



Luhlelo lwekutfufukisa luLwimi IweLibanga R

Grade R Language
Improvement Programme

Sicondziso semsebenti Activity Guide

Ithemu 4
Term 4



Siswati I English





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★ Umlayeto lovela kuNhloko yeLitiko



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

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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.

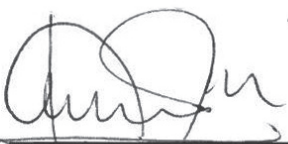
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

Sicondziso semsebenti seliThemu lekucala 4

Sicondziso semsebenti seLulwimi Lwasekhaya seliThemu 3 siniketa sakheko sekufundzisa luLwimi Lwasekhaya ngelithemu leku-4 leLibanga R. Lemisebenti isuselwa etindzabeni futsi ihlelwe ngekwesitungeleto sekufundzisa semaviki mabili sendzaba ngayinye.

Caphela loku lokulandzelako:

- ★ luhla lwaloko lodzinga kukulungisa kwesitungeleto semaviki mabili sendzaba ngayinye.
- ★ situngeleto semaviki mabili lesikhombisa imisebenti yemalanga wonkhe, emaviki lamabili.
- ★ likhasi leluhlolo loluchubekako lelisuselwa emisebentini yelithemu futsi lelingasetjentiswa kubhala kuchubeka kwemfundzi emkhatsini welithemu.
- ★ emarubhriki eluhlolo.
- ★ emakhasi emsebenti lakopekako, emabhukwana kanye nemathempleti etinhlavu.

Tinsita

Nalu luhlolojikelele lwetindzaba, tingcikitsi letihlobene kanye netinhlamvu ngco teliThemu lesi-4.

Indzaba	Ingcikitsi	Tinhlamvu/Imisindvo ngco
Dina netilwane takhe	Tinyoni	t na-w
Umlondvoloti nenkhulisa yetilwane	Tilwane tasendle	c na-k
Sivakashi saNyamatane	Silwane sinye sasendle	s na-v
Indzaba yaZanele	Temidlalo	b na-n

Ngekuhamba kwesikhatsi utawudzinga kutakhela tinsita takho tekufundzisa loluhlelo. Letinye uniketwe tona njengencenye yaloluhlelo, letinye udzinga kutigcogca futsi letinye ungatakhela tona. Hlela tifundvo takho ekucaleni kwalelo nalelo viki ulungise tonkhe tinsita takho ngaphambilini. Cinisekisa kutsi konkhe sekuhleliwe ngaphambi kwekucala tifundvo, kute ukwati kuba nesikhatsi lesanele nebafundzi.

Liphakethe letinsita telulwimi

Kuleso naleso sicondziso semsebenti welithemu utawutfole liphakethe letinsita leliphetse:

- ★ emaphapheti endzaba ngayinye
- ★ titfombe tekulandzelanisa tigateko tendzaba ngayinye
- ★ Libhuku Lelikhulu lendzaba ngayinye
- ★ imidlalo nemaphazeli (*lekutawudzinga kusikwa nekulungiswa*).

★ Introduction



The Term 4 Activity Guide

The Home Language Term 4 Activity Guide offers a structure for teaching Home Language in the fourth 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 4.

Story	Theme	Focus letters/sounds
Dina and her animals	Birds	t and w
Keeper and his nursery	Wild animals	c and k
Bushbuck's visitor	One wild animal	s and v
Zanele's story	Sport	b and n

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*).



Tinsita lekumele tigcogcwe nobe titsengwe

- ★ tinsita netimphahla letihambisana nendzaba letitawusetjentiswa ngesikhatsi sekucoca indzaba, umdlalo wekutentisa kanye nemdlalo wekulingisa
- ★ tintfo letibhaliwe letichumana nendzaba: emabhuku etitfombe, emapheshana ekutsenga, liphephabhuku kanye nemaphosta
- ★ tintfo nobe titfombe temakhadi teluhla lwemagama lwenzaba ngayinye
- ★ tintfo temabhokisi etinhlamvu, sikhwama, lidayizi netibali, ifulegi yaseNingizimu Afrika
- ★ inhlama yekudlala nome libumba
- ★ emakhrayoni embala ewaksi lamakhulu, pende nemabhulashi ekupenda, sikelo, iglu, iglu yebuciko, emakoki kanye nemapeni ekumakha ebhodi lemhlophe
- ★ liphepha leA4, likhadibhodi kanye neliphepha lelishadi leliphencekako, liphepha lelinembala
- ★ tidvwedwe temisebenti yebuciko nekwakha: titja temaphepha, imbewu yetinyoni nome inhlanyela yetimbewu, temabhodlela epulasitiki nobe ensimbi, emabhokisi emacandza, timbono temabhodlela, ticephu tendvwangu yehhuli nome indvwangu, iroli yasethoyilethi, timfologo tepulasitiki, hoops, likhadibhodi lelisetjentisiwe, liphephandzaba, tindvuku te-ayisikhilimi, tireki, emapomupomu nome emabhola lamancane lanembala, titja tekuphatsa tetincane teyogati, liphepha lasethoyilethi, emathini (lokungenalutfo), ematfumbu, iribhoni nome intsambo, ihhuli (mnyama, bovu, luhlata kwetjani, luphuti, luhlata kwesibhakabhaka)
- ★ emakhadi-titfombe
- ★ tintfo letisetjentiswa kutemidlalo letahlukahlukene nome titfombe tebantfu labenta imidlalo leyahlukahlukene

Kulungiselela indzaba ngayinye

- ★ Lungisa emaphapheti ngokuwanamatselisa etindvukwini temaswidi nobe kumaroli eliphepha lasethoyilethi.
- ★ Hlanganisa tinsita tekucoca indzaba, umdlalo wekulingisa kanye nemdlalo wekutentisa.
- ★ Kopa emakhasi emisebenti emfundzi ngamunye.
- ★ Lungisa imidlalo nemaphazeli bese ukugcina ephaketheni nobe entfweni yekuphatsa.
- ★ Bhuca inhlama yekudlala wente nemameti ayo (indlela yekwenta isemakhasini emisebenti).
- ★ Kopa uphindze ugobe libhukwana lemfundzi ngamunye (imiyalo emakhasini emisebenti).
- ★ Yenta emabhokisi etinhlamvu lamabili endzaba ngayinye: Gcwalisa ngetintfo titja letingenalutfo tekuphatsa i-ayisi khilimu (nobe titfombe tetintfo) letinalomsindvo ngco. Sibonelo, libhokisi /s/ litawuphatsa tintfo letinalomsindvo /s/. Sebentisa luhla lwemagama kukhatsa tintfo tekufaka emabhokisini. Lebula libhokisi letinhlamvu ngalinye usebentise emathemplethi etinhlamvu. Kopa ngekucindzetela lamathemplethi abe ifelithi, ingwebu nobe liphepha lesicabati kute ebantfwana bakwati kuva simo seluhlavu.

Kufundzisa luLwimi Lwasekhaya eluhlelweni lwemihla ngemihla lweLibanga R

Sikhatsi ngco seluLwimi Lwasekhaya sifaka imisebenti yeliklasi lonkhe neyemacembu lamancane emalanga wonkhe Imisebenti ihlelwa ngetindlela letahlukene:

- ★ Thishela uhola ebafundzi ngaphambi kweliklasi.
- ★ Thishela uhlala nelicembu lelincane ahole futsi ahlanganye nebafundzi ngekuophelela.
- ★ Thishela uchaza umisebenti futsi acele ebafundzi kusebenta kakhulu ngekutimela emacenjini.

Situngeleto semaviki mabili sikhombisa imisebenti yemalanga wonkhe, emaviki lamabili. Lemisebenti yentelwe kuchubekisa nekucinisa lulwimi lwenzaba, nekutfufukisa sicondvo sekwati kufundza nekubhala lesibalulekile semongo wenzaba. Lesakheko siyaphindwva kuleso naleso situngeletane semaviki mabili. Lenchubo iba nguletayekekile futsi kusitakala bothishela kanye nebafundzi. Bothishela baba nekutetsemba kufundzisa ngalendlela nebafundzi bativa bavikekekile uma bati loko lokulindzekekile kubo.





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes, a bag, die and counters, South African flag
- ★ playdough or clay
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, craft glue, kokis and whiteboard markers
- ★ A4 paper, coloured paper, cardboard and flipchart paper
- ★ scrap materials for art and construction activities: paper plates, bird seed or mixed seeds, plastic and metal bottle tops, egg boxes, jar lids, felt or fabric pieces, empty toilet rolls, plastic forks, hoops, recycled cardboard, newspaper, ice-cream sticks, elastic bands, small pompoms or coloured balls, small yoghurt containers, tissue paper, empty tins, straws, ribbon or string, wool (green, yellow, blue, red and black)
- ★ picture cards
- ★ objects used in different sports or pictures of people doing different sports

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.






Situngeletane semaviki lamabili seluLwimi Lwasekhaya

Liviki 1

Imisebenti yelikilasi lonkhe	UMsombuluko	Lesibili	Lesitsatfu	Lesine	Lesihlanu
Imisebenti lesuselwa endzabeni	Kucoca indzaba kanye nekwakha silulumagama	Kucoca indzaba nekucula	Kucoca indzaba kanye nekulingisa	Kulandzelanisa titfombe	Yenta, dvweba futsi ubhale
	Ebafundzi beva indzaba kwekucala uma bafundza emagama lamasha.	Ebafundzi balalela indzaba futsi bese bacula liculo lelihambisana nalenzaba.	Ebafundzi batsatsa tindzawo letahlukene futsi basebentise ngekwabo lulwimi lwenzaba uma icocwa.	Ebafundzi baphindza bacoca indzaba ngekusebentisa titfombe.	Ebafundzi bamela imibono yabo ngenzaba ngekutsi bente intfo, badwebe sitfombe nobe batsatse incenye ekubhaleni ngokuhlanganyela.
Imisebenti yetinhlamvu nemisindvo	Kwetfula umsindvo lophuma kulenzaba	Kubumba luhlavu	Emabhokisi etinhlamvu	Kulalela imisindvo lesemcoka	Kuhlanganisa nekwehlukana
	Ebafundzi bathulelwa umsindvo ngco neluhlavu, lokuchumana nemagama lasenzabeni.	Ebafundzi babumba luhlavu ngco basebentisa tinsita kute batfole lwati lwemivo lolunotsile.	Ebafundzi babona, babambe futsi bakhulume ngetintfo netitfombe leticala ngemisindvo ngco.	Ebafundzi babona imisindvo ngco emagameni.	Ebafundzi bahlanganisa imisindvo kwakha emagama babuye bahlukanise emagama ngemisindvo.
Imisebenti yemacembu lamancane	UMsombuluko	Lesibili	Lesitsatfu	Lesine	Lesihlanu
Stella ukhombisa imisebenti yemacembu lamancane leholwa nguthishela lilanga nelilanga.					
Licembu leliluhlata kwesi-bhakabhaka	Umsebenti 1: Kudvweba kanye nekubhala lokusavela 	Umsebenti 2: Timpfica kanye nemidlalo	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa
	Ebafundzi babhala imicabango yabo ngekudvweba kanye nekubhala lokusavela.	Ebafundzi benta emaphazeli badlale nemidlalo yelulwimi.	Ebafundzi bafundza ngekutimela futsi batfokotela emabhuku naletinye tintfo letibhaliwe.	Ebafundzi benta imisebenti yemivakunyakata lemincane futsi batetayeta kubumba tinhlavu.	Ebafundzi bachubekisa lulwimi lwenzaba nengcikitsi ngemidlalo wekutentisa.
Licembu leliluhlata kwetjani	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela 	Umsebenti 2: Timpfica kanye nemidlalo	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla
Licembu lelimtfubi	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela 	Umsebenti 2: Timpfica kanye nemidlalo	Umsebenti 3: Kufundza lokukhululekile
Licembu lelibovu	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela 	Umsebenti 2: Timpfica kanye nemidlalo
Licembu lelisabukhwe-beletane	Umsebenti 2: Timpfica kanye nemidlalo	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela 






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 








Liviki 2

Imisebenti yelikilasi lonkhe	UMsombuluko	Lesibili	Lesitsatfu	Lesine	Lesihlanu
Imisebenti lesuselwa endzabeni	Kulandzelaniswa kwetitfombe lokwengetiwe	Kufundza ngekuhlanganyela – Libhuku Lelikhulu	Kufundza kulalela	Fundza wente	Yenta, dvweba futsi ubhale
	Ebafundzi bahlanganisa lwati lwabo lwenzaba ngekulandzelanisa titfombe ngekwabo.	Ebafundzi balalela indzaba leyetyekile uma ifundwa njengobe thishela akhombisa indlela yokufundza.	Ebafundzi balalela ngekucophelela futsi balandzele imiyalelo yemlomo.	Ebafundzi bahumusha luhala lwalokubhaliwe neletitfombe.	Ebafundzi bamela imibono yabo ngenzaba ngekutsi bente intfo, badvwebe sitfombe nobe batsatse incenye ekubhaleni ngokuhlanganyela.
Imisebenti yetinhlamvu nemisindvo	Kwetfula umsindvo lophuma kulenzaba	Kubumba luhlavu	Emabhokisi etinhlamvu	Kulalela imisindvo lesemcoka	Kuhlanganisa nekwehlukanisa
	Ebafundzi bafundza ngemsindvo ngco neluhlavu, lokuchumana nemagama lasenzabeni.	Ebafundzi babumba luhlavu ngco basebentisa tinsita kute batfole lwati lwemivo lolunotsile.	Ebafundzi babona, babambe futsi bakhulume ngetintfo netitfombe leticala ngemsindvo ngco.	Ebafundzi babona imisindvo ngco emagameni.	Ebafundzi bahlanganisa imisindvo kwakha emagama babuye bahlukanise emagama ngemsindvo.
Imisebenti yemacembu lamancane	Mvulo	Lwesibini	Lwesithathu	Lwesine	Lwesihlanu
	Stella ukhombisa imisebenti yemacembu lamancane leholwa nguthishela lilanga nelilanga.				
Licembu leliluhlata kwesi-bhakabhaka	Umsebenti 1: Kudvweba kanye nekubhala lokusavela	Umsebenti 2: Timphica kanye nemidlalo 	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa
	Ebafundzi babhala imicabango yabo ngekudvweba kanye nekubhala lokusavela.	Ebafundzi benta emaphazeli badlale nemidlalo yelulwimi.	Ebafundzi bafundza ngekutimela futsi batfokotela emabhuku naletinye tintfo letibhaliwe.	Ebafundzi benta imisebenti yemivakunyakata lemincane futsi batetayeta kubumba tinhlavu.	Ebafundzi bachubekisa lulwimi lwenzaba nengcikitsi ngemdlalo wekutentisa.
Licembu leliluhlata kwetjani	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela	Umsebenti 2: Timphica kanye nemidlalo 	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla
Licembu lelimtfubi	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela	Umsebenti 2: Timphica kanye nemidlalo 	Umsebenti 3: Kufundza lokukhululekile
Licembu lelibovu	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela	Umsebenti 2: Timphica kanye nemidlalo 
Licembu lelisabukhwe-beletane	Umsebenti 2: Timphica kanye nemidlalo 	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela





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



Imisebenti yaloluhlelo icondziswe ngekwe-CAPS

Lelithebula likhombisa kutsi lemisebenti yesitungeletane semaviki lamabili siwakha njani emakhono elulwimi ngekwe-CAPS, futsi likhombisa kutsi ungayisebentisa njani lemisebenti kuhlola kuchubeka kwebafundzi usebentise tindlela tekuhlola te-CAPS.





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	



Situngeletane semaviki lamabili	Umsebenzi welikilasi lonkhe wetindzaba	Emakhono Elulwimi eCAPS	Kuhlola luhlu lokuhlola	Irubhriki yekuhlola
Liviki 1 ne 2: UMSombuluko	Kwetfula umsindvo lophuma kulendzaba	Imisindvo		Imisindvo, kufundza kanye nekubona Rubhriki 1: Kuva kanye nekubona bongwaca nabonkhamisa
Lesibili	Kubumba luhlavu	Kubhala ngesandla	Kwakha tinhlavu letehlukile usebentisa kupenda ngemuno, emabhulashi ekupenda, emapensela emibala emafutsa njll. Kusuka elichashatini ngasekudla futsi ulandzelise futsi ngendlela lefanele	Kubhala lokuvalekile Kanye nekubhala ngesandla lokusavela. Rubhriki 1: Kucinisa emakhono emisipha lemincane kanye nemakhono emisishana lemincane
Lesitsatfu	Emabhokisi etinhlamvu	Imisindvo	Kukhumbula ngekuva kanye nekubona bongwaca nabonkhamisa ikakhulukati ekucaleni kweligama	Imisindvo, kufundza kanye nekubona Rubhriki 1: Kuva kanye nekubona bongwaca nabonkhamisa
Lesine	Kulalela imisindvo lesemcoka	Imisindvo		Imisindvo, kufundza kanye nekubona Rubhriki 2: Kucala ngekubona kutsi emagama akhiwa ngemisindvo: anika umsindvo wekucala weligama lakhe
Lesihlanu	Kuhlanganisa nekuhlukanisa	Imisindvo	Yehlukanisa tinhlavu leticofiwe taba ngemacoco etinhlamvu. Usebentisa kushaya tandla nobe kushaya sigubhu kulelo nalelo licoco eligama, nobe kwe hlukanisa emacoco. Kushaya tandla emagameni ebantwana ekilasini	

Situngeletane semaviki lamabili	Umsebenzi welikilasi lonkhe wetindzaba	Emakhono Elulwimi eCAPS	Kuhlola luhlu lokuhlola	Irubhriki yekuhlola
Liviki 1 ne 2: UMSombuluko	Kudwweba kanye nekubhala lokusavela	Kubhala lokuvelako	Kutama kubhala kuklwebha nekuhlikihla njll, kanye nekufundza wakhe umbhalo ngekusho kwemklwebho Bamba ipensela lembala ngendlela lefanele usebentise kubamba lekungiko	Kubhala lokuvalekile kanye nekubhala ngesandla lokusavela Rubhriki 2: Dwweba titfombe letikhipha umcondvo longiwo wetindzaba, emaculo nobe imilolotelo Rubhriki 3: Kucondza kutsi kubhala kanye nekudwweba kwehlukene: Yenta kwangatsi umbhalo umele kuhlikihla
Lesibili	Emaphazili kanye nemidlalo	Imisindvo Kulalela kanye nekukhuluma	Usebentisa lulwimi kucabanga nekunoma: umatanisa tintfo letihambisanako aphindze acatsanise tintfo letehlukene	Imisindvo, kufundza kanye nekubona Rubhriki 1: Kuva kanye nekubona bongwaca nabonkhamisa
Lesitsatfu	Kufundza lokukhululekile	Kufundza nekubuka	“Kufundza” ngekukhululeka tincwadzi tekutijabulisa emtatjini wemabhuku nobe ekhoneni lekufundza ekilasini Bamba incwadzi ngendlela lefanele ngekuphendla emakhasi ngendlela lengiyo	Imisindvo, kufundza kanye nekubuka Rubhriki 3: Yakha indzaba yakho “ngekufundza” titfombe
Lesine	Emakhono emamasela lamancane nekubhala ngesandla	Kubhala ngesandla	Kwakha tinhlavu ngetindlela letehlukene usebentisa ipende yemino, emabhulashi ekupenda, emapensela emafutsa, njll, ucale echashatini lelifanele ulandzele indlela lengiyo Kutsatsela tinhlavu latatiko eligameni lakhe embhalweni wanyalo: tsatsela ligama lakhe Kucinisa imisipha lemincane ngekusebentisa tikelo, kusika titfombe letibiyelwe ngaloku mnyama, bobunjwa njll.	Kubhala lokuvalekile kanye nekubhala ngesandla lokusavela Rubhriki 1: Kucinisa emakhono emisipha lemincane kanye nemakhono emamasela lamancane
Lesihlanu	Umdlalo wekutentisa	Kulalela kanye nekukhuluma Kulalela lokuvelako welicingo	Kwenta samdlalo wekubhala esimeni sekudlala kutsatsa umlayeto kubhala elucingaweni, njll. Kutsatsela kuloba emmangweni uma adlala	





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	

★ Dina netilwane takhe

Indzaba

Dina yintfombatanyana letsandza tilwane kakhulu netilwane timtsandza kakhulu. Uhlala kanye namake wakhe, neyise kanye nemfowabo esigodzini lesincane. Banembuti, tinkukhu letimbili kanye nelikati. Dina unakekela tonkhe tilwane tabo. Singakacali futsi nasemuva kwesikolo. Dina utsandza kucitsa sikhatsi afuna kutsi adlale netilwane. Ubuye afunte tinyoni tesiganga letihlala madvute naye.

Ngalelinye lilanga Dina abedlala nebangani bakhe esikolweni. Weva tinkukhu timemeta futsi tihleka ngale kwelibala lekudlala. Dina wabuka ngale kwato wabe sewubona intfo letfusako. Licembu lebantwana belijikijela lamanye ematuba ngematje lawo abetifunela kudla emhlabatsini.

“Ningakwenti loko!” kwamemeta Dina agijimela ebantwaneni. “Ningakwenti loko kulamatuba! Niyawalimata!” Dina nebangani bakhe bagijima badzabula ebaleni kanye naye. Ebantwana labangangabo bababona beta bashesha babaleka.

Uma lamatuba latfukile eva wonkhe lomsindvo etama kuphaphela etulu. Dina nebangani bakhe babona kutsi mabili alamatuba abengakhoni kuphapha ngoba emaphiko awo abelimele. Dina wagobondzela ngekuophelela waphakamisa ematuba. Ematuba abetfuke kakhulu. “Ningetfuki,” kusho Dina. “Mine ngitaninakekela ngibuye nginipholise.” Dina wacabanga kutsi ahambe nalamatuba ekhaya.

Ngekuhlwa kwangalelo lilanga Dina watjela make nababe wakhe ngaloko lekwenteka esikolweni ngalelo lilanga. Batfukutsela nabeva kutsi bantwana balimate ematuba. Dina wafaka ematuba ebhokisini lelincane wawagcina afutumele futsi aphephile. Wawafunta wawanatsisa nemanti. Ngemuva kwemalanga timphiko tawo lebetilimele taphola. Dina wabese uwakhiphela ngaphandle kute aphaphe abaleke.



Bangani ba Dina batfokota nabeva kutsi ematuba lamabili aphola futsi akwati nekuphapha abaleka. “Siyatigcabha ngawe, Dina” kwasho bona. “Unemphatfo lenhle etilwaneni.” “Ngiyatitsandza tilwane,” Dina wabatjela. “Tilwane tinelusito kitsi futsi tingebangani betfu. Kufanele sitivikele futsi sitinakekele”.

Lenzaba iphelela la.



★ Dina and her animals

Story

Dina is a young girl who loves animals very much and animals love her too. She lives with her mother, father and brother in a little village. They have a goat, two chickens and a cat. Dina cares for all their animals. Before and after school, Dina loves to spend time feeding and playing with the animals. She even feeds the wild birds that sit close to her.

One day Dina was playing with her friends at school. She heard children shouting and laughing on the other side of the playground. Dina looked over at them and she saw something terrible. A group of children were throwing stones at some doves who were looking for food on the ground.

"Don't do that!" shouted Dina as she ran towards the children. "Don't do that to the doves! You're hurting them." Dina's friends ran across the playground with her. The unkind children saw them coming and they quickly ran away.

When the frightened doves heard all the noise they tried to fly away. Dina and her friends saw that two of the doves could not fly away because their wings had been hurt. Dina bent down and gently picked up the doves. The doves were very scared. "Don't be scared," said Dina. "I'll take good care of you and help you get better." Dina decided to take the doves home with her.

At home that night Dina told her mom and dad what had happened at school. They were angry that the children had hurt the doves. Dina put the doves in small boxes where she kept them warm and safe. She fed them and gave them water. After a few days their wings healed and Dina took them outside and let them fly away.



Dina's friends were happy to hear that the two doves were better and could fly. "We're proud of you, Dina," they said. "You're very kind to animals."

"I love animals," Dina told them. "Animals are useful to us and they are our friends. We must protect them and look after them."

And that is the end of the story.



Liculo

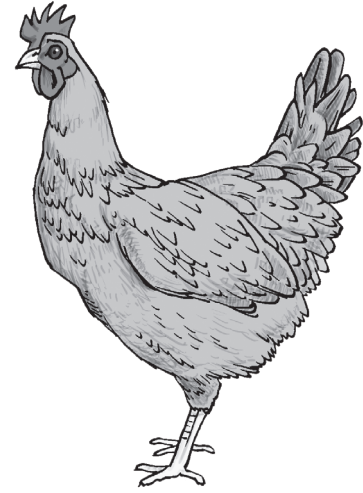
Dina abeyintfombatana lelungile, lelungile, lelungile,
Intfombatane letsandza tilwane kakhulu

Intfombatane letsandza kuvikela tilwane, tilwane, tilwane
Abeyintfombatana leya phephisa ematuba lamancane

Wahamba nawo ekhaya wayowanakekela, wayowanakekela, wayowanakekela.
Wahamba nawo ekhaya, wawafunta wonkhe emalanga.

Masinyane abanemandla futsi aphila, aphila, aphila.
Masinyane abanemandla nemphilo esuka atiphaphela abaleka.

Masinakekele tilwane, tilwane, tilwane.
Masinakekele tilwane.
Tisisita ngetindlela letehlukene



(Cula ngendlela ya "Mary had a little lamb".)

Emagam lavela endzabeni

Emagama lamcoka:	silwane	kulunga	kunakekela	limata	inyoni yesiganga	lituba
Lamanye emagama langetiwe:	kufutfumala	phepha	jikijela	litje	yephula	phapha
	lekutfusako	kwesaba	vikela	liphiko	kutfukutsela	ngekutfoba





Song

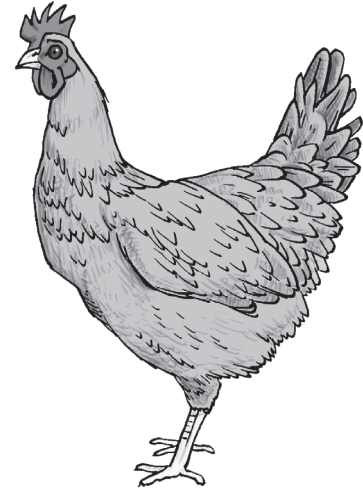
Dina was a kind girl, a kind girl, a kind girl,
Dina was a kind girl, who saved two little doves

She took them home to care for them, care for them, care for them
She took them home to care for them and fed them every day

They soon grew strong and healthy, healthy, healthy
They soon grew strong and healthy and then they flew away

We must care for animals, animals, animals
We must care for animals, they help us in many ways

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



Vocabulary from the story

Key-words:	animal	kind	care for	hurt	wild bird	dove
Extra words:	warm	safe	throw	stone	heal	fly
	frightened	scared	protect	wing	angry	gentle





Utawudzinga loku:

- Indzaba: *Dina netilwane takhe*
- Emaphaphethi: Dina, tilwane (imbuti, likati, tinkhukhu), bangani baDina, umntfwana longenamusa, ematuba
- Tinsita: libhokisi, kudla kwetinyoni
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama



Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

Shano lomlololetelo *Nginyakatisa iminwe yami* kubitela ebafundzi emethini ngesikhatsi sendzaba.

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: *“Wake watibona tinyoni lapho uhlala khona nobe esikolweni? Uyati kutsi nhloboni yetinyoni? Unato tilwane ekhaya lotinakekelako?”*
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Coca ngemagama lamcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini, bese ukhomba ebafundzi intfo nobe sitfombe kubakhomba kutsi ligama lisho kutsini. Sibonelo: Uma unelibhuku letinyoni, ungabakhomba sitfombe selituba, ukhomba tiphiko talo, naletinye tincenye temtimba walo (tinsiba, umlomo).

2 Ngalesikhatsi uoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekuenta ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela ebafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Ucabanga kutsi wativa njani Dina ngalesikhatsi abona ebantfwana bajikijela ematuba ngematje? Ucabanga kutsi yini latayenta Dina kusita lamatuba?”*

3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: *“Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba? Ucabanga kutsi Dina ube nesibindzi? Ucabanga kutsi bewutawentani nangabe ubona ebantfwana bajikijela tinyoni ngematje?”*

Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“ematuba, takhe, etulu, etama, tonkhe tilwane tabo. Ungawuva umsindvo lohlosiwe: tonkhe tilwane tabo? Yebo ucinisile! Wonkhe anawo lomsindvo /t/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama lacala nga /t/: litafula, ititi, titini, litamatisi, litotoyi, itapeti, litilogo, litulu, ticatfulo, sitiba, sitepisi, sitimela, situlo, tamula.”* (Gcizelela umsindvo lohlosiwe usasho lamagama.)
- 3 Shano umsindvo /t/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /t/: *“t-t-t”*. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.

Nginyakatisa iminwe yami

Nginyakatisa iminwe yami
 Nginyakatisa tintwane tami
 Nginyakatisa emahlombe ami
 Nginyakatisa imphumulo yami
 Futsi nyalo (shaya tandla nyalo)
 Konkhe lokunyakata kuphumile kimi
 Futsi ngithule kangangokunekwenteka!





You will need:

- Story: *Dina and her animals*
- Puppets: Dina, animals (goat, cat, chickens), Dina's friends, unkind child, doves
- Props: a box, birdfeed
- 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 seen any birds where you live or at school? Do you know what kind of birds they are? Do you have any animals at home that you care for?"*
- 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: If you have a book about birds, you can show them a picture of a dove, and point to its wings and other parts of its body (feathers, beak).

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 Dina felt when she saw the children throwing stones at the doves? What do you think Dina will do to help the doves?"*

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? Do you think Dina was brave? What do you think you would do if you saw children throwing stones at birds?"*

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: *"ematuba, takhe, etulu, etama, tonkhe tilwane tabo. Can you hear the focus sound: tonkhe tilwane tabo? Yes, you are right! They all have the sound /t/."*
- 2 *"Listen carefully, here are some more words with /t/: litafula, ititi, titini, litamatisi, litotoyi, itapeti, litilogo, litulu, ticatfulo, sitiba, sitepisi, sitimela, situlo, tamula".* (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.



Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



Liviki 1 Lusuku 2

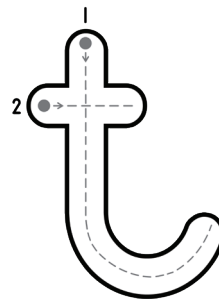
Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngench azelo yemagama latfulwe ngelusuku lwekucala.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoce lendzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lokutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba.
- 4 Shano imigca lembalwa yeliculo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene bacule nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa leliculo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwenza kute ebafundzi bacondzise lulwimi lwaleliculo.
- 6 Fundzisa ebafundzi kukhombisa ngekwenza kwaleliculo kute beve bumandzi betilwimi letinyenti.

Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /t/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /t/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangalingisa kuhuba **litya** lelishisako.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo /t/. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: "Cala etulu wehle, yenta umsila ngesekudla, ncamula emkhatsini."
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

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



Week 1 Day 2

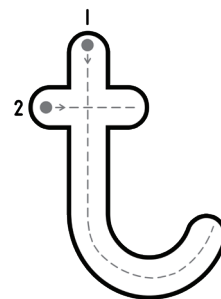
Whole class activities

Storytelling and singing

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

Forming the letter

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



Utawuzinga loku:

- Emaphaphethi netinsita talenzaba
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **t** njengemsindvo ngco: litafula, titini, litulu, ticatfulo, tamatisi, tibuko, litologo, tipikili, litiya

Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama. Sibonelo: Babute kutsi bangakwati kukhumbula lelinye ligama lelisho "kwetfuka" (kwesaba) futsi nguliphi ligama lelisetjentiswe kuchaza loko lokwenteke etimphikweni tetinyoni (tilimele). Cela ebafundzi bakuhombise kutsi bangayiphakamisa njani inyoni ngebumnene.
- 3 Khetsa ebafundzi kutsi badlale kuba balingiswa endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingiswa kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lenzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenza konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe liklasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.



Stella utsi:

Sebentisa simbono selibhokisi letinhlamvu, lesinesimo seluhlavu lwefelithi nobe lwesiponji, kukhombisa ebafundzi kutsi tinhlamvu tiviwa njani. Ebafundzi labanyenti bayasitakala ngekuva nekutsintsa kute bakhumbule timo tetinhlamvu.



Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: "Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?"
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlamvu bese utsi: "Loluhlavu **t** lubhalwa ngalendlela". Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.



You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **t**: litafula, titini, litulu, ticatfulo, tamatisi, tibuko, litologo, tipikili, litiya

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 if they can remember another word for "frightened" (scared) and what word was used to describe what happened to the birds' wings (they were hurt). Ask learners to show you how they would pick up a bird gently.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

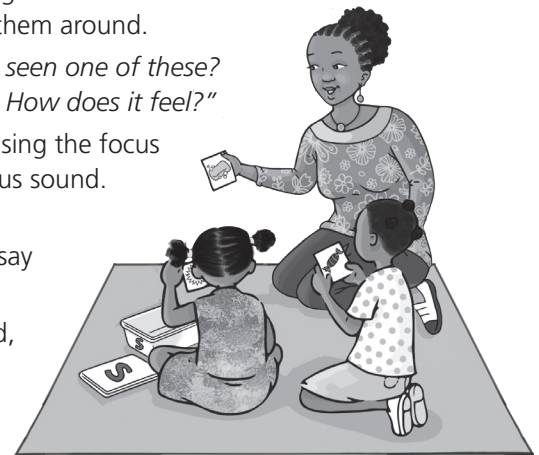
Stella says:



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

Letter boxes

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



Small group activities

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



Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

- "Ubona bani?" (balingiswa/badlali)
- "Wentani?" (tento nekwent)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo/ sikhundla)
- "Kungani ucabange...?" (kucabanga ngalokujulile, kuveta imibono)

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

Kulandzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Tfula emagama lamasha laphuma kusilulumagama.
- 3 Khetsa sinye sitfombe kuletilandzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalandzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: "Ingabe letitfombe tilandzelana ngendlela lefanele?"
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulandzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: "Yini letakwenteka ngalokulandzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?"
- 8 Uma titfombe setilandzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulandzelanisa.



Kulalela imisindvo lesemcoka

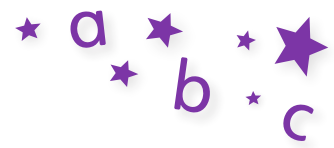
- 1 Chazela ebafundzi kutsi utawucula liculo futsi kumele balalelisise imisindvo emagameni (ishuni: "Mary had a little lamb").
 - ★ Thishela: "Ngumuphi lilunga losekugcineni, ekugcineni, ekugcineni? Ngumuphi lilunga losekugcineni: boya, ekhaya nemoya." (Thishela wenta sikhombisi kutsi ebafundzi baphendvule.)
 - ★ Ebafundzi basho umsindvo losekugcineni kweligama, sibonelo: /t/. (Thishela wenta sikhombisi sekuphakamisa sitfupha.)
 - ★ Thishela: "/t/ ngumsindvo losekugcineni, ekugcineni, ekugcineni! /t/ ngumsindvo losekugcineni: boya, nekhaya nemoya."
- 2 Sebentisa lamagama kulomsebenti:
 - ★ /la/: ifonela, dokotela, ligala, imvula, likamela
 - ★ /le/: pelepele, lilele, sisele
 - ★ /li/: imali, sipikili, gatali, ipeniseli
 - ★ /ne/: ipene, luswane, livivane, lizambane, lizinyane
 - ★ /ni/: iveni, ivayolini, titini
 - ★ /si/: emafosi, emasi, ligagasi, likawosi, litamatisi, lekesi



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Big sequence pictures
- Picture cards

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)

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.



Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (tune: "Mary had a little lamb").
 - ★ Teacher: "What's the syllable that ends these words, ends these words, ends these words? What's the syllable that ends these words: boya, ekhaya nemoya." (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: /t/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: "/t/ is the syllable that ends these words, ends these words, ends these words! /t/ is the syllable that ends these words: boya, nekhaya nemoya."
- 2 Use these words for this activity:
 - ★ /la/: ifonela, dokotela, ligala, imvula, likamela
 - ★ /le/: pelepele, lilele, sisele
 - ★ /li/: imali, sipikili, gatali, ipeniseli
 - ★ /ne/: ipene, luswane, livivane, lizambane, lizinyane
 - ★ /ni/: iveni, ivayolini, titini
 - ★ /si/: emafosi, emasi, ligagasi, likawosi, litamatisi, lekesi



Small group activities

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



Utawuzinga loku:

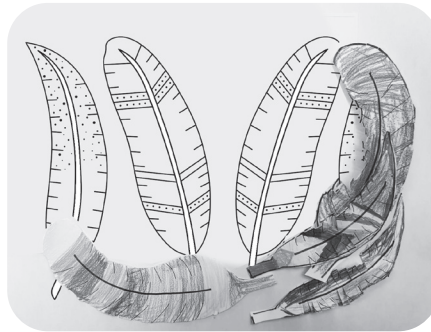
- Ikhophi yemfundzi ngamunye ye**likhasi lemsebenti wetinsiba**, emakhrayoni, sikelo, liphepha lelishadi lelipencekako, iglu
- Emagama lanemalunga lamanyenti lahlobene nendzaba: inkhukhu, silwane, kufunta, kudlala, inkhundla yekudlala, kubi, kumemeta, kuhleka, ngenamusa, kujikijela, ebantwana, vikela

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Chazela ebafundzi kutsi batawukusita kwenta inyoni lenkulu ephepheni lelishadi lelipencekako. Cala ngekudvweba umtimba wenyoni nenhloko emkhatsini welishadi (ungadzinga kwenta tinyoni letimbili).
- 2 Nika umfundzi ngamunye tinsiba letimbili letehlukile bese ubagcugcutela kutsi bafake tinsiba umbala futsi batisike. Bangasebentisa tikelo tabo ngekucopehela basike imicephu emphetfweni wetinsiba.
- 3 Khombisa ebafundzi kunamatselisa tinsiba emtimbeni wenyoni kwenta liphiko lesancele nelesekudla.



Kuhlanganisa nekwehlukana (emalunga)

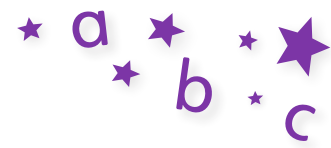
- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukana njani ngemalunga, sibonelo: **si** | **lwa** | **ne**.
- 2 Cela ebafundzi kutsi bamashele lelo nalelo lilunga: **si** (sinyatselo sinye) **lwa** (sinyatselo sinye) **ne** (sinyatselo sinye). Niketa labanye bafundzi tinyakatasi nobe tigubhu nobe ushaye kulelo nalelo lilungu.
- 3 Shano lamanye emagama lanemalungu lamanyenti laphuma endzabeni ngalesikhatsi bafundzi bamashela lilungu ngalinye. Gcugcutela bafundzi kutsi babale emalungu emagama (sibonelo: "silwane" unemalungu matsatfu).



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

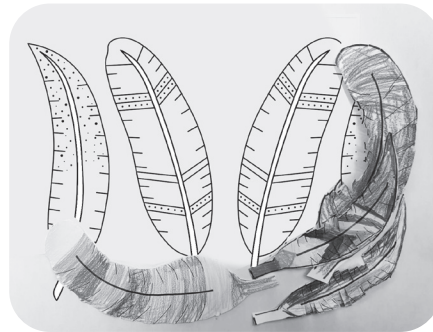
- A photocopy of the **Feather activity page** for each learner, crayons, scissors, flipchart paper, glue
- A list of multisyllabic words relating to the story: inkhukhu, silwane, kufunta, kudlala, inkhundla yekudlala, kubi, kumemeta, kuhleka, ngenamusa, kujikijela, ebantswana, vikela

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that they are going to help you make a big bird on flipchart paper. Begin by drawing a bird's body and head in the middle of the flipchart paper (you may need to draw two birds).
- 2 Give each learner two different feathers and encourage them to colour them in and cut them out. Then they can use their scissors to carefully cut slits in the edges of the feathers.
- 3 Show learners how to stick the feathers on the birds body on the flipchart to create a left and right wing.



