



Ihlelo Lokuthuthukisa ilimi kuGreyidi R  
Grade R Language  
Improvement Programme

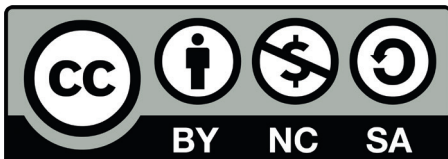
# Umhlahlandlela Womsebenzi Activity Guide

Ithemu yesi-3  
Term 3



isiNdebele | English





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# Okumumethweko

Umlayezo .....	5
<b>ISINGENISO</b>	
IKomba yomSebenzi iThemu yesi-3 .....	6
Ukufundisa iLimi leKhaya ehlelweni leGreyidi R langamalanga.....	8
Umzombe weemveke ezimbili zeLimi leKhaya .....	10
Ihlelo lemisetjenzana akhambelana neTTKH (CAPS).....	14
<b>ITSIKIRI ETJA KADAVID</b>	
Indatjana .....	18
Ingoma nerhelo lamagama avela endatjaneni .....	20
Iveke yoku-1 .....	22
Iveke yesi-2 .....	36
<b>USPOTI UYA ESITOLO</b>	
Indatjana .....	50
Ingoma nerhelo lamagama avela endatjaneni .....	52
Iveke yoku-1 .....	54
Iveke yesi-2 .....	68
<b>UNOTJHOBITJHOBI OMNCANI</b>	
Indatjana .....	82
Ingoma nerhelo lamagama avela endatjaneni .....	84
Iveke yoku-1 .....	86
Iveke yesi-2 .....	100
<b>UTEMO KANYE NAMASELA WEENTJALO</b>	
Indatjana .....	112
Ingoma nerhelo lamagama avela endatjaneni .....	114
Iveke yoku-1 .....	116
Iveke yesi-2 .....	130
<b>ITONI KABAMKHULU U FAROUK</b>	
Indatjana .....	144
Ingoma nerhelo lamagama avela endatjaneni .....	146
Iveke yoku-1 .....	148
Iveke yesi-2 .....	162
<b>UKUHLOLA</b>	
Ithemu yesi-3: Isiboniso serekhodi lokuhlola okuragela phambili (irhelo lokuhlola).....	178
Ithemu yesi-3: Ukulalela nokukhuluma Irubhriki 1 & 2.....	180
Ithemu yesi-: Amatjhada, ukufunda nokubukela Irubhriki 1-3 .....	182
Ithemu yesi-: Umtlolo wesandla begodu nokuTlola okusaThomako .....	184
Yenza ibumba .....	186
Amakhasi wemisebenzi .....	188



# ★ Contents

Foreword .....	5
<b>INTRODUCTION</b>	
The Term 3 Activity Guide .....	7
Teaching Home Language in the Grade R daily programme .....	9
The Home Language two-week cycle .....	11
Programme activities are CAPS aligned .....	15
<b>DAVID'S NEW BIKE?</b>	
Story .....	19
Song and vocabulary from the story .....	21
Week 1 .....	23
Week 2 .....	37
<b>SPOT GOES TO THE SHOP</b>	
Story .....	51
Song and vocabulary from the story .....	53
Week 1 .....	55
Week 2 .....	69
<b>THE LITTLE TADPOLE</b>	
Story .....	83
Song and vocabulary from the story .....	85
Week 1 .....	87
Week 2 .....	101
<b>TEMO AND THE PLANT THIEVES</b>	
Story .....	113
Song and vocabulary from the story .....	115
Week 1 .....	117
Week 2 .....	131
<b>GRANDPA FAROUK'S GARDEN</b>	
Story .....	145
Song and vocabulary from the story .....	147
Week 1 .....	149
Week 2 .....	163
<b>ASSESSMENTS</b>	
Exemplar record of continuous assessment (checklist) .....	179
Listening and speaking rubric 1 and 2 .....	181
Phonics, reading and viewing rubric 1 to 3 .....	183
Emergent writing and handwriting rubric 1 to 3 .....	185
How to make playdough and a little book .....	187
Activity pages .....	188



# ★ Umlayezo obuya kuHloko yomNyango



**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.

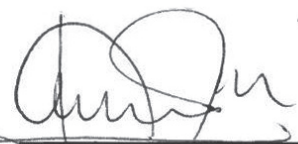
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning. 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

## IKomba yomSebenzi iThemu yesi-3

IKomba yeThemu yesi-3 yomSebenzi weLimi leKhaya inikela isijamiso sokufundisa iLimi leKhaya ngethemu ye-3 yeGreyidi R. Imisetjenzana idzimelele eendatjaneni begodu ijanyiswe ngokuya komzombe weemveke ezimbili zokufundisa enye nenye indatjana.

Qala okulandelako:

- ★ irhelo lalokho okumele ukulungise komunye nomunye umzombe wendaba yeemveke ezi-2
- ★ umzombe weemveke ezimbili oveza imisetjenzana welinye nelinye ilanga, iimveke ezimbili
- ★ ikhasi lokuhlola eliragela phambili okudzimele emisebenzini yethemu begodu nongasetjenziselwa ukurekhoda iragelo phambili lomunye nomunye umfundi phakathi kwethemu.
- ★ irubhrigi yokuhlola
- ★ amakhasi womsebenzi agadangisekako, iincwajana ezincani begodu nethemplyidi yamaledere.

## Iinsetjenziswa

Nasi ihlathululo efitjhezana yeendatjana, eziphathelele nemimongo begodu namaledere anqophileko weThemu yesi-3.

Indatjana	Ummongo	Amaledere anqotjhiweko
<b>Itsikiri etja kaDavid</b>	Isithuthi	<b>f</b> no- <b>l</b>
<b>USpoti uya esitolo</b>	Umsebenzi abantu abawenzako	<b>s</b> no- <b>m</b>
<b>Unotjhobitjho omncani</b>	Amanzi	<b>k</b> no- <b>w</b>
<b>UTemo kanye namasela weentjalo</b>	Imirorho	<b>q</b> no- <b>r</b>
<b>Itoni kaBamkhulu uFarouk</b>	Ibhoduluko elinepilo	<b>b</b> no- <b>v</b>

Kuzakufuneka bona ubuthelele iinsetjenziswa zakho esikhathini esizako ukwenzela bona ukwazi ukufundisa ihlelweli. Ezinye zinikelwa kuwe njengengcinye yehlelo, ezinye kumele uzibuthelele begodu ezinye ungakwazi ukuzenzela wena ngokwakho. Sitjhukumisa bona utlame iimfundo zakho ekuthomeni kwenye nenye iveke begodu ulungise yoke imatheriyali ozayidinga ngaphambi kwesikhathi. Qinisekisa bona yokinto ilungisiwe ngaphambi kobana uthome ngeemfundo zakho, ukwenzela bona ukwazi ukusebenzisa isikhathi sakho esinengi nabafundi.

## IPakana yeenSetjenziswa zeLimi

Kwenye nenye iThemu yeKomba yomSebenzi, uzakufumana ipakana yeensetjenziswa emumethe:

- ★ iinsetjenziswa zokulingisa wenye nenye indatjana
- ★ iinthombe ezelamanako zenye nenye indatjana
- ★ iNcwadi eKulu yenye nenye indatjana
- ★ imidlalo neenrarejo (*ezizokufuna ukusikwa bese ziyalungiswa*).

# ★ Introduction

## The Term 3 Activity Guide

The Home Language Term 3 Activity Guide offers a structure for teaching Home Language in the third term of Grade R. The activities are based on stories and structured according to a two-week teaching cycle for each story.

Look out for the following:

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

## Resources

Here is an overview of the stories, related themes and focus letters/sounds for Term 3.

Story	Theme	Focus letters/sounds
David's new bike	Transport	f and l
Spot goes to the shop	Jobs people do	s and m
The little tadpole	Water	k and w
Temo and the plant thieves	Vegetables	q and r
Grandpa Farouk's garden	Healthy environment	b and v

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*).



## Amalungiselelo wenye nenye indatjana

- ★ iinsekeli namkha ivunulo ephathelene nendatjana okumele isebenze ngesikhathi sokudenjwa kwendaba, ukudlala kokuzenzisa begodu nokudlala indima yomuntu
- ★ imatheriyali egadangisiweko ethintana nendatjana enye nenye: iincwadi zeenthombe, amaphetjhana weenxhangiso, amamagazini begodu namaphepha wezaziso
- ★ Izinto namkha iinthombe zamakarada werhelo lamagama nehlathululo lenye nenye indatjana
- ★ izinto zamabhoksi wamaledere, iphaphethi lekowusu, isakana elincani, itjhila, isiphayi seempukani etjhiphileko, ipoto, umantji, isigobho esikhulu, isiboniboni esincani
- ★ ibumba lokudlala, umada webumba lokudlala
- ★ amakhrayoni wewaksi amakhulu ngokweqileko, iimpende begodu namabhratjhi wokupenda, isikere, isinamathiseli amakhokhi kanye neentshwayi zebhodi emhlophe yokutlolela, iPhrestiki
- ★ iphepha le-A4, ikhadibhodi begodu nephepha lokutlola isethulo, iphepha elinombala
- ★ matheriyali eziinsalela yobukghwari begodu nemisebenzi yokwakha: izitja zamaphepha, iinkunupe, imbewu, izinti, amatje atjhelelako, iimvalo zamabhodlelo, amabhokisi wamaqanda, amajege werhalasi, imibala ehlukehlukeneko eyenzwe ngemino, amehlo wamaplastiki, (lokhu ngokokuzikhethela), isiphuthelikudla, amathreyi westirofomu, itjhila, iintlhorhamazinyo, iphepha lethitjhu, iphasta
- ★ izinto namkha iinthombe ezincani zemisebenzi yemifuziselo wamaledere: iinsalela zephepha namkha iphephandaba, iinthombe zemali

