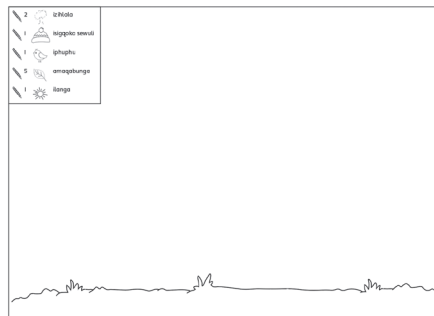
- Ikhasi lomsebenzi **wokufunda nokwenza**
- Inhlanguisela yamakhrayoni *asamafutha*
- Amakhadi ezithombe, izinhlamvu ezihambisanayo ezibhalwe ekhasini eliyi-A4

## Isondo 2 Usuku 4

### Umsebenzi wekilasi lonke

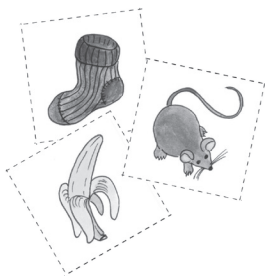
#### Funda bese wenza

- 1 Tshela abafundi ukuthi babheke uhlu olusekhasini lomsebenzi bese bekhuluma ngabakubonayo (izino mbolo, izithombe namagama).
- 2 Tshela abafundi ukuthi bazokwenza umsebenzi ojabulisayo obizwa ngokuthi “funda wenze”. Kumele bafunde umugqa ngamunye bese benza lokho okushiwoyo besebenzise izikhala ezingenalutho ekhasini.
- 3 Fundani umugqa wokuqala ndawonye futhi. Tshela abafundi ukuthi badwebe amaqabunga amahlanu.
- 4 Buza ukuthi kungabe bakhona yini abafundi abakwazi “ukufunda” ukuthi benzeni ngokulandelayo ohlwini: Kufanele badwebe isigqoko esisodwa sewuli.
- 5 Qhubeka ngalendlela ngemiyalo ngayinye.
- 6 Manje funda umyalo ngamunye bese uthi kubafundi: *“Sewuwadwebile amaqabunga amahlanu? Uma kunjalo, beka phawu lwalokho ohlwini lwakho.”*
- 7 Abafundi kumele badwebe futhi baphawule balandele imiyalo kuze kuphele uhla.



### Ukulalela imisindo okugxilwe kuyo

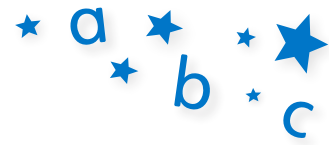
- 1 Khetha izinhlamvu eziyisithupha kanye namakhadi ahambisana nazo asebewazi abafundi.
- 2 Thukusa amakhadi ezinhlamvu ekilasini.
- 3 Mabame bakhe indilinga abafundi. Bachazele ukuthi uzonika ngamunye ikhadi lezithombe. Uma uthi “Qalani-ke” kufanele basho umsindo okugxilwe kuwo wesithombe sabo baphinde bathole ezinye zabaseqenjini labo abanezithombe ezinomsindo okugxilwe kuwo ofanayo nowabo.
- 4 Kufanele futhi bathole uhlamvu oluhambisana nomsindo okugxilwe kuwo.



### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

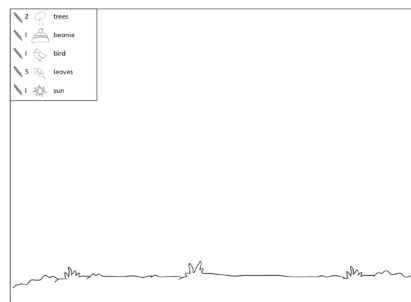
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards, matching letters written on an A4 page

## Week 2 Day 4

### Whole class activities

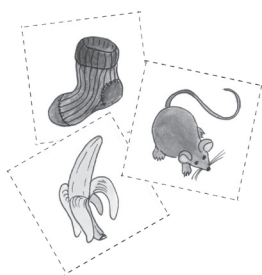
#### Read and do

- 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 five leaves.
- 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 five leaves? 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.



### Nakhu ozokudinga:

- Ibhodi lephepha
- Inhlanguisela yamakhrayoni asamafutha
- Ipeni lokumaka ebhodini elimhlophe
- Ukukhethwa kwezigqoko zewuli ngabafundi
- Amaqoqo ezinhlamvu ahlobene nendaba: impelasonto, ngaphandle, ukuvunguza, ngemfudumalo, phambili, isimo sezulu, ukuhlala, nyamalala, ikwindla, ubusika
- Okuxukuzwayo noma izigubhu

## Isonto 2 Usuku 5

### Umsebenzi wekilasi lonke

#### Yakha, udwebe bese uyabhala

- 1 Qala ngokuxoxa ngezinto ebezilahlekile ngaphambilini, isibonelo, isokisi kanye/noma isidlo sasemini. Bacele bachaze ukuthi bakuthole kanjani lokho. Xoxa ngezindlela ezahlukahlukene zokwazisa abantu ukuthi ulahlekelwe okuthile nokubacela ukuthi bakusize ukukuthola. isibonelo: Ungacela uthisha nekilasi ukuthi likubhekise isidlo sakho sasemini ngaphambi kokuya ekhaya. Ungaphinde wenze iphosta ukwazisa abantu ukuthi kukhona okulahlekile.
- 2 Chazela abafundi ukuthi nizosizana ekwenzeni iphosta “ okulahlekile kwatholwa ”.
- 3 Khetha isigqoko sewuli/uvolo esenziwe ngumfundi othile ekilasini. Cela abafundi bakusize ukusichaza ukuze ukwazi ukusidweba uphinde usichaze ngokombhalo kwiphosta.
- 4 Lalela incazelo yabafundi bese udweba isithombe sesigqoko, ubhale nencazelo yaso emfushane.
- 5 Buza abafundi yini enye edingekayo kwiphosta : isihloko esithi “**Kulahlekile!**”, Igama nenombolo yokuxhumana nalowomuntu olahlekelwe.

### Kulahlekile!



Sicela ushayele u Busisiwe  
uma uyithola ku  
089 654 2330

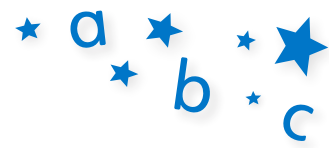
### Ukuhlanguanisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kanjani amalunga awo, isibonelo: **nga | pha | ndle**.
- 2 Cela abafundi ukuthi baviliyele ngelunga ngalinye: **nga** (isinyathelo esisodwa) **pha** (isinyathelo esisodwa) **ndle** (isinyathelo esisodwa). Nikeza abafundi okuxukuzwayo noma izigubhu ukuba bakuxukuze noma bashaye izigubhu.
- 3 Yisho amanye amagama anamalunga amaningi avela endabeni ngenkathi abafundi beviliyela ngelunga ngalinye. Khuthaza abafundi ukuthi babale inani lamalunga emagameni (isibonelo: “ngaphandle” kunamalungu amathathu).
- 4 Ukwelula lo msebenzi wokwenziwa, ungasusa ingxenye yegama ubone ukuthi abafundi bayakwazi yini ukusho ukuthi kuyini okusele. Isibonelo: Tshela abafundi ukuhamba mabathi “isidleke”, ubacele baphinde futhi, kodwa ungasho ukuthi “isidle”. Yini esele? (“ke”). Qhubeka namanye amagama:
  - ★ “ikwindla” ngaphandle “ikwi” ngu...(ndla).
  - ★ “isimo sezulu” ngaphandle “sezulu” ngu...(isimo).

### Imisebenzi yokwenziwa ngamaqembu amancane

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





#### 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: impelasonto, ngaphandle, ukuvunguza, ngemfudumalo, phambili, isimo sezulu, ukuhlala, nyamalala, ikwindla, ubusika
- Shakers or drums

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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



### Blending and segmenting (syllables)




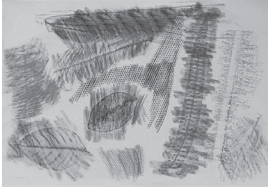
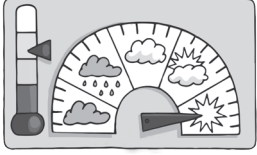
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **nga | pha | ndle**.
- 2 Ask learners to march for each syllable: **nga** (one step) **pha** (one step) **ndle** (one step). Give some learners shakers 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 word (for example: “ngaphandle” has three 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 “isidleke”, then ask them to say it again, but don’t say “isidle”. What is left? (“ke”). Now continue with more words:
  - ★ “ikwindla” without “ikwi” is ... (ndla).
  - ★ “isimo sezulu” without “sezulu” is ... (isimo).

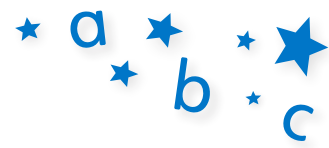
### Small group activities

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




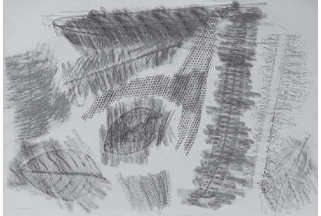
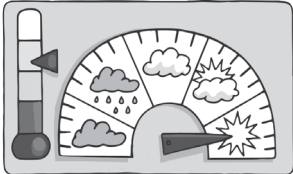


## Imisebenzi yokwenziwa ngamaqembu amancane Isonto 2

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>Izithombe zezinhlobo ezahlukene zesimo sezulu</li> <li>Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye</li> <li>Inhlanganisela yamakhrayoni asamafutha</li> </ul>	<p><b>Umsebenzi 1: Ukudweba nokubhala okuvelayo</b></p> <ol style="list-style-type: none"> <li>Khombisa abafundi izinhlobo ezahlukene zesimo sezulu.</li> <li>Chaza ukuthi kufanele benze umdwebo wesimo abasithanda kakhulu sezulu (isibonelo: libalele, liyana). Kufanel e bacabange ukuthi bazobe begqokeni uma izulu linjena, bese bedweba lokho abathanda ukukwenza kulesi simo.</li> </ol> 
<ul style="list-style-type: none"> <li>Ibhokisi elilingana amaqanda ayisi-6</li> <li>Uhlamvu lukabhontshisi noma itshe elilodwa</li> <li>Amakhadi ezithombe, asikwe</li> </ul>	<p><b>Umsebenzi 2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>Beka etafuleni amakhadi ezithombe abheke phezulu.</li> <li>Abafundi kufanele baxukuze ibhokisi lamaqanda bese bebheka ukuthi siwela kuphi isigqoko sewuli (isibonelo: q)</li> <li>Kufanele balandelise ngokuthola isithombe ngohlamvu q (for isibonelo: "iqabunga").</li> <li>Abafundi baqoqa izithombe ngokudedelana.</li> </ol> 
<ul style="list-style-type: none"> <li>Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi</li> </ul> 	<p><b>Umsebenzi 3: Ukufunda ngokuzimela</b></p> <ol style="list-style-type: none"> <li>Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa.</li> <li>Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda.</li> <li>Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda.</li> <li>Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.</li> </ol>
<ul style="list-style-type: none"> <li>Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye</li> <li>Inhlanganisela yamakhrayoni asamafutha</li> <li>Izinhlobo ezahlukahlukene zamaqabunga</li> </ul>	<p><b>Umsebenzi 4: Izakhono zezihlunu ezincinci nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>Abafundi bangabeka ngaphansi kwephepha izinhlobo ezahlukahlukene zamaqabunga bese behlikihla ngekhrayoni belibambe baliqinisa iphepha. Kuzobe sekugqama iphethini leqabunga!</li> </ol> 
<ul style="list-style-type: none"> <li>Okudingeka eshashalazini: ishadi lesimo sezulu, induku yokukhomba, ibhokisi elikhulu elinembobo phakathi nendawo (malibukeke njengomabonakude), imayikhrofoni yepulasitiki noma ibhulashi, izingubo zokuswenka zomuntu kamabonakude wenhlolo-khono, ividiyo-khamera yokudlala</li> </ul>	<p><b>Umsebenzi 5: Ukulingisa kokuzenzisa</b></p> <ol style="list-style-type: none"> <li>Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 lapho bezokwenza khona sengathi bangabethuli bezinhlelo zikamabonakude abethula isimo sezulu.</li> <li>Yana engosini yokwenza sengathi kuyadlalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha.</li> <li>Chaza ukuthi bazokwenza sengathi bangabethuli bezinhlelo zikamabonakude besimo sezulu. Kufanele kube nabethuli ababili: owekhamera kanye nombukeli obuka ukwethulwa kwesimo sezulu kumabonakude.</li> <li>Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa.</li> </ol> 



## Small group activities for Week 2

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



# ★ Ufudu negobolondo lalo

## Indaba

UThomi ufudu wayehlala yedwa ensimini. Nsuku zonke wayeye ame ekupheleni kwesikhotha lapho ayekwazi ukubona khona ezwe ezinye izilwane zigijima zizijabulela. Wakhathazeka uThomi. Wayenesifiso esisodwa vo – wayefisa ukuthi ngabe uyakwazi ukugijima njengezinye izilwane. Ngelinye ilanga ekuseni uThomi wayesekupheleni kwesikhotha futhi, enqampuna utshani obumnandi. “Ngisola sengathi igobolondo lami lisinda kakhulu,” wayecabanga, “kungakho ngingakwazi ukugijima ngesivinini esikhulu. Mhlawumbe uma ngiphuma kuleli gobolondo ngilishiya laphaya, ngizokwazi ukugijima ngesivinini esilingana nesezinye izilwane.”

Wakwenza lokho uThomi, ufudu. Wagoba, walidudula igobongo laze laphuma. Kuthe uma seliphumile, wezwa utshani bumhasha esikhunjeni sakhe esithambile, wezwa nelanga limfudumeza emhlane. Wasuka ngejubane uThomi ememeza ngenjabulo: “Ngibhekeni nonke! Ngibhekeni! Sengikwazi ukugijima ngejubane.”

Wama emva kwesikhashana uThomi ezwa kuthanda ukushisa kakhulu. Wayengakwejwayele ukwenza le nto ayenzayo, wezwa nemilenze ikhathala. Akazange akuthande ukuzwa ilanga limshisa kanje esikhunjeni. Wayezwa sengathi isikhumba sakhe emhlane siyavutha kanti sithambile.



Wathukuthela manje uThomi. Lalingasekho phela igobolondo elalizomvikela. “Ngicabanga ukuthi kuhle ngime kulesi sihlahla ngiphumule emthunzini waso ngize ngiphole,” kucabanga uThomi. Waphumula-ke waze wazizwa esengcono, wayeselungela ukugijima futhi.



Emva kokuphumula endleleni, uThomi wasuka wagijima. Kuthe emva kwesikhathi eside wezwa umsindo onswininizayo esibhakabhakeni. Waqalaza phezulu, kanti uzobona ukhozi. “Awu cha!” ekhononda. “Loluya lukhozi luzongidla ngoba anginalo igobolondo lokungivikela!” wabona isihlahla maduzane uThomi, wabona nembobo esiqwini. Wangena embotsheni ngokushesha, wahlala khona lwaze lwasuka ukhozi lwandiza.

Uthe lapho ephuma khona uThomi, wabheka esibhakabhakeni futhi. Wabona amafu amnyama. Masinyane, laduma izulu. Wezwa kuthi qha! Kwalandela into ebandayo emthela emhlane njengoba wawungembozwe yilutho nje. “Kodwa liphi igobolondo lami, lingivikele?” ezibuza egijima ephindela emuva ukuyofuna igobolondo.

Wafika lishona ilanga, sekuqala ukuba mnyama. Wezwa uThomi ukuthi akajabulile. Wayenovalo nje, egodola. Waligqoka igobolondo lakhe elilukhuni futhi elifudumele. “Anginandaba noma ngingangakwazi ukugijima ngejubane,” kucabanga yena. “Ngiwufudu. Ngiyakuthanda ukuhlala ngifudumele. Ngiyakuthanda ukuhlala ngiphephile. Ngiyakuthanda ukuba yimina!”

Kuze kube ilolusuku, ufudu angeke lukwazi ukukhumula igobolondo lalo.

***Iphela lapho indaba.***







# ★ Tortoise and his shell

## Story

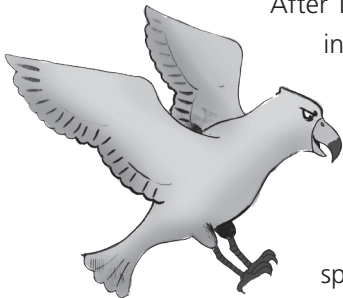
Tommy the tortoise lived in a field all by himself. Every day he would stand at the edge of the long grass where he could see and hear the other animals running about and having fun. Tommy was sad. He had just one wish – he wished he could run as fast as the other animals. One morning Tommy was in his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

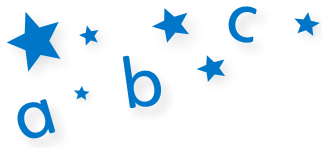
As Tommy crept out of the hole in the tree, he looked up at the sky and saw dark clouds. Suddenly he heard a loud clap of thunder – boom! Then he felt something cold and wet splash onto his bare back. It was raining! “I wish I had my shell on my back to protect me,” he said as he ran back to find his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





## Iculo

Ngiwufudu, ngifuna ukugijima ntinini! [izandla! izandla!]  
 Ngiwufudu, ngifuna ukugijima ntinini! [izandla! izandla!]  
 Suka gobolondo, usuke ngithi ntinini.  
 Ngiwufudu, ngifuna ukugijima ntinini. [izandla! izandla!]

Maye babo! Ngizw' ilanga lishis' umhlane! [izandla! izandla!]  
 Maye babo! Ngibon' ukhozi lungisukela! [izandla! izandla!]  
 Nans' imvula ngimanzi, liph' ikhaya ngicashe?  
 Ngithol' igobolondo lami ngiligqoke. [izandla! izandla!]

Ngiwufudu, ngiyajabul' ukuba yimina. [izandla! izandla!]  
 Ngiwufudu, ngiyajabul' ukuba yimina. [izandla! izandla!]  
 Ngiwufudu uyangibona, ngingebolondo lami.  
 Ngiwufudu, ngiyajabul' ukuba yimina! [izandla! izandla!]



*Phakathi nesonto, uma abafundi sebelazi iculo, bangasebenzisa amagama abo evesini lokugcina. Isibonelo: Ngingu-Asanda, ngiyajabul' ukuba yimina!*

*(Cula ulingise iculo elithi, "Uma ujabule futhi wazi, shaya izandla ..." noma usebenzise elakho iculo.)*

## Amagama amasha endabeni

Amagama awukhiye	ufudu	igobolondo	kulukhuni	vikela	ukhozi	kuthambile
Amagama ongeziwe:	kunejubane	kuyasinda	hasha	isikhumba	shisa	phumula
	umthunzi	kukhathele	imbobo	ukuduma	gqoka	kufudumele





## Song

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

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

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

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



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

## Vocabulary from the story

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





### Nakhu ozokudinga:

- Indaba: *Ufudu negobolondo lalo*
- Amaphaphethi: ufudu olungenagobolondo, igobolondo, ukhozi, isihlahla esinembobo, ilanga, amafu ezulu uma lizoduma
- Okudingeka eshashalazini: amaphaphethi, indwangu/izinto zokwakha igobolondo lofudu noma isikhwama esigaxwa emhlane sokwenza igobolondo, izimpaphe zokhozi, into ezosetshenziswa njengesihlahla
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha



## Isondo 1 Usuku 1

### Umsebenzi wekilasi lonke

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

### Ukuxoxa indaba nokwakha uhlu lwamagama amasha

#### 1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: Buza ukuthi ukhona yini owake walubona ufudu. Chaza ukuthi ufudu lunomzimba othambile, lunegobolondo elilukhuni, kanti luhamba kancane. Khombisa abafundi isithombe sezimfudu. Buza abafundi ukuthi zikhona yini ezinye izilwane ezinegobolondo (umnenke).
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Ukuze kube nencazelo yegama “vikela”, ungababuza abafundi ukuthi bake bayizwa yini imvula ibanetha emzimbeni noma ukuzwa ilanga lishisa isikhumba sabo. Uma kungathiwa azinalo igobolondo, zisebenzisani ukuzivikela? (ijakhethi, isambulela, isigqoko).

#### 2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenywe yendaba ngokubabuza imibuzo enezimpendulo eziningi, efana nokuthi: *“Ucabanga ukuthi kuzokwenzekani kuThomi uma likhishwa igobolondo? Angalucashela kuphi ukhozi uThomi?”*

#### 3 Emva kokuxoxa indaba

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

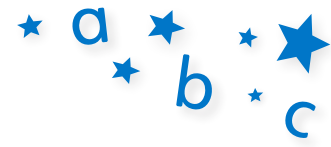
### Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“obumnandi, igobolondo, onswininizayo. Uyayizwa imisindo okugxilwe kuyo: obumnandi, igobolondo, onswininizayo? Yebo, uqinisile! Wonke anomsindo /o/.”*
- 2 *“Lalelisa, nanka amagama aqala ngomsindo /o/: upopo, isondo, inombolo, i-othsi, i-olivi.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama).
- 3 Yisho lo msindo /o/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /o/: *“o-o-o”*. Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

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

## Week 1 Day 1

### Whole class activities

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

#### Two eyes to see

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Ask if anyone has seen a tortoise. Explain that a tortoise has a soft body, a hard shell and moves slowly. Show learners pictures of tortoises. Ask learners if they know any other creatures that have shells (snail).
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss keywords from the vocabulary list and show learners objects to help them understand what words mean. For example: To explain the word "protect", you could ask learners if they have ever felt rain on their body or felt the sun burn their skin. If they don't have shells, what do they use to protect themselves? (jacket, umbrella, hat).

