



Mbekanyamushumo ya u Khwinisa
Luambo ya Gireidi ya R

Grade R Language Improvement Programme

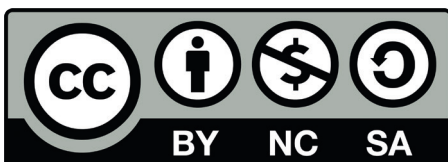
Nyendedzi ya Nyito Activity Guide

Kotara ya 3
Term 3



Tshivenda | English





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Iyi laisentsi i tendela vhashumisi-hafhu uri vha i phadaladze, tanganyise, shandule, na u fhaṭa nṭha ha tshishumiwa tshi re kha tshivhumbeo tshinwe na tshinwe nahone ndi zwa u sa bindudza, tenda ndivhuwo dza netshedzwa musiki. Arali vha tanganyisa, shandula kana u fhaṭa nṭha ha tshishumiwa, vha tea u netshedza laisentsi kha tshishumiwa tsho khwinifhadzwaho fhasi ha milayo i fanaho.

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★ Zwi re ngomu

Mulaedza u bva kha T̄hoho ya Muhasho 5

MARANGAPHANDA

Gaidi ya Mushumo ya Themo ya 3 6
U Funza Luambo lwa Hayani nga mbekanyamushumo ya d̄uvha l̄iñwe na l̄iñwe ya Gireidi ya R..... 8
Mutevheṭhaḍu wa vhege mbili wa Luambo lwa Hayani 10
Mishumo ya mbekanyamushumo yo d̄isendeka na CAPS 14

BAISIGIRA NTSWA YA BONO

Nganea..... 18
Luimbo na n̄divho ya maipfi u bva kha nganea 20
Vhege ya 1 22
Vhege ya 2 36

SPOT I YA VHENGELANI

Nganea..... 50
Luimbo na n̄divho ya maipfi u bva kha nganea 52
Vhege ya 1 54
Vhege ya 2 68

BULUVHULU L̄ITUKU

Nganea..... 82
Luimbo na n̄divho ya maipfi u bva kha nganea 84
Vhege ya 1 86
Vhege ya 2 100

TEMO NA MBAVA DZA ZWIMELA

Nganea..... 112
Luimbo na n̄divho ya maipfi u bva kha nganea 114
Vhege ya 1 116
Vhege ya 2 130

NGADE YA MAKHULUTSHINNA FAROUK

Nganea..... 144
Luimbo na n̄divho ya maipfi u bva kha nganea 146
Vhege ya 1 148
Vhege ya 2 162

U LINGA

Themo ya 3: Rekhodo ya tshiedziso ya u linga ha tshifhinga tshoṭhe (mutevhe wa zwine zwa fanela u sedzwa)..... 178
Themo ya 3: Rubiriki ya 1 na 2 ya U thetshelesa na u amba 180
Themo ya 3: Rubiriki ya 1-3 ya Mibvumo, u Vhala na uṭalela..... 182
Themo ya 3: Rubiriki ya 1-3 ya N̄divho i Rangelaho u ṅwala na Muṅwalo..... 184

Kha vha ite suko l̄a u tamba 186

U ita kubugu kuṭuku..... 188



★ Contents

Foreword	5
INTRODUCTION	
The Term 3 Activity Guide	7
Teaching Home Language in the Grade R daily programme	9
The Home Language two-week cycle	11
Programme activities are CAPS aligned	15
DAVID'S NEW BIKE	
Story	19
Song and vocabulary from the story	21
Week 1	23
Week 2	37
SPOT GOES TO THE SHOP	
Story	51
Song and vocabulary from the story	53
Week 1	55
Week 2	69
THE LITTLE TADPOLE	
Story	83
Song and vocabulary from the story	85
Week 1	87
Week 2	101
TEMO AND THE PLANT THIEVES	
Story	113
Song and vocabulary from the story	115
Week 1	117
Week 2	131
GRANDPA FAROUK'S GARDEN	
Story	145
Song and vocabulary from the story	147
Week 1	149
Week 2	163
ASSESSMENTS	
Exemplar record of continuous assessment (checklist)	179
Listening and speaking rubric 1 and 2	181
Phonics, reading and viewing rubric 1 to 3	183
Emergent writing and handwriting rubric 1 to 3	185
How to make playdough and a little book	187
Activity pages	189



★ Mulaedza u bva kha Thoho ya Muhasho



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.

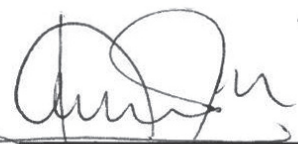
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning. 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

★ Marangaphanda

Gaidi ya Mushumo ya Themo ya 3

Gaidi ya Mushumo ya Themo ya 3 ya Luambo lwa Hayani i n̄tshedza tshivhumbeo tsha u funza Gireidi ya R Luambo lwa Hayani kha themo ya 3. Mishumo yo d̄isendeka kha dzinganea na u dzudzanywa u ya nga mutevheṭhaḁu wa u funza wa vhege mbili wa nganea in̄we na in̄we.

Kha vha ṭhogomele zwi tevhelaho:

- ★ Mutevhe wa zwine vha tea u dzudzanya kha mutevheṭhaḁu muṇwe na muṇwe wa nganea wa vhege mbili
- ★ Mutevheṭhaḁu wa vhege mbili une wa ṭanganisa mishumo ya d̄uvha liṇwe na liṇwe, lwa vhege mbili
- ★ Siaṭari ḁa u linga ha tshifhinga tshoṭhe hune ho d̄isendeka kha mishumo ya themo ine ya nga shumiswa u rekhoda mvelaphanda ya mugudi muṇwe na muṇwe nga tshifhinga tsha themo
- ★ Rubiriki ya u linga
- ★ Masiṭari a mishumo ane a itea khophi, zwibugwana na thempleithi dza maḁedere.

Zwiko

Iyi ndi nyangaredzo ya dzinganea, thero dzi elanaho na maḁedere o sedzwaho a Themo ya 3.

Nganea	Thero	Maḁedere/mibvumo yo sedzwaho
Baisigira ntswa ya Bono	Vhuendedzi	b na r
Spot i ya vhengeleni	Mishumo ine vhatu vha i ita	v na s
Buluvhulu liṭuku	Maḁi	h na ḁ
Temo na mbava dza zwimela	Miroho	ṭ na l
Ngade ya Makhulutshinna Farouk	Vhupo vhu re na mutakalo	f na t

Vha ḁo tea u fhaṭa zwiko zwavho vhone vhaṅe nga zwiṭuku u itela u funza mbekanyamushumo. Zwiṇwe zwi n̄tshedzwa vhone sa tshipiḁa tsha mbekanyamushumo, zwiṇwe vha tea u tou zwi kuvhanganya nahone zwiṇwe vha nga tou ḁiitela vhone vhaṅe. Ri vha humbudza uri vha pulane ngudo dzavho mathomoni a vhege in̄we na in̄we na u lugisa zwishumiswa zwoṭhe zwine vha ḁo zwi ṭoḁa hu tsee na tshifhinga. Kha vha vhe na vhuṭanzi ha uri tshiṇwe na tshiṇwe tsho dzudzanyea hu sa athu u thoma dzingudo, u itela uri vha kone u vha na tshifhinga tshinzhi na vhagudi.

Buto ḁa Zwiko zwa Luambo

Kha Gaidi ya Mushumo wa themo in̄we na in̄we vha ḁo ṭanganedza buto ḁa zwiko ḁi re na:

- ★ zwipopai zwa nganea in̄we na in̄we
- ★ thevhekano ya zwifanyiso ya nganea in̄we na in̄we
- ★ Bugu Khulu ya nganea in̄we na in̄we
- ★ mitambo na khanganyiso (zwine zwa ḁo ṭoḁou geriwa na u lugiselwa).

★ Introduction

The Term 3 Activity Guide

The Home Language Term 3 Activity Guide offers a structure for teaching Home Language in the third 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 3.

Story	Theme	Focus letters/sounds
David's new bike	Transport	b and r
Spot goes to the shop	Jobs people do	v and s
The little tadpole	Water	h and l
Temo and the plant thieves	Vegetables	t and l
Grandpa Farouk's garden	Healthy environment	f and t

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).



Zwiko zwine zwa fanela u kuvhanganywa kana u rengwa

- ★ Dzisifhereswenda na zwiambaro zwi elanaho na nganea uri zwi shumiswe nga tshifhinga tsha u tlatshedza nganea, u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana na litambwa
- ★ khandiso dzo tumanaho na nganea inwe na inwe: bugu dza zwifanyiso, mabambiri a khungedzelo, mimagazini na dziphositaro
- ★ Zwithu kana garaṭa dza zwifanyiso dza mutevhe wa ndivho ya maipfi dza nganea inwe na inwe
- ★ Zwithu zwa mabogisi a maḽedere, tshipopai tsha swogisi, bege tḽukhu, sila/labi, swatara dza urwa thunzi, bodo, sambelo/manngi, lebula khulwane, tshivhoni tshituku
- ★ Khirayoni dza pfuraṅotshi khulwane, dzipennde na bulatsho dza u pennda, zwigero, guḽuu, peni dza u swaya na peni dza u swaya kha bodo
- ★ Suko ḽa u tamba, methe wa suko ḽa u tamba
- ★ Bammbiri ḽa A4, khadibogisi na bammbiri ḽa filipitshati
- ★ Zwishumiswa zwa matshetshelelo a vhutsila na mishumo ya u fhaṭa: phuleithi dza mabambiri, dzigunubu, mbeu, zwitanda, thongwane/thombwana, mitibo ya maboḽelo, mabogisi a makumba, jege dza ngilasi, minwe yo gandiswaho ya mivhala yo fhambananaho, maṭo a puḽasitiki (itshi ndi tshiengedzwa), foili, tḽirei ya siṭairofomo, labi, zwisomoli, bammbiri ḽa thishu, phasiṭa
- ★ Zwithu kana zwifanyiso zwiṭuku zwa mishumo ya thempleithi dza maḽedere

Ndugiselo ya nganea inwe na inwe

- ★ Kha vha kuvhanganye dzisifhereswenda dza u tlatshedza nganea, litambwa na u ḽiita u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana.
- ★ Kha vha ite khophi dza masiṭari a mushumo dza mugudi muṅwe na muṅwe.
- ★ Kha vha lugise mitambo na khanganyiso vha zwi vhulunge kha phakhethe kana kha mudzio.
- ★ Kha vha vhumbe suko ḽa u tamba na mimethe ya suko ḽa u tamba (risipi yo katelwa na masiṭari a mushumo).
- ★ Kha vha ite khophi vha pete kubugwana kwa mugudi muṅwe na muṅwe (dzindaela kha masiṭari a mushumo).
- ★ Kha vha ite mabogisi a maḽedere mavhili a nganea inwe na inwe. Kha vha ḽadze midzio ya aisikhirimu i si naho tshithu nga zwithu (kana zwifanyiso zwa zwithu) zwine zwa thoma nga mubvumo wo tiwaho. Sa tsumbo, bogisi ḽa /s/ ḽi ḽo vha ḽo faredza zwithu zwine madzina azwo a thoma nga mubvumo wo wa /s/. Kha vha shumise mitevhe ya maipfi u itela u vha thusa uri vha nange zwithu zwi re kha mabogisi. Kha vha ḽeibeḽe bogisi ḽa maḽedere ḽinwe na ḽinwe vha tshi khou shumisa dzithemplethi dza maḽedere. Ndi muhumbulo wavhudi u oledzela dzithemplethi kha feleṭe, kha bulo kana kha sendephepha u itela uri vhana vha kone u phuphuledza tshivhumbeo tsha ḽedere.

U Funza Luambo lwa Hayani nga mbekanyamushumo ya ḽuvha ḽinwe na ḽinwe ya Gireidi ya R

Tshifhinga tsho sedzwaho tsha Luambo lwa Hayani tshi katela kilasi yoṭhe na mishumo ya tshigwada tshituku ḽuvha ḽinwe na ḽinwe. Mishumo i dzudzanywa nga ndila dzo fhambanaho:

- ★ Mudededzi u ranga phanda a phanda ha kilasi.
- ★ Mudededzi u dzula na tshigwada tshituku u itela sumbedza na u shela mulenzhe nga vhuronwane a na vhagudi.
- ★ Mudededzi u tlatshedza mushumo na u humbela vhagudi uri vha shumese vho ḽiimisa nga vhoṭhe kha zwigwada.

Mutevheṭhaḽu wa vhege mbili u tḽanganyisa mishumo ya ḽuvha ḽinwe na ḽinwe, lwa vhege mbili. Mishumo i olelwa u fhaṭa kha na u khwaṭhisa luambo lwa nganea, na u bvedza maipfi a litheresi a ndeme kha maipfi a monaho na nganea a ndeme. Tshivhumbeo tsha mutevheṭhaḽu wa vhege mbili muṅwe na muṅwe tshi a dovhoolwa. Maitele aya a vha o ḽowealeho na u vhuedza vhadededzi na vhagudi vhuvhili havho. Vhadededzi vha a vha na fulufhelo ḽa u funza nga ndila iyi nahone vhagudi vha a pfa vha vho tsireledzwaho musi vha tshi ḽivha uri ndi zwifhio zwine zwa lavhelelwa khavho.





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ printed materials connected to each story: picture books, shopping flyers, magazines, maps and posters
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes, a sock made into a puppet, a small bag, cloths, cheap fly swatters, a pot, a basket, a large spoon
- ★ playdough, playdough mats
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, kokis and markers, Prestik
- ★ A4 paper, coloured paper, cardboard and flipchart paper
- ★ scrap materials for art and construction activities: paper plates, buttons, seeds, sticks, pebbles, bottle tops, egg boxes, glass jars, different colour finger paints, plastic eyes (optional), tin foil, styrofoam trays, fabric, toothpicks, tissue paper, macaroni
- ★ items for letter template activities

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.



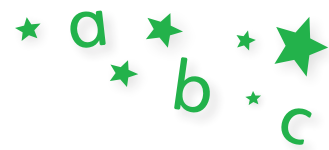


Mutevheṭhadu wa Vhege ya mbili wa Luambo lwa Hayani

Vhege ya 1






Mishumo ya kijasi yothe	Musumbuluwo	Ḳavhuvhili	Ḳavhuraru	Ḳavhuḱa	Ḳavhuḱanu
Mishumo yo disendekaho kha nganea	U ḱalutshedza nganea na u fhaḱa ḱdivho ya maipfi	U ḱalutshedza nganea na u imba	U ḱalutshedza nganea na iḱitambwa	U vhekanya zwifanyiso	U ita, u ola na u ḱwala
	Vhagudi vha pfa nganea lwa u tou thoma ngeno vha tshi khou guda ḱdivho ya maipfi maswa.	Vhagudi vha thetshesela hafhu nganea na u imba luimbo lu elanaho na nganea.	Vhagudi vha dzhia mishumo yo fhambanaho na u shumisa luambo lwa nganea vhone vhaḱe, musi nganea i tshi anetshelwa.	Vhagudi vha ḱalutshedza hafhu nganea nga u shumisa zwifanyiso.	Vhagudi vha imela mihumbulo yavho zwi tshi kwama nganea nga u vhumba tshithu, u ola tshifanyiso kana u shela mulenzhe kha u vhala nga u sieliana.
Mishumo ya maḱedere na mibvumo	U ḱivhadza mubvumo u bva kha nganea	U vhumba iḱedere	Mabogisi a maḱedere	U thetshesela mibvumo yo sedzwaho	U ḱanganyisa na u khethekanya
	Vhagudi vha a gudiswa mubvumo wo sedzwaho na u u ḱumana na maipfi a bvaho kha nganea.	Vhagudi vha vhumba iḱedere lo sedzwaho vha tshi khou shumisa zwishumiswa zwo fhambanaho na tshenzhemo ya zwipfi yo pfumaho.	Vhagudi vha vhona , u fara na u amba nga zwithu na zwifanyiso zwine zwa thoma nga mubvumo wo sedzwaho.	Vhagudi vha topola mibvumo yo sedzwaho kha maipfi.	Vhagudi vha ḱanganyisa mibvumo u itela u vhumba maipfi maswa na u ḱhukhukanya maipfi uri a vhe mibvumo.
Mishumo ya tshigwada tshituku	Musumbuluwo	Ḳavhuvhili	Ḳavhuraru	Ḳavhuḱa	Ḳavhuḱanu
	Stella u a sumbedza uri ndi ifhio mishumo ya tshigwada tshituku ine ya tshimbidzwa nga mudededzi ḱvha iḱiwe na iḱiwe.				
Tshigwada tsha lutombo	Mushumo wa 1: U ola na ḱdivho i rangelahoho u ḱwala ha vhagudi	Mushumo wa 2: Khanganyiso na mitambo	Mushumo wa 3: U vhala nga iwe muḱe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḱi na muḱwalo	Mushumo wa 5: U ḱiita u nga u khou tamba
	Vhagudi vha rekhoda mihumbulo yavho nga kha nyolo na ḱdivho i rangelaho u ḱwala.	Vhana vha ita khanganyiso dza maipfi na u tamba mitambo ya luambo.	Vhagudi vha vhala nga vhothe na u ḱiphina nga dzibugu na dziḱiwe khandiso.	Vhana vha ita mishumo ya u sudzuluwa ha misipha havhuḱi na u guda u vhumba maḱedere.	Vhagudi vha fhaḱa kha luambo lwa nganea na thero nga kha u ḱiita u nga vha khou tamba.
Tshigwada tshidala	Mushumo wa 5: U ḱiita u nga u khou tamba	Mushumo wa 1: U ola na ḱdivho i rangelaho u ḱwala ha vhana	Mushumo wa 2: Khanganyiso na mitambo	Mushumo wa 3: U vhala nga iwe muḱe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḱi na muḱwalo
Tshigwada tsha ḱaḱa	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḱi na muḱwalo	Mushumo wa 5: U ḱiita u nga u khou tamba	Mushumo wa 1: U ola na ḱdivho i rangelaho u ḱwala ha vhana	Mushumo wa 2: Khanganyiso na mitambo	Mushumo wa 3: U vhala nga iwe muḱe
Tshigwada tshitswuku	Mushumo wa 3: U vhala nga iwe muḱe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḱi na muḱwalo	Mushumo wa 5: U ḱiita u nga u khou tamba	Mushumo wa 1: U ola na ḱdivho i rangelaho u ḱwala ha vhana	Mushumo wa 2: Khanganyiso na mitambo
Tshigwada tsha phephuḱu	Mushumo wa 2: Khanganyiso na mitambo	Mushumo wa 3: U vhala nga iwe muḱe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḱi na muḱwalo	Mushumo wa 5: U ḱiita u nga u khou tamba	Mushumo wa 1: U ola na ḱdivho i rangelaho u ḱwala ha vhana





The Home Language two-week cycle

Week 1

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










Vhege ya 2

Mishumo ya kilasi yothe	Musumbuluwo	Lavhuvhili	Lavhuraru	Lavhuṅa	Lavhuṭanu
Mishumo yo disendekaho kha nganea	Huṅwe u vhekanya zwifanyiso	U vhala nga u sielisana – Bugu Khulu	U guda u thetshesela	U vhala na u ita	U ita, u ola na u ṅwala
	Vhagudi vha ṭanganyisa ṅdivho yavho ya nganea nga u vhekanya zwifanyiso vho ḍiimisa nga vhoṭhe.	Vhagudi vha thetshesela nganea i ḍivheaho tshine tsha khou vhaliwa musi mudededzi a tshi sumbedza kuitele kwa u vhala.	Vhagudi vha thetshesela nga vhuronwane na u tevhedza ndaela dzi ambiwaho.	Vhagudi vha ṭalutshedza tswayo dzo ṅwaliwaho na tshifanyiso.	Vhagudi vha sumbedza mihumbulo yavho nga ha nganea nga u vhumba tshithu, u ola tshifanyiso kana u shela mulenzhe kha u vhala nga u sielisana.
Mishumo ya maḷedere na mibvumo	U ḍivhadza mubvumo u bva kha nganea	U vhumba ḷedere	Mabogisi a maḷedere	U thetshesela mibvumo yo sedzwaho	U ṭanganyisa na u khethekanya
	Vhagudi vha a gudiswa mubvumo wo sedzwaho na u u ṭumana na maipfi a bvaho kha nganea.	Vhagudi vha vhumba ḷedere ḷo sedzwaho vha tshi khou shumisa zwishumiswa zwo fhambanaho na tshenzhemo ya zwipfi yo pfumaho.	Vhagudi vha vhona, u fara na u amba nga zwithu na zwifanyiso zwine zwa thoma nga mubvumo wo sedzwaho.	Vhagudi vha topola mibvumo yo sedzwaho kha maipfi.	Vhagudi vha ṭanganyisa mibvumo u itela u vhumba maipfi maswa na u ṭhukhukanya maipfi uri a vhe mibvumo.
Mishumo ya tshigwada tshituku	Musumbuluwo	Lavhuvhili	Lavhuraru	Lavhuṅa	Lavhuṭanu
Stella u a sumbedza uri ndi ifhio mishumo ya tshigwada tshituku ine ya tshimbidzwa nga mudededzi ḍuvha ḷiṅwe na ḷiṅwe.					
Tshigwada tsha lutombo	Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhagudi	Mushumo wa 2: Khanganyiso na mitambo	Mushumo wa 3: U vhala nga iwe muṅe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo	Mushumo wa 5: U ḍiita u nga u khou tamba
	Vhagudi vha rekhoda mihumbulo yavho nga kha nyolo na ṅdivho i rangelaho u ṅwala.	Vhana vha ita khanganyiso na u tamba mitambo ya luambo.	Vhagudi vha vhala nga vhoṭhe na u ḍiphina nga dzibugu na dziṅwe khandiso.	Vhana vha ita mishumo ya u sudzuluwa ha misipha havhuḍi na u guda u vhumba maḷedere.	Vhagudi vha fhaṭa kha luambo lwa nganea na thero nga kha u ḍiita u nga vha khou tamba.
Tshigwada tshidala	Mushumo wa 5: U ḍiita u nga u khou tamba	Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana	Mushumo wa 2: Khanganyiso na mitambo	Mushumo wa 3: U vhala nga iwe muṅe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo
Tshigwada tsha ṭaḍa	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo	Mushumo wa 5: U ḍiita u nga u khou tamba	Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana	Mushumo wa 2: Khanganyiso na mitambo	Mushumo wa 3: U vhala nga iwe muṅe
Tshigwada tshitswuku	Mushumo wa 3: U vhala nga iwe muṅe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo	Mushumo wa 5: U ḍiita u nga u khou tamba	Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana	Mushumo wa 2: Khanganyiso na mitambo
Tshigwada tsha phephuḷu	Mushumo wa 2: Khanganyiso na mitambo	Mushumo wa 3: U vhala nga iwe muṅe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo	Mushumo wa 5: U ḍiita u nga u khou tamba	Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana





Week 2

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

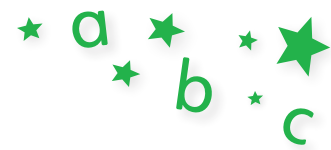


Mishumo ya mbekanyamushumo yo disendeka na CAPS

Thebu!u iyi i sumbedza uri mishumo ya mutevheṭhaḡu wa vhege mbili i fhaṭisa hani zwikili zwo tiwaho zwa luambo zwa CAPS, na u sumbedza uri vha nga shumisa hani mishumo iyi u linga mvelaphanḡa ya mugudi zwi tshi hanedzana na nḡila dza u linga dza CAPS.

Mutevheṭhaḡu wa vhege mbili	Mishumo ya kilasi yoṭhe yo disendekaho nga nganea	Zwikili zwa Luambo zwa CAPS	Mutevhe wa zwine zwa fanela u sedzwa zwa u Linga	Rubiriki ya u Linga
			(zwo vhumbiwa u bva kha nḡila dza u linga dza CAPS)	
Vhege ya 1: Musumbuluwo	U ṭalutshedza nganea na u fhaṭa nḡivho ya maipfi	U thetshesela na u amba	U thetshesela zwiṭori zwipfufhi zwi tshi mu ḡifhela na u dzhena nga khorasi nga tshifhinga tsho teaho U vhudzisa dzimbudziso	
Ḳavhuhili	U ṭalutshedza nganea na u imba	U thetshesela na u amba	U imba nyimbo dzi leluwaho na u ita nyito (a tshi khou thuswa)	
Ḳavhuraru	U ṭalutshedza nganea na Ḳitambwa	U thetshesela na u amba	U tamba tshipiḡa tsha nganea, luimbo kana tshidade	
Ḳavhuḡa	U vhekanya zwifanyiso	U thetshesela na u amba		Rubiriki ya 1 ya u Thetshesela na u Amba: U ṭalutshedza zwiṭori na u ṭalutshedza hafhu zwiṭori nga maipfi awe
Ḳavhuṭanu	U ita, u ola na u ṅwala	U thetshesela na u amba Nḡivho i rangelaho u ṅwala	U shela mulenzhe nga mihumbulo nga nḡila ya nyolo na u shela mulenzhe nga mafhungo kha muṅwalo wa kilasini. U ola kana u pennda zwifanyiso u fhirisa milaedza.	
Vhege ya 2: Musumbuluwo	Huṅwe u vhekanya zwifanyiso	U thetshesela na u amba U vhala na u ṭalela		Rubiriki ya 2 ya u Thetshesela na u Amba: U dzudzanya sethe dza zwifanyiso nga nḡila ine zwa vhumba nganea na ṭhandulukano kwayo ya zwiwo musi zwi tshi ambiwa na u zwi ṭumana na nganea tsho sikwaho
Ḳavhuhili	U vhala nga u sielisana – Bugu Khulu	U vhala na u ṭalela	U “vhala” maṅwalwa o hudziwaho a fanaho na zwirendo, dzibugu khulu na dziphosiṭara(phosiṭara) sa kilasi yoṭhe vha na mudededzi (u Vhala khathihi).	
Ḳavhuraru	U ita, u ola na u ṅwala	U thetshesela na u amba	U thetshesela ndaela dzi leluwaho na u ita nyito khadzo	
Ḳavhuḡa	U vhala na u ita	U vhala na u ṭalela	U ḡivha dzina Ḳawe na maṅwe madzina a vhaṅwe vhagudi	
Ḳavhuṭanu	U ita, u ola na u ṅwala	U thetshesela na u amba Nḡivho i rangelaho u ṅwala	U shela mulenzhe nga mihumbulo nga nḡila ya nyolo na u shela mulenzhe nga mafhungo kha muṅwalo wa kilasini. U ola kana u pennda zwifanyiso u fhirisa milaedza.	





Programme activities are CAPS aligned

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

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



Mutevheṭhaḁu wa vhege mbili	Maḁere oṭhe a kiḁasi na mishumo ya mibvumo	Zwikili zwa Luambo zwa CAPS	Mutevhe wa zwine zwa fanela u sedzwa zwa u Linga	Rubiriki ya u Linga
Vhege ya 1 na 2: Musumbuluwo	U ḁivhadza mubvumo u bva kha nganea	Mibvumo		Rubiriki ya 1 ya Mibvumo, ya u Vhala, na ya u ṭalela: U ḁivha nga ḁiḁila ya u thetshesela na nga u vhona dziḁiwe dzithemba na dziḁifalandoṭhe
ḁavhuhili	U vhumba ḁeḁere	Muḁwalo	U vhumba maḁere nga ḁiḁila dzo fhambanaho a tshi khou shumisa nyolo ya minwe, bulatsho dza u pennda, khirayoni dza pḁuraḁotshi na zwiḁiwe. U thoma kha tshauḁa a tshi khou tevhela sia ḁone	Rubiriki ya 1 ya ḁivho i Rangelaho u ḁwala na Muḁwalo: U bvedza zwikili zwa misipha miṭuku na zwikili zwa u sudzuluwa ha misipha havhuḁi
ḁavhuraru	Mabogisi a maḁere	Mibvumo	U ḁivha nga ḁiḁila ya u thetshesela na nga u vhona dziḁiwe themba na ḁifalandoṭhe dza u thoma nga maanda mathomoni a ipfi	Rubiriki ya 1 ya Mibvumo, ya u Vhala, na ya u ṭalela: U ḁivha nga ḁiḁila ya u thetshesela na nga u vhona dziḁiwe dzithemba na dziḁifalandoṭhe
ḁavhuḁa	U thetshesela mibvumo yo sedzwaho	Mibvumo		Rubiriki ya 2 ya Mibvumo, ya u Vhala, na ya u ṭalela: U thoma u ḁivha uri maipfi o vhumbiwa nga mibvumo: u ḁetshedza mubvumo wa u thoma wa dzina ḁawe
ḁavhuṭanu	U ṭanganyisa na u khethekanya	Mibvumo	U khethekanya maipfi a madungo manzhi a vha madungo: u shumisa u vhandi zwaḁa kana u lila ha ngoma kha dungo ḁiḁiwe na ḁiḁiwe kha ipfi kana u topola tshivhalo tsha madungo (u vhandi zwaḁa) kha madzina a vhandi kiḁasini	
Mutevheṭhaḁu wa vhege mbili	Mishumo ya tshigwada tshiṭuku	Zwikili zwa Luambo zwa CAPS	Mutevhe wa zwine zwa fanela u sedzwa zwa u Linga	Rubiriki ya u Linga
Vhege ya 1 na 2: Musumbuluwo	U ola na ḁivho i rangelaho u ḁwala	ḁivho i rangelaho u ḁwala	U lingedza u ḁwala maḁere a tshi khou shumisa masongesonge, u ḁwalatadza, na zwiḁiwe. " u vhalo" muḁwalo wawe: " u vhalo" zwine masongesonge a amba U fara khirayoni nga ḁiḁila yone a tshi khou shumisa kufarele kwa penisela kwu ṭanganedzeaho	Rubiriki ya 2 ya ḁivho i rangelaho u ḁwala na Muḁwalo: U ola zwifanyiso a tshi khou dzhia muhumbulo muhulwane wa zwiṭori, dzinyimbo kana tshidade Rubiriki ya 3: U ḁesesa uri u ḁwala na u ola zwo fhambana: u ḁiḁita u nga u khou ḁwala ho sumbedzwa nga u shumisa masongesonge
ḁavhuhili	Khanganyiso na mitambo	Mibvumo U thetshesela na u amba	U shumisa luambo u humbula na u amba zwi ḁfalaho: u fananyisa zwithu zwine zwa tshimbilelana na u vhambedza zwithu zwi sa fani.	Rubiriki ya 1 ya Mibvumo, ya u Vhala, na ya u ṭalela: U ḁivha nga ḁiḁila ya u thetshesela na nga u vhona dziḁiwe dzithemba na dziḁifalandoṭhe
ḁavhuraru	U vhalo nga woṭhe	U vhalo na u ṭalela	U "vhalo" dzibugu nga eṭhe u itela u ḁitakadza ḁaiburari kana kha khone ya u vhalo ya kiḁasirumu U fara bugu nga ḁiḁila yone a i imisele nṭha na u vula masiṭari nga ḁiḁila yone	Rubiriki ya 3 ya Mibvumo, ya u Vhala, na ya u ṭalela: U vhumba nganea tshawe nga " u vhalo" zwifanyiso
ḁavhuḁa	Zwikili zwa u sudzuluwa ha misipha havhuḁi na muḁwalo	Muḁwalo	U vhumba maḁere nga ḁiḁila dzo fhambanaho a tshi khou shumisa nyolo ya minwe, bulatsho dza u pennda, khirayoni dza pḁuraḁotshi na zwiḁiwe. U thoma kha tshauḁa a tshi khou tevhela sia ḁone U kopa maḁere a ḁivheaho kha dzina ḁawe u sumbedza muḁwalo: u kopa dzina ḁawe U bvedza ndango ya u sudzuluwa ha misipha havhuḁi a tshi khou shumisa tshigero u gera zwifanyiso zwa mutalo mudenya, zwiḁiwe, na zwiḁiwe	Rubiriki ya 1 ya ḁivho i rangelaho u ḁwala na Muḁwalo: U bvedza zwikili zwa misipha miṭuku na zwikili zwa u sudzuluwa ha misipha havhuḁi
ḁavhuṭanu	U ḁiḁita u nga u khou tamba	U thetshesela na u amba ḁivho i rangelaho u ḁwala	Maḁwalo a matambwa kha nyimele dza matambwa: u dzhia mulaedza wa luṭingo, u ḁwala ndaṭiso ya zwa vhuendi na zwiḁiwe U kopa khandiso i bvaho kha vhuḁo musi a tshi khou tamba	





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

★ Baisigira ntswa ya Bono

Nganea

Bono o vha a mutukana o ditakalelaho we a vha a tshi funesa u tamba na khonani dzawe. Fhedzi ho vha hu na tshithu tshithihi tshe a vha a tshi tshi tama u fhira zwithu zwothe lifhasini – o vha a na lutamo lwa uri a vhe na baisigira ine ya tou vha yawe, Bono o vha a tshi ima a vha tšatšaisa a tshi tama uri ngavhe o vha a tshi nga namela navho.

Ho mbo di swika tshifhinga tsha u pembelela duvha la mabebo awe. O vha o lavhelela uri nanwaha vhabebi vhave vha do mu rengela baisigira sa mpho ya duvha la mabebo. Nga matsheloni a duvha la mabebo vhabebi vhave vho mu vhidzelela vha ri: “Duvha lavhudi la mabebo, Bono! Idani ni vhone zwe ra ni farela zwone!” Bono o mbo di gidimela nga ngomu kamarani nahone vhoiwe humbulelani uri o vhona mini – baisigira tswuku i penyelelaho i re na riboni ya muvhala wa lutombo khayo. O vha o takalesa. O mbo di ri, “Ndo livhuwa, Mma! Ndo livhuwa, Baba! Baisigira ndi yone ye nda vha ndi tshi i tama. Zwino ndi do kona u i namela ndi tshi ya tshikoloni na khonani dzanga.”

Bono o vha o takalesa. O mbo di ambara gondola laawe a mbo di namela baisigira yawe ntswa i penyelelaho. Fhedzi nandi, o mbo di wela fhasi nga lurumbu. Bono o mbo di dovha a lingedza, a mbo di dovha a wa. O vha a sa divhi uri baisigira i nameliswa hani.

Bono o mbo di sukumedza baisigira a i dzhenisa kamarani yawe a i vhea tsini na mmbete wawe. Duvha linwe na linwe o vha a tshi i pholisha uri i penye. O vha a tshi khou humbula a ri, “Ndi tama arali ndo vha ndi tshi kona u i namela.”

Khonani dzawe dzo mu vhidzelela dza ri, “Bono, idani ri namele rothe.” Fhedzi Bono o mbo di dzula nga ngomu. O vha a tshi khou pfa a tshi khou shona nahone o vha a sa todi u vhudza muthu na muthihi tshiphiri tshawe, tshauri ha koni u namela baisigira.

Vhusiku vhuwe na vhuwe Bono o vha a tshi lindela ha vha na swiswi a mbo di sukumedza baisigira yawe a dzhenisa ngadeni hune a hu nga do vha na ane a do vha a tshi khou mu vhona. O vha a tshi lingedza nga ndila dzothe u namela baisigira yawe, fhedzi Bono wa khuvhe o vha a tshi dzulela u wa na u divhaisa.

Vhuwe vhusiku, khonani ya Bono ane a pfi Anne o mbo di mu vhona a ngadeni. Anne o vha a khonani i re na vhlenda nahone o vha a tshi todu thusa Bono.

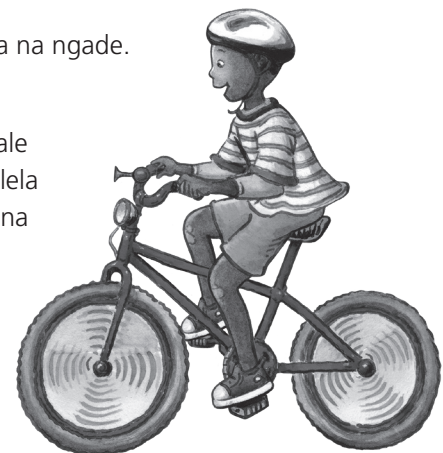
O vhidzelela a ri, “Bono!” “Irani ndi ni thuse.” Ngauralo Anne o mbo di fara baisigira a gidima a murahu hawe. Bono o mbo di wa luthihi, a wa lwa vuvhili, u bva hafho ho ngo tsha dovha a wa. Bono o mbo di huwelela musi a tshi khou engedza luvhilo a ri, “Ndi a kona u namela! Ndi a kona u namela!”

“Ahelele!” Anne o vha a tshi khou zhambelela.

“Ahelele!” Bono o vha a tshi khou zhambelela musi a tshi khou i tshova a tshi mona na ngade.
“Ndo livhuwesa thuso yanu, Anne!”

Duvha li tevhelaho musi khonani dza Bono dzi tshi mu vhidzelela, o vha o no luga kale uri a tangane navho o namela baisigira yawe ntswa. Bono o vha o takalela uri o dzulela u lingedza u namela naho o wela fhasi lu re na tshivhalo. Zwino u a kona u diphina na khonani dzawe na u tangana navho musi vho namela vha tshi ya tshikoloni.

Aya ndi one magumo a nganea.



★ David's new bike

Story



David was a happy boy who loved to play with his friends. But there was one thing he wished for more than anything in the world – he wished he had a bicycle of his own. David's friends had bicycles and when they rode to school together, David stood and waved to them wishing he could ride with them.

The time came for David to celebrate his birthday. He hoped that this year his mother and father would buy him a bicycle as a birthday present. On the morning of his birthday his mother and father called him: "Happy birthday, David! Come and see what we have for you!" David ran into the room and guess what he saw – a shiny red bike with a big blue bow on it. He was so excited. "Thank you, Mom! Thank you, Dad!" he said. "A bicycle is exactly what I wished for. Now I can ride to school with my friends."

David was very happy. He put on his helmet and got onto his shiny new bike. But oh dear, he fell right over and onto the ground. David tried again, and fell off again. He didn't know how to ride a bike.

David pushed the bike into his room and put it next to his bed. Every day he polished it so that it shone. "I wish I could ride it," he thought.

"David, come and ride with us," his friends called. But David stayed inside. He felt shy and did not want to tell anyone his secret, that he could not ride a bike.

Every evening David waited for it to be dark and then he pushed his bicycle into the garden where no one could see him. He tried and tried to ride his bike, but poor David kept falling and hurting himself.

One evening, David's friend Anne saw him in the garden. Anne was a kind friend and she wanted to help David.

"David!" she called. "Let me help you." So Anne held the bike and ran behind him. David fell once, he fell twice, and then he did not fall again.

"I can ride! I can ride!" David shouted as he went faster.

"Yippee!" shouted Anne.

"Yippee!" yelled David as he rode around the garden. "Thank you so much for your help, Anne!"

The next day when David's friends called him, he was ready to join them on his new bicycle. David was so glad that he had kept on trying to ride even though he fell down so many times. Now he could have fun with his friends and join them when they rode to school.

And that is the end of the story.





Luimbo

Kha ri gude!
Kha ri gude!
Kha ri gude u reila.

Ri i shashe.
Ri i shashe.
Ri i shashe, baisigira!

(Imbani nga tshuni ya "Kha vha i shashe, kha vha i shashe vho diraiva".)

Ndivho ya maipfi u bva kha nganea

Maipfi a ndeme:	baisigira	dzikhonani	lutamo	namela	duvha la mabebo	gondola
Maipfi o engedzwaho:	ṭaṭaisa	pholisha	u wa	tshiphiri	penyelela	riboni
	bada	kamara	thuso	swiswi	vhulenda	lingedza





Song

I like to ride my bicycle
 I ride it every day
 I ride it when I go to school
 Or when I want to play
 I pedal all around the town
 I pedal round and round and round
 I pedal uphill and don't you know
 I can even pedal fast
 I can pedal slow

I like to ride my bicycle
 I ride it everywhere
 Anywhere you need to go
 A bike can take you there
 I pedal up, I pedal down
 I pedal round and round and round
 And I always stop to say, hello
 But if I'm late for dinner I can go, go, go
 I can go, go, go

I like to ride my bicycle
 It's easy as can be
 I like to ride my bicycle
 And you can ride with me



(Sing to a tune that can be downloaded here: <https://youtu.be/FST-CqbqUY> or use your own tune.)

Vocabulary from the story

Key-words:	bicycle/bike	friends	wish	ride/rode	birthday	helmet
Extra words:	wave	polish	fall/fell	secret	shiny	bow
	present	room	help	dark	kind	try





Zwine vha do toḁa:

- Nganea: *Baisigira ntswa ya Bono*
- Zwipopai Bono, Anne, baisigira ya Bono, nguwane, riboni tḁukhu ya ḁuvha ḁa mabebo
- Dzisifhereswenda: gondola ya baisigira, tshipiḁa tsha riboni tsho vhoḁhiwa kha riboni tḁukhu
- Zwithu kana garaḁa dza zwifanyiso dza maḁwe maipfi a bvaho kha mutevhe wa nḁivho ya maipfi



Vhege ya 1 ḁuvha ḁa 1

Mishumo ya kiḁasi yoḁe

Kha vha ambe tshidade *Ndi dzinginyisa minwe yanga* uri vhana vha ḁe metheni u itela nganea.

Ndi dzinginyisa minwe yanga

Ndi dzinginyisa minwe yanga
Ndi dzinginyisa zwikunwe zwanga
Ndi dzinginyisa mahaḁa anga
Ndi dzinginyisa ningo yanga
Zwino (vhandani zwanḁa zwino)
U dzinginyea hoḁe hu bva kha nḁe
Nahone ndi a fhumula nda ri tshete!

U ḁalutshedza nganea na u fhaḁa nḁivho ya maipfi

1 Vha sa athu vha ḁalutshedza nganea

- 1.1 Kha vha vhudze vhagudi tḁoho ya nganea na u ḁivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha tumane nganea na vhutshilo ha vhagudi: *"Hu na ane a vha na baisigira? No no vhuya na lingedza u reila baisigira? Ni vhona u nga zwo leluwa u guda u reila baisigira?"*
- 1.3 Kha vha ri: *"Ri sa athu thoma, ndi khou toḁou ni vhudza tḁalutshedzo dza maḁwe maipfi ane ra ḁo a wana nganeani."* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa nḁivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi ḁa amba zwone. Sa tsumbo: Vha vha sumbedze gondola kana riboni ya muvhala yo vhoḁhiwaho kha riboni tḁukhu.

2 Musi vha tshi ḁalutshedza nganea

- 2.1 Kha vha ḁalutshedze nganea nga nḁila i nyanyulaho na u shumisa maipfi o fhambanaho.
- 2.2 Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda. Kha vha humbele vhagudi uri vha bule zwi ḁaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḁaho phindulo i fhiraho nthihi, dzi fanaho na: *"Ni vhona u nga mia Bono na khotsiawe vho mu rengela mini nga ḁuvha ḁawe ḁa mabebo? Bono u ḁo guda u reila baisigira?"*

3 Nga murahu ha musi vho no ḁalutshedza nganea

- 3.1 Kha vha vhudzise vhagudi: *"Ndi zwifhio zwe na zwi takalela nga nganea? Ndi zwifhio zwine a no ngo zwi takalela? Ndi tshifhio tshipiḁa tshaḁu tsha khwinesa? Ndi dzifhio mbudziso dzine na vha nadzo nga nganea? No no vhuya na lingedza u ita tshinwe tshithu tshi konḁaho na kunda."*

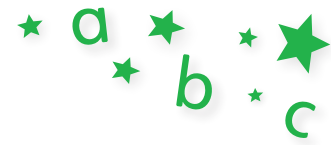
U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *"baisigira, Baba, Bono. Ni a kona u pfa mubvumo wo sedzwaho: **baisigira, Baba, Bono** naa? Ee, ni khou amba zwone! Yoḁe i na mubvumo wa **/b/**."*
- 2 *"Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga **/b/**: bere, bada, bafu, bapu, bola, Bivhili, bisi, bodo, bele, bogisi."* (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa **/b/** nga nḁila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa **/b/**: **"b-b-b"**. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

Mishumo ya tshigwada tshituku

Kha vha ḁalutshedze vhagudi uri vha ḁo vha vha tshi khou shuma nga zwigwada zwiḁuku ḁuvha ḁinwe na ḁinwe. Kha vha ḁalutshedze na u sumbedza uri mushumo muḁwe na muḁwe u itiswa hani na u ḁalutshedza u sielisana ḁuvha ḁinwe na ḁinwe. Kha vha ḁalutshedze kuitele kwa u khwinisa.





You will need:

- Story: *David's new bicycle*
- Puppets: David, Anne, David's bicycle, a helmet, a birthday bow
- Props: A bicycle helmet, a piece of ribbon tied into a bow
- Objects or picture cards for some of the words from the vocabulary list



Week 1 Day 1

Whole class activities

Say the rhyme *I wriggle my fingers* 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: "*Does anyone have a bicycle? Have you ever tried to ride a bicycle? Do you think it is easy to learn to ride a bicycle?*"
- 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 a helmet or colourful ribbon tied into a bow.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "*What do you think David's mom and dad got him for his birthday? Will David learn to ride his bicycle?*"

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 tried to do something difficult and succeeded?*"

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: "*baisigira, Baba, Bono. Can you hear the focus sound: **baisigira, Baba, Bono**? Yes, you are right! They all have the sound **/b/**.*"
- 2 "*Listen carefully, here are some more words with **/b/**: bere, bada, bafu, bapu, bola, Bivhili, bisi, bodo, bele, bogisi.*" (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/b/** clearly and tell learners to watch your mouth.
- 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.

I wiggle my fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And now (clap on now)
All the wiggles are out of me
And I am as quiet as I can be!



Zwine vha do toḁa:

- Zwipopai zwa nganea
- Muzika na zwifanyiso kana dzisifhereswenda zwa luimbo



Vhege ya 1 Duvha la 2

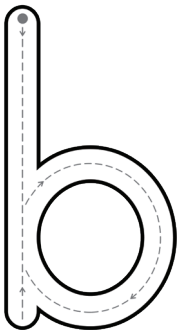
Mishumo ya kilasi yothe

U talutshedza nganea na u imba

- 1 Kha vha thome nga u humbudza vhagudi talutshedzo dza maipfi e vha a divhadza nga Duvha la 1.
- 2 Kha vha talutshedze hafhu nganea vha tshi khou shumisa zwipopai. Kha vha vhudzise dzimbudziso musi vha tshi talutshedza nganea. Kha vha tutuwedze vhagudi u bula zwi daho zwine zwa do itea.
- 3 Kha vha vhudze vhagudi uri vha khou ya u vha funza luimbo luswa lune lwa tshimbilelana na nganea.
- 4 Kha vha ambe mitaladzi ya luimbo i si gathi nga ndila i pfalaho nga u ongolowa, vha vha humbele uri vha shele mulenzhe vha imbe vho tangana na vhone. Zwi nga di kongela vhagudi u humbula maipfi othe, ngauralo kha vha funze luimbo nga zwipiḁa.
- 5 Kha vha vhe na zwifanyiso kana dzisifhereswenda kana u ita nyito u itela u thusa vhagudi u pfesesa luambo lwa luimbo.
- 6 Kha vha funze vhagudi nyito dza luimbo na u difhelwa musi hu tshi khou imbiwa nga luambo lwu fhiraho luthihi.

U vhumba leḁere

- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe line la thoma nga /b/ kana arali vha tshi nga humbula muḁwe maipfi ane a thoma nga mubvumo wa /b/.
- 2 Kha vha funze vhagudi nyito u tumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga edza u tambisa bola vha tshi amba "bola".
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri leḁere la b li ḁwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ḁwale leḁere lihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni ye fhasi, ni ye nḁha ni monise."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya leḁere muyani, khaphetheni, miḁanani yavho kana zwanḁani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba leḁere.
- 5 Nga murahu ha musi vho no sumbedza uri leḁere li ḁwaliswa hani, kha vha tutuwedze vhagudi u shumisa tshitanda u ḁwala leḁere muḁvhani.
- 6 Kha vha tutuwedze vhagudi u amba mubvumo une leḁere la u ita musi vha tshi ḁwala leḁere.



Mishumo ya tshigwada tshituku

Kha vha humbudze vhagudi mishumo ya tshigwada tshituku, milayo ya mushumo muḁwe na muḁwe na kuitele kwa u khwinisa.





You will need:

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



Week 1 Day 2

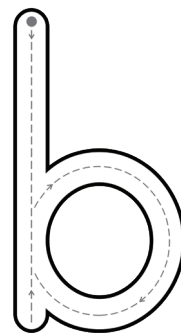
Whole class activities

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 bounce a ball while saying "bola".
- 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 carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Zwine vha do toda:

- Zwipopai zwa nganea
- Bogisi la maledere li re na zwithu kana zwifanyiso zwine zwa thoma nga **b**: bere, bada, bafu, bapu, bola, Bivhili, bisi, bodo, baisigira, bogisi



Vhege ya 1 Duvha la 3

Mishumo ya kilasi yothe

U talutshedza nganea na litambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha di kona u humbula tshalutshedzo dza maipfi a bvaho kha mutevhe wa ndivho ya maipfi. Sa tsumbo: Vha vha sumbedze zwishumiswa zwine zwa penya na zwi sa penyi. Vha vha vhudzise uri ndi zwifhio zwi sa penyi. Vha vha vhudzise arali vha tshi nga humbula nga tshinwe tshithu tshine a tshi vhudziwi muñwe muthu (tshiphiri) kana tshinwe tshithu tshine vha fulufhela uri tshi nga itea (muloro).
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muñwe na muñwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha litambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u talutshedza nganea.
- 5 Kha vha talutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha mutalutshedzi wa nganea ane a dovha a divhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwothe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u talutshedza nganea na u tutuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kilasi yothe i tshi khou talela litambwa.
- 7 Arali hu na tshifhinga, vha nga di todou dovholola litambwa vha na vhagudi vho fhambanaho.

Stella u ri:



Kha vha shumise mutibo wa bogisi la maledere, nga felete kana tshivhumbeo tsha ledere la bulo khawo u itela u sumbedza vhagudi uri maledere a pfallisa hani. Vhagudi vhanzhi vha a vhuelwa nga u pfa na u kwama sa musi zwi tshi vha thusa u humbula zwivhumbeo zwa maledere.

Mabogisi a maledere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maledere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa damuni. U bva afho vha nee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kilasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: "No no vhone tshinwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfallisa hani?"
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pfa mubvumo wo sedzwaho.
- 4 Kha vha humbele vhagudi u amba dzina la tshithu tshinwe na tshinwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ledere kha bogisi la maledere vha ri: "Iyi ndi yone ndila ine ra n'wala ngayo ledere la b?" Kha vha tendele vhanwe vhagudi vha tshi oledzela ntha ha ledere kha mutibo nga minwe yavho



Mishumo ya tshigwada tshituku

Kha vha humbudze vhagudi mishumo ya tshigwada tshituku, milayo ya mushumo muñwe na muñwe na kuitele kwa u khwinisa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **b**: bere, bada, bafu, bapu, bola, Bivhili, bisi, bodo, baisigira, bogisi



Week 1 Day 3

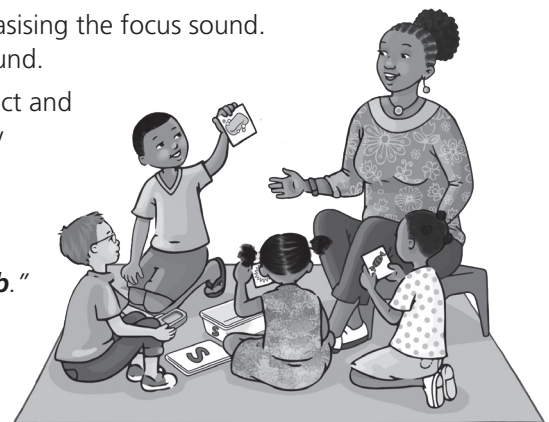
Whole class activities

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: Show them objects that are shiny and dull. Ask them which ones are shiny. Ask them if they can remember the word for something that you don't tell anyone else (a secret) or something that you really hope will come true (a wish).
- 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 **b**." Let some learners trace over the letter on the lid with their fingers.



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.

Small group activities

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



Zwine vha do toda:

- Thevhekano khulu ya zwifanyiso
- Maḽedere o sedzwaho o nambatedzwaho kha zwitanda
- Garaṭa dza zwifanyiso kana zwithu zwi bvaho kha mabogisi a maḽedere u itela u zwi fananyisa na mubvumo wo sedzwaho

Stella u ri:



Idzi ndi mbudziso dzo teaho u vhudziswa nga tshifanyiso tshinwe na tshinwe:

- "Ni kona u vhona nnyi?" (vhaanewa)
- "U khou ita mini?/Tshi khou ita mini?" (Maiti na nyito)
- "Ndi zwifhio zwinwe zwine na kona u zwi vhona?" (sedzani hafhu)
- "Tshi ngafhi ...?" (u bula fhethu/tshiimo)
- "Ndi ngani ni tshi humbula...?" (kuhumbulele kuswa, u amba mihumbulo)

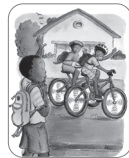


Vhege ya 1 Duvha la 4

Mishumo ya kilasi yothe

U vhekanya zwifanyiso

- 1 Kha vha imbe luimbo hafhu.
- 2 Kha vha divhadze maipfi maswa a bvaho kha mutevhe wa ndivho ya maipfi.
- 3 Kha vha nange inwe ya thevhekano ya zwifanyiso vha i imisela nṭha. Kha vha vhudzise vhagudi zwine vha vhona, u bva afho vha ambe nga tshifanyiso nga vhuḽalo.
- 4 Nga murahu ha musu vho no rera nga tshifanyiso tshinwe na tshinwe, kha vha tshi nambatedze bodoni u itela uri vhagudi vha kone u tshi vhona. Kha vha vhe na vhuṭanzi ha uri zwifanyiso a zwiho kha thevhekano nga tshifhinga hetshi tsha mushumo.
- 5 Nga murahu ha musu vho no amba nga zwifanyiso zwothe, kha vha vhudzise vhagudi: "Zwifanyiso izwi zwi kha thevhekano kwayo naa?"
- 6 Kha vha humbele vhagudi uri vha sumba tshifanyiso tsha mathomoni ha nganea. Kha vha shumisane u dzudzanya thevhekano ya zwifanyiso uri nganea vhe na ndunzhendunzhe.
- 7 Kha vha ite uri vhagudi vha shela mulenzhe vho ḽala mafulufu kha kuitele ukwu. Kha vha vhudzise mbudziso dzi fanaho na: "Hu ḽo bvelela mini? Ndi nnyi ane a nga humbula tshipiḽa tshi tevhelaho tsha nganea?"
- 8 Musu zwifanyiso zwi kha thevhekano kwayo, kha vha rambe vhagudi vha si gathi u ṭalutshedza hafhu nganea nga thevhekano kwayo.



U thetshesela mibvumo yo sedzwaho

- 1 Kha vha ṅetshedze mugudi muṅwe na muṅwe garaṭa ya tshifanyiso kana tshithu tshi bvaho kha bogisi la maḽedere tshine tsha elana linwe la maḽedere o sedzwaho lo nambatedzwaho kha tshitanda.
- 2 Kha vha ṭalutshedze vhagudi uri vha khou ya u imisela nṭha tshitanda tshi re na leḽere lo sedzwaho. Vhagudi vha re na tshifanyiso kana tshithu tshi re na leḽere lo sedzwaho vha tea u ima vha ita tshidimela nga murahu havho. Vha tea u amba dzina la tshifanyiso kana tshithu na u ombedzela mubvumo wo sedzwaho.
- 3 Tshidimela tshi ima tshitiṭshini mudededzi a vhea tshitanda tshi re na leḽere nṭha ha ṭafula. Mugudi muṅwe na muṅwe u vhea tshifanyiso kana tshithu tshawe tsini na leḽere.
- 4 Kha vha dovholole kuitele ukwu vha tshi khou shumisa muṅwe mubvumo wo sedzwaho.

Mishumo ya tshigwada tshitu

Kha vha humbudze vhagudi mishumo ya tshigwada tshitu, milayo ya mushumo muṅwe na muṅwe na kuitele kwa u khwinisa.



You will need:

- Big sequence pictures
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

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 Give each learner a picture card or an object from a letter box that matches one of the focus letters stuck onto a sucker stick.
- 2 Explain to learners that you are going to hold up a sucker stick with a focus letter. The learners that have a picture or an object with that focus letter must stand up and make a train behind you. They must say the name of the picture or object and emphasise the focus sound.
- 3 The train stops at the station and the teacher places the stick with the letter on a table. Each learner places their picture or object next to the letter.
- 4 Repeat this process using another focus sound.



Small group activities

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



Zwine vha do toda:

- Bammbiri la filipitshati, peni ya u swaya, dzikhirayoni, mapa
- Maipfi a madungo manzhi a elanaho na nganea: gondola, tshiphiri, mpho, ngade, matsheloni, vhothe, baisigira, duvha la mabebo

Vhege ya 1 Duvha la 5

Mishumo yeklasi yonke

U ita, u ola na u riwala

- 1 Kha vha vhudzise vha gudi arali hu na muñwe o no vhu yaho a shumisa mapa. Kha vha vha sumbedze mapa nahone vha ambe nga ha uri mapa ri u shumisela mini.
- 2 Kha vha tlatshedze uri vha do takalela uri vha vha thuse u ola mapa wa bada u bvaho tshikoloni u tshi ya vhengeleni/phakhani/kerekeni ya nga tsini.
- 3 Kha vha ole mutalo wa tshikoloni na gethe ya tshikoloni, u bva afho vha vhudzise vha gudi uri ndi ifhio ndila ine vha fanela u i dzhia musi vha tshi bva tshikoloni. Kha vha ole bada i livhaho vhengeleni/phakhani/kerekeni ya nga tsini. Kha vha vhudzise vha gudi arali vha tshi vbona zwiñwe zwithu ndilani vha ole miri, dzirobotho, dzinndu nga matungo a bada.



U tanganyisa na u khethekanya (madungo)

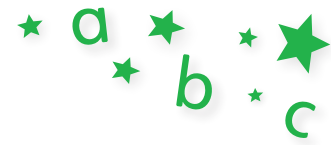
- 1 Kha vha humbele vha gudi uri vha dzule metheni. Kha vha ambe liñwe la maipfi li bva kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri li thukhukanyiwa hani uri li vhe madungo, sa tsumbo: **go | ndo | la**.
- 2 Kha vha humbele vha gudi uri vha lavhelese khonani vha vhandane zwanḁa kha dungo a liñwe na liñwe: **go** (u vhandana zwanḁa) **ndo** (u vhandana zwanḁa) **la** (u vhandana zwanḁa).
- 3 Kha vha ambe mañwe maipfi a madungo manzhi ane a bva kha nganea musi vha gudi vha tshi khou vhandana zwanḁa kha dungo liñwe na liñwe.
- 4 Kha vha tṭuwedze vha gudi uri vha vha lele tshivhalo tsha madungo kha maipfi (sa tsumbo: "gondola" li na madungo mararu).
- 5 Sa muengedzo wa mushumo uyu, vha nga thutha tshipiḁa tsha ipfi vha vbona arali vha gudi vha tshi nga kona u amba zwo salaho. Sa tsumbo: Kha vha vhudze vha gudi uri vha ambe uri "baisigira", u bva afho kha vha vha humbele uri vha li ambe hafhu, fhedzi vha songo amba uri "baisi". Ho ṭahela mini? ("gira"). Zwino kha vha ise phanḁa na mañwe maipfi:
 - ★ "tshiphiri" li si na "tshiphi" ndi ... (ri).
 - ★ "matsheloni" li si na "matshe" ndi ... (loni).



Mishumo ya tshigwada tshiṭuku

Kha vha humbudze vha gudi mishumo ya tshigwada tshiṭuku, milayo ya mushumo muñwe na muñwe na kuitele kwa u khwinisa.





