



INkqubo yokuPhucula uLwimi kwiBanga R

Grade R Language
Improvement Programme

IsiKhokelo seMisebenzi Activity Guide

IKota yoku-1
Term 1



IsiXhosa | English





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Amazwi engabula-zigcawu aphuma kwiNtloko yeSebe leMfundo



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

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GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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

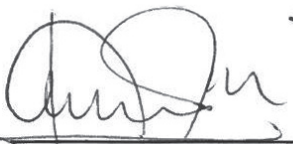
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

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

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

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

Yours Sincerely


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

IsiKhokelo seMisebenzi seKota yoku-1

IsiKhokelo seMisebenzi seKota yoku-1, soLwimi lwaseKhaya, sikuxhobisa ngendlela yokufundisa uLwimi lwaseKhaya kwiBanga R ngekota yokuqala. Imisebenzi isekelwe kumabali kwaye yenzelwe ukuba kufundiswe ibali ngalinye ngokomjikelo okanye ngokwesayikili yeeveki ezimbini.

Qaphela ezi zinto zilandelayo:

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

Khawukhe udibane noStella

UStella unegama elikhethekileyo. Umsebenzi wakhe kukomeleza ukufundiswa kwabantu bonke ulwimi kunye nelitheresi. Uza kuqaphela ukuba kukho utitshala okhoyo kwesi siKhokelo sikaTitshala, ogama linguStella. Olu hambo lokufunda uza kuluhamba kunye nalo titshala ke kwaye uza kusoloko ekunika amacebo awathatha kumava akhe eminyaka, okufundisa kwiklasi yeBanga R.



Komelezwa ukuFundiswa koLwimi neLitheresi yabantu Bonke.

Izixhobo zokufundisa nokufunda

Nasi isishwankathelo samabali, imixholo yamabali kunye noonobumba ekugxilwe kubo kwiKota yoku-1.

Ibali	Umxholo	Oonobumba/izandi ekugxilwe kuzo
Ilokhe eluhlaza	Mna; Esikolweni	–
Baleka Lindi, baleka	Mna; Umzimba wam nokuphila ngendlela esempilweni	o no-k
UAli nepeyinti	Umzimba wam; limilo kunye nemibala	i no-a
Imini emnandi	Ixesha lasehlotyeni, Umzimba wam nokuphila ngendlela esempilweni	e no-b
Utitshalakazi uAkinyi	Eklasini; Imibala; lintsuku zeveki	u no-t

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

Umqulu weziXhobo zokuFunda nokufundisa uLwimi

Kwikota nganye uza kufumana umqulu wezixhobo zokufunda nokufundisa ezihamba kunye:

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



★ Introduction

The Term 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 **E**arly **L**anguage and **L**iteracy for **A**ll.

Resources

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

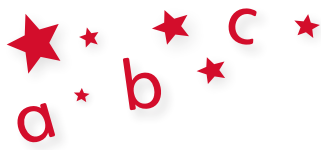
Story	Theme	Focus letters/sounds
The green dress	Me; At school	–
Run Lindi Run	Me; My body and healthy living	o and k
Ali and the paint	My body; Shapes and colours	i and a
A beautiful day	Summer; My body and healthy living	e and b
Teacher Akinyi	In the classroom; Colours; Days of the week	u and t

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.



Izixhobo zokufunda nokufundisa onokuziqokelela okanye uzithenge

- ★ iipropu kunye nezinto zokunxiba ezihambelana nebali oza kuzisebenzisa xa ubalisa ibali, nililinganisa okanye nisenza umdlalo wokulinganisa
- ★ izinto ezilahliweyo oza kuzisebenzisa kwimisebenzi yobugcisa neyokubumba izinto.
- ★ izixhobo zokufunda ezishicilelweyo ezihamba nebali ngalinye: incwadi yemifanekiso, amaphetshana anezinto ezithengiswayo, iimagazini kunye neepowusta
- ★ iikhrayoni ezinkulu zewax, ipeyinti kunye neebhrashi zokupeyinta
- ★ izikere, iglu nentambo
- ★ iphepha elinguA4, ikhadibhodi kunye nephepha elimhlophe elikhulu
- ★ iimagazini kunye namaphepha anezinto ezithengiswayo
- ★ izikhongozeli zeplastikhi (ebezifake iyogathi, ibhotolo kunye neayisikhrim)
- ★ ingxowana efakwe iimbotyi okanye ibhloko
- ★ izikhongozeli ezincinci (ungasebenzisa isiqingatha esingezantsi sebhotele yeplastikhi) kunye nembewu eza kutyalwa.

Amalungiselelo afunekayo ebali ngalinye

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

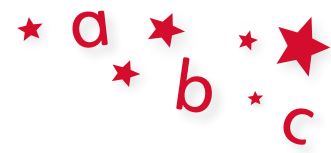
Ukufundisa uLwimi lwaseKhaya kwinkqubo yemihla ngemihla yeBanga R

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

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

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





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ 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.

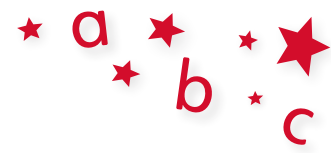
The two-week cycle on the next page maps out activities for every day, for two weeks. The activities are designed to build on and reinforce the language of the story, and develop important literacy concepts within a meaningful story context. The structure is repeated for each two-week cycle. This routine 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.



Isayikili yeeveki ezimbini yoLwimi lwaseKhaya






Iveki yoku-1

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



The Home Language two-week cycle






Week 1

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










Iveki yesi-2

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



Week 2

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



Imisebenzi yale nkqubo ihambelana neCAPS

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

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





Programme activities are CAPS aligned

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

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



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





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

★ Ilokhwe eluhlaza

Ibali

Ibali lethu lanamhlanje lithetha ngentombazana encinci egama linguZinzi Madiswa. UZinzi uza kugqiba iminyaka emithandathu. Lo, ngubhuti wakhe uSam kwaye yena uneminyaka elishumi. Bahlala nomama, utata wabo kunye noSpothiinja yabo, kwindlu encinci. Idilesi yakowabo ngunombolo 7 Pokela Stalato, Masiphumelele.

USam kunye noZinzi bafunda kwisikolo esinye. Qho, kusasa uMama wabo ubaphekela isidudu asigalele ubisi. Emva kwesidlo sakusasa, baya esikolweni. Uyafuna ukuba kwenzeka ntoni ngenye imini xa babelungiselela ukuya esikolweni?

Ngenye intsasa uSam wayenxiba elungiselela ukuya esikolweni. UMama wayexakile elungisa isidlo sakusasa. USam wanxiba ibhluhwe yakhe emfutshane ehobe, ihempe emhlophe, iikawusi ezihobe kunye nezihlangu ezimnyama. UZinzi yena wayesanxibe impahla yakhe yokulala kwaye wayebonakala ekhathazeke kakhulu. USam wamjonga wathi, "Zinzi awuzukwazi ukuya esikolweni ngempahla yokulala! Iphi ilokhwe yakho eluhlaza yesikolo? Khawulezisa, Zinzi okanye siza kufika emva kwexesha esikolweni!"



"Ndiyazi, ixesha limkile, kodwa andiyiboni ilokhwe yam eluhlaza." Ingaba yayiphi le lokhwe? Bakhangelela phantsi kwebhedi nasemva kocango kodwa abazange bayibone ilokhwe eluhlaza.

Owu, torho, uZinzi! Wayekhathazeke kakhulu efuna nokulila. Kusenjalo, uSam noZinzi beva ingxolo. "Hawu, hawu," Yayisitsholo phantsi, kwafuneka bazole baphulaphule ngenyameko. "Yintoni leyo? Ivakala ngathi nguSpothi. Inokuba uphi?" wabuza uZinzi.

"Shh! Masiphinde siphulaphule kwakhona," watsho uZinzi. Baphulaphula ngenyameko baze baphinda beva: "Hawu, hawu." USam wathi, "NguSpothi lowo! Inokuba uphi?" Baphulaphula kwakhona. "Hawu, hawu" Isandi sasiphuma kwikhabhathi eyayisepasejini. UZinzi wabaleka waya ekhabhathini wavula ucango. Wabona uSpothi ehleli ngaphakathi ekhabhathini. Wayengqengqeqe phezu kwelokhwe yakhe!



UZinzi wamphakamisa uSpothi wathi, "Spothi, bekutheni ukuze uvaleleke kule khabhathi? Yhoo, yijonge ke ngoku ilokhwe yam!" USam wathatha ilokhwe eluhlaza wayivuthulula. UZinzi wayijonga ilokhwe yakhe watsho waziva engcono kakhulu.

UZinzi wanxiba ilokhwe yakhe. Abantwana bakhawulezisa batya isidlo sabo sakusasa. Bahlamba izandla zabo ze bafaka izifonyo zabo bathi kuMama, "Sala kakuhle, mama!". UZinzi noSam babaleka ngokukhawuleza baya esikolweni. Bafika esikolweni xa kubetha intsimbi yokuba abantwana bafole emigceni. Bavuya kakhulu kukuba bengafikanga emva kwexesha esikolweni!

Liyaphela apha ibali lethu.



★ 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.





Ingoma

Amalungu omzimba

Imvula, imvula
 Chapha, chapha, chapha
 Imanz' ilokhwe yam
 Gqum gqum
 Kuyaduduma
 Gqum gqum
 Kuyaduduma.

Isigama esiphuma ebalini

Amagama abalulekileyo:	ilokhwe	luhlaza	khathazeka	emva kwexesha	ingxolo	khangela
Amanye amagama:	idilesi	impahla yokulala	isidlo sakusasa	ikhabhathi	jonga	phulaphula
	isidudu	emva	phantsi	ezantsi	khawuleza	nxiba





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





Izinto ekufuneka unazo:

- Ibali: *Ilokhwe eluhlaza*
- Iipapethi: UZinzi, uSam, uMnu noNkskz. Madiswa, uSpathi, ilokhwe eluhlaza, iimpahla zokulala
- Iipropu: ilokhwe eluhlaza okanye ilaphu eliluhlaza, iimpahla zokulala, ibhokisi endala ozakwenza ngayo ikhabhathi
- Izinto okanye amakhadi anemifanekiso yamagama akuluhlu lwesigama

UStella uthi:



Zifundele ibali amatyeli ambalwa. Ziqhelise ukulibalisa ngokumana ulibalisa ekhaya phambi kokuba uze kubalisela ikhosi. Okuye uzithemba, kokukhona kuza kuba lula ukulibalisa. Akuzukubakho mfuneko yakufunda amagama asebalini – ungalibalisa ngawakho amazwi ibali.

Izinto ekufuneka unazo:

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

Iveki yoku-1 Usuku loku-1

Imisebenzi yeklassi yonke

Yenza isicengcelezo esithi *Ngamehlo amabini ndiyabona* ukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawuzame ukunxulumanisa ibali kunye nobomi babafundi: Ncokolani ngobudala babafundi, banabo na abanakwabo okanye oodade, bahlala phi na, baya njani esikolweni, banxiba ntoni xa besiya esikolweni.
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo kuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuba ithini na intsingiselo yegama. Umzekelo: Bonisa abafundi ukuba buba njani ubuso bomntu okhathazekileyo uze ubacele ukuba bakubonise ukuba bona baba njani xa bekhathazekile. Bacele ukuba balibize igama ngolwimi lwabo ukuba ekhaya bathetha ulwimi olwahlukileyo kolo lwasesikolweni.

2 Ngexesha ubalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi.
- 2.2 Yenza izijekulo uze usebenzise iipapethi neepropu.
- 2.3 Cela abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *“Inokuba uZinzi wayeziva njani bethu ngexesha besendleleni eya esikolweni?”*

3 Emva kokubalisa ibali

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

Ngamehlo amabini ndiyabona

Ngomlomo omnye ndiyathetha ndicule,
Ngamehlo amabini ndiyabona,
Ngeendlebe ezimbini ndiyeva,
Ngeenyawo ezimbini ndiyahamba ndibaleke,
Nazi izandla zam. Ndinike ezakho
– Lixesha leballi kumntu wonke!

Iveki yoku-1 Usuku lwesi-2

Imisebenzi yeklassi yonke

Ukubalisa ibali nokucula

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





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

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?"*

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.

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.





Izinto ekufuneka unazo:

- lipapethi zokubalisa ibali
- liPropu: ilokhwe eluhlaza okanye isiqwengana selaphu eliluhlaza, ibhokisi endala oza kwenza ngayo ikhabhathi, impahla yokulala



Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklassi yonke

Ukubalisa nokulinganisa ibali

- 1 Culani ingoma.
- 2 Khawukhe ubabuze abafundi ukuba ingaba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: "Ngubani osakhumbulayo ukuba bukhangeleka njani ubuso bakho xa 'ukhathazekile'?"
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali kwaye ubabonise nepropu eziza kusetyenziswa xa kubaliswa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ke ngoku ubalise ibali kwaye ubakhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklassi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

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

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklassi yonke

Ukulandelelanisa imifanekiso

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





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)





Izinto ekufuneka unazo:

- Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 elibhalwe isihloko sebali phezulu
- Iikhrayoni zewax ezinkulu

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo.
- 2 Cela abafundi ukuba bakhombe amagama esihloko sebali njengokuba niwafunda kunye.
- 3 Babuze abafundi ukuba yeyiphi eyona ndawo bayithande kakhulu ebalini. Usenokubanika iingcebiso. Umzekelo: *"Ingaba niyithandile laa ndawo uZinzi afumana uSpothi ekhabhathini?"* Bakhuthaze abafundi ukuba bazobe umfanekiso weyona ndawo bayithandileyo ebalini.
- 4 Phawula ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe.
- 5 Buza abafundi ukuba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba ubabhalele.
- 6 Ukuba abafundi bangathanda ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucitha ngethuba uwabhala. Cinga ngokuvakalayo ngethuba ubhala izivakalisi zabo. Umzekelo: *"UZinzi ... wamfumana ... uSpothi ... e Leliphi igama elilandelayo ofuna ukulibiza? Ekhabhathini. Ndiza kubhala ke ngoku igama 'ekhabhathini'."*
- 7 Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba bayavumelana na nesivakalisi phambi kokuba ulungise amagama abakunike wona. Khumbula, kufuneka ubhale ngokucekileyo nangokucacileyo.
- 8 Wakugqiba ukubhala, khuthaza abafundi ukuba bafunde isivakalisi kunye nawe. Khomba igama ngalinye njengokuba nifunda uze uyincome imizamo yabo.

Ndiyayithanda ilokhwe kaZinzi entle eluhlaza.





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.





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye makabe nekopi yencwadi encinci esongiweyo

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa

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



Izinto ekufuneka unazo:

- iNcwadi eNkulu: *Ilokhwe eluhlaza*

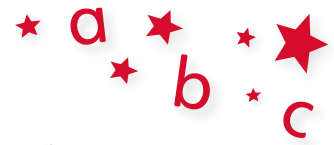
Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklassi yonke

Ukufunda kunye notitshala – INcwadi eNkulu

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





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.





Izinto ekufuneka unazo:

- Umfundi ngamnye makabe nentlama yokudlala nebhodi encinci okanye imethi



Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukufunda ukuphulaphula

- 1 Hlalisa abafundi ezitafileni ubalungise bahlale kakuhle khonukuze iklasi izole.
- 2 Qalisa ngokuthi: *"Nisakhumbula ngexesha uZinzi noSam besiva uSpothi ekhonkotha ngaphakathi ekhabhathini? Inokuba babephulaphule ngenyameko ukuze bamve. Masikhe sivale amehlo, sicimele sithi cwaka imizuzu embalwa ngelixa siphulaphule izandi kwindawo esikuyo."* Ngoku ke cela abafundi ukuba bavule amehlo nize nincokole ngezandi abazivileyo. Ncokolani nichaze ukuba ziziphi izandi ebezivakala kufutshane kubo (ebezixhola) ze ibe ziziphi ebezivakala kude (zisezantsi) Bachazele abafundi ukuba niza kwenza umsebenzi oza kufuna bayiphulaphule ngenyameko into oza kuyithetha.
- 3 Nika umfundi ngamnye ibhola yentlama yokudlala uze ubaxelele ukuba baza kwenza abantu ngentlama yokudlala.
- 4 Buza abafundi ukuba umntu abaza kumenza kuza kufuneka enawaphi amalungu omzimba: intloko, umzimba, iingalo ezimbini, izandla ezibini, imilenze emibini, iinyawo ezimbini, iindlebe ezimbini, amehlo amabini, impumlo, umlomo neenwele. Njengokuba uwabiza la malungu omzimba wakhombe kowakho umzimba.
- 5 Ngoku ke banike imiyalelo ecacileyo abafundi ungakhawulezisi xa ubanika, uze ubabonise indlela yokwenza umntu usebenzisa eyakho ibholana yentlama yokudlala. Yithi xha, ume emva komyalelo ngamnye ukuze abafundi bangaziva begxagxanyiswa.
 - ★ Qhekeza intwana yentlama yokudlala uze uyibumbe wenze umzimba womntu.
 - ★ Qhekeza intwana encinci yentlama yokudlala, yibumbe ibe yibholana wenze intloko uze uyibeke phezu komzimba.
 - ★ Ngoku ke yenza imilenze emibini ze uyifakele emazantsi emzimbeni.
 - ★ Yenza iingalo ezimbini uzifakele emacaleni kumzimba wakho.
 - ★ Qengqa iibhola ezincinci zibe mbini wenze ngazo amehlo.
 - ★ Qengqa iqhekeza lentlama wenze umlomo. Fakela impumlo kunye neendlebe ezimbini.
- 6 Xa sele beyilandele imiyalelo yakho abafundi bambumba umntu ngentlama yokudlala, bacele bambutyaze umntu wabo wentlama yokudlala baphinde bambumbe kwakhona. Kweli tyeli, bangazama ukuba bamenze ngendlela abathanda ngayo bangalandeli imiyalelo yakho.





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.





Izinto ekufuneka unazo:

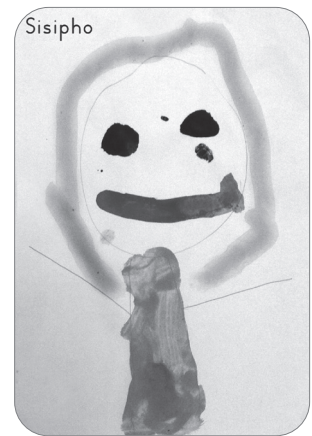
- Umfundi ngamnye makabe nephepha elikhulu elimhlophe, elibhalwe igama lakhe kwikona epezulu ekhohlo
- Iphepha elikhulu elinomzobo kaZinzi enxibe ilokhwe yakhe eluhlaza. Igama likaZinzi libhalwe kwikona yephepha phezulu kwicala lasekhohlo, ipeyinti emibalabala, iibrashi kunye neenkonkxa ezingenanto
- ipeyinti enemibala, iibrashi kunye nezinto zokugalela
- Isipili eside esikhulu esibonisa umzimba wonke (ukuba siyafumaneka)

Iveki yesi-2 Usuku lwesi-4

Imisebenzi yeklassi yonke

Funda uze wenze

- 1 Cela abafundi ukuba beme ngeenyawo ze bajonge, bamamele kuwe. Khomba ilungu elithile lomzimba wakho, umzekelo, intloko. Buza abafundi ukuba libizwa njani ilungu lomzimba olikhombileyo uze ubize igama lelungu "intloko".
- 2 Yenza oku ke kumalungu omzimba ahlukileyo: intloko, iinwele, iindlebe, amehlo, impumlo, umlomo, isilevu, intamo, amagxa, iingalo, iingqiniba, izandla, isisu, imilenze, amadolo, iinyawo.
- 3 Bacele ukuba babambe iingalo zabo, imilenze, intloko, iindlebe beve ukuba la malungu avakala njani – ingaba made, angqukuva, athambile okanye aqinile?
- 4 Bonisa abafundi iphepha elinomzobo kaZinzi enxibe ilokhwe yakhe eluhlaza. Khomba phezulu ephepheni apho libhalwe khona igama likaZinzi.
- 5 Bonisa abafundi amaphepha amhlophe amakhulu uze ubakhuthaze ukuba "bafunde" amagama abo. Xhasa abafundi abangakwaziyo ukuwanakana amagama abo.
- 6 Babuze ukuba bacinga ukuba nguwuphi umfanekiso ofanele kukuba sezantsi kwamagama abo: Impendulo iza kuthi ngumfanekiso womfundi ngamnye ekufuneka usezantsi kwegama lomfundi!
- 7 Baxebele ukuba umfundi ngamnye uza kuzoba umfanekiso wakhe ngepeyinti kula maphepha makhulu abonise nempahla ayinxibileyo.
- 8 Bacele ke ngoku abafundi ukuba bazijonge esipilini eside esikhulu okanye umfundi ngamnye ajonge ngononophelo umhlobo wakhe.



Izinto ekufuneka unazo:

- Umfundi ngamnye makabe nephepha elinguA4
- Iikhrayoni ezinkulu zewax
- Izikere
- Intambo okanye umtya omde (Mayilungiswe phambi kwesifundo yenze ucingo lokuxhoma iimpahla apho eklasini.)
- Iiphegzi

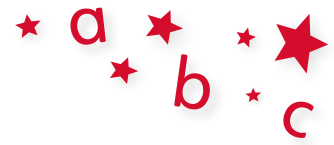
Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Cela abafundi ukuba beme ngeenyawo ze bajonge, bamamele kuwe. Khomba into yokunxiba, umzekelo, ihempe.
- 2 Babuze abafundi ukuba sithini xa siyibiza loo nto yokunxiba ube sele ubiza igama "ihempe".
- 3 Qhubeka ke wenze oku usebenzisa izinto zokunxiba ezahlukileyo: izihlangu, iikawusi, isikethi, ibhluhwe emfutshane, ihempe, ijezi.
- 4 Nika umfundi ngamnye iphepha elingabhalwanga uze uqiniseke ukuba unazo zininzi iikhrayoni ezinemibala ezinokusetyenziswa liqela labafundi.
- 5 Bacacisele ukuba kufuneka bazobe into yokunxiba abayithandayo baze bayifake umbala ochanekileyo.
- 6 Emva kokuba befake umbala kwimifanekiso yeempahla zabo, mabayisike imifanekiso abayizobileyo.
- 7 Akuba egqibile wonke umntu, abafundi kufuneka banike igama lempahla abazizobileyo, ze bakunike uyixhome kucingo lokweneka impahla.





You will need:

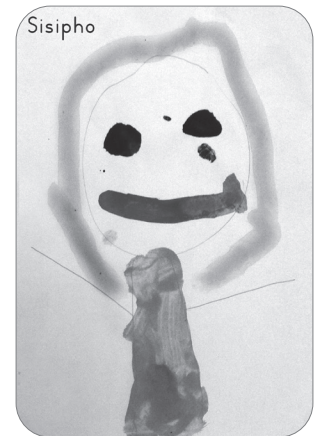
- Large sheets of white paper with each learner's name written on the top left-hand corner of a page
- One large sheet of paper where you have drawn Zinzi in her green dress and Zinzi's name written on the top left-hand corner of the page
- Coloured paint, brushes and tubs
- Full-length mirror (if possible)

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.

★ Baleka Lindi, baleka

Ibali

Kudaladala, kwaye kukho intombazana eyayinguLindi. ULindi wayehlala nomama wakhe, umakhulu wakhe kunye nomnakwabo omncinci ogama linguPaul. Umzimba kaLindi wawuphilile, womelele usempilweni, wayekuthanda ukudlala iindidi zemidlalo kodwa eyona nto wayeyithanda kakhulu yayikukubaleka. Wayebaleka asuke kowabo aye emlanjeni. Wayebaleka asuke emlanjeni aye evenkileni. Wayephinda abaleke asuke evenkileni aye kwamakazi wakhe. "Baleka, Lindi, baleka!" babemkhwaza batsho abahlobo bakhe. ULindi wayengonqeni ukubaleka atsibele ebhedini yakhe qho ebusuku, emva kokuxukuxa.



Ngenye imini, umama kaLindi wathi kuye: "Lindi, ndiyayazi ukuba ukuthanda kangakanani ukubaleka. Ngomso ke kukho ukhuphiswano lweembaleki oluza kuqala kulaa venkile kaMnu. Ibrahim. Ingaba ungathanda ukubaleka kolu khuphiswano?" ULindi wathi, ewe! Wayevuya kakhulu waze wayokulala ngethuba ukuze aphumle ngokwaneleyo kuba wayefuna ukulungela ukhuphiswano. Kusasa wavuka kwangoko watya isidudu esishushu esinobisi. Kwakuza kuba shushu, uLindi wakhumbula ukuba makasele amanzi phambi kokhuphiswano.

Emva kwesidlo sakusasa, uLindi waya ngasevenkileni kaMnu. Ibrahim wafika waguqa ecaleni kwabantwana ababesele beguqe emgceeni belungele ukhuphiswano. Wathi uMnu. Ibrahim: "Wonke umntu emgceeni, lungani, balekani! Waphaphatheka ukubaleka oku uLindi! Wabaleka okomoya! Wabaleka, wabaleka ngathi zange wabaleka. "Baleka Lindi baleka!" wakhwaza uPaul, exhumaxhuma esehla esenyuka.



Wathi akugqiba uLindi, weva wonke umntu evuya ekhwaza. Waziva esiya esomelela naye evuya. Weza kuye uMnu. Ibrahim wamnika imbasa. "Wenze kakuhle, Lindi! Ubaleke ngokukhawuleza kakhulu. Nguwe umfundi ophume phambili kolu khuphiswano!"



Emva kokhuphiswano uLindi wagoduka eyinxibile imbasa yakhe entsha, emenezelayo. "Wenze kakuhle, Lindi, wenze kakuhle!" lwakhwaza usapho lwakhe. Umakhulu wakhe wathi: "Ndiyazingca ngawe, Lindi. Yonke imihla, uyabaleka. Jonga ngoku uphumelele ukhuphiswano! Umzimba wakho uphilile kwaye womelele. Inene ukubaleka yitalente yakho ekhethekileyo."

Liyaphela apha ibali lethu.

★ Run Lindi Run

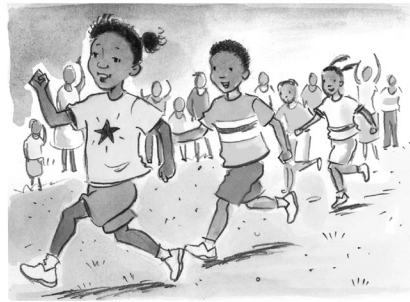
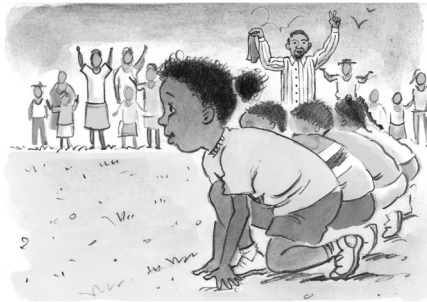
Story

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.



Ingoma

Baleka

Baleka! Baleka Lind' uzophumelela
 Baleka ungajiki,
 Baleka uy' emlanjeni
 Baleka uyokukha amanzi.

Baleka!
 Baleka Lind' uy' evenkileni
 Balek' uyotheng' isonka.

Baleka Lindi uzophumelela
 Baleka ungajiki
 Baleka, baleka!

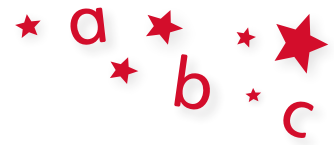


Yicule oku kwengoma ethi: Defender lona unamehlo amancinci.

Isigama esiphuma ebalini

Amagama abalulekileyo:	ukhuphiswano	vuya	gqiba	imbasa	qala	baleka
Amanye amagama:	womelele	ziqhelanise	isidudu	wenze kakuhle	isidlo sakusasa	emenyezelayo
	wonwabile	ubisi	ekhethekileyo	italente	zingca	khwaza





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





Izinto ekufuneka unazo:

- Ibali elithi: *Baleka Lindi, baleka*
- Iipapethi: ULindi, uPaul, uMnu Ibrahim, umakhulu kaLindi, umama kaLindi.
- IiPropu: Ihempe emhlophe eza kuba yidyasi kanovenkile, intambo eza kuba sekupheleni kwendawo yokhuphiswano, imbasa
- Izinto okanye amakhadi anemifanekiso yamanye amagama akuluhlu lwesigama

Iveki yoku-1 Usuku loku-1

Imisebenzi yeklassi yonke

Ukubalisa ibali nokukhulisa isigama

Yenza isicengcelezo esithi: *Ngamehlo amabini ndiyabona*, ukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

1 Phambi kokubalisa ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi ngokubuza le mibuzo: *“Ngubani othanda ukubaleka? Ingaba ubaleka phi? Ingaba wawukhe wabaleka kukhuphiswano?”*
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo akuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuba ithini na intsingiselo yegama. Umzekelo: Cela umfundi ukuba eme ecaleni kwakho enze ngathi nikunye niyabaleka kukhuphiswano (ningabaleka nje kancinci!). Ncokolani ngokuqala kokhuphiswano, ukugqityezelwa kwalo ze nincokole nangokuba ngubani umntu owaphumelela ukhuphiswano.

2 Ngexesha ubalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi.
- 2.2 Yenza izijekulo uze usebenzise iipapethi neepropu.
- 2.3 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *“Ucinga ukuba uLindi wayeziva njani xa ebesafolile emgceni elinde ukuqala kokhuphiswano? Ucinga ukuba uLindi waziva njani akuluphumelela ukhuphiswano?”*

3 Emva kokubalisa ibali

- 3.1 Buza abafundi le mibuzo: *“Uthande ntoni kweli bali? Yintoni ongakhange uyithande kweli bali? Yiyiphi eyona ndawo uyithande kakhulu? Yiyiphi imibuzo onayo ngeli bali? ULindi wayebaleka kakuhle. Ingaba yiyiphi wena into okwazi ukuyenza kakuhle?”*

Ukwazisa abafundi isandi esiphuma ebalini

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

Ngamehlo amabini ndiyabona

Ngomlomo omnye ndiyathetha ndicule,
Ngamehlo amabini ndiyabona,
Ngeendlebe ezimbini ndiyeva,
Ngeenyawo ezimbini ndiyahamba ndibaleke,
Nazi izandla zam. Ndinike ezakho
– Lixesha leballi kumntu wonke!





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: "ngomso, qho. Can you hear the focus sound: ngomso, qho? Yes, you are right! They all have the sound /o/."
- 2 "Listen carefully, here are some more words with /o/: okokoko, iyoyo, ipokotho, igogogo, ixoxo." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /o/ clearly and tell learners to watch your mouth.
- 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.