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



Small group activities

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

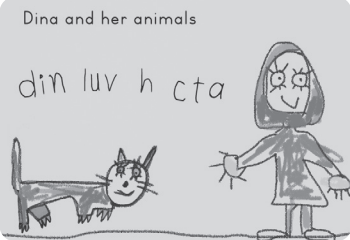


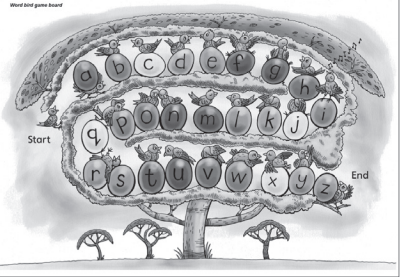



Imisebenti yemacembu lamancane weliviki 1

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu <div data-bbox="217 717 565 958"> <p>Dina netilwane takhe</p> <p>Dna usalikatike</p> </div> <div data-bbox="187 970 546 1312"> <p><i>Kulesikhatsi semnyaka, ebfundzi bangahle babe nekutetsemba lokuncono kutsi betame kutibhalela ngekwabo. Ungakhatsateki uma labanye ebfundzi babhala luchungechunge lwetinhlavu bangashiya tikhala.</i></p> </div>	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebfundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebfundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminyane imibono. Gcugcutela ebfundzi kutsi badvwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdwebo wakhe. Buta ebfundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebfundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Bhala njengobe ebfundzi basho, ligama ngeligama, nobe ubute ebfundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela ebfundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.
<ul style="list-style-type: none"> Emabhodi lamabili emdlalo wetinyoni Emadayizi lamabili netibali <div data-bbox="187 1473 581 1815"> <p><i>Uma ngabe ebfundzi batfola bumatima bekdhlala lomdlalo ngekutimela, kungaba ngumbono lomuhle kumema ebatali kutsi bete batawusita ngalomsebenti wemacembu lamancane. Dlalani lemidlalo nalabatali ngembi kwelilanga lesikolo, kute bakwati kusebenta nebfundzi ngekutetsemba.</i></p> </div>	<p>Umsebenti 2: Timphica kanye nemidlalo</p> <ol style="list-style-type: none"> Beka ibhodi yemdlalo emethini nebfundzi lababili kuye kulabatsatfu labahleti batungelete ibhodi yemdlalo. Chazela ebfundzi imitsetfo: <ul style="list-style-type: none"> Ebfundzi babeka tibali ku' Cala'. Umfundzi ngamunye utfola litfuba lekuphosa lidayizi bese uhambisa sibali tikhala letifanele ebhodini. Uma bawela etulu kweluhlavu, kumele basho umsindvo waloluhlavu bacambe nentfo lecala ngalowo msindvo. Umfundzi lotawufika kucala ekugcineni kwebhodi uwinile nemdlalo uphelele. <div data-bbox="1130 1471 1529 1753"> </div>
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana <div data-bbox="321 2010 477 2215"> </div>	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungasizinga kusita ebfundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebfundzi letinye tetitfombe futsi ugugcutele ebfundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugugcutele kufundza kwebafundzi.



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>Dina and her animals din luv h cta</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"> 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 Word bird game boards • 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 with two to three learners seated around it. 2 Explain the rules to the learners: <ul style="list-style-type: none"> • Learners put their counters on <i>Start</i>. • Each learner takes a turn to throw the die and moves the counter the correct number of spaces on the board. • When they land on a letter, they must say the sound that letter makes and name something that begins with that sound. • The first learner to reach the <i>End</i> of the board is the winner and the game is over. 
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.



Utawudzinga loku

- Imbewu yetinyoni nome inhlanganyela yetimbewu
- Libhokisi linye lemacandza lemfundzi ngamunye



- Tinsita: emathoyizi latsambile nobe titfombe tetilwane letifuywako, timantji nobe imibhedze yaletilwane, tingubo, titja, sipopolo, emabhulashi ekutlungisa, khololo, intsambo, licingo, tinsita tadokotela (sibonelo: sipopolo) emakhrayoni nobe emapeni ekwenta imijovo, libhokisi lemaphilisi lelingenalutfo, nesi nobe timphahla tadokotela, libhuku lemanoti nepeniseli

Imisebenti

Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla

- 1 Chazela ebafundzi kutsi kumele bahlele timbewu netinhlavu letahlukahlukene ekudleni kwetinyoni.
- 2 Ngemuva kwemsebenti, ungagcugcutela ebafundzi kubekela tinyoni tasendle imbewu yetinyoni bese bayatibukela uma tidla lembewu.

Umsebenti 5: Umdlalo wekutentisa

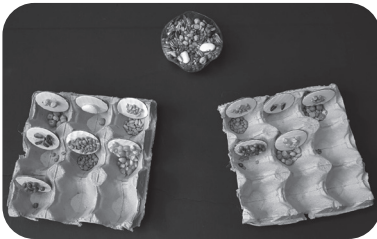
- 1 Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha.
- 2 Khuluma ngekutsi siya njani kadokotela uma sigula. Buta ebafundzi kutsi bayamati yini dokotela lokhetsekile lolapha tilwane letigulako (ivethi). Bachazele kutsi batawutentisa kuba ivethi lesebenta endzaweni legcina tilwane. Tilwane tivamise kwetfuka uma tiya kudokotela wato, ebafundzi kumele babe nebumnene nemusa etilwaneni letivakashela "indzawo yekugcina tilwane".
- 3 Chaza kutsi kadokotela wetilwane, udzinga kulindza ekamelweni lekulindza nesilwane sakho kute lowamukela tihambi abite libito lakho. Ungabe sewuyachaza kutsi yini inkinga yesilwane sakho. Lowamukela tihambi utawubhala phasi libito lakho bese uyakutjela uma kulitfuba lakho lekubona dokotela wetilwane
- 4 Vakashela lelikhona lokungenani kanye kuyewubona futsi ugugcutele umdlalo webafundzi. Sibonelo: Ungahamba uye kulomukela tihambi bese utsi: "Sawubona, libito lami ngingu Nks Zama. Ngiletse katjana wami, libito lakhe nguBaby. Ugula kakhulu."





You will need

- Bird seed or a mix of seeds
- One egg box per learner



Activities

Activity 4: Fine motor skills and handwriting

- 1 Explain to learners that they must sort the different seeds and grains in the bird food.
- 2 After the activity, you can encourage learners to put out bird seed for wild birds and watch the birds eating the seeds.

- Props: soft toys or pictures of pets, baskets or beds for the animals, blankets, bowls, stethoscope, grooming-brushes, collar, lead, telephone, a doctor's instruments (for example: a thermometer), crayons or pens for injections, an empty pill box, nurse or doctor's clothes, a notebook and pencil

Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and show them the new props.
- 2 Talk about how we go to the doctor when we are sick. Ask learners if they know the name of a special kind of doctor that sick animals go to (a vet). Explain to them that they are going to pretend to be a vet working at an animal shelter. Animals are often very scared when they go to the vet, so learners must be very gentle and kind to animals who visit the "animal shelter".
- 3 Explain that at the vet, you need to wait in a waiting room with your pet until the receptionist calls your name. You can then explain what is wrong with your pet. The receptionist will write down your name and tell you when it is your turn to see the vet.
- 4 Visit the corner at least once to observe and encourage the learners' pretend play. For example, you could walk up to the receptionist and say: *"Hello, my name is Ms Zama. I am here with my tiny kitten. Her name is Baby. She is very sick."*





Utawudzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye
- Ikhophi yemfundzi ngamunye **yeTitfombe tekulandzelanisa letimbala lomnyama nalomhlophe**
- Likhasi le-A4 lelingenalutfo lemfundzi ngamunye, tikeo, iglu

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe



- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kweliklasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini. Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicembu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: *“Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?”*
- 4 Ngemuva kwekulandzelanisa tigameko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo. Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 6 Uma sikhatsi sikhona, ebafundzi bangakwati “kufundza” emabhukwana abo lamancane nebalngani babo eklasini.
- 7 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze neminden i yabo.



Kwetfula umsindvo lophuma kulenzaba

- 1 Cella ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“wakhe, wonkhe, Wawafunta wawanatsisa. Ungawuva umsindvo lohlosiwe: **Wawafunta wawanatsisa?** Yebo ucinisile! Wonkhe anawo lomsindvo **/w/**.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama nga **/w/**: washa, wine, liwashi, liwolintji.”* (Gcizelela umsindvo lohlosiwe usasho lamagama).
- 3 Shano umsindvo **/w/** ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cella ebafundzi kutsi basho umsindvo **/w/**: *“w-w-w”*. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *"wakhe, wonkhe, Wawafunta wawanatsisa. Can you hear the focus sound: **Wawafunta wawanatsisa**? Yes, you are right! They all have the sound /w/.*
- 2 *"Listen carefully, here are some more words with /w/: washa, wine, liwashi, liwolintji."* (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.



Utawuzinga loku:

- Libhuku Lelikhulu: *Dina netilwane takhe*
- Emanti etitjeni kanye lelibhulashi lekupenda lemfundzi ngamunye

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

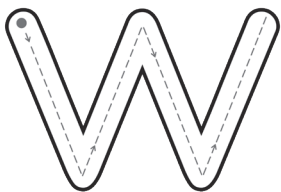
Kufundza ngekuhlanganyela – Libhuku Lelikhulu

- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakuhumbulako.
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulandzela.
- 5 Ngemuva kwekuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futsi uphindze ugugcutele ebafundzi kutsi "bafundze" kanye nawe.



Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /w/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /w/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangalingisa kuwasha basho: "washa".
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo **w**. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: "Cala etulu wehle, cijisa uvundle uye etulu, cijisa uvundle wehle, cijisa uvundle uye etulu."
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, hamba ngaphandle unike umfundzi ngamunye sitja lesinemanti nelibhulashi lekupenda. Ebafundzi bangapenda luhlavu ngemanti ecadzini tikhatsi letinyenti.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Big Book: *Dina and her animals*
- 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 /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 rub their hands together and pretend they are washing some clothes while saying: “**washa**”.
- 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 mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and 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.



Utawudzinga loku:

- Imisindvo yetinyoni letawudlalwa elucingweni
- Titfombe tetinyoni letahlukahlukene
- Sibuko lesincane
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **w** njengemsindvo ngco: liwashi, liwolintji, iwindimili, weta, i-wayilesi, iwikhethi, woyela, liwayiwayi

Liviki 2 Lusuku 3

Imisebenti yelikilasi lonkhe

Kufundza kulalela

- 1 Hlalisa ebafundzi bente siyingi bese ubacela kutsi bavale emehlo balalelise kute babone kutsi bangakwati kuva tinyoni ngaphandle. Buta ebafundzi kutsi ikhona imisindvo yetinyoni lebayatiko (imisindvo leyentiwa tinyoni letahlukahlukene).
- 2 Ebafundzi kumele balalelise ngalesikhatsi udlala imisindvo yetinyoni leyahlukahlukene ecingweni lakho nome wenta imisindvo yetinyoni letahlukahlukene. (Cala ngemisindvo lebangahle bayati: lidada, licudze, sikhova, inkhukhu, lingangane.) Gcugcutela ebafundzi kulalelisa bese betama kusho ligama lenyoni.
- 3 Chubekisa lomsebenti ngekuoca ngetitfombe tetinyoni letahlukahlukene bese ubeka titfombe tibuke phansi emkhatsini wesiyingi.
- 4 Umfundzi kemele atsatse likhadi atame kwenta umsindvo wenyoni bese uchaza lenyoni. Ebafundzi labanye kufanele bacombe Inyoni lesekhadini. Umfundzi locombela kucala unelitfuba lekuya emkhatsini wesiyingi atsatse likhadi.
- 5 Kwentela ebafundzi labanemahloni kutsi kube lula, bangakwenta loku ngababili.

Emabhokisi etinhlamvu

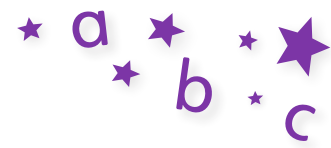
- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlamvu bese utsi: *“Loluhlavu /w/ lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Bird calls to play from a phone
- Pictures of different kinds of birds
- A letter box containing objects or pictures of objects that have the focus sound **w**: liwashi, liwolintji, iwindimili, weta, i-wayilesi, iwikhethi, woyela, liwayiwayi

Week 2 Day 3

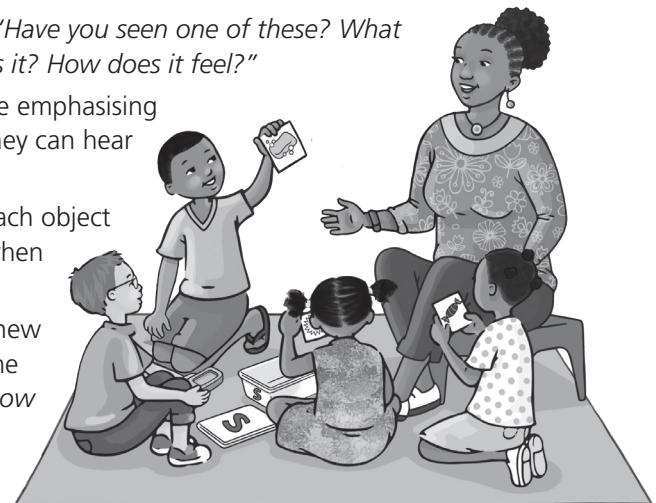
Whole class activities

Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to see if they can hear any birds outside. Ask learners if they know any bird calls (the sounds that different birds make).
- 2 Learners must listen carefully as you play different bird calls on your phone or make the sounds of different birds. (Start with calls that are likely to be familiar: a duck, a rooster, an owl, a chicken, a hadeda.) Encourage learners to listen carefully and try to say the name of the bird.
- 3 Extend this activity by discussing the pictures of different birds and then placing pictures face down in the middle of the circle.
- 4 A learner must take a card and try to make the sound of the bird and then describe the bird. The other learners have to guess the bird on the card. The learner who guesses first has a chance to go in the middle and take a card.
- 5 To make this easier for shy learners, they can do the activity in pairs.

Letter boxes

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



Small group activities

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



Utawudzinga loku:

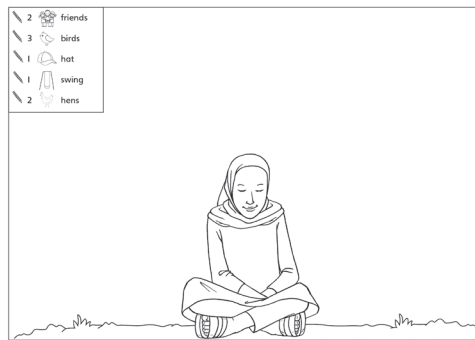
- Liphepha lelikopiwe **lemsebenti wekuFundza wente** lemfundzi ngamunye
- Emakhrayoni embala ewaksi lamakhulu

Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

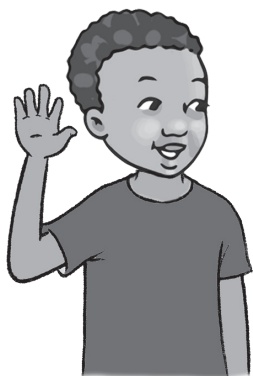
Fundza wente

- 1 Tjela ebafundzi kutsi babuke luhla ekhasini lemsebenti bese bakhuluma ngaloko labakubonako (tinombolo, tiffombe kanye nemagama).
- 2 Khumbuta ebafundzi kutsi bawu "fundza" umugca bese benta lokushiwoko.
- 3 Tama kugwema kufundza loluhla nebafundzi, kepha bagcugcutele kutsi bafundze luhla lonkhe ngaphambi kwekudweba.
- 4 Hamba-hamba ngalesikhatsi ebafundzi basebenta ubasikele uma kunesidzingo.
- 5 Khumbuta ebafundzi kubuka luhla futsi uma seabedzile "kufundza" nekudweba, bese bafaka umkhati dvute nemugca uma bawucedzile lowo msebenti.



Kulalela imisindvo lesemcoka

- 1 Chazela ebafundzi kutsi utawucula liculo futsi kumele balalelisise imisindvo emagameni (ishuni: "Mary had a little lamb").
 - ★ Thishela: "Ngumuphi lilunga losekugcineni, ekugcineni, ekugcineni? Ngumuphi lilunga losekugcineni: boya, ekhaya nemoya." (Thishela wenta sikhombisi kutsi ebafundzi baphendvule.)
 - ★ Ebafundzi basho umsindvo losekugcineni kweligama, sibonelo: /t/. (Thishela wenta sikhombisi sekuphakamisa sitfupha.)
 - ★ Thishela: "/t/ ngumsindvo losekugcineni, ekugcineni, ekugcineni! /t/ ngumsindvo losekugcineni: boya, nekhaya nemoya."
- 2 Sebentisa lamagama kulomsebenti:
 - ★ /la/: ifonela, dokotela, ligala, imvula, likamela
 - ★ /le/: pelepele, lilele, sisele
 - ★ /li/: imali, sipikili, gatali, ipeniseli
 - ★ /ne/: ipene, luswane, livivane, lizambane, lizinyane
 - ★ /ni/: iveni, ivayolini, titini
 - ★ /si/: emafosi, emasi, ligagasi, likawosi, litama-tisi, lekesi



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

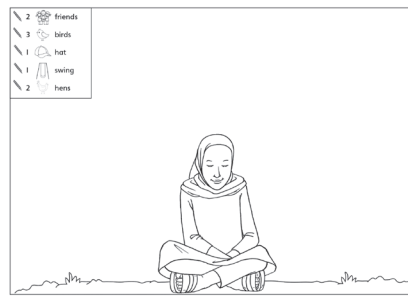
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to look at the list on the page and to talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each line and then do what it says.
- 3 Try to avoid reading the list with learners, but encourage them to read through the whole list before starting to draw.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the list again after they have finished “reading” and drawing, and to put a tick next to each line when they have finished that task.



Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (*tune: “Mary had a little lamb”*).
 - ★ Teacher: “What’s the syllable that ends these words, ends these words, ends these words? What’s the syllable that ends these words: *boya, ekhaya nemoya.*” (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: */t/*. (Teacher gives thumbs-up sign.)
 - ★ Teacher: “*/t/* is the syllable that ends these words, ends these words, ends these words! */t/* is the syllable that ends these words: *boya, nekhaya nemoya.*”
- 2 Use these words for this activity:
 - ★ */la/*: ifonela, dokotela, ligala, imvula, likamela
 - ★ */le/*: pelepele, lilele, sisele
 - ★ */li/*: imali, sipikili, gatali, ipeniseli
 - ★ */ne/*: ipene, luswane, livivane, lizambane, lizinyane
 - ★ */ni/*: iveni, ivayolini, titini
 - ★ */si/*: emafosi, emasi, ligagasi, likawosi, litama-tisi, lekese



Small group activities

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



Utawuzinga loku:

- Sicephu seliphapha lelishadi leliphencekako
- Emakhrayoni embala ewaksi lamakhulu
- Emagama lanemalunga lamanyenti lahlobene nendzaba: inkhukhu, silwane, kufunta, kudlala, inkhundla yekudlala, kubi, kumemeta, kuhleka, ngenamusa, kujikijela, ebantfwana, vikel

Liviki 2 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Chazela ebafundzi kutsi udzinga lusito lwabo kwenta emaphosta ekufaka esikolweni kutjela ebantfu kutsi kubaluleke ngani kuba nemusa etilwaneni nekutinakekela kahle.
- 2 Babute kutsi ukhona yini losakhumbula kutsi Dina watsini ngetilwane ngobe loko kungaba yintfo leningayibhala kuphosta. Sibonelo: "Tilwane tibalulekile kitsi futsi bangani betfu. Kumele sitivikele futsi sitinakekele."
- 3 Buta ebafundzi kutsi bangatsandza yini kubhala loku ephosteni nome banemibono leminy. Sibonelo: Bani nemusa etilwaneni. Nakekela tilwane takho. Ungalimati tilwane.
- 4 Cocani ngekutsi ebantfu kumele benteni kunakekela tilwane bese nivumelana ngekutsi nibhaleni. Sibonelo: Cinisekisa kutsi tilwane tinemanti lamasha onkhe emalanga, tilwane tidzinga kudla njengawe, ungaphosi tilwane ngematje nome utishaye.
- 5 Yenta emaphosta lambadlwana ngemavi lafunwa bafundzi kutsi uwabhale. Nika ebafundzi lamaphosta kutsi badvwebe bese bawanamatselisa ngaphandle kwelikilasi kute labanye bawabone.



Kuhlanganisa nekwehluhanisa (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukaniswa njani ngemalunga, Sibonelo: **si | lwa | ne**
- 2 Cela ebafundzi kutsi babukane nebangani bashayanise tandla kulelo nalelo lilunga: **si** (bamba sandla) **lwa** (bamba sandla) **ne** (bamba sandla)
- 3 Shano lamanye emagama lanemalungu lamanyenti laphuma endzabeni ngalesikhatsi ebafundzi bashayanisa tandla kulelo nalelo lungu. Kuntjintja lokwentiwako, bangatishaya emadvolweni kulelo nalelo lilunga.
- 4 Gcugcutela ebafundzi kutsi babale emalungu emagameni (sibonelo: "silwane" unemalungu matsatfu)
- 5 Kuchubekisa lomsebenti, ungasusa incenye yeligama ubone kutsi bafundzi bangakwati kusho lokusele. Sibonelo: Tjela ebafundzi kutsi batsi "ebantfwana", bese ubacela kutsi basho futsi, kodwa ungasho kutsi "eba". Kuseleni? ("ntfwana"). Nyalo chubeka ngemagama lamanyentana:
 - ★ "jikejela" ngaphandle kwa "jika" kwenta ... (jela).
 - ★ "ngenamusa" ngaphandle kwa "ngena" kwenta ... (musa).

Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- A piece of flipchart paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: inkhukhu, silwane, kufunta, kudlala, inkhundla yekudlala, kubi, kumemeta, kuhleka, ngenamusa, kujikijela, ebantswana, vikela

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that you need their help to make some posters to put around the school to tell people why it is important to be kind to animals and take good care of them.
- 2 Ask them if anyone can remember what Dina said about animals as this could be something you could write on a poster. For example: "Animals are useful to us and they are our friends. We must protect them and look after them."
- 3 Ask learners if they would like to write this on the poster or if they have any other ideas. For example: Be kind to animals. Take care of your pets. Do not hurt animals.
- 4 Discuss what people need to do to take good care of animals and then agree on what to write. For example: Make sure pets have fresh water every day, pets need food just like you, don't throw stones at animals or hit animals.
- 5 Make a few posters with the words the learners want you to write. Give learners the posters to illustrate and then stick them up outside the classrooms for others to see.



Blending and segmenting (syllables)


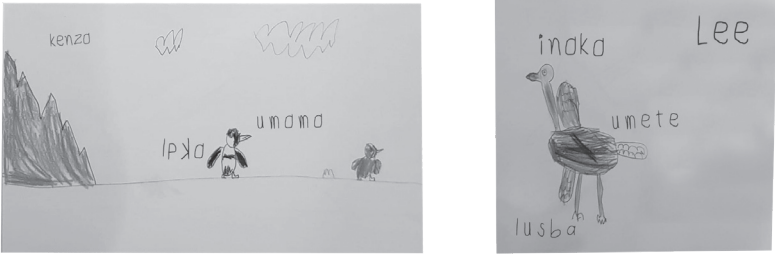


- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **si | lwa | ne**.
- 2 Ask learners to march for each syllable: **si** (one step) **lwa** (one step) **ne** (one step). Give some learners shakers or drums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

Small group activities

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


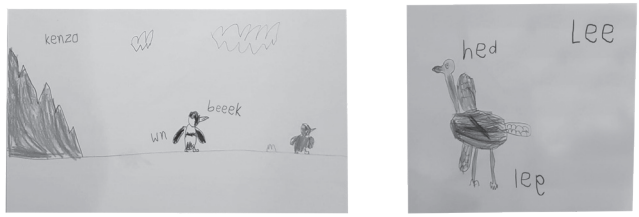




Imisebenti wemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu Titfombe tetinyoni letahlukahlukene 	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Chazela ebafundzi kutsi kumele babukisise titfombe tetinhlobo letahlukahlukene tetinyoni (imibala leyahlukahlukene, timo temilomo, imilente lemidze nalemfisha, imisila lemidze nalemfisha). Uma sebabukile titfombe tetinyoni, kumele badvwebe futsi bahlobise inyoni lebatikhsetsele yona. Gcugcutela ebafundzi kwetama kubhala emalebuli etitfo letahlukahlukene (timphiko, imilente, umlomo, umsila). 
<ul style="list-style-type: none"> Emabhodi lamabili emdlalo wetinyoni Emadayizi lamabili netibali  <p><i>Kukhulisa lomdlalo, beka wonkhe emakhadi-titfombe abuke etulu etafuleni kute kutsi uma umfundzi ema eluhlavini, kufanele batfole sitfombe lesicala ngalolo luhlavu.</i></p>	<p>Umsebenti 2: Timphica kanye nemidlalo</p> <ol style="list-style-type: none"> Beka ibhodi yomdlalo emethini ijikelezwe ngabafundi ababini ukuya kwabathathu. Chazela abafundi imithetho yalo mdlalo: <ul style="list-style-type: none"> Ebafundzi babeka tibali ku'Cala'. Umfundzi ngamunye utfolala litfuba lekuphosa lidayizi bese uhambisa sibali tikhala letifanele ebhodini. Uma bawela etulu kweluhlavu, kumele basho umsindvo waloluhlavu bacambe nentfo lecala ngalowo msindvo. Umfundzi lotawufika kucala ekugcineni kwebhodi uwinile nemidlalo uphelile.
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhsetse lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.



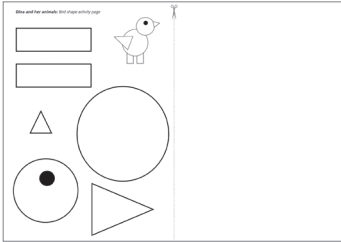
Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • Pictures of different types of birds 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they must look carefully at the pictures of different types of birds (different colours, different shapes of beaks, long or short legs, long or short tails). 2 Once they have looked at the pictures of the birds, they must draw and decorate a bird of their choice. Encourage them to try and write labels for different parts of the bird (wings, legs, beak, tail). 
<ul style="list-style-type: none"> • Two Word bird game boards • Two dice and counters  <p><i>To extend this game, put all the letter picture cards face up on the table so that when a learner lands on a letter, they have to find a picture that starts with that letter.</i></p>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the game board on the mat with two to three learners seated around it. 2 Explain the rules to the learners: <ul style="list-style-type: none"> • Learners put their counters on <i>Start</i>. • Each learner takes a turn to throw the die and moves the counter the correct number of spaces on the board. • When they land on a letter, they must say the sound that letter makes and name something that begins with that sound. • The first learner to reach the <i>End</i> of the bird is the winner and the game is over.
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.



Utawuzinga loku

- Ikhophi **yelikhasi lemsebenti wesimo seNyoni** yemfundzi ngamunye
- Emakhrayoni embala ewaksi lamakhulu, sikelo, iglu

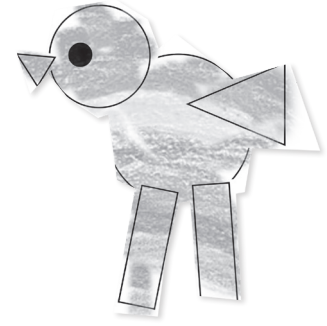


- Tinsita: emathoyizi latsambile nobe titfombe tetilwane letifyuwako, timantji nobe imibhedze yaletilwane, tingubo, titja, sipopolo, emabhulashi ekutilungisa, khololo, intsambo, licingo, tinsita tadokotela (sibonelo: sipopolo) emakhrayoni nobe emapeni ekwenta imijovo, libhokisi lemaphilisi lelingenalutfo, nesi nobe timphahla tadokotela, libhuku lemanoti nepeniseli

Imisebenti

Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla

- 1 Chazela ebafundzi kutsi kumele bafake umbala babuye basike letimo, bese banamatselisa ekhasini kwenta inyoni.
- 2 Bacele bangete tinyawo tenyoni futsi badvwebe nesendlalelo.



Umsebenti 5: Umdlalo wekutentisa

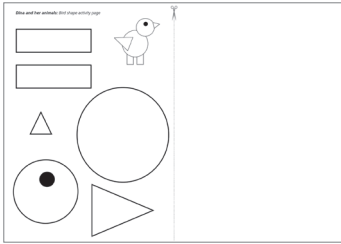
- 1 Khumbuta ebafundzi ngetipropo letisekhoneni lemdlalo bese ubagcugcutela kutsi bachubeke kusukela evikini 1 ngalesikhatsi benta shengatsi basebenta nome bavakashele indzawo yekugcina tilwane nome dokotela wetilwane.
- 2 Vakashela lelikhona lokungenani kanye kuyewubona futsi ugugcutele umdlalo webafundzi.





You will need

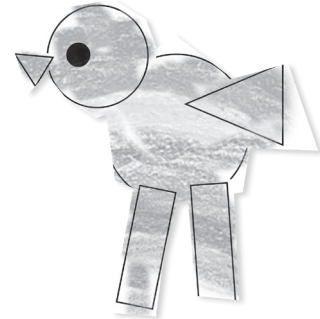
- A photocopy of the **Bird shape activity page** for each learner
- Jumbo wax crayons, scissors, glue



Activities

Activity 4: Fine motor skills and handwriting

- 1 Explain to learners that they must colour in and cut out the shapes, and then stick them on the page to make a bird.
- 2 Ask learners to add the bird's feet and draw the background.



- Props: soft toys or pictures of pets, baskets or beds for the animals, blankets, bowls, stethoscope, grooming-brushes, collar, lead, telephone, a doctor's instruments (for example: a thermometer), crayons or pens for injections, an empty pill box, nurse or doctor's clothes, a notebook and pencil

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 an animal shelter or vet.
- 2 Visit the corner at least once to observe and encourage the learners' game.



★ Umlondvoloti nenkhulisa yetilwane

Indzaba



Lenzaba imayelana nendvodza leyayibitwa nga-Umlondvoloti. Umlondvoloti abakhele tintsandzane tetilwane indzawo lapho tihlala khona. Lenzawo wayibita ngekutsi yinkhulisa. Tilwane letiletfwa lapha tilwane tesiganga letingenabo batali bekutinakekela. Tincane kakhulu kutsi tingakwati kutinakekela, futsi timphilo tato tingaba sengotini esigangeni.

Umlondvoloti nebasiti bakhe bebanakekela bantfwana betilwane tisesetincane kute tikwati kutiphilela futsi esigangeni. Umlondvoloti nebasiti bakhe banekela kahle tilwane. Bayatifunta batigcine tifutfumele. Uma tilwane tigula, basiti bayatinikekela babuye batiphe imitsi uma tigula.

Ngalelinye lilanga, umlondvoloti watfola umbiko. Umntfwana lomncane wendlovu abeta enkhulisa. Abegula futsi ondzile futsi adzangele abengenabo ebatali bekumnakekela. Umntfwana wendlovu bamletsa enkhulisa alele elolini. Umlondvoloti nemsiti bametfula ngebunono elolini. Bavumelana ngekutsi ligama lakhe ngu Nandi.

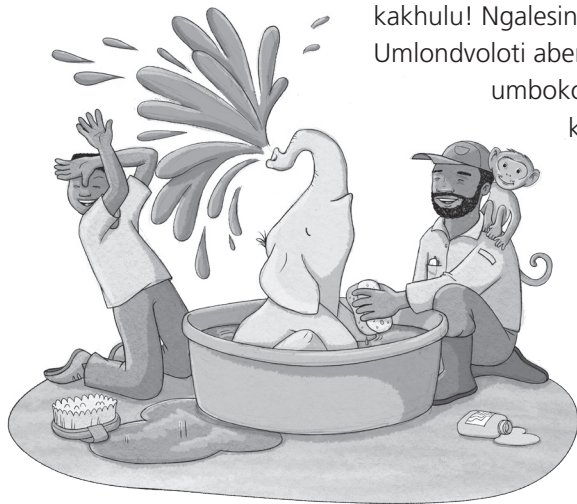
Ekucaleni Nandi abengafuni kudla abehlala alele ngaphansi kwengubo. Umlondvoloti nebasiti bakhe bangalilahli litsembe. Bamnakekela wonkhe malanga Nandi waze wacala cucina. Ngalelinye lilanga Umlondvoloti

watsi: "Ngicabanga kutsi sesikhatsi sekutsi aphumele ngapahandle adlale naletinye tilwane."

Ekucaleni Nandi abesalokhu adziniwe angenamandla kepha walulama masinyane. Bangani labakhulu bekungumntfwana ndlulamitsi nemntfwana bhejane. Bebadlala ibhola bonkhe. Umlondvoloti abebabukela ahleke. "Ngalelinye lilanga nitakuba bompetsa belibhola letinyawo," washo njalo.



Nekuba Nandi abetsandza kudlala nebangani bakhe, abetsandza kutisela ngemanti kakhulu! Ngalesinye sikhatsi abefufutsela Umlondvoloti ngemanti ngemboko wakhe. Umlondvoloti abengenandzaba, abetsakasela kubona Nandi wafundza kusebentisa umboko wakhe njengaletinye tindlovu. "Masinyane Nandi utabe akhona kuhlanyela naletinye tindlovu," kucabanga umlondvoloti ngekujabula.



Lenzaba iphelela la.

★ Keeper and his nursery

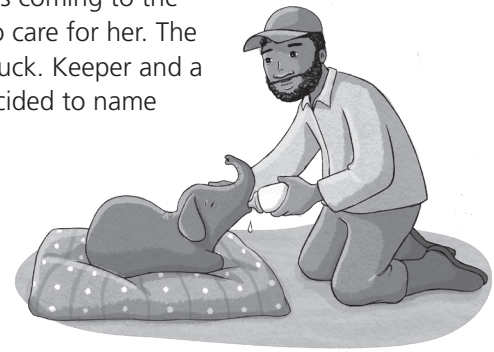
Story



This is the story about a kind man called Keeper. Keeper has made a safe place where orphaned baby animals can stay. He calls his place a nursery. The animals who are brought here are wild animals who have no parents to care for them. They are too small to look after themselves, and their lives would be in danger in the wild.

Keeper and his helpers care for the baby animals until they are strong enough to live in the wild again. The helpers watch the animals carefully. They feed them and keep them warm. If the animals are sick, the helpers take care of them and give them medicine.

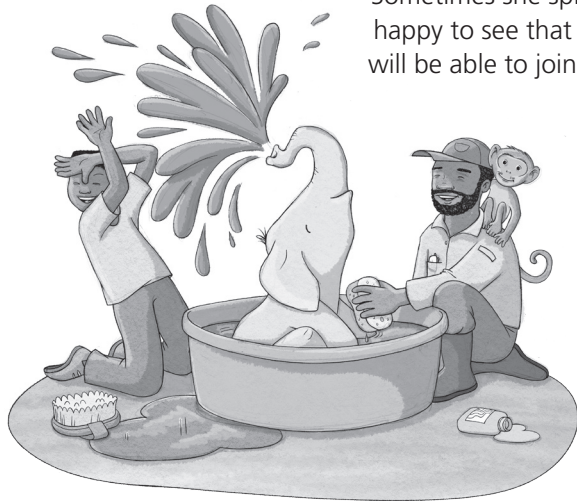
One day, Keeper got some news. A one-year old elephant was coming to the nursery. She was sick and thin and sad. She had no parents to care for her. The baby elephant was brought to the nursery on the back of a truck. Keeper and a helper gently helped the elephant get off the truck. They decided to name her Nandi.



At first Nandi didn't want to eat and she just lay sleeping under a blanket. Keeper and his helpers didn't give up. They cared for Nandi every day and she began to get stronger. One day, Keeper said: "I think it's time for Nandi to go outside and play with the other animals."

At first Nandi was still a bit tired and slow, but she soon learned to play. Her best friends were the baby giraffe and the new baby rhino. They played with the ball together. Keeper watched them and laughed: "One day you'll all be soccer champions!" he said.

Although Nandi loved playing with her friends, she loved splashing in the water even more! Sometimes she sprayed water at Keeper with her trunk. Keeper didn't mind, he was happy to see that Nandi was learning to use her trunk like other elephants. "Soon Nandi will be able to join the other elephants in the wild again," thought Keeper happily.



And that is the end of the story.



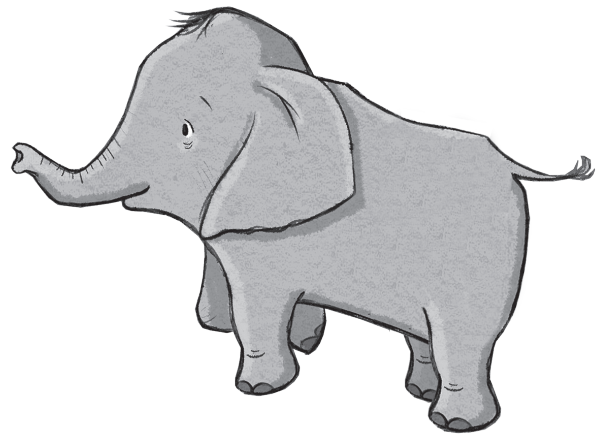
Liculo

Nawungahlangana nendlovu
 Ungenta njani? Ungatsini?
 Ngingatsi "Sawubona, Ndlovu! Unjani?
 Ngiyatfokota kuhlangana nawe! Ngingatsandza kudlala nawe!"

Nawuhlangana nebhejane
 Ungenta njani? Ungatsini?
 Ngingatsi "Sawubona, Bhejane! Unjani?
 Ngiyatfokota kuhlangana nawe! Ngingatsandza kudlala nawe!"

Nawuhlangana nendlumitsi
 Ungenta njani? Ungatsini?
 Ngingatsi: "Sawubona Ndlulamitsi! Unjani?
 Ngiyatfokota kuhlangana nawe! Ngingatsandza kudlala nawe!"

(Cula ngendlela letsi "If you should meet an elephant".)



Emagama lavela endzabeni

Emagama lamcoka:	silwane sesiganga	umtali	untsandzane	indlovu	indlumitsi	bhejane
Lamanye emagama langetiwe:	salakahle	ipholishi	-wani/uwile	imfihlo	khatimulako	iribhoni
	umgwaco	likamelo	sita/lusito	-fiphele	-nemusa	tama



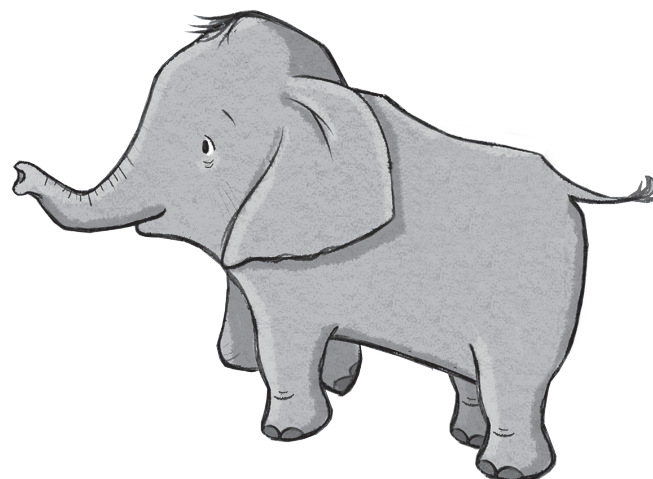


Song

If you should meet an elephant on a summer's day,
 What would you do and what would you say?
 I'd say: "Good morning, Elephant, how do you do?
 I'm glad to meet you, Elephant, I'd like to dance with you!"
 (Learners dance in pairs)

If you should meet a rhino on a summer's day,
 What would you do and what would you say?
 I'd say: "Good morning, Rhino, how do you do?
 I'm glad to meet you, Rhino, I'd like to dance with you!"
 (Learners dance in pairs)

If you should meet a giraffe on a summer's day,
 What would you do and what would you say?
 I'd say: "Good morning, Giraffe, how do you do?
 I'm glad to meet you, Giraffe, I'd like to dance with you!"
 (Learners dance in pairs)



(Sing to the tune of "If you should meet an elephant" or use your own tune.)

Vocabulary from the story

Key-words:	wild animal	parent	orphan	elephant	giraffe	rhino
Extra words:	strong	thin	give up	trunk	splash	spray
	helper	medicine	warm	nursery	tired	slow



Utawudzinga loku:

- Indzaba: *Umlondvoloti nenkhulisa yetilwane*
- Emaphaphethi: Umlondvoloti, Nandi indlovu, umntfwana wesibhejane, umntfwana wendlulamitsi
- Tinsita: ingubo, libhodlela lemntfwana, libhodlela lemutsi lelingena lutfo, ibhola
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama



Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

Shano lomlolutelo *Nginyakatisa iminwe yami* kubitela ebafundzi emethini ngesikhatsi sendzaba.

