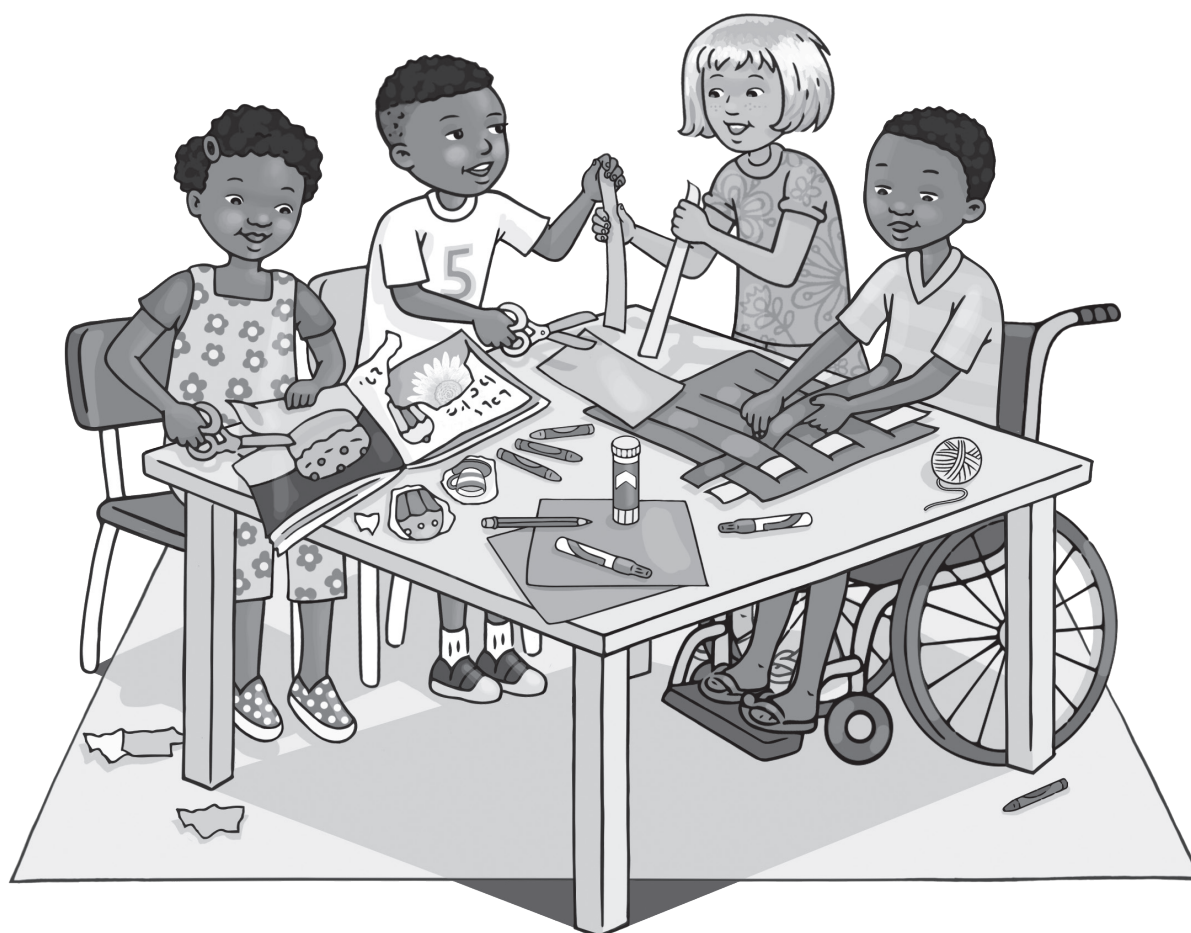


Mbekanyamushumo ya u Khwinisa  
Luambo ya Gireidi ya R

Grade R Language  
Improvement Programme

# Nyendedzi ya Nyito Activity Guide

Kotara ya 1  
Term 1



Tshivenda | English



Nyendedzi ya Nyito netshedzwa laisentsi fhasi ha Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>).

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

Mudzudzanyi Muhulwane: Vho Siân Rees

U pindulela kha Tshivenda: Vho Maanda Khukhusela, Andy Pfano Motloung na Mpho Makwarela

U dzudzanya na u vhalulula nga Tshivenda: Vho Maanda Khukhusela na Mpho Makwarela

U dzudzanya na u vhalulula nga Luisimani: Vho Magdel Palm

Muoli: Vho Jiggs Snaddon-Wood

Muthajphi: Vho Heath White

Dizaini ya ngomu na khavara: Vho Jacqui Botha

*This Activity Guide is licensed under a Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>).*

*This license allows re-users to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.*

*Series editor: Siân Rees*

*Tshivenda translation: Maanda Khukhusela, Andy Pfano Motloung and Mpho Makwarela*

*Tshivenda editing and proofreading: Maanda Khukhusela and Mpho Makwarela*

*English editing and proofreading: Magdel Palm*

*Illustrations: Jiggs Snaddon-Wood*

*Typesetting: Jacqui Botha*

*Cover and text design: Jacqui Botha*



# ★ Zwi re ngomu

Mulaedza u bva kha Ṫhoho ya Muhasho ..... 4

## MARANGAPHANDA

Gaidi ya Mushumo ya Themo ya 1 ..... 6

U Funza Luambo lwa Hayani nga mbekanyamushumo ya ḡuvha ḡirḡwe na ḡirḡwe kha Gireidi ya R ..... 8

Mutevheṭṭhaḡu wa vhege mbili wa Luambo lwa Hayani ..... 10

Mishumo ya mbekanyamushumo yo ḡisendeka na CAPS ..... 14

## ROKHO DALA

Nganea ..... 18

Luimbo na ḡivho ya maipfi u bva kha nganea ..... 20

Vhege ya 1 ..... 22

Vhege ya 2 ..... 28

## GIDIMANI, LINDI, GIDIMANI!

Nganea ..... 34

Luimbo na ḡivho ya maipfi u bva kha nganea ..... 36

Vhege ya 1 ..... 38

Vhege ya 2 ..... 48

## ALI NA PENNDE

Nganea ..... 58

Luimbo na ḡivho ya maipfi u bva kha nganea ..... 60

Vhege ya 1 ..... 62

Vhege ya 2 ..... 76

## ḡUVHA ḡAVHUDI

Nganea ..... 88

Luimbo na ḡivho ya maipfi u bva kha nganea ..... 90

Vhege ya 1 ..... 92

Vhege ya 2 ..... 106

## MUDEDEKADZI VHO AKINYI

Nganea ..... 120

Luimbo na ḡivho ya maipfi u bva kha nganea ..... 122

Vhege ya 1 ..... 124

Vhege ya 2 ..... 138

## U LINGA

Themo ya 1: Rekhodo ya tshiedziso ya u linga ha tshifhinga tshoṭṭe (mutevhe wa zwine zwa fanela u sedzwa) ..... 152

Themo ya 1: Rubiriki ya 1 na 2 ya U thetshelesa na u amba ..... 154

Themo ya 1: Rubiriki ya 1-3 ya Mibvumo, u Vhala na uṭalela ..... 156

Themo ya 1: Rubiriki ya 1-3 ya ḡivho i Rangelaho u n-wala na Mun-walokubugwana kwune vha nga 7 kwu takalela u kwu ..... 158

Kha vha ite suko ḡa u tamba ..... 160

U ita kubugu kuṭuku ..... 162



# Contents

Foreword .....	5
<b>INTRODUCTION</b>	
The Term 1 Activity Guide .....	7
Teaching Home Language in the Grade R daily programme.....	9
The Home Language two-week cycle .....	11
Programme activities are CAPS aligned .....	15
<b>THE GREEN DRESS</b>	
Story.....	19
Song and vocabulary from the story.....	21
Week 1.....	23
Week 2.....	29
<b>RUN LINDI RUN</b>	
Story.....	35
Song and vocabulary from the story.....	37
Week 1.....	39
Week 2.....	49
<b>ALI AND THE PAINT</b>	
Story.....	59
Song and vocabulary from the story.....	61
Week 1.....	63
Week 2.....	77
<b>A BEAUTIFUL DAY</b>	
Story.....	89
Song and vocabulary from the story.....	91
Week 1.....	93
Week 2.....	107
<b>TEACHER AKINYI</b>	
Story.....	121
Song and vocabulary from the story.....	123
Week 1.....	125
Week 2.....	139
<b>ASSESSMENTS</b>	
Exemplar record of continuous assessment (checklist) .....	153
Listening and speaking rubric 1 and 2.....	155
Phonics, reading and viewing rubric 1 to 3 .....	157
Emergent writing and handwriting rubric 1 to 3 .....	159
How to .....	161
Activity pages .....	162

# ★ Mulaedza u bva kha Thoho ya Muhasho



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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

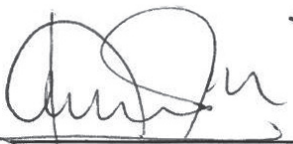
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

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

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

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

Yours Sincerely

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

# ★ Marangaphanda

## Gaidi ya Mushumo ya Themo ya 1

Gaidi ya Mushumo ya Themo ya 1 ya Luambo lwa Hayani i n̄tshedza tshivhumbeo tsha u funza Gireidi ya R Luambo lwa Hayani kha themo ya u thoma. Mishumo yo d̄isendeka kha dzinganea na u dzudzanywa u ya nga mutevheṭhaḁu wa u funza wa vhege mbili wa nganea iṅwe na iṅwe.

Kha vha ṭhogomele zwi tevhelaho:

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

## U ṭangana na Stella

Vha ḁo zwi vhona uri hu na mudededzi a re hone u swikela magumoni a Gaidi iyi ya Mudededzi. U ḁo tshimbila na vhona kha lwendo lwavho lwa u guda nahone tshifhinga tshoṭhe u ḁo vha n̄tshedza ngeletshedzo yo d̄isendekaho kha tshenzhemo yawe ya miṅwaha a kha kiḁasirumu ya Gireidi ya R. U na dzina ḁo khetheaho:



Strengthening the Teaching of Early Language and Literacy for All.

## Zwiko

Iyi ndi nyangaredzo ya dzinganea, thero dzi elanaho na maḁedere o sedzwaho a Themo ya 1.

Nganea	Thero	Maḁedere/mibvumo yo sedzwaho
Rokho Dala	Nḁe; Tshikoloni	–
Gidimani, Lindi, Gidimani!	Nḁe; Muvhili wanga na kutshilele ku re na mutakalo wavhuḁi	d̄ na e
Ali na Pennde	Muvhili wanga, zwivhumbeo na mivhala	b na i
D̄uvha ḁavhuḁi	Tshilimo; Muvhili wanga na u kutshilele kwu re na mutakalo wavhuḁi	k na o
Mudedekadzi Vho Akinyi	Kiḁasirumuni; Mivhala; Maḁuvha a vhege	a na u

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

## Buto ḁa Zwiko zwa Luambo

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

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

## Zwiko zwine zwa fanela u kuvhanganywa kana u rengwa



# ★ Introduction

## The Term 1 Activity Guide

The Home Language Term 1 Activity Guide offers a structure for teaching Home Language in the first 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 each day
- ★ a continuous assessment page based on the term's activities to record each learner's progress
- ★ assessment rubrics
- ★ photocopiable activity pages, little books and letter templates.

### Meet Stella

You will see that there is a teacher present throughout this Teacher's Guide. She will keep you company on your learning journey and will often give advice based on her years of experience in the Grade R classroom. She has a special name:



Strengthening the Teaching of Early Language and Literacy for All.

### Resources

Here is an overview of the stories, related themes and focus letters for Term 1.

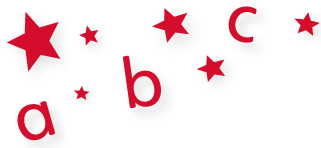
Story	Theme	Focus letters/sounds
The green dress	Me; At school	–
Run Lindi Run	Me; My body and healthy living	d and e
Ali and the paint	My body; Shapes and colours	b and i
A beautiful day	Summer; My body and healthy living	k and o
Teacher Akinyi	In the classroom; Colours; Days of the week	a and u

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.



- ★ dzisifhereswenda na zwiambaro zwi elanaho na nganea uri zwi shumiswe nga tshifhinga tsha u tlatshedza nganea, u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana na litambwa
- ★ zwithu kana garaṭa dza zwifanyiso dza mutevhe wa ndivho ya maipfi dza nganea inwe na inwe
- ★ zwishumiswa zwa matshetshelero a vhutsila na mishumo ya u fhaṭa
- ★ khandiso dzo tumanaho na nganea inwe na inwe: bugu dza zwifanyiso, mabambiri a khungedzelo, mimagazini na dziphositaro
- ★ khirayoni dza pfuranoṭshi khulwane, dzipennde na bulatsho dza u pennda
- ★ zwigero, guḽuu na muḽali
- ★ bambiri la A4, khadibogisi na bambiri la filipitshati
- ★ mimagazini na kubugwana kwa u renga
- ★ midzio ya puḽasitiki (yogathi, madzharini na midzio ya aisikhirimu)
- ★ tshikwama tsha nawa kana buḽoko
- ★ bodo dza zwimela zwiṭuku

## Ndugiselo ya nganea inwe na inwe

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

## U Funza Luambo lwa Hayani nga mbekanyamushumo ya duvha linwe na linwe ya Gireidi ya R

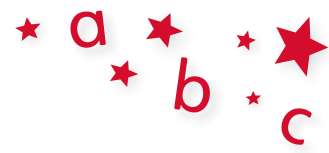
Tshifhinga tsho sedzwaho tsha Luambo lwa Hayani tshi katela kilasi yoṭhe na mishumo ya tshigwada tshituku duvha linwe na linwe. Mishumo i dzudzanywa nga ndila dzo fhambanaho:

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

Mutevheṭhaḽu wa vhege mbili u tanganyisa mishumo ya duvha linwe na linwe, lwa vhege mbili. Mishumo i olelwa u fhaṭa kha na u kwhaṭhisa luambo lwa nganea, na u bveledza maipfi a litheresi a ndeme kha maipfi a monaho na nganea a ndeme. Tshivhumbeo tsha mutevheṭhaḽu wa vhege mbili muṅwe na muṅwe tshi a dovhololwa. Maitele aya a vha o ḽowealeho na u vhuedza vhadededzi na vhagudi vhuvhili havho. Vhadededzi vha a vha na fulufhelo la u funza nga ndila iyi nahone vhagudi vha a pfa vha vho tsireledzwaho musi vha tshi divha uri ndi zwifhio zwine zwa lavhelelwa khavho.







## Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ scrap materials for art and construction activities
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ jumbo wax crayons, paints and paintbrushes
- ★ scissors, glue and string
- ★ A4 paper, cardboard and flipchart paper
- ★ magazines and shopping brochures
- ★ plastic containers (yoghurt, margarine and ice-cream tubs)
- ★ a beanbag or a block
- ★ small containers (you can use the bottom half of a plastic bottle) and seeds to plant.

## Preparation for each story

- ★ Prepare the puppets by sticking them on sucker sticks or toilet rolls.
- ★ 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 children can feel the shape of the letter.

# Teaching Home Language in the Grade R daily programme

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

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

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



# Mutevheṭhadu wa vhege mbili wa Luambo lwa Hayani

## Vhege ya 1






Mishumo ya kilasi yoṭhe	Musumbuluwo	Ḳavhuvhili	Ḳavhuraru	Ḳavhuṅa	Ḳavhuṭanu
Mishumo yo disendekaho kha nganea	<b>U ṭalutshedza nganea na u fhaṭa ndivho ya maipfi</b>	<b>U ṭalutshedza nganea na u imba</b>	<b>U ṭalutshedza nganea na iṭambwa</b>	<b>U vhekanya zwifanyiso</b>	<b>U ita, u ola na u ṅwala</b>
	Vhagudi vha pfa nganea lwa u tou thoma ngeno vha tshi khou guda ndivho ya maipfi maswa.	Vhagudi vha thetshesela hafhu nganea na u imba luimbo lu elanaho na nganea.	Vhagudi vha dzhia mishumo yo fhambanaho na u shumisa luambo lwa nganea vhone vhaṅe, musi nganea i tshi anetshelwa.	Vhagudi vha ṭalutshedza hafhu nganea nga u shumisa zwifanyiso.	Vhagudi vha imela mihumbulo yavho zwi tshi kwama nganea nga u vhumba tshithu, u ola tshifanyiso kana u shela mulenzhe kha u vhala nga u sieliana.
Mishumo ya maḲedere na mibvumo	<b>U ḍivhadza mubvumo u bva kha nganea</b>	<b>U vhumba Ḳedere</b>	<b>Mabogisi a maḲedere</b>	<b>U thetshesela mibvumo yo sedzwaho</b>	<b>U ṭanganyisa na u khethekanya</b>
	Vhagudi vha a gudiswa mubvumo wo sedzwaho na u ṭumana na maipfi a bvaho kha nganea.	Vhagudi vha vhumba Ḳedere lo sedzwaho vha tshi khou shumisa zwishumiswa zwo fhambanaho na tshenzhemo ya zwipfi yo pfumaho.	Vhagudi vha vhona , u fara na u amba nga zwithu na zwifanyiso zwine zwa thoma nga mubvumo wo sedzwaho.	Vhagudi vha topola mibvumo yo sedzwaho kha maipfi.	Vhagudi vha ṭanganyisa mibvumo u itela u vhumba maipfi maswa na u ṭhukhukanya maipfi uri a vhe mibvumo.
Mishumo ya tshigwada tshituku	<b>Musumbuluwo</b>	<b>Ḳavhuvhili</b>	<b>Ḳavhuraru</b>	<b>Ḳavhuṅa</b>	<b>Ḳavhuṭanu</b>
	Stella u a sumbedza uri ndi ifhio mishumo ya tshigwada tshituku ine ya tshimbidzwa nga mudededzi ḍvha iṅwe na iṅwe.				
Tshigwada tsha lutombo	<b>Mushumo wa 1: U ola na ndivho i rangelahoho u ṅwala ha vhagudi</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo</b>	<b>Mushumo wa 5: U ḍiita u nga u khou tamba</b>
	Vhagudi vha rekhoda mihumbulo yavho nga kha nyolo na ndivho i rangelaho u ṅwala.	Vhana vha ita khanganyiso dza maipfi na u tamba mitambo ya luambo.	Vhagudi vha vhala nga vhoṭhe na u ḍiphiṅa nga dzibugu na dziṅwe khandiso.	Vhana vha ita mishumo ya u sudzuluwa ha misipha havhuḍi na u guda u vhumba maḲedere.	Vhagudi vha fhaṭa kha luambo lwa nganea na thero nga kha u ḍiita u nga vha khou tamba.
Tshigwada tshidala	<b>Mushumo wa 5: U ḍiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na ndivho i rangelaho u ṅwala ha vhana</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo</b>
Tshigwada tsha ṭaḍa	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo</b>	<b>Mushumo wa 5: U ḍiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na ndivho i rangelaho u ṅwala ha vhana</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>
Tshigwada tshitswuku	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo</b>	<b>Mushumo wa 5: U ḍiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na ndivho i rangelaho u ṅwala ha vhana</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>
Tshigwada tsha phephuḷu	<b>Mushumo wa 2: Khanganyiso na mitambo</b>	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo</b>	<b>Mushumo wa 5: U ḍiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na ndivho i rangelaho u ṅwala ha vhana</b>










# The Home Language two-week cycle

## Week 1

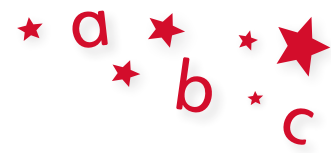
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Story-based activities</b>	<b>Storytelling and building vocabulary</b> Learners hear the story for the first time while learning new vocabulary.	<b>Storytelling and singing</b> Learners listen to the story again and sing a song related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








## Vhege ya 2

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





## Week 2

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

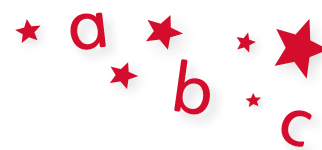


## Mishumo ya mbekanyamushumo yo disendeka na CAPS

Thebuḽu iyi i sumbedza uri mishumo ya mutevheṽhaḽu wa vhege mbili i fhaṽisa hani zwikili zwo tiwaho zwa luambo zwa CAPS, na u sumbedza uri vha nga shumisa hani mishumo iyi u linga mvelaphanḽa ya mugudi zwi tshi hanedzana na nḽila dza u linga dza CAPS.

Mutevheṽhaḽu wa vhege mbili	Mishumo ya kilasi yoṽhe yo disendekaho nga nganea	Zwikili zwa Luambo zwa CAPS	Mutevhe wa zwine zwa fanela u sedzwa zwa u Linga	Rubiriki ya u Linga
			(zwo vhumbiwa u bva kha nḽila dza u linga dza CAPS)	
<b>Vhege ya 1:</b> Musumbuluwo	U ṽalutshedza nganea na u fhaṽa nḽivho ya maipfi	U thetshelesa na u amba	U thetshelesa zwiṽori zwipufhi zwi tshi mu ḽifhela na u dzhena nga khorasi nga tshifhinga tsho teaho U vhudzisa dzimbudziso	
ḽavhuhili	U ṽalutshedza nganea na u imba	U thetshelesa na u amba	U imba nyimbo dzi leluwaho na u ita nyito (a tshi khou thuswa)	
ḽavhuraru	U ṽalutshedza nganea na ḽitambwa	U thetshelesa na u amba	U tamba tshipiḽa tsha nganea, luimbo kana tshidade	
ḽavhuṽa	U vhekanya zwifanyiso	U thetshelesa na u amba		<b>Rubiriki ya 1 ya u Thetshelesa na u Amba:</b> U ṽalutshedza zwiṽori na u ṽalutshedza hafhu zwiṽori nga maipfi awe
ḽavhuṽanu	U ita, u ola na u ṽwala	U thetshelesa na u amba Nḽivho i rangelaho u ṽwala	U shela mulenzhe nga mihumbulo nga nḽila ya nyolo na u shela mulenzhe nga mafhungo kha muṽwalo wa kilasini. U ola kana u pennda zwifanyiso u fhirisa milaedza.	
<b>Vhege ya 2:</b> Musumbuluwo	Huṽiwe u vhekanya zwifanyiso	U thetshelesa na u amba U vhala na u ṽalela		<b>Rubiriki ya 2 ya u Thetshelesa na u Amba:</b> U dzudzanya sethe dza zwifanyiso nga nḽila ine zwa vhumba nganea na ṽhanḽulukano kwayo ya zwiwo musi zwi tshi ambiwa na u zwi ṽumana na nganea tsho sikwaho
ḽavhuhili	U vhala nga u sielisana – Bugu Khulu	U vhala na u ṽalela	U “vhala” maṽwalwa o hudziwaho a fanaho na zwirendo, dzibugu khulu na dziphosiṽara(phosiṽara) sa kilasi yoṽhe vha na mudededzi (u Vhala khathihi).	
ḽavhuraru	U thetshelesa na u ita	U thetshelesa na u amba	U thetshelesa ndaela dzi leluwaho na u ita nyito khadzo	
ḽavhuṽa	U vhala na u ita	U vhala na u ṽalela	U ḽivha dzina ḽawe na maṽwe madzina a vhaṽiwe vhagudi	
ḽavhuṽanu	U ita, u ola na u ṽwala	U thetshelesa na u amba Nḽivho i rangelaho u ṽwala	U shela mulenzhe nga mihumbulo nga nḽila ya nyolo na u shela mulenzhe nga mafhungo kha muṽwalo wa kilasini. U ola kana u pennda zwifanyiso u fhirisa milaedza.	





## Programme activities are CAPS aligned

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

Two-week cycle	Whole class story-based activities	CAPS language skills	Assessment checklist	Assessment rubric
			(derived from the CAPS assessment criteria)	
<b>Week 1:</b> 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		<b>Listening and Speaking Rubric 1:</b> 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	
<b>Week 2:</b> Monday	More sequencing pictures	Listening and speaking Reading and viewing		<b>Listening and Speaking Rubric 2:</b> Arranges a set of pictures in such a way that they form a story and a logical sequence of events when verbalised and relates the story created
Tuesday	Shared reading – Big Book	Reading and viewing	“Reads” enlarged texts such as poems, Big Books and posters as a whole class with the teacher	
Wednesday	Learning to listen	Listening and speaking	Listens to simple instructions and acts on them	
Thursday	Read and do	Reading and viewing	Recognises own name and some names of other learners	
Friday	Make, draw and write	Listening and speaking Emergent writing	Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages	



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







Two-week cycle	Whole class letters and sounds activities	CAPS language skills	Assessment checklist	Assessment rubric
<b>Week 1 and 2:</b> Monday	Introducing a letter from the story	Phonics		<b>Phonics, Reading and Viewing Rubric 1:</b> 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	<b>Emergent Writing and Handwriting Rubric 1:</b> 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	<b>Phonics, Reading and Viewing Rubric 1:</b> Recognises aurally and visually some consonants and vowels
Thursday	Listening for focus sounds	Phonics		<b>Phonics, Reading and Viewing Rubric 2:</b> 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
<b>Week 1 and 2:</b> 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	<b>Emergent Writing and Handwriting Rubric 2:</b> Draws pictures capturing main idea of the stories, songs or rhymes <b>Rubric 3:</b> 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.	<b>Phonics, Reading and Viewing Rubric 1:</b> 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	<b>Phonics, Reading and Viewing Rubric 3:</b> 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.	<b>Emergent Writing and Handwriting Rubric 1:</b> 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	

## Nganea

Nganea tshashu tsha namusi i khou amba nga kusidzana kune kwa pfi Zinzi Madiswa. U na miñwaha ine ya toḡou swika ya rathi. Uyu ndi khaladzi awe Sam nahone u na miñwaha ya fumi. Vha dzula kha nnḡu tḡukhu na mme na khotsi avho na kubwa kune kwa pfi Spot. ḡiresi yavho ndi 7 Pokela Road, Masiphumelele.

Sam na Zinzi vha dzhena tshikoloni tshithihi. Matsheloni mañwe na mañwe Mme vha vha rindela mukapu na mafhi sa zwiḡiwa zwa matsheloni. Nga murahu ha zwiḡiwa zwa matsheloni, vha tshimbila vha ya tshikoloni. Ni a toḡou pfa uri ho itea mini ḡiñwe ḡuvha musi vho vha vha tshi khou ḡilugisela u ya tshikoloni naa?

Nga matsheloni Sam o vha a tshi khou ambara u itela u ya tshikoloni musi mme vhe kati na u ita zwiḡiwa zwa matsheloni. Sam o vha o ambara vhurukhu have vhpufufhi (ha shothi) ya muvhala wa museḡha, tshikipha tshitshena, maswogisi a museḡha na zwienda zwitswu. Zinzi o vha a kha ḡi vha kha phidzhama dzawe nahone o vha a tshi khou vhilaela nga maanḡa. Sam o mu lavhelesa a ri: “Zinzi, ni nga si kone u ya tshikoloni nga phidzhama dzaḡu! Rokho yaḡu ya tshikolo i ngafhi? ḡavhanyani ri sa ḡo lenga!”



“Ndi a zwi ḡivha ro no lenga,” u ralo. “Fhedzi a thi vhoni rokho yanga dala.” I nga vha i ngafhi? Vha i sedza fhasi ha mmbete na murahu ha vothi, fhedzi a vho ngo kona u i wana rokho dala.

Tshukhwi, Zinzi wa vhatu! O vha a khou vhilaela nga maanḡa na u pfala u nga u khou lila. U bva afho, Zinzi na Sam vha pfa phosho. “Ruff ruff.” Yo vha yo ita thethe (isa pfalesi) nga maanḡa nahone vho ḡo tewa nga u i thetshelesa nga vhuronwane. “Ndi mini itsho? I pfala sa Spot. I ngafhi yone?” Zinzi o vhudzisa.



“Shhiii! Kha ri thetshelese hafhu,” Zinzi u ralo. Vho thetshelesa nga vhuronwane, vha pfa “Ruff ruff.” Sam u ri: “Heyo ndi Spot!”

Fhedzi i ngafhi?” Vho ḡo thetshelesa hafhu. “Ruff ruff.” Mubvumo wo pfala u tshi bva kha khabodo phatshisini.

Zinzi o gidimela kha khabodo a vula vothi. O wana Spot nga ngomu ha khabodo, hai nandi, yo vha yo shuvhama kha rokho yawe!

Zinzi u takula Spot a ri: “Spot, yo hoḡeliswa hani nga ngomu ha khabodo? Hai nandi, sedzani rokho yanga!” Sam u doba rokho dala a i fhufhura.

Zinzi u ambara rokho yawe u bva afho vhana vha ḡa zwiḡiwa zwavho zwa matsheloni nga u ḡavhanyedza. Vha ḡamba zwanḡa, vha ambara mimasiki yavho. Zinzi na Sam vho ḡo gidimela tshikoloni nga u ḡavhanya nga hune vha nga kona ngaho nahone vha tshi swika afho bele ya tshikolo ndi musi yo vha i tshi khou lila u itela uri vhana vha ite muduba. Vho vha vho takala nga maanḡa ngauri vho vha vha songo lenga!



**Aya ndi one magumo a nganea.**

# ★ The green dress

## Story

Our story today is about a little girl called Zinzi Madiswa. She is nearly six years old. This is her brother Sam and he is ten years old. They live in a small house with their mother and father and a little dog called Spot. Their address is 7 Pokela Road, Masiphumelele.

Sam and Zinzi go to the same school. Every morning Ma makes them porridge with milk for breakfast. After breakfast, they walk to school. Do you want to hear what happened one day when they were getting ready for school?

One morning Sam was getting dressed for school while Ma was busy making breakfast. Sam put on his grey shorts, white shirt, grey socks and black shoes. Zinzi was still in her pyjamas and she was very worried. Sam looked at her and said: "Zinzi, you can't go to school in your pyjamas! Where is your school dress? Hurry up or we'll be late!"

"I know it's late," she said. "But I can't find my green dress." Where could it be? They looked under the bed and behind the door, but they could not find the green dress.

Oh dear, poor Zinzi! She was so worried and felt like crying. Just then, Zinzi and Sam heard a noise. "Ruff ruff." It was very soft and they had to listen carefully. "What is that? It sounds like Spot. Where is he?" Zinzi asked.

"Shh! Let's listen again," Zinzi said. They listened carefully and heard: "Ruff ruff." Sam said: "That's Spot! But where is he?" They listened again. "Ruff ruff." The sound came from the cupboard in the passage. Zinzi ran to the cupboard and opened the door. She found Spot inside the cupboard and, oh no, he was lying on her dress!



Zinzi picked up Spot and said: "Spot, how did you get locked in the cupboard? And, oh no, look at my dress!" Sam picked up the green dress and shook it like this. Zinzi looked at her dress and she began to feel much better.

Zinzi put on her dress and then the children ate their breakfast very quickly. They washed their hands, put on their masks and waved goodbye. Zinzi and Sam ran to school as fast as they could and got there just as the school bell was ringing for the children to line up. They were so happy that they were not late!

***And that is the end of the story.***





## Luimbo

Rokho ya Zinzi i ngafhi?  
 Rokho ya Zinzi i ngafhi?  
 Rokho ya Zinzi i ngafhi?  
 I nga vha i ngafhi?

Kani i mmbeteni?  
 Kani i vothini?  
 I nga vha i ngafhi?

Ipfani phosho!  
 Ipfani phosho!  
 Ipfani phosho!  
 Hu nga vha hu mini?

Phosho i khabodoni.  
 Phosho i khabodoni.  
 I khabodoni.  
 I khabodoni.

Spoti i n̄ṭha ha rokho.  
 Spoti i n̄ṭha ha rokho.  
 I n̄ṭha ha rokho.  
 I n̄ṭha ha rokho.

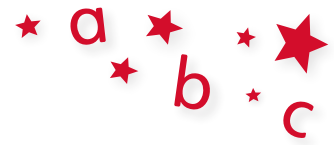


*(Imbani nga tshuni ya "Afha ri ita mumone" kana shumisani tshuni yaṅu.)*

## Nḁivho ya maipfi u bva kha nganea

Maipfi a ndeme:	rokho	dala	u vhilaela	u lenga	phosho	wana
Maipfi o engedzwaho:	ḁiresi	dziphidzhama	zwiliwa zwa matsheloni	khabodo	u sedza	u thetshelesa
	mukapu	murahu	fhasi	thethe	u ṭavhanya	u ambara





## Song

Zinzi can't find her dress  
 Zinzi can't find her dress  
 Zinzi can't find her dress  
 Where do you think it could be?

Is it under the bed?  
 Is it under the bed?  
 Is it under the bed?  
 Where do you think it could be?

Is it behind the door?  
 Is it behind the door?  
 Is it behind the door?  
 Where do you think it could be?

Shh, can you hear that noise?  
 Shh, can you hear that noise?  
 Shh, can you hear that noise?  
 What do you think it could be?

Let's look in the cupboard  
 Let's look in the cupboard  
 Let's look in the cupboard  
 Who do you think we found?

We found Spot on the dress  
 We found Spot on the dress  
 We found Spot on the dress  
 Zinzi and Sam are so happy!



*(Sing to the tune of "Here we go loop-de-loo" or use your own tune.)*

## Vocabulary from the story

Key-words:	dress	green	worry	late	noise	find
Extra words:	address	pyjamas	breakfast	cupboard	look	listen
	porridge	behind	under	soft	hurry	get dressed





### Zwine vha do toḁa:

- Nganea: *Rokho Dala*
- Zwipopai: Zinzi, Sam, Vho Madiswa vha munna na mufumakadzi Vho Madiswa, Spot, rokho dala, dziphidzhama
- Dzisifhereswenda: rokho dala kana labi lḁdala, dziphidzhama, bogisi ḁa kale ḁa khadibogisi
- Zwithu kana garaḁa dza zwifanyiso dza maḁve maipfi a bvaho kha mutevhe wa ḁivho ya maipfi.

### Stella u ri:



*Kha vha vhalele nganea vhone vhaḁe lwa tshifhinga tshi si gathi. Kha vha ite ḁowenḁowe dza u ḁalutshedza nganea vha hayani musi vha sa athu i ḁalutshedza phanḁa ha kilasi. Musi vha tshi vha fulufhelo ḁinzhi, zwi ḁo vha lelutshela uri vha ḁalutshedze nganea sa zwo lavhelelwaho. A vha tei u guda maipfi a nganea – vha nga ḁalutshedza nganea nga maipfi avho.*

### Zwine vha do toḁa:

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

## Vhege ya 1 Duvha ḁa 1

### Mishumo ya kilasi yoḁe

Kha vha ambe tshidade *Maḁo mavhili a u vhona* uri vhana vha ḁe metheni u itela nganea.

### U ḁalutshedza nganea na u fhaḁa ḁivho ya maipfi

#### 1 Vha sa athu vha ḁalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ḁohoho ya nganea na u ḁivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ḁumane nganea na vhutshilo ha vhagudi: Kha vha ambe nga ha uri vha na mirwaha mingana, kana vha na vha komana kana dzikhaladzi, hune vha dzula hone, uri vha ḁisa hani tshikoloni, zwine vha ambara zwone vha tshi ya tshikoloni.
- 1.3 Kha vha ri: *“Ri sa athu thoma, ndi khou toḁou ni vhudza ḁalutshedzo dza maḁve maipfi ane ra ḁo a wana nganeani.”* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa ḁivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi ḁa amba zwone. Sa tsumbo: Kha vha ite tshifhaḁuwo tsha u dinalea nahone vha humbele vhagudi uri vha vha sumbedze uri vha vhone hani musi vho dinalea. Kha vha humbele vhagudi uri vha ambe ipfi nga luambo lwavho arali vha tshi amba luambo lwo fhambanaho hayani.

#### 2 Musi vha tshi ḁalutshedza nganea

- 2.1 Kha vha ḁalutshedze nganea nga ḁila i nyanyulaho na u shumisa maipfi o fhambanaho.
- 2.2 Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.3 Kha vha humbele vhagudi uri vha bule zwi ḁaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḁaho phindulo i fhiraho nthihi, dzi fanaho na: *“Ndi a toḁou ḁivha uri Zinzi o ḁipfisa hani musi vho vha vhe ḁilani yavho ya u ya tshikoloni?”*

#### 3 Nga murahu ha musi vho no ḁalutshedza nganea

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

### Maḁo mavhili a u vhona

Mulomo muthihi wa u amba na u imba,  
Maḁo mavhili a u vhona,  
Nḁevhe mbili dza u thetshelesa,  
Milenzhe mivhili ya u tshimbila na u gidima,  
Izwi ndi zwanḁa zwanga  
Nḁeeni zwanḁu – ndi tshifhinga tsha nganea  
kha muḁve na muḁve!

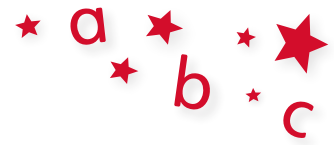
## Vhege ya 1 Duvha ḁa 2

### Mishumo ya kilasi yoḁe

### U ḁalutshedza nganea na u imba

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





### You will need:

- Story: *The green dress*
- Puppets: Zinzi, Sam, Mr and Mrs Madiswa, Spot, green dress, pyjamas
- Props: a green dress or piece of green material, pyjamas, an old box for a cupboard
- Objects or picture cards for words on the vocabulary list

### Stella says:



Read the story to yourself a few times. Practise telling the story at home before doing it in front of the class. The more confident you feel, the easier it will be to tell the story naturally. You don't have to learn the words of the story – you can tell the story in your own words.

## Week 1 Day 1

### Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

#### Two eyes to see

One mouth to talk and sing,  
Two eyes to see,  
Two ears to hear,  
Two legs to walk and run;  
Here are my hands  
Give yours to me – time for stories everyone!

### 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: Talk about how old they are, whether they have brothers or sisters, where they live, how they get to school, what they wear to school.
- 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 or do an action to show them what a word means. For example: Make a worried face and ask learners to show you how they look when they are worried. Ask learners to say the word in their own language if they speak a different language at home.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"I wonder how Zinzi felt when they were on their way to school?"*

#### 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?"*

## Week 1 Day 2

### Whole class activities

### Storytelling and singing

### You will need:

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



- 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.



#### Zwine vha do toḡa:

- Zwipopai zwa nganea
- Dzisifhereswenda: rokho dala kana tshipiḡa tsha labi ḡidala, bogisi ḡa kale ḡa khadibogisi, dziphidzhama



## Vhege ya 1 Duvha ḡa 3

### Mishumo ya kiḡasi yoḡe

#### U ḡalutshedza nganea na ḡitambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha ḡi kona u humbula ḡhalutshedzo dza maipfi a bvaho kha mutevhe wa nḡivho ya maipfi. Sa tsumbo: "Ndi nnyi ane a kha ḡi zwi humbula uri tshifhaḡuwo tshawe tsho vha tshi tshi vhone hani musi o 'dinalea'?"
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muḡwe na muḡwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha ḡitambwa vha vha sumbedze dzisifhereswenda dzine dza ḡo shumiswa u ḡalutshedza nganea.
- 5 Kha vha ḡalutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha muḡalutshedzi wa nganea ane a dovha a ḡivhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwoḡe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u ḡalutshedza nganea na u ḡuḡuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kiḡasi yoḡe i tshi khou ḡalela ḡitambwa.
- 7 Arali hu na tshifhinga, vha nga ḡi ḡoḡou dovholola ḡitambwa vha na vhagudi vho fhambanaho.

#### Zwine vha do toḡa:

- Thevhekano khulu ya zwifanyiso

#### Stella u ri:



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

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

## Vhege ya 1 Duvha ḡa 4

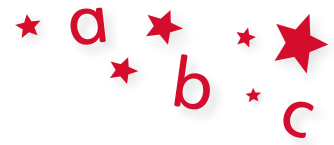
### Mishumo ya kiḡasi yoḡe

#### U vhekanya zwifanyiso

- 1 Kha vha imbe luimbo hafhu.
- 2 Kha vha ḡivhadze maipfi maswa u bva kha mutevhe wa nḡivho ya maipfi.
- 3 Kha vha nange inwe ya thevhekano ya zwifanyiso vha i imisela nḡha. Kha vha vhudzise vhagudi zwine vha vhona, u bva afho vha ambe nga tshifanyiso nga vhuḡalo.
- 4 Nga murahu ha musi vho no rera nga tshifanyiso tshinwe na tshinwe, kha vha tshi nambatedze bodoni u itela uri vhagudi vha kone u tshi vhona. Kha vha vhe na vhuḡanzi ha uri zwifanyiso a zwiho kha thevhekano nga tshifhinga hetshi tsha mushumo.
- 5 Nga murahu ha musi vho no amba nga zwifanyiso zwoḡe, kha vha vhudzise vhagudi: "Zwifanyiso izwi zwi kha thevhekano kwayo naa?"
- 6 Kha vha humbele vhagudi uri vha sumba tshifanyiso tsha mathomoni ha nganea. Kha vha shumisane u dzudzanya thevhekano ya zwifanyiso uri nganea vhe na ndunzhendunzhe.
- 7 Kha vha ite uri vhagudi vha shela mulenzhe vho ḡala mafufufu kha kuitele ukwu. Kha vha vhudzise mbudziso dzi fanaho na: "Hu ḡo bvelela mini? Ndi nnyi ane a nga humbula tshipiḡa tshi tevhelaho tsha nganea?"
- 8 Musi zwifanyiso zwi kha thevhekano kwayo, kha vha rambe vhagudi vha si gathi u ḡalutshedza hafhu nganea nga thevhekano kwayo.







### You will need:

- Puppets for the story
- Props: a green dress or piece of green material, an old box for a cupboard, pyjamas



## 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: "Who can remember how your face looks when you are 'worried'?"
- 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.

### You will need:

- Big sequence pictures

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

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

### Stella says:



These are useful questions to ask about each picture:

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





### Zwine vha do toḁa:

- Siaḁari ḁa A4 ḁi si naho tshithu ḁa mugudi muḁwe na muḁwe ḁi re na ḁhoho ya nganea yo ḁwalwaho nga ḁḁha ha siaḁari
- Khirayoni dza pfuraḁotshi khulwane

## Vhege ya 1 ḁuvha ḁa 5

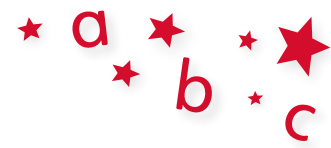
### Mishumo ya kiḁasi yoḁhe

#### U ita, u ola na u ḁwala

- 1 Kha vha ḁwale ḁhoho ya nganea nga ḁḁha ha siaḁari ḁi si naho tshithu ḁa mugudi muḁwe na muḁwe hu sa athu u thoma ngudo.
- 2 Kha vha humbele vhagudi uri vha sumba maipfi a ḁhoho musi vha tshi a vhala o ḁangana.
- 3 Kha vha vhudzise vhagudi uri ndi tshipiḁa tshifhio tsha nganea tsha vha tshi takalela lwa khwinesa. Kha vha ḁee dziḁwe khumbudzo. Sa tsumbo: *"No takalela tshipiḁa tsha musi Zinzi o wana Spot khabodoni naa?"* Kha vha ḁuḁuwedze vhagudi u ola tshipiḁa tshavho tsha nganea tshine vha tshi funesa.
- 4 Kha vha ambe vhpfiwa kana vha humbele mugudi muḁwe na muḁwe uri a vha vhudze nga nyolo yawe.
- 5 Kha vha vhudzise vhagudi arali vha tshi nga tama u ḁwala zwiḁwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha ḁwalele.
- 6 Arali vhagudi vha tshi nga tama uri vhone vha vha ḁwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ḁwala fhasi. Kha vha shumise muhumbulo musi vha tshi ḁwala fhungo. Sa tsumbo: *"Zinzi ... o wana ... Spot ... kha ... Ndi ḁifhio ipfi ḁi tevhelaho ḁe na vha ni tshi khou toḁou ḁi amba? Khabodo. Ndi khou ya u ḁwala ipfi ipfi 'khabodo'."*
- 7 Kha vha ḁwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu u itwa tshanduko iḁwe na iḁwe kha maipfi. Kha vha humbule u ḁwala nga vhudele na nga ḁḁila i vhone.
- 8 Musi vho no fhedza u ḁwala, kha vha ḁuḁuwedze vhagudi uri vha vhale fhungo na vhone. Kha vha sumbe ipfi ḁiḁwe na ḁiḁwe musi vha tshi ḁi vhala na u dzhila ḁḁha u ḁidina havho.

Ndi takalela rokho dala ya u naka ya Zinzi.





#### You will need:

- A blank A4 page for each learner with the title of the story written at the top of the page
- Jumbo wax crayons

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 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. For example: *"Did you like the part when Zinzi found Spot in the cupboard?"* Encourage learners to draw their favourite part of the story.
- 4 Make a comment or ask each learner to tell you about their drawing.
- 5 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture.
- 6 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. For example: *"Zinzi ... found ... Spot ... in ... the ... What word did you want to say next? Cupboard. I am going to write the word 'cupboard'."*
- 7 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.
- 8 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.

I like Zinzi's pretty  
green dress.