## Amalungiselelo wenye nenye indatjana

- ★ Lungisa amaphaphethi ngokuwanamathisela phezulu ezintini zokumunya namkha amaphepha wendlwana yokuzithumela.
- ★ Gadangisela omunye nomunye umfundi amakhasi womsebenzi.
- ★ Ukulungisa imidlalo begodu namaphazili kanye nokuwabeka esikhwameni namkha esimumathini.
- ★ Yenza ihlama yokudlala begodu nemada yebumba lokudla (iresiphi ihlanganiswe namakhasi womsebenzi).
- ★ Gadangisa begodu ubhincele omunye nomunye umfundi incwajana (amalayelo ekhasini lomsebenzi).
- ★ Yenza amabhokisi amabili wamaledere wenye nenye indatjana: Zalisa isimumathi ze-ayisikhrimu esinganalitho ngezinto (namkha iinthombe zezinto) ezithoma ngamatjhada anqophileko. Isibonelo, ibhoksi s lizakumumatha izinto amabizo wazo athoma ngetjhada u-/s/. Sebenzisa amarhelo wamabizo ukuzisiza bona ukwazi ukukhetha ama-ayithemu aphathelene namabhokisi. Lebula elinye nelinye ibhoksi lamaledere ngokusebenzisa imifuziselo wamaledere. Kumukhumbulo omuhle ukulandela umkhondo wemifuziselo phezulu kwetjhila elithambileko, igwebu namkha isendiphepha ukwenzela bona abafundi bakwazi ukuzwa ijamo leledere.

## Ukufundisa iLimi leKhaya ehlelweni leGreyidi R langamalanga

Isikhathi esinqophileko seLimi leKhaya sifaka phakathi itlasi loke begodu nemisebenzi yesiqhema esincani elinye nelinye ilanga. Imisetjenzana ihlelwa ngeendlela ezihlukileko:

- ★ Utitjhere udosa phambili itlasi.
- ★ Utitjhere uhlala nesiqhema esincani ukwenzela bona asiyelelise begodu azibandakanye ngetjhejo nabafundi.
- ★ Utitjhere uhlathulula umsebenzi begodu ubawa abafundi bona basebenze ngeenqhema esizijameleko.

Umzombe weenveke ezimbili ulinganisa Imisetjenzana yelinye nelinye ilanga, manqophana neemveke ezimbili. Imisetjenzana itlanyelwe ukwakhela phezulu begodu nokuqinisa ilimi lendaba, begodu ithuthukise imicabango eqakathekileko ezwisisekako yokufunda nokutlola ngaphakathi kobunjalo bendaba. Isijamiso sibuyelelwa komunye nomunye umzombe weenveke ezimbili. Ikambiso le igcina ijayekekile begodu izuzisa bobabili abotitjhere nabafundi. Abotitjhere baba nokuzithemba ukufundisa ngeendlela efana nale begodu abafundi bazizwa bavikelekile nabaziko bona kufunekani kibo.







## 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, maps and posters
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes, a sock made into a puppet, a small bag, cloths, cheap fly swatters, a pot, a basket, a large spoon, a small mirror
- ★ playdough, playdough mats
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, kokis and markers, Prestik
- ★ A4 paper, coloured paper, cardboard and flipchart paper
- ★ scrap materials for art and construction activities: paper plates, buttons, seeds, sticks, pebbles, bottle tops, egg boxes, glass jars, different colour finger paints, plastic eyes (optional), tin foil, styrofoam trays, fabric, toothpicks, tissue paper, macaroni
- ★ items or small pictures for letter template activities: scrap paper or newspaper, pictures of money.

## 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.








# Umzombe weemveke ezimbili zeLimi leKhaya

## Iveke yoku-1

Imisetjenzana yetlasi loke	ngoMvulo	ngeLesibili	ngeLesithathu	ngeLesine	ngeLesihlanu
Imisetjenzana edzimele endatjaneni	<b>Ukucoca indatjana nokwakha illwazi-magama</b>	<b>Ukucoca indatjana begodu nokuvuma</b>	<b>Ukucoca indatjana begodu nokulingisa</b>	<b>Ukulandelanisa iinthombe</b>	<b>Yenza, gwala bewutlole</b>
	Abafundi bezwa indatjana kokuthoma babuye bafunde irhelo lamagama amatjha asetjenziswa ekukhulumeni.	Abafundi balalela indatjana godu begodu bavume ingoma ephathelene nendatjana.	Abafundi badlala iindima ezahlukahlukeneko begodu basebenzise ilimi lendaba ngokwabo, ngesikhathi sokudenjwa kwendaba.	Abafundi bademba indatjana godu ngokusebenzisa iinthombe.	Abafundi bajamela imikhumbulo yabo manqophana nendaba ngokwenza into, ukugwala isithombe namkha ngokuhlanganyela ekwabelaneni ngokutlola.
Imisetjenzana yeledere netjhada	<b>Ukwethula itjhada elisuselwe endatjaneni</b>	<b>Ukubumba iledere</b>	<b>Ukubumba iledere</b>	<b>Ukulalela itjhada elinqotjhiweko</b>	<b>Ukwakha nokuphula</b>
	Abafundi behulwa etjhadeni elinqophileko begodu neledere elithintaniswa namagama avela endatjaneni.	Abafundi benza iledere elinqophileko ngokusebenzisa imatheriyali eyahlukahlukeneko ebanikela ilemuko lezwelo elinothileko.	Abafundi bayabona, bayabamba begodu bayakhuluma ngezinto begodu neenthombe ezithoma ngetjhada elinqotjhiweko.	Abafundi bakhomba amatjhada anqotjhiweko ngamagama.	Abafundi bahlanganisa amatjhada ukwenza amagama begodu behlukanise bawenze amatjhada.
Imisetjenzana yesiqhema esincani	ngoMvulo	ngeLesibili	ngeLesithathu	ngeLesine	ngeLesihlanu
U-Stella uyatjho bona ngiyiphi Imisetjenzana yesiqhema esincani enikelwa itjhejo likatitjhere ngelinye nelinye ilanga.					
Isiqhema esihlaza samkayi	<b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b>	<b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>	<b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>	<b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b>	<b>Umsetjenzana wesi-5: Lingisa ukudlala</b>
	Abafundi barekhoda imibono yabo ngokugwala begodu nokuTlola okusaThomako.	Abafundi benza amaphazili begodu badlala imidlalo yelimi.	Abafundi bafunda ngokuzijamela begodu bathabela iincwadi namanye amamatheriyali atloliweko.	Abafundi benza imisetjenzana yemisipha emincani begodu bazijayeze nokubumba amaledere.	Abafundi bakhela phezulu kwelimi lendatjana begodu nomongo ngokwenza kwangathi bayadlala.
Isiqhema esihlaza satjani	<b>Umsetjenzana wesi-5: Lingisa ukudlala</b>	<b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b>	<b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>	<b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>	<b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b>
Isiqhema esisarulani	<b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b>	<b>Umsetjenzana wesi-5: Lingisa ukudlala</b>	<b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b>	<b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>	<b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>
Isiqhema esibomvu	<b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>	<b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b>	<b>Umsetjenzana wesi-5: Lingisa ukudlala</b>	<b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b>	<b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>
Isiqhema esisipiridzana	<b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>	<b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>	<b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b>	<b>Umsetjenzana wesi-5: Lingisa ukudlala</b>	<b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</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> 

## Iveke yesi-2

Imisetjenzana yetlasi loke	ngoMvulo	ngeLesibili	ngeLesithathu	ngeLesine	ngeLesihlanu
Imisetjenzana edzimele endatjaneni	<b>Okunye ngokulandelanisa iinthombe</b>	<b>Ukufunda ngokwabelana-INcwadi eKulu</b>	<b>Ukufunda ukulalela</b>	<b>Ukufunda begodu wenze</b>	<b>Yenza, gwala bewutlole</b>
	Abafundi bahlanganisa ilwazi labo lendatjana ngokulandelanisa iinthombe ngokuzijamela okukhulu.	Abafundi balalela indatjana efundwako ejayekileko lokha utitjhere nakamodela ikambiso yokufunda.	Abafundi balalela ngokuyelela begodu balandele iinlayelo ezikhulunywako.	Abafundi barhumutjha imithala etloliweko begodu nesesithombeni.	Abafundi bajamiselela imibono yabo ngendatjana ngokwenza into, umgwalo, isithombe nofana bazibandakanye emtlotweni wokutlola ngokuhlanganyela.
Imisetjenzana yeledere netjhada	<b>Ukwethula itjhada elisuselwe netjhada</b>	<b>Ukubumba iledere</b>	<b>Ukubumba iledere</b>	<b>Ukulalelela itjhada elinqotjhiweko</b>	<b>Ukwakha nokuphula</b>
	Abafundi bethulelwa itjhada elinqotjhiweko lihlanganiswe namagama.	Abafundi babumba iledere elinqotjhiweko basebenzisa amamatheriyali ahlukahlukeneko okubanikela ilemuko lemizwa elinothileko.	Abafundi bayabona, babambeke bakhulume ngezinto begodu neenthombe ezithoma ngetjhada elinqotjhiweko.	Abafundi babona amatjhada anqotjhiweko emagamani.	Abafundi bahlanganisa amatjhada ukwenza amagama begodu baphule amagama abe matjhada.
<b>Imisetjenzana yesiqhema esincani</b>	<b>ngoMvulo</b>	<b>ngeLesibili</b>	<b>ngeLesithathu</b>	<b>ngeLesine</b>	<b>ngeLesihlanu</b>
U-Stella uyatjho bona ngiyiphi Imisetjenzana yesiqhema esincani enikelwa itjhejo likatitjhere ngelinye nelinye ilanga.					
Isiqhema esihlaza samkayi	<b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b>	<b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>	<b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>	<b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b>	<b>Umsetjenzana wesi-5: Lingisa ukudlala</b>
	Abafundi barekhoda imibono yabo ngokudweba begodu nangokuthoma ukutlola.	Abafundi benza iinrarejo begodu badlale imidlalo yelimi.	Abafundi bafunda ngokuzijamela begodu bathabela iincwadi kanye nematheriyali egadangisiweko.	Abafundi benza Imisetjenzana esikinyisa umzimba begodu bazijayeze ukwakha amaledere.	Abafundi bakha phezulu kwelimi lendaba begodu nommongo ngokusebenzisa ukudlala kokuzenzisa.
Isiqhema esihlaza satjani	<b>Umsetjenzana wesi-5: Lingisa ukudlala</b>	<b>Ukugwala begodu nokutlola okusathomako</b>	<b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>	<b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>	<b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b>
Isiqhema esisarulani	<b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b>	<b>Umsetjenzana wesi-5: Lingisa ukudlala</b>	<b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b>	<b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>	<b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>
Isiqhema esibomvu	<b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>	<b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b>	<b>Umsetjenzana wesi-5: Lingisa ukudlala</b>	<b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b>	<b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>
Isiqhema esisipiridzana	<b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b>	<b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b>	<b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b>	<b>Umsetjenzana wesi-5: Lingisa ukudlala</b>	<b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b>