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"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: *"obumnandi, igobolondo, onswininizayo. Can you hear the focus sound: obumnandi, igobolondo, onswininizayo? Yes, you are right! They all have the sound /o/."*
- 2 *"Listen carefully, here are some more words with /o/: upopo, isondo, inombolo, i-othsi, i-olivi."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /o/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /o/: *"o-o-o"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



#### Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo



## Isonto 1 Usuku 2

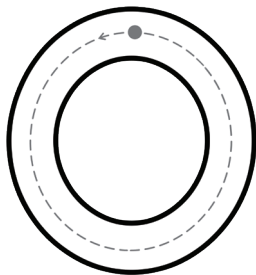
### Umsebenzi wekilasi lonke

#### Ukuxoxa indaba kanye nokucula

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

#### Ukwakha uhlamvu

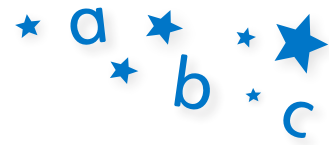
- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /o/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /o/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi bathukile bese benza isimo sika 'o' ngezandla zabo bese besibeka emlonyeni yabo esandingilizi ngesikhathi bethi /o/.
- 3 Bonisa abafundi ukuthi uhlamvu o lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala eechashazini, jikeleza."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



### Imisebenzi yokwenziwa ngamaqembu amancane

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





#### You will need:

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



## Week 1 Day 2

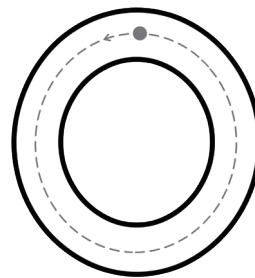
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /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. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go around."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their own body to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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



#### Nakhu ozokudinga:

- Okudingeka eshashalazini namaphaphethi asendabeni
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **o**: upopo, isondo, inombolo, igobolondo, ishongololo, ifosholo, isonto, ogogo, isobho



## Isonto 1 Usuku 3

### Umsebenzi wekilasi lonke

#### Ukuxoxa indaba kanye nokuyidlala

- 1 Cula iculo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: Cela abafundi ukuthi bazithinte isikhumba ezingalweni. Babuze ukuthi ingabe siyashisa noma sifudumele. Bayakwazi ukusizwa ukuthi sithambe kangakanani isikhumba sabo?
- 3 Khetha abafundi abazoba ngabidlali endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena (thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

#### Amabhokisi ezinhlamvu

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

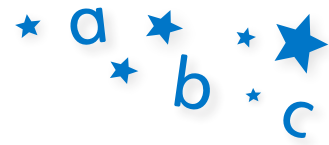


### Imisebenzi yokwenziwa ngamaqembu amancane

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







#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **o**: upopo, isondo, inombolo, igobolondo, ishongololo, ifosholo, isonto, ogogo, isobho



## Week 1 Day 3

### Whole class activities

#### Storytelling and role play

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

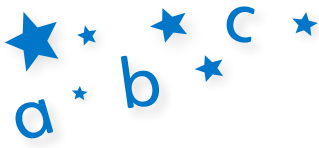
#### Letter boxes

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



### Small group activities

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



### Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Kuzokhethwa izinto emabhokisini amane ezinhlamvu (izoba yinye into kumfundi ngamunye)
- Isikhwama noma ikhava yomcamelo
- Umakhalekhukhwini wokudlala umculo

### UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

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

## Isonto 1 Usuku 4

### Umsebenzi wekilasi lonke

#### Ukulandelanisa izithombe

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



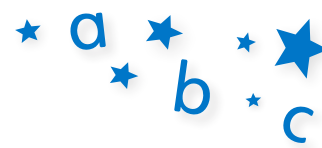
#### Ukulalela imisindo okugxilwe kuyo

- 1 Faka esikhwameni ezinto ezisemabhokisini ezinhlamvu.
- 2 Mabahlale phansi abafundi babe yindilinga ngenkathi kudlala umculo. Kuzothi uma uma umculo, athathe into umfundi onesikhwama, asho ukuthi iyini leyo nto nokuthi msindo muni bawuzwa ekuqaleni. Umdlalo ungaqhubeka wonke umuntu aze agcine ethole ithuba.
- 3 Ekugcineni, labo bafundi abazinto zabo ziqala ngomsindo ofanayo, bayasukuma bafake izinto zabo emabhokisini afanele ezinhlamvu.



### Imisebenzi yokwenziwa ngamaqembu amancane

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



### You will need:

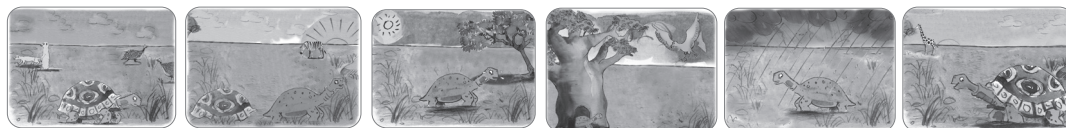
- Big sequence pictures
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

## 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.



#### Nakhu ozokudinga:

- Umfundi ngamunye makathole uhhafu wepuleti
- Izidwedwe noma iphepha elinemibala, ikhadibhodi noma ikhanda nemilenze
- Isikele, iglu
- Inhlanguisela yamakhrayoni asamafutha NOMA
- Inhlama yokudlala, ubhontshisi noma amantongomane
- Amaqoqo ezinhlamvu ahlobene nendaba: ufudu, ukhozi, kuyasinda, ujabule, ukugijima, ukushwiba, ekuseni, vikela, akajabule, isilwane

## Isonto 1 Usuku 5

### Umsebenzi wekilasi lonke

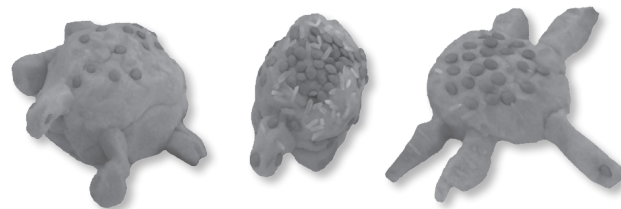
#### Yakha, udwebe bese uyabhala

- 1 Chazela abafundi ukuthi bazokwakha ufudu besebenzisa ipuleti lephepha kanye nezidwedwe noma nephepha elinemibala.
- 2 Abafundi basika indwangu noma iphepha elinemibala banamathisela ngegulu epuletini lephepha kwakheka igobolongo lofudu.
- 3 Kuzodingeka basike imilenze kanye nekhandla bakunamathisele epuletini lephepha kube yigobolondo.



#### KANA

- 1 Nika umfundi ngamunye ibhola lenhlama yokudlala bese ubachazela ukuthi bazokwakha ngalo ufudu.
- 2 Chaza ukuthi bangasebenzisa ubhontshisi/amantongomane ukuhlobisa ufudu lusetafuleni.
- 3 Uma abafundi sebeqedile ukwakha ufudu, kumele balomise ngokulubeka elangeni.
- 4 Beka eceleni isikhathi sokuthi abafundi ngababili bakhulume ngofudu lwabo.
- 5 Khangisa ngofudu uma sebeqede ukulwakha ngokuzulazula nalo ekilasini.



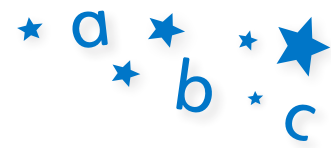
### Ukuhlanguanisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kwanjani amalunga awo, Isibonelo: **u | fu | du**.
- 2 Cela umfundi ngamunye ukuthi ame abhekane nomngane, bashaye izandla njalo uma kushiwo ilungu: **u** (shayanise izandla) **fu** (shayanise izandla) **du** (shayanise izandla).
- 3 Yisho amanye amagama anamalunga amaningi avela endabeni ngenkathi abafundi beshayanisa izandla behambisana namalungu.
- 4 Khuthaza abafundi ukuthi babale inani lamalunga emagameni (isibonelo: "ufudu" unamalungu amathathu).

### Imisebenzi yokwenziwa ngamaqembu amancane

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





#### 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: ufudu, ukhozi, kuyasinda, ujabule, ukugijima, ukushwiba, ekuseni, vikela, akajabule, isilwane

## Week 1 Day 5

### Whole class activities

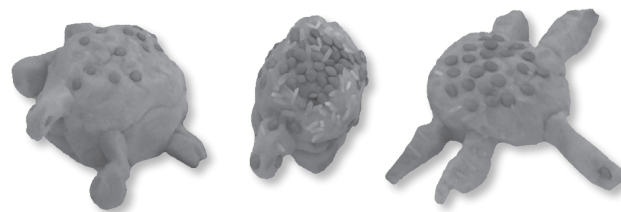
#### Make, draw and write

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



OR

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



### Blending and segmenting (syllables)

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



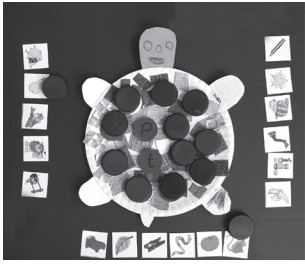

### Small group activities

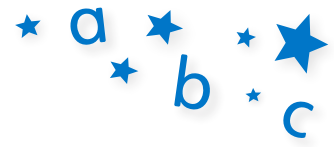
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



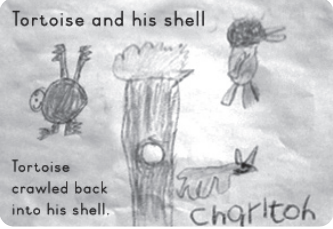

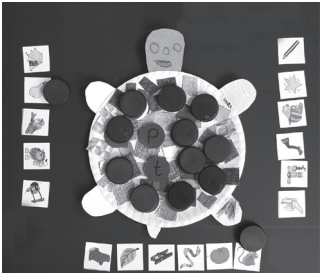



# Imisebenzi yokwenziwa ngamaqenjana Isonto 1

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>• Iphepha eliyi-A4 elingabhalwe lutho lomfundi ngamunye</li> <li>• Inhlanguanisa yamakhrayoni asamafutha</li> </ul>  <p>Ufudu lukhase lwabuyela egobolondweni lalo.</p>  <p>Ukuba abafundi badinga uncedo ekucingeni izinto amabazizobe, babonise imifanekiso elandelelaniswayo ukubanika iimbono.</p>	<p><b>Umsebenzi 1: Ukudweba nokubhala okuvelayo</b></p> <ol style="list-style-type: none"> <li>1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo.</li> <li>2 Cela abafundi ukuthi bakhombe amagama esihloko ngenkathi uwafunda.</li> <li>3 Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba.</li> <li>4 Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni.</li> <li>5 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe.</li> <li>6 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo.</li> <li>7 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. Isibonelo: "Ufudu ... lwahuquzela ... lubuyela ... emuva ... Yiliphi igama obufuna ukulisho ngokulandelayo? igobolondo. Ngizobhala igama elithi 'igobolondo'."</li> <li>8 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace.</li> <li>9 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.</li> </ol>
<ul style="list-style-type: none"> <li>• Izivalo zamabhodlela</li> <li>• Amakhadi ezithombe, asikwe</li> <li>• Ibhodi lomdlalo wofudu</li> </ul> 	<p><b>Umsebenzi 2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka phakathi netafula ikhopi <b>yekhasi lomsebenzi wokwenziwa omayelana nofudu.</b></li> <li>2 Umfundi ngamunye uzoba nezithombe eziyisithupha zemisindo okugxilwe kuyo okufundwe ngazo esifundweni esedlule. Bhala le misindo okugxilwe kuyo ngaphakathi ezivalweni zamabhodlela bese uzibeka egobolondweni lofudu kodwa abafundi bangakwazi ukuyibona. Umfundi ngamunye makanikwe ithuba lokucosha isivalo sebhodlela, asiphendule, asho umsindo bese ebheka ukuthi ngabe isithombe siqala ngalowo msindo na.</li> <li>3 Uma siqala ngawo, mabemboze isithombe ngesivalo sebhodlela. Uma singaqali ngawo, mabasiphindisele emuva isivalo sebhodlela. Umfundi owemboze zonke izithombe kuqala nguye onqobile.</li> </ol>
<ul style="list-style-type: none"> <li>• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi</li> </ul> 	<p><b>Umsebenzi 3: Ukufunda ngokuzimela</b></p> <ol style="list-style-type: none"> <li>1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa.</li> <li>2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda.</li> <li>3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda.</li> <li>4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.</li> </ol>

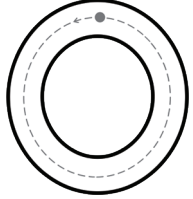



# Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>  <div data-bbox="218 910 569 1093">  <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p> </div>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>3 Ask learners what part of the story they liked best.</li> <li>4 Encourage learners to draw their favourite part of the story.</li> <li>5 Make a comment or ask each learner to tell you about their drawing.</li> <li>6 Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Tortoise ... crawled ... back ... into ... his ... What word did you want to say next? Shell. I am going to write the word 'shell'."</li> <li>8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>• Bottle tops or lids</li> <li>• Picture cards, cut up</li> <li>• The <b>Tortoise game board</b></li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the <b>Tortoise game board</b> in the middle of the table.</li> <li>2 Each learner has six pictures of focus sounds covered in previous lessons. Write these focus letters on the inside of bottle tops and place them on the tortoise shell so the learners can't see the letters. Each learner has a turn to pick up a bottle top, turn it over, say the sound and see if they have a picture starting with that sound.</li> <li>3 If they do, they take the bottle top and cover that picture. If it does not match one of their pictures, they put the bottle top back where it was. The winner is the first learner to cover all their pictures.</li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>

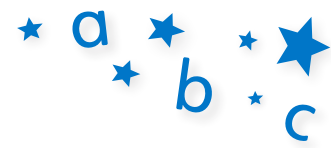


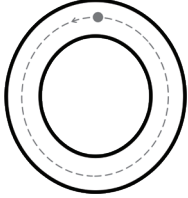



Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>• Isifanekiso se-A5 sohlamvu <b>o</b> somfundi ngamunye</li> <li>• Iphepha elidala noma iphephandaba</li> <li>• Iglu, isikele</li> </ul>	<p><b>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Nika umfundi ngamunye isifanekiso sezinhlamvu.</li> <li>2 Badabule iphepha libe yizicucu ezincane baligoqe libe ngamabhola bese begcwalisa ngalo isikhala bakhe uhlamvu. Bangaphinda bafake imidwebo yezinto zohlamvu lokubhekisiswa u-<b>o</b>.</li> </ol> 
<ul style="list-style-type: none"> <li>• Okudingeka eshashalazini: ibalazwe lezintaba, udondolo, isigqoko selanga nokhilimu, izibonakude ezenziwe ngamarolo ephepha lasendlini encane, isikhwama esibelethwayo esinebhodlela lamanzi, izibuko zelanga, isethi encane yezinto zosizo lokuqala, ibalazwe lendawo, izinto eziyimvelo (amaqabunga, amatshe amancane), izinambuzane nezilwane zepulasitiki (noma izithombe zezinambuzane noma zezilwane) – kusakaze yonke indawo lokhu noma ukunamathisele odongeni</li> </ul>	<p><b>Umsebenzi 5: Ukulingisa kokuzenzisa</b></p> <ol style="list-style-type: none"> <li>1 Yana engosini yokwenza sengathi kuyadalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha. Chaza ukuthi bazothatha uhambo.</li> <li>2 Abafundi nabo bazohamba neqembu labafundi (nenja). Badinga ibalazwe eliqukethe intaba, udondolo, isigqoko selanga kanye nokhilimu, izibuko zamehlo kanye nesikhwama esibelethwayo esiphethe ibhodlela lamanzi, izibonakude, isethi encane yezinto zosizo lokuqala, kanye nebalazwe lendawo.</li> <li>3 Umfundi ngamunye makaphathe ibhukwana lamanothi kanye nepensela abazodweba noma babhale kulo noma yini abazoyibona ohanjeni lwabo. Bangahle babone ukhozi ngezibonakude, noma babone ufudu lubhace otshanini!</li> <li>4 Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. Khuthaza abafundi ukuthi babhale amanothi noma badwebwe noma yini abazoyibona ngenkathi behamba.</li> </ol> 







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



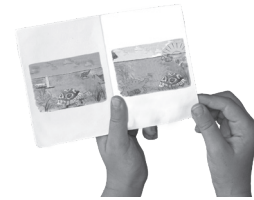
#### Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhophi kanye nezincwajana ezigoqiwe zomfundi ngamunye

## Isonto 2 Usuku 1

### Umsebenzi wekilasi lonke

#### Okunye ukulandelanisa izithombe



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



#### Ukwethula umsindo othathwe endabeni

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



### Imisebenzi yokwenziwa ngamaqembu amancane

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





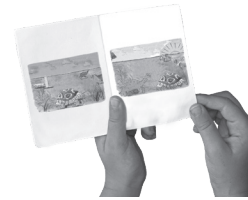
#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures



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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"ufudu, nsuku, ukukhumula, kakhulu. Can you hear the focus sound: **ufudu, nsuku, ukukhumula, kakhulu**? 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.



#### Nakhu ozokudinga:

- Incwadi Enkulu: *Ufudu negobolondo lalo*
- Isifanekiso se-A5 sohlamvu **u** somfundi ngamunye
- Inhlanguisela yamakhrayoni asamafutha

## Isonto 2 Usuku 2

### Umsebenzi wekilasi lonke

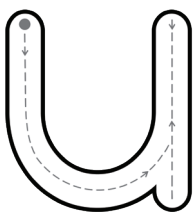
#### Ukufunda ngokubambisana – Incwadi Enkulu

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



### Ukwakha uhlamvu

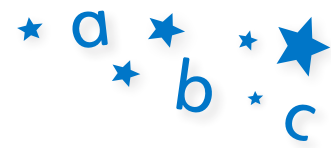
- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu **/u/** noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu **/u/**.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi bagibela isithuthuthu ngesikhathi bethi: “**isithuthuthu**”.
- 3 Buza abafundi ukuthi uhlamvu **u** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: “*Qala echashazini, yehla, jikeleza, khuphuka, wehle.*”
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni.
- 5 Chazela abafundi ukuthi kumele baphindele emuva emathebhuleni abo bayokwenza izinhlamvu ezimibalabala. Lokhu kusho ukuthi bazobhala phezu kohlamvu ekhasini labo ngamakhrayoni anemibala ehlukehlukehene.
- 6 Uma abafundi bekwazi ukucabanga izinto eziqala ngomsindo owenziwa wuhlamvu, bangazidweba zizungeze uhlamvu olunemibala. Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

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

## Week 2 Day 2

### Whole class activities

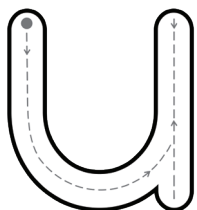
#### Shared reading – Big Book

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



### Forming the letter

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



### Small group activities

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



### Nakhu ozokudinga:

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



## Isonto 2 Usuku 3

### Umsebenzi wekilasi lonke

#### Ukuzejwayeza ukulalela

- Qala le misebenzi yokwenziwa ngokusho lokhu okulandelayo ngesikhathi abafundi benza: *“Ngaphambi kokuthi siqale ukulalela, masizilungiselele: masizelule, sinyakazise amagwagwa ezindlebe, sibeke izandla emathangeni.”*
- Hlalisa bonke abafundi kumata ubacele bathule du. Yithi kubo: *“Niyakhumbula, ngokwendaba yofudu, ukuthi walucashela kanjani ukhozi uThomi? Nizokwazi ukucasha ngaphansi kwetafula? Ningaphuma-ke manje. Ningasukuma nime niqonde nizibone ukuthi nibade kangakanani?”* Yithi kubo: *“Ningakwenza lokhu?”*
  - ★ *“Yimani ngomlenze wesokunxele.”*
  - ★ *“Bekani izandla ekhanda.”*
  - ★ *“Thintani izinzwane.”*
  - ★ *“Yembozani izindlebe ngezandla.”*
  - ★ *“Qhumisani amaqupha.”*
  - ★ *“Yimani ngamazonzwane.”*
  - ★ *“Bambelani edanda.”*
- Yithi kubafundi: *“Manje ngizosho okuthile. Kumele ulalelise bese wenza izinto ongakwazi ukuzenza. Ezinye zazo ezinakwenzeka!”*
  - ★ *“Songani izandla.”*
  - ★ *“Yimani ngomlenze owodwa.”*
  - ★ *“Nyakazisani izinzwane.”*
  - ★ *“Phendulani amakhanda.”*
  - ★ *“Shayani ngonyawo phansi.”*
  - ★ *“Cwayizani.”*
  - ★ *“Shayani izandla.”*
  - ★ *“Shayani izihlathi zenu.”*

#### Amabhokisi ezinhlamvu

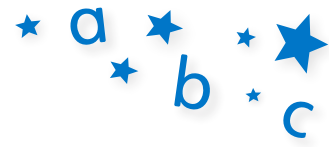
- Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento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



### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **u**: ufudu, umuntu, ubuso, uju, ugqumugqumu, isithuthuthu



## 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 and say: *"This letter is how we write u."* Let some learners trace over the letter on the lid with their fingers.