Izinto ekufuneka unazo:

- Iipapethi zokubalisa ibali
- Umculo kunye neepropu okanye imifanekiso ehambelana nengoma



Iveki yoku-1 Usuku lwesi-2

Imisebenzi yeklassi yonke

Ukubalisa ibali nokucula

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

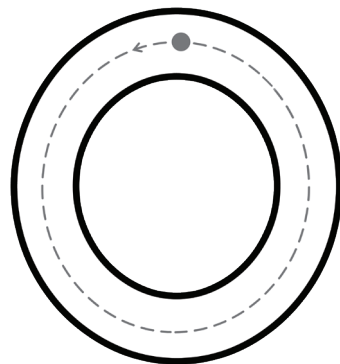
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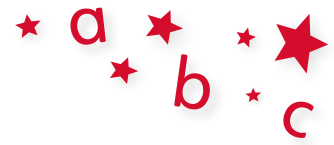


Ukuziqhelanisa nokubhala ngesandla okusesikweni yinxalenye yomsebenzi weBanga loku-1; akubalulekanga ncam kubafundi baBanga R. Nangona kunjalo, kubalulekile ukuba abafundi bafundiswe indlela echanekileyo yokwakha oonobumba. Ungawenza lo msebenzi ngendlela eyonwabisayo nemnandi ngale misebenzi isebenzisa iziva-mvo ezahlukeneyo zomfundi kwaye le misebenzi iyabakhuthaza abafundi ukuba babhale oonobumba abakhulu kangangoko banako.

Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /o/ okanye ubacele ukuba bakhe bacinge ngamanye amagama aqala ngesandi u /o/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezihambelana nesandi. Umzekelo: Abafundi bangenza ngathi bacinezela iqhosha lokupopozisa imoto bakhwaze bathi "p-o-o-o-p-o-o-o".
- 3 Khawubabonise indlela yokubhala unobumba u o abafundi. Yincome imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni ube uthetha usenjenje: "Qala echaphazeni, ujikele."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi. Basenokuzama ukusebenzisa imizimba yabo bakhe unobumba.
- 5 Xa sele uyibonisile indlela yokubhala unobumba, phuma nabafundi phandle ufike ubakhuthaze basebenzise uluthi bambhale esantini unobumba.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngelixa bambhala unobumba.





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.

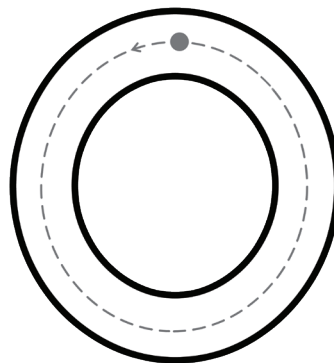
Stella says:



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 /o/ or if they can think of any other words that have the sound /o/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to push the hooter of a car while shouting and saying "p-o-o-o-p-o-o-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. 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.





Izinto ekufuneka unazo:

- lipapethi zokubalisa ibali
- lipropu: ihempe emhlophe eza kuba yidyasi kanovenkile, intambo okanye intsonela eza kubekwa kwindawo oluphela kuyo ukhuphiswano, imbasa
- Ibhokisi yoonobumba enezinto okanye imifanekiso egxile kwisandi u **o**: ixoxo, ibhotolo, isongololo, imoto, igogogo, imoto, iyoyo, iomo

Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklasi yonke

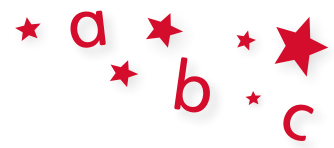
Ukubalisa nokulinganisa ibali

- 1 Culani ingoma.
- 2 Khawukhe ubabuze abafundi ukuba ingaba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: *"Ngubani okhumbulayo ukuba wafumana ntoni uLindi akuluphumelela ukhuphiswano? Ewe, wafumana imbasa emenyezelayo."*
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali kwaye ubabonise nepropu eziza kusetyenziswa xa kubaliswa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ke ngoku ubalise ibali kwaye ubakhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

Ibhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bazigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: *"Ingaba wawukhe wayibona enye yezi zinto? Senza ntoni ngayo? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso, umzekelo: igogogo, ixoxo, ibhotolo.
- 4 Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso. Bacele abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bewabiza amagama. Sebenzisa isipili khonukuze babone intshukumo yemilomo yabo xa bebiza isandi.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba uthi: *"Lo nobumba usibonisa indlela esibhala ngayo unobumba u o."* Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi.





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 **o**: ixoxo, ibhotolo, isongololo, imoto, igogogo, iyoyo, iomo

Week 1 Day 3

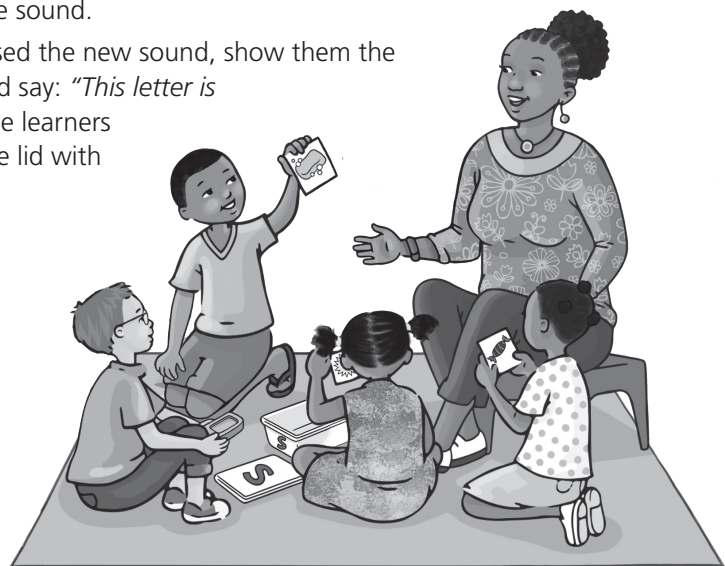
Whole class activities

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: ig**o**gogo, ix**o**xo, ib**h**oto**l**o. 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.





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Ingxowana yembotyi okanye ibhloko

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

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

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklassi yonke

Ukulandelelanisa imifanekiso

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

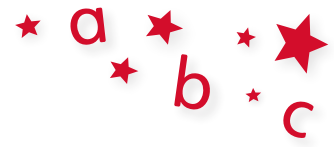


Ukuphulaphula izandi ekugxilwe kuzo

- 1 Chazela abafundi ukuba baza kuhlala benze isangqa baze baphoselane ingxowana yeembotyi.
- 2 Umfundi ophethe ingxowana yeembotyi kufuneka abize igama lakhe ngelixa abanye bephulaphule.
- 3 Yibuze iklasi ukuba ingaba igama ngalinye liqala ngesiphi isandi. Bakube bephendule abafundi, phinda ulibize igama kunye nesandi eliqala ngaso ngolu hlobo: "Ewe, igama likaSindi liqala ngesandi u /s/." Umfundi angayidlulisela komnye ke ingxowana yeembotyi.

Enye indlela yokwenza lo msebenzi: Dlala umculo oyolisa umxhelo. Mana uwucima umculo. Umfundi ophethe ingxowana yeembotyi kufuneka abize igama lakhe kunye nesandi eliqala ngaso.





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.





Izinto ekufuneka unazo:

- Umfundi ngamnye makabe nekopi yephepha elinguA4 elibhalwe isihloko sebali phezulu ekhohlo
- Iikhrayoni ezinkulu zewax
- Uluhlu lwamagama anamalungu amaninzi aphuma ebalini: itafile, ibhrashi yokupeyinta, isipho, isisu, ikhabhathi, iphepha, mthubi

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklasi yonke

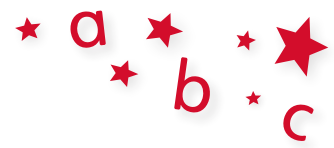
Yenza, zoba uze ubhale

- 1 Bhala isihloko sebali phezulu kwiphepha elingenanto lomfundi ngamnye phambi kokuba siqale isifundo.
- 2 Funda amagama esihloko aphezulu ephepheni uze ukhuthaze abafundi ukuba bawafunde kunye nawe.
- 3 Babuze abafundi ukuba ingaba yiyiphi eyona ndawo bayithandileyo ebalini. Bakhuthaze ukuba bazobe eyona ndawo bayithande kakhulu ebalini.
- 4 Bacele ke ngoku abafundi ukuba bakuchazele ngemizobo yabo. Phawula okanye ubuze imibuzo ngale mizobo.
- 5 Babuze abafundi ukuba ingaba bangathanda na ukubhala into ethile ngemizobo yabo okanye bathanda ukuba ubabhalele. Abafundi abathile bangakwazi ukutsho nje amagama ambalwa ngomfanekiso wabo.
- 6 Ukuba abafundi bathanda ukuba ubabhalele, qinisekisa ukuba bathatha inxaxheba ngokubacela ukuba babize ngokucutha kunye nawe amagama njengokuba uwabhala.
- 7 Bhala kanye le nto ithethwa ngabafundi, igama negama. Uze ukhumbule ukubhala ngokucacileyo nacocekileyo.
- 8 Xa sele ugqibile ukubhala, bakhuthaze abafundi ukuba "bafunde" okubhalileyo kunye nawe ngelixa uwakhomba amagama.

Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokuhlala ngokwamalungu, umzekelo: **I | bra | hi | m**.
- 2 Khetha umfundi abe mnye uze uthi makeme ngeenyawo aze axhume qho xa kubizwa ilungu legama: **I** (uxhuma kube kanye) **bra** (uxhuma kube kanye) **hi** (uxhuma kube kanye) **m** (uxhuma kune kanye). Mcele umfundi ukuba aphinde axhume, ngeli thuba ke abanye abafundi kufuneka baqhweba qho xa exhuma.
- 3 Cela abafundi ukuba banikane amathuba okuphulaphula igama elikuluhlu baze baxhume njengokuba belahlula ngokwamalungu.





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: itafile, ibhrashi, yokupeyinta, isipho, isisu, ikhabhathi, iphepha, mthubi

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: **I | bra | hi | m**.
- 2 Choose a learner to stand up and jump for each of the syllables: **I** (one jump) **bra** (one jump) **hi** (one jump) **m** (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.





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye kufuneka enekopi yencwadi encinci esongiweyo

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa



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



Ukwazisa abafundi isandi esiphuma ebalini



- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: "kokuxukuxa, kumakazi, ukuya. Ingaba uyasiva isandi agxile kuso la magama: **kokuxukuxa**, **kumakazi**, **ukuya**? Ewe, uchanile! Onke la magama anesandi u /k/."
- 2 "Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u /k/: ikalika, okokoko, ikama, ikati, iketile, ikofu." (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u /k/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba babize isandi esingu /k/: "k-k-k". Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.





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: “kokuxukuxa, kumakazi, ukuya. Can you hear the focus sound: **kokuxukuxa**, **kumakazi**, **ukuya**? Yes, you are right! The focus sound is /k/.”
- 2 “Listen carefully, here are some more words with /k/: ikalika, okokoko, ikama, ikati, iketile, ikofu.” (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.



Izinto ekufuneka unazo:

- iNcwadi eNkului: *Baleka Lindi, baleka*
- Umfundi ngamnye kufuneka enesikhongozeli esinamanzi kunye nebhrashi yokupeyinta

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklasi yonke

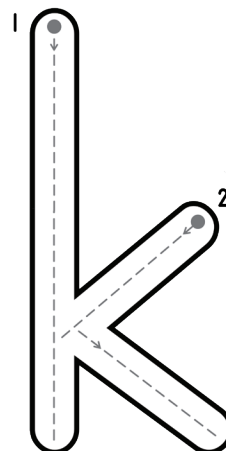
Ukufunda kunye notitshala – iNcwadi eNkulu

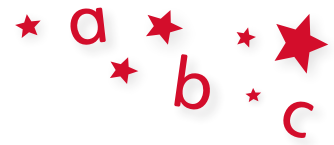
- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwiquweqwe lencwadi baze bancokole ngezinto abazibonayo nabazinakanayo.
- 2 Fundela iklasi isihloko sebali. Khomba igama ngalinye njengokuba ufunda.
- 3 Jonga imifanekiso yebali kunye nabafundi encwadini, nixoxe ngayo kwaye ubakhuthaze abafundi ukuba babuze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



Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /k/ okanye ubacele ukuba bakhe bacinge ngamanye amagama anesandi u /k/.
- 2 Fundisa iintshukumo okanye izijekulo ezihambelana nesandi. Umzekelo: Abafundi bangenza ngathi bayakama bathi "k-k-kama".
- 3 Khawubonise abafundi indlela yokubhala unobumba u **k**. Yincome imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "Qala echaphazeni, yehla kangangoko, krwela umgca ongenayo nophumayo."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi.
- 5 Xa sele uyibonisile indlela yokubhala unobumba, phuma nabafundi phandle ze unike umfundi ngamnye isikhongozeli esinamazi nebhrashi. Abafundi bangaphindaphinda babhale unobumba phantsi kwindawo esanyentiweyo.
- 6 Bakhuthaze abafundi ukuba babize isandi esenziwa ngunobumba njengokuba bembhala phantsi.





You will need:

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

Week 2 Day 2

Whole class activities

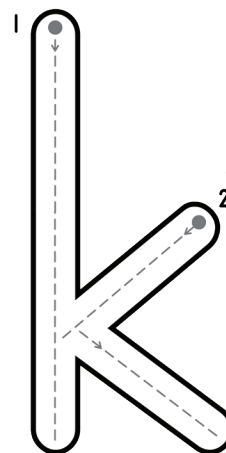
Shared reading – Big book

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





Izinto ekufuneka unazo:

- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto egxile ku **k**: ikati, ikawusi, ikama, iketile, ikofu, ikeyiki, ikom, ikomityi, ikiriva, ikepusi, ikarikuni

Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukufunda ukuphulaphula

- Hlalisa abafundi ezitafileni uze ubancedise bahlale kakuhle ukuze iklasi izole.
- Qalisa umsebenzi wokuphulaphula wanamhlanje ngokuthi: *“Masivale amehlo, sicimele sithi cwaka imizuzu embalwa ngelixa siphulaphule izandi kwindawo esikuyo.”* Ngoku ke cela abafundi ukuba bavule amehlo baze bancokole ngezandi abazivileyo. Ncokolani nichaze ukuba ziziphi izandi ebezivakala kufutshane kubo (ebezingxola) ze ibe ziziphi ebezivakala kude (zisezantsi). Bachazele abafundi ukuba niza kwenza umsebenzi oza kufuna bayiphulaphule ngenyameko into oza kuyithetha.
- Cela abafundi ukuba banqwale iintloko xa uthetha inyani. Qalani nizame kunye nabafundi imizekelo embalwa: ULindi uyakwazi ukubaleka (nqwala intloko); Inja iyakwazi ukubaleka (nqwala intloko).
- Bachazele abafundi ukuba xa besiva into engeyonyani, kufuneka banikine intloko. Umzekelo: ULindi uyakwazi ukubhabha (nikina intloko); Itafile iyakwazi ukubhabha (nikina intloko). Ngoku ke yixube imizekelo yakho uze ukhumbuze abafundi ukuba kufuneka banqwale kuphela xa iyinyani.

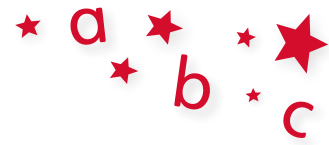
- ★ *Inkwenkwe iyakwazi ukubaleka (nqwala intloko)*
- ★ *Ibhokwe iyakwazi ukubaleka (nqwala intloko)*
- ★ *Inja iyakwazi ukubhabha (nikina intloko)*
- ★ *Incwadi iyakwazi ukubaleka (nikina intloko)*
- ★ *Inkomo iyakwazi ukubhabha (nikina intloko)*
- ★ *Ibhayisekile iyakwazi ukubhabha (nikina intloko)*
- ★ *Intombazana iyakwazi ukubhabha (nikina intloko)*
- ★ *Imoto iyakwazi ukubhabha (nikina intloko)*
- ★ *Intlanzi iyakwazi ukubaleka (nikina intloko)*
- ★ *Inqwelomoya iyakwazi ukubhabha (nqwala intloko)*
- ★ *Impukane iyakwazi ukubhabha (nqwala intloko)*
- ★ *Ikati iyakwazi ukubaleka (nqwala intloko)*



libhokisi zoonobumba

- Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bayigqithisele nakwabanye.
- Babuze imibuzo ngezi zinto: *“Ingaba wawukhe wayibona enye yezi zinto? Senza ntoni ngayo? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?”*
- Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso, umzekelo: **ikama**, **ikeyiki**, **ikomityi**. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- Bacele abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bewabiza amagama. Sebenzisa isipili khonukuze babone intshukumo yemilomo yabo xa bebiza isandi.
- Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba uthi: *“Lo nobumba usibonisa indlela esibhala ngayo unobumba u **k**.”* Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi.





You will need:

- A letter box containing objects or pictures of objects have the focus sound **k**: ikati, ikawusi, ikama, iketile, ikofu, ikeyiki, ikom, ikomityi, ikiriva, ikepusi, ikarikuni

Week 2 Day 3

Whole class activities

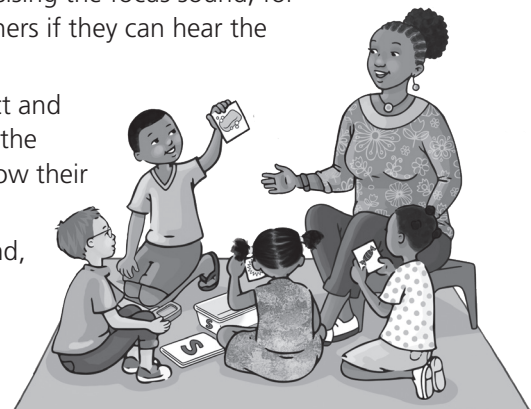
Learning to listen

- 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: **ikama**, **ikeyiki**, **ikomityi**. 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.





Izinto ekufuneka unazo:

- Umfundi ngamnye makabe nepleyiti encinci yephepha okanye isiqwengana sekhadibhodi esikwe yasisangqa
- likhrayoni ezinkulu zewax
- *ipunch* eza kuvula umngxunya kungqameko olungasentla lwepleyiti yephepha
- umtya
- ingxowana enembotyi okanye ibhloko

Iveki yesi-2 Usuku lwesi-4

Imisebenzi yeklassi yonke

Funda uze wenze

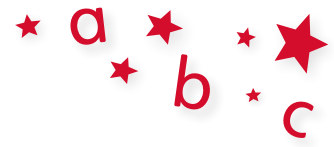
- 1 Sebenzisa iipleyiti ezincinci zamaphepha okanye uzobe izangqa kwikhadibhodi ze uzisike. Bhala igama lomfundi ngamnye kwikhadibhodi okanye kwipleyiti yephepha ze usebenzise *ipunch* ugqobhoze umngxunya omncinci ngasentla kwikhadibhodi okanye epleyitini yephepha.
- 2 Buza abafundi ukuba basakhumbula na ukuba yintoni le uLindi wayeyenza kakuhle - ewe, kukubaleka! Jikeleza ke apha eklasini ubuze umfundi ngamnye ukuba yintoni akwazi ukuyenza kakuhle (yiyiphi italente yakhe?).
- 3 Cela umfundi ngamnye ukuba akhangele ikhadibhodi okanye ipleyiti yephepha enegama lakhe. Esizikithini sekhadibhodi okanye sepleyiti yephepha, kufuneka bazobe umfanekiso wakhe esenza into ayenza kakuhle. Le ke iza kuba yimbasa okanye irosette.
- 4 Ngelixa abafundi behombisa iimbasa okanye iirosette zabo, hlohla umtya omncinci kula mngxunya. Qinisekisa ukuba umtya mde ngokwaneleyo ukuze ube nako ukufakwa kwintloko yomfundi uqhinwe.
- 5 Ekupheleni komsebenzi, nika umfundi ngamnye imbasa yakhe.

Ukuphulaphula izandi ekugxilwe kuzo

- 1 Chazela abafundi ukuba baza kuhlala phantsi benze isangqa baze bagqithiselane ingxowana yeembotyi.
- 2 Umfundi ophethe ingxowana yeembotyi kufuneka abize igama lakhe ngelixa abanye baphulaphule.
- 3 Babuze abafundi ukuba ingaba igama ngalinye liqala ngesiphi isandi. Bakube bephendule, phinda ulibize igama kunye nesandi eliqala ngaso ngolu hlobo: "Ewe, igama likaSindi liqala ngesandi u *Is!*" Umfundi ke ngoku angayigqithisa ingxowana yeembotyi.

Enye indlela onokuwenza ngayo lo msebenzi: Dlala umculo oyolisayo. Mana uwucima umculo. Umfundi ophethe ingxowana yeembotyi makabize igama lakhe kunye nesandi eliqala ngaso.





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.





Izinto ekufuneka unazo:

- Iphepha elikhulu
- Iikhoki
- Iikhrayoni ezinkulu zewax
- Uluhlu lwamagama anamalungu amaninzi aphuma ebalini: ngomso, khumbula, ethandwayo, Ibrahim, umakhulu, vuya, kusasa, isidudu, amanzi, imbasa, philile, khethekile, italente

Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklasi yonke

Yenza, zoba uze ubhale

- 1 Xelela abafundi ukuba uyavuya kakhulu: "Iklasi yethu iza kuba nokhuphiswano lokubaleka, kanye njengoLindi! Masimeme inqununu yethu ize kubukela ukhuphiswano futhi inikezele namabhaso."
- 2 Ncokolani ngezinto ezibalulekileyo ekufuneka nizifake kwisimemo: igama lenqununu; umhla nexesha lokhuphiswano kunye nendawo oluza kuba kuyo ukhuphiswano.
- 3 Sibhale ngolu hlobo isimemo: "Iya ku [bhala igama lenqununu]" kwiphepha elikhulu ngekhoki ebhala ngqindilili.
- 4 Nikunye nabafundi, gqibani ngezinye izinto ekufuneka nizibhalile kwesi simemo: Isiganeko, Usuku, Ixesha, Indawo.
- 5 Zibhale phantsi zonke iingcamango zabafundi.
- 6 Babuze abafundi: "Yiyiphi enye into ekufanele siyifake kwisimemo sethu?" Ungacebisa ezi zinto zilandelayo: "Enkosi ngokuza kukhuphiswano lwethu nangokugqithisa amabhaso."
- 7 Sifunde kunye nabafundi ke ngoku isimemo esigqityiweyo, ukhombisa igama ngalinye xa nifunda.
- 8 Cela abafundi abathile ukuba bazobe imifanekiso eza kuhombisa isimemo basebenzise iikhrayoni uze ke wenze indlela yokuba sihanjisiwe kwinqununu isimemo.
- 9 Qinisekisa ukuba niluqhuba ngomhla enivumelene ngawo ukhuphiswano, nangexesha elibhalwe kwisimemo.

Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **ku | sa | sa**.
- 2 Khetha umfundi abe mnye uze uthi makeme ngeenyawo aze axhume qho xa kubizwa ilungu legama: **ku** (uxhuma kube kanye) **sa** (uxhuma kube kanye) **sa** (uxhuma kube kanye). Mcele umfundi aphinde axhume, ngeli thuba ke abanye abafundi kufuneka baqhweba qho xa exhuma.
- 3 Cela umfundi ukuba axhume kwakhona, ngeli xesha ke abafundi bona kufuneka baqhweba qho xa exhuma.
- 4 Cela abafundi ukuba banikane amathuba okuphulaphula igama eliseluhlwini baze baxhume njengokuba belehlula ngokwamalungu.





You will need:

- A large sheet of paper
- Marker pens
- Jumbo wax crayons
- Multisyllabic words relating to the story: ngomso, khumbula, ethandwayo, Ibrahim, umakhulu, vuya, kusasa, isidudu, amanzi, imbasa, philile, khethekile, italente

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: **ku | sa | sa**.
- 2 Choose a learner to stand up and jump for each of the syllables: **ku** (one jump) **sa** (one jump) **sa** (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.



★ UAli nepeyinti

Ibali

Namhlanje ndinqwenela ukuba udibane noMnumzana kunye noNkosikazi ulbrahim. Bangabanikazi bevenkile ethengisa izinto ezininzi ezinika umdla. (Usakhumbula ukuba ukhuphiswano lokubaleka lukaLindi lwaqala kwivenkile kaMnu. Ibrahim?) Ngenye imini uNkskz. Ibrahim wafika ekhaya ephathele abantwana bakhe ababini, uMusa noAli, izipho.

Wakhupha isipho sika-Ali ebhegini yakhe. Sasisikhulu singqukuva isipho sika-Ali. UNkskz. Ibrahim wafunda ikhadi. Lalifundeka ngolu hlobo: "Ali esimthandayo, Ngothando olusuka kuMama noTata." Ucinga ukuba sasiyintoni isipho sika-Ali? Wasivula uAli isipho sakhe. Yayiyibhola entle ebomvu. "Enkosi, Mama noTata!" wabulela uAli waze wathatha ibhola waya kudlala phandle.



UMusa wajonga esakhe isipho. Sasisebhokisini emile okwesikwere. UNkskz. Ibrahim wafunda ikhadi. Lalifundeka ngolu hlobo: "Musa esimthandayo, Ngothando olusuka kuMama noTata." Wasithatha uMusa isipho esasibhokisini emile okwesikwere wayivula ibhokisi waze wafumana oku: kwakukho ibhrashi yokupeyinta kunye neengqayi ezine zepeyinti – ebomvu, emthubi, ezuba kunye neluhlaza. Wavuya kakhulu uMusa kuba wayekuthanda ukuzoba imifanekiso ngepeyinti. "Enkosi, Mama. Ndiza kuzoba umfanekiso wakho noTata ngale peyinti."



Wathi akugqiba ukuzoba ngepeyinti uMusa waphindisela iipeyinti zakhe ebhokisini waphuma phandle waya kudlala nabahlobo bakhe. Ngethuba edlala, kwenzeka enye into. UAli wangena endlini waza wabona ibhokisi esetafileni. Wafuna ukubona ukuba inantoni le bhokisi waze wadudula isitulo ukuba sibe kufutshane etafileni ... ucinga ukuba wenza ntoni? UAli wakhwela esitulweni waze wakhwela nasetafileni. Wayivula ibhokisi wazikhupha zonke iipeyinti.

Ucinga ukuba emva koku wenzani? UAli wavula ipeyinti eluhlaza waza wayiqaba empumlweni yakhe. Ndibonise indlela awayiqaba ngayo ipeyinti eluhlaza empumlweni yakhe. Emva koko wavula ipeyinti ebomvu waza wayiqaba esiswini sakhe. Ndibonise indlela ongayiqaba ngayo ipeyinti esiswini sakho. Akugqiba wavula ipeyinti ezuba waze wayiqaba ezinzwaneni zakhe. Ungakwazi ukushukumisa iinzwane zakho?

Ngoku uAli omncinane wayenepeyinti eluhlaza e ... mpumlweni yakhe; ipeyinti ebomvu e ... siswini sakhe kunye nepeyinti ezuba e ... zinzwaneni zakhe. Ingaba uyayazi ukuba unjani umbala wepeyinti eyashiyeka ebhokisini. Ewe! Ipeyinti emthubi yashiyeka ebhokisini. UAli akazange ayithathe ipeyinti emthubi kuba wathi xa eza kuyithatha kwangena uNkskz. Ibrahim wambona.

UAli wahleka waqhweba izandla zakhe. UNkskz. Ibrahim wambuza: "Ali! Wenza ntoni? Wancuma waze wathi: "Impumlo yakho iluhlaza. Isisu sakho sibomvu. Iinzwane zakho zizuba. Futhi ndiyakuthanda!"

UNkskz. Ibrahim waphuma naye phandle uAli waze wamhlamba impumlo, isisu kunye neenzwane. Akugqiba wabeka iipeyinti ekhabhathini ukuze angakwazi ukufikelela kuzo uAli.

Liyaphela apha ibali lethu.



★ 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.





Ingoma

UAli uyapeyinta

UAli upeyint' ama-apile bomvu
 Apile bomvu, apile bomvu
 UAli upeyint' ama-apile bomvu
 Wenze kakuhle!

UAli upeyint' isibhakabhaka zuba
 Bhakabhaka zuba, bhakabhaka zuba
 UAli upeyint' isibhakabhaka zuba
 Wenze kakuhle!

UAli upeyint' umthi luhlaza
 Umthi luhlaza, umthi luhlaza
 UAli upeyint' umthi luhlaza
 Wenze kakuhle!

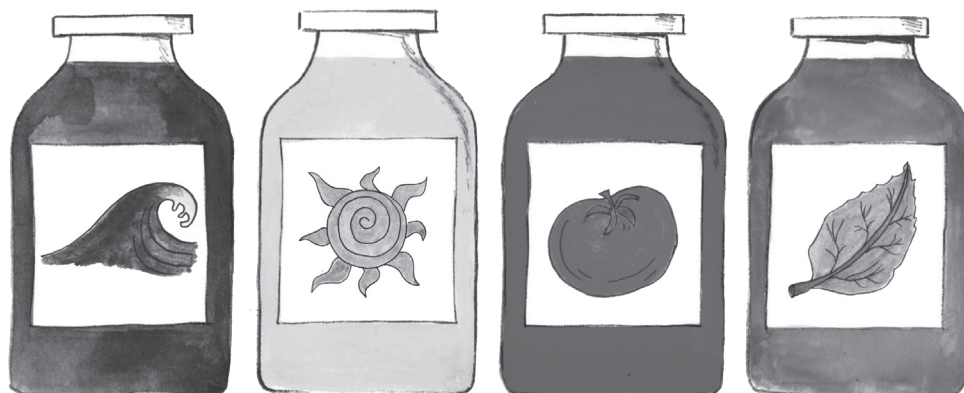
UAli upeyint' ilamuni mthubi
 Lamuni mthubi, lamuni mthubi
 UAli upeyint' ilamuni mthubi
 Wenze kakuhle!



Iculwa ngokwengoma ethi: Amavili ebhasi ayajikeleza.

Isigama esithathwe ebalini

Amagama abalulekileyo:	zuba	luhlaza	mthubi	bomvu	ipeyinti	isipho
Amanye amagama:	ibhrashi yokupeyinta	ngqukuva	sikwere	ingqayi	isisu	impumlo
	iinzwane	khwela	vula	shukumisa	phakathi	qaba





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!