## Week 2

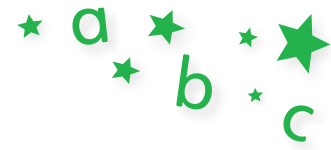
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Story-based activities</b>	<b>More sequencing pictures</b>	<b>Shared reading – Big Book</b>	<b>Learning to listen</b>	<b>Read and do</b>	<b>Make, draw and write</b>
	Learners consolidate their story knowledge by sequencing pictures more independently.	Learners listen to a familiar story being read as the teacher models the reading process.	Learners listen carefully and follow verbal instructions.	Learners interpret written and picture cues.	Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.
<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>



## Ihlelo lemisetjenzana akhambelana neTTKH (CAPS)

Ithebula le itjengisa kobana imisetjenzana yomzombe weemveke ezimbili yakha njani amakghono welimi anqophileko weTTKH, begodu akutjengisa kobana ungayisebenzisa bunjani imisetjenzana le ukuhlola iragelo phambili labafundi ngokuya kwemigomo yokuhlola yeTTKH (CAPS).

Umzombe weemveke ezimbili	Imisetjenzana yesiqhema esincani	TTKH Amakghono weLimi	Irhelo lokuHlola (Isuselwe kukhrayitheriya yokuhlola yeTTKH)	Irubhriki yokuHlola
<b>Iveke yoku-1:</b> ngoMvulo	Ukucoca indatjana nokwakha illwazi-magama	Ukulalela nokukhuluma	Ukulalela iindatjana ezifitjhani ngokuzithabela begodu ahlanganye emakhorasini ngesikhathi esifaneleko Ukubuza imibuzo	
ngeLesibili	Ukucoca indatjana begodu nokuvuma	Ukucoca indatjana begodu nokuvuma	Ukuvuma iingoma ezifitjhani begodu enze imisikinyeko (ngerhelebho)	
ngeLesithathu	Ukucoca indatjana begodu nokulingisa	Ukulalela nokukhuluma	Ukulingisa ingcenywe yendatjana, ingoma nofana igido	
ngeLesine	Ukulandelanisa iinthombe	Ukulalela nokukhuluma		<b>Ukulalela nokukhuluma Irubhriki yoku-1:</b> Ukucoca iindatjana begodu abuyebele iindatjana ngamagama okungowakhe
ngeLesihlanu	Yenza, gwala bewutlole	Ukulalela nokukhuluma Ukutlola okusathomako	Ukunikela ngemibono ngendlela yemigwalo begodu ukunikelela itlasi imitjho esiqetjhaneni somtlole wetlasi Ukugwala nofana ukupenda iinthombe ukudlulisa umlayezo	
<b>Iveke yesi-2:</b> ngoMvulo	Okunye ngokulandelanisa iinthombe	Ukulalela nokukhuluma Ukufunda nokubukela		<b>Ukulalela nokukhuluma Irubhriki yesi-2:</b> Ukuhlela isede yeenthombe ngendlela yokobana zibumbe indatjana begodu nelandelano lezehlakalo elinelojiki lokha nakukhulunywako begodu kuhlobaniswe nendatjana etlanyiwako
ngeLesibili	Ukufunda ngokwabelana – INcwadi eKulu	Ukufunda nokubukela	“Ukufunda” amatheksti akhulisaweko afana neenkondlo, iinCwadi eziKulu begodu namaphostara itlasi loke linotitjhere	
ngeLesithathu	Ukulalela begodu wenze	Ukulalela nokukhuluma	Ukulalela iinlayelo ezilula begodu azilingise	
ngeLesine	Ukufunda begodu wenze	Ukufunda nokubukela	Ukukhumbula igama lakhe begodu namagama wabanye abafundi	
ngeLesihlanu	Yenza, gwala bewutlole	Ukulalela nokukhuluma Ukutlola okusathomako	Ukunikela ngemibono ngendlela yemigwalo begodu ukunikelela itlasi imitjho esiqetjhaneni somtlole wetlasi Ukugwala nofana ukupenda iinthombe ukudlulisa umlayezo	



## 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	



Umzombe weemveke ezimbili	Imisetjenzana yeTlasi Loke-isekelwe endatjaneni	TTKH Amakghono weLimi	Irhelo lokuHlola	Irubhriki yokuHlola
Iveke yoku-1 begodu neyesi-2: ngoMvulo	Ukwethula itjhada elisuselwe endatjaneni	Amatjhada		<b>Amatjhada, ukufunda nokubukela Irubhriki yoku-1:</b> Ukukhumbula ngokuzwa begodu nokubona abanye babongwaqa nabokamisa
ngeLesibili	Ukubumba iledere	Umtlo wesandla	Ukubumba amaledere ngeendlela ezihlukeneko kusetjenziswa ukupenda ngomuno, ngamabhratjhi wokupenda, ngamakhrayoni wamafutha, <i>njll</i> kuthonywa endaweni efaneleko begodu kulandelwe ikombatjhuba okungiyiyo	<b>Umtlo osathomako begodu nomtlo wesandla Irubhriki yoku-1:</b> Ukuthuthukisa amakghono wemisipha emincani begodu namakghono wemisikinyeko emincani
ngeLesithathu	Ukubumba iledere	Amatjhada	Ukukhumbula ngokuzwa begodu nangokubona abanye babongwaqa bokuthoma begodu nabokamisa ikakhulukazi ekuthomeni kwegama	<b>Amatjhada, ukufunda nokubukela Irubhriki yoku-1:</b> Ukukhumbula ngokuzwa begodu nokubona abanye babongwaqa nabokamisa
ngeLesine	Ukulalela itjhada elinqotjhiweko	Amatjhada		<b>Amatjhada, ukufunda nokubukela Irubhriki yesi-2:</b> Ukuthoma ukubona kobana amagama enziwe ngamatjhada: unikela itjhada lokuthoma legama lakhe
ngeLesihlanu	Ukwakha nokuphula	Amatjhada	Ukuhlukanisa amagama amasilabhiki amanenginengi abe masilabhuli: ukusebenzisa ukuwahla nofana ukubetha isigubhu kelinye nelinye isilabhuli elisegameni nanyana ukubona inani lamasilabhuli (ukuwahla) emagameni wabantwana abangetlasini	
Umzombe weemveke ezimbili	Imisetjenzana yesiqhema esincani	TTKH Amakghono weLimi	Irhelo lokuHlola	Irubhriki yokuHlola
Iveke yoku-1 neyesi-2: ngoMvulo	Ukugwala begodu nomtlo osaThomako	Ukutlola okusathomako	Ukulinga ukutlola amaledere kusetjenziswa amakoporojo, ukuskribhula, <i>njll</i> begodu "ukufunda" umtlo okungewakhe: "ukufunda" okutjhiwo makoporojo Ukubamba ikhrayoni ngendlela okungiyiyo kusetjenziswa indlela eyamukelekako yokubamba ipensela	<b>Ukutlola okusathomako begodu nomtlo wesandla Irubhriki yesi-2:</b> Ukugwala iinthombe ukubamba umqondo oqakathekileko weendatjana, iingoma namkha igido <b>Irubhriki yesi-3:</b> Uyezwisisa bonyana ukutlola nokugwala kuhlukene: wenza ngathi uyatlola ngokusebenzisa amakoporojo
ngeLesibili	Amaphazili nemidlalo	Amatjhada Ukulalela nokukhuluma	Sebenzisa ilimi ukucabanga kanye nokunikela abonobangela: ukumetjha izinto ezikhamba ndawonye begodu nokumadanisa izinto ezingafaniko.	<b>Amatjhada, ukuFunda nokubukela Irubhriki yoku-1:</b> Ukhumbula ngokuzwa nangokubona abanye babongwaqa begodu nabokamisa
ngeLesithathu	Ukufunda ngokuzijamela	Ukufunda nokubukela	"Ukufunda" iincwadi ngokuzijamela ukuzithabisa ngebulungelweni- leencwadi nofana ekhoneni lokufunda elingetlasini Ukubamba incwadi ngendlela okungiyiyo begodu aphenye amakhasi ngendlela efaneleko	<b>Amatjhada, ukuFunda nokubukela Irubhriki yesi-3:</b> Uzenzela yakhe indatjana ngokufunda iinthombe
ngeLesine	Amakghono wemisipha emincani nomtlo wesandla	Umtlo wesandla	Ukubumba amaledere ngeendlela ezihlukeneko kusetjenziswa ukupenda ngemino, amabhratjhi wokupenda, amakhrayoni wamafutha <i>njll</i> , kuthonywa endaweni okungiyiyo begodu kulandelwe ikombatjhuba okungiyiyo Amakhophi wamaledere ezaziwako ngebizo lakho ukobana kujamele umtlo: Ibizo lamambala lamakhophi Ukuthuthukisa imisipha emincani ngokulawula ukusebenzisa isikere ukusika emideni egandelelweko yeenthombe, amajamo, <i>njll</i> .	<b>Ukutlola okusathomako begodu nomtlo wesandla Irubhriki yoku-1:</b> Ukuthuthukisa amakghono wemisipha emincani begodu namakghono wokusikinyisa imisipha emincani
ngeLesihlanu	Ukwenza kwangathi uyadlala	Ukulalela nokukhuluma Ukutlola okusathomako	Ukulingisa ukutlola ebujameni bokudlala: ukuthatha umlayezo emtatweni, ukutlola ithikithi lokuphula umthetho wendlela <i>njll</i> . Ukukopa umtlo osebhodulukweni lokha nakudlalwako.	