#### Small group activities

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



### Nakhu ozokudinga:

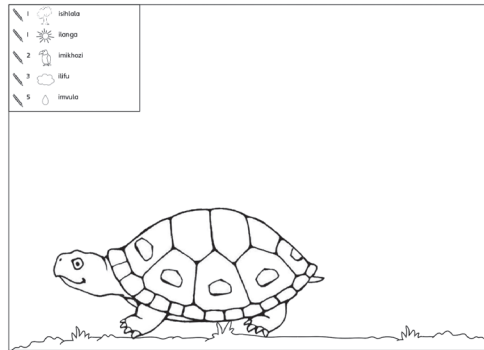
- **Ikhasi lomsebenzi wokufunda nokwenza** weFudu negobolondo lalo
- Kuzokhethwa izinto emabhokisini amane ezinhlamvu (izoba yinye into kumfundi ngamunye)
- Isikhwama noma ikhava yomcamelo
- Umakhalekhukhwini wokudlala umculo

## Isonto 2 Usuku 4

### Umsebenzi wekilasi lonke

#### Funda bese wenza

- 1 Tshela abafundi ukuthi babheke uhlu olusekhasini lomsebenzi bese bekhuluma ngabakubonayo (izinombolo, izithombe namagama).
- 2 Cela abafundi ukuthi babheke umugqa wokuqala bese "funda" lokho ekushoyo. Bese nifunda umugqa ngamunye ndawonye.
- 3 Tshela abafundi ukuthi bazokwenza umsebenzi ojabulisayo obizwa ngokuthi "funda wenze". Kumele bafunde umugqa ngamunye bese benza lokho okushiwoyo besebenzise izikhala ezingenalutho ekhasini.
- 4 Fundani umugqa wokuqala ndawonye futhi. Buza ukuthi ukhona yini umfundi okwazi "ukufunda" okudinga ukwenziwa ohlwini olulandelayo: kufanele badwebe isihlahla esisodwa.
- 5 Qhubeka ngalendlela ngemiyalo ngayinye.
- 6 Manje funda umyalo ngamunye bese uthi kubafundi: *"Wake wasidweba isihlahla wasifaka imibala? Uma kunjalo, beka uphawu ohlwini lwakho."*
- 7 Abafundi kumele badwebe futhi baphawule balandele imiyalo kuze kuphele uhla.



### Ukulalela imisindo okugxilwe kuyo

- 1 Faka esikhwameni izinto ebezisemabhokisini ezinhlamvu.
- 2 Mabahlale phansi abafundi babe yindilinga kudlalwe umculo kujikeleze isikhwama. Ngokunqamuka komculo, ophethe isikhwama athathe into, ayigagule ukuthi iyini nokuthi iqala ngamuphi umsindo. Umdlalo uqhubeke wonke umuntu athole ithuba.
- 3 Ekugcineni, abafundi abanezinto eziqala ngomsindo ofanayo, basukume bafake izinto zabo emabhokisini ezinhlamvu afanele.



### Imisebenzi yokwenziwa ngamaqembu amancane

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







### You will need:

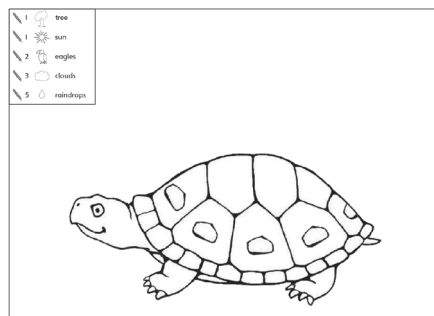
- A photocopy of the **Read and do activity page** for *Tortoise and his shell*
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

## 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 one tree.
- 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 tree? 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.





#### Nakhu ozokudinga:

- Amaphepha anagama lakho kanye namagama abafundi abhalwe ngakwesokunxele sekhasi; ipeni lokumaka elikhulu
- Amaqoqo ezinhlamvu ahlobene nendaba: ufudu, ukhozi, kuyasinda, ujabule, ukugijima, ukushwiba, ekuseni, vikela, akajabule, isilwane
- Okuxukuzwayo noma izigubhu

## Isonto 2 Usuku 5

### Umsebenzi wekilasi lonke

#### Yakha, udwebe bese uyabhala

- 1 Khuluma ngofudu olusendabeni kuqala. Ekuqaleni kwendaba, uThomi wayengasalifuni igobolondo, ekugcineni wabona ukuthi liwusizo olukhulu limenza abe ngokhethekile ongafani nabanye. Waziqhenya ngegobolondo lakhe.
- 2 Xoxa ngento ekwenza ube ngokhethekile nongafani nabanye. (Cabanga izinto ezibonakalayo ezifana nezinwele ezigoqene, ubude nobufushane bakho, amakhono onawo afana nendlela odlala ngayo kwezemidlalo noma ukucula kamnandi, kanye nokuziphatha okufana nokuba nesibindi noma ukuba nomusa.)
- 3 Khomba amagama abafundi abhalwe ephepheni-ke manje. Qala ngelakho igama bese ubuza abafundi ukuthi bacabangani ngezinto ezikwenza ube ngokhethekile. Bhala abakushoyo bese ubafundela. Isibonelo: *"UNks Malinga uyahlekisa kanti unomusa, futhi uyasijabulisa."*
- 4 Bheka igama elilandelayo ohlwini-ke manje. Buza abafundi ukuthi ngelikabani leli gama. Umfundi ngamunye sethemba ukuthi uzokwazi ukuhlonza igama lakhe. Cela abafundi ekilasini ukuthi bacabange ukuthi yizini izinto ezenza umfundi ngamunye abe ngokhethekile.
- 5 Ngamagama avela kubafundi yakha umusho uwubhale eduze kwegama lomfundi ngamunye. Faka namazwi akho ukuqiniseka ukuthi umfundi ngamunye uyakuthokozela ukuba nezimpawu zokuba ngokhethekile. Fundela ikilasi umusho ngamunye, ulokhu ukhomba igama ngalinye ngenkathi ufunda.
- 6 Namathisela odongeni uhla lwamagama. Abafundi "bazofunda" ngokushesha amagama akhethwe ngabanye abafundi bewakhethela ukuzichaza bona.

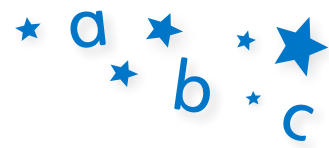
#### Ukuhlanganisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kwanjani amalunga awo, isibonelo: **u | kho | zi**.
- 2 Cela abafundi ukuthi baviliyele ngelunga ngalinye: **u** (isinyathelo esisodwa) **kho** (isinyathelo esisodwa) **zi** (isinyathelo esisodwa). Nikeza abafundi okuxukuzwayo noma izigubhu ukuba bakuxukuze noma bashaye izigubhu.
- 3 Yisho amanye amagama anamalunga amaningi avela endabeni ngenkathi abafundi beviliyela ngelunga ngalinye. Khuthaza abafundi ukuthi babale inani lamalunga emagameni (isibonelo: "ukhozi" unamalungu amathathu).

### Imisebenzi yokwenziwa ngamaqembu amancane

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





#### 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: ufudu, ukhozi, kuyasinda, ujabule, ukugijima, ukushwiba, ekuseni, vikela, akajabule, isilwane
- 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.

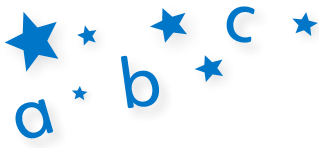
### Blending and segmenting (syllables)

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

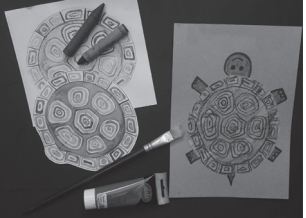
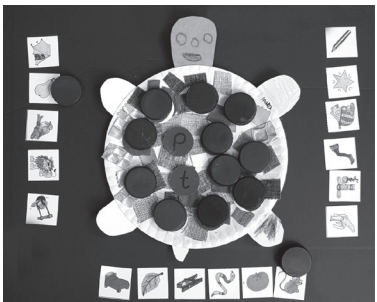

### Small group activities

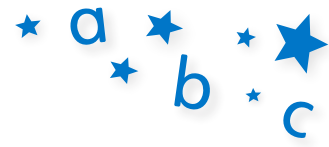
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



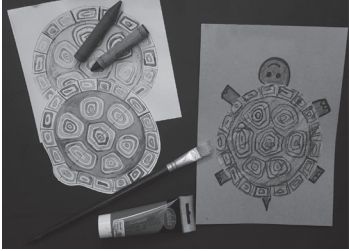
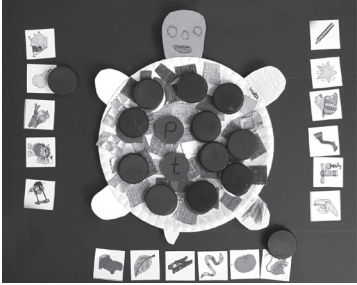



## Imisebenzi yokwenziwa ngamaqembu amancane Isonto 2

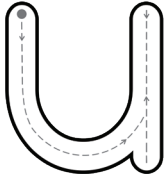

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>• Ikhasi le-A4 elingabhalwe lutho noma isiqeshana sekhadibhodi komfundi ngamunye</li> <li>• Ikhophi yegobolondo lofudu yomfundi ngamunye</li> <li>• Inhlanguanisele yamakhrayoni asama futha</li> <li>• Opende abanombala wamanzi kanye namabhulashi</li> <li>• Isikele, iglu</li> </ul>	<p><b>Umsebenzi 1: Ukudweba nokubhala okuvelayo</b></p> <ol style="list-style-type: none"> <li>1 Nikeza umfundi ikhophi yegobolondo lofudu. Chaza ukuthi kufanele bafake umbala ephethinini ngamakhrayoni asama futha.</li> <li>2 Emva kwalokho bangapenda igobolondo ngopende olula wamanzi. Ngenkathi upende woma, mabasike ikhanda, imilenze kanye nomsila. Uma sewomile upende, basike igobolondo elipendiwe balinamathisele ofudwini, banamathisele ekhadini noma ephepheni ikhanda, imilenze kanye nomsila.</li> </ol> 
<ul style="list-style-type: none"> <li>• Izivalo zamabhodlela</li> <li>• Amakhadi ezithombe, asikwe</li> <li>• <b>Ibhodi lomdlalo wofudu</b></li> </ul> 	<p><b>Umsebenzi 2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka ikhophi yekhasi lomsebenzi ophathelene nofudu phakathi netafula.</li> <li>2 Umfundi ngamunye uzoba nezithombe eziyisithupha zemisindo okugxilwe kuyo okufundwe ngazo esifundweni esedlule. Bhala le misindo okugxilwe kuyo ngaphakathi ezivalweni zamabhodlela bese uzibeka egobolondweni lofudu kodwa abafundi bangakwazi ukuyibona. Umfundi ngamunye makanikwe ithuba lokucosha isivalo sebhodlela, asiphendule, asho umisindo bese ebheka ukuthi ngabe isithombe siqala ngalowo misindo na.</li> <li>3 Uma siqala ngawo, mabemboze isithombe ngesivalo sebhodlela. Uma singaqali ngawo, mabasiphindisele emuva isivalo sebhodlela. Umfundi owemboze zonke izithombe kuqala nguye onqobile.</li> </ol>
<ul style="list-style-type: none"> <li>• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi</li> </ul> 	<p><b>Umsebenzi 3: Ukufunda ngokuzimela</b></p> <ol style="list-style-type: none"> <li>1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa.</li> <li>2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda.</li> <li>3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda.</li> <li>4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.</li> </ol>



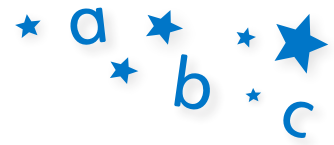
## Small group activities for Week 2

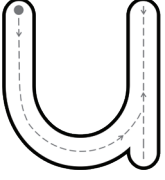

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page or piece of cardboard for each learner</li> <li>• A photocopy of the <b>Tortoise shell activity page</b> for each learner</li> <li>• Jumbo wax crayons</li> <li>• Water colour paints and paintbrushes</li> <li>• Glue and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



Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>• Isifanekiso se-A5 sohlamvu <b>u</b> somfundi ngamunye</li> <li>• Iphepha elidala noma iphephandaba</li> <li>• Iglu, isikele</li> </ul>	<p><b>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Nika umfundi ngamunye isifanekiso sezinhlamvu.</li> <li>2 Badabule iphepha libe yizicucu ezincane baligoqe libe ngamabhola bese begcwalisa ngalo isikhala bakhe uhlamvu. Bangaphinda bafake imidwebo yezinto zohlamvu lokubhekiswisa u-<b>u</b>.</li> </ol> 
<ul style="list-style-type: none"> <li>• Okudingeka eshashalazini: ibalazwe lezintaba, udondolo, isigqoko selanga nokhilimu, izibonakude ezenziwe ngamarolo ephepha lasendlini encane, isikhwama esibeledwayo esinebhodlela lamanzi, izibuko zelanga, isethi encane yezinto zosizo lokuqala, ibalazwe lendawo, izinto eziyimvelo (amaqabunga, amatshe amancane), izinambuzane nezilwane zepulasitiki (noma izithombe zezinambuzane noma zezilwane) – kusakaze yonke indawo lokhu noma ukunamathisele odongeni</li> </ul> 	<p><b>Umsebenzi 5: Ukulingisa kokuzenzisa</b></p> <ol style="list-style-type: none"> <li>1 Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 ngenkathi bethatha uhambo.</li> <li>2 Yana engosini yokwenza sengathi kuyadlalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha.</li> <li>3 Chaza ukuthi bazothatha uhambo. Abafundi nabo bazohamba neqembu labafundi (nenja). Badinga ibalazwe eliqukethe intaba, udondolo, isigqoko selanga kanye nokhilimu, izibuko zamehlo kanye nesikhwama esibeledwayo esiphethe ibhodlela lamanzi, izibonakude, isethi encane yezinto zosizo lokuqala, kanye nebalazwe lendawo.</li> <li>4 Umfundi ngamunye makaphathe ibhukwana lamanothi kanye nepensela abazodweba noma babhale kulo noma yini abazoyibona ohanjeni lwabo. Bangahle babone ukhozi ngezibonakude, noma babone ufudu lubhace otshanini!</li> <li>5 Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. Khuthaza abafundi ukuthi babhale amanothi noma badwebe noma yini abazoyibona ngenkathi behamba.</li> </ol>





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

## Indaba

Kwesukela amabhele amathathu: UBaba-Bhele owayemkhulu, uMntwana-Bhele owayemcane kakhulu, kanye noMama-Bhele owayengemkhulu futhi engemncane kakhulu – owayephakathi naphakathi. La mabhele amathathu ayehlala ehlathini endlini yawo encane.

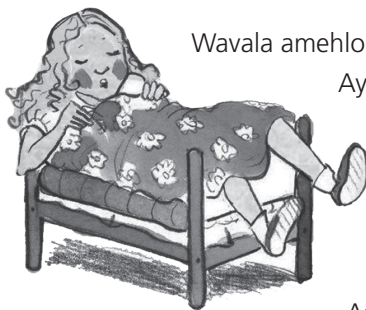


Nsuku zonke amabhele ayedla iphalishi ekuseni. Ngelinye ilanga uBaba-Bhele washo ngezwi likaBaba-Bhele elibhodlayo wathi: “Leli phalishi lishisa kakhulu. Masihambeni siyozulazula ehlathini ngenkathi silinde ukuthi liphole.” Ahamba-ke amabhele amathathu ayozulazula ehlathini. Ngaso leso sikhathi kukhona omunye owayehambahamba ehlathini – intombazane encane enezinwele zegolide. Niyalazi igama layo? KwakunguGolido. Yayibizwa ngoGolido ngoba yayinezinwele ezinombala wegolide.

Nangu uGolido ebona indlu yamabhele. Wahamba endleni wafika wangqongqoza emnyango. “Nqo-nqo-nqo!” Akwangaphendula muntu. Wahlola ngefasetela – kwakukuhle ngaphakathi. Niyazi ukuthi wabe esenzani emva kwalokho uGolido? Wangena ngaphakathi endlini yamabhele! Wabona iphalishi phezu kwetafula. Wayelambe kakhulu ngaeso sikhathi. Okokuqala, wakha kancane kwelikaBaba-Bhele iphalishi elalisendishini enkulu walifaka emlonyeni wanambitha, kodwa akalithandanga ngenxa kasawoti omningi elalinawo. Wayesekha kancane kwelikaMama-Bhele elalisendishini ephakathi naphakathi ngobukhulu, walifaka emlonyeni wanambitha. Akalithandanga nalo ngoba lalinoshukela omningi kakhulu. Wayesekha kancane kwelikaMntwana-Bhele endishini encane. “Mmm,” kusho yena, “Ngiyalithanda leli phalishi, limnandi impela!” Wagcina ngokulidla lonke iphalishi likaMntwana-Bhele.

Wayesezizwa ekhathele-ke uGolido manje, efuna ukuyolala. Wafuna umbhede azolala kuwona uGolido. Walithola ikamelo lokulala elalinemibhede emithathu. OkaBaba-Bhele umbhede wawumkhulu kakhulu. OkaMama-Bhele wawuphakathi naphakathi ngobukhulu, kuthi okaMntwana-Bhele ube mncane kakhulu.

UGolido wangena embhedeni kaBaba-Bhele, wezwa ukuthi ulukhuni kakhulu. Wayeseyongena kokaMama-Bhele owawuphakathi naphakathi ngobukhulu, wona wawuthambe kakhulu. Wayesengena kokaMntwana-Bhele. Walala kuwo wazemboza ngezingubo zokulala, wathi: “Ngiyawuthanda lo mbhede, ulalisa kahle impela!”



Wavala amehlo akhe uGolido wazumeka. Afika amabhele amathathu ekhaya esalele uGolido.

Ayelambile. UBaba-Bhele wabuka iphalishi lakhe endishini, washo ngezwi lakhe elibhodlayo wathi: “Ngubani odle iphalishi lami?” UMama-Bhele wabuka iphalishi lakhe endishini, wayesesho ngokuthukuthela wathi: “Ngubani odle iphalishi lami?” UMntwana-Bhele wabuka iphalishi lakhe endishini, wathukuthela kakhulu, wathi: “Ngubani odle iphalishi lami?” Wayesethi: “Liphelile elami!”

Asuka lapho amabhele aya ekamelweni lokulala. UBaba-Bhele wabuka umbhede wakhe, wathi: “Ngubani obelele embhedeni wami?” UMama-Bhele wabuka umbhede wakhe, wathi: “Ngubani obelele embhedeni wami?” UMntwana-Bhele wabuka umbhede wakhe, wathi: “Ngubani obelele embhedeni wami?” Wawubuka futhi wayesememeza: “Nangu!”

UGolido wethuka kakhulu! Waphuma embhedeni wabaleka ngejubane elikhulu. Amabhele amathathu awaphindanga ambona futhi uGolido.

**Iphela lapho indaba.**

*Indaba kaGolido iveza ithuba elihle kakhulu lokulingisa izinhlobo zamaphimbo: elikhulu, elibhodlayo likaBaba-Bhele; eliphakathi naphakathi likaMama-Bhele kanye nelinswinizayo likaMntwana-Bhele. Ekilasini lakho ungahle uthole kunabafundi abayazi kahle le ndaba. Ngenxa yokuthi inesisekelo sokuphindaphinda, nalabo abayizwa okokuqala bazosheshe bayiqonde imigqa yayo. Bakhuthaze ukuthi basho amagama kanye nawe, noma bavasho emva kwakho. Khuthaza abafundi ukuthi basebenzise amaphimbo abalingiswa abehlukahlukene.*





# ★ 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.*





## Umlolozelo

UGolido wasuka wazulazula,  
 Ucabanga ukuthi yini ayibona?  
 Wathola indlu ingenamuntu, wavula umnyango.  
 Iphalishi likaBaba lalishisa; elikaMama linoshukela omningi;  
 Elomntwana limnandi impela.  
 "Liyanambitheka! "Nandi-nandi!" esho elidla lonke.



