

Mbekanyamushumo ya u Khwinisa
Luambo ya Gireidi ya R

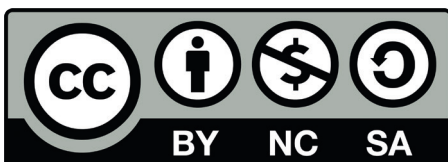
Grade R Language
Improvement Programme

Nyendedzi ya Nyito Activity Guide

Kotara ya 4
Term 4



Tshivenda | English



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

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★ Mulaedza u bva kha Thoho ya Muhasho



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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


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

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

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

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

Yours Sincerely


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

Gaidi ya Mushumo ya Themo ya 4

Gaidi ya Mushumo ya Themo ya 4 ya Luambo lwa Hayani i netshedza tshivhumbeo tsha u funza Gireidi ya R Luambo lwa Hayani kha themo ya u thoma. Mishumo yo d̄isendeka kha dzinganea na u dzudzanywa u ya nga mutevheṭhaḁu wa u funza wa vhege mbili wa nganea iṅwe na iṅwe.

Kha vha ṭhogomele zwi tevhelaho:

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

Zwiko

Iyi ndi nyangaredzo ya dzinganea, thero dzi elanaho na maḁedere o sedzwaho a Themo ya 4.

Nganea	Thero	Maḁedere/mibvumo yo sedzwaho
Dina na zwipuka zwawe	Zwiḁoni	h na l
Muṭhogomeli na ndelazwixele yawe	Phukha dza ḁaka	r na v
Mueni wa Mbavhala	Phukha ya ḁaka nthihi	m na ṭ
Nganea ya Zanele	Mitambo	f na s

Vha ḁo tea u fhaṭa zwiko zwavho vhone vhaṅe nga zwiṭuku u itela u funza mbekanyamushumo. Zwiṅwe zwi netshedzwa vhone sa tshipiḁa tsha mbekanyamushumo, zwiṅwe vha tea u tou zwi kuvhanganya nahone zwiṅwe vha nga tou d̄itela vhone vhaṅe. Ri vha humbudza uri vha pulane ngudo dzavho mathomoni a vhege iṅwe na iṅwe na u lugisa zwishumiswa zwoṭhe zwine vha ḁo zwi ṭoḁa hu tshee na tshifhinga. Kha vha vhe na vhuṭanzi ha uri tshiṅwe na tshiṅwe tsho dzudzanyea hu sa athu u thoma dzingudo, u itela uri vha kone u vha na tshifhinga tshinzhi na vhaḁudi.

Buto ḁa Zwiko zwa Luambo

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

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

★ 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	h and l
Keeper and his nursery	Wild animals	r and v
Bushbuck's visitor	One wild animal	m and t
Zanele's story	Sport	f and s

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

Language resource pack

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

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



Zwiko zwine zwa fanela u kuvhanganywa kana u rengwa

- ★ Dzisifhereswenda na zwiambaro zwi elanaho na nganea uri zwi shumiswe nga tshifhinga tsha u tlatshedza nganea, u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana na litambwa
- ★ khandiso dzo tumanaho na nganea inwe na inwe: bugu dza zwifanyiso, mabambiri a khungedzelo, mimagazini na dziphositara
- ★ Zwithu kana garaṭa dza zwifanyiso dza mutevhe wa ndivho ya maipfi dza nganea inwe na inwe
- ★ Zwithu zwa mabogisi a maḽedere, bege, madaisi mavhili na zwivhali, fuḽaga ya Afurika Tshipembe
- ★ Khirayoni dza pfuraṅotshi khulwane, dzipennde na bulatsho dza u pennda, zwigero, guḽuu, guḽuu ya zwa vhutsila, peni dza u swaya na peni dza u swaya kha bodo
- ★ Suko ḽa u tamba kana vumba
- ★ Bammbiri ḽa A4, khadibogisi na bammbiri ḽa filipitshati, bammbiri ḽa muvhala
- ★ Zwishumiswa zwa matshetshelelo a vhutsila na mishumo ya u fhaṭa: phuleithi dza mabambiri, mbeu dza zwiṅoni kana muvango wa dzimbeu, zwithivho zwa tsimbi na zwa puḽasiṭiki, mabogisi a makumba, mitibo ya dzidzhege, feleṭe kana zwipiḽa zwa labi, rolo ya thishu, forogo dza puḽasiṭiki, huphusi, khadibogisi, gurannḽa, thanda dza aisikhirimu, luḽekere, bola ya wulu kana bola ṭhukhu ya mivhala, midzio ya yogathi, bammbiri ḽa thishu, zwitsimbi, tshitiṛou, riboni kana muḽali, wulu (mutswu, mutswuku, mudala, wa ṭaḽa, wa lutombo)

Ndugiselo ya nganea inwe na inwe

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

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

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

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

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





Resources to collect or buy

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

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.



Mutevheṭhaḁu wa Vhege ya mbili wa Luambo lwa Hayani






Vhege ya 1

Mishumo ya kijasi yoṭhe	Musumbuluwo	Ḳavhuvhili	Ḳavhuraru	Ḳavhuḁa	Ḳavhuṭanu
Mishumo yo ḁisendekaho kha nganea	U ṭalutshedza nganea na u fhaṭa nḁivho ya maipfi	U ṭalutshedza nganea na u imba	U ṭalutshedza nganea na Ḳitambwa	U vhekanya zwifanyiso	U ita, u ola na u riwala
	Vhagudi vha pfa nganea lwa u tou thoma ngeno vha tshi khou guda nḁivho ya maipfi maswa.	Vhagudi vha thetshesela hafhu nganea na u imba luimbo lu elanaho na nganea.	Vhagudi vha dzhia mishumo yo fhambanaho na u shumisa luambo lwa nganea vhone vhaḁe, musi nganea i tshi anetshelwa.	Vhagudi vha ṭalutshedza hafhu nganea nga u shumisa zwifanyiso.	Vhagudi vha imela mihumbulo yavho zwi tshi kwama nganea nga u vhumba tshithu, u ola tshifanyiso kana u shela mulenzhe kha u vhalala nga u selisana.
Mishumo ya maḁedere na mibvumo	U ḁivhadza mubvumo u bva kha nganea	U vhumba Ḳedere	Mabogisi a maḁedere	U thetshesela mibvumo yo sedzwaho	U ṭanganyisa na u khethekanya
	Vhagudi vha a gudiswa mubvumo wo sedzwaho na u u ṭumana na maipfi a bvaho kha nganea.	Vhagudi vha vhumba Ḳedere Ḳo sedzwaho vha tshi khou shumisa zwishumiswa zwo fhambanaho na tshenzhemo ya zwipfi yo pfumaho.	Vhagudi vha vhona , u fara na u amba nga zwithu na zwifanyiso zwine zwa thoma nga mubvumo wo sedzwaho.	Vhagudi vha topola mibvumo yo sedzwaho kha maipfi.	Vhagudi vha ṭanganyisa mibvumo u itela u vhumba maipfi maswa na u ṭhukhukanya maipfi uri a vhe mibvumo.
Mishumo ya tshigwada tshiṭuku	Musumbuluwo	Ḳavhuvhili	Ḳavhuraru	Ḳavhuḁa	Ḳavhuṭanu
	Stella u a sumbedza uri ndi ifhio mishumo ya tshigwada tshiṭuku ine ya tshimbidzwa nga mudededzi ḁuvha Ḳinwe na Ḳinwe.				
Tshigwada tsha lutombo	Mushumo wa 1: U ola na nḁivho i rangelahoho u riwala ha vhagudi	Mushumo wa 2: Khanganyiso na mitambo	Mushumo wa 3: U vhalala nga iwe muḁe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḁi na muḁwalo	Mushumo wa 5: U ḁiita u nga u khou tamba
	Vhagudi vha rekhoda mihumbulo yavho nga kha nyolo na nḁivho i rangelaho u riwala.	Vhana vha ita khanganyiso dza maipfi na u tamba mitambo ya luambo.	Vhagudi vha vhalala nga vhoṭhe na u ḁiphina nga dzibugu na dziḁwe khandiso.	Vhana vha ita mishumo ya u sudzuluwa ha misipha havhuḁi na u guda u vhumba maḁedere.	Vhagudi vha fhaṭa kha luambo lwa nganea na thero nga kha u ḁiita u nga vha khou tamba.
Tshigwada tshidala	Mushumo wa 5: U ḁiita u nga u khou tamba	Mushumo wa 1: U ola na nḁivho i rangelaho u riwala ha vhana	Mushumo wa 2: Khanganyiso na mitambo	Mushumo wa 3: U vhalala nga iwe muḁe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḁi na muḁwalo
Tshigwada tsha ṭaḁa	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḁi na muḁwalo	Mushumo wa 5: U ḁiita u nga u khou tamba	Mushumo wa 1: U ola na nḁivho i rangelaho u riwala ha vhana	Mushumo wa 2: Khanganyiso na mitambo	Mushumo wa 3: U vhalala nga iwe muḁe
Tshigwada tshitswuku	Mushumo wa 3: U vhalala nga iwe muḁe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḁi na muḁwalo	Mushumo wa 5: U ḁiita u nga u khou tamba	Mushumo wa 1: U ola na nḁivho i rangelaho u riwala ha vhana	Mushumo wa 2: Khanganyiso na mitambo
Tshigwada tsha phephuḁu	Mushumo wa 2: Khanganyiso na mitambo	Mushumo wa 3: U vhalala nga iwe muḁe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḁi na muḁwalo	Mushumo wa 5: U ḁiita u nga u khou tamba	Mushumo wa 1: U ola na nḁivho i rangelaho u riwala ha vhana








The Home Language two-week cycle

Week 1

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








Vhege ya 2

Mishumo ya kilasi yothe	Musumbuluwo	Lavhuvhili	Lavhuraru	Lavhuṅa	Lavhuṭanu
Mishumo yo disendekaho kha nganea	Huṅwe u vhekanya zwifanyiso Vhagudi vha ṭanganyisa nḡivho yavho ya nganea nga u vhekanya zwifanyiso vho ḡiimisa nga vhoṭhe.	U vhalā nga u sielisana – Bugu Khulu Vhagudi vha thetshesela nganea i ḡivheaho tshine tsha khou vhalwa musi mudededzi a tshi sumbedza kuitele kwa u vhalā.	U guda u thetshesela Vhagudi vha thetshesela nga vhurōnwane na u tevhedza ndaela dzi ambiwaho.	U vhalā na u ita Vhagudi vha ṭalutshedza tswayo dzo nḡwaliwaho na tshifanyiso.	U ita, u ola na u nḡwala Vhagudi vha sumbedza mihumbulo yavho nga ha nganea nga u vhumba tshithu, u ola tshifanyiso kana u shela mulenzhe kha u vhalā nga u sielisana.
Mishumo ya maḡedere na mibvumo	U ḡivhadza mubvumo u bva kha nganea Vhagudi vha a ḡudiswa mubvumo wo sedzwaho na u u ṭumana na maipfi a bvaho kha nganea.	U vhumba ḡedere Vhagudi vha vhumba ḡedere ḡo sedzwaho vha tshi khou shumisa zwishumiswa zwo fhambanaho na tshenzhemo ya zwipfi yo pfumaho.	Mabogisi a maḡedere Vhagudi vha vhona, u fara na u amba nga zwithu na zwifanyiso zwine zwa thoma nga mubvumo wo sedzwaho.	U thetshesela mibvumo yo sedzwaho Vhagudi vha topola mibvumo yo sedzwaho kha maipfi.	U ṭanganyisa na u khethekanya Vhagudi vha ṭanganyisa mibvumo u itela u vhumba maipfi maswa na u ṭhukhukanya maipfi uri a vhe mibvumo.
Mishumo ya tshigwada tshituku	Musumbuluwo	Lavhuvhili	Lavhuraru	Lavhuṅa	Lavhuṭanu
Stella u a sumbedza uri ndi ifhio mishumo ya tshigwada tshituku ine ya tshimbidzwa nga mudededzi ḡuvha ḡiṅwe na ḡiṅwe.					
Tshigwada tsha lutombo	Mushumo wa 1: U ola na nḡivho i rangelaho u nḡwala ha vhagudi Vhagudi vha rekhoda mihumbulo yavho nga kha nyolo na nḡivho i rangelaho u nḡwala.	Mushumo wa 2: Khanganyiso na mitambo 	Mushumo wa 3: U vhalā nga iwe muṅe Vhagudi vha vhalā nga vhoṭhe na u ḡiphina nga dzibugu na dzinwe khandiso.	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḡi na muṅwalo Vhana vha ita mishumo ya u sudzuluwa ha misipha havhuḡi na u guda u vhumba maḡedere.	Mushumo wa 5: U ḡiita u nga u khou tamba Vhagudi vha fhaṭa kha luambo lwa nganea na thero nga kha u ḡiita u nga vha khou tamba.
Tshigwada tshidala	Mushumo wa 5: U ḡiita u nga u khou tamba	Mushumo wa 1: U ola na nḡivho i rangelaho u nḡwala ha vhana	Mushumo wa 2: Khanganyiso na mitambo 	Mushumo wa 3: U vhalā nga iwe muṅe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḡi na muṅwalo
Tshigwada tsha ṭaḡa	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḡi na muṅwalo	Mushumo wa 5: U ḡiita u nga u khou tamba	Mushumo wa 1: U ola na nḡivho i rangelaho u nḡwala ha vhana	Mushumo wa 2: Khanganyiso na mitambo 	Mushumo wa 3: U vhalā nga iwe muṅe
Tshigwada tshitswuku	Mushumo wa 3: U vhalā nga iwe muṅe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḡi na muṅwalo	Mushumo wa 5: U ḡiita u nga u khou tamba	Mushumo wa 1: U ola na nḡivho i rangelaho u nḡwala ha vhana	Mushumo wa 2: Khanganyiso na mitambo 
Tshigwada tsha phephuḡu	Mushumo wa 2: Khanganyiso na mitambo 	Mushumo wa 3: U vhalā nga iwe muṅe	Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḡi na muṅwalo	Mushumo wa 5: U ḡiita u nga u khou tamba	Mushumo wa 1: U ola na nḡivho i rangelaho u nḡwala ha vhana





Week 2

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



Mishumo ya mbekanyamushumo yo disendeka na CAPS

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

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





Programme activities are CAPS aligned

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

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



Mutevheṭhaḡu wa vhege mbili	Maḡedere oṭhe a kiḡasi na mishumo ya mibvumo	Zwikili zwa Luambo zwa CAPS	Mutevhe wa zwine zwa fanela u sedzwa zwa u Linga	Rubiriki ya u Linga
Vhege ya 1 na 2: Musumbuluwo	U ḡivhadza mubvumo u bva kha nganea	Mibvumo		Rubiriki ya 1 ya Mibvumo, ya u Vhala, na ya u ṭalela: U ḡivha nga nḡila ya u thetshesela na nga u vhona dziṅwe dzithemba na dziḡfalandoṭhe
Ḳavhuvhili	U vhumba ḡedere	Muṅwalo	U vhumba maḡedere nga nḡila dzo fhambanaho a tshi khou shumisa nyolo ya minwe, bulatsho dza u pennda, khirayoni dza pfuraṅotshi na zwiṅwe. U thoma kha tshauḡa a tshi khou tevhela sia ḡone	Rubiriki ya 1 ya Nḡivho i Rangelaho u ṅwala na Muṅwalo: U bvedza zwikili zwa misipha miṭuku na zwikili zwa u sudzuluwa ha misipha havhuḡi
Ḳavhuraru	Mabogisi a maḡedere	Mibvumo	U ḡivha nga nḡila ya u thetshesela na nga u vhona dziṅwe themba na pfallandoṭhe dza u thoma nga maanḡa mathomoni a ipfi	Rubiriki ya 1 ya Mibvumo, ya u Vhala, na ya u ṭalela: U ḡivha nga nḡila ya u thetshesela na nga u vhona dziṅwe dzithemba na dziḡfalandoṭhe
Ḳavhuḡa	U thetshesela mibvumo yo sedzwaho	Mibvumo		Rubiriki ya 2 ya Mibvumo, ya u Vhala, na ya u ṭalela: U thoma u ḡivha uri maipfi o vhumbiwa nga mibvumo: u ṅetshedza mubvumo wa u thoma wa dzina ḡawe
Ḳavhuṭanu	U ṭanganisa na u khethekanya	Mibvumo	U khethekanya maipfi a madungo manzhi a vha madungo: u shumisa u vhandu zwanḡa kana u lila ha ngoma kha dungo ḡiṅwe na ḡiṅwe kha ipfi kana u topola tshivhalo tsha madungo (u vhandu zwanḡa) kha madzina a vhana kiḡasini	
Mutevheṭhaḡu wa vhege mbili	Mishumo ya tshigwada tshiṭuku	Zwikili zwa Luambo zwa CAPS	Mutevhe wa zwine zwa fanela u sedzwa zwa u Linga	Rubiriki ya u Linga
Vhege ya 1 na 2: Musumbuluwo	U ola na nḡivho i rangelaho u ṅwala	Nḡivho i rangelaho u ṅwala	U lingedza u ṅwala maḡedere a tshi khou shumisa masongesonge, u ṅwalatadza, na zwiṅwe. “ u vhalu” muṅwalo wawe: “ u vhalu” zwine masongesonge a amba U fara khirayoni nga nḡila yone a tshi khou shumisa kufarele kwa penisela kwu ṭanganedzeaho	Rubiriki ya 2 ya Nḡivho i rangelaho u ṅwala na Muṅwalo: U ola zwifanyiso a tshi khou dzhia muhumbulo muhulwane wa zwiṭori, dzinyimbo kana tshidade Rubiriki ya 3: U pfesesa uri u ṅwala na u ola zwo fhambana: u ḡiita u nga u khou ṅwala ho sumbedzwa nga u shumisa masongesonge
Ḳavhuvhili	Khanganyiso dza maipfi na mitambo	Mibvumo U thetshesela na u amba	U shumisa luambo u humbula na u amba zwi pfallaho: u fananyisa zwithu zwine zwa tshimbilelana na u vhambedza zwithu zwi sa fani.	Rubiriki ya 1 ya Mibvumo, ya u Vhala, na ya u ṭalela: U ḡivha nga nḡila ya u thetshesela na nga u vhona dziṅwe dzithemba na dziḡfalandoṭhe
Ḳavhuraru	U vhalu nga woṭhe	U vhalu na u ṭalela	U “vhalu” dzibugu nga eṭhe u itela u ḡitakadza ḡaiburari kana kha khone ya u vhalu ya kiḡasirumu U fara bugu nga nḡila yone a i imisele nṭha na u vula masiatari nga nḡila yone	Rubiriki ya 3 ya Mibvumo, ya u Vhala, na ya u ṭalela: U vhumba nganea tshawe nga “ u vhalu” zwifanyiso
Ḳavhuḡa	Zwikili zwa u sudzuluwa ha misipha havhuḡi na muṅwalo	Muṅwalo	U vhumba maḡedere nga nḡila dzo fhambanaho a tshi khou shumisa nyolo ya minwe, bulatsho dza u pennda, khirayoni dza pfuraṅotshi na zwiṅwe. U thoma kha tshauḡa a tshi khou tevhela sia ḡone U kopa maḡedere a ḡivheaho kha dzina ḡawe u sumbedza muṅwalo: u kopa dzina ḡawe U bvedza ndango ya u sudzuluwa ha misipha havhuḡi a tshi khou shumisa tshigero u gera zwifanyiso zwa mutalo mudenya, zwivhumbeo, na zwiṅwe	Rubiriki ya 1 ya Nḡivho i rangelaho u ṅwala na Muṅwalo: U bvedza zwikili zwa misipha miṭuku na zwikili zwa u sudzuluwa ha misipha havhuḡi
Ḳavhuṭanu	U ḡiita u nga u khou tamba	U thetshesela na u amba Nḡivho i rangelaho u ṅwala	Maṅwalo a matambwa kha nyimele dza matambwa: u dzhia mulaedza wa luṭiṅgo, u ṅwala ndaṭiso ya zwa vhuendi na zwiṅwe U kopa khandiso i bvaho kha vhuḡo musi a tshi khou tamba	





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

★ Dina na zwipuka zwawe

Nganea

Dina ndi musidzanyana ane a funa zwipuka nga maandā nahone na ene zwipuka zwi a mu funa. U dzula na mme, khotsi na khaladzi awe muvhunduni muṭuku. Vha na mbudzi, khuhu mbili na tshimange. Dina u ṭhogomela zwipuka zwavho zwoṭhe. Musi a sa athu u ya tshikoloni na musu o no vhuya tshikoloni, Dina u funesa u zwi ṅea zwiliwa na u tamba na zwipuka. U dovha a ṅea zwiliwa zwiṅoni zwa ḍaka zwine zwa ḍa zwa dzula tsini nae.

Ḳiṅwe ḍuvha Dina o vha a tshi khou tamba na khonani dzawe tshikoloni. O mbo ḍi pfa vhana vha tshi khou zhamba na u sea vha kha luṅwe lurumbu lwa mudavhi. Dina o mbo ḍi vha sedzesa a vhona zwithu zwo vhihaho. Tshigwada tsha vhana tsho vha tshi tshi khou pora nga matombo maṅwe maivha e a vha a tshi khou tshela zwiliwa mavuni.

Dina o vha a tshi khou zhambelela musu o livha khavho a tshi ri, “Ni songo ita zwenezwo! Ni songo ita zwenezwo kha maivha! Ni khou a huvhadza.” Khonani dza Dina dzo mbo ḍi gidimela mudavhini dzi nae. Vhana avho vha levhaho vho mbo ḍi vha vhona vha tshi khou ḍa vha mbo ḍi shavha nga luvhilo.

Musi maivha ayo o tshuwaho o pfa phosho yoṭhe o mbo ḍi lingedza u fhufha. Dina na khonani dzawe vho mbo ḍi wana uri maivha mavhili ha tsha kona u fhufha ngauri phapha dzao dzo tshinyadzwa. Dina o mbo ḍi kotama a doba maivha nga vhulenda. Maivha o vha o tshuwa nga maandā. Dina o mbo ḍi ri, “A songo tshuwa. Ndi ḍo a ṅea ṭhogomelo yavhuḍi na u a thusa uri a vhe khwine.” Dina o mbo ḍi dzhia tsheo ya u ṭuwa hayani na maivha.

Musi a hayani vhusiku honoho Dina o vhudza vhabebi vhave zwe zwa bvelela tshikoloni. Vho vha vho sinyuwa musu vha tshi pfa uri vhana vho huvhadza maivha. Dina o mbo ḍi vhea maivha nga ngomu zwibogisini zwiṭuku hune o a vhetshela uri a dudelwe na uri a tsireledzee. O mbo ḍi a ṅea zwiliwa na u a ṅea maḍi. Nga murahu ha maḍuvha a si gathi phapha dzao dzo tshinyadzwaho dzo mbo ḍi fhola nahone Dina o mbo ḍi a bvisela nṅa a a tendela a fhufha.

Khonani dza Dina dzo vha dzo takala musu dzi tshi pfa uri maivha o mbo ḍi fhola nahone o kona u fhufha. Dzo amba dza ri, “Ri a ḍihudza nga inwi, Dina. Ni na vhulenda vhuhulu kha zwipuka.”

Dina o vha vhudza uri, “Ndi a funa zwipuka. Zwipuka zwi na mushumo kha riṅe nahone zwi tou vha khonani dzashu. Ri fanela u zwi tsireledza na u zwi ṭhogomela.”

Aya ndi one magumo a nganea.



★ 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.

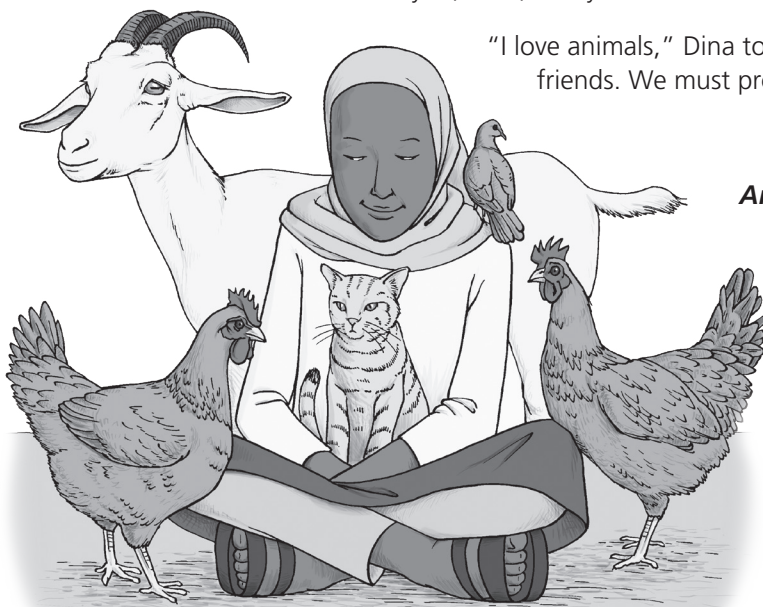
When the frightened doves heard all the noise they tried to fly away. Dina and her friends saw that two of the doves could not fly away because their wings had been hurt. Dina bent down and gently picked up the doves. The doves were very scared. "Don't be scared," said Dina. "I'll take good care of you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

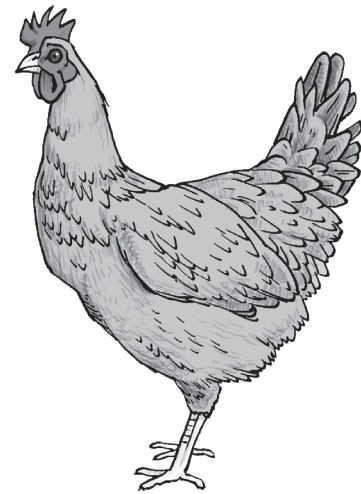




Luimbo

Zwiṇoni zwiṭanu
 Zwi nṭha ha muri
 Tshiṇwe tsha ri “muthu khou la”
 Tshiṇwe tsha ri “O fara tshigidi”
 Tshiṇwe tsha ri “a ri shavhe”
 Tshiṇwe “a ri dzumbame”
 Tshiṇwe tsha ri “khouḷa u khou thuntsha”
 (Pew pew!)
 Zwoṭhe zwa ri “A ri vha shavha riṇe, a ri vha shavha rine, prrrr shone!”

(Imbani nga tshuni ya “Kha vha i shashe, kha vha i shashe vho ḍiraiva”.)



Nḍivho ya maipfi u bva kha nganea

Maipfi a ndeme:	tshipuka	vhulenda	ṭhogomela	huvhala	tshiṇoni tsha ḍaka	ḷiivha
Maipfi o engedzwaho:	dudela	tsireledzea	pora	tombo	tshinyadza	fhufha
	tshuwiswa	ofha	tsireledza	lufhafha	sinyuwa	vhulenda





Song

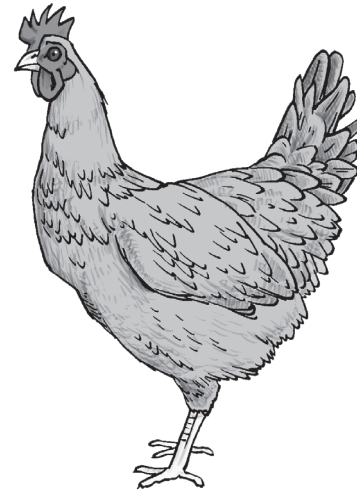
Dina was a kind girl, a kind girl, a kind girl,
Dina was a kind girl, who saved two little doves

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





Zwine vha do toda:

- Nganea: *Dina na zwipuka zwawe*
- Zwipopai: Dina, zwipuka (mbudzi, tshimange, dzikhuhu), khonani ya Dina, rwana a si na vhuthu, maivha
- Dzisifhereswenda: bogisi, zwiliwa zwa zwiṅoni
- Zwithu kana garaṭa dza zwifanyiso dza maṛwe maipfi a bvaho kha mutevhe wa ndivho ya maipfi



Vhege ya 1 Duvha la 1

Mishumo ya kilasi yothe

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

U ṭalutshedza nganea na u fhaṭa ndivho ya maipfi

1 Vha sa athu vha ṭalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ṭhoho ya nganea na u divhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ṭumane nganea na vhutshilo ha vhagudi: *"No no vhuya na vhona zwiṅoni zwiṅwe na zwiṅwe fhethu hune na dzula hone kana tshikoloni naa? Ni a zwi divha uri ndi zwiṅoni zwa lushaka lufhio naa? Ni na dziṛwe phukha dzine na dzi ṭhogomela hayani naa?"*
- 1.3 Kha vha ri: *"Ri sa athu thoma, ndi khou ṭodou ni vhudza ṭalutshedzo dza maṛwe maipfi ane ra do a wana nganeani."* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa ndivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi la amba zwone. Sa tsumbo: Arali vha na bugu i ambaho nga ha zwiṅoni, vha nga vha sumbedza tshifanyiso tsha liivha, vha sumba na phapha dzaḷo na miṛwe miraḷo ya muvhili waḷo (mithenga, mulomo).

2 Musi vha tshi ṭalutshedza nganea

- 2.1 Kha vha ṭalutshedze nganea nga ndila i nyanyulaho na u shumisa maipfi o fhambanaho. Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.2 Kha vha humbele vhagudi uri vha bule zwi ḍaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi ṭodaho phindulo i fhiraho nthihi, dzi fanaho na: *"Ni humbula uri Dina o dipfisa hani musi a tshi vhona vhana vha tshi khou pora maivha nga matombo? Ni humbula uri Dina u do ita mini uri a thuse maivha?"*

3 Nga murahu ha musi vho no ṭalutshedza nganea

- 3.1 Kha vha vhudzise vhagudi: *"Ndi zwifhio zwe na zwi takalela nga nganea? Ndi zwifhio zwine a no ngo zwi takalela? Ndi tshifhio tshipiḍa tshaṅu tsha khwinesa? Ndi dzifhio mbudziso dzine na vha nadzo nga nganea? Ni humbula uri Dina o vha muhali naa? Ni humbula uri no vha ni tshi do ita mini arali no vhona vhana vha tshi khou pora zwiṅoni nga matombo?"*

U divhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *"huvhadza, ha, hayani, honoho, hune. Ni a kona u pfa mubvumo wo sedzwaho: huvhadza, hayani, honoho, hune naa? Ee, ni khou amba zwone! Yothe i na mubvumo wa /h/."*
- 2 *"Thetshelesani nga vhuronwane, aya ndi maṛwe a maipfi manzhi a thomaho nga /h/: harafu, hemmbe, habu, hamula, harika, holo, harane, haka, halwa, hatsi, haṅara."* (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /h/ nga ndila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /h/: *"h-h-h"*. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhona vhaṅe.

Mishumo ya tshigwada tshituku

Kha vha ṭalutshedze vhagudi uri vha do vha vha tshi khou shuma nga zwigwada zwiṭuku ḍuvha liṛwe na liṛwe. Kha vha ṭalutshedze na u sumbedza uri mushumo muṛwe na muṛwe u itiswa hani na u ṭalutshedza u sielisana ḍuvha liṛwe na liṛwe. Kha vha ṭalutshedze kuitele kwa u khwinisa.

Ndi dzinginyisa minwe yanga

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





You will need:

- Story: *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: *"huvhadza, ha, hayani, honoho, hune. Can you hear the focus sound: huvhadza, hayani, honoho, hune? Yes, you are right! They all have the sound /h/."*
- 2 *"Listen carefully, here are some more words with h/: harafu, hemmbe, habu, hamula, harika, holo, harane, haka, halwa, hatsi, hañara."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /h/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /h/: **"h-h-h"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Zwine vha do toḁa:

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



Vhege ya 1 Duvha la 2

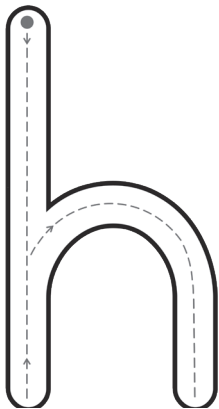
Mishumo ya kilasi yothe

U talutshedza nganea na u imba

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

U vhumba leḁere

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



Mishumo ya tshigwada tshituku

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





You will need:

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



Week 1 Day 2

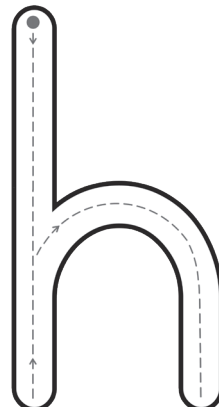
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /h/ or if they can think of any other words that start with the sound /h/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their hand in front of their mouth and pant as if they are out of breath and say: "h-h-h".
- 3 Show learners how to write the letter **h**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, half way up, over and down."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Zwine vha do toḁa:

- Zwipopai zwa nganea
- Bogisi ʒa maḁere ʒi re na zwithu kana zwifanyiso zwine zwa thoma nga **h**: harafu, hembe, habu, hamula, harika, holo, harane, haka, hatsi, hoki, hambega



Vhege ya 1 Duvha ʒa 3

Mishumo ya kiḁasi yoḁe

U ḁalutshedza nganea na ʒitambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha ḁi kona u humbula ḁalutshedzo dza maipfi a bvaho kha mutevhe wa nḁivho ya maipfi. Sa tsumbo: Kha vha vha vhudzise arali vha tshi kona u humbula ʒiḁwe ipfi ʒa “u tshuwa” (u ofha) nahone ndi ipfi ʒifhio ʒe ʒa shumiswa u ḁalusa zwo iteaho kha phapha dza zwiḁoni (dzo vha dzo huvhala). Kha vha humbele vhagudi uri vha vha sumbedze uri vha ḁo dobisa hani tshiḁoni nga nḁila ya vhulenda.
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muḁwe na muḁwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha ʒitambwa vha vha sumbedze dzisifhereswenda dzine dza ḁo shumiswa u ḁalutshedza nganea.
- 5 Kha vha ḁalutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha muḁalutshedzi wa nganea ane a dovha a ḁivhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwoḁe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u ḁalutshedza nganea na u ḁuḁuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kiḁasi yoḁe i tshi khou ḁalela ʒitambwa.
- 7 Arali hu na tshifhinga, vha nga ḁi toḁou dovholola ʒitambwa vha na vhagudi vho fhambanaho.

Stella u ri:

Kha vha shumise mutibo wa bogisi ʒa maḁere, nga feleḁe kana tshivhumbeo tsha ʒere ʒa bulo khawo u itela u sumbedza vhagudi uri maḁere a pḁalisa hani. Vhagudi vhanzhi vha a vhuḁwa nga u pḁa na u kwama sa musi zwi tshi vha thusa u humbula zwivhumbeo zwa maḁere.



Mabogisi a maḁere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi ʒa maḁere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kiḁasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa ḁamuni. U bva aḁho vha nee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kiḁasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: “No no vhone tshiḁwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pḁalisa hani?”
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pḁa mubvumo wo sedzwaho.
- 4 Kha vha humbele vhagudi u amba dzina ʒa tshithu tshiḁwe na tshiḁwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ʒere kha bogisi ʒa maḁere vha ri: “ʒi ndi yone nḁila ine ra nḁwala ngayo ʒere ʒa **h**?” Kha vha tendele vhaḁwe vhagudi vha tshi oledzela nḁha ha ʒere kha mutibo nga minwe yavho.



Mishumo ya tshigwada tshiḁuku

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



You will need:

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



Week 1 Day 3

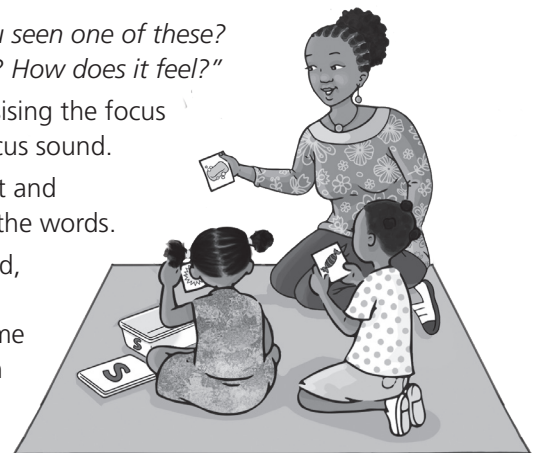
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask them 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.

Letter boxes

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



Stella says:



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

Small group activities

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



Zwine vha do toda:

- Thevhekano khulu ya zwifanyiso

Stella u ri:

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



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



Vhege ya 1 Duvha la 4

Mishumo ya kilasi yothe

U vhekanya zwifanyiso

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

U thetshesela mibvumo yo sedzwaho

- 1 Kha vha ṭalutshedze vhagudi uri vha khou ya imba luimbo nahone vha tea u thetshesela nga vhuronwane mibvumo ya u fhedzisela. (tshuni: "Mary o vha a na ngwana ṭhukhu")
 - ★ Mudededzi: "Ndi mubvumo ufhio une wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya? Ndi mubvumo ufhio une wa fhedzisela kha maipfi aya: bele, sale na gole." (Ngafhadzo ya mudededzi ya uri vhagudi vha fhindle.)
 - ★ Vhagudi vha amba mubvumo une wa fhedzisela kha ipfi, sa tsumbo: /le/. Mudededzi vha nea ngafhadzo ya u imisela gunwe ntha u sumbedza u tenda.)
 - ★ Mudededzi: "/le/ ndi mubvumo une wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya! /le/ ndi mubvumo une wa fhedzisela kha maipfi aya: bele na sale na gole."
- 2 Kha vha shumise maipfi aya kha uyu mushumo:
 - ★ /la/: bola, lila, sila, tala, apuḷa, dokotela, ḍula, ḍabula, geḍela
 - ★ /si/: bisi, aisi, daisi, forogisi, nekiḷeisi, raisi, dzhesi, bogisi, eregisi, philisi, kilasi, luvhisi, ṭamaṭisi
 - ★ /ni/: gani, goni, pani, galaguni, oveni, veni, xaraḍeni, aini, mitshini, riboni
 - ★ /go/: forogo, ḍilogo
 - ★ /re/: ḷegere, emere, fasiṭere, ṭereṭere, bere
 - ★ /li/: vili, mutoli, bivhili, philiphili, ramavili



Mishumo ya tshigwada tshituku

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





You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

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

Stella says:



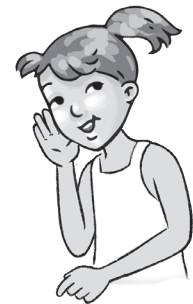
These are useful questions to ask about each picture:

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



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: bele, sale and gole." (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: /le/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: "/le/ is the syllable that ends these words, ends these words, ends these words! /le/ is the syllable that ends these words: bele and sale and gole."
- 2 Use these words for this activity:
 - ★ /la/: bola, lila, sila, tala, apuḽa, dokotela, ḽula, ḽabula, geḽela
 - ★ /si/: bisi, aisi, daisi, forogisi, nekiḽeisi, raisi, dzhesi, bogisi, eregisi, philisi, kiḽasi, luvhisi, ṽamaṽisi
 - ★ /ni/: gani, goni, pani, galaguni, oveni, veni, xaraḽeni, aini, mitshini, riboni
 - ★ /go/: forogo, ḽilogo
 - ★ /re/: ḽegere, emere, fasiṽere, ṽereṽere, bere
 - ★ /li/: vili, mutoli, bivhili, philiphili, ramavili



Small group activities

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



Zwine vha do toḁa:

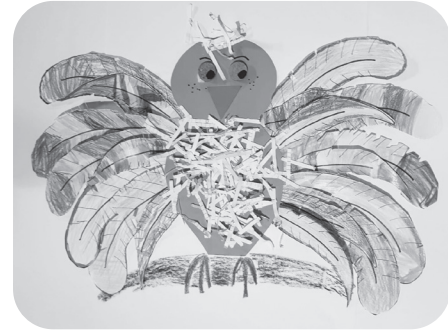
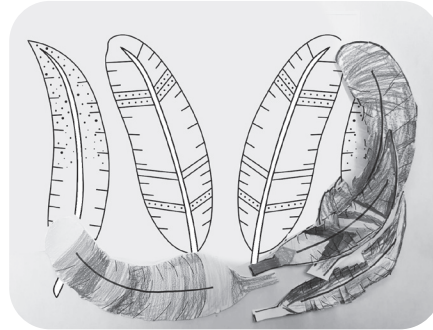
- Khophi ya **Siaṭari** **ḁa mushumo wa muthenga** ya mugudi muṅwe na muṅwe, dzikhirayoni, tshigero, bammbiri ḁa filipitshati, guḁuu
- Maipfi a madungo manzhi a elanaho na nganea: khuhu, zwifuwo, u ṅea zwiḁiwa, u tamba, mudavhi, u shusha, u ṭavha mukosi, u sea, u sa vha na vhulenda, u posa, vhana, u tsiredza

Vhege ya 1 ḁuvha ḁa 5

Mishumo yeklasi yonke

U ita, u ola na u ṅwala

- 1 Kha vha ṭalutshedze vhagudi uri vha khou ya u vha thusa u ita tshṅoni tshihulwane kha bammbiri ḁa filipitshati. Kha vha thome nga u ola muvhili na ṭhoho zwa tshṅoni vhukati ha bammbiri ḁa filipitshati (vha nga ḁi toḁa u ola zwiṅoni zwiwhili).
- 2 Kha vha ṅee mugudi muṅwe na muṅwe mithenga mivhili yo fhambanaho nahone vha vha ṭuṭuwedze uri vha i khalare nga ngomu nahone vha i gere. U bva afho vha nga shumisa tshigero tshavho u gera matsheva nga vhuronwane memeni dza mithenga yavho.
- 3 Kha vha sumbedze vhagudi uri mithenga i nambatedziswa hani kha muvhili wa tshṅoni tshi re kha filipitshati u itela uri i vhumbe lufhafha lwa monde na lwa tshauḁa.



U ṭanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁiṅwe ḁa maipfi ḁi bva kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ṭhukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **zwi | fu | wo**.
- 2 Kha vha humbele vhagudi uri vha lavhelese khonani vha vhandane zwanḁa kha dungo a ḁiṅwe na ḁiṅwe: **zwi** (ḁiḁa ḁiṅwe) **fu** (ḁiḁa ḁiṅwe) **wo** (ḁiḁa ḁiṅwe).
- 3 Kha vha ambe maṅwe maipfi a madungo manzhi ane a bva kha nganea musi vhagudi vha tshi khou vhandana zwanḁa kha dungo ḁiṅwe na ḁiṅwe.
- 4 Kha vha ṭuṭuwedze vhagudi uri vha vhalele tshivhalo tsha madungo kha maipfi (sa tsumbo: “zwifuwo” unemalungu matsatfu).

Mishumo ya tshigwada tshiṭuku

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





You will need:

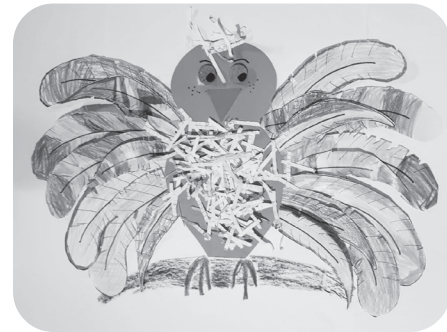
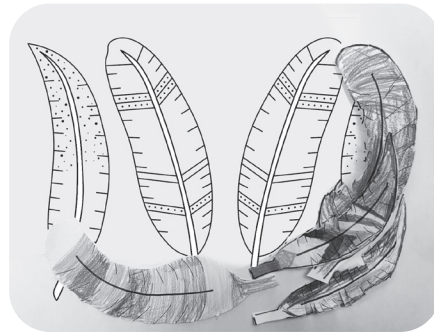
- A photocopy of the **Feather activity page** for each learner, crayons, scissors, flipchart paper, glue
- A list of multisyllabic words relating to the story: khuhu, zwifuwo, u űea zwijwiwa, u tamba, mudavhi, u shusha, u űavha mukosi, u sea, u sa vha na vhulenda, u posa, vhana, u tsireledza

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: **zwi** | **fu** | **wo**.
- 2 Ask learners to march for each syllable: **zwi** (one step) **fu** (one step) **wo** (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: "zwifuwo" has three syllables).



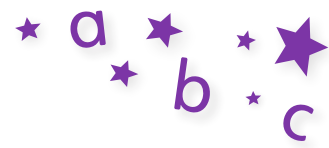
Small group activities

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

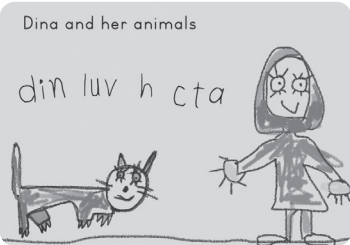


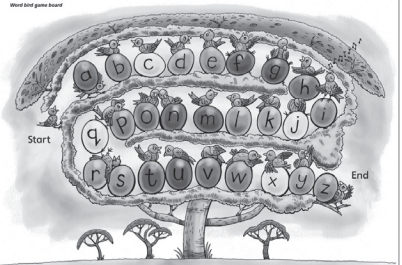



Mishumo ya tshigwada tshiṭuku ya Vhege ya 1

Zwine vha ḁo ṭoda	Mishumo
<ul style="list-style-type: none"> Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṅwe na muṅwe Khiraṅoni dza pṫuraṅotshi khulwane <p>Dina na zwipuka zwawe</p> <p>Dna u fna smge twe</p> <p><i>Kha tshifhinga itshi tsha ṅwaha, vhagudi vha nga kha ḁi vha na vhuḁifhinduleli vhuṅzhi ha u lingedza u ṅwala nga vhone vhaṅe. Vha songo vhiela arali vhaṅwe vhagudi vha tshi ṅwala maḽeḽere malapfu hu si na tshikhala.</i></p>	<p>Mushumo wa 1: U ola na ṅḁivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Kha vha ṅwale ṫhoho ya nganea nga ṅṫha ha siaṭari ḽi si naho tshithu ḽa mugudi muṅwe na muṅwe hu sa athu thoma ngudo. Kha vha humbele vhagudi uri vha sumbe maipfi a ṫhoho musi vha tshi a vhalo o ṫangana. Kha vha vhudzise vhagudi uri ndi tshipiḁa tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa. Kha vha ṅee dziṅwe khumbudzo. Kha vha ṫuṫuwedze vhagudi u ola tshipiḁa tshavho tsha nganea ine vha tshi funesa. Kha vha ambe vhuṫiwa kana vha humbele mugudi muṅwe na muṅwe uri a vha vhudze nga nyolo yawe. Kha vha vhudzise vhagudi arali vha tshi nga tama u ṅwala zwiṅwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha ṅwalele. Arali vhagudi vha tshi nga tama uri vhone vha vha ṅwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ṅwala fhasi. Kha vha shumise muhumbulo musi vha tshi ṅwala fhungo. Kha vha ṅwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu itwa tshanduko iṅwe na iṅwe kha maipfi. Kha vha humbule u ṅwala nga vhudede na nga ṅḁila i vhone. Musi vho no fhedza u ṅwala, kha vha ṫuṫuwedze vhagudi uri vha vha vha fhungo na vhone. Kha vha sumbe ipfi ḽiṅwe na ḽiṅwe musi vha tshi ḽi vhalo na u dzhiela ṅṫha u ḁidina havho.
<ul style="list-style-type: none"> Bodo dza mutambo wa Tshinḁoni wa maipfi mavhili Madaisi mavhili na zwivhali <p><i>Arali vhagudi vha wana uri mitambo i khou vha konḁela u i tamba vhe vhoṫhe, u nga vha muhumbulo wavhuḁi wa uri vha rambe vhaṅwe vhaḁebi uri vha ḁe vha vha thuse kha uyu mushumo wa tshigwada tshiṭuku. Kha vha tambe mitambo vho ṫangana na vhaḁebi hu sa athu swika ḁuvha ḽa tshikolo, u itela uri vha pṫe vhe na fulufhelo ḽa u shuma na vhagudi.</i></p>	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Kha vha vhee bodo ḽa mutambo kha metse u re na vhagudi vhaḁhili u ya kha vhararu vho dzulaho u mona nawo. Kha vha ṫalutshedze milayo vhagudi: <ul style="list-style-type: none"> Vhagudi vha vhea zwivhali zwavho Mathomoni. Mugudi muṅwe na muṅwe u wana tshikhala tsha u posa daisi na u tshimbidza tshivhali uri tshi vhe na tshivhalo tsha zwikhala tsho teaho kha bodo. Musi vha tshi swika kha ḽeḽere, vha tea u amba mubvumo une ḽeḽere ḽa u ita na u rina tshithu tshine tsha thoma nga uyo mubvumo. Mugudi ane a thoma u swika Magumoni ha bodo ndi ene muḫhenyi mutambo wa mbo ḁi fhela.
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo 	<p>Mushumo wa 3: U vhalo nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanḁa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhalo. Kha vha sumbedze kuvulele kwa bugu na u fhenḁa masiaṭari khayoy. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṫuṫuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḁifhelwa ngatsho a tshi tshi vhalo. Kha vha dalele khone u itela u lavhelesa na u ṫuṫuwedza u vhalo ha vhagudi.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p>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"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> Two 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"> Place the game board on the mat with two to three learners seated around it. 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"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.



Zwine vha do toda

- Mbeu dza zwiṅoni kana muvango wa dzimbeu
- Bogisi ḷa makumba ḷa mugudi muṅwe na muṅwe



- Dzisifhereswenda: zwitambiswa zwitete kana zwifanyiso zwa zwifuwomvumvusi, mimangi kana mimbete ya zwifuwo, dzinguvho, zwigoḷelo, sitethosikoupu, bulatsho dza u kunakisa zwifuwo, khoḷara, mutobvu, theḷefouni, zwishumiswa zwa dokotela (sa tsumbo: themomitha), dzikhirayoni kana dzibojopheni u itela dzidzhekiseni, bogisi ḷa philisi ḷi si naho tshithu, zwiambaro zwa muongi kana zwa dokotela, tshibugwana na penisela

Mishumo

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

- 1 Kha vha ṭalutshedze vhagudi uri vha tea u vhekanya mbeu na thoro dzo fhambanaho kha zwiḷiwa zwa zwiṅoni.
- 2 Nga murahu ha mushumo, vha nga ṭuṭuwedza vhagudi uri vha vhee mbeu dza zwiṅoni nṅḍa u itela zwiṅoni zwa ḍakani nahone vha ṭalele zwiṅoni zwi tshi khou ḷa dzimbeu.

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

- 1 Kha vha range phanḍa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha sumbedze dzisifhereswenda ntswa.
- 2 Kha vha ambe nga ha uri ri yisa hani ha dokotela musi ri tshi khou lwala. Kha vha vhudzise vhagudi arali vha tshi ḍivha dzina ḷa lushaka lwa dokotela o khetheaho ane phukha dzi lwalaho dza yiswa khae (dokotela wa phukha). Kha vha vha ṭalutshedze uri vha khou ya u ḍiita u nga vha dokotela wa phukha ane a khou shuma hu vhukhudoni ha phukha. Phukha dzi anzela u tshuwesa musi dzi tshi ya kha dokotela wa phukha, ngauralo vhagudi vha tea u vha na vhaulenda na vhuthu vhuhulu kha phukha dzine dza dalela “vhukhudoni ha phukha”.
- 3 Kha vha ṭalutshedze uri ngei kha dokotela wa phukha, vha fanela u lindela lufherani lwa u lindela vhe na tshifuwomvumvusi u swikela muṭanganedzi a tshi vhidzelela dzina ḷavho. Vha ḍo kona u ṭalutshedza uri thaidzo ya tshifuwomvumvusi tshavho ndi ifhio. Muṭanganedzi u ḍo ṅwala dzina ḷavho fhasi na u vha vhudza musi hu tshifhinga tshavho tsha u vhona dokotela wa phukha.
- 4 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u ṭuṭuwedza mutambo wa nga vhagudi. Sa tsumbo: vha nga ya kha muṭanganedzi vha ri: “Aa, dzina ḷanga ndi pfi mufumakadzana Vho Zama. Ndo ḍa hafha na kumange kwanga. Dzina ḷakwo ndi Baby. Kwu khou lwalesa.”





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."





Zwine vha do toḁa:

- Thevhekano khulu ya zwifanyiso
- Khophi dza zwibugwana na dza zwibugwana zwo petwaho zwa mugudi muḁwe na muḁwe
- Khophi **ntswu na tshena ya thevhekano ya zwifanyiso** ya mugudi muḁwe na muḁwe
- Bammbiri ḁa A4 ḁi si na tshithu ḁa mugudi muḁwe na muḁwe, zwigero, guḁuu

Vhege ya 2 ḁuvha ḁa 1

Mishumo ya kiḁasi yoḁe

Huḁwe u vhekanya zwifanyiso



- 1 Kha vha thome nga vhagudi vho dzulaho metheni. Kha vha nange vhagudi vhane vha do ima phanda ha kiḁasi, muḁwe na muḁwe o fara nthihi ya thevhekano ya zwifanyiso ya muvhala (zwi siho kha thevhekano kwayo).
- 2 Kha vha vhudzise vhagudi arali zwifanyiso zwi kha thevhekano kwayo. Kha vha vha humbele u sumba tshifanyiso tshine tsha fanela u vha mathomoni a nganea.
- 3 Vho tḁangana sa tshigwada, kha vha humbele vhagudi vhane vho fara zwifanyiso uri vha zwi tshimbidze u swikela nganea tshi pfala. Kha vha vhudzise mbudziso dzi fanaho na: *"Ndi nnyi ane a nga humbula uri hu do itea mini?"*
- 4 Nga murahu ha musu vho ita uri nganea vhe kha thevhekano, vhagudi vha tea u ya tḁafulani dzavho.
- 5 Vha humbele vhagudi vha gere zwifanyiso zwitshena na zwitswu, vhone vha zwi dzudzanye nga thevhekano i re yone khathihi na u zwi nambatedza kha siaḁari ḁi si na tshithu. Vha monemone kiḁasini nahone vha thuse ho teaho. Mushumo uyu u a shuma kha u linga vhukoni ha vhagudi ha u vhea zwiwo zwiḁulwane zwa nganea nga thevhekano i re yone.
- 6 Musu vhagudi vho no tḁaphudza thevhekano ya zwifanyiso zwavho, vha fhe mugudi muḁwe na muḁwe kubugu kuḁuku. Arali hu na tshifhinga, vhagudi vha nga "vhalela" kubugwana kwavho mushumisani kiḁasini.
- 7 Kha vha tḁuḁwedze vhagudi u tḁuwa na dzibugu hayani uri vha dzi vhale na miḁa yavho.



U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshesele nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *"luḁwe, lurumbu, livha, levhaho, luvhilo, lingedza. Ni a kona u pfa mubvumo wo sedzwaho: luḁwe, lurumbu, livha naa? Ee, ni khou amba zwone! Yoḁe i na mubvumo wa //."*
- 2 *"Thetshesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga //: lebula, lila, luswielo, luvhisi, lutombo, lufo, linga, lufhanga, lagane, luaviavi, lulimi."* (Kha vha ombedzele mubvumo wa mathomoni musu vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa // nga nḁila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa //: *"I-I-I"*. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

Mishumo ya tshigwada tshiḁuku

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





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: “*luñwe, lurumbu, livha, levhaho, luvhilo, lingedza*. Can you hear the focus sound: *luñwe, lurumbu, livha*? Yes, you are right! They all have the sound *ll*.”
- 2 “Listen carefully, here are some more words with *ll*: *lebula, lila, luswielo, luvhisi, lutombo, lufo, linga, lufhanga, lagane, luaviavi, lulimi*.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound *ll* clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound *ll*: “*ll-ll*”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Zwine vha do toda:

- Bugu Khulu: *Dina na zwipuka zwawe*
- Thempleithi ya leđere la "l" ya A5 ya mugudi muñwe na muñwe

Vhege ya 2 Duvha la 2

Mishumo ya kilasi yothe

U vhala nga u sielisana – Bugu Khulu

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



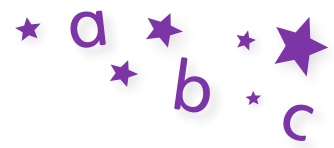
U vhumba leđere

- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muñwe line la thoma nga /l/ kana arali vha tshi nga humbula mañwe maipfi ane a thoma nga mubvumo wa /l/.
- 2 Kha vha funze vhagudi nyito i tumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga bvisela nnda lulimi vha tshi amba: **lulimi**.
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri leđere la l li nwaliswa hani. Kha vha khode u lingedza havho, u bva afho vha n'wale leđere lihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "*Thomani kha tshithoma, ni ye fhasi.*"
- 4 Kha vha tendele vhagudi vha gude mbumbo ya leđere muyani, khaphetheni, miṭanani yavho kana zwanḁani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba leđere.
- 5 Nga murahu ha musi vho no sumbedza uri leđere li nwaliswa hani, kha vha ye nnda vha nee mugudi muñwe na muñwe mudzio u re na maḁi na bulatsho ya u pennda. Vhagudi vha nga pennda leđere lunzhilunzhi nga maḁi kha phevimennde.
- 6 Kha vha tuṭuwedze vhagudi u amba mubvumo une leđere la u ita musi vha tshi n'wala leđere.

Mishumo ya tshigwada tshituku

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





You will need:

- Big Book: *Dina and her animals*
- An A5 "I" letter template 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 /I/ or if they can think of any other words that start with the sound /I/.
- 2 Teach learners an action associated with the sound. For example: Learners can stick out their tongue while saying: (**lulimi**).
- 3 Show learners how to write the letter I. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Zwine vha do toḡa:

- Mubvumo une tshiḡoni tsha tamba u bva kha luḡingo
- Zwifanyiso zwa tshaka dzo fhambanaho dza zwiḡoni
- Bogisi ḡa maḡedere ḡi re na zwithu kana zwifanyiso zwine zwa thoma nga **I**: lebula, lila, luswielo, luvhisi, lutombo, lufo, linga, lufhanga, lagane, luaviavi, luvunghu, lufhafha, lupuḡula

Vhege ya 2 ḡuvha ḡa 3

Mishumo ya kiḡasi yoḡhe

U guda u thetshesesa

- 1 Vha dzulise vhagudi kha tshitendeledzi vha kone u vha humbela uri vha bonye maḡo avho na u thetshesesa nga vhuronwane u itela uri vha vhone uri vhagudi vha a pfa tshiḡwe tshiḡoni nḡa. Vha vhudzise vhagudi arali vha tshi ḡivha mibvumo wa tshiḡoni (mubvumo une wa zwiḡoni zwo fhambanaho zwa ita).
- 2 Vhagudi vha thetshesese nga vhuronwane musi vhone vha tshi tamba mibvumo yo fhambanaho kha founu yavho kana vha ite mibvumo ya zwiḡoni zwo fhambanaho. (Vha thome nga mubvumo ine i nga vha yo ḡowelea: Sekwa, mukukulume, gwitha, khuhu.) Vha tuḡuwedze vhagudi u thetshesesa nga vhuronwane na u lingedza u amba dzina ḡa tshiḡoni.
- 3 Vha ḡaḡavhudze mushumo uyu nga u haseledza zwifanyiso zwa zwiḡoni zwo fhambanaho na u vheya zwifanyiso zwo sedza fhasi vhukati ha tshitendeledzi.
- 4 Mugudi u tea u dzhia garaḡa, vha lingedze u ita mubvumo wa tshiḡoni na u ḡalusa tshiḡoni. Vhaḡwe vhagudi vha tea u bvumba tshiḡoni tshi re kha garaḡa. Mugudi ane a bvumba u thoma u na tshikhala tsha u ya vhukati a dzhie garaḡa.
- 5 U leludzela vhagudi vha re na ḡhoni, vha nga ita mushumo nga vhavhili nga vhavhili.

Mabogisi a maḡedere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi ḡa maḡedere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kiḡasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa ḡamuni. U bva afho vha ḡee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kiḡasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: *"No no vhona tshiḡwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfallisa hani?"*
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pfa mubvumo wo sedzwaho.
- 4 Kha vha humbele vhagudi u amba dzina ḡa tshithu tshiḡwe na tshiḡwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ḡedere kha bogisi ḡa maḡedere vha ri: *"ḡyi ndi yone nḡila ine ra ḡwala ngayo ḡedere ḡa **I**?"* Kha vha tendele vhaḡwe vhagudi vha tshi oledzela nḡha ha ḡedere kha mutibo nga minwe yavho.

Mishumo ya tshigwada tshiḡuku

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





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 start with I: lebula, lila, luswielo, luvhisi, lutombo, lufo, linga, lufhanga, lagane, luaviavi, luvunghu, lufhafha, lupuṭula

Week 2 Day 3

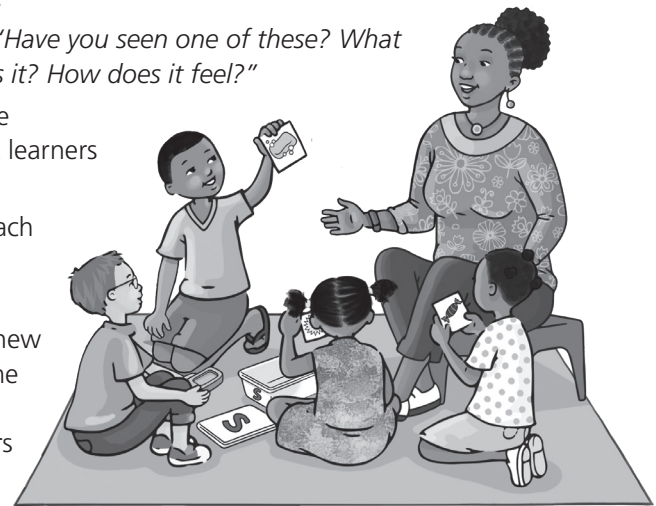
Whole class activities

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 I.”* Let some learners trace over the letter on the lid with their fingers.



Small group activities

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



Zwine vha do toḁa:

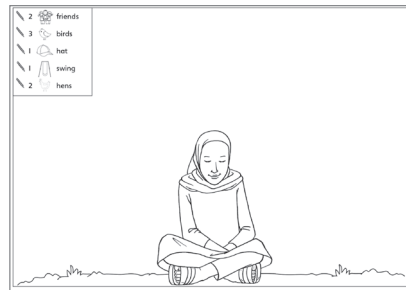
- Khophi ya Siatari la mushumo wa u Vhala na u ita ya mugudi muḁwe na muḁwe
- Khirayoni dza pfuraḁotshi khulwane

Vhege ya 2 Duvha la 4

Mishumo ya kḁasi yoḁe

U vhala na u ita

- 1 Kha vha vhudze vhagudi uri vha lavhelese mutevhe kha siatari la mushumo vha ambe nga zwine vha vhona (dzinomboro, zwifanyiso na maipfi).
- 2 Vha humbudze vhagudi uri vha khou ya u "vhala" mutevhe muḁwe na muḁwe, vha ite zwine wa amba.
- 3 Vha lingedze u sa vhala mutevhe na vhagudi, fhedzi vha vha tuḁuwedze uri vha vhale mutevhe woḁe vha sa athu u thoma u ola.
- 4 Vho monemone kḁasini musi vhagudi vha tshi khou shuma, vha vha fhe thikhedzo ho fanelaho.
- 5 Vha humbudze vhagudi uri vha sedze mutevhe hafhu nga murahu ha musi vho no fhedza u "vhala" na u ola, vha kone u vheya thiki tsini na mutevhe muḁwe na muḁwe musi vho no fhedza mushumo.



U thetshesela mibvumo yo sedzwaho

- 1 Kha vha ḁalutshedze vhagudi uri vha khou ya imba luimbo nahone vha tea u thetshesela nga vhuronwane mibvumo ya u fhedzisela. (tshuni: "Mary o vha a na ngwana ḁhukhu")
 - ★ Mudededzi: "Ndi mubvumo ufhio une wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya? Ndi mubvumo ufhio une wa fhedzisela kha maipfi aya: bele, sale na gole." (Ngafhadzo ya mudededzi ya uri vhagudi vha fhindule.)
 - ★ Vhagudi vha amba mubvumo une wa fhedzisela kha ipfi, sa tsumbo: /le/. Mudededzi vha ḁea ngafhadzo ya u imisela gunwe nḁha u sumbedza u tenda.)
 - ★ Mudededzi: "/le/ ndi mubvumo une wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya! /le/ ndi mubvumo une wa fhedzisela kha maipfi aya: bele na sale na gole."
- 2 Kha vha shumise maipfi aya kha uyu mushumo:
 - ★ /la/: bola, lila, sila, tala, apuḁa, dokotela, ḁula, ḁabula, geḁela
 - ★ /si/: bisi, aisi, daisi, forogisi, nekiḁeisi, raisi, dzhesi, bogisi, eregisi, philisi, kḁasi, luvhisi, ḁamaḁisi
 - ★ /ni/: gani, goni, pani, galaguni, oveni, veni, xaraḁeni, aini, mitshini, riboni
 - ★ /go/: forogo, ḁilogo
 - ★ /re/: ḁegere, emere, fasiḁere, ḁereḁere, bere
 - ★ /li/: vili, mutoli, bivhili, philiphili, ramavili



Mishumo ya tshigwada tshḁuku

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





You will need:

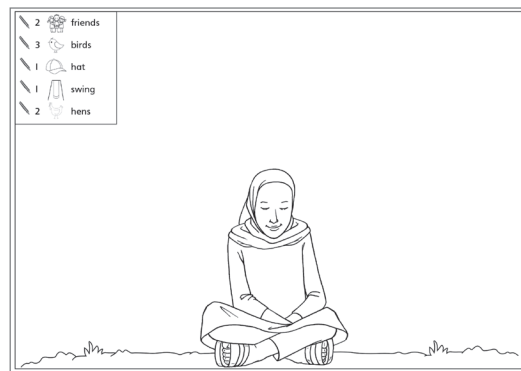
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to look at the list on the 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: *bele, sale and gole.*” (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: **/le/**. (Teacher gives thumbs-up sign.)
 - ★ Teacher: “**/le/** is the syllable that ends these words, ends these words, ends these words! **/le/** is the syllable that ends these words: *bele and sale and gole.*”
- 2 Use these words for this activity:
 - ★ **/la/**: bola, lila, sila, tala, apuḷa, dokotela, ḡula, ḡabula, geḡela
 - ★ **/si/**: bisi, aisi, daisi, forogisi, nekiḷeisi, raisi, dzhesi, bogisi, eregisi, philisi, kiḷasi, luvhisi, ṭamaṭisi
 - ★ **/ni/**: gani, goni, pani, galaguni, oveni, veni, xaraḡeni, aini, mitshini, riboni
 - ★ **/go/**: forogo, ḡilogo
 - ★ **/re/**: ḷegere, emere, fasiṭere, ṭereṭere, bere
 - ★ **/li/**: vili, mutoli, bivhili, philiphili, ramavili



Small group activities

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





Zwine vha do toḁa:

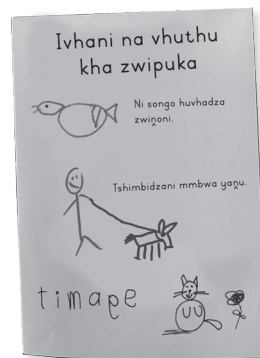
- Tshipiḁa tsha bammbiri ḁa filipitshati
- Khirayoni dza pfuraḁotshi khulwane
- Maipfi a madungo manzhi a elanaho na nganea: khuhu, zwifuwo, u ḁea zwiḁiwa, u tamba, mudavhi, u shusha, u ḁavha mukosi, u sea, u sa vha na vhulenda, u posa, vhana, u tsireledza

Vhege ya 2 Duvha ḁa 5

Mishumo ya kiḁasi yoḁe

U ita, u ola na u ḁwala

- 1 Vha ḁalutshedze vhagudi uri vha toḁa thuso yavho u ita posiḁara dza u vhea u mona na tshikolo u itela u vhudza vhathu uri ndi ngani hu zwa ndeme u vha na vhuthu kha zwipuka na u zwi ḁhogomela.
- 2 Vha vha vhudzise arali muḁwe wavho a tshi humbula zve Dina a amba nga ha zwipuka saizwo izwi hu nga kha ḁi vha zwine vha nga ḁwala kha phosiḁara. Sa tsumbo: "Zwipuka zwi a ri thusa nahone ndi khonani dzashu. Ri tea u zwi tsireledza na u zwi ḁhogomela."
- 3 Vha vhudzise vhagudi arali vha tshi nga tama u ḁwala kha posiḁara kana arali vha na mihumbulo. Sa tsumbo: Ivhani na vhuthu kha zwipuka. Ni ḁhogomelo zwifuwomvumvusi zwaḁu. Ni songo huvhadza zwipuka.
- 4 Vha haseledze zwine vhathu vha tea u ita u fara zwavhuḁi zwipuka, vha kone u tendelana uri vha ḁwale mini. Sa tsumbo: Ni vhe na vhuḁanzi ha uri zwifuwomvumvusi zwi na maḁi o kunaho ḁuvha ḁiḁwe na ḁiḁwe, zwifuwomvumvusi zwi toḁa zwiḁiwa sa inwi, ni songo posa zwipuka nga matombo kana u zwi rwa.
- 5 Vha ite phosiḁara nanzhi nyana dzi re na maipfi ane vhagudi vha toḁa a tshi ḁwaliwa. Vha fhe vhagudi posiḁara uri vha vhone, vha kone u a nambatedza nḁha nḁḁa ha kiḁasirumi u itela uri vhaḁwe vha vhone.



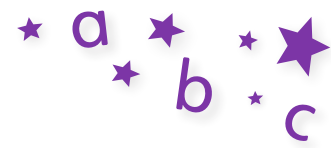
U ḁanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁiḁwe ḁa maipfi ḁi bvaho kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ḁhukhukanyiwa hani uri ḁi vhe madungo, Sa tsumbo: **mu | da | vhi**.
- 2 Kha vha humbele vhagudi uri vha matshe kha dungo ḁiḁwe na ḁiḁwe: **mu** (ḁiḁa ḁiḁhi) **da** (ḁiḁa ḁiḁhi) **vhi** (ḁiḁa ḁiḁhi). Kha vha ḁee vhaḁwe vhagudi dzitshela kana dzingoma uri vha tzhukutshela kana u khokhonya kha dungo ḁiḁwe na ḁiḁwe.
- 3 Kha vha ḁuḁuwedze vhagudi uri vha vhaḁele tshivhalo tsha madungo kha maipfi (Sa tsumbo: "mudavhi" unemalungu matsatfu).

Mishumo ya tshigwada tshiḁuku

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





You will need:

- A piece of flipchart paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: khuhu, zwifuwo, u űea zwijwiwa, u tamba, mudavhi, u shusha, u űavha mukosi, u sea, u sa vha na vhulenda, u posa, vhana, u tsireledza

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)


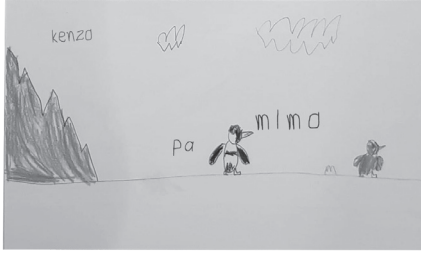
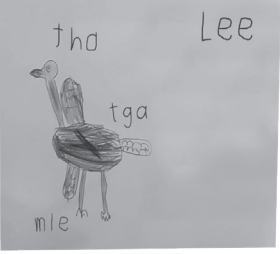


- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **mu** | **da** | **vhi**.
- 2 Ask learners to march for each syllable: **mu** (one step) **da** (one step) **vhi** (one step). Give some learners shakers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

Small group activities

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




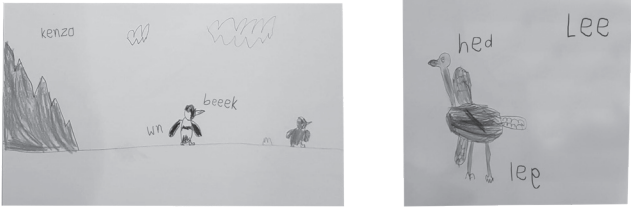


Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha ḁo ṭḁa	Mishumo
<ul style="list-style-type: none"> Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṅwe na muṅwe Khirayoni dza pḁuraṅotshi khulwane Zwifanyiso dza tshaka dzo fhambanaho dza zwiṅoni 	<p>Mushumo wa 1: U ola na ṅḁivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Vha ṭalutshedze vhagudi uri vha sedze nga vhuronwane zwifanyiso zwa tshaka dzo fhambanaho dza dza zwiṅoni (mivhala yo fhambanaho, zwivhumbeo zwa milomo yo fhambanaho, milenzhe milapfu kana mipfufhi, mitshila milapfu kana mipfufhi). Musi vho no sedza zwifanyiso zwa zwiṅoni, vha tea u ola na u khavhisa tshiṅoni tshavho. Vha vha ṭuṭuwedze u lingedza ṅwala dzitswayo dza zwipiḁa zwiṅwe na zwiṅwe zwa tshiṅoni (dziphapha, milenzhe, mulomo, mutshila).  
<ul style="list-style-type: none"> Bodo dza mutambo wa Tshiṅoni wa maipfi mavhili Madaisi mavhili na zwivhali  <p><i>U ṭaṅḁavhudza mutambo uyu, vha vheye garaṭa dzoṭhe dza tshifanyiso tsha ḽedere dzo sedza ṅṭha kha ṭaḁula u itela uri vhagudi vha tshi swikelela ḽedere, vha wane tshifanyiso tshine tsha thoma nga ḽedere ḽeneḽo.</i></p>	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ul style="list-style-type: none"> Kha vha vhee bodo ḽa mutambo kha metse u re na vhagudi vhavhili u ya kha vhararu vho dzulaho u mona nawo. Kha vha ṭalutshedze milayo vhagudi: Vhagudi vha vhea zwivhali zwavho Mathomoni. Mugudi muṅwe na muṅwe u wana tshikhala tsha u posa daisi na u tshimbidza tshivhali uri tshi vhe na tshivhalo tsha zwikhala tsho teaho kha bodo. Musi vha tshi swika kha ḽedere, vha tea u amba mubvumo une ḽedere ḽa u ita na u rina tshithu tshine tsha thoma nga uyo mubvumo. Mugudi ane a thoma u swika Magumoni ha bodo ndi ene mufhenyi mutambo wa mbo ḁi fhela.
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo 	<p>Mushumo wa 3: U vhala nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanḁa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhala. Kha vha sumbedze kuvulele kwa bugu na u fhenḁa masiaṭari khayo. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḁifhelwa ngatsho a tshi tshi vhala. Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.





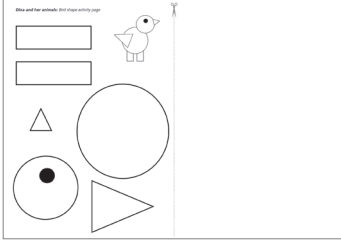
Small group activities for Week 2

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



Zwine vha do toda

- Khophi ya mugudi muñwe na muñwe ya **Siatari la mushumo wa Tshivhumbeo tsha tshinoni**
- Khirayoni dza pfurañotshi khulwane, tshigero, guľuu



Mishumo

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

- 1 Vha řalutshedze vhagudi uri vha khařare na u gera zwi vhumbeo zwořhe, vha kone u zwi nambatedza kha siatari řa u ita tshinoni.



- Dzisifhereswenda: zwitambiswa zwitete kana zwi fanyiso zwa zwi fuwomvumvusi, mimanngi kana mimbete ya zwi fuwo, dzinguvho, zwi gođelo, sitethosikoupu, bulatsho dza u kunakisa zwi fuwo, khorara, mutobvu, theřefouni, zwi shumiswa zwa dokotela (sa tsumbo: themomitha), dzikhirayoni kana dzibořopheni u itela dzidzhekiseni, bogisi řa phili si naho tshithu, zwi ambaro zwa muongi kana zwa dokotela, tshibugwana na penisela

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

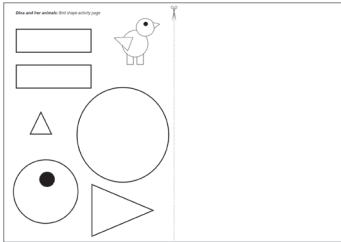
- 1 Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwi tambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha řuřuwedze u isa phanđa u bva kha Vhege ya 1 musi vho vha řiita u nga vha khou shuma kana u dalele garadzhi/tshirřishi tsha peřirolo.
- 2 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u řuřuwedza mutambo wa nga vhagudi.





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. Visit the corner at least once to observe and encourage the learners' game.



★ Muṭhogomeli na ndelazwixele yawe

Nganea



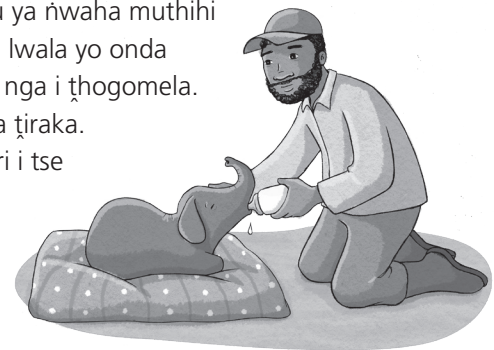
Iyi ndi nganea ine ya khou amba nga munna wa vhulenda ane a pfi Muṭhogomeli. Muṭhogomeli o ita fhethu ho tsiredzeaho hune zwipuka zwa vhana zwa tsiwana zwa nga kona u dzula hone. U vhidza fhethu have uri hu pfi ndelazwixele. Zwipuka zwine zwa ḡiswa afha ndi zwipuka zwa ḡaka zwine a zwi tsee na vhabebi vhane vha nga zwi ṭhogomela. Zwi vha zwi zwiṭuku nga maanḡa uri zwi kone u ḡiṭhogomela, nahone matshilo azwo a nga vha khomboni ḡakani.

Muṭhogomeli na vhathusi vhawe vha ṭhogomela vhana vha zwipuka u swikela zwi tshi vha na maanḡa lwo eḡanaho uri zwi dovhe zwi tshile ḡakani hafhu. Vhathusi vha lavhelesa zwipuka nga vhuronwane. Vha zwi ṅea zwiḡiwa na u zwi dzudza zwi tshi dudela. Arali zwipuka zwi tshi khou lwala, vhathusi vha zwi ṭhogomela vha zwi ṅea mushonga musu zwi tshi khou lwala.

Ḳiṅwe ḡuvha Muṭhogomeli o wana mafhungo maswa. Nḡou ya ṅwaha muthihi yo vha i tshi khou ḡiswa kha ndelazwixele. Yo vha i tshi khou lwala yo onda na u ṭungufhala nahone yo vha i si na vhabebi vhane vha nga i ṭhogomela.

Kuḡohwana kwo ḡiswa kha ndelazwixele kwu murahu ha ṭiraka.

Muṭhogomeli na muthusi vho thusa nḡou nga vhulenda uri i tse kha ṭiraka. Vho dzhia tsho ya u tshi rina dzina Ḳa Nandi.



Mathomoni Nandi kwo vha kwu sa ṭḡḡi u Ḳa nahone kwo vha kwo sokou lala fhasi ha nguvho. Muṭhogomeli na vhathusi vhawe a vho ngo nyama. Vho ṭhogomela Nandi ḡuvha Ḳiṅwe na Ḳiṅwe kwa mbo ḡi thoma u vha na maanḡa.

Ḳiṅwe ḡuvha Muṭhogomeli o ri: “Ndi vhona uri ndi tshifhinga tsha uri Nandi kwu bevele nḡa kwu tambe na zwiṅwe zwipuka.”



Mathomoni Nandi kwo vha kwu tshi kha ḡi vha kwo neta na u ongolowa, fhedzi hu si kale kwo mbo ḡi guda u tamba. Khonani dzakwo dza khwinesa ho vha hu ṅwana wa ṭhḡḡwa na ṅwana wa tshugulu. Zwo vha zwi tshi tamba bola zwoṭhe. Muṭhogomeli o mbo ḡi lavhelesa a sea a ri: “Ḳiṅwe ḡuvha ni ḡo vha ngweṅa dza bola.”

Naho Nandi kwo vha kwu tshi funesa u tamba na khonani dzakwo, kwo vha kwu tshi funesa u hasha maḡi! Zwiṅwe zwifhinga kwo vha kwu tshi fafadzela maḡi Muṭhogomeli nga musingo wakwo, Muṭhogomeli o vha a si na ndavha nazwo, o vha o takalela u vhona uri Nandi kwu khou guda u shumisa musingo wakwo u tou fana na dziṅwe nḡou.

Muṭhogomeli o vha a tshi khou elekanya o takala a ri, “Hu si kale Nandi kwu ḡo vha kwu tshi khou dovha hafhu kwa ya u ṭanganana na dziṅwe nḡou ḡakani.”