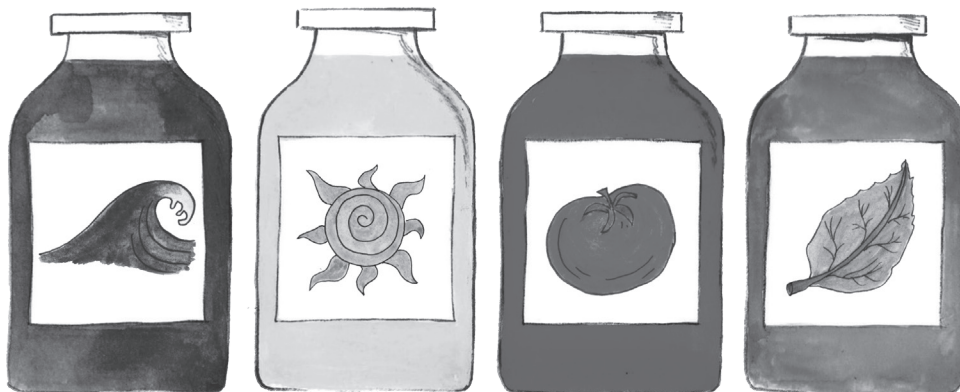
Ali paints his toes and they're blue, blue, blue,
blue, blue, blue,
blue, blue, blue.
Ali paints his toes and they're blue, blue, blue,
Oh dear, Ali!



(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





Izinto ekufuneka unazo:

- Ibali: UAli nepeyinti
- Iipapethi: uMusa, uAli, uNkskz. Ibrahim, iingqayana ezine zepeyinti
- Iipropu: ibhola ebomvu okanye umfanekiso webhola, ibhokisi esisikwere esongelwe njengesipho, ibhrashi yokupeyinta, amakhadi amabini amakhwenkwe asuka kuMama noTata, kamzobo wepeyinti kaMusa, umzekelo, umnyama
- Izinto okanye amakhadi anemifanekiso emalunga namagama akuluhlu lwesigama

Iveki yoku-1 Usuku loku-1

Imisebenzi yeklasi yonke

Yenza isicengcelezo esithi: *Ngamehlo amabini ndiyabona* ukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokubalisa ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa abasebalini, ngokuthi usebenzise iipapethi.
- 1.2 Zama ukunxulumanisa ibali kunye nobomi babafundi: Ncokolani ngeentsapho zabafundi nize nixoxe ngobudala bodade noobhuti babafundi.
- 1.3 Yithi: *"Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini."* Xoxani ngamagama abalulekileyo akuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuba ithini na intsingiselo yegama. Umzekelo, cela abafundi ukuba bakhulule izihlangu zabo babonise wonke umntu ukuba bazishukumisa njani iinzwane zabo.

2 Ngexesha ubalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi.
- 2.2 Yenza izijekulo uze usebenzise iipapethi neepropu.
- 2.3 Cela abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *"Kazi ukuba uMama ka-Ali uza kwenza ntoni xa ebona into eyenziwe nguAli."*

3 Emva kokubalisa ibali

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

Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *"imini, zimbini, isisu, uZinzi. Ingaba uyasiva isandi agxile kuso la magama: imini, zimbini, isisu, uZinzi? Ewe, uchanile! Onke la magama anesandi u/i/."*
- 2 *"Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u/i/: isipili, iti, itikiti, ifriji, imini, ivili."* (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u/i/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba babize isandi esingu /i/: **"i-i-i"**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

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





You will need:

- 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.

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: "imini, zimbini, isisu, uZinzi. Can you hear the focus sound: **imini, zimbini, isisu, uZinzi**? Yes, you are right! They all have the sound **ii**."
- 2 "Listen carefully, here are some more words with **ii**: isipili, iti, itikiti, ifriji, imini, ivili." (Emphasise the focus sound as you say these words.)
- 3 Say the sound **ii** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **ii**: "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.

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!





Izinto ekufuneka unazo:

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

UStella uthi:



Khumbula ukubuza abafundi ukuba bayakwazi na ukubiza amagama akuluhlu lwesigama ngolwimi lwabo ukuba ekhaya bathetha ulwimi olwahlukileyo kolwasesikolweni.

Iveki yoku-1 Usuku lwesi-2

Imisebenzi yeklassi yonke

Ukubalisa ibali nokucula

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



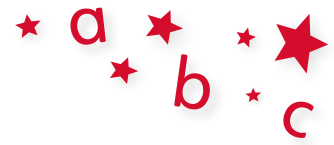
Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /i/ okanye ubacele ukuba bakhe bacinge ngamanye amagama aqala ngesandi u /i/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezihambelana nesandi. Umzekelo: Abafundi bangabeka izandla zabo esiswini bancwine babonise ukuba bayaqaqanjelwa bathi "i-i-i".
- 3 Khawubabonise indlela yokubhala unobumba u i abafundi. Yincome imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni ube uthetha usenjenje: "Qala echaphazeni, yehla, phakamisa isandla, ubeke ichaphaza"
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi. Basenokuzama ukusebenzisa imizimba yabo bakhe unobumba.
- 5 Xa sele uyibonisile indlela yokubhala unobumba, phuma nabafundi phandle ufike ubakhuthaze basebenzise uluthi bambhale esantini unobumba.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngelixa bambhala unobumba.

Imisebenzi yamaqela amancinci

Khumbuzwa abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





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 /i/ or if they can think of any other words that start with the sound /i/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their hands on their stomach and groan to show they are in pain while saying "i-i-i".
- 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. 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.





Izinto ekufuneka unazo:

- lipapethi zokubalisa ibali
- lipropu: ibhola ebomvu okanye umfanekiso webhola, ibhokisi esisikwere esongelwe njengesipho, ibhrashi yokupeyinta, amakhadi amabini amakhwenkwe avela kuMama noTata, umzobo wepeyinti kaMusa, umzekelo, umnyama
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto egxile kwisandi **i**: isipili, iti, ivili, ipilisi, icici, itikiti, itshintshi, ifriji, ititi, iiswiti

Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukubalisa nokulinganisa ibali

- 1 Culani ingoma.
- 2 Khawukhe ubabuze abafundi ukuba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: Cela umfundi ukuba abeke ipeyinti phakathi ebhokisini; akhwele esitulweni.
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Xelela abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali kwaye ubabonise nepropu eziza kusetyenziswa xa kubaliswa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ubalise ibali kwaye ukhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

Ibhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bazigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: *“Ingaba wawukhe wayibona enye yezi zinto? Senza ntoni ngayo? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?”*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso, umzekelo: **isipili, ivili, icici**. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bewabiza amagama. Sebenzisa isipili khonukuze babone intshukumo yemilomo yabo xa bebiza isandi.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba uthi: *“Lo nobumba usibonisa indlela esibhala ngayo unobumba u **i**.”* Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi.



Imisebenzi yamaqela amancinci

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





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 start with **i**: isipili, iti, ivili, ipilisi, icici, itikiti, itshintshi, ifriji, ititi, iiswiti

Week 1 Day 3

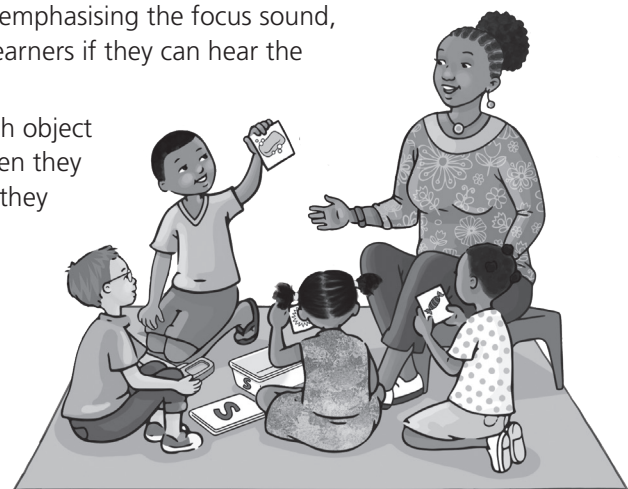
Whole class activities

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: **isipili**, **ivili**, **icici**. 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.





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

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

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklassi yonke

Ukulandelelanisa imifanekiso

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



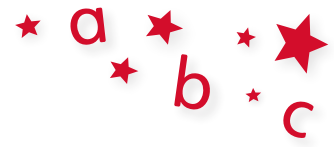
Ukuphulaphula izandi ekugxilwe kuzo

- 1 Culani le ngoma ilandelayo ngendlela ekuculwa ngayo ingoma ethi: "If you're happy and you know it".
 - ★ Xa igama lakho liqala ngo /m/ phakama
 - ★ Xa igama lakho liqala ngo /m/ phakama
 - ★ Xa igama lakho liqala ngo /m/ phakama unqwale, phakama unqwale
 - ★ Xa igama lakho liqala ngo /m/ phakama
- 2 Phindaphindani nifakele izandi kunye nezijekulo ezahlukileyo, ezifana nezi: "qhweba izandla zakho", "jikeleza" njalunjalo.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa yokucoca.



You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

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

Stella says:



These are useful questions to ask about each picture:

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



Listening for focus sounds

- 1 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.



Izinto ekufuneka unazo:

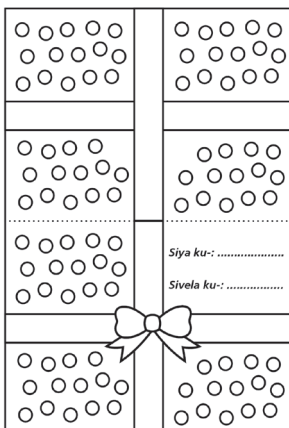
- Ikopi **yephepha lomsebenzi weSipho**, lomfundi ngamnye
- Iikhrayoni ezinkulu zewax
- Izikere
- Ibhokisi enye esongwe ngephepha lokusonga izipho encanyathiselwe ikhadi lesipho elibhaliweyo
- Uluhlu lwamagama anamalungu amaninzi aphuma ebalini: itafile, ibhrashi yokupeyinta, isipho, isisu, ikhabhathi, iphepha, mthubi

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklasi yonke

Yenza, zoba uze ubhale

- 1 Phinda ubalise ibali usebenzisa iipapethi.
- 2 Babonise "isipho" esincanyathiselwe ikhadi elibhaliweyo. Funda ikhadi: "Ali esimthandayo, Ngothando oluvela kuMama noTata." Cela abafundi ukuba bacinge ngezizathu ezibangela ukuba sinike abantu amakhadi ahamba nezipho.
- 3 Nika umfundi ngamnye iphepha elinomsebenzi uze ubabonise abafundi indlela yokusonga iphepha kulaa migca ichokoziweyo. Bacele abafundi ukuba bathathe ngokuba isipho sivela kubo. Babonise iphepha lokusongela izipho kukho nethegi yesipho. Ncokola nabo ngeengcinga ezithile. Banike imizuzu embalwa bakhe bacinge ngesipho abasinqwenelayo.
- 4 Yalela abafundi ukuba umntu ngamnye makazobe isipho sakhe kwiphepha elingabhalwanga.
- 5 Bacele ukuba bafake imibala kwiphepha lokusongela izipho. Ngeli xesha abafundi baxakekileyo, jikeleza ubuze umfundi ngamnye ukuba ingaba isipho sakhe sisuka kubani. Bacele balibhale igama kwithegi yesipho. Umzekelo: "Iya kuLolo, Ngothando olusuka kuMakhulu" okanye "Iya kuSisa, Ngothando olusuka kuMalume".
- 6 Bakugqiba abafundi, bahlalise ngababini uze ubayalele ukuba babonisane ze bachazelane ngezipho zabo.



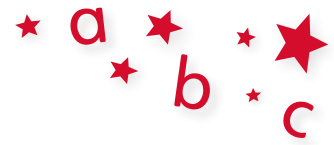
Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **m | thu | bi**.
- 2 Khetha umfundi abe mnye uze uthi makeme ngeenyawo aze axhume qho xa kubizwa ilungu legama: **m** (uxhuma kube kanye) **thu** (uxhuma kube kanye) **bi** (uxhuma kube kanye). Mcele umfundi ukuba aphinde axhume, ngeli thuba ke abanye abafundi kufuneka baqhwabe qho xa exhuma.
- 3 Bacele abafundi ukuba banikane amathuba okuphulaphula igama eliseluhlwini baze baxhume njengokuba belehlula ngokwamalungu igama.

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





You will need:

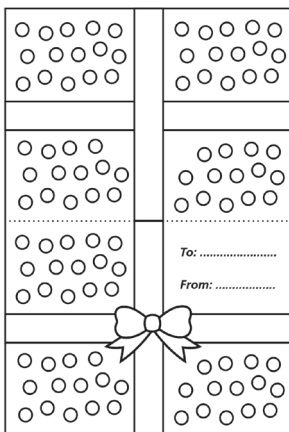
- A photocopy of the **Present activity page** for each learner
- Jumbo wax crayons
- Scissors
- One box covered with wrapping paper with a written gift card attached to it
- A list of multisyllabic words relating to the story: itafile, ibhrashi yokupeyinta, isipho, isisu, ikhabhathi, iphepha, mthubi

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: **m | thu | bi**.
- 2 Choose a learner to stand up and jump for each of the syllables: **m** (one jump) **thu** (one jump) **bi** (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.



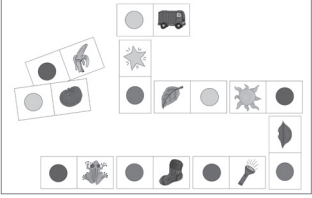

Small group activities

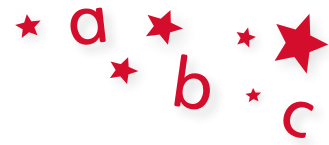
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





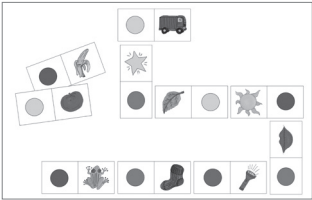



Imisebenzi yamaqela amancinci yeVeki yoku-1

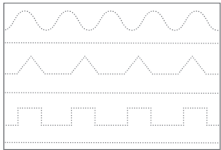

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 elibhalwe isihloko sebali phezulu likhrayoni zewax ezinkulu   <p>Ukuba abafundi badinga uncedo ekucingeni izinto amabazizobe, babonise imifanekiso elandelelaniswayo ukubanika iimbono.</p>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</p> <ol style="list-style-type: none"> Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo. Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye. Babuze abafundi ukuba yiyiphi eyona ndawo abayithande kakhulu ebalini. Usenokubanika iingcebiso. Umzekelo: "Niyithandile laa ndawo uAli ebekhwela ezama ukufika epeyintini?" Bakhuthaze abafundi ukuba bazobe eyona ndawo bayithande kakhulu ebalini. Phawula ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe. Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele na. Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo. Umzekelo: "UAli ... wakhwela ... e... si ... Leliphi igama elilandelayo ofuna ukulibiza? Isitulo. Ndiza kubhala igama 'isitulo'." Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba ulungise amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. Wakugqiba ukubhala, khuthaza abafundi ukuba bafunde izivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.
<ul style="list-style-type: none"> Isethi yaMakhadi eedomino amibalabala 	<p>Umsebenzi wesi-2: IiPhazili nemidlalo</p> <ol style="list-style-type: none"> Nika umfundi ngamnye inani elilinganayo lamakhadi. Umfundi omnye uyaqala aze abeke ikhadi etafileni. Umfundi olandelayo uyajonga ukuba unawo na umfanekiso ohambelana nombala wechokoza okanye ichokoza elihambelana nombala womfanekiso. Ukuba banayo, babeka ikhadi ecaleni komfanekiso okanye kwechokoza. Ukuba abanayo, bayaphuma emdlalweni ze ibe lithuba lomfundi olandelayo lokudlala.
<ul style="list-style-type: none"> Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye amaphetshana anokufundwa 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. Xa niza kuqala, kusenokufuneka ukuba uncedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



Small group activities for Week 1

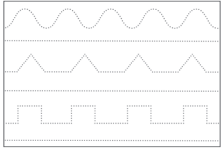

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part when Ali climbed up to reach the paint?" Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture. 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'." Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> A set of Colour domino cards 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Give each learner the same number of cards. 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.
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 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. Visit the corner to observe and encourage the learners' reading.



Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nekopi yePhepha lokusongela elikwiphepha lomsebenzi • Amatye, iingqalutye, amaqhosha, amaso, amacingwana okucoca inqawa 	<p>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Fotokopela umfundi ngamnye iphepha elinomsebenzi nelinemigca ethe tse negosogoso. 2 Cacisela abafundi ukuba kufuneka bakhethe amatye, amapetyu, amaqhosha, amaso kunye namacingwana agqunywe ngelaphu lokucoca imibhobho abaza kuwabeka phezu kwemigca benze ipatheni entle.
<ul style="list-style-type: none"> • lipropu: iibhokisi ezikhavarishwe ngephepha, izinto zepati ezifana neebhaluni, iimpempe, iipleyiti ezenziwe ngephepha, ikomityi ezenziwe ngephepha, amakhandlela omhla wokuzalwa, iibhotile zesiselo zeplatikhi, njl., iphepha, iikhrayoni nezikere, intlama yokudlala 	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <ol style="list-style-type: none"> 1 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubahlalise phantsi ngokukhawuleza. 2 Bafundele imithetho yekona yemidlalo yokulinganisa uze ubabonise neepropu ezintsha. 3 Xoxani ngokuba uMusa kunye noAli banikwe izipho ngumama wabo. Ingaba abantwana bayanikwa izipho ziintsapho zabo? Abantu abaninzi banika abanye izipho xa ingumhla wabo wokuzalwa okanye ngomhla weKrisimesi okanye ngombhiozo wokwahlukana nokuzila ukutya obizwa ngokuba yiEid kungenjalo xa kuqala uNyaka Omtsha. 4 Yithi: "Namhlanje niza kudlala umdlalo othi, ngumbhiozo!" 5 Ngoku ke baqalise ngokuthi: "Kuza kubakho umbhiozo kwaye iindwendwe ziyeza ngoku. Kodwa, jongani, izinto zombhiozo azikalungi! Ingaba ukutya sekubekiwe? Sele kuhonjiswe? Ziphi zona izipho?" 6 Yiya ekoneni kube kanye uqwalasele futhi ukhuthaze umdlalo wabafundi. Umzekelo: Ningafika nenze ngathi ninkqonkqoza emnyango nithi: "Molweni! Sendikhona! Ndiyabulela ngokundimema ukuba ndibekhona kulo mbhiozo umnandi. Whowu, yonke into intle. Ndize nesipho!"





You will need	Activities
<ul style="list-style-type: none"> • A photocopy of the Wrapping paper activity page for each learner • Stones, pebbles, buttons, beads, pipe cleaners 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Photocopy the activity page with straight and curvy lines for each learner. 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.
<ul style="list-style-type: none"> • 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 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 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 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. 4 Say: <i>"Today you are going to play It's a party!"</i> 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> 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>



Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye kufuneka enekopi yencwadi encinci esongiweyo

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa



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



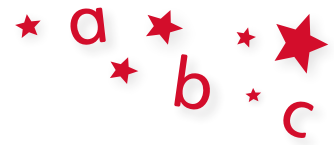
Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“abantwana, waza, waya, mama, tata, ababini. Ingaba uyasiva isandi agxile kuso la magama: waza, waya, abantwana? Ewe, uchanile! Onke la magama agxile kwisandi u /a/.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u /a/: Ali, mama, tata, bamba, lala, hlala, mama, vala.”* (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u /a/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba babize isandi esingu /a/: *“a-a-a”*. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

Bachazele abafundi ukuba ngemini nganye baza kusebenza emaqeleni amancinci. Bachazele uze ubabonise ukuba umsebenzi ngamnye wenziwa njani uze ubachazele nangokutshintshana okuza kwenzeka ngemini nganye. Bachazele nangenkqubo eza kulandelwa yokucoca.





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.



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “*abantwana, waza, waya, mama, tata, ababini*. Can you hear the focus sound: *waza, waya, abantwana*? Yes, you are right! The focus sound is /a/.”
- 2 “Listen carefully, here are some more words with /a/: *Ali, mama, tata, bamba, lala, hlala, mama, vala*.” (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.





Izinto ekufuneka unazo:

- iNcwadi eNkulu: UAli nepeyinti
- Umfundi ngamnye kufune abe nesikhongozeli esinamanzi kunye nebhrashi yokupeyinta

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklassi yonke

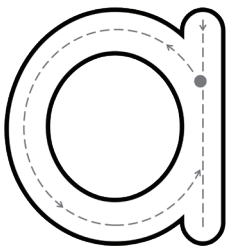
Ukufunda kunye notitshala – iNcwadi eNkulu

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



Ukwakha unobumba

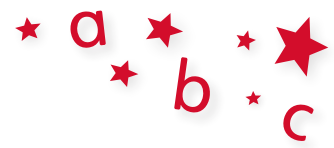
- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /a/ okanye ubacele ukuba bakhe bacinge ngamanye amagama aqala ngesandi u /a/.
- 2 Fundisa iintshukumo okanye izijekulo ezihambelana nesandi. Umzekelo: Abafundi bangavula izandla zabo bathi "a-a-andazi".
- 3 Khawubonise abafundi indlela yokubhala unobumba u 'a'. Yincome imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "Qala echaphazeni, jikeleza unyuke wehle."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi.
- 5 Xa sele uyibonisile indlela yokubhala unobumba, phuma nabafundi phandle ze unike umfundi ngamnye isikhongozeli esinamazi nebhrashi. Abafundi bangaphindaphinda babhale unobumba phantsi kwindawo esanyentiweyo.
- 6 Bakhuthaze abafundi ukuba babize isandi esenziwa ngunobumba njengokuba bembhala phantsi.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomisebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





You will need:

- Big book: *Ali and the paint*
- Water containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

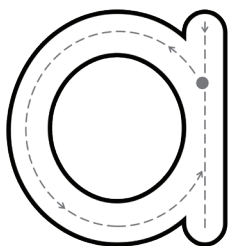
Shared reading – Big book

- 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 /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 open their hands while saying “a-a-andazi”.
- 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.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Izinto ekufuneka unazo:

- Umfundi ngamnye kufuneka abe nekopi yephepha lomsebenzi weeMilo
- Umfundi ngamnye makabe neekhrayoni ezinemibala zibe ntathu (ebomvu, eluhlaza kunye nezuba)
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto egxile ku **a**: amasi, idada, amaqanda, usana, ibhatata, ibhabhathane, isandla, ikama, intaka, ibhanana, ama-apile, ipapa

Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklassi yonke

Ukufunda ukuphulaphula

- 1 Hlalisa abafundi ezitafileni uze ubancedise bahlale kakuhle ukuze iklasi izole.
- 2 Qalisa umsebenzi wokuphulaphula wanamhlanje ngokuthi: *"Masivale amehlo, sicimele sithi cwaka imizuzu embalwa ngelixa siphulaphule izandi kwindawo esikuyo."* Ngoku ke cela abafundi ukuba bavule amehlo baze bancokole ngezandi abazivileyo. Ncokolani nichaze ukuba ziziphi izandi ebezivakala kufutshane kubo (ebezingxola) ze ibe ziziphi ebezivakala kude (zisezantsi). Bachazele abafundi ukuba niza kwenza umsebenzi oza kufuna bayiphulaphule ngenyameko into oza kuyithetha.
- 3 Ngoku ke phakamisa ikhrayoni ibe nye ngexesha uze ubize umbala wayo. Cela abafundi ukuba bakhethe ikhrayoni efana naleyo uyiphakamisileyo kwiikhrayoni eziphambi kwabo. Xa uthetha ilizwi lakho malicace futhi uzekelele.
- 4 Khomba kwisikwere uze ukhumbuze abafundi ngokubachazela ukuba isipho sikaMusa besifakwe kwibhokisi emile okwesikwere. Bacele ukuba bakhombe imilo engqukuva, efana nebholo ka-Ali. Bakugqiba babuze ukuba ingaba ukhona na kubo oyaziyo ukuba unxathathu umile njani.
- 5 Khomba imilo nganye uze ubize igama layo. Emva koko banike imiyalelo ngokucotha nangendlela ecacileyo:
 - ★ *"Thatha ikhrayoni yakho ebomvu. Faka umbala obomvu kwizangqa."*
 - ★ *"Thatha ikhrayoni yakho eluhlaza. Faka umbala oluhlaza koonxantathu."*
 - ★ *"Thatha ikhrayoni yakho ezuba. Faka umbala ozuba kwizikwere."*

Ibhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bazigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: *"Ingaba wawukhe wayibona enye yezi zinto? Senza ntoni ngayo? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso, umzekelo: **iapile, iayini, idada**. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bewabiza amagama. Sebenzisa isipili khonukuze babone intshukumo yemilomo yabo xa bebiza isandi.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba uthi: *"Lo nobumba usibonisa indlela esibhala ngayo unobumba u a."* Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





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 start with **a**: amasi, idada, amaqanda, usana, ibhatata, ibhabhathane, isandla, ikama, intaka, ibhanana, ama-apile, ipapa

Week 2 Day 3

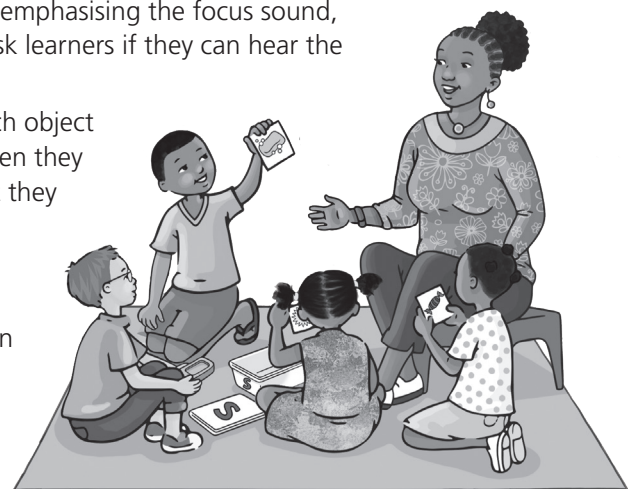
Whole class activities

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: **iapile**, **iyini**, **idada**. 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.



Izinto ekufuneka unazo:

- Iziqwengana ezine zekhadibhodi emhlophe okanye iphepha elibhalwe "bomvu", "zuba", "luhlaza" "nomthubi" (wabhale la magama kumakhadi anombala ohambelana nalowo uthetha ngawo), umfanekiso wento enaloo mbala kwikhadibhodi nganye
- Iimagazini
- Izikere
- Neglu

Iveki yesi-2 Usuku lwesi-4

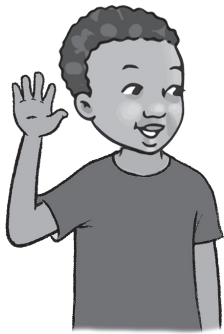
Imisebenzi yeklassi yonke

Funda uze wenze

- 1 Bonisa abafundi iibhodi ezine uze ubacele ukuba "bafunde" igama lombala kwibhodi nganye. Nxulumanisa amagama emibala kunye nemibala yepeyinti ekuthethwa ngayo ebalini. Babuze abafundi ukuba ngowuphi umbala osele ebhokisini (ngomthubi).
- 2 Ncokolani ngemizekelo yemifanekiso ze nithethe ngendlela enxulumana ngayo kunye nemibala.
- 3 Chazela abafundi ukuba umfundi ngamnye kufuneka akhangele umfanekiso onombala ube mnye aze awuncamathisele kwibhodi nganye.
- 4 Babonise abafundi indlela yokukhangela imifanekiso ehambelana nemibala emine kwimagazini.
- 5 Bachazele ke ukuba xa umfundi ewufumene umfanekiso ohambelana nomnye wemibala, mabawusike ngesikere.
- 6 Xa befumene ixesha elaneleyo lokwenza oku, cela wonke umfundi onemifanekiso ehambelana nombala obomvu aphakamise isandla. Cela omnye wabafundi ukuba ayiqokelele le mifanekiso ze akuncedise uyincamathisele kwibhodi yaloo mbala. Ncokolani ngebhodi, nibize zonke izinto ezisebhodini kwaye nincome nabafundi. Ungancoma wenjenje: "Jongani laa moto ibomvu! Ngubani na lo ufumene lo mfanekiso? Wenze kakuhle kakhulu, Sandile!"
- 7 Qhuba kwangolu hlobo ke xa nithetha ngeminye imibala.

Ukuphulaphula izandi ekugxilwe kuzo

- 1 Culani le ngoma ngendlela enicula ngayo ingoma ethi: "If you're happy and you know it."
 - ★ Ukuba igama lakho liqala ngo /m/ phakama
 - ★ Ukuba igama lakho liqala ngo /m/ phakama
 - ★ Ukuba igama lakho liqala ngo /m/ phakama unqwale, phakama unqwale
 - ★ Ukuba igama lakho liqala ngo /m/, phakama.
- 2 Yiphindaphinde ke le ngoma utshintshatshintshe izinto ekufuneka zenziwe kunye nezandi, ungafakela u 'qhwaba izandla', 'jikeleza' njalonzalo.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





You will need:

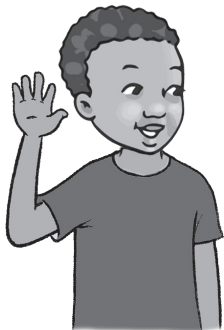
- Four large pieces of white cardboard or paper labelled “red”, “blue”, “green” and “yellow” (write these words on the corresponding colour cards), a picture of an object in that colour on each piece of cardboard
- Magazines
- Scissors
- Glue

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.



Izinto ekufuneka unazo:

- Imifanekiso okanye iincwadi ezibonisa iminyama emihle
- Iphepha elimhlophe elikhulu
- Ipeyinti enombala, izikhongozeli zamanzi, iitawuli
- Uluhlu lwamagama anamalungu amaninzi aphuma ebalini: itafile, ibhrashi yokupeyinta, isipho, isisu, ikhabhathi, iphepha, into emthubi

Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklasi yonke

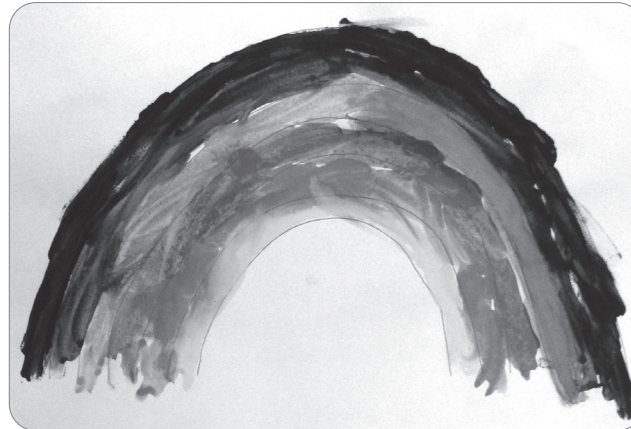
Yenza, zoba uze ubhale

- 1 Cela abafundi ukuba bajonge imifanekiso yeminyama (le iba sesibhakabhakeni) baze bakhombe imibala yepeyinti ekuthethwe ngayo ebalini.
- 2 Bachazele abafundi ukuba baza kuzoba umnyama ngepeyinti kwiphepha elikhulu.
- 3 Chazela futhi ubonise abafundi ukuba baza kuyiqaba ipeyinti ngeminwe yabo, balinganise into ebisenziwa nguAli phaya ebalini.
- 4 Bakhumbuze abafundi ukuba basebenzise yonke imibala xa besenza umnyama, bangasebenzisi umbala omnye.
- 5 Khuthaza abafundi ukuba bawenze ube mkhulu umnyama wabo uzalise lonke iphepha.

