



Mbekanyamushumo ya u Khwinisa  
Luambo ya Gireidi ya R

Grade R Language  
Improvement Programme

# Nyendedzi ya Nyito Activity Guide

Kotara ya 2  
Term 2



Tshivenda | English





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# ★ Mulaedza u bva kha Thoho ya Muhasho



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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

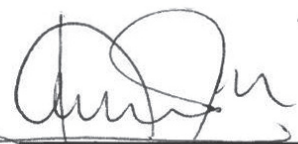
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

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

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

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

Yours Sincerely

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

## Gaidi ya Mushumo ya Themo ya 2

Gaidi ya Mushumo ya Themo ya 2 ya Luambo lwa Hayani i n̄tshedza tshivhumbeo tsha u funza Gireidi ya R Luambo lwa Hayani kha themo ya vuvhili. Mishumo yo d̄isendeka kha dzinganea na u dzudzanywa u ya nga mutevheṭhaḁu wa u funza wa vhege mbili wa nganea in̄we na in̄we.

Kha vha ṭhogomele zwi tevhelaho:

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

## Zwiko

Iyi ndi nyangaredzo ya dzinganea, thero dzi elanaho na maḁedere o sedzwaho a Themo ya 2.

Nganea	Thero	Maḁedere/mibvumo yo sedzwaho
<b>Ndi vhone mme anga naa?</b>	Hayani, Tsireledzo	<b>t na i</b>
<b>U lindela nwana</b>	Muṭa wanga, Maḁuvha a vhege	<b>ḁ na a</b>
<b>Tshiṭaha tsha munadzi wa wulu</b>	Mutsho	<b>m na u</b>
<b>Tshibode na gwangwa ḁatsho</b>	Mubvumo, vhona na u kwana	<b>d̄ na o</b>
<b>Goldilocks</b>	Thetshela na nukhedza	<b>k na e</b>

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

## Buto ḁa Zwiko zwa Luambo

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

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

# ★ Introduction

## The Term 2 Activity Guide

The Home Language Term 2 Activity Guide offers a structure for teaching Home Language in the second term of Grade R. The activities are based on stories and structured according to a two-week teaching cycle for each story.

Look out for the following:

- ★ a list of what you need to prepare for each two-week story cycle
- ★ a two-week cycle that maps out activities for every day
- ★ a continuous assessment page which is based on the term's activities and can be used to record each learner's progress during the term
- ★ assessment rubrics
- ★ photocopiable activity pages, little books and letter templates.

## Resources

Here is an overview of the stories, related themes and focus letters/sounds.

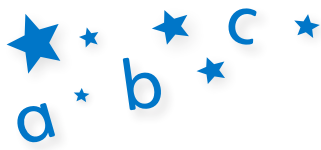
Story	Theme	Focus letters/sounds
<b>Are you my mother?</b>	Home, Safety	<b>t</b> and <b>i</b>
<b>Waiting for baby</b>	My family, Days of the week	<b>l</b> and <b>a</b>
<b>The beanie nest</b>	Weather	<b>m</b> and <b>u</b>
<b>Tortoise and his shell</b>	Sound, sight and touch	<b>d</b> and <b>o</b>
<b>Goldilocks</b>	Taste and smell	<b>k</b> and <b>e</b>

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

### Language resource pack

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

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



## Zwiko zwine zwa fanela u kuvhanganywa kana u rengwa

- ★ dzisifhereswenda na zwiambaro zwi elanaho na nganea uri zwi shumiswe nga tshifhinga tsha u tlatshedza nganea, u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana na litambwa
- ★ khandiso dzo tumanaho na nganea inwe na inwe: bugu dza zwifanyiso, mabambiri a khungedzelo, mimagazini na dziphositara
- ★ zwithu kana garaṭa dza zwifanyiso dza mutevhe wa ndivho ya maipfi dza nganea inwe na inwe
- ★ zwithu zwa mabogisi a maḽedere
- ★ khirayoni dza pfuraṅotshi khulwane, dzipennde na bulatsho dza u pennda, zwigero, guḽuu, peni dza u swaya na peni dza u swaya kha bodo
- ★ bambiri ḽa A4, khadibogisi na bambiri ḽa filipitshati
- ★ zwifanyiso zwa mahaya a zwipuka zwo fhambanaho na miraḽo ya muṭa yo fhambanaho
- ★ zwishumiswa zwa matshetshelero a vhutsila na mishumo ya u fhaṭa: bambiri ḽa matshetshelero, mithenga, zwitanda, muḽali wa wulu, mabogisi a makumba, zwitibo zwa maboḽero, maboḽero a puḽasiṭiki, maforogisi, zwitombo, phuleithi dza mabambiri, forogo dza puḽasiṭiki, muḽali na thambo dza zwienda, dziseviethe
- ★ zwithu kana zwifanyiso zwiṭuku zwa mishumo ya thempleithi dza maḽedere: bambiri kana bambiri ḽa u shumisa bungani, foḽi ya tsimbi, bulo, labi, pennde i shumiswaho nga minwe, riboni, zwitombo, malungu, ḽawa, muṭavha, dzimbilu, miṅadzi, mavhudzi, furu, dzihailaitha, mungaṅawa, zwiputeli zwa maḽegere a thanda, thambo, maṭari, zwisomoli, theiphi, Matshetshelero a makhadibogisi, koroko, thoro dza gofhi

## Ndugiselo ya nganea inwe na inwe

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

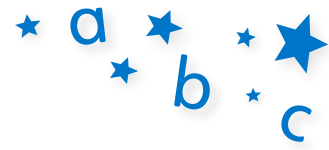
## U Funza Luambo lwa Hayani nga mbekanyamushumo ya ḽuvha ḽinwe na ḽinwe ya Gireidi ya R

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

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

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





## Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, kokis and whiteboard markers
- ★ A4 paper, cardboard and flipchart paper
- ★ pictures of different animal homes and different family members
- ★ scrap materials for art and construction activities: scrap paper, grass, feathers, sticks, cotton wool, egg boxes, bottle tops, plastic bottles, matchboxes, small rocks, paper plates, plastic forks, string and shoelaces, serviettes
- ★ items or small pictures for letter template activities: paper or tissue paper, tinfoil, foam, fabric, finger-paint, ribbon, little stones, beads, beans, sand, hearts, hats, hair, hay, highlighters, lentils, lollipop wrappers, lace, leaves, toothpicks, tape, cardboard scraps, cork, coffee grains.

## Preparation for each story

- ★ Collect props for storytelling, role play and pretend play.
- ★ Photocopy the activity pages for each learner.
- ★ Prepare the games and puzzles and store in a packet or container.
- ★ Make playdough and playdough mats (recipe included with the activity pages).
- ★ Photocopy and fold a little book for each learner (instructions in the activity pages).
- ★ Make two letter boxes for each story: Fill empty ice-cream containers with objects (or pictures of objects) that start with a specific sound. For example, the **s** box will contain objects whose names begin with the sound /s/. Use the word lists to help you choose items for the boxes. Label each letter box using the letter templates. It is a good idea to trace the templates onto felt, foam or sandpaper so that learners can feel the shape of the letter.

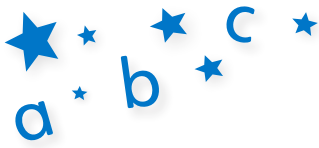
# Teaching Home Language in the Grade R daily programme

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

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

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

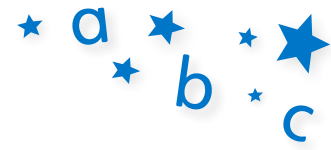




# Mutevhet̩hadu wa vhege mbili wa Luambo lwa Hayani






## Vhege ya 1

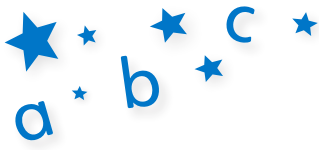
Mishumo ya kijasi yothe	Musumbuluwo	Ḷavhuvhili	Ḷavhuraru	ḶavhuḶa	ḶavhuḶanu
<b>Mishumo yo disendekaho kha nganea</b>	<b>U Ḷalutshedza nganea na u fhaḶa Ḷdivho ya maipfi</b>	<b>U Ḷalutshedza nganea na u imba</b>	<b>U Ḷalutshedza nganea na Ḷitambwa</b>	<b>U vhekanya zwifanyiso</b>	<b>U ita, u ola na u Ḷwala</b>
	Vhagudi vha pfa nganea lwa u tou thoma ngeno vha tshi khou guda Ḷdivho ya maipfi maswa.	Vhagudi vha thetshesela hafhu nganea na u imba luimbo lu elanaho na nganea.	Vhagudi vha dzhia mishumo yo fhambanaho na u shumisa luambo lwa nganea vhone vhaḶe, musi nganea i tshi anetshelwa.	Vhagudi vha Ḷalutshedza hafhu nganea nga u shumisa zwifanyiso.	Vhagudi vha imela mihumbulo yavho zwi tshi kwama nganea nga u vhumba tshithu, u ola tshifanyiso kana u shela mulenzhe kha u vhala nga u sieliana.
<b>Mishumo ya maḶedere na mibvumo</b>	<b>U Ḷivhadza mubvumo u bva kha nganea</b>	<b>U vhumba Ḷedere</b>	<b>Mabogisi a maḶedere</b>	<b>U thetshesela mibvumo yo sedzwaho</b>	<b>U Ḷanganyisa na u khethekanya</b>
	Vhagudi vha a gudiswa mubvumo wo sedzwaho na u u Ḷumana na maipfi a bvaho kha nganea.	Vhagudi vha vhumba Ḷedere Ḷo sedzwaho vha tshi khou shumisa zwishumiswa zwo fhambanaho na tshenzhemo ya zwipfi yo pfumaho.	Vhagudi vha vhona , u fara na u amba nga zwithu na zwifanyiso zwine zwa thoma nga mubvumo wo sedzwaho.	Vhagudi vha topola mibvumo yo sedzwaho kha maipfi.	Vhagudi vha Ḷanganyisa mibvumo u itela u vhumba maipfi maswa na u Ḷhukhukanya maipfi uri a vhe mibvumo.
<b>Mishumo ya tshigwada tshituku</b>	<b>Musumbuluwo</b>	<b>Ḷavhuvhili</b>	<b>Ḷavhuraru</b>	<b>ḶavhuḶa</b>	<b>ḶavhuḶanu</b>
Stella u a sumbedza uri ndi ifhio mishumo ya tshigwada tshituku ine ya tshimbidzwa nga mudededzi Ḷvha ḶiḶwe na ḶiḶwe.					
<b>Tshigwada tsha lutombo</b>	<b>Mushumo wa 1: U ola na Ḷdivho i rangelahoho u Ḷwala ha vhagudi</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>	<b>Mushumo wa 3: U vhala nga iwe muḶe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḶi na muḶwalo</b>	<b>Mushumo wa 5: U Ḷiita u nga u khou tamba</b>
	Vhagudi vha rekhoda mihumbulo yavho nga kha nyolo na Ḷdivho i rangelaho u Ḷwala.	Vhana vha ita khanganyiso dza maipfi na u tamba mitambo ya luambo.	Vhagudi vha vhala nga vhothe na u Ḷiphina nga dzibugu na dzinwe khandiso.	Vhana vha ita mishumo ya u sudzuluwa ha misipha havhuḶi na u guda u vhumba maḶedere.	Vhagudi vha fhaḶa kha luambo lwa nganea na thero nga kha u Ḷiita u nga vha khou tamba.
<b>Tshigwada tshidala</b>	<b>Mushumo wa 5: U Ḷiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na Ḷdivho i rangelaho u Ḷwala ha vhana</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>	<b>Mushumo wa 3: U vhala nga iwe muḶe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḶi na muḶwalo</b>
<b>Tshigwada tsha ḶaḶa</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḶi na muḶwalo</b>	<b>Mushumo wa 5: U Ḷiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na Ḷdivho i rangelaho u Ḷwala ha vhana</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>	<b>Mushumo wa 3: U vhala nga iwe muḶe</b>
<b>Tshigwada tshitswuku</b>	<b>Mushumo wa 3: U vhala nga iwe muḶe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḶi na muḶwalo</b>	<b>Mushumo wa 5: U Ḷiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na Ḷdivho i rangelaho u Ḷwala ha vhana</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>
<b>Tshigwada tsha phephuḶu</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>	<b>Mushumo wa 3: U vhala nga iwe muḶe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḶi na muḶwalo</b>	<b>Mushumo wa 5: U Ḷiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na Ḷdivho i rangelaho u Ḷwala ha vhana</b>



# The Home Language two-week cycle

## Week 1

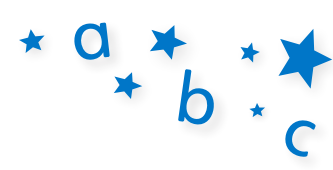
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Story-based activities</b>	<b>Storytelling and building vocabulary</b>	<b>Storytelling and singing</b>	<b>Storytelling and role play</b>	<b>Sequencing pictures</b>	<b>Make, draw and write</b>
	Learners hear the story for the first time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








## Vhege ya 2

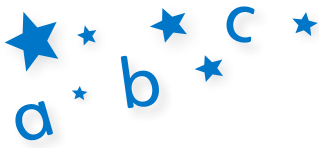
Mishumo ya kilasi yothe	Musumbuluwo	Lāvuhvhili	Lāvuraru	Lāvhuṅa	Lāvhuṭanu
<b>Mishumo yo qisendekaho kha nganea</b>	<b>Huṅwe u vhekanya zwifanyiso</b>	<b>U vhala nga u sielisana – Bugu Khulu</b>	<b>U guda u thetshesela</b>	<b>U vhala na u ita</b>	<b>U ita, u ola na u ṅwala</b>
	Vhagudi vha ṭanganyisa ṅdivho yavho ya nganea nga u vhekanya zwifanyiso vho ḍiimisa nga vhoṭhe.	Vhagudi vha thetshesela nganea i ḍivheaho tshine tsha khou vhaliwa musi mudededzi a tshi sumbedza kuitele kwa u vhala.	Vhagudi vha thetshesela nga vhuronwane na u tevhedza ndaela dzi ambiwaho.	Vhagudi vha ṭalutshedza tswayo dzo ṅwaliwaho na tshifanyiso.	Vhagudi vha sumbedza mihumbulo yavho nga ha nganea nga u vhumba tshithu, u ola tshifanyiso kana u shela mulenzhe kha u vhala nga u sielisana.
<b>Mishumo ya maḷedere na mibvumo</b>	<b>U ḍivhadza mubvumo u bva kha nganea</b>	<b>U vhumba ḷedere</b>	<b>Mabogisi a maḷedere</b>	<b>U thetshesela mibvumo yo sedzwaho</b>	<b>U ṭanganyisa na u khethekanya</b>
	Vhagudi vha a gudiswa mubvumo wo sedzwaho na u u ṭumana na maipfi a bvaho kha nganea.	Vhagudi vha vhumba ḷedere ḷo sedzwaho vha tshi khou shumisa zwishumiswa zwo fhambanaho na tshenzhemo ya zwipfi yo pfumaho.	Vhagudi vha vhona, u fara na u amba nga zwithu na zwifanyiso zwine zwa thoma nga mubvumo wo sedzwaho.	Vhagudi vha topola mibvumo yo sedzwaho kha maipfi.	Vhagudi vha ṭanganyisa mibvumo u itela u vhumba maipfi maswa na u ṭhukhukanya maipfi uri a vhe mibvumo.
<b>Mishumo ya tshigwada tshituku</b>	<b>Musumbuluwo</b>	<b>Lāvuhvhili</b>	<b>Lāvuraru</b>	<b>Lāvhuṅa</b>	<b>Lāvhuṭanu</b>
Stella u a sumbedza uri ndi ifhio mishumo ya tshigwada tshituku ine ya tshimbidzwa nga mudededzi ḍuvha Jiṅwe na Jiṅwe.					
<b>Tshigwada tsha lutombo</b>	<b>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhagudi</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo</b>	<b>Mushumo wa 5: U ḍiita u nga u khou tamba</b>
	Vhagudi vha rekhoda mihumbulo yavho nga kha nyolo na ṅdivho i rangelaho u ṅwala.	Vhana vha ita khanganyiso na u tamba mitambo ya luambo.	Vhagudi vha vhala nga vhoṭhe na u ḍiphina nga dzibugu na dziṅwe khandiso.	Vhana vha ita mishumo ya u sudzuluwa ha misipha havhuḍi na u guda u vhumba maḷedere.	Vhagudi vha fhaṭa kha luambo lwa nganea na thero nga kha u ḍiita u nga vha khou tamba.
<b>Tshigwada tshidala</b>	<b>Mushumo wa 5: U ḍiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo</b>
<b>Tshigwada tsha ṭaḍa</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo</b>	<b>Mushumo wa 5: U ḍiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>
<b>Tshigwada tshitswuku</b>	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo</b>	<b>Mushumo wa 5: U ḍiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>
<b>Tshigwada tsha phephuḷu</b>	<b>Mushumo wa 2: Khanganyiso na mitambo</b>	<b>Mushumo wa 3: U vhala nga iwe muṅe</b>	<b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha misipha havhuḍi na muṅwalo</b>	<b>Mushumo wa 5: U ḍiita u nga u khou tamba</b>	<b>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana</b>





## Week 2

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

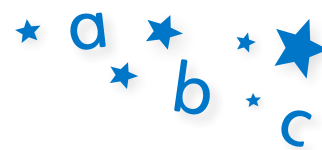


## Mishumo ya mbekanyamushumo yo disendeka na CAPS

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

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





## Programme activities are CAPS aligned

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

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



Mutevheṭhaḁu wa vhege mbili	Maḁedere oṭhe a kiḁasi na mishumo ya mibvumo	Zwikili zwa Luambo zwa CAPS	Mutevhe wa zwine zwa fanela u sedzwa zwa u Linga	Rubiriki ya u Linga
<b>Vhege ya 1 na 2:</b> Musumbuluwo	U ḁivhadza mubvumo u bva kha nganea	Mibvumo		<b>Rubiriki ya 1 ya Mibvumo, ya u Vhala, na ya u ṭalela:</b> U ḁivha nga ṅḁila ya u thetshesela na nga u vhona ḁziṅwe dzithemba na dzipfandoṭhe
ḁavhuhili	U vhumba ḁedere	Muṅwalo	U vhumba maḁedere nga ṅḁila dzo fhambanaho a tshi khou shumisa nyolo ya minwe, bulatsho dza u pennda, khirayoni dza pfuraṅotshi na zwiṅwe. U thoma kha tshauḁa a tshi khou tevhela sia ḁone	<b>Rubiriki ya 1 ya Nḁivho i Rangelaho u ṅwala na Muṅwalo:</b> U bvedza zwikili zwa misipha miṭuku na zwikili zwa u sudzuluwa ha misipha havhuḁi
ḁavhururu	Mabogisi a maḁedere	Mibvumo	U ḁivha nga ṅḁila ya u thetshesela na nga u vhonekubugwana kwune vha nga kwu takalela u kwudziṅwe themba na pfalandoṭhe dza u thoma nga maanḁa mathomoni a ipfi	<b>Rubiriki ya 1 ya Mibvumo, ya u Vhala, na ya u ṭalela:</b> U ḁivha nga ṅḁila ya u thetshesela na nga u vhona ḁziṅwe dzithemba na dzipfandoṭhe
ḁavhuḁa	U thetshesela mibvumo yo sedzwaho	Mibvumo		<b>Rubiriki ya 2 ya Mibvumo, ya u Vhala, na ya u ṭalela:</b> U thoma u ḁivha uri maipfi o vhumbiwa nga mibvumo: u ṅetshedza mubvumo wa u thoma wa dzina ḁawe
ḁavhuṭanu	U ṭanganyisa na u khethekanya	Mibvumo	U khethekanya maipfi a madungo manzhi a vha madungo: u shumisa u vhandu zwanḁa kana u lila ha ngoma kha dungo ḁiṅwe na ḁiṅwe kha ipfi kana u topola tshivhalo tsha madungo (u vhandu zwanḁa) kha madzina a vhana kiḁasini	
Mutevheṭhaḁu wa vhege mbili	Mishumo ya tshigwada tshiṭuku	Zwikili zwa Luambo zwa CAPS	Mutevhe wa zwine zwa fanela u sedzwa zwa u Linga	Rubiriki ya u Linga
<b>Vhege ya 1 na 2:</b> Musumbuluwo	U ola na ṅḁivho i rangelaho u ṅwala	Nḁivho i rangelaho u ṅwala	U lingedza u ṅwala maḁedere a tshi khou shumisa masongesonge, u ṅwalatadza, na zwiṅwe. “ u vhalu” muṅwalo waawe: “u vhalu” zwine masongesonge a amba  U fara khirayoni nga ṅḁila yone a tshi khou shumisa kufarele kwa penisela kwu ṭanganedzeaho	<b>Rubiriki ya 2 ya Nḁivho i rangelaho u ṅwala na Muṅwalo:</b> U ola zwifanyiso a tshi khou dzhia muhumbulo muhulwane wa zwiṭori, dzinyimbo kana tshidade <b>Rubiriki ya 3:</b> U pfesesa uri u ṅwala na u ola zwo fhambana: u ḁiita u nga u khou ṅwala ho sumbedzwa nga u shumisa masongesonge
ḁavhuhili	Khanganyiso na mitambo	Mibvumo U thetshesela na u amba	U shumisa luambo u humbula na u amba zwi pfalaho: u fananyisa zwithu zwine zwa tshimbilelana na u vhambedza zwithu zwi sa fani.	<b>Rubiriki ya 1 ya Mibvumo, ya u Vhala, na ya u ṭalela:</b> U ḁivha nga ṅḁila ya u thetshesela na nga u vhona ḁziṅwe dzithemba na dzipfandoṭhe
ḁavhururu	U vhalu nga woṭhe	U vhalu na u ṭalela	U “vhalu” dzibugu nga eṭhe u itela u ḁitakadza ḁaiburari kana kha khona ya u vhalu ya kiḁasirumu  U fara bugu nga ṅḁila yone a i imisele ṅṅha na u vula masiaṭari nga ṅḁila yone	<b>Rubiriki ya 3 ya Mibvumo, ya u Vhala, na ya u ṭalela:</b> U vhumba nganea yawe nga “u vhalu” zwifanyiso
ḁavhuḁa	Zwikili zwa u sudzuluwa ha misipha havhuḁi na muṅwalo	Muṅwalo	U vhumba maḁedere nga ṅḁila dzo fhambanaho a tshi khou shumisa nyolo ya minwe, bulatsho dza u pennda, khirayoni dza pfuraṅotshi na zwiṅwe. U thoma kha tshauḁa a tshi khou tevhela sia ḁone  U kopa maḁedere a ḁivheaho kha dzina ḁawe u sumbedza muṅwalo: u kopa dzina ḁawe  U bvedza ndango ya u sudzuluwa ha misipha havhuḁi a tshi khou shumisa tshigero u gera zwifanyiso zwa mutalo mudenya, zwiwhumbeo, na zwiṅwe	<b>Rubiriki ya 1 ya Nḁivho i rangelaho u ṅwala na Muṅwalo:</b> U bvedza zwikili zwa misipha miṭuku na zwikili zwa u sudzuluwa ha misipha havhuḁi
ḁavhuṭanu	U ḁiita u nga u khou tamba	U thetshesela na u amba Nḁivho i rangelaho u ṅwala	Maṅwalo a matambwa kha nyimele dza matambwa: u dzhia mulaedza wa luṭiṅgo, u ṅwala ndaṭiso ya zwa vhuendi na zwiṅwe  U kopa khandiso i bvaho kha vhupo musi a tshi khou tamba	







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

# ★ Ndi vhone mme anga naa?

## Nganea

Kalekale ho vhuya ha vha na tshiñwe tshiñoni tsha tshisadzi tshe tsha vha tsho ita tshiṭaha tsho nakaho nṭha ha muri muhulu. Tsho vha tsho kudzela gumba tshiṭahani tshatsho u bva afho tsho mbo ḡi ḡi alamela lwa maḡuvha manzhi u itela uri ḡi dzule ḡi tshi khou dudela. Fhondo ḡo vha ḡi tshi khou aluwa nga ngomu ha gumba.

Nga murahu ha tshifhinga, Tshiñoni tsha Tshisadzi tsho mbo ḡi farwa nga nḡala. Tsho vha tshi tshi khou ṭoḡoḡo bva tsha ya u tshela zwiḡiwa ngauralo tsho mbo ḡi bva tshiṭahani tsha fhufha. Zwino ni humbula uri ho itea mini musi tshi siho? Fhondo ḡo vha ḡi kha ḡi vha ḡi ḡiṭuku nga maandḡa, fhedzi ḡo vha ḡo lugela uri ḡi thothonye kha gumba. Ḳo mbo ḡi khokhonya nga ngomu ha gwangwa ḡa gumba nga mulomo waḡo ḡa ita kubuli kuṭuku. Ḳo mbo ḡi sukumedza mulomo waḡo nga bulini, gumba ḡo mbo ḡi pwashea, Fhondo ḡo mbo ḡi thothonya ḡa bva kha gumba! Ḳo vha ḡo takalesa nahone ḡo mbo ḡi dzinginyisa zwipapa zwaḡo. Fhondo ḡo mbo ḡi sedza mme aḡo ḡi tshi mona ḡa ri: "Mme anga vha ngafhi?" Ḳo ṭingṭinga ḡi tshi sedza nṭha na fhasi na u mona hoṭhe, fhedzi zwo ri vhutoto ḡa sa kone u vha vhona.

"Ndi ḡo tou bva nda ya u wana mme anga," Fhondo ḡo amba nga u ralo. Ḳo mbo ḡi bvela nḡa ha tshiṭaha nahone ni a ḡivha uri ho itea mini naa? Ḳo mbo ḡi wela fhasi ḡa ri bii! Ngangoho, Fhondo a ḡi athu kona u fhufha – ḡo vha ḡi tshēe ḡiṭukusa. Ḳo vha ḡi fhondo ḡi re na maandḡa ḡi si naho nyofho, u bva afho ḡo mbo ḡi takuwa, ḡa ḡidzinginyisa ḡa ṭuwa u ya u wana mme aḡo.

Ḳi nḡilani ḡo mbo ḡi vhona kholomo. Ḳo ḡo i vhudzisa ḡa ri, "Kholomo, Ndi vhone mme anga naa?" Kholomo yo ri, "moooo," "Hai, a si nṅe mme au, fhedzi ndi ḡo u nṅe mafhi." Fhondo ḡo ri, "Hai ndo livhuwa," "Ndi fanela u wana mme anga," Ḳo ri u ralo ḡa mbo ḡi kandela phandḡa na lwendo.



Hu si kale ḡo mbo ḡi ṭangana na mbudzi. Ḳo i vhudzisa ḡa ri, "Mbudzi, Ndi vhone mme anga naa?"

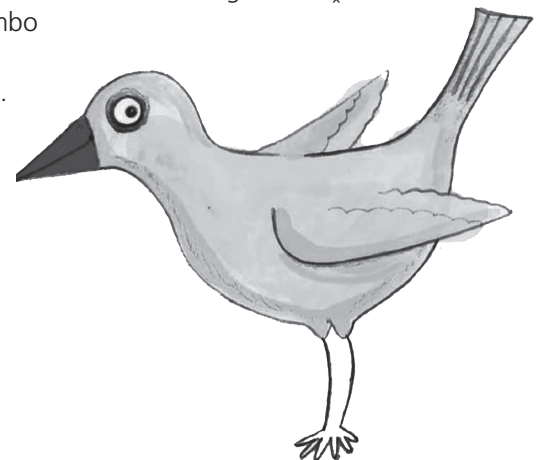
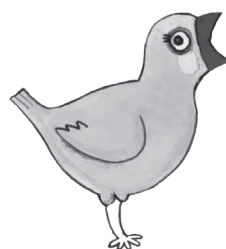
"Mee, mee," mbudzi yo amba nga u ralo i tshi dzungudza na ṭhoho yayo i re na mamvele. "Hai, a si nṅe mme au, fhedzi idai ri ḡe hatsi vhu ḡifhaho." Fhondo ḡo ri, "Hai ndo livhuwa," "Ndi fanela u wana mme anga," Ḳo ri u ralo ḡa mbo ḡi kandela phandḡa na lwendo hafhu.

Fhondo ḡo mbo ḡi thoma u pfa ḡo ṭungufhala. Muhumbuloni ḡo vha ḡi tshi ri: "Ndi kha ḡi ḡo dovha nda wana mme anga naa?" Ho mbo ḡi bvelela Mukegulu a tshi khou tshimbila a tshi tsa na nḡila a na tshirundu a mbo ḡi pfa ipfi ḡisekene ḡi tshi ri: "Tii-tii, -tii-tii." O vha a sa zwi ḡivhi uri Fhondo ḡi khou vhudzisa hune mme aḡo vha vha hone.

Zwino ni humbula uri mukegulu vho ita mini? Ho luga, vho mbo ḡi doba Fhondo vha ḡi vhea nga ngomu ha tshirundu tshavho. Mukegulu vho ri, "U vhone wo xela." "Ndi a ḡivha hune mme au vha vha hone." Mukegulu vho mbo ḡi wana tshiṭaha vha mbo ḡi humisela Fhondo tshiṭahani nga vhuronwane. U bva afho vho mbo ḡi dzula nṭha ha tombo vha ṭalela. Ni nga kona u humbulela zwine zwa ḡo itea naa?

Tshiñoni tsha Tshisadzi tsho vha tsho wana dziñwe mbungu nahone tsho mbo ḡi fhufha tsha humela tshiṭahani tshi na mbungu ndapfu mulomoni watsho. Fhondo ḡo vha ḡi sa athu vha vhona murahuni ngauri ḡo vha ḡi nga ngomu ha gumba. Ḳo mbo ḡi vhidzelela ḡo takala ḡa ri: "Ndi vhone mme anga naa? Ndi a zwi ḡivha uri vha mme anga!" Tshiñoni tsha Tshisadzi tsho ri: "Ee, mufunwa wanga, ndi nṅe mme au." Fhondo ḡo mbo ḡi aṭama kudomo kwaḡo ḡo takala, ḡa mbo ḡi mila mbungu nga u ṭavhanya. Tshiñoni tsha Tshisadzi na Fhondo zwo mbo ḡi dzula fhasi zwoṭhe tshiṭahani. Vhuvhili hazwo zwo vha zwo takala nga maandḡa ngauri zwo dovha zwa vha zwoṭhe.

**Aya ndi one magumo a nganea.**



# ★ Are you my mother?

## Story

Once upon a time there was a mother bird who built a beautiful nest in a big tree. She laid an egg in her nest and then she sat there for many days to keep it warm. Baby Bird was growing inside the egg.

After a while, Mother Bird felt hungry. She wanted to go and find food to eat so she flew away from the nest. Now what do you think happened while she was away? Baby Bird was still very small, but was ready to come out of the egg. He tapped the inside of the egg shell with his beak and made a little hole. He pushed his beak through the hole, the egg broke, and Baby Bird hatched out of the egg! He was so happy and he shook his little wings. Baby Bird looked around for his mother and said: "Where is my mother?" He looked up and down and all around, but he could not see her.

"I will go and find my mother," said Baby Bird. He stepped right out of the nest and do you know what happened? He fell straight down to the ground! Of course, Baby Bird couldn't fly yet – he was still too small. He was a strong and brave little bird, so he stood up, shook himself and went off to find his mother.

Along the way he saw a cow. "Cow, are you my mother?" he asked. "Mooooo," said the cow. "No, I am not your mother, but I will give you some milk." "No thank you," said Baby Bird, "I must find my mother," he said and walked on.



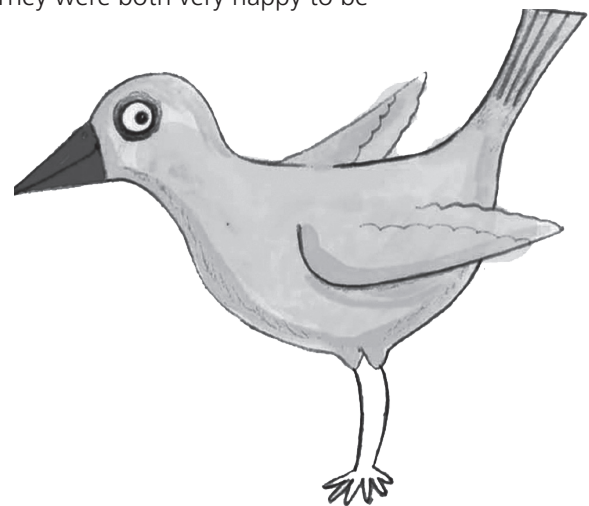
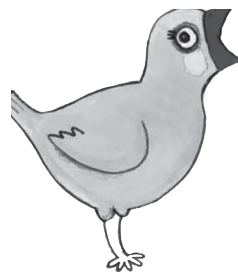
Soon he met a goat. "Goat, are you my mother?" he asked. "Meh, meh," said the goat and shook her hairy head. "No, I am not your mother, but come and eat sweet grass with me." "No thank you," said Baby Bird, "I must find my mother." And he walked on again.

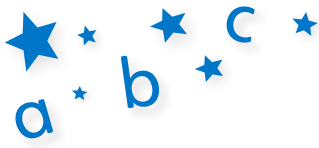
Baby Bird began to feel sad. He thought: "Am I ever going to find my mother?" Just then Gogo was walking down the path with her basket and she heard a little voice saying: "Tweet-tweet, tweet-tweet." She didn't know that Baby Bird was asking where his mother was.

Now what do you think Gogo did? Well, she picked up Baby Bird and put him in her basket. "You look lost," said Gogo. "I know where your mother is." Gogo found the nest and very carefully put Baby Bird back. Then she sat down on a rock and watched. Can you guess what happened next?

Mother Bird had found some worms and she flew back to the nest with a long worm in her beak. Baby Bird had never seen her before because he had been inside the egg. He called excitedly: "Are you my mother? I know you are my mother!" And Mother Bird said: "Yes, my dear one, I am." Baby Bird happily opened his little beak, and gobbled up the worm. Mother Bird and Baby Bird settled down together in the nest. They were both very happy to be back together.

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





## Luimbo

Ndi khou ̣oḡa mme anga (Mme anga x2)  
 Vha ngafhi mme anga (Mme anga x2)  
 Vho kholomo, Ndi vhone Mme anga?  
 Moo! A si n̄e mme au (Mme a u x2)  
 Ndi khou ̣oḡa mme anga (Mme anga x2)

A si n̄e mme au (Mme a u x2)  
 Iḡai u dzhie mafhi kheya (Mafhi kheya mafhi kheya)  
 Hai! Ndi khou ̣oḡa mme anga.

Vho mbudza ndi vhone mme anga?  
 Hai! A si n̄e mme au (mme a u x2)  
 Vha ngafhi mme anga (Mme a nga x2)

A si n̄e mme a u (Mme a u x2)  
 Fhedzi iḡai ri ̣e hatsi khohu (Hatshi khou x2)  
 Hai! Ndi khou ̣oḡa mme anga (Mme a nga x2)

Mukegulu! Ndi khou ̣oḡa mme anga (Mme anga x2)  
 Iḡai ri ̣uwe ha mme au (Mme a u x2)

Ndo lindela mme anga (Mme anga x2) x2

Ndo vha wana mme anga (Mme anga) x3

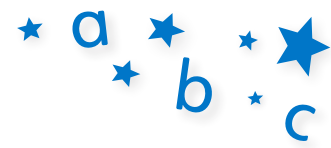
*(Imbani nga tshuni ya "XXXX" kana shumisani tshuni yaḡu)*



## Nḡivho ya maipfi a bvaho kha nganea

Maipfi a ndeme:	tshiḡoni	tshiḡaha	gumba	kholomo	mbudzi	wana
Maipfi o engedzwaho:	muri	mulomo	phapha	mbungu	̣a	thothonya
	khokhonya	pwashea	fhufha	nḡha	fhasi	takala





## Song

Baby Bird stepped out of the nest, out of the nest, out of the nest  
 Baby Bird stepped out of the nest  
 To go and find his mother.

Mrs Cow are you my mother, you my mother, you my mother?  
 Mrs Cow are you my mother?  
 Where can she be?

I'm not your mother but here is some milk, here is some milk, here is some milk  
 I'm not your mother but here is some milk,  
 Where can she be?

Mrs Goat are you my mother, you my mother, you my mother  
 Mrs Goat are you my mother?  
 Where can she be?

I'm not your mother but come eat grass, come eat grass, come eat grass  
 I'm not your mother but come eat grass,  
 Where can she be?

Gogo put me back in my nest, back in my nest, back in my nest  
 Gogo put me back in my nest,  
 To wait for my mother.

Baby Bird here I come, here I come, here I come,  
 Baby Bird here I come,  
 With a fat juicy worm!

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



## Vocabulary from the story

Key-words:	bird	nest	egg	cow	goat	find
Extra words:	tree	beak	wing	worm	eat	hatch
	tap	break	fly	up	down	excited





### Zwine vha do toḁa:

- Nganea: *Ndi vhone mme anga naa?*
- Zwipopai: Mme a tshinoni, fhondo, kholomo, mbudzi, Mukegulu, muri, tshitaha, gumba, fhondo li ngomu ha gumba
- Dzisifhereswenda: tshipiḁa tsha wulu ndenya kana muḁali wa mbungu, tshitaha tsha tshinoni, gumba la pulasiḁiki, tshikukwana tsha tshitambwiswa, mithenga, fureme dza mangilasi a mukegulu, tshirundu
- Zwithu kana garaḁa dza zwifanyiso dza maḁwe maipfi a bvaho kha mutevhe wa nḁivho ya maipfi.



## Vhege ya 1 Duvha la 1

### Mishumo ya kilasi yoḁe

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

#### Maḁo mavhili a u vhona

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

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

#### 1 Vha sa athu vha ḁalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ḁohoho ya nganea na u ḁivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ḁumane nganea na vhutshilo ha vhagudi: Zwinoni zwi dzula ngafhi? Ni a zwi ḁivha uri fhondo li bebiswa hani naa? Mafhondo a la mini?
- 1.3 Kha vha ri: *“Ri sa athu thoma, ndi khou toḁou ni vhudza ḁalutshedzo dza maḁwe maipfi ane ra ḁo a wana nganeani.”* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa nḁivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi la amba zwone. Sa tsumbo: kha vha vha sumbedze zwifanyiso zwa zwiḁaha zwo fhambanaho.

#### 2 Musi vha tshi ḁalutshedza nganea

- 2.1 Kha vha ḁalutshedze nganea nga nḁila i nyanyulaho na u shumisa maipfi o fhambanaho. Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.2 Kha vha humbele vhagudi uri vha bule zwi ḁaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḁaho phindulo i fhiraho nthihi, dzi fanaho na: *“Ni humbula uri Fhondo li khou ya u wana mme aḁo naa? Ni humbula u nga Fhondo li khou ḁi pfisa hani?”*

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

- 3.1 Kha vha vhudzise vhagudi: *“Ndi zwifhio zwe na zwi takalela nga nganea? Ndi zwifhio zwine a no ngo zwi takalela? Ndi tshifhio tshipiḁa tshaḁu tsha khwinesa? Ndi dzifhio mbudziso dzine na vha nadzo nga nganea? No no vhuya na xela naa? Ni a zwi ḁivha zwine na fanela u ita arali no xela naa?”*

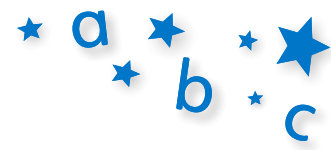
### U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *“takalesa, takuwa, takala, tou, tombo. Ni khou kona u pfa mubvumo wo sedzwaho naa: takalesa, takuwa, takala? Ee, ni khou amba zwone! Oḁe i na mubvumo wa /t/.”*
- 2 *“Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga /t/: tie, tala, tamba, tumba, tivha, tombo, tumula.”* (Kha vha ombedzele mubvumo wa mathomoni musu vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /t/ nga nḁila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /t/: *“t-t-t”*. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

### Mishumo ya tshigwada tshituku

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





### You will need:

- Story: Are you my mother?
- Puppets: Mother Bird, Baby Bird, cow, goat, Gogo, tree, nest, egg, Baby Bird in egg
- Props: a piece of thick wool/string for a worm, a bird's nest, a plastic egg, a toy chick, feathers, granny glasses frames, a basket
- 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: Where do birds live? Do you know how baby birds are born? What do baby birds eat?
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example, show them pictures of different nests.

#### 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: *"Do you think Baby Bird is going to find his mother? How do you think Baby Bird is feeling?"*

#### 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? Have you been lost? Do you know what to do if you get lost?"*

### 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: *"takalesa, takuwa, takala, tou, tombo. Can you hear the focus sound: takalesa, takuwa, takala? Yes, you are right! They all have the sound /t/."*
- 2 *"Listen carefully, here are some more words with /t/: tie, tala, tamba, tumba, tivha, tombo, tumula."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /t/ clearly and tell learners to watch your mouth.
- 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.





### Zwine vha do toḡa:

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



## Vhege ya 1 Duvha la 2

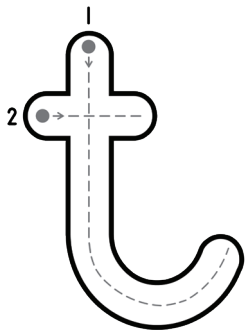
### Mishumo ya kilasi yothe

#### U ḡalutshedza nganea na u imba

- 1 Kha vha thome nga u humbudza vhagudi ḡalutshedzo dza maipfi e vha a ḡivhadza nga Duvha la 1.
- 2 Kha vha ḡalutshedze hafhu nganea vha tshi khou shumisa zwipopai. Kha vha vhudzise dzimbudziso musi vha tshi ḡalutshedza nganea. Kha vha ḡuḡuwedze vhagudi u bula zwi ḡaho zwine zwa do itea.
- 3 Kha vha vhudze vhagudi uri vha khou ya u vha funza luimbo tshiswa tshine tsha tshimbilelana na nganea.
- 4 Kha vha ambe mitaladzi ya luimbo i si gathi nga ndila i pfallaho nga u ongolowa, vha vha humbele uri vha shele mulenzhe vha imbe vho ḡangana na vhone. Zwi nga ḡi kongela vhagudi u humbula maipfi othe, ngauralo kha vha funze luimbo nga zwipiḡa.
- 5 Kha vha vhe na zwifanyiso kana dzisifhereswenda kana u ita nyito u itela u thusa vhagudi u pfesesa luambo lwa luimbo.
- 6 Kha vha funze vhagudi nyito dza luimbo na u ḡifhelwa musi hu tshi khou imbiwa nga luambo lwu fhiraho luthihi.

#### U vhumba leḡere

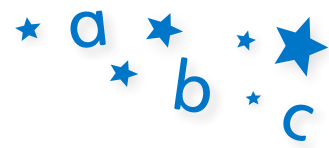
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḡwe line la thoma nga /t/ kana arali vha tshi nga humbula maḡwe maipfi ane a thoma nga mubvumo wa /t/.
- 2 Kha vha funze vhagudi nyito i ḡumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga edza u nga vha khou reila **ḡereḡere**.
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri leḡere la **t** li ḡwaliswa hani. Kha vha khoḡe u lingedza havho, u bva afho vha ḡwale leḡere liḡulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: *"Thomani kha tshithoma, ni ye fhasi ni monise. Imisani tshandḡa uri ni kone u tumula tsini na nḡha."*
- 4 Kha vha tendele vhagudi vha gude mbumbo ya leḡere muyani, khaphetheni, miḡanani yavho kana zwandani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba leḡere.
- 5 Nga murahu ha musi vho no sumbedza uri leḡere li ḡwaliswa hani, kha vha ye nḡḡa vha ḡee mugudi muḡwe na muḡwe mudzio u re na maḡi na bulatsho ya u pennda. Vhagudi vha nga pennda leḡere lunzhilunzhi nga maḡi kha phevimennde.
- 6 Kha vha ḡuḡuwedze vhagudi u amba mubvumo une leḡere la u ita musi vha tshi n wala leḡere.



### Mishumo ya tshigwada tshituḡu

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





### You will need:

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



## Week 1 Day 2

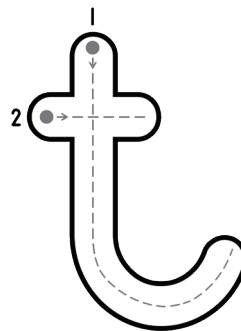
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /t/ or if they can think of any other words that start with the sound /t/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to drive a tractor (**t**er**t**ere).
- 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 rdown 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. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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





### Zwine vha do toda:

- Zwipopai zwa nganea
- Bogisi la maledere li re na zwithu kana zwifanyiso zwine zwa thoma nga t: tie, takala tivha, tombo, tumula

## Vhege ya 1 Duvha la 3

### Mishumo ya kilasi yothe

#### U talutshedza nganea na litambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha di kona u humbula talutshedzo dza maipfi a bvaho kha mutevhe wa ndivho ya maipfi. Sa tsumbo: "Kha vha vha humbele u ita nyito dza maipfi aya: "fhufha" na "khokhonya"."
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muwe na muwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha litambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u talutshedza nganea.
- 5 Kha vha talutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha mutalutshedzi wa nganea ane a dovha a divhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwothe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u talutshedza nganea na u tutuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kilasi yothe i tshi khou talela litambwa.
- 7 Arali hu na tshifhinga, vha nga di todou dovholola litambwa vha na vhagudi vho fhambanaho.



### Stella u ri:

Kha vha shumise mutibo wa bogisi la maledere, nga felete kana tshivhumbeo tsha ledere la bulo khawo u itela u sumbedza vhagudi uri maledere a pfallisa hani. Vhagudi vhanzhi vha a vhuwela nga u pfa na u kwama sa musi zwi tshi vha thusa u humbula zwivhumbeo zwa maledere.



### Mabogisi a maledere

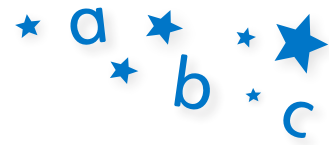
- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maledere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga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



### Mishumo ya tshigwada tshituku

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





#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **t**: tie, takala tivha, tomo, tumula

## Week 1 Day 3

### Whole class activities

#### Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask them to act out these action words: "fhufha" and "khokhonya".
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.



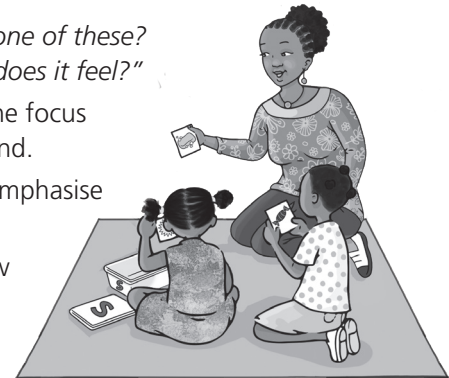
#### Stella says:

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



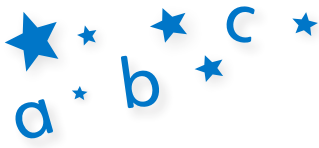
### Letter boxes

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



### Small group activities

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



### Zwine vha do toda:

- Thevhekano khulu ya zwifanyiso

### Stella u ri:



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

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



## Vhege ya 1 Duvha la 4

### Mishumo ya kilasi yothe

#### U vhekanya zwifanyiso

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

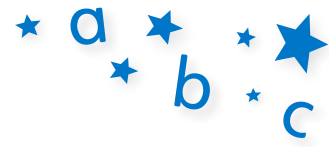
#### U thetshesela mibvumo yo sedzwaho

- 1 Kha vha humbele vhagudi vha dzule kha methe vha tou ri tshete vha thivhe ndevhe dzavho nga zwanda zwavho u itela uri vha thetshesela nga vhuronwane. Kha vha ḏalutshedze uri vha khou u ya u amba maipfi maḏa. Musu vho no fhedza u amba maipfi othe maḏa, vhagudi vha nga imisela zwanda zwavho ntha arali vha tshi divha uri ndi mubvumo ufho we vha u pfa mathomoni a maipfi othe.
  - ★ Mudededzi na vhagudi: "Thetshesani, thetshesani, ni thetshesela zwavhuḏi, ndi ufho mubvumo wo sedzwaho une na u pfa?"
  - ★ Mudededzi: "sosara, saha, saga, sila."
  - ★ Mudededzi na vhagudi: "Mmbudzeni, mmbudzeni, ni khou pfa mini?"
  - ★ Vhagudi: "/s/"
- 2 Nga murahu ha musu vhagudi vho no topola mubvumo wo sedzwaho kha maipfi, kha vha ambe mubvumo nga u tou ongolowa na nga ndila i pfalaho ngeno vha tshi khou ombedzela kusudzulutshele kwa mulomo wavho.
- 3 Kha vha shumise maipfi aya maḏa fhedzi nga tshifhinga tshithihi kha mushumo. Kha vha humele murahu kha wonowo mubvumo muthihi tshifhinga tshothe musu vha tshi ḏodou zwi ita, vha tshi khou shumisa ḏhanganyo dzo fhambanaho dza maipfi u itela uri zwi dzule zwi tshi khou takadza.
  - ★ /s/: sosara, sea, saha, saga, sefo, siaḏari, sale, sibatela, sunzi, sila
  - ★ /t/: tie, tala, tamba, tumba, tivha, tombo, tumula, tupula, tota
  - ★ /b/: bere, bada, bafu, bapu, bola, bisi, bodo, bele, baisigira, bogisi
  - ★ /ḏ/: ḏiromu, ḏola, ḏaka, ḏula, ḏabula, ḏorobo, ḏilogo, ḏuvha, ḏuvhudzelo

### Mishumo ya tshigwada tshituku

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





### You will need:

- Big sequence pictures

### Stella says:



These are useful questions to ask about each picture:

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

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

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



#### Listening for focus sounds

- 1 Ask learners to sit quietly on the carpet and cup their ears with their hands to listen carefully. Explain that you are going to say four words. When you have finished saying all four words, learners can put their hands up if they know what sound they heard at the beginning of all the words.
  - ★ Teacher and learners: "Listen, listen, loud and clear, what's the focus sound that you hear?"
  - ★ Teacher: "sosara, saha, saga, sila."
  - ★ Teacher and learners: "Tell me, tell me, what do you hear?"
  - ★ Learners: "/s/".
- 2 Once learners have identified the focus sound in the words, say the sound slowly and clearly while emphasising the movement of your mouth.
- 3 Use only four of these words at a time in the activity. Go back to the same sound as often as you need to, using different combinations of words to keep it interesting.
  - ★ /s/: sosara, sea, saha, saga, sefo, siaṭari, sale, sibadela, sunzi, sila
  - ★ /t/: tie, tala, tamba, tumba, tivha, tombo, tumula, tupula, tota
  - ★ /b/: bere, bada, bafu, bapu, bola, bisi, bodo, bele, baisigira, bogisi
  - ★ /d/: ḍiromu, ḍola, ḍaka, ḍula, ḍabula, ḍorobo, ḍilogo, ḍuvha, ḍuvhudzelo



#### Small group activities

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





### Zwine vha do toḁa:

- Guḁuu, zwigero
- Khadibogisi, bammbiri ḁa matshetshelelo, hatsi, mithenga, zwitanda, pennde, bulatsho dza u pennda, bammbiri kana bammbiri ḁi shumiswaho bungani
- Khirayoni dza pḁuraḁotshi khulwane
- Rolo ya bammbiri ḁi shumiswaho bungani ya mugudi muḁwe na muḁwe
- Zwifanyiso zwa zwiḁaha kana tshiḁaha tsha vhukuma
- Maipfi a madungo manzhi a elanaho na nganea: ḁwana, sama, ene muḁe, mme, tshiḁuku, u vha na mavhudzi, tshirundu, Mukegulu, takala, naka, nga vhuronwane

## Vhege ya 1 ḁuvha ḁa 5

### Mishumo ya kiḁasi yoḁe

#### U ita, u ola na u ḁwala

- 1 Kha vha sumbedze vhagudi tshiḁaha kana tshifanyiso tsha tshiḁaha vha ambe nga ha uri zwiḁaha zwo fhambanaho zwo itwa nga mini.
- 2 Kha vha ḁalutshedze vhagudi uri vha khou ya u ita tshiḁaha na tshiḁoni tshi kha muri. Kha vha vha sumbedze tsumbo na u vha humbudza uri vha tevhedze maga aya:
  - ★ Kha vha gere tshipiḁa tsha khadibogisi uri tshi ite ḁḁha ha muri.
  - ★ Kha vha nambatedze maḁari kha muri kana vha tandedze bammbiri ḁi shumiswaho bungani uri ḁi ite maḁari.
  - ★ Kha vha ite tshiḁaha nga zwitanda, vha tandedze zwipiḁa zwa bammbiri uri zwi ite makumba a re tshiḁahani.
  - ★ Kha vha ole vha gere tshifanyiso tsha tshiḁoni. Kha vha shumise rolo ya bammbiri ḁi shumiswaho bungani u ita tsinde (vha ḁo tea u gera mirando kha lurumbu lwa rolo ya bammbiri ḁi shumiswaho bungani phanda ha ngudo).



### Stella u ri:



*U ita zwibola zwiḁuku nga bammbiri ḁi shumiswaho bungani ndi zwavhuḁi kha mveledziso ya u sudzuluwa ha misipha havhuḁi.*

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

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁiḁwe ḁa maipfi ḁi bvaho kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ḁhukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **tshi | ru | ndu**.
- 2 Kha vha humbele vhagudi uri vha lavhelese khonani vha vhandane zwanḁa kha dungo a ḁiḁwe na ḁiḁwe: **tshi** (u vhandana zwanḁa) **ru** (u vhandana zwanḁa) **ndu** (u vhandana zwanḁa).
- 3 Kha vha ambe maḁwe maipfi a madungo manzhi ane a bva kha nganea musi vhagudi vha tshi khou vhandana zwanḁa kha dungo ḁiḁwe na ḁiḁwe.
- 4 Kha vha ḁuḁuwedze vhagudi uri vha vhalele tshivhalo tsha madungo kha maipfi (sa tsumbo: "tshirundu" ḁi na madungo mararu).

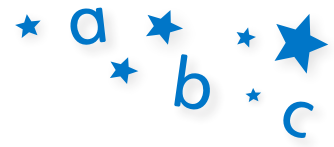


### Mishumo ya tshigwada tshiḁuku

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







### You will need:

- Glue, scissors
- Cardboard, scrap paper, grass, feathers, sticks, paint, paintbrushes, paper or tissue paper
- Jumbo wax crayons
- A toilet roll for each learner
- Pictures of nests or a real nest
- A list of multisyllabic words relating to the story: *nwana, sama, ene muṅe, mme, tshituku, u vha na mavhudzi, tshirundu, Mukegulu, takala, naka, nga vhuronwane*

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Show learners a nest or pictures of a nest and talk about what different nests are made from.
- 2 Explain to learners that they are going to make a nest and a bird in a tree. Show them an example and suggest they follow these steps:
  - ★ Cut out a piece of cardboard to make the top of the tree.
  - ★ Stick leaves on the tree or roll tissue paper to make the leaves.
  - ★ Make a nest out of sticks, and roll bits of paper to make eggs in the nest.
  - ★ Draw and cut out a picture of a bird.
  - ★ Use a toilet roll for the tree trunk (you will need to cut slits in the side of the toilet roll before the lesson).