*Fundisa abafundi umahluko phakathi kweculo nomlolozelo. Ungawacula amazwi eculo kodwa uyawasho amazwi omlolozelo.*

*Ukucula iculo noma ukusho amazwi omlolozelo kuyindlela enhle yokwenza ukuthi umfundi azibandakanye nokwenziwayo emva kwekhefu noma komsebenzi wokwenziwa.*

## Amagama amasha endabeni

Amagama awukhiye	ibhele	ihlathi	indlu	ifasitela	okuphakathi naphakathi	kulambile
Amagama ongeziwe:	ingubo	indishi	isipunu	iphalishi	ukunambitha	gibela
	okunosawoti	okunoshukela	ikamelolo kulala	kukhathele	wela	kuthambile





## Rhyme

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



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

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

## Vocabulary from the story

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





### Nakhu ozokudinga:

- Indaba: *UGolido*
- Amaphaphethi: amabhele amathathu, UGolido, imibhede emithathu, izitsha ezintathu zephalishi
- Okudingeka eshashalazini: itafula, izihlalo, imibhede emithathu, amabhodwe, izindishi, izisha ezintathu, izipuni, amamaski amabhele amathathu, izingubo zokugqoka/izinto zikaGolido, ingubo yokulala
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha

## Isondo 1 Usuku 1

### Umsebenzi wekilasi lonke

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

#### Amehlo amabili okubona

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

Nginike ezakho – kinina nonke, yisikhathi sezindaba!

### Ukuxoxa indaba nokwakha uhlu lwamagama amasha

#### 1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: *“Ngubani ukuthi yini ibhele? Ngubani onethedi-bhe ekhaya? Ngubani odle iphalishi ekuseni?”*
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Cela abafundi ukuthi bakhombe amafasitela ekilasi bathole ukuthi mangaki. Khombisa abafundi amabhele amathathu uxoxe kabanzi ngelimaphakathi ngobukhulu.

#### 2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenywe yendaba ngokubabuza imibuzo enezimpindulo eziningi, efana nokuthi: *“Yimuphi umbhede ocabanga ukuthi uGolido uzolala kuwo: Okababa uBhele, okaMama uBhele noma woMntwana uBhele? Usho ngasizathu sini? Uzophatheka kanjani uGolido uma evuka ebona amabhele?”*

#### 3 Emva kokuxoxa indaba

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

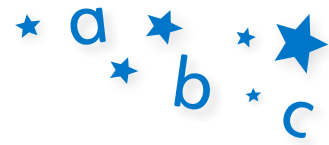
### Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“igama, zegolide, UGolido. Uyayizwa imisindo okugxilwe kuyo: igama, zegolide, UGolido? Yebo, uqinisele! Wonke anomsindo /g/.”*
- 2 *“Lalelisisa, nanka amagama aqala ngomsindo /g/: geza, gijima, ugandaganda, ugogo, igagasi, igula, igusha, isigubhu, igilavu, eGoli.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /g/ ngokucacile bese utshela abafundi ukuthi babukise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /g/: **“g-g-g”**. Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

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

## Week 1 Day 1

### Whole class activities

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

#### Two eyes to see

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

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

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"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: *"figama, zegolide, UGolido. Can you hear the focus sound: igama, zegolide, UGolido? Yes, you are right! They all have the sound /g/."*
- 2 *"Listen carefully, here are some more words that start with /g/: geza, gijima, ugandaganda, ugogo, igagasi, igula, igusha, isigubhu, igilavu, eGoli."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /g/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /g/: **"g-g-g"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





### Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Izinto zokudlala kanye nezithombe zomlozelo



## Isonto 1 Usuku 2

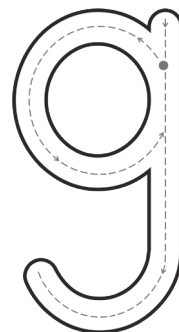
### Umsebenzi wekilasi lonke

#### Ukuxoxa indaba kanye nokucula

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

#### Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /g/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /g/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi bashaya isigubhu ngesikhathi bethi: “**i-si-gu-bhu**”.
- 3 Bonisa abafundi ukuthi uhlamvu **g** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: “*Qala echashazini, jikeleza, uye phezulu, wehle, ujikeleze.*”
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



### Imisebenzi yokwenziwa ngamaqembu amancane

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





#### You will need:

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



## Week 1 Day 2

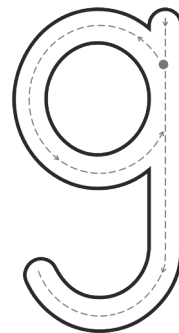
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



#### Small group activities

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



#### Nakhu ozokudinga:

- Okudingeka eshashalazini namaphaphethi asendabeni
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **g**: igalavu, ugandaganda, ugogo, igagasi, igula, igolide, ugange, igusha, igundane, igobolondo



## Isondo 1 Usuku 3

### Umsebenzi wekilasi lonke

#### Ukuxoxa indaba kanye nokuyidlala

- 1 Haya umlolozelo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: Babuze ukuthi bangakusho yini ukudla okunosawoti nokumnandi sashukela. Ungabaphathela namasampula ukhethe abafundi abambalwa abazokunambitha lokho kudla basho ukuthi kunosawoti yini noma kunoshukela.
- 3 Khetha abafundi abazoba ngabادلالي endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena (Thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

#### Amabhokisi ezinhlamvu

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



#### Imisebenzi yokwenziwa ngamaqembu amancane

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







#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **g**: igalavu, ugandaganda, ugogo, igagasi, igula, igolide, ugange, igusha, igundane, igobolondo



## Week 1 Day 3

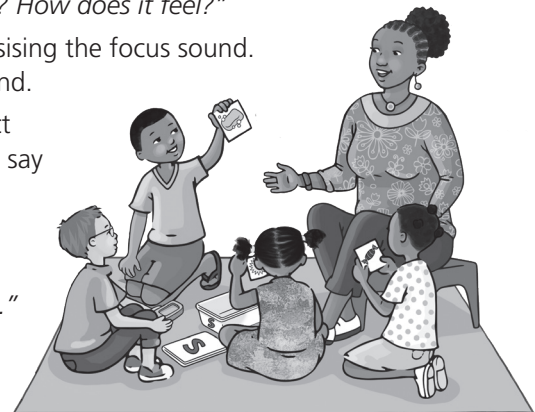
### Whole class activities

#### Storytelling and role play

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

#### Letter boxes

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



### Small group activities

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



### Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhadi ezithombe zemisindo yezinhlamvu kanye namakhadi ezinhlamvu

### UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

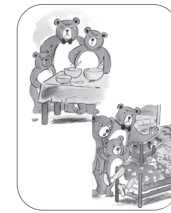
- "Ngabe ubona bani?" (abalingiswa)
- "Ngabe wenzani?" (izenzo neminyakazo)
- "Yini enye oyibonayo?" (ukubheka futhi)
- "Ikuphi i...?" (amagama ezindawo)
- "Kungani ucabanga ukuthi ...?" (Ukucabanga okunokuqamba, ukuveza imibono)

## Isondo 1 Usuku 4

### Umsebenzi wekilasi lonke

#### Ukulandelanisa izithombe

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



#### Ukulalela imisindo okugxilwe kuyo

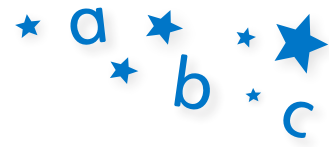
- 1 Thukusa amakhadi ezithombe ndawana thile ekilasini ngaphambi kokuqala kwesifundo.
- 2 Chazela abafundi ukuthi bazodlala "umacashelana".
- 3 Bahlele ngamaqenjana abafundi unike iqenjana ngalinye ikhadi elibhalwe incwadi. Kumele abafundi basho umsindo walolo hlamvu, bese befuna izithombe ezinomsindo okugxilwe kuwo.
- 4 Uma abafundi sebewathole wonke amakhadi ezithombe ahambisana nohlamvu, kufanele bahlale kumata babe yindilinga.
- 5 Kufanele abafundi badedelane ngokunikeza isithombe ngasinye igama bese besho umsindo okugxilwe kuwo.



### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

- Big sequence pictures
- Picture cards and letter cards

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

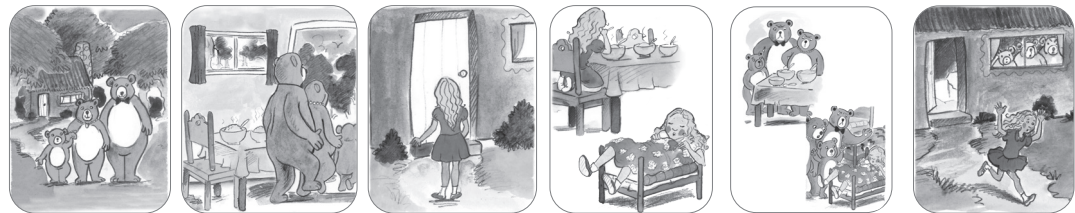
- 1 Recite the rhyme again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the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



#### Nakhu ozokudinga:

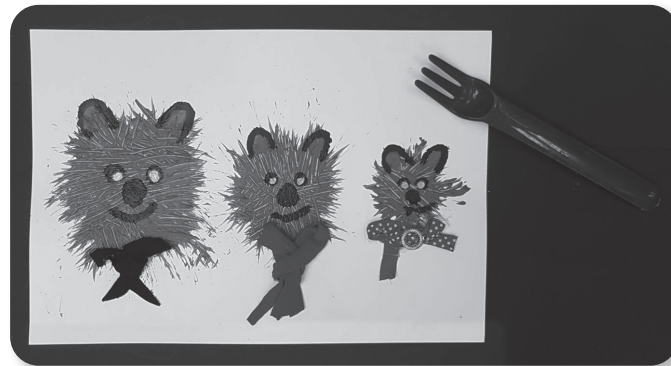
- Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye
- Upende onsundu, omnyama, obomvu/ ophinki kanye nomhlophe
- Amabhulashi okupenda
- Isampula lobuso bebhele obakhiwe ngezimfologo
- Imfologo yomfundi ngamunye eyipulasitiki
- Inhlanguanisa yamakhrayoni asamafutha
- Amaqoqo ezinhlamvu ahlobene nendaba: ihlathi, iphalishi, ifasitela, okunosawoti, UGolido, ikamelo lokulala, ingubo, yidla, ibhele, ukuhlala, umntwana, kulambile, itafula, ukulala

## Isonto 1 Usuku 5

### Umsebenzi wekilasi lonke

#### Yakha, udwebe bese uyabhala

- 1 Chazela abafundi ukuthi bazokwakha ubuso bebhele besebenzisa izimfologo.
- 2 Xoxa ngobukhulu bebhele uphinde ubakhumbuze ukuthi kuzofuneka bakhe uBaba-Bhele abe mkhulu, uMama-Bhele abe maphakathi ngobukhulu kanye nebhele elincane elingumntwana.
- 3 Bangaqala ngokubeka upende omningi ephepheni lapho kuzoba nguBaba-Bhele khona bese belokhu bewukha ngemfologo. Bese benza inqwatswana ezoba ngekaMama-Bhele, bese kuba ngencane yomntwana webhele. Bangayisebenzisa eminye imibala ukufaka amehlo, ikhala, izindlebe kanye nomlomo emabheleni.



### Ukuhlanguanisa nokuhlukanisa (amalunga)

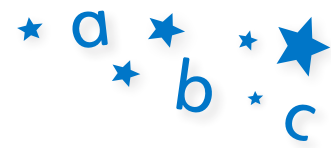
- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kwanjani amalunga awo, Isibonelo: **i | bhe | le**.
- 2 Cella umfundi ngamunye ukuthi ame abhekane nomngane, bashaye izandla njalo uma kushiwo ilungu: **i** (shyanise izandla) **bhe** (shyanise izandla) **le** (shyanise izandla).
- 3 Yisho amanye amagama anamalunga amaningi avela endabeni ngenkathi abafundi beshyanisa izandla behambisana namalungu.
- 4 Khuthaza abafundi ukuthi babale inani lamalunga emagameni (Isibonelo: "ibhele" inamalungu amathathu).



### Imisebenzi yokwenziwa ngamaqembu amancane

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





#### You will need:

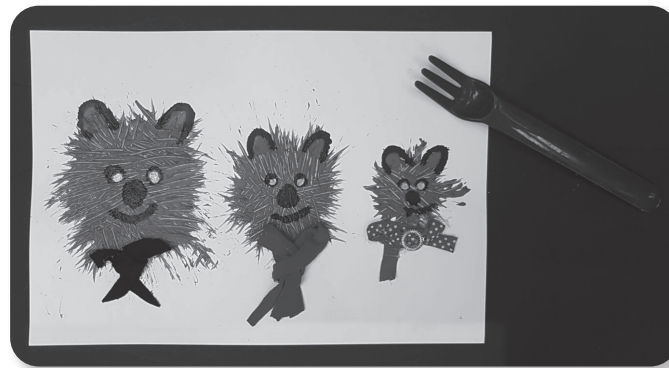
- A blank A4 page per learner
- Brown, black, red/pink and white paint
- Paintbrushes
- Sample of a fork bear face
- A plastic fork for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: ihlathi, iphalishi, ifasitela, okunosawoti, UGolido, ikamelo lokulala, ingubo, yidla, ibhele, ukuhlala, umntwana, kulambile, itafula, ukulala

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





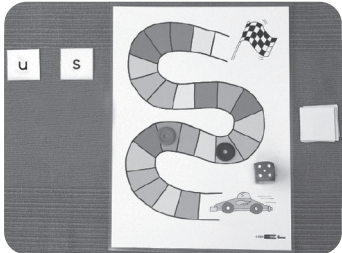

### Small group activities

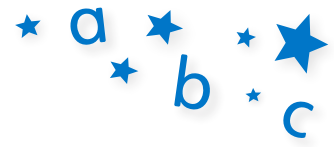
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





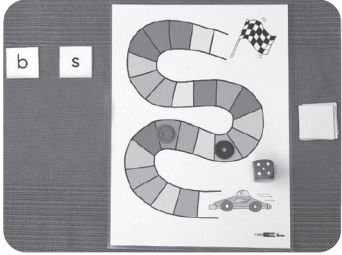



## Imisebenzi yokwenziwa ngamaqenjana Isonto 1

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>• Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye</li> <li>• Inhlanganisela yamakhrayoni asamafutha</li> </ul>   <p><i>Ukuba abafundi badinga uncedo ekucingeni izinto amabazizobe, babonise imifanekiso elandelelaniswayo ukubanika iimbono.</i></p>	<p><b>Umsebenzi 1: Ukudweba nokubhala okuvelayo</b></p> <ol style="list-style-type: none"> <li>1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo.</li> <li>2 Cela abafundi ukuthi bakhombe amagama esihloko ngenkathi uwafunda.</li> <li>3 Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba.</li> <li>4 Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni.</li> <li>5 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe.</li> <li>6 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo.</li> <li>7 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Cabanga uphimisele lapho ubhala umusho wabo. Isibonelo: "UGolido... ulidle ... lonke iphalishi lomntwana webhele. Yikuphi okulandelayo obufuna ukukusho? Yebo, UMntwana Webhele ue wadangala. Ngizobhala ngithi 'UMntwana Webhele uye wadangala'."</li> <li>8 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace.</li> <li>9 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.</li> </ol>
<ul style="list-style-type: none"> <li>• Amabhodi omdlalo obizwa nge<b>Zimoto ezimbili zomjaho</b></li> <li>• Amakhadi ezithombe, lisikwe</li> <li>• Amadayisi amabili</li> </ul> 	<p><b>Umsebenzi 2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka etafuleni lapho kuhlezi khona abafundi ababili noma abathathu ibhodi lomdlalo Wezimoto Zomjaho.</li> <li>2 Beka amakhadi ezithombe abe yinqwatshana, abheke phansi. Beka amakhadi ezinhlamvu abheke phezulu ukuze abafundi bakwazi ukuwabona.</li> <li>3 Chazela abafundi ngemigomo: <ul style="list-style-type: none"> <li>• Umfundi ngamunye uzoba nethuba lokuphosa idayisi abale izikhala ezifanele.</li> <li>• Emva kokubala izikhala, kunomfundi ozocosha ikhadi lezithombe enqwabeni, ethe isithombe igama asho nomsindo okugxilwe kuwo.</li> <li>• Umfundi uzobe esebeka ikhadi lezithombe eduze kwekhadi lezinhlamvu.</li> <li>• Nizama u.</li> </ul> </li> </ol>
<ul style="list-style-type: none"> <li>• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi</li> </ul> 	<p><b>Umsebenzi 3: Ukufunda ngokuzimela</b></p> <ol style="list-style-type: none"> <li>1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa.</li> <li>2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda.</li> <li>3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda.</li> <li>4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.</li> </ol>



## Small group activities for Week 1

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



### Nakhu ozokudinga

- Izifanekiso eziyisithupha zamabhele ezibhotshoswe izimbobo
- Amafosi ezicathulo ayisithupha noma kube yizinqamu zentambo.



- Okudingeka eshashalazini: ikhadibhodi kanye nepeni lokumaka ebhodini elimhlophe ukwenza uphawu lwesitolo sokudla, ipensela kanye nephepha loweta uma bezothatha ama-oda, isigqoko somphathi wabapheki, itafula nezihlalo ezinendwangu yetafula, izinkomishi, amapuleti, izipuni nemibese, ucingo oludala, uhla lwezinto ezithengwa kuhanjwe nazo



### Imisebenzi

#### Umsebenzi 4: Amakhono omzimba nokubhala ngesandla

- 1 Nikeza umfundi ngamunye ibhele bese uchaza ukuthi bazothunga ngoleyisi balandele izimbobo.
- 2 Kuzofuneka futhi basuse uleyisi noma amafosi ngokucophelela ukuze umfundi olandelayo akwazi ukuwasebenzisa.
- 3 Uma beqeda, kufanele bathunge ibhele elilandelayo nomunye umfundi ngokudedelana.

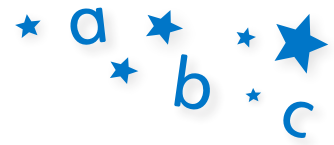


#### Umsebenzi 5: Ukulingisa kokuzenzisa

- 1 Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa.
- 2 Khombisa abafundi izinto ezintsha zokulingisa, bese ubachazela ukuthi uma bezohogela noma banambithe, bazodlalela esitolo sokudla.
- 3 Bacele bakhe igama/uphawu lwesitolo sokudla, uphawu kumele luthi kuvuliwe/kuvaliwe. Bangenza sengathi bayapheka, baphakela abantu abahlezi esitolo sokudla. Bangenza futhi sengathi bashayela isitolo sokudla ucingo ba-oda ukudla abazohamba nakho.
- 4 Iya okungenani kanye engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. Isibonelo: "Ungashaya ucingo" ufake i-oda lento ozoyithenga bese uhamba nayo.