Aya ndi one magumo a nganea.



★ Keeper and his nursery

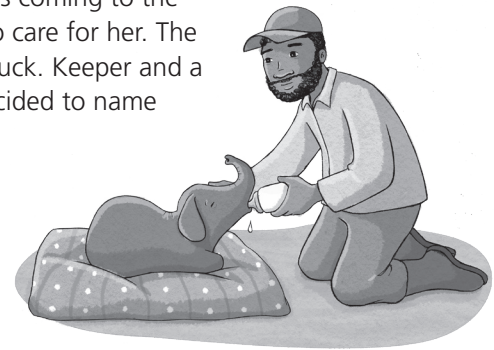
Story



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.

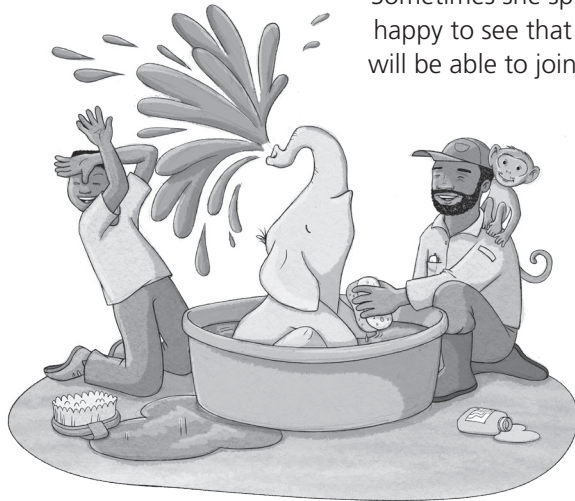
One day, Keeper got some news. A one-year old elephant was coming to the nursery. She was sick and thin and sad. She had no parents to care for her. The baby elephant was brought to the nursery on the back of a truck. Keeper and a helper gently helped the elephant get off the truck. They decided to name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



Luimbo

Muṭhogomeli o ya ngafhi?

To-to

O yo dzhia vho ṅdou

To-to

Vho ṅdou vha bva ngafhi?

To-to

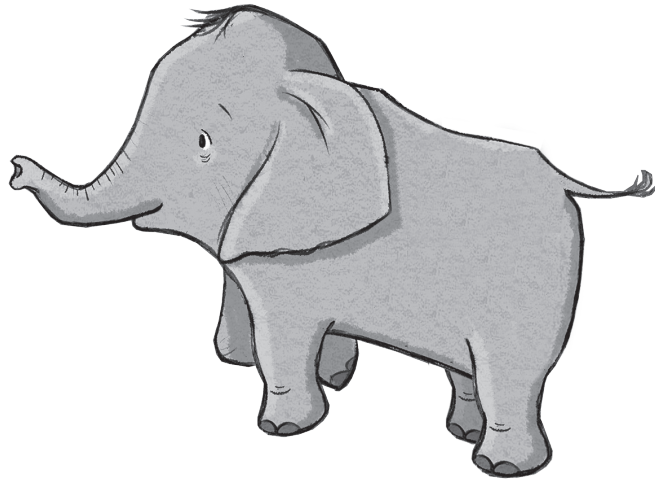
Vho ṅdou vha bva maḍakani

To-to

Ḍakali ḷa ngafhi?

To-to

Ḍakani ḷa ha Mulima.

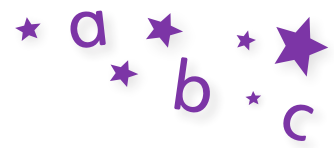


(Shumisani tshuni yaṅu.)

Nḍivho ya maipfi u bva kha nganea

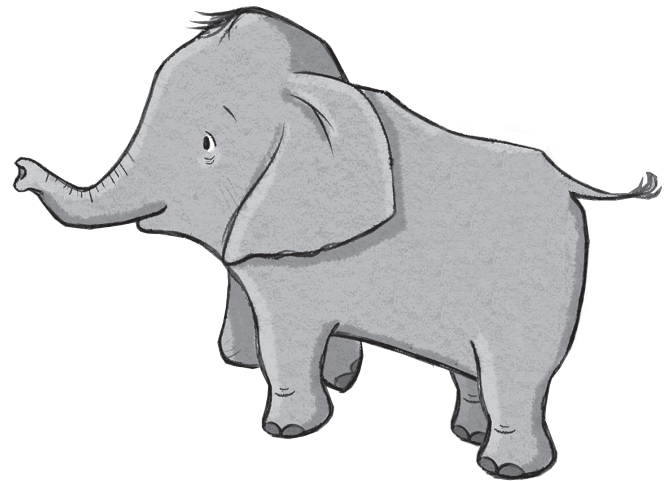
Maipfi a ndeme:	phukha ya ḍaka	mubebi	tsiwana	ṅdou	ṭḥuḍwa	tshugulu
Maipfi o engedzwaho:	u vha na maanḍa	onda	nyama	musingo	hasha	fafadzela
	muthusi	mushonga	dudela	dzikhonani	neta	ongolowa





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





Zwine vha do toḁa:

- Nganea: *Muḁhogomeli na ndelazwixele yawe*
- Zwiḁopai: Muḁhogomeli, ḁḁou i no pfi Nandi, tshuguludzwana, ḁḁudzwana
- Dzisifhereswenda: nguvho, boḁelo ḁa ḁwana boḁelo ḁa mushonga ḁi si na tshithu, bola
- Zwithu kana garaḁa dza zwifanyiso dza maḁwe maipfi a bvaho kha mutevhe wa ḁḁivho ya maipfi



Ndi dzinginyisa minwe yanga

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

Vhege ya 1 ḁuvha ḁa 1 Mishumo ya kilasi yoḁhe

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

U ḁalutshedza nganea na u fhaḁa ḁḁivho ya maipfi

1 Vha sa athu vha ḁalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ḁoho ya nganea na u ḁivhadza vhaanewa vha tshi khou shumisa zwiḁopai.
- 1.2 Kha vha ḁumane nganea na vhtushilo ha vhagudi: *"Hu na muḁwe o no vhuḁaho a vhona ḁwana wa ḁḁou, wa ḁḁudwa kana wa tshugulu nga lwa ḁama kana kha thelevishini naa? No no vhuḁa na wana phukha yo huvhalaho kana ine ya khou lwala naa nahone no ita mini u thusa phukha yeneyo?"*
- 1.3 Kha vha ri: *"Ri sa athu thoma, ndi khou toḁou ni vhudza ḁalutshedzo dza maḁwe maipfi aye ra ḁo a wana nganeani."* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa ḁḁivho ya maipfi. Kha vha vhudzise vhagudi arali vho no vhuḁa vha pfa nga ha ipfi *"tshisiwana"* nahone vha ḁalutshedze uri ḁi ḁi amba muthu kana phukha ine i si vhe na vhabebi.

2 Musi vha tshi ḁalutshedza nganea

- 2.1 Kha vha ḁalutshedze nganea nga ḁḁila i nyanyulaho na u shumisa maipfi o fhambanaho. Kha vha ite nyito na u shumisa zwiḁopai na dzisifhereswenda.
- 2.2 Kha vha humbele vhagudi uri vha bule zwi ḁaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḁaho phindulo i fhiraḁo nthihi, dzi fanaho na: *"Ni humbula uri Muḁhogomeli na vhathusi vha toḁa mini u itela u ḁhogomela vhana vha dziphukha? Muḁhogomeli na vhathusi vho ḁipfisa hani musi Nandi tsho no vha na maanḁa? Ndi ngani Muḁhogomeli a songo sinyuwa musi Nandi tshi tshi mu fafadzela nga maḁi?"*

3 Nga murahu ha musi vho no ḁalutshedza nganea

- 3.1 Kha vha vhudzise vhagudi: *"Ndi zwifhio zwe na zwi takalela nga nganea? Ndi zwifhio zwine a no ngo zwi takalela? Ndi tshifhio tshipiḁa tshaḁu tsha khwinesa? Ndi dzifhio mbudziso dzine na vha nadzo nga nganea? Ni humbula uri ni nga takalela u shuma kha ndelazwixele ya Muḁhogomeli naa? Ndi ngani/ndi ngani ni tshi hanedza?"*

U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *"munna, maanḁa, matshilo, mushonga, musi, mafhungo, maswa, muthihi, murahu, muthusi, maḁi. Ni a kona u pfa mubvumo wo sedzwaho: munna, maanḁa, maḁi naa? Ee, ni khou amba zwone! Yoḁhe i na mubvumo wa /m/."*
- 2 Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga /m/: **mulilo, muri, mutukana, mahaḁa, maḁari, meme, muḁo, mugayo, mukumba.** (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /m/ nga ḁḁila i pfalaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /m/: **"m-m-m"**. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfaleso, kha luvhondo, kha silini na kha vhona vhaḁe.

Mishumo ya tshigwada tshituku

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





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: "munna, maanḁa, matshilo, mushonga, musi, mafhungo, maswa, muthihi, murahu, muthusi, maḁi. Can you hear the focus sound: **munna**, **maanḁa**, **maḁi**? Yes, you are right! They all have the sound /m/."
- 2 Listen carefully, here are some more words with /m/: **mulilo**, **muri**, **mutukana**, **mahaḁa**, **maḁari**, **meme**, **muḁo**, **mugayo**, **mukumba**. (Emphasise the focus sound as you say these words.)
- 3 Say the sound /m/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /m/: "m-m-m". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

I wiggle my fingers

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



Zwine vha do toḁa:

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



Vhege ya 1 Duvha la 2

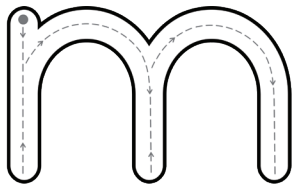
Mishumo ya kilasi yoḁe

U ḁalutshedza nganea na u imba

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

U vhumba leḁere

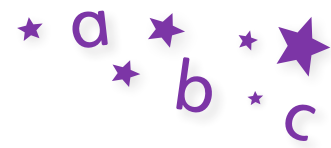
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe line la thoma nga /m/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /m/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga sumbedza **maḁo**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



Mishumo ya tshigwada tshiḁuku

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





You will need:

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



Week 1 Day 2

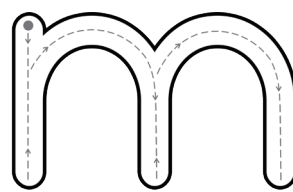
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /m/ or if they can think of any other words that start with the sound /m/.
- 2 Teach learners an action associated with the sound. For example: Learners show their teeth and move their mouth as if munching something (**maño** and **milomo**).
- 3 Show learners how to write the letter **m**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, up, over, down, up, over and down again."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Zwine vha do toḡa:

- Zwipopai na dzisifhereswenda zwa nganea
- Bogisi ḡa maḡedere ḡi re na zwithu kana zwifanyiso zwine zwa thoma nga **m**: mutoli, maḡi, mulilo, muri, mutukana, mahaḡa, maḡari, meme, muḡo, mugayo



Vhege ya 1 ḡuvha ḡa 3

Mishumo ya kiḡasi yoḡe

U ḡalutshedza nganea na ḡitambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha ḡi kona u humbula ḡhalutshedzo dza maipfi a bvaho kha mutevhe wa ḡdivho ya maipfi. Sa tsumbo: Muḡhogomeli ho ngo litsha u ḡhogomela Nandi musi kwo eḡela na musi kwu sa toḡi u ḡa. Ndi afhio maipfi a bvaho kha nganea ane a amba uri vho dzulela u lingedza (a vho ngo xeelwa nga fulufhelo).
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muḡwe na muḡwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha ḡitambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u ḡalutshedza nganea.
- 5 Kha vha ḡalutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha muḡalutshedzi wa nganea ane a dovha a ḡivhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwoḡe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u ḡalutshedza nganea na u tuḡuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kiḡasi yoḡe i tshi khou ḡalela ḡitambwa.
- 7 Arali hu na tshifhinga, vha nga ḡi toḡou dovholola ḡitambwa vha na vhagudi vho fhambanaho.

Mabogisi a maḡedere

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

Mishumo ya tshigwada tshiḡuku

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **m**: mutoli, maḁi, mulilo, muri, mutukana, mahaḁa, maḁari, meme, muḁo, mugayo



Week 1 Day 3

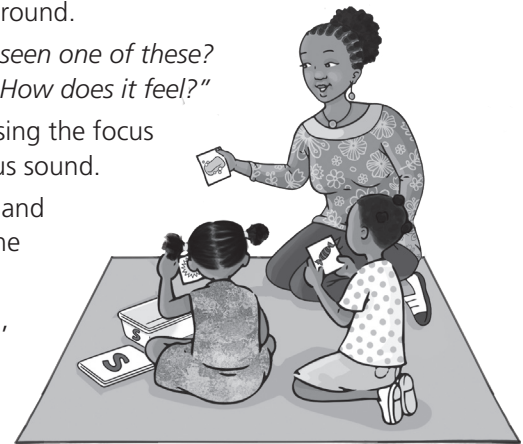
Whole class activities

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



Small group activities

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



Zwine vha do toḁa:

- Thevhekano khulu ya zwifanyiso
- Garaḁa dza zwifanyiso
- Midzio miḁanu, leḁere na garaḁa ḁa tshifanyiso zwa u nambatedza kha mudzio muḁwe na muḁwe

Stella u ri:

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



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



Vhege ya 1 Duvha ḁa 4

Mishumo ya kiḁasi yoḁe

U vhekanya zwifanyiso

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



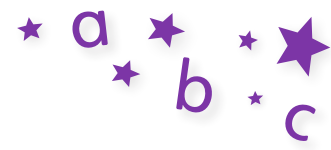
U thetshesela mibvumo yo sedzwaho

- 1 Kha vha ḁetshedze mugudi muḁwe na muḁwe garaḁa ya tshifanyiso. Kha vha vha humbele uri vha rine tshifanyiso nahone vha ambe ipfi nga u ongolowa. Vhanwe vhagudi vha tea u lingedza u ḁalusa mubvumo ha ipfi. Sa tsumbo: Ipfi “bola” ḁi na mubvumo wa /b/.
- 2 Musu mugudi muḁwe na muḁwe o no wana tshikhala tsha u amba dzina ḁa tshifanyiso tshawe nahone mubvumo wo no ḁaluswa, kha vha sumbedze vhagudi midzio miḁanu, muḁwe na muḁwe u na leḁere na garaḁa ya tshifanyiso. Vhagudi vha tea u dzhia tsho ya uri garaḁa yavho ya tshifanyiso vha i vhea ngafhi. Sa tsumbo: Arali vha na tshifanyiso tsha “bola”, vha ḁo tea u tshi vhea kha mudzio u re na mubvumo wa “b”.

Mishumo ya tshigwada tshiḁuku

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





You will need:

- Big 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 "bola" has the sound /b/.
- 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 "bola", they would need to place it in the container with the "b" sound.



Small group activities

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



Zwine vha do toḁa:

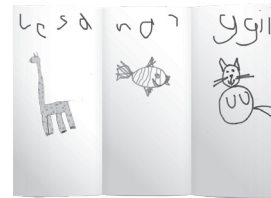
- Bammbiri ḁa filipitshati
- Zwifanyiso zwa phukha dza ḁaka
- Kha mugudi muḁwe na muḁwe: siaḁari ḁa A4 ḁo petiwaho luraru, lumveru luḁuku lwa khadibogisi ḁo sikululwaho ḁo petwaho ḁa vha hafu, zwivhivo zwivhili zwa tsimbi kana zwa puḁasiḁiki, labi ḁa u khavhisa
- Khirayoni dza pfuraḁotshi khulwane, tshigero, guḁuu ya thanda kana ya zwa vhutsila

Vhege ya 1 ḁuvha ḁa 5

Mishumo ya kiḁasi yoḁe

U ita, u ola na u ḁwala

- 1 Kha vha sumbedze vhagudi zwifanyiso zwa phukha dza ḁaka nahone vha rere nga ha uri dzi vhone hani: Dzi na zwithomathoma naa, (madidinngwe, lugwentofu, dzikhanga, dziḁhḁwa), mitalotalo (dzinngwe, dzimbidi, dziḁowa) kana dzi na muvhala muthihi (dzindau, dzindou, dzitshugulu)?
- 2 U bva afho kha vha humbele vhagudi uri vha vha thuse u vhekanya phukha nga zwigwada. Kha vha ḁwale maipfi a uri “zwithomathoma”, “mitalotalo” na “muvhala muthihi” kha zwipiḁa zwa bammbiri ḁa filipitshati. Kha vha ḁetshedze vhagudi tshikhala tsha u nanga phukha nahone vha i nambatedze nga fhasi ha ḁhoho yone nga Phuresitiki.
- 3 Kha vha ḁetshedze mugudi muḁwe na muḁwe siaḁari ḁa A4 ḁo petwaho luraru. Vha tea u lingedza u ḁwala dziḁhoho nga ḁḁha ha siaḁari: zwithomathoma, mitalotalo, muvhala muthihi. U bva afho vha tea u ola phukha mbili nga fhasi ha ḁhoho iḁwe na iḁwe.



U ḁanganyisa na u khethekanya (madungo)

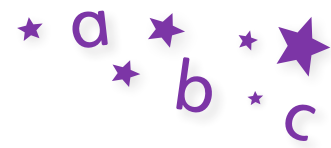
- 1 Mugudi muḁwe na muḁwe u fanela u thoma nga u vhumba ngweḁa. Vha tea u peta tshipiḁa tsha garaḁa, tshiḁuku, tshisekene tsha vha hafu nahone vha tshi khavhisa u itela uri tshi fane na ngweḁa. U bva afho vha nga kona u nambatedza zwivhivo zwa maboḁelo zwivhili nga matungo a garaḁa hune maḁo a ngweḁa a ḁo vha e hone.
- 2 Vhagudi vha nga vula na u vala mulomo wa ngweḁa vha thetshesela mubvumo wa tsaḁwa u itwaho nga “maḁo”.
- 3 Nga murahu ha musi vho no ita ngweḁa yavho, vha nga kona u i shumisa u ḁhukhukana maipfi uri a vhe madungo. Sa tsumbo, ngweḁa = tsaḁwa mbili.
- 4 Kha vha sumbedze vhagudi zwifanyiso zwa phukha dza ḁaka, kha vha rine dziphukha nahone vha vha ḁuḁuwedze uri vha ite tsaḁwa kha dungo ḁiḁwe na ḁiḁwe: ngu-lu-vhe-ḁa-ka = tsaḁwa ḁhanu, ḁo-u = tsaḁwa mbili, ḁho-ho = tsaḁwa mbili, tshu-gu-lu = tsaḁwa tharu, mvu-vhu = tsaḁwa mbili, ḁo-wa = tsaḁwa mbili, mba-vha-la = tsaḁwa tharu.



Mishumo ya tshigwada tshiḁuku

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





You will need:

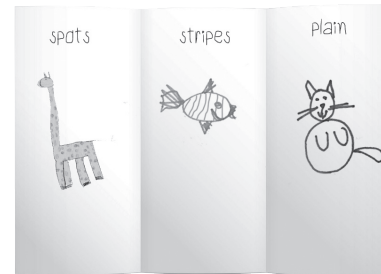
- Flipchart paper
- Pictures of wild animals
- For each learner: an A4 page folded in three, a small strip of recycled cardboard folded in half, two metal or plastic bottle tops, fabric to decorate
- Jumbo wax crayons, scissors, wood or craft glue

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" (**maŋo**).
- 3 Once they have made their crocodile, they can use it to break words into syllables. For example, ngwe-ŋa = 2 clicks.
- 4 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: ngu-lu-vhe-ḍa-ka = 5 clicks, nḍo-u = 2 clicks, ṭho-ho = 2 clicks, tshu-gu-lu = 3 clicks, mvu-vhu = 2 clicks, ḍo-wa = 2 clicks, mba-vha-la = 3 clicks.



Small group activities

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

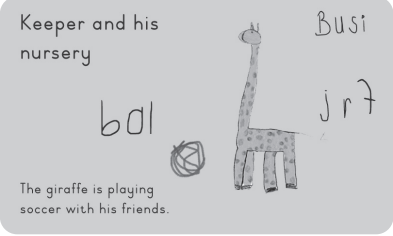

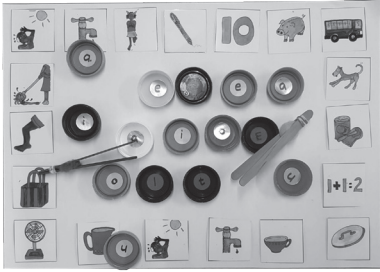



Mishumo ya tshigwada tshiṭuku ya Vhege ya 1

Zwine vha do ṭoda	Mishumo
<ul style="list-style-type: none"> Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṅwe na muṅwe Khiraṅoni dza pfaṅaṅotshi khulwane <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p>Muthogomeli nandelazwixele yawe</p> <p>Thudwa u khou tamba bola na khonani dzawe</p> </div> <div style="margin-top: 10px;"> <p><i>Kha tshifhinga itshi tsha ṅwaha, vhagudi vha nga kha ḽi vha na vhudḽifhinduleli vhuṅzhi ha u lingedza u ṅwala nga vhone vhaṅe. Vha songo vhlalela arali vhaṅwe vhagudi vha tshi ṅwala maḽedere malapfu hu si na tshikhala.</i></p> </div>	<p>Mushumo wa 1: U ola na ṅḽivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Kha vha ṅwale ṭhoho ya nganea nga ṅṅha ha siaṭari ḽi si naho tshithu ḽa mugudi muṅwe na muṅwe hu sa athu thoma ngudo. Kha vha humbele vhagudi uri vha sumbe maipfi a ṭhoho musi vha tshi a vhalo o ṭangana. Kha vha vhudzise vhagudi uri ndi tshipiḽa tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa. Kha vha ṅee dziṅwe khumbudzo. Kha vha ṭuṭuwedze vhagudi u ola tshipiḽa tshavho tsha nganea tshine vha tshi funesa. Kha vha ambe vphupfiwa kana vha humbele mugudi muṅwe na muṅwe uri a vha vhudze nga nyolo yawe. Kha vha vhudzise vhagudi arali vha tshi nga tama u ṅwala zwiṅwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha ṅwalele. Arali vhagudi vha tshi nga tama uri vhone vha vha ṅwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ṅwala fhasi. Kha vha shumise muhumbulo musi vha tshi ṅwala fhungo. Kha vha ṅwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu itwa tshanduko iṅwe na iṅwe kha maipfi. Kha vha humbule u ṅwala nga vhudede na nga ṅḽila i vhonevho. Musi vho no fhedza u ṅwala, kha vha ṭuṭuwedze vhagudi uri vha vha vha fhungo na vhone. Kha vha sumbe ipfi ḽiṅwe na ḽiṅwe musi vha tshi ḽi vhalo na u dzhiela ṅṅha u ḽidina havho.
<ul style="list-style-type: none"> Garaṭa dza zwifanyiso – nambatedzwaho nga Phuresitiki u mona na meme dza tshipiḽa tsha bammbiri ḽa A3 kana garaṭa Zwithivho zwa maboṅelo zwi re na ḽedere dzo ṅwalwaho nga ngomu ha mutibo (arali hu na zwifanyiso zwiṭanu zwi re na “b”, hu tea u vha na zwithivho zwa maboḽelo zwiṭanu zwi re na “b” yo ṅwalwaho nga ngomu ha mutibo.) Tshipato (Izwi zwi nga itwa nga thanda mbili dza aisikhirimu, luḽekere na bola ya wulu vhuḽkati ha thanda.) 	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Kha vha ṭalutshedze vhagudi uri vha tea u shumisa tshipato u doba ḽedere ḽa tshithivho tsha boḽelo uri vha vhone arali vha tshi nga kona u wana tshifanyiso tshi re na mubvumo. Sa tsumbo: Arali vha doba “b”, vha tea u wana tshifanyiso tshi re na mubvumo wa /b/ tshi fanaho na “bere”, “bola”, “baisigira”, “bodo” kana “bogisi”. U bva afho vha tea u vhea mutibo ṅṅha ha ḽo garaṭa ḽa tshifanyiso. Vha tea u isa phanḽa u swikela zwifanyiso zwoṭhe zwo no tibiwa nga mutibo.
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabammbiri a khungedzelo 	<p>Mushumo wa 3: U vhalo nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanḽa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana bammbiri ḽa khungedzelo ḽine vha takalela u ḽi vhalo. Kha vha sumbedze kuvulele kwa bugu na u fhendḽa masiaṭari khayo. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḽifhelwa ngatsho a tshi tshi vhalo. Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhalo ha vhagudi.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons   <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 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"> • Picture cards – stuck with Prestik around the edges of an A3 piece of paper or card • Bottle tops with the letters written inside the lid (If there are five pictures with a "b", there must be five bottle tops with a "b" 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 "b", they must find a picture with a /b/ sound such as "bere", "bola", "baisigira", "bodo" and "bogisi". 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. 
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.





Zwine vha do toda

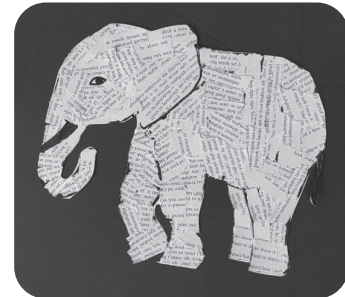
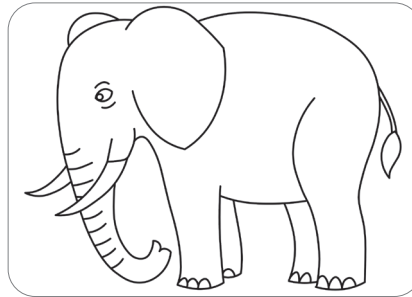
- Khophi ya **Siatari la mushumo wa Ndo** ya mugudi muñwe na muñwe, gurannā u itela u li kherula, guluu, dzikoki ntswu

- Dzisifhereswenda: tñirei kana bogisi la khadibogisi li songo tsaho, thanda dza u ita khura, mitibo ya maboḡelo ya muvhala wa lutombo ya maḡi, matombo, maḡari kana zwitavhi zwa u ita maḡari, zwipiḡa zwiḡuku zwa nguvho, phukha dza ḡaka dza puḡasiḡiki kana zwifanyiso zwiḡuku zwa phukha zwo nambatedzwaho kha garaḡa

Mishumo

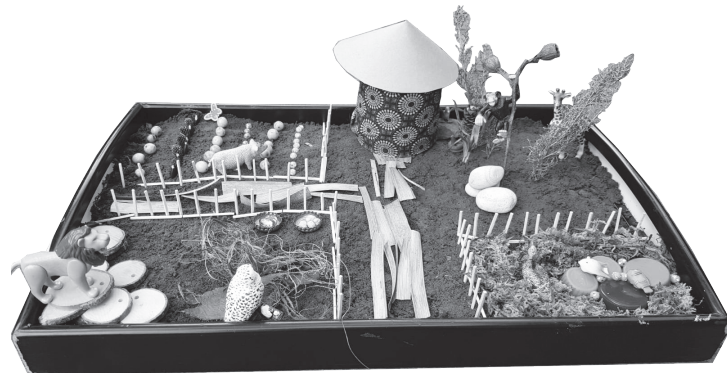
Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuḡi na muñwalo

- 1 Vhagudi vha tea u kherula gurannā la vha zwipiḡa zwiḡuku u bva afho vha zwi nambatedza kha ndou yavho. Nga murahu ha musi ndou yavho yo no fhela vha nga kona u shumisa koki ntswu u oledzela kha nḡevhe na u ola iḡo.
- 2 Vha nga khavhisa siangane musi vho no fhedza kana vha nga gera ndou dzavho nahone kiḡasi yoḡhe i nga ita sambi la ndou kha tshipiḡa tsha bambbiri la filiḡiḡshati.

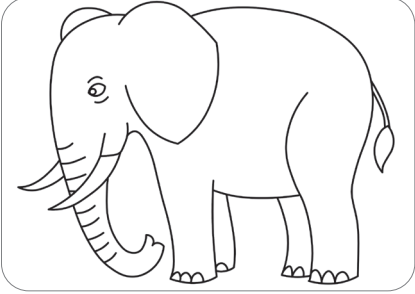
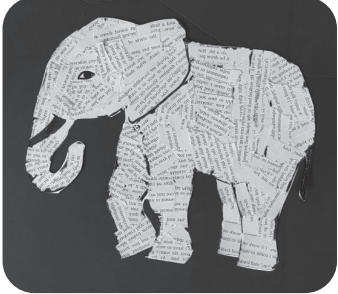



Mushumo wa 5: Umdlalo wokulinganisa

- 1 Kha vha range phanḡa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhubuma nga vhana vha vha sumbedze dzisifhereswenda ntswa.
- 2 Kha vha vha ḡalutshedze uri vha khou ya u ita ndelazwixele ya phukha dzi si naho vhabebi. Vha tea u vha na vhuḡanzi ha uri hu na maḡi na zwiliḡa zwa phukha, na murunzi wa uri dzi dzule dzi tshi khou rotholelwa. Vha tea u dovha vha ḡhogomela uri hu na luhura lwa u thivhela dzindau na dziñwe phukha dzi laho ḡama uri dzi si le phukha dzi laho zwimela. Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u ḡuḡuwedza mutambo wa nga vhagudi.





You will need	Activities
<ul style="list-style-type: none"> A 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>





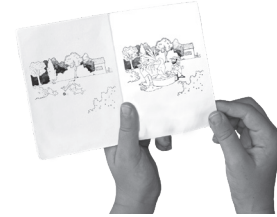
Zwine vha do toḁa:

- Khophi ntswu na tshena ya thevhekano ya zwifanyiso ya mugudi muḁwe na muḁwe
- Bammbiri ḁa A4 ḁi si na tshithu ḁa mugudi muḁwe na muḁwe, zwigero, guḁuu

Vhege ya 2 ḁuvha ḁa 1

Mishumo ya kiḁasi yoḁe

Huḁwe u vhekanya zwifanyiso



- 1 Kha vha thome nga vhagudi vho dzulaho metheni. Kha vha nange vhagudi vhane vha do ima phanda ha kiḁasi, muḁwe na muḁwe o fara nthihi ya thevhekano ya zwifanyiso ya muvhala (zwi siho kha thevhekano kwayo).
- 2 Kha vha vhudzise vhagudi arali zwifanyiso zwi kha thevhekano kwayo. Kha vha vha humbele u sumba tshifanyiso tshine tsha fanela u vha mathomoni a nganea.
- 3 Vho tḁangana sa tshigwada, kha vha humbele vhagudi vhane vho fara zwifanyiso uri vha zwi tshimbidze u swikela nganea tshi pfala. Kha vha vhudzise mbudziso dzi fanaho na: "Ndi nnyi ane a nga humbula uri hu do itea mini?"
- 4 Nga murahu ha musi vho ita uri nganea vhe kha thevhekano, vhagudi vha tea u ya tḁafulani dzavho.
- 5 Vha humbele vhagudi vha gere zwifanyiso zwitshena na zwitswu, vhone vha zwi dzudzanye nga thevhekano i re yone khathihi na u zwi nambatedza kha siaḁari ḁi si na tshithu. Vha monemone kiḁasini nahone vha thuse ho teaho. Mushumo uyu u a shuma kha u linga vhukoni ha vhagudi ha u vhea zwiwo zwiḁulwane zwa nganea nga thevhekano i re yone.
- 6 Musi vhagudi vho no tḁaphudza thevhekano ya zwifanyiso zwavho, vha fhe mugudi muḁwe na muḁwe kubugu kuḁuku. Arali hu na tshifhinga, vhagudi vha nga "vhalela" kubugwana kwavho mushumisani kiḁasini.
- 7 Kha vha tḁuḁuwedze vhagudi u tḁuwa na dzibugu hayani uri vha dzi vhale na miḁa yavho.



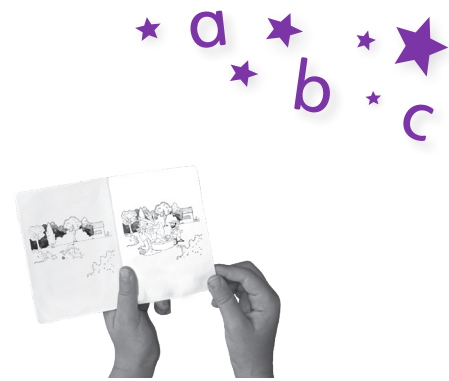
U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshesele nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: "tḁungufhala, tḁiraka, tḁoḁi, tḁangana. Ni a kona u pfa mubvumo wo sedzwaho: tḁiraka, tḁoḁi, tḁangana naa? Ee, ni khou amba zwone! Yoḁe i na mubvumo wa /tḁ/."
- 2 "Thetshesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga /tḁ/: tḁafula, tḁamba, tḁari, tḁamaḁisi, tḁereḁere, tḁarelwa, tḁiraka, tḁanga, tḁaḁa, tḁironngo." mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /tḁ/ nga ndila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /tḁ/: "tḁ-tḁ-tḁ". Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

Mishumo ya tshigwada tshithuku

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





You will need:

- 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: *"ṭungufhala, ṭiraka, ṭoḁi, ṭangana. Can you hear the focus sound: ṭiraka, ṭoḁi, ṭangana? Yes, you are right! They all have the sound /ṭ/."*
- 2 "Listen carefully, here are some more words with /ṭ/: ṭafula, ṭamba, ṭari, ṭamaḁisi, ṭereḁere, ṭarelwa, ṭiraka, ṭanga, ṭaḁa, ṭironngo." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /ṭ/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /ṭ/: "ṭ-ṭ-ṭ". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Zwine vha do toḁa:

- Bugu Khulu: *Muḁhogomeli na ndelazwixele yawe*
- Thempleithi ya leḁere la "t" ya A5 ya mugudi muḁwe na muḁwe

Vhege ya 2 Duvha la 2

Mishumo ya kiḁasi yoḁe

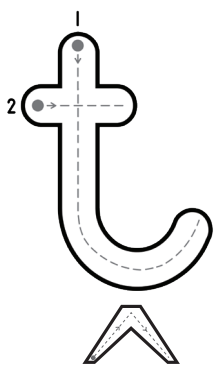
U vhala nga u sielisana – Bugu Khulu

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



U vhumba leḁere

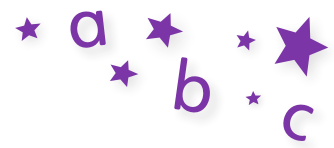
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe liḁe la thoma nga /t/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /t/.
- 2 Kha vha funze vhagudi nyito i tumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga edza u nga vha khou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



Mishumo ya tshigwada tshiḁuku

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





You will need:

- Big Book: *Keeper and his nursery*
- Letter template **t** for each learner

Week 2 Day 2

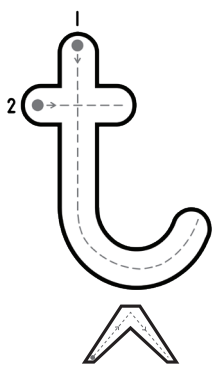
Whole class activities

Shared reading – Big Book

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



Forming the letter



- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /t/ or if they can think of any other words that start with the sound /t/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to drive a tractor (**tteretere**).
- 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.



Zwine vha do toḡa:

- Bogisi la maḡere li re na zwithu kana zwifanyiso zwine zwa thoma nga t: ṡafula, ṡari, ṡamaṡisi, ṡereṡere, ṡarelwa, ṡiraka, ṡanga, ṡaṡa

Vhege ya 2 Duvha la 3

Mishumo ya kiḡasi yoṡhe

U guda u thetshesela

- Vhagudi vha ime nga tshitendeledi nahone vha thetshesela nga vhuronwane musi vhone vha tshi vha fha ndaela. Arali vhone vha ri "Muṡhogomeli u ri", vha tea u ita zwine vhone vha amba. Arali vhone vha sa ri "Muṡhogomeli u ri", vha ime. Sa tsumbo:
 - ★ Muṡhogomeli u ri, "Tshimbilani u fana nḡou."
 - ★ "Kokovha u fana ḡowa."
 - ★ Muṡhogomeli u ri, "Onyolosani sa ndau."
 - ★ Muṡhogomeli u ri, "Fhufhani sa tsepe."
 - ★ "Fhufhani muyani sa goni."
 - ★ Muṡhogomeli u ri, "Shengani sa ṡuḡwa."
 - ★ Muṡhogomeli u ri, "Alamulani sa mvuvhu."
- Zwino a vha ri: "Ndi khou ya u ni fha luvhonele nyana nahone ni lingedze na u humbulela uri tshipuka tsha ḡaka tshine nda khou humbula ngatsho."
- Thetshesani nga vhuronwane luvhonele lwoṡhe ni sa athu u lingedza u bvumba. Vheani tshanda ṡhohoni yaṡu arali ni tshi humbula u nga ni ḡivha phindulo. Sa tsumbo: "Ndi khou toḡa tshipuka tshihulu tsha muvhala wa muora na nḡevhe khulu na ningo ndapfu."
- Vha bvela phanda na dziṡwe tsumbo nahone vha vhudzise muṡwe kha vhagudi arali a tshi nga tama u ṡea luvhonele.

Mabogisi a maḡere

- Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maḡere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kiḡasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa ḡamuni. U bva afho vha ṡee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kiḡasi.
- Kha vha vhudzise dzimbudziso nga zwithu: "No no vhona tshiṡwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfallisa hani?"
- Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pfa mubvumo wo sedzwaho.
- Kha vha humbele vhagudi u amba dzina la tshithu tshiṡwe na tshiṡwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ḡere kha bogisi la maḡere vha ri: "Iyi ndi yone nḡila ine ra ṡwala ngayo ḡere la t?" Kha vha tendele vhaṡwe vhagudi vha tshi oledzela nṡha ha ḡere kha mutibo nga minwe yavho.



Mishumo ya tshigwada tshiṡuku

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





You will need:

- A letter box containing objects or pictures of objects that start with **t**: *tafula, tari, tamaṭisi, tereṭere, tarelwa, tiraka, tanga, taṭa*

Week 2 Day 3

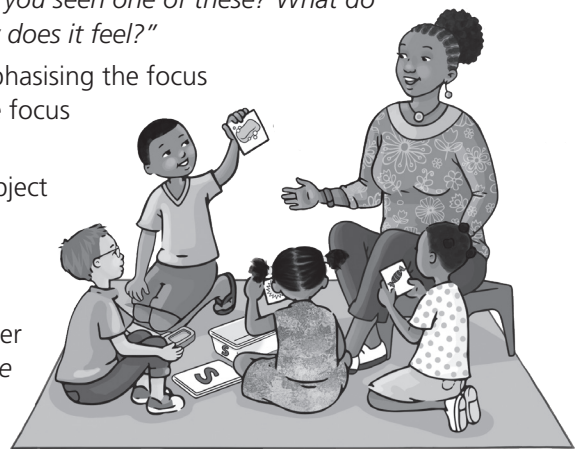
Whole class activities

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



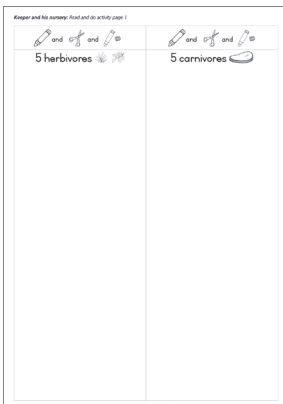
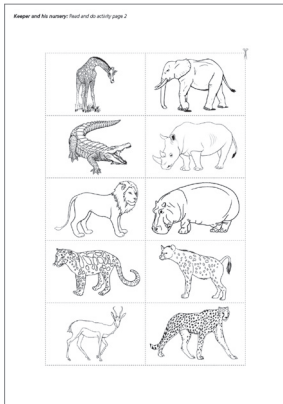
Small group activities

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



Zwine vha do tōḡa:

- Khophi dza **Masiḡari a 1 na 2 a** mushumo wa u **Vhala na u ita**
- Khirayoni dza pfuraḡotshi khulwane
- Tshigero na guḡuu
- Garaḡa dza zwifanyiso
- Midzio miḡanu, ḡeḡere na garaḡa ḡa tshifanyiso zwa u nambatedza kha mudzio muḡwe na muḡwe



Vhege ya 2 Duvha ḡa 4

Mishumo ya kiḡasi yoḡe

U vhala na u ita

- 1 Vha fhe mugudi muḡwe na muḡwe mushumo wa u vhala na u ita u re kha siaḡari 1 ḡi re na kholomo mbili khathihi na mushumo wa u vhala na u ita u re zwipuka kha siaḡari 2
- 2 Vha humbele vhagudi uri vha sedze zwipuka zwoḡe na u amba zwine zwa ḡa. Sa tsumbo: Ndau dzi ḡa ḡama, dzi vhidziwa zwiḡaḡama, ḡhḡḡwa dzi ḡa maḡari, ntsa i ḡa mahatsi zwino zwi vhidziwa zwiḡazwimele.
- 3 Vha vhudze vhagudi uri vha sedze mushumo wa u vhala na u ita u re kha siaḡari ḡa 1 ḡi re na kholomo mbili, vha kone u amba zwine vha khou vhona (zwinga, zwifanyiso n maipfi). Vha vha sumbedze hune ha ri “zwiḡaḡama” na “zwiḡazwimela”. (Vha sumbe tshifanyiso tsha maḡari na mahatsi tshi re tsini na ipfi “zwiḡaḡama” na tshifanyiso tsha ḡama i re tsini na ipfi “zwiḡaḡama”).
- 4 Kha vha vhudze vhagudi uri vha khou ya u ita mushumo u takadzaho une wa pfi “u vhala na u ita”. Vhagudi vha vhale ḡhoho inwe na inwe vha ite zwine ya amba.
- 5 Vha vhale ḡhoho ya u thoma navho. Vha vhudze vhagudi vha khaḡare n u gera ḡhḡḡwa. Vha vha vhudzise uri vha humbula u nga vha nga nambatedza gai ḡhḡḡwa (fhasi ha ḡhoho: zwiḡazwimela).
- 6 Vha vhudze vhagudi uri vha wane zwiḡwe zwifanyiso zwa zwiḡazwimela tshine vha ḡo khaḡara, u gera na u nambatedza. Vha vhudzise arali muḡwe wa vhagudi a tshi nga “vhala” ḡhoho i tevhelaho. Vha tea u khaḡara, u gera na u nambatedza zwipuka zwine zwa vha zwiḡaḡama.
- 7 Vhagudi vha tea u ita nga ḡḡila yeneyi u swikela tshifanyiso tshiḡwe na tshiḡwe tshi tshi nambatedzwa kha kholomu yone.