### Stella says:



*Making little balls with tissue paper is good for fine motor development.*

### Blending and segmenting (syllables)

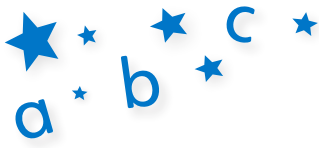
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **tshi | ru | ndu**.
- 2 Ask learners to face a friend and do a high five for each syllable: **tshi** (*high five*) **ru** (*high five*) **ndu** (*high five*).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable. To vary the activity, they can also clap on their knees for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "tshirundu" has three syllables).



### Small group activities

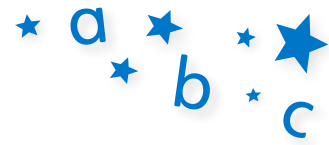
Remind learners about the small group activities, the rules for each activity and the tidy-up process.








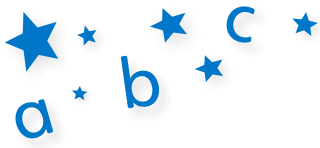
# Mishumo ya tshigwada tshituku ya Vhege ya 1

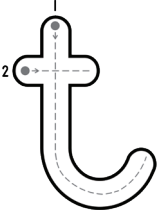

Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> <li>Siatari li si naho tshithu la A4 la mugudi muñwe na muñwe</li> <li>Khiraioni dza pfuraotshi khulwane</li> </ul> <div data-bbox="227 712 553 951" data-label="Image"> </div> <div data-bbox="184 989 586 1247" data-label="Text"> <p>Arali vhagudi vha tshi toda thuso ya u humbula zwine vha nga ola zwone, kha vha vha vha sumbedze thevhekano ya zwifanyiso uri zwi vha fhe mihumbulo.</p> </div>	<p><b>Mushumo wa 1: U ola na ndivho i rangelaho u nwala ha vhana</b></p> <ol style="list-style-type: none"> <li>Kha vha nwale thoho ya nganea nga ntha ha siatari li si naho tshithu la mugudi muñwe na muñwe hu sa athu thoma ngudo.</li> <li>Kha vha humbele vhagudi uri vha sumbe maipfi a thoho musi vha tshi a vhala o tangana.</li> <li>Kha vha vhudzise vhagudi uri ndi tshipida tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa. Kha vha nee dziñwe khumbudzo.</li> <li>Kha vha tutuwedze vhagudi u ola tshipida tshavho tsha nganea ine vha tshi funesa.</li> <li>Kha vha ambe vhubiwa kana vha humbele mugudi muñwe na muñwe uri a vha vhudze nga nyolo yawe.</li> <li>Kha vha vhudzise vhagudi arali vha tshi nga tama u nwala zwiñwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha nwalele.</li> <li>Arali vhagudi vha tshi nga tama uri vhone vha vha nwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a nwala fhasi. Kha vha shumise muhumbulo musi vha tshi nwala fhungo. Sa tsumbo: "Fhondo ... lo ... la Ndi lifhio ipfi li tevhelaho le na vha ni tshi khou todou li amba? Mbungu. Ndi khou ya u nwala ipfi 'mbungu'."</li> <li>Kha vha nwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu itwa tshanduko inwe na inwe kha maipfi. Kha vha humbule u nwala nga vhudele na nga ndila i vhone.</li> <li>Musi vho no fhedza u nwala, kha vha tutuwedze vhagudi uri vha vha vhale fhungo na vhone. Kha vha sumbe ipfi liñwe na liñwe musi vha tshi li vhala na u dzhiela ntha u didina havho.</li> </ol>
<ul style="list-style-type: none"> <li><b>Khanganyiso</b></li> </ul> <div data-bbox="244 1406 539 1603" data-label="Image"> </div>	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <ol style="list-style-type: none"> <li>Vhagudi vha fanela u thoma u lavhelesa nga vhuronwane zwiipida zwa khanganyiso vha zwi vhekanya.</li> <li>U bva afho vha fanela u tuma zwiipida zwa khanganyiso uri zwi ite tshifanyiso tsha tshipuka kana muanewa a bvaho kha nganea. Vha nga di shumisa Bugu Khulu kana thevhekano ya zwifanyiso uri zwi vhe sumbandila.</li> </ol>
<ul style="list-style-type: none"> <li>Dzibugu, mimagazini, zwibugu zwiituku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo</li> </ul> <div data-bbox="288 1767 496 2025" data-label="Image"> </div>	<p><b>Mushumo wa 3: U vhala nga iwe mune</b></p> <ol style="list-style-type: none"> <li>Kha vha range phanda tshigwada u ya fhethu hu re na dzibugu kana vha nee tshigwada thuli ya dzibugu.</li> <li>Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana bambiri la khungedzelo line vha takalela u li vhala.</li> <li>Kha vha sumbedze kuvulele kwa bugu na u fhenda masiatari khayi. Kha vha sumbedze vhagudi zwiñwe zwa zwifanyiso u bva afho vha tutuwedze vhagudi uri muñwe na muñwe a nange tshithu tshine a difhelwa ngatsho a tshi tshi vhala.</li> <li>Kha vha dalele khone u itela u lavhelesa na u tutuwedza u vhala ha vhagudi.</li> </ol>



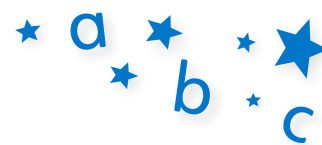
## Small group activities for Week 1

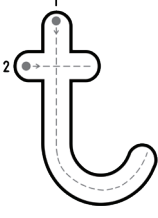

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Give some suggestions.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>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: "Baby ... Bird ... ate ... the ... What word did you want to say next? Worm. I am going to write the word 'worm'."</li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>Puzzles</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Learners must begin by looking carefully at the puzzle pieces and sorting them.</li> <li>Then they must put the puzzle pieces together to make a picture of an animal or character from the story. They can use the Big Book or sequence pictures for guidance.</li> </ol>
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>



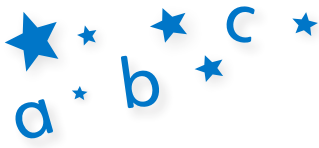
Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> <li>• Thempleithi ya legere la "t" ya A5 ya mugudi muñwe na muñwe</li> <li>• Saga sa tie ya mugudi muñwe na muñwe</li> <li>• Guḽuu</li> </ul>	<p><b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhudi na muñwalo</b></p> <ol style="list-style-type: none"> <li>1 Kha vha nee mugudi muñwe na muñwe thempleithi na saga sa tie.</li> <li>2 Vha fanela u kherula zwisaga zwa tie na vha tie nambatedza kha thempleithi uri vha dadze tshikhala na u vhumba legere.</li> <li>3 Vha nga kha di dovha vha engedza nyolo ya zwithu zwine zwa vha na mubvumo wo sedzwaho wa 't'.</li> </ol> 
<ul style="list-style-type: none"> <li>• Dzisifhereswenda: nguvho khulwane, malagane kana zwiambaro zwo fukedzwaho kha zwidulo na dziṭafula uri zwi ite "nḽu", zwishumiswa zwa u la zwa puḽasiṭiki, midzio na dzibodo zwo sikululwaho, zwiliwa zwa kholekhole (mitshelo ya puḽasiṭiki kana miroho, mabogisi a zwiliwa a si naho tshithu kana dziphakhethe), musiamelo, nguvho na mupopi</li> </ul>	<p><b>Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana</b></p> <ol style="list-style-type: none"> <li>1 Kha vha range phanda tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha sumbedze dzisifhereswenda ntswa.</li> <li>2 Kha vha vhudzise vhagudi uri: "Fhondo li dzula ngafhi? Tshihani! Vhathu vha dzula ngafhi? Ri dzula dzinduni. Ni nga takalela u fhatṭa nḽu na tamba na khonani dzaṅu naa?"</li> <li>3 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u tuṭuwedza mutambo wa vhagudi. Sa tsumbo: Arali zwo tea kha mutambo wavho, kha vha diite u nga vha muhura ane a khou swika nduni. Kha vha khokhonye "vothini" vha vhone arali vha tshi vha ramba uri vha dzhene nga ngomu.</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"> <li>• An A5 “t” letter template for each learner</li> <li>• Tea bag for each learner</li> <li>• Glue</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Give each learner a letter template and a tea bag.</li> <li>2 They must tear the tea bags and stick the tea on the template to fill the space and make the letter.</li> <li>3 They can also add drawings of things with the focus sound /t/.</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: some large blankets, sheets or cloths pulled over chairs and tables to make a “house”, plastic cutlery, recycled containers and pots, pretend food (plastic fruit or vegetables, empty food boxes or packets), a pillow, blanket and a doll</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the pretend play corner and show them the new props.</li> <li>2 Ask the learners: “Where did Baby Bird live? In a nest! Where do people live? We live in houses. Would you like to build a house and play with your friends?”</li> <li>3 Visit the corner at least once to observe and encourage the learners’ game. For example: If appropriate to their game, pretend to be a neighbour arriving at the house. Knock on the “door” and see if they invite you in.</li> </ol> 





### Zwine vha do toḁa:

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

## Vhege ya 2 ḁuvha ḁa 1

### Mishumo ya kiḁasi yoḁe

#### Huḁwe u vhekanya zwifanyiso



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



#### U ḁivhadza mubvumo u bva kha nganea

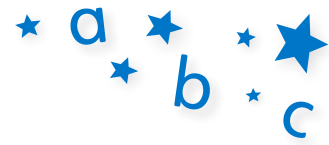
- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshesele nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: "ita, itela, itea, iḁai, ipfi. Ni khou kona u pfa mubvumo wo sedzwaho: ita, itela, ipfi naa? Ee, ni khou amba zwone! Yoḁe i na mubvumo wa /i/."
- 2 "Thetshesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga /i/: iḁo, isha, bigiri, philiphili, biḁiri, philisi, phiriphiri, mitshini, kiḁiniki, iḁo." (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /i/ nga ḁḁila i pfalaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /i/: "i-i-i". Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

### Mishumo ya tshigwada tshituku

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







#### You will need:

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

## 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.

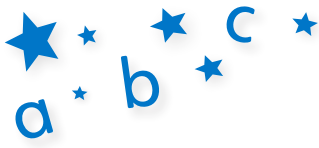


### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "ita, itela, itea, idai, ipfi". Can you hear the focus sound: **ita, itela, ipfi**? Yes, you are right! They all have the sound **ii**."
- 2 "Listen carefully, here are some more words with **ii**: ito, isha, bigiri, philiphili, bitiri, philisi, phiriphiri, mitshini, kiliniki, ino." (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**: "**ii-ii**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### Zwine vha do toda:

- Bugu Khulu: Ndi vhone mme anga naa?
- Thempleithi ya leđere la "i" ya A5 ya mugudi muñwe na muñwe
- Khirayoni dza pfurañotshi khulwane

## Vhege ya 2 Duvha la 2

### Mishumo ya kilasi yothe

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

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



#### U vhumba leđere

- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muñwe line la thoma nga /i/ kana arali vha tshi nga humbula mañwe maipfi ane a thoma nga mubvumo wa /i/.
- 2 Kha vha funze vhagudi nyito i tumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha tea u ima nga milenzhe musi mudededzi a tshi amba ipfi: **ima**. Vha nga ima vha tshi dzula fhasi vha tshi amba ipfi: **ima**.
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri leđere la i li nwaliswa hani. Kha vha khoḏe u lingedza havho, u bva afho vha n'wale leđere lihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni ye fhasi. Imisani tshanda u itela u vhea tshithoma."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya leđere muyani, khaphetheni, miñanani yavho kana zwanḏani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba leđere.
- 5 Kha vha talutshedze vhagudi uri vha fanela u humela tafulani dzavho uri vha vhumbe maḓere a musengavhadzimu. Izwi zwi amba uri vha do n'wala nṭha ha leđere nga khirayoni dza mivhala yo fhambanaho kha siatari lavho.
- 6 Arali vhagudi vha tshi kona u humbula zwithu zwine zwa thoma nga mubvumo une leđere la u ita, vha nga zwi ola u mona na leđere la musengavhadzimu.

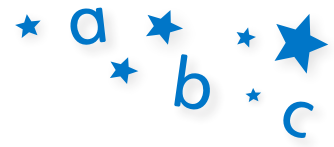


### Mishumo ya tshigwada tshituku

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







### You will need:

- Big Book: Are you my mother?
- An A5 "i" letter template for each learner
- Jumbo wax crayons

## Week 2 Day 2

### Whole class activities

#### Shared reading – Big Book

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



### Forming the letter



- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /i/ or if they can think of any other words that start with the sound /i/.
- 2 Teach learners an action associated with the sound. For example: Learners must stand up when the teacher says: **ima**. They can sit down and stand up again while saying: **ima**.
- 3 Show learners how to write the letter **i**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down. Lift and dot."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.

### Small group activities

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



### Zwine vha do toda:

- Bogisi la maledere li re na zwithu kana zwifanyiso zwa zwithu zwine zwa thoma nga i: ito, bigiri, bitiri, philisi, phiriphiri, thini, tsimbi, mbidi

### Stella u ri:

U itela uri izwi zwi lelutshela vhagudi, kha vha lugise garaṭa dzi re na zwifanyiso zwa vhana vha zwipuka zwo fhambanaho. Mugudi u fanela u nanga garaṭa u bva afho a edzisela tshipuka itsho ngeno kilasi yoṭhe i tshi fanela u humbulela uri vha tshipuka tshifhio.



## Vhege ya 2 Duvha la 3

### Mishumo ya kilasi yoṭhe

#### U guda u thetshesela

- 1 Kha nganea, ṅwana wa tshinoni u ri "tii-tii". Kha vha vhudzise vhagudi arali vha tshi zwi divha uri ṅwana wa tshinoni u vhidzwa u pfi (fhondo). Kha vha vhudzise vhagudi arali vha tshi zwi divha uri phosho ine ṅwana wa kholomo a i ita ndi ifhio.
- 2 Kha vha ri: "Ee, ṅwana wa kholomo u ri moo. Nahone ṅwana wa kholomo u pfi namana."
  - ★ ṅwana wa tshimange u pfi tshimangana nahone tshi ri ... miaau.
  - ★ ṅwana wa mmbwa u pfi tshibwanana nahone tshi ri ... huu, huu.
  - ★ ṅwana wa sekwa u pfi tshisekwana nahone u ri ... kwaak, kwaak.
  - ★ ṅwana wa nguluvhe u pfi tshiguluzwana nahone tshi ri ... oink, oink.
  - ★ ṅwana wa bere u pfi berana nahone u ri nee, nee.
- 3 Kha vha ṭalutshedze uri vha khou ya u sielisana u diita u nga vha muṅwe ṅwana zwa izwi zwipuka nahone kilasi yoṭhe i fanela u humbulela uri vha ṅwana wa tshipuka tshifhio.
- 4 U bva afho kha vha humbele vhagudi uri vha thetshesela nga vhuronwane musi vha tshi amba mibvumo ya zwipuka: "huu huu, tii tii". Vha fanela u lingedza u edzisela mibvumo ye vha i ita nga thevhekano kwayo. Kha vha lingedze izwi nga ṭhanganyo dzo fhambanaho dza mibvumo ya zwipuka: huu, kwaak, oink, miaau.

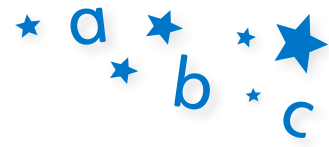
#### Mabogisi a maledere

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

### Mishumo ya tshigwada tshituku

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





### You will need:

- A letter box containing objects or pictures of objects that start with **i**: ito, bigiri, bitiri, philisi, phiriphiri, thini, tsimbi, mbigi

### Stella says:



To make this easier for learners, prepare cards with a picture of different baby animals. A learner must choose a card and then act out that animal while the rest of the class must guess what animal they are.

## Week 2 Day 3

### Whole class activities

#### Learning to listen

- 1 In the story, the baby bird says "tweet-tweet". Ask learners if they know what a baby bird is called (a chick). Ask learners if they know what noise a baby cow makes.
- 2 Say: "Yes, a baby cow says moo. And a baby cow is called a calf."
  - ★ A baby cat is called a kitten and it says ... meow.
  - ★ A baby dog is called a puppy and it says ... woof, woof.
  - ★ A baby duck is called a duckling and it says ... quack, quack.
  - ★ A baby pig is called a piglet and it says ... oink, oink.
  - ★ A baby horse is called a foal and it says ... neigh, neigh."
- 3 Explain to learners that they will take turns to pretend to be one of these baby animals and the rest of the class must guess what baby animal they are.
- 4 Then ask learners to listen carefully as you say the sounds of animals: "woof-woof, tweet-tweet". They must try and copy the sounds you said in the correct order. Try this with different combinations of animal sounds: woof, quack, oink, meow.

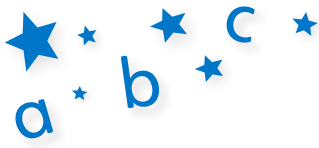
#### Letter boxes

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



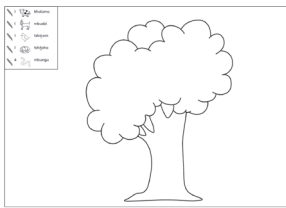
### Small group activities

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



### Zwine vha do toḡa:

- Khophi ya Siatari la mushumo wa u vhala na u ita la mugudi muḡwe na muḡwe
- Khirayoni dza pfuraḡotshi khulwane



## Vhege ya 2 Duvha la 4

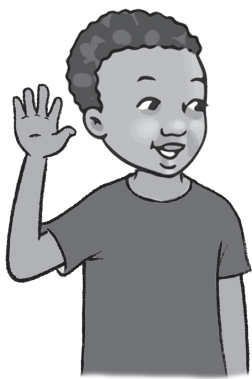
### Mishumo ya kilasi yoḡhe

#### U vhala na u ita

- 1 Kha vha vhudze vhagudi uri vha lavhelese mutevhe kha siatari la mushumo vha ambe nga zwine vha vhona (dzinomboro, zwifanyiso na maipfi).
- 2 Kha vha vhudze vhagudi uri vha khou ya u ita mushumo u takadzaho une wa pfi "u vhala na u ita". Vha fanela u vhala mutaladzi muḡwe na muḡwe vha ita zwine wa amba zwone vha tshi khou shumisa tshikhala tshi si naho tshithu kha siatari.
- 3 Kha vha vhale hafhu mutaladzi wa u thoma vhoḡhe. Kha vha vhudze vhagudi uri vha ole kholomo nthihi, fhedzi vha songo vha vhudza uri vha i olele ngafhi.
- 4 Kha vha vhudzise arali arali hu na muḡwe wa vhagudi ane a nga "vhala" zwine zwa do fanela u itwa kha mutevhe: Vha fanela u ola mbudzi nthihi.
- 5 Kha vha ise phanḡa nga ḡdila yeneyi kha ndaela inwe na inwe.
- 6 Zwino kha vha dovhe vha vhale ndaela inwe na inwe hafhu vha vhudze vhagudi uri: "No ola kholomo nthihi naa? Arali no i ola, i swayeni kha mutevhe waḡu."
- 7 Kha vha ise phanḡa na u tola na u swaya ndaela inwe na inwe u swikela magumoni a mutevhe.

#### U thetshelesa mibvumo yo sedzwaho

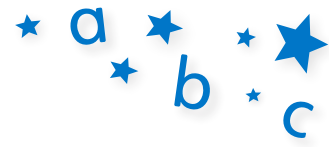
- 1 Kha vha humbele vhagudi vha dzule fhasi kha khaphethe vha ri tshete vha thivhe ḡdevhe dzavho nga zwanḡa zwavho uri vha thetshelese nga vhoronwane. Kha vha ḡhalutshedze uri vha khou ya u amba maipfi maḡa. Musi vho no fhedza u amba maipfi ayo vhuḡa hao, vhagudi vha imisela zwanḡa zwavho ḡḡha arali vha tshi ḡivha uri ndi ufhio mubvumo we vha u pfa mathomoni a maipfi oḡhe.
  - ★ *Mudededzi na vhagudi: "Thetshelesani, thetshelesani, thetshelesani zwavhuḡi, ndi ufhio mubvumo wa u thoma une na u pfa?"*
  - ★ *Mudededzi: "harafu, hemmbe, habu, hamula, harika, hatsi."*
  - ★ *Mudededzi na vhagudi: "Mmbudzeni, mmbudzeni, ni khou pfa mini?"*
  - ★ *Vhagudi: "h!"*
- 2 Nga murahu ha musu vho no topola mubvumo wo sedzwaho kha maipfi, kha vha ambe mubvumo nga u tou ongolowa na nga ḡdila ya u ongolowa ngeno vha tshi khou ombedzela kusudzulutshele kwa mulomo wavho.
- 3 Kha vha shumise maipfi aya maḡa fhedzi nga tshifhinga tshithihi kha mushumo. Kha vha humele murahu kha wonowo mubvumo muthihi tshifhinga tshoḡhe musu vha tshi toḡdou zwi ita, vha tshi khou shumisa ḡhanganyo dzo fhambanaho dza maipfi u itela uri zwi dzule zwi tshi khou takadza.
  - ★ */l/:* leri, la, legere, libu, lino, liivha, linngo
  - ★ */m/:* mutoli, maḡi, mulilo, muri, mutukana, maḡari, meme, muḡo
  - ★ */r/:* radio, raha, raisi, rokho, ringgi, rannda, raba, riboni
  - ★ */s/:* sosara, sea, saha, saga, sambelo, sibatela, sunzi, sila



### Mishumo ya tshigwada tshituḡu

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





### You will need:

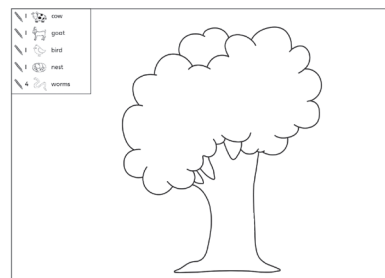
- A photocopy of the **Read and do activity page**
- Jumbo wax crayons

## 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 again. Tell learners to draw one cow, but don't tell them where to draw it.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw one goat.
- 5 Continue in this way with each of the instructions.
- 6 Now read each of the instructions again and say to the learners: “Have you drawn one cow? If you have, then tick that on your list.”
- 7 Continue checking and ticking each instruction until the end of the list.



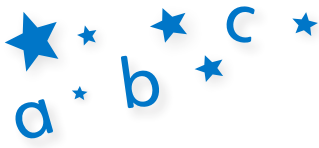
#### Listening for focus sounds

- 1 Ask learners to sit quietly on the carpet and cup their ears with their hands to listen carefully. Explain that you are going to say four words. When you have finished saying all four words, learners can put their hands up if they know what sound they heard at the beginning of all the words.
  - ★ Teacher and learners: “Listen, listen, loud and clear, what's the focus sound that you hear?”
  - ★ Teacher: “harafu, hemmbe, habu, hamula, harika, hatsi.”
  - ★ Teacher and learners: “Tell me, tell me, what do you hear?”
  - ★ Learners: “/h/”.
- 2 Once learners have identified the focus sound in the words, say the sound slowly and clearly while emphasising the movement of your mouth.
- 3 Use only four of these words at a time in the activity. Go back to the same sound as often as you need to, using different combinations of words to keep it interesting.
  - ★ /l/: leri, la, legere, libu, lino, liivha, linngo
  - ★ /m/: mutoli, maḡi, mulilo, muri, mutukana, maḡari, meme, muḡo
  - ★ /r/: radio, raha, raisi, rokho, rinngi, rannda, raba, riboni
  - ★ /s/: sosara, sea, saha, saga, sambelo, sibadela, sunzi, sila



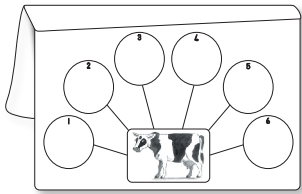
#### Small group activities

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



### Zwine vha do toda:

- Tshipida tshihlwane tsha bammbiri tshi re na tshikhala nga vhukati na mabulo a rathi o oliwaho kha tshivhumbeo tsha mapa wa muhumbulo
- Zwipopai zwi bvaho kha nganea ya Ndi vhone mme anga naa?
- Peni ya u swaya ntswu ndenya
- Maipfi a madungo manzhi a elanaho na nganea: nwana, dzhusi, ene muṅe, mme, tshiṭuku, u vha na mavhudzi, tshirundu, Mukegulu, takala, naka, nga vhuronwane
- Dzitshele kana dzingoma



## Vhege ya 2 Duvha la 5

### Mishumo ya kilasi yothe

#### U thetshesela na u ita

- 1 Kha vha vhudze vhagudi uri: *"Namusi ri khou ya u nwala nganea yashu nga ha tshiinwe tsha zwipuka tshi re kha nganea ya nwana wa tshinoni. Ri tshi thoma, kha ri nange uri ndi tshipuka tshifhio tshine ra khou ya u nwala nga hatsho,"* Kha vha sumbedze vhagudi zwipopai zwa zwipuka. Nga murahu ha musu vho no nanga uri ndi tshifhio tshipuka tshine vha khou ya u nwala nga hatsho, kha vha vhee tshipopai tsha tshipuka vhukati ha mapa wa muhumbulo.
- 2 Kha vha shumise mbudziso dzi tevhelaho uri dzi sumbe ndila ya kuitele kwa u nwala nganea:
  - ★ Bogisi la 1: Kha vha humbele vhagudi uri vha humbule nga ha dzina la tshipuka. Kha vha li nwale fhasi.
  - ★ Bogisi la 2: Kha vha humbele mihumbulo nga ha fhethu hune tshipuka tsha dzula hone. Kha vha taluse fhethu afha kha fhungo.
  - ★ Bogisi la 3: Kha vha rere nga zwine tshipuka tsha takalela u zwi la; nga murahu ha musu vho no tendelana, kha vha nwale fhungo.
  - ★ Bogisi la 4: Kha vha humbele mihumbulo kha vhagudi nga ha zwithu zwine tshipuka tsho vhuya tsha zwi ita linwe duvha. Kha vha nange muhumbulo muthihi vha nwale fhungo.
  - ★ Bogisi la 5: Kha vha ambe nga ha uri ho do itea mini. Kha vha nwale maipfi a vhagudi kha fhungo.
  - ★ Bogisi la 6: Kha vha rere na vhagudi nga ha uri nganea vha vhona uri i fanela u fhela nga ndila ifhio vha nwale fhungo.
- 3 Zwino kha vha vhalele vhagudi nganea vha tshi khou shumisa mabogisi uri a vha thuse.
- 4 Kha vha vhudzise vhagudi arali vha tshi takalela nganea. Arali hu na dziinwe tshanduko dzine vha nga takalela u dzi ita, kha vha dzi nwale kha mapa wa muhumbulo. U bva afho vha vhale nganea hafhu.
- 5 Arali hu na tshifhinga, vha nga di humbela vharwe vha vhagudi uri vha fanyisedze nganea. Kha vha nambatedze nganea kha luvhondo.

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

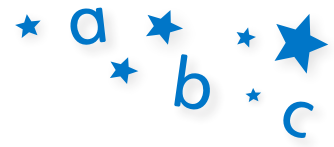
- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe linwe la maipfi li bvaho kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri li thukhukanyiwa hani uri li vhe madungo, sa tsumbo: **nwa | na**.
- 2 Kha vha humbele vhagudi uri vha matshe kha dungokubugwana kwune vha nga kwu takalela u kwulinwe na linwe: **nwa** (liga lithihi) **na** (liga lithihi).
- 3 Kha vha ambe marwe maipfi a madungo manzhi a bvaho kha nganea musu vhagudi vha tshi khou matsha kha dungo linwe na linwe. Kha vha tutuwedze vhagudi uri vha vhalele tshivalo tsha madungo kha maipfi (Sa tsumbo: "nwana" li na madungo mavhili).

### Mishumo ya tshigwada tshiṭuku

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







### You will need:

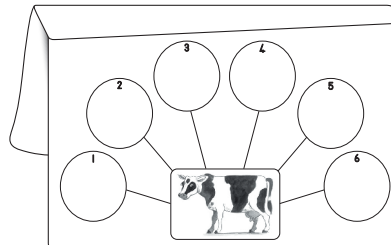
- A large piece of paper with a space in the middle and six bubbles drawn in a mind map format
- Puppets from the story *Are you my mother?*
- A thick black marker
- A list of multisyllabic words relating to the story: *nwana*, *dzhusi*, *ene muṅe*, *mme*, *tshiṭuku*, *u vha na mavhudzi*, *tshirundu*, *Mukegulu*, *takala*, *naka*, *nga vhuronwane*
- Shakers or drums

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Say to the learners: *“Today we are going to write our own story about one of the animals in the baby bird story. To start, let’s choose which animal to write about.”* Show learners the animal puppets. Once you have decided which animal to write about, place the animal puppet in the middle of the mind map.
- 2 Use the following questions to guide the story-writing process:
  - ★ Box 1: Ask learners to think of a name for the animal. Write it down.
  - ★ Box 2: Ask learners for ideas about where the animal lives. Describe this place in a sentence.
  - ★ Box 3: Discuss what the animal likes to eat; once you have agreed, write a sentence.
  - ★ Box 4: Ask learners for ideas about something the animal did one day. Choose one of the ideas and write a sentence.
  - ★ Box 5: Talk about what happened next. Write the learners’ words down in a sentence.
  - ★ Box 6: Discuss with learners how they think the story should end and write a sentence.
- 3 Now read the story to the learners using the boxes to help you.
- 4 Ask learners if they like the story. If there are any changes they would like to make, write them on the mind map. Then read the story again.
- 5 If there is time, you can ask some of the learners to illustrate the story. Stick the story on the wall.

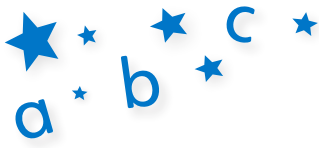


### Blending and segmenting (syllables)

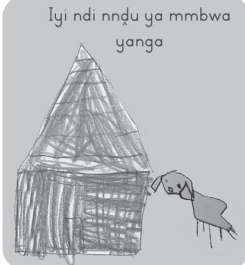


- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **nwa | na**.
- 2 Ask learners to march for each syllable: **nwa** (one step) **na** (one step). Give some learners shakers or drums to shake or tap for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

### Small group activities

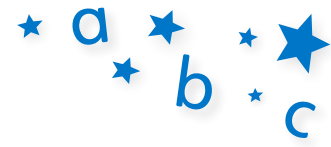
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




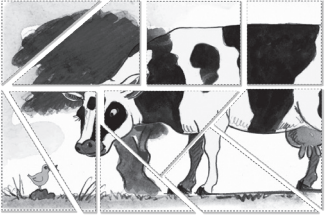

## Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha ḁo ṭḁa	Mishumo
<ul style="list-style-type: none"> <li>Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṽwe na muṽwe</li> <li>Khirayoni dza pfuraṅotshi khulwane</li> <li>Khopi ya tshirendo: Haya</li> <li>Zwifanyiso zwa mahaya a zwipuka zwo fhambanaho: tshiṭaha, tshitumba, tshithatha, danga, lubuvhi, gwangwa, ṭhango</li> </ul>  <p>Iḽi ndi nṅḁu ya mmbwa yanga</p>	<p><b>Mushumo wa 1: U ola na nḁivho i rangelaho u ṽwala ha vhana</b></p> <ol style="list-style-type: none"> <li>Kha vha vhalele vhagudi tshirendo vha sumbe zwifanyiso zwa mahaya a zwipuka a tshaka dzo fhambanaho: tshiṭaha, nṅḁu, tshitumba, tshithatha, danga, lubuvhi, gwangwa, ṭhango, na maṽwe.</li> <li>Vhagudi vha fanela u ola mahaya na zwipuka zwine zwa dzula kha haya honoho. Sa tsumbo: tshitumba na mmbwa, buvhi na lubuvhi.</li> </ol> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p><i>Lubuvhi kana gwangwa kana dindi ndi haya u bva ngomu ha lwanzhe u ya nṅha ha muri hayani ndi huṽwe na huṽwe hune na ṭḁa u vha hone.</i></p> <p><i>Bako kana kumba kana tshiṭaha ndi haya fhethu hu shumesaho kana zwoṭhe nga noṭhe huṽwe na huṽwe hune na funa ha khwine ndi haya haṅu... haya haṅu haya ḽavhuḁi!</i></p> </div>
<ul style="list-style-type: none"> <li>Khanganyiso</li> </ul> 	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <ol style="list-style-type: none"> <li>Vhagudi vha fanela u thoma u lavhelesa nga vhuronwane zwipiḁa zwa khanganyiso vha zwi vhekanya.</li> <li>U bva afho vha fanela u ṭuma zwipiḁa zwa khanganyiso uri zwi ite tshifanyiso tsha tshipuka kana muanewa a bvaho kha nganea. Vha nga ḁi shumisa Bugu Khulu kana thevhekano ya zwifanyiso uri zwi vhe sumbandila.</li> </ol>
<ul style="list-style-type: none"> <li>Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo</li> </ul> 	<p><b>Mushumo wa 3: U vhala nga iwe muṅe</b></p> <ol style="list-style-type: none"> <li>Kha vha range phanḁa tshigwada u ya fhethu hu re na dzibugu kana vha ṅee tshigwada thuli ya dzibugu.</li> <li>Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana bambiri ḽa khungedzelo ḽine vha takalela u ḽi vhala.</li> <li>Kha vha sumbedze kuvulele kwa bugu na u fhenda masiaṭari khayi. Kha vha sumbedze vhagudi zwiṽwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṽwe na muṽwe a nange tshithu tshine a ḁifhelwa ngatsho a tshi tshi vhala.</li> <li>Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.</li> </ol>

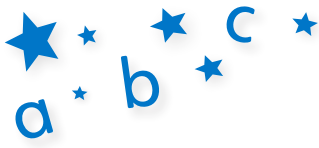






## Small group activities for Week 2

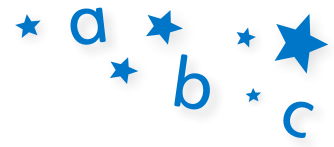
You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> <li>• A copy of the poem: Home</li> <li>• Pictures of different animal homes: a nest, a kennel, a basket, a kraal, a web, a shell, a hive</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Read the poem to learners and point to the pictures of different types of animals' homes: a nest, a hut, a kennel, a basket, a kraal, a web, a shell, a hive, etc.</li> <li>2 Learners must draw pictures of homes and the animals that live in the homes. For example: kennel and a dog, spider and a web.</li> </ol> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p><i>A web or a shell or a hole is a home from deep in the sea to up in a tree home is whatever you want it to be.</i></p> <p><i>A cave or an egg or a nest is a home the busiest place or all on your own wherever you love the best is your home... your home sweet home!</i></p> </div>
<ul style="list-style-type: none"> <li>• Puzzles</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Learners must begin by looking carefully at the puzzle pieces and sorting them.</li> <li>2 Then they must put the puzzle pieces together to make a picture of an animal or character from the story. They can use the Big Book or sequence pictures for guidance.</li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>







Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> <li>• Thempleithi ya ledere la "i" ya A5 ya mugudi muñwe na muñwe</li> <li>• Bammbiri la matshakatshaka kana gurandā</li> <li>• Zwigerō, guḽuu</li> </ul>	<p><b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhudi na muñwalo</b></p> <p>1 Vhagudi vha gere bammbiri kha zwipida zwituku, vha i pombe kha zwibola uri i dadze tshikhala na u ita ledere. Vha nga engedza nga nyolo dzi re na mubvumo wo sedzwaho "i".</p> 
<ul style="list-style-type: none"> <li>• Dzisifhereswenda: nguvho khulwane, malagane kana zwiambaro zwo fukedzwaho kha zwidulo dziṭafula uri zwi ite "nḽu", zwishumiswa zwa u la zwa puḽasiṭiki, midzio na dzibodo zwo sikululwaho, zwiljiwa zwa kholekhole (mitshelo ya puḽasiṭiki kana miroho, mabogisi a zwiljiwa a si naho tshithu kana dziphakhethe), musiamelo, nguvho na mupopi</li> </ul>	<p><b>Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana</b></p> <p>1 Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha tuṭuwedze u isa phanda u bva kha Vhege ya 1 musi vho vha vha tshi khou tamba mahundwane.</p> <p>2 Kha vha range phanda tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vhudzise vhagudi uri: "Fhondo li dzula ngafhi? Tshihani! Vhathu vha dzula ngafhi? Ri dzula dzinduni. Ni nga takalela u fhaṭa nḽu na tamba na khonani dzaṅu naa?"</p> <p>3 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u tuṭuwedza mutambo wa vhagudi. Sa tsumbo: Arali zwo tea kha mutambo wavho, kha vha diite u nga vha muhura ane a khou swika nduni. Kha vha khokhonye "vothini" vha vhone arali vha tshi vha ramba uri vha dzhene nga ngomu.</p> 





You will need	Activities
<ul style="list-style-type: none"> <li>• An A5 "i" letter template for each learner</li> <li>• Scrap paper or newspaper</li> <li>• Glue, scissors</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Learners must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound "i".</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: some large blankets, sheets or cloths pulled over chairs and tables to make a "house", plastic cutlery, recycled containers and pots, pretend food (plastic fruit or vegetables, empty food boxes or packets), a pillow, blanket and a doll</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play house-house.</li> <li>2 Lead the group to the pretend play corner and ask learners: "Where did Baby Bird live? In a nest! Where do people live? We live in houses. Would you like to build a house and play with your friends?"</li> <li>3 Visit the corner at least once to observe and encourage the learners' game. For example: If appropriate to their game, pretend to be a neighbour arriving at the house. Knock on the "door" and see if they invite you in.</li> </ol> 



# ★ U lindela n̄wana

## Nganea

Dzina ǀanga ndi pfi Thabi nahone ndi na miṅwaha ya rathi. Hu si kale ndi khou ya u vha na khaladzi kana murathu nahone ndi pfa ndo nyanyulea nga maanḁa nga izwi! Nga matshelonitsheloni Mme anga vho ḁa kamarani yanga vha ri: “Thabi, n̄wana washu o no aluwa na u vha na maanḁa nahone o lugela u bva zwino. Ndi khou ya vhuongeloni ṅamusi nahone ndi ḁo vha ndi siho nga Musumbuluwo, ǀavhuvhili, ǀavhuraru, ǀavhuṅa, nda vhuya nga ǀavhuṅanu.”

Mme a Thabi vha a ḁilugisela u ya vhuongeloni. Vha ri, “Salani zwavhuḁi, mufunwa.” “Ndi ḁo vhuya hayani hu si kale, na tshimangadzo tshihulwane tsha riṅe roṅhe.” N̄wana o vha o no hulesa nga ngomu thumbuni ya mme awe lune Thabi o vha a si tsha kona u monisa zwanḁa zwawe na muvhili wavho uri a vha kuvhatedze sa zwe a vha a tshi zwi kona murahuni.

Thekhisi i khou lidza bele nḁa ha nḁu nahone ndi tshifhinga tsha uri mme awe vha ṅuwe. Thabi u a omelela nguvho yavho a mbo ḁi thoma u ṅavha mukosi, ngauralo khotsi awe vha mu takula vha mu vhea mahaḁani avho. U funesa u luludziwa.

Thabi u tea u lindela maḁuvha maṅanu fhedzi: Musumbuluwo, ǀavhuvhili, ǀavhuraru, ǀavhuṅa, ǀavhuṅanu – fhedzi khae zwi pfala sa tshifhinga tshilapfu nga maanḁa. Thabi u vhudzisa khotsi awe mbudziso dzi si na vhukono nga ha n̄wana. Khotsi awe vha na muhumbulo. “Ndi ngani a sa n̄waleli Mme awe luṅwalo? A nga vha vhudza nga nḁila ye a vha ṅuvhesa ngayo na u vha vhudzisa mbudziso nḁzhi nga ha n̄wana.” Thabi a ri: “Ho luga Baba, vha ḁo nthusa naa, ndi khou tou humbela?”



Musi tshikolo tsho no bva, Khotsi a Thabi vha mu thusa u n̄waleli mme awe luṅwalo.

*Ha Mme anga*

*Ndi a vha funa nahone ndo vha ṅuvha! Baba vha ri vhone na n̄wana vha ḁo vhuya nga ǀavhuṅanu. Ndo takala ngauri a ḁo vha a mafhelo a vhege. A hu na tshikolo nga Mugivhela na Swondaha, ngauralo ndi ḁo kona u tamba na n̄wana wa hashu ḁuvha ǀoṅhe na u mu putela nguvhoni yanga. N̄wana wa hashu ndi mutukana kana ndi musidzana naa? U ḁo vha a tshi fana na nḁe naa? N̄wana wa hashu u ḁo thoma u tshimbila na u amba lini?*

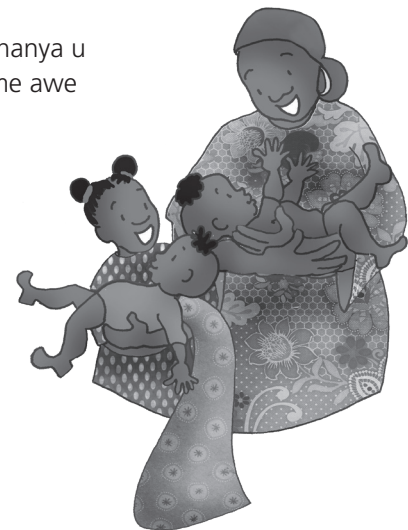
*Lufuno lwu bvaho kha*

*Thabi (n̄wana wavho muhulwane)*

Ndi ǀavhuṅanu nahone ḁuvha ǀihulu ǀo swika. Thabi o nyanyulea nga maanḁa, u ṅavhanya u vuwa u itela uri a lindele mme awe na n̄wana vha tshi vhuya hayani. Thabi u pfa mme awe vothini ǀa phanḁa, fhedzi vha sokou ri hwii. Vha ṅoḁou mu mangadza.

Fhedzi Thabi o lindela tshimangadzo tshihulwane. Mme awe vho vhuya hayani na malwelavanḁa! Thabi u na murathu na khaladzi!

**Aya ndi one magumo a nganea.**



# ★ Waiting for baby

## Story

My name is Thabi and I am six years old. Very soon I am going to have a baby brother or sister and I feel very excited about this! Early this morning Mommy came to my room and said: "Thabi, our baby has grown big and strong and is ready to come now. I'm going to the hospital today and I will be away on Monday, Tuesday, Wednesday, Thursday, and back on Friday."

Thabi's mother gets ready for the hospital. "Bye bye, sweetheart," she says. "I'll be home very soon, with a big surprise for all of us." The baby has grown so big inside her mother's tummy that Thabi can't get her arms around her body to hug her like she could before.

The taxi is hooting outside the house and it is time for her mother to leave. Thabi holds onto her blanket and starts to cry. She feels sad so her father lifts her up on his shoulders. She loves being so high up off the ground.

Thabi only has to wait for five days: Monday, Tuesday, Wednesday, Thursday, Friday – but to her it feels like a long, long time. Thabi asks her father many questions about the new baby. Her father has an idea. "Why don't you write Mommy a letter? You can tell her how much you miss her and ask her more questions about the baby." And Thabi says: "Okay Daddy, will you help me, please?"



After school, Thabi's father helps her to write the letter to her mother.



*"Dear Mommy*

*I love you and I miss you! Daddy says you and the baby will be home on Friday. I'm glad it will be the weekend. There is no school on Saturday and Sunday, so I can play with our baby all day long and wrap it in my blanket. Is our baby a boy or a girl? Will it look like me? When will our baby start to walk and talk?*

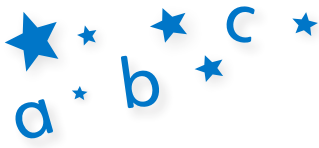
*Love from  
Thabi (your big baby)"*

It is Friday and the big day has arrived. Thabi is so excited, she gets up very early to wait for her mother and the baby to come home. Thabi hears her mother at the front door, but she keeps very quiet. She wants to surprise her.

But Thabi is in for a much bigger surprise. Her mother has come home with twins! Thabi has a sister and a brother!

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





## Luimbo

Lili n̄wana-n̄wananga. X2  
 Lili mma vha a vhuya  
 Lili vha vhuya na n̄wana  
 Lili n̄wana wa mmawe  
 U ḑo tamba nae lili  
 U ḑo tamba nae lili  
 U ḑo la nae lili  
 U ḑa nae zwiḑiwa lili  
 U ḑo hula nae lili  
 U ḑo dzula nae lili  
 Ndi murathu wau lili  
 Ni vhana vha musadzi lili



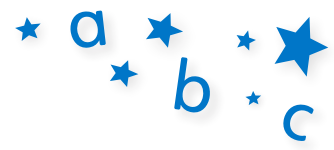
(Imbani nga tshuni ya “Mbuwe mbuwe!”)

## Nḑivho ya maipfi a bvaho kha nganea

Maipfi a ndeme:	takala	ṭungufhala	nyanyulea	mangadzwa	malwelavanda	vhuongelo
Maipfi o engedzwaho:	thumbu	aluwa	nga ngomu	u mona	kuvhatedza	lila
	ṭuwa	lindela	nguvho	mafhello a vhege	ṭuvha	luṅwalo







## Song

Go to sleep my baby (babies)  
 Close your pretty eyes  
 Mama's here beside you  
 So hush now don't you cry.



## Vocabulary from the story

<b>Key-words:</b>	<b>happy</b>	<b>sad</b>	<b>excited</b>	<b>surprised</b>	<b>twins</b>	<b>hospital</b>
Extra words:	tummy	grow	inside	around	hug	cry
	leave	wait	blanket	weekend	miss	letter







### Zwine vha do toḁa:

- Nganea: *U lindela nḁwana*
- Zwipopai: Thabi, mme a Thabi, khotsi a Thabi, malwelavanda, khaḁenda
- Dzisifhereswenda: Nguvho ya Thabi, luḁwalo lu bvaho ha Thabi (tshipiḁa tsha bambiri na penisela), khaḁenda, thai, mipopi mivhili (kana nguvho mbili dzo pombiwaho u mona na tshithu uri dzi vhonele sa vhana)
- Zwithu kana garaḁa dza zwifanyiso zwa maḁwe maipfi a bvaho kha mutevhe wa ḁivho ya maipfi

### Maḁo mavhili a u vhona

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

## Vhege ya 1 ḁuvha ḁa 1

### Mishumo ya kiḁasi yoḁhe

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

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

#### 1 Vha sa athu vha ḁalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ḁohoho ya nganea na u ḁivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ḁumane nganea na vhutshilo ha vhagudi nga u vhudzisa uri: *“Hu na vhathu vhangana muḁani wa haḁu? Ni na khaladzi kana murathu kana mukomana naa? Ni a ḁivha vhaḁwe malwelavanda naa?”*
- 1.3 Kha vha ri: *“Ri sa athu thoma, ndi khou toḁou ni vhudza ḁalutshedzo dza maḁwe maipfi aḁe ra ḁo a wana nganeani.”* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa ḁivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi ḁa amba zwone. Sa tsumbo: Kha vha humbele vhagudi uri vha vha sumbedze uri vha vhonele hani musi vho ḁungufhala, vho takala, vho nyanyulea na u mangadzwa.

#### 2 Musi vha tshi ḁalutshedza nganea

- 2.1 Kha vha ḁalutshedze nganea nga ḁila i nyanyulaho na u shumisa maipfi o fhambanaho. Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.2 Kha vha humbele vhagudi uri vha bule zwi ḁaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudzi dzo toḁaho phindulo i fhiraho nthihi, dzi fanaho na: *Ndi ḁuvha ḁivho ḁine mme a Thabi vha ḁo vhuva ngaḁo hayani? Ndi ngani Thabi o vha a tshi khou toḁou lila? Ni humbula uri Thabi o nḁwala uri mini kha luḁwalo lune lwa ya kha mme awe? Ni humbula uri tshimangadzo ho vha hu tsha mini?”*

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

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

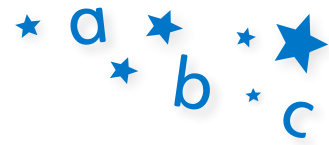
### U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *“ḁanga, ḁoḁhe, ḁihulu, ḁavhuvhili, ḁavhuraru, ḁavhuḁa, ḁavhuḁanu. Ni a kona u pfa mubvumo wo sedzwaho: ḁanga, ḁoḁhe, ḁavhuvhili, naa? Ee, ni khou amba zwone! Yoḁhe i na mubvumo wa ḁḁ.”*
- 2 *“Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga ḁḁ: ḁeri, ḁa, ḁegere, ḁibu, ḁiivha, ḁinngo, ḁiswole, ḁianga, ḁikhavha, ḁivhiḁa.”* (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /ḁ/ nga ḁila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /ḁ/: *“ḁ-ḁ-ḁ”*. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

### Mishumo ya tshigwada tshituḁu

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





### You will need:

- Story: *Waiting for baby*
- Puppets: Thabi, Thabi's mother, Thabi's father, twins, a calendar
- Props: Thabi's blanket, a letter from Thabi (a piece of paper and pencil), a calendar, a tie, two dolls (or blankets wrapped around something to look like babies)
- 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: "How many people are in your family? Do you have a baby brother or sister? Do you know any twins?"
- 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 show you how they look when they are sad, happy, excited and surprised.

#### 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: "On what day will Thabi's mom come home? Why did Thabi want to cry? What do you think Thabi wrote in the letter to her mom? What do you think the surprise was?"

#### 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? What do you like to do when you are waiting for something?"

### Introducing a sound from the story

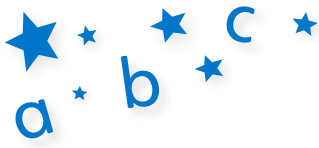
- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "l<sup>h</sup>anga, l<sup>h</sup>o<sup>h</sup>the, l<sup>h</sup>ihulu, l<sup>h</sup>avhuvhili, l<sup>h</sup>avhuraru, l<sup>h</sup>avhu<sup>h</sup>na, l<sup>h</sup>avhu<sup>h</sup>tanu. Can you hear the focus sound: l<sup>h</sup>anga, l<sup>h</sup>o<sup>h</sup>the, l<sup>h</sup>avhuvhili? Yes, you are right! They all have the sound /l<sup>h</sup>/."
- 2 "Listen carefully, here are some more words with /l<sup>h</sup>/: l<sup>h</sup>eri, l<sup>h</sup>a, l<sup>h</sup>egere, l<sup>h</sup>ibu, l<sup>h</sup>iivha, l<sup>h</sup>inningo, l<sup>h</sup>iswole, l<sup>h</sup>ianga, l<sup>h</sup>ikhavha, l<sup>h</sup>ivhi<sup>h</sup>da." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /l<sup>h</sup>/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /l<sup>h</sup>/: "l<sup>h</sup>-l<sup>h</sup>-l<sup>h</sup>". 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!



### Zwine vha do toḁa:

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



## Vhege ya 1 Duvha la 2

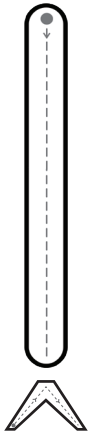
### Mishumo ya kilasi yothe

#### U talutshedza nganea na u imba

- 1 Kha vha thome nga u humbudza vhagudi talutshedzo dza maipfi e vha a divhadza nga Duvha la 1.
- 2 Kha vha talutshedze hafhu nganea vha tshi khou shumisa zwipopai. Kha vha vhudzise dzimbudziso musi vha tshi talutshedza nganea. Kha vha tutuwedze vhagudi u bula zwi dhaho zwine zwa do itea.
- 3 Kha vha vhudze vhagudi uri vha khou ya u vha funza luimbo tshiswa tshine tsha tshimbilelana na nganea.
- 4 Kha vha ambe mitaladzi ya luimbo i si gathi nga ndila i pfallaho nga u ongolowa, vha vha humbele uri vha shele mulenzhe vha imbe vho tangana na vhone. Zwi nga di kondela vhagudi u humbula maipfi othe, ngauralo kha vha funze luimbo nga zwipiḁa.
- 5 Kha vha vhe na zwifanyiso kana dzisifhereswenda kana u ita nyito u itela u thusa vhagudi u pfesesa luambo lwa luimbo. Kha vha vhudzise vhagudi arali vha tshi divha tshinwe zwidade kana nyimbo dza u ededza vhana dzine vha nga kovhekana na kilasi. Kha vha difhelwe musi vha tshi khou imba nga luambo lu fhiraho luthihi.

#### U vhumba ledere

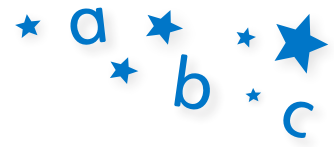
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe line la thoma nga /l/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /l/.
- 2 Kha vha funze vhagudi nyito i tumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga imisela milenzhe yavho ntha muyani vha edza u nga vha khou gonya **leri** vha tshi khou shumisa zwandḁa zwavho u itela uri vha sa we.
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri ledere la l li nwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha nwale ledere lihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni ye fhasi. Imisani tshandḁa ni ye fhasi ha ledere ni ole mutalo u tshi ya ntha u bva afho u ye fhasi."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya ledere muyani, khaphetheni, miḁanani yavho kana zwandani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba ledere.
- 5 Nga murahu ha musi vho no sumbedza uri ledere li nwaliswa hani, kha vha ye nḁa vha nee mugudi muḁwe na muḁwe mudzio u re na maḁi na bulatsho ya u pennda. Vhagudi vha nga pennda ledere lunzhilunzhi nga maḁi kha phevimennde.
- 6 Kha vha tutuwedze vhagudi u amba mubvumo une ledere la u ita musi vha tshi nwala ledere.



### Mishumo ya tshigwada tshituku

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





### You will need:

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



## Week 1 Day 2

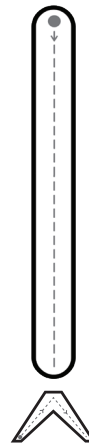
### Whole class activities

#### Storytelling and singing

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

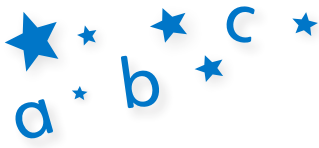
#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /j/ or if they can think of any other words that start with the sound /j/.
- 2 Teach learners an action associated with the sound. For example: Learners can lift their legs in the air and pretend to step up a ladder while using their hands to balance (**j**eri).
- 3 Show learners how to write the letter **j**. 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 your hand, go underneath the letter, draw up, stop and then draw down"
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own body to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



#### Small group activities

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



#### Zwine vha do toda:

- Zwipopai zwa nganea
- Bogisi ja maledere  
li re na zwithu kana  
zwifanyiso zwine zwa  
thoma nga i: Jeri, legere,  
libu, liivha, lingo,  
lethasi, litshisi, livhone,  
lofo, losheni



## Vhege ya 1 Duvha la 3

### Mishumo ya kilasi yothe

#### U talutshedza nganea na litambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha di kona u humbula tshalutshedzo dza maipfi a bvaho kha mutevhe wa ndivho ya maipfi. Sa tsumbo: "Ni nga kona u talusa tshithu tshe tsha ni ita uri ndi nyanyulea naa? Ni vhone hani musi no nyanyulea?"
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muwe na muwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha litambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u talutshedza nganea.
- 5 Kha vha talutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha mutalutshedzi wa nganea ane a dovha a divhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwothe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u talutshedza nganea na u tutuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kilasi yothe i tshi khou talela litambwa.
- 7 Arali hu na tshifhinga, vha nga di todou dovholola litambwa vha na vhagudi vho fhambanaho.