You will need:

- Flipchart paper, marker, crayons, a map
- A list of multisyllabic words: gondola, tshiphiri, mpho, ngade, matsheloni, vhoṭhe, baisigira, ḡuvha ḡa mabebo

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Ask learners if anyone has used a map before. Show them the map and talk about what we use maps for.
- 2 Explain that you would like them to help you draw a road map from the school to a shop/park/church nearby.
- 3 Draw an outline of the school and the school gate, and then ask learners which way you should turn when you leave the school. Draw a road leading to the nearby shop/park/church. Ask learners if they see anything on the way and draw trees, traffic lights, houses on the side of the road.



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: **go | ndo | la**.
- 2 Ask learners to face a friend and do high fives for each syllable: **go** (high five) **ndo** (high five) **la** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "gondola" 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 "baisigira", then ask them to say it again, but don't say "baisi". What is left? ("gira"). Now continue with more words:
 - ★ "tshiphiri" without "tshiphi" is ... (ri).
 - ★ "matsheloni" without "matshe" is ... (loni).



Small group activities

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






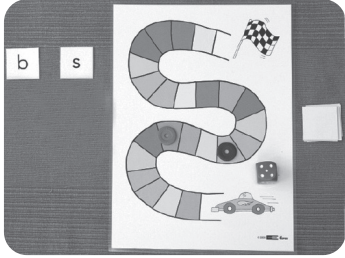
Mishumo ya tshigwada tshiṭuku ya Vhege ya 1

Zwine vha do ṭoda	Mishumo
<ul style="list-style-type: none"> Siaṭari li si naho tshithu la A4 la mugudi muṅwe na muṅwe Khirayoni dza pforaṅotshi khulwane <div data-bbox="217 686 564 927"> <p>Baisigira ntswa ya Bono</p> </div> <div data-bbox="182 951 546 1288"> <p><i>Kha tshifhinga itshi tsha ṅwaha, vhagudi vha nga kha ḡi vha na vhudifhinduleli vhunzhi ha u lingedza u ṅwala nga vhone vhaṅe. Vha songo vhlalela arali vhaṅwe vhagudi vha tshi ṅwala maḡedere malapfu hu si na tshikhala.</i></p> </div>	<p>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Kha vha ṅwale ṭhoho ya nganea nga ṅṭha ha siaṭari li si naho tshithu la mugudi muṅwe na muṅwe hu sa athu thoma ngudo. Kha vha humbele vhagudi uri vha sumbe maipfi a ṭhoho musi vha tshi a vhalo o ṭangana. Kha vha vhudzise vhagudi uri ndi tshipiḡa tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa. Kha vha ṅee dziṅwe khumbudzo. Kha vha ṭuṭuwedze vhagudi u ola tshipiḡa tshavho tsha nganea tshine vha tshi funesa. Kha vha ambe vphupfi kana vha humbele mugudi muṅwe na muṅwe uri a vha vhudze nga nyolo yawe. Kha vha vhudzise vhagudi arali vha tshi nga tama u ṅwala zwiṅwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha ṅwalele. Arali vhagudi vha tshi nga tama uri vhone vha vha ṅwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ṅwala fhasi. Kha vha shumise muhumbulo musi vha tshi ṅwala fhungo. Kha vha ṅwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu itwa tshanduko ṅwe na ṅwe kha maipfi. Kha vha humbule u ṅwala nga vhudede na nga ṅḡila i vhone. Musi vho no fhedza u ṅwala, kha vha ṭuṭuwedze vhagudi uri vha vha vha fhungo na vhone. Kha vha sumbe ipfi liṅwe na liṅwe musi vha tshi li vhalo na u dzhiela ṅṭha u ḡidina havho.
<ul style="list-style-type: none"> Bodo dza mutambo wa golei mbili dza mbambe Sethe mbili dza ḡedere na garaṭa dza tshifanyiso Daisi mbili na zivhali <div data-bbox="217 1529 564 1962"> <p><i>Arali vhagudi vha wana zwi tshi khou vha kongela u tamba mitambo iyi nga vhoṭhe, u nga vha muhumbulo wavhuḡi wa u ramba vhaṅwe vhabebi uri vha ḡe vha thuse kha mishumo iyi ya tshigwada tshiṭuku. Kha vha tambe mitambo vho ṭangana na vhabebi phanḡa ha ḡuvha la tshikolo, u itela uri vha pfe vha na vhudifulufheli ha u shuma na vhagudi.</i></p> </div>	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Vha vhee bodo ya mutambo kha methe/ṭafula na u vheya garaṭa dza tshifanyiso kha buto, lo lavhelesa fhasi. Vha phaḡaladze garaṭa la maḡedere kha vhagudi uri vha kone u a vhone. Vha ṭalutshedze milayo ya mutambo kha vhagudi : <ul style="list-style-type: none"> Mugudi muṅwe na muṅwe u na tshikhala tsha u posa daisi a tshi tshimbidza tshivhali tsha ita tshivhalo tsho teaho tsha zwickhala. Nga murahu ha u tshimbidza tshivhali, mugudi u doba garaṭa ya tshifanyiso i re kha tshiṭhopho, a rina tshifanyiso na u amba mubvumo wo sedzwaho. Mugudi u mbo ḡi vhea garaṭa ya tshifanyiso tsini na garaṭa ya ḡedere yo teaho. Mutambo u fhela musi mugudi wa u thoma a tshi swika kha fulaha a vha mufhenyi. <div data-bbox="911 1721 1258 1986"> </div>





Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="227 652 560 900"> <p>David's new bike</p>  </div> <div data-bbox="201 910 591 1151">  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • Two Racing car game boards • Two sets of letter and picture cards • Two dice and counters <div data-bbox="201 1302 560 1700">  <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p> </div>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the game board on the mat/table and put the picture cards in a pile, facing downwards. Spread the letter cards around so the learners can see them. 2 Explain the rules of the game to the learners: <ul style="list-style-type: none"> • Each learner has a turn to throw the dice and move the counter the correct number of spaces. • After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. • The learner then puts the picture card next to the correct letter card. • The game is over when the first learner reaches the flag and is the winner. <div data-bbox="909 1548 1251 1806">  </div>

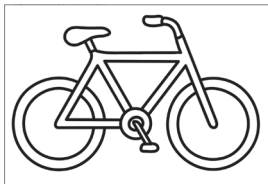


Zwine vha do toda

- Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo



- Khophi ya Siatari ja mushumo wa Baisigira
- Phasiṭa, zwitanda, tshikoṭikoṭi tsha foili, guḷuu, zwigero



- Dzisifhereswenda: zwishumiswa, bombo ya baisigira, baisigira ine ya tea u ṭanzwiwa na u pholishiwa, bombo ya peṭirolu yo itiwaho u bva kha bogisi ja kale, Luṭingo lwa u vhaledza tshumelo ya golo, mabogisi mahulu a u ita golo ya kholekhole, luswayo lwa giratshi, mapa ya bada kana mapa ya bugu

Mishumo

Mushumo wa 3: U vhala nga iwe muṅe

- Kha vha range phanḁa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu.
- Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhala.
- Kha vha sumbedze kuvulele kwa bugu na u fhenḁa masiatari khayi. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḁifhelwa ngatsho a tshi tshi vhala.
- Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.

Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuḁi na muṅwalo

- Vha ṭalutshedze vhagudi uri vha nambatedza phasiṭa kana zwitanda na tshikoṭikoṭi tsha foili u khavhisa baisigira.
- Musi vho no fhedza, vha ole Bono na Anne vha tshi khou sukumedza thuthuthu.







Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana

- Kha vha range phanḁa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha sumbedze dzisifhereswenda ntswa.
- Vha vha ṭalutshedze uri vha ḁiite u nga vha khou shuma garadzhi/tshiṭishini tsha peṭirolu nahone vha vhe vhashumi vha peṭiroloni, vhalugisi vha golo, vhareili na vhaṭanganedzi vha u ita mbaledzo.
- Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u ṭuṭuwedza mutambo wa nga vhagudi.





You will need	Activities
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> A photocopy of the Bicycle activity page Pasta, sticks, tin foil, glue and scissors 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Explain to learners that they must stick pasta or sticks and tin foil to decorate the bicycle. Once they are finished, they can draw David on the bicycle and Anne pushing the bike. 
<ul style="list-style-type: none"> Props: tools, a bicycle pump, bicycle to wash and polish, petrol pump made from an old box, telephone for bookings for car service, big boxes as pretend cars, sign for the garage, a road map or map book 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Lead the group to the pretend play corner and show them the new props. Explain to them that they are going to pretend to work at a garage/petrol station and be petrol attendants, car mechanics, drivers, receptionists to take bookings. Visit the corner at least once to observe and encourage the learners' pretend play. 





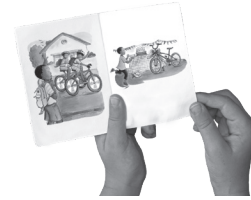
Zwine vha do toḁa:

- Thevhekano khulu ya zwifanyiso
- Khophi dza zwibugwana na dza zwibugwana zwo petwaho zwa mugudi muḁwe na muḁwe

Vhege ya 2 ḁuvha ḁa 1

Mishumo ya kiḁasi yoḁhe

Huḁwe u vhekanya zwifanyiso



- 1 Kha vha thome nga vhagudi vho dzulaho metheni. Kha vha nange vhagudi vhane vha do ima phanḁa ha kiḁasi, muḁwe na muḁwe o fara nthihi ya thevhekano ya zwifanyiso ya muvhala (i siho kha thevhekano kwayo).
- 2 Kha vha vhudzise vhagudi arali zwifanyiso zwi kha thevhekano kwayo. Kha vha vha humbele u sumba tshifanyiso tshine tsha fanela u vha mathomoni a nganea.
- 3 Vho ḁangana sa tshigwada, kha vha humbele vhagudi vhane vho fara zwifanyiso uri vha zwi tshimbidze u swikela nganea tshi pfala. Kha vha vhudzise mbudziso dzi fanaho na: "Ndi nnyi ane a nga humbula uri hu do itea mini?"
- 4 Nga murahu ha musi vho ita uri nganea tshi vhe kha thevhekano, vhagudi vha tea u ya ḁafulani dzavho.
- 5 Kha vha ḁee mugudi muḁwe na muḁwe kubugwana. Kha vha vha ḁuḁuwedze uri vha lavhelese kha siaḁari ḁa u thoma vha vhale ḁhoho ya nganea na vhone.
- 6 Kha vha dzhie vhagudi vha fhenḁe zwifanyiso zwa tshibugwanani, kha vha vha thuse uri vha vhone uri zwifanyiso zwi re kha bugu zwi a fana na zwifanyiso zwa thevhekano.
- 7 Arali hu na tshifinga, vhagudi vha nga "vhalela" kubugwana kwavho mushumisani kiḁasini.
- 8 Kha vha ḁuḁuwedze vhagudi u ḁuwa na dzibugu hayani uri vha dzi vhale na miḁa yavho.



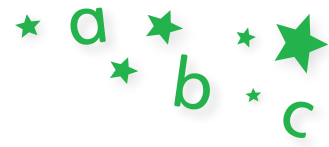
U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: "rengela, ri, re, riboni, roḁhe. Ni a kona u pfa mubvumo wo sedzwaho: rengela, riboni, roḁhe naa? Ee, ni khou amba zwone! Yoḁhe i na mubvumo wa /r/."
- 2 "Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga /r/: radio, raha, rasithi, raisi, rokho, rinngi, ramavhengele, ramavili, raba." (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /r/ nga ḁila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /r/: "r-r-r". Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

Mishumo ya tshigwada tshiḁuku

Kha vha ḁalutshedze vhagudi uri vha do vha vha tshi khou shuma nga zwigwada zwiḁuku ḁuvha ḁiḁwe na ḁiḁwe. Kha vha ḁalutshedze na u sumbedza uri mushumo muḁwe na muḁwe u itiswa hani na u ḁalutshedza u sielisana ḁuvha ḁiḁwe na ḁiḁwe. Kha vha ḁalutshedze kuitele kwa u khwinisa.





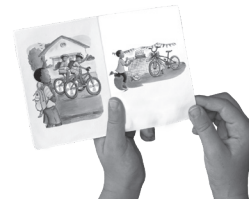
You will need:

- 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: “*rengela, ri, re, riboni, rothe*. Can you hear the focus sound: *rengela, riboni, rothe*? Yes, you are right! They all have the sound /r/.”
- 2 “Listen carefully, here are some more words with /r/: *radio, raha, rasithi, raisi, rokho, rinngi, ramavhengele, ramavili, raba*.” (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 /r/: “**r-r-r**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Zwine vha do tōda:

- Bugu Khulu: *Baisigira ntswa ya Bono*
- Maḍi a re kha midzio na bulatsho ya u pennda ya mugudi muḥwe na muḥwe

Vhege ya 2 Duvha 1a 2

Mishumo ya kilasi yoṭhe

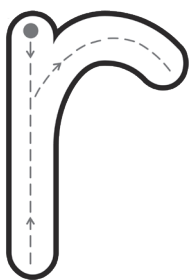
U vhala nga u sielisana – Bugu Khulu

- 1 Kha vha tuṭuwedze vhagudi u sedza tshifanyiso tshihulwane vha ambe nga zwine vha vhona na zwine vha zwi ḍivha.
- 2 Kha vha vhalele kilasi ṭhoho ya nganea. Kha vha sumbe ipfi liḥwe na liḥwe musi vha tshi li vhala. Kha vha i vhale hafhu vha humbele vhagudi uri vha vhale na vhone.
- 3 Kha vha dzhie vhagudi vha fhende zwifanyiso zwa bugu, vha rere nga zwifanyiso na u tuṭuwedza vhagudi u vhudzisa dzimbudziso.
- 4 Kha vha sumbe nomboro dza masiatari vha ambe uri ndi ifhio nomboro ine ya ḍo tevhela.
- 5 Musi vho no 'fhenda' bugu yoṭhe, kha vha humele mathomoni vha vhale ṭhoho hafhu. Kha vha vule masiatari vha vhale fhungo liḥwe na liḥwe nga ipfi li pfallaho. Kha vha sumbe ipfi liḥwe na liḥwe musi vha tshi li vhala.
- 6 Kha vha vhale bugu hafhu vha tuṭuwedze vhagudi uri vha 'vhale' na vhone.



U vhumba 1edere

- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina 1a muḥwe 1ine 1a thoma nga /r/ kana arali vha tshi nga humbula maḥwe maipfi ane a thoma nga mubvumo wa /r/.
- 2 Kha vha funze vhagudi nyito i tumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga puta feisi vha edza u nga **ramavili**.
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri 1edere 1a r 1i ḥwaliswa hani. Kha vha khoḍe u lingedza havho, u bva afho vha ḥwale 1edere 1ihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni ye fhasi, nṭha, ni ye matungo."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya 1edere muyani, khaphetheni, miṭanani yavho kana zwanḍani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba 1edere.
- 5 Nga murahu ha musi vho no sumbedza uri 1edere 1i ḥwaliswa hani, kha vha ye nḍa vha ḥnee mugudi muḥwe na muḥwe mudzio u re na maḍi na bulatsho ya u pennda. Vhagudi vha nga pennda 1edere lunzhilunzhi nga maḍi kha phevimennde.
- 6 Kha vha tuṭuwedze vhagudi u amba mubvumo une 1edere 1a u ita musi vha tshi ḥwala 1edere.



Mishumo ya tshigwada tshiṭuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiṭuku, milayo ya mushumo muḥwe na muḥwe na kuitele kwa u khwinisa.





You will need:

- Big Book: *David's new bike*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

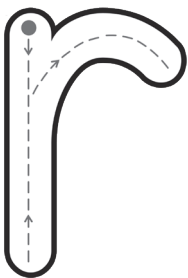
Shared reading – Big Book

- 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 /r/ or if they can think of any other words that start with the sound /r/.
- 2 Teach learners an action associated with the sound. For example: Learners can make fists and pretend to be a boxer (**ramavili**).
- 3 Show learners how to write the letter **r**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go down, up and over.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 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.



Zwine vha do tōda:

- Mibvumo ya zwiendedzi zwo fhambanaho yo rekhodiwaho
- Zwifanyiso zwa zwiendedzi zwo fhambanaho
- Bogisi la maḷedere li re na zwithu kana zwifanyiso zwine zwa thoma nga **r**: radio, raha, raisi, rokho, rinngi, ramavhengele, ramavili, raba, riboni

Vhege ya 2 Duvha la 3

Mishumo ya kilasi yothe

U guda u thetshesela

- 1 Kha vha dzudze vhagudi kha tshitendeledzi nahone vha vha humbele uri vha bonye maḷo avho vha thetshesela nga vhuronwane mibvumo u mona navho. Kha vha vha vhudzise arali vha tshi kona u pfa dziṅwe goloi, bele i re kha baisigira, dzithuthuthu, maḷiraka
- 2 Vhagudi vha tea u thetshesela nga vhuronwane musi vha tshi tamba mibvumo i bvaho kha founu ya goloi yavho, tshidimela, donngi, bere, bele ya baisigira, bufho, bele ya tshikepe, sireni ya mapholisa, thuthuthu. Vhagudi vha tea u amba dzina la tshiendedzi
- 3 Kha vha engedze mushumo uyu nga u vhea zwifanyiso zwa tshaka dzo fhambanaho dza zwiendedzi vhukati ha tshitendeledzi
- 4 Mugudi u tea u dzhia garaḷa li bvaho kha tshiḥopho a ita mubvumo na nyito zwa tshiendedzi. Vhaṅwe vhagudi vha tea u humbulela uri kha garaḷa hu na mini. Mugudi ane a thoma u humbulela u na tshikhala tsha u dzhena vhukati a dzhia garaḷa.
- 5 U itela uri izwi zwi lelutshela vhagudi vha re na ṭhoni, vha nga ita mushumo nga vhavhilihavhili.

Mabogisi a maḷedere

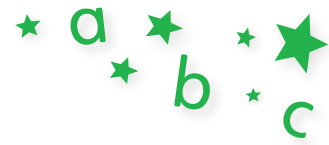
- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maḷedere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa ḍamuni. U bva afho vha ṅee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kilasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: *"No no vhona tshiṅwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfallisa hani?"*
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pfa mubvumo wo sedzwaho.
- 4 Kha vha humbele vhagudi u amba dzina la tshithu tshiṅwe na tshiṅwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ḷedere kha bogisi la maḷedere vha ri: *"Iyi ndi yone ṅdila ine ra ṅwala ngayo ḷedere la Iri?"* Kha vha tendele vhaṅwe vhagudi vha tshi oledzela ṅṅha ha ḷedere kha mutibo nga minwe yavho.



Mishumo ya tshigwada tshiḥuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiḥuku, milayo ya mushumo muṅwe na muṅwe na kuitele kwa u khwinisa.





You will need:

- Recorded sounds of different kinds of transport
- Pictures of different kinds of transport
- A letter box containing objects or pictures of objects that start with **r**: radio, raha, raisi, rokho, rinngi, ramavhengele, ramavili, raba, riboni

Week 2 Day 3

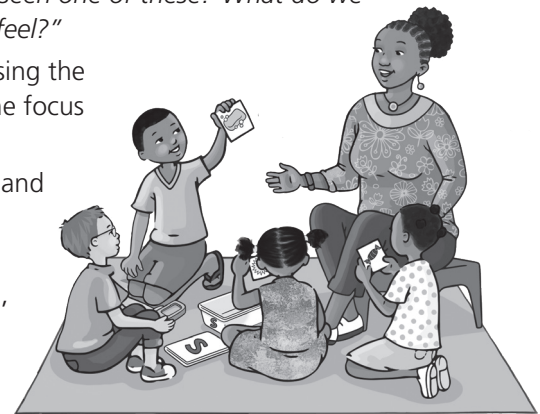
Whole class activities

Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to the sounds around them. Ask them if they can hear any cars, the bell on a bicycle, motorbikes, trucks.
- 2 Learners must listen carefully as you play sounds from your phone of a car, train, donkey, horse, bicycle bell, plane, ship horn, police siren, motorbike. Learners must say the name of the transport.
- 3 Extend this activity by placing pictures of different kinds of transport in the middle of the circle.
- 4 A learner must take a card from the pile and then make the sound and action of the transport. The other learners have to guess what is on the card. The learner who guesses first has a chance to go in the middle and take a card.
- 5 To make this easier for shy learners, they can do the activity in pairs.

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



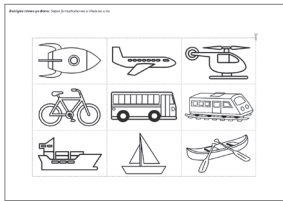
Small group activities

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



Zwine vha do ɔɔa:

- Khophi dza masiatari a 1 na 2 a mushumo wa u Vhala na u ita dza mugudi muñwe na muñwe
- Khirayoni dza pfuraŋotshi khulwane
- Tshigero na guɔuu
- Maɔɔere o sedzwaho o nambatedzwaho kha zwitanda
- Garaɔa dza zwifanyiso kana zwithu zwi bvaho kha mabogisi a maɔɔere u itela u zwi fananyisa na mubvumo wo sedzwaho



Vhege ya 2 ɔuvha ɔa 4

Mishumo ya kiɔasi yoɔe

U vhala na u ita

- 1 Kha vha netshedze mugudi muñwe na muñwe **Siatari ɔa 1 ɔa mushumo wa u vhala na u ita** ɔi re na khoɔomu tharu na **Siatari ɔa 2 ɔa mushumo wa u vhala na u ita** ɔi re na zwifanyiso zwa tshaka dza vhuendedzi ho fhambanaho.
- 2 Kha vha humbele vhagudi uri vha lavhelese tshaka dzoɔe dzo fhambanaho dza vhuendedzi nahone vha ambe nga ha uri vhu tshimbila mavuni, maɔini kana muyani naa. Sa tsumbo: dzibisi dzi ɔɔa mavhili uri dzi tshimbile mavuni, dzirokhethe dzi na nzhini dza maanda mahulu a uri dzi gidime dzi dzhene muyani, zwikwekwete zwi a kona u papamala u itela uri zwi alavhe nɔha ha maɔi.
- 3 Kha vha vhudze vhagudi uri vha sedze kha **Siatari ɔa 1 ɔa mushumo wa u vhala na u ita** ɔi re na dzikhoɔomu nahone vha ambe nga ha zwine vha vhona (tswayo, zwifanyiso na maipfi). Kha vha vha sumbedze hune ha amba uri "mavuni", "maɔini" na "muyani". (Kha vha sumbe zwifanyiso zwa dzibada, maɔi na makole tsini na maipfi.)
- 4 Kha vha vhudze vhagudi uri vha khou ya u ita mushumo u takadzaho une wa pfi "u vhala na u ita". Vha tea u "vhala" ɔhoho iñwe na iñwe nahone vha ita zwine ya amba zwone.
- 5 Kha vha vhale ɔhoho ya u thoma vho ɔangana. Kha vha vhudze vhagudi uri vha khaɔare na u gera baisigira. Kha vha vha vhudzise uri ndi ngafhi hune vha humbula uri baisigira i fanela u nambatedzwa hone (fhasi ha ɔhoho: mavuni).
- 6 Kha vha vhudze vhagudi uri vha wane zwiñwe zwifanyiso zwa vhuendedzi ha mavuni vha zwi khaɔare, u zwi gere na u zwi nambatedza. Kha vha vhudzise arali muñwe wa vhagudi a tshi nga "vhala" ɔhoho i tevhelaho. Vha tea u khaɔara, u gera na u nambatedza tshaka dzo fhambanaho dza vhuendedzi vhune ha tshimbila maɔini.
- 7 Vhagudi vha tea u ita nga nɔila yeneyi u swikela tshifanyiso tshiñwe na tshiñwe tshi tshi nambatedzwa kha khoɔomu yone.

U thetshelesa mibvumo yo sedzwaho

- 1 Kha vha netshedze mugudi muñwe na muñwe garaɔa ya tshifanyiso kana tshithu tshi bvaho kha bogisi ɔa maɔɔere tshine tsha elana ɔiñwe ɔa maɔɔere o sedzwaho ɔo nambatedzwaho kha tshitanda.
- 2 Kha vha ɔalutshedze vhagudi uri vha khou ya u imisela nɔha tshitanda tshi re na ɔɔere ɔo sedzwaho. Vhagudi vha re na tshifanyiso kana tshithu tshi re na ɔɔere ɔo sedzwaho vha tea u ima vha ita tshidimela nga murahu havho. Vha tea u amba dzina ɔa tshifanyiso kana tshithu na u ombedzela mubvumo wo sedzwaho.
- 3 Tshidimela tshi ima tshiɔitshini mudededzi a vhea tshitanda tshi re na ɔɔere nɔha ha ɔafula. Mugudi muñwe na muñwe u vhea tshifanyiso kana tshithu tshawe tsini na ɔɔere.
- 4 Kha vha dovholole kuitele ukwu vha tshi khou shumisa muñwe mubvumo wo sedzwaho.

Mishumo ya tshigwada tshiɔuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiɔuku, milayo ya mushumo muñwe na muñwe na kuitele kwa u khwinisa.





You will need:

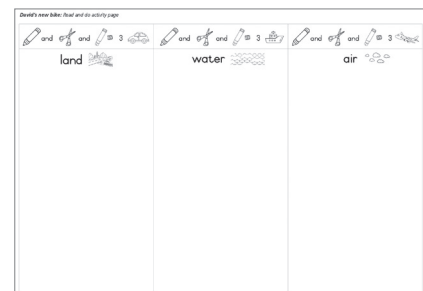
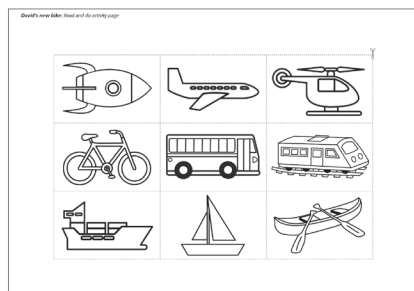
- A photocopy of the **Read and do activity pages 1 and 2** for each learner
- Jumbo wax crayons
- Scissors and glue
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

Week 2 Day 4

Whole class activities

Read and do

- 1 Give each learner a **Read and do activity page 1** with three columns and a **Read and do activity page 2** with pictures of different types of transport.
- 2 Ask learners to look at all the different types of transport and talk about whether they travel on land, on water or in the air. For example: buses need wheels to travel on land, rockets have powerful engines to travel through the air and sailing boats can float so they sail on the water.
- 3 Tell learners to look at the **Read and do activity page 1** with columns and talk about what they see (symbols, pictures and words). Show them where it says "land", "water" and "air". (Point to the pictures of roads, water and clouds next to the words.)
- 4 Explain to learners that they are now going to do a fun activity called "read and do". They must "read" each heading and do what it says.
- 5 Read the first heading together. Tell learners to colour in and cut out the bicycle. Ask them where they think they should stick the bicycle (under the heading: land).
- 6 Tell learners to find other pictures of land transport to colour in, cut out and paste. Ask if any of the learners can "read" the next heading. They must colour in, cut out and paste the types of transport that travel on water.
- 7 Learners must continue in this way until every picture has been pasted in the correct column.



Listening for focus sounds

- 1 Give each learner a picture card or an object from a letter box that matches one of the focus letters stuck onto a sucker stick.
- 2 Explain to learners that you are going to hold up a sucker stick with a focus letter. The learners that have a picture or an object with that focus letter must stand up and make a train behind you. They must say the name of the picture or object and emphasise the focus sound.
- 3 The train stops at the station and the teacher places the stick with the letter on a table. Each learner places their picture or object next to the letter.
- 4 Repeat this process using another focus sound.

Small group activities

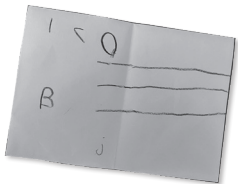
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





Zwine vha do tōda:

- Tshipiḁa tsha bammbiri ḁa A5 kana garaḁa ya mugudi muḁwe na muḁwe
- Khirayoni dza pfuraḁotshi khulwane
- Maipfi a madungo manzhi a elanaho na nganea: gondola, tshiphiri, mpho, ngade, matsheloni, vhoḁhe, baisigira, ḁuvha ḁa mabebo



Vhege ya 2 Duvha ḁa 5

Mishumo ya kiḁasi yoḁhe

U ita, u ola na u ḁwala

- 1 Kha vha sumbedze vhagudi phasipoto kana garaḁa/bugu ya bugundaula yavho, vha vha ḁalutshedze uri musi vha tshi endela ḁiḁwe shango, vha tea u vha na phasipoto u itela uri vha kone u dzhena kha shango ḁeneḁo. Kha vha vhudzise arali hu na vhaḁwe vhagudi vho no endelaho ḁiḁwe shango, na u vhona arali vha na phasipoto.
- 2 Kha vha fhende masiaḁari a phasipoto kana ḁiḁwalo ḁavho ḁa bugundaula, vha sumbedze vhagudi fhethu hune dzina ḁavho ḁo ganḁiswa hone, hune tshifanyiso tshavho tsha vhoneala hone, ḁuvha ḁavho ḁa mabebo na hune ha pfi vha bva kha shango ḁifhio.
- 3 Kha vha ḁalutshedze vhagudi uri vha khou ya u ita phasipoto kana ḁiḁwalo ḁavho ḁa bugundaula.
- 4 Kha vha ḁetshedze mugudi muḁwe na muḁwe bammbiri ḁa A5 kana garaḁa. Vhagudi vha tea u peta bammbiri ḁa vha hafu, vha ole tshifanyiso tsha vhone vhaḁe na u ḁwala madzina avho nga phanḁa ha tshipiḁa tsha bammbiri ḁo petwaho.
- 5 Kha vha vha ḁuḁuwedze u "ḁwala" zwiḁwe zwidombedzwa zwi fanaho na dzina ḁavho, miḁwaha na shango ḁine vha bva khaḁo. Kha vha ḁalutshedze uri a vha tei u ḁwala maipfi a fanaho na zwine vhaaluwa vha ita, fhedzi vha nga zwi ita uri zwi vhoneala sa ḁiḁwalwa.

U ḁanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁiḁwe ḁa maipfi ḁi bva kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ḁhukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **go | ndo | la**.
- 2 Kha vha humbele vhagudi uri vha lavhelese khonani vha vhandane zwanḁa kha dungo ḁiḁwe na ḁiḁwe: **go** (u vhandana zwanḁa) **ndo** (u vhandana zwanḁa) **la** (u vhandana zwanḁa).
- 3 Kha vha ambe maḁwe maipfi a madungo manzhi ane a bva kha nganea musi vhagudi vha tshi khou vhandana zwanḁa kha dungo ḁiḁwe na ḁiḁwe.
- 4 Kha vha ḁuḁuwedze vhagudi uri vha vhalele tshivhalo tsha madungo kha maipfi (Sa tsumbo: "gondola" ḁi na madungo mararu).
- 5 Sa muengedzo wa mushumo uyu, vha nga thutha tshipiḁa tsha ipfi vha vhona arali vhagudi vha tshi nga kona u amba zwo salaho. Sa tsumbo: Kha vha vhudze vhagudi uri vha ambe uri "baisigira", u bva afho kha vha vha humbele uri vha ḁi ambe hafu, fhedzi vha songo amba uri "baisi". Ho ḁahela mini? ("gira"). Zwino kha vha ise phanḁa na maḁwe maipfi:

- ★ "tshiphiri" ḁi si na "tshiphi" ndi ... (ri).
- ★ "matsheloni" ḁi si na "matshe" ndi ... (loni).



Mishumo ya tshigwada tshiḁuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiḁuku, milayo ya mushumo muḁwe na muḁwe na kuitele kwa u khwinisa.





You will need:

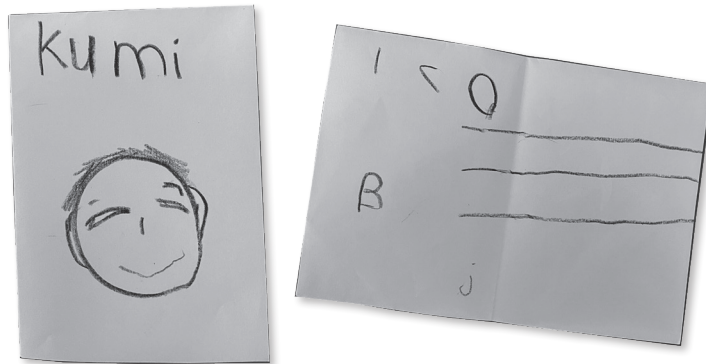
- An A5 piece of paper or card for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: gondola, tshiphiri, mpho, ngade, matsheloni, vhothe, baisigira, duvha la mabebo

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Show learners your passport or ID card/book, and explain to them that when you travel to another country, you need to have a passport to be able to enter the country. Ask if any learners have travelled to another country, and if they have a passport.
- 2 Page through your passport or ID document, and show learners where your name is printed, where your photo appears, your date of birth and where it says which country you are from.
- 3 Explain to learners that they are going to make their own passport or ID document.
- 4 Give each learner an A5 piece of paper or card. Learners must fold the paper in half, draw a picture of themselves and write their name on the front of the folded piece of paper.
- 5 Encourage them to "write" some details like their name, age and the country they are from. Explain that they do not need to write words like grown-ups do, but can just make it look like writing.



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: **go | ndo | la**.
- 2 Ask learners to face a friend and do high fives for each syllable: **go** (high five) **ndo** (high five) **la** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "gondola" 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 "baisigira", then ask them to say it again, but don't say "baisi". What is left? ("gira"). Now continue with more words:
 - ★ "tshiphiri" without "tshiphi" is ... (ri).
 - ★ "matsheloni" without "matshe" is ... (loni).



Small group activities

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



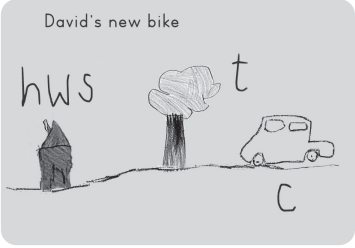

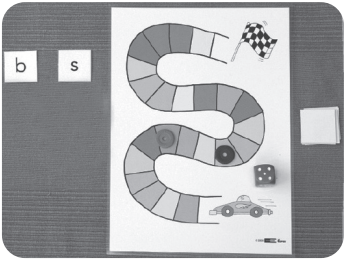



Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha ḁo ṭḁa	Mishumo
<ul style="list-style-type: none"> Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṅwe na muṅwe Khiraṅoni dza pfuraṅotshi khulwane <p>Baisigira ntswa ya Bono</p>	<p>Mushumo wa 1: U ola na ṅḽivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Vha ṭalutshedze vhagudi uri vha ḁiite u nga vha khou ya lwendoni kha baisigira yavho. Vha dzhie tsho uri vha khou ḁo reilela gai (phakhani, mavhengeleni ṅḽuni ya khonani, tshikoloni, kerekeni). Vha tea u ola bada kana ṅḽila u bva hayani u ya fhethu hune vha khou ya, na u ola zwithu zwine vha vhona ṅḽilani.
<ul style="list-style-type: none"> Bobo dza mutambo wa goloi mbili dza mbambe Sethe mbili dza ḽedere na garaṭa dza tshifanyiso Daisi mbili na dzikhaunthara <p>Arali vhagudi vha wana zwi tshi khou vha konḁela u tamba mitambo iyi nga vhoṭhe, u nga vha muhumbulo wavhuḁi wa u ramba vhaṅwe vhabebi uri vha ḁe vha thuse kha mishumo iyi ya tshigwada tshiṭuku. Kha vha tambe mitambo vho ṭangana na vhabebi phanḁa ha ḁuvha ḽa tshikolo, u itela uri vha pfe vha na vhuḁifuluheli ha u shuma na vhagudi.</p>	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Vha vhee bodo ya mutambo kha methe/ṭafula na u vheya garaṭa dza tshifanyiso kha buto, ḽo lavhelesa fhasi. Vha phaḁaladze garaṭa ḽa maḽedere kha vhagudi uri vha kone u a vhonay. Vha ṭalutshedze milayo ya mutambo kha vhagudi: <ul style="list-style-type: none"> Mugudi muṅwe na muṅwe u na tshifhinga tsha u laṭa daisi na u sudzulusa tshivhaleli kha tshivhalo tsha zwikhala zwone. Nga murahu wa u sudzulusa rshivhali, mugudi u doba garaṭa ḽa tshifanyiso u bva kha buto, a amba dzina ḽa tshifanyiso, a kona u bula mubvumo wo sedzwaho. Mugudi a kona u vheya garaṭa ya tshifanyiso tsini na garaṭa ḽa tshifanyiso ḽi re ḽone. Mutambo u fhela musi mugudi wa u thoma a tshi swika kha fulaha a vha mukundi.
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo 	<p>Mushumo wa 3: U vhala nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanḁa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhala. Kha vha sumbedze kuvulele kwa bugu na u fhenda masiaṭari khayo. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḁifhelwa ngatsho a tshi tshi vhala. Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they must pretend that they are going on a trip on their bicycle. They must decide where they are going to ride to (the park, the shops, a friend's house, school, church). 2 They must draw the road or path from their home to the place they are going to, and draw things that they see on the way.
<ul style="list-style-type: none"> Two Racing car game boards Two sets of letter and picture cards Two dice and counters  <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the game board on the mat/table and put the picture cards in a pile, facing downwards. Spread the letter cards around so the learners can see them. 2 Explain the rules of the game to the learners <ul style="list-style-type: none"> • Each learner has a turn to throw the dice and move the counter the correct number of spaces. • After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. • The learner then puts the picture card next to the correct letter card. • The game is over when the first learner reaches the flag and is the winner. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 4 Visit the corner to observe and encourage the learners' reading.



Zwine vha do toda

- Khophi ya **Siatari la mushumo wa tshindedzi** na tshirei ya sitairofomo ya mugudi muñwe na muñ we, zwiperete zwa u ola, zwisomoli, khirayoni dza pfuraqotshi, Prestiki

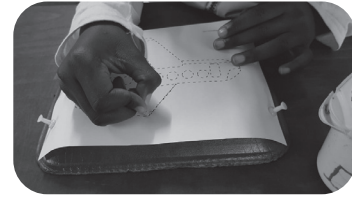
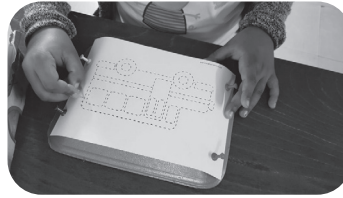


- Dzisifhereswenda: zwishumiswa, bombo ya baisigira, baisigira ya u tanzwa na pholishi, bombo ya peñirolo yo itiwaho u bva kha bogisi la kale, Luñingo lwa u vhaledza tshumelo ya golo mabogisi mahulu a u ita golo, ya kholekhole, luswayo lwa giratshi, mapa ya bada kana mapa ya bugu

Mishumo

Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuqi na muñwalo

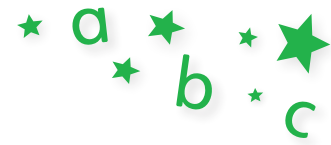
- 1 Vha pange sitentsiji nga murahu ha tshirei ya sitairofomo ya mugudi muñwe na muñwe, ane a khou shumisa tshipereñe u ola kana Prestiki.
- 2 Vha vha sumbedze uri hu phuliwa hani nga kha tshirei kha tshithoma tshiñwe na tshiñwe tshi re kha sitentsiji.
- 3 Musi vho no fhedza, vha nga shandukisa muvhala wa tshifanyiso tshavho.



Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana

- 1 Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha tñutñwedze u isa phañña u bva kha Vhege ya 1 musu vho vha ñita u nga vha khou shuma kana u dalele garadzhi/tshiqishi tsha peñirolo.
- 2 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u tñutñwedza mutambo wa nga vhagudi.





You will need

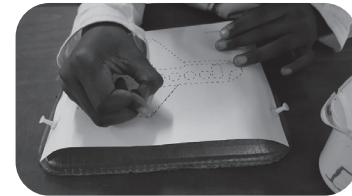
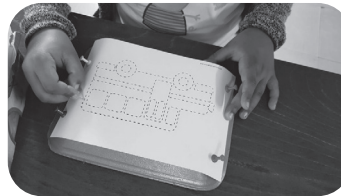
- A photocopy of the **Transport activity page** and a styrofoam tray for each learner, drawing pins, toothpicks, wax crayons, Prestik



Activities

Activity 4: Fine motor skills and handwriting

- 1 Attach the stencil onto the back of the styrofoam tray for each learner, using a drawing pin or Prestik.
- 2 Show them how to prick through the tray on each dot on the stencil.
- 3 When they have finished, they can colour in their picture.



- Props: tools, a bicycle pump, bicycle to wash and polish, petrol pump made from an old box, telephone for bookings for car service, big boxes as pretend cars, sign for the garage, a road map or map book

Activity 5: Pretend play

- 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working at or visiting a garage/petrol station. Visit the corner at least once to observe and encourage the learners' game.



★ Spot i ya vhengeleni

Nganea

Sam na Zinzi vha dzula na mme na khotsi avho, Vho Madiswa vha munna na mufumakadzi Vho Madiswa, na mmbwa yavho ine ya pfi Spot. Muñwe na muñwe u funa Spot. Nga henefho fhasi ha bada u tshi tou bva nduni yavho hu na vhengele la tshiphaza. Ili ndi vhengele la Vho Ibrahim vha munna.

Nga muñwe Mugivhela, mme avho vho ri: "Zinzi na Sam, ndi humbela uri ni ye vhengeleni. Ndi toḁa vhurotho, makumba, boḁoro, mafhi na dzhamu." Zinzi na Sam vha funesa u ya vhengeleni u rengela mme avho ngauralo vho mbo ḁi ri: "Ee, Mmawe." Vho thoma nga u ñwala mutevhe wa zwirengwa, u bva afho mme avho vho vha ñea masheleni, vha mbo ḁi tuwa!

Spot yo mbo ḁi vha sala nga murahu. I funesa u ya vhengeleni na yone! I funesa nga maandā u ya musu Vho Ibrahim vha munna vho ita dziphai. Ramavhengele, Vho Ibrahim vha munna, vho ri: "ḁuvha lavhuḁi, Zinzi na Sam. Hu rini, Spot?" Vhana vho ri: "ḁuvha lavhuḁi kha vhone, Vho Ibrahim vha munna." Spot tsho vha tshi tshi khou dzungudza mutshila watsho. Vho mbo ḁi vha humbela vha ri: "Ri nga fhiwa vhurotho, makumba a rathi, boḁoro, mafhi na dzhamu naa?"



Vho Ibrahim vha munna vho mbo ḁi longela zwoṱhe kha tshiputo vha dovha vha longela inwe ya phai dzavho dzo khetheaho kha tshiputo vha ri ndi yavho. Vho mbo ḁi vha ñea masheleni vha ri: "Ro livhuwa nga maandā, Vho Ibrahim vha munna. Ri a dzi funa phai dzavho!" U bva afho vho mbo ḁi onesa nga u taṱaisa.

Zinzi na Sam vho mbo ḁi humela hayani, fhedzi vho vha vha tshi khou ambesa lune a vho ngo kona na u zwi dzhiela nṱha uri Spot a vha nayo. Musi vho no swika hayani, mme avho vho ri: "Zinzi! Sam! I ngafhi Spot?" Tshukhwi! Spot a yo ngo tsha vha tevhela musu vha tshi humela hayani. Vhana vho vha vha tshi khou vhilaela nga maandā. Vhoiwe ni humbula uri Spot i ngafhi?

Ha mbo ḁi vha pfala u khokhonya vothini. Zinzi o mbo ḁi vula vothi a mbo ḁi wana hu Musa. O vha o hwala Spot! Vhoṱhe vho amba vha ri: "Ro livhuwesa, Musa. Ni tou vha khonani ya vhukuma!" Musa o vha vhudza uri o wana Spot i vhengeleni, i tshi khou la matshakatshaka a re fhasi.

Zinzi na Sam vho mbo ḁi doba Spot vha i kuvhatedzesa lwa tshifhinga tshilapfu.

Aya ndi one magumo a nganea.



★ Spot goes to the shop

Story

Sam and Zinzi live with their mother and father, Mr and Mrs Madiswa, and their dog Spot. Everybody loves Spot. Just down the road from their house is a spaza shop. This is Mr Ibrahim's shop.

One Saturday, the children's mother said: "Zinzi and Sam, please go to the shop. I need some bread, eggs, butter, milk and jam." Zinzi and Sam love to go to the shop for their mother so they said: "Yes, Mommy." First, they wrote a shopping list, then their mother gave them some money, and then off they went!

Spot ran after them. He loves to go to the shop too! He especially loves to go when Mr Ibrahim has made pies. The shopkeeper, Mr Ibrahim, said: "Good day, Zinzi and Sam. And how are you, Spot?" The children said: "Good day to you, Mr Ibrahim." Spot wagged his tail. Then the children read their shopping list. They asked: "Please can we have a loaf of bread, six eggs, butter, milk and jam?"

Mr Ibrahim put everything in a packet and he also put one of his special pies in the packet for them. They gave him the money and said: "Thank you very much, Mr Ibrahim. We love your pies!" And they waved goodbye.



Zinzi and Sam walked home, but they were talking so much that they did not notice that Spot was not with them. When they got home, their mother said: "Zinzi! Sam! Where is Spot?" Oh my! Spot had not followed them home. The children were very worried. Where do you think Spot is?

Just then there was a knock on the door. Zinzi opened the door and there was Musa. He was carrying Spot! They all said: "Oh thank you, Musa. You are a real friend!" Musa told them that he had found Spot in the shop, eating the crumbs on the floor.

Zinzi and Sam picked up Spot and gave him a big hug.

And that is the end of the story.





Luimbo

L̄inwe d̄uvha, ro rumiwa nga mma.
 U ya vhengeleni.
 Ro ya u renga.
 Spot ya tevhela
 Ri tshi vhuya.
 Spot ya sala vhengeleni.
 I tshi khou ḷa.
 Matshakatshaka.
 Matshakatshaka.
 Ri songo zwi vhona.
 Ya vhuiswa.
 Nga Musa.

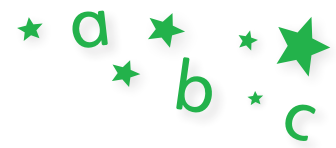
(Imbani nga tshuni ya "Here we go loop-de-loo".)



Nḍivho ya maipfi u bva kha nganea

Maipfi a ndeme:	dzhamu	makumba	boḍoro	vhurotho	mafhi	matshakatshaka
Maipfi o engedzwaho:	phai	hwala	ṭaṭaisa	khokhonya	vhilaela	kuvhatedza
	khetheaho	mutevhe wa zwirengwa	khonani	vhengele ḷa tshiphaza	masheleni	tevhela





Song

Sam and Zinzi went shopping, went shopping, went shopping;
Sam and Zinzi went shopping to buy their Mama's food.

Spot, the doggie, went with them, went with them, went with them;
Spot, the doggie, went with them to see what he could find.

When they got back home again, home again, home again;
When they got back home again, Mommy said: "Where is Spot?"

Musa kindly brought Spot back, brought Spot back, brought Spot back;
Musa kindly brought Spot back, they all said: "Thank you, Musa!"

(Sing to the tune of "Mary had a little lamb" or use your own tune.)



Vocabulary from the story

Key-words:	jam	eggs	butter	bread	milk	crumbs
Extra words:	pie	carry	wave	knock	worried	hug
	special	shopping list	friend	spaza shop	money	follow





Zwine vha do toda:

- Nganea: *Spot i ya vhengeleni*
- Zwipopai: Zinzi, Sam, Vho Madiswa, mmbwa ine ya pfi Spot, Vho Ibrahim na Musa
- Dzisifhereswenda: tafula, tshilaj tsha vhurotho/phakhethe ya vhurotho i si na tshithu, bogisi la makumba, khonthaina dza bogoro, bogelo la mafhi, tshikotikoti tsha dzhamu, mutevhe wa zwirengwa wo rwaliwaho nga tshanga (i rwaliwe hu sa athu u thoma ngudo)
- Zwithu kana garaa dza zwifanyiso dza mañwe maipfi a bvaho kha mutevhe wa ndivho ya maipfi



Vhege ya 1 Duvha la 1

Mishumo ya kilasi yothe

Kha vha ambe tshidade *Ndi dzinginyisa minwe yanga* uri vhana vha de metheni u itela nganea.

U talutshedza nganea na u fhaa ndivho ya maipfi

1 Vha sa athu vha talutshedza nganea

- 1.1 Kha vha vhudze vhagudi thoho ya nganea na u divhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha tumanane nganea na vhutshilo ha vhagudi: *"Ndi nnyi ane a vha na mmbwa hayani? Dzina la mmbwa yanu ndi lifhio? Mmbwa yanu yo no vhuya ya xela?"*
- 1.3 Kha vha ri: *"Ri sa athu thoma, ndi khou todou ni vhudza talutshedzo dza mañwe maipfi ane ra do a wana nganeani."* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa ndivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi la amba zwone. Sa tsumbo: Vha vha sumbedze uri tshilaj tsha vhurotho tshi nga rwaitekanywa tsha vha matshakatshaka.

2 Musi vha tshi talutshedza nganea

- 2.1 Kha vha talutshedze nganea nga ndila i nyanyulaho na u shumisa maipfi o fhambanaho. Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.2 Kha vha humbele vhagudi uri vha bule zwi daho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi todahlo phindulo i fhiraho nthihi, dzi fanaho na: *"Ni vhona u nga Vho Madiswa vha do ri mini musu vhana vha tshi vhuya hayani vha si na Spot? Ndi ngani Spot i songo vhona musu vhana vha tshi tuwa? Arali Musa o vha a songo disa Spot hayani, Zinzi na Sam vho vha vha tshi do ita mini?"*

3 Nga murahu ha musu vho no talutshedza nganea

- 3.1 Kha vha vhudzise vhagudi: *"Ndi zwifhio zwe na zwi takalela nga nganea? Ndi zwifhio zwine a no ngo zwi takalela? Ndi tshifhio tshipida tshanu tsha khwinisa? Ndi dzifhio mbudziso dzine na vha nadzo nga nganea? No no vhuya na lingedza u ita tshirwe tshithu tshi kondaho na kunda?"*

U divhadza mubvumo u bva kha nganea

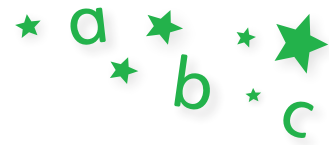
- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshesele nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *"vothini, vula, vothi. Ni a kona u pfa mubvumo wo sedzwaho: vothi, vula, vothi naa? Ee, ni khou amba zwone! Yothe i na mubvumo wa /v/."*
- 2 *"Thetshesani nga vhuronwane, aya ndi mañwe a maipfi manzhi a thomaho nga /v/: veta, vuluvulu, voqa, vemu, veni, vese, vili, vumba, viniga."* (Kha vha ombedzele mubvumo wa mathomoni musu vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /v/ nga ndila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /v/: *"v-v-v"*. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhona vha.

Mishumo ya tshigwada tshituku

Kha vha talutshedze vhagudi uri vha do vha vha tshi khou shuma nga zwigwada zwiituku divha lirwe na lirwe. Kha vha talutshedze na u sumbedza uri mushumo murwe na murwe u itiswa hani na u talutshedza u sielisana divha lirwe na lirwe. Kha vha talutshedze kuitele kwa u khwinisa.

Ndi dzinginyisa minwe yanga

- Ndi dzinginyisa minwe yanga
- Ndi dzinginyisa zwikunwe zwanga
- Ndi dzinginyisa mahaqa anga
- Ndi dzinginyisa ningo yanga
- Zwino (vhandani zwanqa zwino)
- U dzinginyea hothe hu bva kha nge
- Nahone ndi a fhumula nda ri tshete!



You will need:

- Story: Spot goes to the shop
- Puppets: Zinzi, Sam, Mrs Madiswa, Spot the dog, Mr Ibrahim and Musa
- Props: a table, a loaf of bread/empty bread packet, an egg box, butter containers, a milk bottle, a jam tin, a hand-written shopping list (written out before the lesson)
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *I wiggle my fingers* to bring learners to the mat for story time.

I wiggle my fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And now (clap on now)
All the wiggles are out of me
And I am as quiet as I can be!

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: "Who has got a dog at home? What is your dog's name? Has your dog ever got lost before?"
- 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 how a slice of bread can be broken into crumbs.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "What do you think Mrs Madiswa is going to say when the children get home without Spot? Why didn't Spot notice when the children left? If Musa hadn't brought Spot home, what would Zinzi and Sam have done?"

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 tried to do something difficult and succeeded?"



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: "vothini, vula, vothi. Can you hear the focus sound: **v**othini, **v**ula, **v**othi? Yes, you are right! They all have the sound /v/."
- 2 "Listen carefully, here are some more words with /v/: veta, vuluvulu, voḁa, vemu, veni, vese, vili, vumba, viniga." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /v/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /v/: "v-v-v". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Zwine vha do toḁa:

- Zwipopai zwa nganea
- Muzika na zwifanyiso kana dzisifhereswenda zwa luimbo



Vhege ya 1 Duvha la 2

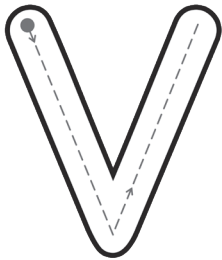
Mishumo ya kilasi yoḁe

U ḁalutshedza nganea na u imba

- 1 Kha vha thome nga u humbudza vhagudi ḁalutshedzo dza maipfi e vha a divhadza nga Duvha la 1.
- 2 Kha vha ḁalutshedze hafhu nganea vha tshi khou shumisa zwipopai. Kha vha vhudzise dzimbudziso musi vha tshi ḁalutshedza nganea. Kha vha tuḁuwedze vhagudi u bula zwi ḁaho zwine zwa do itea.
- 3 Kha vha vhudze vhagudi uri vha khou ya u vha funza luimbo luswa lune lwa tshimbilelana na nganea.
- 4 Kha vha ambe mitaladzi ya luimbo i si gathi nga ndila i pfallaho nga u ongolowa, vha vha humbele uri vha shele mulenzhe vha imbe vho ḁangana na vhone. Zwi nga ḁi kondela vhagudi u humbula maipfi oḁe, ngauralo kha vha funze luimbo nga zwipiḁa.
- 5 Kha vha vhe na zwifanyiso kana dzisifhereswenda kana u ita nyito u itela u thusa vhagudi u pfesesa luambo lwa luimbo.
- 6 Kha vha funze vhagudi nyito dza luimbo na u difhelwa musi hu tshi khou imbiwa nga luambo lwu fhiraho luthihi.

U vhumba leḁere

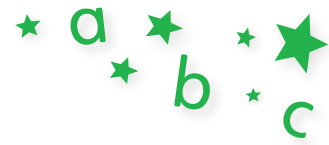
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe line la thoma nga /v/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /v/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga veta lukanda lwavho zwavhuḁi kha zwandḁa zwavho vha tshi amba "veta, veta".
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri leḁere la v li ḁwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ḁwale leḁere lihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni ye fhasi na nḁha."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya leḁere muyani, khaphetheni, miḁanani yavho kana zwandḁani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba leḁere.
- 5 Nga murahu ha musi vho no sumbedza uri leḁere li ḁwaliswa hani, kha vha tuḁuwedze vhagudi u shumisa tshitanda u ḁwala leḁere muḁavhani.
- 6 Kha vha tuḁuwedze vhagudi u amba mubvumo une leḁere la u ita musi vha tshi ḁwala leḁere.



Mishumo ya tshigwada tshiḁuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiḁuku, milayo ya mushumo muḁwe na muḁwe na kuitele kwa u khwinisa.





You will need:

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



Week 1 Day 2

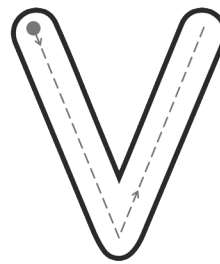
Whole class activities

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



Small group activities

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



Zwine vha do toda:

- Zwipopai zwa nganea
- Bogisi la maledere li re na zwithu kana zwifanyiso zwine zwa thoma nga **v**: vothi, vuluvulu, voḁa, veni, vese, vili, vumba, viniga



Vhege ya 1 Duvha la 3

Mishumo ya kilasi yothe

U talutshedza nganea na litambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha di kona u humbula tshalutshedzo dza maipfi a bvaho kha mutevhe wa ndivho ya maipfi. Sa tsumbo: "Vha vha humbela uri vha tambe maipfi aya a nyito "kuvhatedza" na "tevhela"."
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muḁwe na muḁwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha litambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u talutshedza nganea.
- 5 Kha vha talutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha mutalutshedzi wa nganea ane a dovha a divhiwa sa muanesheli. Vhatambi vha vhagudi vha khou ya u tamba zwothe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u talutshedza nganea na u tutuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kilasi yothe i tshi khou talela litambwa.
- 7 Arali hu na tshifhinga, vha nga di toḁou dovholola litambwa vha na vhagudi vho fhambanaho.

Mabogisi a maledere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maledere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa damuni. U bva afho vha nee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kilasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: "No no vhone tshinwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfallisa hani?"
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pfa mubvumo wo sedzwaho.
- 4 Kha vha humbele vhagudi u amba dzina la tshithu tshinwe na tshinwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ledere kha bogisi la maledere vha ri: "Iyi ndi yone ndila ine ra nḁwala ngayo ledere la v?" Kha vha tendele vhanwe vhagudi vha tshi oledzela nḁha ha ledere kha mutibo nga minwe yavho.



Mishumo ya tshigwada tshituku

Kha vha humbudze vhagudi mishumo ya tshigwada tshituku, milayo ya mushumo muḁwe na muḁwe na kuitele kwa u khwinisa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **v**:
vothi, vuluvulu, vođa, veni, vese, vili, vumba, viniga



Week 1 Day 3

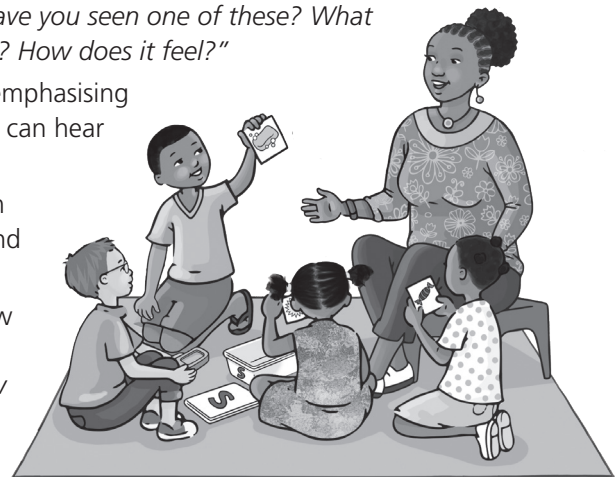
Whole class activities

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: "hug" and "follow".
- 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 **v**." Let some learners trace over the letter on the lid with their fingers.



Small group activities

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



Zwine vha do toda:

- Thevhekano ya zwifanyiso khulu

Vhege ya 1 Duvha la 4

Mishumo ya kilasi yothe

U vhekanya zwifanyiso

- 1 Kha vha imbe luimbo hafhu.
- 2 Kha vha divhadze maipfi maswa a bvaho kha mutevhe wa ndivho ya maipfi.
- 3 Kha vha nange inwe ya thevhekano ya zwifanyiso vha i imisela ntha. Kha vha vhudzise vhagudi zwine vha vhona, u bva afho vha ambe nga tshifanyiso nga vhuḁalo.
- 4 Nga murahu ha musu vho no rera nga tshifanyiso tshinwe na tshinwe, kha vha tshi nambatedze bodoni u itela uri vhagudi vha kone u tshi vhona. Kha vha vhe na vhuḁanzi ha uri zwifanyiso a zwiho kha thevhekano nga tshifhinga hetshi tsha mushumo.
- 5 Nga murahu ha musu vho no amba nga zwifanyiso zwothe, kha vha vhudzise vhagudi: "Zwifanyiso izwi zwi kha thevhekano kwayo naa?"
- 6 Kha vha humbele vhagudi uri vha sumba tshifanyiso tsha mathomoni ha nganea. Kha vha shumisane u dzudzanya thevhekano ya zwifanyiso uri nganea vhe na ndunzhendunzhe.
- 7 Kha vha ite uri vhagudi vha shela mulenzhe vho ḁala mafufufu kha kuitele ukwu. Kha vha vhudzise mbudziso dzi fanaho na: "Hu ḁo bvelela mini? Ndi nnyi ane a nga humbula tshipiḁa tshi tevhelaho tsha nganea?"
- 8 Musu zwifanyiso zwi kha thevhekano kwayo, kha vha rambe vhagudi vha si gathi u ṭalutshedza hafhu nganea nga thevhekano kwayo.