### You will need

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



### Activities

#### Activity 4: Fine motor skills and handwriting

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



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



#### Activity 5: Pretend play

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





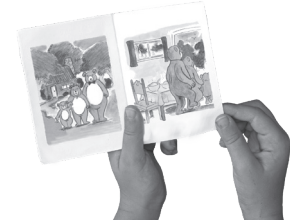
#### Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhophi kanye nezincwajana ezigoqiwe zomfundi ngamunye

## Isonto 2 Usuku 1

### Umsebenzi wekilasi lonke

#### Okunye ukulandelanisa izithombe



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



#### Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“amabhele amathathu, ayehlala, ayedla, Ahamba-ke, ayozulazula, akalithandanga, azolala, amehlo, akhe, awaphindanga ambona. Uyayizwa imisindo okugxilwe kuyo: **akalithandanga, amehlo, akhe?** Yebo, uqinisile! Wonke anomsindo **la!**”*
- 2 *“Lalelisisa, nanka amagama aqala ngomsindo **la!**: amagama, i-aphula, i-alamu, Afrika, amasi, ugandaganda, u-ayisikhilimu.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo **la!** ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo **la!**: *“a-a-a”*. Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

#### Imisebenzi yokwenziwa ngamaqembu amancane

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





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures



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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “amabhele amathathu, ayehlala, ayedla, Ahamba-ke, ayozulazula, akalithandanga, azolala, amehlo, akhe, awaphindanga ambona. Can you hear the focus sound: **akalithandanga, amehlo, akhe?** Yes, you are right! They all have the sound /a/.”
- 2 “Listen carefully, here are some more words that start with /a/: amagama, i-aphula, i-alamu, Afrika, amasi, ugandaganda, u-ayisikhilimu.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /a/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /a/: “**a-a-a**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





### Nakhu ozokudinga:

- Incwadi Enkulu: *UGolido*
- Isifanekiso se-A5 sohlamvu **a** somfundi ngamunye
- Inhlanguisela yamakhrayoni asamafutha

## Isonto 2 Usuku 2

### Umsebenzi wekilasi lonke

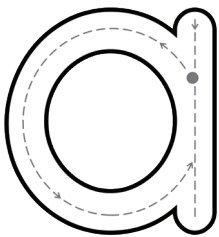
#### Ukufunda ngokubambisana – Incwadi Enkulu

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



### Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu **/a/** noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu **/a/**.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengafinqa isibhakela benze sengathi i-**apula**. Begathi **/a/** uma beliluma.
- 3 Buza abafundi ukuthi uhlamvu **a** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: “*Qala echashazini, jikeleza, khuphuka, bese wehla.*”
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Chazela abafundi ukuthi kumele baphindele emuva emathebhuleni abo bayokwenza izinhlamvu ezimibalabala. Lokhu kusho ukuthi bazobhala phezu kohlamvu ekhasini labo ngamakhrayoni anemibala ehlukehlukehene.
- 6 Uma abafundi bekwazi ukucabanga izinto eziqala ngomsindo owenziwa wuhlamvu, bangazidweba zizungeze uhlamvu olunemibala. Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

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

## Week 2 Day 2

### Whole class activities

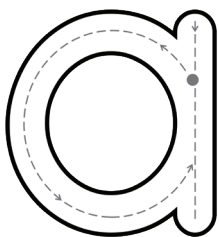
#### Shared reading – Big Book

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



### Forming the letter

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



### Small group activities

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



#### Nakhu ozokudinga:

- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo  
**a:** i-aphula, i-alamu, amasi, ugandaganda, ubhanana, i-ambulense, amaqanda, isandla, ibhatata



## Isonto 2 Usuku 3

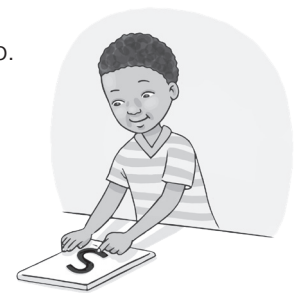
### Umsebenzi wekilasi lonke

#### Ukuzejwayeza ukulalela

- Umsebenzi wokulalela wuqale ngokuthi uthi: *"Lalelani ngokucophelela bese nikopisha imisindo engizoyisho."* Shaya izandla/yenza isigqi ngezandla. Kufanele benze okwenzayo abafundi
  - ★ Qha tha-tha qha tha-tha
  - ★ Tha-tha-tha qha tha-tha-tha qha
  - ★ Qha tha-tha qha qha
- Uma sebeqedile abafundi, yithi: *"Manjena-ke ngizolinganisa nina bese nizama ukuqagela ukuthi ngicabangani. Beka isandla ekhanda uma ucabanga ukuthi uyayazi impendulo."* Nazi ke izikhokelo:
  - ★ *"Ngicabanga ukudla okwakudliwe nguGolido ngesikhathi eya endlini yamabhele amathathu."* (iphalishi)
  - ★ *"Ngicabanga ukudla okuyimpilo kakhulu kinina. Kunombala wewolintshi, kude kanti kuzacile. Kuyagqumzela uma ukudla. Kukhula ngaphansi kwenhlabathi."* (izaqathe)
  - ★ *"Yinto ephuzi engiyicabangayo onokuyigcoba esinkweni."* (ibhotela noma imajarini)
  - ★ *"Inambitheka njengoshukela into engiyicabangayo. Yakhiwe ngezithelo. Ungayifaka esinkweni noma kuthosti."* (ujamu)

### Amabhokisi ezinhlamvu

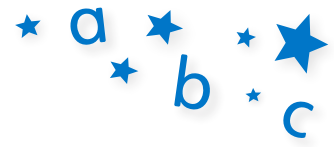
- Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento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



### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **a**: i-aphula, i-alamu, amasi, ugandaganda, ubhanana, i-ambulense, amaqanda, isandla, ibhatata



## Week 2 Day 3

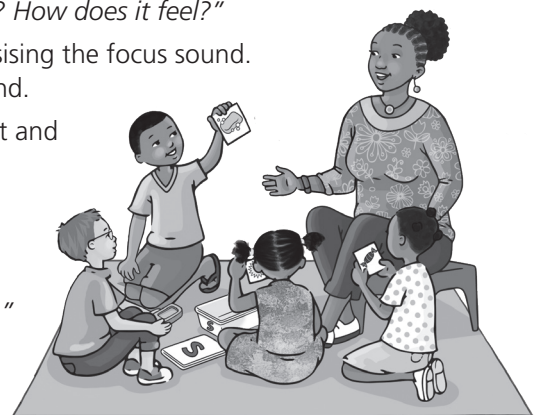
### Whole class activities

#### Learning to listen

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

#### Letter boxes

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



#### Small group activities

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





### Nakhu ozokudinga:

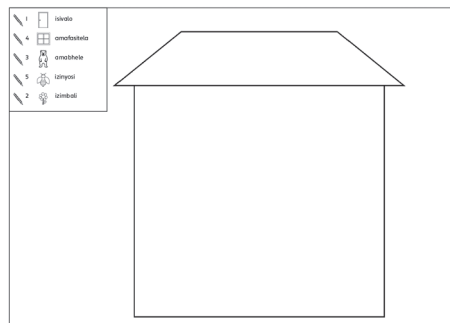
- Ikhasi lomsebenzi  
**Wokufunda nokwenza**
- Amakhadi ezithombe zemisindo yezinhlamvu kanye namakhadi anezinhlamvu kuwo

## Isonto 2 Usuku 4

### Umsebenzi wekilasi lonke

#### Funda bese wenza

- 1 Tshela abafundi ukuthi babheke uhlu olusekhasini lomsebenzi bese bekhuluma ngabakubonayo (izino mbolo, izithombe namagama).
- 2 Cela abafundi ukuthi babuke umugqa wokuqala bese "befunda" okushiwoyo. Emva kwalokho bafunde kanyekanye imigqa yonke.
- 3 Tshela abafundi ukuthi bazokwenza umsebenzi ojabulisayo obizwa ngokuthi "funda wenze". Kumele bafunde umugqa ngamunye bese benza lokho okushiwoyo besebenzise izikhala ezingenalutho ekhasini.
- 4 Fundani umugqa wokuqala ndawonye futhi. Tshela abafundi mabadwebe isivalo, ungabatsheli nokho ukuthi basidwebe kuphi.
- 5 Buza ukuthi ukhona yini umfundi okwazi "ukufunda" okudinga ukwenziwa ohlwini olulandelayo: Kufanele badwebe amafasitela amane.
- 6 Qhubeka ngalendlela ngemiyalo ngayinye.
- 7 Manje funda umyalo ngamunye bese uthi kubafundi: "Ngabe udwebe isivalo esisodwa? Uma kunjalo, beka uphawu ohlwini lwakho."
- 8 Abafundi mabaqhubeka ngalendlela ukuze kube yilapho isithombe ngasinye sesinamatheliswe kwikholomu efanale.



### Ukulalela imisindo okugxilwe kuyo



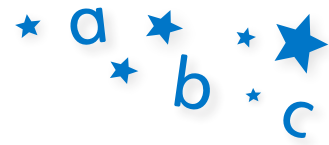
- 1 Thukusa amakhadi ezithombe ndawana thile ekilasini ngaphambi kokuqala isifundo.
- 2 Chazela abafundi ukuthi bazodlala "umacashelana".
- 3 Bahlele ngamaqenjana abafundi unike iqenjana ngalinye ikhadi elibhalwe incwadi. Kumele abafundi basho umsindo walolo hlamvu, bese befuna izithombe ezinomsindo okugxilwe kuwo.
- 4 Uma abafundi sebewathole wonke amakhadi ezithombe ahambisana nohlamvu, kufanele bahlale kumata babe yindilinga.
- 5 Kufanele abafundi badedelane ngokunikeza isithombe ngasinye igama bese besho umsindo okugxilwe kuwo.

### Imisebenzi yokwenziwa ngamaqembu amancane

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







#### You will need:

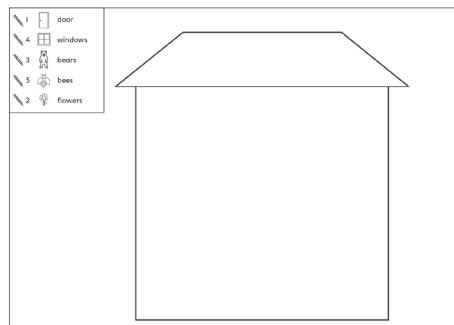
- A photocopy of the **Read and do activity page** for each learner
- Picture cards and cards with the letters on

## 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.





### Nakhu ozokudinga:

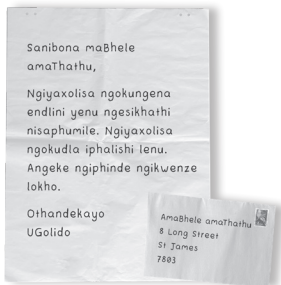
- Iphepha elikhulu elumhlophe, imvulophi enkulu, izitembu zokuposa, ikoki emnyama
- Amagama anamalunga amaningi ahlobene nendaba: ihlathi, iphalishi, ifasitela, okunosawoti, uGolido, ikamelo lokulala, ingubo, yidla, ibhele, ukuhlala, umntwana, kulambile, itafula, ukulala
- Okuxukuzwayo noma izigubhu

## Isonto 2 Usuku 5

### Umsebenzi wekilasi lonke

#### Yakha, udwebe bese uyabhala

- 1 Yiba nengxoxo nekilasi ngendikimba yokuxolisa: “Kungani siyaye sithi ngiyaxolisa? Ndlela yini esisho ngayo ukuthi ngiyaxolisa?”
- 2 Xoxani ngokushiwo yindaba mayelana nzenzo zikaGolido: “Ingabe kwaba ngukuhlonipha ukungena emzini wamabhele engekho? Kwaba ngukuhlonipha ukudla aze alale emibhedeni? Kwaba ngukuhlonipha ukubaleka ngukufika kwamabhele endlini yawo?”
- 3 Xoxani ekilasini ngobuhle bokuhlonipha izinto zabanye abantu. Namathiselani indaba ekhuluma ngokubambisana kwabafundi ukusebenzisa ikilasi.
- 4 Buza abafundi ukuthi uGolido kwakufanele aziphathe kanjani.
- 5 Chaza ukuthi uGolido ufuna ukubhalela amabhele incwadi axolise ngokuziphatha kwakhe ngesikhathi esendlini yawo. Tshela abafundi ukuthi bazokusiza nibhale le ncwadi.
- 6 Namathisela iphepha elikhulu ebhodini.
- 7 Xoxani ngokuthi incwadi iqalwa kanjani. Bhala uthi “Mabhele athandekayo”.
- 8 Buza abafundi uthi: “Nicabanga ukuthi uGolido kufanele athini emabheleni?” Yilalele imibono yabafundi uyibhale phansi ngendlela elula.
- 9 Xoxani ngokuphetha incwadi. Bhala ekupheleni kwencwadi uthi “Ngiyanithanda, yimina uGolido”.
- 10 Yifundeni kanyekanye incwadi, nikhombe igama ngalinye ngenkathi abafundi befunda kanye nawe.
- 11 Bonisanani ngokuthi incwadi iposwa kanjani. Uma abafundi beneminye imibono ngokuthumela incwadi, yibani nengxoxo ngobuhle nobubi emibonweni yabo. Isibonelo, i-imeyili ihamba isheshe kunencwadi.
- 12 Incwadi idinga kuqoqwe ifakwe emvulophini. Xoxani ngezinto eziphathekayo ekuposweni kwencwadi, nibale nalokhu: ukubhala ikheli ohlangothini olungaphambili lwemvulophi kanye nokuposa. (Uma kuvuma, hamba nabo abafundi uye ebhokisini leposi ukuze bezwe ukuthi kunjani ukuposa incwadi eposini.)
- 13 Thumela kubafundi “impendulo” evela amabheleni. (Ungayiposa incwadi uyiposele esikoleni.)



### Ukuhlanganisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kwanjani amalunga awo, isibonelo: **i | pha | li | shi**.
- 2 Cela abafundi ukuthi baviliyele ngelunga ngalinye: **i** (isinyathelo esisodwa) **pha** (isinyathelo esisodwa) **li** (isinyathelo esisodwa) **shi** (isinyathelo esisodwa). Nikeza abafundi okuxukuzwayo noma izigubhu ukuba bakuxukuze noma bashaye izigubhu.
- 3 Yisho amanye amagama anamalunga amaningi avela endabeni ngenkathi abafundi beviliyela ngelunga ngalinye. Khuthaza abafundi ukuthi babale inani lamalunga emagameni (isibonelo: “iphalishi” inamalungu amane).

### Imisebenzi yokwenziwa ngamaqembu amancane

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





### You will need:

- A large white piece of paper, a large envelope, postage stamps, a black koki
- A list of multisyllabic words relating to the story: ihlathi, iphalishi, ifasitela, okunosawoti, UGolido, ikamelo lokulala, ingubo, yidla, ibhele, ukuhlala, umntwana, kulambile, itafula, ukulala
- 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)


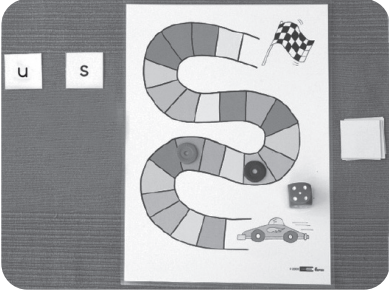

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | pha | li | shi**.
- 2 Ask learners to march for each syllable: **i** (one step) **pha** (one step) **li** (one step) **shi** (one step). Give some 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 word (for example: “iphalishi” has four syllables).

### Small group activities

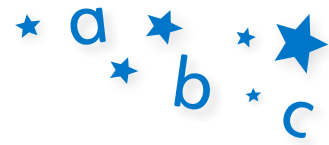
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




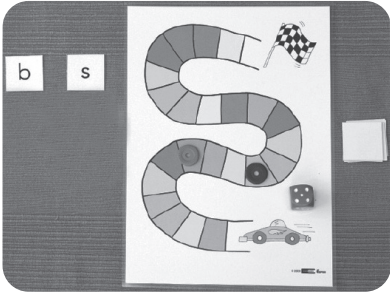

## Imisebenzi yokwenziwa ngamaqembu amancane Isonto 2

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> <li>• Amakhasi ephephandaba amakhulu</li> <li>• Iphepha eliyi-A4 elingabhalawe lutho lomfundi ngamunye</li> <li>• Inhlanguanisa yamakhrayoni asamafutha</li> <li>• Isikele, iglu</li> <li>• Izithombe zezihlahla ezahlukahlukene</li> </ul>	<p><b>Umsebenzi 1: Ukudweba nokubhala okuvelayo</b></p> <ol style="list-style-type: none"> <li>1 Lingakaqali ikilasi namathisela odongeni ikhasi lephephandaba.</li> <li>2 Kufanele abafundi ngamunye badwebe isihlahla sibe sephepheni eliyi-A4 bese besika bewuzungeza umdwebo wabo.</li> <li>3 Bangazinamathisela izihlahla ekhasini lephephandaba benze "ihlathi".</li> <li>4 Bangawahambisa amaphaphethi ehlahini abafundi ngesikhathi sokwenza sengathi bayadlala.</li> </ol> 
<ul style="list-style-type: none"> <li>• Amabhodi omdlalo obizwa nge<b>Zimoto Ezimbili Zomjaho</b></li> <li>• Amakhadi ezithombe, lisikwe</li> <li>• Amadayisi amabili</li> </ul> 	<p><b>Umsebenzi 2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Hlalisa abafundi ababili noma abathathu bazungeze itafula ozobeka kulo ibhodi lomdlalo wezimoto zomjaho.</li> <li>2 Beka amakhadi ezithombe abe yinqwatshana, abheke phansi. Beka amakhadi ezinhlamvu abheke phezulu ukuze abafundi bakwazi ukuwabona</li> <li>3 Chazela abafundi ngemigomo: <ul style="list-style-type: none"> <li>• Umfundi ngamunye kumele anikwe ithuba lokuphonsa idayisi abale izikhala ezifanele.</li> <li>• Emva kokubala izikhala, kunomfundi ozocosha ikhadi lezithombe enqwabeni, ethe isithombe igama asho nomsindo okugxilwe kuwo.</li> <li>• Umfundi uzobe esebeka ikhadi lezithombe eduze kwekhadi lezinhlamvu.</li> <li>• Ngokufika komfundi wokuqala efulegini uyaphela umdlalo kube nguye onqobile.</li> </ul> </li> </ol>
<ul style="list-style-type: none"> <li>• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi</li> </ul> 	<p><b>Umsebenzi 3: Ukufunda ngokuzimela</b></p> <ol style="list-style-type: none"> <li>1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa.</li> <li>2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda.</li> <li>3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda.</li> <li>4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.</li> </ol>

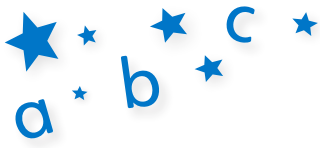




## Small group activities for Week 2

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



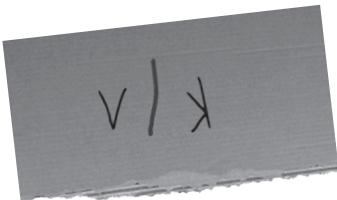


### Nakhu ozokudinga

- Iziquphu zekhadibhodi eziyindilinga
- Izinto eziningi eziyimvelo njengamatshe, izinhlamvu, amaqabunga, izimbumbulu zephayini, matshe amancane, utshani



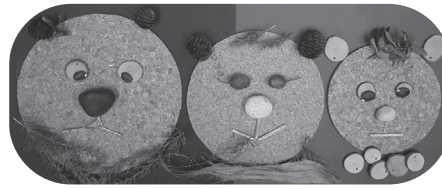
- Okudingeka eshashalazini: ikhadibhodi kanye nepeni lokumaka ebhodini elimhlophe ukwenza uphawu lwesitolo sokudla, ipensela kanye nephepha loweta uma bezothatha ama-oda, isigqoko somphathi wabapheki, itafula nezihlalo ezinendwangu yetafula, izinkomishi, amapuleti, izipuni nemibese, ucingo oludala, uhla lwezinto ezithengwa kuhanjwe nazo



### Imisebenzi

#### Umsebenzi 4: Amakhono omzimba nokubhala ngesandla

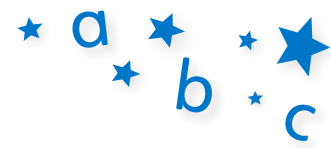
- 1 Chazela abafundi ukuthi bazokwakha ubuso bebhele.
- 2 Abafundi bakha ubuso bebhele ngezinto ezahlukahlukene. Akufanele banamathisele ngeglu endilingeni lokho abazokusebenzisa. Ngaleyo ndlela bangaphinda bazisebenzise izindilinga zamakhadibhodi uma sebakha ubuso obuhlukahlukene ngezinto zemvelo ezinhlobonhlobo.







#### Umsebenzi 5: Ukulingisa kokuzenzisa

- 1 Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 ngenkathi benza sengathi bayasebenza noma bavakashele esitolo sokudla.
- 2 Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa. Khombisa abafundi izinto ezintsha zokulingisa, bese ubachazela ukuthi uma bezohogela noma banambithe, bazodlalela esitolo sokudla.
- 3 Bacele bakhe igama/uphawu lwesitolo sokudla, uphawu kumele luthi kuvuliwe/kuvaliwe. Bangenza sengathi bayapheka, baphakela abantu abahlezi esitolo sokudla. Bangenza futhi sengathi bashayela isitolo sokudla ucingo ba-oda ukudla abazohamba nakho.
- 4 Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. Isibonelo: "Ungashaya ucingo" ufake i-oda lento ozoyithenga bese uhamba nayo.






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









 **Notes**

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# Ithemu 2: Isibonelo serekhodi lokuhlola okuqhubekayo (uhla lokuzoqinisekiswa)

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

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

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

# ★ Ithemu 2: Ukulalela nokukhuluma Irubhrikhi 1&2

Indlela yokuhlola	1. Akaphumelelanga (0 – 29%)	2. Uphumelele ngokusezingeni (30 – 49%)	3. Uphumelele ngokwanele (50 – 74%)	4. Uphumelele ngamalengisi (75 – 100%)
<p><b>1 Uyazixoxa izindaba bese ephinda axoxe nezabanye abafundi ngawakhe amagama</b></p>	Akakwazi ukuxoxa izindaba aziphindaphinde; ukwazi ukusho amazwi ambalwa kuphela.	Uphindaphinda kancane; ufaka izehlakalo zibalwa; akuncomeki ukulandelanisa kwakhe; usebenzisa imisho emifushane kanye namagama alula kwamasha.	Uyakwazi ukuphinda axoxe ngezehlakalo eziningana endabeni, abe nesiqalo, nomzimba, kanye nesiphetho ngamazwi angemalingi; udinga ukukhunjuzwa njengokuthi: 'kwase, kwalandela...'; 'kwenzekani futhi?'; useqala ukusebenzisa imisho ethi mayibe mide.	Indaba ilandelana ngokunomqondo kanti inaso isiqalo, umzimba kanye nesiphetho; abalingiswa nesizinda kuchazwe ngokugcwele; izinhloso nemizwa yabalingiswa nayo ichaziwe; usebenzisa imisho emide nexabalasile kanti uyawafaka amazwi afana nokuthi 'kwabe se...'; 'emva kwalokho'; uyawasebenzisa amagama amasha asendabeni.
<p><b>2 Uyazihlela izithombe ezithile ngendlela yokuthi ziyakhe indaba kube nokulandelana okunomqondo ezehlakalweni uma zixoxwa endabeni eyakhekile</b></p>	Akakwazi ukulandelanisa amakhadi.	Ulandelanisa kahle amakhadi kodwa akakwazi ukuxoxa indaba.	Ulandelanisa kahle amakhadi futhi uyakwazi ukuxoxa indaba.	Ulandelanisa kahle amakhadi futhi uyakwazi ukuxoxa indaba eneminingwane egcwele.