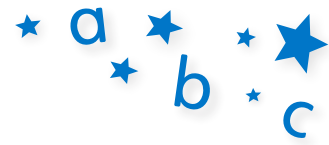
#### Mabogisi a maledere

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

### Mishumo ya tshigwada tshituku

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





### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **l**: *leri, legere, libu, liivha, lingo, lethasi, litshisi, livhone, lofo, losheni*



## 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: Can they remember where their tummy is from *Ali and the paint*? Ask learners if they know another word for "tummy" in English. Ask if they know how to say "tummy" in any other languages.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

#### Letter boxes

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



### Small group activities

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





### Zwine vha do toda:

- Thevhekano khulu ya zwifanyiso
- Zwithu kana zwifanyiso zwi re na mubvumo wo sedzwaho u fanaho.

### Stella u ri:



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

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

## Vhege ya 1 Duvha la 4

### Mishumo ya kilasi yothe

#### U vhekanya zwifanyiso

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

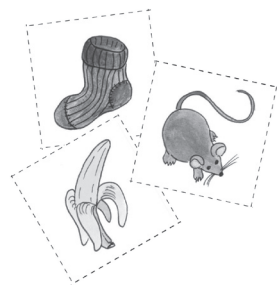


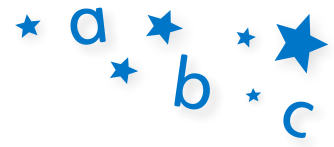
#### U thetshesela mibvumo yo sedzwaho

- 1 Kha vha nange mibvumo yo sedzwaho mivhili vha wane na sethe dza zwifanyiso zwine zwa thoma nga iyo mibvumo yo sedzwaho (vha nga shumisa zwithu zwi bvaho kha mabogisi a maḷedere). Kha vha humbele vhagudi vhaṅa vha ime phanda ha kilasi. Kha vha nee phere inwe na inwe ya vhagudi zwithu kana zwifanyiso zwine zwa thoma nga mubvumo wo sedzwaho u fanaho uri vha zwi imisele ntha u itela uri vhagudi vhothe vha kone u zwi vhona. Kha vha humbele vhagudi uri vha vha thuse u rina zwifanyiso kana zwithu.
- 2 Kha vha ambe dzina la tshifanyiso kana tshithu tshinwe na tshinwe nga u ongolowa, musu vha tshi khou ombedzela mubvumo wo sedzwaho.
- 3 Kha vha humbele vhagudi uri vha ambe uri ndi zwifhio zwithu kana zwifanyiso zwivhili zwine zwa vha na mubvumo wo sedzwaho u fanaho. Vhagudi vho imisaho zwifanyiso kana zwithu izwi vha fanela u tshimbila vha ima tsini na tsini. Kha vha ise phanda na dziinwe garaṭa dza zwifanyiso kana zwithu zwiraru kana zwiṅa.
- 4 Nga murahu ha musu vho no dlowela mutambo uyu, kha vha lingedze tshandukiso i tevhelaho: Kha vha vhe na vhuṭanzi ha uri vha na zwithu kana zwifanyiso zwo edanaho u itela uri vha kone u nea mugudi muṅwe na muṅwe tshithihi. Kha vha ṭalutshedze vhagudi uri vha fanela u wana muṅwe mugudi ane tshithu kana tshifanyiso tshawe tsha vha na mubvumo wo sedzwaho u fanaho vha dzule vhothe metheni.

### Mishumo ya tshigwada tshituku

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





### You will need:

- Big sequence pictures
- Objects or pictures with the same focus sound

## 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:



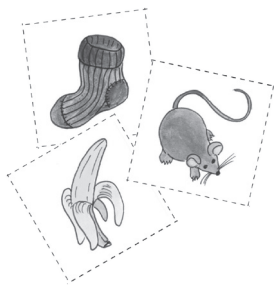
These are useful questions to ask about each picture:

- "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)



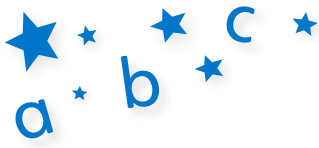
#### Listening for focus sounds

- 1 Select two focus sounds and find sets of pictures or objects starting with those focus sounds (you can use objects from the letter boxes).
- 2 Ask four learners to stand in front of the class. Give each pair of learners objects or pictures starting with the same focus sound to hold up so all the learners can see. Ask learners to help you name the pictures or objects.
- 3 Say the name of each picture or object slowly, while emphasising the focus sound.
- 4 Ask learners to say which two objects or pictures have the same focus sound. Learners holding these pictures or objects must move and stand next to each other. Continue with three or four more picture cards or objects.
- 5 Once learners are familiar with this game, try the following variation: Make sure you have enough objects or pictures so that you can give each learner one. Explain to learners that they must find another learner whose object or picture has the same focus sound and sit together on the mat.



#### Small group activities

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



### Zwine vha do toḁa:

- Nwana wa forogisi: forogisi lḁithihi kha mugudi muḁwe na muḁwe na tsumbotopolwa ya ḁwana a kha forogisi uri i sumbedzwe vhagudi
- Matombo maḁuku, dzikoroko, bulo, dzudzu, muḁali, zwipiḁa zwa malabi, bammbiri ḁa muvhala, riboni
- Tshele: boḁelo ḁa puḁasiḁiki ḁi si naho tshithu ḁa mugudi muḁwe na muḁwe, zwitombwana, malungu, ḁawa, muḁavha, bammbiri ḁa muvhala
- Khirayoni dza pfuraḁotshi khulwane na peni dza u swaya kana dzikhokhi
- Zwigero, guḁuu
- Maipfi a madungo manzhi a elanaho na nganea: ḁwana, nyanyulea, bele, thekhisi, tshimangadzo, vhuongelo, khaladzi, murathu, thumbu, Musumbuluwo, ḁavhuvhili, ḁavhuraru, ḁavhuḁa, ḁavhuḁanu, mafhelo a vhege

## Vhege ya 1 Duvha ḁa 5

### Mishumo ya kiḁasi yoḁhe

#### U ita, u ola na u ḁwala

- 1 Kha vha ḁalutshedze vhagudi uri vha khou ya u ita ḁwana wavho na mmbete wa ḁwana kha forogisi. Vha fanela u shumisa zwishumiswa zwi re kha ḁafula na khokhi u ola tshifhaḁuwo tsha ḁwana kha tombo kana koroko. Vha fanela u dovha vha khavhisa forogisi uri ḁi ite mmbete wa ḁwana wavho. Kha vha sumbedze vhagudi tsumbotopolwa ye vha i ita.
- 2 Kha vha humbele vhagudi uri vha rine “ḁwana” wavho dzina vha ḁwale dzina kha tshipiḁa tsha bammbiri tshine vha nga kona u tshi nambatedza nga phanḁa kana matungo a forogisi. Kha vha vha ḁalutshedze uri vha ḁwale dzina nga ḁḁila ine ḁo ḁwaliwa ngayo.
- 3 Kha vha ḁuḁuwedze vhagudi uri vha vhudzise khonani nga ha “ḁwana” wavho: Dzina ḁawe ndi ḁifhio? Ndi mutukana kana ndi musidzana naa? U a lila nga maanḁa naa?

#### KANA

- 1 Kha vha ḁalutshedze vhagudi uri vha khou ya u ita tshele ya ḁwana. Vha fanela u dzhenisa zwitombwana, malungu kana muḁavha nga ngomu ha boḁelo ḁa puḁasiḁiki na zwipiḁa zwikuḁu zwa bammbiri ḁa muvhala zwo kheruliwaho u itela uri i vhonele yo naka kha ḁwana.



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

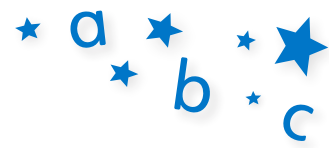
- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁiḁwe ḁa maipfi ḁi bvaho kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ḁhukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **kha | la | dzi**.
- 2 Kha vha humbele vhagudi uri vha lavhelese khonani vha vhandane zwanḁa kha dungo a ḁiḁwe na ḁiḁwe: **kha** (u vhandana zwanḁa) **la** (u vhandana zwanḁa) **dzi** (u vhandana zwanḁa).
- 3 Kha vha ambe maḁwe maipfi a madungo manzhi ane a bva kha nganea musi vhagudi vha tshi khou vhandana zwanḁa kha dungo ḁiḁwe na ḁiḁwe.
- 4 Kha vha ḁuḁuwedze vhagudi uri vha vhaelele tshivhalo tsha madungo kha maipfi (sa tsumbo: “khaladzi” ḁi na madungo mararu).



### Mishumo ya tshigwada tshiḁuku

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





### You will need:

- **Matchbox baby:** one matchbox per learner and a sample of a baby in a matchbox to show the learners
- Small rocks, corks, foam, cotton wool, string, fabric pieces, coloured paper, ribbon
- **Rattle:** an empty plastic bottle for each learner, little stones, beads, beans, sand, coloured paper
- Jumbo wax crayons and black markers or kokis
- Scissors and glue
- A list of multisyllabic words relating to the story: *nwana, nyanyulea, bele, thekhisi, tshimangadzo, vhuongelo, khaladzi, murathu, thumbu, Musumbuluwo, Ḷavhuvhili, Ḷavhuraru, Ḷavhuṽanu, mafhelo a vhege*

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Explain to learners that they are going to make their own baby and baby bed in a matchbox. They must use the materials on the table and a koki to draw the baby's face on the rock or cork. They must also decorate the matchbox to make a bed for their baby. Show learners the sample you have made.
- 2 Ask learners to give their "baby" a name and write the name on a piece of paper which they can stick onto the front or the side of the matchbox. Explain to them that they write the name the way they think it is written.
- 3 Encourage learners to ask a friend about their "baby": What is its name? Is it a boy or a girl? Does he/she cry a lot?

OR

- 1 Explain to learners that they are going to make a rattle for a baby. They must put little stones, beads or sand in the plastic bottle and then cover the bottle with little bits of torn coloured paper to make it look nice for the baby.



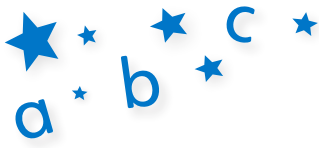
### Blending and segmenting (syllables)

- 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: **kha | la | dzi**.
- 2 Ask learners to face a friend and do high fives for each syllable: **kha** (high five) **la** (high five) **dzi** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "khaladzi" has three syllables).



### Small group activities

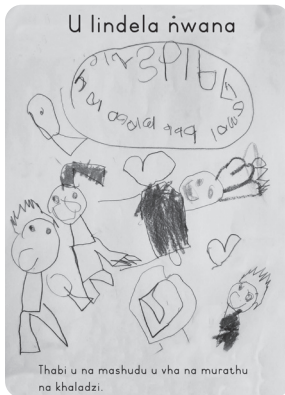
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



# Mishumo ya tshigwada tshiṭuku ya Vhege ya 1

## Zwine vha do ṭoda

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



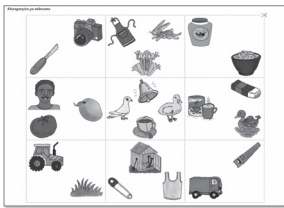
*Kha vha humbule u vhudzisa a vhagudi arali vha tshi ḽivha u bula maipfi a ṅdivho ya maipfi nga nyambo dzavho arali vha tshi amba luambo lwo fhambanaho hayani.*

## Mishumo

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

- 1 Kha vha ṅwale ṭhoho ya nganea nga ṅṭha ha siaṭari ḽi si naho tshithu ḽa mugudi muṅwe na muṅwe hu sa athu thoma ngudo.
- 2 Kha vha humbele vhagudi uri vha sumbe maipfi a ṭhoho musi vha tshi a vhala o ṭangana.
- 3 Kha vha vhudzise vhagudi uri ndi tshipiḽa tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa. Kha vha ṅee dziṅwe khumbudzo.
- 4 Kha vha ṭuṭuwedze vhagudi u ola tshipiḽa tshavho tsha nganea ine vha tshi funesa.
- 5 Kha vha ambe vḫupfiwa kana vha humbele mugudi muṅwe na muṅwe uri a vha vḫudze nga nyolo yawe.
- 6 Kha vha vhudzise vhagudi arali vha tshi nga tama u ṅwala zwiṅwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhone vha vha ṅwalele.
- 7 Arali vhagudi vha tshi nga tama uri vhone vha vha ṅwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a ṅwala fhasi. Kha vha shumise muhumbulo musi vha tshi ṅwala fhungo. Sa tsumbo: "Thabi u na mashudu nga u vha na murathu na khaladzi."
- 8 Kha vha ṅwale zwenezwo zwine vhagudi vha vha vḫudza zwone, ipfi nga ipfi, kana vha vḫudzise vhagudi arali vha tshi tendelana nazwo hu sa athu itwa tshanduko iṅwe na iṅwe kha maipfi. Kha vha humbule u ṅwala nga vḫudele na nga ṅḽila i vhone.
- 9 Musi vho no fhedza u ṅwala, kha vha ṭuṭuwedze vhagudi uri vha vḫale fhungo na vhone. Kha vha sumbe ipfi ḽiṅwe na ḽiṅwe musi vha tshi ḽi vhala na u dzhiela ṅṭha u ḽidina havho.

### • Khanganyiso ya mibvumo



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



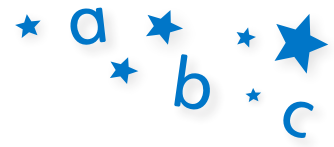
### Mushumo wa 2: Khanganyiso na mitambo

- 1 Vhagudi vha thoma nga u wana tshipiḽa tsha khanganyiso tshi re na zwifanyiso zwiṅa. Vha fanela u vhea itshi tshipiḽa tsha khanganyiso vḫukati ha ṭafula.
- 2 Vhagudi vha fanela u amba madzina na mibvumo yo sedzwaho zwa tshifanyiso tshiṅwe na tshiṅwe.
- 3 Mugudi muṅwe na muṅwe u fanela u doba tshiṅwe tshipiḽa tsha khanganyiso a metshisa mibvumo yo sedzwaho ya zwifanyiso zwoṭhe kha tshipiḽa tsha khanganyiso yavho. Khanganyiso i fhelela musi zwiḽiḽa zwoṭhe zwo vḫumba tshikwea.

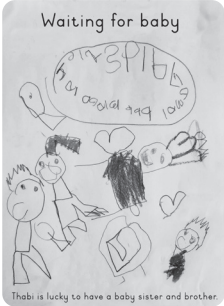



### Mushumo wa 3: U vhala nga iwe mune

- 1 Kha vha range phanḽa tshigwada u ya fhethu hu re na dzibugu kana vha ṅee tshigwada thuli ya dzibugu.
- 2 Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana bambiri ḽa khungedzelo ḽine vha takalela u ḽi vhala.
- 3 Kha vha sumbedze kuvulele kwa bugu na u fhenda masiaṭari khayi. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḽifhelwa ngatsho a tshi tshi vhala.
- 4 Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.



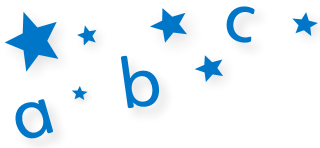


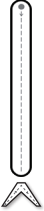
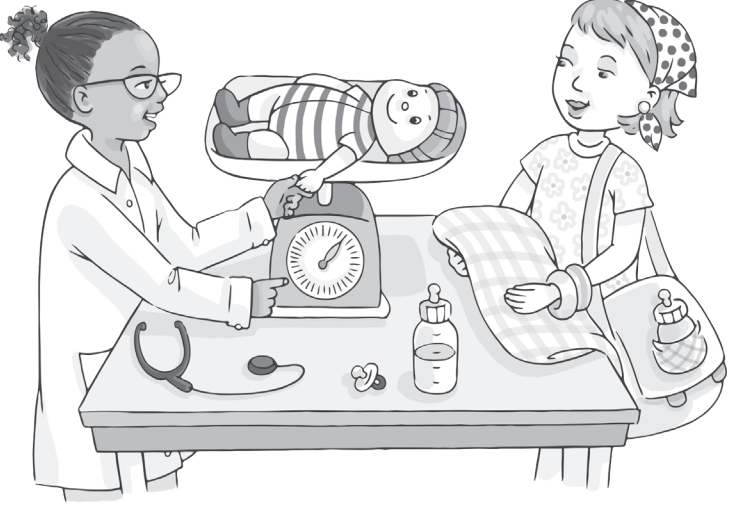
## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Give some suggestions.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>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: "Thabi ... is ... lucky ... to ... have ... a ... baby ... sister ... and ... a ... What word did you want to say next? Brother. I am going to write the word 'brother'."</li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>Sounds puzzle</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Learners begin by finding the puzzle piece with four pictures. They must put this puzzle piece in the middle of the table.</li> <li>Learners must say the names and focus sounds of each picture.</li> <li>Learners must each pick up another puzzle piece and match the focus sounds of all the pictures on their puzzle piece. The puzzle is complete when all the pieces form a square.</li> </ol>
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>

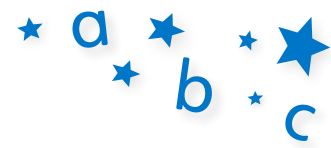


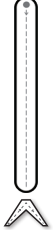





Zwine vha do toḁa	Mishumo
<ul style="list-style-type: none"> <li>• Thempleithi ya leḁere la "I" ya A5 ya mugudi muḁwe na muḁwe</li> <li>• Bammbiri la matshakatshaka kana gurannḁa</li> <li>• Zwigero, guḁuu</li> </ul>	<p><b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhudi na muḁwalo</b></p> <ol style="list-style-type: none"> <li>1 Vhagudi vha gere bammbiri kha zwipiḁa zwiḁuku, vha i pombe kha zwibola uri i ḁadze tshikhala na u ita leḁere. Vha nga engedza nga nyolo dzi re na mubvumo wo sedzwaho "I".</li> </ol> 
<ul style="list-style-type: none"> <li>• Zwifanyiso: dzinguvho, mipopi, maḁeiri, phureme, kubete kwa ḁwana, maboḁelo, sambelo la u ḁambela la ḁwana, zwikalo, tshitavhula</li> </ul>	<p><b>Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana</b></p> <ol style="list-style-type: none"> <li>1 Kha vha range phanḁa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha sumbedze dzisifhereswenda ntswa.</li> <li>2 Kha vha ḁalutshedze uri vha khou ya u ḁiita u nga vha vhabebi vha re na dzitshetshe. Vha nga ambadza na u ḁisa ḁwana wavho na u ya u dalela vhaḁwe vhabebi vha na ḁwana wavho. Vha nga kha ḁi dovha vha ya u dalela kiḁiniki uri vhana vhavho vha kaliwe na u ḁoliwa nga muongi.</li> <li>3 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u ḁuḁuwedza mutambo wa nga vhagudi. Sa tsumbo: Vha nga swika vha ḁiita u nga vho ḁisa mpho ya lutshetshe. Kha vha vhudzise "vhabebi" nga ha vhana vhavho, vha vha vhudze uri vhana vhavho vho naka hani!</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"><li>• An A5 “l” letter template for each learner</li><li>• Scrap paper or newspaper</li><li>• Glue, scissors</li></ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"><li>1 Learners must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound “l”.</li></ol> 
<ul style="list-style-type: none"><li>• Props: blankets, dolls, nappies, pram, cot, bottles, baby bath, scales, small towel</li></ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"><li>1 Lead the group to the pretend play corner and show them the new props.</li><li>2 Explain that they are going to pretend to be parents with a new baby. They can dress and feed their baby and go on a visit to other parents with their baby. They could also go to visit the clinic and get the babies weighed and checked by a nurse.</li><li>3 Visit the corner at least once to observe and encourage the learners’ game. For example: You could arrive and pretend to bring a gift for the new baby. Ask the “parents” about their baby, and tell them how beautiful their baby is!</li></ol> 





### Zwine vha do toḁa:

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

## Vhege ya 2 ḁuvha ḁa 1

### Mishumo ya kiḁasi yoḁhe

#### Huḁwe u vhekanya zwifanyiso



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



#### U ḁivhadza mubvumo u bva kha nganea

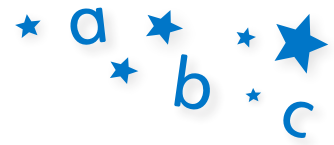
- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: "anga, aluwa, awe, avho, amba. Ni a kona u pfa mubvumo wo sedzwaho: **anga, avho, amba** naa? Ee, ni khou amba zwone! Yoḁhe i na mubvumo wa **la**!"
- 2 "Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga **la**: apuḁa, aisi, aini, apuḁakoswo, kamara, kaḁara, alamula, adza." (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa **la** nga ndila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa **la**: "**a-a-a**". Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.



### Mishumo ya tshigwada tshituku

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





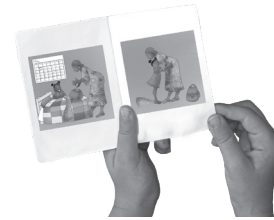
### You will need:

- 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. Encourage learners to take the books home to read with their families.



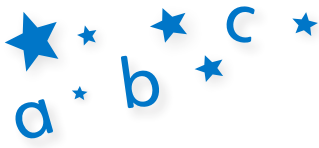
### Introducing a sound from the story



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

### Small group activities

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



### Zwine vha do toḁa:

- Bugu Khulu: *U lindela nḁwana*
- Thempleithi ya leḁere ḁa "a" ya A5 ya mugudi muḁwe na muḁwe
- Khirayoni dza pfuraḁotshi khulwane

## Vhege ya 2 Duvha ḁa 2

### Mishumo ya kiḁasi yoḁhe

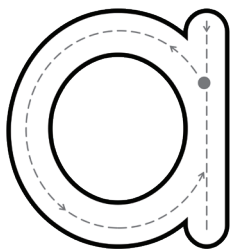
#### U vhala nga u sielisana – Bugu Khulu

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



#### U vhumba leḁere

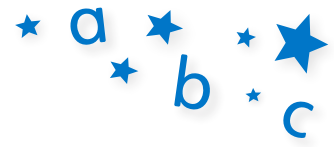
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina ḁa muḁwe ḁine ḁa thoma nga /a/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /a/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Vhagudi vha nga puta feisi nga zwanda zwavho vha edza u nga ndi **apuḁa**. vha nga amba /a/ tshifhinga tshoḁhe musi vha tshi kenya apuḁa.
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri leḁere ḁa **a** ḁi ḁwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ḁwale leḁere ḁihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: *"Thomani kha tshithoma, ni monise, ni ye nḁha na fhasi."*
- 4 Kha vha tendele vhagudi vha gude mbumbo ya leḁere muyani, khaphetheni, miḁanani yavho kana zwandani zwavho.
- 5 Kha vha ḁalutshedze vhagudi uri vha fanela u humela ḁafulani dzavho uri vha vhumba maḁere a musengavhadzimu. Izwi zwi amba uri vha ḁo ḁwala nḁha ha leḁere nga khirayoni dza mivhala yo fhambanaho kha siatari ḁavho.
- 6 Arali vhagudi vha tshi kona u humbula zwithu zwine zwa thoma nga mubvumo une leḁere ḁa u ita, vha nga zwi ola u mona na leḁere ḁa musengavhadzimu. Kha vha vha tuḁuwedze u amba mubvumo une leḁere ḁa u ita musi vha tshi ḁwala leḁere.



### Mishumo ya tshigwada tshituḁu

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





### You will need:

- Big Book: Waiting for baby
- An A5 "a" letter template for each learner
- Jumbo wax crayons

## Week 2 Day 2

### Whole class activities

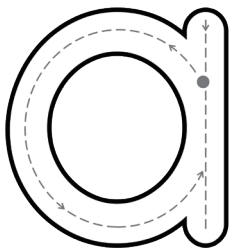
#### Shared reading – Big Book

- 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 make a fist with their hand and pretend it is an apple (**apuḷa**). They can say /a/ each time they take a bite.
- 3 Show learners how to write the letter **a**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go round, then up and down."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



### Small group activities

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





### Zwine vha do toḁa:

- Tshele ya ṅwana yo itwaho hayani
- Zwipopai zwi bvaho kha nganea
- Zwifanyiso zwi bvaho kha magazini zwa miraḁo ya muḁa yo fhambanaho
- Bogisi ḁa maḁedere ḁi re na zwithu kana zwifanyiso zwa zwithu zwine zwa thoma nga **a**: apuḁa, aisi, aini, kamara, kaḁara, haraka, tshikwakwalala, takala, thanga

## Vhege ya 2 Duvha ḁa 3

### Mishumo ya kiḁasi yoḁhe

#### U guda u thetshesela

- 1 Kha vha vhudze vhagudi uri vha lavhelese nga vhuronwane zwipopai zwi bvaho kha nganea. Kha vha vha sumbedze tshithihi nga tshifhinga tshithihi vha vha humbele uri vha vha thuse u ḁalusa tshiṅwe na tshiṅwe: “Zwo lapfa kana ndi zwipufhi naa? Zwi na mavhudzi malapfu kana mapufhi naa? Ndi zwa kale kana ndi zwiswa naa? Zwo ambara mini?” U bva afho kha vha ḁaluse zwifanyiso zwe vha zwi gera kha magazini. Kha vha nambatedze zwipopai na zwifanyiso kha luvhondo.
- 2 Kha vha ḁalutshedze vhagudi uri vha fanela u thetshesela nga vhuronwane musi vha tshi khou ḁalusa muṅwe wa vhatu. Kha vha humbele vhagudi uri vha imise zwanga zwavho arali vha tshi ḁivha muthu ane vha khou mu ḁalusa. Sa tsumbo: “Muthu ane nda khou humbula ngae o lapfanyana. O ambara zwiambaro zwa vhuria. U vhone a na vholenda.”
- 3 Kha vha vhudzise vhagudi arali hu na ane a nga takalela u ḁalusa muṅwe wa vhaanewa musi vhaṅwe vhagudi vho thetshesela.

### Stella u ri:



*Nḁila yavhuḁi ya u ita uri vhagudi vha dzule fhasi u itela mushumo wa u thetshesela ndi u vha vhudza uri vha bonye maḁo avho. U bva afho kha vha tshimbile vha ye khoneni ya kiḁasirumu vha tzhukutshe tshele i tshi khou pfalesa. Kha vha humbele vhagudi uri vha sumbe hune mubvumo wa khou bva u hone. Kha vha tshimbile vho fhumula vha tshi ya murahu ha rumu vha tzhukutshe tshele hafhu. Kha ite izwi u bva kha masia o fhambanaho, vha thome nga u tzhukutsha tshele i tshi khou pfalesa u bva afho i pfalele fhasi.*

### Mabogisi a maḁedere

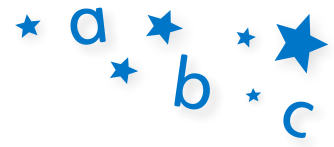
- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi ḁa maḁedere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kiḁasi uri tshithu itsho vha tshi vhidza u ri mini nga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



### Mishumo ya tshigwada tshiḁuku

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





### You will need:

- A home-made baby rattle
- Puppets from the story
- Pictures from a magazine of different family members
- A letter box containing objects or pictures of objects that start with **a**: apuša, aisi, aini, kamara, kačara, haraka, tshikwakwalala, takala, thanga

## Week 2 Day 3

### Whole class activities

#### Learning to listen

- 1 Tell learners to look carefully at the puppets from the story. Show them one at a time and ask them to help you describe each one: *“Are they tall or short? Do they have long or short hair? Are they old or young? What are they wearing?”* Then describe the pictures you have cut out of a magazine. Stick the puppets and pictures on the wall.
- 2 Explain to learners that they must listen carefully while you describe one of the people. Ask learners to put up their hand if they know which person you are describing. For example: *“The person I am thinking of is quite tall. He is wearing winter clothes. He looks friendly.”*
- 3 Ask learners if anyone would like to describe one of the characters while the other learners listen.

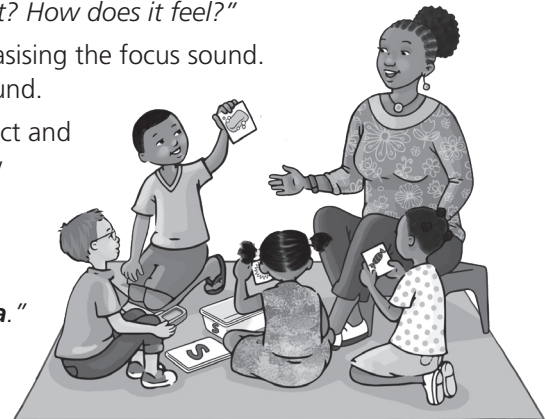
### Stella says:



*A good way to get learners to settle for the listening activity is to tell them to close their eyes. Then walk to the corner of the classroom and shake the rattle loudly. Ask learners to point to where the sound is coming from. Move quietly to the back of the room and shake the rattle again. Do this from different directions, shaking the rattle loudly at first and then softly.*

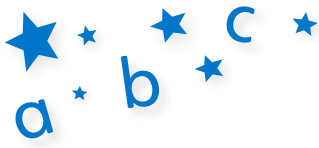
#### Letter boxes

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



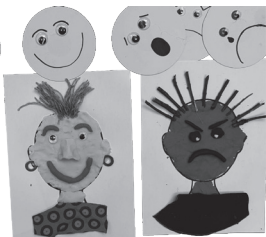
#### Small group activities

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



### Zwine vha do toḡa:

- Khophi ya tshifhaṭuwo tsha emoji tshiṅwe na tshiṅwe tsho geriwaho u bva kha siaṭari ḡa mushumo wa **tshifhaṭuwo tsha emoji**
- **Zwifhaṭuwo zwa emoji** zwa muvhala zwa 8, zwo geriwaho
- Suko ḡa u tamba na mimethe ya suko ḡa u tamba zwa muṅwe na muṅwe
- Thanda, wulu, malungu kana "maṭo" a pulasiṭiki
- Tshiengedzwa: mimagazini
- Zwithu kana zwifanyiso zwi re na mubvumo wo sedzwaho u fanaho



## Vhege ya 2 Duvha ḡa 4

### Mishumo ya kiḡasi yoṭhe

#### U vhalana u ita

- 1 Kha vha vhudze vhagudi uri vha dzule fhasi kha methe vha lavhelese tshifhaṭuwo tshavho nga vhuronwane. Kha vha shandukise tshifhaṭuwo uri tshi sumbedze vhuḡipfi vha vhudze vhagudi uri vha edzisele tshifhaṭuwo tshavho, u bva afho vha rine vhuḡipfi.
- 2 Kha vha ite izwi hafhu, fhedzi kha vha sumbedze vhagudi tshifanyiso tsha emoji iṅwe na iṅwe musi vha tshi khou amba nga vhuḡipfi vhuṅwe na vhuṅwe. U bva afho kha vha shandukise tshifhaṭuwo vha humbele mugudi a ḡe a sumbe tshifanyiso tsha emoji yone. Kha vha humbele mugudi uri a vha sumbedze vhuḡipfi, muṅwe mugudi a ḡe a wane emoji yone.
- 3 Nga murahu ha musi vho no ita izwi nga zwifanyiso zwi si gathi, vhagudi vha fanela u ya ṭafulani dzavho. Mugudi muṅwe na muṅwe u ḡo toḡa suko ḡa u tamba, methe wa suko ḡa u tamba na tshifanyiso tsha emoji.
- 4 Vhagudi vha fanela u shumisa ḡiṅwe ḡa suko ḡa u tamba ḡavho u pulumbedza bola u bva afho vha ḡi pwanyeledze uri ḡi ite tshivhumbeo tsha tshipulumbu tsha tshifhaṭuwo. Kha vha ṭuṭuwedze vhagudi u "vhalana" emoji na u shandukisa tshifhaṭuwo nga suko ḡa u tamba uri tshi metshe na vhuḡipfi ha emoji hu tshi khou shumiswa zwishumiswa zwi re kha ṭafula. Vha nga kha ḡi tshintshana emoji na muṅwe mugudi uri vha ite vhuḡipfi ha tshifhaṭuwo ho fhambanaho.

#### KANA

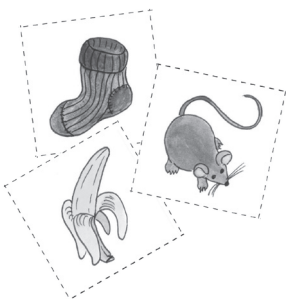
- 1 Vhagudi vha nga gera zwifanyiso zwa magazini zwa vhatu zwi re na vhuḡipfi vhune ha metsha na dziemoji. Zwifanyiso zwi nga nambatedzwa kha tshipiḡa tsha bammhiri ḡa filipitshati tsini na tshiga tsha emoji.

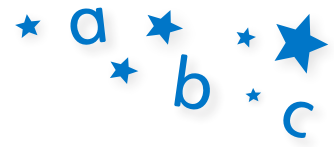
#### U thetshesela mibvumo yo sedzwaho

- 1 Kha vha nange mibvumo yo sedzwaho mivhili vha wane na sethe dza zwifanyiso zwine zwa thoma nga iyo mibvumo yo sedzwaho (vha nga shumisa zwithu zwi bvaho kha mabogisi a maḡedere). Kha vha humbele vhagudi vhaṅa vha ime phanda ha kiḡasi. Kha vha ṅee phere iṅwe na iṅwe ya vhagudi zwithu kana zwifanyiso zwine zwa thoma nga mubvumo wo sedzwaho u fanaho uri vha zwi imisele nṭha u itela uri vhagudi vhoṭhe vha kone u zwi vhoṅa. Kha vha humbele vhagudi uri vha vha thuse u rina zwifanyiso kana zwithu.
- 2 Kha vha ambe dzina ḡa tshifanyiso kana tshithu tshiṅwe na tshiṅwe nga u ongolowa, musi vha tshi khou ombedzela mubvumo wo sedzwaho.
- 3 Kha vha humbele vhagudi uri vha ambe uri ndi zwifhio zwithu kana zwifanyiso zwine zwivhili zwa vha na mubvumo wo sedzwaho u fanaho. Vhagudi vho imisaho zwifanyiso kana zwithu izwi vha fanela u tshimbila vha ima tsini na tsini. Kha vha ise phanda na dziṅwe garaṭa dza zwifanyiso kana zwithu zwiraru kana zwiṅa.
- 4 Nga murahu ha musi vho no ḡowela mutambo uyu, kha vha lingedze tshandukiso i tevhelaho: Kha vha vhe na vhuṭanzi ha uri vha na zwithu kana zwifanyiso zwo eḡanaho u itela uri vha kone u ṅea mugudi muṅwe na muṅwe tshithihi. Kha vha ṭalutshedze vhagudi uri vha fanela u wana muṅwe mugudi ane tshithu kana tshifanyiso tshawe tsha vha na mubvumo wo sedzwaho u fanaho vha dzule vhoṭhe metheni.

### Mishumo ya tshigwada tshiṭuku

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





### You will need:

- An emoji face for each learner (photocopied and cut out from the **Emoji faces** page)
- 8 colour **Emoji faces**, cut up
- Playdough and playdough mats for each learner
- Sticks, wool, beads or plastic "eyes"
- Optional: magazines
- Objects or pictures with the same focus sound

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Tell learners to sit on the mat and watch your face carefully. Make a face to show a feeling and ask learners to copy your face, and then name the feeling.
- 2 Do this again, but show learners a picture of each colour emoji as you talk about each feeling. Then make a face and ask a learner to come up and point to the correct emoji picture. Ask a learner to show a feeling, and another learner to find the correct emoji.
- 3 After you have done this with a few pictures, learners must move to their tables. Each learner will need some playdough, a playdough mat and a photocopied emoji face.
- 4 Learners must use some of their playdough to roll a ball and then flatten it to make a round shape for the face. Encourage learners to "read" the emoji and make a face with playdough to match the feeling emoji using the materials on the table. They can then swap the emoji with another learner to make a different facial expression.

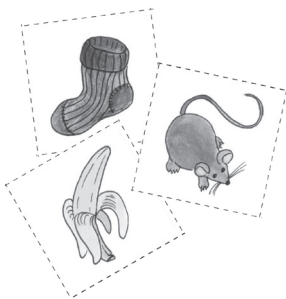
OR

- 1 Learners can cut out magazine pictures of people with matching expressions to the emojis. The picture can be stuck on a piece of flipchart paper next to the emoji sign.



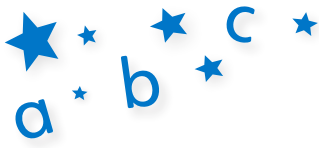
### Listening for focus sounds

- 1 Select two focus sounds and find sets of pictures or objects starting with those focus sounds (you can use objects from the letter boxes). Ask four learners to stand in front of the class. Give each pair of learners objects or pictures starting with the same focus sound to hold up so all the learners can see. Ask learners to help you name the pictures or objects.
- 2 Say the name of each picture or object slowly, while emphasising the focus sound.
- 3 Ask learners to say which two objects or pictures have the same focus sound. Learners holding these pictures or objects must move and stand next to each other. Continue with three or four more picture cards or objects.
- 4 Once learners are familiar with this game, try the following variation: Make sure you have enough objects or pictures so that you can give each learner one. Explain to learners that they must find another learner whose object or picture has the same focus sound and sit together on the mat.



### Small group activities

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



### Zwine vha do toda:

- Tshipiḁa tsha bammbiri ḁa kana khadibogisi
- Peni ya u swaya bodoni
- Khirayoni dza pfuraḁotshi khulwane
- Maipfi a madungo manzhi a elanaho na nganea: matshelo, humbula, funesa, Ibrahim, makhulu, nyanyulea, matsheloni, mukapu, maḁi, mendele, mutakalo wavhuḁi, khetheaho, mpho
- Dzitshele na dzingoma

## Vhege ya 2 Duvha ḁa 5

### Mishumo ya kiḁasi yoḁhe

#### U thetshesela na u ita

- 1 Kha vha ḁalutshedze vhagudi uri vha khou ya u ḁiita u nga vha Thabi vha vha thuse u ita garaḁa ya u ḁanganedza Mme na malwelavanda.
- 2 Kha vha vhudzise vhagudi arali muḁwe a tshi zwi ḁivha uri hu thomiswa hani u ḁwala mulaedza kha garaḁa. kha vha ḁalutshedze uri ri anzela u thoma dzigaraḁa nga maipfi: Ha ...
- 3 U bva afho kha vha rere nga zwi tevhelaho u ḁwaliwa. Nga murahu ha musi vho no tendelana, kha vha ḁwale maipfi a vhagudi kha garaḁa. Nga murahu ha musi vho no sumbeza u ḁwala mafhungo mavhili kana mararu, kha vha humbele vhagudi uri vha vha thuse u humbula nga zwine vha nga amba magumoni a garaḁa.
- 4 Vhaḁwe vhagudi vha nga khavhisa garaḁa arali hu na tshifhinga.

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

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁiḁwe ḁa maipfi ḁi bvaho kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ḁhukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **ḁa | vhu | ḁa | nu.**
- 2 Kha vha humbele vhagudi uri vha matshe kha dungo ḁiḁwe na ḁiḁwe: **ḁa** (ḁiga ḁithihi) **vhu** (ḁiga ḁithihi) **ḁa** (ḁiga ḁithihi) **nu** (ḁiga ḁithihi). Kha vha ḁee vhaḁwe vhagudi dzitshele kana dzingoma uri vha tzhukutshe kana u khokhonya kha dungo ḁiḁwe na ḁiḁwe.
- 3 Kha vha ambe maḁwe maipfi a madungo manzhi ane a bva kha nganea musi vhagudi vha tshi khou vhandana zwaḁa kha dungo ḁiḁwe na ḁiḁwe. Kha vha ḁuḁuwedze vhagudi uri vha vhalele tshivhalo tsha madungo a re kha maipfi (Sa tsumbo: "ḁavhuḁanu" ḁi na madungo maḁa).

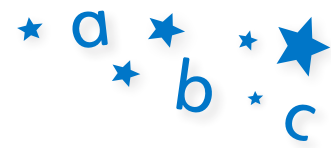


### Mishumo ya tshigwada tshiḁuku

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







#### You will need:

- An A3 piece of paper or cardboard
- Whiteboard marker
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: matshelo, humbula, funesa, Ibrahim, makhulu, nyanyulea, matsheloni, mukapu, mađi, mendele, mutakalo wavhuđi, khetheaho, mpho
- Shakers or drums

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Explain to learners that they are going to pretend to be Thabi and help you make a card to welcome Mom and the twins.
- 2 Ask learners if anyone knows how to start writing a message in a card. Explain that we usually start cards with the words: Dear ...
- 3 Then discuss what to write next. Once you have agreed, write the words of the learners on the card. After modelling writing two to three sentences, ask learners to help you think of what to say at the end of the card.
- 4 Some learners can decorate the card if there is time.

#### 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: **La | vhu | ta | nu**.
- 2 Ask learners to march for each syllable: **La** (one step) **vhu** (one step) **ta** (one step) **nu** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: "Lavhuđanu" has four syllables).



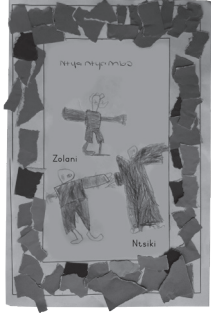
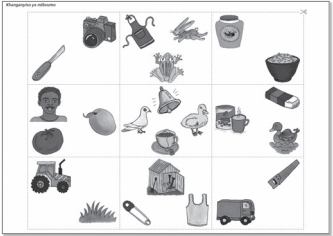

### Small group activities

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

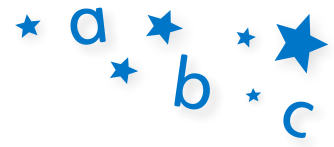




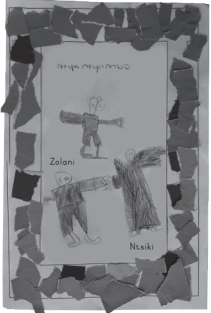
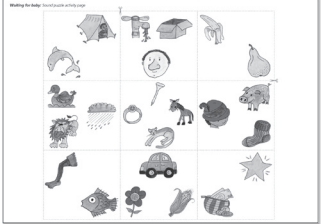

## Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

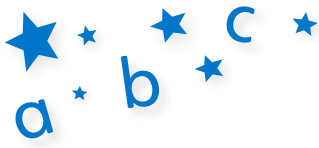
Zwine vha do ṭoda	Mishumo
<ul style="list-style-type: none"> <li>• Khophi ya <b>Siaṭari</b> la mushumo wa fureme ya tshifanyiso</li> <li>• Bammbiri la muvhala kana masiaṭari a bvaho kha magazini ane vhagudi vha nga a kherula a vha zwipiḍa zwiṭuku</li> </ul>	<p><b>Mushumo wa 1: U ola na ndivho i rangelaho u ṅwala ha vhana</b></p> <ol style="list-style-type: none"> <li>1 Vhagudi vha fanela u kherula vha nambatedza bammbiri la muvhala kana masiaṭari a bvaho kha magazini u mona na lumeme lwa siaṭari uri li ite fureme.</li> <li>2 Nga murahu ha musi vho no ita fureme, vha fanela u ola tshifanyiso tsha muṭa wa havho vhukati ha siaṭari.</li> <li>3 Kha vha ṭuṭuwedze vhagudi u ṅwala dzina la vho tsini na nyolo yavho ya vhone vhaṅe, vha lingedze u ṅwala madzina a miṅwe mirado ya muṭa arali vha tshi kona. Kana, kha vha vha humbele uri vha vha vhudze madzina a mirado ya muṭa wa havho vha vha ṅwalele.</li> </ol> 
<ul style="list-style-type: none"> <li>• Khanganyiso dza mibvumo</li> </ul> 	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <ol style="list-style-type: none"> <li>1 Vhagudi vha thoma nga u wana tshipiḍa tsha khanganyiso tshi re na zwifanyiso zwiṅa. vha fanela u vhea itshi tshipiḍa tsha khanganyiso vhukati ha ṭafula.</li> <li>2 Vhagudi vha fanela u amba madzina na mibvumo yo sedzwaho zwa tshifanyiso tshirwe na tshirwe.</li> <li>3 Mugudi muṅwe na muṅwe u fanela u doba tshirwe tshipiḍa tsha khanganyiso a metshisa mibvumo yo sedzwaho ya zwifanyiso zwoṭhe kha tshipiḍa tsha khanganyiso yavho. Khanganyiso i fhelela musi zwipiḍa zwoṭhe zwo vhumba tshikwea.</li> </ol>
<ul style="list-style-type: none"> <li>• Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabammbiri a khungedzelo</li> </ul> 	<p><b>Mushumo wa 3: U vhala nga iwe muṅe</b></p> <ol style="list-style-type: none"> <li>1 Kha vha range phanḍa tshigwada u ya fhethu hu re na dzibugu kana vha ṅee tshigwada thuli ya dzibugu.</li> <li>2 Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana bammbiri la khungedzelo liṅe vha takalela u li vhala.</li> <li>3 Kha vha sumbedze kuvulele kwa bugu na u fhenḍa masiaṭari khayo. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḡifhelwa ngatsho a tshi tshi vhala.</li> <li>4 Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.</li> </ol>

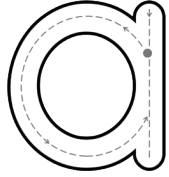
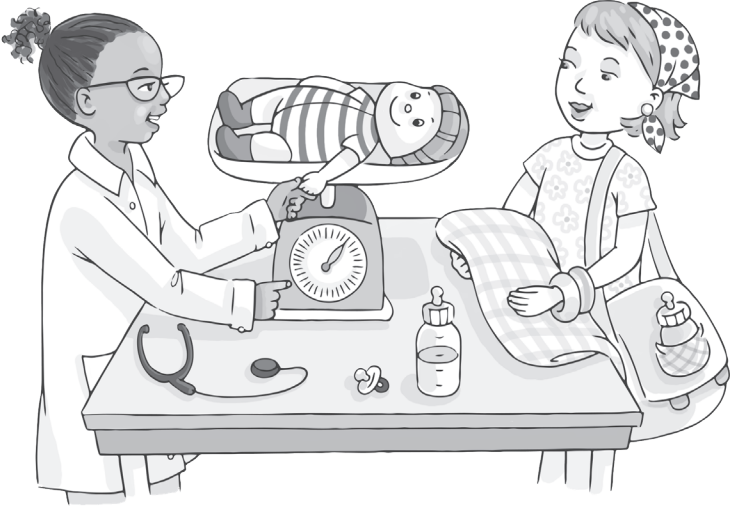




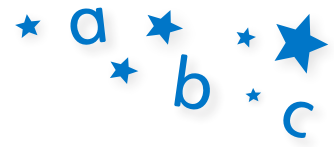
## Small group activities for Week 2

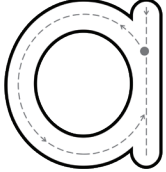
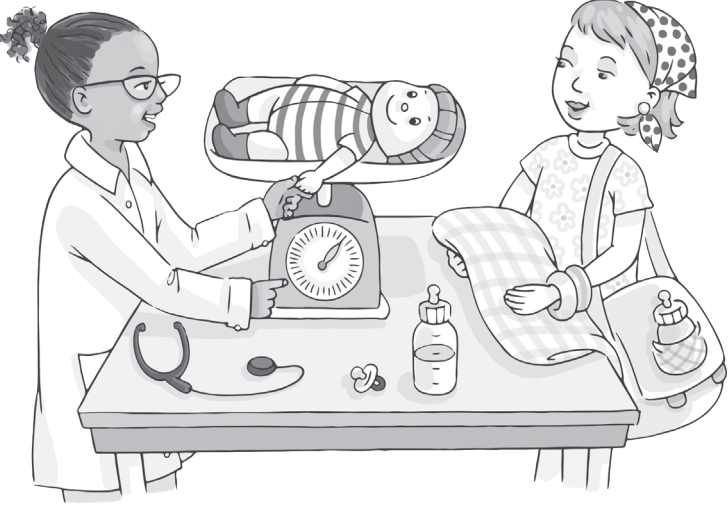
You will need	Activities
<ul style="list-style-type: none"> <li>A photocopy of the <b>Picture frame activity page</b> for each learner</li> <li>Coloured paper or pages from a magazine that learners can tear into small pieces</li> </ul>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Learners must tear and stick coloured paper or pages from a magazine around the edge of the paper to make a frame.</li> <li>Once they have made a frame, they must draw a picture of their family in the middle of the page.</li> <li>Encourage learners to write their name next to their drawing of themselves, and to try and write the names of other family members if they can. Alternatively, ask them to tell you the names of members of their family and write for them.</li> </ol> 
<ul style="list-style-type: none"> <li><b>Sounds puzzle</b></li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Learners begin by finding the puzzle piece with four pictures. They must put this puzzle piece in the middle of the table.</li> <li>Learners must say the names and focus sounds of each picture.</li> <li>Learners must each pick up another puzzle piece and match the focus sounds of all the pictures on their puzzle piece. The puzzle is complete when all the pieces form a square.</li> </ol>
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>



Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> <li>• Thempleithi ya ledere la "a" ya A5 ya mugudi muñwe na muñwe</li> <li>• Bammbiri la matshakatshaka kana gurannda</li> <li>• Zwigero, guľuu</li> </ul>	<p><b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhudi na muñwalo</b></p> <ol style="list-style-type: none"> <li>1 Vhagudi vha gere bammbiri kha zwipiđa zwițuku, vha i pombe kha zwibola uri i đadze tshikhala na u ita ledere. Vha nga engedza nga nyolo dzi re na mubvumo wo sedzwaho "a".</li> </ol> 
<ul style="list-style-type: none"> <li>• Dzisifhereswenda: dzinguvho, mipopi, majeri, phureme, kubete kwa ñwana, mabođelo, sambelo la u țambela la ñwana, zwikalo, tshitavhula</li> </ul>	<p><b>Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana</b></p> <ol style="list-style-type: none"> <li>1 Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha țuțuwedze u isa phanđa u bva kha Vhege ya 1 musu vho điita u nga vha vhabebi vhane vha khou țhogomela dzitshetshe dzavho.</li> <li>2 Kha vha range phanđa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha sumbedze dzisifhereswenda.</li> <li>3 Kha vha țalutshedze uri vha khou ya u điita u nga vha vhabebi vha re na dzitshetshe. Vha nga ambadza na u ĳisa ñwana wavho na u ya u dalela vharwe vhabebi vha na ñwana wavho. Vha nga kha đi dovha vha ya u dalela kiĳiniki uri vhana vhavho vha kaliwe na u țoliwa nga muongi.</li> <li>4 Kha vha dalele khone luthihi lwa fhasisa u lavhelesa na u țuțuwedza mutambo wa nga vhagudi. Sa tsumbo: Vha nga swika vha điita u nga vho đisa mpho ya lutshetshe. Kha vha vhudzise "vhabebi" nga ha vhana vhavho, vha vha vhudze uri vhana vhavho vho naka hani!</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"><li>• An A5 “a” letter template for each learner</li><li>• Scrap paper or newspaper</li><li>• Glue, scissors</li></ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"><li>1 Learners must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound “a”.</li></ol> 
<ul style="list-style-type: none"><li>• Props: blankets, dolls, nappies, pram, cot, bottles, baby bath, scales, small towel</li></ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"><li>1 Remind learners about the props in the pretend play corner. Encourage learners to continue from Week 1 when they pretended to be parents looking after their new babies.</li><li>2 Lead the group to the pretend play corner and show them the props.</li><li>3 Explain that they are going to pretend to be parents with a new baby. They can dress and feed their baby and go on a visit to other parents with their baby. They could also go to visit the clinic and get the babies weighed and checked by a nurse.</li><li>4 Visit the corner at least once to observe and encourage the learners’ game. For example: You could arrive and pretend to bring a gift for the new baby. Ask the “parents” about their baby, and tell them how beautiful their baby is!</li></ol> 

# ★ Tshiṭaha tsha muṅadzi wa wulu

## Nganea

Lo vha li ḍuvha li rotholaho la tshifhefho nahone Wendy na mme awe vho vha vho lavhelesa nḍa nga fasiṭere, vha tshi khou ṭalela muya une wa khou vhudzula miri. Wendy o vhudzisa mme awe a ri, “Ndi nga ya u tamba nḍa naa?” Mme awe vho ri, “Wendy, muya u khou vhudzula. Ni tea u ambara nga nḍila i dudelaho arali ni tshi khou ṭoḍou bvela nḍa”.

Wendy o mbo ḍi ambara badzhi yawe i dudelesaho a mbo ḍi bva. Musi a tshi tou ri u a bvela nḍa ha vothi mme awe vho ri: “dzhiani hoyu muṅadzi waṅu wa wulu uri ni dzudze ṭhoho yaṅu na nḍevhe dzaṅu dzi tshi dudela.”

Wendy o mbo ḍi gidima a dzhena muyani u rotholaho. O ri u lavhelesa nṭha ha miri a vhona miṅwe ya miri yo no wisa vhunzhi ha maṭari ayo.

Nga u ṭavhanya ḍumbu lo mbo ḍi rwa muṅadzi wawe wa wulu wa bvulea ṭhohoni yawe. “Tshukhwi! Muṅadzi wanga wa wulu wo fhufha! A thi koni u u gavha!” Wendy o vha a tshi khou u gidimela a tshi khou lila. Fhedzi muya wo u vhudzula nga maanḍa wa mbo ḍi fhufha wa ya kulesa u swika u tshi ngalangala wa ri dzadzadza.

Wendy o mbo ḍi humela hayani nga u gidima a swika a vhudza mme awe zwo bvelelaho. “Mma, muya muhulu wo vhudzula nga maanḍa mahulu, wo mbvula muṅadzi wanga wa wulu ṭhohoni yanga nahone zwino a thi tsha kona u u wana! Ndo lingedza u u gidimela, fhedzi wo mbo ḍi vhudzulelwa nṭha ha miri.” Mme a Wendy vho ri: “Zwi a pfisa vhuṭungu uri muṅadzi waṅu wa wulu wo xela, fhedzi a si vkhakhi haṅu, Wendy. Houḷa muṅadzi wo vha u tshi vho thoma u ni sia nahone khamusi muṅwe muthu u ḍo u wana a kona u u shumisa.”



Mutsho wo mbo ḍi ḥaṅa u rothola hu si kale ha mbo ḍi vha vhuria. Nga murahu ha miṅwedzi i si gathi, Wendy o mbo ḍi vhona miri yo no dalafhala nahone o vha a tshi kona u pfa uri mutsho u khou thoma u dudela. Luṭavula na vhuria zwo fhira zwi ḍo vhuya ṅwakani. Hu si kale Wendy u ḍo vha a tshi khou ambara thaphuthaphu dzawe na muṅadzi wa ḍuvhani a tambela nḍa nga hune a funa ngaho.

Nga maṅwe matsheloni a dudelaho a luṭavula Wendy na mme awe vho mbo ḍi dzhia tsho ya u ya u dadela dziṅwe khonani dzavho. Hu na zwe zwa vha mangadza musu vha tshi swika murini mulapfu. Henefho, nṭhanṭha, ho vha hu na muṅadzi wa wulu wa Wendy nahone tshixoni tsha tshisadzi tsho vha tsho dzula nga ngomu hawo. Tsho vha tshi tshi khou ita tshiṭaha tshixuku tsha makumba atsho.

