



Nongonoko wa Antswiso wa Ririmi wa Giredi ya V

Grade R Language
Improvement Programme

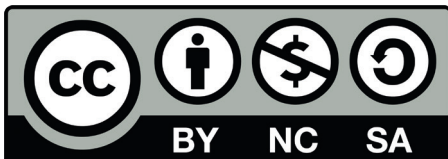
Xiletelo xa Migingiriko Activity Guide

Kotara ya 4
Term 4



Xitsonga | English





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Mpfumelelo lowu wu pfumelela vatirhisi-kambe ku va va hangalasa, ku pfallanganyisa na kambe, ku tekelela na ku aka ehenhla ka xitirhisiwa hi xihangalasa mahungu kumbe xivumbeko xin'wana na xin'wana ntsena ku nga ri hi xikongomelo xa ku endla mali, naswona ntsena nxiximo wu nyikiwa mutumbuluxi. Loko u pfallanganyisa nakambe, tekelela kumbe ku aka ehenhla ka xitirhisiwa, u fanele ku pasisa xitirhisiwa lexi antswisiweke ehansi ka swipimelo leswi fanaka.

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★ Rito ro rhanga



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

Kotara ya 4 Xiletelo xa Migingiriko

Xiletelo xa Migingiriko ya Ririmi ra le Kaya Kotara ya 4 xi nyika xivumbeko xa madyondziselo ya Ririmi ra le Kaya eka kotara yo vune ya Giredi ya V. Migingiriko leyi simekiwe eka switori naswona yi vumbiwile ku ya hi mavhiki mambirhi yo dyondzisa xitori xin'wana na xin'wana.

Langutela leswi landzelaka:

- ★ nongonoko wa leswi swi lavaka u swi lulamisa eka xitori xin'wana na xin'wana lexi nga ta teka mavhiki mambirhi
- ★ nongonoko wa mavhiki mambirhi lama kombisaka mingingiriko ya siku rin'wana na rin'wana, ya mavhiki mambirhi
- ★ pheji ra makambeleso ya nkarhi na nkarhi leri ri simekiweke eka migingiriko ya kotara naswona ri nga tirhisiwa ku rhekhoda ku humelela ka mudyondzi hi nkarhi wa kotara
- ★ tirhuburiki ta makambeleso
- ★ tipheji to kota ku kandziyisiwa ta nghingiriko, swibukwana na swikombiso swa mapapila.

Switirhisiwa

Hi lowu nkatsakanyo wa switori, minkongomelo leyi nga na vuxaka na maletere lama kongomisiweke eka Kotara ya 4.

Xitori	Nkongomelo	Marito yo kongoma/mimpfumawulo
Dina na swifuwo swa yena	Swinyenyana	y na n
Mulanguteri na vuhlayiselo bya yena	Swihari swa nhova	k na h
Muendzi wa le ka Mbavala	Xihari xin'we xa nhova	m na v
Xitori xa Zanele	Mintlangu	l na x

Swi ta lava u tiendlela switirhisiwa swa wena hi ku famba ka nkarhi ku kota ku dyondzisa phurogiremu. Swin'wana swi nyikiwile tanihi xiphemu xa phurogiremu, swin'wana mi ta fanela ku swi hlengeleta kumbe mi ti endlela n'wina vini. Hi ringanyeta leswaku u kunguhata tidyondzo ta wena eku sunguleni ka vhiki rin'wana na rin'wana na ku lulamisa switirhisiwa hinkwaswo leswi u nga ta swi lava ka ha ri na nkarhi. Tiyisisa leswaku hinkwaswo swi tshamisekile u nga si sungula tidyondzo, leswaku u ta tirhisa nkarhi wa wena wo tala na vadyondzi.

Phaki ya Switirhisiwa swa Ririmi

Swin'we na Xiletelo xa Migingiriko xa Kotara yin'wana na yin'wana u ta amukela phaki ya switirhisiwa leyi yi nga ta va yi ri na:

- ★ tiphaphete ta xitori xin'wana na xin'wana
- ★ swifaniso swa ndzandzelelano swa xitori xin'wana na xin'wana
- ★ Buku Leyikulu ya xitori xin'wana na xin'wana
- ★ mintlangu na swiphazamiso (*leswi swi nga ta lava ku tsemeleriwa na ku swi lulamisa*).

Switirhisiwa swo hlengeleta kumbe ku xava

- ★ tipuropo na swiambalo leswi nga na vuxaka na xitori ku tirhisa hi nkarhi wo rungula xitori, ntlangu wo endla onge na ntlangu wo encenyeta
- ★ switirhisiwa swa swikirepe swa migingiriko ya vutshila na ku aka: tipuleti ta maphepha, mbewu ya swinyenyana kumbe mpfalanganyo wa timbewu, tinsimbhi na swipfalu swa mabodhlela, bokisi ra matanda, tipfalu ta jomela, swiphemu swa lapi/phepha ro olova, rholo ya le xiyindwanani, tiforoko ta mapulasitiki, tihupu, khadibodo,

★ 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	y and n
Keeper and his nursery	Wild animals	k and h
Bushbuck's visitor	One wild animal	m and v
Zanele's story	Sport	l and x

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).

Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ scrap materials for art and construction activities: 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)



phephahungu, swimhandzana swa ayisikhirimu, xirhekedyana, xibolwana xa wulu kumbe swibolwana swo hlovohatiwa, swinwelo swa yogati, thixu, mathini, sitirowu (xa ku nwa), ribono kumbe ngoti, wulu (ntima, tshwuka, rihlaza, xitshopana, wasi)

- ★ switirhisiwa leswi tsariweke leswi fambelanaka na xitori xin'wana na xin'wana: tibuku ta swifaniso, swiphephana swa swo xavisa, timagazini na tiphositara
- ★ tikhirayoni ta mhula letikulu, pende na tiburachi to penda, swikero, glilu, xidamarheti xa mapulanga kumbe xa mati, switsalu and timakara ta bodo-yo-basa
- ★ maphepha ya A4, khadibodo na filipichati, phepha ro hlovohatiwa
- ★ minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito eka xitori xin'wana na xin'wana
- ★ minchumu ya bokisi ra maletere, bege, madayizi na swo hlayela, mujeko wa Afrika Dzonga
- ★ vumba byo tlangisa kumbe vumba
- ★ makhadi ya swifaniso
- ★ minchumu ya mintlangu yo hambana hambana kumbe vanhu va endla mintlangu yo hambana hambana
- ★ swifaniso swa swihari swa nhova, swihari swa nhova swa pulasitiki kumbe tibuku leti nga na swifaniso swa swihari swa nhova.

Malulamiso ya xitori xin'wana na xin'wana

- ★ Lulamisa tiphaphete hi ku ti damarheta eka swimhandzana swo ntswontswa kumbe eka swo tsondzela phepha ra xihambukelo
- ★ Hlengelela tipuropu to rungula xitori, ku encenyeta ntlangu na ntlangu wo endla onge.
- ★ Kandziyisa (fothokhopa) mapheji ya nghingiriko ya mudyondzi un'wana na un'wana.
- ★ Lulamisa mintlangu na swiphazamiso na ku swi hlayisa eka nkwama kumbe xibye.
- ★ Endla vumba byo tlangisa na timete ta vumba to tlangisa (rhisipi yi katsiwile swin'we na mapheji ya nghingiriko).
- ★ Kandziyisa (fothokhopa) na ku petsa xibukwana xa mudyondzi un'wana na un'wana (swiletelo swi le ka mapheji ya nghingiriko).
- ★ Endla mabokisi mambirhi ya maletere ya xitori xin'wana na xin'wana: Tata xibye xo va hava nchumu xa ayisikhirimi hi minchumu (kumbe swifaniso swa minchumu) leswi swi sungulaka hi mpfumawulo wa xiviri. Xikombiso, bokisi ra **s** ri ta va na minchumu leyi mavito ya yona ma sungulaka hi /**s/**. Tirhisa nongonoko wa marito ku ku pfuna ku hlawula minchumu ya le mabokisini. Lebula bokisi rin'wana na rin'wana ra maletere hi ku tirhisa swikombiso swa maletere. I vonelo ra kahle ku kandziyisa swikombiso eka leswi swi nga twiwaka, phepha ro olova kumbe phepha ro khwaxa leswaku vadyondzi va ta kota ku twa xivumbeko xa letere.

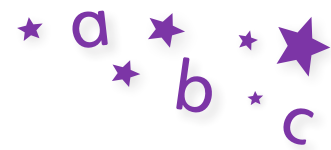
Ku dyondzisa Ririmi ra le Kaya eka Giredi ya V nongonoko wa siku na siku

Nkarhi lowu kongomisiweke eka Ririmi ra le Kaya wu katsa migingiriko ya tlilasi hinkwayo na ya ntlawa lowuntsongo siku rin'wana na rin'wana. Migingiriko yi veketeriwe hi tindlela to hambana hambana:

- ★ Mudyondzisi u rhangela ku suka emahlweni ka tlilasi.
- ★ Mudyondzisi u tshama na ntlawa lowuntsongo ku va letela na ku tirha na vadyondzi hi vukheta.
- ★ Mudyondzisi u hlamusela nghingiriko na ku kombela vadyondzi ku tirha voxo hi mintlawa.

Nongonoko wa mavhiki mambirhi wu kombisa migingiriko ya masiku hinkwawo, wa mavhiki mambirhi. Migingiriko yi endleriwe ku tiyisisa ririmi ra le ka xitori, na ku hlulukisa minongoti ya nkoka ya litheresi endzeni ka xitori. Xivumbeko lexi xi vuyeleriwe eka nongonoko wa mavhiki mambirhi man'wana na man'wana. Ntolovelo lowu wu hundzuka lowu tolovelekaka na ku vuyerisa eka vadyondzisi na vadyondzi. Vadyondzisi va sungula ku titsheмба ku dyondzisa hi ndlela leyi na vadyondzi va twa va hlayisekile loko va tiva leswi swi languteriweke eka vona.





- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, craft glue, kokis and whiteboard markers
- ★ A4 paper, cardboard and flipchart paper, coloured paper
- ★ 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
- ★ picture cards
- ★ objects used in different sports or pictures of people doing different sports
- ★ pictures of wild animals, plastic wild animals or books with pictures of wild animals.

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.





Nongonoko wa mavhiki mambirhi ya Ririmi ra le Kaya

Vhiki ra 1






Migingiriko ya tlilasi hinkwayo	Musumbhunuku	Ravumbirhi	Ravunharhu	Ravumune	Ravuntlhanu
Migingiriko leyi simekiweke eka xitori	Ku rungula xitori na ku aka ntivomarito	Ku rungula xitori na ku yimbelela	Ku rungula xitori na ku encenyeta ntlangu	Ku landzelerisa swifaniso	Ku endla, ku dirowa na ku tsala
	Vadyondzi va twa xitori ro sungula va karhi va dyondza ntivomarito lamantshwa.	Vadyondzi va yingisela xitori nakambe na ku yimbelela risimu leri nga na vuxaka na xitori.	Vadyondzi va teka swiyenge swo hambana hambana na ku tirhisa ririmi ra xitori vona vini, loko xitori xi karhi xi runguriwa.	Vadyondzi va tlhela va rungula xitori hi ku tirhisa swifaniso.	Vadyondzi va humesela mavonelo ya vona hi xitori hi ku endla xanchumu, ku dirowa xifaniso kumbe ku teka xiave eka ku tsala swin'we.
Migingiriko ya letere na mpfumawulo	Ku tivisa mpfumawulo ku suka eka xitori	Mavumbelo ya letere	Mabokisi ya maletere	Ku yingisela mimpfumawulo leyi kongomisiweke	Ku twanansa na ku hambanisa
	Vadyondzi va tivisiwa eka mpfumawulo lowu kongomisiweke na letere leri nga na vuxaka na marito lama humaka eka xitori.	Vadyondzi va vumba letere leri kongomisiweke hi ku tirhisa switirhisiwa swo hambana hambana leswi swi va nyikaka ntokoto wa switwi.	Vadyondzi va vona, va khoma na ku vulavula hi minchumu na swifaniso leswi sungulaka hi mpfumawulo lowu kongomisiweke.	Vadyondzi va lemuka mimpfumawulo leyi kongomisiweke eka marito.	Vadyondzi va twanansa mimpfumawulo ku endla marito na ku hambanisa marito ya va mimpfumawulo.
Migingiriko ya ntlawa lowuntsongo	Musumbhunuku	Ravumbirhi	Ravunharhu	Ravumune	Ravuntlhanu
	Stella u kombisa leswaku hi yihi migingiriko ya ntlawa lowuntsongo lowu leteriwa hi mudyondzisi siku rin'wana na rin'wana.				
Ntlawa wa wasi	Nghingiriko 1: Ku dirowa na ku tsala ko sungula 	Nghingiriko 2: Swiphazamiso na mintlangu	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge
	Vadyondzi va rhekhoda mavonelo ya vona hi ku dirowa na ku tsala ko sungula.	Vadyondzi va endla swiphazamiso na ku tlanga mintlangu ya ririmi.	Vadyondzi va hlaya hi voxe na ku tiphina hi tibuku na xitirhisiwa xa nkandziyiso wun'wana.	Vadyondzi va endla migingiriko ya minsiya leyintsongo na ko tolovela mavumbelo ya maletere.	Vadyondzi va akela eka ririmi xitori na nkongomelo hi ntlangu wo endla onge.
Ntlawa wa rihlaza	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula 	Nghingiriko 2: Swiphazamiso na mintlangu	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo
Ntlawa wa xitshopana	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula 	Nghingiriko 2: Swiphazamiso na mintlangu	Nghingiriko 3: Ku hlaya ka munhu un'we
Ntlawa wo tshwuka	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula 	Nghingiriko 2: Swiphazamiso na mintlangu
Ntlawa wa xivunguvungu	Nghingiriko 2: Swiphazamiso na mintlangu	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula 





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 








Vhiki ra 2

Migingiriko ya tlilasi hinkwayo	Musumbhunuku	Ravumbirhi	Ravunharhu	Ravumune	Ravuntlhanu
Migingiriko leyi simekiweke eka xitori	Ku landzelerisa swifaniso ko tala	Ku hlaya swin'we – Buku leyikulu	Ku dyondza ku yingisela	Ku hlaya na ku endla	Ku endla, ku dirowa na ku tsala
	Vadyondzi va katsakanya vutivi bya xitori hi ku landzelerisa swifaniso ko tala hi voxo.	Vadyondzi va yingisela xitori xo tiveka xi karhi xi hlayiwa loko mudyondzisi a kombisa mahlayelo.	Vadyondzi va yingisela hi vukheta na ku landzelela swileriso swa nomo.	Vadyondzi va hlamusela vuthala bya swo tsariwa na xifaniso.	Vadyondzi va humesa mavonelo ya vona hi xitori hi ku endla xanchumu, ku dirowa kumbe ku hoxa xandla eka ku tsala swin'we.
Migingiriko ya letere na mpfumawulo	Ku tivisa mpfumawulo ku suka eka xitori	Mavumbelo ya letere	Mabokisi ya maletere	Ku yingisela mimpfumawulo leyi kongomisiweke	Ku twanansa na ku hambanisa
	Vadyondzi va tivisiwa mpfumawulo lowu kongomisiweke lowu fambaka na marito lama sukaka eka xitori.	Vadyondzi va vumba letere leri kongomisiweke hi ku tirhisa switirhisiwa swo hambana hambana leswi swi va nyikaka ntokoto wa switwi loku fuweke.	Vadyondzi va vona, va khoma na ku vulavula hi minchumu na swifaniso leswi swi sungulaka hi mpfumawulo lowu kongomisiweke.	Vadyondzi va lemuka mimpfumawulo leyi kongomisiweke eka marito.	Vadyondzi va twanansa mimpfumawulo ku vumba marito na ku hambanisa marito hi mimpfumawulo.
Migingiriko ya ntlawa lowuntsongo	Musumbhunuku	Ravumbirhi	Ravunharhu	Ravumune	Ravuntlhanu
Stella u kombisa leswaku hi yih migingiriko ya ntlawa lowuntsongo lowu leteriwaka hi mudyondzisi siku rin'wana na rin'wana.					
Ntlawa wa wasi	Nghingiriko 1: Ku dirowa na ku tsala ko sungula	Nghingiriko 2: Swiphazamiso na mintlangu	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge
	Vadyondzi va rhekhoda mavonelo ya vona hi ku dirowa na ku tsala ko sungula.	Vadyondzi va endla swiphazamiso na ku tlanga mintlangu ya ririmi.	Vadyondzi va hlaya va ri voxo na ku ti phina hi tibuku na switirhisiwa swin'wana swo tsariwa.	Vadyondzi va endla migingiriko ya mfambafambo wa swirho na ku ti toloveta ku vumba maletere.	Vadyondzi va aka ehnhla ka ririmi ra xitori na nkongomelo hi ntlangu wo endla onge.
Ntlawa wa rihlaza	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula	Nghingiriko 2: Swiphazamiso na mintlangu	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo
Ntlawa wa xitshopana	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula	Nghingiriko 2: Swiphazamiso na mintlangu	Nghingiriko 3: Ku hlaya ka munhu un'we
Ntlawa wo tshwuka	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula	Nghingiriko 2: Swiphazamiso na mintlangu
Ntlawa wa xivunguvungu	Nghingiriko 2: Swiphazamiso na mintlangu	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula



Week 2

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



Nongonoko wa migingiriko wu fambisana na XIPHOKHAMA

Tafula leri ri kombisa hi laha migingiriko ya nongonoko wa mavhiki mambirhi wu vumbaka ha kona vuswikoti bya ririmi lebyi kongomeke bya XIPHOKHAMA, naswona ri komba hi laha u nga tirhisaka ha kona migingiriko ku kambela ku humelela ka mudyondzi hi ku langutisa eka swilaveko swa makambeleso ya XIPHOKHAMA.

Nongonoko wa mavhiki mambirhi	Migingiriko ya tllasi hinkwayo leyi simekiweke eka xitori	Vuswikoti bya Ririmi bya XIPHOKHAMA	Nongonoko wo kambela Makambeleso	Rhubiriki ya Makambeleso
			(yi humesiwe eka swilaveko swa makambeleso ya XIPHOKHAMA)	
Vhiki ra 1: Musumbhunuku	Ku rungula xitori na ku aka ntivomarito	Ku yingisela na ku vulavula	U yingisela switori swo koma hi ku tiphina na ku nghenelela eka khorasi hi nkarhi lowu faneleke U vutisa swivutiso	
Ravumbirhi	Ku rungula xitori na ku yimbelela	Ku rungula xitori na ku yimbelela	U yimbelela tinsimu to olova na ku encenyeta (hi ku pfuniwa)	
Ravunharhu	Ku rungula xitori na ku encenyeta ntlangu	Ku yingisela na ku vulavula	U encenyeta xiphemu xa xitori, risimu kumbe xinsin'wana	
Ravumune	Ku landzelerisa swifaniso	Ku yingisela na ku vulavula		Ku yingisela na ku vulavula Rhubiriki 1: U rungula switori na ku vuyelela switori hi marito ya yena n'wini
Ravuntlhanu	Ku endla, ku dirowa na ku tsala	Ku yingisela na ku vulavula Ku tsala ko sungula	U hoxa xandla eka mavonelo hi swifaniso na ku hoxa xandla eka swivulwa swa xiphemu xa ku tsala ka tllasi U dirowa kumbe ku penda swifaniso ku hundzisa mahungu	
Vhiki ra 2: Musumbhunuku	Ku landzelerisa swifaniso ko tala	Ku yingisela na ku vulavula Ku hlaya na ku langutisa		Ku yingisela na ku vulavula Rhubiriki 2: U longoloxa sete ya swifaniso hi ndlela leyi swi vumbaka xitori na ndzandzelelano lowu nga na lojiki wa swindleko loko swi runguriwa na ku va na vuxaka na xitori lexi vumbiweke
Ravumbirhi	Ku hlaya swin'we – Buku leyikulu	Ku hlaya na ku langutisa	U "hlaya" switshuriwa leswi kurisiweke swo fana na switlhokovetselo, tibuku letikulu na tiphositara tanihi tllasi hinkwayo na mudyondzisi	
Ravunharhu	Yingisela u endla	Ku yingisela na ku vulavula	U yingisela swileriso swo olova na ku encenyeta	
Ravumune	Ku hlaya na ku endla	Ku hlaya na ku langutisa	U lemuka vito ra yena na man'wana mavito ya vadyondzi lavan'wana	
Ravuntlhanu	Ku endla, ku dirowa na ku tsala	Ku yingisela na ku vulavula Ku tsala ko sungula	U hoxa xandla eka mavonelo hi swifaniso na ku hoxa xandla eka swivulwa swa xiphemu xa ku tsala ka tllasi U dirowa kumbe ku penda swifaniso ku hundzisa mahungu	





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	





Nongonoko wa mavhiki mambirhi	Migingiriko ya tllasi hinkwayo leyi simekiweke eka xitori	Vuswikoti bya Ririmi bya XIPHOKHAMA	Nongonoko wo kambela Makambeleso	Rhubiriki ya Makambeleso
Vhiki ra 1 na 2: Musumbhunuku	Ku tivisa mpfumawulo ku suka eka xitori	Mimpfumawulo		Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 1: U lemuka switatisi na switwari swin'wana swo twiwa na swo voniwa
Ravumbirhi	Mavumbelo ya letere	Ntivontsalo	U vumba maletere hi tindlela to hambana hambana hi ku tirhisa ku penda hi tintiho, tiburachi to penda, tikhirayoni ta mhula, sw. na sw. a sungula eka ndhawa leyi faneleke na ku landzelela tlhelo leri faneleke	Ku tsala ko sungula na Ntivontsalo Rhubiriki 1: U hlulukisa vuswikoti bya mimpfimi leyintsongo na vuswikoti bya mfambafambo wa swirho
Ravunharhu	Mabokisi ya maletere	Mimpfumawulo	U lemuka switatisi na switwari swin'wana swa masungula swo twiwa na swo voniwa ngopfu ngopfu eku sunguleni ka rito	Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 1: U lemuka switatisi na switwari swin'wana swo twiwa na swo voniwa
Ravumune	Ku yingisela mimpfumawulo leyi kongomisiweke	Mimpfumawulo		Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 2: U sungula ku lemuka leswaku marito ma endliwe hi mimpfumawulo: u nyika mpfumawulo wo sungula wa vito ra yena
Ravuntlhanu	Ku twananisa na ku hambanisa	Mimpfumawulo	U avanyisa marito ya mapeletwananyingi hi mapeletwana: u tirhisa ku phokotela kumbe ku ba ka xigubu eka peletwana rin'wana na rin'wana eka rito kumbe ku tiva nhlayo ya mapeletwana (ku phokotela) eka mavito ya vadyondzi etlilasini	
Nongonoko wa mavhiki mambirhi	Migingiriko ya tllasi hinkwayo leyi simekiweke eka xitori	Vuswikoti bya Ririmi bya XIPHOKHAMA	Nongonoko wo kambela Makambeleso	Rhubiriki ya Makambeleso
Vhiki ra 1 na 2: Musumbhunuku	Ku dirowa na ku tsala ko sungula	Ku tsala ko sungula	U ringeta ku tsala maletere hi ku tirhisa manyokanyokana, swikhokhonono, sw. na sw. na ku "hlaya" leswi a swi tsaleke: u "hlaya" leswi manyokanyokana ma vulaka swona U khoma tikhirayoni kahle hi ku tirhisa makhomelo lamanene ya penisele	Ku tsala ko sungula na Ntivontsalo Rhubiriki 2: U dirowa swifaniso leswi humesaka vonelonkulu ra switori, tinsimu na swinsin'wana Rhubiriki 3: U twisa leswaku ku tsala na ku dirowa swi hambanile: ku endla onge i wa tsala ku yimeriwa hi ku tirhisa manyokanyokana
Ravumbirhi	Swiphazamiso na mintlangu	Mimpfumawulo Ku yingisela na ku vulavula	Ku tirhisiwa ka ririmi eka ku ehleketa: Ku fambanisa swilo leswi fambaka swin'we na ku fananisa swilo swo hambana	Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 1: U lemuka switatisi na switwari swin'wana swo twiwa na swo voniwa
Ravunharhu	Ku hlaya ka munhu un'we	Ku hlaya na ku langutisa	U "hlaya" a ri yexe tibuku ku titsakisa elayiburari kumbe eka khona ro hlayela etlilasini U khoma buku hi ndlela ya kahle na ku pfula tipheji hi mfanelo	Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 3: U tiendlela xitori xa yena n'wini hi ku "hlaya" swifaniso
Ravumune	Vuswikoti bya mfambafambo wa swirho na ntivontsalo	Ntivontsalo	U vumba maletere hi tindlela to hambana hambana hi ku tirhisa ku penda hi tintiho, tiburachi to penda, tikhirayoni ta mhula, sw. na sw. a sungula eka ndhawa leyi faneleke na ku landzelela tlhelo leri faneleke U kopunula maletere lama a ma tivaka eka vito ra yena ku yimela ku tsala: u kopunula vito ra yena U hlulukisa vulawuri bya mipfimi leyintsongo hi ku tirhisa xikero ku tsema swifaniso, swivumbeko, sw. na sw.	Ku tsala ko sungula na Ntivontsalo Rhubiriki 1: U hlulukisa vuswikoti bya mimpfimi leyintsongo na vuswikoti bya mfambafambo wa swirho
Ravuntlhanu	Ntlangu wo endla onge	Ku yingisela na ku vulavula Ku tsala ko sungula	U encenyeta ku tsala loko a ri le ku tlangeni: u teka mahungu ya riqingho, u tsala thikithi ra ndziho wa le patwini, sw. na sw. U kopunula leswi tsariweke eka mbangu loko a karhi a tlanga	





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 swifuwo swa yena

Xitori

Dina i wanhwana lontsongo loyi a rhandzaka swifuwo na swona swa n'wi rhandza swinene. U tshama na manana, tatana na buti wa yena eximutanini lexitsongo. Va na mbuti, tihuku timbirhi na ximanga. Dina u hlayisa swifuwo swa vona hinkwaswo. Xikolo xi nga si nghena na loko xi huma, Dina u rhandza ku teka nkarhi a dyisa na ku tlanga na swifuwo. U tlhela a dyisa na swinyenyana swa nhova leswi taka swi ta tshama ekusuhi na yena.

Siku rin'wana Dina a tlanga na vanghana va yena exikolweni. U twile vana va huwelela na ku hleka eka tlhelo lerin'wana ra rivala ra mintlangu. Dina u va langutile kutani a vona swin'wana swo chavisa. Ntlawa wa vana a va hoxetela matuva man'wana lawa a ma lava swakudya ehansi hi maribye.

"Mi nga endli sweswo!" ku huwelela Dina loko a ri karhi a tsutsuma a kongomile vana. "Mi nga endli sweswo eka matuva! Mi le ku ma vaviseni." Vana lava mihupana va va vonile loko a va kutani va suka hi xihatla va tsutsuma.

Loko matuva lawa ma chavile ma twile huwa leyi hinkwayo ma ringetile ku haha ma famba. Dina na vanghana va yena va vone leswaku matuva mambirhi a ma nga swi koti ku haha ma famba hikuva timpapa ta wona a ti vavisekile. Dina u korhamile kutani a tlakula matuva hi rirhandzu. Matuva a ma chuhile swinene. "Mi nga chavi," ku vula Dina. "Ndzi ta mi hlayisa kahle na ku mi pfuna leswaku mi antswa." Dina u teke xiboho xo muka na matuva ekaya.

Vusiku byebyo ekaya, Dina u rungulele manana na tatana wa yena leswi nga humelela exikolweni. A va hlundzukile ku twa leswaku vana va vavisile matuva. Dina u veke matuva endzeni ka swibokisana laha a nga ma veka ma kufumela na ku hlayiseka. U nyikile matuva swakudya na mati. Endzhaku ka masiku ma nga ri mangani timpapa ta wona ti horile kutani Dina u ma humesele ehandle a ma tshika ma haha.



Vanghana va Dina a va tsakile swinene ku twa leswaku matuva lawaya mambirhi a ma antswa naswona a ma kota ku haha. "Ha tinyungubyisa hi wena, Dina," va vula. "U na vunene eka swifuwo."

"Ndzi rhandza swifuwo," Dina a va byela. "Swifuwo swa pfuna swinene eka hina naswona i vanghana va hina. Hi fanele ku swi sirhelela na ku swi hlayisa."

Lawa hi wona makumu ya xitori.



★ 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.



Risimu

Dina a ri nhwana lonene,
nhwana lonene, nhwana lonene,
Dina u ponisile matuva,
u ponisile matuva

U muke na wona ku ya hlayisa,
ku ya hlayisa, ku ya hlayisa

Ma tiyerile na ku hanya,
na ku hanya, na ku hanya
Ma tiyerile na ku hanya,
kutani ma ti hahela

A hi hlayiseni swiharhi, swiharhi,
A hi hlayiseni swiharhi
hikuva swa hi pfuna



(Yimbelela hi chuni ya "Mary had a little lamb".)

Ntivomarito ku suka eka xitori

Marito ya nkoka	xiharhi	vunene	hlayisa	vavisa	xinyenyana xa nhova	tuva
Marito yo engetela:	kufumela	hlayiseka	hoxa	ribye	onha	haha
	chuhile	chavile	sirhelela	rimpapa	hlundzuka	hi rirhandzu





Song

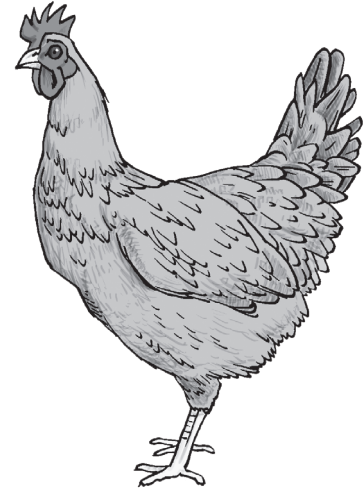
Dina was a kind girl, a kind girl, a kind girl,
Dina was a kind girl, who saved two little doves

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





U ta lava:

- Xitori: Dina na swifuwo swa yena
- Tiphaphete: Dina, swiharhi (mbuti, ximanga, tihuku), vanghana va Dina, mona, n'wana, matuva
- Tipuropo: bokisi, swakudya swa swinyenyana
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito



Vhiki ra 1 Siku 1

Migingiriko ya tllasi hinkwayo

Vula xinsin'wana *Ndzi hundzuluxa tintiho* ku yisa vadyondzi emetini eka nkarhi wa xitori.

Ku rungula xitori na ku aka ntivomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: *"Xana u tshame u nga vonal swinyenyana laha u tshamaka kona kumbe exikolweni? Xana wa switiva leswaku i muxaka muni wa swinyenyana? Xana u na swifuwo ekaya leswi u swi hlayisaka?"*
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito, naswona komba vadyondzi nchumu kumbe xifaniso ku va u va komba leswi rito ri vulaka swona. Xikombiso: loko u ri na buku leyi vulavulaka hi swinyenyana, u nga va kombeta xifaniso xa tiva, u tlhela u kombetela tipiku ta rona na swirho swin'wana swa miri wa rona (tinsiva, nomu).

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito.
- 2.2 Endla miencyeto na ku tirhisa tiphaphete na tipuropo.
- 2.3 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va nghenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Xana u ehleketa leswaku Dina a a ti twa njhani loko a vona vana va ri karhi va hoxetela matuva hi maribye? Xana u ehleketa leswaku Dina a nga endla yini ku va a pfuna matuva?"*

3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori? Xana u ehleketa leswaku Dina a ri na vunhenha? Xana u ehleketa leswaku wena a wu ta endla yini loko u vona vana va ri karhi va hoxetela swinyenyana hi maribye?"*

Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"yena, loyi, hlayisa, leyi, ekaya. Xana ma wu twa mpfumawulo lowu kongomisiweke: yena, loyi, leyi, ekaya? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /y/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /y/: yima, yindlu, yimbhu, yimisa, yogati, yunifomo, yo-yo."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /y/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /y/: *"y-y-y"*. Swi endli swi tsakisa: Swi vulele ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawe leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.

Ndzi hundzuluxa tintiho

Ndzi hundzuluxa tintiho
 Ndzi hundzuluxa swikunwani
 Ndzi hundzuluxa makatla
 Ndzi hundzuluxa nhompfu
 Sweswi (phokotela sweswi)
 Vuhundzuluxi hinkwabyo byile ka mina
 Ndzi miyerile hilaha ndzi nga kotaka hakona!



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: *"yena, loyi, hlayisa, leyi, ekaya. Can you hear the focus sound: yena, loyi, leyi, ekaya? Yes, you are right! They all have the sound /y/."*
- 2 *"Listen carefully, here are some more words with /y/: yima, yindlu, yimbhu, yimisa, yogati, yunifomo, yo-yo"*. (Emphasise the focus sound as you say these words.)
- 3 Say the sound /y/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /y/: **"y-y-y"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



U ta lava:

- Tiphaphete ta xitori
- Swifaniso swa vunanga/ switirhisiwa swa risimu



Vhiki ra 1 Siku 2

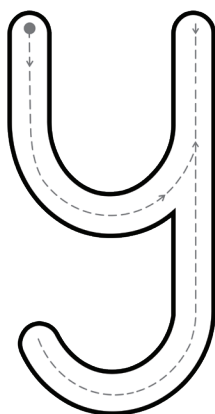
Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuropo kumbe u encenyeta ku pfuna vadyondzi ku twisisa ririmi ra risimu.
- 6 Dyondzisa vadyondzi miencenyeto ya risimu na ku va na ntsako wo yimbelela hi ririmi ro tlula rin'we.

Mavumbelo ya letere

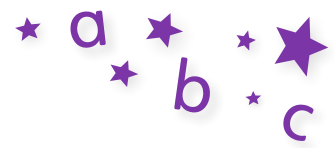
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /y/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /y/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha tshambuluta voko ra vona ri va emahlweni laha xandla xa vona xi nga languta emahlweni a rri karhi va vula "y-y-yimisa".
- 3 Kombisa vadyondzi ku tsala letere **y**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi, rhendzeleka, ehenhla, hansi kutani u rhendzeleka."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va ri karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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



Week 1 Day 2

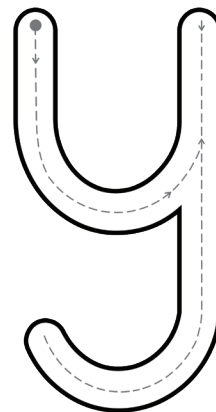
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /y/ or if they can think of any other words that start with the sound /y/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their arm out in front of them with their palm facing forward while saying "y-y-yimisa".
- 3 Show learners how to write the letter **y**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, round, up, down and around."
- 4 Let learners practise the letter formation in the air, on the 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.



U ta lava:

- Tiphaphete na tipuropu swa xitori
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **y**: yindlu, yimbhu, yimisa, yogati, yunifomo, yo-yo

Vhiki ra 1 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

- 1 Yimbelela risimu.
- 2 Vutisa vadyondzi loko va ha tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntivomarito. Xikombiso: Va vutisi loko va nga kota ku tsundzuka rito rin'wana to vula "chavile" (chuhile) na leswaku i rito rihi leri nga tirhisiwa ku hlamusela leswi nga humelela eka tipapa ta swinyenyana (a ti vavisekile). Kombela vadyondzi ku va va ku komba leswi a va ta tlakurisa xiswona xinyenyana hi vukheta.
- 3 Hlawula vadyondzi ku tlanga swimunhuhatwa swa le ka xitori.
- 4 Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfuna vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tlilasi hinkwayo yi karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.



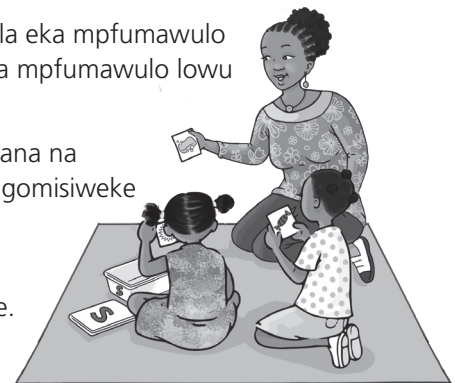
Stella u ri:

Tirhisa xipfalo xa bokisi ra letere, hi letere ra xivumbeko xa fomu eka xona ku komba vadyondzi leswaku maletere ya twiwa njhani. Vadyondzi vo tala va vuyeriwa hiku twa na ku khoma tanihi loko swi va tsundzuxa xivumbeko swa maletere.



Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwa ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: "Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalo hi tintiho ta vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **y**: yindlu, yimbhu, yimisa, yogati, yunifomo, yo-yo

Week 1 Day 3

Whole class activities

Storytelling and role play

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

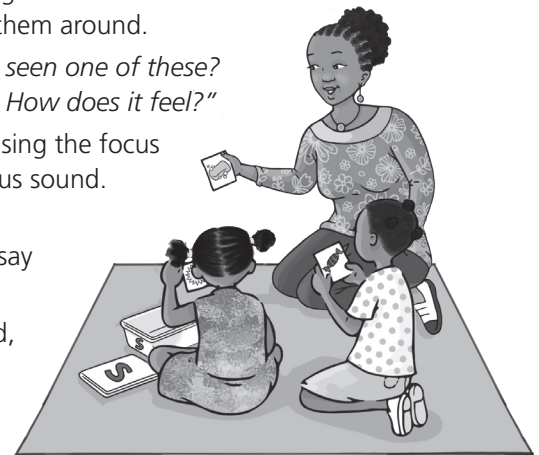
Stella says:



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

Letter boxes

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



U ta lava:

- Swifaniso leswikulu swa ndzandzelelano

Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

- "Xana mi vona va mani?" (swimunhuhutwa)
- "Xana ul xi endla yini?" (maendli na swiendlo)
- "Xana mi vona yini swin'wana?" (ku languta nakambe)
- "Xana xi kwihi ...?" (ku vula ndhawul xiyimo)
- "Hikokwalaho ka yini u ehleketa...?" (miehleketo ya vutumbuluxi, ku humesela mavonelo)

Vhiki ra 1 Siku 4

Migingiriko ya tllasi hinkwayo

Ku landzelerisa swifaniso

- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa nghingiriko.
- 5 Endzhaku ko vulavula hi hi swifaniso hinkwaswo, vutisa vadyondzi: "Xana swifaniso swi hi nongonoko lowu faneleke?"
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenisiwa eka maendlelo lawa. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.

Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Hlamusela vadyondzi leswaku u ya eku yimbeleleni risimu na swona va fanele ku yingisela kahle mpfumawulo lowu rito ri helelaka hi wona (*chuni: "Mary had a little lamb"*).
 - ★ Mudyondzisi: "Hi wihhi mpfumawulo lowu marito lawa ya helelaka hi wona, marito lawa ya helelaka hi wona, marito lawa ya helelaka hi wona? Hi wihhi mpfumawulo lowu marito lawa ya helelaka hi wona: bazi, gezi na juzi." (xikombo xa mudyondzisi leswaku vadyondzi va hlamula.)
 - ★ Vadyondzi va vula mpfumawulo lowu rito ri helelaka hi wona, xikombiso: **/zi/**. (*Mudyondzisi u kombisa mfungho wa rikhudzu ro yimela ehenhla.*)
 - ★ Mudyondzisi: **/zi/** i mpfumawulo lowu marito lawa ya helelaka hi wona: mpfumawulo lowu rito ri helelaka hi wona, mpfumawulo lowu rito ri helelaka hi wona! **/zi/** i mpfumawulo lowu rito ri helelaka hi wona: bazi, gezi na juzi."
- 2 Tirhisa marito lawa eka nghingiriko lowu:
 - ★ **/ka/**: veka, areka, luka, koka, aka, baka, desika, jika, luka, xixika, xisaka
 - ★ **/la/**: rila, sula, kukula, vilavila, vulavula, tafula, tapula, lamula, gorila, hamula
 - ★ **/ku/**: buku, baku, siku, huku, buruku, wukuwuku
 - ★ **/si/**: musu, ayisi, masi, jasi, wasi, misisi, bokisi, fusi, girisi, jesi, letasi, okitopasi, sokisi, tamatisi
 - ★ **/na/**: cina, vona, wena, tana, ayina, mufana, zambhana
 - ★ **/ko/**: hiko, tiko, voko, foroko
 - ★ **/mu/**: jamu, kamu, nomu, damu
 - ★ **/va/**: sava, tuva, xava, geva, xiluva
 - ★ **/ku/**: xihuku, huku, buruku, baku, buku, wukuwuku
 - ★ **/ri/**: xipikiri, bikiri, miri



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Big sequence pictures
- Picture cards

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: bazi, gezi na juzi." (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: /zi/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: "/zi/ is the syllable that ends these words, ends these words, ends these words! /zi/ is the syllable that ends these words: bazi, gezi na juzi."
- 2 Use these words for this activity:
 - ★ /ka/: veka, areka, luka, koka, aka, baka, desika, jika, luka, xixika, xisaka
 - ★ /la/: rila, sula, kukula, vilavila, vulavula, tafula, tapula, lamula, gorila, hamula
 - ★ /ku/: buku, baku, siku, huku, buruku, wukuwuku
 - ★ /si/: musu, ayisi, masi, jasi, wasi, misisi, bokisi, fusi, girisi, jesi, letasi, okitopasi, sokisi, tamatisi
 - ★ /na/: cina, vona, wena, tana, ayina, mufana, zambhana
 - ★ /ko/: hiko, tiko, voko, foroko
 - ★ /mu/: jamu, kamu, nomu, damu
 - ★ /va/: sava, tuva, xava, geva, xiluva
 - ★ /ku/: xihuku, huku, buruku, baku, buku, wukuwuku
 - ★ /ri/: xipikiri, bikiri, miri



Small group activities

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



U ta lava:

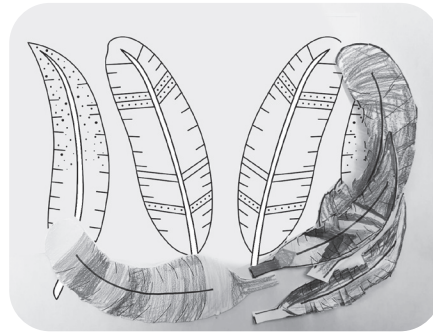
- Nkandziyiso wa **pheji ra ngingiriko wa Risiva** ra mudyondzi un'wana na un'wana, tikhirayoni, swikero, phepha ra filipichati, glilu
- Marito lawa ya nga na mapeletwananyingi lawa ya fambelanaka na xitori: tihuku, swihari, swakudya, tlangeni, rivala ra mintlangu, bihile, huweleleni, hlekeni, nsele, hoxeteleni, vana, sirhelela

Vhiki ra 1 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Hlamusela vadyondzi leswaku va ta ku pfuna ku endla xinyenyana lexikulu eka phepha ra filipichati. Sungula hi ku dirowa miri wa xinyenyana na nhloko exikarhi ka phepha ra filipichati (u nga ha laveka ku dirowa swinyenyana swimbirhi).
- 2 Nyika mudyondzi un'wana nga un'wana tisiva timbirhi to hambana kutani u va hlohlotela ku va va hlovohata va tlhela va ti tsema. Kutani va nga ha tirhisa swikero swa vona ku va va tsema ku pfuleka ka tisiva emakumu.
- 3 Kombeta vadyondzi leswi va faneleke ku damarhetisa xiswona tisiva eka miri wa xinyenyana eka filipichati ku va u endla ripapa ra xinene na ximatsi.



Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **swi | ha | ri**.
- 2 Kombela vadyondzi leswaku va langutisa munghana kutani va phakatana swandla va endlela silabulu yin'wana na yin'wana: **swi** (phakata) **ha** (phakata) **ri** (phakata).
- 3 Vula marito man'wana ya mapeletwananyingi ku suka exitorini loko vadyondzi va karhi famba eka peletwana rin'wana na rin'wana.
- 4 Hlohlotela vadyondzi ku va va hlayela nhlayo ya tasilabulu leti nga kona eka marito (Xikombiso: "swihari" ri na tasilabulu tinharhu).

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya ngingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

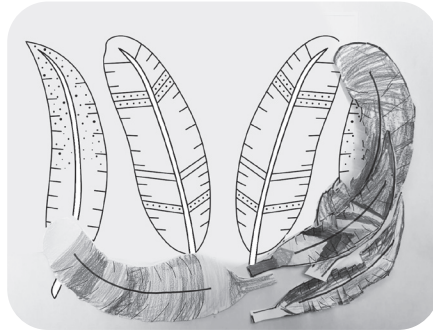
- A photocopy of the **Feather activity page** for each learner, crayons, scissors, flipchart paper, glue
- A list of multisyllabic words relating to the story: tihuku, swihari, swakudya, tlangeni, rivala ra mintlangu, bihile, huweleleni, hlekeni, nsele, hoxeteleni, vana, sirhelela

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: **swi | ha | ri**.
- 2 Ask learners to march for each syllable: **swi** (one step) **ha** (one step) **ri** (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: "swihari" has three syllables).



Small group activities

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

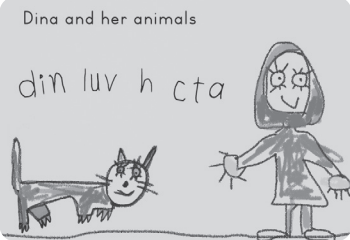


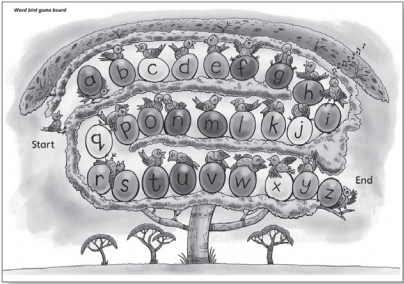



Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

U ta lava	Migingiriko
<ul style="list-style-type: none"> • Maphepha ya A4 ya mudyondzi un'wana na un'wana • Tikhirayoni ta mhula letikulu <div data-bbox="217 676 565 924"> <p>Dina na swifuwo swa yena</p> <p>Dnau azaxfoxayna</p> </div> <div data-bbox="187 929 546 1247"> <p>Eka nkarhi lowu wa lembe, swi nga endleka vadyondzi va ri na vutitshembi byo ringeta ku ti tsalela. U nga karhateki loko vadyondzi van'wana va tsala nongonoko wa maletere ma siyi tindhawu.</p> </div>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> 1 Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. 2 Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. 3 Vutisa vadyondzi leswaku hi xihhi xiphemu xa xitori va xi rhandzeke. Nyika swiringanyeto swin'wana. 4 Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. 5 Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. 6 Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. 7 Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. 8 Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. 9 Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> • Tibodo timbirhi ta ntlangu wa marito ya xinyenyana • Madayizi ya mbirhi na swo hlayela <div data-bbox="187 1415 583 1784"> <p>Loko vadyondzi va ti kuma va ti na mintlhontho ya ku tlanga mintlangu leyi va ri voxo, yi nga va miehleketo ya kahle ya ku rhamba vatswari van'wana ku va va ta pfuna hi gingiriko lowuntsongo wa ntlawa. Tlanga ntlangu na vatswari ku nga se fika siku ra xikolo, leswaku va ti twa va ri na ku ti tshembha loko va tirha na vadyondzi.</p> </div>	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> 1 Veka ntlangu wa bodo emetini na vadyondzi vambirhi kumbe vanharhu va tshamile va yi rhendzela. 2 Hlamusela milawu eka vadyondzi: <ul style="list-style-type: none"> • Vadyondzi va veka swo hlayela swa vona eka Sungula. • Mudyondzi un'wana na un'wana u kuma nkarhi wa ku hoxa dayizi na ku fambisa xo hlayela nhlayo leyi ringaneke ya mavangwa eka bodo. • Loko va fika eka letere, va fanele ku vula mpfumawulo wa letere rero na ku vula nchumu lowu sungulaka hi mpfumawulo walowo. • Mudyondzi wo sungula ku fika e Makumu ka bodo hi yena muhluri naswona ntlangu se wu va wu herile. <div data-bbox="1130 1471 1529 1760"> </div>
<ul style="list-style-type: none"> • Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko <div data-bbox="309 1928 482 2162"> </div>	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. 2 Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. 3 Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazine kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. 4 Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.



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. 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.



U ta lava

- Mbewu ya swinyenyana kumbe mpfalanganyo wa timbewu
- Bokisi rin'we ra matanda ra mudyondzi un'wana na un'wana.



- Tipuropo: swo tlanga swo olova kumbe swifaniso swa swifuwo swa le kaya, basikiti kumbe mibedo ya swihari, tinkumba, tibawulu, xo kambela ku hefemula, tiburachi to kurisa, kholara, rhangela, riqingho, switirhisiwa swa dokodela (xikombiso: xipima ku hisa ka miri), tikhirayoni kumbe switsalo swo endla njekisoni, bokisi ro pfumala nchumu ra maphilisi, swimbalo swa muongori kumbe dokodela, buku ya tinotsi na penisele

Migingiriko

Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo

- 1 Hlamusela vadyondzi leswaku va fanele ku hlawula timbewu to hambana-hambana na tindoho eka swakudya swa swinyenyana.
- 2 Endhaku ka gingiriko, u nga ha hlohlotela vadyondzi ku va va veka ehandle swakudya swa swinyenyana va vekela swinyenyana swa nhova kutani mi languta swinyenyana loko swi ri karhi swi dya mbewu.

Nghingiriko 5: Ntlangu wo endla onge

- 1 Rhangela ntlawa ku ya ekhoneni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta tipuropo letintshwa.
- 2 Vulavula hi leswi hi yisaku xiswona eka dokodela loko hi vabya. Vutisa vadyondzi loko va tiva vito ra dokodela wo hlawuleka wa malwandla laha swiharhi leswi vabyaka swi ya ka kona (dokodela wa swiharhi). Va hlamuseli leswaku va ta endla i nga ri hi vona dokodela wa swihari loyi a tirhaku eka ndhawu yo hlayisa swihari. Hi minkarhi yo tala swihari swa chava loko swi ya eka dokodela wa swihari, kutani vadyondzi va fanele ku va vukheta na malwandla eka swihari leswi swi endzelaka "ndhawu yo hlayisa swihari".
- 3 Hlamusela leswaku eka dokodela wa swihari, u fanele ku yima eka kamara yo rinzela na xifuwo xa wena ku fikela mutirhi wa le tafuleni ro sungula a vitana vito ra wena. Kutani hi kona u nga hlamuselaka leswi nga hoxeka hi xifuwo xa wena. Mutirhi wa le tafuleni ro sungula u ta tsala vito ra wena ehansi kutani u ta ku byela loko nkarhi wa wena wa ku vona dokodela wu fikele.
- 4 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. Xikombiso: u nga ha ya eka mutirhi wa le tafuleni ro sungula u fika i ku: "xewani, vito ra mina hi mina Ms Zama. Ndzi la ni na ximanga xa mina lexintsongo. Vito ra xona i N'wana. Wa vabya swinene."





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."*





U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi u n'wana na u n'wana
- Phepha ra A4 ro pfumala nchumu ra mudyondzi un'wana na un'wana, xikero, gililu

Vhiki ra 2 Siku 1

Migingiriko ya tlilasi hinkwayo



Ku landzelerisa swifaniso ko tala

- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku yima emahlweni ka tlilasi, un'wana na un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: *"Xana ku landzelela yini, nakambe ku humelela yini?"*
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Kombela vadyondzi ku va va tsema swifaniso swa ka ntlawa no basa, va swi veka hi nongonoko lowu lulameke kutani va swi damarheta eka phepha ro pfumala nchumu. Famba-famba etlilasi naswona pfuneta laha swi faneleke. Nghingiriko lowu wu na nkoka eka ku kambela vuswikoti bya mudyondzi bya ku veka timhaka ta nkoka ta xitori hi nongonoko lowu lulameke.
- 6 Loko vadyondzi va ta va hetile ndzandzelelano wa swifaniso swa vona, nyika mudyondzi un'wana na un'wana xibukwana. Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etlilasi.
- 7 Hlohlotela vadyondzi ku muka na tibuku ku ya hlaya na mindyangu ya vona.



Ku tivisa letere ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"na, manana, vana, naswona, swinene. Xana ma wu twa mpfumawulo lowu kongomisiweke: na, manana, vana, naswona, swinene? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /n/."*
- 2 *Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /n/: nereta, nomu, namuneti, nete, netibolo, nimixo, nivusiku, dinomboro.* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /n/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /n/: *"n-n-n"* Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Hlamusela vadyondzi leswaku va ta va va ri karhi va tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun,wana na wun.wana wu endlisiwaka swona na ku ncicana ka siku na siku. Hlamusela ndlela ya ku basisa.





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: *"na, manana, vana, naswona, swinene. Can you hear the focus sound: na, manana, vana, naswona, swinene? Yes, you are right! They all have the sound /n/.*
- 2 *"Listen carefully, here are some more words with /n/: nereta, nomu, namuneti, nete, netibolo, nimixo, nivirusiku, dinomboro."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /n/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /n/: *"n-n-n"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



U ta lava:

- Buku Leyikulu: Dina na swifuwo swa yena
- Mati eswibyeni na burachi yo penda ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 2

Migingiriko ya tlilasi hinkwayo

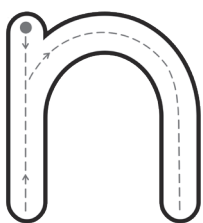
Ku hlaya swin'we – Buku Leyikulu

- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tlilasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi 'langutile' ebukwini hinkwayo, tlhelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku 'hlaya' na wena.



Mavumbelo ya letere

- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /n/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /n/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga tlakusa mavoko ya vona etinhompfini ta vona onge hi loko va nuhetele swin'wana swo nuha va ri karhi va ku "nuha".
- 3 Kombisa vadyondzi ku tsala letere **n**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi, henhla, yana ethelo na le hansi."
- 4 Pfumelela vadyondzi ku ti toloveti ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, huma ehandle u nyika mudyondzi un'wana na un'wana xibye lexi nga na mati na burachi yo penda. Vadyondzi va nga penda letere ko tala ematini ehansi.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Big Book: Dina and her animals
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

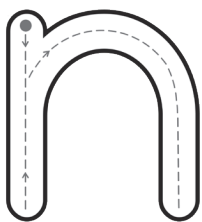
Shared reading – Big Book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /n/ or if they can think of any other words that start with the sound /n/.
- 2 Teach learners an action associated with the sound. For example: Learners can wave their hands in front of their nose as if they have smelt something stinky while saying “nuha”.
- 3 Show learners how to write the letter **n**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go down, up, over and down.”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



U ta lava:

- Ku huwelela ka swinyenyana ku tlanga ku suka eka riqingho
- Swifaniso swa tinxaka to hambanana ta swinyenyana
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **n**: nereta, nomu, namuneti, nete, netibolo, nimixo, nivusiku, nomboro, nyoxi, nungu, nyoka, nyama, nyeleti

Vhiki ra 2 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

- 1 Tshamisa vadyondzi hi xirhendzevutana naswona u va kombela ku pfala mahlo naswona va yingisa hi vukheta ku vona loko va kota ku twa swinyenyana leswi nga ehandle (mipfumawulo yo hambanana leyi swinyenyana swi yi endlaka).
- 2 Vadyondzi va fanele ku yingisela hi vukheta loko u tlanga ku huwelela ko hambanana ka swinyenyana ku suka eka riqingho ra wena kumbe u endla mimpfumawulo ya swinyenyana swo hambanana. (Sungula hi ku huwelela loko ku nga toloveleka: sekwa, nkuku, xikhovha, huku, mhangele.) Hlohotela vadyondzi ku va va yingisela hi vukheta naswona va ringeta k uvula vito ra xinyenyana.
- 3 Engetelela nghingiriko lowu hi ku kanela hi swifaniso swa swinyenyana swo hambanana kutani mi veka swifaniso swi langutisa ehansi exikarhi ka xirhendzevutana.
- 4 Mudyondzi u fanele ku teka khadi na ku tlhela a ringeta ku endla mpfumawulo wa xinyenyana na ku hlamusela xinyenyana. Vadyondzi lavan'wana va fanele ku vhumba xinyenyana lexi nga eka khadi. Mudyondzi loyi a rhangaka a vhumba ukuma nkarhi wa ku ya exikarhi a ya teka khadi.
- 5 Ku olovisela vadyondzi lava nga na tingana va nga endla nghingiriko lowu va ri vambirhi.

Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: "Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Bird calls to play from a phone
- Pictures of different kinds of birds
- A letter box containing objects or pictures of objects that have the focus sound **n**: nereta, nomu, namuneti, nete, netibolo, nimixo, nivusiku, nomboro, nyoxi, nungu, nyoka, nyama, nyeleti

Week 2 Day 3

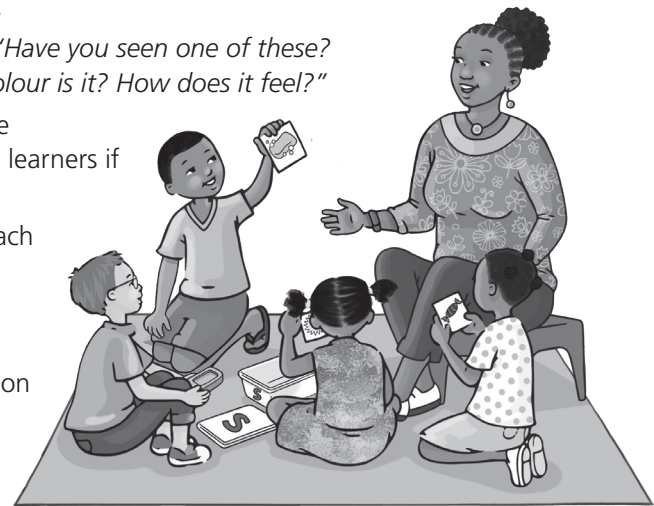
Whole class activities

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. 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.



U ta lava:

- Fothokhopi ya **Pheji ra ngingiriko wa Hlaya u endla** ya mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu
- Makhadi ya swifaniso



Vhiki ra 2 Siku 4

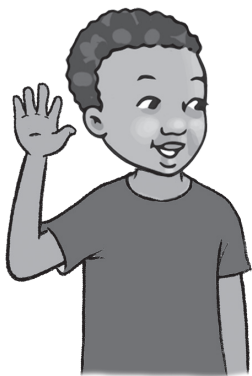
Migingiriko ya tllasi hinkwayo

Ku hlaya na ku endla

- 1 Byela vadyondzi ku va va langutisa eka nxaxamelo lowu nga eka pheji naswona va vulavula hi leswi va swi vonaka (tinhlayo, swifaniso na marito).
- 2 Tsundzuxa vadyondzi leswaku va ta ya "hlaya" ntila wun'wana na wun'wana naswona va endla leswi wu swi vulaka.
- 3 Ringeta ku papalata ku hlaya nxaxamelo na vadyondzi, kambe va hlohloteli ku va va hlaya nxaxamelo hinkwawo va nga si sungula ku dirowa.
- 4 Famba-famba loko vadyondzi va ri karhi va tirha na ku va nyika nseketelo laha swi faneleke.
- 5 Tsundzuxa ku va va langutisa eka nxaxamelo nakambe loko va ta va hetile "ku hlaya" na ku dirowa na ku vekela gwaju ekusuhi na ntila wun'wana na wun'wana loko va ta va hetile ntirho walowo.

Ku yingisela mimpfumawulo leyi kongomisiweke

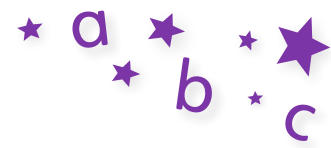
- 1 Hlamusela vadyondzi leswaku u ya eku yimbeleleni risimu na swona va fanele ku yingisela kahle mpfumawulo lowu rito ri helelaka hi wona (*chuni: "Mary had a little lamb"*).
 - ★ Mudyondzi: "*Hi wihhi mpfumawulo lowu marito lawa ya helelaka hi wona, marito lawa ya helelaka hi wona, marito lawa ya helelaka hi wona? Hi wihhi mpfumawulo lowu marito lawa ya helelaka hi wona: bazi, gezi na juzi.*" (xikombo xa mudyondzisi leswaku vadyondzi va hlamula.)
 - ★ Vadyondzi va vula mpfumawulo lowu rito ri helelaka hi wona, xikombiso: **/zi/**. (*Mudyondzisi u kombisa mfungho wa rikhudzu ro yimela ehenhla.*)
 - ★ Mudyondzi: "**/zi/** i mpfumawulo lowu marito lawa ya helelaka hi wona: mpfumawulo lowu rito ri helelaka hi wona, mpfumawulo lowu rito ri helelaka hi wona! **/zi/** i mpfumawulo lowu rito ri helelaka hi wona: bazi, gezi na juzi."
- 2 Tirhisa marito lawa eka ngingiriko lowu:
 - ★ **/ka/**: veka, areka, luka, koka, aka, baka, desika, jika, luka, xixika, xisaka
 - ★ **/la/**: rila, sula, kukula, vilavila, vulavula, tafula, tapula, lamula, gorila, hamula
 - ★ **/ku/**: buku, baku, siku, huku, buruku, wukuwuku
 - ★ **/si/**: musu, ayisi, masi, jasi, wasi, misisi, bokisi, fusi, girisi, jesi, letasi, okitopasi, sokisi, tamatisi
 - ★ **/na/**: cina, vona, wena, tana, ayina, mufana, zambhana
 - ★ **/ko/**: hiko, tiko, voko, foroko
 - ★ **/mu/**: jamu, kamu, nomu, damu
 - ★ **/va/**: sava, tuva, xava, geva, xiluva
 - ★ **/ku/**: xihuku, huku, buruku, baku, buku, wukuwuku
 - ★ **/ri/**: xipikiri, bikiri, miri



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya ngingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

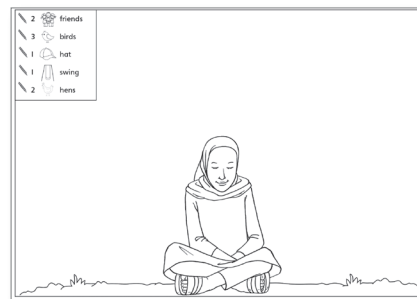
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards

Week 2 Day 4

Whole class activities

Read and do

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



Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (*tune: “Mary had a little lamb”*).
 - ★ Teacher: “What’s the syllable that ends these words, ends these words, ends these words? What’s the syllable that ends these words: *bazi, gezi na juzi.*” (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: */zi/*. (Teacher gives thumbs-up sign.)
 - ★ Teacher: “*/zi/* is the syllable that ends these words, ends these words, ends these words! */zi/* is the syllable that ends these words: *bazi, gezi na juzi.*”
- 2 Use these words for this activity:
 - ★ */ka/*: veka, areka, luka, koka, aka, baka, desika, jika, luka, xixika, xisaka
 - ★ */la/*: rila, sula, kukula, vilavila, vulavula, tafula, tapula, lamula, gorila, hamula
 - ★ */ku/*: buku, baku, siku, huku, buruku, wukuwuku
 - ★ */si/*: musu, ayisi, masi, jasi, wasi, misisi, bokisi, fusi, girisi, jesi, letasi, okitopasi, sokisi, tamatisi
 - ★ */na/*: cina, vona, wena, tana, ayina, mufana, zambhana
 - ★ */ko/*: hiko, tiko, voko, foroko
 - ★ */mu/*: jamu, kamu, nomu, damu
 - ★ */va/*: sava, tuva, xava, geva, xiluva
 - ★ */ku/*: xihuku, huku, buruku, baku, buku, wukuwuku
 - ★ */ri/*: xipikiri, bikiri, miri



Small group activities

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



U ta lava:

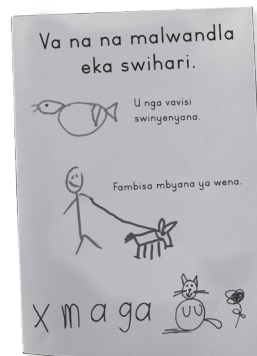
- Xiphemu xa phepha ra filipichati
- Marito lawa ya nga na mapeletwananyingi lawa ya fambelanaka na xitori: tihuku, swihari, swakudya, tlangeni, rivala ra mintlangu, bihile, huweleleni, hlekeni, nsele, hoxeteleni, vana, sirhelela

Vhiki ra 2 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Hlamusela vadyondzi leswaku u lava ku pfuniwa hi vona ku va u endla phositara leyi u nga ta yi veka xikolo hinkwaxo ya ku byela vanhu leswaku swi na nkoka wo tanihi kwihi ku va na malwandla eka swihari na ku swi hlayisa hi ndlela leyinene.
- 2 Va vutisi loko ku ri na loyi a tsundzukaka leswi Dina a nga swi vula hi swihari tanihi leswi swi nga va nchumu lowu u nga wu tsalaka eka phositara. Xikombiso: "Swihari swi na nkoka eka hina naswona i vanghana va hina. Hi fanele ku swi sirhelela na ku swi hlayisa."
- 3 Vutisa vadyondzi loko va nga tsakela ku tsala leswi eka phositara kumbe loko va ri na miehleketo yo antswa. Xikombiso: Va na na malwandla eka swihari. Hlayisa swifuwana swa wena. U nga vavisi swihari.
- 4 Kanelani hi leswi vanhu va faneleke ku swi endla ku va va hlayisa swifuwo na ku tlhelela mi pfumelelana eka leswi u nga ta swi tsala. Xikombiso: Tiyisisa leswaku swifuwana swi na mati yo tenga masiku hinkwawo, mi nga hoxeteli swihari hi maribye kumbe ku ba swihari.
- 5 Endla tiphositara tingari tingani hi marito lawa vadyondzi va lavaka leswaku u ya tsala. Nyika vadyondzi tiphositara leswaku va endla swikombiso na ku swidamarheta ehandle ka tikamara to dyondzela eka tona leswaku van'wana va kota ku swi vona.



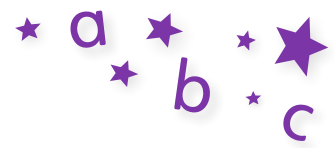
Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **swi | ha | ri**.
- 2 Kombela vadyondzi ku langutana na munghana wa vo na va phakatana mavoko eka peletwana rin'wana na ri'wana: **swi** (phakata) **ha** (phakata) **ri** (phakata).
- 3 Vula marito ma mapeletwana man'wana kusuka eka xitori loko vadyondzi va phakatana eka peletwana rin'wana na rin'wana.
- 4 Hlohlotela vadyondzi ku hlayela hlayo ya mapeletwana eka marito (Xikombiso: "swihari" ri na tislalabulu tinharhu).

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- A piece of flipchart paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: tihuku, swihari, swakudya, tlangeni, rivala ra mintlangu, bihile, huweleleni, hlekeni, nsele, hoxeteleni, vana, sirhelela

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: **swi | ha | ri**.
- 2 Ask learners to march for each syllable: **swi** (one step) **ha** (one step) **ri** (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: "swihari" has three syllables).

Small group activities

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


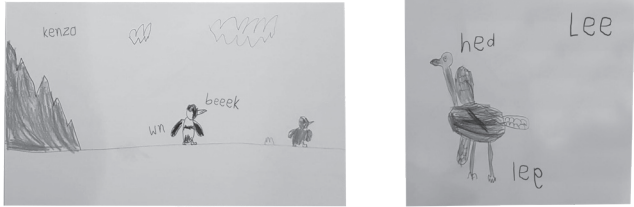




Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> • Maphepha ya A4 ya mudyondzi un'wana na un'wana • Tikhirayoni ta mhula letikulu • Swifaniso swa tinxaka to hambanana ta swinyenyena 	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> 1 Hlamusela vadyondzi leswaku va fanele ku langutisa swifaniso swa tinxaka to hambanana swa swinyenyena hi vukheta (mihlovo yo hambanana, swivumbeko swo hambanana swa milomo ya swinyenyana, milenge yo leha kumbe yo koma). 2 Loko se va ta va va langutile eka swifaniso swa swinyenyana, va fanele ku dirowa na ku khavisa xinyenyana lexi vona va xi tsakelaka. Va hlohloteli ku va va ringeta na ku tsala tilebulu ta swirho swo hambanana swa swinyenyenyana (tipiku, milenge, nomu, ncila).  
<ul style="list-style-type: none"> • Tibodo timbirhi ta ntlangu wa marito ya xinyenyana xinyenyana • Madayizi ya mbirhi na swo hlayela  <p><i>Ku engetelela ntlangu lowu, veka makhadi ya swifaniso swa maletere swi langutisa ehenhla etafuleni leswaku loko mudyondzi a kuma letere, va fanele ku kuma xifaniso lexi sungulaka hi letere rero</i></p>	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> 1 Veka ntlangu wa bodo emetini na vadyondzi vambirhi kumbe vanharhu va tshamile va yi rhendzela. 2 Hlamusela milawu eka vadyondzi: <ul style="list-style-type: none"> • Vadyondzi va veka swo hlayela swa vona eka Sungula. • Mudyondzi un'wana na un'wana u kuma nkarhi wa ku hoxa dayizi na ku fambisa xo hlayela nhlayo leyi ringaneke ya mavangwa eka bodo. • Loko va fika eka letere, va fanele ku vula mpfumawulo wa letere rero na ku vula nchumu lowu sungulaka hi mpfumawulo walowo. • Mudyondzi wo sungula ku fika e Makumu ka bodo hi yena muhluri naswona ntlangu se wu va wu herile.
<ul style="list-style-type: none"> • Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. 2 Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. 3 Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazine kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. 4 Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.



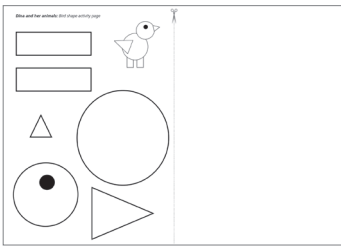
Small group activities for Week 2

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 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.



U ta lava

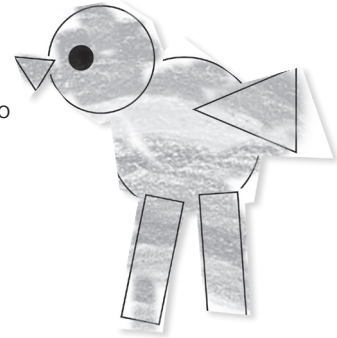
- Nkandziyiso wa **Pheji ra ngingiriko wa xivumbeko xa Xinyenyana** ra mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu, swikero na glilu



Migingiriko

Ngingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo

- 1 Hlamusela vadyondzi leswaku va fanele ku hlovohata na ku tsema swivumbeko, na ku swi damarheta eka pheji ku va va endla xinyenyana.
- 2 Kombela vadyondzi ku va va engetela minkondzo ya xinyenyana na ku dirowa vuyimelo



- Tipuropo: swo tlanga swo olova kumbe swifaniso swa swifuwo swa le kaya, basikiti kumbe mibedo ya swihari, tinkumba, tibawulu, xo kambela ku hefemula, tiburachi to kurisa, kholara, rhangela, riqingho, switirhisiwa swa dokodela (xikombiso: xipima ku hisa ka miri), tikhirayoni kumbe switsalo swo endla njekisoni, bokisi ro pfumala nchumu ra maphilisi, swimbalo swa muongori kumbe dokodela, buku ya tinotsi na penisele

Ngingiriko 5: Ntlangu wo endla onge

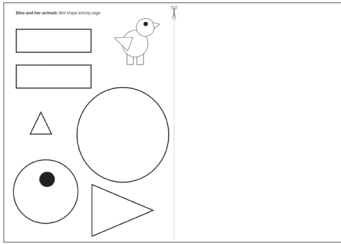
- 1 Tsundzuxa vadyondzi hi ti puropo leti nga eka khona yo ndla onge na ku va hlohlotela ku va va yisa emahlweni ku suka ka Vhiki ra 1 laha a va ndla onge va tirha kumbe va endzerile ndhawu ya vuhlayiselo bya swihari kumbe dokodela wa swihari. Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi.





You will need

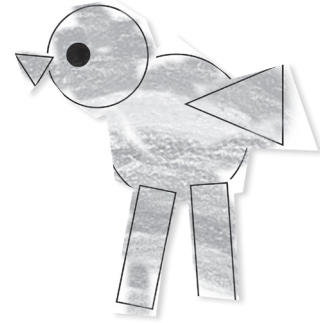
- A photocopy of the **Bird shape activity page** for each learner
- Jumbo wax crayons, scissors, glue



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.



★ Mulanguteri na vuhlayiselo bya yena

Xitori



Xitori lexi xi mayelana na wanuna lonene loyi a vuriwaka Mulanguteri. Mulanguteri u endlile ndhawu yo hlayiseka laha vana va swiharhi lava nga swisiwana va nga tshamaka kona. U vitana ndhawu ya yena vuhlayiselo. Swiharhi leswi tisiwaka laha i swiharhi swa nhova leswi pfumalaka vatswari ku swi hlayisa.

Swa ha ri swintsongo swinene ku va swi ti hlayisa, naswona vutomi bya swona byi nga va le khombyeni enhoveni.

Mulanguteri na vapfuni va yena va hlayisa vana va swiharhi ku fikela loko swi va na matimba yo ringanela ku hanya enhoveni nakambe. Vapfuni va langutela swiharhi hi vukheta. Va swi dyisa na ku swi hlayisa swi kufumela. Loko swiharhi swi vabya, vapfuni va swi hlayisa na ku swi nyika murhi.

Siku rin'wana Mulanguteri u kumile mahungu. Xindlopfana xa lembe rin'we a xi tari le ku teni evuhlayiselo. A xi vabya naswona a xi ondzile na ku tsana naswona a xi nga ri na vatswari ku xi hlayisa. Xindlopfana xi tisiwile etindzumulo hi torokisi.

Mulanguteri na mupfuni wa yena va pfunile Xindlopfana ku chika etorokisini. Va tekile xiboho xo n'wi thya vito ra Nandi.



Ekusunguleni Nandi a nga swi lavi ku dya naswona o etlela ehansi ka nkumba.