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

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

# ★ Ithemu 2: Imisindo, Ukufunda Nokubuka Irubhrikhi 1–3

Indlela yokuhlola	1. Akaphumelelanga (0 – 29%)	2. Uphumelele ngokusezingeni (30 – 49%)	3. Uphumelele ngokwanele (50 – 74%)	4. Uphumelele ngamalengisi (75 – 100%)
<b>1 Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo</b>	Ukwazi ukubona izinhlamvu ezisukela kolu-0–1 imisindo eyenziwa yilezi zinhlamvu.	Ukwazi ukubona izinhlamvu ezisukela kolu-2–4 bese esho imisindo eyenziwa yilezi zinhlamvu.	Ukwazi ukubona izinhlamvu ezisukela kwezi-5–8 bese esho imisindo eyenziwa yilezi zinhlamvu.	Ukwazi ukubona izinhlamvu ezisukela kolu-9 okanye kuphezulu bese esho imisindo eyenziwa yilezi zinhlamvu.
<b>2 Uqala ukuqonda ukuthi amagama akhiwa ngemisindo: uyawethula umisindo wokuqala osegameni lakhe kanye nakwamanye amagama</b>	Akakwazi ukusho umisindo ongasekuqaleni kwegama lakhe kanye nakwamanye amagama.	Uyakwazi ukusho umisindo ongasekuqaleni kwegama lakhe kodwa kulukhuni ukusho imisindo ongasekuqaleni kwamanye amagama.	Uyakwazi ukusho umisindo ongasekuqaleni kwegama lakhe; uyakwazi futhi ukusho imisindo ongasekuqaleni kwamanye amagama.	Ukwazi kahle ukusho umisindo ongasekuqaleni kwegama lakhe kanye nakwamanye amagama.
<b>3 Uyakwazi ukwakha indaba yakhe “ngokufunda” izithombe</b>	Akakwazi ukusebenzisa izithombe ukuqagela ukuthi indaba imayelana nani; uchaza izithombe esebenzisa ulimi olunezihle.	Uyazisebenzisa izithombe ukuqagela ukuthi indaba imayelana nani uma esizwa.	Uyazisebenzisa izithombe ukuqagela ukuthi indaba imayelana nani; angahle abe nalo ‘izwi lokufunda.’	Uyazisebenzisa izithombe ukuqagela ukuthi indaba imayelana nani; ukhombisa ukuqonda ukuthi izithombe namagama kuhlobene, kodwa akufani, unalo ‘izwi lokufunda’; uyawukhomba umbhalo uma ‘ewufunda’.

# ★ Term 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%)
<b>1 Recognises aurally and visually some consonants and vowels</b>	Is not able to recognise any letters and say the sounds that these letters make.	Is able to recognise 2–4 letters and say the sounds that these letters make.	Is able to recognise 5–8 letters and say the sounds that these letters make.	Is able to recognise 9 letters and say the sounds that these letters make.
<b>2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words</b>	Does not recognise that words are made up of sounds; unable to give the beginning sound of own name or other words.	Able to give beginning sound of own name, but struggles when asked for beginning sound of other words.	Able to give the beginning sound of own name; able to give the beginning sound of some other words.	Consistently able to give the beginning sound of own name and other words.
<b>3 Makes up own story by reading the pictures</b>	Not able to use pictures to predict what the story is about; describes pictures using very limited language.	Uses pictures to predict and describe the story, but with assistance.	Uses pictures to predict what the story is about; might adopt a “reading voice”.	Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”.

# ★ Ithemu 2: Ukubhala kahle ngesandla kokuqala Irubhrikhi 1–3

Indlela yokuhlola	1. Akaphumelelanga (0 – 29%)	2. Uphumelele ngokusezingeni (30 – 49%)	3. Uphumelele ngokwanele (50 – 74%)	4. Uphumelele ngamalengisi (75 – 100%)
<b>1 Uyathuthuka ngamakhono okunyakazisa izicubu ezincane kanye nokusebenzisa umzimba</b>	Akakwazi ukuqedela imisebenzi edinga ikhono lokunyakazisa izicubu ezincane; uyayibalekela noma akhombise ukuphatheka kabi.	Uyakwazi ukuqedela imisebenzi edinga ikhono lokunyakazisa izicubu ezincane kodwa uthatha isikhathi; imiphumela ayinembi nokho.	Uyakwazi ukuqedela eminingi imisebenzi edinga ikhono lokunyakazisa izicubu ezincane; uyakhula ngokunemba nokusebenza ngokuncomekayo.	Uyakwazi ukuqedela imisebenzi edinga ikhono lokunyakazisa izicubu ezincane ngokuzethemba, ngokunemba kanye nakalula.
<b>2 Uyazidweba izithombe ngengqikithi yezindaba</b>	Imidwebo yakhe ayibonakali noma ingeyona imibhalo noma iyizindilinga ezinemigqa.	Imidwebo yakhe iyabonakala kodwa ayihlobani nendaba, neculo noma nomlolozelo.	Udweba isithombe esinemibala esihlobene nendaba; imidwebo yabalingiswa abaqavile inakho okunye kwalokhu okulandelayo: imilenze, izingalo, izandla, izinyawo, amehlo, ikhala, umlomo nezindlebe.	Udweba isithombe esinemibala esinezinto eziningi ezithintana nendaba; sinabalingiswa abaqavile abanazo zonke izinto njengezingubo zokugqoka.
<b>3 Uyaqonda ukuthi ukubhala nokudweba kuhlukile; wenza sengathi uyabhala imidwebo engewona amagama</b>	Akakwazi ukwethula imibono ngokudweba noma ngokubhala.	Uyayethula imibono ngokudweba kodwa akunabufakazi bokwenza sengathi uyabhala noma uyaklwiklwiza.	Uyakuqonda ukuthi ukubhala kanye nokudweba yizinto ezingafani: wenza sengathi uyabhala imidwebo engewona amagama)	Uyakuqonda ukuthi ukubhala kanye nokudweba yizinto ezingafani kanti useqala 'ukubhala' esebenzisa ingxube yezinhlamvu azikopishile kanye nemidwebo engewona amagama); uyakwazi ukukopisha izinhlamvu nezinamba ezikhona ekilasini emizameni yakhe yokubhala.



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

# ★ Enza ubumba ngenhlama yokudlala

## Nakhu ozokudinga

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



## Izinyathelo

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

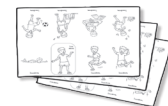
**Ithiphu:** Zama ukwenza inhlama inganamatheli ezandleni zakho. Lokhu kuyindlela enhle yokuvocavoca izindla zezingane. Thatha inhlama uyifake epulasitikini ukuze ingaboli bese uyifaka efirijini, uma kwenzeka noma endaweni epholile.



# ★ Enza incwajana

## Izinyathelo

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



# ★ How to make playdough

## You will need

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



## Steps

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

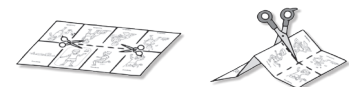
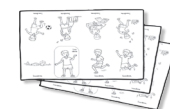
**Tip:** Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

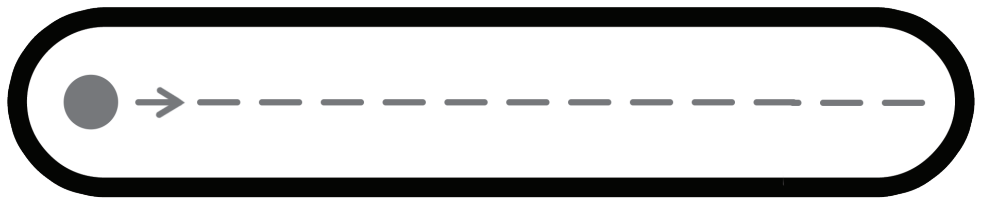
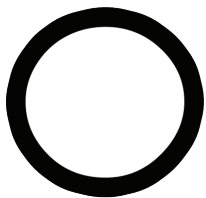
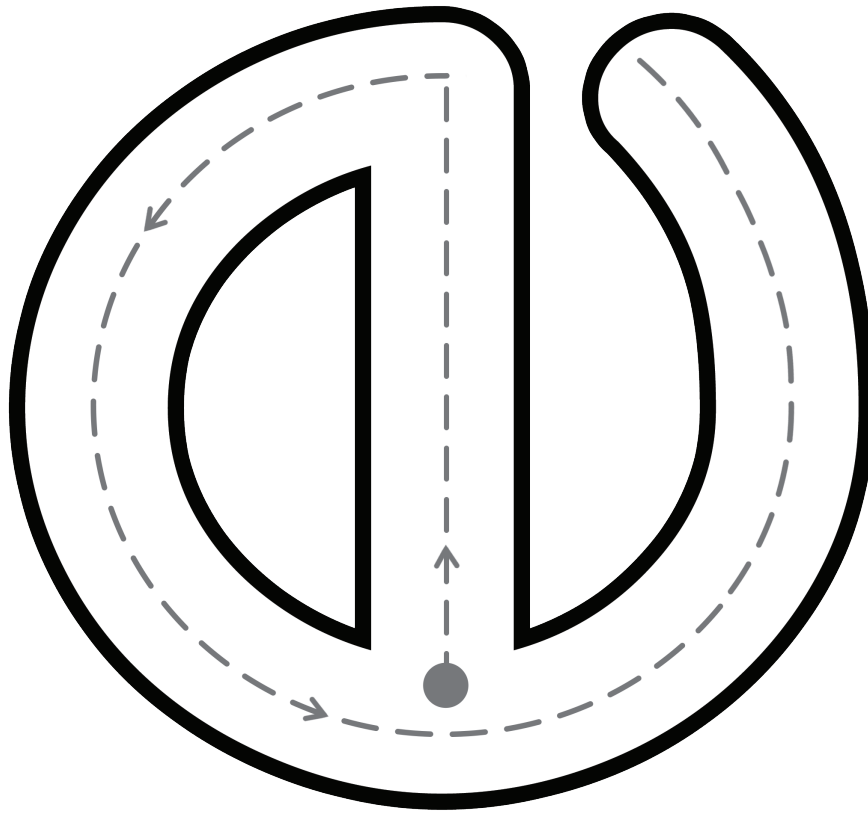


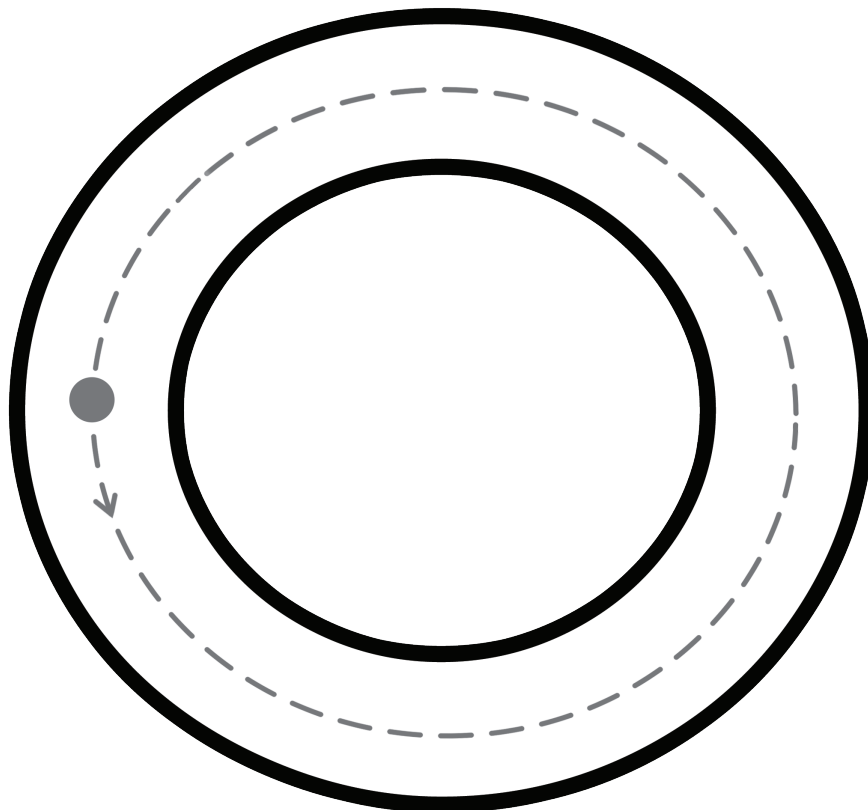
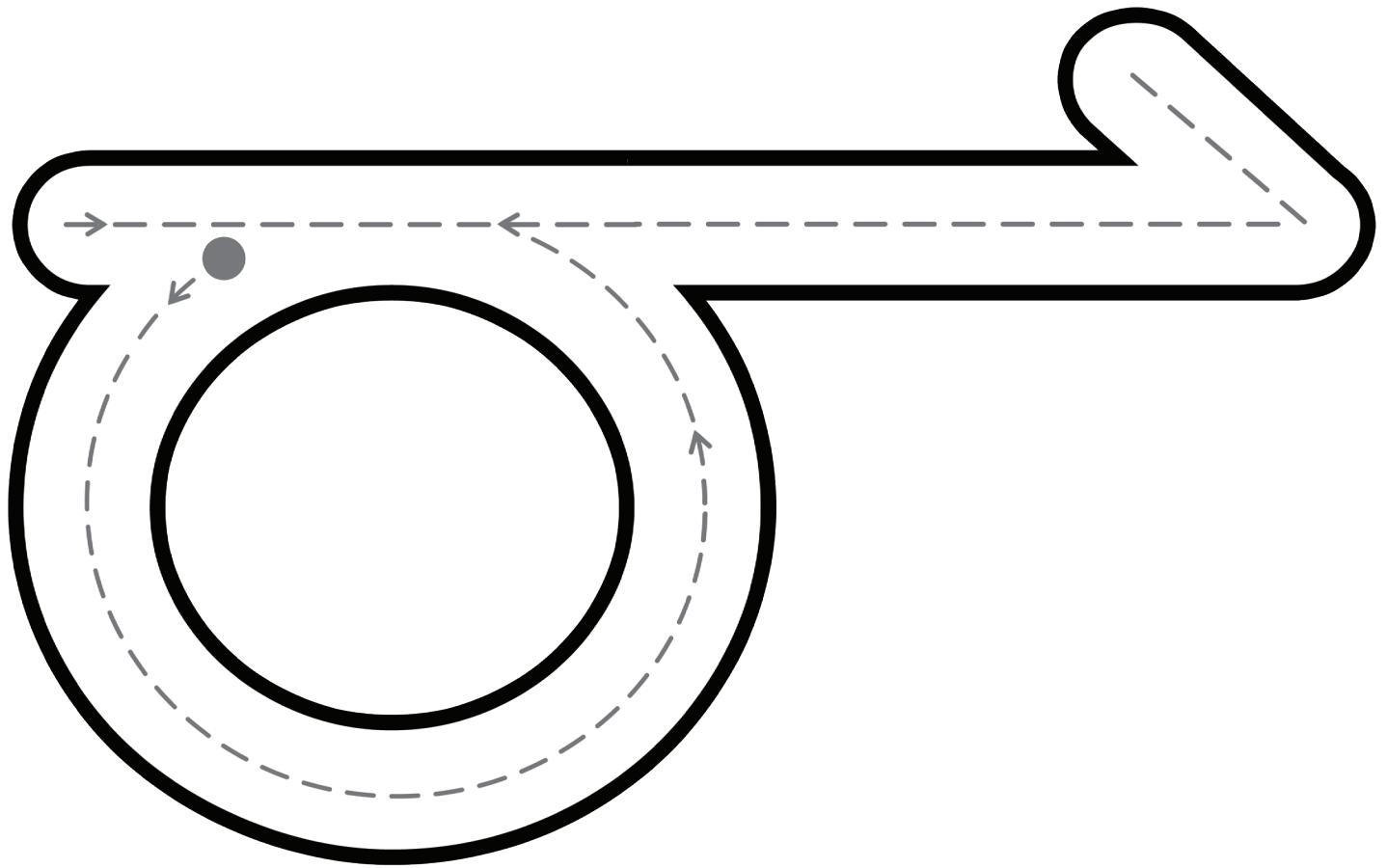
# ★ How to make a little book

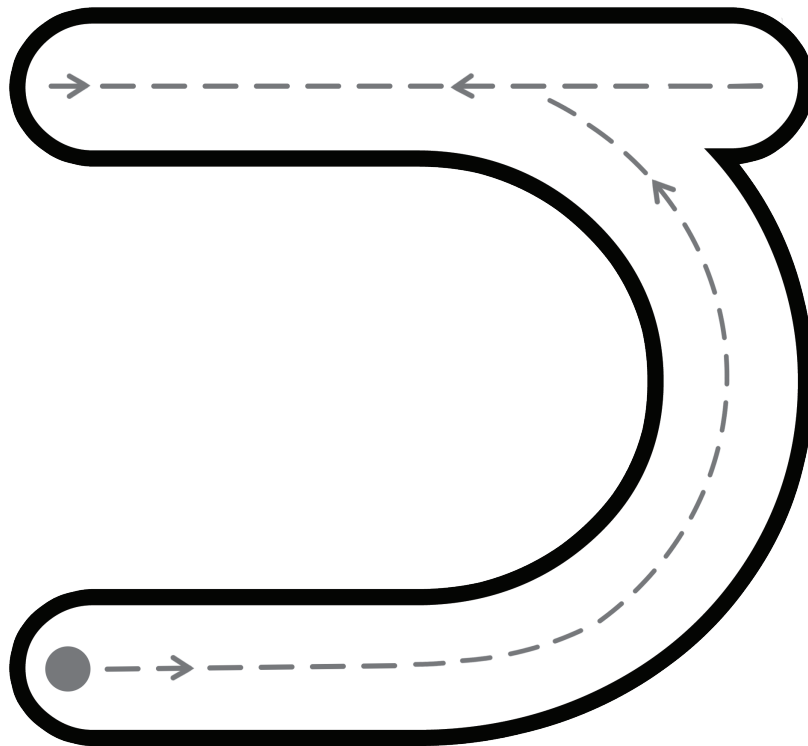
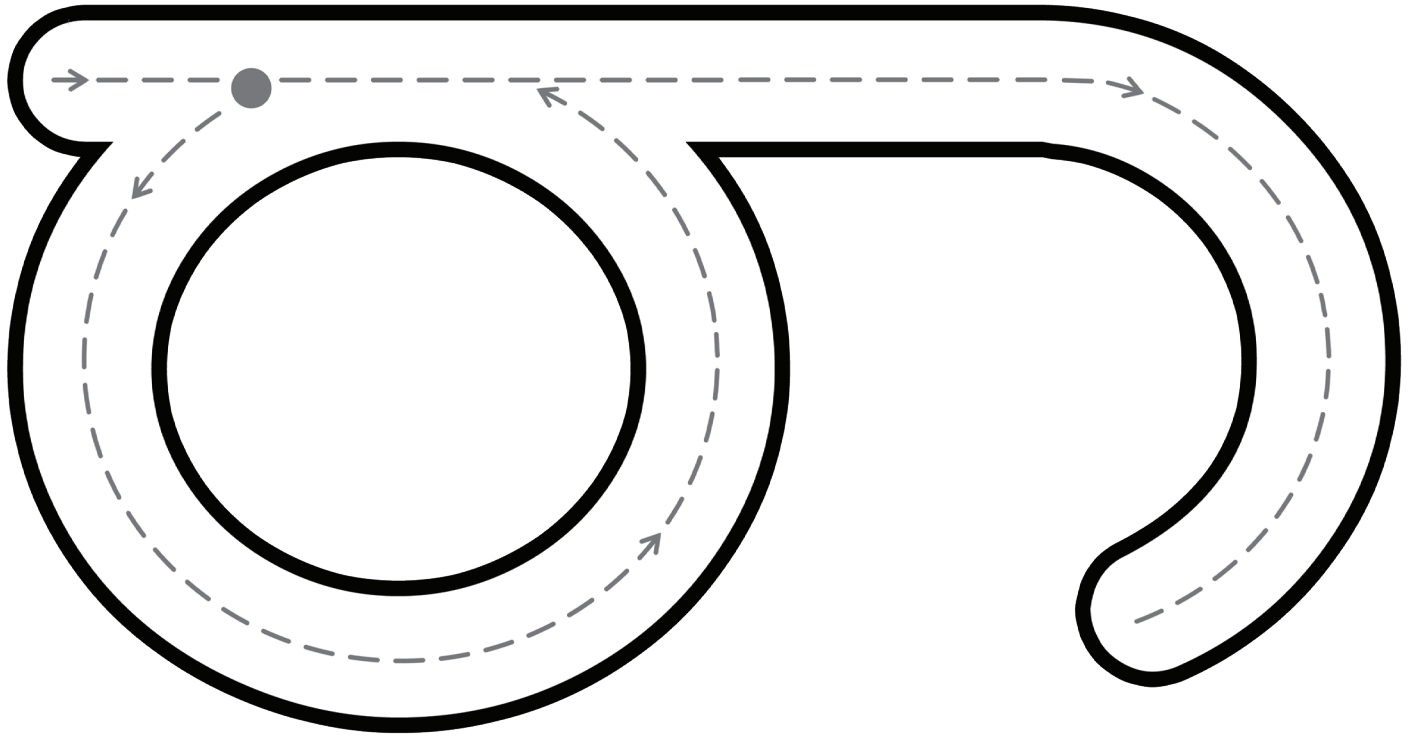
## Steps