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: *“Ukhona yini lowake wabona umntfwana wendlovu, indlulamitsi nome sibhejane emphilweni yangempela nobe kumabonakhashane? Wake watfola silwane lesilimele nobe lesigulako futsi wentani kusita lesilwane?”*
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Coca ngemagama lamcoka latfolakala eluhlweni lwesilulumagama. Buta ebafundzi kutsi bake baliva ligama lelisi *“intsandzane”* futsi uchaze kutsi lisho umuntfu nobe silwane lesingenabo ebatali.

2 Ngalesikhatsi ucoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekwenta ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela ebafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Ucabanga kutsi yini labadzinga kuyenta boMlondvoloti nebasiti kunakekela labantfwana betilwane? Bativa njani boMlondvoloti nebasiti uma Nandi agcina aba nemandla? Kungani Umlondvoloti angakatfukutseli uma Nandi amfafata ngemanti?”*

3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: *“Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba? Ucabanga kutsi ungatsandza kusebenta kulenkulisa yaMlondvoloti? Kungani?”*

Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“ekucaleni, wacala, kucina, ngicabanga. Ungawuva umsindvo lohlosiwe: ekucaleni, wacala, kucina, ngicabanga? Yebo ucinisile! Wonkhe anawo lomsindvo /c/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama nga /c/: licici, cacajane, cikilicane, lucetu, licansi, licembe, sicamelo, licandza, cabula, cata, cima, cocodza.”* (Gcizelela umsindvo lohlosiwe usasho lamagama.)
- 3 Shano umsindvo /c/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /c/: *“c-c-c”* Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.

Nginyakatisa iminwe yami

Nginyakatisa iminwe yami
 Nginyakatisa tintwane tami
 Nginyakatisa emahlombe ami
 Nginyakatisa imphumulo yami
 Futsi nyalo (shaya tandla nyalo)
 Konkhe lokunyakata kuphumile kimi
 Futsi ngithule kangangokunekwenteka!





You will need:

- Story: *Keeper and his nursery*
- Puppets: Keeper, Nandi the elephant, baby rhino, baby giraffe
- Props: a blanket, a baby's bottle, an empty medicine bottle, a ball
- 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.

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: *"Has anyone ever seen a baby elephant, giraffe or rhino in real life or on television? Have you ever found an animal that is hurt or sick and what did you do to help that animal?"*
- 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. Ask learners if they have ever heard the word "orphan" and explain that this means a person or animal who has no parents.

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 Keeper and the helpers need to do to take care of the baby animals? How did Keeper and the helpers feel when Nandi got stronger? Why didn't Keeper get cross when Nandi sprayed him with water?"*

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? Do you think you would like to work in Keeper's nursery? Why/why not?"*

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: *"ekucaleni, wacala, kucina, ngicabanga. Can you hear the focus sound: ekucaleni, wacala, kucina, ngicabanga? Yes, you are right! They all have the sound /c/."*
- 2 *"Listen carefully, here are some more words with /c/: licici, cacajane, cikilicane, lucetu, licansi, licembe, sicamelo, licandza, cabula, cata, cima, cocodza."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /c/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /c/: **"c-c-c"**. 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!



Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



Liviki 1 Lusuku 2

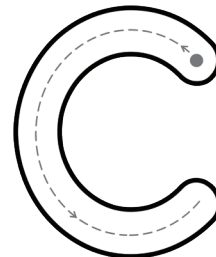
Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngench azelo yemagama latfulwe ngelusuku lwekucala.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoca lendzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lokutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba.
- 4 Shano imigca lembalwa yeliculo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene bacule nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa leliculo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwenta kute ebafundzi bacondzise lulwimi lwaleliculo.
- 6 Fundzisa ebafundzi kukhombisa ngekwenta kwaleliculo kute beve bumandzi betilwimi letinyenti.

Kubumba luhlavu

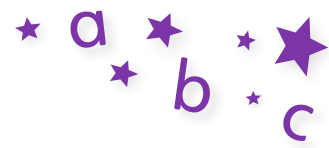
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /c/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /c/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangenta ngesandla bente **c** basibeke ngase endlebeni balingise: **“li-ci-ci”**.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo /c/. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: **“Cala etulu, shaya umjikeleto hhafu.”**
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

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



Week 1 Day 2

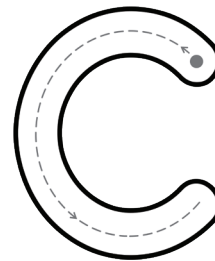
Whole class activities

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 /c/ or if they can think of any other words that start with the sound /c/.
- 2 Teach learners an action associated with the sound. For example: Learners can make their hand into a c shape and pretend they are wearing an earring while saying: "li-ci-ci".
- 3 Show learners how to write the letter c. 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."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Utawuzinga loku:

- Emaphaphethi netinsita talenzaba
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **c** njengemsindvo ngco: licici, calatsafu, cula, licatsa, licaca, licilongo, licudze, licembe, licandza



Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama. Sibonelo: Umlondvoloti akamange ayekele kunakekela Nandi ngalesikhatsi alala angafuni kudla. Ngiwaphi emagama endzabeni lasho kutsi bachubeka nokwetama? (abamange balahle litsemba.)
- 3 Khetsa ebafundzi kutsi badlale kuba balingiswa endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingiswa kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenta konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe liklasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlamvu bese utsi: *“Loluhlavu c lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **c**: licici, calatsafu, cula, licatsa, licaca, licilongo, licudze, licembe, licandza



Week 1 Day 3

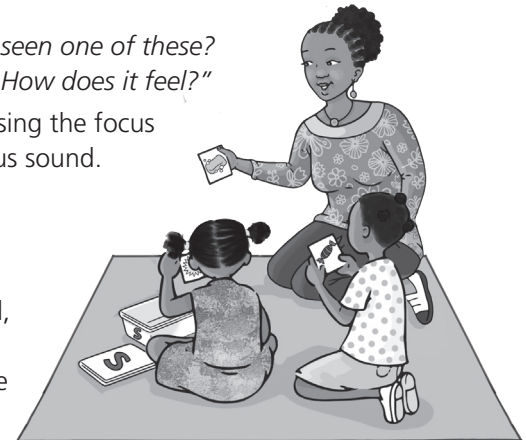
Whole class activities

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: Keeper didn't stop caring for Nandi when she slept and didn't want to eat. What words from the story mean they kept on trying? (They didn't give up.)
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

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



Small group activities

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



Utawuzingana loku:

- Titfombe letinkhulu tekulandzelanisa
- Emakhadi-titfombe
- Titja letisihlanu, luhlavu nelikhadi-sitfombe kwekunamatselisa esitjeni

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

- "Ubona bani?" (balingiswa/badlali)
- "Wentani?" (tento nekwentani)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo/sikhundla)
- "Kungani ucabange...?" (kucabanga ngalokujulile, kuveta imibono)

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

Kulandzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Tfula emagama lamasha laphuma kusilulumagama.
- 3 Khetsa sinye sitfombe kuletilandzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalandzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: "Ingabe letitfombe tilandzelana ngendlela lefanele?"
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulandzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: "Yini letakwenteka ngalokulandzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?"
- 8 Uma titfombe setilandzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulandzelanisa.



Kulalela imisindvo lesemcoka

- 1 Nika umfundzi ngamunye likhadi-sitfombe. Bacele kutsi bacambe lesitfombe bese basho leligama kancane. Ebafundzi labanye kumele betame kubona lomsindvo emkhatsini waleligama. Sibonelo: Ligama "likati" ngemsindvo /k/.
- 2 Uma wonkhe umfundzi abe nalo litfuba lekusho ligama lesitfombe sakhe umsindvo asambonile, khomba ebafundzi letitja letisihlanu, sinye siphetse luhlavu kanye nelikhadi-sitfombe. Ebafundzi kumele bacabange kutsi balibekaphi likhadi-sitfombe. Sibonelo: Uma banesitfombe sekati, batawuzingana kusifaka esitjeni lesinemsindvo **k**.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Big sequence pictures
- Picture cards
- Five containers, a letter and picture card to stick on each container

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. Ask them to name the picture and then say the word very slowly. The other learners must try to identify the focus sound. For example: The word "likati" has the vowel sound /k/.
- 2 When each learner has had a turn to say the name of their picture and the focus sound has been identified, show learners the five containers, each containing a letter and picture card. Learners must decide where to put their picture card. For example: If they have a picture of a "likati", they would need to place it in the container with the **k** sound.



Small group activities

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



Utawuzinga loku:

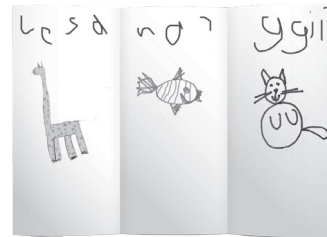
- Iiphepha lelishadi leliphencekako
- Titfombe tetilwane tasendle
- Umfundzi ngamunye: Likhasi le-A4 leligocwe katsatfu, sicephu lesincane selikhadibhodi lelisetjentsiwe leligocwe laba hhafu, timbonyo letimbili temabhodlela epulasitiki nobe ensimbi, indvwangu yekuhlobisa
- Emakhrayoni embala ewaksi lamakhulu, tikelo, iglu yetinkhuni nobe yebuciko

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Khombisa ebafundzi titfombe tetilwane tasendle nicocisane ngekutsi tibukeka njani: Tinemabala (tingwe, emahlosi, timphangele, tindlulamitsi), imishi (ingwemishi, emadvube, tinyoka) nome atinawo emabala nemishi (emabhubesi, tindlovu, tibhejane)?
- 2 Bese ucela ebafundzi kutsi bakusite kuhlela letilwane ngemacembu. Bhala lamagama "emabala", "imishi", atinawo emabala nemishi eticeshini teliphepha lelishadi leliphencekako. Nika ebafundzi litfuba lekukhetsa silwane basinamatselise ngaphansi kwesihloko lesifanele nge-Prestiki.
- 3 Nika umfundzi likhasi le-A4 leligocwe katsatfu. Kumele betame kubhala letihloko etulu ekhasini: emabala, imishi, kute emabala nemishi. Bese kumele badvwebe tilwane letimbili ngaphansi kwesihloko ngasinye.



Kuhlanganisa nekwehlukanisa (emalunga)

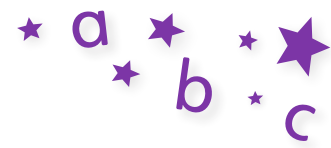
- 1 Umfundzi ngamunye udzinga kwenta ingwenya. Kumele bagoce incenye yelikhadi lencane lecijile ibe ihhafu bese bayayihlobisa kutsi ibukeke njenge ngwenya. Bese banamatselisa timbonyo temabhodlela letimbili ngekhatshi ekhadini lapho kutawuba nematinyo engwenya.
- 2 Ebafundzi bangavula bavale umlomo wengwenya bese balalela umsindvo lowentiwa "ngulamatinyo" engwenya.
- 3 Uma bacedzile kwenta ingwenya yabo, bangayisebentisa kuhlukanisa emagama ngemalunga. Sibonelo, i-ngwe-nya = kushaya ka-3.
- 4 Khombisa ebafundzi titfombe tetilwane tasendle, shano emagama ato bese ubagcugcutela kutsi bashayele emalunga tandla: i-nda-yi-ka-za-ne = kushaya ka-6, i-ndlo-vu = 3, i-nka-wu = 3, si-bhe-ja-ne = 4, i-mvu-bu = 3, i-nyo-ka = 3, i-mba-ba-la = 4.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

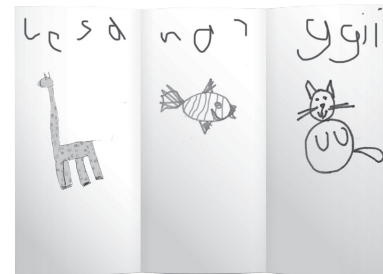
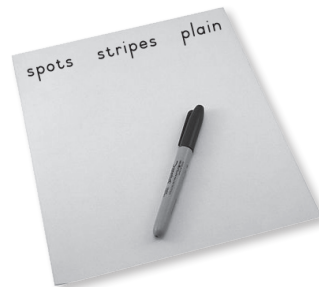
- Flipchart paper
- Pictures of wild animals
- For each learner: an A4 page folded in three, a small strip of recycled cardboard folded in half, two metal or plastic bottle tops, fabric to decorate
- Jumbo wax crayons, scissors, wood or craft glue

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Show the learners pictures of wild animals and discuss what they look like: Do they have spots (leopards, cheetahs, guinea fowls, giraffes), stripes (tigers, zebras, snakes) or are they plain (lions, elephants, rhinos)?
- 2 Then ask learners to help you sort the animals into groups. Write the words "spots", "stripes" and "plain" on pieces of flipchart paper. Give learners a chance to choose an animal and stick it under the correct heading with Prestik.
- 3 Give each learner an A4 page folded in three. They must try and write the headings on the top of the page: spots, stripes, plain. Then they must draw two animals under each heading.



Blending and segmenting (syllables and phonemes)

- 1 Each learner needs to first make a crocodile. They must fold the small, narrow piece of card in half and decorate it to make it look like a crocodile. Then they can stick two bottle tops on the inside of the card where the teeth of the crocodile would be.
- 2 Learners can open and close the crocodile's mouth and listen to the click sound made by the "teeth".
- 3 Once they have made their crocodile, they can use it to break words into syllables. For example, i-ngwe-nya = 3 clicks.
- 4 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: i-nda-yi-ka-za-ne = 6 clicks, i-ndlo-vu = 3 clicks, i-nka-wu = 3 clicks, si-bhe-ja-ne = 4 clicks, i-mvu-bu = 3 clicks, i-nyo-ka = 3 clicks, i-mba-ba-la = 4 clicks.


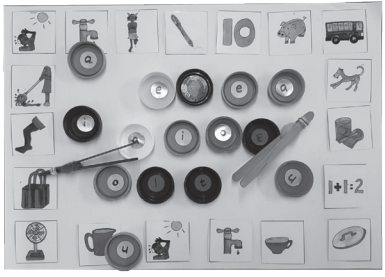



Small group activities

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



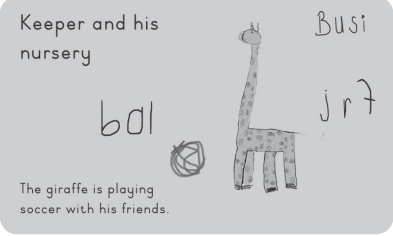

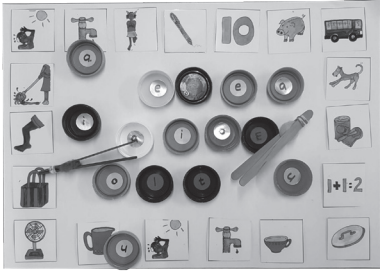

Imisebenti yemacembu lamancane weliviki 1

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu <div data-bbox="199 722 586 958" style="border: 1px solid grey; padding: 5px;"> <p>Umlondvoloti nenkhulisa yetilwane</p> <p>Indlulamitsi idlala libhola letinyawo nebangani bakhe.</p>  </div> <div data-bbox="199 975 586 1271" style="border: 1px solid grey; padding: 5px;"> <p><i>Kulesikhatsi semnyaka, ebafundzi bangahle babe neketsetseba lokuncono kutsi betame kutibhalela ngekwabo. Ungakhatsateki uma labanye ebafundzi babhala luchungechunge lwetinhlavu bangashiyi tikhala.</i></p> </div>	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminye imibono. Gcugcutela ebafundzi kutsi badvwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdwebo wakhe. Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.
<ul style="list-style-type: none"> Emakhadi-titfombe – luhlavu unanyatseliswe nge-Prestiki emacaleni elikhasi le-A3 nobe elikhadi Timbonyo temabhodlela letina boluhlavu lababhalwe ngekhatsi (uma kunetifombe letisihlanu letinemsindvo m, kumele kube netimbonyo letisihlanu letibhalwe m ngekhatsi.) Emathwiza (Loku kungentiwa ngetindvuku te-ayisikhilimi letimbili, ireki kanye nelipomupomu emkhatsini wetindvuku.) 	<p>Umsebenti 2: Timphica kanye nemidlalo</p> <ol style="list-style-type: none"> Chazela ebafundzi kutsi kumele basebentise emathwiza kutsatsa simbonyo selibhodlela kute babone kutsi bangatfolo sitfombe lesina lowo msindvo. Sibonelo: Uma batsatsa m, kumele batfole sitfombe lesinemsindvo lomcoka /m/ njenga "imoto", "makoti", "umese", "imali" nobe "umoba". Bese kumele babeke simbonyo etikwe likhadi-sitfombe. Kumele bachubeke kute onkhe emakhadi ambonyeke. 
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.



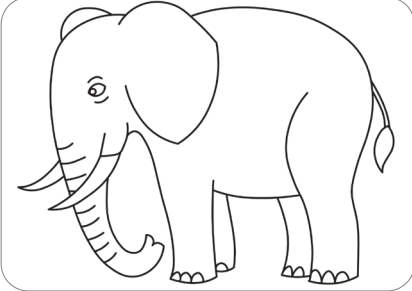
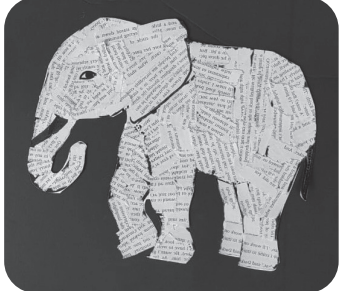



Small group activities for Week 1

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 – middle sounds stuck with Prestik around the edges of an A3 piece of paper or card Bottle tops with the vowels written inside the lid (If there are five pictures with an m, there must be five bottle tops with an m written inside the lid.) Tweezers (These can be made from two ice-cream sticks, an elastic band and a pompom between the sticks.) 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Explain to learners that they must use the tweezers to pick up a bottle top letter and see if they can find a picture with that sound in the middle. For example: If they pick up m, they must find a picture with an /m/ sound such as "imoto", "makoti", "umese", "imali" nobe "umoba". Then they must put the lid on top of that picture card. They must continue until all the pictures are covered with a lid. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.

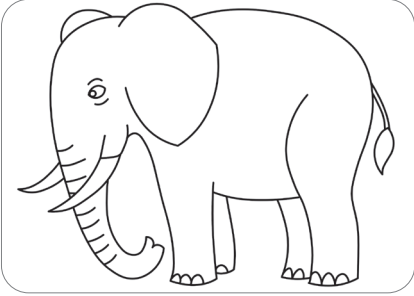






Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Ikhophi yemfundzi ngamunye yelikhasi lemsebenti weNdlovu, liphephandzaba lelitawudzatjulwa, iglu, ikoki lemnyama 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Ebafundzi kumele badzabule liphephandzaba libe ticucu bese batinamatselisa etikwe ndlovu yabo. Uma indlovu yabo seyiphelele, bangasebentisa ikoki lemnyama kulandzelisa indlebe futsi badvwebe neliso. Bangahlobisa lingemuva uma bacedzile nome bangasika tindlovu tabo bese likilasi lonkhe lingenta umhlambi wetindlovu esiceshini selishadi leliphencekako. <div style="display: flex; justify-content: space-around;">   </div>
<ul style="list-style-type: none"> Tinsita: ithileyi nobe libhokisi lekhadibhodi lelingakajuli, sihlabatsi, tindvuku tekwenta ifensi, timbono temabhodlela letiluhlata kwesibhakabhaka tekwenta emanti, ematje, emacembe nobe emagala lamancane ekwenta emacembe, ticephu tendwangu letincane tekwenta tingubo, tilwane tasendle tepulasitiki nobe titfombe letincane tetilwane letinamatseliswe ekhadini 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha. Chazela ebafundzi kutsi batokwenta indzawo yekunakekela tilwane letitinsandzane. Kumele bacinisekise kutsi kunemanti nekudla kwaletilwane, nemtfunti wekutigcina tipholile. Kumele bacaphele nekutsi kunefensi kuvimba emabhushi naletinye tilwane letidla inyama kutsi tingahlangani netilwane letidla titjalo. Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. <div style="text-align: center;">  </div>





You will need	Activities
<ul style="list-style-type: none"> A photocopy of the Elephant activity page for each learner, newspaper to tear, glue, black kokis 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Learners must tear the newspaper into small pieces and then stick them onto their elephant. Once their elephant is complete they can use the black koki to trace over the ear and draw an eye. They can decorate the background when finished or they can cut out their elephants and the whole class can make an elephant herd on a piece of flipchart paper. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<ul style="list-style-type: none"> Props: tray or shallow cardboard box, sand, sticks to make fences, blue bottle top lids for water, stones, leaves or small branches to make leaves, small pieces of fabric for blankets, plastic wild animals or small pictures of animals stuck onto card 	<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 make a nursery for orphaned animals. They must make sure there is water and food for the animals, and shade to keep them cool. They must also be careful that there is a fence to keep the lions and other meat-eating animals away from the plant-eating animals. Visit the corner at least once to observe and encourage the learners' pretend play. <div style="text-align: center;">  </div>





Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye
- Ikhophi yemfundzi ngamunye **yeTitfombe tekulandzelanisa letimbala lomnyama nalomhlophe**
- Likhasi le-A4 lelingenalutfo lemfundzi ngamunye, tikeo, iglu

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe



- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kwelikilasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini. Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicembu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: *“Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?”*
- 4 Ngemuva kwekulandzelanisa tigameko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo. Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 6 Uma sikhatsi sikhona, ebafundzi bangakwati “kufundza” emabhukwana abo lamancane nebalngani babo eklasini.
- 7 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze nemindeni yabo.



Kwetfula umsindvo lophuma kulenzaba

- 1 Cella ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“kakhulu, kutsi, kucabanga, kahle, kudla, kepha. Ungawuva umsindvo lohlosiwe: **k**kakhulu, **k**ahle, **k**epha? Yebo ucinisile! Wonkhe anawo lomsindvo **/k/**.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama lacala nga **/k/**: likuku, likamela, likamo, likani, likasi, likamelo, siketi, sikelo, kama, kolosha.”* (Gcizelela umsindvo lohlosiwe usasho lamagama).
- 3 Shano umsindvo **/k/** ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cella ebafundzi kutsi basho umsindvo **/k/**: *“k-k-k”*. Kwente loku kubemndzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners’ ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should “read” their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *“kakhulu, kutsi, kucabanga, kahle, kudla, kepha.”* Can you hear the focus sound: **kakhulu, kahle, kepha?** Yes, you are right! They all have the sound /k/.
- 2 *“Listen carefully, here are some more words with /k/: likuku, likamela, likamo, likani, likasi, likamelo, siketi, sikelo, kama, kolosha.”* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /k/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /k/: **“k-k-k”**. 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.



Utawudzinga loku:

- Libhuku Lelikhulu: *Umlondvoloti nenkhulisa yetilwane*
- Emanti etitjeni kanye lelibhulashi lekupenda lemfundzi ngamunye

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

Kufundza ngekuhlanganyela – Libhuku Lelikhulu

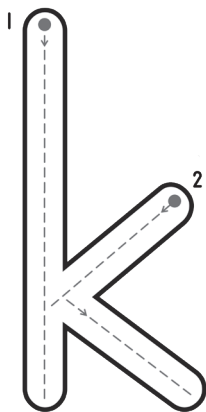


- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako.
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugcugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulandzela.
- 5 Ngemuva kwekuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futsi uphindze ugcugcutele ebafundzi kutsi “bafundze” kanye nawe.



Kubumba luhlavu

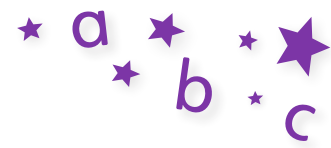
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /k/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /k/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangalingisa umsindvo lowentiwa umcudze ekuseni: “**kikilikigi**”.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo **k**. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: “*Ca/ etulu wehle, khuphuka khona lapho kancane. Khahlela ngetulu, buyela emuva bese ukhahlela ngaphansi.*”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, hamba ngaphandle unike umfundzi ngamunye sitja lesinemanti nelibhulashi lekupenda. Ebafundzi bangapenda luhlavu ngemanti ecadzini tikhatsi letinyenti.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Big Book: *Keeper and his nursery*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

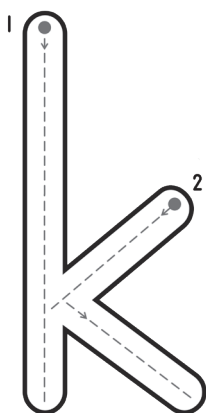
Shared reading – Big Book

- 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 /k/ or if they can think of any other words that start with the sound /k/.
- 2 Teach learners an action associated with the sound. For example: Learners can make the sound made by the rooster early in the morning: “**kikilikigi**”.
- 3 Show learners how to write the letter **k**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go all the way down. Lift, draw in and out.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and 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.



Utawuzinga loku:

- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **k** njengemsindvo ngco: likuku, likamela, likamo, likani, likati, likawosi, likewu, likatjana

Liviki 2 Lusuku 3

Imisebenti yelikilasi lonkhe

Kufundza kulalela

- 1 Ebafundzi bema bente siyingi futsi balalelisise ngalesikhatsi ubaniketa imiyaletu. Uma utsi "Umlondvoloti utsi", kumele bente loko lokushoko. Uma ungasho kutsi " Umlondvoloti utsi", kumele beme banganyakati. Sibonelo:
 - ★ Umlondvoloti utsi, "Gandza njengendlovu."
 - ★ "Huma njengenyoka."
 - ★ Umlondvoloti utsi, "Nwebeka njelibhubesi."
 - ★ Umlondvoloti utsi, "Zuba njengenswephe."
 - ★ "Ndiza njengelusoti."
 - ★ Umlondvoloti utsi, "Hlafuna njengendlulamitsi."
 - ★ Umlondvoloti utsi, "Tamula njengemvubu."
- 2 Nyalo tsani: "Ngitawuninika luhala futsi kumele netame kucombela kutsi ngusiphi silwane sasendle lengicabanga ngaso."
- 3 Lalelisisa luhala ngalokuphelele ngaphambi kwekwetama kucombela. Beka sandla sakho enhloko yakho uma ucabanga kutsi uyayati imphendvulo. Sibonelo: "Ngifuna silwane lesikhulu lesimpunga lesinetindlebe letinkhulu nemphumulo lendze."
- 4 Chubeka ngaletinye tibonelo futsi ubute kutsi bakhone yini labanye ebafundzi labangajabulela kunika luhala.

Emabhokisi etinhlamvu

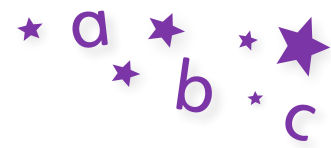
- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: "Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?"
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka.
Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlavu bese utsi: "Loluhlavu **k** lubhalwa ngalendlela". Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **k**: likuku, likamela, likamo, likani, likati, likawosi, likewu, likatjana

Week 2 Day 3

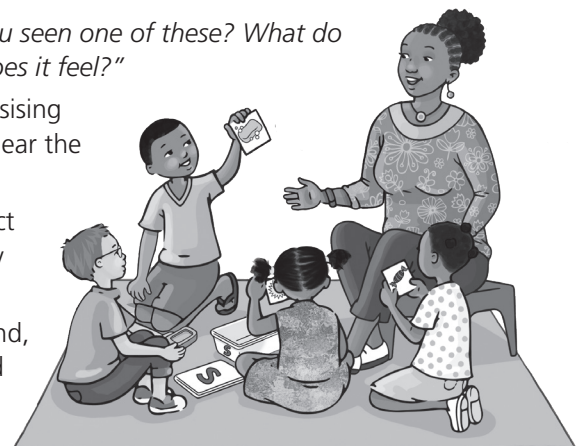
Whole class activities

Learning to listen

- 1 Learners stand in a circle and listen carefully as you give them instructions. If you say "Keeper says", they must do what you say. If you don't say "Keeper says", they must stand still. For example:
 - ★ Keeper says, "Stomp like an elephant."
 - ★ "Slither like a snake."
 - ★ Keeper says, "Stretch like a lion."
 - ★ Keeper says, "Jump like a springbok."
 - ★ "Fly like an eagle."
 - ★ Keeper says, "Chew like a giraffe."
 - ★ Keeper says, "Yawn like a hippo."
- 2 Now say: "I am going to give you some clues and you must try and guess which wild animal I am thinking of."
- 3 Listen carefully to all of the clues before you try and guess. Put your hand on your head if you think you know the answer. For example: "I am looking for an animal that is large and grey with big ears and a long nose."
- 4 Continue with other examples and ask if any of the learners would like to try giving clues.

Letter boxes

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



Small group activities

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





Utawuzinga loku:

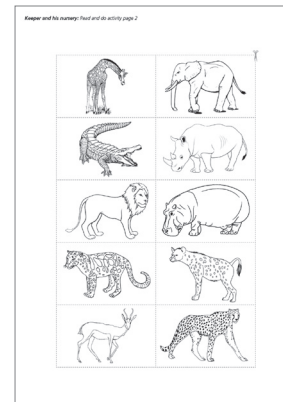
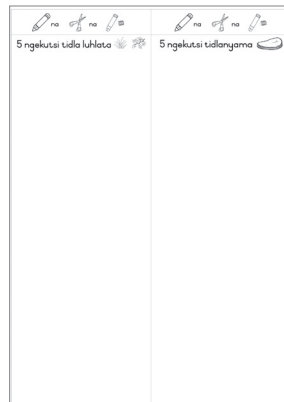
- Ikhophi yemfundzi ngamunye yemsebenti weku**Fundza wente, emakhasi 1 na 2**
- Emakhrayoni embala ewaksi lamakhulu
- Sikelo kanye iglu
- Ikhadi-sitfombe
- Titja letisihlanu, luhlavu nelikhadi-sitfombe kwekunamatselisa esitjeni

Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

Fundza wente

- 1 Nika umfundzi ngamunye umsebenti weku**Fundza wente likhasi 1** lelinetihla letimbili nemsebenti weku**Fundza wente likhasi 2** lelinetilwane.
- 2 Cela ebafundzi kutsi babuke tilwane tonkhe bese bakhuluma ngekutsi tidlani. Sibonelo: Emabhubesi adla inyama ngaloko abitwa ngekutsi tidlanyama, tindlulamitsi tidla emacembe netimbabala tidla tjani ngaloko tibitwa ngekutsi tidla luhlata.
- 3 Tjela ebafundzi kutsi babuke umsebenti weku**Fundza wente likhasi 1** lonetihla bese bakhuluma ngalabakubonako (timphawu, titfombe nemagama). Bakhombe lapho kutsi khona "tidla luhlata, ne "tidlanyama". (Khomba sitfombe semacembe netjani dvute neligama "tidla luhlata" kanye nesitfombe senyama edvute neligama "tidlanyama".)
- 4 Tjela ebafundzi kutsi nyalo batawenta umsebenti lojabulisako lobitwa ngekutsi "fundza wente". Kumele "bafundze" umugca ngamunye bese benta loko lokushoko.
- 5 Fundzani sihloko sekucala kanye kanye. Tjela ebafundzi kutsi bafake umbala futsi basike indlulamitsi. Babute kutsi bacabanga kutsi kufanele bayinamatselise kuphi indlulamitsi (ngaphansi kwesihloko: tidla luhlata).
- 6 Tjela ebafundzi kutsi batfole letinye titfombe tetidla luhlata batifake umbala, batisike bese bayatinamatselisa. Buta kutsi bangakwati yini labanye ebafundzi "kufundza" sihloko lesilandzelako. Kumele bafake umbala, basike babuye banamatselise tilwane letitidla luhlata.
- 7 Ebafundzi kumele bachubeke ngalendlela kute banamatselise tonkhe titfombe endzaweni lefanele.



Kulalela imisindvo lesemcoka

- 1 Nika umfundzi ngamunye likhadi-sitfombe. Bacele kutsi bacambe lesitfombe bese basho leligama kancane. Ebafundzi labanye kumele betame kubona lomsindvo emkhatsini waleligama. Sibonelo: Ligama "likati" ngemsindvo /k/.
- 2 Uma wonkhe umfundzi abe nalo litfuba lekusho ligama lesitfombe sakhe umsindvo asambonile, khomba ebafundzi letitja letisihlanu, sinye siphetse luhlavu kanye nelikhadi-sitfombe. Ebafundzi kumele bacabange kutsi balibekaphi likhadi-sitfombe. Sibonelo: Uma banesitfombe sekati, batawuzinga kusifaka esitjeni lesinemsindvo **k**.

Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

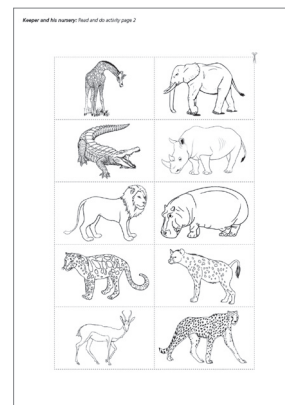
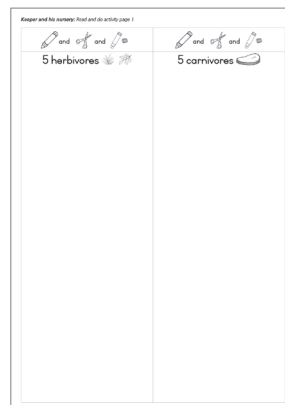
- A photocopy of the **Read and do activity pages 1 and 2** for each learner
- Jumbo wax crayons
- Scissors and glue
- Picture cards
- Five containers, a letter and picture card to stick on each container

Week 2 Day 4

Whole class activities

Read and do

- 1 Give each learner a **Read and do activity page 1** with two columns and a **Read and do activity page 2** with animals.
- 2 Ask learners to look at all the animals and talk about what they eat. For example: Lions eat meat so they are called carnivores, giraffes eat leaves and buck eat grass and so they are called herbivores.
- 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 "herbivores" and "carnivores". (Point to the picture of leaves and grass next to the word "herbivores" and the picture of meat next to the word "carnivores".)
- 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 giraffe. Ask them where they think they should stick the giraffe (under the heading: herbivores).
- 6 Tell learners to find other pictures of herbivores 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 animals that are carnivores.
- 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. Ask them to name the picture and then say the word very slowly. The other learners must try to identify the focus sound. For example: The word "likati" has the vowel sound /k/.
- 2 When each learner has had a turn to say the name of their picture and the focus sound has been identified, show learners the five containers, each containing a letter and picture card. Learners must decide where to put their picture card. For example: If they have a picture of a "likati", they would need to place it in the container with the **k** sound.

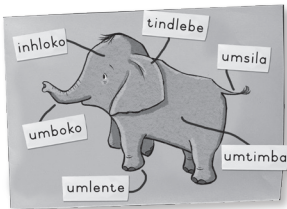
Small group activities

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



Utawuzinga loku:

- Iphaphethi yendlovu, liphepha lelishadi leliphencekako, emaphepha lamadzala/likhadi lekwenza emalebuli, imaki lemnyama yebhodi lemhlophe
- Titfombe tetilwane tasendle
- Kwemfundzi ngamunye: ingwenya yelikhadibhodi leyentiwe ngeliviki 1



Liviki 2 Lusuku 5

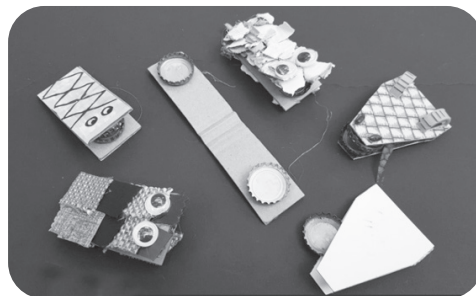
Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Beka iphaphethi yendlovu nome sitfombe sendlovu emkhatsini weliphepha lelikhulu lelishadi leliphencekako.
- 2 Cela ebafundzi kutsi baletse emaciniso lajabulisako labawatiko ngetindlovu. Ungakhutsata inkhulumiswano ngekubuta kutsi tihlalaphi tindlovu (ehlatsini) nekutsi tidlani (emacembe, tjani).
- 3 Buta ebafundzi kutsi bangakwati kusho titfo temtimba wendlovu. Khetsa ebafundzi ngabanye kutsi bete batewukhomba sitfo semtimba lekungiso (inhloko, umtimba, umsila, umlente, umboko, tindlebe).
- 4 Tsani kubafundzi ungatsandza kutsi bakusite ulebule lesitfombe sendlovu. Cala ngekukhomba umsila bese udvweba umugca usuke emsileni uye ngesekudla sesitfombe. Tsatsa sicephu selikhadi usinamatselise ngePrestiki ephepheni, dvute nemugca losuka emsileni. Nyalo tsani kubafundzi: "Ngubani longangisita kucala kubhala ligama lelitsi 'umsila'? Yebo, licala ngemsindvo */s/* futsi ubhalwa ngalendlela." Chubeka ubhale lonkhe ligama lelitsi "umsila" ngaphandle kwekucela ebafundzi kutsi basho lowo nalowo misindvo.
- 5 Chubeka ulebule inhloko, umtimba, umsila, umlente, umboko netindlebe tendlovu. Njalo uma ubhala ligama, cela ebafundzi bakusite kulalela umsindvo losekucaleni bese ubhala luhlavu lolufanele. Khumbula kubhala ngetinhlavu letincane. Ungaboyisho imisindvo yeligama lonkhe njengobe lamanyenti alamagama ayahlupha. Naka kuphela umsindvo losekucaleni neluhlavu.
- 6 Namatselisa sitfombe lesilebuliwe eludvongeni ubukele kutsi ebafundzi bacala njani kufundza emalebuli.

Kuhlanganisa nekwehlukana (emalunga)

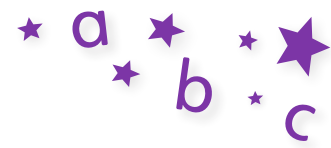
- 1 Basebentisa ingwenya yabo, ebafundzi bangahlukanisa emagama ngemalunga. Sibonelo: i-ngwe-nya = kushaya ka-3.
- 2 Khomba ebafundzi titfombe tetilwane tasendle, camba letilwane bese ubagcugcutela kushayela lelo nalelo lunga: i-nda-yi-ka-za-ne = kushaya ka-6, i-ndlo-vu = 3, i-nka-wu = 3, si-bhe-ja-ne = 4, i-mvu-bu = 3, i-nyo-ka = 3, i-mba-ba-la = 4.



Imisebenti yemacembu lamancane

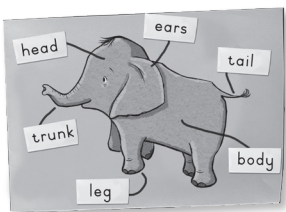
Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Elephant puppet, flipchart paper, scraps of paper/card for labels, black whiteboard marker
- Pictures of wild animals
- For each learner: a cardboard crocodile made in Week 1



Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Put the elephant puppet or a picture of an elephant in the middle of the large flipchart paper.
- 2 Ask learners to share any interesting facts they know about elephants. You can stimulate the discussion by asking where elephants live (in the bush) and what they eat (leaves, grass).
- 3 Ask learners if they can name the parts of the elephant's body. Choose individual learners to come up and point to the correct part of the body (head, body, tail, leg, trunk, ears).
- 4 Say to the learners that you would like their help labelling the picture of the elephant. Begin by pointing to the tail and drawing a line from the tail to the right-hand side of the picture. Pick up a piece of card and stick it with Prestik on the piece of paper, next to the line you drew from the tail. Now say to the learners: "Who can help me start writing the word 'umsila'? Yes, it starts with the sound /s/." Continue writing the rest of the word "umsila" without asking the learners to sound out each letter.
- 5 Continue labelling the elephant's head, body, tail, leg, trunk and ears. Each time you write a word, ask the learners to help you listen for the beginning sound and write the corresponding letter. Remember to write in lower case. Don't sound out the whole word as many of these words are difficult to sound out fully. Just focus on the beginning sound and letter.
- 6 Stick up the labelled picture on the wall and watch how learners begin reading the labels.

