



INkqubo yokuPhucula uLwimi
kwiBanga R

Grade R Language
Improvement Programme

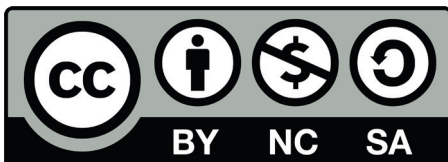
IsiKhokelo seMisebenzi Activity Guide

IKota yesi-3
Term 3



IsiXhosa | English





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

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Amazwi engabula-zigcawu aphuma kwiNtloko yeSebe leMfundo



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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


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

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

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

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

Yours Sincerely


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

★ Intshayelelo

IsiKhokelo seMisebenzi seKota Yesi-3

IsiKhokelo seMisebenzi seKota Yesi-3 soLwimi lwaseKhaya, sikuxhobisa ngendlela yokufundisa uLwimi lwaseKhaya kwiBanga R ngekota yesithathu. Imisebenzi isekelwe kumabali kwaye yenzelwe ukuba kufundiswe ibali ngalinye ngokomjikelo okanye ngokwesayikili yeeveki ezimbini.

Qaphela ezi zinto zilandelayo:

- ★ Uluhlu lwezinto ekufuneka uzilungiselele umjikelo okanye isayikili nganye yeeveki ezi-2.
- ★ Umjikelo/isayikili wee/yeeveki ezimbini okubonisa imisebenzi ekufuneka yenziwe, yonke imihla ngeeveki ezimbini.
- ★ Iphepha lokuhlola okuqhubekayo okusekelwe kwimisebenzi yekota kwaye linokusetyenziswa xa kurekhodishwa inkqubela-phambili yekota yomfundi ngamnye.
- ★ Iirubhrikhi zokuhlola
- ★ Imisebenzi esemapheleni anokufotokotshwa, iincwadi ezincinci, kunye neethempleyithi zoonobumba.

Izixhobo zokufundisa nokufunda

Nasi isishwankathelo samabali, imixholo yamabali kunye noonobumba/nezandi ekugxilwe kuzo kwikota yesi-3.

Ibali	Umxholo	Oonobumba
Ibhayisekile entsha kaDavid	Izithuthi	y no-d
USpoti uya evenkileni	Imisebenzi eyenziwa ngabantu	m no-s
Unojubalala omncinci uHelahela	Amanzi	w no-h
UTemo namasela ezityalo	Imifuno	y no-t
Isitiya sikatatomkhulu uFukufuku	Indawo esingqongileyo, enempilo	f no-g

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

Umqulu wezixhobo zokufunda nokufundisa ulwimi

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

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

★ Introduction

The Term 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	y and d
Spot goes to the shop	Jobs people do	m and s
The little tadpole	Water	w and h
Temo and the plant thieves	Vegetables	y and t
Grandpa Farouk's garden	Healthy environment	f and g

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

Language resource pack

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

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



Izixhobo onokuziqokelela okanye uzithenge

- ★ iipropu kunye nezinto zokunxiba ezihambelana neballi oza kuzisebenzisa xa ubalisa ibali, nililinganisa okanye nisenza umdlalo wokulinganisa
- ★ izixhobo zokufunda ezishicilelweyo ezihamba neballi ngalinye: incwadi yemifanekiso, amaphetshana anezinto ezithengiswayo, iimagazini kunye neepowusta
- ★ Izinto okanye amakhadi anemifanekiso ahambelana noluhlu lwesigama kwibali ngalinye
- ★ Izinto eziza kuba kwiibhokisi zoonobumba, ipapethi eyenziwe ngekawusi, ibhegi encinci, amalaphu, izinto zokuphekuza iimpukane, imbiza, umnyazi okanye ibhasikithi, icephe elikhulu, isipili esincinci
- ★ Intlama yokudlala, iimethi zokusebenzela
- ★ iikhrayoni ezinkulu zewax, ipeyinti kunye neebhrashi zokupeyinta, izikere, iglu, iikhoki, iprestikhi, amadayisi nezixhobo zokubala
- ★ Iphepha elinguA4, iphepha elinombala, ikhadibhodi kunye nephepha elikhulu elimhlophe leflipchart
- ★ izinto ezilahlweyo oza kuzisebenzisa kwimisebenzi yobugcisa neyokubumba izinto: iipeyinti ezenziwe ngephepha, amaqhosha, imbewu, izinti, amapetyu, iziciko zeebhotile, iibhokisi ebezifake amaqanda, ijagi yeglasi, iipeyinti ezahlukeyo zokupeyinta ngeminwe, amehlo eplastikhi (akunyanzelekanga ube nawo) *itin foil*, iitreyi zefoam, ilaphu, imicinga yokuvungula, iphepha elithambileyo lokufinya, imakharoni
- ★ izinto eziza kusetyenziswa kwiithempleyithi zoonobumba: amaxolo eeorenji.

Amalungiselelo afunekayo ebali ngalinye

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

Ukufundisa uLwimi lwaseKhaya kwinkqubo yemihla ngemihla yeBanga R

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

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

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





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ printed materials connected to each story: picture books, shopping flyers, magazines, 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: orange peels.

Preparation for each story

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

Teaching Home Language in the Grade R daily programme

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

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






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

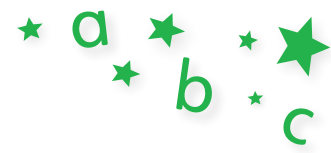




Isayikili yeeveki ezimbini yoLwimi lwaseKhaya






Iveki yoku-1

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



The Home Language two-week cycle

Week 1

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	Storytelling and building vocabulary	Storytelling and singing	Storytelling and role play	Sequencing pictures	Make, draw and write
	Learners hear the story for the first time while learning new vocabulary.	Learners listen to the story again and sing a song related to the story.	Learners take on different roles and use the story language themselves, while the story is narrated.	Learners retell the story by using pictures.	Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.
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 










Iveki yesi-2

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





Week 2

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	More sequencing pictures	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



Imisebenzi yale nkqubo ihambelana neCAPS

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

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





Programme activities are CAPS aligned

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

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





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





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

★ Ibhayisekile entsha kaDavid

Ibali



UDavid wayeyinkwenkwe eyonwabileyo ekuthanda kakhulu ukudlala nabahlobo bakhe. Yayinye into awayeyinqwenela ngaphezu kwezinto zonke emhlabeni – wayenqwenela ukuba nebhayisekile. Abahlobo bakaDavid babeneebhayisekile. Babekhwela zona xa besiya esikolweni. UDavid wayedla ngokuma ababukele aphakamise isandla xa ebona besiya esikolweni ngebhayisekile zabo. Wayenqwenela ukuba naye angakhwela kunye nabo.

Lafika ixesha lokuba uDavid abhiyozele umhla wokuzalwa kwakhe. Wayenethemba lokuba kulo nyaka umama notata wakhe bangamnika isipho sebhayisekile. Ngentsasa yomhla wakhe wokuzalwa, umama kunye notata wakhe bamkhwaza: “Min’ emnandi, David! Yiza uzokubona isipho esikuthengele sona!” UDavid wabaleka wangena kwigumbi lokulala likamama notata wakhe, khawuqashele ukuba wabona ntoni – ibhayisekile ebomvu emenezelayo eneqhina elikhulu elizuba. Wavuya kakhulu. “Enkosi, ndiyabulela Mama! Enkosi, ndiyabulela Tata!” watsho. “Bendikunqwenela kakhulu ukuba nebhayisekile. Ngoku nam ndiza kukwazi ukuhamba ngebhayisekile kunye nabahlobo bam xa sisiya esikolweni.”

UDavid wayevuya kakhulu. Wathwala umnqwazi wokukhwela ibhayisekile waze wakhwela ibhayisekile yakhe entsha emenezelayo kodwa wasuka wayokuwa phantsi. Waphinda wazama kwakhona uDavid, waphinda wawa. Wayengakwazi ukukhwela ibhayisekile.

UDavid wayiqhuba wayisa kwigumbi lakhe lokulala ibhayisekile waze wayibeka ecaleni kwebhedi yakhe. Yonke imihla wayevuka ayipolishe imenzezele. “Akwaba bendikwazi ukuyikhwela,” wacinga.

“David, yiza uzokukhwela kunye nathi ibhayisekile,” bamkhwaza abahlobo bakhe. Kodwa uDavid wahlala endlwini. Waziva eneentloni kwaye wayengafuni kuxelela mntu ngemfihlo yakhe yokuba akakwazi ukuyikhwela ibhayisekile.

Yonke imihla ngorhatya uDavid wayelinda de kube mnyama aze ayidudulele ebaleni phandle ibhayisekile yakhe apho kwakungekho mntu wayeza kumbona. Wayezama ukuyikhwela ibhayisekile yakhe, kodwa usizana olunguDavid lwalusiwa qho ze lwenzakale.

Ngolunye urhatya, umhlobo kaDavid ogama linguDudu, wabona ebaleni. UDudu wayengumhlobo onobuntu, wayefuna ukumnceda uDavid.

“David! Mandikuncede torho,” wamkhwaza. UDudu wayibamba ibhayisekile waze wabaleka emva kwakhe. UDavid wawa kwakanye, wawa kabini, emva koku zange aphinde awe.

“Ndiyakwazi ukuyikhwela! Ndiyakwazi ukuyikhwela!” Wakhwaza uDavid eyinyova ngokukhawuleza.

“Yeeyiiii!” wakhwaza uDudu.

“Yeeyiiii!” wakhwaza uDavid ejikeleza esitiyeni ngebhayisekile. “Ndiyabulela kakhulu ngoncedo lwakho Dudu!”

Ngosuku olulandelayo abahlobo bakaDavid bambiza. Wayekulungele ukukhwela ibhayisekile yakhe entsha kunye nabo. UDavid wayekuvuyela kakhulu ukuzama ukukhwela ibhayisekile nangona wayemana esiwa amaxesha amaninzi. Ngoku wayeza konwaba kunye nabahlobo bakhe aze naye ahambe ngebhayisekile yakhe kunye nabo xa besiya esikolweni.

Liyaphela apha ibali lethu.



★ 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.





Ingoma

Ndinebhayisekile

Ndinebhayisekile,
Ndinent' okuhamba,
Ndinebhayisekile,
Ndinent' okuhamba.

Hamba bhayisekile,
Hamba nt' okuhamba,
Hamba bhayisekile,
Hamba nt' okuhamba.

Ndinebhayisekile,
Ndiyayinyova,
Ndinebhayisekile,
Ndiya esikolweni.

Hamba bhayisekile,
Hamba nt' o kuhamba,
Hamba bhayisekile,
Hamba nt' okuhamba.



Isigama esiphuma ebalini

Amagama abalulekileyo:	ibhayisekile	abahlobo	umnqweno	khwela	umhla wokuzalwa	umnqwazi wokukhwela ibhayisekile
Amanye amagama:	wangawangisa isandla	polisha	wawa	imfihlo	menyezelayo	iqhina
	isipho	igumbi	nceda	mnyama	nobuntu	zama





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





Izinto ekufuneka unazo:

- Ibali: *Ibhayisekile entsha kaDavid*
- Iipapethi: uDavid, uDudu, ibhayisekile kaDavid, umnqwazi wokukhwela ibhayisekile, ibhowu lomhla wokuzalwa
- Iiprophu: umnqwazi wokukhwela ibhayisekile, isijungqe seribhoni esiqhinelwe kwibhowu
- Izinto okanye amakhadi anemifanekiso ehambelana namagama akuluhlu lwesigama.



Iveki yoku-1 Usuku loku-1

Imisebenzi yeklassi yonke

Yenza isicengcelezo esithi *Ndinyakazisa iminwe yam*, ukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi: Ingaba ukhona apha kuni onayo ibhayisekile? Wawukhe wazama ukukhwela ibhayisekile? Ucinga ukuba kulula ukufunda ukukhwela ibhayisekile?
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo kuluhlu lwesigama, uze ubonise abafundi into okanye umfanekiso obonisa into ukuze ubabonise intsingiselo yegama. Umzekelo, babonise umnqwazi wokukhwela ibhayisekile okanye iribhoni enombala eqhinelwe kwibhowu.

2 Ngexesha ubalise ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *“Ucinga ukuba utata nomama kaDavid bamnika ntoni ngemini yokubhiyozela umhla wokuzalwa kwakhe? Ingaba uDavid uza kukwakzi ukufunda ukukhwela ibhayisekile yakhe?”*

3 Emva kokubalisa ibali

- 3.1 Buza abafundi le mibuzo: *“Uthande ntoni kweli bali? Yintoni ongakhange uyithande kweli bali? Yiyiphi eyona ndawo uyithande kakhulu? Yiyiphi imibuzo onayo ngeli bali? Wawukhe wazama ukwenza into enzima waze waphumelela?”*

Ukwazisa abafundi isandi esiphuma ebalini

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

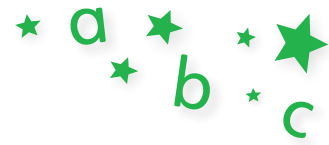
Imisebenzi yamaqela amancinci

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

Ndinyakazisa iminwe yam

Ndinyakazisa iinzwane zam
Ndinyakazisa amagxa am
Ndinyakazisa impumlo yam
Ngoku (qhwaba ke ngoku)
Andisakwazi tu
ukunyakazisa nantoni.
Kwaye ndizolile ndithe cwaka!





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? Who knows what the short word for bicycle is (bike)?*"
- 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: "*Yakhe, yiza, yonke. Can you hear the focus sound: yakhe, yiza, yonke? Yes, you are right! They all have the sound /y/.*"
- 2 "*Listen carefully, here are some more words with /y/: yayinye, iyoyo, iyogathi, yona, yiyo.*" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /y/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /y/: "**y-y-y**". 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!



Izinto ekufuneka unazo:

- Iipapethi ezimalunga nebali
- Umculo neepropu okanye imifanekiso emalunga nengoma



Iveki yoku-1 Usuku lwesi-2

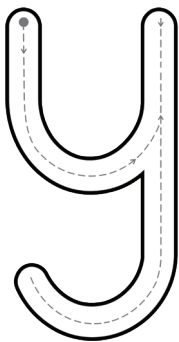
Imisebenzi yeklasi yonke

Ukubalisa ibali nokucula

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

Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /y/ okanye ubacele ukuba bakhe bacinge ngamanye amagama anesi sandi u /y/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangenza ngathi badlala iyoyo baze bathi "y-y-y-yo-yo".
- 3 Bonisa abafundi indlela abhalwa ngayo unobumba u /y/. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "Qala echaphazeni, yehla, nyuka, yehla, ujikele."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi. Bangazama ukwakha unobumba besebenzisa imizimba yabo.
- 5 Wakuba ubabonisile indlela yokubhalwa kukanobumba, phuma nabafundi phandle uze ubakhuthaze abafundi ukuba basebenzise izinti babhale unobumba esantini baze bahambe phezu kwakhe.
- 6 Bakhuthaze abafundi ukuba babize isandi esenziwa ngunobumba njengokuba bembhala phantsi unobumba.



Imisebenzi yamaqela amancinci

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





You will need:

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



Week 1 Day 2

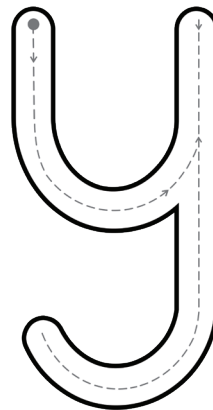
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /y/ or if they can think of any other words that start with the sound /y/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to play with a yoyo while saying "y-y-y-yo-yo".
- 3 Show learners how to write the letter y. 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, round, up, down and around."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their 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.



Izinto ekufuneka unazo:

- Iipapethi kunye neepropu eziza kusetyenziswa xa kubaliswa ibali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezinesandi u **y**: iyoyo, iyogathi, uyise, iyeza, iyadi, iyuku



Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklassi yonke

Ukubalisa nokulinganisa ibali

- 1 Culani ingoma.
- 2 Khawukhe ubuze abafundi ukuba ingaba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: Babonise izinto ezikhanyayo nezingakhanyayo. Babuze ukuba ziziphi ezikhanyayo baze baphinde babize ezo zingakhanyayo. Babuze ukuba basalikhumbula na igama lento ongafuni kuyichazela mntu (imfihlo) okanye into onethemba lokuba iza kwenzeka (umnqweno).
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali kwaye ubabonise neepropu eziza kusetyenziswa xa kubaliswa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ke ngoku ubalise ibali kwaye ubakhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklassi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

UStella uthi:



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



Ibhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklassi, bacele baxebele iklassi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: "Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo.
- 6 Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- 7 Bacele abafundi ukuba bakhangele izinto ezigxile kwesinye sezandi. Umzekelo: "Khawukhangele into egxile kwisandi u **ly!**?" Umfundi kufuneka abize igama lento, atsho isandi egxile kuso aze ayibeke into leyo kwibhokisi kanobumba ochanekileyo.

Imisebenzi yamaqela amancinci

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **y**: iyoyo, iyogathi, uyise, iyeza, iyadi, iyuku

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: "Can you find something that starts with the sound /y/?" The learner must name the object, say the focus sound and place the object in the correct letter box..

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.



Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Izandi ekuza kugxilwa kuzo nezincanyathiselwe kumakhunana ezitokhilekese
- Amakhadi anemifanekiso okanye izinto ezikwiibhokisi zoonobumba abaza kutshatiswa nesandi ekuza kugxilwa kuso

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

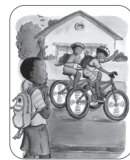
- "Ubona bani?" (abalinganiswa)
- "Wenza ntoni?" (izenzi neentshukumo)
- "Yiyiphi enye into oyibonayo?" (ukujonga kwakhona)
- "Iphi i...?" (ukubiza amagama eendawo)
- "Ucinga ukuba kutheni...?" (ukucinga okubonisa isakhono sokuyila, ukuvakalisa izimvo)

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklassi yonke

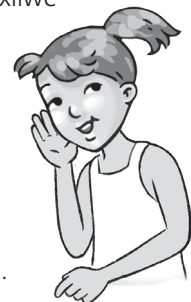
Ukulandelelanisa imifanekiso

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



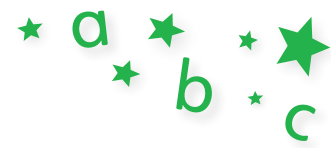
Ukuphulaphula izandi ekugxilwe kuzo

- 1 Nika umfundi ngamnye ikhadi elinomfanekiso okanye into oyithatha kwibhokisi yoonobumba ehambelana nomnye woonobumba ekugxilwe kubo oncanyathiselwe kukhunana lwesitokhilekese.
- 2 Bachazele abafundi ukuba uza kuphakamisa ukhunana lwestokhilekese elinonobumba ekugxilwe kuye. Abafundi abanomfanekiso okanye into eneso sandi kugxilwe kuso kufuneka beme ngeenyawo baze benze uloliwe emva kwakho. Kufuneka babize igama lento esemfanekisweni okanye lento baze bagxininise kwisandi ekugxilwe kuso.
- 3 Uloliwe ke uza kuma esitishini aze utitshala abeke ukhunana olunonobumba phezu kwetafile. Umfundi ngamnye kufuneka abeke umfanekiso wakhe okanye into ayiphetheyo ecaleni kukanobumba.
- 4 Yiphindaphindeni ke le nkqubo nisebenzisa esinye isandi ekugxilwe kuso.



Umsebenzi wamaqela amancinci

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



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.



Izinto ekufuneka unazo:

- Iphepha elikhulu leflipchart, ikhokhi, iikhrayoni, imephu
- Uluhlu lwamagama anamalungu amaninzi amalunga nebali: umnqwazi wokukhwela, imfihlo, isipho, ibala, intsasa, kunye, ibhayisekile, umhla wokuzalwa, David

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Buza abafundi ukuba ingaba ukhona kubo owayekhe wayisebenzisa imephu. Babonise imephu uze uncokole nabo ngezinto esithi siyisebenzise kuzo imephu.
- 2 Bachazele ukuba uza kufuna ukuba bakuncedise nizobe imephu ebonisa indlela esuka esikolweni eya evenkileni/epakhini/ecaweni ekufutshane.
- 3 Zoba isikolo kunye nesango elingena esikolweni uze ubabuze abafundi ukuba kufuneka ujike ndawoni xa usuka esikolweni. Zoba indlela eya kwivenkile/kwipakhi/kwicawa ekufutshane. Babuze abafundi ukuba ingaba ikhona na into abayibonayo endleleni baze bazobe imithi, iirobhothi, nezindlu ezisecaleni kwendlela.



Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **i | bha | yi | se | ki | le**.
- 2 Cela abafundi ukuba umfundi ngamnye ajongane nomhlobo wakhe baze benze *uhigh five* xa bebiza ilungu ngalinye legama: **i** (*high five*) **bha** (*high five*) **yi** (*high five*) **se** (*high five*) **ki** (*high five*) **le** (*high five*).
- 3 Biza amanye amagama anamalungu amaninzi aphuma ebalini baze bona abafundi benze *uhigh five* kwilungu ngalinye.
- 4 Bakhuthaze abafundi ukuba babale inani lamalungu kula magama (Umzekelo: igama "ibhayisekile" linamalungu amathandathu).
- 5 Ukuwongeza lo msebenzi, ungacima amalungu athile egama uze ujonge ukuba ingaba abafundi baza kukwazi ukutsho ukuba ngawaphi amalungu angekhoyo. Umzekelo: Xelela abafundi ukuba babize igama "isipho" kodwa ke wena ungambizi yena u "isi". Babuze ke ukuba liliphi igama elingekhoyo ("pho"). Qhubeka ke wenze ngolu hlobo nakwamanye amagama: "David" ungambizi u "Da" iyakuba ngu ... "vid".



Umsebenzi wamaqela amancinci

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





You will need:

- Flipchart paper, marker, crayons, a map
- A list of multisyllabic words umnqwazi wokukhwela, imfihlo, isipho, ibala, intsasa, kunye, ibhayisekile, umhla wokuzalwa, David

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: **i | bha | yi | se | ki | le**.
- 2 Ask learners to face a friend and do high fives for each syllable: **i** (high five) **bha** (high five) **yi** (high five) **se** (high five) **ki** (high five) **le** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "ibhayisekile" has six 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 "isipho", then ask them to say it again, but don't say "isi". What is left? ("pho"). Now continue with more words: "David" without "Da" is ... (vid).



Small group activities

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



Imisebenzi yamaqela amancinci yeVeki yoku-1





Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 • likhrayoni ezinkulu zewax <div data-bbox="217 712 562 958"> <p>Ibhayisekile entsha ka David</p> </div> <div data-bbox="199 965 562 1283"> <p><i>Ngeli xesha lonyaka, umfundi umele ukuba uzithembile ngakumbi xa ezama ukuzibhalela. Ungaxhalabi ke xa abanye abafundi bebhala udederhu loonobumba abangenazithuba phakathi kwabo.</i></p> </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusaphuhlayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo. 2 Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye. 3 Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Usenokubanika iingcebiso. 4 Bakhuthaze abafundi ukuba bazobe eyona ndawo bayithande kakhulu ebalini. 5 Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe. 6 Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele. 7 Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo. Umzekelo: "UDavid ... wafumana isipho se... Liliphi igama eliilandelayo ofuna ukulibiza? Ibhayisekile. Ndiza kubhala igama "ibhayisekile." 8 Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba ulungise amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. 9 Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde izivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.
<ul style="list-style-type: none"> • libhodi ezimbini zomdlalo wokhuphiswano lomdyarho weemoto ... • lisethi ezimbini zamakhadi oonobumba nawemifanekiso • Amadayisi amabini nezixhobo zokubala <div data-bbox="199 1543 591 2037"> <p><i>Ukuba abafundi bafumana ubunzima ekudlaleni bodwa imidlalo, kungangcono ukuba ucele abazali abathile ukuba baze kubancedisa kulo msebenzi wamaqela amancinci. Dlalani kunye nabazali imidlalo phambi kokuba kufike iiholide zesikolo khonukuze abazali bakwazi ukusebenza ngokuzithemba nabafundi.</i></p> </div>	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Beka ibhodi yomdlalo emethini/etafileni uze ubeke amakhadi anemifanekiso, ikhadi ngelinye libe phezu kwelinye, uwaqubude. Sasaza amakhadi anoonobumba khonukuze abafundi bawabone kakuhle. 2 Chazela abafundi imigaqo yomdlalo: <ul style="list-style-type: none"> • Umfundi ngamnye uza kufumana ithuba lokuphosa idayisi aze ahambise into yokubala ngokwenani lezithuba ezichanekileyo. • Emva kokuhambisa into yokubala, umfundi ukhetha ikhadi elinomfanekiso, ubiza into esemfanekisweni aze abize nesandi ekugxilwe kuso. • Akugqiba umfundi ubeka ikhadi elinomfanekiso ecaleni kwekhadi elinonobumba ochanekileyo. • Uyaphela umdlalo xa umfundi wokuqala efikile kwiflegi kwaye loo mfundi nguye ophumeleleyo. <div data-bbox="909 1767 1251 2025"> </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="222 652 557 900"> <p>David's new bike</p> </div> <div data-bbox="197 910 588 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="197 1302 557 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>



Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Vula incwadi uze uyityhile futhi ubonise abafundi indlela yokutyhila amaphepha neyokubamba incwadi ngononophelo. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 3 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.
<ul style="list-style-type: none"> • Ikopi yephepha elinomsebenzi webhayisekile • Ipasta, izinti, <i>itin foil</i>, iglu nesikere 	<p>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Chazela abafundi ukuba bancamathisele ipasta okanye izinti kunye <i>netin foil</i> bahombise ibhayisekile. 2 Bakugqiba, bangazoba uDavid ekhwele ibhayisekile yakhe edudulwa nguDudu. 
<ul style="list-style-type: none"> • Iipropu: izixhobo ezisetyenziswa xa kulungiswa izinto, impompo yebhayisekile, ibhayisekile eza kuhlanjwa ze ipolishwe, impompo yepetroli eyenziwe ngebhokisi endala, ifoni eza kusetyenziswa xa kubhukishelwa imoto isevisi, umqondiso obonisa igaraji, imephu yendlela okanye incwadi yeemephu 	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <ol style="list-style-type: none"> 1 Khokela iqela liye kwikona yomdlalo wokulinganisa uze ubabonise iipropu ezintsha. 2 Bachazele ukuba baza kwenza ngathi basebenza egaraji kwaye kufuneka babe ngabantu abetha ipetroli, babe ngabantu abalungisa iimoto, babe ngabaqhubi, babe ngabantu abamkela abantu abaze kubhukisha. 3 Tyelela ikona kube kanye ukuze uqwalasele futhi ukhuthaze abafundi xa besenza umdlalo wokulinganisa. 



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. 





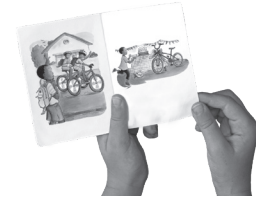
Izinto ekufuneka unazo:

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

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa



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



Ukwazisa abafundi isandi esiphuma ebalini

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

Imsebenzi yamaqela amancinci

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





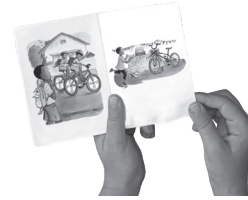
You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “De, dudula, uDudu, uDavid. Can you hear the focus sound: **de**, **dudula**, **uDudu**, **uDavid**? Yes, you are right! The focus sound is **/d/**.”
- 2 “Listen carefully, here are some more words with **/d/**: *idada, idami, idesika, idama.*” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/d/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/d/**: “**d-d-d**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Izinto ekufuneka unazo:

- iNcwadi eNkulu: *Ibhayisekile entsha kaDavid*
- Umfundi ngamnye makabe namanzi akwisikhongozeli kunye nebhrashi yokupeyinta

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklasi yonke

Ukufunda kunye notitshala – iNcwadi eNkulu

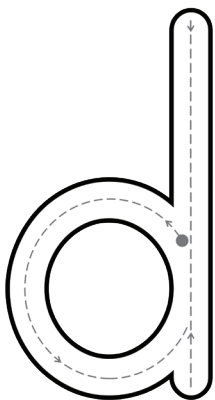


- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwiqweqwe lencwadi baze bancokole ngezinto abazibonayo nabazinakanayo.
- 2 Fundela iklasi isihloko sebali. Khomba igama ngalinye njengokuba ufunda. Phinda usifunde kwakhona uze ucele abafundi bafunde kunye nawe.
- 3 Jonga imifanekiso yebali kunye nabafundi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



Ukwakhiwa kukanobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /d/ okanye ubacele ukuba bakhe bacinge ngamanye amagama anesi sandi u /d/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Cela abafundi ukuba benze ngathi bayadizela baze bathi "d-d-d-d".
- 3 Bonisa abafundi indlela abhalwa ngayo unobumba u /d/. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "Qala echaphazeni, yehla, nyuka, yehla, ujikele."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi. Bangazama ukwakha unobumba besebenzisa imizimba yabo.
- 5 Wakuba ubabonisile indlela yokubhala unobumba, phuma nabafundi phandle uze unike umfundi ngamnye isikhongozeli esinamanzi nebhrashi yokupeyinta. Abafundi bangasebenzisa ibhrashi namanzi baphindaphinde ukubhala unobumba phantsi kwindawo esanyentiweyo.
- 6 Bakhuthaze abafundi ukuba babize isandi esenziwa ngunobumba njengokuba bembhala phantsi unobumba.



Imisebenzi yamaqela amancinci

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





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

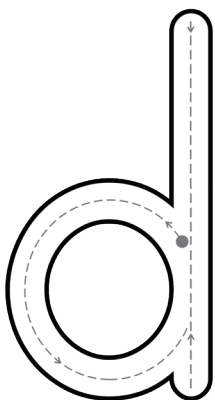
Shared reading – Big Book

- 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 /d/ or if they can think of any other words that start with the sound /d/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend they are stumbling while saying “d-d-d-d”.
- 3 Show learners how to write the letter **d**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go round, then all the way up and all the way 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.



Izinto ekufuneka unazo:

- Izandi ezirekhodiweyo zeentlobo ezahlukeneyo zezithuthi
- Imifanekiso yeendidi ezahlukeneyo zezithuthi
- Ama-apile asikwe angamaqhekezana amancinci
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u **d**: idada, idami, idama, idesika, idolo, idiliya, idangatye, idonki, idayisi, ipapethi enguDavid

Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukufunda ukuphulaphula

- 1 Cela abafundi ukuba bahlale benze isangqa uze ubacele bacimele baze baphulaphule ngenyameko izandi ezivakalayo kwindawo abakuyo. Babuze ukuba ingaba zikhona na iimoto abazivayo, ukukhala kwentsimbi yebhayisekile, izithuthuthu, iilori ezinkulu.
- 2 Abafundi kufuneka baphulaphule ngenyameko xa udlala izandi ezilandelayo ezisefonini yakho: esemoto, esikalolilwe, esedonki, esehashe, esikhaliswa yibhayisekile, esenqwelomoya, esenqanawa, esenqwelo yamapolisa, esesithuthuthu. Abafundi kufuneka ukuba babize igama lesithuthi.
- 3 Usenokuwandisa lo msebenzi ngokuthi ubeke imifanekiso yeendidi ezakhukeneyo zezithuthi esizikithini sesangqa.
- 4 Umfundi kufuneka akhethe ikhadi aze enze isandi futhi abonise nendlela esihamba ngayo isithuthi. Abanye abafundi kufuneka baqashele ukuba yintoni esekhadini. Umfundi oqashele kuqala ngokuchanekileyo, nguye oza kufumana ithuba lokuya esizikithini sesangqa ze akhethe ikhadi.
- 5 Ukuzama ukuwenza lula lo msebenzi kubafundi abaneentloni, bangawenza bengababini.

Ibhokisi zoonobumba

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



Imisebenzi yamaqela amancinci

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





You will need:

- Recorded sounds of different kinds of transport
- Pictures of different kinds of transport
- Apples cut into pieces
- A letter box containing objects or pictures of objects that start with **d**: idada, idami, idama, idesika, idolo, idiliya, idangatye, idonki, idayisi, ipapethi enguDavid

Week 2 Day 3

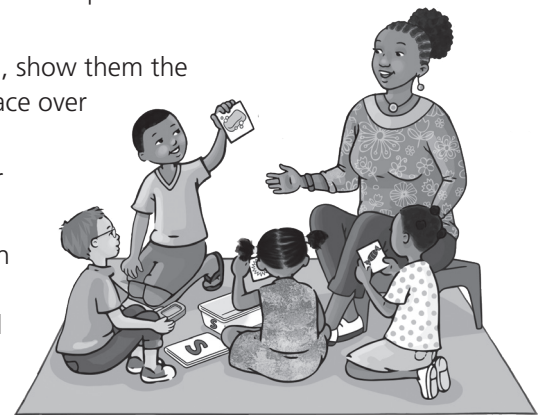
Whole class activities

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Give some of the learners an object and then say one of the sounds. Ask all the learners who have an object starting with that sound to come forward and put the object in the correct letter box.



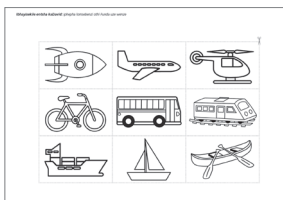
Small group activities

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



Izinto ekufuneka unazo:

- Umfundi ngamnye makabe nekopi **yephepha lokuqala nelesibini lomsebenzi othi, Funda uze wenze**
- Iikhrayoni ezinkulu zewax
- Isikere neglu
- Izandi ekuza kugxilwa kuzo nezincanyathiselwe kumakhunana ezitokhilekese
- Amakhadi anemifanekiso okanye izinto ezikwiibhokisi zoonobumba abaza kutshatiswa nesandi ekuza kugxilwa kuso



Iveki yesi-2 Usuku lwesi-4

Imisebenzi yeklassi yonke

Funda uze wenze

- 1 Nika umfundi ngamnye **iphepha lokuqala** elineekholam ezintathu, kunye **nelesibini** elinemifanekiso yeendidi ezahlukeneyo zezithuthi lomsebenzi othi **Funda uze wenze**.
- 2 Cela abafundi ukuba baqwalasele zonke iindidi zezithuthi baze bancokole ngokuba ingaba zihamba emhlabeni, emanzini okanye emoyeni na. Umzekelo: iibhasi kufuneka zibe namavili ukuze zikwazi ukuhamba emhlabeni, iirokethi zona kufuneka zibe neenjini ezinamandla ukuze zikwazi ukubhabha emoyeni ngelixa izikhitshana zona zikwaziyo ukuhamba phezu kwamanzi.
- 3 Chazela abafundi ukuba bajonge **iphepha lokuqala** elinomsebenzi ooneekholam othi **Funda uze wenze** baze bancokole ngezinto abazibonayo (iisimboli, imifanekiso kunye namagama). Babonise indawo ethi "umhlaba", "amanzi" kunye nendawo ethi "umoya". (Khomba umfanekiso wendlela, wamanzi kunye namafu ecaleni kwamagama.)
- 4 Bachazele abafundi ukuba ngoku baza kwenza umsebenzi oza kubonwabisa obizwa ngokuba ngu "funda uze wenze". Kufuneka "bafunde" isihloko ngasinye baze benze into ethethwa sisihloko eso.
- 5 Fundani kunye isihloko sokuqala. Baxelele abafundi ukuba bafake umbala kwibhayisekile baze bayisike bayikhuphe. Babuze ukuba bacinga ukuba bangayincamathisele phi na ibhayisekile (ezantsi kwesihloko esithi: umhlaba)
- 6 Xelela abafundi ukuba bakhangele eminye imifanekiso yezithuthi ezihamba emhlabeni baze bayifake umbala, bayisike ze bayincamathisele. Buza ukuba ingaba ukhona na kubo onako "ukufunda" isihloko esilandelayo. Kufuneka bafake umbala kwezi ndidi zezithuthi, baze basike ezihamba emanzini bazikhuphe bazincamathisele.
- 7 Kufuneka ke baqhube ngolu hlobo abafundi de yonke imifanekiso incanyatheliswe kwikholam echanekileyo.

Ukuphulaphula izandi ekugxilwe kuzo

- 1 Nika umfundi ngamnye ikhadi elinomfanekiso okanye into oyithatha kwibhokisi yoonobumba ehambelana nomnye woonobumba ekugxilwe kubo oncanyathiselwe kukhunana lwesitokhilekese.
- 2 Bachazele abafundi ukuba uza kuphakamisa ukhunana lestokhilekese elinonobumba ekugxilwe kuye. Abafundi abanomfanekiso okanye into eneso sandi kugxilwe kuso kufuneka beme ngeenyawo baze benze uloliwe emva kukatitshala. Kufuneka babize igama lento esemfanekisweni okanye lento baze bagxininise kwisandi ekugxilwe kuso.
- 3 Uloliwe ke uza kuma esitishini aze utitshala abeke ukhunana olunonobumba phezu kwetafile. Umfundi ngamnye kufuneka abeke umfanekiso wakhe okanye into ayiphetheyo ecaleni kukanobumba.
- 4 Yiphindaphindeni ke le nkqubo nisebenzisa esinye isandi ekugxilwe kuso.



Imisebenzi yamaqela amancinci

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





You will need:

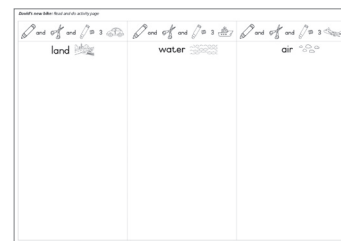
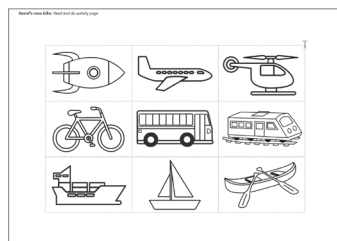
- A photocopy of the **Read and do activity pages 1 and 2** for each learner
- Jumbo wax crayons
- Scissors and glue
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

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.



Izinto ekufuneka unazo:

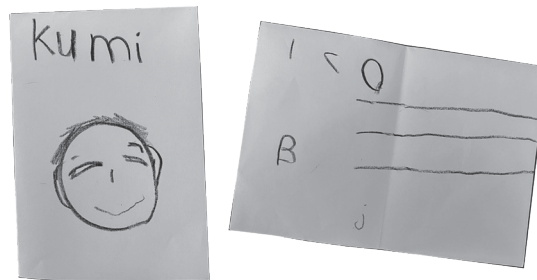
- Umfundi ngamnye kufuneka abe nephepha elinguA5 okanye ikhadi
- Iikhrayoni ezinkulu zewax
- Uluhlu lwamagama anamalungu amaninzi amalunga neballi: umnqwazi wokukhwela ibhayisekile, imfihlo, isipho, ibala, intsasa, kunye, ibhayisekile, umhla wokuzalwa

Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Bonisa abafundi ipasipothi okanye isazisi sakho esilikhadi/ esiyincwadi, uze ubachazele ukuba xa ufuna ukutyelela kwelinye ilizwe, kufuneka ube nepasipothi ukuze ukwazi ukungena kwelo lizwe. Babuze ukuba ingaba ukhona na kubo owayeke watyelela kwelinye ilizwe, kwaye ubuze nokuba ingaba unayo na ipasipothi.
- 2 Tyhila ipasipothi okanye isazisi sakho, ubonise abafundi apho libhalwe khona igama lakho, apho ikhoyo ifoto yakho, umhla owazalwa ngawo nendawo ebonisa ukuba ungoweliphi ilizwe.
- 3 Bachazele abafundi ukuba baza kwenza ezabo izazisi okanye iipasipothi.
- 4 Nika umfundi ngamnye iphepha okanye ikhadi elinguA5. Abafundi kufuneka basonge iphepha ehafini, bazobe imifanekiso yabo ze babhale amagama abo ngaphambili kwiphepha elisongiweyo.
- 5 Bakhuthaze ukuba "babhale" iinkcukacha ezifana namagama abo, iminyaka yobudala babo nokuba bangabeliphi ilizwe. Bachazele ukuba akukho mfuneko yokuba babhale amagama njengokuba ebhalwa ngabantu abadala, bangenza nje ukuba kukhangeleke ngathi kubhaliwe.



Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokuwahlula ngokwamalungu, umzekelo: **i | bha | yi | se | ki | le**.
- 2 Cela abafundi ukuba umfundi ngamnye ajongane nomhlobo wakhe baze benze uhigh five xa bebiza ilungu ngalinye legama: **i (high five) bha (high five) yi (high five) se (high five) ki (high five) le (high five)**.
- 3 Biza amanye amagama anamalungu amaninzi aphuma ebalini baze bona abafundi benze uhigh five kwilungu ngalinye.
- 4 Bakhuthaze abafundi ukuba babale inani lamalungu kula magama (Umzekelo: igama "ibhayisekile" linamalungu amatandathu).
- 5 Ukuwongeza lo msebenzi, ungacima amalungu athile egama uze ujonge ukuba ingaba abafundi baza kukwazi ukutsho ukuba ngawaphi amalungu angekhoyo. Umzekelo: Xelesa abafundi ukuba babize igama "isipho" kodwa ungambize yena u "isi". Babuze ke ukuba liliphi igama elingekhoyo ("pho"). Qhubeka ke wenze ngolu hlobo nakwamanye amagama: "David" ungambizi u "Da" iyakuba ngu "vid..."



Imisebenzi yamaqela amancinci

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





You will need:

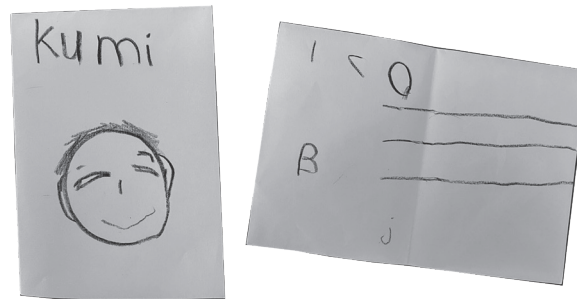
- An A5 piece of paper or card for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: umnqwazi wokukhwela ibhayisekile, imfihlo, isipho, ibala, intsasa, kunye, ibhayisekile, umhla wokuzalwa

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: **i | bha | yi | se | ki | le**.
- 2 Ask learners to face a friend and do high fives for each syllable: **i** (high five) **bha** (high five) **yi** (high five) **se** (high five) **ki** (high five) **le** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: “ibhayisekile” has six 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 “isipho”, then ask them to say it again, but don’t say “isi”. What is left? (“pho”). Now continue with more words: “David” without “Da” is ... (vid).



Small group activities

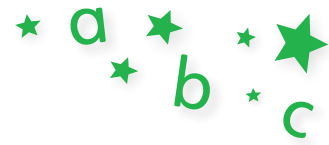
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



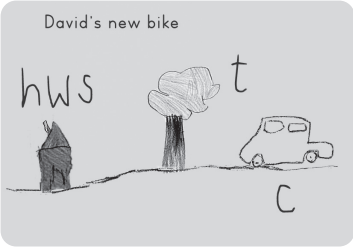

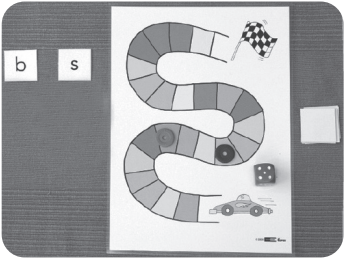



Imisebenzi yamaqela amancinci yeVeki yesi-2

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nephepha elinguA4 • likhrayoni ezinkulu zewax <div data-bbox="215 676 565 917" style="border: 1px solid gray; padding: 5px;"> <p>Ibhayisekile entsha ka David</p> </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</p> <ol style="list-style-type: none"> 1 Chazela abafundi ukuba kufuneka benze ngathi baza kuthatha uhambo ngeebhayisekile zabo. Kufuneka bagqibe ngendawo abaza kuya kuyo (epakhini, evenkileni, kulomhlobo wabo, esikolweni, ecaweni). 2 Kufuneka bazobe indlela okanye indledlana yeenyawo esuka kwikhaya labo eya kuloo ndawo baza kuya kuyo futhi bazobe nezinto abaza kuzibona xa behamba endleleni.
<ul style="list-style-type: none"> • libhodi ezimbini zomdlalo wokhuphiswano lomdyarho weemoto ... • lisethi ezimbini zamakhadi oonobumba nawemifanekiso • Amadayisi amabini nezixhobo zokubala <div data-bbox="187 1182 574 1663" style="border: 1px solid gray; padding: 5px;"> <p><i>Ukuba abafundi bafumana ubunzima ekudlaleni bodwa imidlalo, kungangcono ukuba ucele abazali abathile ukuba baze kubancedisa kulo msebenzi wamaqela amancinci. Dlalani kunye nabazali imidlalo phambi kokuba kufike iiholide zesikolo khonukuze abazali bakwazi ukusebenza ngokuzithemba nabafundi.</i></p> </div>	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Beka ibhodi yomdlalo emethini/etafileni uze ubeke amakhadi anemifanekiso, ikhadi ngalinye libe phezu kwelinye, uwaqubude. Sasaza amakhadi anoonobumba khonukuze abafundi bawabone kakuhle. 2 Chazela abafundi imigaqo yomdlalo: <ul style="list-style-type: none"> • Umfundi ngamnye uza kufumana ithuba lokuphosa idayisi aze ahambise into yokubala ngokwenani lezithuba ezichanekileyo. • Emva kokuhambisa into yokubala, umfundi ukhetha ikhadi elinomfanekiso, ubiza into esemfanekisweni aze abize nesandi ekugxilwe kuso. • Akugqiba umfundi ubeka ikhadi elinomfanekiso ecaleni kwekhadi elinonobumba ochanekileyo. • Uyaphela umdlalo xa umfundi wokuqala efikile kwiflegi kwaye loo mfundi nguye ophumeleleyo. <div data-bbox="909 1403 1251 1663" style="border: 1px solid gray; padding: 5px;"> </div>
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana <div data-bbox="249 1815 531 2157" style="text-align: center;"> </div>	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Vula incwadi uze uyityhile futhi ubonise abafundi indlela yokutyhila amaphepha neyokubamba incwadi ngononophelo. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 3 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons 	<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.



Izinto ekufuneka unazo

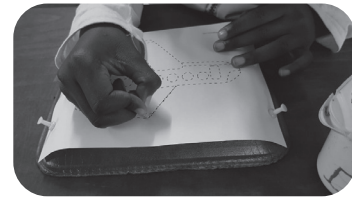
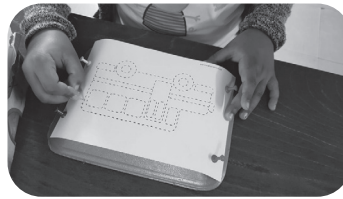
- Umfundi ngamnye kufuneka abe nekopi **yephepha lomsebenzi wezithuthi** kunye netreyi yestyrofoam, oonotaka bokuzoba, imicinga yokuvungula, iikhrayoni zewax, iPrestik



Imisebenzi

Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla

- 1 Sebenzisa unotaka okanye iprestik ufake istencil ngemva kwitreyi yomfundi ngamnye yestyrofoam.
- 2 Babonise indlela yokuhlaba itreyi ngokufaka unotaka kwichaphaza ngalinye elikwistencil.
- 3 Xa begqibile, bangafaka umbala emfanekisweni wabo.

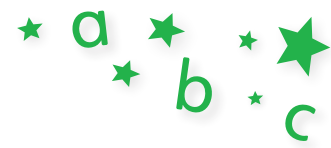


- lipropu: izixhobo ezisetyenziswa xa kulungiswa izinto, impompo yebhayisekile, ibhayisekile eza kuhlanjwa ze ipolishwe, impompo yepetroli eyenziwe ngebhokisi endala, ifoni eza kusetyenziswa xa kubhukishelwa imoto isevisi, umqondiso obonisa igaraji, imephu yendlela okanye incwadi yeemephu

Umsebenzi wesi-5: Umdlalo wokulinganisa

Khumbuza abafundi ngeepropu ebebezisebenzisa kwindawo yomdlalo wokulinganisa uze ubakhuthaze ukuba baqhubeke nomsebenzi weVeki yokuqala xa bebesenza ngathi basebenza egaraji okanye batyelela igaraji. Yiya ekoneni kube kanye uqwalasele futhi ukhuthaze umdlalo wabafundi.





You will need

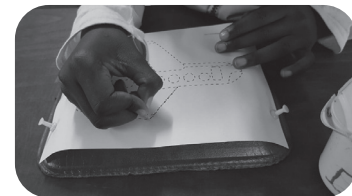
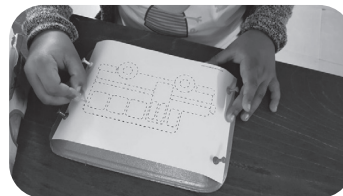
- A photocopy of the **Transport activity page** and a styrofoam tray for each learner, drawing pins, toothpicks, wax crayons, Prestik



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.



★ USpoti uya evenkileni

Ibali

USam noZinzi babehlala nomama a wabo, utata wabo, uNkosikazi kunye noMnu Madiswa kwakunye nenja yabo uSpoti. Wonke umntu wayemthanda uSpoti. Kude kufuphi nendlu yabo kwakukho ivenkile esiSpaza. Le venkile yayiyekaMnumzana ulbrahim.

NgoMgqibelo othile, umama wabo wathi: "Zinzi noSam, khanikhe niye evenkileni. Ndifuna isonka, amaqanda, ibhotolo kunye nejem." UZinzi noSam babekuthanda ukuyela umama wabo evenkileni. Baphendula bathi: "Ewe, Mama." Kuqala, babhala uluhlu lwezinto ababeza kuzithenga, umama wabo wabanika imali, baze bahamba!

USpoti wabaleka emva kwabo. Naye wayekuthanda ukuya evenkileni! Wayethanda kakhulu ukuya evenkileni xa uMnu Ibrahim enze iipayi. Unovenkile onguMnu Ibrahim, wathi: Molweni Zinzi noSam. Unjani wena Spoti?" Abantwana baphendula bathi: "Molo, Mnu Ibrahim." USpoti wapitshozisa umsila wakhe. Emva koko abantwana bafunda uluhlu lwezinto ababeze kuzithenga. Bathi: "Singayifumana ilofu yesonka, amaqanda amathandathu, ibhotolo, ubisi kunye nejem?"



UMnu Ibrahim wafaka yonke into kwisingxobo waze wabafakela neepayi zakhe ezimnandi ezikhethekileyo kwakweso singxobo. Bamnika imali bathi: "Enkosi kakhulu, Mnu Ibrahim. Siyazithanda iipayi zakho!" Emva koko bawangawangisa izandla baze bathi makasale kakuhle.

UZinzi noSam bahamba bagoduka. Babencokola kakhulu bade bangaqwalaseli nokuba uSpoti akasahambi nabo. Bathi bakufika ekhaya, wathi umama wabo: "Zinzi! Sam! Uphi uSpoti?" Nkosi yam! USpoti wayengakhange abalandele xa begoduka. Abantwana bakhathazeka kakhulu. Ucinga ukuba wayephi uSpoti?

Kanye emva koko, kwankqonkqozwa emnyango. UZinzi wavula ucango. YayinguMusa lowo. Wayephethe uSpoti! Batsho ngexesha elinye bathi: "Owu, enkosi Musa. Ungumhlobo wokwenene!" UMusa wabaxelela ukuba umfumene evenkileni esitya iimbuphu eziphantsi uSpoti.

UZinzi noSam bamthatha uSpoti baze bamanga.

Liyaphela apha ibali lethu.





★ 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.





Ingoma

Iphi n'inja yam encinane?
 Iphi n'inja yam encinane?
 Iphiinja yam iphi?
 Enendleb' emfutshane.
 Nomsila omde.
 Iphiinja yam iphi?
 Enebal' elimdaka ngasemehlweni.
 Iphiinja yam iphi,
 Nank' uMusa uyibonile.
 Wayithatha wayizis' ekhaya.



Isigama esiphuma ebalini

Amagama abalulekileyo:	ijem	amaqanda	ibhotolo	isonka	ubisi	iimbuphu
Amanye amagama:	ipayi	phatha	ukuwanga-wangisa izandla	nkqonkqoza	khathazeka	anga
	khethekileyo	uluhlu lwezinto eziza kuthengwa	umhlobo	ivenkile esispaza	imali	landela





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





Izinto ekufuneka unazo:

- Ibali: *USpoti uya evenkileni*
- Iipapethi: uZinzi, uSam, uNkskz Madiswa,inja uSpoti, uMnu Ibrahim kunye noMusa
- Iiprophu: itafule, ilofu yesonka/isingxobo sesonka esingenanto, ibhokisi yamaqanda, izikhongozeli ebezinebotolo, ibhotile yobisi, itoti yejem, uluhlu lwezinto eziza kuthengwa olubhalwe ngesandla (kufuneka lubhalwe phambi kokuqala kwesifundo)
- Izinto okanye amakhadi anemifanekiso yamanye amagama athathwe kuluhlu lwesigama

Iveki yoku-1 Usuku loku-1 Imisebenzi yeklasi yonke

Yenzani isicengcelezo esithi, *Ndinyakazisa iminwe yam*, khonukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi ngokubuza le mibuzo: *“Ngubani umntu onayoinja kowabo? Ngubani igama lenja yakho? Ingaba yayikhe yalahlekainja yakho?”*
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo akuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuba ithini na intsingiselo yamagama. Umzekelo: Babonise ukuba isilayi sesonka singazenza njani iimbuphu zesonka.

2 Ngexesha ubalise ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi kunye neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuza imibuzo engenampendulo ichanekileyo enye, efana nale: *“Ucinga ukuba uNkskz. Madiswa uza kuthini xa abantwana befika ekhaya bengahambi naye uSpoti? Bekutheni ukuze uSpoti angabaqapheli abantwana xa bemkayo evenkileni? Ukuba uMusa ebengakhange amzise uSpoti kowabo, ucinga ukuba bebeza kwenza ntoni ooZinzi kunye noSam?”*

3 Emva kokubalisa ibali

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

Ukwazisa abafundi isandi esiphuma ebalini

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

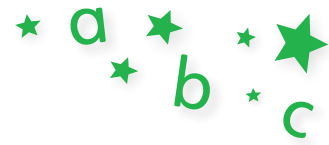
Imisebenzi yamaqela amancinci

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

Ndinyakazisa iminwe yam

Ndinyakazisa iinzwane zam
Ndinyakazisa amagxa am
Ndinyakazisa impumlo yam
Ngoku (qhwaba ke ngoku)
Andisakwazi tu
ukunyakazisa nantoni.
Kwaye ndizolile ndithe cwaka!





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?*"

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: "*Madiswa, umama, imali, Mnumzana. Can you hear the focus sound: **M**adiswa, **u**mama, **i**mali, **M**numzana? Yes, you are right! They all have the sound /m/.*"
- 2 "*Listen carefully, here are some more words with /m/: imela, imoto, umalume, umona, imali.*" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /m/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /m/: "**m-m-m**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Izinto ekufuneka unazo:

- Iipapethi ezimalunga nebali
- Umculo neepropu okanye imifanekiso emalunga nengoma



Iveki yoku-1 Usuku lwesi-2

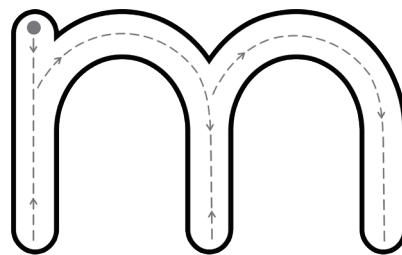
Imisebenzi yeklassi yonke

Ukubalisa ibali nokucula

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

Ukwakhiwa konobumba

- 1 Khumbuza abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /m/ okanye ungabacela ukuba bacinge ngamanye amagama agxile kwesi sandi /m/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezinxulumene kunye nesandi. Umzekelo: Abafundi bangenza ngathi batya iyisikhrim baze bathi "m-m-m-mnandi".
- 3 Babonise abafundi indlela abhalwa ngayo lo nobumba u "m". Bhala unobumba omkhulu ebhodini okanye emoyeni ngexesha nithetha nisenjenje: "Qala echaphazeni, yehla, nyuka, yiya ngaphaya, yehla, nyuka, yiya ngaphaya, wehle kwakhona."
- 4 Banike ithuba lokuziqhelanisa nokwakha unobumba emoyeni abafundi, bangamakha kwikhaphethi, umntu ngamnye usenokumakha kumqolo womnye umntu okanye ezandleni. Basenokuzama nokusebenzisa imizimba yabo bakhe lo nobumba.
- 5 Wakuba ubabonisile indlela yokubhalwa kukanobumba, ungaphuma nabo phandle abafundi uze ubakhuthaze ukuba basebenzise uluthi babhale ngalo unobumba esantini baze bahambe phezu kwakhe.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngeli xesha bambhalayo unobumba.



Imisebenzi yamaqela amancinci

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





You will need:

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



Week 1 Day 2

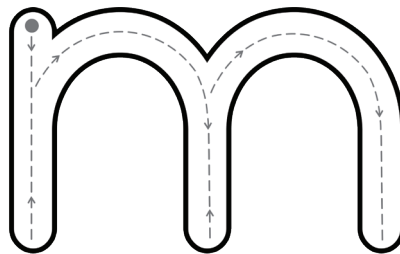
Whole class activities

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



Izinto ekufuneka unazo:

- lipapethi kunye neepropu ezimalunga nebali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezinesandi u **m**: imali, imatshisi, imagi, imephu, imengo, imela, umama, imethi, umsesane, imephu, imaskhi



Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukubalisa nokulinganisa ibali

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

Ibhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxecele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: "Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo.
- 6 Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- 7 Cela abafundi ukuba bakhangele izinto ezinesinye sezi zandi. Umzekelo: "Ingaba ungakwazi ukukhangela ufumane into enesi sandi u **/m/**?" Umfundi kufuneka abize igama lento, abize isandi egxile kuso aze ayifake kwibhokisi kanobumba echanekileyo.



Imisebenzi yamaqela amancinci

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **m**: imali, imatshisi, imagi, imephu, imengo, imela, umama, imethi, umsesane, imephu, imaskhi



Week 1 Day 3

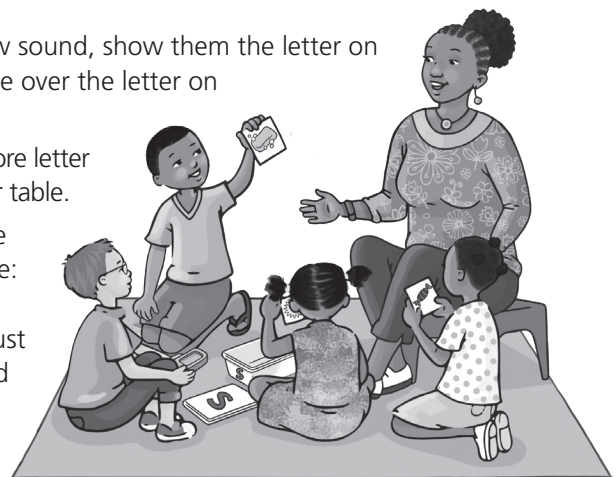
Whole class activities

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: "Can you find something that starts with the sound /m/?" The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

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





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

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

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklassi yonke

Ukulandelelanisa imifanekiso

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



UStella uthi:



Wakuba uchaze iindidi ezahlukeneyo zemisebenzi wabaxelela abafundi isandi ekugxilwe kuso, abafundi (ukuba bazithembe ngokwaneleyo), banganikana amathuba bachaze umsebenzi baze banike isandi umsebenzi lowo esigxile kuso. Abanye abafundi bangazama ukuqashela igama lomsebenzi.

Ukuphulaphula izandi ekugxilwe kuzo

- 1 Chazela abafundi ukuba uza kuchaza imisebenzi eyahlukileyo eyenziwa ngabantu, bona kufuneka bazame ukuqashela igama lomsebenzi owenziwa nguloo mntu. Uza kubancedisa ngokuthi ubaxelele isandi ekugxilwe kuso. "UMnu Ibrahim uthengisa izinto. Igama lomsebenzi wakhe ligxile kwisandi u **/n/**... (unovenkile). Ndisebenza esikolweni kwaye ndiyancedisa ukuze nifunde. Igama lomsebenzi wam ligxile kwisandi u **/t/**... (utitshalakazi)."
- 2 Nantsi eminye imizekelo: "Umntu o:
 - ★ sebenza esibhedlele owonga izigulana onegama eligxile ku **/n/**ngu ..." (nesi)
 - ★ sebenza umsebenzi wokulawula abantu emsebenzini wakhe onegama eligxile ku **/m/**ngu ..." (manejala)
 - ★ oneshishini lakhe ophila ngokushishina onegama eligxile ku **/s/**ngu ..." (somashishini)
 - ★ osebenza ngabantu abaphula umthetho onegama eligxile ku **/p/**li ..." (polisa)
 - ★ owakha izindlu onegama eligxile ku **/m/**ngu ..." (makhi)
 - ★ olima imifuno emininzi ukuze ayithengise onegama eligxile ku **/m/**ngu ..." (mfama)

Imisebenzi yamaqela amancinci

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





You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

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



Stella says:



These are useful questions to ask about each picture:

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

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. *The name of his job starts with the sound /n/ ... (unovenkile). I work at a school and help you with your learning. The name of my job starts with the sound /t/ ... (utitshalakazi).*
- 2 Here are some more examples: "Umntu o:
 - ★ *sebenza esibhedlele owonga izigulana onegama eligxile ku /n/ ngu ...*" (nesi)
 - ★ *sebenza umsebenzi wokulawula abantu emsebenzini wakhe onegama eligxile ku /m/ ngu ...*" (manejala)
 - ★ *oneshishini lakhe ophila ngokushishina onegama eligxile ku /s/ ngu ...*" (somashishini)
 - ★ *osebenza ngabantu abaphula umthetho onegama eligxile ku /p/ li ...*" (polisa)
 - ★ *owakha izindlu onegama eligxile ku /m/ ngu ...*" (makhi)
 - ★ *olima imifuno emininzi ukuze ayithengise onegama eligxile ku /m/ ngu ...*" (mfama)



Small group activities

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



Izinto ekufuneka unazo:

- Iphepha elikhulu leFlipchart, iikhoki, iphepha elingabhalwanga elinguA4 lomfundi ngamnye kunye neekhrayoni
- Ipapethi efana noSpoti eyenziwe ngekawusi
- Ibhegi encinci enemifanekiso okanye izinto ezibonisa amagama anamalungu amaninzi amalunga nebali: ibhotolo, umfanekiso wevenkile esispaza, imali, isingxobo, uNkskz Madiswa, Mnu Ibrahim (unovenkile), uluhlu, abantwana, unovenkile, uMgqibelo

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Bhala isihloko, "Uluhlu lwam lokuthenga", phezulu kwiphepha lomfundi ngamnye phambi kokuba siqale isifundo. Fundani kunye nabafundi esi sihloko ukhombela igama ngalinye.
- 2 Ncokolani ngezinto esithi sizithenge kwiindidi zeevenkile ezahlukeneyo uze ucele abafundi ukuba babelane ngamava abo okuthenga kwezi venkile.
- 3 Chazela abafundi ukuba uza kuya kuthenga ezivenkileni kwaye ufuna ukuba bakuncedise nibhale uluhlu lwezinto eziza kuthengwa. Bacele bacebise ngezinto emazithengwe.
- 4 Bhala phantsi uluhlu uze uzobe umfanekiso olula ecaleni kwegama ngalinye. Lufunde uluhlu ke ngoku kunye nabafundi.
- 5 Chazela abafundi ukuba baza kwenza olwabo uluhlu lokuthenga. (Lususe olwakho uluhlu khonukuze bangakopi kulo abafundi.)
- 6 Abafundi bazoba izinto abafuna ukuzithenga, baze "bazame ukubhala" amagama besenza ngathi bayabhala okanye besebenzisa upelo oluqanjweyo.
- 7 Abafundi ke ngoku banga "fundelana" uluhlu lwabo lokuthenga.



UStella uthi:



Ukuzama ukuwandisa lo msebenzi, abafundi bangaziqhelanisa nokwahlula amagama amafutshane ngokwezandi. Faka imifanekiso okanye izinto ezibonisa amagama anamalungu ambalwa afana nala:inja, uSam, ijem, isonka, umama. Kunganobunzima ukuwehlula la magama, njengoko abafundi kufuneka baphulaphule isandi ngasinye (izandi). Umzekelo: i i-nj-a, u-Sa-m, i-je-m, i-so-nk-a, u-ma-ma.

Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Chazela abafundi ukuba uSpoti (oyipapethi eyenziwe ngekawusi) uza kujonga ebhegineni enamagama anamalungu amaninzi aze abize igama ngokuliqhawuqhawula (umzekelo: **u | lu | hlu**). Kufuneka ke bona abafundi bazame ukuqashela ukuba uthini uSpoti.
- 2 Nakuba niyenzile ke le nto ngamagama ambalwa, babuze abafundi ukuba ingaba bayanqwenela na ukufaka ikawusi nabo bajonge ebhegineni. Bangenza ngathi banguSpoti babize igama ngokuliqhawuqhawula. Abanye abafundi kufuneka baqashele ukuba bathini.



Imisebenzi yamaqela amancinci

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





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: *ibhotolo*, *umfanekiso wevenkile esispaza*, *imali*, *isingxobo*, *uNkskz Madiswa*, *Mnu Ibrahim (unovenkile)*, *uluhlu*, *abantwana*, *unovenkile*, *uMgqibelo*

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: *inja*, *uSam*, *ijem*, *isonka*, *umama*. These are more difficult to break up, as learners need to listen for single sounds (phonemes). For example: *i-nj-a*, *u-Sa-m*, *i-je-m*, *i-so-nk-a*, *u-ma-ma*.

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: **u | lu | hlu**). They 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.



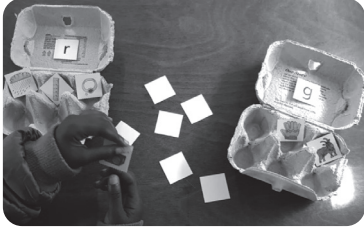




Small group activities

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



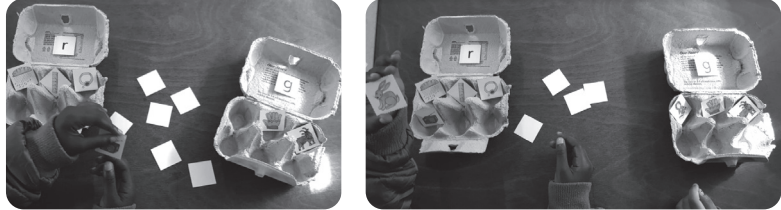



Imisebenzi yamaqela amancinci yeVeki yoku-1

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 likhrayoni ezinkulu zewax <div data-bbox="227 717 557 946" style="border: 1px solid gray; padding: 5px;"> <p>USpoti uya evenkileni</p>  <p>Inja uSpoti iyazithanda iipayi</p> </div> <div data-bbox="210 958 569 1278" style="border: 1px solid gray; padding: 5px; background-color: #e0f2f1;">  <p><i>Ngeli xesha lonyaka, umfundi umele ukuba uzithembile ngakumbi xa ezama ukuzibhalela. Ungaxhalabi ke xa abanye abafundi bebhala udederhu loonobumba abangenazithuba phakathi kwabo.</i></p> </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusakhulayo</p> <ol style="list-style-type: none"> Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo. Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye. Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Usenokubanika iingcebiso. Bakhuthaze abafundi ukuba bazobe eyona ndawo bayithande kakhulu ebalini. Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe. Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele. Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo. Umzekelo: "Abantwana bayazithanda iipayi zikaMnu Ibrahim." Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba utshintshe amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde isivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo.
<ul style="list-style-type: none"> libhokisi ezi-6 zamaqanda ezinonobumba oncanyathiselwe esicikweni sazo Amakhadi anemifanekiso abathandathu 	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> Kufuneka kuxutywe amakhadi anemifanekiso ze aqutyudwe abekwe phezulu kwetafile. Nika umfundi ngamnye ibhokisi yamaqanda ibe nye. Abafundi mabanikane amathuba okukhetha ikhadi, babize into esemfanekisweni baze babeke ikhadi kwibhokisi yamaqanda echanekileyo. Umfundi oye wanebhokisi egcwaliswe kuqala nguye ophumeleleyo kulo mdlalo. <div data-bbox="664 1543 1498 1772" style="display: flex; justify-content: space-around;">   </div>
<ul style="list-style-type: none"> lincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iiNcwadi eziNkulu kunye namaphetshana <div data-bbox="305 1916 482 2126" style="text-align: center;">  </div>	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. Vula incwadi uze uyityhile futhi ubonise abafundi indlela yokutyhila amaphepha neyokubamba incwadi ngononophelo. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="223 652 557 886"> <p>Spot goes to the shop</p>  <p>Spot the dog likes pies.</p> </div> <div data-bbox="204 900 565 1170">  <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"> • 6 x egg boxes with a letter stuck on the lid of the egg box • Picture cards for six letters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 The picture cards must be mixed up and placed on the table face down. 2 Give each learner an egg box. 3 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. 4 The learner whose egg box is filled first is the winner. <div data-bbox="690 1439 1465 1649">  </div>
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets <div data-bbox="267 1784 508 2073">  </div>	<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.





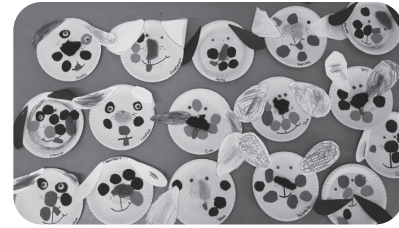
Izinto ekufuneka unazo

- Umfundi ngamnye makabe nepleyiti eyenziwe ngephepha ekuzotywe kuyo impumlo nomlomo wenja esizikithini sayo
- Iglu, izikere
- Amaphepha amadala amnyama, amdaka nabomvu ngombala

Imisebenzi

Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla

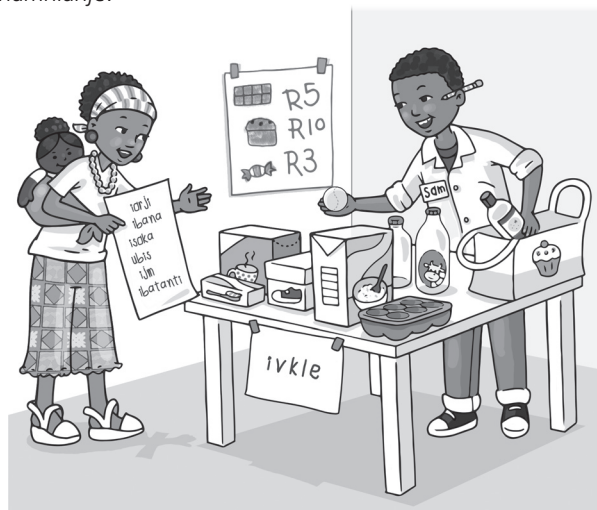
- 1 Nika umfundi ngamnye ipleyiti eyenziwe ngephepha uze ubachazele ukuba mabasike izangqa ezincinci eziza kuba ngamabala asemzimbeni kaSpoti. Kufuneka bazobe ze basike bakhuphe iindlebe, amehlo kunye nolwimi lukaSpoti.
- 2 Bakuba besike zonke ezi zinto, mabajonge ngenyameko ubuso bukaSpoti baze bancamathisele amehlo, iindlebe, ulwimi kunye namabala akhe.

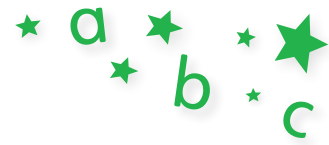


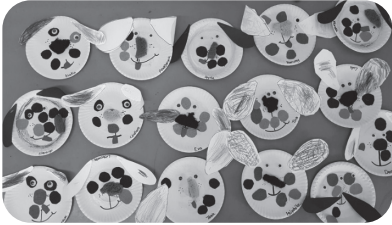

- lipropu: itafile, ingqokelela yezinto ezingenanto ebezifake iindidi zegrosari, imali yamaxokixoki, iibhokisi, iibhegi zokufaka izinto ezithengwe evenkileni, iphepha kunye nepensile, ikhompuyutha endala okanye ibhodi yekhompuyutha yokuchwetheza, ifoni

Umsebenzi wesi-5: Umdlalo wokulinganisa

- 1 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubabonise iipropu ezintsha ezikwikona yemidlalo yokulinganisa kule veiki. Ncokolani ngokuya kukaZinzi noSam evenkileni. Khomba izinto ezingenanto ebezifake igrosari, iibhokisi, iibhegi zokufaka izinto ezithengiweyo kunye nemali yamaxokixoki. Yithi: "Namhlanje, niza kudlala umdlalo 'wokuya kuthenga evenkileni'."
- 2 Ngoku ke qala ngokuthi: "Ngubani oza kuya evenkileni? Khumbula, izinto ekufuneka unazo ukuze ukwazi ukubhala uluhlu lwezinto oza kuzithenga. Ngubani oza kuba ngunovenkile? Kukhangeleka ngathi niza kuxakeka namhlanje – ndiyathemba ukuba nikulungele ukunceda abathengi benu!"
- 3 Yiya ekoneni kube kanye uqwalasele futhi ukhuthaze umdlalo wabafundi. Umzekelo: Ukuba baninzi abafundi abame emgceni belinde ukubona unovenkile, ungaya eqeleni ufike uthi: "Molweni, Ndingumncedisi kanovenkile. Ndinganiceda ngantoni namhlanje?"





You will need	Activities
<ul style="list-style-type: none">• 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	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">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. 
<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	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">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?" 





Izinto ekufuneka unazo:

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

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa



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



Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“Spoti, Sam, isonka, isipaza. Ingaba uyasiva isandi ekugxilwe kuso: Spoti, Sam, isonka? Ewe, uchanile! Isandi ekugxilwe kuso ngu Is!.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile ku Is! sela, isele, isiselo, usana, iselula.”* (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u /s/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /s/: *“s-s-s”*. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “Spoti, Sam, isonka, isipaza. Can you hear the focus sound: **Spoti, Sam, isonka?** Yes, you are right! The focus sound is **Is!**”
- 2 “Listen carefully, here are some more words with **Is!**: sela, isele, isiselo, usana, iselula.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/s/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/s/**: “**s-s-s**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Izinto ekufuneka unazo:

- iNcwadi eNkulu: *USpoti uya evenkileni*
- Umfundi ngamnye makabe nesikhongozeli samanzi kunye nebhrashi yokupeyinta

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklassi yonke

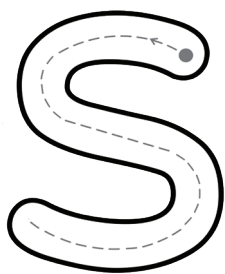
Ukufunda kunye notitshala – iNcwadi eNkulu

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



Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /s/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangajikeleza behamba okwamasongololo baze bathi "s-s-s-s".
- 3 Khawubabonise abafundi ukuba ubhalwa njani unobumba u /s/. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "Qala echaphazeni phezulu, wehle, jika esiphakathini, jika futhi ubuyele emva."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.
- 5 Wakuba ubabonise abafundi indlela yokubhala unobumba, phuma nabo phandle uze unike umfundi ngamnye uluthi aze ambhale esantini unobumba. Akugqiba kufuneka ahambe phezu kwakhe unobumba.
- 6 Bakhuthaze ukuba babize isandi esenziwa ngunobumba njengokuba bembhala unobumba.



Imisebenzi yamaqela amancinci

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





You will need:

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

Week 2 Day 2

Whole class activities

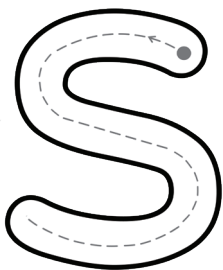
Shared reading – Big Book

- 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 move around like a millipede while saying “s-s-s-s”.
- 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.



Izinto ekufuneka unazo:

- Izinto ezikukutya ezimbalwa okanye imifanekiso yokutya ethathwe kwiphepha elibonisa ukutya okuthengiswayo
- Iiorenji ezisikwe zangamaqhekezana
- Izinto okanye imifanekiso yezinto ezinesandi u **s**: isitya, isiselo, isuphu, isepha, iseke, usana, isoseji, isango, isonka, iswekile, isikere, isipili, isitya, isitulo, usiba, isiponji, iseviyethi, isongololo

Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklassi yonke

Ukufunda ukuphulaphula

- 1 Hlalisa abafundi phantsi benze isangqa uze uqinisekise ukuba wonke umntu uzolile kwaye uthe cwaka.
- 2 Ngoku ke khetha iintlobo ezine zokutya okanye imifanekiso yokutya ze ubize igama lokutya ngakunye. Emva kokuba ubabonisile abafundi ukutya, kubeke emva kwakho uze ubuze nokuba ngowuphi umfundi ukuba usakukhumbula na ukutya ububabonise kona. Mamela iimpindulo zabo, uze uwuphindaphinde lo msebenzi ngezinye iindidi zokutya ezintlanu.
- 3 Qalisa ibali ngolu hlobo: *“Abantwana baya evenkileni besiya kuthenga ibhotolo.”*
- 4 Umfundi olandelayo okwisangqa kufuneka ukuba afake okunye ukutya: *“Abantwana baya evenkileni besiya kuthenga ibhotolo neswekile.”*
- 5 Umfundi olandelayo okwisangqa wongeza okunye ukutya: *“Abantwana baya evenkileni besiya kuthenga ibhotolo, iswekile nesepha ...”* Wuqhube ngokusebenzisa iindidi ezintlanu zokutya kuluhlu lwakho lo mdlalo; phinda uwuqalele emva kwabafundi abahlanu.