Mulanguteri na vapfuni va yena a va helanga matimba. A va hlayisa Nandi siku rin'wana na rin'wana na swona a ya ma kuma matimba. Siku rin'wana Mulanguteri u te: "Ndzi ehleketa leswaku nkarhi wu fikile wo va Nandi a humela ehandle na ku tlanga na swiharhi swin'wana."

Ekusunguleni Nandi a karhelenyana na ku nonoka, kambe ku nga ri khale u dyondzile

ku tlanga. Vanghana va yena a ku ri n'wana wa nhuntlwa na n'wana wa mhelembe lontshwa. Va tlangile hi bolo swin'we. Mulanguteri u va hlalerile na ku hleka:

"Siku rin'wana hinkwenu mi ta va tinghwazi ta bolo ya milenge!" a vula.



Hambileswi Nandi a rhandza ku tlanga na vanghana va yena, a rhandza ku vumbuluka ematini ngopfu! Mikarhi yin'wana a chela Mulanguteri hi mati hi nxakwa wa yena. Mulanguteri a swi nga n'wi vilerisi, a tsakile ku vona leswaku Nandi u dyondza ku tirhisa nxakwa wra yena tanihi hi tindlopfu tin'wana. "Ku nga ri khale Nandi u ta ya hlangana na tindlopfu letin'wana enhoveni nakambe," ku ehleketa Mulanguteri hi ntsako.

Lawa hi wona makumu ya xitori.

★ Keeper and his nursery

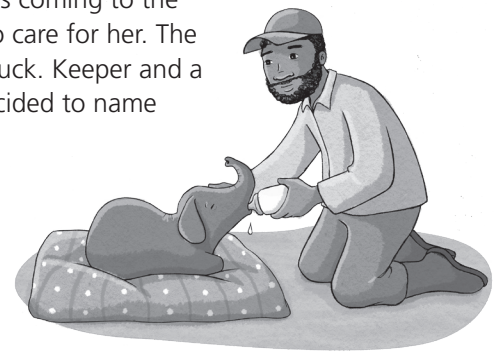
Story



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.

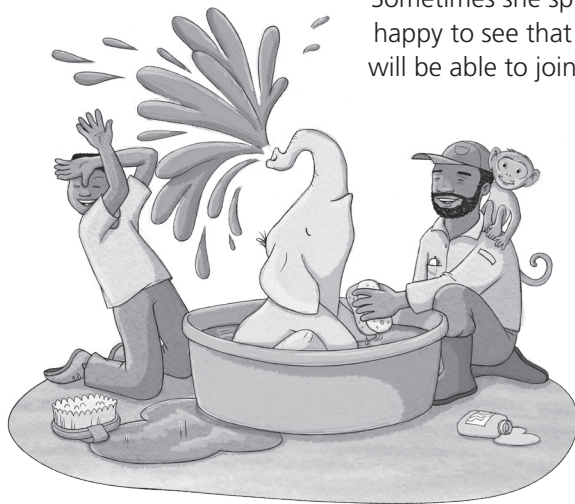
One day, Keeper got some news. A one-year old elephant was coming to the nursery. She was sick and thin and sad. She had no parents to care for her. The baby elephant was brought to the nursery on the back of a truck. Keeper and a helper gently helped the elephant get off the truck. They decided to name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



Risimu

Loko wo hlangana na Ndlopfu,
 U nga endla yini na ku vula yini?
 Ndzi nga ku: "Avuxeni, Ndlopfu, kunjhani?
 Ndzi tsakile ku hlangana na wena, Ndlopfu, ndzi tsakela ku cina na wena!"

Loko wo hlangana na mhelembe hi siku ro hisa,
 U nga endla yini na ku vula yini?
 Ndzi nga ku: "Avuxeni, Mhelembe, kunjhani?
 Ndzi tsakela ku ku vona, Mhelembe, ndzi tsakela ku cina na wena!"

Loko wo hlangana na nhuntlwa,
 U nga endla yini na ku vula yini?
 Ndzi nga ku: "Avuxeni, Nhuntlwa, kunjhani?
 Ndzi tsakela ku ku vona, Nhuntlwa, ndzi nga cina na wena!"

(Yimbelela hi chuni ya "If you should meet an elephant" kumbe tirhisa chuni ya wena.)

Ntivomarito ku suka eka xitori

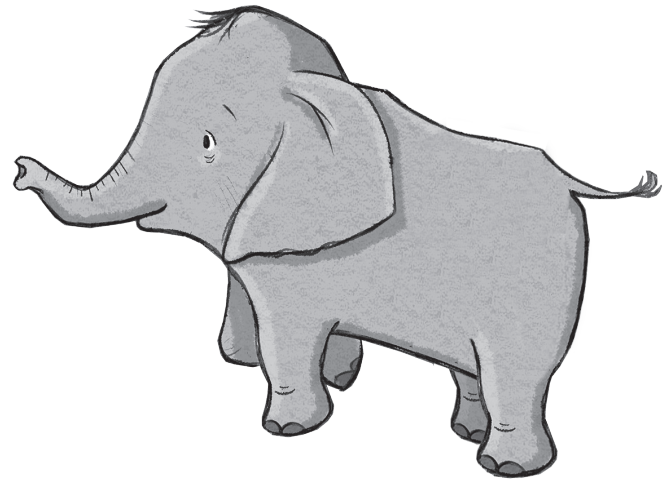
Marito ya nkoka	xiharhi xa nhova	mutswari	xisiwana	ndlopfu	nhuntlwa	mhelembe
Marito yo engetela:	matimba	ondza	hela matimba	nxakwa	vumbuluka	chela
	mupfuni	murhi	kufumela	vanghana	karhala	nonoka





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



U ta lava:

- Xitori: Mulanguteri na vuhlayiselo bya yena
- Tiphaphete: Mulanguteri, Nandi n'waNdlopfu, n'wana wa mhelembe, n'wana wa nhuntlhwa
- Tipuropo: nkumba, bodlhela ra n'wana, bodlhela ra muri ro va hava nchumu, bolo
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito



Vhiki ra 1 Siku 1

Migingiriko ya tlilasi hinkwayo

Vula xinsin'wana *Ndzi hundzuluxa tintiho* ku yisa vadyondzi emetini eka nkarhi wa xitori.

Ku rungula xitori na ku aka ntivomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: *"Xana ku na loyi a nga tshama a vona n'wana wa ndlopfu, nhutlwa kumbe mhelembe eka vutomi bya ntiyiso kumbe eka thelevhixini? Xana u tshama u kuma xihari lexi nga vaviseka kumbe ku vabya naswona xana u endle yini ku va u pfuna xihari xexo?" Xana u kona loyi angana xikanyakanya? U ehleketa onge swa olova ku chovha xikanyakanya? U ehleketa onge swa olova ku dyondza ku chovha xikanyakanya."*
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito. Vutisa vadyondzi loko va tshamile va twa rito "xisiwana" kutani u va hlamusela leswaku leswi swi vula munhu kumbe xihari lexi nga ri ki na vatswari.

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito. Endla miencyeto na ku tirhisa tiphaphete na tipuropo.
- 2.2 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku nghenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Xana u ehleketa leswaku Mulanguteri na vafuni va lava yini ku va va hlayisa swihari leswi swa swihlangi? Xana Mulanguteri na vafuni va ti twile njhani loko Nandi a sungula ku tiyela? Hikokwalaho ka yini Mulanguteri a nga hlundzukunganga loko Nandi a n'wi fafazela hi mati?"*

3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihari xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori? Xana u ehleketa leswaku u nga swi tsakela ku tirha enezari ya Mulanguteri? Hikokwalaho ka yini?"*

Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"kambe, kona, kuma, kumile, karhelenyana, siku, mikarhi. Xana ma wu twa mpfumawulo lowu kongomisiweke: kambe, kona, siku, mikarhi? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /k/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /k/: kereke, kamu, kataru, ketlele, kunupu, kofi, koti."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /k/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /k/: *"k-k-k"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.

Ndzi hundzuluxa tintiho

Ndzi hundzuluxa tintiho
 Ndzi hundzuluxa swikunwani
 Ndzi hundzuluxa makatla
 Ndzi hundzuluxa nhompfu
 Sweswi (phokotela sweswi)
 Vuhundzuluxi hinkwabyo byile ka mina
 Ndzi miyerile hilaha ndzi nga kotaka hakona!



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: *"kambe, kona, kuma, kumile, karhelenyana, siku, mikarhi. Can you hear the focus sound: kambe, kona, siku, mikarhi? Yes, you are right! They all have the sound /k/."*
- 2 *"Listen carefully, here are some more words with /k/: kereke, kamu, katara, ketlele, kunupu, kofi, koti."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /k/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /k/: *"k-k-k"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

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!



U ta lava:

- Tiphaphete ta xitori
- Swifaniso swa vunanga/ switirhisiwa swa risimu



Vhiki ra 1 Siku 2

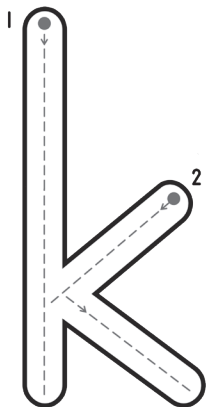
Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuropo kumbe u encenyeta ku pfuna vadyondzi ku twisisa ririmi ra risimu.
- 6 Dyondzisa vadyondzi miencenyeto ya risimu na ku va na ntsako wo yimbelela hi ririmi ro tlula rin'we.

Mavumbelo ya letere

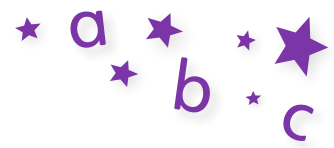
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /k/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /k/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha endla onge va kama misisi ya vona va ri karhi va vula "k-k-kama".
- 3 Kombisa vadyondzi ku tsala letere **k**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi. Tlakusa voko, dirowa xo ya endzeni na le handle."
- 4 Pfumelela vadyondzi ku ti toloveti ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va ri karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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



Week 1 Day 2

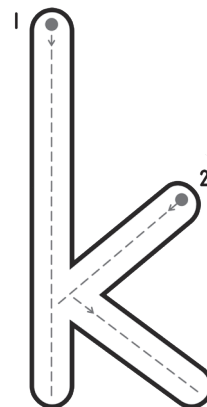
Whole class activities

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 /k/ or if they can think of any other words that start with the sound /k/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to comb their hair while saying "k-k-kama".
- 3 Show learners how to write the letter **k**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go all the way down. Lift, draw in and out."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their 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.



U ta lava:

- Tiphaphete na tipuropu swa xitori
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **k**: katara, kuwa, kunupu, kondlo, kereke, kwembe, kamu, kamela, kofi, kepisi, ketele, kojawa, kalavatla



Vhiki ra 1 Siku 3

Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

- 1 Yimbelela risimu.
- 2 Vutisa vadyondzi loko va ha tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntivomarito. Xikombiso: Mulanguteri a nga tshikanga ku hlayisa Nandi loko a tlela a nga lavi no dya. I marito wa hi ku suka ka xitori lawa ya kombaka leswaku a va sindzisa (a va lahlangi thawula)
- 3 Hlawula vadyondzi ku tlanga swimunhuhatwa swa le ka xitori.
- 4 Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfuna vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tllasi hinkwayo yi karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tllasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **k**: katara, kuwa, kunupu, kondlo, kereke, kwembe, kamu, kamela, kofi, kepisi, ketele, kojawa, kalavatla



Week 1 Day 3

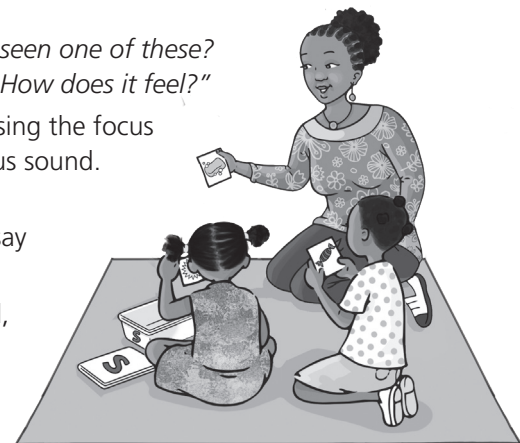
Whole class activities

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. 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.



U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Makhadi ya swifaniso
- Ntlhanu wa tikhotheyini, letere na khadi ra xifaniso leri nga ta damarhetiwa ka khotheyina yin'wana na yin'wana

Vhiki ra 1 Siku 4

Migingiriko ya tllasi hinkwayo

Ku landzelerisa swifaniso

- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa nghingiriko.
- 5 Endzhaku ko vulavula hi hi swifaniso hinkwaswo, vutisa vadyondzi: *"Xana swifaniso swi hi nongonoko lowu faneleke?"*
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenisiwa eka maendlelo lawa. Vutisa swivutiso swo fana na: *"Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"*
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.

Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

- *"Xana mi vona va mani?"* (swimuhuhatwa)
- *"Xana u/ xi endla yini?"* (maendli na swiendlo)
- *"Xana mi vona yini swin'wana?"* (ku languta nakambe)
- *"Xana xi kwihi ...?"* (ku vula ndhawu/ xiyimo)
- *"Hikokwalaho ka yini u ehleketa...?"* (miehleketo ya vutumbuluxi, ku humesela mavonelo)



Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Nyika mudyondzi un'wana na un'wana xifaniso xa khadi. Va kombeli ku vula vito ra xifaniso Na ku tlhela va vula rito rero hi ku nonoka. Vadyondzi lavan'wana va fanele ku ringeta ku kuma mpfumawulo ka rito. Xikombiso: Rito "bolo" ri na mpfumawulo wa /b/.
- 2 Loko mudyondzi un'wana na un'wana a ta va se a kumile nkarhi wa yena wa ku vula vito ra xifaniso xa yena na mpfumawulo wa xitwari va wu kumile, komba vadyondzi tikhotheyini ta ntlhanu laha yin'wana na yin'wana yi nga na letere na khadi ra xifaniso. Vadyondzi va fanele ku teka xiboha xa lomu va faneleke ku veka kona khadi ra xifaniso xa vona. Xikombiso: Loko va ri na xifaniso xa "bolo", va fanele ku veka eka khotheyina leyi nga na mpfumawulo wa **b**.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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 "bolo" has the vowel 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 "bolo", 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.



U ta lava:

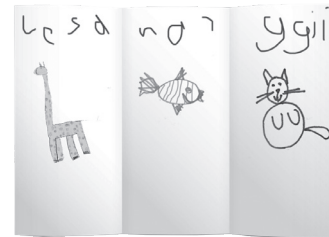
- Phepha ra filipichati
- Swifaniso swa swihari swa nhova
- Swa mudyondzi un'wana na un'wana: Phepha ra A4 leri phetsiweke hi kanharhu, xicupu lexitsongo xa bokisi ro tirhisiwa nakambe leri petsiweke hi le xikarhi, swipfalo swimbirhi swa mabodlhela swa nsimbi kumbe swa pulasitiki, nguvu yo sasekisa
- Tikhirayoni ta mhula letikulu, xikero, rihunyi kumbe glilu ya swo vatliwa

Vhiki ra 1 Siku 5

Migingiriko ya tlilasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Komba vadyondzi swifaniso swa swiharhi swa nhova kutani mi kana leswaku swi languteka njhani: Xana swi na mavala (tiyingwe, swinkankanka, timhangela, tinhuntlwa), mintila (tiyingwe, timangwa, tinyoka) kumbe a swi na nchumu (tinghala, tindlopfu, timhelembe)?
- 2 Kutani kombela vadyondzi ku ku pfuna ku avanyisa swiharhi hi mintlawa. Tsala marito "mavala", "mintila", kumbe "a swi na nchumu" eka swiphemu swa phepha ra filipichati. Nyika vadyondzi nkarhi wo hlawula xiharhi na ku xi damarheta ehansi ka nhlokomhaka leyi faneleke hi Prestik.
- 3 Nyika mudyondzi un'wana na un'wana Phepha ra A4 leri phetsiweke hi kanharhu. Va fanele va ringeta ku tsala tinhlokomhaka ehenhla ka phepha: mavala, mintila, a swi na nchumu. Va ta fanela ku dirowa swiharhi swimbirhi ehansi ka nhlokomhaka yin'wana na yin'wana.



Ku twananisa na ku hambanisa (mapeletwana)

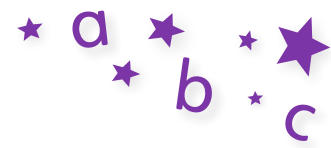
- 1 Mudyondzi un'wana na un'wana u fanele ku rhanga a endla ngwenya. Va fanele ku petsa xiphemu lexintsongo xo lala xa khadi hi le ka hafu kutani va xi khavisa leswaku xi languteka tanihi ngwenya. Kutani va nga ha damarheta swipfalo swa mabodlhela ematlhelo ka khadi laha matino ya ngwenya a ya ta va kona.
- 2 Vadyondzi va nga pfula va tlhela va pfala nomo wa ngwenya naswona va yingisela mpfumawulo wo tlilika lowu endliwaka hi "matino".
- 3 Loko se va ta va va endlile ngwenya ya vona, va nga yi tirhisa ku va va tshovelela marito ya va mapeletwana. Xikombiso: ngwe-nya = tlilika ka mbirhi.
- 4 Kombeta vadyondzi swifaniso swa swihari swa nhova kutani u va hlohlotela ku va va tlilika eka peletwana rin'wana na rin'wana: nhu-tlwa = tlilika ka mbirhi, mhe-le-mbe = tlilika ka nharhu, xi-nka-nka-nka = tlilika ka mune, n'wa-ti-mho-ndzo-nyi-ngi = tlilika ka ntsevu.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

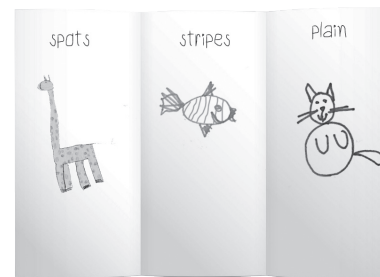
- Flipchart paper
- Pictures of wild animals
- For each learner: an A4 page folded in three, a small strip of recycled cardboard folded in half, two metal or plastic bottle tops, fabric to decorate
- Jumbo wax crayons, scissors, wood or craft glue

Week 1 Day 5

Whole class activities

Make, draw and write

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



Blending and segmenting (syllables and phonemes)

- 1 Each learner needs to first make a crocodile. They must fold the small, narrow piece of card in half and decorate it to make it look like a crocodile. Then they can stick two bottle tops on the inside of the card where the teeth of the crocodile would be.
- 2 Learners can open and close the crocodile's mouth and listen to the click sound made by the "teeth".
- 3 Once they have made their crocodile, they can use it to break words into syllables. For example, ngwe-nya = 2 clicks.
- 4 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: nhu-tlwa = 3 clicks, mhe-le-mbe = 3 clicks, xi-nka-nka-nka = 4 clicks, n'wa-ti-mho-ndzo-nyi-ngi = 6 clicks.






Small group activities

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

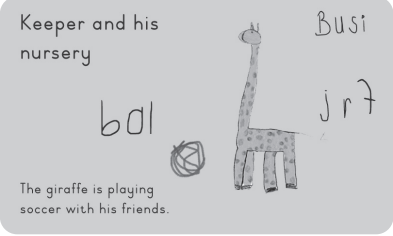

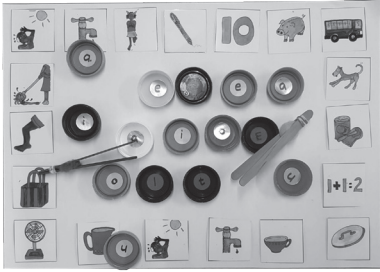



Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi un'wana na un'wana Tikhirayoni ta mhula letikulu <div data-bbox="197 686 586 919" style="border: 1px solid gray; padding: 5px;"> <p>Mulanguteri na vuhlayiselo bya</p> <p>Nhutlwa yi tlanga bolo ya milenge na vanghana va yona.</p>  <p>Busi bdl</p> </div> <div data-bbox="204 934 569 1247" style="border: 1px solid gray; padding: 5px;">  <p><i>Eka nkarhi lowu wa lembe, swi nga endleka vadyondzi va ri na vutitshemi byo ringeta ku ti tsalela. U nga karhateki loko vadyondzi van'wana va tsala nongonoko wa maletere ma siyi tindhawu.</i></p> </div>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. Vutisa vadyondzi leswaku hi xihhi xiphemu xa xitori va xi rhandzeke. Nyika swiringanyeto swin'wana. Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> Makhadi ya swifaniso yi damarhetiwile hi Prestik emakumu ka xiphemu xa phepha kumbe khadi ra A3 Swipfalo swa mabodlhela leswi nga na letere leswi nga tsariwa endzeni ka xipfalo (loko ku ri na swifaniso swa ntlhanu leswi nga na f, kutani ku fanele ku va na swipfalo swa mabodlhela swa ntlhanu leswi nga tsariwa f endzeni.) Tithwizara (leswi swi nga endlwa hi swimhandzana swimbirhi swa ayisikhirimu, xirhekedyana na xibolwana xa wulu exikarhi ka timhandzi) 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Hlamusela vadyondzi leswaku va fanele ku tirhisa tithwizara ku va va tlakula swipfalo swa mabodlhela kutani va vona loko va ta kota ku kuma xifaniso lexi nga na mpfumawulo. Xikombiso: Loko vo tlakula f va fanele ku kuma swifaniso leswi nga na mpfumawulo wa /f/ swo fana "fasitere, fasikoti, firiji, foroko, fulawuri" Kutani va fanele ku veka xipfalo xolexo ehenhla ka khadi ra xifaniso xolexo. Va fanele ku yisa emahlweni ku fikela swifaniso hinkwaswo swi funengetiwile hi xipfalo. <div data-bbox="873 1519 1251 1791" style="border: 1px solid gray; padding: 5px;"> </div>
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphaphana leswi nga na vuxokoxoko <div data-bbox="303 1926 477 2143" style="border: 1px solid gray; padding: 5px;">  </div>	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazine kumbe xiphaphana lexi va nga tsakelaka ku xi hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.

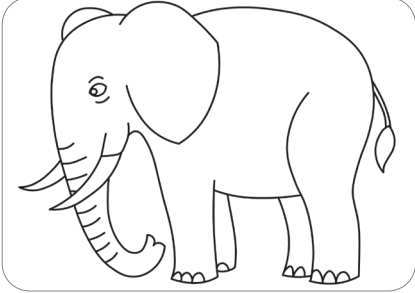
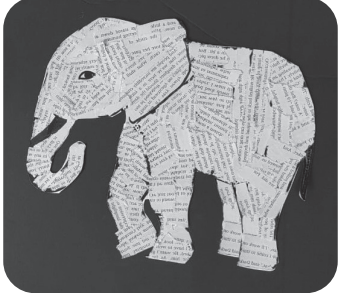



Small group activities for Week 1

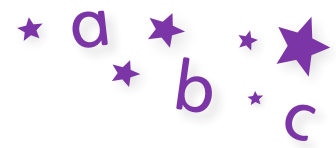
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> Picture cards – middle sounds stuck with Prestik around the edges of an A3 piece of paper or card Bottle tops with the vowels written inside the lid (If there are five pictures with an 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"> 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 "fasitere, faskoti, firiji, foroko, fulawuri". Then they must put the lid on top of that picture card. They must continue until all the pictures are covered with a lid. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. 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.





U ta lava	Migingiriko
<ul style="list-style-type: none"> Nkandziyiso wa Pheji ra ngingiriko wa Ndlopfu wa mudyondzi un'wana na un'wana, phepha hungu leri nga ta tsemiwa, glilu, xitsalo xa kokisi xa ntima 	<p>Ngingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> Vadyondzi va fanele ku handzula phepha hungu ri va swiphemu leswintsongo kutani va damarheta eka ndlopfu ya vona. Loko ndlopfu ya vona se yi ta va yi herile, va nga tirhisa xitsalo xa vona xa kokisi xa ntima ku va va gandlisa ndleve na ku dirowa tihlo. Va nga ha khavisa lomu handle ka phepha leri ku nga na ndlopfu kumbe va tsema tindlopfu ta vona kutani tlilasi hinkwavo yi nga endla ntlhambi wa tindlopfu eka xiphemu xa phepha ra filipichati. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<ul style="list-style-type: none"> Tipuopo: thireyi kumbe bokisi ra khadibodo ro ka ri nga entangi, sava na swimhandzana swa ku endla darata, swipfalo swa mati, maribye, matluka kumbe swirhabyana swa ku endla matluka, swiphemu leswintsongo swa lapi swa ku endla minkumba, swihari swa nhova swa pulasitiki kumbe swifaniso leswintsongo swa swihari leswi nga damarhetiwa eka khadi 	<p>Ngingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya ekhoneni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta tipuopo letintshwa. Va hlamuseli leswaku va ta ya endla ndhawu yo hlayisa swihari swa swisiwana. Va fanele ku tiyisisa leswaku ku na mati na swakudya swa swihari na ndzhuti leswaku swi tshama swi phyuphyile. Va fanele va tlhela va va na vukheta na leswaku ku va na darata leyi nga ta pfalela tinghala na swihari swin'wana leswi dya ka nyama leswaku swi va kule na swihari leswi dya ka swimilana. Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. <div style="text-align: center;">  </div>





You will need	Activities
<ul style="list-style-type: none">A photocopy of the Elephant activity page for each learner, newspaper to tear, glue, black kokis	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">Learners must tear the newspaper into small pieces and then stick them onto their elephant. Once their elephant is complete they can use the black koki to trace over the ear and draw an eye.They can decorate the background when finished or they can cut out their elephants and the whole class can make an elephant herd on a piece of flipchart paper. <div data-bbox="718 734 1130 1030"></div> <div data-bbox="1164 734 1499 1030"></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 data-bbox="765 1302 1454 1656"></div>





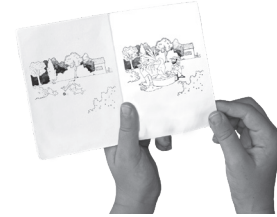
U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi u n'wana na u n'wana
- Phepha ra A4 ro pfumala nchumu ra mudyondzi un'wana na un'wana, xikero, gliu

Vhiki ra 2 Siku 1

Migingiriko ya tlilasi hinkwayo

Ku landzelerisa swifaniso ko tala



- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku yima emahlweni ka tlilasi, un'wana na un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: *"Xana ku landzelela yini, nakambe ku humelela yini?"*
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Kombela vadyondzi ku va va tsema swifaniso swa ka ntima no basa, va swi veka hi nongonoko lowu lulameke kutani va swi damarheta eka phepha ro pfumala nchumu. Famba-famba etlilasi naswona pfuneta laha swi faneleke. Nghingiriko lowu wu na nkoka eka ku kambela vuswikoti bya mudyondzi bya ku veka timhaka ta nkoka ta xitori hi nongonoko lowu lulameke.
- 6 Loko vadyondzi va ta va hetile ndzandzelelano wa swifaniso swa vona, nyika mudyondzi un'wana na un'wana xibukwana. Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etlilasi.
- 7 Hlohlotela vadyondzi ku muka na tibuku ku ya hlaya na mindyangu ya vona.



Ku tivisa letere ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"hi, mahungu, swiharhi, ehansi, hanya, enhoveni, helanga. Xana ma wu twa mpfumawulo lowu kongomisiweke: mahungu, swiharhi, ehansi, helanga? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /h/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /h/: hariki, hamula, havi, heke, huku, xihuku, hembe."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /h/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /h/: **"h-h-h"** Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Hlamusela vadyondzi leswaku va ta va va ri karhi va tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun, wana na wun.wana wu endlisiwaka swona na ku nciana ka siku na siku. Hlamusela ndlela ya ku basisa.





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: “hi, mahungu, swiharhi, ehansi, hanya, enhoveni, helanga. Can you hear the focus sound: **mahungu, swiharhi, ehansi, helanga?** Yes, you are right! They all have the sound /h/.”
- 2 “Listen carefully, here are some more words with /h/: **hariki, hamula, havi, heke, huku, xihuku, hembe.**” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /h/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /h/: “**h-h-h**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



U ta lava:

- Buku Leyikulu: Mulanguteri na vuhlayiselo bya yena
- Mati eswibyeni na burachi yo penda ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 2

Migingiriko ya tlilasi hinkwayo

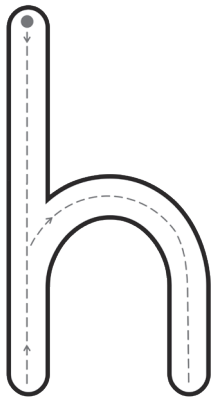
Ku hlaya swin'we – Buku Leyikulu



- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tlilasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi "langutile" ebukwini hinkwayo, tlhelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku "hlaya" na wena.

Mavumbelo ya letere

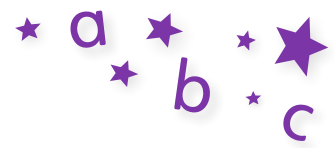
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /h/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /h/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha vekela voko ra vona emahlweni ka nomu wa vona naswona va hefemuteka onge va helela hi moya wo hefemula naswona va ku "h-h-h".
- 3 Kombisa vadyondzi ku tsala letere **h**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi, yana ehenhla ku fika exikarhi, u tlhela u ya ehenhla na le hansi."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, huma ehandle u nyika mudyondzi un'wana na un'wana xibye lexi nga na mati na burachi yo penda. Vadyondzi va nga penda letere ko tala ematini ehansi.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endlwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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

Week 2 Day 2

Whole class activities

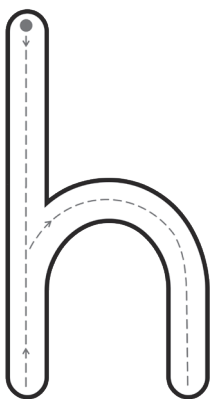
Shared reading – Big Book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /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 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.



U ta lava:

- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **h**: hariki, hamula, havi, heke, huku, hele, hisa, humba, hembe

Vhiki ra 2 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

- 1 Vadyondzi va yima hi xirhendzevutani naswona va yingisa hi vukheta loko wa ha va nyika swiletelo. Loko u ku "Mulanguteri u ri", va fanele ku endla leswi u swi vulaka. Loko u nga vuli leswaku "Mulanguteri u ri", va fanele ku yima va nga ninginiki. Xikombiso:
 - ★ Mulanguteri u ri, "Bana swigingi ku fana na ndlopfu."
 - ★ "Tshombonyoka ku fana na nyoka."
 - ★ Mulanguteri u ri, "Tsanyuka ku fana na nghala."
 - ★ Mulanguteri u ri, "Tlula ku fana na mhala."
 - ★ "Haha ku fana na xikhwezana."
 - ★ Mulanguteri u ri, "Cakunya ku fana na nhutlwa."
 - ★ Mulanguteri u ri, "ahlamula ku fana na mpfuvu."
- 2 Sweswi vula: "Ndzi ta mi nyika miehleketo yintsongo naswona mi fanele ku ringeta ku vhumba leswaku i xihari xihhi xa nhova lexi ndzi ehleketaka hi xona."
- 3 Yingisela hi vukheta eka miehleketo hinkwayo u nga se ringeta na ku vhumba. Veka voko ra wena ehenhla ka nhloko loko u ehleketaka i nga ri nhlamulo wa yi tiva. Xikombiso: "Ndzi lava xihari lexikulu xa mpunga na tindleve letikulu na nhompfu yo leha."
- 4 Yisa emahlweni hi swikombiso swin'wana na ku vutisa loko vadyondzi va nga swi tsakela ku va vona va nyikaka miehleketo.

Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: "Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **h**: hariki, hamula, havi, heke, huku, hele, hisa, humba, hembe

Week 2 Day 3

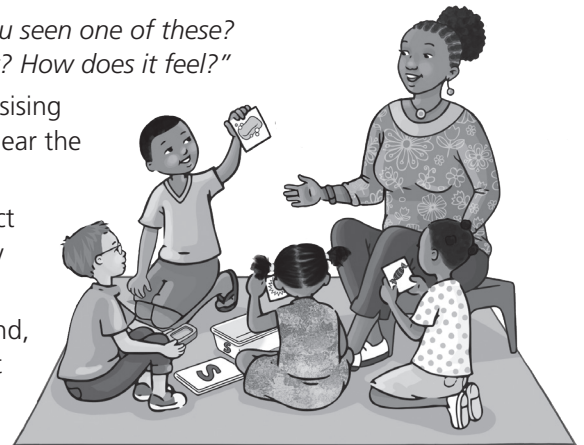
Whole class activities

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. 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.





U ta lava:

- Nkandziyiso wa **Mapheji ya 1 na 2 ya ngingiriko wa Hlaya u endla** wa mudyondzi un'wana za un'wana
- Tikhirayoni ta mhula letikulu
- Swikero na glilu
- Makhadi ya swifaniso
- Ntlhanu wa tikhotheyini, letere na khadi ra xifaniso leri nga ta damarhetiwa ka khotheyina yin'wana na yin'wana

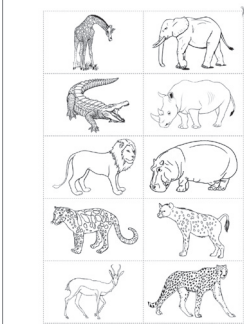
Vhiki ra 2 Siku 4

Migingiriko ya tllasi hinkwayo

Ku hlaya na ku endla

- 1 Nyika mudyondzi un'wana na un'wana **pheji 1 ngingiriko wa Hlaya u endla** leri nga na tikholomu timbirhi na **pheji 2 ngingiriko wa Hlaya u endla** leri nga na swihari.
- 2 Kombela vadyondzi ku va va langutisa swihari na ku vulavula hi leswi swi swi dyaka. Xikombiso: Tinghala ti dya nyama kutani ti vitaniwa tikhanivho (swihari leswi dyaka nyama ntsena), tinhutlwa ti dya matluka na mbavala yi dya mabyasi naswona swi vitaniwa tihebivho (swihari swo dya swimilana ntsena).
- 3 Kombela vadyondzi ku languta eka **pheji 1 ra ngingiriko wa Hlaya u endla** leri nga na tikholomu kutani va vula leswi va swi vonaka (mimfungho, swifaniso na marito). Va kombi laha swi nge "swo dya swimilana ntsena" na "swo dya nyama ntsena". (Kombetela xifaniso xa matluka na byanyi etlhelo ka rito "swo dya swimilana" na xifaniso xa nyama etlhelo ka rito "swo dya nyama".)
- 4 Hlamusela vadyondzi leswaku sweswi va ta endla ngingiriko wo tiphina lowu vuriwaka "hlaya u endla". Va fanele va hlaya nhlokomhaka yin'wana na yin'wana kutani va endla leswi yi vulaka swona.
- 5 Hlayani swin'we nhlokomhaka yo sungula. Kombela vadyondzi ku hlovohata na ku tsema nhuntlwa. Va vutisi leswaku va ehleketa ku yi damarheta kwihi (ehansi ka nhlokomhaka: swo dya swimilana ntsena).
- 6 Kombela vadyondzi ku kuma swifaniso swin'wana swa leswi dyaka swimilana kutani va swi hlovohata, va swi tsema na ku swi damarheta. Vutisa loko un'wana wa vadyondzi a nga "hlaya" nhlokomhaka leyi landzelaka. Va fanele va hlovohata, va swi tsema na ku damarheta swiharhi leswi dyaka nyama ntsena.
- 7 Vadyondzi va fanele va ya emahlweni hi ndlela leyi ku fikela loko xifaniso xin'wana na xin'wana xi damarhetiwile eka kholomu leyi faneleke.

Keep and file number: Read and do activity page 2



Keep and file number: Read and do activity page 1

5 herbivores	5 carnivores

Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Nyika mudyondzi un'wana na un'wana xifaniso xa khadi. Va kombeli ku vula vito ra xifaniso Na ku tlhela va vula rito rero hi ku nonoka. Vadyondzi lavan'wana va fanele ku ringeta ku kuma mpfumawulo ka rito. Xikombiso: Rito "bolo" ri na mpfumawulo wa /b/.
- 2 Loko mudyondzi un'wana na un'wana a ta va se a kumile nkarhi wa yena wa ku vula vito ra xifaniso xa yena na mpfumawulo wa xitwari va wu kumile, komba vadyondzi tikhotheyini ta ntlhanu laha yin'wana na yin'wana yi nga na letere na khadi ra xifaniso. Vadyondzi va fanele ku teka xiboha xa lomu va faneleke ku veka kona khadi ra xifaniso xa vona. Xikombiso: Loko va ri na xifaniso xa "bolo", va fanele ku veka eka khotheyina leyi nga na mpfumawulo wa **b**.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya ngingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

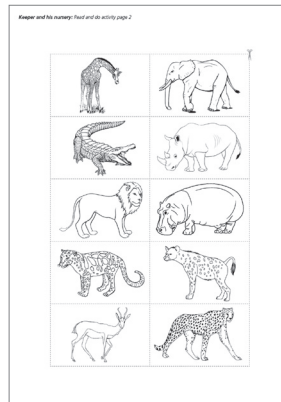
- A photocopy of the **Read and do activity pages 1 and 2**
- Jumbo wax crayons
- Scissors and glue
- Picture cards
- Five containers, a letter and picture card to stick on each container

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 "bolo" has the vowel 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 "bolo", they would need to place it in the container with the **b** sound.