UStella uthi:



Ukuqaba ipeyinti ngeminwe kukhuthaza abafundi ukuba bazifanise noAli osebalini. Ingangumsebenzi oza kungcolisa lo, ngoko ke qiniseka ukuba abafundi basebenzela kwindawo elungele lo msebenzi nekufuphi kwindawo yokuhlambela.



Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **m | thu | bi**.
- 2 Khetha umfundi abe mnye uze uthi makeme ngeenyawo aze axhume qho xa kubizwa ilungu legama: **m** (uxhuma kube kanye) **thu** (uxhuma kube kanye) **bi** (uxhuma kube kanye). Mcele umfundi aphinde axhume, ngeli thuba ke abanye abafundi kufuneka baqhwebane qho xa exhuma.
- 3 Bacele abafundi ukuba banikane amathuba okuphulaphula igama elithathwe kuluhlu baze baxhume njengokuba belehlula igama ngokwamalungu.



Imisebenzi yamaqela amancinci

Khumbuze abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





You will need:

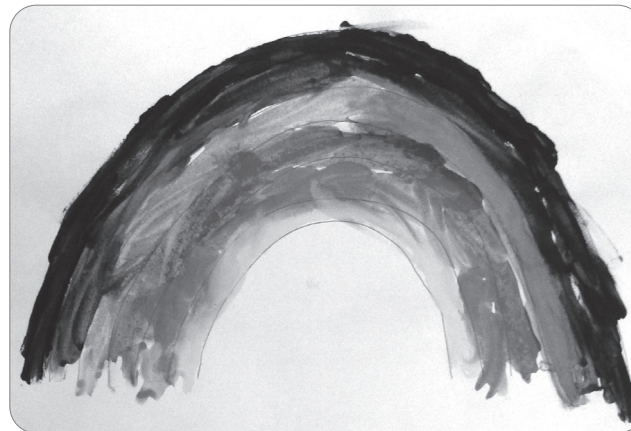
- Pictures or books showing beautiful rainbows
- Large white pieces of paper
- Coloured paint, water containers, towels
- A list of multisyllabic words relating to the story: itafile, ibhrashi yokupeyinta, isipho, isisu, ikhabhathi, iphepha, into emthubi

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: **m | thu | bi**.
- 2 Choose a learner to stand up and jump for each of the syllables: **m** (one jump) **thu** (one jump) **bi** (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.


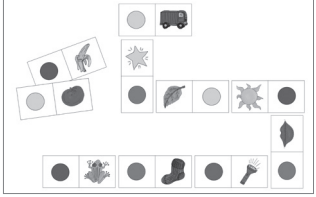

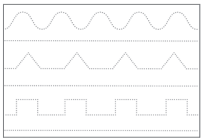



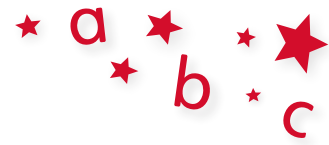
Small group activities

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


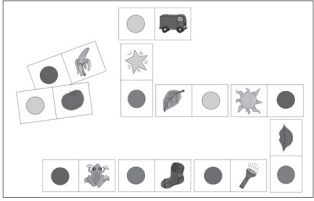

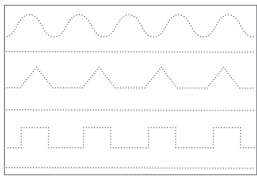



Imisebenzi yamaqela amancinci yeVeki yesi-2

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 elibhalwe isihloko sebali phezulu likhrayoni zewax ezinkulu  <p><i>Ukuba abafundi badinga uncedo ekucingeni izinto amabazizobe, babonise imifanekiso elandelelaniswayo ukubanika iimbono.</i></p>	<p>Umsebenzi woku-1: Ukuzoba kunye nokubhala okusavelayo</p> <ol style="list-style-type: none"> Nika umfundi ngamnye iphepha kunye neekhrayoni eziyimibala uze ubaxelele ukuba baza kuzoba umfanekiso ka-Ali. Bacele abafundi ukuba benze kunye nawe isicengcelezo: Impumlo yakho iluhlaza, Isisu sakho sibomvu, linzwane zakho zizuba, Ndiyakuthanda. Khawukhe ubabuze ukuba basawakhumbula onke na amalungu omzimba aqatywa ipeyinti nguAli kwaye wawaqaba ngeyiphi imibala. Emva koku ke bangamzoba uAli. Ukuba bawalibele amalungu omzimba kunye nemibala yepeyinti, bangenza isicengcelezo. Ukuba basilibele isicengcelezo, bangasebenzisa imifanekiso eza kulandelelaniswa njengesikhokelo.
<ul style="list-style-type: none"> Isethi yaMakhadi eedomino amibalabala 	<p>Umsebenzi wesi-2: liPhazili nemidlalo</p> <ol style="list-style-type: none"> Nika umfundi ngamnye inani elilinganayo lamakhadi. Umfundi omnye uyaqala aze abeke ikhadi etafileni. Umfundi olandelayo uyajonga ukuba unawo na umfanekiso ohambelana nombala wechokoza okanye ichokoza elihambelana nombala womfanekiso. Ukuba banayo, babeka ikhadi ecaleni komfanekiso okanye kwechokoza. Ukuba abanayo, bayaphuma emdlalweni ize ibe lithuba lomfundi olandelayo.
<ul style="list-style-type: none"> Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye amaphetshana anokufundwa 	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> Khokela iqela niye kwikona eneencwadi okanye usenokunika iqela isixa seencwadi. Xa niza kuqala, kusenokufuneka ukuba uncedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.
<ul style="list-style-type: none"> Umfundi ngamnye makabe nekopi yePhepha lokusongela elikwiphepha lomsebenzi 	<p>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> Fotokopela umfundi ngamnye iphepha elinomsebenzi nelinemigca ethe tse negosogoso. Cacisela abafundi ukuba kufuneka bakhethe amatye, amapetyu, amaqhosha, amaso kunye namacingwana agqunywe ngelaphu okucoca imibhobho abaza kuwabeka phezu kwemigca benze ipateni entle.
<ul style="list-style-type: none"> lipropu: iibhokisi ezikhavarishwe ngephepha, izinto zepati ezifana neebhaluni, iimpempe, iipleyiti ezenziwe ngephepha, ikomityi ezenziwe ngephepha, amakhandlela omhla wokuzalwa, iibhotile zesiselo zeplatikhi 	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <ol style="list-style-type: none"> Khumbuza abafundi ngepropu ezikwikona yokwenza imidlalo yokulinganisa uze ubakhuthaze ukuba baqale kwiVeki yoku-1 xa bebesenza ngathi banombhiyozo begqithisa neziphu. Yiya ekoneni kube kanye uqwalasele futhi uwukhuthaze umdlalo wabafundi. 



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Give each learner a piece of paper and coloured crayons and explain that they are going to draw a picture of Ali. 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. Ask them if they remembered what body parts Ali painted and what the colours were. They can then draw Ali. 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.
<ul style="list-style-type: none"> A set of colour domino cards 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Give each learner the same number of cards. 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.
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 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. Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> A photocopy of the wrapping paper activity page for each learner 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Photocopy the activity page with straight and curvy lines for each learner. Explain to learners that they must use crayons to draw in between the lines to make beautiful coloured wrapping paper with stripes and curves.
<ul style="list-style-type: none"> Props: boxes covered in wrapping paper, balloons and streamers, paper plates, paper cups, birthday candles, cooldrink bottles 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to have a party and give presents. Visit the corner to observe and encourage the learners' pretend play. 



★ Imini emnandi

Ibali

Yayiyintsasa yangoMgqibelo eyayizole kamnandi, ilanga lalithe thaa efestileni kaNicholas. Wavuka wazolula ebhedini yakhe wakhwaza, "Imini ezole kangaka, ndinecebo!"

UNicholas wakhangela umama wakhe, "Mama singaya epikinikhini namhlanje? Singahamba nomhlobo wam torho uJacob nenja yam uFluffy?" wacela uNicholas. UMama waxelela utata ze wavuma. UMama wapakisha ukutya esikuthandayo ebhaskithini waze wathi uTata uza kuyiphatha ibhaskithi.

UTata, uMama, usana, uNicholas, uJacob noFluffy, bonke behlisa induli belandelelana. Babencokola ngemidlalo abaza kufika bayidlale emlanjeni.

Bakufika ngasemlanjeni uTata wathi, "Masihlalani apha kule ndawo ukuze sikwazi ukunibona xa nidlala, nosana lukwazi ukukhasela engceni."

UNicholas, uJacob noFluffy babaleka batsibela kuloo manzi ayebanda. Dyumpu, dyumpu, dyumpu! "Masileqaneni," watsho uJacob kuNicholas.

Emva kokudlala ithuba elide, aphuma emanzini amakhwenkwe kuba nendlala yayisele ibaphethe. Bahlala phezu kwengubo ecaleni kukaTata noMama. Bonke batya isonka esihlohlwe itumato netshizi (isonka samasi), iibhanana, iiapile nesiselo. UMama wanika uFluffy esinye sezonka zakhe, kaloku naye wayelambile! Usana lona nalo lwaluzama ukutya iintyatyambo. Walunqanda uTata wathi, "Hayi kaloku sithandwa sam sukutya iintyatyambo."



Ilanga lalisiya kunina. Bonwaba kakhulu abantwana kwaye babeziva bediniwe. Yayilixesha lokugoduka ngoku. Wonke umntu waqoqosha. Amakhwenkwe avuthulula ingubo ayisonga, uMama wabeleka usana lwakhe kwagodukwa. "Sala kakuhle Nicholas. Ndiyabulela kakhulu ngale mini imnandi kangaka," watsho uJacob. "Hamba kakuhle Jacob," waphendula uNicholas.

Kwakusekumnyama isibhakabhaka sigcwele ziinkwekhezezi. Yayilixesha lokulala kolu sapho. Ngephanyazo, uNicholas noFluffy balala cum baze baphupha ngemini yabo emnandi.

Liyaphela apha ibali lethu.



★ 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.





Ingoma

Besinosuk' olumnandi!

Siya kwipikinikhi ngale min' eshushu
 ngale min' eshushu
 Kumnandi kumnandi!
 Ngale min' eshushu
 Ngale min' eshushu!

Sipakish' ibhaskithi
 ngale min' eshushu
 Enezimuncu muncu
 Ngale min' eshushu
 Kumnandi, kumnandi
 Ngale min' ishushu
 Ngale min' ishushu!

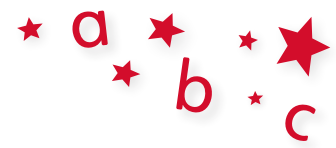
Sitsibel' emanzini
 Ngale min' eshushu
 Sidlal' ukuleqana
 Ngale min' eshushu
 Kumnandi kumnandi
 Ngale min' eshushu
 Ngale min' eshushu



Isigama esiphuma ebalini

Amagama abalulekileyo:	ipikinikhi	ibhaskithi	lambile	umlambo	ingubo	isonka esihlohiweyo
Amanye amagama:	iziqhamo	ibhanana	iapile	isiselo	intyatyambo	leqa
	dyumpu	xhuma	dada	qoqosha	induli	thandayo





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





Izinto ekufuneka unazo:

- Ibali: *Imini emnandi*
- Iipapethi: uMama, uTata, uNicholas, uJacob, ibhaskithi yepikinikhi, usana, usisi,inja uFluffy
- Iiprophu: ibhaskithi, iziqhamo zokwenyani okanye ezobuxoki, ingubo,inja yokudlala, iintyatyambo zokwenyani okanye ezobuxoki
- Izinto okanye amakhadi anemifanekiso ehambelana namanye amagama akuluhlu lwesigama

Iveki yoku-1 Usuku loku-1

Imisebenzi yeklassi yonke

Yenzani isicengcelezo esithi *Ngamehlo am ndiyabona* khonukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi ngokubuza le mibuzo: *“Wawukhe waya epikinikhini? Wenza ntoni xa ukwipikinikhi? Ungayenza phi ipikinikhi? Ingaba utya ukutya okunjani xa usepikinikhini?”*
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo akuluhlu lwesigama, uze ubabonise into okanye umfanekiso kungenjalo ubonise ukuba ithini na intsingiselo yamagama. Umzekelo, khupha ingubo yokwendlala epikinikhini, ibhaskithi kunye nepleyiti enokutya.

2 Ngexesha ubalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi kunye neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umane ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *“Ucinga ukuba abantwana baza kwenza ntoni bakufika emlanjeni? Ingaba siza kuba kukutya kuni isidlo sabo sasemini? Ucinga ukuba baza kwenza ntoni bakufika ekhaya?”*

3 Emva kokubalisa ibali

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

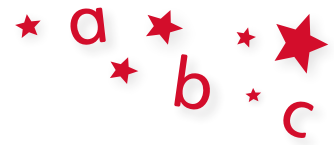
Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“ewe, elele, engceni. Ingaba uyasiva isandi agxile kuso la magama: ewe, elele, engceni? Ewe, uchanile! Onke la magama anesandi u /e/.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u /e/: imele, ipere, iheke, ipelepele.”* (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u /e/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba babize isandi esingu /e/: **“e-e-e”**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

Bachazele abafundi ukuba ngemini nganye baza kusebenza emaqeleni amancinci. Bachazele uze ubabonise ukuba umsebenzi ngamnye wenziwa njani uze ubachazele nangokutshintshana okuza kwenzeka qho ngemini nganye. Bachazele nangenkqubo eza kulandelwa yokucoca.





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.

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. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "What do you think 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: "ewe, elele, engceni. Can you hear the focus sound: **ewe, elele, engceni**? Yes, you are right! They all have the sound /e/."
- 2 "Listen carefully, here are some more words with /e/: iemele, ipere, iheke, ipelepele." (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.

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.



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!



Izinto ekufuneka unazo:

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



Iveki yoku-1 Usuku lwesi-2

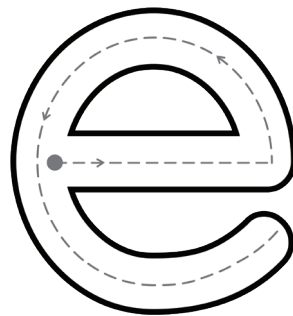
Imisebenzi yeklasi yonke

Ukubalisa ibali nokucula

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

Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /e/ okanye ubacele ukuba bakhe bacinge ngamanye amagama aqala ngesandi u /e/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezihambelana nesandi. Umzekelo: Abafundi banganqwala iintloko zabo bathi "e-e-ewe".
- 3 Khawubabonise indlela yokubhala unobumba u e abafundi. Yincome imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni ube uthetha usenjenje: "Qala echaphazeni, hamba ngqo, uye ngaphaya, ujikele."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi. Basenokuzama ukusebenzisa imizimba yabo bakhe unobumba.
- 5 Xa sele uyibonisile indlela yokubhala unobumba, phuma nabafundi phandle ufike ubakhuthaze basebenzise uluthi bambhale esantini unobumba.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngelixa bambhala unobumba.



Imisebenzi yamaqela amancinci

Khumbuzisa abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





You will need:

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



Week 1 Day 2

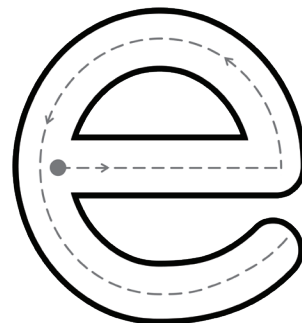
Whole class activities

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 /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 nod their heads while saying "e-e-ewe".
- 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. 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.



Izinto ekufuneka unazo:

- lipapethi zokubalisa ibali
- lipropu: ibhaskithi, iziqhamo zokwenyani okanye ezokudlala, ingubo,inja yokudlala, iintyatyambo zokwenyani okanye ezokudlala
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto egxile ku **e**: ipere, iemele, impempe, ilekese, iseke, iseke, itswele, ihempe



Iveki yoku-1 Usuku lwesi-3

Imisebenzi yeklassi yonke

Ukubalisa nokulinganisa ibali

- 1 Culani ingoma.
- 2 Khawukhe ubabuze abafundi ukuba ingaba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: *"Xa abantwana bebexhumela emlanjeni, benze isandi esithi ... Ewe, igama ngu 'dyumpu'."*
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Xelela abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali kwaye ubabonise nepropu eziza kusetyenziswa xa kubaliswa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ubalise ibali kwaye ukhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

Ibhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bazigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: *"Ingaba wawukhe wayibona enye yezi zinto? Senza ntoni ngayo? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso, umzekelo: ipere, iemele. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bewabiza amagama. Sebenzisa isipili khonukuze babone intshukumo yemilomo yabo xa bebiza isandi.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba uthi: *"Lo nobumba usibonisa indlela esibhala ngayo unobumba u 'e'."* Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi.



Imisebenzi yamaqela amancinci

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





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 start with **e**: ipere, iemele, ilekese, ise, ise, itswele, ihempe



Week 1 Day 3

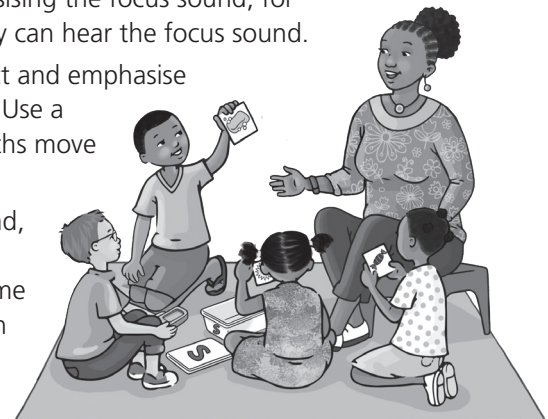
Whole class activities

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: **ipere**, **iemele**. 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.



Small group activities

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





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Iipapethi zokubalisa ibali okanye izinto okanye imifanekiso yezinye zezinto ezisebalini

UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

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

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklasi yonke

Ukulandelelanisa imifanekiso

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



Ukuphulaphula izandi ekugxilwe kuzo

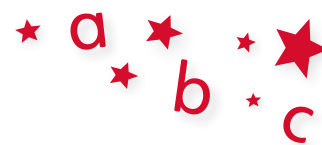
- 1 Chazela abafundi ukuba baza kudlala umdlalo othi, "Ngeliso lam ndicupha ..." besebenzisa iipapethi nepropu ezimalunga nebali elithi: Imini emnandi. Banike ithuba lokujonga iipapethi, izinto kunye nemifanekiso ebekiweyo.
- 2 Khetha into ethile esebalini ungabaxeleli abafundi tu ngento ocinga ukuyikhetha. Emva kokuba uyikhethile, njengesikhokelo, nika abafundi isandi egxile kuso into oyikhethileyo. Umzekelo: Ukuba ucinga nge "siselo" yithi: "Ngeliso lam ndicupha into enesandi u *Isi*."
- 3 Abafundi kufuneka bajonge kwizinto ezibekiweyo, bajonge izinto ezigxile kwesi sandi.
- 4 Ukuba baqashela ngokuchanekileyo babiza i "siselo", iza kuba lithuba labo lokukhangela into ze ibe ngabo abathi: "Ngeliso lam ndicupha ..."



Imisebenzi yamaqela amancinci

Khumbuzi abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa yokucoca.





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 "siselo", say: "I spy with my little eye something that starts with /s/."
- 3 Learners must look at the display for things that start with that sound. If they guess "siselo" 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.



Izinto ekufuneka unazo:

- Umfundi ngamnye makabe nephepha elinguA4 okanye ikopi **yephepha lomsebenzi weNgubo yepikinikhi** kunye **nelomsebenzi weMicu yokuluka**.
- Iikhrayoni ezinkulu zewax
- Izikere neglu
- Iimagazini okanye amaphepha anemifanekiso yokutya okuthengiswayo
- Uluhlu lwamagama anamalungu amaninzi oluphuma ebalini: intle, iibhanana, iitumato, isonka esihlohlweyo, umlambo, iintyatyambo, sala kakuhle, ipikinikhi, ibhaskithi, uFluffy

Iveki yoku-1 Usuku lwesi-5

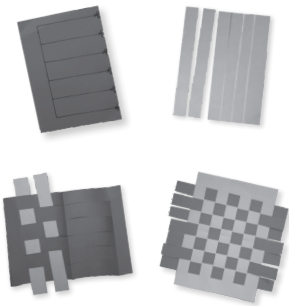
Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Phinda ubalise ibali usebenzisa iipapethi.
- 2 Ukuba unako, yiza nengubo eklasini uyibonise abafundi okanye bonisa abafundi imifanekiso yeengubo ezahlukeyo. Ncokolani ngeepatheni zazo okanye imibala eyahlukeyo kwiingubo.
- 3 Chazela abafundi ukuba baza kwenza ezabo iingubo zepikinikhi ngokuthi bazizobe ephepheni.
- 4 Bakuzigqiba "iingubo" zabo abafundi, bangazoba okanye basike imifanekiso yokutya kwepikinikhi kwiimagazini okanye kumaphetshana anemifanekiso yokutya baze bayincamathisele imifanekiso kwiingubo zabo.

OKANYE

- 1 Chazela abafundi ukuba baza kuluka "iingubo zabo zepikinikhi" besebenzisa imicu yamaphepha. Babonise abafundi umzekelo nize nincokole ngendlela imicu yamaphepha enemibala enokwenza ngayo iipatheni zokuluka.
- 2 Nika umfundi ngamnye **iphepha elisongiweyo elinomsebenzi wengubo yepikinikhi** kunye nephepha **elinomsebenzi wemicu yokuluka**.
- 3 **Iphepha elinomsebenzi wengubo yepikinikhi**: Bonisa abafundi indlela yokusika kumgca ochokoziweyo kwiphepha lomsebenzi xa lisongiwe. Qinisekisa ukuba bayayeka ukusika bakufika kumgca otyebileyo. Abafundi bayakulivula eli phepha bakuba begqibile ukusika.
- 4 **Iphepha elinomsebenzi wemicu yokuluka**: Abafundi bafaka imibala kwimicu yamaphepha ze bayisike ngesikere.
- 5 Bonisa abafundi indlela yokuluka imicu enemibala ngaphezu nangaphantsi kweendawo ezivulekileyo kwiphepha elinomsebenzi wengubo yepikinikhi. Xa kuselukwa, umcu ngamnye kufuneka utsibe indawo evulekileyo ibe nye ze ufakwe kwindawo evulekileyo elandelayo.
- 6 Bakube bezigqibile "iingubo zabo zepikinikhi" abafundi, bangasika imifanekiso yokutya kwepikinikhi kwiimagazini nasemaphepheni abonisa ukutya baze bayincamathisele kwiingubo zabo.



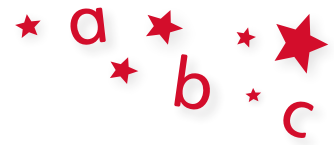
Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **tu | ma | to**.
- 2 Khetha umfundi abe mnye uze uthi makeme ngeenyawo aze axhume qho xa kubizwa ilungu legama: **tu** (uxhuma kube kanye) **ma** (uxhuma kube kanye) **to** (uxhuma kube kanye). Mcele umfundi aphinde axhume, ngeli thuba ke abanye abafundi kufuneka baqhweba qho xa exhuma.
- 3 Bacele abafundi ukuba banikane amathuba okuphulaphula igama elithathwe kuluhlu baze baxhume njengokuba belahlulahlula ngokwamalungu.

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





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: intle, iibhanana, iitumato, isonka esihlohlweyo, umlambo, iintyatyambo, sala kakuhle, ipikinikhi, ibhaskithi, uFluffy

Week 1 Day 5

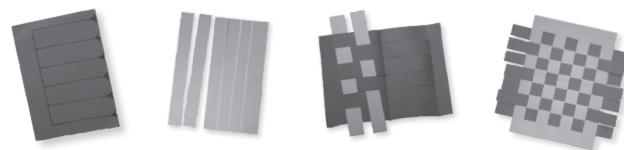
Whole class activities

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: **tu | ma | to**.
- 2 Choose a learner to stand up and jump for each of the syllables: **tu** (uxhuma kube kanye) **ma** (uxhuma kube kanye) **to** (uxhuma kube kanye). 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.









Imisebenzi yamaqela amancinci yeVeki yoku-1

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 elibhalwe isihloko sebali phezulu likhrayoni zewax ezinkulu <div data-bbox="239 741 541 1006" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Ndifuna ukudlala noFluffy.</p>  </div> <div data-bbox="187 1016 593 1271" style="background-color: #f8d7da; padding: 10px; margin: 10px 0;">  <p><i>Ukuba abafundi badinga uncedo ekucingeni izinto amabazizobe, babonise imifanekiso elandelelaniswayo ukubanika iimbono.</i></p> </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</p> <ol style="list-style-type: none"> Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo. Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye. Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Usenokubanika iingcebiso. Umzekelo: <i>"Niyithandile laa ndawo apho uNocholas, uJacob kunye noFluffy bebetsibela emanzini?"</i> Bakhuthaze abafundi ukuba bazobe eyona ndawo bayithande kakhulu ebalini. Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe. Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele. Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo. Umzekelo: <i>"UFluffy ... watsibela ... eee ... eee Liliphi igama elilandelayo ofuna ukulibiza? ... Owu, ewe, 'emanzini'. Ndiza kubhala igama 'emanzini'."</i> Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye ubabuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba ulungise amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde izivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.
<ul style="list-style-type: none"> Isethi yamakhadi anemifanekiso yempahla yasehlotyeni nempahla yasebusika Izikhongozeli ezibini zeplastikhi - esemajarini okanye eseyogathi (Isikhongozeli sileyibhelishwe ngegama Ihlobo kunye nomfanekiso wempahla enxitywa ehlotyeni eqhotyoshelwe kuso ngaphambili; esinye isikhongozeli sileyibhelishwe ngegama: Ubusika kunye nomfanekiso wempahla yokunxiba ebusika eqhotyoshelwe kuso ngaphambili) <div data-bbox="217 1753 569 1861" style="display: flex; justify-content: space-around;">    </div>	<p>Umsebenzi wesi-2: IiPhazili nemidlalo</p> <p>Qubuda amakhadi anempahla zasebusika nalawo anempahla zasehlotyeni etafileni.</p> <p>Umdlalo wokuhlela</p> <ol style="list-style-type: none"> Isikhongozeli sileyibhelishwe ngegama: Ixesha laseHlotyeni kunye nomfanekiso wempahla enxitywa eHlotyeni eqhotyoshelwe ngaphambili; esinye isikhongozeli sileyibhelishwe ngegama: Ubusika kunye nomfanekiso wempahla yokunxiba ebusika. Umfundi ngamnye ufumana ithuba lokukhetha ikhadi, ajonge umfanekiso osekhadini, abize igama lawo aze abeke ikhadi kwisikhongozeli esichanekileyo. <p>Umdlalo wokukhumbula</p> <ol style="list-style-type: none"> Umfundi ngamnye ufumana ithuba lokuguqula amakhadi abe mabini. Ukuba imifanekiso ekula makhadi iyahambelana (kuwo omabini kukho impahla yasehlotyeni okanye kuwo omabini kukho impahla yasebusika), bawagcina kubo amakhadi. Ukuba amakhadi awahambelani (elinye lelasehlotyeni ze elinye ibe lelasebusika), amakhadi ayaqutyudwa kwakhona etafileni kuze kudlale umfundi olandelayo.
<ul style="list-style-type: none"> Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye amaphetshana anokufundwa <div data-bbox="321 2003 468 2186" style="text-align: center;">  </div>	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> Khokela iqela liye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. Xa niza kuqala, kusekufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. Babonise indlela yokuvula incwadi kunye nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="227 645 552 929"> <p>I want to play with Fluffy.</p>  </div> <div data-bbox="222 936 562 1182">  <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p> </div>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part when Nicholas, Jacob and Fluffy jumped into the water?" 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture. 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'." 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • A set of colour picture cards with summer and winter items of clothing • Two plastic containers – margarine or yoghurt tubs (One container has a label with the word Summer and a picture of a summer item of clothing stuck on the front; the other container has a label with the word Winter and a winter item of clothing stuck on the front.) <div data-bbox="210 1548 574 1692">  </div>	<p>Activity 2: Puzzles and games</p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p>Sorting game</p> <ol style="list-style-type: none"> 1 One container has a label with the word Summer and a picture of a Summer item of clothing stuck on the front; the other container has a label with the word Winter and a picture of a Winter item of clothing stuck on the front. 2 Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container. <p>Memory game</p> <ol style="list-style-type: none"> 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. 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.
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets <div data-bbox="249 1808 510 2128">  </div>	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 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. 4 Visit the corner to observe and encourage the learners' reading.



Izinto ekufuneka unazo

- Udongwe okanye intlama yokudlala kunye nebhodi okanye imethi



- Iipropu: Ibhaskithi, ukutya kokudlala, iimagi zeplastikhi neepleyiti, ingubo, idimasi, umnqwazi welanga, isambreni, umxube wokuqaba xa uhleli elangeni

Imisebenzi

Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla

- 1 Nika umfundi ngamnye ingqakumbana yomdongwe okanye wentlama yokudlala kunye nethempleyithi kanobumba.
- 2 Abafundi kufuneka benze ibhaskithi encinci kunye neziqhamo ngomdongwe okanye ngentlama yokudlala. Bonisa abafundi indlela yokuqengqa iingqakumbana zomdongwe okanye intlama yokudlala ibe yimicu abaza kuyibeka omnye phezu komnye benze ibhaskithi, okanye benze ibhola enkulu baze benze umngxunya phakathi kuyo itsho ibe yibhaskithi.
- 3 Abafundi bangaqengqa intlama yokudlala benze ngayo ibhanana, okanye ibhola ebonisa iapile okanye iiorenji.