Mme a Wendy vho ri, “Vhonani!” “Muṅadzi waṅu wa wulu wo wana mushumo wavhuḍi nahone u ḍo ita tshiṭaha tshi dudelaho musu zwifhondo zwi tshi thothonya!” Wendy na mme awe vho ḍo fa nga zwiseo musu vha tshi ṭuwa. Wendy ho ngo kona u lindela uri a vhudze khonani yawe nga ha tshiṭaha tsha muṅadzi wa wulu.

**Aya ndi one magumo a nganea.**





# ★ The beanie nest

## Story

It was a cold day in autumn and Wendy and her mom were looking out of the window, watching the wind blowing in the trees. "Please can I go and play outside?" Wendy asked her mom. "Wendy, the wind is blowing. You must dress warmly if you want to go outside," said her mom.

Wendy put on her warmest jacket and off she went. Just as she was going out of the door her mom said: "Here, take your beanie to keep your head and your ears warm."

Wendy ran outside into the cold wind. She looked up at the trees and noticed that some trees had lost most of their leaves.

Suddenly the strong wind whipped her beanie right off her head. "Oh dear! My beanie has gone! I can't catch it!" cried Wendy as she ran after it. But the wind blew harder and the beanie flew further and further away until it disappeared.

Wendy ran back home and told her mom what had happened. "Mommy, a gust of wind blew so hard, it took my beanie right off my head and now I can't find it! I tried running after it, but it blew over the trees." Wendy's mom said: "It's a pity that your beanie is lost, but it's not your fault, Wendy. That beanie was getting too small for you and maybe someone will find it who can use it."



The weather got colder and colder and soon it was winter. After a few months, Wendy noticed that there were new green leaves on the trees and she could feel that the weather was getting warmer. It was spring and winter was over for another year. Soon Wendy would be wearing her slip-slops and sunhat and playing outside as much as she wanted to.

One warm spring morning Wendy and her mom decided to visit some friends. What a surprise they got when they came to a tall tree. There, high up, was Wendy's beanie and sitting inside was a mommy bird. She was making a little nest for her eggs.

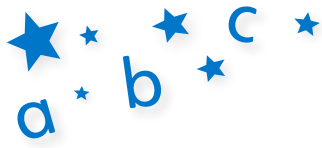
"Look!" said Wendy's mom. "Your beanie is being put to good use and will make a warm nest when the little chicks hatch!" Wendy and her mom laughed as they walked on. Wendy couldn't wait to tell her friend about the beanie nest.



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







## Luimbo

Vhudzulai, vhudzulai, vhudzulai muya  
 Fhefheḡa u tshi dzhena mirini,  
 Vhudzulai u vhudzule nga maanḡa,  
 Ndi lu funa hani lumuya lusekene!  
 Vhudzulai, vhudzulai, vhudzulai makole  
 A vhudzulei u tshi dzhena kha lutombo.  
 Vhudzulai u vhudzule nga maanḡa,  
 Ṭalelani makole a tshi khebuwa!

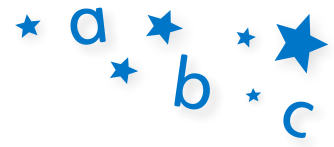


*(Imbani nga tshuni ya "Vekisani, vekisani, vekisani gungwa laḡu"  
 kana ni shumise tshuni yaḡu.)*

## Nḡivho ya maipfi a bvaho kha nganea

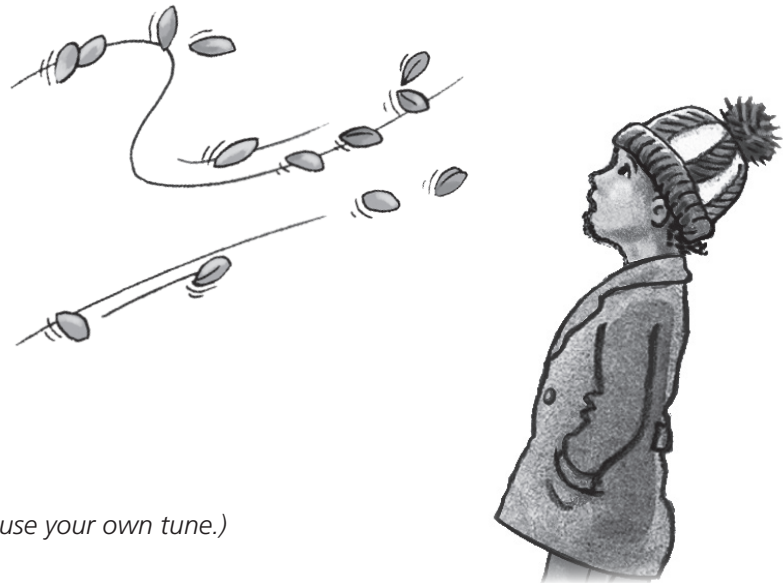
Maipfi a ndeme:	muḡadzi wa wulu	tshifhefho	muya	vhuria	rothola	luṭavula
Maipfi o engedzwaho:	miri	maṭari	ḡumbu	ngalangala	dudela	gavha
	vhudzula	mulapfu	tshimangadzo	mutsho	nnḡa	thothonya





## Song

Blow, blow, blow the wind  
 Gently through the trees,  
 Blow and blow and blow and blow,  
 How I like the breeze!  
 Blow, blow, blow the clouds  
 Blow them through the sky.  
 Blow, and blow and blow and blow,  
 Watch the clouds roll by!

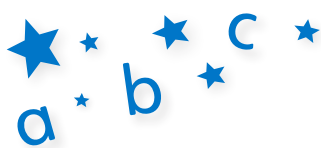


*(Sing to the tune of "Row, row, row your boat" or use your own tune.)*

## Vocabulary from the story

<b>Key-words:</b>	<b>beanie</b>	<b>autumn</b>	<b>wind</b>	<b>winter</b>	<b>cold</b>	<b>spring</b>
Extra words:	trees	leaves	gust of wind	disappear	warm	catch
	blow	tall	surprise	weather	outside	hatch





### Zwine vha do toḡa:

- Nganea: *Tshiḡaha tsha muḡadzi wa wulu*
- Zwipopai: Mme, Wendy, muri, maḡari, tshinoni, muḡadzi wa ḡuvhani, zwiambaro zwa tshilimo, zwiambaro zwa vhuria, muḡadzi wa wulu
- Dzisifhereswenda: badzhi, muḡadzi wa wulu, tshimela kana kuri ku si na maḡari, tshimela kana kuri ku re na maḡari, tshinoni tsha puḡasiḡiki, muḡadzi wa ḡuvhani
- Zwithu kana garaḡa dza zwifanyiso zwa maḡwe maipfi a bvaho kha mutevhe wa ḡdivho ya maipfi



### Maḡo mavhili a u vhona

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

## Vhege ya 1 Duvha ḡa 1

### Mishumo ya kilasi yoḡe

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

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

#### 1 Vha sa athu vha ḡalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ḡohoho ya nganea na u ḡivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ḡumane nganea na vhutshilo ha vhagudi: *“Mutsho wa ḡamusu u hani afho nḡḡa? Musi ni tshi ambara matsheloni aya, no vha ni tshi tea u ambara zwiambaro zwa mutsho u dudelaho kana zwiambaro zwa mutsho u rotholaho naa?”*
- 1.3 Kha vha ri: *“Ri sa athu thoma, ndi khou toḡou ni vhudza ḡalutshedzo dza maḡwe maipfi ane ra ḡo a wana nganeani.”* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa ḡdivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi ḡa amba zwone. Sa tsumbo, kha vha vhudzise vhagudi uri *“Mutsho wa tshifhefho u vha u hani? Ndi zwiambaro zwifhio zwine na zwi ambara nga tshifhefho? Nga vhuria? Nga luḡavula?”*

#### 2 Musi vha tshi ḡalutshedza nganea

- 2.1 Kha vha ḡalutshedze nganea nga ḡdila i nyanyulaho na u shumisa maipfi o fhambanaho. Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.2 Kha vha humbele vhagudi uri vha bule zwi ḡaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḡaho phindulo i fhiraho nthihi, dzi fanaho na: *“Ndi ngani mme a Wendy vha tshi mu ḡea muḡadzi wa wulu uri a u ambare? Ni humbula uri hu ḡo itea mini? Muḡadzi wa wulu wa Wendy u shumiswa u ita mini?”*

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

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

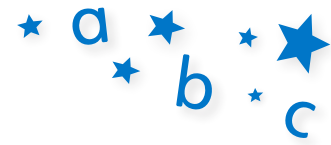
### U ḡivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *“muḡadzi, muya, miri, miḡwe, maanḡa, muḡwe, muthu, mutsho, maḡwe. Ni a kona u pfa mubvumo wo sedzwaho: muḡadzi, muya, miri. Ee, ni a khou amba zwone! Yoḡe i na mubvumo wa /m/.”*
- 2 *“Thetshelesani nga vhuronwane, aya ndi maḡwe a maipfi manzhi a thomaho nga /m/: mutoli, maḡi, mulilo, muri, maḡari, meme, muḡo.”* (Kha vha ombedzele mubvumo wa mathomoni musu vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /m/ nga ḡdila i pfallaho vha vha udze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /m/: *“m-m-m”*. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḡe.

### Mishumo ya tshigwada tshigwaku

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





### You will need:

- Story: The beanie nest
- Puppets: Mom, Wendy, a tree, leaves, a bird, a sunhat, summer clothes, winter clothes, a beanie
- Props: coat, beanie, plant/small tree without leaves, plant/small tree with leaves, plastic bird, sunhat
- 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: *"What is the weather like outside today? Did you put warm or cool clothes on this morning?"*
- 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: *"What is the weather like in autumn? What clothes do you wear in autumn? And winter? And spring?"*

#### 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: *"Why does Wendy's mother give her a beanie to wear? What is Wendy's beanie being used for?"*

#### 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? Have you ever lost something? How did you feel when you lost something?"*

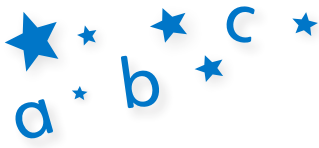


### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"muñadzi, muya, miri, miñwe, mañda, muñwe, muthu, mutsho, mañwe. Can you hear the focus sound: **muñadzi, muya, miri**? Yes, you are right! They all have the sound **/m/**."*
- 2 *"Listen carefully, here are some more words with **/m/**: mutoli, mañi, mulilo, muri, mañari, meme, muño."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/m/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/m/**: **"m-m-m"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### Zwine vha do toḁa:

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



## Vhege ya 1 Duvha la 2

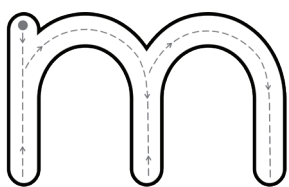
### Mishumo ya kḁasi yoḁe

#### U ḁalutshedza nganea na u imba

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

#### U vhumba leḁere

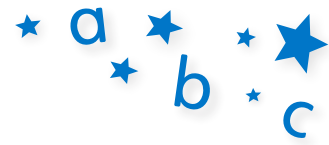
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe ḁine la thoma nga /m/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /m/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga sumbedza **maḁo**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



### Mishumo ya tshigwada tshiḁuku

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





#### You will need:

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



## Week 1 Day 2

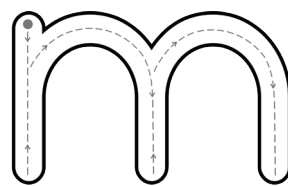
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



### Small group activities

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





#### Zwine vha do toda:

- Zwipopai na dzisifhereswenda zwa nganea
- Bogisi la maledere li re na zwithu kana zwifanyiso zwine zwa thoma nga **m**: mutoli, maqi, mulilo, muri, mutukana, mahaqa, maqari, meme, muṅo, mugayo



## Vhege ya 1 Duvha la 3

### Mishumo ya kilasi yothe

#### U talutshedza nganea na litambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha di kona u humbula tshalutshedzo dza maipfi a bvaho kha mutevhe wa ndivho ya maipfi. Sa tsumbo: *"Musi muṅadzi wa wulu wa Wendy u tshi vhudzulelwa kule, ho ngo tsha dovha a kona u u vhona, ngauralo wo ... (ngalangala)."*
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muṅwe na muṅwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha litambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u talutshedza nganea.
- 5 Kha vha tshalutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha mutalutshedzi wa nganea ane a dovha a divhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwothe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u tshalutshedza nganea na u tutuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musu kilasi yothe i tshi khou talela litambwa.
- 7 Arali hu na tshifhinga, vha nga di todou dovholola litambwa vha na vhagudi vho fhambanaho.

#### Mabogisi a maledere

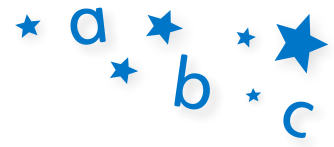
- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maledere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga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



### Mishumo ya tshigwada tshituku

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





### You will need:

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



## Week 1 Day 3

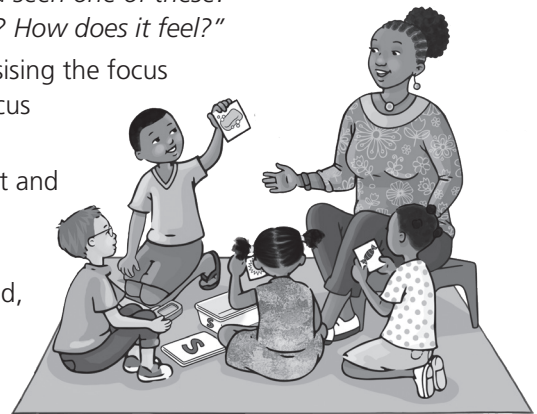
### Whole class activities

#### Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: When Wendy's beanie blew away, she couldn't see it anymore, so it had ... (disappeared).
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

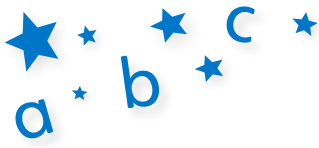
#### Letter boxes

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



### Small group activities

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



### Zwine vha do toḁa:

- Thevhekano khulu ya zwifanyiso
- Garaḁa dza zwifanyiso dza, maḁḁere ane a metsha o ḁwaliwaho kha siaḁari ḁa A4

### Stella u ri:



*Idzi ndi mbudziso dzo teaho u vhudziswa nga tshifanyiso tshiḁwe na tshiḁwe:*

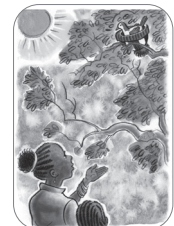
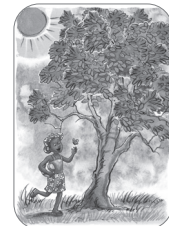
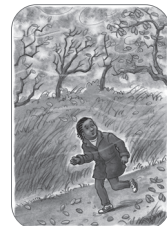
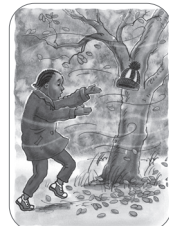
- “Ni kona u vhona nnyi?” (vhaanewa)
- “U khou ita mini?/Tshi khou ita mini?” (Maiti na nyito)
- “Ndi zwifhio zwiḁwe zwine na kona u zwi vhona?” (sedzani hafhu)
- “Tshi ngafhi ...?” (u bula fhethu/tshiimo)
- “Ndi ngani ni tshi humbula...?” (kuhumbulele kuswa, u amba mihumbulo)

## Vhege ya 1 Duvha ḁa 4

### Mishumo ya kiḁasi yoḁhe

#### U vhekanya zwifanyiso

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



### Stella u ri:



*Nga murahu ha musu ho geriwa garaḁa dza mubvumo wa ḁḁere, kha vha vhulunge sethe ya zwifanyiso i re na ḁḁere ḁine ḁa elana vha zwi tsireledze nga luḁekere u itela uri zwi songo ḁanganana.*

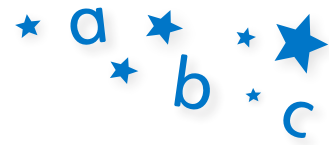
#### U thetshesela mibvumo yo sedzwaho

- 1 Kha vha nange sethe dza maḁḁere a rathi na garaḁa dza zwifanyiso dzo no ḁivhadzwaho kale kha vhagudi.
- 2 Kha vha dzumbe garaḁa dza maḁḁere u mona na rumu.
- 3 Vhagudi vha ima vha ita tshitendeledzi. Kha vha vha ḁalutshedze uri vha khou ya u ḁea muḁwe na muḁwe garaḁa ya tshifanyiso. Musu vha tshi ri “thomani”, vha fanela u amba mubvumo wo sedzwaho wa tshifanyiso tshavho na u wana vhaḁwe kha tshigwada tshavho vha re na zwifanyiso zwi re na mubvumo wo sedzwaho u fanaho. U bva afho vha fanela u wana ḁḁere ḁine ḁa tshimbilelana na mubvumo wo sedzwaho.
- 4 Nga murahu ha musu vho no wana ḁḁere ḁavho ḁine ḁa metsha, vha dzula fhasi kha methe na garaḁa dzavho dzoḁhe.

### Mishumo ya tshigwada tshiḁuku

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





### You will need:

- Big sequence pictures
- Picture cards, matching letters written on an A4 page

## 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)



#### Stella says:



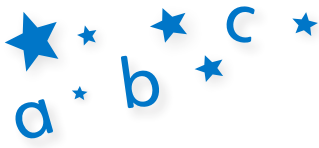
After cutting up letter and sound cards, store each set of pictures with the corresponding letter and secure them with an elastic band so they don't get mixed up.

#### Listening for focus sounds

- 1 Select sets of six letter and matching picture cards that have already been introduced to the learners.
- 2 Hide the letter cards around the room.
- 3 Learners stand in a circle. Explain to them that you are going to give them each a picture card. When you say "go", they must say the focus sound for their picture and find others in their group who have pictures with the same focus sound. Then they must find the letter to go with the focus sound.
- 4 Once they have found their matching letter, they sit down on the mat with all their cards.

#### Small group activities

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



### Zwine vha do toḁa:

- Maḁasana kana zwiḁanda, zwiḁiḁa zwa labi (wulu ya nngu kana labi ḁa ḁi dudelaho, arali zwi tshi konadzea) kana bammbiri ḁa muvhala, mabogisi a makumba (hafu ya tshifaredzi tsha bogisi ḁa gumba tsha gumba ḁithihi tshi nga dovha tsha shumiswa sa muḁadzi wa wulu), dzudzu (u itela makole, maḁari)
- Guḁuu, Khirayoni dza pfuraḁotshi khulwane, Zwigero
- Maipfi a madungo manzhi a elanaho na nganea: Mafhelo a vhege, nḁa, vhudzula, dudelaho, kule, mutsho, dzula, ngalangala, tshifhefho, vhuria

## Vhege ya 1 Duvha ḁa 5

### Mishumo ya kiḁasi yoḁe

#### U ita, u ola na u niwala

- 1 Kha ḁalutshedze vhagudi uri vha fanela u khaḁara kha lutombo na kha hatsi bammbirini ḁavho.
- 2 U bva afho vha ita miri u bva kha maḁari na maḁasana (zwiḁanda zwiḁuku) zwine vha zwi nambatedza kha bammbiri.
- 3 Nga murahu ha m mm usi vho no ita muri wavho, vha do tea u gera muḁadzi wa wulu u bva kha labi kana kha bammbiri ḁa muvhala kana kha bogisi ḁa gumba vha u nambatedza kha muri. Vha nga shumisa dzudzu u ita makole.



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

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁirwe ḁa maipfi ḁi bvaho kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ḁhukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **vh**u | **dz**u | **ḁ**a.
- 2 Kha vha humbele vhagudi uri vha lavhelese khonani vha vhandane zwanḁa kha dungo ḁirwe na ḁirwe: **vh**u (u vhandana zwanḁa) **dz**u (u vhandana zwanḁa) **ḁ**a (u vhandana zwanḁa).
- 3 Kha vha ambe maḁwe maipfi a madungo manzhi ane a bva kha nganea musi vhagudi vha tshi khou vhandana zwanḁa kha dungo ḁirwe na ḁirwe.
- 4 Kha vha ḁuḁuwedze vhagudi uri vha vhaḁele tshivhalo tsha madungo kha maipfi (sa tsumbo: "vhudzula" ḁi na madungo mararu).
- 5 Sa muengedzo wa mushumo uyu, vha nga thutha tshipiḁa tsha ipfi vha vhona arali vhagudi vha tshi nga kona u amba zwo salaho. Sa tsumbo: Kha vha vhudze vhagudi uri vha ambe uri "muḁadzi", u bva afho kha vha vha humbele uri vha ḁi ambe hafhu, fhedzi vha songo amba uri "muḁa". Ho ḁahela mini? ("dzi"). Zwino kha vha ise phanḁa na maḁwe maipfi:
  - ★ "tshifhefho" ḁi si na "tshifhe" ndi ... (fho).
  - ★ "ngalangala" ḁi si na "ngala" ndi ... (ngala).

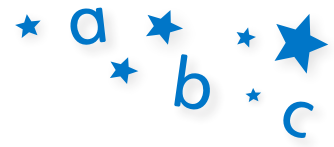


### Mishumo ya tshigwada tshiḁuku

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







#### You will need:

- Twigs or small sticks, pieces of fabric (fleece or warm fabric, if possible) or coloured paper, egg boxes (half an egg box container for one egg can also be used as the beanie), cotton wool (for clouds), leaves
- Glue, scissors, jumbo wax crayons
- A list of multisyllabic words relating to the story: Mafhelo a vhege, nṅṅa, vhudzula, dudelaho, kule, mutsho, dzula, ngalangala, tshifhefho, vhuria

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Explain to learners that they must colour in the sky and the grass on their paper.
- 2 Then they make trees from leaves and twigs (small sticks) that they glue onto the paper.
- 3 Once they have made their tree, they will need to cut a beanie out of fabric or coloured paper or an egg box and paste this in the tree. They can use cotton wool to make clouds.



### 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: **vh**u | **dzu** | **la**.
- 2 Ask learners to face a friend and do high fives for each syllable: **vh**u (high five) **dzu** (high five) **la** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "vhudzula" has three syllables).



- 5 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say "muṅadzi", then ask them to say it again, but don't say "muṅa". What is left? ("dzi"). Now continue with more words:
  - ★ "tshifhefho" without "tshifhe" is ... (fho).
  - ★ "ngalangala" without "ngala" is ... (ngala).

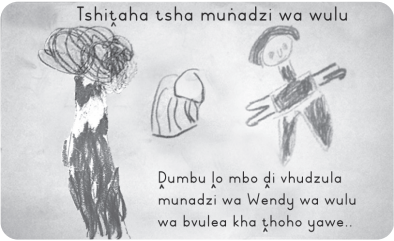



### Small group activities

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

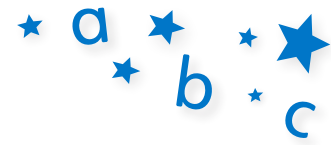




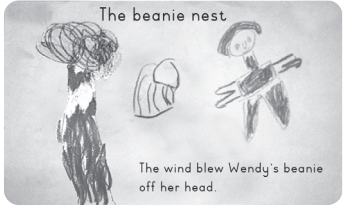



# Mishumo ya tshigwada tshituku ya Vhege ya 1

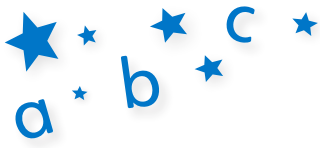
Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> <li>Siatari li si naho tshithu la A4 la mugudi muñwe na muñwe</li> <li>Khirayoni dza pfuraotshi khulwane</li> </ul>  <p>Tshitaha tsha muñadzi wa wulu</p> <p>Dumbu lo mbo gi vhudzula munadzi wa Wendy wa wulu wa bvulea kha tshoho yawe..</p>  <p>Kha vha humbule u vhudzisa vha gudi arali vha tshi qivha u bula maipfi a ndivho ya maipfi nga nyambo dzavho arali vha tshi amba luambo lwo fhambanaho hayani.</p>	<p><b>Mushumo wa 1: U ola na ndivho i rangelaho u ñwala ha vhana</b></p> <ol style="list-style-type: none"> <li>Kha vha ñwale tshoho ya nganea nga ntha ha siatari li si naho tshithu la mugudi muñwe na muñwe hu sa athu thoma ngudo.</li> <li>Kha vha humbele vhagudi uri vha sumbe maipfi a tshoho musu vha tshi a vhalo o tangana. Kha vha tshutwedze vhagudi u ola tshipida tshavho tsha nganea ine vha tshi funesa.</li> <li>Kha vha ambe vphupfiwa kana vha humbele mugudi muñwe na muñwe uri a vha vhudze nga nyolo yawe.</li> <li>Kha vha vhudzise vhagudi arali vha tshi nga tama u ñwala zwiñwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhona vha vha ñwalele.</li> <li>Arali vhagudi vha tshi nga tama uri vhona vha vha ñwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musu tshi khou a ñwala fhasi. Kha vha shumise muhumbulo musu vha tshi ñwala fhungo. Sa tsumbo: "Muya wo vhudzula muñadzi wa wulu wa Wendy wa bvulea ... yawe Ndi lifhio ipfi li tevhelaho le na vha ni tshi todou li amba? Ndo li humbula, 'tshohoni' ... Ndi do ñwala ipfi 'tshohoni'."</li> <li>Kha vha ñwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu itwa tshanduko inwe na inwe kha maipfi. Kha vha humbule u ñwala nga vhudzile na nga ndila i vhonealaho.</li> <li>Musi vho no fhedza u ñwala, kha vha tshutwedze vhagudi uri vha vha fhungo na vhone. Kha vha sumbe ipfi linwe na linwe musu vha tshi li vhalo na u dzhiela ntha u didina havho.</li> </ol>
<ul style="list-style-type: none"> <li>Bogisi la makumba a 6</li> <li>Ñawa kana tombo lithihi</li> <li>Garaṭa dza zwifanyiso dza, dzo geriwaho dza vha zwiipidapida</li> </ul> 	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <ol style="list-style-type: none"> <li>Kha vha vhee garaṭa dza zwifanyiso dzo sedza ntha kha tafula.</li> <li>Vhagudi vha fanela u tshukutsha bogisi la gumba, vha li vule vha vhone hune ñawa kana tombo lo wela hone (sa tsumbo: leḡere la "b").</li> <li>Vha fanela u wana tshifanyiso tshine tsha thoma nga "b" (sa tsumbo: "bola").</li> <li>Vhagudi vha tshintshana u kuvhanganya zwifanyiso.</li> </ol>
<ul style="list-style-type: none"> <li>Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo</li> </ul> 	<p><b>Mushumo wa 3: U vhalo nga iwe mune</b></p> <ol style="list-style-type: none"> <li>Kha vha range phanda tshigwada u ya fhethu hu re na dzibugu kana vha ñee tshigwada thuli ya dzibugu.</li> <li>Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana bambiri la khungedzelo line vha takalela u li vhalo.</li> <li>Kha vha sumbedze kuvulele kwa bugu na u fhenda masiatari khayi. Kha vha sumbedze vhagudi zwiñwe zwa zwifanyiso u bva afho vha tshutwedze vhagudi uri muñwe na muñwe a nange tshithu tshine a difhelwa ngatsho a tshi tshi vhalo.</li> <li>Kha vha dalele khone u itela u lavhelesa na u tshutwedza u vhalo ha vhagudi.</li> </ol>





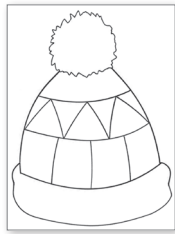
## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>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.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>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: <i>"The wind blew Wendy's beanie off her ... What word did you want to say next? Oh yes, 'head' ... Let me write the word 'head'."</i></li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>A 6-egg box</li> <li>One bean or stone</li> <li>Picture cards, cut up</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Place the picture cards face up on the table.</li> <li>Learners must shake the egg box, open it and look where the bean/stone has landed (for example: letter "b").</li> <li>They must then find a picture that begins with "b" (for example: "bola").</li> <li>Learners take turns and collect pictures.</li> </ol>
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>



### Zwine vha do toḁa

- Khophi ya **siaṭari la mushumo wa Muṅadzi wa wulu** la mugudi muṅwe na muṅwe
- Dzudzu, seviethe, wulu, zwipiḁa zwa zwiambaro kana malabi
- Khirayoni dza pfuraṅotshi khulwane
- Zwigero, guḁuu



- Dzisifhereswenda: tshati ya zwa mutsho, thanda ya u sumba, bogisi li hulwane li re na buli lo phuliwaho nga vhukati (uri li vhonele sa tshikirini tsha thelevishini), Khudzaipfi ya puḁasiṭiki kana bulatsho, zwiambaro zwavhuḁi zwa muhashi wa kha thelevishini, khamera ya vidio ya kholekhole

### Mishumo

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

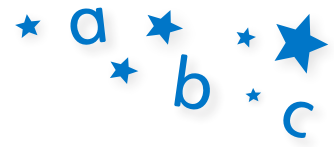
- 1 Kha vha ṭalutshedze vhagudi uri vha khou ya u ita muṅadzi wa wulu wa vhutsila u re na dziphatheni.
- 2 Vhagudi vha nga nambatedza dzudzu lumemeni nga fhasi vha pombedza zwipiḁa zwa seviethe uri zwi nambatele nga ngomu ha bola ya wulu dza u khavhisa nga nṭha.
- 3 Vha nga khavhisa muṅadzi wa wulu woṭhe nga malabi kana u khaḁara nga dziphatheni.

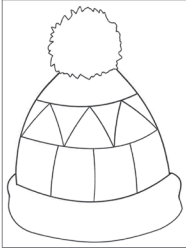

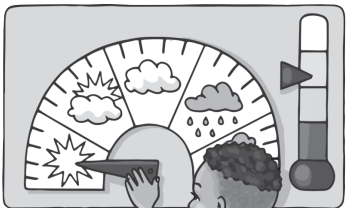


#### **Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana**

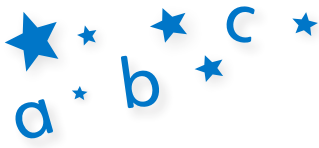
- 1 Kha vha range phanḁa tshigwada tshi ye kha khone uri tshi u shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha sumbedze dzisifhereswenda ntswa.
- 2 Kha vha ṭalutshedze uri vha khou ya u ḁiita u nga vha vhahashi vha kha thelevishini vhane vha khou ṅetshedza muvhigo wa zwa mutsho. Vha tea u vha vhahashi vhavhili: mufodi na muthu ane a khou ṭalela muvhigo wa zwa mutsho kha thelevishini.
- 3 Kha vha dalele khone u lavhelesa na u ṭuṭuwedza u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana.





You will need	Activities
<ul style="list-style-type: none"> <li>• A photocopy of the <b>Beanie activity page</b> for each learner</li> <li>• Cotton wool, serviettes, wool, pieces of cloth/materials</li> <li>• Glue, scissors</li> <li>• Jumbo wax crayons</li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they are going to make a creative beanie with patterns.</li> <li>2 Learners can glue cotton wool on the edge at the bottom and roll bits of serviettes to stick inside the pom-pom at the top.</li> <li>3 They can then decorate the rest of the beanie with materials or colour in the patterns.</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: weather chart, pointing stick, big box with a hole cut in the middle (to look like a TV screen), plastic microphone or brush, smart clothes for a TV interviewer, pretend video camera</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the pretend play corner and show them the new props. Explain that they are going to pretend that they are TV presenters giving the weather report.</li> <li>2 There needs to be two presenters: a cameraman and someone watching the weather report on TV.</li> <li>3 Visit the corner at least once to observe and encourage the learners' game.</li> </ol> 





#### Zwine vha do toḁa:

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

## Vhege ya 2 ḁuvha ḁa 1

### Mishumo ya kiḁasi yoḁe

#### Huḁwe u vhekanya zwifanyiso



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



#### U divhadza mubvumo u bva kha nganea

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

### Mishumo ya tshigwada tshituḁu

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





#### 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. Encourage learners to take the books home to read with their families.



### Introducing a sound from the story

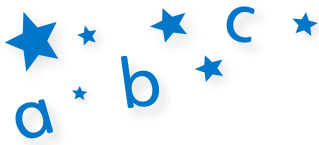
- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “u, une, uri, wulu. Can you hear the focus sound: **u**ne, **u**ri, **u**lu? Yes, you are right! They all have the sound /u/.”
- 2 “Listen carefully, here are some more words with /u/: gunubu, vhurukhu, thuthuthu, lunyunyu, muvhuyu, vuluvulu.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /u/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /u/: “**u-u-u**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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







### Zwine vha do toḁa:

- Bugu Khulu: *Tshitaha tsha muḁadzi wa wulu*
- Thempleithi ya leḁere la "u" ya A5 ya mugudi muḁwe na muḁwe
- Khirayoni dza pfuraḁotshi khulwane

## Vhege ya 2 Duvha la 2

### Mishumo ya kilasi yoḁe

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

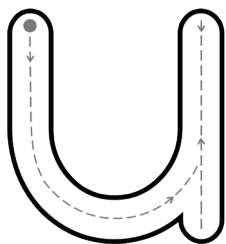


- 1 Kha vha tuḁuwedze vhagudi u sedza tshifanyiso tshihulwane vha ambe nga zwine vha vhona na zwine vha zwi ḁivha.
- 2 Kha vha vhalele kilasi ḁhoho ya nganea. Kha vha sumbe ipfi liḁwe na liḁwe musi vha tshi li vhala. Kha vha i vhale hafhu vha humbele vhagudi uri vha vhale na vhone.
- 3 Kha vha dzhie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



#### U vhumba leḁere

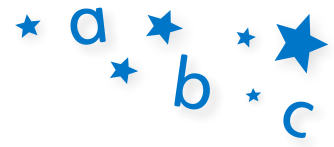
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe liḁe la thoma nga /u/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /u/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga amba raimi dzi seisaho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



### Mishumo ya tshigwada tshituku

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





### You will need:

- Big Book: The beanie nest
- An A5 "u" letter template for each learner
- Jumbo wax crayons

## Week 2 Day 2

### Whole class activities

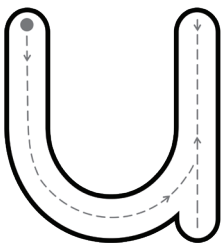
#### Shared reading – Big Book

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



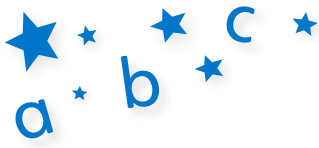
### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /u/ or if they can think of any other words that start with the sound /u/.
- 2 Teach learners an action associated with the sound. For example: Learners say a funny rhyme while pointing **Uhu? uku, ulu, uvhu, uyu!**
- 3 Show learners how to write the letter **u**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, round, up and down."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



### Small group activities

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



### Zwine vha do toḡa:

- Bogisi ḡa maḡere ḡi re na zwithu kana zwifanyiso zwine zwa thoma nga **u**: gunubu, vhurukhu, thuthuthu, lunyunyu, muvhuyu, vuluvulu, buluvhulu, musuku, guvhukuvhu, tshugulu

### Stella u ri:

Vha nga kha ḡi dovha vha daunulouda mibvumo ya mutsho (mvula, muya) vha tambela vhagudi mibvumo iyi.



## Vhege ya 2 Duvha ḡa 3

### Mishumo ya kiḡasi yoḡhe

#### U guda u thetshesela

- 1 Kha vha vhe na tshakatshaka dza mihumbulo ya phosho dzo fhambanaho dzi fanaho na u swonḡa bammbiri, u gera bammbiri, u lidza muludzi, u vhandelela, u fhulutḡedza zwandḡa, u ita tsanwa nga minwe kana nga lulimi lwau.
- 2 Kha vha sumbedze phosho inwe na inwe musi vhagudi vha tshi khou ḡalela vhone vha tshi khou ita phosho, u itela uri vha kone u i ḡivha. U bva afho kha vha humbele vhagudi vha bonye maḡo avho vha humbulele uri phosho ndi ifhio. U itela u engedza mushumo uyu, kha vha ite mibvumo mivhili kana miraru i tshi khou tevhekana. Kha vha humbele vhagudi vha uri humbulele phosho nga thevhekano kwayo. Sa tsumbo: Tsha u thoma vho vha vha tshi khou bandelela zwandḡa, u bva afho vha gera bammbiri.

#### Mabogisi a maḡere

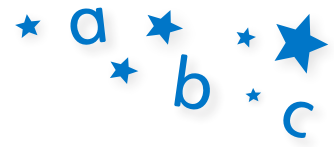
- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi ḡa maḡere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kiḡasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo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



### Mishumo ya tshigwada tshituku

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





### You will need:

- A letter box containing objects or pictures of objects that start with **u**: gunubu, vhurukhu, thuthuthu, lunyonyu, muvhuyu, vuluvulu, buluvhulu, musuku, guvhukuvhu, tshugulu

### Stella says:



You could also download weather sounds (rain, wind) and play these sounds for learners.

## Week 2 Day 3

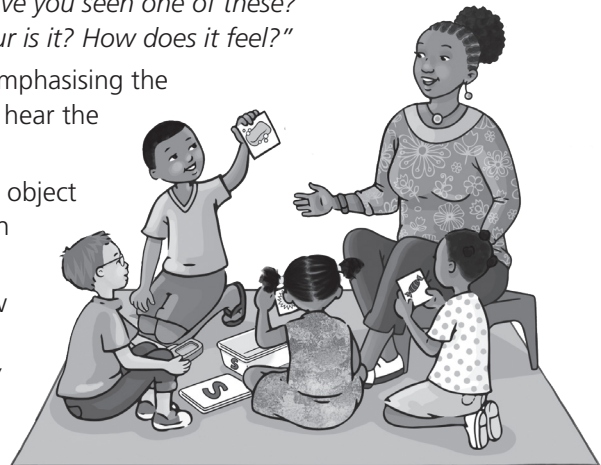
### Whole class activities

#### Learning to listen

- 1 Have a variety of ideas for different noises such as scrunching paper, cutting paper, tearing paper, whistling, clapping, rubbing your hands together, clicking your fingers or your tongue.
- 2 Demonstrate each noise while learners watch you making the noise, so they can identify it. Then ask them to close their eyes and guess what noise it is. To extend this activity, do two to three sounds one after another. Ask learners to guess the noises in the correct order. For example: First you were clapping your hands, then you cut the paper.

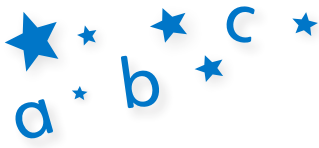
#### Letter boxes

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



### Small group activities

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



### Zwine vha do toḁa:

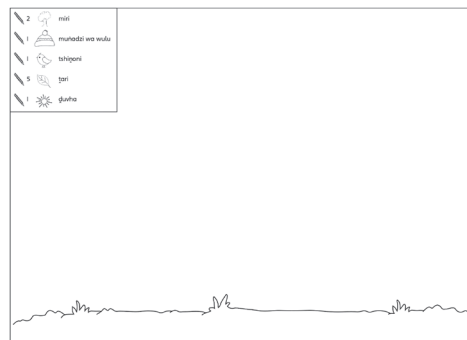
- Khophi ya **Siaḁari** **ḁa mushumo wa u vhala na u ita** ḁa mugudi muḁwe na muḁwe
- Khirayoni dza pfuraḁotshi khulwane
- Garaḁa dza zwifanyiso, maḁeḁere ane a khou metsha o ḁwalwaho kha siaḁari ḁa A4

## Vhege ya 2 ḁuvha ḁa 4

### Mishumo ya kiḁasi yoḁe

#### U vhala na u ita

- 1 Kha vha vhudze vhagudi uri vha lavhelese mutevhe kha siaḁari ḁa mushumo vha ambe nga zwine vha vhona (dzinomboro, zwifanyiso na maipfi).
- 2 Kha vha vhudze vhagudi uri vha khou ya u ita mushumo u takadzaho une wa pfi “u vhala na u ita”. Vha fanela u vhala mutaladzi muḁwe na muḁwe vha ita zwine wa amba zwone vha tshi khou shumisa tshikhala tshi si naho tshithu kha siaḁari.
- 3 Kha vha vhale hafhu mutaladzi wa u thoma vhoḁe. Kha vha vhudze vhagudi uri vha ole maḁari maḁanu.
- 4 Kha vha vhudzise arali hu na muḁwe wa vhagudi ane a nga “vhala” zwine zwa do fanela u itwa kha mutevhe: Vha fanela u ola muḁadzi wa wulu muthihi.
- 5 Kha vha ise phanda nga ḁḁila yeneyi kha ndaela iḁwe na iḁwe.
- 6 Zwino kha vha dovhe vha vhale ndaela iḁwe na iḁwe hafhu vha vhudze vhagudi uri: “No ola maluvha maḁanu naa? Arali no a ola, swayani ayo kha mutevhe waḁu.”
- 7 Kha vha ise phanda na u toḁa na u swaya ndaela iḁwe na iḁwe u swikela magumoni a mutevhe.

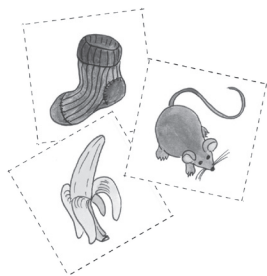


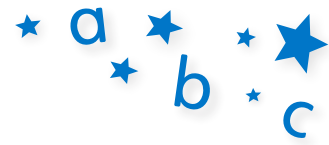
#### U thetshelesa mibvumo yo sedzwaho

- 1 Kha vha nange sethe dza maḁeḁere a rathi na garaḁa dza zwifanyiso dzo no ḁivhadzwaho kale kha vhagudi.
- 2 Kha vha dzumbe garaḁa dza maḁeḁere u mona na rumu.
- 3 Vhagudi vha ima vha ita tshitendeledzi. Kha vha vha ḁalutshedze uri vha khou ya u ḁea muḁwe na muḁwe garaḁa ya tshifanyiso. Musi vha tshi ri “thomani”, vha fanela u amba mubvumo wo sedzwaho wa tshifanyiso tshavho na u wana vhaḁwe kha tshigwada tshavho vha re na zwifanyiso zwi re na mubvumo wo sedzwaho u fanaho. U bva afho vha fanela u wana ḁeḁere ḁine ḁa tshimbilelana na mubvumo wo sedzwaho.
- 4 Nga murahu ha musu vho no wana ḁeḁere ḁavho ḁine ḁa metsha, vha dzula fhasi kha methe na garaḁa dzavho dzoḁe.

### Mishumo ya tshigwada tshiḁuku

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





### You will need:

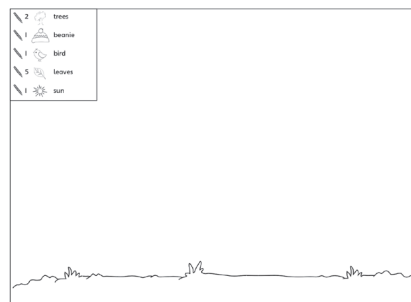
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards, matching letters written on an A4 page

## Week 2 Day 4

### Whole class activities

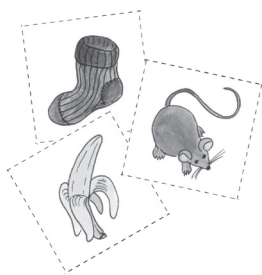
#### Read and do

- 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 again. Tell learners to draw two trees.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw one beanie.
- 5 Continue in this way with each of the instructions.
- 6 Now read each of the instructions again and say to the learners: *“Have you drawn five leaves? If you have, then tick that on your list.”*
- 7 Continue checking and ticking each instruction until the end of the list.



### Listening for focus sounds

- 1 Select sets of six letters and matching picture cards that have already been introduced to the learners.
- 2 Hide the letter cards around the room.
- 3 Learners stand in a circle. Explain to them that you are going to give them each a picture card. When you say “go”, they must say the focus sound for their picture and find others in their group who have pictures with the same focus sound. Then they must find the letter to go with the focus sound.
- 4 Once they have found their matching letter, they sit down on the mat with all their cards.



### Small group activities

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





### Zwine vha do toḁa:

- Bammbiri ḁa filipitshati
- Khirayoni dza pfuraḁotshi khulwane
- Peni ya u swaya bodoni
- U nangiwa ha miḁadzi ya wulu yo itwaho nga vhagudi
- Maipfi a madungo manzhi a elanaho na nganea: muḁadzi wa ḁuvhani, nḁa, vhudzula, dudelaho, kule, mutsho, dzula, ngalangala, nga u ṽavhanya, tshifhefho, vhuria
- Dzitshele kana dzingoma

## Vhege ya 2 ḁuvha ḁa 5

### Mishumo ya kiḁasi yoṽe

#### U thetshesela na u ita

- 1 Kha vha thome nga u rera nga ha zwithu zve vha vhuya vha zwi xedza murahuni, sa tsumbo, swogisi kana tshikhafuthini. Kha vha vha humbele uri vha vha ṽalutshedze uri vho tshi wanisa hani. Kha vha rere nga nḁila dzo fhambanaho dza u ita uri vhatu vha ḁivhe uri vho xedza tshithu na u vha humbela uri vha vha thuse u tshi wana. Sa tsumbo: Vha nga vhudza mugudisi wavho nahone a nga humbela kiḁasi uri i vha sedzise tshikhafuthini tshavho vha sa athu u ya hayani. Vha nga dovha vha ita phosiṽara i vhudzaho vhatu uri tshithu tsho xela.
- 2 Kha vha ṽalutshedze vhagudi uri vha khou ya u vha thusa u ita phosiṽara ya “Nṽodiseni”.
- 3 Kha vha nange muḁwe wa miḁadzi ya wulu wo itwaho nga muḁwe kiḁasini, nahone vha ḁwale ṽhaluso pfufhi.
- 4 Kha vha thetshesela ṽhaluso ya vhagudi u bva afho vha ole tshifanyiso tsha muḁadzi waw ulu, nahone vha ḁwale ṽhaluso pfufhi.
- 5 Kha vha vhudzise vhagudi uri ndi zwifhio zwiḁwe zwine vha toḁa u zwi dzhenisa kha phosiṽara: ṽhoho khulwane ine ya ri “**Wo xela!**”, dzina na nomboro dza vhukwamani dza muthu we a u xedza.



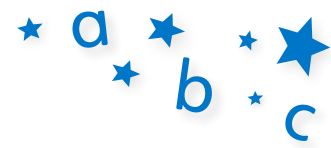
#### U ṽanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁiḁwe ḁa maipfi ḁi bvaho kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ṽhukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **vh**u | **ri** | **a**.
- 2 Kha vha humbele vhagudi uri vha matshe kha dungo ḁiḁwe na ḁiḁwe: **vh**u (ḁiḁa ḁiḁhi) **ri** (ḁiḁa ḁiḁhi) **a** (ḁiḁa ḁiḁhi). Kha vha ḁee vhaḁwe vhagudi dzitshele kana dzingoma uri vha tzhukutshe kana u khokhonya kha dungo ḁiḁwe na ḁiḁwe.
- 3 Kha vha ambe maḁwe maipfi a madungo manzhi a bvaho kha nganea musi vhagudi vha tshi khou matsha kha dungo ḁiḁwe na ḁiḁwe (sa tsumbo: “vhuria” ḁi na madungo mararu).
- 4 Sa muengedzo wa mushumo uyu, vha nga thutha tshipiḁa tsha ipfi vha vhona arali vhagudi vha tshi nga vhona zwo ṽahelaho. Sa tsumbo: Kha vha vhudze vhagudi uri vha ambe uri “muḁadzi wa ḁuvhani”, u bva afho kha vha vha humbele vha ḁi ambe hafhu, fhedzi vha songo amba uri “muḁadzi”. Ho ṽahela mini? (wa ḁuvhani). Zwino kha vha ise phanḁa na maḁwe maipfi:
  - ★ “muḁadzi” ḁi si na “muḁa” ndi ... (dzi).
  - ★ “dudelaho” ḁi si na “dude” ndi ... (laho).

### Mishumo ya tshigwada tshiṽuku

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





### You will need:

- Flipchart paper
- Jumbo wax crayons
- Whiteboard marker
- Selection of beanies made by learners
- A list of multisyllabic words relating to the story: muñadzi wa ñuvhani, nñda, vhudzula, dudelaño, kule, mutsho, dzula, ngalangala, nga u ñavhanya, tshifhefho, vñuria
- Shakers or drums

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Begin by discussing things that they have lost before, for example, a sock and/or lunch box. Ask them to explain how they found it. Discuss different ways of letting people know you have lost something and asking them to help you find it. For example: You could tell the teacher and she could ask the class to look for your lunch box before they go home. You could also make a poster to tell people that something is lost.
- 2 Explain to learners that they are going to help you make a “Lost and found” poster.
- 3 Choose one of the beanies made by someone in the class. Ask learners to help describe it so that you can do a drawing and write about it on the poster.
- 4 Listen to the learners’ description and then draw a picture of the beanie, and write a short description.
- 5 Ask learners what else you need to put on the poster: a big heading saying “**Lost!**”, the name and contact number for the person who lost it.



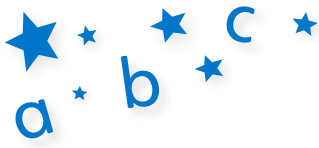
### Blending and segmenting (syllables)

- 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: **vhu | ri | a**.
- 2 Ask learners to march for each syllable: **vhu** (one step) **ri** (one step) **a** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: “vñuria” has three syllables).
- 4 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say “muñadzi wa ñuvhani”, then ask them to say it again, but don’t say “muñadzi”. What is left? (“wa ñuvhani”). Now continue with more words:
  - ★ “muñadzi” without “muña” is ... (dzi).
  - ★ “dudelaño” without “dude” is ... (laho).





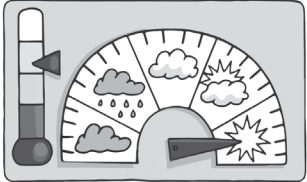
### Small group activities

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

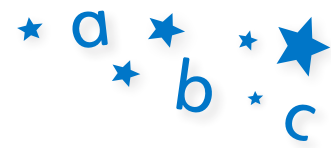







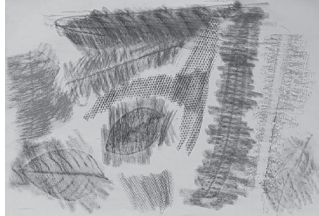
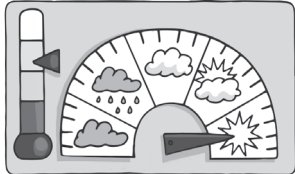
## Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha ḁo ṭḁa	Mishumo
<ul style="list-style-type: none"> <li>Zwifanyiso zwa tshaka dza mitsho yo fhambanaho</li> <li>Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṅwe na muṅwe</li> <li>Khirayoni dza pḽuraṅotshi khulwane</li> </ul>	<p><b>Mushumo wa 1: U ola na ṅdivho i rangelaho u ṅwala ha vhana</b></p> <ol style="list-style-type: none"> <li>Kha vha sumbedze vhagudi zwifanyiso zwa tshaka dza mitsho yo fhambanaho</li> <li>Kha vha ṭalutshedze uri vha fanela u ola tshifanyiso tsha mutsho wavho une vha u funesa (sa tsumbo: hu na ḁuvha, hu na mvula). Vha fanela u humbula nga ha zwine vha ḁo vha vho ambara musi mutsho u nga ṅḽila iyi, vha dovhe vha ole zwine vha takalela u zwi ita kha mutsho uyu.</li> </ol> 
<ul style="list-style-type: none"> <li>Bogisi ḽa makumba a 6</li> <li>Nawa nthihi kana tombo</li> <li>Garaṭa dza zwifanyiso dza, dzo geriwaho dza vha zwipiḁapiḁa</li> </ul> 	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <ol style="list-style-type: none"> <li>Kha vha vhee garaṭa dza zwifanyiso dzo sedza ṅṭha kha ṭaḽula.</li> <li>Vhagudi vha fanela u tzhukutsha bogisi ḽa gumba, vha ḽi vule vha vhone hune ṅawa kana tombo ḽo wela hone (sa tsumbo: ḽeḽere ḽa "b").</li> <li>Vha fanela u wana tshifanyiso tshine tsha thoma nga "b" (sa tsumbo: "bola").</li> <li>Vhagudi vha tshintshana u kuvhanganya zwifanyiso.</li> </ol>
<ul style="list-style-type: none"> <li>Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo</li> </ul> 	<p><b>Mushumo wa 3: U vhala nga iwe muṅe</b></p> <ol style="list-style-type: none"> <li>Kha vha range phanḁa tshigwada u ya fhethu hu re na dzibugu kana vha ṅee tshigwada thuli ya dzibugu.</li> <li>Zwine vha nga thoma ṅgazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana bambiri ḽa khungedzelo ḽine vha takalela u ḽi vhala.</li> <li>Kha vha sumbedze kuvulele kwa bugu na u fhenḁa masiaṭari khayoyi. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a ḁifhelwa ṅatsho a tshi tshi vhala.</li> <li>Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.</li> </ol>
<ul style="list-style-type: none"> <li>Siaṭari ḽi si naho tshithu ḽa A4 ḽa mugudi muṅwe na muṅwe</li> <li>Khirayoni dza pḽuraṅotshi khulwane</li> <li>Tshaka dzo fhambanaho dza maṭari</li> </ul>	<p><b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhuḁi na muṅwalo</b></p> <ol style="list-style-type: none"> <li>Vhagudi vha nga vhea tshaka dzo fhambanaho dza maṭari fhasi ha bambiri vha sikiṭedza nga khirayoni musi vho fara bambiri vha khwaṭhisi ḽi fhethu huthihi. Phatheni ya ṭari i ḁo vhonala!</li> </ol> 
<ul style="list-style-type: none"> <li>Dzisifhereswenda: tshati ya zwa mutsho, thanda ya u sumba, bogisi ḽihulwane ḽi re na buli ḽo phuliwaho nga vhukati (uri ḽi vhonele sa tshikirini tsha thelevishini), Khudzaipfi ya puḽasiṭiki kana bulatsho, zwiambaro zwavhuḁi zwa muhashi wa kha thelevishini, khamera ya vidio ya kholekhole</li> </ul> 	<p><b>Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana</b></p> <ol style="list-style-type: none"> <li>Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha ṭuṭuwedze u isa phanḁa u bva kha Vhege ya 1 vho ḁiita u nga vha muhashi wa kha thelevishini ane a khou ṅetshedza muvhigo wa zwa mutsho.</li> <li>Kha vha range phanḁa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha sumbedze dzisifhereswenda. Kha vha ṭalutshedze uri vha khoyi u ḁiita u nga vha vhahashi vha kha thelevishini vhaneyi vha khoyi ṅetshedza muvhigo wa zwa mutsho. Hu fanela u vha na vhahashi vhavhili: mufodi na muthu ane a khoyi ṭalela muvhigo wa zwa mutsho kha thelevishini</li> <li>Kha vha dalele khone u lavhelesa na u ṭuṭuwedza u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana nga vhagudi.</li> </ol>





## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>• Pictures of different kinds of weather</li> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Show learners pictures of different kinds of weather.</li> <li>2 Explain that they must draw a picture of their favourite weather (for example: sunny, rainy). They must think about what they will be wearing when the weather is like this, and also draw what they like to do in this weather.</li> </ol>
<ul style="list-style-type: none"> <li>• A 6-egg box</li> <li>• One bean or stone</li> <li>• Picture cards, cut up</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the picture cards face up on the table.</li> <li>2 Learners must shake the egg box and look where the bean has landed (for example: letter "b").</li> <li>3 They must then find a picture that begins with "b" (for example: "ibala").</li> <li>4 Learners take turns and collect pictures.</li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> <li>• Different types of leaves</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Learners can put different types of leaves under the paper and rub with a crayon while holding the paper firmly in place. A leaf pattern will become visible!</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: weather chart, pointing stick, big box with a hole cut in the middle (to look like a TV screen), plastic microphone or brush, smart clothes for a TV interviewer, pretend video camera</li> </ul> 	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be TV presenters giving a weather report.</li> <li>2 Lead the group to the pretend play corner and show them the props. Explain that they are going to pretend that they are TV presenters giving the weather report. There need to be two presenters: a cameraman and someone watching the weather report on TV.</li> <li>3 Visit the corner at least once to observe and encourage the learners' game.</li> </ol>



# ★ Tshibode na gwangwa latsho

## Nganea

Tshibode tshine tsha pfi Tommy tsho vha tshi tshi dzula tsimuni tshi tshothe. Duvha linwe na linwe tsho vha tshi tshi ima lumemeni lwa hatsi lilapfu hune tsha do kona u vhona na u thetshelesa zwiinwe zwipuka zwi kati na u ita zwithu zwo fhambanaho na u dipihana. Tommy tsho vha tshi tshi dzula tsho tungufhala. Tsho vha tshi tshi tama tshithu tshithihi fhedzi – tsho vha tshi tshi tama arali tshi tshi nga kona u gidima nga u tavhanya u tou fana na zwiinwe zwipuka. Nga manwe matsheloni Tommy tsho vha tshi fhethu hatsho ha nga misi tshi tshi khou zheula, hatsi hu re na dzhusi. Tsho vha tshi tshi khou humbula tsha ri, “Ndi humbula uri gwangwa langa li khou lemelesa,” “Ndi ngazwo ndi sa koni u gidima nga u tavhanya. Khamusi arali nda kokovha nda svela nnda ha gwangwa langa li lemela nda li sia henefha, ndi do kona u gidima nga u tavhanya u tou fana na zwiinwe zwipuka.”