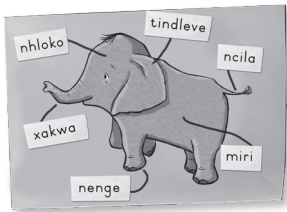
Small group activities

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



U ta lava:

- Phapheti ya ndlopfu, phepha ra filipichati, swiphemu swa phepha/ khadi ra tilebulu, makara ya ntima ya bodo yo basa
- Swifaniso swa swihari swa nhova
- Swa mudyondzi un'wana na un'wana: ngwenya ya khadibodo leyi nga endliwa hi Vhiki ra 1



Vhiki ra 2 Siku 5

Migingiriko ya tlilasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Veka phapheti ya ndlopfu kumbe xifaniso xa ndlopfu exikarhi ka phepha lerikulu ra filipichati.
- 2 Kombela vadyondzi ku avela mintiyiso yo nyanyula leyi va yi tivaka hi tindlopfu. U nga ha sungula nkanerisano hi ku vutisa laha tindlopfu ti tshamaka kona (enhoveni) na leswi ti dyaka (matluka, mabyasi).
- 3 Vutisa vadyondzi loko va nga swi kota ku hlaya swirho swa miri wa ndlopfu. Hlawula vadyondzi ha un'we un'we ku va va tlakuka va ta kombetela xirho lexi lulameke xa miri (nhloko, miri, ncila, nxakwa, tindleve).
- 4 Byela vadyondzi lesdwaku u nga tsakela ku pfuniwa hi vona loko u lebula xifaniso xa ndlopfu. Sungula hi ku kombetela ncila na ku dirowa ntila wu suka encileni wu ya eka tlhelo ra voko ra xinene ra xifaniso. Tlakula xiphemu xa khadi naswona u xi damarheta hi Prestik eka xiphemu xa phepha, ekusuhi na ntila lowu u nga wu dirowa ku suka encileni. Sweswi vula eka vadyondzi: "Xana i mani a nga ndzi pfunaka ku sungula ku tsala rito 'miri'? Ina, ri sungula hi mpfumawulo /m/ na leyi i ndlela leyi hi tsalaka m." Yisa emahlweni na ku tsala marito lawa ya nga sala ya "miri" ehandle ka ku kombela vadyondzi ku va va peleta letere rin'wana na rin'wana.
- 5 Yisa emahlweni na ku lebula nhloko ya ndlopfu, miri, ncila, nenge, nxakwa na tindleve. Nkarhi wun'wana na wun'wana loko u tsala rito, kombela vadyondzi ku va va ku pfuna ku yingisela mpfumawulo wa le masungulweni kutani u tsala letere leri fambelanaka. Tsundzuka ku ri tsala hi letere lerintsongo. U nga humesi mpfumawulo wa rito hinkwaro tanihi leswi marito yo tala ya wona ya tikaka ku ma humesa ya helerile. Wo kongomana na mpfumawulo wa le masungulweni na letere.
- 6 Damarheta xifaniso lexi nga leburuwa ekhumbini naswona u languta leswi vadyondzi va sungurisaka xiswona ku hlaya tilebulu.

Ku twananisa na ku hambanisa (mapeletwana)

- 1 Hi ku tirhisa ngwenya ya vona, vadyondzi va nga ha tshovelela marito ya va mapeletwana. Xikombiso: ngwe-nya = tlilika ka 3.
- 2 Kombeta vadyondzi swifaniso swa swihari swa nhova kutani u va hlohlotela ku va va tlilika eka peletwana rin'wana na rin'wana: nhu-tlwa = tlilika ka mbirhi, mhe-le-mbe = tlilika ka nharhu, xi-nka-nka-nka = tlilika ka mune, n'wa-ti-mho-ndzo-nyi-ngi = tlilika ka ntsevu.



Migingiriko ya ntlawa lowuntsongo

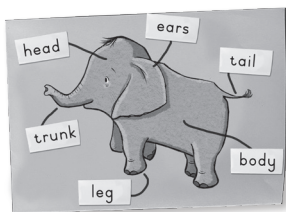
Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Elephant puppet, flipchart paper, scraps of paper/card for labels, black whiteboard marker
- Jumbo wax crayons
- 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 'tail'? Yes, it starts with the sound /m/ and this is the way we write a **m**." Continue writing the rest of the word "miri" 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-nya = 3 clicks.
- 2 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: nhu-tlwa = 2 clicks, mhe-le-mbe = 3 clicks, xi-nka-nka-nka = 4 clicks, n'wa-ti-mho-ndzo-nyi-ngi = 6 clicks.

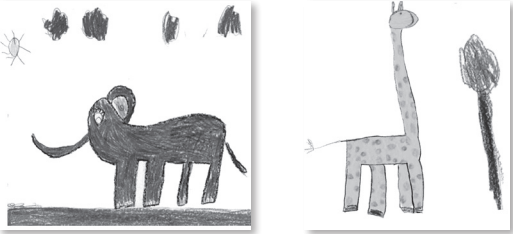
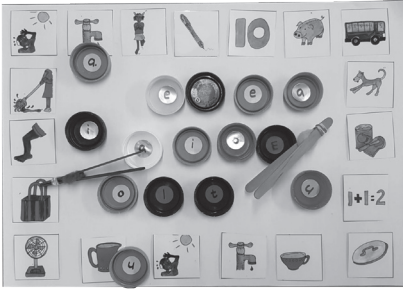



Small group activities

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



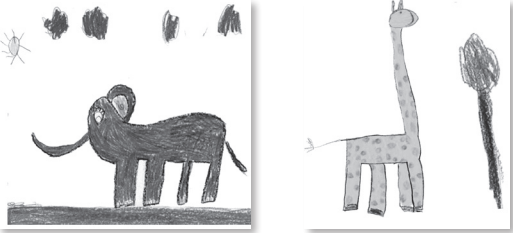


Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> • Maphepha ya A4 ya mudyondzi un'wana na un'wana • Swifaniso swa swihari swa nhova, swihari swa nhova swa pulasitiki kumbe tibuku leti nga na swifaniso swa swihari swa nhova • Tikhirayoni ta mhula letikulu 	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> 1 Vadyondzi va fanele ku langutisa swihari kutani va teka xiboho xa leswaku hi xihari xihari xa nhova lexi va xi rhandzaka. 2 Va fanele ku dirowa xifaniso xa xihari xolexo va ri karhi va tirhisa swifaniso tanihi xiletelo. Va fanele ku ehleketa hi laha xihari xi tshamaka kona naswona va dirowa matluka, misinya na mabyasi ku kombeta laha xihari xi tshamaka kona na leswi xi dyaka swona. 
<ul style="list-style-type: none"> • Makhadi ya swifaniso yi damarhetiwile hi Prestik emakumu ka xiphemu xa phepha kumbe khadi ra A3 • Swipfalo swa mabodlhela leswi nga na letere leswi nga tsariwa endzeni ka xipfalo (loko ku ri na swifaniso swa ntlhanu leswi nga na f, kutani ku fanele ku va na swipfalo swa mabodlhela swa ntlhanu leswi nga tsariwa f endzeni.) • Tithwizara (leswi swi nga endlwiwa hi swimhandzana swimbirhi swa ayisikhirimu, xirhekedyana na xibolwana xa wulu exikarhi ka timhandzi) 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> 1 Hlamusela vadyondzi leswaku va fanele ku tirhisa tithwizara ku va va tlakula swipfalo swa mabodlhela kutani va vona loko va ta kota ku kuma xifaniso lexi nga na mpfumawulo. Xikombiso: Loko vo tlakula f va fanele ku kuma swifaniso leswi nga na mpfumawulo wa /f/ swo fana “fasitere, fasikoti, firiji, foroko, fulawuri” 2 Kutani va fanele ku veka xipfalo xolexo ehenhla ka khadi ra xifaniso xolexo. Va fanele ku yisa emahlweni ku fikela swifaniso hinkwaswo swi funenetiwile hi xipfalo. 
<ul style="list-style-type: none"> • Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. 2 Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. 3 Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazine kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. 4 Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.





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. 
<ul style="list-style-type: none"> • Picture cards – middle sounds stuck with Prestik around the edges of an A3 piece of paper or card • Bottle tops with the vowels written inside the lid (If there are five pictures with an 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 “fasitere, faskoti, firiji, foroko, fulawuri”. 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 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.





U ta lava

- Tithwizara, swibolwana swo hlovohatiwa kumbe phepha leri nga endliwa swibolwana swa mihlovo yo hambanana kumbe swiphemu swa lapi swa mihlovo yo hambanana
- Swifaniso swa swikandza swa swihari swa nhova leswi tsemiwa mbhovo laha nomo wu nga kona, swi damarhetiwile eka swinwelo swa yogati kumbe tikhontheyina letintsongo

Migingiriko

Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo

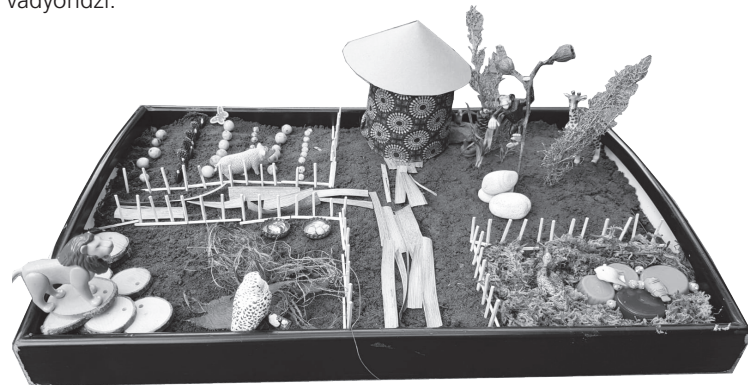
- 1 Hlamusela vadyondzi leswaku va fanele ku tirhisa tithwizara ku va va tlakula swibolwana va dyisa swihari. Nghala yi dya nyama (swin'wana swo tshwuka), nhutlwa yi dya matluka (swin'wana swa rihlaza), ndlopfu yi dya matluka, ntohe yi dya mihandzu (swin'wana swa xilamula kumbe xitshopana kumbe phephulu).

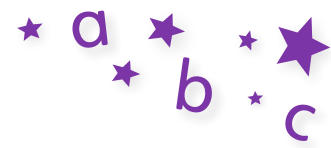


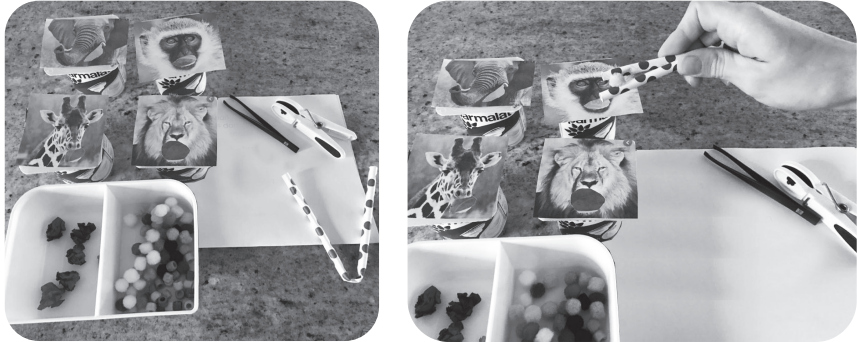
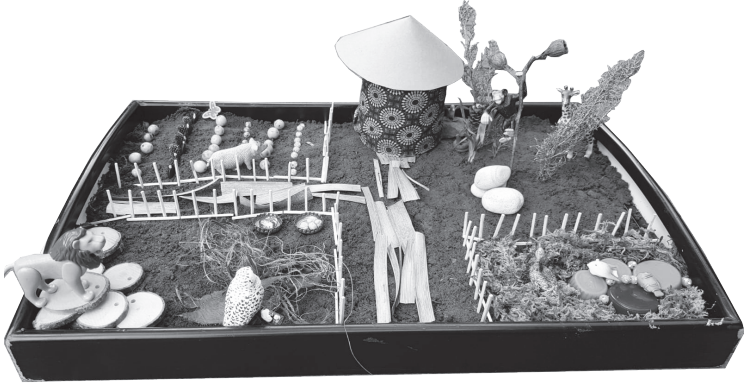
- Tipuopo: thireyi kumbe bokisi ra khadibodo ro ka ri nga entangi, sava na swimhandzana swa ku endla darata, swipfalo swa mati, maribye, matluka kumbe swirhabyana swa ku endla matluka, swiphemu leswintsongo swa lapi swa ku endla minkumba, swihari swa nhova swa pulasitiki kumbe swifaniso leswintsongo swa swihari leswi nga damarhetiwa eka khadi

Nghingiriko 5: Ntlangu wo endla onge

- 1 Tsundzuxa vadyondzi hi tipuopo le ti nga eka khona yo endla onge na ku va hlohlotela ku va va yisa emahlweni ka Vhiki ra 1 loko va endla vuhlayisele bya swihari swa swisiwana. Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi.





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



★ Muendzi wa le ka Mbavala

Xitori

Khale wa khaleni mbavala a tshama eka xiyindlwana xo endliwa hi timhandzi. Mbavala a siya rivanti ri pfulekile loko a famba. Siku rin'wana Mbavala u yile enambyeni ku ya nwa mati, kutani u siye rivanti ri pfulekile tanihi masiku. A tlhelela endlwini ya yena loko a ta lemuka leswaku rivanti ra yena a ri pfiwile. Mbavala swi n'wi vilerisile, kutani a vula hi rito ra yena ro hola ra Mbavala: "I mani a nga la ndlwini ya mina?" U yingiserile na ku rindza. Un'wana u hlamurile hi rito ro enta: "U nga pfuli rivanti handle ka swona ndzi ta ku dya!" Mbavala u chavile swinene.



Mbavala u tsutsumile ku ya lava munghana wa yena Ndlopfu. U kume Ndlopfu a yimile ehansi ka murhi, a cikinyisi nxakwa wa yena xileswi. Mbavala u te:

"Ndlopfu, xana u nga ndzi pfuna? Ndlopfu a hlamula: "Ina, munghana wa mina, swi lo yini?" Mbavala a ku: "Ku na un'wana endlwini ya mina naswona u ri u ta ndzi dya." Hi loko Ndlopfu na Mbavala va tlhelela endlwini. Ndlopfu a famba hi ku nonoka hi fambelo ra Ndlopfu. Mbavala u tsutsumile hi xihatla, a tlulatlula hi fambelo ra Mbavala. Loko va fika kwale, Ndlopfu u vulavule hi rito ro nonoka ra Ndlopfu: "I mani a nga la ndlwini ya Mbavala?" Rito ro enta ri hlamurile ri ku: "U nga pfuli rivanti handle ka swona ndzi ta ku dya!"

"A ndzi lavi ku nghena endlwini ya wena," ku vula Ndlopfu a twa a chavile. "Yoo mananoo!" ku vula Mbavala. "Hi ta pfuna hi mani?" Ndlopfu na Mbavala va ehleketile hi swona kutani va ku: "A hi fambi hi ya vitana munghana wa hina wa xivindzi, Nghala." Va n'wi kumile Nghala, a pavalarile eribyeni a orhele asana. Ndlopfu a vitana Nghala: "Nghala, Nghala, xana u nga hi pfuna?" Nghala u te: "Ina, munghana wa mina, swi lo yini?" Ndlopfu a ku: "Ku na un'wana endlwini ya Mbavala naswona u ri u ta hi dya." Nghala u vombile hi rito ro tlakuka kutani a pfuka a famba a ya endlwini ya Mbavala hi fambelo leriya ro tinyungubyisa, ra xinghala.

Loko a fika endlwini, u vulavule hi rito ro tlakuka, ro nyangatseka: "I mani a nga la ndlwini ya Mbavala?"



Nakambe, rito ro enta ri ku: "U nga pfuli rivanti handle ka swona ndzi ta ku dya!"

Nghala a vomba kutani a ku: "Yini? U dya mina, hosi ya swiharhi?"

Ku suka endzeni ka yindlu a ku ri na huwanyana ya dzolonga, tanihi leswi, na huwanyana yo hlekanyana, tanihi leswi.

Kutani rivanti ri pfulekile hi ku nonoka naswona Xinana u tlurile a humela ehandle a ri na n'wayitelo lowukulu exikandzeni xa yena. "Xihlamariso! Hi mina ntsena. Ndzi ku dyerile mano!" ku vula Xinana. Swiharhi swi hlekile na Ndlopfu u te: "Hi mina lonkulu swinene, kambe Nghala, u na matimba swinene! Naswona wena, Xinana, hi wena lontsongo swinene na wa misavu ngopfu eka hina hinkwerhu!" Mbavala u te: "Ndza khensa ku va mi ndzi pfunile, vanghana va mina va kahle."

Lawa hi wona makumu ya xitori.

★ 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.



Risimu

Loko wo hlangana na Mbavala yi famba endleleni,

U nga endla yini? U nga vula yini?

Ndzi nga ku: "Avuxeni, Mbavala, kunjhani, kunjhani? Ndzi nga ku: "Avuxeni, Mbavala, kunjhani kunjhani?"

Ndzi tsakela ku ku vona, Mbavala, xana ndzi nga cina na wena, cina na wena?"

Ndzi tsakela ku ku vona, Mbavala, xana ndzi nga cina na wena, cina na wena?"

(Vadyondzi va cina hi vambirhi.)

Loko wo hlangana na Ndlopfu yi famba endleleni,

U nga endla yini? U nga vula yini?

Ndzi nga ku: "Avuxeni, Ndlopfu, kunjhani, kunjhani?"

Ndzi tsakela ku ku vona, Ndlopfu, ndzi nga cina na wena cina na wena?"

Ndzi tsakela ku ku vona, Ndlopfu, ndzi nga cina na wena cina na wena?"

(Vadyondzi va cina hi vambirhi.)

Loko wo hlangana na Nghala yi famba endleleni,

U nga endla yini? U nga vula yini?

Ndzi nga ku: "Avuxeni, Nghala, kunjhani, kunjhani?"

Ndzi tsakela ku ku vona, Nghala, xana ndzi nga cina na wena, cina na wena?"

Ndzi tsakela ku ku vona, Nghala, xana ndzi nga cina na wena, cina na wena?"

(Vadyondzi va cina hi vambirhi.)

Loko wo hlangana na Xinana xi famba endleleni,

U nga endla yini? U nga vula yini?

Ndzi nga ku: "Avuxeni, Xinana, kunjhani, kunjhani?"

Ndzi tsakela ku ku vona, Xinana, xana ndzi nga cina na wena, cina na wena?"

Ndzi tsakela ku ku vona, Xinana, xana ndzi nga cina na wena, cina na wena?"

(Vadyondzi va cina hi vambirhi.)

(Yimbelela hi chuni ya "If you should meet an elephant" kumbe tirhisa chuni ya wena.)



Ntivomarito ku suka eka xitori

Marito ya nkoka	mbavala	ndlopfu	nghala	xinana/chela	xivindzi	xihlamariso
Marito yo engetela:	pfula	pfala	mano	chavile	chavile	misavu
	hlelanyana	nonoka	munghana	rito leri tlakukeke	miyela	hlundzuka





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





U ta lava:

- Xitori: Muendzi wa le ka Mbavala
- Tiphaphete: Mbavala, Ndlopfu, Nghala, Xinana, endlwini ya Mbavala
- Tipuropo: masiki kumbe maduku ya xiharhi xin'wana na xin'wana, bokisi lerikulu kumbe tafula ra yindlu ya Mbavala
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito



Vhiki ra 1 Siku 1

Migingiriko ya tllasi hinkwayo

Vula xinsin'wana *Ndzi hundzuluxa tintiho* ku yisa vadyondzi emetini eka nkarhi wa xitori.

Ndzi hundzuluxa tintiho

Ndzi hundzuluxa tintiho
 Ndzi hundzuluxa swikunwani
 Ndzi hundzuluxa makatla
 Ndzi hundzuluxa nhompfu
 Sweswi (phokotela sweswi)
 Vuhundzuluxi hinkwabyo byile ka mina
 Ndzi miyerile hilaha ndzi nga kotaka hakona!

Ku rungula xitori na ku aka ntivomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: Vutisa loko un'wana na un'wana a tshame a vona xiharhi xa nhova enkambeni ya swihari kumbe eka thelevhixini. Vulavulani hi ku hambana exikarhi ka swihari swa le kaya (swifuwo), epurasini na swa le nhoveni.
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito. Komba vadyondzi tiphaphete kumbe swifaniso swa swihari ku suka eka magazini kumbe eka tibuku. Vulavula hi tindlela to hambana leti swihari swi fambisaka xi swona. Kombela vadyondzi va famba tanihi mbavala (ku hatlisa, ku tlulatlula) tanihi ndlopfu (yi tlangisa rixakwa) kumbe tanihi nghala loko yi yimisela nhloko ya yona ehenhla tanihi hosi. (U nga tivisi chela emasungulweni hikuva vadyondzi va ta swi tiva leswi humelelaka exitorini!)

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito. Endla miencyeto na ku tirhisa tiphaphete na tipuropo.
- 2.2 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"U ehleketa leswaku Ndlopfu na Mbavala va ta vitana mani ku ta va pfuna? U ehleketa leswaku ku na mani endlwini xana?"*

3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori? U nga titwa njhani loko un'wana wa valala va wena aku phutisa tanihi Chela? U nga kwata kumbe u ehleketa onge u nga hleka loko u kumisile leswaku a wo phutisiwa?"*

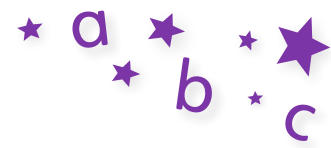
Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"muendzi, mati, mina, masiku, munghana, mani. Xana ma wu twa mpfumawulo lowu kongomisiweke: muendzi, mati, mina, masiku, munghana, mani? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /m/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /m/: mujeko, movha, mali, masi, mufana, musu, meno, mopo."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /m/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /m/: *"m-m-m"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawwa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.





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: "muendzi, mati, mina, masiku, munghana, mani. Can you hear the focus sound: **muendzi, mati, mina, masiku, munghana, mani?** Yes, you are right! They all have the sound /m/."
- 2 "Listen carefully, here are some more words with /m/: **mujeko, movha, mali, masi, mufana, musu, meno, mopo.**" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /m/ clearly and tell learners to watch your mouth carefully.
- 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.



U ta lava:

- Tiphaphete ta xitori
- Swifaniso swa vunanga/ switirhisiwa swa risimu



Vhiki ra 1 Siku 2

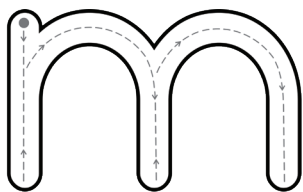
Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuropo kumbe u encenyeta ku pfuna vadyondzi ku twisisa ririmi ra risimu.
- 6 Dyondzisa vadyondzi miencenyeto ya risimu na ku va na ntsako wo yimbelela hi ririmi ro tlula rin'we.

Mavumbelo ya letere

- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /m/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /m/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha kombeta matino ya vona na ku fambisa nomo onge va ncakunya xanchumu.
- 3 Kombisa vadyondzi ku tsala letere **m**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi, henhla, yana ethelo, ehansi, henhla, yana ethelo na le hanshi nakambe."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endlwaka hi letere loko va ri karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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



Week 1 Day 2

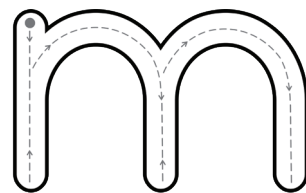
Whole class activities

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



Small group activities

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



U ta lava:

- Tiphaphete na tipuropu swa xitori
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **m**: mujeko, movha, mali, mati, masi, mufana, musu, meno, mopo, mango, majarini, mavele, manga, manana, mete, mendlele, murhi, mutwa, mudoro, mangwa

Vhiki ra 1 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

- 1 Yimbelela risimu.
- 2 Vutisa vadyondzi loko va ha tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntvomarito. Xikombiso: Va kombeli leswaku va byela vanghana va vona swin'wana hi rito **ro lala** tanihi mbavala, kutani hi rito **ro bumbula** tanihi chela loko ri phutisa swiharhi, kutani hi rito **ro rhasa**, **ro kwata** tanihi nghala.
- 3 Hlawula vadyondzi ku tlanga swimunhuhatwa swa le ka xitori.
- 4 Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfuna vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tlilasi hinkwayo yi karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.



Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: "Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **m**: mujeko, movha, mali, mati, masi, mufana, musu, meno, mopo, mango, majarini, mavele, manga, manana, mete, mendlele, murhi, mutwa, mudoro, mangwa



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. 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.



U ta lava:

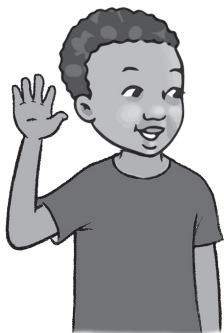
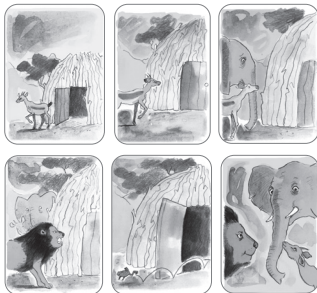
- Swifaniso leswikulu swa ndzandzelelano

Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

- "Xana mi vona va mani?" (swimunhuhatwa)
- "Xana u/ xi endla yini?" (maendli na swiendlo)
- "Xana mi vona yini swin'wana?" (ku languta nakambe)
- "Xana xi kwihi ...?" (ku vula ndhawu/ xiyimo)
- "Hikokwalaho ka yini u ehleketa...?" (miehleketo ya vutumbuluxi, ku humesela mavonelo)



Vhiki ra 1 Siku 4

Migingiriko ya tllasi hinkwayo

Ku landzelerisa swifaniso

- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa nghingiriko.
- 5 Endzhaku ko vulavula hi hi swifaniso hinkwaswo, vutisa vadyondzi: "Xana swifaniso swi hi nongonoko lowu faneleke?"
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenisiwa eka maendlelo lawa. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.

Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Hlamusela vadyondzi leswaku u ya eku yimbeleleni risimu na swona va fanele ku yingisela kahle mpfumawulo lowu rito ri helelaka hi wona (chuni: "Mary had a little lamb").
 - ★ Mudyondzisi: "Hi wihhi mpfumawulo lowu marito lawa ya helelaka hi wona, marito lawa ya helelaka hi wona, marito lawa ya helelaka hi wona? Hi wihhi mpfumawulo lowu marito lawa ya helelaka hi wona: bazi, gezi na juzi." (xikombo xa mudyondzisi leswaku vadyondzi va hlamula.)
 - ★ Vadyondzi va vula mpfumawulo lowu rito ri helelaka hi wona, xikombiso: /zi/ (Mudyondzisi u kombisa mfungho wa rikhudzu ro yimela ehenhla.)
 - ★ Mudyondzisi: "/zi/ i mpfumawulo lowu marito lawa ya helelaka hi wona: mpfumawulo lowu rito ri helelaka hi wona, mpfumawulo lowu rito ri helelaka hi wona! /zi/ i mpfumawulo lowu rito ri helelaka hi wona: bazi, gezi na juzi."
- 2 Tirhisa marito lawa eka nghingiriko lowu:
 - ★ /la/: cela, dokodela, lala, etlela, fafazela, kufumela, hamula, papila, rivala
 - ★ /ti/: fasikoti, buti, apirikoti, bakiti, mati, muti, yogati, namuneti, rihati, risokoti
 - ★ /ya/: kaya, moya, faya, voya
 - ★ /sa/: kasa, susa, basisa, virisa, yimisa
 - ★ /ni/: jini, pani, hahani, peni, xitani, xivoni
 - ★ /ke/: heke, jeke, kereke
 - ★ /lo/: bolo, golo, tolo, xikolo
 - ★ /ma/: gama, anama, kama, lulama, luma, rima, yima
 - ★ /ra/: kamara, katara, awara, gatara
 - ★ /re/: letere, pepere, lekere, botere, deredere, fasitere
 - ★ /ri/: lori, xitori, viriviri, dayari, bikiri, fulawari

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi mingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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: bazi, gezi na juzi." (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: /zi/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: "/zi/ is the syllable that ends these words, ends these words, ends these words! /zi/ is the syllable that ends these words: bazi, gezi na juzi."
- 2 Use these words for this activity:
 - ★ /la/: cela, dokodela, lala, etlela, fafazela, kufumela, hamula, papila, rivala
 - ★ /ti/: fasikoti, buti, apirikoti, bakiti, mati, muti, yogati, namuneti, rihati, risokoti
 - ★ /ya/: kaya, moya, faya, voya
 - ★ /sa/: kasa, susa, basisa, virisa, yimisa
 - ★ /ni/: jini, pani, hahani, peni, xitani, xivoni
 - ★ /ke/: heke, jeke, kereke
 - ★ /lo/: bolo, golo, tolo, xikolo
 - ★ /ma/: gama, anama, kama, lulama, luma, rima, yima
 - ★ /ra/: kamara, katara, awara, gatara
 - ★ /re/: letere, pepere, lekere, botere, deredere, fasitere
 - ★ /ri/: lori, xitori, viriviri, dayari, bikiri, fulawari



Small group activities

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





U ta lava:

- Tiphaphete swa xitori
- Phepha ra filipichati, maka ya bodo yo basa
- Marito lawa ya nga na tasilabasi to tala lawa ya fambelanaka na xitori: mbavala, ndlopfu, xiharhi, hlamarisa, ntsongo, kwata, pfula, vilela, nkitsikitsi, hlekelela, nambu, endzeni

Vhiki ra 1 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Byela vadyondzi: *“Namuntlha hi ya tsala xitori xa hina hi swiharhi swa le xitorini. A hi langheni xiharhi lexi hi tsalaka hi xona.”* Komba vadyondzi swifaniso swa swiharhi swo suka exitorini. Loko u ta va u langhile xiharhi lexi u nga ta tsala hi xona, veka xinepe xa xiharhi exikarhi ka phepha.
- 2 Tirhisa swivutiso leswi landzelaka ku kombisa maendlelo ya matsalelo ya xitori:
 - ★ Kombela vadyondzi ku va ehleketa vito ra xiharhi kutani va tsala vito ra xona ehansi.
 - ★ Vutisa mianakanyo ya vadyondzi mayelana na laha xiharhi xi tshamaka kona. Hlamusela ndhawu leyi exivulweni kutani u yi tsala ehansi.
 - ★ Kanelani leswi xiharhi xi tsakelaka ku dya swona. Loko mi twananile, swi tsaleni ehansi.
 - ★ Vutisa mianakanyo ya vadyondzi mayelana na nchumu lowu xiharhi xinga tshama xi wu endla siku rin’wana. Langha muanakanyo un’we kutani u wu tsala ehansi.
 - ★ Vulavulani hi leswi nga humelela emahlweni; tsala marito ya vadyondzi.
 - ★ Kanela leswaku va ehleketa onge xitori xi fikikisile njhani emakumu; tsala xivulwa lexi.
- 3 Sweswi hlayela vadyondzi xitori u karhi u tirhisa mabokisi ku tipfuna. Loko ku ri na nkarhi u nga vutisa vadyondzi van’wana ku kombisa xitori. Damarheta phepha ra filipichati na xitori ekhumbini.

Stella u ri:



Leswi u nga swi endla swi olova hi ku tsema xifaniso xa mbavala xi va hi swiphemu swimbirhi leswaku vadyondzi va va na vuyimeri bya swo voniwa bya mapeletwana lawa mambirhi eka rito.

Ku twananisa na ku hambanisa (mapeletwana)

- 1 Komba vadyondzi swifaniso swa swihari swa nhova. Kombela vadyondzi ku ku pfuna ku nyika mavito ya xifaniso xin’wana na xin’wana ivi va damarheta swifaniso ekhumbini kumbe va veka eka khapete leswaku vadyondzi hinkwavo va kota ku swi vona.
- 2 Ku suka kona veka swifaniso endzeni ka beke. Hlawula mudyondzi, ivi u va kombela ku teka xin’we xa swifaniso xi huma endzeni ka beke. Va fanele ku ringeta ku xula vito ra xihari xa nhova, va tsemelela hi mapeletwana.
- 3 Vadyondzi lavan’wani va fanele ku yingisela leswi va swivulaka ivi va hlanganisa mapeletwana ku endla rito.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun’wana na wun’wana na maendlelo yo basisa.





You will need:

- Puppets from the story
- Flipchart paper, whiteboard marker
- A list of multisyllabic words relating to the story: mbavala, ndlopfu, xiharhi, hlamarisa, ntsongo, kwata, pfula, vilela, nkitsikitsi, hlekelela

Week 1 Day 5

Whole class activities

Make, draw and write

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

Stella says:



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

Blending and segmenting (syllables)

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



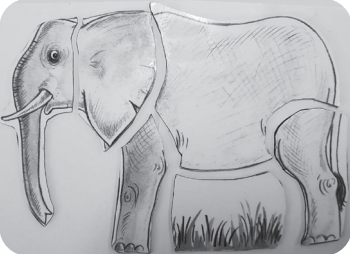



Small group activities

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

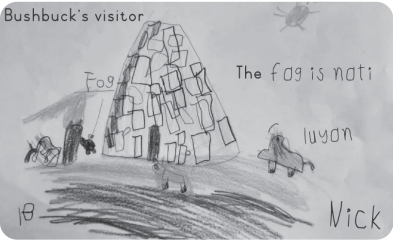

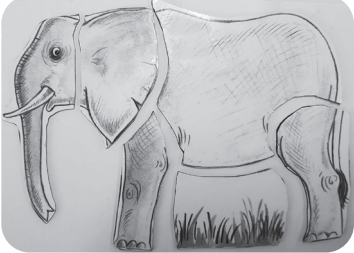



Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

U ta lava	Migingiriko
<ul style="list-style-type: none"> • Maphepha ya A4 ya mudyondzi un'wana na un'wana • Tikhirayoni ta mhula letikulu  <p>Muendzi wa le ka Mbavala</p>  <p><i>Eka nkarhi lowu wa lembe, swi nga endleka vadyondzi va ri na vutitshembi byo ringeta ku ti tsalela. U nga karhateki loko vadyondzi van'wana va tsala nongonoko wa maletere ma siyi tindhawu.</i></p>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> 1 Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. 2 Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. 3 Vutisa vadyondzi leswaku hi xihemba xa xitori va xi rhandzeke. Nyika swiringanyeto swin'wana. 4 Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. 5 Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. 6 Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. 7 Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. 8 Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. 9 Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> • Tiphazili ta tiphapheti • Xitori xa tiphaphete • Maphepha ya A4 • Tikhirayoni ta mhula letikulu 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> 1 Hlamusela vadyondzi leswaku va fanele va sungula va veka kahle swiphemu ku ya hi muhlovo wa xiharhi, kutani va veka swiphemu swin'we ku endla xiharhi xo suka exitorini. Va kombi swirho swin'wana swa mitsumbu ya swiharhi (xakwa, nenge, tindleve) u hlamusela leswaku va langutisa phaphete ku vona laha swirho swa ntsumbu swi ngenhaka kona. 2 Loko va hetile hi phazele ya xiharhi, va nga langha xiharhi xin'we lexi va nga ta xidirowa.
<ul style="list-style-type: none"> • Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphaphana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. 2 Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. 3 Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazine kumbe xiphaphana lexi va nga tsakelaka ku xi hlaya. 4 Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.



Small group activities for Week 1

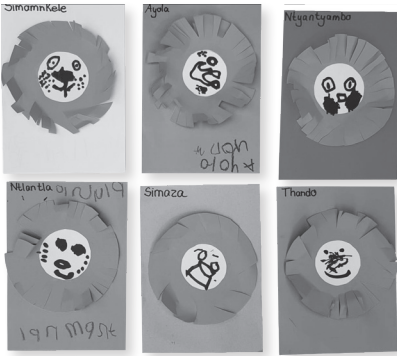
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons   <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 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.