Umsebenzi wesi-5: Umdlalo wokulinganisa

- 1 Khokela iqela liye kwikona yokwenza imidlalo yokulinganisa uze ubahlalise phantsi ngokukhawuleza.
- 2 Bafundele imithetho yekona yokwenza imidlalo yokulinganisa uze ubabonise neepropu ezintsha.
- 3 Bachazele ukuba baza kudlala ipikinikhi. Bangapakisha ukutya, bahambahambe, bendlale ingubo baze bonwabele ipikiniki kunye. Bangahamba baye kwindawo ethile bayokwenzela kuyo ipikinikhi: elwandle, epakini, kwigadi ekufuphi okanye ngakwiquka lokudada.
- 4 Yiya ekoneni kube kanye uqwalasele futhi ukhuthaze umdlalo wabafundi. Umzekelo, ungafika uthi: *"Molweni! Sendifikile! Ndiyabulela ngokundimemela kule pikinikhi imnandi kangaka. Ayisentle indawo enenzela kuyo ipikinikhi. Ingaba nipakishe ntoni kwiibhaskithi zenu?"*
- 5 Bacele abafundi ukuba beze noobherana babo okanye nayiphi into yokudlala yabo ethambileyo abayithandayo ukuze benze kunye nayo ipikinikhi kwiveki ezayo.





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.





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye makabe nekopi esongiweyo yencwadi encinci

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa



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



UStella uthi:



Ungagxila kwizandi kunye noonobumba nanini na, ingakumbi xa bedlala phandle abafundi (xa beme emgweni belindele ukungena kwigumbi langasese; xa belungiselela isidlo sasemini, njalonzalo). Lisebenzise eli thuba ubonise abafundi oonobumba kwindawo abakuyo ubabuze ukuba ngabaphi oonobumba abababonayo. Oku kuza kunceda abafundi babone ukuba sibasebenzisa njani oonobumba njengezikhokelo zokufunda izinto ezisingqongileyo.

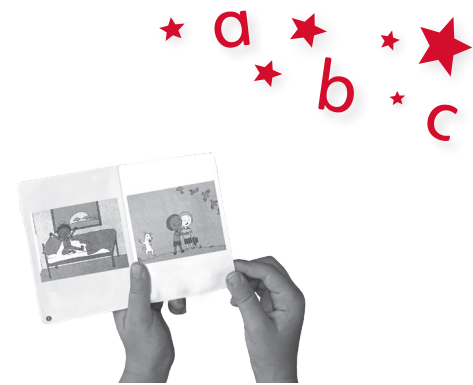
Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: "batya, bahlala, ubuso, beleka. Ingaba uyasiva isandi agxile kuso la magama: **batya**, **bahlala**, **ubuso**, **beleka**? Ewe, uchanile! Onke la magama anesandi u **/b/**."
- 2 "Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u **/b/**: bukela, ubisi, ubusi, ibala, baleka, bilisa, bona, beka, bobabini." (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u **/b/** ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba babize isandi esingu **/b/**: "**b-b-b**". Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

Bachazele abafundi ukuba ngemini nganye baza kusebenza emaqeleni amancinci. Bachazele uze ubabonise ukuba umsebenzi ngamnye wenziwa njani uze ubachazele nangokutshintshana okuza kwenzeka qho ngemini nganye. Bachazele nangenkqubo eza kulandelwa yokucoca.





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.



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: "batya, bahlala, ubuso, beleka. Can you hear the focus sound: **batya**, **bahlala**, **ubuso**, **beleka**? Yes, you are right! The focus sound is /b/."
- 2 "Listen carefully, here are some more words with /b/: bukela, ubisi, ubusi, ibala, baleka, bilisa, bona, beka, bobabini." (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.



Izinto ekufuneka unazo:

- iNcwadi eNkulu: *Imini emnandi*
- Umfundi ngamnye makabe nesikhongozeli esinamanzi kunye nebhrashi yokupeyinta

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklasi yonke

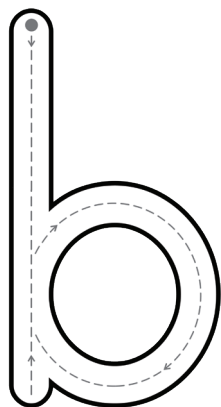
Ukufunda kunye notitshala – iNcwadi eNkulu

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



Ukwakha unobumba

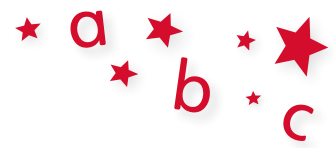
- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /b/ okanye ubacele ukuba bakhe bacinge ngamanye amagama aqala ngesandi u /b/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezihambelana nesandi. Umzekelo: Abafundi bangenza ngathi kuyabanda kwaye bayagodola baze bathi "b-b-b".
- 3 Khawubabonise indlela yokubhala unobumba **b** abafundi. Yincome imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni ube uthetha usenjenje: "Qala echaphazeni, yehla, nyuka, ujikele."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi. Basenokuzama ukusebenzisa imizimba yabo bakhe unobumba.
- 5 Xa sele uyibonisile indlela yokubhala unobumba, phuma nabafundi phandle ze unike umfundi ngamnye isikhongozeli esinamazi nebhrashi. Abafundi bangaphindaphinda babhale unobumba phantsi kwindawo esanyentiweyo.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngelixa bambhala unobumba.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





You will need:

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

Week 2 Day 2

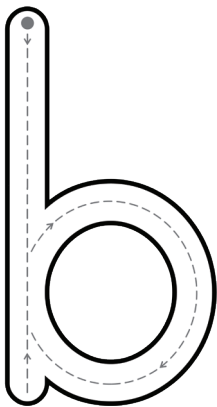
Whole class activities

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 /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 be cold and shivering while saying “b-b-b”.
- 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.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.

Small group activities

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



Izinto ekufuneka unazo:

- Ibhokisi yoonobumba enezinto okanye imifanekiso egxile ku **b**: ubisi, ubusi, abantu, ubawo, ababini, ubuso, ibuzi, bomvu, abantwana, abafana, ibuzi

UStella uthi:



Ngumbono omhle ke ukuba ube nemifanekiso xa usenza lo msebenzi khonukuze uncedisane nabafundi bakhumbule izinto futhi babe namanakani ento ekufuneka beyithethile.

Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklassi yonke

Ukufunda ukuphulaphula

- Hlalisa abafundi ezitafileni uze ubancedise bahlale kakuhle khonukuze iklasi izole. Qalisa umsebenzi wokuphulaphula wanamhlanje ngokuthi: *"Masivale amehlo, sicimele sithi cwaka imizuzu embalwa ngelixa siphulaphule izandi kwindawo esikuyo."* Ngoku ke cela abafundi ukuba bavule amehlo baze bancokole ngezandi abazivileyo. Ncokolani nichaze ukuba ziziphi izandi ebezivakala kufutshane kubo (ebezingxola) ze ibe ziziphi ebezivakala kude (zisezantsi). Bachazele abafundi ukuba niza kwenza umsebenzi oza kufuna bayiphulaphule ngenyameko into oza kuyithetha: Yithi kubafundi: *"Ebalini elithetha ngokuya epikinikhini, uMama upakishe ukutya kwagcwala ibhaskithi. Siza kudlala umdlalo ke ngoku oza kufuna sicinge ngezinto esiza kuzifaka kwibhaskithi yepikiniki. Phulaphula, ndiza kuqala ngolu hlobo: 'Sasiye epikinikhini saze sapakisha ama-apile kwibhaskithi yethu.'* Ngoku ke siza kubuza wonke umntu ohleli kwisangqa, umntu ngamnye uza kufumana ithuba lokuchaza into ayipakishe kwibhaskithi yepikiniki."
- Akube efumene ithuba umfundi ngamnye, ungaqhubeka nomdlalo, kodwa kulo mjikelo abafundi kufuneka bazame ukukhumbula into esele ipakishiwe ebhaskithini phambi kokuba bengeze enye into. Qhubeka ngolu hlobo de kongezwe izinto ezintlanu ebhaskithini.

Ingcebiso: Ukuba abafundi baxingile abakwazi ukucinga ngezinto, nazi iingcebiso: isonka esihlohlweyo, iorenji, ibhanana, isiselo, amanzi, iitumato, itshizilisonka samasi, ubisi, amaqebengwana.

Ibhokisi zoonobumba

- Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bazigqithisele nakwabanye.
- Babuze imibuzo ngezi zinto: *"Ingaba wawukhe wayibona enye yezi zinto? Senza ntoni ngayo? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"*
- Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso, umzekelo: **ubuso, ubisi, abantu**. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- Bacele abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bewabiza amagama. Sebenzisa isipili khonukuze babone intshukumo yemilomo yabo xa bebiza isandi.
- Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba uthi: *"Lo nobumba usibonisa indlela esibhala ngayo unobumba u 'b'."* Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





You will need:

- A letter box containing objects or pictures of objects that start with **b**: ubisi, ubusi, abantu, ubawo, ababini, ubuso, ibuzi, bomvu, abantwana, abafana, ibuzi

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

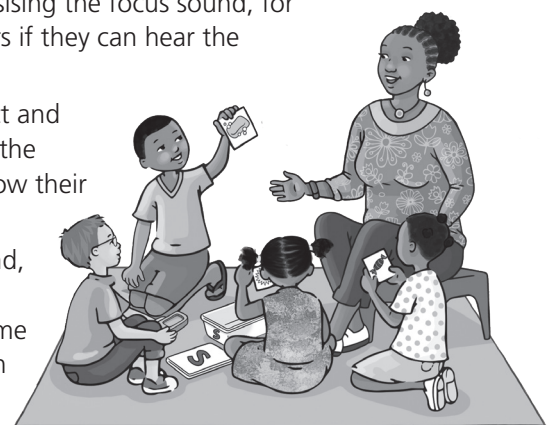
Learning to listen

- 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: **u**buso, **u**bisi, **a**bantu. 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.



Izinto ekufuneka unazo:

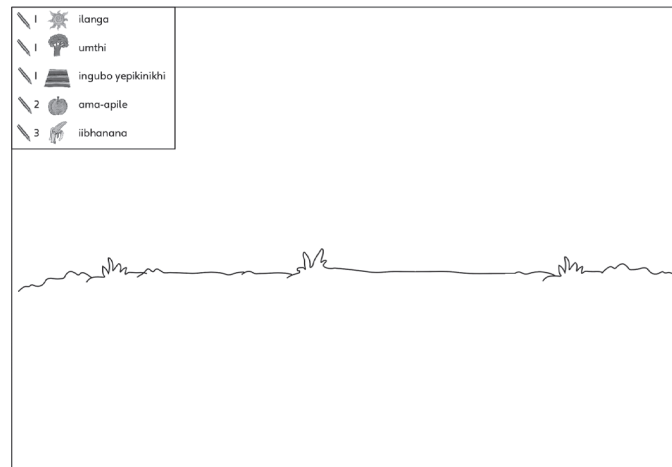
- Umfundi ngamnye makabe nephapha **lomsebenzi elithi Funda uze wenze**
- Iipapethi zokubalisa ibali okanye izinto okanye imifanekiso yezinto ezithile ezihambelana nebali

Iveki yesi-2 Usuku lwesi-4

Imisebenzi yeklassi yonke

Funda uze wenze

- 1 Chazela abafundi ukuba bajonge uluhlu olukwiphapha elinomsebenzi baze bancokole ngezinto abazibonayo (amanani, imifanekiso kunye namagama)
- 2 Bachazele ukuba ngoku baza kwenza umsebenzi omnandi owonwabisayo obizwa ngokuba ngu "funda uze wenze". Kufuneka bafunde umgca obhaliweyo ngamnye benze loo nto ithethwayo kulo mgca besebenzisa indawo esephepheni engabhalwanga.
- 3 Fundani kunye umgca obhaliweyo. Buza abafundi ukuba ingaba ukhona na kubo onako "ukufunda" into elandelayo eseluhlwini ekufuneka yenziwe; kufuneka bazobe umthi ube mnye.
- 4 Qhubani ke ngolu hlobo kumyalelo ngamnye.
- 5 Ngoku ke fundani kwakhona umyalelo ngamnye uze uthethe nabafundi wenjenje: "Zoba ilanga libe linye. Wakugqiba, faka uphawu √ olubonisa ukuba ugqibile kuluhlu lwakho."
- 6 Kufuneka abafundi baqhubeke bazobe futhi bafake uphawu kumyalelo ngamnye de bafikelele ekupheleni koluhlu.



Ukuphulaphula izandi ekugxilwe kuzo

- 1 Chazela abafundi ukuba baza kudlala umdlalo othi, "Ngeliso lam ndicupha ...". Besebenzisa iipapethi neepropu ezimalunga nebali elithi: "Imini emnandi." Banike ithuba lokujonga iipapethi, izinto kunye nemifanekiso ebekiweyo.
- 2 Khetha into ethile esebalini ungabaxeleli abafundi tu ngento ocinga ukuyikhetha. Emva kokuba uyikhethile, njengesikhokelo, nika abafundi isandi egxile kuso into oyikhethileyo. Umzekelo: Ukuba ucinga nge "siselo" yithi: "Ngeliso lam ndicupha into enesandi u... /s/".
- 3 Abafundi mabajonge izinto ezibekiweyo ukuba zijongwe ezigxile kweso sandi. Ukuba baqashele ngokuchanekileyo igama "siselo", baza kufumana ithuba lokukhangela into nabo baze bathi: "Ngeliso lam ndicupha ..."

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





You will need:

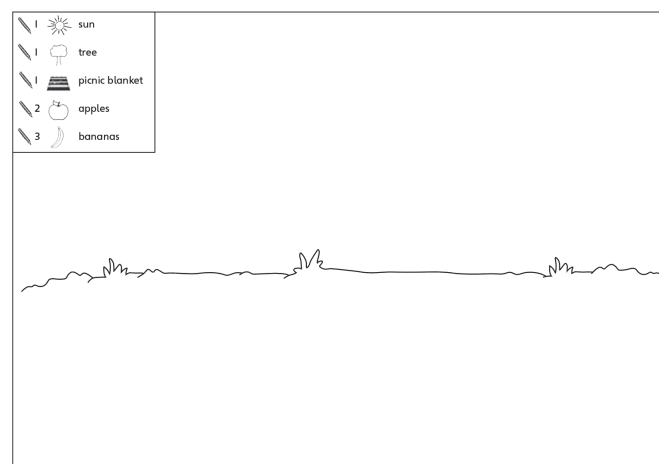
- A photocopy of the **Read and do activity page** for each learner
- Puppets from the story or objects or pictures of some of the things from the story

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 “*siselo*”, say: “*I spy with my little eye something that starts with /s/*”.
- 3 Learners must look at the display for things that start with that sound. If they guess “*siselo*” 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.





Izinto ekufuneka unazo:

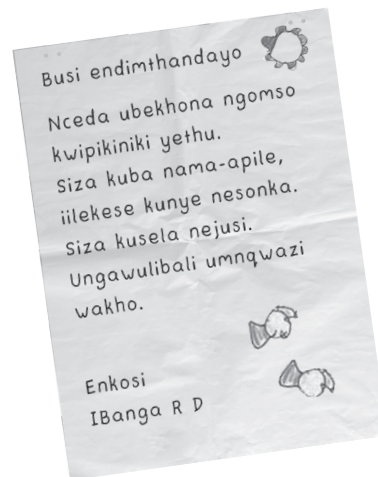
- Iphepha leflipchart
- Uluhlu lwamagama anamalungu amaninzi aphuma ebalini: intle, iibhanana, iitumato, isonka esihlohlweyo, umlambo, iintyatyambo, sala kakuhle, ipikinikhi, ibhaskithi, uFluffy

Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklassi yonke

Yenza, zoba uze ubhale

- 1 Thetha nabafundi wenjenje: *“Masikhe sicwangcise ukwenza ipikinikhi yeklassi ze simeme enye iklassi okanye inqununu kungenjalo omnye wootitshala ukuba eze epikinikhini yethu. Ningandancedisa ke sibhale isimemo ndibaxelele ngepikinikhi?”*
- 2 Sebenzisa iphepha elikhulu ubhale kulo zonke iingcinga zabafundi ngethuba nixoxa ngesimemo. Qala uchaze ukuba xa simema abantu, sidla ngokubhala senjenje: *“... Othandekayo”*. Emva koku sibhale sithi: *“Sicela ukuba uze kwipikinikhi yethu.”*
- 3 Buza abafundi ukuba yintoni kanene enye ekufuneka siyibhale kwisimemo, baze bakubone uyibhala into abayithethayo. Ncokolani ngexesha eninokuyenza ngalo ipikinikhi, izakuba xesha liphi kwaye umntu kufuneka eze nantoni.
- 4 Sithumeleni ke isimemo nize nimkhuthaze umntu omenywayo ukuba aphenyule achaze ukuba uza kubakhona kwipikinikhi. Fundela abafundi impendulo.
- 5 Yenzani izicwangciso zepikinikhi kunye nabafundi, nize ngomhla wepikinikhi ubayalele ukuba baphathe iibhokisi ezinokutya kwabo kwesidlo sasemini baye nazo *“kwindawo yepikinikhi”* benze ipikinikhi.



Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lamagama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **tu | ma | to**.
- 2 Khetha umfundi abe mnye uze uthi makeme ngeenyawo aze axhume qho xa kubizwa ilungu legama: **tu** (uxhuma kube kanye) **ma** (uxhuma kube kanye) **to** (uxhuma kube kanye). Mcele umfundi aphinde axhume, ngeli thuba ke abanye abafundi kufuneka baqhweba qho xa exhuma.
- 3 Bacele abafundi ukuba banikane amathuba okuphulaphula igama eliphuma kuluhlu baze baxhume njengokuba belahlula ngokwamalungu.

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





You will need:

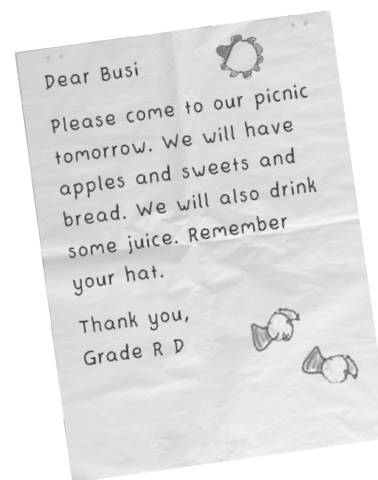
- Flipchart paper
- A list of multisyllabic words relating to the story: intle, iibhanana, iitumato, isonka esihlohiweyo, umlambo, iintyatyambo, sala kakuhle, ipikinikhi, ibhaskithi, uFluffy

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: **tu | ma | to**.
- 2 Choose a learner to stand up and jump for each of the syllables: **tu** (one jump) **ma** (one jump) **to** (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

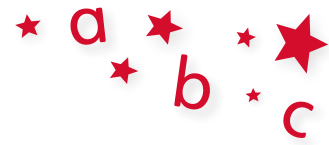
Remind learners about the small group activities, the rules for each activity and the tidy-up process.









Imisebenzi yamaqela amancinci yeVeki yesi-2

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 elibhalwe isihloko sebali phezulu • likhrayoni zewax ezinkulu <div data-bbox="187 717 291 878" data-label="Image"> </div> <div data-bbox="309 753 564 946" data-label="Text"> <p><i>Ukuba abafundi badinga uncedo ekucingeni izinto amabazizobe, babonise imifanekiso elandelelaniswayo ukubanika iimbono.</i></p> </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</p> <ol style="list-style-type: none"> 1 Abafundi mabazobe uluhlu lokutya abangathanda ukukuphatha xa besiya kwipikinikhi. 2 Khawukhe uphawule malunga nemizobo yabo okanye ucele umfundi ngamnye ukuba akuxelele ngomzobo wakhe. 3 Babuze abafundi ukuba bathanda ukuzibhalela na iileyibheli zokutya abakuzobileyo okanye banqwenela ukuba ubabhalele ngokwakho. 4 Bhala kanyekanye le nto uyixelelwa ngabafundi, igama negama. Uze ukhumbule ukubhala into ecacileyo necocekileyo. 5 Wakugqiba ukubhala, khuthaza abafundi ukuba bawafunde amagama kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.
<ul style="list-style-type: none"> • Isethi yamakhadi anemifanekiso wempahla yasehlotyeni nempahla yasebusika • Izikhongozeli ezibini zeplastikhi - esemajarini okanye eseyogathi (Isikhongozeli sileyibhelishwe ngegama Ihlobo kunye nomfanekiso wempahla enxitywa ehlotyeni eqhotyoshelwe kuso ngaphambili; esinye isikhongozeli sileyibhelishwe ngegama: Ubusika kunye nomfanekiso wempahla yokunxiba ebusika eqhotyoshelwe kuso ngaphambili) <div data-bbox="274 1439 524 1692" data-label="Image"> </div>	<p>Umsebenzi wesi-2: IiPhazili nemidlalo</p> <p>Qubuda amakhadi anempahla yesebusika neyasehlotyeni etafileni.</p> <p>Umdlalo wokuhlela</p> <ol style="list-style-type: none"> 1 Umfundi ngamnye ufumana ithuba lokukhetha ikhadi, ajonge umfanekiso ze alibeke kwisikhongozeli esifanelekileyo. <p>Umdlalo wokukhumbula</p> <ol style="list-style-type: none"> 1 Umfundi ngamnye ufumana ithuba lokuguqula amakhadi amabini. Ukuba imifanekiso ekula makhadi omabini iyahambelana (kuwo omabini, impahla yeyehlobo okanye kuwo omabini impahla yeyobusika), baza kuwagcina kubo amakhadi. 2 Ukuba amakhadi awahambelani (elinye linempahla yehlobo ze elinye libeneyobusika), amakhadi aphinda aqutyudwe etafileni ize ibe lithuba lomfundi olandelayo lokudlala. <div data-bbox="888 1464 1263 1673" data-label="Image"> </div>
<ul style="list-style-type: none"> • Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iiNcwadi eziNkulu kunye amaphetshana anokufundwa <div data-bbox="263 1861 512 2162" data-label="Image"> </div>	<p>Umsebenzi wesi-3: Ukufunda komfundi ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> 1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi. 2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. 3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. 4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



Small group activities for Week 2

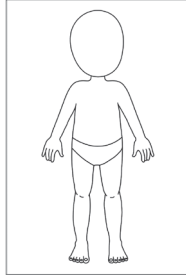
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Learners must draw a list of foods they would like to take on a picnic. 2 Make a comment or ask each learner to tell you about their drawing. 3 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. 4 Write exactly what learners tell you, word for word. Remember to write neatly and clearly. 5 When you have finished writing, encourage learners to read the words with you. 6 Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • A set of colour picture cards with summer and winter items of clothing • Two plastic containers – margarine or yoghurt tubs (One container has a label with the word Summer and a picture of a summer item of clothing stuck on the front; the other container has a label with the word Winter and a winter item of clothing stuck on the front.) 	<p>Activity 2: Puzzles and games</p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p>Sorting game</p> <ol style="list-style-type: none"> 1 Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container. <p>Memory game</p> <ol style="list-style-type: none"> 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. 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. 
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 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. 4 Visit the corner to observe and encourage the learners' reading.





Izinto ekufuneka unazo

- Umfundi ngamnye makabe nekopi **yephepha lomsebenzi wokuNxiba**
- Iziqwengana zelaphu okanye amaphepha anemibala eyahlukeneyo, ucingo lokoneka
- Isikere
- Iglu



Imisebenzi

Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla

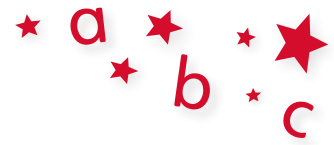
- 1 Nika umfundi ngamnye uxwebhu lomsebenzi elinomzobo womzimba womntwana nize nincokole ngamalungu omzimba ahlukeneyo.
- 2 Bachazele abafundi ukuba baza kunxiba njengoNicholas ebalini. Ngoko ke mabasike iziqwengana zelaphu (okanye iphepha elinombala) baze bancamathisele ephepheni benze iimpahla yasebusika okanye yasehlotyeni.
- 3 Bangazoba amehlo, iindlebe, impumlo kunye nomlomo baze bancamathisele neenwele kulo mzobo womzimba womntu.

- Iiprophu: Ibhaskithi, ukutya kokudlala, iimagi zeplastikhi neepleyiti, ingubo, idimasi, umnqazi welanga, isambreni, umxube wokuqaba xa uhleli elangeni

Umsebenzi wesi-5: Umdlalo wokulinganisa

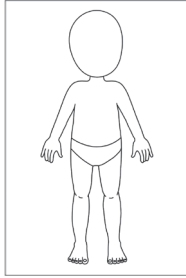
- 1 Khumbuza abafundi ngeepropu ezikula kona yemidlalo yokulinganisa uze ubakhuthaze ukuba baqhube nomdlalo ebebewenze kwiVeki yoku-1 xa bebedlala ukuya kwipikinikhi. Yiya ekoneni khonukuze uqwalasele futhi ukhuthaze abafundi ukuba badlale.





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.



★ Utitshalakazi uAkinyi

Ibali

Igama lam nguMandisa. Lo, yena ngumhlobo wam, uThabo. Ngutitshalakazi wethu ke lo kwaye uyasithanda kakhulu. Igama lakhe nguTitshalakazi uAkinyi. Zininzi kwaye zahlukile izinto esizifundiswa nguTitshalakazi uAkinyi.

NgoMvulo besimmamele esithi, "Le kepusi imthubi, lo wona umbala uzuba, esi sangqa simsobo ze iorenji yona ibe orenji." Siyalaqaza sijonge eminye imibala neemilo ezifana nezi apha egumbini.

NgoLwesibini eklasini, uTitshalakazi uAkinyi uthe, "Namhlanje ndiza kunibalisela amabali ngabantu abakhethekileyo nababalulekileyo." Besize nemifanekiso ke eklasini, ze sathetha ngabantu abalulekileyo nabakhethekileyo ebomini bethu. UThabo uze nomfanekiso katatomkhulu uMandela kanti mna ndize nefoto katata endifundela ibali elimnandi.

NgoLwesithathu sifunde ngeendidi zezithuthi ezikhwelwa ngabantu xa besiya kwiindawo ezikude. Sifundile nangezithuthi abazikhwelayo xa besiya emisebenzini okanye esikolweni. Mna ndikhwela ibhasi xa ndisiya esikolweni. UThabo yena uthe, "Mna ke ndikhwela iteksi xa ndisiya eholideyini kumakhulu wam."



NgoLwesine uTitshalakazi usiyalele wenjenje. "Ndicela siphumeni phandle sonke khonukuze sizokufunda ngokulima. Nangendlela yokutyala umbona. Semba umngxunya omncinci, sigalele umgquba ze sityale imbewu yombona. Ndiphatha amanzi okunkcenkceshela umbona ngebhakethi.

Eklasini yam ngoLwesihlanu, sibalisela iklasi amabali ethu. Yathi gquzu ngentsini iklasi xa uThabo ebalisa ibali lakhe, "Hahahahaha---haaaaa." Ibali lakhe lithetha ngebhokhwe ezame ukuba iorenji ebisepokothweni kaThabo.

UTitshalakazi uAkinyi ngoyena titshala ungcono kunabo bonke ootitshala, elizweni lonke. Ndiyamthanda kakhulu. Xa ndimdala ndinqwenela ukufana naye.

Liphela apha ibali lethu.



★ 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.





Ingoma

Iintsuku zeveki

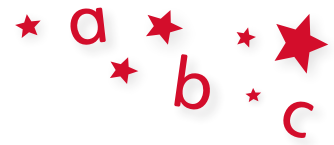
Zisixhe----nxe, zisixhe----nxe
 Zisixhenx' iintsuku zeveki
 Cawa, Mvulo,
 Lwesibini, Lwesithathu,
 Lwesine, Lwesihlanu,
 NguMgqibe-----lo



Isigama esiphuma ebalini

Amagama abalulekileyo:	utitshalakazi	umhlobo	khethekileyo	balulekileyo	izithuthi	khula
Amanye amagama:	orenji	mthubi	msobo	mdaka	ukulima	phandle
	ibhakethi	nwabisa	hleka	ipokotho	ibhokhwe	oyena ungcono





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

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





Izinto ekufuneka unazo:

- Ibali: *Utitshalakazi uAkinyi*
- Iipapethi: Utitshalakazi uAkinyi, uMandisa, uThabo, ipowusta enotata efundela uMandisa, ipowusta kaMnu Mandela, iteksi, isityalo sombona, ibhakethi
- Iipropu: ikepusi emthubi, iibhutsi ezimdaka ngombala, isangqa esimsobo, iorenji nebhakethi, isityalo esikwingqayana, iteksi nenqwelomoya yokudlala
- Izinto okanye amakhadi anemifanekiso ebonisa amagama athile akuluhlu lwesigama

Iveki yoku-1 Usuku loku-1

Imisebenzi yeklassi yonke

Yenzani isicengcelezo esithi, *Ngamehlo amabini ndiyabona* khonukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

Ukubalisa ibali nokukhulisa isigama

1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi ngokubuza le mibuzo: *“Kungolwesingaphi namhlanje? Ngomso kuzakube kungolwesingaphi? Ziziphi iintsuku esiza ngazo esikolweni? Uya ngantoni esikolweni?”*
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Phambi kwesifundo ungacela abanye ootitshala okanye abazali ukuba babize amanye ala magama ngolwimi oluthethwa ngabafundi emakhaya. Oku kuza kunceda abafundi baqonde amagama antsokothileyo afana neli *“khethekileyo”*.

2 Ngexesha ubalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi.
- 2.2 Yenza izijekulo uze usebenzise iipapethi neepropu.
- 2.3 Cela abafundi bakuxelele usuku olulandela usuku ngalunye lweveki njengokuba ubalisa ibali. Bacele ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umane ubabuza imibuzo engenampendulo ichanekileyo enye efana nale *“Ucinga ukuba uya ngantoni uThabo esikolweni? Ingaba imbewu ifuna ntoni ukuze ikhule kakuhle? Kutheni ucinga ukuba ipokotho kaThabo ikrazukile?”*

3 Emva kokubalisa ibali

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

Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“gquzu, umakhulu, umbala, ukuze, umthi.”* Ingaba uyasisa isandi agxile kuso la magama: *gquzu, umakhulu, umbala? Ewe, uchanile! Onke la magama anesandi u /u/.*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u /u/: ubusuku, usuku, ulusu, ubusi, umzuzu.”* (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u /u/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba babize isandi esingu /u/: *“u-u-u”*. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

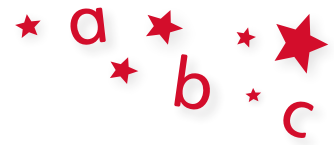
Imisebenzi yamaqela amancinci

Bachazele abafundi ukuba ngemini nganye baza kusebenza emaqeleni amancinci. Bachazele uze ubabonise ukuba umsebenzi ngamnye wenziwa njani uze ubachazele nangokutshintshana okuza kwenzeka qho ngemini nganye. Bachazele nangenkqubo eza kulandelwa yokucoca.