Tsho mbo di ita nga u ralo. Tshibode tshine tsha pfi Tommy tsho mbo di shanavhida na u disukumedza u swikela tshi tshi kona u kokovha tsha bva kha gwangwa latsho. Musi gwangwa latsho lo no bva, tsho vha tshi tshi kona u pfa mahatsi malapfu a tshi khou tshi sengenedza lukanda lwatsho lutete nahone duvha li dudelaho lo vha li tshi khou penya mutanani watsho. Tommy tsho mbo di gidima tsho takala tshi tshi khou vhidzelela: “Ntsedzeni! Ntsedzeni! Zwino ndi a konavho u gidima nga u tavhanya.”



Nga murahu ha tshifhinga tshipfufhi Tommy tsho mbo di ima, tsho vha tshi tshi khou fhisa. Tsho vha tshi songo dowela u gidima nga u rali nahone milenzhe yatsho i pfala yo neta. Tommy tsho vha tshi sa takaleli u pfa duvha li fhisaho li tshi khou penya la dzhena kha lukanda lwatsho. Tsho pfa u nga masana a khou vamedza lukanda lutete mutanani watsho.

Tommy tsho pfa tsho dinalea. A tshi tshee na gwangwa latsho la u ditsiredza. Tsho vha tshi tshi khou humbula tsha ri, “Ndi humbula u ima nda awela murunzini wa uyu muri u swikela ndi tshi pfa ndo rotholelwa hafhu.” Tsho mbo di awela henefho u swikela tshi tshi dipfa tshi khwine na u lugela u gidima hafhu.



Nga murahu ha musu tsho no awela, tsho mbo di la fhasi nga ndila. A ho ngo fhela tshifhinga tshilapfu tshi sa athu pfa phosho ya muludzi u tshi ri dzwio lutomboni ntha hatsho. Tommy tsho mbo di lavhelesa ntha tsha vhona goni. Tsho vha tshi tshi khou lila, “Hai nandi!” “Heho goni li do nla nahone a thi na gwangwa langa la u ntsiredza!” Tommy tsho mbo di vhona muri nga henefho tsini u re na phakho tsindenilawo. Tsha mbo di tavhanya tsha dzumbama nga ngomu phakhoni tsha ri sunguvhe tsha mbo di lindela goni li tshi fhufha la ya kule.

Musi Tommy tsho vha tshi tshi khou kokovha uri tshi bevele nnda ha phakho murini, tsho mbo di lavhelesa ntha lutomboni tsha vhona makole o nzwinzwimalaho. Nga u tavhanya tsha mbo di pfa mubvumo muhulu – ngindi! U bva afho tsho do pfa tshithu tshi rotholaho na u hashiwa nga zwithu zwo nukalaho. Yo vha i tshi khou na! “Ndi tama arali ndo vha ndi na gwangwa langa mutanani wanga uri li ntsiredze,” tsho amba izwi musu tshi tshi khou gimimela gidimela murahu u ya u wana gwangwa latsho.

Nga tshifhinga tsha musu tsho no wana gwangwa latsho, duvha lo vha li tshi khou kovhela nahone hu tshi khou thoma u swifhala. Tommy tsho pfa tsho dinalea. Tsho vha tsho tshuwa nahone tsho vha tshi tshi khou pfa phepho. Ngauralo Tommy tsho mbo di kokovha tsha fovhela nga ngomu ha gwangwa latsho lo khwathaho, li dudelaho. Tsho vha tshi tshi khou humbula tsha ri, “A thi na ndavha nazwo naho arali ndi sa koni u gidima nga u tavhanya.” “Nne ndi tshibode. Ndi funa u dudelwa. Ndi funa u tsiredzea. Ndi takalela u vha nne mune!”

U swika na namusi, zwibode a zwi koni u bvula magwangwa azwo.

**Aya ndi one magumo a nganea.**







# ★ Tortoise and his shell

## Story

Tommy the tortoise lived in a field all by himself. Every day he would stand at the edge of the long grass where he could see and hear the other animals running about and having fun. Tommy was sad. He had just one wish – he wished he could run as fast as the other animals. One morning Tommy was in his usual place nibbling crunchy, juicy grass. “I think my shell is too heavy,” he thought, “and that’s why I can’t run fast. Maybe if I crawl out of my heavy shell and leave it here, I will be able to run as fast as the other animals.”

And so that’s just what he did. Tommy the tortoise wriggled and pushed until he could crawl out of his shell. When his shell was off, he could feel the tall grasses tickling his soft skin and the warm sun shining on his back. Tommy ran off happily calling: “Look at me! Look at me! Now I can also run fast.”



After a short while Tommy stopped, he was hot. He wasn’t used to running like this and his legs felt tired. Tommy didn’t like the feeling of the hot sun shining right onto his skin. It felt like the sunlight was burning the soft skin on his back.

Tommy felt upset. He didn’t have his shell to protect him anymore. “I think I’ll stop and rest in the shade of this tree until I feel cool again,” he thought. He rested there until he felt better and ready to run again.



After Tommy had rested, he ran off along the path. It wasn’t long before he heard a swishing noise in the sky above him. Tommy looked up and saw an eagle. “Oh no!” he cried. “That eagle will eat me and I don’t have my shell to protect me!” Tommy saw a tree nearby with a hole in its trunk. He quickly hid in the hole and waited for the eagle to fly away.

As Tommy crept out of the hole in the tree, he looked up at the sky and saw dark clouds. Suddenly he heard a loud clap of thunder – boom! Then he felt something cold and wet splash onto his bare back. It was raining! “I wish I had my shell on my back to protect me,” he said as he ran back to find his shell.

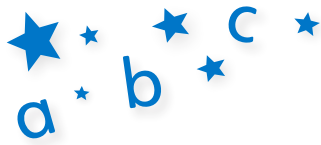
By the time he found his shell, the sun was going down and it was getting darker. Tommy felt unhappy. He was scared and he was cold. And so Tommy crawled back into his strong, warm shell. “I don’t care if I can’t run fast,” he thought. “I am a tortoise. I like being warm. I like being safe. I am happy to be me!”

And to this day, tortoises cannot take off their shells.

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







Nh̄e ndi tshibode ndi t̄oḡou gidima nga u t̄avhanya! [vhandani! vhandani!]  
 Nh̄e ndi tshibode ndi t̄oḡou gidima nga u t̄avhanya! [vhandani! vhandani!]  
 Arali nda bvula gwangwa ḽanga, ndi nga gidima zwavhuḡi.  
 Nh̄e ndi tshibode ndi t̄oḡou gidima nga u t̄avhanya! [vhandani! vhandani!]

Yowee! Ndi pfa ḡvha ḽi tshi khou mphisa! [vhandani! vhandani!]  
 Yowee! Ndi vhone goni ḽi tshi khou mpandamedza! [vhandani! vhandani!]  
 Zwino mvula i khou na ndo ḡukala, nahone a thi athu swika hayani.  
 Ngauralo, ndi humbula uri ndi ḡo vhuelela nga ngomu ha gwangwa ḽanga.  
 [vhandani! vhandani!]

Nh̄e ndi tshibode nahone ndi takalela u vha nh̄e muḡe. [vhandani! vhandani!]  
 Nh̄e ndi tshibode nahone ndi takalela u vha nh̄e muḡe. [vhandani! vhandani!]  
 Nh̄e ndi tshibode, a ni zwi vhoni naa? Gwangwa ḽanga ḽi khou ntsireledza.  
 Nh̄e ndi tshibode nahone ndi takalela u vha nh̄e muḡe! [vhandani! vhandani!]



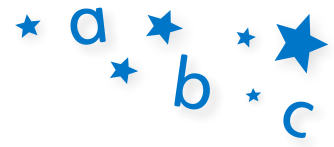
*Vhukati ha vhege, musi vhangudi vho no ḡvha luimbo, vha nga tshintshana madzina avho kha ndimana ya u fhedza. Sa tsumbo: Ndi nh̄e Asanda nahone ndi takalela u vha nh̄e muḡe!*

*(Imbani nga tshuni ya "Arali ni tshi zwi ḡvha uri no takala, vhandani zwangḡa zwanu ..." kana ni shumise tshuni yanu.)*

## Nḡivho ya maipfi a bvaho kha nganea

Maipfi a ndeme:	tshibode	gwangwa	khwaḡhaho	tsireledza	goni	lutete
Maipfi o engedzwaho:	nga u t̄avhanya	lemela	sengenedza	lukanda	fhisa	awela
	murunzi	neta	phakho	mubvumo	kokovha	dudela





## Song

I'm a tortoise and I want to run so fast! [clap! clap!]  
 I'm a tortoise and I want to run so fast! [clap! clap!]  
 If I take off my shell, I can do very well.  
 I'm a tortoise and I want to run so fast. [clap! clap!]

Oh dear! I feel the sun is burning me! [clap! clap!]  
 Oh dear! I see an eagle chasing me! [clap! clap!]  
 Now it's raining and I'm wet, and I'm not at my home yet.  
 So, I think I'll put my shell back onto me. [clap! clap!]

I'm a tortoise and I'm happy to be me. [clap! clap!]  
 I'm a tortoise and I'm happy to be me. [clap! clap!]  
 I'm a tortoise, can't you see? And my shell's protecting me.  
 I'm a tortoise and I'm happy to be me! [clap! clap!]

*During the week, once learners know the song, they can swap their names in the last verse. For example: I'm Asanda and I'm happy to be me!*

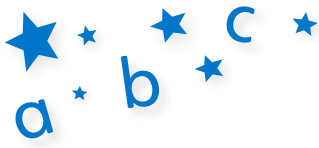


*(Sing to the tune of "If you're happy and you know it, clap your hands ..." or use your own tune.)*

## Vocabulary from the story

<b>Key-words:</b>	<b>tortoise</b>	<b>shell</b>	<b>scared</b>	<b>protect</b>	<b>eagle</b>	<b>soft</b>
Extra words:	fast	heavy	tickle	skin	hot	rest
	shade	tired	hole	thunder	crawl	warm





### Zwine vha do toḁa:

- Nganea: *Tshibode na gwangwa latsho*
- Zwipopai: tshibode tshi si naho gwangwa, gwangwa, goni, muri u re na phakho, ḁuvha, mvumi
- Dzisifhereswenda: zwipopai, zwiambaro kana zwishumiswa zwa gwangwa la tshibode kana mukhwama u bebiwaho muḁanani u shumiswe sa gwangwa, mithenga ya goni, tshithu tshine tsha do shumiswa sa muri
- Zwithu kana garaḁa dza zwifanyiso zwa maḁwe maipfi a bvaho kha mutevhe wa ndivho ya maipfi

### Maḁo mavhili a u vhona

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

## Vhege ya 1 Duvha la 1

### Mishumo ya kilasi yoḁe

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

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

#### 1 Vha sa athu vha ḁalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ḁohoho ya nganea na u ḁivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ḁumane nganea na vhutshilo ha vhagudi: Kha vha vhudzise arali hu na muthu o no vhonaho tshibode. Kha vha ḁalutshede uri tshibode tshi na muvhili mutete, gwangwa lo khwaḁhaho nahone tshi tshimbila nga u ongolowa. Kha vha sumbedze vhagudi zwifanyiso zwa zwibode. Kha vha vhudzise arali vha tshi ḁivha zwiḁwe zwiwhumbwa zwine zwa vha na magwangwa (khumba).
- 1.3 Kha vha ri: *“Ri sa athu thoma, ndi khou toḁou ni vhudza ḁhalutshedzo dza maḁwe maipfi ane ra ḁo a wana nganeani.”* Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa ndivho ya maipfi, na u sumbedza vhagudi tshithu kana tshifanyiso kana u ita nyito u itela u vha sumbedza zwine ipfi la amba zwone. Sa tsumbo: Uri vha ḁalutshedze ipfi *“tsireledza”*, vha nga vhudzisa vhagudi arali vho no vhuya vha pfa mvula muvhilini yavho kana vho no pfa ḁuvha li tshi fhiswa lukanda lwavho. Arali vha si na magwangwa, vha shumisa mini u ḁitsireledza? (badzhi, tshisambureni, muḁadzi)

#### 2 Musi vha tshi ḁalutshedza nganea

- 2.1 Kha vha ḁalutshedze nganea nga ndila i nyanyulaho na u shumisa maipfi o fhambanaho. Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.2 Kha vha humbele vhagudi uri vha bule zwi ḁaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḁaho phindulo i fhiraho nthihi, dzi fanaho na: *“Ni humbula uri hu ḁo itea mini kha muvhili wa Tommy musi gwangwa latsho lo bva? Ndi ngafhi hune Tommy tsha nga ya hone uri tshi dzumbame goni?”*

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

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

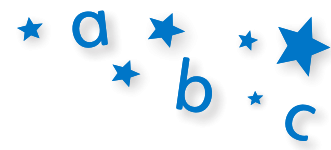
### U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: *“ḁiphina, ḁisukumedza, ḁuvha, ḁudelaho, ḁowela, ḁitsireledza, ḁipfa. Ni a kona u pfa mubvumo wo sedzwaho: ḁiphina, ḁisukumedza, ḁuvha naa? Ee, ni khou amba zwone! Yoḁe i na mubvumo wa /ḁ/.”*
- 2 *“Thetshelesani nga vhuronwane, aya ndi maḁwe a maipfi manzhi a thomaho nga /ḁ/: ḁiromu, ḁola, ḁaka, ḁula, ḁabula, ḁorobo, ḁilogo, ḁuvha, ḁuvhudzelo.”* (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /ḁ/ nga ndila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /ḁ/: *“ḁ-ḁ-ḁ”*. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

### Mishumo ya tshigwada tshituku

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





### You will need:

- Story: Tortoise and his shell
- Puppets: tortoise without a shell, a shell, an eagle, a tree with a hole, sun, thunder clouds
- Props: puppets, cloth/material for the tortoise's shell or a backpack used as a shell, feathers for the eagle, an object to use as a tree
- 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: Ask if anyone has seen a tortoise. Explain that a tortoise has a soft body, a hard shell and moves slowly. Show learners pictures of tortoises. Ask learners if they know any other creatures that have shells (snail).
- 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: To explain the word "protect", you could ask learners if they have ever felt rain on their body or felt the sun burn their skin. If they don't have shells, what do they use to protect themselves? (jacket, umbrella, hat).

#### 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 will happen to Tommy's body when his shell is off? Where can Tommy go to hide from the eagle?"*

#### 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: *"diphina, disukumedza, duvha, dudelaho, dowela, ditsiredza, dipfa. Can you hear the focus sound: diphina, disukumedza, duvha? Yes, you are right! They all have the sound /d/."*
- 2 *"Listen carefully, here are some more words with /d/: diromu, dola, daka, dula, dabula, dorobo, dilogo, duvha, duvhudzelo."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /d/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /d/: *"d-d-d"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

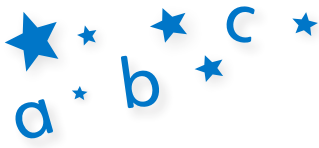
### Small group activities

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!





### Zwine vha do toḁa:

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



## Vhege ya 1 Duvha la 2

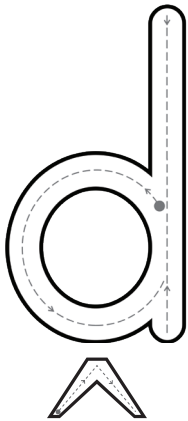
### Mishumo ya kḁasi yoḁe

#### U ḁalutshedza nganea na u imba

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

#### U vhumba leḁere

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

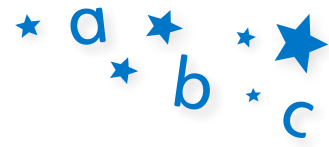


### Mishumo ya tshigwada tshiḁuku

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







#### You will need:

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



## Week 1 Day 2

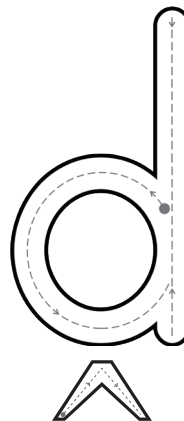
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

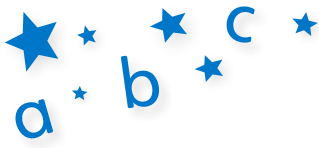
- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /d/ or if they can think of any other words that start with the sound /d/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their arms out in front of them and flash their fingers while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



### Small group activities

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





### Zwine vha do toda:

- Zwipopai na dzisifhereswenda zwa nganea
- Bogisi ja maledere li re na zwithu kana zwifanyiso zwine zwa thoma nga **d**: diromu, gaka, gula, gabula, qilogo, guvha



## Vhege ya 1 Duvha la 3

### Mishumo ya kilasi yothe

#### U talutshedza nganea na litambwa

- 1 Kha vha imbe luimbo.
- 2 Kha vha vhudzise vhagudi arali vha tshi kha di kona u humbula tshutshedzo dza maipfi a bvaho kha mutevhe wa ndivho ya maipfi. Sa tsumbo: "Kha vha humbele vhagudi uri vha thetshesele lukanda kha zwanza zwavho. Kha vha vha vhudzise arali lu tshi khou fhisa kana u rothola. Vha a kona u lu pfa uri ndi lutete hani naa?"
- 3 Kha vha nange vhagudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muwe na muwe nganeani. Kha vha vhudze vhagudi vhane vha khou ya u vha kha litambwa vha vha sumbedze dzisifhereswenda dzine dza do shumiswa u talutshedza nganea.
- 5 Kha vha talutshedze vhagudi uri vhone (mudededzi) vha khou ya u vha mutalutshedzi wa nganea ane a dovha a divhiwa sa muanetsheli. Vhatambi vha vhagudi vha khou ya u tamba zwothe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u talutshedza nganea na u tutuwedza vhagudi u ita nyito dzi elanaho na maipfi avho musi kilasi yothe i tshi khou talela litambwa.
- 7 Arali hu na tshifhinga, vha nga di todou dovholola litambwa vha na vhagudi vho fhambanaho.

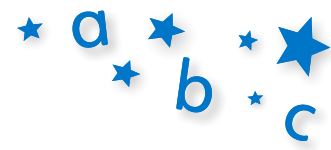
#### Mabogisi a maledere

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

### Mishumo ya tshigwada tshituku

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





### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **d**: *ḡiromu, ḡaka, ḡula, ḡabula, ḡilogo, ḡuvha*



## 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 learners to feel the skin on their arms. Ask them if it is hot or warm. Can they feel how soft their skin is?
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

#### Letter boxes

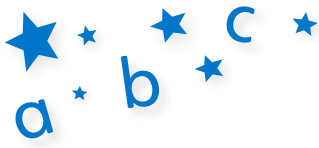
- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the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



### Small group activities

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





### Zwine vha do toḁa:

- Thevhekano khulu ya zwifanyiso
- U nangiwa ha zwithu zwi bvaho kha mabogisi a maḁedere maḁa (ḁithihi kha mugudi muḁwe na muḁwe)
- Mukhwama kana philamusiamelo
- Luḁingothendeleki lwa u tamba muzika

## Vhege ya 1 ḁuvha ḁa 4

### Mishumo ya kiḁasi yoḁe

#### U vhekanya zwifanyiso

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

### Stella u ri:



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

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



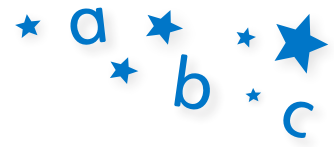
#### U thetshesela mibvumo yo sedzwaho

- 1 Kha vha vhee zwiḁwe zwithu zwi bvaho kha mabogisi a maḁedere nga ngomu mukhwama.
- 2 Vhagudi vha dzula kha tshitendeledzi musu muzika u tshi khou tambuwa mukhwama wa vha u tshi khou fhirisiwa u tshi mona. Musu muzika u tshi ima, mugudi ane a vha na mukhwama u dzhia tshithu, a amba uri ndi tshi mini na uri ndi mubvumo ufho une vha u pfa mathomoni. Mutambo u nga ya phanḁa u swikela muḁwe na muḁwe a tshi wana tshikhala.
- 3 Magumoni, zwigwada zwa vhagudi vha re na zwithu zwine zwa thoma nga mubvumo une wa fana, vha takuwa vha ima vha vhuyedzedza zwithu nga ngomu ha mabogisi a maḁedere one.

### Mishumo ya tshigwada tshirḁuku

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





### You will need:

- Big sequence pictures
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

## 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)

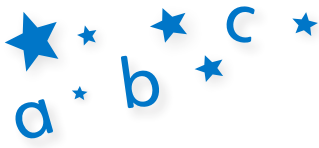
#### Listening for focus sounds

- 1 Put some objects from the letter boxes into a bag.
- 2 Learners sit in a circle while music is played and the bag is passed around. When the music stops, the learner who has the bag takes an object, says what it is and what sound they hear at the beginning. The game can continue until everyone gets a turn.
- 3 At the end, groups of learners who have objects that start with the same sound, stand up and put their objects back into the correct letter boxes.



### Small group activities

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



### Zwine vha do tōḁa:

- Phuleithi ya bamm̄biri ya hafu ya mugudi muḁwe na muḁwe
- Zwiḁḁa zwa labi kana bamm̄biri ḁa muvhala, khadibogisi u itela milenzhe na ḁhoho
- Zwiḁero, guḁuu
- Khirayoni dza pfuraḁotshi khulwane
- KANA Suko ḁa u tamba, ḁawa kana mungaḁawa
- Maipfi a madungo manzhi a elanaho na nganea: tshibode, goni, lemela, takala, gidima, dzwio, matsheloni, tsireledza, dinalea, tshipuka

## Vhege ya 1 ḁuvha ḁa 5

### Mishumo ya kiḁasi yoḁhe

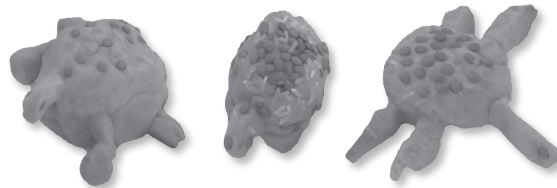
#### U ita, u ola na u ḁwala

- 1 Kha vha ḁalutshedze vhagudi uri vha khou ya u ita tshibode vha tshi khou shumisa phuleithi ya bamm̄biri na labi kana bamm̄biri ḁa muvhala.
- 2 Vhagudi vha gera zwiḁḁa zwa labi kana bamm̄biri ḁa muvhala vha zwi nambatedza kha phuleithi ya bamm̄biri uri zwi ite gwangwa ḁa tshibode.
- 3 Vha ḁo tea u gera milenzhe na ḁhoho vha zwi nambatedza kha phuleithi ya bamm̄biri ḁine ḁa vha gwangwa.



#### KANA

- 1 Kha vha ḁee mugudi muḁwe na muḁwe bola ya suko ḁa u tamba vha ḁalutshedze uri vha khou ya u ita tshibode nga suko ḁa u tamba.
- 2 Kha vha ḁalutshedze uri vha nga shumisa ḁawa kana mungaḁawa dzi re kha ḁafula u khavhisa tshibode.
- 3 Musi vhagudi vho no fhedza u ita tshibode tshavho, vha fanela u tshi vhea ḁuvhani uri tshi ome.
- 4 Kha vha ite uri vhagudi vha vhe na tshifhinga tsha u amba nga ha tshibode tshavho nga vhavhilihavhili.
- 5 Kha vha ḁane zwibode u mona na kiḁasirumu musu vho no fhedza.



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

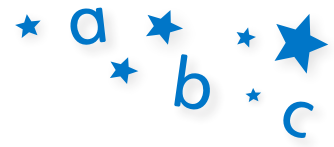
- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁine ḁa maipfi ḁi bvaho kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ḁukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **tshi | bo | de**.
- 2 Kha vha humbele vhagudi uri vha lavhelese khonani vha vhandane zwanḁa kha dungo ḁine na ḁine: **tshi** (u vhandana zwanḁa) **bo** (u vhandana zwanḁa) **de** (u vhandana zwanḁa).
- 3 Kha vha ambe maḁwe maipfi a madungo manzhi ane a bva kha nganea musu vhagudi vha tshi khou vhandana zwanḁa kha dungo ḁine na ḁine.
- 4 Kha vha ḁuḁuwedze vhagudi uri vha vhaḁele tshivhalo tsha madungo kha maipfi (sa tsumbo: "tshibode" ḁi na madungo mararu).

### Mishumo ya tshigwada tshiḁuku

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







### You will need:

- Half a paper plate for each learner
- Pieces of fabric or coloured paper, cardboard for legs and head
- Glue, scissors
- Jumbo wax crayons
- OR Playdough, beans or lentils
- A list of multisyllabic words relating to the story: tshibode, goni, lemela, takala, gidima, dzwio, matsheloni, tsireledza, dinalea, tshipuka

## Week 1 Day 5

### Whole class activities

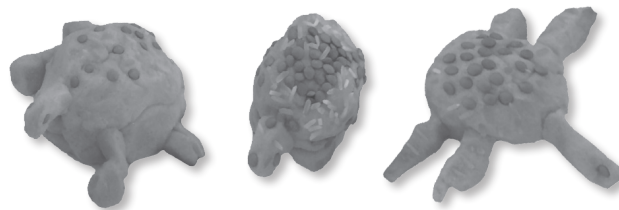
#### Make, draw and write

- 1 Explain to learners that they are going to make a tortoise using a paper plate and some fabric or coloured paper.
- 2 Learners cut up pieces of fabric or coloured paper and glue it onto the paper plate to make the shell of the tortoise.
- 3 They will need to cut out legs and a head to stick onto the paper plate which is the shell.



OR

- 1 Give each learner a ball of playdough and explain that they are going to make a playdough tortoise.
- 2 Explain that they can use the beans/lentils on the table to decorate the tortoise.
- 3 When learners have finished making their tortoise, they must put it in the sun to dry.
- 4 Create time for learners to talk about their tortoise in pairs.
- 5 Display the tortoises around the classroom when they are complete.



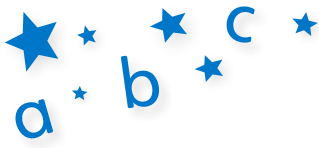
### Blending and segmenting (syllables)

- 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: **tshi | bo | de**.
- 2 Ask learners to face a friend and do high fives for each syllable: **tshi** (high five) **bo** (high five) **de** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "tshibode" has three syllables).

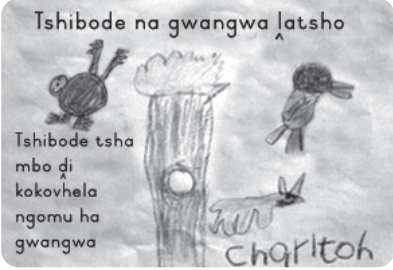

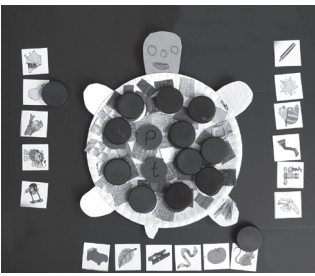

### Small group activities

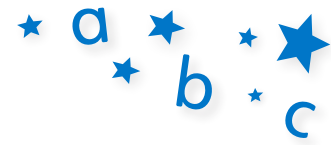
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



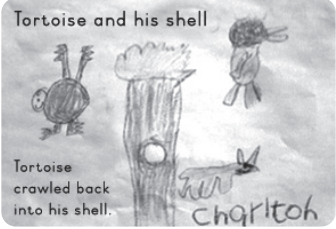
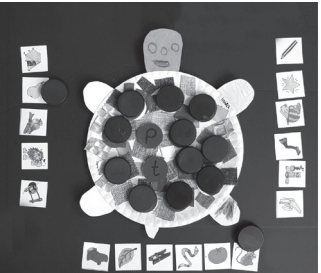



# Mishumo ya tshigwada tshituku ya Vhege ya 1

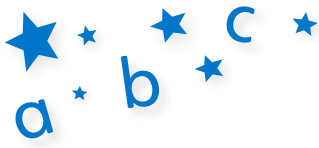
Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> <li>Siatari li si naho tshithu la A4 la mugudi muñwe na muñwe</li> <li>Khiraioni dza pfuraotshi khulwane</li> </ul>  <p>Tshibode na gwangwa latsho</p> <p>Tshibode tsha mbo di kokovhela ngomu ha gwangwa</p>  <p>Kha vha humbule u vhudzis a vhagudi arali vha tshi divha u bula maipfi a ndivho ya maipfi nga nyambo dzavho arali vha tshi amba luambo lwo fhambanaho hayani.</p>	<p><b>Mushumo wa 1: U ola na ndivho i rangelaho u nwala ha vhana</b></p> <ol style="list-style-type: none"> <li>Kha vha riwale thoho ya nganea nga ntha ha siatari li si naho tshithu la mugudi muñwe na muñwe hu sa athu thoma ngudo.</li> <li>Kha vha humbele vhagudi uri vha sumbe maipfi a thoho musi vha tshi a vhala o tangana.</li> <li>Kha vha vhudzise vhagudi uri ndi tshipiqa tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa.</li> <li>Kha vha tutuwedze vhagudi u ola tshipiqa tshavho tsha nganea ine vha tshi funesa.</li> <li>Kha vha ambe vupfiwa kana vha humbele mugudi muñwe na muñwe uri a vha vhudze nga nyolo yawe.</li> <li>Kha vha vhudzise vhagudi arali vha tshi nga tama u riwala zwiñwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhona vha vha riwalele.</li> <li>Arali vhagudi vha tshi nga tama uri vhona vha vha riwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musi tshi khou a riwala fhasi. Kha vha shumise muhumbulo musi vha tshi riwala fhungo. Sa tsumbo: "Tshibode ... tsho ... kokovha ... tsha... humela ... nga ... ngomu ... ha ... latsho Ndi lifhio ipfi li tevhelaho le na vha ni tshi khou totou li amba? Gwangwa. Ndi khou ya u riwala ipfi 'gwangwa'."</li> <li>Kha vha riwale zwenezwo zwine vhagudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhagudi arali vha tshi tendelana nazwo hu sa athu itwa tshanduko inwe na inwe kha maipfi. Kha vha humbule u riwala nga vhudze na nga ndila i vhone.</li> <li>Musi vho no fhedza u riwala, kha vha tutuwedze vhagudi uri vha vha vha fhungo na vhona. Kha vha sumbe ipfi inwe na inwe musi vha tshi li vhala na u dzhiela ntha u didina havho.</li> </ol>
<ul style="list-style-type: none"> <li>Zwitibo zwa mabodelo kana mitibo,</li> <li>Garaa dza zwifanyiso dza, dzo geriwaho dza vha zwiipidipida</li> <li><b>Bodo ya mutambo wa tshibode</b></li> </ul> 	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <ol style="list-style-type: none"> <li>Kha vha vhee siatari la mushumo wa tshibode vhukati ha tafula.</li> <li>Mugudi muñwe na muñwe u vha na zwifanyiso zwa rathi zwa mibvumo yo sedzwaho yo tibwaho kha ngudo yo fhiraho. Kha vha riwale iyi mibvumo yo sedzwaho nga ngomu ha zwitibo zwa mabodelo vha zwi vhee kha gwangwa la tshibode u itela uri vhagudi vha si kone u vhona maledere. Mugudi muñwe na muñwe u na tshikhala tsha u doba tshitibo tsha bogelo, a tshi rembulusa, a amba mubvumo na u vhona arali vha na tshifanyiso tshine tsha thoma nga mubvumo uyo.</li> <li>Arali vha nawo, vha dzhia tshitibo tsha bogelo vha tiba tshifanyiso itsho. Arali li sa metshelani na tshinwe tsha zwifanyiso zwavho, vha humisela murahu tshitibo tsha bogelo he tsha vha tshi hone. Mufhenyi ndi mugudi ane a thoma u tiba zwifanyiso zwawe zwothe.</li> </ol>
<ul style="list-style-type: none"> <li>Dzibugu, mimagazini, zwibugu zwiituku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo</li> </ul> 	<p><b>Mushumo wa 3: U vhala nga iwe mune</b></p> <ol style="list-style-type: none"> <li>Kha vha range phanda tshigwada u ya fhethu hu re na dzibugu kana vha nee tshigwada thuli ya dzibugu.</li> <li>Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana bambiri la khungedzelo line vha takalela u li vhala.</li> <li>Kha vha sumbedze kuvulele kwa bugu na u fhenda masiatari khayi. Kha vha sumbedze vhagudi zwiñwe zwa zwifanyiso u bva afho vha tutuwedze vhagudi uri muñwe na muñwe a nange tshithu tshine a difhelwa ngatsho a tshi tshi vhala.</li> <li>Kha vha dalele khone u itela u lavhelesa na u tutuwedza u vhala ha vhagudi.</li> </ol>

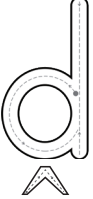



## Small group activities for Week 1

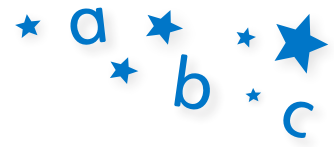
You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>  <p data-bbox="225 915 558 1095">If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>3 Ask learners what part of the story they liked best.</li> <li>4 Encourage learners to draw their favourite part of the story.</li> <li>5 Make a comment or ask each learner to tell you about their drawing.</li> <li>6 Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Tortoise ... crawled ... back ... into ... his ... What word did you want to say next? Shell. I am going to write the word 'shell'."</li> <li>8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>• Bottle tops or lids</li> <li>• Picture cards, cut up</li> <li>• The <b>Tortoise game board</b></li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the <b>Tortoise game board</b> in the middle of the table.</li> <li>2 Each learner has six pictures of focus sounds covered in previous lessons. Write these focus letters on the inside of bottle tops and place them on the tortoise shell so the learners can't see the letters. Each learner has a turn to pick up a bottle top, turn it over, say the sound and see if they have a picture starting with that sound.</li> <li>3 If they do, they take the bottle top and cover that picture. If it does not match one of their pictures, they put the bottle top back where it was. The winner is the first learner to cover all their pictures.</li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>

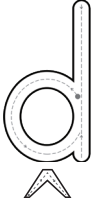



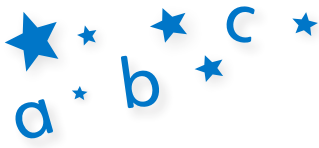


Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> <li>• Thempleithi ya ledere la "d" ya A5 ya mugudi muñwe na muñwe</li> <li>• Bammbiri la matshakatshaka kana gurannya</li> <li>• Zwigero, guľuu</li> </ul>	<p><b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhudi na muñwalo</b></p> <ol style="list-style-type: none"> <li>1 Vhagudi vha gere bammbiri kha zwipiđa zwiťuku, vha i pombe kha zwibola uri i đadze tshikhala na u ita ledere. Vha nga engedza nga nyolo dzi re na mubvumo wo sedzwaho "d".</li> </ol> 
<ul style="list-style-type: none"> <li>• Dzisifhereswenda: mapa wa dzithavhani, mbađa, muñadzi wa đuvhani na mapfura a u đola, maforokiki o itwaho nga rolo dza dza bammbiri ľi shumiswaho bungani, mukhwama u bebiwaho muťanani u re na bođelo la mađi, mangilasi a đuvhani, zwishumiswa zwa thusoťanzi, bugu ya zwithu zwa mupo, zwiteńwa zwi bvaho kha mupo (maťari, thombwana), zwińwe zwikhokhonono zwa puľasiťiki kana zwipuka zwa zwitambiswa (kana zwifanyiso zwa zwikhokhonono kana zwipuka) – kha vha phađaladze izwi vha tshi mona kana vha zwi nambatedze kha luvhondo.</li> </ul>	<p><b>Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana</b></p> <ol style="list-style-type: none"> <li>1 Kha vha range phanđa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha sumbedze dzisifhereswenda ntswa.</li> <li>2 Kha vha řalutshedze uri vha khou ya u bva vha tshimbila. Vhagudi vha nga vha tshipiđa tsha tshigwada tshine tsha khou tshimbila (tshi na mmbwa). Vha tea u vha na mapa wa dzithavhani, mbađa, muñadzi wa đuvhani na mapfura a u đola, mangilasi na mukhwama u bebiwaho muťanani u re na bođelo la mađi, maforokiki, zwishumiswa zwa thusoťanzi na bugu ya zwithu zwa mupo.</li> <li>3 Mugudi muñwe na muñwe u fanela u dzhia tshibugwana na penisela u itela uri vha kone u ola kana u řwala zwine vha vhona vha tshi khou tshimbila. Vha nga lavhelesa goni nga maforokiki kana tshibode tsho dzumbamaho hatsini!</li> <li>4 Kha vha rambe vhagudi uri vha đe kha mutambo. Kha vha řuťuwedze vhagudi uri vha dzhie notsi kana vha ole zwine vha vhona musi vho bva.</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"> <li>• An A5 “d” letter template for each learner</li> <li>• Scrap paper or newspaper</li> <li>• Glue, scissors</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Learners must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound “d”.</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: a map of the mountains, walking sticks, sunhat and cream, binoculars made from toilet rolls, a backpack with a water bottle, sunglasses, a small first-aid kit, a field guide, items from nature (leaves, pebbles), some plastic insects or toy animals (or pictures of insects or animals) - spread these around or stick them on the walls</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the pretend play corner and show them the new props.</li> <li>2 Explain that they are going on a walk. Learners can be part of a walking group (with a dog). They need a map of the mountains, walking sticks, sunhat and cream, sunglasses and a backpack with a water bottle, binoculars, first-aid kit and a field guide.</li> <li>3 Each learner should take a notebook and a pencil with them so that they can draw or write what they see on the walk. They can look for an eagle with the binoculars or a tortoise hiding in the grass!</li> <li>4 Visit the corner at least once to observe and encourage the learners’ game. Encourage the learners to make notes or draw what they see on their walk.</li> </ol> 



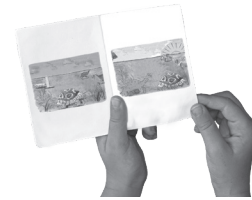
### Zwine vha do ɔda:

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

## Vhege ya 2 Duvha 1

### Mishumo ya kɩlasi yothe

#### Huñwe u vhekanya zwifanyiso



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



#### U divhadza mubvumo u bva kha nganea

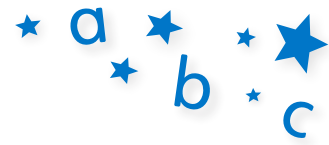
- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: "o, phosho, songo. Ni khou kona u pfa mubvumo wo sedzwaho: phosho, songo naa? Ee, ni khou amba zwone! Yothe i na mubvumo wa /o/."
- 2 "Thetshelesani nga vhuronwane, aya ndi mañwe a maipfi manzhi a thomaho nga /o/: ola, oili, oveni, ofisi, moɕoro, gokoko, kholomo, boɕoro, forogo, goñoño, ɕorobo." (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /o/ nga ndila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /o/: "o-o-o". Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhañe.



### Mishumo ya tshigwada tshiɕuku

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





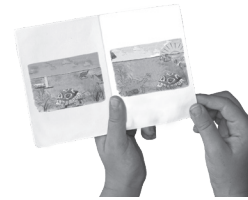
### You will need:

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

## Week 2 Day 1

### Whole class activities

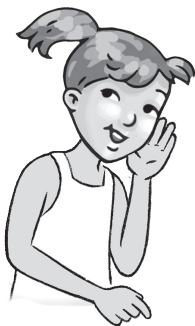
#### More sequencing pictures



- 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. 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: "o, phosho, songo. Can you hear the focus sound: *phosho, songo*? Yes, you are right! They all have the sound /o/."
- 2 "Listen carefully, here are some more words with /o/: *ola, oili, oveni, ofisi, mođoro, gokoko, kholomo, bođoro, forogo, goñoño, đorobo*." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /o/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /o/: "o-o-o". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





### Zwine vha do toda:

- Bugu Khulu: *Tshibode na gwangwa latsho*
- Thempleithi ya leđere la "o" ya A5 ya mugudi muñwe na muñwe
- Khirayoni dza pfuraṅotshi khulwane

## Vhege ya 2 Duvha la 2

### Mishumo ya kilasi yothe

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

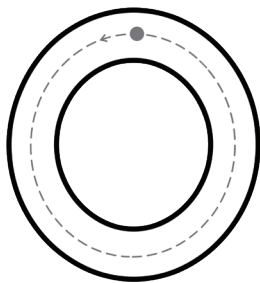


- 1 Kha vha tuṭuwedze vhagudi u sedza tshifanyiso tshihulwane vha ambe nga zwine vha vhona na zwine vha zwi divha.
- 2 Kha vha vhalele kilasi thoho ya nganea. Kha vha sumbe ipfi liñwe na liñwe musi vha tshi li vhala. Kha vha i vhale hafhu vha humbele vhagudi uri vha vhale na vhone.
- 3 Kha vha dzhie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



#### U vhumba leđere

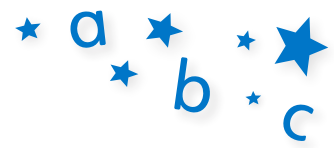
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muñwe line la thoma nga /o/ kana arali vha tshi nga humbula mañwe maipfi ane a thoma nga mubvumo wa /o/.
- 2 Kha vha funze vhagudi nyito i tumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga edza u nga vho mangala na u ita leđere la tshivhumbeo tsha 'o' nga zwanḁa zwavho vha zwi vhee phanḁa ha mulomo wo ita tshitendeledzi musi vha tshi amba /o/.
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri leđere la o li riwaliswa hani. Kha vha khoḁe u linedza havho, u bva afho vha riwale leđere lihulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ni monise."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya leđere muyani, khaphetheni, miṭanani yavho kana zwanḁani zwavho.
- 5 Kha vha talutshedze vhagudi uri vha fanela u humela tafulani dzavho uri vha vhumbe ma leđere a musengavhadzimu. Izwi zwi amba uri vha do riwala nṭha ha leđere nga khirayoni dza mivhala yo fhambanaho kha siatari javho.
- 6 Arali vhagudi vha tshi kona u humbula zwithu zwine zwa thoma nga mubvumo une leđere la u ita, vha nga zwi ola u mona na leđere la musengavhadzimu. Kha vha tuṭuwedze vhagudi u amba mubvumo une leđere la u ita musi vha tshi riwala leđere.



### Mishumo ya tshigwada tshituku

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





### You will need:

- Big Book: Tortoise and his shell
- An A5 "o" letter template for each learner
- Jumbo wax crayons

## Week 2 Day 2

### Whole class activities

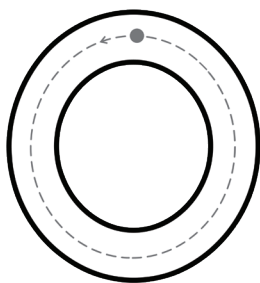
#### Shared reading – Big Book

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



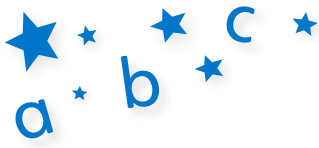
### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /o/ or if they can think of any other words that start with the sound /o/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be shocked and make an 'o' shape with their hand and put it in front of a rounded mouth while saying /o/.
- 3 Show learners how to write the letter o. 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 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



### Small group activities

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



### Zwine vha do tōda:

- Bogisi la maḷeḷere li re na zwithu kana zwifanyiso zwine zwa thoma nga **o**: oili, oveni, moḷoro, gokoko, kholomo, boḷoro, forogo, swobo, toambo, rokho



## Vhege ya 2 Duvha la 3

### Mishumo ya kilasi yothe

#### U guda u thetshelesa

- 1 Kha vha ite uri hu vhe na u dilugisela mishumo iyi ya u thetshelesa nga u amba zwi tevhelaho musi vhagudi vha tshi khou ita nyito: *"Musi ri sa athu thoma, kha ri dilugisele: Dizuzeni, ni moḷe zwipiḷa zwitete zwa fhasi zwa nḍevhe dzaḷu uri ni karuse nḍevhe dzaḷu, u bva afho ni awedze zwanḍa zwaḷu marumbini aḷu."*
- 2 Kha vha dzudze vhagudi metheni vha vha vhudze uri vha dzule vha ri tshete. Kha vha vha vhudze uri: *"Kha nganea ine ya amba nga ha tshibode, ni kha ḍi zwi humbula uri Tommy tsho lingedza u dzumbamisa hani goni naa? Ni nga kona u dzumbama fhasi ha ṭafula yaḷu naa? Zwino, bvelani nḍa. Ni nga kona u ima uri ni vhone uri ni nga vha no lapfa u swika ngafhi?"* Zwino kha vha ri: *"Ni nga kona u ita izwi naa?"*
  - ★ *"Imani nga mulenzhe waḷu wa monde."*
  - ★ *"Vheani zwanḍa zwaḷu nḍha ha ṭhoho yaḷu."*
  - ★ *"Kwamani zwikunwe zwaḷu."*
  - ★ *"Vheani zwanḍa zwaḷu kha nḍevhe dzaḷu."*
  - ★ *"Itani tsaḷwa nga minwe yaḷu."*
  - ★ *"Imani nga zwikunwe zwaḷu."*
  - ★ *"Vheani zwanḍa zwaḷu khunduni dzaḷu."*
- 3 Kha vha vhudze vhagudi uri: *"Zwino ndi khou ya u amba zwiḷwe zwithu. Ni fanela u thetshelesa nga vhuronwane nahone ni ite nyito dzine na kona u dzi ita fhedzi. Dziḷwe dzadzo a dzi konadzei!"*
  - ★ *"Petani zwanḍa zwaḷu."*
  - ★ *"Imani nga mulenzhe muthihi."*
  - ★ *"Khothani minwe yaḷu."*
  - ★ *"Giginyani milenzhe yaḷu."*
  - ★ *"Rembulusani ṭhoho yaḷu."*
  - ★ *"Bonyedzani maṭo aḷu."*
  - ★ *"bandelelani zwanḍa zwaḷu."*
  - ★ *"Vhandani marama aḷu."*

#### Mabogisi a maḷeḷere

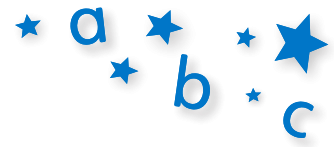
- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maḷeḷere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga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



### Mishumo ya tshigwada tshiṭuku

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





### You will need:

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



## Week 2 Day 3

### Whole class activities

#### Learning to listen

- 1 Set the tone for these listening activities by saying the following while learners do the actions: *"Before we start listening, let's get ready: Shake out all your jiggles, rub your earlobes to wake up your ears, then rest your hands in your lap."*
- 2 Settle all the learners on the mat and ask them to sit very quietly. Say to them: *"In the story about the tortoise, do you remember how Tommy tried to hide from the eagle? Can you hide under your table? Now, come out. Can you stand up and see how tall you can be?"* Now say: *"Can you do this?"*
  - ★ *"Stand on your left foot."*
  - ★ *"Put your hands on your head."*
  - ★ *"Touch your toes."*
  - ★ *"Put your hands over your ears."*
  - ★ *"Click your fingers."*
  - ★ *"Stand on your toes."*
  - ★ *"Put your hands on your hips."*
- 3 Say to the learners: *"Now I am going to say some things. You must listen carefully and only do the actions that you can do. Some of them are impossible!"*
  - ★ *"Fold your arms."*
  - ★ *"Balance on one foot."*
  - ★ *"Wink your toes."*
  - ★ *"Stomp your feet."*
  - ★ *"Turn your head."*
  - ★ *"Blink your eyes."*
  - ★ *"Clap your hands."*
  - ★ *"Stamp your cheeks."*

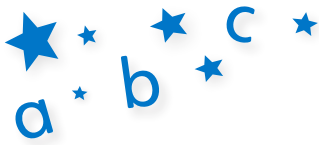
#### Letter boxes

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



#### Small group activities

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



### Zwine vha do toḁa:

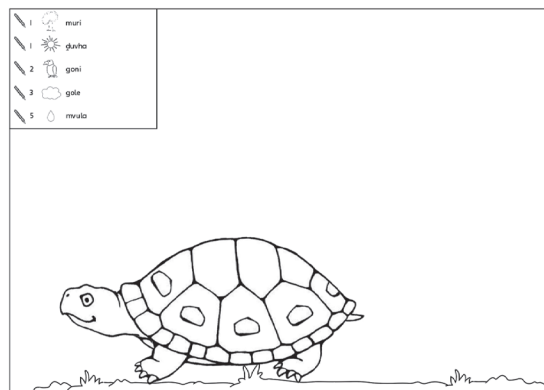
- Khophi ya **Siaḁari la mushumo wa u vhala na u ita** la mugudi muḁwe na muḁwe
- U nangiwa ha zwithu zwi bvaho kha mabogisi a maḁḁere maḁa (lithihi kha mugudi muḁwe na muḁwe)
- Mukhwama kana philamusiamelo
- Luḁingothendeleki lwa u tamba muzika

## Vhege ya 2 Duvha la 4

### Mishumo ya kiḁasi yoḁhe

#### U vhala na u ita

- 1 Kha vha vhudze vhagudi uri vha lavhelese mutevhe kha siaḁari la mushumo vha ambe nga zwine vha vhona (dzinomboro, zwifanyiso na maipfi).
- 2 Kha vha humbele vhagudi uri vha sedze mutaladzi wa u thoma vha "vhale" zwine wa amba zwone. U bva afho kha vha vhale mutaladzi muḁwe na muḁwe vho ḁangana.
- 3 Kha vha vhudze vhagudi uri vha khou ya u ita mushumo u takadzaho une wa pfi "u vhala na u ita". Vha fanela u vhala mutaladzi muḁwe na muḁwe vha ita zwine wa amba zwone vha tshi khou shumisa tshikhala tshi si naho tshithu kha siaḁari.
- 4 Kha vha vhale hafhu mutaladzi wa u thoma vhoḁhe. Kha vha vhudzise arali muḁwe wa vhagudi a tshi kona u "vhala" zwine zwa ḁo itwa kha mutevhe; vha fanela u ola muri muthihi.
- 5 Kha vha ise phanḁa nga ḁḁila yeneyi kha ndaela iḁwe na iḁwe.
- 6 Zwino kha vha dovhe vha vhale ndaela iḁwe na iḁwe hafhu vha vhudze vhagudi uri: "No no ola na u khaḁara kha muri naa? Arali no zwi ita, zwi swayeni kha mutevhe waḁu."
- 7 Vhagudi vha fanela u isa phanḁa na u ola na u swaya ndaela iḁwe na iḁwe u swikela magumoni a mutevhe.



#### U thetshesela mibvumo yo sedzwaho

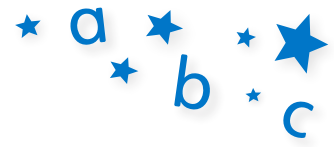
- 1 Kha vha vhee zwiḁwe zwithu zwi bvaho kha mabogisi a maḁḁere nga ngomu ha mukhwama.
- 2 Vhagudi vha dzula kha tshitendeledi musi muzika u tshi khou tambwa mukhwama wa vha u tshi khou tshimbidzwa u tshi mona. Musi muzika u tshi ima, mugudi ane a vha na mukhwama u dzhia tshithu, a amba uri ndi tshi mini na uri ndi mubvumo ufho une vha u pfa mathomoni. Mutambo u nga ya phanḁa u swikela muḁwe na muḁwe a tshi wana tshikhala.
- 3 Magumoni, zwigwada zwa vhagudi vha re na zwithu zwine zwa thoma nga mubvumo une wa fana, vha takuwa vha ima vha vhuyedzedza zwithu nga ngomu ha mabogisi a maḁḁere one.



### Mishumo ya tshigwada tshiḁuku

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





### You will need:

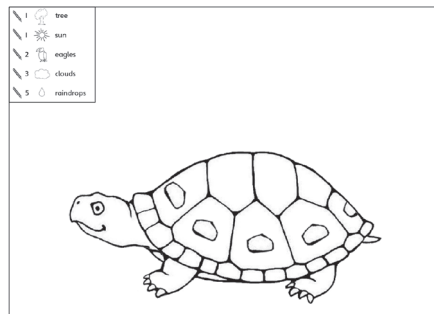
- A photocopy of the **Read and do activity page** for each learner
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

## 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 again. Tell learners to draw and colour in a sun.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw a tree.
- 5 Continue in this way with each of the instructions.
- 6 Now read each of the instructions again and say to the learners: *“Have you drawn and coloured in a sun? If you have, then tick that on your list.”*
- 7 Continue checking and ticking each instruction until the end of the list.



### Listening for focus sounds

- 1 Put some objects from the letter boxes into a bag.
- 2 Learners sit in a circle while music is played and the bag is passed around. When the music stops, the learner who has the bag takes an object, says what it is and what sound they hear at the beginning. The game can continue until everyone gets a turn.
- 3 At the end, groups of learners who have objects that start with the same sound, stand up and put their objects back into the correct letter boxes.