Ibhokisi zoonobumba

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



Imisebenzi yamaqela amancinci

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





You will need:

- A few items of food or pictures of food from a shopping brochure
- Oranges cut up into pieces
- A letter box containing objects or pictures of objects that start with **s**: isitya, isiselo, isuphu, isepha, iseke, usana, isoseji, isango, isonka, iswekile, isikere, isipili, isitya, isitulo, usiba, isiponji, iseviyethi, isongololo

Week 2 Day 3

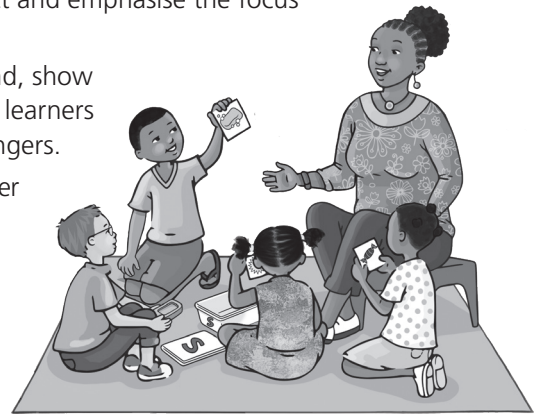
Whole class activities

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Give some of the learners an object and then say one of the sounds. Ask all the learners who have an object starting with that sound to come forward and put the object in the correct letter box.



Small group activities

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



Izinto ekufuneka unazo:

- Umfundi ngamnye kufuneka abe nekopi **yephepha lomsebenzi weTroli yokuthenga evenkileni**, amaphepha abonisa izinto ezithengiswayo, isikere, iglu

Iveki yesi-2 Usuku lwesi-4

Imisebenzi yeklasi yonke

Funda uze wenze

- 1 Cela abafundi ukuba bajonge kwiphepha elibonisa izinto ezithengiswayo.
- 2 Khuthaza abafundi ukuba "bafunde" iileyibheli baze babize amagama ezinto ezikwiphepha elibonisa izinto ezithengiswayo.
- 3 Cela abafundi ukuba bakhangele into ethile kwiphepha elibonisa izinto ezithengiswayo. Umzekelo: "Ingaba kukhona ukutya okunempilo kweli phepha? Kukuphi ukutya ekufuneka kugcinwe efrijini? Ingaba unako ukuwukhangela umfanekiso wemifuno?"
- 4 Chazela abafundi ukuba kufuneka bajonge kwiphepha elibonisa izinto ezithengiswayo baze bakhethe izinto abanqwenela "ukuzithenga".
- 5 Bacele ukuba bazisike bazikhuphe izinto ezo bazincamathisele ngegulu kwiitroli zabo.
- 6 Xa iqela ligqibile, bayalele ukuba bahlale ngababini bancokole ngezinto ezikwiitroli zabo.

UStella uthi:



Celela umfundi ngamnye iphepha elibonisa izinto ezithengiswayo kwivenkile yengingqi ohlala kuyo. Iivenkile zisoloko ziiluncedo xa zisazi ukuba injongo yesicelo imalunga nemfundo. Kungangcono kakhulu ukuba umfundi ngamnye osekhasini unekopi yakhe yephepha elibonisa izinto ezithengiswayo. Bonke mababe nephepha elifanayo.



UStella uthi:



Wakuba uchaze iindidi ezahlukeneyo zemisebenzi wabaxelela abafundi isandi ekugxilwe kuso, abafundi (ukuba bazithembe ngokwaneleyo), banganikana amathuba bachaze umsebenzi baze banike isandi umsebenzi lowo esigxile kuso. Abanye abafundi bangazama ukuqashela igama lomsebenzi.

Ukuphulaphula izandi ekugxilwe kuzo

- 1 Chazela abafundi ukuba uza kuchaza imisebenzi eyahlukileyo eyenziwa ngabantu, bona kufuneka bazame ukuqashela igama lomntu owenza loo misebenzi. Uza kubancedisa ngokuthi ubaxelele isandi ekugxilwe kuso. "UMnu Ibrahim uthengisa izinto. Igama lomsebenzi wakhe ligxile kwisandi u /n/...(unovenkile). Ndisebenza esikolweni kwaye ndiyanincedisa ukuze nifunde. Igama lomsebenzi wam ligxile kwisandi u /t/.... (utitshalakazi)."
- 2 Nantsi eminye imizekelo: "Umntu o:
 - ★ sebenza esibhedlele owonga izigulana onegama eligxile ku /n/ ngu ..." (nesi)
 - ★ sebenza umsebenzi wokulawula abantu emsebenzini wakhe onegama eligxile ku /m/ ngu ..." (manejala)
 - ★ neshishini lakhe ophila ngokushishina onegama eligxile ku /s/ ngu" (somashishini)
 - ★ sebenza ngabantu abaphula umthetho onegama eligxile ku /p/ li ..." (polisa)
 - ★ owakha izindlu onegama eligxile ku /m/ ngu ..." (makhi)
 - ★ olima imifuno emininzi ukuze ayithengise onegama eligxile ku /m/ ngu ..." (mfama)



Imisebenzi yamaqela amancinci

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





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 /n/ ... (unovenkile). I work at a school and help you with your learning. The name of my job starts with the sound /t/ ... (utitshalakazi).”
- 2 Here are some more examples: “Umntu o:
 - ★ *sebenza esibhedlele owonga izigulana onegama eligxile ku /n/ ngu ...*” (nesi)
 - ★ *sebenza umsebenzi wokulawula abantu emsebenzini wakhe onegama eligxile ku /m/ ngu ...*” (manejala)
 - ★ *neshishini lakhe ophila ngokushishina onegama eligxile ku /s/ ngu*” (somashishini)
 - ★ *sebenza ngabantu abaphula umthetho onegama eligxile ku /p/ li ...*” (polisa)
 - ★ *owakha izindlu onegama eligxile ku /m/ ngu ...*” (makhi)
 - ★ *olima imifuno emininzi ukuze ayithengise onegama eligxile ku /m/ ngu ...*” (mfama)



Small group activities

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



Izinto ekufuneka unazo:

- Iphepha elikhulu elinesihloko esithi "Udelongozi olutsha lukaSpoti", ikhokhi ebhala tyebileyo emnyama
- Uluhlu lwamagama anamalungu amaninzi amalunga nebali: ibhotolo, umfanekiso wevenkile esispaza, imali, isingxobo, uNkskz Madiswa, Mnu Ibrahim (unovenkile), uluhlu, abantwana, unovenkile, uMgqibelo
- Ipapethi eyenziwe ngakawusi eyenziwe yafana noSpoti

Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Thetha nabafundi uthi: "Ucinga ukuba uSpoti wakhuseleka ekhaya emva kokuba ezisiwe? Hayi! USpoti uyakuthanda ukuhambahamba esitratweni, andithi? Eyona nyaniso kukuba uSpoti wenza enye into yokudela ingozi ngosuku olulandelayo! Ucinga ukuba wayaphi uSpoti? Kwenzeka ntoni kuye?"
- 2 Chazela abafundi ukuba niza kubhala elinye ibali ngoSpoti esiya kwenza esinye isenzo sokudela ingozi. Yithi kubo: "Masibhale ibali lethu. Masicinge kunye. Ingaba ibali liqala emini okanye ebususuku? Uphi uSpoti? Unabani apho akhoyo?" Emva kokuba abafundi bexoxe ngeengcinga zabo ezimalunga nesiqalo sebali, xoxani nize nivumelane ngento abafuna ukuyithetha. Bhala phantsi amagama abawathethayo. Ungaqala ngala magama: "Kudaladala" okanye "Ngenye imini".
- 3 Thetha nabafundi uthi: "Njengokuba sele sisibhalile isiqalo sebali lethu, ngubani owaziyo ukuba kufuneka kulandele ntoni?" Phulaphula iingcinga ezimbalwa, uze ke uthethathethane nabafundi ngeziganeko ezisebalini. Bhala phantsi amazwi aphuma kubafundi, uze ubuye umva uyokufunda ibali uliqale ekuqaleni.
- 4 Yithi ke ngoku: "Ngoku kufuneka sicinge ngendlela eliphele ngayo eli bali. Ingaba yintoni elandelayo eyenzeke kuSpoti? Ngubani umntu oneengcinga anqwenela ukuzibhala xa siphetha eli bali?" Wabhale phantsi onke amazwi aphuma kubafundi, uze ugqibezele ngala magama "Isiphelo". Funda ibali usuke ekuqaleni, ukhomba igama ngalinye njengokuba ufunda.
- 5 Ukuba ixesha liyavuma, ungacela abanye babafundi ukuba bazobe umfanekiso ohambelana nebali. Lincamathisele eludongeni ibali.



UStella uthi:



Ukuzama ukuwandisa lo msebenzi, abafundi bangaziqhelanisa nokwahlula amagama amafutshane ngokwezandi. Faka imifanekiso okanye izinto ezibonisa amagama anamalungu ambalwa afana nala: inja, uSam, ijem, isonka, umama. Kunganobunzima ukuwahlula la magama, njengoko abafundi kufuneka baphulaphule isandi ngasinye (izandi). Umzekelo: i i-nj-a, u-Sa-m, i-je-m, i-so-nk-a, u-ma-ma.

Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Chazela abafundi ukuba uSpoti (oyipapethi eyenziwe ngekawusi) uza kujonga ebhegini enamagama anamalungu amaninzi aze abize igama ngokuliqhawuqhawula (umzekelo: **u | lu | hlu**). Kufuneka ke bona abafundi bazame ukuqashela ukuba uthini uSpoti.
- 2 Nakuba niyenzile ke le nto ngamagama ambalwa, babuze abafundi ukuba ingaba bayanqwenela na ukufaka ikawusi nabo bajonge ebhegini. Bangenza ngathi banguSpoti babize igama ngokuliqhawuqhawula. Abanye abafundi kufuneka baqashele ukuba bathini.



Imisebenzi yamaqela amancinci

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





You will need:

- A large piece of paper with the heading "Spot's new adventure", a thick black marker
- A list of multisyllabic words relating to the story: ibhotolo, umfanekiso wevenkile esispaza, imali, isingxobo, uNkskz Madiswa, Mnu Ibrahim (unovenkile), uluhlu, abantwana, unovenkile, uMgqibelo
- 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: *inja*, *uSam*, *ijem*, *isonka*, *umama*. These are more difficult to break up, as learners need to listen for single sounds (phonemes). For example: *i-nj-a*, *u-Sa-m*, *i-je-m*, *i-so-nk-a*, *u-ma-ma*.

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: **u | lu | hlu**). 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.

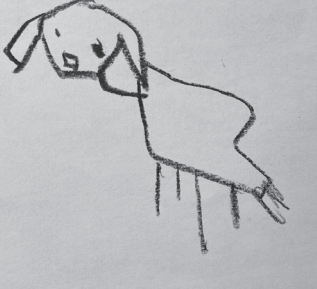
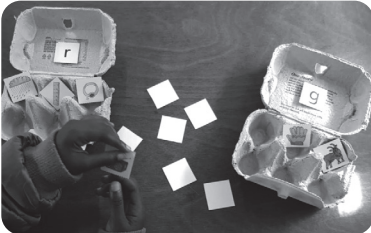




Small group activities

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


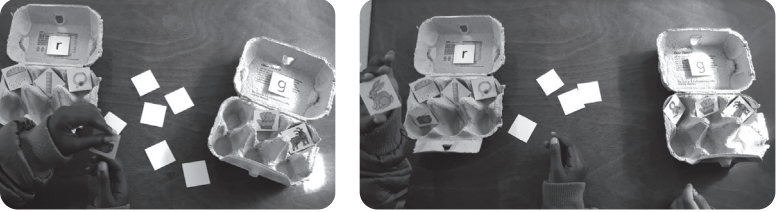



Imisebenzi yamaqela amancinci yeVeki yesi-2

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye kufuneka abe nephapha elinguA4 • Ikhrayoni ezinkulu zewax <div data-bbox="222 693 560 1078" style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Isilo-qabane sam</p>  </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</p> <ol style="list-style-type: none"> 1 Bhala "Isilo-qabane sam" phezulu kwiphepha lomfundi ngamnye elingabhalwangwa phambi kokuba siqale isifundo. 2 Bacele abafundi ukuba bakhombe amagama akwisihloko njengokuba niwafunda kunye. 3 Khawubabuze abafundi: "Ingaba unayoinja efana noSpoti okanye olunye uhlobo lwesilwanyana-qabane ekhaya?" Bacele abafundi ukuba bazobe isilwanyana-qabane sabo okanye abanqwenela ukuba naso. Babuze ukuba ingaba bayanqwenela na ukubhala into ethile ngomfanekiso wabo. 4 Khawukhe uphawule ngomzobo wabo okanye ubuze umbuzo omalunga nomzobo ngolu hlobo: "Kowu, ityebile ke le kati!" okanye "Ingaba uyakuthanda ukudada kunye nenja yakho? Yinto eyonwabisayo leyo! Kowu mhle ke lo mzobo wakho kwaye ubhale kakuhle!" 5 Ukuba bafuna ukuba ubabhalele, qinisekisa ukuba bathatha inxaxheba ngokubacela ukuba babize amagama ngokucitha njengokuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabafundi. 6 Bhala kanye le nto uyixelelwa ngabafundi, igama negama. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. 7 Xa sele ugqibile ukubhala, bakhuthaze abafundi ukuba bafunde izivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda futhi uyincome imizamo yabo.
<ul style="list-style-type: none"> • Iibhokisi ezi-6 zamaqanda ezinonobumba oncanyathiselwe esicikweni sazo • Amakhadi anemifanekiso abathandathu 	<p>Umsebenzi wesi-2: Iphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Kufuneka kuxutywe amakhadi anemifanekiso ze aqutyudwe abekwe epleyitini. 2 Nika umfundi ngamnye ibhokisi yamaqanda ibe nye. 3 Abafundi mabanikane amathuba okukhetha ikhadi, babize into esemfanekisweni baze babeke ikhadi kwibhokisi echanekileyo yamaqanda. 4 Umfundi oye wanebhokisi egwaliswe kuqala nguye ophumeleleyo kulo mdlalo. <div data-bbox="652 1471 1506 1704" style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi ezinkulu kunye namaphetshana <div data-bbox="279 1849 499 2126" style="text-align: center; margin-top: 10px;">  </div>	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Vula incwadi uze uyityhile futhi ubonise abafundi indlela yokutyhila amaphepha neyokubamba incwadi ngononophelo. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 3 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<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 Picture cards for six letters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> The 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. 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.





Izinto ekufuneka unazo

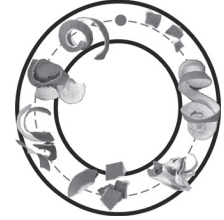
- Umfundi ngamnye kufuneka abe nethempleyithi kanobumba u "o". enguA5
- Iphepha eliorenji okanye ilaphu, amaxolo awomileyo eorenji
- likhrayoni ezinkulu zewax
- Iglu

- lipropu: itafile, ingqokelela yezinto ezingenanto ebezifake iindidi zegrosari, imali yamaxokixoki, iibhokisi, iibhegi zokufaka izinto ezithengwe evenkileni, iphepha kunye nepensile, ikhomyutha endala okanye ibhodi yekhomyutha yokuchwetheza, ifoni, ihamile yokudlala, itshizili, ibhrashi yokupeyinta, amazipho, iplanga

Imisebenzi

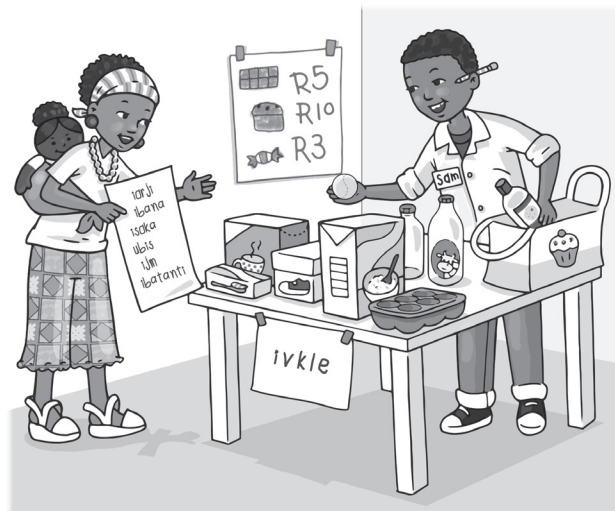
Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla

- 1 Nika umfundi ngamnye ithempleyithi kanobumba kunye nezinto okanye imifanekiso yezinto ezigxile kwisandi.
- 2 Kufuneka bahlohle imifanekiso yezinto okanye izinto kwithempleyithi khonukuze bagcwalise laa ndawo ivulekileyo kanobumba baze bakhe unobumba.
- 3 Bangongeza nemizobo yezinto egxile kwisandi u /o/.





Umsebenzi wesi-5: Umdlalo wokulinganisa

- 1 Khumbuza abafundi ngeepropu ezikwikona yokwenza umdlalo wokulinganisa. Bakhuthaze abafundi ukuba baqhubeke nomsebenzi weVeki yoku-1 apho bebesenza ngathi "baya evenkileni". Abafundi bangenza ngathi bangunovenkile kunye nabathengi. Omnye usenokuba ngumgcini-zincwadi okanye enze ngathi ungumakhi okanye umntu opeyinta izindlu ukuze kulungiswe ivenkile kaMnu Ibrahim.
- 2 Yiya ekoneni kube kanye uqwalasele futhi ukhuthaze umdlalo wabafundi.





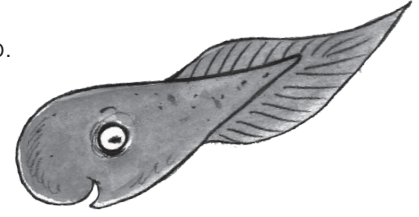
You will need	Activities
<ul style="list-style-type: none"> • An A5 "o" letter template for each learner • Orange paper or fabric, dried orange peel • Jumbo wax crayons • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound to fill the space and make the letter. 3 They can also add drawings of things with the focus sound /o/. 
<ul style="list-style-type: none"> • Props: a 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. 



★ Unojubalala omncinci uHelahela

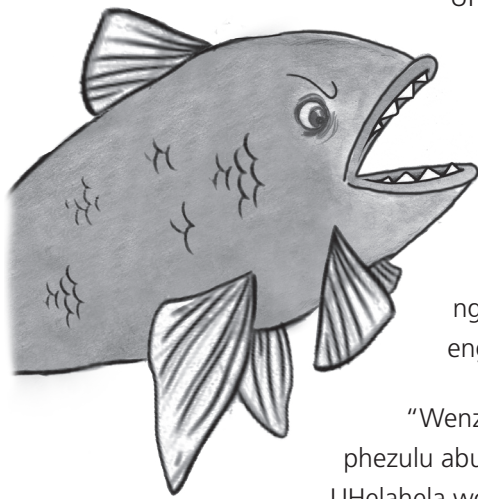
Ibali

Unojubalala ogama linguHelahela wayehlala equleni nomntakwabo omdala onguHoho. UHelahela wayengunojubalala omncinci owonwabileyo nowayesoloko edada apho equleni imini yonke. UHelahela wayenomnqweno omkhulu, wayefuna ukukwazi ukutsiba njengomntakwabo uHoho. "Ndingunojubalala omncinci ongqukuva, andifuni mna ukuba ngunojubalala tu. Ndifuna ukutsiba njengesele; Ndifuna ukutsiba ndisuke kwesi isiqobo ndiye kwesinye," wacula uHelahela omncinane.



"Khawundince, ungandifundisa ukutsiba njengawe?" wabuza kumntakwabo uHelahela. UHoho wathi: "Ungakhathazeki, Helahela, kungekudala uza kukwazi ukutsiba njengam. Uyabona, ikhulile imilenze yakho yangasemva!" UHelahela wayivuyela imilenze yakhe yangasemva waze wabuza: "Khawundince, ungandifundisa ukutsiba ngemilenze yam yangasemva?" UHoho wathi: "Ungakhathazeki, Helahela, kungekudala, uza kukwazi ukutsiba njengam," watsho uHoho. "Linda nje wena ide imilenze yakho yangaphambili ikhule!"

Ngoko ke uHelahela walinda, walinda waze emva kwexesha waqaphela ukuba imilenze yakhe yangaphambili ikhulile. "Jonga! Ndinemilenze yangaphambili ngoku, unganceda undifundise ukutsiba njengawe?" wabuza enemincili. "Kungekudala uza kukwazi ukutsiba njengam," watsho uHoho, "linda kancinci ude umsila wakho omde ube mfutshane."



UHelahela wadada, ecula ingoma yakhe ejikeleza elinde umsila wakhe ukuba ude ube mfutshane. Ngenye imini, esantwila njalo equleni, intlanzi enkulu enomlomo omkhulu kunye namazinyo abukhali yadada yeza kuye. UHelahela woyika. Wayesazi ukuba le ntlanzi ifuna ukumtya! UHelahela wadada ngokukhawuleza okukhulu emanzini.

Imilenze yakhe yangaphambili neyangasemva wayiva yomelele waza waqonda ukuba umsila wakhe awuzukumphazamisa tu. Hayi ke, wadada ngokuzimisela okukhulu, ebaleka intlanzi esiya kwelinye icala equleni. Emva koko, engakhange aqonde, wayetsiba emoyeni waze waya kuchopha elityeni.

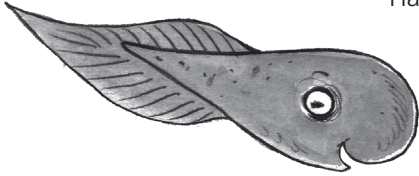
"Wenze kakuhle, Helahela!" wakhwaza uHoho waze waxhumaxhuma emana esiya phezulu abuye phantsi evuya. "Uyifundile indlela yokutsiba! Ngoku ulisele elifana nam." UHelahela wonwaba kakhulu; umnqweno wakhe wawuzalisekisiwe!

Liyaphela apha ibali lethu.



★ 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!"

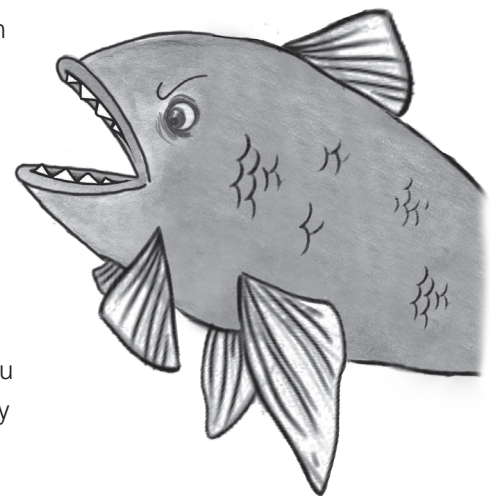
So Harry waited and waited and after a while he saw that his front legs had grown. "Look! I have front legs now, please can you teach me how to jump like you?" he asked excitedly. "Soon you will be able to jump like me," said Freddy, "just wait until your long tail is almost gone."

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.





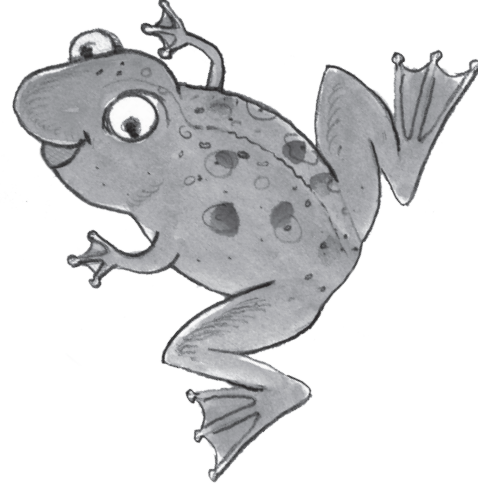
Isicengcelezo

Isele

Nali isele,
Emva kwendlu ekhaya,
Lifund' ukutsiba,
Lincinane kaloku!

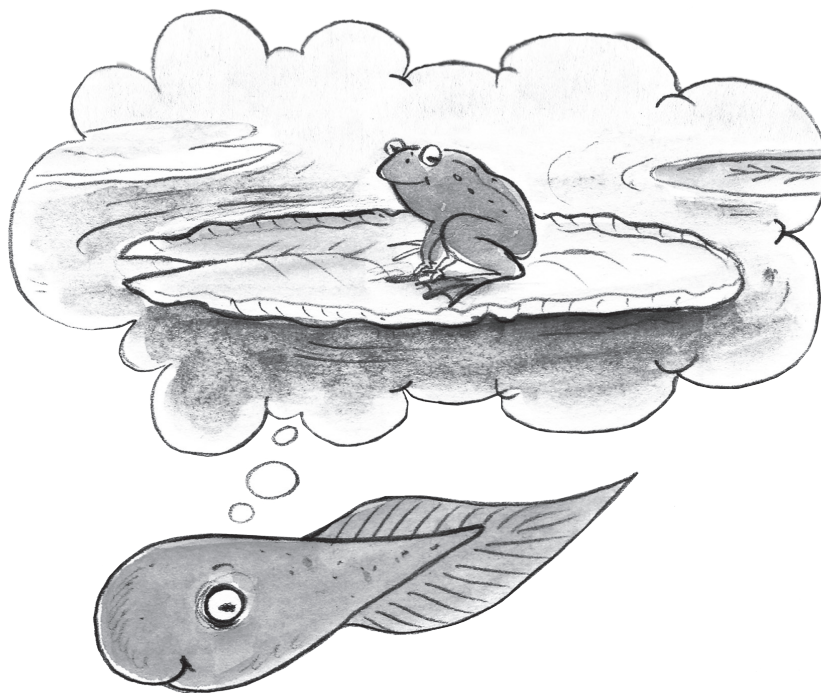
Ndithi ndakuligxotha,
Lith' ukusuka kwalo,
Lithi tsi gxada, tsi, gxada,
Kwisiqobo nesiqobo!

(Xa kucengcelelwa makwenziwe izijekulo.)



Isigama esiphuma ebalini

Amagama abalulekileyo:	isele	unojubalala	iqula	tsiba	ngemva	ngaphambili
Amanye amagama:	umsila	bukhali	ngqukuva	khula	umnqweno	umntakwabo
	ilitye	isiqobo	ntywila	dada	woyika	amazinyo





Song

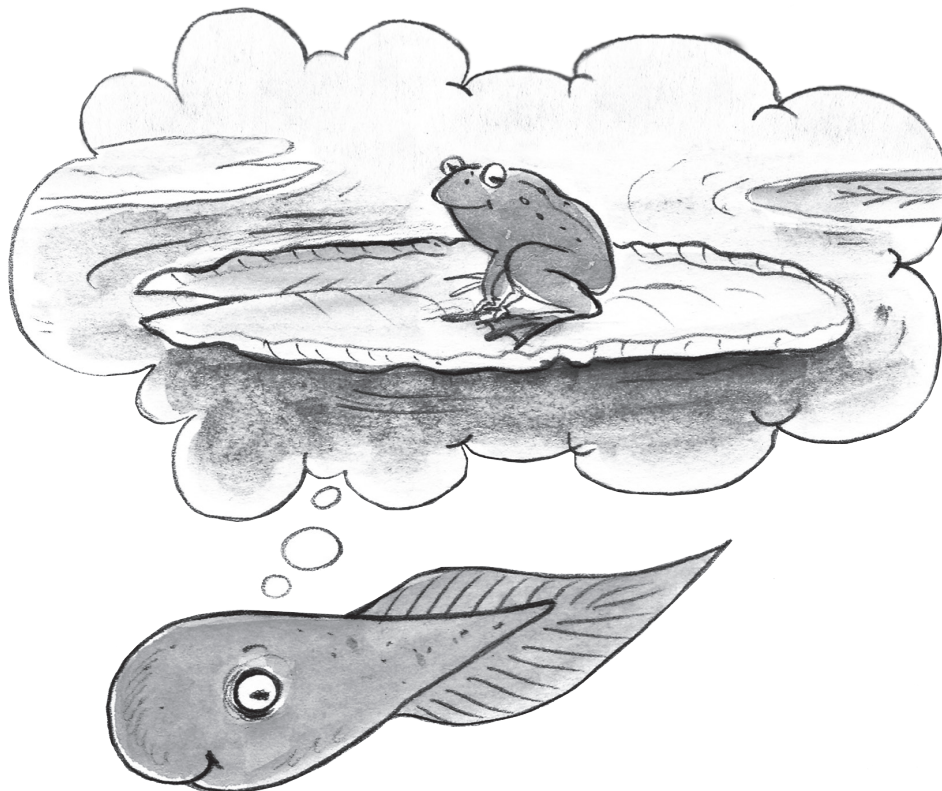
I'm a little tadpole round and small,
 I don't want to be a tadpole at all.
 I want to jump just like a frog;
 I want to jump from log to log!

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



Vocabulary from the story

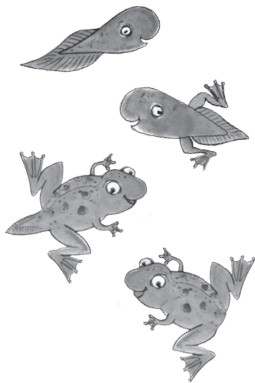
Key-words:	frog	tadpole	pond	jump	back	front
Extra words:	tail	sharp	round	grow	wish	brother
	rock	log	float	swim	terrified	teeth





Izinto ekufuneka unazo:

- Ibali: *Unjubalala omncinci uHelahela*
- Iipapethi: unojubalala uHelahela, unojubalala uHelahela onemilenze, unojubalala uHelahela onemilenze ngaphambili nangasemva, uHoho, umntakwabo nojubalala olisele elidala, intlanzi, ilitye
- Ilipropu: ilitye, iphepha eliluhlaza elisikwe lamila okwelily pad, ilaphu elizuba eliza kuba liqula
- Izinto okanye amakhadi anemifanekiso ebonisa amagama athile aphuma kuluhlu lwesigama



Iveki yoku-1 Usuku loku-1

Imisebenzi yeklassi yonke

Yenzani isicengcelezo esithi, *Ndinyakazisa iminwe yam* khonukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi ngokubuza le mibuzo: *“Ingaba wawukhe wambona unojubalala? Uvela phi kanene unojubalala? Wawukhe walibona isele? Ingaba siwafumana phi kanene amasele kunye noonjubalala? Ungakwazi ukukhala okwesele? Ingaba uyazi ukuba lidada njani isele?”*
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo akuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuba ithini na intsingiselo yamagama. Umzekelo: Babonise umfanekiso wequla. Ukuba unako, qokelela oonojubalala ubafake engqayini ukuze ubonise abafundi ukuba unojubalala yinto enjani.

2 Ngexesha ubalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi kunye neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *“Ucinga ukuba uHelahela waziva njani akubona intlanzi enkulu? Ucinga ukuba yintoni elandelayo eza kwenzeka?”*

3 Emva kokubalisa ibali

- 3.1 Buza abafundi le mibuzo: *“Uthande ntoni kweli bali? Yintoni ongakhange uyithande kweli bali? Yiyiphi eyona ndawo uyithande kakhulu kweli bali? Yiyiphi imibuzo onayo ngeli bali? Ingaba zikhona izinto ezenziwa ngumntakwenu okanye udade wenu omdala ofunayo nawe ukuzenza? Ingaba uyazingca xa usenza into ngoku owawungakwazi ukuyenza ngokuya wawumncinci?”*

Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“Wabona, wabuza, wadada, waya. Ingaba uyasiva isandi ekugxilwe kuso: **wabona**, **wabuza**, **wadada**, **waya**? Ewe, uchanile! Isandi ekugxilwe kuso ngu **/w/**.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile ku **/w/**: wela, wola, iwile, iwotshi.”* (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u **/w/** ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu **/w/**: **“w-w-w”**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene. .

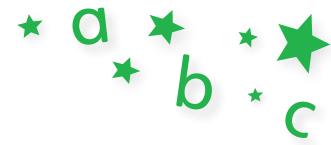
Imisebenzi yamaqela amancinci

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

Ndinyakazisa iminwe yam

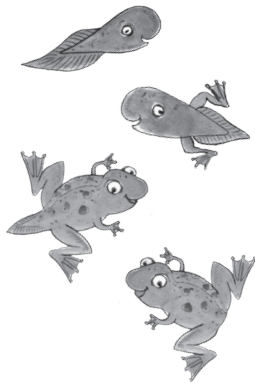
Ndinyakazisa iinzwane zam
Ndinyakazisa amagxa am
Ndinyakazisa impumlo yam
Ngoku (qhwaba ke ngoku)
Andisakwazi tu
ukunyakazisa nantoni.
Kwaye ndizolile ndithe cwaka!





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.

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: *"Wabona, wabuza, wadada, waya. Can you hear the focus sound: wabona, wabuza, wadada, waya? Yes, you are right! They all have the sound /w/"*
- 2 *"Listen carefully, here are some more words with /w/: wela, wola, iwile, iwotshi."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /w/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /w/: *"w-w-w"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

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!



Izinto ekufuneka unazo:

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



Iveki yoku-1 Usuku lwesi-2

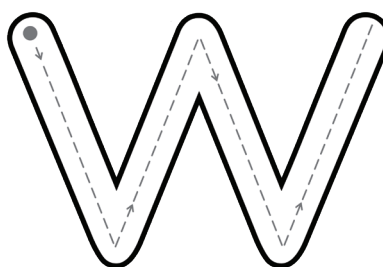
Imisebenzi yeklassi yonke

Ukubalisa ibali nokucula

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

Ukwakhiwa konobumba

- 1 Bakhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /w/ okanye ungabacela ukuba bacinge ngamanye amagama agxile kwesi sandi u /w/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezinxulumene kunye nesandi. Umzekelo: Abafundi bangenza ngathi bayavuya baze behle besenyuka eklasini bawilizele bathi "w-w-w-wilizela, w-w-w-wili-w-w-w-wili".
- 3 Babonise abafundi indlela abhalwa ngayo lo nobumba u /w/. Ncoma imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni ngexesha nithetha nisenjenje: "Qala echaphazeni, yehla, nyuka, yehla, nyuka."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.
- 5 Wakuba ubabonisile indlela yokubhalwa kukanobumba, ungaphuma nabo phandle abafundi uze ubakhuthaze ukuba basebenzise uluthi babhale ngalo unobumba esantini baze bahambe phezu kwakhe.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngeli xesha bambhalayo unobumba.



Imisebenzi yamaqela amancinci

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





You will need:

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



Week 1 Day 2

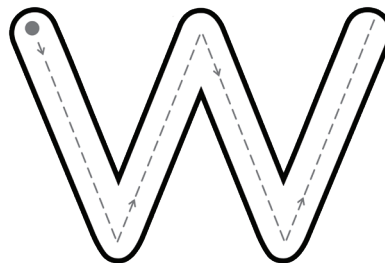
Whole class activities

Storytelling and singing

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

Forming the letter

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



Izinto ekufuneka unazo:

- lipapethi kunye neepropu ezimalunga nebali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kunobumba u **w**: iwotshi, iwulu, iwaka, iwele, iwaletshi, wonwabile



Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukubalisa nokulinganisa ibali

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

Ibhokisi zoonobumba

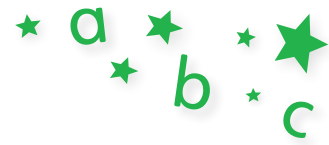
- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: "Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo.
- 6 Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- 7 Cela abafundi ukuba bakhangele izinto ezinesinye sezi zandi. Umzekelo: "Ingaba ungakwazi ukukhangela ufumane into enesi sandi u **lw**?" Umfundi kufuneka abize igama lento, abize isandi egxile kuso aze ayifake kwibhokisi kanobumba echanekileyo.



Imisebenzi yamaqela amancinci

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **w**: iwotshi, iwulu, iwaka, iwele, iwaleti, wonwabile



Week 1 Day 3

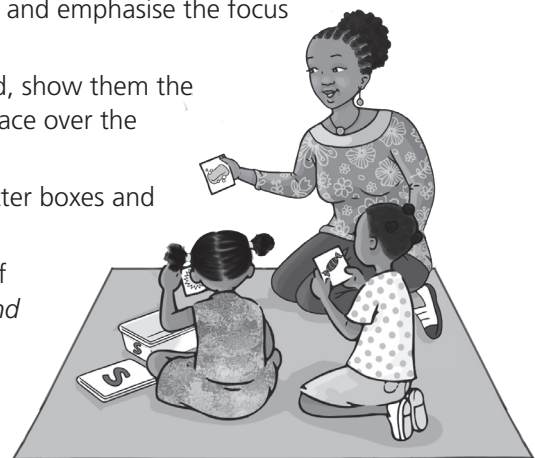
Whole class activities

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: "Can you find something that starts with the sound **lw**?"
The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

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





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

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

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklasi yonke

Ukulandelelanisa imifanekiso

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



Ukuphulaphula izandi ekugxilwe kuzo

- 1 Lo mdlalo udlaleka kakuhle xa udlalelwa phandle kwindawo evulekileyo. Abafundi kufuneka badade de beve isandi somlozi okanye esifana nesesele. Bakusiva isandi kufuneka baye kwiqela elinabafundi abahlanu abakufuphi kubo.
- 2 Bakuba besemaqeleni abafundi, nika iqela ngalinye isandi esahlukileyo, umfundi ngamnye oseqeleni kufuneka acinge ngegama eligxile kweso sandi. Bakuba bonke benalo igama, kufuneka baxhumaxhume. Phulaphula amagama abo uze ujonge ukuba achanekile na wandule ke ukubanika inqaku.
- 3 Emva kokuba iqela likunikile amagama, abafundi kufuneka bayeke ukudada uze unike iqela ngalinye isandi esahlukileyo. Lo mdlalo uza kuqhubeka de iqela lifumane amanqaku amahlanu.



Imisebenzi yamaqela amancinci

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





You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

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 has the focus 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.



Izinto ekufuneka unazo:

- Iphepha elikhulu
- Iikhoki ezinkulu
- Umfundi ngamnye kufuneka abe nentlama yokudlala
- Iphepha elingabhalwanga elinguA4
- Iikhrayoni ezinkulu zewax
- Uluhlu lwamagama anamalungu amaninzi amalunga nebali: unojubalala, ncinci, dada, oyika, mfutshane, bhabha, uHelahela, phezulu, umsila, imilenze

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklasi yonke

Yenza, zoba uze ubhale

- 1 Ncokola nabafundi ngomjikelo wobomi besele uze ubakhumbuze ngendlela aqandusele ngayo eli qanda uHelahela, waze wangunojubalala emva koko wakhula walisele.
- 2 Zoba umfanekiso wamaqanda, okanojubalala nowesele. Bacele abafundi ukuba bachaze indawo nganye yezigaba zobomi besele njengokuba wena uleyibhelisha imizobo (amaqanda, unojubalala, isele). Zoba imigca enamatolo isuke kwisigaba ngasinye sobomi besele iye kwesilandelayo.
- 3 Chazela abafundi ukuba baza kusebenzisa intlama yokudlala benze ngayo amaqanda, unojubalala nesele.
- 4 Bakuba begqibile ukwenza umjikelo wobomi besele besebenzisa intlama yokudlala, bangazoba ke ze baleyibhelishe zonke izigaba zomjikelo wobomi besele.



UStella uthi:



Lo msebenzi ungenziwa nangaluphi na ulwimi, kuba ugxile ekubeni abafundi bafunde isakhono sokwahlula amagama ngokwamalungu. Ukuncedisa ekukhuliseni ukufundwa kweelwimi ezininzi nokuqinisekisa ukuba iilwimi zasekhaya zabafundi azijongelwa phantsi, zama ukukhetha amagama anamalungu amaninzi nakwezinye iilwimi.

Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokuwahlula ngokwamalungu, umzekelo: **u | no | ju | ba | la | la**.
- 2 Chazela omnye wabafundi ukuba uza kuba lisele. Cela "isele" ukuba lixhume xa kubizwa ilungu ngalinye legama: **u** (xhuma kube kanye) **no** (xhuma kube kanye) **ju** (xhuma kube kanye) **ba** (xhuma kube kanye) **la** (xhuma kube kanye) **la** (xhuma kube kanye). Abafundi ke ngoku kufuneka badibanise amalungu khonukuze babize igama **u-no-ju-ba-la-la = unojubalala**.
- 3 Phinda ucele ukuba isele lixhume kwakhona. Ngeli thuba, abafundi kufuneka baqhwabe qho xa lixhuma isele.
- 4 Biza elinye igama elikuluhlu uze ucele abafundi ukuba balahlule ngokwamalungu. Isele kufuneka lixhume kwilungu ngalinye ngelixa yona iklasi iqhwaba izandla.



Imisebenzi yamaqela amancinci

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





You will need:

- A large piece of paper
- Thick kokis
- Playdough for each learner
- A4 blank paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: unojubalala, ncinci, dada, oyika, mfutshane, bhabha, uHelahela, phezulu, umsila, imilenze

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: **u | no | ju | ba | la | la**.
- 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: **u** (one jump) **no** (one jump) **ju** (one jump) **ba** (one jump) **la** (one jump) **la** (one jump). Learners must then put the syllables together to say a word: **u | no | ju | ba | la | la = unojubalala**.
- 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.

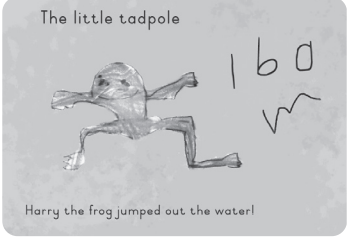




Imisebenzi yamaqela amancinci yeVeki yoku-1

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 • likhrayoni ezinkulu zewax <div data-bbox="222 705 564 941"> <p>Unojubalala omncinci uHelahela</p> <p>Isele elinguHoho latsibela ngaphandle kwamanzi.</p> </div> <div data-bbox="210 958 569 1278"> <p><i>Ngeli xesha lonyaka, umfundi umele ukuba uzithembile ngakumbi xa ezama ukuzibhalela. Ungaxhalabi ke xa abanye abafundi bebhala abangerhu loonobumba abangenazithuba phakathi kwabo.</i></p> </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo. 2 Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye. 3 Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Usenokubanika iingcebiso. 4 Bakhuthaze abafundi ukuba bazobe eyona ndawo bayithande kakhulu ebalini. 5 Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe. 6 Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele. 7 Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo. Umzekelo: "UHelahela wadada ngokuzimisela ebaleka ... Ingaba liliphi igama elilandelayo onqwenela ukulibiza? Ewe ... 'intlazi'... Mandilibhale igama ... 'intlazi'." 8 Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba utshintshe amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. 9 Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde isivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo.
<ul style="list-style-type: none"> • Amakhadi emifanekiso • Izinto zokuphekuza iimpukane (ungazenza ngepleyiti yephepha okanye isiciko seyogathi esifakelwe uluthi) 	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Qubuda amakhadi anemifanekiso noonobumba phezu kwetafile. Qubuda oonobumba. 2 Umfundi ngamnye makafumane ithuba lokuguqula ikhadi elinobumba aze abize isandi esenziwa ngunobumba. 3 Bonke abafundi eqeleni kufuneka bazame ukufumana umfanekiso ohambelana nesandi baze bawuchwakaze ngento yokuphekuza iimpukane. 
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iiNcwadi eziNkulu kunye namaphetshana 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.


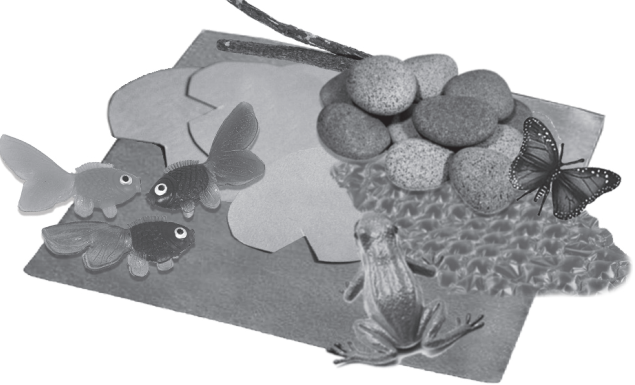


Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>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"> 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 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.


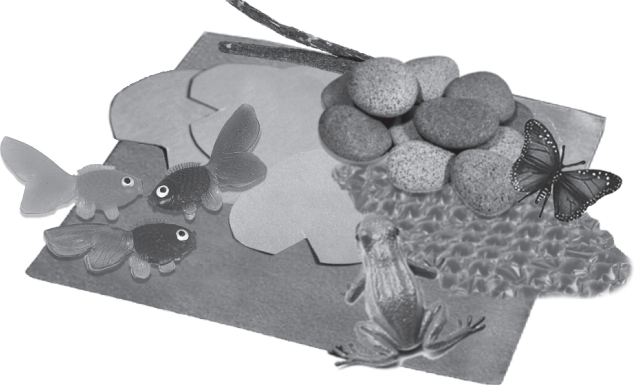




Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nehafu yepleyiti eyenziwe ngephepha, ikhoki emnyama, umcu wephepha elibomvu, umfundi ngamnye makabe nezingqa ezibini eziluhlaza, isangqa esimhlophe kunye nesimnyama • Iglu nezikere • Iphepha eliluhlaza okanye ikhrayoni ezinkulu eziluhlaza zewax 	<p>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Bachazele abafundi ukuba baza kwenza isele. Kufuneka bakrazule imicu yephepha eliluhlaza bayincamathisele kwipleyiti yephepha okanye basebenzise ikhrayoni yewax bafake umbala oluhlaza epleyitini. 2 Bangancamathisele amehlo, bazobe umlomo ze bancamathisele umcu wephepha obomvu benze ulwimi. 
<ul style="list-style-type: none"> • Iphepha eliluhlaza elisikwe lazizangqa (<i>lily pads</i>), amapetyu, ifelt ezuba okanye ilaphu eliza kuba ngamanzi, iziqobo okanye izinti, intlama yokudlala okanye amasele eplastikhi, amapetyu amancinci anechokoza elibomvu aza kuba ngamaqanda esele, iplastikhi enamaqamza yokusongela izinto enechokoza elimnyama, iimbizana ezinezityalo, amabhabhathane eplastikhi kunye nentlanzi (okanye imifanekiso esikwe kwiimagazini). 	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <ol style="list-style-type: none"> 1 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubabonise izinto zokwenza iqula. Bachazele ukuba baza kwenza iqula ze bakugqiba badlale kunye nezilwanyana ezihlala kufuphi nequla: amasele, iintlanzi namabhabhathane. 





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. 





Izinto ekufuneka unazo:

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

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa



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



Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“Helahela, Hoho, hayi. Ingaba uyasiva isandi ekugxilwe kuso: **helahela, hoho, hayi?** Ewe, uchanile! Isandi ekugxilwe kuso ngu **/h/**.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile ku **/h/**: hamba, ihagu, ihobe, ihamile, ihilihili.”* (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u **/h/** ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu **/h/**: **“h-h-h”**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “in, wish, fish, big. Can you hear the focus sound: **helahela**, **hoho**, **hayi**? Yes, you are right! The focus sound is /h/.”
- 2 “Listen carefully, here are some more words with /h/: hamba, ihagu, ihobe, ihamile, ihilihili.” (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.





Izinto ekufuneka unazo:

- iNcwadi eNkulu: *Unojubalala omncinci uHelahela*
- Oohulahuphu
- Umfundi ngamnye makabe nesikhongozeli esinamanzi kunye nebhrashi yokupeyinta

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklassi yonke

Ukufunda kunye notitshala – iNcwadi eNkulu

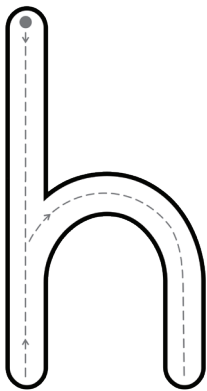


- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwinqweneqwe lencwadi baze bancokole ngezinto abazibonayo nabazinkanayo.
- 2 Fundela iklasi isihloko sebali. Khomba igama ngalinye njengokuba ufunda. Phinda usifunde kwakhona uze ucele abafundi bafunde kunye nawe.
- 3 Jonga imifanekiso yebali kunye nabafundi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



Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /h/ okanye ubacele bacinge ngamanye amagama agxile kwisandi u /h/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangenza ngathi bahesha iimpukane bathi "h-h-h-hesha".
- 3 Khawubabonise abafundi ukuba ubhalwa njani unobumba u /h/. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "qala echaphazeni, yehla, nyuka ufike embindini, ujikele, wehle."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.
- 5 Xa sele ubabonise indlela yokubhalwa kukanobumba, phuma nabafundi phandle uze unike umfundi ngamnye isikhongozeli esinamanzi nebhrashi. Abafundi bangasebenzisa amanzi nebhrashi baphindaphinde ukubhala unobumba kwindawo eqinileyo esanyentiweyo.
- 6 Bakhuthaze ukuba babize isandi esenziwa ngunobumba njengokuba bembhala unobumba.



Imisebenzi yamaqela amancinci

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





You will need:

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

Week 2 Day 2

Whole class activities

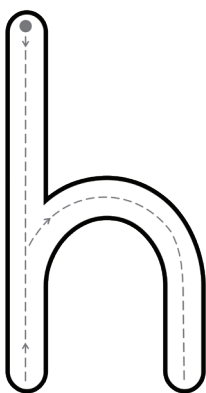
Shared reading – Big Book

- 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 /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 pretend to swat a fly while saying “h-h-h-hesha”
- 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 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.



Izinto ekufuneka unazo:

- Inggayi zeglasi ezinemiyinge eyahlukileyo yamanzi (ungafaka nesithako sokuguqula ibala lokutya ukuze ube nomdla ngakumbi lo msebenzi)
- Izinti okanye iipensile
- Izinto okanye imifanekiso yezinto eziza kuba sebhokisini ezixile kwisandi u **h**: uhulahuphu, ihagu, iheke, ihempe, ihashe, ihobe, ihamile uhulahuphu iipapethi ezinguHelahela noHoho

Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukufunda ukuphulaphula

- 1 Chazela iklasi ukuba kufuneka iphulaphule ngenyameko xa ubetha ingqayi yeglasi nganye ngoluthi okanye ngepensile.
- 2 Babuze abafundi ukuba ingaba izandi ziyafana na okanye zahlukile. Ingaba yiyiphi ingqayi yeglasi eyenza isandi esiphezulu, ize ibe yiyiphi eyenza isandi esiphantsi?
- 3 Buza ukuba ingaba ukhona na umfundi ofuna ukuzama ukubetha iingqayi zeglasi ezahlukileyo aze aphulaphule izandi eziza kuvakala kuzo.
- 4 Zama ukulandela ipatheni xa uzibetha uze ubuze abafundi ukuba ukhona na kubo onako ukukopa lo patheni.



Ibhokisi zoonobumba

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



Imisebenzi yamaqela amancinci

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





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 **h**: uhulahuphu, ihagu, iheke, ihempe, ihashe, ihobe, ihamile uhulahuphu iipapethi ezinguHelahela noHoho

Week 2 Day 3

Whole class activities

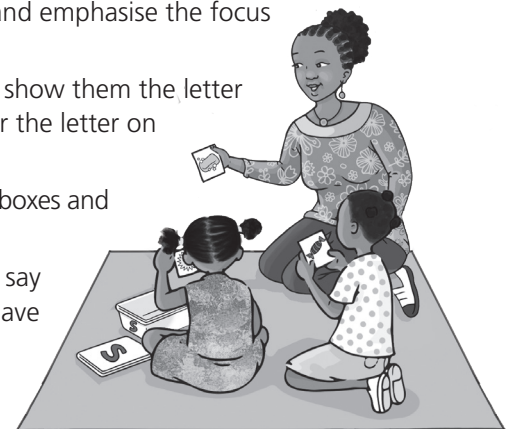
Learning to listen

- 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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Give some of the learners an object and then say one of the sounds. Ask all the learners who have an object starting with that sound to come forward and put the object in the correct letter box.



Small group activities

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





Izinto ekufuneka unazo:

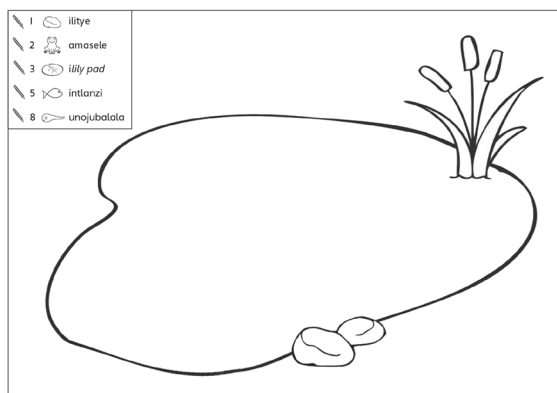
- Umfundi ngamnye kufuneka abe nekopi **yephepha lomsebenzi othi Funda uze wenze**
- Iikhrayoni ezinkulu zewax

Iveki yesi-2 Usuku lwesi-4

Imisebenzi yeklasi yonke

Funda uze wenze

- 1 Cela abafundi ukuba bajonge uluhlu olukwiphepha elinomsebenzi baze bathethe ngezinto abazibonayo (amanani, imifanekiso kunye namagama)
- 2 Chazela abafundi ukuba baza kwenza umsebenzi omnandi nowonwabisayo obizwa ngokuba ngu "funda uze wenze". Kufuneka bafunde umgca ngamnye baze benze loo nto ithethwa nguloo mgca ngokuthi basebenzisa indawo esephepheni engabhalwanga.
- 3 Fundani kunye umgca wokuqala. Zobani ilitye.
- 4 Babuze abafundi ukuba ingaba ukhona na kubo onako "ukufunda" into eseluhlwini elandelayo ekufuneka yenziwe: Zoba amasele amabini.
- 5 Abafundi kufuneka baqhubeka ngolu hlobo ngomyalelo ngamnye.
- 6 Bancedise abafundi ukuba bayasokola ukufunda imiyalelo.



Ukuphulaphula izandi ekugxilwe kuzo

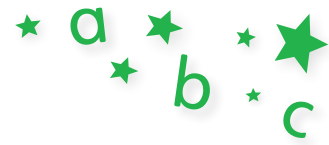


- 1 Lo mdlalo udlaleka kakuhle xa udlalwa phandle kwindawo evulekileyo. Abafundi kufuneka badade de beve isandi somlozi okanye esifana nesesele. Bakusiva isandi kufuneka baye kwiqela elinabafundi abahlanu abakufuphi kubo.
- 2 Bakuba besemaqeleni abafundi, nika iqela ngalinye isandi esahlukileyo, umfundi ngamnye oseqeleni kufuneka acinge ngegama eligxile kweso sandi. Bakuba bonke benalo igama, kufuneka baxhumaxhume. Phulaphula amagama abo uze ujonge ukuba achanekile na.
- 3 Emva kokuba iqela likunikile amagama, abafundi kufuneka bayeke ukudada uze unike iqela ngalinye isandi esahlukileyo. Lo mdlalo uza kuqhubeka de iqela lifumane amanqaku amahlanu.

Imisebenzi yamaqela amancinci

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





You will need:

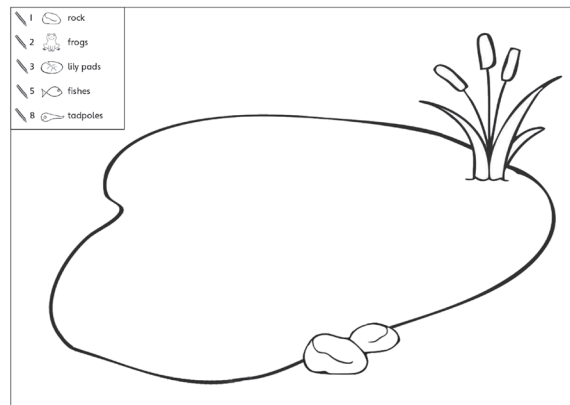
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

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 has the focus 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.



Izinto ekufuneka unazo:

- Imifanekiso yamanzi angcolileyo kunye nemifanekiso yemilambo ecocekileyo, amadama namaqula
- Iphepha elikhulu leFlipchart nekhoki
- Iikhrayoni ezinkulu zewax
- Ibhegi zeplastikhi, iziqwengana zamaphepha
- Uluhlu lwamagama anamalungu amaninzi amalunga nebali: unojubalala, ncinci, dada, oyika, mfutshane, bhabha, uHelahela, phezulu, umsila, imilenze

Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Bonisa abafundi imifanekiso yamanzi amdaka naleyo yemilambo ecocekileyo, amadama kunye namaqula. Babuze ukuba ingaba babekhe bawubona na umlambo ococekileyo okanye omdaka. Babuze: *“Ucinga ukuba unojubalala onguHelahela angathanda ukuhlala phi? Kutheni le nto kufuneka ahlale kwindawo enamanzi acocekileyo? Kwenzeka ntoni koonojubalala namasele xa imilambo namadama engcoliseka? Ingaba ingcoliseka njani imilambo, amadama namaqula?”*
- 2 Chazela abafundi ukuba baza kukuncedisa nenze kunye ipowusta eza kuxelela abantu ukuba kufuneka benze ntoni ukuze bagcine amanzi ahlala amasele, iintlanzi nezinye izilwanyana, ecocekile. Cela abafundi bacebise ngento ekumelwe ibhalwe kwipowusta. Umzekelo: Masikhusele amasele – musa ukulahla iplastikhi neeglasi emanzini; amasele nawo afuna amanzi acocekileyo njengathi – masigcine imilambo icocekile. Babuze abafundi ukuba kufuneka kwenziwe ntoni ngenkunkuma kwaye kufuneka ilahlwe phi. Bhala kakuhle nangokucacileyo ngoonobumba abancinci uze ucele abafundi ukuba bazobe imifanekiso kwipowusta. Abanye abafundi bangakrazula iphepha okanye basike iziqwengana zeplastikhi bazincamathisele kwipowusta.
- 3 Xa sele igqityiwe ipowusta, yixhomeni eludongeni kufuphi nocango lweklassi uze ukhuthaze abafundi ukuba “bayifundele” abazali babo xa bezokubalanda esikolweni.

UStella uthi:



Lo msebenzi ungenziwa nangaluphi na ulwimi, ngoba ugxile ekubeni abafundi bafunde isakhono sokwahlula amagama ngokwamalungu. Ukuncedisa ekukhuliseni ukufundwa kweelwimi ezininzi nokuqinisekisa ukuba iilwimi zaseKhaya zabafundi azijongelwa phantsi, zama ukukhetha amagama anamalungu amaninzi nakwezinye iilwimi.

Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokuwahlula ngokwamalungu, umzekelo: **u | no | ju | ba | la | la.**
- 2 Chazela omnye wabafundi ukuba enze ngathi ulisele. Cela isele ukuba lixhume xa kubizwa ilungu ngalinye legama: **u** (xhuma kube kanye) **no** (xhuma kube kanye) **ju** (xhuma kube kanye) **ba** (xhuma kube kanye) **la** (xhuma kube kanye) **la** (xhuma kube kanye). Abafundi ke ngoku kufuneka badibanise amalungu khonukuze babize igama **u-no-ju-ba-la-la = unojubalala.**
- 3 Phinda ucele ukuba isele lixhume kwakhona. Ngeli thuba, abafundi kufuneka baqhwebwe qho xa lixhuma isele.
- 4 Biza elinye igama elikuluhlu uze ucele abafundi ukuba balahlule ngokwamalungu. Isele kufuneka lixhume kwilungu ngalinye ngelixa yona iklasi iqhwaba izandla.



Imisebenzi yamaqela amancinci

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





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: unojubalala, ncinci, dada, oyika, mfutshane, bhabha, uHelahela, phezulu, umsila, imilenze

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: **u | no | ju | ba | la | la**.
- 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: **u** (one jump) **no** (one jump) **ju** (one jump) **ba** (one jump) **la** (one jump) **la** (one jump). Learners must then put the syllables together to say a word: **u | no | ju | ba | la | la = unojubalala**.
- 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.






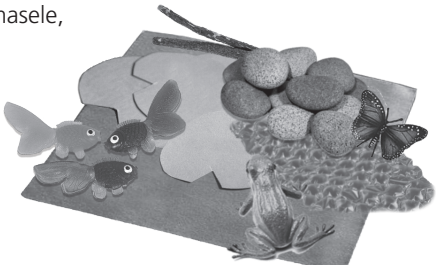


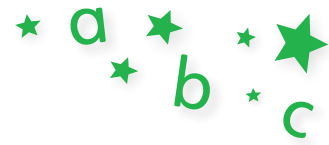
Small group activities

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





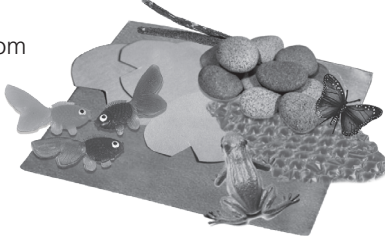


Imisebenzi yamaqela amancinci yeVeki yesi-2

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> Umfundi ngamnye makabe nephapha elinguA4 likhrayoni ezinkulu zewax Imifanekiso yamaqela kunye nezilwanyana ezihlala emaquleni nakufuphi nawo 	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</p> <ol style="list-style-type: none"> Ncokolani ngezilwanyana ezihlala emaquleni nangezo zihlala kufuphi nawo. Ingaba sisiphi esinye isilwanyana anokuhlangana naso apho equleni uHelahela? (ibhabhathane, inyosi, icikilishe, intethe, inyoka, intaka) Ukuba unazo iincwadi ezinemifanekiso yamaqela, nika abafundi bazityhile bajonge. Bachazele abafundi ukuba kufuneka bazobe umfanekiso wequla baleyibhelishe izilwanyana.
<ul style="list-style-type: none"> Amakhadi emifanekiso Izinto zokuphekuza iimpukane (ungazenza ngepleyiti yephepha okanye isiciko seyogathi esifakelwe uluthi) 	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> Qubuda amakhadi emifanekiso noonobumba phezu kwetafile. Qubuda oonobumba. Umfundi ngamnye makafumane ithuba lokuguqula ikhadi elinobumba aze abize isandi esenziwa ngunobumba. Bonke abafundi equleni kufuneka bazame ukufumana umfanekiso ohambelana nesandi baze bawuchwakaze ngento yokuphekuza iimpukane. 
<ul style="list-style-type: none"> Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.
<ul style="list-style-type: none"> Ikopi yephepha lomsebenzi weNtlama yokudlala elilamineyithiweyo okanye elifakwe kwisilivu seplastikhi Intlama yokudlala 	<p>Umsebenzi wesi-4: Izakhono zezihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> Chazela abafundi ukuba begqume iipatheni ngentlami yokudlala eyenziwe yangathi yimisundululu emide.  
<ul style="list-style-type: none"> Iphapha eliluhlaza elisikwe lazizangqa (<i>lily pads</i>), amapetyu, <i>ifelt</i> ezuba okanye ilaphu eliza kuba ngamanzi, iziqobo okanye izinti, intlama yokudlala okanye amasele eplastikhi, amapetyu amancinci anechokoza elimnyama aza kuba ngamaqanda esele okanye iplastikhi enamaqamza yokusongela izinto enechokoza elimnyama, iimbizana ezinezityalo, amabhabhathane eplastikhi kunye nentlanzi (okanye imifanekiso esikwe kwiimagazini). 	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <ol style="list-style-type: none"> Kumbuzi abafundi ngeepropu ezikwikona yomdlalo wokulinganisa uze ubakhuthaze ukuba baqhubeke ngomsebenzi weVeki yoku-1 apho bebesenza iqula baze badlala nabalinganiswa, umzekelo, amasele, iintlanzi namabhabhathane. 



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"> 1 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) 2 If you have books showing pictures of ponds, give them to learners to page through. 3 Explain to learners that they must draw a picture of a pond and label the creatures.
<ul style="list-style-type: none"> • 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"> 1 Place the picture cards face up on the table. Put the letters face down. 2 Each learner must take a turn to turn over a letter card and say the sound the letter makes. 3 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"> 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.
<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"> 1 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"> 1 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. 

★ Utemo namasela ezityalo

Ibali

UTemo wayeyintwazana ekrelekrele eyayihlala kwilali yaseQunu. Ngenye imini esesikolweni, ikhosi yakhe yayifunda ngokutyala imifuno. UTemo wayengathi akasafiki ekhaya axelele abazali bakhe ngokutyala imifuno. Wathi akufika ekhaya uTemo, wanxiba impahla yakhe yokusebenza, iigambhutsi nomnqwazi wathi: "Mama, Tata, jongani!" "Kutheni unxibe ngolo hlobo, Temo?" wabuza utata wakhe, "Ndifuna ukutyala eyam imifuno," watsho echulumancile. "Yimbono entle leyo," watsho umama wakhe. Ngoko ke uTemo kunye notata wakhe bakhetha indawo awayeza kuqala kuyo isitiya sakhe apho eyadini.

UTemo notata wakhe basebenza kunye esitiyeni. Basebenzisa umhlakulo oyifolokhwe baqhekeza ngawo umhlaba oqinileyo. Oku kwawenza wathamba umhlaba walungela ukutyala imbewu. Emva koko baharika onke amatye bawasusa kuloo mhlaba.

Ngemini elandelayo, akubuya esikolweni uTemo, wakhulula iimpahla zakhe zesikolo waze wahamba notata wakhe waya esitiyeni sakhe. Batyala isipinatshi, iminqathe kunye nembewu yeembotyi. Yonke imihla emva koko, uTemo wayekuvuyela ukubuya esikolweni eze ekhaya afike ankcenkeshele isitiya sakhe.

Kodwa ngenye imini uTemo wafika ekhaya wabona iibhokhwe esitiyeni zisitya izityalo zakhe. UTemo wazileqa wazikhupha. "Mama, Tata! Iibhokhwe bezisitya izityalo zam," wakhala. "Zonakalisile kakhulu!" UTemo wacinga okwethutyana waze wathi, "Masibiyele ngocingo sonke esi sitya." Utata wakhe wacinga ukuba yingcinga elungileyo le baze babiya ngocingo.

Kodwa ingxaki zange iphele apho. Iinkomo zaba krelekrele ngokwaneleyo zaza zalivula isango lesitya ngeempondo zazo! UTemo wazama ukuzileqa azikhuphe kodwa zazinkulu kakhulu futhi ezoyika. "Mama! Tata!" wakhwaza. "Iinkomo zitya izityalo zam!" Utata wakhe weza ze wazileqa, wazikhupha iinkomo esitiyeni. UTemo wacinga umzuzwana. "Masilitshixhe isango ngeqhaga," watsho. Utata wakhe walifumana iqhaga lokutshixa isango.

UTemo wayisombulula ingxaki yeebhokhwe neyeenkomo kodwa ngenye imini wabona iintaka ezazisitya izityalo esitiyeni sakhe. "Ndiyayazi into ekufuneka siyenze," watsho uTemo. "Masibeke inethi phezu kwesitya." Ngoko ke bayenza le nto.

UTemo akazange aphinde ahlutshwe zizilwanyana ezitya izityalo esitiyeni sakhe. Zakhula izityalo zikaTemo, kungekudala imifuno yakhe yayisele ilungele ukufulwa. UTemo wancedisa umama wakhe wapheka isuphu enencasa yeembotyi, yeminqathe, yesipinatshi kunye neetumato. Usapho lwasonwabela kakhulu esi sidlo esasivela kwesitya sikaTemo. "Mhle kakhulu umsebenzi owenzileyo Temo," watsho umama wakhe. UTemo wayezingca kakhulu.

Liyaphela ke apha ibali lethu.



★ 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.

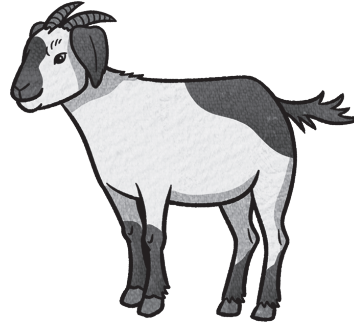




Isicengcelezo

Isitiya sam

Ndinasitiya sam semifuno,
 Siluhlaza yaka.
 Ndivuka kusasa ndisinkcenkceshele.
 Emini emaqanda,
 Ndithi nqothu, nqothu,
 Iminqathe, zitumato zipinatshi.
 Kumnand' ukuvuna sakuvuthwa sona.



Isigama esiphuma ebalini

Amagama abalulekileyo:	imifuno	imbewu	ibhokhwe	Impahla yokusebenza	iigambhutsi	umhlaba
Amanye amagama:	isuphu	umonakalo	uphondo	iqhaga	iminqathe	imbotyi
	isipinatshi	itumato	ucingo	inkomo	inethi	isango

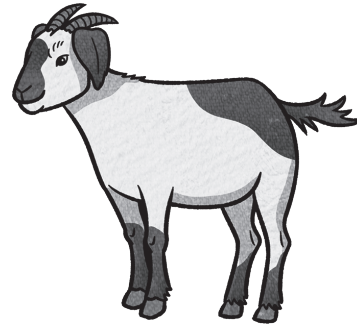




Song

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





Izinto ekufuneka unazo:

- Ibali: *UTemo namasela ezityalo*
- Iipapethi: *UTemo, impahla yokusebenza neegambhutsi, uTata, ibhokhwe, inkomo, inkonkxa yokunkcenkceshela, indawana ethile yegadi kunye ncingo*
- Iipropu: *iigambhutsi, umnqwazi, umhlaba, iqhaga, inethi, imbewu esephakethini yesipinatshi, iminqathe, iitumato, neemboty kwakunye nemifuno ekhiwa egadini eyile: isipinatshi, iminqathe, itumato kunye neemboty eziluhlaza.*
- Izinto okanye amakhadi anemifanekiso yamanye amagama akuluhlu lwesigama



Iveki yoku-1 Usuku loku-1

Imisebenzi yeklasi yonke

Yenzani isicengcelezo esithi, *Ndinyakazisa iminwe yam*, khonukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi ngokubuza le mibuzo: *“Ingaba ikhona into owawukhe wayityala okanye wakhe wasebenza esityeni? Ingaba zakhula izityalo? Ingaba waba nazo iingxaki ezimalunga nezilwanyana ezitya izityalo zakho?”*
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo akuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuba ithini na intsingiselo yamagama. Umzekelo: Babonise imbewu yemifuno ekwiipakethe okanye imbewu osele uyomisile (umzekelo, iintanga zethanga, imbewu yombona). Yiza neqhaga kunye nesitshixo uze ubonise abafundi indlela yokutshixa nokuvula iqhaga.

2 Ngexesha ebalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi kunye neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umani ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *“Ucinga ukuba yintoni ekwakufuneka aqale ayenze uTemo xa elungisa isitya sakhe? Ucinga ngoobani amasela ezityalo? Angenza ntoni uTemo ukuzama ukuba zingangeni izilwanyana esityeni?”*

3 Emva kokubalisa ibali

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

Ukwazisa abafundi isandi esiphuma ebalini

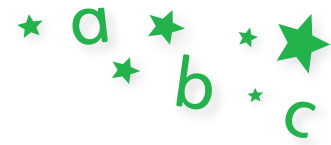
- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“Yakhe, yayifunda, isitya, ndiyayazi. Ingaba uyasiva isandi ekugxilwe kuso: yakhe, yayifunda, yaseQunu, yonke? Ewe, uchanile! Onke la magama anesandi u /y/.”*
- 2 Phulaphula ngenyameko, nanga amanye amagama agxile ku /y/: iyoyo, iyogathi, iyeza, yonke, iyadi, iyure (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u /y/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /y/: **“y-y-y”**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

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

Ndinyakazisa iminwe yam

Ndinyakazisa iinzwane zam
Ndinyakazisa amagxa am
Ndinyakazisa impumlo yam
Ngoku (qhwaba ke ngoku)
Andisakwazi tu
ukunyakazisa nantoni.
Kwaye ndizolile ndithe cwaka!



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: *"Yakhe, yayifunda, isitiya, ndiyayazi. Can you hear the focus sound: yakhe, yayifunda, yaseQunu, yonke? Yes, you are right! They all have the sound /y/."*
- 2 *"Listen carefully, here are some more words with /y/: iyoyo, iyogathi, iyeza, yonke, iyadi, iyure."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /y/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /y/: **"y-y-y"**. 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!



Izinto ekufuneka unazo:

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



Iveki yoku-1 Usuku lwesi-2

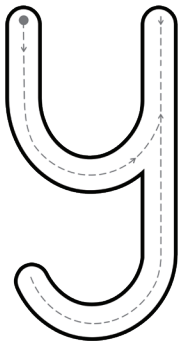
Imisebenzi yeklasi yonke

Ukubalisa ibali nokucula

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

Ukwakhiwa konobumba

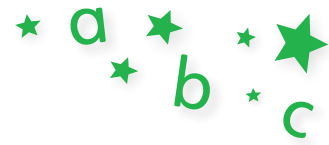
- 1 Bakhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona umntu kubo onegama elinesandi u /y/ okanye ungabacela ukuba bacinge ngamanye amagama agxile kwesi sandi u /y/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezinxulumene kunye nesandi. Umzekelo: Abafundi bangenza ngathi badlala iyoyo baze bathi "y-y-yo-yo".
- 3 Babonise abafundi indlela abhalwa ngayo lo nobumba /y/. Bhala unobumba omkhulu ebhodini okanye emoyeni ngexesha nithetha nisenjenje: "Qala echaphazeni, yehla, nyuka, yehla, ujikele."
- 4 Banike ithuba lokuziqhelanisa nokwakha unobumba emoyeni abafundi, bangamakha kwikhaphethi, umntu ngamnye usenokumakha kumqolo womnye umntu okanye ezandleni. Basenokuzama nokusebenzisa imizimba yabo bakhe lo nobumba.
- 5 Wakuba ubabonisile indlela yokubhalwa kuanobumba, ungaphuma nabo phandle abafundi uze ubakhuthaze ukuba basebenzise uluthi babhale ngalo unobumba esantini baze bahambe phezu kwaso.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngeli xesha bambhalayo unobumba.



Imisebenzi yamaqela amancinci

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





You will need:

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



Week 1 Day 2

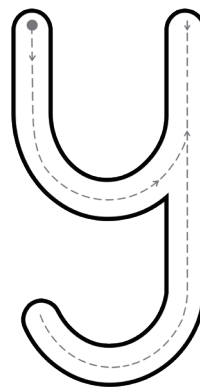
Whole class activities

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 /y/ or if they can think of any other words that start with the sound /y/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to play with a yoyo while saying "y-y-y-yo-yo".
- 3 Show learners how to write the letter y. 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, round, up, down and around."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own 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.



Izinto ekufuneka unazo:

- Iipapethi kunye neepropu ezimalunga nebali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u **y**: iyoyo, iyogathi, iyeza, iyadi, iyuku, uyise



Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukubalisa nokulinganisa ibali

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

Ibhokisi zoonobumba

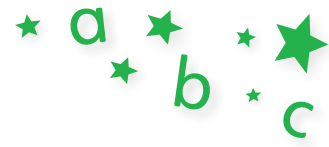
- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: *“Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?”*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo.
- 6 Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- 7 Bacele abafundi ukuba bakhangele izinto ezigxile kwesinye sezandi. Umzekelo: *“Khawukhangele into egxile kwisandi u **Iy!**?”* Umfundi kufuneka abize igama lento, atsho isandi egxile kuso aze ayibeke into leyo kwibhokisi kanobumba ochanekileyo.



Imisebenzi yamaqela amancinci

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **y**: iyoyo, iyogathi, iyeza, iyadi, iyuku, uyise



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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: *"Can you find something that starts with the sound /y/?"* The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

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





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Imifanekiso yemifuno okanye imifuno yokwenyani
- Imbiza kunye nephini okanye icephe elenziwe ngomthi

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

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



Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklassi yonke

Ukulandelelanisa imifanekiso

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



Ukuphulaphula izandi ekugxilwe kuzo

- 1 Hlalisa abafundi phantsi benze isangqa uze ubaxelele ukuba niza kuya kuthenga ezivenkileni imifuno yokwenza isuphu okanye isityu sesidlo sasemini. Beka imbiza eniza kupheka ngayo imifuno kunye namakhadi anemifanekiso okanye usenokubeka imifuno yokwenyani esizikithini sesangqa.
- 2 Cela abafundi ukuba bakhangele umfanekiso womfuno onesandi u "t" (umzekelo: itumato, iitapile) aze awufake embizeni. Emva koko, cela omnye umfundi ukuba akhangele into enesandi u "s" (umzekelo: isipinatshi) aze ayifake embizeni. Qhubeka ke nalo msebenzi ngolu hlobo de yonke imifanekiso ibe ifakiwe embizeni.
- 3 Babuze abafundi ukuba yiyiphi kanene enye into ekufuneka siyidibanise xa sisenza isuphu, enesandi u /m/ (amanzi). Singagalela nento enesandi u /p/ (ipepile). Yenza ngathi ugalela amanzi, uze upheke, uzamise futhi uyingcamle isuphu.
- 4 Babuze abafundi ukuba basayikhumbula imifuno oyisebenzisileyo xa "ubusenza" isuphu. Ukuba bayasokola ukuyikhumbula, banike isikhokelo ngokuthi ubize isandi esikwigama lomfuno ngamnye. Umzekelo: "Sidibanise umfuno onegama elinesandi u "s". Ewe, isipinatshi."

Imisebenzi yamaqela amancinci

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



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 "t" (for example: itumato, iitapile) and put it into the pot. Then ask another learner to find something that begins with "s" (for example: isipinatshi) 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, starting with the sound /m/ (amanzi). We can also add something starting with /p/ (ipepile). 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 's'. Yes, isipinatshi."



Small group activities

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



Izinto ekufuneka unazo:

- Umfundi ngamnye kufuneka abe nekopi **yephepha lomsebenzi othi Inkomo kaTemo**
- Amakhuni ezitokhilekese okanye amasetyana amancinci emithi, izikere, iglu
- Ikhayoni ezinkulu zewax
- Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4
- Amakhadi anemifanekiso yamagama anamlungu amaninzi amalunga neballi: iminqathe, ispinatshi, isitiya, igambhutsi, impahla yokusebenza, iqhaga, itumato (yongeza eminye imifanekiso yemifuno oyithatha kwiphepha elibonisa izinto ezithengiswayo.)
- Itshokhwe okanye iikhoki zokubhala kwiwhiteboard, izinto zokubhala, iPrestik

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklasi yonke

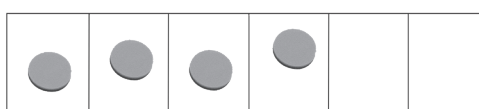
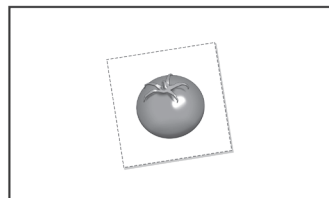
Yenza, zoba uze ubhale

- 1 Chazela abafundi ukuba baza kwenza isitiya semifuno esifana neso sisebalini elithi "UTemo namasela ezityalo".
- 2 Bangaqala ngokuzoba imifuno ekhula esitiyeni ze bazobe nesibhakabhaka. Bakugqiba bangasika bawukhuphe umfanekiso wenkomo ze bawuncamathisele ecaleni kwesitiya semifuno. Babuze abafundi: "Ingaba yintoni ekufuneka niyenze ukuze inkomo ingayityi imifuno esesitiyeni? Ewe, kukubiyi ngocingo!"
- 3 Abafundi ke ngoku bangancamathisele amasetyana okanye amakhunana ezitokhilekese ephepheni benze ngathi babiyi ngocingo.



Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Zoba ibhodi ebizwa ngokuba **Yibize-ngegama-ze-uyihambise**, kwisiqwengana sephepha leflipchart okanye ebhodini yeklasi yakho.
- 2 Beka amakhadi anemifanekiso kwibhegi yelaphu uze ucele umfundi ukuba akhethe ikhadi elinomfanekiso wegama elinamalungu amaninzi kuloo bhegi yelaphu aze alincamathisele kwisithuba esikhulu esimile okoxande kwibhodi ebizwa ngokuba **Yibize-ngegama-ze-uyihambise**.
- 3 Ngoku ke cela abafundi ukuba babize igama lento esemfanekisweni ngokutsala okanye ngokuzekelela, ukuze beve ilungu ngalinye legama. Nika umfundi izixhobo zokubhala uze umncedise ahambise into yokubhala kwibhloko encinci qho xa kubizwa ilungu legama.



Imisebenzi yamaqela amancinci

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





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: iminqathe, ispinatshi, isitiya, iigambhutsi, impahla yokusebenza, iqhaga, itumato (yongeza eminye imifanekiso yemifuno oyithatha kwiphepha elibonisa izinto ezithengiswayo.)
- Chalk or markers, counters, Prestik

Week 1 Day 5

Whole class activities

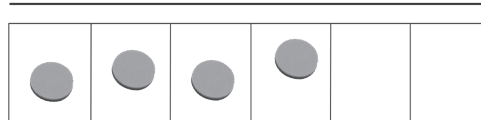
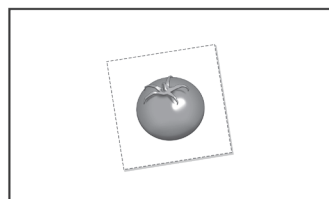
Make, draw and write

- 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

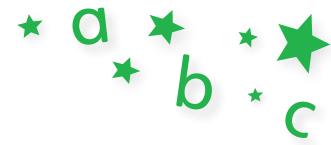
Remind learners about the small group activities, the rules for each activity and the tidy-up process.










Imisebenzi yamaqela amancinci yeVeki yoku-1

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> Umfundi ngamnye kufuneka abe nephepha elingabhalwanga elinguA4 likhrayoni ezinkulu zewax <div data-bbox="230 693 557 922"> <p>UTemo namasela ezityalo</p> <p>iy m id iv le iso</p> </div> <div data-bbox="204 934 569 1247"> <p><i>Ngeli xesha lonyaka, umfundi umele ukuba uzithembile ngakumbi xa ezama ukuzibhalela. Ungaxhalabi ke xa abanye abafundi bebhala udederhu loonobumba abangenazithuba phakathi kwabo.</i></p> </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusakhulayo</p> <ol style="list-style-type: none"> Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo. Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye. Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Bakhuthaze ukuba bazobe eyona ndawo bayithande kakhulu ebalini abafundi. Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe. Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele. Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo. Umzekelo: "UTemo ... wafaka ... i... esangweni. Ingaba liliphi igama elilandelayo onqwenela ukulibiza? Iqhaga. Ndiza kubhala igama "iqhaga". Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba utshintshe amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde isivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.
<ul style="list-style-type: none"> likopi ezimbini zemifanekiso yeembotyi, iminqathe, ispinatshi, iitumato neminye imifuno (ungayisika uyikhuphe le mifanekiso kwiphepha elibonisa izinto ezithengiswayo ze uyincamathisele kwikhadi) <div data-bbox="204 1476 591 1740"> <p><i>Inganinceda into yokuba bechaphaza elinomba ngemva kwisethi yamakhadi khonukuze abafundi bakwazi ukuthatha ikhadi elinye elinachaphaza kunye nelinye elingenalo ichaphaza bakhangele oomati bawo.</i></p> </div>	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> Chazela abafundi ukuba baza kuqubuda imifanekiso, baze bakhethe amakhadi amabini. Ukuba loo makhadi ayahambelana okanye ayafana, baza kuwagcina. Ukuba awahambelani, kufuneka bawabeke apho bebewathatha khona. <div data-bbox="656 1464 1524 1663"> </div>
<ul style="list-style-type: none"> lincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana <div data-bbox="279 1873 505 2150"> </div>	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhetho into aza kuyonwabela xa eyifunda. Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.


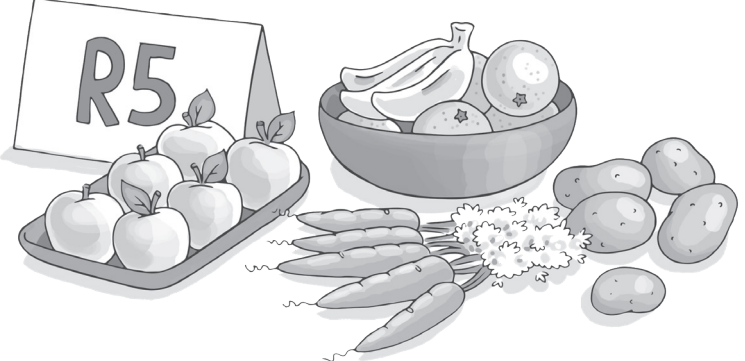


Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p>Temo and the plant thieves c o p n e t</p>  <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. 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.


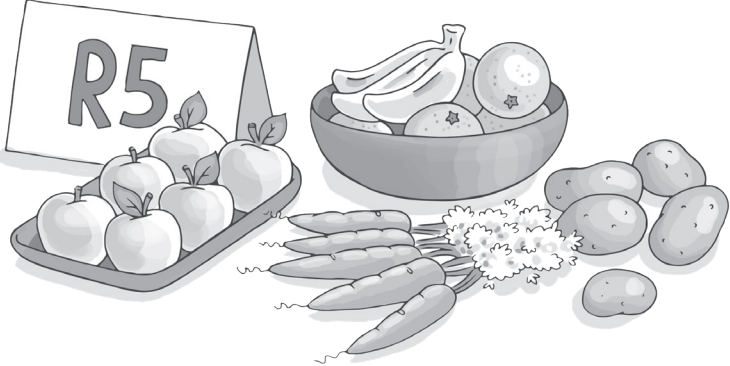




Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none">• Umfundi ngamnye makabe nekopi yephepha elinomsebenzi wesityalo sombona• Iglu, izikere, iphepha elimthubi neliluhlaza	<p>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none">1 Chazela abafundi ukuba bakrazule iphepha elimthubi neliluhlaza libe zizikwere ezincinci ze bancamathisele kumzobo wesityalo sombona. 
<ul style="list-style-type: none">• Iipropu: amakhreyithi, uluhlu lwezinto eziza kuthengwa, iibhegi zokufaka izinto eziza kuthengwa, iibhasikithi okanye iminyazi, iitreyi zemifuno (<i>styrofoam</i>), isikali sokwenza imilinganiselo yeziqhamo nemifuno, umqondiso othi "Izisulu zanamhlanje", izinto ezinamaxabiso athotyiweyo – kususwe u-10%, Umqondiso othi kuvuliwe, umatshini wokubhatalisa, iileyibheli zamaxabiso, ifasikoti yomntu othengiselayo	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <ol style="list-style-type: none">1 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubabonise iipropu ezintsha. Bachazele ukuba baza kwenza ngathi bathengisa imifuno emarikeneni okanye kwivenkile esecaleni kwendlela.2 Yiya ekoneni kube kanye ubuncinane, uze uqwalasele futhi ukhuthaze umdlalo wabafundi. 





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. 





Izinto ekufuneka unazo:

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

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

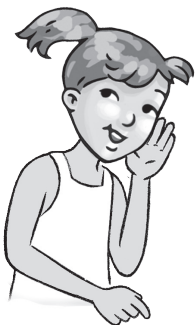
Eminye imifanekiso eza kulandelelaniswa



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



Ukwazisa abafundi isandi esiphuma ebalini

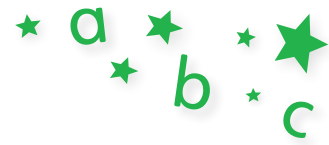


- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“uTemo, tata, isitya. Ingaba uyasiva isandi ekugxilwe kuso: uTemo, tata, isitya? Ewe, uchanile! Onke la magama anesandi u /t/.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile ku /t/: itumato,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

Imisebenzi yamaqela amancinci

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





You will need:

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

Week 2 Day 1

Whole class activities

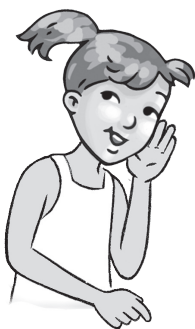
More sequencing pictures



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



Introducing a sound from the story



- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “uTemo, tata, isitiya. Can you hear the focus sound: u**T**emo, **t**ata, isitiya? Yes, you are right! The focus sound is /t/.”
- 2 “Listen carefully, here are some more words with /t/: itumato, iitapile, takataka, itephu.” (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.





Izinto ekufuneka unazo:

- iNcwadi eNkulu: *UTemo namasela ezityalo*
- Umfundi ngamnye makabe namanzi akwisikhongozeli kunye nebhrashi yokupeyinta

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklassi yonke

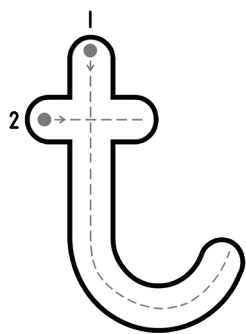
Ukufunda kunye notitshala – iNcwadi eNkulu

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



Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona umfundi onegama eliqala ngesandi u /t/ okanye ubacele bacinge ngamanye amagama agxile kwisandi u /t/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangatakataka okweentakumba bathi "**t-t-t-taka-t-t-t-aka, intakumba iyataka-taka**".
- 3 Khawubabonise abafundi ukuba ubhalwa njani unobumba u t. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "*Qala echaphazeni, yehla, ujikele. Phakamisa isandla ukrwele umgca onqamlezayo kufutshane nesiphelo somgca.*"
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.
- 5 Xa sele ubabonise indlela yokubhala unobumba, phumani phandle uze unike umfundi ngamnye isikhongozeli esinamanzi kunye nebhrashi yokupeyinta. Abafundi bangabhala unobumba kwindawo esanyentiweyo ngamanzi kunye nebhrashi.
- 6 Bakhuthaze ukuba babize isandi esenziwa ngunobumba njengokuba bembhala unobumba.



Imisebenzi yamaqela amancinci

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





You will need:

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

Week 2 Day 2

Whole class activities

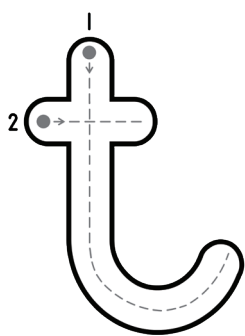
Shared reading – Big Book

- 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 /t/ or if they can think of any other words with the sound /t/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to jump like fleas while saying “**t-t-t-taka-t-t-t-aka, intakumba iyataka-taka**”.
- 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 down and around. Lift and cross near the top.*”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their 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.



Izinto ekufuneka unazo:

- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezixgile kwisandi u t: utata, utatomkhulu, ititi, itoti, itafile, itawuli, itumato, itapile, itikiti, itephu, ipapethi kaTemo

Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukufunda ukuphulaphula

- Chazela abafundi ukuba uza kubaxelela into ethile ephuma ebalini kwaye kufuneka baphulaphule ngenyameko khonukuze babone ukuba yinyani na okanye bubuxoki. Ukuba yinyani kufuneka bamise oobhontsi babo kanti ukuba bubuxoki kufuneka bajongise ezantsi oobhontsi babo. Umzekelo:
 - ★ Ihashe langena esityeni sikaTemo semifuno. (bubuxoki)
 - ★ UTemo notata wakhe babiyela isitya semifuno ngocingo. (yinyani)
 - ★ UTemo wakha iziqhamo esityeni sakhe. (bubuxoki)
 - ★ UTemo woja imifuno. (bubuxoki)
 - ★ UTemo watyala iimbotyi, iminqathe, isipinatshi neetumato. (yinyani)
 - ★ Umama kaTemo wamncedisa wapeta igadi waze watyala imbewu. (bubuxoki)
 - ★ Iibhokhwe zenza umonakalo kwisitya sikaTemo semifuno. (yinyani)
- Qhubeka ke nalo mdlalo, kodwa ke bacele abafundi ukuba bacinge ngento ethile esebalini enokuba yinyani okanye ebubuxoki.

Ibhokisi zoonobumba

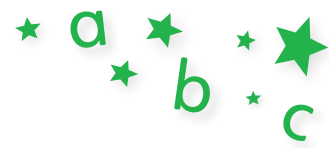
- Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- Babuze imibuzo ngezi zinto: *“Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?”*
- Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo.
- Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- Nika abafundi abathile izinto baze babize esinye sezandi. Cela bonke abafundi abaphethe into egxile kweso sandi ukuba beze ngaphambili baze babeke into leyo kwibhokisi yoonobumba echanekileyo.



Imisebenzi yamaqela amancinci

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





You will need:

- A letter box containing objects or pictures starting with a **t**: utata, utatomkhulu, ititi, itoti, itafile, itawuli, itumato, itapile, itikiti, itephu, ipapethi kaTemo

Week 2 Day 3

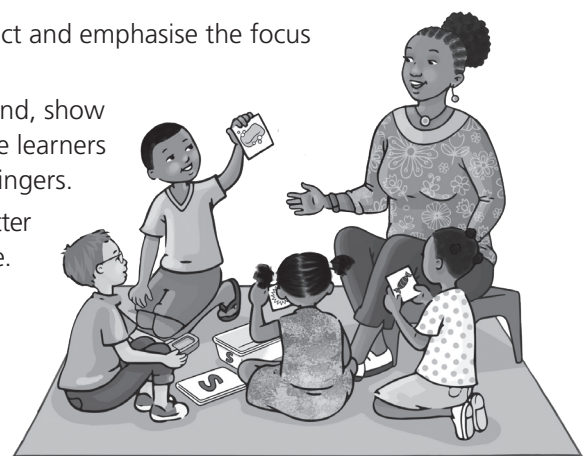
Whole class activities

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Give some of the learners an object and then say one of the sounds. Ask all the learners who have an object starting with that sound to come forward and put the object in the correct letter box.



Small group activities

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





Izinto ekufuneka unazo:

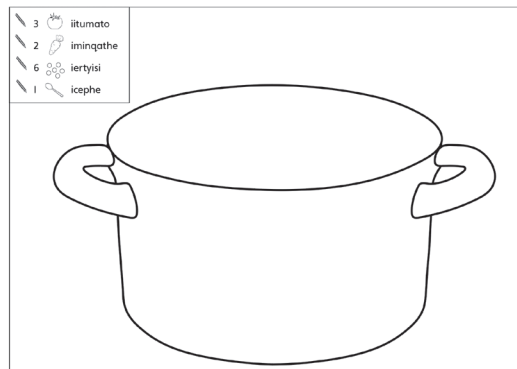
- Umfundi ngamnye kufuneka abe nekopi **yephepha lomsebenzi othi Funda uze wenze**
- Iikhrayoni ezinkulu zewax
- Imifanekiso yeziqhamo okanye iziqhamo zokwenyani, ibhasikithi okanye umnyazi, isitya esinesaladi yeziqhamo

Iveki yesi-2 Usuku lwesi-4

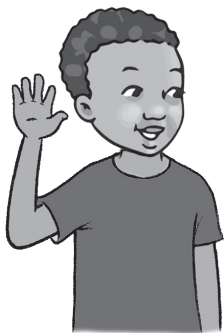
Imisebenzi yeklasi yonke

Funda uze wenze

- 1 Chazela abafundi ukuba bajonge uluhlu olukwiphepha lomsebenzi baze bancokole ngento abayibonayo (imiqondiso, imifanekiso kunye namagama).
- 2 Bachazele abafundi ukuba ngoku baza kwenza umsebenzi owonwabisayo othi "funda uze wenze". Kufuneka ke bafunde umgca ngamnye baze benze loo nto ithethwa ngumgca lowo besebenzisa indawo engabhalwanga esephepheni.
- 3 Funda kunye nabafundi umgca wokuqala. Abafundi kufuneka bazobe iitumato ezintathu.
- 4 Babuze abafundi ukuba ingaba ukhona na kubo onako "ukufunda" into elandelayo ekuluhlu efanele ukwenziwa: Kufuneka bazobe iminqathe emibini.
- 5 Abafundi kufuneka baqhubeka ngolu hlobo kumyalelo ngamnye.
- 6 Ncedisa abafundi abasokolayo ukufunda imiyalelo.



Ukuphulaphula izandi ekugxilwe kuzo



- 1 Hlalisa abafundi phantsi benze isangqa uze ubaxelele ukuba niza kuya kuthenga ezivenkileni khonukuze nikwazi ukwenza isaladi yeziqhamo eza kutyiwa emva kwesidlo. Beka ibhasikithi esizikithini sesangqa.
- 2 Cela abafundi ukuba bakhangele umfanekiso wesiqhamo esinesandi u /a/ (umzekelo, iapile) baze benze ngathi bayasisika ze basigalele esityeni. Emva koko cela omnye umfundi ukuba akhangele into enesandi u /p/ (umzekelo, ipayina) baze benze ngathi bayalisika ze baligalele esityeni. Wuqhuba ngolu hlobo ke lo msebenzi de yonke imifanekiso ibe igalelwe esityeni.
- 3 Babuze abafundi ukuba ingaba yintoni enye esinokuyongeza kwisaladi yeziqhamo, enesandi u /kh/ - ikhastadi. Yenza ngathi ugalelela ikhastadi uze uyingcamle isaladi emnandi.
- 4 Emva koku, buza abafundi ukuba basazikhumbula na iziqhamo enizisebenzisileyo xa "benisenza" isaladi yeziqhamo. Ukuba bayasokola ukuzikhumbula, banike isikhokelo ngokuthi ubize isandi esikwigama lesiqhamo. Umzekelo: "Sidibanise isiqhamo esinesandi u /p/. Ewe, ipayina."

Imisebenzi yamaqela amancinci

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





You will need:

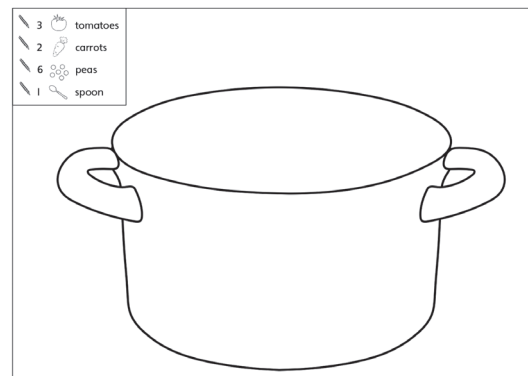
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Pictures of fruit or real fruit, a basket, a bowl for fruit salad

Week 2 Day 4

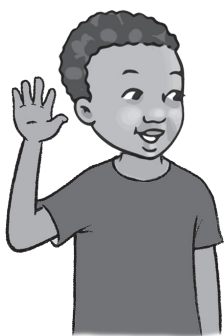
Whole class activities

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: iapile) and pretend to chop it and put it into the bowl. Then ask another learner to find something that begins with /p/ (for example: ipayina) 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/ – ikhastadi. 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 first sound of the word. For example: “We added a fruit that starts with the sound /p/. Yes, ipayina.”

Small group activities

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



Izinto ekufuneka unazo:

- Iphepha elikhulu leFlipchart kunye nekhoki
- Amakhadi anemifanekiso yamagama anamalungu amaninzi amalunga nebali: iminqathe, isipinatshi, isitiya, iigambhutsi, impahla yokusebenza, iqhaga, itumato, imifuno, ingxaki, kunye (Ungongeza eminye imifanekiso yemifuno oyithatha kwiphepha elibonisa izinto ezithengiswayo.)
- Ibhegi eyenziwe ngelaphu, itshokhwe okanye ikhoki yokubhala kwiwhiteboard, izixhobo zokubala, iPrestik

Iveki yesi-2 Usuku lwesi-5

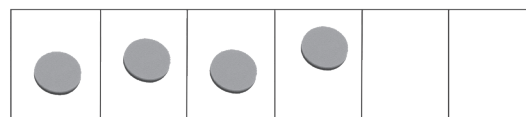
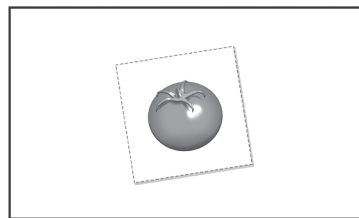
Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Buza abafundi ukuba ingaba basazikhumbula na izinto ekwakufuneka zifunyenwe zizityalo ezazisesityeni sikaTemo ukuze zikhule (ilanga, umhlaba, amanzi). Emva koko yithi: *“Ngubani osayikhumbulayo into yokuqala eyenziwa nguTemo xa wayetyala esityeni sakhe? (Wasebenzisa umhlakulo oyifolokhwe ukuzama ukwenza ukuba umhlaba uthambe.) Yintoni elandelayo awayenzayo?”*
- 2 Nakuba nixoxe ngawo onke amanyathelo okutyala imifuno, bacele abafundi ukuba bakuncedise uwabhale phantsi khonukuze niwakhumbule, niwachazele nezinye iiklassi.
- 3 Qala uncokole ngesihloko ofuna ukusibhala phezulu ephepheni. Umzekelo: Indlela yokukhulisa imifuno.
- 4 Emva koko bhala “Inyathelo loku-1” uze ubuze abafundi ukuba yintoni aqala wayenza uTemo. Qhubeka ngale ndlela, uphulaphule ngenyameko izinto eziza kuthethwa ngabafundi ze nivumelane ngoko kufuneka kubhaliwe. Biza igama ngalinye njengokuba ulibhala, ukuze abafundi babone indlela abhalwa ngayo amagama abizwa ngomlomo.

Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Zoba ibhodi ebizwa ngokuba **Yibize-ngegama-ze-uyihambise**, kwisiqwengana sephepha leflipchart okanye ebhodini yegumbi lakho lokufundisela.
- 2 Beka amakhadi anemifanekiso kwibhegi yelaphu uze ucele umfundi ukuba akhethe ikhadi elinomfanekiso wegama elinamalungu amaninzi kuloo bhegi yelaphu aze alincamathisele kwisithuba esikhulu esimile okoxande kwibhodi ebizwa ngokuba **Yibize-ngegama-ze-uyihambise**.
- 3 Ngoku ke cela abafundi ukuba babize igama lento esemfanekisweni ngokutsala okanye ngokuzekelela, ukuze beve ilungu ngalinye legama. Nika umfundi izixhobo zokubala uze umncedise ahambise into yokubala kwibhloko encinci qho xa kubizwa ilungu legama.



Imisebenzi yamaqela amancinci

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





You will need:

- Flipchart paper and a marker
- Picture cards of multisyllabic words relating to the story: iminqathe, isipinatshi, isitiya, iigambhutsi, impahla yokusebenza, iqhaga, itumato, imifuno, ingxaki, kunye (Ungongeza eminye imifanekiso yemifuno oyithatha kwiphepha elibonisa izinto ezithengiswayo.)
- A cloth bag, chalk or marker, counters, Prestik

Week 2 Day 5

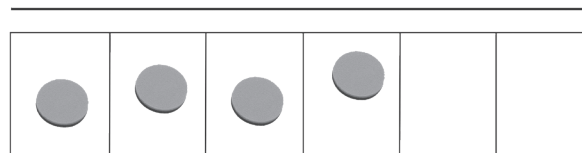
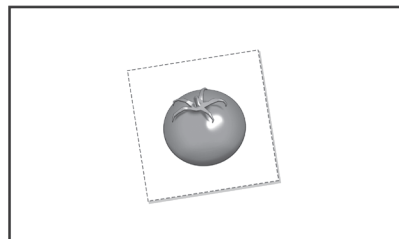
Whole class activities

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.

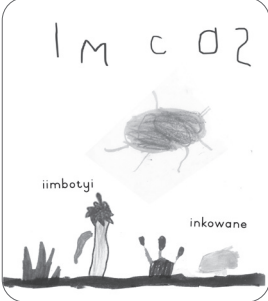




Small group activities

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

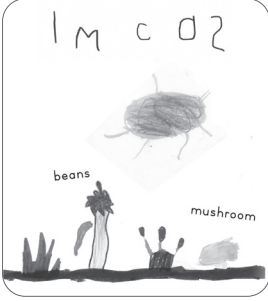




Imisebenzi yamaqela amancinci yeVeki yesi-2

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 • likhrayoni ezinkulu zewax 	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</p> <ol style="list-style-type: none"> 1 Bachazele abafundi ukuba baza kuzoba isitiya esinemifuno eyahlukeneyo ekhula emhlabeni. 2 Bakube beyizobile imifuno, bangazileyibhelisha iindidi zemifuno ezisesitiyeni okanye bakucele ubabhalele ileyibheli ngokwakho.
<ul style="list-style-type: none"> • Imbiza enkulu enamanzi • Iziciko zeebhotile ezibhalwe oonobumba kunye necephe elikhulu • Amakhadi anemifanekiso ahambelana nezandi zoonobumba 	<p>Umsebenzi wesi-2: liphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Beka phezu kwetafile amakhadi anemifanekiso noonobumba ajonge phezulu. 2 Bachazele abafundi ukuba baza kudlala umdlalo wesuphu yoonobumba. 3 Kufuneka banikane amathuba okukha ngecephe unobumba, batsho isandi esenziwa ngunobumba baze bakhangele umfanekiso ohambelana nesandi. 
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



Small group activities for Week 2

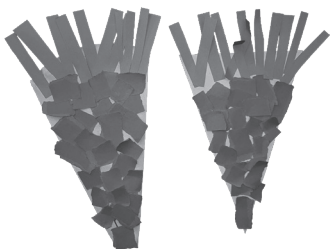
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to draw a garden with different vegetables growing in the soil. 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 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 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.





Izinto ekufuneka unazo

- Ikhadibhodi okanye ipleyiti eyenziwe ngephepha, iglu, izikere, iphepha eliorenji neliluhlaza (usenokusebenzisa amaphepha emagazini)



- Iipropu: amakhreyithi, uluhlu lwezinto eziza kuthengwa, iibhegi zokufaka izinto eziza kuthengwa, iibhasikithi okanye iminyazi, istryofoam, isikali sokuveyisha iziqhamo nemifuno, umqondiso othi "Izisulu zanamhlanje", izinto ezinamaxabiso athotyiweyo – kususwe u10%, Umqondiso othi kuvuliwe, umatshini wokubhatalisa, iileyibheli zamaxabiso, ifasikoti yomntu othengiselayo

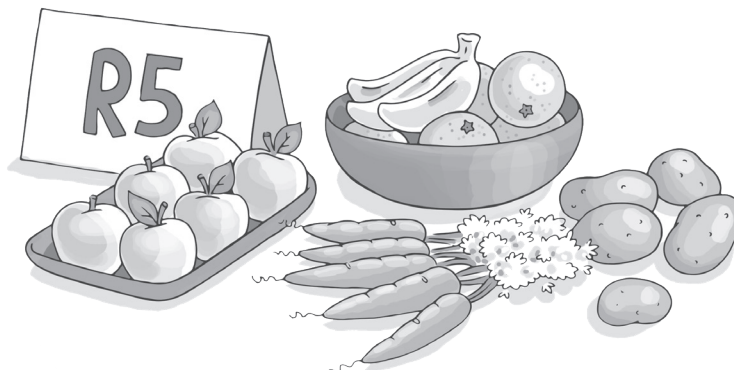
Imisebenzi

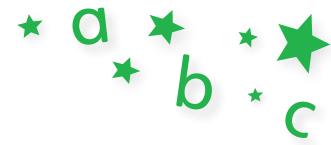
Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla

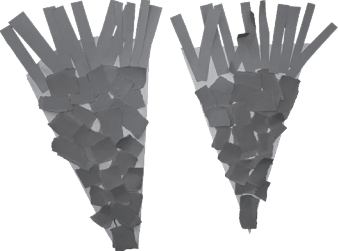
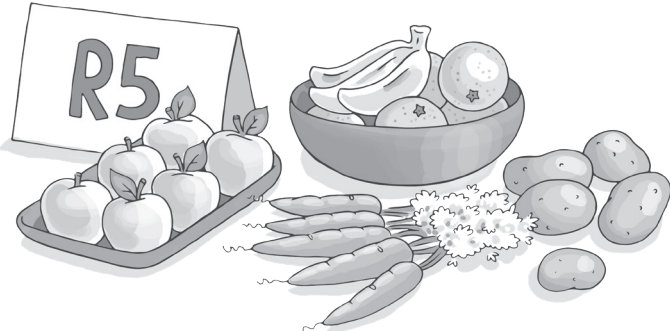
- 1 Songa ipleyiti yephepha, okanye sika ikhadibhodi ibe ngunxantathu omde.
- 2 Bachazele abafundi ukuba bakrazule iphepha eliorenji libe zizikwere ezincinci baze basike iphepha eliluhlaza libe yimicu. Emva koku bangasebenzisa iglu bancamathisele iphepha kwipleyiti eyenziwe ngephepha benze umnqathe o-orenji onamagqabi aluhlaza.

Umsebenzi wesi-5: Umdlalo wokulinganisa

- 1 Bakhumbuze abafundi ngeepropu ezikwikona yomdlalo wokulinganisa uze ubakhuthaze ukuba baqhubeke nomsebenzi ebebenenze kwiVeki yokuqala xa bebedlala umdlalo wokuthengisa imifuno emarikeneni okanye kwivenkile esecaleni kwendlela.
- 2 Yiya ekoneni kube kanye ubuncinane, uze uqwalasele futhi ukhuthaze umdlalo wabafundi.





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. 



★ Isitiya sikaTatomkhulu uFukufuku

Ibali

Isitiya sikaTatomkhulu uFukufuku sasisezikithini sesixeko, sijikelezwe zizindlu kunye nezitalato ezixakekileyo. UGugile wayeneminyaka esixhenxe futhi wayekuthanda kakhulu ukutyelala utatomkhulu wakhe qho ngeveki. Wayewathanda amagqabi, iintyatyambo kunye nemithi eyayisesitiyeni sikatatomkhulu wakhe.



UGugile wayesebenza notatomkhulu wakhe esitiyeni imini yonke. Wayesasaza umgquba kwindawo ekutyalwe kuyo iintyatyambo aze ancedise nasekunkcencsheleni izityalo. Bakugqiba, babesonwabela ukutya amapere avuthiweyo asemthini. Ngenye imini uTatomkhulu uFukufuku akazange alitye ipere lakhe. “Kwenzeke ntoni?” wabuza uGugile. UTatomkhulu wabonisa uGugile ipere lakhe. Lalinamabala amaninzi abonisa iindawo ezityiwe zizilwanyana ezitshabalalisayo.

“Jonga Gugile, ezinye izityalo zam ziyafa,” watsho uTatomkhulu. “Ngoba?” wabuza uGugile. “Ukuba ungajonga uqwalasele kakuhle, uza kubona ukuba izilwanyana ezitshabalalisayo zitya nezityalo,” watsho uFukufuku. “Kufuneka sibe noobhantom,” watsho uFukufuku. “Yintoni ubhantom Tatomkhulu, kwaye unceda njani?” wabuza uGugile. “Zizinambuzane ezincinci ezinombala obomvu namnyama kwaye zitya izilwanyana ezitshabalalisa izityalo,” waphendula uFukufuku. “Ukuba

asinakubafumana oobhantom isitiya siza kufa.”

“Ndiza kukuncedisa ufumane oobhantom,” watsho uGugile. Ivekhi yonke, uGugile wayekhangelanga oobhantom kuyo yonke indawo ekhangelela isitiya sikaTatomkhulu. Wafumana ibhotile engenanto yegilasi waze wafaka ngenyameko kuyo oobhantom bakhe. Wavula imingxunya kwisiciko sebhotile khonukuze bakwazi ukuphefumla. Wathi akubabala wafumanisa ukuba uqokelele oobhantom abalishumi!

Ngosuku olulandelayo, uGugile watyelela uTatomkhulu uFukufuku, waze wambonisa ibhotile enoobhantom abalishumi. “Usebenzile, mfo wam, wenze kakuhle kakhulu!” watsho uTatomkhulu encumile evuya. UFukufuku wayivula ibhotile baze oobhantom babhabha baphuma ebhotileni yegilasi. Oobhantom babelambile kakhulu! Baqalisa ukutya izilwanyana ezitshabalalisa izityalo zaze zadubula izityalo. Ukususela ngaloo mini, isitiya sikatatomkhulu uFukufuku sakhula, sakhula kakuhle. UGugile noFukufuku bonwaba kakhulu.



Liyaphela ke apha ibali lethu.



★ 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.





Ingoma

Oobhantom, bhantom,
Bamnc-e-d' utamkhulu,
Bamnc-e-d' utamkhulu,
Zakhula kakuhle izityalo.

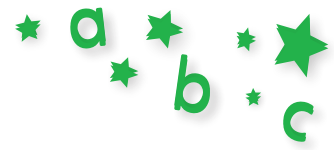
Oobhantom, bhantom,
Bona baty' izinambuzane,
Baty' izinambuzane,
Zikhule kakuhle izityalo.



Isigama esiphuma ebalini

Amagama abalulekileyo:	isitya	utatomkhulu	izityalo	izilwanyana ezitshabalalisayo	oobhantom	isixeko
Amanye amagama:	imithi	umgquba	gqiba	fa	qokelela	dubula
	ibhotile	vuya	lambile	ipere	iintyatyambo	





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	





Izinto ekufuneka unazo:

- Ibali: *Isitiya sikaTatomkhulu uFukufuku*
- Iipapethi: Utatomkhulu, uGugile, oobhantom abasebhotileni, izityalo ezifayo, izityalo ezidubulayo, inkonkxa yokunkcenkceshela
- Iipropu: ipere, inethi, ibhotile, ubhantom
- Izinto okanye amakhadi anemifanekiso amagama athile aphuma kuluhlu lwamagama



Iveki yoku-1 Usuku loku-1

Imisebenzi yeklassi yonke

Yenzani isicengcelezo esithi, *Ndinyakazisa iminwe yam*, khonukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi ngokubuza le mibuzo: *“Ingaba ukhona kuni okanye kusapho lwakho onaso isitiya? Yintoni ekhula esityeni? Yintoni ekufuneka uyenze ukuze uncedise izityalo zikhule kakuhle? Wawukhe wambona ubhantom? Ingaba bakhangeleka njani oobhantom?”*
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo akuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuba ithini na intsingiselo yegama. Umzekelo: Bonisa abafundi imifanekiso yezityalo, yeentyatyambo nemithi ekhula esityeni. Emva koko babonise imifanekiso yesixeko esinezakhiwo ezininzi apho kungekho nto ikhulayo.

2 Ngexesha ebalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi kunye neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *“Ucinga ukuba yintoni ekhula kwisitiya sikaTatomkhulu uFukufuku? Yintoni ethandwa nguGugile kwisitiya sikatomkhulu wakhe? Kutheni ucinga ukuba isitiya siyafa? Ingaba uGugile uza kubafumana phi oobhantom?”*

3 Emva kokubalisa ibali

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

Ukwazisa abafundi isandi esiphuma ebalini

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

Imisebenzi yamaqela amancinci

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

Ndinyakazisa iminwe yam

Ndinyakazisa iinzwane zam
Ndinyakazisa amagxa am
Ndinyakazisa impumlo yam
Ngoku (qhwaba ke ngoku)
Andisakwazi tu
ukunyakazisa nantoni.

Kwaye ndizolile ndithe cwaka!



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 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: *"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: *"Fukufuku, futhi, ziyafa, fumana. Can you hear the focus sound: fukufuku, futhi, ziyafa, fumana? Yes, you are right! They all have the sound /f/."*
- 2 *"Listen carefully, here are some more words that start with /f/: ifama, ufudo, ifestile, ifoto, ifolokhwe."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /f/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /f/: **"f-f-f"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Izinto ekufuneka unazo:

- Iipapethi ezimalunga nebali
- Ingoma neepropu okanye imifanekiso emalunga nengoma



Iveki yoku-1 Usuku lwesi-2

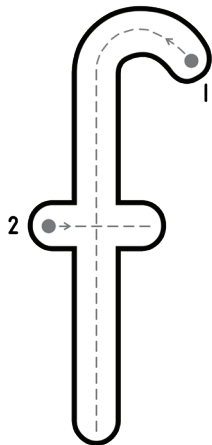
Imisebenzi yeklassi yonke

Ukubalisa ibali nokucula

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

Ukwakhiwa konobumba

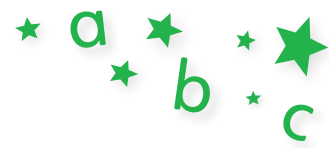
- 1 Bakhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona umntu kubo onegama eliqala ngesandi u /f/ okanye ungabacela ukuba bacinge ngamanye amagama agxile kwesi sandi u /f/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezinxulumene kunye nesandi. Umzekelo: Abafundi bangenza ngathi bayafutha okwenyoka bathi "fffff".
- 3 Babonise abafundi indlela abhalwa ngayo lo nobumba u **f**. Bhala unobumba omkhulu ebhodini okanye emoyeni ngexesha nithetha nisenjenje: "Qala echaphazeni, ujikele kancinci, wehle. Phakamisa isandla, krwela umgca onqamlezayo embindini."
- 4 Banike ithuba lokuziqhelanisa nokwakha unobumba emoyeni abafundi, bangamakha kwikhaphethi, umntu ngamnye usenokumakha kumqolo womnye umntu okanye ezandleni. Basenokuzama nokusebenzisa imizimba yabo bakhe lo nobumba.
- 5 Wakuba ubabonisile indlela yokubhalwa konobumba, ungaphuma nabo phandle abafundi uze ubakhuthaze ukuba basebenzise uluthi babhale ngalo unobumba esantini baze bahambe phezu kwakhe.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngeli xesha bambhalayo unobumba.



Imisebenzi yamaqela amancinci

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





You will need:

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



Week 1 Day 2

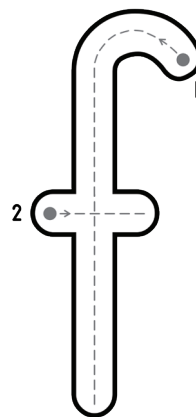
Whole class activities

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 hiss like a snake while saying "fffff".
- 3 Show learners how to write the letter **f**. Write a large letter on the board or in the air while saying the following: "Start at the dot, go over and all the way down. Lift and cross in the middle."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own 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.