Stella u ri:



Idzi ndi mbudziso dzo teaho u vhudziswa nga tshifanyiso tshinwe na tshinwe:

- "Ni kona u vhona nnyi?" (vhaanewa)
- "U khou ita mini?/Tshi khou ita mini?" (Maiti na nyito)
- "Ndi zwifhio zwinwe zwine na kona u zwi vhona?" (sedzani hafhu)
- "Tshi ngafhi ...?" (u bula fhethu/tshiimo)
- "Ndi ngani ni tshi humbula...?" (kuhumbulele kuswa, u amba mihumbulo)



Stella u ri:



Musu vho no ṭalusa mishumo yo fhambanaho nahone vho no vhudza vhagudi mubvumo wo sedzwaho, vhagudi vha nga (arali vha tshi pfa vha na vhuḁifufufheli), sielisana u ṭalusa mushumo na u nea mubvumo wo sedzwaho. Vhariwe vhagudi vha nga lingedza u humbulele dzina la mushumo.

U thetshesela mibvumo yo sedzwaho

- 1 Kha vha ṭalutshedze vhagudi uri vha khou ya u ṭalusa mishumo yo fhambanaho ine vhatu vha i ita, nahone vha tea u lingedza u humbulele dzina la mushumo une muthu a u ita. Vha ḁo vha vhudza mubvumo wo sedzwaho u itela u vha thusa. "Vho Ibrahim vha rengisa zwithu. Dzina la mushumo wavho li thoma nga /r/ ... ramavhengele. Ndi shuma tshikoloni nahone ndi a ni thusa kha ngudo dzanu. Dzina la mushumo wanga li thoma nga /d/ ... mudededzi."
- 2 Idzi ndi dziinwe dza tsumbo: "Muthu ane:
 - ★ a shuma vhuongeloni nahone mushumo wavho u thoma nga /n/ ndi ..." (nese)
 - ★ a shuma vhuongeloni nahone mushumo wavho u thoma nga /d/ ndi ..." (dokotela)
 - ★ a dzimela mulilo nahone mushumo wawe u thoma nga /m/ ndi ..." (mudzimamulilo)
 - ★ a shuma u thivha maḁi ane a bvuda nahone mushumo wavho u thoma nga /p/ ndi ..." (mupuḁambara)
 - ★ a avhela zwiḁiwa vhengeleni la zwiḁiwa nahone mushumo wavho u thoma nga /hw/ ndi ..." (muhwetḁi)
 - ★ a ṭavha miroho u itela u i rengisa nahone mushumo wavho u thoma nga /l/ ndi ..." (mulimi)
 - ★ a fhaṭa dzinndu nahone mushumo wavho u thoma nga /fh/ ndi ..." (mufhaṭi)

Mishumo ya tshigwada tshituku

Kha vha humbudze vhagudi mishumo ya tshigwada tshituku, milayo ya mushumo muḁwe na muḁwe na kuitele kwa u khwinisa.





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)

Stella says:



Once you have described different jobs and told learners the focus sound, learners can (if they feel confident), take turns to describe a job and give the focus sound. Other learners can try and guess the name of the job.

Listening for focus sounds

- 1 Explain to learners that you are going to describe different jobs people do, and they must try and guess the name of the job the person does. You will tell them the focus sound to help them. "Mr Ibrahim sells things. The name of his job starts with the sound /r/ ... (ramavhengele). I work at a school and help you with your learning. The name of my job starts with the sound /d/ ... (mudededzi)."
- 2 Here are some more examples: *Someone who:*
 - ★ a shuma vhuongeloni nahone mushumo wavho u thoma nga /n/ ndi ... (nese)
 - ★ a shuma vhuongeloni nahone mushumo wavho u thoma nga /d/ ndi ... (dokotela)
 - ★ a dzimela mulilo nahone mushumo wawe u thoma nga /m/ ndi ... (mudzimamulilo)
 - ★ a shuma u thivha maḡi ane a buḡa nahone mushumo wavho u thoma nga /p/ ndi ... (mupuḡambara)
 - ★ a avhela zwiḡiwa vhengeleni ḡa zwiḡiwa nahone mushumo wavho u thoma nga /hw/ ndi ... (muhweḡi)
 - ★ a ḡavha miroho u itela u i rengisa nahone mushumo wavho u thoma nga // ndi ... (mulimi)
 - ★ a fhaḡa dzinḡu nahone mushumo wavho u thoma nga /fh/ ndi ... (mufhaḡi)

Small group activities

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



Zwine vha do toḁa:

- Filjipitshati, makara, siaḁari li si naho tshithu la A4 la mugudi muḁwe na muḁwe na dzikhirayoni
- Tshipopai tsha swogisi tsho itwaho uri tshi fane na Spot
- Bege ḁhukhu i re na zwifanyiso kana zwithu u itela maḁwe a maipfi a madungo manzhi a elanaho na nganea: boḁoro, tshifanyiso tsha vhengele la tshiphaza, tshelede, phakhethe, Vho Mme Madiswa, Vho Ibrahim (ramavhengele)

Vhege ya 1 Duvha la 5

Mishumo ya kilasi yoḁe

U ita, u ola na u ḁwala

- 1 Kha vha ḁwale ḁhoho ine ya ri, "Mutevhe wa zwirengwa zwanga", nga nḁha ha siaḁari la mugudi muḁwe na muḁwe hu sa athu thoma ngudo. Kha vha vhale ḁhoho vho ḁngana vha tshi khou sumba ipfi liḁwe na liḁwe.
- 2 Kha vha ambe nga ha zwine ra renga kha mavhengele a tshaka dzo fhambanaho nahone vha tendele vhagudi vha tshi kovhana tshenzhemo yavho ya u renga.
- 3 Kha vha vhudze vhagudi uri vha khou ya vhengele u renga nahone vha toḁa uri vha vha thuse u ita mutevhe wa zwirengwa. Kha vha vha humbele uri vha vha ḁee mihumbulo ya zwine zwa tea u renga.
- 4 Kha vha ḁwale fhasi mutevhe na u ola tshifanyiso tsho leluwaho tsini na ipfi liḁwe na liḁwe. Kha vha vhale mutevhe vho ḁngana.
- 5 Kha vha ḁlutshedze vhagudi uri vha khou ya u ita mitevhe yavho ya zwirengwa. (Kha vha thuthe mutevhe wavho u itela uri vhagudi vha si kopele.)
- 6 Vhagudi vha ola zwiteḁwa zwine vha toḁa u zwi renga, vha "lingedza" u "ḁwala" maipfi vha tshi khou shumisa muḁwalo wa u talatadza kana mupeleḁo wo tumbulwaho.
- 7 Vhagudi vha nga "vhalelana" mitevhe yavho ya zwirengwa.



Stella u ri:



Sa nyengedzedzo kha mushumo uyu, vhagudi vha nga guda u ḁhukukana maipfi mapfufhi a vha dzifonimi. Kha vha engedze zwiḁwe zwifanyiso kana zwithu zwa maipfi a dungo liḁhihi a fanaho na: Spot, Sam. Aya a a kongḁ nyana u a ḁhukukana, sa musi vhagudi vha tshi tea u thetshesela mubvumo nga muthihi nga muthihi (dzifonimi). Sa tsumbo: S-p-o-t, S-a-m.

U ḁnganyisa na u khethekanya (madungo)

- 1 Kha vha ḁlutshedze vhagudi uri Spot (tshipopai tsha swogisi) tshi khou ya u lavhelesa begeni i re na zwithu kana zwifanyiso zwi re na madungo manzhi nahone tsha amba ipfi nga ḁḁila ya u tou li ḁhukhukana (sa tsumbo: **tsh**e | **le** | **de**. Vha tea u lingedza u humbulela zwine Spot tsha khou amba.
- 2 Nga murahu ha musi vho no ita izwi nga maipfi a si gathi, kha vha vhudzise arali hu na muḁwe wa vhagudi ane a nga takalela u ambara tshipopai tsha swogisi a lavhelese nga ngomu begeni. Vha nga ḁiita u nga ndi vhone Spot vha amba nga ḁḁila ya u tou li ḁhukhukana. Vhaḁwe vhagudi vha tea u humbulela zwine vha khou amba.



Mishumo ya tshigwada tshiḁuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiḁuku, milayo ya mushumo muḁwe na muḁwe na kuitele kwa u khwinisa.





You will need:

- Flipchart paper, marker, an A4 blank page for each learner and crayons
- A sock puppet made to look like Spot
- A small bag with pictures or objects for any of the multisyllabic words relating to the story: boġoro, tshifanyiso tsha vhengele la tshiphaza, tshelede, phakhethe, Vho Mme Madiswa, Vho Ibrahim (ramavhengele)

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Write the title, "My shopping list", at the top of each learner's page before the lesson. Read the title together pointing to each word.
- 2 Talk about what we buy at different kinds of shops and let learners share their shopping experiences.
- 3 Tell learners you are going shopping and need them to help you make a shopping list. Ask them to give suggestions of what to buy.
- 4 Write down the list and draw a simple picture next to each word. Read the list together.
- 5 Explain to learners that they are going to make their own shopping list. (Remove your list so learners don't copy.)
- 6 Learners draw items they want to buy, and "have a go" at "writing" the words using pretend writing or invented spelling.
- 7 Learners can "read" their shopping lists to each other.



Stella says:



As an extension to this activity learners can practise breaking short words up into phonemes. Add some pictures or objects for words with a few syllables such as: Spot, Sam. These are more difficult to break up, as learners need to listen for single sounds (phonemes). For example: S-p-o-t, S-a-m.

Blending and segmenting (syllables)

- 1 Explain to learners that Spot (the sock puppet) is going to look in the bag with multisyllabic objects or pictures and say a word in a broken-up way (for example: **tshe | le | de**). You must then try and guess what Spot is saying.
- 2 Once you have done this with a few words, ask if any of the learners would like to wear the sock puppet and look in the bag. They can pretend to be Spot and say the word in a broken-up way. The other learners must guess what they are saying.



Small group activities

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



Mishumo ya tshigwada tshiṭuku ya Vhege ya 1

Zwine vha do ṭoda

- Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṅwe na muṅwe
- Khirayoni dza pfaṅotshi khulwane

Spot i ya vhengeleni



Mmbwa ine ya pfi
Spot i funa dziphai



Kha tshifhinga itshi tsha ṅwaha, vhagudi vha nga kha ḽi vha na vhuḽifhinduleli vhunzhi ha u lingedza u ṅwala nga vhone vhaṅe. Vha songo vhilaela arali vhaṅwe vhagudi vha tshi ṅwala maḽedere malapfu hu si na tshikhala.

- Mabogisi a makumba x6 na ḽedere ḽo nambatedzwa kha mutibo wa bogisi ḽa gumba
- Garaṭa dza tshifanyiso tsha ḽedere

- Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo



Mishumo

Mushumo wa 1: U ola na ṅivho i rangelaho u ṅwala ha vhana

- 1 Kha vha ṅwale ṭhoho ya nganea nga ṅṅha ha siaṭari ḽi si naho tshithu ḽa mugudi muṅwe na muṅwe hu sa athu thoma ngudo.
- 2 Kha vha humbele vhagudi uri vha sumbe maipfi a ṭhoho musi vha tshi a vhalo o ṭangana.
- 3 Kha vha vhudzise vhagudi uri ndi tshipiḽa tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa. Kha vha ṅee dziṅwe khumbudzo.
- 4 Kha vha ṭuṭuwedze vhagudi u ola tshipiḽa tshavho tsha nganea tshine vha tshi funesa.
- 5 Kha vha ambe vphuphiwa kana vha humbele mugudi muṅwe na muṅwe uri a vha vhudze nga nyolo yawe.
- 6 Kha vha vhudzise vhagudi arali vha tshi nga tama u ṅwala zwiṅwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha ṅwalele.
- 7 Arali vhagudi vha tshi nga tama uri vhone vha vha ṅwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ṅwala fhasi. Kha vha shumise muhumbulo musi vha tshi ṅwala fhungo.
- 8 Kha vha ṅwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu itwa tshanduko iṅwe na iṅwe kha maipfi. Kha vha humbule u ṅwala nga vhuḽele na nga ṅḽila i vhonealaho.
- 9 Musi vho no fhedza u ṅwala, kha vha ṭuṭuwedze vhagudi uri vha vha vha fhungo na vhone. Kha vha sumbe ipfi ḽiṅwe na ḽiṅwe musi vha tshi ḽi vhalo na u dzhiela ṅṅha u ḽidina havho.

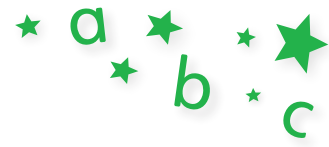
Mushumo wa 2: Khanganyiso na mitambo

- 1 Garaṭa dza tshifanyiso tsha ḽedere dzi tea u ṭanganana nahone dzi vheive kha ṭafula dzo sedza fhasi.
- 2 Vha fhe mugudi muṅwe na muṅwe bogisi ḽa gumba.
- 3 Vhagudi vha tea u sielisana u doba garaṭa, vha ambe dzina ḽa tshifanyiso, vhaḽi kone u ḽi vheya kha bogisi ḽone ḽa kumba.
- 4 Mugudi ane bogisi ḽawe ḽi ḽala u thoma ndi mukundi.



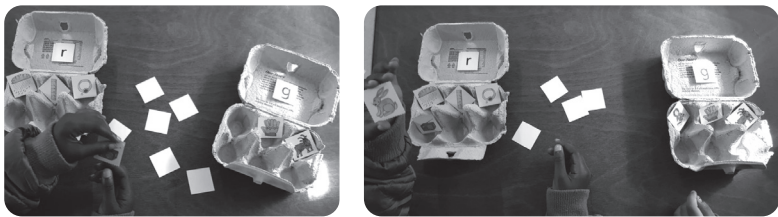



Mushumo wa 3: U vhalo nga iwe muṅe

- 1 Kha vha range phanḽa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu.
- 2 Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhalo.
- 3 Kha vha sumbedze kuvulele kwa bugu na u fhenda masiaṭari khayoyi. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḽifhelwa ngatsho a tshi tshi vhalo.
- 4 Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhalo ha vhagudi.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons <div data-bbox="225 652 558 886"> <p>Spot goes to the shop</p>  <p>Spot the dog likes pies.</p> </div> <div data-bbox="208 903 569 1167">  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> 6 x egg boxes with a letter stuck on the lid of the egg box Letter picture cards for six letters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> The letter picture cards must be mixed up and placed on the table face down. Give each learner an egg box. Learners must take turns to pick up a card, say the name of the picture and then place the card in the correct egg box. The learner whose egg box is filled first is the winner. <div data-bbox="694 1432 1466 1649">  </div>
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets <div data-bbox="269 1781 512 2070">  </div>	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.



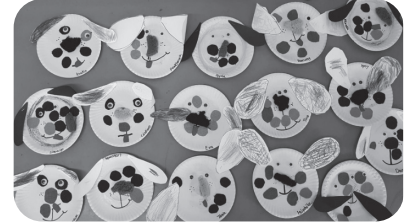
Zwine vha do toḡa

- Puḡeiti ya bammhiri ya mugudi muḡwe na muḡwe i re na ningo na mulomo wa mmbwa zwo olwaho vhukati.
- Guḡuu, zwigero
- Zwipiḡa zwa bammhiri ḡitswu, buraweni na ḡitswuku

Mishumo

Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuḡi na muḡwalo

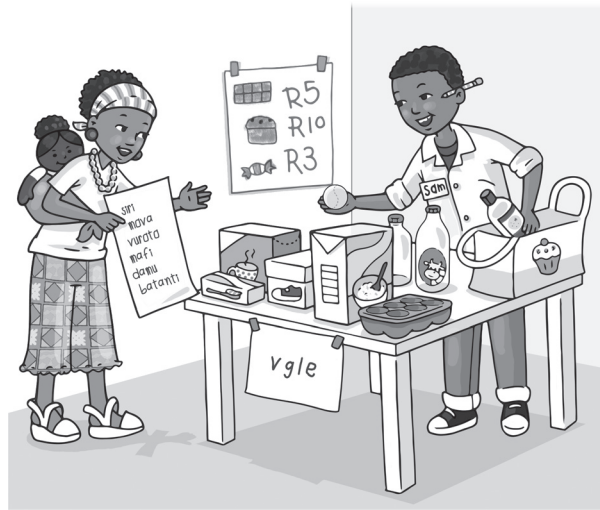
- 1 Vha fhe mugudi muḡwe na muḡwe phuleithi ya bammhiri, vha vha ḡalutshedze uri vha gere zwitendeledzi zwiḡuku zwa zwithoma zwi re kha vhukuse ha Spot. Vha tea u ola na u gera dzinḡevhe, maḡo na lulimi.
- 2 Musi vho no gera zwipiḡa zwoḡhe, vha sedze nga vhuronwane tshifhaḡuwo tsha Spot, vha nambatedze maḡo, lulimi na zwithoma.

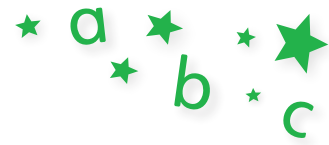


- Dzisifhereswenda: ḡafula, khuvhanganyo ya khontheina dza zwiḡiwa dzi si na tshithu, tshedele ya kholekhole, mabogisi, bege dza u ya u renga, bammhiri na dzipenisela, khomphiyutha ya kale na theḡefounu

Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana

- 1 Vha range tshigwada kha khone ya khumbulelwa, vha sumbedze vhagudi dzisifhereswenda ntswa dzi re khoneni ya khumbulelwa kha iyi vhege. Vha ambe nga ha uri Sam na Zinzi vho isa hani vhengeleni. Vha sumbe khontheina dza gurozara, mabogisi, bege dza u ya u renga na tshedele ya u tamba. Vha ri "Namusi ni khou ya u tamba 'u ya vhengeleni'."
- 2 Zwino kha vha thome nga: "Ndi nnyi ane a khou ya vhengeleni? ni humbule uri ni ḡo toḡa mutevhe wa u renga. Ndi nnyi ane a ḡo vha muḡe wa vhengele? Hu nga ḡamusi hu ḡo vha ḡuvha ḡo farakaneaho- Ndi a fulufhela no lugisela vhangeni!"
- 3 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u ḡuḡuwedza mutambo wa nga vhagudi. Sa tsumbo: Arali hu na vhagudi vhanzhi vho ima kha mutevhe wa u ya u vhone muḡe wa vhengele, vha nga ya kha tshigwada vha ri: "Aa, Ndi nḡe muthusi wa muḡe wa vhengele. Ndi nga ni thusa ngani ḡamusi?"





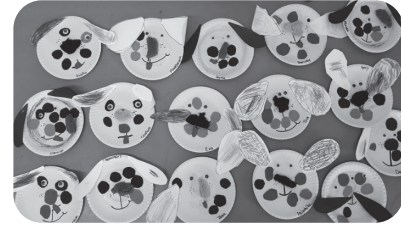
You will need

- Paper plate for each learner with a dog's nose and mouth drawn in the middle
- Glue, scissors
- Scraps of black, brown and red paper

Activities

Activity 4: Fine motor skills and handwriting

- 1 Give each learner a paper plate and explain to them that they must cut out small circles for the spots on Spot's fur. They must also draw and cut out ears, eyes and a tongue.
- 2 Once they have cut out all these pieces, they must look carefully at Spot's face and stick the eyes, ears, tongue and spots.



- Props: a table, a collection of empty grocery containers, pretend money, boxes, shopping bags, paper and pencils, old computer or keyboard, telephone

Activity 5: Pretend play

- 1 Lead the group to the fantasy corner and show learners the new props in the fantasy corner this week. Talk about how Sam and Zinzi went to the shop. Point out the grocery containers, boxes, shopping bags and play money. Say: "Today you are going to play 'going shopping'."
- 2 Now start them off by saying: "Who is going to the shop? Remember, you will need to write a shopping list. Who is going to be the shopkeeper? Looks like you are going to be busy today – I hope you are ready for customers!"
- 3 Visit the corner at least once to observe and encourage the learners' game. For example: If there are too many learners waiting in a queue to see the shopkeeper, you could go up to a group and say: "Hello, I am the shopkeeper's assistant. How can I help you today?"





Zwine vha do toḁa:

- Thevhekano khulu ya zwifanyiso
- Khophi dza zwibugwana na dza zwibugwana zwo petwaho zwa mugudi muḁwe na muḁwe

Vhege ya 2 Duvha la 1

Mishumo ya kiḁasi yoḁe

Huḁwe u vhekanya zwifanyiso



- 1 Kha vha thome nga vhagudi vho dzulaho metheni. Kha vha nange vhagudi vhane vha do ima phanda ha kiḁasi, muḁwe na muḁwe o fara nthihi ya thevhekano ya zwifanyiso ya muvhala (i siho kha thevhekano kwayo).
- 2 Kha vha vhudzise vhagudi arali zwifanyiso zwi kha thevhekano kwayo. Kha vha vha humbele u sumba tshifanyiso tshine tsha fanela u vha mathomoni a nganea.
- 3 Vho tḁangana sa tshigwada, kha vha humbele vhagudi vhane vho fara zwifanyiso uri vha zwi tshimbidze u swikela nganea tshi pfala. Kha vha vhudzise mbudziso dzi fanaho na: "Ndi nnyi ane a nga humbula uri hu do itea mini?"
- 4 Nga murahu ha musi vho ita uri nganea tshi vhe kha thevhekano, vhagudi vha tea u ya tḁafulani dzavho.
- 5 Kha vha ḁee mugudi muḁwe na muḁwe kubugwana. Kha vha vha tuḁuwedze uri vha lavhelese kha siaḁari la u thoma vha vhale tḁoho ya nganea na vhone.
- 6 Kha vha dzhie vhagudi vha fhenḁe zwifanyiso zwa tshibugwanani, kha vha vha thuse uri vha vhone uri zwifanyiso zwi re kha bugu zwi a fana na zwifanyiso zwa thevhekano.
- 7 Arali hu na tshifhinga, vhagudi vha nga "vhalela" kubugwana kwavho mushumisani kiḁasini.
- 8 Kha vha tuḁuwedze vhagudi u tuwa na dzibugu hayani uri vha dzi vhale na miḁa yavho.



U divhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: "sala, songo, si, Sam, Spot. Ni khou kona u pfa mubvumo wo sedzwaho naa: **sala, songo, Sam, Spot?** Ee, ni khou amba zwone! Yoḁe i na mubvumo wa **/s/**."
- 2 "Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga **/s/**: sosara, sea, saha, sefo, siliga, siaḁari, sale, sibatela, sunzi, sila." (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa **/s/** nga ndila i pfalaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa **/s/**: "**s-s-s**". Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

Mishumo ya tshigwada tshiḁuku

Kha vha tḁalutshedze vhagudi uri vha do vha vha tshi khou shuma nga zwigwada zwiḁuku duvha liḁwe na liḁwe. Kha vha tḁalutshedze na u sumbedza uri mishumo muḁwe na muḁwe u itiswa hani na u tḁalutshedza u sielisana duvha liḁwe na liḁwe. Kha vha tḁalutshedze kuitele kwa u khwinisa.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"sala, songo, si, Sam, Spot. Can you hear the focus sound: sala, songo, Sam, Spot? Yes, you are right! They all have the sound /s/."*
- 2 *"Listen carefully, here are some more words with /s/: sosara, sea, saha, sefo, siliga, siaṭari, sale, sibandela, sunzi, sila."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /s/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /s/: **"s-s-s"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Zwine vha do toḁa:

- Bugu Khulu: *Spot i ya vhengeleni*
- Maḁi a re kha midzio na bulatsho ya u pennda ya mugudi muḁwe na muḁwe

Vhege ya 2 ḁuvha ḁa 2

Mishumo ya kiḁasi yoḁhe

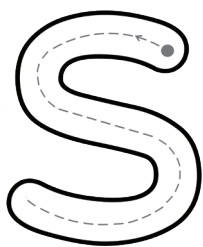
U vhala nga u sielisana – Bugu Khulu

- 1 Kha vha tuḁuwedze vhagudi u sedza tshifanyiso tshihulwane vha ambe nga zwine vha vhona na zwine vha zwi ḁivha.
- 2 Kha vha vhalele kiḁasi ḁhoho ya nganea. Kha vha sumbe ipfi ḁiḁwe na ḁiḁwe musi vha tshi ḁi vhala. Kha vha i vhale hafhu vha humbele vhagudi uri vha vhale na vhone.
- 3 Kha vha dzhie vhagudi vha fhenge zwifanyiso zwa bugu, vha rere nga zwifanyiso na u tuḁuwedza vhagudi u vhudzisa dzimbudziso.
- 4 Kha vha sumbe nomboro dza masiatari vha ambe uri ndi ifhio nomboro ine ya ḁo tevhela.
- 5 Musi vho no 'fhenge' bugu yoḁhe, kha vha humele mathomoni vha vhale ḁhoho hafhu. Kha vha vule masiatari vha vhale fhungo ḁiḁwe na ḁiḁwe nga ipfi ḁi pfalaho. Kha vha sumbe ipfi ḁiḁwe na ḁiḁwe musi vha tshi ḁi vhala.
- 6 Kha vha vhale bugu hafhu vha tuḁuwedze vhagudi uri vha 'vhale' na vhone.



U vhumba ḁedere

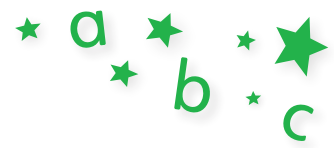
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina ḁa muḁwe ḁine ḁa thoma nga /s/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /s/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga edza u nga vha khou shumisa saha u gera muri musi vha tshi amba: "sa-ha, sa-ha, sa-ha".
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri ḁedere ḁa s ḁi ḁwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ḁwale ḁedere ḁihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni ye matungo, ni ye fhasi."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya ḁedere muyani, khaphetheni, miḁanani yavho kana zwanḁani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba ḁedere.
- 5 Nga murahu ha musi vho no sumbedza uri ḁedere ḁi ḁwaliswa hani, kha vha ye nḁa vha ḁee mugudi muḁwe na muḁwe mudzio u re na maḁi na bulatsho ya u pennda. Vhagudi vha nga pennda ḁedere lunzhilunzhi nga maḁi kha phevimennde.
- 6 Kha vha tuḁuwedze vhagudi u amba mubvumo une ḁedere ḁa u ita musi vha tshi ḁwala ḁedere.



Mishumo ya tshigwada tshiḁuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiḁuku, milayo ya mushumo muḁwe na muḁwe na kuitele kwa u khwinisa.





You will need:

- Big Book: *Spot goes to the shop*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

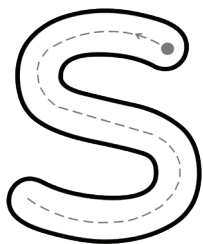
Shared reading – Big Book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /s/ or if they can think of any other words that start with the sound /s/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to use a saw to cut down a tree while saying: “**sa-ha, sa-ha, sa-ha**”.
- 3 Show learners how to write the letter **s**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, over the top, turn, across the middle, turn and go back.*”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 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.



Zwine vha do toda:

- Zwiteŋwa zwi si zwinzhi zwa zwiliwa kana zwifanyiso zwa zwiliwa kha kubugwana kwa u renga
- Bogisi la maledere li re na zwithu kana zwifanyiso zwine zwa thoma nga **s**: sosara, saha, sefo, siliga, siatari, sunzi, sila, sambelo, sangwedzhi, sekwa, sirili, sili

Vhege ya 2 Duvha la 3

Mishumo ya kilasi yothe

U guda u thetshesha

- 1 Kha vha dzudze vhagudi kha tshitendeledzi nahone vha ite uri muŋwe na muŋwe a dzulisee u itela uri kilasi i fhumule i ri tshete.
- 2 Zwino kha vha dobe zwiteŋwa zwa zwiliwa kana zwifanyiso zwa zwiliwa zwiŋa vha rine tshiŋwe na tshiŋwe. Nga murahu ha musi vho no sumbedza vhagudi zwiteŋwa, kha vha zwi vhee muŋanani wavho vha vhudzise arali hu na ane a kha gi kona u humbula zwe vha vha sumbedza. Kha vha thetshesele phindulo dzavho, u bva afho vha dovholele mushumo nga zwiteŋwa zwiŋanu.
- 3 Kha vha thome nganea: *"Vhana vho ya vhengeleni u renga boŋoro."*
- 4 Mugudi a tevhelaho kha tshitendeledzi u tea u engedza tshiŋwe tshiteŋwa tsha tshiliwa: *"Vhana vho ya vhengeleni u renga boŋoro na swigiri."*
- 5 Mugudi a tevhelaho kha tshitendeledzi u engedza tshiŋwe: *"Vhana vho ya vhengeleni u renga boŋoro na swigiri na tshisibe ..."* Kha vha vhe na gumofulu la zwiteŋwa zwa zwiliwa zwiŋanu kha mutevhe; kha vha dovholele hafhu nga murahu ha vhagudi vhaŋanu.

Mabogisi a maledere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maledere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa damuni. U bva afho vha nee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kilasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: *"No no vhona tshiŋwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfallisa hani?"*
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pfa mubvumo wo sedzwaho.
- 4 Kha vha humbele vhagudi u amba dzina la tshithu tshiŋwe na tshiŋwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ledere kha bogisi la maledere vha ri: *"Iyi ndi yone ndila ine ra n'wala ngayo ledere la Is!"* Kha vha tendele vhaŋwe vhagudi vha tshi oledzela n'ha ha ledere kha mutibo nga minwe yavho.



Mishumo ya tshigwada tshituku

Kha vha humbudze vhagudi mishumo ya tshigwada tshituku, milayo ya mushumo muŋwe na muŋwe na kuitele kwa u khwinisa.





You will need:

- A few items of food or pictures of food from a shopping brochure
- AA letter box containing objects or pictures of objects that start with **s**: sosara, saha, sefo, siliga, siaṭari, sunzi, sila, sambelo, sangwedzhi, sekwa, sirili, sili

Week 2 Day 3

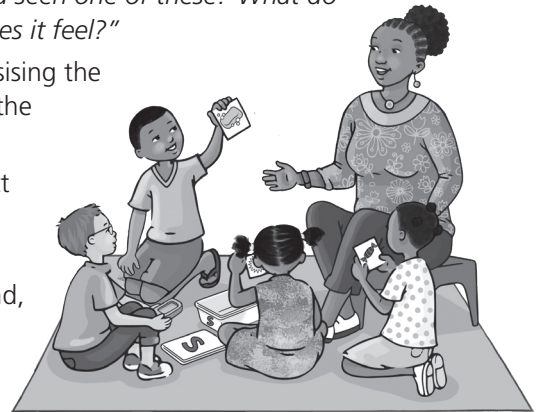
Whole class activities

Learning to listen

- 1 Seat learners in a circle and settle everyone down so that the class is quiet and calm.
- 2 Now pick up four items of food or pictures of food and name each one. After showing learners the items, put them behind your back and ask if anyone can remember what you showed them. Listen to their responses, then repeat the activity with five items.
- 3 Start a story: *"The children went to the shop to buy butter."*
- 4 The next learner in the circle must add another item of food: *"The children went to the shop to buy butter and sugar."*
- 5 The next learner in the circle adds another: *"The children went to the shop to buy butter and sugar and soap ..."* Keep it to a maximum of five items in the list; start again after five 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 s."* 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.





Zwine vha do toḁa:

- Khophi ya **Siatari la mushumo wa thiroli ya u rengela khayo** ya mugudi muḁwe na muḁwe, zwivhambadzi
- Tshigero, guḁuu

Stella u ri:

Kha vha humbele vhengele ḁapo ḁa gurozara uri ḁi vha ḁetshedze tshivhambadzi tsha mugudi muḁwe na muḁwe. Mavhengele a anzela u thusa musi a tshi pfesesa ndivho ya zwa pfunzo. Zwi vha zwa khwinesa arali mugudi muḁwe na muḁwe kiḁasini a na khophi yawe ya tshibugwana tsha tshivhambadzi tshi fanaho.



Vhege ya 2 Duvha ḁa 4

Mishumo ya kiḁasi yoḁe

U vhalana u ita

- 1 Kha vha vhudze vhagudi uri vha sedze kha tshibugwana tsha u vhambadza.
- 2 Kha vha tuḁuwedze vhagudi uri vha "vhale" dzileibele na u rina zwiteḁwa zwine vha zwi vhone kha tshibugwana tsha u vhambadza.
- 3 Kha vha humbele vhagudi uri vha sedze zwithu zwo tiwaho kha tshibugwana tsha u vhambadza. Sa tsumbo: "Ni a kona u wana zwiḁiwa zwiḁwe na zwiḁwe zwi re na mutakalo naa? Ndi zwiḁiwa zwifhio zwine zwa toḁa uri ni zwi vhee kha tshixwatudzi? Ni a kona u wana zwifanyiso zwa miroho miḁwe na miḁwe naa?"
- 4 Kha vha vhudze vhagudi uri vha tea u sedza kha tshibugwana tsha u vhambadza uri vha nange zwithu zwine vha nga takalela u zwi "renga".
- 5 Kha vha ḁalutshedze uri vha tea u gera zwithu nahone vha zwi nambatedze nga ngomu ha thiroli dzavho.
- 6 Musi tshigwada tsho no fhedza, kha vha ri vha dzule nga vhavhilihavhili vha ambe nga ha uri hu na mini nga ngomu ha thiroli dzavho.



Stella u ri:

Musi vho no ḁalusa mishumo yo fhambanaho na u vhudza vhagudi mubvumo wo sedzwaho, vhagudi vha nga (arali vha tshi pfa vha na fulufhelo), sielisana u ḁalusa mishumo na u ḁetshedza mubvumo wo sedzwaho. Vhaḁwe vhagudi vha nga lingedza u humbulela dzina ḁa mishumo.



U thetshesela mibvumo yo sedzwaho

- 1 Kha vha ḁalutshedze vhagudi uri vha khou ya u ḁalusa mishumo yo fhambanaho ine vhathu vha i ita, nahone vha tea u lingedza u humbulela dzina ḁa mishumo une muthu a u ita. Vha do vha vhudza mubvumo wo sedzwaho u itela u vha thusa. "Vho Ibrahim vha rengisa zwithu. Dzina ḁa mishumo wavho ḁi thoma nga /r/ ... ramavhengele. Ndi shuma tshikoloni nahone ndi a ni thusa kha ngudo dzaḁu. Dzina ḁa mishumo wanga ḁi thoma nga /d/ ... mudededzi."
- 2 Idzi ndi dziḁwe dza tsumbo: "Muthu ane:
 - ★ a shuma vhuongeloni nahone mishumo wavho u thoma nga /n/ ndi ..." (nese)
 - ★ a shuma vhuongeloni nahone mishumo wavho u thoma nga /d/ ndi ..." (dokotela)
 - ★ a dzimela mulilo nahone mishumo wawe u thoma nga /m/ ndi ..." (mudzimamulilo)
 - ★ a shuma u thivha maḁi ane a bvuda nahone mishumo wavho u thoma nga /p/ ndi ..." (mupuḁambara)
 - ★ a avhela zwiḁiwa vhengeleli ḁa zwiḁiwa nahone mishumo wavho u thoma nga /hw/ ndi ..." (muhwetḁi)
 - ★ a ḁavha miroho u itela u i rengisa nahone mishumo wavho u thoma nga /l/ ndi ..." (mulimi)
 - ★ a fhaḁa dzinnḁu nahone mishumo wavho u thoma nga /fh/ ndi ..." (mufhaḁi)

Mishumo ya tshigwada tshiḁuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiḁuku, milayo ya mishumo muḁwe na muḁwe na kuitele kwa u khwinisa.





You will need:

- A photocopy of the **Shopping trolley activity page** for each learner, shopping brochures
- Scissors, glue

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to look through the shopping brochure.
- 2 Encourage learners to “read” the labels and name the items they see in the brochure.
- 3 Ask learners to look for something specific in the brochure. For example: “Can you find any healthy food? Which food do you need to keep in the fridge? Can you find any pictures of vegetables?”
- 4 Tell learners that they must look through the brochure and choose things they would like to “buy”.
- 5 Explain that they must cut out the items and glue them into their trolley.
- 6 When the group is finished, let them sit in pairs and talk about what is in their trolleys.

Stella says:



Ask your local grocery shop for a shopping brochure for each learner. Shops are often helpful when they understand the educational purpose. It is best if each learner in the class has their own copy of the same brochure.



Stella says:



Once you have described different jobs and told learners the focus sound, learners can (if they feel confident), take turns to describe a job and give the focus sound. Other learners can try and guess the name of the job.

Listening for focus sounds

- 1 Explain to learners that you are going to describe different jobs people do, and guess the name of the job the person does. You will tell them the focus sound to help them. “Mr Ibrahim sells things. The name of his job starts with the sound /r/ ... (ramavhengele). I work at a school and help you with your learning. The name of my job starts with the sound /d/ ... (mudededzi).”
- 2 Here are some more examples: “Someone who:
 - ★ a shuma vhuongeloni nahone mushumo wavho u thoma nga /n/ ndi ...” (nese)
 - ★ a shuma vhuongeloni nahone mushumo wavho u thoma nga /d/ ndi ...” (dokotela)
 - ★ a dzimela mulilo nahone mushumo wawe u thoma nga /m/ ndi ...” (mudzimamulilo)
 - ★ a shuma u thivha maḓi ane a buḓa nahone mushumo wavho u thoma nga /p/ ndi ...” (mupuḽambara)
 - ★ a avhela zwiḽiwa vhengeleni ḽa zwiḽiwa nahone mushumo wavho u thoma nga /hw/ ndi ...” (muhwetḽi)
 - ★ a ṽavha miroho u itela u i rengisa nahone mushumo wavho u thoma nga /l/ ndi ...” (mulimi)
 - ★ a fhaṽa dzinḽu nahone mushumo wavho u thoma nga /fh/ ndi ...” (mufhaṽi)

Small group activities

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



Zwine vha do toḁa:

- Tshipiḁa tshihulwane tsha bammbiri tshi re na ṭhoho “Lwendo luswa lwa Spot”, makara mutswu mudenya
- Maipfi a madungo manzhi a elanaho na nganea: boḁoro, tshiphaza, tshelede, phakhethe, vhana, onesa, u renga, ramavhengele, zwiṅwe na zwiṅwe, Mugivhela
- Tshipopai tsha swogisi tsho itwaho uri tshi fane na Spot

Vhege ya 2 ḁuvha ḁa 5

Mishumo ya kiḁasi yoṭhe

U ita, u ola na u ṅwala

- 1 Kha vha ambe hezwi kha vhagudi uri: “Ni humbula uri Spot yo dzula hayani yo tsireledzea nga murahu ha musi yo vhuiswa hayani naa? Hai! Spot i funesa u tshimbila zwiṭaraṭani, a si zwone naa? Zwavhuḁivhuḁi, Spot yo mbo ḁi fara luṅwe lwendo nga ḁuvha ḁi tevhelaho! Ho itea mini khayoy?”
- 2 Kha vha ṭalutshedze vhagudi uri vha khoy ya u ṅwala iṅwe nganea nga ha Spot musi i tshi fara lwendo. Kha vha vha vhudze uri: “Kha ri ṅwale nganea yashu. Kha ri humbule roṭhe. Nganea i khoy thoma nga masiari kana vhusiku naa? Spot i ngafhi? I na nnyi?” Musi vhagudi vho no kovhekana mihumbulo ya nga ha mathomo a nganea, kha vha rere nahone vha tendelane kha zwine vha toḁa u zwi amba. Kha vha ṅwale maipfi avho. Vha nga thoma nga maipfi: “Kalekale” kana “ḁiṅwe ḁuvha”.
- 3 Kha vha vhudze vhagudi uri: “Zwino ngauri ro no ṅwala mathomo a nganea yashu, ndi nnyi a re na mihumbulo ya uri phanḁa hu ḁo itea mini?” Kha vha thetshelese mihumbulo i si gathi, u bva afho vha ambedzane na vhagudi nga ha zwine zwa ḁo itea kha nganea. Kha vha ṅwale maipfi a vhagudi, u bva afho vha humele murahu vha vhale nganea u bva mathomoni.
- 4 Kha vha ambe uri: “Zwino ri tea u humbula nga ha uri nganea yo fhelisa hani. Ndi zwifhio zwi tevhelaho zwo iteaho kha Spot? Ndi nnyi a re na mihumbulo ya uri hu ṅwaliwa zwifhio magumoni a nganea?” Kha vha ṅwale fhasi maipfi a vhagudi, u bva afho vha fhedzisele nga ipfi “Magumo”. Kha vha vhale nganea u bva mathomoni, vha sumbe ipfi ḁiṅwe na ḁiṅwe musi vha tshi vhala.
- 5 Arali hu na tshifhinga, vha nga humbela vhaṅwe vhagudi uri vha fanyisedze nganea. Kha vha nambatedze nganea luvhondoni.



Stella u ri:

Sa nyengedzedzo kha mushumo uyu, vhagudi vha nga guda u ṭhukukana maipfi mapfufhi a vha dzifonimi. Kha vha engedze zwiṅwe zwifanyiso kana zwithu zwa maipfi a dungo ḁithihi a fanaho na: Spot, Sam. Aya a a kongḁ nyana u a ṭhukukana, sa musi vhagudi vha tshi tea u thetshelesa mubvumo nga muthihi nga muthihi (dzifonimi). Sa tsumbo: S-p-o-t, S-a-m.



U ṭanganyisa na u khethekanya (madungo)

- 1 Kha vha ṭalutshedze vhagudi uri Spot (tshipopai tsha swogisi) tshi khoy ya u lavhelesa nga ngomu begeni i re na zwithu kana zwifanyiso zwa madungo manzhi nahone tsha amba ipfi nga ṅḁila ya u tou ḁi ṭhukukana (sa tsumbo: **tshe | le | de**). Vha tea u lingedza u humbulela zwine Spot tsha khoy amba.
- 2 Musi vho no ita izwi nga maipfi a si gathi, kha vha vhudzise arali muṅwe wa vhagudi a tshi nga takalela u ambara tshipopai tsha swogisi a lavhelese nga ngomu begeni. Vha nga ḁiita u nga vha Spot vha amba ipfi nga ṅḁila ya u tou ḁi ṭhukukana. Vhaṅwe vhagudi vha tea u humbulela zwine vha khoy amba.



Mishumo ya tshigwada tshiṭuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiṭuku, milayo ya mushumo muṅwe na muṅwe na kuitele kwa u khwinisa.





You will need:

- A large piece of paper with the heading "Spot's new adventure", a thick black marker
- A list of multisyllabic words relating to the story: bođoro, tshiphaza, tshede, phakhethe, vhana, onesa, u renga, ramavhengele, zwiñwe na zwiñwe, Mugivhela
- A sock puppet made to look like Spot

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Say to the learners: "Do you think Spot stayed safely at home after he was brought home? No! Spot loves walking the streets, doesn't he? In fact, Spot went on another adventure the very next day! Where do you think Spot went? What happened to him?"
- 2 Explain to the learners that you are going to write another story about Spot going on an adventure. Say to them: "Let's write our own story. Let's think together. Does the story begin in the day or the night? Where is Spot? Who is he with?" Once learners have shared ideas about the beginning of the story, discuss and agree on what they want to say. Write down their words. You can begin with the words: "Once upon a time" or "One day".
- 3 Say to the learners: "Now that we have written the beginning of our story, who has ideas of what could happen next?" Listen to a few ideas, then negotiate with the learners about the events in the story. Write down the learners' words, then go back and read the story from the beginning.
- 4 Then say: "Now we need to think how the story ended. What next happened to Spot? Who has ideas about what to write for the end of the story?" Write down the learners' words, then finish with the words "The End". Read the story from the beginning, pointing to each word as you read.
- 5 If there is time, you can ask some of the learners to illustrate the story. Stick the story on the wall.



Stella says:



As an extension to this activity learners can practise breaking short words up into phonemes. Add some pictures or objects for words with a few syllables such as: Spot, Sam. These are more difficult to break up, as learners need to listen for single sounds (phonemes). For example: S-p-o-t, S-a-m.

Blending and segmenting (syllables)

- 1 Explain to learners that Spot (the sock puppet) is going to look in the bag with multisyllabic objects or pictures and say a word in a broken-up way (for example: **tshe | le | de**). You must then try and guess what Spot is saying.
- 2 Once you have done this with a few words, ask if any of the learners would like to wear the sock puppet and look in the bag. They can pretend to be Spot and say the word in a broken-up way. The other learners must guess what they are saying.


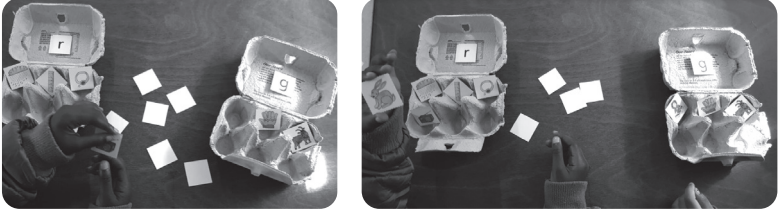



Small group activities

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


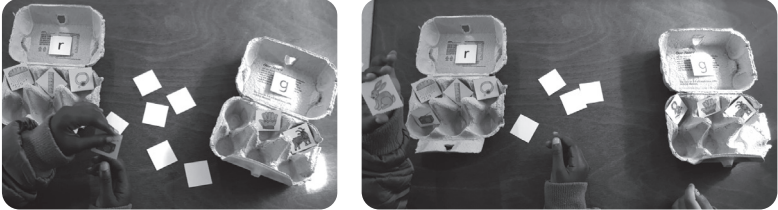



Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha do ṭoda	Mishumo
<ul style="list-style-type: none"> Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṅwe na muṅwe Khiraṅoni dza pfuraṅotshi khulwane  <p>Tshifuwo tshanga</p>	<p>Mushumo wa 1: U ola na ṅivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Vha ṅwale "Tshifuwomvumvusi tshanga" ṅṅha ha siaṭari ḽi si na tshithu ḽa mugudi muṅwe na muṅwe hu sa athu u thoma ṅgudo. Vha humbele vhagudi vha sumbe maipfi a ṅhoho izwo vha tshi a vhala oṅhe. Vha vhudzise vhagudi: "Ni na mmbwa ine ya fana na Spot kana tshifuwomvumvusi tshinwevho hayani?" Vha vhudze vhagudi vha ole tshifuwomvumvusi tshavho, kana tshifuwomvumvusi tshine vha tama uri ṅgavhe vhe natsho. Vha vhudzise vhagudi arali vha tshi ṅga tama u ṅwala zwiṅwe ṅga tshifanyiso tshavho. Vha fhe muhumbulo kama vha vhudzise mbudziso ṅga ha nyolo, sa: "Itsho ndi tshimange tsho khwaṅhaho" kana "Ni a funa u bammbele na mmbwa yaṅu? Izwo ndi zwithu zwi takadzaho u zwi ita! Nyolo yo nakaho na u ṅwala havhuḽi ṅgaurali." Arali vha tshi ṅga tama uri vhone vha vha ṅwalele, vha vha katele ṅga u vha humbele uri vha ambe ipfi ṅga ongolowa vhone vha tshi a ṅwala fhasi. Vha ambe muhumbulo musi vha tshi khou ṅwala fhungo ḽa mugudi. Vha ṅwale zwe vha vhudziwa ṅga mugudi ṅga u tou ṅgauralo. Vha humbele u ṅwala ṅga vhudzile nahone zwi vhonealaho. Musi vho no fhedza u ṅwala, vha ṅṅuṅwedze vhagudi u vhala fhungo na vhone. Vha sumbe ipfi ḽiṅwe na ḽiṅwe musi vha tshi vhala na u livhuwa vhuḽidini havho.
<ul style="list-style-type: none"> Mabogisi a makumba x6 na ḽedere ḽo nambatedzwa kha mutibo wa bogisi ḽa gumba Garaṅa dza tshifanyiso tsha ḽedere 	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Garaṅa dza tshifanyiso tsha ḽedere dzi tea u ṅanganana nahone dzi vheive kha ṅafula dzo sedza fhasi. Vha fhe mugudi muṅwe na muṅwe bogisi ḽa gumba. Vhagudi vha tea u sielisana u doba garaṅa, vha ambe dzina ḽa tshifanyiso, vhaḽi kone u ḽi vheya kha bogisi ḽone ḽa kumba. Mugudi ane bogisi ḽawe ḽi ḽala u thoma ndi mukundi. 
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo 	<p>Mushumo wa 3: U vhala ṅga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanḽa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu. Zwine vha ṅga thoma ṅgazwo, vha ṅga tewa ṅga u thusa vhagudi u ṅanga bugu, magazini kana kubugwana kwune vha ṅga kwu takalela u kwu vhala. Kha vha sumbedze kuvulele kwa bugu na u fhenda masiaṭari khayi. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṅṅuṅwedze vhagudi uri muṅwe na muṅwe a ṅange tshithu tshine a ḽifhelwa ṅgatsho a tshi tshi vhala. Kha vha dalele khone u itela u lavhelesa na u ṅṅuṅwedza u vhala ha vhagudi.



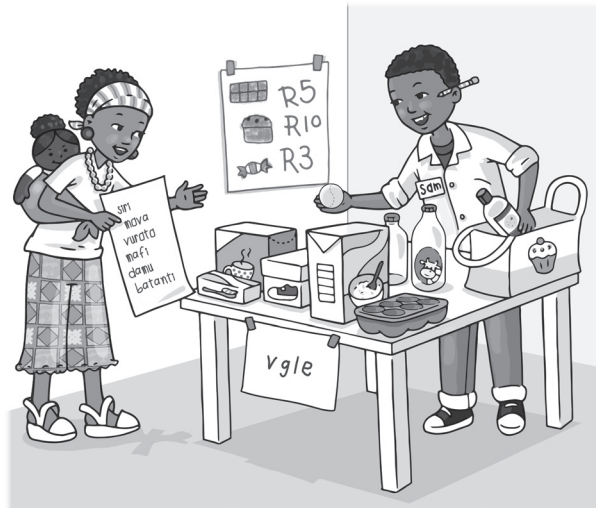
Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write "My pet" at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners: "Do you have a dog like Spot or another kind of pet at home?" Ask learners to draw their pet, or a pet they wish they had. Ask learners if they would like to write something about their picture. Make a comment or ask a question about the drawing, such as: "That's a fat cat!" or "Do you like to swim with your dog? That's a fun thing to do! What a beautiful drawing and such good writing." If they 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 the learner's sentence. Write exactly what the learner tells you, word for word. Remember to write neatly and clearly. When you have finished writing, encourage the learner to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> 6 x egg boxes with a letter stuck on the lid of the egg box Letter picture cards for six letters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> The letter picture cards must be mixed up and placed on the table face down. Give each learner an egg box. Learners must take turns to pick up a card, say the name of the picture and then place the card in the correct egg box. The learner whose egg box is filled first is the winner. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.





Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> • Thempuleithi ya ledere s ya A5 ya mugudi muñwe na muñwe • Tshipiḡa tsha sila/siliga (labi) • Bammbiri ḡa matshakatshaka kana gurannḡa • Guḡuu 	<p>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuḡi na muñwalo</p> <ol style="list-style-type: none"> 1 Vha fhe mugudi muñwe na muñwe thempuleithi ya ledere na zwiteñwa kana zwifanyiso zwi na mubvumo wo sedzwaho. 2 Vha nambatedza sila/siliga kana zwifanyiso kana zwiteñwa zwa zwithu zwi re ma mubvumo wo sedzwaho. <p style="text-align: center;">KANA</p> <ol style="list-style-type: none"> 1 Vha gere bammbiri kha zwipiḡa zwituku, vha i pombe kha zwibola uri i ḡadze tshikhala na u ita ledere. Vha nga engedza nga nyolo dzi re na mubvumo wo sedzwaho wa s.
<ul style="list-style-type: none"> • Dzisifhereswenda: ḡafula, khuvhanganyo ya khontheina dza zwiliwa dzi si na tshithu, tshelede ya kholekhole, mabogisi, bege dza u ya u renga, bammbiri na dzipenisela, khomphiyutha ya kale na theḡfounu, hamula ya tshitambiswa, tshezele, bulatsho ya u pennda, zwibigiri, bulangga 	<p>Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana</p> <ol style="list-style-type: none"> 1 Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha ḡuḡuwedze u isa phanḡa u bva kha Vhege ya 1 musi vha vha ḡiita u nga vha khou tamba "u ya vhengeleni". Vhagudi vha nga ḡiita u nga ndi vhaḡe vha vhengele na vharengi. Muñwe a nga kha ḡi vha muvhakanyi wa dzibugu kana a ḡiita u nga ndi mufhatḡi kana mupenndi a re zwishumiswa zwa u lugisa vhengele ḡa Vho Ibrahim. 2 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u ḡuḡuwedza mutambo wa nga vhagudi.





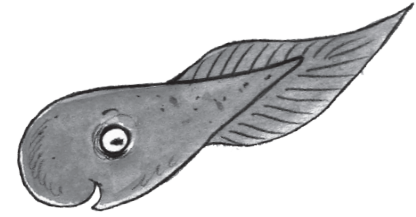
You will need	Activities
<ul style="list-style-type: none"> • An A5 s letter template for each learner • Pieces of cloth/material/silk (fabric) • Scrap paper or newspaper • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick cloth/material/silk or pictures or items of things with the focus sound. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 1 They must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound s.
<ul style="list-style-type: none"> • Props: a table, a collection of empty grocery containers, pretend money, boxes, shopping bags, paper and pencils, old computer or keyboard, telephone, toy hammer, chisel, paintbrush, nails, wood plank 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play "going to the shop". Learners can pretend to be the shopkeeper and shoppers. Someone can also be the bookkeeper or pretend to be a builder or painter with some tools to fix Mr Ibrahim's shop. 2 Visit the corner at least once to observe and encourage the learners' game. <div data-bbox="812 1061 1407 1572" data-label="Image"> </div>



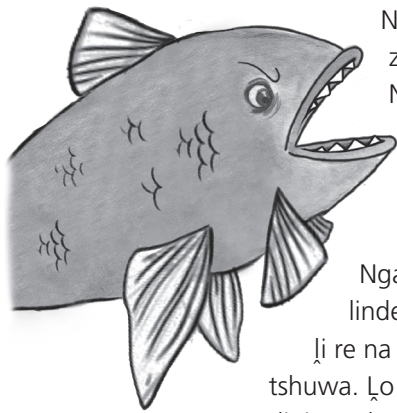
★ Buluvhulu liṭuku

Nganea

Buluvhulu liṅe la pfi Harry lo vha li tshi dzula tivhani na mukomana waḷo Freddy. Harry lo vha li buluvhulu liṅe la dzula lo diṭakalela le la vha li tshi tala li tshi khou mona na tivha dṽvha loṭhe. Harry lo vha li na lutamo luhulwane, lo vha li tshi ṭoḍa uri li kone u thamuwa u tou fana na mukomana waḷo Freddy. Buluvhulu liṭuku lo vha li tshi vha li tshi khou imbelela li tshi ri, "Nṅe ndi buluvhulu liṭuku la tshipulumbu, a thi tsha ṭoḍou vha buluvhulu na luthihi. Ndi ṭoḍou thamuwa u tou fana na tshidula; Ndi ṭoḍou thamuwa ndi tshi bva kha danda u ya kha liṅwe danda."



Harry lo vhudzisa mukomana waḷo la ri: "U nga kona u ngudisa uri ndi thamuwisa hani u tou fana na iwe naa?" Freddy tsho ri: "U songo vhilaela, Harry, hu si kale u ḍo vha u tshi khou kona u thamuwa u tou fana na nṅe. Vhonai, milenzhe yau ya murahu yo no hula!" Lo vha lo takalela nga maanḍa milenzhe yaḷo ya murahu la mbo di vhudzisa la ri: "U nga kona u ngudisa uri ndi thamuwisa hani nga milenzhe yanga ya murahu naa?" Freddy tsho ri: "U songo vhilaela, Harry, hu si kale u ḍo vha u tshi khou kona u thamuwa u tou fana na nṅe. Lindelai u swikela milenzhe yau i tshi hula!"



Ngaurolo Harry lo lindela lo lindela huno nga murahu ha tshifhinga tshilapfu lo mbo di zwi vhone uri milenzhe yaḷo ya phanḍa yo no hula. Lo vhudzisa lo takala la ri, "Vhonani! Ndi na milenzhe ya phanḍa zwino, u nga kona u ngudisa uri ndi thamuwisa hani u tou fana na iwe naa?" Freddy tsho ri, "Hu si kale u ḍo vha u tshi khou kona u thamuwa u tou fana na nṅe." "I tou lindela u swikela mutshila wau mulapfu u tshi ṭuwa tshoṭhe."

Ngaurolo Harry lo vha li tshi khou tala li tshi mona li tshi khou imbelela luimbo lwaḷo lo lindela uri mutshila waḷo u ṭuwe. Liṅwe dṽvha, Musi lo papamala tivhani, likovhe lihulwane li re na mulomo muhulu na maṅo a fhiraho lo ḍa li tshi khou tala lo li livha. Harry lo vha lo tshuwa. Lo vha li tshi zwi dṽvha uri likovhe lihulwane li khou ṭoḍou li la! Harry lo mbo di tala maḍini nga luvhilo luhulu.

Milenzhe yaḷo ya phanḍa na ya murahu yo vha yo no khwaṭhela nga maanḍa nahone lo mbo di zwi limuwa uri mutshila waḷo a u tshoho. Harry lo mbo di tala nga maanḍa aḷo oṭhe, li tshi khou shavha khovhe la ya kha luṅwe lurumbu lwa tivha. U bva afho, li songo zwi limuwa, lo mbo di thamutshela nṭha ha tombo.

"No shuma, Harry!" Freddy tsho vha tshi tshi khou li fhululedza nahone tsho vha tshi tshi khou thamuwa thamuwa tsho takala. "No kona u guda uri hu thamuwisiwa hani! Zwino u tshidula u tou fana na nṅe." Harry lo vha lo takalesa nga maanḍa; lutamo lwaḷo lwo vha lwa vhukuma!

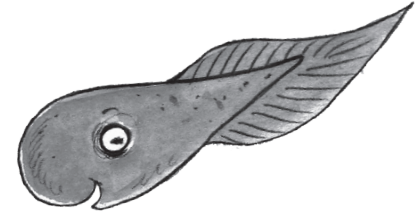
Aya ndi one magumo a nganea.



★ The little tadpole

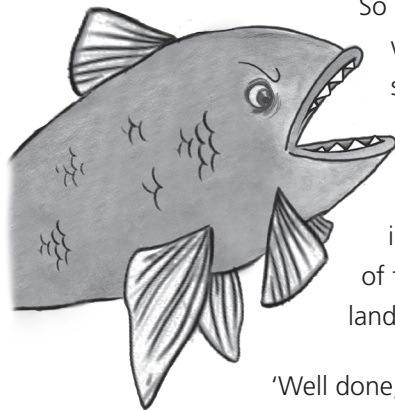
Story

Harry the tadpole lived in a pond with his big brother Freddy. Harry was a happy little tadpole who swam around the pond all day. Harry had a big wish, he wanted to be able to jump just like his big brother Freddy. "I'm a little tadpole round and small, I don't want to be a tadpole at all. I want to jump just like a frog; I want to jump from log to log," sang little Harry.