### Small group activities

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







### Zwine vha do toda:

- Zwiḡiḡa zwa bammbiri zwi re na dzina ḡavho na madzina a vhagudi o ḡwalwaho nga fhasi ha tshangḡa tsha monde tsha siaḡari; peni ya u swaya ntswu ndenya
- Maipfi a madungo manzhi a elanaho na nganea: tshibode, goni, lemela, takala, gidima, dzwio, matsheloni, tsiredza, dinalea, tshipuka
- Dzitshele kana dzingoma

## Vhege ya 2 Duvha ḡa 5

### Mishumo ya kiḡasi yoḡhe

#### U thetshesela na u ita

- 1 Kha vha thome u amba nga ha tshibode tshi bvaho kha nganea. Mathomoni a nganea, Tommy tsho vha tshi sa ḡoḡi gwangwa ḡatsho, fhedzi mafhedziseloni a nganea tsho zwi limuwa uri gwangwa ḡatsho ḡi na mushumo muhulwane na u tshi ita uri tshi vhe tsho khetheaho. Tsho vha tshi tshi khou ḡihudza nga gwangwa ḡatsho.
- 2 Kha vha ambe nga zwithu zwine zwa vha ita uri vha vhe vho khetheaho. (Kha vha humbule nga zwithu zwa zwiḡaluli zwa muvhilini zwi fanaho na mavhudzi malapfu kana o songanaho, u vha mupfufhi kana mulapfu, mpho dzi fanaho na u kona u tamba mitambo, kana u vha ḡambi, na zwiḡaluli zwa vhumuthu zwi fanaho na u vha muthu a sa ofhiho kana wa vhulenda.)
- 3 Zwino kha vha sumbe madzina a vhagudi o ḡwalwaho kha bammbiri. Kha vha thome nga dzina ḡavho vha vhudzise vhagudi uri vha humbula uri ndi zwifhio zwine zwa vha ita uri vha vhe o khetheaho. Kha vha ḡwale maipfi avho vha a vhalele kiḡasi. Sa tsumbo: *"Mufumakadzana Vho de Vries vha a seisa na u vha na vhulenda nahone vha ita uri ri takale."*
- 4 Zwino kha vha sedze dzina ḡi tevhelaho kha mutevhe. Kha vha vhudzise vhagudi uri ndi dzina ḡa nnyi; ndi a fulufhela uri mugudi muḡwe na muḡwe u ḡo kona u ḡivha dzina ḡawe. Kha vha vhudzise vhagudi vha re kiḡasini uri vha humbule nga zwithu zwine zwa ita uri mugudi muḡwe na muḡwe a vhe o khetheaho.
- 5 Kha vha ite mafhungo nga maipfi ane vhagudi vha vha ḡea vha ḡi ḡwale tsini na dzina ḡa mugudi muḡwe na muḡwe. Kha vha ḡadzise maipfi avho u khwaḡhisedza uri mugudi muḡwe na muḡwe a pfe zwiḡaluli zwawe zwo khetheaho zwo dzhielwa ḡḡha. Kha vha dovhe vha vhalele kiḡasi fhungo ḡiḡwe na ḡiḡwe, vha tshi khou sumba ipfi ḡiḡwe na ḡiḡwe.
- 6 Kha vha nambatedze mutevhe kha luvhondo. Vhagudi hu si kale vha ḡo vha vha tshi khou "vhala" maipfi ane vhaḡwe vhagudi vho a nanga kha u ḡiḡalisa.

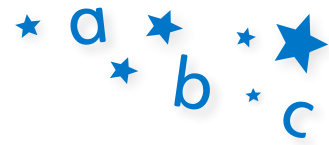
#### U ḡanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḡiḡwe ḡa maipfi ḡi bvaho kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḡi ḡhukhukanyiwa hani uri ḡi vhe madungo, sa tsumbo: **ta | ka | la**.
- 2 Kha vha humbele vhagudi uri vha matshe kha dungo ḡiḡwe na ḡiḡwe: **ta** (ḡiga ḡithihi) **ka** (ḡiga ḡithihi) **la** (ḡiga ḡithihi). Kha vha ḡee vhaḡwe vhagudi dzitshele kana dzingoma uri vha tzhukutshe kana u khokhonya kha dungo ḡiḡwe na ḡiḡwe. Kha vha ḡuḡuwedze vhagudi uri vha vhalele tshivhalo tsha madungo kha maipfi (Sa tsumbo: "takala" ḡi na madungo mararu).
- 3 Kha vha ambe maḡwe maipfi a madungo manzhi ane a bva kha nganea musi vhagudi vha tshi khou vhandana zwangḡa kha dungo ḡiḡwe na ḡiḡwe.

### Mishumo ya tshigwada tshiḡuku

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





#### You will need:

- A piece of paper with your name and the learners' names written down the left-hand side of the page; a thick black marker
- A list of multisyllabic words relating to the story: tshibode, goni, lemela, takala, gidima, dzwio, matsheloni, tsiredza, dinalea, tshipuka
- Shakers or drums

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Begin by talking about the tortoise from the story. In the beginning of the story, Tommy didn't want his shell, but at the end of the story he realised that his shell was very useful and made him unique and special. He was proud of his shell.
- 2 Talk about something that makes you special and unique. (Think of physical characteristics such as long or curly hair, being short or tall, talents such as being able to play sport or sing well, and personality characteristics such as being a brave or a kind person.)
- 3 Now point to the names of learners written on the paper. Begin with your name and ask learners what they think makes you special. Write down their words and read to the class. For example: *"Miss de Vries is very funny and kind and she makes us happy."*
- 4 Now look at the next name on the list. Ask learners whose name it is; hopefully each learner will be able to identify their own name. Ask learners in the class to think of things that make each learner special.
- 5 Make a sentence with the words the learners give you and write it next to each learner's name. Add your own words to ensure that each learner feels their special qualities are acknowledged. Read each sentence back to the class, pointing to each word.
- 6 Stick the list on the wall. Learners will soon be "reading" the words that other learners chose to describe them.

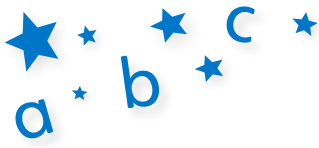
### Blending and segmenting (syllables)

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


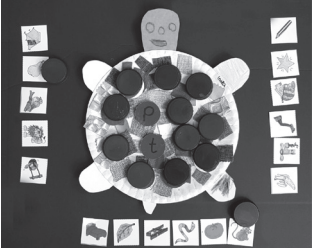

### Small group activities

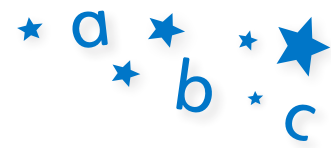
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




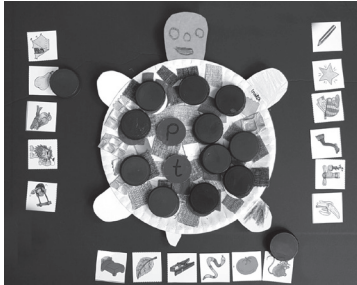



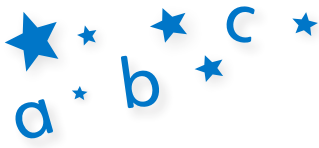
## Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

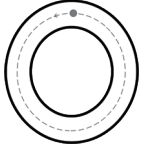

Zwine vha do ṭoda	Mishumo
<ul style="list-style-type: none"> <li>Siaṭari ḷa A4 ḷi si naho tshithu kana tshipiḷa tsha khadibogisi tsha mugudi muṅwe na muṅwe</li> <li>Khophi ya gwangwa ḷa tshibode ya mugudi muṅwe na muṅwe</li> <li>Khiraḷoni dza pfuraṅotshi khulwane</li> <li>Pennde dzo ṭanganyiswaho na maḷi na bulatsho dza u pennda</li> <li>Zwigerero, guḷuu</li> </ul>	<p><b>Mushumo wa 1: U ola na ndivho i rangelaho u ṅwala ha vhana</b></p> <ol style="list-style-type: none"> <li>Kha vha ṅee mugudi muṅwe na muṅwe khophi ya gwangwa ḷa tshibode. Kha vha ṭalutshedze uri vha fanela u khaḷara nga phatheni nga khiraḷoni dza pfuraṅotshi.</li> <li>U bva afho vha nga pennda kha gwangwa nga pennde dzo leluwaho dzo ṭanganyiswaho na maḷi. Musi pennde i tshi khou oma, vha nga gera ṭhoḷo, milenzhe na mutshila. Musi pennde yo no oma, vha nga gera gwangwa ḷo penndwaho vha nambatedza tshibode, ṭhoḷo, milenzhe na mutshila kha tshipiḷa tsha garaṭa kana bammbiri.</li> </ol> 
<ul style="list-style-type: none"> <li>Zwitibo zwa maboḷelo kana mitibo,</li> <li>Garaṭa dza zwifanyiso dza, dzo geriwaho dza vha zwipiḷapiḷa</li> <li><b>Bodo ya mutambo wa tshibode</b></li> </ul> 	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <ol style="list-style-type: none"> <li>Kha vha vhee siaṭari ḷa mushumo wa tshibode vhukati ha ṭafula.</li> <li>Mugudi muṅwe na muṅwe u vha na zwifanyiso zwa rathi zwa mibvumo yo sedzwaho yo tibwaho kha ngudo yo fhiraho. Kha vha ṅwale iyi mibvumo yo sedzwaho nga ngomu ha zwitibo zwa maboḷelo vha zwi vhee kha gwangwa ḷa tshibode u itela uri vhagudi vha si kone u vhona maḷedere. Mugudi muṅwe na muṅwe u na tshikhala tsha u doba tshitibo tsha boḷelo, a tshi rembulusa, a amba mubvumo na u vhona arali vha na tshifanyiso tshine tsha thoma nga mubvumo uyo.</li> <li>Arali vha nawo, vha dzhia tshitibo tsha boḷelo vha tiba tshifanyiso itsho. Arali ḷi sa metshelelani na tshiṅwe tsha zwifanyiso zwavho, vha humisela murahu tshitibo tsha boḷelo he tsha vha tshi hone. Mufhenyi ndi mugudi ane a thoma u tiba zwifanyiso zwawe zwoṭhe.</li> </ol>
<ul style="list-style-type: none"> <li>Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabammbiri a khungedzelo</li> </ul> 	<p><b>Mushumo wa 3: U vhala nga iwe muṅe</b></p> <ol style="list-style-type: none"> <li>Kha vha range hanḷa tshigwada u ya fhethu hu re na dzibugu kana vha ṅee tshigwada thuli ya dzibugu.</li> <li>Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana bammbiri ḷa khungedzelo ḷine vha takalela u ḷi vhala.</li> <li>Kha vha sumbedze kuvulele kwa bugu na u fhenda masiaṭari khayo. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a diḷhelwa ngatsho a tshi tshi vhala.</li> <li>Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhala ha vhagudi.</li> </ol>



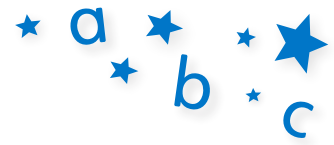
## Small group activities for Week 2

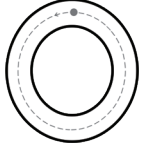

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page or piece of cardboard for each learner</li> <li>• A photocopy of the <b>Tortoise shell activity page</b> for each learner</li> <li>• Jumbo wax crayons</li> <li>• Water colour paints and paintbrushes</li> <li>• Glue and scissors</li> </ul>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Give each learner a copy of the shell of the tortoise. Explain that they must colour in the pattern with wax crayons.</li> <li>2 Then they can paint over the shell with light water colour paints. While the paint is drying, they can cut out a head, legs and a tail. When the paint is dry, they can cut out the painted shell and stick the tortoise, head, legs and tail onto a piece of card or paper.</li> </ol> 
<ul style="list-style-type: none"> <li>• Bottle tops or lids</li> <li>• Picture cards, cut up</li> <li>• The <b>Tortoise game board</b></li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the <b>Tortoise game board</b> in the middle of the table.</li> <li>2 Each learner has six pictures of focus sounds covered in previous lessons. Write these focus letters on the inside of bottle tops and place them on the tortoise shell so the learners can't see the letters. Each learner has a turn to pick up a bottle top, turn it over, say the sound and see if they have a picture starting with that sound.</li> <li>3 If they do, they take the bottle top and cover that picture. If it does not match one of their pictures, they put the bottle top back where it was. The winner is the first learner to cover all their pictures.</li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>



Zwine vha do toda	Mishumo
<ul style="list-style-type: none"> <li>• Thempleithi ya ledere la "o" ya A5 ya mugudi muñwe na muñwe</li> <li>• Bammbiri la matshakatshaka kana gurandza</li> <li>• Zwigero, guluu</li> </ul>	<p><b>Mushumo wa 4: Zwikili zwa u sudzuluwa ha Misipha havhudi na muñwalo</b></p> <ol style="list-style-type: none"> <li>1 Vhagudi vha gere bammbiri kha zwipiḁa zwiḁuku, vha i pombe kha zwibola uri i ḁadze tshikhala na u ita ledere. Vha nga engedza nga nyolo dzi re na mubvumo wo sedzwaho "o".</li> </ol> 
<ul style="list-style-type: none"> <li>• Dzisifhereswenda: mapa wa dzithavhani, mbaḁa, muñadzi wa ḁuvhani na mapfura a u ḁola, maforokiki o itwaho nga rolo dza bammbiri li shumiswaho bungani, mukhwama u bebiwaho muḁanani u re na boḁelo la maḁi, mangilasi a ḁuvhani, zwishumiswa zwa thusoḁhanzi, bugu ya zwithu zwa mupo, zwiteñwa zwi bvaho kha mupo (maḁari, thombwana), zwiñwe zwikhokhonono zwa puḁasiḁiki kana zwipuka zwa zwitambiswa (kana zwifanyiso zwa zwikhokhonono kana zwipuka) – kha vha phaḁaladze izwi vha tshi mona kana vha zwi nambatedze kha luvhondo.</li> </ul> 	<p><b>Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana</b></p> <ol style="list-style-type: none"> <li>1 Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha tuḁuwedze u isa phanḁa u bva kha Vhege ya 1 musi vho bva vha tshimbila.</li> <li>2 Kha vha range phanḁa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha sumbedze dzisifhereswenda.</li> <li>3 Kha vha ḁalutshedze uri vha khou ya u bva vha tshimbila. Vhagudi vha nga vha tshipiḁa tsha tshigwada tshine tsha khou tshimbila (tshi na mmbwa). Vha tea u vha na mapa wa dzithavhani, mbaḁa, muñadzi wa ḁuvhani na mapfura a u ḁola, mangilasi na mukhwama u bebiwaho muḁanani u re na boḁelo la maḁi, maforokiki, zwishumiswa zwa thusoḁhanzi na bugu ya zwithu zwa mupo.</li> <li>4 Mugudi muñwe na muñwe u fanela u dzhia tshibugwana na penisela u itela uri vha kone u ola kana u ñwala zwine vha vhona vha tshi khou tshimbila. Vha nga lavhelesa goni nga maforokiki kana tshibode tsho dzumbamaho hatsini!</li> <li>5 Kha vha rambe vhagudi uri vha ḁe kha mutambo. Kha vha tuḁuwedze vhagudi uri vha dzhie notsi kana vha ole zwine vha vhona musi vho bva.</li> </ol>





You will need	Activities
<ul style="list-style-type: none"> <li>• An A5 “o” letter template for each learner</li> <li>• Scrap paper or newspaper</li> <li>• Glue, scissors</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Learners must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound “o”.</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: a map of the mountains, walking sticks, sunhat and cream, binoculars made from toilet rolls, a backpack with a water bottle, a small first-aid kit, sunglasses, a field guide, items from nature (leaves, pebbles), some plastic insects or toy animals (or pictures of insects or animals) - spread these around or stick them on the walls</li> </ul> 	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they went on a walk.</li> <li>2 Lead the group to the pretend play corner and show them the props.</li> <li>3 Explain that they are going on a walk. Learners can be part of a walking group (with a dog). They need a map of the mountains, walking sticks, sunhat and cream, sunglasses and a backpack with a water bottle, food, binoculars, first-aid kit and a field guide.</li> <li>4 Each learner should take a notebook and a pencil with them so that they can draw or write what they see on the walk. They can look for an eagle with the binoculars or a tortoise hiding in the grass!</li> <li>5 Visit the corner at least once to observe and encourage the learners’ game. Encourage the learners to make notes or draw what they see on their walk.</li> </ol>



## Nganea

Kalekale ho vhuya ha vha na zwivhingwi zwiraru: Tshivhingwi tsha tshiduna tshe tsha vha tshi tshihulwanesa, Nwana wa Tshivhingwi tshe tsha vha tshi tshitukusa na Tshivhingwi tsha Tshisadzi tshe tsha vha tshi si tshihulwanesa kana tshitukusa – tsho vha tshi na muelo wa vhukati. Zwivhingwi izwi zwiraru zwo vha zwi tshi dzula kha kuḁu kuḁuku ḁakani.

ḁuvha liḁwe na liḁwe zwivhingwi zwo vha zwi tshi ḁa mukapu sa zwiḁiwa zwa nga matsheloni. Liḁwe ḁuvha Tshivhingwi tsha Tshiduna tsho ḁo amba nga ipfi ḁi borodaho tsha ri: “Mukapu washu u kha ḁi fhisesa. Kha ri thome ri bve ri ye ḁakani ri u sie u tshi khou fhola.” Ngauralo, zwivhingwi zwiraru zwo mbo ḁi bva zwa ya ḁakani. Nga tshenetsho tshifhinga tshithihi, ho vha hu na muḁwe muthu we a vha a tshi khou tshimbila ḁakani – kusidzana kwu re na ḁivhudzi ḁa musuku. Ni a ḁi ḁivha dzina ḁakwo naa? ḁo vha ḁi tshi pfi Goldilocks. Kwo vha kwu tshi pfi Goldilocks ngauri ḁivhudzi ḁakwo ḁo songanaho ḁo vha ḁi na muvhala wa musuku.

Goldilocks o mbo ḁi vhona nḁu ya zwivhingwi. O mbo ḁi tshimbila a tshi gonya na nḁila a mbo ḁi khokhonya vothoni. “Khokho-khokho-khokho!” A ho ngo vha na phindulo. O mbo ḁi ḁodzimela nga fasiḁere – yo vha i tshi vhonala yo nakelela nga ngomu. Zwino, ni a ḁivha uri Goldilocks o ita mini naa? O mbo ḁi dzhena nga ngomu nḁuni ya zwivhingwi! Goldilocks o mbo ḁi vhona mukapu nḁha ha ḁafula. O vha o farwa nga nḁala khulu. O thoma nga u thetshela mukapu wa Tshivhingwi tsha Tshiduna u re kha tshidongo tshihulwane, fhedzi ho ngo u takalela ngauri wo vha wo thupheswa muḁo. U bva afho o mbo ḁi thetshela mukapu wa Tshivhingwi tsha Tshisadzi u re kha tshidongo tsha muelo wa vhukati, fhedzi ho ngo u takalela ngauri wo vha u tshi khou ḁapilesa. U tevhelaho we a u thetshela wo vha mukapu u re kha tshidongo tshituku tsha Nwana wa Tshivhingwi. O ri, “Mmm.” “Ndi a u takalela mukapu hoyu, wo tou linganela zwavhuḁi!” O mbo ḁi kapula mukapu woḁhe wa Nwana wa Tshivhingwi.

Goldilocks o no neta zwino, nahone u vho ḁodou eḁela. Goldilocks o mbo ḁi sedza mmbete une a nga eḁela khawo. O mbo ḁi wana kamara ya u eḁela nahone afho o vhona mimbete miraru. Mmbete wa Tshivhingwi tsha Tshiduna wo vha u muhulwane nga maanḁa. Mmbete wa Tshivhingwi tsha Tshisadzi u wa muelo wa vhukati ngeno Mmbete wa Nwana wa Tshivhingwi u muḁuku nga maanḁa.

Goldilocks o mbo ḁi gonya mmbete muhulwane wa Tshivhingwi tsha Tshiduna, fhedzi wo vha u tshi khou gogonesa. U tevhelaho we Goldilocks a u gonya wo vha mmbete wa Tshivhingwi tsha Tshisadzi wa muelo wa vhukati, fhedzi wo vha wo leḁesa. U bva afho Goldilocks o mbo ḁi gonya mmbete wa Nwana wa Tshivhingwi. O mbo ḁi lala a kokodzela nguvho nḁha a mbo ḁi ri: “Ndi a u takalela hoyu mmbete, wo tou linganela zwavhuḁi!”

Goldilocks o mbo ḁi bonya maḁo dza mbo ḁi fara khofhe. Musi Goldilocks o farwa nga khofhe, zwiḁa zwivhingwi zwiraru zwo mbo ḁi vhuya hayani. Zwo vha zwo farwa nga nḁala. Tshivhingwi tsha Tshiduna tsha sedza tshidongo tshatsho tsha mukapu tsha amba nga ipfi ḁi borodaho tsha ri: “Ndi nnyi we a vha a tshi khou kapula mukapu wanga?” Tshivhingwi tsha Tshisadzi tsha sedza mukapu watsho tsha amba tsho halifha tsha ri: “Ndi nnyi we a vha a tshi khou kapula mukapu wanga?” Nwana wa Tshivhingwi a sedza mukapu wawe. O mbo ḁi amba o halifhesa a ri: “Ndi nnyi we a vha a tshi khou kapula mukapu wanga?” O mbo ḁi ri: “O u kapula woḁhe!”



Zwivhingwi zwo mbo ḁi ya lufherani lwa u eḁela. Tshivhingwi tsha Tshiduna tsho mbo ḁi sedza mmbete watsho tsha ri: “Ndi nnyi we a vha o eḁela mmbeteni wanga?” Tshivhingwi tsha Tshisadzi tsho mbo ḁi sedza mmbete watsho tsha ri: “Ndi nnyi we a vha o eḁela mmbeteni wanga?” Nwana wa Tshivhingwi o mbo ḁi sedza mmbete wawe a ri: “Ndi nnyi o eḁelaho mmbeteni wanga?” O mbo ḁi sedza hafhu a mbo ḁi ri tshililo ḁhukhu a ri: “Khoyu!”

Goldilocks o vha o farwa nga nyofho khulu! O mbo ḁi fhufha kha mmbete a ḁa fhasi. Zwivhingwi izwi zwiraru a zwo ngo tsha dovha zwa vhona Goldilocks hafhu.

### Aya ndi one magumo a nganea.

Nganea ya Goldilocks i ḁetshedza tshikhala tshavhuḁi tsha u tamba nga maipfi o fhambanaho: ipfi ḁihulu, ḁi borodaho ḁa Tshivhingwi tsha Tshiduna; ipfi ḁi re na khalo ya vhukati ḁa Tshivhingwi tsha Tshisadzi na ipfi ḁisekene, ḁi re na khalo ya nḁha ḁa Nwana wa Tshivhingwi. Vha nga ḁi wana uri hu na vhaḁwe vhagudi ḁilasini yavho vhane vha ḁivha nganea iyi zwavhuḁi. Nga nḁhani ha uri nganea yo itwa nga ndovhololo, na avho vhane vha khou ḁangana na nganea lwa u tou thoma vha ḁo fara mitaladzi nga u ḁavhanya. Kha vha vha ḁuḁuwedze u amba maipfi navho, kana vha a dovholole musi vhone vho no amba mitaladzi. Kha vha ḁuḁuwedze vhagudi u shumisa maipfi a vhaanewa vho fhambanaho.



# ★ Goldilocks

## Story

Once upon a time there were three bears: Father Bear who was very big, Baby Bear who was very small and Mother Bear who was not very big and not very small – she was middle-sized. The three bears lived in a little house in the forest.

Every day the bears ate porridge for breakfast. One day Father Bear said in his deep Father Bear voice: "Our porridge is too hot. We can go and walk in the forest while it is getting cool." So, the three bears went out for a walk in the forest. At the same time, somebody else was walking in the forest – a little girl with golden hair. Do you know her name? It was Goldilocks. She was called Goldilocks because her locks of hair were the colour of gold.



Goldilocks saw the bears' house. She walked up the path and knocked on the door. "Knock-knock-knock!" There was no answer. She peeped in through the window – it looked very nice inside. So, do you know what Goldilocks did? She walked right into the bears' house! Goldilocks saw the porridge on the table. She was very hungry. First, she tasted Father Bear's porridge in the big bowl, but she did not like it because it was too salty. Then she tasted Mother Bear's porridge in the middle-sized bowl, but she did not like it at all because it was too sweet. Next, she tasted Baby Bear's porridge in the small bowl. "Mmm," she said, "I like this porridge, it is just right!" And she ate all Baby Bear's porridge.

Goldilocks was tired now, and she wanted to sleep. Goldilocks looked for a bed to sleep in. She found the bedroom and there she saw three beds. Father Bear's bed was very big. Mother Bear's bed was middle-sized and Baby Bear's bed was very small.

Goldilocks got onto Father Bear's big bed, but it was too hard. Next, Goldilocks got onto Mother Bear's middle-sized bed, but it was too soft. Then Goldilocks got onto Baby Bear's bed. She lay down and pulled the blanket up and said: "I like this bed, it is just right!"



Goldilocks closed her eyes and went to sleep. While Goldilocks was asleep, the three bears came home. They were hungry. Father Bear looked at his bowl of porridge and said in his deep voice: "Who's been eating my porridge?" Mother Bear looked at her porridge and she said crossly: "Who's been eating my porridge?" Baby Bear looked at his porridge. He was very cross and he said: "Who's been eating my porridge?" Then he said: "It's all gone!"

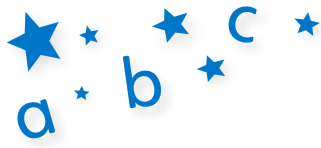
The bears went into the bedroom. Father Bear looked at his bed and said: "Who's been sleeping in my bed?" Mother Bear looked at her bed and said: "Who's been sleeping in my bed?" Baby Bear looked at his bed and said: "Who is sleeping in my bed?" He looked again and cried: "There she is!"

Goldilocks got such a fright! She jumped out of bed and ran away as fast as she could. The three bears never saw Goldilocks again.

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

*The Goldilocks story offers a wonderful opportunity to act out different voices: a big, deep voice for Father Bear; a middle-sized voice for Mother Bear and a squeaky, high voice for Baby Bear. You may find there are learners in your class who know this story well. Because the story is built on repetition, even those who are new to the story will quickly pick up the lines. Encourage them to say the words with you, or to repeat them after you have said the lines. Encourage learners to use the voices of different characters.*





## Tshidade

Goldilocks o vha a tshi khou tshimbila,

Ni humbula uri o vhona mini?

O wana nnḁu, fhedzi ho vha hu si na muthu khayo, ngauralo o vula vothi.

Mukapu wa Khotsi wo vha wo thupheswa muḁo; mukapu wa Mme wo vha u tshi khou ṭapilesa;

mukapu wa Nwana wo vha wo tou linganela zwavhuḁi.

O mbo ḁi ri, "Ndi a u takalela muthetshelo hoyu! U a ḁifhelela!"

O mbo ḁi u kapula woṭhe.



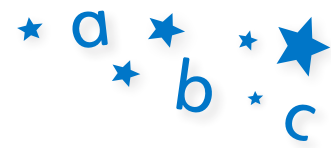
*Kha vha funze vhagudi phambano vhukati ha luimbo na tshidade. Vha nga imba maipfi a luimbo vha kona u amba maipfi kha tshidade.*

*U imba luimbo kana u amba tshidade ndi nḁila yavhuḁi ya uri vhagudi vha vha nee nḁevhe nga murahu ha u awela kana mishumo i fhungaho.*

## Nḁivho ya maipfi a bvaho kha nganea

Maipfi a ndeme:	tshivhingwi	ḁaka	nnḁu	fasiṭere	muelo wa vhukati	nḁala
Maipfi o engedzwaho:	nguvho	tshidongo	lebula	mukapu	muthetshelo	gonya
	muḁo	ṭapila	kamara ya u eḁela	u neta	halifha	leḁa





## Rhyme

Goldilocks went for a walk,  
 And what do you think she saw?  
 She found a house, but no one was there, and so she opened the door.  
 Pa's porridge was hot; Ma's porridge was sweet;  
 Baby's porridge was just right.  
 "I like the taste! Yum yum!" she said, and so she ate it all.



Teach learners the difference between a song and a rhyme. You can sing the words of a song and you say the words in a rhyme.

Singing a song or saying a rhyme is a good way to get the learners' attention after break or noisy activities.

## Vocabulary from the story

<b>Key-words:</b>	<b>bear</b>	<b>forest</b>	<b>house</b>	<b>window</b>	<b>middle-sized</b>	<b>hungry</b>
Extra words:	blanket	bowl	big	porridge	taste	climb
	salty	sweet	bedroom	tired	cross	soft







### Zwine vha do toḁa:

- Nganea: *Goldilocks*
- Zwipopai: zwivhingwi zwiraru, Goldilocks, mimbete miraru, zwidongo zwiraru zwa mukapu
- Dzisifhereswenda: ṭafula, zwidulo, mimbete miraru, dzibodo, dzindishi, zwidongo zwiraru, dzilebula, mimasiki ya zwivhingwi zwiraru, zwiambaro kana zwishumiswa zwa Goldilocks, nguvho
- Zwithu kana garaṭa dza zwifanyiso zwa maṭwe maipfi a bvaho kha mutevhe wa ndivho ya maipfi

## Vhege ya 1 Duvha ḽa 1

### Mishumo ya kilasi yoṭhe

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

#### Maṭo mavhili a u vhona

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

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

#### 1 Vha sa athu vha ṭalutshedza nganea

- 1.1 Kha vha vhudze vhagudi ṭhoho ya nganea na u ḁivhadza vhaanewa vha tshi khou shumisa zwipopai.
- 1.2 Kha vha ṭumane nganea na vhutshilo ha vhagudi: “*Ndi nnyi ane a ḁivha uri tshivhingwi ndi mini? Ndi nnyi a re na mupopi wa tshivhingwi hayani? Ndi nnyi a re na mukapu sa zwiliwa zwa matsheloni?*”
- 1.3 Kha vha ri: “*Ri sa athu thoma, ndi khou toḁou ni vhudza ṭhalutshedzo dza maṭwe maipfi ane ra ḁo a wana nganeani.*” Kha vha rere nga maipfi mahulwane a bvaho kha mutevhe wa ndivho ya maipfi, vha sumbedze vhagudi tshithu kana tshifanyiso u sumbedza uri ipfi ḽi amba mini. Sa tsumbo: Kha vha humbele vhagudi vha sumbe fasitere kilasirumuni vha vhalele uri hu na mangana. Kha vha sumbedze vhagudi zwivhingwi zwiraru vha ambe nga ha uri ndi tshifhio tsha muelo wa vhukati.

#### 2 Musi vha tshi ṭalutshedza nganea

- 2.1 Kha vha ṭalutshedze nganea nga ndila i nyanyulaho na u shumisa maipfi o fhambanaho. Kha vha ite nyito na u shumisa zwipopai na dzisifhereswenda.
- 2.2 Kha vha humbele vhagudi uri vha bule zwi ḁaho kha nganea na u ita uri vha shele mulenzhe nga kha mbudziso dzi toḁaho phindulo i fhiraho nthihi, dzi fanaho na: “*Ndi uffhio mmbete une na humbula uri Goldilocks u khou ya u eḁela khawo: mmbete wa Tshivhingwi tsha Tshiduna, mmbete wa Tshivhingwi tsha Tshisadzi kana mmbete wa Nwana wa Tshivhingwi? Ndi ngani? Goldilocks u ḁo ḁi pfisa hani musi a tshi vuwa a mbo ḁi wana zwivhingwi?*”

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

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

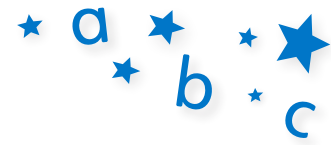
### U ḁivhadza mubvumo u bva kha nganea

- 1 Kha vha humbele vhagudi vha dzule metheni vha vha thetshelese nga vhuronwane. Kha vha ambe maipfi aya a bvaho kha nganea: “*kana, kuḁu, kuṭuku, kusidzana, kapula, kamara, kokodzela. Ni khou kona u pfa mubvumo wo sedzwaho: kana, kuḁu, kuṭuku naa? Ee, ni khou amba zwone! Yoṭhe i na mubvumo wa /k/.*”
- 2 “*Thetshelesani nga vhuronwane, aya ndi maṭwe a maipfi manzhi a thomaho nga /k/: kereke, kuvha, kaṭara, komiki, kiliniki, kilasi.*” (Kha vha ombedzele mubvumo wa mathomoni musi vha tshi amba maipfi aya).
- 3 Kha vha ambe mubvumo wa /k/ nga ndila i pfallaho vha vhudze vhagudi uri vha sedze mulomo wavho nga vhuronwane.
- 4 Kha vha humbele vhagudi uri vha ambe mubvumo wa /k/: “*k-k-k*”. Kha vha ite uri izwi zwi takadze: Kha vha zwi ambele fhasi, zwi pfalese, kha luvhondo, kha silini na kha vhone vhaḁe.

### Mishumo ya tshigwada tshituku

Kha vha ṭalutshedze vhagudi uri vha ḁo vha vha tshi khou shuma nga zwigwada zwiṭuku ḁuvha ḽirwe na ḽirwe. Kha vha ṭalutshedze na u sumbedza uri mushumo muṭwe na muṭwe u itiswa hani na u ṭalutshedza u selisana ḁuvha ḽirwe na ḽirwe. Kha vha ṭalutshedze kuitele kwa u khwinisa.





### You will need:

- Story: Goldilocks
- Puppets: three bears, Goldilocks, three beds, three bowls of porridge
- Props: table, chairs, three beds, pots, three bowls, spoons, masks for the three bears, clothes/accessories for Goldilocks, blanket
- 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: *"Has anyone seen a bear? Who has a teddy bear at home? Who has porridge for breakfast?"*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example: Ask learners to point to the windows in the classroom and count how many there are. Show learners the three bears and talk about which one is middle-sized.

#### 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: *"Which bed do you think Goldilocks is going to go to sleep in: Father Bear's bed, Mother Bear's bed or Baby Bear's bed? Why? How will Goldilocks feel when she wakes up and sees the bears?"*

#### 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: *"kana, kuḁu, kuṭuku, kusidzana, kapula, kamara, kokodzela. Can you hear the focus sound: kana, kuḁu, kuṭuku? Yes, you are right! They all have the sound /k/."*
- 2 *"Listen carefully, here are some more words that start with /k/: kereke, kuvha, kaṭara, komiki, kiliniki, kilasi."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /k/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /k/: *"k-k-k"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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

#### 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!







### Zwine vha do toḁa:

- Zwipopai zwa nganea
- Zwifanyiso zwa dzisifhereswenda zwa tshidade



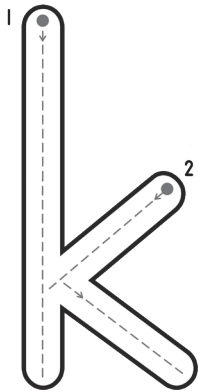
## Vhege ya 1 Duvha la 2

### Mishumo ya kilasi yothe

#### U talutshedza nganea na u imba

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

#### U vhumba ledere

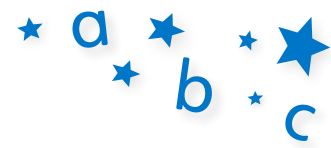


- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe line la thoma nga /k/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /k/.
- 2 Kha vha funze vhagudi nyito i tumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga edza u nga vha khou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

### Mishumo ya tshigwada tshituku

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





#### You will need:

- Puppets for the story
- Props or pictures for the rhyme



## Week 1 Day 2

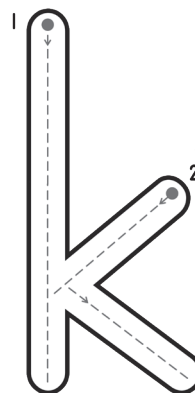
### Whole class activities

#### 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 rhyme to go with the story.
- 4 Say a few lines of the rhyme clearly and slowly, and then ask learners to join in and recite together with you. It may be difficult for learners to remember all the words, so teach the rhyme in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the rhyme.
- 6 Teach learners the actions for the rhyme and have fun reciting it in more than one language.

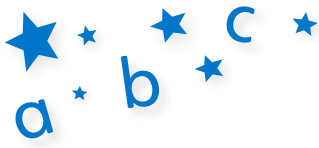
#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /k/ or if they can think of any other words that start with the sound /k/.
- 2 Teach learners an action associated with the sound. Learners can pretend to be washing their clothes (**kuvha**).
- 3 Show learners how to write the letter **k**. Write a large letter on the board or in the air while saying the following: "Start at the dot, go all the way down. Lift, draw in and out."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own body to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



#### Small group activities

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



#### Zwine vha do toḁa:

- Zwipopai na dzisifhereswenda zwa nganea
- Bogisi ʒa maḁere ʒi re na zwithu kana zwifanyiso zwine zwa thoma nga **k**: kereke, kuvha, kaḁara, komiki, kofi, koki



## Vhege ya 1 ḁvha ʒa 3

### Mishumo ya kiḁasi yoḁe

#### U ḁlutshedza nganea na ʒitambwa

- 1 Kha vha imbe tshidade.
- 2 Kha vha vhudzise vhaḁudi arali vha tshi kha ḁi kona u humbula ḁlutshedzo dza maipfi a bvaho kha mutevhe wa nḁivho ya maipfi. Sa tsumbo: Kha vha vha vhudzise arali vha tshi nga kona u rina zwiliwa zwi re na muḁo na zwiliwa zwine zwa ḁapila. Vha nga kha ḁi vha na zwiḁwe zwiliwa zwa tsumbotopolwa vha nanga vhaḁudi vha si gathi uri vha thetshele zwiliwa uri vha ambe arali zwi na muḁo kana zwi tshi ḁapila.
- 3 Kha vha nange vhaḁudi uri vha tambe sa vhaanewa nganeani.
- 4 Kha vha ambe nga muanewa muḁwe na muḁwe nganeani. Kha vha vhudze vhaḁudi vhane vha khou ya u vha kha ʒitambwa vha vha sumbedze dzisifhereswenda dzine dza ḁo shumiswa u ḁlutshedza nganea.
- 5 Kha vha ḁlutshedze vhaḁudi uri vhone (mudededzi) vha khou ya u vha muḁlutshedzi wa nganea ane a dovha a ḁivhiwa sa muanetsheli. Vhatambi vha vhaḁudi vha khou ya u tamba zwoḁe zwine vha zwi amba. Kha vha vha thuse u dzudzanya hune vha khou ya u ima hone.
- 6 Kha vha thome u ḁlutshedza nganea na u ḁuḁuwedza vhaḁudi u ita nyito dzi elanaho na maipfi avho musi kiḁasi yoḁe i tshi khou ḁalela ʒitambwa.
- 7 Arali hu na tshifhinga, vha nga ḁi toḁou dovholola ʒitambwa vha na vhaḁudi vho fhambanaho.

### Mabogisi a maḁere

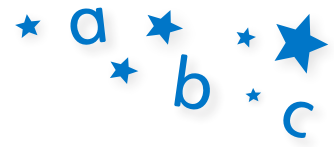
- 1 Kha vha humbele vhaḁudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi ʒa maḁere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhaḁudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kiḁasi uri tshithu itsho vha tshi vhidza u ri mini nga luambo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



### Mishumo ya tshigwada tshiḁuku

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





#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **k**: kereke, kuvha, kaṭara, komiki, kofi, koki



## Week 1 Day 3

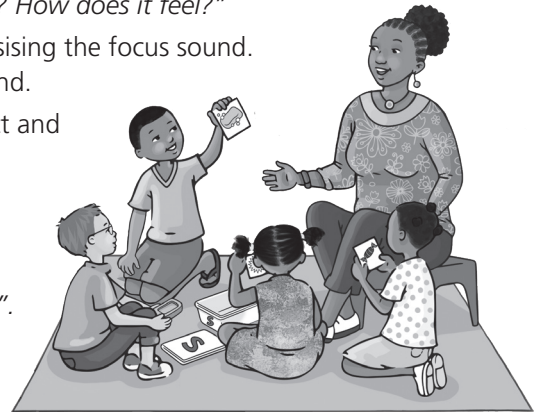
### Whole class activities

#### Storytelling and role play

- 1 Recite the rhyme.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask if they can name some salty foods and some sweet foods. You could even have some food samples and select a few learners to taste the foods and say whether they are salty or sweet.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

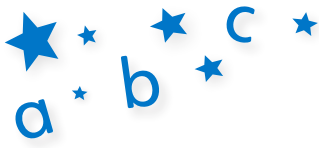
#### Letter boxes

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



#### Small group activities

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



### Zwine vha do toḁa:

- Thevhekano khulu ya zwifanyiso
- Garaḁa dza zwifanyiso zwa mubvumo wa ḁere na garaḁa dza maḁere

### Stella u ri:



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

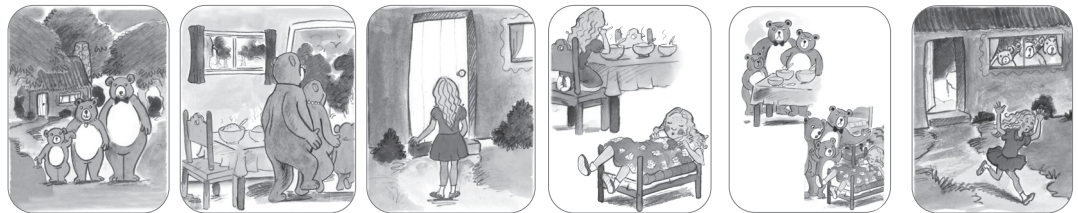
- “Ni kona u vhona nnyi?” (vhaanewa)
- “U khou ita mini?/Tshi khou ita mini?” (Maiti na nyito)
- “Ndi zwifhio zwinwe zwine na kona u zwi vhona?” (sedzani hafhu)
- “Tshi ngafhi ...?” (u bula fhethu/tshiimo)
- “Ndi ngani ni tshi humbula...?” (kuhumbulele kuswa, u amba mihumbulo)

## Vhege ya 1 Duvha ḁa 4

### Mishumo ya kiḁasi yoḁe

#### U vhekanya zwifanyiso

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



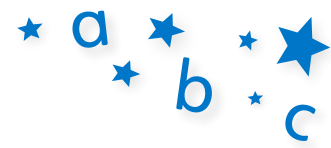
#### U thetshesela mibvumo yo sedzwaho

- 1 Kha vha dzumbe garaḁa dza zwifanyiso u mona na kiḁasirumu phanḁa ha ngudo.
- 2 Kha vha ḁalutshedze vhagudi uri vha khou ya u tamba “mudzumbamo wa zwifanyiso”.
- 3 Kha vha vhee vhagudi nga zwigwada vha ḁee tshigwada tshinwe na tshinwe ḁere ḁi re kha garaḁa. Vhagudi vha fanela u amba mubvumo une ḁere ḁa u ita, u bva afho vha toḁe tshifanyiso tshine tsha vha na uyo mubvumo.
- 4 Nga murahu ha musu vho no wana garaḁa dzoḁe dza zwifanyiso zwine zwa tshimbilelana na ḁere ḁavho, vha fanela u dzula vha ita tshitendeledzi kha methe.
- 5 Vhagudi vha fanela u tshintshana u rina tshifanyiso tshinwe na tshinwe vha amba mubvumo wo sedzwaho.

### Mishumo ya tshigwada tshituku

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





### You will need:

- Big sequence pictures
- Picture cards and letter cards

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

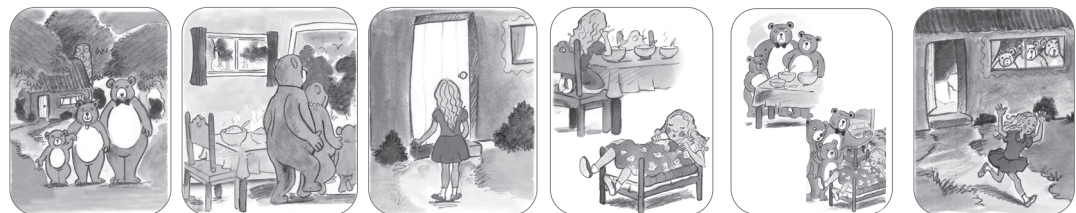
- 1 Recite the rhyme again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the 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

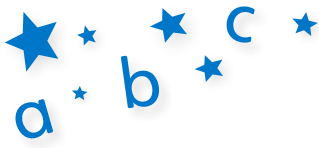
- 1 Hide picture cards around the classroom before the lesson.
- 2 Explain to learners that they are going to play "hide and seek pictures".
- 3 Put the learners into groups and give each group a letter on a card. The learners must say the sound the letter makes, and then look for pictures that have that focus sound.
- 4 Once learners have found all the picture cards that go with their letter, they must sit in a circle on the mat.
- 5 Learners must then take turns to name each picture and say the focus sound.



#### Small group activities

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





### Zwine vha do toḁa:

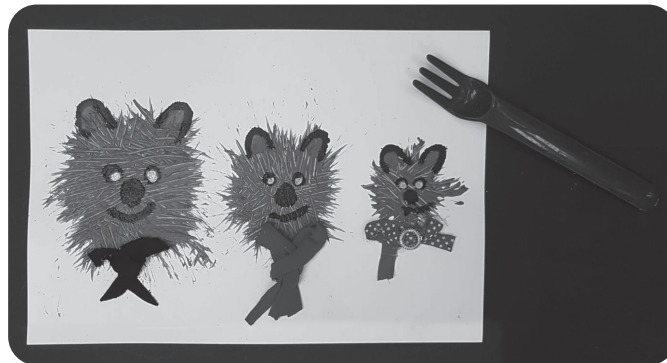
- Siaḁari ḁi si naho tshithu ḁa A4 ḁa mugudi muḁwe na muḁwe
- Pennde ya buraweni, ntswu, tswuku kana ya phinki na tshena
- Bulatsho dza u pennda
- Tsumbotopolwa ya tshifhaḁuwo tsha tshivhingwi tsha forogo
- Forogo ya puḁasiḁiki ya mugudi muḁwe na muḁwe
- Khirayoni dza pfuraḁotshi khulwane
- Maipfi a madungo manzhi a elanaho na nganea: ḁaka, mukapu, fasiḁere, muḁo, Goldilocks, kamara ya u eḁela, nguvho, halifha, tshivhingwi, dzula, ḁwana, ḁḁala, ḁafula, eḁela, tshidongo

## Vhege ya 1 ḁuvha ḁa 5

### Mishumo ya kiḁasi yoḁe

#### U ita, u ola na u ḁwala

- 1 Kha vha ḁalutshedze vhagudi uri vha khou ya u ita zwifhaḁuwo zwa zwivhingwi vha tshi khou shumisa dziforogo.
- 2 Kha vha ambe nga ha muelo wa zwivhingwi na u vha humbudza uri vha fanela u ita tshivhingwi tsha tshiduna tshihulwane, tshivhingwi tsha tshisadzi tsha muelo wa vhukati na ḁwana wa tshivhingwi tshiḁuku.
- 3 Vha nga thoma nga u vhea shotha ḁihulwane ḁa pennde kha bammbiri u itela tshivhingwi tsha tshiduna vha ḁi hwaye nga forogo. U bva afho vha nga ita kushota kuḁuku kwa tshivhingwi tsha tshisadzi na kushotha kuḁukuḁuku kwa ḁwana wa tshivhingwi. Vha nga engedza maḁo, ḁevhe, ningo na mulomo kha tshivhingwi vha tshi khou shumisa miḁwe mivhala.



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

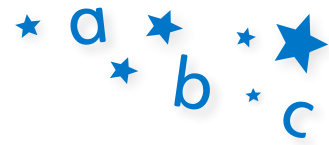
- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe ḁiḁwe ḁa maipfi ḁi bvaho kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri ḁi ḁukhukanyiwa hani uri ḁi vhe madungo, sa tsumbo: **tshi | vhi | ngwi**.
- 2 Kha vha humbele vhagudi uri vha lavhelese vha vhandane zwanḁa kha dungo ḁiḁwe na ḁiḁwe: **tshi** (u vhandana zwanḁa) **vhi** (u vhandana zwanḁa) **ngwi** (u vhandana zwanḁa).
- 3 Kha vha ambe maḁwe maipfi a madungo manzhi ane a bva kha nganea musi vhagudi vha tshi khou vhandana zwanḁa kha dungo ḁiḁwe na ḁiḁwe.
- 4 Kha vha ḁuḁuwedze vhagudi uri vha vhaḁele tshivhalo tsha madungo kha ipfi (sa tsumbo: "tshivhingwi" ḁi na madungo mararu).



### Mishumo ya tshigwada tshiḁuku

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





#### You will need:

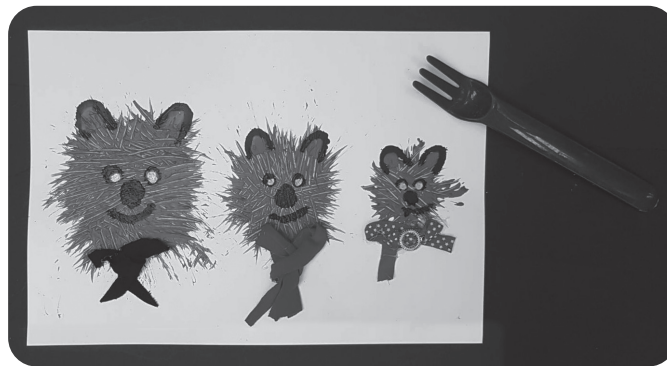
- A blank A4 page per learner
- Brown, black, red/pink and white paint
- Paintbrushes
- Sample of a fork bear face
- A plastic fork for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: *ḡaka*, *mukapu*, *fasiṡere*, *muṡo*, *Goldilocks*, *kamara ya u eḡela*, *nguvho*, *halifha*, *tshivhingwi*, *dzula*, *ṡwana*, *nḡala*, *ṡafula*, *eḡela*, *tshidongo*

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Explain to learners that they are going to make the bear faces using forks.
- 2 Talk about the size of the bears and remind them that they must make a big father bear, a middle-sized mother bear and a smaller baby bear.
- 3 They can start by putting a big blob of paint on the paper for the father bear and scratching it out with the fork. Then they can make a smaller blob for the mother bear and tiny blob for baby bear. They can add eyes, ears, a nose and mouth to the bears using the other colours.



### Blending and segmenting (syllables)

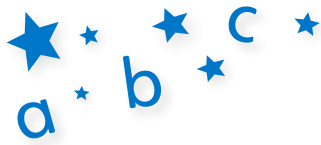
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **tshi** | **vhi** | **ngwi**.
- 2 Ask learners to face a friend and do high fives for each syllable: **tshi** (high five) **vhi** (high five) **ngwi** (high five) .
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "tshivhingwi" has three syllables).



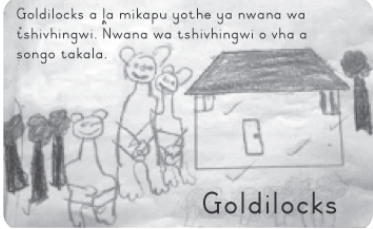

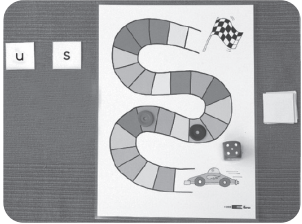

### Small group activities

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

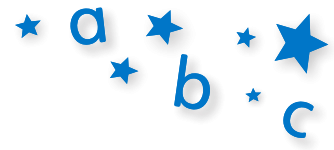






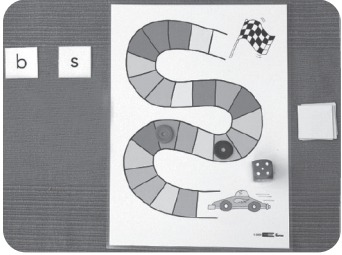

## Mishumo ya tshigwada tshiṭuku ya Vhege ya 1

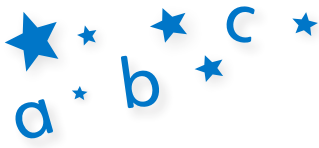
Zwine vha do ṭoda	Mishumo
<ul style="list-style-type: none"> <li>• Siatari ʘi si naho tshithu ʘa A4 ʘa mugudi muṛwe na muṛwe</li> <li>• Khirayoni dza pfuraṅotshi khulwane</li> </ul>  <p>Goldilocks a ʘa mikapu yothe ya nwana wa tshivhingwi. Nwana wa tshivhingwi o vha a songo takala.</p> <p>Goldilocks</p>  <p>Kha vha humbule u vhudzisa vhaḡudi arali vha tshi ḡivha u bula maipfi a nḡivho ya maipfi nga nyambo dzavho arali vha tshi amba luambo lwo fhambanaho hayani.</p>	<p><b>Mushumo wa 1: U ola na nḡivho i rangelaho u ṛwala ha vhana</b></p> <ol style="list-style-type: none"> <li>1 Kha vha ṛwale ṭhoho ya nganea nga nṭha ha siatari ʘi si naho tshithu ʘa mugudi muṛwe na muṛwe hu sa athu thoma ngudo.</li> <li>2 Kha vha humbele vhaḡudi uri vha sumbe maipfi a ṭhoho musu vha tshi a vhalo o ṭangana.</li> <li>3 Kha vha vhudzise vhaḡudi uri ndi tshipiḡa tshifhio tsha nganea tshe vha tshi takalela lwa khwinesa.</li> <li>4 Kha vha ṭuṭuwedze vhaḡudi u ola tshipiḡa tshavho tsha nganea ine vha tshi funesa.</li> <li>5 Kha vha ambe vhuṭfiwa kana vha humbele mugudi muṛwe na muṛwe uri a vha vhudze nga nyolo yawe.</li> <li>6 Kha vha vhudzise vhaḡudi arali vha tshi nga tama u ṛwala zwiṛwe zwithu nga tshifanyiso tshavho kana arali vha tshi nga tama uri vhona vha vha ṛwalele.</li> <li>7 Arali vhaḡudi vha tshi nga tama uri vhona vha vha ṛwalele, kha vha ite uri vha shele mulenzhe nga u vha humbela uri vha ambe maipfi nga u ongolowa musu tshi khou a ṛwala fhasi. Kha vha shumise muhumbulo musu vha tshi ṛwala fhungo. Sa tsumbo: "Goldilocks ... o ...ʘa ... mukapu wothe wa ṛwana wa tshivhingwi. Ndi zwifhio zwi tevhelaho zwe na vha ni tshi khou ṭoḡou amba zwone? Ndo zwi humbula, ṛwana wa tshivhingwi o vha o dinalea nga maanḡa. Ndi khou ya u ṛwala uri 'ṛwana wa tshivhingwi o vha o dinalea nga maanḡa'."</li> <li>8 Kha vha ṛwale zwenezwo zwine vhaḡudi vha vha vhudza zwone, ipfi nga ipfi, kana vha vhudzise vhaḡudi arali vha tshi tendelana nazwo hu sa athu itwa tshanduko iṛwe na iṛwe kha maipfi. Kha vha humbule u ṛwala nga vhudzile na nga nḡila i vhone.</li> <li>9 Musu vho no fhedza u ṛwala, kha vha ṭuṭuwedze vhaḡudi uri vha vhalo fhungo na vhone. Kha vha sumbe ipfi ʘiṛwe na ʘiṛwe musu vha tshi ʘi vhalo na u dzihala nṭha u ḡidina havho.</li> </ol>
<ul style="list-style-type: none"> <li>• Mabodo mavhili a mutambo wa Golo dza mbambe</li> <li>• Garaṭa dza zwifanyiso dza, dzo geriwa dza vha zwipiḡapiḡa</li> <li>• Madaisi mavhili</li> </ul> 	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <ol style="list-style-type: none"> <li>1 Kha vha vhee <b>bodo ʘa mutambo wa Golo dza mbambe</b> kha ṭafula i re na vhaḡudi vhavhili u swika kha vhararu vho dzulaho u mona nayo.</li> <li>2 Kha vha vhee garaṭa dza zwifanyiso kha tshihopho, dzo sedza fhasi. Kha vha vhee garaṭa dza maḡere dzo sedza nṭha u itela uri vhaḡudi vha kone u dzi vhona.</li> <li>3 Kha vha ṭalutshedze milayo kha vhaḡudi: <ul style="list-style-type: none"> <li>• Mugudi muṛwe na muṛwe na u tshikhala tsha u posa daisi na u tshimbidza tshivhali zwikhala zwa tshivhalo tshone.</li> <li>• Nga murahu ha musu tshivhali tsho tshimbidzwa, mugudi u doba garaṭa ʘa tshifanyiso ʘi bvaho kha tshihopho, a rina tshifanyiso na u amba mubvumo wo sedzwaho.</li> <li>• Vhaḡudi vha vhea garaṭa ya tshifanyiso tsini na garaṭa ya ḡere yone.</li> <li>• Mutambo u fhela musu mugudi wa u thoma a tshi swika kha fulaha a vha muṭhenyi.</li> </ul> </li> </ol>
<ul style="list-style-type: none"> <li>• Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo</li> </ul> 	<p><b>Mushumo wa 3: U vhalo nga iwe mune</b></p> <ol style="list-style-type: none"> <li>1 Kha vha range phanḡa tshigwada u ya fhethu hu re na dzibugu kana vha nee tshigwada thuli ya dzibugu.</li> <li>2 Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhaḡudi u nanga bugu, magazini kana bambiri ʘa khungedzelo ʘine vha takalela u ʘi vhalo.</li> <li>3 Kha vha sumbedze kuvulele kwa bugu na u fhenda masiatari khayi. Kha vha sumbedze vhaḡudi zwiṛwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhaḡudi uri muṛwe na muṛwe a nange tshithu tshine a ḡihelwa ngatsho a tshi tshi vhalo.</li> <li>4 Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhalo ha vhaḡudi.</li> </ol>





## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>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: "Goldilocks ... ate ... all the baby bear's porridge. What did you want to say next? Oh yes, Baby Bear was so sad. I am going to write 'Baby Bear was so sad'."</li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>Two <b>Racing car game boards</b></li> <li>Picture cards, cut up</li> <li>Two dice</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Place the <b>Racing car game board</b> on the table with two to three learners seated around it.</li> <li>Put the picture cards in a pile, facing downwards. Put the letter cards face up so that learners can see them.</li> <li>Explain the rules to the learners: <ul style="list-style-type: none"> <li>Each learner has a turn to throw the dice and move the counter the correct number of spaces.</li> <li>After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound.</li> <li>The learner then puts the picture card next to the correct letter card.</li> <li>The game is over when the first learner reaches the flag and is the winner.</li> </ul> </li> </ol>
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>



### Zwine vha do toḡa

- Thempleithi dza zwivhingwi dza rathi dzi re na mabuli o phuliwaho
- Thambo dza zwienda dza rathi kana zwipiḡa zwa muḡali



- Dzisifhereswenda: khadibogisi na peni ya u swaya ya bodoni ya u ita luswayo lwa resiturenthe kana khefi, penisela na bammbiri zwa vhahweḡi u itela u dzhia oda, muḡadzi wa mubiki, ṡafula na zwidulo zwi re na labi ḡa ṡafulani, dzikhaphu, dziphuleithi, zwishumiswa zwa u ḡela, founu ya kale, mimenyu ya zwiliwa zwine zwa odiwa wa ṡuwa nazwo



### Mishumo

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

- 1 Kha vha ḡee mugudi muḡwe na muḡwe tshivhingwi vha ṡalutshedze uri vha khou ya u lunzhedza thambo mabulini.
- 2 Vha fanela u dovha vha bvisa thambo kana muḡali nga vhuronwane u itela uri mugudi a tevhelaho a kone u zwi shumisa.
- 3 Musi vho no fhedza, vha fanela u tshintshana na muḡwe mugudi uri a vhothe tshivhingwi tsha muelo wo fhambanaho.