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	

# ★ Itsikiri etja kaDavid

## Indatjana

UDavid bekamsana ohlala athabile athanda ukudlala nabangani bakhe. Kodwana bekunento eyodwa ebegade ayifisa ukudlala nanyana yini ephasini – bekafisa kwanga angaba netsikiri engeyakhe. Abangani bakaDavid begade baneentsikiri begodu bebareya ndawonye nabaya esikolweni, uDavid bekhahlala bekabaphakamisela isandla afisa kwanga angazifumana areya kanye nabo.

Isikhathi safika sokobana uDavid agidinge ilanga lakhe lamabeletho. Bekanethemba lokobana unina noyise umnyaka lo bazamthengela isipho setsikiri ngelanga lakhe lamabeletho. Ekuseni ngelanga lakhe lamabeletho unina noyise bambiza: “Langelihle lamabeletho, David! Yiza uzokubona bona sikuphatheleni!” UDavid wagijima wayokungena ngekumbeni, funisela bonyana ubonani? Itsikiri ebomvu emekezelako enesihlalo esikhulu esihlaza samkayi. Wathaba kwamanikelela. “Ngiyathokoza, Mma! Ngiyathokoza, Baba!” watjho ngethabo. “Itsikiri ngiyo kwamambala into ebegade ngifisa ukuyifumana. Kwanjesi sengizokwazi ukukhwela ngiye ngayo esikolweni nabangani bami.”



UDavid wathaba khulu. Wafaka ikoporo yakhe wazibeka phezulu kwetsikiri yakhe etja emekezelako. Okumbi kukobana, wafutheka phasi wazithola asehlabathini. UDavid walinga godu, wawela phasi godu. Begade angakwazi ukukhwela itsikiri.

UDavid wasunduzela itsikiri ngelawini lakhe wayibeka eduze kombede wakhe. Wayiphoritjha qobe langa ukwenzela bona ikwazi ukumekezela. “Ngifisa kwanga ngingakwazi ukuyikhwela,” atjho azicabangela.

“David, yiza uzokureya nathi,” kubiza abangani bakhe. Kodwana uDavid wahlala phasi. Wazizwa aphantsi ziinhloni begodu akhenge afune ukutjela nanyana ngubani ifihlo yakhe yokobana akakwazi ukureya itsikiri.

Elinye nelinye ilanga uDavid bekalinda bona litjhinge kubemnyama bese usunduzela itsikiri yakhe ngetonini lapha kungazokubakhona noyedwa ozokwazi ukumbona. Walinga bewalinga godu ukukhwela itsikiri yakhe, kodwana uDavid wabantu waragela phambili ngokuwa nokuzilimaza.



Ngobunye ubusuku, abangani bakaDavid bambona ngetonini. U-Anne gade amngani olungileko begodu afuna ukusiza uDavid.

“David!” wamrhuwelela. “Yiza ngikusize.” Ngokunjalo u-Anne wabamba itsikiri wagijima ngemva kwakhe. UDavid wawa kanye kabili, emva kwalokho akhange asawa godu.

“Ngiyakwazi ukuyikhwela! Ngiyakwazi ukuyikhwela!” UDavid warhuwelela sele akhamba ngebelo.

“Yepphiii!” kurhuwelela u-Anne.

“Yepphiii!” kurhuwelela uDavid akhwele itsikiri azombeleza itoni. “Ngithokoza khulu kwamanikelela ngesizo lakho, Anne!”

Ngelanga elilandelako abangani bakaDavid nabambizako, bamfumana alungele ukubajoyina ngetsikiri yakhe etja. UDavid wathaba khulu kwamanikelela ngokobana waragela phambili ngokulinga ukukhwela nanyana awa amahlandla amanengana kangaka. Kwanjesi wazifumana sele akwazi ukuthaba nabangani bakhe begodu akwazi nokukhwela itsikiri areye nabo nabaya esikolweni.

**Indatjana le iphelela lapha.**



# ★ David's new bike

## Story

David was a happy boy who loved to play with his friends. But there was one thing he wished for more than anything in the world – he wished he had a bicycle of his own. David's friends had bicycles and when they rode to school together, David stood and waved to them wishing he could ride with them.

The time came for David to celebrate his birthday. He hoped that this year his mother and father would buy him a bicycle as a birthday present. On the morning of his birthday his mother and father called him: "Happy birthday, David! Come and see what we have for you!" David ran into the room and guess what he saw – a shiny red bike with a big blue bow on it. He was so excited. "Thank you, Mom! Thank you, Dad!" he said. "A bicycle is exactly what I wished for. Now I can ride to school with my friends."

David was very happy. He put on his helmet and got onto his shiny new bike. But oh dear, he fell right over and onto the ground. David tried again, and fell off again. He didn't know how to ride a bike.

David pushed the bike into his room and put it next to his bed. Every day he polished it so that it shone. "I wish I could ride it," he thought.

"David, come and ride with us," his friends called. But David stayed inside. He felt shy and did not want to tell anyone his secret, that he could not ride a bike.

Every evening David waited for it to be dark and then he pushed his bicycle into the garden where no one could see him. He tried and tried to ride his bike, but poor David kept falling and hurting himself.

One evening, David's friend Anne saw him in the garden. Anne was a kind friend and she wanted to help David.

"David!" she called. "Let me help you." So Anne held the bike and ran behind him. David fell once, he fell twice, and then he did not fall again.

"I can ride! I can ride!" David shouted as he went faster.

"Yippee!" shouted Anne.

"Yippee!" yelled David as he rode around the garden. "Thank you so much for your help, Anne!"

The next day when David's friends called him, he was ready to join them on his new bicycle. David was so glad that he had kept on trying to ride even though he fell down so many times. Now he could have fun with his friends and join them when they rode to school.

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





## Ingoma

Ngibone uDavid  
Akhwel' itsikiri  
Itsikiri ithi tsikiri tsikiri tsikiri

Ngibone uDavid  
Akhwel' itsikiri  
Itsikiri ithi tsikiri tsikiri tsikiri

Ngibone uDavid  
Nabangani bakhe  
Bakhwel' iintsikiri  
Zithi tsikiri tsikiri tsikiri

*(Usebenzise itjhuni yakho yokuvuma.)*



## Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	itsikiri	abangani	-fisa	-khwela	Ilanga lamabeletho	isikoporo
Amagama angezelelweko:	ngiyathokoza	-phoritjha	-wa	ifihlo	--tsekemako	-goba
	indlela	ikamuru	-siza	-nzima	umhlobo	-linga





## Song

I like to ride my bicycle  
 I ride it every day  
 I ride it when I go to school  
 Or when I want to play  
 I pedal all around the town  
 I pedal round and round and round  
 I pedal uphill and don't you know  
 I can even pedal fast  
 I can pedal slow

I like to ride my bicycle  
 I ride it everywhere  
 Anywhere you need to go  
 A bike can take you there  
 I pedal up, I pedal down  
 I pedal round and round and round  
 And I always stop to say, hello  
 But if I'm late for dinner I can go, go, go  
 I can go, go, go

I like to ride my bicycle  
 It's easy as can be  
 I like to ride my bicycle  
 And you can ride with me



(Sing to a tune that can be downloaded here: <https://youtu.be/FST-CqbqUY> or use your own tune.)

## Vocabulary from the story

Key-words:	bicycle/bike	friends	wish	ride/rode	birthday	helmet
Extra words:	thank you	polish	fall/fell	secret	shiny	bow
	present	room	help	dark	kind	try





### Uzokudinga lokhu:

- Indatjana: *Itsikiri etja kaDavid*
- Amaphaphethi: UDavid, u-Anne, itsikiri ka-David, isikoporo, ukhlonipha ilanga lokubelethwa
- Amaphrophsi: isikoporo setsikiri, isiquntu seribhoni esibotjhwe ifindo
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama



## Iveke yoku-1 Ilanga loku-1

### Imisetjenzana yetlasi loke

Yitjho igido *Ngijuguja imino yami* ukuletha abafundi emadeni bazokulalela indatjana.

### Ukucoca indatjana nokwakha illwazi-magama

#### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: *"Ninayo na itsikiri? Wakhe walinga na ukukhwela itsikiri? Ucabanga bona kulula ukufunda ukukhwela itsikiri?"*
- 1.3 Ithi: *"Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni."* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: babonise ikoporo namkha iribhoni enemibala ebotojhwe ifindo.

#### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko. Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.2 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuza imibuzo enganamikhawulo, efana naleyo ethi: *"Ucabanga bona unina noyise kaDavid bamfumanele ini ngelanga lakhe lokubelethwa? Uzakufunda na uDavid ukukhwela itsikiri yakhe?"*

#### 3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: *"Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngijiphi ingcenywe oyithande khulu? Ngimuphi umbuzo onawo ngendatjana? Wakhe walinga na ukwenza into ethileko ebudisi begodu waphumelela?"*

### Ukwethula itjhada elisuselwe endatjaneni

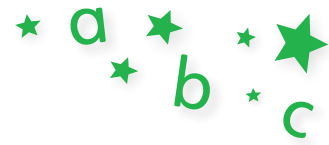
- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *"ayifisa, safika, funisela, ukuyifumana, wafaka, ifihlo, afuna. Uyalizwa itjhada elinqotjhiweko: safika, wafaka, ifihlo? Iye, uwanembile woke anetjhada u-/f/."*
- 2 *"Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/f/: fafaza, funa, funda, fundisa, ifarigi, ifene, ifesi, ilifu, iflarha, ifadugu, ifasikoti, ifesidere, ifiliji."* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/f/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/f/: **"f-f-f"**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

### Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani kelinye nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlathulule umzombe welanga nelanga. Hlathulula nekambiso yokubutha/yokubuyisela izinto.