### Zwine vha do toḁa:

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

## Vhege ya 2 Duvha la 1

### Mishumo ya kilasi yoḁe

#### Huḁwe u vhekanya zwifanyiso

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



### Zwine vha do toḁa:

- Bugu Khulu: Rokho Dala

## Vhege ya 2 Duvha la 2

### Mishumo ya kilasi yoḁe

#### U vhalala nga u sielisana – Bugu Khulu

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





#### You will need:

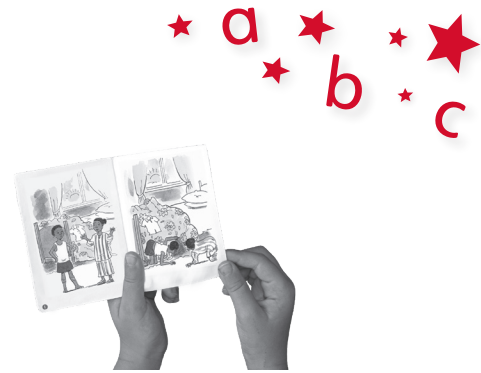
- Big sequence pictures
- Photocopied and folded little book for each child

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



#### You will need:

- Big book: The green dress

## 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.





### Zwine vha do toḁa:

- Suko ḁa u tamba na bodo ḁituku kana methe zwa mugudi muḁwe na muḁwe.

## Vhege ya 2 ḁuvha ḁa 3

### Mishumo ya kiḁasi yoḁhe

#### U guda u thetshesela



- 1 Kha vha dzudze vhagudi dziḁafulani na u dzikisa muḁwe na muḁwe u itela uri kiḁasini hu fhumuliwe.
- 2 Kha vha thome nga u amba uri: "Ni kha ḁi zwi humbula musi Zinzi na Sam vho pfa Spot i tshi khou huvha i ngomu khabodoni naa?" Vha fanela u vha vho thetshesela nga vhuronwane uri vha i pfe. Kha ri bonye maḁo ashu ri fhumule lwa minethe i si gathi musi ri tshi khou thetshesela nga vhuronwane mibvumo u mona na riḁe." Zwino kha vha vhudze vhagudi uri vha bonyolole maḁo avho vha ambe nga mibvumo ye vha i pfa. Kha vha ambe nga uri ndi ifhio i re tsini navho (i pfalesaho) na uri ndi ifhio i re kule (i sa pfalesi). Kha vha vhudze vhagudi uri vha khou ya u ita mushumo hune vha fanela u thetshesela nga vhuronwane zwine vhone vha amba.
- 3 Kha vha ḁee mugudi muḁwe na muḁwe bola ya suko ḁa u tamba nahone vha vha vhudze uri vha khou ya u vhumba muthu nga suko ḁa u tamba.
- 4 Kha vha vhudzise vhagudi uri ndi ifhio miraḁo ya muvhili ine muthu wavho a ḁo i toḁa: ḁhoho, muvhili, zwishasha zwivhili, zwanda zwivhili, milenzhe mivhili, ḁayo mbili, ḁevhe mbili, maḁo mavhili, ningo, Mulomo na mavhudzi. Kha vha sumbe miraḁo ya muvhili wavho musi vha tshi i amba.
- 5 Zwino kha vha ḁee ndaela nga tou ongolowa zwi tshi khou pfala nahone vha zwi sumbedze nga tshipiḁa tsha suko ḁavho ḁa u tamba. Kha vha lindele vhubati ha ndaela iḁwe na iḁwe u itela uri vhagudi vha pfe uri a vha khou dzhahisiwa.
  - ★ Kha vha paḁule tshipiḁa tsha suko ḁa u tamba vha tshi vhumbuluse uri tshi vhumbe muvhili.
  - ★ Kha vha paḁule tshipiḁa tsha suko ḁa u tamba, vha tshi vhumbuluse tshi vhe bola uri tshi vhumbe ḁhoho vha i ḁume ḁḁha ha muvhili.
  - ★ Kha vha vhumbe milenzhe mivhili vha i ḁume fhasi ha muvhili.
  - ★ Kha vha vhumbe zwanda zwivhili vha zwi ḁume matungo a muvhili.
  - ★ Kha vha vhumbuluse zwiḁwe zwibola vha vhumbe maḁo.
  - ★ Kha vha vhumbuluse tshipiḁa tsha mulomo. Kha vha engedze ningo na ḁevhe mbili.
- 6 Musi vhagudi vho no tevhedza ndaela dzavho na u ita muthu wa suko ḁa u tamba, kha vha ri vha pwaḁule suko ḁa u tamba vha dovholole nga huswa. Nga hetshi tshifhinga, vha nga lingedza u mu vhumba nga ḁḁila yavho, vha sa khou tevhedza ndaela dzavho.





#### You will need:

- Playdough and a small board or mat for each learner

## Week 2 Day 3

### Whole class activities

#### Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin by saying: *“Do you remember when Zinzi and Sam heard Spot barking from inside the cupboard? They must have listened very carefully to hear him. Let’s close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us.”* Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near/close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Give each learner a ball of playdough and tell them they are going to make playdough people.
- 4 Ask learners what parts of the body their person will need: a head, a body, two arms, two hands, two legs, two feet, two ears, two eyes, a nose, a mouth and hair. Point to the parts of your body as you name them.
- 5 Now give instructions slowly and clearly and demonstrate with your own piece of playdough. Wait between each instruction so that learners do not feel rushed.
  - ★ Break off a piece of playdough and roll it to make a body.
  - ★ Break off a smaller piece of playdough, roll it into a ball to make the head and put it on top of the body.
  - ★ Make two legs and put them under the body.
  - ★ Make two arms and put them on the sides of the body.
  - ★ Roll two more small balls to make eyes.
  - ★ Roll a piece for a mouth. Add a nose and two ears.
- 6 Once learners have followed your instructions and made a playdough person, let them squash the playdough and start again. This time, they can try and make it their own way, without following your instructions.





### Zwine vha do toḡa:

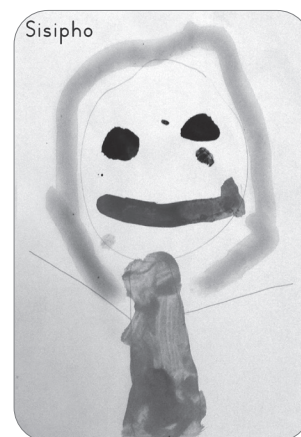
- Mabambiri mahulwane a bambiri litshena a re na dzina la mugudi muḡwe na muḡwe lo ḡwaliwaho nga ḡḡha kha khuḡa ya tshangḡa tsha monde tsha siaḡari
- Mabambiri mahulwane a bambiri a re na nyolo ya Zinzi o ambara rokho yawe dala na dzina la Zinzi lo ḡwaliwaho nga ḡḡha kha khuḡa ya tshangḡa tsha monde tsha siaḡari
- Pennde ya mivhala, dzibulatsho na dzithabu
- Tshivhoni tshilapfu (arali zwi tshi konadzea)

## Vhege ya 2 Duvha la 4

### Mishumo ya kilasi yoḡhe

#### U vhala na u ita

- 1 Kha vha humbele vhagudi uri vha takuwe vha ime vha vha tevhedzele. Kha vha sumbe muraḡo wavho wa muvhili, sa tsumbo, ḡhoho yavho. Kha vha vhudzise vhagudi uri muraḡo uyo u vhidzwa u pfi mini vha a ambe ipfi la uri “ḡhoho”.
- 2 Kha vha ite izwi kha miraḡo yo fhambanaho ya muvhili yavho: ḡhoho, mavhudzi, dzinḡevhe, maḡo, ningo, mulomo, tshifefu, mutsinga, mahaḡa, zwishasha, dzikhudavhava, zwandḡa, thumbu, milenzhe, magona, ḡayo.
- 3 Kha vha vha tendele vha kwame zwishasha, milenzhe, ḡhoho, ḡevhe zwavho uri vha vhone zwauri zwi pfalisa hani – zwo lapfa naa, ndi zwa tshipulumbu naa, ndi zwitete kana zwo oma naa?
- 4 Kha vha sumbedze vhagudi bambiri li re na nyolo ya Zinzi o ambara rokho yawe dala. Kha vha sumbe ḡḡha ha siaḡari hune dzina la Zinzi lo ḡwalwa hone.
- 5 Kha vha sumbedze vhagudi bambiri lihulwane nahone vha vha ḡuḡuwedze u “vhala” dzina lavho. Kha vha tikedze vhagudi vhane vha si kone u divha dzina lavho.
- 6 Kha vha vha vhudzise uri ndi tshifanyiso tshifhio tshine vha humbula uri tshi fanela u vha nga fhasi ha dzina lavho. Phindulo ndi ya tshifanyiso tsha vhone vhaḡe, zwi khagala!
- 7 Kha vha vha vhudze uri vha khou ya u shumisa siaḡari loḡhe u pennda tshifanyiso tsha vhone vhaḡe na zwiambaro zwe vha zwi ambara.
- 8 Kha vha tendele vhagudi vha dilavhelese tshivhonini tshilapfu kana vha lavhelese nga vhuronwane khonani yavho.



### Zwine vha do toḡa:

- Siaḡari li si naho tshithu la A4 la mugudi muḡwe na muḡwe
- Khirayoni dza pfuraḡotshi khulwane
- Zwigero
- Tshipiḡa tshilapfu tsha muḡali (itshi tshi tea u athiwa kilasirumuni u tou fana na muthambi hu sa athu u thoma ngudo.
- Dziphekhisi

## Vhege ya 2 Duvha la 5

### Mishumo ya kilasi yoḡhe

#### U thetshesela na u ita

- 1 Kha vha humbele vhagudi uri vha takuwe vha ime vha vha tevhedzele. Kha vha sumbe tshiambaro, sa tsumbo, hemmbe yavho.
- 2 Kha vha vhudzise vhagudi uri tshiambaro itshi ri tshi vhidza uri mini vha ambe ipfi la “hemmbe”.
- 3 Kha vha ite izwi kha zwiambaro zwo fhambanaho: zwienda, maswogisi, tshikete, shothi, hemmbe, dzhesi.
- 4 Kha vha ḡee mugudi muḡwe na muḡwe bambiri li si naho tshithu nahone vha vhe na vhuḡanzi ha uri hu na khirayoni dza mivhala dzo eḡanaho dza tshigwada tsha vhagudi uri vha kovhekane.
- 5 Kha vha vha ḡalutshedze uri vha fanela u ola tshiambaro tshavho tshine vha tshi funesa na u tshi ita muvhala nga muvhala wone.
- 6 Musi vho no fhedza u ita muvhala kha zwiambaro zwavho, vha fanela u gera tshifanyiso tshe vha tshi ola.
- 7 Musi muḡwe na muḡwe o no fhedza, vhagudi vha fanela u rina dzina tshiambaro tshe vha tshi ola vha tshi ḡee vhone uri vha tshi nembeledze muthambini.







#### You will need:

- Large sheets of white paper with each learner's name written on the top left-hand corner of a page
- One large sheet of paper where you have drawn Zinzi in her green dress and Zinzi's name written on the top left-hand corner of the page
- Coloured paint, brushes and tubs
- Full-length mirror (if possible)

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Ask learners to stand up and follow your lead. Point to a part of your body, for example, your head. Ask learners what we call this part of our body and say the word "head".
- 2 Do this for the different parts of their body: head, hair, ears, eyes, nose, mouth, chin, neck, shoulders, arms, elbows, hands, tummy, legs, knees, feet.
- 3 Let them touch their own arms and legs to see how they feel – are they long, round, soft or hard?
- 4 Show learners a sheet of paper with a drawing of Zinzi in her green dress. Point to the top of the page where Zinzi's name is written.
- 5 Show learners the large sheets of paper and encourage them to "read" their name. Support learners who are unable to recognise their name.
- 6 Ask them what picture they think should be under their name. The answer is a picture of themselves, of course!
- 7 Tell them they are going to use the whole page to paint a picture of themselves and the clothes they are wearing.
- 8 Let learners look at themselves in a full-length mirror or look carefully at their friend.



#### You will need:

- A blank A4 page for each learner
- Jumbo wax crayons
- Scissors
- A long piece of string (This needs to be hung up in the classroom like a washing line before the lesson.)
- Pegs

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Ask learners to stand up and follow your lead. Point to an item of clothing, for example, your shirt.
- 2 Ask learners what we call this item of clothing and say the word "shirt".
- 3 Do this for the different items of clothing: shoes, socks, skirt, shorts, shirt, jersey.
- 4 Give each learner a blank page and make sure there are enough coloured crayons for a group of learners to share.
- 5 Explain to them that they must draw their favourite item of clothing and colour it in the correct colour.
- 6 After they have coloured in their clothes, they must cut out the picture they have drawn.
- 7 When everyone is finished, learners must name the item of clothing they have drawn and give it to you to hang on the washing line.

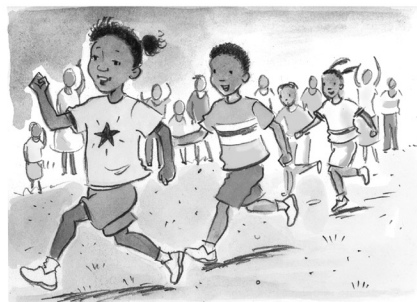
# ★ **Gidimani, Lindi, Gidimani!**

## **Nganea**

Kalekale, ho vhuya ha vha na musidzana we a vha tshi pfi Lindi we a vha a tshi dzula na mme awe, makhulu wawe na kukaladzi kwawe, Paul. Muvhili wa Lindi wo vha u na mutakalo wavhuḽi na u vha na maandḽa, o vha a tshi takalela u tamba tshaka dzoṽhe dza mitambo, fhedzi nṽha ha yoṽhe o vha a tshi funesa u gidima. O vha a tshi gidima u bva hayani u ya mulamboni. O vha a tshi gidima u bva vhengeleni u ya ha makhadzi wawe vhane a vha funesa. "Gidimani, Lindi, gidimani!" khonani dzawe dzoṽhe dzo vha dzi khou huwelela. Lindi o vha a tshi gidima na u fhufhela nṽha ha mmbete vhusiku vhuṽwe na vhuṽwe, nga murahu ha musi a tshi vha o no hwaya maṽo awe.



ḽiṽwe ḽuvha, mme a Lindi vho ri khae: "Lindi, ndi a zwi ḽivha uri ni funesa hani u gidima. Matshelo hu khou ya u vha na mbambe ine ya khou ya u thoma vhengeleni ḽa Vho Ibrahim vha munna. Ni nga takalela u gidima kha mbambe naa?" Ngangoho Lindi o mbo ḽi ri ee! O vha o nyanyulea nga maandḽa nahone o ya u eḽela u ṽavhanya u itela uri a kone u awela zwavhuḽi na u vha na maandḽa u itela mbambe. Nga matsheloni, o buba a ḽa ndongwana ya mukapu u dudelaho na mafhi sa zwiliwa zwa matsheloni. ḽo vha ḽi tshi khou ya u vha ḽuvha ḽi fhisaho, nahone Lindi o humbula u nwa maḽi hu sa athu thoma mbambe.



Nga murahu ha zwiliwa zwa matsheloni (nga matsheloni), Lindi o tsela fhasi vhengeleni ḽa Vho Ibrahim vha munna he a ṽangana na vhana vhoṽhe, vho vha to ṽoka magona mutaloni, vho ḽilugisela u gidima. Vho Ibrahim vha munna vho ri: "Mitaloni yaṽu, ḽilugiseleni, ṽuwani!" Lindi o tukuwa a gidima! O gidima u fana na muya! O gidima nga ndila ye a vha a sa athu u gidima ngayo murahuni. "Gidimani, Lindi, gidimani!" Paul o huwelela, a tshi khou fhufha-fhufha.

Musi a tshi fhedza u gidima, Lindi o pfa muṽwe na muṽwe a tshi khou mu ṽuṽwedza. O vha o takala na u vha na maandḽa. Vho Ibrahim vha munna vha mu ṽea mendele. "No shuma, Lindi! No gidima nga u ṽavhanya nga hune na nga kona ngaho! No vha mugugiswa wa u thoma u ṽhaphudza mbambe!"



Musi Lindi a tshi ya hayani nga murahu ha mbambe, o vha o ambara mendele wawe muswa u penyelelaho. "No shuma, Lindi, no shuma!" muṽa wa hawe wo mu ṽuṽwedza. Makhulu vho ri:

"Lindi, ndi a ḽihudza nga inwi. Ni ita ndowenḽowe dza u gidima ḽuvha ḽiṽwe na ḽiṽwe nahone zwino no kunda kha mbambe! Muvhili waṽu u na mutakalo wavhuḽi na u vha na maandḽa, nahone u gidima ndi mpho yaṽu yo khetheaho."

**Aya ndi one magumo a nganea.**

# ★ Run Lindi Run

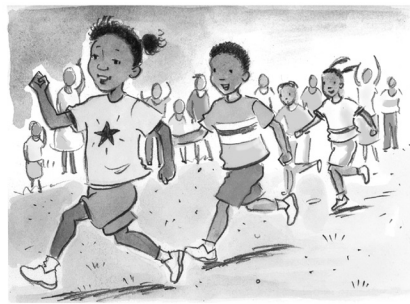
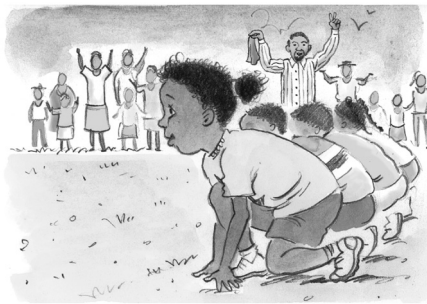
## Story

Once upon a time, there was a girl called Lindi who lived with her mother, her granny and her little brother, Paul. Lindi's body was healthy and strong, and she liked to play all sorts of games, but most of all she loved to run. She ran from her house to the river. She ran from the river to the shop. She ran from the shop to her favourite auntie. "Run Lindi run!" shouted all her friends. Lindi even ran and jumped into bed every night, after she had brushed her teeth.



One day, Lindi's mother said to her: "Lindi, I know how much you love to run. Tomorrow there is going to be a race starting at Mr Ibrahim's shop. Would you like to run in the race?" Of course Lindi said yes! She was very excited and went to bed early so she could have a good rest and be strong for the race. In the morning, she woke up early and ate a bowl of warm porridge with milk for breakfast. It was going to be a hot day, and Lindi remembered to drink some water before the race.

After breakfast, Lindi went down to Mr Ibrahim's shop and joined all the children kneeling in a line, ready to race. Mr Ibrahim said: "On your marks, get set, go!" And off Lindi ran! She ran like the wind! She ran and ran like she had never run before. "Run Lindi run!" shouted Paul, jumping up and down.

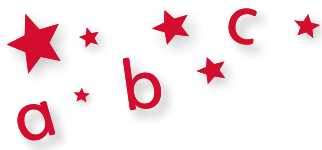


When she stopped running, Lindi heard everyone cheering. She felt happy and strong. Mr Ibrahim came up to her and gave her a medal. "Well done, Lindi! You ran as fast as you could! You were the first to finish the race!"



When Lindi went home after the race, she wore her shiny new medal. "Well done, Lindi, well done!" cheered her family. Granny said: "Lindi, I am proud of you. You practise running every day and now you won the race! Your body is healthy and strong, and running is your special talent."

***And that is the end of the story.***



## Luimbo

Lindi, Lindi!  
Ndi funa u gidima.  
Lindi!

Ndi ya mulamboni.  
Lindi!  
Ndi ya hayani.  
Lindi!  
Ndi ya vhengeleni.  
Lindi!  
Nga u gidima.  
Lindi!

Nda dzhenelela.  
Lindi!  
Muṭaṭisano.  
Lindi!  
wa u gidima.  
Lindi!  
Nda kunda.  
Lindi!

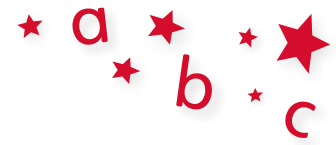


(Imbani nga tshuni ya "Mavhili a bisi" kana shumisani tshuni yaṅu.)

## Nḁivho ya maipfi u bva kha nganea

Maipfi a ndeme:	mbambe	u thoma	u ṭhaphudza	u nyanyulea	mendele	u gidima
Maipfi o engedzwaho:	mpho	mukapu	no shuma	u vha na maanḁa	nḁowenḁowe	penyelelaho
	mafhi	u takala	khetheaho	zwiliwa zwa vhuragane	u dihudza	u ṭuṭuwedza





## Song

Lindi runs fast down to the river, to the river, to the river  
Lindi runs fast down to the river  
Run Lindi run!

Lindi runs all the way to the shop, to the shop, to the shop  
Lindi runs all the way to the shop  
Run Lindi run!

Lindi runs fast and wins the race, wins the race, wins the race  
Lindi runs fast and wins the race  
Run Lindi run!

Lindi feels happy, strong and fit, strong and fit, strong and fit  
Lindi feels happy, strong and fit  
Run Lindi run!

Lindi is proud of her special talent, special talent, special talent  
Lindi is proud of her special talent  
Run Lindi run!



*(Sing to the tune of "The Wheels of the bus" or use your own tune.)*

## Vocabulary from the story

Key-words:	race	excited	finish	medal	first	run
Extra words:	strong	practise	porridge	well done	breakfast	shiny
	happy	milk	special	talent	proud	cheer





### Zwine vha do toḁa:

- Nganea: Gidimani, Lindi, Gidimani!
- Zwipopai: Lindi, Paul, Vho Ibrahim vha munna, makhulu waLindi, mme a Lindi
- Dzisifhereswenda: hembe tshena ya badzhi ya ramavhengele, thambo kana muḁali wa mutalo wa u khunyeledza mbambe, mendele
- Zwithu kana garaṭa dza zwifanyiso zwa maḁwe maipfi a bvaho kha mutevhe wa nḁivho ya maipfi



## Vhege ya 1 Duvha 1

### Mishumo ya kiḁasi yoṭhe

#### U ṭalutshedza nganea na u fhaṭa nḁivho ya maipfi

Kha vha ambe tshidade *Maṭo mavhili a u vhona* uri vhana vha ḁe metheni u itela nganea.

#### 1 Vha sa athu vha ṭalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ṭhoho ya nganea na u ḁivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ṭumane nganea na vhutshilo ha vhagudi nga u vhudzisa uri: “*Ndi nnyi ane a takalela u gidima? Ni gidima ngafhi? No no vhuya na gidima kha mbambe murahuni naa?*”.
- 1.3 Kha vha ri: “*Ri sa athu u thoma, ndi khou toḁou ni vhudza ṭalutshedzo dza maḁwe maipfi ane ra ḁo a wana nganeani.*” Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa nḁivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi 1a amba zwone. Sa tsumbo: Kha vha humbele mugudi a ime tsini navho vha ḁiite u nga vha khou gidima mbambe vhoṭhe (maga a si gathi fhedzi!). Kha vha ambe nga mathomo a mbambe, magumo na uri muḁhenyi ho vha nnyi.

#### 2 Musi vha tshi ṭalutshedza nganea

- 2.1 Kha vha ṭalutshedze nganea nga nḁila i nyanyulaho na u shumisa maipfi o fhambanaho.
- 2.2 Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.3 Kha vha humbele vhagudi uri vha bule zwi ḁaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḁaho phindulo i fhiraho nthihi, dzi fanaho na: “*Ni humbula uri Lindi o ḁipfisa hani musi o vha o ima mutaloni uri a thome mbambe? Ni humbula uri Lindi o ḁipfisa hani musi o fhenya mbambe?*”

#### 3 Nga murahu ha musi vho no ṭalutshedza nganea

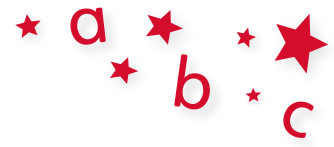
- 3.1 Kha vha vhudzise vhagudi: “*Ndi zwifhio zwe na zwi takalela nga nganea? Ndi zwifhio zwine a no ngo zwi takalela? Ndi tshifhio tshipiḁa tshaṅu tsha khwinesa? Ndi dzifhio mbudziso dzine na vha nadzo nga nganea? Lindi o vha a tshi kona u gidima. Vhoiwe ni kona u ita mini?*”

#### U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: “*ḁuvha, ḁivha, ḁilugisela, ḁilugiseleni, ḁipfa, ḁihudza. Ni a kona u pfa mubvumo wo sedzwaho: ḁuvha, ḁilugisela, ḁihudza naa? Ee, ni khou amba zwone! Yoṭhe i na mubvumo wa /ḁ/.*”
- 2 “*Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga /ḁ/: ḁiromu, ḁola, ḁaka, ḁula, ḁumbu.*” (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /ḁ/ nga nḁila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /ḁ/: “*ḁ-ḁ-ḁ*”. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfaleshe, kha luvhondo, kha silini na kha vhone vhaṅe.

#### Maṭo mavhili a u vhona

Mulomo muthihi wa u amba na u imba,  
Maṭo mavhili a u vhona,  
Nḁevhe mbili dza u thetshelesa,  
Milenzhe mivhili ya u tshimbila na u gidima,  
Izwi ndi zwanḁa zwanga  
Nḁeeni zwanḁu – ndi tshifhinga tsha nganea  
kha muḁwe na muḁwe!



### You will need:

- Story: Run Lindi Run
- Puppets: Lindi, Paul, Mr Ibrahim, Lindi's granny, Lindi's mom
- Props: white shirt for shopkeeper's coat, rope or string for the finishing line, medal
- Objects or picture cards for some of the words from the vocabulary list

## Week 1 Day 1

### Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

### Storytelling and building vocabulary

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

#### Two eyes to see

One mouth to talk and sing,  
Two eyes to see,  
Two ears to hear,  
Two legs to walk and run;  
Here are my hands  
Give yours to me – time for  
stories everyone!



#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives by asking: "Who likes to run? Where do you run? Have you ever run in a race before?"
- 1.3 Say: "Before we begin, I want to tell you the meaning of some new words which we will find in the story." Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example: Ask a learner to stand next to you and pretend to run a race together (just a few steps!). Talk about the start of the race, the finish and who the winner was.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "How do you think Lindi felt when she was lining up to start the race? How do you think Lindi felt when she won the race?"

#### 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? Lindi was good at running. It was her special talent. What are you good at?"

### 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: "ḍuvha, ḍivha, ḍilugisela, ḍilugiseleni, ḍipfa, ḍihudza. Can you hear the focus sound: ḍuvha, ḍilugisela, ḍihudza naa? Yes, you are right! They all have the sound /ḍ/."
  - 2 "Listen carefully, here are some more words with /ḍ/: ḍiromu, ḍola, ḍaka, ḍula, ḍumbu." (Emphasise the focus sound as you say these words.)
  - 3 Say the sound /ḍ/ clearly and tell learners to watch your mouth.
  - 4 Ask learners to say the sound /ḍ/: "ḍ-ḍ-ḍ". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.



### Zwine vha do toḁa:

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



## Vhege ya 1 Duvha la 2

### Mishumo ya kḁasi yoḁe

#### U ḁalutshedza nganea na u imba

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

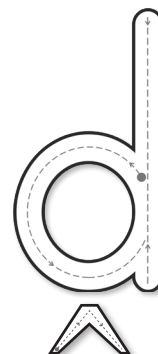
### Stella u ri:



Nḁowedzo ya muḁwalo wa fomaḁa ndi tshipiḁa tsha kharikhulamu ya Gireidi ya 1; a yo ngo tea vhagudi vha Gireidi ya R. Naho zwo ralo, ndi zwa ndeme uri vhagudi vha gudiswe uri maḁeḁere a vhumiswa hani nga nḁila yone. Vha nga ita izwi nga nḁila ya u ḁigeḁa i takadzaho nga u shumisa mishumo iyi ya vhukoni ha u sika zwiswa, u shumisa zwipfi zwo fhambanaho zwa muvhili na u ḁuḁuwedza vhagudi uri vha vhumbe maḁeḁere mahulwane nga hune vha nga kona ngaho.

#### U vhumbe ḁeḁere

- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe ḁine la thoma nga /d/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /ḁ/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga vhea zwanḁa zwavho nga phanḁa vha penyisa zwanḁa zwavho vha tshi edza u nga **ḁuvha** ḁi tshi penya.
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri ḁeḁere la **d** ḁi ḁwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ḁwale ḁeḁere ḁihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni monise, ni ye nḁha ni dovhe ni ye fhasi. Imisani tshanḁa ni ye fhasi ha ḁeḁere ni ole mutalo u tshi ya nḁha u bva afho u ye fhasi."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya ḁeḁere muyani, khaphetheni, miḁanani yavho kana zwanḁani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumbe ḁeḁere.
- 5 Nga murahu ha musi vho no sumbedza uri ḁeḁere ḁi ḁwaliswa hani, kha vha ḁuḁuwedze vhagudi u shumisa tshitanda u ḁwala ḁeḁere muḁavhani.
- 6 Kha vha ḁuḁuwedze vhagudi u amba mubvumo une ḁeḁere la u ita musi vha tshi ḁwala ḁeḁere.







### 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.

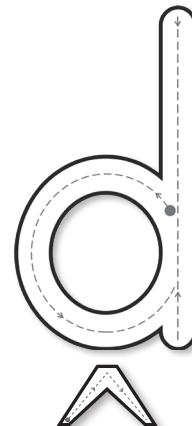
### Stella says:



*Formal handwriting practice is part of the Grade 1 curriculum; it is not appropriate for Grade R learners. However, it is important that learners are taught how to form letters correctly. You can do this in a relaxed and fun way by using these creative, multisensory activities and encouraging learners to write letters as big as they can.*

#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /d/ or if they can think of any other words that start with the sound /d/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their arms out in front of them and flash their fingers while pretending to be the sun shining (**d**uvha).
- 3 Show learners how to write the letter **d**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go round, then all the way up and all the way down. Lift your hand, go underneath the letter, draw up, stop and then draw down"
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.





#### Zwine vha do toḁa:

- Zwipopai zwa nganea
- Dzisifhereswenda: hembe tshena ya badzhi ya ramavhengele, thambo kana muḁali wa mutalo wa u khunyeledza mbambe, mendele
- Bogisi ʒa maḁere ʒi re na zwithu kana zwifanyiso zwine zwa thoma nga **ḁ**: ḁuvha, ḁiromu, ḁaka, ḁula, ḁabula, ḁilogo

## Vhege ya 1 ḁuvha ʒa 3

### Mishumo ya kiʒasi yoḁhe

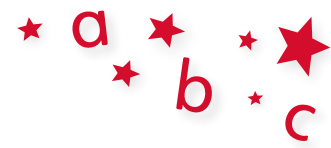
#### U ḁalutshedza nganea na ʒitambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha ḁi kona u humbula ḁhalutshedzo dza maipfi a bvaho kha mutevhe wa nḁivho ya maipfi. Sa tsumbo: “Ndi nnyi ane a kha ḁi zwi humbula uri Lindi o wana mini musi o fhenya kha mbambe? Ee, mendele u penyelelaho?”
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muḁwe na muḁwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha ʒitambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u ḁalutshedza nganea.
- 5 Kha vha ḁalutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha muḁalutshedzi wa nganea ane a dovha a ḁivhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwoḁhe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u ḁalutshedza nganea na u tuḁuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kiʒasi yoḁhe i tshi khou ḁalela ʒitambwa.
- 7 Arali hu na tshifhinga, vha nga ḁi toḁou dovholola ʒitambwa vha na vhagudi vho fhambanaho.

#### Mabogisi a maḁere

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





#### You will need:

- Puppets for the story
- Props: white shirt for shopkeeper's coat, rope or string for the finishing line, medal
- A letter box containing objects or pictures of objects that have the focus sound **d**: *d*uvha, *d*romu, *d*aka, *d*ula, *d*abula, *d*ilogo

## 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: *"Who can remember what Lindi got when she won the race? Yes, a shiny medal."*
- 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, for example: *d*uvha, *d*romu, *d*aka. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write d."* Let some learners trace over the letter on the lid with their fingers.





### Zwine vha do toḁa:

- Thevhekano khulu ya zwifanyiso
- Tshikwama tsha ḁawa kana buḁoko

### Stella u ri:



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

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

## Vhege ya 1 ḁuvha ḁa 4

### Mishumo ya kiḁasi yoḁe

#### U vhekanya zwifanyiso

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

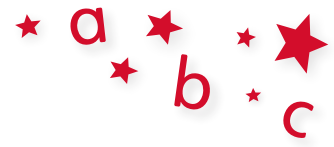


#### U thetshesela mibvumo yo sedzwaho

- 1 Kha vha vhudze vhagudi uri vha khou ya u dzula fhasi vha ita tshitendeledzi vha ḁetshedzana tshikwama tsha ḁawa tshi tshi mona.
- 2 Mugudi o faraho tshikwama tsha ḁawa u fanela u amba dzina ḁawe musu muḁwe na muḁwe o thetshesela.
- 3 Kha vha vhudzise kiḁasi mubvumo muḁwe na muḁwe une dzina ḁa thoma ngawo. Musu vhagudi vho no fhindula, kha vha dovholole dzina na mubvumo wa u thoma, u tou fana na hezwi: "Ee, dzina ḁa Sindi ḁi thoma nga mubvumo wa /s/." Mugudi a nga kona u pfukisa tshikwama tsha ḁawa.

**Tshandukiso:** Kha vha tambe muzika wo fholaho u nga murahu. Kha vha ite vha tshi tsuma muzika. Mugudi o faraho tshikwama tsha ḁawa u fanela u amba dzina ḁawe na mubvumo une ḁa thoma ngawo.





### You will need:

- Big sequence pictures
- Bean bag or block

## 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 Tell learners they are going to sit in a circle and pass the bean bag around.
- 2 The learner holding the bean bag must say their name while everyone listens.
- 3 Ask the class what sound each name starts with. Once learners have answered, repeat the name and the beginning sound, like this: "Yes, Sindi's name starts with the sound /s/." The learner can then pass the bean bag.

**Variation:** Play some gentle music in the background. Stop the music every now and again. The learner holding the bean bag must say their name and the sound it starts with.





### Zwine vha do toḁa:

- Siaḁari ḁa A4 ḁi si naho tshithu ḁa mugudi muḁwe na muḁwe ḁi re na ḁhoho ya nganea yo ḁwaliwaho nga nḁha ha siaḁari
- Khirayoni dza pḁuraḁotshi khulwane
- Maipfi a madungo manzhi a elanaho na nganea: matshelo, humbula, funesa, Ibrahim, makhulu, nyanyulea, matsheloni, mukapu, maḁi, mendele, mutakalo wavhuḁi, khetheaho, mpho

## Vhege ya 1 ḁuvha ḁa 5

### Mishumo ya kiḁasi yoḁhe

#### U ita, u ola na u ḁwala

- 1 Kha vha ḁwale ḁhoho ya nganea nga nḁha ha siaḁari ḁi si naho tshithu ḁa mugudi muḁwe na muḁwe hu sa athu u thoma ngudo.
- 2 Kha vha vhale maipfi a ḁhoho a re nḁha ha siaḁari nahone vha ḁuḁuwedze vhagudi uri vha a vhale navho.
- 3 Kha vha vhudzise vhagudi uri ndi tshipiḁa tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa. Kha vha ḁuḁuwedze vhagudi u ola tshipiḁa tshavho tsha nganea tshine vha tshi funesa.
- 4 Kha vha ambe vphufiwa kana vha humbele mugudi muḁwe na muḁwe uri a vha vhudze nga nyolo yawe.
- 5 Kha vha vhudzise vhagudi arali vha tshi nga tama u ḁwala zwiḁwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha ḁwalele.
- 6 Arali vhagudi vha tshi nga tama uri vhone vha vha ḁwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ḁwala fhasi.
- 7 Kha vha ḁwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu u itwa tshanduko iḁwe na iḁwe kha maipfi. Kha vha humbule u ḁwala nga vhudele na nga nḁila i vhonealaho.
- 8 Musi vho no fhedza u ḁwala, kha vha ḁuḁuwedze vhagudi uri vha vhale fhungo na vhone. Kha vha sumbe ipfi ḁiḁwe na ḁiḁwe musi vha tshi ḁi vhalala na u dzhiela nḁha u ḁidina havho.

#### U ḁanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁiḁwe ḁa maipfi ḁi bva kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ḁhukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **ma | ḁi**.
- 2 Kha vha nange mugudi a ime a fhufhe kha ḁiḁwe na ḁiḁwe ḁa madungo: **ma** (mufhufho muthihi) **ḁi** (mufhufho muthihi). Kha vha humbele mugudi uri a fhufhe hafhu, nga tshifhinga hetshi vhagudi vha tea u vhandu mufhufho muḁwe na muḁwe.
- 3 Kha vha tendele vhagudi uri vha sielisana u thetshelesa ipfi ḁi re kha mutevhe na u fhufha musi vha tshi ḁi ḁhukhukanya ḁa vha madungo.





#### You will need:

- A blank A4 page for each learner with the title of the story written at the top of the page
- Jumbo wax crayons
- Multisyllabic words relating to the story: matshelo, humbula, funesa, Ibrahim, makhulu, nyanyulea, matsheloni, mukapu, mađi, mendele, mutakalo wavhuđi, khetheaho, mpho

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Write the title of the story at the top of each learner's blank page before the lesson.
- 2 Read the words of the title at the top of the page and encourage learners to read with you.
- 3 Ask learners what part of the story they liked best. Encourage learners to draw their favourite part of the story.
- 4 Ask learners to tell you about their drawings. Make comments or ask questions.
- 5 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture.
- 6 If learners would like you to write for them, keep them involved by asking them to say the words slowly with you as you write them down.
- 7 Write exactly what the learner tells you, word for word. Remember to write neatly and clearly.
- 8 When you have finished writing, encourage the learner to "read" the writing with you while pointing to the words.

#### 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: **ma | ġi**.
- 2 Choose a learner to stand up and jump for each of the syllables:  
**ma** (one clap) **ġi** (one clap). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.





### Zwine vha do toḁa:

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

## Vhege ya 2 Duvha 1

### Mishumo ya kiḁasi yoḁe

#### Huḁwe u vhekanya zwifanyiso



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



#### U divhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *"ee, eḁela, mendele. Ni a kona u pfa mubvumo wo sedzwaho: eḁea, mendele naa? Ee, ni khou amba zwone! Yoḁe i na mubvumo wa /e/."*
- 2 *"Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga /e/: eregisi, ennge, eropuleni, tshelede, segetete."* (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /e/ nga ndila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /e/: **"e-e-e"**. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.







#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “*ee, eḡela, mendele*. Can you hear the focus sound: **eḡea, mendele** naa? Yes, you are right! They all have the sound /e/.”
- 2 “Listen carefully, here are some more words with /e/: *eregisi, ennge, eropuleni, tshelede, segeteḡe*.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /e/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /e/: “**e-e-e**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.



### Zwine vha do toḁa:

- Bugu Khulu: Gidimani, Lindi, Gidimani!
- Maḁi a re kha midzio na bulatsho ya u pennda ya mugudi muḁwe na muḁwe

## Vhege ya 2 Duvha 1a 2

### Mishumo ya kiḁasi yoṁhe

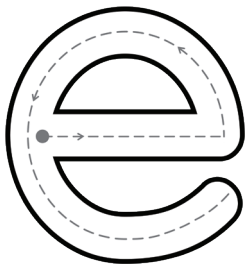
#### U vhalala nga u sielisana – Bugu Khulu

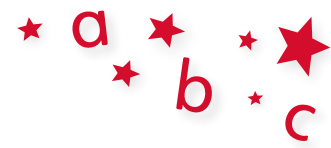
- 1 Kha vha tuṁuwedze vhagudi u sedza tshifanyiso tshihulwane vha ambe nga zwine vha vhona na zwine vha zwi ḁivha.
- 2 Kha vha vhalele kiḁasi ṁhoho ya nganea. Kha vha sumbe ipfi liḁwe na liḁwe musi vha tshi li vhalala. Kha vha i vhale hafhu vha humbele vhagudi uri vha vhale na vhone.
- 3 Kha vha dzhie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



#### U vhumba 1edere

- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina 1a muḁwe 1ine 1a thoma nga /e/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /e/.
- 2 Kha vha funze vhagudi nyito i ṁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga edza to ganama fhasi kana u **edela**.
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri 1edere 1a **e** li ḁwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ḁwale 1edere 1ihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ṁuwani tswititi, ni ye nṁha ni monise"
- 4 Kha vha tendele vhagudi vha gude mbumbo ya 1edere muyani, khaphetheni, miṁanani yavho kana zwandani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba 1edere.
- 5 Nga murahu ha musi vho no sumbedza uri 1edere 1i ḁwaliswa hani, kha vha ye nḁa vha ḁee mugudi muḁwe na muḁwe mudzio u re na maḁi na bulatsho ya u pennda. Vhagudi vha nga pennda 1edere lunzhilunzhi nga maḁi kha phevimennde.
- 6 Kha vha tuṁuwedze vhagudi u amba mubvumo une 1edere 1a u ita musi vha tshi ḁwala 1edere.





### You will need:

- Big book: Run Lindi Run
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

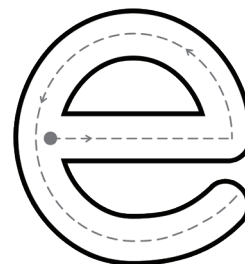
#### Shared reading – Big book

- 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 /e/ or if they can think of any other words that start with the sound /e/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to lie down and sleep (**edela**).
- 3 Show learners how to write the letter **e**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go straight, over and around.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands.
- 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.





### Zwine vha do tōda:

- Bogisi la maḷedere li re na zwithu kana zwifanyiso zwine zwa thoma nga **e**: eregisi, tshelede, emere, legere, ṅeleṅe, ṅemeṅeme, pennde, kereke

## Vhege ya 2 Duvha la 3

### Mishumo ya kilasi yothe

#### U guda u thetshesela

- 1 Kha vha dzudze vhagudi dzitafulani na u dzikisa muṅwe na muṅwe u itela uri kilasini hu fhumuliwe.
- 2 Kha vha thome mushumo wa u thetshesela wa ṅamusi nga u amba: “*Kha ri bonye maṅo ashu ri fhumule lwa minethe i si gathi musi ri tshi khou thetshesela nga vhuronwane mibvumo u mona na riṅe.*” Zwino kha vha vhudze vhagudi uri vha bonyolole maṅo avho vha ambe nga mibvumo ye vha i pfa. Kha vha ambe nga uri ndi ifhio i re tsini navho (i pfalesaho) na uri ndi ifhio i re kule (i sa pfalesi). Kha vha vhudze vhagudi uri vha khou ya u ita mushumo hune vha fanela u thetshesela nga vhuronwane zwine vhone vha amba.
- 3 Kha vha humbele vhagudi uri vha tende nga ṅhoho dzavho musi vhone vha tshi amba tshitamennde tshi re tshone. Kha vha lingedze u thoma tsumbo dzi si gathi vho ṅangana: Lindi u a kona u gidima (tendani nga ṅhoho); mmbwa i a kona u gidima (tendani nga ṅhoho).
- 4 Kha vha ṅalutshedze vhagudi uri musi vha tshi pfa tshithu tshine tshi si vhe tshone, vha fanela u dzungudza ṅhoho dzavho dzi tshi ya matungo. Sa tsumbo: Lindi u a kona u fhufha (dzungudzani ṅhoho); ṅafula i a kona u fhufha (dzungudzani ṅhoho). Zwino kha vha vanganye dzitsumbo nahone vha humbudze vhagudi uri vha tende nga ṅhoho zwitamennde zwi re zwone fhedzi.
 

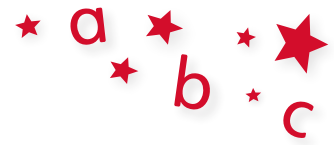
★ Mutukana u a kona u gidima. (tendani nga ṅhoho)	★ Khovhe i a kona u gidima. (dzungudzani ṅhoho)
★ Mmbwa i a kona u fhufha. (dzungudzani ṅhoho)	★ Thunzi i a kona u fhufha. (tendani nga ṅhoho)
★ Kholomo i a kona u fhufha. (dzungudzani ṅhoho)	★ Mbudzi i a kona u gidima. (tendani nga ṅhoho)
★ Musidzana u kona u fhufha. (dzungudzani ṅhoho)	★ Bugu i a kona u gidima. (dzungudzani ṅhoho)
	★ Baisigira i a kona u fhufha. (dzungudzani ṅhoho)
	★ Golo i akona u fhufha. (dzungudzani ṅhoho)
	★ Fulaimatshini i a kona u fhufha. (tendani nga ṅhoho)



#### Mabogisi a maḷedere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maḷedere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa ḍamuni. U bva afho vha ṅee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kilasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: “*No no vhona tshinwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfalisa hani?*”
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou om bedzela mubvumo wo sedzwaho, sa tsumbo: **emere, tshelede, legere.**
- 4 Kha vha humbele vhagudi u amba dzina la tshithu tshinwe na tshinwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi. Kha vha shumise tshivhoni uri vha kone u vhona uri milomo yavho i tshimbilisa hani musi vha tshi ita mubvumo.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ḷedere kha bogisi la maḷedere vha ri: “*Iyi ndi yone ṅdila ine ra ṅwala ngayo ḷedere la e.*” Kha vha tendele vhanwe vhagudi vha tshi oledzela kha ḷedere nga minwe yavho.





### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **e**: eregisi, tshede, emere, legere, nelete, nemeleme, pennde, kereke

## Week 2 Day 3

### Whole class activities

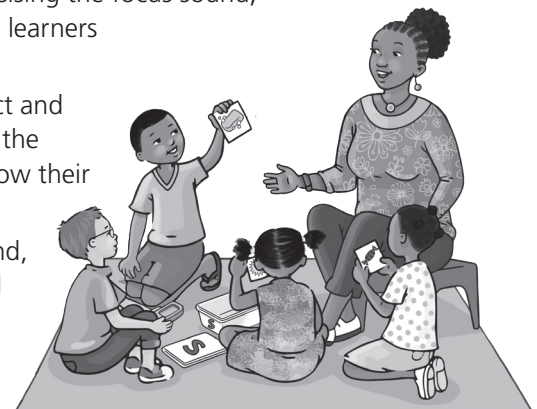
#### Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near/close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Ask learners to nod their heads when you make a true statement. Try a few examples together first: Lindi can run (nod head); A dog can run (nod head).
- 4 Explain to learners that when they hear something that is not true, they must shake their heads from side to side. For example: Lindi can fly (shake head); A table can fly (shake head). Now mix up the examples and remind learners to only nod for true statements.
  - ★ A boy can run. (nod head)
  - ★ A dog can fly. (shake head)
  - ★ A cow can fly. (shake head)
  - ★ A girl can fly. (shake head)
  - ★ A fish can run. (shake head)
  - ★ A fly can fly. (nod head)
  - ★ A goat can run. (nod head)
  - ★ A book can run. (shake head)
  - ★ A bike can fly. (shake head)
  - ★ A car can fly. (shake head)
  - ★ An aeroplane can fly. (nod head)
  - ★ A cat can run. (nod head)



#### 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, for example: **emere**, **tshede**, **legere**. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **e**." Let some learners trace over the letter on the lid with their fingers.





### Zwine vha do toḡa:

- Kubaphathi kwa bammbiri kana tshipiḡa tsha khadibogisi tsho geriwaho tsha ita tshitendeledzi tsha mugudi muḡwe na muḡwe
- Khirayoni dza pfuraḡotshi khulwane
- Phontshi ya u phula mabuli lumemeni lwa baphathi ḡa bammbiri
- Muḡali
- Tshikwama tsha ḡawa kana buḡoko

## Vhege ya 2 ḡuvha ḡa 4

### Mishumo ya kiḡasi yoḡe

#### U vhalana u ita

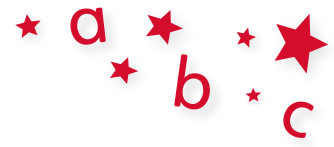
- 1 Kha vha shumise zwibaphathi zwiḡuku kana vha ole zwitendeledzi kha khadibogisi vha zwi gere. Kha vha ḡwale dzina ḡa mugudi muḡwe na muḡwe kha khadibogisi kana kha baphathi ḡa bammbiri vha shumise phontshi u phula zwibuli ḡḡha lumemeni lwa khadibogisi kana baphathi ḡa bammbiri.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha ḡi zwi humbula uri Lindi o vha a tshi kona u ita zwifhio – ee, u gidima! Kha vha mone na kiḡasi vha tshi vhudzisa mugudi muḡwe na muḡwe zwine vha kona u zwi ita (mpho dzavho dzo khetheaho ndi dzifhio?).
- 3 Kha vha tendele mugudi muḡwe na muḡwe a tshi sedza kha khadibogisi kana baphathi ḡa bammbiri ḡi re na dzina ḡawe. Vhukati ha khadibogisi kana baphathi ḡa bammbiri, vha fanela u ola tshifanyiso tsha vhone vhaḡe vha tshi khou ita zwithu zwine vha zwi kona. Izwi zwi do vha mendele kana pfufho zwavho.
- 4 Musi vhagudi vha tshi khou khavhisa mendele kana pfufho zwavho, kha vha lunzhedze tshipiḡa tsha muḡali nga ngomu bulini. Kha vha vhe na vhuḡanzi ha uri muḡali wo lapfa lwo eḡanaho uri u kone u dzhena ḡhohoni ya mugudi u bva afho vha vhofhe pfundo.
- 5 Mafheloni a mushumo, kha vha ḡetshedze mugudi muḡwe na muḡwe mimendele yavho.

#### U thetshesela mibvumo yo sedzwaho

- 1 Kha vha vhudze vhagudi uri vha khou ya u dzula fhasi vha ita tshitendeledzi vha ḡetshedzana tshikwama tsha ḡawa tshi tshi mona.
- 2 Mugudi o faraho tshikwama tsha ḡawa u fanela u amba dzina ḡawe musu muḡwe na muḡwe o thetshesela.
- 3 Kha vha vhudzise kiḡasi mubvumo muḡwe na muḡwe une dzina ḡa thoma ngawo. Musi vhagudi vho no fhindula, kha vha dovholole dzina na mubvumo wa u thoma, u tou fana na hezwi: "Ee, dzina ḡa Sindi ḡi thoma nga mubvumo wa *Is!*" Mugudi a nga kona u pfukisa tshikwama tsha ḡawa.

**Tshandukiso:** Kha vha tambe muzika wo fholaho u nga murahu. Kha vha ite vha tshi tsima muzika. Mugudi o faraho tshikwama tsha ḡawa u fanela u amba dzina ḡawe na mubvumo une ḡa thoma ngawo.





#### You will need:

- A small paper plate or a piece of cardboard cut into a circle for each learner
- Jumbo wax crayons and/or paint
- A punch for making a hole on the edge of the paper plate
- String
- A bean bag or block

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Use small paper plates or draw circles on cardboard and cut out. Write each learner's name on the cardboard or paper plate and use a punch to make a small hole on the top edge of the cardboard or paper plate.
- 2 Ask learners if they remember what Lindi was good at – yes, running! Go around the class and ask each learner what they are good at (what is their special talent?).
- 3 Let each learner look for the cardboard or paper plate with their name. In the middle of the cardboard or paper plate, they must draw a picture of themselves doing something that they are good at. This will be their medal or rosette.
- 4 While learners are decorating their medal or rosette, thread a piece of string through the hole. Make sure the string is long enough to loop over the learner's head and then tie a knot.
- 5 At the end of the activity, present each learner with their medal.

#### Listening for focus sounds

- 1 Tell learners they are going to sit in a circle and pass the bean bag around.
- 2 The learner holding the bean bag must say their name while everyone listens.
- 3 Ask the class what sound each name starts with. Once learners have answered, repeat the name and the beginning sound like this: "Yes, *Sindi's name starts with the sound /s/.*" The learner can then pass the bean bag.

**Variation:** Play some gentle music in the background. Stop the music every now and again. The learner holding the bean bag must say their name and the sound it starts with.





### Zwine vha do toḁa:

- Bammbiri lihulwane
- Peni dza u swaya
- Khirayoni dza pfuraḁotshi khulwane
- Maipfi a madungo manzhi a elanaho na nganea: matshelo, humbula, funesa, Ibrahim, makhulu, nyanyulea, matsheloni, mukapu, maḁi, mendele, mutakalo wavhuḁi, khetheaho, mpho

## Vhege ya 2 ḁuvha la 5

### Mishumo ya kiḁasi yoḁe

#### U thetshesela na u ita

- 1 Kha vha vhudze vhagudi uri vho takala nga maḁḁa: “*Ri khou ya u vha na mbambe ya u gidima ya kiḁasi yashu, u tou fana na Lindi! Kha ri rambe ḁoho ya tshikolo uri vha ḁe vha ḁalele mbambe vha ḁetshedze na dziḁufho.*”
- 2 Kha vha ambe mafhungo a ndeme ane a tea u dzheniswa kha thambo: dzina la ḁoho ya tshikolo, ḁuvha na tshifhinga zwine mbambe ya ḁo vha ngazwo, khathihi na, fhethu hune mbambe ya khou ya u vha hone.
- 3 Kha vha livhise thambo: I ya kha [*kha vha ḁwale dzina la ḁoho ya tshikolo*]” kha tshipiḁa tshihulwane tsha bammbiri nga peni ya u swaya ndenya.
- 4 Vho ḁangana na vhagudi, kha vha tendelane kha maḁwe mafhungo ane vha toḁou a ḁwala kha thambo: ḁuvha, Tshifhinga, Fhethu.
- 5 Kha vha ḁwale fhasi mihumbulo musi vhagudi vha tshi ita khumbudzo.
- 6 Kha vha vhudzise vhagudi uri: “*Ndi afhio maḁwe mafhungo ane a tea u dzheniswa kha thambo yashu?*” Vha nga humbudza zwi tevhelaho: “*Ri a livhuwa vho ḁa kha mbambe yashu vha ḁetshedza dziḁufho.*”
- 7 Kha vha vhale thambo yo fhelelaho vho ḁangana na vhagudi, vha tshi khou sumba ipfi liḁwe na liḁwe musi vha tshi vhalo.
- 8 Kha vha humbele vhaḁwe vhagudi uri vha ole zwifanyiso zwa u khavhisa thambo vha tshi khou shumisa dzikhirayoni u bva afho vha vha dzudzanyele yone uri vha i rumele kha ḁoho ya tshikolo.
- 9 Kha vha vhe na vhuḁanzi ha uri vha fara mbambe nga ḁuvha lo tendelwanaho khaḁo, nga tshifhinga tsho ḁwaliwaho kha thambo.

#### U ḁanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe liḁwe la maipfi li bva kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri li ḁhukhukanyiwa hani uri li vhe madungo, sa tsumbo: **me | nde | le**.
- 2 Kha vha nange mugudi a ime a fhufhe kha liḁwe na liḁwe la madungo: **me** (mufhufho muthihi) **nde** (mufhufho muthihi) **le** (mufhufho muthihi).
- 3 Kha vha humbele mugudi uri a fhufhe hafhu, nga tshifhinga hetshi vhagudi vha tea u vhandu mufhufho muḁwe na muḁwe.
- 4 Kha vha tendele vhagudi uri vha sielisana u thetshesela ipfi li re kha mutevhe na u fhufha musi vha tshi li ḁhukhukanya la vha madungo.







#### You will need:

- A large sheet of paper
- Marker pens
- Jumbo wax crayons
- Multisyllabic words relating to the story: matshelo, humbula, funesa, Ibrahim, makhulu, nyanyulea, matsheloni, mukapu, mađi, mendele, mutakalo wavhuđi, khetheaho, mpho

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Tell learners that you are very excited: *"We are going to have a running race for our class, just like Lindi! Let us invite our principal to come and watch the race and hand out prizes."*
- 2 Talk about the most important information to put on an invitation: the name of the principal; the day and time when the race will take place, and of course, the place where the race will take place.
- 3 Address the invitation: *"To [write the name of your principal]"* on a big piece of paper in a thick marker pen.
- 4 Together with learners, agree on the other information you need to write on the invitation: Event, Day, Time, Place.
- 5 Write down ideas as learners make suggestions.
- 6 Ask learners: *"What other information must we put on our invitation?"* You could suggest the following: *"Thank you for coming to our race and handing out prizes."*
- 7 Read the complete invitation together with the learners, pointing to each word as you read.
- 8 Ask some learners to draw pictures to decorate the invitation using crayons and then arrange for them to deliver it to the principal.
- 9 Make sure you hold the race on the agreed date, and at the time written on the invitation.

#### 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: **me | nde | le**.
- 2 Choose a learner to stand up and jump for each of the syllables: **me** (one jump) **nde** (one jump) **le** (one jump).
- 3 Ask the learner to jump again, and this time learners must clap for each jump.
- 4 Let learners take turns to listen to a word from the list and jump as they break it into syllables.



# ★ Ali na pennde

## Nganea

Ŋamusi ndi tama uri ni ƙangane na Vho Ibrahim vha munna na vha mufumakadzi. Vha na vhengele ƙine ƙa rengisa zwithu zwinzhi zwine zwa kunga. (Ni a i humbula mbambe ya Lindi yo thomaho u bva vhengeleni ƙa Vho Ibrahim vha munna naa?) Ƙiŋwe ɗuvha mufumakadzi Vho Ibrahim vho vhuva hayani na mpho dza vhana vhavho vhavhili, Musa na Ali.

Vho bvisa mpho ya Ali. Yo vha i khulu, ya tshivhumbeo tsha tshitendeledzi. Mufumakadzi Vho Ibrahim vho vhala garaƙa. Yo vha i tshi ri: "Ali wanga, Lufuno lu bvaho kha Mma na Baba." Ni humbula uri ho vha hu na mini kha mpho iyi? Ali o vula mpho yawe. Yo vha i bola tswuku yavhuɗi. Ali o ri: "Ndi a livhuwa, Mma!" o mbo ɗi dzhia bola a ya nɗa u tamba.



Musa o lavhelesa mpho yawe. Yo vha i ya bogisi ƙa tshivhumbeo tsha tshikwea. Mufumakadzi Vho Ibrahim vho vhala garaƙa. Yo vha i tshi ri:

"Musa wanga, Lufuno lu bvaho kha Mma na Baba." O dzhia mpho ya tshivhumbeo tsha tshikwea a i vula nahone izwi ndi zwe a zwi wana. Ho vha hu na bulatsho ya u pennda na dzhege nɗa dza pennde – tswuku, ya ƙaɗa, ya lutombo na dala. Musa o vha o takala nga maandɗa ngauri o vha a tshi funesa u pennda zwifanyiso. O ri: "Ndi a Livhuwa, Mma. Ndi ɗo pennda tshifanyiso tshavho na Baba."

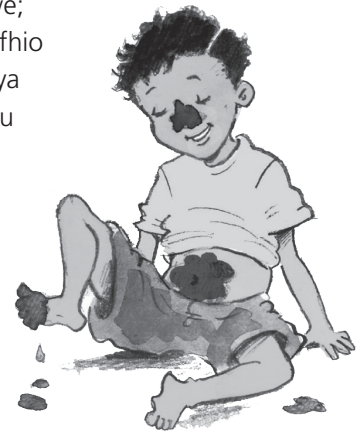
Musi ori u fhedza u pennda, a humisela pennde nga ngomu bogisini a ya nɗa u tamba na khonani dzawe. Musi e nɗa, zwiŋwe zwithu zwo itea. Ali o dzhena nga ngomu a vhona bogisi nɗha ha ƙafula. O vha a tshi khou ƙoɗou vhona uri hu na mini nga ngomu ha bogisi ngauralo o mbo ɗi sukumedza tshidulo tshi re tsini na ƙafula... ni humbula uri o ita mini? Ali o gonya nɗha ha tshidulo u bva afho a gonya nɗha ha ƙafula. U bva afho o ɗo vula bogisi a bvisa pennde dzoƙhe.

Ni humbula uri o itea mini? Ali o vula pennde dala a ɗodza ningo yawe. Ntsumbedzeni uri o i ɗodzisa hani pennde dala kha ningo yawe. U bva afho o vula pennde tswuku a ɗodza kha thumbu yawe. Ntsumbedzeni uri ni ɗodzisa hani pennde tswuku kha thumbu yaŋu. U bva afho o vula pennde ya lutombo a ɗodza pennde ya lutombo kha zwiƙunwe zwawe zwoƙhe. Ni a kona u kotha zwiƙunwe zwaŋu naa?

Zwino Ali o vha e na pennde dala kha ningo ... yawe; pennde tswuku kha thumbu ... yawe; pennde ya lutombo kha zwiƙunwe ... zwawe. Ni a zwi ɗivha uri ho vha ho sala muvhala ufhio bogisini naa? Ee! Pennde ya ƙaɗa yo vha yo sala bogisini. Fhedzi Ali ho ngo dzhia pennde ya ƙaɗa ngauri nga itsho tshifhinga mufumakadzi Vho Ibrahim vho mbo ɗi dzhena nga ngomu vha mu vhona.

Ali o mbo ɗi sea a vhandelela zwaɗa zwawe. Mufumakadzi Vho Ibrahim vho ri: "Ali! Ni khou ita mini?" U bva afho vho mbo ɗi setshelela vha ri: "Ningo yaŋu ndi dala. Thumbu yaŋu ndi tswuku. Zwiƙunwe zwaŋu ndi zwa lutombo. Ndi a ni funa!"

Mufumakadzi Vho Ibrahim vho bvisela Ali nɗa vha mu ƙanzwa ningo yawe, thumbu yawe na zwiƙunwe zwawe. U bva afho vho ɗo vhea dzipennde nga ngomu ha khabodo u itela uri Ali a si kone u dzi dzhia hafhu.



**Aya ndi one magumo a nganea.**

# ★ Ali and the paint

## Story

Today I would like you to meet Mr and Mrs Ibrahim. They own a shop selling many interesting things. (Do you remember Lindi's race started from Mr Ibrahim's shop?) One day Mrs Ibrahim came home with presents for her two children, Musa and Ali.

She took Ali's present out of her bag. It was a big, round shape. Mrs Ibrahim read the card. It said: "Dear Ali, Love from Mommy and Daddy." What do you think was in the present? Ali opened his present. It was a lovely red ball. Ali said: "Thank you, Mommy!" and he took the ball and went outside to play.

Musa looked at his present. It was a box with a square shape. Mrs Ibrahim read the card. It said: "Dear Musa, Love from Mommy and Daddy." He took the square shaped present and opened it and this is what he found. There was a paintbrush and four jars of paint – red, yellow, blue and green. Musa was so happy because he loved to paint pictures. He said: "Thank you, Mommy. I will paint a picture for you and Daddy."



When he had finished painting, Musa put the paints back in the box and went outside to play with his friends. While he was out, something happened. Ali came inside and saw the box on the table. He wanted to see what was inside the box so he pushed the chair next to the table and ... what do you think he did? Ali climbed onto the chair and then onto the table. Then he opened the box and took out all the paints.

And what do you think he did next? Ali opened the green paint and he rubbed some of it on his nose. Show me how he rubbed green paint on his nose. Then he opened the red paint and rubbed some of the red paint on his tummy. Show me how you rub red paint on your tummy. Then he opened the blue paint and rubbed the blue paint all over his toes. Can you wiggle your toes?

Now little Ali had green paint on his ... nose; red paint on his ... tummy; and blue paint on his ... toes. Do you know what colour paint was left in the box? Yes! The yellow paint was left in the box. But Ali did not take the yellow paint because just then Mrs Ibrahim came in and she saw him.

Ali laughed and clapped his hands. Mrs Ibrahim said: "Ali! What are you doing?" She sounded quite cross. But then she smiled and said: "Your nose is green. Your tummy is red. Your toes are blue. And I love you!"

Mrs Ibrahim took Ali outside and she washed his nose, his tummy and his toes. Then she put the paints inside the cupboard so Ali could not get them again.

***And that is the end of the story.***





## Luimbo

Ali u funa u tamba.  
Ahee!  
U tamba nga pennde.  
Ahee!  
Pennde dala.  
Ahee!  
U pennda ningo ngayo.  
Ahee!

Ali u funa u tamba.  
Ahee!  
U tamba nga pennde.  
Pennde tswuku.  
Ahee!  
U pennda thumbu ngayo.  
Ahee!

Ali u funa u tamba  
Ahee!  
U tamba nga pennde.  
Ahee!  
Pennde ya lutombo.  
Ahee!  
U pennda zwikunwe ngayo.

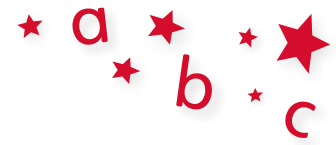


*(Imbani nga tshuni ya "Mavhili a bisi" kana shumisani tshuni yaṅu.)*

## Ndivho ya maipfi u bva kha nganea

Maipfi a ndeme:	lutombo	dala	ṭaḍa	-tswuku	pennde	mpho
Maipfi o engedzwaho:	bulatsho ya u pennda	tshitendeledzi	tshikwea	dzhege	thumbu	ningo
	zwikunwe	u gonya	u vula	u khotha	nga ngomu	ḡodza





## Song

Ali paints his nose and it's green, green, green,  
 green, green, green,  
 green, green, green.  
 Ali paints his nose and it's green, green, green,  
 Oh dear, Ali!

Ali paints his tummy and it's red, red, red,  
 red, red, red,  
 red, red, red.  
 Ali paints his tummy and it's red, red, red,  
 Oh dear, Ali!

Ali paints his toes and they're blue, blue, blue,  
 blue, blue, blue,  
 blue, blue, blue.  
 Ali paints his toes and they're blue, blue, blue,  
 Oh dear, Ali!



*(Sing to the tune of "The Wheels of the bus" or use your own tune.)*

## Vocabulary from the story

Key-words:	blue	green	yellow	red	paint	present
Extra words:	paintbrush	round	square	jar	tummy	nose
	toes	climb	open	wiggle	inside	rub





### Zwine vha do toḁa:

- Nganea: *Ali na pennde*
- Zwipopai: Musa, Ali na mufumakadzi Vho Ibrahim, dzhege nga dza pennde
- Dzisifhereswenda: bola tswuku kana tshifanyiso tsha bola, bogisi ʒa tshikwea ʒo putelwaho sa mpho, bulatsho ya u pennda, garaḁa mbili dzi yaho kha vhatukana u bva kha Mme na Baba, nyolo ya Musa, sa tsumbo, nyolo ya musengavhadzimu
- Zwithu kana garaḁa dza zwifanyiso zwa maḁwe maipfi a bvaho kha mutevhe wa nḁivho ya maipfi

## Vhege ya 1 ḁuvha ʒa 1

### Mishumo ya kiʒasi yoḁe

Kha vha ambe tshidade *Maḁo mavhili a u vhona* uri vhana vha ḁe metheni u itela nganea.

#### Maḁo mavhili a u vhona

Mulomo muthihi wa u amba na u imba,  
Maḁo mavhili a u vhona,  
Nḁevhe mbili dza u thetshelesa,  
Milenzhe mivhili ya u tshimbila na u gidima,  
Izwi ndi zwanḁa zwanga  
Nḁeeni zwaḁu – ndi tshifhinga tsha nganea  
kha muḁwe na muḁwe!

### U ḁalutshedza nganea na u fhaḁa nḁivho ya maipfi

#### 1 Vha sa athu vha ḁalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ḁoho ya nganea na u ḁivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ḁumane nganea na vhutshilo ha vhagudi. Kha vha ambe nga miḁa ya vhagudi na u rera nga miḁwaha ya mashaka avho.
- 1.3 Kha vha ri: *“Ri sa athu u thoma, ndi khou toḁou ni vhudza ḁalutshedzo dza maḁwe maipfi ane ra ḁo a wana nganeani.”* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa nḁivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi ʒa amba zwone. Sa tsumbo: kha vha humbele vhagudi uri vha bvule zwienda zwavho vha sumbedze muḁwe na muḁwe uri zwikunwe zwavho vha zwi kothisa hani.

#### 2 Musi vha tshi ḁalutshedza nganea

- 2.1 Kha vha ḁalutshedze nganea nga nḁila i nyanyulaho na u shumisa maipfi o fhambanaho.
- 2.2 Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.3 Kha vha humbele vhagudi uri vha bule zwi ḁaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḁaho phindulo i fhiraho nthihi, dzi fanaho na: *“Ndi a toḁou ḁivha uri Mme a Ali vha khou ya u ita mini musu vha tshi vhona zwe a ita.”*

#### 3 Nga murahu ha musu vho no ḁalutshedza nganea

- 3.1 Kha vha vhudzise vhagudi: *“Ndi zwifhio zwe vha zwi takalela kha nganea? Ndi zwifhio zwe zwa si ni takadze? Tshipiḁa tshaḁu tsha khwinesa tsho vha tshifhio. Ndi dzifhio mbudziso dzine na vha na nadzo nga ha nganea?”*

### U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *“Baba, bege, bola, bogisi, bulatsho, bogisini. Ni a kona u pfa mubvumo wo sedzwaho: **Baba, bola, bogisi naa?** Ee, ni khou amba zwone! Yoḁe i na mubvumo wa **ʒbʒ**.”*
- 2 *“Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga **ʒbʒ**: bata, bere, bada, bele, baisigira.”* (Kha vha ombedzele mubvumo wa mathomoni musu vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa **ʒbʒ** nga nḁila i pfalaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa **ʒbʒ**: **“b-b-b”**. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhona vhaḁe.

### Mishumo ya tshigwada tshituku

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





### You will need:

- Story: *Ali and the paint*
- Puppets: Musa, Ali and Mrs Ibrahim, four jars of paint
- Props: red ball or picture of a ball, a square box wrapped as a present, a paint-brush, two cards to the boys from Mom and Dad, Musa's painting, e.g. a rainbow painting
- Objects or picture cards for some of the words from the vocabulary list

## Week 1 Day 1

### Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

#### Two eyes to see

One mouth to talk and sing,  
Two eyes to see,  
Two ears to hear,  
Two legs to walk and run;  
Here are my hands  
Give yours to me – time for  
stories everyone!

### 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: Talk about learners' families and discuss the ages of their siblings.
- 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 or do an action to show them what a word means. For example, ask learners to take off their shoes and show everyone how they wiggle their toes.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"I wonder what Ali's Mommy is going to do when she sees what he has done?"*

#### 3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"*



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"Baba, bege, bola, bogisi, bulatsho, bogisini. Can you hear the focus sound: **Baba, bola, bogisi naa?** Yes, you are right! They all have the sound **/b/**."*
- 2 *"Listen carefully, here are some more words with **/b/**: bata, bere, bada, bele, baisigira."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/b/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/b/**: **"b-b-b"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### Zwine vha do toḁa:

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

### Stella u ri:



*Kha vha humbule u vhudzis a vhagudi arali vha tshi ḁivha u bula maipfi a ḁivho ya maipfi nga nyambo dzavho arali vha tshi amba luambo lwo fhambanaho hayani.*

## Vhege ya 1 ḁuvha ḁa 2

### Mishumo ya kiḁasi yoḁhe

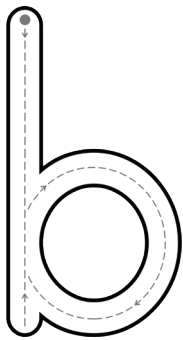
#### U ḁalutshedza nganea na u imba

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



#### U vhumba ḁedere

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



### Mishumo ya tshigwada tshiḁuku

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







### You will need:

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

### Stella says:

Remember to ask learners if they know how to say the vocabulary words in their language if they speak a different language at home.



## Week 1 Day 2

### Whole class activities

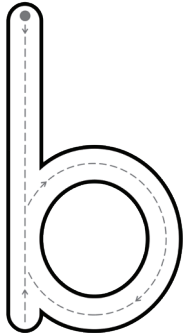
#### Storytelling and singing

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



#### Forming the letter

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



#### Small group activities

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



#### Zwine vha do toḡa:

- Zwipopai zwa nganea
- Dzisifhereswenda: bola tswuku kana tshifanyiso tsha bola, bogisi la tshikwea lo putelwaho sa mpho, bulatsho ya u pennda, garaḡa mbili dzi yaho kha vhatukana dzi tshi bva kha Mme na Baba, nyolo ya Musa, sa tsumbo, nyolo ya musengavhadzimu
- Bogisi la maḡedere li re na zwithu kana zwifanyiso zwine zwa thoma nga **b**: bola, bere, bada, bafu, baisigira, bivhili, bisi, bodo, bogisi

## Vhege ya 1 Duvha la 3

### Mishumo ya kiḡasi yoḡhe

#### U ḡalutshedza nganea na liḡambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha ḡi kona u humbula ḡhalutshedzo dza maipfi a bvaho kha mutevhe wa nḡivho ya maipfi. Sa tsumbo: Kha vha humbele mugudi uri a vhee pennde ngomu bogisini, a gonye kha tshidulo.
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muḡwe na muḡwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha liḡambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u ḡalutshedza nganea.
- 5 Kha vha ḡalutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha muḡalutshedzi wa nganea ane a dovha a ḡivhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwoḡhe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u ḡalutshedza nganea na u tuḡuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kiḡasi yoḡhe i tshi khou ḡalela liḡambwa.
- 7 Arali hu na tshifhinga, vha nga ḡi toḡou dovholola liḡambwa vha na vhagudi vho fhambanaho.

#### Mabogisi a maḡedere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maḡedere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kiḡasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa ḡamuni. U bva afho vha ḡee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kiḡasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: *"No no vhone tshinwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfalisa hani?"*
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho, sa tsumbo: **bola, bere, baba**.
- 4 Kha vha humbele vhagudi u amba dzina la tshithu tshinwe na tshinwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi. Kha vha shumise tshivhoni uri vha kone u vhone uri milomo yavho i tshimbilisa hani musi vha tshi ita mubvumo.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ḡedere kha bogisi la maḡedere vha ri: *"Iyi ndi yone nḡila ine ra ḡwala ngayo ḡedere la **b**."* Kha vha tendele vhanwe vhagudi vha tshi oledzela kha ḡedere nga minwe yavho.

### Mishumo ya tshigwada tshituku

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





### You will need:

- Puppets for the story
- Props: red ball or picture of a ball, a square box wrapped as a present, a paintbrush, two cards to the boys from Mom and Dad, Musa's painting, e.g. a rainbow painting
- A letter box containing objects or pictures of objects that have the focus sound **b**: bola, bere, bada, bafu, baisigira, bivhili, bisi, bodo, bogisi

## Week 1 Day 3

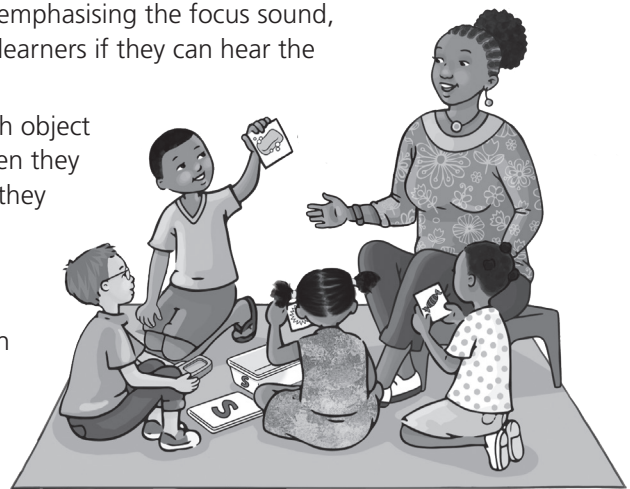
### Whole class activities

#### Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask a learner to put the paint inside the box; climb onto a chair.
- 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, for example: **b**ola, **b**ere, **b**aba. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write **b**."* Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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



### Zwine vha do toḡa:

- Thevhekano khulu ya zwifanyiso
- Zwipopai zwi bvaho kha nganea kana zwithu kana zwifanyiso zwa zwiḡwe zwithu zwi bvaho kha nganea

### Stella u ri:



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

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



## Vhege ya 1 Duvha la 4

### Mishumo ya kilasi yoḡe

#### U vhekanya zwifanyiso

- 1 Kha vha imbe luimbo hafhu.
- 2 Kha vha ḡivhadze maipfi maswa a bvaho kha mutevhe wa ḡivho ya maipfi.
- 3 Kha vha nange iḡwe ya thevhekano ya zwifanyiso vha i imisela nḡha. Kha vha vhudzise vhagudi zwine vha vhona, u bva afho vha ambe nga tshifanyiso nga vhuḡalo.
- 4 Nga murahu ha musu vho no rera nga tshifanyiso tshiḡwe na tshiḡwe, kha vha tshi nambatedze bodoni u itela uri vhagudi vha kone u tshi vhona. Kha vha vhe na vhuḡanzi ha uri zwifanyiso a zwiho kha thevhekano nga tshifhinga hetshi tsha mushumo.
- 5 Nga murahu ha musu vho no amba nga zwifanyiso zwoḡe, kha vha vhudzise vhagudi: “Zwifanyiso izwi zwi kha thevhekano kwayo naa?”
- 6 Kha vha humbele vhagudi uri vha sumba tshifanyiso tsha mathomoni ha nganea. Kha vha shumisane u dzudzanya thevhekano ya zwifanyiso uri nganea vhe na ndunzhendunzhe.
- 7 Kha vha ite uri vhagudi vha shela mulenzhe vho ḡala mafulufu kha kuitele ukwu. Kha vha vhudzise mbudziso dzi fanaho na: “Hu ḡo bevelela mini? Ndi nnyi ane a nga humbula tshipiḡa tshi tevhelaho tsha nganea?”
- 8 Musu zwifanyiso zwi kha thevhekano kwayo, kha vha rambe vhagudi vha si gathi u ḡalutshedza hafhu nganea nga thevhekano kwayo.

#### U thetshesela mibvumo yo sedzwaḡo



- 1 Kha vha imbe luimbo lu tevhelaho nga tshuni ya “Arali no takala ni a zwi ḡivha”.
  - ★ Arali dzina laḡu li tshi thoma nga /m/, takuwani;
  - ★ Arali dzina laḡu li tshi thoma nga /m/, takuwani;
  - ★ Arali dzina laḡu li tshi thoma nga /m/, takuwani ni kotame;
  - ★ Arali dzina laḡu li tshi thoma nga /m/, takuwani.
- 2 Kha vha dovholele nga mibvumo na misudzuluwo yo fhambanaho, i fanaho na “vhandelelani zwanḡa zwanḡu”, “rembuluwani”, na zwiḡwe.

### Mishumo ya tshigwada tshiḡuku

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



### You will need:

- Big sequence pictures
- Puppets from the story or objects or pictures of some of the things from the story

## 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 Sing the following song to the tune of "If you're happy and you know it".
  - ★ If your name begins with /m/, then stand up;
  - ★ If your name begins with /m/, then stand up;
  - ★ If your name begins with /m/, stand up and take a bow;
  - ★ If your name begins with /m/, then stand up.
- 2 Repeat with different sounds and movements, such as "clap your hands", "turn around", and so on.



#### Small group activities

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



### Zwine vha do tḡḡa:

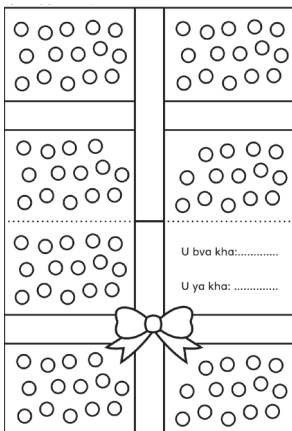
- Khophi ya **Siaḡari ḡa mushumo wa mpho** ya mugudi muḡwe na muḡwe
- Khirayoni dza pfuraḡotshi khulwane
- Zwigero
- Bogisi ḡithihi ḡo putelwaho nga bammbiri ḡa u putela ḡi re na garaḡa ya mpho yo ḡwaliwaho ya nambatedzwa khaḡo
- Maipfi a madungo manzhi a elanaho na nganea: tafula, bulatsho ya u pennda, mpho, thumbu, khabodo, bammbiri, ḡaḡa

## Vhege ya 1 ḡuvha ḡa 5

### Mishumo ya kiḡasi yoḡe

#### U ita, u ola na u ḡwala

- 1 Kha vha ḡalutshedze hafhu nganea vha tshi khou shumisa zwipopai.
- 2 Kha vha vha sumbedze “mpho” i re na garaḡa yo nambatedzwaho. Kha vha vhale garaḡa: “Ali Wanga” Lufuno lwu bvaho kha Mme na Baba.” Kha vha humbele vhagudi uri vha humbule nga ha uri ndi ngani ri tshi ḡea garaḡa dza mpho dzi na dzimpho.
- 3 Kha vha ḡee mugudi muḡwe na muḡwe siaḡari ḡa mushumo vha vha sumbedze uri siaḡari ḡi petiswa hani kha mutalo wa zwithoma. Kha vha vha sumbedze bammbiri ḡa u putela na thege ya mpho. Kha vha ambe nga miḡwe mihumbulo. Kha vha vha ḡee minethe i si gathi uri vha humbule nga mpho ine vha nga i takalela.
- 4 Kha vha vhudze vhagudi uri vha ole mpho yavho kha lurumbu lwa siaḡari ḡi si naho tshithu.
- 5 Kha vha tendele vhagudi vha tshi shandukisa muvhala kha bammbiri ḡa u putela, musi vhe kati, vha tshimbile vha tshi vhudzisa mugudi muḡwe na muḡwe uri mpho yavho i khou bva kha nnyi. Sa tsumbo: “Kha Lolo, Lufuno lwu bvaho kha Makhulu” kana “Kha Ben, Lufuno lwu bvaho kha Malume”.
- 6 Musi vhagudi vho no fhedza, kha vha vha dzudze nga vhavhilihavhili vha vha tendele vha tshi sumbedzana na u vhudzana mpho dzavho.



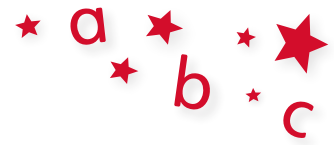
#### U ḡanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḡiḡwe ḡa maipfi ḡi bva kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḡi ḡhukhukanyiwa hani uri ḡi vhe madungo, sa tsumbo: **thu | mbu**.
- 2 Kha vha nange mugudi a ime a fhufhe kha ḡiḡwe na ḡiḡwe ḡa madungo: **thu** (mufhufho muthihi) **mbu** (mufhufho muthihi). Kha vha humbele mugudi uri a fhufhe hafhu, nga tshifhinga hetshi vhagudi vha tea u vhandu mufhufho muḡwe na muḡwe.
- 3 Kha vha tendele vhagudi uri vha sielisana u thetshesela ipfi ḡi re kha mutevhe na u fhufha musi vha tshi ḡi ḡhukhukanya ḡa vha madungo.

### Mishumo ya tshigwada tshiḡuku

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





### You will need:

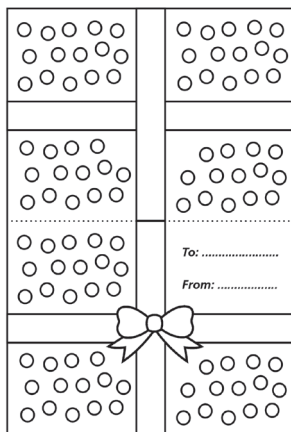
- A photocopy of the **Present activity page** for each learner
- Jumbo wax crayons
- Scissors
- One box covered with wrapping paper with a written gift card attached to it
- A list of multisyllabic words relating to the story: tafula, bulatsho ya u pennda, mpho, thumbu, khabodo, bammbiri, țađa

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Retell the story using the puppets.
- 2 Show the "present" with the written card attached. Read the card: "Dear Ali, Love from Mommy and Daddy." Ask learners to think about why we give gift cards with presents.
- 3 Give each learner an activity page and show learners how to fold the page on the dotted line. Ask learners to imagine that this is a present for them. Show them the wrapping paper and gift tag. Talk about some ideas. Give them a few minutes to think about a present they would like.
- 4 Tell learners to draw their present on the blank side of the paper.
- 5 Let learners colour in the wrapping paper. While learners are busy, walk around and ask each learner who their present is from. Let them write the name on the gift tag. For example: "To Lolo, Love from Granny" or "To Ben, Love from Uncle".
- 6 When learners are finished, put them in pairs and let them show and tell each other about their presents.



#### 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: **thu | mbu**.
- 2 Choose a learner to stand up and jump for each of the syllables: **thu** (one jump) **mbu** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word on the list and jump as they break it into syllables.

### Small group activities

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





# Mishumo ya tshigwada tshiṭuku ya Vhege ya 1

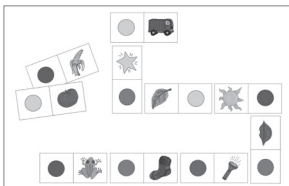
## Zwine vha do ṭoda

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



*Kha vha humbule u vhudzisa a vhagudi arali vha tshi ḽivha u bula maipfi a nḽivho ya maipfi nga nyambo dzavho arali vha tshi amba luambo lwo fhambanaho hayani.*

- Sethe ya garaṭa dza domino dza mivhala



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



## Mishumo

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

- 1 Kha vha ṅwale ṭhoho ya nganea nga nṅha ha siaṭari ḽi si naho tshithu ḽa mugudi muṅwe na muṅwe hu sa athu u thoma ngudo.
- 2 Kha vha humbele vhagudi uri vha sumba maipfi a ṭhoho musi vha tshi a vhala o ṭangana.
- 3 Kha vha vhudzise vhagudi uri ndi tshipiḽa tshifhio tsha nganea tsho vha tshi takalela lwa khwinesa. Kha vha ṅee dziṅwe khumbudzo. Sa tsumbo: *"No takalela tshipiḽa tsha musi Ali o gonya nṅha u itela u swikela pennde naa?"*
- 4 Kha vha ṭuṭuwedze vhagudi u ola tshipiḽa tshavho tsha nganea tshine vha tshi funesa.
- 5 Kha vha ambe vphufiwa kana vha humbele mugudi muṅwe na muṅwe uri a vha vhudze nga nyolo yawe.
- 6 Kha vha vhudzise vhagudi arali vha tshi nga tama u ṅwala zwiṅwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha ṅwalele.
- 7 Arali vhagudi vha tshi nga tama uri vhone vha vha ṅwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ṅwala fhasi. Kha vha shumise muhumbulo musi vha tshi ṅwala fhungo. Sa tsumbo: *"Ali ... o gonya ... nṅha ... ha... Ndi ḽifhio ipfi ḽi tevhelaho ḽe na vha ni tshi ṭoḽou ḽi amba? Tshidulo. Ndi khou ya u ṅwala ipfi 'tshidulo'"*.
- 8 Kha vha ṅwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu u itwa tshanduko iṅwe na iṅwe kha maipfi. Kha vha humbule u ṅwala nga vhudele na nga ṅḽila i vhone.
- 9 Musi vho no fhedza u ṅwala, kha vha ṭuṭuwedze vhagudi uri vha vhale fhungo na vhone. Kha vha sumbe ipfi ḽiṅwe na ḽiṅwe musi vha tshi ḽi vhala na u dzhiela nṅha u ḽidina havho.

### Mushumo wa 2: Khanganyiso na mitambo

- 1 Kha vha ṅee mugudi muṅwe na muṅwe tshivhalo tsha dzigarata tshi no fana.
- 2 Mugudi muthihi u thoma u nga vhea garaṭa ṭafulani. Mugudi a tevhelaho u a sedza u itela u vhone arali vha na tshifanyiso tshi elanaho na muvhala wa tshithoma kana tshithoma tshi elanaho na muvhala wa tshifanyiso. Arali zwi tshi elana, vha a vhea garaṭa yavho tsini na tshifanyiso kana tshithoma tshi no elana. Arali zwi sa elani, vha a ṭa mugudi a tevhelaho a wana tshikhala.



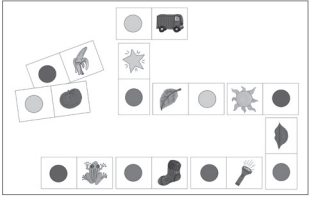

### Mushumo wa 3: U vhala nga iwe muṅe

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





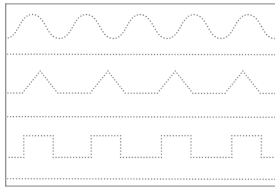
## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>3 Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part when Ali climbed up to reach the paint?"</li> <li>4 Encourage learners to draw their favourite part of the story.</li> <li>5 Make a comment or ask each learner to tell you about their drawing.</li> <li>6 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture.</li> <li>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. For example: "Ali ... climbed ... onto ... the ... What word did you want to say next? Chair. I am going to write the word 'chair'."</li> <li>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.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>• A set of <b>Colour domino cards</b></li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Give each learner the same number of cards.</li> <li>2 One learner starts and places a card on the table. The next learner looks to see if they have a picture matching the colour of the dot or a dot matching the colour of the picture. If they do, they place their card next to the matching picture or dot. If they don't, they miss a turn and the next learner has a turn.</li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>



### Zwine vha do toda

- Khophi ya siaṭari ʒa mushumo wa bammbiri ʒa u putela ya mugudi muṅwe na muṅwe
- Matombo, dzithombwana, dzigunubu, malungu, zwikunakisaphaiphi



- Dzisifhereswenda: mabogisi o putelwaho nga bammbiri ʒa u putela, zwishumiswa zwa tshimimani zwi fanaho na mabaḷoni na zwitimisi, phuleithi dza bammbiri, khaphu dza bammbiri, makhandela a ḍuvha ʒa mabebo, maboḍelo a puḷasiṭiki a khoḷoḍiringi, na zwiṅwe, bammbiri, dzikhirayoni na tshigero, suko ʒa u tamba



### Mishumo

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

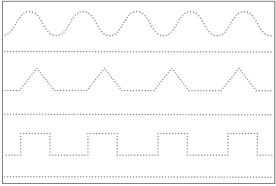

- 1 Kha vha ite khophi ya siaṭari ʒa mushumo ʒa mugudi muṅwe na muṅwe ʒi re na mitalo yo itaho tswititi na ya khone.
- 2 Kha vha ṭalutshedze vhagudi uri vha tea u nanga matombo, thombwana, dzigunubu, malungu na zwikunakisi zwa phaiphi vha zwi vhee kha mitalo uri zwi ite phatheni yavhuḍi.