Izinto ekufuneka unazo:

- lipapethi neepropu ezimalunga nebali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezinesandi u **f**: ufudo, ifestile, ifowuni, ifoto, ifolokhwe, iflegi, ifiya, ifama, ufele



Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukubalisa nokulinganisa ibali

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

Ibhokisi zoonobumba

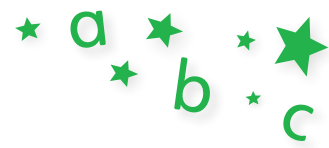
- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: *“Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?”*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo.
- 6 Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- 7 Bacele abafundi ukuba bakhangele izinto ezigxile kwesinye sezandi. Umzekelo: *“Khawukhangele into egxile kwisandi u **f**!”* Umfundi kufuneka abize igama lento, atsho isandi egxile kuso aze ayibeke into leyo kwibhokisi kanobumba ochanekileyo.



Imisebenzi yamaqela amancinci

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **f**: ufudo, ifestile, ifowuni, ifoto, ifolokhwe, iflegi, ifiya, ifama, ufele



Week 1 Day 3

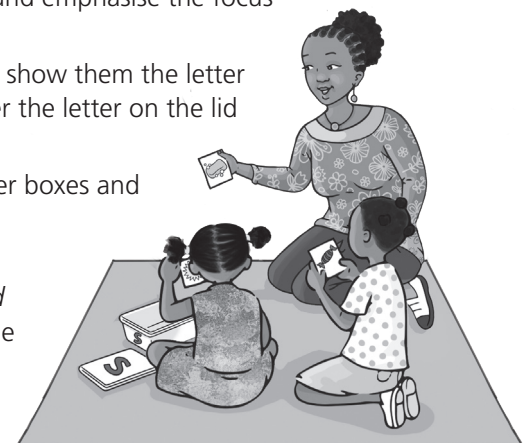
Whole class activities

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: *"Can you find something that starts with the sound /f/?"* The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

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





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Isiqwengana sephepha leflipchart, iprestik
- Imifanekiso yezinto ezifumaneka esitiyeni, umzekelo, ifiya, uluthi, amabhabhathane, oobhantom, iintyatyambo

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

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

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklasi yonke

Ukulandelelanisa imifanekiso

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



Ukuphulaphula izandi ekugxilwe kuzo

- 1 Khetha imifanekiso yezinto ezahlukeneyo ezifumaneka esitiyeni uzibeke esizikithini sesangqa. Chazela abafundi ukuba baza kukuncedisa nenze ipowusta yegadi entle.
- 2 Yithi: "Ngubani kuni onokukhangela into yesitiya sethu egxile kwisandi u /f/?" Umfundi angancamathisele umfanekiso wefiya kwiphepha elingenanto leflipchart. Biza ezinye izandi. Abafundi kufuneka bakhangele imifanekiso yezinto ezinezi zandi baze bazincamathisele kwiphepha leflipchart.



Imisebenzi yamaqela amancinci

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





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 /f/?" A learner can stick a picture of 'ifiya' onto the blank flipchart paper. Say other sounds. Learners must look for pictures of things with these sounds and stick them on the flipchart.



Small group activities

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



Izinto ekufuneka unazo:

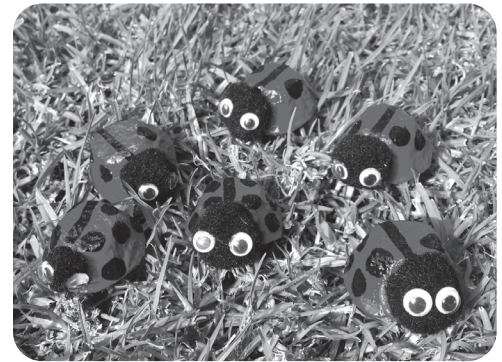
- Amapetyu okanye iziciko zeebhotile okanye iibhokisi zamaqanda, amehlo eplastikhi (oku akunyanzelekanga kuba amehlo asenokwenziwa ngepeyinti)
- Ipeyinti ebomvu, emnyama nemhlophe, iibrashi zokupeyinta, iglu, izikere
- Imifanekiso wezinambuzane kunye nezilwanyana ezifumaneka esitiyeni

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Bachazele abafundi ukuba baza kwenza oobhantom ngokusebenzisa iibhokisi zamaqanda, amapetyu kunye neziciko zeebhotile.
- 2 Ncokolani ngendlela abamile ngayo oobhantom (bangqukuva) nincokole nangombala (babomvu banamabala amnyama). Phindani nincokole ngamaphiko namehlo oobhantom.
- 3 Abafundi bangafaka umbala obomvu ngepeyinti kwiibhokisi zamaqanda, amapetyu okanye iziciko zeebhotile. Ngeli xesha yomayo ipeyinti, bangazoba ngepeyinti ingca okanye amagqabi ephepheni.
- 4 Yakuba yomile ipeyinti, bangazoba amabala kabhantom bazobe okanye bancamathisele amehlo. Emva koku ke bangabeka oobhantom babo kwiphepha labo elinengca okanye amagqabi.



Ukuxuba nokwahlula amagama (ngokwamalungu)

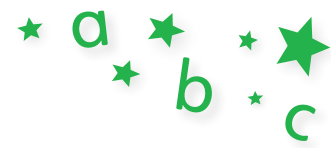
- 1 Bonisa abafundi umfanekiso wezinambuzane nezilwanyana ezifumaneka esitiyeni. Bacele bakuncedise abafundi nibize into esemfanekisweni nize nincamathisele imifanekiso eludongeni okanye niyibeke emethini ukuze bonke abafundi bakwazi ukuyibona.
- 2 Emva koko faka imifanekiso ebhegini. Khetha umfundi abe mnye uze umcele ukuba akhuphe omnye wemifanekiso ebhegini. Kufuneka bazame ukubiza igama lesinambuzane okanye lesilwanyana ngokuzekelela, belahlula igama elo ngokwamalungu.
- 3 Abanye abafundi kufuneka baphulaphule into ethethwayo baze badibanise amalungu lawo bakhe igama.



Imisebenzi yamaqela amancinci

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





You will need:

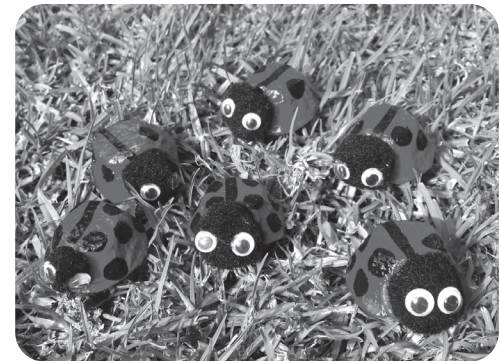
- Pebbles or bottle tops or egg boxes, plastic eyes (this is optional as eyes can also be painted on)
- Red, black and white paint, paintbrushes, glue, scissors, a cloth bag
- Pictures of insects and garden creatures

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.



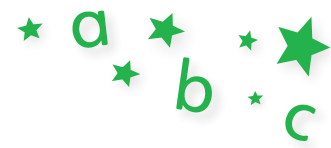
Small group activities

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







Imisebenzi yamaqela amancinci yeVeki yoku-1

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 likhrayoni ezinkulu zewax <div data-bbox="227 693 552 924"> <p>Isitiga sikatatomkhulu uFukufuku</p> </div> <div data-bbox="204 948 565 1266"> <p><i>Ngeli xesha lonyaka, umfundi umele ukuba uzithembile ngakumbi xa ezama ukuzibhalela. Ungaxhalabi ke xa abanye abafundi bebhala udederhu loonobumba abangenazithuba phakathi kwabo.</i></p> </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</p> <ol style="list-style-type: none"> Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo. Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye. Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Usenokubanika iingcebiso Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Bakhuthaze ukuba bazobe eyona ndawo bayithande kakhulu ebalini abafundi. Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe. Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele. Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo. Umzekelo: <i>“UFukufuku noGugile babekuthanda ukutya ... Ingaba liliphi igama elilandelayo onqwenela ukulibiza? Ewe, iziqhamo. Ndiza kubhala ... ‘iziqhamo’.”</i> Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba utshintshe amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde isivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.
<ul style="list-style-type: none"> libhodi ezimbini zomdlalo woonobumba wenyoka Amadayisi amabini, izinto zokubala <div data-bbox="239 1435 545 1728"> </div>	<p>Umsebenzi wesi-2: Iphazili nemidlalo</p> <ol style="list-style-type: none"> Chazela abafundi imigaqo yokudlalwa komdlalo: <ul style="list-style-type: none"> Abafundi baza kubeka izixhobo zokubala kwintloko yenyoka. Abafundi baza kunikana amathuba okuphosa idayisi baze bahambise into yokubala ngokwenani lezithuba elichanekileyo. Ukuba bafike kunobumba, kufuneka babize igama lesandi ekugxilwe kuso baze bahambise isixhobo sabo sokubala siye kumfanekiso oneso sandi. Umfundi wokuqala ukufikelela esiphelweni somsila wenyoka nguye ophumeleleyo kwaye uya kuba ke ngolo hlobo uphelele umdlalo. Bakuba bewudlalile umdlalo abafundi amaxesha ambalwa, ungabachazela ngomgaqo omtsha: Ukuba bafike emfanekisweni, kufuneka babize igama lento esemfanekisweni, babize isandi ekugxilwe kuso baze ke babuye umva baye kunobumba ohambelana nomfanekiso.
<ul style="list-style-type: none"> Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana <div data-bbox="267 1883 513 2176"> </div>	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="222 652 552 881"> <p>Grandpa Farouk's garden</p>  </div> <div data-bbox="204 900 565 1170">  <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 Letter snake game boards • Two dice, counters <div data-bbox="249 1295 539 1579">  </div>	<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 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. 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 <div data-bbox="267 1695 510 1984">  </div>	<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.





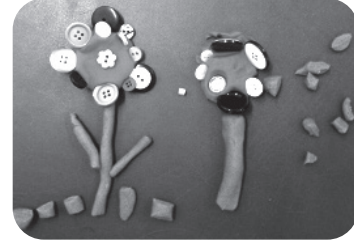
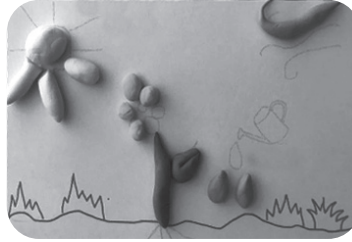
Izinto ekufuneka unazo

- Intlama yokudlala, imethi yokusebenzela
- Amaqhosha, imbewu, izinti

Imisebenzi

Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla

- 1 Chazela abafundi ukuba baza kwenza isitiya esihle emethini besebenzisa intlama yokudlala.



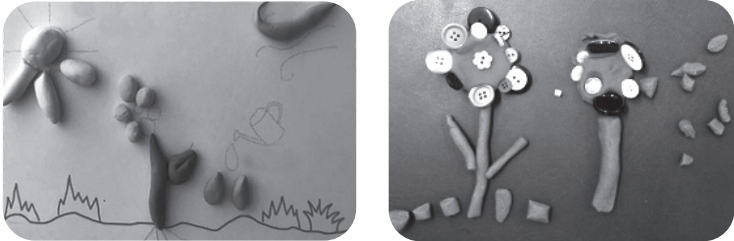

- lipropu: ikiriva, iimbizana ezinezityalo, umhlakulo, umhlakulo oyifolokhwe, iigambhutsi, iiglavu, izinto ebezikhwe zasetyenziswa zaze zenziwa ukuba ziphinde zisetyenziswe kwenziwe ngazo iimbizana ezinezityalo (umzekelo: iibhotile zeplastiki), imbewu, izithole, iipakethi zembewu, ifoni eza kusetyenziswa xa kusenziwa iodolo, inkonkxa yokunkcenkceshela, ithumbu lokunkcenkceshela, iileyibheli zezityalo ezahlukeneyo, amakhadana aza kuba namaxabiso, ikhaltyhuleyitha, imali yamaxokixoki

Umsebenzi wesi-5: Umdlalo wokulinganisa

- 1 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubabonise iipropu ezintsha.
- 2 Bachazele ukuba baza kwenza ngathi banesitiya okanye bayokuthengela isitiya sabo izityalo kwindawo ethengisa izityalo.
- 3 Yiya ekoneni kube kanye uze uqwalasele futhi ukhuthaze umdlalo wabafundi.





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. 





Izinto ekufuneka unazo:

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

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa

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



Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“uGugile, igilasi. Ingaba uyasiva isandi ekugxilwe kuso: uGugile, igilasi? Ewe, uchanile! Onke la magama anesandi u /g/. Ngoku ke khawuphulaphule la magama ugesi, gila? Uyasiva isandi ekugxilwe kuso?”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile ku /g/: igama, goba, igogogo.”* (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u /g/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /g/: *“g-g-g”*. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “uGugile, igilasi. Can you hear the focus sound: u**G**ugile, **i**gilasi? Yes, you are right! The focus sound is /g/. Now listen to these words u**g**esi, **g**ila? Can you hear the focus sound?”
- 2 “Listen carefully, here are some more words that start with /g/: igama, goba, igogogo.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /g/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /g/: “**g-g-g**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Izinto ekufuneka unazo:

- iNcwadi eNkulu: *Isitiya sikaTatomkhulu uFukufuku*
- Umfundi ngamnye makabe nesikhongozeli esinamanzi nebhrashi yokupeyinta

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklassi yonke

Ukufunda kunye notitshala – iNcwadi eNkulu

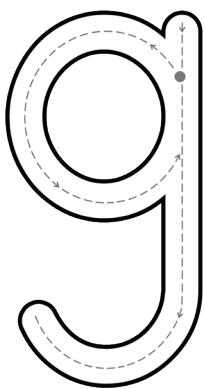


- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwiqweqwe lencwadi baze bancokole ngezinto abazibonayo nabazinakanayo.
- 2 Fundela iklassi isihloko sebali. Khomba igama ngalinye njengokuba ufunda. Phinda usifunde kwakhona uze ucele abafundi bafunde kunye nawe.
- 3 Jonga imifanekiso yebali kunye nabafundi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



Ukwakhiwa kukanobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona umfundi onegama eliqala ngesandi u /g/ okanye ubacele bacinge ngamanye amagama agxile kwisandi u /g/.
- 2 Fundisa abafundi izijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangenza ngathi babetha igubu ze bathi "g-g-g-g".
- 3 Khawubabonise abafundi ukuba ubhalwa njani unobumba u g. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "Qala echaphazeni, jikela, nyuka uye ngentla, wehle, ujikele."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.
- 5 Wakuba ubabonisile indlela yokubhala unobumba, phuma nabafundi phandle uze unike umfundi ngamnye isikhongozeli esinamanzi nebhrashi yokupeyinta. Abafundi bangasebenzisa ibhrashi namanzi baphindaphinde ukubhala unobumba phantsi kwindawo esanyentiweyo.
- 6 Bakhuthaze ukuba babize isandi esenziwa ngunobumba njengokuba bembhala unobumba.



Imisebenzi yamaqela amancinci

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





You will need:

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

Week 2 Day 2

Whole class activities

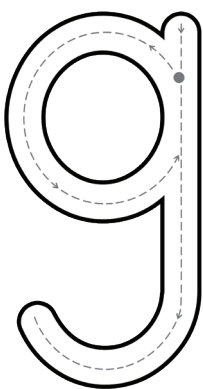
Shared reading – Big Book

- 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 /g/ or if they can think of any other words that start with the sound /g/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to beat a drum while saying “g-g-g-g”.
- 3 Show learners how to write the letter **g**. Write a large letter on the board or in the air while saying the following: “Start at the dot, go round, up to the top, down and around.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their 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.



Izinto ekufuneka unazo:

- Iphepha leflipchart kunye nekhoki
- Oobhantom abenziwe ngabafundi
- Iprestik
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u **g**: ipapethi enguGugile, igala, igogogo, igorila, igubu, igaba, igusha, ugandaganda, iglasi, igwele, iglu

Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklassi yonke

Ukufunda ukuphulaphula

- 1 Zoba umfanekiso womhlaba kunye nomthi omkhulu onamasebe namagqabi kwiphepha leflipchart. Ecaleni komthi, zoba intyatyambo enesiqu namagqabi.
- 2 Khetha oobhantom ebebenziwe ngabafundi. Bachazele ke ukuba kufuneka baphulaphule ngenyameko baze banamathisele ngeprestik oobhantom babo kwindawo echanekileyo:

- ★ emthini/kwintyatyambo/kwigqabi/kwisebe/emhlabeni
- ★ phantsi komthi/kwintyatyambo/kwigqabi/kwisebe/emhlabeni
- ★ phezu komthi/kwintyatyambo/kwigqabi/kwisebe/emhlabeni
- ★ ecaleni komthi/kwintyatyambo/kwigqabi/kwisebe
- ★ phezulu emthini/kwintyatyambo
- ★ phakathi kwamasebe omthi nakwintyatyambo.



Ibhokisi zoonobumba

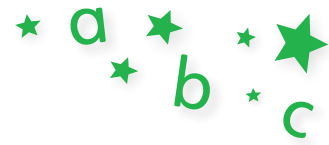
- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele iklassi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



Imisebenzi yamaqela amancinci

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





You will need:

- Flipchart paper and a marker
- Ladybirds made by learners
- Prestik
- A letter box containing objects or pictures starting with a **g**: ipapethi enguGugile, igala, igogogo, igorila, igubu, igaba, igusha, ugandaganda, iglasi, igwele, iglu

Week 2 Day 3

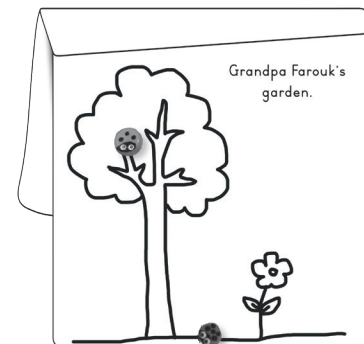
Whole class activities

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.

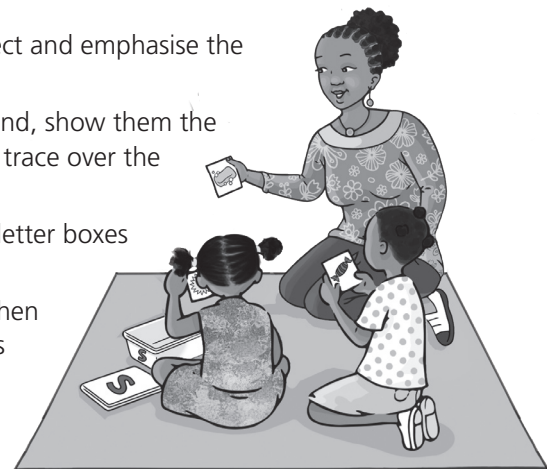
2 Have a selection of ladybirds that learners made. Explain that they must listen carefully and then stick their ladybirds in the correct place with Prestik:

- ★ 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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Give some of the learners an object and then say one of the sounds. Ask all the learners who have an object starting with that sound to come forward and put the object in the correct letter box.



Small group activities

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





Izinto ekufuneka unazo:

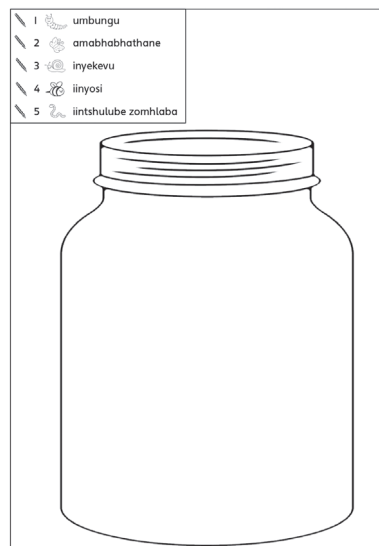
- Umfundi ngamnye kufuneka abe nekopi yephepha lomsebenzi othi Funda uze wenze
- Iipeyinti eziyimibala eyahlukileyo zokupeyinta ngeminwe, iikhrayoni ezinkulu zewax okanye iikhoki
- Isiqwengana sephepha leflipchart, iprestik
- Imifanekiso yezinto ezifumaneka esityeni, umzekelo, ifiya, uluthi, amabhabhathane, oobhantom, iintyatyambo

Iveki yesi-2 Usuku lwesi-4

Imisebenzi yeklasi yonke

Funda uze wenze

- 1 Buza abafundi ukuba ingaba ziziphi izinambuzane nezilwanyana ezinokufumaneka esityeni nezingasigcina sisempilweni isitya. Umzekelo: Amabhabhathane kunye neenyosi asasaza imbewu yeentyatyambo, izigcawu zitya izinambuzane ezihluphayo, imisundululu yona yenza umhlaba ube nempilo, iintaka zitya imibungu etya izityalo.
- 2 Bachazele abafundi ukuba baza kulandela imiyalelo yomsebenzi othi "funda uze wenze" baze basebenzise iminwe yabo bashicilele ngayo izinambuzane nezilwanyana ezisigcina sisempilweni isitya.
- 3 Bakugqiba ukushicilela, babonise ukuba bangayifakela njani imilenze, iimpondwana namehlo ngeekhrayoni okanye iikhoki zabo.
- 4 Bancedise abafundi ukuba bayasokola ukuyifunda imiyalelo.



Ukuphulaphula izandi ekugxilwe kuzo

- 1 Khetha imifanekiso yezinto ezahlukeneyo ezifumaneka esityeni uzibeke esizikithini sesangqa. Chazela abafundi ukuba baza kukuncedisa nenze ipowusta yegadi entle.
- 2 Yithi: "Ngubani kuni onokukhangela into yesitya sethu egxile kwisandi u /f/?" Umfundi angancamathisela umfanekiso wefiya kwiphepha elingenanto leflipchart. Biza ezinye izandi. Abafundi kufuneka bakhangele imifanekiso yezinto ezinezi zandi baze bazincamathisele kwiphepha leflipchart.

Imisebenzi yamaqela amancinci

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





You will need:

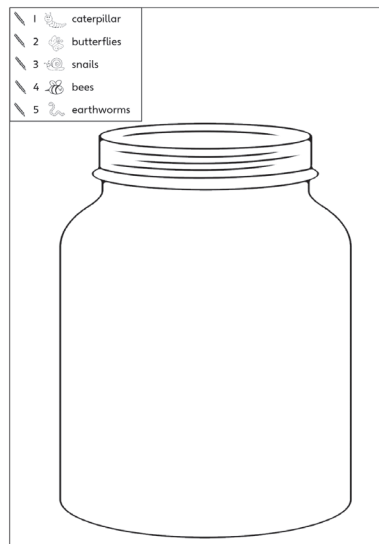
- A photocopy of the **Read and do activity page** for each learner
- Different colour fingerpaints, Jumbo wax crayons or kokis
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: figs, sticks, butterflies, ladybirds, flowers

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 **/f/**?” A learner can stick a picture of a ‘wefiya’ onto the blank flipchart paper. Say other sounds. Learners must look for pictures of things with these sounds and stick them on the flipchart.

Small group activities

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



Izinto ekufuneka unazo:

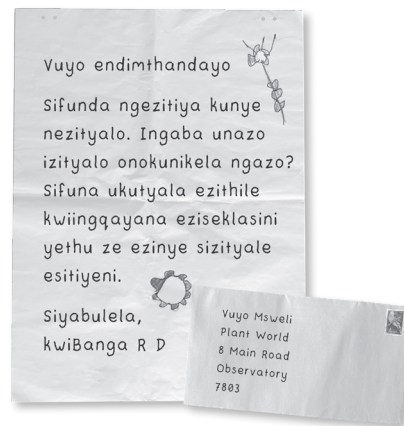
- Isiqwengana sephepha leflipchart nekhoki
- Ibhegi encinci enemifanekiso okanye izinto ezimalunga namagama athile anamalungu amaninzi amalunga nebali
- Imifanekiso yezinambuzane nezilwanyana ezifumaneka esitiyeni

Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Bachazele abafundi ukuba unqwenela ukuba bakuncedise nibhale ileta nibhalele ishishini lengingqi elithengisa izityalo/ummelwane onesitiya. Kule leta, nifuna ukuchaza ukuba iklassi ibifunda ngezitya kunye nezinambuzane, futhi ufuna nokubuza ukuba bangakwazi na ukunikezela ngezithole ezinokutyalwa yiklassi kwiimbizana zezityalo eziseklassesini okanye zityalwe kwindawo elungisiveyo apho esikolweni.
- 2 Xoxani ngomntu eninokucela kuye izithole nize nincokole ngendlela eniza kuyiqala ngayo ileta: ... othandekayo
- 3 Bacele abafundi ukuba bakuncedise ngokukunika izinto ezilandelayo enimele kukuzibhala. Phulaphula izimvo zabo, nize nivumelane ukuba niza kubhala ntoni eleteni. Bhalani ngokucekileyo ngoonobumba abancinci, nikhwaze igama ngalinye enilibhalayo.
- 4 Ukuba ixesha liyavuma, abafundi bangayihombisa ileta ngemifanekiso yezityalo.
- 5 Songa ileta nize niyihambise kummelwane okanye kwindawo eshishina ngezityalo nibuze ukuba bangakwazi na ukunikezela ngezithole okanye baninike isaphulelo xa nithengela iklassi yakho izithole.
- 6 Nakuba nizifumene izithole, abafundi bangakuncedisa nibhale ileta yombulelo ehonjiswe ngemifanekiso.



Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Bonisa abafundi umfanekiso wezinambuzane nezilwanyana ezifumaneka esitiyeni. Bacele bakuncedise abafundi nibize into esemfanekisweni nize nincamathisele imifanekiso eludongeni okanye niyibeke emethini ukuze bonke abafundi bakwazi ukuyibona.
- 2 Emva koko faka imifanekiso ebhegini. Khetha umfundi abe mnye uze umcele ukuba akhuphe omnye wemifanekiso ebhegini. Kufuneka bazame ukubiza igama lesinambuzane okanye lesilwanyana ngokuzekelela, belahlula igama elo ngokwamalungu.
- 3 Abanye abafundi kufuneka baphulaphule into ethethwayo baze badibanise amalungu lawo bakhe igama.



Imisebenzi yamaqela amancinci

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





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)

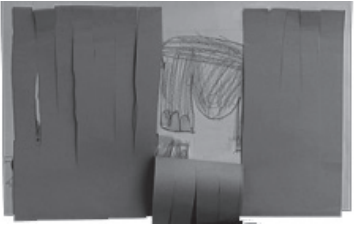


- 1 Show learners the pictures of garden insects and creatures. Ask learners to help you name each picture and stick the pictures on the wall or place them on the carpet so that all the learners can see them.
- 2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures 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.

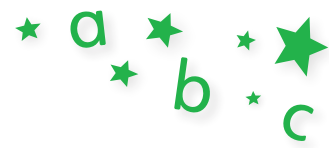
Small group activities

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

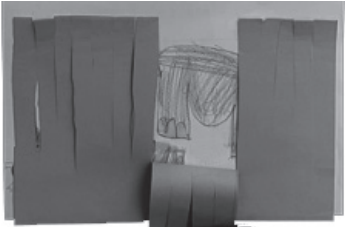




Imisebenzi yamaqela amancinci yeVeki yesi-2

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 • Iphepha eliluhlaza • likhrayoni ezinkulu zewax, izikere kunye neglu 	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</p> <ol style="list-style-type: none"> 1 Bachazele abafundi ukuba baza kuzoba izilwanyana (izinambuzane okanye izilwanyana) abanokuzifumana zizimele engceni. Umzekelo: ubhantom, umsundululu, idzedze. 2 Bakugqiba ukuzoba, bangaleyibhelisha imifanekiso yabo okanye bacele bancediswe kubhalwe igama lesilwanyana okanye isinambuzane abasizobileyo. 3 Abafundi ke ngoku bangasika imicu kwiphepha eliluhlaza bayincamathisele emazantsi ephepha ukuze ijinge phezu komfanekiso futhi ikhangeleke okwengca. 4 Bangacela umhlobo ukuba aqashele ukuba yintoni le izimele engceni baze baphakamise imicu eluhlaza ukuze babone ukuba bachanile na.
<ul style="list-style-type: none"> • libhodi ezimbini zomdlalo woonobumba wenyoka • Amadayisi amabini, izinto zokubala 	<p>Umsebenzi wesi-2: liPhazili nemidlalo</p> <ol style="list-style-type: none"> 1 Chazela abafundi imigaqo yokudlalwa komdlalo: <ul style="list-style-type: none"> • Abafundi baqala ngokubeka izixhobo zokubala kwintloko yenyoka. • Abafundi banikana amathuba okuphosa idayisi baze bahambise into yokubala ngokwenani lezithuba ezichanekileyo. • Ukuba bafike kunobumba, kufuneka babize igama lesandi ekugxilwe kuso baze bahambise into yokubala yabo iye kumfanekiso oneso sandi. • Umfundi wokuqala ukufikelela esiphelweni somsila wenyoka nguye ophumeleleyo kwaye uya kuba ke ngolo hlobo uphelile umdlalo. 2 Bakuba bewudlalile umdlalo abafundi amaxesha ambalwa, ungabachazela ngomgaqo omtsha: Ukuba bafike emfanekisweni, kufuneka babize igama lento esemfanekisweni, babize isandi ekugxilwe kuso baze ke babuye umva baye kunobumba ohambelana nomfanekiso.
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, iimagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.

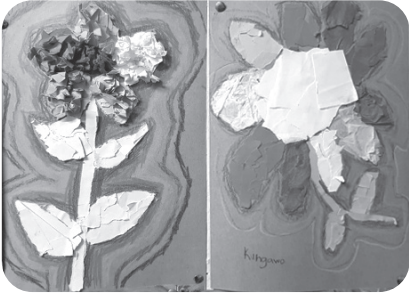



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none">• A blank A4 page 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 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.

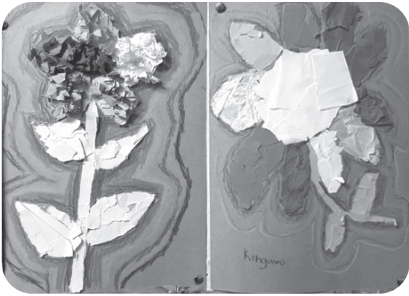





Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nesiqwengana sekhadibhodi elungiselewe ukuphinda isebenze • likhrayoni ezinkulu zewax, iglu • Iphepha elinombala okanye iphepha elithambileyo lokusula ubuso 	<p>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</p> <p>1 Bachazele abafundi ukuba kufuneka bazobe umfanekiso wentyatyambo kwikhadibhodi. Emva koko mabakrazule iphepha libe ziziqwengana ezincinci baze bancamathisele kwikhadibhodi benze intyatyambo. Bangalenza neebholana iphepha baze bazincamathisele kwikhadibhodi.</p> 
<ul style="list-style-type: none"> • Iipropu: ikiriva, iimbizana ezinezityalo, umhlakulo, umhlakulo oyifolokhwe, iigambhutsi, iiglavu, izinto ebezikhe zasetyenziswa zaze zenziwa ukuba ziphinde zisetyenziswe kwenziwe ngazo iimbizana ezinezityalo (umzekelo: iibhotile zeplastiki), imbewu, izithole, iipakethi zembewu, ifoni eza kusetyenziswa xa kusenziwa iodolo, inkonkxa yokunkcenkeshela, ithumbu lokunkcenkeshela, iileyibheli zezityalo ezahlukeneyo, amakhadana aza kuba namaxabiso, ikhaltyhuleyitha, imali yamaxokixoki 	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <p>1 Khumbuza abafundi ngeepropu ezikwikona yomdlalo wokulinganisa uze ubakhuthaze ukuba baqhubeke ngomsebenzi ebebenenze kwiveki yoku-1 xa bebedlala umdlalo wokutyelela kwindawo eshishina ngezithole.</p> <p>Yiya ekoneni kube kanye uze uqwalasele futhi ukhuthaze umdlalo wabafundi.</p> 





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. 



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

<ul style="list-style-type: none"> ✓ Achieved • Almost ✗ Not yet 	Listening and Speaking	Phonics, Reading and Viewing	Handwriting and Emergent writing						
Date	Listens to a complex string of instructions and acts on them.	Divides multisyllabic words into syllables.	Develops fine motor control using scissors to cut out bold outlined pictures, shapes etc.						
Names	Listens to longer stories and shows understanding by answering questions related to the story.	Relates sounds to letters and words and understands that words consist of more than one sound – done orally.	Holds crayons using an acceptable pencil grip, demonstrates left/right hand dominance and writes using a good writing position.						
	Asks questions and asks for explanations or looks to books for explanations.	Holds the book the right way up and turns pages correctly. Discusses book handling and care.	Forms letters in various ways using finger painting, paint brushes, wax crayons etc starting at the right point and following the correct direction.						
	Sings songs and rhymes and performs actions on own with confidence.	Acts out a story, song or rhyme.	Contributes ideas and sentences to a class piece of writing: child dictates as the teacher writes.						
	Uses language to think and reason. Matches things that go together, and compares things that are different.	Begins to 'read' high frequency words seen in the classroom, at school and in the community.	Draws pictures to convey a message about a personal experience and uses this as a starting point for writing.						
	Listens to longer stories and asks for explanations or looks to books for explanations.	Reads books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books.	Makes an attempt to write letters using squiggles, scribbles and 'reads' own writing: 'reads' what squiggles say.						
	Listens to longer stories and shows understanding by answering questions related to the story.	Joins in the shared reading of texts with increasing confidence and enjoyment.	Role-plays writing in play situations: makes greeting cards, writes letters etc. Copies print from the environment while playing.						

★ IRubrikhi yoku-1 neyesi-2 Ukuphulaphula nokuthetha

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

★ Term 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.

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

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

★ Term 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”.

IRubrikhi yoku-1 ukuya kweyesi-3 Ukubhala okusavelayo/khulayo kunye nokubhala ngesandla

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

★ 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.

★ Yenziwa njani intlama yokudlala

Uzakudinga

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



Indlela yokwenza

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

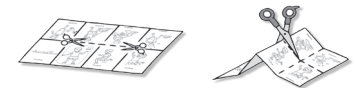
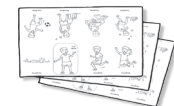
Yenza shushu intlama ngokuyicinezela ezandleni zakho. Yindlela elungileyo ke le yokuqhelisa izihlunu zezandla zomntwana wakho. Yigalele kwizingxobo zeplastiki ze ukuba uyakwazi, uyifake efrijini okanye uyibeke kwindawo ebandayo intlama yakho khonukuze ihlale ihlaziyekile.