**Ngijuguja imino yami**  
 Ngijuguja imino yami  
 Ngijuguja amazwani wami  
 Ngijuguja amahlombe wami  
 Ngijuguja ipumulo yami  
 Begodu kwanjesi (wahla godu kwanjesi)  
 Koke ukujuguja kusezandleni zami  
 Begodu ngithule ngendlela  
 engingakwazi ngayo!





### You will need:

- Story: *David's new bicycle*
- Puppets: David, Anne, David's bicycle, a helmet, a birthday bow
- Props: A bicycle helmet, a piece of ribbon tied into a bow
- Objects or picture cards for some of the words from the vocabulary list



## Week 1 Day 1

### Whole class activities

Say the rhyme *I wiggle my fingers* to bring learners to the mat for story time.

#### I wiggle my fingers

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"Does anyone have a bicycle? Have you ever tried to ride a bicycle? Do you think it is easy to learn to ride a bicycle? Who knows what the short word for bicycle is (bike)?"*
- 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 a helmet or colourful ribbon tied into a bow.

#### 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 David's mom and dad got him for his birthday? Will David learn to ride his bicycle?"*

#### 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 tried to do something difficult and succeeded?"*

### 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: *"ayifisa, safika, funisela, ukuyifumana, wafaka, ifihlo, afuna. Can you hear the focus sound: safika, wafaka, ifihlo? Yes, you are right! They all have the sound /f/."*
- 2 *"Listen carefully, here are some more words with /f/: fafaza, funa, funda, fundisa, ifarigi, ifene, ifesi, ilifu, iflarha, ifadugu, ifasikoti, ifesidere, ifiliji."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /f/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /f/: **"f-f-f"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### Uzokudinga lokhu:

- Amaphaphethi aphaathelene nendatjana
- Umvumo kanye neenthombe ezimaphrophi wokusekela ingoma



## Iveke yoku-1 Ilanga lesi-2

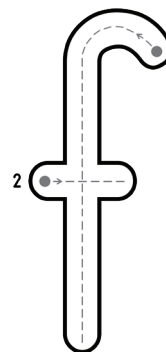
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokuvuma

- 1 Thoma ngokukhumbuza abafundi ngehlathululo yamagama owathule ngelanga loku-1.
- 2 Buyelela ucoce indatjana ngokusebenzisa amaphaphethi. Buza imibuzo lokha nawucoca indatjana. Khuthaza abafundi ukufunisela kobana yini okulandelako okuzokwenzeka.
- 3 Tjela abafundi bonyana uzobafundisa ingoma etja ezokukhambelana nendatjana.
- 4 Yitjho imiqu embalwa yengoma ngokuzwakalako godu kabuthaka, bese ubawa abafundi kobana bahlanganyele begodu bavume nawe. Kungahle kube budisi ebafundini ukukhumbula woke amagama, ngalokho-ke fundisa ingoma ngeengaba.
- 5 Yiba neenthombe nofana amaphrophi nanyana yenza izenzo ukusiza abafundi bazwize ilimi lengoma.
- 6 Fundisa abafundi umsikinyeko wengoma begodu ibani nethabo ukuvuma ngamalimi amanengi.

#### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/f/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/f/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangenza sengathi bafafa amanzi phezulu kwamathuthumbo ngesikhathi bathi: **“f-f-fafaza”**.
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-f litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: *“Thoma eqatjhezini, zombeleza kancani, yehla. Phakamisa isandla, thala umuda orabhula edinini.”*
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isgojwana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.

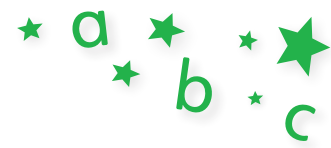


### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.







#### You will need:

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



## Week 1 Day 2

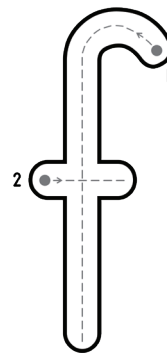
### Whole class activities

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



### Small group activities

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





### Uzokudinga lokhu:

- Amaphaphethi namaphrophsi aphaathelene nendatjana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-f: ifarigi, ifene, ifesi, iflarha, ifadugu, ifasikoti, ifesidere, ufezela, ifiliji

## Iveke yoku-1 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: Babonise izinto ezimekezelako begodu nezifipheleko. Babuze bona ngiziphi ezimekezelako. Babuze bona bangakwazi ukukhumbula igama lento ethileko engekhe wayitjela nanyana ngubani (ifihlo) namkha leyo onethemba lokobana izakuba yipumelelo (isifiso).
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophsi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze izenzo ezikhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.



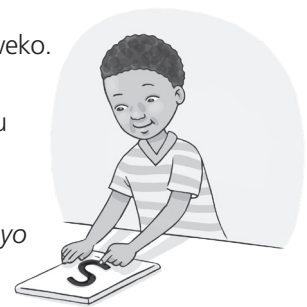
### UStella uthi:

Sebenzisa isivalo sebhoksi lamaledere, anovolo obuqinileko namkha amaledere enziwe ngejamo lematheriyali eneraba phezu kwayo ukutjengisa abafundi bona amaledere uwezwa njani. Abafundi abanengi bayazuza ngokuzwa begodu nangokuthinta ngebanga lokobana kubayasiza bona bakhumbula amajamo wamaledere.



### Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: "Wakhe wayibona enye yalezi? Siyisebenzisela intwele? Inombala onjani? Izwakala injani?"
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa Itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nanye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: "Le yindlela esitlola ngayo u-f." Vumela abanye babafundi bagadangise ngemino yabo phezulu kwesivalo.



### Imisetjenzana yesiqhema esincani

Khumbuzwa abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **f**: ifarigi, ifene, ifesi, iflarha, ifadugu, ifasikoti, ifesidere, ufezela, ifiliji

## 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: Show them objects that are shiny and dull. Ask them which ones are shiny. Ask them if they can remember the word for something that you don't tell anyone else (a secret) or something that you really hope will come true (a wish).
- 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.

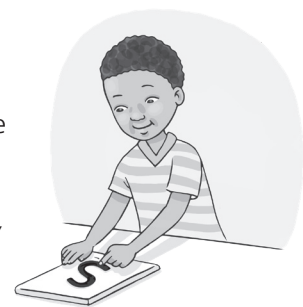
### Stella says:



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



### Small group activities

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



### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Amaledere anqotjhiweko anqotjhiweko ananyathiselwe phezulu kwelithi lokumunya
- Amakarada wesithombe namkha izinto ezivela ebhokisini lamaledere ukumadanisa iledere elinqotjhiweko

### Stella uthi:



*Le mibuzo esebenzisekako ukubuzwa ngesinye nesinye isithombe:*

- "Ngubani okwazi ukumbona?" (abalingisi)
- "Wenzani?" (isenzo begodu nesehlakalo)
- "Kuyini okhanye okubonako?" (nawuqalako godu)
- "Ikuphi i...?" (ngokutjho ababizo weendawo/iinkhundla)
- "Kubayini ucabanga bona...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)

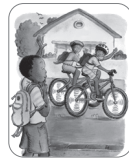


## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loke

#### Ukulandelanisa iinthombe

- 1 Vuma ingoma godu.
- 2 Yethula amagama amatjha aserhelweni lelwazi-magama
- 3 Khetha isithombe esisodwa kezilandelanako bese usiphakamisela phezulu. Buza abafundi bonyana babonani, ngemva kwalokho khuluma ngesithombe ngokungeneleleko.
- 4 Lokha nasele uocileko ngesinye nesinye isithombe, sinamathisele ebhodini ukuze abafundi basibone. Yenza isiqinisekiso sokobana iinthombe azilandelani ngendlela okungiyi emsetjenzaneni lo.
- 5 Ngemva kokukhuluma ngazo zoke iinthombe, buza abafundi: "Kungabe iinthombe lezi zihleleke ngendlela okungiyi?"
- 6 Bawa abafundi kobana bakhombe isithombe esisekuthomeni kwendatjana. Sebenzani ninoke ukuhlela ilandelano leenthombe ukuze indatjana inikele umqondo.
- 7 Bandakanya abafundi babe majadu ekambisweni le. Buza imibuzo efana nokuthi "Kwenzekeni okulandelako? Ngubani ongakhumbula ingcinye yendatjana elandelako?"
- 8 Lokha iinthombe nasele zihleleke ngendlela okungiyi, mema abafundi abambalwa kobana bazokubuyelela bacoce indatjana ngelandelano okungilo.



#### Ukulalelela itjhada elinqotjhiweko

- 1 Nikela omunye nomunye umfundi ikarada lesithombe namkha into evela ebhoksini lamaledere amadana nelilodwa lamaledere anqotjhiweko ananyathiselwe phezulu kwelithi lokumunya.
- 2 Hlathululela abafundi bona uyokuphakamisa ilithi lokumunya neledere elinqotjhiweko. Abafundi abanesithombe namkha into eneledere elinqotjhiweko kumele bajame begodu benze isitimela ngemva kwakho. Kumele batjho ibizo lesithombe namkha into begodu bagandelele itjhada elinqotjhiweko.
- 3 Isitimela sijama esitetjhini begodu utitjhere ubeka ilithi neledere phezulu kwetafula. Omunye nomunye umfundi ubeka isithombe namkha into eduze kweledere.
- 4 Buyelela ikambiso le ngokusebenzisa elinye itjhada elinqotjhiweko.

### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Big sequence pictures
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

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



### Stella says:



These are useful questions to ask about each picture:

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

#### Listening for focus sounds

- 1 Give each learner a picture card or an object from a letter box that matches one of the focus letters stuck onto a sucker stick.
- 2 Explain to learners that you are going to hold up a sucker stick with a focus letter. The learners that have a picture or an object with that focus letter must stand up and make a train behind you. They must say the name of the picture or object and emphasise the focus sound.
- 3 The train stops at the station and the teacher places the stick with the letter on a table. Each learner places their picture or object next to the letter.
- 4 Repeat this process using another focus sound.



### Small group activities

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



### Uzokudinga lokhu:

- Iphepha lefliptjhadi, isitshwayi, amakhrayoni, umebhe
- Amagama amalunga amanengi endatjaneni: isikoporo, ifihlo, isipho, isivande, ikuseni, ndawonye, itsikiri, ilanga lokubelethwa

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Buza abafundi kobana ukhona okhe wasebenzisa umebhe ngaphambilini. Batjengise umebhe begodu ukhulume ngalokho okusebenzisela amamebhe.
- 2 Hlathulula kobana ungathanda bona bakusize ngokudweba umebhe wendlela esuka esikolweni eya esitolo/ephageni/esondweni eliseduze.
- 3 Dweba ilingeqadi neyege yesikolo, begodu ubuze nabafundi kobana kumele ujikele ngakuphi nawusuka esikolweni. Dweba indlela eya esitolo/ephageni/esondweni eliseduze. Buza abafundi bona kunento abayibonako endleleni begodu udweba umuthi, amarobodo, izindlu ezingeqadi kwendlela.



### Ukwakha nokuphula (amalunga)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama anamalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **i | tsi | ki | ri**.
- 2 Bawa amafundi bona baqale umngani bese babethanisa izandla kenye nenye ihlavu: **i** (babethanise izandla) **tsi** (babethanise izandla) **ki** (babethanise izandla) **ri** (babethanise izandla).
- 3 Yitjho amanye amagama abohlavunengi avela endatjaneni ngesikhathi abafundi babethanisa izandla kenye nenye ihlavu.
- 4 Khuthaza abafundi bona babale inani leenhlavu emagameni (Isibonelo: "itsikiri" ineenhlavu ezine).
- 5 Njengeselulo somsebenzi lo, ungasula ingcenywe yegama bese uyabona nangabe abafundi bangatjho lokho okuseleko. Isibonelo: Tjela abafundi bona batjho "ilanga lokubelethwa", emva kwalokho babawe bona batjho godu, kodwana ungatjho ukuthi "ilanga". Khuyini okuseleko? ("lokubelethwa"). Kwanjesi ragela phambili ngamagama amanye:
  - ★ "ifihlo" ngaphandle kwe-"ifi" sithi ... (hlo).
  - ★ "isipho" ngaphandle kwe-"pho" sithi ... (isi).



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Flipchart paper, marker, crayons, a map
- A list of multisyllabic words: isikoporo, ifihlo, isipho, isivande, ikuseni, ndawonye, itsikiri, ilanga lokubelethwa

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Ask learners if anyone has used a map before. Show them the map and talk about what we use maps for.
- 2 Explain that you would like them to help you draw a road map from the school to a shop/park/church nearby.
- 3 Draw an outline of the school and the school gate, and then ask learners which way you should turn when you leave the school. Draw a road leading to the nearby shop/park/church. Ask learners if they see anything on the way and draw trees, traffic lights, houses on the side of the road.



### Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | tsi | ki | ri**.
- 2 Ask learners to face a friend and do high fives for each syllable: **i** (high five) **tsi** (high five) **ki** (high five) **ri** (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: "itsikiri" has four 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 "ilanga lokubelethwa", then ask them to say it again, but don't say "ilanga". What is left? ("lokubelethwa"). Now continue with more words:
  - ★ "ifihlo" without "ifi" is ... (hlo).
  - ★ "isipho" without "pho" is ... (isi).



### Small group activities

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

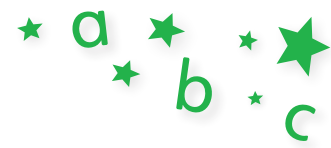




# Imisetjenzana yesiqhema esincani yeveke yoku-1

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul> <div data-bbox="215 693 565 941"> <p>Ibhayisekile entsha ka David</p> </div> <div data-bbox="197 958 553 1271"> <p><i>Kilesisikhathi somnyaka, abafundi kungenzeka babe nokuzithemba okudluleleko kokulinga ukuzitolela ngokwabo. Ungatshwenyeki nangabe abanye babafundi batlola imijeje yamaledere anganankhala hlangana.</i></p> </div>	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>3 Buza abafundi bonyana ngiyiphi ingcenywe yendatjana abayithande khulu. Nikela iimpakamiso.</li> <li>4 Khuthaza abafundi bonyana bagwale ingcenywe yendatjana abayithandleko.</li> <li>5 Phawula nofana bawo omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka lokha wena nawuwatlolako. Bacabangele ngokunabileko lokha nawutlola imitjho yabo.</li> <li>8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisebizweni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyebele nokulinga kwabo.</li> </ol>
<ul style="list-style-type: none"> <li>• Amabhodi <b>Wenkoloyi ezimbili zokureyisisa</b></li> <li>• Amasede amabili wamakarada wamaledere neenthombe</li> <li>• Amadayisi ababili neembali</li> </ul> <div data-bbox="197 1495 560 1969"> <p><i>Nange abafundi bakuthola kubudisi ukudlala umdlalo ngokuzijamela, kungaba mbono omuhle ukumema ababelethi beze bazokusiza ngalomsetjenzana omncani. dlala umdlalo kunye nababelethi ngaphambili kwelanga lesikolo, ukwenzela bona bazithembe ukusebenzisana nabafundi.</i></p> </div>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka ibhodi yomdlalo phezulu kwemmada/kwetafula begodu ubeke amakarada weenthombe eziliwobhu, eziqale phasi. Sabalalisa amakarada wamaledere kizizoke iindawo ukwenzela bona abafundi bakwazi ukuwabona.</li> <li>2 Hlathulula imithetjhwana womdlalo ebafundini:             <ul style="list-style-type: none"> <li>• Omunye nomunye umfundi unedlhego yakhe okumele aphose ngayo idayisi begodu atjhidisele isibali ngamahlandlha weenkhalafaneleko.</li> <li>• Emva kokutjhidisa isibali, mfundi udobha ikarada lesithombe elivela ewobhini, amabizo weenthombe begodu atjho itjhada elinqotjhiweko.</li> <li>• Umfundi emva kwalokho ubeka ikarada lesithombe eduze nekarada leledere elifaneleko.</li> <li>• Umdlalo uphela ngesikhathi umfundi wokuthoma afika eflarheni begodu uba mthumbi.</li> </ul> </li> </ol> <div data-bbox="909 1760 1251 2017"> </div>








## Small group activities for Week 1





You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul> <div data-bbox="222 652 557 900"> <p>David's new bike</p> </div> <div data-bbox="197 910 588 1151"> <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>3 Ask learners what part of the story they liked best. Give some suggestions.</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.</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>• Two <b>Racing car game boards</b></li> <li>• Two sets of letter and picture cards</li> <li>• Two dice and counters</li> </ul> <div data-bbox="197 1302 557 1700"> <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p> </div>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the game board on the mat/table and put the picture cards in a pile, facing downwards. Spread the letter cards around so the learners can see them.</li> <li>2 Explain the rules of the game 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> <div data-bbox="907 1548 1251 1806"> </div>



Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> 	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, imagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakajtjhela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>
<ul style="list-style-type: none"> <li>• Umgadangiso <b>Wekhasi lonsetjenzana wetsikiri</b></li> <li>• Iphasta, izinti, ithini legolide lokuhlobisa itsikiri, isinamathiseli kanye nesikere</li> </ul> 	<p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona kumele banamathisele iphasta namkha izinti begodu nethini legolide ukuhlobisa itsikiri.</li> <li>2 Nasele baqedile, bangadweba uDavid aphezulu kwetsikiri begodu u-Anne asunduza itsikiri.</li> </ol>
<ul style="list-style-type: none"> <li>• Amaphrophi: amathulusi, ipompo yetsikiri, itsikiri okumele igezwe begodu phorithjwe, ipompo yepetroli eyenziwe ngebhokisi elidala, amabhoksi amakhulu inga zinkoloyi, itshwayo elivela egaraji, imebhe wendlela namkha incwadi yomebhe</li> </ul>	<p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako.</li> <li>2 Bahlathululele bona bozokwenza kwanga basebenza egaraji/estetjhini sepetrolini begodu nabathela ipetroli, abalungisa iinkoloyi, abatjhayeli, abamukeli babantu abathatha iminingwana.</li> <li>3 Vakajtjhela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.</li> </ol> 





You will need	Activities
<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>Opening a book and paging through it. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>
<ul style="list-style-type: none"> <li>A photocopy of the <b>Bicycle activity page</b></li> <li>Pasta, sticks, tin foil, glue and scissors</li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>Explain to learners that they must stick pasta or sticks and tin foil to decorate the bicycle.</li> <li>Once they are finished, they can draw David on the bicycle and Anne pushing the bike.</li> </ol> 
<ul style="list-style-type: none"> <li>Props: tools, a bicycle pump, bicycle to wash and polish, petrol pump made from an old box, telephone for bookings for car service, big boxes as pretend cars, sign for the garage, a road map or map book</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>Lead the group to the pretend play corner and show them the new props.</li> <li>Explain to them that they are going to pretend to work at a garage/petrol station and be petrol attendants, car mechanics, drivers, receptionists to take bookings.</li> <li>Visit the corner at least once to observe and encourage the learners' pretend play.</li> </ol> 





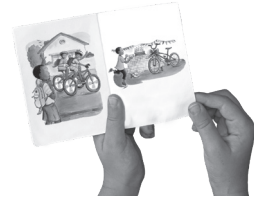
### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loke

### Okunye ngokulandelanisa iinthombe



- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphethe isithombe esisodwa seenthombe zelandelano ezimbalabala (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoke njengesiqhema, bawa abafundi abaphethe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: *"Ngubani okhumbulako bonyana kwenzekeni okulandelako?"*
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni yabo.
- 5 Nikela omunye nomunye umfundi incwajana encani. Bakhuthaze kobana baqale ikhava bese ufunda isihloko sendatjana nabo.
- 6 Thata abafundi ekhambeni lokubukela iinthombe zencwajana encani, ubasize bakwazi ukubona kobana iinthombe ezingencwadini ziyafana neenthombe ezilandelanisweko.
- 7 Nange kusese nesikhathi, abafundi "bangafunda" iincwajana zabo ezincani bafundela abalingani babo abangetlasini.
- 8 Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeni yabo.



### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *"lakhe, lakho, lapha, lilanga, lo, lokubana, lokubelethwa. Uyalizwa itjhada elinqotjhiweko: lakhe, lakho, lapha, ilanga? Iye, uwanembile woke anetjhada u-III."*
- 2 *"Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-III: ilamune, ilanga, ilebhula, umlelenjani, isilevu, umlilo, ilori, ileri."* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-III lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-III: "I-I-I". Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

### Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani kelinye nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziswa bunjani bese uhlathulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.





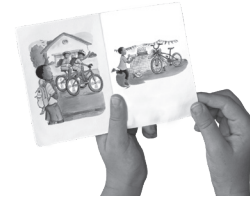
#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures



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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “lakhe, lakho, lapha, lilanga, lo, lokubana, lokubelethwa. Can you hear the focus sound: lakhe, lakho, lapha, ilanga? Yes, you are right! They all have the sound /l/.”
- 2 “Listen carefully, here are some more words with /l/: ilamune, ilanga, ilebhula, umlelenjani, isilevu, umlilo, ilori, ileri.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /l/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /l/: “l-l-l”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





### Uzokudinga lokhu:

- INcwadi eKulu: *Itsikiri etja kaDavid*
- Amanzi ngeemumathini begodu neenkwasizepende zomunye nomunye umfundi

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loke

#### Ukufunda ngokwabelana – INcwadi eKulu

- 1 Khuthaza abafundi ukuqala isithombe esisekhavareni bese bakhuluma ngalokho abakubonako begodu nabakukhumbulako.
- 2 Fundela itlasi isihloko sendatjana. Khomba elinye nelinye igama lokha nawufundako. Ifunde godu bese ubawa abafundi bonyana bafunde nawe.
- 3 Thatha abafundi ekhambeni leenthombe zoke ezingencwadini, cocisanani ngeenthombe begodu ukhuthaze abafundi kobana babuze imibuzo.
- 4 Khomba iinomboro ezisemakhasini bese ukhuluma ngenomboro ezokulandela.
- 5 Lokha nasele "uyikhambe" yoke incwadi, khamba ubuyele ekuthomeni bese ufunda isihloko godu. Ngemva kwalokho vula amakhasi bese ufunda omunye nomunye umutjho ngephimbo lemvelo elizwakala kuhle. Khomba elinye nelinye igama lokha nawufundako.
- 6 Funda incwadi godu bese ukhuthaza abafundi "ukufunda" nawe.



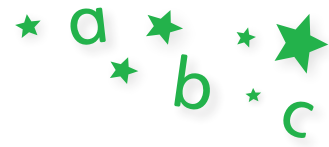
### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/I/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/I/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangenza sengathi bayalila bese bathi: "I-I-lila".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-I litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhazini, wehlele phasi."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, iya ngaphandle begodu nikela omunye nomunye umfundi isimumathi esinamanzi begodu nekwasi yepende. Abafundi bangapenda incwadi kanenginengi emanzini phezulu kwepheyinghi.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.

### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Big Book: *David's new bike*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

#### Shared reading – Big Book

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



### Forming the letter

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



### Small group activities

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



#### Uzokudinga lokhu:

- Imidumo egadangisiweko yemihlobo eyahlukahlukeneko yeenthuthi
- Iinthombe zemihlobo eyahlukahlukeneko yeenthuthi
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-I: ilamune, ilanga, ilebhula, ilifu, iluju, umlilo, ilori, ileri

## Iveke yesi-2 Ilanga lesi-3

### Imisetjenzana yetlasi loko

#### Ukufunda ukulalela

- 1 Hlalisa abafundi ngendulungu begodu ubabawe bona bavale amehlo begodu balalele ngetjhejo amatjhada ababhodileko. Babuze nangabe kukhona nanyana ngiziphi iinkoloyi abazizwako, isimbi esetsikirini, eenthuthuthwini, eenlorini.
- 2 Abafundi kumele balalele ngokutjheja nawudlala amatjhadi abuya kufunjathwako wakho; wekoloyi, wesitimela, kadumbana, wepera, wesimbi yetsikiri, wesiphaphamtjhini, ephondweni lesikepe, esayirini yesipholiseni, esithuthuthwini. Abafundi kumele batjho ibizo lesithuthi.
- 3 Yandisa umsebenzi lo ngokufaka iinthombe zehlobo elahlukeneko lesithuthi phakathi kwendulungu.
- 4 Umfundi kumele athathe ikarada emhlumbini bese wenza itjhada begodu nesenzo sesithuthi. Abanye abafundi kumele bafunisele bona khuyini okuphezulu kwekarada. Umfundi ofunisele mantanzi unethuba lokuya phakathi begodu ayokuthatha ikarada.
- 5 Ukwenza lokhu kube bulula ebafundini abanamahloni, bangenza umsetjenzana lo ngababili.

#### Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: *“Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?”*
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa Itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nenye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *“Le yindlela esitlola ngayo u-I.”* Vumela abanye babafundi bagadangise ngemino yabo phezulu kwesivalo.

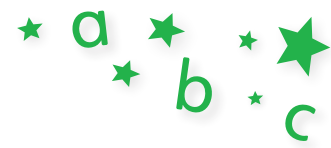


### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.







#### You will need:

- Recorded sounds of different kinds of transport
- Pictures of different kinds of transport
- A letter box containing objects or pictures of objects that have the focus sound **I**: ilamune, ilanga, ilebhula, ilifu, iluju, umlilo, ilori, ileri

## Week 2 Day 3

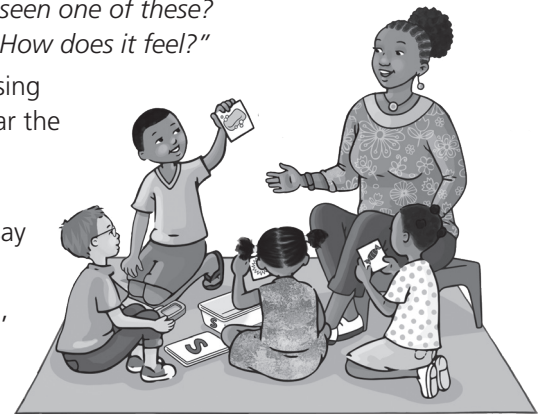
### Whole class activities

#### Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to the sounds around them. Ask them if they can hear any cars, the bell on a bicycle, motorbikes, trucks.
- 2 Learners must listen carefully as you play sounds from your phone of a car, train, donkey, horse, bicycle bell, plane, ship horn, police siren, motorbike. Learners must say the name of the transport.
- 3 Extend this activity by placing pictures of different kinds of transport in the middle of the circle.
- 4 A learner must take a card from the pile and then make the sound and action of the transport. The other learners have to guess what is on the card. The learner who guesses first has a chance to go in the middle and take a card.
- 5 To make this easier for shy learners, they can do the activity in pairs.

#### Letter boxes

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



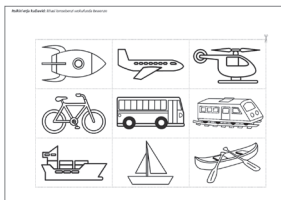
### Small group activities

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



### Uzokudinga lokhu:

- Umgadangiso **Wamakhasi loku-1 nelesi-2 lomsetjenzana wokudunda nokwenza** womunye nomunye umfundi lokuFunda bewenze
- Amakhrayoni wewaksi amakhulu
- Isikere kanye nesinamathiseli
- Amaledere anqotjhiweko anqotjhiweko ananyathiselwe phezulu kwelithi lokumunya
- Amakarada wesithombe namkha izinto ezivela ebhokisini lamaledere ukumadanisa iledere elinqotjhiweko



## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loke

#### Ukufunda begodu wenze

- 1 Nikela omunye nomunye umfundi **Ikhasi loku-1 lomsetjenzana wokufunda nokwenza** amathathu begodu **neKhasi lesi-2 lomsetjenzana wokufunda nokwenza** kanye neenthombe zemihlobo eyahlukahlukeneko yeenthuthi.
- 2 Bawa abafundi bona baqale kiyoyoke imihlobo yeenthuthi begodu bakhuluma nangokobana bakhamba ephasini, emanzini namkha emmoyeni. Isibonelo: iimmbesi zitlhoga amavilo ukobana zikhambe ephasini, amarokhethe aneenjini ezinamandla khulu zokuphapha emoyeni begodu nemikhumbi yokuthaya ingathaya ukwenzela bona bakhambe phezulu kwamanzi.
- 3 Tjela abafundi bona baqale **Umsetjenzana wokufunda nokwenza osekhasini loku-1** onamakholomu begodu bakhulume ngalokho abakubonako (amatshwayo, iinthombe begodu namagama). Batjengise lapha kuthi "iphasi", "amanzi" begodu "ummoya". (Khomba iinthombe zeendlela, amanzi begodu namaфу eduze kwamagama.)
- 4 Hlathululela abafundi ukobana kwanjese bayokwenza umsebenzi wobumnandi obizwa nge-"funda bewenze". Kumele ba- "funde" isinye nesinye isihloko begodu benze lokho esikutjhoko.
- 5 Funda isihloko sokuthoma ndawonye. Tjela abafundi bona bafake imibala begodu basike itsikiri. Babuze bona bacabanga ukuyinamathisela kuphi itsikiri (ngaphasi kwesihloko: iphasi).
- 6 Tjela abafundi bona bafune ezinye iinthombe zeenthuthi zephasini bazifake umbala, bazisike begodu bazinamathisele. Buza nangabe nanyana ngimuphi umfundi anga-"funda" isihloko esilandelako. Kumele bafake umbala, basike begodu banamathisele imihlobo yeenthuthi ezithaya phezulu kwamanzi.
- 7 Abafundi kumele baragele phambili ngendlela le bekufike lapha esinye nesinye isithombe sinanyathiselwa khona ekholomini efaneleko.