"Please can you teach me how to jump like you?" Harry asked his brother. Freddy said: "Don't worry, Harry, soon you will be able to jump like me. Look, your back legs have grown!" Harry was very pleased with his back legs and asked: "Please can you teach me how to jump with my back legs?" Freddy said: "Don't worry, Harry, soon you will be able to jump like me. Wait until your front legs grow!"

So Harry waited and waited and after a while he saw that his front legs had grown. "Look! I have front legs now, please can you teach me how to jump like you?" he asked excitedly. "Soon you will be able to jump like me," said Freddy, "just wait until your long tail is almost gone."



So Harry swam around singing his song waiting for his tail to go away. One day, while he was floating in the pond, a great big fish with a huge mouth and sharp teeth came swimming towards him. Harry was terrified. He knew that this great big fish wanted to eat him! Harry swam through the water as fast as he could.

His front legs and his back legs felt very strong and he realised that his tail didn't get in the way anymore. Harry swam with all his might, away from the fish towards the side of the pond. And then, without even realising it, he was moving through the air and had landed on a rock.

'Well done, Harry!' cheered Freddy and he hopped up and down excitedly. "You have just learned how to jump! You are now a frog just like me." Harry was very happy; his wish had come true!

And that is the end of the story.





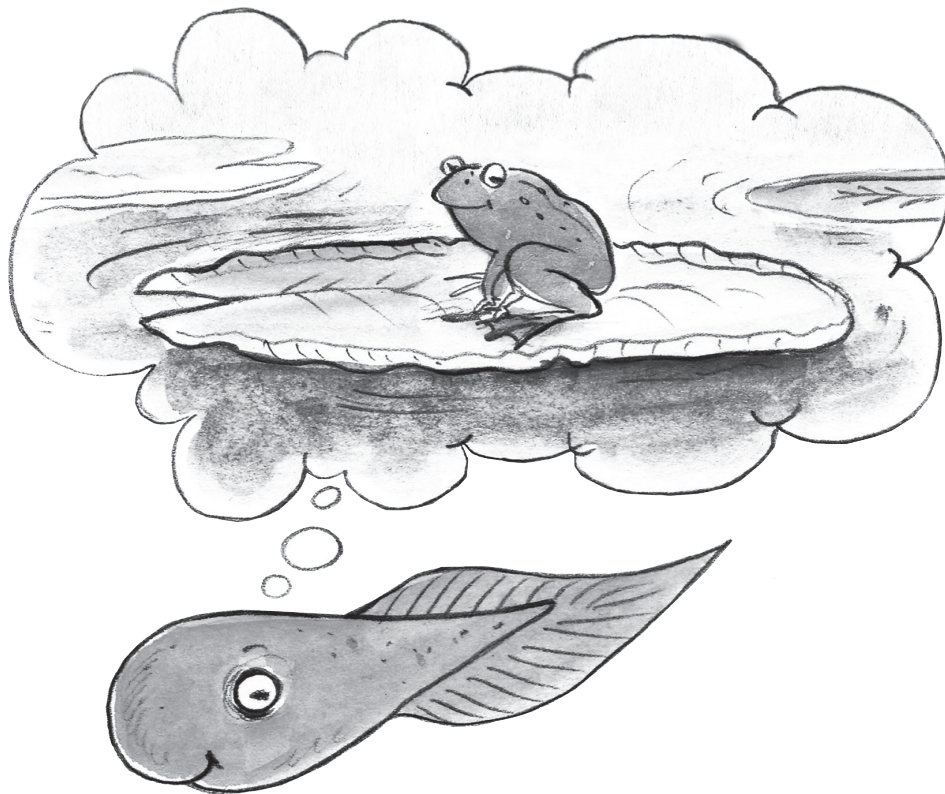
Luimbo

N̄e Buluvhulu.
 Ndi na lutamo lwanga.
 Lutamo lwa u fhufha.
 U fhufha sa Tshidula.
 Ndo fhedza.
 Ndo u wedza.
 Muloro wa u fhufha.
 U fhufha sa Tshidula,



Ndivho ya maipfi u bva kha nganea

Maipfi a ndeme:	tshidula	buluvhulu	tivha	thamuwa	murahu	phan̄a
Maipfi o engedzwaho:	mutshila	fhiraho	tshipulumbu	hula	lutamo	mukomana
	tombo	danda	papamala	tala	tshuwa	maṅo





Song

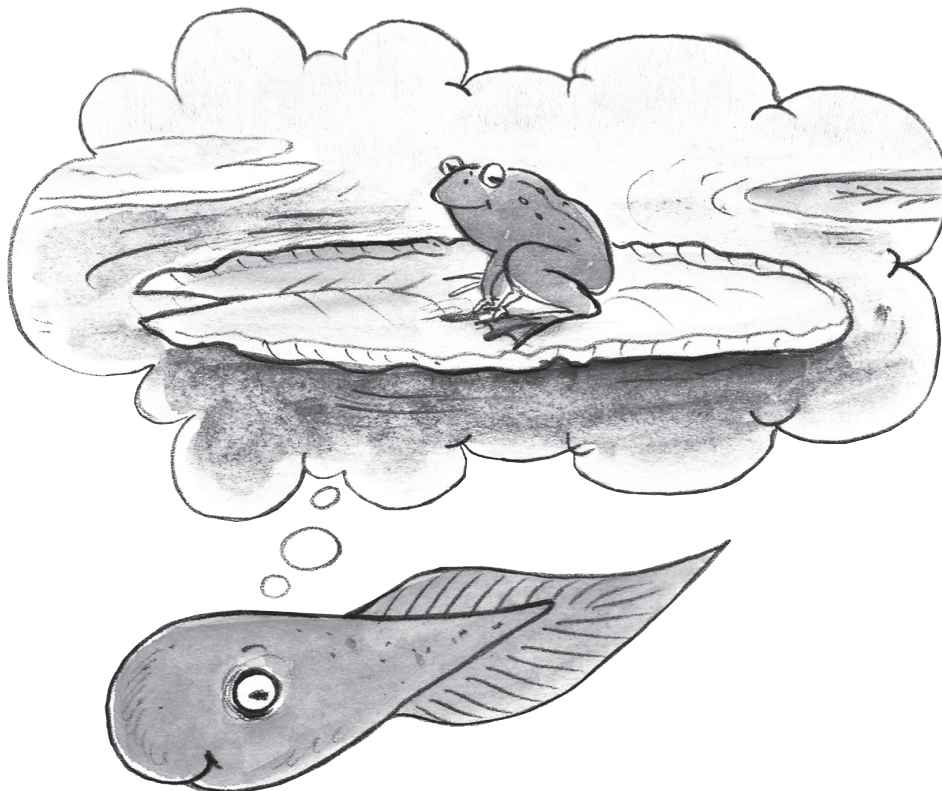
I'm a little tadpole round and small,
 I don't want to be a tadpole at all.
 I want to jump just like a frog;
 I want to jump from log to log!

(Sing to the tune of "I'm a little teapot short and stout" or use your own tune.)



Vocabulary from the story

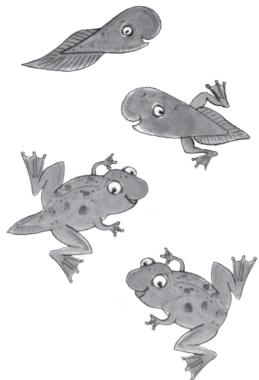
Key-words:	frog	tadpole	pond	jump	back	front
Extra words:	tail	sharp	round	grow	wish	brother
	rock	log	float	swim	terrified	teeth





Zwine vha do toḁa:

- Nganea: *Buluvhulu liṭuku*
- Zwipopai: Harry, Harry na milenzhe ya murahu, Harry na milenzhe ya phanḁa na murahu, Freddy, khovhe, toḁo
- Dzisifhereswenda: toḁo, bambiri ḁo geriwaho kha tshivhumbeo tsha Lily pad, labi ḁa lutombo u itela damu
- Zwithu kana garaṭa dza zwifanyiso dza maṁwe maipfi a bvaho kha mutevhe wa nḁivho ya maipfi



Vhege ya 1 ḁuvha ḁa 1

Mishumo ya kiḁasi yoṭhe

Kha vha ambe tshidade *Ndi dzinginyisa minwe yanga* uri vhana vha ḁe metheni u itela nganea.

Ndi dzinginyisa minwe yanga

Ndi dzinginyisa minwe yanga
Ndi dzinginyisa zwikunwe zwanga
Ndi dzinginyisa mahaḁa anga
Ndi dzinginyisa ningo yanga
Zwino (vhandani zwanḁa zwino)
U dzinginyea hoṭhe hu bva kha nḁe
Nahone ndi a fhumula nda ri tshete!

U ṭalutshedza nganea na u fhaṭa nḁivho ya maipfi

1 Vha sa athu vha ṭalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ṭhoho ya nganea na u ḁivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ṭumane nganea na vhutshilo ha vhagudi: *“No no vhuva na vhone buluvhulu? Buluvhulu ḁi bva gai? No no vhone tshidula? Buluvhulu na zwidula ri zwi wana gai? Ni nga lila sa tshidula? Ni a ḁivha uri zwidula zwi bambela hani?”*
- 1.3 Kha vha ri: *“Ri sa athu thoma, ndi khou toḁou ni vhudza ṭhalutshedzo dza maṁwe maipfi ane ra ḁo a wana nganeani.”* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa nḁivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi ḁa amba zwone. Sa tsumbo: Vha vha sumbedze zwifanyiso zwa buluvhulu. Arali vha tshi kona, kha vha vhee mabuluvhulu kha dzhege u itela u vha sumbedza uri buluvhulu ḁa vhukuma ḁi hani.

2 Musi vha tshi ṭalutshedza nganea

- 2.1 Kha vha ṭalutshedze nganea nga nḁila i nyanyulaho na u shumisa maipfi o fhambanaho. Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.2 Kha vha humbele vhagudi uri vha bule zwi ḁaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḁaho phindulo i fhiraho nthihi, dzi fanaho na: *“Ni vhone u nga Harry o ḁipfisa hani musi a tshi vhone khovhe khulu? Ni vhone u nga hu ḁo itea mini?”*

3 Nga murahu ha musi vho no ṭalutshedza nganea

- 3.1 Kha vha vhudzise vhagudi: *“Ndi zwifhio zwe na zwi takalela nga nganea? Ndi zwifhio zwine a no ngo zwi takalela? Ndi tshifhio tshipiḁa tshaṁu tsha khwinesa? Ndi dzifhio mbudziso dzine na vha nadzo nga nganea? Hu na zwine mukomana na khaladzi aṁu vha zwi ita zwine ni toḁa u zwi ita? Ni a ḁihudza nga u ita tshithu tshine no vha ni sa koni u tshi ita musi ni tshe muṭuku?”*

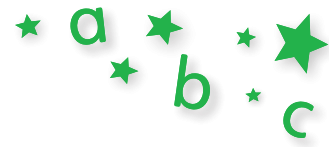
U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshesele nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *“Harry, hani, hula, hu, huno. Ni a kona u pfa mubvumo wo sedzwaho: Harry, hani, hula naa? Ee, ni khou amba zwone! Yoṭhe i na mubvumo wa /h/.”*
- 2 *“Thetshesani nga vhuronwane, aya ndi maṁwe a maipfi manzhi a thomaho nga /h/: harafu, hemmbe, habu, hamula, harika, holo, harane, haka, halwa, hatsi, haṁara.”* (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /h/ nga nḁila i pfalaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /h/: **“h-h-h”**. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

Mishumo ya tshigwada tshiṭuku

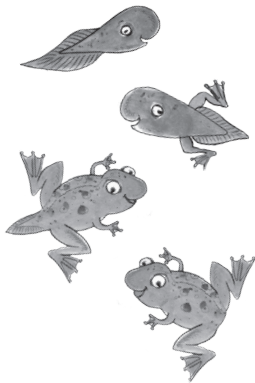
Kha vha ṭalutshedze vhagudi uri vha ḁo vha vha tshi khou shuma nga zwigwada zwiṭuku ḁuvha ḁiṁwe na ḁiṁwe. Kha vha ṭalutshedze na u sumbedza uri mushumo muṁwe na muṁwe u itiswa hani na u ṭalutshedza u sielisana ḁuvha ḁiṁwe na ḁiṁwe. Kha vha ṭalutshedze kuitele kwa u khwinisa.





You will need:

- Story: *The little tadpole*
- Puppets: Harry, Harry with back legs, Harry with front and back legs, Freddy, fish, rock
- Props: a rock, green paper cut out in the shape of a lily pad, blue fabric for the pond
- Objects or picture cards for some of the words from the vocabulary list



Week 1 Day 1

Whole class activities

Say the rhyme *I wriggle my fingers* to bring learners to the mat for story time.

I wiggle my fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And now (clap on now)
All the wiggles are out of me
And I am as quiet as I can be!

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: *Have you ever seen a tadpole? Where does a tadpole come from? Have you seen a frog? Where do we find tadpoles and frogs? Can you croak like a frog? Do you know how a frog swims?*
- 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 ponds. If you can, collect tadpoles in a jar to show learners what real tadpoles look like.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"How do you think Harry felt when he saw the big fish? What do you think will happen next?"*

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? Are there things that your big brother or sister can do that you want to do? Do you feel proud of doing something that you can do now that you couldn't do when you were little?"*

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: *"Harry, hani, hula, hu, huno. Can you hear the focus sound: Harry, hani, hula? Yes, you are right! They all have the sound /h/."*
- 2 *"Listen carefully, here are some more words with /h/: harafu, hemmbe, habu, hamula, harika, holo, harane, haka, halwa, hatsi, hañara."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /h/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /h/: **"h-h-h"**. 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.



Zwine vha do toḁa:

- Zwipopai zwa nganea
- Muzika na zwifanyiso kana dzisifhereswenda zwa luimbo



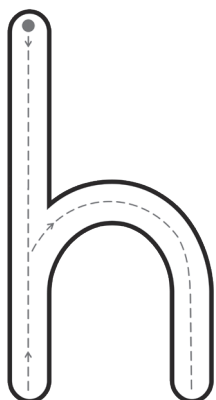
Vhege ya 1 Duvha la 2

Mishumo ya kḁasi yoḁe

U ḁalutshedza nganea na u imba

- 1 Kha vha thome nga u humbudza vhagudi ḁalutshedzo dza maipfi e vha a ḁivhadza nga Duvha la 1.
- 2 Kha vha ḁalutshedze hafhu nganea vha tshi khou shumisa zwipopai. Kha vha vhudzise dzimbudziso musi vha tshi ḁalutshedza nganea. Kha vha ḁuḁuwedze vhagudi u bula zwi ḁaho zwine zwa do itea.
- 3 Kha vha vhudze vhagudi uri vha khou ya u vha funza luimbo luswa lune lwa tshimbilelana na nganea.
- 4 Kha vha ambe mitaladzi ya luimbo i si gathi nga nḁila i pfallaho nga u ongolowa, vha vha humbele uri vha shele mulenzhe vha imbe vho ḁangana na vhone. Zwi nga ḁi kondela vhagudi u humbula maipfi oḁe, ngauralo kha vha funze luimbo nga zwipiḁa.
- 5 Kha vha vhe na zwifanyiso kana dzisifhereswenda kana u ita nyito u itela u thusa vhagudi u pfesesa luambo lwa luimbo.
- 6 Kha vha funze vhagudi nyito dza luimbo na u ḁifhelwa musi hu tshi khou imbiwa nga luambo lwu fhiraho luthihi.

U vhumba leḁere

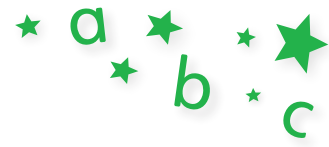


- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe line la thoma nga /h/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /h/.
- 2 Kha vha funze vhagudi nyito u ḁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga vhea zwanḁa zwavho phanḁa ha mulomo na kha vhurukhu u nga vha khou fhelelwa nga muya vha tshi amba "h-h-h".
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri leḁere la h li ḁwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ḁwale leḁere liḁulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni ye fhasi, ni ye nḁha u swika ni tshi vha vhukati, ni ye matungo na fhasi."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya leḁere muyani, khaphetheni, miḁanani yavho kana zwanḁani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba leḁere.
- 5 Nga murahu ha musi vho no sumbedza uri leḁere li ḁwaliswa hani, kha vha ḁuḁuwedze vhagudi u shumisa tshitanda u ḁwala leḁere muḁavhani.
- 6 Kha vha ḁuḁuwedze vhagudi u amba mubvumo une leḁere la u ita musi vha tshi ḁwala leḁere.

Mishumo ya tshigwada tshiḁuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiḁuku, milayo ya mushumo muḁwe na muḁwe na kuitele kwa u khwinisa.





You will need:

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



Week 1 Day 2

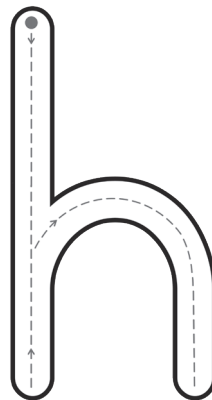
Whole class activities

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 /h/ or if they can think of any other words that start with the sound /h/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their hand in front of their mouth and pant as if they are out of breath and say "h-h-h".
- 3 Show learners how to write the letter **h**. 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, over and down."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Zwine vha do toda:

- Zwipopai zwa nganea
- Bogisi la maledere li re na zwithu kana zwifanyiso zwine zwa thoma nga **h**: harafu, hemmbe, habu, hamula, harika, holo, harane, hatsi, hoki, hambega



Vhege ya 1 Duvha la 3

Mishumo ya kilasi yothe

U talutshedza nganea na litambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha di kona u humbula tshalutshedzo dza maipfi a bvaho kha mutevhe wa ndivho ya maipfi. Sa tsumbo: "Vha vha humbela uri vha tambe maipfi aya a nyito "fhufha" na "bambela".
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa murwe na murwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha litambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u talutshedza nganea.
- 5 Kha vha talutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha mutalutshedzi wa nganea ane a dovha a divhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwothe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u talutshedza nganea na u tutuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kilasi yothe i tshi khou talela litambwa.
- 7 Arali hu na tshifhinga, vha nga di todou dovholola litambwa vha na vhagudi vho fhambanaho.

Mabogisi a maledere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maledere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa damuni. U bva afho vha nee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kilasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: "No no vhone tshinwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfallisa hani?"
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pfa mubvumo wo sedzwaho.
- 4 Kha vha humbele vhagudi u amba dzina la tshithu tshinwe na tshinwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ledere kha bogisi la maledere vha ri: "Iyi ndi yone ndila ine ra nwala ngayo ledere la hi?" Kha vha tendele vhanwe vhagudi vha tshi oledzela ntha ha ledere kha mutibo nga minwe yavho.



Mishumo ya tshigwada tshituku

Kha vha humbudze vhagudi mishumo ya tshigwada tshituku, milayo ya mushumo murwe na murwe na kuitele kwa u khwinisa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **h**: harafu, hemmbe, habu, hamula, harika, holo, harane, hatsi, hoki, hambega



Week 1 Day 3

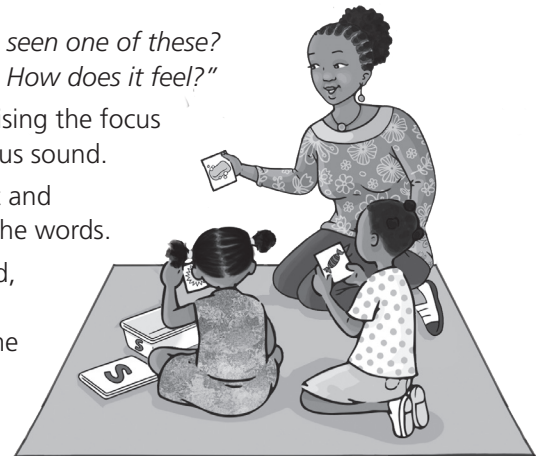
Whole class activities

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: "jump" and "swim". You can also show them how something light (a leaf) floats on water.
- 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 **h**." 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.



Zwine vha do toda:

- Thevhekano khulu ya zwifanyiso

Stella u ri:



Idzi ndi mbudziso dzo teaho u vhudziswa nga tshifanyiso tshiñwe na tshiñwe:

- “Ni kona u vhona nnyi?” (vhaanewa)
- “U khou ita mini?/Tshi khou ita mini?” (Maiti na nyito)
- “Ndi zwifhio zwiñwe zwine na kona u zwi vhona?” (sedzani hafhu)
- “Tshi ngafhi ...?” (u bula fhethu/tshiimo)
- “Ndi ngani ni tshi humbula...?” (kuhumbulele kuswa, u amba mihumbulo)

Vhege ya 1 Duvha la 4

Mishumo ya kilasi yothe

U vhekanya zwifanyiso

- 1 Kha vha imbe luimbo hafhu.
- 2 Kha vha divhadze maipfi maswa a bvaho kha mutevhe wa ndivho ya maipfi.
- 3 Kha vha nange inwe ya thevhekano ya zwifanyiso vha i imisela ntha. Kha vha vhudzise vhagudi zwine vha vhona, u bva afho vha ambe nga tshifanyiso nga vhudalo.
- 4 Nga murahu ha musu vho no rera nga tshifanyiso tshiñwe na tshiñwe, kha vha tshi nambatedze bodoni u itela uri vhagudi vha kone u tshi vhona. Kha vha vhe na vhuṭanzi ha uri zwifanyiso a zwiho kha thevhekano nga tshifhinga hetshi tsha mushumo.
- 5 Nga murahu ha musu vho no amba nga zwifanyiso zwothe, kha vha vhudzise vhagudi: “Zwifanyiso izwi zwi kha thevhekano kwayo naa?”
- 6 Kha vha humbele vhagudi uri vha sumba tshifanyiso tsha mathomoni ha nganea. Kha vha shumisane u dzudzanya thevhekano ya zwifanyiso uri nganea vhe na ndunzhendunzhe.
- 7 Kha vha ite uri vhagudi vha shela mulenzhe vho dala mafufufu kha kuitele ukwu. Kha vha vhudzise mbudziso dzi fanaho na: “Hu do bvelela mini? Ndi nnyi ane a nga humbula tshipiḁa tshi tevhelaho tsha nganea?”
- 8 Musu zwifanyiso zwi kha thevhekano kwayo, kha vha rambe vhagudi vha si gathi u ṭlutshedza hafhu nganea nga thevhekano kwayo.



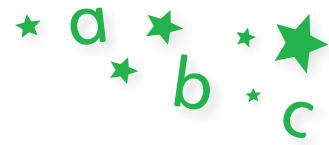
U thetshesela mibvumo yo sedzwaho

- 1 Mutambo uyu u tambea zwavhuḁi fhethu ho vuleaho. Vhagudi vha fanela u “bambela” vha tshi mona u swikela vha tshi pfa u lila ha tshidula kana tshiṭiriri. Musu vha tshi pfa ngafhadzo yavho, vha tea u ita tshigwada tshi re na vhagudi vhaṭanu vha re tsini na tsini.
- 2 Musu vhagudi vho no vha kha zwigwada zwavho, kha vha nee tshigwada tshiñwe na tshiñwe mubvumo wo fhambanaho, nahone mugudi muñwe na muñwe kha tshigwada u tea u humbula nga ha ipfi line la thoma nga uyo mubvumo. Musu vhothe vho no vha na ipfi, vha tea u fhufhafufha. Kha vha thetshesele maipfi avho, vha pfe uri ndi one naa vha vha nee phoindi.
- 3 Nga murahu ha musu zwigwada zwo no ṅetshedza maipfi azwo, vhagudi vha tea u “bambela” vha tshi mona hafhu fhedzi vha tea u dzula vha kha zwigwada zwavho. Musu vha tshi nea ngafhadzo, vhagudi vha tea u litsha u “bambela” nahone vha tea u ṅetshedza tshigwada tshiñwe na tshiñwe mubvumo wo fhambanaho. Mutambo u nga ya phanḁa u swikela tshigwada tshi tshi vha na phoindi ṭhanu.

Mishumo ya tshigwada tshiṭuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiṭuku, milayo ya mushumo muñwe na muñwe na kuitele kwa u khwinisa.





You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

Stella says:



These are useful questions to ask about each picture:

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

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



Listening for focus sounds

- 1 This game is best played outside with open space. Learners need to "swim" around until they hear you croak or whistle. When they hear your signal, they must get into a group with the five closest learners to them.
- 2 Once learners are in their groups, give each group a different sound, and each learner in the group must think of a word that starts with that sound. Once they all have a word, they must all jump up and down. Listen to their words, check that they are correct and give them a point.
- 3 After the group has given their words, learners must "swim" around again but stay in their groups. When you give a signal, learners must stop "swimming" and you must give each group a different sound. The game can continue until a group scores five points.



Small group activities

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



Zwine vha do tōda:

- Tshipiḁa tshihulwane tsha bambbiri dzikhokhi ndenya
- Suko ḁa u tamba ḁa mugudi muḁwe na muḁwe
- Bambbiri ḁi si naho tshithu ḁa A4
- Khirayoni dza pfuraḁotshi khulwane
- Maipfi a madungo manzhi a elanaho na nganea: buluvhulu, zwiḁuku, u bambela, u ofhesa, u papamala, zwipfufhi, u fhufha

Vhege ya 1 ḁuvha ḁa 5

Mishumo yeklasi yonke

U ita, u ola na u ḁwala

- 1 Kha vha ambe na vhagudi nga ha mutevheḁhaḁu wa vhutshilo wa tshidula na u vha humbudza uri Harry tsho thothonyisa hani u bva kha gumba, tsha vha buluvhulu u bva afho ḁo mbo ḁi aluwa ḁa vha tshidula.
- 2 Kha vha ole tshifanyiso tsha makumba, buluvhulu na tshidula. Kha vha humbele vhagudi uri vha ḁaluse tshipiḁa tshinwe na tshinwe tsha mutevheḁhaḁu wa vhutshilo musi vha tshi engedza ḁebuḁu kha nyolo (makumba, buluvhulu, tshidula). Kha vha ole misevhe u bva kha tshinwe tshipiḁa tsha mutevheḁhaḁu wa vhutshilo u ya kha tshi tevhelaho.
- 3 Kha vha ḁalutshedze vhagudi uri vha khou ya u vhumba makumba, buluvhulu na tshidula vha tshi khou shumisa suko ḁa u tamba.
- 4 Musi vho no fhedza u ita mutevheḁhaḁu wa vhutshilo vha tshi khou shumisa suko ḁa u tamba, vha nga kona u ola na u ḁabelḁa mutevheḁhaḁu wa vhutshilo.



Stella u ri:



Mushumo uyu u nga itwa nga luambo liḁwe na liḁwe, sa musi mushumo u tshi sedza kha vhagudi vhane vha khou guda tshikili tsha u ḁhukhukana maipfi a tshi vha madungo. U itela u thusedza u ḁuḁuwedza u shumiswa ha nyambo nanzhi na u khwaḁhisa nyambo dza hayani dza vhagudi, kha vha lingedze nga maipfi a madungo manzhi a bvaho kha dziḁwe nyambo.

U ḁanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe liḁwe ḁa maipfi ḁi bva kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ḁhukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **bu | lu | vhu | lu**.
- 2 Kha vha humbele vhagudi uri vha lavhelese khonani vha vhandane zwanḁa kha dungo a liḁwe na liḁwe: **bu** (u fhufha luthihi) **lu** (u fhufha luthihi) **vhu** (u fhufha luthihi) **lu** (u fhufha luthihi). Vhagudi vha kone u ḁanganyisa madungo uri vha ambe ipfi: **bu | lu | vhu | lu = buluvhulu**
- 3 Kha vha humbele tshidula uri tshi fhufhe hafhu. Vhagudi vha tea u vhandana zwanḁa musi tshidula tshi tshi fhufha.
- 4 Kha vha ambe ipfi ḁi bvaho kha mutevhe vha humbele vhagudi uri vha ḁi khethekanye ḁi ite madungo. Tshidula tshi tea u fhufha kha dungo liḁwe na liḁwe musi vhaḁwe vhagudi vha tshi khou vhandana zwanḁa.



Mishumo ya tshigwada tshiduku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiduku, milayo ya mushumo muḁwe na muḁwe na kuitele kwa u khwinisa.





You will need:

- A large piece of paper
- Thick kokis
- Playdough for each learner
- A4 blank paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: buluvhulu, zwiṭuku, u bammabela, u ofhesa, u papamala, zwipufhi, u fhufha

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Talk to learners about the frog life cycle and remind them how Harry hatched from an egg, became a tadpole and then grew into a frog.
- 2 Draw a picture of eggs, a tadpole and a frog. Ask learners to describe each part of the life cycle as you add labels to the drawing (eggs, tadpole, frog). Draw arrows from one part of the life cycle to the next.
- 3 Explain to learners that they are going to make the eggs, tadpole and frog using playdough.
- 4 Once they have made the life cycle using playdough, they can draw and label the life cycle.



Stella says:

This activity can be done in any language, as the activity focuses on learners learning the skill of breaking words into syllables. To help promote multilingualism and affirm learners' home languages, try the activity with multisyllabic words from other languages.



Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **bu | lu | vhu | lu**.
- 2 Tell one of the learners that they are going to pretend to be a frog. Ask the frog to jump for each of the syllables: **bu** (one jump) **lu** (one jump) **vhu** (one jump) **lu** (one jump). Learners must then put the syllables together to say a word: **bu | lu | vhu | lu = buluvhulu**.
- 3 Ask the frog to jump again. This time learners must clap each time the frog jumps.
- 4 Say another word from the list and ask learners to break it into syllables. The frog must jump on each syllable while the class claps.

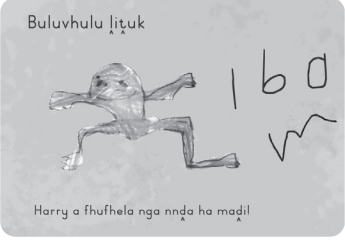




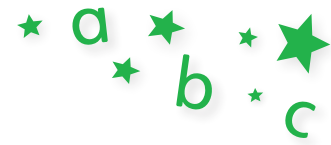
Small group activities

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

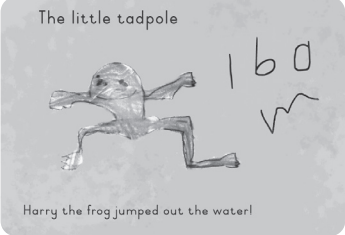




Mishumo ya tshigwada tshiṭuku ya Vhege ya 1


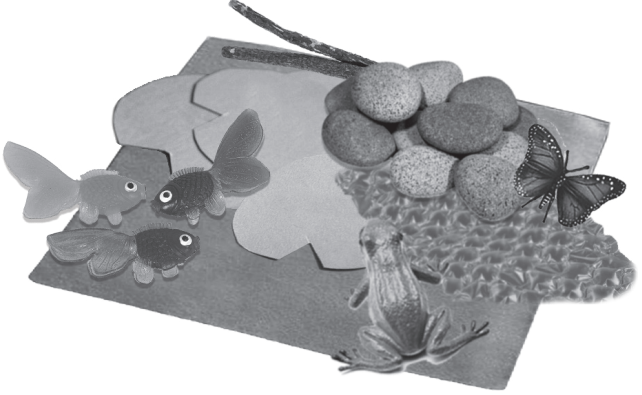
Zwine vha do ṭoda	Mishumo
<ul style="list-style-type: none"> Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṅwe na muṅwe Khiraṅoni dza pfaṅaṅotshi khulwane  <p><i>Kha tshifhinga itshi tsha ṅwaha, vhagudi vha nga kha ḽi vha na vhuḽifhinduleli vhuṅzhi ha u lingedza u ṅwala nga vhone vhaṅe. Vha songo vhiḽaela arali vhaṅwe vhagudi vha tshi ṅwala maḽedere malapfu hu si na tshikhala.</i></p>	<p>Mushumo wa 1: U ola na ṅḽivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Kha vha ṅwale ṭhoho ya nganea nga ṅṭha ha siaṭari ḽi si naho tshithu ḽa mugudi muṅwe na muṅwe hu sa athu thoma ngudo. Kha vha humbele vhagudi uri vha sumbe maipfi a ṭhoho musi vha tshi a vhalo o ṭangana. Kha vha vhudzise vhagudi uri ndi tshipiḽa tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa. Kha vha ṅee dziṅwe khumbudzo. Kha vha ṭuṭuwedze vhagudi u ola tshipiḽa tshavho tsha nganea tshine vha tshi funesa. Kha vha ambe vhuṅfiwa kana vha humbele mugudi muṅwe na muṅwe uri a vha vhudze nga nyolo yawe. Kha vha vhudzise vhagudi arali vha tshi nga tama u ṅwala zwiṅwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha ṅwalele. Arali vhagudi vha tshi nga tama uri vhone vha vha ṅwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ṅwala fhasi. Kha vha shumise muhumbulo musi vha tshi ṅwala fhungo. Kha vha ṅwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu itwa tshanduko iṅwe na iṅwe kha maipfi. Kha vha humbule u ṅwala nga vhudzile na nga ṅḽila i vhoneḽa. Musi vho no fhedza u ṅwala, kha vha ṭuṭuwedze vhagudi uri vha vhaḽe fhungo na vhone. Kha vha sumbe ipfi ḽiṅwe na ḽiṅwe musi vha tshi ḽi vhalo na u dzhiela ṅṭha u ḽidina havho.
<ul style="list-style-type: none"> Garaṭa dza zwifanyiso dza maḽedere Swatara dza u rwa thunzi (tshivhulalahazwikhokhonono) dzi sa ḽuri (vha nga ita izwi nga Phuḽeithi dza mabambiri kana mutibo wa yogathi wo nambatedzwa magumoni a lutanda) 	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Kha vha vhee garaṭa dza zwifanyiso dza maḽedere dzo sedza ṅṭha kha ṭafula. Kha vha vhee maḽedere a sedze fhasi. Mugudi muṅwe na muṅwe u tea u rembulusa garaṭa ḽa ḽedere a ambe mubvumo u ne ḽiḽo ḽedere ḽa ita. Mugudi muṅwe na muṅwe kha tshigwada u tea u lingedza u wana tshifanyiso tshi no fana na mubvumo a tshi rwe nga swatara ya u rwa thunzi (tshivhulalahazwikhokhonono). 
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo 	<p>Mushumo wa 3: U vhalo nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanḽa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu. Kha vha sumbedze kuvulele kwa bugu na u fhendḽa masiaṭari khayō. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḽifhelwa ngatsho a tshi tshi vhalo. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhalo. Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhalo ha vhagudi.



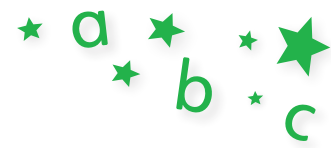
Small group activities for Week 1


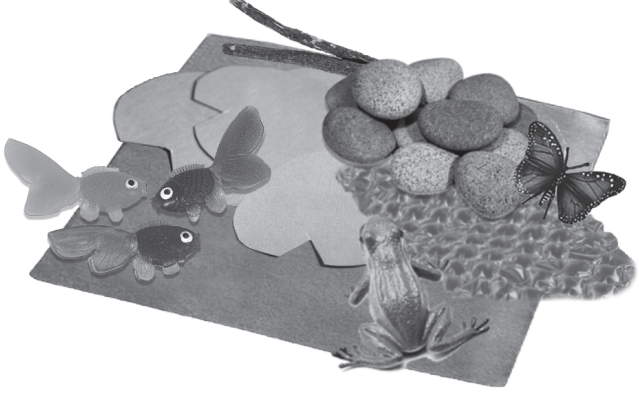
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> Letter picture cards Cheap fly swatters (you can make this with a paper plate or yoghurt lid stuck on to the end of a stick) 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Place the letter picture cards face up on the table. Put the letters face down. Each learner must take a turn to turn over a letter card and say the sound the letter makes. All the learners in the group must try to find a picture that matches the sound and swat it with the fly swatter. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading.



Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> • Phuḽeithi dza mabambiri dza mugudi muḽwe na muḽwe, koki ntswu, lumveru lwa bambiri ḽitswuku, midala mivhili, mutshena na mutswu kha tshitendeledzi tsha mugudi muḽwe na muḽwe. • Guḽuu na zwigero • Bambiri ḽidala kana khirayoni dza pfuraḽotshi khulwane dala 	<p>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuḽi na muḽwalo</p> <ol style="list-style-type: none"> 1 Kha vha ṽalutshedze vhagudi uri vha khou ya u ita tshidula. Vha tea u kherula lumveru lwa bambiri ḽidala vha nambatedze kha phuḽeithi dza bambiri kana vha shumise khirayoni dza pfuraḽotshi u ita uri i vhe dala. 2 Vha nga kona u nambatedza kha maṽo, u ola mulomo na u nambatedza kha lumveru lwa bambiri ḽa lulimi. 
<ul style="list-style-type: none"> • Bambiri ḽidala lo geriwaho nga zwitendeledzi (phede ṽhukhu), thongwane, fhelethe ṽhukhu kana zwishumiswa zwa maḽini, matanda na zwitanda, suko ḽa u tamba kana puḽasitiki ḽa zwiḽula, zwitongwana zwiṽuku zwi re na dotho ḽitswu ḽa tshidula, bodo ya zwimela, zwisusu zwa kholekhole na khovhe (kana zwifanyiso zwo geriwaho zwi tshi bva kha mimagazini) 	<p>Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana</p> <ol style="list-style-type: none"> 1 Kha vha range tshigwada kha khona ya u edza mutambo vha vha sumbedze zwishumiswa zwa u ita damu. Kha vha vha talutshedze uri vha khou ya u ita damu ḽine vha ḽo tamba ngayo na dziphukha dzine dza dzula ngomu na u mona na damu: zwiḽula, khovhe, zwisusu. 





You will need	Activities
<ul style="list-style-type: none">• Half a paper plate per learner, black koki, red strip of paper, two green, white and black circles for each learner• Glue and scissors• Green paper or green Jumbo wax crayons	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Explain to learners that they are going to make a frog. They must tear up strips of green paper and stick it on the paper plate or use the wax crayon to make it green.2 They can then stick on the eyes, draw a mouth and stick on the paper strip tongue. 
<ul style="list-style-type: none">• Green paper cut into circles (lily pads), pebbles, blue felt or material for the water, logs and sticks, playdough or plastic frogs, tiny pebbles with a black dot for the frog eggs or bubble wrap with a black dot, pot plants, plastic butterflies and fish (or pictures cut out of magazines)	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the pretend play corner and show them the materials for making a pond. Explain to them that they are going to make the pond and then play with the animals that live in and around the pond: frogs, fish, butterflies. 





Zwine vha do tōda:

- Thevhekano khulu ya zwifanyiso
- Khophi dza zwibugwana na dza zwibugwana zwo petwaho zwa mugudi muñwe na muñwe

Vhege ya 2 Duvha la 1

Mishumo ya kilasi yothe

Huñwe u vhekanya zwifanyiso



- 1 Kha vha thome nga vhagudi vho dzulaho metheni. Kha vha nange vhagudi vhane vha do ima phanda ha kilasi, muñwe na muñwe o fara nthihi ya thevhekano ya zwifanyiso ya muvhala (i siho kha thevhekano kwayo).
- 2 Kha vha vhudzise vhagudi arali zwifanyiso zwi kha thevhekano kwayo. Kha vha vha humbele u sumba tshifanyiso tshine tsha fanela u vha mathomoni a nganea.
- 3 Vho tanga sa tshigwada, kha vha humbele vhagudi vhane vho fara zwifanyiso uri vha zwi tshimbidze u swikela nganea tshi pfala. Kha vha vhudzise mbudziso dzi fanaho na: "Ndi nnyi ane a nga humbula uri hu do itea mini?"
- 4 Nga murahu ha musi vho ita uri nganea tshi vhe kha thevhekano, vhagudi vha tea u ya tafulani dzavho.
- 5 Kha vha nee mugudi muñwe na muñwe kubugwana. Kha vha vha tūtūwedze uri vha lavhelese kha siaṭari la u thoma vha vhale tḥoho ya nganea na vhone.
- 6 Kha vha dzhie vhagudi vha fhenḽe zwifanyiso zwa tshibugwanani, kha vha vha thuse uri vha vhone uri zwifanyiso zwi re kha bugu zwi a fana na zwifanyiso zwa thevhekano.
- 7 Arali hu na tshifhinga, vhagudi vha nga "vhalela" kubugwana kwavho mushumisani kilasini.
- 8 Kha vha tūtūwedze vhagudi u tuwa na dzibugu hayani uri vha dzi vhale na miṭa yavho.



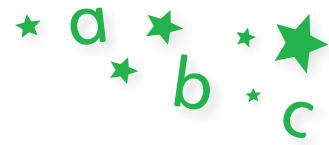
U divhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: "liṭuku, line, liñwe, likovhe, lihulwane, la, li, lo. Ni a kona u pfa mubvumo wo sedzwaho: liñwe, liñwe, la, li, lo naa? Ee, ni khou amba zwone! Yothe i na mubvumo wa li!"
- 2 "Thetshelesani nga vhuronwane, aya ndi mañwe a maipfi manzhi a thomaho nga li: Jeri, la, legere, libu, liivha, linngo, liswole, lianga, likhavha, livhiḽa." (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa li/ nga ndila i pfalaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa li/: "li-li". Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaṅe.

Mishumo ya tshigwada tshiṭuku

Kha vha talutshedze vhagudi uri vha do vha vha tshi khou shuma nga zwigwada zwiṭuku duvha liñwe na liñwe. Kha vha talutshedze na u sumbedza uri mishumo muñwe na muñwe u itiswa hani na u talutshedza u sielisana duvha liñwe na liñwe. Kha vha talutshedze kuitele kwa u khwinisa.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “*liṭuku, line, linwe, likovhe, lihulwane, la, li, lo.* Can you hear the focus sound: *line, linwe, la, li, lo*? Yes, you are right! They all have the sound *li*.”
- 2 “Listen carefully, here are some more words with *li*: *leri, la, legere, libu, liivha, linngo, liswole, lianga, likhavha, livhida.*” (Emphasise the focus sound as you say these words.)
- 3 Say the sound *li* clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound *li*: “*li-li*”. 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.



Zwine vha do toḁa:

- Bugu Khulu: *Buluvhulu liṭuku*
- Hoola hoops
- Maḁi a re kha midzio na bulatsho ya u pennda ya mugudi muṛwe na muṛwe

Vhege ya 2 ḁuvha ḁa 2

Mishumo ya kiḁasi yoṭhe

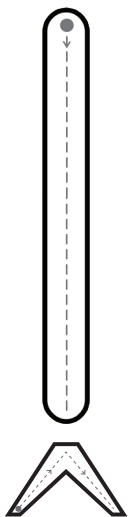
U vhalala nga u sielisana – Bugu Khulu

- 1 Kha vha tuṭuwedze vhagudi u sedza tshifanyiso tshihulwane vha ambe nga zwine vha vhona na zwine vha zwi ḁivha.
- 2 Kha vha vhalele kiḁasi ṭhoho ya nganea. Kha vha sumbe ipfi liṛwe na liṛwe musi vha tshi ḁi vhalala. Kha vha i vhale hafhu vha humbele vhagudi uri vha vhale na vhone.
- 3 Kha vha dzhie vhagudi vha fhenge zwifanyiso zwa bugu, vha rere nga zwifanyiso na u tuṭuwedza vhagudi u vhudzisa dzimbudziso.
- 4 Kha vha sumbe nomboro dza masiatari vha ambe uri ndi ifhio nomboro ine ya ḁo tevhela.
- 5 Musi vho no 'fhenga' bugu yoṭhe, kha vha humele mathomoni vha vhale ṭhoho hafhu. Kha vha vule masiatari vha vhale fhungo liṛwe na liṛwe nga ipfi ḁi pfallaho. Kha vha sumbe ipfi liṛwe na liṛwe musi vha tshi ḁi vhalala.
- 6 Kha vha vhale bugu hafhu vha tuṭuwedze vhagudi uri vha 'vhale' na vhone.



U vhumba ḁedere

- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina ḁa muṛwe ḁine ḁa thoma nga /!/ kana arali vha tshi nga humbula maṛwe maipfi ane a thoma nga mubvumo wa /!/.
- 2 Kha vha funze vhagudi nyito i ṭumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga imisela milenzhe yavho nṭha muyani vha edza u nga vha khou gonya **ḁeri** vha tshi khou shumisa zwandḁa zwavho u itela uri vha sa we.
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri ḁedere ḁa ! ḁi ṛwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ṛwale ḁedere ḁihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni ye fhasi. Imisani tshandḁa ni ye fhasi ha ḁedere ni ole mutalo u tshi ya nṭha u bva afho u ye fhasi."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya ḁedere muyani, khaphetheni, miṭanani yavho kana zwandḁani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba ḁedere.
- 5 Nga murahu ha musi vho no sumbedza uri ḁedere ḁi ṛwaliswa hani, kha vha ye nṇḁa vha ṛnee mugudi muṛwe na muṛwe mudzio u re na maḁi na bulatsho ya u pennda. Vhagudi vha nga pennda ḁedere lunzhilunzhi nga maḁi kha phevimennde.
- 6 Kha vha tuṭuwedze vhagudi u amba mubvumo une ḁedere ḁa u ita musi vha tshi ṛwala ḁedere.



Mishumo ya tshigwada tshiṭuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiṭuku, milayo ya mushumo muṛwe na muṛwe na kuitele kwa u khwinisa.





You will need:

- Big Book: *The little tadpole*
- Hoola hoops
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

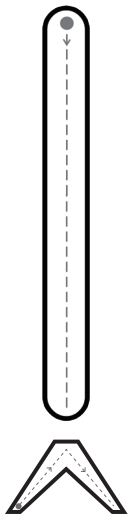
Shared reading – Big Book

- 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 /l/ or if they can think of any other words that start with the sound /l/.
- 2 Teach learners an action associated with the sound. For example: Learners can lift their legs in the air and pretend to step up a ladder while using their hands to balance (**leri**).
- 3 Show learners how to write the letter **l**. 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 your hand, go underneath the letter, draw up, stop and then draw down.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 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.



Zwine vha do tōda:

- Dziñwe jege dza ngilasi dzo gādziwa zwikalo zwo fhambanaho (Vha nga panga tshineamuvhala tsha zwilwiwa u ita uri uyu mushumo u takadze)
- Zwitanda kana dzipenisela
- Bogisi la maḷedere li re na zwithu kana zwifanyiso zwine zwa thoma nga I: Ieri, Iegere, Ijibu, Ijivha, Ijingo, Ijswole, Ijethasi, Ijithisi, Ijivhone, Ilofo, Iosheni

Vhege ya 2 Duvha la 3

Mishumo ya kilasi yothe

U guda u thetshesela

- 1 Kha vha talutshedze kilasi uri vha tea u thetshesela nga vhuronwane musi vha tshi khokhonya dzhomela la ngilasi linwe na linwe nga thanda kana penisela.
- 2 Kha vha vhudzise vhagudi arali mibvumo i tshi fana kana yo fhambana. Ndi dzhomela la ngilasi lifhio line la ita mubvumo wa nthha, nahone ndi lifhio line la ita wa fhasi?
- 3 Kha vha vhudzise arali hu na muñwe wa vhagudi ane a tama u lingedza u khokhonya dzhomela dza ngilasi dzo fhambanaho a thetshesela mibvumo ine dza i ita.
- 4 Kha vha lingedze u khokhonya nga phatheni nahone vha vhudzise arali hu na muñwe wa vhagudi ane a nga edzisela phatheni.



Mabogisi a maḷedere

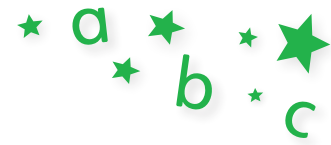
- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maḷedere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa damuni. U bva afho vha nee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kilasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: “No no vhone tshinwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfallisa hani?”
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pfa mubvumo wo sedzwaho.
- 4 Kha vha humbele vhagudi u amba dzina la tshithu tshinwe na tshinwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze leḷere kha bogisi la maḷedere vha ri: “Iyi ndi yone ndila ine ra n'wala ngayo leḷere la I/I?” Kha vha tendele vhanwe vhagudi vha tshi oledzela nthha ha leḷere kha mutibo nga minwe yavho.



Mishumo ya tshigwada tshituku

Kha vha humbudze vhagudi mishumo ya tshigwada tshituku, milayo ya mushumo muñwe na muñwe na kuitele kwa u khwinisa.





You will need:

- Some glass jars filled with different amounts of water (you can add food colouring to make this activity more interesting)
- Sticks or pencils
- A letter box containing objects or pictures of objects that start with **l**: *l*eri, *l*egere, *l*ibu, *l*ivha, *l*ingo, *l*iswole, *l*ethasi, *l*itshisi, *l*ivhone, *l*ofo, *l*osheni

Week 2 Day 3

Whole class activities

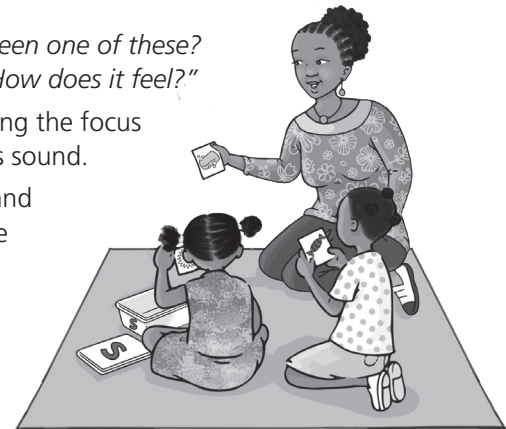
Learning to listen

- 1 Explain to the class that they must listen carefully as you tap each glass jar with a stick or a pencil.
- 2 Ask learners if the sounds are the same or different. Which glass jar makes a high sound, and which makes a low sound?
- 3 Ask if any of the learners would like to try tapping the different glass jars and listen to the sounds they make.
- 4 Try tapping a pattern and ask if one of the learners can copy the pattern.



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 **l**.”* 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.



Zwine vha do tōda:

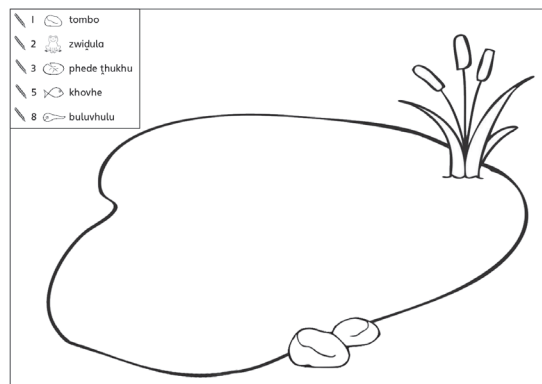
- Khophi ya **Siaṭari la mushumo wa u Vhala na u ita** ya mugudi muṅwe na muṅwe
- Khirayoni dza pfuraṅotshi khulwane

Vhege ya 2 Duvha la 4

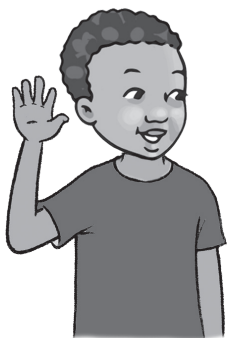
Mishumo ya kīlasi yoṭhe

U vhala na u ita

- 1 Kha vha vhudze vhagudi uri vha lavhelese mutevhe kha siaṭari la mushumo vha ambe nga zwine vha vhona (dzinomboro, zwifanyiso na maipfi).
- 2 Kha vha vhudze vhagudi uri vha khou ya u ita mushumo u takadzaho une wa pfi “u vhala na u ita”. Vha fanela u vhala mutaladzi muṅwe na muṅwe vha ita zwine wa amba zwone vha tshi khou shumisa tshikhala tshi si naho tshithu kha siaṭari.
- 3 Kha vha vhale hafhu mutaladzi wa u thoma vhoṭhe: u ola tombo ḽithihi.
- 4 Kha vha vhudzise arali arali hu na muṅwe wa vhagudi ane a nga “vhala” zwine zwa do fanela u itwa kha mutevhe: u ola zwiḽula zwiḽhili.
- 5 Kha vha ise phanḽa na u tōla na u swaya ndaela iṅwe na iṅwe u swikela magumoni a mutevhe.
- 6 Kha vha thuse vhagudi arali vha tshi kundelwa u vhala ndaela.



U thetshesela mibvumo yo sedzwaho



- 1 Mutambo uyu u tambea zwavhuḽi fhethu ho vuleaho. Vhagudi vha fanela u “bambela” vha tshi mona u swikela vha tshi pfa u lila ha tshiḽula kana tshiṭiriri. Musi vha tshi pfa ngafhadzo yavho, vha tea u ita tshigwada tshi re na vhagudi vhaṭanu vha re tsini na tsini.
- 2 Musi vhagudi vho no vha kha zwiḽwada zwavho, kha vha ṅee tshigwada tshiṅwe na tshiṅwe mubvumo wo fhambanaho, nahone mugudi muṅwe na muṅwe kha tshigwada u tea u humbula nga ha ipfi ḽine la thoma nga uyo mubvumo. Musi vhoṭhe vho no vha na ipfi, vha tea u fhufhafhufha. Kha vha thetshesela maipfi avho, vha pfe uri ndi one naa vha vha ṅee phoindi.
- 3 Nga murahu ha musu zwiḽwada zwo no ṅetshedza maipfi azwo, vhagudi vha tea u “bambela” vha tshi mona hafhu fhedzi vha tea u dzula vha kha zwiḽwada zwavho. Musi vha tshi ṅea ngafhadzo, vhagudi vha tea u litsha u “bambela” nahone vha tea u ṅetshedza tshigwada tshiṅwe na tshiṅwe mubvumo wo fhambanaho. Mutambo u nga ya phanḽa u swikela tshigwada tshi tshi vha na phoindi ṭhanu.

Mishumo ya tshigwada tshiṭuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiṭuku, milayo ya mushumo muṅwe na muṅwe na kuitele kwa u khwinisa.





You will need:

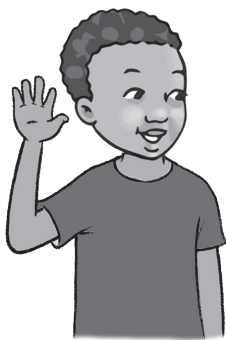
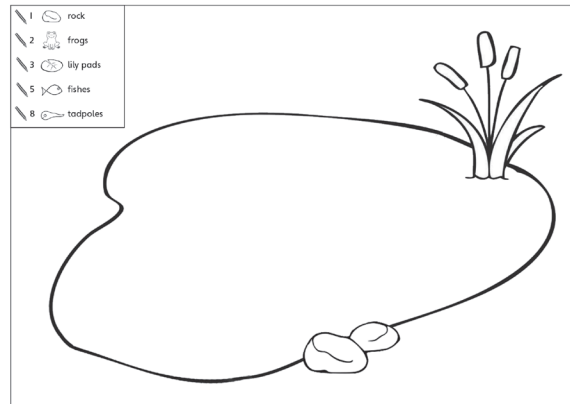
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Explain to learners that 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: Draw one rock.
- 4 Ask if any of the learners can "read" what to do next on the list: Draw two frogs.
- 5 Learners must continue in this way with each of the instructions.
- 6 Assist learners if they struggle to read the instructions.



Listening for focus sounds

- 1 This game is best played outside with open space. Learners need to swim around until they hear you croak or whistle. When they hear your signal, they must get into a group with the five closest learners to them.
- 2 Once learners are in their groups, give each group a different sound, and each learner in the group must think of a word that starts with that sound. Once they all have a word, they must all jump up and down. Listen to their words and check that they are correct.
- 3 After the group has given their words, learners must swim around again but stay in their groups. When you give a signal, learners must stop swimming and you must give each group a different sound. The game can continue until a group scores five points.

Small group activities

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



Zwine vha do toda:

- Tshifanyiso tsha maḍi o tshikafhalaho na milambo yo kunaho, madamu na damu
- Bammbiri la filipitshati, makara ntswu
- Khirayoni dza pfuraḱotshi khulwane
- Bege dza puḱasitiki, tshipiḱa tsha bammbiri
- Maipfi a madungo manzhi a elanaho na nganea: buluvhulu, zwiḱuku, u bambela, u ofhesa, u papamala, zwipfufhi, u fhufha

Vhege ya 2 Duvha la 5

Mishumo ya kiḱasi yoḱhe

U ita, u ola na u ḱwala

- 1 Kha vha sumbedze vhagudi zwifanyiso zwa maḍi o tshikafhalaho na milambo yo kunaho, madamu na damu. Kha vha vha vhudzise vhagudi arali vho no vhona mulambo wo kunaho kana mulambo wo tshikafhalaho. Kha vha vhudzise: “ni humbula uri Harry wa Buluvhulu a nga takalela u dzula ngafhi? Ndi ngani a tshi dzula maḱini o kunaho? Hu itea mini kha buluvhulu na tshidula arali milambo na madamu o tshikafhala? Milambo na madamu a tshikafhala hani?”
- 2 Kha vha ḱalutshedze vhagudi uri vha khou ya u thusa u ita phosiḱara ine ya ya sumbedza uri vhathu vha tea u ita mini uri milambo i dzule yo kuna u itela zwiḱula, khovhe na dzinwe phukha. Kha vha humbele vhagudi vha ḱe na miḱwe mihumbulo ya uri vha nga ḱwala mini kha phosiḱara. Sa tsumbo: U tsiredza zwiḱula- vha songo posa mapuḱasitiki kana ngilasi nga ngomu maḱini; zwiḱula zwi toda maḱi o kunaho u fana na riḱe-milambo i tea u dzula yo kuna. Kha vha vhudzise vhagudi uri hu tea u itiwa mini nga mathukwi na uri a tea u posiwa gai. Kha vha ḱwale zwivhonalaho nga maḱedere o tou gandiwaho vha humbele vhagudi uri vha ole zwifanyiso tsha u enegedza kha phosiḱara. Vhaḱwe vha vhagudi vha nga kherula tshipiḱa tsha bammbiri kana u gera zwipiḱa zwa bege dza puḱasitiki u nambatedza kha phosiḱara.
- 3 Musi phosiḱara i tshi fhela, kha vha i nambatedze kha luvhondo tsini na vothi la kiḱasirumu vha tuḱuwedze vhagudi uri vha “vhalele” vhabebi vhavho musi vha tshi ḱa u vha dzhia tshikoloni.

Stella u ri:



Mushumo uyu u nga itwa nga luambo luḱwe na luḱwe, sa musi mushumo u tshi sedza kha vhagudi vhane vha khou guda tshikili tsha u ḱhukhukana maipfi a tshi vha madungo. U itela u thusedza u tuḱuwedza u shumiswa ha nyambo nnzhi na u khwaḱhisa nyambo dza hayani dza vhagudi, kha vha lingedze nga maipfi a madungo manzhi a bvaho kha dziḱwe nyambo.

U ḱanganyisa na u khethekanya (madungo)

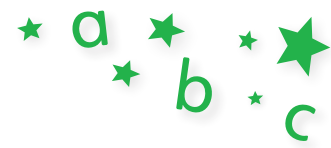
- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe liḱwe la maipfi li bva kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri li ḱhukhukanyiwa hani uri li vhe madungo, sa tsumbo: **bu | lu | vhu | lu**.
- 2 Kha vha vhudze muḱwe wa vhagudi uri u khou ya u edza u nga tshidula. Kha vha humbele tshidula uri tshi fhufhe musi hu tshi ambiwa dungo: **bu** (u fhufha luthihi) **lu** (u fhufha luthihi) **vhu** (u fhufha luthihi) **lu** (u fhufha luthihi). Vhagudi vha kone u ḱanganyisa madungo uri vha ambe ipfi: **bu | lu | vhu | lu = buluvhulu**
- 3 Kha vha humbele tshidula uri tshi fhufhe hafhu. Vhagudi vha tea u vhandi zwanḱa musi tshidula tshi tshi fhufha.
- 4 Kha vha ambe ipfi li bvaho kha mutevhe vha humbele vhagudi uri vha li khethekanye li ite madungo. Tshidula tshi tea u fhufha kha dungo liḱwe na liḱwe musi vhaḱwe vhagudi vha tshi khou vhandi zwanḱa.