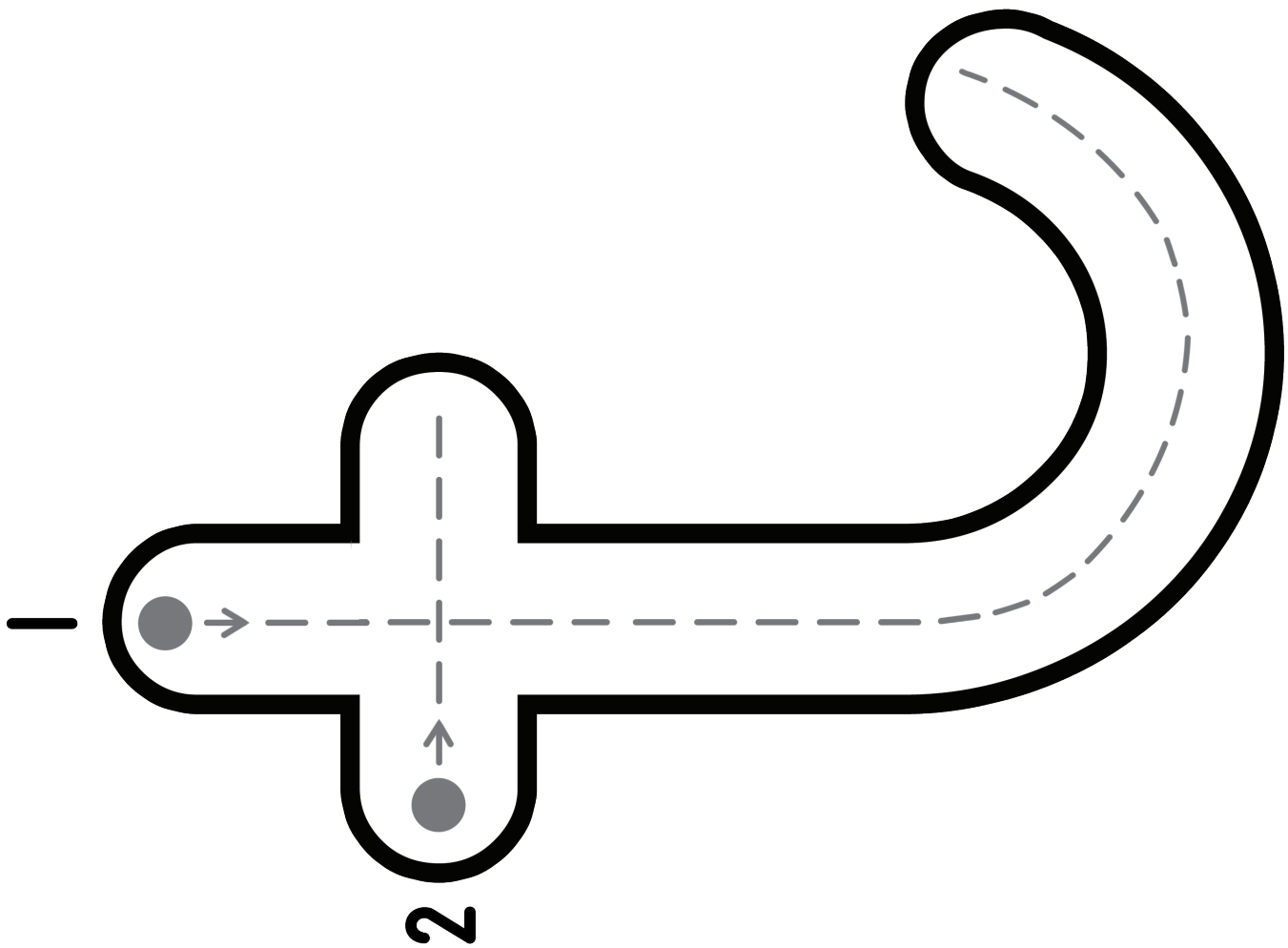
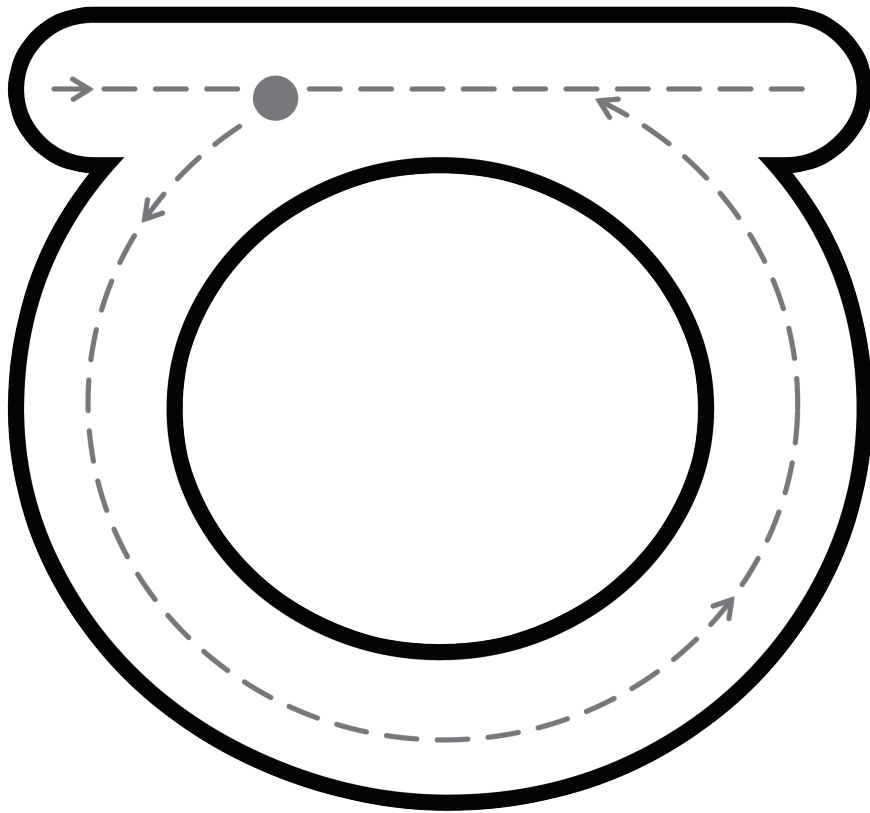
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

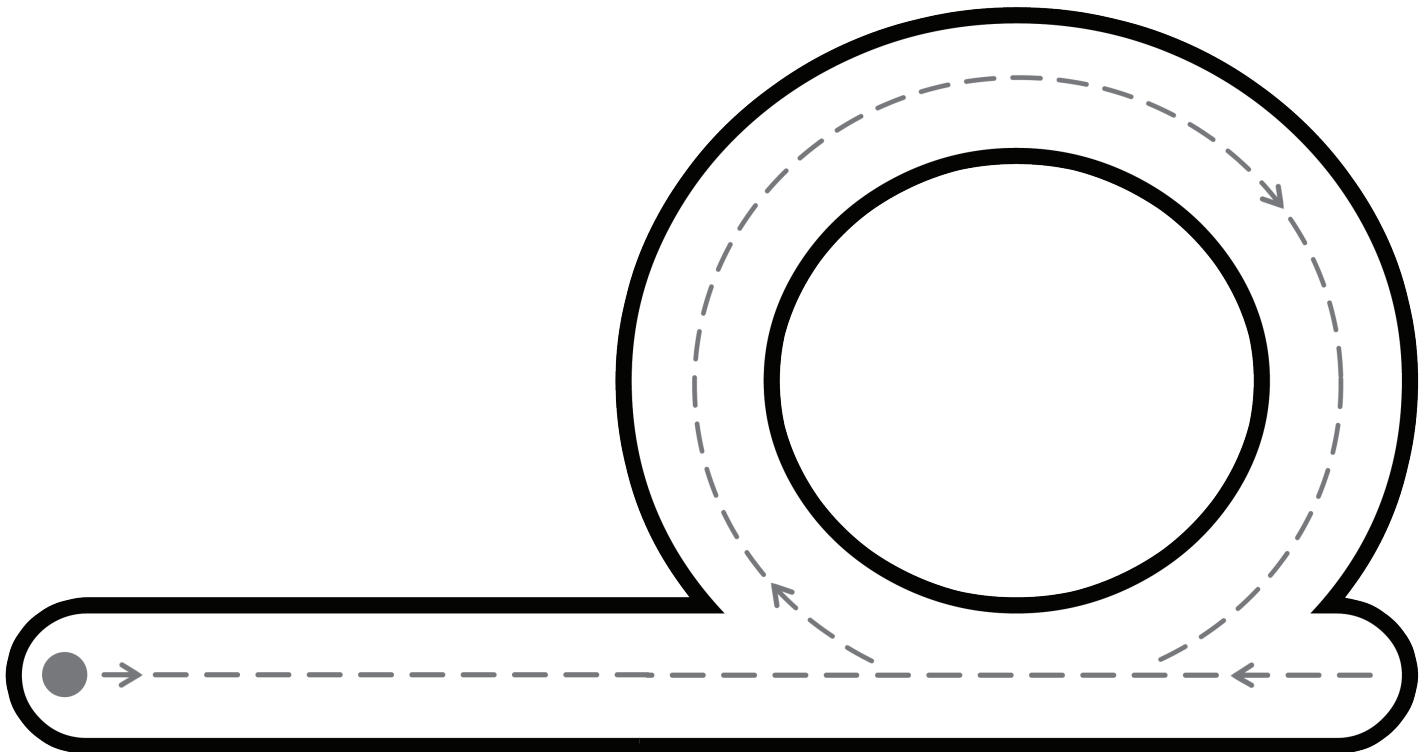
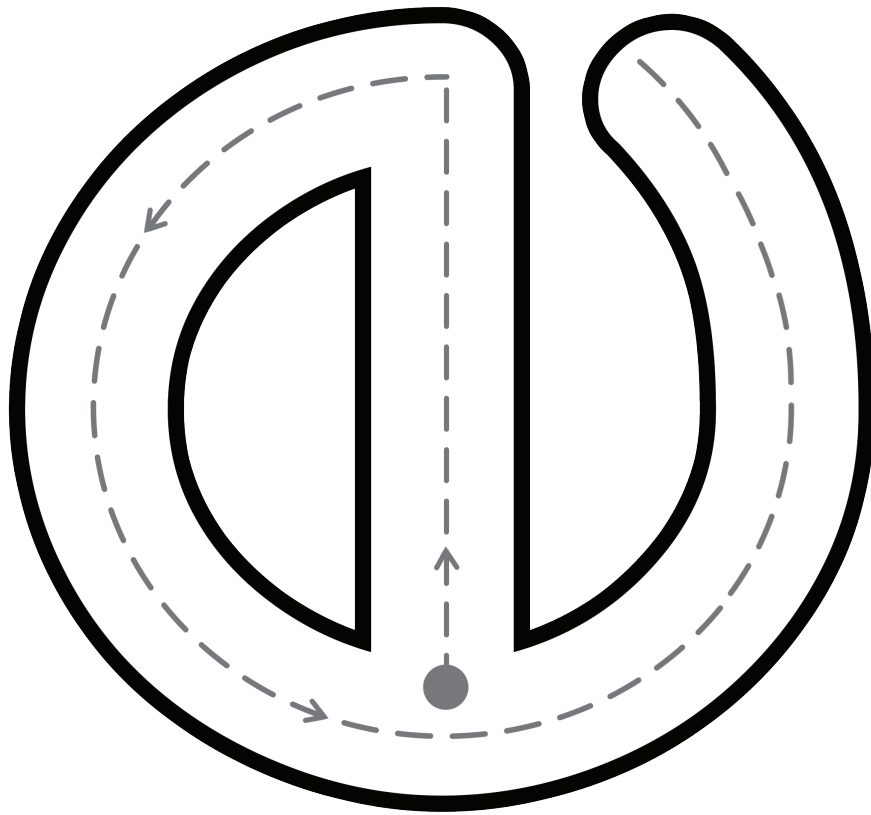
















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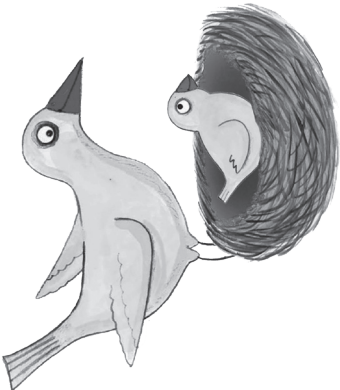



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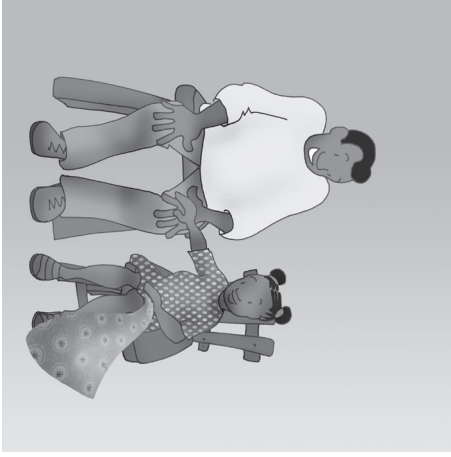
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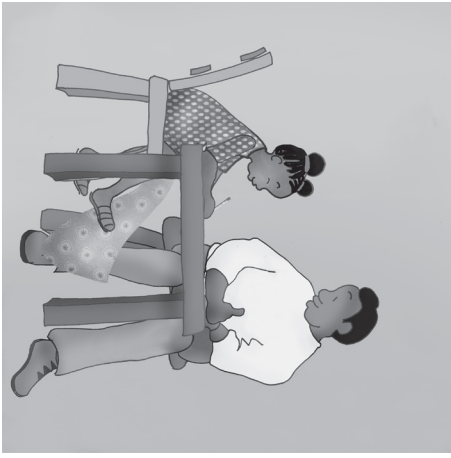



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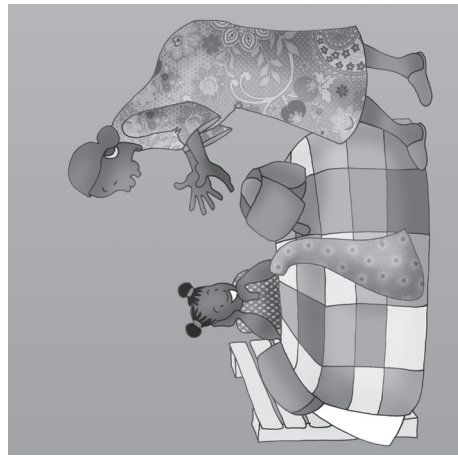
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Umntwana  
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African  
Storybook.org

Lencwadi ngeka:  
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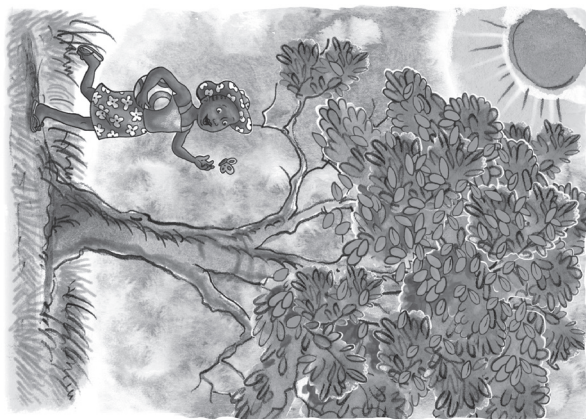
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Isidleke esakhiwe  
ngesigqoko sewuli



  
Wordworks  
Changing lives through literacy

Lencwadi ngeka:

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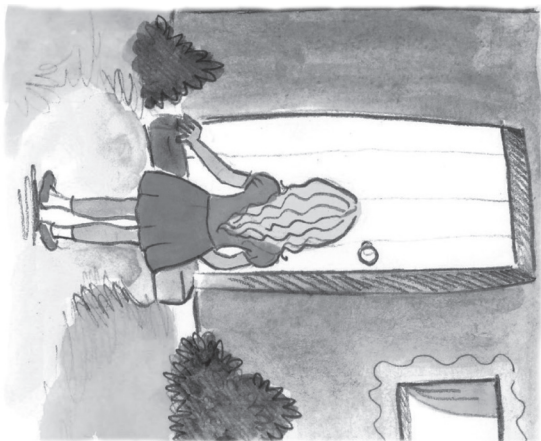
  
Wordworks  
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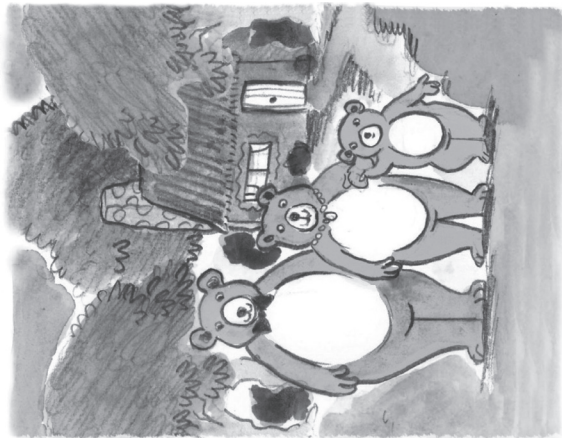
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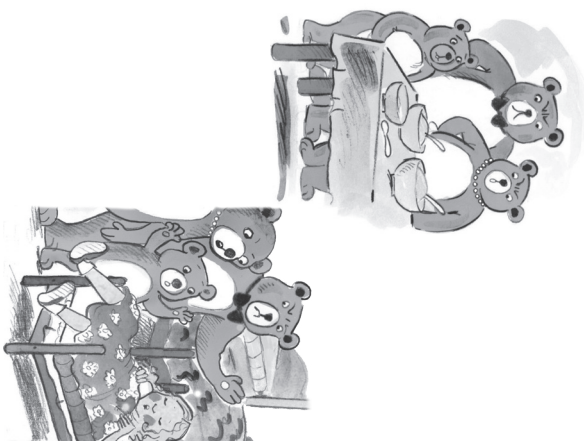
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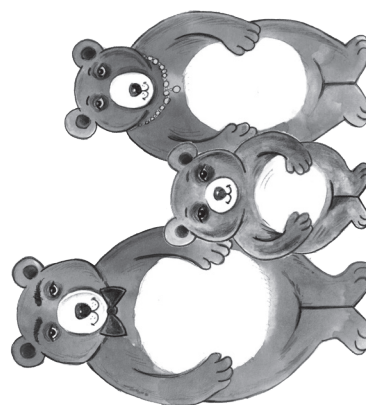
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UGolido