Blending and segmenting (syllables and phonemes)

- 1 Using their crocodile, learners can break words into syllables. For example: i-ngwe-nya = 3 clicks.
- 2 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: i-nda-yi-ka-za-ne = kushaya ka-6, i-ndlo-vu = 3, i-nka-wu = 3, si-bhe-ja-ne = 4, i-mvu-bu = 3, i-nyo-ka = 3, i-mba-ba-la = 4



Small group activities

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



Imisebenti yemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Titfombe tetilwane tasendle, tilwane tasendle tepulasitiki nome emabhuku lanetitfombe tetilwane tasendle Emakhrayoni embala ewaksi lamakhulu 	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Ebafundzi kumele babuke letilwane bese bancuma kutsi ngusiphi silwane lesiyintsandvokati yabo. Kumele badwebe sitfombe saleso silwane basebentise titfombe njengesicondzisi. Kufanele bacabange kutsi tilwane tihlala kuphi bese badweba emacembe, tihlala netjani kukhombisa kutsi silwane sihlala kuphi naloko letingajabulela kukudla. <div data-bbox="824 789 1333 1020"> </div>
<ul style="list-style-type: none"> Emakhadi-titfombe – luhlavu unanyatseliswe nge-Prestiki emaceleni elikhasi le-A3 nobe elikhadi Timbonyo temabhodlela letina boluhlavu lababhalwe ngekhati (uma kunetitfombe letisihlanu letinemsindvo "m", kumele kube netimbonyo letisihlanu letibhalwe "m" ngekhati.) Emathwiza (Loku kungentiwa ngetindvuku te-ayisikhilimi letimbili, ireki kanye nelipomupomu emkhatsini wetindvuku 	<p>Umsebenti 2: Timplica kanye nemidlalo</p> <ol style="list-style-type: none"> Chazela ebafundzi kutsi kumele basebentise emathwiza kutsatsa simbonyo selibhodlela kute babone kutsi bangatfoli sitfombe lesina lowo msindvo. Sibonelo: Uma batsatsa m. kumele batfole sitfombe lesinemsindvo lomcoka /m/ njenga "imoto", "makoti", "umese", "imali" nobe "umoba". Bese kumele babeke simbonyo etikwe likhadi-sitfombe. Kumele bachubeke kute onkhe emakhadi ambonyeke. <div data-bbox="855 1326 1307 1651"> </div>
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana <div data-bbox="309 1832 473 2037"> </div>	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.





Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Pictures of wild animals, plastic wild animals or books with pictures of wild animals • Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Learners must look at the animals and decide which is their favourite wild animal. 2 They must draw a picture of that animal using the pictures as a guide. They should think about where the animal lives and draw leaves, trees and grass to show where the animal lives and what they would like to eat. <div data-bbox="812 751 1322 982"> </div>
<ul style="list-style-type: none"> • Picture cards – middle sounds stuck with Prestik around the edges of an A3 piece of paper or card • Bottle tops with the vowels written inside the lid (If there are five pictures with an m, there must be five bottle tops with an m written inside the lid.) • Tweezers (These can be made from two ice-cream sticks, an elastic band and a pompom between the sticks.) 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain to learners that they must use the tweezers to pick up a bottle top letter and see if they can find a picture with that sound in the middle. For example: If they pick up m, they must find a picture with an /m/ sound such as "imoto", "makoti", "umese", "imali" and "umoba". 2 Then they must put the lid on top of that picture card. They must continue until all the pictures are covered with a lid. <div data-bbox="871 1271 1291 1570"> </div>
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets <div data-bbox="267 1680 510 1979"> </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 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.



Utawudzinga loku

- Emathwiza, emabhola lamancane lanembala nome liphepha leligicitwe laba mabhola emibala lehlukahlukene nome ticephu tendvwangu yehhuli/ indvwangu yemibala lehlukahlukene
- Titfombe tebuso betilwane tasendle letinetikhala lapho kunemlomo khona, letinanyatseliswe etitjeni teyogati nome kwekuphatsa lokuncane

- Tinsita: ithileyi nobe libhokisi lekhadibhodi lelingakajuli, sihlabatsi, tindvuku tekwenta ifensi, timbonyo temabhodlela letiluhlata kwesibhakabhaka tekwenta emanti, ematje, emacembe nobe emagala lamancane ekwenta emacembe, ticephu tendvwangu letincane tekwenta tingubo, tilwane tasendle tepulasitiki nobe titfombe letincane tetilwane letinamatseliswe ekhadini

Imisebenti

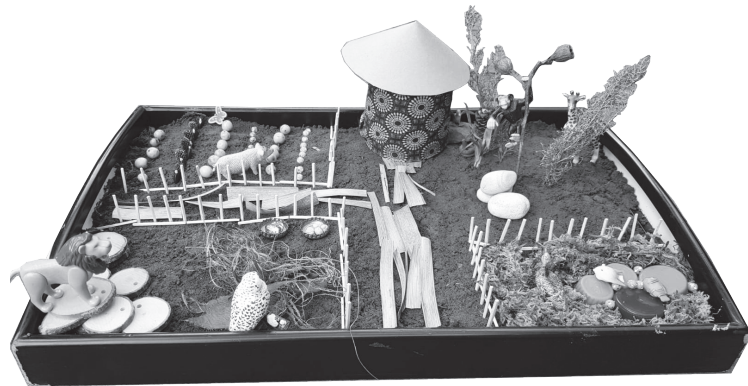
Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla

- 1 Chazela ebafundzi kutsi kumele basebentise emathwiza kutsatsa lamabhola lamancane bafunte letilwane. Libhubesi lidla inyama (intfo lebovu), indlulamitsi idla emacembe (intfo leluhlata kwetjani), indlovu nayo idla emacembe, inkawu idla titselo (intfo lesawolintji nome luphuti nome bukhwebeletane).

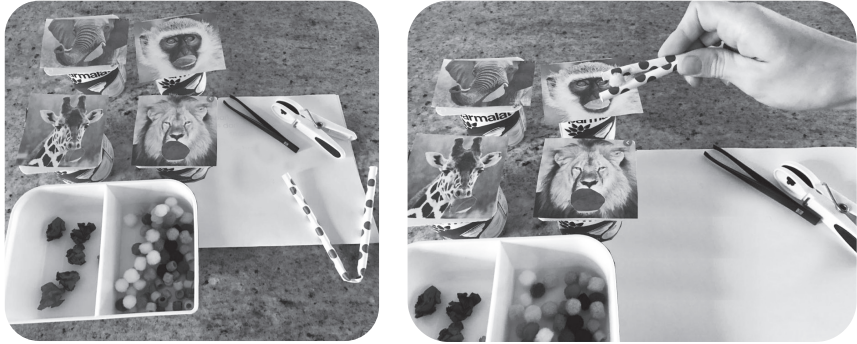
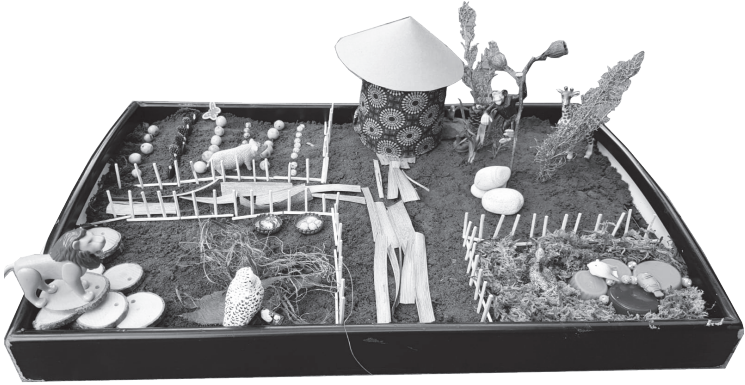


Umsebenti 5: Umdlalo wekutentisa

- 1 Khumbuta ebafundzi ngetipropo letisekhoneni lemdlalo bese ubagcugcutela kutsi bachubeke kusukela evikini 1 ngalesikhatsi benta indzawo yekunakekela tilwane.
- 2 Vakashela lelikhona lokungenani kanye kuyewubona futsi ugugcutele umdlalo webafundzi.





You will need	Activities
<ul style="list-style-type: none"> • Tweezers, small coloured balls or paper rolled up into balls of different colours or pieces of felt/fabric in different colours • Pictures of wild animals' faces with a hole cut out where the mouth is, stuck onto yoghurt cups or small containers 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they must use the tweezers to pick up the small balls and feed the animals. The lion eats meat (something red), the giraffe eats leaves (something green), the elephant also eats leaves, the monkey eats fruit (something orange or yellow or purple). 
<ul style="list-style-type: none"> • Props: tray or shallow cardboard box, sand, sticks to make fences, blue bottle top lids for water, stones, leaves or small branches to make leaves, plastic wild animals or small pictures of animals stuck onto cardboard 	<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 nursery for orphaned animals. 2 Visit the corner at least once to observe and encourage the learners' game. 

★ Sivakashi saNyamatane

Indzaba

Kudzala Nyamatane abehlala endlini lencane leyakhiwe ngetindvuku. Nyamatane abehlala avule umnyango uma aphumele ngaphandle. Ngalelinye lilanga Nyamatane abeyonatsa emanti emfuleni, wabuye washiya umnyango uvuliwe njengasemalangeneni. Watsi nangena ngemnyango wabona kutsi umnyango wakhe uvaliwe. Nyamatane wakhatsateka wabese sewutsi ngeliphimbo lelipholile la Nyamatane “Ngubani losendlini yami?” Walalela wabese uyalindza. Lomunye waphendvula ngelivi lelikhulu “Musa kuvula umnyango, kungenjalo ngitakudla!” Nyamatane wetfuka kakhulu.



Nyamatane wagijima wayofuna Ndlovu umngani wakhe. Wakhandza Ndlovu eme ngaphansi kwesihlahla ajikitelisa umboko wakhe ngalendlela. Nyamatane watsi: “Ndlovu ake ungisite?” Ndlovu waphendvula: “Yebo mngani wami, yini inkinga?” Nyamatane watsi: “Kukhona longekhatsi endlini yami utsi utangidla.” Ngako-ke Ndlovu na Nyamatane babuyela endlini Ndlovu wangena ngendlela lengakajahi yebundlovu. Nyamatane wangena masinyane ngekweca kwetinyamatane. Nabefika lapho, Ndlovu watsi ngeliphimbo lakhe lelingajahi letindlovu. “Ngubani longekhatsi kulendlu ya Nyamatane?” Liphimbo lelikhulu laphendvula. “Ungavuli umnyango kungasinjalo ngitakudla!”

“Angifuni kungena ngekhatsi endlini yakho,” kusho Ndlovu ativa enekwesaba. “Hawu Mhlobo!” kusho Nyamatane. “Ngubani longasisita?” Ndlovu naNyamatane bacabanga base batsi: “Asambe siyofuna umnganetfu lonesibindzi, Bhubesi.” Bamtfolo Bhubesi alele etukwelidwala elilangeneni lelifutumele. Ndlovu wabita Bhubesi: “Bhubesi, Bhubesi, ungakwati kuisita?” Bhubesi watsi: “Yebo, mngani wami, kwente njani?” Ndlovu watsi: “Kukhona lotsite endlini yaNyamatane lotsi utasidla.” Bhubesi wabhodlela etulu wabe uyasukuma wahamba waya endlini yaNyamatane ngekutigcabha kwekuhamba kweliBhubesi.



Nafika endlini watsi ngeliphimbo leliphakeme lelitfukutsele: “Ngubani longekhatsi endlini yaNyamatane.” Kwaphindza liphimbo lelikhulu latsi: “Ungavuli umnyango kungenjalo ngitakudla!” Bhubesi wabhodla watsi: “Ini? Udle mine, inkhosi yetilwane?” Ngekhatsi endlini kwakunemisinjwana lonyakatako nemsindvo logigtselako njengalokhu.

Umanyango wonkhe wabe sewuvuleka kancane Sicoco sazubela ngaphandle sinekumoyitela ebusweni baso. “Simanga! Ngimi ngedvwa. Bengidlala ngani!” kusho Sicoco. Tilwane tahleka. Ndlovu watsi: “Ngimi lomkhulu, kepha Bhubesi nguwe lonesibindzi! Wena Sicoco, nguwe lomncane futsi wehlukile kunatsi sonkhe!” Nyamatane watsi: “Ngiyabonga lusito lwenu, bangani bami labalungile!”

Lenzaba iphelela la.

★ Bushbuck's visitor

Story

Once upon a time a bushbuck lived in a little house made of sticks. Bushbuck always left his door open when he went out. One day Bushbuck went to the river to drink some water, and he left his door open as always. He was walking back to his house when he noticed that his door was closed. Bushbuck was worried, and he said in his soft Bushbuck voice: "Who is in my house?" He listened and waited. Somebody answered in a deep voice: "Do not open the door or I will eat you!" Bushbuck was very frightened.



Bushbuck ran to find his friend Elephant. He found Elephant standing under a tree, swinging his trunk like this (swing your arms from side to side). Bushbuck said: "Elephant, can you help me?" Elephant replied: "Yes, my friend, what's the matter?" Bushbuck said: "There's someone in my house and he says he's going to eat me." So, Elephant and Bushbuck went back to the house. Elephant walked in his slow Elephant way. Bushbuck ran in his quick, jumpy Bushbuck way. When they got there, Elephant said in his slow Elephant voice: "Who is in Bushbuck's house?" The deep voice answered: "Do not open the door or I will eat you!"

"I don't want to go inside your house," said Elephant feeling scared. "Oh dear!" said Bushbuck. "Who can help us?" Elephant and Bushbuck thought about it and then said: "Let's go and call our brave friend, Lion." They found Lion, lying on a rock in the warm sun. Elephant called to Lion: "Lion, Lion, can you help us?" Lion said: "Yes, my friend, what's the matter?" Elephant said: "There is somebody in Bushbuck's house and he says he is going to eat us." Lion roared out aloud and then he got up and walked to Bushbuck's house in his proud, lionish way.



When he got to the house, he said in a loud, angry voice: "Who is in Bushbuck's house?" Again, the deep voice said: "Do not open the door or I will eat you!" Lion roared and said: "What? Eat me, the king of the animals?" From inside the house there was a little scuffling noise, like this (make scuffling noise with your feet), and a little giggling noise, like this (make a giggling noise).

Then the door opened slowly and Frog hopped out with a big smile on his face. "Surprise! It's only me. I played a trick on you," said Frog. The animals laughed and Elephant said: "I am the biggest, but Lion, you are the bravest! And you, Frog, you are the smallest and the funniest of us all!" Bushbuck said: "Thank you for your help, my good friends."

And that is the end of the story.



Liculo

Nawungahlangana nyamatane
 Ungenta njani? Ungatsini?
 Ngingatsi "Sawubona, Nyamatane, unjani?"
 Ngiyatfokota kuhlanguana nawe! Ngingadansa nawe?
 (Bafundzi badansa ngababili)

Nawuhlangana nendlovu
 Ungenta njani? Ungatsini?
 Ngingatsi "Sawubona, Ndllovu, unjani?"
 Ngiyatfokota kuhlanguana nawe! Ngingadansa nawe?
 (Bafundzi badansa ngababili)

Nawuhlangana nelibhubesi
 Ungenta njani? Ungatsini?
 Ngingatsi: "Sawubona Bhubesi, unjani?"
 Ngiyatfokota kuhlanguana nawe! Ngingadansa nawe?
 (Bafundzi badansa ngababili)

Nawuhlangana nesicoco lesinemusa
 Ungenta njani? Ungatsini?
 Ngingatsi: "Sawubona, Sicoco, unjani?"
 Ngiyatfokota kuhlanguana nawe! Ngingadansa nawe?
 (Bafundzi badansa ngababili)



(Cula ngendlela letsi "If you should meet an elephant".)

Emagama lavela endzabeni

Emagama lamcoka:	inyamatane	indlovu	libhubesi	sicoco	sibindzi	kumangala
Lamanye emagama langetiwe:	vula	vala	lichinga	kwesaba	kwetfuka	lokuhlekisako
	gigitseka	kancane	umngani	kakhulu	ngetfuka	kutfukutseka





Song

If you should meet a bushbuck walking down the street,
 What would you do? What would you say?
 I'd say: "Good morning, Bushbuck, how do you do?
 I'm pleased to meet you, Bushbuck, and may I dance with you?"
(Learners dance in pairs.)

If you should meet an elephant walking down the street,
 What would you do? What would you say?
 I'd say: "Good morning, Elephant, how do you do?
 I'm pleased to meet you, Elephant, and may I dance with you?"
(Learners dance in pairs.)

If you should meet a lion walking down the street,
 What would you do? What would you say?
 I'd say: "Good morning, Lion, how do you do?
 I'm pleased to meet you, Lion, and may I dance with you?"
(Learners dance in pairs.)

If you should meet a friendly frog walking down the street,
 What would you do? What would you say?
 I'd say: "Good morning, friendly Frog, how do you do?
 I'm pleased to meet you, friendly Frog, and may I dance with you?"
(Learners dance in pairs.)

(Sing to the tune of "If you should meet an elephant" or use your own tune.)



Vocabulary from the story

Key-words:	bushbuck	elephant	lion	frog	brave	surprise
Extra words:	open	close	trick	scared	frightened	funny
	giggle	slow	friend	loud	soft (voice)	angry





Utawuzingana loku:

- Indzaba: *Sivakashi saNyamatane*
- Emaphaphethi: Nyamatane, Ndlovu, Bhubesi, Sicoco, indlu yeNyamatane
- Tinsita: emamaski, emabhande asenhloko yesilwane ngasinye, libhokisi lelikhulu nome litafula lendlu yeNyamatane
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama



Nginyakatisa iminwe yami

Nginyakatisa iminwe yami
 Nginyakatisa tintwane tami
 Nginyakatisa emahlombe ami
 Nginyakatisa imphumulo yami
 Futsi nyalo (shaya tandla nyalo)
 Konkhe lokunyakata kuphumile kimi
 Futsi ngithule kangangokunekwenteka!

Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

Shano lomlololetelo *Nginyakatisa iminwe yami* kubitela ebafundzi emethini ngesikhatsi sendzaba.

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilu yebafundzi: Buta kutsi ukhona yini lowake wabona tilwane tasendle esichiwini nobe kumabonakhashane. Khuluma ngemehluko phakatsi kwetilwane tasekhaya, tasepulazini netasendle.
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Coca ngemagama lamcoka latfolakala eluhlweni lwesilulumagama. Khombisa ebafundzi emaphaphethi nobe titfombe taletilwane kumaphephabhuku nobe emabhukwini. Khuluma ngetindlela letahlukahlukene letihamba ngato letilwane. Cela ebafundzi kutsi bahambise kwembabala (masinyane, kuzubazuba); kwendlovu (jikitisa umtimba); kwelibhubesi liphakamise inhloko njengenkosi. (Ungasetfuli sicoco ekucaleni ngobe ebafundzi batawukwati kutsi kwentekani endzabeni!)

2 Ngalesikhatsi ucoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilu usebentise emaphimbo lahlukene. Khombisa ngekuenta ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela ebafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Ucabanga kutsi Ndlovu naMbabala batawubita bani kutsi abasite? Ucabanga kutsi ngubani longekhatsi endlini?”*

3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: *“Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba? Ungativa njani uma lomunye webangani bakho akwentele bucili njengobe Sicoco entile? Ungatfukutsela nome ucabanga kutsi ungahleka uma utfola kutsi bekubucili?”*

Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“sivakashi, sonkhe, sicoco, umsindvo, kuisita, lusito, simanga. Ungawuva umsindvo lohlosiwe: **sivakashi, sonkhe, sicoco, umsindvo?** Yebo ucinisile! Wonkhe anawo lomsindvo /s/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama lacala nga /s/: sipeyidi, sisu, lisokisi, silevu, siketi, sikafu, sikalo, sikelo, sitofu, isudu, sula, sibungu.”* (Gcizelela umsindvo lohlosiwe usasho lamagama.)
- 3 Shano umsindvo /s/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /s/: *“s-s-s”*. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





You will need:

- Story: *Bushbuck's visitor*
- Puppets: Bushbuck, Elephant, Lion, Frog, Bushbuck's house
- Props: masks or headbands for each animal, a large box or a table for Bushbuck's house
- 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: Ask if anybody has seen wild animals in a game reserve or on TV. Talk about the difference between domestic (pet), farm and wild animals.
- 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. Show learners the puppets or pictures of the animals from magazines or books. Talk about the different ways animals move. Ask the learners to walk like a bushbuck (quick, jumpy); like an elephant (waving his trunk); and like a lion with his head up like a king. (Don't introduce the frog at the beginning otherwise the learners will know what happens in the story!)

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: "Who do you think Elephant and Bushbuck are going to call to help them? Who do you think is inside the house?"

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? How would you feel if one of your friends played a trick on you like Frog did? Would you be angry or do you think you would laugh once you knew it was a trick?"

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: "sivakashi, sonkhe, sicoco, umsindvo, kuisita, lusito, simanga. Can you hear the focus sound: **sivakashi, sonkhe, sicoco, umsindvo**? Yes, you are right! They all have the sound /s/."
- 2 "Listen carefully, here are some more words with /s/: sipeyidi, sisu, lisokisi, silevu, siketi, sikafu, sikalo, sikelo, sitofu, isudu, sula, sibungu." (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.



Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



Liviki 1 Lusuku 2

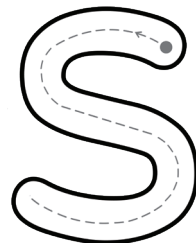
Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngench azelo yemagama latfulwe ngelusuku lwekucala.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoca lendzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lokutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba.
- 4 Shano imigca lembalwa yeliculo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene bacule nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa leliculo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwenta kute ebafundzi bacondzise lulwimi lwaleliculo.
- 6 Fundzisa ebafundzi kukhombisa ngekwenta kwaleliculo kute beve bumnandzi betilwimi letinyenti.

Kubumba luhlavu

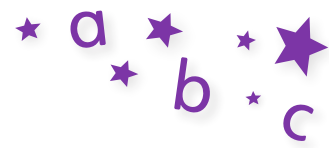
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /s/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /s/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangenta lokusasibungu nelugalo lekukhomba lasesandleni sesincele.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo /s/. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: *“Cala etulu ujikele ngesesancele, yehla uye emkhatsini ujikele ngesekudla wehle ujikele ngesesancele futsi.”*
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

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



Week 1 Day 2

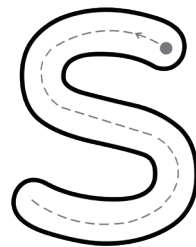
Whole class activities

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 /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 make a little wiggling worm with their left index finger (**sibungu**).
- 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 mat, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Utawuzinga loku:

- Emaphaphethi netinsita talenzaba
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **s** njengemsindvo ngco: sipeyidi, sisu, lisokisi, siketi, sikafu, sikelo, sabelo, sitofu, sawoti, sipunu, sinkhwa, sambulela, sandla, sigcoko, sipontji, sitini, sibungu



Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama. Sibonelo: Bacele basho lokutsite ebanganini ngelivi lelinwane njengembabala, bese basho ngelivi lelikhulu njengesicoco ngalesikhatsi sentela tilwane bucili, bese basho ngelivi lelikhulu leligcwele intfukutselo njengelibhubesi.
- 3 Khetsa ebafundzi kutsi badlale kuba balingiswa endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingiswa kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenza konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe liklasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlamvu bese utsi: *“Loluhlavu s lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **s**: sipeyidi, sisu, lisokisi, siketi, sikafu, sikelo, sabelo, sitofu, sawoti, sipunu, sinkhwa, sambulela, sandla, sigcoko, sipontji, sitini, sibungu



Week 1 Day 3

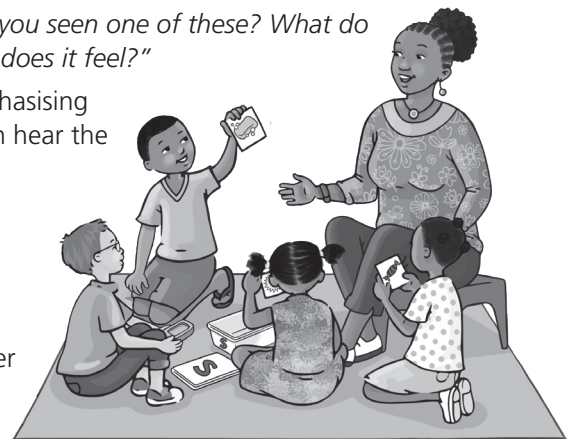
Whole class activities

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 say something to their friend in a **soft** voice like bushbuck, then in a **deep** voice like the frog when he was tricking the animals, then in a **loud, angry** voice like a lion.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

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



Small group activities

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



Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

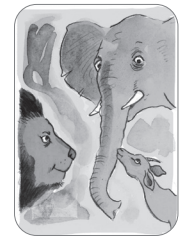
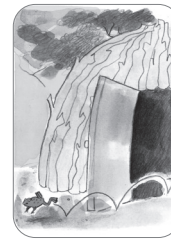
- "Ubona bani?" (balingswal badlali)
- "Wentani?" (tento nekwenta)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo/ sikhundla)
- "Kungani ucabange...?" (kucabanga ngalokujulile, kuveta imibono)

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

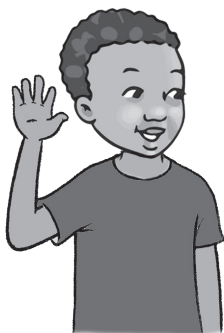
Kulandzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Tfula emagama lamasha laphuma kusilulumagama.
- 3 Khetsa sinye sitfombe kuletilandzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalandzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: "Ingabe letitfombe tilandzelana ngendlela lefanele?"
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulandzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: "Yini letakwenteka ngalokulandzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?"
- 8 Uma titfombe setilandzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulandzelanisa.



Kulalela imisindvo lesemcoka

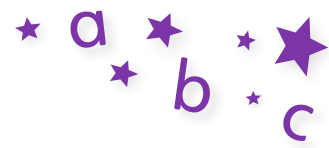
- 1 Chazela ebafundzi kutsi utawucula liculo futsi kumele balalelisisse imisindvo emagameni (ishuni: "Mary had a little lamb").
 - ★ Thishela: "Ngumuphi lilunga losekugcineni, ekugcineni, ekugcineni? Ngumuphi lilunga losekugcineni: boya, ekhaya nemoya."
 - ★ (Thishela wenta sikhombisi kutsi ebafundzi baphendvule.)
 - ★ Ebafundzi basho umsindvo losekugcineni kweligama, sibonelo: **/t/**. (Thishela wenta sikhombisi sekuphakamisa sitfupha.)
 - ★ Thishela: "**/t/** ngumsindvo losekugcineni, ekugcineni, ekugcineni! **/t/** ngumsindvo losekugcineni: boya, nekhaya nemoya."
- 2 Sebentisa lamagama kulomsebenti:
 - ★ **/si/**: lubisi, litamatisi, linesi, anyanisi, i-ayisi, ivosi
 - ★ **/lo/**: lifasitelo, lugalo, umlilo, umgololo, ticatfulo
 - ★ **/la/**: li-apula, lilamula, ifonela, litafula, irula
 - ★ **/go/**: gogo, imfologo, irogo, litilogo
 - ★ **/ti/**: sawoti, siketi, likati, lifasikoti, livestiti, makoti
 - ★ **/lo/**: sipopolo, volo, sikalo, sikelo, sabelo, situlo



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

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

Stella says:



These are useful questions to ask about each picture:

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



Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (tune: "Mary had a little lamb").
 - ★ Teacher: "What's the syllable that ends these words, ends these words, ends these words? What's the syllable that ends these words: boya, ekhaya nemoya." (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: /t/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: "/t/ is the syllable that ends these words, ends these words, ends these words! /t/ is the syllable that ends these words: boya, nekhaya nemoya."
- 2 Use these words for this activity:
 - ★ /si/: lubisi, litamatisi, linesi, anyanisi, i-ayisi, ivosi
 - ★ /lo/: lifasitelo, lugalo, umlilo, umgololo, ticatfulo
 - ★ /la/: li-apula, lilamula, ifonela, litafula, irula
 - ★ /go/: gogo, imfologo, irogo, litilogo
 - ★ /ti/: sawoti, siketi, likati, lifasikoti, livestiti, makoti
 - ★ /lo/: sipopolo, volo, sikalo, sikelo, sabelo, situlo



Small group activities

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



Utawuzinga loku:

- Emaphaphethi endzaba
- Liphepha lelishadi leliphencekako, imaki yebhodi lemhlophe
- Emagama lanemalunga lamanyenti lahlobene nendzaba: inyamatane, indlovu, silwane, simangaliso, ncane, tfukutsele, vulekile, khatsatekile, kukhuta, gigitseka, umfula, ngekhatsi

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Tsani kubafundzi: *“Lamuhla sitawubhala indzaba yetfu ngesilwane sinye lesisendzabeni. Asikhetseni silwane lesitawubhala ngaso.”* Khombisa ebafundzi titfombe tetilwane letisendzabeni. Ngemuva kwekukhetsa silwane, beka sitfombe sesilwane emkhatsini weliphepha.
- 2 Sebentisa lemibuto lelandzelako kuhola kubhalwa kwalenzaba:
 - ★ Cela ebafundzi bacabange ngeligama lesilwane bese balibhala phansi.
 - ★ Cela imibono kubafundzi ngekutsi tilwane tihlalaphi. Chaza lendzawo ngemusho bese uwubhala phansi.
 - ★ Cocani kutsi letilwane titsandza kudlani. Uma senivumelene, kubhale phansi.
 - ★ Cela imibono kubafundzi ngekutsi lesilwane sentani ngalelinye lilanga. Khetsa munye umbono uwubhale phansi.
 - ★ Khuluma ngekutsi kwentekani ngalokulandzelako; bhala emavi ebafundzi.
 - ★ Cocani ngekutsi bacabanga kutsi indzaba yaphela njani; bhala lomusho.
- 3 Nyalo fundzela ebafundzi lendzaba usebentise lamabhokisi. Uma kunesikhatsi, ungacela labanye ebafundzi kudvweba lendzaba. Namatselisa leliphepha lelishadi leliphencekako lelina lendzaba eludvongeni.

Stella utsi:



Ungakwenta loku kube lula ngekusika sitfombe sembabala sibe tincenye letimbili kute ebafundzi bakwati kubona ligama lelinemalunga lamabili.

Kuhlanganisa nekwehlukana (emalunga)

- 1 Khombisa bafundzi letitfombe tetilwane tasendle. Cela bafundzi bakusite kusho emagama etitfombe bese unamatselisa titfombe elubondzeni nome utibeke emethini kute bonkhe bafundzi bakwati kutibona.
- 2 Faka letitfombe esikhwameni. Khetsa umfundzi, umcele akhiphe sinye saletitfombe esikhwameni. Kumele betame kusho ligama sesilwane sasendle, bahlukanise ngemalunga.
- 3 Labalabanye bafundzi kumele balalele loko lokushiwoko, bese bahlukanisa emalunga kwenta ligama.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Puppets from the story
- Flipchart paper, whiteboard marker
- A list of multisyllabic words relating to the story: inyamatane, indlovu, silwane, simangaliso, ncane, tfukutsele, vulekile, khatsatekile, kukhuta, gigitseka, umfula, ngekhati

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Say to learners: "Today we are going to write our own story about one of the animals in the story. Let's choose which animal to write about." Show learners the pictures of the animals from the story. Once you have chosen which animal to write about, place the picture of the animal in the middle of the paper.
- 2 Use the following questions to guide the story writing process:
 - ★ Ask learners to think of a name for the animal and write down its name.
 - ★ Ask learners for ideas about where the animal lives. Describe this place in a sentence and write it down.
 - ★ Discuss what the animal likes to eat. Once you have agreed, write this down.
 - ★ Ask learners for ideas about something the animal did one day. Choose one of the ideas to write down.
 - ★ Talk about what happened next; write the learners' words.
 - ★ Discuss how they think the story ended; write this sentence.
- 3 Now read the story to the learners using the boxes to help you. If there is time, you can ask some of the learners to illustrate the story. Stick the flipchart paper with the story on the wall.

Stella says:



You can make this easier by cutting up a picture of a bushbuck into two parts so that learners have a visual representation of the two syllables in the word.

Blending and segmenting (syllables)

- 1 Show learners the pictures of wild animals. 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 wild animal 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.



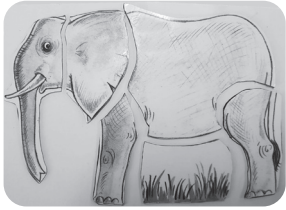



Small group activities

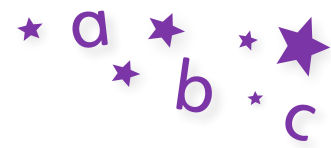
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



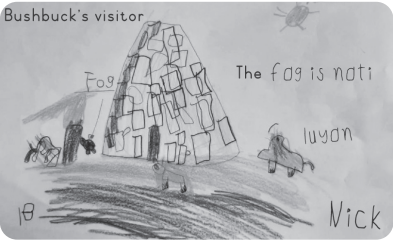

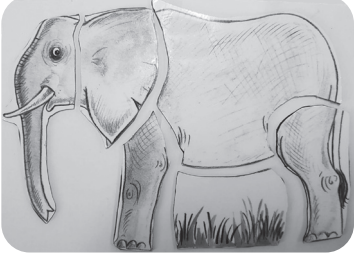

Imisebenti yemacembu lamancane weliviki 1

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu  <p><i>Sivakashi saNyamatane</i></p>  <p><i>Kulesikhatsi semnyaka, ebfundzi bangahle babe nekutetsemba lokuncono kutsi betame kutibhalela ngekwabo. Ungakhatsateki uma labanye ebfundzi babhala luchungechunge lwetinhlavu bangashiyi tikhala.</i></p>	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebfundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebfundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminyane imibono. Gcugcutela ebfundzi kutsi badvwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdvwebo wakhe. Buta ebfundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebfundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Bhala njengobe ebfundzi basho, ligama ngeligama, nobe ubute ebfundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela ebfundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.
<ul style="list-style-type: none"> Emaphazili ephaphethi Emaphaphethi endzaba Liphepha le-A4 Emakhrayoni embala ewaksi lamakhulu 	<p>Umsebenti 2: Timphica kanye nemidlalo</p> <ol style="list-style-type: none"> Chazela ebfundzi kutsi kumele bacale bahlele ticephu ngekwembala wesilwane ngasinye, bese bahlanganisa leticephu kwenta silwane lesisenzabeni. Bakhombise letinye titfo temtimba wesilwane (sicu, imilente, tindlebe) bese uyachaza kutsi kumele babuke iphaphethi babone kutsi titfo tingena kuphi. Uma sebacedze lephazeli yalesilwane, bangakhetsa silwane sinye basidvwebe. 
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebfundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebfundzi letinye tetitfombe futsi ugcugcutele ebfundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.





Small group activities for Week 1

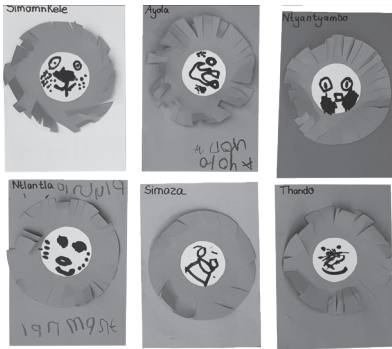
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons   <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 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"> • Puppet puzzles • Story puppets • A4 paper • Jumbo wax crayons 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain to learners that they must first sort the pieces by the colour of each animal, and then put the pieces together to make each animal from the story. Show them some of the body parts of the animals (trunk, legs, ears) and explain that they must look at the puppet to see where the body parts fit together. 2 Once they have completed the animal puzzles, they can choose one animal to draw. 
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.





Utawuzinga loku

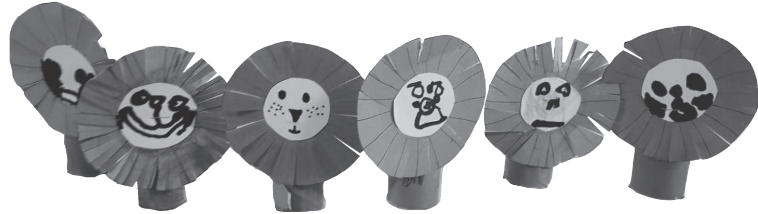
- Iphaphethi yelibhubesi nome sitfombe selibhubesi lelidvuna lelinemdlwenga
- Kwemfundzi ngamunye: sicephu seliphepha le-A5, liphepha lelisawolintji, nome nsundvu kanye naleliluphuti lekudweba nekusika tiyingi, tikelo, emakhrayoni lamnyama nome emakoki, iroli yasethoyilethi nome liphepha le-A5, timo tetiyingi tekulandzelelisa.



Imisebenti

Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla

- 1 Khombisa ebafundzi iphaphethi yelibhubesi nome sitfombe selibhubesi bese uyabuta kutsi ukhona lowatiko kutsi bubitwani loboya lobusebusweni belibhubesi (umdlwenga).
- 2 Chazela ebafundzi kutsi batakwenta buso belibhubesi basebentise tiyingi teliphepha.
- 3 Kumele bacale ngekusika tiyingi letimbili. Bangalandzelelisa lingaphandle lelithini kwenta siyingi lesikhudlwana, balandzelelise lingaphandle leroli yasethoyilethi kwenta siyingi lesincanyana. Kumele banamatselise siyingi lesincanyana emkhatsini wesiyingi lesikhudlwana bese badweba likhala lelibhubesi, umlomo, emehlo netindzevu. Bangasika umphetfo wesiyingi lesikhudlwana kwenta umdlwenga. Uma seabacedzile, banganamatselisa libhubesi labo ekhasini labo lelingenalutfo nome ungabasita balihlanganise neroli yasethoyilethi.



- Tinsita: emathoshi, imicamelo, tikhwama tekulala, umlilo wekutentisa wasenkambu netigodvo kanye neliphepha lembala losawolintji, luphuti nabovu lekwenta umlilo, titfombe temikhondvo leyahlukahlukene yetinyawo tetilwane letitawutungeleta lithende, ingubo nome indwangu yekwenta lithende, libhuku lemanoti kanye nepeniseli kwekubhala emagama emisindvo yetilwane lebayivako uma basenkambu

Umsebenti 5: Umdlalo wekutentisa

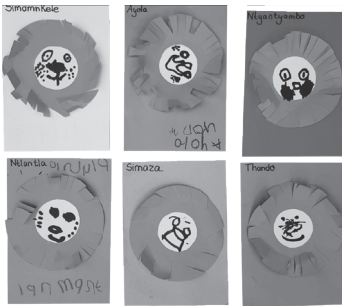
- 1 Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha.
- 2 Chazela ebafundzi kutsi batakwenta shengatsi baya enkambini yasebusuku esichiwini setinyamatane. Kumele bente emathende basebentise titulo netingubo. Labanye ebafundzi bangenta shengatsi tilwane letahlukahlukene letenta umsindvo enkambini, sibonelo, libhubesi lelibhodla litungeleta, indlovu ledla emacembe
- 3 Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi.





You will need

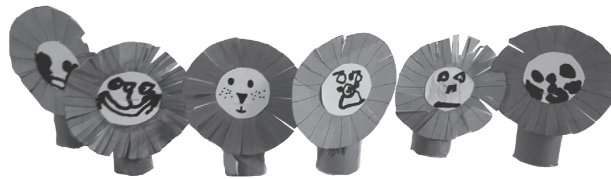
- The lion puppet or a picture of a male lion with a mane
- For each learner: an A5 piece of paper, orange or brown and yellow paper to draw and cut out circles, scissors, black crayons or kokis, either a toilet roll or an A5 piece of paper, circular shapes to trace around



Activities

Activity 4: Fine motor skills and handwriting

- 1 Show learners the lion puppet or a picture of a lion and ask if anyone knows what the fur around a lion's face is called (a mane).
- 2 Explain to the learners that they are going to make a lion's face using the circles of paper.
- 3 They must start by cutting out two circles. They can trace around a tin for a bigger circle, and trace around a toilet roll for a smaller circle. They must stick the smaller circle in the middle of the bigger circle and draw the lion's nose, mouth, eyes and whiskers. Then they can cut around the edge of the bigger circle to make a mane. When they have finished, they can stick the lion on their blank page or you can help them staple it onto a toilet roll.



- Props: torches, pillows, sleeping bags, a pretend campfire with logs and coloured paper in orange, yellow and red to make a fire, pictures of different animal footprints to make tracks around the tent, a blanket or fabric to make a tent, a notebook and pencil to write down the names of the animal noises they hear while they are camping

Activity 5: Pretend play

- 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 go on a night time camp in a game reserve. They must make tents using chairs and blankets. Some learners can pretend to be different animals making noises around the camp, for example, a lion roaring and creeping around, an elephant eating leaves.
- 3 Visit the corner at least once to observe and encourage the learners' pretend play.





Utawudzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye
- Ikhophi yemfundzi ngamunye **yeTitfombe tekulandzelanisa letimbala lomnyama nalomhlophe**
- Likhasi le-A4 lelingenalutfo lemfundzi ngamunye, sikelo, iglu

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe



- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kwelikilasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini. Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicembu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: *“Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?”*
- 4 Ngemuva kwekulandzelanisa tigameko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo. Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 6 Uma sikhatsi sikhona, ebafundzi bangakwati *“kufundza”* emabhukwana abo lamancane nebalngani babo eklasini.
- 7 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze nemindeni yabo.



Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“avule, uvuliwe, uvaliwe, kuvula, ungavuli, sewuvuleka, ndlovu. Ungawuva umsindvo lohlosiwe: uvuliwe, kuvula, ndlovu? Yebo ucinisile! Wonkhe anawo lomsindvo /v/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama lacala nga /v/: livivane, sivalo, vula, ivesiti.”* (Gcizelela umsindvo lohlosiwe usasho lamagama).
- 3 Shano umsindvo /v/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /v/: *“v-v-v”*. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *"avule, uvuliwe, uvaliwe, kuvula, ungavuli, sewuvuleka, ndlovu. Can you hear the focus sound: uvuliwe, kuvula, ndlovu? Yes, you are right! They all have the sound /v/.*
- 2 *"Listen carefully, here are some more words with /v/: livivane, sivalo, vula, ivesiti."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /v/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /v/: **"v-v-v"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Utawuzinga loku:

- Libhuku Lelikhulu: Sivakashi saNyamatane
- Emanti etitjeni kanye lelibhulashi lekupenda lemfundzi ngamunye

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

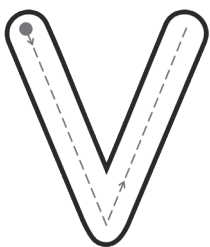
Kufundza ngekuhlanganyela – Libhuku Lelikhulu

- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako.
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulandzela.
- 5 Ngemuva kwekuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futsi uphindze ugugcutele ebafundzi kutsi “bafundze” kanye nawe.



Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /v/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /v/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi abente ngetandla luhlavu **v** bahambise letandla tiye etulu naphasi njenge ti mphaphe te luvivave bese batsi: “**luvivane**”.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo **v**. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: “*Ca/la etulu wehle, cijisa uvundle uye etulu.*”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, hamba ngaphandle unike umfundzi ngamunye sitja lesinemanti nelibhulashi lekupenda. Ebafundzi bangapenda luhlavu ngemanti ecadzini tikhatsi letinyenti.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Big Book: *Bushbuck's visitor*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

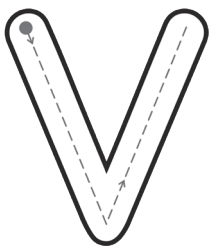
Shared reading – Big Book

- 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 /v/ or if they can think of any other words that start with the sound /v/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their hands into a **v** shape and move them up and down like wings of a butterfly and they say: “**luvivane**”.
- 3 Show learners how to write the letter **v**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down and up.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and 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.



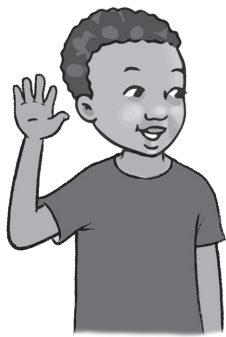
Small group activities

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



Utawudzinga loku:

- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **v** njengemsindvo ngco: livivane, iveni, ivesiti, ivasi, ivayolini, volo, iviniga



Liviki 2 Lusuku 3

Imisebenti yelikilasi lonkhe

Kufundza kulalela

- 1 Cala umsebenti walamuhla wekulalela ngekutsi: *“Ngifuna uvale emehlo akho, bese ngitawukwenta umsindvo. Ngifuna ulalelise bese uphakamisa sandla sakho uma ungakhona kungitjela kutsi ngumuphi umsindvo.”*
- 2 Yenta imisindvo njengekunconcotsa etafuleni, kushaya tandla takho, kushaya insimbi lencane, kukhalisa iminwe yakho, kudlala linothi ensimbini yemculo. Uma sewentile imisindvo nebafundzi sebayati, landzelanisa imisindvo lesihlanu. Phindza lokulandzelana kwemisindvo, kodwa shiya umsindvo munye – bafundzi kumele bawati umsindvo losele.
- 3 Tsani kubafundzi: *“Nyalo ngobe sesitetayete kulalelisa, ngitawusho emagama futsi kumele nisho kutsi nguliphi lehlukile. Lalelisa onkhe emagama ngembi kwekwetama kucombela. Beka sandla sakho enhloko uma ucabanga kutsi uyayati imphendvulo.”*
 - ★ inyanyane, sicoco, ishokoledi, libhubesi (ishokoledi akusiso silwane)
 - ★ tinhloko, emabhuku, emahlombe, emadvolo (libhuku alisisitfo semtimba)
 - ★ lirogo, libhantji, ticatfulo, shukela (shukela akasiyo imphahla)
 - ★ shaka, inyosi, umkhoma, idolfini (inyosi ayihlali elwandle)
 - ★ sicaдзе, lizambane, situlo, liklabishi (situlo akusiso sibhidvo)

Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi lehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucinzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucinzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlavu bese utsi: *“Loluhlavu **v** lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **v**: livivane, iveni, ivesiti, ivasi, ivayolini, volo, iviniga



Week 2 Day 3

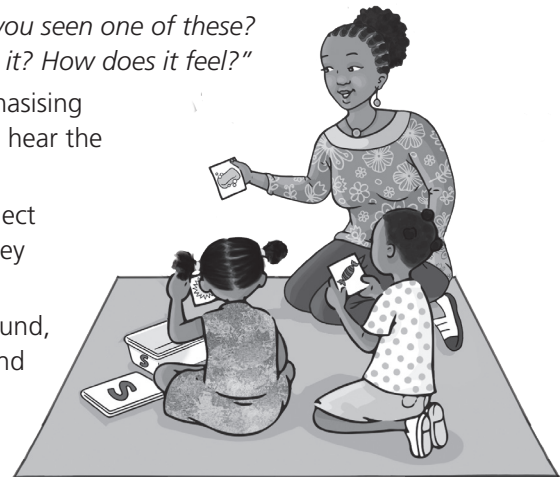
Whole class activities

Learning to listen

- 1 Begin today's listening activity by saying: "I want you to close your eyes, then I am going to make a sound. I want you to listen carefully and put up your hand if you can tell me what sound it is."
- 2 Make sounds such as knocking on the table, clapping your hands, ringing a small bell, clicking your fingers, playing a note on a musical instrument. Once you have made the sounds and learners have identified them, make a sequence of five sounds. Then repeat the sequence, but leave one sound out – learners must identify the missing sound.
- 3 Say to learners: "Now that we have practised listening carefully, I am going to say some words and you must tell me which one is the odd one out. Listen carefully to all the words before you try and guess. Put your hand on your head if you think you know the answer."
 - ★ bushbuck, frog, chocolate, lion (chocolate is not an animal)
 - ★ heads, books, shoulders, knees (a book is not a body part)
 - ★ dress, jacket, shoes, sugar (sugar is not an item of clothing)
 - ★ shark, bee, whale, dolphin (a bee is not a sea animal)
 - ★ carrot, potato, chair, cabbage (a chair is not a vegetable)

Letter boxes

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



Small group activities

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





Utawuzinga loku:

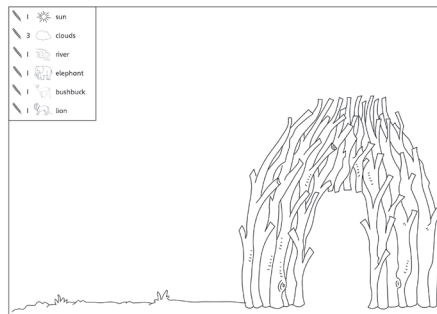
- Liphepha lelikopiwe **lemsebenti wekuFundza wente** lemfundzi ngamunye
- Emakhrayoni embala ewaksi lamakhulu

Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

Fundza wente

- 1 Umfundzi ngamunye udzinga likhasi lakhe lemsebenti. Tjela ebafundzi kutsi babuke luhla ekhasini lemsebenti bese bakhuluma ngaloko labakubonako (tinombolo, titfombe kanye nemagama).
- 2 Khumbuta ebafundzi kutsi batawu "fundza" umugca bese benta lokushiwoko.
- 3 Tama kugwema kufundza loluhla nebafundzi, kepha bagcugcutele kutsi bafundze luhla lonkhe ngaphambi kwekudweba.
- 4 Hamba-hamba ngalesikhatsi ebafundzi basebenta ubasikele uma kunesidzingo.
- 5 Khumbuta ebafundzi kubuka luhla futsi uma seabacedzile "kufundza" nekudweba, bese bafaka umkhati dvute nemugca uma bawucedzile lowo msebenti.



Kulalela imisindvo lesekcoka

- 1 Chazela ebafundzi kutsi utawucula liculo futsi kumele balalelise imisindvo emagameni (ishuni: "Mary had a little lamb").
 - ★ Thishela: "Ngumuphi lilunga losekugcineni, ekugcineni, ekugcineni? Ngumuphi lilunga losekugcineni: boya, ekhaya nemoya." (Thishela wenta sikhombisi kutsi ebafundzi baphendvule.)
 - ★ Ebafundzi basho umsindvo losekugcineni kweligama, sibonelo: /t/. (Thishela wenta sikhombisi sekuphakamisa sitfupha.)
 - ★ Thishela: "/t/ ngumsindvo losekugcineni, ekugcineni, ekugcineni! /t/ ngumsindvo losekugcineni: boya, nekhaya nemoya."
- 2 Sebentisa lamagama kulomsebenti:
 - ★ /si/: lubisi, litamatisi, linesi, anyanisi, i-ayisi, ivosi
 - ★ /lo/: lifasitelo, lugalo, umlilo, umgololo, ticatfulo
 - ★ /la/: li-apula, lilamula, ifonela, litafula, irula
 - ★ /go/: gogo, imfologo, irogo, litilogo
 - ★ /ti/: sawoti, siketi, likati, lifasikoti, livestiti, makoti
 - ★ /lo/: sipopolo, volo, sikalo, sikelo, sabelo, situlo



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

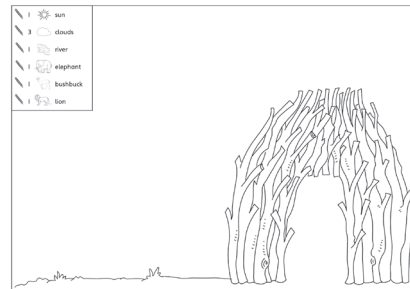
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

Week 2 Day 4

Whole class activities

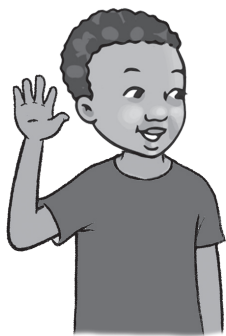
Read and do

- 1 Each learner needs their own activity page. Tell them to look at the list on the page and to talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each line and then do what it says.
- 3 Try to avoid reading the list with learners, but encourage them to read through the whole list before starting to draw.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the list again after they have finished “reading” and drawing, and to put a tick next to each line when they have done that task.



Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (*tune: “Mary had a little lamb”*).
 - ★ Teacher: “*What’s the syllable that ends these words, ends these words, ends these words? What’s the syllable that ends these words: boya, ekhaya nemoya.*” (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: /t/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: “*/t/ is the syllable that ends these words, ends these words, ends these words! /t/ is the syllable that ends these words: boya, nekhaya nemoya.*”
- 2 Use these words for this activity:
 - ★ /si/: lubisi, litamatisi, linesi, anyanisi, i-ayisi, ivosi
 - ★ /lo/: lifasitelo, lugalo, umlilo, umgololo, ticatfulo
 - ★ /la/: li-apula, lilamula, ifonela, litafula, irula
 - ★ /go/: gogo, imfologo, irogo, litilogo
 - ★ /ti/: sawoti, siketi, likati, lifasikoti, livestiti, makoti
 - ★ /lo/: sipopolo, volo, sikalo, sikelo, sabelo, situlo



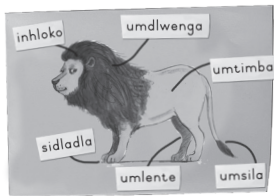
Small group activities

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



Utawuzingana loku:

- Iphaphethi yelibhubesi, liphepha lelishadi leliphecekako, emaphepha/emakhadi lamadzala emalebuli, imakha lemnyama yebhodi lemhlophe
- Emagama lanemalunga lamanyenti lahlobene nendzaba: inyamatane, indlovu, silwane, simangaliso, ncane, tfukutsele, vulekile, khatsatekile, kukhuta, gigitseka, umfula, ngekhatsi



Liviki 2 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Beka iphaphethi yelibhubesi emkhatsini welikhasi lelikhulu.
- 2 Cela bafundzi kutsi babelane ngemaphuzu lajabulisako ngelibhubesi. Ungakhutsata tingcoco ngekubuta kutsi emabhubesi ahlala kuphi (ehlatsini e-Afrika) nekutsi adlani (lidvube, impala naletinye tilwane). Tfula emagama lamasha njenge sidlanyama, ligcabho lemabhubesi, lizinyane, njalo njalo. Ungabuye ubakhombe kutsi libhubesi lelidvuna nalelisikati awafani futsi lelisikati libitwa ngekutsi insikati.
- 3 Buta bafundzi kutsi bangakwati kucamba titfo temtimba welibhubesi. Khetsa bafundzi ngabanye kutsi bete bawukhomba sitfo semtimba lekungiso (inhloko, umdlwenga, umtimba, umsila, umlente, sidladla).
- 4 Tsani kubafundzi utawujabulela lusito lwabo ngekufaka emalebula esitfombeni selibhubesi. Cala ngekukhomba umsila nekudvweba umugca losuka emsileni uye ngesekudla sesitfombe. Tsatsa sicephu selikhadi usinamatselise ngePretiki esiceshini seliphepha, dvute nemugca losuka emsileni. Nyalo tsani kubafundzi: *“Ngubani longangisita kucala kubhala ligama ‘umsila’? Yebo, licala ngemsindvo Is/ futsi lena indlela lesibhala ngayo s”*. Chubeka ubhale lonkhe ligama ‘umsila’ ngephandle kwecucala bafundzi kutsi basho umsindvo weluhlavu ngalunye.
- 5 Chubeka ulebule inhloko yelibhubesi, umdlwenga, umtimba, umlente nesidladla. Sonkhe sikhatsi uma ubhala ligama, cela bafundzi bakusite kulalela umsindvo wekucala bese ubhala luhlavu loluhambisana nawo. Khumbula kubhala ngetinhlavu letincane. Ungabosho imisindvo yeligama lonkhe njengobe lamanye emagama alukhuni. Naka kuphela umsindvo wekucala neluhlavu.
- 6 Namatselisa sitfombe lesilebuliwe eludvongeni bese ubuka kutsi bafundzi bacala njani kufundza emalebula.

Stella utsi:



Ungakwenta loku kube lula ngekusika sitfombe sembabala sibe tincenye letimbili kute ebafundzi bakwati kubona ligama lelinemalunga lamabili.

Kuhlanganisa nekwehlukana (emalunga)

- 1 Khombisa bafundzi letitfombe tetilwane tasendle. Cela bafundzi bakusite kusho emagama etitfombe bese unamatselisa titfombe elubondzeni nome utibeke emethini kute bonkhe bafundzi bakwati kutibona.
- 2 Faka letitfombe esikhwameni. Khetsa umfundzi, umcele akhiphe sinye saletitfombe esikhwameni. Kumele betame kusho ligama lesilwane sasendle, bahlukanise ngemalunga.
- 3 Labalabanye bafundzi kumele balalele loko lokushiwoko, bese bahlukanisa emalunga kwenta ligama.



Imisebenti yemacembu lamancane

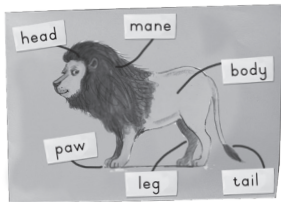
Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Lion puppet, flipchart paper, scraps of paper/ card for labels, black whiteboard marker
- A list of multisyllabic words relating to the story: inyamatanane, indlovu, silwane, simangaliso, ncane, tfukutsele, vulekile, khatsatekile, kukhuta, gigitseka, umfula, ngekhatshi



Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Put the lion puppet or a picture of a lion in the middle of the large page.
- 2 Ask learners to share any interesting facts they know about lions. You can stimulate discussion by asking where lions live (in the bush in Africa) and what they eat (zebra, impala and other animals). Introduce new words like a pride of lions, mammal, cub, and so on. You can also show them that a male and female lion look different and the female lion is called a lioness.
- 3 Ask learners if they can name the parts of the lion's body. Choose individual learners to come up and point to the correct part of the body (head, mane, body, tail, leg, paw).
- 4 Say to the learners that you would like their help labelling the picture of the lion. Begin by pointing to the tail and drawing a line from the tail to the right-hand side of the picture. Pick up a piece of card and stick it with Prestik on the piece of paper, next to the line you drew from the tail. Now say to the learners: "Who can help me start writing the word 'miri'? Yes, it starts with the focus sound /m/ and this is the way we write a **m**." Continue writing the rest of the word "miri" without asking learners to sound out each letter.
- 5 Continue labelling the lion's head, mane, body, leg and paw. Each time you write a word, ask learners to help you listen for the beginning sound and write the corresponding letter. Remember to write in lower case. Don't sound out the whole word as many of these words are difficult to sound out fully. Just focus on the beginning sound and letter.
- 6 Stick up the labelled picture on the wall and watch how learners begin reading the labels.

Stella says:



You can make this easier by cutting up a picture of a bushbuck into two parts so that learners have a visual representation of the two syllables in the word.

Blending and segmenting (syllables)

- 1 Show learners the pictures of wild animals. 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 wild animal 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.

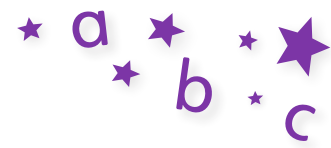





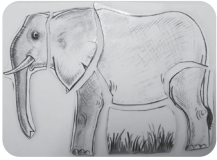




Umsebenti wemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu 	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Nika umfundzi ngamunye likhasi le-A4 leligocwe hhafu lelinemnyango losikwe emkhatsini ngaphambili futsi longavuleka. Bachazele kutsi kumele bacale ngekuhlobisa indlu yaMbabala ngephandle bese kumele badvwebe silwane ngekhatsi endlini. Bagcugcutele kutsi bente libhamuta lekukhuluma bese "babhala" kutsi silwane sitsini. Babute kutsi bangafuna ubabhalele yini. Yenta libhuku lelikilasi usebentise onkhe emakhasi. Bafundzi bangafundza libhuku ngesikhatsi sekufundza ngekutimela. Bafundzi batawujabulela kufundza tindzaba tabo netalabanye bafundzi.
<ul style="list-style-type: none"> Emaphazili ephaphethi Emaphaphethi endzaba Liphepha le-A4 Amakhrayoni embala ewaksi lamakhulu 	<p>Umsebenti 2: Timplica kanye nemidlalo</p> <ol style="list-style-type: none"> Chazela ebafundzi kutsi kumele bacale bahlele ticephu ngekwembala wesilwane ngasinye, bese bahlanganisa leticephu kwenta silwane lesisendzabeni. Bakhombise letinye titfo temtimba wesilwane (sicu, imilente, tindlebe) bese uyachaza kutsi kumele babuke iphaphethi babone kutsi titfo tingena kuphi. Uma seabacedze lephazeli yalesilwane, bangakhetsa silwane sinye basidvwebe.
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.
<ul style="list-style-type: none"> Likhasi le-A5 lemfundzi ngamunye, ipende lesawolintji naleluphuti, timfologo tepulasitiki, imakha lemnyama yebhodi lemhlophe 	<p>Umsebenti 4: Izakhono zezihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> Chazela bafundzi kutsi batawupenda buso belibhubesi bese basebentisa imfologo yepulasitiki kwenta umdlwenga welibhubesi. Kumele bacale ngekupenda siyingi lesiphuti, bese bafaka pende losawolintji batungelete lesiyingi. Bangasebentisa imfologo kugcobisa pende nekwenza umdlwenga welibhubesi. Bafundzi labacedza ngekushesha bangangeta umtimba welibhubesi. 
<ul style="list-style-type: none"> Tinsita: emathoshi, imicamelo, tikhwama tekulala, umlilo wekutentisa wasenkambu netigodvo kanye neliphepha lembala losawolintji, luphuti nabovu lekwenza umlilo, titfombe temikhondvo leyahlukahlukene yetinyawo tetilwane letitawutungeleta lithende, ingubo nome indwangu yekwenza lithende, libhuku lemanoti kanye nepeniseli kwekubhala emagama emisindvo yetilwane lebayivako uma basenkambu 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Khumbuta ebafundzi ngetipropro letisekhoni lemdlalo bese ubagcugcutela kutsi bachubeke kusukela evikini 1 ngalesikhatsi benta shengatsi baya ekhempini esichiwini. Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. 





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 Give each learner an A4 page folded in half with a door cut in the middle of the front that can be opened. 2 Explain to them that they must first decorate Bushbuck's hut from the outside and then they must draw an animal inside the hut. Encourage them to make a speech bubble and "write" what the animal is saying. Ask them if they would like you to write for them. 3 Make a class book using all the different pages. Learners can read through the book during Independent reading time. Learners will enjoy reading their own and other learners' stories.
<ul style="list-style-type: none"> • Puppet puzzles • Story puppets • A4 paper • Jumbo wax crayons 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain to learners that they must first sort the pieces by colour, and then put the pieces together to make each animal from the story. Show them some of the body parts of the animals (trunk, legs, ears) and explain that they must look at the puppet to see where the body parts fit together. 2 Once they have completed the animal puzzles, they can choose one animal to draw.
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> • An A5 page for each learner, orange and yellow paint, plastic forks, a black whiteboard marker or koki 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to paint a lion's face and use a plastic fork to make the lion's mane. They must begin by painting a yellow circle, and then putting some orange paint around the circle. They can use a fork to spread the paint and to make a mane for the lion. Learners who finish quickly could add the body of the lion. 
<ul style="list-style-type: none"> • Props: torches, pillows, sleeping bags, a pretend campfire with logs and coloured paper, pictures of different animal footprints to make tracks around the tent, a blanket or fabric to make a tent, a notebook and pencil to write down the names of the animal noises they hear while they are camping 	<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 going on a night time camp in a game reserve. 2 Visit the corner at least once to observe and encourage the learners' game. 

★ Indzaba yaZanele

Indzaba

Indzaba yetfu yalamuhla imayelana naZanele Situ lowabetsandza kudlala umdlalo welive lakubo uMzansi Afrika. Zanele abehla enyuka adlala imidlalo ngesihlalo semasondvo ngobe angasakwati kuhamba. Lalela Zanele asasicocela indzaba yakhe.

Sanibonani, ligama lami nguZanele. Ngatalelwa edolobheni lelincane lelitsiwa yiMatatiele. Bengiyintfombatanyana kepha kwatsi lapho sengineminyaka lelishumi nakunye, umtimba wami wacala kukhatsala futsi wagula, ngalelinye lilanga ngatfolo kutsi imilente yami ayisakwati kunyakata futsi angisakwati kuhamba. Make nababe bebakhatsateke kakhulu ngativa nginekwesaba. Bangitsatsa bangisa esibhedlela.

Bodokotela esibhedlela babuka umtimba wami. Benta kuhlola lokukhetsekile bafuna kutfolo imbangela yekutsi kungani ngingakwati kuhamba. Bengidzinwa kakhulu ngilale emahora lamanyenti wonkhe malanga. Kwabita kutsi ngihlale esibhedlela iminyaka lemitsafu.

Ngalelinye lilanga dokotela watjela make nababe kutsi: "Sibuhlungu kakhulu, kepha Zanele watfolo i-TB emcolo wakhe. Angeke aphindze akwati kuhamba, kufanele ayaluke ngesihlalo semasondvo."

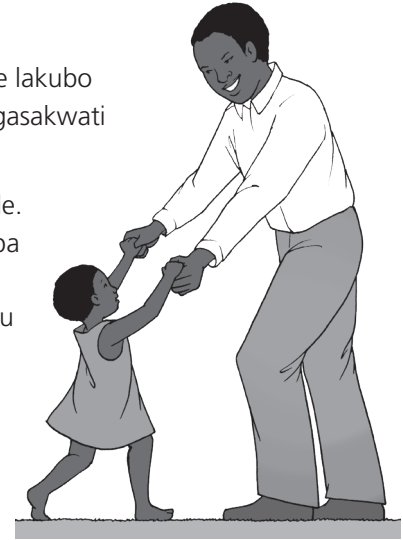
Uyacabanga kungakwati kuphindze uhambe? Bengitsandza kakhulu kudlala imidlalo. Bese kufanele ngente njani? Make nababe bangimikisa esikolweni lesikhetsekile lapho bekunebantfwana labanyenti labafana nami. Bekusikolo lesiphitsitela kakhulu nabothishela basisita ngekutsi sikhone ngawowonke emandla etfu. Ngafundziswa kudlala imidlalo nanobe bengisesihlalweni semasondvo ngasosonkhe sikhatsi.

Bengifuna kubancono kakhulu emdlalweni lebengiwutsandza kakhulu. Bengitilongela kakhulu wonkhe malanga. Bengiya emincintiswaneni ngitfole timedali kanye nemiklomelo. Bengifuna kulungela lokukhulu kokuya emncintiswaneni losemcoka wemhlaba wonkhe, wema-Olimpiki!

Combela kutsi kwentekani? Yebo ngemuva kweminyaka leminyenti yekutikhandla, ngatjelwa kutsi ngitawuhamba ngiye kuma-Olimpiki. Ngahamba futsi ngenta kahle kakhulu, ngawina indvondla yegolide. Bengijabulile futsi ngatigcabha.

Ngihlala ngitsi: "Ungasabi kutama ngakokonkhe futsi ungalilahli litsemba. Ake ubone lokwenteka kimi!"

Lendzaba iphelela la.



★ Zanele's story

Story

Our story today is about Zanele Situ who loves to play sports for her country, South Africa. Zanele moves around and plays sports in a wheelchair because she can't walk anymore. Listen to Zanele as she tells us her story.

Hello, my name is Zanele. I was born in a small town called Matatiele. I was a happy little girl, but when I was eleven years old, my body started to feel tired and sick and then one day I found that my legs couldn't move and I couldn't walk anymore. My mom and dad were very worried and I felt scared. They took me to the hospital.

The doctors at the hospital looked at my body. They did special tests to see if they could find out why I couldn't walk. I was very tired and slept for hours and hours every day. I had to stay in hospital for three years!

One day the doctors told my mom and dad: "We are very sorry, but Zanele has got tuberculosis or TB in her spine. She will never walk again and must move around in a wheelchair."

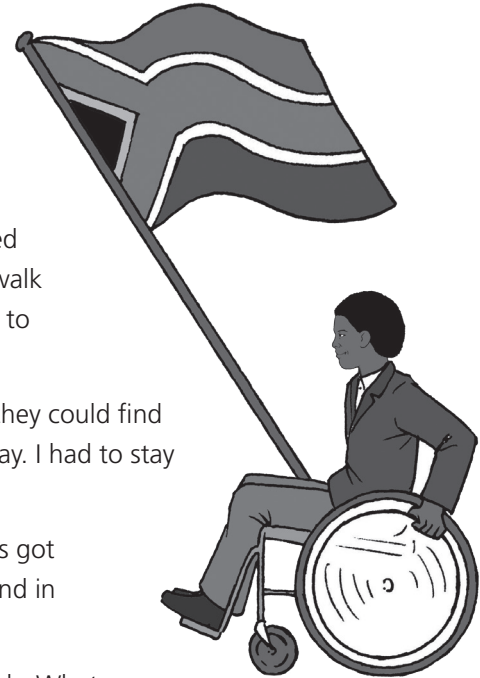
Can you imagine never being able to walk again? I loved to play sports so much. What was I going to do? My mom and dad took me to a special school where there were lots of children like me. It was a very busy school and the teachers helped us to do our best. I was taught to play sports, even though I was in a wheelchair all the time. I loved throwing the heavy shot put ball as far as I could and hurling the flat discus further than anyone else. But throwing the long javelin pole was my favourite sport and I became very good at it.

I wanted to get better and better at the sports that I loved so much. I practised very hard every day. I went to competitions and got many medals and prizes. I wanted to be good enough to go to the most important sports competition in the world, the Paralympics!

And guess what happened? Yes, after lots of years of hard work I was told that I was going to go to the Paralympics! I went and I did very well. I won a gold medal. I was happy and very proud.

I always say: Don't be scared to try your best and never give up. Just look what happened to me!

And that is the end of the story.



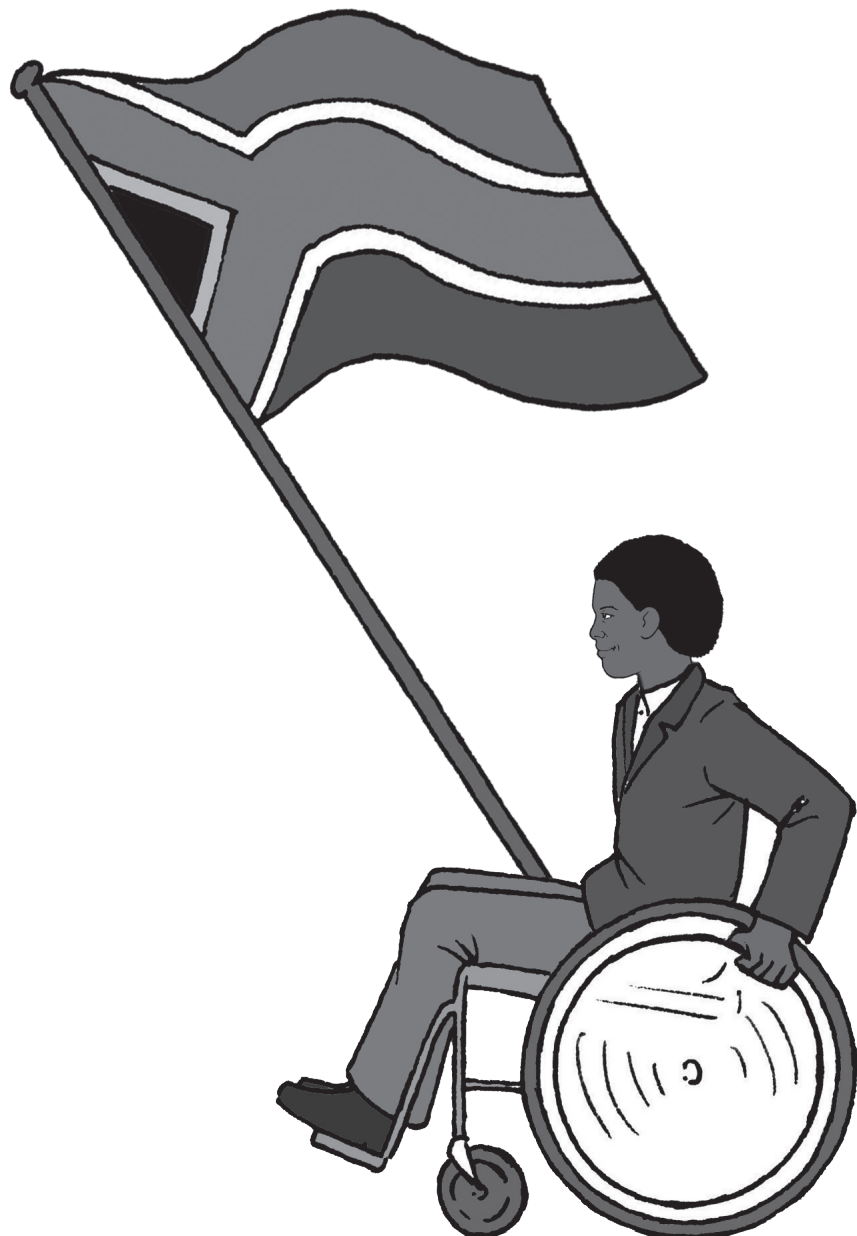


Liculo

Dlalela bafundzi liculo lesive ubavumele kutsi bacule.

Emagama lavela endzabeni

Emagama lamcoka:	sihlalo semasondvo	imidlalo	kutilolonga	imedali	kutigcabha	sibhedlela
Lamanye emagama langetiwe:	dokotela	khatsateka	kwesaba	kudzinwa	imincintiswano	hamba
	umklamelo	umncintiswano	Ema-Olimpiki	yaluka	umcolo	lokukhetsekile





Song

Play the national anthem to the learners and let them sing along.

Vocabulary from the story

Key-words:	wheelchair	sports	practise	medal	proud	hospital
Extra words:	doctor	worried	scared	tired	tests	walk
	prize	competition	Paralympics	move	spine	special





Utawudzinga loku:

- Indzaba: *Indzaba yaZanele*
- Emaphaphethi: Zanele (ayintfombatana lencane, ayintfombatana lekhulile, amuntfu lomdzala), sihlalo semasondvo lesingena lutfo, dokotela
- Tinsita: imedali, ifulegi yaseNingizimu Afrika, libhokisi lemathishu lekwenza umbhedze
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama



Nginyakatisa iminwe yami

Nginyakatisa iminwe yami
 Nginyakatisa tintwane tami
 Nginyakatisa emahlombe ami
 Nginyakatisa imphumulo yami
 Futsi nyalo (shaya tandla nyalo)
 Konkhe lokunyakata kuphumile kimi
 Futsi ngithule kangangokunekwenteka!

Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

Shano lomlololetelo *Nginyakatisa iminwe yami* kubitela ebafundzi emethini ngesikhatsi sendzaba.

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihlalo sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilu yebafundzi: *“Bakhona yini lobatiko betemidlalo labadvuna nalabasikati? Badlala muphi umdlalo? Ukhona lomatiko lowatfolo imedali ngekwenta kahle kutemidlalo? Wake weva ngema-Olimphiki nome maPharalimphiki?”*
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Coca ngemagama lamcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini futsi ukhombise ebafundzi intfo nome sitfombe kubakhombisa kutsi ligama lisho kutsini. Sibonelo: Bakhombise imedali nobe sitfombe semuntfu losesiteji amukela imedali. Chaza kutsi emamedali miklomelo loyitfolo uma kunemchudzelwano wekubona kutsi ngubani loncono kutemidlalo.

2 Ngalesikhatsi ucoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilu usebentise emaphimbo lahlukene. Khombisa ngekwenta ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela ebafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Ucabanga kutsi yini leyente sikolo sibe yindzawo lekhethsekile kuZanele? Ucabanga kutsi wativa njani uma dokotela amtjela kutsi utawuhlala esitulwini semasondvo imphilu yakhe yonkhe?”*

3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: *“Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba?”*

Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“babe, bodokotela babuka, bothishela basisita, yebo, bekunebantfwana labanyenti labafana. Ungawuva umsindvo lohlosiwe: bodokotela babuka, bothishela basisita? Yebo ucinisile! Wonkhe anawo lomsindvo /b/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama nga /b/: babe, boya, bovu, buso, lubisi, sibungu, libululu, libala, libalave, libandla, betsela.”* (Gcizelela umsindvo lohlosiwe usasho lamagama.)
- 3 Shano umsindvo /b/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /b/: **“b-b-b”**. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.



You will need:

- Story: *Zanele's story*
- Puppets: Zanele (as a little girl, a young adult and an adult), an empty wheelchair, the doctor
- Props: a medal, a South African flag, a tissue box for a bed
- 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: *"Do you know any famous sportsmen or sportswomen? What sports do they play? Do you know anyone who got a medal for doing well in sports? Have you heard about the Olympics or Paralympics?"*
- 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 a medal or a picture of someone on a podium receiving a medal. Explain that medals are prizes you get when there is a competition to see who is the best at a sport.

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 made the school a special place for Zanele? How do you think she felt when the doctor told her she would be in a wheelchair for the rest of her life?"*

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 this word from the story: *"babe, bodokotela babuka, bothishela basisita, yebo, bekunebantfwana labanyenti labafana. Can you hear the focus sound: bodokotela babuka, bothishela basisita? Yes, you are right! They all have the sound /b/."*
- 2 *"Listen carefully, here are some more words with /b/: babe, boya, bovu, buso, lubisi, sibungu, libululu, libala, libalave, libandla, betsela."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /b/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /b/: *"b-b-b"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Utawuzinga loku:

- Emaphaphethi endzaba
- Lirekhodi leliculo lesive laseNingizimu Afrika netipropu nome titfombe taleliculo (sitfombe sefulegi nome ifulegi sibili)



Liviki 1 Lusuku 2

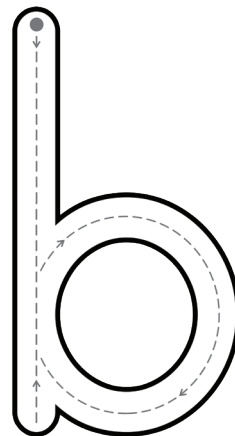
Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngenchazelo yemagama latfulwe ngelusuku lwekucala.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoca lenzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lokutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba. Leli liculo lelikhetsekile futsi kumele beme bacondze batigcabhe nabalacula.
- 4 Dlala lirekhodi leliculo lesive bese ugugcutela ebafundzi kungenela bacule kanyekanye.
- 5 Tfokotela kucula ngetilimi letahlukahlukene.

Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga **/b/** nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo **/b/**.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi balingisa kubuka ku teleskopu. Babute kutsi **babonani**.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo **b**. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: *"Cala etulu wehle, khuphuka kancane khona lapho bese ushaya umjikeleto uyahlanganisa."*
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Puppets for the story
- A recording of the South African national anthem and props or pictures for the song (a picture of a South African flag or a real flag)



Week 1 Day 2

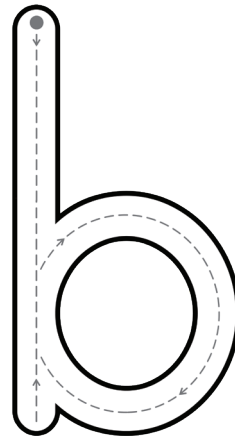
Whole class activities

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. This is a special song and they must stand up straight and feel very proud when they sing.
- 4 Play a recording of the national anthem and encourage learners to join in and sing along.
- 5 Have fun singing in more than one language.

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /b/ or if they can think of any other words that start with the sound /b/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to look through a telescope. Ask them what they see (**bonani**).
- 3 Show learners how to write the letter **b**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, half way up again, and then around."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their 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.



Utawuzinga loku:

- Emaphaphethi netinsita talenzaba
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **b** njengemsindvo ngco: babe, boya, bovu, buso, lubisi, libululu, busika, busheleleti, busuku



Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama. Sibonelo: Zanele wativa njani ngalesikhatsi asesibhedlela? (akhatsele futsi agula). Bativa njani boZanele nebatali bakhe ngalesikhatsi dokotela enta luhlolo? (bakhatsatekile futsi batfukile). Wativa njani Zanele ngalesikhatsi awina imedali yegolide? (ajabulile futsi atigcabha).
- 3 Khetsa ebafundzi kutsi badlale kuba balingiswa endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingiswa kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenta konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe liklasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

Emabhokisi etinhlamvu

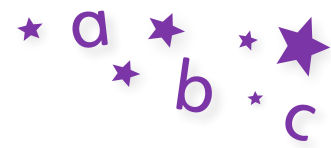
- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlavu bese utsi: *“Loluhlavu **b** lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **b**: babe, boya, bovu, buso, lubisi, libululu, busika, busheleleti, busuku



Week 1 Day 3

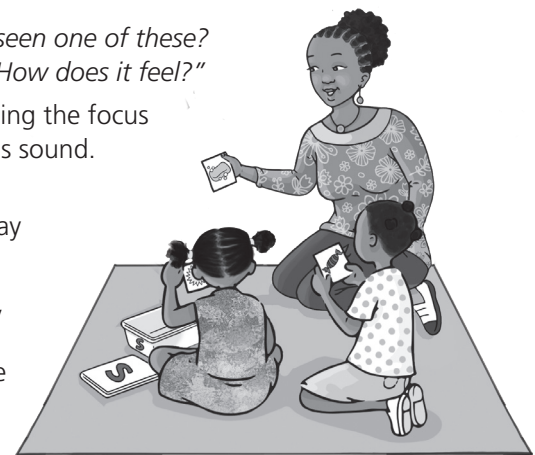
Whole class activities

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: *"How did Zanele feel when she was in hospital?"* (tired and sick) *"How did Zanele and her parents feel when the doctors were doing tests?"* (worried and scared) *"How did Zanele feel when she won a gold medal?"* (happy and proud)
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

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



Small group activities

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



Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Emakhadi-titfombe
- Emaringi e-Olimphiki lasihlanu lentiwe ngemathini avalwa ngeliphepha lembala (mibala ye-Olimphiki: mnyama, bovu, luhlata kwetjani, luphuti, luhlata kwesibhakabhaka) nemsindvo kanye nelikhadi-sitfombe lokunamatseliswe ngaphambili kwelithini ngalinye

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

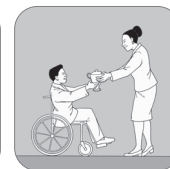
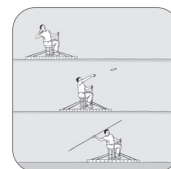
- "Ubona bani?" (balingiswa/badlali)
- "Wentani?" (tento nekwent)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo/ sikhundla)
- "Kungani ucabange...?" (kucabanga ngalokujulile, kuveta imibono)

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

Kulandzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Tfula emagama lamasha laphuma kusilulumagama.
- 3 Khetsa sinye sitfombe kuletilandzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalandzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: "Ingabe letitfombe tilandzelana ngendlela lefanele?"
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulandzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: "Yini letakwenteka ngalokulandzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?"
- 8 Uma titfombe setilandzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulandzelanisa.