Mishumo ya tshigwada tshiduku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiduku, milayo ya mushumo muḱwe na muḱwe na kuitele kwa u khwinisa.





You will need:

- Pictures of polluted water and clean rivers, dams and ponds
- Flipchart paper, black marker
- Jumbo wax crayons
- Plastic bags, pieces of paper
- A list of multisyllabic words relating to the story: buluvhulu, zwiṭuku, u bammela, u ofhesa, u papamala, zwipfufhi, u fhufha

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Show learners pictures of polluted water and clean rivers, dams and ponds. Ask them if they have seen a clean river or a dirty river. Ask: "Where do you think Harry the tadpole would like to live? Why does he need to live in clean water? What happens to tadpoles and frogs if rivers and dams get polluted? How do rivers, ponds and dams get polluted?"
- 2 Explain to learners that they are going to help you make a poster to tell people what they must do to keep rivers clean for frogs, fish and other animals. Ask learners for suggestions about what to write on the poster. For example: Save frogs – don't throw plastic packets and glass in water; Frogs need clean water just like we do – keep rivers clean. Ask learners what should be done with rubbish and where it should be thrown. Write in clear lowercase print and ask learners to draw pictures to add to the poster. Some learners could tear up paper or cut pieces of plastic bags to stick on the poster.
- 3 When the poster is complete, stick it on the wall near the door of the classroom and encourage learners to "read" it to their parents when they are collected from school.

Stella says:



This activity can be done in any language, as the activity focuses on learners learning the skill of breaking words into syllables. To help promote multilingualism and affirm learners' home languages, try the activity with multisyllabic words from other languages.

Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **bu | lu | vhu | lu**.
- 2 Tell one of the learners that they are going to pretend to be a frog. Ask the frog to jump for each of the syllables: **bu** (one jump) **lu** (one jump) **vhu** (one jump) **lu** (one jump). Learners must then put the syllables together to say a word: **bu | lu | vhu | lu = buluvhulu**.
- 3 Ask the frog to jump again. This time learners must clap each time the frog jumps.
- 4 Say another word from the list and ask learners to break it into syllables. The frog must jump on each syllable while the class claps.

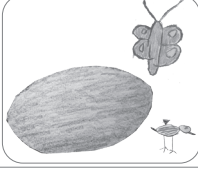




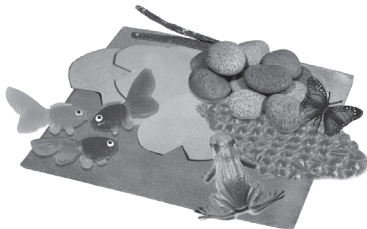


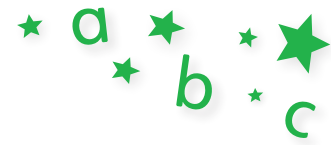
Small group activities

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





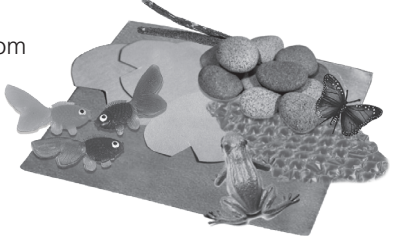


Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha do ṭoda	Mishumo
<ul style="list-style-type: none"> Siaṭari li si naho tshithu la A4 la mugudi muṅwe na muṅwe Khirayoni dza pfuraṅotshi khulwane Zwifanyiso zwa madamu na zwisikwa/zwikhokhonono zwi no dzula ngomu na u mona 	<p>Mushumo wa 1: U ola na ṅivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Kha vha ambe nga ha zwisikwa/zwikhokhonono zwi no dzula ngomu kana u mona na damu. Ndi zwifhio zwiṅwe zwipuka zwine Harry a nga ṭangana nazwo nga ngomu ha damu? (tshisusu, ṅotshi, tshikwavhavha/tswina kana nzie, ṅowa, tshinṅoni) Arali vha na dzibugu dzi no sumbedza zwifanyiso zwa damu, vha vha ṅee vhagudi vha fhenge kha masiaṭari. Kha vha ṭalutshedze vhagudi uri vha kho tea u ola tshifanyiso tsha damu na u lebeḷa zwisikwa/zwikhokhonono.
<ul style="list-style-type: none"> Garaṭa dza zwifanyiso dza maḷedere Swatara dza u rwa thunzi (tshivulahazwikhokhonono) dzi sa ḍuri (vha nga ita izwi nga Phuḷeithi dza mabambiri kana mutibo wa yogathi wo nambatedzwa magumoni a lutanda) 	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Kha vha vhee garaṭa dza zwifanyiso dza maḷedere dzo sedza ṅṅha kha ṭafula. Kha vha vhee maḷedere a sedze fhasi. Mugudi muṅwe na muṅwe u tea u rembulusa garaṭa la ḷedere a ambe mubvumo une ilo ḷedere la ita. Mugudi muṅwe na muṅwe kha tshigwada u tea u lingedza u wana tshifanyiso tshi no fana na mubvumo a tshi rwe nga swatara ya u rwa thunzi (tshivulahazwikhokhonono). 
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo 	<p>Mushumo wa 3: U vhala nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanḍa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhala. Kha vha sumbedze kuvulele kwa bugu na u fhenge masiaṭari khayo. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḡifhelwa ngatsho a tshi tshi vhala. Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.
<ul style="list-style-type: none"> Khophi ya Siatari la mushumo wa suko la u tamba, yo lamineithiwaho kana u vheiva kha tshanḍa tsha puḷasitiki Suko la u tamba 	<p>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuḍi na muṅwalo</p> <ol style="list-style-type: none"> Kha vha ṭalutshedze vhagudi uri vha khou tea u tiba dziphateni nga suko la u tamba le la roliwa sa mbungu ndapfu.  
<ul style="list-style-type: none"> Bambiri li dala lo geriwaho nga zwitendeledzi (phede ṭhukhu), thongwane, fhelethe thukhu kana zwishumiswa zwa maḍini, matanda na zwitanda, suko la u tamba kana puḷasitiki la zwiḍula, zwitongwana zwiṭuku zwi rena dotho litswu la tshidula, bodo ya zwimela, zwisusu zwa kholekhole na khovhe (kana zwifanyiso zwo geriwaho zwi tshi bva kha mimagazini). 	<p>Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana</p> <ol style="list-style-type: none"> Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha ṭuṭuwedze u isa phanḍa u bva kha Vhege ya 1 musi vha tshi ita damu na u tamba sa vhaanewa, sa tsumbo tshidula, khovhe, zwisusu. 



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons Pictures of ponds and creatures that live in and around 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Talk about the creatures that live in and around ponds. What other animal could Harry meet in his pond? (a butterfly, a bee, a lizard, a grasshopper, a snake, a bird) If you have books showing pictures of ponds, give them to learners to page through. Explain to learners that they must draw a picture of a pond and label the creatures.
<ul style="list-style-type: none"> Letter picture cards Cheap fly swatters (you can make this with a paper plate or yoghurt lid stuck on to the end of a stick) 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Place the letter picture cards face up on the table. Put the letters face down. Each learner must take a turn to turn over a letter card and say the sound the letter makes. All the learners in the group must try to find a picture that matches the sound and swat it with the fly swatter. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.
<ul style="list-style-type: none"> A photocopy of the Playdough activity page, laminated or placed in a plastic sleeve Playdough 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Explain to learners that they must cover the patterns with playdough that has been rolled into long worms. 
<ul style="list-style-type: none"> Green paper cut into circles (lily pads), pebbles, blue felt or material for the water, logs and sticks, playdough or plastic frogs, tiny pebbles with a black dot for the frog eggs or bubble wrap with a black dot, pot plants, plastic butterflies and fish (or pictures cut out of magazines) 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they made a pond and then played with the characters, for example frogs, fish, butterflies. 



★ Temo na mbava dza zwimela

Nganea

Temo o vha a musidzana o tšalifhaho ane a dzula muvhunduni wa Qunu. Lĩnwe dũvha musĩ a tshikoloni, kĩlasini yawe ho gudiwa nga ha u tšavha miroho. Temo ho ngo kona u lindela uri a swike hayani uri a vhudze vhabebi vhave nga hazwo. Musi Temo a tshi swika hayani, o mbo dĩ ambara ovarolo ľawe, magambutsu na muńadzi a mbo dĩ ri, "Mma, Baba, kha vha lavhelese!" Khotsi awe vho mu vhudzisa vha ri, "Ndi ngani no ambara nga ndĩla iyo, Temo?" O fhindula o takala a ri, "Ndi khou tšoda u tšavha miroho yanga." Mme awe vho ri, "Zwi pfala sa muhumbulo wavhuđi." Ngauralo Temo na khotsi awe vho mbo dĩ nanga fhethu henefho dzharatani hune Temo a do thoma hone ngade yawe.



Temo na khotsi awe vho shuma vhothe ngadeni. Vho shumisa forogo ya ngadeni u lima mavu o omaho. Izwi zwo ita uri mavu a lede u itela u tšavha thanga. U bva afho vho mbo dĩ haraga matombo othe kha mavu. Dũvha ľi tevhelaho musĩ Temo o no vhuya tshikoloni, o mbo dĩ bvula yunifomo yawe ya tshikolo nga u tšavhanya a mbo dĩ ya ngadeni na khotsi awe. Vho mbo dĩ tšavha thanga dza tshipinisi, kherotse, tamatĩsi na űawa. Dũvha ľĩnwe na ľĩnwe nga murahu ha izwo Temo o vha a tshi takalela u sheledza ngade yawe musĩ a tshi vhuya hayani a tshi bva tshikoloni.

Fhedzi ľĩnwe dũvha o ri a tshi vhuya hayani a mbo dĩ vhona mbudzi dzi ngadeni yawe dzi tshi khou ľa zwimela zwawe. Temo o mbo dĩ dzi swoga dza tuwa. O vha a tshi khou lila a tshi ri, "Mma! Baba! Mbudzi dzo vha dzi tshi khou ľa zwimela zwanga."

"Dzo ita tshika khulu!" Temo o mbo ri hwii a vha a tshi khou hambula lwa tshifhinganyana u bva afho a mbo dĩ ri, "Kha ri ita luhura u mona na ngade." Khotsi awe vho ri uyo ndi muhumbulo wavhuđi ngauralo vho mbo dĩ ita luhura.

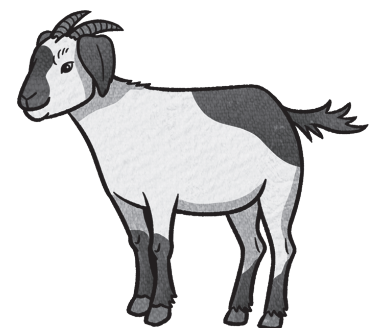
Fhedzi thaidzo a yo ngo fhelela afho. Kholomo dzo vha dzo tšalifha lune dzi a kona u vula gethe ľa ngadeni nga mańanga adzo! Temo o lingedza u dzi swoga uri dzi tuwe, fhedzi dzo vha dzi tshi vhonala dzi khulwane khae nahone o vha a tshi khou dzi ofha! O vhidzelela a ri, "Mma! Baba!"

"Kholomo dzi khou ľa miroho yanga!" Khotsi wawe vho da vha swoga kholomo dza tuwa. Temo o mbo ri hwii a vha a tshi khou hambula lwa tshifhinganyana. O mbo dĩ ri, "Kha ri khińele gethe nga ganzhe," Khotsi awe vho mbo dĩ wana ganzhe ľa u khińela ngaľo getheni.

Temo o vha o tandulula thaidzo yawe ya mbudzi na kholomo fhedzi ľĩnwe dũvha o mbo dĩ vhona uri zwińoni zwi khou ľa zwimela ngadeni yawe. Temo o mbo dĩ ri, "Ndi a dũvha."

"Kha ri akhe mambule ntha ha ngade." Ngauralo vho mbo dĩ ita zwenezwo.

Temo ho ngo tsha dovha a vhilaela hafhu nga zwipuka zwińwe na zwińwe zwine zwa khou ľa zwimela ngadeni yawe. Zwimela ngadeni ya Temo zwo do hula nahone ngavhuya miroho yo vha yo no lugela uri i kiwe. Temo o mbo dĩ thusa mme awe u bika swobo i difhelelaho ya dzińawa, dzikherotse, tshipinisi na matamatĩsi nahone muťa wa hawe wothe wo dũphińa nga zwińiwa zwe zwa bva ngadeni ya Temo. Mme awe vho ri, "No ita mushumo wavhuđi, Temo!"



Temo o pfa a tshi dũhudza nga mańda.

Aya ndi one magumo a nganea.



★ Temo and the plant thieves

Story

Temo lived in a small house with a yard. One day Temo came back from school feeling very excited. She put on her dungarees, gumboots and a hat and said: "Mommy, Daddy, look!"

"Why are you dressed like that, Temo?" her father asked. "I want to grow my own vegetables," she said excitedly. "That sounds like a very good idea," said her mother. So Temo and her father chose a place in their yard where Temo could start her garden.

Temo and her father worked together in the garden. They used a garden fork to break up the hard ground. This made the soil soft for planting seeds. The next afternoon they planted carrot, tomato, spinach and bean seeds. Every day after that Temo was excited to come home from school and water her garden.

But one day Temo came home and saw the goats were in her garden eating her plants. Temo chased them away. "Mommy! Daddy! The goats were eating my vegetable plants," she cried. "They made such a mess!" Temo thought for a while and then she said: "Let's build a fence around the garden." Her father thought that was a good idea and so they built a fence.

But the trouble didn't stop there. The cows were clever enough to open the garden gate with their horns! "Mommy! Daddy!" she called. "The cows are eating my vegetables!" Her father came and chased the cows away. Temo thought for a while. "Let's lock the gate with a padlock," she said. Her father found a padlock to lock the gate with.

Temo had solved the problem with the goats and the cows, but then she saw that the birds were also eating the plants in her garden. "I know," said Temo. "Let's put a net over the garden and tie it down so that the birds can't get under it." And so, this is what they did.

The plants in Temo's garden grew and soon the vegetables were ready for picking. Temo helped her mother cook a tasty soup of carrots, tomatoes, spinach and beans and the family all enjoyed a meal that had come from Temo's garden. "What a good job you've done, Temo," said her mother. Temo felt very proud.

And that is the end of the story.





Luimbo

Lili, baba na mma.
 Lili, ndo hambula u ita ngade.
 Lili, ngade ya mini?
 Lili, ngade ya nawa.
 Lili, nawa na mini?
 Lili, kherotse na zwiñwenyana.



(Imbani nga tshuni ya "Lili nwananwananga".)

Ndivho ya maipfi u bva kha nganea

Maipfi a ndeme:	muroho	mbeu	mbudzi	ovarolo	gambutsu	mavu
Maipfi o engedzwaho:	swobo	tshika	luṅanga	ganzhe	dzikherotse	nawa
	tshipinishi	ṭamaṭisi	luhura	kholomo	mambule	gethe

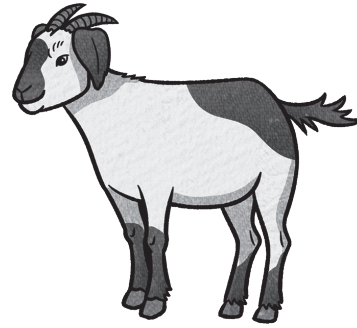




Song

Carrots, tomatoes, spinach and beans
 Vegetables are good for me
 For my snack and in my lunch
 Veggie sticks are good to munch
 Carrots, tomatoes, spinach and beans
 Vegetables are good for me

(Sing to the tune of "Twinkle Twinkle little star" or use your own tune.)



Vocabulary from the story

Key-words:	vegetable	seed	goat	dungarees	gumboot	soil
Extra words:	soup	mess	horn	padlock	carrots	bean
	spinach	tomato	fence	cow	net	gate





Zwine vha do toḁa:

- Nganea: *Temo na mbava dza zwimela*
- Zwipopai: Temo, dungarisi na mabutswu, Baba, mbudzi, kholomo, tshetere, tshipiḁa tsha ngade na luhura
- Dzisifhereswenda: gambutswu, muḁadzi, mavu, ganzhe, mambule, tshipinashi, ṭamaṭisi, mbeu dza ḁawa kha phakethe na tshipinashi tsho kunaho, kherotse, ṭamaṭisi na ḁawa dala
- Zwithu kana garaṭa dza zwifanyiso dza maḁwe maipfi a bvaho kha mutevhe wa ḁivho ya maipfi

Vhege ya 1 Duvha la 1

Mishumo ya kiḁasi yoṭhe

Kha vha ambe tshidade *Ndi dzinginyisa minwe yanga* uri vhana vha ḁe metheni u itela nganea.

Ndi dzinginyisa minwe yanga

- Ndi dzinginyisa minwe yanga
- Ndi dzinginyisa zwikunwe zwanga
- Ndi dzinginyisa mahaḁa anga
- Ndi dzinginyisa ningo yanga
- Zwino (vhandani zwanḁa zwino)
- U dzinginyea hoṭhe hu bva kha ḁe
- Nahone ndi a fhumula nda ri tshete!

U ṭalutshedza nganea na u fhaṭa ḁivho ya maipfi

1 Vha sa athu vha ṭalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ṭhoho ya nganea na u ḁivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ṭumane nganea na vhutshilo ha vhagudi: *"No no vhuya na ṭavha/u shuma ngadeni? Zwimela zwo hula? No no vhuya na vha na thaidzo nga zwipuka zwi tshi khou ḁa u la zwimela zwanu?"*
- 1.3 Kha vha ri: *"Ri sa athu thoma, ndi khou toḁou ni vhudza ṭalutshedzo dza maḁwe maipfi ane ra ḁo a wana nganeani."* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa ḁivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi la amba zwone. Sa tsumbo: Vha vha sumbedze mbeu dza miroho ngomu ha phakethe kana mbeu dze vha omisa (sa tsumbo: mbeu dza fhuri, mbeu dza tshikoli). Vha ḁe na ganzhe na khiyi nahone vha sumbedze vhana uri hu khiiwa na u khiululiwa hani.

2 Musi vha tshi ṭalutshedza nganea

- 2.1 Kha vha ṭalutshedze nganea nga ḁila i nyanyulaho na u shumisa maipfi o fhambanaho. Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.2 Kha vha humbele vhagudi uri vha bule zwi ḁaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḁaho phindulo i fhiraho nthihi, dzi fanaho na: *"Temo u tea u thoma nga u ita mini u lugisa ngade yawe? Ni vhone u nga mbava ya zwimela ndi nnyi? Temo a nga ita mini uri zwipuka zwi songo dzhena ngadeni?"*

3 Nga murahu ha musu vho no ṭalutshedza nganea

- 3.1 Kha vha vhudzise vhagudi: *"Ndi zwifhio zwe na zwi takalela nga nganea? Ndi zwifhio zwine a no ngo zwi takalela? Ndi tshifhio tshipiḁa tshanu tsha khwinesa? Ndi dzifhio mbudziso dzine na vha nadzo nga nganea?"*

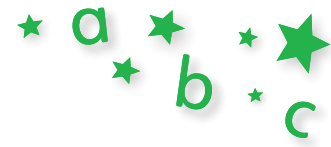
U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *"ṭalifhaho, ṭavha, toḁa, ṭavhanya, ṭamaṭisi, ṭuwa, ṭalifha. Ni a kona u pfa mubvumo wo sedzwaho: ṭavha, ṭama-ṭisi, ṭuwa naa? Ee, ni khou amba zwone! Yoṭhe i na mubvumo wa /ṭ/."*
- 2 *"Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga /ṭ/: ṭafula, ṭamba, ṭari, ṭeretere, ṭarelwa, ṭiraka, ṭanga, ṭaḁa, ṭironngo."* (Kha vha ombedzele mubvumo wa mathomoni musu vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /ṭ/ nga ḁila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /ṭ/: *"ṭ-ṭ-ṭ"*. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

Mishumo ya tshigwada tshituku

Kha vha ṭalutshedze vhagudi uri vha ḁo vha vha tshi khou shuma nga zwigwada zwiṭuku ḁuvha liḁwe na liḁwe. Kha vha ṭalutshedze na u sumbedza uri mishumo muḁwe na muḁwe u itiswa hani na u ṭalutshedza u sielisana ḁuvha liḁwe na liḁwe. Kha vha ṭalutshedze kuitele kwa u khwinisa.





You will need:

- Story: *Temo and the plant thieves*
- Puppets: Temo, dungarees and boots, Daddy, goat, cow, watering can, portion of garden and fence
- Props: gumboots, hat, soil, padlock, net, spinach, tomato, bean seeds in packets and fresh spinach, carrots, a tomato and some green beans
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *I wriggle my fingers* 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: *"Have you ever planted something/worked in a garden? Did the plants grow? Did you have any problems with animals coming to eat your plants?"*
- 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 an object or a picture to show them what a word means. For example: Show them vegetable seeds in packets or seeds that you have dried (for example: pumpkin seeds, mealie seeds). Bring a padlock and key and show learners how to lock and unlock it.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think Temo has to do first to prepare her garden? Who do you think the plant thieves are? What can Temo do to keep the animals out of the garden?"*

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: *"ṭalifhaho, ṭavha, ṭoḍa, ṭavhanya, ṭamaṭisi, ṭuwa, ṭalifha. Can you hear the focus sound: ṭavha, ṭama-ṭisi, ṭuwa? Yes, you are right! They all have the sound /ṭ/."*
- 2 "Listen carefully, here are some more words with /ṭ/: *ṭafula, ṭamba, ṭari, ṭereṭere, ṭarelwa, ṭiraka, ṭanga, ṭaḍa, ṭironngo.*" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /ṭ/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /ṭ/: *"ṭ-ṭ-ṭ"*. 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.



I wiggle my fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And now (clap on now)
All the wiggles are out of me
And I am as quiet as I can be!



Zwine vha do toḁa:

- Zwipopai zwa nganea
- Muzika na zwifanyiso kana dzisifhereswenda zwa luimbo



Vhege ya 1 Duvha la 2

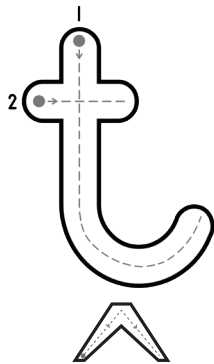
Mishumo ya kłasi yoḁe

U ḁalutshedza nganea na u imba

- 1 Kha vha thome nga u humbudza vhagudi ḁalutshedzo dza maipfi e vha a ḁivhadza nga Duvha la 1.
- 2 Kha vha ḁalutshedze hafhu nganea vha tshi khou shumisa zwipopai. Kha vha vhudzise dzimbudziso musi vha tshi ḁalutshedza nganea. Kha vha tuḁuwedze vhagudi u bula zwi ḁaho zwine zwa do itea.
- 3 Kha vha vhudze vhagudi uri vha khou ya u vha funza luimbo luswa lune lwa tshimbilelana na nganea.
- 4 Kha vha ambe mitaladzi ya luimbo i si gathi nga nḁila i pfallaho nga u ongolowa, vha vha humbele uri vha shele mulenzhe vha imbe vho ḁangana na vhone. Zwi nga ḁi kondela vhagudi u humbula maipfi oḁe, ngauralo kha vha funze luimbo nga zwipiḁa.
- 5 Kha vha vhe na zwifanyiso kana dzisifhereswenda kana u ita nyito u itela u thusa vhagudi u pfesesa luambo lwa luimbo.
- 6 Kha vha funze vhagudi nyito dza luimbo na u ḁifhelwa musi hu tshi khou imbiwa nga luambo lwu fhiraho luthihi.

U vhumba leḁere

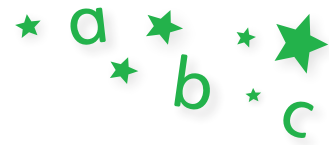
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe line la thoma nga /t/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /t/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga edza u nga vha khou reila **teretere**.
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri leḁere la t li ḁwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ḁwale leḁere lihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: *"Thomani kha tshithoma, ni ye fhasi ni monise. Imisani tshandḁa uri ni kone u tumula tsini na nḁha. Imisani tshandḁa ni ye fhasi ha leḁere ni ole mutalo u tshi ya nḁha u bva afho u ye fhasi."*
- 4 Kha vha tendele vhagudi vha gude mbumbo ya leḁere muyani, khaphetheni, miḁanani yavho kana zwanḁani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba leḁere.
- 5 Nga murahu ha musi vho no sumbedza uri leḁere li ḁwaliswa hani, kha vha ye nḁḁa vha ḁee mugudi muḁwe na muḁwe mudzio u re na maḁi na bulatsho ya u pennda. Vhagudi vha nga pennda leḁere lunzhilunzhi nga maḁi kha phevimennde.
- 6 Kha vha tuḁuwedze vhagudi u amba mubvumo une leḁere la u ita musi vha tshi ḁwala leḁere.



Mishumo ya tshigwada tshiḁuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiḁuku, milayo ya mushumo muḁwe na muḁwe na kuitele kwa u khwinisa.





You will need:

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



Week 1 Day 2

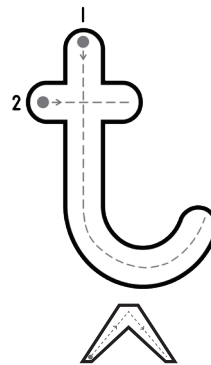
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /t/ or if they can think of any other words that start with the sound /t/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to drive a tractor (**t**er**t**ere).
- 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. Lift your hand, go underneath the letter, draw up, stop and then draw down"
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Zwine vha do toda:

- Zwipopai zwa nganea
- Bogisi la maledere li re na zwithu kana zwifanyiso zwine zwa thoma nga t: tafula, tari, tamaṭisi, tereṭere, țarelwa, țiraka, țanga, țada



Vhege ya 1 Duvha la 3

Mishumo ya kilasi yothe

U țalutshedza nganea na litambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha di kona u humbula țalutshedzo dza maipfi a bvaho kha mutevhe wa ndivho ya maipfi. Sa tsumbo: Vha nga kona u bula zwiambaro zwe zwa vha zwo ambariwa nga Temo musi a tshi khou shuma ngadeni? (gammbutswu, dugarisi)
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muṛwe na muṛwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha litambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u țalutshedza nganea.
- 5 Kha vha țalutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha muțalutshedzi wa nganea ane a dovha a divhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwothe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u țalutshedza nganea na u țutuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kilasi yothe i tshi khou țalela litambwa.
- 7 Arali hu na tshifhinga, vha nga di țodou dovholola litambwa vha na vhagudi vho fhambanaho.

Mabogisi a maledere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maledere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa damuni. U bva afho vha nee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kilasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: *"No no vhone tshiṛwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfallisa hani?"*
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pfa mubvumo wo sedzwaho.
- 4 Kha vha humbele vhagudi u amba dzina la tshithu tshiṛwe na tshiṛwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze leḍere kha bogisi la maledere vha ri: *"Iyi ndi yone ndila ine ra ṛwala ngayo leḍere la It?"* Kha vha tendele vhaṛwe vhagudi vha tshi oledzela nṭha ha leḍere kha mutibo nga minwe yavho.



Mishumo ya tshigwada tshiṭuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiṭuku, milayo ya mushumo muṛwe na muṛwe na kuitele kwa u khwinisa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **t**: *tafula, tari, tamaṭisi, tereṭere, tarelwa, tiraka, tanga, taḍa*



Week 1 Day 3

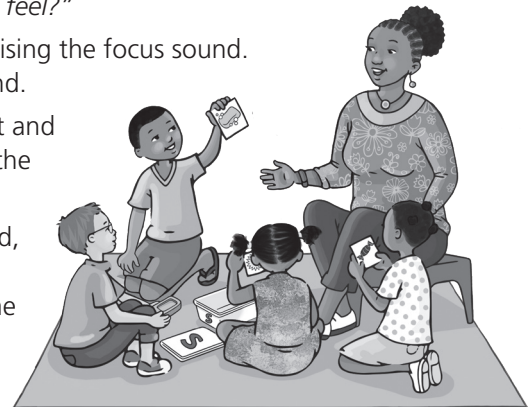
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Can they name the clothes that Temo wore when she was working in the garden? (gumboots, dungarees)
- 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.



Zwine vha do toda:

- Thevhekano khulu ya zwifanyiso
- Zwifanyiso zwa miroho kana miroho ya vhukuma
- Bodo na lufo

Stella u ri:



Idzi ndi mbudziso dzo teaho u vhudziswa nga tshifanyiso tshiwe na tshiwe:

- "Ni kona u vhona nnyi?" (vhaanewa)
- "U khou ita mini?/Tshi khou ita mini?" (Maiti na nyito)
- "Ndi zwifhio zwiwe zwine na kona u zwi vhona?" (sedzani hafhu)
- "Tshi ngafhi ...?" (u bula fhethu/tshiimo)
- "Ndi ngani ni tshi humbula...?" (kuhumbulele kuswa, u amba mihumbulo)

Vhege ya 1 Duvha la 4

Mishumo ya kilasi yothe

U vhekanya zwifanyiso

- 1 Kha vha imbe luimbo hafhu.
- 2 Kha vha divhadze maipfi maswa a bvaho kha mutevhe wa ndivho ya maipfi.
- 3 Kha vha nange iwe ya thevhekano ya zwifanyiso vha i imisela ntha. Kha vha vhudzise vhagudi zwine vha vhona, u bva afho vha ambe nga tshifanyiso nga vhudalo.
- 4 Nga murahu ha musu vho no rera nga tshifanyiso tshiwe na tshiwe, kha vha tshi nambatedze bodoni u itela uri vhagudi vha kone u tshi vhona. Kha vha vhe na vhuṭanzi ha uri zwifanyiso a zwiho kha thevhekano nga tshifhinga hetshi tsha mushumo.
- 5 Nga murahu ha musu vho no amba nga zwifanyiso zwothe, kha vha vhudzise vhagudi: "Zwifanyiso izwi zwi kha thevhekano kwayo naa?"
- 6 Kha vha humbele vhagudi uri vha sumba tshifanyiso tsha mathomoni ha nganea. Kha vha shumisane u dzudzanya thevhekano ya zwifanyiso uri nganea vhe na ndunzhendunzhe.
- 7 Kha vha ite uri vhagudi vha shela mulenzhe vho dala mafulufu kha kuitele ukwu. Kha vha vhudzise mbudziso dzi fanaho na: "Hu do bvelela mini? Ndi nnyi ane a nga humbula tshipiḁa tshi tevhelaho tsha nganea?"
- 8 Musu zwifanyiso zwi kha thevhekano kwayo, kha vha rambe vhagudi vha si gathi u ṭlutshedza hafhu nganea nga thevhekano kwayo.



U thetshesela mibvumo yo sedzwaho

- 1 Kha vha dzudze vhagudi kha tshitendeledzi vha vha vhudze uri vha khou ya u renga zwithu zwa u ita swobo ya muroho kana tshitshuu tsha tshiswiṭulo. Kha vha vhee bodo u itela miroho na garaṭa dza zwifanyiso kana miroho ya vhukuma vhukati ha tshitendeledzi.
- 2 Kha vha humbele mugudi uri a wane tshifanyiso tsha muroho une wa thoma nga mubvumo wa "kh" (sa tsumbo, kherotse) a tshi pange bodoni. U bva afho vha humbele muṁwe mugudi uri a wane tshiwe tshithu tshine tsha thoma nga "ḁ" (sa tsumbo, ḁabula) a tshi pange bodoni. Kha vha ise phanḁa nga ṁḁila yeneyi u swikela zwifanyiso zwothe zwi tshi pangwa bodoni.
- 3 Kha vha vhudzise vhagudi uri ndi tshifhio tshiwe tshine ra tea u tshi engedza, tshine tsha thoma nga mubvumo wa /m/ (maḁi kana muṁo). Kha vha ḁiite u nga vha khou shela maḁi/muṁo, u bva afho vha bike, vha rithelele vha mbo ḁi thetshela swobo.
- 4 Kha vha vhudzise vhagudi arali vha tshi kha ḁi kona u zwi humbula uri vho shumisa miroho ifhio u "ita" swobo. Arali vha tshi kundelwa u humbula, kha vha vha ṁee lusevheḁi nga u amba mubvumo wa u thoma wa ipfi. Sa tsumbo: "Ro engedza muroho une wa thoma nga mubvumo wa 'ny'. Ee, nyala."



Mishumo ya tshigwada tshitu

Kha vha humbudze vhagudi mishumo ya tshigwada tshitu, milayo ya mushumo muṁwe na muṁwe na kuitele kwa u khwinisa.





You will need:

- Big sequence pictures
- Pictures of vegetables or real vegetables
- A pot and wooden spoon

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 Seat learners in a circle and tell them you are going shopping to make vegetable soup or stew for lunch. Place a pot for the vegetables and picture cards or real vegetables in the middle of the circle.
- 2 Ask a learner to find a picture of a vegetable that starts with the sound "kh" (for example: kherotse) and put it into the pot. Then ask another learner to find something that begins with "d" (for example: dabula) and put it into the pot. Continue in this way until all the pictures have been put into the pot.
- 3 Ask learners what else we need to add to make soup, with the sound /m/ (amanzi). We can also add something starting with /m/ (maḍi or muḅo). Pretend to add water, then cook, stir and taste the soup.
- 4 Ask learners if they can remember what vegetables you used to "make" the soup. If they struggle to remember, give them a clue by saying the first sound of the word. For example: "We added a vegetable that starts with the sound 'ny'. Yes, nyala."



Small group activities

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



Zwine vha do ɔɔa:

- Khophi dza **Siaɔari** **la mushumo wa kholomo ya Temo** ya mugudi muɔwe na muɔwe
- Lutanda lwa legere kana vhuɔasana, zwigero, guɔuu, zwigero, guɔuu
- Khirayoni dza pfuraɔotshi khulwane
- Siaɔari li si naho tshithu la A4 la mugudi muɔwe na muɔwe
- Zwifanyiso zwa garaɔa zwa maipfi a madungo manzhi a elanaho na nganea: kherotse, tshipinatshi, ngade, mabutsu a ngadeni, deɔeɔa, tshiɔoɔelo (Loko), maɔamaɔisi (Kha vha engedze zwifanyiso zwa miroho zwi bvaho kha burotsho ya vhengeleni), labi la bege
- Tshoko kana makara/peni ya u swaya, khaunthara, Prestiki

Vhege ya 1 ɔuvha la 5

Mishumo ya kiɔasi yoɔhe

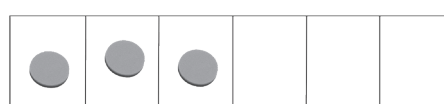
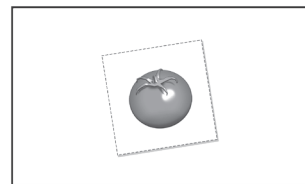
U ita, u ola na u niwala

- 1 Kha vha ɔalutshedze vhagudi uri vha khou ya u ita ngade ya muroho i fanaho na ya nganeani "Temo na mbava dza zwimela".
- 2 Vha nga thoma nga u ola miroho i tshi khou aluwa ngadeni na lutombo nga nɔha. U bva afho vha gera tshifanyiso tsha kholomo vha tshi nambatedza tsini na ngade ya muroho. Kha vha vhudzise vhagudi uri: "Ndi zwifhio zwine na zwi ɔoɔa u itela u thivhela kholomo uri i si le miroho yaɔu? Ee, luhura!"
- 3 Vhagudi vha nga nambatedza maɔasana kana zwitanda kha siaɔari uri zwi ite luhura.



U ɔanganyisa na u khethekanya (madungo)

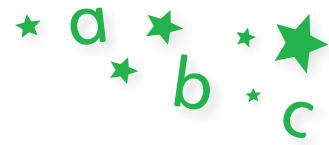
- 1 Kha vha ole bodo la **Zwi ambeni na la zwi tshimbidzeni** kha tshipiɔa tsha bammbiri la filiɔipitshati kana kha bodo kiɔasirumuni yavho.
- 2 Kha vha vhee garaɔa dza zwifanyiso begeni ya labi nahone vha humbele mugudi uri a nange garaɔa la tshifanyiso li re na madungo manzhi li bvaho begeni ya labi a li nambatedze kha tshikhala tsha khudandeina kha bodo la **Zwi ambeni na la zwi tshimbidzeni**.
- 3 Zwino kha vha humbele vhagudi uri vha rine tshifanyiso na u ɔharamudza ipfi, kana vha li ambe nga u ongolowa, u itela u vha thusa uri vha pfe dungo linwe na linwe kha ipfi. Kha vha nee vhagudi zwivhali nahone vha vha thuse u tshimbidza tshivhali uri tshi vhe tshibuɔoko tshiɔuku tshifhinga tshiɔwe na tshiɔwe musi vha tshi amba dungo.



Mishumo ya tshigwada tshiɔuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiɔuku, milayo ya mushumo muɔwe na muɔwe na kuitele kwa u khwinisa.





You will need:

- A photocopy of the **Temo's cow activity page** for each learner
- Sucker sticks or twigs, scissors, glue
- Jumbo wax crayons
- A4 blank page for each learner
- Picture cards of multisyllabic words relating to the story: kherotse, tshipinatshi, ngade, mabutsu a ngadeni, delela, tshinodelo (Loko), maṭamaṭisi (Kha vha engedze zwifanyiso zwa miroho zwi bvaho kha burotsho ya vhengeleni), labi la bege
- Chalk or markers, counters, Prestik

Week 1 Day 5

Whole class activities

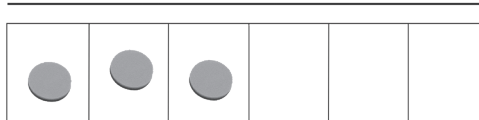
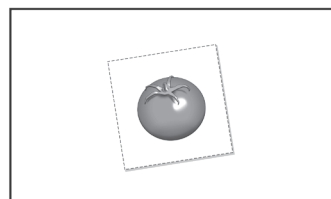
Make, draw and write

- 1 Explain to learners that they are going to make a vegetable garden like the one in the story "Temo and the plant thieves".
- 2 They can begin by drawing the vegetables growing in the garden and the sky above. They can then cut out and stick the picture of the cow next to the vegetable garden. Ask learners: "What do you need to keep the cow from eating their vegetables? Yes, a fence!"
- 3 Learners can then stick twigs or sucker sticks onto the page to make a fence.



Blending and segmenting (syllables)

- 1 Draw a **Say-it-and-move-it** board on a piece of flipchart paper or on a board in your classroom.
- 2 Place the picture cards in a cloth bag and ask a learner to select a multisyllabic picture card out of the cloth bag and stick it in the large rectangular space on the **Say-it-and-move-it** board.
- 3 Now ask the learner to name the picture and stretch the word, or say it slowly, to help them to hear each syllable in the word. Give the learner counters and help them to move a counter into a small block each time they say a syllable.



Small group activities

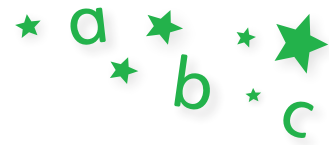
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





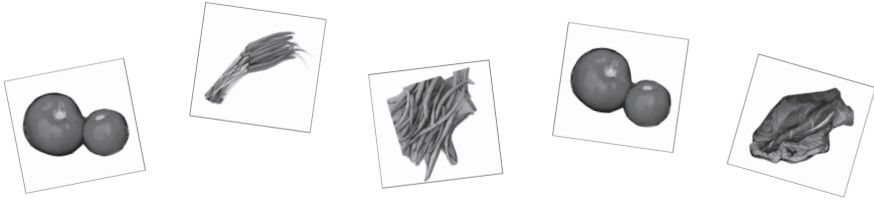



Mishumo ya tshigwada tshiṭuku ya Vhege ya 1

Zwine vha do ṭoda	Mishumo
<ul style="list-style-type: none"> Siaṭari li si naho tshithu la A4 la mugudi muṅwe na muṅwe Khirayoni dza pfuraṅotshi khulwane <div data-bbox="227 693 557 922" data-label="Image"> </div> <div data-bbox="210 951 291 1066" data-label="Image"> </div> <p><i>Kha tshifhinga itshi tsha ṅwaha, vhagudi vha nga kha ḡi vha na vhuḡifhinduleli vhunzhi ha u lingedza u ṅwala nga vhone vhaḡe. Vha songo vhlala arali vhaṅwe vhagudi vha tshi ṅwala maḡere malapfu hu si na tshikhala.</i></p>	<p>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Kha vha ṅwale ṭhoho ya nganea nga ṅṭha ha siaṭari li si naho tshithu la mugudi muṅwe na muṅwe hu sa athu thoma ngudo. Kha vha humbele vhagudi uri vha sumbe maipfi a ṭhoho musi vha tshi a vhala o ṭangana. Kha vha vhudzise vhagudi uri ndi tshipiḡa tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa. Kha vha ṅee dziṅwe khumbudzo. Kha vha ṭuṭuwedze vhagudi u ola tshipiḡa tshavho tsha nganea tshine vha tshi funesa. Kha vha ambe vhuḡiwa kana vha humbele mugudi muṅwe na muṅwe uri a vha vhudze nga nyolo yawe. Kha vha vhudzise vhagudi arali vha tshi nga tama u ṅwala zwiṅwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha ṅwalele. Arali vhagudi vha tshi nga tama uri vhone vha vha ṅwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ṅwala fhasi. Kha vha shumise muhumbulo musi vha tshi ṅwala fhungo. Kha vha ṅwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu itwa tshanduko iṅwe na iṅwe kha maipfi. Kha vha humbule u ṅwala nga vhudzele na nga ṅḡila i vhone. Musi vho no fhedza u ṅwala, kha vha ṭuṭuwedze vhagudi uri vha vha vhudzele na nga ṅḡila i vhone. Kha vha sumbe ipfi liṅwe na liṅwe musi vha tshi li vhala na u dzhiela ṅṭha u ḡidina havho.
<ul style="list-style-type: none"> Khophi mbili dza zwifanyiso zwa ṅawa, kherotse, tshipinashi, maṭamaṭisi na miṅwe miroho (vha nga gera izwo zwi tshi bva kha burotsho ya vhengele vha zwi nambatedze kha garaṭa) <div data-bbox="199 1524 281 1639" data-label="Image"> </div> <p><i>Ndi zwa vhuṭhogwa u vha na zwithoma zwa mivhala nga murahu kha sethe ya magaraṭa uri vhagudi vha kone u ḡivha u dzhia garaṭa i re na tshithoma na garaṭa i si na tshithoma u wana phere.</i></p>	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Kha vha ṭalutshedze vhagudi uri vha khou ya u vhea zwifanyiso zwo sedza fhasi, vha dobe garaṭa mbili. Arali dzi tshi metsha, vha nga fara idzo garaṭa. Arali dzi sa metshi, vha tea u humisela garaṭa he vha dzi wana hone. <div data-bbox="656 1536 1524 1736" data-label="Image"> </div>
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo <div data-bbox="300 1945 499 2205" data-label="Image"> </div>	<p>Mushumo wa 3: U vhala nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanḡa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhala. Kha vha sumbedze kuvulele kwa bugu na u fhenḡa masiaṭari khayoyi. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḡifhelwa ngatsho a tshi tshi vhala. Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.


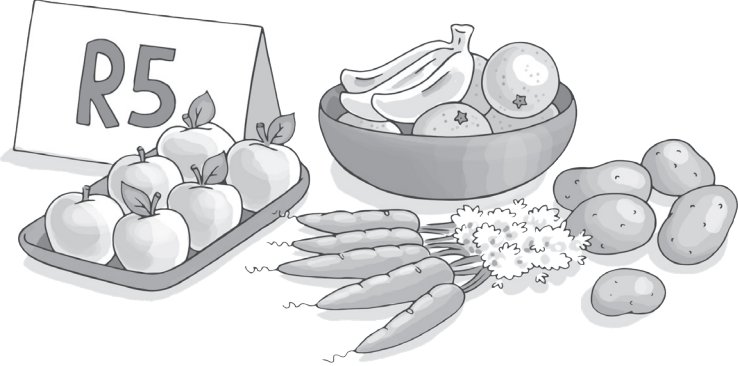


Small group activities for Week 1

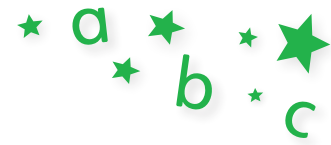
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> Two copies of pictures of beans, carrots, spinach, tomatoes and other vegetables (you can cut these out of a shopping brochure and stick them on card)  <p><i>It is useful to have a coloured dot on the back of one set of cards so the learners know to take one dot card and one plain card to find a pair.</i></p>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Explain to learners that they are going to put the pictures face down, and then pick up two cards. If they match, they can keep the cards. If they don't match, they must put the cards back where they found them. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.


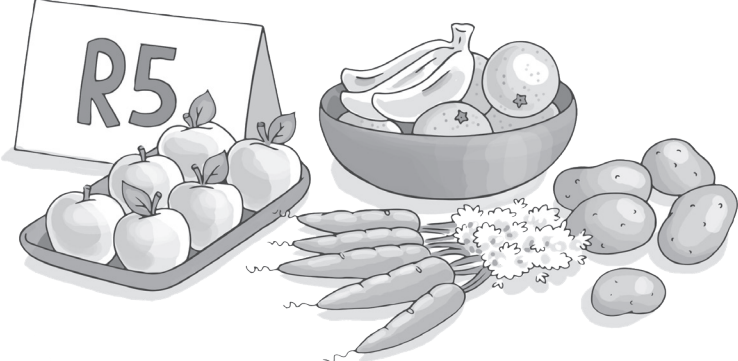




Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> • Khophi ya Siatari la mushumo wa Tshikoli la mugudi muñwe na muñwe • Guḷuu, zwigero, bammbiri la muvhala wa ṭaḍa na mudala. 	<p>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuḍi na muñwalo</p>  <ol style="list-style-type: none"> 1 Kha vha ṭalutshedze vhagudi uri vha tea u kherula bammbiri la muvhala wa ṭaḍa na muvhala mudala nga zwickwera zwituku vha nambatedze kha bammbiri la u olela Livhele.
<ul style="list-style-type: none"> • Dzisifhereswenda: makhireithi, mutevhe wa zwi no rengwa, bege dza u renga, sambelo, thirei ya miroho (Styrifoam), tshikalo tsha u kala tshileme tsha mitshelo na miroho, luswayo lwa “sipeshali tsha ḡamusi”, zwiteñwa zwi re mutengoni—luafhulelo lwa 10%, tswayo ya u vula, thiji ya vhengeleni kana ya u vhea tshelede (izwi zwi nga itwa nga makhadibogisi), zwilipi zwa u badela zwo fambananaho, tshelede, mitshelo na miroho, dzilebulu dza mitengo, apuroni ya vharengisi 	<p>Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana</p> <ol style="list-style-type: none"> 1 Kha vha range phanḍa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha sumbedze dzisifhereswenda ntswa. Kha vha vha ṭalutshedze uri vha khou ya u edza unga vha khou rengisa miroho makete kana kha vhengele la thungo ha bada. 2 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u ṭuṭuwedza mutambo wa nga vhagudi. 





You will need	Activities
<ul style="list-style-type: none">• A photocopy of the Mealie activity page for each learner• Glue, scissors, yellow and green paper	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Explain to learners that they must tear yellow and green paper into small squares and glue the paper onto the drawing of the mealie plant. 
<ul style="list-style-type: none">• Props: crates, shopping list, shopping bags, baskets, vegetable trays (styrofoam), scale for weighing fruit and vegetables, sign with "Today's special", sale items – 10% off, Open sign, shopping till or cash register (this can be made out of a box), different pay slips, money, fruit and vegetables, labels for prices, apron for the seller	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the pretend play corner and show them the new props. Explain to them that they are going to pretend to sell vegetables at a market or roadside shop.2 Visit the corner at least once to observe and encourage learners' pretend play. 





Zwine vha do tōda:

- Thevhekano khulu ya zwifanyiso
- Khophi dza zwibugwana na dza zwibugwana zwo petwaho zwa mugudi muñwe na muñwe

Vhege ya 2 Duvha la 1

Mishumo ya kilasi yothe

Huñwe u vhekanya zwifanyiso



- 1 Kha vha thome nga vhagudi vho dzulaho metheni. Kha vha nange vhagudi vhane vha do ima phanda ha kilasi, muñwe na muñwe o fara nthihi ya thevhekano ya zwifanyiso ya muvhala (i siho kha thevhekano kwayo).
- 2 Kha vha vhudzise vhagudi arali zwifanyiso zwi kha thevhekano kwayo. Kha vha vha humbele u sumba tshifanyiso tshine tsha fanela u vha mathomoni a nganea.
- 3 Vho tanga sa tshigwada, kha vha humbele vhagudi vhane vho fara zwifanyiso uri vha zwi tshimbidze u swikela nganea tshi pfala. Kha vha vhudzise mbudziso dzi fanaho na: "Ndi nnyi ane a nga humbula uri hu do itea mini?"
- 4 Nga murahu ha musi vho ita uri nganea tshi vhe kha thevhekano, vhagudi vha tea u ya tafulani dzavho.
- 5 Kha vha nee mugudi muñwe na muñwe kubugwana. Kha vha vha tūtuwedze uri vha lavhelese kha siaṭari la u thoma vha vhale tḥoho ya nganea na vhone.
- 6 Kha vha dzhie vhagudi vha fhenḑe zwifanyiso zwa tshibugwanani, kha vha vha thuse uri vha vhone uri zwifanyiso zwi re kha bugu zwi a fana na zwifanyiso zwa thevhekano.
- 7 Arali hu na tshifinga, vhagudi vha nga "vhalela" kubugwana kwavho mushumisani kilasini.
- 8 Kha vha tūtuwedze vhagudi u tuwa na dzibugu hayani uri vha dzi vhale na miṭa yavho.



U ḑivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: "lindela, lavhelese, lima, leḑe, lila, luhura, lune, lingedza, lugela. Ni a kona u pfa mubvumo wo sedzwaho: lindela, lima, lila naa? Ee, ni khou amba zwone! Yoṭhe i na mubvumo wa /I/."
- 2 "Thetshelesani nga vhuronwane, aya ndi mañwe a maipfi manzhi a thomaho nga /I/: lebula, luswielo, luvhisi, lutombo, lufo, linga, lufhanga, lagane, luaviavi, lulimi." (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /I/ nga ḑila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /I/: "I-I-I". Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaṅe.



Mishumo ya tshigwada tshituku

Kha vha tlatshedze vhagudi uri vha do vha vha tshi khou shuma nga zwigwada zwiṭuku ḑuvha liñwe na liñwe. Kha vha tlatshedze na u sumbedza uri mushumo muñwe na muñwe u itiswa hani na u tlatshedza u sielisana ḑuvha liñwe na liñwe. Kha vha tlatshedze kuitele kwa u khwinisa.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “lindela, lavhelese, lima, leđe, lila, luhura, lune, lingedza, lugela. Can you hear the focus sound: **lindela, lima, lila**? Yes, you are right! They all have the sound **li**.”
- 2 “Listen carefully, here are some more words with **li**: lebula, luswielo, luvhisi, lutombo, lufo, linga, lufhanga, lagane, luaviavi, lulimi.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **li** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **li**: “**li-li**”. 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.



Zwine vha do tōda:

- Bugu Khulu: *Temo na mbava dza zwimela*
- Maḡi a re kha midzio na bulatsho ya u pennda ya mugudi muḡwe na muḡwe

Vhege ya 2 Duvha 1a 2

Mishumo ya kīlasi yoṭhe

U vhala nga u sielisana – Bugu Khulu

- 1 Kha vha tuṭuwedze vhagudi u sedza tshifanyiso tshihulwane vha ambe nga zwine vha vhona na zwine vha zwi ḡivha.
- 2 Kha vha vhalele kīlasi ṭhoho ya nganea. Kha vha sumbe ipfi liḡwe na liḡwe musi vha tshi li vhala. Kha vha i vhale hafhu vha humbele vhagudi uri vha vhale na vhone.
- 3 Kha vha dzhie vhagudi vha fhenge zwifanyiso zwa bugu, vha rere nga zwifanyiso na u tuṭuwedza vhagudi u vhudzisa dzimbudziso.
- 4 Kha vha sumbe nomboro dza masiatari vha ambe uri ndi ifhio nomboro ine ya ḡo tevhela.
- 5 Musi vho no 'fhenga' bugu yoṭhe, kha vha humele mathomoni vha vhale ṭhoho hafhu. Kha vha vule masiatari vha vhale fhungo liḡwe na liḡwe nga ipfi li pfallaho. Kha vha sumbe ipfi liḡwe na liḡwe musi vha tshi li vhala.
- 6 Kha vha vhale bugu hafhu vha tuṭuwedze vhagudi uri vha 'vhale' na vhone.



U vhumba 1edere

- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina 1a muḡwe liḡe 1a thoma nga /I/ kana arali vha tshi nga humbula maḡwe maipfi ane a thoma nga mubvumo wa /I/.
- 2 Kha vha funze vhagudi nyito i ṭumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga bvisela nḡa lulimi vha tshi amba: "lulimi".
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri 1edere 1a I li ḡwaliswa hani. Kha vha khoḡe u lingedza havho, u bva afho vha ḡwale 1edere liḡhulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni ye fhasi."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya 1edere muyani, khaphetheni, miṭanani yavho kana zwanḡani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba 1edere.
- 5 Kha vha tuṭuwedze vhagudi u amba mubvumo une 1edere 1a u ita musi vha tshi ḡwala 1edere.

Mishumo ya tshigwada tshiṭuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiṭuku, milayo ya mushumo muḡwe na muḡwe na kuitele kwa u khwinisa.





You will need:

- Big Book: *Temo and the plant thieves*
- Water in containers and a paintbrush for each learner

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 /l/ or if they can think of any other words that start with the sound /l/.
- 2 Teach learners an action associated with the sound. For example: Learners can stick out their tongue while saying “**lulimi**”.
- 3 Show learners how to write the letter **l**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down.*”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Zwine vha do tōda:

- Bogisi la maḷedere li re na zwithu kana zwifanyiso zwine zwa thoma nga I: lebula, lila, luswielo, luvhisi, lutombo, luvunghu, lufhafha, lupuṭula, linga, lufhanga, lagane, luaviavi, lulimi

Vhege ya 2 Duvha la 3

Mishumo ya kilasi yothe

U guda u thetshesela

- 1 Kha vha tḷutshedze vhagudi uri vha khou ya u vha vhudza zwiḱwe zwithu zwine zwa bva nganeani nahone vha tea u thetshesela nga vhuronwane u itela u vhone arali zwi zwa vhukuma kana zwi si zwone (zwi si zwa vhukuma. Arali vha tshi hambula uri zwine vha khou amba ndi zwa vhukuma, vha tea u imisela magunwe avho nṱha nahone arali vha tshi hambula uri a si zwone, vha tea u sedzisa magunwe avho fhasi. Sa tsumbo:
 - ★ Bere yo dzhena nga ngomu ngadeni ya muroho ya Temo. (a si zwone)
 - ★ Temo na khotsi awe vho ḍaraṱela u mona na ngade ya muroho. (ndi zwone)
 - ★ Temo o fula mutshelo ngadeni yawe. (a si zwone)
 - ★ Temo o ita burai nga miroho. (a si zwone)
 - ★ Temo o ṱavha ṅawa, kherotse, tshipinishi na maṱamaṱisi. (ndi zwone)
 - ★ Mme a Temo vho mu thusa u lima ngadeni na u ṱavha mbeu. (a si zwone)
 - ★ Mbudzi dzo ita uri ngade ya Temo ya muroho i ṱanganane. (ndi zwone)
- 2 Kha vha ise phanḍa na mutambo, fhedzi kha vha humbele vhagudi uri vha humbule nga ha zwiḱwe zwithu zwine zwa bva nganeani zwine zwa nga vha zwi vhukuma kana zwi si zwa vhukuma.

Mabogisi a maḷedere

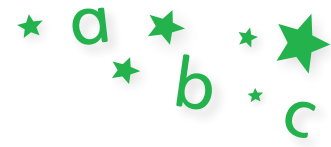
- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maḷedere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa ḍamuni. U bva afho vha ṅee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kilasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: *"No no vhone tshiḱwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfallisa hani?"*
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pfa mubvumo wo sedzwaho.
- 4 Kha vha humbele vhagudi u amba dzina la tshithu tshiḱwe na tshiḱwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ḷedere kha bogisi la maḷedere vha ri: *"Iyi ndi yone ṅdila ine ra ṅwala ngayo ḷedere la III?"* Kha vha tendele vhaḱwe vhagudi vha tshi oledzela nṱha ha ḷedere kha mutibo nga minwe yavho.



Mishumo ya tshigwada tshiṱuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiṱuku, milayo ya mushumo muḱwe na muḱwe na kuitele kwa u khwinisa.





You will need:

- A letter box containing objects or pictures starting with a **I**: llebula, lila, luswielo, luvhisi, lutombo, luvunghu, lufhafha, lupuṭula, linga, lufhanga, lagane, luaviavi, lulimi

Week 2 Day 3

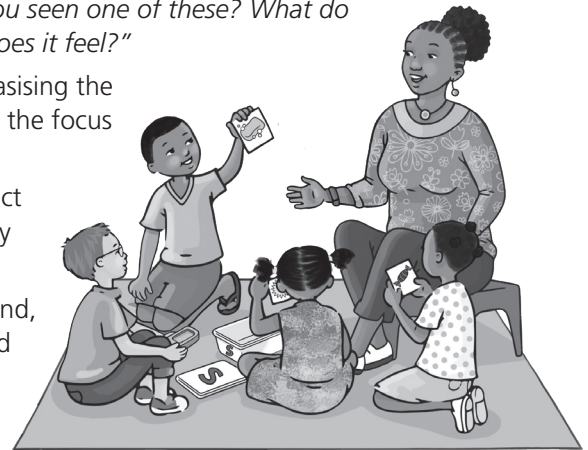
Whole class activities

Learning to listen

- 1 Explain to learners that you are going to tell them something from the story and they must listen carefully to see if it is true or false (not true). If they think what you say is true, they must put their thumbs up and if they think it is false, they must put their thumbs down. For example:
 - ★ The horse went into Temo's vegetable garden. (false)
 - ★ Temo and her dad built a fence around the vegetable garden. (true)
 - ★ Temo picked the fruit in her garden. (false)
 - ★ Temo made a braai with the vegetables. (false)
 - ★ Temo planted beans, carrots, spinach and tomatoes. (true)
 - ★ Temo's mother helped her dig the garden and plant the seeds. (false)
 - ★ The goats made a mess in Temo's vegetable garden. (true)
- 2 Continue the game, but ask learners to think of something from the story that might be true or false.