U thetshesela mibvumo yo sedzwaho

- 1 Kha vha ḡetshedze mugudi muḡwe na muḡwe garaḡa ya tshifanyiso. Kha vha vha humbele uri vha rine tshifanyiso nahone vha ambe ipfi nga u ongolowa. Vhaḡwe vhagudi vha tea u lingedza u ḡalusa mubvumo ha ipfi. Sa tsumbo: Ipfi “bola” ḡi na mubvumo wa /b/.
- 2 Musi mugudi muḡwe na muḡwe o no wana tshikhala tsha u amba dzina ḡa tshifanyiso tshawe nahone mubvumo wo no ḡaluswa, kha vha sumbedze vhagudi midzio miḡanu, muḡwe na muḡwe u na ḡeḡere na garaḡa ya tshifanyiso. Vhagudi vha tea u dzhia tsho ya uri garaḡa yavho ya tshifanyiso vha i vhea ngafhi. Sa tsumbo: Arali vha na tshifanyiso tsha “bola”, vha ḡo tea u tshi vhea kha mudzio u re na mubvumo wa “b”.

Mishumo ya tshigwada tshiḡuku

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





You will need:

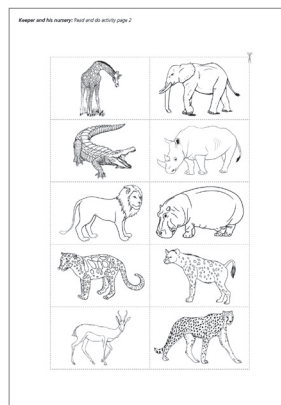
- A photocopy of the **Read and do activity pages 1 and 2**
- Jumbo wax crayons
- Scissors and glue
- Picture cards
- Five containers, a letter and picture card to stick on each container

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 "bola" has the sound /b/.
- 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 "bola", they would need to place it in the container with the "b" sound.

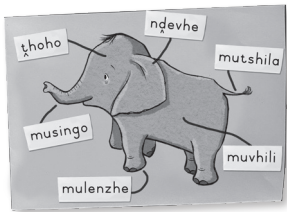
Small group activities

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



Zwine vha do toda:

- Tshipopai tsha ndou, bambiri la filipitshati, zwitshakatshaka zwa garaṭa, makara ya bodo litshena
- Zwifanyiso zwa zwipuka zwa ḍaka
- Ya mugudi muṅwe na muṅwe: ngweṅa ya khadibogisi ye ya itwa kha Vhege ya 1



Vhege ya 2 Duvha la 5

Mishumo ya kilasi yothe

U ita, u ola na u ṅwala

- 1 Vha vheye tshipopai tsha ndou kana tshifanyiso tsha ndou vhukati ha bambiri lihulwane la filipitshati.
- 2 Vha humbele uri vha ambe mbuno dziṅwe na dziṅwe nga ha dzindou. Vha nga tuṭula khaseledzo nga u vhudzisa uri ndou i dzula gai (ḍakani) na zwine ya la (maṭari, mahatsi).
- 3 Vha vhudzise vhagudi arali amba zwipiḍa zwa muvhili wa ndou. Vha nange vhagudi nga muthihi nga muthihi uri vha ḍe vha sumbe tshipiḍa tshi re tshone tsha muvhilo (tshoho, muvhili, mutshila, mulenzhe, musingo, nḍevhe).
- 4 Vha ri kha vhagudi vha nga tama uri vha vha thuse nga u ita tswayo dza tshifanyiso tsha ndou. Vha thome nga u sumba mutshila na u ola mutala u bva kha mutshila u ya kha lurumbu lwa tshanḍa tsha u la kha tshifanyiso. Vha dobe kupiḍa kwa garaṭa vha ku nambatedza nga Prestiki kha kupiḍa kwa bambiri, tsini na mutalo we vha u ola u bva kha mutshila. Zwino vha ri kha vhagudi: *"Ndi nnyi ane a nga nthusu u ṅwala ipfi 'mutshila?' Eya, li thoma nga mubvumo /m/ nahone ri ṅwala m nga iyi ṅḍila."* Vha bvele phanḍa na u fhedzisa u ṅwala ipfi "mutshila" vha sa khou humbela vhagudi uri vha bule leḍere liṅwe na liṅwe.
- 5 Vha bvele phanḍa na u lebelela kha tshoho, muvhili, mutshila, mulenzhe, musingo na nḍevhe dza ndou. Tshifhinga tshiṅwe na tshiṅwe vha tshi ṅwala ipfi, vha humbele vhagudi vha vha thuse nga u thetshesela mubvumo wa u thoma na u ṅwala leḍere li tshimbidzanaho. Vha humbule u ṅwala nga leḍere lituku. Vha songo bula ipfi loṭhe saizwo vhunzhi ha aya maipfi a tshi konḍa u a bula o fhelela. Vha sedze fhedzi mathomo a mubvumo na leḍere.
- 6 Vha nambatedza kha luvhondo zwifanyiso zwo lebeliwaho, vha tshi fhedza vha talele uri vhagudi vha thoma hani u vhalo dziḍelele.

U tḅanganyisa na u khethekanya (madungo)

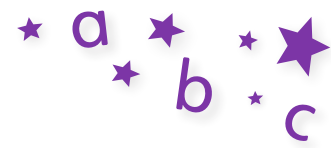
- 1 Vha tshi shumisa ngweṅa dzavho, vhagudi vha nga kona u tshukukanya maipfi kha madungo. Sa tsumbo: ngwe-ḅa = tsaṅwa mbili.
- 2 Kha vha sumbedze vhagudi zwifanyiso zwa phukha dza ḍaka, kha vha rine dziphukha nahone vha vha tuṭuwedze uri vha ite tsaṅwa kha dungo liṅwe na liṅwe: ngu-lu-vhe-ḍa-ka = tsaṅwa ṭhanu, ṅḍo-u = tsaṅwa mbili, tsho-ho = tsaṅwa mbili, tshu-gu-lu = tsaṅwa tharu, mvu-vhu = tsaṅwa mbili, ṅḍo-wa = tsaṅwa mbili, mba-vha-la = tsaṅwa tharu



Mishumo ya tshigwada tshituku

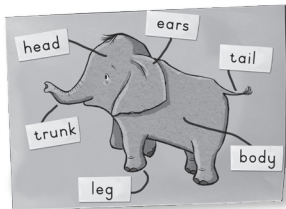
Kha vha humbudze vhagudi mishumo ya tshigwada tshituku, milayo ya mushumo muṅwe na muṅwe na kuitele kwa u khwinisa.





You will need:

- 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 'mutshila'? Yes, it starts with the sound **/m/** and this is the way we write a **m**." Continue writing the rest of the word "mutshila" 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: ngwe-ᵛa = 2 clicks.
- 2 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: ngu-lu-vhe-ᵛa-ka = 5 clicks, ᵛo-u = 2 clicks, ᵛho-ho = 2 clicks, tshu-gu-lu = 3 clicks, mvu-vhu = 2 clicks, ᵛo-wa = 2 clicks, mba-vha-la = 3 clicks.



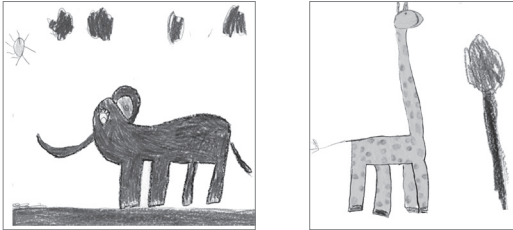
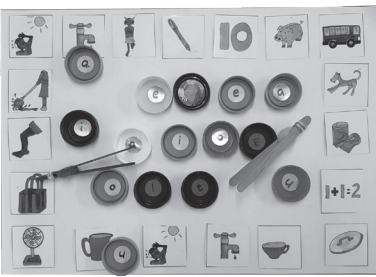

Small group activities

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





Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha ḁo ṭoda	Mishumo
<ul style="list-style-type: none"> Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṅwe na muṅwe Zwifanyiso zwa ḁaka, zwipuka zwa ḁaka zwa puḽasitiki kana bugu ya zwipuka zwa ḁaka Khirayoni dza pḽuraṅotshi khulwane 	<p>Mushumo wa 1: U ola na ṅivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Vhugudi vha tea u sedza zwifanyiso, vha kone u dzhia tsheo uri ndi tshifhio tshipuka tshine vha tshi funa Vha ole tshifanyiso tsha tshenetsho tshipuka vha tshi khou shumisa bugu sa nyendedzi yavho. Vha tea u humbula nga hune tshipuka tsha dzula, vha dovhe vha ole maṭari, miri na mahatsi u sumbedza hune tshipuka tsha dzula na zwine tsha ḽa. 
<ul style="list-style-type: none"> Garaṭa dza zwifanyiso – nambatedzwaho nga Phuresitiki u mona na meme dza tshipiḁa tsha bambiri ḽa A3 kana garaṭa Zwithivho zwa maboḁelo zwi re na ḽeḁere dzo ṅwalwaho nga ngomu ha mutibo (arali hu na zwifanyiso zwiṭanu zwi re na "f", hu tea u vha na zwithivho zwa maboḁelo zwiṭanu zwi re na "f" yo ṅwalwaho nga ngomu ha mutibo.) Tshipato (ḽzwi zwi nga itwa nga thanda mbili dza aisikhirimu, luḽekere na bola ya wulu vhukati ha thanda.) 	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Kha vha ṭalutshedze vhagudi uri vha tea u shumisa tshipato u doba ḽeḁere ḽa tshithivho tsha boḁelo uri vha vhone arali vha tshi nga kona u wana tshifanyiso tshi re na mubvumo. Sa tsumbo: Arali vha doba "f", vha tea u wana tshifanyiso tshi re na mubvumo wa /f/ tshi fanaho na "fulaha", "fasikoṭi", "fasiṭere", "forogo" kana "founu". U bva afho vha tea u vhea mutibo ṅṅha ha ḽo garaṭa ḽa tshifanyiso. Vha tea u isa phanḁa u swikela zwifanyiso zwoṭhe zwo no tibiwa nga mutibo. 
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo 	<p>Mushumo wa 3: U vhala nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanḁa tshigwada u ya fhethu hu re na dzibugu kana vha ṅee tshigwada thuli ya dzibugu. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana bambiri ḽa khungedzelo ḽine vha takalela u ḽi vhala. Kha vha sumbedze kuvulele kwa bugu na u fhenḁa masiaṭari khayoy. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḁifhelwa ngatsho a tshi tshi vhala. Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.





Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • 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="824 753 1333 984" data-label="Image"> </div>
<ul style="list-style-type: none"> • Picture cards – stuck with Prestik around the edges of an A3 piece of paper or card • Bottle tops with the letters written inside the lid (If there are five pictures with an “f”, there must be five bottle tops with an “f” 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 “f”, they must find a picture with an /f/ sound such as “fulaha”, “fasikoṭi”, “fasiṭere”, “forogo” or “founu”. 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 1269 1289 1567" data-label="Image"> </div>
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets <div data-bbox="267 1680 510 1976" data-label="Image"> </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.





Zwine vha do toda

- Dzithwiza, bola tshukhu ya mivhala kana bambiri lo pombiwaho kha bola ya mivhala yo fhambanaho kana kupida kwa labi nga mivhala yo fhambanaho
- Zwifanyiso zwa zwifhatuwo zwa zwipuka zwa daka zwi na buli lo geriwaho hune mulomo, wo nambatela kha khaphu dza yogathi kana dzikhontheina tshukhu

Mishumo

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

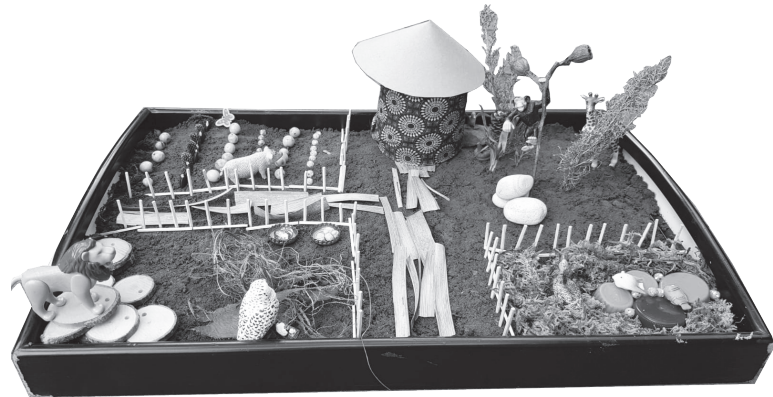
- 1 Vha tšalutshedza vhagudi uri vha shumise thwiza u doba zwibola zwiṭuku vha zwi ḷisa zwipuka. Ndau li ḷa ṇama (tshinwe tshithu tshi tswuku), tshuwa i ḷa maṭari (tshinwe tshithu tshi dala), ṇdou nayo i ḷa maṭari, pfeṇe li ḷa mutshelo (tshinwe tshithu tsha orenzhi kana ṭaḍa kana phephuḷu).



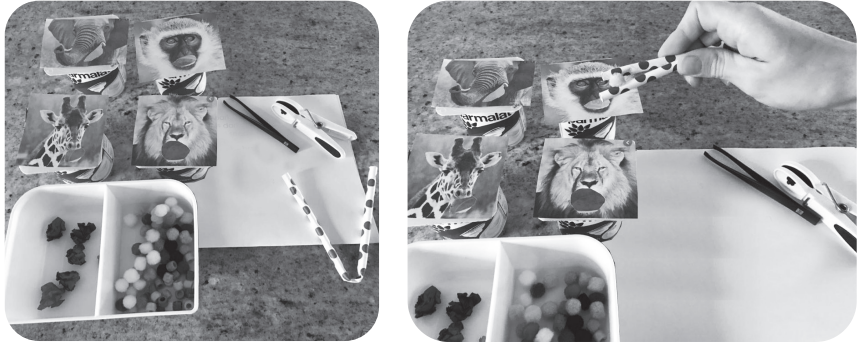
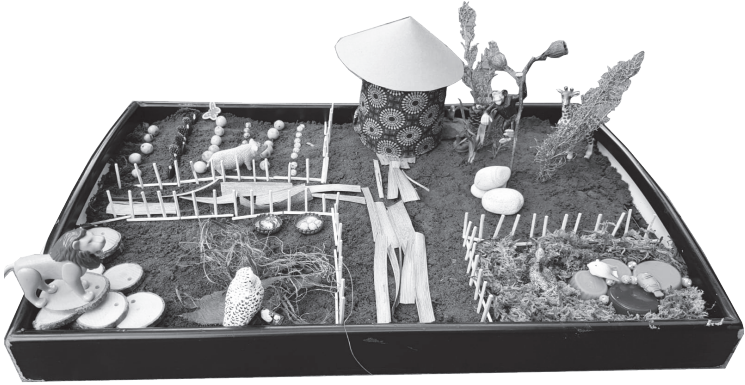
- Dzisifhereswenda: tshirei kana bogisi ḷa khadibogisi ḷi songo tsaho, thanda dza u ita khura, mitibo ya maboḍelo ya muvhala wa lutombo ya maḡi, matombo, maṭari kana zwitavhi zwa u ita maṭari, zwipiḍa zwiṭuku zwa nguvho, phukha dza daka dza puḷasiṭiki kana zwifanyiso zwiṭuku zwa phukha zwo nambatedzwaho kha garaṭa

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

- 1 Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha tšutuwedze u isa phanḡa u bva kha Vhege ya 1 musi vha tshi ita vhuongelo ha zwipuka zwa zwisiwana.
- 2 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u tšutuwedza mutambo wa nga vhagudi.





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. 

★ Mueni wa Mbavhala

Nganea

Kalekale ho vhuya ha vha na Mbavhala ye ya vha i tshi dzula kha kuḁu kwo fhaṭiwaho nga thanda. Mbavhala tshifhinga tshothe yo vha i tshi sia yo vula vothi ḁayo ḁo vuliwa musi yo bva. Liṅwe ḁuvha Mbavhala yo mbo ḁi ya mulamboni u nwa maḁi, sa zwo ḁoweleaho yo mbo ḁi sia vothi ḁayo ḁo vulea. Yo vha i tshi khou humela ṅduni yayo musi i tshi vhona uri vothi ḁayo ḁo valiwa. Mbavhala yo vha i tshi khou vhilaela, ya mbo ḁi amba nga ipfi ḁayo ḁa Mbavhala ḁo dzikaho ya ri: “Ndi nnyi a re ngomu ṅduni yanga?” Yo mbo ḁi thetshelesa yo lindela phindulo. Muṅwe muthu o mbo ḁi fhindula nga ipfi ḁihulu a ri: “U songo vula vothi kana ndi ḁo u ḁa!” Mbavhala yo vha yo tshuwa nga maṅḁa.



Mbavhala yo mbo ḁi shavha ya ya u ṭoḁa khonani yayo ṅḁou. Yo mbo ḁi wana ṅḁou yo ima fhasi ha muri, i tshi khou dzungulusa musingo wayo nga u rali. Mbavhala yo mbo ḁi ri: “ṅḁou, u nga kona u nthusa naa?”

ṅḁou yo fhindula ya ri: “Ee, khonani yanga, mulandu ndi mini?” Mbavhala yo amba ya ri: “Hu na muthu ṅduni yanga nahone u ri u khou ṭoḁou ḁa ṅḁe.” Ngauralo, ṅḁou na Mbavhala dzo mbo ḁi humela ṅduni. ṅḁou yo tshimbila nga ṅḁila ya ṅḁou ya u tou ongolowa. Mbavhala yo gidima nga ṅḁila yayo ya Mbavhala ya u ṭavhanya, ya u tou thamuwa. Musi dzi tshi swika henengei, ṅḁou yo amba nga ipfi ḁayo ḁa u ongolowa ḁa ṅḁou ya ri: “Ndi nnyi a re ngomu ṅduni ya Mbavhala?” Ipfi ḁihulu ḁo mbo ḁi fhindula ḁa ri: “U songo vula vothi kana ndi ḁo u ḁa!”

ṅḁou yo amba i tshi khou ofha ya ri, “A thi ṭoḁi u dzhena nga ngomu ṅduni yau.” Mbavhala yo mbo ḁi ri, “Yowee! Ndi nnyi ane a nga ri thusa?” ṅḁou na Mbavhala dzo humbula nga hazwo dza mbo ḁi ri: “Kha ri ye u vhidza khonani yashu a sa ofhiho, Nda.” Dzo mbo ḁi wana Nda, yo shuvhama kha tombo i tshi khou ora ḁuvha. ṅḁou yo mbo ḁi huwelela Nda ya ri: “Nda, Nda, u nga kona u ri thusa naa?” Nda yo ri: “Ee, khonani yanga, mulandu ndi mini?” ṅḁou yo ri: “Hu na muthu a re ngomu ṅduni ya Mbavhala nahone u ri u khou ṭoḁou ri ḁa.” Nda yo mbo ḁi vhomba zwi pfalesaho u bva afho yo mbo ḁi vuwa ya ṭuwa ṅduni ya Mbavhala nga ṅḁila ya u ḁihudza, ya vhundau.



Musi yo no swika ṅduni, yo mbo ḁi amba nga ipfi ḁihulu, yo sinyuwa ya ri: “Ndi nnyi a re ngomu ṅduni ya Mbavhala?” Ipfi ḁihulu ḁa dovha hafhu ḁa amba ḁa ri: “U songo vula vothi kana ndi ḁo u ḁa!” Nda yo mbo ḁi vhomba ya ri: “Mini? U ḁa ṅḁe, khosi ya zwipuka naa?” Nga ngomu ṅduni ho vha hu tshi khou pfala phosho ṭhukhu ya lwisana, u fana na hezwi, na phosho ya u tyetyenyea huṭuku, u fana na hezwi.

U bva afho vothi ḁo mbo ḁi vulea nga u ongolowa Tshidula tsho mbo ḁi bvela ṅḁa tshi tshi khou thamuwa tshi tshi vhone tshi tshi khou setshelela zwihulu khofheni hatsho. Tshidula tsho mbo ḁi ri, “Tshimangadzo! Ndi ṅḁe fhedzi. Ndo vha ndi tshi khou ni fhura!” Zwipuka zwo mbo ḁi fa nga maseo nahone ṅḁou yo ri: “Ndi ṅḁe muhuluhulu, fhedzi Nda, ndi iwe u si naho nyofho! Iwe, Tshidula, u tou vha muṭukuṭuku a seisaho kha riṅe roṭhe!” Mbavhala yo mbo ḁi ri: “Ndo livhuwa thuso yaṅu, Khonani dzanga dzavhuḁi.”

Aya ndi one magumo a nganea.

★ 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.



Luimbo

Muyeni;
Muyeni, *mhh*.

Na mu bikelani we?
Manyimba;
Manyimba, *mhh*.

Anga no a vheafhi we?
Patala;
Patala, *mhh*.

Fhaululani ri vhone;
Thi swiki;
Thi swiki, *mhh*.

Vhidzani Mutilikwe;
O lamba;
O lamba, *mhh*.

O lamba nga l̄ifhio?
Nga l̄ēlo;
Nga l̄ēlo, *mhh*.

Nga lelo l̄a kutini?
L̄a kuti;
L̄a kuti, *mhh*.

L̄a kuti malembeni;
A ngweḡi;
A ngweḡi, *mhh*.

Lidzani kurumbu ni tundundu;
Tundundu, *mhh*.

Lidzani kugoma ni pambamba;
Pambamba, *mhh*.

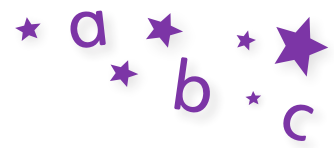
(*Shumisani tshuni yaṅu.*)



Nḡivho ya maipfi u bva kha nganea

Maipfi a ndeme:	mbavhala	nḡou	ndau	tshidula	u sa ofha	tshimangadzo
Maipfi o engedzwaho:	vula	vala	fhura	ofha	tshuwiswa	seisa
	tyetyenyeya	ongolowa	khonani	pfalesa	dzika	sinyuwa





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





Zwine vha do toḁa:

- Nganea: *Mueni wa Mbavhala*
- Zwipopai: Mbavhala, Nḁou, Ndau, Tshidula, nḁu ya mbavhala
- Dzisifhereswenda: miḁadzi i dzumbaho khofheni kana mahodze a ḁohoni a tshipuka tshirwe na tshirwe, bogisi lihulwane kana ḁafula ya nḁu ya Mbavhala
- Zwithu kana garaḁa dza zwifanyiso dza maḁwe maipfi a bvaho kha mutevhe wa nḁivho ya maipfi



Ndi dzinginyisa minwe yanga

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

Vhege ya 1 ḁuvha ḁa 1

Mishumo ya kilasi yoḁhe

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

U ḁalutshedza nganea na u fhaḁa nḁivho ya maipfi

1 Vha sa athu vha ḁalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ḁoho ya nganea na u ḁivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ḁumane nganea na vhutshilo ha vhagudi: Kha vha vhudzise arali hu na muḁwe o no vhuḁa a vhona phukha dza ḁaka ngei vhuḁalaphukha kana kha thelevishini. Kha vha ambe nga ha phambano vhukati ha zwifuwo zwa hayani (tshifuwomvumvusi), zwa mabulasini na phukha dza ḁaka.
- 1.3 Kha vha ri: *“Ri sa athu thoma, ndi khou toḁou ni vhudza ḁhalutshedzo dza maḁwe maipfi aḁe ra ḁo a wana nganeani.”* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa nḁivho ya maipfi. Kha vha sumbedze vhagudi zwipopai kana zwifanyiso zwa phukha zwi bvaho kha mimagazini kana kha dzibugu. Kha vha ambe nga kutshimbilele kwa phukha dzo fhambanaho. Vha kha humbele vhagudi uri vha tshimbile sa mbavhala (nga u ḁavhanya, u thamuwa); sa nḁou (U tambisa musingo wayo); sa ndau yo imisa ḁoho sa khosi. (Vha songo ḁivhadza tshidula mathomoni ngauri vhagudi vha ḁo zwi ḁivha uri hu khou itea mini kha nganea!)

2 Musi vha tshi ḁalutshedza nganea

- 2.1 Kha vha ḁalutshedze nganea nga nḁila i nyanyulaho na u shumisa maipfi o fhambanaho. Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.2 Kha vha humbele vhagudi uri vha bule zwi ḁaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḁaho phindulo i fhiraho nthihi, dzi fanaho na: *“Ni humbula uri Nḁou na Mbavhala dzi khou ya vhidza nnyi u itela u wana thuso? Ni humbula uri hu na nnyi nga ngomu nḁuni?”*

3 Nga murahu ha musu vho no ḁalutshedza nganea

- 3.1 Kha vha vhudzise vhagudi: *“Ndi zwifhio zwe na zwi takalela nga nganea? Ndi zwifhio zwine a no ngo zwi takalela? Ndi tshifhio tshipiḁa tshaḁu tsha khwinesa? Ndi dzifhio mbudziso dzine na vha nadzo nga nganea? Ni nga ḁipfisa hani arali muḁwe wa khonani dzaḁu o ni fhura sa zwe Tshidula tsha ita? No vha ni tshi ḁo sinyuwa kana ni humbula uri no vha ni tshi nga sea musu ni tshi vho ḁivha uri ho vha hu vhuḁhura naa?”*

U ḁivhadza mubvumo u bva kha nganea

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

Mishumo ya tshigwada tshituku

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



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: "ri, re, rali, riṅe, roṭhe. Can you hear the focus sound: **ri, re, rali, riṅe, roṭhe**? Yes, you are right! They all have the sound /r/."
- 2 "Listen carefully, here are some more words with /r/: radio, raha, rasithi, raisi, rokho, rinngi, ramavhengele, ramavili, raba, riboni." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /r/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /r/: "r-r-r". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Zwine vha do toḁa:

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



Vhege ya 1 Duvha la 2

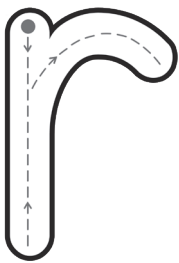
Mishumo ya kḁasi yoḁe

U ḁalutshedza nganea na u imba

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

U vhumba leḁere

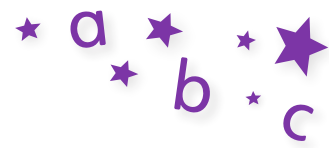
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe line la thoma nga /r/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /r/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga puta feisi vha edza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



Mishumo ya tshigwada tshiḁuku

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





You will need:

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



Week 1 Day 2

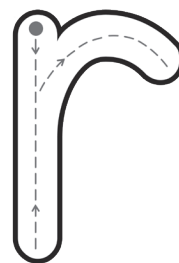
Whole class activities

Storytelling and singing

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

Forming the letter

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



Small group activities

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



Zwine vha do toda:

- Zwipopai na dzisifhereswenda zwa nganea
- Bogisi la maledere li re na zwithu kana zwifanyiso zwine zwa thoma nga **r**: radio, raha, raisi, rokho, rinngi, ramavhengele, ramavili, raba, riboni



Vhege ya 1 Duvha la 3

Mishumo ya kilasi yothe

U tlatshedza nganea na litambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha di kona u humbula tlatshedzo dza maipfi a bvaho kha mutevhe wa ndivho ya maipfi. Sa tsumbo: Kha vha vha humbele vhagudi uri vha vhudze tshinwe tshithu khonani dzavho nga ipfi lisekene sa la mbavhala, u bva afho nga ipfi lidenya sa la tshidula musi tshi tshi khou fhura dziphukha, u bva afho nga ipfi li pfalesaho, ipfi lo sinyuwaho sa la ndau.
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muwe na muwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha litambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u tlatshedza nganea.
- 5 Kha vha tlatshedze vhagudi uri vhone (mudededzi) vha khou ya u vha mutlatshedzi wa nganea ane a dovha a divhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwothe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u tlatshedza nganea na u tutuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kilasi yothe i tshi khou talela litambwa.
- 7 Arali hu na tshifhinga, vha nga di todou dovholola litambwa vha na vhagudi vho fhambanaho.

Mabogisi a maledere

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



Mishumo ya tshigwada tshituku

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **r**: radio, raha, raisi, rokho, ringgi, ramavhengele, ramavili, raba, riboni



Week 1 Day 3

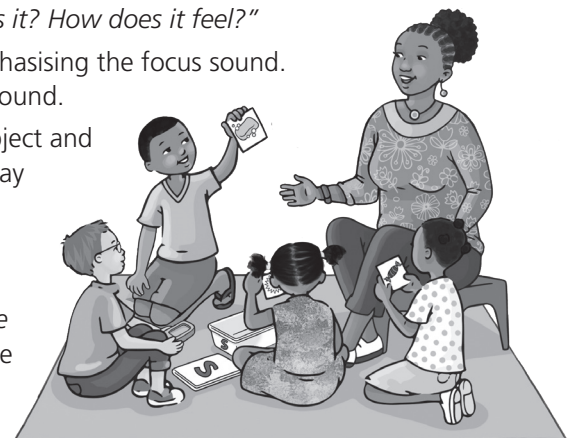
Whole class activities

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



Small group activities

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



Zwine vha do toḁa:

- Thevhekano khulu ya zwifanyiso

Stella u ri:

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



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

Vhege ya 1 Duvha la 4

Mishumo ya kłasi yoḁe

U vhekanya zwifanyiso

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

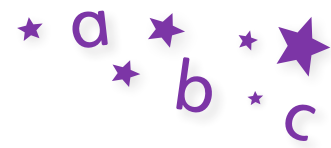
U thetshesela mibvumo yo sedzwaho

- 1 Kha vha ḁlutshedze vhagudi uri vha khou ya imba luimbo nahone vha tea u thetshesela nga vhuronwane mibvumo ya u fhedzisela. (tshuni: “Mary o vha a na ngwana ḁhukhu”)
 - ★ Mudededzi: “Ndi mubvumo ufhio une wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya? Ndi mubvumo ufhio une wa fhedzisela kha maipfi aya: gamu, ḁiromu na vemu.” (Ngafhadzo ya mudededzi ya uri vhagudi vha fhindle.)
 - ★ Vhagudi vha amba mubvumo une wa fhedzisela kha ipfi, sa tsumbo: /mu/.
 - Mudededzi vha ḁea ngafhadzo ya u imisela gunwe nḁha u sumbedza u tenda.)
 - ★ Mudededzi: “/mu/ ndi mubvumo une wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya! /mu/ ndi mubvumo une wa fhedzisela kha maipfi aya: gamu na ḁiromu na vemu.”
- 2 Kha vha shumise maipfi aya kha uyu mushumo:
 - ★ /la/: fola, hamula, lamula, lebula, penisela, sibatela, swaramula, takala, tala, tumula, ḁafula, eḁela
 - ★ /ri/: muri, maḁari, ḁari, swiri, bigiri, biḁiri, phiriphiri, ḁeri
 - ★ /ra/: bara, awara, kamara, kaḁara, baisigira, sosara
 - ★ /ka/: ḁaka, harika, haka, puḁaka, ḁiraka, zwipuka
 - ★ /ma/: ḁama, tema, ima
 - ★ /gu/: bugu, gugu, dugu

Mishumo ya tshigwada tshituku

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





You will need:

- Big sequence pictures

Stella says:



These are useful questions to ask about each picture:

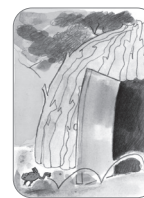
- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)

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: gamu, q̄iromu and vemu." (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: /mu/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: "/mu/ is the syllable that ends these words, ends these words, ends these words! /mu/ is the syllable that ends these words: gamu, q̄iromu and vemu."
- 2 Use these words for this activity:
 - ★ /la/: fola, hamula, lamula, lebula, penisela, sibadela, swaramula, takala, tala, tumula, tafula, eḁela
 - ★ /ri/: muri, maḁari, ṅari, swiri, bigiri, biḁiri, phiriphiri, ḁeri
 - ★ /ra/: bara, awara, kamara, kaḁara, baisigira, sosara
 - ★ /ka/: ḁaka, harika, haka, puḁaka, ḁiraka, zwipuka
 - ★ /ma/: ṅama, tema, ima
 - ★ /gu/: bugu, gugu, dugu



Small group activities

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



Zwine vha do toḁa:

- Zwipopai zwa nganea
- Bammbiri la filipitshati, makara
- Kubege kuḁuku ku rena zwifanyiso kana zwithu zwa phukha dza ḁaka zwa tsimuni zwi rena maipfi a madungo manzhi a elanaho na tshiḁori

Vhege ya 1 ḁuvha la 5

Mishumo ya kiḁasi yoḁe

U ita, u ola na u ḁwala

- 1 Kha vha ambe hezwi kha vhagudi: “*Namusu ri khou ya u ḁwala nganea yashu nga ha iḁwe ya phukha dzi re kha nganea. Kha ri nange uri ri khou ya u ḁwala nga ha phukha ifhio.*” Kha vha sumbedze vhagudi zwifanyiso zwa phukha dzi bvaho kha nganea. Musi vho no nanga phukha ine vha khou ya u ḁwala nga hayo, kha vha vhee tshifanyiso tsha phukha vhukati ha bammbiri.
- 2 Kha vha shumise mbudziso dzi tevhelaho u itela uri dzi vha endedze kha ḁḁila ya u ḁwala nganea:
 - ★ Kha vha humbele vhagudi uri vha humbule nga ha dzina la phukha nahone vha ḁwale dzina layo fhasi.
 - ★ Kha vha humbele vhagudi uri vha vha ḁee mihumbulo ya uri phukha dzi dzula ngafhi. Kha vha ḁaluse afho fhethu nga fhungo nahone vha li ḁwale fhasi.
 - ★ Kha vha rere nga ha zwine phukha ya takalela u zwi la. Musi vho no tendelana, kha vha zwi ḁwale fhasi.
 - ★ Kha vha humbele vhagudi uri vha vha ḁee mihumbulo ya nga ha zwithu zwe phukha ya vhuya ya zwi ita liḁwe ḁuvha. Kha vha nange muhumbulo muthihi nahone vha u ḁwale fhasi.
 - ★ Kha vha ambe nga zwine zwa do itea phanḁa; kha vha ḁwale maipfi a vhagudi.
 - ★ Kha vha rere nga ha uri vha humbula u nga nganea yo fhelisa hani; kha vha ḁwale ili fhungo.
- 3 Zwino kha vha vhalele vhagudi nganea vha tshi khou shumisa mabogisi uri a vha thuse. Arali hu tshi kha ḁi vha na tshifhinga, kha vha humbele vhaḁwe vhagudi uri vha sumbedzele nganea. Kha vha nambatedze bammbiri la filipitshati li re na nganea luvhondoni.

U ḁanganyisa na u khethekanya (madungo)

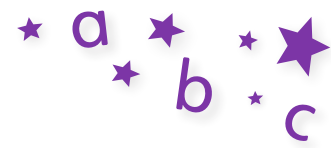
- 1 Kha vha sumbedze vhagudi zwifanyiso zwa phukha dza ḁaka. Kha vha humbele vhagudi vha vha thuse u rina tshifanyiso tshiḁwe na tshiḁwe vha nambatedze tshifanyiso kha luvhondo kana kha tshi vhee kha khabodo uri vhagudi vhoḁe vha kone u vhona.
- 2 Vha vhee zwifanyiso kha bege. Kha vha ḁange mugudi, vha mu humbele uri a dzhie tshifanyiso tshithihi tshi bvaho kha bege. Vha tea u lingedza u amba dzina la phukha dza ḁaka nga u ongolowa, vha tshi khou zwi vundekanya kha madungo.
- 3 Vhagudi vha tea u ḁi thetshelisa kha zwine vha amba, na u ḁanganisa madungo fhethu huthihi u ita ipfi liḁithi.



Mishumo ya tshigwada tshiḁuku

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





You will need:

- Puppets from the story
- Flipchart paper, whiteboard marker
- A small bag with pictures or objects of wild animals that are multisyllabic words relating to the story

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.

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.



Mishumo ya tshigwada tshiṭuku ya Vhege ya 1

Zwine vha do ṭoda

- Siatari li si naho tshithu la A4 la mugudi muṅwe na muṅwe
- Khirayoni dza pfaṛaṅotshi khulwane



Kha tshifhinga itshi tsha ṛwaha, vhagudi vha nga kha ḡi vha na vhuḡifhinduleli vhuṅzhi ha u lingedza u ṛwala nga vhone vhaḡe. Vha songo vhilaela arali vhaṅwe vhagudi vha tshi ṛwala maḡedere malapfu hu si na tshikhala.

- Khanganyiso dza zwipopai
- Zwipopai zwa nganea
- Bammbiri la A4
- Khirayoni dza pfaṛaṅotshi khulwane

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



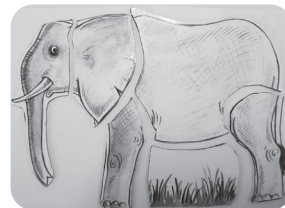
Mishumo

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

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

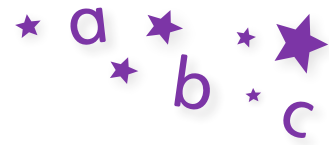
Mushumo wa 2: Khanganyiso na mitambo

- 1 Kha vha ṭalutshedze vhagudi uri vha tea u thoma nga u vhekanya zwipiḡa nga muvhala wa phukha iṅwe na iṅwe, u bva afho vha ṭume zwipiḡa uri zwi vhumbe phukha i bvaho kha nganea. Kha vha vha sumbedze zwiṅwe zwa zwipiḡa zwa muvhili zwa dziphukha (musingo, milenzhe, dzinḡevhe) vha ṭalutshedze uri vha tea u lavhelesa zwipopai u vhone uri zwipiḡa zwa muvhili zwi ṭumiwa ngafhi.
- 2 Musi vho no fhedza phaziḡi dza dziphukha, vha nga kona u nanga phukha nthi uri vha i ole.