#### **Mushumo wa 5: U ḍiita u nga u khou tamba**

- 1 Kha vha range phanḍa tshigwada tshi ye kha khone uri tshi ḍiite u nga tshi khou tamba na u tshi dzudza fhasi nga u ṭavhanya.
- 2 Kha vha vhale milayo ya khone ya u ḍiita u nga vha khou tamba vha vha sumbedze dzisifhereswenda ntswa.
- 3 Kha vha rere nga ha uri Musa na Ali vho ṅetshedzwa dzimpho nga mme avho. Vhana vha a wana dzimpho miṭani ya havho naa? Vhathu vhanzhi vha ṅea dzimpho musi hu na ḍuvha ʒa mabebo kana musi hu Khushumusi kana hu na Vhuṭambo ha Mosiḷeme kana hu ṅwaha Muswa.
- 4 Kha vha ri: "ṅNamusi ni khou ya u tamba Ndi tshimima!"
- 5 Zwino kha vha vha thome nga u amba uri: "Hu khou ya u vha na tshimima nahone vhaeni vha khou ḍa hu si kale. Fhedzi sedzani, tshimima a tshi athu u luga, zwiḷiwa zwoṭhe zwo dzudzanywa naa? Mikhavhiso yo itiwa naa? Mpho dzi ngafhi?"
- 6 Kha vha dalele khone u lavhelesa na u ṭuṭuwedza u ḍiita u nga hu khou tamba nga vhagudi. Sa tsumbo: vha nga kha ḍi swika vha ḍiita u nga vha khou khokhonya vothini vha ri "Aa! kana Ndaa! Ndo swika! Ndi a livhuwa no nthamba kha tshimima itshi tshavhuḍi, ndo takala, tshiṅwe na tshiṅwe tshi vhonala tsho naka. Ndo ḍa na mpho!"





You will need	Activities
<ul style="list-style-type: none"> <li>• A photocopy of the <b>Wrapping paper activity page</b> for each learner</li> <li>• Stones, pebbles, buttons, beads, pipe cleaners</li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Photocopy the activity page with straight and curvy lines for each learner.</li> <li>2 Explain to learners that they must choose stones, pebbles, buttons, beads and pipe cleaners to put over the lines to make a beautiful pattern.</li> </ol>
<ul style="list-style-type: none"> <li>• Props: boxes covered in wrapping paper, party equipment such as balloons and streamers, paper plates, paper cups, birthday candles, plastic cooldrink bottles, etc., paper, crayons and scissors, playdough</li> </ul> 	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the pretend play corner and settle them down quickly.</li> <li>2 Read the rules for the pretend play corner and show them the new props.</li> <li>3 Discuss that Musa and Ali were given presents by their mom. Do children get presents in their family? Many people give presents when there is a birthday or when it's Christmas or Eid or New Year.</li> <li>4 Say: <i>"Today you are going to play It's a party!"</i></li> <li>5 Now start them off by saying: <i>"There is going to be a party and the guests are coming soon. But look, the party is not ready! Is the food all set out? Are the decorations up? Where are the presents?"</i></li> <li>6 Visit the corner at least once to observe and encourage the learners' game. For example: You could arrive and pretend to knock at the door and say: <i>"Hello! Here I am! Thank you for inviting me to this lovely party. Oh, wow, everything looks beautiful. I have brought a present!"</i></li> </ol>



### Zwine vha do toḡa:

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

## Vhege ya 2 Duvha la 1

### Mishumo ya kiḡasi yoḡe

#### Huḡwe u vhekanya zwifanyiso



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



#### U diḡhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: "Ibrahim, izwi, itea, ita, inwe, itsho, itela, mini. Ni a kona u pfa mubvumo wo sedzwaho: Ibrahim, izwi, inwe, mini naa? Ee, ni khou amba zwone! Yoḡe i na mubvumo wa lil."
- 2 "Thetshelesani nga vhuronwane, aya ndi maḡwe a maipfi manzhi a thomaho nga lil: kuvha, kereke, kaḡara, komiki, kamara." (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /i/ nga ndila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /i/: "i-i-i". Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḡe.

### Mishumo ya tshigwada tshiḡuku

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





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures



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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “Ibrahim, izwi, itea, ita, inwe, itsho, itela, mini. Can you hear the focus sound: **Ibrahim, izwi, inwe, mini?** Yes, you are right! They all have the sound **/i/**.”
- 2 “Listen carefully, here are some more words with **/i/**: *ito, isi, philisi, bigiri, mitshini, phiriphiri.*” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/i/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/i/**: “**i-i-i**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





### Zwine vha do toḁa:

- Bugu Khulu: Ali na pennde
- Maḁi a re kha midzio na bulatsho ya u pennda ya mugudi muḁwe na muḁwe

## Vhege ya 2 Duvha 1a 2

### Mishumo ya kiḁasi yoṁhe

#### U vhala nga u sielisana – Bugu Khulu

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



#### U vhumba 1edere

- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina 1a muḁwe 1ine 1a thoma nga /i/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /i/.
- 2 Kha vha funze vhagudi nyito i ṁmaniwaho na mubvumo. Sa tsumbo: Vhagudi vha tea u ima nga milenzhe musi mudededzi a tshi amba ipfi "ima". Vha nga ima vha tshi dzula fhasi vha tshi amba ipfi "ima".
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri 1edere 1a i 1i ḁwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ḁwale 1edere 1ihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni ye fhasi, imisani tshanda u itela u vhea tshithoma."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya 1edere muyani, khaphetheni, miṁanani yavho kana zwandani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba 1edere.
- 5 Nga murahu ha musi vho no sumbedza uri 1edere 1i ḁwaliswa hani, kha vha ye nḁda vha ḁee mugudi muḁwe na muḁwe mudzio u re na maḁi na bulatsho ya u pennda. Vhagudi vha nga pennda 1edere lunzhilunzhi nga maḁi kha phevimennde.
- 6 Kha vha tuṁuwedze vhagudi u amba mubvumo une 1edere 1a u ita musi vha tshi ḁwala 1edere.

### Mishumo ya tshigwada tshiṁuku

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





### You will need:

- Big book: Ali and the paint
- Water 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 /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 up when the teacher says “ima”. They can sit down and stand up again while saying “ima”.
- 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. Lift and dot.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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



### Zwine vha do tḡḡa:

- Khophi ya **Siaḡari ḡa mushumo wa zwivhumbeo** ya mugudi muḡwe na muḡwe
- Khirayoni dza mivhala tharu (tswuku, dala na ya lutombo) dza mugudi muḡwe na muḡwe
- Bogisi ḡa maḡḡere ḡi re na zwithu kana zwifanyiso zwine zwa thoma nga **i**: iḡo, philisi, bigiri, phiriphiri, biḡiri, thini, tsimbi, mbiḡi

## Vhege ya 2 Duvha ḡa 3

### Mishumo ya kiḡasi yoḡe

#### U guda u thetshesela

- 1 Kha vha dzudze vhagudi dziḡafulani na u dzikisa muḡwe na muḡwe u itela uri kiḡasini hu fhumuliwe.
- 2 Kha vha thome mushumo wa u thetshesela wa ḡamusu nga u amba: *“Kha ri bonye maḡo ashu ri fhumule lwa minethe i si gathi musi ri tshi khou thetshesela nga vhuronwane mibvumo u mona na riḡe.”* Zwino kha vha vhudze vhagudi uri vha bonyolole maḡo avho vha ambe nga mibvumo ye vha i pfa. Kha vha ambe nga uri ndi ifhio i re tsini navho (i pfalesaho) na uri ndi ifhio i re kule (i sa pfalesi). Kha vha vhudze vhagudi uri vha khou ya u ita mushumo hune vha fanela u thetshesela nga vhuronwane zwine vhone vha amba.
- 3 Zwino kha vha imise khirayoni iḡwe na iḡwe vha ambe dzina ḡa muvhala. Kha vha humbele vhagudi uri vha dobe khirayoni dzi elanaho dzi re phanḡa havho. Kha vha ambe nga ipfi ḡi pfallaho, ḡo khwaḡhaho.
- 4 U bva afho vha sumbe tshikwea vha humbudze vhagudi uri mpho ya Musa yo vha i na tshivhumbeo tshi fanaho na tshikwea. Kha vha vha humbele uri vha sumbe tshivhumbeo tshine tsha vha tshitendeledzi, u tou fana na bola ya Ali. U bva afho vha vhudzise arali hu na muḡwe ane a ḡivha uri tshivhumbeo tsha ḡhofunḡeraru ndi tsha hani.
- 5 Kha vha sumbe tshivhumbeo tshiḡwe na tshiḡwe vha tshi amba dzina ḡa tshivhumbeo. U bva afho vha vha ḡee ndaela nga u ongolowa nga ḡḡila i pfallaho:
  - ★ *“Kha vha dobe khirayoni yavho tswuku. Kha vha shandukise muvhala wa zwitendeledzi u vhe mutswuku.”*
  - ★ *“Kha vha dobe khirayoni yavho dala. Kha vha shandukise muvhala wa dziḡhofunḡeraru u vhe mudala.”*
  - ★ *“Kha vha dobe khirayoni yavho ya lutombo. Kha vha shandukise muvhala wa zwikwea u vhe wa ḡaḡa.”*

#### Mabogisi a maḡḡere

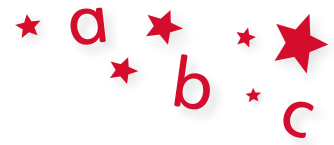
- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi ḡa maḡḡere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kiḡasi uri tshithu itsho vha tshi vhidza u ri mini nga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

### Mishumo ya tshigwada tshiḡuku

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







### You will need:

- A photocopy of the **shapes activity page** for each learner
- Three coloured crayons (red, green and blue) for each learner
- A letter box containing objects or pictures of objects that have the focus sound **i**: *itō, philisi, bigiri, phiriphiri, bitiri, thini, tsimbi, mbiḡi*

## Week 2 Day 3

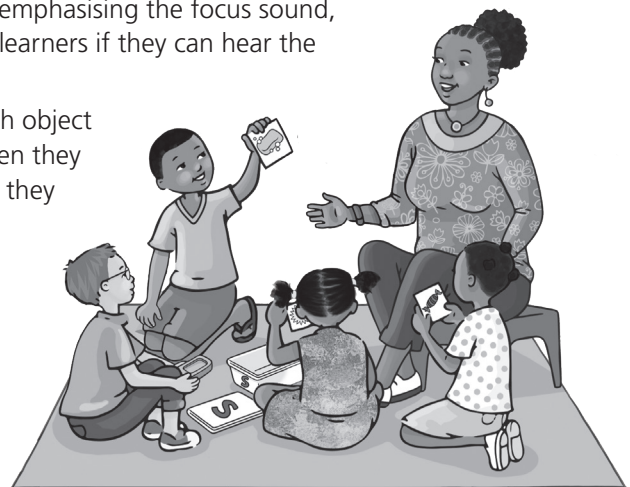
### Whole class activities

#### Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: *"Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us."* Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near or close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Now hold up each crayon and say the name of the colour. Ask learners to pick up the matching crayon in front of them. Speak in a clear, steady voice.
- 4 Then point to the square and remind learners that Musa's present had a shape like a square. Ask them to point to a shape that is round, like Ali's ball. Then ask if anyone knows which shape is a triangle.
- 5 Point to each shape and say the name of the shape. Then give the instructions slowly and clearly:
  - ★ *"Pick up your red crayon. Colour the circles red."*
  - ★ *"Pick up your green crayon. Colour the triangles green."*
  - ★ *"Pick up your blue crayon. Colour the squares blue."*

#### 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, for example: **i***tō, bigiri, philisi*. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write i."* Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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



### Zwine vha do tḡa:

- Zwiḡiḡa zwiḡulwane zwiḡa zwa khadibogisi ḡitshena kana bambbiri ḡo ḡwaliwaho "tswuku", "lutombo", "mudala" na "ḡaḡa" (kha vha ḡwale maipfi aya kha garaḡa dza mivhala dzi ḡutshelanaho), tshifanyiso tsha tshithu nga muvhala wonowo kha tshipiḡa tshirwe na tshirwe tsha khadibogisi
- Mimagazini
- Tshigero
- Na guḡuu

## Vhege ya 2 ḡuvha ḡa 4

### Mishumo ya kiḡasi yoḡe

#### U vhalana u ita

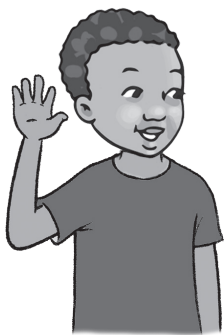
- 1 Kha vha sumbedze vhagudi mabodo maḡa vha vha humbele uri vha "vhale" ipfi ḡa muvhala bodoni irwe na irwe. Kha vha zwi ḡumane na mivhala ya pennde nganeani. Kha vha vhudzise vhagudi uri ndi muvhala munzani we wa vha u tshi kha ḡi vha hone kha bogisi (ḡaḡa).
- 2 Kha vha ambe nga zwifanyiso zwa tsumbo na uri zwi elana hani na muvhala.
- 3 Kha vha ḡalutshedze uri mugudi muḡwe na muḡwe u tea u wana tshifanyiso tshithihi tsha muvhala a tshi nambatedze kha bodo dza muvhala dziḡwe na dziḡwe.
- 4 Kha vha sumbedze uri hu sedziswa hani kha magazini u itela u wana zwifanyiso zwi elanaho na mivhala miḡa.
- 5 Kha vha ḡalutshedze uri musi vhagudi vho no wana tshifanyiso tshi elanaho na muḡwe wa mivhala, vha fanela u tshi gera.
- 6 Arali vha vha vha na tshifhinga tsho eḡanaho, kha vha humbele vhagudi vhoḡe vha re na zwifanyiso zwine zwa elana na muvhala mutswuku uri vha imise zwanḡa zwavho. Kha vha humbele mugudi uri a kuvhanganye zwifanyiso izwi na u vha thusa u zwi nambatedza kha bodo ḡa zwi no elana. Kha vha ambe nga bodo, u rina zwithu na u khoḡa vhagudi. Kha vha ambe zwithu fanaho na: "Vhonani, goḡi tswuku i penyelelaho! Ndi nnyi o wanaho tshifanyiso itshi? No shuma, Sara!"
- 7 Kha vha ye vha ite kuitele kwu fanaho kha miḡwe mivhala.

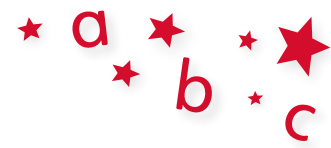
#### U thetshelesa mibvumo yo sedzwaho

- 1 Kha vha imbe luimbo lu tevhelaho nga tshuni ya "Arali no takala ni a zwi ḡivha".
  - ★ Arali dzina ḡaḡu ḡi tshi thoma nga /m/, takuwani ;
  - ★ Arali dzina ḡaḡu ḡi tshi thoma nga /m/, takuwani;
  - ★ Arali dzina ḡaḡu ḡi tshi thoma nga /m/, takuwani ni kotame;
  - ★ Arali dzina ḡaḡu ḡi tshi thoma nga /m/, takuwani.
- 2 Kha vha dovholole nga mibvumo na misudzuluwo yo fhambanaho, i fanaho na "vhandedelani zwanḡa zwanḡu", "rembuluwani", na zwiḡwe.

### Mishumo ya tshigwada tshituku

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





#### You will need:

- Four large pieces of white cardboard or paper labelled “red”, “blue”, “green” and “yellow” (write these words on the corresponding colour cards), a picture of an object in that colour on each piece of cardboard
- Magazines
- Scissors
- Glue

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Show learners the four boards and ask them to “read” the colour word on each board. Make a connection to the paint colours in the story. Ask learners which colour was still in the box (yellow).
- 2 Talk about the example pictures and how they match the colour.
- 3 Explain that each learner must find one colour picture to paste on each of the colour boards.
- 4 Demonstrate how to look through a magazine to find pictures to match the four colours.
- 5 Explain that when learners have found a picture matching one of the colours, they must cut it out.
- 6 When they have had enough time, ask all learners with pictures that match the colour red to raise their hands. Ask a learner to collect these pictures and help you to glue them onto the matching board. Talk about the board, naming the objects and giving credit to learners. Say something like: “Look, a shiny red car! Who found this picture? Well done, Sara!”
- 7 Go through the same process with the other colours.

#### Listening for focus sounds

- 1 Sing the following song to the tune of “If you’re happy and you know it”.
  - ★ If your name begins with /m/, then stand up;
  - ★ If your name begins with /m/, then stand up;
  - ★ If your name begins with /m/, stand up and take a bow;
  - ★ If your name begins with /m/, then stand up.
- 2 Repeat with different sounds and movements, such as “clap your hands”, “turn around”, and so on.



### Small group activities

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



### Zwine vha do toḁa:

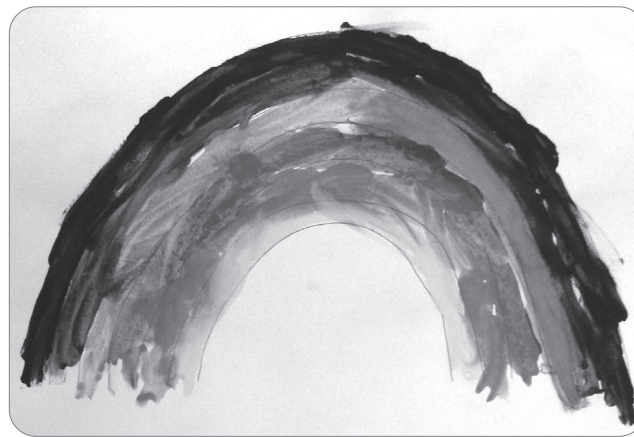
- Zwifanyiso kana dzibugu zwi sumbedzaho misengavhadzimu yo nakaho
- Zwiḁiḁa zwitshena zwiḁulwane zwa bammbiri
- Pennde ya mivhala, midzio ya maḁi, dzithavhula
- Maipfi a madungo manzhi a elanaho na nganea: tafula, bulatsho ya u pennda, mpho, thumbu, khabodo, bammbiri, ṱaḁa

## Vhege ya 2 ḁuvha ḁa 5

### Mishumo ya kiḁasi yoṱhe

#### U ita, u ola na u nḁala

- 1 Kha vha humbele vhagudi uri vha lavhelese zwifanyiso zwa misengavhadzimu vha sumbe mivhala ya pennde nganeani.
- 2 Kha vha vḁudze vhagudi uri vha khou ya u pennda musengavhadzimu kha tshipiḁa tsha bammbiri ḁihulwane.
- 3 Kha vha sumbedze vhagudi uri vha do vha vha tshi khou pennda nga minwe yavho, u tou fana na zwe Ali a ita nganeani.
- 4 Kha vha humbudze vhagudi uri vha shumise mivhala yoṱhe u ita musengavhadzimu, hu si muvhala muthihi fhedzi.
- 5 Kha vha ṱuṱuwedze vhagudi u shumisa siaṱari loṱhe uri vha pennde musengavhadzimu muḁulwane.



### Stella u ri:



*U sumba nga zwanda zwi ṱuṱuwedza vhagudi u ṱalula nga vhaanewa vhoṱhe vha nganea ya Ali. Zwi nga kha ḁi itea mushumo wa vha vḁaḁa, zwino kha vha zwi ite fhungo uri vhagudi vha khou shuma fhethu ho fanelaho nahone ho leluwaho u wana zwishumiswa zwa u kuvhela.*

#### U ṱanganyisa na u khethekanya (madungo)

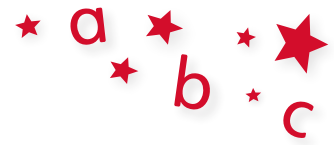
- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁinwe ḁa maipfi ḁi bva kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ṱhukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **thu | mbu**.
- 2 Kha vha nange mugudi a ime a fhufhe kha ḁinwe na ḁinwe ḁa madungo: **thu** (mufhufho muthihi) **mbu** (mufhufho muthihi).
- 3 Kha vha humbele mugudi uri a fhufhe hafhu, nga tshifhinga hetshi vhagudi vha tea u vhanda mufhufho muḁwe na muḁwe.
- 4 Kha vha tendele vhagudi uri vha sielisana u thetshesela ipfi ḁi re kha mutevhe na u fhufha musi vha tshi ḁi ṱhukhukanya ḁa vha madungo.



### Mishumo ya tshigwada tshiṱuku

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





### You will need:

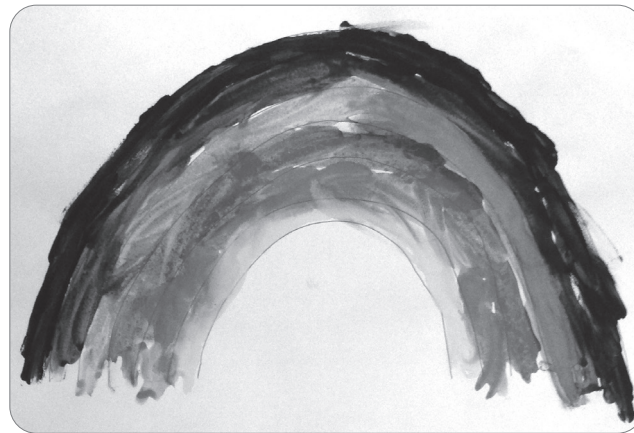
- Pictures or books showing beautiful rainbows
- Large white pieces of paper
- Coloured paint, water containers, towels
- A list of multisyllabic words relating to the story: tafula, bulatsho ya u pennda, mpho, thumbu, khabodo, bammbiri, țađa

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Ask learners to look at pictures of rainbows and to point to the colours of the paint in the story.
- 2 Tell learners that they are going to paint a rainbow on the big piece of paper.
- 3 Show learners that they will be painting with their fingers, like Ali did in the story.
- 4 Remind learners to use all the colours to make a rainbow, and not just one colour.
- 5 Encourage learners to use the whole page and to paint a big rainbow.



### Stella says:



*Finger painting encourages learners to identify with Ali's character in the story. It can be a messy activity, so make sure that learners are working in a suitable space with easy access to washing-up facilities.*

### 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: **thu | mbu**.
- 2 Choose a learner to stand up and jump for each of the syllables: **thu** (one jump) **mbu** (one jump).
- 3 Ask the learner to jump again, and this time learners must clap for each jump.
- 4 Let learners take turns to listen to a word from the list and jump as they break it into syllables.


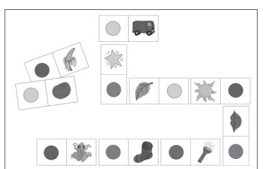

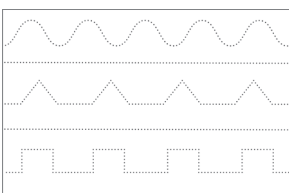



### Small group activities

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




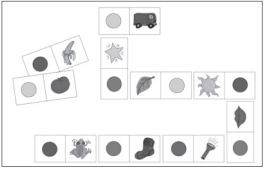

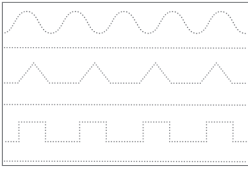

## Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha ḁo ṭoda	Mishumo
<ul style="list-style-type: none"> <li>Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṅwe na muṅwe</li> <li>Khiraṅoni dza pṫuraṅotshi khulwane</li> </ul>  <p><i>Arali vhagudi vha tshi ṭoda thuso ya u humbula zwine vha nga ola zwone, kha vha vha vha sumbedze thevhekano ya zwifanyiso uri zwi vha fhe mihumbulo.</i></p>	<p><b>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana</b></p> <ol style="list-style-type: none"> <li>Kha vha ṅee mugudi muṅwe na muṅwe tshipiḁa tsha bammbiri na khiraṅoni dza mivhala vha vha ṭalutshedze uri vha khou ya u ola tshifanyiso tsha Ali.</li> <li>Kha vha humbele vhagudi uri vha ambe tshidade vho ṭangana na vhone: Ningo yaṅu ndi dala, Thumbu yaṅu ndi tswuku, Zwikunwe zwaṅu ndi zwa lutombo, Ndi a ni funa.</li> <li>Kha vha vha vhudzise arali vho vha vha kha ḁi zwi humbula uri zwipiḁa zwa muvhili zwe Ali a zwi pennda zwo vha zwi zwifhio na uri zwo vha zwi na mivhala minzani. U bva afho vha nga ola Ali.</li> <li>Arali vha hangwa zwipiḁa zwa muvhili na mivhala, vha nga amba tshidade. Arali vha hangwa tshidade, vha nga sedza thevhekano ya zwifanyiso uri i vha sumbe ṅḁila.</li> </ol>
<ul style="list-style-type: none"> <li>Sethe ya garaṭa dza domino dza mivhala</li> </ul> 	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <ol style="list-style-type: none"> <li>Kha vha ṅee mugudi muṅwe na muṅwe tshivhalo tsha dzigaraṭa tshi no fana.</li> <li>Mugudi muthihi u thoma u nga vhea garaṭa ṭafulani. Mugudi a tevhelaho u a sedza u itela u vhona arali vha na tshifanyiso tshi elanaho na muvhala wa tshithoma kana tshithoma tshi elanaho na muvhala wa tshifanyiso. Arali zwi tshi elana, vha a vhea garaṭa yavho tsini na tshifanyiso kana tshithoma tshi no elana. Arali zwi sa elani, vha a ṭa mugudi a tevhelaho a wana tshikhala.</li> </ol>
<ul style="list-style-type: none"> <li>Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabammbiri a khungedzelo</li> </ul> 	<p><b>Mushumo wa 3: U vhala nga iwe muṅe</b></p> <ol style="list-style-type: none"> <li>Kha vha range phanḁa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu.</li> <li>Zwine vha nga thoma ṅgazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhala.</li> <li>Kha vha sumbedze kuvulele kwa bugu na u fhenḁa masiaṭari khayo. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḁifhelwa ṅgatsho a tshi tshi vhala.</li> <li>Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.</li> </ol>
<ul style="list-style-type: none"> <li>Khophi ya siaṭari ḽa mushumo wa bammbiri ḽa u putela ya mugudi muṅwe na muṅwe</li> <li>Matombo, dzithombwana, dzigunubu, malungu, zwikunakisaphaipi</li> </ul>	<p><b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuḁi na muṅwalo</b></p> <ol style="list-style-type: none"> <li>Kha vha ite khophi ya siaṭari ḽa mushumo ḽa mugudi muṅwe na muṅwe ḽi re na mitalo yo itaho tswititi na ya khone.</li> <li>Kha vha ṭalutshedze vhagudi uri vha tea u nanga matombo, thombwana, dzigunubu, malungu na zwikunakisi zwa phaipi vha zwi vhee kha mitalo uri zwi ite phatheni yavhuḁi.</li> </ol> 
<ul style="list-style-type: none"> <li>Dzisifhereswenda: mabogisi o putelwaho nga bammbiri ḽa u putela, zwishumiswa zwa tshimimani zwi fanaho na mabaḽoni na zwitimisi, phuleithi dza bammbiri, khaphu dza bammbiri, makhandela a ḁuvha ḽa mabebo, maboḁelo a puḽasiṭiki a khoḽḁiringi, na zwiṅwe, bammbiri, dzikhirayoni na tshigero, suko ḽa u tamba</li> </ul>	<p><b>Mushumo wa 5: U ḁiita u nga u khou tamba</b></p> <ol style="list-style-type: none"> <li>Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u ḁiita u nga vha khou tamba vha vha ṭuṭuwedze u isa phanḁa u bva kha Vhege ya 1 musi vho ḁiita u nga vha khou ita tshimima na u ṅea dzimpho. Kha vha dalele khone u lavhelesa na u ṭuṭuwedza u ḁiita u nga hu khou tamba nga vhagudi.</li> </ol> 





## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Give each learner a piece of paper and coloured crayons and explain that they are going to draw a picture of Ali.</li> <li>Ask learners to say the rhyme together with you: Your nose is green, Your tummy is red, Your toes are blue, And I love you.</li> <li>Ask them if they remembered what body parts Ali painted and what the colours were. They can then draw Ali.</li> <li>If they forget the body parts and colours, they can say the rhyme. If they forget the rhyme, they can look at the sequence pictures to guide them.</li> </ol>
<ul style="list-style-type: none"> <li>A set of colour domino cards</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Give each learner the same number of cards.</li> <li>One learner starts and places a card on the table. The next learner looks to see if they have a picture matching the colour of the dot or a dot matching the colour of the picture. If they do, they place their card next to the matching picture or dot. If they don't, they miss a turn and the next learner has a turn.</li> </ol>
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>
<ul style="list-style-type: none"> <li>A photocopy of the <b>wrapping paper activity page</b> for each learner</li> <li>Stones, pebbles, buttons, beads, pipecleaners</li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>Photocopy the activity page with straight and curvy lines for each learner.</li> <li>Explain to learners that they must use crayons to draw in between the lines to make beautiful coloured wrapping paper with stripes and curves.</li> </ol>
<ul style="list-style-type: none"> <li>Props: boxes covered in wrapping paper, balloons and streamers, paper plates, paper cups, birthday candles, cooldrink bottles</li> </ul> 	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to have a party and give presents. Visit the corner to observe and encourage the learners' pretend play.</li> </ol>

# ★ Duvha Lavhudi

## Nganea

Ndi Mugivhela wavhudi nga matsheloni na duvha li khou penya kha fasitere la Nicholas. Nicholas u a vuwa, a onyolowa a ri: "Hu na duvha namusi, nahone ndi na pulane!" Nicholas u wana mme awe a vha vhudzisa a ri: "Mma, ri nga ya pikiniki namusi naa? Nahone khonani yanga i nga da naa? Nahone vha ri mini nga ha mmbwa yanga, Fluffy?" Mme vha vhudzisa Baba, vha a tenda vha ri ee. Mme vha a paka zwiwiwa zwi funeswaho zwa muṭa kha mufaro wa pikiniki baba vha ri vha do u fara.

Baba, Mme, kukaladzi, Nicholas, Jacob na mmbwa Fluffy vha tshimbila vha tsa tshivhangani. Vha amba vho takala nga ha mitambo ine vha do i tamba mulamboni.

Musi vha tshi swika mulamboni, baba vha ri: "Kha ri dzule hafha u itela uri ri kone u ni vhona ni tshi khou tamba maḡini na uri khaladzi aṅu a kone u kokovha hatsini."

Nicholas, Jacob na Fluffy vha gidima na u fhufhela maḡini a rotholelaho. Phwasha, phwasha, phwasha! "kha ri pandamedzane," Jacob u ralo.



Nga murahu ha u tamba tshifhinga tshilapfu, vhatukana vha bva maḡini nga uri vhe na ndala. Vha dzula kha nguvho na mma na baba. Vha la samanzhisi dzoṭhe dza ṭamaṭisi na tshizi na miomva na maapula vha nwa na dzhusi ya mutshelo. Mme vha nea Fluffy inwe ya samanzhisi dzavho, i na ndala na yone! Kukaladzi ku lingedza u la maluvha. Baba vha ri: "Hai mufunwa wanga, a songo la maluvha!"

Li khou thoma u kovhela. Vhana vho diphina nahone vha vho neta. Ndi tshifhinga tsha u ya hayani. Muṅwe na muṅwe u a thusa u vhekanya. Vhatukana vha peta nguvho, Mme vha beba riwana muṭanani vhoṭhe vha tshimbila vha ya hayani. "Salani zwavhudi, Nicholas. Ndo livhuwa duvha la u diphina," Jacob u ralo. "Ni tshimbile zwavhudi, Jacob," Nicholas u a ffindula.

Hu na swiswi nḡa na lutombo lwo ḡala nga dzaṅaledzi, ndi tshifhinga tsha uri muṭa u eḡele. Nicholas na Fluffy vha farwa nga khofhe nga u ṭavhanyedza na u lora nga duvha lavho la u diphina vho ya nḡa.

**Aya ndi one magumo a nganea.**





# ★ A beautiful day

## Story

It is a beautiful Saturday morning and the sun is shining into Nicholas's window. Nicholas wakes up, stretches and says: "It's a sunny day today, and I have a plan!" Nicholas finds his mother and asks: "Mommy, can we go for a picnic today? And can my friend Jacob come too? And what about my dog, Fluffy?" Mommy asks Daddy and he says yes. Mommy packs the family's favourite food into the picnic basket and Daddy says he will carry it.

Daddy, Mommy, baby sister, Nicholas, Jacob and Fluffy the dog all walk down the hill. They talk happily about the games they will play in the river.

When they get to the river, Daddy says: "Let's sit here so that we can see you playing in the water and your sister can crawl in the grass."

Nicholas, Jacob and Fluffy run and jump into the cool water. Splash, splash, splash! "Let's chase each other," says Jacob.



After lots of playing, the boys get out of the water because they are so hungry. They sit on the blanket with Mommy and Daddy. They all eat tomato and cheese sandwiches and bananas and apples and they drink fruit juice. Mommy gives Fluffy one of her sandwiches, he is hungry too! Baby sister tries to eat flowers. Daddy says: "No my darling, you can't eat flowers!"

It is getting late. The children have had a fun day and are feeling tired. It is time to go home. Everyone helps to tidy up. The boys fold the blanket, Mommy puts the baby on her back and they all walk home. "Good bye, Nicholas. Thank you for a fun day," says Jacob. "Go well, Jacob," answers Nicholas.

It is dark outside and the sky is full of stars, time for the family to sleep. Soon Nicholas and Fluffy are fast asleep and dreaming of their fun day out.

***And that is the end of the story.***





## Luimbo

Ḑuvha Ḑavhuḑi!  
Ḑa pikiniki.  
Ro ya na mma na baba.

Ra swika ra tamba.  
Ri tshi fhufhela mulamboni.  
Ra kona u awela.  
Ra Ḑa Samazhisi.  
Dzi ḑifhaho.

Ra kona u ya hayani,  
Ra eḑela.  
Ho takadza pikiniki.

*(Imbani nga tshuni ya "Afha ri mona na tshitaka tsha murobeila" kana shumisani tshuni yaṅu.)*



## Nḑivho ya maipfi u bva kha nganea

Maipfi a ndeme:	pikiniki	manngi	u vha na nḑala	mulambo	nguvho	samanzhisi
Maipfi o engedzwaho:	mutshelo	muomva	apula	dzhusi	Ḑiluvha	pandamedza
	u hasha	u fhufha	u bambela	u vhekanya	tshivhanga	funeswaho





## Song

We're going on a picnic, a picnic, a picnic  
We're going on a picnic  
On this sunny day.

Let's pack a basket, a basket, a basket  
Let's pack a basket  
On this sunny day.

Let's jump in the river, the river, the river  
Let's jump in the river  
On this sunny day.

We're eating yummy sandwiches, sandwiches,  
sandwiches  
We're eating yummy sandwiches  
On this sunny day.

Let's go home to sleep now, to sleep now, to sleep now  
Let's go home to sleep now  
We had a lovely day!



*(Sing to the tune of "Here we go round the mulberry bush" or use your own tune.)*

## Vocabulary from the story

Key-words:	picnic	basket	hungry	river	blanket	sandwiches
Extra words:	fruit	banana	apple	juice	flower	chase
	splash	jump	wake up	pack up	hill	favourite





### Zwine vha do toḡa:

- Nganea: *Ḍuvha la vhuḡi*
- Zwipopai: Mme, Khotsi, Nicholas, Jacob, mufaro wa pikiniki, kukaladzi na mmbwa Fluffy
- Dzisifhereswenda: mufaro, mutshelo wa vhukuma kana wa kholekhole, tshali, mmbwa ya tshitambiswa, maluvha a vhukuma kana a kholekhole
- Zwithu kana garaḡa dza zwifanyiso zwa maḡwe maipfi a bvaho kha mutevhe wa ḡivho ya maipfi



## Vhege ya 1 Ḍuvha la 1

### Mishumo ya kḡasi yoḡe

Kha vha ambe tshidade *Maḡo mavhili a u vhona* uri vhana vha ḡe metheni u itela nganea.

#### Maḡo mavhili a u vhona

Mulomo muthihi wa u amba na u imba,  
Maḡo mavhili a u vhona,  
Nḡevhe mbili dza u thetshelesa,  
Milenzhe mivhili ya u tshimbila na u gidima,  
Izwi ndi zwanḡa zwanga  
Nḡeeni zwanḡu – ndi tshifhinga tsha nganea  
kha muḡwe na muḡwe!

### U ḡalutshedza nganea na u fhaḡa ḡivho ya maipfi

#### 1 Vha sa athu vha ḡalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ḡoho ya nganea na u ḡivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ḡumane nganea na vhutshilo ha vhagudi. Kha vha ambe nga miḡa ya vhagudi na u rera nga miḡwaha ya mashaka avho.
- 1.3 Kha vha ri: *“Ri sa athu u thoma, ndi khou toḡou ni vhudza ḡalutshedzo dza maḡwe maipfi aye ra ḡo a wana nganeani.”* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa ḡivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi la amba zwone. Sa tsumbo, kha vha bwise nguvho ya pikiniki i re na mufaro na phuleithi i re na zwiḡiwa.

#### 2 Musi vha tshi ḡalutshedza nganea

- 2.1 Kha vha ḡalutshedze nganea nga ḡila i nyanyulaho na u shumisa maipfi o fhambanaho.
- 2.2 Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.3 Kha vha humbele vhagudi uri vha bule zwi ḡaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḡaho phindulo i fhiraho nthihi, dzi fanaho na: *“Ni humbula uri vhana vha ḡo ita mini musu vha tshi swika mulamboni? Vha ḡo la mini nga tshiswiḡulo? Ni humbula uri vha ḡo ita mini musu vha tshi swika hayani?”*

#### 3 Nga murahu ha musu vho no ḡalutshedza nganea

- 3.1 Kha vha vhudzise vhagudi: *“Ndi zwifhio zwe na zwi takalela kha nganea? Ndi zwifhio zwe zwa si ni takadze? Ndi tshifhio tshipiḡa tshaḡu tsha khwinesa? Ndi nbudziso dzifhio dzine na vha nadzo nga ha nganea?”*

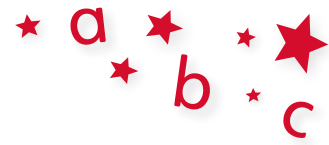
### U ḡivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *“ku, kukaladzi, kone, kokovha, kovhela. Ni a kona u pfa mubvumo wo sedzwaho: **kukaladzi, kone, kokovha** naa? Ee, ni khou amba zwone! Yoḡe i na mubvumo wa **/k/**.”*
- 2 *“Thetshelesani nga vhuronwane, aya ndi maḡwe a maipfi manzhi a thomaho nga **/k/**: kuvha, kereke, kaḡara, komiki, kamara.”* (Kha vha ombedzele mubvumo wa mathomoni musu vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa **/k/** nga ḡila i pfalaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa **/k/**: **“k-k-k”**. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḡe.

### Mishumo ya tshigwada tshiwuku

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





### You will need:

- Story: *A beautiful day*
- Puppets: Mother, Father, Nicholas, Jacob, picnic basket, baby sister and Fluffy the dog
- Props: basket, real or pretend fruit, a blanket, a toy dog, real or pretend flowers
- Objects or picture cards for some of the words from the vocabulary list

## Week 1 Day 1

### Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

#### Two eyes to see

One mouth to talk and sing,  
Two eyes to see,  
Two ears to hear,  
Two legs to walk and run;  
Here are my hands  
Give yours to me – time for  
stories everyone!

### 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: *"Have you ever been on a picnic? What do you do when you go on a picnic? Where can you have a picnic? What kind of food do you eat on a picnic?"*
- 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 objects to help them understand what words mean. For example, put out a picnic blanket with a basket and a plate with food.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think the children will do when they get to the river? What will they have for lunch? What do you think they will do when they get home?"*

#### 3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"*

### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"ku, kukaladzi, kone, kokovha, kovhela. Can you hear the focus sound: kukaladzi, kone, kokovha naa? Yes, you are right! They all have the sound /k/."*
- 2 *"Listen carefully, here are some more words with /k/: kuvha, kereke, kaṭara, komiki, kamara."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /k/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /k/: **"k-k-k"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





### Zwine vha do toḁa:

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



## Vhege ya 1 Duvha la 2

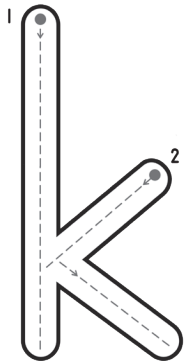
### Mishumo ya kḁasi yoḁe

#### U ḁalutshedza nganea na u imba

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

#### U vhumba leḁere

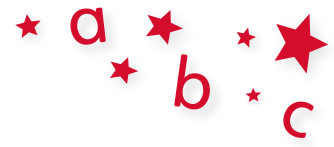
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe ḁine la thoma nga /k/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /k/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga edza u nga vha khou **kuvha** zwiambaro.
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri leḁere la **k** ḁi ḁwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ḁwale leḁere ḁihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: *“Thomani kha tshithoma ni ye fhasi. Imisani tshanda, olani mutalo ni tshi dzhena nga ngomu na nḁa.”*
- 4 Kha vha tendele vhagudi vha gude mbumbo ya leḁere muyani, khaphetheni, miḁanani yavho kana zwandani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba leḁere.
- 5 Nga murahu ha musi vho no sumbedza uri leḁere ḁi ḁwaliswa hani, kha vha ḁuḁuwedze vhagudi u shumisa tshitanda u ḁwala leḁere muḁavhani.
- 6 Kha vha ḁuḁuwedze vhagudi u amba mubvumo une leḁere la u ita musi vha tshi ḁwala leḁere.



### Mishumo ya tshigwada tshiḁuku

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





#### You will need:

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



## Week 1 Day 2

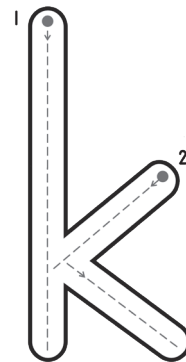
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /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 be washing their clothes (**kuvha**).
- 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 carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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



#### Zwine vha do toḁa:

- Zwipopai zwa nganea
- Dzisifhereswenda: mufaro, mutshelo wa vhukuma kana wa kholekhole, tshali, mmbwa ya tshitambiswa, maluvha a vhukuma kana a kholekhole
- Bogisi la maḁere li re na zwithu kana zwifanyiso zwine zwa thoma nga **k**: kereke, kaḁara, komiki, kamara, kofi, koki



## Vhege ya 1 ḁuvha la 3

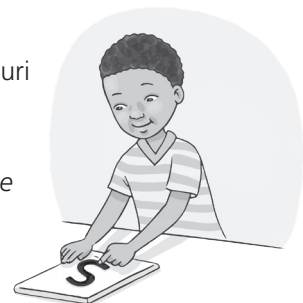
### Mishumo ya kiḁasi yoḁhe

#### U ḁalutshedza nganea na liḁambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha ḁi kona u humbula ḁhalutshedzo dza maipfi a bvaho kha mutevhe wa nḁivho ya maipfi. Sa tsumbo: *Musi vhagudi vho fhufhela mulamboni, vho ita Ee... khulwane, ipfi ndi 'hasa'.*
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muḁwe na muḁwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha liḁambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u ḁalutshedza nganea.
- 5 Kha vha ḁalutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha muḁalutshedzi wa nganea ane a dovha a ḁivhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwoḁhe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u ḁalutshedza nganea na u tuḁuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kiḁasi yoḁhe i tshi khou ḁalela liḁambwa.
- 7 Arali hu na tshifhinga, vha nga ḁi toḁou dovholola liḁambwa vha na vhagudi vho fhambanaho.

#### Mabogisi a maḁere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maḁere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kiḁasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa ḁamuni. U bva afho vha nee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kiḁasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: *"No no vhone tshiḁwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfallisa hani?"*
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho, sa tsumbo: **kereke**, **kaḁara**, **komiki**.
- 4 Kha vha humbele vhagudi u amba dzina la tshithu tshiḁwe na tshiḁwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi. Kha vha shumise tshivhoni uri vha kone u vhone uri milomo yavho i tshimbilisa hani musi vha tshi ita mubvumo.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze leḁere kha bogisi la maḁere vha ri: *"Iyi ndi yone nḁila ine ra nḁwala ngayo leḁere la k."* Kha vha tendele vhaḁwe vhagudi vha tshi oledzela kha leḁere nga minwe yavho.