Kulalela imisindvo lesekcoka

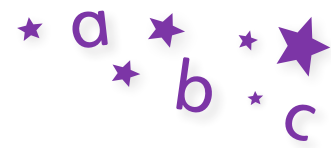
- 1 Nika umfundzi ngamunye likhadi-sitfombe. Bacele kutsi bacambe lesitfombe bese basho leligama kancane. Ebafundzi labanye kumele betame kubona lomsindvo lekcoka waleligama. Sibonelo: Ligama "lidada" lomsindvo ngco /d/.
- 2 Uma wonkhe umfundzi abe nalo litfuba lekusho ligama lesitfombe namsindvo asambonile, khomba ebafundzi lamathini emaringi e-Olimphiki. Bachazele kutsi kumele babuke luhlavu lobhalwe ethinini ngalinye bese benta sincumo kutsi balifakaphi likhadi-sitfombe. Sibonelo: Uma banesitfombe "sedada", batawuzinga kusifaka ethinini lelinemsindvo d.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Big sequence pictures
- picture cards
- Five Olympic rings made from tins covered with coloured paper (Olympic colours: black, red, green, yellow, blue) with a letter and picture card stuck on the front of each tin

Week 1 Day 4

Whole class activities

Sequencing pictures

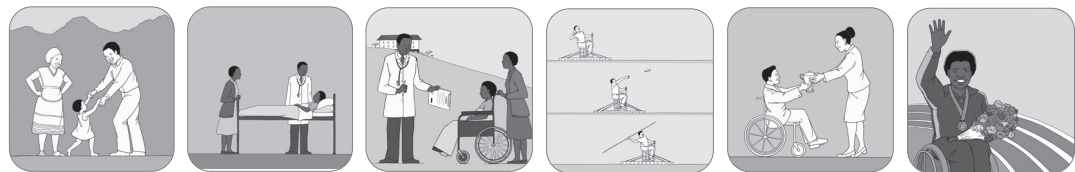
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures 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. They must name their picture and then say the word very slowly. The other learners must try to identify the focus sound in the word. For example: The word "lidada" has the focus sound /d/.
- 2 When each learner has had a turn to say the name of a picture and the focus sound has been identified, show learners the Olympic ring tins. Explain that they must look at the letter written on each tin and decide where to put their picture card. For example: If they have a picture of a "sedada", they would need to place it in the tin with the **d** sound.



Small group activities

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





Utawuzinga loku:

- Inhlama yekudlala nome libumba lemfundzi ngamunye kwenta emamedali lamatsatfu (igolide, isiliva nebronzi), simbonyo selibhodlela lajumu, litfumbu lekunatsa ngalo, pende (igolide, isiliva nebronzi), iribhoni nome intsambo
- Emakhadi-titfombe
- Sikhwama nome sikhwama semcamelo, tintfo letisetjentiswa emidlalweni nobe etitfombeni tebantfu labadlala imidlalo leyehlukene

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Umfundzi ngamunye utawuzinga libhola lenhlama yekudlala nome libumba. Chaza kutsi batakwenta emamedali ngenhlama yekudlala nome ngelibumba.
- 2 Kumele bacale ngekugicita lenhlama yekudlala nome lelibumba libe sicaba. Bangasebentisa simbonyo selibhodlela lajumu kusika tyingi bese basebentisa litfumbu lekunatsa ngalo kwenta imbobo encenyeni lesetulu yemedali.
- 3 Emamedali angabekwa elangeni kutsi ome bese ebafundzi bapenda emamedali bafake intsambo yeribhoni etikhaleni.



Stella utsi:



Ebafundzi bangahle batfole bumatima ekucaleni njengobe kungasilula kuva umsindvo ngamunye emagameni.

Kuhlanganisa nekuhlukanisa (emalunga nemisindvo)

- 1 Faka emakhadi-titfombe nobe tintfo esikhwameni nome esikhwameni semcamelo.
- 2 Cala lomsebenti ngekufaka sandla sakho esikhwameni, ukhetse lokutsite bese ubita umsindvo kute ebafundzi bacombe. Sibonelo: "Ngine i-bh-o-l-a esandleni sami. Yini?"
- 3 Umfundzi lotawucombela kucala angachubeka ngekusitwa nguwe, akhetse likhadi lelilandzelako nome intfo kute thishela asho imisindvo.
- 4 Nasewukhiphe emakhadi lasiphohlongo nome tintfo, namatselisa emakhadi eludvongeni nome uwabeke emethini kute ebafundzi bakwati kuwabona. Bese utsi: "Ngifuna kususa i-bh-o-l-a. Ngubani longangitfolela yena?"
- 5 Buyisela likhadi nome intfo ngayinye esikhwameni. Bese ubuta ebafundzi kutsi ukhona longatsandza kukhetha lokutsite bese asho lemisindvo lekulelo gama kute labanye bacombe kutsi unani esandleni.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Playdough or clay for each learner to make three medals (gold, silver and bronze), jam jar lid, drinking straw, paint (gold, silver and bronze), ribbon or string
- Picture cards
- Bag or pillowcase, objects used in different sports or pictures of people doing different sports

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Each learner will need a ball of Playdough or clay. Explain that they are going to make medals out of Playdough or clay.
- 2 They must begin by rolling the Playdough or clay flat. They can use the jam jar lid to cut out circles and the straw to make a hole at the top of the medal.
- 3 The medals can be left in the sun to dry and then learners can paint the medals and thread the ribbon or string through the holes.



Stella says:



Learners might struggle with this at first as it is difficult to hear the individual sounds (phonemes) in words.

Blending and segmenting (syllables and phonemes)

- 1 Put the picture cards or objects into a bag or pillowcase.
- 2 Start the activity by putting your hand in the bag, choosing something and sounding out for the learners to guess. For example: "Ngine i-bh-o-l-a esandleni sami. Yini?"
- 3 The first learner to guess can then have a go and with your help, choose the next card or object for the teacher to sound out.
- 4 Once you have taken out eight cards or objects, stick the cards on the wall or put them on the mat so that learners can see them. Then say: "Ngifuna kususa i-bh-o-l-a. Ngubani longangitolela yena?"
- 5 Put each card or object back in the bag. Then ask learners if anyone would like to try choosing something and saying the sounds in the word so that others can guess what they have in their hand.



Small group activities

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

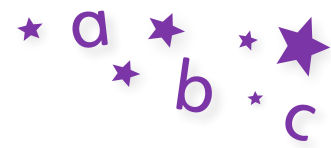








Imisebenti yemacembu lamancane weliviki 1

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu <div data-bbox="222 693 564 903"> <p>Indzaba yaZanele Prisha</p> <p>Znle uwneimedi</p> </div> <div data-bbox="210 917 291 1030"> </div> <div data-bbox="296 958 569 1247"> <p><i>Kulesikhatsi semnyaka, ebafundzi bangahle babe nekutetsemba lokuncono kutsi betame kutibhalela ngekwabo. Ungakhatsateki uma labanye ebafundzi babhala luchungechunge lwetinhlavu bangashiyi tikhala.</i></p> </div>	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminyane imibono. Gcugcutela ebafundzi kutsi badvwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdvwebo wakhe. Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.
<ul style="list-style-type: none"> Emakhadi-titfombe etinhlavu, tinhlavu letihambisana nesitfombe ngasinye letibhalwe ngekhatshi kwetimbonyo temabhodlela letehlukile ngesayizi Sicephu lesikhulu selikhadi lesidwetywe imincele yetimbonyo temabhodlela 	<p>Umsebenti 2: Timphica kanye nemidlalo</p> <ol style="list-style-type: none"> Chazela ebafundzi kutsi kumele batsatse simbonyo, basho umsindvo weluhlavu bese babone kutsi bangasitfola sitfombe esiyingini lesifanako selikhadi. Uma sebasitfolile sitfombe lesifanako, kumele babeke simbonyo etulu kwesitfombe kute kuvaleke tonkhe titfombe. <div data-bbox="789 1505 1380 1673"> </div>
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana <div data-bbox="321 1854 477 2058"> </div>	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.





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"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. 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"> • Letter picture cards, matching letters for each picture written inside different sized lids of jars or bottles • Large piece of card with outlines of the bottle lids drawn on the card 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain to learners that they must pick up a lid, say the sound of the letter and then see if they can find the picture in the matching circle on the card. 2 Once they find the matching picture, they must put the lid over the picture until all the pictures are covered. 
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.





Utawuzinga loku

- Emaringi e-Olimphikhi lasikwe ekhadini nome etitjeni teliphepha, iglu netikelo
- Liphepha lembala (mnyama, bovu, luhlata kwetjani, luphuti, luhlata kwesibhakabhaka) lelingasetjentiswa bafundzi kulidzabula banametselise emaringini



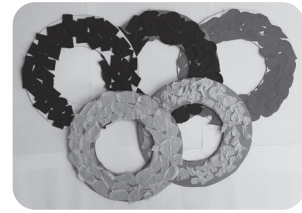
Emaringi e-Olimphikhi amele emavekati emhlaba lasihlanu: Europe, Asia, Afrika, Amerika kanye ne-Oceania

- Tinsita: lucingo, umshini wemali, tintfo tetemidlalo letahlukahlukene njengemabhola, timphahla, ticatfulo, emarakhethi/emabhethi, indvuku yekudlala ihokhi, emaphephabhuku etemidlalo (latfolakala mahhala), titfombe tetintfo tetemidlalo letahlukahlukene

Imisebenti

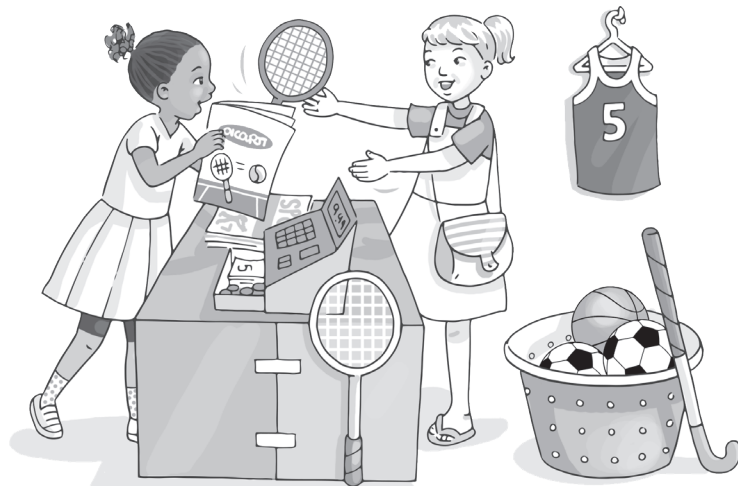
Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla

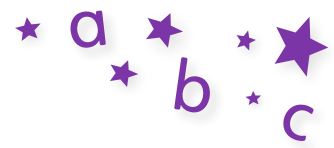
- 1 Nika umfundzi ngamunye iringi nelishidi leliphhepha lembala. Chaza kutsi kumele badzabule liphepha balinamatselise eringini ye-Olimphikhi.
- 2 Uma seabcedzile, bangahlela imibala lesihlanu yemaringi e-Olimphikhi bese banametselisa luphawu lweringi ye-Olimphikhi eludvongeni ekilasini.



Umsebenti 5: Umdlalo wekutentisa

- 1 Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha.
- 2 Chazela ebafundzi kutsi batokwenta shengatsi basebenta nome bavakashele esitolo setemidlalo bese batsengisa nome batsenga tintfo tetemidlalo.
- 3 Vakashela lelikhona lokungenani kanye kuyewubona futsi ugugucutele umdlalo webafundzi.





You will need

- Olympic rings cut out of card or paper plates, glue and scissors
- Coloured paper (black, red, green, yellow, blue) that learners can tear and stick onto the rings

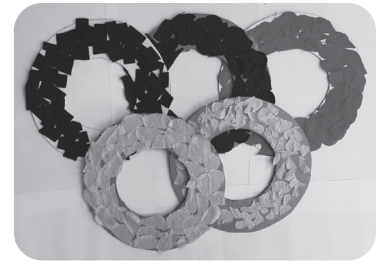


The Olympic rings stand for the five continents of the world: Europe, Asia, Africa, the Americas and Oceania.

Activities

Activity 4: Fine motor skills and handwriting

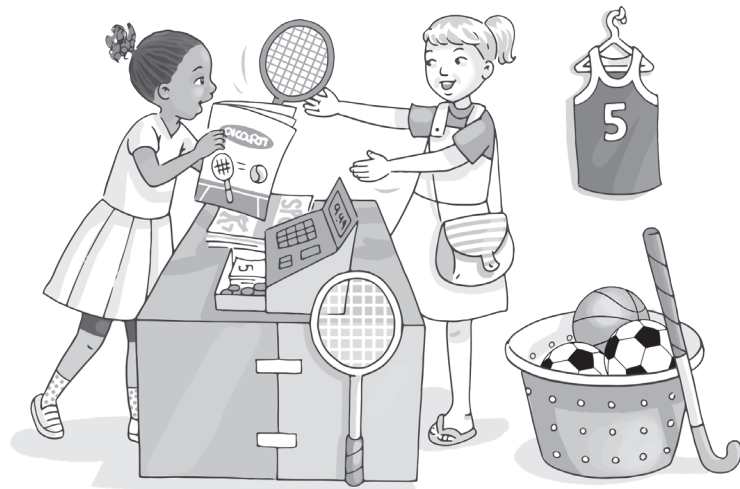
- 1 Give each learner a ring and a sheet of coloured paper. Explain that they must tear the paper and stick it onto the Olympic ring.
- 2 Once they are finished, they can sort into the five Olympic ring colours and stick the Olympic ring symbol on the wall in the classroom.



- Props: telephone, till, different sports items such as balls, clothes, shoes, rackets/bats or hockey sticks, sports magazines (often given free), pictures of sports items and clothes

Activity 5: Pretend play

- 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 work at or visit a sports shop and sell or buy sports equipment.
- 3 Visit the corner at least once to observe and encourage learners' pretend play.





Utawudzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye
- Ikhophi yemfundzi ngamunye **yeTitfombe tekulandzelanisa letimbala lomnyama nalomhlophe**
- Likhasi le-A4 lelingenalutfo lemfundzi ngamunye, sikelo, iglu

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe

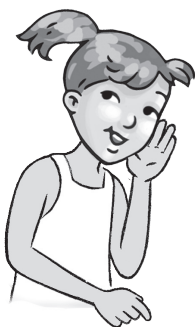


- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kwelikilasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini. Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicumbu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: *“Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?”*
- 4 Ngemuva kwekulandzelanisa tigameko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo. Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 6 Uma sikhatsi sikhona, ebafundzi bangakwati “kufundza” emabhukwana abo lamancane nebalngani babo eklasini.
- 7 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze nemindeni yabo.



Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“Sanibonani, nami, nanobe. Ungawuva umsindvo lohlosiwe: Sanibonani, nami, nanobe? Yebo ucinisile! Wonkhe anawo lomsindvo /n/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama lacala nga /n/: linesi, namanedi, inethi, inongo, inalitsi, linabukeni, linantji, namatselisa, neka.”* (Gcizelela umsindvo lohlosiwe usasho lamagama).
- 3 Shano umsindvo /n/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /n/: **“n-n-n”**. Kwente loku kubemndazi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.



Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *"Sanibonani, nami, nanobe. Can you hear the focus sound: Sanibonani, nami, nanobe? Yes, you are right! They all have the sound /n/."*
- 2 *"Listen carefully, here are some more words with /n/: linesi, namanedi, inethi, inongo, inalitsi, linabukeni, linantji, namatselisa, neka."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /n/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /n/: **"n-n-n"**. 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.





Utawuzinga loku:

- Libhuku Lelikhulu: *Indzaba yaZanele*
- Emanti etitjeni kanye lelibhulashi lekupenda lemfundzi ngamunye

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

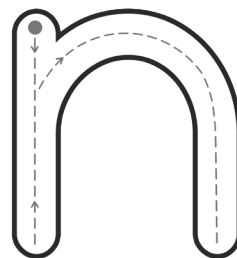
Ukufunda kunye notitshala – Libhuku Lelikhulu



- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako.
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulandzela.
- 5 Ngemuva kwekuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futsi uphindze ugugcutele ebafundzi kutsi “bafundze” kanye nawe.

Kubumba luhlavu

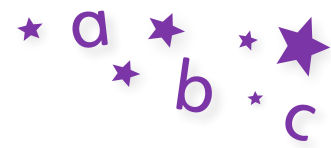
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /n/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /n/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangalingisa kunuka tinfo letidvute nabo basho kutsi: “**nuka**”.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo **n**. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: “*Ca/la etulu wehle, khuphuka khona lapho ujikele ngesekudla wehle.*”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, hamba ngaphandle unike umfundzi ngamunye sitja lesinemanti nelibhulashi lekupenda. Ebafundzi bangapenda luhlavu ngemanti ecadzini tikhatsi letinyenti.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Big Book: *Zanele's story*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

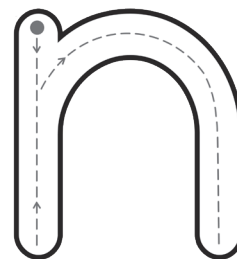
Shared reading – Big Book



- 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 /n/ or if they can think of any other words that start with the sound /n/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be sniffing or smelling things around them while saying: “**nuka**”.
- 3 Show learners how to write the letter **n**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down, up, over and down.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 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.



Utawuzinga loku:

- Lirekhodi lesimo lesidze sendzaba yaZanele ifundwa nguSindiwe Magona (ungayidawuniloda lapha: <https://www.youtube.com/watch?v=xioDIWKHFJs>)
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **n** njengemsindvo ngco: linesi, namanedi, inethi, inalitsi, inoni, nindza, linantji

Liviki 2 Lusuku 3

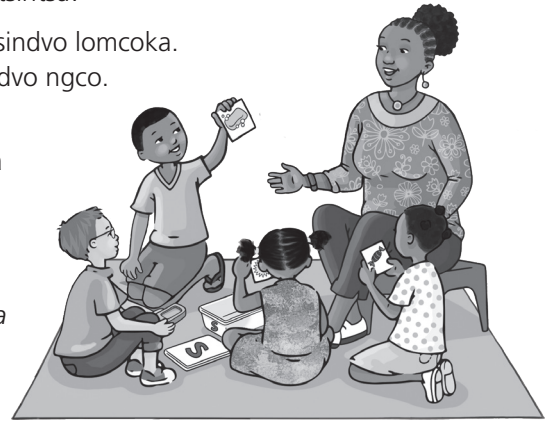
Imisebenti yelikilasi lonkhe

Kufundza kulalela

- 1 Hlalisa bafundzi bente siyingi bese ubacela kutsi bavale emehlo balalelise imisindvo lesedvute lebatungeletile. Tjela bafundzi kutsi bahlikihle emehlo abo kute balungele kulalela.
- 2 Chaza kutsi utawubadlalela lirekhodi lesimo lesidze sendzaba yaZanele ngesiNgesi. Kumele balalelise babone kutsi bakhumbula ngakanani gendzaba lobatjele yona.
- 3 Dlala lirekhodi futsi ubonge bafundzi ngekulalela kahle.
- 4 Uma indzaba seyiphelile, buta bafundzi kutsi yini lebayitsandze kakhulu ngalesimo lesidze sendzaba.
- 5 Tjela bafundzi kutsi bangacela batali babo kutsi badawunilode lendzaba bayilalele ekhaya.

Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlavu bese utsi: *“Loluhlavu **n** lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- A recording of the long version of Zanele's story read by Sindiwe Magona (you can download it here: <https://www.youtube.com/watch?v=xioDIWKHFJs>)
- A letter box containing objects or pictures of objects that have the focus sound **n**: linesi, namanedi, inethi, inalitsi, inoni, nindza, linantji

Week 2 Day 3

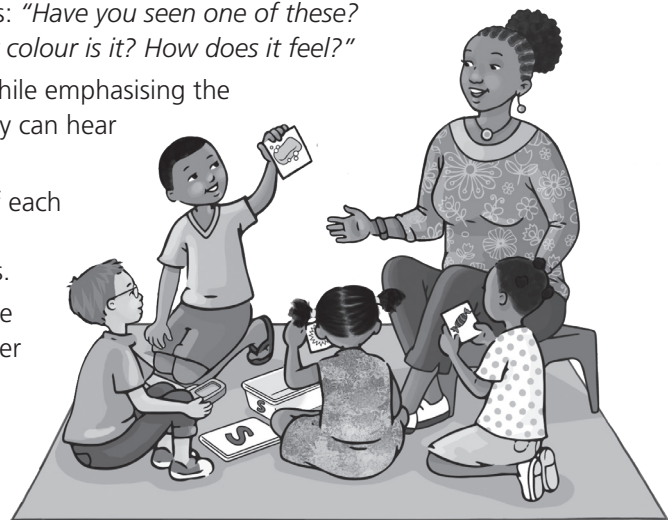
Whole class activities

Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to the sounds around them. Tell learners to rub their ears to get ready for careful listening.
- 2 Explain that you are going to play them a recording of a long version of Zanele's story in English. They must listen carefully and see how much they remember from the story you told them.
- 3 Play the recording and praise learners for good listening.
- 4 When the story is finished, ask learners what they liked most about the long version of the story.
- 5 Tell learners that they can ask their parents to download the story and listen at home.

Letter boxes

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



Small group activities

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



Utawudzinga loku:

- Liphepha lelikopiwe **lemsebenti wekuFundza wente** lemfundzi ngamunye
- Emakhrayoni embala ewaksi lamakhulu
- Emakhadi-titfombe
- Emaringi e-Olimphiki lasihlanu lentiwe ngemathini avalwa ngeliphepha lembala (mibala ye-Olimphiki: mnyama, bovu, luhlata kwetjani, luphuti, luhlata kwesibhakabhaka) nemsindvo kanye nelikhadi-sitfombe lokunamatseliswe ngaphambili kwelithini ngalinye

Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

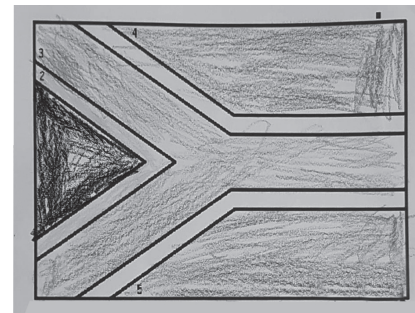
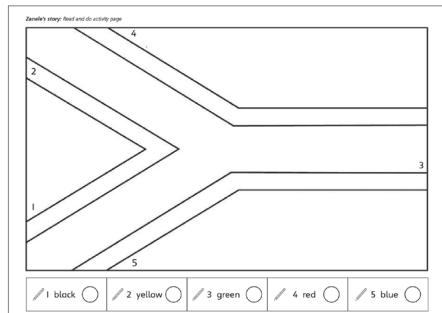
Fundza wente

- 1 Buta bafundzi kutsi bayasati sitfombe lesisekhasini **lemsebenti wekuFundza wente**. Sitfombe sefulegi yaseNingizimu Afrika lekumele bayifake umbala. Bacele babuke etafuleni entansi kwelikhasi bese bakhuluma ngaloko lebakubonako (tinombolo, titfombe nemagama).
- 2 Khumbuta bafundzi kutsi "batawufundza" ibhuloko ngayinye bese benta lekushoko.
- 3 Lona ngumsebenti "wekufaka umbala ngekuya ngenombolo". Fundza ibhuloko yekucala nebafundzi ubacele bafake indilingi umbala lomnyama. Bese babuka ibhuloki yesibili bafake indilingi umbala loluphuti. Hamba nebafundzi emabhuloki ngayinye ubacele bafake tindilingi umbala. Uma seabcedze loko, bachazele kutsi uma babona inombolo 1 efulegini, kumele bafake umbala lomnyama, uma babona inombolo 2, bafake umbala loluphuti. Bafundzi kumele bachubeke ifulegi ize iphelele ngembala.
- 4 Hambahamba ngalesikhatsi bafundzi basebenta ubasekele uma kunesidzingo.
- 5 Khumbuta bafundzi kuhlola litafula futsi uma seabcedze "kufundza" nekufaka umbala, bese bafaka umkhathi ebhulokini ngayinye uma seabcedze lomsebenti.

Stella utsi:



Uma unebafundzi labavela kulamanye emave ekilasini lakho, babute kutsi banayo ifulegi yesive lebangayiletsa ekilasini, nome utfole sitfombe salefulegi kutawukhombisa bafundzi labanye ekilasini.



Kulalela imisindvo lesemcoka

- 1 Nika umfundzi ngamunye likhadi-sitfombe. Bacele kutsi bacambe lesitfombe bese basho leligama kancane. Ebafundzi labanye kumele betame kubona lomsindvo lemcoka waleligama. Sibonelo: Ligama "lidada" lomsindvo ngco /d/.
- 2 Uma wonkhe umfundzi abe nalo litfuba lekusho ligama lesitfombe namsindvo asambonile, khomba ebafundzi lamathini emaringi e-Olimphiki. Bachazele kutsi kumele babuke luhlavu lobhalwe ethinini ngalinye bese benta sincumo kutsi balifakaphi likhadi-sitfombe. Sibonelo: Uma banesitfombe "sedada", batawudzinga kusifaka ethinini lelinemsindvo d.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards
- Five Olympic rings made from tins covered with coloured paper (Olympic colours: black, red, green, yellow, blue) with a vowel letter and picture card stuck on the front of each tin

Week 2 Day 4

Whole class activities

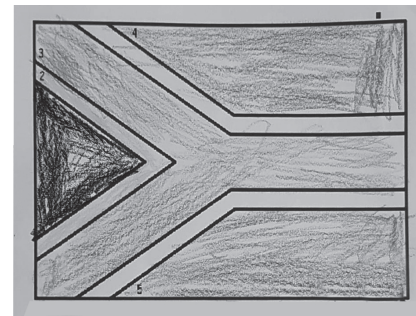
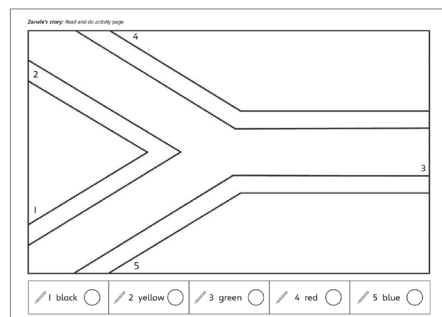
Read and do

- 1 Ask learners if they recognize the picture on their **Read and do activity page**. It is a picture of the South African flag and they are going to colour it in. Ask them to look at the table at the bottom of the page and talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each block and then do what it says.
- 3 This is a “colour by number” activity. Read the first block with learners and ask them to colour the circle in black. Then look at the second block and colour the circle in yellow. Take learners through each block and ask them to colour in the circles. Once they have done that, explain that wherever they see the number 1 on the flag, they must colour in black, wherever they see a number 2, they must colour in yellow. The learners must continue until the whole flag has been coloured in.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the table again after they have finished “reading” and colouring in, and to put a tick in each block when they have done that task.

Stella says:



If you have learners from other countries in your class, ask them if they have a national flag that they can bring to class, or find a picture of the flag to show the other learners in the class.



Listening for focus sounds

- 1 Give each learner a picture card. They must name their picture and then say the word very slowly. The other learners must try to identify the focus sound in the middle of the word. For example: The word “lidada” has the focus sound /d/.
- 2 When each learner has had a turn to say the name of a picture and the focus sound has been identified, show learners the Olympic ring tins. Explain that they must look at the letter written on each tin and decide where to put their picture card. For example: If they have a picture of a “sedada”, they would need to place it in the tin with the **d** sound.



Small group activities

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





Utawudzinga loku:

- Sicephu seliphepha lelishadi leliphencekako, imakha yebhodi lemhlophe nome ikoki lebucinsi
- Titfombe nome titfombe letinyakatako tebantfu labenta temidlalo letihlukene
- Emakhrayoni embala ewaksi lamakhulu
- Sikhwama nome sikhwama semcamelo, tintfo letisetjentiswa emidlalweni nobe etitfombeni tebantfu labadlala imidlalo leyehlukene

Liviki 2 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Khombisa bafundzi titfombe nome titfombe letinyakatako tebantfu labenta temidlalo letihlukene. Babute kutsi ngumuphi umdlalo lebandsandza kuwubukela nome lebangajabulela kuwufundza.
- 2 Khuluma ngemcudzelwano wetemidlalo leningaba nawo esikolweni senu. Cocani kutsi ngumuphi umdlalo leningawenta nekutsi nitawudzingani kulomcudzelwano. Nayi imibono: kuphonsa tikhwama temabhontjisi ebhakedeni, kuhamba epulangweni, kubona kutsi ungazuba ngakanani.
- 3 Cela bafundzi bakusite kubhalela thishelanhloko simemo sekuta emcudzelwaneni atewutfula emamedali. Khuluma ngekutsi icalwa njani incwadzi nome simemo: "... lotsandzekako. Uyacelwa kutsi ufike emcudzelwaneni wetfu wetemidlalo." Cocani ngalenidzinga kukubhala kulesimemo: ligama lemcimbi, lusuku, sikhatsi nendzawo.
- 4 Khetsa bafundzi lababili kuhambisa incwadzi bese bacela thishelanhloko kuphendvula ngekubhala. Fundza imphendvulo yakhe ekilasini.
- 5 Yenta emalingiselelo alelilanga letemidlalo bese ucela thishelanhloko kutsi anike umfundzi ngamunye imedali. (Ungasebentisa emamedali enhlama yekudlala lentiwe bafundzi.)

Stella utsi:



Ebafundzi bangahle batfole bumatima ekucaleni njengobe kungasilula kuva umsindvo ngamunye emagameni.

Kuhlanganisa nekuhlukanisa (emalunga nemisindvo)

- 1 Faka emakhadi-titfombe nobe tintfo esikhwameni nome esikhwameni semcamelo.
- 2 Cala lomsebenti ngekufaka sandla sakho esikhwameni, ukhetse lokutsite bese ubita umsindvo kute ebafundzi bacombe. Sibonelo: "Ngine i-bh-o-l-a esandleni sami. Yini?"
- 3 Umfundzi lotawucombela kucala angachubeka ngekusitwa nguwe, akhetse likhadi lelilandzelako nome intfo kute thishela asho imisindvo.
- 4 Nasewukhiphe emakhadi lasiphohlongo nome tintfo, namatselisa emakhadi eludvongeni nome uwabeke emethini kute ebafundzi bakwati kuwabona. Bese utsi: "Ngifuna kususa i-bh-o-l-a. Ngubani longangitfolela yena?"
- 5 Buyisela likhadi nome intfo ngayinye esikhwameni. Bese ubuta ebafundzi kutsi ukhona longatsandza kukheta lokutsite bese asho lemisindvo lekulelo gama kute labanye bacombe kutsi unani esandleni.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- A piece of flipchart paper, whiteboard marker or a thick koki
- Pictures or video clips of people doing different types of sport
- Jumbo wax crayons
- Bag or pillowcase, objects used in different sports or pictures of people doing different sports

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Show learners pictures or video clips of people doing different types of sport. Ask them which sport they enjoy watching or which sport they would like to learn.
- 2 Talk about a sporting competition that you could have at your school. Discuss which sport you could do and what you would need for the competition. Here are some ideas: throwing bean bags into a bucket, walking across a plank, seeing how far you can jump.
- 3 Ask learners to help you write an invitation to the principal to come to the competition and present the medals. Talk about how you start a letter or invitation: "Dear Please come to our sporting competition." Discuss what you need to write on the invitation: name of event, date, time and place.
- 4 Choose two learners to deliver the letter and ask the principal to respond in writing. Read her response to the class.
- 5 Make arrangements for the sports day and ask the principal to present each learner with a medal. (You can use the playdough medals each learner made.)

Stella says:



Learners might struggle with this at first as it is difficult to hear the individual sounds (phonemes) in words.

Blending and segmenting (syllables and phonemes)

- 1 Put the picture cards or objects into a bag or pillowcase.
- 2 Start the activity by putting your hand in the bag, choosing something and sounding out for the learners to guess. For example: "Ngine i-bh-o-l-a esandleni sami. Yini?"
- 3 The first learner to guess can then have a go and with your help, choose the next card or object for the teacher to sound out.
- 4 Once you have taken out eight cards or objects, stick the cards on the wall or put them on the mat so that learners can see them. Then say: "Ngifuna kususa i-bh-o-l-a. Ngubani longangitfolela yena?"
- 5 Put each card or object back in the bag. Then ask learners if anyone would like to try choosing something and saying the sounds in the word so that others can guess what they have in their hand.

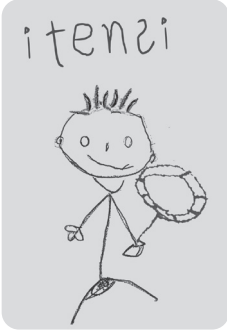




Small group activities

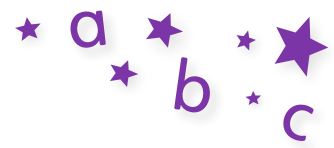
Remind learners about the small group activities, the rules for each activity and the tidy-up process.






Imisebenti yemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu Titfombe tetinhlobo letahlukahlukene tetemidlalo (nome titfombe letinyakatako uma kukhonakala), sibonelo: kutivocavoca, kubhukusha, libhola letinyawo, umbhoco, ihokhi, ijavelini, umdlalo wemabhayisikili, kugijima, kugibela lihhashi, ithenisi 	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela/khulayo</p> <ol style="list-style-type: none"> Bafundzi kumele babuke titfombe tetinhlobo letahlukahlukene tetemidlalo bese bayacabanga kutsi ngumuphi umdlalo lebangajabulela kuvwufundza. Kumele badvwebe sitfombe sabo benta lowo mdlalo futsi betame kubhala ligama lalomdlalo ngaphansi kwesitfombe sabo. 
<ul style="list-style-type: none"> Emakhadi-titfombe etinhlavu, tinhlavu letihambisana nesitfombe ngasinye letibhalwe ngekhatsi kwetimbonyo temabhodlela letehlukile ngesayizi Sicephu lesikhulu selikhadi lesidvvetjwe imincele yetimbonyo temabhodlela 	<p>Umsebenti 2: Timphica kanye nemidlalo</p> <ol style="list-style-type: none"> Chazela ebafundzi kutsi kumele batsatse simbonyo, basho umsindvo weluhlavu bese babone kutsi bangasitfoli sitfombe esiyingini lesifanako selikhadi. Uma sebasitfolile sitfombe lesifanako, kumele babeke simbonyo etulu kwesitfombe kute kuvaleke tonkhe titfombe. 
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.





Small group activities for Week 2

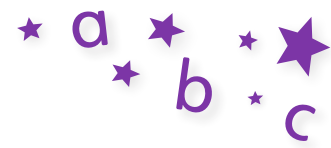
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • Pictures of different types of sport to discuss (or video clips if possible), for example: gymnastics, swimming, soccer, rugby, hockey, javelin, cycling, running, horse riding, tennis 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Learners must look at the pictures of different sports and decide which sport they would like to learn. 2 They must draw a picture of themselves doing that sport and try to write the name of the sport underneath their picture. 
<ul style="list-style-type: none"> • Letter picture cards, matching letters for each picture written inside lids of jars or bottles • Large piece of card with outlines of the bottle lids drawn on the card 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain to learners that they must pick up a lid, say the sound of the letter and then see if they can find the picture in the matching circle on the card. 2 Once they find the matching picture, they must put the lid over the picture until all the pictures are covered. 
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.





Utawuzinga loku	Imisebenti
<ul style="list-style-type: none"> • Emaringi e-Olimpiki lasikwe ekhadini, iglu netikelo, ihhuli ngemibala yemaringi e-Olimpiki 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> 1 Nika umfundzi ngamunye ecenjini lekucala iringi bese uyachaza kutsi kumele batsandzele ihhuli ihambe esikheleni nangehandle kweringi. Bayachubeka bente loku kuze kuphele sikhatsi semisebenti yemacembu lamancane. Ngelilanga lelilandzelako, bafundzi belicembu lelilandzelako bachubeka nekutsandzela ihhuli kuwo lamaringi. 2 Ekupheleni kweliviki, emaringi lasaphelile angahlelwa kuloluphawu lwe-Olimpiki bese anyetseliswa eludvongeni ekilasini. <div data-bbox="777 765 1409 992" data-label="Image"> </div>
<ul style="list-style-type: none"> • Tinsita: lucingo, umshini wemali, tintfo tetemidlalo letahlukahlukene njengemabhola, timphahla, ticatfulo, emakhethi/emabhethi, indvuku yekudlala ihokhi, emaphephabhuku etemidlalo (latfolakala mahhala), titfombe tetintfo tetemidlalo letahlukahlukene 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> 1 Khumbuta ebafundzi ngetipropo letisekhoneni lemdlalo bese ubagcugcutela kutsi bachubeke kusukela evikini 1 ngalesikhatsi benta shengatsi basebenta nome bavakashela esitolo setemidlalo kuyewutsenga nekutsengisa tinsita netimphahla tetemidlalo. 2 Vakashela lelikhona lokungenani kanye kuyewubona futsi ugugcutele umdlalo webafundzi. <div data-bbox="802 1295 1392 1685" data-label="Image"> </div>





You will need	Activities
<ul style="list-style-type: none">Olympic rings cut out of card, glue and scissors, wool in the colours of the Olympic rings	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Give each learner in the first group a ring and explain that they must wind the wool through the hole in the centre and around the ring. They continue doing this until the time for small group activities is up. The next day, the learners in the next group continue winding wool around the same rings.2 At the end of the week, the completed rings can be arranged in the Olympic symbol and stuck on the wall in the classroom. <div data-bbox="779 732 1104 960"></div> <div data-bbox="1130 732 1413 960"></div>
<ul style="list-style-type: none">Props: telephone, till, different sports items such as balls, clothes, shoes, rackets/bats or hockey sticks, sports magazines (often given free), pictures of sports items and clothes	<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 at or visiting a sportshop to buy and sell sporting equipment and clothes.2 Visit the corner at least once to observe and encourage the learners' game. <div data-bbox="791 1194 1378 1584"></div>



★ Emanotsi







★ Notes

Lined area for writing notes.