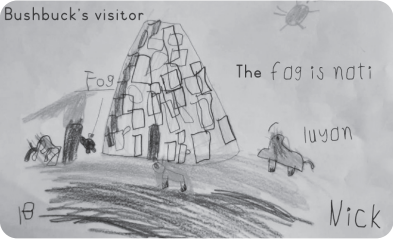

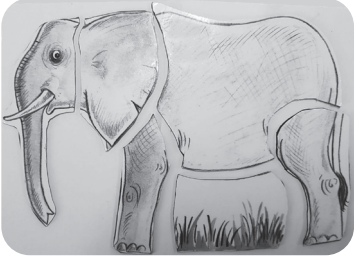



Mushumo wa 3: U vhalo nga iwe muṅe

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



Small group activities for Week 1

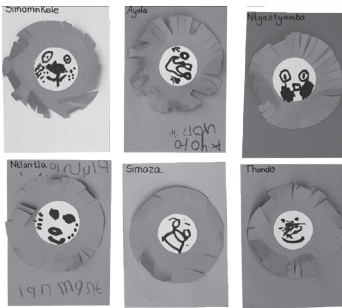
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons   <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 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 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 4 Visit the corner to observe and encourage the learners' reading.





Zwine vha do toda

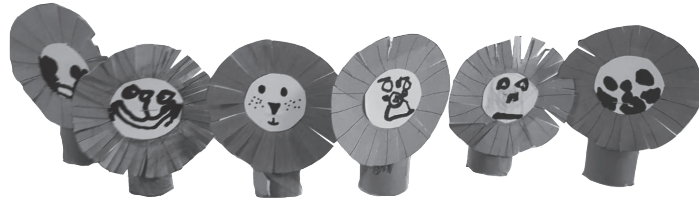
- Tshipopai tsha ndau kana tshifanyiso tsha ndau ya nduna i re na mamvele
- Mugudi muñwe na muñwe: tshipiḁa tsha bambiri ḁa A5, bambiri ḁa muvhala wa swiri, kana wa buraweni na wa ḁaḁa ḁa u olela khaḁo na u gera zwitendeledzi, tshigero, dzikhiyaroni ntswu kana dzikoki, na rolo ya thishu kana tshipiḁa tsha bambiri ḁa A5, zwivhumbeco zwa tshitendeledzi uri zwi oledzwe khazwo hu tshi moniwa nazwo



Mishumo

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

- 1 Kha vha sumbedze vhagudi tshipopai tsha ndau kana tshifanyiso tsha ndau vha vhudzise arali hu na muñwe ane a ḁivha uri vhekuse ho monaho na tshifhaḁuwo tsha ndau hu vhidzwa u pfi mini (mamvele).
- 2 Kha vha ḁalutshedze vhagudi uri vha khou ya u ita tshifhaḁuwo tsha ndau vha tshi khou shumisa zwitendeledzi zwa mabambiri.
- 3 Vha tea u thoma nga u gera zwipiḁa zwivhili zwa zwitendeledzi. Vha nga oledzela kha tshitsimbi vha tshi mona natsho u itela tshitendeledzi tshihulwane na u oledzela vha tshi mona na roḁo ya thishu u itela tshitendeledzi tshiḁuku. Vha tea u nambatedza tshitendeledzi tshiḁuku vhekati ha tshitendeledzi tshihulwane vha ole ningo, mulomo, maḁo na vhubvu zwa ndau. U bva afho vha nga gera u mona na lumeme lwa tshitendeledzi tshihulwane u ita mamvele. Musi vho no fhedza, vha nga nambatedza ndau yavho kha bambiri ḁavho ḁi si naho tshithu kana vha nga vha thusa u dzi sitepuḁara kha roḁo ya thishu.



- Dzisifhereswenda: dzithotshi, misiamelo, bege dza u eḁela, mulilo wa kholekhole wa gammhani u re na matanda na mabambiri a muvhala wa swiri, ḁaḁa na matswuku a u vhasa mulilo, zwifanyiso zwa makandelo a phukha dzo fhambanaho u itela u ita vhuḁala u mona na dennde, nguvho kana labi ḁa u ita dennde, kubugwana na penisela ya u ḁwala madzina a phosho ya phukha dzine vha dzi pfa musu vha gammhani

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

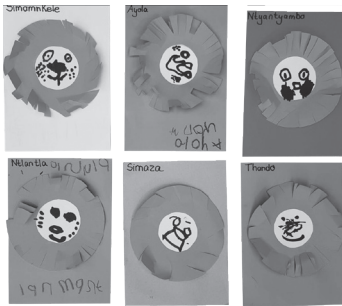
- 1 Kha vha range phanḁa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha sumbedze dzisifhereswenda ntswa.
- 2 Kha vha vha ḁalutshedze uri vha khou ya u ḁiita u nga vha khou ya gammhani lwa vhusiku vthuthi ngei vhuḁalaphukha. Vha tea u ita dennde vha tshi khou shumisa zwidulo na dzinguvho. Vhañwe vhagudi vha nga ḁiita u nga vha phukha dzo fhambanaho dzine dza khou ita phosho u mona na gammba, sa tsumbo, ndau i tshi khou vhomba na u dodoma i tshi mona, nḁou i tshi khou ḁa maḁari. Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u ḁuḁuwedza mutambo wa nga vhagudi.





You will need

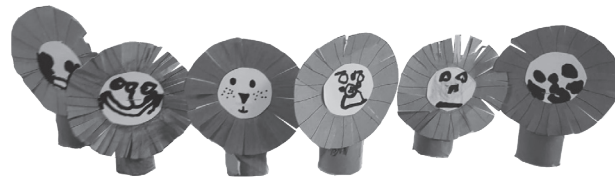
- The lion puppet or a picture of a male lion with a mane
- For each learner: an A5 piece of paper, orange or brown and yellow paper to draw and cut out circles, scissors, black crayons or kokis, either a toilet roll or an A5 piece of paper, circular shapes to trace around



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. 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.
- 2 Visit the corner at least once to observe and encourage the learners' pretend play.





Zwine vha do toḡa:

- Khophi ntswu na tshena ya thevhekano ya zwifanyiso ya mugudi muḡwe na muḡwe
- Bammbiri ḡa A4 ḡi si na tshithu ḡa mugudi muḡwe na muḡwe, zwigero, guḡuu

Vhege ya 2 ḡuvha ḡa 1

Mishumo ya kiḡasi yoḡhe

Huḡwe u vhekanya zwifanyiso



- 1 Kha vha thome nga vhagudi vho dzulaho metheni. Kha vha nange vhagudi vhane vha ḡo ima phanḡa ha kiḡasi, muḡwe na muḡwe o fara nthihi ya thevhekano ya zwifanyiso ya muvhala (zwi siho kha thevhekano kwayo).
- 2 Kha vha vhudzise vhagudi arali zwifanyiso zwi kha thevhekano kwayo. Kha vha vha humbele u sumba tshifanyiso tshine tsha fanela u vha mathomoni a nganea.
- 3 Vho ḡangana sa tshigwada, kha vha humbele vhagudi vhane vho fara zwifanyiso uri vha zwi tshimbidze u swikela nganea tshi pfala. Kha vha vhudzise mbudziso dzi fanaho na: "Ndi nnyi ane a nga humbula uri hu ḡo itea mini?"
- 4 Nga murahu ha musi vho ita uri nganea vhe kha thevhekano, vhagudi vha tea u ya ḡafulani dzavho.
- 5 Vha humbele vhagudi vha gere zwifanyiso zwitshena na zwitswu, vhone vha zwi dzudzanye nga thevhekano i re yone khathihi na u zwi nambatedza kha siaḡari ḡi si na tshithu. Vha monemone kiḡasini nahone vha thuse ho teaho. Mushumo uyu u a shuma kha u linga vhukoni ha vhagudi ha u vhea zwiwo zwiwulwane zwa nganea nga thevhekano i re yone.
- 6 Musi vhagudi vho no ḡhaphudza thevhekano ya zwifanyiso zwavho, vha fhe mugudi muḡwe na muḡwe kubugu kuḡuku. Arali hu na tshifhinga, vhagudi vha nga "vhalela" kubugwana kwavho mushumisani kiḡasini.
- 7 Kha vha ḡuḡuwedze vhagudi u ḡuwa na dzibugu hayani uri vha dzi vhale na miḡa yavho.



U ḡivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshesele nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: "valiwa, vothi, vula, vuliwa, vulea, vuwa. Ni a kona u pfa mubvumo wo sedzwaho: **vothi, vula, vuliwa** naa? Ee, ni khou amba zwone! Yoḡhe i na mubvumo wa **lv**."
- 2 "Thetshesani nga vhuronwane, aya ndi maḡwe a maipfi manzhi a thomaho nga **lv**: veta, vuluvulu, voḡa, vemu, veni, vese, vili, vumba, viniga." (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa **lv** nga nḡila i pfalaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa **lv**: "**v-v-v**". Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḡe.

Mishumo ya tshigwada tshiḡuku

Kha vha ḡalutshedze vhagudi uri vha ḡo vha vha tshi khou shuma nga zwigwada zwiḡuku ḡuvha ḡiḡwe na ḡiḡwe. Kha vha ḡalutshedze na u sumbedza uri mushumo muḡwe na muḡwe u itiswa hani na u ḡalutshedza u sielisana ḡuvha ḡiḡwe na ḡiḡwe. Kha vha ḡalutshedze kuitele kwa u khwinisa.





You will need:

- 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: *"valiwa, vothi, vula, vuliwa, vulea, vuwa. Can you hear the focus sound: vothi, vula, vuliwa? Yes, you are right! They all have the sound /v/.*
- 2 *"Listen carefully, here are some more words with /v/: veta, vuluvulu, vođa, vemu, veni, vese, vili, vumba, viniga."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /v/ clearly and tell learners to watch your mouth 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.



Zwine vha do toḁa:

- Bugu Khulu: *Mueni wa Mbavhala*
- Thempleithi ya leḁere la "v" ya A5 ya mugudi muḁwe na muḁwe

Vhege ya 2 ḁuvha la 2

Mishumo ya kiḁasi yoḁhe

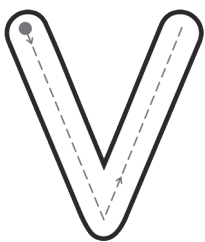
U vhala nga u sielisana – Bugu Khulu

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



U vhumba leḁere

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



Mishumo ya tshigwada tshiḁuku

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





You will need:

- Big Book: *Bushbuck's visitor*
- Letter template "v" for each learner

Week 2 Day 2

Whole class activities

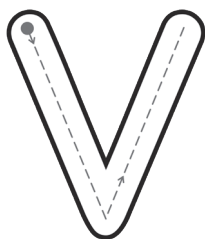
Shared reading – Big Book

- 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 gently scratch the skin on their arm while saying: **veta, veta**.
- 3 Show learners how to write the letter **v**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down and up."
- 4 Let learners practise the letter formation in the air, on the 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.



Zwine vha do toḁa:

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



Vhege ya 2 Duvha la 3

Mishumo ya kilasi yoḁe

U guda u thetshesela

- 1 Kha vha thome mushumo wa namusi wa u thetshesela nga u amba uri: *"Ndi khou toḁa ni tshi vala maḁo, u bva afho ndi do kona u ita mubvumo. Ndi khou toḁa ni tshi thetshesela nga vhulondi nahone ni imise tshanḁa arali ni tshi divha uri mubvumo uyu ndi ufho."*
- 2 Kha vha ite mibvumo yo no fana na u khokhonya kha ḁafula, u vhandu zwanḁa, u lidza tsimbi ḁhukhu, u lidza minwe, u tamba noti kha tshilidzo tsha muzika. Musi vho no ita iyo mibvumo na vhagudi vho no wana uri ndi ifho, kha vha ite mutevhe wa mibvumo miḁanu. Vha dovhohole mutevhe uyo, fhedzi vha sie mubvumo muthihi nḁa - vhagudi vha tea u wana mubvumo u siho/wo no ḁahela.
- 3 Kha vha ambe izwi kha vhagudi: *"Zwino ngauri no no guda u thetshesela nga vhuronwane, ndi khou ya u amba maḁwe a maipfi ni tea u mmudza uri ndi lifhio li ne lo ngo ḁowelea nḁa. Thetshesani nga vhuronwane maipfi oḁe musi ni saathu lingedza na u vumba. Vheani tshanḁa tshanḁu nḁa ha ḁhoho yanu arali ni tshi humbula uri ni a divha phindulo."*
 - ★ mbavhala, tshidula, tshokoḁeithi, ndau (tshokoḁeithi a si tshipuka)
 - ★ dziḁhoho, bugu, mahaḁa, magona (bugu a si tshipiḁa tsha muvhili)
 - ★ rokho, badzhi, zwienda, swigiri (swigiri a si tshiteḁwa tsha zwiambaro)
 - ★ shaka, ḁotshi, khovhe ya vhimbi, doḁifini (ḁotshi a si tshipuka tsha maḁini)
 - ★ kherotsi, madabula, tshidulo, khavhishi (tshidulo a si muroho)

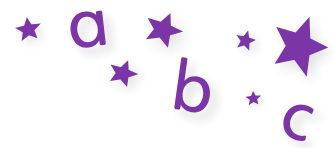
Mabogisi a maḁere

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

Mishumo ya tshigwada tshiḁuku

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





You will need:

- A letter box containing objects or pictures of objects that start with **v**: vothi, vuluvulu, voḡa, veni, vese, vili, vumba, viniga



Week 2 Day 3

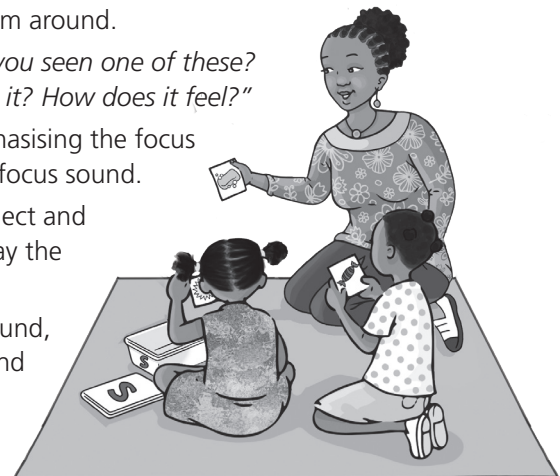
Whole class activities

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.



Zwine vha do toḁa:

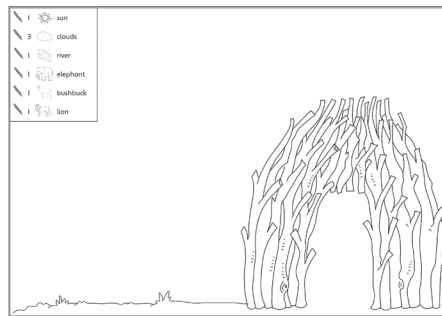
- Khophi ya Siatari la u vhala na u ita la mugudi muḁwe na muḁwe
- Khirayoni dza pfuraḁotshi khulwane

Vhege ya 2 Duvha la 4

Mishumo ya kilasi yoḁe

U vhala na u ita

- 1 Kha vha vhudze vhagudi uri vha lavhelese mutevhe kha siatari la mushumo vha ambe nga zwine vha vhona (dzinomboro, zwifanyiso na maipfi).
- 2 Vha humbudze vhagudi uri vha khou ya u "vhala" mutevhe muḁwe na muḁwe, vha ite zwine wa amba.
- 3 Vha lingedze u sa vhala mutevhe na vhagudi, fhedzi vh vha tuḁuwedze uri vha vhale mutevhe woḁe vha sa athu u thoma u ola.
- 4 Vho mone-mone kilasini musi vhagudi vha tshi khou shuma, vha vha fhe thikhedzo ho fanelaho.
- 5 Vha humbudze vhagudi uri vha sedze mutevhe hafhu nga murahu ha musi vho no fhedza u "vhala" na u ola, vha kone u vheya thiki tsini na mutevhe muḁwe na muḁwe musi vho no fhedza mushumo.



U thetshesela mibvumo yo sedzwaho

- 1 Kha vha ḁalutshedze vhagudi uri vha khou ya imba luimbo nahone vha tea u thetshesela nga vhuronwane mibvumo ya u fhedzisela. (tshuni: "Mary o vha a na ngwana ḁhukhu")
 - ★ Mudededzi: "Ndi mubvumo ufhio une wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya? Ndi mubvumo ufhio une wa fhedzisela kha maipfi aya: gamu, ḁiromu na vemu." (Ngafhadzo ya mudededzi ya uri vhagudi vha fhindle.)
 - ★ Vhagudi vha amba mubvumo une wa fhedzisela kha ipfi, sa tsumbo: /mu/.
 - (Mudededzi vha ḁea ngafhadzo ya u imisela gunwe ḁḁha u sumbedza u tenda.)
 - ★ Mudededzi: "/mu/ ndi mubvumo une wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya, wa fhedzisela kha maipfi aya! /mu/ ndi mubvumo une wa fhedzisela kha maipfi aya: gamu na ḁiromu na vemu."
- 2 Kha vha shumise maipfi aya kha uyu mushumo:
 - ★ /la/: fola, hamula, lamula, lebula, penisela, sibadela, swaramula, takala, tala, tumula, ḁafula, eḁela
 - ★ /ri/: muri, maḁari, ḁari, swiri, bigiri, biḁiri, phiriphiri, ḁeri
 - ★ /ra/: bara, awara, kamara, kaḁara, baisigira, sosara
 - ★ /ka/: ḁaka, harika, haka, puḁaka, ḁiraka, zwipuka
 - ★ /ma/: ḁama, tema, ima
 - ★ /gu/: bugu, gugu, dugu



Mishumo ya tshigwada tshiḁuku

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





You will need:

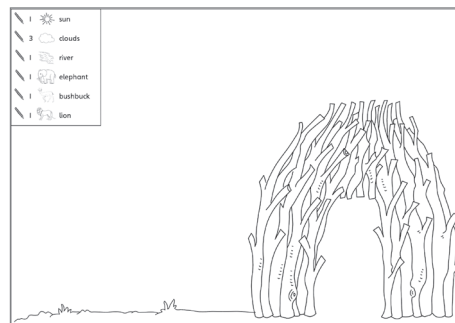
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

Week 2 Day 4

Whole class activities

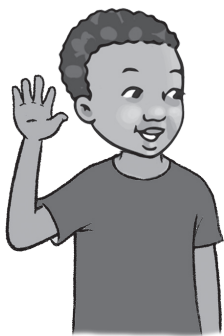
Read and do

- 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: *gamu, ǫromu and vemu.*” (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: */mu/*. (Teacher gives thumbs-up sign.)
 - ★ Teacher: “*/mu/* is the syllable that ends these words, ends these words, ends these words! */mu/* is the syllable that ends these words: *gamu, ǫromu and vemu.*”
- 2 Use these words for this activity:
 - ★ */la/*: fola, hamula, lamula, lebula, penisela, sibadela, swaramula, takala, tala, tumula, ʒafula, eǫela
 - ★ */ri/*: muri, maʒari, ʒari, swiri, bigiri, biʒiri, phiriphiri, ʒeri
 - ★ */ra/*: bara, awara, kamara, kaʒara, baisigira, sosara
 - ★ */ka/*: ʒaka, harika, haka, puʒaka, ʒiraka, zwipuka
 - ★ */ma/*: ʒama, tema, ima
 - ★ */gu/*: bugu, gugu, dugu



Small group activities

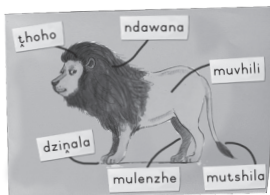
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





Zwine vha do tōda:

- Tshipopai tsha ndau, bammbiri la filipitshati, matshetshelelo a bammbiri/garaṭa dza lebulu, peni ya u swaya kha bodo ntswu
- Kubege kuṭuku ku re na zwifanyiso kana zwithu zwa phukha dza ḡaka zwi re na maipfi a madungo manzhi a elanaho na nganea



Vhege ya 2 Duvha la 5

Mishumo ya kīlasi yoṭhe

U ita, u ola na u nḡwala

- 1 Kha vha pange tshipopi tsha ndau kana tshifanyiso tsha ndau vhukati ha bammbiri lihulwane.
- 2 Kha vha humbele vhagudi uri vha kovhekanye mihumbulo ya ngoho ine vha ḡivha nga ha dzindau. Vha nga karusa nyambedzano nga u vhudzisa uri ndau dzi dzula gai (ḡakani ngei Afurika) na uri dzi la mini (mbidi, phala na dziḡwe phukha). Kha vha ḡivhadze maipfi maswa sa tshilaṅama, vhuḡikukumusi ha dzindau, ndawana, tshilaṅama, nga yeneyo nḡila. Vha nga vha sumbedza zwauri ndau ya nduna na ya tsadzi dzo fhambana nga kusedzele ya tshifumakadzi i vhidzwa u pfi ndau ya tsadzi.
- 3 Kha vha vhudzise vhagudi arali vha tshi nga kona u rina zwipiḡa zwa muvhili zwa ndau naa. Kha vha nange muḡwe wa mugudi muthihi a ḡe a sumbe tshipiḡa tshone tsha tshipiḡa tsha muvhili wa ndau (tḡoho, mamvele, muvhili, mutshila, mulenzhe, shimba)
- 4 Kha vha vhudze vhagudi zwauri vha nga tama u vha thusa kha u lebeḡa tshifanyiso tsha ndau. Kha vha thome ngau sumba mutshila na u ola mutalo u bva kha mutshila wa tshanḡa tsha u la tsha tshifanyiso. Kha vha dobe tshipiḡa tsha garaṭa vha tshi nambatedze nga bositiki kha tshipiḡa tsha bammbiri, phanḡa ha mutalo we vha tala u bva kha mutshila. Zwino a vha ambe hezwi kha vhagudi: *"Ndi nnyi ane anga nthusu u thoma u nḡwala ipfi 'mutshila'?" Ee, u thoma nga mubvumo /m/, heyi ndi nḡila ine ra nḡwala ngayo m"*. Kha vha ise phanḡa ngau nḡwala maipfi o salaho "mutshila" vha songo vhudzisa vhagudi uri vha ambe mubvumo wa leḡere liḡwe na liḡwe.
- 5 Kha vha ise phanḡa na u lebeḡa tḡoho ya ndau, mudzedze, muvhili, mulenzhe, shimba. Tshifhinga tshoṭhe musi vha tshi nḡwala ipfi, kha vha vhudzise, kha vha humbele vhagudi uri vha vha thuse u thetshelesa mibvumo wa u thoma na u nḡwala leḡere li tḡutshelana nao. Kha vha humbule uri vha tea u nḡwala nga maḡere maṭuku. Vha songo amba ipfi loṭhe sa izwi maḡwe maipfi a tshi konḡa u pfala nga vhuḡalo. Kha vha sedzane na mathomoni a mibvumo na leḡere.
- 6 Kha vha nambatedze tshifanyiso tsho lebeliwaho kha luvhondo vha lavhelese nḡila ine vhagudi vha thoma u vhalo idzo lebele.

U ṭanganyisa na u khethekanya (madungo)

- 1 Kha vha sumbedze vhagudi zwifanyiso zwa phukha dza ḡaka. Kha vha humbele vhagudi vha vha thuse u rina tshifanyiso tshiḡwe na tshiḡwe vha nambatedze tshifanyiso kha luvhondo kana kha tshi vhee kha khabodo uri vhagudi vhoṭhe vha kone u vhona.
- 2 Vha vhee zwifanyiso kha beḡe. Kha vha ḡange mugudi, vha mu humbele uri a dzhie tshifanyiso tshithihi tshi bvaho kha beḡe. Vha tea u lingedza u amba dzina la phukha dza ka nga u ongolowa, vha tshi khou zwi tḡukhukanya kha madungo.
- 3 Vhagudi vha tea u ḡithetshelesa kha zwine vha amba, na u ṭanganyisa madungo fhethu huthihi u ita ipfi lithihi.



Mishumo ya tshigwada tshiṭuku

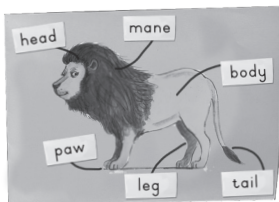
Kha vha humbudze vhagudi mishumo ya tshigwada tshiṭuku, milayo ya mushumo muḡwe na muḡwe na kuitele kwa u khwinisa.





You will need:

- Lion puppet, flipchart paper, scraps of paper/ card for labels, black whiteboard marker
- A small bag with pictures or objects of wild animals that are multisyllabic words relating to the story



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 'tail'? Yes, it starts with the sound /t/ and this is the way we write a **t**." Continue writing the rest of the word "tail" 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.

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.




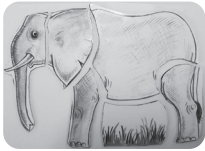




Small group activities

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

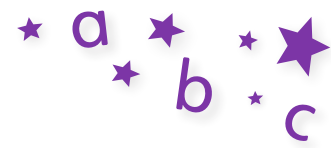










Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> Siatari li si naho tshithu la A4 la mugudi muṅwe na muṅwe Khirayoni dza pfuraṅotshi khulwane 	<p>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Kha vha ṅee mugudi muṅwe na muṅwe bambiri la A4 lo petiwaho nga vhukati li re na vothi lo geriwaho nga vhukati nga phanda li ne la nga vuliwa. Kha vha vha ṭalutshedze uri vha tea u thoma u nakisedzela munadzi wa Mbavhala u bva nga ngomu vha dovhe hafhu vha ole phukha nga ngomu ha munadzi. Kha vha vha ṭuṭuwedze uri vha ite tshipitshi tsha bavhulu vha “ṅwale” phukha uri i khou amba mini. Kha vha vha vhudzise arali vha tshi nga takalela uri vha vha ṅwalele. Kha vha ite bugu ya kṷasi vha tshi khou shumisa masiatari o fhambanaho. Vhagudi vha nga vhala bugu nga tshifhinga tsha u vhala nga iwe muṅe. Vhagudi vha do takalela u vhala nga vhone vhaṅe na zwiṭori zwa vhaṅwe vhagudi.
<ul style="list-style-type: none"> Khanganyiso dza zwipopai Zwipopai zwa nganea Bambiri la A4 Khirayoni dza pfuraṅotshi khulwane 	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Kha vha ṭalutshedze vhagudi uri vha tea u thoma nga u vhekanya zwipiḁa nga muvhala wa phukha iṅwe na iṅwe, u bva afho vha ṭume zwipiḁa uri zwi vhumbe phukha i bvaho kha nganea. Kha vha vha sumbedze zwiṅwe zwa zwipiḁa zwa muvhili zwa dziphukha (musingo, milenzhe, dzinḁevhe) vha ṭalutshedze uri vha tea u lavhelesa zwipopai u vhona uri zwipiḁa zwa muvhili zwi ṭumiwa ngafhi. Musi vho no fhedza phazili dza dziphukha, vha nga kona u nanga phukha nthihi uri vha i ole.
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo 	<p>Mushumo wa 3: U vhala nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanda tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhala. Kha vha sumbedze kuvulele kwa bugu na u fhenḁa masiatari khayo. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḁifhelwa ngatsho a tshi tshi vhala. Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.
<ul style="list-style-type: none"> Bambiri la A5 la mugudi muṅwe na muṅwe, muvhala wa swiri na pennde ya muvhala wa ṭaḁa, forogo ya puḷasitiki, peni ya u swaya bodo ntswu kana khokhi 	<p>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhudi na muṅwalo</p> <ol style="list-style-type: none"> Kha vha ṭalutshedze vhagudi zwa uri vha khou ya u pennda tshifhatuwo tsha ndau na u shumisa forogo ya puḷasitiki u ita shimba. Vha tea u thoma nga u pennda tshintendeledzi tsha muvhala wa ṭaḁa, vha kone u pennda nga muvhala wa swiri u mona na tshintendeledzi. Vha nga shumisa forogo u phaḁaladza pennde na u ita shimba la ndau. Vhagudi vho no do ṭavhanya u fhedza vha nga ita na muvhili wa ndau. 
<ul style="list-style-type: none"> Dzisifhereswenda: dzithotshi, misiamele, bege dza u eḁela, mulilo wa kholekhole wa gammbani u re na matanda na mabambiri a muvhala wa swiri, ṭaḁa na matswuku a u vhasa mulilo, zwifanyiso zwa makandelo a phukha dzo fhambanaho u itela u ita vhuṭala u mona na dennde, nguvho kana labi la u ita dennde, kubugwana na penisela ya u ṅwala madzina a phosho ya phukha dzine vha dzi pfa musi vha gammbani 	<p>Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana</p> <ol style="list-style-type: none"> Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha ṭuṭuwedze u isa phanda u bva kha Vhege ya 1 musi vha tshi ḁiita u nga vho ya gambani vhusiku ngei vhumalaphukha. Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u ṭuṭuwedza mutambo wa vhagudi. 





Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Give each learner an A4 page folded in half with a door cut in the middle of the front that can be opened. 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. 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"> 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. 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"> 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.
<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"> 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"> 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. Visit the corner at least once to observe and encourage the learners' game. 

★ Nganea ya Zanele

Nganea

Nganea yashu ya namusi i khou amba nga Zanele Situ ane a funa u tamba mitambo a tshi itela shango la have la Afurika Tshipembe. Zanele u monamona a tshi tamba mitambo a kha tshidulo tsha malinga ngauri ha tsha kona u tshimbila. Thetshelesani musi a tshi ri vhudza nganea yawe.

Aa, dzina la nga ndi pfi Zanele. Ndo bebwa kha ku dorobo kune kwa pfi Matatiele. Ndo vha ndi musidzanyana o ditakalelaho, fhedzi musi ndi na minwaha ya fumithihi, muvhili wanga wo mbo di thoma u pfa wo neta na u lwala u bva afho li nwe duvha ndo mbo di wana uri milenzhe yanga a i tsha kona u sudzuluwa nahone a thi tsha kona u tshimbila. Vhabebi vhanga vho vhilaela nga maanda na u pfa vho tshuwa. Vho mbo di nnyisa vhuongeloni.

Madokotela vho lavhelesa muvhili wanga. Vho ita ndingo dzo khetheaho u vhone arali vha tshi nga kona u wana uri ndi ngani ndi sa koni u tshimbila. Ndo vha ndi tshi pfa ndo neta nahone ndo vha ndi tshi edela iri dzi re na tshivhalo duvha li nwe na li nwe. Ndo mbo di tewa nga uri ndi dzule vhuongeloni lwa minwaha miraru!



Li nwe duvha madokotela vho vhudza vhabebi vhanga uri: "Vha ri farele nga maanda, fhedzi Zanele u na lufhiha kana TB mu todoni wawe. A nga si tsha do dovha a tshimbila hafhu nahone u tea u tshimbila nga tshidulo tsha malinga."

Ni a kona u zwi humbula musi u si tsha do dovha wa kona u tshimbila hafhu naa? Ndo vha ndi tshi funa u tamba mitambo nga maanda. Ndo vha ndi tshi do ita mini? Vhabebi vhanga vho nnyisa tshikoloni tsho khetheaho hune ha vha na vhana vhanzhi vhane vha fana na nne. Tsho vha tshi tshikolo tshi no dzula tshi tshi khou shuma nahone vhadededzi vho ri thusa uri ri shume lwa khwinesa. Ndo gudiswa u tamba mitambo, naho tshifhinga tsho tthe ndo vha ndi tshi dzula ndi kha tshidulo tsha malinga.

Ndo vha ndi tshi to dou khwinisa zwihulwane kha mitambo ye nda vha ndi tshi i takalela nga maanda. Ndo vha ndi tshi ita ndowendowe ndo difunga duvha li nwe na li nwe. Ndo ya kha mitatisano nahone ndo wana mimendele na pfufho nnzhi.

Ndo vha ndi tshi to da uri ndi vhe wa khwine lwo edanaho uri ndi ye kha vhunzhi ha mitatisano ya mitambo ya ndeme kha lifhasi, ya Dzio lompiki!

Ni nga humbulela uri ho bevelela mini? Ee, nga murahu ha minwaha minzhi ya u shuma ndo difunga ndo vhudziwa uri ndi khou ya kha Dzio lompiki! Ndo ya nahone ndo shuma zwavhu di, ndo thuba mendele wa musuku. Ndo pfa ndo takala na u dihudza nga maanda.

Ndi dzulela u amba uri: Ni songo ofha u lingedza zwa khwinesa nahone ni songo nyama. I danu tou sedza zwo bevelelaho kha nne!

Aya ndi one magumo a nganea.



★ 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."

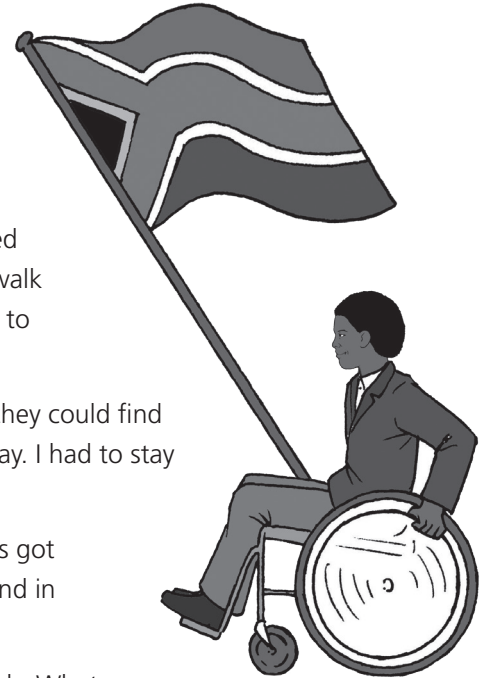
Can you imagine never being able to walk again? I loved to play sports so much. What was I going to do? My mom and dad took me to a special school where there were lots of children like me. It was a very busy school and the teachers helped us to do our best. I was taught to play sports, even though I 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.



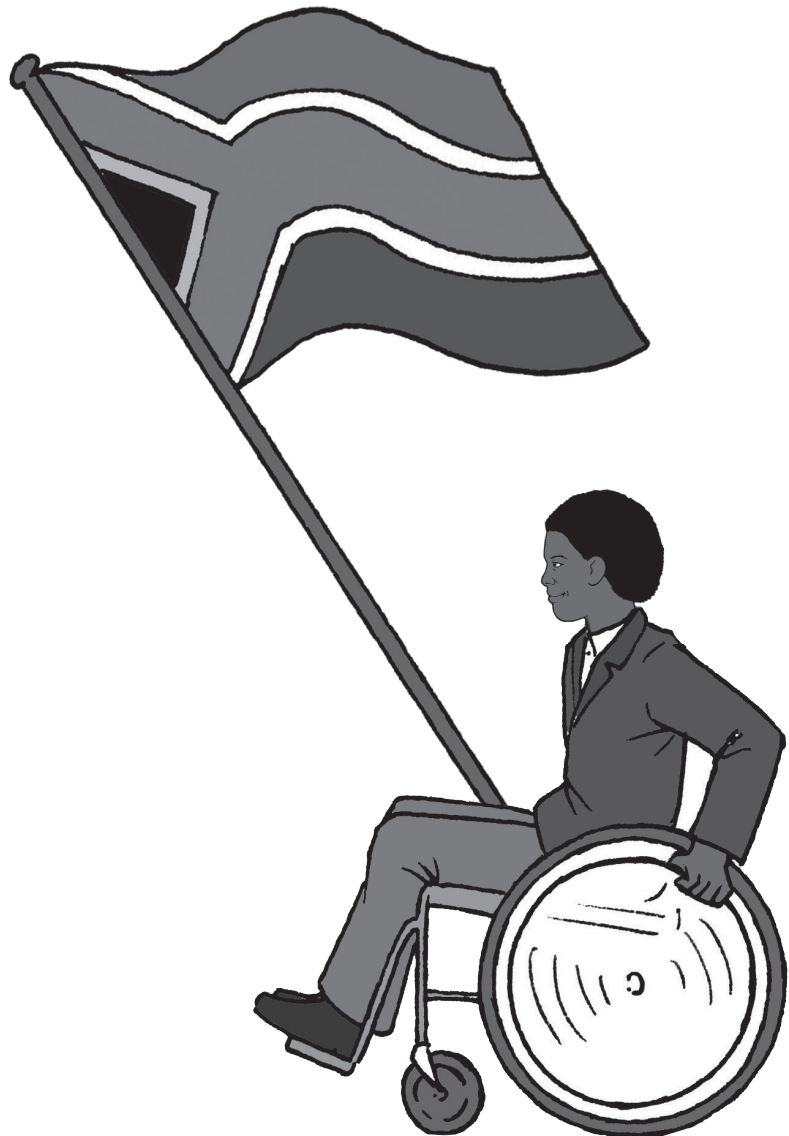


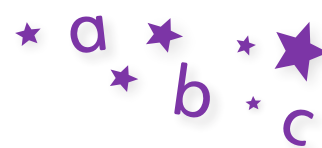
Luimbo

Kha vha tambele vhagudi luimbo lwa lushaka nahone vha vha litshe vha imbe vha tshi tevhelela.

Ngdivho ya maipfi u bva kha nganea

Maipfi a ndeme:	tshidulo tsha malinga	mitambo	ndowendowe	mendele	dihudza	vhuongelo
Maipfi o engedzwaho:	dokotela	vhilaela	ofha	neta	dzindingo	tshimbila
	pfufho	muṭaṭisano	Dziolimpiki	sudzuluwa	muṭoḽo	khetheaho





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





Zwine vha do toḁa:

- Nganea: *Nganea ya Zanele*
- Zwipopai: Zanele (sa musidzana muḁuku, muswa, mualuwa), tshidulo tsha malinga tsha vhaholefali, dokotela
- Dzisifhereswenda: mendele, fuḁaga ya Afurika Tshipembe, bogisi ḁa thishu ḁa mmbete
- Zwithu kana garaḁa dza zwifanyiso dza maḁwe maipfi a bvaho kha mutevhe wa ndivho ya maipfi



Ndi dzinginyisa minwe yanga

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

Vhege ya 1 ḁuvha ḁa 1 Mishumo ya kilasi yoḁhe

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

U ḁalutshedza nganea na u fhaḁa ndivho ya maipfi

1 Vha sa athu vha ḁalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ḁohoho ya nganea na u ḁivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ḁumane nganea na vhutshilo ha vhagudi: *“Ni a ḁivha vhaḁwe vhaḁivhalea vha zwa mitambo vha vhanna kana vha vhafumakadzi naa? Ndi mitambo ifhio ine vha i tamba? Ni a ḁivha muḁwe o no wanaho mendele nga u kona u tamba mitambo naa? No no vhuya na pfa nga ha Dzioḁimpiki kana Dzioḁimpiki dza vhaholefali naa?”*
- 1.3 Kha vha ri: *“Ri sa athu thoma, ndi khou toḁou ni vhudza ḁhalutshedzo dza maḁwe maipfi ane ra ḁo a wana nganeani.”* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa ndivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi ḁa amba zwone. Sa tsumbo: Kha vha vha sumbedze mendele kana tshifanyiso tsha muthu a kha phodiamu a tshi khou ḁanganedza mendele. Kha vha vha ḁalutshedze uri mendele ndi pufho ine wa i wana musi hu na muḁaḁisano u itela u vhona uri wa khwinesa ndi nnyi kha uyo mutambo.

2 Musi vha tshi ḁalutshedza nganea

- 2.1 Kha vha ḁalutshedze nganea nga ndila i nyanyulaho na u shumisa maipfi o fhambanaho. Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.2 Kha vha humbele vhagudi uri vha bule zwi ḁaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḁaho phindulo i fhiraho nthihi, dzi fanaho na: *“Ni humbula uri ndi zwifhio zwo itaho uri tshikoloni hu vhe fhethu khetheaho kha Zanele? Ni humbula uri o ḁipfisa hani musi dokotela a tshi mu vhudza uri u ḁo dzula kha tshidulo tsha malinga lwa vhutshilo hawe hoḁhe?”*

3 Nga murahu ha musi vho no ḁalutshedza nganea

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

U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *“funa, fumithihi, farele, fana. Ni a kona u pfa mubvumo wo sedzwaho: funa, farele, fana naa? Ee, ni khou amba zwone! Yoḁhe i na mubvumo wa /f/.”*
- 2 *“Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga /f/: fulaha, fasikoḁi, fasiḁere, forogisi, fodo, forogo, founu, fola, fulobo.”* (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /f/ nga ndila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /f/: **“f-f-f”**. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhona vhaḁe.