★ Yenziwa njani incwadi encinci

Amanyathelo

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



★ How to make playdough


You will need

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



Steps

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

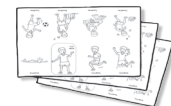


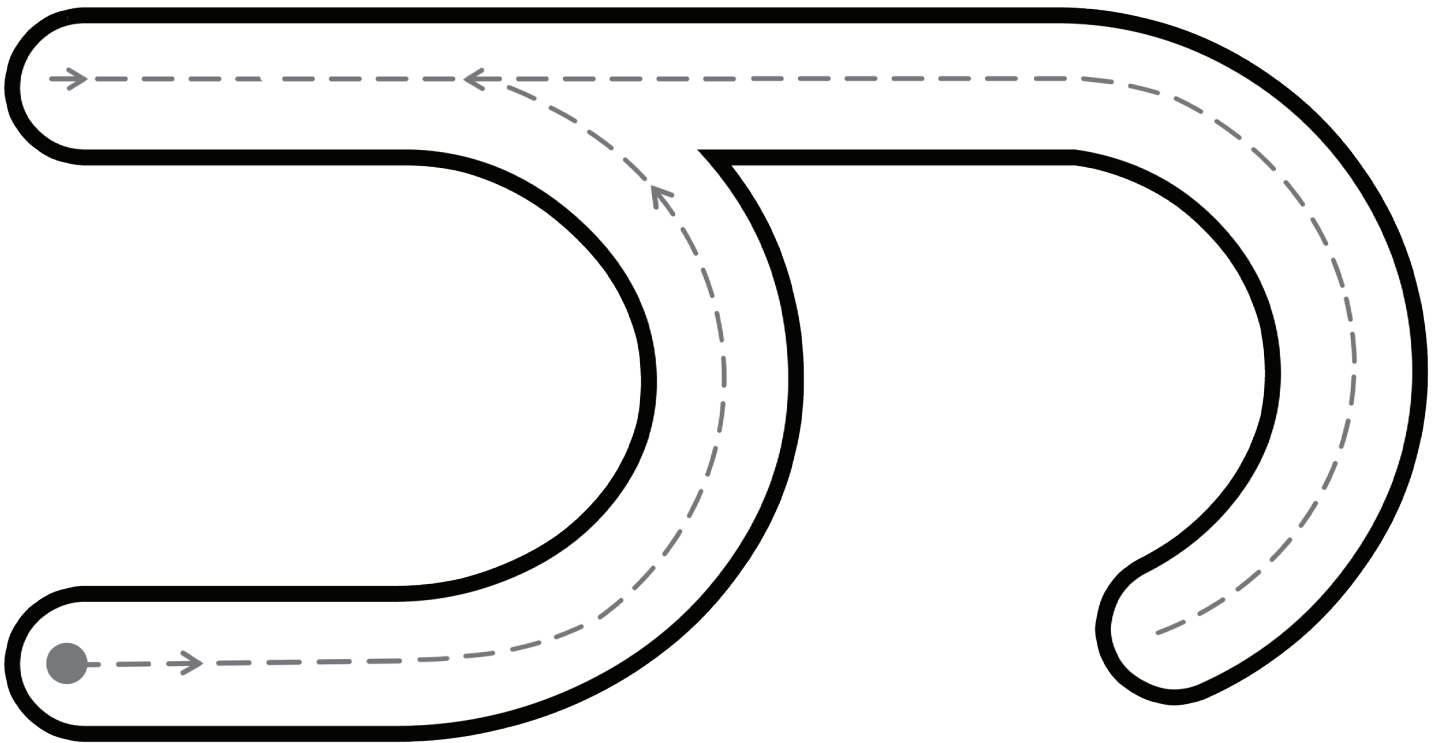
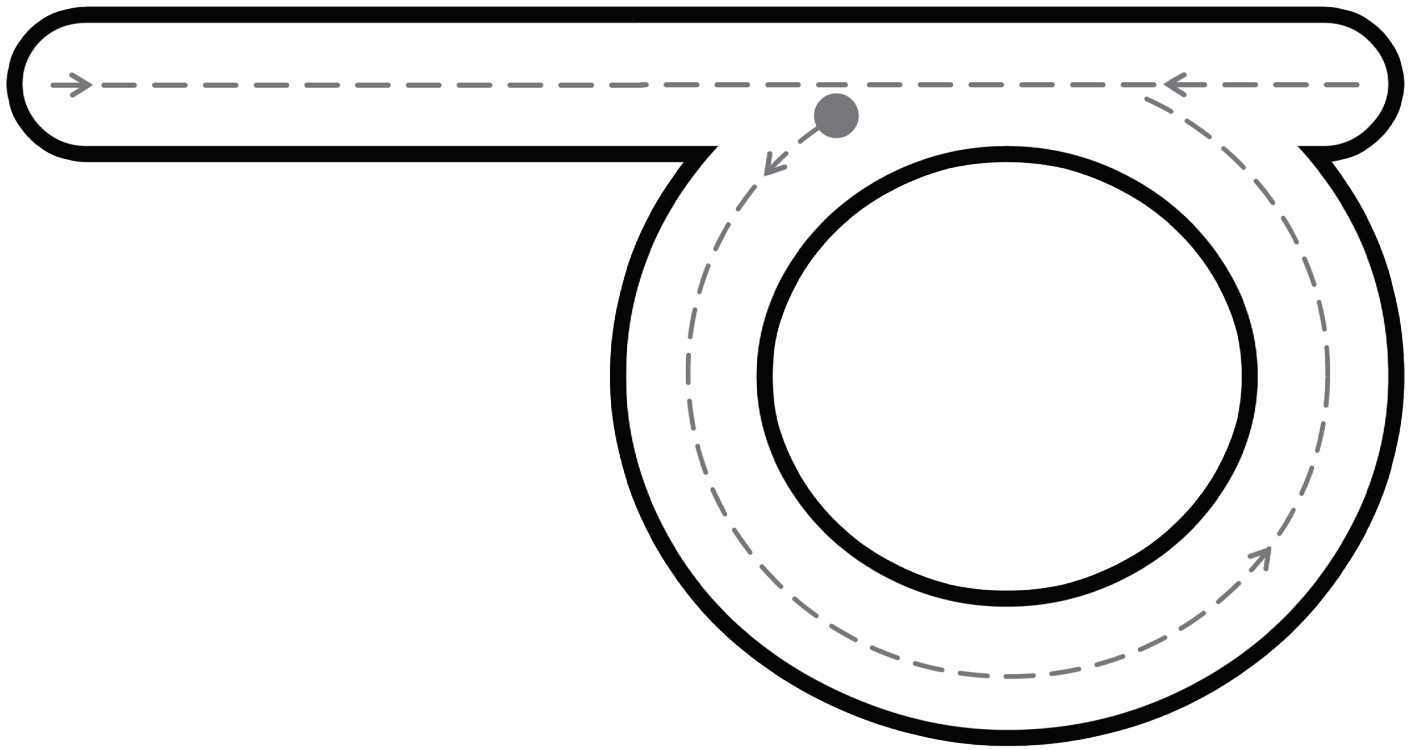
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

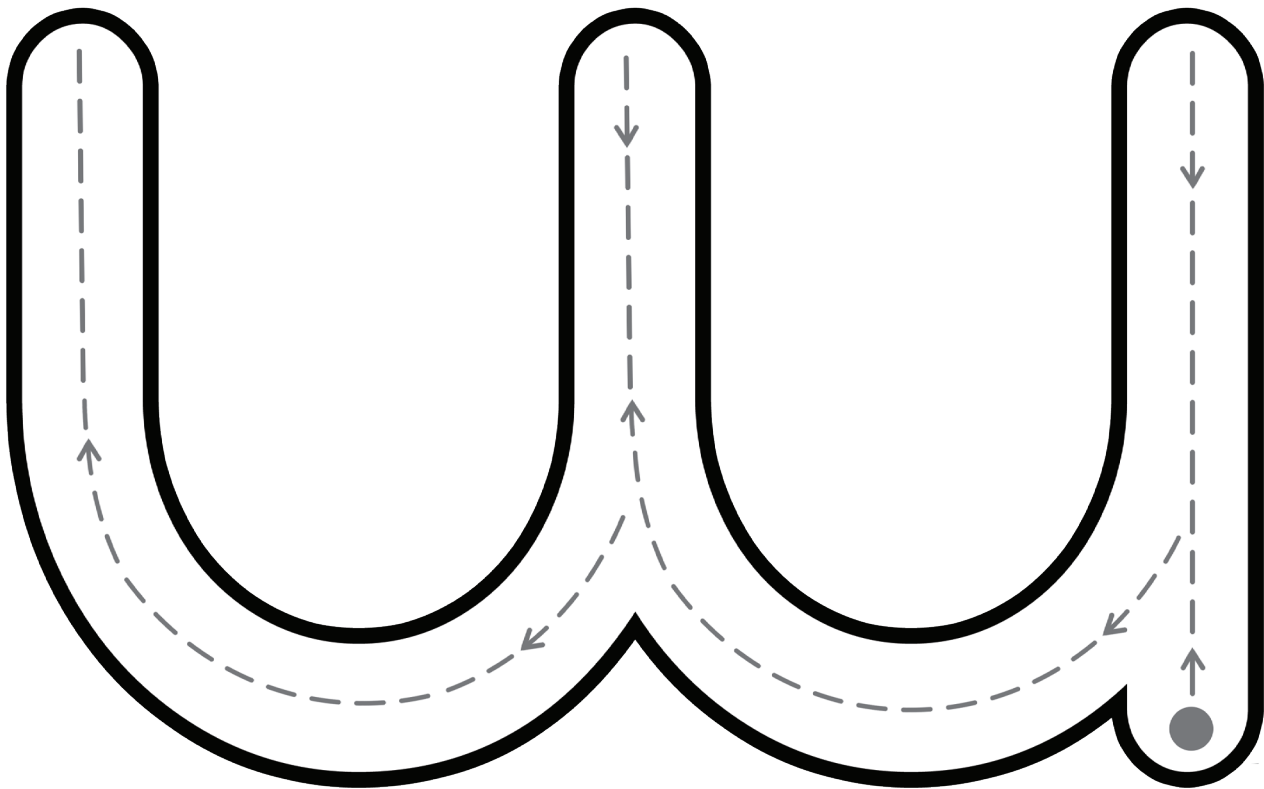
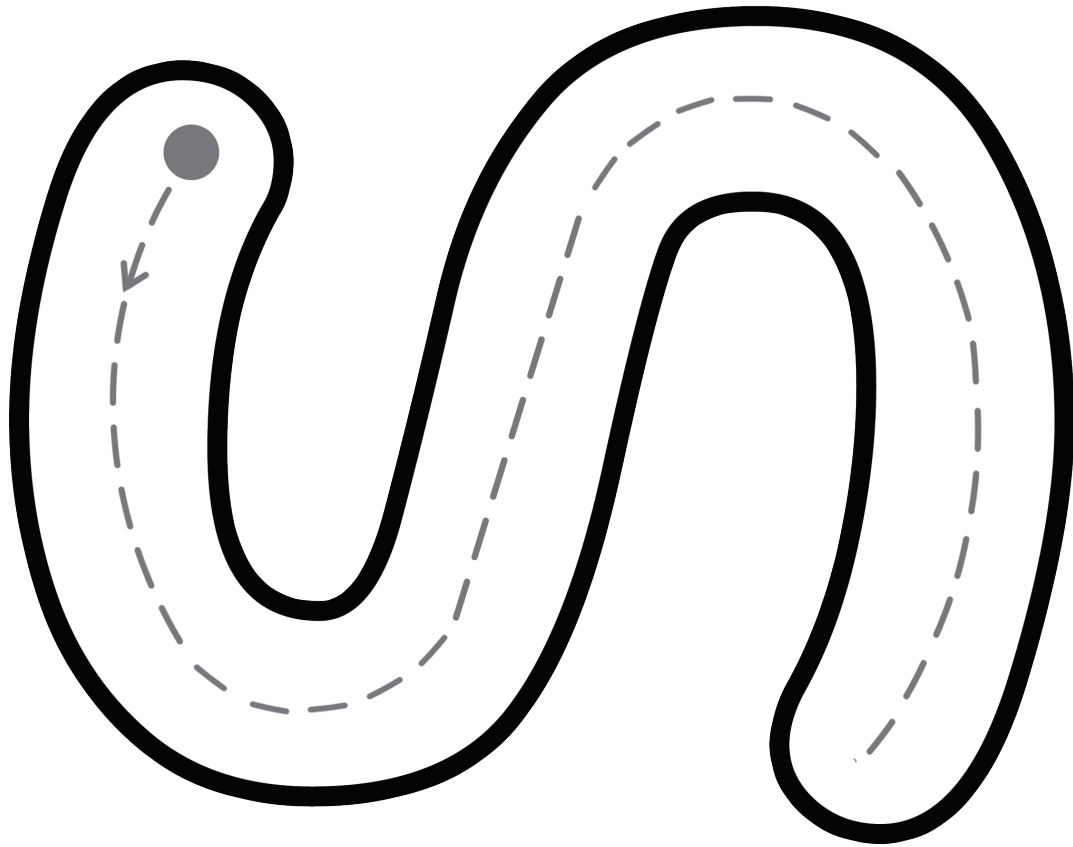
★ How to make a little book

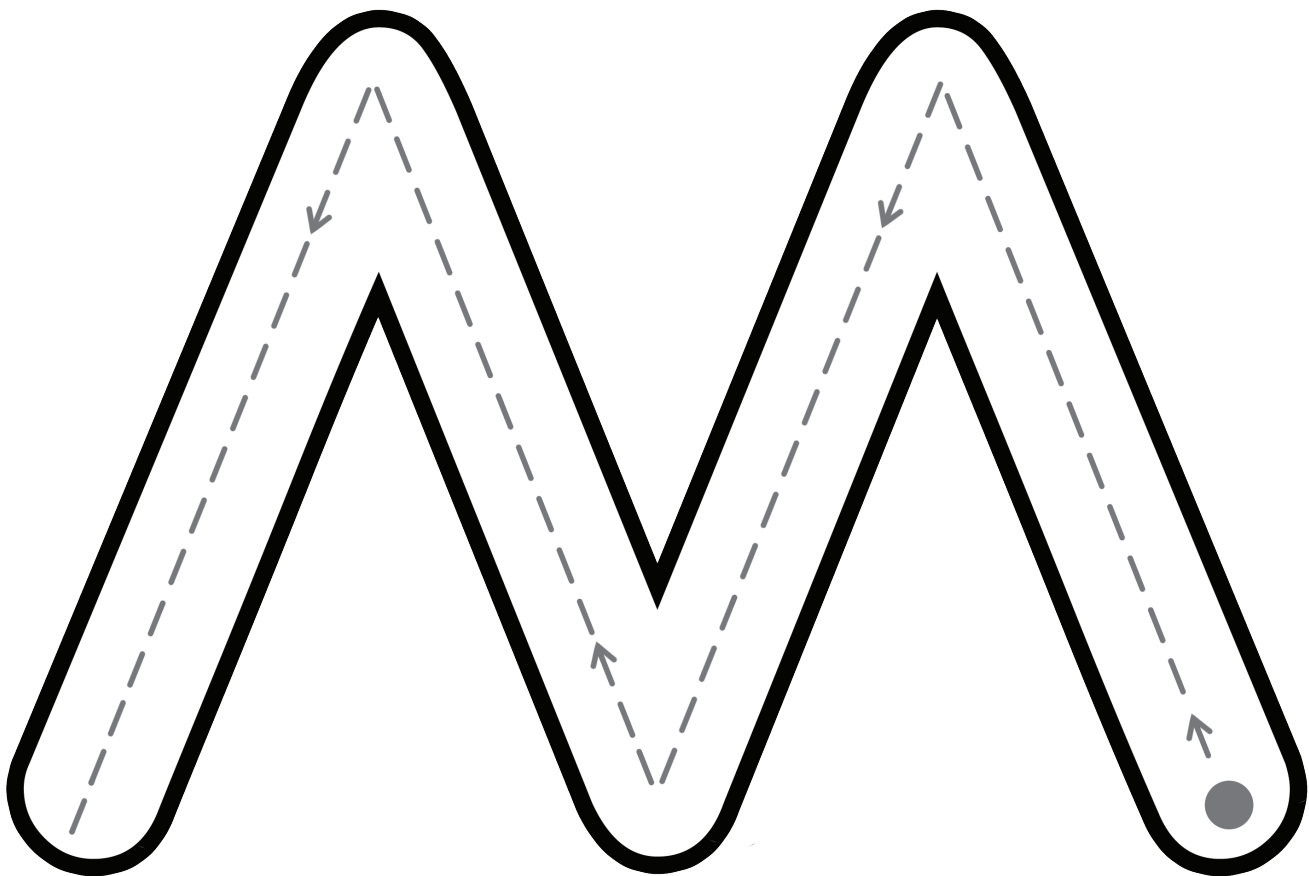
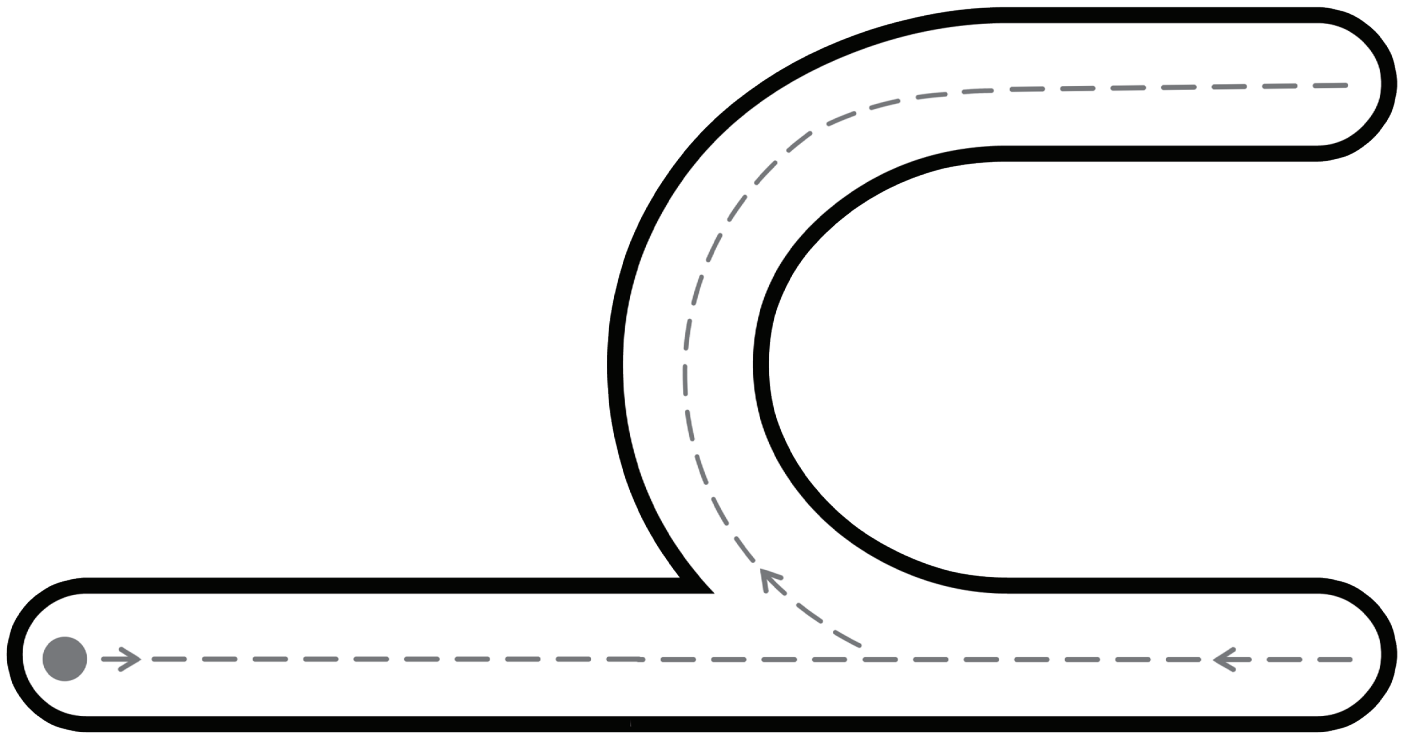
Steps

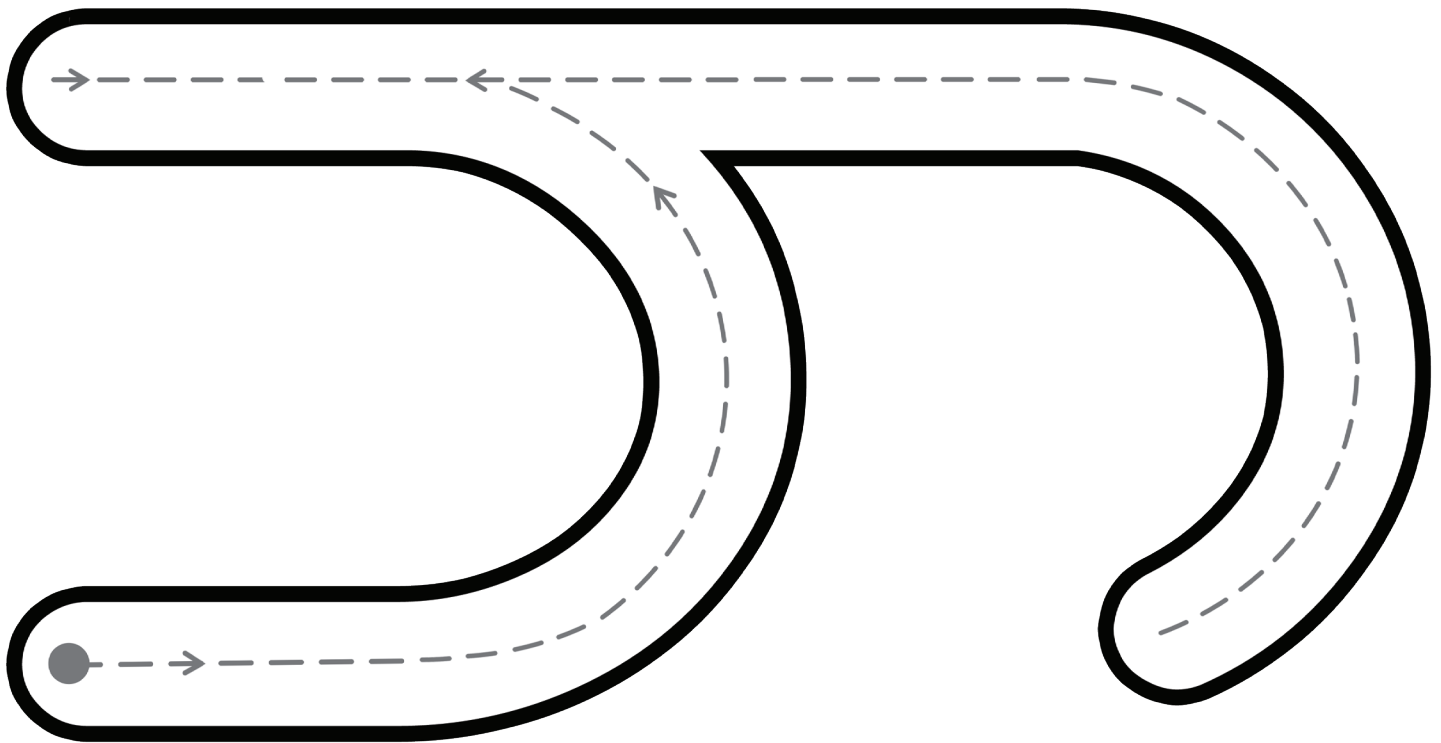
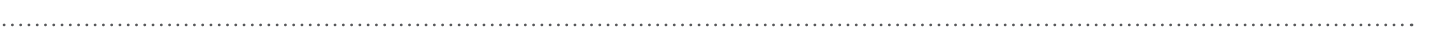
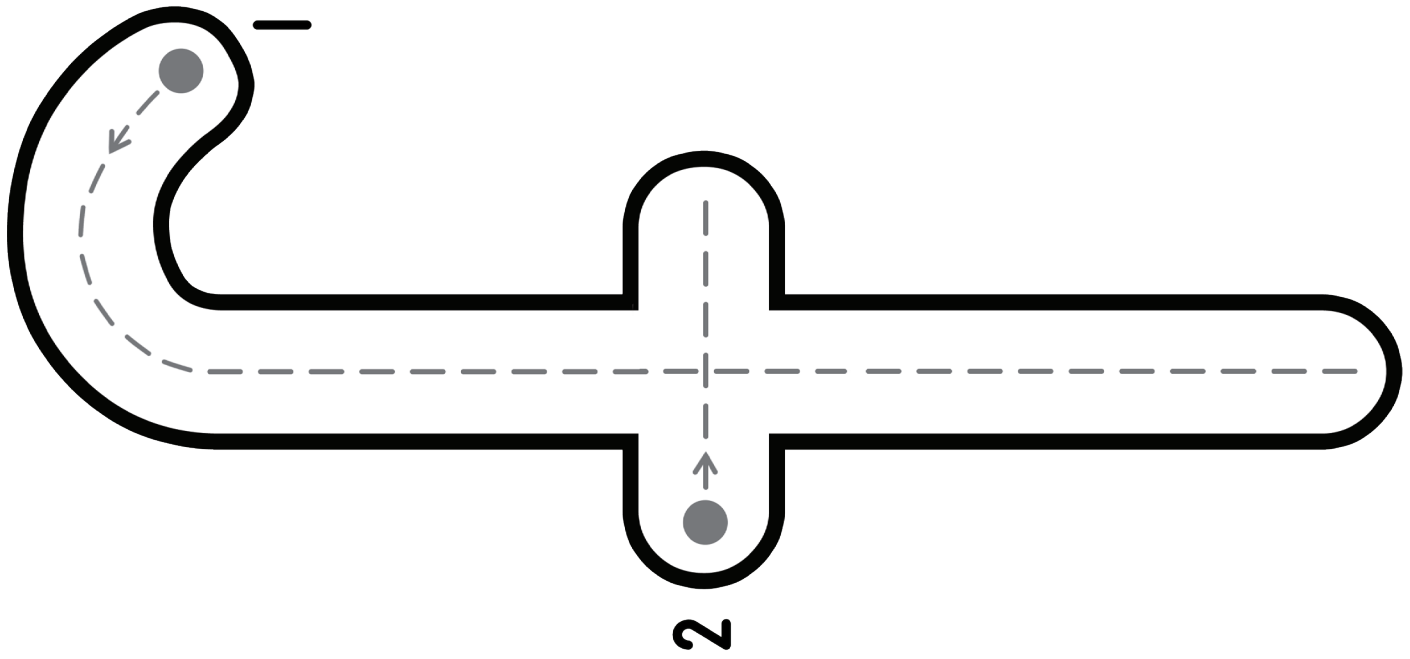
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

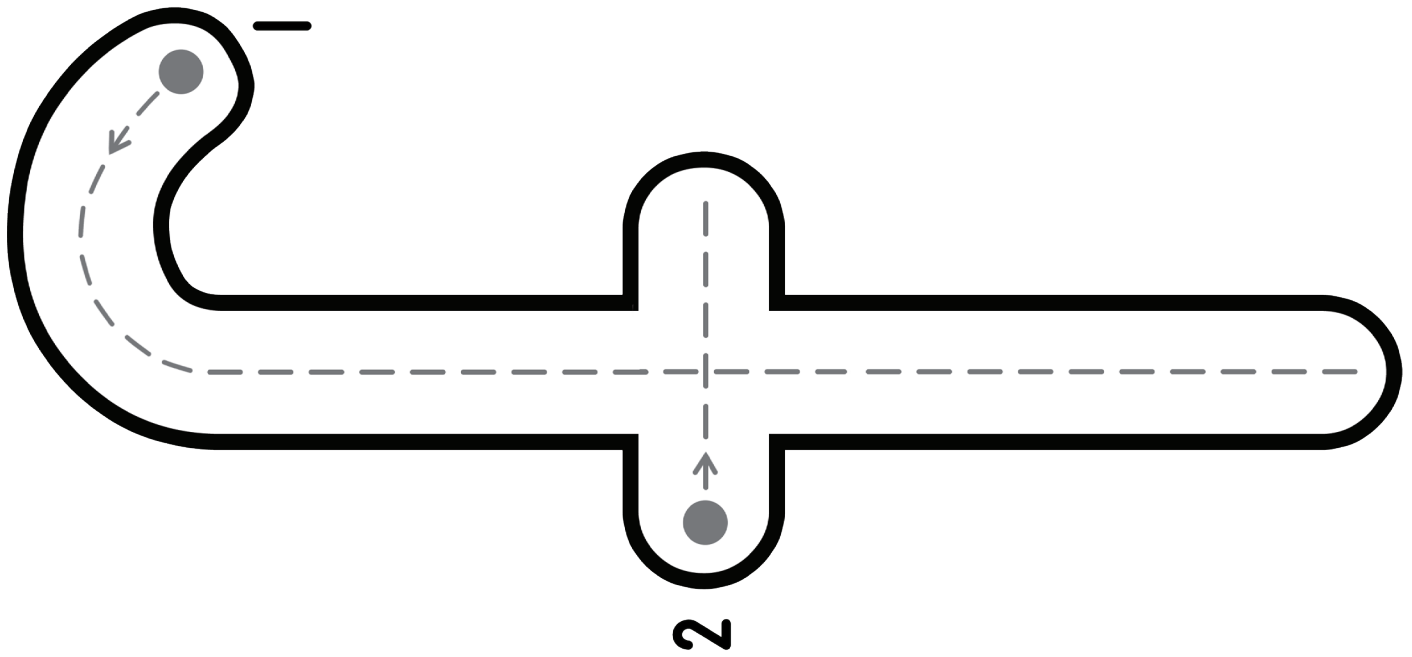
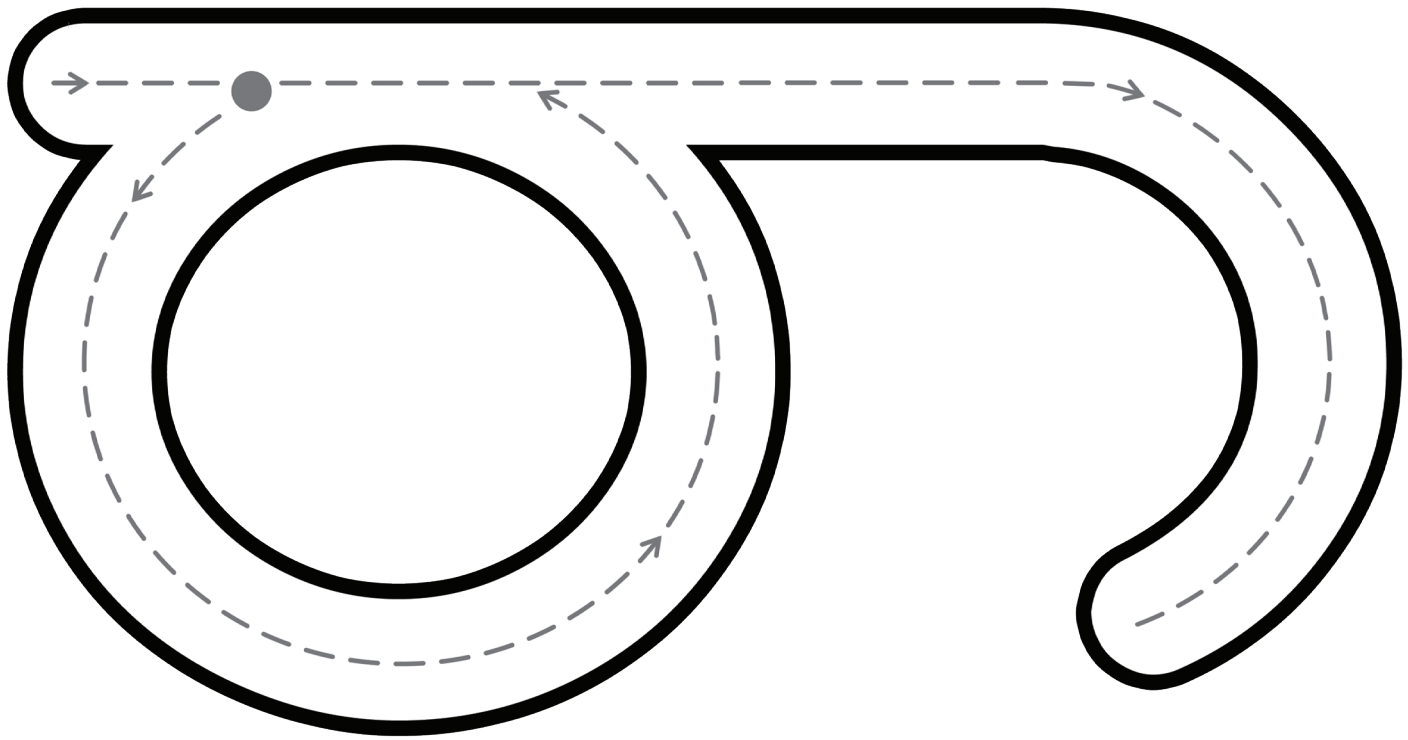




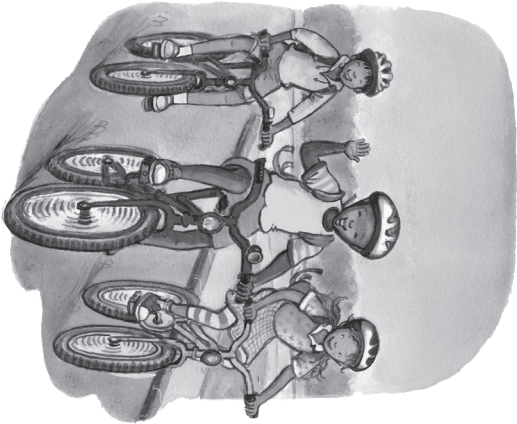








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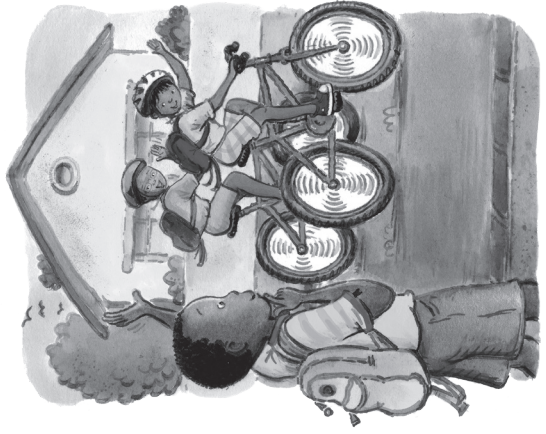
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USpoti uya evenkileni

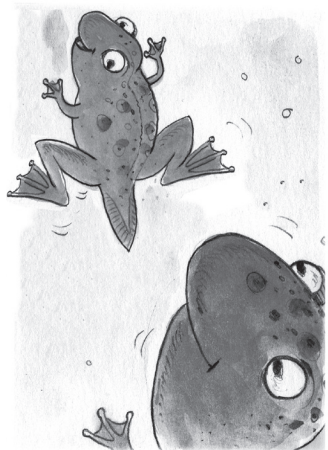


Wordworks
Changing Literacy Learning

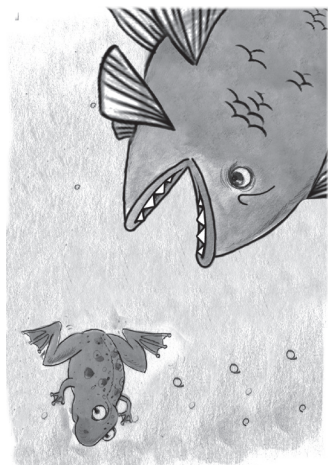
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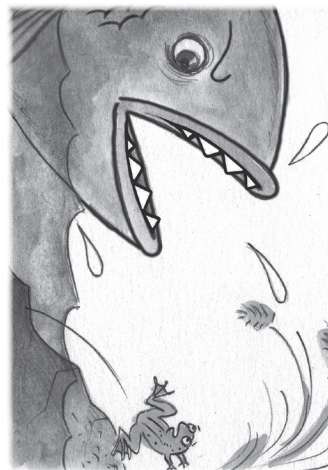
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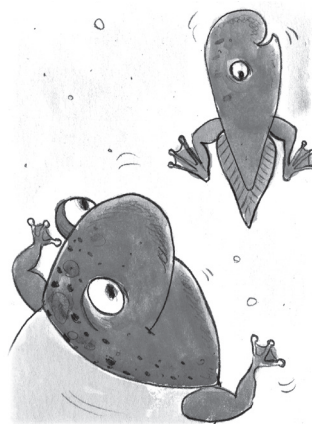
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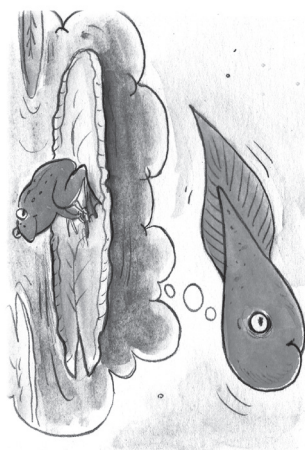
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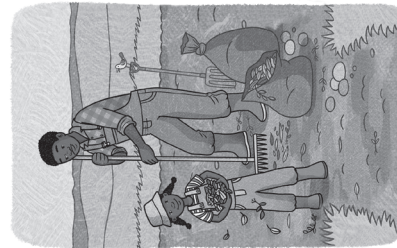


Wordworks
Creating Literacy Through Play

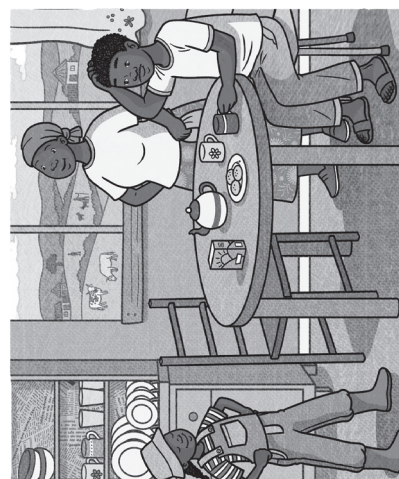
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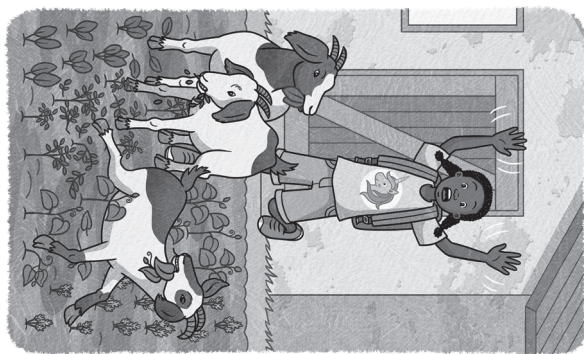


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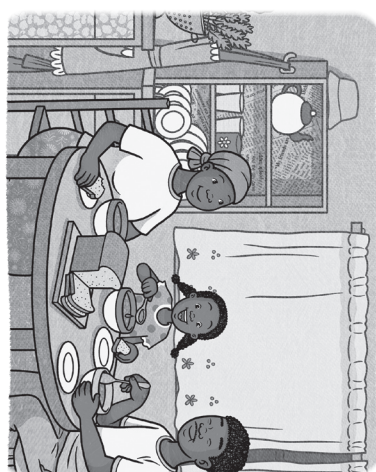
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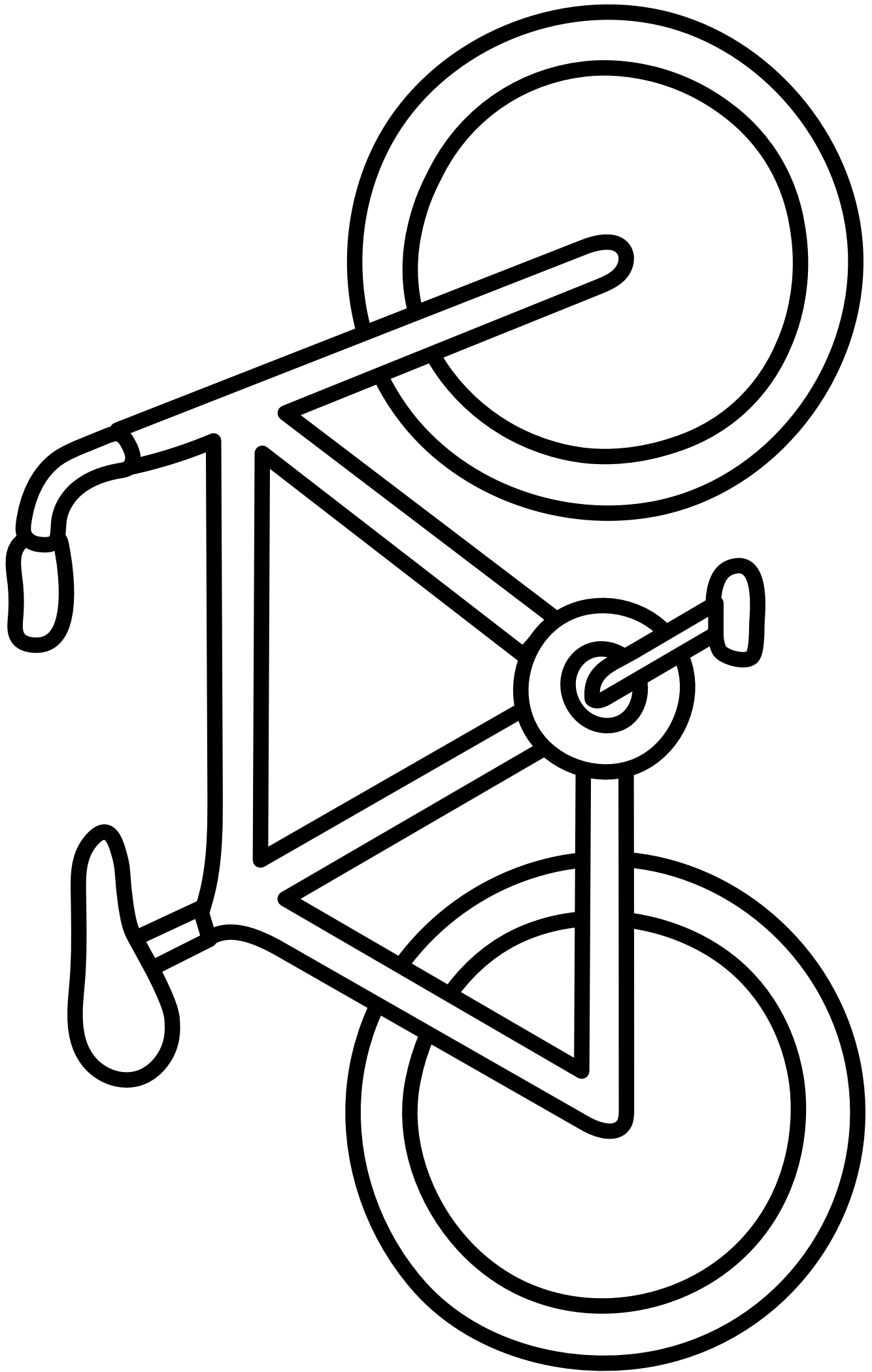


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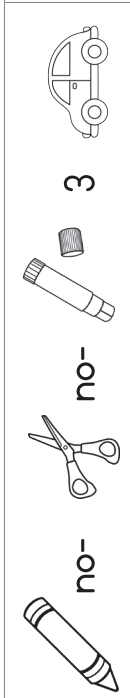