★ Ithemu 1: Tinhlobo temalekhodi eluhlobo loluchumekako (luhla lwekuhlola)

	Kulalela kanye nekukhuluma	Imisindvo, kufundza nekubuka	Kubhala ngesandla nekubhala lekuvelako/kubhala lekuvelako
✓ Ufinyelele	Ulaela ticondziso letilukhuni letilandzelanako abuye alandzele lokushivo ticondziso.	Uhlalela emagama lanemalunga lamanyenti ngemalunga.	Ukhulisa imisipha acondzise kusebentisa tikelo kusika imigca lejulle legega tiffombe netimo njll.
• Akafinyeleli	Ulaela tindzaba letindze abuye akhombise kuvisisa ngekuphendvula imibuto lephatselene nendzaba.	Uhlobanisa imisindvo netinhlavu kanye nemagama futsi uvisisa kutsi emagama anemisindvo lengetulu kwamunye umsindvo - ngekwendlebe.	Ubamba emakhilayoni ngendlela lefanale akhombise sandla latawubhala ngaso: sesancele/sekudla lesisetjentiswako, lokusho kutsi ucala abuye agcine endzaweni lefanale.
✗ Cishe	Ulaela tindzaba letindze abuye akhombise kuvisisa ngekuphendvula imibuto lephatselene nendzaba.	Uhlobanisa imisindvo netinhlavu kanye nemagama futsi uvisisa kutsi emagama anemisindvo lengetulu kwamunye umsindvo - ngekwendlebe.	Ubamba tinhlamvu ngetindlela letehlukile asebentise umunwe wekudwweba, emabhulashi ekupenda, emapenseli emafutsa njll acale endzaweni lefanale aphindze alandzele indlela lefanale.
Lusuku	Ulaela ticondziso letilukhuni letilanzelanelanako abuye alandzele lokushivo ticondziso.	Uhlalela emagama lanemalunga lamanyenti ngemalunga.	Ukhubeka tiffombe kute endlise umlayeto, ngalakuFundze emphilweni, kusebentisa loku ngengecalo sekubhala.
Emagama	Ulaela tindzaba letindze abuye akhombise kuvisisa ngekuphendvula imibuto lephatselene nendzaba.	Uhlobanisa imisindvo netinhlavu kanye nemagama futsi uvisisa kutsi emagama anemisindvo lengetulu kwamunye umsindvo - ngekwendlebe.	Umbhalo wakhe afundze kutsi kuhlikihla kutsini
	Ulaela tindzaba letindze abuye akhombise kuvisisa ngekuphendvula imibuto lephatselene nendzaba.	Uhlobanisa imisindvo netinhlavu kanye nemagama futsi uvisisa kutsi emagama anemisindvo lengetulu kwamunye umsindvo - ngekwendlebe.	Ulingisa 'kubhala' kusimoncondvo sekudala: wenta emakhadi ekubingelela, ubhala tinhlavu njll. Utsatsela itheksthi lesetintfweni letikhona endzaweni lebakuyo nangabe badlala.

★ Term 4: Exemplar record of continuous assessment (checklist)

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

★ Ithemu 4: Irubhriki 1 & 2 Kulalela nekukhuluma

Tindlela tekuhlola	1. Akafinyeleli (0 – 29%)	2. Ufinyelele ngalokulingene (30 – 49%)	3. Ufinyelele ngalokungenhla (50 – 74%)	4. Ufinyelele ngalokwegcile (75 – 100%)
<p>1 Ubalisa amabali aze aphinde awabalise kwakhona esebenzisa amazwi akhe</p>	<p>Akakwazi ukubalisa amabali kwaye akakwazi nokuphinda alindzabase kwakhona indzaba. Ubiza nje amagama ambalwa.</p>	<p>Ukuphinda abalise kwakhona indzaba kunzima kuye; uthetha ngeziganeko ezithile; indlela ezilandelelana ngayo iziganeko ayichanekanga; usebenzisa izivakalisi ezifutshane kunye nesigama esilula.</p>	<p>Uyakwazi ukuphinda abalise ngeziganeko ezininzi ezisebalini eqala ekuqaleni, eze esiqwini aze agqibele ngesiphelo kodwa zona iinkcukacha zimbaleka kakhulu; kufuneka umana umkhokela ngolu hlobo: 'kwaze kwathini ke ...?', 'kwenzeka ntoni emva koko?' uqalisa ukusebenzisa izivakalisi ezinobudana noko.</p>	<p>Iziganeko zebali zilandelelana kakuhle kwaye linesiqalo, isiqu kunye nesiphelo; abalinganiswa kunye nendawo eliqhubeka kuyo indzaba 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 indzaba eliza kuthi xa lindzabaswa libe neziganeko ezilandelelana ngendlela echanekileyo</p>	<p>Akakwazi ukucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo.</p>	<p>Ucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo kodwa akakwazi ukubalisa indzaba.</p>	<p>Ucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo kwaye uyakwazi ukubalisa indzaba anike iinkcukacha ezibalulekileyo.</p>	<p>Ucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo kwaye uyakwazi ukubalisa indzaba anike iinkcukacha ezibalulekileyo.</p>

★ Term 4: Listening and speaking rubric 1 and 2

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

★ Ithemu 4: Irubhrikhi 1-3 Imisindvo, kufundza nekubuka

Tindlela tekuhlola	1. Akafinyeleli (0 – 29%)	2. Ufinyelele ngalokulingene (30 – 49%)	3. Ufinyelele ngalokungenhla (50 – 74%)	4. Ufinyelele ngalokwegcile (75 – 100%)
1 Ucaphela lokuphimiwe abone labanye bongwaca nabonkhamisa	Uyakwati kubona 0-5 wetinhlamvu asho imisindvo leyentiwa nguletinhlamvu	Uyakwati kubona 6-9 wetinhlamvu asho imisindvo leyentiwa nguletinhlamvu	Uyakwati kubona 10-17 wetinhlamvu asho imisindvo leyentiwa nguletinhlamvu	Uyakwati kubona 18 noba tiphakeme wetinhlamvu asho imisindvo leyentiwa nguletinhlamvu
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 indzaba ngokuthi afunde imifanekiso	Akakwazi ukusebenzisa imifanekiso ze aqikelele ukuba indzaba lithetha ngantoni; uyayichaza imifanekiso esebenzisa ulwimi ekucacayo ukuba lungqongophele.	Usebenzisa imifanekiso ukuqikelela aze achaze indzaba kodwa ukwenza oku encediswa.	Usebenzisa imifanekiso ukuqikelela ukuba indzaba lithetha ngantoni; kodwa akade azame ukusebenzisa 'ilizwi lokufunda'.	Usebenzisa imifanekiso ukuqikelela ukuba indzaba lithetha ngantoni; ubonisa ukuqonda ukuba imifanekiso kunye namagama zizinto ezizalanayo, kodwa ezahlukileyo; usebenzisa 'ilizwi lokufunda' ukhomba amagama xa 'efunda'.

★ Term 4: 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 – 5 letters and say the sounds that these letters make.	Is able to recognise 6 – 9 letters and say the sounds that these letters make.	Is able to recognise 10 – 17 letters and say the sounds that these letters make.	Is able to recognise 18 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”.

Ithemu 3: Irubhrikhi 1-3 Kubhala lokuvalekile kanye nekubhala ngesandla

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

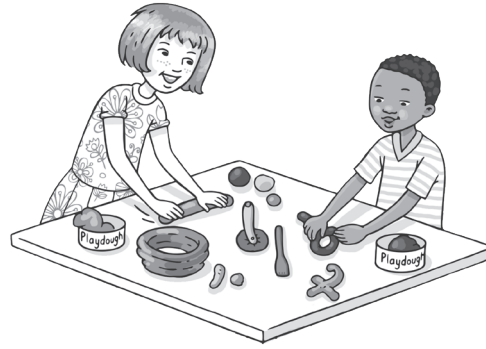
★ Term 4: Emergent writing and handwriting rubric 1 to 3

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.

★ Yenta inhlama yekudlala

Utawudzinga loku

- ★ 1 inkomishi yafulawa
- ★ ¼ inkomishi yasawoti
- ★ ½ inkomishi yemanti lafutfumalako
- ★ 5 ematfonsi embala wekudla



Tinyatselo

- 1 Hlanganisa fulawa nasawoti.
- 2 Hlanganisa ½ inkomishi yemanti lafutfumalako nematfonsi lambalwa embala wekudla.
- 3 Tsela kancane emanti kulenhlanganisela yefulawa, tamatisa uma utsela. Tamatisa kuze kuhlangane, bhuca ngetandla takho ifulawa ite ihlangane. Uma ifulawa inamatsela kakhulu, ngeta lenye ifulawa ite ingasanamatseli nakancane.
- 4 Phindza letinyatselo nanobe ngabe ngumuphi umbala lofuna kuwenta.

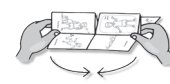
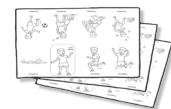
Futfumeta inhlama yekudlala ngekuyifoca etandleni takho. Loku kutilolonga lokukahle kwemisipha yetandla tebantfwana. Paka inhlama yekudlala emapulasitikini kuze ihlale iyisha bese uyigcina kusicandzisi, uma kufanele, nobe endzaweni lepholile.



★ Yenta libhuku lelincane

Tinyatselo

- 1 Yenta emakhophi lowadzingako elibhuku lelincane
- 2 Netitfombe tibheke etulu, Bhinca lelikhasi libe tigaba letisiphohlongo. Vula.
- 3 Bhinca likhasi libe hhafu, phasi emkhatsini.
- 4 Sika umbhinco losemkhatsini, njengobe bakhombisile kumdvwebo loseceleni futsi nasemusheni wemacashati ekhasini.
- 5 Bamba likhasi emkhatsini weminwe nesitfupha sakho kuwo omabili emacele elikhasi.
- 6 Letsa tandla takho phasi futsi kanyekanye.
- 7 Yenta umtapotincwadzi wemabhuku lamancane ngekugcina onkhe emabhuku akho ebhokisini lelincane- libhokisi lejeli lisebenta kahle!



★ How to make playdough


You will need

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



Steps

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

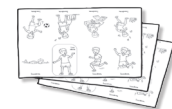


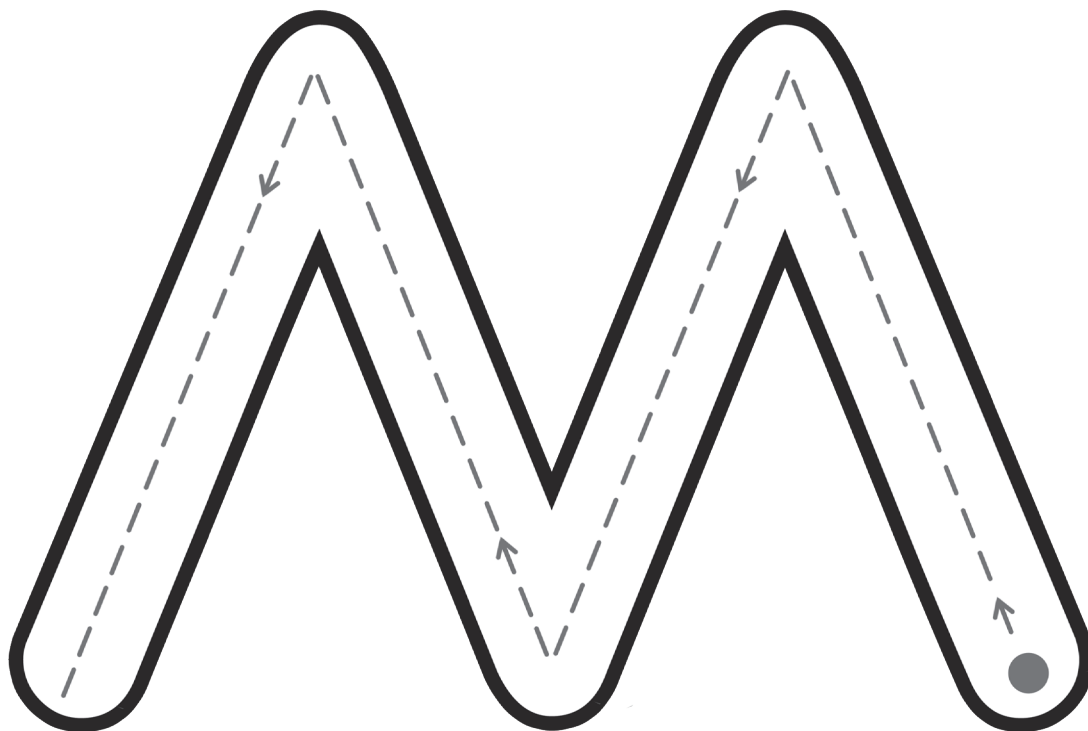
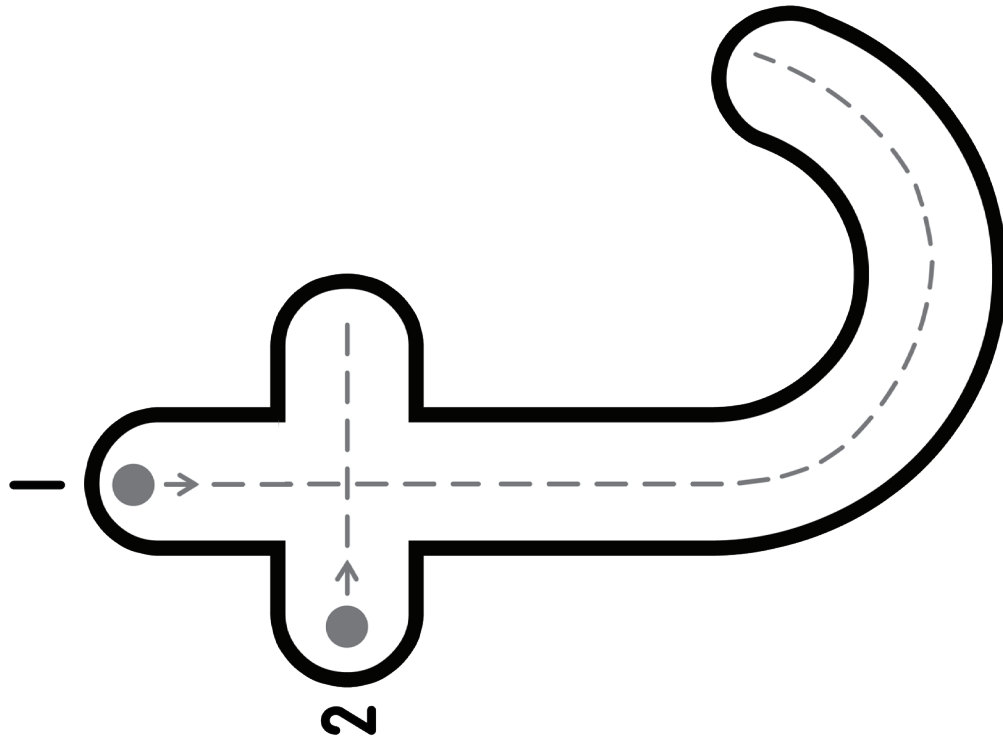
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

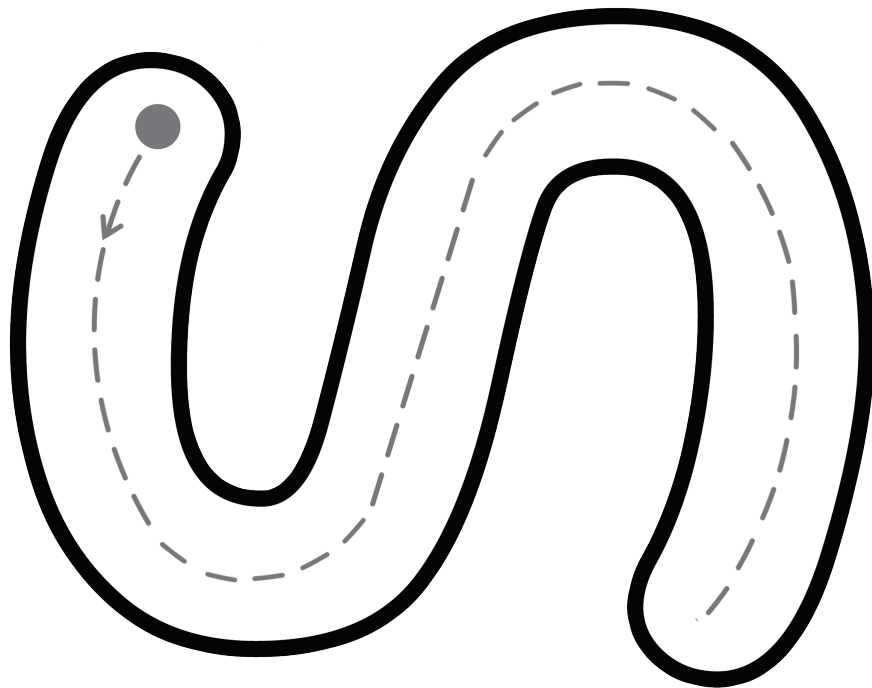
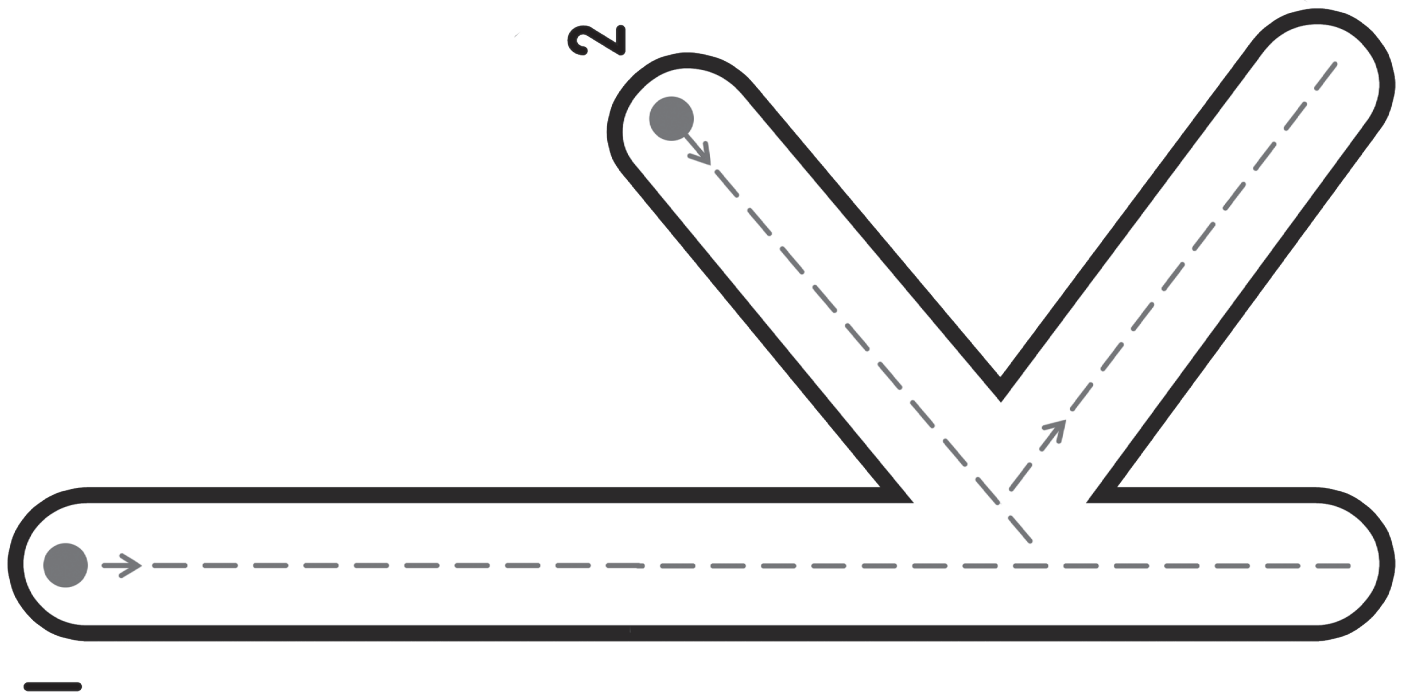
★ How to make a little book

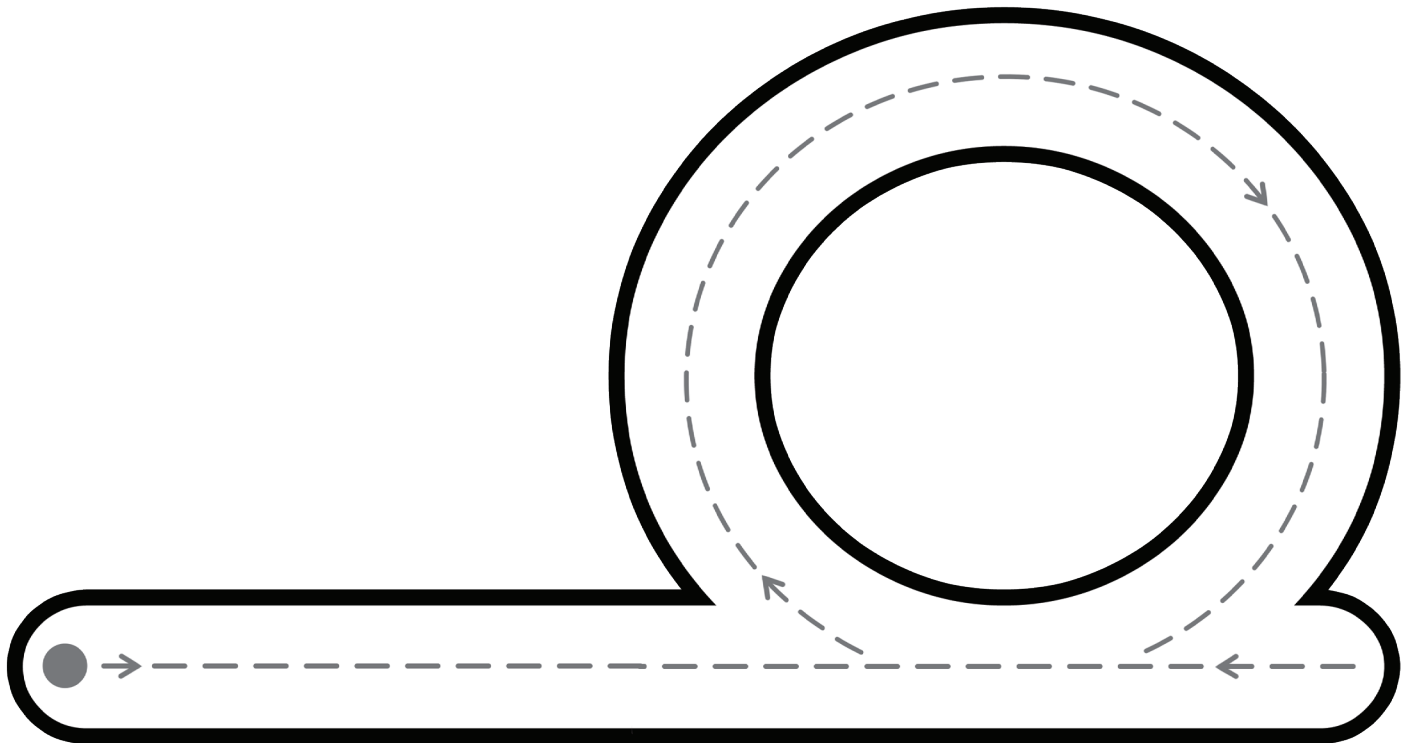
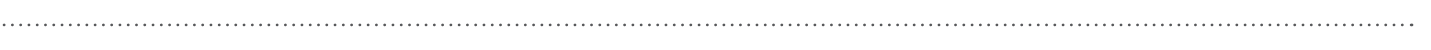
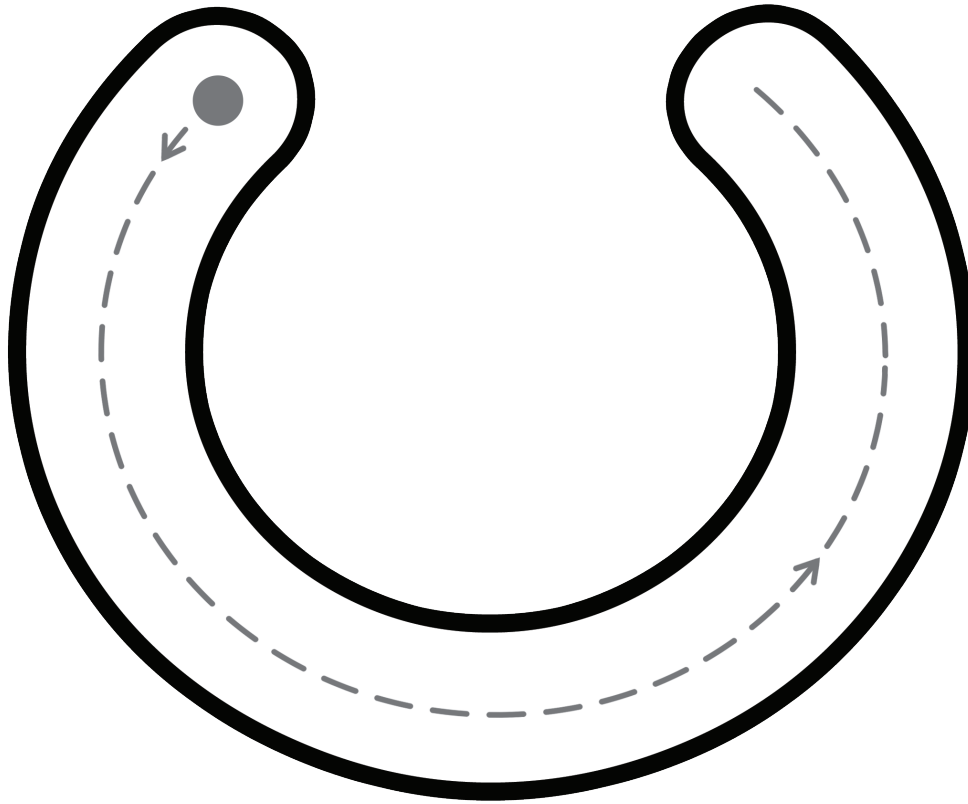
Steps

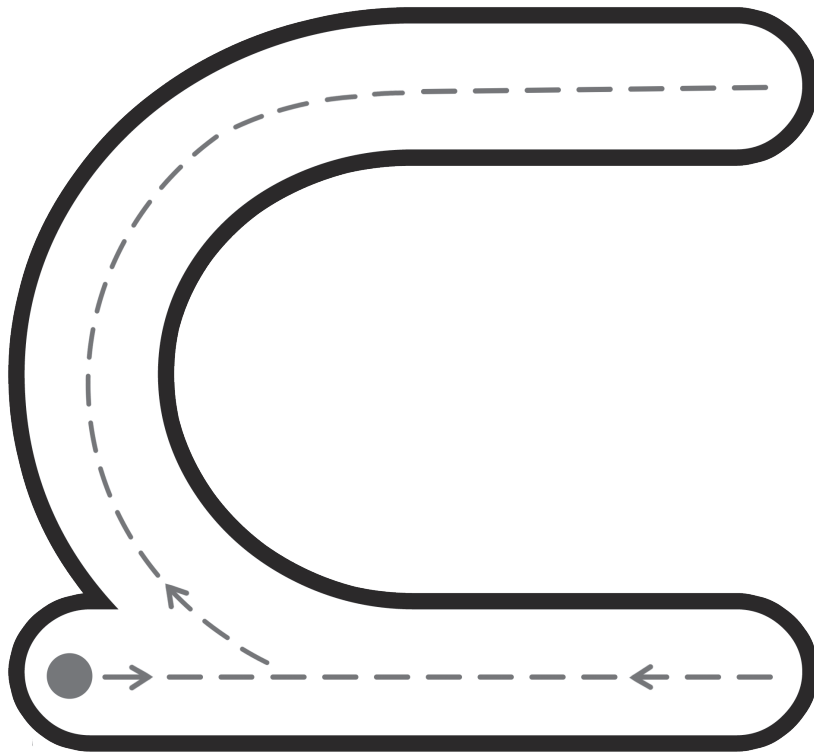
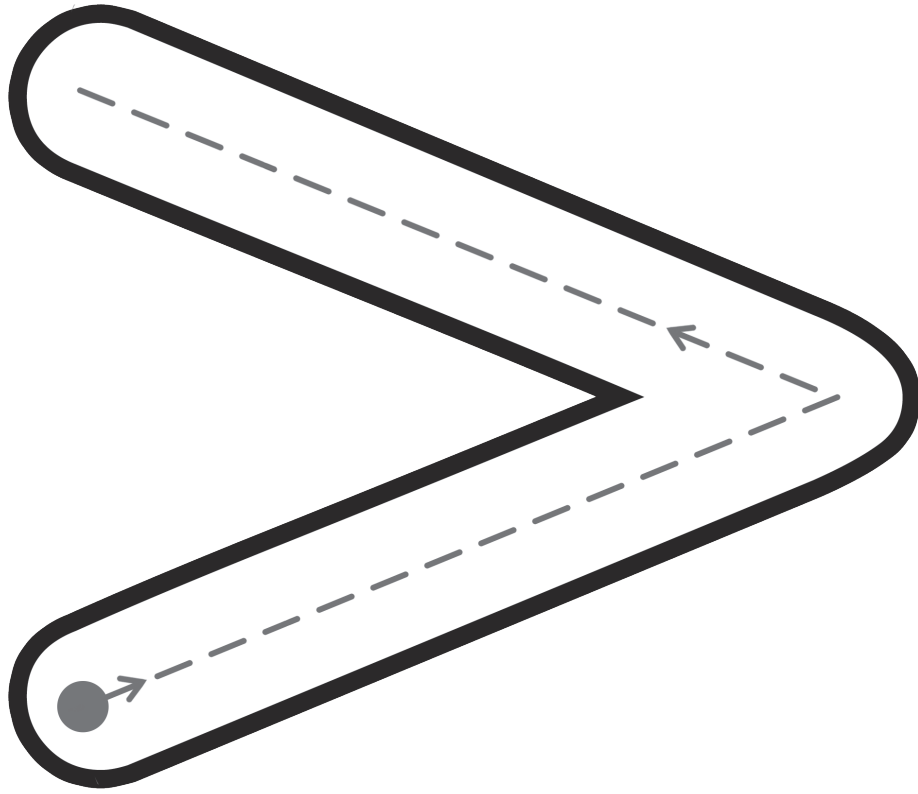
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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









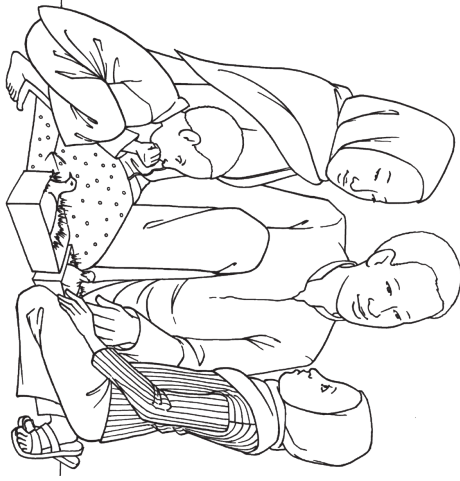




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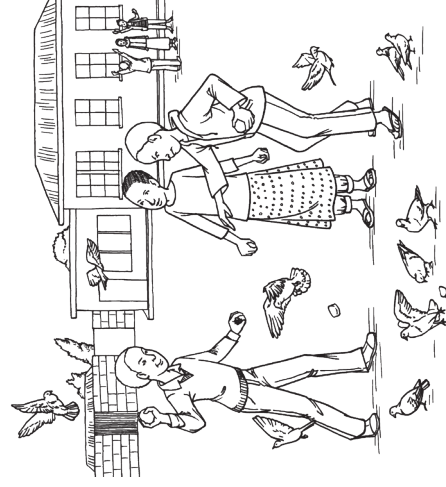
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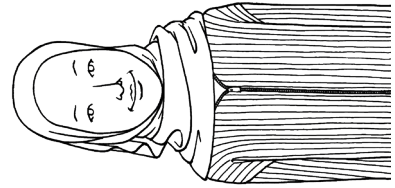


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Wordworks
LITERACY THROUGH THE ARTS

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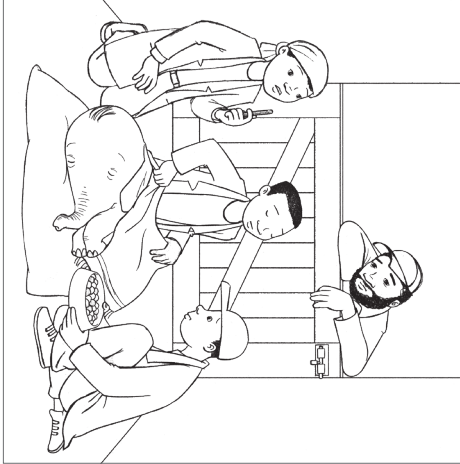




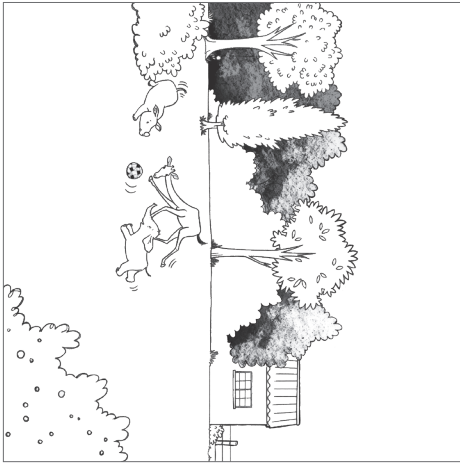
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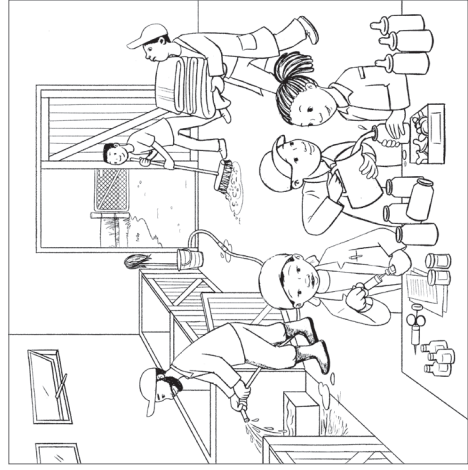
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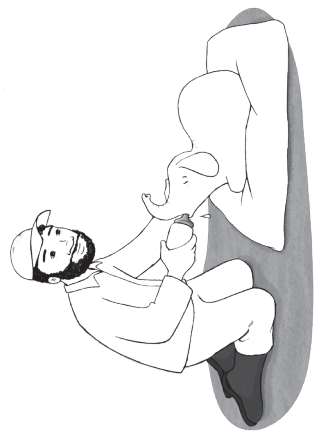
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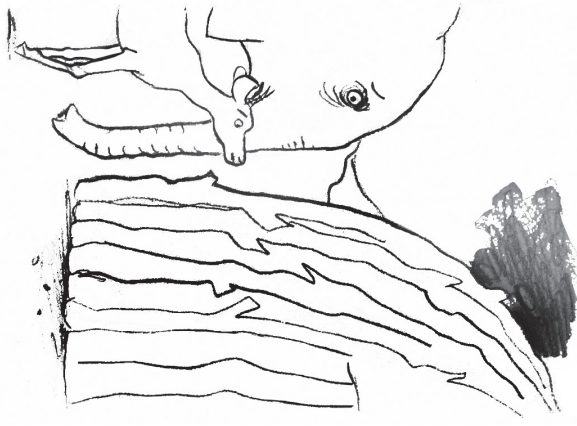
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Wordworks
Changing lives through literacy

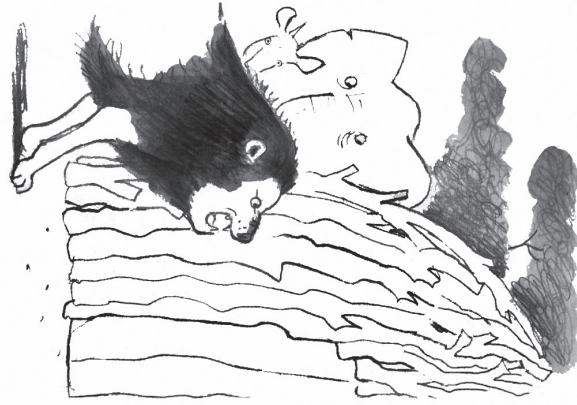
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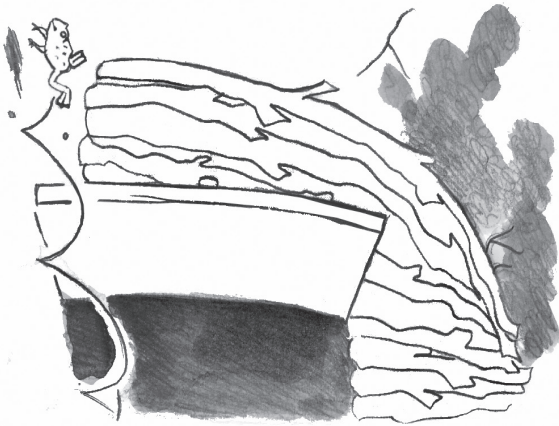




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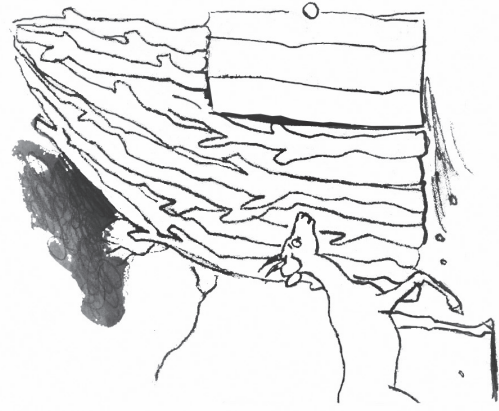
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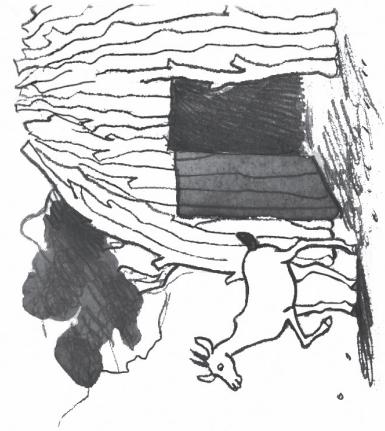
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Creating the World Through Literacy