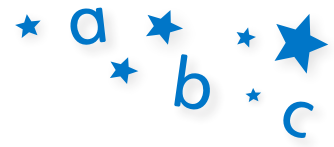


#### **Mushumo wa 5: U shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana**

- 1 Kha vha range phanḡa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha dzudze fhasi nga u ṡavhanya.
- 2 Kha vha sumbedze vhagudi sifhereswenda ntswa, vha ṡalutshedze uri u itela u tevhela thero ya muthetshelo na munukhelelo, vha khou ya u tamba vha resiturenthe.
- 3 Kha vha vha humbele vha ite dzina kana luswayo lwa khefi, menyu, luswayo lu ambaho uri ho vula kana ho vala. Vha nga ḡiita u nga vha khou lugisa zwiliwa, vha zwi avhela vhatu vho dzulaho nga ngomu resiturenthe. Vha nga dovha vha ḡiita u nga vha khou founela resiturenthe vha oda zwiliwa zwine zwa odiwa wa ṡuwa nazwo.
- 4 Kha vha dalele khone luthihi lwa fhasisa uri vha lavhelese na u ṡuṡuwedza mutambo wa vhagudi. Sa tsumbo: Vha nga ḡi founa vha dzhenisa oda ya zwiliwa zwine zwa odiwa wa ṡuwa nazwo.







### You will need

- Six bear templates with holes punched out
- Six shoelaces or pieces of string



### Activities

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

- 1 Give each learner a bear and explain that they are going to thread the lace through the holes.
- 2 They must also remove the lace or string carefully for the next learner to use.
- 3 Once they have finished, they must swop with another learner and lace a different-sized bear.



- Props: cardboard and a whiteboard marker for making a sign for the restaurant, a pencil and paper for waiters/waitresses to take orders, a chef's hat, table and chairs with tablecloth, cups, plates, cutlery, old phone, take-away menus



#### Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and settle them down quickly.
- 2 Show learners the new props, and explain that to follow the theme of taste and smell, they are going to play in a restaurant.
- 3 Ask them to make a name/sign for the restaurant, a menu, a sign saying open/closed. They can pretend to make the food, and serve people sitting in the restaurant. They can also pretend to phone the restaurant and order take-away food.
- 4 Visit the corner at least once to observe and encourage the learners' game. For example: You could "phone" and put in a take-away order.







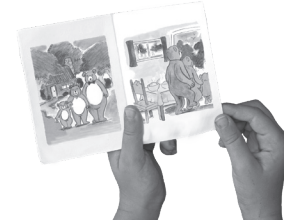
#### Zwine vha do toḁa:

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

## Vhege ya 2 ḁuvha ḁa 1

### Mishumo ya kiḁasi yoḁe

#### Huḁwe u vhekanya zwifanyiso



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



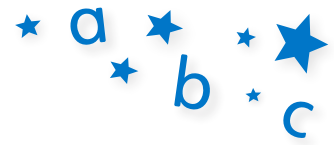
#### U divhadza mubvumo u bva kha nganea

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

### Mishumo ya tshigwada tshituku

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





#### 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. Encourage learners to take the books home to read with their families.

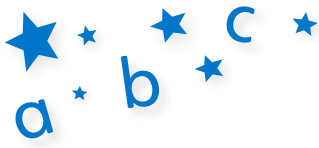


### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “eḁela, eḁelaho, mmbete. Can you hear the focus sound: **eḁela, eḁelaho, mmbete**? Yes, you are right! They all have the sound /e/.”
- 2 “Listen carefully, here are some more words that start with /e/: emere, eregisi, eropuleni, tshede, segereḁe, ḁegere, ḁeleḁe, ḁemeḁeme, ḁekere.” (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.



### Zwine vha do toḁa:

- Bugu Khulu: *Goldilocks*
- Thempleithi ya leḁere la "e" ya A5 ya mugudi muḁwe na muḁwe
- Khirayoni dza pfuraḁotshi khulwane

## Vhege ya 2 Duvha la 2

### Mishumo ya kilasi yoḁe

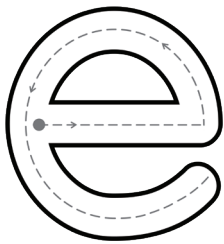
#### U vhala nga u sielisana – Bugu Khulu

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



#### U vhumba leḁere

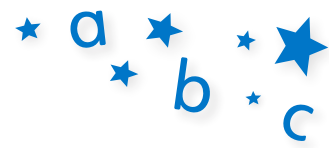
- 1 Kha vha humbudze vhagudi mubvumo wo sedzwaho. Kha vha vhudzise vhagudi arali hu na dzina la muḁwe line la thoma nga /e/ kana arali vha tshi nga humbula maḁwe maipfi ane a thoma nga mubvumo wa /e/.
- 2 Kha vha funze vhagudi nyito i ḁumaniwaho na mubvumo. Sa tsumbo: Vhagudi vha nga edza to ganama fhasi kana u **edela**.
- 3 Kha vha vhudzise vhagudi arali vha tshi zwi humbula uri leḁere la **e** li ḁwaliswa hani. Kha vha khoḁe u lingedza havho, u bva afho vha ḁwale leḁere liḁulwane bodoni kana muyani musi vha tshi khou amba zwi tevhelaho: "Thomani kha tshithoma, ḁuwani tswititi, ni ye nḁha ni monise."
- 4 Kha vha tendele vhagudi vha gude mbumbo ya leḁere muyani, khaphetheni, miḁanani yavho kana zwanḁani zwavho. Vha nga dovha vha lingedza u shumisa muvhili wavho u vhumba leḁere.
- 5 Kha vha ḁalutshedze vhagudi uri vha fanela u humela ḁafulani dzavho uri vha vhumbe maḁere a musengavhadzimu. Izwi zwi amba uri vha ḁo ḁwala nḁha ha leḁere nga khirayoni dza mivhala yo fhambanaho kha siatari javho.
- 6 Arali vhagudi vha tshi kona u humbula zwithu zwine zwa thoma nga mubvumo une leḁere la u ita, vha nga zwi ola u mona na leḁere la musengavhadzimu. Kha vha tuḁuwedze vhagudi u amba mubvumo une leḁere la u ita musi vha tshi ḁwala leḁere.



### Mishumo ya tshigwada tshiḁuku

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





### You will need:

- Big Book: Goldilocks
- An A5 "e" letter template for each learner
- Jumbo wax crayons

## Week 2 Day 2

### Whole class activities

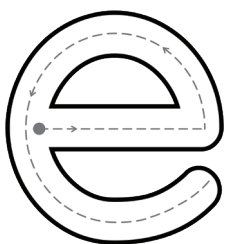
#### Shared reading – Big Book

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



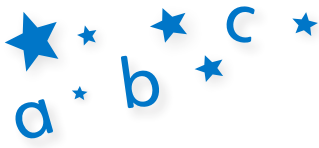
### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /e/ or if they can think of any other words that start with the sound /e/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to lie down and sleep (**edela**).
- 3 Show learners how to write the letter **e**. 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 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



### Small group activities

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



### Zwine vha do toda:

- Bogisi la maledere li re na zwithu kana zwifanyiso zwine zwa thoma nga **e**: emere, tshelede, legere, nelete, nemejeme, pennde, kereke



## Vhege ya 2 Duvha la 3

### Mishumo ya kilasi yothe

#### U guda u thetshesela

- 1 Kha vha thome mushumo wa namusi wa u thetshesela nga u amba uri: *"Thetshesani nga vhuronwane u bva afho ni tevhedzele mibvumo ine nda i ita."* Vhandani nga thevhekano kana nga mutevhetsindo nga zwanda zwanu. Vhagudi vha tea u tevhedzela vhona:
  - ★ vhandani khokhonyani khokhonyani vhandani khokhonyani khokhonyani
  - ★ khokhonyani khokhonyani khokhonyani vhandani khokhonyani khokhonyani khokhonyani vhandani
  - ★ vhandani khokhonyani khokhonyani vhandani vhandani
- 2 Nga murahu ha musi vhagudi vho no dzulisea, kha vha ri: *"Zwino ndi khou ya u ni nea lusevhegi nahone ni fanela u lingedza u humbulela zwine nda khou humbula nga hazwo. Vheani tshanda tshanu kha thoho arali ni tshi humbula uri ni a divha phindulo."* Khedzi dziwe dza lusevhegi:
  - ★ *"Ndi khou humbula nga ha zwiwiwa zwe Goldilocks a zwi la musi o ya nduni ya zwivhingwi zwiraru."* (mukapu)
  - ★ *"Ndi khou humbula nga ha tshiliwa tshine tsha vha na mutakalo wavhuḁi nga maanda kha vhoiwe. Ndi tsha muvhala wa swiri nahone tsho lapfa tsha dovha tsha sekana. Tshi ri zheuzheu u tshi tshi la. Tshi aluwa fhasi ha mavu."* (kherotsi)
  - ★ *"Ndi khou humbula nga ha tshithu tshine tsha vha na muvhala wa tḁa tshine na nga tshi ḁodza kha vhurotho hanu."* (boḁoro kana madzharini)
  - ★ *"Ndi khou humbula nga ha tshithu tshine tsha tḁapila. Tsho itwa nga mutshelo. Ni nga tshi ḁodzela kha vhurotho kana kha thositi."* (dzhamu)

#### Mabogisi a maledere

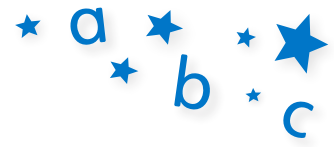
- 1 Kha vha humbele vhagudi uri vha dzule metheni vha vha sumbedze zwithu na zwifanyiso zwi re kha bogisi la maledere. Kha vha vha vhudzise madzina a zwithu. Arali hu na vhagudi vha ambaho nyambo dzo fhambanaho, kha vha vha humbele uri vha vhudze kilasi uri tshithu itsho vha tshi vhidza u ri mini nga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



### Mishumo ya tshigwada tshituku

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





### You will need:

- A letter box containing objects or pictures of objects that start with **e**: emere, tshede, legere, nelete, neme, pennde, kereke



## Week 2 Day 3

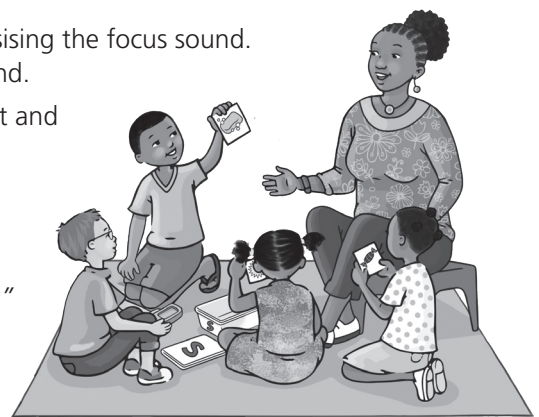
### Whole class activities

#### Learning to listen

- 1 Begin today's listening activity by saying: "Listen carefully and then copy the sounds I make." Clap a sequence/rhythm with your hands. The learners should copy you:
  - ★ clap tap-tap clap tap-tap
  - ★ tap-tap-tap clap tap-tap-tap clap
  - ★ clap tap-tap clap clap
- 2 Once learners are settled, say: "Now I am going to give you some clues and you must try to guess what I am thinking of. Put your hand on your head if you think you know the answer." Here are the clues:
  - ★ "I am thinking of the food that Goldilocks ate when she went to the house of the three bears." (porridge)
  - ★ "I am thinking of a food that is very healthy for you. It is orange and long and thin. It is crunchy when you eat it. It grows underground." (a carrot)
  - ★ "I am thinking of something yellow that you can spread on your bread." (butter or margarine)
  - ★ "I am thinking of something sweet. It is made from fruit. You can put it on your bread or toast." (jam)

#### Letter boxes

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





### Zwine vha do toḡa:

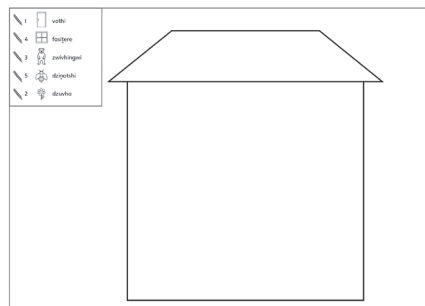
- Khophi ya **Siaṡari la mushumo wa u vhala na u ita** la mugudi muṅwe na muṅwe
- Garaṡa dza zwifanyiso zwa mubvumo wa leḡere na garaṡa dzi re na maḡere khadzo

## Vhege ya 2 Ḍuvha la 4

### Mishumo ya kiḡasi yoṡhe

#### U vhala na u ita

- 1 Kha vha vhudze vhagudi uri vha lavhelese mutevhe kha siaṡari la mushumo vha ambe nga zwine vha vhona (dzinomboro, zwifanyiso na maipfi).
- 2 Kha vha humbele vhagudi uri vha sedze mutaladzi wa u thoma vha "vhale" zwine wa amba zwone. U bva afho kha vha vhale mutaladzi muṅwe na muṅwe vho ṡangana.
- 3 Kha vha vhudze vhagudi uri vha khou ya u ita mushumo u takadzaho une wa pfi "u vhala na u ita". Vha fanela u vhala mutaladzi muṅwe na muṅwe vha ita zwine wa amba zwone vha tshi khou shumisa tshikhala tshi si naho tshithu kha siaṡari.
- 4 Kha vha vhale mutaladzi wa u thoma vhoṡhe hafhu. Kha vha vhudze vhagudi uri vha ole vothi, fhedzi vha songo vha vhudza uri vha li olele ngafhi.
- 5 Kha vha vhudzise arali muṅwe wa vhagudi a tshi kona u "vhala" zwi tevhelaho zwine zwa tea u itwa kha mutevhe: Vha fanela u ola mafasiṡere maṡa.
- 6 Kha vha ise phanḡa nga ndila yeneyi kha ndaela iṅwe na iṅwe.
- 7 Zwino kha vha dovhe vha vhale ndaela iṅwe na iṅwe hafhu vha vhudze vhagudi uri: "No ola vothi liṡihi naa? Arali no ola, zwi swayeni kha mutevhe waṡu."
- 8 Kha vha ise phanḡa na u ṡola na u swaya ndaela iṅwe na iṅwe u swikela magumoni a mutevhe.



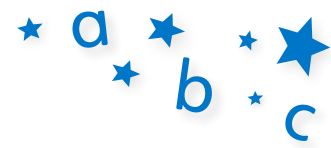
#### U thetshesela mibvumo yo sedzwaho

- 1 Kha vha dzumbe garaṡa dza zwifanyiso u mona na kiḡasirumu phanḡa ha ngudo.
- 2 Kha vha ṡalutshedze vhagudi uri vha khou ya u tamba "mudzumbamo wa magaraṡa".
- 3 Kha vha vhee vhagudi nga zwigwada vha ṅee tshigwada tshiṅwe na tshiṅwe leḡere li re kha garaṡa. Vhagudi vha fanela u amba mubvumo une leḡere la u ita, u bva afho vha ṡoḡe zwifanyiso zwine zwa vha na uyo mubvumo wo sedzwaho.
- 4 Nga murahu ha musi vho no wana garaṡa dzoṡhe dza zwifanyiso zwine zwa tshimbilelana na leḡere javho, vha fanela u dzula vha ita tshitendeledzi kha methe.
- 5 Vhagudi vha fanela u tshintshana u rina tshifanyiso tshiṅwe na tshiṅwe vha amba mubvumo wo sedzwaho.

### Mishumo ya tshigwada tshiṡuku

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





#### You will need:

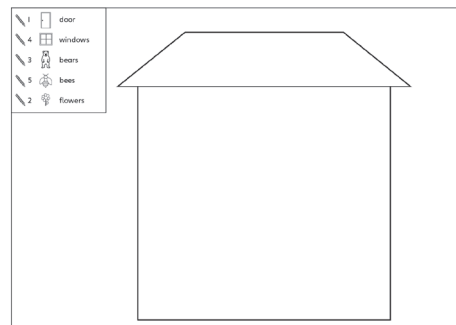
- A photocopy of the **Read and do activity page** for each learner
- Picture cards and cards with the letters on

## 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 Ask learners to look at the first line and “read” what it says. Then read each of the lines together.
- 3 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.
- 4 Read the first line together again. Tell learners to draw a door, but don’t tell them where to draw the door.
- 5 Ask if any of the learners can “read” what to do next on the list: They must draw four windows.
- 6 Continue in this way with each of the instructions.
- 7 Now read each of the instructions again and say to the learners: “Have you drawn one door? If you have, then tick that on your list.”
- 8 Continue checking and ticking each instruction until the end of the list.



### Listening for focus sounds

- 1 Hide picture cards around the classroom before the lesson.
- 2 Explain to learners that they are going to play “hide and seek pictures”.
- 3 Put learners into groups and give each group a letter on a card. Learners must say the sound the letter makes, and then look for pictures that have that focus sound.
- 4 Once learners have found all the picture cards that go with their letter, they must sit in a circle on the mat.
- 5 Learners must then take turns to name each picture and say the focus sound.

### Small group activities

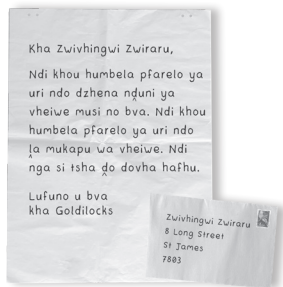
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





### Zwine vha do toda:

- Tshipida tsha bammбири litshena lihulwane, fulobo khulwane, zwiitembe zwa u posa, peni ya u swaya ntswu
- Maipfi a madungo manzhi a elanaho na nganea: daka, mukapu, fasitere, muṅo, Goldilocks, kamara ya u eḡela, nguvho, halifha, tshivhingwi, dzula, ṅwana, ṅdala, tafula, eḡela, tshidongo
- Dzitshele na dzingoma



## Vhege ya 2 Duvha la 5

### Mishumo ya kilasi yothe

#### U thetshelesa na u ita

- 1 Kha vha rere nga muhumbulo wa u humbela pfarelo na kilasi: "Ndi ngani ri tshi ri ri khou humbela pfarelo? Ndi lini hune ra ri ri khou humbela pfarelo? Ri ambisa hani uri ri khou humbela pfarelo?"
- 2 Kha vha ambe nga zwiito zwa Goldilocks kha nganea: "Yo vha i mikhwa yavhuḡi u dzhena muḡini wa zwivhingwi musi zwi siho naa? Yo vha i mikhwa yavhuḡi naa ya u la zwiliwa na u eḡela kha mimbete? Yo vha i mikhwa yavhuḡi ya u shavha musi zwivhingwi zwo vhuya hayani naa?"
- 3 Kha vha rere nga ha ndeme ya u thonifha zwithu zwa vhaṅwe vhathu kilasirumuni. Kha vha tumane nganea na tshenzhemo ya duvha liṅwe na liṅwe ya vhagudi ya u kovhekana kilasirumu na vhaṅwe vhagudi.
- 4 Kha vha vhudzise vhagudi uri Goldilocks o vha o tea o difarisa hani.
- 5 Kha vha talutshedze uri Goldilocks u toḡou ṅwala luṅwalo lune lwa ya kha zwivhingwi lwa u humbela pfarelo nga ṅdila ye a difarisa ngayo ṅduni yazwo. Kha vha vhudze vhagudi uri vha khou ya u vha thusa u ṅwala luṅwalo.
- 6 Kha vha nambatedze bammбири lihulwane kha bodo.
- 7 Kha vha ambe nga ha uri luṅwalo lu thomiswa hani. Kha vha ṅwale "Ha Zwivhingwi".
- 8 Kha vha vhudzise vhagudi uri: "Ni humbula uri Goldilocks u tea u amba uri mini kha zwivhingwi?" Kha vha thetshelese mihumbulo ya vhagudi vha i ṅwale nga ṅdila i leluwaho.
- 9 Kha vha ambe nga ha uri luṅwalo lu fhelisa hani. Kha vha ṅwale uri "Lufuno lu bvaho kha Goldilocks" magumoni a luṅwalo.
- 10 Kha vha vhale luṅwalo vhothe, vha tshi khou sumba ipfi liṅwe na liṅwe musi kilasi i tshi khou vhala na vhone.
- 11 Kha vha rere nga ha uri luṅwalo lu rumeliswa hani nga poswo. Arali vhagudi vha na miṅwe mihumbulo ya u rumela luṅwalo, kha vha rere nga zwivhuya na zwivhi zwa iyo mihumbulo. Sa tsumbo, imeili i do tavhanya u fhira luṅwalo.
- 12 Luṅwalo lu do tea u petiwa lwa dzheniswa nga ngomu ha fulobo. Kha vha rere nga khonadzeo dza u posa maṅwalo, hu tshi khou kateliwa: u ṅwala diresi phanda ha fulobo, u nambatedza zwiitembe kha fulobo na u posa luṅwalo. (Arali zwi tshi konadzea, kha vha dzhie vhagudi vha tuwe navho bogisini la poswo uri vha diphiṅe nga tshenzhemo tsha u posa luṅwalo.)
- 13 Kha vha rumele luṅwalo lwa "phindulo" lu tshi ya kha kilasi lu tshi khou bva kha zwivhingwi. (Vha nga rumela luṅwalo tshikolo.)

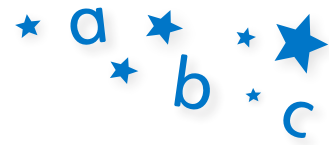
#### U tanganyisa na u khethekanya (madungo)

- 1 Kha vha humbele vhagudi uri vha dzule metheni. Kha vha ambe liṅwe la maipfi li bvaho kha mutevhe wa maipfi a madungo manzhi na u sumbedza uri li thukhukanyiwa hani uri li vhe madungo, sa tsumbo: **mu | ka | pu**.
- 2 Kha vha humbele vhagudi uri vha matshe kha dungo liṅwe na liṅwe: **mu** (liga lithihi) **ka** (liga lithihi) **pu** (liga lithihi) **la** (liga lithihi). Kha vha nee vhaṅwe vhagudi dzitshele kana dzingoma uri vha tzhukutshe kana u khokhonya kha dungo liṅwe na liṅwe.
- 3 Kha vha ambe maṅwe maipfi a madungo manzhi a bvaho kha nganea musi vhagudi vha tshi khou matsha kha dungo liṅwe na liṅwe. Kha vha tutuwedze vhagudi uri vha vhalele tshivhalo tsha madungo kha maipfi (Sa tsumbo: "mukapu" li na madungo mararu).

### Mishumo ya tshigwada tshituku

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





### You will need:

- A large white piece of paper, a large envelope, postage stamps, a black koki
- A list of multisyllabic words relating to the story: *ḡaka*, *mukapu*, *fasiṡere*, *muṡo*, *Goldilocks*, *kamara ya u eḡela*, *nguvho*, *halifha*, *tshivhingwi*, *dzula*, *ṅwana*, *nḡala*, *ṡafula*, *eḡela*, *tshidongo*
- Shakers or drums



## Week 2 Day 5

### Whole class activities

#### Make, draw and write

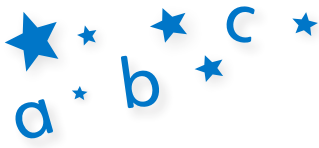
- 1 Discuss the idea of an apology with the class: *“Why do we say sorry? When do we say sorry? How do we say sorry?”*
- 2 Talk about Goldilocks’ actions in the story: *“Was it good manners to enter the bears’ home when they were not there? Was it good manners to eat the food and sleep on the beds? Was it good manners to run away when the bears came home?”*
- 3 Discuss the value of respecting other peoples’ things in the classroom. Relate the story to the learners’ daily experiences of sharing a classroom with other learners.
- 4 Ask learners how Goldilocks should have behaved.
- 5 Explain that Goldilocks wants to write a letter to the bears to say sorry for the way she behaved in their house. Tell learners they are going to help you write a letter.
- 6 Attach a large sheet of paper to the board.
- 7 Talk about how to start a letter. Write *“Dear Bears”*.
- 8 Ask learners: *“What do you think Goldilocks should say to the bears?”* Listen to the learners’ ideas and write them in a simple way.
- 9 Talk about how to end a letter. Write *“Love from Goldilocks”* at the end of the letter.
- 10 Read the letter together, pointing to each word as the class reads along with you.
- 11 Discuss how to send the letter by post. If learners have other ideas for sending the letter, discuss the advantages and disadvantages of these ideas. For example, an email will be much quicker than a letter.
- 12 The letter will need to be folded and put into an envelope. Discuss the practicalities of posting letters, including: writing the address on the front of the envelope, sticking stamps on the envelope and posting the letter. (If it is possible, take learners to a post box to enjoy the experience of posting the letter.)
- 13 Send a *“reply”* letter to the class from the bears. (You can post the letter to the school.)

#### Blending and segmenting (syllables)


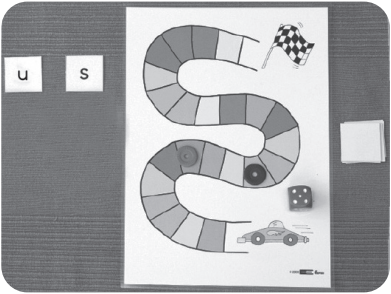

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **mu | ka | pu**.
- 2 Ask learners to march for each syllable: **mu** (one step) **ka** (one step) **pu** (one step). Give some learners shakers or drums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

#### Small group activities

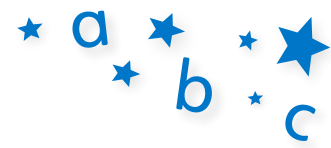
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




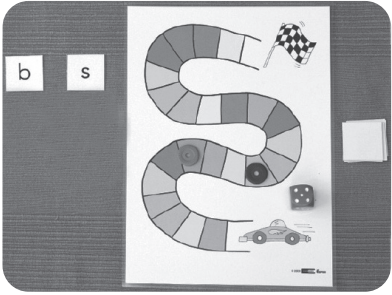

## Mishumo ya tshigwada tshiṭuku ya Vhege ya 2

Zwine vha do ṭoda	Mishumo
<ul style="list-style-type: none"> <li>Mabambiri mahulwane a gurandṭa</li> <li>Siaṭari ḽi si naho tshithu ḽa A4</li> <li>Khirayoni dza pfuraṭotshi khulwane</li> <li>Zwigeru, guḽuu</li> <li>Zwifanyiso zwa miri yo fhambanaho</li> </ul>	<p><b>Mushumo wa 1: U ola na ndivho i rangelaho u nṭwala ha vhana</b></p> <ol style="list-style-type: none"> <li>Kha vha nambatedze zwipiḽa zwiṭuku zwa bambiri ḽa gurandṭa kha luvhondo phanḽa ha ngudo.</li> <li>Mugudi muṅwe na muṅwe u fanela u ola muri kha bambiri ḽa A4 u bva afho vha gere u mona na lumeme lwa muri wavho.</li> </ol> 
<ul style="list-style-type: none"> <li>Mabodo mavhili a mutambo wa Goloi dza mbambe</li> <li>Garaṭa dza zwifanyiso dza, dzo geriwa dza vha zwipiḽaḽa,</li> <li>Madaisi mavhili</li> </ul> 	<p><b>Mushumo wa 2: Khanganyiso na mitambo</b></p> <ol style="list-style-type: none"> <li>Kha vha vhee <b>bodo ḽa mutambo wa Goloi dza mbambe</b> kha ṭafula i re na vhagudi vhavhili u swika kha vhararu vho dzulaho u mona nayo.</li> <li>Kha vha vhee garaṭa dza zwifanyiso kha tshiṭhopho, dzo sedza fhasi. Kha vha vhee garaṭa dza maḽedere dzo sedza nṭha u itela uri vhagudi vha kone u dzi vhona.</li> <li>Kha vha ṭalutshedze milayo kha vhagudi: <ul style="list-style-type: none"> <li>Mugudi muṅwe na muṅwe u na tshikhala tsha u posa daisi na u tshimbidza tshivhali zwikhala zwa tshivhalo tshone.</li> <li>Nga murahu ha musi tshivhali tsho tshimbidzwa, mugudi u doba garaṭa ḽa tshifanyiso ḽi bvaho kha tshiṭhopho, a rina tshifanyiso na u amba mubvumo wo sedzwaho.</li> <li>Vhagudi vha vhea garaṭa ya tshifanyiso tsini na garaṭa ya ḽedere yone.</li> <li>Mutambo u fhela musi mugudi wa u thoma a tshi swika kha fulaha a vha mufhenyi.</li> </ul> </li> </ol>
<ul style="list-style-type: none"> <li>Dzibugu, mimagazini, zwibugu zwiṭuku zwo petwaho, Dzibugu Khulu na mabambiri a khungedzelo</li> </ul> 	<p><b>Mushumo wa 3: U vhalo nga iwe muṅe</b></p> <ol style="list-style-type: none"> <li>Kha vha range hanḽa tshigwada u ya fhethu hu re na dzibugu kana vha ṅee tshigwada thuli ya dzibugu.</li> <li>Zwine vha nga thoma ngazwo, vha nga tewa nga u thusa vhagudi u nanga bugu, magazini kana bambiri ḽa khungedzelo ḽine vha takalela u ḽi vhalo.</li> <li>Kha vha sumbedze kuvulele kwa bugu na u fhenda masiaṭari khayoy. Kha vha sumbedze vhagudi zwiṅwe zwa zwifanyiso u bva afho vha ṭuṭuwedze vhagudi uri muṅwe na muṅwe a nange tshithu tshine a diḽhelwa ngatsho a tshi tshi vhalo.</li> <li>Kha vha dalele khone u itela u lavhelesa na u ṭuṭuwedza u vhalo ha vhagudi.</li> </ol>





## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>• Large sheets of flipchart paper</li> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> <li>• Scissors, glue</li> <li>• Pictures of different trees</li> </ul>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Stick a few pieces of flipchart paper on the wall before the lesson.</li> <li>2 Learners must each draw a tree on an A4 paper and then cut out around the edges of their tree.</li> <li>3 They can then stick them on the flipchart paper to form a “forest”.</li> <li>4 Learners can pretend to walk the puppets through the forest during their pretend play time.</li> </ol> 
<ul style="list-style-type: none"> <li>• Two <b>Racing car game boards</b></li> <li>• Picture cards, cut up</li> <li>• Two dice</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the <b>Racing car game board</b> on the table with two to three learners seated around it.</li> <li>2 Put the picture cards in a pile, facing downwards. Put the letter cards face up so that learners can see them.</li> <li>3 Explain the rules to the learners: <ul style="list-style-type: none"> <li>• Each learner has a turn to throw the dice and move the counter the correct number of spaces.</li> <li>• After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound.</li> <li>• The learner then puts the picture card next to the correct letter card.</li> <li>• The game is over when the first learner reaches the flag and is the winner.</li> </ul> </li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>





### Zwine vha do toda

- Zwiḡiḡa zwa tshitendeledzi zwa khadibogisi
- Vhonzhi ha zwishumiswa zwa mupo zwi fanaho na matombo, zwitanda, mbeu, maḡari, khounu dza mupaini, thombwana, dziakhoni, hatsi kana maḡanga kana furu



- Dzisifhereswenda: khadibogisi na peni ya u swaya ya bodoni ya u ita luswayo lwa resiturenthe, penisela na bammbiri zwa vhahweḡi u itela u dzhia oda, muḡadzi wa mubiki, ḡafula na zwidulo zwi re na labi ḡa ḡafulani, dzikhaphu, dziphuleithi, zwishumiswa zwa u ḡela, founu ya kale, mimenyu ya zwilwiwa zwine zwa odiwa wa ḡuwa nazwo



### Mishumo

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

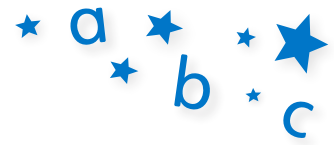
- 1 Kha vha ḡalutshedze vhagudi uri vha khou ya u ola tshifhaḡuwo tsha tshivhingwi.
- 2 Vhagudi vha ita tshifhaḡuwo tsha tshivhingwi nga zwishumiswa zwo fhambanaho. A vha faneli u nambatedza tshishumiswa kha tshitendeledzi. Nga ḡḡila iyi zwitendeledzi zwa khadibogisi zwi nga kona u shumiswa hafhu nahone vhagudi vha nga ita zwifhaḡuwo zwo fhambanaho nga zwishumiswa zwi bvaho kha mupo.







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

- 1 Kha vha humbudze vhagudi nga dzisifhereswenda dzi re kha khone ya u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha ḡuḡuwedze u isa phanḡa u bva kha Vhege ya 1 musi vho ḡiita u nga vha khou shuma kana vho dalela resiturenthe.
- 2 Kha vha range phanḡa tshigwada tshi ye kha khone uri tshi shumise zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana vha vha dzudze fhasi nga u ḡavhanya. Kha vha sumbedze vhagudi sifhereswenda, vha ḡalutshedze uri u itela u tevhela thero ya mutheshelo na munukhelelo, vha khou ya u tamba vha resiturenthe.
- 3 Kha vha vha humbele vha ite dzina kana luswayo lwa khefi, menyu, luswayo lu ambaho uri ho vula kana ho vala. Vha nga ḡiita u nga vha khou lugisa zwilwiwa, vha zwi avhela vhathu vho dzulaho nga ngomu resiturenthe. Vha nga dovha vha ḡiita u nga vha khou founela resiturenthe vha oda zwilwiwa zwine zwa odiwa wa ḡuwa nazwo.
- 4 Kha vha dalele khone u lavhelesa na u ḡuḡuwedza u shumiswa ha zwitambiswa zwi tshi edza nyito dza vhukuma nga vhana. Sa tsumbo: Vha nga ḡi founa vha dzhenisa oda ya zwilwiwa zwine zwa odiwa wa ḡuwa nazwo.





You will need	Activities
<ul style="list-style-type: none"> <li>• Round pieces of cardboard</li> <li>• Lots of natural materials like stones, sticks, seeds, leaves, pine cones, pebbles, acorns, grass/straw/hay</li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they are going to design a bear's face.</li> <li>2 Learners create a face of a bear with different materials. They must not glue the material onto the circle. This way the cardboard circles can be reused and learners can make different faces with different materials from nature.</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: cardboard and a whiteboard marker for making a sign for the restaurant, a pencil and paper for waiters/waitresses to take orders, a chef's hat, table and chairs with tablecloth, cups, plates, cutlery, old phone, take-away menus</li> </ul> 	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working in or visiting a restaurant.</li> <li>2 Lead the group to the pretend play corner and settle them down quickly. Show learners the props, and explain that to follow the theme of taste and smell, they are going to play in a restaurant.</li> <li>3 Ask them to make a name/sign for the restaurant, a menu, a sign saying open/closed. They can pretend to make the food, and serve people sitting in the restaurant. They can also pretend to phone the restaurant and order take-away food.</li> <li>4 Visit the corner at least once to observe and encourage the learners' game. For example: You could "phone" and put in a take-away order.</li> </ol> 







# Themo ya 2: Rekho do ya tshiedziso ya u linga ha tshifhinga tshothe (mutedhe wa zwine zwa fanela u sedzwa)



	U thetshelisa na u amba	Mibvumo, u vhala na u talele	Muñwalo na ndivho i rangelaho u ñwala / Ndivho i rangelaho u ñwala						
✓ U swikelele	U thetshelisa ndaela dzi leluwaho na u ita nyito khadzo	U thoma u ñvha uri maipfi o vhumbiwa nga mibvumo: u ñetshedza mubvumo wa u thoma wa dzina ñawe	U vbeledza ndango ya u sudzuluwa ha misipha havhuñi a tshi khou shumisa tshigero u gera zwifanyiso zwa mutalo mudenya, zwivhumbeo na zwivwe	U fara khirayoni nga ñlila yone a tshi khou shumisa kutfarele kwa penisela kwu ñanganedzeaho	U vhumba mañedere nga ñlila dzo fhambanaho a tshi khou shumisa nyolo ya minwe, bulatsho dza u pennda, khirayoni dza pñurañtshi na zwivwe. U thoma kha tshauña a tshi khou tevhelele sia ñone.	U sheiani mulenzhe nga mihumbulo nga ñlila ya nyolo na u shele mulenzhe nga mathungo kha muñwalo wa kñasini	U ola kana u pennda zwifanyisokubugwana kwune vha nga kwu takalela u kwu fñirisa mliaedza	U lingedza u ñwala mañedere a tshi khou shumisa masongesonge, u ñwalatadza, na 'u vhalal' muñwalo wawe: 'u vhalal' zwine masongesonge a amba	Mañwalo a matambwa kha nyimele dza matambwa: u dzhia mulaedza wa luñingo, u ñwala ndatso ya zwa vhuendi na zwivwe. U kopa khandiso i bvaho kha vhuo musi a tshi khou tamba
• Ha athu swikelele	U imba nyimbo dzi leluwaho na u ita nyito (a tshi khou thuswa)	U thetshelisa zwiñori zwipñufhi zwi tshi mu ññhelele na u dzhena nga dzikhorasi nga tshifhinga tsho teaho	U vha dzibu gu nga eñhe u itelakubugwana kwune vha nga kwu takalela u vha dzibu gu ñaburari kana kha khone ya u vhalal ya kñasirumu	U fara bugu nga ñlila yone a i imisele ñña na u vula masañari nga ñlila yone	U vha mañwalwa o hudzizwaho a fanaho na zwirendo, dzibu gu khulu na dziphosañara sa kñasi yoñhe vha na mudedzi (u vhalal nga u Sielisa)	U vha dzibu gu nga eñhe u itelakubugwana kwune vha nga kwu takalela u vha dzibu gu ñaburari kana kha khone ya u vhalal ya kñasirumu	U vha mañwalwa o hudzizwaho a fanaho na zwirendo, dzibu gu khulu na dziphosañara sa kñasi yoñhe vha na mudedzi (u vhalal nga u Sielisa)	U vha mañwalwa o hudzizwaho a fanaho na zwirendo, dzibu gu khulu na dziphosañara sa kñasi yoñhe vha na mudedzi (u vhalal nga u Sielisa)	U vha mañwalwa o hudzizwaho a fanaho na zwirendo, dzibu gu khulu na dziphosañara sa kñasi yoñhe vha na mudedzi (u vhalal nga u Sielisa)
✗ U tsini na u swikelele	U thetshelisa ndaela dzi leluwaho na u ita nyito khadzo	U thetshelisa ndaela dzi leluwaho na u ita nyito khadzo	U thetshelisa ndaela dzi leluwaho na u ita nyito khadzo	U thetshelisa ndaela dzi leluwaho na u ita nyito khadzo	U thetshelisa ndaela dzi leluwaho na u ita nyito khadzo	U thetshelisa ndaela dzi leluwaho na u ita nyito khadzo	U thetshelisa ndaela dzi leluwaho na u ita nyito khadzo	U thetshelisa ndaela dzi leluwaho na u ita nyito khadzo	U thetshelisa ndaela dzi leluwaho na u ita nyito khadzo
Datumu									
Madzina									

# ★ Term 2: Exemplar record of continuous assessment (checklist)

<ul style="list-style-type: none"> <li>✓ Achieved</li> <li>• Almost</li> <li>✗ Not yet</li> </ul>	Listening and Speaking	Phonics, Reading and Viewing	Handwriting and Emergent writing						
Date									
Names									
	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.	Begins 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.						



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

<b>Ndila dza u linga</b>	<b>1. U sa swikelela (0 – 29%)</b>	<b>2. U swikelela ha vhukati (30 – 49%)</b>	<b>3. U swikelela ho edanaho (50 – 74%)</b>	<b>4. U swikelela lwa nthesakubugwana kwune vha nga kwu takalela u kwu (75 – 100%)</b>
<b>1 U talutshedza zwiṭori na u talutshedza hafhu zwiṭori nga maipfi awe</b>	Ha koni u talutshedza zwiṭori na u talutshedza hafhu zwiṭori; o kona u amba maipfi a si gathi fhedzi	U talutshedza hafhu ho pimeaho; hu katela zwiṭwe zwiwo fhedzi; thevhokano i nga vha yo khakhea; u shumisa mafhungo mapfufhi na ndivho ya maipfi yo leluwaho	U kona u talutshedza hafhu vhunzhi ha zwiwo kha nganea u bva mathomoni, vhukati na magumoni, fhedzi nga zwidodombedzwa zwi si gathi; u ṭoḁa zwiṭuṭuwedzi zwi fanaho na: 'nga murahu nyana...'; 'ho itea mini zwi tevhelaho?; u thoma u shumisa mafhungo malapfu.	nganea i tevhela ṭhandlulokano kwayo na u vha na mathomo, vhukati na magumo; vhaanewa na fhethuhupo zwo buletshedzwa nga vhuḁalo, ndivho na zwiipfi zwa vhaanewa zwo buletshedzwa; u shumisa mafhungo malapfu na manzhi a tserekano na u tanganya maipfi a fanaho na 'nga murahu nyana'; 'nga murahu ha izwo'; u shumisa nḁivho ya maipfi maswa a bvaho kha nganea.
<b>2 U dzudzanya sethe dza zwifanyiso nga ndila ine dza vhumba nganea na ṭhandlulukano kwayo ya zwiwo musi zwi tshi ambiwa na u zwi ṭumana na nganea tsho sikwaho</b>	Ha koni u dzudzanya sethe dza garaṭa nga thevhokano yone	U dzudzanya sethe dza garaṭa nga thevhokano yone fhedzi ha koni u talutshedza nganea.	U dzudzanya sethe dza garaṭa nga thevhokano yone na u kona u dzi ṭumana na nganea i leluwaho.	U dzudzanya sethe dza garaṭa nga thevhokano yone na u kona u dzi ṭumana na nganea na zwidodombedzwa zwo teaho.

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

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

# ★ Themo ya 2: Rubiriki ya 1-3 ya Mibvumo, u Vhala na uṭalela

Nḡila dza u lingo	1. U sa swikelela (0 – 29%)	2. U swikelela ha vhukati (30 – 49%)	3. U swikelela ho eḡanaho (50 – 74%)	4. U swikelela lwa nṭhesakubugwana kwune vha nga kwu takalela u kwu (75 – 100%)
<p><b>1</b> U ḡivha nga nḡila ya u thetshesesa na nga u vhona dziṅwe dziithemba na dziṭfalandoṭhe</p>	<p>U a kona u ḡivha maḡere a 0-1 na u amba mibvumo ine maḡere aya a i ita</p>	<p>U a kona u ḡivha maḡere a 2-4 na u amba mibvumo ine maḡere aya a i ita</p>	<p>U a kona u ḡivha maḡere a 5-8 na u amba mibvumo ine maḡere aya a i ita</p>	<p>U a kona u ḡivha maḡere a 9 kana zwinzhi na u amba mibvumo ine maḡere aya a i ita</p>
<p><b>2</b> U thoma u ḡivha uri maipfi o vhumbiwa nga maipfi o vhumbiwa nga mibvumo: u ḡetshedza mubvumo wa u thoma wa dzina ḡawe na maṅwe maipfi</p>	<p>Ha koni u ḡivha uri maipfi o vhumbiwa nga mibvumo; ha koni u ḡetshedza mubvumo wa u thoma wa dzina ḡawe kana maṅwe maipfi.</p>	<p>U a kona u ḡetshedza mubvumo wa u thoma wa dzina ḡawe fhedzi u a kundelwa musi a tshi vhudziswa mubvumo wa u thoma wa maṅwe maipfi.</p>	<p>U a kona u ḡetshedza mubvumo wa u thoma wa dzina ḡawe; u a kona u ḡetshedza mubvumo wa u thoma wa maṅwe maipfi.</p>	<p>Tshifhinga tshoṭhe u kona u ḡetshedza mubvumo wa u thoma wa dzina ḡawe na maṅwe maipfi.</p>
<p><b>3</b> U ita nganea yawe nga u vhala zwifanyiso</p>	<p>Ha koni u shumisa zwifanyiso u bula zwi ḡaho zwauri nganea i amba nga ha mini; u buletshedza zwifanyiso a tshi khou shumisa luambo lwo pimeaho.</p>	<p>U shumisa zwifanyiso u bula zwi ḡaho na u buletshedza nganea fhedzi a tshi khou thusedzwa.</p>	<p>U shumisa zwifanyiso u bula zwi ḡaho zwauri nganea i amba nga ha mini; a nga shumisa 'ipfi ḡa u vhala'.</p>	<p>U shumisa zwifanyiso u bula zwi ḡaho zwauri nganea i amba nga ha mini; u sumbedza u pfesesa uri zwifanyiso na maipfi zwi na vhusaka, fhedzi zwo fhambana; u shumisa 'ipfi ḡa u vhala'; u sumba kha ḡinḡwalwa musi a tshi 'vhala'.</p>

# ★ Term 2: Phonics, reading and viewing rubric 1 to 3

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
<b>1 Recognises aurally and visually some consonants and vowels</b>	Is not able to recognise any letters and say the sounds that these letters make.	Is able to recognise 1–4 letters and say the sounds that these letters make.	Is able to recognise 5–7 letters and say the sounds that these letters make.	Is able to recognise 8–10 letters and say the sounds that these letters make.
<b>2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words</b>	Does not recognise that words are made up of sounds; unable to give the beginning sound of own name or other words.	Able to give beginning sound of own name, but struggles when asked for beginning sound of other words.	Able to give the beginning sound of own name; able to give the beginning sound of some other words.	Consistently able to give the beginning sound of own name and other words.
<b>3 Makes up own story by reading the pictures</b>	Not able to use pictures to predict what the story is about; describes pictures using very limited language.	Uses pictures to predict and describe the story, but with assistance.	Uses pictures to predict what the story is about; might adopt a “reading voice”.	Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”.