Ibhayisekile entsha kaDavid: Iphepha lomsebenzi othi iBhayisekile

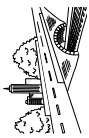




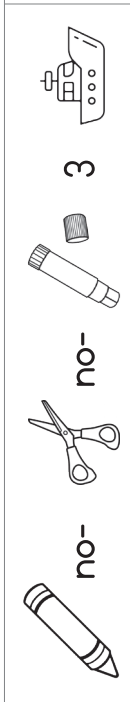
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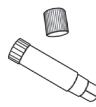
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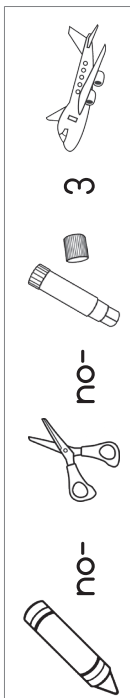
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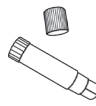
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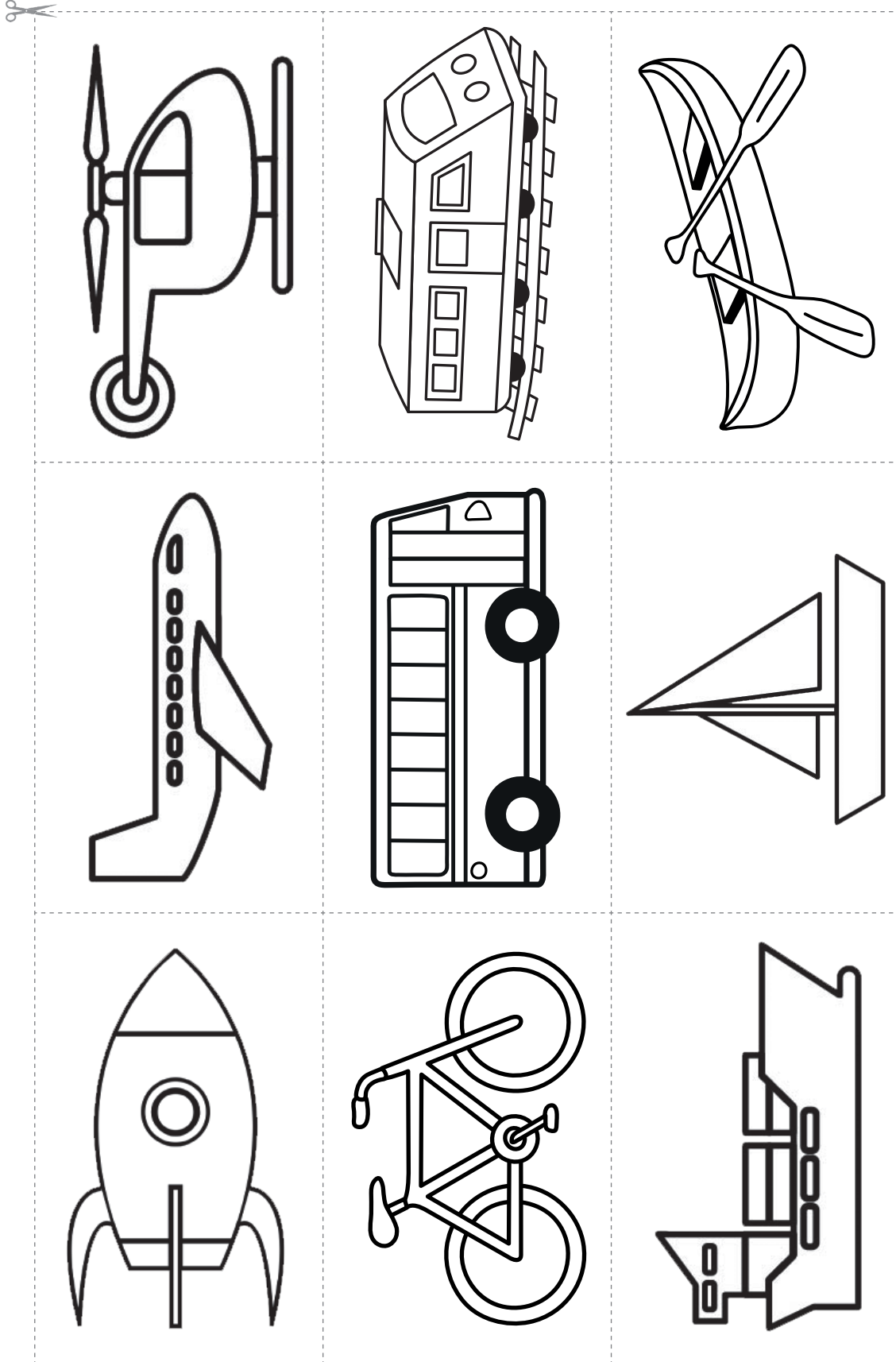


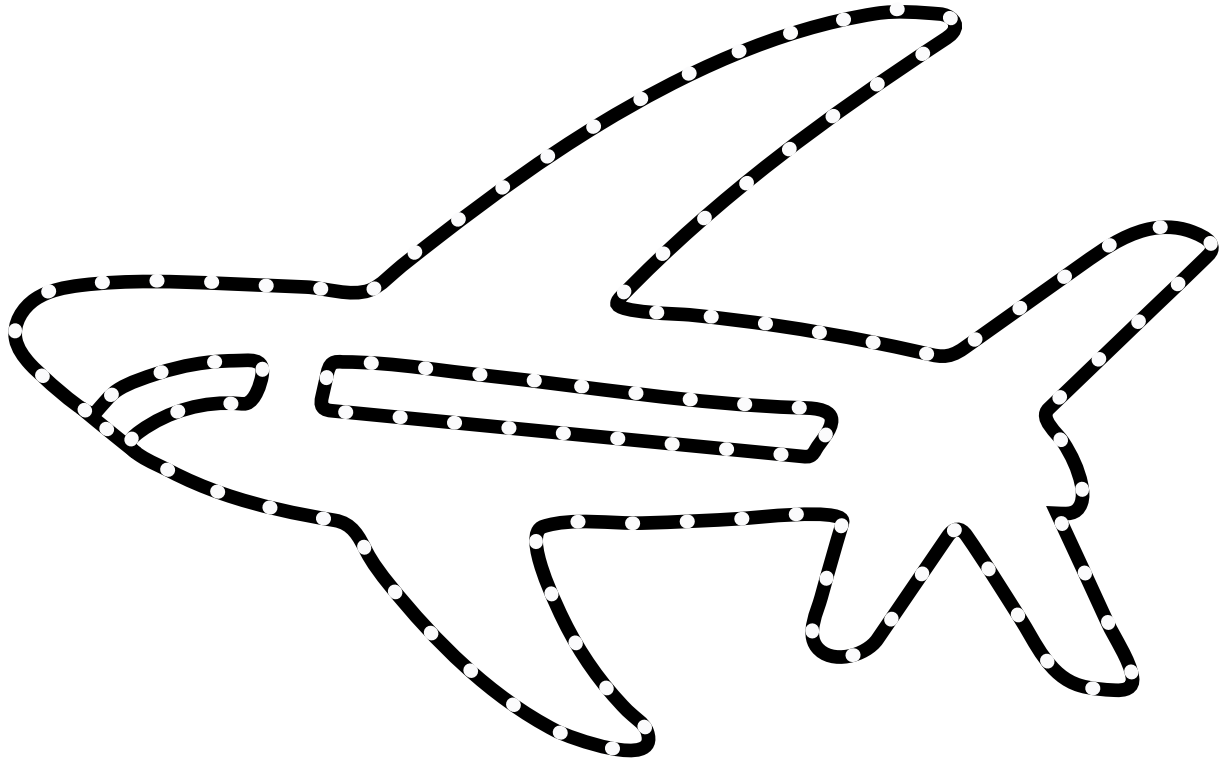
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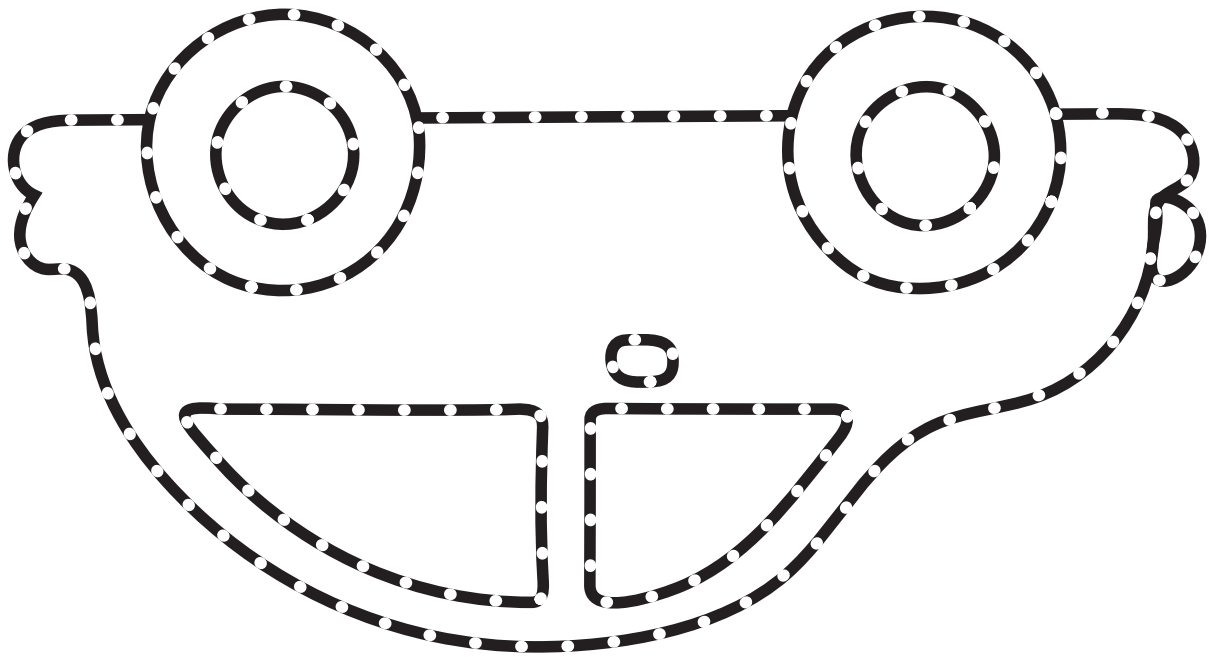


Ibhayisekile entsha kaDavid: Iphepha lomsebenzi othi Funda uze wenze



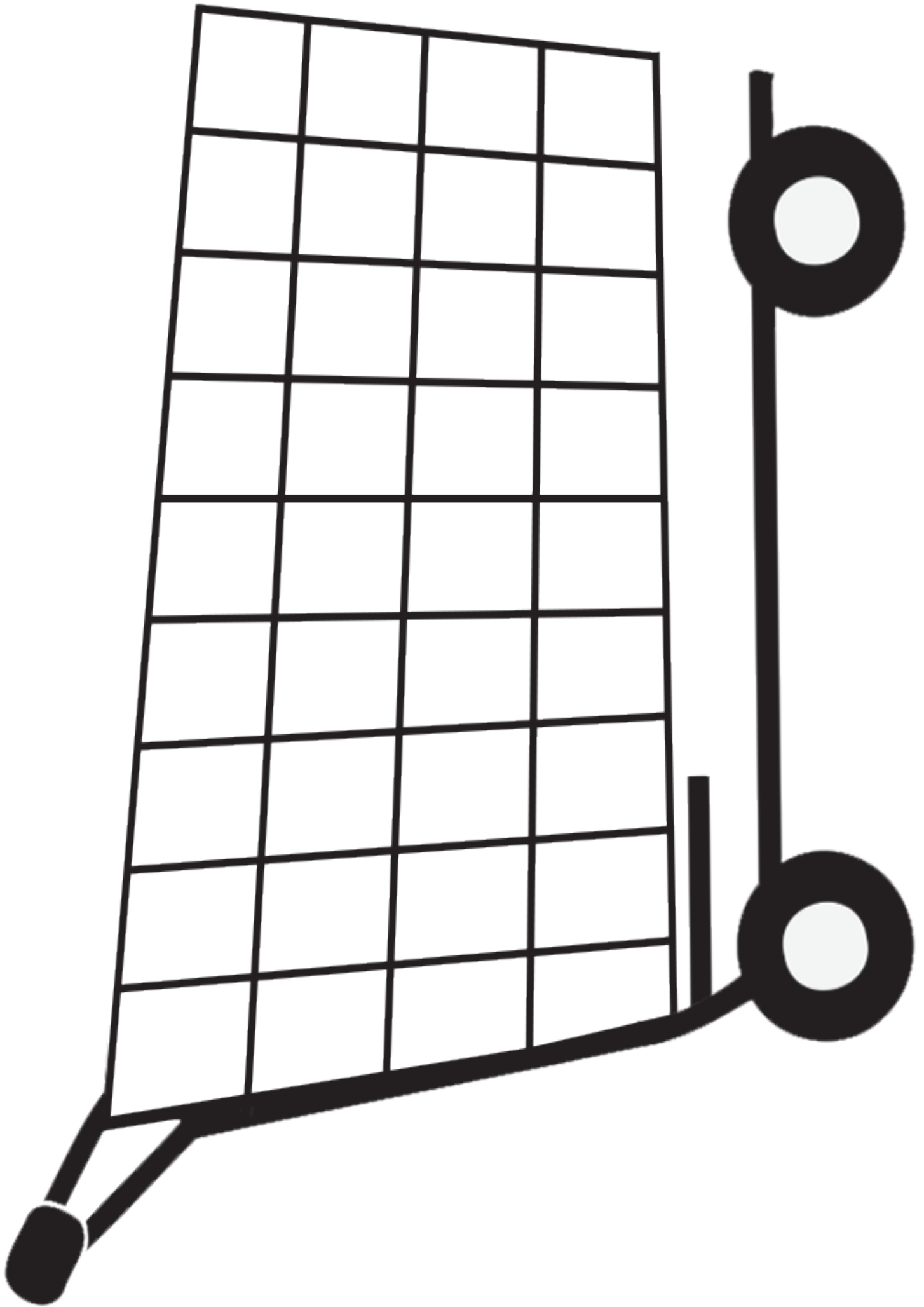


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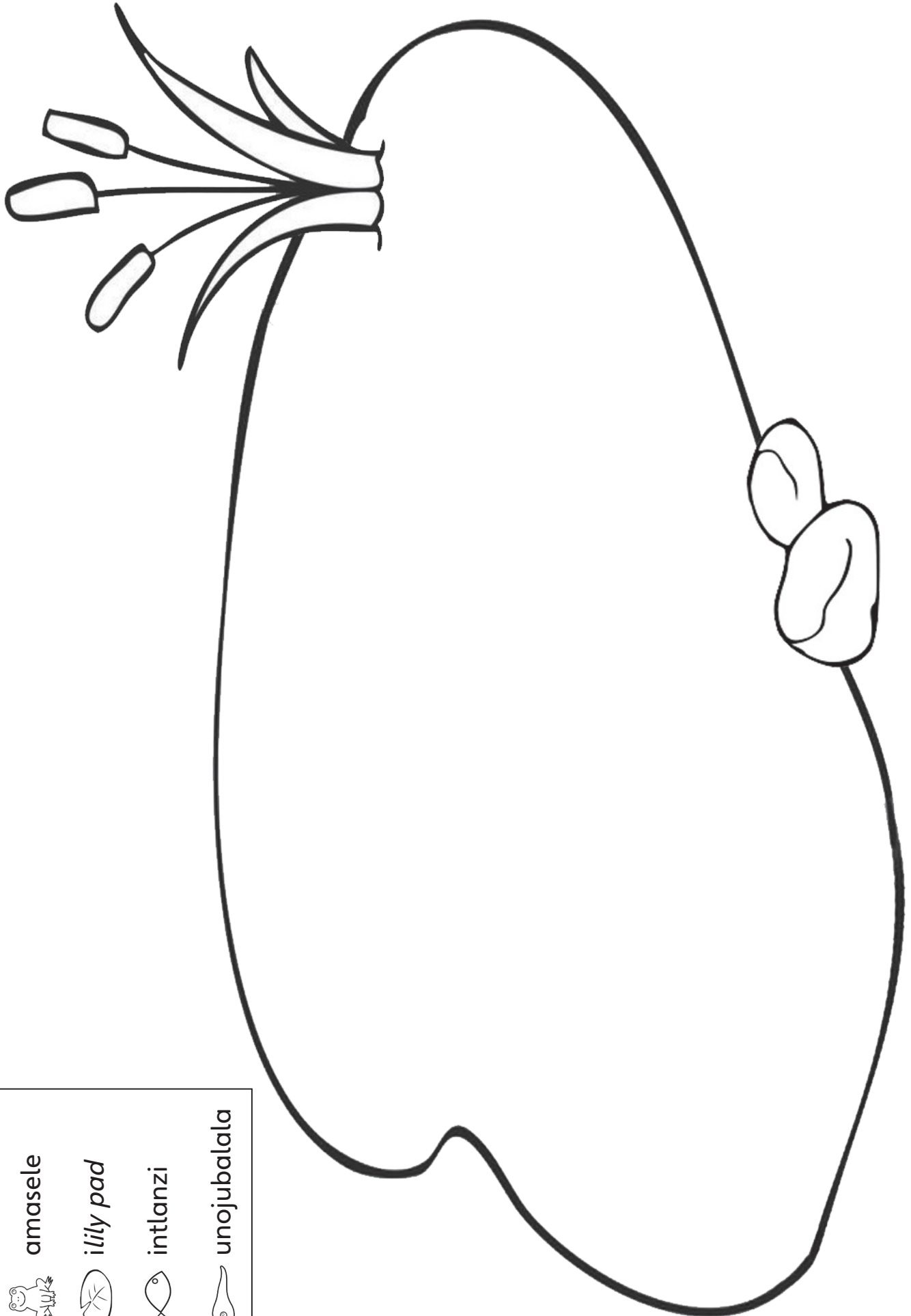












USpoti uya evenkileni: Iphepha lomsebenzi othi iTroli yokuthenga ezivenkileni





Unojubalala omncinci uHelahela: Iphepha lomsebenzi othi Funda uze wenze

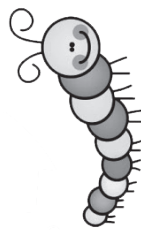
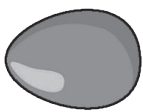
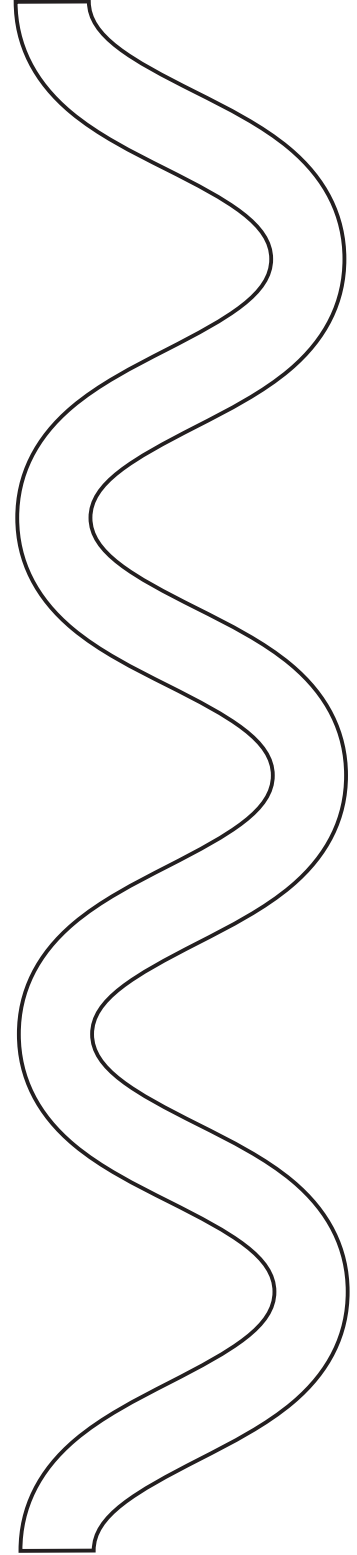
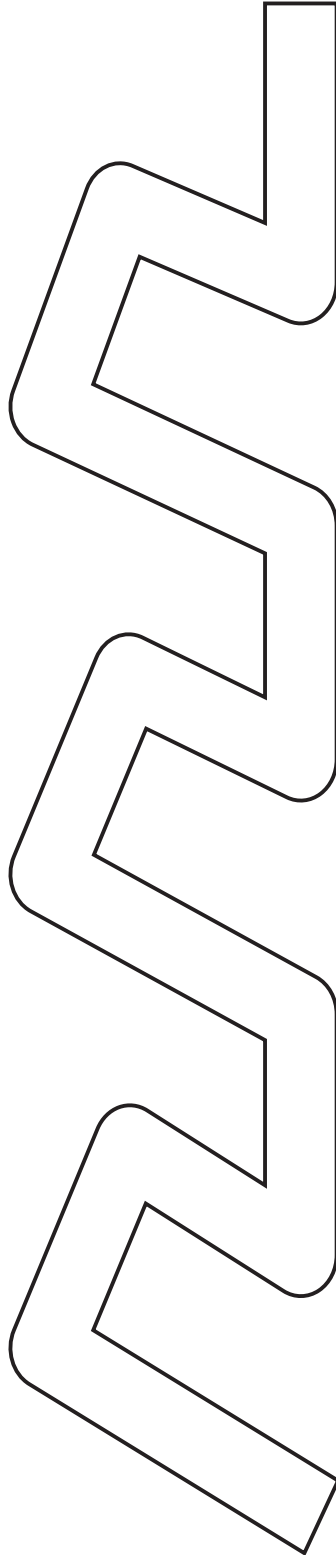
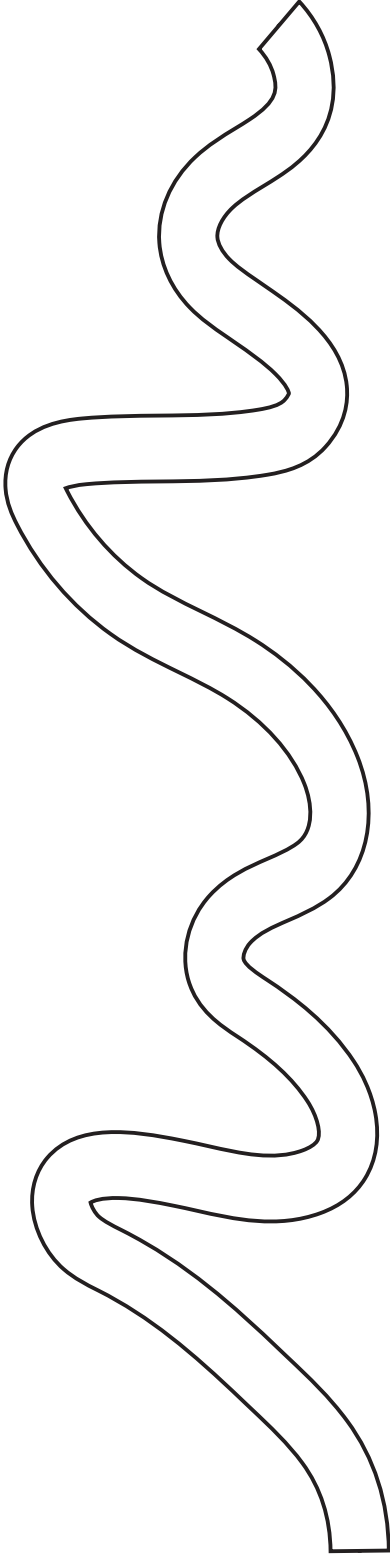
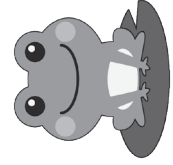
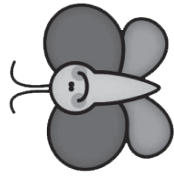
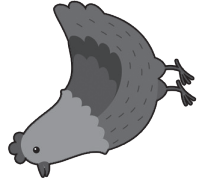


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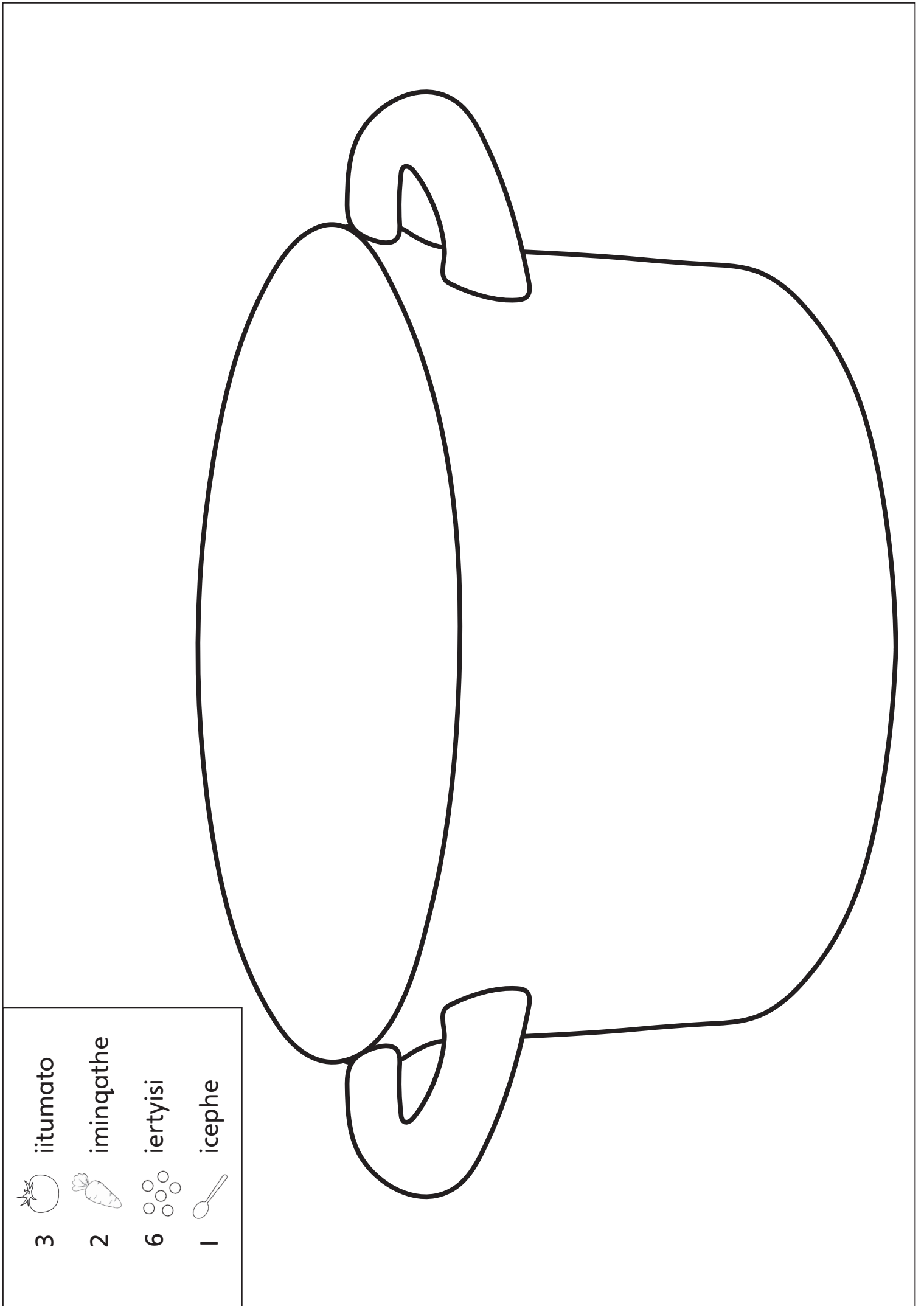






Unojubalala omncinci uHelahela: Iphepha lomsebenzi othi Intlamba yokudlala





UTemo namasela ezityalo: Iphepha lomsebenzi othi Funda uze wenze

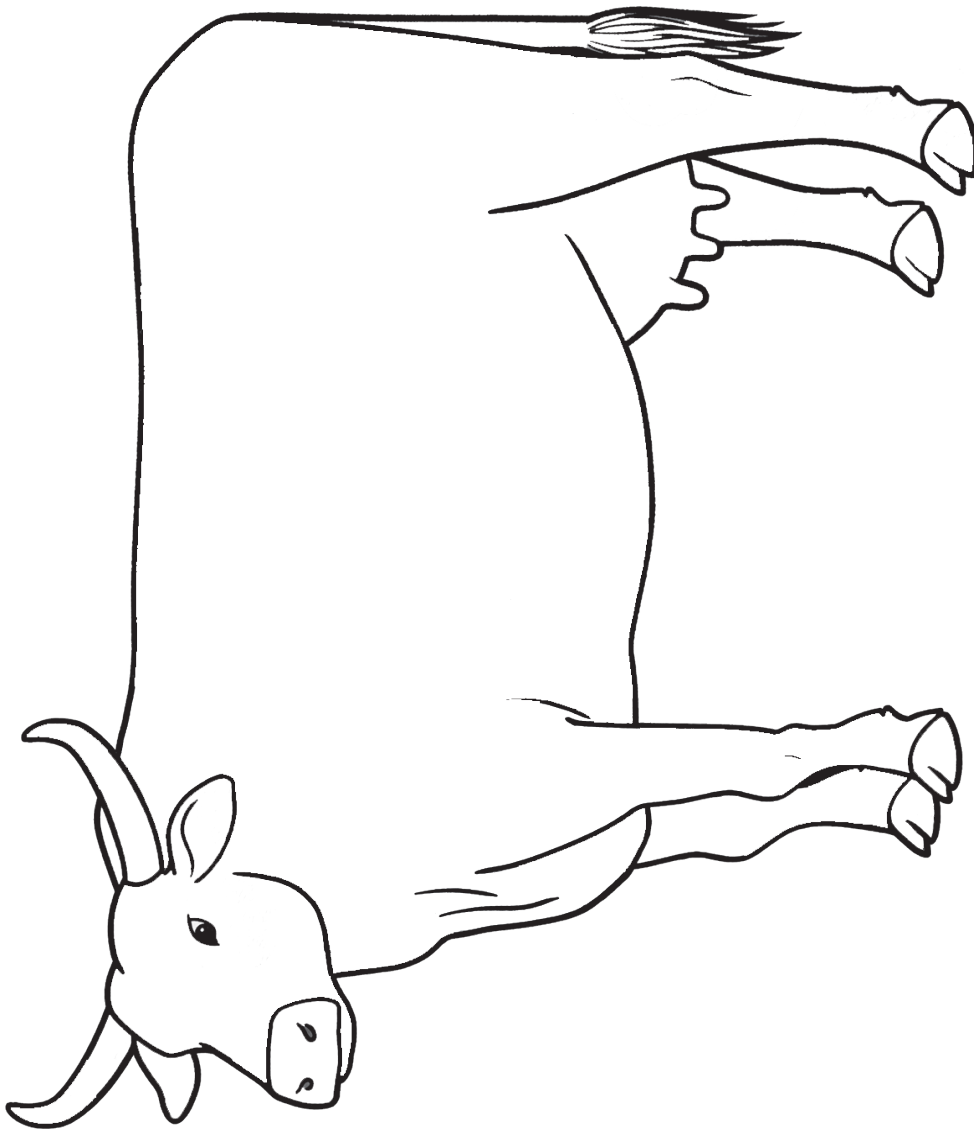


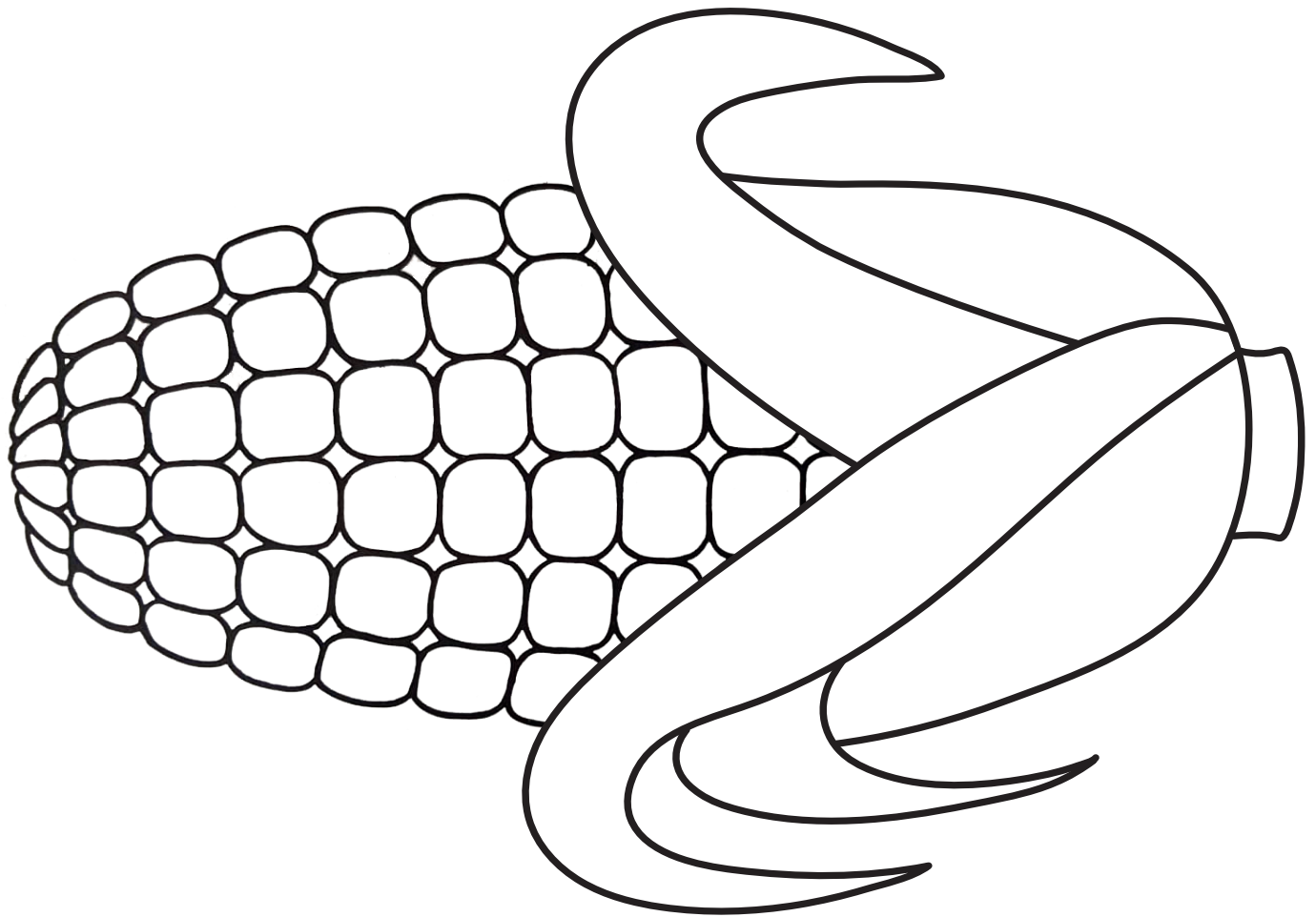
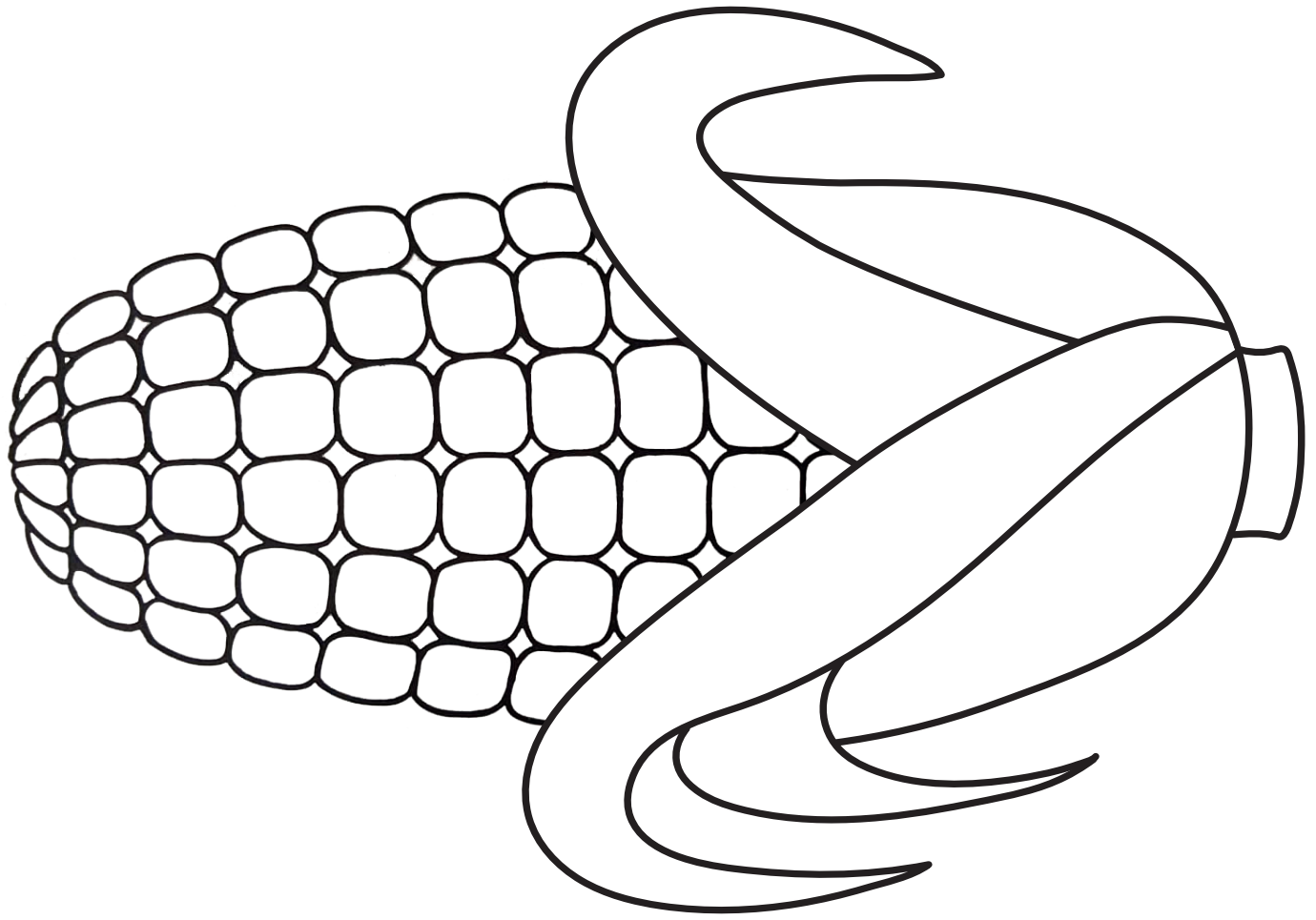
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UTemo namasela ezityalo: Iphepha lomsebenzi othi Inkomo kaTemo












UTemo namasela ezityalo: Iphepha lomsebenzi othi Umbona





Isitiya sikaTatomkhulu uFukufuku: Iphepha lomsebenzi othi Funda uze wenze

-  1  umbungu
-  2  amabhabhathane
-  3  inyekevu
-  4  iinyosi
-  5  iintshulube zomhlaba