Letter boxes

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



Small group activities

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





Zwine vha do ɔda:

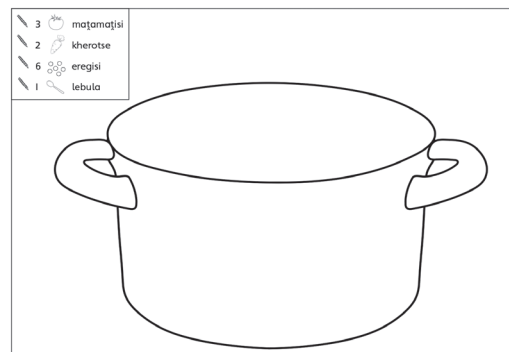
- Khophi ya **Siatari la mushumo wa u Vhala na u ita** ya mugudi muñwe na muñwe
- Khirayoni dza pfuraŋotshi khulwane
- Zwifanyiso zwa mitshelo kana mitshelo ya vhukuma, manngi, sambelo la mitshelo yo tangananaho

Vhege ya 2 Duvha la 4

Mishumo ya kilasi yothe

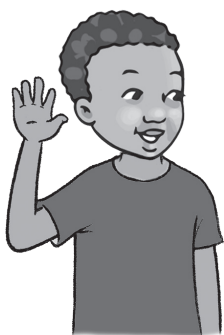
U vhala na u ita

- 1 Kha vha vhudze vhagudi uri vha lavhelese mutevhe kha siatari la mushumo vha ambe nga zwine vha vhona (dzinomboro, zwifanyiso na maipfi).
- 2 Kha vha vhudze vhagudi uri vha khou ya u ita mushumo u takadzaho une wa pfi “u vhala na u ita”. Vha fanela u vhala mutaladzi muñwe na muñwe vha ita zwine wa amba zwone vha tshi khou shumisa tshikhala tshi si naho tshithu kha siatari.
- 3 Kha vha vhale hafhu mutaladzi wa u thoma vho ɔangana. vhagudi vha tea u ola maɔamaɔisi mararu.
- 4 Kha vha vhudzise arali arali hu na muñwe wa vhagudi ane a nga “vhala” zwine zwa do fanela u itwa kha mutevhe: u ola kherotse mbili.
- 5 Vhagudi vha tea u isa phanɔa nga nɔial yeneyi kha ndaela inwe na inwe.
- 6 Kha vha thuse vhagudi arali vha tshi kundelwa u vhala ndaela.



U thetshelesa mibvumo yo sedzwaho

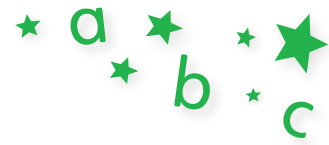
- 1 Kha vha dzudze magudi nga tshitendeledzi vha vha vhudze uri vha khou ya u renga mitshelo ya u ita dizethe ya mitshelo. Kha vha vhee manngi la mitshelo na zwifanyiso zwa garaɔa kana mitshelo ya vhukuma vhukati ha tshitendeledzi.
- 2 Kha vha humbele vhagudi uri vha wane tshifanyiso tsha mutshelo u no thoma nga mibvumo /a/ (sa tsumbo: apuɔa) vha edze unga vha khou tshetshelela vha i pange ngomu kha sambelo. Vha dovhe vha vhudzise vhanwe vhagudi uri vha wane tshinwe tshithu tshi no thoma nga mibvumo /p/ (sa tsumbo: piyere) vha edze unga vha khou tshetshelela vha i pange ngomu kha sambelo. Kha vha ise phanɔa nga heneyi nɔila u swikela zwifanyiso zwothe zwi tshi pangwa nga ngomu kha sambelo.
- 3 Kha vha vhudzise vhagudi uri ndi mini tshine vha nga takalela u panga kha saɔadi ya mitshelo, tshi no thoma nga ledere /kh/ - khirimu kana khasiɔadi. Kha vha edze unga vha khou shela khirimu kana khasitadi vha thetshele muɔifho wa saɔadi ya mitshelo.
- 4 Kha dovhe vha vhudzise vhagudi uri vha kha di humbula naa uri ndi mitshelo ifhio yo “itaho” saɔadi. Arali vha tshi khou kundelwa u humbula, kha vha nee humbula zwiɔuku nga u amba mubvumo wa u thoma wa ipfi. Sa tsumbo: “Ro engedza mutshelo u no thoma nga mubvumo /p/. Ee, piyere.”



Mishumo ya tshigwada tshiɔuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiɔuku, milayo ya mushumo muñwe na muñwe na kuitele kwa u khwinisa.





You will need:

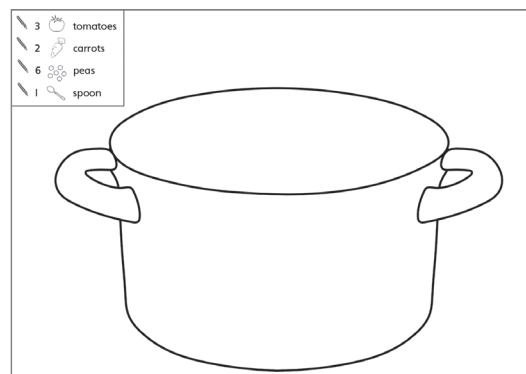
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Pictures of fruit or real fruit, a basket, a bowl for fruit salad

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. Learners must draw three tomatoes.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw two carrots.
- 5 Learners must continue in this way with each of the instructions.
- 6 Assist learners if they struggle to read the instructions.



Listening for focus sounds



- 1 Seat learners in a circle and tell them you are going shopping to make a fruit salad for dessert. Place a basket for the fruit and picture cards or real fruit in the middle of the circle.
- 2 Ask a learner to find a picture of a fruit that starts with the sound /a/ (for example: apu|a) and pretend to chop it and put it into the bowl. Then ask another learner to find something that begins with /p/ (for example: piyere) and pretend to chop it and put it into the bowl. Continue in this way until all the pictures have been put into the bowl.
- 3 Ask learners what else we would like to add to our fruit salad, starting with the sound /kh/ – khirimu or khasi|a|di. Pretend to pour some custard and then taste the delicious fruit salad.
- 4 Then ask learners if they can remember what fruit you used to “make” the fruit salad. If they struggle to remember, give them a clue by saying the focus sound of the word. For example: “We added a fruit that starts with the sound /p|. Yes, a piyere.”

Small group activities

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





Zwine vha do ɔda:

- Bammbiri ɔ filipitshati, peni ntswu
- Khirayoni dza pfuraɔtshi khulwane
- Bege dza puɔasitiki, tshipiɔa tsha bammbiri
- Tshifanyiso tsha garaɔa tsha maipfi a madugo manmzhi a elanaho na nganea: kherotse, tshipinatshi, ngade, mabutsu, ovarolo, tshinodelo (loko), maɔamaɔisi, miroho, thaidzo, roɔhe (vha nga engedza zwifanyiso zwinzhi zwa miroho zwi bvaho kha burotsho), labi ɔa bege
- Labi ɔa bege, tshoko kana makara, tshivhali, Prestiki

Vhege ya 2 ɔuvha ɔa 5

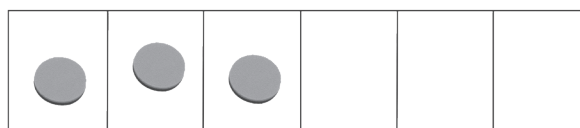
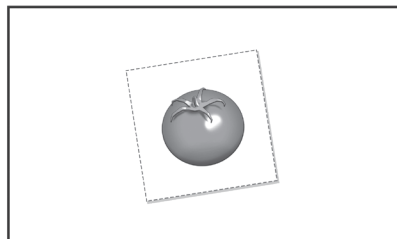
Mishumo ya kiɔasi yoɔhe

U ita, u ola na u nɔwala

- 1 Kha vha vhudzise vhagudi arali vha tshi kha ɔi humbula uri zwimelwa zwa Temo zwa ngadeni zwi ɔda mini uri zwi aluwe (ɔuvha, mavu, maɔi). vha ambe uri: *“Ndi nnyi a no humbula uri Temo o ita mini mathomoni musi a tshi ɔavha zwimelwa zwawe ngadeni?”* (o shumisa forogo u ita mavu uri a vhe matete). *A dovha a ita mini tshi tevhelaho?”*
- 2 Musi vho no fhedza u haseledza nga maga/ndila dzoɔhe dza u ɔavha miroho, kha vha humbele vhagudi uri vha thuse u nɔwala fhasi uri vha kone u zwi humbula, vha kovhekanya na kiɔasi yoɔhe.
- 3 Kha vha thome nga u amba nga ɔhoho ine vha ɔda u i panga nga nɔha ha siaɔari. Sa tsumbo: Ri nga alusa hani miroho.
- 4 Vha nɔwale “Maga a u thoma” vha vhudzise vhagudi uri Temo o ita mini u thoma. Vha ise phanɔa nga heneyi ndila, vha thetshesele nga vhuronwane kha zwine vhagudi vha amba vha vha tendele kha zwine vha tea u nɔwala. Vha ambe ipfi ɔithihi musi vha tshi khou nɔwala, uri vhagudi vha kone u vhona uri maipfi ane vha khou amba a nɔwaliswa hani.

U ɔanganyisa na u khethekanya (madungo)

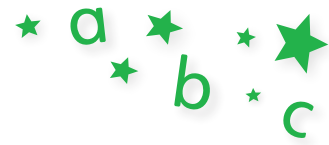
- 1 Kha vha ole bodo ɔa **Zwi ambeni na ɔa zwi tshimbidzeni** kha tshipiɔa tsha bammbiri ɔa filipitshati kana kha bodo kiɔasirumuni yavho.
- 2 Kha vha vhee garaɔa dza zwifanyiso begeni ya labi nahone vha humbele mugudi uri a nange garaɔa ɔa tshifanyiso ɔi re na madungo manzhi ɔi bvaho begeni ya labi a ɔi nambatedze kha tshikhala tsha khuɔandeina kha bodo ɔa **Zwi ambeni na ɔa zwi tshimbidzeni**.
- 3 Zwino kha vha humbele vhagudi uri vha rine tshifanyiso na u ɔharamudza ipfi, kana vha ɔi ambe nga u ongolowa, u itela u vha thusa uri vha pfe dungo ɔinwe na ɔinwe kha ipfi. Kha vha nee vhagudi zwivhali nahone vha vha thuse u tshimbidza tshivhali uri tshi vhe tshibuɔoko tshiɔuku tshifhinga tshinwe na tshinwe musi vha tshi amba dungo.



Mishumo ya tshigwada tshiɔuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiɔuku, milayo ya mushumo muɔwe na muɔwe na kuitele kwa u khwinisa.





You will need:

- Flipchart paper and a marker
- Jumbo wax crayons
- Plastic bags, pieces of paper
- Picture cards of multisyllabic words relating to the story: kherotse, tshipinatshi, ngade, mabutsu, ovarolo, tshiqogelo (loko), maṭamaṭisi, miroho, thaidzo, roṭhe (vha nga emegdza zwifanyisio zwinzhi zwa miroho zwi bvaho kha burotsho), labi ḽa bege
- A cloth bag, chalk or marker, counters, Prestik

Week 2 Day 5

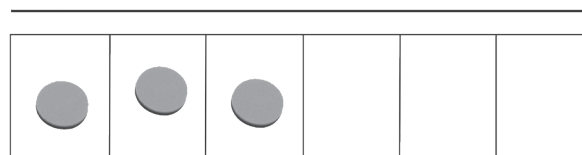
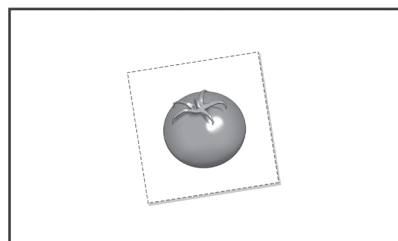
Whole class activities

Make, draw and write

- 1 Ask learners if they can remember what the plants in Temo's garden need to grow (sun, soil, water). Then say: "Who can remember what Temo did first when she was planting her garden? (used a fork to make the soil soft). And then what did she do next?"
- 2 Once you have discussed all the steps in planting vegetables, ask learners to help you write these down so that you can remember them, and share them with other classes.
- 3 Begin by talking about the heading you want to put at the top of the page. For example: How to grow vegetables.
- 4 Then write "Step 1" and ask learners what Temo did first. Continue in this way, listening carefully to what learners say and then agreeing what to write. Say each word as you write it, so that learners can see how their spoken words are written down.

Blending and segmenting (syllables)

- 1 Draw a **Say-it-and-move-it** board on a piece of flipchart paper or on a board in your classroom.
- 2 Place the picture cards in a cloth bag and ask a learner to select a multisyllabic picture card out of the cloth bag and stick it in the large rectangular space on the **Say-it-and-move-it** board.
- 3 Now ask the learner to name the picture and stretch the word, or say it slowly, to help them to hear each syllable in the word. Give the learner counters and help them to move a counter into a small block each time they say a syllable.

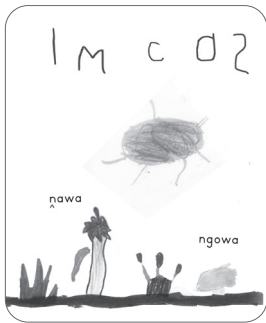




Small group activities

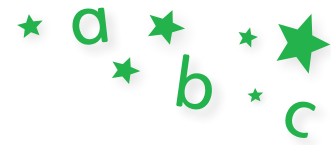
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



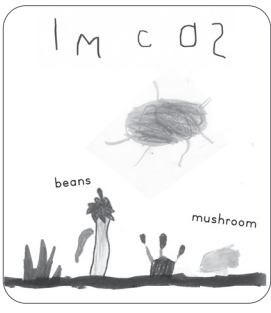


Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha ḁo ṭḁa	Mishumo
<ul style="list-style-type: none"> Siaṭari ḁi si naho tshithu ḁa A4 ḁa mugudi muṅwe na muṅwe Khiraṅoni dza pfuraṅotshi khulwane 	<p>Mushumo wa 1: U ola na nḁivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Kha vha ṭalutshedze vhagudi uri vha khou ya u ola ngade i re na miroho yo fhambanaho i no aluwa kha mavu. Musi vho no fhedza u ola miroho, vha nga ḁebeḁa miroho yo fambanaho nga ngomu ngadeni kana vha vha humbele uri vha vha thuse u vha ṅwalela ḁebeḁe.
<ul style="list-style-type: none"> Bodo khulwane i re na maḁi maṭuku Mitibo ya maboḁelo na maḁedere o ṅwaliwaho na lebula khulwane Garaṭa dza zwifanyiso u metsha maḁedere a mibvumo 	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Kha vha vhee zwifanyiso zwa maḁedere a garaṭa o sedza ṅṅha kha ṭafula. Kha vha ṭalutshedze vhagudi uri vha khou ya u tamba swobo ya maḁedere. Vha tea u bvisa maḁedere nga lebula, kha vha ambe mubvumo une ḁedere ḁa ita na u wana tshifanyiso tshine tsha metsha nawo. 
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo 	<p>Mushumo wa 3: U vhala nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanḁa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhala. Kha vha sumbedze kuvulele kwa bugu na u fhenda masiaṭari khayoy. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḁifhelwa ngatsho a tshi tshi vhala. Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.





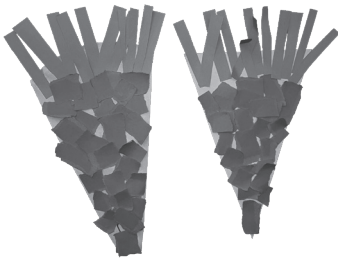
Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to draw a garden with different vegetables growing in the soil. 2 Once they have drawn the vegetables, they can label the different vegetables in the garden or ask you to help write labels for them.
<ul style="list-style-type: none"> Large pot with some water, bottle tops with letters written on A large spoon Picture cards to match letter sounds 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the letter picture cards face up on the table. 2 Explain to learners that they are going to play letter soup. 3 They must take turns to spoon out a letter, say the sound the letter makes and then find a matching picture. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.



Zwine vha do toda

- Khadibogisi kana phuleithi dza bambiri, guľuu, zwiġero, bambiri ła muvhala wa swiri kana bambiri ła muvhala mudala (vha nga shumisa masiařari a mimagazini)



- Dzisifhereswenda: makhireithi, mutevhe wa zwino rengwa, bege dza u renga, sambelo, thirei ya miroho (Styrifoam), tshikalo tsha u kala tshileme tsha mitshelo na miroho, tshwayo ya "sipeshali tsha řamusu", zwiteřwa zwi re mutengoni-luafhulelo lwa 10%, tswayo ya u vula, thilji ya vhengeleni kana ya u vhea tshelede (izwi zwi nga itwa nga makhadibogisi), zwiľipi zwa u badela zwo fambananaho, tshelede, mitshelo na miroho, dzilebulu dza mitengo, apuroni ya vharengisi

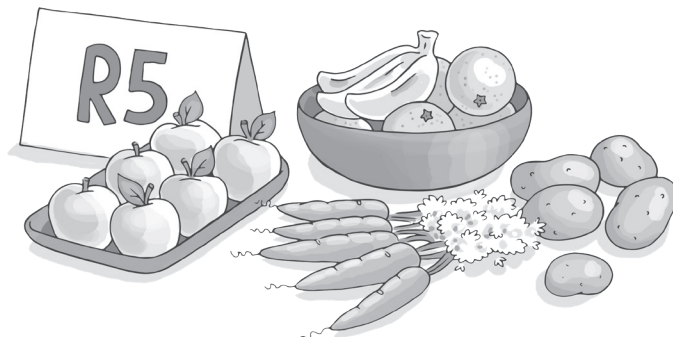
Mishumo

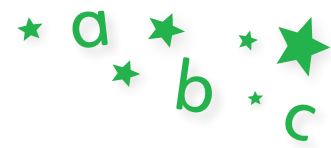
Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuđi na muřwalo

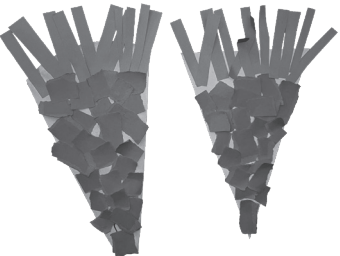
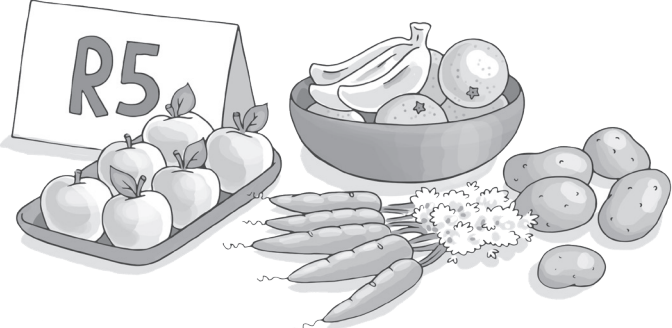
- 1 Kha vha pete phuleithi ya bambiri kana u gera khadibogisi vha ľi ite ľi vhe řhofunderaru.
- 2 Kha vha řalutshedze vhagudi uri vha tea u gera mabambiri a muvhala wa swiri nga zwiķwera zwituku vha gere bambiri ła muvhala mudala a ite lumveru/ zwiřiđa. Vha kone u nambatedza bambiri kha phuleithi ya bambiri u ita kherotse ya muvhala wa swiri na mařari a muvhala mudala.

Mushumo wa 5: U shumiswa ha zwiřambiswa zwi tshi edza nyito dza vhukuma nga vhana

- 1 Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwiřambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha řuřuwedze u isa phanđa u bva kha Vhege ya 1 musu vha tshi edza u rengisa miroho makete kana thungo ha bada.
- 2 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u řuřuwedza mutambo nga vhagudi.





You will need	Activities
<ul style="list-style-type: none">• Cardboard or paper plates, glue, scissors, orange paper and green paper (you can use pages of magazines) 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Fold a paper plate, or cut cardboard into a long triangle.2 Explain to learners that they must tear orange paper into small squares and cut green paper into strips. Then they can glue the paper onto the paper plate to make an orange carrot with green leaves.
<ul style="list-style-type: none">• Props: crates, shopping list, shopping bags, baskets, vegetable trays (styrofoam), scale for weighing fruit and vegetables, sign with "Today's special", sale items – 10% off, Open sign, shopping till or cash register (this can be made out of a box), different pay slips, money, fruit and vegetables, labels for prices, apron for the seller	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to sell vegetables at a market or roadside shop.2 Visit the corner at least once to observe and encourage the learners' game. 



★ Ngade ya Makhulutshinna Farouk

Nganea

Henefho vhukati ha dorobo khulwane, yo tingiwaho nga dzinndu na zwiṭaraṭa zwi shumesaho, ni ḑo wana ngade ya makhulutshinna Vho Farouk. Amir u na miṅwaha ya sumbe nahone u funesa u dalela makhulutshinna wawe vhege iṅwe na iṅwe. U funesa maṭari, maluvha na miri zwi re ngadeni ya makhulutshinna wawe.



Amir u shuma na makhulutshinna ngadeni ḑuvha loṭhe. U hasha mupfudzethukhwi kha madindi a maluvha na u thusa u sheledza zwimela. Musi vho no fhedza, vha ḑiphiṅa nga u ḑa mapiere o vhibvaho a re kha muri. ḑiṅwe ḑuvha makhulutshinna a vho ngo ḑa piere ḑavho. Amir o vha vhudzisa a ri, “Mulandu ndi mini?” Makhulutshinna vho sumbedza Amir piere ḑavho. Ho vha hu na zwithomazwithoma zwinzhi kha piere fhethu he zwili zwa vha zwo ḑa hone.

Makhulutshinna vho ri, “Sedzai hafha Amir, zwiṅwe zwa zwimela zwanga zwi khou fa.” Amir o vha vhudzisa a ri, “Mulandu?” Makhulutshinna vho ri, “Arali wa tou lavhelesa nga vhuronwane, u ḑo vhona uri zwili na zwone zwi kho ḑa zwiṅwe zwa zwimela. Ri fanela u wana ṅemukula.” Amir o vhudzisa a ri, “ṅemukula ndi mini, Makhulutshinna, nahone zwi nga thusa hani?”

Makhulutshinna vho fhindula vha ri, “Ndi zwikhokhonono zwiṭuku zwa muvhala mutswuku na mutswu zwine zwa ḑa zwili zwine zwa vhulaha zwimela. Ri si na ṅemukula, zwimela ngadeni zwi ḑo fa.”

Amir o ri, “Ndi ḑo vha thusa nda vha wanela ṅemukula.” Lwa vhege yoṭhe, Amir o sedza ṅemukula huṅwe na huṅwe uri a zwi kuvhanganyele ngade ya Makhulutshinna. O mbo ḑi wana boḑelo ḑa ngilasi ḑi si naho tshithu a mbo ḑi panga nga vhuronwane ṅemukula zwawe zwoṭhe nga ngomu khaḑo. O mbo ḑi phula mabuli kha mutibo u itela uri zwi kone u fema. Musi o no zwi vhalo, o wana uri o kuvhanganya ṅemukula zwa fumi!

ḑuvha ḑi tevhelaho, Amir o mbo ḑi ya u dalela Makhulutshinna Vho Farouk, O mbo ḑi vha sumbedza boḑelo ḑawe ḑi re na ṅemukula zwa fumi zwi re ngomu haḑo. Makhulutshinna vha tshi khou setshelela nga dakalo vho ri, “No shuma, mutukana wanga, no shumesa!” Makhulutshinna vho vha vho takalesa. ṅemukula zwo vha zwo farwa nga ṅala khulu! ṅemukula zwo mbo ḑi ḑa zwili, ngade yo mbo ḑi fhufhuma. U bva ḑeneḑo ḑuvha u ya phanḑa, ngade ya Makhulutshinna Vho Farouk yo mbo ḑi titima nga huhulu nahone zwo ita uri Makhulutshinna na Amir vha ḑipfe vho takala nga maanḑa.



Aya ndi one magumo a nganea.



★ Grandpa Farouk's garden

Story

Right in the middle of the city, surrounded by houses and busy streets, you'll find Grandpa Farouk's garden. Amir is seven years old and he loves to visit his grandpa every week. He loves the leaves, flowers and trees in his grandpa's garden.

Amir works with his grandpa in the garden all day. He sprinkles compost on the flower beds and helps to water the plants. When they are finished, they enjoy eating the ripe pears growing on the tree. One day Grandpa didn't eat his pear. "What's wrong?" asked Amir. Grandpa showed Amir his pear. There were lots of little marks on the pear where pests had eaten it.



"And look here Amir, some of my plants are dying," said Grandpa. "Why?" asked Amir. "If you look closely, you'll see the pests are eating some of the plants too," said Grandpa. "We need ladybirds!" said Grandpa. "What is a ladybird, Grandpa, and how can they help?" asked Amir. "They are little red and black bugs that eat the pests that kill the plants," answered Grandpa. "Without ladybirds, the garden will die."

"I will help you find ladybirds," said Amir. For a whole week, Amir looked everywhere for ladybirds to collect for Grandpa's garden. He found an empty glass bottle and carefully put all his ladybirds in it. He made holes in the lid so they could breathe. When he counted them, he saw that he had collected ten ladybirds!

The next day, Amir went to visit Grandpa Farouk, and showed him his bottle with ten ladybirds in it. "You've done well, oh my boy, you've done so well!" Grandpa said, smiling happily. Grandpa was very happy. He opened the bottle and the ladybirds flew out. The ladybirds were very hungry! The ladybirds ate the pests, and the garden blossomed. From that day on, Grandpa Farouk's garden grew and grew and grew and made Grandpa and Amir very happy.

And that is the end of the story.





Luimbo

Makhulu!
 Ndaa!
 Vha na thaidzo?
 Eya.
 Ya mini naa?
 Zwimela zwi khou jiwa?
 Ri ite mini?
 Ri shumise mini?
 Ndo humbula nemukula.



(Imbani nga tshuni ya "Here we go round the mulberry bush".)

Ndivho ya maipfi u bva kha nganea

Maipfi a ndeme:	ngade	makhulutshinna	zwimela	zwili	nemukula	dorobo (khulwane)
Maipfi o engedzwaho:	miri	mupfudzethukhwi	fhedza	u fa	kuvhanganya	fhufhuma
	boḡelo	takala	nḡala	piere	maluvha	





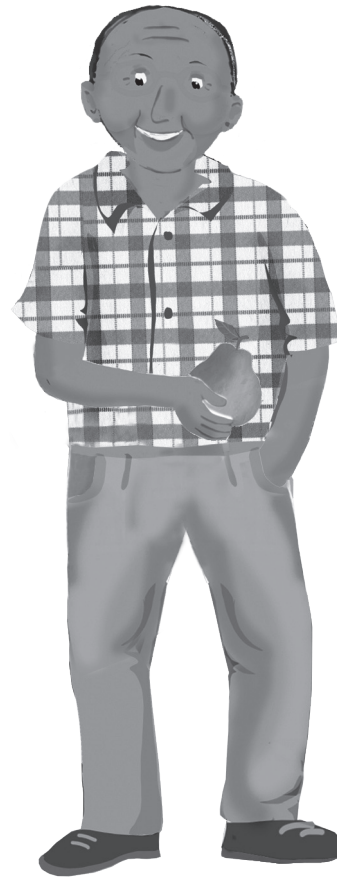
Song

Grandpa Farouk had a beautiful garden,
 A beautiful garden, a beautiful garden.
 Grandpa Farouk had a beautiful garden,
 Full of fruits and flowers.

Amir came along to water the garden,
 Water the garden, water the garden.
 Amir came along to water the garden,
 He liked to help it grow.

The pests came along and ate the plants,
 Ate the plants, ate the plants.
 The pests came along and ate the plants,
 We'll need some ladybirds now!

The ladybirds came and ate the pests,
 Ate the pests, ate the pest,
 The ladybirds came and ate the pests,
 And the garden grew and grew!



(Sing to the tune of "The wheels on the bus" or use your own tune.)

Vocabulary from the story

Key-words:	garden	grandpa	plants	pests	ladybirds	city
Extra words:	trees	compost	finish	die	collect	blossom
	bottle	happy	hungry	pear	flowers	





Zwine vha do toda:

- Nganea: *Ngade ya Makhulutshinna Farouk*
- Zwipopai: Makhulutshinnani, Amir, nemukula ngomu ha bogelo, zwimela zwine zwa khou fa, zwimela zwine zwa khou bva maluvha, tshetere ya u sheledza
- Dzisifhereswenda: piyere, mambule zwikhokhonono, bogelo, nemukula
- Zwithu kana garaṭa dza zwifanyiso dza maṭwe maipfi a bvaho kha mutevhe wa ndivho ya maipfi



Vhege ya 1 Duvha la 1 Mishumo ya kilasi yothe

Kha vha ambe tshidade *Ndi dzinginyisa minwe yanga* uri vhana vha de metheni u itela nganea.

U ṭalutshedza nganea na u fhaṭa ndivho ya maipfi

1 Vha sa athu vha ṭalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ṭhoho ya nganea na u divhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha tumane nganea na vhutshilo ha vhagudi: *“Ni na kana muṭwe wa muṭa wa haṅu u na ngade? Hu mela mini kha iyi ngade? Ni toda mini u itela u thusa zwimela uri zwi hule? No no vhuya na vhona nemukula? Nemukula u fana na mini?”*
- 1.3 Kha vha ri: *“Ri sa athu thoma, ndi khou toda ni vhudza ṭhalutshedzo dza maṭwe maipfi ane ra do a wana nganeani.”* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa ndivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi la amba zwone. Sa tsumbo: Vha vha sumbedze zwifanyiso zwa zwimela, maluvha na miri zwi tshi khou hula ngadeni. Vha kone u vha sumbedza zwifanyiso zwa dorobo i na zwifhaṭo zwinzhi hu si na tshithu tshine tsha khou hula.

2 Musi vha tshi ṭalutshedza nganea

- 2.1 Kha vha ṭalutshedze nganea nga ndila i nyanyulaho na u shumisa maipfi o fhambanaho. Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.2 Kha vha humbele vhagudi uri vha bule zwi daho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi todaḥo phindulo i fhiraho nthihi, dzi fanaho na: *“Ni vhona u nga ngadeni ya Makhulutshinnani Vho Farouk hu mela mini? Amir u funa mini nga ngade ya makhulutshinnani vhawe? Amir u do wana gai nemukula?”*

3 Nga murahu ha musu vho no ṭalutshedza nganea

- 3.1 Kha vha vhudzise vhagudi: *“Ndi zwifhio zwe na zwi takalela nga nganea? Ndi zwifhio zwine a no ngo zwi takalela? Ndi tshifhio tshipiḍa tshaṅu tsha khwinesa? Ndi dzifhio mbudziso dzine na vha nadzo nga nganea?”*

U divhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *“funesa, fa, fanela, fema, fumi, farwa, Farouk. Ni a kona u pfa mubvumo wo sedzwaho: funesa, fa, fanela, Farouk naa? Ee, ni khou amba zwone! Yothe i na mubvumo wa /f/.”*
- 2 *“Thetshelesani nga vhuronwane, aya ndi maṭwe a maipfi manzhi a thomaho nga /f/: fulaha, fasikoṭi, fasiṭere, forogisi, fodo, forogo, founu, fola, fulobo.”* (Kha vha ombedzele mubvumo wa mathomoni musu vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /f/ nga ndila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /f/: *“f-f-f”*. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaṅe.

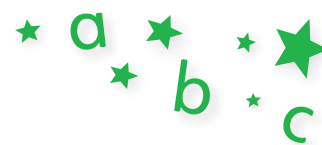
Mishumo ya tshigwada tshituku

Kha vha ṭalutshedze vhagudi uri vha do vha vha tshi khou shuma nga zwigwada zwiṭuku duvha lirwe na lirwe. Kha vha ṭalutshedze na u sumbedza uri mushumo muṭwe na muṭwe u itiswa hani na u ṭalutshedza u selisana duvha lirwe na lirwe. Kha vha ṭalutshedze kuitele kwa u khwinisa.

Ndi dzinginyisa minwe yanga

- Ndi dzinginyisa minwe yanga
- Ndi dzinginyisa zwikunwe zwanga
- Ndi dzinginyisa mahaḍa anga
- Ndi dzinginyisa ningo yanga
- Zwino (vhandani zwanḍa zwino)
- U dzinginyea hothe hu bva kha nḅe
- Nahone ndi a fhumula nda ri tshete!





You will need:

- Story: Grandpa Farouk's garden
- Puppets: Grandpa, Amir, ladybirds in a bottle, plants dying, plants blooming, watering can
- Props: pear, bug net, bottle, ladybird
- Objects or picture cards for some of the words from the vocabulary list



Week 1 Day 1

Whole class activities

Say the rhyme *I wriggle my fingers* to bring learners to the mat for story time.

I wiggle my fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And now (clap on now)
All the wiggles are out of me
And I am as quiet as I can be!

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: *"Have you or someone in your family got a garden? What grows in this garden? What do you need to do to help the plants to grow? Have you seen a ladybird before? What do ladybirds look like?"*
- 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 plants, flowers and trees growing in gardens. Then show them pictures of a city with a lot of buildings where nothing is growing.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think grows in Grandpa Farouk's garden? What does Amir love about his grandpa's garden? Why do you think the garden is dying? Where will Amir find ladybirds?"*

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: *"funesa, fa, fanela, fema, fumi, farwa, Farouk. Can you hear the focus sound: funesa, fa, fanela, Farouk? Yes, you are right! They all have the sound /f/."*
- 2 *"Listen carefully, here are some more words that start with /f/: fulaha, fasikoṭi, fasiṭere, forogisi, fodo, forogo, founu, fola, fulobo."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /f/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /f/: *"f-f-f"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Zwine vha do toḁa:

- Zwipopai zwa nganea
- Muzika na zwifanyiso kana dzisifhereswenda zwa luimbo



Vhege ya 1 Duvha la 2

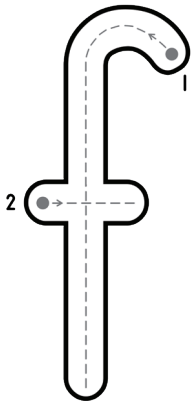
Mishumo ya kḁasi yoṁhe

U ṁalutshedza nganea na u imba

- 1 Kha vha thome nga u humbudza vhagudi ṁalutshedzo dza maipfi e vha a ḁivhadza nga Duvha la 1.
- 2 Kha vha ṁalutshedze hafhu nganea vha tshi khou shumisa zwipopai. Kha vha vhudzise dzimbudziso musi vha tshi ṁalutshedza nganea. Kha vha tuṁuwedze vhagudi u bula zwi ḁaho zwine zwa ḁo itea.
- 3 Kha vha vhudze vhagudi uri vha khou ya u vha funza luimbo luswa lune lwa tshimbilelana na nganea.
- 4 Kha vha ambe mitaladzi ya luimbo i si gathi nga nḁila i pfallaho nga u ongolowa, vha vha humbele uri vha shele mulenzhe vha imbe vho ṁangana na vhone. Zwi nga ḁi kondela vhagudi u humbula maipfi oṁhe, ngauralo kha vha funze luimbo nga zwipiḁa.
- 5 Kha vha vhe na zwifanyiso kana dzisifhereswenda kana u ita nyito u itela u thusa vhagudi u pfesesa luambo lwa luimbo.
- 6 Kha vha funze vhagudi nyito dza luimbo na u ḁifhelwa musi hu tshi khou imbiwa nga luambo lwu fhiraho luthihi.

U vhumba leḁere

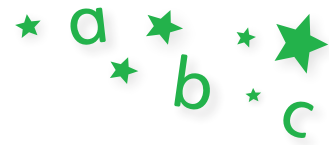
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muṁwe line la thoma nga /f/ kana arali vha tshi nga humbula maṁwe maipfi ane a thoma nga mubvumo wa /f/.
- 2 Kha vha funze vhagudi nyito u ṁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga edza u nga vha kha ṁthingothendeleki musi vha tshi amba "founu".
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri leḁere la f li ṁwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ṁwale leḁere lihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni ye nṁṁa ni dovhe ni ye fhasi. Imisani tshanḁa u itela uri ni tumule nga vhukati."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya leḁere muyani, khaphetheni, miṁanani yavho kana zwanḁani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba leḁere.
- 5 Nga murahu ha musi vho no sumbedza uri leḁere li ṁwaliswa hani, kha vha ye nḁḁa vha ṁee mugudi muṁwe na muṁwe mudzio u re na maḁi na bulatsho ya u pennda. Vhagudi vha nga pennda leḁere lunzhilunzhi nga maḁi kha phevimennde.
- 6 Kha vha tuṁuwedze vhagudi u amba mubvumo une leḁere la u ita musi vha tshi ṁwala leḁere.



Mishumo ya tshigwada tshiṁuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiṁuku, milayo ya mushumo muṁwe na muṁwe na kuitele kwa u khwinisa.





You will need:

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



Week 1 Day 2

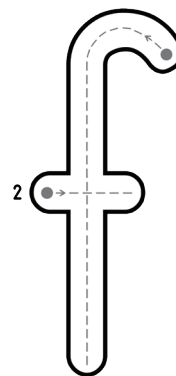
Whole class activities

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 it in more than one language.

Forming the letter

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



Small group activities

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



Zwine vha do toda:

- Zwipopai zwa nganea
- Bogisi la maledere li re na zwithu kana zwifanyiso zwine zwa thoma nga **f**: fulaha, fasikoṭi, fasiṭere, forogisi, fodo, forogo, founu, fuyu, fulobo



Vhege ya 1 Duvha la 3

Mishumo ya kilasi yothe

U talutshedza nganea na litambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha di kona u humbula tshalutshedzo dza maipfi a bvaho kha mutevhe wa ndivho ya maipfi. Sa tsumbo: Vha de tshidzhumba tsha maluvha kana zwimela zwiṅwe na zwiṅwe zwine zwa vha zwiṅuzwiṅu nahone zwiṅwe zwi vhe zwo oma na zwo faho. Vha humbele vhagudi vha kuvhanganye tshidzhumba tsha maluvha ane a khou fa na ane khou aluwa.
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muṅwe na muṅwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha litambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u talutshedza nganea.
- 5 Kha vha talutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha mutalutshedzi wa nganea ane a dovha a divhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwothe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u talutshedza nganea na u tuṭuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kilasi yothe i tshi khou talela litambwa.
- 7 Arali hu na tshifhinga, vha nga di toṭou dovholola litambwa vha na vhagudi vho fhambanaho.

Mabogisi a maledere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maledere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa damuni. U bva afho vha nee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kilasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: *"No no vhona tshiṅwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfallisa hani?"*
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pfa mubvumo wo sedzwaho.
- 4 Kha vha humbele vhagudi u amba dzina la tshithu tshiṅwe na tshiṅwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ledere kha bogisi la maledere vha ri: *"Iyi ndi yone ndila ine ra nṅwala ngayo ledere la ifi?"* Kha vha tendele vhaṅwe vhagudi vha tshi oledzela nṅha ha ledere kha mutibo nga minwe yavho.



Mishumo ya tshigwada tshituku

Kha vha humbudze vhagudi mishumo ya tshigwada tshituku, milayo ya mushumo muṅwe na muṅwe na kuitele kwa u khwinisa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **f**: fulaha, fasikoṭi, fasiṭere, forogisi, fodo, forogo, founu, fuyu, fulobo



Week 1 Day 3

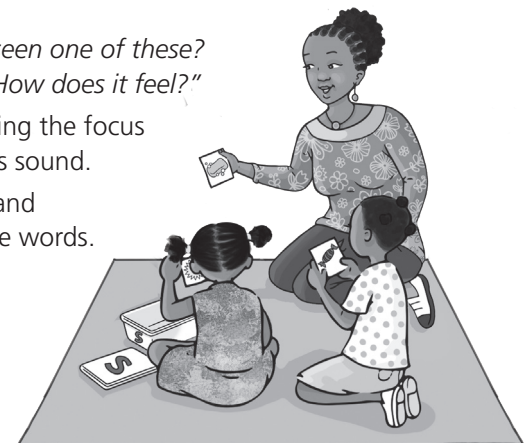
Whole class activities

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

Letter boxes

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



Small group activities

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



Zwine vha do toda:

- Thevhekano khulu ya zwifanyiso
- Tshipiḁa tsha bammbiri la filipitshati, Prestiki
- Zwifanyiso zwa zwithu zwi no wanala tsimuni, sa tsumbo: maluvha, nemukula, zwisusu

Stella u ri:



Idzi ndi mbudziso dzo teaho u vhudziswa nga tshifanyiso tshinwe na tshinwe:

- “Ni kona u vhona nnyi?” (vhaanewa)
- “U khou ita mini?/Tshi khou ita mini?” (Maiti na nyito)
- “Ndi zwifhio zwinwe zwine na kona u zwi vhona?” (sedzani hafhu)
- “Tshi ngafhi ...?” (u bula fhethu/tshiimo)
- “Ndi ngani ni tshi humbula...?” (kuhumbulele kuswa, u amba mihumbulo)



Vhege ya 1 Duvha la 4

Mishumo ya kilasi yothe

U vhekanya zwifanyiso

- 1 Kha vha imbe luimbo hafhu.
- 2 Kha vha divhadze maipfi maswa a bvaho kha mutevhe wa ndivho ya maipfi.
- 3 Kha vha nange inwe ya thevhekano ya zwifanyiso vha i imisela ntha. Kha vha vhudzise vhagudi zwine vha vhona, u bva afho vha ambe nga tshifanyiso nga vhudalo.
- 4 Nga murahu ha musu vho no rera nga tshifanyiso tshinwe na tshinwe, kha vha tshi nambatedze bodoni u itela uri vhagudi vha kone u tshi vhona. Kha vha vhe na vhuḁanzi ha uri zwifanyiso a zwiho kha thevhekano nga tshifhinga hetshi tsha mushumo.
- 5 Nga murahu ha musu vho no amba nga zwifanyiso zwothe, kha vha vhudzise vhagudi: “Zwifanyiso izwi zwi kha thevhekano kwayo naa?”
- 6 Kha vha humbele vhagudi uri vha sumba tshifanyiso tsha mathomoni ha nganea. Kha vha shumisane u dzudzanya thevhekano ya zwifanyiso uri nganea vhe na ndunzhendunzhe.
- 7 Kha vha ite uri vhagudi vha shela mulenzhe vho dala mafufu kha kuitele ukwu. Kha vha vhudzise mbudziso dzi fanaho na: “Hu do bvelela mini? Ndi nnyi ane a nga humbula tshipiḁa tshi tevhelaho tsha nganea?”
- 8 Musu zwifanyiso zwi kha thevhekano kwayo, kha vha rambe vhagudi vha si gathi u ḁalutshedza hafhu nganea nga thevhekano kwayo.



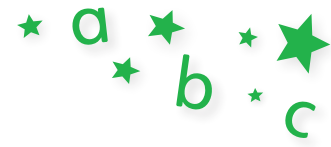
U thetshesela mibvumo yo sedzwaho

- 1 Kha vha vhe na zwifanyiso zwo nangiwo zwo fhambananaho zwa zwithu zwono wanala ngadeni vhekati ha tshitendeledzi. Kha vha ḁalutshedze vhagudi uri vha khou ya u thusa u ita phosiḁara ya ngade yo nakaho.
- 2 Kha vha ambe uri: “Ndi nnyi ane anga wana tshithu tsha ngadeni tsha mubvumo wo sedzwaho wa /dz/?” Mugudi a nga nambatedza tshifanyiso tsha “dzuvha” kha bammbiri la filipitshati li si na tshithi. Kha vha vhudzise vhaḁwe vhagudi arali vha tshi nga kona u wana tshinwe tshithu tshi no thoma nga mubvumo /n/ mugudi u tea u nanga “nemukula” a i nambatedze kha bammbiri la filipitshati.

Mishumo ya tshigwada tshituku

Kha vha humbudze vhagudi mishumo ya tshigwada tshituku, milayo ya mushumo muḁwe na muḁwe na kuitele kwa u khwinisa.





You will need:

- Big sequence pictures
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: figs, sticks, butterflies, ladybirds, flowers

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:

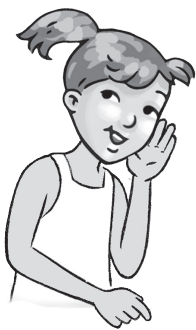


These are useful questions to ask about each picture:

- "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 Have a selection of different pictures of things found in gardens in the middle of the circle. Explain to learners that they are going to help you make a poster of a beautiful garden.
- 2 Say: "Who can find something for our garden with the focus sound /dz/?" A learner can stick a picture of a 'dzuvha' onto the blank flipchart paper. Ask if another learner can find something that begins with /n/ and the learner selects a 'nemukula' and sticks it on the flipchart paper.



Small group activities

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



Zwine vha do tōda:

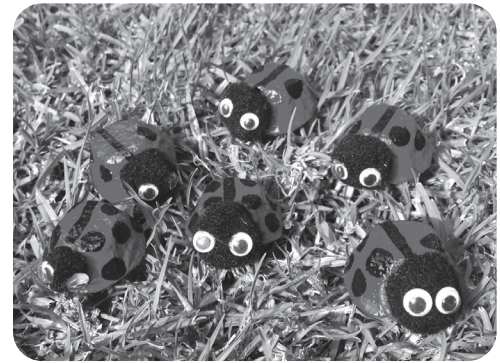
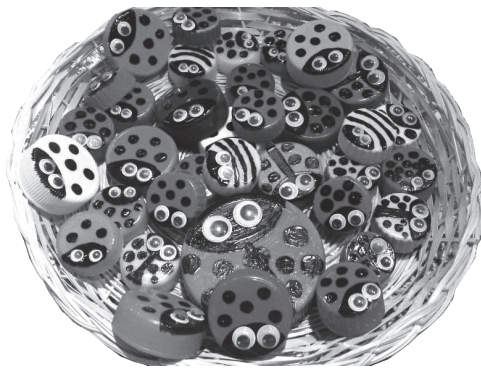
- Thombwana kana zwithivho zwa maboḡelo kana mabogisi a makumba, maṭo a puḷasiṭiki (itshi ndi tshiengedzwa sa musu maṭo a tshi nga dovha a penndiwa khao)
- Pennde tswuku, ntswu na tshena, bulatsho dza u pennda, guḷuu, zwigero, bege ya labi
- Zwifanyiso zwa zwikhokhonono na zwivhumbwa zwa ngadeni

Vhege ya 1 Duvha la 5

Mishumo yeklasi yonke

U ita, u ola na u riwala

- 1 Kha vha ṭalutshedze vhagudi uri vha khou ya u ita nemukula vha tshi khou shumisa mabogisi a makumba, thombwana kana zwithivho zwa maboḡelo.
- 2 Kha vha ambe nga ha tshivhumbeo (tshitendeledzi) na muvhala (mutswuku u re na zwithomathoma zwitswu) yazwo. Kha vha ambe nga ha dziphapha na maṭo zwa nemukula.
- 3 Vhagudi vha nga pennda mabogisi a makumba, thombwana kana zwithivho zwa maboḡelo nga muvhala mutswuku. Musi pennde i tshi khou oma, vha kona u pennda/u ola hatsi kana maṭari kha siaṭari.
- 4 Musi pennde yo no oma, vha konaha u ola zwithomathoma na u ola kana u nambatedza maṭo. Vha kona u vhea nemukula zwavho zwo fhelelaho kha siaṭari ḷavho ḷi re na hatsi kana maṭari khaḷo.



U ṭanganyisa na u khethekanya (madungo)

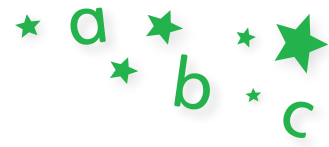
- 1 Kha vha sumbedze vhagudi zwifanyiso zwa zwikhokhonono kana zwivhumbwa zwa ngadeni. Kha vha humbele vhagudi uri vha vha thuse u rina tshifanyiso tshiṅwe na tshiṅwe na u nambatedza zwifanyiso kha luvhondo kana vha zwi vhee kha metse u itela uri vhagudi vhoṭhe vha kone u zwi vhona.
- 2 U bva afho vha pange zwifanyiso begeni. Kha vha nange mugudi, vha vha humbele uri vha bwise tshiṅwe tsha zwifanyiso begeni. Vha tea u lingedza u amba dzina ḷa tshikhokhonono kana tshivhumbwa nga u tou ongolowa, vha tshi khou ḷi ṭhukhukana ḷa vha madungo.
- 3 Vhaṅwe vhagudi vha tea u thetshesela zwine vha khou amba, vha ṭanganyise madungo oṭhe uri a vhumbe ipfi.



Mishumo ya tshigwada tshiṭuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiṭuku, milayo ya mushumo muṅwe na muṅwe na kuitele kwa u khwinisa.





You will need:

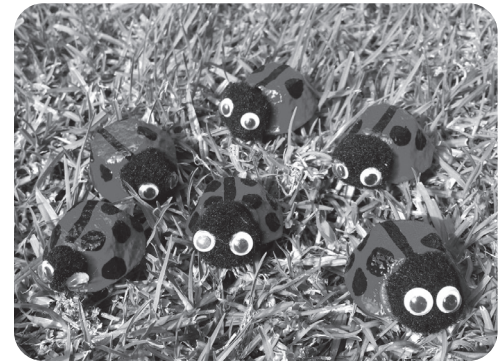
- Pebbles or bottle tops or egg boxes, plastic eyes (this is optional as eyes can also be painted on)
- Red, black and white paint, paintbrushes, glue, scissors, a cloth bag
- Pictures of insects and garden creatures

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that they are going to make ladybirds using egg boxes, pebbles or bottle tops.
- 2 Talk about their shape (round) and colour (red with black spots). Talk about the ladybird's wings and eyes.
- 3 Learners can paint egg boxes, pebbles or bottle tops red. While the paint is drying, they can paint/draw grass or leaves on a page.
- 4 Once the paint is dry, they can draw spots and draw or stick on eyes. They can then place their completed ladybird on their page with grass or leaves on it.



Blending and segmenting (syllables)

- 1 Show learners the pictures of garden insects and creatures. Ask learners to help you name each picture and stick the pictures on the wall or place them on the carpet so that all the learners can see them.
- 2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures out of the bag. They must try and say the name of the insect or creature slowly, breaking it into syllables.
- 3 The other learners must listen to what they are saying, and blend the syllables together to make the word.

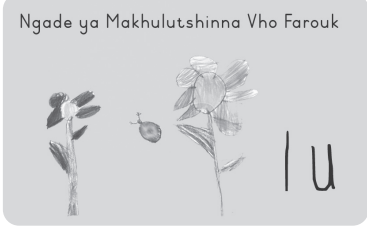




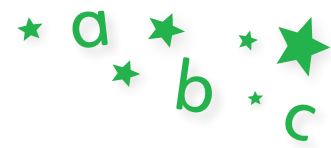
Small group activities

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

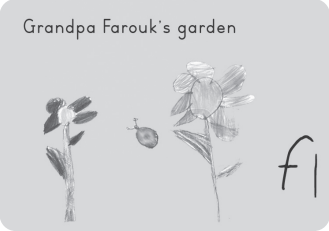





Mishumo ya tshigwada tshiṭuku ya Vhege ya 1

Zwine vha do ṭoda	Mishumo
<ul style="list-style-type: none"> Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṅwe na muṅwe Khiraṅoni dza pfuraṅotshi khulwane <p>Ngade ya Makhulutshinna Vho Farouk</p>  <p><i>Kha tshifhinga itshi tsha ṅwaha, vhagudi vha nga kha ḽi vha na vhuḽifhinduleli vhezhi ha u lingedza u ṅwala nga vhone vhaṅe. Vha songo vhilaela arali vhaṅwe vhagudi vha tshi ṅwala maḽedere malapfu hu si na tshikhala.</i></p>	<p>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Kha vha ṅwale ṭhoho ya nganea nga ṅṭha ha siaṭari ḽi si naho tshithu ḽa mugudi muṅwe na muṅwe hu sa athu thoma ngudo. Kha vha humbele vhagudi uri vha sumbe maipfi a ṭhoho musi vha tshi a vhala o ṭangana. Kha vha vhudzise vhagudi uri ndi tshipiḽa tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa. Kha vha ṅee dziṅwe khumbudzo. Kha vha ṭuṭuwedze vhagudi u ola tshipiḽa tshavho tsha nganea tshine vha tshi funesa. Kha vha ambe vhuṭfiwa kana vha humbele mugudi muṅwe na muṅwe uri a vha vhudze nga nyolo yawe. Kha vha vhudzise vhagudi arali vha tshi nga tama u ṅwala zwiṅwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha ṅwalele. Arali vhagudi vha tshi nga tama uri vhone vha vha ṅwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ṅwala fhasi. Kha vha shumise muhumbulo musi vha tshi ṅwala fhungo. Kha vha ṅwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu itwa tshanduko iṅwe na iṅwe kha maipfi. Kha vha humbule u ṅwala nga vhudzele na nga ṅḽila i vhone. Musi vho no fhedza u ṅwala, kha vha ṭuṭuwedze vhagudi uri vha vha vhudzele na nga ṅḽila i vhone. Kha vha sumbe ipfi ḽiṅwe na ḽiṅwe musi vha tshi ḽi vhala na u dzhiela ṅṭha u ḽidina havho.
<ul style="list-style-type: none"> Dzibodo dza mitambo ya ṅowa ya maḽedere Madaisi mavhili, tshivhali 	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Kha vha ṭalutshedze vhagudi milayo: <ul style="list-style-type: none"> Vhagudi vha tea u thoma nga u vha tshivhali kha ṭhoho ya ṅowa. Vhagudi kha vha pose daisi vha fhirisele tshivhali kha tshikhala tsha tshivhalo tsho teaho. Arali vha swika kha ḽedere, vha tea u amba mubvumo wo sedzwaho na u fhirela kha tshivhali kha tshifanyiso tshine tsha thoma nga ḽedere ḽeneḽo. Mugudi wa u thoma u fhedza mutambo wa ṅowa ndi ene o kundaho na mutambo na mutambo u vha wo fhela. Musi vhagudi vho no tamba mutambo uyu lwa zwifhinga zwinzhi, vha nga vha ḽivhadza mulayo muswa: musi vha tshi swika kha tshifanyiso, vha tea u rina tshifanyiso itsho, vha ambe mubvumo wo sedzwaho vha humele murahu kha ḽedere ḽi no ṭutshelana/ u tendelana.
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo 	<p>Mushumo wa 3: U vhala nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanda tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhala. Kha vha sumbedze kuvulele kwa bugu na u fhenda masiaṭari khayoyi. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḽifhelwa ngatsho a tshi tshi vhala. Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons <div data-bbox="223 652 553 883"> <p>Grandpa Farouk's garden</p>  </div> <div data-bbox="206 903 291 1020">  </div> <div data-bbox="291 953 569 1175"> <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> Two Letter snake game boards Two dice, counters <div data-bbox="232 1288 545 1591">  </div>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Explain the rules to the learners: <ul style="list-style-type: none"> Learners begin by putting their counters on the snake's head. Learners take turns to throw the dice and move the counter the correct number of spaces. If they land on a letter, they must say the focus sound and move their counter forward to a picture that starts with that letter. The first learner to reach the end of the snake is the winner and the game is over. Once learners have played this game a few times, you can introduce a new rule: If they land on a picture, they must name the picture, say the focus sound and then move back to the corresponding letter.
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets <div data-bbox="291 1695 513 1989">  </div>	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.





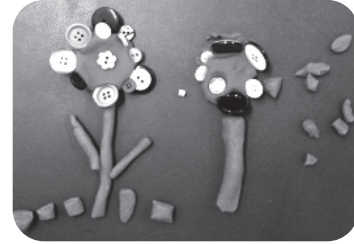
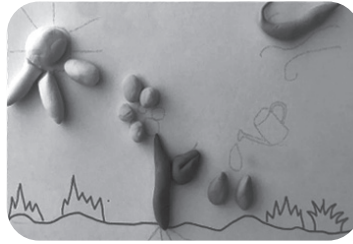
Zwine vha do toda

- Suko la u tamba, methe wa suko la u tamba
- Dzigunubu, mbeu, zwitanda

Mishumo

Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuḍi na muḥwalo

- 1 Kha vha ṭalutshedze vhagudi uri vha khou ya u shumisa suko la u tamba u ita ngade ya u naka kha methe wa suko la u tamba.



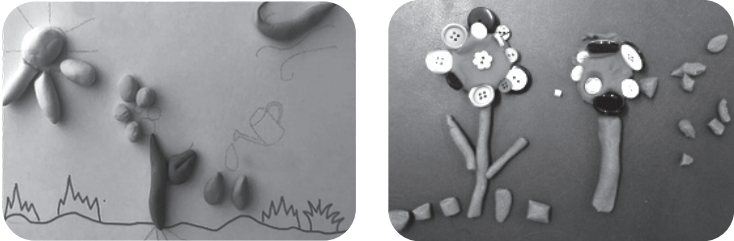

- Dzisifhereswenda: bara, bodo ya zwimela, tshipeidi, foroko ya ngadeni, mabutsu a u shuma, magilavu, zwishumiswa zwo no shumaho u ita dziḥwe bodo dza zwimela (sa tsumbo: maboḍelo a puḷasitiki/zwibuṭepuṭe), mbeu, phakhethe ya dzimbeu, lutingothendeleki lwa u ita dzi oda, tshetere ya u sheledza, phaiphi, lebele dza zwimelwa zwo fhambananaho, zwitkara zwa mitengo, khalukhuleitha, tshelede ya kholekhole/ tshelede i si ya vhukuma

Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana

- 1 Kha vha range phanḁa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha sumbedze dzisifhereswenda ntswa.
- 2 Kha vha vha ṭalutshedze uri vha khou ya u edza u nga vha na kana u dalela senthara ya ngade u renga zwimela zwa ngadeni.
- 3 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u tuṭuwedza mutambo wa nga vhagudi.





You will need	Activities
<ul style="list-style-type: none"> • Playdough, playdough mat • Buttons, seeds, sticks 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to use the playdough to make a beautiful garden on the playdough mat. 
<ul style="list-style-type: none"> • Props: wheelbarrow, pot plants, spade, gardening fork, gum boots, gloves, recycled items to make different types of pots for plants (for example: plastic bottles), seedlings, packets of seeds, phone for placing orders, watering can, hose pipe, labels for different plants, stickers for prices, calculator, pretend money 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Lead the group to the pretend play corner and show them the new props. 2 Explain to them that they are going to pretend to own or visit a garden centre to buy plants for their garden. 3 Visit the corner at least once to observe and encourage the learners' pretend play. 





Zwine vha do tōda:

- Thevhekano khulu ya zwifanyiso
- Khophi dza zwibugwana na dza zwibugwana zwo petwaho zwa mugudi muñwe na muñwe

Vhege ya 2 Duvha la 1

Mishumo ya kilasi yothe

Huñwe u vhekanya zwifanyiso



- 1 Kha vha thome nga vhagudi vho dzulaho metheni. Kha vha nange vhagudi vhane vha do ima phanda ha kilasi, muñwe na muñwe o fara nthihi ya thevhekano ya zwifanyiso ya muvhala (i siho kha thevhekano kwayo).
- 2 Kha vha vhudzise vhagudi arali zwifanyiso zwi kha thevhekano kwayo. Kha vha vha humbele u sumba tshifanyiso tshine tsha fanela u vha mathomoni a nganea.
- 3 Vho tanga sa tshigwada, kha vha humbele vhagudi vhane vho fara zwifanyiso uri vha zwi tshimbidze u swikela nganea tshi pfala. Kha vha vhudzise mbudziso dzi fanaho na: "Ndi nnyi ane a nga humbula uri hu do itea mini?"
- 4 Nga murahu ha musi vho ita uri nganea tshi vhe kha thevhekano, vhagudi vha tea u ya tfulani dzavho.
- 5 Kha vha nee mugudi muñwe na muñwe kubugwana. Kha vha vha tūwēde uri vha lavhelese kha siatari la u thoma vha vhale tsho ya nganea na vhone.
- 6 Kha vha dzhie vhagudi vha fhenḁe zwifanyiso zwa tshibugwanani, kha vha vha thuse uri vha vhone uri zwifanyiso zwi re kha bugu zwi a fana na zwifanyiso zwa thevhekano.
- 7 Arali hu na tshifinga, vhagudi vha nga "vhalela" kubugwana kwavho mushumisani kilasini.
- 8 Kha vha tūwēde vhagudi u tuwa na dzibugu hayani uri vha dzi vhale na miḁa yavho.