### Mishumo ya tshigwada tshiḁuku

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







### You will need:

- Puppets for the story
- Props: basket, real or pretend fruit, a blanket, a toy dog, real or pretend flowers
- A letter box containing objects or pictures of objects that have the focus sound **k**: kereke, kačara, komiki, kamara, kofi, koki



## Week 1 Day 3

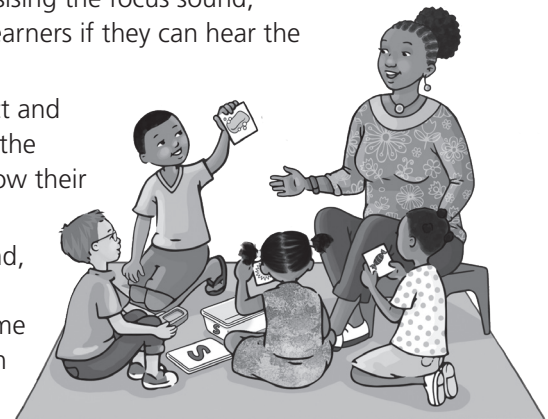
### Whole class activities

#### 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: *“When learners jumped into the river, they made a big ... Yes, the word is ‘splash’.”*
- 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, for example: **k**ereke, **k**ačara, **k**omiki. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *“This letter is how we write **k**.”* Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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



### Zwine vha do toḁa:

- Thevhekano khulu ya zwifanyiso
- Zwipopai zwi bvaho kha nganea kana zwithu kana zwifanyiso zwa zwiḁwe zwithu zwi bvaho kha nganea

### Stella u ri:



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

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

## Vhege ya 1 Duvha la 4

### Mishumo ya kilasi yoḁe

#### U vhekanya zwifanyiso

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



#### U thetshesela mibvumo yo sedzwaho

- 1 Kha vha ḁalutshedze vhagudi uri vha khou ya u tamba “ndi a ḁolela...” nga zwipopai na dzisifhereswenda zwi bvaho kha nganea ya Duvha la vhuḁi. Kha vha vha tendele vha lavhelese zwipopai, zwithu na zwifanyiso zwo ḁaniwaho.
- 2 Kha vha nange tshithu tshi bvaho kha nganea vha sa khou vhudza vhagudi zwine vha khou humbula zwone. U bva afho, zwi tshi pfalesaho, kha vha ḁee vhagudi mubvumo wa u thoma wa ipfi sa lusevheḁi. Sa tsumbo: Arali vha tshi khou humbula “muomva”, “kha vha ri: “Ndi a ḁolela nga kuḁo kwanga tshithu tshine tsha thoma nga **lb!**”
- 3 Vhana vha fanela u lavhelesa zwithu zwo ḁaniwaho zwine zwa thoma nga mubvumo wonowo. Arali vha nga humbulela “muomva” nga ḁila yone, ndi tshifhinga tshavho tsha uri vha lavhelese tshinwe tshithu vha ri: “Ndi a ḁolela...”



### Mishumo ya tshigwada tshituḁu

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





### You will need:

- Big sequence pictures
- Puppets from the story or objects or pictures of some of the things from the story

## 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 play "I spy ..." with puppets and props from the story *A beautiful day*. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of the word "muomva", say: "I spy with my little eye something that starts with /b/."
- 3 Learners must look at the display for things that start with that sound. If they guess "muomva" correctly, it is their turn to look for something and say: "I spy ...".



#### Small group activities

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



### Zwine vha do toda:

- Tshipiḁa tsha bammbiri ḁa A4 ḁa muḁwe na muḁwe KANA khophi ya **Siaḁari ḁa mushumo wa tshali ya pikiniki na Siaḁari ḁa mushumo wa u luka mbemba** ḁa muḁwe na muḁwe
- Khirayoni dza pfuraḁotshi khulwane
- Zwiḁero, guḁuu
- Mimagazini kana zwibugwana zwa u renga zwi re na zwifanyiso zwa zwiliḁwa
- Maipfi a madungo manzhi a elanaho na nganea: u naka, miomva, maḁamaḁisi, samanzhisi, mulambo, maluvha, ndi zwone/ a vha sale, phikiniki

## Vhege ya 1 Duvha ḁa 5

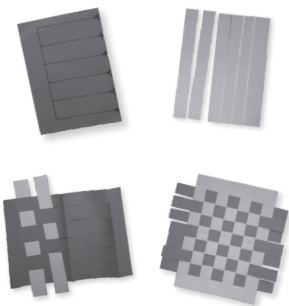
### Mishumo ya kilasi yoḁe

#### U ita, u ola na u ḁwala

- 1 Kha vha ḁalutshedze hafhu nganea vha tshi khou shumisa zwipopai.
- 2 Arali zwi tshi konadzea, kha vha ḁise tshali kana nguvho kilasini, kana vha sumbedze vhagudi zwifanyiso zwa dzitshali zwo fhambanaho. Kha vha ambe nga dziphatheni na/ kana mivhala ya tshali.
- 3 Kha vha ḁalutshedze vhagudi uri vha khou ya u ita tshali yavho ya pikiniki nga u i ola kha tshipiḁa tsha bammbiri.
- 4 Musi vho no fhedza “tshali” yavho, vha nga ola kana vha gera zwifanyiso zwa zwiliḁwa zwa pikiniki zwi tshi bva kha mimagazini kana zwibugwana vha zwi nambatedza kha tshali yavho.

#### KANA

- 1 Kha vha ḁalutshedze vhagudi uri vha khou ya u luka ‘tshali ya pikiniki’ yavho vha tshi khou shumisa mbemba dza bammbiri. Kha vha sumbedze vhagudi tsumbo nahone vha ambe nga ha uri mbemba dza mivhala yo fhambanaho dzi vhumbe hani phatheni ya u luka.
- 2 Kha vha ḁee mugudi muḁwe na muḁwe **Siaḁari ḁa mushumo wa tshali ya pikiniki** ḁo petiwaho na **Siaḁari ḁa mushumo wa u luka mbemba**.
- 3 **Siaḁari ḁa mushumo wa tshali ya pikiniki:** Kha vha sumbedze vhagudi uri hu geriswa hani u tshi ḁuwa na mutalo wa zwithomathoma muḁwe na muḁwe kha bammbiri ḁa mushumo musu ḁo petiwa. Kha vha vhe na vhuḁanzi ha uri vha litsha u gera kha mutalo u si naho tshikhala. Vhagudi vha vula siaḁari ḁi musu vho no fhedza u gera.
- 4 **Siaḁari ḁa mushumo wa u luka mbemba:** Vhagudi vha ita mivhala kha mbemba vha dzi gera.
- 5 Kha vha sumbedze uri hu lukisiwa hani mbemba dza mivhala ḁḁha na fhasi ha mirando ye ya geriwa kha siaḁari ḁa mushumo wa tshali ya pikiniki. Luvhemba luḁwe na luḁwe lu tea u lukiwa lwa dzhena kha miḁwe mirando uri lu vhumbe muluko.
- 6 Musi vhagudi vho no fhedza “tshali ya pikiniki” ḁavho, vha nga kona u gera zwifanyiso zwa zwiliḁwa zwa pikiniki zwi bvaho kha mimagazini kana zwibugwana vha nambatedza zwifanyiso kha tshali yavho.



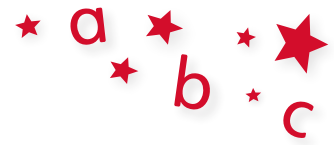
#### U ḁanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁiḁwe ḁa maipfi ḁi bva kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ḁhukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **ma | ḁa | ma | ḁi | si**.
- 2 Kha vha nange mugudi a ime a fhufhe kha ḁiḁwe na ḁiḁwe ḁa madungo: **ma** (mufhufho muthihi) **ḁa** (mufhufho muthihi) **ma** (mufhufho muthihi) **ḁi** (mufhufho muthihi) **si** (mufhufho muthihi). Kha vha humbele mugudi uri a fhufhe hafhu, nga tshifhinga hetshi vhagudi vha tea u vhanda mufhufho muḁwe na muḁwe.
- 3 Kha vha tendele vhagudi uri vha sielisana u thetshesela ipfi ḁi re kha mutevhe na u fhufha musu vha tshi ḁi ḁhukhukanya ḁa vha madungo.

### Mishumo ya tshigwada tshituḁu

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





### You will need:

- An A4 piece of paper for each learner OR a photocopy of the **Picnic blanket activity page** and the **Weaving strips activity page** for each learner
- Jumbo wax crayons
- Scissors, glue
- Magazines or shopping brochures with pictures of food
- A list of multisyllabic words relating to the story: u naka, miomva, maṭamaṭisi, samanzhisi, mulambo, maluvha, ndi zwone/ a vha sale, phikiniki

## Week 1 Day 5

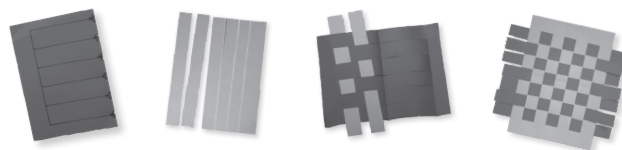
### Whole class activities

#### Make, draw and write

- 1 Retell the story using the puppets.
- 2 If possible, bring a blanket to show the class, or show learners pictures of different blankets. Talk about the different patterns and/or colours on the blanket.
- 3 Explain to learners that they are going to create their own picnic blanket by drawing it on a piece of paper.
- 4 Once learners have completed their “blanket”, they can draw or cut out pictures of picnic foods from magazines or brochures and paste the pictures onto their blanket.

OR

- 1 Explain to learners that they are going to weave their own “picnic blanket” using strips of paper. Show learners an example and talk about how different coloured strips make a weaving pattern.
- 2 Give each learner a folded **picnic blanket activity page** as well as a **weaving strips activity page**.
- 3 **Picnic blanket activity page:** Show learners how to cut along each dotted line on the activity sheet while it is folded. Make sure they stop cutting at the solid line. Learners open up this page once they have finished cutting.
- 4 **Weaving strips activity page:** Learners colour in the strips and cut them up.
- 5 Demonstrate how to weave the coloured strips over and under the slits that have been cut on the picnic blanket activity page. Each strip needs to be woven through alternate slits to create a weave.
- 6 When learners have completed their “picnic blanket”, they can cut out pictures of picnic foods from magazines or brochures and paste the pictures onto their blanket.



### 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: **ma | ṭa | ma | ṭi | si**.
- 2 Choose a learner to stand up and jump for each of the syllables: **ma** (one jump) **ṭa** (one jump) **ma** (one jump) **ṭi** (one jump) **si** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word on the list and jump as they break it into syllables.







### Small group activities

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










# Mishumo ya tshigwada tshiṭuku ya Vhege ya 1

Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> <li>Siatari li si naho tshithu la A4 la mugudi muṛwe na muṛwe</li> <li>Khiraṛoni dza pfuraṛotshi khulwane</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Ndi toda u tamba na Fluffy.</p>  </div> <div style="background-color: #ffe6e6; padding: 10px; margin: 10px 0;">  <p>Arali vhagudi vha tshi toda thuso ya u humbula zwine vha nga ola zwone, kha vha vha vha sumbedze thevhekano ya zwifanyiso uri zwi vha the mihumbulo.</p> </div>	<p><b>Mushumo wa 1: U ola na ndivho i rangelaho u ṛwala ha vhana</b></p> <ol style="list-style-type: none"> <li>Kha vha ṛwale thoho ya nganea nga nṭha ha siatari li sinaho tshithu la mugudi muṛwe na muṛwe hu sa athu u thoma ngudo.</li> <li>Kha vha humbele vhagudi uri vha sumba maipfi a thoho musi vha tshi a vhala o tangana.</li> <li>Kha vha vhudzise vhagudi uri ndi tshipiḁa tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa. Kha vha lee dziṛwe khumbudzo. Sa tsumbo: "No takalela tshipiḁa tsha musi Nicholas, Jacob na Fluffy vha tshi fhufhela maḁini naa?"</li> <li>Kha vha tuṭuwedze vhagudi u ola tshipiḁa tshavho tsha nganea tshine vha tshi funesa.</li> <li>Kha vha ambe vhpufiwa kana vha humbele mugudi muṛwe na muṛwe uri a vha vhudze nga nyolo yawe.</li> <li>Kha vha vhudzise vhagudi arali vha tshi nga tama u ṛwala zwiṛwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhona vha vha ṛwalele.</li> <li>Arali vhagudi vha tshi nga tama uri vhona vha vha ṛwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ṛwala fhasi. Kha vha shumise muhumbulo musi vha tshi ṛwala fhungo. Sa tsumbo: "Fluffy ... yo fhufhela ... nga ngomu ... Ndi liḁho ipfi li tevhelaho le na vha ni tshi khou toda li amba? ... Ndo li humbula zwino, 'maḁini'. Ndi khou ya u ṛwala ipfi 'maḁini'."</li> <li>Kha vha ṛwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu u itwa tshanduko iṛwe na iṛwe kha maipfi. Kha vha humbule u ṛwala nga vhudela na nga ṛḁila i vhonealaho.</li> <li>Musi vho no fhedza u ṛwala, kha vha tuṭuwedze vhagudi uri vha vha fhungo na vhona. Kha vha sumbe ipfi liṛwe na liṛwe musi vha tshi li vhala na u dzihla nṭha u ḁidina havho.</li> </ol>
<ul style="list-style-type: none"> <li>Sethe ya garaṭa ya zwifanyiso zwa muvhala i re na zwiambaro zwa tshilimo na zwa vhuria</li> <li>Midzio ya puḁasiṭiki mivhili – thabu dza madzharini kana dza yogathi (mudzio muthihi u na leibele i re na ipfi la <b>Tshilimo</b> na tshifanyiso tsha tshiambaro tsha tshilimo tsho fashiswaho nga phanḁa; muṛwe mudzio u na leibele i re na ipfi la <b>Vhuria</b> na tshifanyiso tsha tshiambaro tsha vhuria tsho fashiswaho nga phanḁa.)</li> </ul> <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <p>Kha vha vhee garaṭa dzi re na zwifanyiso zwa zwiambaro zwa vhuria na zwa tshilimo zwo sedza fhasi kha ṭafula.</p> <p><b>Mutambo wa u vhekanya</b></p> <ol style="list-style-type: none"> <li>Mudzio muthihi u na leibele i re na ipfi la Tshilimo na tshifanyiso tsha zwiambaro zwa <b>Tshilimo</b> nga phanḁa; muṛwe mudzio u na leibele i re na ipfi la Vhuria na tshifanyiso tsha zwiambaro zwa <b>Vhuria</b>.</li> <li>Mugudi muṛwe na muṛwe u na tshikhala tsha u doba garaṭa, a tshi lavhelesa tshifanyiso, a tshi rina dzina na u tshi vhea nga ngomu ha mudzio wone.</li> </ol> <p><b>Mutambo wa nyelero</b></p> <ol style="list-style-type: none"> <li>Mugudi muṛwe na muṛwe u na tshikhala tsha u rembulusa garaṭa mbili. Arali zwifanyiso kha garaṭa vhuvhili hadzo zwi tshi elana (zwiambaro zwa tshilimo vhuvhili hazwo kana zwiambaro zwa vhuria vhuvhili hazwo), vha dzhia dzigarṭa.</li> <li>Arali zwi sa elani (tshithihi tsha tshilimo na tshithihi tsha vhuria), garaṭa dzi a humiselwa murahu dzo sedza fhasi ṭafulani mugudi a tevhelaho a wana tshikhala.</li> </ol>
<ul style="list-style-type: none"> <li>Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo</li> </ul> <div style="text-align: center; margin-top: 10px;">  </div>	<p><b>Mushumo wa 3: U vhala nga iwe muṛe</b></p> <ol style="list-style-type: none"> <li>Kha vha range phanḁa tshigwada u ya khoneni ya bugu kana vha ṛee tshigwada thuli ya dzibugu.</li> <li>Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhala.</li> <li>Kha vha sumbedze kuvulele kwa bugu na u fhenda masiatari khayoy. Kha vha sumbedze vhagudi zwiṛwe zwa zwifanyiso u bva afho vha tuṭuwedze vhagudi uri muṛwe na muṛwe a nange tshithu tshine a ḁifhelwa ngatsho a tshi tshi vhala.</li> <li>Kha vha dalele khone u itela u lavhelesa na u tuṭuwedza u vhala ha vhagudi.</li> </ol>



## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul> <div data-bbox="227 645 552 929" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I want to play with Fluffy.</p>  </div> <div data-bbox="222 934 562 1184" style="background-color: #f8d7da; padding: 10px; margin: 10px 0;">  <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p> </div>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>3 Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part when Nicholas, Jacob and Fluffy jumped into the water?"</li> <li>4 Encourage learners to draw their favourite part of the story.</li> <li>5 Make a comment or ask each learner to tell you about their drawing.</li> <li>6 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture.</li> <li>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. For example: "Fluffy ... jumped ... into ... the ... What word did you want to say next? ... Oh yes, 'water'. I am going to write the word 'water'."</li> <li>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.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>• A set of colour picture cards with summer and winter items of clothing</li> <li>• Two plastic containers – margarine or yoghurt tubs (One container has a label with the word <b>Summer</b> and a picture of a summer item of clothing stuck on the front; the other container has a label with the word <b>Winter</b> and a winter item of clothing stuck on the front.)</li> </ul> <div data-bbox="210 1548 574 1692" style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>	<p><b>Activity 2: Puzzles and games</b></p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p><b>Sorting game</b></p> <ol style="list-style-type: none"> <li>1 One container has a label with the word <b>Summer</b> and a picture of a Summer item of clothing stuck on the front; the other container has a label with the word <b>Winter</b> and a picture of a Winter item of clothing stuck on the front.</li> <li>2 Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container.</li> </ol> <p><b>Memory game</b></p> <ol style="list-style-type: none"> <li>1 Each learner has a chance to turn over two cards. If the pictures on both cards match (both clothes for summer or both clothes for winter), they keep the cards.</li> <li>2 If they don't match (one summer and one winter), cards are then placed face down back on the table and the next learner has a turn.</li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> <div data-bbox="251 1808 512 2126" style="text-align: center; margin-top: 10px;">  </div>	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>

### Zwine vha do toda

- Vumba kana suko ja u tamba na bodo kana methhe



- Dzisifhereswenda: mufaro, zwiḽiwa zwa kholekhole, bigiri na phuleithi zwa puḽasiṽiki, tshali, ngilasi dza ḽuvhani, miḽadzi, tshisambureni, tshidolo tsha u thivhela u swa nga ḽuvha

### Mishumo

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

- Kha vha nee mugudi muḽiwe na muḽiwe bola ya vumba kana ya suko ja u tamba na themphuleithi ya maḽedere.
- Vhagudi vha fanela u vhumba mifaro na mitsshelo muṽuku nga vumba kana suko ja u tamba. Kha vha sumbedze vhagudi uri vha vhumbulusisa hani zwipiḽa zwa suko ja u tamba zwa vha luḽali vha zwi vhea zwa farana zwa vhumba mufaro, kanavha vhumbuluse bola khulwane vha i ite dindi.
- Vhagudi vha nga vhumbulusa suko ja u tamba uri ḽi vhumbe tshivhumbeo tshi fanaho na muomva, kana vha vhumba bola i imelaho maapula kana maswiri.

#### Mushumo wa 5: U ḽiita u nga u khou tamba

- Kha vha range phanḽa tshigwada tshi ye kha khone uri tshi ḽiita u nga tshi khou tamba na u tshi dzudza fhasi nga u ṽavhanya.
- Kha vha vhale milayo ya khone ya u ḽiita u nga vha khou tamba vha vha sumbedze dzisifhereswenda ntswa.
- Kha vha ṽalutshedze uri vha khou ya u vha na pikiniki ya kholekhole. Vha nga paka zwiḽiwa, vha ḽibvisa, vha adza tshali vha ḽiphiḽa nga pikiniki vho ṽangana. Vha nga kha ḽi dovha vha ya u fara pikiniki yavho huḽiwe fhethu: u ya bitshini, phakhani, ngadeni kana bambeloni zwa tsini.
- Kha vha dalele khone u lavhelesa na u ṽuṽuwedza u ḽiita u nga hu khou tamba nga vhagudi. Sa tsumbo: vha nga kha ḽi swika vha ri: "Aa! kana Ndaa! Ndo swika! Ndo livhuwa no nthamba kha pikiniki iyi yavhuḽi. Ndi fhethu havhuḽi hani ha u farela hone pikiniki. No paka mini mufaroni wapu?"
- Kha vha rambe vhagudi uri vha ḽe vhege i ḽaho na bopi ja tshivingwi kana tshitambiswa tsha tshipuka tshine vha tshi funesa tsho itwaho nga labi tshi ḽi re na vhuphuvhephuvhe kha pikiniki.







### You will need

- Clay or playdough and a board or mat



### Activities

#### Activity 4: Fine motor skills and handwriting

- 1 Give each learner a ball of clay or playdough.
- 2 Learners must make a small basket and some fruit from the clay or playdough. Show learners how to roll pieces of playdough into thin strands and place them over each other to make a basket, or roll a big ball and hollow it out.
- 3 Learners can roll playdough to make a shape like a banana, or make a ball to represent fruit like apples or oranges.

- Props: basket, pretend food, plastic mugs and plates, a blanket, sunglasses, hats, an umbrella, suntan lotion

#### Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and settle them down quickly.
- 2 Read the rules for the pretend play corner and show them the new props.
- 3 Explain that they are going to have a pretend picnic. They can pack the food, go on a walk, set out the blanket and enjoy a picnic together. They could also travel to somewhere for their picnic: to the beach, a park, a nearby garden or pool.
- 4 Visit the corner at least once to observe and encourage the learners' pretend play. For example, you could arrive and say: *"Hello! Here I am! Thank you for inviting me to this lovely picnic. What a beautiful place for a picnic. What have you packed in your basket?"*
- 5 Invite learners to bring a teddy bear or favourite soft toy to join in the picnic next week.





### Zwine vha do toḁa:

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

## Vhege ya 2 Duvha la 1

### Mishumo ya kilaḁi yoḁe

#### Huḁwe u vhekanya zwifanyiso

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



### Stella u ri:



Vha nga kha ḁi livhisa ḁhogomelo kha maḁedere na mibvumo kha tshifhinga tshinwe na tshinwe tsha ḁḁowelo, vhukuma kha mitambo ya nḁa na zwifhinga zwa tsudzuluwo (u ima mutevheni wa nḁa ha bunga; u lugisela tshifhinga tsha zwiljiwa zwa masiari na zwinwevho). Vha shumise zwikhala u sumba maḁedere a re kha vhupo na u vhudzisa vhagudi uri vha vhone maḁedere afhio tsini navho. Izwi zwi thusa vhagudi u vhone uri ri shumisa hani maḁedere sa luvhonele kha u vhala zwithu zwi re tsini hashu.

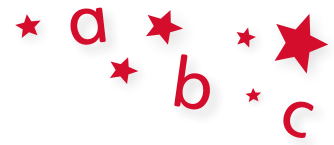
#### U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: "onyolowa, songo, vho. Ni a kona u pfa mubvumo wo sedzawo: **onyolowa, songo, vho naa?** Ee, ni khou amba zwone! Yoḁe i na mubvumo wa /o/."
- 2 "Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga /o/: ola, oili, oveni, ofisi, kholomo." (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /o/ nga ḁḁila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /o/: "o-o-o". Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

### Mishumo ya tshigwada tshituku

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





### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### Stella says:



You can focus on letters and sounds at any time in your everyday routine, particularly during outdoor play and transition times (lining up outside the toilet; preparing for lunch time and so on). Use opportunities to point out letters in the environment and ask learners what letters they see around them. This helps learners to see how we use letters as clues to read things around us.

### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: "onyolowa, songo, vho. Can you hear the focus sound: **onyolowa, songo, vho** naa? Yes, you are right! They all have the sound /o/."
- 2 "Listen carefully, here are some more words with /o/: ola, oiji, oveni, ofisi, kholomo." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /o/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /o/: "o-o-o". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### Zwine vha do toḁa:

- Bugu Khulu: ḁvha ḁvhuḁi
- Maḁi a re kha midzio na bulatsho ya u pennda ya mugudi muḁwe na muḁwe

## Vhege ya 2 ḁvha ḁa 2

### Mishumo ya kiḁasi yoḁe

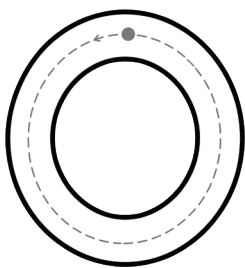
#### U vhala nga u sielisana – Bugu Khulu

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



#### U vhumba ḁedere

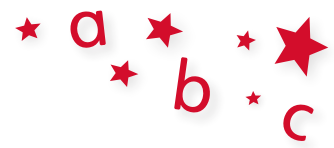
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina ḁa muḁwe ḁine ḁa thoma nga /o/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /o/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Sa tsumbo: vhagudi vha nga edza u nga vho mangala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



### Mishumo ya tshigwada tshiḁuku

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





### You will need:

- Big book: A beautiful day
- Water containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

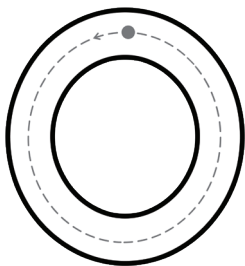
#### Shared reading – Big book

- 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 /o/ or if they can think of any other words that start with the sound /o/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be shocked and make an o shape with their hand and put it in front of a rounded mouth while saying “o”.
- 3 Show learners how to write the letter o. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go around.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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



### Zwine vha do toda:

- Bogisi la maledere li re na zwithu kana zwifanyiso zwine zwa thoma nga o: oili, oveni, modoro, gokoko, kholomo, forogo, bogoro, swobo, toambo, rokho

### Stella u ri:



Ndi muhumbulo wavhudi u vha na zwifanyiso musu vha tshi ita uyu mushumo u itela u thusa vhagudi u humbula zwiteŋwa na u vha fha miŋwe ya mihumbulo ya zwine vha nga amba.

## Vhege ya 2 Duvha la 3

### Mishumo ya kilasi yothe

#### U guda u thetshesela

- 1 Kha vha dzudze vhagudi dzitafulani na u dzikisa muŋwe na muŋwe u itela uri kilasini hu fhumuliwe.
- 2 Kha vha thome mushumo wa u thetshesela wa namusi nga u amba: "Kha ri bonye maŋo ashu ri fhumule lwa minethe i si gathi musu ri tshi khou thetshesela nga vhuronwane mibvumo u mona na riŋe." Zwino kha vha vhudze vhagudi uri vha bonyolole maŋo avho vha ambe nga mibvumo ye vha i pfa. Kha vha ambe nga uri ndi ifhio i re tsini navho (i pfalesaho) na uri ndi ifhio i re kule (i sa pfalesi). Kha vha vhudze vhagudi uri vha khou ya u ita mushumo hune vha fanela u thetshesela nga vhuronwane zwine vhone vha amba.
- 3 Kha vha vhudze vhagudi uri: "Kha nganea ine ya amba nga pikiniki, Mme vho paka mufaro wa pikiniki wa dala nga zwiŋwa. Ri khou ya u tamba mutambo ra humbula nga zwithu zwine ra tea u zwi dzhenisa mufaroni wa pikiniki. Thetshesalani, ndi do thoma nga u amba uri: 'Ro ya kha pikiniki nahone ro paka maapula mufaroni washu.' Zwino, ri khou ya u ita tshitedzedzi nahone muthu muŋwe na muŋwe u do wana tshikhala tsha u amba zwe a paka zwone nga ngomu mufaroni wa pikiniki."
- 4 Musu mugudi muŋwe na muŋwe o no wana tshikhala tshawe, vha nga isa phanḁa na mutambo, fhedzi tshifhinga hetshi vhagudi vha fanela u lingedza u humbula zwithu zwo no pakiwaho mufaroni vha sa athu u engedza tshiŋwe tshiteŋwa. Kha vha ise phanḁa nga u rali kha zwiŋwe zwiteŋwa zwiŋanu zwi re ngomu mufaroni.

**Tsvihudzo:** Arali vhagudi vha tshi khou kundelwa u humbula zwithu, miŋwe mihumbulo kheyi, dzisamanzhisi, swiri, miomva, dzhusi ya mutshelo, maḁi, maḁamaḁisi, tshizi, mafhi, mabisikiti.

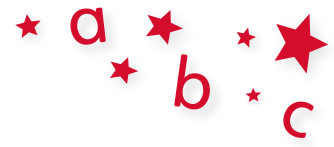
#### Mabogisi a maledere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maledere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa damuni. U bva afho vha nee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kilasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: "No no vhona tshiŋwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfalisa hani?"
- 3 Kha vha ambe madzina a zwithu musu vha tshi khou ombedzela mubvumo wo sedzwaho, sa tsumbo: oili, oveni, modoro.
- 4 Kha vha humbele vhagudi u amba dzina la tshithu tshiŋwe na tshiŋwe vha ombedzele mubvumo wo sedzwaho musu vha tshi amba maipfi. Kha vha shumise tshivhoni uri vha kone u vhona uri milomo yavho i tshimbilisa hani musu vha tshi ita mubvumo.
- 5 Nga murahu ha musu vho no guda mubvumo muswa, kha vha vha sumbedze ledere kha bogisi la maledere vha ri: "Iyi ndi yone ndila ine ra nwala ngayo ledere la o." Kha vha tendele vhaŋwe vhagudi vha tshi oledzela kha ledere nga minwe yavho.

### Mishumo ya tshigwada tshiŋuku

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





### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **o**: oili, oveni, mođoro, gokoko, kholomo, forogo, bođoro, swobo, toambo, rokho

### Stella says:



It is a good idea to have pictures when you do this activity to help learners remember the items and give them some ideas of what to say.

## Week 2 Day 3

### Whole class activities

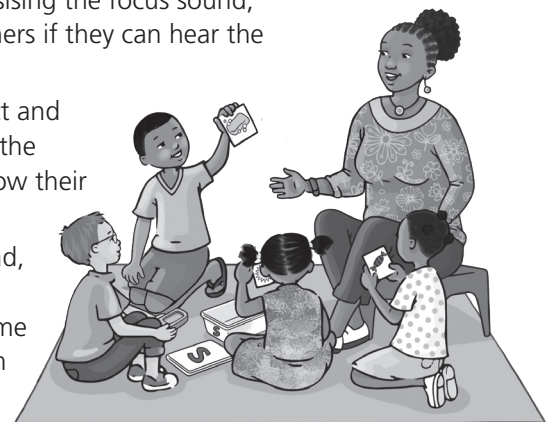
#### Learning to listen

- 1 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near or close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say. Say to learners: "In the story about going on a picnic, Mommy packed a picnic basket full of food. We're going to play a game and think of things to put in a picnic basket. Listen, I'll start by saying: 'We went on a picnic and packed apples in our basket.' Now, we're going to go around the circle and each person will get a chance to say what they packed in the picnic basket."
- 2 Once each learner has had a turn, you can continue the game, but this time learners should try to remember what has already been packed in the basket before adding another item. Continue like this for five more items in the basket.

**Tip:** If learners struggle to think of things, here are some ideas: sandwiches, an orange, bananas, fruit juice, water, tomatoes, cheese, milk, biscuits.

#### 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, for example: **o**ili, **o**veni, **mo**đoro. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **o**." Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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



### Zwine vha do toḡa:

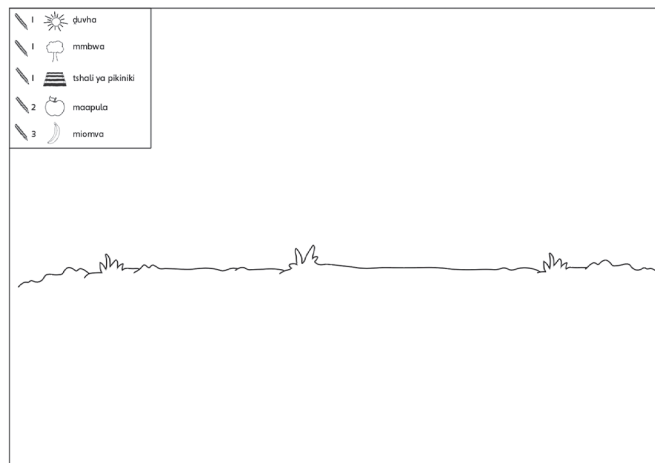
- Siatari la u vhala na u ita la mugudi muḡwe na muḡwe
- Zwipopai zwi bvaho kha nganea kana zwithu kana zwifanyiso zwa zwiḡwe zwithu zwi bvaho kha nganea

## Vhege ya 2 Duvha la 4

### Mishumo ya kilasi yoḡe

#### U vhala na u ita

- 1 Kha vha vhudze vhagudi uri vha lavhelese mutevhe kha kha siatari la mushumo vha ambe nga zwine vha vhona (dzinomboro, zwifanyiso na maipfi).
- 2 Kha vha vhudze vhagudi uri vha khou ya u ita mushumo u takadzaho une wa pfi "u vhala na u ita". Vha fanela u vhala mutaladzi muḡwe na muḡwe vha ita zwine wa amba zwone vha tshi khou shumisa tshikhala tshi si naho tshithu kha siatari.
- 3 Kha vha vhale mutaladzi wa u thoma vhoḡe. Kha vha vhudzise arali muḡwe wa vhagudi a tshi kona u "vhala"zwine zwa do itwa kha mutevhe; vha fanela u ola muri muthihi.
- 4 Kha vha ise phanḡa nga ḡdila yeneyi kha ndaela iḡwe na iḡwe.
- 5 Zwino kha vha dovhe vha vhale ndaela iḡwe na iḡwe hafhu vha vhudze vhagudi uri: "Olani duvha lithihi. Musi No no fhedza, li swayeni kha mutevhe."
- 6 Vhagudi vha fanela u isa phanḡa na u ola na u swaya ndaela iḡwe na iḡwe u swikela magumoni a mutevhe.



#### U thetshesela mibvumo yo sedzwaho

- 1 Kha vha ḡalutshedze vhagudi uri vha khou ya u tamba "ndi a tolela..." nga zwipopai na dzisifhereswenda zwi bvaho kha nganea ya Duvha la vhuḡi. kha vha vha tendele vha lavhelese zwipopai, zwithu na zwifanyiso zwo ḡaniwaho.
- 2 Kha vha nange tshithu tshi bvaho kha nganea vha sa khou vhudza vhagudi zwine vha khou humbula zwone. U bva afho, zwi tshi pfalesaho, kha vha ḡee vhagudi mubvumo wa u thoma wa ipfi sa lusevheḡi. Sa tsumbo: Arali vha tshi khou humbula "muomva", "kha vha ri: "Ndi a tolela nga kuḡo kwanga tshithu tshine tsha thoma nga **lb!**"
- 3 Vhana vha fanela u lavhelesa zwithu zwo ḡaniwaho zwine zwa thoma nga mubvumo wonowo. Arali vha nga humbulela "muomva" nga ḡdila yone, ndi tshifhinga tshavho tsha uri vha lavhelese tshiḡwe tshithu vha ri: "Ndi a tolela..."

### Mishumo ya tshigwada tshiḡuku

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







#### You will need:

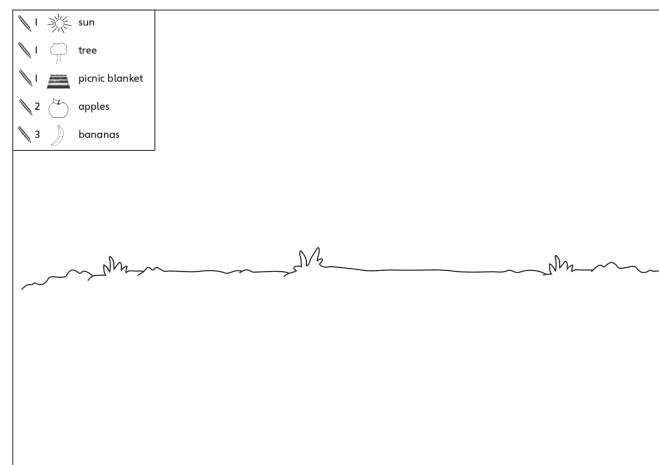
- A photocopy of the **Read and do activity page** for each learner
- Puppets from the story or objects or pictures of some of the things from the story

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Tell learners they are now going to do a fun activity called “read and do”. They must read each line and do what it says using the blank space on the page.
- 3 Read the first line together. Ask if any learners can “read” what to do next on the list; they must draw one tree.
- 4 Continue in this way with each of the instructions.
- 5 Now read each of the instructions again and say to learners: “Draw one sun. When you are finished, then tick that on your list.”
- 6 Learners must continue drawing and ticking each instruction until the end of the list.



### Listening for focus sounds

- 1 Explain to learners that you are going to play “I spy ...” with puppets and props from the story “A beautiful day”. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of the word “muomva”, say: “I spy with my little eye something that starts with /b/”.
- 3 Learners must look at the display for things that start with that sound. If they guess “muomva” correctly, it is their turn to look for something and say: “I spy ...”.

### Small group activities

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





### Zwine vha do toda:

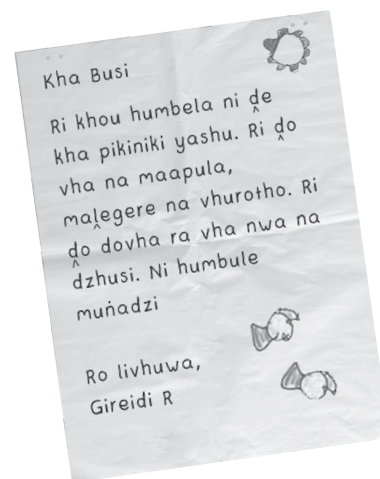
- Bammbiri la filipitshati
- Maipfi a madungo manzhi a elanaho na nganea: u naka, miomva, matamatisi, samanzhisi, mulambo, maluvha, ndi zwone/ a vha sale, phikiniki

## Vhege ya 2 Duvha la 5

### Mishumo ya kilasi yothe

#### U ita, u ola na u nwala

- 1 Kha vha vhudze vhagudi uri: “Kha ri pulane pikiniki ya kilasi ri rambe inwe kilasi kana thoho ya tshikolo kana muñwe murafo wa vhashumi a de a vha na riñe. Ni nga kona u nthusu u ita thambo ya u vha vhudza nga ha pikiniki naa?”
- 2 Kha vha shumise tshipida tsha bammbiri la filipitshati u nwala fhasi mihumbulo ya vhagudi musi vha tshi khou rera nga thambo. Kha vha thome nga u talutshedza uri musi ri tshi ramba vhathu, ri anzela u amba uri “Ha ...”. U bva afho ri nga amba zwithu zwi fanaho na: “*Ri humbela uri vha de kha pikiniki yashu.*”
- 3 Kha vha vhudzise vhagudi uri ndi zwifhio zwiñwe zwine zwa fanela u nwaliwa kha thambo, nahone vha vha tendele vha tshi vha vhona musi vha tshi nwala maipfi avho. Kha vha ambe nga ha uri vha do vha na pikiniki lini, i do vha nga tshifhinga de na uri hu diwa na mini.
- 4 Kha vha rumele thambo kha muthu nahone vha vha tutuwedze uri vha fhindle. Kha vha vhalele vhagudi phindulo.
- 5 Kha vha pulane pikiniki vhe na vhagudi, nahone nga duvha la hone, kha vha vha tendele uri vha dzhie zwiswitulo zwavho zwo pakiwa vha ye nazwo “fhethu ha pikiniki” vha ite pikiniki.



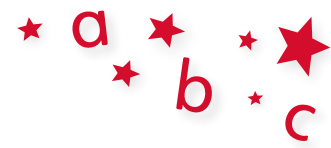
#### U tanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe linwe la maipfi li bva kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri li thukhukanyiwa hani uri li vhe madungo, sa tsumbo: **pi | ki | ni | ki**.
- 2 Kha vha nange mugudi a ime a fhufhe kha linwe na linwe la madungo: **pi** (mufhufho muthihi) **ki** (mufhufho muthihi) **ni** (mufhufho muthihi) **ki** (mufhufho muthihi). Kha vha humbele mugudi uri a fhufhe hafhu, nga tshifhinga hetshi vhagudi vha tea u vhandu mufhufho muñwe na muñwe.
- 3 Kha vha tendele vhagudi uri vha sielisana u thetshelesa ipfi li re kha mutevhe na u fhufha musi vha tshi li thukhukanya la vha madungo.

### Mishumo ya tshigwada tshituku

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





#### You will need:

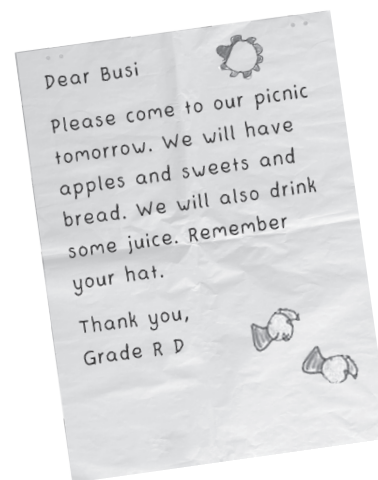
- Flipchart paper
- A list of multisyllabic words relating to the story: u naka, miomva, maṭamaṭisi, samanzhisi, mulambo, maluvha, ndi zwone/ a vha sale, phikiniki

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Say to learners: "Let us plan a class picnic and invite the other class or the school principal or another member of staff to join us. Can you help me make an invitation to tell them about the picnic?"
- 2 Use a piece of flipchart paper to write down learners' ideas as you discuss the invitation. Begin by explaining that when we invite people, we usually say "Dear ...". Then we can say something like: "Please come to our picnic."
- 3 Ask learners what else to write in the invitation, and let them see you writing their words. Talk about when you will have the picnic, what time it will be and what to bring.
- 4 Deliver the invitation to the person and encourage them to reply to say that they will join you for the picnic. Read the reply to learners.
- 5 Plan the picnic with learners, and on the day, let them take their packed lunches to a "picnic spot" and have a picnic.



### 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: **pi | ki | ni | ki**.
- 2 Choose a learner to stand up and jump for each of the syllables: **pi** (one jump) **ki** (one jump) **ni** (one jump) **ki** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.





### Small group activities

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









## Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha ḁo ṭoda	Mishumo
<ul style="list-style-type: none"> <li>Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṛwe na muṛwe</li> <li>Khiraṽoni dza pfuraṽotshi khulwane</li> </ul>  <p><i>Kha vha humbule u vhudzis a vhagudi arali vha tshi ḁivha u bula maipfi a nḁivho ya maipfi nga nyambo dzavho arali vha tshi amba luambo lwo fhambanaho hayani.</i></p>	<p><b>Mushumo wa 1: U ola na nḁivho i rangelaho u ṛwala ha vhana</b></p> <ol style="list-style-type: none"> <li>Vhagudi vha fanela u ola mutevhe wa zwiḽiwa zwine vha ḁo takalela u ṭuwa nazwo kha pikiniki.</li> <li>Kha vha bule vhpufiwa kana vha humbele mugudi muṛwe na muṛwe uri a vha vhudze nga nyolo yawe.</li> <li>Kha vha vhudzise vhagudi arali vha tshi ḁo takalela u ṛwala dzileibele dza zwiḽiwa zwe vha zwi ola kana arali vha tshi ḁo takalela uri vhona vha vha ṛwalele dzone.</li> <li>Kha vha ṛwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi. Kha vha humbule u ṛwala nga vhudzele na nga nḁila i vhone.</li> <li>Musi vho no fhedza u ṛwala, kha vha ṭuṭuwedze vhagudi uri vha vhone fhungo na vhone.</li> <li>Kha vha sumbe ipfi ḽiṛwe na ḽiṛwe musi vha tshi ḽi vhalo na u dzhiela nṭha u ḁidina havho.</li> </ol>
<ul style="list-style-type: none"> <li>Sethe ya garaṭa ya zwifanyiso zwa muvhala i re na zwiambaro zwa tshilimo na zwa vhuria</li> <li>Midzio ya puḽasiṭiki mivhili – thabu dza madzharini kana dza yogathi (mudzio muthihi u na leibele i re na ipfi ḽa <b>Tshilimo</b> na tshifanyiso tsha tshiambaro tsha tshilimo tsho fashiswaho nga phanḁa; muṛwe mudzio u na leibele i re na ipfi ḽa <b>Vhuria</b> na tshifanyiso tsha tshiambaro tsha vhuria tsho fashiswaho nga phanḁa.)</li> </ul> 	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <p>Kha vha vhee garaṭa dzi re na zwifanyiso zwiambaro zwa vhuria na zwa tshilimo zwo sedza fhasi kha ṭafula.</p> <p><b>Mutambo wa u vhekanya</b></p> <ol style="list-style-type: none"> <li>Mugudi muṛwe na muṛwe u na tshikhala tsha u doba garaṭa, u lavhelesa tshifanyiso na u tshi vhea nga ngomu ha mudzio wone.</li> </ol> <p><b>Mutambo wa nyelelwo</b></p> <ol style="list-style-type: none"> <li>Mugudi muṛwe na muṛwe u na tshikhala tsha u rembulusa garaṭa mbili. Arali zwifanyiso kha garaṭa vhuvhili hadzo zwi tshi elana (zwiambaro zwa tshilimo vhuvhili hazwo kana zwiambaro zwa vhuria vhuvhili hazwo), vha dzhia dzigaraṭa.</li> <li>Arali zwi sa elani (tshithihi tsha tshilimo na tshithihi tsha vhuria), garaṭa dzi a humiselwa murahu dzo sedza fhasi ṭafulani mugudi a tevhelaho a wana tshikhala.</li> </ol> 
<ul style="list-style-type: none"> <li>Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo</li> </ul> 	<p><b>Mushumo wa 3: U vhalo nga iwe muṅe</b></p> <ol style="list-style-type: none"> <li>Kha vha range phanḁa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu.</li> <li>Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhalo.</li> <li>Kha vha sumbedze kuvulele kwa bugu na u fhenda masiaṭari khayi. Kha vha sumbedze vhagudi zwiṛwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṛwe na muṛwe a nange tshithu tshine a ḁifhelwa ngatsho a tshi tshi vhalo.</li> <li>Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhalo ha vhagudi.</li> </ol>



## Small group activities for Week 2

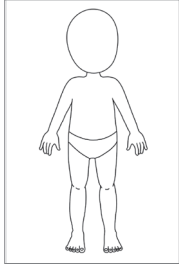
You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Learners must draw a list of foods they would like to take on a picnic.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write labels for the food they have drawn or if they would like you to write for them.</li> <li>Write exactly what learners tell you, word for word. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the words with you.</li> <li>Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>A set of colour picture cards with summer and winter items of clothing</li> <li>Two plastic containers – margarine or yoghurt tubs (One container has a label with the word <b>Summer</b> and a picture of a summer item of clothing stuck on the front; the other container has a label with the word <b>Winter</b> and a winter item of clothing stuck on the front.)</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p><b>Sorting game</b></p> <ol style="list-style-type: none"> <li>Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container.</li> </ol> <p><b>Memory game</b></p> <ol style="list-style-type: none"> <li>Each learner has a chance to turn over two cards. If the pictures on both cards match (both clothes for summer or both clothes for winter), they keep the cards.</li> <li>If they don't match (one summer and one winter), cards are then placed face down back on the table and the next learner has a turn.</li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>





### Zwine vha do toda

- Khophi ya **Siatari la mushumo wa u ambara** ya mugudi muñwe na muñwe
- Zwipiḡa zwo fhambanaho zwa malabi kana zwipiḡa zwa mabambiri a mivhala yo fhambanaho, zwipiḡa zwa thambo.
- Tshigero
- Guḷuu



### Mishumo

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

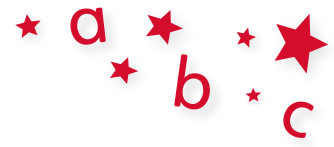
- 1 Kha vha ḡee mugudi muñwe na muñwe bola ya vumba kana ya suko ḷa u tamba na themphuleithi ya maḷeḡere.
- 2 Vhagudi vha fanela u vhumba mifaro na mitshelo muḡuku nga vumba kana suko ḷa u tamba. Kha vha sumbedze vhagudi uri vha vhumbulusisa hani zwipiḡa zwa suko ḷa u tamba zwa vha luḡali vha zwi vhea zwa farana zwa vhumba mufaro, kanavha vhumbuluse bola khulwane vha i ite dindi.
- 3 Vhagudi vha nga vhumbulusa suko ḷa u tamba uri ḷi vhumbe tshivhumbeo tshi fanaho na muomva, kana vha vhumba bola i imelaho maapula kana maswiri.