Mishumo ya tshigwada tshituḁu

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





You will need:

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

Small group activities

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



Zwine vha do toḁa:

- Zwipopai zwa nganea
- Rekhodo ya luimbo lwa lushaka lwa Afurika Tshipembe na dzisifhereswenda kana zwifanyiso zwa luimbo (tshifanyiso tsha fulaga ya Afurika Tshipembe kana fulaga ya vhukuma)



Vhege ya 1 Duvha la 2

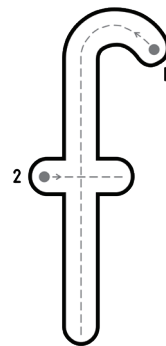
Mishumo ya kilasi yothe

U ḁalutshedza nganea na u imba

- 1 Kha vha thome nga u humbudza vhagudi ḁalutshedzo dza maipfi e vha a ḁivhadza nga Duvha la 1.
- 2 Kha vha ḁalutshedze hafhu nganea vha tshi khou shumisa zwipopai. Kha vha vhudzise dzimbudziso musi vha tshi ḁalutshedza nganea. Kha vha ḁuḁuwedze vhagudi u bula zwi ḁaho zwine zwa do itea.
- 3 Kha vha vhudze vhagudi uri vha khou ya u vha funza luimbo luswa lune lwa tshimbilelana na nganea. Ulwu ndi luimbo lwo khetheaho nahone vha tea u ima vho tou ri tswii na u ḁihudza musi vha tshi lwu imba.
- 4 Kha vha tambe rekhodo ya luimbo lwa lushaka nahone vha ḁuḁuwedze vhagudi uri vha dzhenelele vha imbe navho.
- 5 U ḁifhelwa musi hu tshi khou imbiwa nga luambo lwu fhiraho luthihi.

U vhumba leḁere

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



Mishumo ya tshigwada tshiḁuku

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





You will need:

- Puppets for the story
- 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

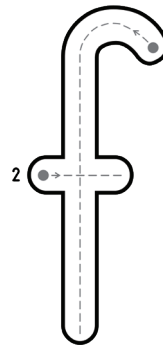
Whole class activities

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



Small group activities

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



Zwine vha do toda:

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



Vhege ya 1 Duvha la 3

Mishumo ya kilasi yothe

U talutshedza nganea na litambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha di kona u humbula thalutshedzo dza maipfi a bvaho kha mutevhe wa ndivho ya maipfi. Sa tsumbo: "Zanele o dipfisa hani musi e vhuongeloni?" (o neta na u lwala) "Zanele na vhabebi vhave vho dipfisa hani musi madokotela vha tshi khou ita dzindingo?" (u vhilaela na u tshuwa) "Zanele o dipfisa hani musi o thuba mendele wa musuku?" (u takala na u dihudza)
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muwe na muwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha litambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u talutshedza nganea.
- 5 Kha vha talutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha mutalutshedzi wa nganea ane a dovha a divhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwothe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u talutshedza nganea na u tutuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kilasi yothe i tshi khou talela litambwa.
- 7 Arali hu na tshifhinga, vha nga di todou dovholola litambwa vha na vhagudi vho fhambanaho.

Mabogisi a maledere

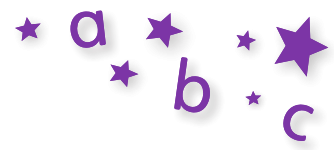
- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maledere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga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



Mishumo ya tshigwada tshituku

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





You will need:

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



Week 1 Day 3

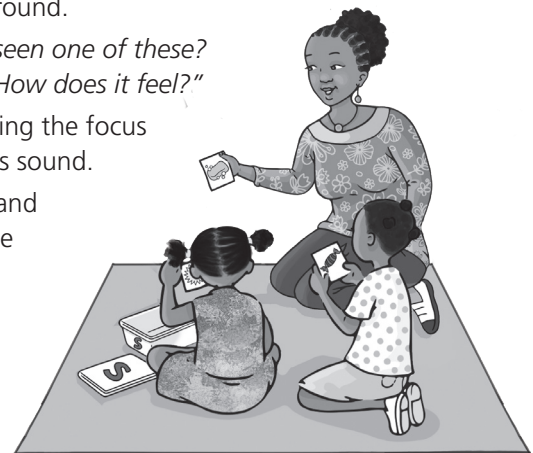
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: "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 **f**." Let some learners trace over the letter on the lid with their fingers.



Small group activities

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



Zwine vha do toda:

- Thevhekano khulu ya zwifanyiso
- Garaṭa dza zwifanyiso
- Rinngi dza Dzioḽimpiki ṭhanu dzo itiwaho nga zwitsimbi zwo puteliwa nga mabambiri a mivhala (Mivhala ya Dzioḽimpiki: mutswu, mutswuku, mudala, wa ṭaḽa, wa lutombo) i re na ḽeḽere na tshifanyiso tsha garaṭa zwo nambatedzwaho nga phanḽa ha tshitsimbi tshiṅwe na tshiṅwe

Stella u ri:



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

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

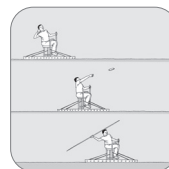


Vhege ya 1 Duvha ḽa 4

Mishumo ya kiḽasi yoṭhe

U vhekanya zwifanyiso

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



U thetshesela mibvumo yo sedzwaho

- 1 Kha vha ṅetshedze mugudi muṅwe na muṅwe garaṭa ya zwifanyiso. U bva afho vha ha tea u rina madzina zwifanyiso zwavho nahone vha ambe ipfi nga u ongolowa. Vhaṅwe vhagudi vha tea u lingedza u topola mubvumo ha ipfi. Sa tsumbo: ipfi “forogo” ḽi na mubvumo wa /f/.
- 2 Musu mugudi muṅwe na muṅwe o no wana tshikhala tsha u rina tshifanyiso nahone mubvumo wo no topolwa, kha vha sumbedze vhagudi zwitsimbi zwa rinngi dza Dzioḽimpiki. Kha vha ṭalutshedze uri vha tea u sedza kha ḽeḽere yo ṅwaliwaho kha tshitsimbi tshiṅwe na tshiṅwe nahone vha dzhie tsho ya uri garaṭa ya tshifanyiso vha i vhea ngafhi. Sa tsumbo: Arali vha na tshifanyiso tsha “forogo”, vha tea u tshi vhea kha tshitsimbi tshi re na mubvumo wa “f”.

Mishumo ya tshigwada tshiṭuku

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



You will need:

- 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

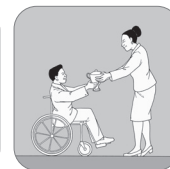
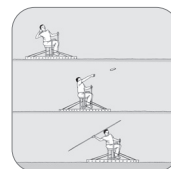
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures 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 "forogo" has the sound /f/.
- 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 "forogo", they would need to place it in the tin with the "f" sound.



Small group activities

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





Zwine vha do toḁa:

- Suko ḁa u tamba kana vumba ḁa mugudi muḁwe na muḁwe ḁa u vhumba mimendele miraru (wa musuku, wa silivhere na wa buronzi), mutibo wa basabasa ḁa dzhamu, tshitiḁou, pennde (ya musuku, silivhere, buronzi), riboni kana thambo
- Garaḁa dza zwifanyiso
- Bege kana philamusiamelo, zwithu zwi shumiswaho kha mitambo yo fhambanaho kana zwifanyiso zwa vhathu vha tshi khou tamba mitambo yo fhambanaho

Vhege ya 1 ḁuvha ḁa 5

Mishumo ya kiḁasi yoḁe

U ita, u ola na u niwala

- 1 Mugudi muḁwe na muḁwe u do tea u vha a na bola ya Suko ḁa u tamba kana vumba. Kha vha vha ḁalutshedze uri vha khou ya u vhumba mimendele nga Suko ḁa u tamba kana nga vumba.
- 2 Vha tea u thoma nga u vhumbulusa Suko ḁa u tamba kana vumba uri ḁi vhe bande. Vha nga shumisa mutibo wa basabasa ḁa dzhamu uri vha gere zwitendeledzi na tshitiḁou uri tshi phule buli nga nḁha ha mendele.
- 3 Mimendele i nga siiwa ḁuvhani uri i ome u bva afho vhagudi vha nga pennda mimendele na u lunzhedza riboni kana thambo kha mabuli.



Stella u ri:

Vhagudi vha nga kha ḁi konḁelwa nga izwi mathomoni saizwo zwi tshi konḁa u pfa mubvumo muḁwe na muḁwe (fonimi) kha maipfi.



U ḁanganyisa na u khethekanya (madungo)

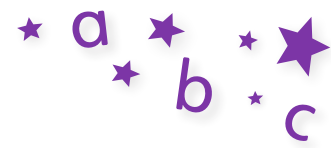
- 1 Kha vha vhee garaḁa dza zwifanyiso kana zwithu nga ngomu ha bege kana kha philamusiamelo.
- 2 Kha vha thome mushumo nga u dzhenisa tshanḁa tshavho begeni, vha nange tshithu nahone vha itele vhagudi mubvumo uri vha humbulele. Sa tsumbo: "Ndi na b-o-l-a tshanḁani tshanga. Ndi tshi mini?"
- 3 Mugudi wa u thoma u humbulele a nga lingedza vha tshi khou mu thusa, u nanga garaḁa kana tshifanyiso tshi tevhelaho uri mudededzi vha ite mubvumo.
- 4 Musi vho no fhedza u bvisa garaḁa kana zwithu dza malo, kha vha nambatedze dzigaraḁa kha luvhondo kana vha dzi vhea kha metse u itela uri vhagudi vha kone u dzi vhona: "U bva afho kha vha ambe uri: "Ndi khou toḁana na b-o-l-a uri ndi tshi vhetshela kule. Ndi nnyi ane a nga nngwanela tshone?"
- 5 Kha vha vhuedzedze garaḁa kana tshithu tshiḁwe na tshiḁwe begeni. Vha vhudzise vhagudi arali hu na muḁwe ane a nga takalela u lingedza u nanga tshiḁwe tshithu nahone a ambe mibvumo i re kha ipfi u itela uri vhaḁwe vha kone humbulele uri vha na mini zwanḁani zwavho.



Mishumo ya tshigwada tshitiḁu

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





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: "I have a 'b-o-l-a' (ball) in my hand. What is it?"
- 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: "I am looking for the 'b-o-l-a' to put away. Who can find it for me?"
- 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.



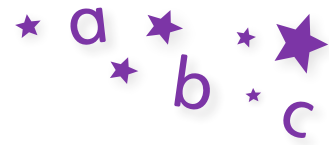
Small group activities

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







Mishumo ya tshigwada tshiṭuku ya Vhege ya 1

Zwine vha ḁo ṭoda	Mishumo
<ul style="list-style-type: none"> Siaṭari li si naho tshithu la A4 la mugudi muṅwe na muṅwe Khiraṅoni dza pfuraṅotshi khulwane <div data-bbox="222 669 564 878" data-label="Image"> </div> <div data-bbox="204 903 564 1252" data-label="Text"> <p><i>Kha tshifhinga itshi tsha ṅwaha, vhagudi vha nga kha ḁi vha na vhuḁifhinduleli vhuṅzhi ha u lingedza u ṅwala nga vhone vhaṅe. Vha songo vhilaela arali vhaṅwe vhagudi vha tshi ṅwala maḁedere malapfu hu si na tshikhala.</i></p> </div>	<p>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Kha vha ṅwale ṭhoho ya nganea nga ṅṭha ha siaṭari li si naho tshithu la mugudi muṅwe na muṅwe hu sa athu thoma ngudo. Kha vha humbele vhagudi uri vha sumbe maipfi a ṭhoho musi vha tshi a vhala o ṭangana. Kha vha vhudzise vhagudi uri ndi tshipiḁa tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa. Kha vha ṅee dziṅwe khumbudzo. Kha vha ṭuṭuwedze vhagudi u ola tshipiḁa tshavho tsha nganea tshine vha tshi funesa. Kha vha ambe vhuṭwiwa kana vha humbele mugudi muṅwe na muṅwe uri a vha vhudze nga nyolo yawe. Kha vha vhudzise vhagudi arali vha tshi nga tama u ṅwala zwiṅwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha ṅwalele. Arali vhagudi vha tshi nga tama uri vhone vha vha ṅwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ṅwala fhasi. Kha vha shumise muhumbulo musi vha tshi ṅwala fhungo. Kha vha ṅwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu itwa tshanduko iṅwe na iṅwe kha maipfi. Kha vha humbule u ṅwala nga vhudzele na nga ṅḁila i vhone. Musi vho no fhedza u ṅwala, kha vha ṭuṭuwedze vhagudi uri vha vha vhudzele na vhone. Kha vha sumbe ipfi liṅwe na liṅwe musi vha tshi li vhala na u dzhiela ṅṭha u ḁidina havho.
<ul style="list-style-type: none"> Garaṭa dza zwifanyiso zwa maḁedere, maḁedere a u fananyisa a tshifanyiso tshiṅwe na tshiṅwe o ṅwaliwaho nga ngomu ha mitibo ya dzidzhege kana ya maboḁelo a mielo yo fhambanaho Tshipiḁa tshihulwane tsha garaṭa i re na mitalo ya zwivhumbeo zwa mitibo ya maboḁelo yo ṅwaliwaho kha garaṭa 	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Kha vha ṭalutshedze vhagudi uri vha tea u doba mutibo, vha ambe mubvumo wa ḁedere vha dovhe vha sedze arali vha tshi nga kona u wana tshifanyiso kha tshitendeledzi tsha u fananyisa tshi re kha garaṭa. Musi vha tshi wana tshifanyiso tshi no elana, vha tea u vhea mutibo ṅṭha ha tshifanyiso u swikela zwifanyiso zwoṭhe zwi tshi tibiwa. <div data-bbox="789 1517 1380 1697" data-label="Image"> </div>
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo <div data-bbox="303 1878 494 2143" data-label="Image"> </div>	<p>Mushumo wa 3: U vhala nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanḁa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu. Kha vha sumbedze kuvulele kwa bugu na u fhenḁa masiaṭari khayi. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḁifhelwa ngatsho a tshi tshi vhala. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhala. Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> Letter picture cards, 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"> 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. 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"> Lead the group to the book corner or give the group a pile of books. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading.





Zwine vha do toda

- Rinngi dza Dziojimpiki dzo geriwaho kha garaṭa kana kha phuleithi dza mabambiri, guḽuu na tshigero
- Mabambiri a mivhala (mutswu, mutswuku, mudala, ṭaḽa, lutombo) ane vhagudi vha nga a gera vha a tambatedza nṭha ha dzirinngi

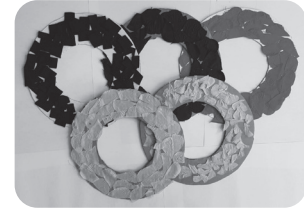


Rinngi dza Dziojimpiki dzo imelaho madzhango maṭanu a liḽhasi: Yuropa, Asia, Afurika, Amerika na Oceania.

Mishumo

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

- 1 Kha vha ṅetshedze mugudi muṅwe na muṅwe rinngi na bambiri ḽa muvhala. Kha vha vha ṭalutshedze uri vha tea u gera bambiri vha ḽi nambatedze nṭha ha rinngi ya Dziojimpiki.
- 2 Musi vho no fhedza, vha nga dzi vhekanya dza vha rinngi ṭhanu dza mivhala ya Dziojimpiki vha nambatedza tshiga tsha rinngi dza Dziojimpiki kha luvhondo nga ngomu kiḽasirumuni.



- Dzisifhereswenda: theḽefounu, thiḽi, zwishumiswa zwa mitambo yo fhambanaho zwi fanaho na bola, zwiambaro, zwienda, dzirakhethe/dzibethe kana thanda dza hoki, mimagazini ya zwa mitambo (i anzela u ṅetshedzwa nga mahala), zwifanyiso zwa zwishumiswa zwa mitambo na zwiambaro

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

- 1 Kha vha range phanḽa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha sumbedze dzisifhereswenda ntswa.
- 2 Kha vha vha ṭalutshedze uri vha khou ya u ḽiita u nga vha shuma kha kana vha khou ya u dalela vhengele ḽa zwa mitambo vha rengise kana vha rege zwishumiswa zwa mitambo. Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u ṭuṭuwedza mutambo wa vhagudi.





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

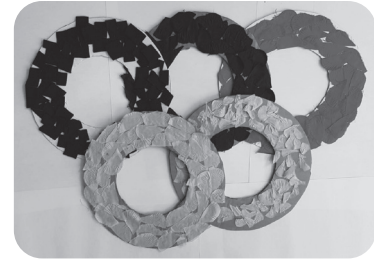


The Olympic rings stand for the five continents of the world: Europe, Asia, Africa, the Americas and Oceania.

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. Visit the corner at least once to observe and encourage learners' pretend play.





Zwine vha do toḁa:

- Thevhekano khulu ya zwifanyiso
- Khophi dza zwibugwana na dza zwibugwana zwo petwaho zwa mugudi muḁwe na muḁwe
- Khophi **ntswu na tshena ya thevhekano ya zwifanyiso** ya mugudi muḁwe na muḁwe
- Bammbiri ḁa A4 ḁi si na tshithu ḁa mugudi muḁwe na muḁwe, zwigero, guḁuu

Vhege ya 2 ḁuvha ḁa 1

Mishumo ya kiḁasi yoḁe

Huḁwe u vhekanya zwifanyiso

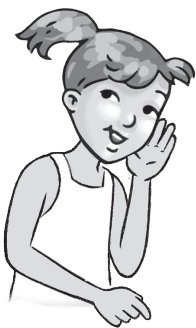


- 1 Kha vha thome nga vhagudi vho dzulaho metheni. Kha vha nange vhagudi vhane vha do ima phanḁa ha kiḁasi, muḁwe na muḁwe o fara nthihi ya thevhekano ya zwifanyiso ya muvhala (zwi siho kha thevhekano kwayo).
- 2 Kha vha vhudzise vhagudi arali zwifanyiso zwi kha thevhekano kwayo. Kha vha vha humbele u sumba tshifanyiso tshine tsha fanela u vha mathomoni a nganea.
- 3 Vho ḁangana sa tshigwada, kha vha humbele vhagudi vhane vho fara zwifanyiso uri vha zwi tshimbidze u swikela nganea tshi pfala. Kha vha vhudzise mbudziso dzi fanaho na: "Ndi nnyi ane a nga humbula uri hu do itea mini?"
- 4 Nga murahu ha musu vho ita uri nganea vhe kha thevhekano, vhagudi vha tea u ya ḁafulani dzavho.
- 5 Vha humbele vhagudi vha gere zwifanyiso zwitshena na zwitswu, vhone vha zwi dzudzanye nga thevhekano i re yone khathihi na u zwi nambatedza kha siaḁari ḁi si na tshithu. Vha monemone kiḁasini nahone vha thuse ho teaho. Mushumo uyu u a shuma kha u linga vhukoni ha vhagudi ha u vhea zwiwo zwiwulwane zwa nganea nga thevhekano i re yone.
- 6 Musu vhagudi vho no ḁhaphudza thevhekano ya zwifanyiso zwavho, vha fhe mugudi muḁwe na muḁwe kubugu kuḁuku. Arali hu na tshifhinga, vhagudi vha nga "vhalela" kubugwana kwavho mushumisani kiḁasini.
- 7 Kha vha ḁuḁuwedze vhagudi u ḁuwa na dzibugu hayani uri vha dzi vhale na miḁa yavho.



U ḁivhadza mubvumo u bva kha nganea

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



Mishumo ya tshigwada tshiḁuku

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





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- 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: *"sudzuluwa, sa, si, songa, sedza, Situ. Can you hear the focus sound: songa, sedza, Situ? Yes, you are right! They all have the sound /s/."*
- 2 *"Listen carefully, here are some more words with /s/: sosara, sea, saha, sefo, siliga, siaṭari, sale, sibatela, sunzi, sila."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /s/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /s/: *"s-s-s"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Zwine vha do toḁa:

- Bugu Khulu: *Nganea ya Zanele*
- Thempleithi ya leḁere la "s" ya mugudi muḁwe na muḁwe

Vhege ya 2 Duvha la 2

Mishumo ya kiḁasi yoḁhe

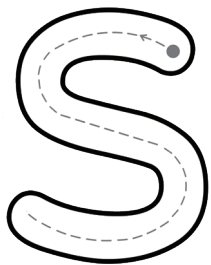
U vhala nga u sielisana – Bugu Khulu

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



U vhumba leḁere

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



Mishumo ya tshigwada tshiḁuku

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





You will need:

- Big Book: *Zanele's story*
- Letter template "s" for each learner

Week 2 Day 2

Whole class activities

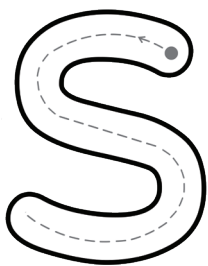
Shared reading – Big Book

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



Forming the letter

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



Small group activities

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



Zwine vha do toḁa:

- Rekhodo ndapfu ya nganea ya Zanele tshi vhaliwaho nga Simpiwe Magona (vha nga wana kha <https://www.youtube.com/watch?v=xioDIWKHFJs>)
- Bogisi ʒa maḁere ʒi re na zwithu kana zwifanyiso zwine zwa thoma nga **s**: sosara, saha, sefo, siliga, siaḁari, sunzi, sila, sambelo, sangwedzhi, sekwa, sirili, sili

Vhege ya 2 Ɓuvha ʒa 3

Mishumo ya kiḁasi yoḁe

U guda u thetshesela

- 1 Kha vha dzudze vhagudi nga tshitendeledzi vha vha humbele vha vale maḁo vha thetshesela nga vhulondi mibvumo ire nga tsini. Vha vha vhudze vhagudi uri vha sikiḁedze nḁevhe uri vha ḁi lugisele u thetshesela zwavhuḁi.
- 2 Kha vha vha ḁalutshedze uri vha khou ya u vha tambela rekhodo ya nganea ndapfu ya Zanele nga luisimane. Vha tea u thetshesela nga vhuronwane u itela u vhona uri ndi zwifhio zwine vha nga humbula zwi bvaho kha nganea ye vha vhudzwa.
- 3 Kha vha tambe rekhodo vha khouḁe vhagudi vho konaho u thetshesela zwavhuḁi.
- 4 Musi tshiḁori tshi tshi fhela, kha vha vhudzise vhagudi uri ndi zwifhio zwe vha zwi takalela kha nganea iyi ndapfu.
- 5 Kha vha vhudze vhagudi zwauro vha nga humbela vhabebi uri vha daunuḁouda nganea vha swike vha thetshesela hayani.

Mabogisi a maḁere

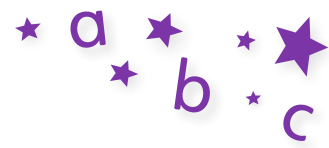
- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi ʒa maḁere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kiḁasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa ḁamuni. U bva aḁho vha ḁee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kiḁasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: *"No no vhona tshinwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfalisa hani?"*
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali vha tshi kona u pfa mubvumo wo sedzwaho.
- 4 Kha vha humbele vhagudi u amba dzina ʒa tshithu tshinwe na tshinwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi.
- 5 Nga murahu ha musu vho no guda mubvumo muswa, kha vha vha sumbedze ʒere kha bogisi ʒa maḁere vha ri: *"ʒi ndi yone nḁila ine ra ḁwala ngayo ʒere ʒa s?"* Kha vha tendele vhanwe vhagudi vha tshi oledzela nḁha ha ʒere kha mutibo nga minwe yavho.



Mishumo ya tshigwada tshiḁuku

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





You will need:

- 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 start with **s**: sosara, saha, sefo, siliga, siaṭari, sunzi, sila, sambelo, sangwedzhi, sekwa, sirili, sili

Week 2 Day 3

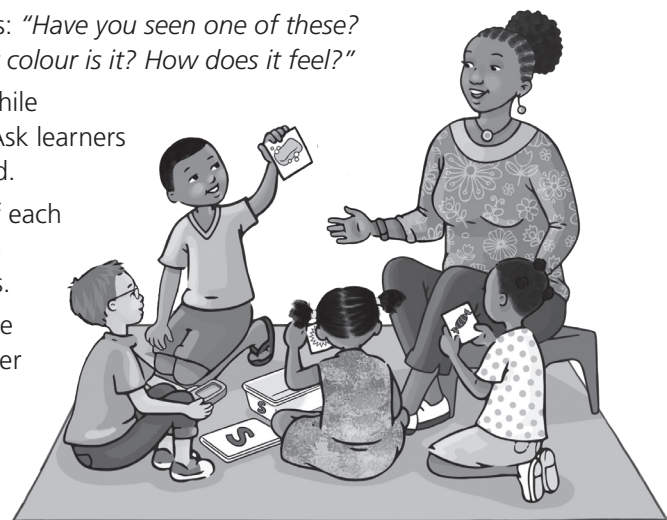
Whole class activities

Learning to listen

- 1 Seat learners in a circle and 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 s."* Let some learners trace over the letter on the lid with their fingers.



Small group activities

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



Zwine vha do tḡa:

- Khophi ya **Siaṡari la mushumo wa u vhalana u ita** la mugudi muṡwe na muṡwe
- Khirayoni dza pfuraṡotshi khulwane
- Garaṡa dza zwifanyiso
- Rinngi dza Dzioḡimpiki ṡhanu dzo itiwaho nga zwitsimbi zwo puteliwa nga mabambiri a mivhala (Mivhala ya Dzioḡimpiki: mutswu, mutswuku, mudala, wa ṡaṡa, wa lutombo) i re na ḡeṡere na tshifanyiso tsha garaṡa zwo nambatedzwaho nga phanṡa ha tshitsimbi tshiṡwe na tshiṡwe

Vhege ya 2 ḡuvha la 4

Mishumo ya kiḡasi yoṡhe

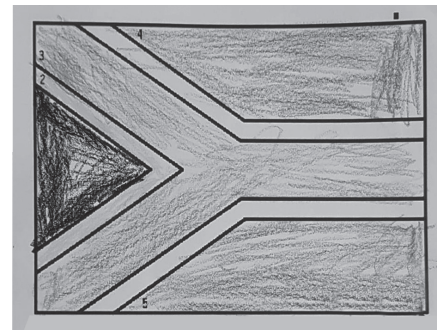
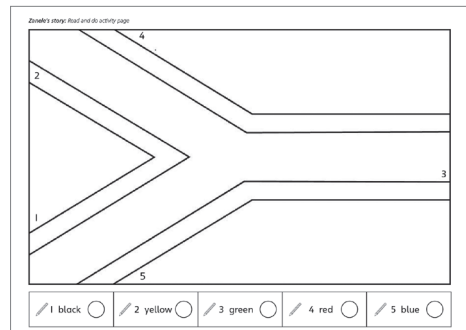
U vhalana u ita

- 1 Vha vhudzise vhagudi arali vha tshi vhona tshifanyiso tshi re kha **siaṡari la mushumo wa u vhalana u ita** mushumo. Ndi tshifanyiso tsha fuḡaha ya Afurika Tshipembe nahone vha khou ya u tshi khaḡara. Kha vha vhudze vhagudi uri vha lavhelese mutevhe kha siaṡari la mushumo vha ambe nga zwine vha vhona (dzinomboro, zwifanyiso na maipfi).
- 2 Vha humbudze vhagudi uri vha khou ya u “vhalana” buḡoko iriwe na iriwe, vha ita zwine ya amba.
- 3 Uyu ndi mushumo wa u “khaḡara nga nomboro”. Vha vhale buḡoko ya u thoma na vhagudi, vha vha humbele u khaḡara tshitendeledzi nga ntswu. Nga murahu vha sedze buḡoko ya vhuvhili, vha khaḡare tshitendeledzi nga ṡaṡa. Vha ise vhagudi kha buḡoko iriwe na iriwe vha tshi khou vha humbela uri vha khaḡare zwitendeledzi. Musi vho no ita izwo, vha ṡalutshedze uri musi vha tshi vhona nomboro ya 1 kha fuḡaga, vha khaḡare nga ntswu, musi vha tshi vhona nomboro 2, vha khaḡare nga ṡaṡa. Vhagudi vha bevele phanṡa u swikela vha tshi fhedza u khaḡara fuḡaha.
- 4 Vha monemone musi vhagudi vha tshi khou shuma na u fha thikhedzo ho teaho.
- 5 Vha humbudze vhagudi u sedza ṡaṡa hafhu musi vho no fhedza u “vhalana” na u khaḡara, na u vheye thiki kha buḡoko iriwe na iriwe vho no fhedza u ita mushumo.

Stella u ri:



Arali vha na vhagudi vho no bva nṡa ha liṡwe shango kiḡasini yavho, kha vha vha vhudzise arali vha na fulaha ya lushaka ine vha nga i ḡisa kiḡasini, kana u wana tshifanyiso tsha fulaha u sumbedza vhaṡwe vhagudi kiḡasini.



U thetshesela mibvumo yo sedzwaho

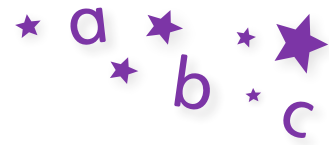
- 1 Kha vha ṡetshedze mugudi muṡwe na muṡwe garaṡa ya zwifanyiso. U bva afho vha ha tea u rina madzina zwifanyiso zwavho nahone vha ambe ipfi nga u ongolowa. Vhaṡwe vhagudi vha tea u lingedza u topola mubvumo ha ipfi. Sa tsumbo: ipfi “forogo” ḡi na mubvumo wa /f/.
- 2 Musi mugudi muṡwe na muṡwe o no wana tshikhala tsha u rina tshifanyiso nahone mubvumo wo no topolwa, kha vha sumbedze vhagudi zwitsimbi zwa rinngi dza Dzioḡimpiki. Kha vha ṡalutshedze uri vha tea u sedza kha ḡeṡere yo ṡwaliwaho kha tshitsimbi tshiṡwe na tshiṡwe nahone vha dzhie tsho ya uri garaṡa ya tshifanyiso vha i vhea ngafhi. Sa tsumbo: Arali vha na tshifanyiso tsha “forogo”, vha tea u tshi vhea kha tshitsimbi tshi re na mubvumo wa “f”.



Mishumo ya tshigwada tshiṡuku

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





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 letter and picture card stuck on the front of each tin

Week 2 Day 4

Whole class activities

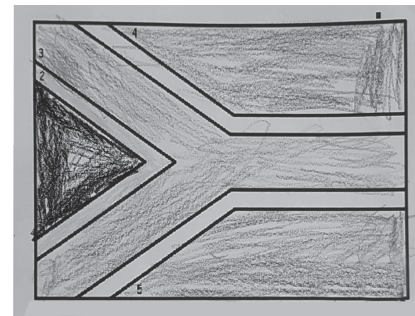
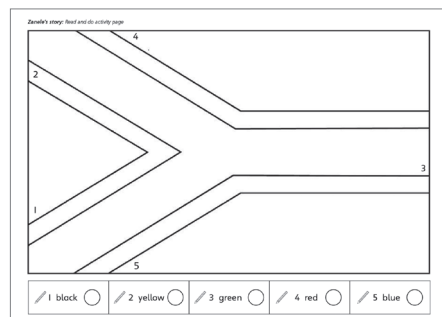
Read and do

- 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 “forogo” has the focus sound /f/.
- 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 “forogo”, they would need to place it in the tin with the “f” sound.



Small group activities

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



Zwine vha do toda:

- Tshipida tsha bammberi la filipitshati, peni ya u swaya bodo, kana khokhi ndenya
- Zwifanyiso kana kilipi ya vidio ya vhatu vha tshi khou tamba mitambo yo fhambanaho
- Khirayoni dza pfurapotshi khulwane
- Bege kana philamusiamelo, zwithu zwi shumiswaho kha mitambo yo fhambanaho kana zwifanyiso zwa vhatu vha tshi khou tamba mitambo yo fhambanaho

Vhege ya 2 Duvha la 5

Mishumo ya kilasi yothe

U ita, u ola na u nwala

- 1 Kha vha sumbedze vhagudi zwifanyiso kana kilipi ya vidio ya vhatu vha tshi khou ita/ tamba mitambo yo fhambanaho. Vha vha vhudzise uri ndi mutambo ufho we vha u takalela u talela kana ndi mutambo ufho une vha nga tama u u guda.
- 2 Kha vha ambe nga ha mutatisano ya zwa mitambo ine vha nga vha nayo tshikoloni tshavho. Kha vha hasedza nga uri ndi mitambo ifho ine vha nga i ita na zwa uri ndi mini tshine vha nga tshi toda u itela mutatisano. Miñwe ya mihumbulo kheyi: u posa bege ya nawa kha bakete, u tshimbila kha bulannga, u vhone uri vha nga fhufha u guma ngafhi.
- 3 Kha vha humbele vhagudi uri vha vha thuse u nwala luñwalo lwa u ramba thoho ya tshikolo uri vha de kha mutatisano na u ngetshedza mimendele. Kha vha thome nga u amba uri vhurifhi kana luñwalo lwa u ramba lwu thomisa hani: "Vho ... Ri humbela uri vha de kha mutatisano wa zwa mitambo." Kha vha hasedza nga zwine vha toda u nwala kha luñwalo lwa u ramba: dzina la dikita, datumu, tshifhinga na fhethu.
- 4 Kha vha nange vhagudi vavhili uri vha tuwise vhurifhi vha vha humbele uri vha humbele thoho ya tshikolo uri vha vhuise phindulo nga u tou nwala. Kha vha vhole phindulo kilasini.
- 5 Kha vha vhekanye duvha la mitambo vha humbele thoho ya tshikolo vha ngetshedze mugudi muñwe na muñwe mendele. (Vha nga shumisa suko la u tamba u ita mendele ya mugudi muñwe na muñwe).

Stella u ri:

Vhagudi vha nga kha di kongelwa nga izwi mathomoni saizwo zwi tshi konḁa u pfa mubvumo muñwe na muñwe (fonimi) kha maipfi.



U tanganyisa na u khethekanya (madungo)

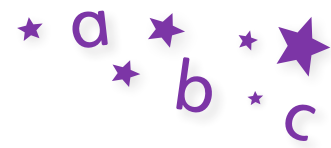
- 1 Kha vha vhee garaḁa dza zwifanyiso kana zwithu nga ngomu ha bege kana kha philamusiamelo.
- 2 Kha vha thome mushumo nga u dzhenisa tshandḁa tshavho begeni, vha nange tshithu nahone vha itele vhagudi mubvumo uri vha humbulele. Sa tsumbo: "Ndi na b-o-l-a tshandḁani tshanga. Ndi tshi mini?"
- 3 Mugudi wa u thoma u humbulele a nga lingedza vha tshi khou mu thusa, u nanga garaḁa kana tshifanyiso tshi tevhelaho uri mudededzi vha ite mubvumo.
- 4 Musi vho no fhedza u bvisa garaḁa kana zwithu zwa malo, kha vha nambatedze dzigaraḁa kha luvhondo kana vha dzi vhea kha metse u itela uri vhagudi vha kone u dzi vhone: "U bva afho kha vha ambe uri: "Ndi khou toḁana na b-o-l-a uri ndi tshi vhetshela kule. Ndi nnyi ane a nga nngwanela tshone?"
- 5 Kha vha vhuedzedze garaḁa kana tshithu tshiñwe na tshiñwe begeni. Vha vhudzise vhagudi arali hu na muñwe ane a nga takalela u lingedza u nanga tshiñwe tshithu nahone a ambe mibvumo i re kha ipfi u itela uri vhañwe vha kone humbulele uri vha na mini zwanḁani zwavho.



Mishumo ya tshigwada tshituku

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





You will need:

- 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: "I have a 'b-o-l-a' in my hand. What is it?"
- 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: "I am looking for the 'b-o-l-a' to put away. Who can find it for me?"
- 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.


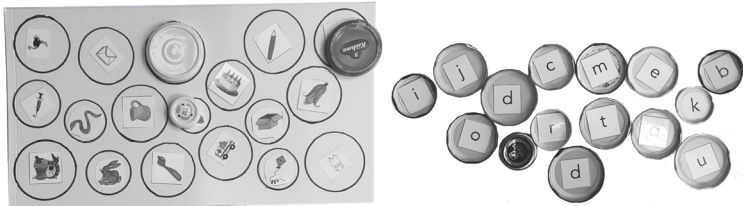



Small group activities

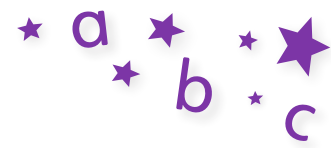
Remind learners about the small group activities, the rules for each activity and the tidy-up process.






Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha ḁo ṭoda	Mishumo
<ul style="list-style-type: none"> Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṅwe na muṅwe Khirayoni dza pfuraṅotshi khulwane Zwifanyiso zwa mitambo yo fhambanaho ine vha do hasedza ngayo (kana kilipi ya vidio arali zwi tshi nga konadzea), sa tsumbo: nyonyoloso, u bambela, bola ya milenzhe, ragabi, hoki, dzhavelina, u gidimisa baisigira, mugidimo, u ṅamela bere, thenisi 	<p>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana</p> <ol style="list-style-type: none"> Vhagudi vha tea u lavhelesa zwifanyiso zwa mitambo yo fhambanaho vha dzhie tsheo yauri ndi ufho mutambo une vha nga takalela u u guda. Vha tea u ola tshifanyiso tsha vhone vhaṅe vha tshi khou tamba wonoyo mutambo vha lingedze u ṅwala dzina ḽa mutambo nga fhasi ha tshifanyiso. 
<ul style="list-style-type: none"> Garaṭa dza zwifanyiso zwa maḽedere, maḽedere a u fananyisa a tshifanyiso tshiṅwe na tshiṅwe o ṅwaliwaho nga ngomu ha mitibo ya dzidzhege kana ya maboḽelo a mielo yo fhambanaho Tshipiḽa tshihulwane tsha garaṭa i re na mitalo ya zwivhumbeo zwa mitibo ya maboḽelo yo ṅwaliwaho kha garaṭa 	<p>Mushumo wa 2: Khanganyiso na mitambo</p> <ol style="list-style-type: none"> Kha vha ṭalutshedze vhagudi uri vha tea u doba mutibo, vha ambe mubvumo wa ḽedere vha dovhe vha sedze arali vha tshi kona u wana tshifanyiso kha tshitendeledzi tsha u fananyisa tshi re kha garaṭa. Musi vha tshi wana tshifanyiso tshi no elana, vha tea u vhea mutibo ṅṭha ha tshifanyiso u swikela zwifanyiso zwoṭhe zwi tshi tibiwa. 
<ul style="list-style-type: none"> Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo 	<p>Mushumo wa 3: U vhala nga iwe muṅe</p> <ol style="list-style-type: none"> Kha vha range phanḽa tshigwada u ya fhethu hu re na dzibugu kana vha ṅee tshigwada thuli ya dzibugu. Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana bambiri ḽa khungedzelo ḽine vha takalela u ḽi vhala. Kha vha sumbedze kuvulele kwa bugu na u fhenda masiaṭari khayo. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḽifhelwa ngatsho a tshi tshi vhala. Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.





Small group activities for Week 2

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



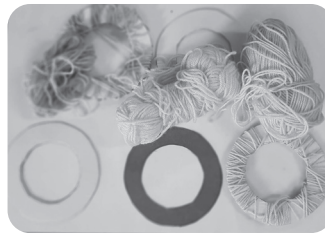
Zwine vha do toda

- Rinngi dza Dziojimpiki dzo geriwaho kha garaṭa kana kha phuleithi dza mabambiri, guḷuu na tshigero wuḷu ya mivhala ya rinngi dza Dziojimpiki

Mishumo

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

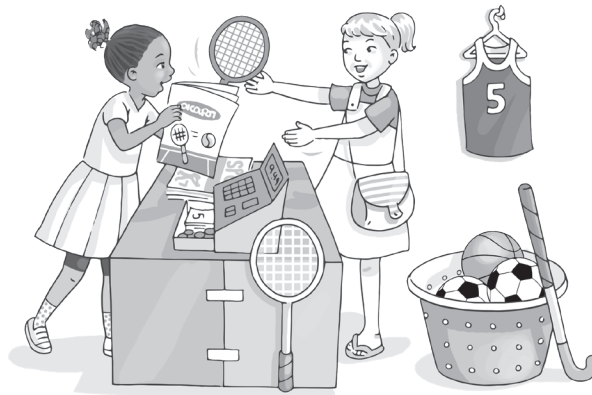
- Kha vha ḡee mugudi muḡwe na muḡwe a re kha tshigwada tsha u thoma rinngi vha vha ṭalutshedze zwauri vha tea u panga wuḷu nga vhukati ha buli na u mona na rinngi. Kha vha ise phanḡa na u ita izwi u swikela tshifhinga tsha mushumo wa tshigwada tshiṭuku u tshi fhela. Duvha ḡi tevhelaho, vhagudi vha re kha tshigwada tshi tevhelaho kha vha ise phanḡa na u longela wuḷu u mona na dzirinningi.
- Mafheloni a vhege, rinngi dzo fhelaho u itiwa dzi nga vhekanyiwa nga zwiga zwa Dziojimpiki, vha zwi nambatedze kha luvhondo nga ngomu kiḷasini.