Wordworks  
Changing lives through literacy

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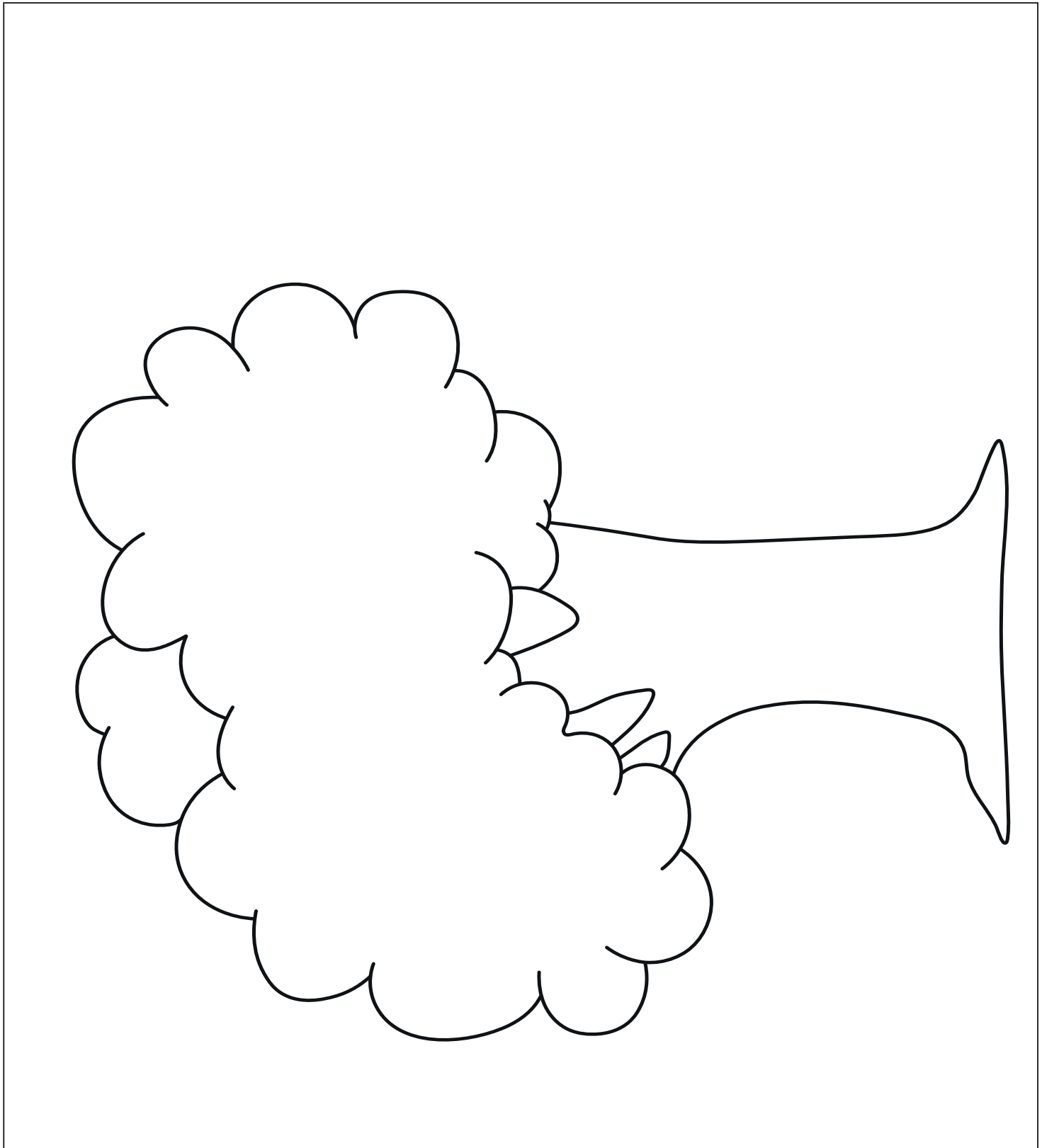
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**Ungumama wami wena?:** Ikhasi lomsebenzi wokufunda nokwenza

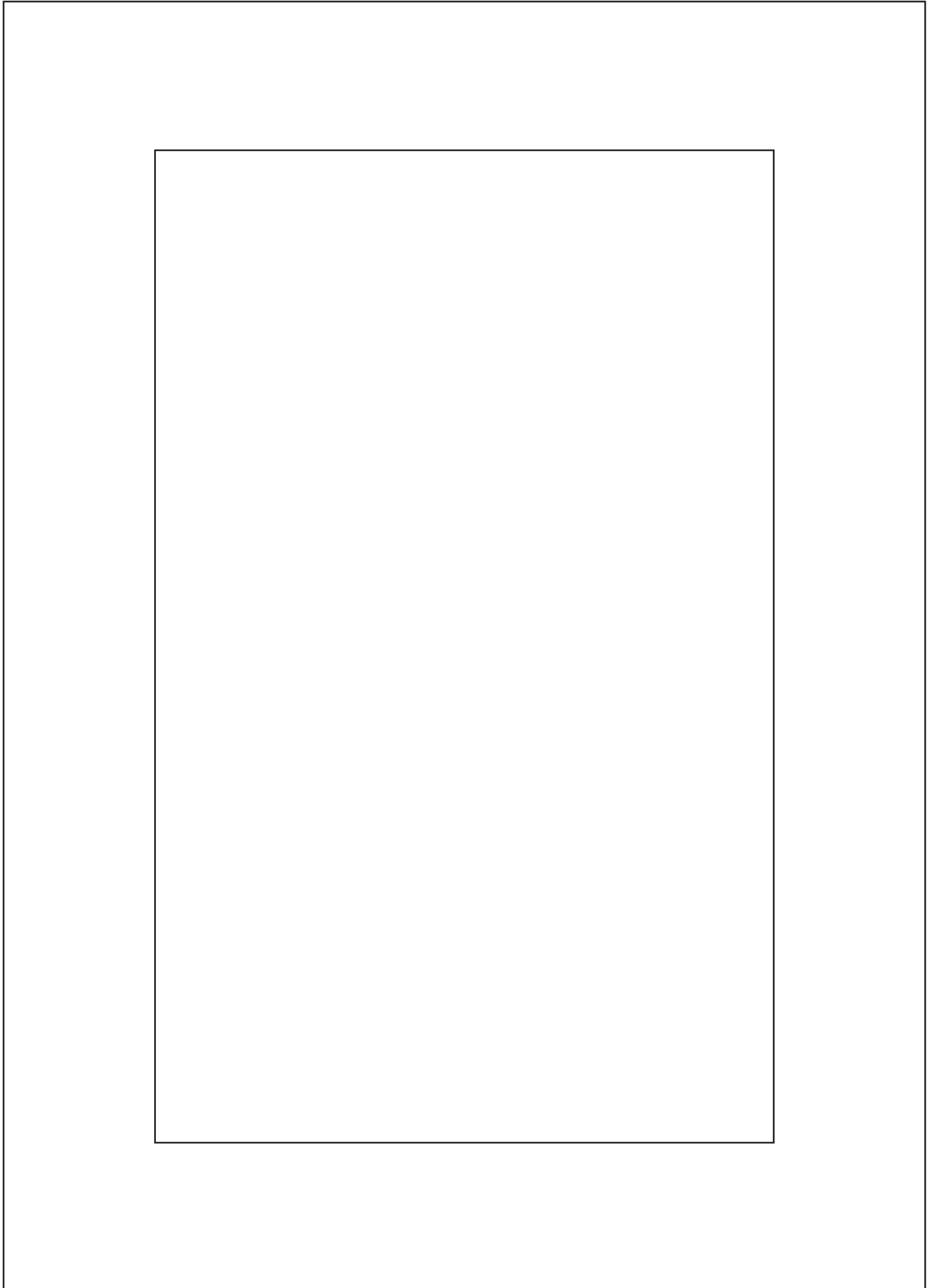


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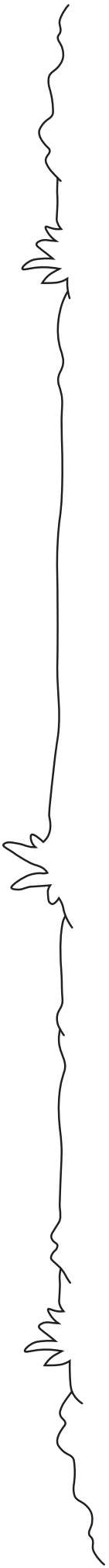
**Umntwana ulindelwe:** *Ikhasi lomsebenzi wefulemu yezithombe*





**Isidleke esakhiwe ngesigqoko sewuli: Ikhasi lomsebenzi wokufunda nokwenza**

 <b>2</b>  izihlala	 <b>1</b>  isigqoko sewuli	 <b>1</b>  iphuphu	 <b>5</b>  amaqabunga	 <b>1</b>  ilanga
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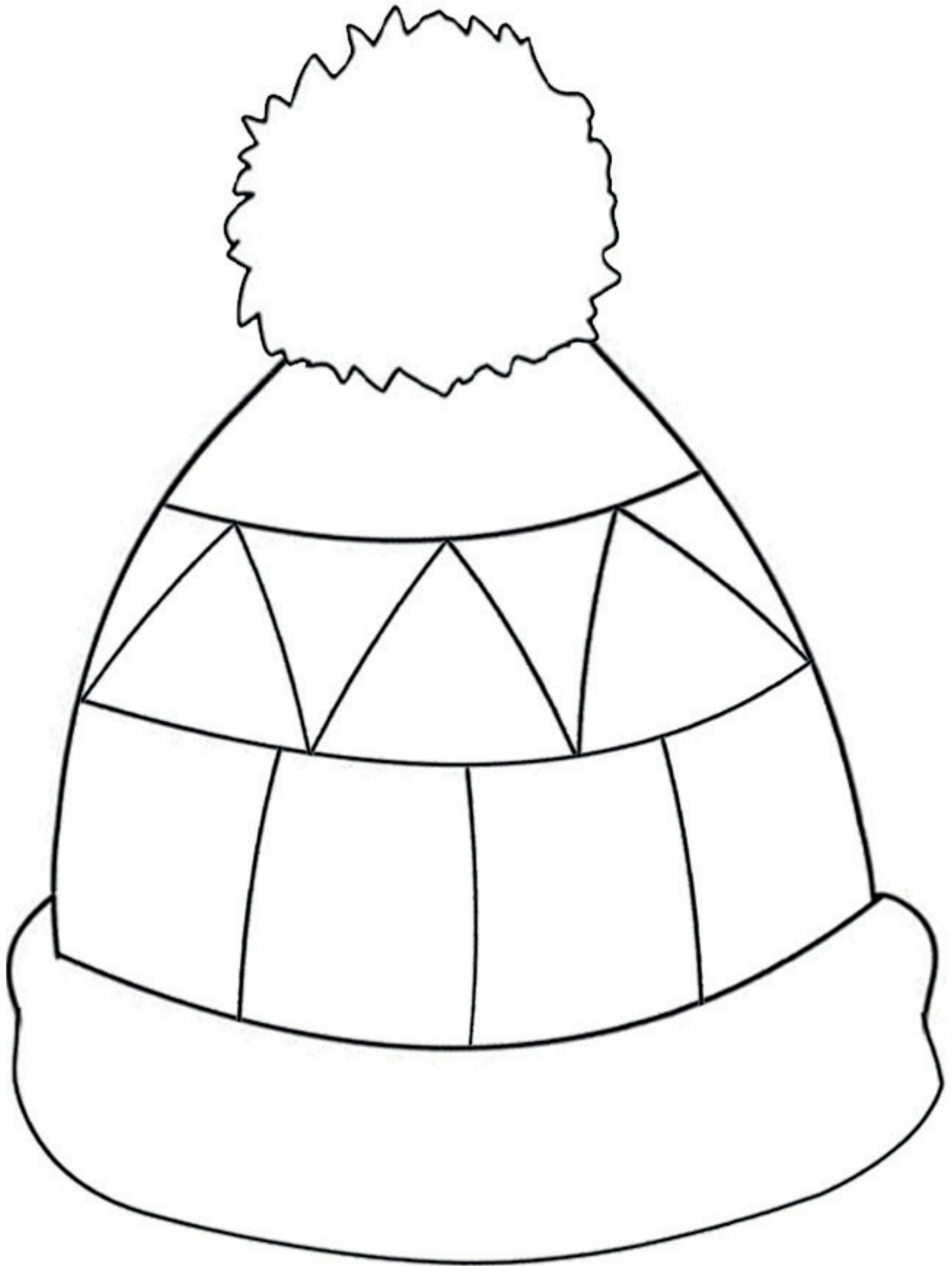


















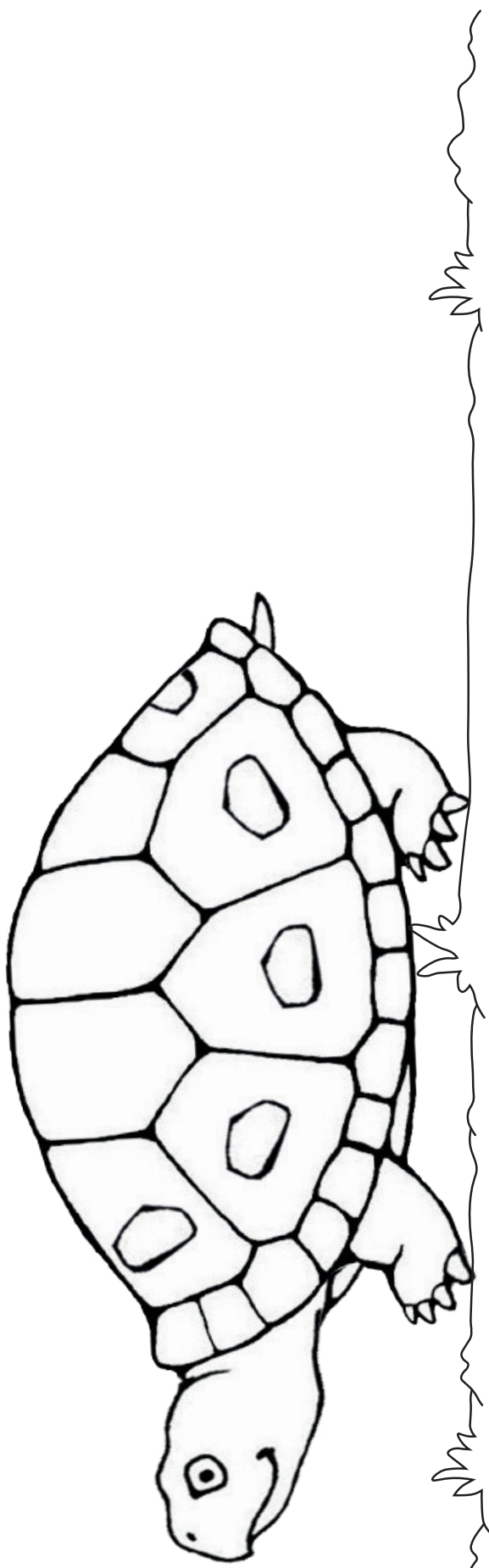
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**Ufudu negobolondo lalo:** Ikhasi lomsebenzi wegobolondo lofudu

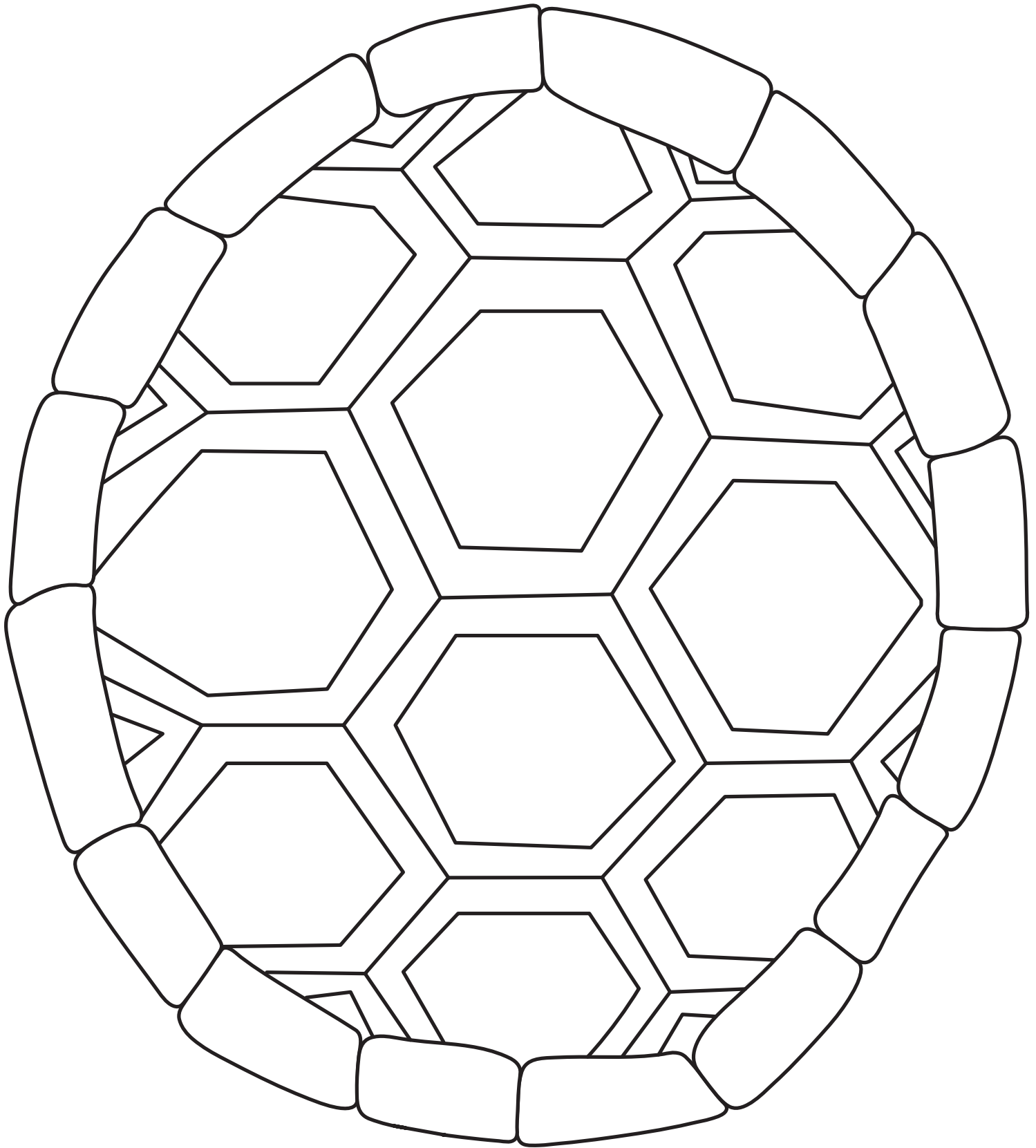
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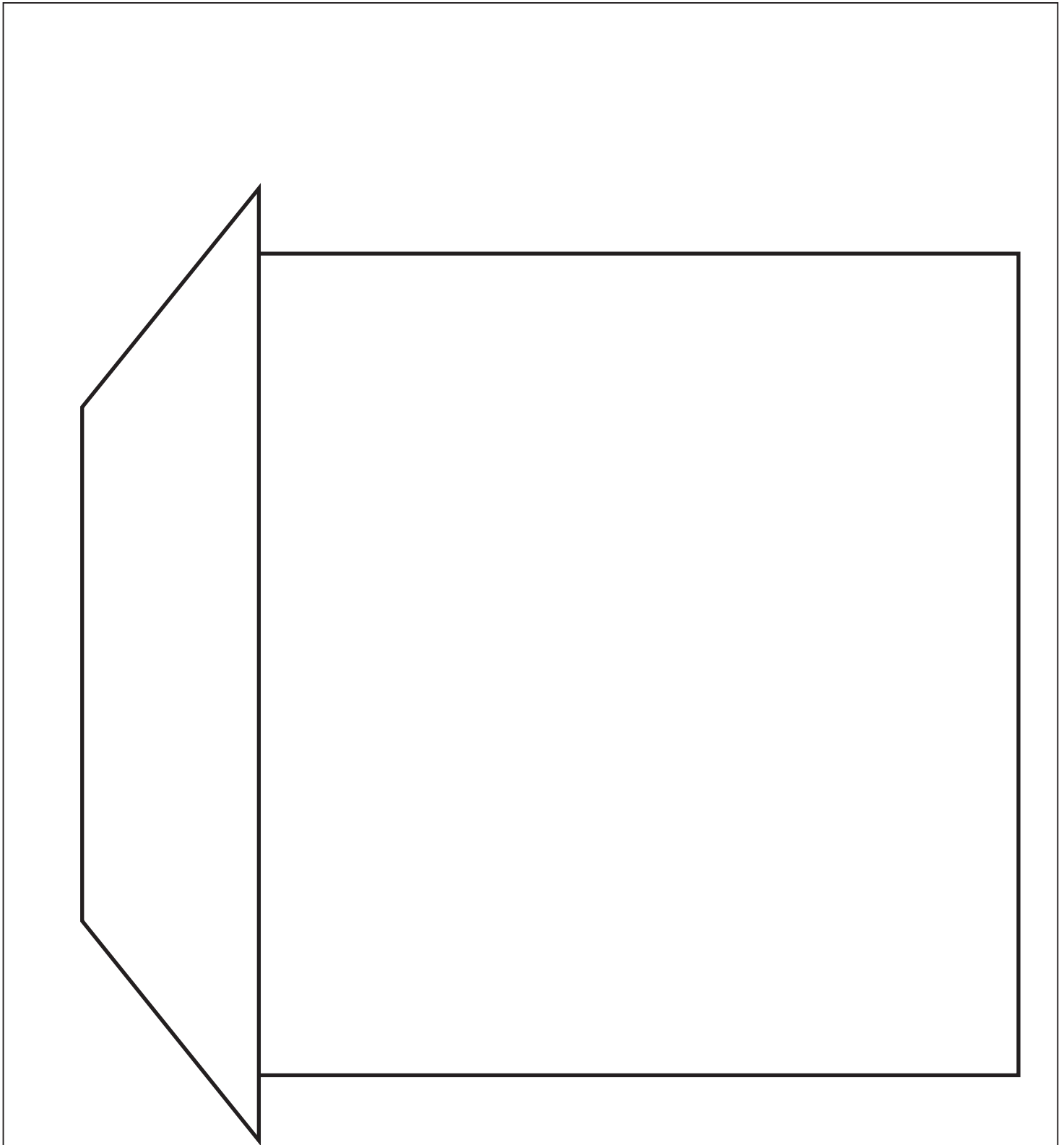


*Ufudu negobolondo lalo: Ikhasi lomsebenzi wegobolondo lofudu*





**UGolido:** Ikhasi lomsebenzi wokufunda nokwenza



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isivalo	amafasitela	amabhele	izinyosi	izimbali