Ngamehlo amabini ndiyabona

Ngomlomo omnye ndiyathetha ndicule,
Ngamehlo amabini ndiyabona,
Ngeendlebe ezimbini ndiyeva,
Ngeenyawo ezimbini ndiyahamba ndibaleke,
Nazi izandla zam. Ndinike ezakho
– Lixesha leballi kumntu wonke!





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: "*gquzu, umakhulu, umbala, ukuze, umthi.* Can you hear the focus sound: **gquzu, umakhulu, umbala**? Yes, you are right! They all have the sound **/u/**."
- 2 "*Listen carefully, here are some more words with /u/: ubusuku, usuku, ulusu, ubusi, umzuzu.*" (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.





Izinto ekufuneka unazo:

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



Iveki yoku-1 Usuku lwesi-2

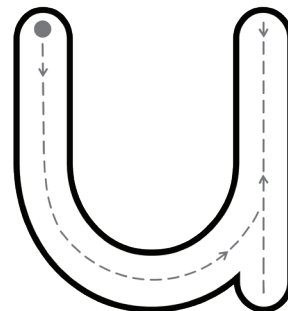
Imisebenzi yeklasi yonke

Ukubalisa ibali nokucula

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

Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /u/ okanye ubacele ukuba bakhe bacinge ngamanye amagama aqala ngesandi u /u/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezihambelana nesandi. Umzekelo: Abafundi bangenza ngathi bakhwele isithuthuthu baze bathi "**isithuthuthu**".
- 3 Khawubabonise indlela yokubhala unobumba u u abafundi. Yincome imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni ube uthetha usenjenje: "*Qala echaphazeni, yehla, jikela, nyuka, wehle.*"
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi. Basenokuzama ukusebenzisa imizimba yabo bakhe unobumba.
- 5 Xa sele uyibonise indlela yokubhala unobumba, phuma nabafundi phandle ufike ubakhuthaze basebenzise uluthi bambhale esantini unobumba.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngelixa bambhala unobumba.



Imisebenzi yamaqela amancinci

Khumbuzwa abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





You will need:

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



Week 1 Day 2

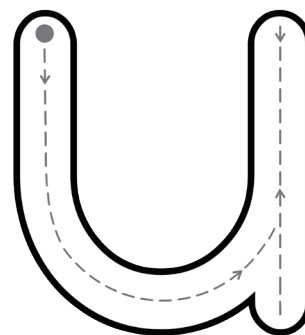
Whole class activities

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 /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 can pretend to ride a motorbike while saying "isithuthuthu".
- 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. 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.



Izinto ekufuneka unazo:

- lipapethi zokubalisa ibali
- lipropu: izinto okanye imifanekiso yezi zinto: ikepusi emthubi, iibhutsi ezimdaka ngombala, isangqa esimsobo kunye neorenji, ibhakethi, isityalo esincinci esikwingqayana, iteksi nenqwelomoya yokudlala
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto egxile ku **u**: ubusi, ubuso, isidudu, umakhulu, isuphu, inunu, igubu, iwulu, imvubu, impuku, inkuku, ibululu, isithuthuthu

Iveki yoku-1 Usuku lwesi-3

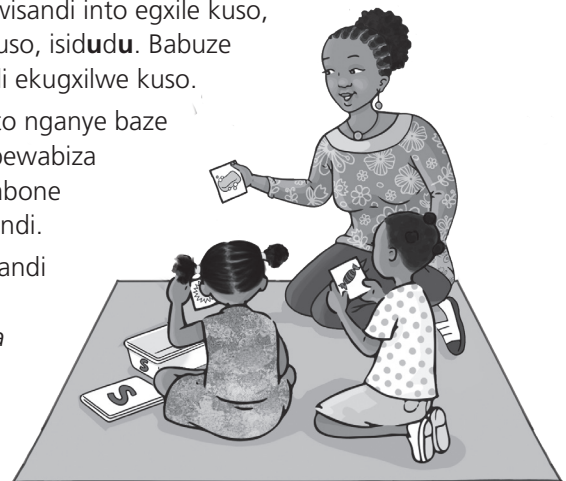
Imisebenzi yeklasi yonke

Ukubalisa nokulinganisa ibali

- 1 Culani ingoma.
- 2 Khawukhe ubabuze abafundi ukuba ingaba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: *"Masikhe sibizeni yonke imibala esiyaziyo. Unjani umbala weorenji? Ngubani umntu okhumbulayo ukuba zazinjani iibhutsi?"*
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali kwaye ubabonise nepropu eziza kusetyenziswa xa kubaliswa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ke ngoku ubalise ibali kwaye ukhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

Ibhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bazigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: *"Ingaba wawukhe wayibona enye yezi zinto? Senza ntoni ngayo? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso, umzekelo: **umntu, ubusi, umakhulu, ubuso, isidudu**. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bewabiza amagama. Sebenzisa isipili khonukuze babone intshukumo yemilomo yabo xa bebiza isandi.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba uthi: *"Lo nobumba usibonisa indlela esibhala ngayo unobumba u 'u'."* Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi.



Imisebenzi yamaqela amancinci

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





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 **u**: ubusi, ubuso, isidudu, umakhulu, isuphu, inunu, igubu, iwulu, imvubu, impuku, inkuku, ibululu, isithuthuthu

Week 1 Day 3

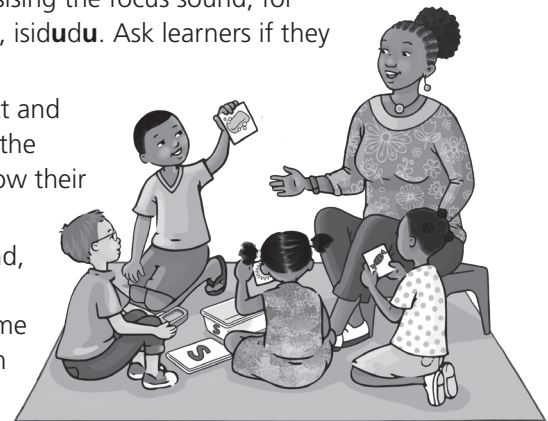
Whole class activities

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: **umntu**, **ubusi**, **umakhulu**, **ubuso**, **isidudu**. 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.



Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- lipapethi zokubalisa ibali okanye izinto okanye imifanekiso yezinye zezinto ezisebalini

UStella uthi:



Le yimibuzo

eluncedo onokuyibuza ngomfanekiso ngamnye:

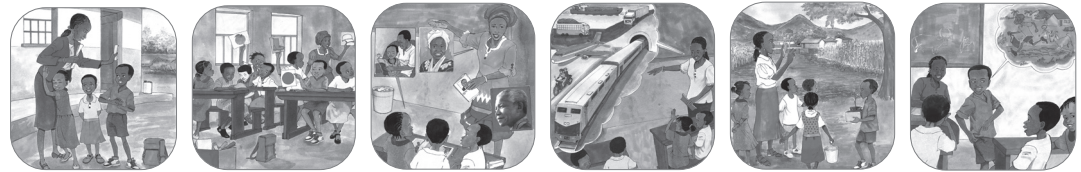
- "Ubona bani?" (abalinganiswa)
- "Wenza ntoni?" (izenzi neentshukumo)
- "Yeyiphi enye into oyibonayo?" (ukujonga kwakhona)
- "Iphi i...?" (ukubiza amagama eendawo)
- "Ucinga ukuba kutheni?" (ukucinga okubonisa isakhono sokuyila, ukuvakalisa izimvo)

Iveki yoku-1 Usuku lwesi-4

Imisebenzi yeklassi yonke

Ukulandelelanisa imifanekiso

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



Ukuphulaphula izandi ekugxilwe kuzo

- 1 Chazela abafundi ukuba baza kudlala umdlalo othi, "Ngeliso lam ndicupha...." besebenzisa iipapethi neepropu ezimalunga nebali elithi: Utitshalakazi uAkinyi. Banike ithuba lokujonga iipapethi, izinto kunye nemifanekiso ebekiweyo.
- 2 Khetha into ethile esebalini ungabaxeleli abafundi tu ngento ocinga ukuyikhetha. Emva kokuba uyikhethile, njengesikhokelo, nika abafundi isandi egxile kuso into oyikhethileyo. Umzekelo: Ukuba ucinga ngomfanekiso kaMnu.Mandela ungathi: "Ngeliso lam ndicupha igama lomntu elisandi u... /m/".
- 3 Abafundi mabajonge izinto ezibekiweyo ukuba zijongwe ezigxile kweso sandi. Ukuba baqashele ngokuchanekileyo igama "uMandela/uMandisa", baza kufumana ithuba lokukhangela izinto nabo baze bathi: "Ngeliso lam ndicupha...."
- 4 Bakugqiba ukudlala lo mdlalo ngeepapethi neepropu ezihambelana nebali, yithi kubo: "Ngoku ke siza kuphinda siwudlale lo mdlalo, kodwa ke qala ulaqaze apha egumbini. Phulaphula ngenyameko: Ngeliso lam elincinci ndicupha into enesandi u /c/. Ewe, lucango!" Nika abafundi ithuba lokujonga izinto eziseklasini baze bathi: "Ngeliso lam elincinci ndicupha ...".

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa yokucoca.





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

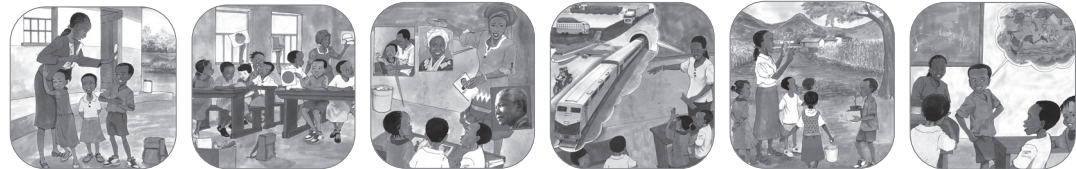
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures 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 /l/. Yes, it's a lucango!" 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.



Izinto ekufuneka unazo:

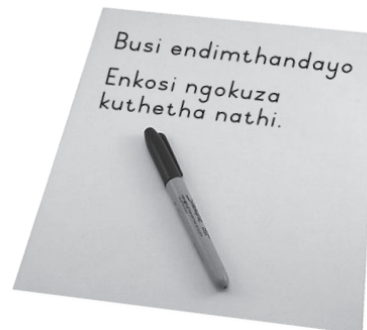
- Iphepha leflipchart
- Uluhlu lwamagama anamalungu amaninzi aphuma ebalini: umakhulu, iholide, ukulima, uAkinyi, utitshalakazi, iapile, onwabisa, ibhakethi, ukufunda, amabali

Iveki yoku-1 Usuku lwesi-5

Imisebenzi yeklasi yonke

Yenza, zoba uze ubhale

- 1 Mema umntu othile ukuba aze kuthetha nabafundi. (Usenokucela omnye wootitshala okanye inqununu, okanye umntu wasekuhlaleni). Mcele ke lo mntu ukuba athethe nabafundi ngomntu okhethekileyo nobalulekileyo empilweni yakhe.
- 2 Emva kwentetho yakhe, ukunye nabafundi, mbhaleleni lo mntu ikhadi elimbulelayo.
- 3 Thetha nabafundi wenjenje: *"Masibhaleni ikhadi lombulelo sithi enkosi ngokusityelela nangokusibalisela ibali ngomntu obalulekileyo nokhethekileyo kuwe. Ningandancedisa ke ndibhale eli khadi lombulelo sichaze indlela esikonwabele ngayo ukuphulaphula ibali?"*
- 4 Sebenzisa ikhadi okanye iphepha ubhale kulo iingcinga zabafundi njengokuba nixoxa ngezinto eniza kuzibhala kwikhadi lenu lombulelo. Qala uchaze ukuba xa sibulela abantu, siqala ngokuthi, *"... Othandekayo"*. Emva koku singabhala into efana nale: *"Enkosi ngokuza kuthetha nathi."*
- 5 Babuze abafundi ukuba yintoni enye ekufuneka niyibhale ekhadini, uze ubabonise xa ubhala izinto abazicebisayo. Babuze ukuba yintoni abaye bayonwabela kwintetho uze ubancedise ekuveliseni iizimvo zabo.
- 6 Funda kunye nabafundi ikhadi, ukhombe igama ngalinye njengokuba nifunda. Cela abafundi abathile ukuba bazobe imifanekiso eza kuhombisa eli khadi basebenzise iikhrayoni ze wenze indlela yokuba ikhadi balise kumntu obesenza intetho.



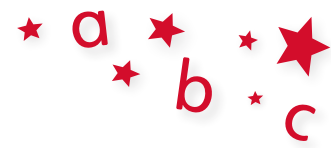
Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **i | ho | li | de**.
- 2 Khetha umfundi abe mnye uze uthi makeme ngeenyawo aze axhume qho xa kubizwa ilungu legama: **i** (uxhuma kube kanye) **ho** (uxhuma kube kanye) **li** (uxhuma kube kanye) **de** (uxhuma kube kanye). Mcele umfundi aphinde axhume, ngeli thuba ke abanye abafundi kufuneka baqhweba qho xa exhuma.
- 3 Bacele abafundi ukuba banikane amathuba okuphulaphula igama eliphuma kuluhlu ze baxhume njengokuba belahlula ngokwamalungu.

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





You will need:

- A large piece of flipchart paper
- A list of multisyllabic words relating to the story: umakhulu, iholide, ukulima, uAkinyi, utitshalakazi, iapile, onwabisa, ibhakethi, ukufunda, amabali

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: **i | ho | li | de**.
- 2 Choose a learner to stand up and jump for each of the syllables: **i** (one jump) **ho** (one jump) **li** (one jump) **de** (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.



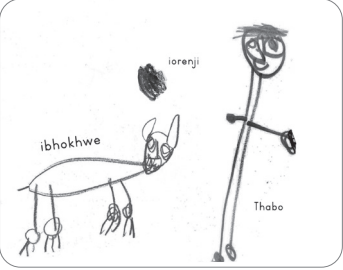



Small group activities

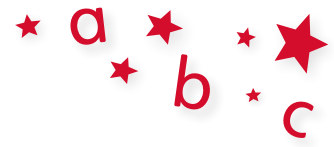
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



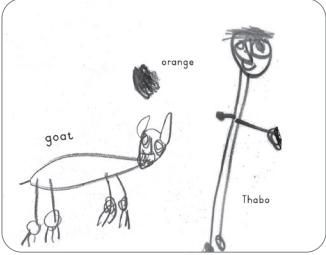





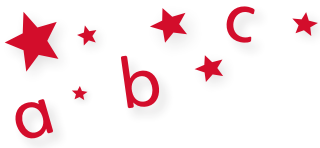
Imisebenzi yamaqela amancinci yeVeki yoku-1

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 elibhalwe isihloko sebali phezulu likhrayoni zewax ezinkulu  <div style="background-color: #f8d7da; padding: 10px; border: 1px solid #f5c6cb; margin-top: 10px;">  <p><i>Ukuba abafundi badinga uncedo ekucingeni izinto amabazizobe, babonise imifanekiso elandelelaniswayo ukubanika iimbono.</i></p> </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</p> <ol style="list-style-type: none"> Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo. Cela abafundi ukuba bakhombe amagama esihloko sebali njengokuba niwafunda kunye. Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Usenokubanika iingcebiso. Umzekelo: <i>“Ingaba niyithandile laa ndawo yebhokhwe ebizama ukuba iorenji kaThabo?”</i> Bakhuthaze abafundi ukuba bazobe eyona ndawo bayithande kakhulu ebalini. Phawula ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe. Babuze abafundi ukuba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele. Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokuvakalayo njengokuba ubhala izivakalisi zabo. Umzekelo: <i>“Ibhokhwe ... yazama ... u ... ukuba ... i ... Liliphi igama elilandelayo ofuna ukulibiza? ...Owu, ewe, ‘iorenji’. Ndiza kubhala igama ‘iorenji’.”</i> Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba ulungise amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo. Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde izivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.
<ul style="list-style-type: none"> liphezili 	<p>Umsebenzi wesi-2: Iiphezili nemidlalo</p> <ol style="list-style-type: none"> Abafundi kufuneka badibanise amaqhekezana ephazili benze umfanekiso webali. Bangajonga ukulandelelana kwemifanekiso ukuze bafumane umfanekiso baze bawusebenzise njengesikhokelo xa besenza iphezili.
<ul style="list-style-type: none"> Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye amaphetshana anokufundwa 	<p>Umsebenzi wesi-3: Ukufunda kwabafundi ngokuzimela</p> <ol style="list-style-type: none"> Khokela iqela liye kwikona eneencwadi okanye usenokunika iqela isixa seencwadi. Xa niza kuqala, kusekufuneka ukuba uncedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. Babonise indlela yokuvula incwadi kunye nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.



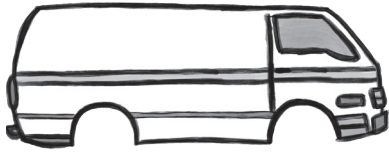
Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <div data-bbox="222 910 565 1158" style="background-color: #f9cb9c; padding: 10px; border-radius: 10px;">  <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p> </div>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part where the goat tried to steal Thabo's orange?" Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture. 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'." Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> Puzzles 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 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. Visit the corner to observe and encourage the learners' reading.



Izinto ekufuneka unazo

- Iphepha lomsebenzi weTeksi kaThabo



- Iipropu: izinto okanye imifanekiso yekepusi emthubi, ibhutsi ezimdaka ngebala, isangqa esimsobo kunye neorenji

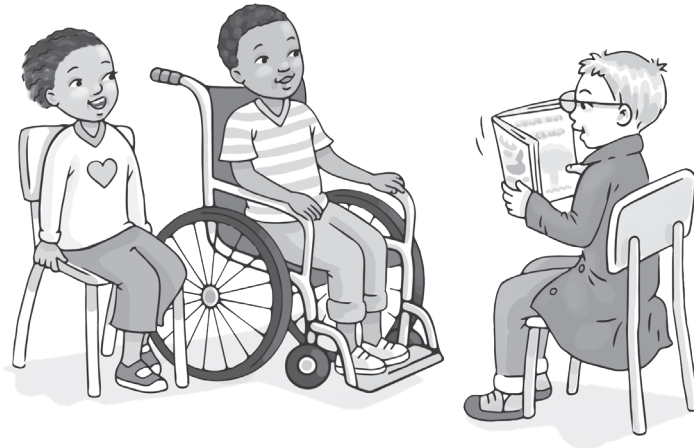
Imisebenzi

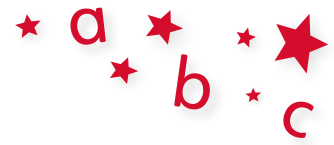
Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla

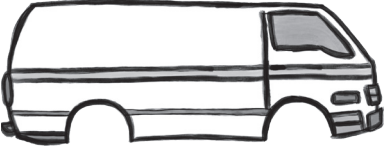

- 1 Umfundi ngamnye ufumana uxwebhu lomsebenzi olunomzobo weteksi engenamavili engenazo neefestile.
- 2 Abafundi kufuneka bazobe iifestile zibe ne kunye namavili amabini kule teksi baze baphinde bazobe nomfanekiso kaThabo evele ngefestile.

Umsebenzi wesi-5: Umdlalo wokulinganisa

- 1 Khokela iqela liye kwikona yokwenza imidlalo yokulinganisa uze ubahlalise phantsi ngokukhawuleza.
- 2 Bafundele imithetho yekona yokwenza imidlalo yokulinganisa uze ubabonise neepropu ezintsha.
- 3 Bachazele abafundi ukuba kule veki baza kudlala umdlalo othi, titshala-titshala. Bangathatha izitulo bazibeke zenze imigca oku kwaseklasini. "Utitshala" angasebenzisa iipropu (izinto eziyimibala eyahlukileyo) "afundise" imibala. "Utitshala" usenokwenza ngathi "ufundela" iklasi ibali.





You will need	Activities
<ul style="list-style-type: none">A photocopy of the Taxi for Thabo activity page 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">Each learner gets an activity sheet with a minibus without wheels and windows.Learners must draw four windows and two wheels on the minibus and a picture of Thabo at the window.
<ul style="list-style-type: none">Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">Lead the group to the pretend play corner and settle them down quickly.Read the rules for the pretend play corner and show them the new props.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. 





Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye makabe nekopi esongiweyo yencwadi encinci

Iveki yesi-2 Usuku loku-1

Imisebenzi yeklassi yonke

Eminye imifanekiso eza kulandelelaniswa



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



Ukwazisa abafundi isandi esiphuma ebalini

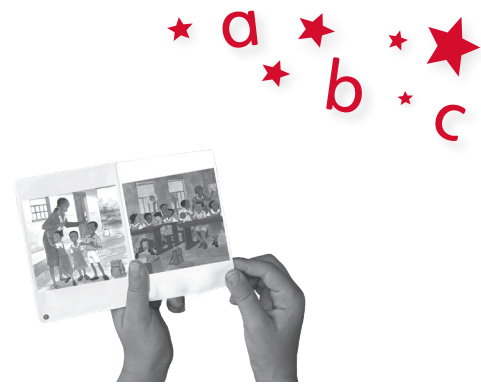


- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: "titshalakazi, tatomkhulu, iteksi. Ingaba uyasiva isandi agxile kuso la magama: **titshalakazi**, **tatomkhulu**, **iteksi**? Ewe, uchanile! Onke la magama anesandi u /t/."
- 2 "Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u /t/: utata, itoti, itumato, itafile, ititi." (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u /t/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba babize isandi esingu /t/: "t-t-t". Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

Imisebenzi yamaqela amancinci

Bachazele abafundi ukuba ngemini nganye baza kusebenza emaqeleni amancinci. Bachazele uze ubabonise ukuba umsebenzi ngamnye wenziwa njani uze ubachazele nangokutshintshana okuza kwenzeka qho ngemini nganye. Bachazele nangenkqubo eza kulandelwa yokucoca.





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.



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: "titshalakazi, tatomkhulu, iteksi. Can you hear the focus sound: **titshalakazi**, **tatomkhulu**, **iteksi**? Yes, you are right! The focus sound is /t/."
- 2 "Listen carefully, here are some more words with /t/: utata, itoti, itumato, itafile, ititi." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /t/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /t/: "t-t-t". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Izinto ekufuneka unazo:

- iNcwadi eNkulu: *Utitshalakazi uAkinyi*
- Umfundi ngamnye makabe nesikhongozeli esinamanzi kunye nebhrashi yokupeyinta

Iveki yesi-2 Usuku lwesi-2

Imisebenzi yeklassi yonke

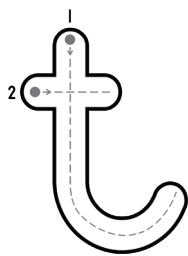
Ukufunda kunye notitshala – iNcwadi eNkulu

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



Ukwakha unobumba

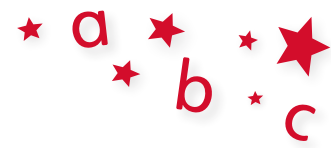
- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /t/ okanye ubacele ukuba bakhe bacinge ngamanye amagama aqala ngesandi u /t/.
- 2 Fundisa iintshukumo okanye izijekulo ezihambelana nesandi. Umzekelo: Abafundi bangatakataka okweentakumba bathi "**t-t-taka-taka, intakumba iyataka-taka**".
- 3 Khawubonise abafundi indlela yokubhala unobumba u **t**. Yincome imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "*Qala echaphazeni, yehla, ujikele. Phakamisa isandla ukrwele umgca onqamlezayo kufutshane nesiphelo somgca.*"
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi.
- 5 Xa sele uyibonisile indlela yokubhala unobumba, phuma nabafundi phandle ze unike umfundi ngamnye isikhongozeli esinamazi nebhrashi. Abafundi bangaphindaphinda babhale unobumba phantsi kwindawo esanyentiweyo.
- 6 Bakhuthaze abafundi ukuba babize isandi esenziwa ngunobumba njengokuba bembhala unobumba.



Imisebenzi yamaqela amancinci

Khumbuzisa abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





You will need:

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

Week 2 Day 2

Whole class activities

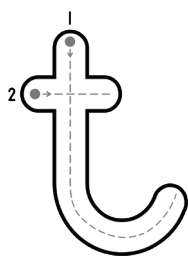
Shared reading – Big book

- 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 /t/ or if they can think of any other words that start with the sound /t/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to jump like fleas while saying “**t-t-taka-taka, intakumba iyataka-taka**”.
- 3 Show learners how to write the letter **t**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down and around. Lift and cross near the top.*”
- 4 Let learners practise the letter formation in the air, on the 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.



Izinto ekufuneka unazo:

- Izangqa nezikwere ezinobukhulu obahlukileyo ezisikwe kwikhadibhodi nemifanekiso yezinto ezinemilo yesikwere neyesangqa
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto egxile ku **t**: itoti, itumato, iteksi, itafile, ititi, itawuli, itepu, itapile, itikiti, utatomkhulu, utata

Iveki yesi-2 Usuku lwesi-3

Imisebenzi yeklasi yonke

Ukufunda ukuphulaphula

- Hlalisa abafundi ezitafileni uze ubancedise bahlale kakuhle khonukuze iklasi izole.
- Qalisa umsebenzi wokuphulaphula wanamhlanje ngokuthi: *"Masivale amehlo, sicimele sithi cwaka imizuzu embalwa ngelixa siphulaphule izandi kwindawo esikuyo."* Ngoku ke cela abafundi ukuba bavule amehlo baze bancokole ngezandi abazivileyo. Ncokolani nichaze ukuba ziziphi izandi ebezivakala kufutshane kubo (ebezingxola) ze ibe ziziphi ebezivakala kude (zisezantsi). Bachazele abafundi ukuba niza kwenza umsebenzi oza kufuna bayiphulaphule ngenyameko into oza kuyithetha.
- Khumbuza abafundi ngendlela esimile ngayo isikwere. Babonise imifanekiso yezikwere ezinobukhulu obahlukileyo uze ubachazele ukuba bebefundile ngezikwere kwibali elithi uAli nepeyinti. Emva koku babonise imifanekiso yezangqa. Babuze lo mbuzo: *"Ingaba ezi milo zahluke njani?"* (Isikwere sineekona ezine kanti sona isangqa asinazo iikona). Cela abafundi ukuba bakhombe izangqa kunye nezikwere abazibonayo kwigumbi lokufundela. Babonise ke ngoku indlela yokwenza isangqa ngeengalo zakho, kunye nendlela yokwenza isikwere usebenzisa iingalo nezandla zakho.
- Xelela abafundi ukuba xa ubabonisa umfanekiso wesangqa mababize igama, *"isangqa"*, baxelele ukuba kufuneka benze isangqa ngeengalo zabo. Xa ubiza igama *"isikwere"* okanye ubabonisa umfanekiso wesikwere, kufuneka benze isikwere ngeengalo nezandla zabo.

Ibhokisi zoonobumba

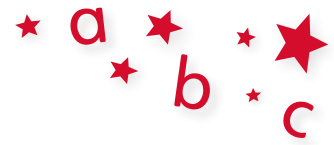
- Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Banike ithuba lokukhe baziphathe izinto okanye imifanekiso baze bazigqithisele nakwabanye.
- Babuze imibuzo ngezi zinto: *"Ingaba wawukhe wayibona enye yezi zinto? Senza ntoni ngayo? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"*
- Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso, umzekelo: **itoti, ititi, itikiti**. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- Bacele abafundi ukuba babize igama lento nganye baze bagxininise kwisandi ekugxilwe kuso xa bewabiza amagama. Sebenzisa isipili khonukuze babone intshukumo yemilomo yabo xa bebiza isandi.
- Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba uthi: *"Lo nobumba usibonisa indlela esibhala ngayo unobumba u t."* Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi.



Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





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 start with **t**: itoti, itumato, iteksi, itafile, ititi, itawuli, itepu, itapile, itikiti, utatomkhulu, utata

Week 2 Day 3

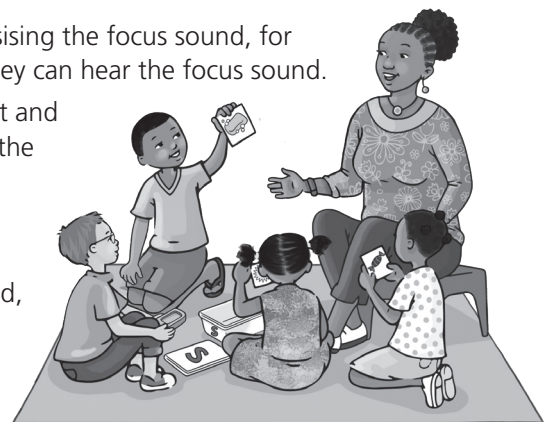
Whole class activities

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: **itoti**, **ititi**, **itikiti**. 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 **t**." Let some learners trace over the letter on the lid with their fingers.



Small group activities

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



Izinto ekufuneka unazo:

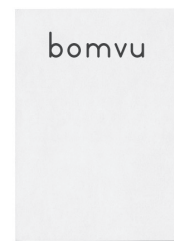
- Iphepha elinye elikhulu elibhalwe igama lombala ngekhoki enguloo mbala
- Izinto ezijiloo mibala ebhalwe ephapheni
- Ipapethi ezivela ebalini okanye izinto kungenjalo imifanekiso yezinye izinto ezisebalini

Iveki yesi-2 Usuku lwesi-4

Imisebenzi yeklassi yonke

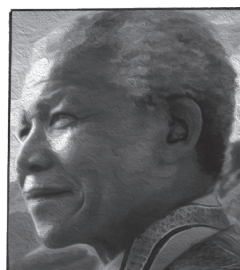
Funda uze wenze

- 1 Yahlula abafundi babe ngamaqela uze unike iqela ngalinye iphepha elibhalwe umbala othile. Iqela ngalinye kufuneka likhangele izinto ezinaloo mbala usephepheni lize lizibeke phezu kwephepha.
- 2 Xoxani ngendlela ekhanya ngayo le mibala.