- Dzisifhereswenda: mufaro, zwilḷiwa zwa kholekhole, bigiri na phuleithi zwa puḷasiḡiki, tshali, ngilasi dza ḡuvhani, miḡadzi, tshisambureni, tshidolo tsha u thivhela u swa nga ḡuvha

#### **Mushumo wa 5: U ḡiita u nga u khou tamba**

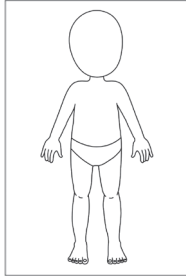
- 1 Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u ḡiita u nga vha khou tamba vha vha ḡuḡuwedze u isa phanḡa u bva kha Vhege ya 1 musi vho ḡiita u nga vha khou ita tshimima na u ḡea dzimpho. Kha vha dalele khone u lavhelesa na u ḡuḡuwedza u ḡiita u nga hu khou tamba vha nga vhagudi.





### You will need

- A photocopy of the **Getting dressed activity page** for each learner
- Pieces of different kinds of fabric or pieces of different coloured paper, pieces of string
- Scissors
- Glue



### Activities

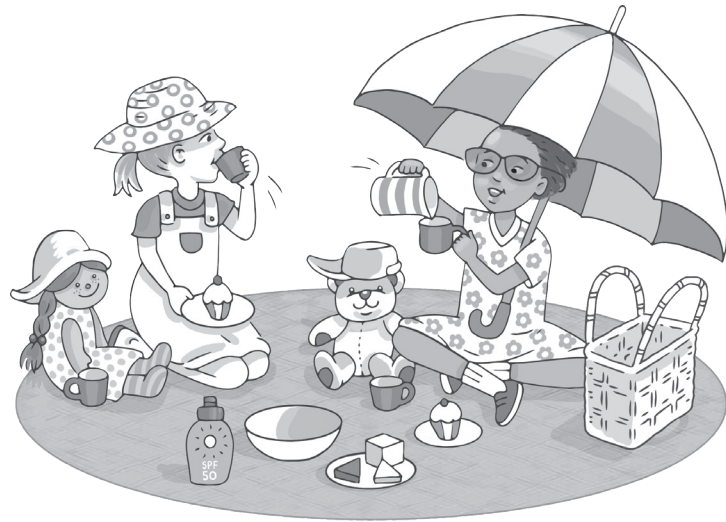
#### Activity 4: Fine motor skills and handwriting

- 1 Give each learner an activity sheet with an outline of a child's body and talk about the different parts of the body.
- 2 Explain to learners that they will be dressing themselves. They must cut out small pieces of fabric (or coloured paper) and then stick them onto the page to make winter or summer clothes.
- 3 They can draw eyes, ears, nose and a mouth, and stick on string for hair.

- Props: basket, pretend food, plastic mugs and plates, a blanket, sunglasses, hats, an umbrella, suntan lotion

#### Activity 5: Pretend play

- 1 Remind learners about the props in the pretend play corner and encourage them to continue their pretend play from Week 1 when they pretended to go on a picnic. Visit the corner to observe and encourage the learners' pretend play.



# ★ Mudedekadzi Vho Akinyi

## Nganea

Dzina Janga ndi pfi Mandisa uyu ndi khonani yanga, Thabo. Avha ndi mudedekadzi washu. Dzina Javho vha pfi Vho Akinyi nahone vha ri funesa nga maanda. Hu na zwithu zwinzhi zwo fhambanaho zwine Vho Akinyi vha ri funza zwone.

Nga Musumbuluwo ri guda madzina a mivhala na zwivhumbeo zwo fhambanaho: "Gebisi iyi ndi ya tãã, butsu ndi ja lutombo, tshitendeledi ndi tshidala na swiri ja tshitopana." Sedzani u mona na lufhera u itela u wana vhunzhi ha mivhala na zwivhumbeo izwi.

Nga Javhuvhili, mudedekadzi Vho Akinyi vha ri: "Namusi ndi do ni toolela zwiitori zwa vhatu vho khetheaho na vha ndeme." Ro da na zwifanyiso kilasini u itela uri ri kone u amba nga ha vhatu vho khetheaho na vha ndeme matshiloni ashu. Thabo o da na tshifanyiso tsha Vho Mandela na nne ndo da na tshifanyiso tsha khotsi anga vha tshi khou mmbalela tshitori tshavhuqi.

Nga Javhuraru ri guda nga ha tshaka dza zwiendedzi zwine vhatu vha zwi shumisa u enda vha tshi ya kule. Ri guda nga ha uri vhatu vha enda hani mushumoni kana tshikoloni. Ndi namela thekhisi u ya tshikoloni. Thabo u ri: "Ndi namela bisi musi ndi tshi ya ha makhulutshisadzi nga holodei."

Nga Javhuãa, Mudedekadzi Vho Akinyi vha ri: "Rothe kha ri ye nãã u itela uri ri kone u guda nga ha vhulimisi na uri mavhele a gobelwa hani." Ri a lima, ra shela mpfudzet ra tavha mbeu ya livhele. Ndi hwala bakete ja maqi u sheledza livhele.

Nga Javhuãanu ri talutshedza kilasi zwiitori zwashu. Thabo u talutshedza tshitori tshawe: "Ndo vha ndi na apuãã tshikwamani tshanga mbudzi yo lingedza u li tswa!" Kilasi yothe ya fa nga zwiseo: "Hahahahaha-heeheehee!"

Mudedekadzi Vho Akinyi ndi mudedekadzi wa khwinesa kha lifhasi lothe. Ndi vha funesa nga maanda. Musi ndi tshi aluwa, ndi toãã vha mudedekadzi u tou fana navho.

**Aya ndi one magumo a nganea.**





# ★ Teacher Akinyi

## Story

My name is Mandisa and this is my friend, Thabo. This is our teacher. Her name is Teacher Akinyi and she loves us very much. There are many different things that Teacher Akinyi teaches us.

On Monday we learn the names of different colours and shapes: "This cap is yellow, the boot is brown, the circle is purple and the orange is orange." We look around the room for more of these colours and shapes.

On Tuesday, Teacher Akinyi says: "Today I am going to tell you stories of special and important people." We have brought pictures to class so we can talk about special and important people in our lives. Thabo brought a picture of Mr Mandela and I brought the photo of my dad reading a nice story to me.

On Wednesday we learn about the kinds of transport that people use to travel to far away places. We learn about how people get to work or school. I take a bus to school. Thabo says: "I take a taxi when I go to my grandmother for a holiday."



On Thursday, Teacher Akinyi says: "Let us all go outside so that we can learn about farming and how to plant mealies." We dig a small hole, add some compost and plant a mealie seed. I carry a bucket of water to water the mealie plant.

On Friday we tell the class our own stories. Thabo tells his story: "I had an orange in my pocket and the goat tried to steal it!" The whole class bursts out laughing: "Hahahahaha-heeheehee!"

Teacher Akinyi is the best teacher in the whole world. I love her very much. When I grow up, I want to be a teacher just like her.

***And that is the end of the story.***





## Luimbo

Vhonani mavhele ashu.  
Mavhele ashu.  
Mavhele ashu.

Ro a gobela.  
Ra a gobela.  
Ra a gobela.

Nga u bwa dindi.  
Ra shela pfudzethukhwi.  
Ra țavha mbeu,  
ya ðivhele.  
Ra sheledze.



(Imbani nga tshuni ya "Vhonani nnđu yashu, nnđu yashu")

## Nđivho ya maipfi u bva kha nganea

Maipfi a ndeme:	mudededzi	khonani	u khethea	ndeme	zwiendedzi	u aluwa
Maipfi o engedzwaho:	swiri	țađa	phephuļu	buraweni	vhulimi	nnđa
	bakete	seisaho	u sea	tshikwama	mbudzi	khwinesa





★ a ★  
★ b ★  
★ c ★

## Song

Seven days a week, seven days a week  
Let's count them all, let's count them all  
Monday, Tuesday, Wednesday  
Thursday, Friday, Saturday  
Sunday is a special day  
Seven days a week.

*(Sing to the tune of "Three Blind Mice" or use your own tune.)*



## Vocabulary from the story

<b>Key-words:</b>	<b>teacher</b>	<b>friend</b>	<b>special</b>	<b>important</b>	<b>transport</b>	<b>grow up</b>
Extra words:	orange	yellow	purple	brown	farming	outside
	bucket	funny	laugh	pocket	goat	best





### Zwine vha do toḡa:

- Nganea ya Mudedekadzi Vho Akinyi
- Zwipopai: Mandisa, Thabo, phosiḡara ya Khotsi vha tshi khou vhalela Mandisa, phosiḡara ya Vho Nelson Mandela, thekhisi, bisi, jivhele, bakete
- Dzisifhereswenda: Zwithu kana zwifanyiso zwa gebisi ya ḡaḡa, butsu ḡa buraweni, tshitendeledzi tsha phephuḡu na swiri, bakete, tshimela tshiḡuku tshi re kha mudzio, tshitambiswa tsha bisi na fulaimatshini
- Zwithu kana garaḡa dza zwifanyiso zwa maḡwe maipfi a bvaho kha mutevhe wa ndivho ya maipfi

## Vhege ya 1 Duvha ḡa 1

### Mishumo ya kiḡasi yoḡhe

Kha vha ambe tshidade *Maḡo mavhili a u vhona* uri vhana vha ḡe metheni u itela nganea.

#### Maḡo mavhili a u vhona

Mulomo muthihi wa u amba na u imba,  
Maḡo mavhili a u vhona,  
Nḡevhe mbili dza u thetshelesa,  
Milenzhe mivhili ya u tshimbila na u gidima,  
Izwi ndi zwanda zwanga  
Nḡeeni zwanu – ndi tshifhinga tsha nganea  
kha muḡwe na muḡwe!

### U ḡalutshedza nganea na u fhaḡa ndivho ya maipfi

#### 1 Vha sa athu vha ḡalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ḡohoho ya nganea na u ḡivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ḡumane nganea na vhutshilo ha vhagudi nga u vhudzisa uri: “*Namusu ndi duvha ḡifhio? Matshele hu ḡo vha hu duvha ḡifhio? Ndi maḡuvha afhio ane ra ḡa one tshikoloni? Ni ḡa nga mini tshikoloni?*”
- 1.3 Kha vha ri: “*Ri sa athu u thoma, ndi khou ḡoḡou ni vhudza ḡalutshedzo dza maḡwe maipfi ane ra ḡo a wana nganeani.*” Hu sa athu u thoma ngudo vha nga vhudzisa vhashumisani kana vhabebi uri maḡwe a maipfi a ambiswa hani nga luambo lune vhagudi vha amba lwone hayani. Izwi zwi ḡo thusa vhagudi uri vha pfesese maipfi a ngelekanyo a fanaho na “khetheaho”.

#### 2 Musi vha tshi ḡalutshedza nganea

- 2.1 Kha vha ḡalutshedze nganea nga ndila i nyanyulaho na u shumisa maipfi o fhambanaho.
- 2.2 Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.3 Kha vha humbele vhagudi uri vha bule zwi ḡaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi ḡoḡaho phindulo i fhiraho nthihi, dzi fanaho na: “*Ni humbula uri Thabo u swikisa hani tshikoloni? Mbeu i ḡoḡa zwifhio uri i aluwe zwavhuḡi? Ni humbula uri ndi ngani tshikwama tsha Thabo tsho kheruwa?*”

#### 3 Nga murahu ha musu vho no ḡalutshedza nganea

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

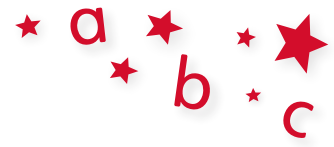
### U ḡivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: “*amba, Akinyi, apuḡa, anga, ashu, aluwa. Ni a kona u pfa mubvumo wo sedzwaho: amba, Akinyi, apuḡa, anga na? Ee, ni khou amba zwone! Yoḡhe i na mubvumo wa /a/.*”
- 2 “*Thetshelesani nga vhuronwane, aya ndi maḡwe a maipfi manzhi a thomaho nga /a/: adza, awara, apuḡa, aisi, aini, apuḡakoswo.*” (Kha vha ombedzele mubvumo wa mathomoni musu vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /a/ nga ndila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /a/: “*a-a-a*”. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḡe.

### Mishumo ya tshigwada tshiḡuku

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





### You will need:

- Story: Teacher Akinyi
- Puppets: Teacher Akinyi, Mandisa, Thabo, poster of Dad reading to Mandisa, poster of Nelson Mandela, taxi, bus, mealie plant, bucket
- Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange, bucket, little plant in a container, toy taxi and aeroplane
- Objects or picture cards for some of the words from the vocabulary list

## Week 1 Day 1

### Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

#### Two eyes to see

One mouth to talk and sing,  
Two eyes to see,  
Two ears to hear,  
Two legs to walk and run;  
Here are my hands  
Give yours to me – time for  
stories everyone!

### 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: *"What day is today? What day will it be tomorrow? Which days do we come to school? How do you get to school?"*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Before the lesson you could ask colleagues or parents how you say some of the words in the language learners speak at home. This will help learners to understand abstract words like "special".

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners what day comes after each day in the week as you tell the story. Ask them to predict what happens next in the story and involve them through open-ended questions, such as: *"How do you think Thabo gets to school? What does a seed need so it can grow well? Why do you think Thabo's pocket is torn?"*

#### 3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"*

### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"amba, Akinyi, apuḽa, anga, ashu, aluwa. Can you hear the focus sound: amba, Akinyi, apuḽa, anga na? Yes, you are right! They all have the sound /a/."*
- 2 *"Listen carefully, here are some more words with /a/: adza, awara, apuḽa, aisi, aini, apuḽakoswo."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /a/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /a/: *"a-a-a"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





### Zwine vha do toḁa:

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



## Vhege ya 1 Duvha la 2

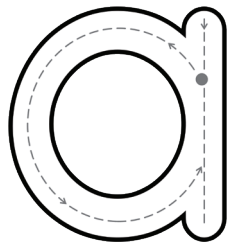
### Mishumo ya kilasi yoḁe

#### U ḁalutshedza nganea na u imba

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

#### U vhumba leḁere

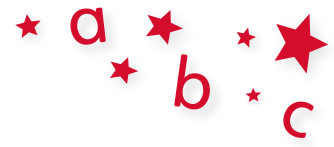
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe line la thoma nga /a/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /a/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga puta feisi nga zwanḁa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



### Mishumo ya tshigwada tshiḁuku

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





#### You will need:

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



## Week 1 Day 2

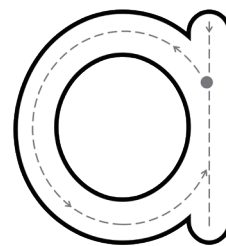
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



### Small group activities

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





#### Zwine vha do toḡa:

- Zwipopai zwa nganea
- Dzisifhereswenda: Zwithu kana zwifanyiso zwa gebisi ya ṡaḡa, butsu ḡa buraweni, tshitendeledi tsha phephuḡu na swiri, bakete, tshimela tshiṡuku tshi re kha mudzio, tshitambiswa tsha bisi na fulaimatshini
- Bogisi ḡa maḡere ḡi re na zwithu kana zwifanyiso zwine zwa thoma nga **a**: apuḡa, aisi, aini, haraka, kaṡara, tshikwakwalala, takala, thanga

## Vhege ya 1 ḡuvha ḡa 3

### Mishumo ya kiḡasi yoṡhe

#### U ṡalutshedza nganea na ḡitambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha ḡi kona u humbula ṡhalutshedzo dza maipfi a bvaho kha mutevhe wa nḡivho ya maipfi. Sa tsumbo: *"Kha ri ambe mivhala yoṡhe ine ra i ḡivha. Swiri ḡi na muvhala ufho? Ndi nnyi ane a nga kona u humbula uri butsu ḡo vha ḡi na muvhala ufho?"*
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganea.
- 4 Kha vha ambe nga muanewa muṡwe na muṡwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha ḡitambwa vha vha sumbedze dzisifhereswenda dzine dza ḡo shumiswa u ṡalutshedza nganea.
- 5 Kha vha ṡalutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha muṡalutshedzi wa nganea ane a dovha a ḡivhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwoṡhe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u ṡalutshedza nganea na u ṡuṡuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kiḡasi yoṡhe i tshi khou ṡalela ḡitambwa.
- 7 Arali hu na tshifhinga, vha nga ḡi toḡou dovholola ḡitambwa vha na vhagudi vho fhambanaho.

#### Mabogisi a maḡere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi ḡa maḡere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kiḡasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa ḡamuni. U bva afho vha ṡee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kiḡasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: *"No no vhona tshiṡwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfalisa hani?"*
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho, sa tsumbo: **apuḡa, aisi, haraka.**
- 4 Kha vha humbele vhagudi u amba dzina ḡa tshithu tshiṡwe na tshiṡwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi. Kha vha shumise tshivhoni uri vha kone u vhona uri milomo yavho i tshimbilisa hani musi vha tshi ita mubvumo.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ḡere kha bogisi ḡa maḡere vha ri: *"Iyi ndi yone nḡila ine ra ṡwala ngayo ḡere ḡa a."* Kha vha tendele vhaṡwe vhagudi vha tshi oledzela kha ḡere nga minwe yavho.

### Mishumo ya tshigwada tshiṡuku

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







#### You will need:

- Puppets for the story
- Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange, bucket, little plant in a container, toy taxi and aeroplane
- A letter box containing objects or pictures of objects that have the focus sound **a**: apuḷa, aisi, aini, haraka, kaṭara, tshikwakwalala, takala, thanga

## Week 1 Day 3

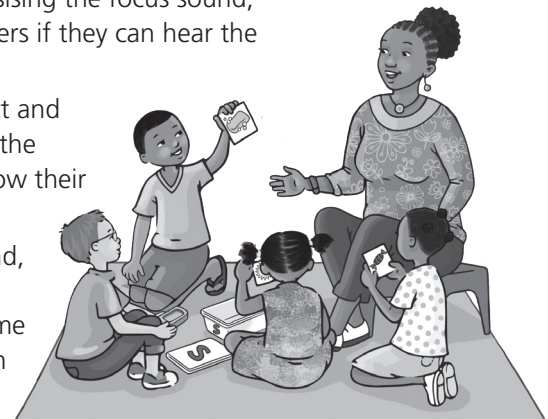
### Whole class activities

#### 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: *“Let’s name all the colours that we know. What colour is an orange? Who can remember what colour the boot was?”*
- 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, for example: **apuḷa**, **aisi**, **haraka**. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *“This letter is how we write **a**.”* Let some learners trace over the letter on the lid with their fingers.



#### Small group activities

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



### Zwine vha do toḁa:

- Thevhekano khulu ya zwifanyiso
- Zwipopai zwi bvaho kha nganea kana zwithu kana zwifanyiso zwa zwiḁwe zwithu zwi bvaho kha nganea

### Stella u ri:



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

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



## Vhege ya 1 Duvha la 4

### Mishumo ya kḁasi yoḁe

#### U vhekanya zwifanyiso

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



#### U thetshesana mibvumo yo sedzwaho

- 1 Kha vha ḁlutshedze vhagudi uri vha khou ya u tamba "ndi a ḁolela..." nga zwipopai na dzisifhereswenda zwi bvaho kha nganea ya Duvha la vhuḁi. Kha vha vha tendele vha lavhelese zwipopai, zwithu na zwifanyiso zwo ḁaniwaho.
- 2 Kha vha nange tshithu tshi bvaho kha nganea vha sa khou vhudza vhagudi zwine vha khou humbula zwone. U bva afho, zwi tshi pfalesaho, kha vha ḁee vhagudi mubvumo wa u thoma wa ipfi sa lusevheḁi. Sa tsumbo: Arali vha tshi khou humbula "Mandela", "kha vha ri: "Ndi a ḁolela nga kuḁo kwanga tshithu tshine tsha thoma nga Im!"
- 3 Vhana vha fanela u lavhelesa zwithu zwo ḁaniwaho zwine zwa thoma nga mubvumo wonowo. Arali vha nga humbulela "Mandela" nga ḁila yone, ndi tshifhinga tshavho tsha uri vha lavhelese tshinwe tshithu vha ri: "Ndi a ḁolela..."
- 4 Musu vho no tamba mutambo uyu nga zwipopai na dzisifhereswenda zwi bvaho kha nganea, kha vha vhudze vhagudi uri: "Zwino ri khou ya u tamba mutambo uyu hafhu, fhedzi lavhelesani u mona na kḁasi. Thetshesani nga vhuronwane: Ndi a ḁolela nga kuḁo kwanga tshithu tshi thomaho nga Iv! Ee, ndi vothi!" Kha vha ḁee vhagudi tshikhala tsha u lavhelesa kḁasirumuni vha ri: "Ndi a ḁolela ...".

### Mishumo ya tshigwada tshikuku

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





### You will need:

- Big sequence pictures
- Puppets from the story or objects or pictures of some of the things from the story

## 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 play "I spy ..." with puppets and props from the story of Teacher Akinyi. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of the picture of "Mr Mandela", say: "I spy with my little eye someone whose name starts with /m/."
- 3 Learners must look at the display for things that start with that sound. If they guess "Mr Mandela" correctly, it is their turn to look for something and say: "I spy ...".
- 4 Once you have played this game with puppets and props from the story, say to learners: "Now we are going to play this game again, but look all around the room. Listen carefully: I spy with my little eye something that starts with /v/. Yes, it's a vothi!" Give learners a chance to look for something in the classroom and say: "I spy ...".



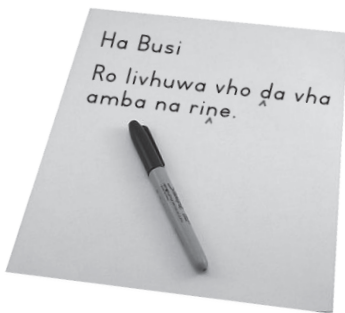
#### Small group activities

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



### Zwine vha do toḁa:

- Tshipiḁa tshihulwane tsha bammbiri ḁa filipitshati
- Maipfi a madungo manzhi a elanaho na nganea: makhulu, dziholodei, vhulimi, mudededzi, apuḁa, u seisa, bakete, u vhala, Akinyi, dzinganea



## Vhege ya 1 ḁuvha ḁa 5

### Mishumo ya kiḁasi yoḁe

#### U ita, u ola na u ḁwala

- 1 Kha vha rambe muḁwe muthu a ḁe a ambe zwiḁuku na vhugudi. (Vha nga ḁi humbela muḁwe muraḁo wa vhashumi kana ḁoho ya tshikolo, kana muḁwe muthu a bvaho kha tshitshavha.) Kha vha vha humbele uri vha ḁe vha ambe na vhagudi nga ha muḁwe muthu o khetheaho vhutshiloni havho.
- 2 Nga murahu ha nyambo, kha vha ḁwale luḁwalo lwa ndivhuwo vho ḁangana na vhagudi lu tshi ya kha muthu onoyo.
- 3 Kha vha vhudze vhagudi uri: *"Kha ri ḁwale garaḁa ya ndivhuwo ya u tou ri ri a livhuwa vho ri dalela vha ri vhudza nganea nga ha muthu o khetheaho. Ni nga kona u nthusa u ita garaḁa ya ndivhuwo ya u amba nga ha uri ro ḁiphiḁa hani nga u thetshelesa nganea naa?"*
- 4 Kha vha shumise tshipiḁa tsha garaḁa kana tsha bammbiri u ḁwala fhasi mihumbulo ya vhagudi musi vha tshi khou rera zwine zwa tea u dzhena kha garaḁa ya ndivhuwo. Kha vha thome nga u ḁlutshedze uri musi ri tshi livhuwa vhathu, ri anzela u amba uri *"Ha ..."* U bva afho ri nga kona u amba zwithu zwi fanaho na: *"Ro livhuwa vho ḁa vha amba na riḁe."*
- 5 Kha vha vhudzise vhagudi uri ndi zwifhio zwiḁwe zwine zwa fanela u ḁwaliwa kha thambo, nahone vha vha tendele vha tshi vha vhona musi vha tshi ḁwala maipfi avho. Kha vha vha vhudzise zve vha ḁiphiḁa ngazwo kha zwo ambiwaho vha ite na khumbudzo uri dzi vha thuse u ḁahisa mihumbulo yavho.
- 6 Kha vha vhale garaḁa yo fhelelaho vho ḁangana na vhagudi, vha tshi khou sumba ipfi ḁiḁwe na ḁiḁwe musi vha tshi vhalo. Kha vha humbele vhaḁwe vhagudi uri vha ole zwifanyiso zwa u khavhisa garaḁa vha tshi khou shumisa dzikhirayoni u bva afho vha vha dzudzanyele yone uri vha i rumele kha muthu onoyo.

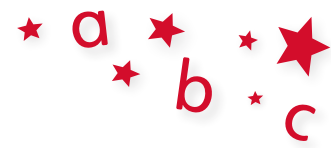
#### U ḁanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁiḁwe ḁa maipfi ḁi bva kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ḁhukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **mu | de | de | ka | dzi**.
- 2 Kha vha nange mugudi a ime a fhufhe kha ḁiḁwe na ḁiḁwe ḁa madungo: **mu** (mufhufho muthihi) **de** (mufhufho muthihi) **de** (mufhufho muthihi) **ka** (mufhufho muthihi) **dzi** (mufhufho muthihi). Kha vha humbele mugudi uri a fhufhe hafhu, nga tshifhinga hetshi vhagudi vha tea u vhanda mufhufho muḁwe na muḁwe.
- 3 Kha vha tendele vhagudi uri vha sielisana u thetshelesa ipfi ḁi re kha mutevhe na u fhufha musi vha tshi ḁi ḁhukhukanya ḁa vha madungo.

### Mishumo ya tshigwada tshiḁuku

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





#### You will need:

- A large piece of flipchart paper
- A list of multisyllabic words relating to the story: makhulu, dziholodei, vhulimi, mudededzi, apuḽa, u seisa, bakete, u vhala, Akinyi, dzinganea

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Invite someone to come and give a short talk to the learners. (You could ask another staff member or the principal, or someone from the community.) Ask them to speak to the learners about someone special in their life.
- 2 After the talk, write a thank you letter together to the person.
- 3 Say to learners: *“Let us write a thank you card to say thank you for visiting us and telling us a story about someone special. Can you help me make a thank you card to say how much we enjoyed listening to the story?”*
- 4 Use a piece of card or paper to write down learners’ ideas as you discuss what to put on the thank you card. Begin by explaining that when we thank people, we usually say *“Dear ...”*. Then we can say something like: *“Thank you for coming to talk to us.”*
- 5 Ask learners what else to write in the card, and let them see you writing their words. Ask them what they enjoyed about the talk and make suggestions to help them express their ideas.
- 6 Read the complete card together with the learners, pointing to each word as you read. Ask some learners to draw pictures to decorate the card using crayons and then arrange for them to deliver it to the person.



### Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables. For example: **mu | de | de | ka | dzi**.
- 2 Choose a learner to stand up and jump for each of the syllables: **mu** (one jump) **de** (one jump) **de** (one jump) **ka** (one jump) **dzi** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.



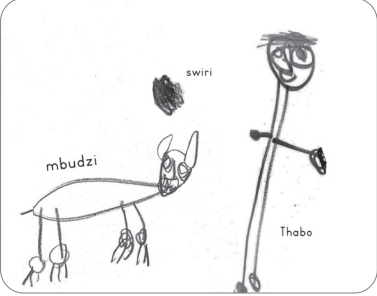
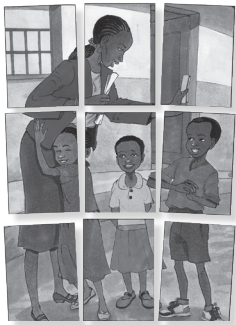

### Small group activities

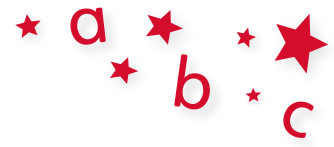
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



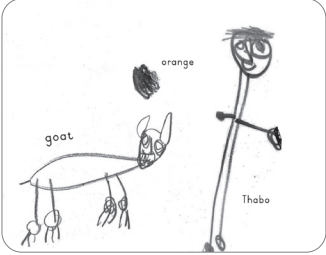




# Mishumo ya tshigwada tshiṭuku ya Vhege ya 1

Zwine vha ḁo ṭoda	Mishumo
<ul style="list-style-type: none"> <li>Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṛwe na muṛwe</li> <li>Khiraṽoni dza pfuraṽotshi khulwane</li> </ul>  <p>Arali vhagudi vha tshi khou ṭoda thuso nga u humbula uri vha ole mini, vha vha sumbedze thevhekano ya zwifanyiso uri zwi vha fhe mihumbulo.</p>	<p><b>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṛwala ha vhana</b></p> <ol style="list-style-type: none"> <li>Kha vha ṛwale ṭhoho ya ṅanea nga ṅṭha ha siaṭari ḽi sinaho tshithu ḽa mugudi muṛwe na muṛwe hu sa athu u thoma ṅudo.</li> <li>Kha vha humbele vhagudi uri vha sumba maipfi a ṭhoho musi vha tshi a vhalo o ṭangana.</li> <li>Kha vha vhudzise vhagudi uri ndi tshipiḁa tshifhio tsha ṅanea tshe vha tshi takalela lwa khwinesa. Kha vha ṅee dziṛwe khumbudzo. Sa tsumbo: "No takalela tshipiḁa tsha musi mbudzi yo lingedza u tswa apuḽa ḽa Thabo naa?"</li> <li>Kha vha ṭuṭuwedze vhagudi u ola tshipiḁa tshavho tsha ṅanea tshine vha tshi funesa.</li> <li>Kha vha ambe vhupfiwa kana vha humbele mugudi muṛwe na muṛwe uri a vha vhudze nga nyolo yawe.</li> <li>Kha vha vhudzise vhagudi arali vha tshi nga tama u ṛwala zwiṛwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha ṛwalele.</li> <li>Arali vhagudi vha tshi nga tama uri vhone vha vha ṛwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ṛwala fhasi. Kha vha shumise muhumbulo musi vha tshi ṛwala fhungo. Sa tsumbo: "Mbudzi ... yo lingedza ... u ... tswa ... ndi ḽifhio ipfi ḽi tevhelaho ḽe na vha ni tshi khou ṭoda u ḽi amba? ... Ndo ḽi humbula zwino, 'apuḽa'. Ndi khou ya u ṛwala ipfi 'apuḽa'."</li> <li>Kha vha ṛwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu u itwa tshanduko iṛwe na iṛwe kha maipfi. Kha vha humbule u ṛwala nga vhudele na nga ṅdila i vhonevho.</li> <li>Musi vho no fhedza u ṛwala, kha vha ṭuṭuwedze vhagudi uri vha vha vhale fhungo na vhone. Kha vha sumbe ipfi ḽiṛwe na ḽiṛwe musi vha tshi ḽi vhalo na u dzhiela ṅṭha u ḁidina havho.</li> </ol>
<ul style="list-style-type: none"> <li>Dzikhanganyiso</li> </ul>	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <ol style="list-style-type: none"> <li>Vhagudi vha fanela u ṭanganyisa zwiḁiḁa zwa khanganyiso uri zwi vhumbe tshifanyiso tshi bvaho kha ṅanea. Vha nga lavhelesa thevhekano dza zwifanyiso uri vha wane tshifanyiso na u shumisa izwi sa tsivhudzo musi vha tshi khou ita khanganyiso.</li> </ol> 
<ul style="list-style-type: none"> <li>Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo</li> </ul> 	<p><b>Mushumo wa 3: U vhalo nga iwe muṅe</b></p> <ol style="list-style-type: none"> <li>Kha vha range phanḁa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu.</li> <li>Zwine vha nga thoma ṅazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhalo.</li> <li>Kha vha sumbedze kuvulele kwa bugu na u fhenda masiaṭari khayoyi. Kha vha sumbedze vhagudi zwiṛwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṛwe na muṛwe a nange tshithu tshine a ḁifhelwa ṅatsho a tshi tshi vhalo.</li> <li>Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhalo ha vhagudi.</li> </ol>



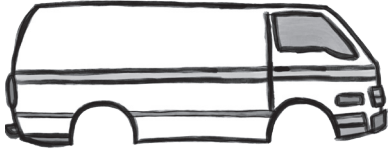
## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>3 Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part where the goat tried to steal Thabo's orange?"</li> <li>4 Encourage learners to draw their favourite part of the story.</li> <li>5 Make a comment or ask each learner to tell you about their drawing.</li> <li>6 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture.</li> <li>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. For example: "The goat ... tried ... to ... steal ... the ... What word did you want to say next? ... Oh yes, 'orange'. I am going to write the word 'orange'."</li> <li>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.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>• Puzzles</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Learners must put the puzzle pieces together to make a picture from the story. They can look at the sequence pictures to find the picture and use this as a guide when they are doing the puzzle.</li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>



### Zwine vha do toda

- Thekhisi ya Siatari la mushumo wa Thabo



- Dzisifhereswenda: Zwithu kana zwifanyiso zwa gebisi ya taga, butsu la buraweni, tshitenededzi tsha pephulu na swiri

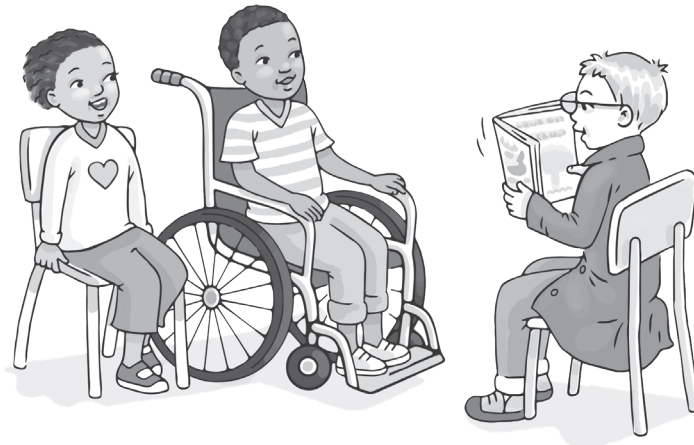
### Mishumo

#### **Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhudi na muñwalo**

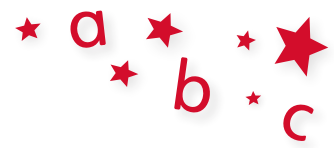
- 1 Mugudi muñwe na muñwe u wana bammbiri la mushumo li re na tshibisana tshi si naho mavhili na mafasitere.
- 2 Vhagudi vha fanela u ola mafasitere maña na mavhili mavhili kha tshibisana na tshifanyiso tsha Thabo a fasitere.

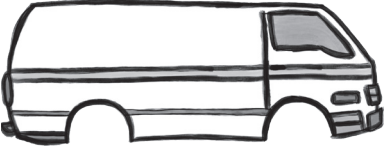

#### **Mushumo wa 5: U diita u nga u khou tamba**

- 1 Kha vha range phanda tshigwada tshi ye kha khone uri tshi diite u nga tshi khou tamba na u tshi dzudza fhasi nga u tavhanya.
- 2 Kha vha vhale milayo ya khone ya u diita u nga vha khou tamba vha vha sumbedze dzisifhereswenda ntswa.
- 3 Kha vha talutshedze vhagudi uri vhege ino vha khou ya u tamba mudededzi mudededzi. Vha nga dzhia zwidulo vha zwi vhea kha dzirou uri zwi imele kilasi. "Mudededzi" a nga shumisa dzisifhereswenda (zwithu zwo fhambanaho nga mivhala) uri vha "gudise" mivhala. "Mudededzi" a nga dovha a diita u nga u khou "vhalela" kilasi nganea.







You will need	Activities
<ul style="list-style-type: none"><li>A photocopy of the <b>Taxi for Thabo activity page</b></li></ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"><li>Each learner gets an activity sheet with a minibus without wheels and windows.</li><li>Learners must draw four windows and two wheels on the minibus and a picture of Thabo at the window.</li></ol>
<ul style="list-style-type: none"><li>Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange</li></ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"><li>Lead the group to the pretend play corner and settle them down quickly.</li><li>Read the rules for the pretend play corner and show them the new props.</li><li>Explain to learners that this week they are going to play teacher-teacher. They can take chairs and place them in rows to represent the class. The "teacher" can use props (objects that are different colours) to "teach" colours. The "teacher" could also pretend to "read" a story to the class.</li></ol> 





### Zwine vha do toḡa:

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

## Vhege ya 2 ḡuvha ḡa 1

### Mishumo ya kiḡasi yoḡhe

#### Huḡwe u vhekanya zwifanyiso



- 1 Kha vha thome nga vhagudi vho dzulaho metheni. Kha vha nange vhagudi vhane vha do ima phanda ha kiḡasi, muḡwe na muḡwe o fara nthihi ya thevhekano ya zwifanyiso ya muvhala (i siho kha thevhekano kwayo).
- 2 Kha vha vhudzise vhagudi arali zwifanyiso zwi kha thevhekano kwayo. Kha vha vha humbele u sumba tshifanyiso tshine tsha fanela u vha mathomoni a nganea.
- 3 Vho ḡangana sa tshigwada, kha vha humbele vhagudi vhane vho fara zwifanyiso uri vha zwi tshimbidze u swikela nganea tshi pfala. Kha vha vhudzise mbudziso dzi fanaho na: *"Ndi nnyi ane a nga humbula uri hu do itea mini?"*
- 4 Nga murahu ha musi vho ita uri nganea tshi vhe kha thevhekano, vhagudi vha tea u ya ḡafulani dzavho.
- 5 Kha vha ḡee mugudi muḡwe na muḡwe kubugwana. Kha vha vha ḡuḡuwedze uri vha lavhelese kha siaḡari ḡa u thoma vha vhale ḡhoho ya nganea na vhone.
- 6 Kha vha dzhie vhagudi vha fhenge zwifanyiso zwa tshibugwanani, kha vha vha thuse uri vha vhone uri zwifanyiso zwi re kha bugu zwi a fana na zwifanyiso zwa thevhekano.
- 7 Arali hu na tshifhinga, vhagudi vha nga "vhalela" kubugwana kwavho mushumisani kiḡasini.
- 8 Kha vha ḡuḡuwedze vhagudi u ḡuwa na dzibugu hayani uri vha dzi vhale na miḡa yavho.



#### U ḡivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetsheselele nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *"u, uyu, uri. Ni a kona u pfa mubvumo wo sedzwaho: uyu, uri naa? Ee, ni khou amba zwone! Yoḡhe i na mubvumo wa /u/."*
- 2 *"Thetshesani nga vhuronwane, aya ndi maḡwe a maipfi manzhi a thomaho nga /u/: unda, bugu, gunubu, thuthuthu, muthu."* (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /u/ nga ḡdila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /u/: **"u-u-u"**. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḡe.



### Mishumo ya tshigwada tshiḡuku

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





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: *"u, uyu, uri. Can you hear the focus sound: **uyu, uri** naa? Yes, you are right! They all have the sound /u/."*
- 2 *"Listen carefully, here are some more words with /u/: unda, bugu, gunubu, thuthuthu, muthu."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /u/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /u/: *"u-u-u"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### Zwine vha do toḁa:

- Bugu Khulu: *Mudedekadzi Vho Akinyi*
- Maḁi a re kha midzio na bulatsho ya u pennda ya mugudi muḁwe na muḁwe

## Vhege ya 2 Duvha la 2

### Mishumo ya kilasi yoḁe

#### U vhala nga u sielisana – Bugu Khulu

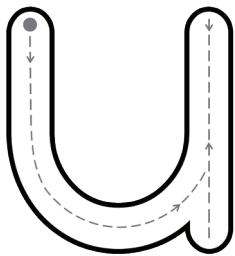


- 1 Kha vha tuḁuwedze vhagudi u sedza tshifanyiso tshihulwane vha ambe nga zwine vha vhona na zwine vha zwi divha.
- 2 Kha vha vhalele kilasi ḁhoho ya nganea. Kha vha sumbe ipfi liḁwe na liḁwe musi vha tshi li vhala. Kha vha i vhale hafhu vha humbele vhagudi uri vha vhale na vhone.
- 3 Kha vha dzhie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



#### U vhumba leḁere

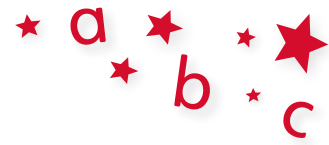
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe liḁe la thoma nga /u/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /u/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga amba raimi dzi seisaho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



### Mishumo ya tshigwada tshiḁuku

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





### You will need:

- Big book: Teacher Akinyi
- Water containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

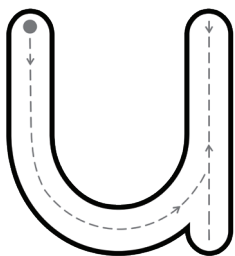
#### Shared reading – Big book

- 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 /u/ or if they can think of any other words that start with the sound /u/.
- 2 Teach learners an action associated with the sound. For example: Learners say a funny rhyme while pointing “Uhu? Uku, ulu, uvhu, uyu!”.
- 3 Show learners how to write the letter **u**. 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 and down.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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



### Zwine vha do toḡa:

- Mielo yo fhambanaho ya zwitendeledzi na zwiḡwea zwo geriwaho kha khadibogisi na zwifanyiso zwa zwithu zwine zwa vha na tshivhumbeo tsha tshikwea kana tshitendeledzi
- Bogisi ḡa maḡere ḡi re na zwithu kana zwifanyiso zwine zwa thoma nga **u**: bugu, gunubu, thuthuthu, vhurukhu, buluvhulu, vuluvulu, muvhuyu, musuku, guvhukuvhu, tshugulu

## Vhege ya 2 ḡuvha ḡa 3

### Mishumo ya kiḡasi yoḡe

#### U guda u thetshesela

- 1 Kha vha dzudze vhagudi dziḡafulani na u dzikisa muḡwe na muḡwe u itela uri kiḡasini hu fhumuliwe.
- 2 Kha vha thome mushumo wa u thetshesela wa ḡamusu nga u amba: *"Kha ri bonye maḡo ashu ri fhumule lwa minethe i si gathi musi ri tshi khou thetshesela nga vhuronwane mibvumo u mona na riḡe."* Zwino kha vha vhudze vhagudi uri vha bonyolole maḡo avho vha ambe nga mibvumo ye vha i pfa. Kha vha ambe nga uri ndi ifhio i re tsini navho (i pfalesaho) na uri ndi ifhio i re kule (i sa pfalesi). Kha vha vhudze vhagudi uri vha khou ya u ita mushumo hune vha fanela u thetshesela nga vhuronwane zwine vhone vha amba.
- 3 Kha vha humbudze vhagudi tshivhumbeo tsha tshikwea. Kha vha vha sumbedze zwifanyiso zwa mielo yo fhambanaho zwa zwiḡwea vha ambe uri vho guda nga ha zwiḡwea kha nganea ya Ali na pennde. U bva afho kha vha vha sumbedze zwifanyiso zwa zwitendeledzi. Kha vha vhudzise uri: *"Zwo fhambanisa hani?"* (Tshikwea tshi na khuḡa ḡa nḡa ngeno tshitendeledzi tshi si na dzikhuḡa.) Kha vha humbele vhagudi vha sumbe zwitendeledzi na zwiḡwea u mona na rumu. U bva afho kha vha sumbedze uri hu vhumbiswa hani tshitendeledzi nga zwanḡa zwavho, na tshikwea vha tshi khou shumisa zwanḡa na zwifhanga zwavho.
- 4 Kha vha vhudze vhagudi uri musi vha tshi vha sumbedza tshifanyiso tsha tshitendeledzi kana u amba ipfi ḡa *"tshitendeledzi"*, vha fanela u ita tshitendeledzi nga zwanḡa zwavho. Musi vha tshi ri *"tshikwea"* kana vha vha sumbedza tshifanyiso tsha tshikwea, vha fanela u ita tshivhumbeo tsha tshikwea vha tshi khou shumisa zwanḡa na zwifhanga zwavho.