U ta lava

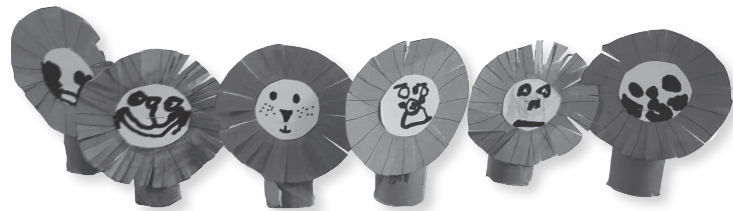
- Phaphete ya nghala kumbe xinepe xa nghala ya xinuna yi ri na ntshiva
- Eka mudyondzi un'we: phepha ra A5, phepha ra xilamula, ribungu na xitshopana ku ta dirowela na ku tsema swirhendzevutani kona, swikero, tikhirayoni ta ntima kumbe kokisi, ku nga va rholo ya le xiyindlwanani kumbe phepha ra A5, swivumbeko swa xirhendzevutani swa ku landzelerisa



Migingiriko

Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo

- 1 Komba vadyondzi phaphete ya nghala kumbe xinepe xa nghala kutani u vutisa loko un'wana a switiva ku ri voya leri nga le xikandzeni xa nghala ri vitaniwa yini (ntshiva).
- 2 Hlamusela vadyondzi leswaku va ya eku endleni ka xikandza xa nghala hi ku tirhisa swirhendzevutani swa maphepha.
- 3 Va ta sungula hi ku tsema swirhendzevutani swi mbirhi. Va nga landzelerisa thini ku endla swirhendzevutani leswikulu, kutani va landzelerisa rholo ya le xiyindlwanani ku endla xirhendzevutani lexi ntsongo. Va fanele ku damarheta xirhendzevutani lexi ntsongo exikarhi ka rhandzavula leyi kulu kutani va dirowa nhompfu ya nghala, nomo, mahlo na malebvu. Va nga kera emakumu ka rhandzavula leyi kulu ku endla ntshiva. Loko va hetile, va nga damarheta nghala ya vona eka phepha ro pfumala nchumu kumbe u nga va pfuna va khomanisa hi xitepulara eka rholo ya le xiyindlwanani.

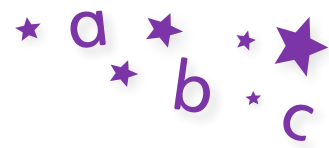


- Tipuropo: tithochi, swikhigelo, tibege ta ku khudzehelela ka tona, ndzilo wa le khempeni wa mavomu, mitsanda na maphepha yo pendiwa hi lamula, xitshopana na tshuka ku endla ndzilo, swifaniso swo endla minkondzo yo hambana ya swiharhi leyi nga gandlisa etlhelo ka tende, buku yo tsalele ti notsi na penisele yo tsala mavito ya mipongo ya swiharhi leyi va yi twaka loko va ri ku khempeni

Nghingiriko 5: Ntlangu wo endla onge

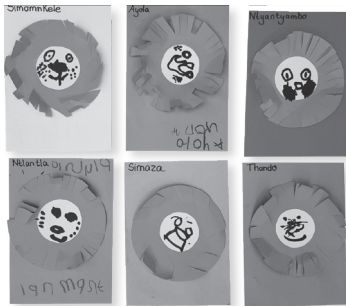
- 1 Rhangela ntlawa ku ya ekhoneni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta tipuropo letintshwa.
- 2 Va hlamuseli leswaku va ta endla onge va le ka khempe ya na vusiku enkambeni ya swiharhi. Va ta fanela ku endla tende hi ku tirhisa switulu na minkumba. Vadyondzi van'wana va nga ti endla swiharhi swo hambana va karhi va endla mimpongo ekusuhi na nkamba, xikombiso nghala yi ri ku vombeni na ku dodela, ndlopfu yi karhi yi dya matluka. Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi.





You will need

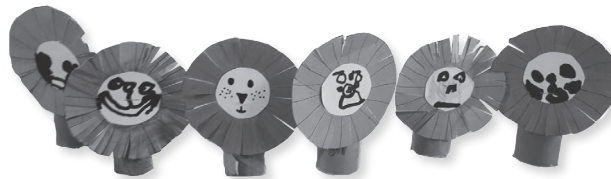
- The lion puppet or a picture of a male lion with a mane
- For each learner: an A5 piece of paper, orange or brown and yellow paper to draw and cut out circles, scissors, black crayons or kokis, either a toilet roll or an A5 piece of paper, circular shapes to trace around



Activities

Activity 4: Fine motor skills and handwriting

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



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

Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and show them the new props.
- 2 Explain to them that they are going to pretend to go on a night time camp in a game reserve. They must make tents using chairs and blankets. Some learners can pretend to be different animals making noises around the camp, for example, a lion roaring and creeping around, an elephant eating leaves. Visit the corner at least once to observe and encourage the learners' pretend play.





U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi u n'wana na u n'wana
- Phepha ra A4 ro pfumala nchumu ra mudyondzi un'wana na un'wana, xikero, gliu

Vhiki ra 2 Siku 1

Migingiriko ya tlilasi hinkwayo

Ku landzelerisa swifaniso ko tala



- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku yima emahlweni ka tlilasi, un'wana na un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: *"Xana ku landzelela yini, nakambe ku humelela yini?"*
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Kombela vadyondzi ku va va tsema swifaniso swa ka ntima no basa, va swi veka hi nongonoko lowu lulameke kutani va swi damarheta eka phepha ro pfumala nchumu. Famba-famba etlilasini naswona pfuneta laha swi faneleke. Nghingiriko lowu wu na nkoka eka ku kambela vuswikoti bya mudyondzi bya ku veka timhaka ta nkoka ta xitori hi nongonoko lowu lulameke.
- 6 Loko vadyondzi va ta va hetile ndzandzelelano wa swifaniso swa vona, nyika mudyondzi un'wana na un'wana xibukwana. Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etlilasini.
- 7 Hlohlotela vadyondzi ku muka na tibuku ku ya hlaya na mindyangu ya vona.



Ku tivisa letere ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"vula, vulavule, Mbavala, rivanti, vomba, vanghana. Xana ma wu twa mpfumawulo lowu kongomisiweke: vula, vulavule, Mbavala, rivanti, vomba, vanghana? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /v/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /v/: viriviri, vulombe, voko, virisa, vuhlalu, vilavila, voya, xivuluvulu."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /v/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /v/: **"v-v-v"** Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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: “vula, vulavule, Mbavala, rivanti, vomba, vanghana. Can you hear the focus sound: **vula, vulavule, Mbavala, rivanti, vomba, vanghana?** Yes, you are right! The focus sound is **/v/**.”
- 2 “Listen carefully, here are some more words with **/v/**: **viriviri, vulombe, voko, virisa, vuhlalu, vilavila, voya, xivuluvulu.**” (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.



U ta lava:

- Buku Leyikulu: Muenzi wa le ka Mbavala
- Mati eswibyeni na burachi yo penda ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 2

Migingiriko ya tlilasi hinkwayo

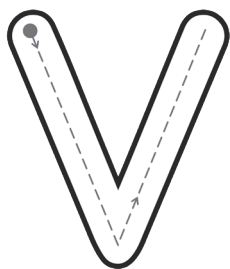
Ku hlaya swin'we – Buku Leyikulu

- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tlilasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi "langutile" ebukwini hinkwayo, tlhelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku "hlaya" na wena.



Mavumbelo ya letere

- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /v/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /v/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha tshambuluta voko ra vona ri ya emahlweni xandla xi pfulekile naswona va ri vuyisa exifuvuni xa vona hi xihatla va endla onge va vutla xanchumu va ri karhi va vula "v-v-vutla".
- 3 Kombisa vadyondzi ku tsala letere **v**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi na le henhla."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, huma ehandle u nyika mudyondzi un'wana na un'wana xibye lexi nga na mati na burachi yo penda. Vadyondzi va nga penda letere ko tala ematini ehansi.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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

Week 2 Day 2

Whole class activities

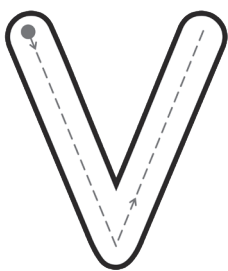
Shared reading – Big Book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /v/ or if they can think of any other words that start with the sound /v/.
- 2 Teach learners an action associated with the sound. For example: Learners can stretch their arm out in front with an open palm and quickly bring it back to their chest and pretend they are snatching something.
- 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.



U ta lava:

- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi v: viriviri, vulombe, voko, virisa, vuhlalu, voya, vabya, vumba, vusiku



Vhiki ra 2 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

- 1 Sungula gingiriki wa namuntlha wa ku yingisela hiku vula leswi: *“Ndzi lava leswaku u pfala mahlo, ku suka kona ndzi ta endla mpfumawulo. Ndzi lava leswaku u yingisela hi vukheta ivi u yimisa voko loko u lava ku ndzi byela mpfumawulo.”*
- 2 Endla mpfumawulo ku fana na ku gondondza tafula, ku phokotela mavoko, ku bele, ku tlokorisa tintiho, ku ntlanga noti eka xitirhiseiwa xa vuyimbeleri. Loko u hetile ku endla mimpfumawulo na vadyondzi va kotile ku yi tiva, nxaxameta mimpfumawulo ya ntlhanu. Vula nakambe nxaxamelo, kambe tshika mpfumawulo wun’we – vadyondzi va fanele ku kuma mpfumawulo lowu nga tshikiwa.
- 3 Byela vadyondzi: *“Sweswi hiku hi purakitisile yingiselani hi vukheta, ndzi ta vula marito yo karhi ivi mi ndzi byela leswaku hi wahi yanga tivekiki. Yingisela hi vukheta marito hinkwawo ungasi ringeta ku vhumba. Veka voko ra wena ehlokweni loko u ehleketa onge u tiva hlamulo.”*
 - ★ mhunti, chela, chokoleti, nghala (chokoleti ahi xiharhi)
 - ★ tinhloko, tibuku, makatla, matsolo (buku ahi xirho xa miri)
 - ★ rhoko, jekete, tintaghu, chukele (chukele ahi nchumu wo ambala)
 - ★ nyankwave, nkavavangaheti, nyoxi, mhongolwana (nyoxi ahi xiharhi xa lwandle)
 - ★ kheroto, zambhana, xitulu, khavichi (xitulu ahi matsavu)

Mabokisi ya maletere

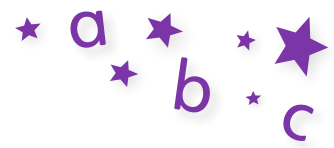
- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin’we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van’wana.
- 2 Vutisa swivutiso hi minchumu: *“Xana mi tshama mi xi vona xin’wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?”*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun’wana na wun’wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van’wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun’wana na wun’wana na maendlelo yo basisa.





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **v**: viriviri, vulombe, voko, virisa, vuhlalu, voya, vabya, vumba, vusiku



Week 2 Day 3

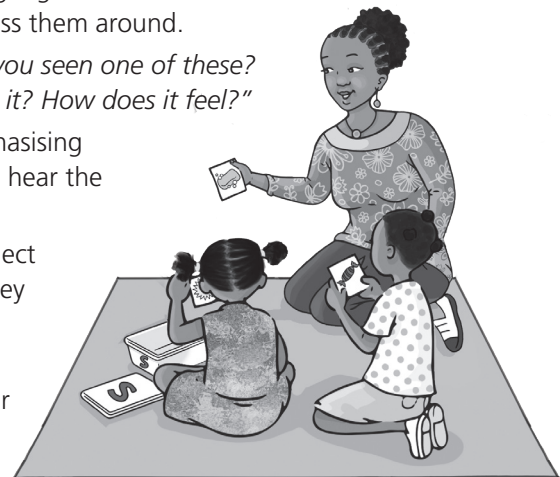
Whole class activities

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



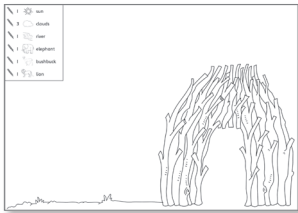
Small group activities

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



U ta lava:

- Fothokhopi ya Pheji ra ngingiriko wa Hlaya u endla
- Tikhirayoni ta mhula letikulu



Vhiki ra 2 Siku 4

Migingiriko ya tllasi hinkwayo

Ku hlaya na ku endla

- 1 Mudyondzi un'wana na un'wana u ta lava pheji ra yena ra ngingiriko. Byela vadyondzi ku va va langutisa eka nongonoko lowu nga eka pheji naswona va vulavula hi leswi va swi vonaka (tinomboro, swifaniso na marito).
- 2 Tsundzuxa vadyondzi leswaku va ta ya "hlaya" ntila wun'wana na wun'wana naswona va endla leswi wu swi vulaka.
- 3 Ringeta ku papalata ku hlaya nxaxamelo na vadyondzi, kambe va hlohloteli ku va va hlaya nxaxamelo hinkwawo va nga si sungula ku dirowa.
- 4 Famba-famba loko vadyondzi va ri karhi va tirha na ku va nyika nseketelo laha swi faneleke.
- 5 Tsundzuxa ku va va langutisa eka nxaxamelo nakambe loko va ta va hetile "ku hlaya" na ku dirowa na ku vekela gwaju ekusuhi na ntila wun'wana na wun'wana loko va ta va hetile ntirho walowo.

Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Hlamusela vadyondzi leswaku u ya eku yimbeleleni risimu na swona va fanele ku yingisela kahle mpfumawulo lowu rito ri helelaka hi wona (*chuni: "Mary had a little lamb"*).
 - ★ Mudyondzisi: *"Hi wihhi mpfumawulo lowu marito lawa ya helelaka hi wona, marito lawa ya helelaka hi wona, marito lawa ya helelaka hi wona? Hi wihhi mpfumawulo lowu marito lawa ya helelaka hi wona: bazi, gezi na juzi."* (xikombo xa mudyondzisi leswaku vadyondzi va hlamula.)
 - ★ Vadyondzi va vula mpfumawulo lowu rito ri helelaka hi wona, xikombiso: **/zi/**. (*Mudyondzisi u kombisa mfungho wa rikhudzu ro yimela ehenhla.*)
 - ★ Mudyondzisi: *"/zi/ i mpfumawulo lowu marito lawa ya helelaka hi wona: mpfumawulo lowu rito ri helelaka hi wona, mpfumawulo lowu rito ri helelaka hi wona! /zi/ i mpfumawulo lowu rito ri helelaka hi wona: bazi, gezi na juzi."*
- 2 Tirhisa marito lawa eka ngingiriko lowu:
 - ★ **/la/**: cela, dokodela, lala, etlela, fafazela, kufumela, hamula, papila, rivala
 - ★ **/ti/**: fasikoti, buti, apirikoti, bakiti, mati, muti, yogati, namuneti, rihati, risokoti
 - ★ **/ya/**: kaya, moya, faya, voya
 - ★ **/sa/**: kasa, susa, basisa, virisa, yimisa
 - ★ **/ni/**: jini, pani, hahani, peni, xitani, xivoni
 - ★ **/ke/**: heke, jeke, kereke
 - ★ **/lo/**: bolo, golo, tolo, xikolo
 - ★ **/ma/**: gama, anama, kama, lulama, luma, rima, yima
 - ★ **/ra/**: kamara, katara, awara, gatara
 - ★ **/re/**: letere, pepere, lekere, botere, deredere, fasitere
 - ★ **/ri/**: lori, xitori, viriviri, dayari, bikiri, fulawari



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya ngingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

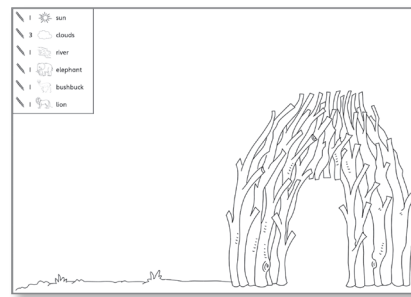
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

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: bazi, gezi na juzi.*” (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: /zi/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: “*/zi/ is the syllable that ends these words, ends these words, ends these words! /zi/ is the syllable that ends these words: bazi, gezi na juzi.*”
- 2 Use these words for this activity:
 - ★ /la/: cela, dokodela, lala, etlela, fafazela, kufumela, hamula, papila, rivala
 - ★ /ti/: fasikoti, buti, apirikoti, bakiti, mati, muti, yogati, namuneti, rihati, risokoti
 - ★ /ya/: kaya, moya, faya, voya
 - ★ /sa/: kasa, susa, basisa, virisa, yimisa
 - ★ /ni/: jini, pani, hahani, peni, xitani, xivoni
 - ★ /ke/: heke, jeke, kereke
 - ★ /lo/: bolo, golo, tolo, xikolo
 - ★ /ma/: gama, anama, kama, lulama, luma, rima, yima
 - ★ /ra/: kamara, katara, awara, gatara
 - ★ /re/: letere, pepere, lekere, botere, deredere, fasitere
 - ★ /ri/: lori, xitori, viriviri, dayari, bikiri, fulawari



Small group activities

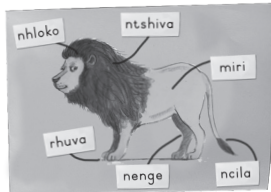
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





U ta lava:

- Phapheti ya nghala, phepha ra filipichati, swichupuchupu swa phepha/khadi swa tilebulu, makara ya ntima ya bodo yo basa
- Marito lawa ya nga na mapeletwananyingi lawa ya fambelanaka na xitori: mbavala, ndlopfu, xiharhi, hlarisa, ntsongo, kwata, pfula, vilela, nkitsikitsi, hlekelela, nambu, endzeni



Vhiki ra 2 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Veka phapheti ya nghala kumbe xifaniso xa nghala exikarhi ka phepha lerikulu.
- 2 Kombela vadyondzi ku avela mintiyiso leyi nyanyulaka va yi tivaka hi tinghala. U nga ha sungula mburisano hi ku vutisa laha tinghala ti tshamaka kona (enhoveni eAfrika) na leswi ti swi dyaka (mangwa, mhaka na swihari swin'wana). Tivisa marito yantshwa yo tanihi khanivho (swihari swo dya nyama ntsena), ntlhambi wa tinghala, mamali, xinghalana na swin'wana. U nga ha tlhela u va komba leswaku nghala ya xisati na ya xinuna ti languteka ku hambana naswona nghala ya xisati yi vitaniwa nghalakati.
- 3 Vutisa vadyondzi loko va nga kota ku nyika mavito ya swirho swa miri wa nghala. Hlawula vadyondzi ha un'we un'we ku va ta va ta kombetela xirho xa miri lexi lulameke (nhloko, ntshiva, miri, ncala, nenge, rhuva).
- 4 Byela vadyondzi leswaku u nga tsakela ku pfuniwa hi vona ku va u lebula xifaniso xa nghala. Sungula hi ku kombetela ncala Na ku dirowa ntila wu suka encileni wu ya eka tlhelo ra voko ra xinene ra xifaniso. Teka xiphemu xa khadi kutani u xi damarheta hi Prestik eka xiphemu xa phepha, etlhelo ka ntila ku suka encileni. Sweswi byela vadyondzi: "Xana i mani a nga ndzi pfunaka ku sungula ku tsala rito 'miri'? Ina, ri sungula hi mpfumawulo /m/ na swona leyi hi yona ndlela leyi hi tsalaka ha yona m yisa emahlweni na ku tsala rito 'miri' ehandle ka ku kombela vadyondzi ku va va peletela letere rin'wana na rin'wana.
- 5 Yisa emahlweni na ku lebula nhloko ya nghala, ntshiva, miri, nenge na rhuva. Nkarhi wun'wana na wun'wana loko u tsala rito, kombela vadyondzi ku va va ku pfuna ku yingisela mpfumawulo wo sungula na ku tsala rito leri fambelanaka. Tsundzuka ku tsala hi maletere lawantsongo. U nga humesi mpfumawulo wa rito hinkwaro tanihi leswi marito lawa yo tala ya wona ya tikaka ku ya humesa hi ku hetiseka. Kongomana na mpfumawulo wa le masungulweni na letere.
- 6 Damarheta xifaniso lexi nga leburuwa ekhumbini na ku langutisa leswi vadyondzi va sungurisaka xiswona ku hlava tilebulu.

Stella u ri:



Leswi u nga swi endla swi olova hi ku tsema xifaniso xa mbavala xi va hi swiphemu swimbirhi leswaku vadyondzi va va na vuyimeri bya swo voniwa bya mapeletwana lawa mambirhi eka rito.

Ku twananisa na ku hambanisa (mapeletwana)

- 1 Komba vadyondzi swifaniso swa swihari swa nhova. Kombela vadyondzi ku ku pfuna ku nyika mavito ya xifaniso xin'wana na xin'wana ivi va damarheta swifaniso ekhumbini kumbe va veka eka khapete leswaku vadyondzi hinkwavo va kota ku swi vona.
- 2 Ku suka kona veka swifaniso endzeni ka beke. Hlawula mudyondzi, ivi u va kombela ku teka xin'we xa swifaniso xi huma endzeni ka beke. Va fanele ku ringeta ku xula vito ra xihari xa nhova, va tsemelela hi mapeletwana.
- 3 Vadyondzi lavan'wani va fanele ku yingisela leswi va swivulaka ivi va hlanganisa mapeletwana ku endla rito.

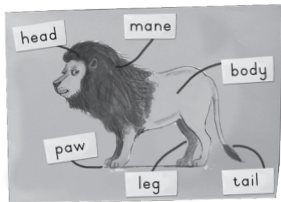
Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.



You will need:

- Lion puppet, flipchart paper, scraps of paper/card for labels, black whiteboard marker
- A list of multisyllabic words relating to the story: mbavala, ndlopfu, xiharhi, hlamarisa, ntsongo, kwata, pfula, vilela, nkitsikitsi, hlekelela, nambu, endzeni



Week 2 Day 5

Whole class activities

Make, draw and write

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

Stella says:



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

Blending and segmenting (syllables)

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


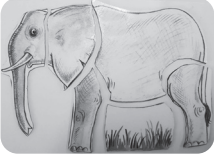






Small group activities

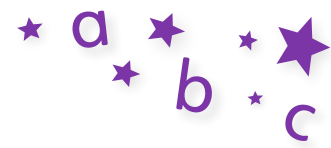
Remind learners about the small group activities, the rules for each activity and the tidy-up process.









Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi un'wana na un'wana Tikhirayoni ta mhula letikulu 	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Nyika mudyondzi un'wana na un'wana pheji ra A4 ri petsiwile ri va hafu na rivanti ri tsemiwile exikarhi ka le mahlweni leri nga pfuriwaka. Va hlamuseli leswaku va fanele ku sungula va khavisa yindlu ya Mhala hi le handle kutani va fanele ku dirowa xihari endzeni ka yindlu. Va hlohoteli ku va va endla papa ra mbulavulo naswona va "tsala" leswi xihari xi nga ku swi vuleni. Va vutisi Loko va nga swi tsakela leswaku wena u va tsalela. Endla buku ya tlilasi hi ku tirhisa mapheji hinkwawo yo hambanana. Vadyondzi va nga ha hlaya buku hi voxo hi nkarhi wa ku hlaya. Vadyondzi va ta ti phiya hi ku hlaya switori swa vona vini na switori swa vadyondzi van'wana.
<ul style="list-style-type: none"> Tiphazili ta tiphapheti Xitori xa tiphaphete Maphepha ya A4 Tikhirayoni ta mhula letikulu 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Hlamusela vadyondzi leswaku va fanele va sungula va veka kahle swiphemu ku ya hi muhlovo wa xiharhi, kutani va veka swiphemu swin'we ku endla xiharhi xo suka exitorini. Va kombi swirho swin'wana swa mitsumbu ya swiharhi (xakwa, nenge, tindleve) u hlamusela leswaku va langutisa phaphete ku vona laha swirho swa ntsumbu swi ngenaka kona. Loko va hetile hi phazele ya xiharhi, va nga langha xiharhi xin'we lexi va nga ta xidirowa.
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphaphana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazine kumbe xiphaphana lexi va nga tsakelaka ku xi hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.
<ul style="list-style-type: none"> Pheji ra A5 Ra mudyondzi un'wana na un'wana, pende ya xilamula na ya xitshopana, tiforoko ta pulasitiki, makara ya ntima ya bodo yo basa kumbe kokisi 	<p>Nghingiriko 4: Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> Hlamusela vadyondzi leswaku va ta ya penda xikandza na ku tirhisa foroko ya pulasitiki ku endla ntshiva wa nghala. Va fanele ku sungula hi ku penda xirhendzevutana xa xitshopana, kutani va hoxa pende ya xilamula yi rhendzela xirhendzevutana. Va nga ha tirhisa foroko ku va va hangalasa penda na ku endla ntshiva wa nghala. Vadyondzi lava va hatlaka va nga ha engetelela miri wa nghala. 
<ul style="list-style-type: none"> Tipuropo: tithochi, swikhigelo, tibege ta ku khudzehelela ka tona, ndzilo wa le khempeni wa mavomu, mitsanda na maphepha yo pendiwa hi lamula, xitshopana na tshuka ku endla ndzilo, swifaniso swo endla minkondzo yo hambana ya swiharhi leyi nga gandlisa etlhelo ka tende, buku yo tsalele ti notsi na penisele yo tsala mavito ya mipongo ya swiharhi leyi va yi twaka loko va ri ku khempeni 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> Tsundzuxa vadyondzi hi tipuropo le ti nga eka khonara yo tlangela Eka yona yo ndla onge na ku va hlohotelwa ku va va yisa emahlweni ku suka eka Vhiki ra 1 loko va endla onge va ya ekhempeni ya navusiku entangeni wa swihari. Endzela khona kan'we ku va u langutisa na ku hlohotelwa vadyondzi eka ntlangu wa vona. 





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. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> 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. 

★ Xitori xa Zanele

Xitori

Xitori xa hina xa namuntlha xi mayelana na Zanele Situ loyi a rhandza ku tlanga mintlangu a tlangela tiko ra yena Afrika Dzonga. Zanele u rhendzeleka hinkwako na ku tlanga mintlangu a ri le ka xitulu xa mavhilwa hikuva a nga ha swi koti ku famba. Yingisela Zanele loko a hi rungulela xitori xa yena.

Avuxeni, hi mina Zanele. Ndzi beburiwe exidorobanini lexisongo lexi vuriwaka Matatiele. A ndzi ri xinhwanyetana xa ntsako, kambe loko ndzi ri na khume n'we wa malembe, miri wa mina wu sungurile ku karhala na ku vabya kutani siku rin'wana ndzi kume leswaku milenge ya mina a yi nga ha swi koti ku tsekatseka naswona a ndzi nga ha swi koti ku famba. Manana na tatana a va vilela swinene naswona a ndzi twa ndzi chava. Va ndzi yisile exibedlhele.

Madokodela exibedlhele va kambile miri wa mina. Va endlile swikambelwana swo hlawuleka ku vona loko va nga kuma leswaku hikokwalaho ka yini ndzi nga koti ku famba. A ndzi karhele swinene na swona a ndzi etlela tiawara na tiawara siku rin'wana na rin'wana. Ndzi tshamile exibedlhele malembe manharhu!

Siku rin'wana madokodela ma byerile manana na tatana: "Hi khomeleni swinene, kambe Zanele u na rifuva kumbe TB enhlanini wa yena. A nge he swi koti ku famba nakambe naswona u fanele ku famba a rhendzeleka hi xitulu xa mavhilwa."

Xana wa swi anakanya ku kala u nga ha ta swi kota ku famba nakambe? A ndzi rhandza ku tlanga mintlangu swinene. Xana a ndzi ta endla yini? Manana na tatana va ndzi yisile eka xikolo xo hlawuleka laha a ku ri na vana votala vo fana na mina. A xi ri xikolo xa misingiriko swinene na vadyondzisi a va hi pfuna ku endla hi ku hetiseka. Ndzi dyondzisiwile ku tlanga mintlangu, hambileswi a ndzi ri le ka xitulu xa mavhilwa nkarhi hinkwawo.

A ndzi lava ku antswa swinene eka mintlangu leyi a ndzi yi rhandza ngopfu. A ndzi ti toloveta hi matimba siku rin'wana na rin'wana. Ndzi yile eka mimphikisano na ku kuma mendlele na masagwati. A ndzi lava ku va kahle ku ringanela ku ya eka mphikisano wa ntlangu wa nkoka swinene emisaveni, wa tiOlimpiki!

Kutani vhumba leswaku ku humelele yini? Ina, endzhaku ka malembe yo tala ya ku tirha hi matimba, ndzi byeriwile leswaku ndzi ta ya eka tiOlimpiki! Ndzi yile naswona ndzi tirhe kahle, ndzi winile mendlele ya nsuku. A ndzi tsakile na ku tinyungubyisa swinene.

Nkarhi hinkwawo ndzi ri: Unga chavi ku ringeta hi vuswikoti bya wena naswona u nga heli matimba. Languta leswi nga humelela eka mina!

Lawa hi wona makumu ya xitori.



★ 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.





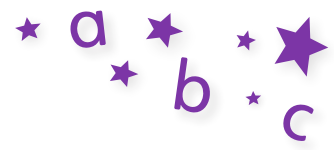
Risimu

Tlanga risimu ra rixaka u vadyondzi leswaku vanghenelela va yimbelela na yona.

Ntivotmarito ku suka eka xitori

Marito ya nkoka	xitulu xa mavhilwa	mintlangu	titoloveta	mendlele	tinyungubyisa	xibedlhele
Marito yo engetela:	dokodela	vilela	chava	karhala	swikambelwana	famba
	sagwati	mphikisano	tiOlimpiki	tsekatseka	nhlana	hlawuleka





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





U ta lava:

- Xitori: Xitori xa Zanele
- Tiphaphete: Zanele (tanihi xinhwanyatana, a ri muntshwa, a ri mpyatsi), xitulu xa mavhilwa xo va hava nchumu, dokodela
- Tipuropo: mendlele, (tanihi xinhwanyatana, a ri muntshwa, a ri mpyatsi), xitulu xa mavhilwa xo va hava nchumu
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito



Vhiki ra 1 Siku 1

Migingiriko ya tllasi hinkwayo

Vula xinsin'wana *Ndzi hundzuluxa tintiho* ku yisa vadyondzi emetini eka nkarhi wa xitori.

Ku rungula xitori na ku aka ntivomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: *"Xana wa n'wi tiva wanuna wa swamintlangu kumbe wasati wa swamintlangu wo duma? Xana va tlanga mintlangu yihi? Xana wa n'wi tiva un'wana loyi a nga kuma mendlele hi ku tlanga kahle eka swa mintlangu? Xana u tshama u twa hi tiOlimpiki kumbe Paralimpiki?"*
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito, kutani komba vadyondzi nchumu kumbe xinepe ku va kombisa leswaku rito ri vula yini. Xikombiso, va kombi mendlele kumbe xinepe xa un'wana a ri eka phodiyamu a ri karhi a amukela mendlele. Hlamusela leswaku mendlele u yi kuma loko ku ri na mphikidzano ku ta vona loyi a nga na vuswikoti swinene eka swamintlangu.

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito. Endla miencyeto na ku tirhisa tiphaphete na tipuropo.
- 2.2 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"U ehleketa leswaku i yini xi nga endlaka leswaku xikolo xi va ndhawu ya nkoka eka Zanele? U ehleketa leswaku u ti twile njhani loko dokodela a n'wi byela leswaku u ta va eka xitulu xa mavhilwa vutomi bya yena hinkwabyo?"*

3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xixi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori?"*

Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"loko, leyi, lava, lexitsongo lexi, leswaku, languta leswi, malembe, vilela, humelela. Xana ma wu twa mpfumawulo lowu kongomisiweke: loko, leyi, malembe, vilela, humelela? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo //."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi //: lala, loloha, leha, lofo, luka, luma."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo // swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo //: *"I-I-I"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.

Ndzi hundzuluxa tintiho

Ndzi hundzuluxa tintiho
 Ndzi hundzuluxa swikunwani
 Ndzi hundzuluxa makatla
 Ndzi hundzuluxa nhompfu
 Sweswi (phokotela sweswi)
 Vuhundzuluxi hinkwabyo byile ka mina
 Ndzi miyerile hilaha ndzi nga kotaka hakona!



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.

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: *"loko, leyi, lava, lexitsongo lexi, leswaku, languta leswi, malembe, vilela, humelela. Can you hear the focus sound: loko, leyi, malembe, vilela, humelela? Yes, you are right! They all have the sound //."*
- 2 *"Listen carefully, here are some more words with //: lala, loloha, leha, lofo, luka, luma."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound // clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound //: *"l-l-l"*. 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!



U ta lava:

- Tiphaphete swa xitori
- Rhikhodingi ya risimu ra rixaka ya Afrika-Dzonga na tipuropo kumbe swifaniso swa risimu (xinepe xa mujeko wa Afrika Dzonga kumbe mujeko wa mapela)



Vhiki ra 1 Siku 2

Migingiriko ya tlilasi hinkwayo

Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori. Leri i risimu ra nkoka naswona va fanele va yimela henhla va lulama va tlhela va ti nyungubyisa loko va yimbelele.
- 4 Tlanga rhikhodingi ya risimu ra rixaka u hlohletela vadyondzi leswaku vanghenelela va yimbelela na yona.
- 5 Tiphineni hi ku yimbelela hi tindzimi to tlula yin'we.

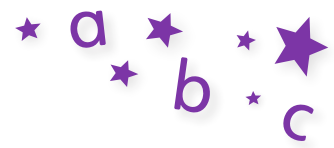
Mavumbelo ya letere

- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /I/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /I/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va fanele ku yima hi swikunhwana naswona va fikelela ehenhla va ri karhi va lava ku vona leswaku va nga leha ku fika kwihi.
- 3 Kombisa vadyondzi ku tsala letere I. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va ri karhi va tsala letere.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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



Week 1 Day 2

Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story. This is a special song and they must stand up straight and feel very proud when they sing.
- 4 Play a recording of the national anthem and encourage learners to join in and sing along.
- 5 Have fun singing in more than one language.

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /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 must stand on their toes and reach up as high as they can to see how tall they can be.
- 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 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.



U ta lava:

- Tiphaphete na tipuropu swa xitori
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi I: lamula, lori, lepula, luka, lofo, lego, letasi



Vhiki ra 1 Siku 3

Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

- 1 Yimbelela risimu.
- 2 Vutisa vadyondzi loko va ha tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntivomarito. Xikombiso: *"Zanele u ti twile njhani loko a ri xibedhlele?"* (ku karhala na ku vabya) *"Zanele na vatswari va yena va ti twile njhani loko madokodela ma endla swikambelwana?"* (A va vilela na ku chavha) *"Zanele u ti twile njhani loko a winile mendlele wa nsuku?"* (A tsakile na ku tinyungubyisa).
- 3 Hlawula vadyondzi ku tlanga swimunhuhatwa swa le ka xitori.
- 4 Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfuna vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tllasi hinkwayo yi karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

Mabokisi ya maletere

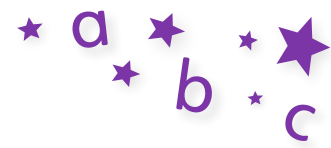
- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tllasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound I: lamula, lori, lepula, luka, llofo, lego, letasi



Week 1 Day 3

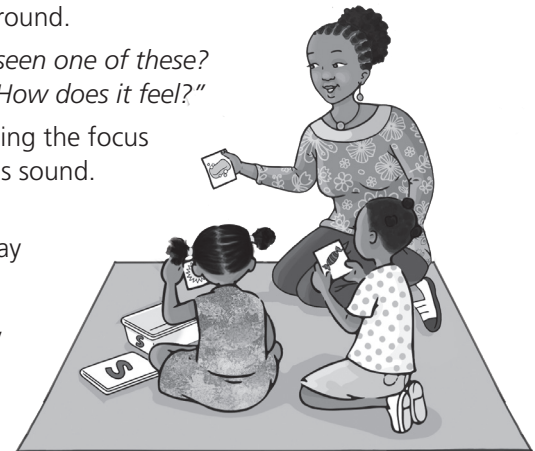
Whole class activities

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. 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.



U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Makhadi ya swifaniso
- Swingwavila swa ntlhanu swa tiolompiki leswi endlweke hi mathini swi phutseriwa hi maphepha yo khalaria (mihlovo ya tiolimpiki: ntima, tshwuka, rihlaza, xitshopana, wasi) na rito ra xitwari na khadi ra xifaniso leri nga emahlweni ka thini rin'wana na rin'wana

Vhiki ra 1 Siku 4

Migingiriko ya tllasi hinkwayo

Ku landzelerisa swifaniso

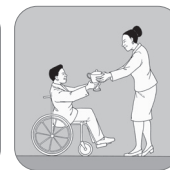
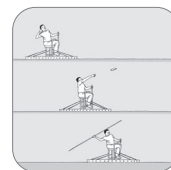
- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa nghingiriko.
- 5 Endzhaku ko vulavula hi hi swifaniso hinkwaswo, vutisa vadyondzi: "Xana swifaniso swi hi nongonoko lowu faneleke?"
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenisiwa eka maendlelo lawa. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.

Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

- "Xana mi vona va mani?" (svimunhuhatwa)
- "Xana u/ xi endla yini?" (maendli na swiendlo)
- "Xana mi vona yini swin'wana?" (ku languta nakambe)
- "Xana xi kwihi ...?" (ku vula ndhawul xiyimo)
- "Hikokwalaho ka yini u ehleketa...?" (miehleketo ya vutumbuluxi, ku humesela mavonelo)



Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Nyika mudyondzi un'wana na un'wana xifaniso xa khadi. Va kombeli ku vula vito ra xifaniso Na ku tlhela va vula rito rero hi ku nonoka. Vadyondzi lavan'wana va fanele ku ringeta ku kuma mpfumawulo ka rito. Xikombiso: Rito "bolo" ri na mpfumawulo wa /b/.
- 2 Loko mudyondzi un'wana na un'wana a ta va se a kumile nkarhi wa yena wa ku vula vito ra xifaniso xa yena na mpfumawulo va wu kumile, komba vadyondzi tirhingi ta mathini ta tiOlimpiki. Hlamusela leswaku va fanele va languta letere lexi nga tsariwa ethinini kutani va langha laha ku nga ta vekiwa kona xinepe xa khadi. Xikombiso: Loko va ri na xinepe xa "bolo" va ta fanele pa ri veka eka thini laha ku nga na mpfumawulo **b**.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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

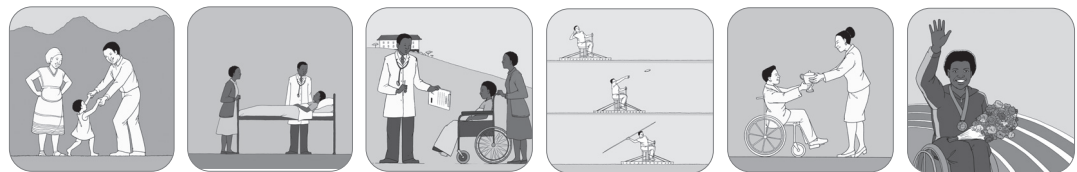
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures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



Small group activities

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





U ta lava:

- Vumba byo tlangisa kumbe vumba bya mudyondzi un'wana na un'wana ku endla timendlele ti nharhu (nsuku, silivhere, na burondzo), xipfalu xa jomela ra jamu, sitirowu xa ku nwa, ribono kumbe njara
- Makhadi ya swifaniso
- Bege kumbe kheyisi ya xikhigelo, minchumu ya mintlangu yo hambana hambana kumbe vanhu va endla mintlangu yo hambana hambana

Vhiki ra 1 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Mudyondzi un'wana na un'wana u ta fanela ku va na vumba byo tlangisa kumbe vumba. Hlamusela leswaku va ya eku endleni ka timendlele hi vumba byo tlangisa kumbe vumba.
- 2 Va fanele va sungula hi ku vumbuluxa vumba byo tlangisa kumbe vumba. Va nga tirhisa xipfalu xa jomela ra jamu ku kera swirhendzevutani na sitirowu ku endla mimbhova ehenhla ka mendlele.
- 3 Timendlele yi nga siyiwa edyambyini leswaku yi oma ivi vadyondzi va penda mendlele kutani va lukelela ribono kumbe njara emimbhoveni.



Stella u ri:



Vadyondzi va nga tikeriwa emasungulweni hi leswi tanihi loko swi tika ku twa mpfumawulo wa un'wana (tifonomi) emaritweni.

Ku twananisa na ku hambanisa (mapeletwana na tifonomi)

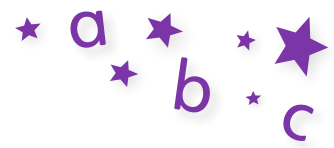
- 1 Veka khadi ra swifaniso kumbe nchumu ebegeni kumbe kheyisi ya xikhigelo.
- 2 Sungula nghingiriko hi ku nghanisa voko ra wena ebegeni, u langha nchumu kutani u endla mpfumawulo leswaku vadyondzi va ta vhumbha. Xikombiso: "Ndzi na b-o-l-o evokweni ra mina xana i yini?"
- 3 Mudyondzi loyi a sungulaka ku vhumba a nga pfumeleriwa kambe u n'wi pfuna ku va a langha khadi leri landzelaka kumbe nchumu lowu mudyondzisi a nga ta boxa mpfumawulo wa wona.
- 4 Loko u ta va u tekile makhadi ya nhungu kumbe minchumu, damarheta makhadi ekhumbhini kumbe u ya vekela emetseni leswaku vadyondzi va ya vona. Kutani iku: "Ndzi lavana na b-o-l-o lexi ndzi nga ta xiveka ekule. I mani a nga ndzi kumelaka xona?"
- 5 Veka khadi kumbe nchumu wun'we ebegeni. Kutani u vutisa vadyondzi loko un'wana a ta tsakela ku langha nchumu na ku vula mimpfumawulo ya le ritweni leswaku van'wana va ta vhumba leswi va nga na swona emavokweni ya vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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: "Ndzi na b-o-l-o evokweni ra mina xana i yini?"
- 3 The first learner to guess can then have a go and with your help, choose the next card or object for the teacher to sound out.
- 4 Once you have taken out eight cards or objects, stick the cards on the wall or put them on the mat so that learners can see them. Then say: "Ndzi lavana na b-o-l-o lexi ndzi nga ta xiveka ekule. I mani a nga ndzi kumelaka xona?"
- 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

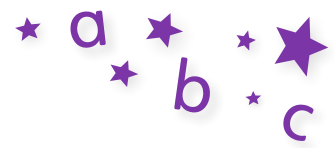
Remind learners about the small group activities, the rules for each activity and the tidy-up process.







Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi un'wana na un'wana Tikhirayoni ta mhula letikulu  <p><i>Eka nkarhi lowu wa lembe, swi nga endleka vadyondzi va ri na vutitshembi byo ringeta ku ti tsalela. U nga karhateki loko vadyondzi van'wana va tsala nongonoko wa maletere ma siyi tindhawu.</i></p>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. Vutisa vadyondzi leswaku hi xihhi xiphemu xa xitori va xi rhandzeke. Nyika swiringanyeto swin'wana. Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> Maletere ya makhadi ya swifaniso, kufananisa maletere eka xinepe xin'we lexi nga tsariwa endzeni ku ya hi tisayidzi to hambana ta swipfalu swa majomela ya jamu kumbe mabodhlela Swiphemu leswi kulu swa makhadi leswi nga dirowiwa makumu ya swipfalu ekhadini 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Hlamusela vadyondzi leswaku va fanela ku teka xipfalu, va vula mpfumawulo wa letere kutani va vona loko va ta kuma xinepe eka xirhendzevutani lexi fanaka na kona ekhadini. Loko va kumile xinepe lexi fambelanaka, va fanele va veka xipfalu ehenhla ka xinepe ku fikela swifaniso hinkwaswu swi finingetiwa. 
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazine kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.





Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons   <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • Letter picture cards, matching letters for each picture written inside different sized lids of jars or bottles • Large piece of card with outlines of the bottle lids drawn on the card 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain to learners that they must pick up a lid, say the sound of the letter and then see if they can find the picture in the matching circle on the card. 2 Once they find the matching picture, they must put the lid over the picture until all the pictures are covered. 
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 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.





U ta lava

- Swingwavila ta tiolimpiki leti nga tsemiwa ku suka eka khadi kumbe ndhichi ya phepha, xinamarheta na swikero
- Phepha ra ku pendiwa (ntima, tshwuka, rihladza, xitshopana, wasi) leti vadyondzi va nga ta ti handzula va ti damarheta eka tirhingi

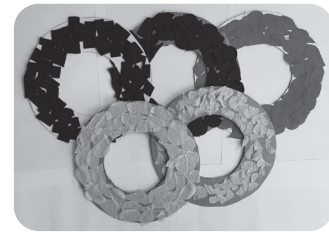


Tirhingi ta tiOlimpiki ti yimela matiko ya ntlhanu: Europe, Asia, Afrika, ti-America na Oceania.

Migingiriko

Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo

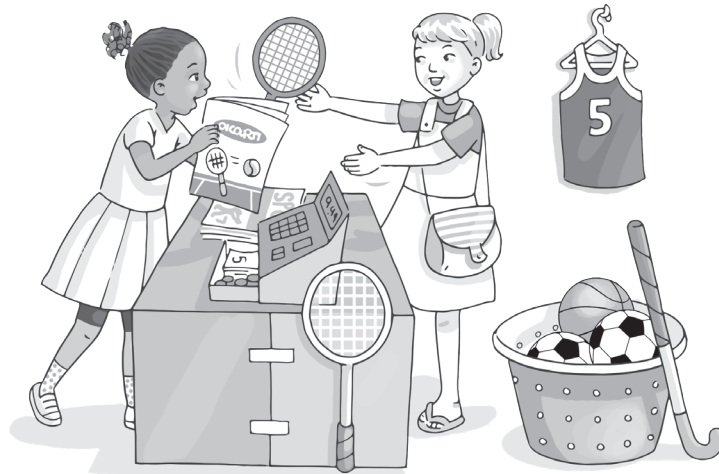
- 1 Nyika mudyondzi un'wana na un'wana rhingi na phepha ro tsalela ro pendiwa. Hlamusela leswaku va fanele va handzula phepha kutani va ri damarheta eka rhingi ya olimpiki.
- 2 Loko va hetile, va nga ti lulamisa ti va tirhingi ta ntlhanu ta mihlovo ya tiolimpiki kutani va damarheta mfungho wa tirhingi ya tiOlimpiki ekhumbhini etilasinani.

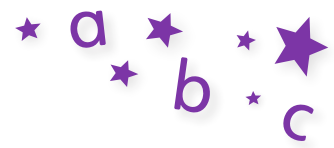


- Tipuropo: foyini ya le ndlwini, thili, minchumu yo hambana ya swamintlangu tanihi bolo, swiambalo, tintangu, bete, nhonga ya hoki, timagazini ta swamintlangu (leti kumekaka mahala), swifaniso swa minchumu ya swa mintlangu

Nghingiriko 5: Ntlangu wo endla onge

- 1 Rhangela ntlawa ku ya ekhoneni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta tipuropo letintshwa.
- 2 Va hlamusela leswaku va ya ku endleni onge va tirha kumbe ku endzela vhengele ra swamintlangu kutani va xavisa kumbe ku xava switirhisiwa. Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi.





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

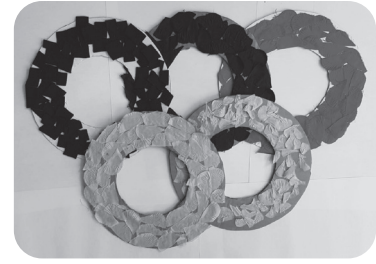


The Olympic rings stand for the five continents of the world: Europe, Asia, Africa, the Americas and Oceania.

Activities

Activity 4: Fine motor skills and handwriting

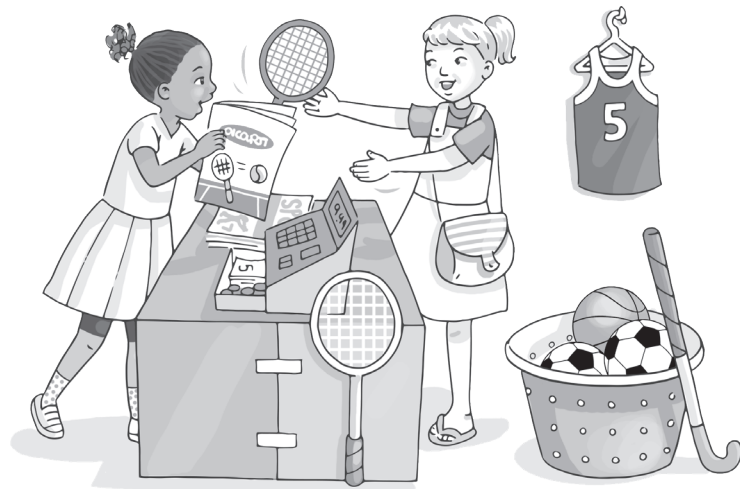
- 1 Give each learner a ring and a sheet of coloured paper. Explain that they must tear the paper and stick it onto the Olympic ring.
- 2 Once they are finished, they can sort into the five Olympic ring colours and stick the Olympic ring symbol on the wall in the classroom.



- 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.





U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi u n'wana na u n'wana
- Phepha ra A4 ro pfumala nchumu ra mudyondzi un'wana na un'wana, xikero, gliu

Vhiki ra 2 Siku 1

Migingiriko ya tlilasi hinkwayo

Ku landzelerisa swifaniso ko tala



- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku yima emahlweni ka tlilasi, un'wana na un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini?"
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Kombela vadyondzi ku va va tsema swifaniso swa ka ntima no basa, va swi veka hi nongonoko lowu lulameke kutani va swi damarheta eka phepha ro pfumala nchumu. Famba-famba etlilasini naswona pfuneta laha swi faneleke. Nghingiriko lowu wu na nkoka eka ku kambela vuswikoti bya mudyondzi bya ku veka timhaka ta nkoka ta xitori hi nongonoko lowu lulameke.
- 6 Loko vadyondzi va ta va hetile ndzandzelelano wa swifaniso swa vona, nyika mudyondzi un'wana na un'wana xibukwana. Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etlilasini.
- 7 Hlohlotela vadyondzi ku muka na tibuku ku ya hlaya na mindyangu ya vona.



Ku tivisa letere ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: "xa, xi, xitori, xitulu, xikolo, Avuxeni, xinhwanyetana. Xana ma wu twa mpfumawulo lowu kongomisiweke: xa, xi, xitori, xitulu, xikolo, Avuxeni? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /x/."
- 2 "Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /x/: xeweta, xixika, xixikana, xiluva, xitolo." (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /x/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /x/: "x-x-x" Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.



Migingiriko ya ntlawa lowuntsongo

Hlamusela vadyondzi leswaku va ta va va ri karhi va tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun, wana na wun.wana wu endlisiwaka swona na ku ncicana ka siku na siku. Hlamusela ndlela ya ku basisa.





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: *"xa, xi, xitori, xitulu, xikolo, Avuxeni, xinhwanyetana. Can you hear the focus sound: xa, xi, xitori, xitulu, xikolo, Avuxeni? Yes, you are right! They all have the sound /x/."*
- 2 *"Listen carefully, here are some more words with /x/: xeweta, xixika, xixikana, xiluva, xitolo."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /x/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /x/: *"x-x-x"*. 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.



U ta lava:

- Buku Leyikulu: Xitori xa Zanele
- Mati eswibyeni na burachi yo penda ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 2

Migingiriko ya tlilasi hinkwayo

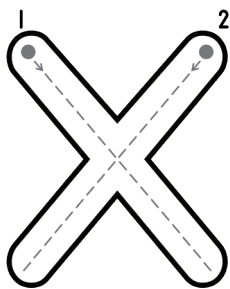
Ku hlaya swin'we – Buku Leyikulu



- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tlilasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi "langutile" ebukwini hinkwayo, tlhelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku "hlaya" na wena.

Mavumbelo ya letere

- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /x/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /x/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga pfula no pfala tintiho to kombetela na ta le xikarhi va ri karhi va endla onge va tsema xa nchumu.
- 3 Kombisa vadyondzi ku tsala letere **x**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi. Tlakusa voko u tsema."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, huma ehandle u nyika mudyondzi un'wana na un'wana xibye lexi nga na mati na burachi yo penda. Vadyondzi va nga penda letere ko tala ematini ehansi.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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

Week 2 Day 2

Whole class activities

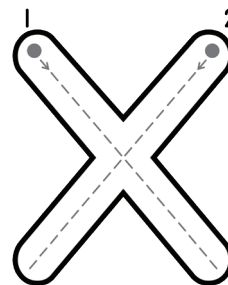
Shared reading – Big Book



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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /x/ or if they can think of any other words that start with the sound /x/.
- 2 Teach learners an action associated with the sound. For example: Learners can open and close their pointing and middle fingers while they pretend to be cutting something.
- 3 Show learners how to write the letter x. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go down. Lift and cross.”
- 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.



U ta lava:

- Nkandziyiso wo leha wa xiphemu was xitori xo leha xa Zanele hi Sindiwe Magona (mi nga swikuma lahawani: <https://www.youtube.com/watch?v=xioDIWKHFJs>)
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **x**: xiluva, xixika, xikero, xitulu, xikolo, xisibi, xitofu, xixivo, xandla, xoti, xikowa, ximanga

Vhiki ra 2 Siku 3

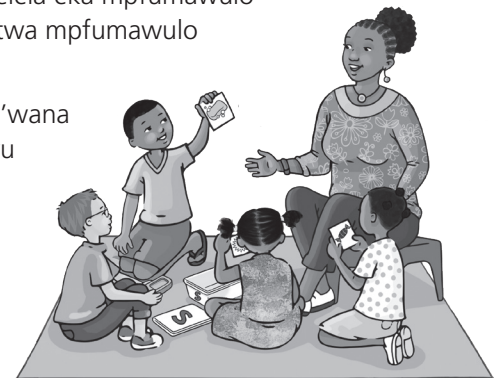
Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

- 1 Tshamisa vadyondzi hi xirhendzevutana uva kombela ku pfala matihlo ivi va yingisela hi vukheta mimpfumawulo leyi nga kusuhi na vona. Kombela vadyondzi ku chukucha tindleve ta vona ku tilulamisela ku yingisela hi vukheta.
- 2 Va hlamuseli leswaku u ya ntlanga nkandziyiso wa xitori xo leha xa Zanele hi Xinghezi. Va fanele ku yingisela hi vukheta va ta vona leswaku va tsundzuka yini hi xitori lexi u ng ava byela.
- 3 Ntlanga nkandziyiso ivi u khensa vadyondzi ku va vayingiserile kahle.
- 4 Loko xitori xi herile, vutisa vadyondzi leswi va swi tsakelaka hi xitori lexi leha.
- 5 Byela vadyondzi leswaku va nga kombela vatswari va vona ku va kumela xitori lexi va ta yingisela ekaya.

Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- A recording of the long version of Zanele's story read by Sindiwe Magona (you can download it here: <https://www.youtube.com/watch?v=xioDIWKHFJs>)
- A letter box containing objects or pictures of objects that have the focus sound **x**: xiluva, xixika, xikero, xitulu, xikolo, xisibi, xitofu, xixivo, xandla, xoti, xikowa, ximanga

Week 2 Day 3

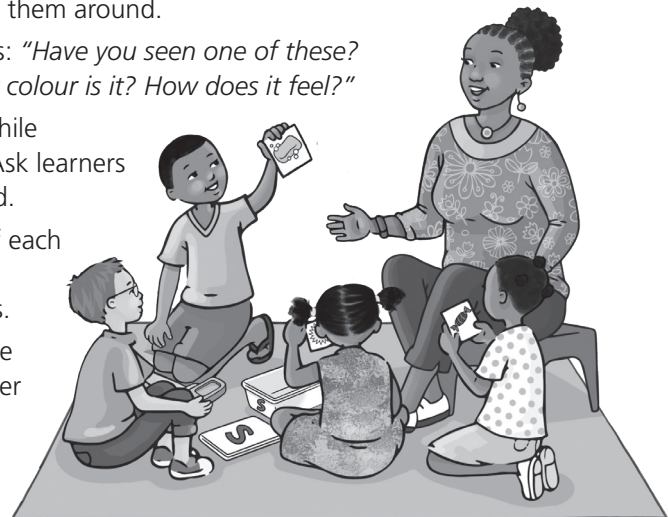
Whole class activities

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. 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.



U ta lava:

- Fothokhopi ya **Pheji ra ngingiriko wa Hlaya u endla** ya mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu
- Makhadi ya swifaniso
- Swingwavila swa ntlhanu swa tiolimpiki leswi endlilweke hi mathini swi phutseriwa hi maphepha yo khalariwa (mihlovo ya tiolimpiki: ntima, tshwuka, rihlaza, xitshopana, wasi) na rito ra xitwari na khadi ra xifaniso leri nga emahlweni ka thini rin'wana na rin'wana

Vhiki ra 2 Siku 4

Migingiriko ya tllasi hinkwayo

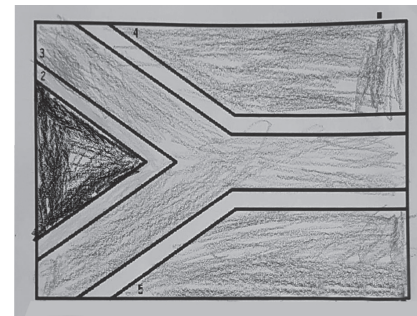
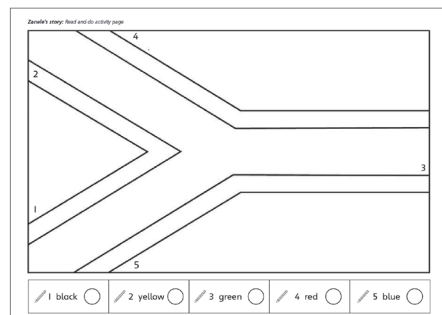
Ku hlaya na ku endla

- 1 Vutisa vadyondzi loko va lemuka xifaniso lexi nga le ka **Pheji ra ngingiriko wa Hlaya u endla**. I xifaniso xa mujeko wa Afrika Dzonga naswona va ta wu khalara. Va kombeli ku languta tafula leri nga le hansi ephejini kutani va vulavula hi leswi va swi vonaka (tinomboro, swifaniso na marito).
- 2 Tsundzuxa vadyondzi leswaku va ta "hlaya" buloko yin'wana na yin'wana kutani va endla leswi yi vulaka swona.
- 3 Leswi i ngingiriko wo "khalara hi nomboro". Hlaya buloko yo sungula na vadyondzi kutani u va kombela ku khalara xirhendzevutana xi va xa ntima. Kutani languta eka buloko ya vumbirhi mi khalara xirhendzevutana hi xitshopana. Teka vadyondzi hi buloko yin'wana na yin'wana kutani u va kombela ku khalara swirhendzevutana. Loko va hetile, va hlamuseli leswaku kun'wana na kun'wana laha va vonaka nomboro ya 1 eka mujeko, va fanele va khalara hi ya ntima, kun'wana na kun'wana laha va vonaka nomboro ya 2, va fanele va khalara hi xitshopana. Vadyondzi va fanele ku ya emahlweni ku fikela loko va khalarile mujeko hinkwawo.
- 4 Rhendzeleka loko va karhi va tirha na ku va nyika nseketelo laha swi faneleke.
- 5 Tsundzuxa vadyondzi ku kamba tafula nakambe endzhaku ka loko va hetile "ku hlaya" na ku khalara, kutani u vekela gwaju eka buloko yin'wana na yin'wayin'wana loko va endlile ntirho wa kona.

Stella u ri:



Loko u ri na vadyondzi vo suka eka matiko ya le handle etlilasini, va vutisi loko va ri na mujeko wa matiko ya vona naswona va nga swikota ku ta na wona etlilasini, kumbe va kuma xifaniso leswaku va ta komba vadyondzi kulobyetlilasini.



Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Nyika mudyondzi un'wana na un'wana xifaniso xa khadi. Va kombeli ku vula vito ra xifaniso Na ku tlhela va vula rito rero hi ku nonoka. Vadyondzi lavan'wana va fanele ku ringeta ku kuma mpfumawulo ka rito. Xikombiso: Rito "bolo" ri na mpfumawulo wa /b/.
- 2 Loko mudyondzi un'wana na un'wana a ta va se a kumile nkarhi wa yena wa ku vula vito ra xifaniso xa yena na mpfumawulo va wu kumile, komba vadyondzi tirhingi ta mathini ta tiOlimpiki. Hlamusela leswaku va fanele va languta letere lexi nga tsariwa ethinini kutani va langha laha ku nga ta vekiwa kona xinepe xa khadi. Xikombiso: Loko va ri na xinepe xa "bolo" va ta fanele pa ri veka eka thini laha ku nga na mpfumawulo **b**.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya ngingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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

Week 2 Day 4

Whole class activities

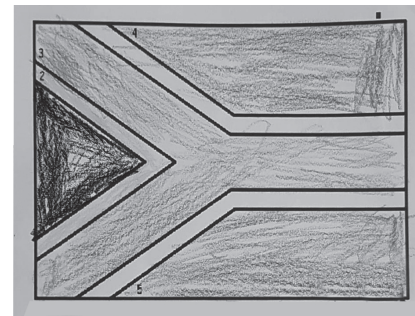
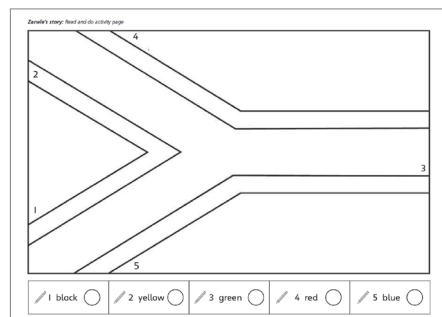
Read and do

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

Stella says:



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



Listening for focus sounds

- 1 Give each learner a picture card. They must name their picture and then say the word very slowly. The other learners must try to identify the focus sound in the middle of the word. For example: The word “bolo” has the focus sound /b/.
- 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 “bolo”, they would need to place it in the tin with the **b** sound.



Small group activities

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



U ta lava:

- Xiphemu xa phepha ra filipichati, makara ya bodo ro basa kumbe kokisi
- Swifaniso kumbe vhidiyo tllipi ya vanhu va karhi va endla mintlangu yo hambana hambana
- Tikhirayoni ta mhula letikulu
- Bege kumbe kheyisi ya xikhigelo, minchumu ya mintlangu yo hambana hambana kumbe vanhu va endla mintlangu yo hambana hambana

Vhiki ra 2 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Komba vadyondzi swifaniso kumbe vhidiyo tllipi ya vanhu va ri karhi va endla mintlangu yo hambana hambana. Va vutisi leswaku va tiphina hiku vona ntlangu wihi kumbe I ntlangu wihi va nga rhandzaka ku wu vona.
- 2 Vulavula hi mphikizano wa mintlangu lowu ng ava ka kona exikolweni. Kanela leswaku hi wi hi ntlangu lowu u nga wu endlaka na leswi nga lavekaka eka mphikizano. Hi lama maqinga man'wana ku cukumeta tibeke ta tibocisi endzeni ka bakiti, ku fambau tsemakanya pulanga, ku vona leswaku unga tlula ku fika kwihi.
- 3 Kombela vadyondzi leswaku va ku pfuna ku tsala xirhambo ku ya eka nhloko ya xikolo ku ta eka mphikizano va ta nyika ti madali. Vulavula hi ma tsalelo ya papilla kumbe xirhambo: "Eka...hi kombela uta eka mphikizano wa hina wa mintlangu." Kanela leswi u faneleke ku swi tsala eka xirhambo: vito ra tirho,siku,nkarhi, na ndhawu.
- 4 Hlawula vadyondzi vambirhi ku heleketa papilla ivi u kombela nhloko ya xikolo ku hlamula hiku tsala Kunene. Hlaya hlamulo ya yena etlilasini.
- 5 Lulamisela siku ra mintlangu ivi u kombela nhloko ya xikolo ku nyika mudyondzi un'wana na un'wana medali. (U nga tirhisa timedali leti endlaweke hi vumba ro ntlanga hi vadyondzi.)

Stella u ri:



Vadyondzi va nga tikeriwa emasungulweni hi leswi tanihi loko swi tika ku twa mpfumawulo wa un'wana (tifonomi) emaritweni.

Ku twananisa na ku hambanisa (mapeletwana na tifonomi)

- 1 Veka khadi ra swifaniso kumbe nchumu ebegeni kumbe kheyisi ya xikhigelo.
- 2 Sungula nghingiriko hi ku ngenisa voko ra wena ebegeni, u langha nchumu kutani u endla mpfumawulo leswaku vadyondzi va ta vhumbha. Xikombiso: "Ndzi na b-o-l-o evokweni ra mina xana i yini?"
- 3 Mudyondzi loyi a sungulaka ku vhumba a nga pfumeleriwa kambe u n'wi pfuna ku va a langha khadi leri landzelaka kumbe nchumu lowu mudyondzisi a nga ta boxa mpfumawulo wa wona.
- 4 Loko u ta va u tekile makhadi ya nhungu kumbe minchumu, damarheta makhadi ekhumbhini kumbe u ya vekela emetseni leswaku vadyondzi va ya vona. Kutani iku: "Ndzi lavana na b-o-l-o lexi ndzi nga ta xiveka ekule. I mani a nga ndzi kumelaka xona?"
- 5 Veka khadi kumbe nchumu wun'we ebegeni. Kutani u vutisa vadyondzi loko un'wana a ta tsakela ku langha nchumu na ku vula mimpfumawulo ya le ritweni leswaku van'wana va ta vhumba leswi va nga na swona emavokweni ya vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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: "Ndzi na b-o-l-o evokweni ra mina xana i yini?"
- 3 The first learner to guess can then have a go and with your help, choose the next card or object for the teacher to sound out.
- 4 Once you have taken out eight cards or objects, stick the cards on the wall or put them on the mat so that learners can see them. Then say: "Ndzi lavana na b-o-l-o lexi ndzi nga ta xiveka ekule. I mani a nga ndzi kumelaka xona?"
- 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.








Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi un'wana na un'wana Tikhirayoni ta mhula letikulu Swifaniso swo hambanana swa mintlangu leyi ku nga ta burisaniwa hi yona (kumbe swikombiso swa vhidiyo, loko swi koteka), xikombiso: jimunasitiki, ku khida, bolo ya milenge, rhagibi, hoki, javhelina, vukanyakanyi, vugadahanci, thenisi 	<p>Nghingiriko 1: Ukuzoba nokubhala okusavelayo/khulayo</p> <ol style="list-style-type: none"> Vadyondzi va fanele ku langutisa swifaniso swa mintlangu yo hambanana na ku vula leswaku hi wi ntlangu lowu va wu tsakelaka ku va va wu dyondza. Va fanele ku dirowa xifaniso xa vona vini va ri karhi Va endla ntlangu walowo na ku ringeta ku tsala vito ra ntlangu ehansi ka xifaniso xa vona. 
<ul style="list-style-type: none"> Maletere ya makhadi ya swifaniso, kufananisa maletere eka xinepe xin'we lexi nga tsariwa endzeni ku ya hi tisayidzi to hambana ta swipfalu swa majomela ya jamu kumbe mabodhlela Swiphemu leswi kulu swa makhadi leswi nga dirowiwa makumu ya swipfalu ekhadini 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Hlamusela vadyondzi leswaku va fanela ku teka xipfalu, va vula mpfumawulo wa letere kutani va vona loko va ta kuma xinepe eka xirhendzevutani lexi fanaka na kona ekhadini. Loko va kumile xinepe lexi fambelanaka, va fanele va veka xipfalu ehenhla ka xinepe ku fikela swifaniso hinkwaswu swi finingetiwa. 
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazine kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.



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 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.



U ta lava	Migingiriko
<ul style="list-style-type: none"> Swingwavila swa Olimpiki leswi nga tsemiwa ku suka eka khadi, xidamarheti na xikero, wulu ya mihlovo ya swingwavila swa Olimpiki 	<p>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> Nyika mudyondzi un'wana na un'wana eka ntlawa wo sungula xingwavila na leswaku va fanele ku hulela wulu hi mbhovo lowu nga Kona exikarhi na ku rhendzeleka na xingwavila. Va ya emahlweni na ku endla leswi ku fikela nkarhi wa migingiriko ya mintlawa leyintsongo wu hela. Siku leri landzelaka, vadyondzi lava nga eka ntlawa lowu landzelaka va yisa emahlweni na ku hulela wulu hi ku rhendzela swingwavila swa ha ri leswi fanaka. Emakumu ka vhiki, swingwavila leswi nga hetiseka swi nga ha vekiwa hi ndlela ya xifaniso xa tiolimpiki na ku damarhetiwa eka kamara ro dyondzela eka rona. <div data-bbox="779 809 1104 1037" data-label="Image"></div> <div data-bbox="1130 809 1413 1037" data-label="Image"></div>
<ul style="list-style-type: none"> Tipuropo: foyini ya le ndlwini, thili, minchumu yo hambana ya swamintlangu tanihi bolo, swiambalo, tintangu, bete, nhonga ya hoki, timagazini ta swamintlangu (leti kumekaka mahala), swifaniso swa minchumu ya swa mintlangu 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> Tsundzuxa vadyondzi hi tipuropo le ti nga eka khonara yo tlangela Eka yona yo ndla onge na ku va hlohlotela ku va va yisa emahlweni ku suka eka Vhiki ra 1 loko va endla onge va tirha kumbe va vhakerile xitolo xo xavisa swa mintlangu va ya xava no xavisa switirhisiwa na swiambalo swa swa mintlangu. Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. <div data-bbox="805 1302 1395 1695" data-label="Image"></div>





You will need	Activities
<ul style="list-style-type: none">Olympic rings cut out of card, glue and scissors, wool in the colours of the Olympic rings	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Give each learner in the first group a ring and explain that they must wind the wool through the hole in the centre and around the ring. They continue doing this until the time for small group activities is up. The next day, the learners in the next group continue winding wool around the same rings.2 At the end of the week, the completed rings can be arranged in the Olympic symbol and stuck on the wall in the classroom. <div data-bbox="779 732 1413 963"></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="788 1194 1378 1584"></div>



★ Kotara ya 4: Xikombiso xa rhekhodi ya makambeleo yo yisa emahlweni (nongonoko wo kambela)

	Ku yingisela na ku vulavula	Mimpfumawulo, Ku hlaya na ku Langutisa	Ntivotisalo na Ku tsala ko sungula / Ku tsala ko sungula
✓ U swi kotile	U yingisela swileriso swo ya swi bohana na ku swi hlamula hi mfanelo	U akahata mimpfumawulo na maletere na marito na ku twisisa leswaku marito ya na mimpfumawulo yo tlua wun'we – hi swa nomo	U ndlandlamuxa ku lawula mimpfimi leyintsongo hi ku tirhisa xikero ku tsema swifaniso na swivumbeko leswi nga na rimba ro anama, sw. na sw.
• U le kusuhi	U yingisela switoro swo leha a ri karhi a kombisa ku swi twisisa hi ku hlamula swivutiso swo yelana na xitoro	U khoma buku hi ndlela ya kahle na ku pfula mapheji hi mfanelo. U bula hi makhomelo ya buku no yi hlaysa.	U vumba maletere hi tindlela to hambana hambana hi ku tirhisa ku penda hi tintiho, tiburachi, tikhirayoni ta mhula, sw. na sw. ku suka eka ndhawu leyi faneleke na ku landzelela thelo kahle.
* A wu si swi kota	U yimbelela tinsimu na swinsin'wana na ku encenyeta hi vutitshembi	U sungula 'ku hlaya' marito ya ku tirhisiwa hi ntlovelo lava a ya vonaka ya swilo swa le tllasini, exikolweni na le mugangeni	U dirowa swifaniso ku hundzisa hungu hi ntokoto wa yena na ku tirhisa leswi tanihi masungulo yo tsala
	U vutisa swivutiso na ku kombela tinhlamuselo kumbe a lava tinhlamuselo etibukwini	U 'hlaya' tibuku a ri yexe hi ndlela yo lava ku tiphina elayiburari kumbe ekhoneni yo hlaysa kona etllasini, a phendla mapapila hi mfanelo, a kombisa na ku xixima tibuku.	U ringeta ku tsala marito hi ku tirhisa manyokanyokana, swikhokhonono na ku 'hlaya' leswi a swi tsaleke yena n'winyi: a 'hlaya' leswi manyokanyokana ma vulaka swona
	Ku tirhisiwa ka ririmi eka ku ehleketi: Ku fambelanisa swilo leswi fambaka swin'we na ku fananisa swilo swo hambana	U encenyeta xitoro, risimu na xinsin'wana	U encenyeta ku tsala loko a ri eku tlangeni: u endla makhadi yo xeweta, u tsala mapapila, sw. na sw. U kopunula leswi tsariweke eka mbangu loko ari eku tlangeni
Siku			
Mavito			

★ 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									

★ Kotara ya 4: Rhubiriki 1&2 Ku yingisela na ku vulavula

Swipimelo swa makambeleo	1. A nga fikelelanga (0 – 29%)	2. Vuswikoti byo enelanyana (30 – 49%)	3. Vuswikoti byo enela (50 – 74%)	4. Vuswikoti bya le henhla ngopfu (75 – 100%)
<p>1 U rungula switori na ku vuyelela switori hi marito ya yena n'wini</p>	A nga swi koti ku rungula switori na ku vuyelela switori; u kota ku vula marito ma nga ri mangani	Ku vuyelela swi pimekile; u katsa swindleko swin'wana; nongonoko wu nga va wu hoxekile; u tirhisa swivulwa swo koma na ntivomarito wo olova	U kota ku vuyelela swindleko swo tala exitorini xi ri na masungulo, xikarhi na mahetelelo kambe ku ri na vuxokoxoko byi nga ri byi ngani; u lava ku thonthiwa hi swivutiso swo fana na: 'kutani ...'; 'ku landzele yini ku humelela?; u sungula ku tirhisa swivulwa swo leha.	Xitori xi na ndzandzelelano lowu twisisekaka naswona xi na masungulo, xikarhi na mahetelelo; swimunhuhatwa na mbangu swi hlamuseriwe hi ku nyika vuxokoxoko; swikongomelo na matitwelo ya swimunhuhatwa swi hlamuseriwile; u tirhisa swivulwa swo leha swo tika na ku hlanganisa marito yo fana na 'kutani'; 'endzhaku ka sweswo'; u tirhisa ntivomarito wuntshwa wo suka eka xitori.
<p>2 U longoloxa sete ya swifaniso hi ndlela leyi yi vumbaka xitori na ndzandzelelano lowu twalaka wa swindleko loko swi runguriwa naswona swi na vuxaka na xitori lexi vumbiweke</p>	A nga swi koti ku longoloxa sete ya makhadi hi ndzandzelelano lowunene	U longoloxa sete ya makhadi hi ndzandzelelano lowunene kambe a nga swi koti ku rungula xitori.	U longoloxa sete ya makhadi hi ndzandzelelano lowunene naswona u kota ku rungula xo olova.	U longoloxa sete ya makhadi hi ndzandzelelano lowunene naswona u kota ku rungula xitori xi ri na vuxokoxoko lebyi yelanaka.