- Dzisifhereswenda: theḷefonu, thili, zwishumiswa zwa mitambo yo fhambanaho zwi fanaho na bola, zwiambaro, zwienda, dzirakhethe/dzibethe kana thanda dza hoki, mimagazini ya zwa mitambo (i anzela u ḡetshedzwa nga mahala), zwifanyiso zwa zwishumiswa zwa mitambo na zwiambaro

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

- Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha ṭuṭuwedze u isa phanḡa u bva kha Vhege ya 1 musi vha tshi edza u shuma kana u dalela vhengele ḡa zwa mitambo u renga zwishumiswa na zwiambaro zwa mitambo.
- Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u ṭuṭuwedza mutambo wa nga vhagudi.





You will need	Activities
<ul style="list-style-type: none"> 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="782 724 1107 953" data-label="Image"></div> <div data-bbox="1130 724 1413 953" data-label="Image"></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" data-label="Image"></div>

★ 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									

★ Themo ya 4: Rubiriki ya 1 na 2 ya U thetshhelesa na u amba

<p>Ndila dza u linga</p> <p>1 U țalutshedza zwițori na u țalutshedza hafhu zwițori nga maipfi awe</p>	<p>1. U sa swikelela (0 – 29%)</p> <p>Ha koni u țalutshedza zwițori na u țalutshedza hafhu zwițori; o kona u amba maipfi a si gathi fhedzi</p>	<p>2. U swikelela ha vhukati (30 – 49%)</p> <p>U țalutshedza hafhu ho pimeaho; hu katela zwinwe zwiwo fhedzi; thevhokano i nga vha yo khakhea; u shumisa mafhungo mapfufhi na ndivho ya maipfi yo leluwaho</p>	<p>3. U swikelela ho eđanaho (50 – 74%)</p> <p>U kona u țalutshedza hafhu vhunzhi ha zwiwo kha nganea u bva mathomoni, vhukati na magumoni, fhedzi nga zwidodombedzwa zwi si gathi; u țoda zwițuțuwedzi zwi fanaho na: 'nga murahu nyana...'; 'ho itea mini zwi tevhelaho?; u thoma u shumisa mafhungo malapfu.</p>	<p>4. U swikelela lwa ntħesa (75 – 100%)</p> <p>nganea i tevhela țhanglulukano kwayo na u vha na mathomo, vhukati na magumo; vhaanewa na fhethuvhupo zwo buletshedzwa nga vhuđalo, ndivho na zwiipfi zwa vhaanewa zwo buletshedzwa; u shumisa mafhungo malapfu na manzhi a tserekano na u țanganya maipfi a fanaho na 'nga murahu nyana'; 'nga murahu ha izwo'; u shumisa ndivho ya maipfi maswa a bvaho kha nganea.</p>
<p>2 U dzudzanya sethe dza zwifanyiso nga ndila ine dza vhumba nganea na țhandlulukano kwayo ya zwiwo musu zwi tshi ambiwa na u zwi țumana na nganea tsho sikwaho</p>	<p>Ha koni u dzudzanya sethe dza garața nga thevhokano yone</p>	<p>U dzudzanya sethe dza garața nga thevhokano yone fhedzi ha koni u țalutshedza nganea.</p>	<p>U dzudzanya sethe dza garața nga thevhokano yone na u kona u dzi țumana na nganea i leluwaho.</p>	<p>U dzudzanya sethe dza garața nga thevhokano yone na u kona u dzi țumana na nganea na zwidodombedzwa zwo teaho.</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.

★ Themo ya 4: Rubiriki ya 1-3 ya Mibvumo, u Vhala na uṭalela

Nḡila dza u linga	1. U sa swikelela (0 – 29%)	2. U swikelela ha vhukati (30 – 49%)	3. U swikelela ho eḡanaho (50 – 74%)	4. U swikelela lwa ntḡesa (75 – 100%)	Umgangatho abakuwo abafundi
1 U ḡivha nga nḡila ya u thetshelesa na nga u vhona dziṅwe dzithemba na dziṭfalandotḡe	U a kona u ḡivha maḡeḡere a 0-5 na u amba mibvumo ine maḡeḡere aya a i ita	U a kona u ḡivha maḡeḡere a 6-9 na u amba mibvumo ine maḡeḡere aya a i ita	U a kona u ḡivha maḡeḡere a 10-17 na u amba mibvumo ine maḡeḡere aya a i ita	U a kona u ḡivha maḡeḡere a 18 kana zwinzhi na u amba mibvumo ine maḡeḡere aya a i ita	
2 U thoma u ḡivha uri maipfi o vhumbiwa nga mibvumo: u ḡetshedza mubvumo wa u thoma wa dzina ḡawe na maṅwe maipfi	Ha koni u ḡivha uri maipfi o vhumbiwa nga mibvumo; ha koni u ḡetshedza mubvumo wa u thoma wa dzina ḡawe kana maṅwe maipfi.	U a kona u ḡetshedza mubvumo wa u thoma wa dzina ḡawe fhedzi u a kundelwa musi a tshi vhudziswa mubvumo wa u thoma wa maṅwe maipfi.	U a kona u ḡetshedza mubvumo wa u thoma wa dzina ḡawe; u a kona u ḡetshedza mubvumo wa u thoma wa maṅwe maipfi.	Tshifhinga tshoṡhe u kona u ḡetshedza mubvumo wa u thoma wa dzina ḡawe na maṅwe maipfi.	
3 U ita nganea yawe nga u vhala zwifanyiso	Ha koni u shumisa zwifanyiso u bula zwi ḡaho zwauri nganea i amba nga ha mini; u buletshedza zwifanyiso a tshi khou shumisa luambo lwo pimeaho.	U shumisa zwifanyiso u bula zwi ḡaho na u buletshedza nganea fhedzi a tshi khou thusedzwa.	U shumisa zwifanyiso u bula zwi ḡaho zwauri nganea i amba nga ha mini; a nga shumisa 'ipfi ḡa u vhala'.	U shumisa zwifanyiso u bula zwi ḡaho zwauri nganea i amba nga ha mini; u sumbedza u pfesesa uri zwifanyiso na maipfi zwi na vhushaka, fhedzi zwo fhambana; u shumisa 'ipfi ḡa u vhala'; u sumba kha ḡinwalwa musi a tshi 'vhala'.	

★ 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”.

Themo ya 4: Rubiriki ya 1-3 ya Ndivho i Rangelaho u n̄wala na Muñwalo

Nđila dza u linga	1. U sa swikelela (0 – 29%)	2. U swikelela ha vhukati (30 – 49%)	3. U swikelela ho eđanaho (50 – 74%)	4. U swikelela lwa n̄hesa (75 – 100%)	Umgangatho abakuwo abafundi
<p>1 U bvedza zwikili zwa misipha miṭuku na zwikili zwa u sudzuluwa ha misipha havhuđi.</p>	<p>U kundelwa u fhedzisa mishumo ya u sudzuluwa ha misipha havhuđi; u a tinya mishumo kana u a hanganea</p>	<p>U a kona u fhedzisa mishumo ya u sudzuluwa ha misipha havhuđi fhedzi zwi a dzhia tshifhinga; zwibveledzwa zwi vha zwi si zwa vhukuma.</p>	<p>U a kona u fhedzisa vhuṅzhi ha mishumo ya u sudzuluwa ha misipha havhuđi; u vha na vhuronwane vhuṅhulwane na u shuma nga nđila ya vhukoni.</p>	<p>U a kona u fhedzisa mishumo ya u sudzuluwa ha misipha havhuđi a na vhuđifulufheli, vhuronwane na vhuđigeđi.</p>	
<p>2 U ola zwifanyiso a tshi tshi khou dzhia muhumbulo muṅhulwane wa nganea</p>	<p>Nyolo a i vhonali kana i katela u n̄walatadza fhedzi kana zwitendeledzi zwi re na mitalo.</p>	<p>Nyolo i a vhonala fhedzi a i ṭumani na tshitori, luimbo kana p̄fanapheledzo.</p>	<p>U ola tshifanyiso tshi re na mi vhala tshi elanaho na tshitori; nyolo dza vhaanewa vhaṅhulwane dzi na zwiñwe zwa zwi tevhelaho: zwirumbi, zwishasha, zwanḡa, milenzhe, maṭo, ningo, mulomo, dzin̄devhe.</p>	<p>U ola tshifanyiso tshi re na mi vhala, tshi re na zwidodombedzwa zwi elanaho na tshitori; vhaanewa vhaṅhulwane vha re na zwidodombedzwa zwi fanaho na zwiambaro.</p>	
<p>3 U a pfesesa uri u n̄wala na u ola zwo fhambana: u diita u nga u khou n̄wala hu sumbedzwa nga u shumisa masongesonge</p>	<p>Ha koni u sumbedza mi humbulo nga kha nyolo na u n̄wala</p>	<p>U sumbedza mi humbulo nga kha nyolo fhedzi a hu na vhuṭanzi ha u diita u nga u khou n̄wala kana u n̄walatadza</p>	<p>U pfesesa uri u n̄wala na u ola zwo fhambana: u diita u nga u khou n̄wala hu sumbedzwa nga u shumisa masongesonge</p>	<p>U pfesesa uri u n̄wala na u ola zwo fhambana nahone u thoma 'u n̄wala' a tshi khou shumisa muvango wa maḽere o kopiwaho na masongesonge; a nga kopa maḽere na dzinomboro u bva kha vhuṭo ha kijasirumu a tshi khou lingedza muñwalo wawe</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.

★ Kha vha ite suko la u tamba

Zwine vha do toda

- ★ khaphu nthihi ya fuḷauru
- ★ kota ya khaphu ya muḅo
- ★ hafu ya khaphu ya maḍi a u dudela
- ★ marotha maṭanu a tshiṅeamuvhala tsha zwiliwa



Maga

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

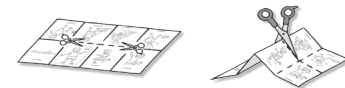
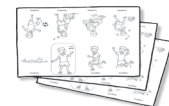


Tsivhudzo: Kha vha dudedze suko la u tamba nga u li hamula nga zwanḍa zwavho. Iyi ndi nyonyoloso yavhuḍi kha misipha ya zwanḍani ya vhana. Kha vha pange suko la u tamba nga ngomu ha bege ya puḷasiṭiki u itela uri li dzule li liswa vha li vhlunge kha tshirothodzi, arali zwi tshi konadzea, kana fhethu hu rotholelaho.

★ U ita kubugu kuṭuku

Maga

- 1 Kha vha ite khophi dza kubugu kuṭuku kwune vha kwu ṭoda.
- 2 Nga zwifanyiso zwo sedzaho nṅha, kha vha pete siaṭari li vhe na zwipiḍa zwa malo. Kha vha li petulule.
- 3 Kha vha pete siaṭari li vhe hafu, u tsela vhukati.
- 4 Kha vha gere vhukati ha lupeto, sa zwo sumbedzwaho kha tshifanyiso heneḥho tsini na mitalo ya zwithomathoma kha siaṭari.
- 5 Kha vha fare siaṭari li vhe vhukati ha munwe na gunwe ḷavho kha masia oṭhe a siaṭari.
- 6 Kha vha ise zwanḍa zwavho fhasi zwi ṭangane.
- 7 Kha vha ite laiburari ya zwibugu zwiṭuku nga u vhlunga bugu dzavho kha kubogisi kuṭuku – bogisi la dzheji li shuma zwavhuḍi!



★ 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.

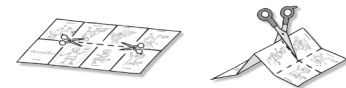
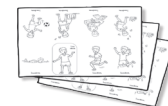


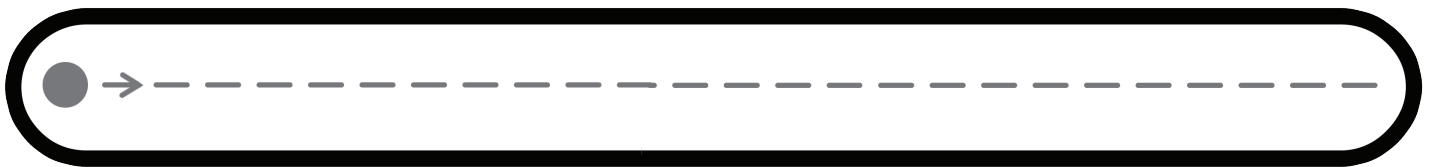
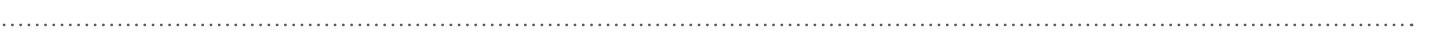
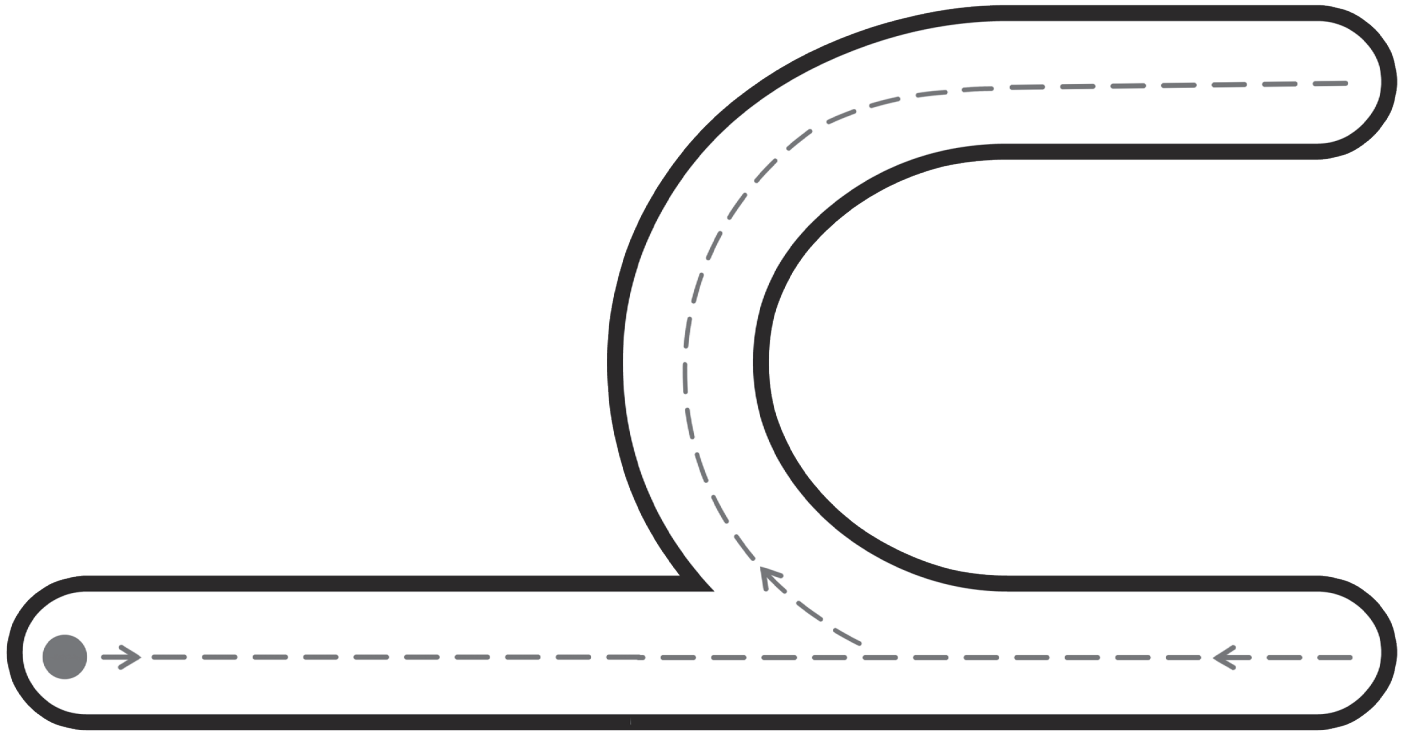
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

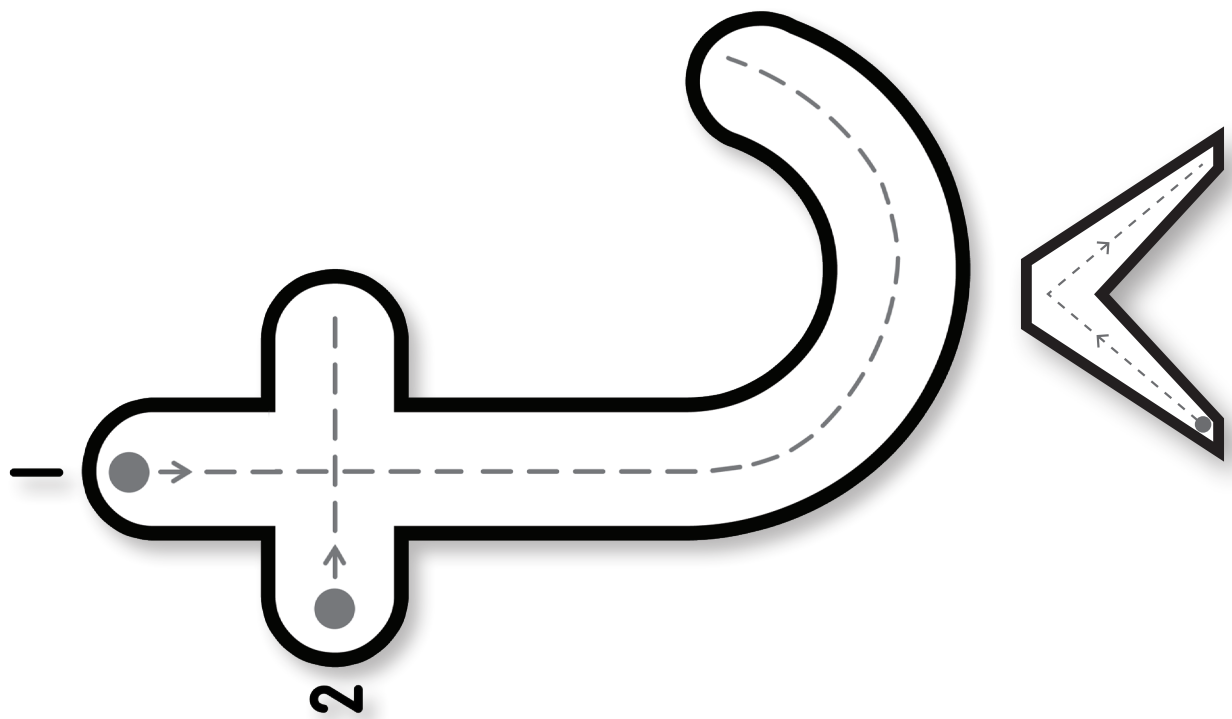
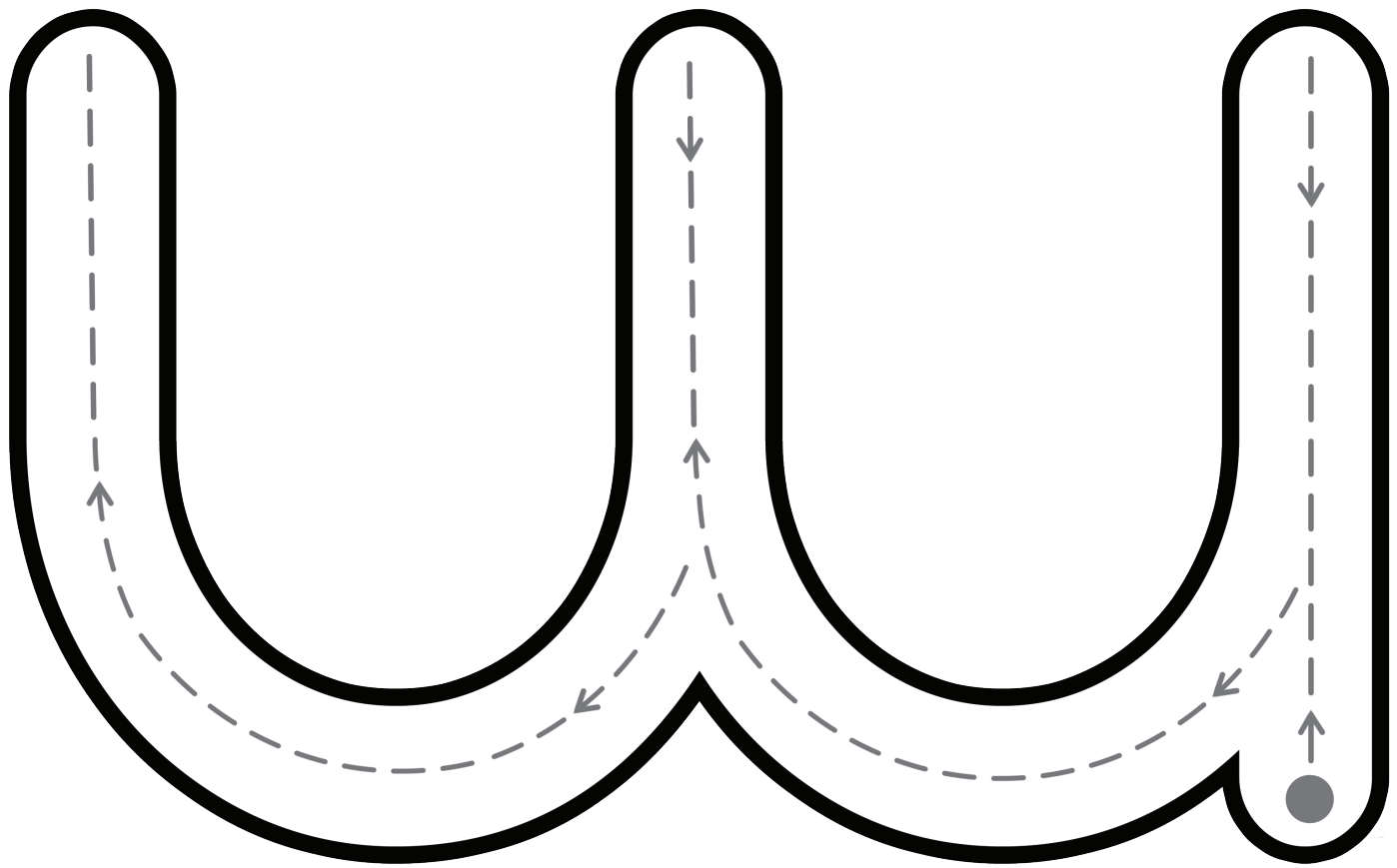
★ How to make a little book

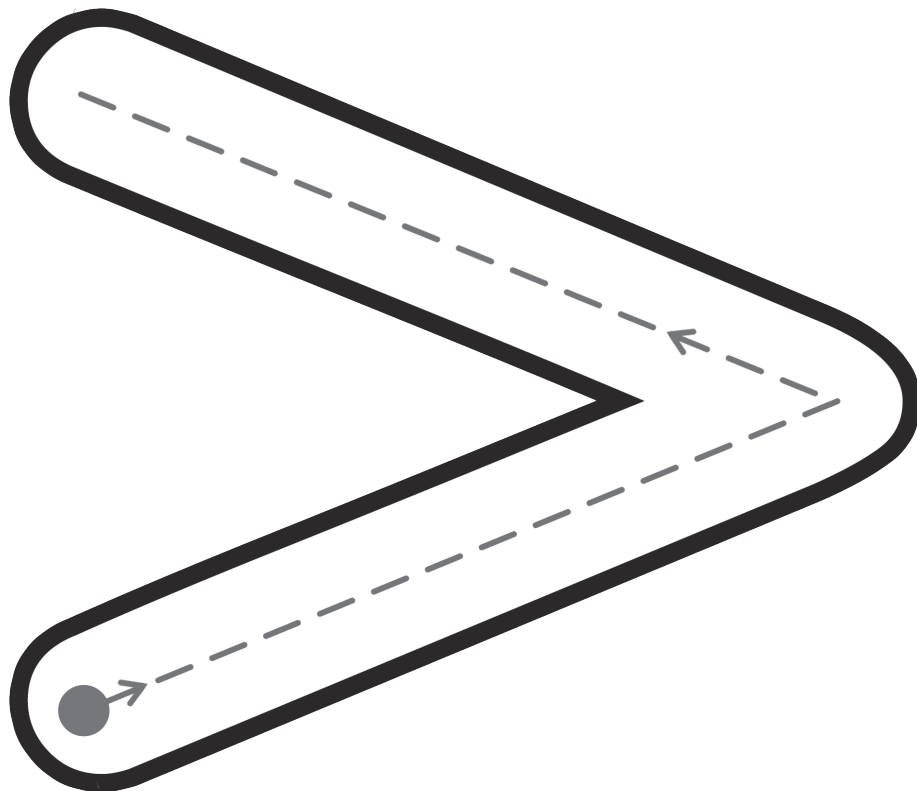
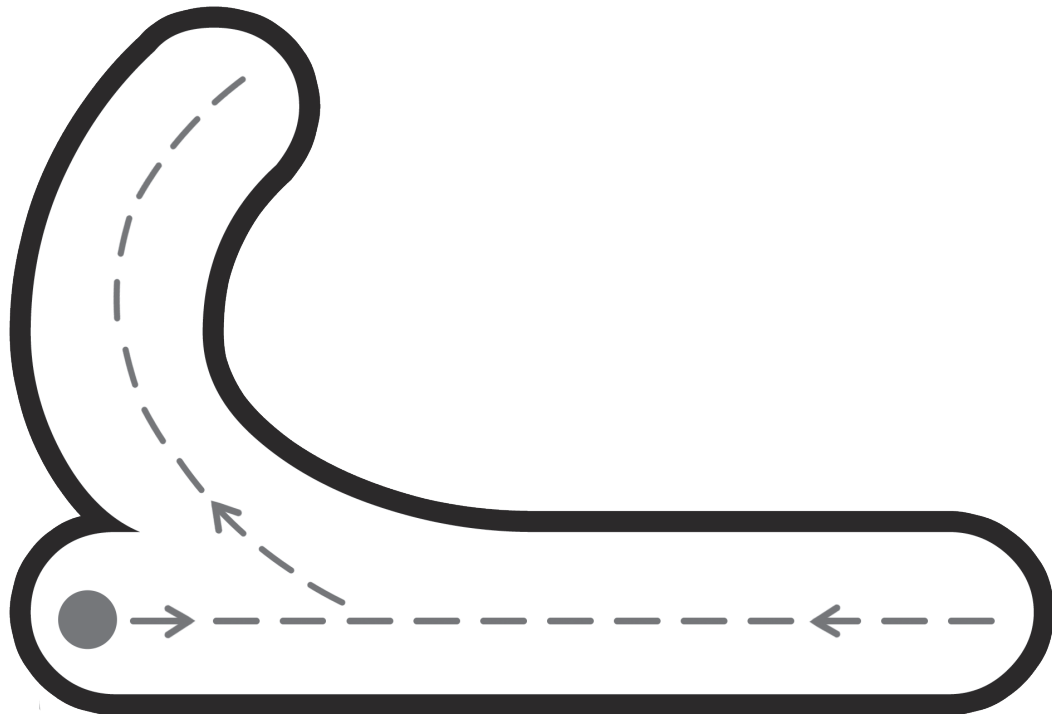
Steps

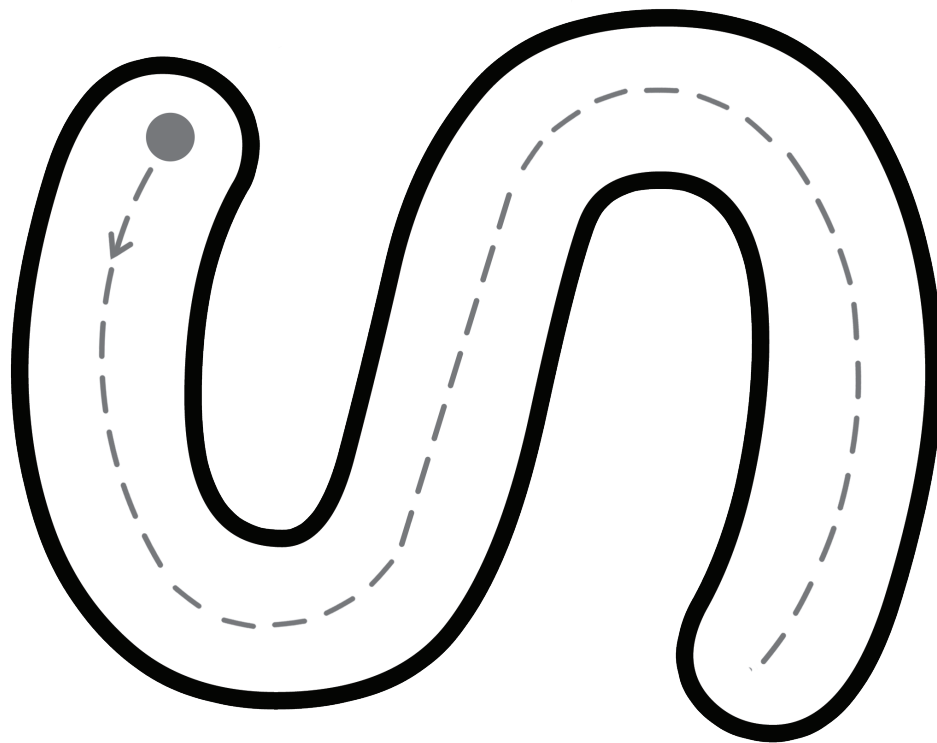
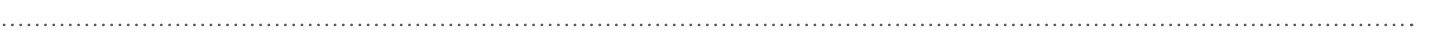
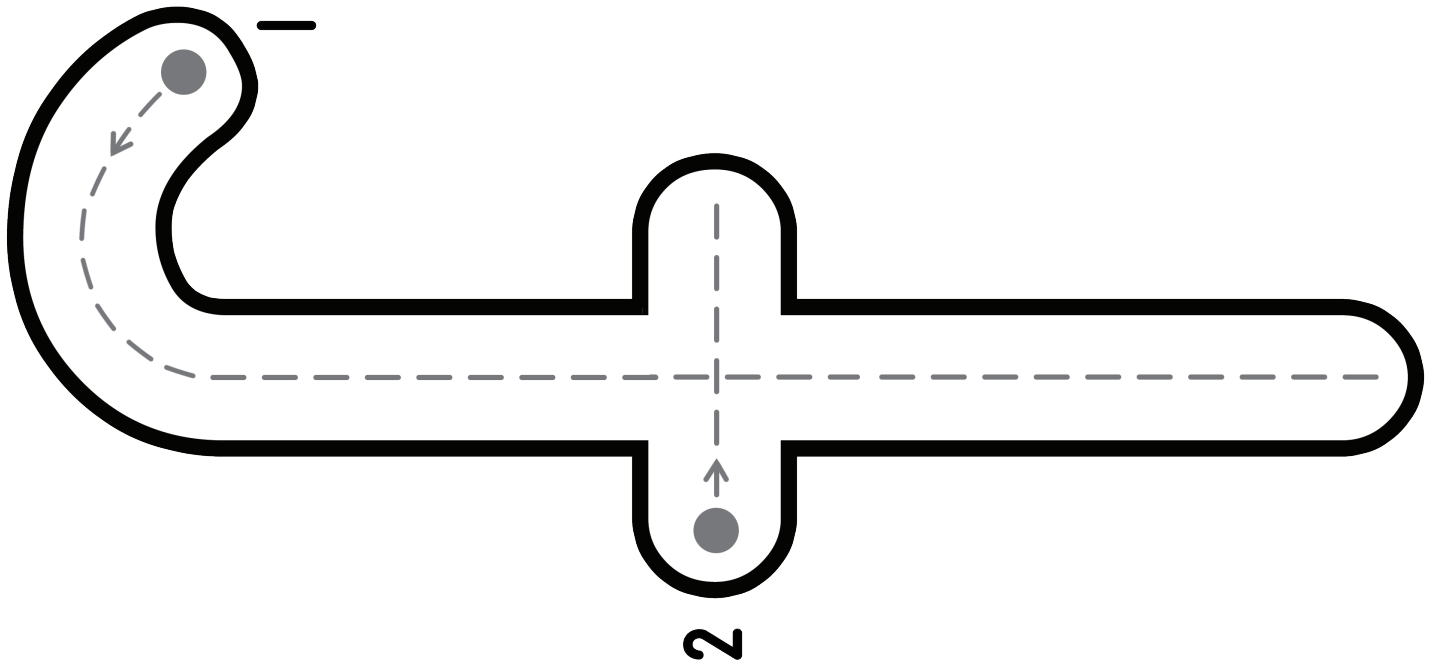
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between 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!









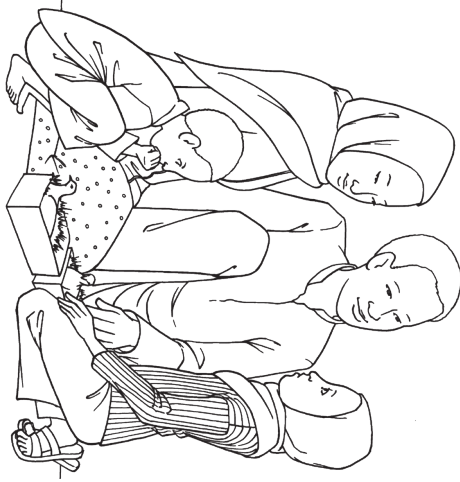




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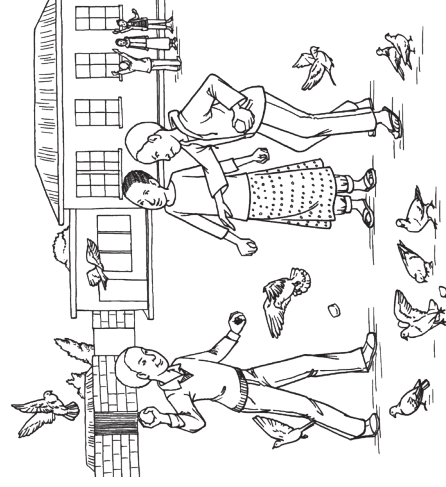
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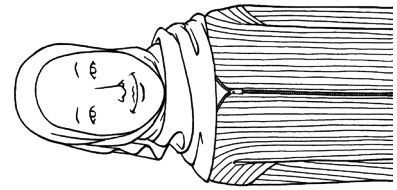


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1

Dina na zwipuka zwawe



African Storybook.org

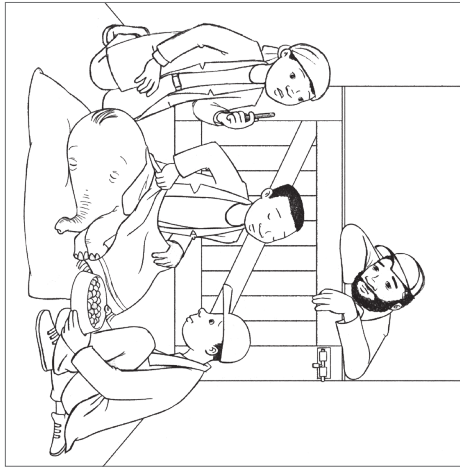
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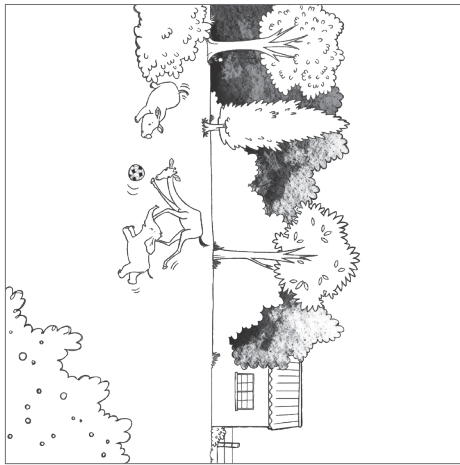




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4



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1

Mueni wa Mbavhala

Wordworks
Changing lives through literacy

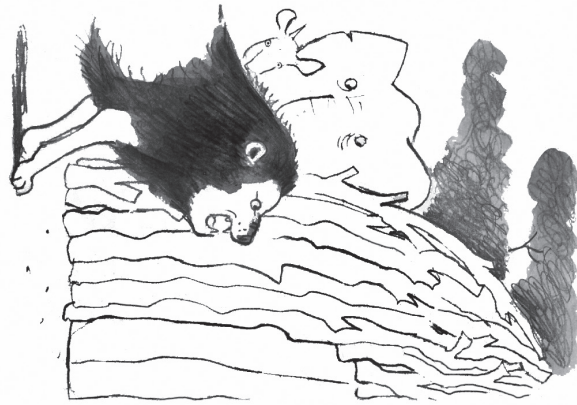
African Storybook.org

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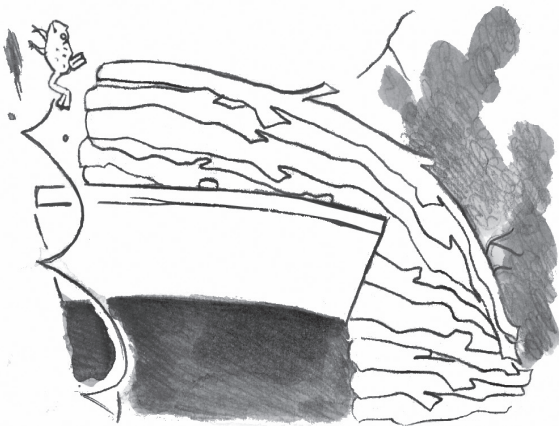
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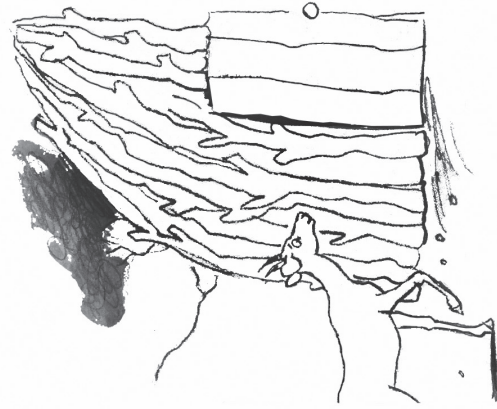
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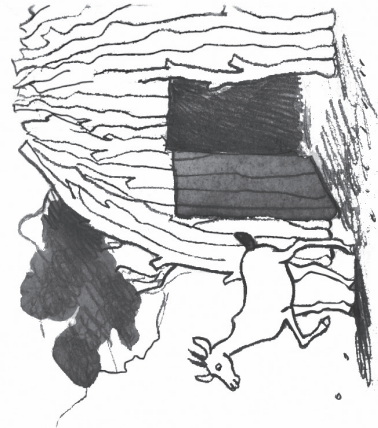
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6



2



1

Muthogomeli na
ndelazwixele yawe



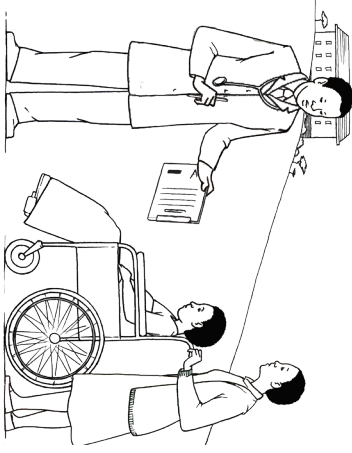
Wordworks
Creating the Future Literacy

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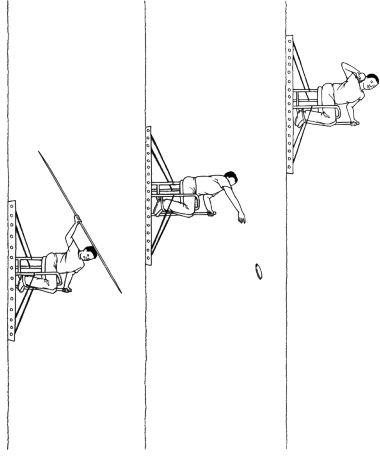
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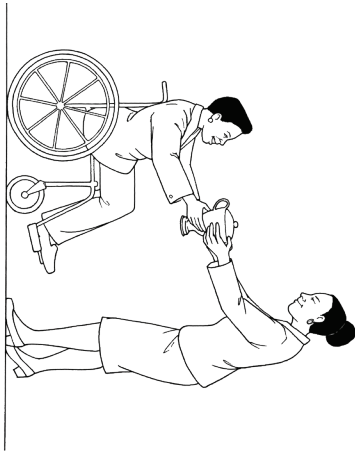
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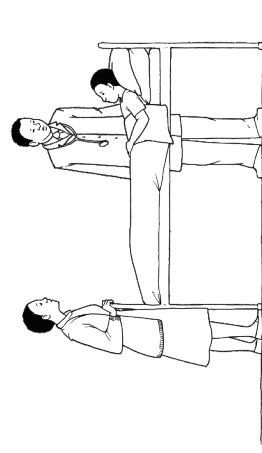
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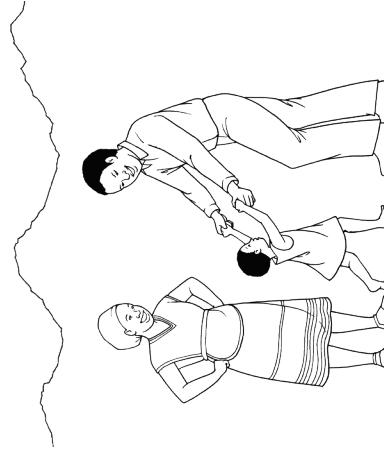
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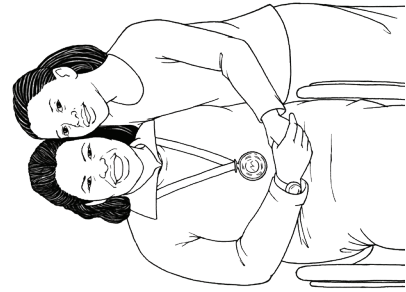
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1



Nganea ya
Zanele



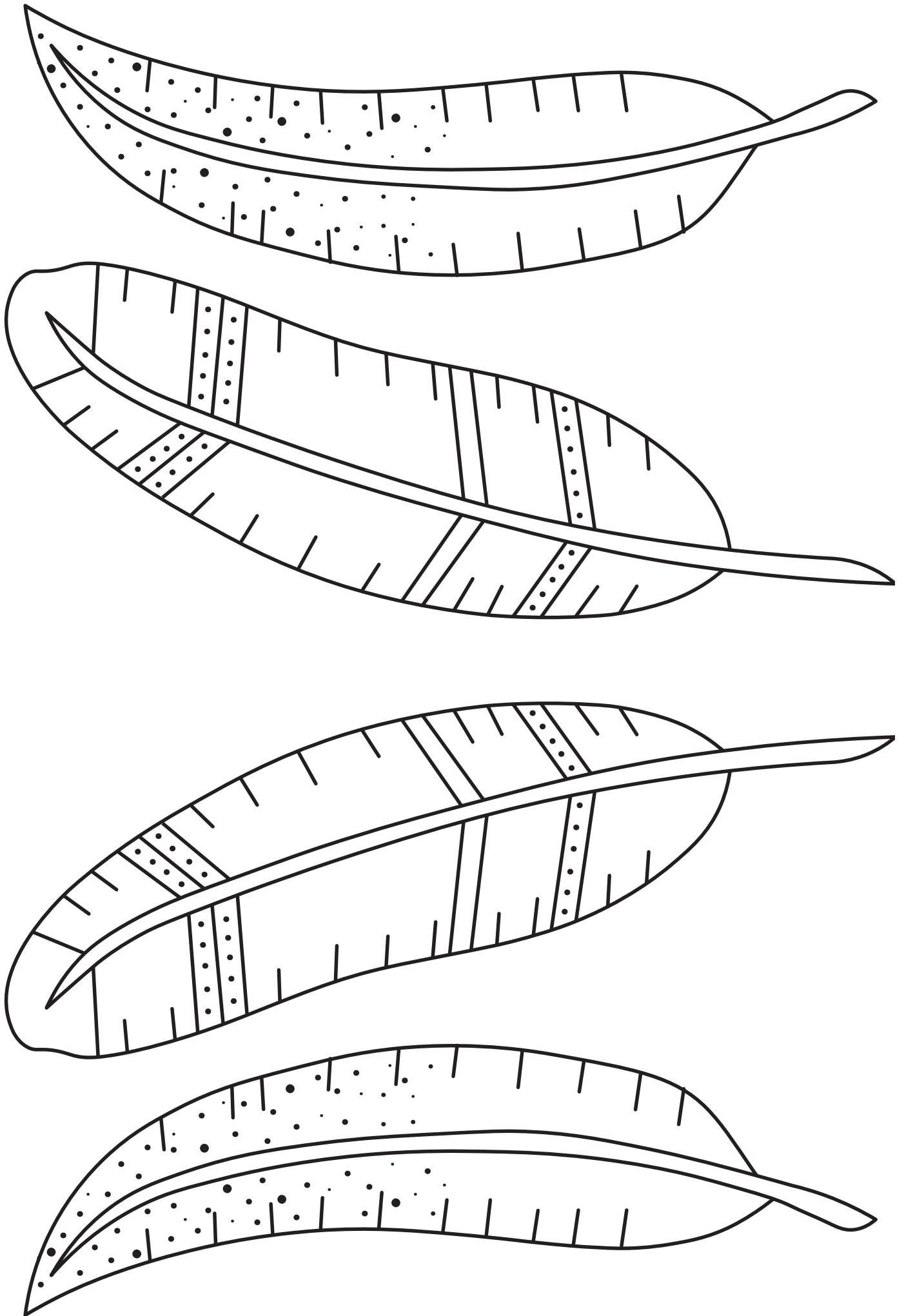
book
dash



Bugu iyi ndi ya:

.....