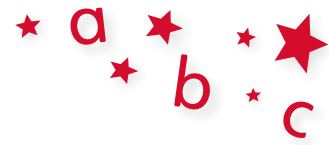
#### Mabogisi a maḡere

- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi ḡa maḡere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kiḡasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo lwavho lwa ḡamuni. U bva afho vha ḡee ipfi nga luambo lwa u funza. Kha vha vha tendele vha fare zwithu kana zwifanyiso vha zwi fhirise zwi tshi mona na kiḡasi.
- 2 Kha vha vhudzise dzimbudziso nga zwithu: *"No vhona tshiḡwe tsha izwi naa? Itshi ri tshi shumisa u ita mini? Ndi muvhala munzani? Zwi pfalisa hani?"*
- 3 Kha vha ambe madzina a zwithu musi vha tshi khou ombedzela mubvumo wo sedzwaho, sa tsumbo: **bugu, gunubu, thuthuthu.**
- 4 Kha vha humbele vhagudi u amba dzina ḡa tshithu tshiḡwe na tshiḡwe vha ombedzele mubvumo wo sedzwaho musi vha tshi amba maipfi. Kha vha shumise tshivhoni uri vha kone u vhona uri milomo yavho i tshimbilisa hani musi vha tshi ita mubvumo.
- 5 Nga murahu ha musi vho no guda mubvumo muswa, kha vha vha sumbedze ḡere kha bogisi ḡa maḡere vha ri: *"ḡi ndi yone ḡila ine ra ḡwala ngayo ḡere ḡa u."* Kha vha tendele vhaḡwe vhagudi vha tshi oledzela kha ḡere nga minwe yavho.

### Mishumo ya tshigwada tshiḡuku

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





#### You will need:

- Different size circles and squares cut out of cardboard and pictures of objects that are the shape of a square or circle
- A letter box containing objects or pictures of objects that have the focus sound **u**: bugu, gunubu, thuthuthu, vhurukhu, buluvhulu, vuluvulu, muvhuyu, musuku, guvhukuvhu, tshugulu

## Week 2 Day 3

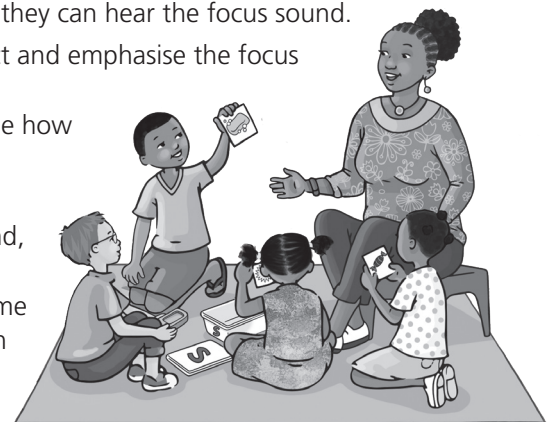
### Whole class activities

#### Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near or close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Remind learners of the shape of a square. Show them pictures of different size squares and mention that they learnt about squares in the story of Ali and the paint. Then show them pictures of circles. Ask: "How are they different?" (A square has four corners and a circle has no corners.) Ask learners to point out circles and squares around the room. Then demonstrate how to make a circle with your arms, and a square using your hands and forearms.
- 4 Say to learners that when you show them a picture of a circle or say the word "circle", they must make a circle with their arms. When you say "square" or show them a picture of a square, they must make a square shape using their hands and forearms.

#### 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, for example: **bugu, gunubu, thuthuthu**. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **u**." Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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



### Zwine vha do tḡa:

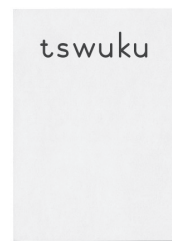
- Zwiḡa zwa bammbiri zwi re na ipfi ḡa muvhala ḡo ḡwaliwaho nga muvhala wonowo
- Zwithu zwi re na mivhala ya maipfi zwo ḡwaliwaho kha bammbiri
- Zwipopai zwi bvaho kha nganea kana zwithu kana zwifanyiso zwa zwiḡe zwithu zwi bvaho kha nganea

## Vhege ya 2 ḡvha ḡa 4

### Mishumo ya kiḡasi yoḡe

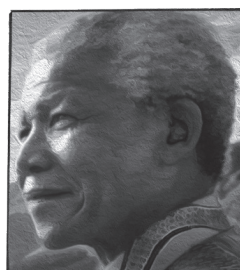
#### U vhalana u ita

- 1 Kha vha khethekanye vhagudi vha vhe zwigwada vha ḡee tshigwada tshiḡwe na tshiḡwe tshipiḡa tsha bammbiri tshi re na dzina ḡa muvhala ḡo ḡwaliwaho kha bammbiri. Vha fanela u wana zwithu zwi elanaho na muvhala vha zwi vhee kha siaḡari.
- 2 Kha vha rere nga tswifhadzo dza mivhala.



#### U thetshesana mibvumo yo sedzwaho

- 1 Kha vha ḡalutshedze vhagudi uri vha khou ya u tamba "ndi a ḡolela..." nga zwipopai na dzisifhereswenda zwi bvaho kha nganea ya Mudedekadzi vho Akinyi. kha vha vha tendele vha lavhelese zwipopai, zwithu na zwifanyiso zwo ḡaniwaho.
- 2 Kha vha nange tshithu tshi bvaho kha nganea vha sa khou vhudza vhagudi zwine vha khou humbula zwone. U bva afho, zwi tshi pfalesaho, kha vha ḡee vhagudi mubvumo wa u thoma wa ipfi sa lusevheḡi. Sa tsumbo: Arali vha tshi khou humbula "Mandela", "kha vha ri: "Ndi a ḡolela nga kuḡo kwanga tshithu tshine tsha thoma nga **Im!**"
- 3 Vhana vha fanela u lavhelesa zwithu zwo ḡaniwaho zwine zwa thoma nga mubvumo wonowo. Arali vha nga humbulela "Mandela" nga ḡdila yone, ndi tshifhinga tshavho tsha uri vha lavhelese tshiḡwe tshithu vha ri: "Ndi a ḡolela..."
- 4 Musi vho no tamba mutambo uyu nga zwipopai na dzisifhereswenda zwi bvaho kha nganea, kha vha vhudze vhagudi uri: "Zwino ri khou ya u tamba mutambo uyu hafhu, fhedzi lavhelesani u mona na kiḡasi. Thetshesani nga vhuronwane: Ndi a ḡolela nga kuḡo kwanga tshithu tshi thomaho nga **Iv!** Ee, ndi vothi!" Kha vha ḡee vhagudi tshikhala tsha u lavhelesa kiḡasirumuni vha ri: "Ndi a ḡolela ...".



### Mishumo ya tshigwada tshiḡuku

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







### You will need:

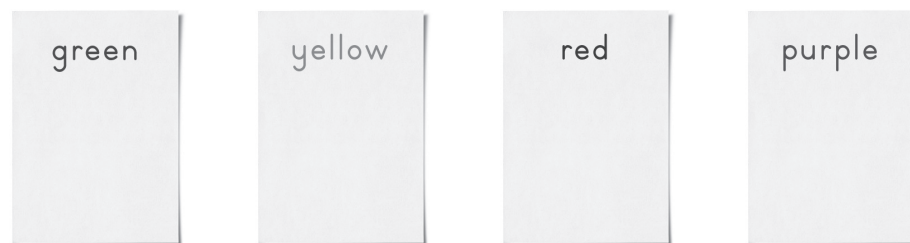
- Pieces of paper with the word of a colour written in that colour
- Objects in the colours of the words written on paper
- Puppets from the story or objects or pictures of some of the things from the story

## Week 2 Day 4

### Whole class activities

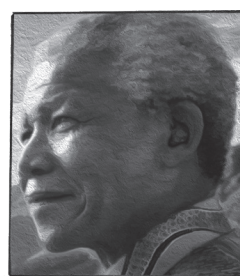
#### Read and do

- 1 Divide learners into groups and give each group a piece of paper with the name of a colour written on the paper. They must find objects to match the colour and place them on the page.
- 2 Discuss the shades of colours.



#### Listening for focus sounds

- 1 Explain to learners that you are going to play "I spy ..." with puppets and props from the story of Teacher Akinyi. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of the picture of "Mr Mandela", say: "I spy with my little eye someone whose name starts with *lm*."
- 3 Learners must look at the display for things that start with that sound. If they guess "Mr Mandela" correctly, it is their turn to look for something and say: "I spy ...".
- 4 Once you have played this game with puppets and props from the story, say to learners: "Now we are going to play this game again, but look all around the room. Listen carefully: I spy with my little eye something that starts with *lv*. Yes, it's a door!" Give learners a chance to look for something in the classroom and say: "I spy ...".



### Small group activities

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



### Zwine vha do toda:

- Zwibodwana, mavu, maḍi, dzimbeu (kha tshigwada tshiṅwe na tshiṅwe tshi re ṭafulani)
- Bammbiri ḷa filipitshati
- Maipfi a madungo manzhi a elanaho na nganea: makhulu, dziholodei, vhulimi, mudededzi, apuḷa, u seisa, bakete, u vhala, Akinyi, dzinganea



## Vhege ya 2 Duvha ḷa 5

### Mishumo ya kiḷasi yoṭhe

#### U ita, u ola na u ṅwala

- 1 Kha vha thome nga u sumbedza uri mbeu i ṭavhisiwa hani hu tshi khou shumiswa mudzio, mbeu, mavu na maḍi.
- 2 Musi vha tshi khou ṭavha mbeu, kha vha ambe nga ḷiga ḷiṅwe na ḷiṅwe.
- 3 Kha vha khethekanye vhagudi vha vhe zwigwada zwa rathi nahone tshigwada tshiṅwe na tshiṅwe tshi ṭavha mbeu kha bodo.
- 4 Kha vha ṭalutshedze vhagudi uri vhone vha do takalela uri vha vha thuse nga u ṅwala mutevhe wa maga a u sumbedza uri mbeu i ṭavhisiwa hani.
- 5 Kha vha ṅwale ṭhoho i tevhelaho kha kha bammbiri ḷa filipitshati: Ri ṭavhisa hani mbeu.
- 6 Kha vha vhudzise zwe vha thoma vha tshi zwi ita, nahone vha ṅwale izwi tsini na nomboro ya 1 kha filipitshati. Kha vha ambe zwi tshi pfala musu vha tshi ṅwala na u ola tshifanyiso tsho leluwaho tsini na ḷiga ḷe vha ḷi ṅwala.
- 7 Kha vha ise phanḍa na maṅwe maga nahone musu vho no fhedza u a ṅwala, kha vha humbele vhagudi uri vha “vhale” maga navho.

#### U ṭanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḷiṅwe ḷa maipfi ḷi bva kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḷi ṭhukhukanyiwa hani uri ḷi vhe madungo, sa tsumbo: **mu** | **de** | **de** | **ka** | **dzi**.
- 2 Kha vha nange mugudi a ime a fhufhe kha ḷiṅwe na ḷiṅwe ḷa madungo: **mu** (mufhufho muthihi) **de** (mufhufho muthihi) **de** (mufhufho muthihi) **ka** (mufhufho muthihi) **dzi** (mufhufho muthihi). Kha vha humbele mugudi uri a fhufhe hafhu, nga tshifhinga hetshi vhagudi vha tea u vhandu mufhufho muṅwe na muṅwe.
- 3 Kha vha tendele vhagudi uri vha sielisana u thetshelesa ipfi ḷi re kha mutevhe na u fhufha musu vha tshi ḷi ṭhukhukanya ḷa vha madungo.



### Mishumo ya tshigwada tshiṭuku

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





### You will need:

- Small containers, soil, water, seeds (per table group)
- Flipchart paper
- A list of multisyllabic words relating to the story: makhulu, dziholodei, vhulimi, mudededzi, apuja, u seisa, bakete, u vhala, Akinyi, dzinganea



## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Begin by demonstrating how to plant a seed using a container, a seed, soil and water.
- 2 While you are planting the seed, talk about each step.
- 3 Divide learners into groups of six and each group plants a seed in a pot.
- 4 Explain to learners that you would like them to help you write a list of steps showing how to plant a seed.
- 5 Write the following heading on flipchart paper: How to plant a seed.
- 6 Ask learners what they did first, and write this next to number 1 on the flipchart paper. Talk aloud as you write and draw a simple picture next to the step you have written.
- 7 Continue with the other steps and when you are finished writing, ask learners to “read” the steps with you.

#### Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **mu | de | de | ka | dzi**.
- 2 Choose a learner to stand up and jump for each of the syllables:  
**mu** (one jump) **de** (one jump) **de** (one jump) **ka** (one jump) **dzi** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.




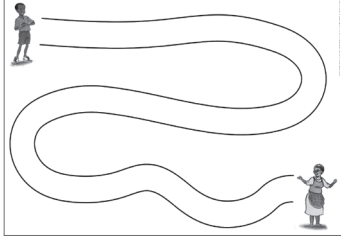



#### Small group activities

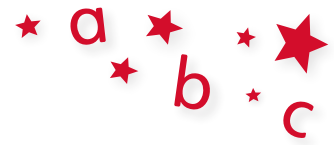
Remind learners about the small group activities, the rules for each activity and the tidy-up process.






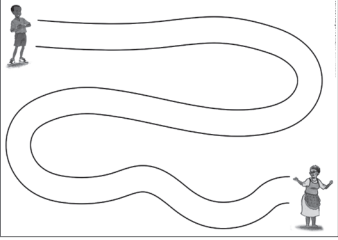

## Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha ḁo ṭoda	Mishumo
<ul style="list-style-type: none"> <li>Siaṭari ḽi si naho tshithu ḽa A4</li> <li>Khirayoni dza pfuraḁotshi khulwane</li> </ul>  <p><i>Arali vhagudi vha tshi khou ṭoḁa thuso nga u humbula uri vha ole mini, vha vha sumbedze thevhekano ya zwifanyiso uri zwi vha fhe mihumbulo.</i></p>	<p><b>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana</b></p> <ol style="list-style-type: none"> <li>Kha vha ṅee mugudi muṅwe na muṅwe tshipiḁa tsha bammbiri na khirayoni dza mivhala vha vha ṭalutshedze uri vha khou ya u ola tshifanyiso tsha muthu ane vha humbula uri o khethea na u vha wa ndemesa – a nga ḁi vha muthu wa muṭani wa havho, khonani kana muṅwe muthu vha sa mu ḁivhi fhedzi ane vha humbula uri o khethea na u vha wa ndemesa.</li> <li>Kha vha ambe vhupfiwa havho kana vha humbele mugudi muṅwe na muṅwe uri a vha vhudze nga nyolo yawe a ṭalutshedze uri ndi ngani muthu we vha mu ola o khethea nga maanḁa.</li> <li>Kha vha humbele vhagudi uri vha lingedze u ṅwala dzina ḽa uyo muthu. Arali mugudi a tshi kundelwa u ṅwala dzina, kha vha mu ṅwalele ḽone.</li> </ol>
<ul style="list-style-type: none"> <li>Khanganyiso</li> </ul>	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <ol style="list-style-type: none"> <li>Vhagudi vha fanela u ṭanganyisa zwiḁiḁa zwa khanganyiso uri zwi vhumbe tshifanyiso tshi bvaho kha nganea. Vha nga lavhelesa thevhekano dza zwifanyiso uri vha wane tshifanyiso na u shumisa izwi sa tsivhudzo musii vha tshi khou ita khanganyiso.</li> </ol> 
<ul style="list-style-type: none"> <li>Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabammbiri a khungedzelo</li> </ul> 	<p><b>Mushumo wa 3: U vhala nga iwe muṅe</b></p> <ol style="list-style-type: none"> <li>Kha vha range phanḁa tshigwada u ya khoneni ya bugu kana vha ṅee tshigwada thuli ya dzibugu.</li> <li>Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana kubugwana kwune vha nga kwu takalela u kwu vhala.</li> <li>Kha vha sumbedze kuvulele kwa bugu na u fhenḁa masiaṭari khayi. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḁifhelwa ngatsho a tshi tshi vhala.</li> <li>Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.</li> </ol>
<ul style="list-style-type: none"> <li>Siaṭari ḽa mushumo wa bada ya masongesonge</li> </ul> 	<p><b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuḁi na muṅwalo</b></p> <ol style="list-style-type: none"> <li>Mugudi muṅwe na muṅwe u wana bammbiri ḽa mushumo wa bada ya masongesonge u bva kha khuḁa ya siaṭari u ya kha iṅwe.</li> <li>Vhagudi vha fanela u tevhelela bada u bva kha Thabo u ya kha nṅḁu ya Makhulutshisadzi nga muvhala muthihi. Vha fanela u shumisa muvhala wo fhambanaho musii vha tshi vhuya hayani. Vha fanela u vha na vhurionwane ha uri vha songo litsha bada ya masongesonge.</li> <li>Musi vha tshi vhuya “hayani”, vha nga ola zwifanyiso zwa zwithu zwoṭhe zwe vha zwi vhone tsini na bada musii vhe ṅḁilani, zwi fanaho na zwipuka, miri, vhathu.</li> </ol>
<ul style="list-style-type: none"> <li>Dzisifhereswenda: zwithu kana zwifanyiso zwa gebisi ya ṭaḁa, butsu ḽa buraweni, tshitendeledzi tsha phephuḽu na swiri</li> </ul>	<p><b>Mushumo wa 5: U ḁiita u nga u khou tamba</b></p> <ol style="list-style-type: none"> <li>Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u ḁiita u nga vha khou tamba vha vha ṭuṭuwedze u isa phanḁa u bva kha Vhege ya 1 musii vho ḁiita u nga vha khou ita tshimima na u ṅea dzimpho. Kha vha dalele khone u lavhelesa na u ṭuṭuwedza u ḁiita u nga hu khou tamba nga vhagudi.</li> </ol> 





## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Give each learner a piece of paper and coloured crayons and explain that they are going to draw a picture of someone they think is very special and important – it could be someone in their family, a friend or somebody they don't know but who they think is very special and important.</li> <li>Make a comment or ask each learner to tell you about their drawing and explain why the person they have drawn is so special.</li> <li>Ask learners to try and write the person's name. If the learner struggles to write the name, write it for them.</li> </ol>
<ul style="list-style-type: none"> <li>Puzzles</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Learners must put the puzzle pieces together to make a picture from the story. They can look at the sequence pictures to find the picture and use this as a guide when they are doing the puzzle.</li> </ol>
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>
<ul style="list-style-type: none"> <li>A photocopy of the <b>Winding road activity page</b></li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>Each learner gets an activity sheet of a road winding from one corner of the page to another.</li> <li>Learners must follow the road from Thabo to Grandmother's house in one colour. They must use a different colour when they come home. They must be careful not to go off the windy road.</li> <li>When they get back "home", they can draw pictures of all the things they noticed next to the road on the way, such as animals, trees, people.</li> </ol>
<ul style="list-style-type: none"> <li>Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play teacher-teacher. Visit the corner to observe and encourage the learners' pretend play.</li> </ol> 







# Themo ya 1: Rekho ya tshiedziso ya u linga ha tshifhinga tshoṭhe (mutedvhe wa zwine zwa fanela u sedzwa)



	U thetshelisa ndaela dzi leluwaho na u ita nyito khadzo	U thetshelisa zwitoro zwipufhi zwi tshi mu ḡffhela na u dzhena nga dzikhorasi nga tshifhinga tsho teaho	U imba nyimbo dzi leluwaho na u ita nyito (a tshi khou thuswa)	U vhudzisa dzimbudziso	U shumisa luambo u humbula na u amba zwi pfallaho: u fananyisa zwithu zwine zwa tshimbilelana na u vhambedza zwithu zwi sa fani.	Mibvumo, u vhala na u ṭalela	Muṅwalo na ndivho i rangelaho u ṅwala / Ndivho i rangelaho u ṅwala	Date	Names									
✓ Achieved	U thoma u ḡvha uri maipfi o vhumbiwa nga mibvumo: u ṅetshedza mubvumo wa u thoma wa dzina ḡawe	U khethekanya maipfi a madungo manzhi a vha madungo: u shumisa u bandedela zwanḡa kana u lila ha ngoma kha dungo ḡṅwe na ḡṅwe kha ipfi kana u topola tshivalo tsha madungo (u bandedela zwanḡa) kha madzina a vhana ḡḡasini.	U fara bugu nga ṅḡḡa yone a i imisele ṅṅha na u vula masatari nga ṅḡḡa yone	U tamba tshipida tsha tshitori, luimbo kana pfanaphelozo	U ḡvha dzina ḡawe na maṅwe madzina a vhaṅwe vhaḡudi	U vhalo dzibugu nga eṅhe u itela u ḡṭakadza ḡḡburari kana kha khone ya u vhalo ya ḡḡasirumu	U vhalo maṅwalwa o hudziwaho a fanaho na zwirendo, dzibugu khulu na dziphositora sa ḡḡasi yoṅhe vha na mudeddzi (u vhalo nga u Sielšana).	U bveledza ndango ya u sudzulwa ha misipha havhuḡi a tshi khou shumisa tshigero u gera zwifanyiso zwa mutalo mudenya, zwivhumbeo na zwivṅwe	U fara khirayoni nga ṅḡḡa yone a tshi khou shumisa kufarele kwa penisela kwu ṅanganedzeaho	U vhumba maḡḡere nga ṅḡḡa dzo fhambanaho a tshi khou shumisa nyolo ya minwe, bulatsho dza u penna, khirayoni dza pfulaṅtshi na zwivṅwe. U thoma kha tshauḡa a tshi khou tevhele sia ḡone.	U shelani mulenzhe nga mihumbulo nga ṅḡḡa ya nyolo na u shela mulenzhe nga maṅfungo kha muṅwalo wa ḡḡasini.	U ola kana u penna zwifanyiso u fhirisa milaedza.	U lingedza u ṅwala maḡḡere a tshi khou shumisa masongesonge, u ṅwalatadza, na 'u vhalo' muṅwalo wawe: 'u vhalo' zwine masongesonge a amba	Maṅwalo a matambwa kha nyimele dza matambwa: u dzhia mulaedza wa luṅgo, u ṅwala ndatso ya zwa vhuendi na zwivṅwe. U kopa khandiso i bvaho kha vhuṅpo musi a tshi khou tamba.				



# ★ Term 1: Exemplar record of continuous assessment (checklist)

	Listening and Speaking	Phonics, Reading and Viewing	Handwriting and Emergent writing							
✓ Achieved	Listens to simple instructions and acts on them.	Listens to short stories with enjoyment and joins in choruses at the appropriate time.	Sings simple songs and does actions (with help).	Asks questions.	Uses language to think and reason: matches things that go together and compares things that are different.	<ul style="list-style-type: none"> <li>• Almost</li> <li>✗ Not yet</li> </ul>				
	<p>Listens to simple instructions and acts on them.</p> <p>Listens to short stories with enjoyment and joins in choruses at the appropriate time.</p> <p>Sings simple songs and does actions (with help).</p> <p>Asks questions.</p> <p>Uses language to think and reason: matches things that go together and compares things that are different.</p>	<p>Begins to recognise that words are made up of sounds: gives the beginning sound of own name.</p> <p>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.</p> <p>Holds the book the right way up and turns pages correctly.</p> <p>Acts out part of a story, song or rhyme.</p> <p>Recognises own name and some names of other learners.</p> <p>"Reads" independently books for pleasure in the library or classroom reading corner.</p> <p>"Reads" enlarged texts such as poems, Big Books and posters as a whole class with the teacher (Shared Reading).</p>	<p>Develops fine motor control using scissors to cut out bold outlined pictures, shapes, etc.</p> <p>Holds crayons correctly using an acceptable pencil grip.</p> <p>Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction.</p> <p>Contributes ideas by means of drawings and contributes sentences to a class piece of writing.</p> <p>Draws or paints pictures to convey messages.</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: takes a telephone message, writes a traffic fine, etc.; copies print from the environment while playing.</p>							
<b>Date</b>										
<b>Names</b>										

# ★ Themo ya 1: Rubiriki ya 1 na 2 ya U thetshelisa na u amba

<p><b>Ngila dza u linga</b></p> <p><b>1 U tšalutshedza zwiṭori na u tšalutshedza hafhu zwiṭori nga maipfi awe</b></p>	<p><b>1. U sa swikelela (0 – 29%)</b></p> <p>Ha koni u tšalutshedza zwiṭori na u tšalutshedza hafhu zwiṭori; o kona u amba maipfi a si gathi fhedzi</p>	<p><b>2. U swikelela ha vhukati (30 – 49%)</b></p> <p>U tšalutshedza hafhu ho pimeaho; hu katela zwiṭori zwiwo fhedzi; thevhokano i nga vha yo khakhea; u shumisa mafhungo mapfufhi na nḡivho ya maipfi yo leluwaho</p>	<p><b>3. U swikelela ho eḡanaho (50 – 74%)</b></p> <p>U kona u tšalutshedza hafhu vhuṅzhi ha zwiwo kha tšhiṭori u bva mathomoni, vhukati na magumoni, fhedzi nga zwidombedzwa zwi si gathi; u ṭoḡa zwiṭuṭwedzi zwi fanaho na: 'nga murahu nyana...'; 'ho itea mini zwi tevhelaho?; u thoma u shumisa mafhungo malapfu.</p>	<p><b>4. U swikelela lwa ntḡhesa (75 – 100%)</b></p> <p>Tšhiṭori tshi tevhela tšandulukano kwayo na u vha na mathomo, vhukati na magumo; vhaanewa na fhethuvhupo zwo buletshedzwa nga vhuḡalo, ndivho na zwiṭori zwa vhaanewa zwo buletshedzwa; u shumisa mafhungo malapfu na manzhi a tserekano na u tšanganya maipfi a fanaho na 'nga murahu nyana'; 'nga murahu ha izwo'; u shumisa nḡivho ya maipfi maswa a bvaho kha tšhiṭori.</p>
<p><b>2 U dzudzanya sethe dza zwiṭori nga ngila ine dza vhumba tšhiṭori na tšandulukano kwayo ya zwiwo musi zwi tshi ambiwa na u zwi tšumana na tšhiṭori tsho sikwaho</b></p>	<p>Ha koni u dzudzanya sethe dza garaṭa nga thevhokano yone</p>	<p>U dzudzanya sethe dza garaṭa nga thevhokano yone fhedzi ha koni u tšalutshedza tšhiṭori.</p>	<p>U dzudzanya sethe dza garaṭa nga thevhokano yone na u kona u dzi tšumana na tšhiṭori tshi leluwaho.</p>	<p>U dzudzanya sethe dza garaṭa nga thevhokano yone na u kona u dzi tšumana na tšhiṭori na zwidombedzwa zwo teaho.</p>

# ★ Term 1: Listening and speaking rubric 1 and 2

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

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

Ndila dza u linga	1. U sa swikelela (0 – 29%)	2. U swikelela ha vhukati (30 – 49%)	3. U swikelela ho eḁanaho (50 – 74%)	4. U swikelela lwa nṭhesa (75 – 100%)
<p><b>1</b> U ḁivha nga nḁila ya u thetshhelesa na nga u vhona dziṅwe dzithemba na dziḁfalandothē/ḁfalandothē</p>	<p>Ha koni u ḁivha maḁedere maṅwe na maṅwe na u amba mibvumo ine maḁedere aya a i ita.</p>	<p>U a kona u ḁivha maḁedere a 1-3 na u amba mibvumo ine maḁedere aya a i ita.</p>	<p>U a kona u ḁivha maḁedere a 4-6 na u amba mibvumo ine maḁedere aya a i ita.</p>	<p>U a kona u ḁivha maḁedere a 7-8 na u amba mibvumo ine maḁedere aya a i ita.</p>
<p><b>2</b> U thoma u ḁivha uri maipfi o vhumbiwa nga mibvumo: u ḁetshedza mubvumo wa u thoma wa dzina ḁawe na maṅwe maipfi</p>	<p>Ha koni u ḁivha uri maipfi o vhumbiwa nga mibvumo; ha koni u ḁetshedza mubvumo wa u thoma wa dzina ḁawe kana maṅwe maipfi.</p>	<p>U a kona u ḁetshedza mubvumo wa u thoma wa dzina ḁawe fhedzi u a kundelwa musi a tshi vhudziswa mubvumo wa u thoma wa maṅwe maipfi.</p>	<p>U a kona u ḁetshedza mubvumo wa u thoma wa dzina ḁawe; u a kona u ḁetshedza mubvumo wa u thoma wa maṅwe maipfi.</p>	<p>Tshifhinga tshothē u kona u ḁetshedza mubvumo wa u thoma wa dzina ḁawe na maṅwe maipfi.</p>
<p><b>3</b> U ita tshiṭori yawe nga u vhala zwifanyiso</p>	<p>Ha koni u shumisa zwifanyiso u bula zwi ḁaho zwauri tshiṭori tshi amba nga ha mini; u buletshedza zwifanyiso a tshi khou shumisa luambo lwo pimeaho.</p>	<p>U shumisa zwifanyiso u bula zwi ḁaho na u buletshedza tshiṭori fhedzi a tshi khou thusedzwa.</p>	<p>U shumisa zwifanyiso u bula zwi ḁaho zwauri tshiṭori tshi amba nga ha mini; a nga shumisa 'ipfi ḁa u vhala'.</p>	<p>U shumisa zwifanyiso u bula zwi ḁaho zwauri tshiṭori tshi amba nga ha mini; u sumbedza u ḁfesesa uri zwifanyiso na maipfi zwi na vhumisa, fhedzi zwo fhambana; u shumisa 'ipfi ḁa u vhala'; u sumba kha ḁinwalwa musi a tshi 'vhala'.</p>

# ★ Term 1: 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%)
<b>1 Recognises aurally and visually some consonants and vowels</b>	Is not able to recognise any letters and say the sounds that these letters make.	Is able to recognise 1–3 letters and say the sounds that these letters make.	Is able to recognise 4–6 letters and say the sounds that these letters make.	Is able to recognise 7–8 letters and say the sounds that these letters make.
<b>2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words</b>	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.
<b>3 Makes up own story by reading the pictures</b>	Not able to use pictures to predict what the story is about; describes pictures using very limited language.	Uses pictures to predict and describe the story, but with assistance.	Uses pictures to predict what the story is about; might adopt a “reading voice”.	Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”.

# ★ Themo ya 1: Rubiriki ya 1-3 ya Ndivho i Rangelaho u n̄wala na Munwalo

Ndila dza u linga	1. U sa swikelela (0 – 29%)	2. U swikelela ha vhukati (30 – 49%)	3. U swikelela ho eḁanaho (50 – 74%)	4. U swikelela lwa n̄thesa (75 – 100%)
<b>1 U bveledza zwikili zwa misipha miṭuku na zwikili zwa u sudzuluwa ha misipha havhuḁi.</b>	U kundelwa u fhedzisa mishumo ya u sudzuluwa ha misipha havhuḁi; u a tinya mishumo kana u a hanganea	U a kona u fhedzisa mishumo ya u sudzuluwa ha misipha havhuḁi fhedzi zwi a dzhia tshifhinga; zwi bveledzwa zwi vha zwi si zwa vhukuma.	U a kona u fhedzisa vhunzhi ha mishumo ya u sudzuluwa ha misipha havhuḁi; u vha na vhuronwane vhuulwane na u shuma nga n̄jila ya vhukoni.	U a kona u fhedzisa mishumo ya u sudzuluwa ha misipha havhuḁi a na vhuḁifulufheli, vhuronwane na vhuḁigeḁi.
<b>2 U ola zwifanyiso a tshi tshi khou dzhia muhumbulo muhulwane wa tshitori</b>	Nyolo a i vhonali kana i katela u n̄walatadza fhedzi kana zwi tendeledzi zwi re na mitalo.	Nyolo i a vhonala fhedzi a i tumani na tshitori, luimbo kana p̄fanapheledzo.	U ola tshifanyiso tshi re na mivhala tshi elanaho na tshitori; nyolo dza vhaanewa vhaulwane dzi na zwi n̄we zwa zwi tevhelaho: zwi rumbi, zwi shasha, zwa n̄ḁa, milenzhe, maṭo, ningo, mulomo, dzindevhe.	U ola tshifanyiso tshi re na mivhala, tshi re na zwi dombedzwa zwi elanaho na tshitori; vhaanewa vhaulwane vha re na zwi dombedzwa zwi fanaho na zwi ambaro.
<b>3 U a pfesesa uri u n̄wala na u ola zwo fhambana: u ḁiita u nga u khou n̄wala hu sumbedzwa nga u shumisa masongesonge</b>	Ha koni u sumbedza mihumbulo nga kha nyolo na u n̄wala	U sumbedza mihumbulo nga kha nyolo fhedzi a hu na vhuṭanzi ha u ḁiita u nga u khou n̄wala kana u n̄walatadza	U pfesesa uri u n̄wala na u ola zwo fhambana: u ḁiita u nga u khou n̄wala hu sumbedzwa nga u shumisa masongesonge	U pfesesa uri u n̄wala na u ola zwo fhambana nahone u thoma 'u n̄wala' a tshi khou shumisa muvango wa maḁere o kopiwaho na masongesonge; a nga kopa maḁere na dzinomboro u bva kha vhuḁo ha kilasirumu a tshi khou lingedza mu n̄walo wawe

# ★ Term 1: 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%)
<b>1 Develops small muscle skills and fine motor skills</b>	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.
<b>2 Draws pictures capturing main idea of a story</b>	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.
<b>3 Understands that writing and drawing are different: pretend writing represented using squiggles</b>	Not able to represent ideas through drawing or writing.	Represents ideas through drawing, but no evidence of pretend writing or scribbles.	Understands that writing and drawing are different: pretends to write using squiggles.	Understands that writing and drawing are different and begins to “write” using a mixture of copied letters and squiggles; may copy letters and numbers from the classroom environment in own writing attempts.

# ★ Kha vha ite suko la u tamba

## Zwine vha do toda

- ★ khaphu nthihi ya fuḽauru
- ★ kota ya khaphu ya muḽo
- ★ hafu ya khaphu ya maḽi a u dudela
- ★ maroḽa maḽanu a tshiḽeamuvhala tsha zwiḽiwa



## Maga

- 1 Kha vha ṽanganyise fuḽauru na muḽo.
- 2 Kha vha ṽanganyise hafu ya khaphu ya maḽi a u dudela na maroḽa a si gathi a tshiḽeamuvhala tsha zwiḽiwa.
- 3 Kha vha shele maḽi nga u ongolowa nga ngomu ha muvango wa fuḽauru, kha vha rithelele musi vha tshi shela. Kha vha rithelele u swikela zwi tshi ṽangana, u bva afho kha suke nga zwanḽa zwavho u swikela fuḽauru i tshi ṽangana yoṽhe. Arali suko li tshi khou nambatelesa, kha vha engedze inwe fuḽauru u swikela li si tsha nambatela na luthihi.
- 4 Kha vha dovholole maga aya kha muvhala muḽwe na muḽwe une vha ṽoda u u ita.

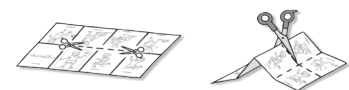
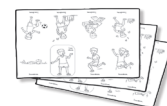


*Tsivhudzo: Kha vha dudedze suko la u tamba nga u li hamula nga zwanḽa zwavho. Iyi ndi nyonyoloso yavhudi kha misipha ya zwanḽani ya vhana. Kha vha pange suko la u tamba nga ngomu ha bege ya puḽasitiki u itela uri li dzule li liḽwa vha li vhulunge kha tshirothodzi, arali zwi tshi konadzea, kana fhethu hu rotholelaho.*

# ★ U ita kubugu kuṽuku

## Maga

- 1 Kha vha ite khophi dza kubugu kuṽuku kwune vha kwu ṽoda.
- 2 Nga zwifanyiso zwo sedzaho nṽha, kha vha pete siaṽari li vhe na zwipiḽa zwa malo. Kha vha li petulule.
- 3 Kha vha pete siaṽari li vhe hafu, u tsela vhukati.
- 4 Kha vha gere vhukati ha lupeto, sa zwo sumbedzwaho kha tshifanyiso heneḽho tsini na mitalo ya zwithomathoma kha siaṽari.
- 5 Kha vha fare siaṽari li vhe vhukati ha munwe na gunwe ḽavho kha masia oṽhe a siaṽari.
- 6 Kha vha ise zwanḽa zwavho fhasi zwi ṽangane.
- 7 Kha vha ite ḽaiburari ya zwibugu zwivuku nga u vhulunga bugu dzavho kha kubogisi kuṽuku – bogisi ḽa dzheḽi li shuma zwavhudi!





# ★ How to make playdough

## You will need

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



## Steps

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

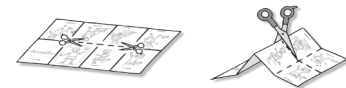
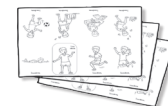
*Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.*

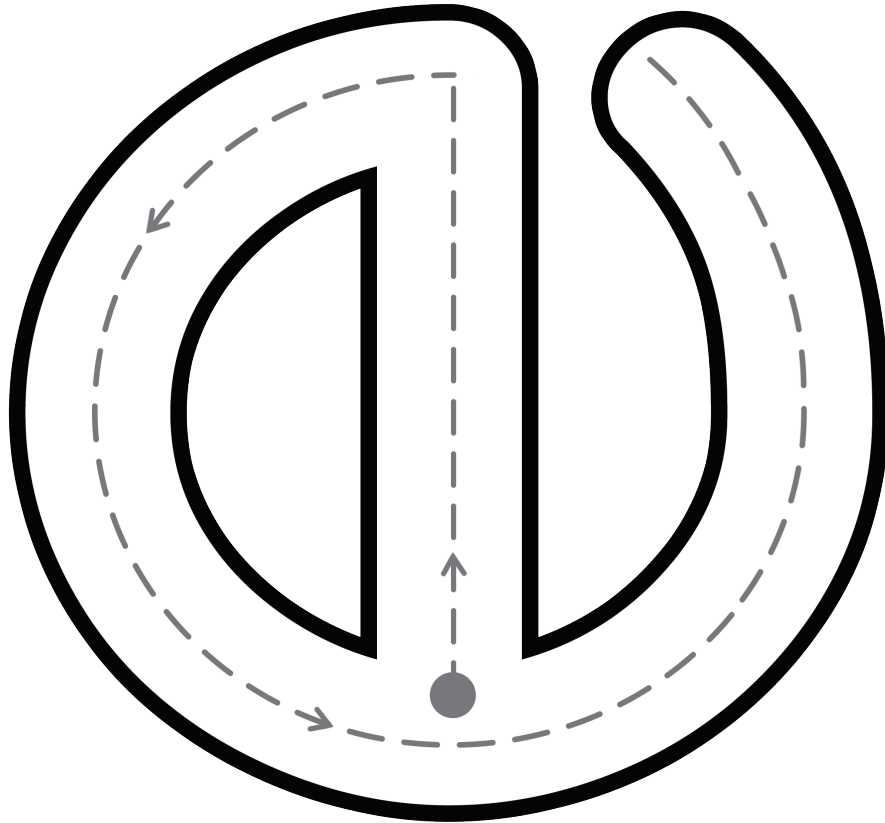
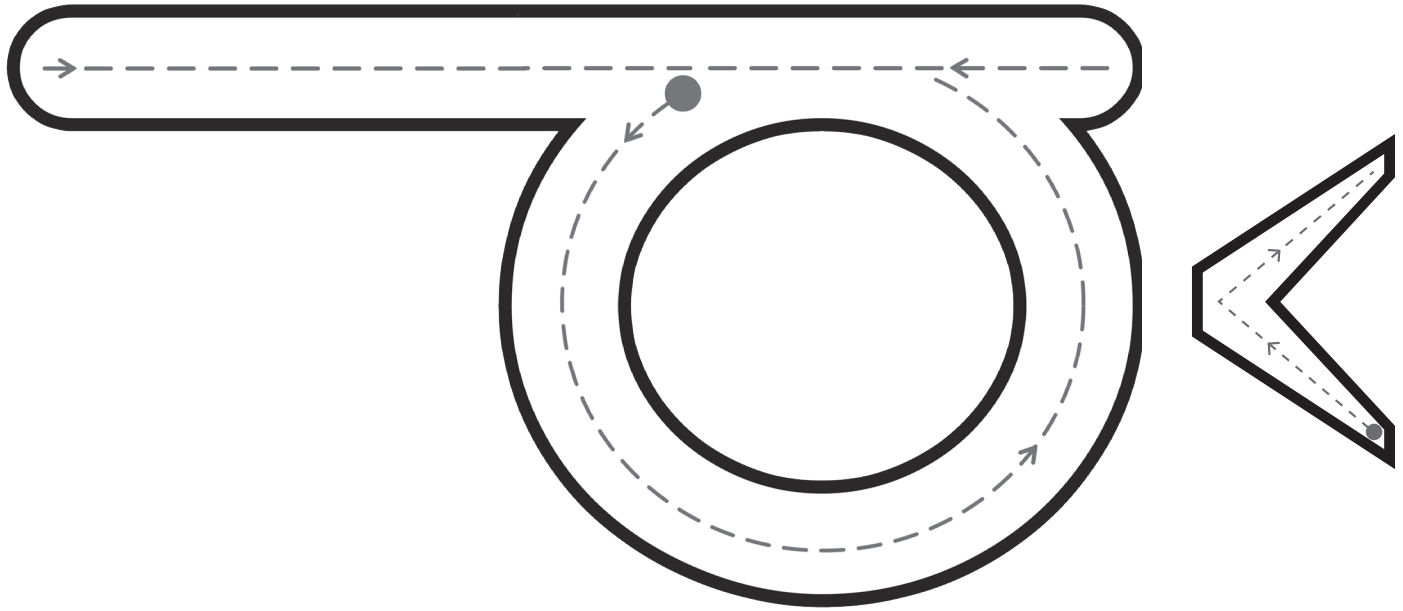