★ 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.

★ Kotara ya 4: IRubhrikhi 1–3 Mimpfumawulo, Ku hlaya na ku Langutisa

Swipimelo swa makambelelo	1. A nga fikelelanga (0 – 29%)	2. Vuswikoti byo enelanyana (30 – 49%)	3. Vuswikoti byo enela (50 – 74%)	4. Vuswikoti bya le henhla ngopfu (75 – 100%)
1 U lemuka switatisi na switwari swin'wana swo twiwa na ku voniwa	U kota ku lemuka 0-5 wa maletere na ku vula mimpfumawulo ya wona	U kota ku lemuka 6-9 wa maletere na ku vula mimpfumawulo ya wona	U kota ku lemuka 10-17 wa maletere na ku vula mimpfumawulo ya wona	U kota ku lemuka 18 kumbe tiningi wa maletere na ku vula mimpfumawulo ya wona
2 Uqalisa ukuqonda ukuba amagama enziwa zizandi: ubiza isandi sokuqala kwigama lakhe nakwamanye amagama	A nga swi koti ku lemuka leswaku marito ma endlwe hi mimpfumawulo; a nga swi koti ku nyika mpfumawulo wo sungula wa vito ra yena kumbe wa marito man'wana.	U kota ku nyika mpfumawulo wo sungula wa vito ra yena kambe wa tikeriwa loko a vutisiwa mpfumawulo wo sungula wa marito man'wana.	U kota ku nyika mpfumawulo wo sungula wa vito ra yena; u kota ku nyika mpfumawulo wo sungula wa marito man'wana.	Minkarhi hinkwayo wa swi kota ku nyika mpfumawulo wo sungula wa vito ra yena na wa marito man'wana.
3 Wenza elakhe ibali ngokuthi afunde imifanekiso	A nga swi koti ku tirhisa swifaniso ku bvumba leswi xitori xi vulavulaka hi swona; u hlamusela swifaniso hi ku tirhisa ririmi leri pimiweke.	U tirhisa swifaniso ku bvumba na ku hlamusela xitori kambe hi ku pfuniwa.	U tirhisa swifaniso ku bvumba leswi xitori xi vulavulaka hi swona; a nga ha tirhisa 'rito ro hlaya'.	U tirhisa swifaniso ku bvumba leswi xitori xi vulavulaka hi swona; u komba ku twisisa leswaku swifaniso na marito swi na vuxaka, kambe swi hambanile; a nga ha tirhisa 'rito ro hlaya'; wa kombetela eka tsalwa loko a karhi a 'hlaya'.

★ 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”.

★ Kotara ya 4: Rhubiriki 1-3 Ku tsala ko sungula na Ntivontsala

Swipimelo swa makambebelelo	1. A nga fikelelanga (0 – 29%)	2. Vuswikoti byo enelanyana (30 – 49%)	3. Vuswikoti byo enela (50 – 74%)	4. Vuswikoti bya le henhla ngopfu (75 – 100%)
1 U hluvukisa vuswikoti bya mipfimbi leyintsongo na vuswikoti bya mfambamfambo wa swirho.	Mudyondzi wa karhateka ku heta migingiriko ya mipfimbi leyintsongo; u papalata mintirho kumbe a twa a siveleka.	U kota ku heta yin'wana migingiriko ya mipfimbi leyintsongo kambe swi teka nkarhi; leswi a swi tsaleke a swi na nkhaqato.	U kota ku heta migingiriko ya mipfimbi leyintsongo; swi ya swi va na nkhaqato na ku tirha hi matimba.	U heta migingiriko ya mipfimbi leyintsongo hi vutitshembi, hi nkhaqato na hi ku vevuka.
2 U dirowa swifaniso ku humesa vonelonkulu ra xitori	Xifaniso a xi twakali kumbe xi katsa ntsena manyokanyokana kumbe swirhendzevutana leswi nga na mintila.	Xifaniso xa twakala kambe a xi na vuxaka na xitori, risimu kumbe xinsin'wana.	U dirowa xifaniso lexi nga hlovohatiwa lexi nga na vuxaka na xitori; swifaniso swa swimunhuhatwankulu swi na swin'wana swa leswi landzelaka: milenge, mavoko, swandla, minkondzo, mahlo, nhompfu, nomo, tindleve.	U dirowa xifaniso lexi nga hlovohatiwa, xi ri na vuxokoxoko lebyi nga na vuxaka na xitori, xi katsa swimunhuhatwankulu leswi swi nga na vuxokoxoko byo fana na swiambalo.
3 U twisisa leswaku ku tsala na ku dirowa swi hambanile: u encenyeta ku tsala leswi yimelaka hi ku tirhisa manyokanyokana	A nga swi koti ku humelerisa mavonelo hi xifaniso kumbe ku tsala.	U humelerisa mavonelo hi xifaniso kambe a ku na vumbhoni byo encenyeta ku tsala kumbe manyokanyokana.	U twisisa leswaku ku tsala na ku dirowa swi hambanile: u encenyeta ku tsala hi ku tirhisa manyokanyokana.	U twisisa leswaku ku tsala na ku dirowa swi hambanile naswona u sungula ku 'tsala' hi ku tirhisa nhlngano wa maletere na manyokanyokana; a nga kopunula maletere na tinomboro ku suka eka mbangu wa tllasi eka ku ringeta ka yena n'wini ka ku tsala.

★ 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.

★ U endla njhani vumba byo tlangisa

U ta lava

- ★ 1 bikiri rin'we ra fulawuri
- ★ ¼ ya bikiri ra munyu
- ★ ½ ya bikiri ra mati ya ku kufumela
- ★ 5 wa mathosi ya ku penda swakudya



Magoza

- 1 Hlanganisa fulawuri na munyu swin'we
- 2 Hlanganisa kota ya bikiri ra mati ya ku kufumela na mathosi yo hlaya nyana ya ku penda swakudya.
- 3 Chela mati hi ku nonoka laha u nga hlanganisela fulawuri, u hakasela u karhi u chela. Hakasela ku fikela swikhomana, u pfuwa hi mavoko ku fikela fulawuri yi hlangana. Loko vumba byi damarhela chela fulawuri yo tala ku fikela yi nga ha damarheli.
- 4 Vuyelela magoza lawa hi muhlovo lowu u wu lavaka.

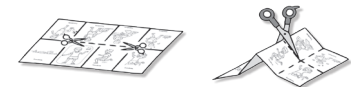
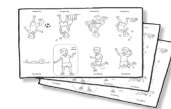
Xitsundzuxo: Kufumeta vumba byo tlangisa hi ku byi pfuwa hi mavoko ya wena. Lebyi i vutiolori bya kahle bya mavoko eka vadyondzi. Paka vumba byo tlanga epulasitikini leswaku byi tshama by ri kahle kutani u byi veka eka xigwitsirisi loko swi koteka, kumbe ndhawu yo titimela.



★ Xana u endla njhani xibukwani

Magoza

- 1 Endla tikhopi ta xibukwani lexi i xi lavaka.
- 2 Xi na swinepe leswi nga langutisa ehenhla, petsa mapheji ya va na swiphemu swa nhungu. Petsunula.
- 3 Petsa pheji ri va hafu, ehansi na lexikarhi
- 4 Tsema exikarhi laha ku nga petsiwa, tanihi leswi swi kombisiwile ematlhelo na laha ku nga na tilayini ta mathosi ephejini.
- 5 Khoma phepha hi le xikarhi ka tintiho ta wena na rikhudzu hi matlhelo mambirhi ya pheji.
- 6 Chichela mavoko ya wena ehansi naswona xikan'we.
- 7 Endla layiburari ya Buku Leyintsongo hi ku veka tibuku ta wena hinkwato exibokisanini – bokisi ra jeli ri nga va kahle!



★ How to make playdough

You will need

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



Steps

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

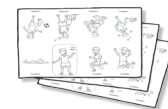
Tip: Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

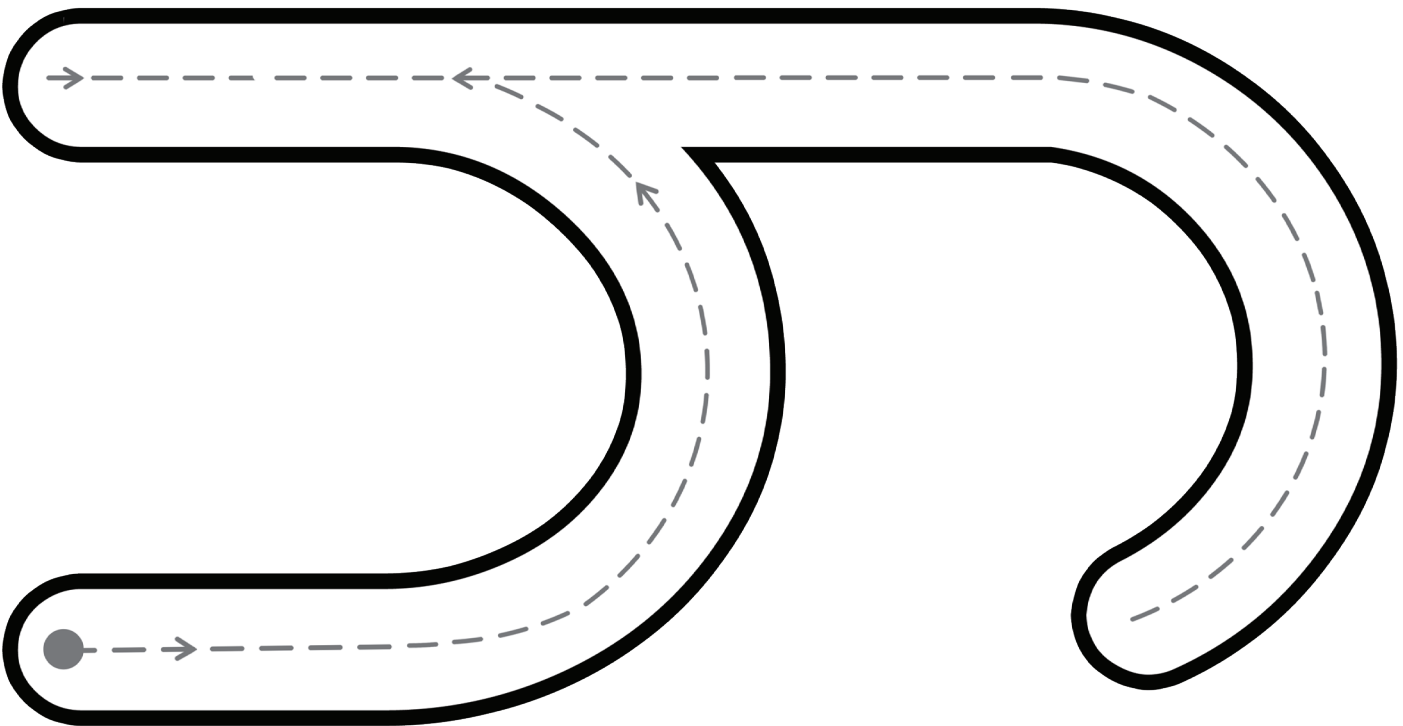
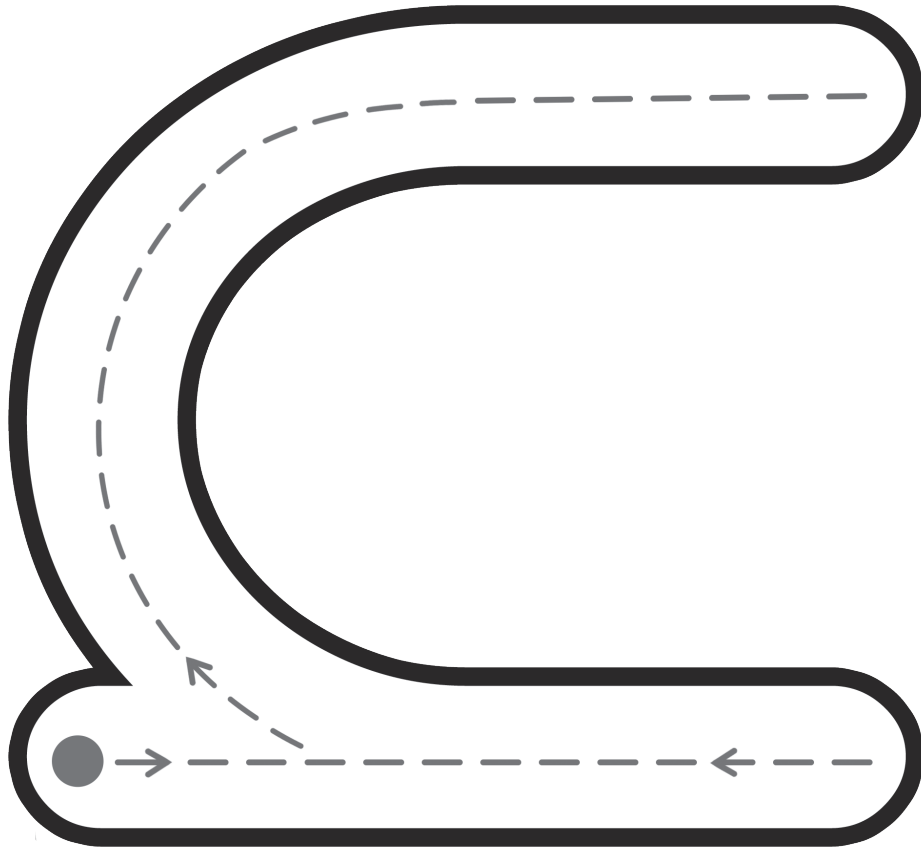


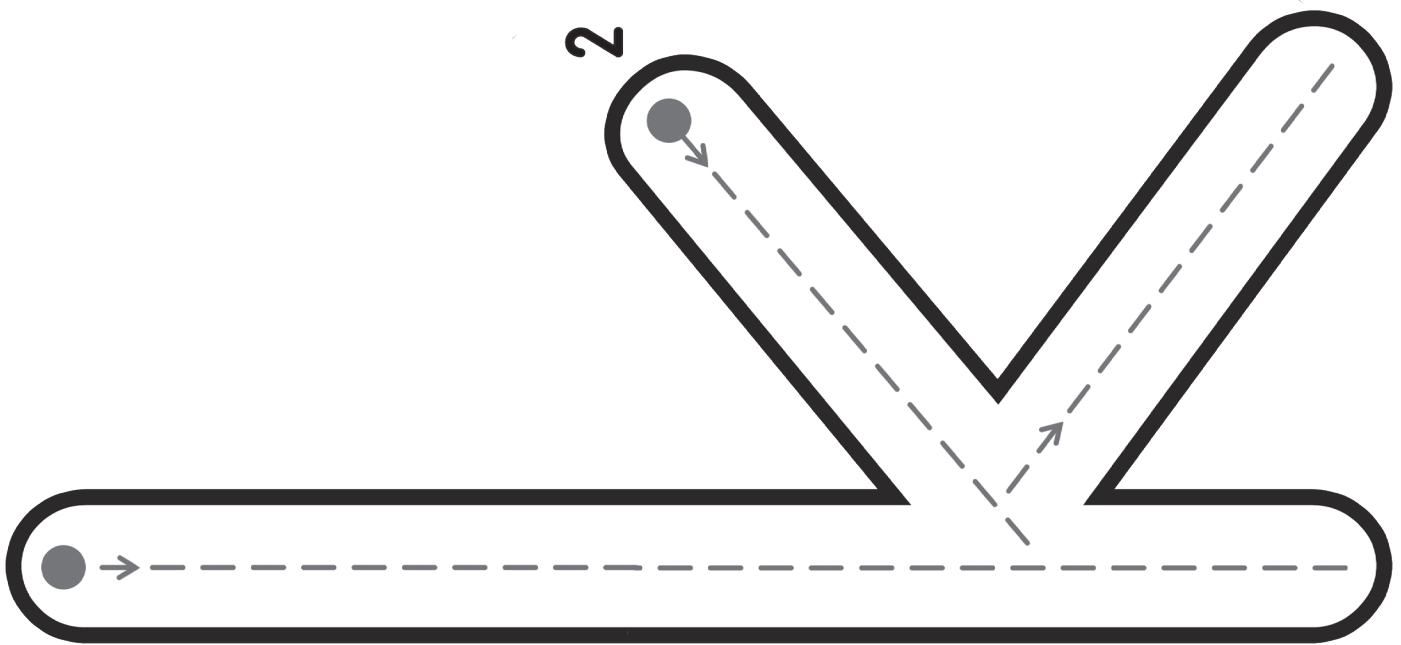
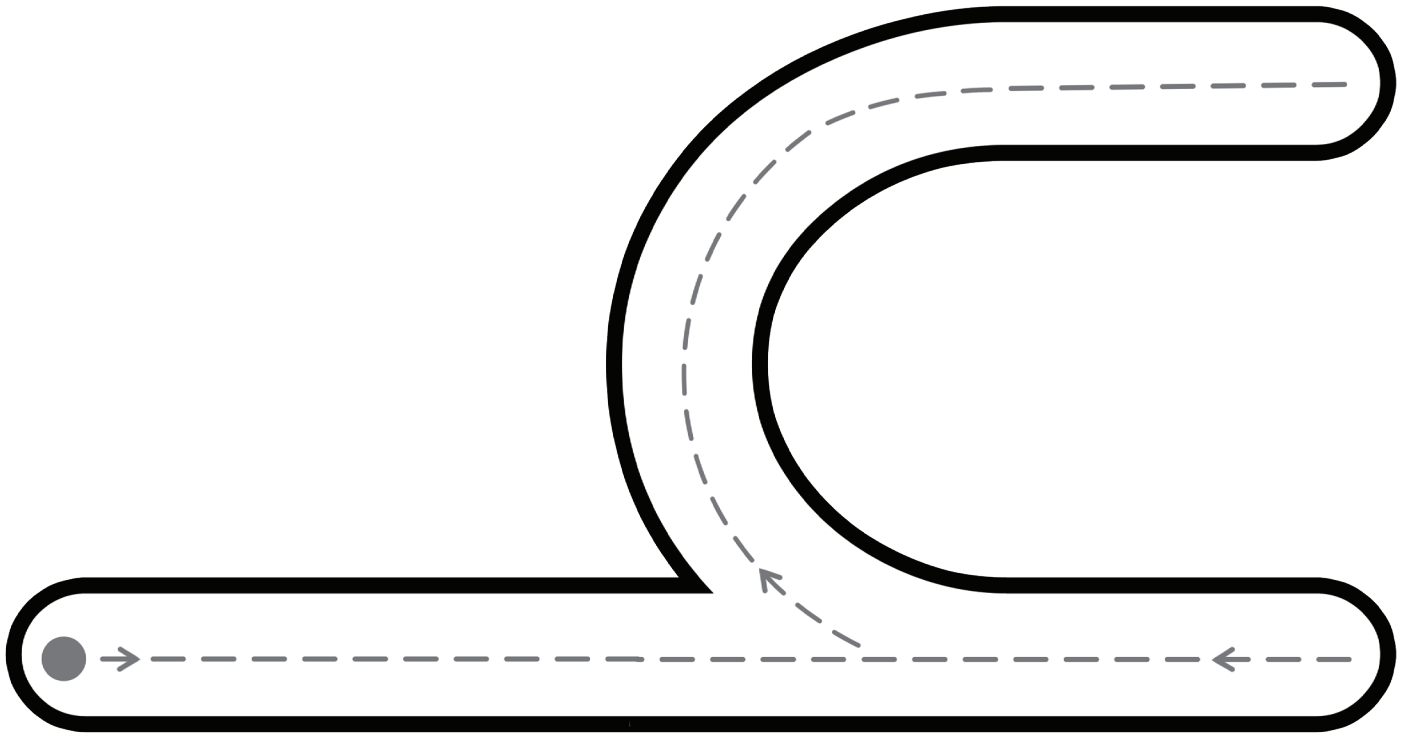
★ How to make a little book

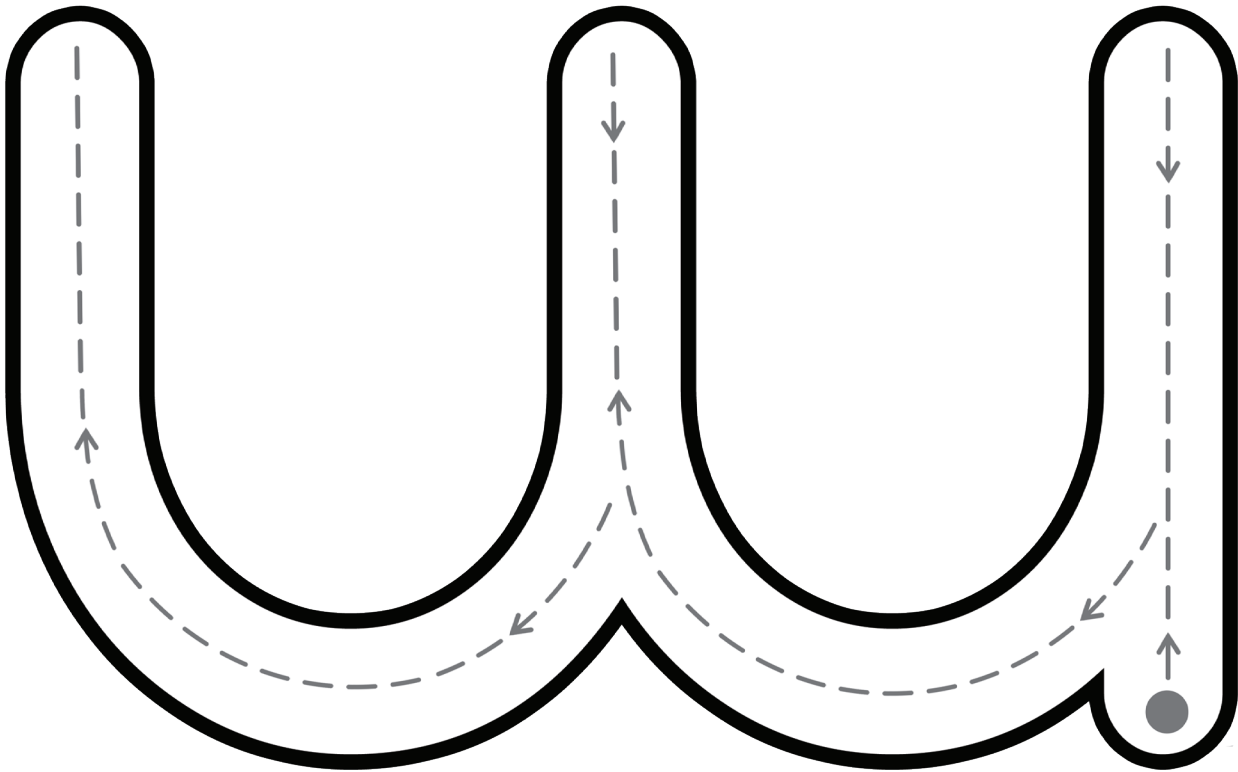
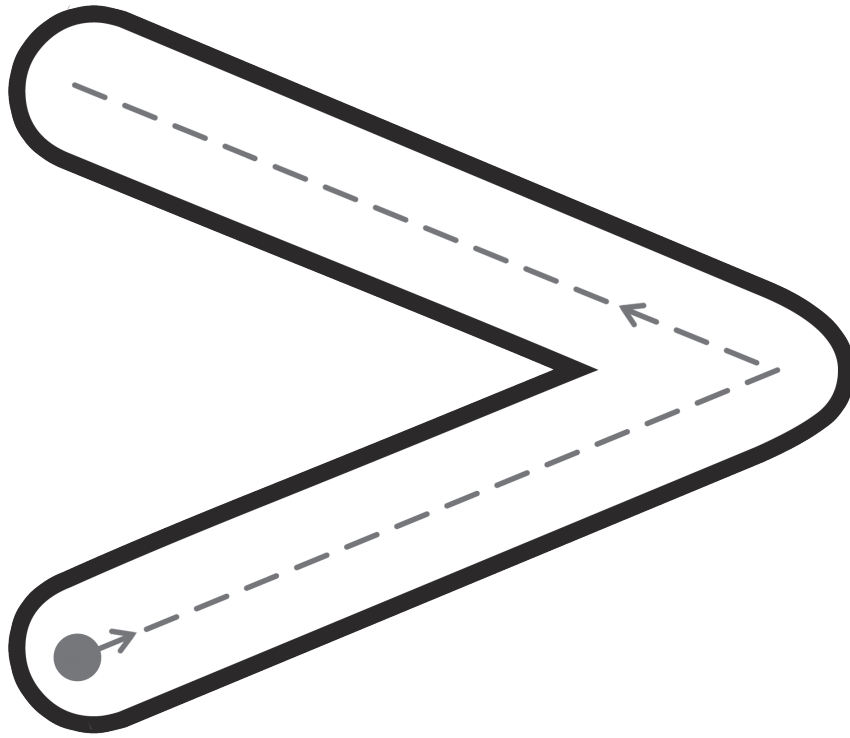
Steps

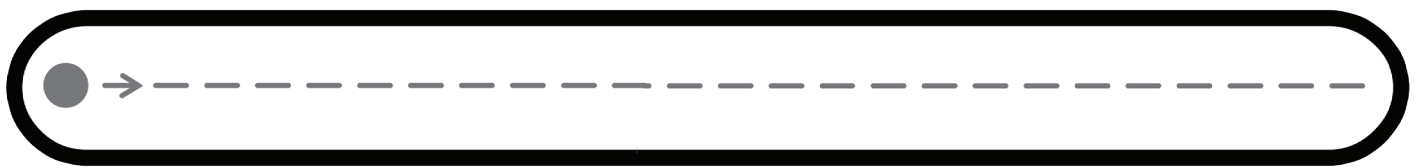
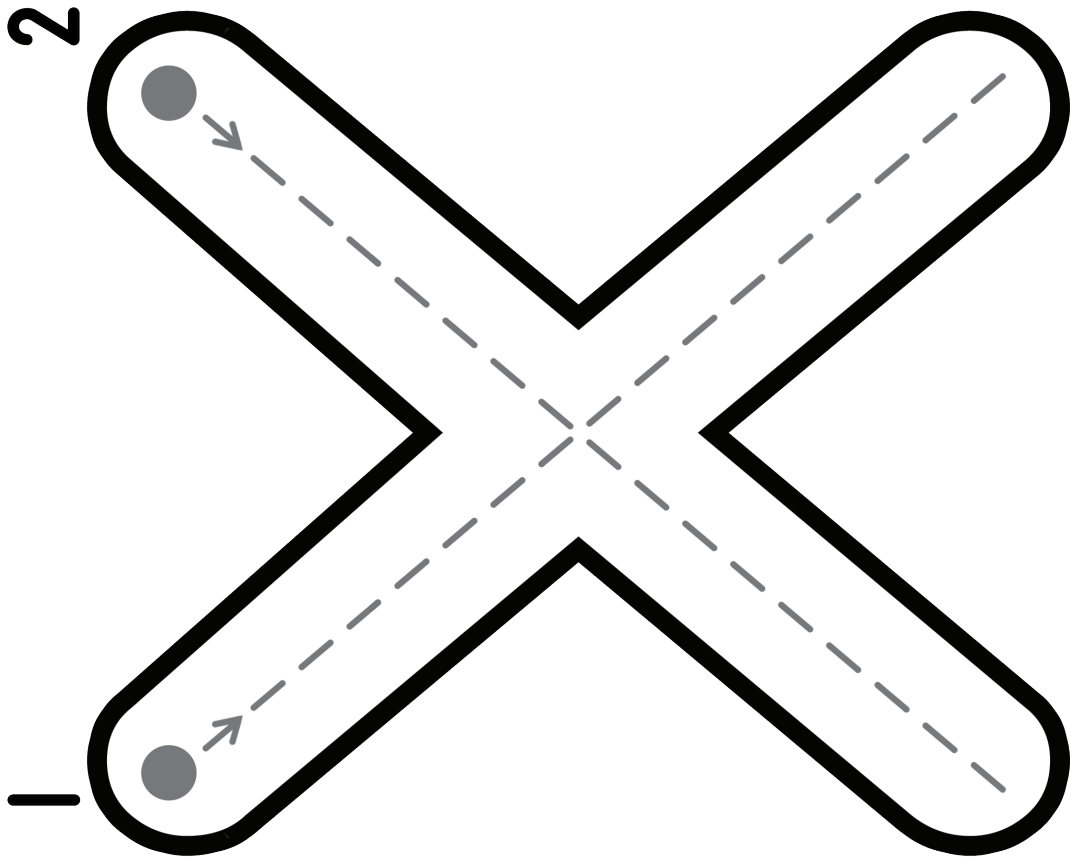
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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









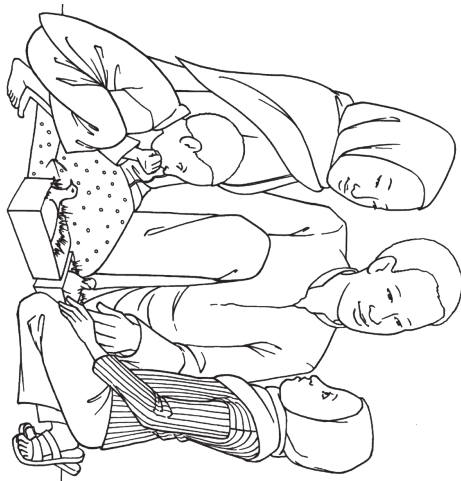




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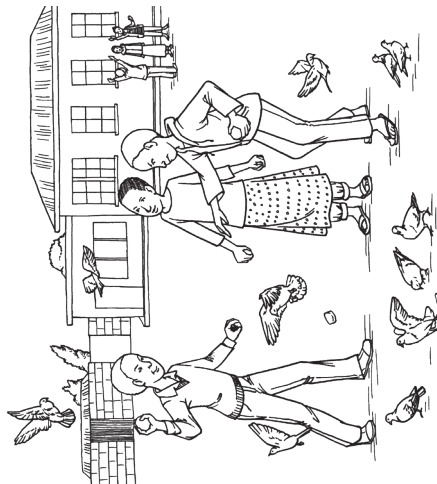
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5



6



2



1

Dina na swifuwo swa yena



African Storybook.org

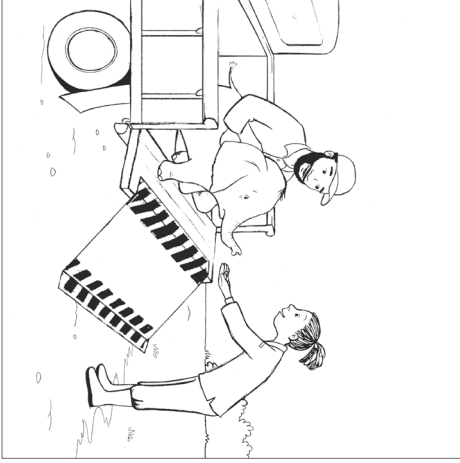
Wordworks
LITERACY THROUGH TECHNOLOGY

Buku leyi i ya:

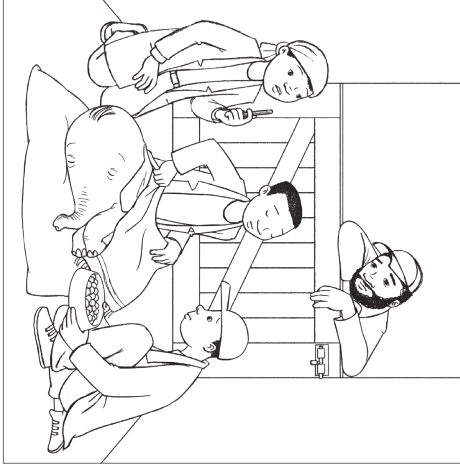
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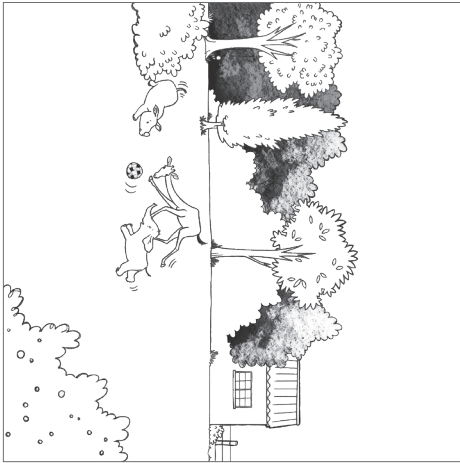
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9



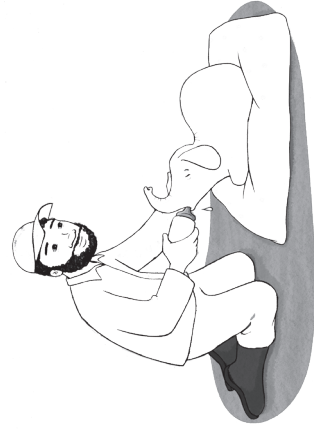
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1



Mulanguteri na
vuhlayiselo bya
yena



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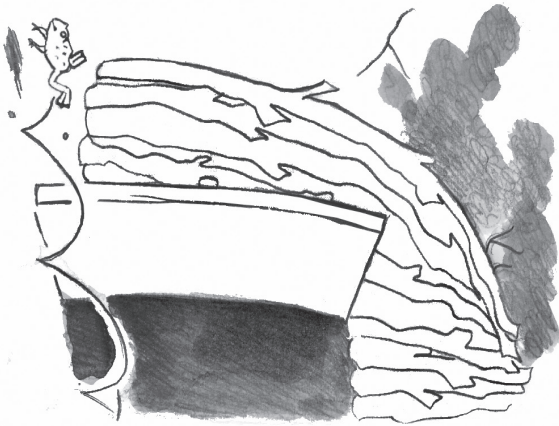
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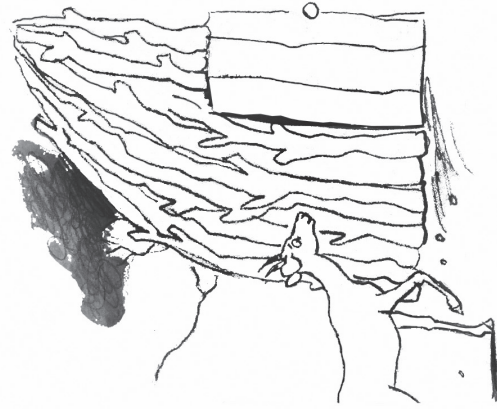
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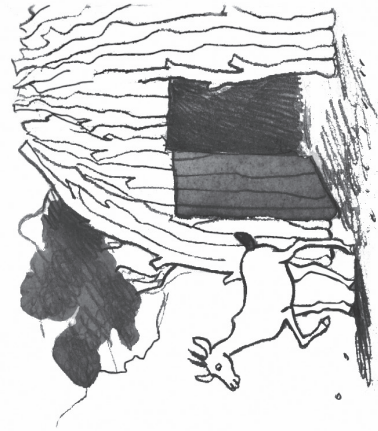
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6



2



1

Muendzi wa le
ka Mbavala



Wordworks
Creating the Future Literacy

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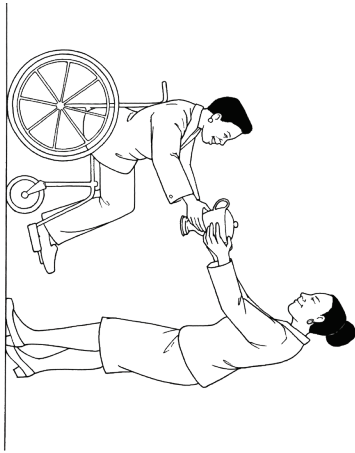
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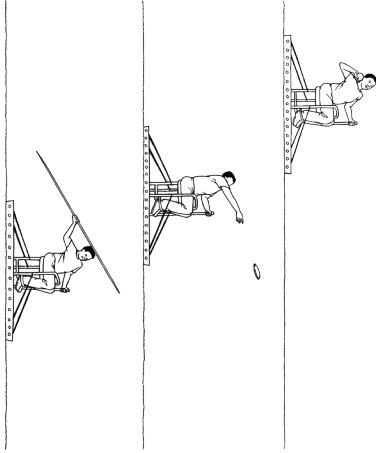
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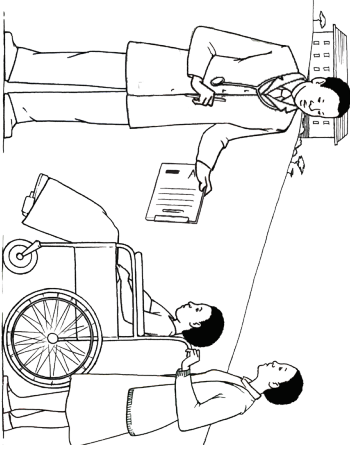
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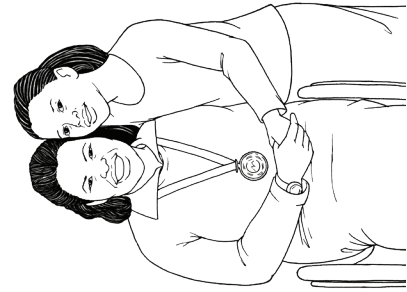