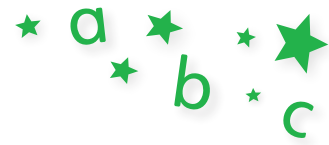
U divhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshesele nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: "takalesa, takala, tingiwaho, titima, tevhelaho, tou. Ni a kona u pfa mubvumo wo sedzwaho: **takala, titima, tou** naa? Ee, ni khou amba zwone! Yothe i na mubvumo wa **tl**."
- 2 "Thetshesani nga vhuronwane, aya ndi mañwe a maipfi manzhi a thomaho nga **tl**: tie, tala, tamba, tumba, tivha, tombo, tumula." (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa **/t/** nga ndila i pfalaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa **/t/**: "**t-t-t**". Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

Mishumo ya tshigwada tshituku

Kha vha talutshedze vhagudi uri vha do vha vha tshi khou shuma nga zwigwada zwiḁuku duvha liñwe na liñwe. Kha vha talutshedze na u sumbedza uri mushumo muñwe na muñwe u itiswa hani na u talutshedza u sielisana duvha liñwe na liñwe. Kha vha talutshedze kuitele kwa u khwinisa.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “takalesa, takala, tingiwaho, titima, tevhelaho, tou. Can you hear the focus sound: **takala, titima, tou?** Yes, you are right! They all have the sound /t/. ”
- 2 “Listen carefully, here are some more words that start with /t/: tie, tala, tamba, tumba, tivha, tombo, tumula.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /t/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /t/: “**t-t-t**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Zwine vha do toḁa:

- Bugu Khulu: Ngade ya Makhulutshinna Farouk
- Maḁi a re kha midzio na bulatsho ya u pennda ya mugudi muḁwe na muḁwe

Vhege ya 2 Duvha 1a 2

Mishumo ya kiḁasi yoṁhe

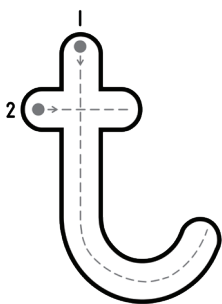
U vhala nga u sielisana – Bugu Khulu

- 1 Kha vha tuṁuwedze vhagudi u sedza tshifanyiso tshihulwane vha ambe nga zwine vha vhona na zwine vha zwi ḁivha.
- 2 Kha vha vhalele kiḁasi ṁhoho ya nganea. Kha vha sumbe ipfi liḁwe na liḁwe musi vha tshi li vhala. Kha vha i vhale hafhu vha humbele vhagudi uri vha vhale na vhone.
- 3 Kha vha dzhie vhagudi vha fhenge zwifanyiso zwa bugu, vha rere nga zwifanyiso na u tuṁuwedza vhagudi u vhudzisa dzimbudziso.
- 4 Kha vha sumbe nomboro dza masiatari vha ambe uri ndi ifhio nomboro ine ya ḁo tevhela.
- 5 Musi vho no 'fhenga' bugu yoṁhe, kha vha humele mathomoni vha vhale ṁhoho hafhu. Kha vha vule masiatari vha vhale fhungo liḁwe na liḁwe nga ipfi li pfalaho. Kha vha sumbe ipfi liḁwe na liḁwe musi vha tshi li vhala.
- 6 Kha vha vhale bugu hafhu vha tuṁuwedze vhagudi uri vha 'vhale' na vhone.



U vhumba 1edere

- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina 1a muḁwe 1ine 1a thoma nga /t/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /t/.
- 2 Kha vha funze vhagudi nyito i ṁmaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga ḁi tota zwavhuḁi kha lukanda kha zwanda zwavho vha tshi amba "tota".
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri 1edere 1a t 1i ḁwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ḁwale 1edere 1ihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni ye fhasi ni monise. Imisani tshanda uri ni kone u tumula tsini na nṁha."
- 4 Nga murahu ha musi vho no sumbedza uri 1edere 1i ḁwaliswa hani, kha vha ye nḁa vha ḁee mugudi muḁwe na muḁwe mudzio u re na maḁi na bulatsho ya u pennda. Vhagudi vha nga pennda 1edere lunzhilunzhi nga maḁi kha phevimennde.
- 5 Kha vha tuṁuwedze vhagudi u amba mubvumo une 1edere 1a u ita musi vha tshi ḁwala 1edere.



Mishumo ya tshigwada tshiṁuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiṁuku, milayo ya mushumo muḁwe na muḁwe na kuitele kwa u khwinisa.





You will need:

- Big Book: *Grandpa Farouk's garden*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

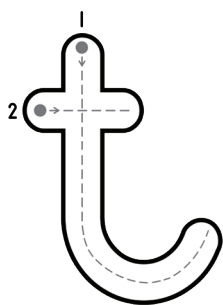
Shared reading – Big Book

- 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 /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 gently pinch the skin on their hands while saying “tota”.
- 3 Show learners how to write the letter **t**. Write a large letter on the board or in the air while saying the following: “Start at the dot, go r 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 bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Zwine vha do tōda:

- Bammbiri ʼa filipitshati na peni ntswu
- N̄emukula dzo itiwaho nga vhagudi
- Prestiki
- Bogisi ʼa maḽedere ʼi re na zwithu kana zwifanyiso zwine zwa thoma nga **t**: tie, takala, tivha, tomo, tumula

Vhege ya 2 Duvha ʼa 3

Mishumo ya kʼlasi yoṽe

U guda u thetshesela

- 1 Kha bammbiri ʼa filipitshati, kha vha ole tshifanyiso tsha mavu na muri muhulwane u re na matavhi na maṽari. Kha vha ole dzuvha ʼi re na tsinde na maṽari tsini na muri.
- 2 Kha vha vhe na munango wa n̄emukula zve vhana vha zwi ita. Kha vha ṽalutshedze uri vha tea u thetshesela nga vhuronwane u bva afho vha nambatedze n̄emukula zwavho fhethu ho teaho nga Prestiki:

★ kha muri/dzuvha/ṽari/davhi/mavu	★ tsini na muri/dzuvha/ṽari/davhi
★ fhasi ha muri/dzuvha/ṽari/davhi/mavu	★ kha ṽhodzi ya muri/dzuvha
★ nṽha ha muri/dzuvha/ṽari/davhi/mavu	★ vhukati ha muri na dzuvha.



Mabogisi a maḽedere

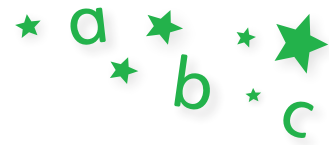
- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi ʼa maḽedere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kʼlasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa ḽamuni. U bva afho vha n̄ee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kʼlasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: *"No no vhona tshinwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfallisa hani?"*
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pfa mubvumo wo sedzwaho.
- 4 Kha vha humbele vhagudi u amba dzina ʼa tshithu tshinwe na tshinwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ḽedere kha bogisi ʼa maḽedere vha ri: *"Iyi ndi yone nḽila ine ra n̄wala ngayo ḽedere ʼa Iti?"* Kha vha tendele vharwe vhagudi vha tshi oledzela nṽha ha ḽedere kha mutibo nga minwe yavho.



Mishumo ya tshigwada tshituku

Kha vha humbudze vhagudi mishumo ya tshigwada tshituku, milayo ya mushumo muṽwe na muṽwe na kuitele kwa u khwinisa.





You will need:

- Flipchart paper and a marker
- Ladybirds made by learners
- Prestik
- A small mirror
- A letter box containing objects or pictures starting with a **t**: tie, takala, tivha, tombo, tumula

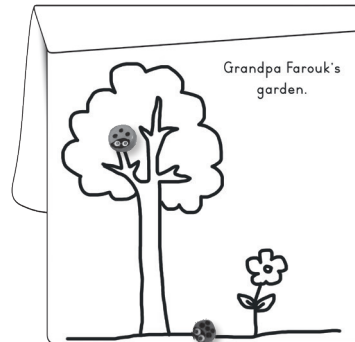
Week 2 Day 3

Whole class activities

Learning to listen

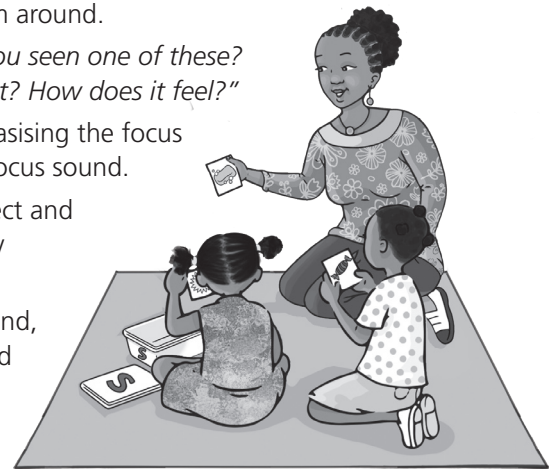
- 1 On the flipchart paper, draw a picture of the ground and a large tree with branches and leaves. Draw a flower with a stem and leaves next to the tree.
- 2 Have a selection of ladybirds that learners made. Explain that they must listen carefully and then stick their ladybirds in the correct place with Prestik:

- ★ on the tree/flower/leaf/branch/ground
- ★ under the tree/flower/leaf/branch/ground
- ★ above the tree/flower/leaf/branch/ground
- ★ next to the tree/flower/leaf/branch
- ★ at the top of the tree/flower
- ★ in between the tree and the flower.



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.





Zwine vha do tōda:

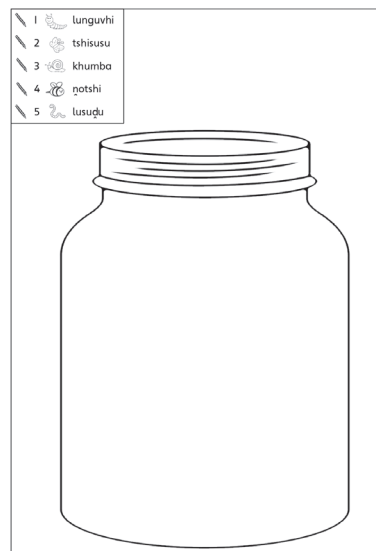
- Khophi ya **Siaṭari la mushumo wa u Vhala na u ita** ya mugudi muṅwe na muṅwe
- Minwe yo gandiswaho ya mivhala yo fhambanaho, khirayoni dza pfaṛaṅotshi khulwane kana dzikhokhi
- Tshipiḁa tsha bammbiri la filipitshati, Prestiki
- Zwifanyiso zwa zwithu zwi no wanala tsimuni, sa tsumbo: maluvha, ṅemukula, zwisusu

Vhege ya 2 Duvha la 4

Mishumo ya kiḁasi yoṭhe

U vhala na u ita

- 1 Kha vha vhudzise vhagudi uri ndi zwifhio zwikhokhonono na zwipuka zwi no wanala ngadeni uri ngade i vhe yo nonaho. Sa tsumbo: zwisusu na ṅotshi zwi kunakisa maluvha, mabuvhi a la zwikhokhonono, vhusiḁu hu ita uri mavu a none, zwiḁoni zwi la dzinguvhi dz laho zwimela.
- 2 Kha vha ṭalutshedze vhagudi uri vha khou ya u tevhela ndaela dza “u vhala na u ita” na u shumisa minwe yo gandiswaho u gandisa zwikhokhonono na zwipuka zwine zwa ita uri ngade i sale yo takala/nona.
- 3 Musi vho no ita minwe yo gandiswaho, kha vha vha sumbedza uri vha nga panga hani mulenzhe, tshiphuphuledzi na maṭo a re na khirayoni kana kokisi.
- 4 Kha vha thuse vhagudi arali vha tshi khou kundelwa u vhala dzi ndaela.



U thetshesela mibvumo yo sedzwaho

- 1 Kha vha vhe na zwifanyiso zwo ṅangiwaho zwo fhambanaho zwa zwithu zwono wanala ngadeni vhukati ha tshitendeledzi. Kha vha ṭalutshedze vhagudi uri vha khou ya u thusa u ita phosiṭara ya ngade yo nakaho.
- 2 Kha vha ambe uri: “Ndi nnyi ane anga wana tshithu tsha ngadeni tsha mubvumo wo sedzwaho wa /dz/?” Mugudi a nga nambatedza tshifanyiso tsha “dzuvha” kha bammbiri la filipitshati li si na tshithi. Kha vha vhudzise vhaṅwe vhagudi arali vha tshi nga kona u wana tshiṅwe tshithu tshi no thoma nga mubvumo /ṅ/ mugudi u tea u nanga “ṅemukula” a i nambatedze kha bammbiri la filipitshati, bammbiri la filipitshati.

Mishumo ya tshigwada tshiṭuku

Kha vha humbudze vhagudi mishumo ya tshigwada tshiṭuku, milayo ya mushumo muṅwe na muṅwe na kuitele kwa u khwinisa.





You will need:

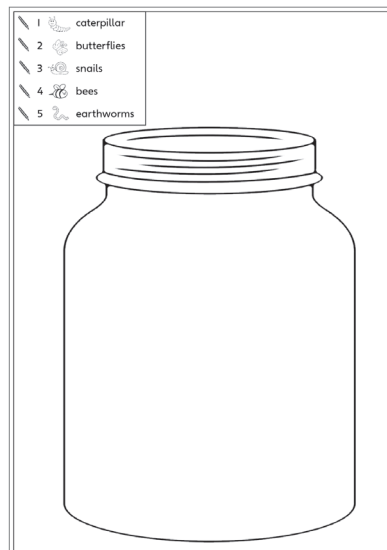
- A photocopy of the **Read and do activity page** for each learner
- Different colour fingerpaints, Jumbo wax crayons or kokis
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: figs, sticks, butterflies, ladybirds, flowers

Week 2 Day 4

Whole class activities

Read and do

- 1 Ask learners what insects and animals can be found in a garden to keep the garden healthy. For example: Butterflies and bees pollinate flowers, spiders eat bugs, earthworms help to make the soil healthy, birds eat caterpillars that eat plants.
- 2 Explain to learners that they are going to follow the "read and do" instructions and use fingerpaints to print insects and animals that keep the garden healthy.
- 3 Once they have made a fingerprint, show them how they can add legs, feelers and eyes with their crayons or kokis.
- 4 Assist learners if they struggle to read the instructions.



Listening for focus sounds

- 1 Have a selection of different pictures of things found in gardens in the middle of the circle. Explain to learners that they are going to help you make a poster of a beautiful garden.
- 2 Say: "Who can find something for our garden with the focus sound /dz/?" A learner can stick a picture of a "dzuvha" onto the blank flipchart paper. Ask if another learner can find something that begins with /n/ and the learner selects a "nemukula" and sticks it on the flipchart paper.

Small group activities

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



Zwine vha do toda:

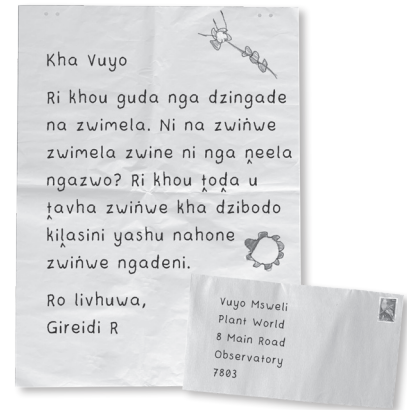
- Tshipida tsha bammberi la filipitshati, makara
- Kubege kutuku ku rena zwifanyiso kana zwithu zwa zwikhokhonono na zwisikwa zwa tsimuni zwi re na maipfi a madungo manzhi a elanaho na nganea

Vhege ya 2 Duvha la 5

Mishumo ya kilasi yothe

U ita, u ola na u nwala

- 1 Kha vha talutshedze vhagudi uri vha tama uri vha vha thuse kha u nwala vhurifhi kha senthara ya ngade i re nga tsini kana muhura a re na ngade. Kha vhurifhi, vha khou toda u talutshedza uri vhagudi vho vha vha tshi khou guda nga ha zwikhokhonono na ngade, vha nga takalela arali vha tshi nga wana ndambedzo ya zwimelwa zwine vha nga tavha kha dzibodo ngomu kilasini kana kha foro fhasi.
- 2 Kha vha hasedze nga uri ndi nnyi ane a do humbela zwimela vha ambe nga ha u thoma u nwala vhurifhi. Vho...
- 3 Kha vha vhudzise magudi vha thuse nga miwe mihumbulo uri vha tea u nwala mini tshi tevhelaho. Kha vha thetsheselele mihumbulo yavho, vha tendelane na zwine vha toda u nwala kha vhurifhi. Kha vha nwale zwavhudi nga malegere matuku, vha tshi khou amba ledere musi vha tshi nwala.
- 4 Arali hu tshe na tshifhinga, vhagudi vha nga nakisedzela vhurifhi nga zwifanyiso zwa zwimela.
- 5 Kha vha pete vhurifhi vha nga tou vhu isa tsini kana vha i dzhie vha i ise kha senthara ya ngade ya tsini arali vha tshi nga kona u lambedza zwiwe zwa zwimela kana vha vha tsitsele mutengo arali vha tshi do renga u itela kilasi yavho.
- 6 Musi vho no tangedza zwimela, vhagudi vha nga thusa nga u nwala vhurifhi na u ola zwifanyiso vha tshi amba uri vho livhuwa.



U tanganyisa na u khethekanya (madungo)

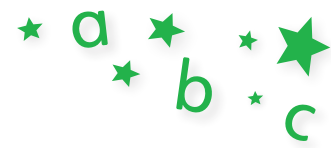
- 1 Kha vha sumbedze vhagudi zwifanyiso zwa zwikhokhonono zwa ngadeni na zwisikwa. Kha vha humbele vhagudi vha vha thuse u rina tshifanyiso tshiwe na tshiwe vha nambatedze tshifanyiso kha luvhondo kana kha tshi vhee kha khabodo uri vhagudi vhothe vha kone u vho.
- 2 Vha vhee zwifanyiso kha bege. Kha vha nange mugudi, vha mu humbele uri a dzhie tshifanyiso tshithi tshi bvaho kha bege. Vha tea u lingedza u amba dzina la tshikhokhonono kana tshisikwa nga u ongolowa, vha tshi khou zwi thukukanya kha madungo.
- 3 Vhagudi vha tea u dithetsheselele kha zwine vha amba, na u tanganyisa madungo fhethu huthihi uri a ite ipfi lithihi.



Mishumo ya tshigwada tshituku

Kha vha humbudze vhagudi mishumo ya tshigwada tshituku, milayo ya mushumo muwe na muwe na kuitele kwa u khwinisa.





You will need:

- Piece of flipchart paper, marker
- A small bag with pictures or objects of insects and garden creatures that are multisyllabic words relating to the story.

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that you would like them to help you write a letter to a local garden centre/neighbour who has a garden. In the letter, you want to explain that the class has been learning about gardens and insects, and you would like to ask if they can donate some plants that the class can plant in pots in the classroom or in a bed on the school grounds.
- 2 Discuss who you could ask for some plants and then talk about how you start a letter: *Dear ...*
- 3 Ask learners to help you with ideas for what to write next. Listen to their ideas, and then agree what you want to say in the letter. Write neatly in lowercase letters, saying each word as you write.
- 4 If there is time, learners can decorate the letter with pictures of plants.
- 5 Fold the letter and either deliver it to a neighbour, or take it to a local garden centre and ask if they could donate some plants or give you a discount if you buy plants for your class.
- 6 Once you have received the plants, learners can help you write a letter and draw pictures to say thank-you.



Blending and segmenting (syllables)




- 1 Show learners the pictures of garden insects and creatures. Ask learners to help you name each picture and stick the pictures on the wall or place them on the carpet so that all the learners can see them.
- 2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures out of the bag. They must try and say the name of the insect or creature slowly, breaking it into syllables.
- 3 The learners must listen to what they are saying, and blend the syllables together to make the word.

Small group activities

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






Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha do ṭoda	Mishumo
<ul style="list-style-type: none"> Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṛwe na muṛwe Bambiri ḽidala Khiraṭoni dza pfuraṭotshi khulwane, guḽuu na zwiḽero 	<p>Mushumo wa 1: U ola na ṅivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Kha vha ṭalutshedze vhagudi zwauro vha khou ya u ola zwisikwa (zwickhokhonono kana zwipuka) zwine zwa nga waniwa zwo dzumbama mahatsini. Sa tsumbo: ṅemukula, mbungu, tshikhokhonono. Musi vho no fhedza u ola, vha nga ḽebeḽa zwifanyiso zwavho kana u humbela u thusiwa u ṅwala madzina a zwisikwa. Vhagudi vha nga gera lumveru lwa bambiri ḽidala na u nambatedza nga fhasi ha siaṭari, uri zwi vhonele u nga ndi mahatsi. Vha nga vhudzisa khonani dzavho uri vha vumbe uri ndi mini tsho dzumbamaho kha mahatsi vha takulele ṅṅha tshipiḽa tshi dala u vhona uri ndi tshone naa.
<ul style="list-style-type: none"> Dzibodo dza mitambo ya ṅowa ya maḽeḽere Madaisi mavhili, tshivhali 	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Kha vha ṭalutshedze vhagudi milayo: <ul style="list-style-type: none"> Vhagudi vha tea u thoma nga u vhea tshivhali kha ṭhoho ya ṅowa. Vhagudi kha vha pose daisi vha fhirisele tshivhali kha tshikhala tsha tshivhalo tsho teaho. Arali vha swika kha ḽeḽere, vha tea u amba mubvumo wo sedzwaho na u fhirela kha tshivhali kha tshifanyiso tshine tsha thoma nga ḽeḽere ḽeneḽo. Mugudi wa u thoma u fhedza mutambo wa ṅowa ndi ene o kundaho na mutambo na mutambo u vha wo fhela. Musi vhagudi vho no tamba mutambo uyu lwa zwifhinga zwinzhi, vha nga vha ḽivhadza mulayo muswa: musu vha tshi swika kha tshifanyiso, vha tea u rina tshifanyiso itsho, vha ambe mubvumo wo sedzwaho vha humele murahu kha ḽeḽere ḽi no ṭutshelana/ u tendelana.
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo 	<p>Mushumo wa 3: U vhala nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanḽa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhala. Kha vha sumbedze kuvulele kwa bugu na u fhenda masiaṭari khayi. Kha vha sumbedze vhagudi zwiṛwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṛwe na muṛwe a nange tshithu tshine a ḽifhelwa ngatsho a tshi tshi vhala. Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.



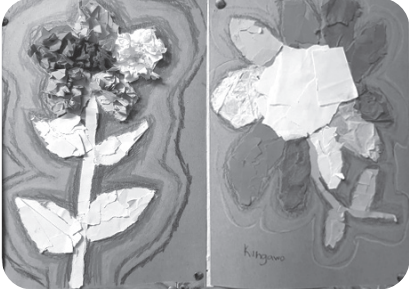



Small group activities for Week 2

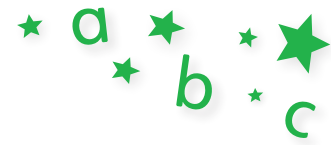
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Green paper Jumbo wax crayons, scissors and glue 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to draw creatures (insects or animals) that they might find hiding in the grass. For example: a ladybird, worm, bug. 2 Once they have finished their drawing, they can label their picture or ask for help writing the name of the creature. 3 Learners can then cut strips in the green paper and stick it at the bottom of the page, so that it flaps over their picture and looks like grass. 4 They can ask a friend to guess what is hiding in the grass and then lift up the green strips to see if they are correct.
<ul style="list-style-type: none"> Two Letter snake game boards Two dice, counters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain the rules to the learners: <ul style="list-style-type: none"> • Learners begin by putting their counters on the snake's head. • Learners take turns to throw the dice and move the counter the correct number of spaces. • If they land on a letter, they must say the sound and move their counter forward to a picture that starts with that letter. • The first learner to reach the end of the snake is the winner and the game is over. 2 Once learners have played this game a few times, you can introduce a new rule: If they land on a picture, they must name the picture, say the focus sound and then move back to the corresponding letter.
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.

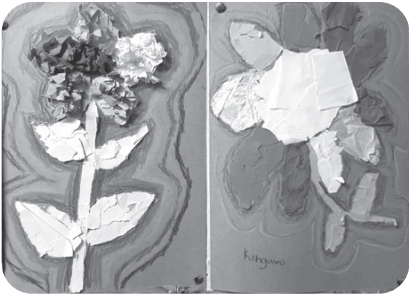





Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> • Tshipiḡa tsha khadibogisi lo shumiswaho la mugudi muḡwe na muḡwe • Khirayoni dza pḡaraḡotshi khulwane, guḡuu • Bammbiri la muvhala kana bammbiri la thishu 	<p>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuḡi na muḡwalo</p> <ol style="list-style-type: none"> 1 Kha vha ḡalutshedze vhagudi uri vha khou ya u ola tshifanyiso tsha liḡuvha liḡulwane kha khadibogisi. Vha tea u kherula bammbiri nga zwipiḡa zwiḡuku vha nambatedze kha lutanda lu re nḡha ha khadibogisi u ita liḡuvha. Vha nga pulumbedza na bammbiri vha ita zwiḡola zwiḡuku vha zwi nambatedze kha khadibogisi. 
<ul style="list-style-type: none"> • Dzisifhereswenda: bara, bodo ya zwimela, tshipeidi, foroko ya ngadeni, mabutsu a u shuma, magiḡavu, zwishumiswa zwo no shumaho u ita dziḡwe bodo dza zwimela (sa tsumbo: maboḡelo a puḡasitiki/zwiḡuḡeḡuḡe), mbeu, phakhethe ya dzimbeu, luḡingothendeleki lwa u ita dzi oda, tshikoti tsha u sheledza, phaiphi, lebeḡe dza zwimelwa zwo fhambanaho, zwiḡikara zwa mitengo, khaḡukhuḡeitha, tshelede ya kholekhole/tshelede i si ya vhukuma 	<p>Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana</p> <ol style="list-style-type: none"> 1 Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha ḡuḡuwedze u isa phanḡa u bva kha Vhege ya 1 musi vha tshi edza u shuma kana u dalela senthara ya ngade. 2 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u ḡuḡuwedza mutambo wa nga vhagudi. 





You will need	Activities
<ul style="list-style-type: none">• A piece of recycled cardboard for each learner• Jumbo wax crayons, glue• Coloured paper or tissue paper	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Explain to learners that they must draw a picture of a big flower on the cardboard. Then they must tear the paper into small pieces and stick it onto the cardboard to make a flower. They can also roll the paper into small balls and then stick it on the cardboard. 
<ul style="list-style-type: none">• Props: wheelbarrow, pot plants, spade, gardening fork, gum boots, gloves, recycled items to make different types of pots for plants, (for example: plastic bottles), seedlings, packets of seeds, phone for placing orders, watering can, hose pipe, labels for different plants, stickers for prices, calculator, pretend money	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working in or visiting a garden centre.2 Visit the corner at least once to observe and encourage the learners' pretend play. 



★ Themo ya 3: Rekho do ya tshiedziso ya u linga ha tshifhinga tshothe (mutedhe wa zwine zwa fanela u sedzwa)

	U thetshelisa na u amba	Mibvumo, u vhala na u talela	Munwalo na ndivho i rangelaho u riwala / Ndivho i rangelaho u riwala																	
U thetshelisa ndaela dzi leluwaho na u ita nyito khadzo	U thetshelisa zwitori zwilapfu na u sumbedza u pfesesa nga u fhindula mbudziso dzi no tutshelelana/yelana na nganea	U imba dzinyimbo na zwidade na u ita nyito nga vhuḏifhulufheli ha ene mune	U vhudzisa mbudziso na u vhudzisa thalutshedzo kana u sedza thalutshedzo kha bugu	U shumisa luambo u humbula na u amba zwi pfalaho: u fananyisa zwithu zwine zwa tshimbelelana na u vhambedza zwithu zwi sa fani.	U khethekanya maipfi a madungo manzhi a vha madungo	Maḏere a mibvumo i yelana ho na maipfi na u pfesesa uri maipfi a na mibvumo mivhili u gonya- u ita nga u thetshelisa	U fara bugu nga nḓila yone a i imisele nḓha na u vula masatari nga nḓila yone. U amba/ U haseladza nga u fara bugu zwavhuḏi na u i thogomela.	U tamba tshipida tsha nganea, lumboko kana zwidade.	U thoma u vhala maipfi a nḓha o vhoneiwoho kilasini, tshikoloni kana tshitshavhani.	U vhala dzibugu nga eṭhe u itela u ditakadza laiburari kana kha khona ya u vhala ya kilasirumu, zwi tshi katela u fhenḏa masatari nga nḓila yone, u shumbedzisa u thoniḥo dzibugu.	U dzhenelisa kha u vhala mafhungo o kovhekanyiwaho zwi tshi engedza vhuḏifhulufheli na u ḏi mvumvusa.	U bveledza ndango ya u sudzuluwa ha misipha havhuḏi a tshi khou shumisa tshigero u gera zwifanyiso zwa mutalo mudenya, zwivhumbeco na zwihwe	U fara khirayoni nga nḓila yone a tshi khou shumisa kufarele kwa pensela kwu tanganedzeaho, u sumbedzela tshanḏa tsha uḗa/tshanḏa tsha monde tsho bvesaho na u riwala a tshi shumisa kunwalele kwo teaho.	U vhumba maḏere nga nḓila dzo fhambanaho a tshi khou shumisa nyolo ya minwe, bulatsho dza u pennda, khirayoni dza pfaṇatshi na zwihwe. U thoma kha tshauḗa a tshi khou tevhelele sia ḓone	U shela mihumbulo na mafhungo kha munwalo wa kilasini: mugudi o tevhedzela mudededzi musi a tshi riwala.	U ola tshifanyiso u fhirisa mulaedza nga ha zwithu zwe a tangana nazwo vhutshiloni na u shumisa izwi sa mathomo a u riwala.	U lingedza u riwala maḏere a tshi khou shumisa masongesonge, u riwalatadza, na 'u vhala' munwalo wawe: 'u vhala' zwine masongesonge a amba	Marwalo a matambwa kha nyimele dza matambwa: u ita garaṭa dza ndumeliso, u riwala maḏere na zwihwe. Khopi dza khandiso dzi bvaho kha vhuḏo musi a tshi khou tamba.		
U swikelela																				
• Ha athu swikelela																				
✘ U tsini na u swikelela																				
Datumu																				
Madzina																				

★ Term 3: Exemplar record of continuous assessment (checklist)

✓ Achieved • Almost ✗ Not yet	Listening and Speaking	Phonics, Reading and Viewing	Handwriting and Emergent writing																
Date	Listens to a complex string of instructions and acts on them.	Listens to longer stories and shows understanding by answering questions related to the story.	Listens to songs and rhymes and performs actions on own with confidence.	Listens to longer stories and asks for explanations or looks to books for explanations.	Uses language to think and reason. Matches things that go together, and compares things that are different.	Divides multisyllabic words into syllables.	Relates sounds to letters and words and understands that words consist of more than one sound – done orally.	Holds the book the right way up and turns pages correctly. Discusses book handling and care.	Acts out a story, song or rhyme.	Begins to 'read' high frequency words seen in the classroom, at school and in the community.	'Reads' books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books.	Joins in the shared reading of texts with increasing confidence and enjoyment.	Develops fine motor control using scissors to cut out bold outlined pictures, shapes etc.	Holds crayons using an acceptable pencil grip, demonstrates left/right hand dominance and writes using a good writing position.	Forms letters in various ways using finger painting, paint brushes, wax crayons etc starting at the right point and following the correct direction.	Contributes ideas and sentences to a class piece of writing; child dictates as the teacher writes.	Draws pictures to convey a message about a personal experience and uses this as a starting point for writing.	Makes an attempt to write letters using squiggles, scribbles and 'reads' own writing: 'reads' what squiggles say.	Role-plays writing in play situations: makes greeting cards, writes letters etc. Copies print from the environment while playing.

★ Themo ya 3: Rubiriki ya 1 na 2 ya U thetshhelesa na u amba

<p>Ndila dza u linga</p>	<p>1. U sa swikelela (0 – 29%)</p>	<p>2. U swikelela ha vhukati (30 – 49%)</p>	<p>3. U swikelela ho edanaho (50 – 74%)</p>	<p>4. U swikelela lwa nthesakubugwana kwune vha nga kwu takalela u kwu (75 – 100%)</p>
<p>1 U talutshedza zwiṭori na u talutshedza hafhu zwiṭori nga maipfi awe</p>	<p>Ha koni u talutshedza zwiṭori na u talutshedza hafhu zwiṭori; o kona u amba maipfi a si gathi fhedzi</p>	<p>U talutshedza hafhu ho pimeaho; hu katela zwinwe zwiwo fhedzi; thevhekano i nga vha yo khakhea; u shumisa mafhungo mapfufhi na ndivho ya maipfi yo leluwaho</p>	<p>U kona u talutshedza hafhu vhunzhi ha zwiwo kha nganea u bva mathomoni, vhukati na magurmoni, fhedzi nga zwidodombedzwa zwi si gathi; u ṭoda zwiṭuwedzi zwi fanaho na: 'nga murahu nyana...'; 'ho itea mini zwi tevhelaho?; u thoma u shumisa mafhungo malapfu.</p>	<p>nganea i tevhela ṭhandlulukano kwayo na u vha na mathomo, vhukati na magumo; vhaanewa na fhethuvhupo zwo buletshedzwa nga vhuḍalo, ndivho na zwiṭori zwa vhaanewa zwo buletshedzwa; u shumisa mafhungo malapfu na manzhi a tserekano na u ṭanganya maipfi a fanaho na 'nga murahu nyana'; 'nga murahu ha izwo'; u shumisa ndivho ya maipfi maswa a bvaho kha nganea.</p>
<p>2 U dzudzanya sethe dza zwifanyiso nga ndila ine dza vhumba nganea na ṭhandlulukano kwayo ya zwiwo musu zwi tshi ambiwa na u zwi ṭumana na nganea tsho sikwaho</p>	<p>Ha koni u dzudzanya sethe dza garaṭa nga thevhekano yone</p>	<p>U dzudzanya sethe dza garaṭa nga thevhekano yone fhedzi ha koni u talutshedza nganea.</p>	<p>U dzudzanya sethe dza garaṭa nga thevhekano yone na u kona u dzi ṭumana na nganea i leluwaho.</p>	<p>U dzudzanya sethe dza garaṭa nga thevhekano yone na u kona u dzi ṭumana na nganea na zwidodombedzwa zwo teaho.</p>

★ Term 3: 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.

★ Themo ya 3: Rubiriki ya 1-3 ya Mibvumo, u Vhala na uṭalela

Nḡila dza u lingo	1. U sa swikelela (0 – 29%)	2. U swikelela ha vhukati (30 – 49%)	3. U swikelela ho eḡanaho (50 – 74%)	4. U swikelela lwa nṭhesakubugwana kwune vha nga kwu takalela u kwu (75 – 100%)
<p>1 U ḡivha nga nḡila ya u thetshelesa na nga u vhona dziṅwe dziithemba na dziṭfalandothē</p>	<p>U a kona u ḡivha maḡere a 0-3 na u amba mibvumo ine maḡere aya a i ita</p>	<p>U a kona u ḡivha maḡere a 4-6 na u amba mibvumo ine maḡere aya a i ita</p>	<p>U a kona u ḡivha maḡere a 7-22 na u amba mibvumo ine maḡere aya a i ita</p>	<p>U a kona u ḡivha maḡere a 12 kana zwinzhi na u amba mibvumo ine maḡere aya a i ita</p>
<p>2 U thoma u ḡivha uri maipfi o vhumbiwa nga maipfi o vhumbiwa nga mibvumo: u ḡetshedza mubvumo wa u thoma wa dzina ḡawe na maṅwe maipfi</p>	<p>Ha koni u ḡivha uri maipfi o vhumbiwa nga mibvumo; ha koni u ḡetshedza mubvumo wa u thoma wa dzina ḡawe kana maṅwe maipfi.</p>	<p>U a kona u ḡetshedza mubvumo wa u thoma wa dzina ḡawe fhedzi u a kundelwa musi a tshi vhudziswa mubvumo wa u thoma wa maṅwe maipfi.</p>	<p>U a kona u ḡetshedza mubvumo wa u thoma wa dzina ḡawe; u a kona u ḡetshedza mubvumo wa u thoma wa maṅwe maipfi.</p>	<p>Tshifhinga tshothē u kona u ḡetshedza mubvumo wa u thoma wa dzina ḡawe na maṅwe maipfi.</p>
<p>3 U ita nganea yawe nga u vhala zwifanyiso</p>	<p>Ha koni u shumisa zwifanyiso u bula zwi ḡaho zwauri nganea i amba nga ha mini; u buletshedza zwifanyiso a tshi khou shumisa luambo lwo pimeaho.</p>	<p>U shumisa zwifanyiso u bula zwi ḡaho na u buletshedza nganea fhedzi a tshi khou thusedzwa.</p>	<p>U shumisa zwifanyiso u bula zwi ḡaho zwauri nganea i amba nga ha mini; a nga shumisa 'ipfi ḡa u vhala'.</p>	<p>U shumisa zwifanyiso u bula zwi ḡaho zwauri nganea i amba nga ha mini; u sumbedza u pfesesa uri zwifanyiso na maipfi zwi na vhusaka, fhedzi zwo fhambana; u shumisa 'ipfi ḡa u vhala'; u sumba kha ḡinwalwa musi a tshi 'vhala'.</p>

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

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
1 Recognises aurally and visually some consonants and vowels	Is able to recognise 0 – 3 letters and say the sounds that these letters make.	Is able to recognise 4 – 6 letters and say the sounds that these letters make.	Is able to recognise 7 – 11 letters and say the sounds that these letters make.	Is able to recognise 12 or more letters and say the sounds that these letters make.
2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words	Does not recognise that words are made up of sounds; unable to give the beginning sound of own name or other words.	Able to give beginning sound of own name, but struggles when asked for beginning sound of other words.	Able to give the beginning sound of own name; able to give the beginning sound of some other words.	Consistently able to give the beginning sound of own name and other words.
3 Makes up own story by reading the pictures	Not able to use pictures to predict what the story is about; describes pictures using very limited language.	Uses pictures to predict and describe the story, but with assistance.	Uses pictures to predict what the story is about; might adopt a “reading voice”.	Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”.

Themo ya 3: Rubiriki ya 1-3 ya Ndivho i Rangelaho u n̄wala na Muñwalo

N̄jila dza u lingo	1. U sa swikelela (0 – 29%)	2. U swikelela ha vhukati (30 – 49%)	3. U swikelela ho eḁanaho (50 – 74%)	4. U swikelela lwa n̄thesakubugwana kwune vha nga kwu takalela u kwu (75 – 100%)
<p>1 U bveledza zwikili zwa misipha miṭuku na zwikili zwa u sudzuluwa ha misipha havhuḁi.</p>	<p>U kundelwa u fhedzisa mishumo ya u sudzuluwa ha misipha havhuḁi; u a tinya mishumo kana u a hanganea</p>	<p>U a kona u fhedzisa mishumo ya u sudzuluwa ha misipha havhuḁi fhedzi zwi a dzhia tshifhinga; zwi bveledzwa zwi vha zwi si zwa vhukuma.</p>	<p>U a kona u fhedzisa vhuṅzhi ha mishumo ya u sudzuluwa ha misipha havhuḁi; u vha na vhuronwane vhuḁi na u shuma nga n̄jila ya vhukoni.</p>	<p>U a kona u fhedzisa mishumo ya u sudzuluwa ha misipha havhuḁi a na vhuḁifulufheli, vhuronwane na vhuḁigeḁi.</p>
<p>2 U ola zwiḁanyiso a tshi tshi khou dzhia muhumbulo muḁulwane wa nganea</p>	<p>Nyolo a i vhonali kana i katela u n̄walatadza fhedzi kana zwiṅdeledzi zwi re na mitalo.</p>	<p>Nyolo i a vhonala fhedzi a i ṭumani na tshiṭori, luimbo kana pfanapheledzo.</p>	<p>U ola tshifanyiso tshi re na mivhala, tshi re na nyolo dza vhaanewa vhaḁulwane dzi na zwiṅwe zwa zwi tevhelaho: zwiṅumbi, zwiḁasha, zwaṅḁa, milenzhe, maṭo, ningo, mulomo, dzinḁevhe.</p>	<p>U ola tshifanyiso tshi re na mivhala, tshi re na zwiḁodombedzwa zwi elanaho na tshiṭori; vhaanewa vhaḁulwane vha re na zwiḁodombedzwa zwi fanaho na zwiṅambaro.</p>
<p>3 U a pfesesa uri u n̄wala na u ola zwo fhambana: u ḁiita u nga u khou n̄wala hu sumbedzwa nga u shumisa masongesonge</p>	<p>Ha koni u sumbedza mihumbulo nga kha nyolo na u n̄wala</p>	<p>U sumbedza mihumbulo nga kha nyolo fhedzi a hu na vhuṅzhi ha u ḁiita u nga u khou n̄wala kana u n̄walatadza</p>	<p>U pfesesa uri u n̄wala na u ola zwo fhambana nahone u thoma 'u n̄wala' a tshi khou shumisa muvango wa maḁere; o kopiwaho na masongesonge; a nga kopa maḁere na dzinomboro u bva kha vhuṅo ha kilasirumu a tshi khou lingoḁa muñwalo wawe</p>	<p>U pfesesa uri u n̄wala na u ola zwo fhambana nahone u thoma 'u n̄wala' a tshi khou shumisa muvango wa maḁere; o kopiwaho na masongesonge; a nga kopa maḁere na dzinomboro u bva kha vhuṅo ha kilasirumu a tshi khou lingoḁa muñwalo wawe</p>

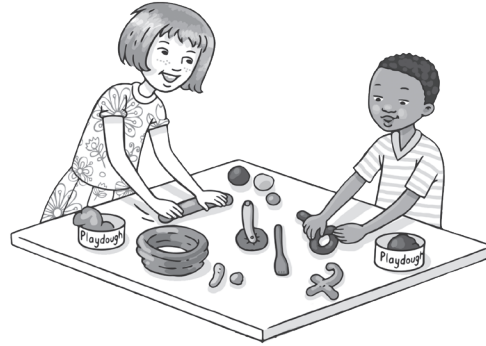
★ Term 3: Emergent writing and handwriting rubric 1 to 3

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

★ Kha vha ite suko la u tamba

Zwine vha do toda

- ★ khaphu nthihi ya fuḷauru
- ★ kota ya khaphu ya muḱo
- ★ hafu ya khaphu ya maḱi a u dudela
- ★ maroṭha maṭanu a tshiṅeamuvhala tsha zwiliwa



Maga

- 1 Kha vha ṭanganyise fuḷauru na muḱo.
- 2 Kha vha ṭanganyise hafu ya khaphu ya maḱi a u dudela na maroṭha a si gathi a tshiṅeamuvhala tsha zwiliwa.
- 3 Kha vha shele maḱi nga u ongolowa nga ngomu ha muvango wa fuḷauru, kha vha rithelele musi vha tshi shela. Kha vha rithelele u swikela zwi tshi ṭangana, u bva afho kha suke nga zwanḁa zwavho u swikela fuḷauru i tshi ṭangana yoṭhe. Arali suko li tshi khou nambatelesa, kha vha engedze inwe fuḷauru u swikela li si tsha nambatela na luthihi.
- 4 Kha vha dovholole maga aya kha muvhala muṅwe na muṅwe ene vha ṭoḁa u u ita.

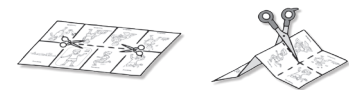
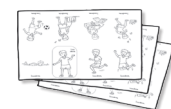


Kha vha dudedze suko la u tamba nga u li hamula nga zwanḁa zwavho. Iyi ndi nyonyoloso yavhuḁi kha misipha ya zwanḁani ya vhana. Kha vha pange suko la u tamba nga ngomu ha bege ya puḷasiṭiki u itela uri li dzule li liswa vha li vhulunge kha tshirothodzi, arali zwi tshi konadzea, kana fhethu hu rotholelaho.

★ U ita kubugu kuṭuku

Maga

- 1 Kha vha ite khophi dza kubugu kuṭuku kwune vha kwu ṭoḁa.
- 2 Nga zwifanyiso zwo sedzaho nṭha, kha vha pete siaṭari li vhe na zwipiḁa zwa malo. Kha vha li petulule.
- 3 Kha vha pete siaṭari li vhe hafu, u tsela vhukati.
- 4 Kha vha gere vhukati ha lupeto, sa zwo sumbedzwaho kha tshifanyiso heneḁho tsini na mitalo ya zwithomathoma kha siaṭari.
- 5 Kha vha fare siaṭari li vhe vhukati ha munwe na gunwe ḁavho kha masia oṭhe a siaṭari.
- 6 Kha vha ise zwanḁa zwavho fhasi zwi ṭangane.
- 7 Kha vha ite ḁaiburari ya zwibugu zwiṭuku nga u vhulunga bugu dzavho kha kubogisi kuṭuku – bogisi ḁa dzheḁi li shuma zwavhuḁi!



★ How to make playdough


You will need

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



Steps

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

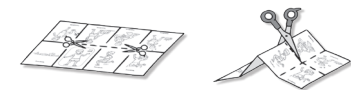
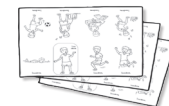


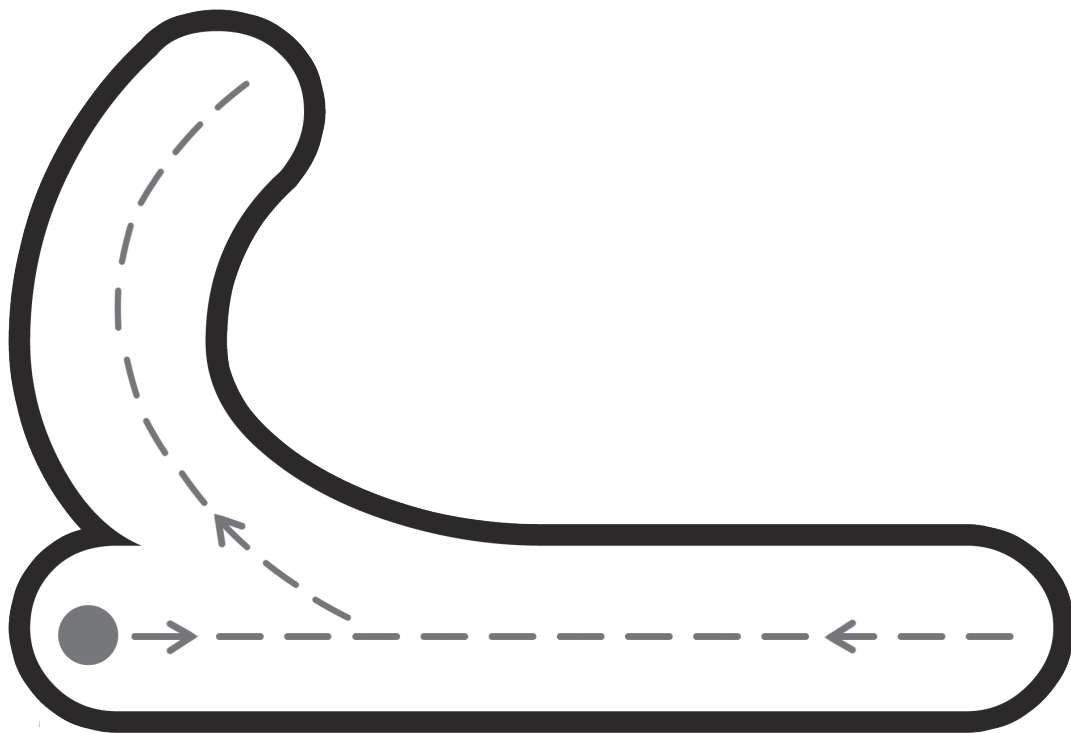
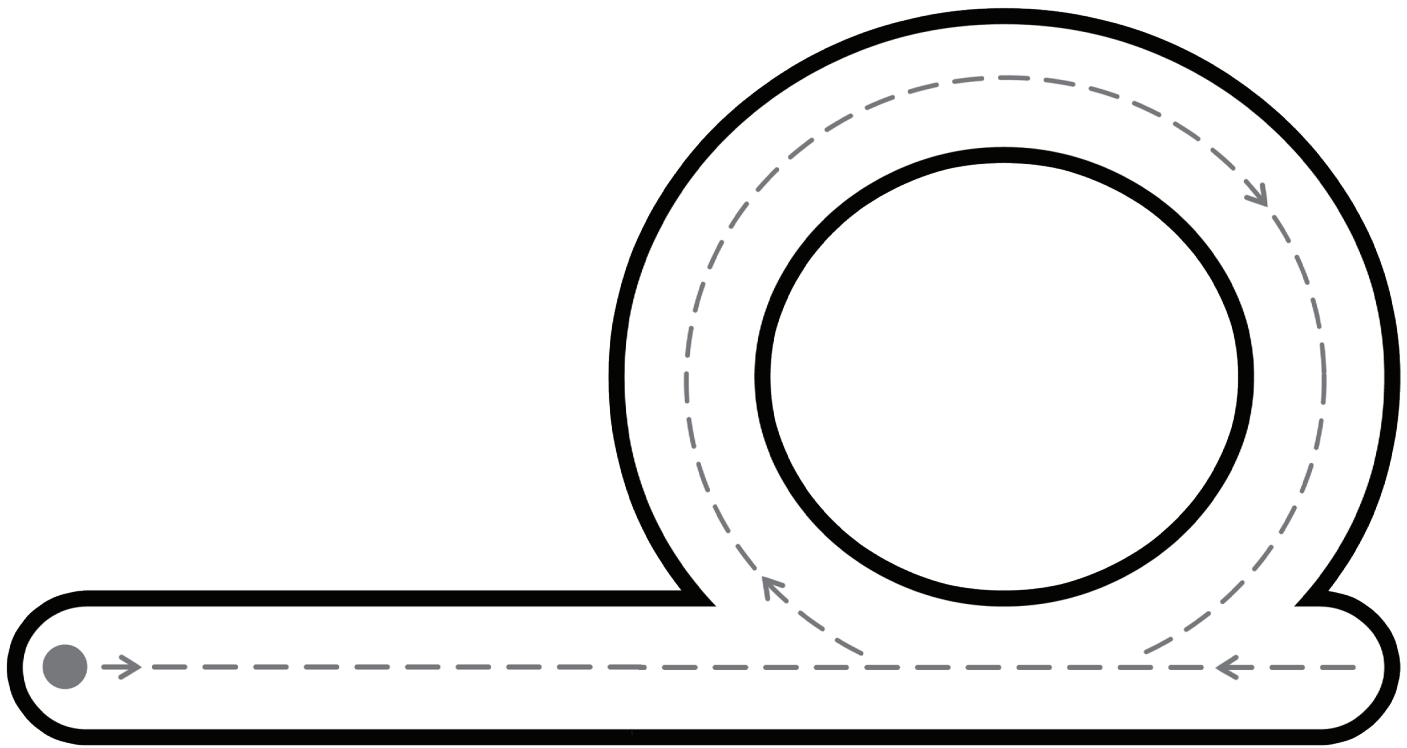
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

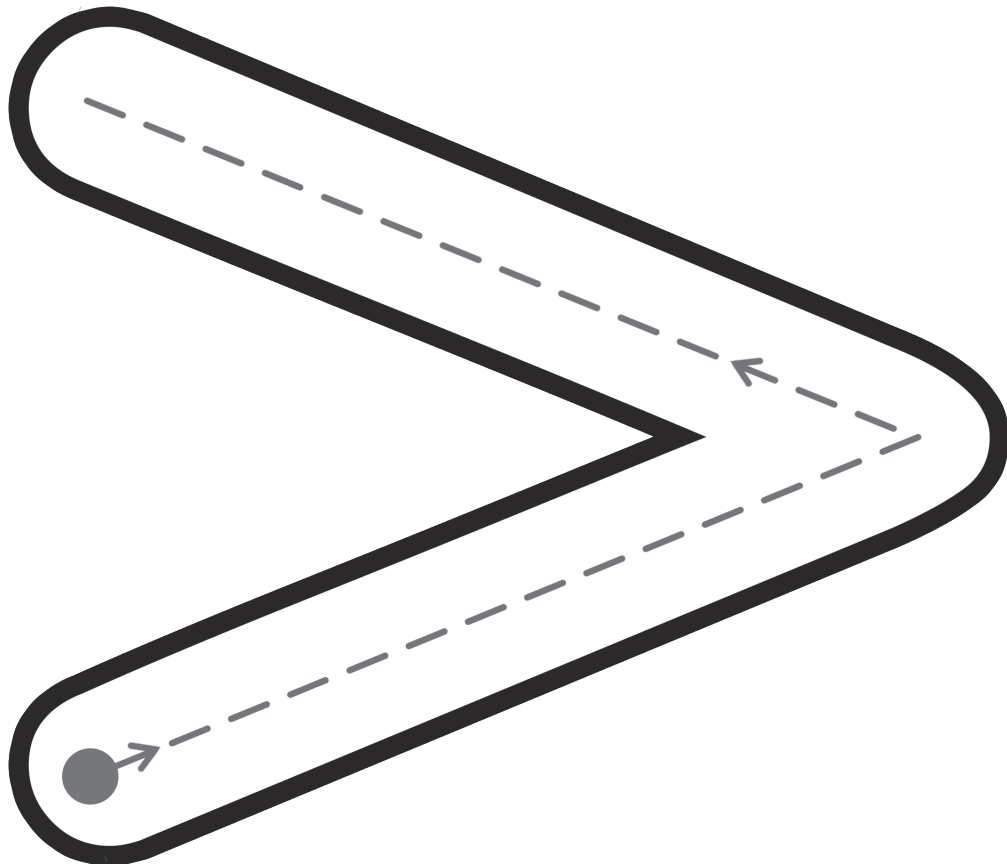
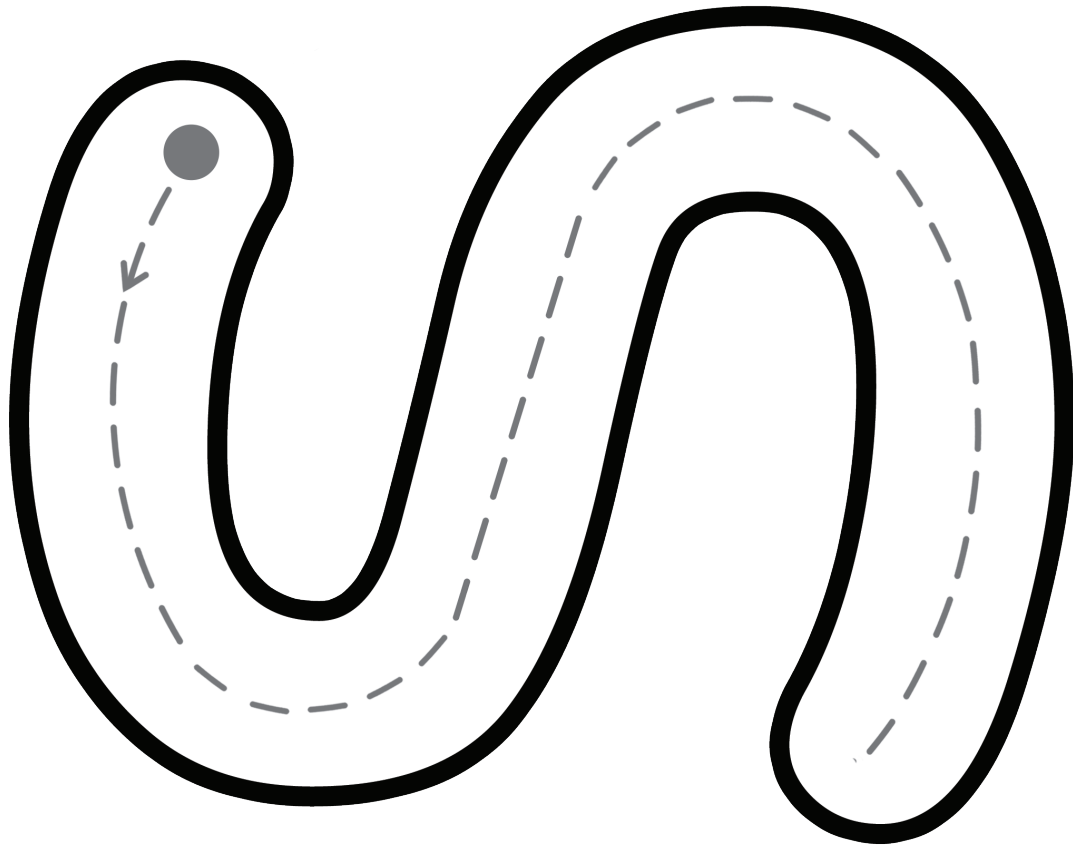
★ How to make a little book

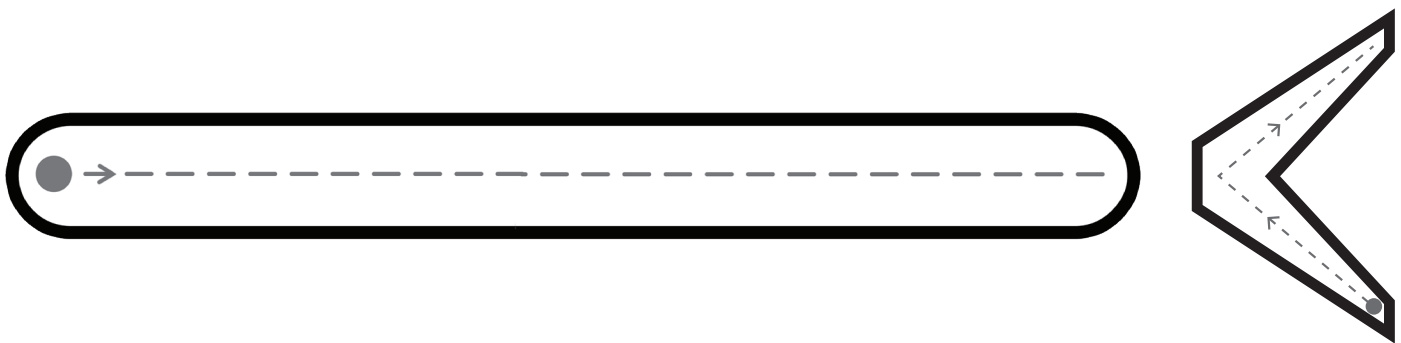
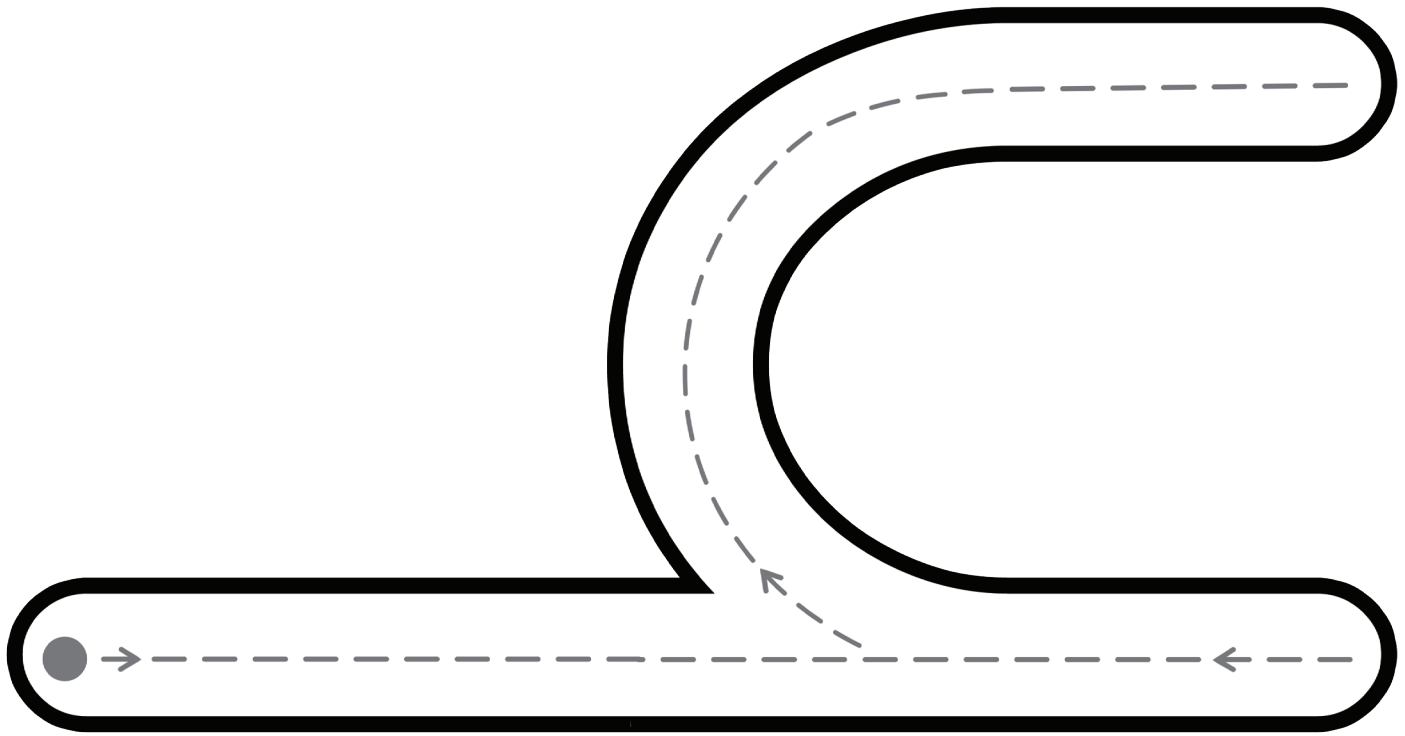
Steps