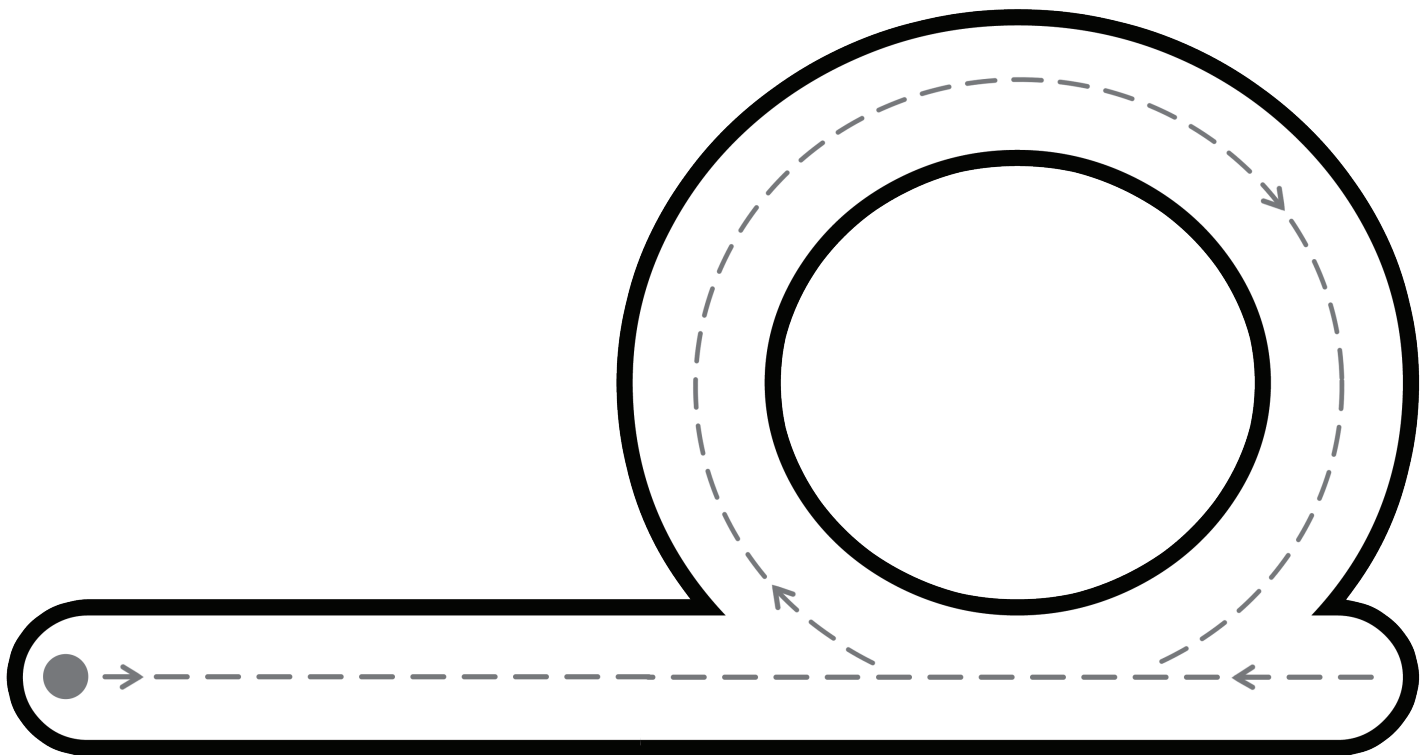
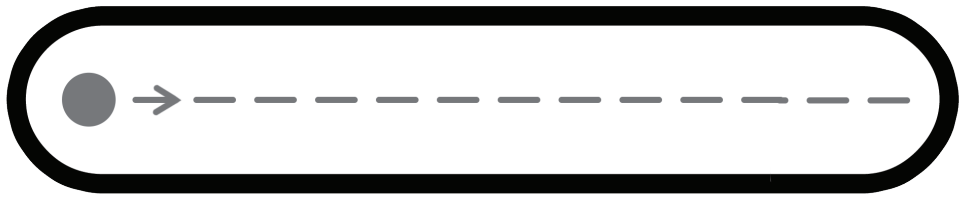
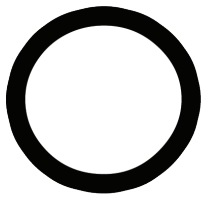
# ★ How to make a little book

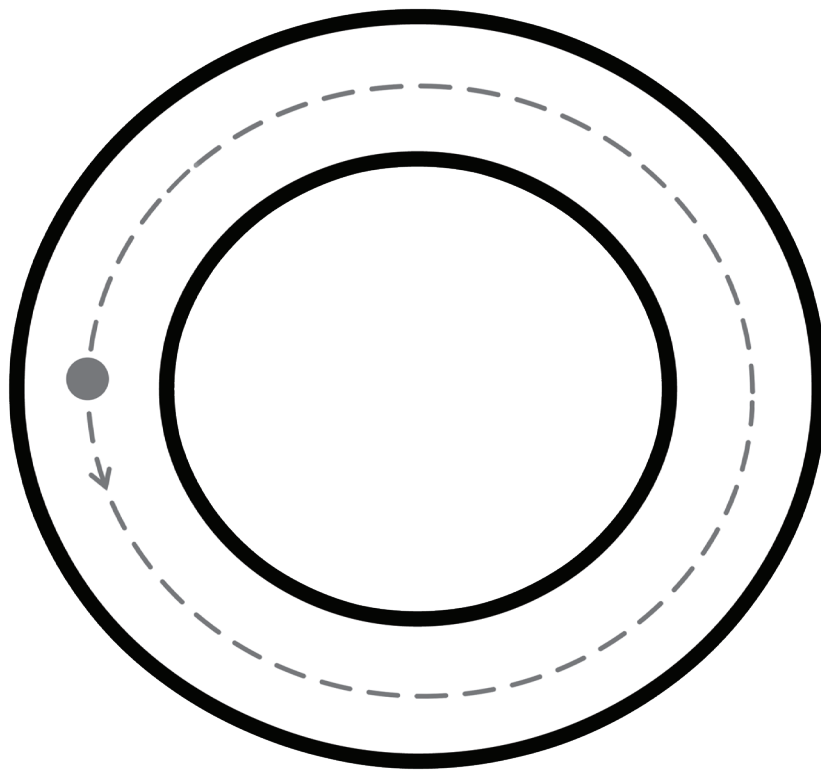
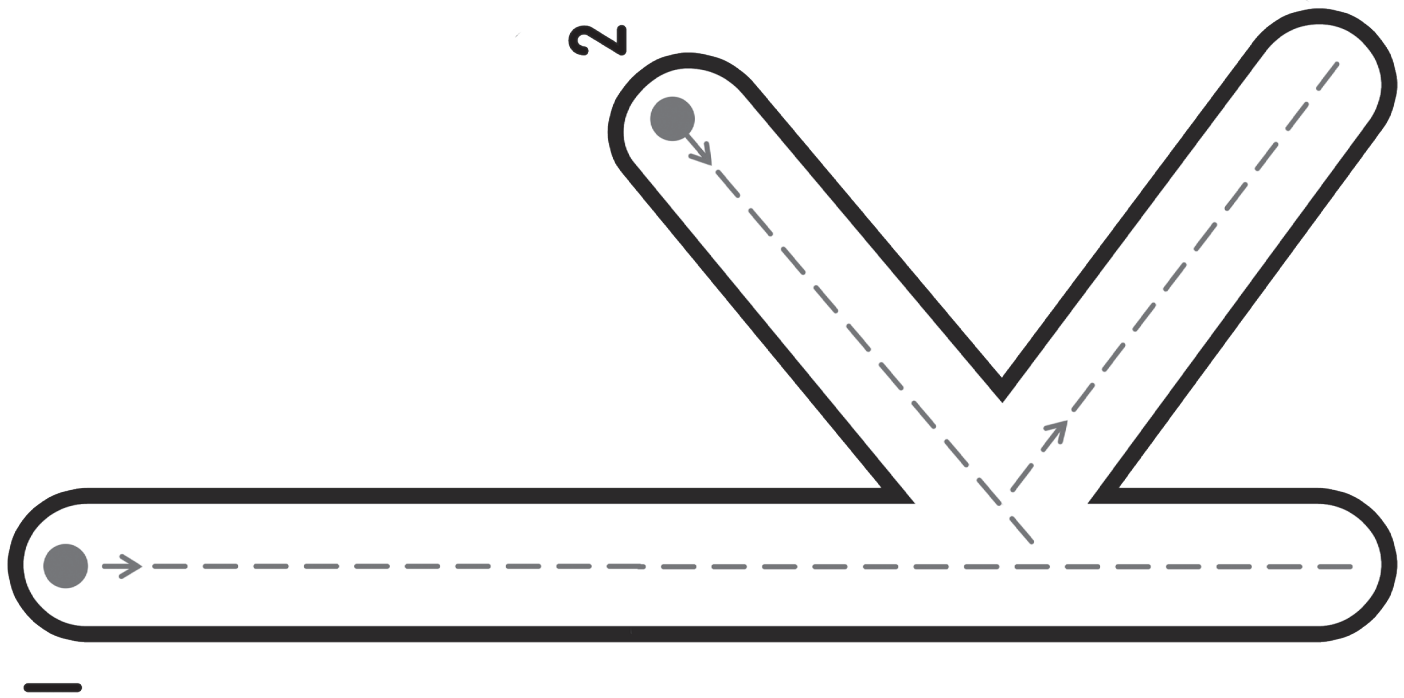
## Steps

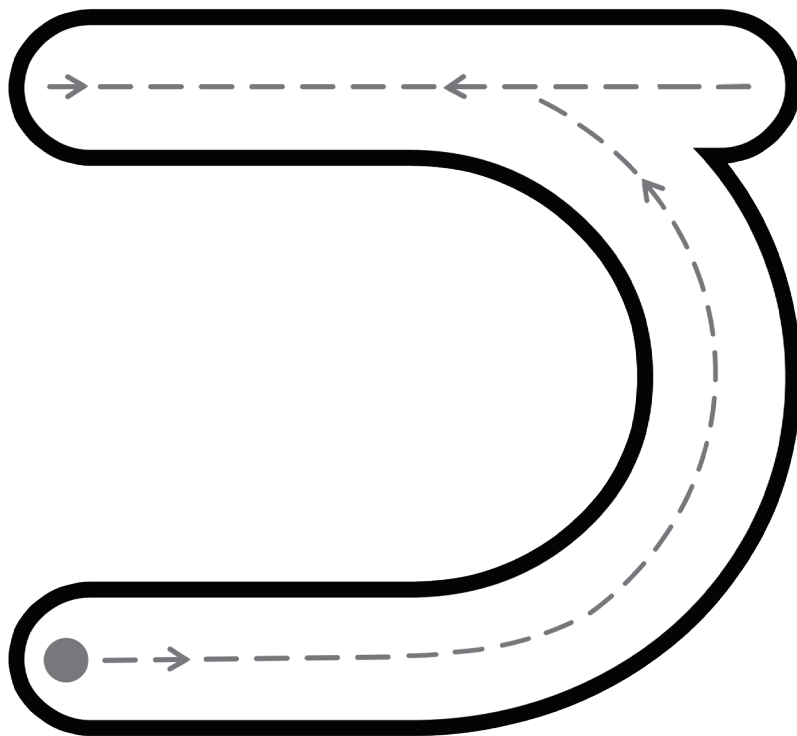
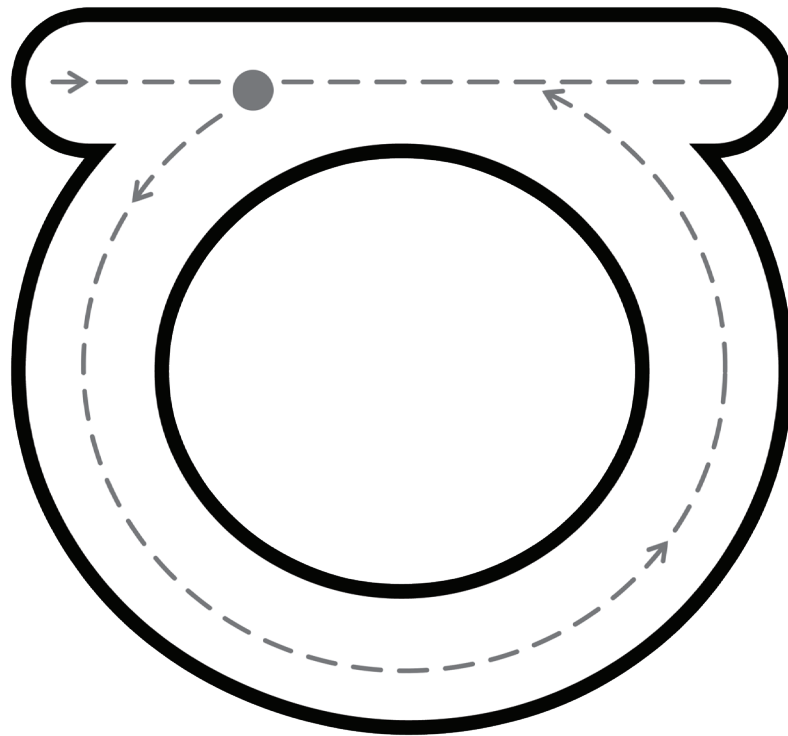
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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









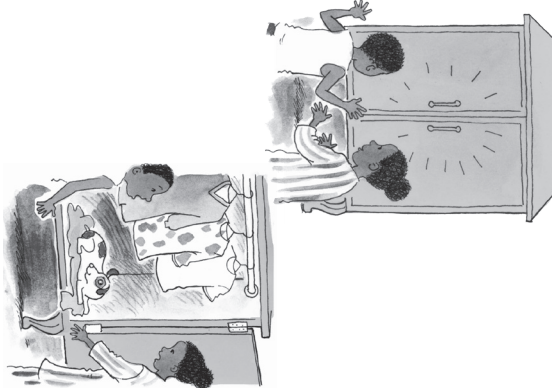




3



7



5



9



2



1



Rokho Data

Wordworks  
Changing the way we think

Bugu iyi ndi ya:

.....





2



1



3



4



5



6

Gidimani, Lindi,  
Gidimani!




Bugu iyi ndi ya:

.....



9



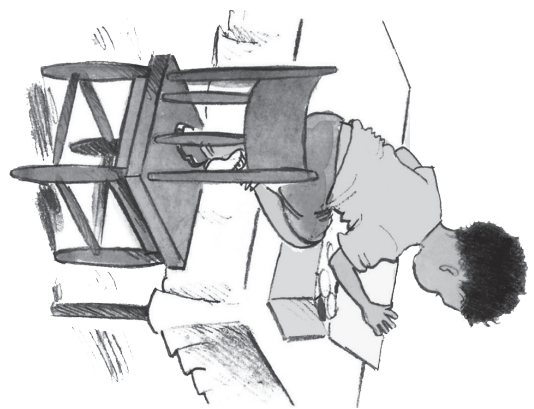
5



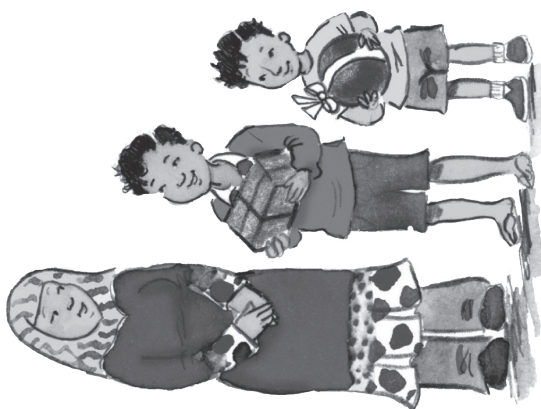
4



3



1



2



Ali na Pennde



Wordworks  
Creating Literacy Through Literacy

Bugu iyi ndi ya:

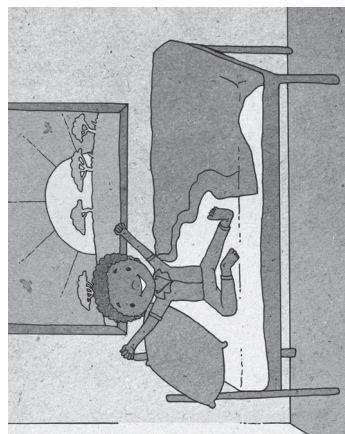
.....







2



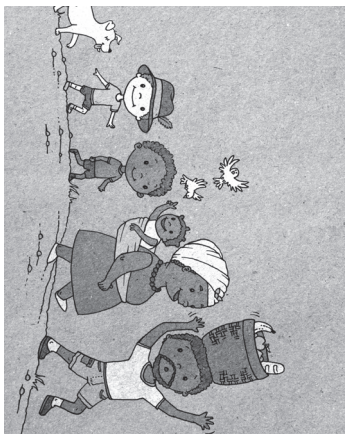
1

Duvha  
Ľavhuđi

b	o	k	h
d	a	s	h

Bugu iyi ndi ya:

.....



3



4



5



6





9



5



7




3

Bugu iyi ndi ya:

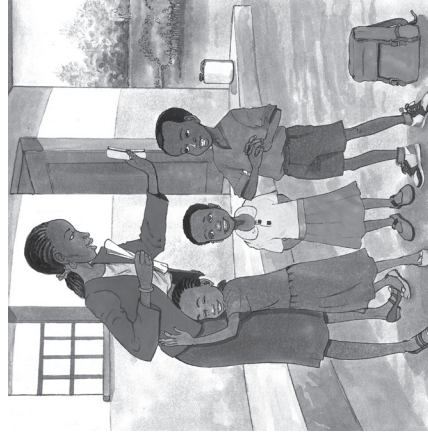
.....

Mudedekadzi  
Vho Akinyi



African  
Storybook.org

1

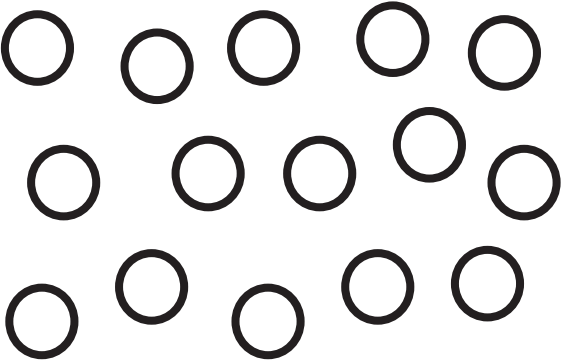
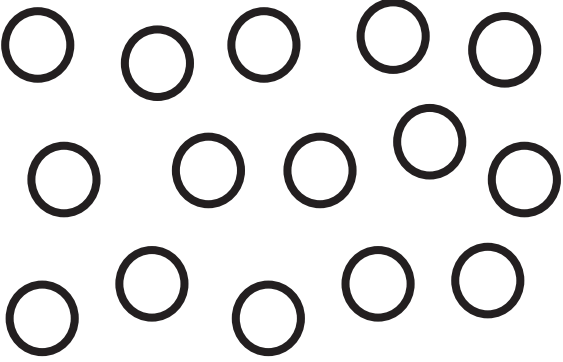
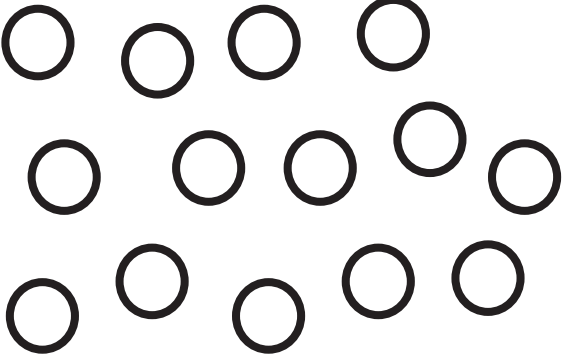
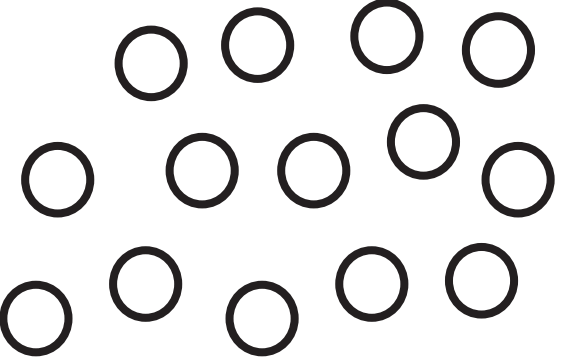
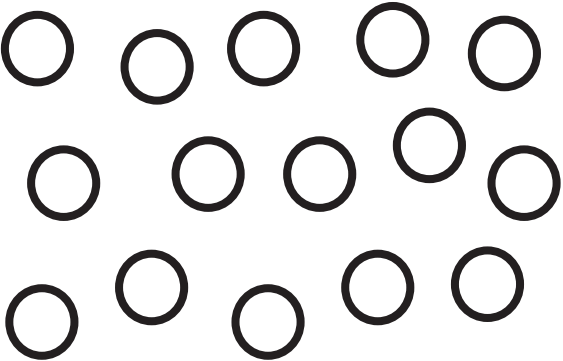
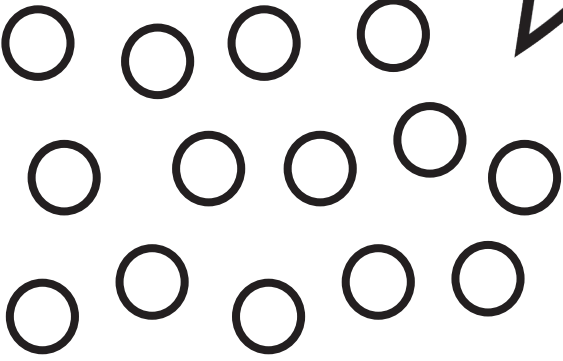
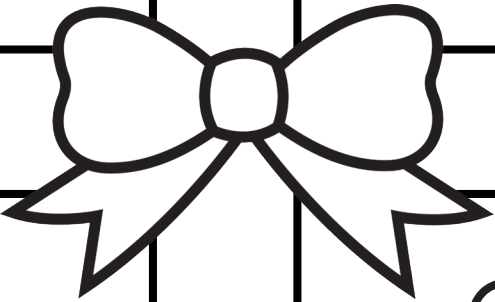
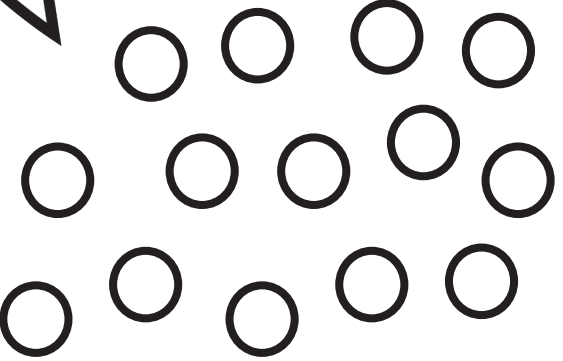


2





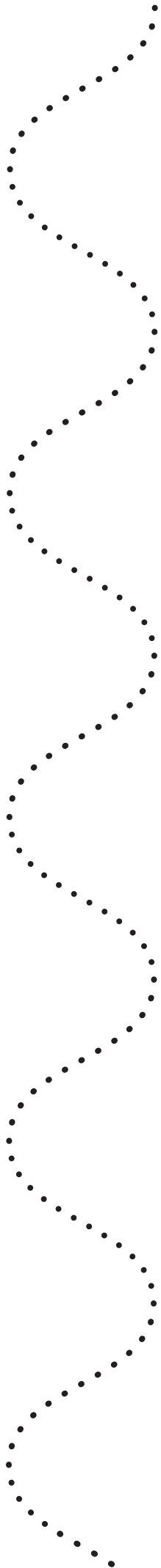
Ali na Pennde: Siaṭari ʒa mushumo wa mpho

		
		
		<p>U bva kha: .....</p> <p>U ya kha: .....</p>
		



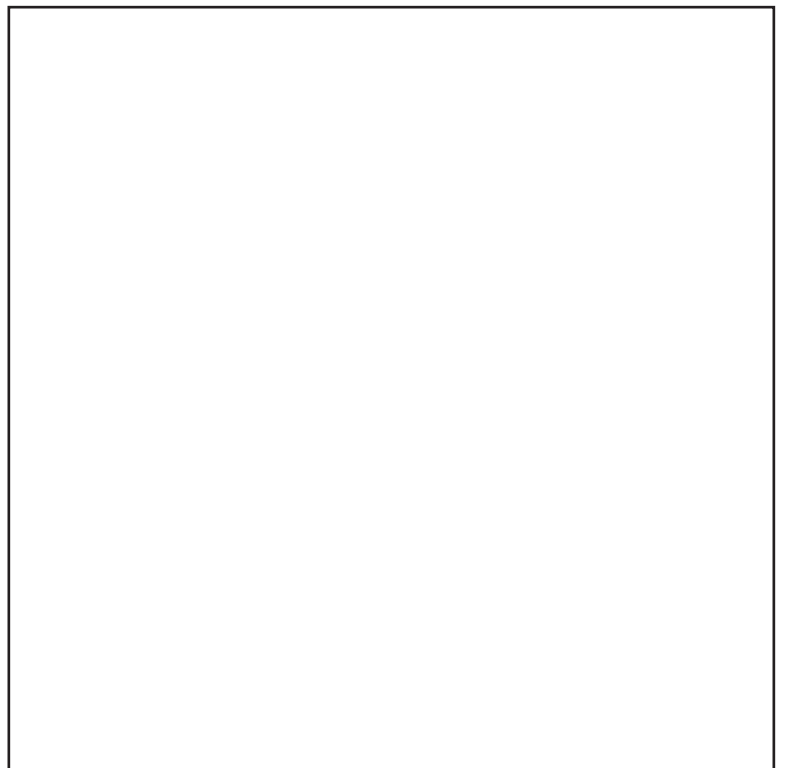
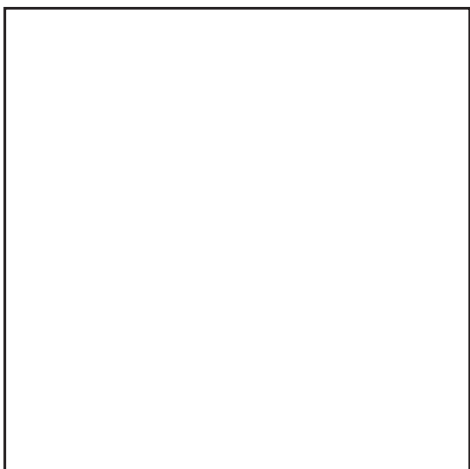
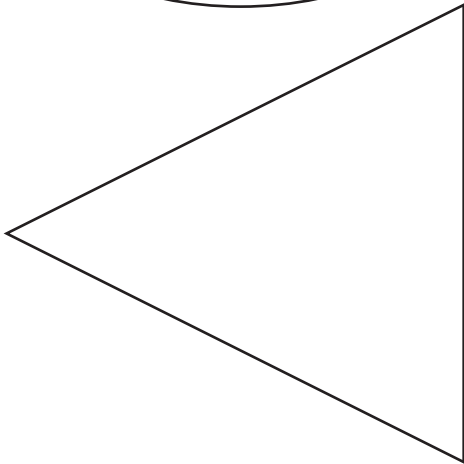
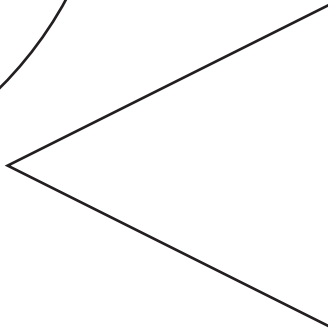
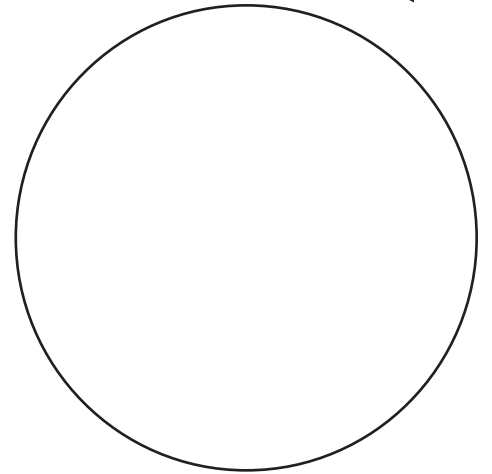
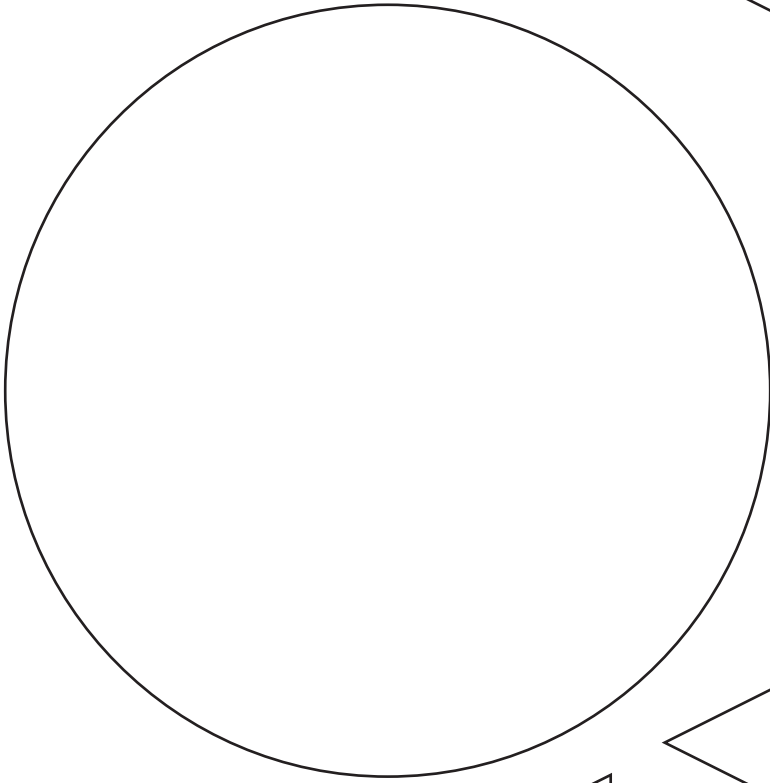
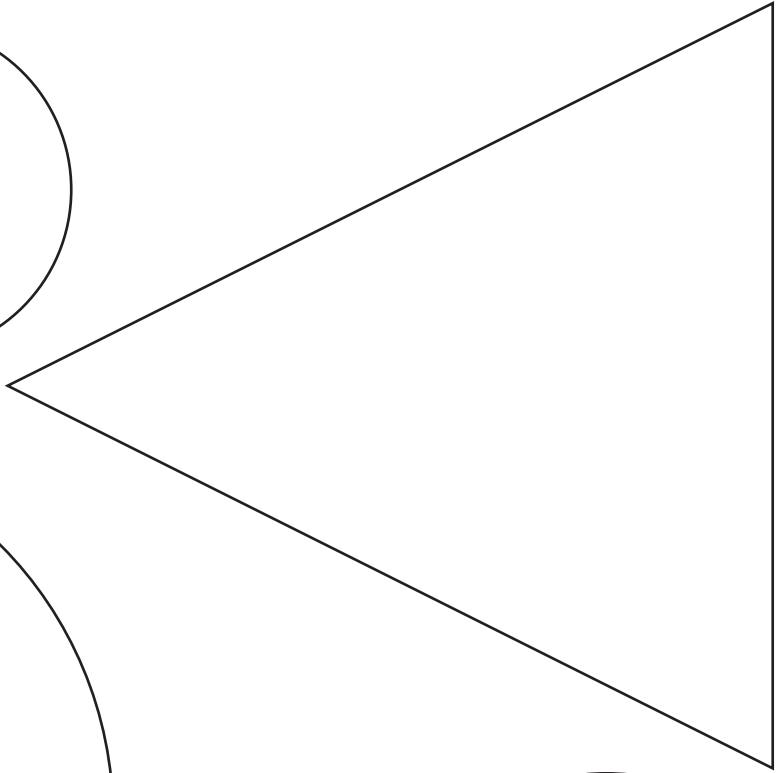
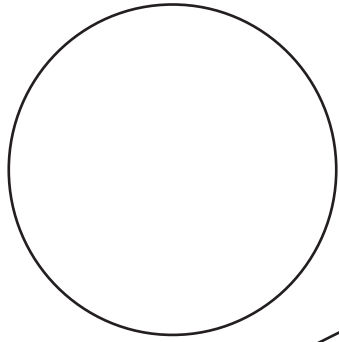
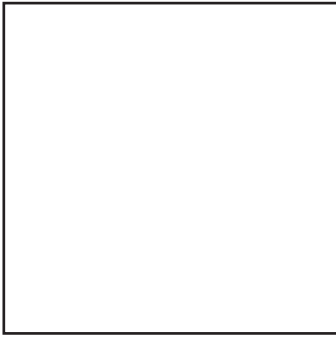


**Ali na Pennde:** Siaṭari ḷa mushumo wa bammbiri ḷa u putela



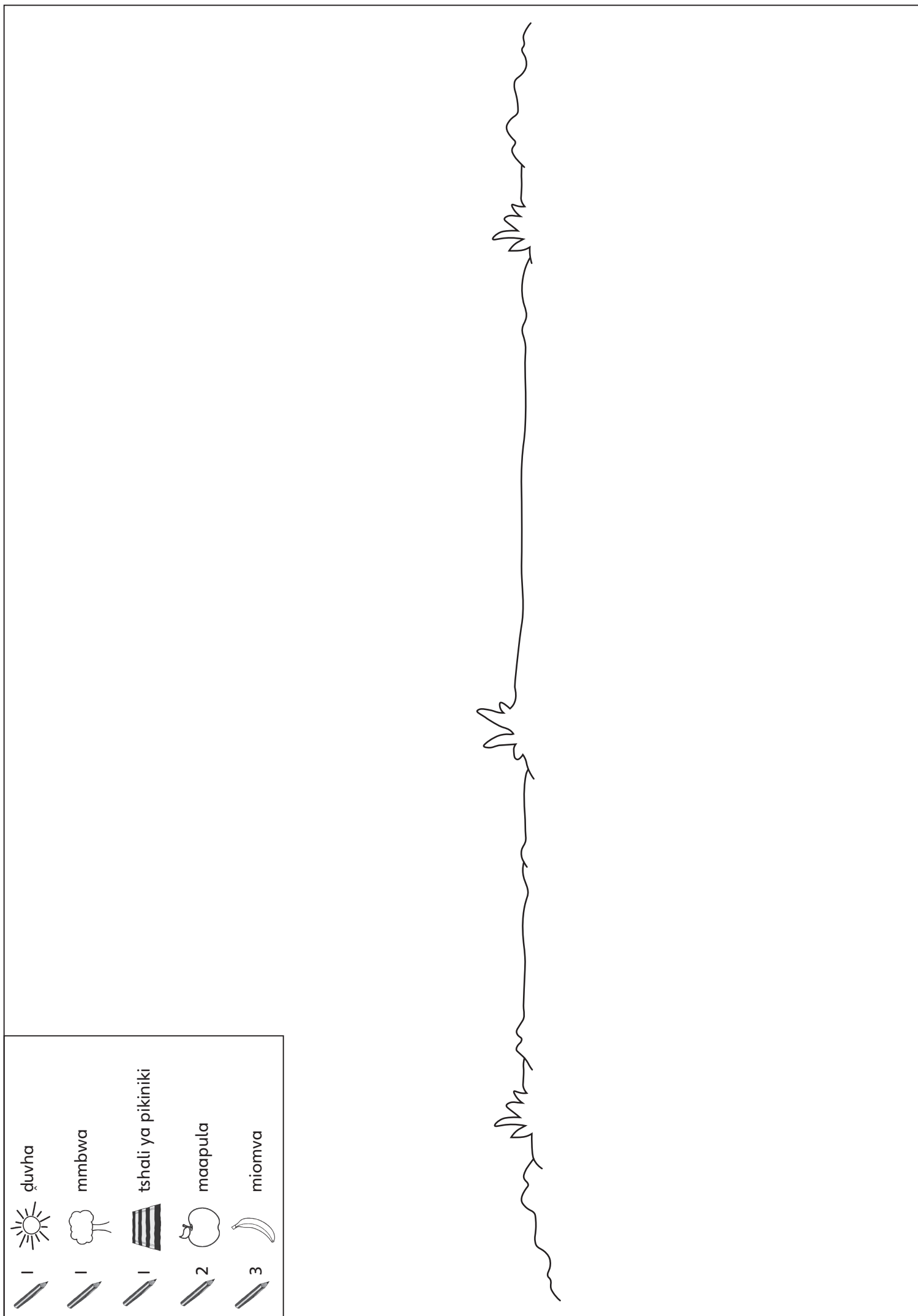












**Ali na Pennde:** *Siaṭari ʒa mushumo wa zwivhumbeo*





Ali na Pennde: Siaṭari ̄a mushumo wa u Vhala na u ita

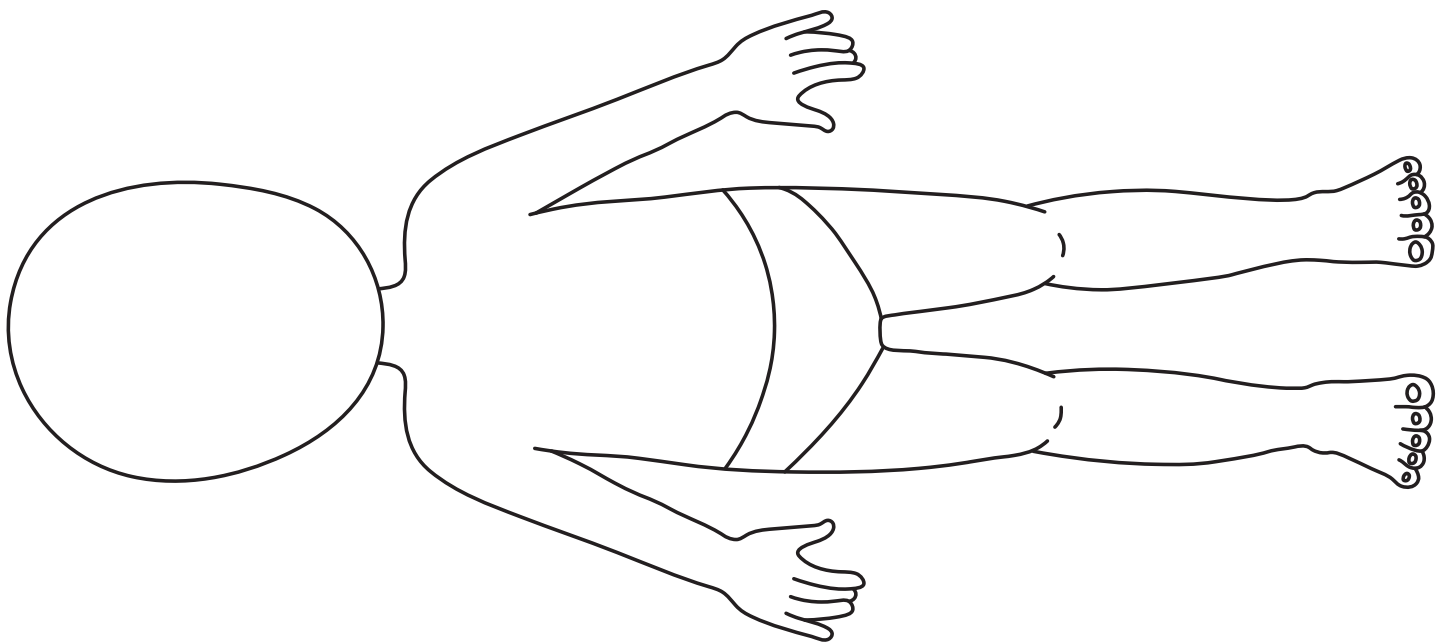
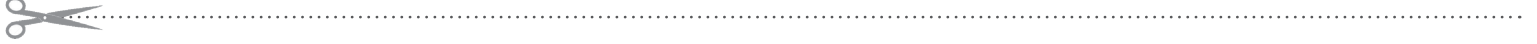
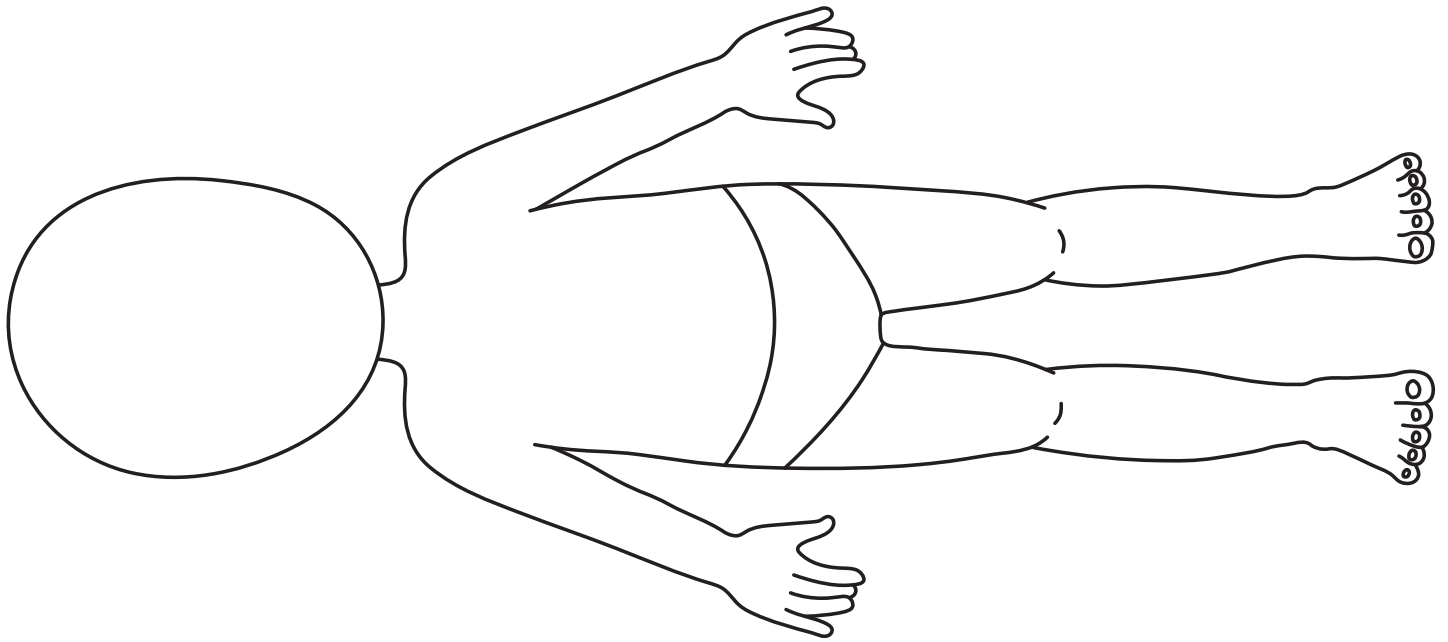


	1		duvha
	1		mmbwa
	1		tshali ya pikiniki
	2		maapula
	3		miomva





**Duvha Lavhudi:** Siaṭari ḷa mushumo wa u ambara





**Duvha Lavhudi:** Siatari la mushumo wa tshali ya pikiniki



↓ Petani afha ↓

↑ Gumani n peta afha ↑







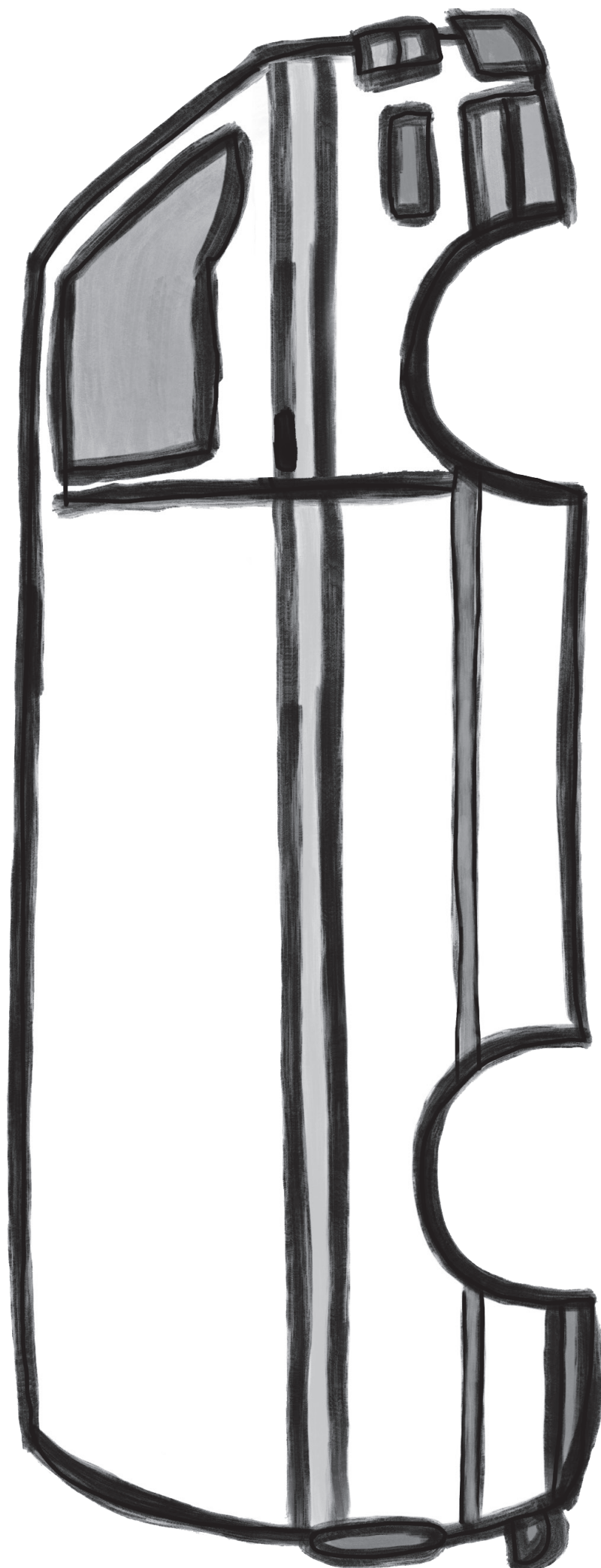
***Duvha Lavhudi: Siatari la mushumo wa u luka mbemba***

A series of 25 rows of vertical dashed lines for handwriting practice, organized into four columns of six lines each, with one additional line at the end of each row.





**Mudedekadzi Vho Akinyi:** *Thekhisi ya siaṭari ʒa mushumo wa Thabo*





**Mudedekadzi Vho Akinyi:** Siaṭari ʒa mushumo wa bada ya masongesonge