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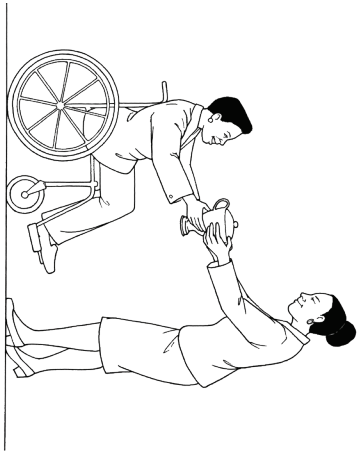
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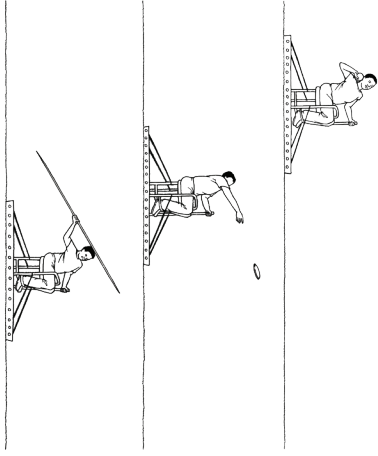
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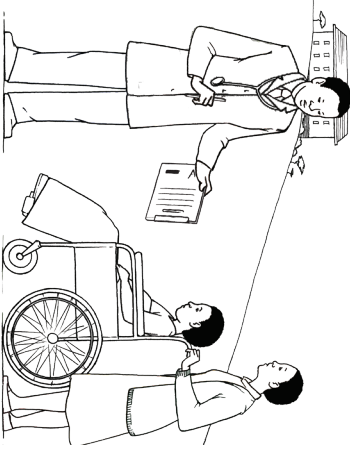
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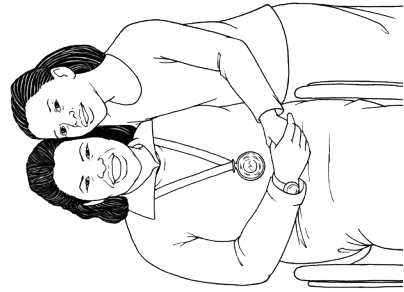
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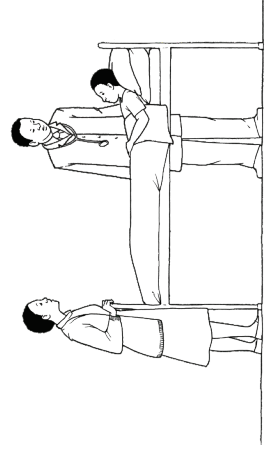
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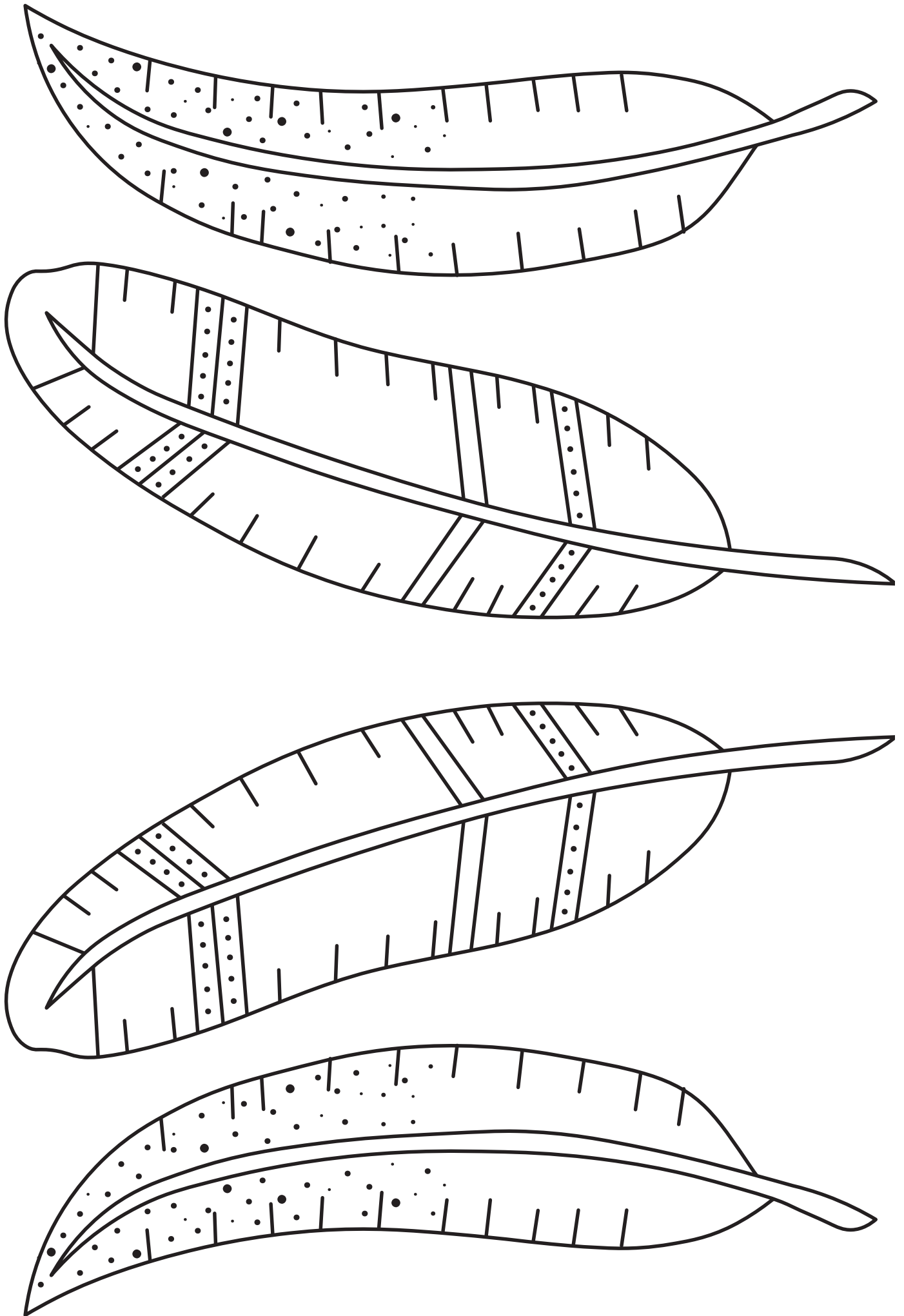


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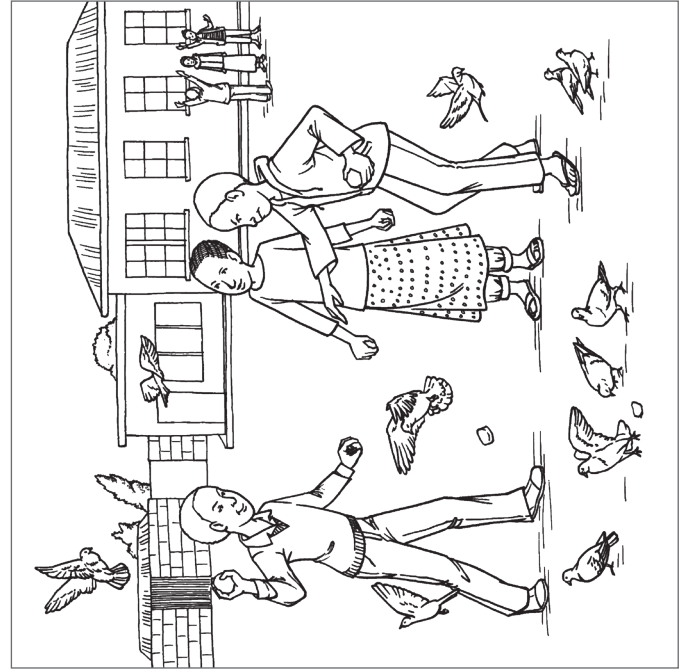
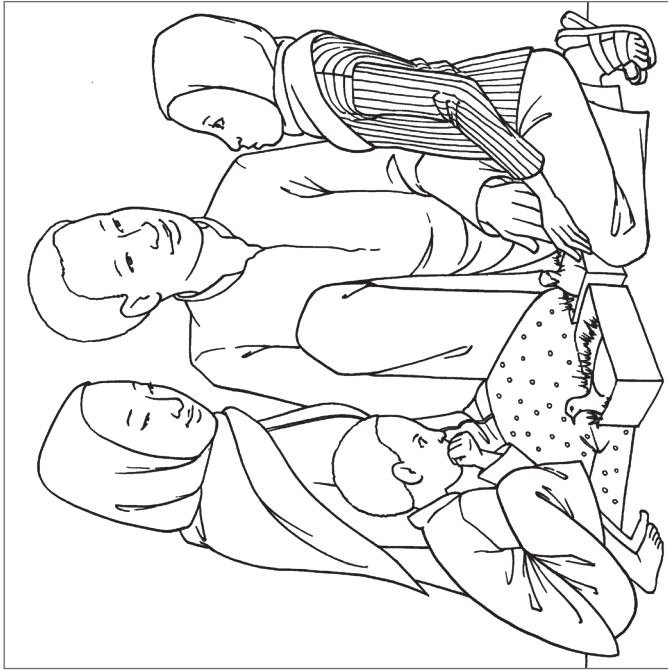


Dina netilwane takhe: Likhasi lemsebenti wetinsiba















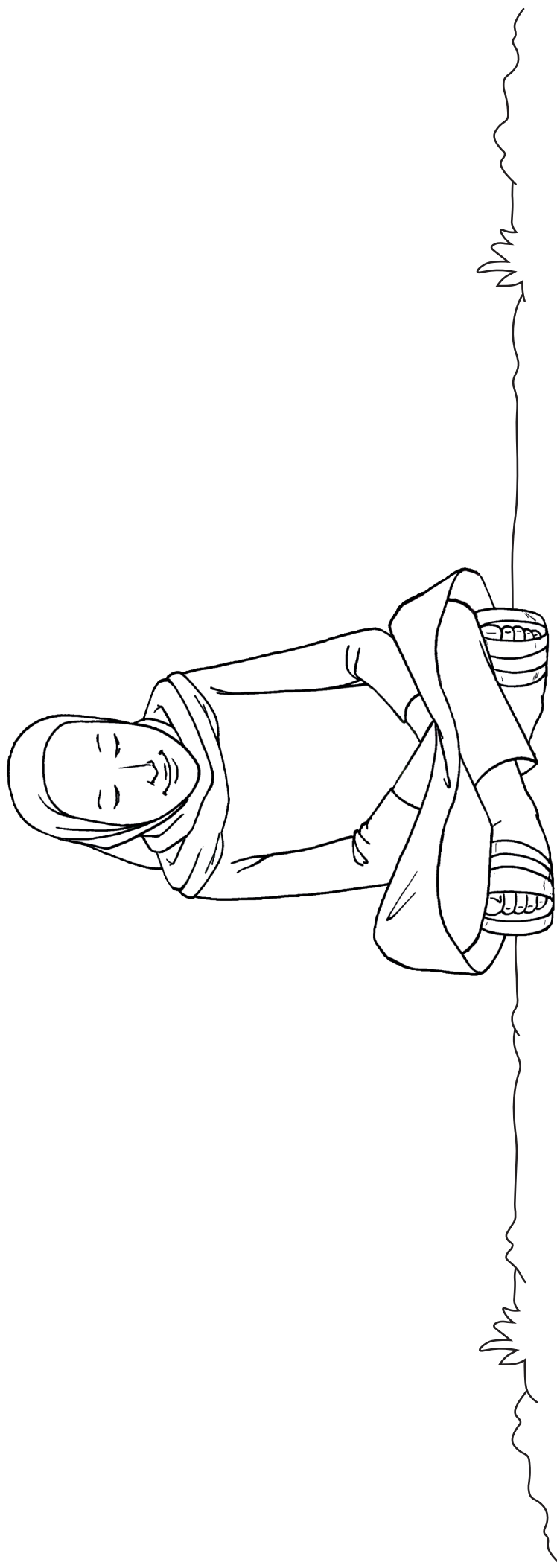
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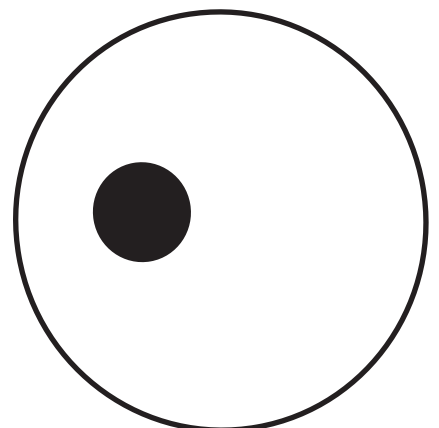
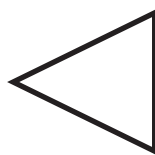
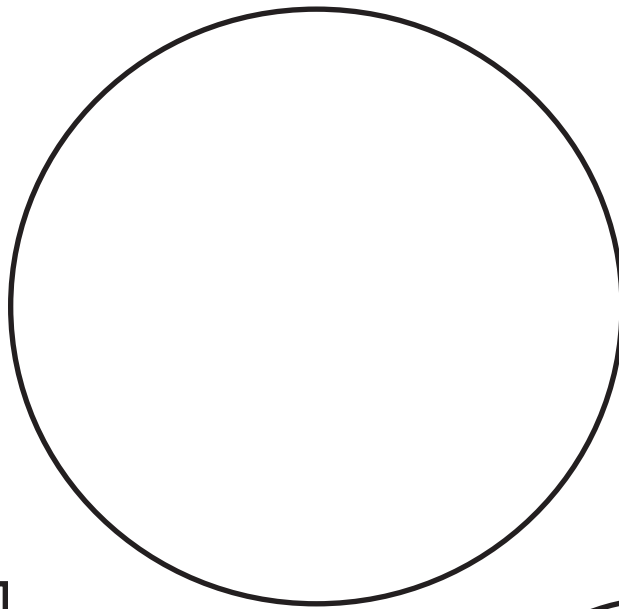
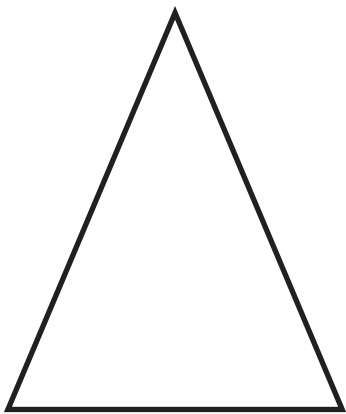
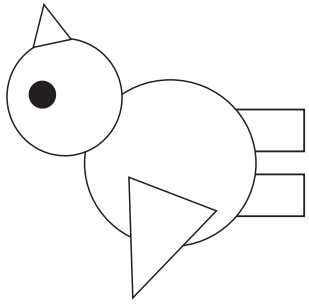




Dina netilwane takhe: Likhasi lemsebenti wekuFundza wente

	2		bangani
	3		tinyoni
	1		sigcoko
	1		mjikeneni
	2		tikhukhukati



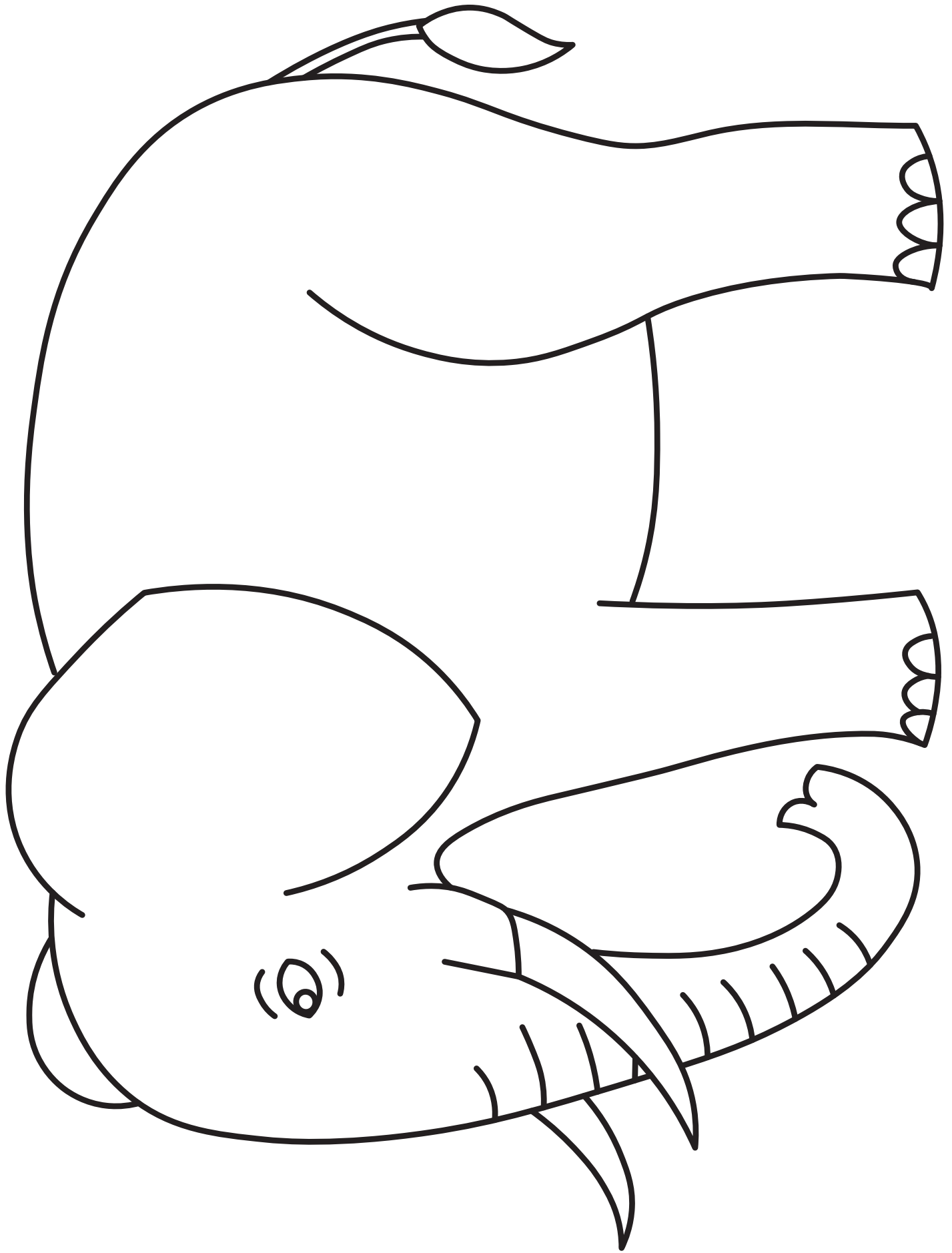


Dina netilwane takhe: Likhasi lemsebenti wesimo seNyoni





Umlondvoloti nenkhulisa yetilwane: Likhasi lemsebenti weNdllovu





Umlondvoloti nenkhulisa yetilwane: Likhasi lemsebenti wekuFundza wente 1



5 ngekutsi tidla luhlata  

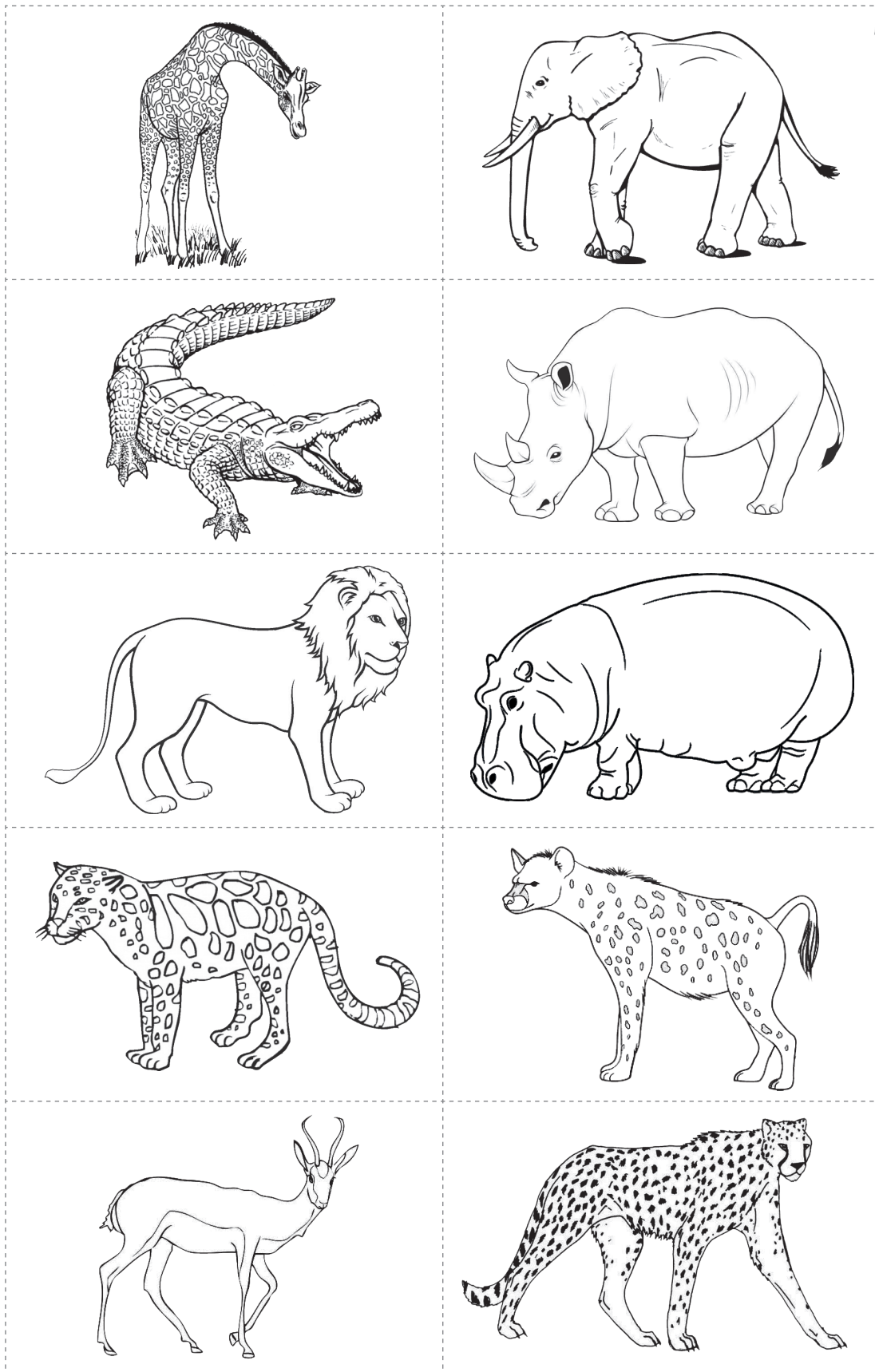


5 ngekutsi tidlanyama 



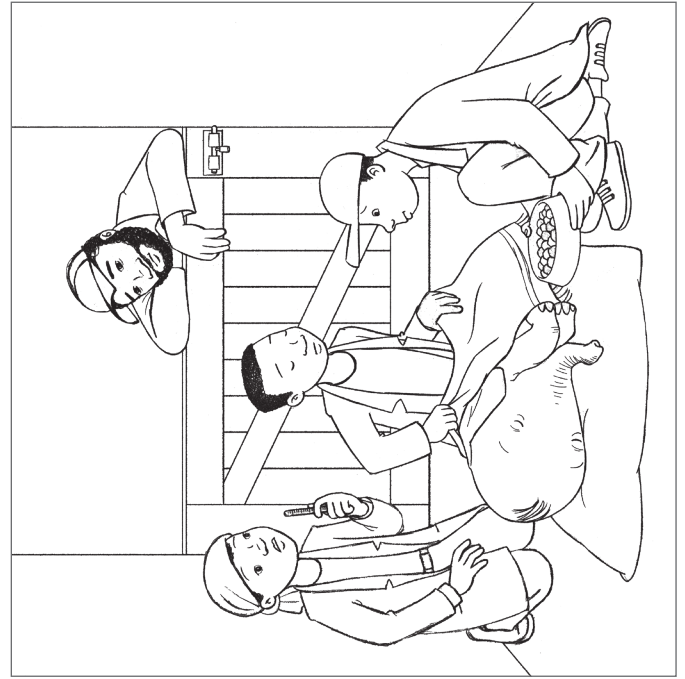
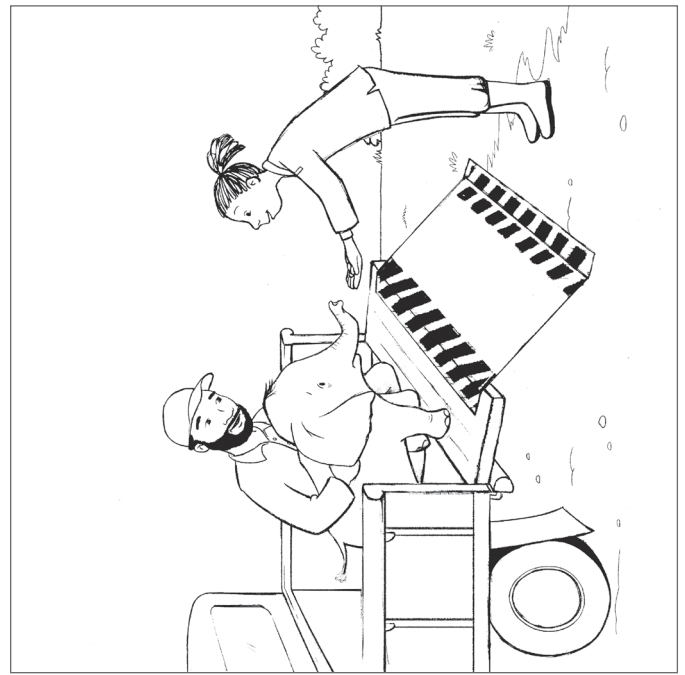
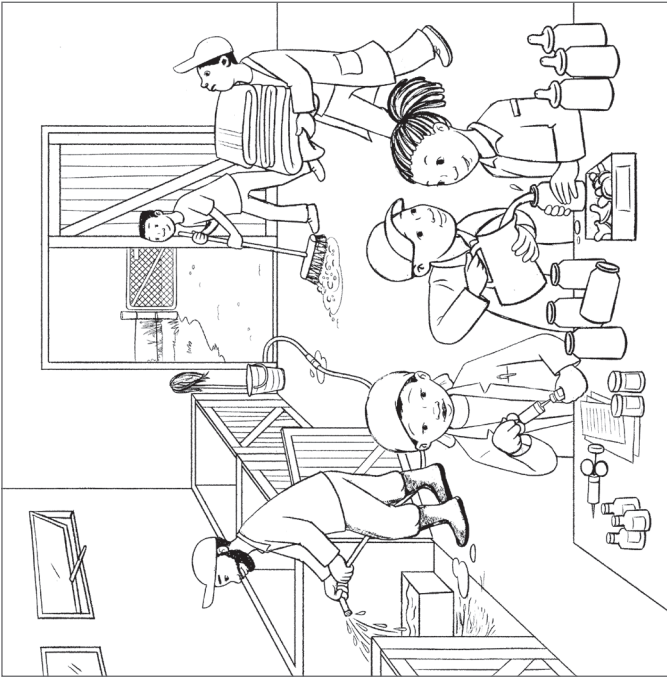
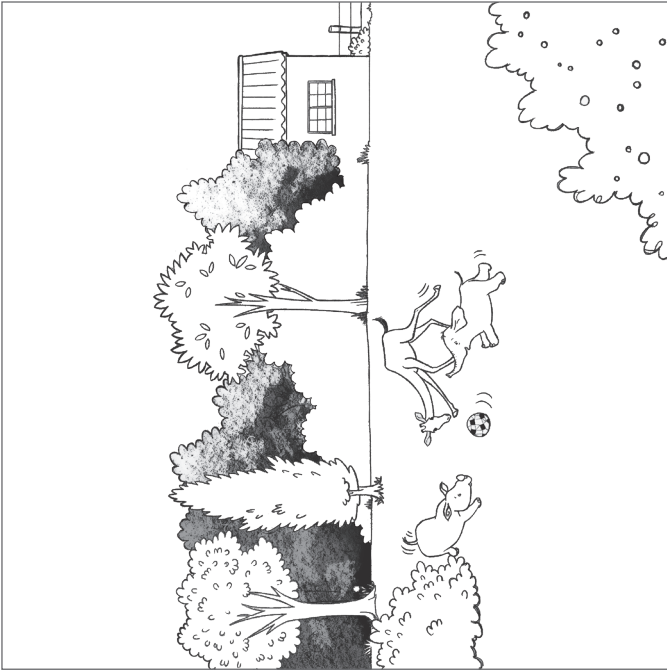
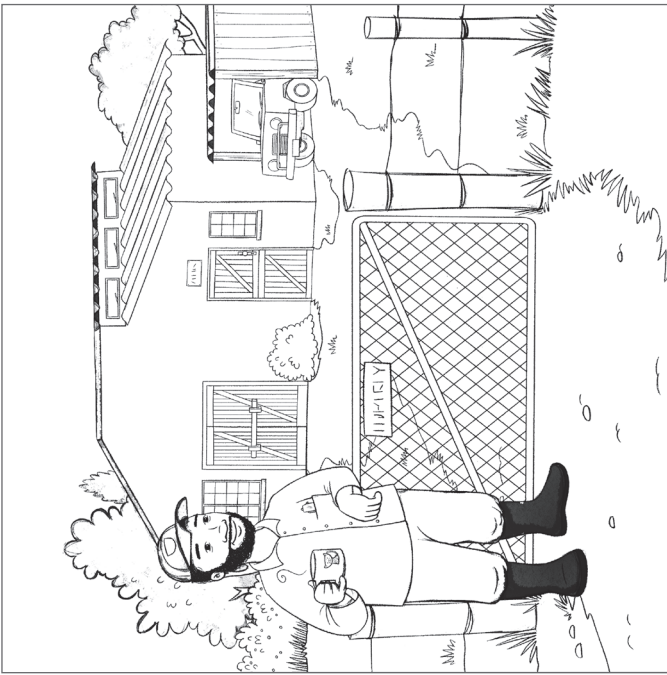


Umlondvoloti nenkhulisa yetilwane: Likhasi lemsebenti wekuFundza wente 2



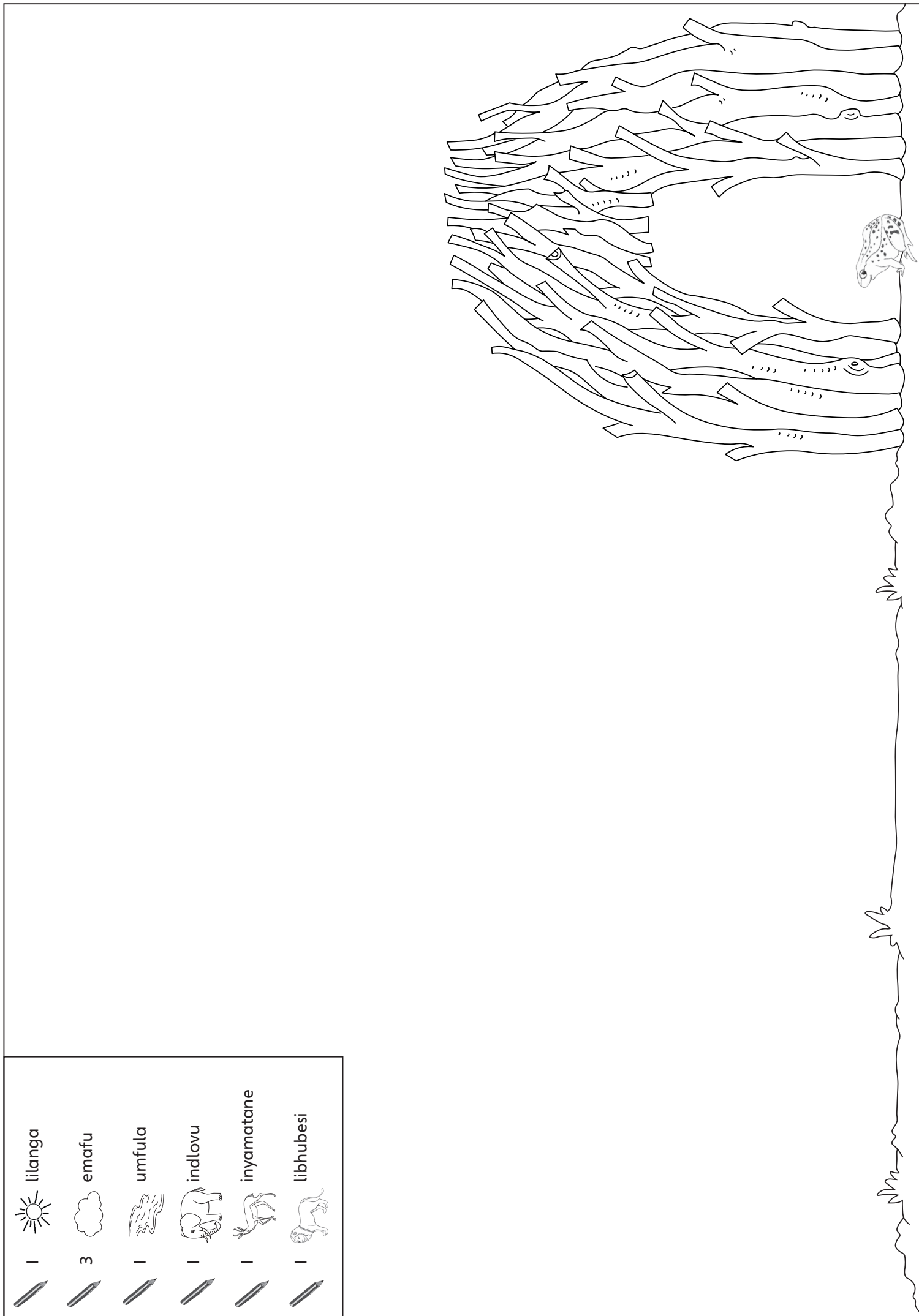














Umlondvoloti nenkhulisa yetilwane: Tifombe tekulandzelanisa letimbala lomnyama nalomhlophe



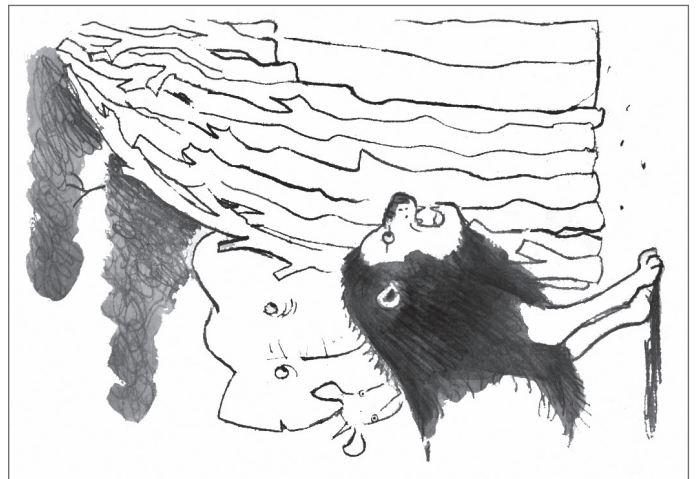
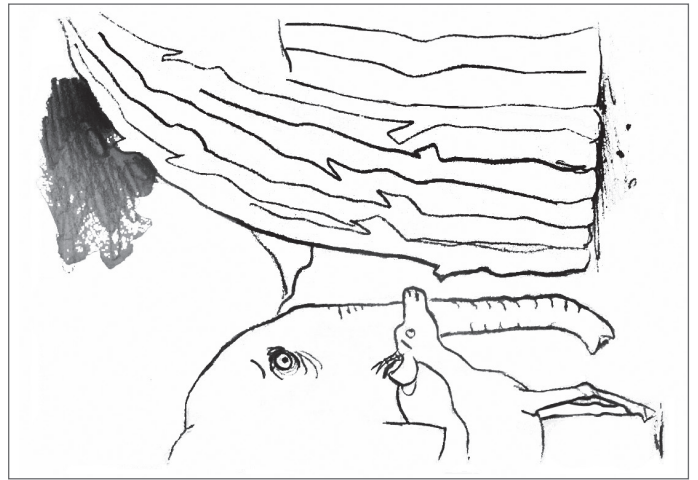
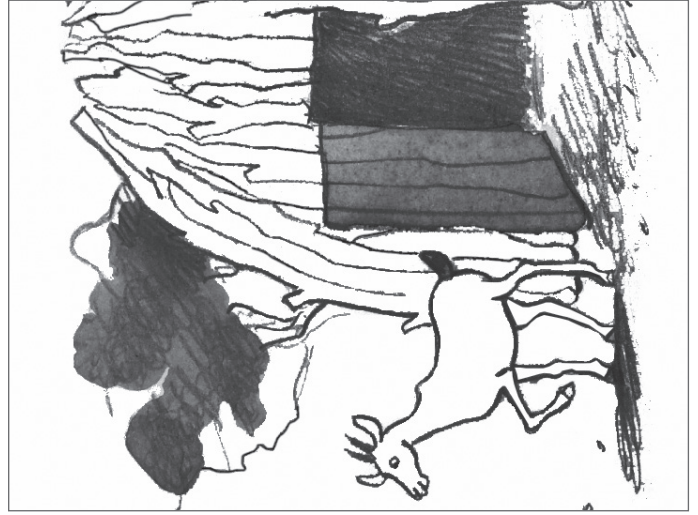
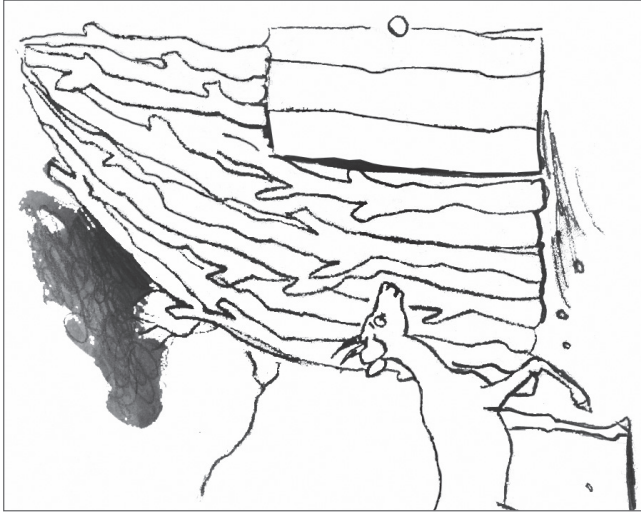


Sivakashi saNyamatane: Likhasi lemsebenti wekuFundza wente



	1		lilanga
	3		emafu
	1		umfula
	1		indlovu
	1		inyamatane
	1		libhubesi



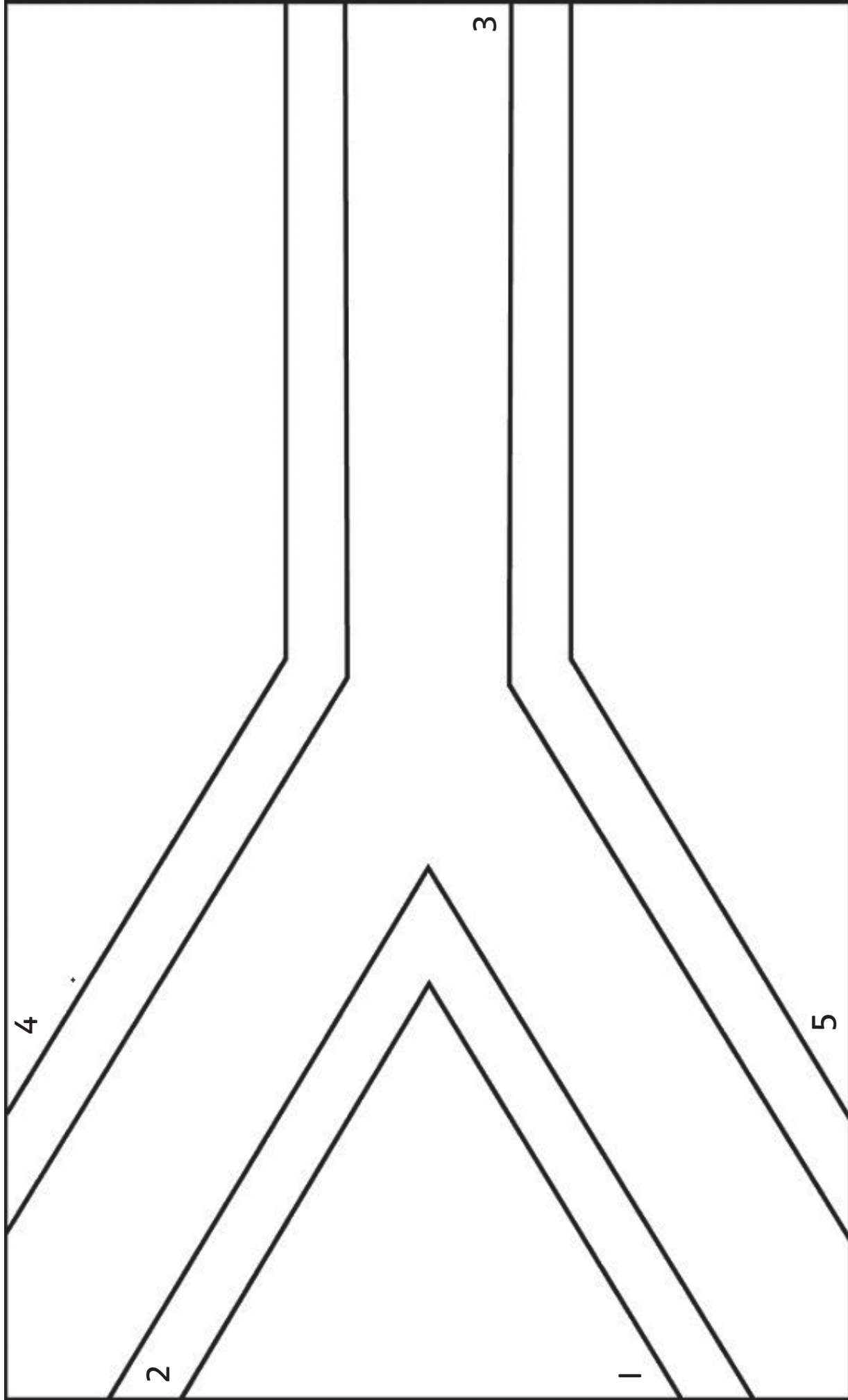


Sivakashi saNyamatane: Titfombe tekulanzelanisa letimbala lomnyama nalomhlophe





Indzaba yaZanele: Likhasi lemsebenti wekuFundza wente



 <p>1 mynama <input type="radio"/></p>	 <p>2 luphuti <input type="radio"/></p>	 <p>3 luhlata kwetjani <input type="radio"/></p>	 <p>4 bovu <input type="radio"/></p>	 <p>5 luhlata kwesibhakabhaka <input type="radio"/></p>
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Indzaba yaZanele: Tifombe tekulandzelanisa letimbala lomnyama nalomhlophe