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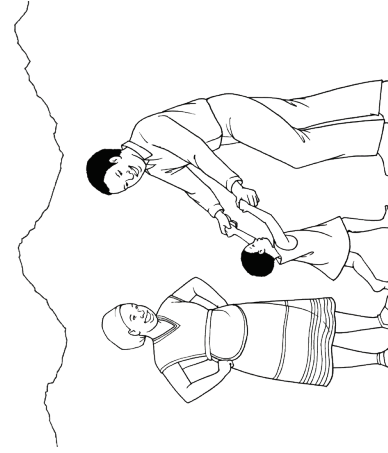
Buku leyi i ya:
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Xitori xa Zanele

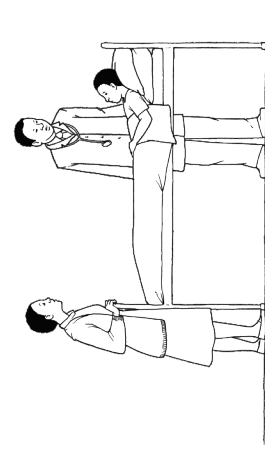


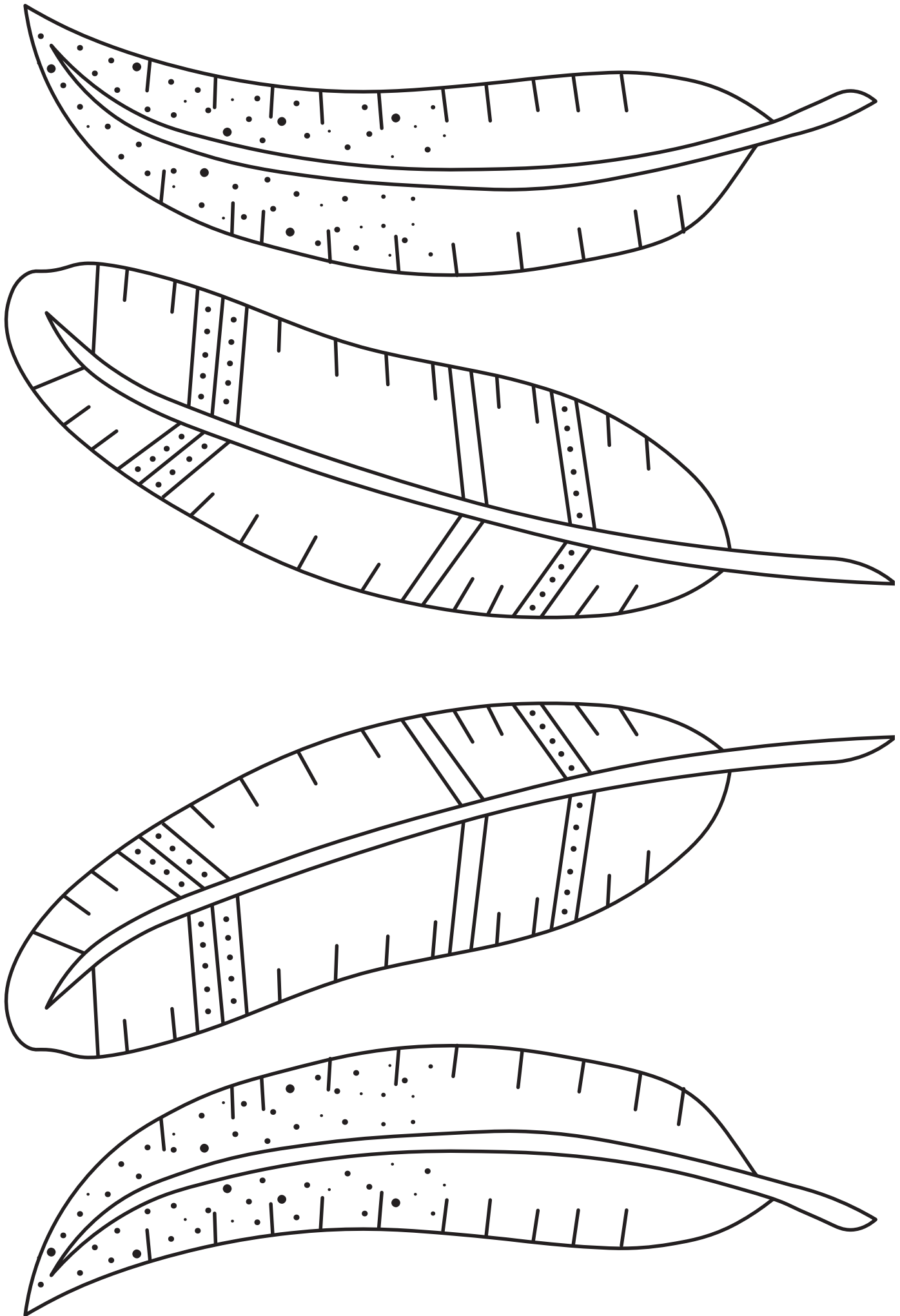
book
dash

1



2



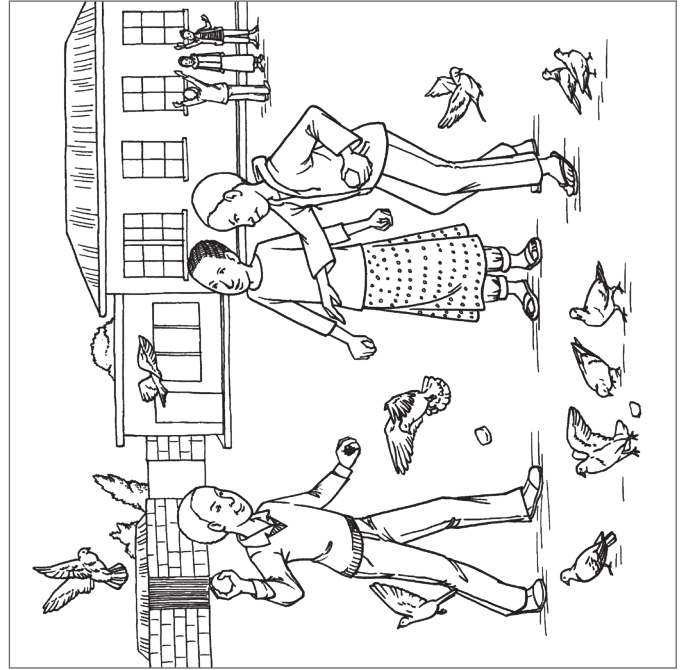
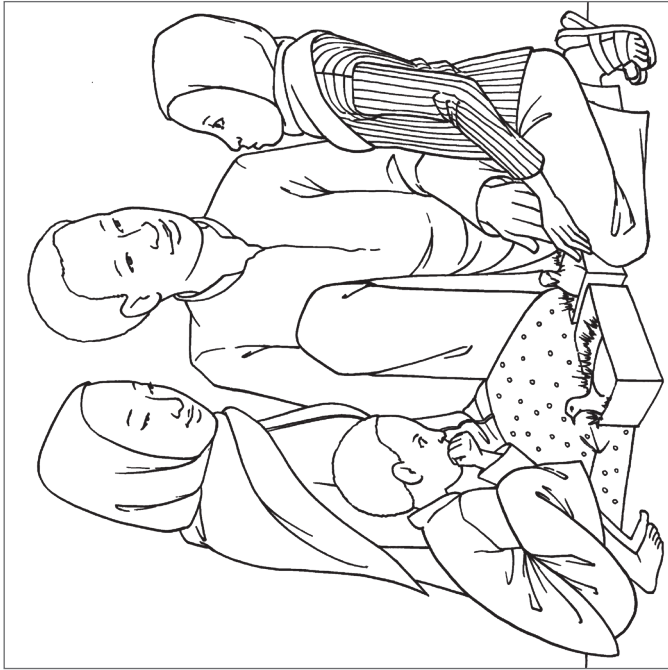


Dina na swifuwo swa yena: Pheji ra ngingiriko wa Risiva















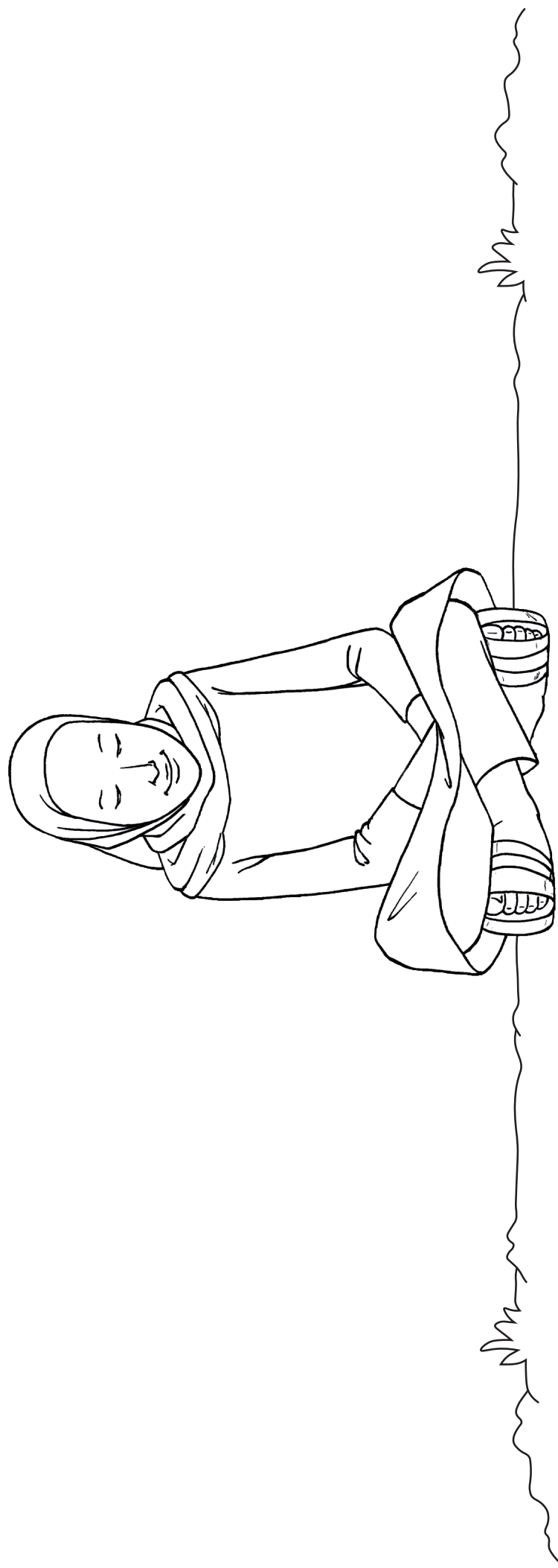
Dina na swifuwo swa yena: Swifaniso swa ndzandzelelano swa ka ntima no basa

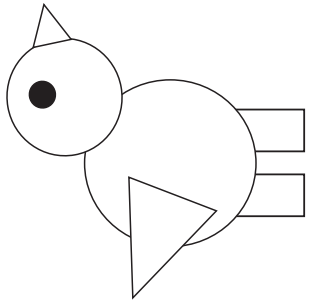




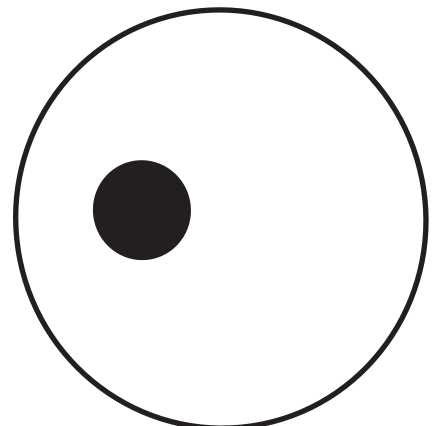
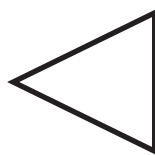
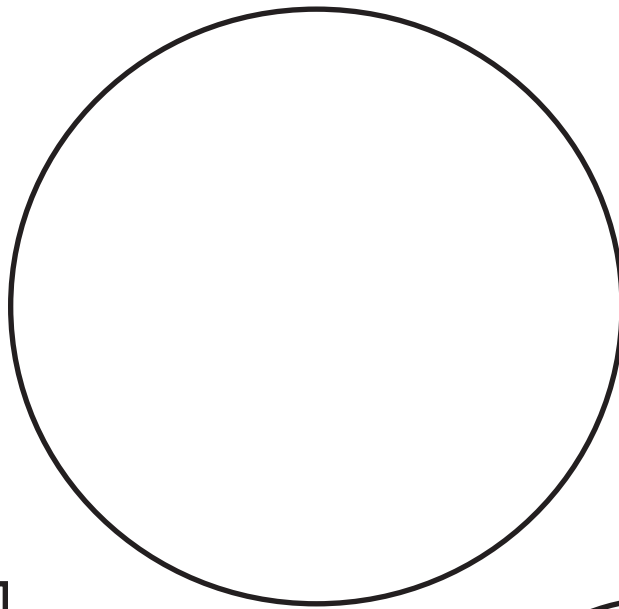
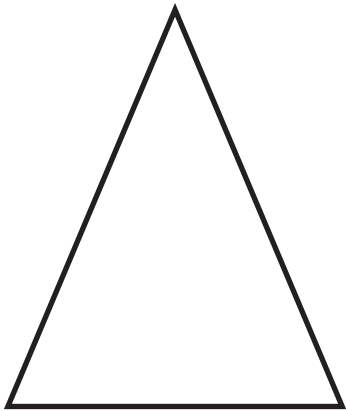
Dina na swifuwo swa yena: Pheji ra nghingiriko wa Hlaya u endla

	2		vanghana
	3		swinyenyana
	1		xiagoko
	1		nchinginya
	2		timbhana



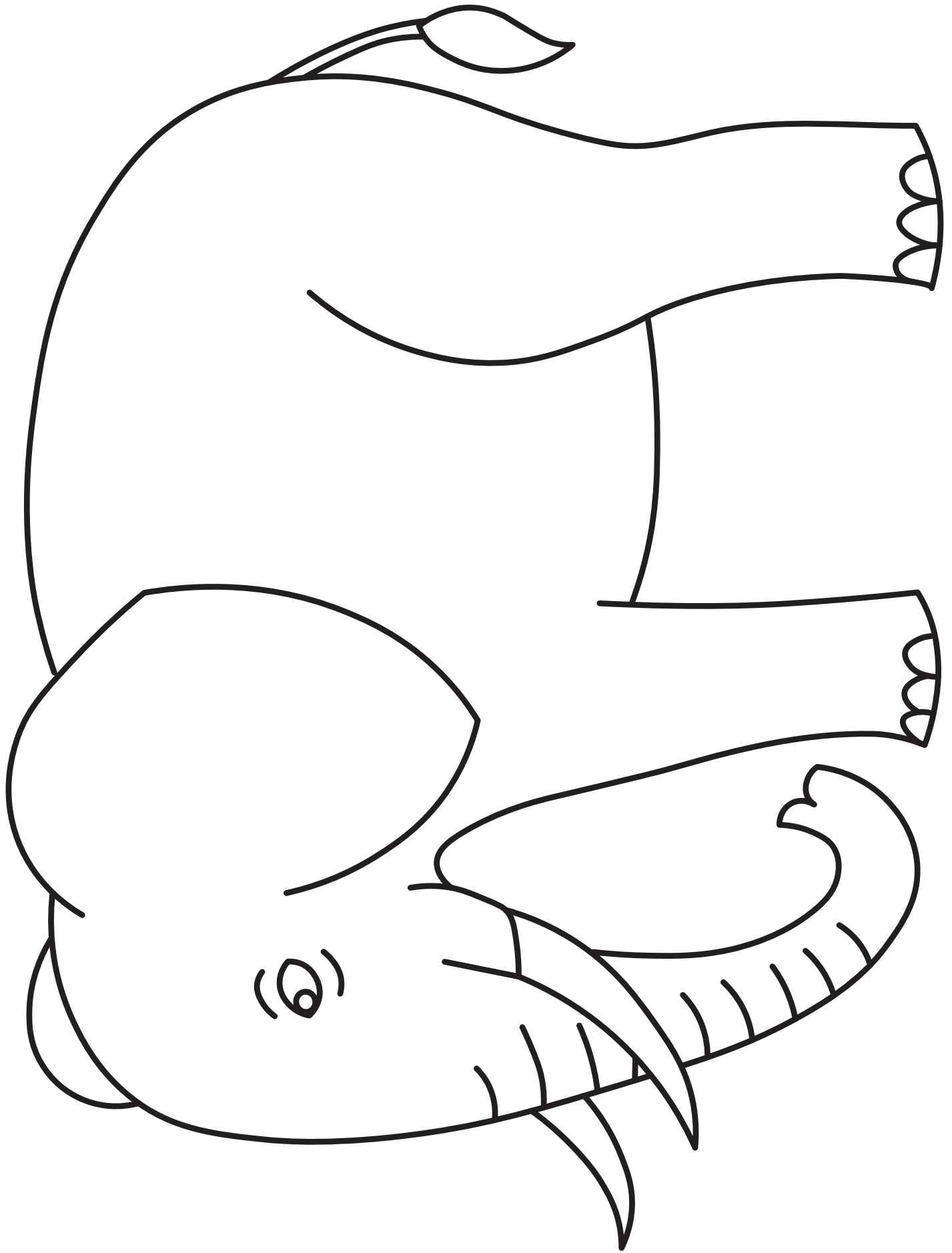


Dina na swifuwo swa yena: Pheji ra ngingiriko wa xivumbeko xa Xinyenyana





Mulanguteri na vuhlayiselo bya yena: Pheji ra nghingiriko wa Ndlopfu





Mulanguteri na vuhlayiselo bya yena: Pheji 1 ra nghingiriko wa Hlaya u endla



5 dya swimilana ntsena

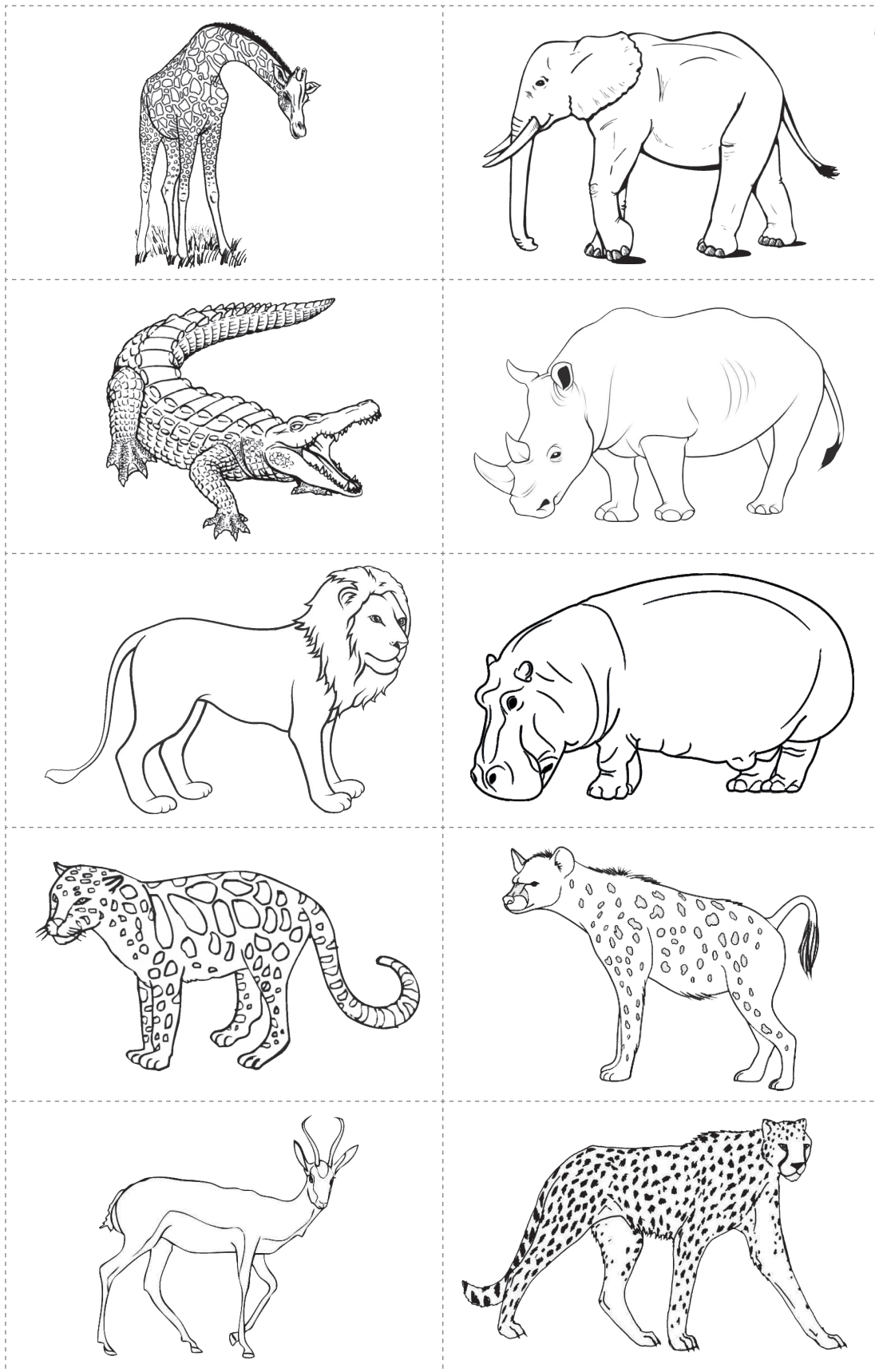


5 dyaka nyama ntsena



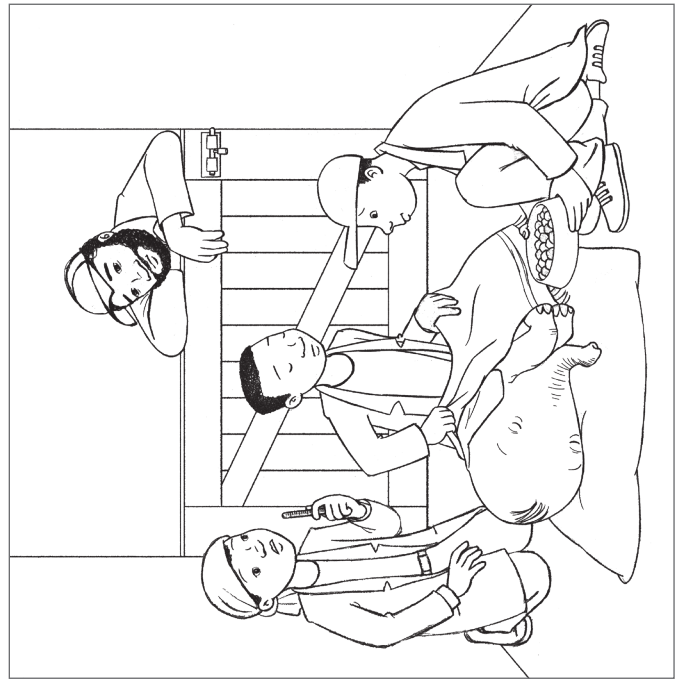
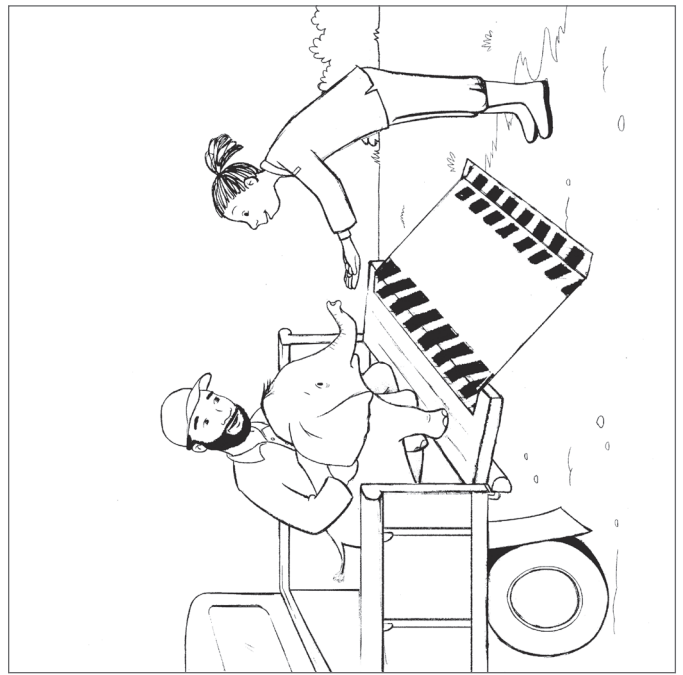
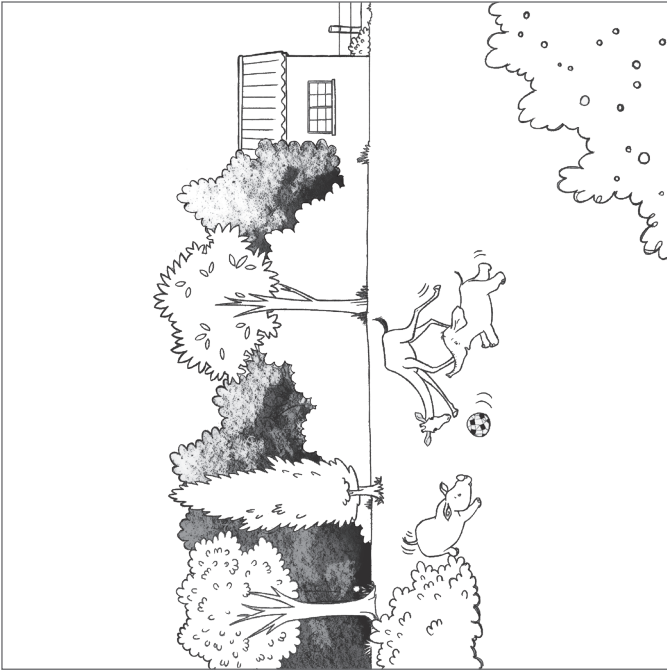


Mulanguteri na vuhlayiselo bya yena: Pheji 2 ra nghingiriko wa Hlaya u endla



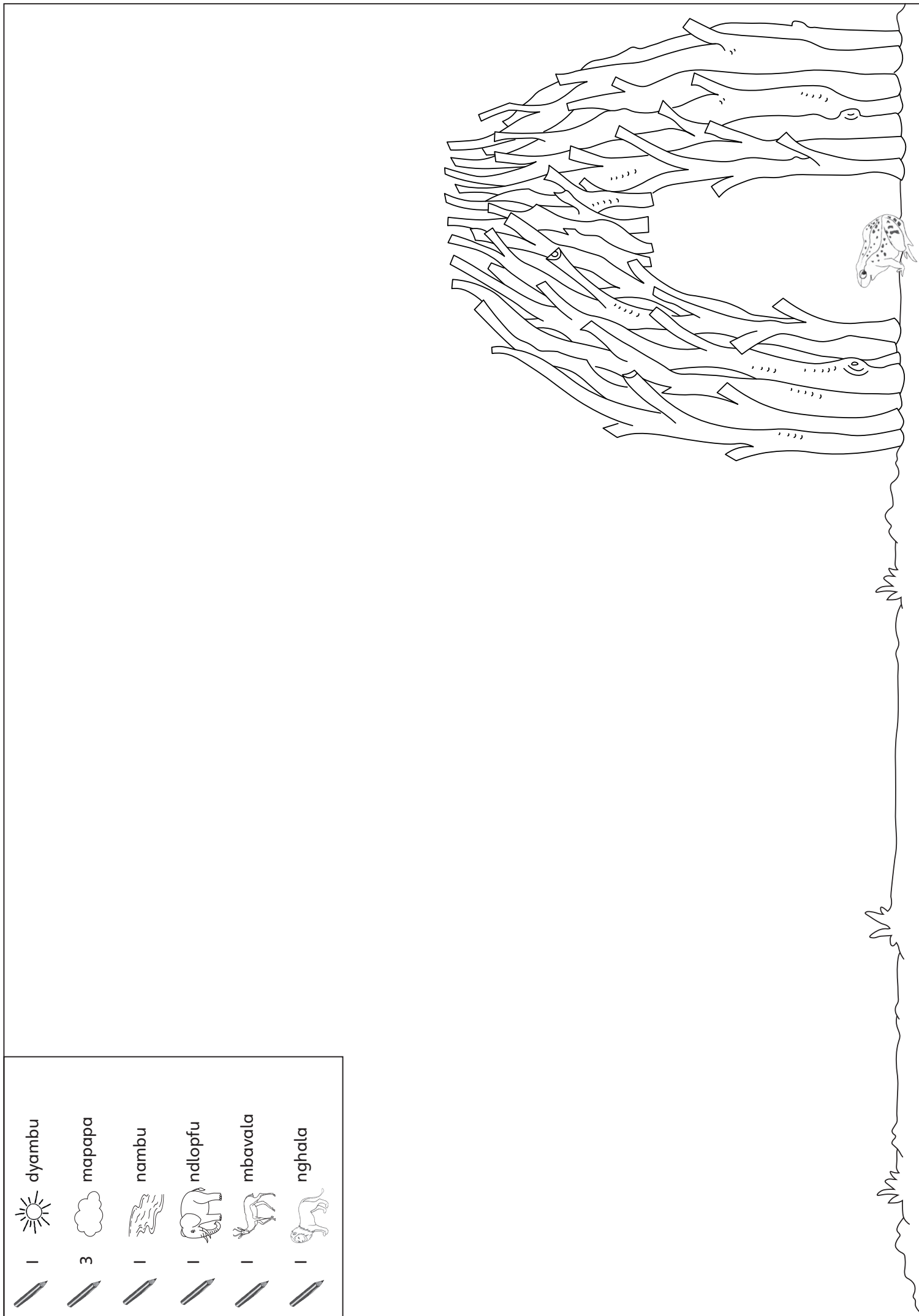














Mulanguteri na vuhlayiselo bya yena: Swifaniso swa ndzanzazelano swa ka ntima no basa



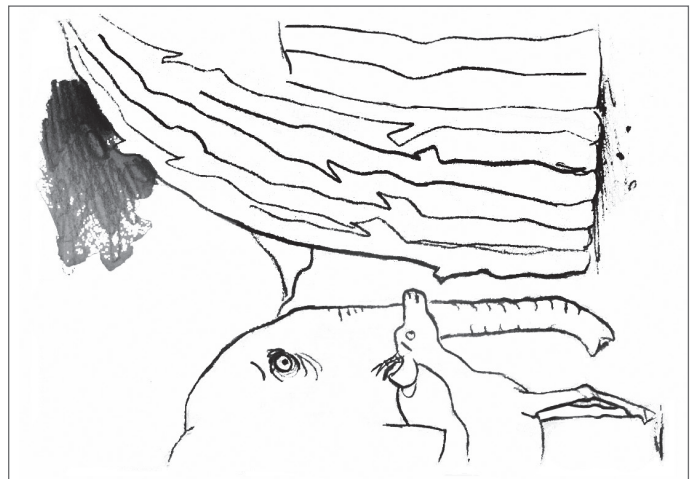
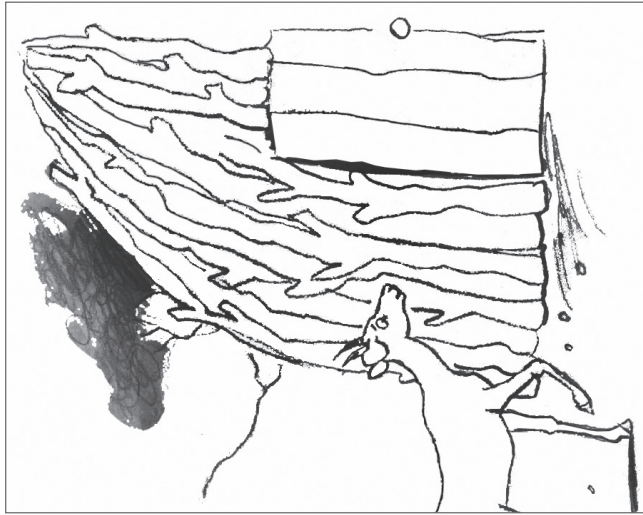


Muendzi wa le ka Mbavala: Pheji ra ngingiriko wa Hlaya u endla



	1		dyambu
	3		mapapa
	1		nambu
	1		ndlopfu
	1		mbavala
	1		nghala



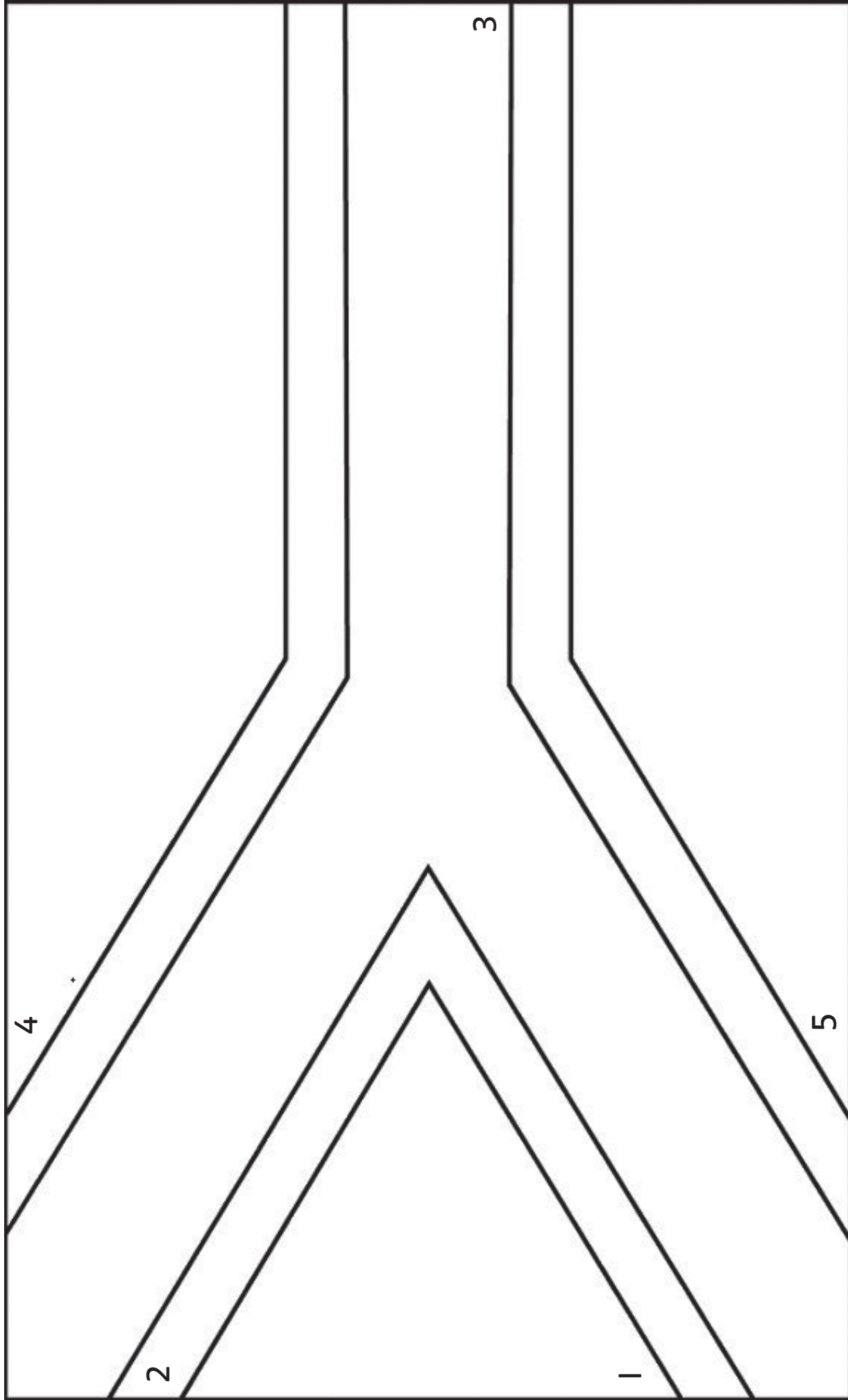


Muendzi wa le ka Mbavala: Swifaniso swa ndzandzelelano swa ka ntima no basa





Xitori xa Zanele: Pheji ra nghingiriko wa Hlaya u endla



 1 ntima

 2 xitshopana

 3 rihlaza

 4 tshwuka

 5 wasi





Xitori xa Zanele: Swifaniso swa ndzandzelelano swa ka ntima no basa