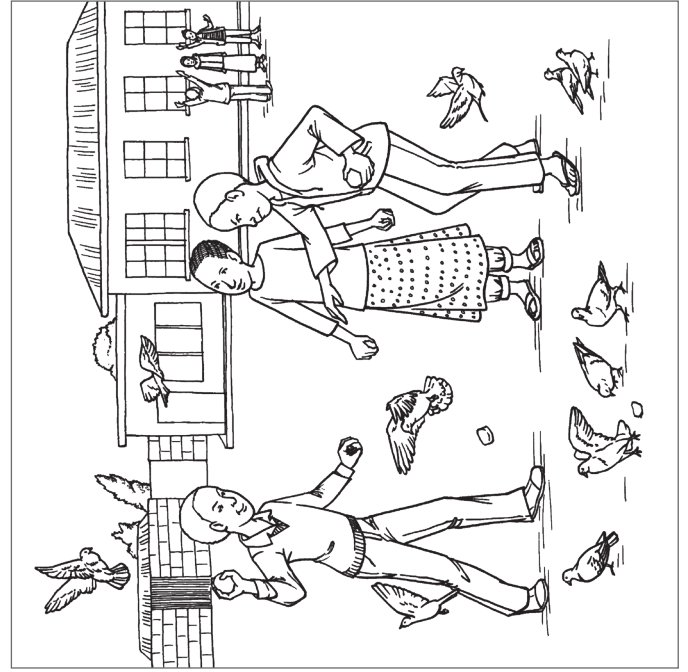
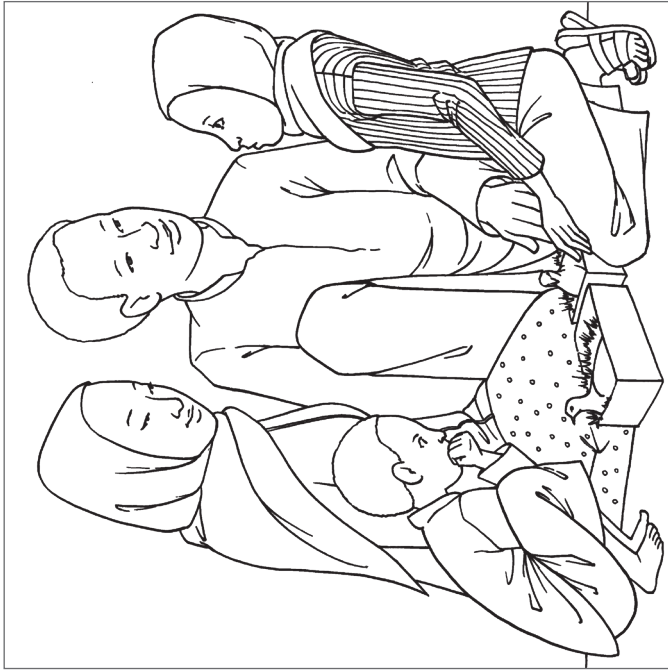


Dina na zwipuka zwawe: Siaṭari ḷa mushumo wa muthenga















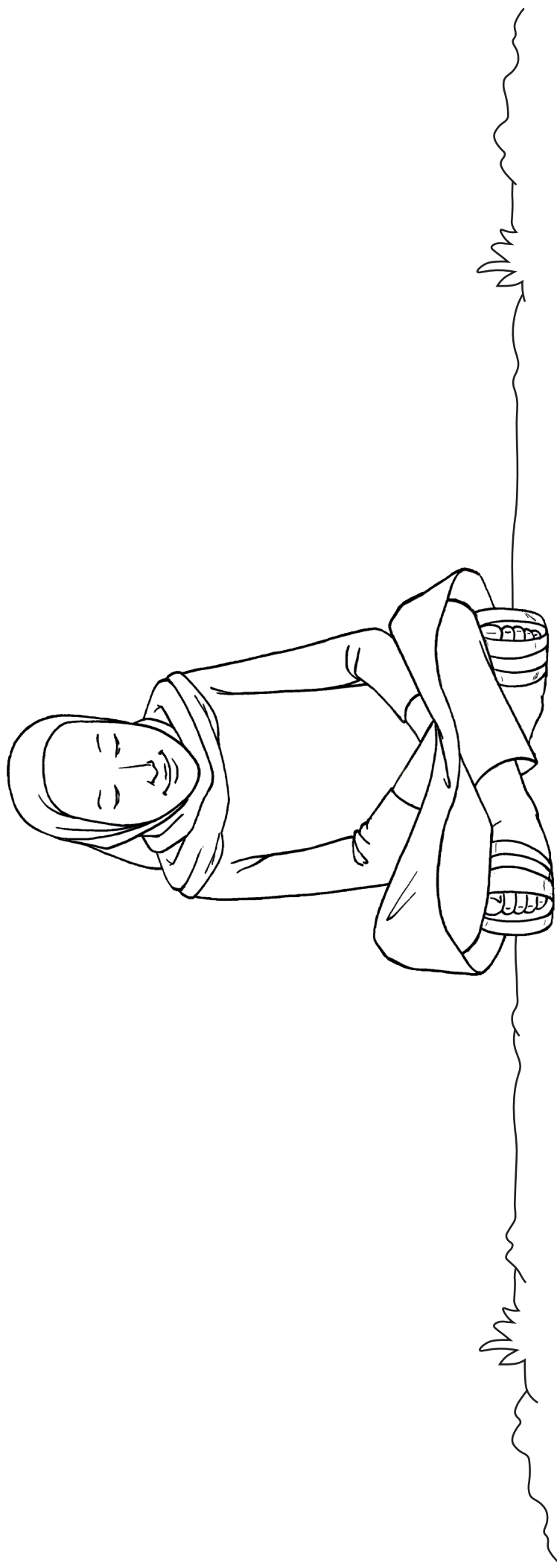
Dina na zwipuka zwawe: Ntswu na tshena ya thevhekano ya zwifanyiso

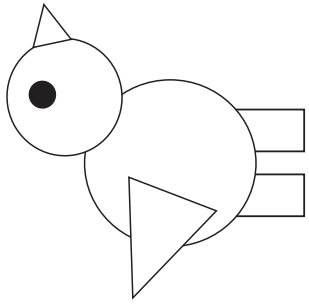




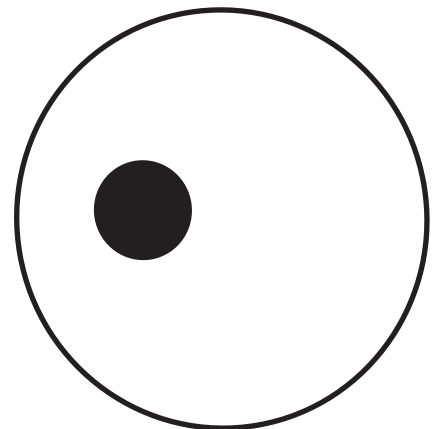
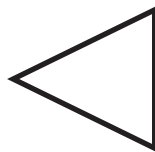
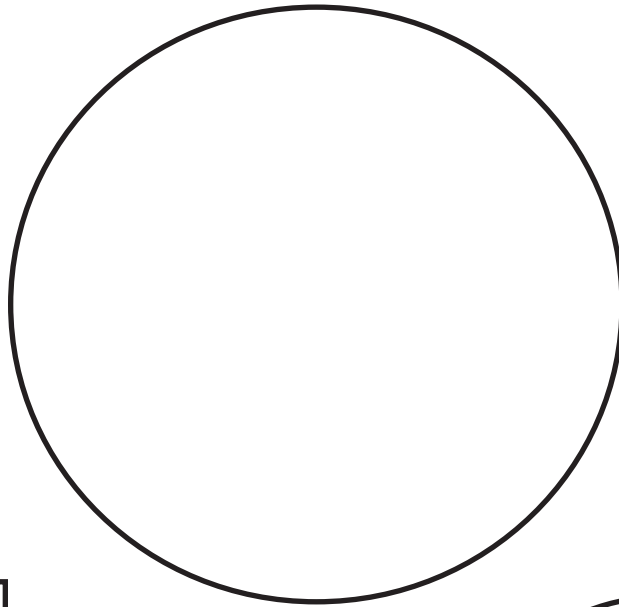
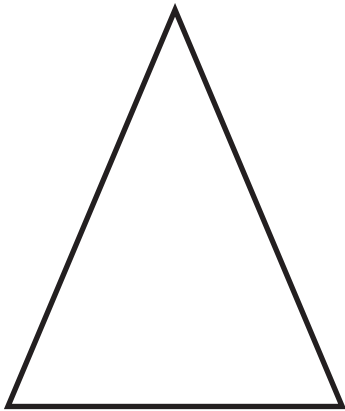
Dina na zwipuka zwawe: Siaṭari ḷa mushumo wa u Vhala na u ita

	2		khonani
	3		zwiṇoni
	1		muṇadzi
	1		dembelela
	2		phambo/khuhu



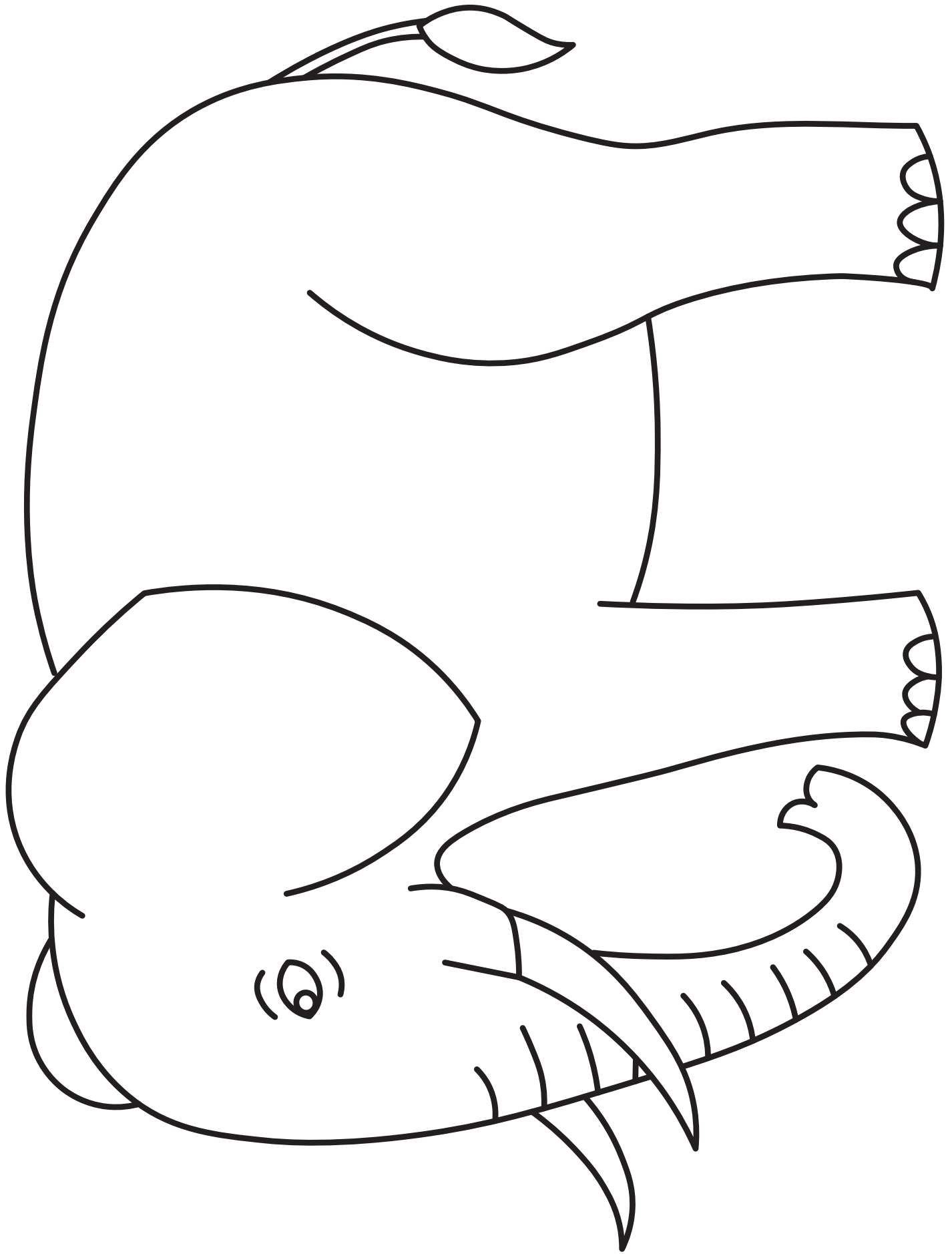


Dina na zwipuka zwawe: Siaṭari ̄a mushumo wa tshivhumbeo tsha tshiṅoni





Mueni wa Mbavala: Siatari la mushumo wa Nḡou





Mueni wa Mbavala: Siaṭari ḷa u vhala na u ita 1



5 zwiḷazwimela 

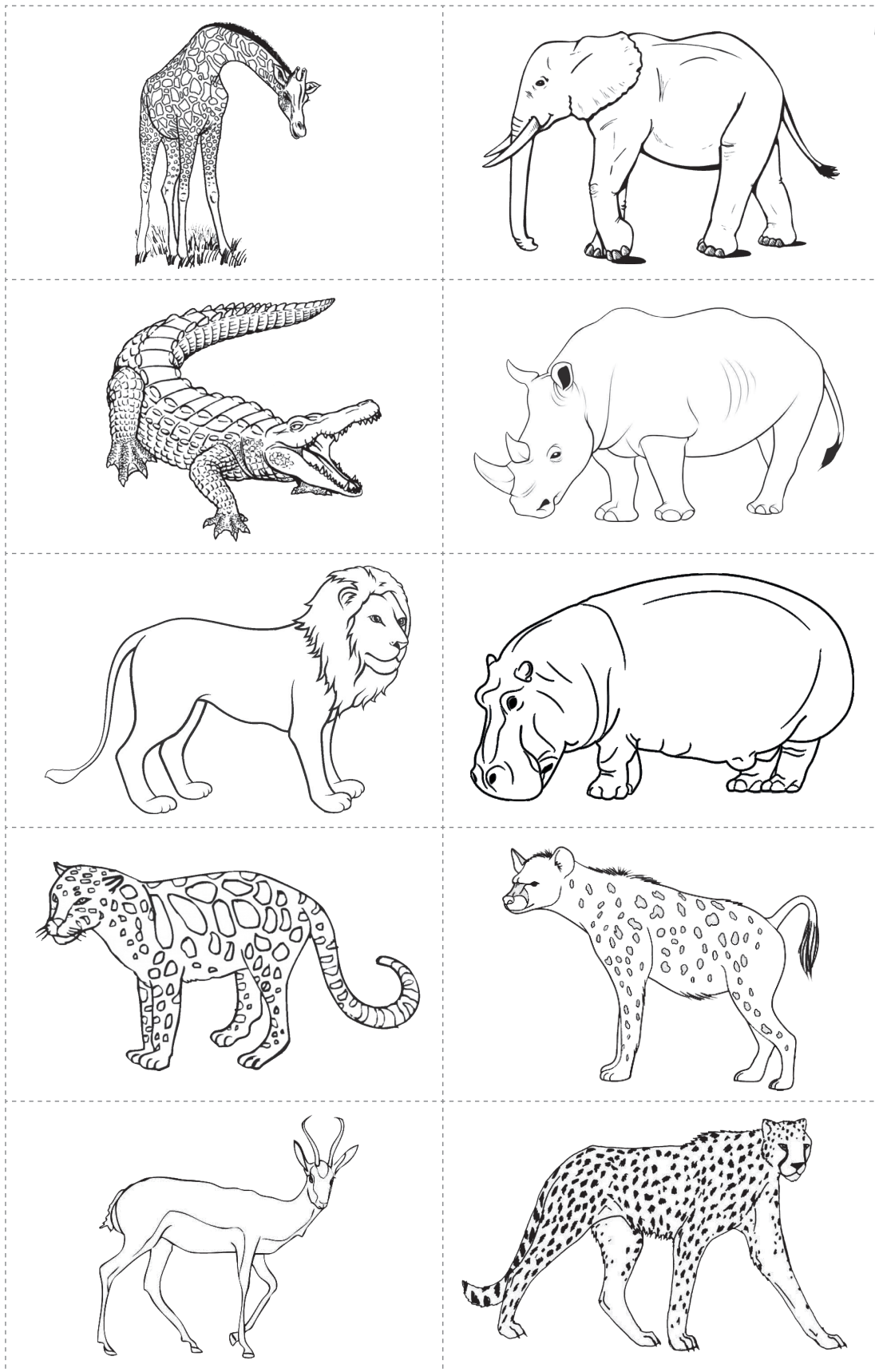


5 zwiḷaṅama 



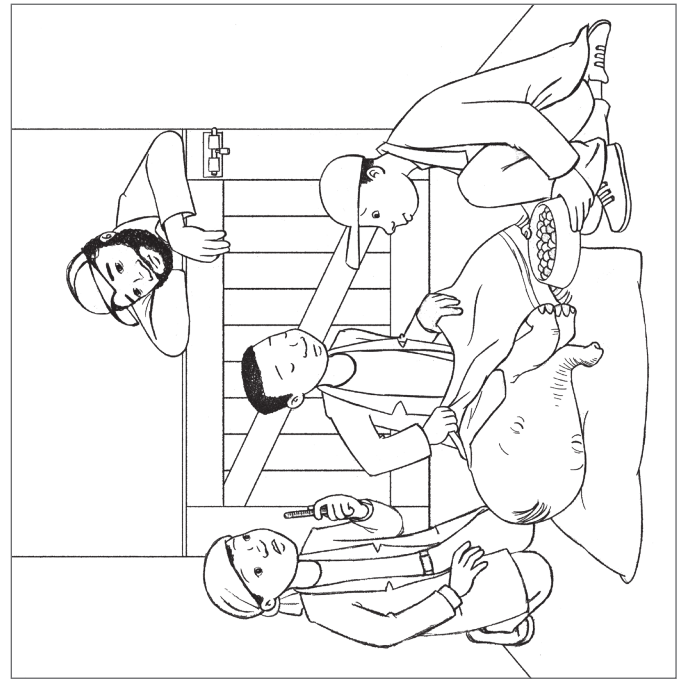
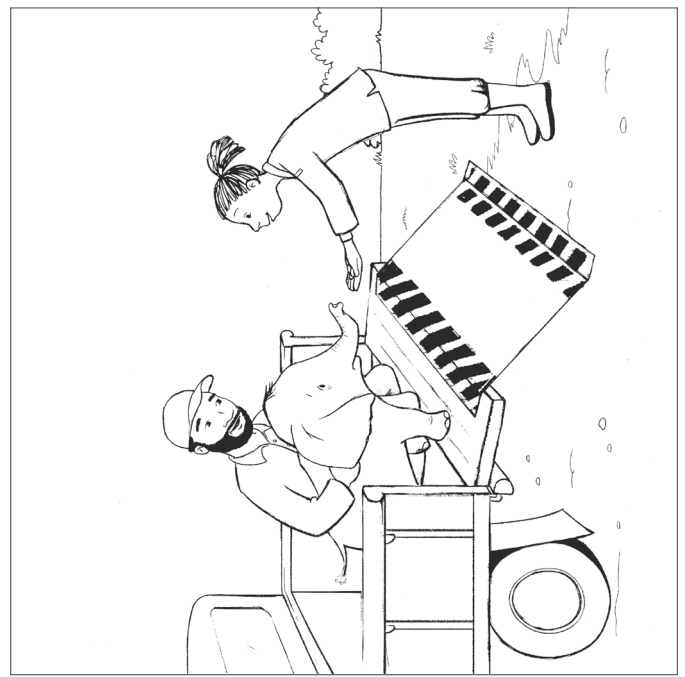
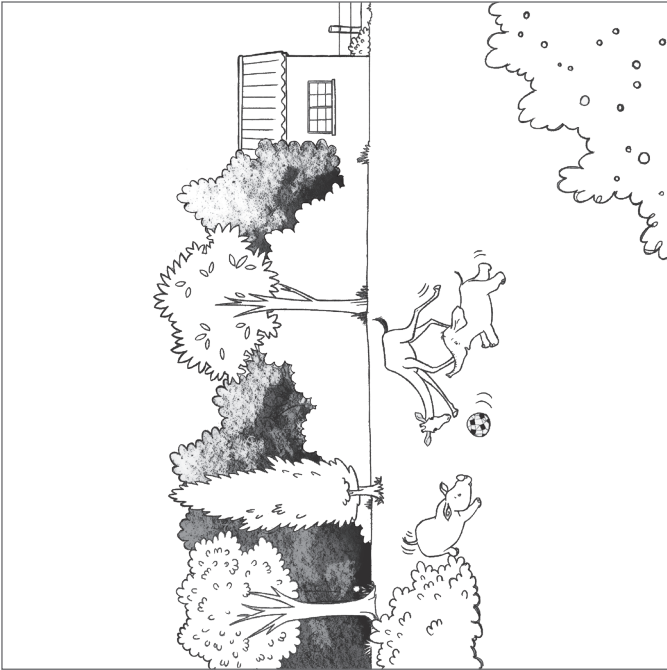


Mueni wa Mbavala: Siaṭari ʒa u vhala na u ita 2



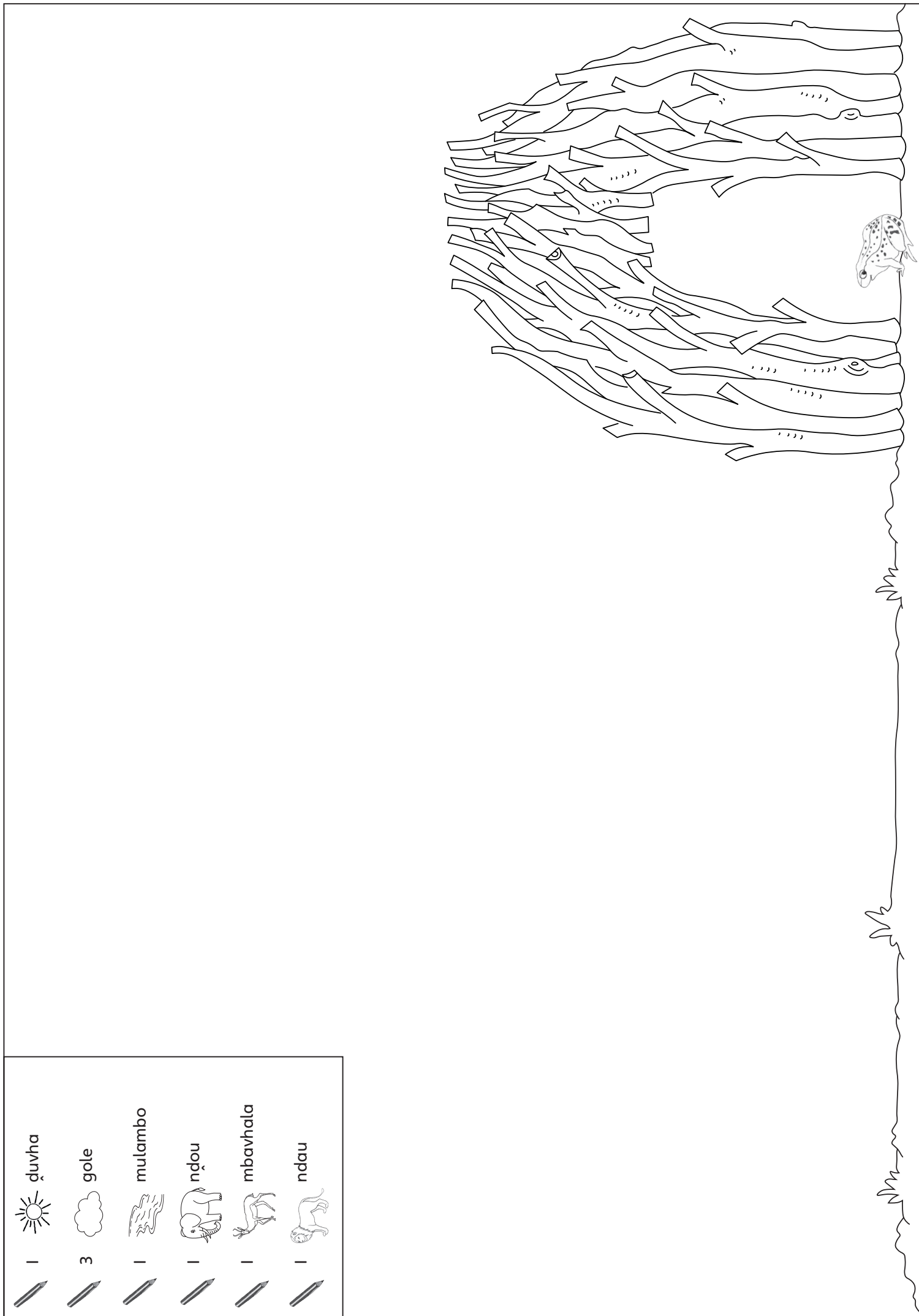














Mueni wa Mbavala: Ntswu na tshena ya thevhekano ya zwifanyiso



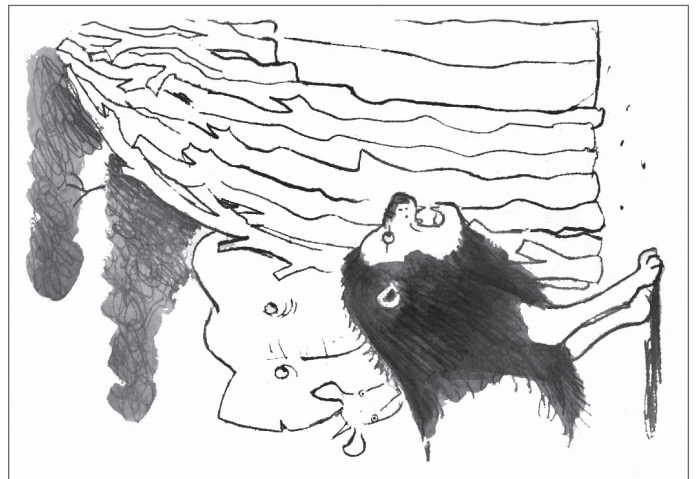
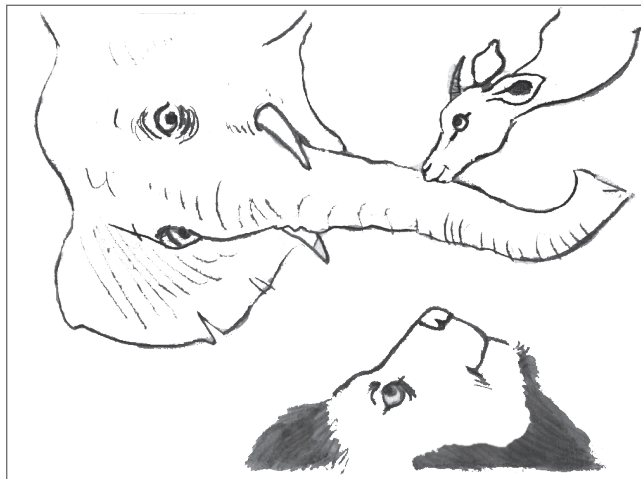
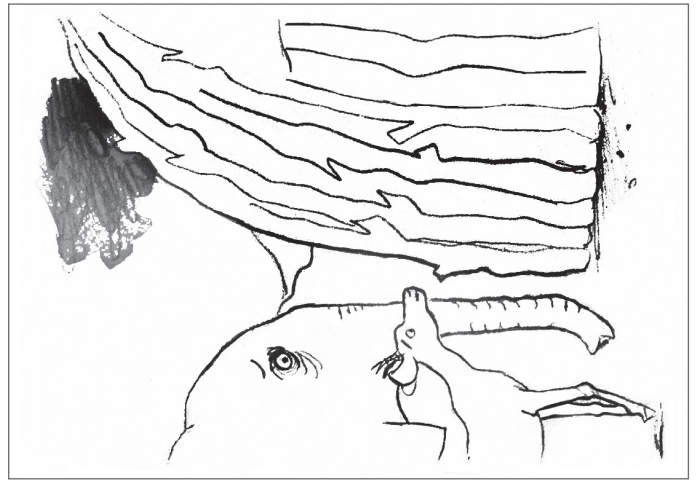
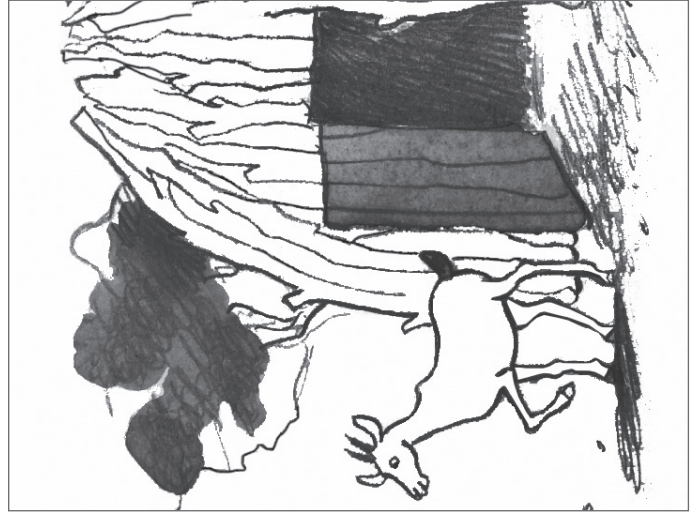
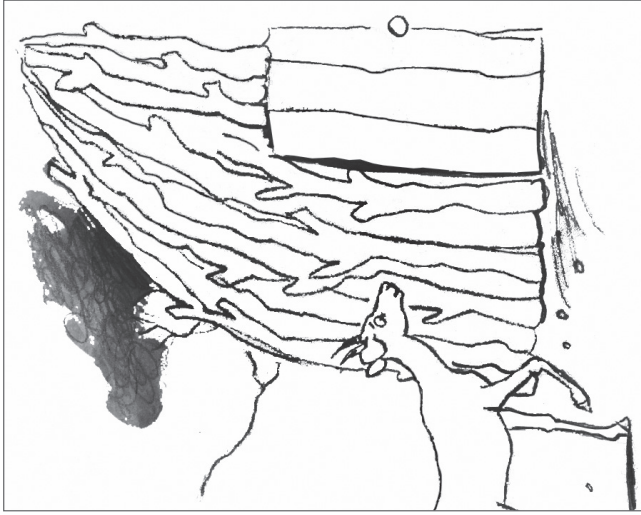


Muḥogomeli na ndelazwixele yawe: Siaḥari ḵa mushumo wa u Vhala na u ita



	1		ḍuvha
	3		gole
	1		mulambo
	1		nḍou
	1		mbavhala
	1		ndau



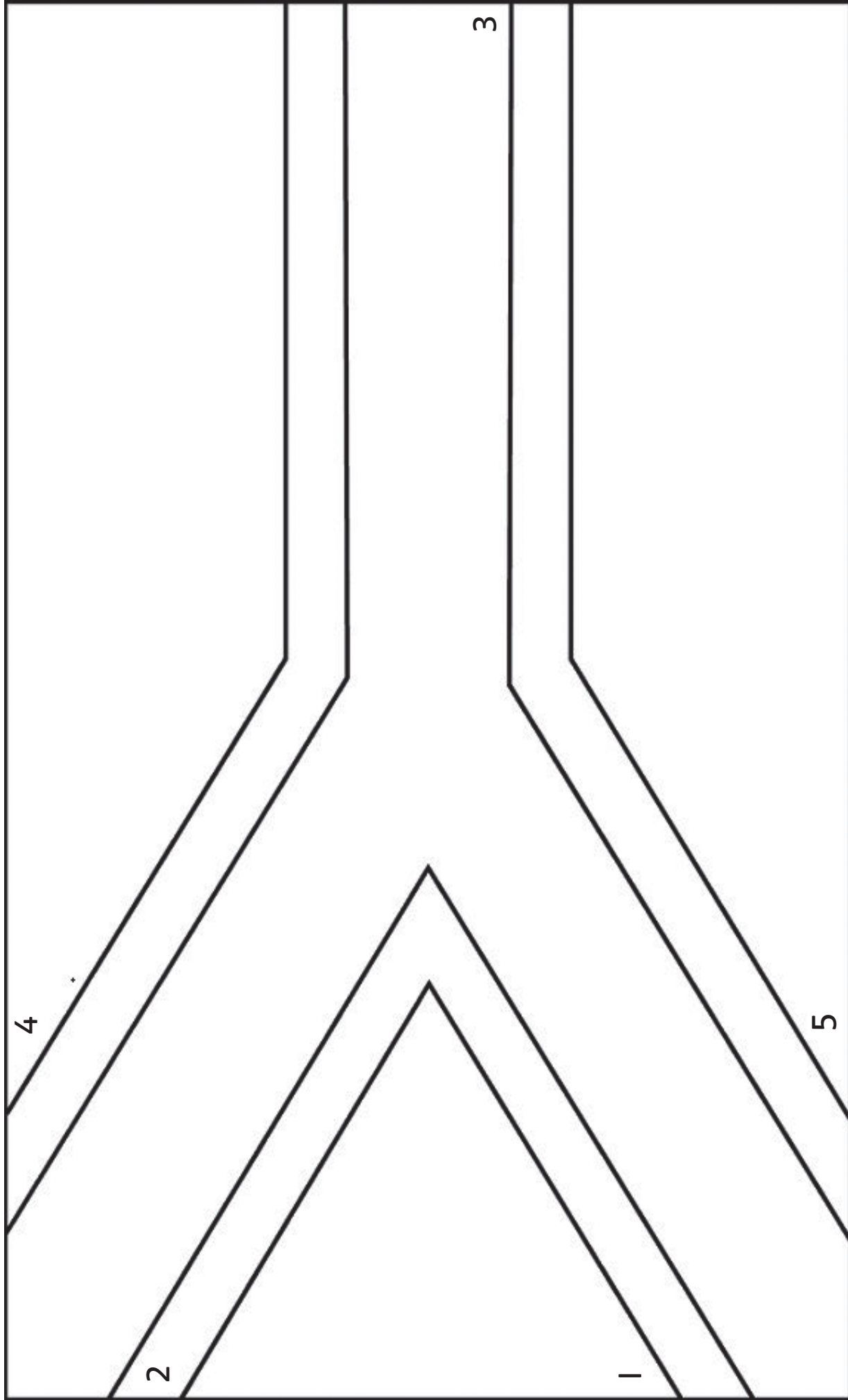


Muḥogomeli na ndelazwixele yawe: Ntswu na tshena ya thevhekano ya zwifanyiso





Nganea ya Zanele: Siatari la mushumo wa u vhala na u ita



- 1 mutswu
- 2 wa tãda
- 3 mudala
- 4 mutswuku
- 5 wa lutombo





Nganea ya Zanele: Ntswu na tshena ya thevhekano ya zwifanyiso