Ukuphulaphula izandi ekugxilwe kuzo

- 1 Chazela abafundi ukuba baza kudlala umdlalo othi, "Ngeliso lam ndicupha..." besebenzisa iipapethi neepropu ezimalunga nebali elithi: "Utitshalakazi uAkinyi." Banike ithuba lokujonga iipapethi, izinto kunye nemifanekiso ebekiweyo.
- 2 Khetha into ethile esebalini ungabaxeleli abafundi tu ngento ocinga ukuyikhetha. Emva kokuba uyikhethile, njengesikhokelo, nika abafundi isandi egxile kuso into oyikhethileyo. Umzekelo: Ukuba ucinga ngomfanekiso ka "Mnu. Mandela", yithi: "Ngeliso lam ndicupha umntu onegama elinesandi u **Im!**"
- 3 Abafundi mabajonge izinto ezibekiweyo ukuba zijongwe ezigxile kweso sandi. Ukuba baqashele ngokuchanekileyo igama "Mnu. Mandela", baza kufumana ithuba lokukhangela into nabo baze bathi: "Ngeliso lam ndicupha..."
- 4 Emva kokuba bewudlalile lo mdlalo ngeepapethi kunye neepropu ezimalunga nebali, thetha nabafundi wenjenje: "Ngoku siza kuphinda sidlale lo mdlalo, laqaza apha eklassini. Phulaphula ngenyameko: Ngeliso lam elincinci ndicupha into enesandi u **Id!** Ewe, idesika" Nika abafundi ithuba lokukhangela into apho eklassini baze bathi: "Ngeliso lam elincinci ndicupha ..."



Imisebenzi yamaqela amancinci

Khumbuzwa abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





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

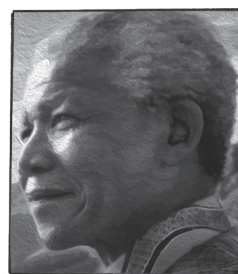
Read and do

- 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 /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 /d/. 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.



Izinto ekufuneka unazo:

- Izikhongozeli ezincinci, umhlaba, amanzi, imbewu (kwitafile yeqela ngalinye)
- Iphepha leflipchart
- Uluhlu lwamagama anamalungu amaninzi aphuma ebalini: umakhulu, iiholide, ukulima, uAkinyi, utitshalakazi, iapile, yonwabisa, ibhakethi, ukufunda, amabali

Iveki yesi-2 Usuku lwesi-5

Imisebenzi yeklasi yonke

Yenza, zoba uze ubhale

- 1 Qalisa ngokubonisa abafundi indlela yokutyalala imbewu usebenzisa isikhongozeli, imbewu, umhlaba kunye namanzi.
- 2 Xa utyala imbewu, thetha ngenyathelo ngalinye.
- 3 Yahlula abafundi babe ngamaqela ezithandathu lize iqela ngalinye lityale imbewu kwingqayana yezityalo.
- 4 Bachazele abafundi ukuba unqwenela bakuncedise ubhale uluhlu lwamanyathelo abonisa indlela yokutyalala imbewu.
- 5 Bhala esi sihloko silandelayo kwiphepha elikhulu: Indlela yokutyalala imbewu.
- 6 Babuze abafundi ukuba yintoni abaqale bayenza, uze uyibhale ecaleni kwenani loku-1 kwiphepha elikhulu. Ncokola nabo ngokuvakalayo njengokuba ubhala uze uzobe umfanekiso olula ecaleni kwenyathelo olibhalileyo.
- 7 Qhubeka ngolu hlobo ubhale amanye amanyathelo uze wakugqiba ukubhala, ucele abafundi ukuba "bafunde" amanyathelo kunye nawe.



Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **i | ho | li | de**.
- 2 Khetha umfundi abe mnye uze uthi makeme ngeenyawo aze axhume qho xa kubizwa ilungu legama: **i** (uxhuma kube kanye) **ho** (uxhuma kube kanye) **li** (uxhuma kube kanye) **de** (uxhuma kube kanye). Mcele umfundi aphinde axhume, ngeli thuba ke abanye abafundi kufuneka baqhwebwe qho xa exhuma.
- 3 Bacele abafundi ukuba banikane amathuba okuphulaphula igama eliphuma kuluhlu ze baxhume njengokuba belahlula ngokwamalungu.

Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, imithetho yomsebenzi ngamnye nangenkqubo eza kulandelwa yokucoca.





You will need:

- Small containers, soil, water, seeds (per table group)
- Flipchart paper
- A list of multisyllabic words relating to the story: umakhulu, iiholide, ukulima, uAkinyi, utitshalakazi, iapile, yonwabisa, ibhakethi, ukufunda, amabali

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)




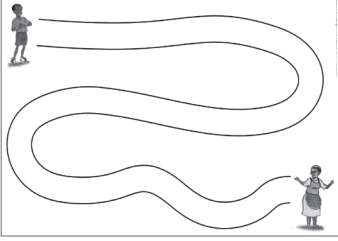

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | ho | li | de**.
- 2 Choose a learner to stand up and jump for each of the syllables: **i** (one jump) **ho** (one jump) **li** (one jump) **de** (one 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.




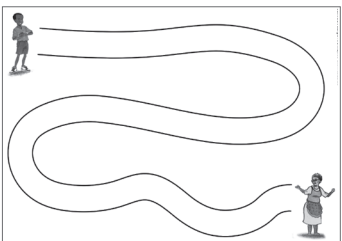



Imisebenzi yamaqela amancinci yeVeki yesi-2

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4 elibhalwe isihloko sebali phezulu likhrayoni zewax ezinkulu <div data-bbox="187 717 593 982" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;">  <p><i>Ukuba abafundi badinga uncedo ekucingeni izinto amabazizobe, babonise imifanekiso elandelelaniswayo ukubanika iimbono.</i></p> </div>	<p>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</p> <ol style="list-style-type: none"> Nika umfundi ngamnye iphepha kunye neekhrayoni ezinemibala uze uchaze ukuba baza kuzoba umfanekiso womntu abacinga ukuba ubalulekile futhi ukhethekile kubo. Ingangumntu olilungu losapho lwabo, umhlobo okanye umntu abangamaziyo kodwa abacinga ukuba ukhethekile kwaye ubalulekile. Phawula ke ngomntu okhethwe ngumfundi ngamnye okanye ucele umfundi ngamnye ukuba akuxelele ngomzobo wakhe futhi akuchazele ukuba kutheni umntu amzobileyo ekhethekile nje. Cela abafundi ukuba bazame ukubhala igama lomntu. Ukuba umfundi uyasokola ukulibhala igama, mbhalele.
<ul style="list-style-type: none"> liphezili <div data-bbox="390 1013 557 1237" style="text-align: center;">  </div>	<p>Umsebenzi wesi-2: IiPhazili nemidlalo</p> <ol style="list-style-type: none"> Abafundi kufuneka badibanise amaqhekezana ephazili benze umfanekiso webali. Bangajonga ukulandelelana kwemifanekiso ukuze bafumane umfanekiso baze bawusebenzise njengesikhokelo xa besenza iphezili
<ul style="list-style-type: none"> Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye amaphetshana anokufundwa <div data-bbox="314 1379 470 1567" style="text-align: center;">  </div>	<p>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</p> <ol style="list-style-type: none"> Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela. Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda. Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda. Yiya ekoneni ukuze uqwalasele futhi ukhuthaze abafundi xa befunda.
<ul style="list-style-type: none"> Iphepha lomsebenzi Elinendlela enamajikojiko <div data-bbox="222 1680 557 1921" style="text-align: center;">  </div>	<p>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> Umfundi ngamnye ufumana uxwebhu lomsebenzi olunendlela enamajikojiko esuka kwikona yephepha iye kwenye. Abafundi kufuneka balandele indlela esuka kuloThabo iye kwindlu kaMakhulu besebenzisa umbala omnye. Xa bebuyela ekhaya kufuneka basebenzise omnye umbala. Kufuneka bacoselele xa besenza lo msebenzi ukuze bangaphumeli ngaphandle kwendlela enamajikojiko. Xa bebuyela "ekhaya", bangazoba imifanekiso yazo zonke izinto abazibonileyo ecaleni kwendlela, ezifana nezilwanyana, imithi, abantu.
<ul style="list-style-type: none"> lipropu: izinto okanye imifanekiso yekepusi emthubi, ibhutsi ezimdaka ngebala, isangqa esimsobo kunye neorenji 	<p>Umsebenzi wesi-5: Umdlalo wokulinganisa</p> <ol style="list-style-type: none"> Khumbuza abafundi ngepropu ezikwikona yemidlalo yokulinganisa uze ubakhuthaze ukuba baqhubeke nomsebenzi weVeki yoku-1 xa bedlala umdlalo othi: titshala-titshala. Yiya ekoneni ukuze ubaqwalasele futhi ukhuthaze umdlalo wabafundi. <div data-bbox="1373 1976 1520 2210" style="text-align: right;">  </div>



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 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. Make a comment or ask each learner to tell you about their drawing and explain why the person they have drawn is so special. Ask learners to try and write the person's name. If the learner struggles to write the name, write it for them.
<ul style="list-style-type: none"> Puzzles 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 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. Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> A photocopy of the Winding road activity page 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Each learner gets an activity sheet of a road winding from one corner of the page to another. 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. 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.
<ul style="list-style-type: none"> Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play teacher-teacher. Visit the corner to observe and encourage the learners' pretend play. 



Ikota yoku-1: Umzekelo wokurekhodisha ukuhlola okuqhubekayo (itshekhlisti)



	Ukuphulaphula nokuthetha	Izandi, ukufunda nokubukela	Ukubhala ngesandla nokubhala okusavelayo/okusakhulayo
✓ Uphumelele	Uphulaphula amabali amade aze abonakalise ukuwagonda ngokuthi aphendule imibuzo emalunga namabali.	Uphulaphula udederhu lwemiyalelo enzima aze ayilandele.	Uphuhlisa isakhono sokusebenzisa izihlunu ezincinci ngokusebenzisa izikere asike imifanekiso neemilo, njl. elandela imigca ecacileyo.
• Akaphumelelanga	Uphulaphula imibuzo ezine ngenkcazelo okanye akhangele iincwadi eziza kuba neenkcazelo.	Uzalanisa izandi noonobumba kunye namagama aze aqonde ukuba amagama anezandi ezingaphhezulu kwesandi esinye – usenziwa ngomlomo.	Ubaramba iikhrayoni ngenhlela eyamkeleleyo yokubamba ipensile ebonisa ukusebenzisa isandla sekho/sokunene aze abhale esebenzisa indlela elungileyo yokuhlala xa ebhala.
✗ Uphantse waphumelele	Ucila iingoma nezicengcelezo aze enze izijekulo ezizezakhe ngokuzithemba.	Uzifundela iincwadi kwithala leencwadi okanye kwikona yokufunda eseklasini eyedwa ngenjongo zokuzonwabisa, ewatyhila ngenhlela echanekileyo amaphepha ebonisa ukuzihlonipha iincwadi.	Uvelisa izimvo zakhe kunye nezivakalisi xa iklasi ibhala: umntwana uyabiza ngelixa utitshala ebhala.
	Ubuza imibuzo aze afune neenkcazelo okanye akhangele iincwadi eziza kuba neenkcazelo.	Ulinganisa ibali, ingoma nesicengcelezo.	Uzoba imifanekiso ngenjongo zokuvelisa umyalezo omalunga namava akhe egala kwindawo afanele kukugqala kuyo xa ebhala.
	Ubenzisa ulwimi ekuzikiseni ukucinga. Utshatsha izinto ezihambelanayo, aze athelakise izinto ezingafanayo.	Ufunda kunye notitshala iitekisi ngokuzithemba okukhulu kwaye ebonisa ukuzonwabisa.	Uzama ukubhala oonobumba ngokubhala amathopololo, aze 'afunde' akubhalileyo 'afunde' ukuba athini amathopololo.
	Uphulaphula udederhu lwemiyalelo enzima aze ayilandele.		Udala ngokulinganisa ukubhala, wenza amakhadi eminqweno emihle, ubhala illeta, njl.. Ukopa okushicilelweyo kwindawo ahla kuyo ngelixa edlala.

- ✓ Uphumelele
- Akaphumelelanga
- ✗ Uphantse waphumelele

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

✓ Achieved • Almost ✗ Not yet	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.	Listens to recognise that words are made up of sounds: gives the beginning sound of own name. 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. Holds the book the right way up and turns pages correctly. Acts out part of a story, song or rhyme. Recognises own name and some names of other learners. "Reads" independently books for pleasure in the library or classroom reading corner. "Reads" enlarged texts such as poems, Big Books and posters as a whole class with the teacher (Shared Reading).	Develops fine motor control using scissors to cut out bold outlined pictures, shapes, etc. Holds crayons correctly using an acceptable pencil grip. Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction. Contributes ideas by means of drawings and contributes sentences to a class piece of writing. Draws or paints pictures to convey messages. Makes an attempt to write letters using squiggles, scribbles and "reads" own writing: "reads" what squiggles say. Role-plays writing in play situations: takes a telephone message, writes a traffic fine, etc.; copies print from the environment while playing.						
Date									
Names									

★ Ikota yoku-1: IRubhrikhi yoku-1 neyesi-2 Ukuphulaphula nokuthetha

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

★ 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.

★ Ikota yoku-1: IRubhrikhi yoku-1 ukuya kweyesi-3 Izandi, Ukufunda nokubukela

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

★ Term 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%)
1 Recognises aurally and visually some consonants and vowels	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.
2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words	Does not recognise that words are made up of sounds; unable to give the beginning sound of own name or other words.	Able to give beginning sound of own name, but struggles when asked for beginning sound of other words.	Able to give the beginning sound of own name; able to give the beginning sound of some other words.	Consistently able to give the beginning sound of own name and other words.
3 Makes up own story by reading the pictures	Not able to use pictures to predict what the story is about; describes pictures using very limited language.	Uses pictures to predict and describe the story, but with assistance.	Uses pictures to predict what the story is about; might adopt a “reading voice”.	Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”.



Ikota yoku-1: IRubhrikhi yoku-1 ukuya kweyesi-3 Ukubhala okusavelayo/okusakhulayo kunye nokubhala ngesandla

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

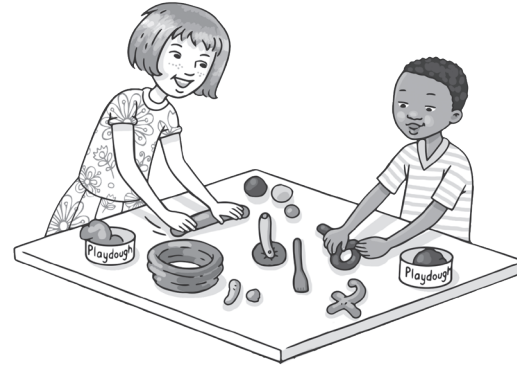
★ Term 1: Emergent writing and handwriting rubric 1 to 3

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
1 Develops small muscle skills and fine motor skills	Struggles to complete fine motor activities; avoids tasks or becomes frustrated.	Able to complete some fine motor activities, but takes time; output is inaccurate.	Able to complete most fine motor activities; becoming more accurate and working more efficiently.	Completes fine motor activities with confidence, accuracy and ease.
2 Draws pictures capturing main idea of a story	Drawing is not recognisable or only includes scribbles or circles with lines.	Drawing is recognisable, but not related to the story, song or rhyme.	Draws a colourful picture related to a story; drawings of main characters have some of the following: legs, arms, hands, feet, eyes, nose, mouth, ears.	Draws a colourful, detailed picture related to a story; includes main characters with details such as clothes.
3 Understands that writing and drawing are different: pretend writing represented using squiggles	Not able to represent ideas through drawing or writing.	Represents ideas through drawing, but no evidence of pretend writing or scribbles.	Understands that writing and drawing are different: pretends to write using squiggles.	Understands that writing and drawing are different and begins to “write” using a mixture of copied letters and squiggles; may copy letters and numbers from the classroom environment in own writing attempts.

★ Yenziwa njani intlama yokudlala

Izinto ekufuneka unazo

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



Indlela yokwenza

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

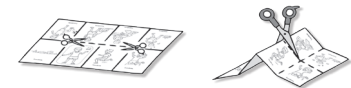
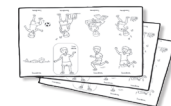
Yenza shushu intlama ngokuyicinezela ezandleni zakho. Yindlela elungileyo ke le yokuqhelisa izihlunu zezandla zomntwana wakho. Yigalele kwizingxobo zeplastiki ze ukuba uyakwazi, uyifake efrijini okanye uyibeke kwindawo ebandayo intlama yakho khonukuze ihlale ihlaziyekile.



★ Yenziwa njani incwadi encinci

Amanyathelo

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



★ How to make playdough


You will need

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



Steps

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

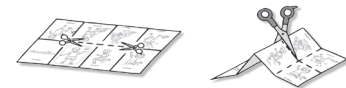
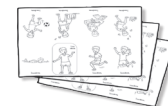


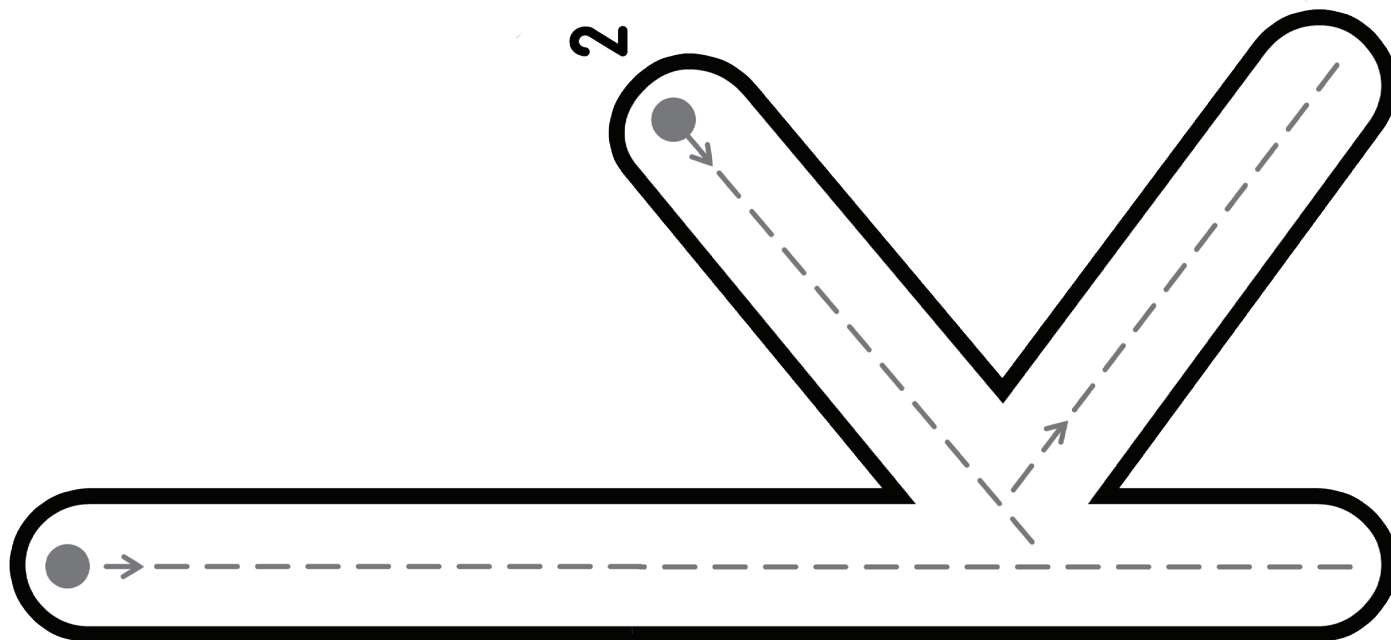
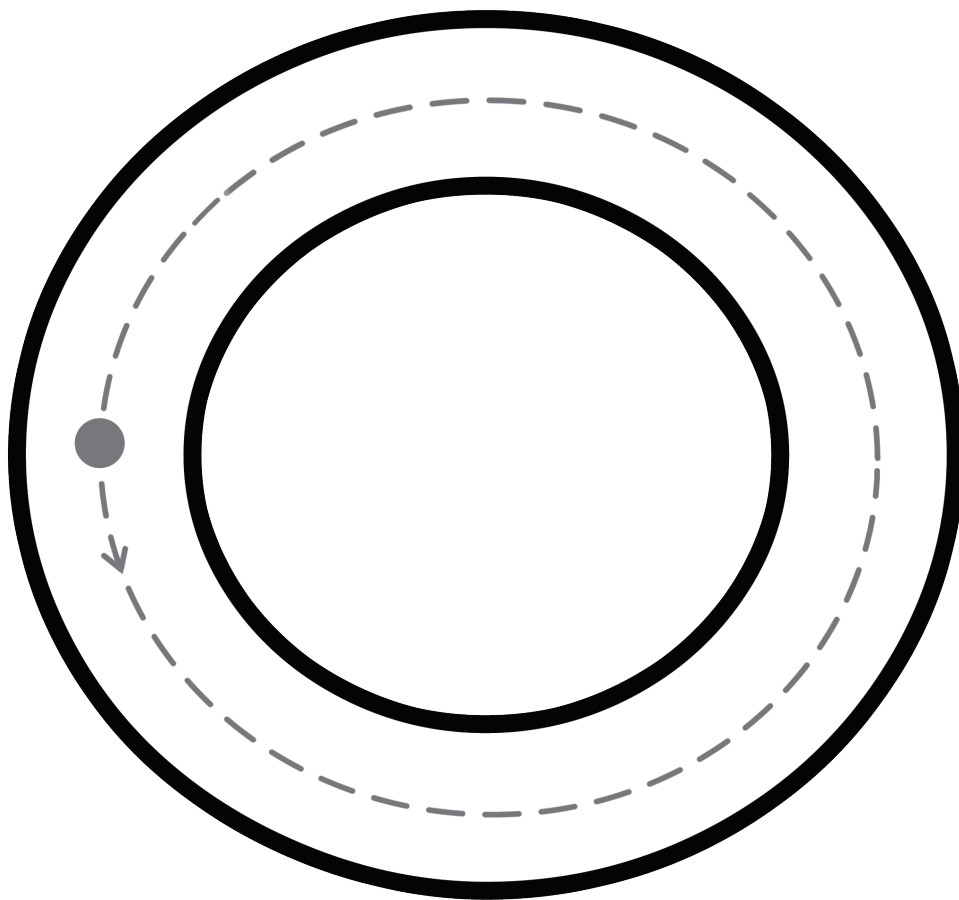
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

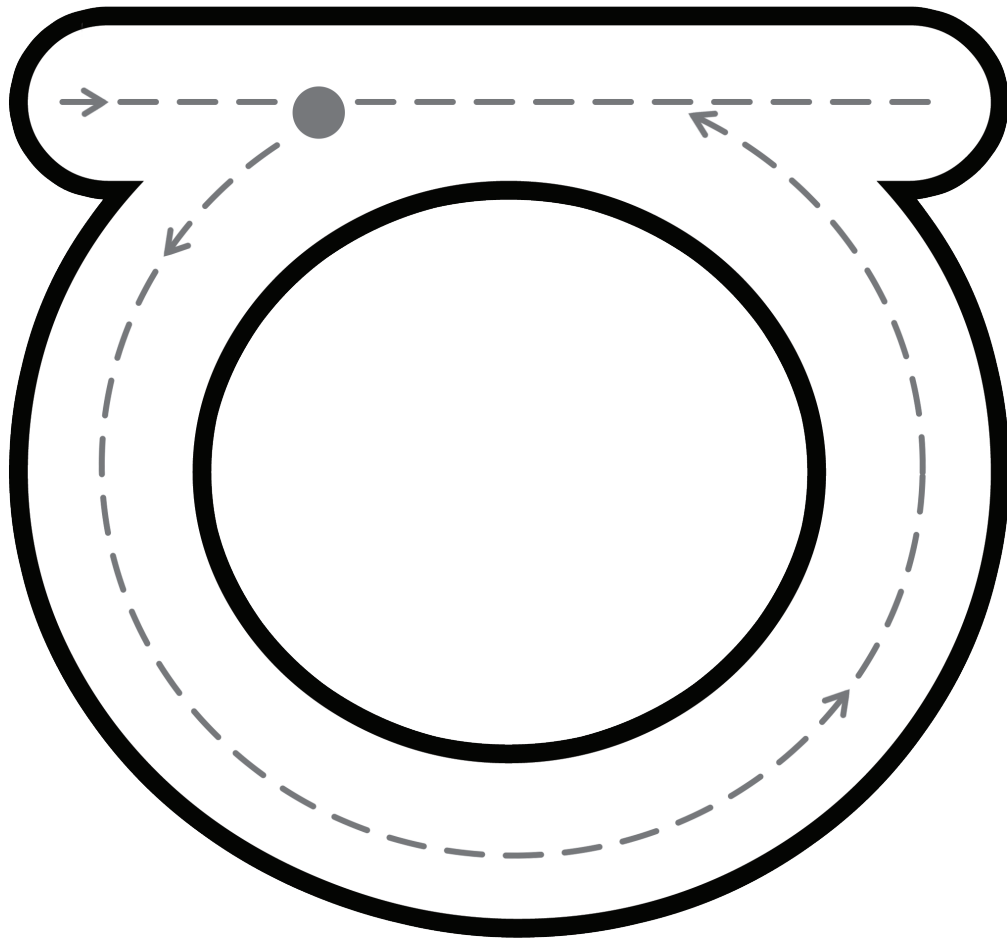
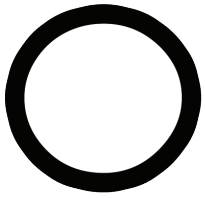
★ How to make a little book

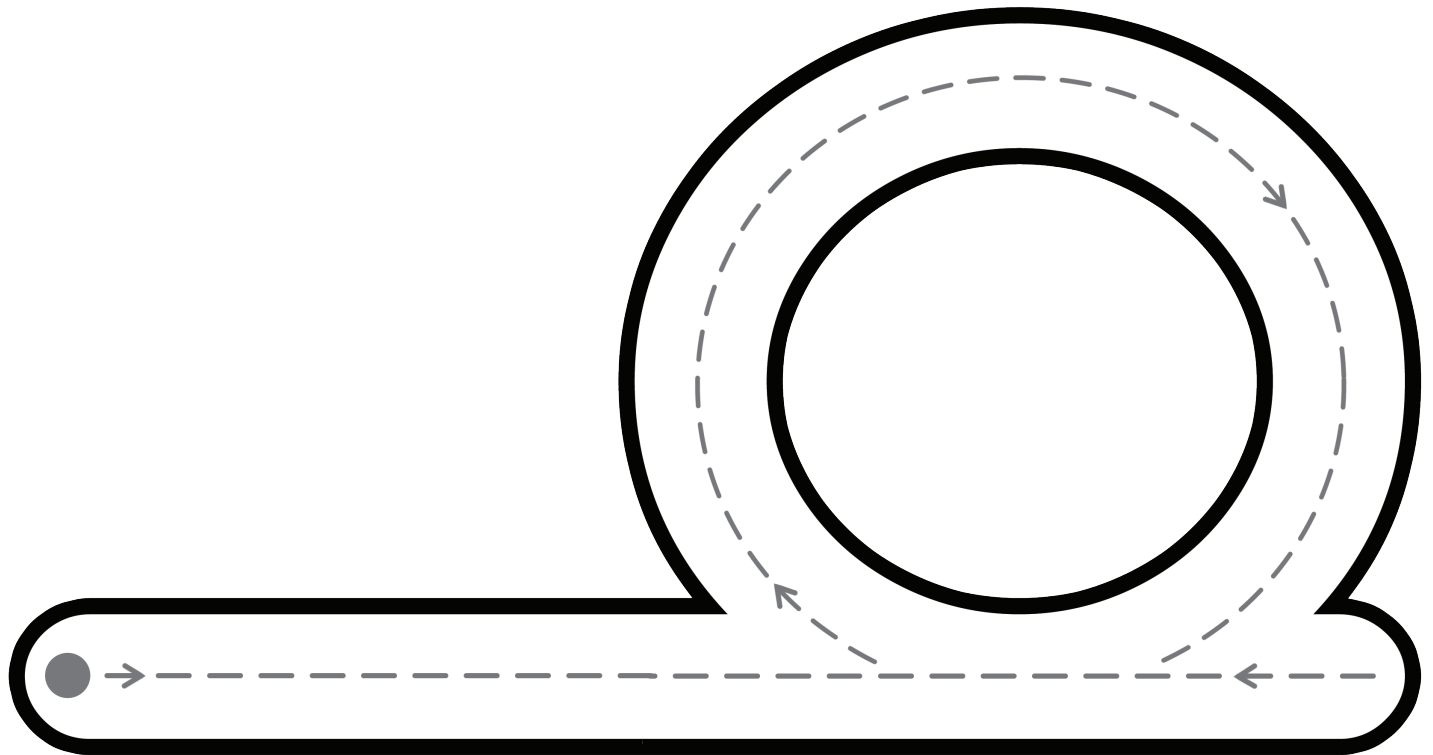
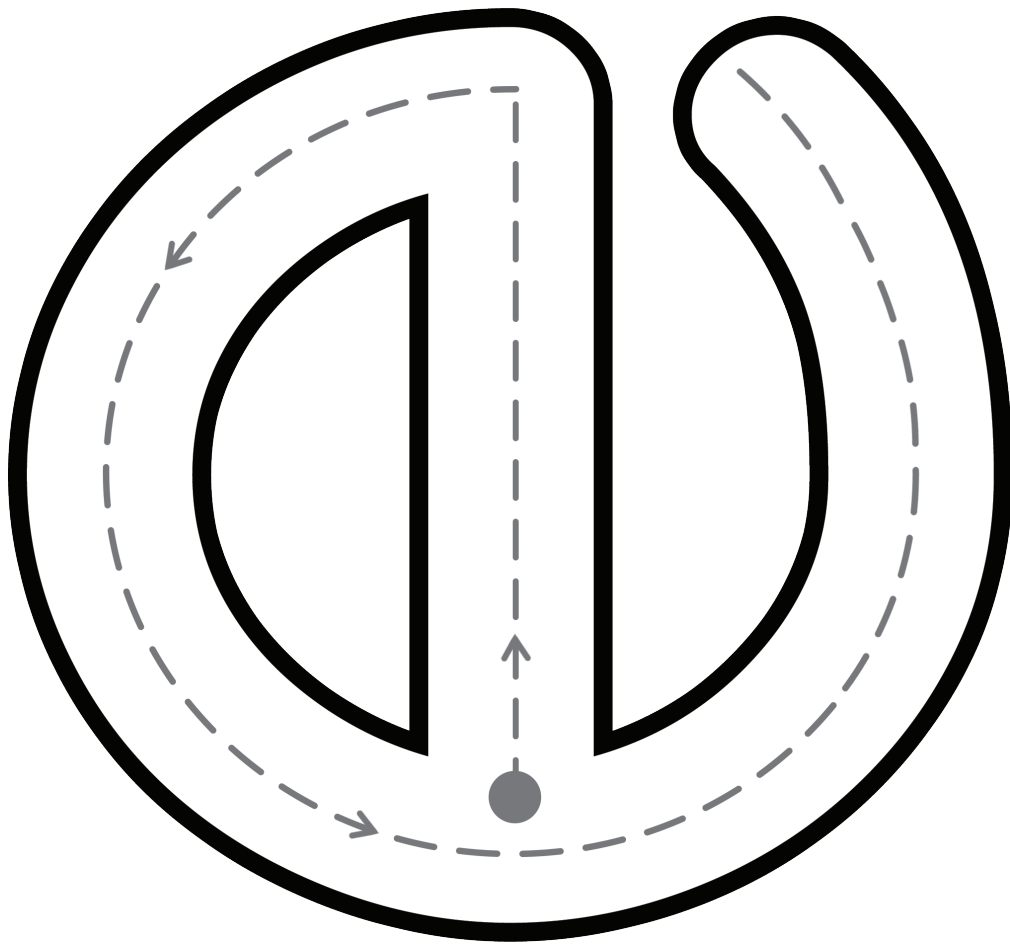
Steps