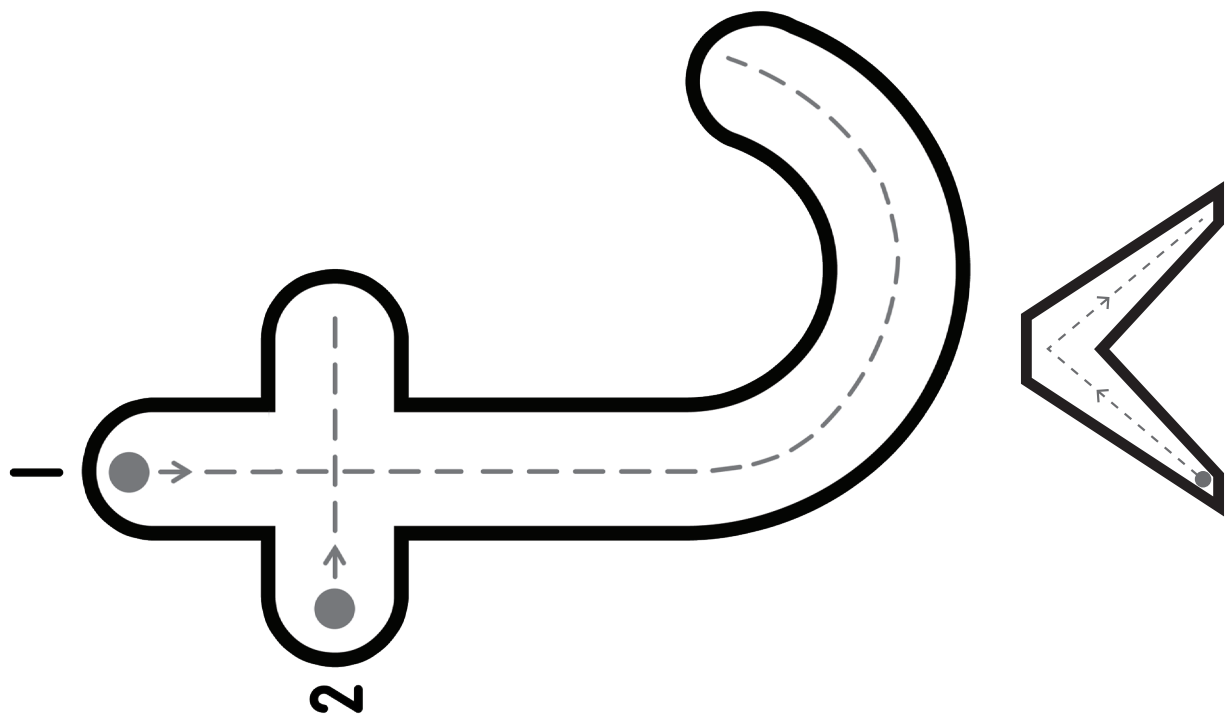
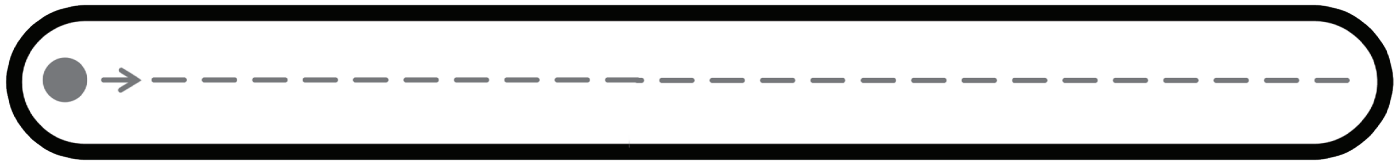
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

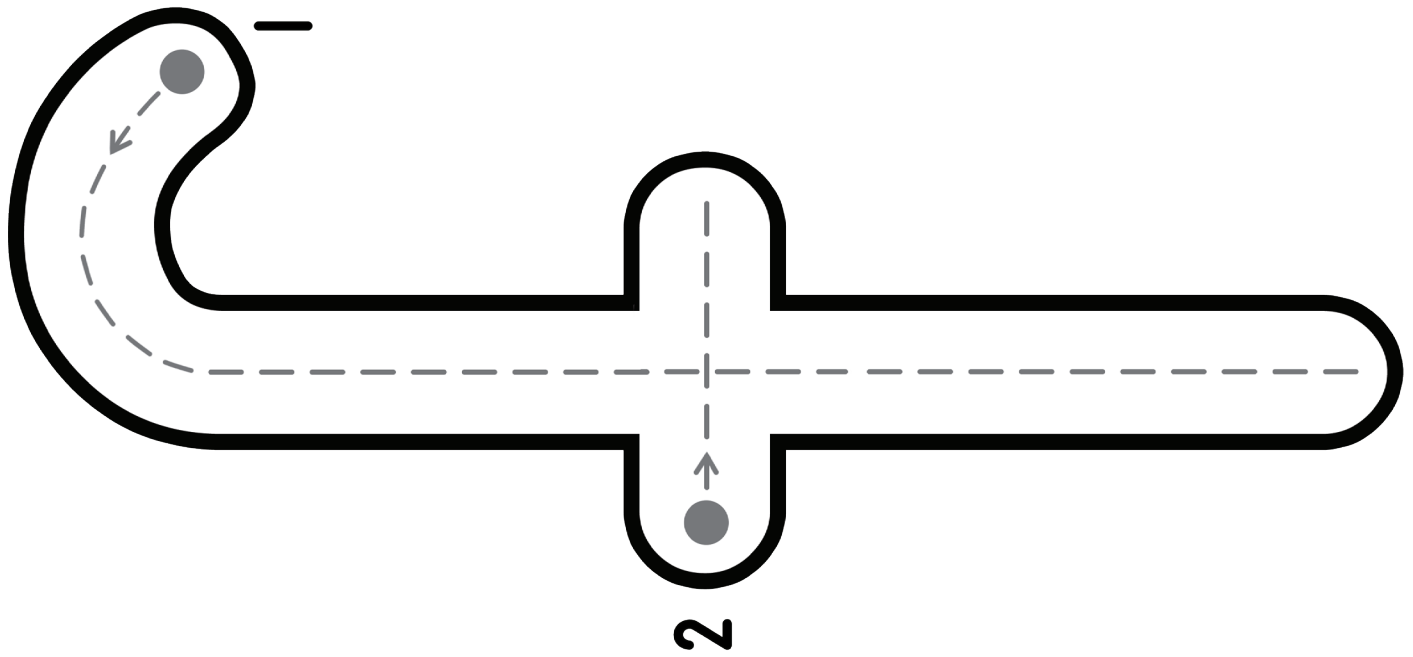
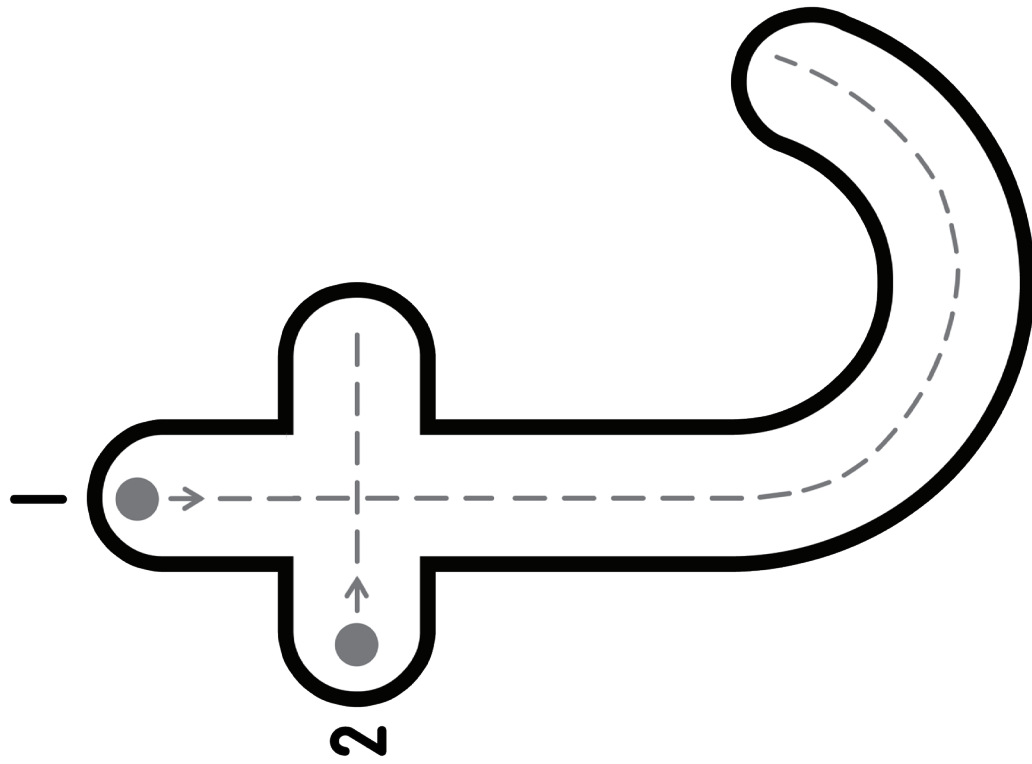










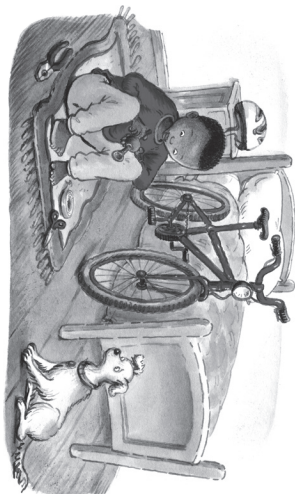




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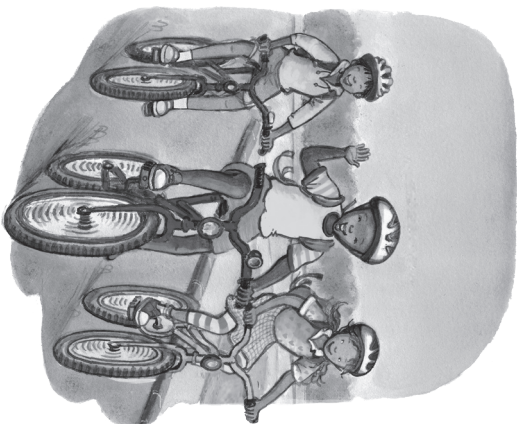
4



5



6



2



1



Baisigira ntswa
ya Bono



Bugu iyi ndi ya:

.....



3



2



4



1



5



6

Spot i ya vhengeleni

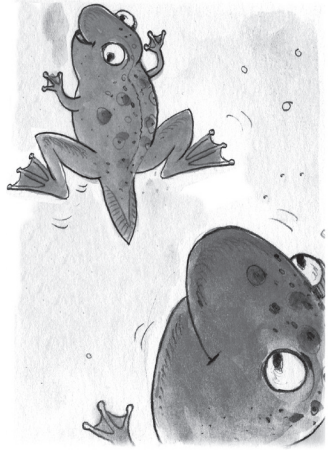


Wordworks
Changing Literacy, Inspiring Learning

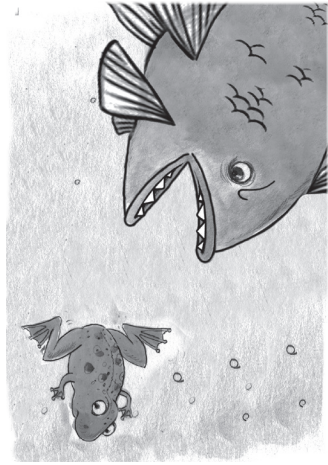
Bugu iyi ndi ya:
.....



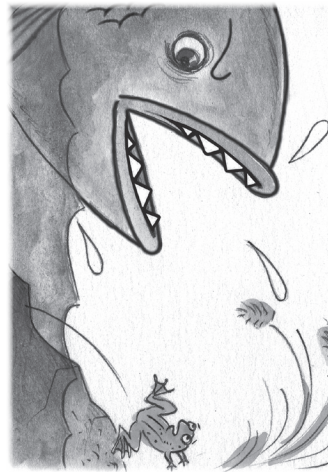
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4



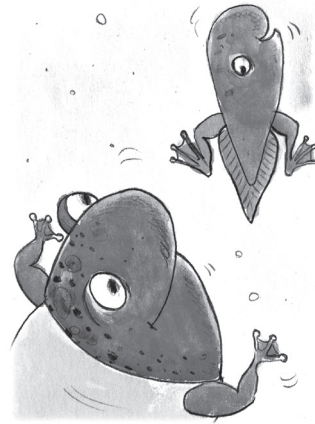
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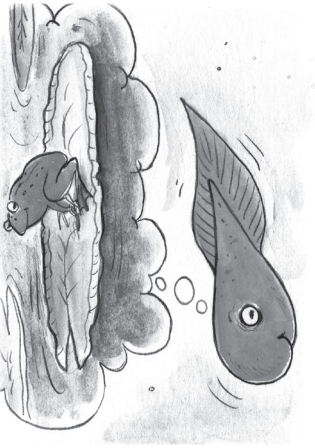
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2



1



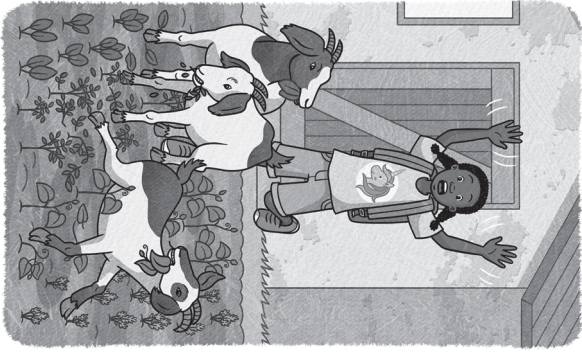
Buluvhulu liṭuku



Wordworks
Creating Literacy

Bugu iyi ndi ya:

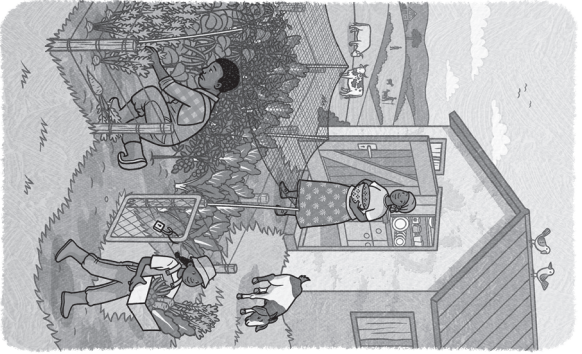
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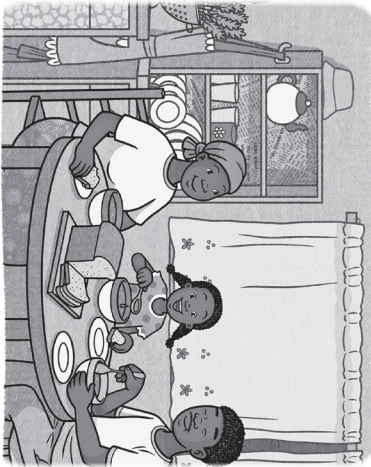
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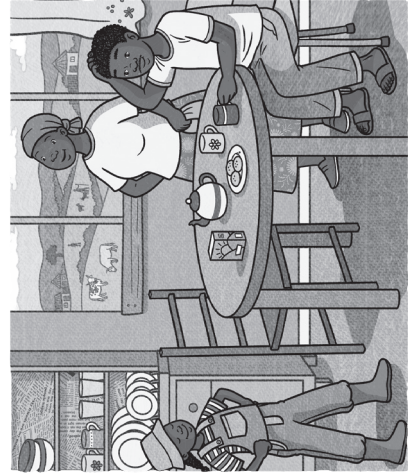
5



6



2



1

Temo na mbava
dza zwimela



Bugu iyi ndi ya:

.....



2



1



3



4



5



6

Ngade ya
Makhulutshinna
Farouk

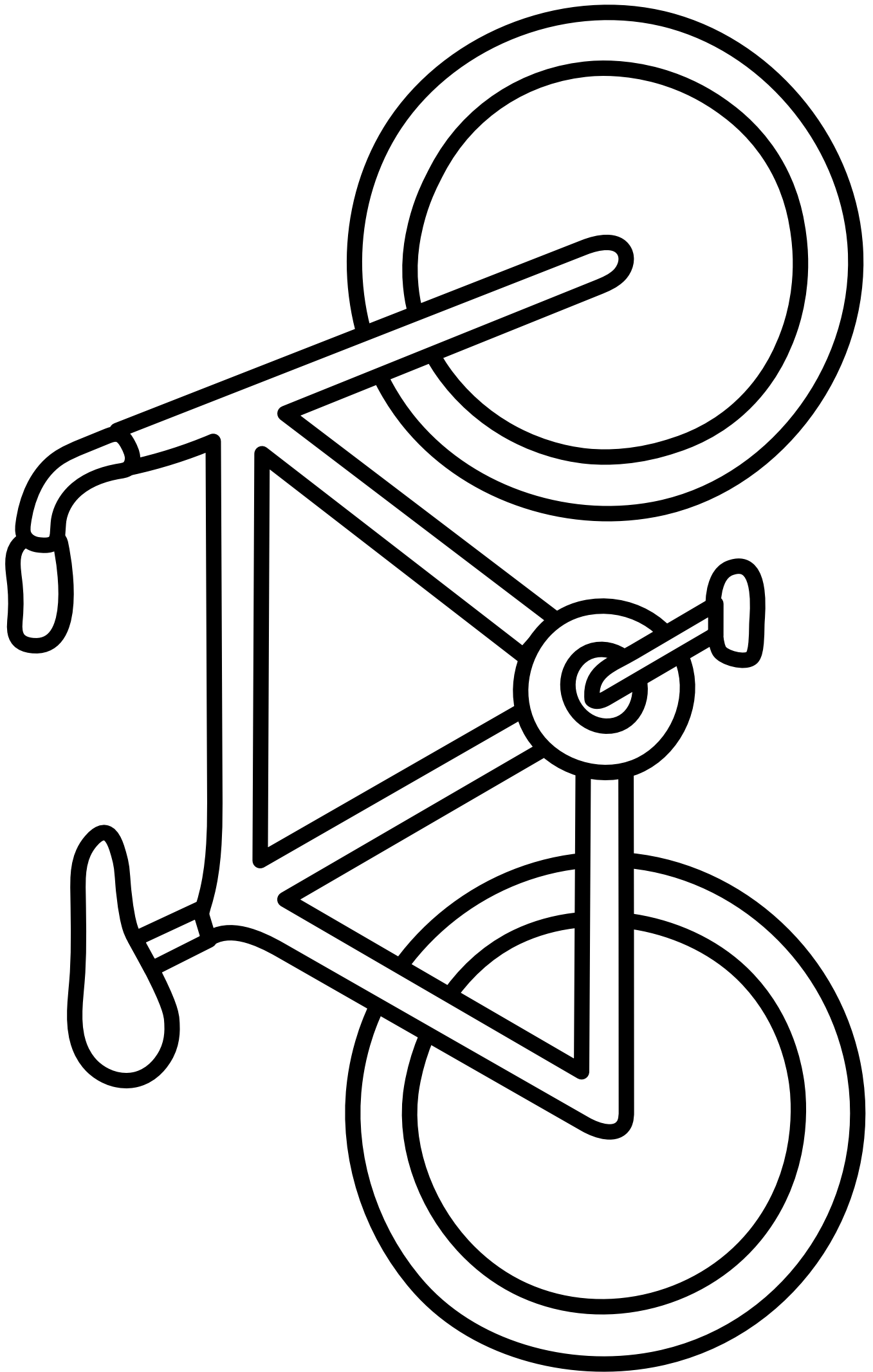


b o o k
d a s h

Bugu iyi ndi ya:

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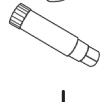


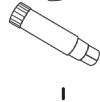

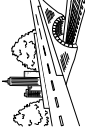




Baisigira ntswa ya Bono: Siatari la mushumo wa baisigira





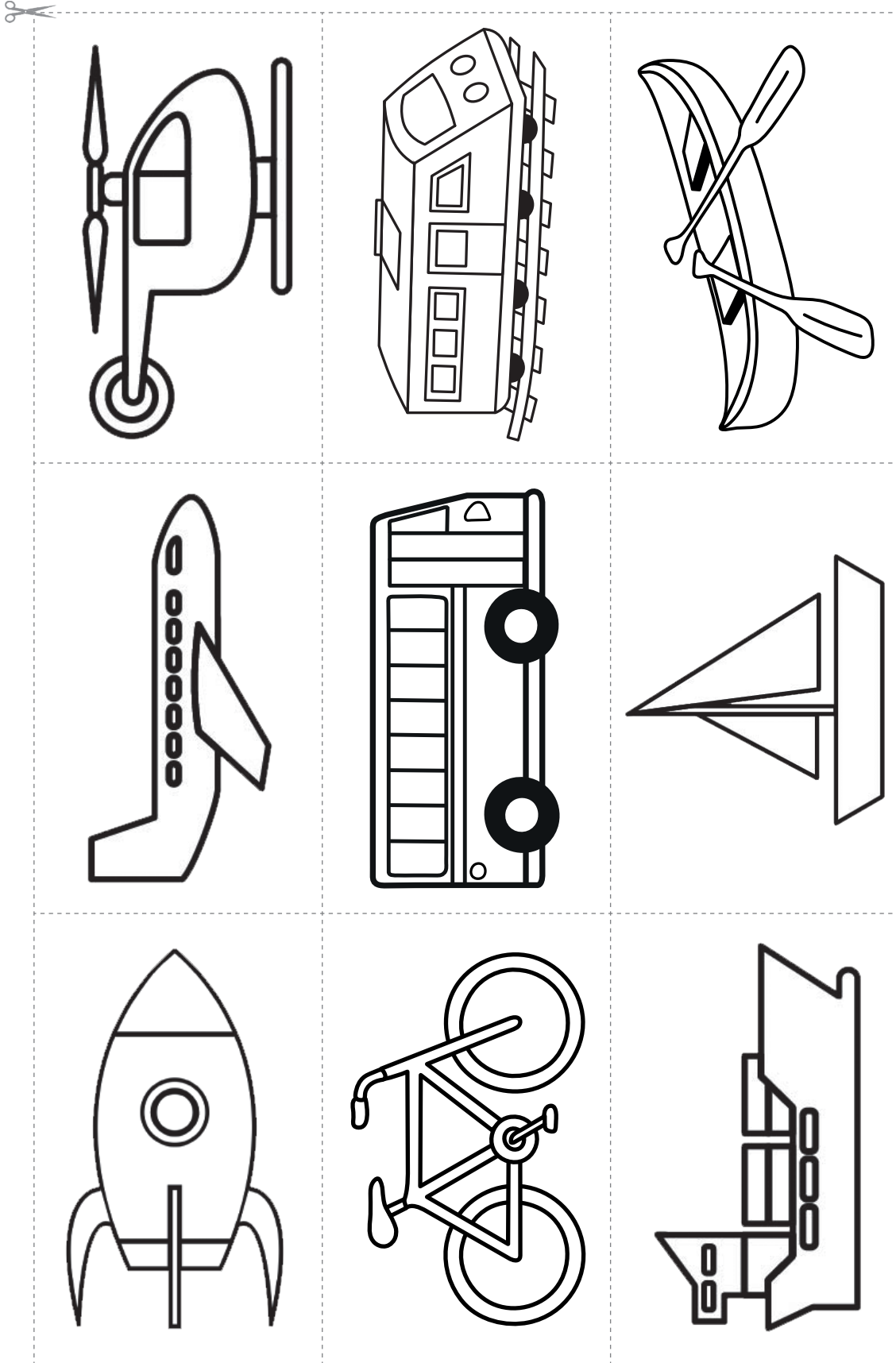
Baisigira ntswa ya Bono: Siafari, ja mushumo wa u Vhala na u ita

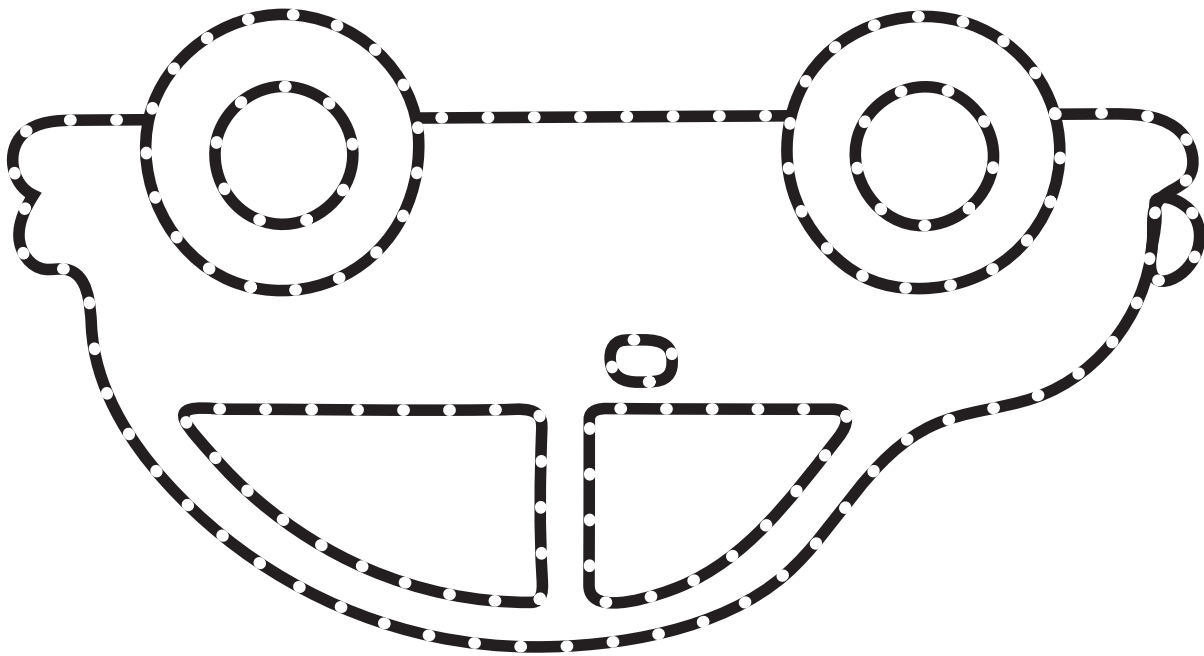
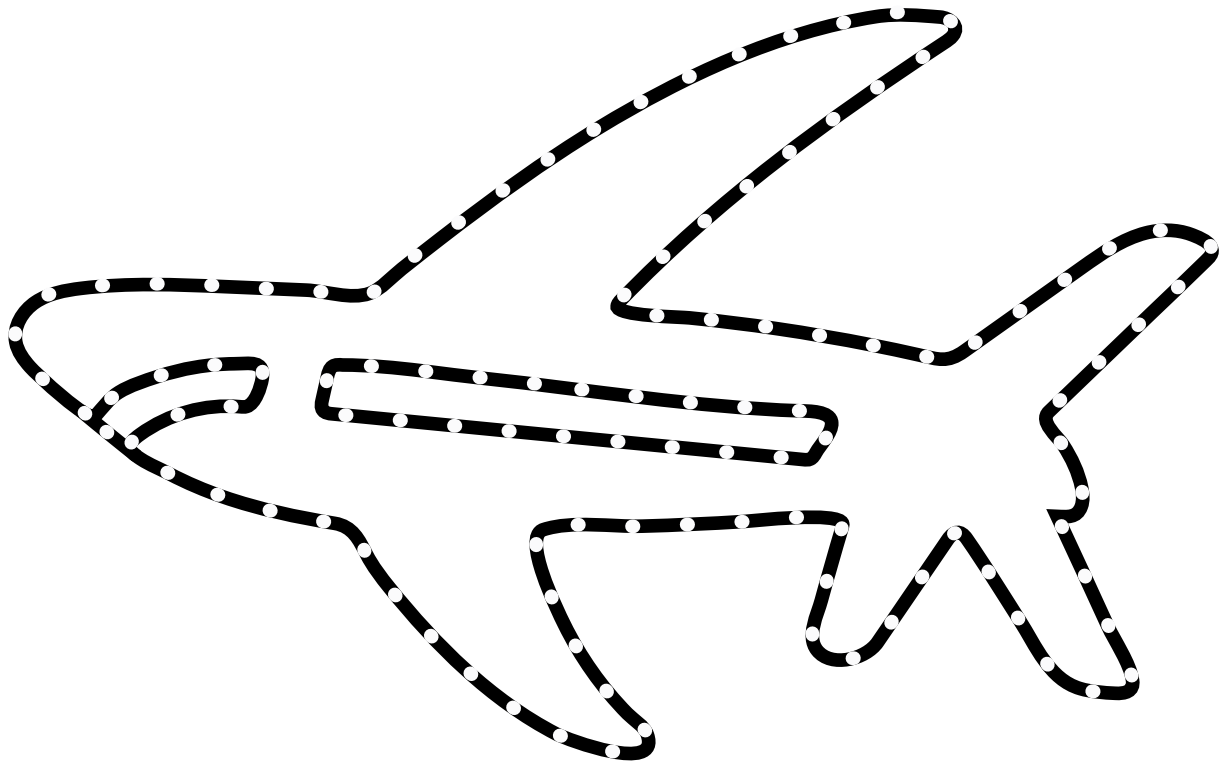
 na-	 na-	 na-	 na-	 na-	 na-	 na-	 na-	 3	 lifhasi	 mađi	 muya
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Baisigira ntswa ya Bono: Siatari la mushumo wa u Vhala na u ita



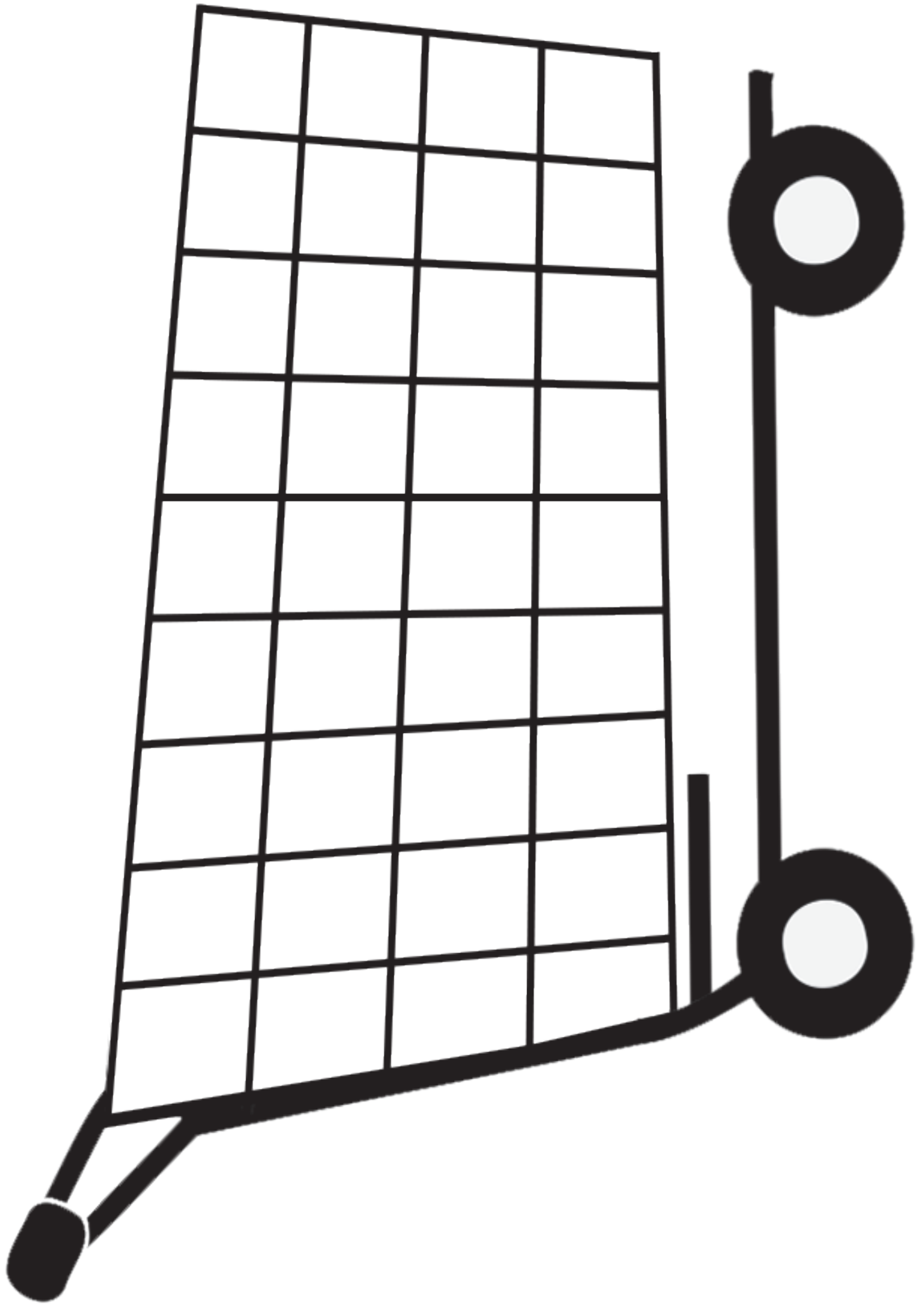


Baisigira ntswa ya Bono: Siatari la mushumo wa tshindedzi



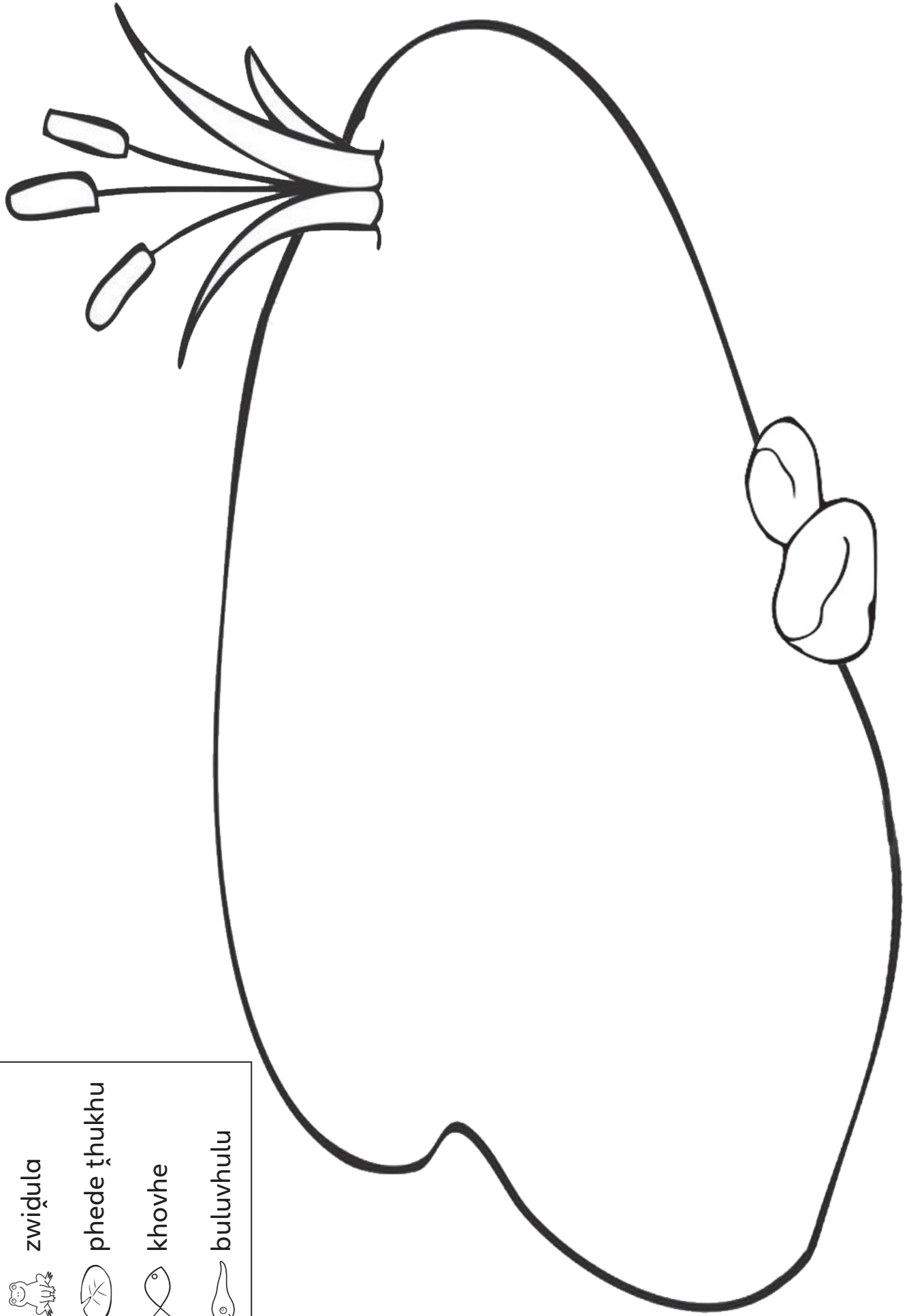












Spot i ya vhengeleni: Siaṭari ḷa mushumo wa ṭhiroḷi ya u rengela khayō





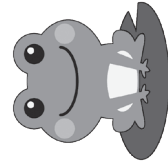
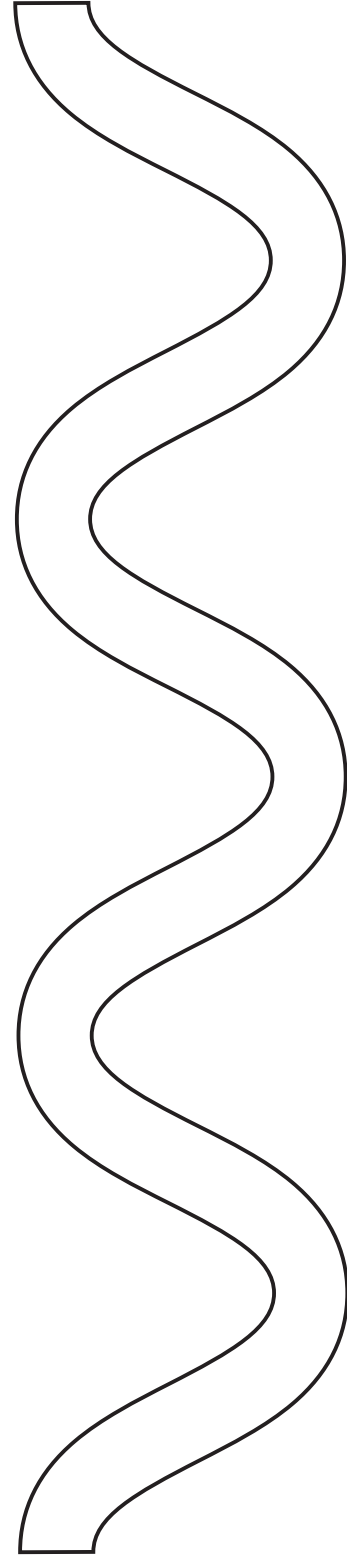
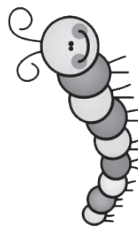
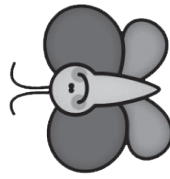
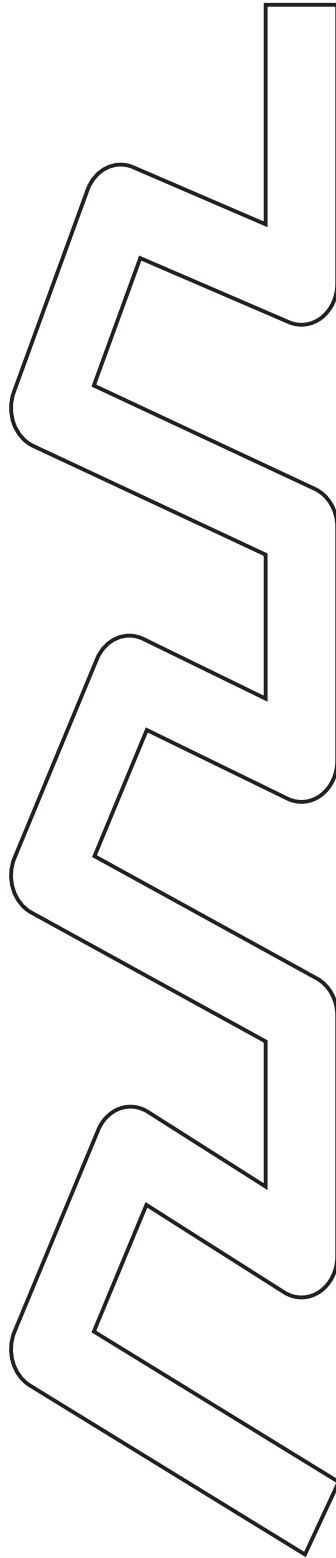
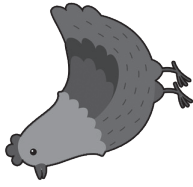
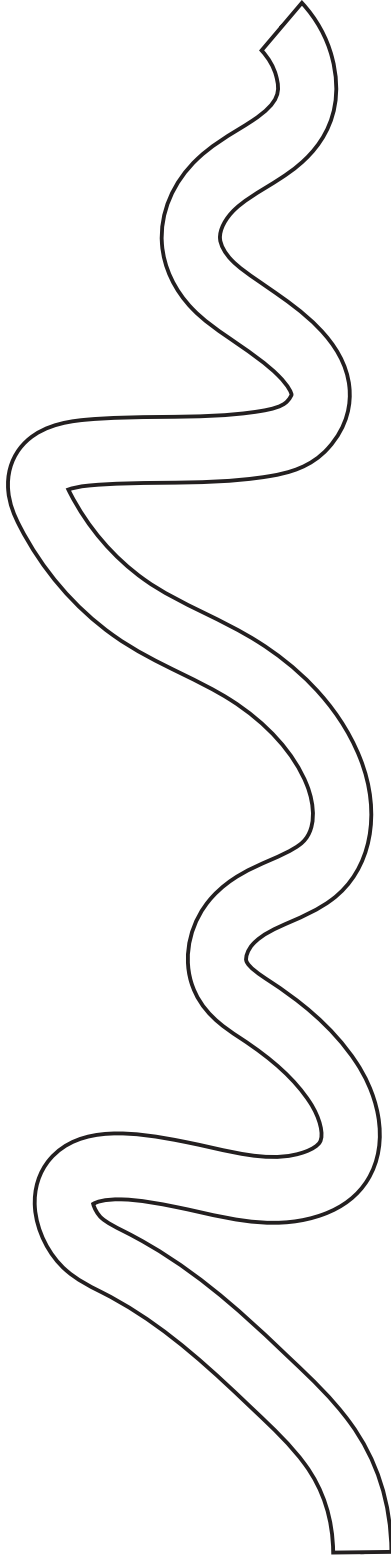
Buluvhulu liṭuku: Siaṭari ḷa mushumo wa u Vhala na u ita



1			tombo
2			zwiḡula
3			phede ṭhukhu
5			khovhe
8			buluvhulu

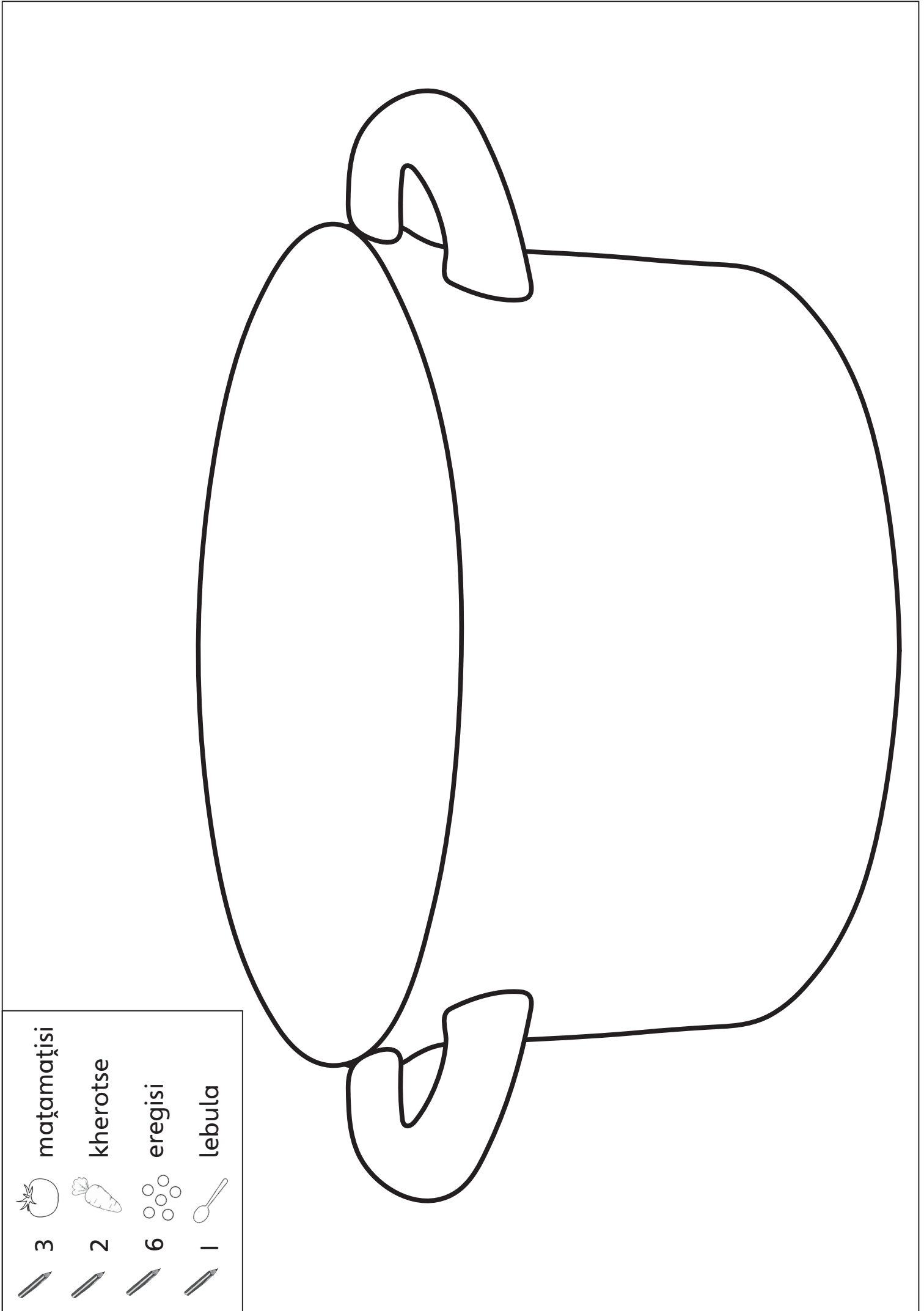










Buluvhulu lituku: Siafari la mushumo wa suko la u tamba





Temo na mbava dza zwimela: Siaṭari ḽa mushumo wa u Vhala na u ita

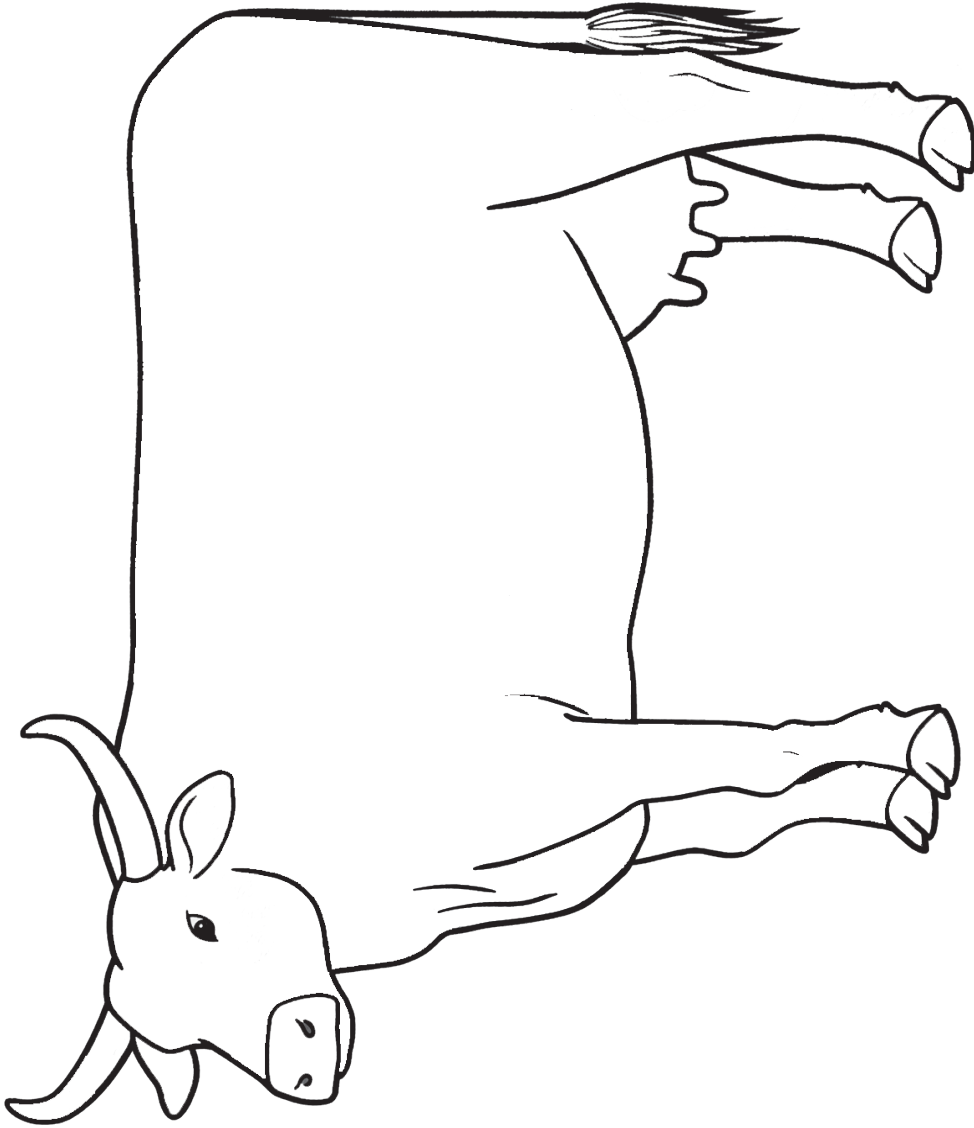


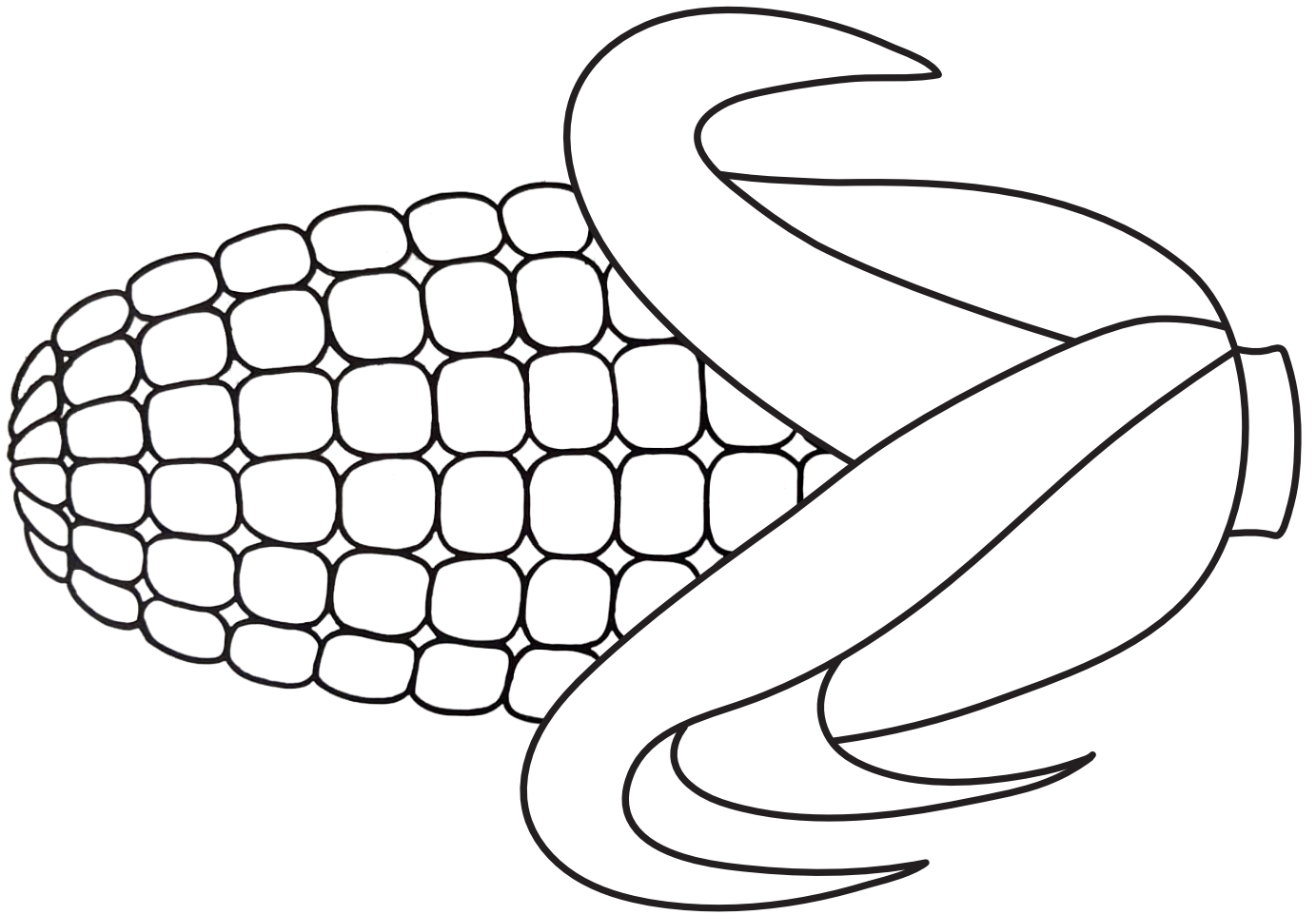
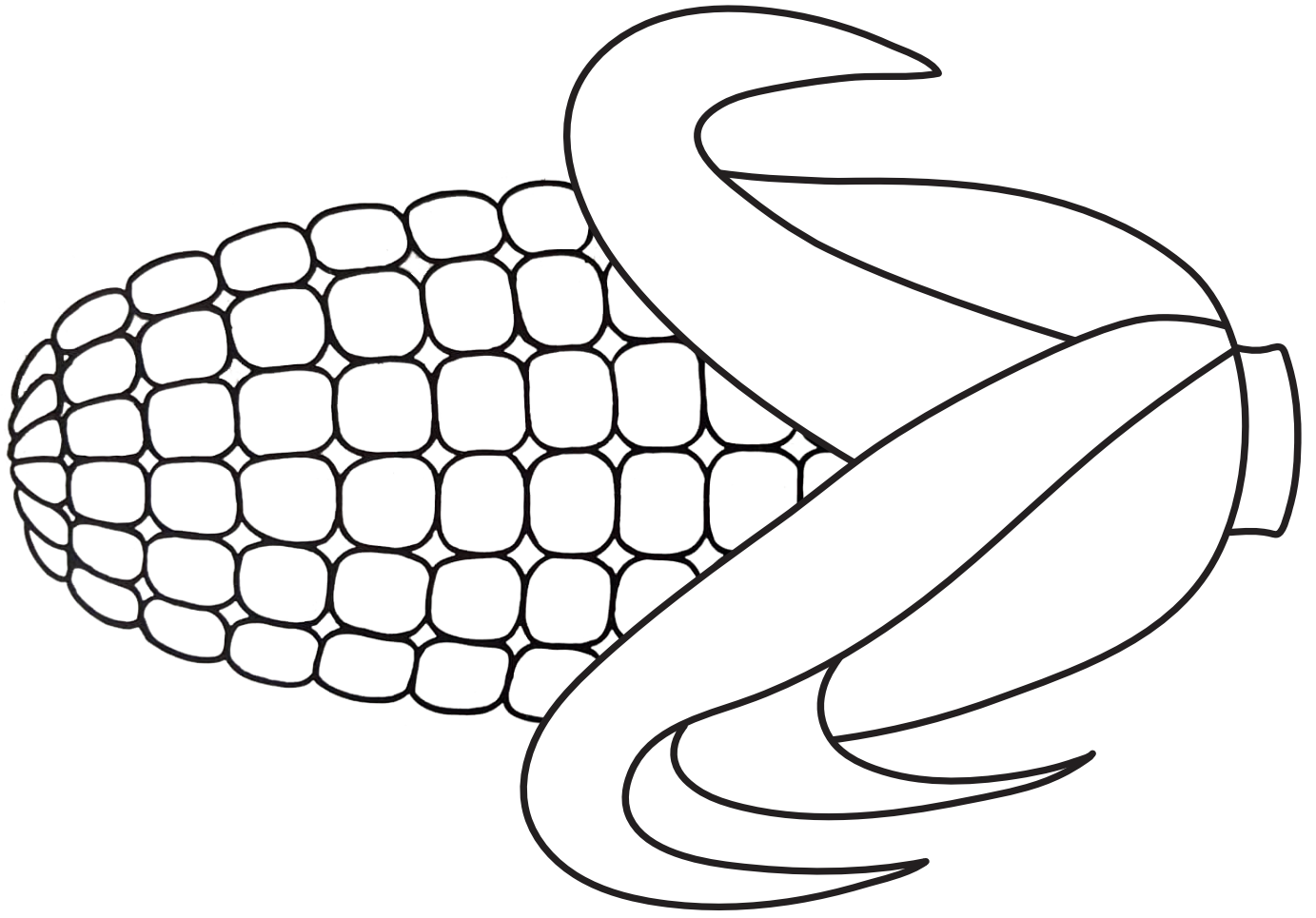
	3		maṭamaṭisi
	2		kherotse
	6		eregisi
	1		lebula





Temo na mbava dza zwimela: Siaṭari ʒa mushumo wa kholomo ya Temo





Temo na mbava dza zwimela: Siaṭari la mushumo wa Tshikoli





Ngade ya Makhulutshinna Farouk: Siaṭari ḷa mushumo wa u Vhala na u ita

- | | | | |
|---|---|---|----------|
|  | 1 |  | lunguvhi |
|  | 2 |  | tshisusu |
|  | 3 |  | khumba |
|  | 4 |  | ṅotshi |
|  | 5 |  | lusudu |