# Themo ya 2: Rubiriki ya 1-3 ya Ndivho i Rangelaho u n̄wala na Muñwalokubugwana kwune vha nga takalela u kwu

Ndjila dza u linga	1. U sa swikelela (0 – 29%)	2. U swikelela ha vhukati (30 – 49%)	3. U swikelela ho eḁanaho (50 – 74%)	4. U swikelela lwa n̄thesakubugwana kwune vha nga kwu takalela u kwu (75 – 100%)
<p><b>1</b> U bveledza zwikili zwa misipha miṭuku na zwikili zwa u sudzuluwa ha misipha havhuḁi.</p>	<p>U kundelwa u fhedzisa mishumo ya u sudzuluwa ha misipha havhuḁi; u a tinya mishumo kana u a hanganea</p>	<p>U a kona u fhedzisa mishumo ya u sudzuluwa ha misipha havhuḁi fhedzi zwi a dzhia tshifhinga; zwi bveledzwa zwi vha zwi si zwa vhukuma.</p>	<p>U a kona u fhedzisa vhuṅzhi ha mishumo ya u sudzuluwa ha misipha havhuḁi; u vha na vhuronwane vhuḁi wane na u shuma nga nḁila ya vhukoni.</p>	<p>U a kona u fhedzisa mishumo ya u sudzuluwa ha misipha havhuḁi a na vhuḁifulufheli, vhuronwane na vhuḁigeḁi.</p>
<p><b>2</b> U ola zwiḁanyiso a tshi tshi khou dzhia muhumbulo muhulwane wa nganea</p>	<p>Nyolo a i vhonali kana i katela u n̄walatadza fhedzi kana zwiṅdeledzi zwi re na mitalo.</p>	<p>Nyolo i a vhonala fhedzi a i tumani na tshitori, luimbo kana pfanaphedzozo.</p>	<p>U ola tshifanyiso tshi re na mivhala tshi elanaho na tshitori; nyolo dza vhaanewa vhaḁulwane dzi na zwiṅwe zwa zwi tevhelaho: zwiṅumbi, zwiḁasha, zwiṅḁa, milenzhe, maṭo, ningo, mulomo, dzinḁevhe.</p>	<p>U ola tshifanyiso tshi re na mivhala, tshi re na zwiḁodombedzwa zwi elanaho na tshitori; vhaanewa vhaḁulwane vha re na zwiḁodombedzwa zwi fanaho na zwiṅambaro.</p>
<p><b>3</b> U a pfesesa uri u n̄wala na u ola zwo fhambana: u ḁiita u nga u khou n̄wala hu sumbedzwa nga u shumisa masongesonge</p>	<p>Ha koni u sumbedza mihumbulo nga kha nyolo na u n̄wala</p>	<p>U sumbedza mihumbulo nga kha nyolo fhedzi a hu na vhuṅzhi ha u ḁiita u nga u khou n̄wala kana u n̄walatadza</p>	<p>U pfesesa uri u n̄wala na u ola zwo fhambana nahone u thoma 'u n̄wala' a tshi khou shumisa muvango wa maḁere o kopiwaho na masongesonge; a nga kopa maḁere na dzinomboro u bva kha vhuḁo ha kilasirumu a tshi khou lingedza muṅwalo wawe</p>	

# ★ Term 2: Emergent writing and handwriting rubric 1 to 3

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



# ★ Kha vha ite suko la u tamba

## Zwine vha do toda

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



## Maga

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

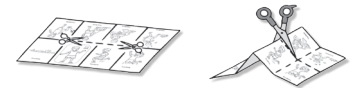
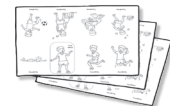
*Kha vha dudedze suko la u tamba nga u li hamula nga zwanḍa zwavho. Iyi ndi nyonyoloso yavhuḍi kha misipha ya zwanḍani ya vhana. Kha vha pange suko la u tamba nga ngomu ha bege ya puḷasiṭiki u itela uri li dzule li liswa vha li vhulunge kha tshirothodzi, arali zwi tshi konadzea, kana fhethu hu rotholelaho.*



# ★ U ita kubugu kuṭuku

## Maga

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



# ★ How to make playdough

## You will need

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



## Steps

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

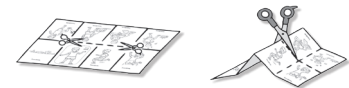
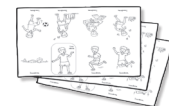
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

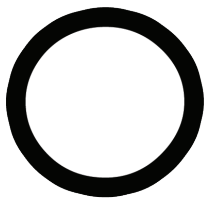
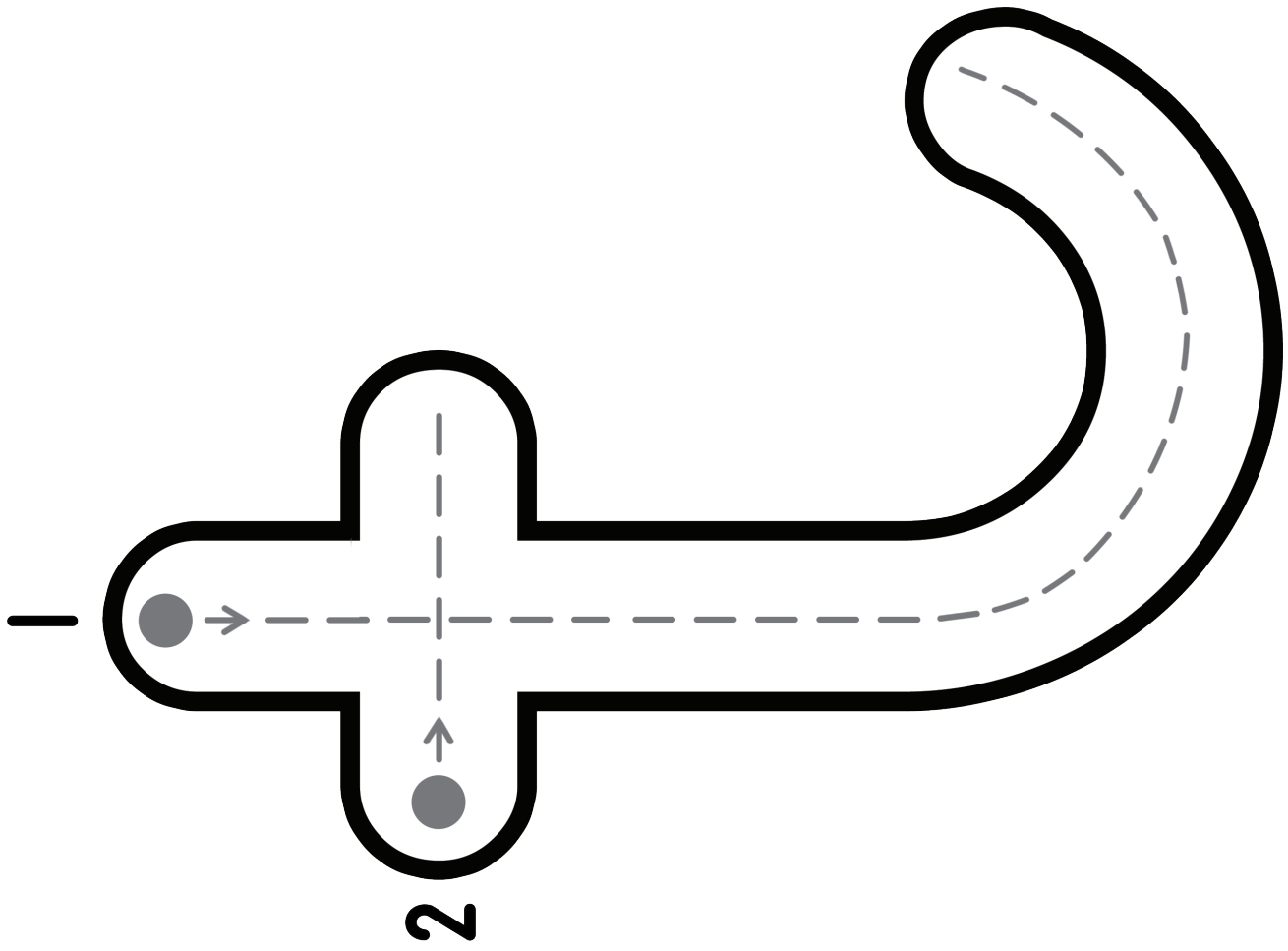


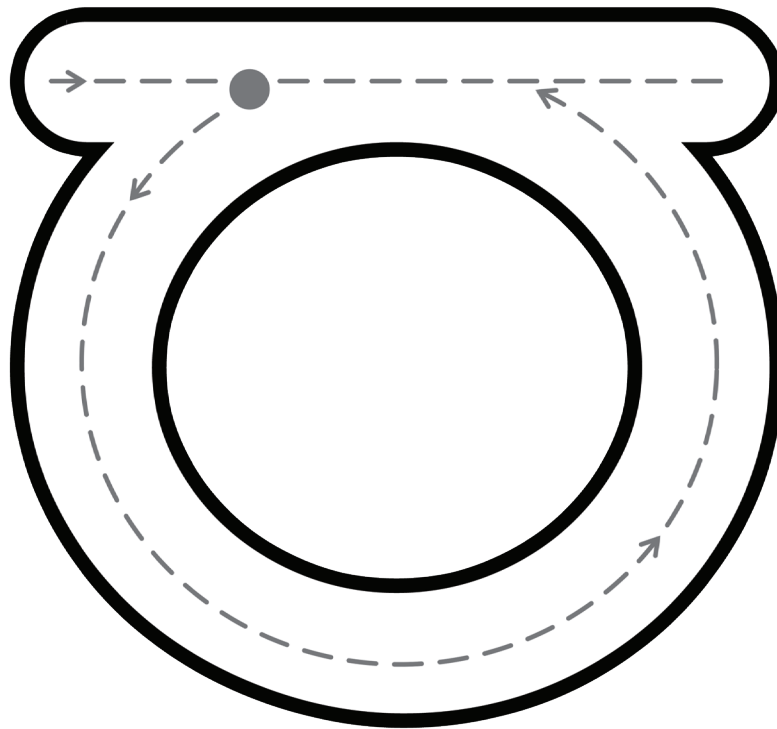
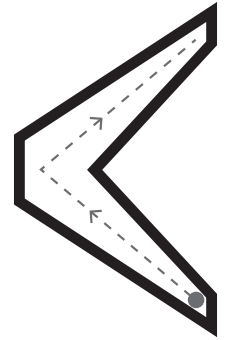
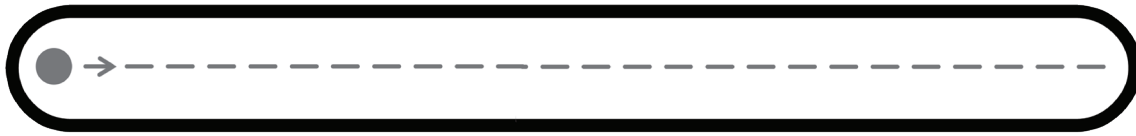
# ★ How to make a little book

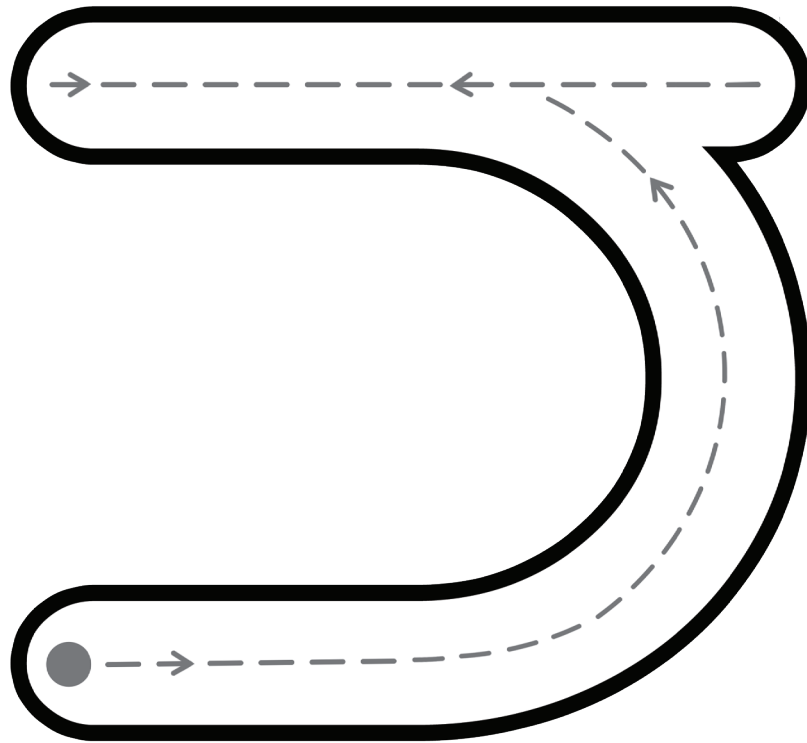
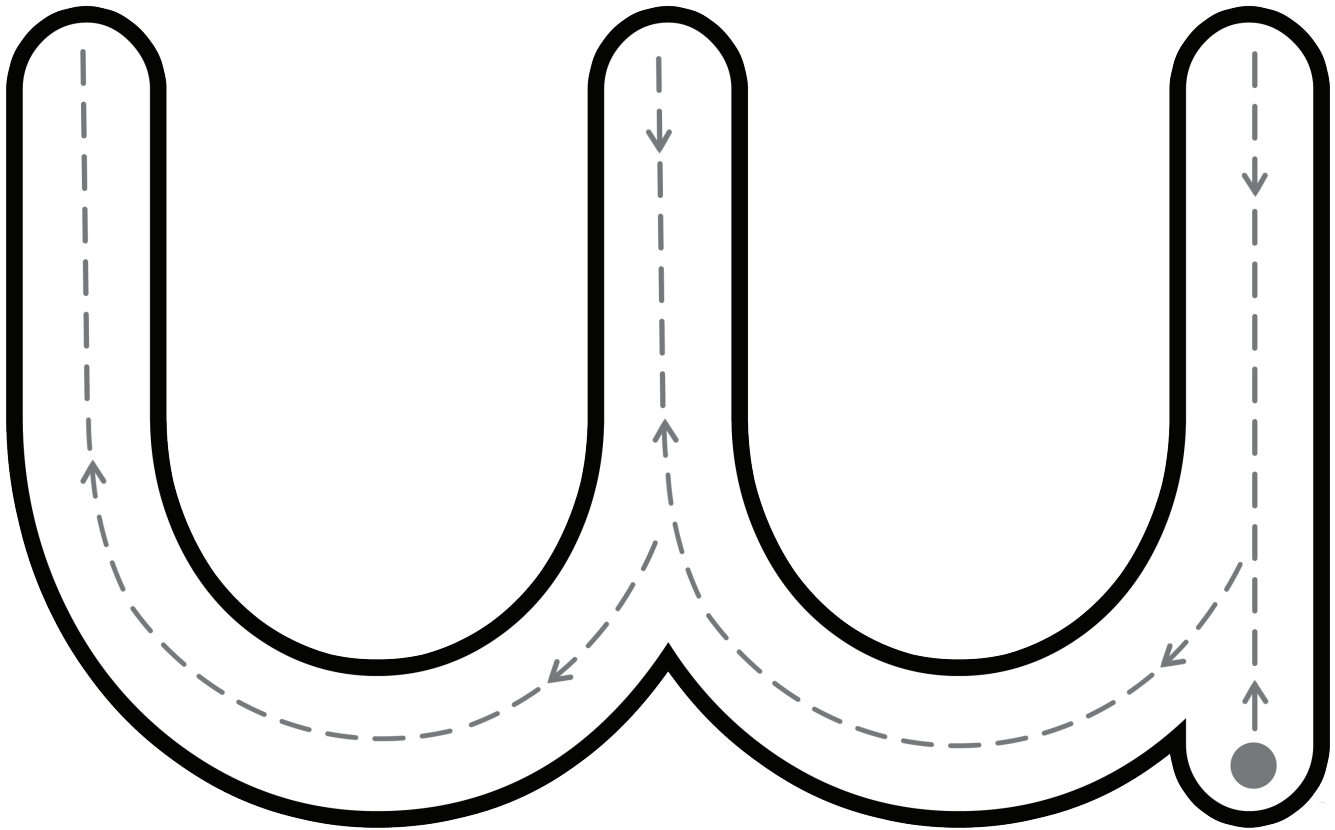
## Steps

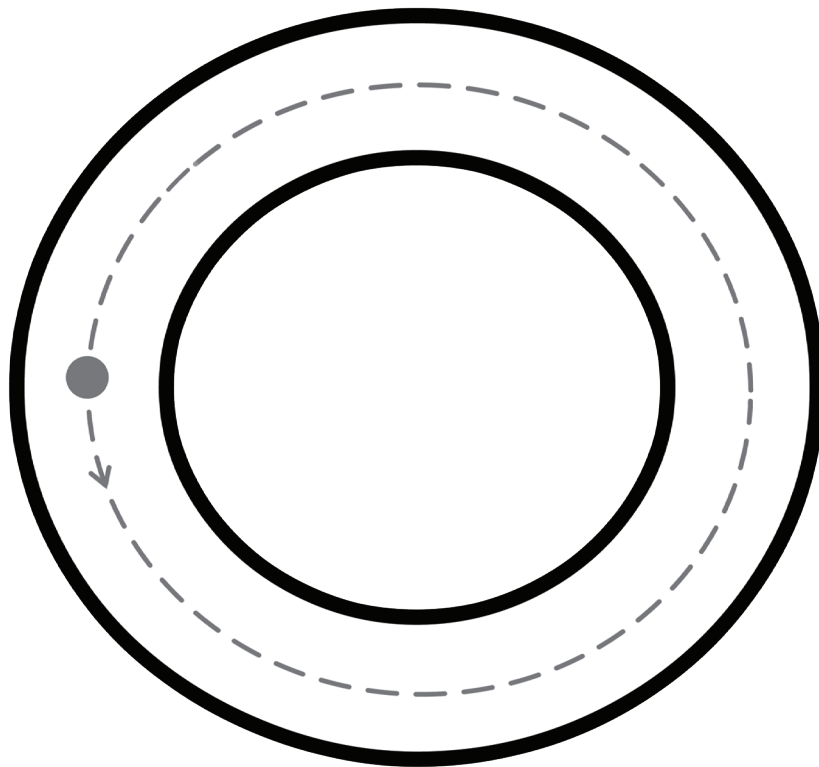
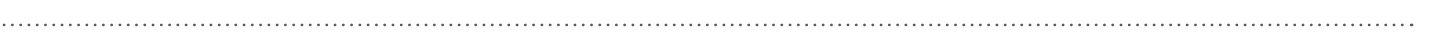
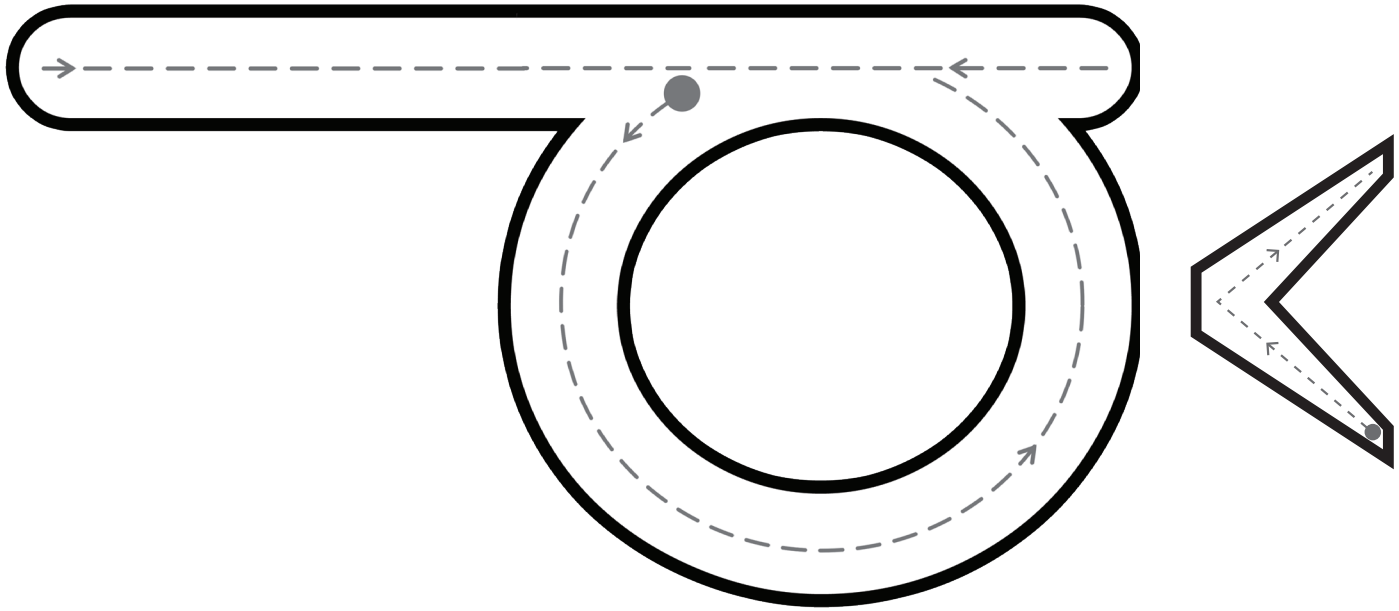
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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



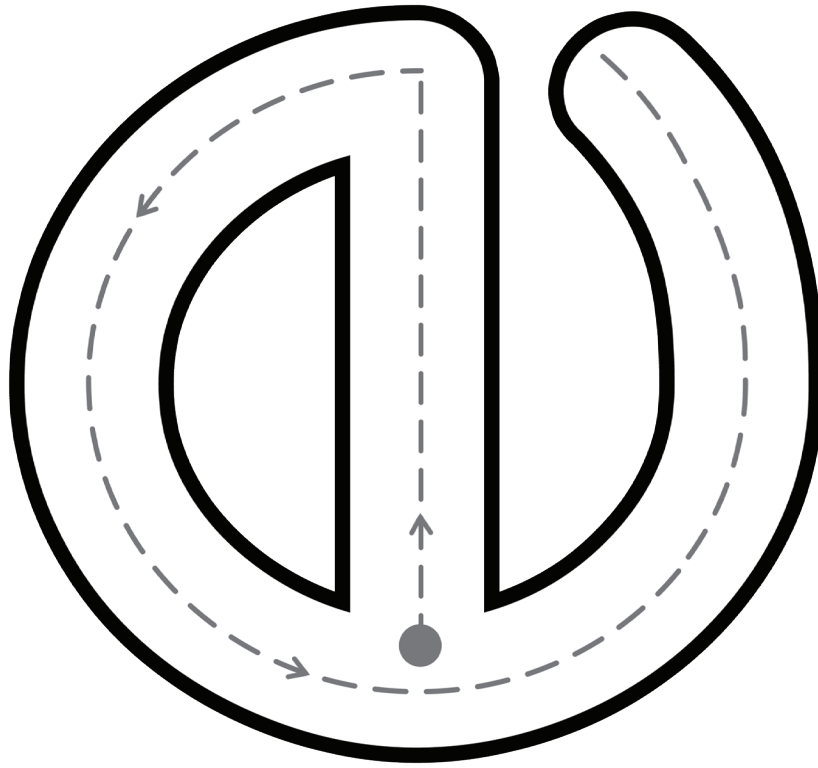
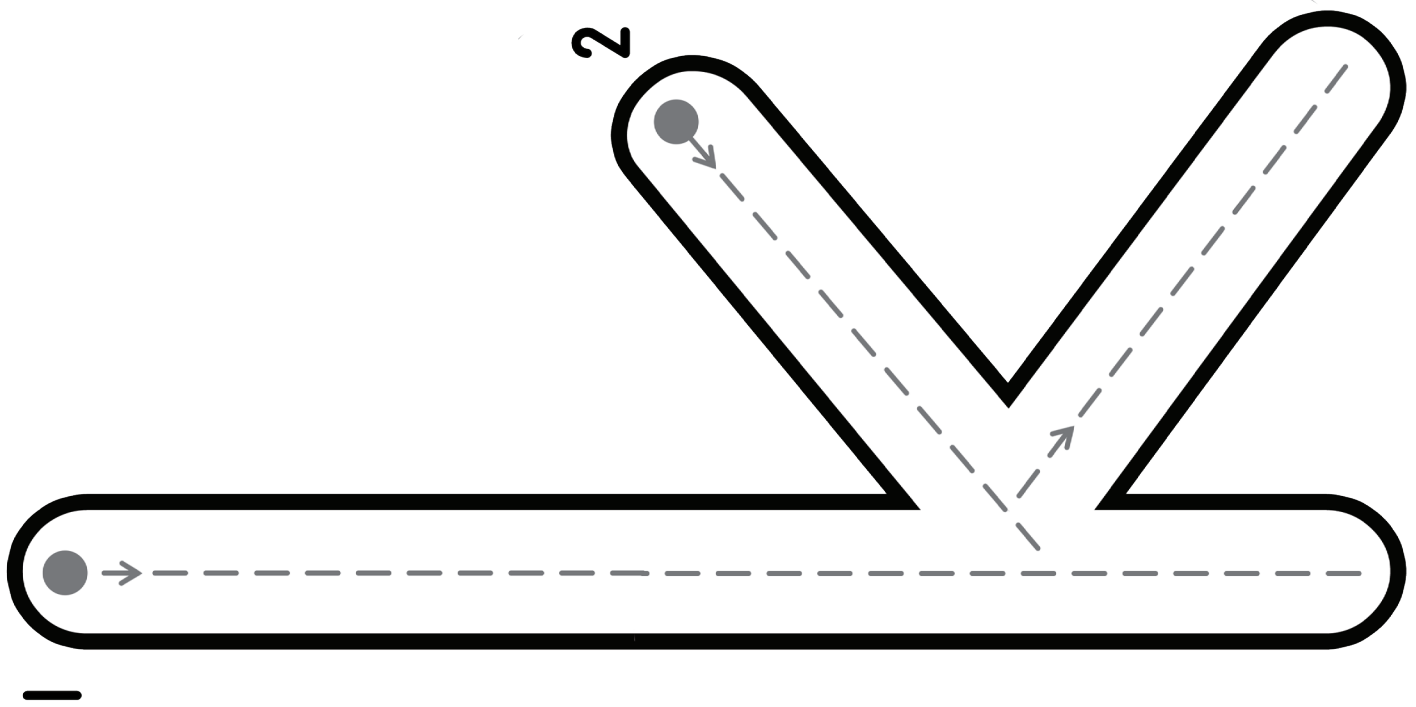






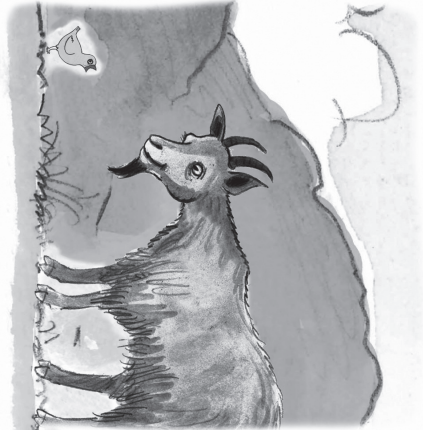








3



4



5



6

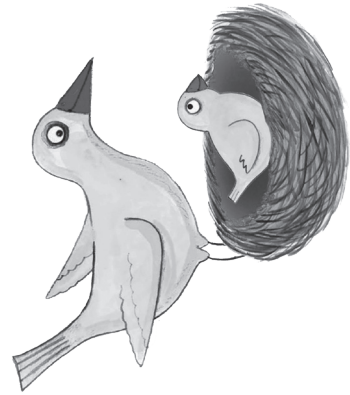


2



1

Ndi vhone  
mme anga  
nada?



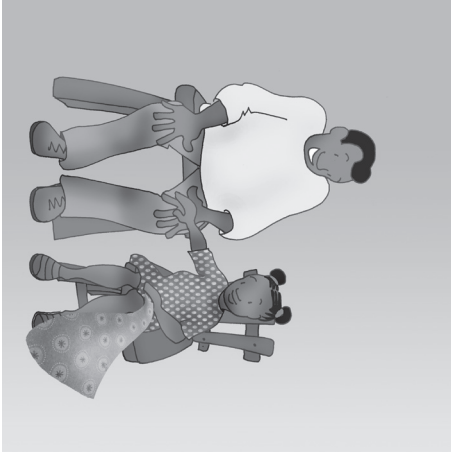
**Wordworks**  
Changing lives through literacy

Bugu iyi ndi ya:

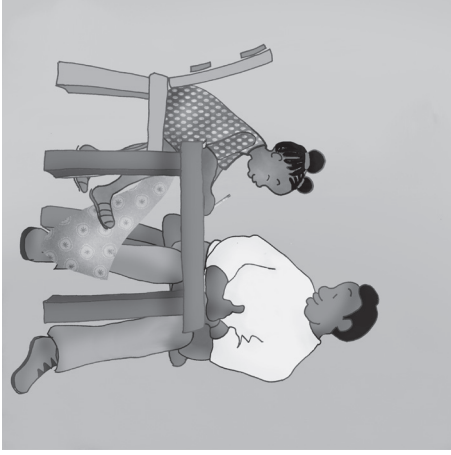
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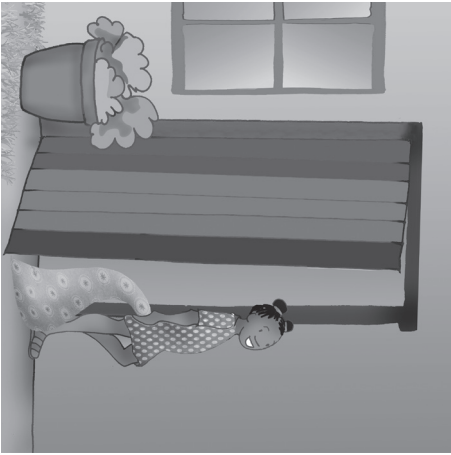
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4



5



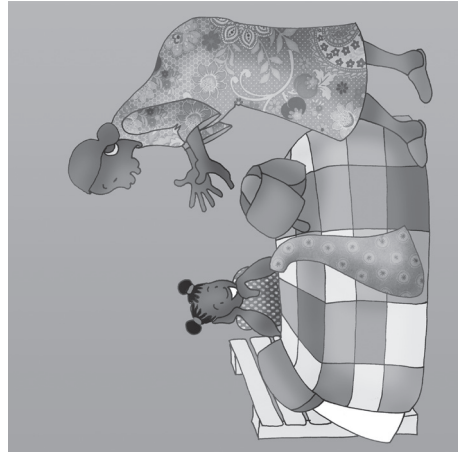
6



2



1



U lindela  
n'wana



African  
Storybook.org

Bugu iyi ndi ya:

.....







3



2



4



1



5



6

Tshitaha  
tsha  
munadzi  
wa wulu



  
Wordworks  
Changing lives through literacy

Bugu iyi ndi ya:

.....







2



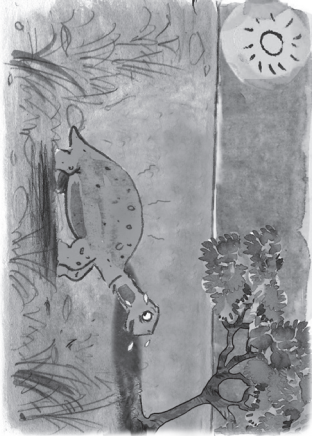
1

Tshibode na  
gwangwa  
łatsho



**Wordworks**  
Changing lives through literacy

Bugu iyi ndi ya:  
.....



3



4



5

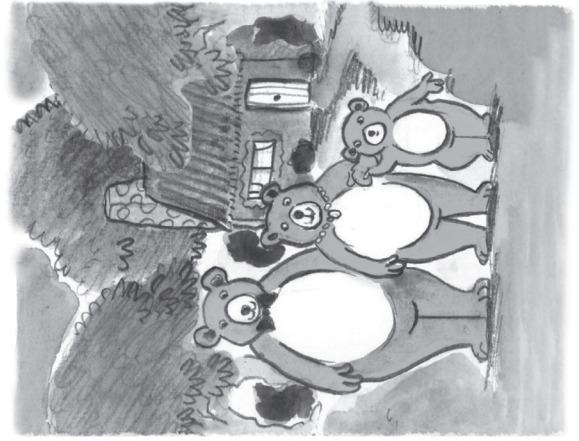


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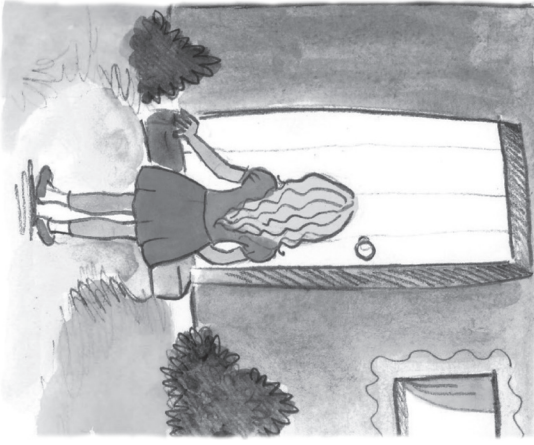




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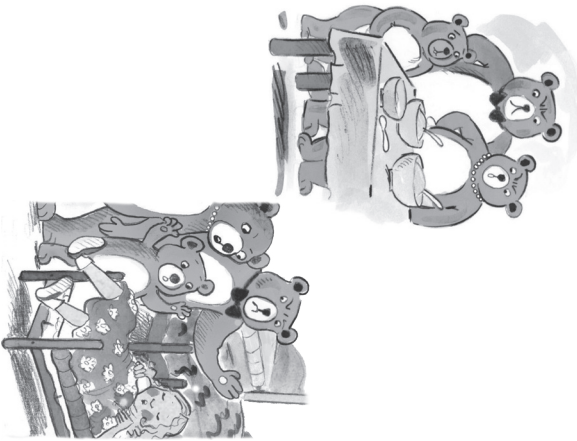
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3



4



5



6

Goldilocks



Wordworks  
Changing lives through literacy

Bugu iyi ndi ya:

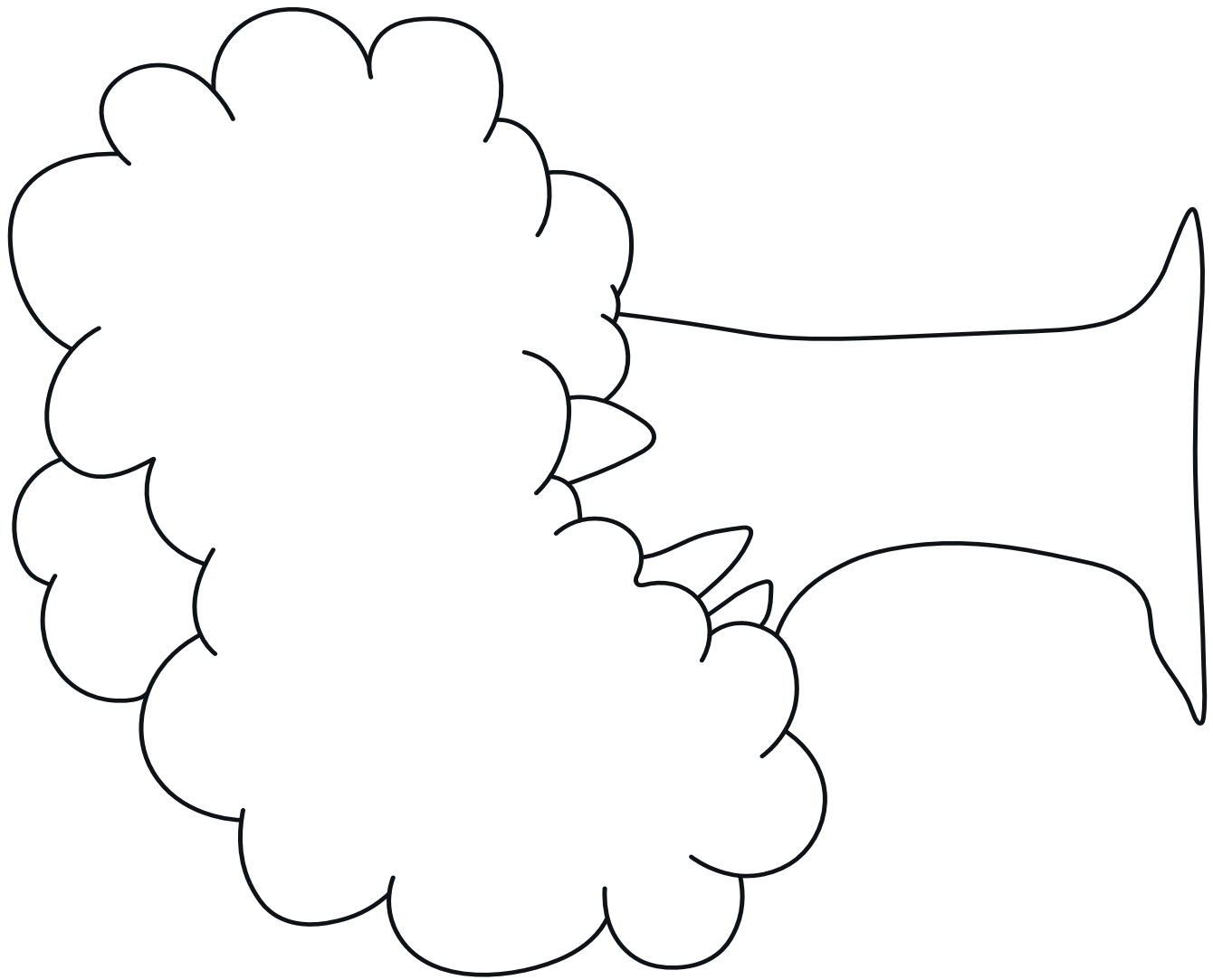
.....







**Ndi vhone mme anga naa?:** Siaṭari ḷa mushumo wa u Vhala na u ita



kholomo



1



mbudzi



1



tshinoni



1



tshitaha



1



mbungu

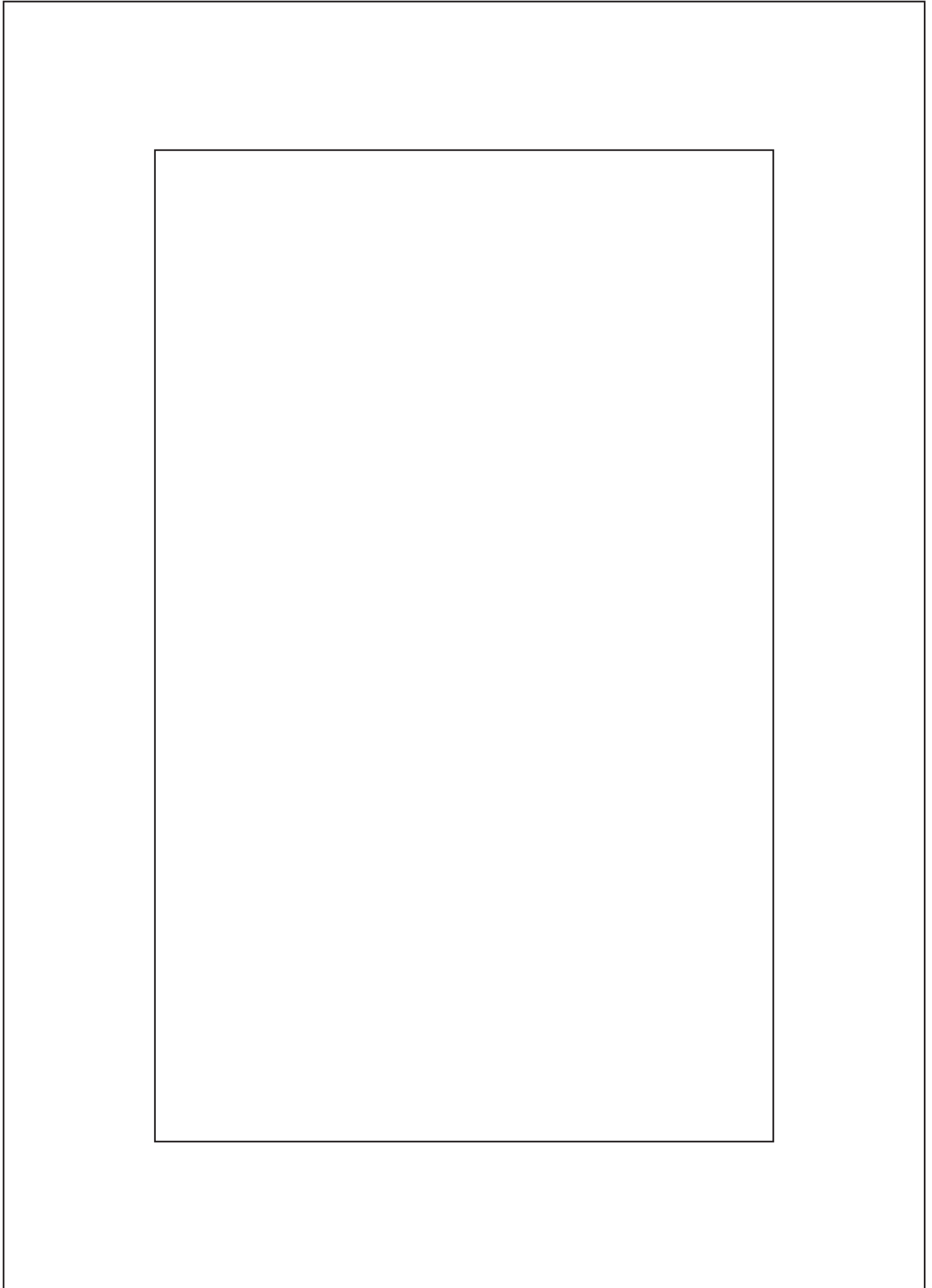


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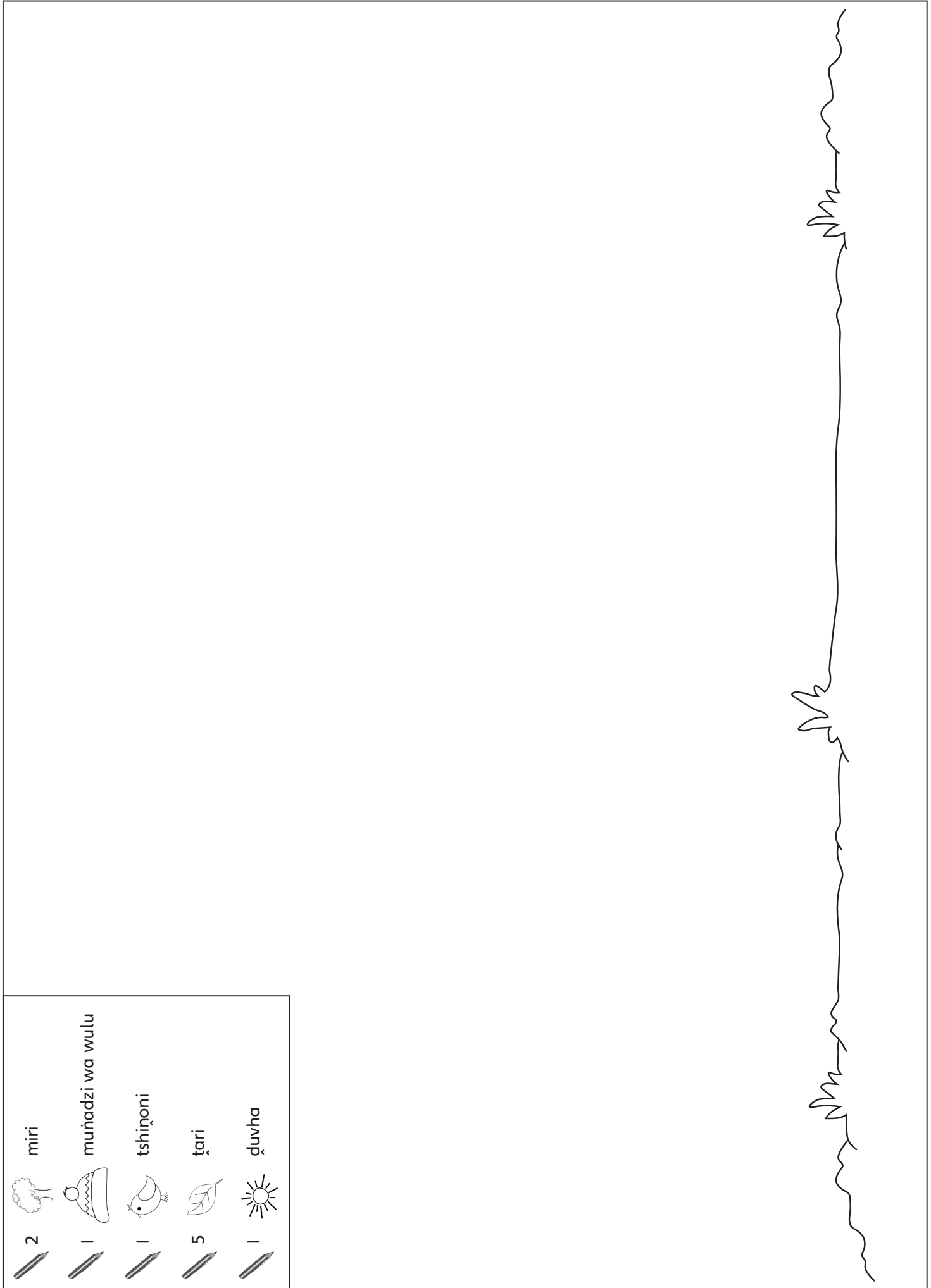
**U lindela n'wana:** Siaṭari ʒa mushumo wa fureme ya tshifanyiso





**Tshiṭaha tsha muṅadzi wa wulu:** Siaṭari ḷa mushumo wa u Vhala na u ita

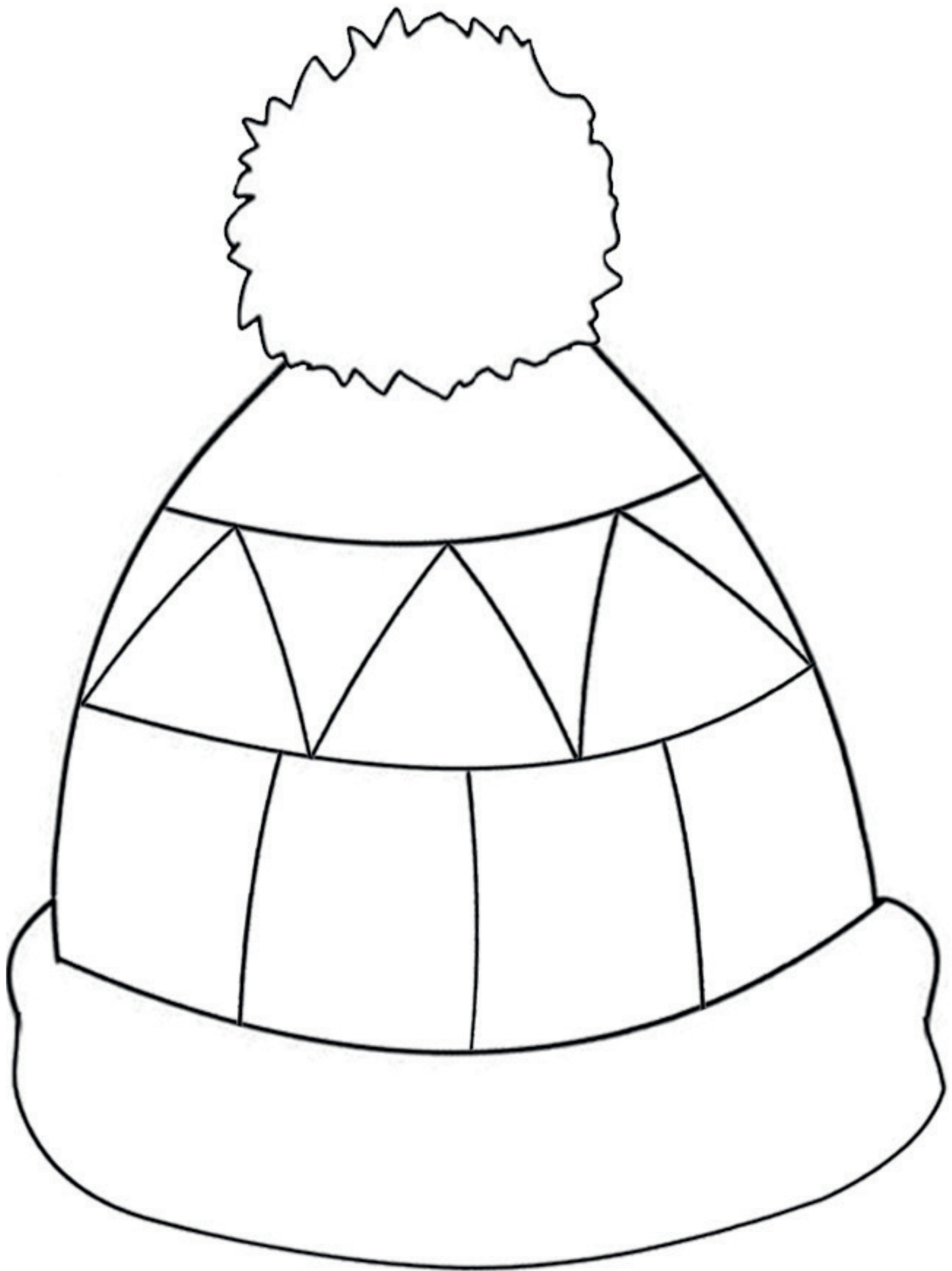
2			miri
1			muṅadzi wa wulu
1			tshiṅoni
5			ṭari
1			Ḍuvha





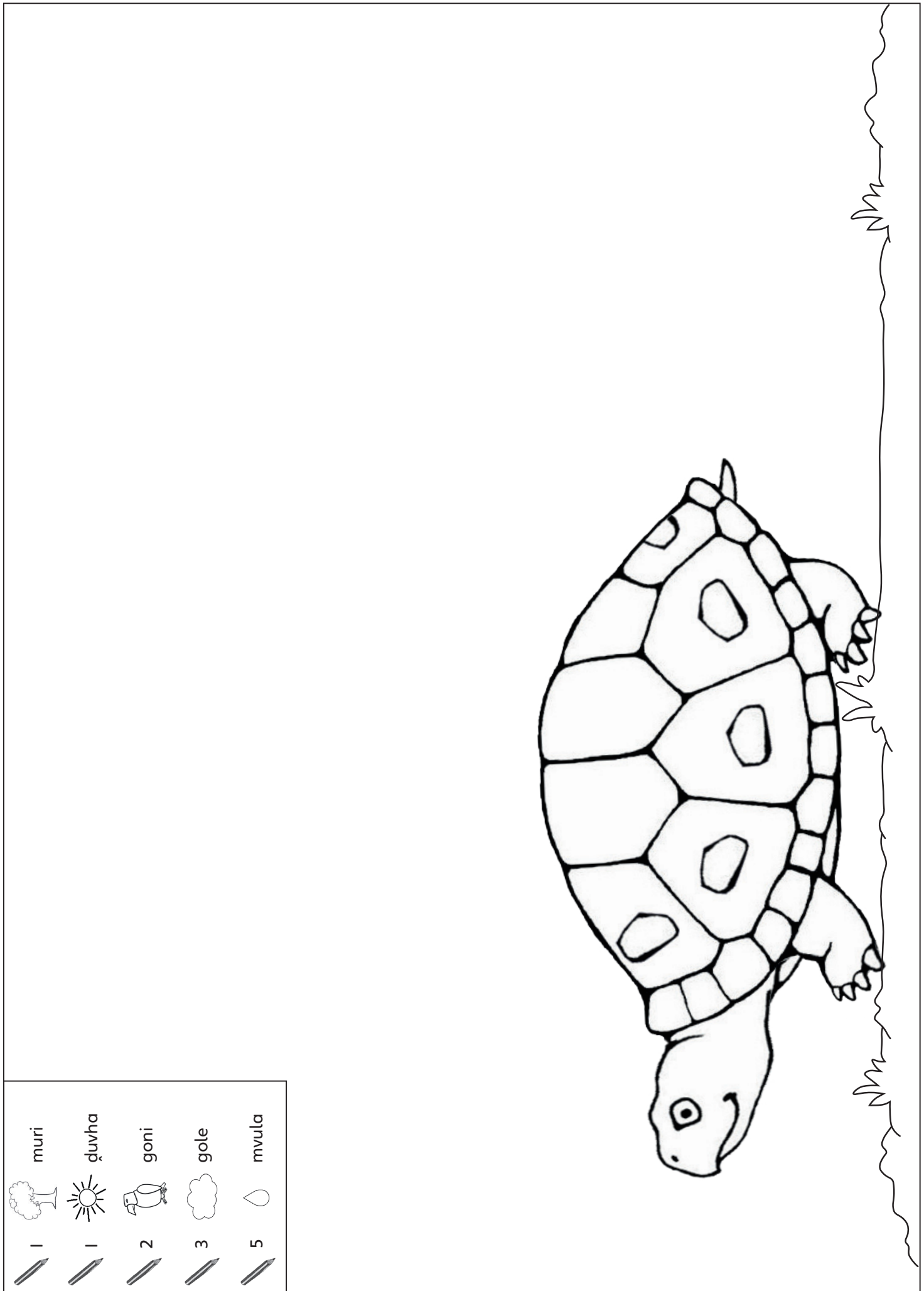












**Tshiṭaha tsha muṅadzi wa wulu:** Siaṭari ḷa mushumo wa muṅadzi wa wulu





**Tshibode na gwangwa latsho:** Siaṭari ḷa mushumo wa u Vhala na u ita

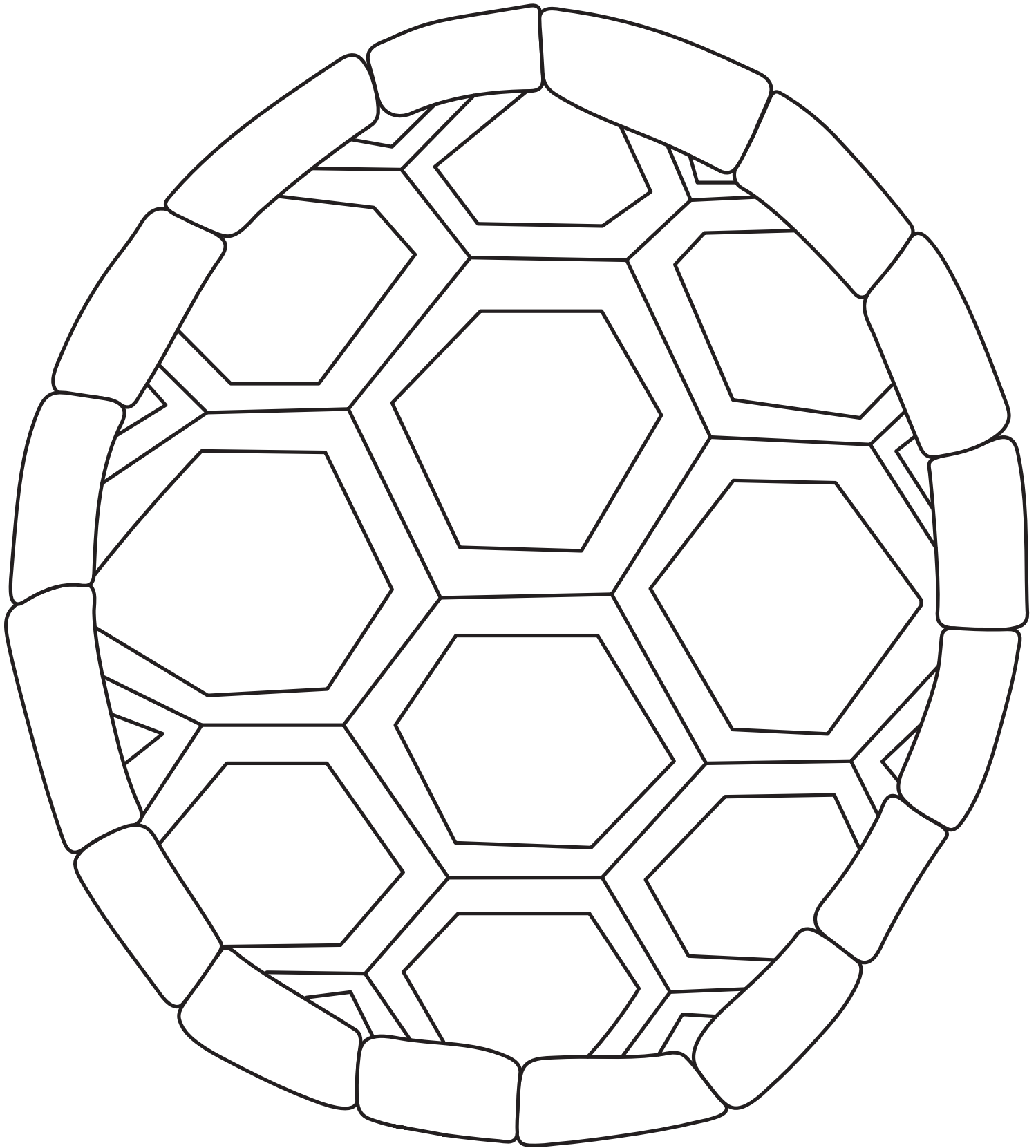


	1		muri
	1		ḷuvha
	2		goni
	3		gole
	5		mvula





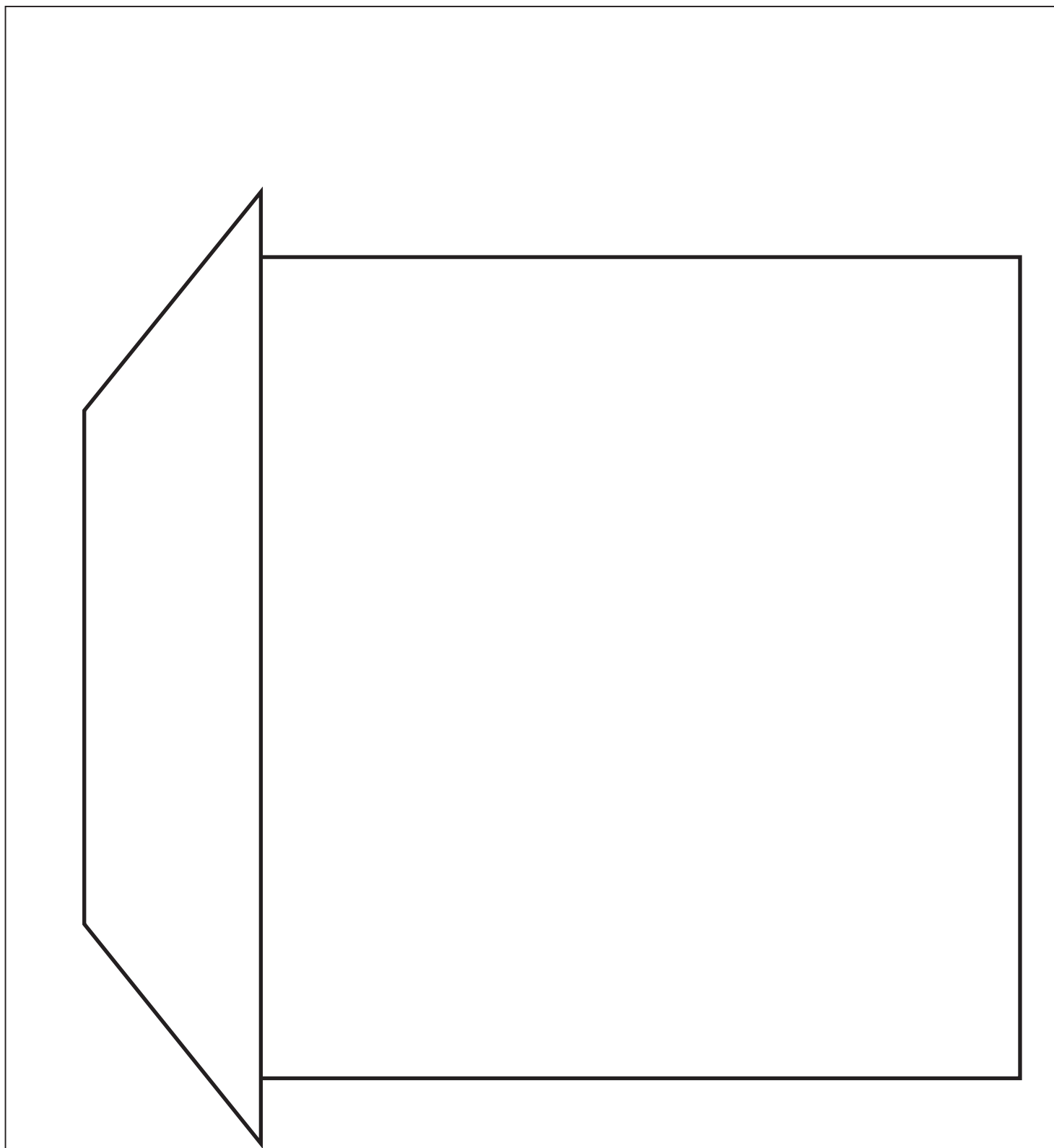
**Tshibode na gwangwa latsho:** Siaṭari ʼa mushumo wa gwangwa ʼa tshibode

















**Goldilocks:** Siaṭari ḷa mushumo wa u Vhala na u ita



	1		vothi
	4		fasiṭere
	3		zwivhingwi
	5		dziṅotshi
	2		dzuvha