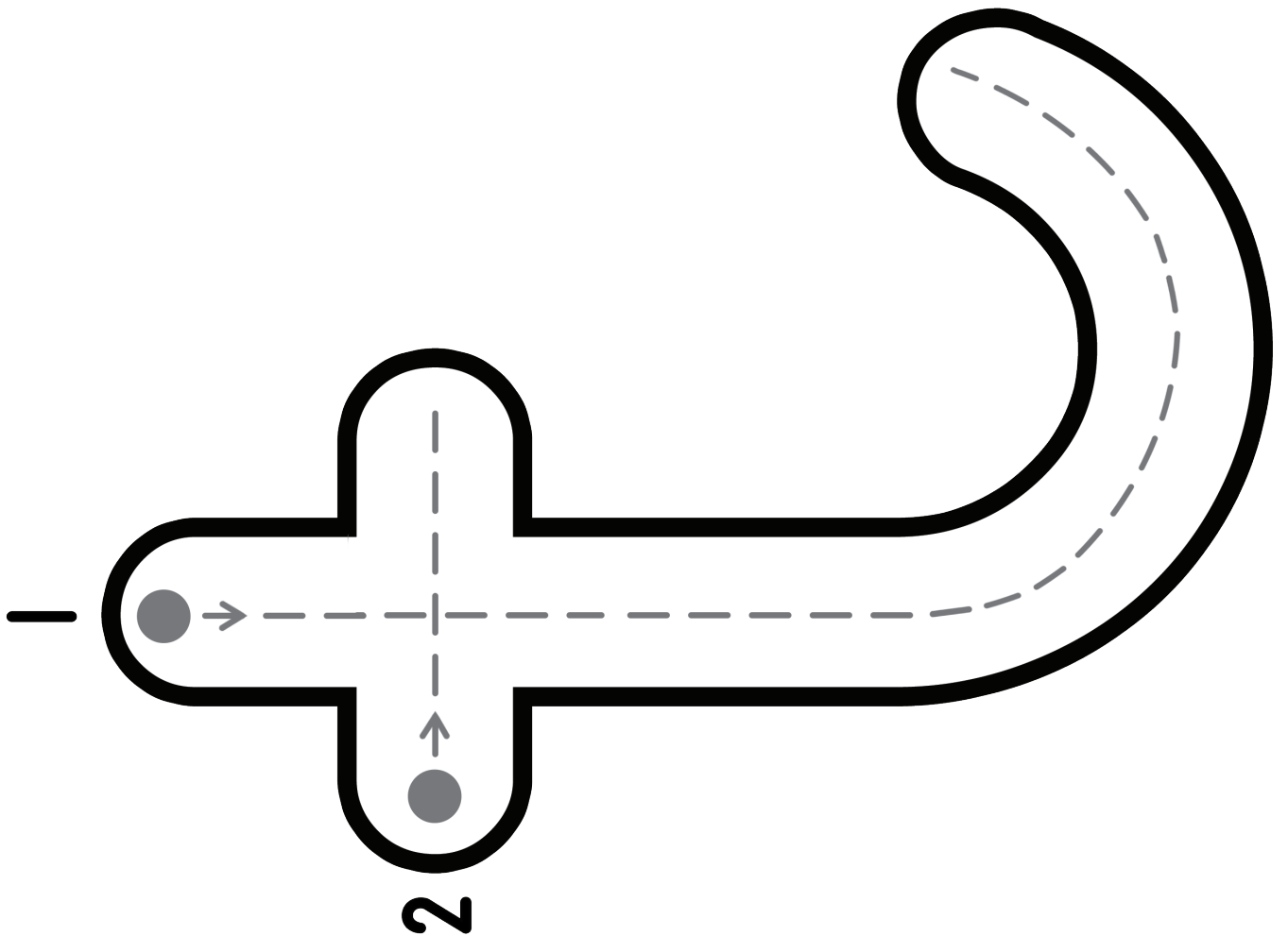
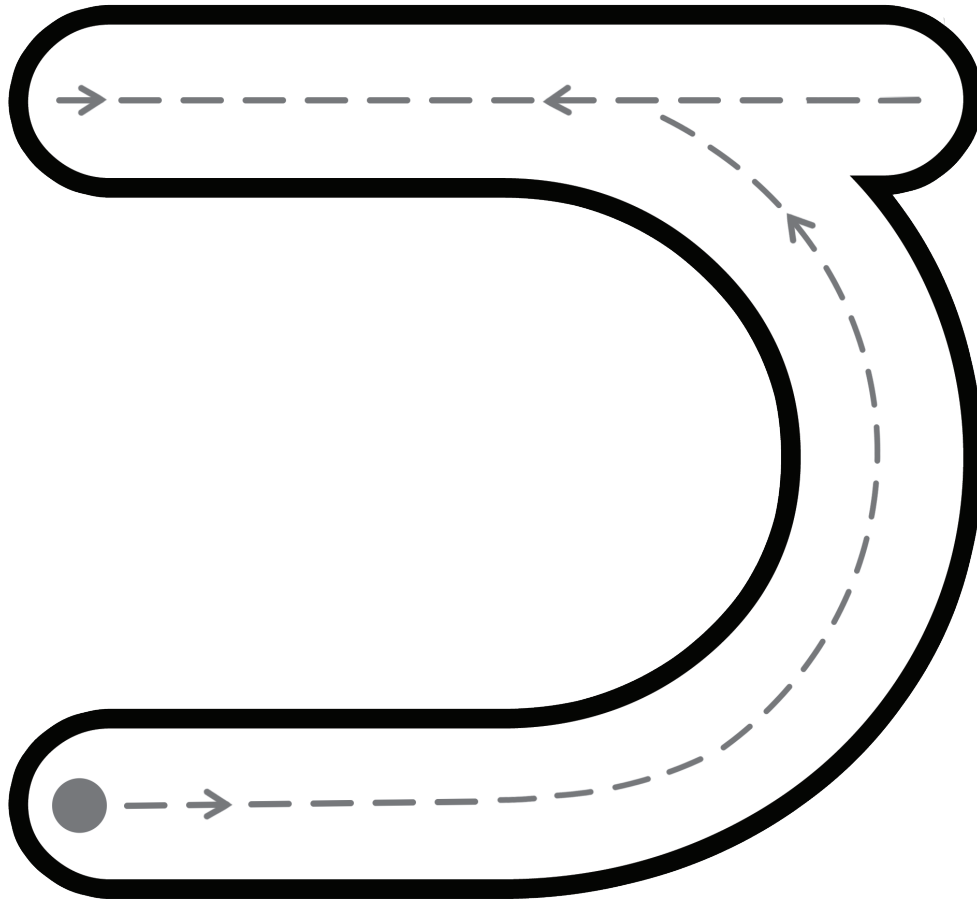
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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













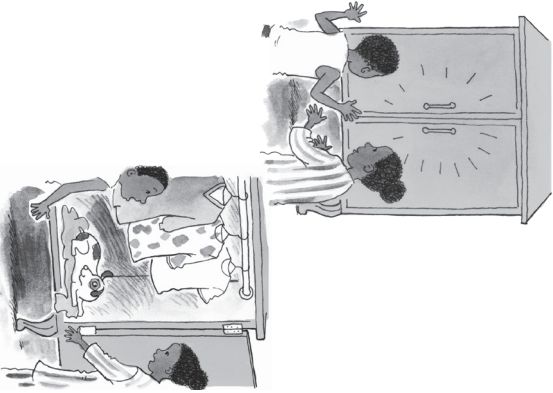
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6

Ilokhwe eluhlaza



Wordworks
Changing lives through literacy

Le ncwadi yeka:

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2



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Baleka Lindi,
baleka



Le ncwadi yeka:

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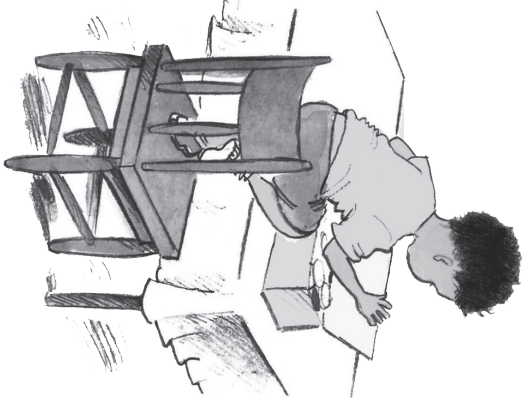
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3



4



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UAli
nepeyinti



Wordworks
Creating Literacy Fluency

Le ncwadi yeka:

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Le ncwadi yeka:
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Imini emnandi



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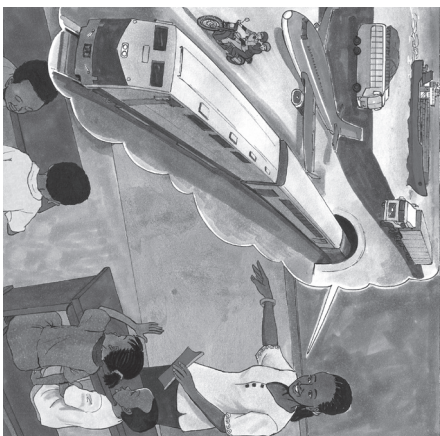


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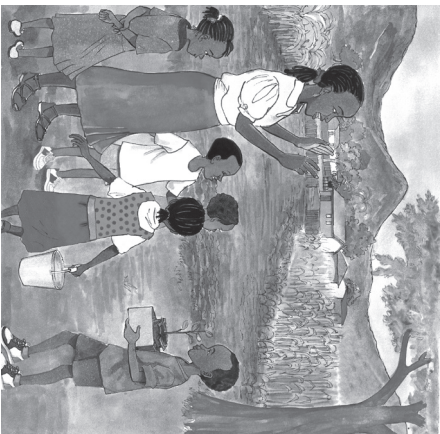




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Utitshalakazi
uAkinyi

African
Storybook.org

Le ncwadi yeka:

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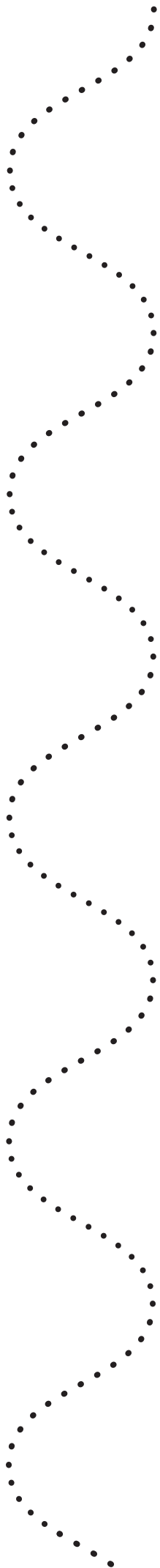
UAli nepeyinti: Iphepha lomsebenzi weSipho

		<p><i>Siya ku-:</i></p> <p><i>Sivela ku-:</i></p>



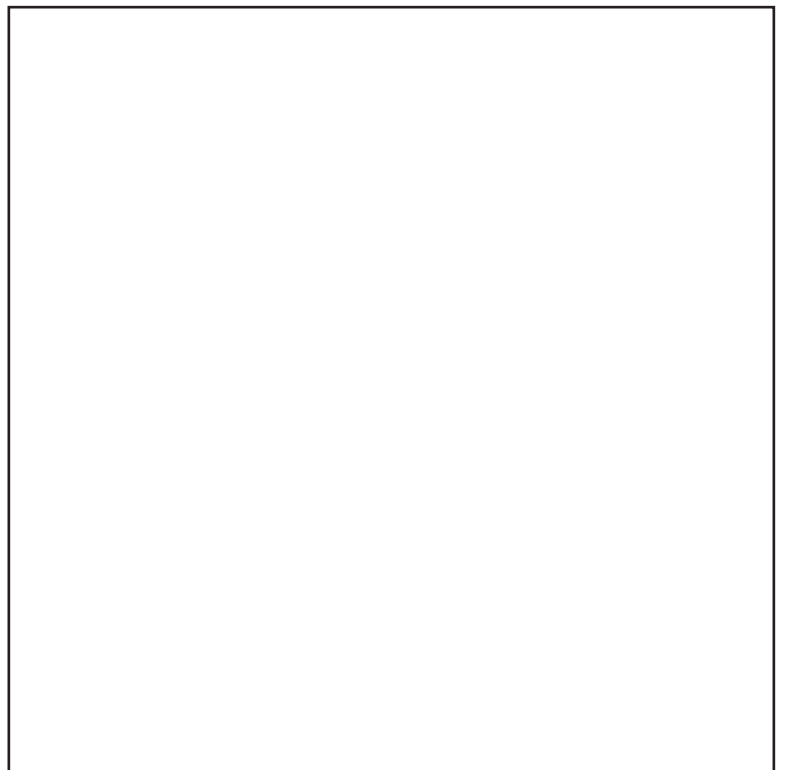
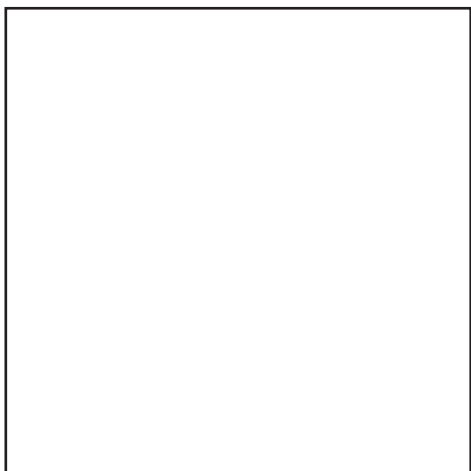
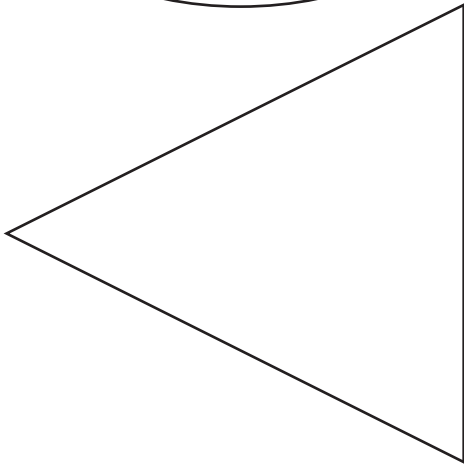
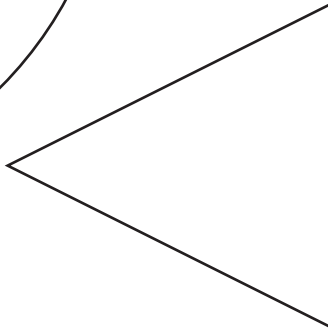
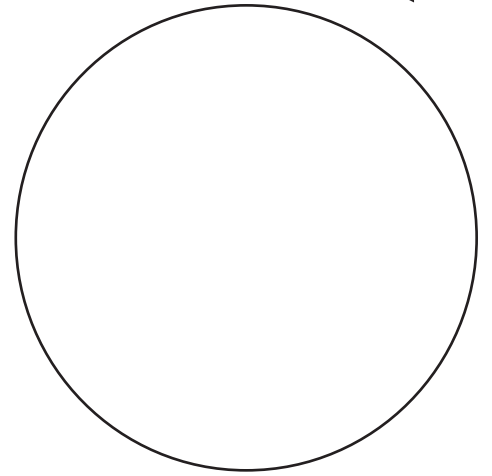
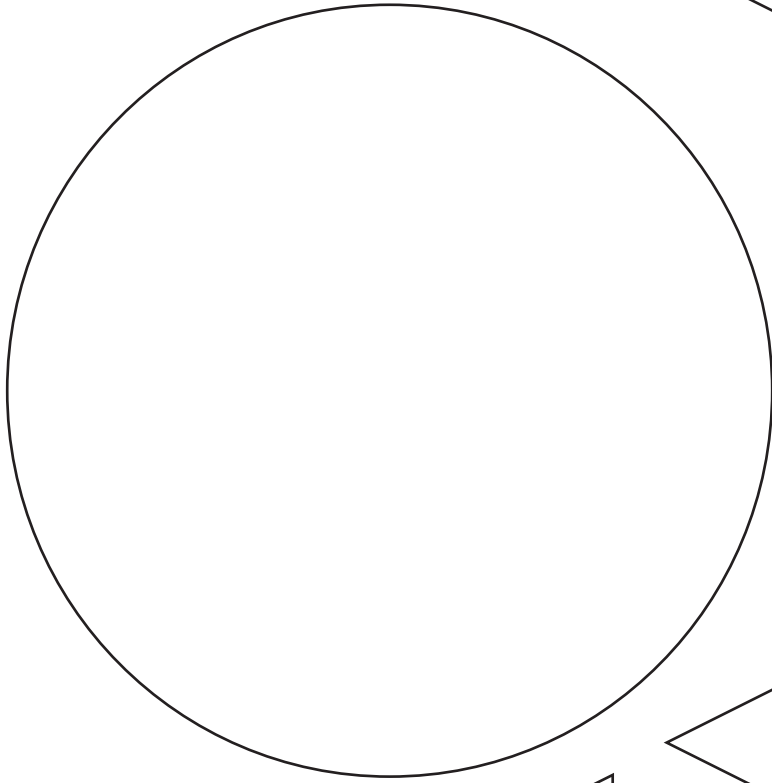
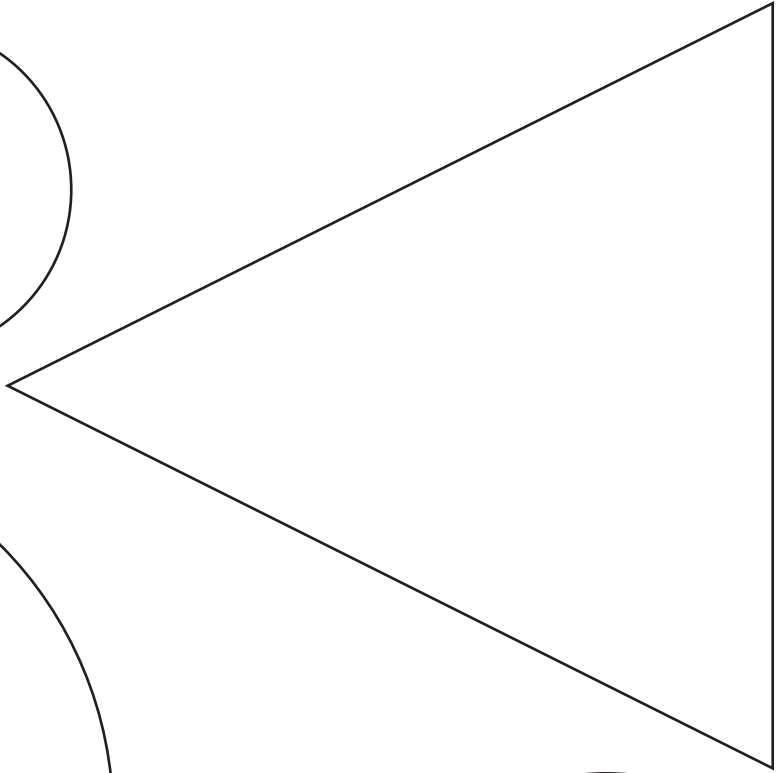
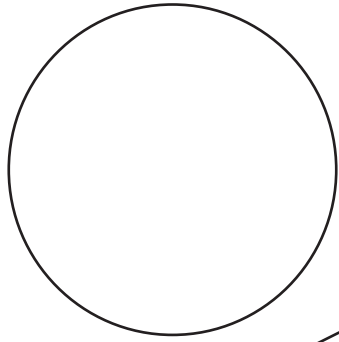
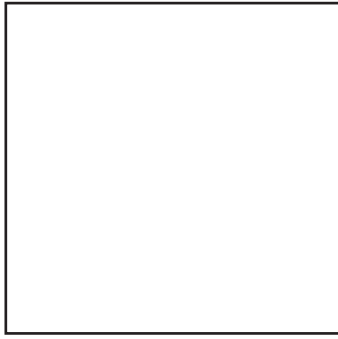


UAli nepeyinti: Iphepha lomsebenzi wePhepha lokusongela
















UAli nepeyinti: Iphepha lomsebenzi weeMilo





UAli nepeyinti: Iphepha lomsebenzi othi, Funda uze wenze

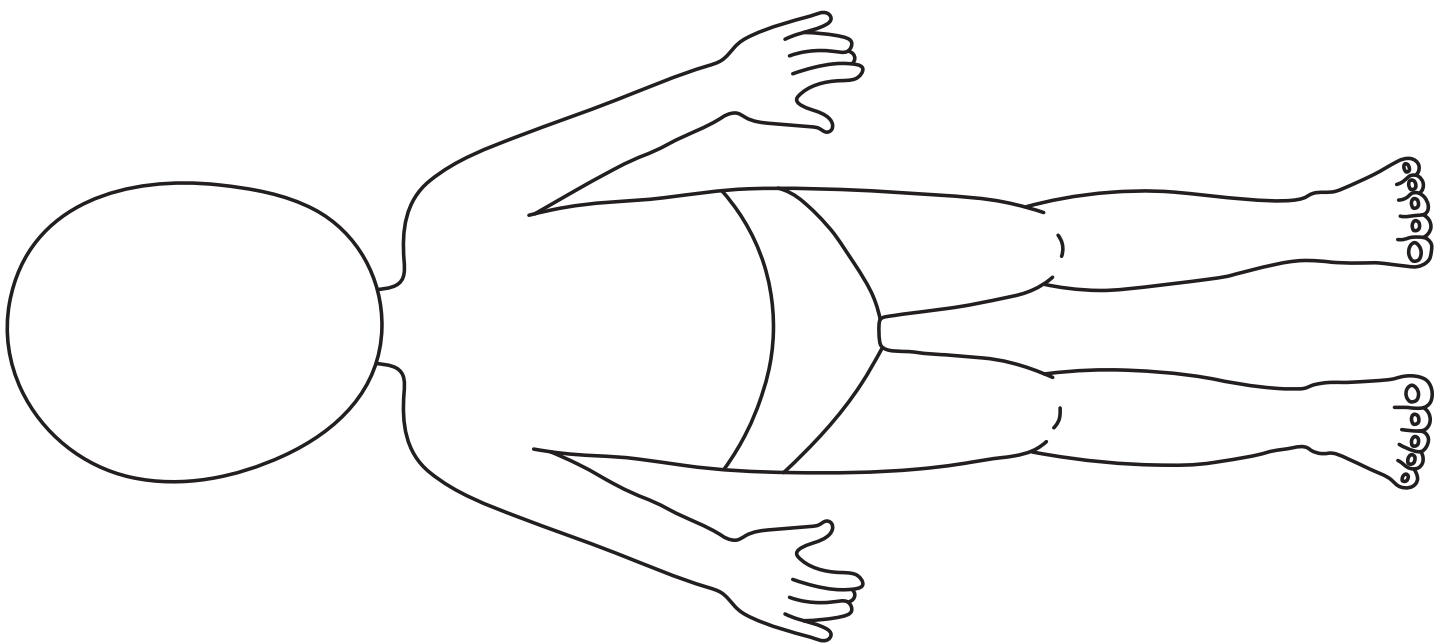
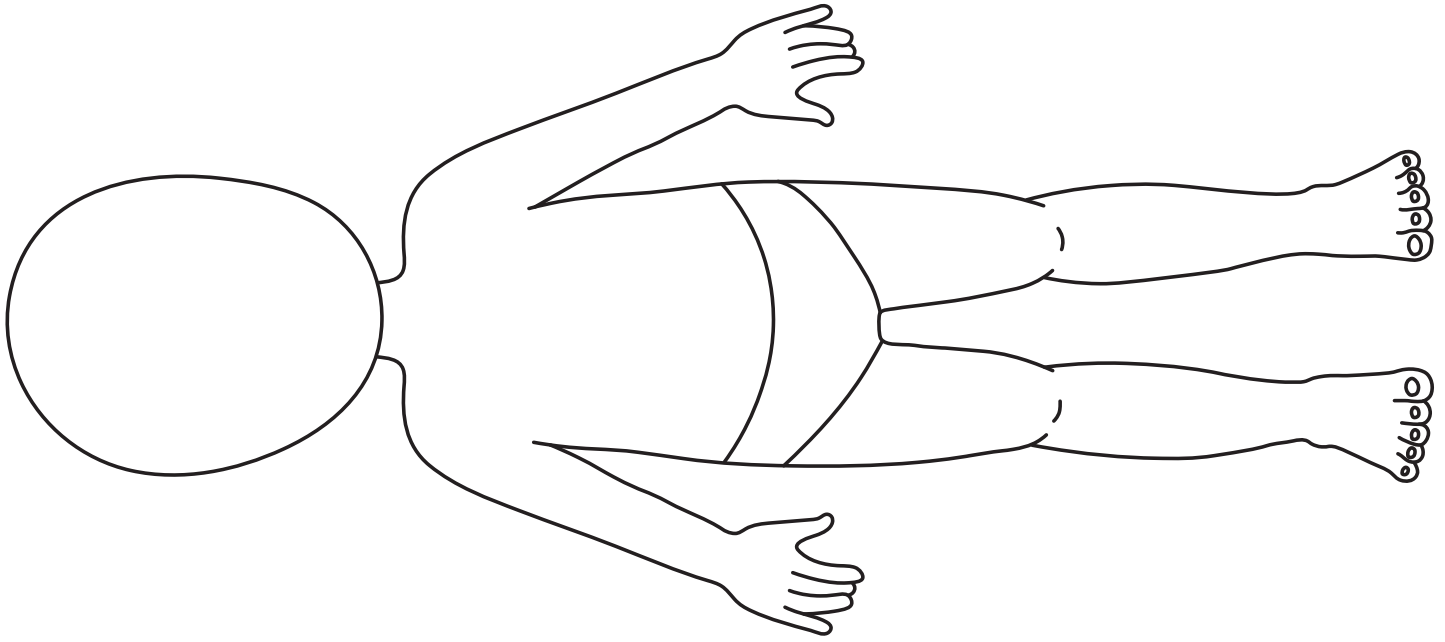
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	1		umthi
	1		ingubo yepikinikhi
	2		ama-apile
	3		iibhanana







Imini emnandi: Iphepha lomsebenzi wokuNxiba





Imini emnandi: Iphepha lomsebenzi weNgubo yepikinikhi



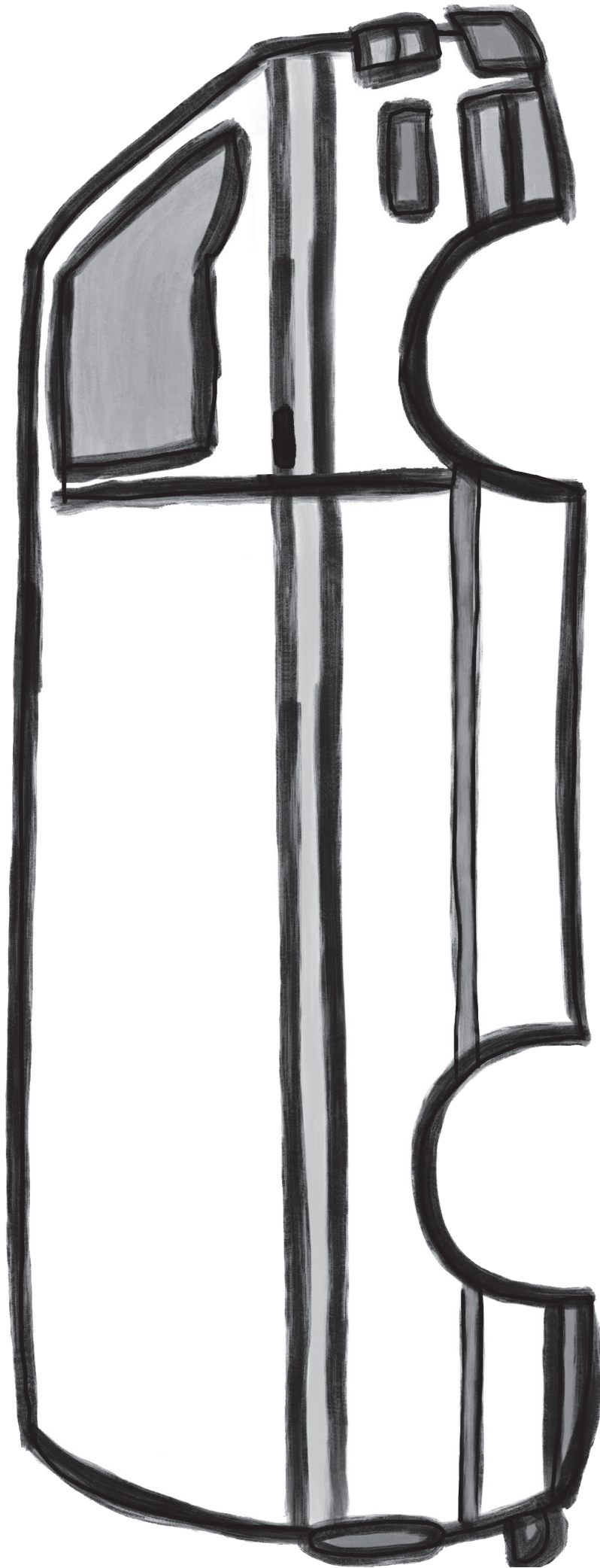
↓ Songa apha ↓

↑ Yeka ukusika apha ↑





Utitshalakazi uAkinyi: Iphepha lomsebenzi weTeksi kaThabo





Utitshalakazi uAkinyi: Iphepha lomsebenzi Wendlela enamajikojiko