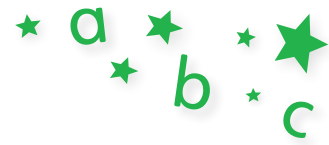
#### Ukulalelela itjhada elinqotjhiweko

- 1 Nikela omunye nomunye umfundi ikarada lesithombe namkha into evela ebhokisini lamaledere amadana nelilodwa lamaledere anqotjhiweko ananyathiselwe phezulu kwelithi lokumunya.
- 2 Hlathululela abafundi bona uyokuphakamisa ilithi lokumunya neledere elinqotjhiweko. Abafundi abanesithombe namkha into eneledere elinqotjhiweko kumele bajame begodu benze isitimela ngemva kwakho. Kumele batjho ibizo lesithombe namkha into begodu bagandelele itjhada elinqotjhiweko.
- 3 Isitimela sijama esitetjhini begodu utitjhere ubeka ilithi neledere phezulu kwetafula. Omunye nomunye umfundi ubeka isithombe namkha into eduze kweledere.
- 4 Buyelela ikambiso le ngokusebenzisa elinye itjhada elinqotjhiweko.

### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

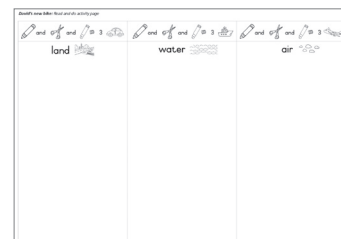
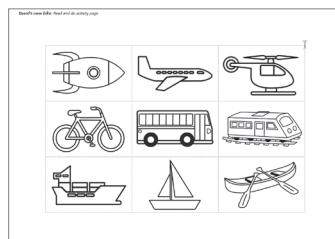
- A photocopy of the **Read and do activity pages 1 and 2** for each learner
- Jumbo wax crayons
- Scissors and glue
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Give each learner a **Read and do activity page 1** with three columns and a **Read and do activity page 2** with pictures of different types of transport.
- 2 Ask learners to look at all the different types of transport and talk about whether they travel on land, on water or in the air. For example: buses need wheels to travel on land, rockets have powerful engines to travel through the air and sailing boats can float so they sail on the water.
- 3 Tell learners to look at the **Read and do activity page 1** with columns and talk about what they see (symbols, pictures and words). Show them where it says "land", "water" and "air". (Point to the pictures of roads, water and clouds next to the words.)
- 4 Explain to learners that they are now going to do a fun activity called "read and do". They must "read" each heading and do what it says.
- 5 Read the first heading together. Tell learners to colour in and cut out the bicycle. Ask them where they think they should stick the bicycle (under the heading: land).
- 6 Tell learners to find other pictures of land transport to colour in, cut out and paste. Ask if any of the learners can "read" the next heading. They must colour in, cut out and paste the types of transport that travel on water.
- 7 Learners must continue in this way until every picture has been pasted in the correct column.



### Listening for focus sounds

- 1 Give each learner a picture card or an object from a letter box that matches one of the focus letters stuck onto a sucker stick.
- 2 Explain to learners that you are going to hold up a sucker stick with a focus letter. The learners that have a picture or an object with that focus letter must stand up and make a train behind you. They must say the name of the picture or object and emphasise the focus sound.
- 3 The train stops at the station and the teacher places the stick with the letter on a table. Each learner places their picture or object next to the letter.
- 4 Repeat this process using another focus sound.



### Small group activities

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





### Uzokudinga lokhu:

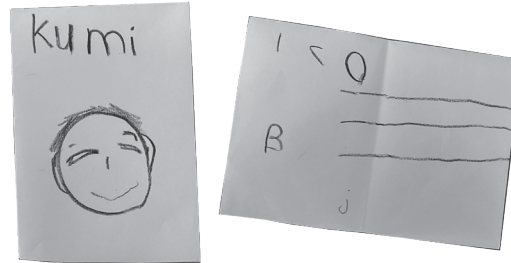
- Iphepha le-A5 namkha ngekarada lomunye nomunye umfundi
- Amakhrayoni wamafutha amakhulu
- Amabizo anamalunga amanengi endatjaneni: isikoporo, ifihlo, isipho, isivande, ikuseni, ndawonye, itsikiri, ilanga lokubelethwa

## Iveke yesi-2 ilanga lesi-5

### Imisetjenzana yetlasi loko

#### Yenza, gwala bewutlole

- 1 Tjengisa abafundi ipasipoti yakho namkha ikarada/incwadi kamazisi begodu ubahlathululele bona nawuya kenye inarha, kumele ube nepasipoti ukwenzela bona ukwazi ukufumana imvumo yokungena. Buza nangabe bakhona abanye abafundi abakhe bakhambele enye inarha, begodu nangabe banayo ipasipoti.
- 2 Phenya ikhasi lakho lepasipoti namkha incwajana kamazisi, begodu tjengisa abafundi lapha kutlolwe khona ibizo lakho, lapha isithombe sakho sivela khona, ilanga lakho lokubelethwa begodu nalapha itjho khona inarha lapha ubuya khona.
- 3 Hlathululela abafundi bona bayokwenza wabo amapasipoti namkha iincwadi zabomazisi.
- 4 Nikela omunye nomunye umfundi iphepha le-A5 namkha ikarada. Abafundi kumele basonge amaphepha bawenze ingcenywe, dweba isithombe sabo begodu utlole nebizo labo ngaphambi kwephepha elisongiweko.
- 5 Bakhuthaze ukobana "batlole" eminye iminingwana yabo efana nebizo, ubudala begodu nenarha abavela kiyo. Bahlathululele bona akuthogeki kobana batlole amagama afana nabomdala benza, kodwana bangenza bona kuqaleke njengomtlole.



### Ukwakha nokuphula (amalunga)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama anamalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **i | si | pho**.
- 2 Bawa amafundi bona baqale umngani bese babethanisa izandla kanye nenye ihlavu: **i** (babethanise izandla) **si** (babethanise izandla) **pho** (babethanise izandla).
- 3 Yitjho amanye amagama abohlavunengi avela endatjaneni ngesikhathi abafundi babethanisa izandla kanye nenye ihlavu.
- 4 Khuthaza abafundi bona babale inani leenhlavu emagameni (isibonelo: "isipho" sineenhlavu ezithathu).
- 5 Njengeselulo somsebenzi lo, ungasula ingcenywe yegama bese uyabona nangabe abafundi bangatjho lokho okuseleko. Isibonelo: Tjela abafundi bona batjho "itsikiri", emva kwalokho babawe bona batjho godu, kodwana ungatjho ukuthi "itsi". Khuyini okuseleko? ("kiri"). Kwanjesi ragela phambili ngamagama amanye:
  - ★ "isikoporo" ngaphandle kwe-"isiko" sithi ... (poro).
  - ★ "khwela" ngaphandle kwe-"la" sithi ... (khwe).

### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

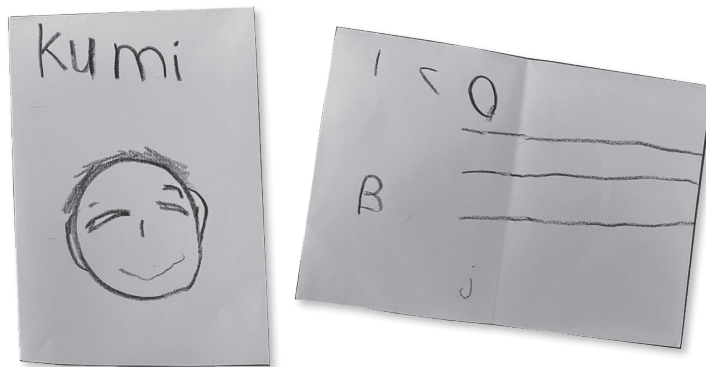
- An A5 piece of paper or card for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: isikoporo, ifihlo, isipho, isivande, ikuseni, ndawonye, itsikiri, ilanga lokubelethwa

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Show learners your passport or ID card/book, and explain to them that when you travel to another country, you need to have a passport to be able to enter the country. Ask if any learners have travelled to another country, and if they have a passport.
- 2 Page through your passport or ID document, and show learners where your name is printed, where your photo appears, your date of birth and where it says which country you are from.
- 3 Explain to learners that they are going to make their own passport or ID document.
- 4 Give each learner an A5 piece of paper or card. Learners must fold the paper in half, draw a picture of themselves and write their name on the front of the folded piece of paper.
- 5 Encourage them to "write" some details like their name, age and the country they are from. Explain that they do not need to write words like grown-ups do, but can just make it look like writing.



### Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | si | pho**.
- 2 Ask learners to face a friend and do high fives for each syllable: **i** (high five) **si** (high five) **pho** (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: "isipho" 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 "itsikiri", then ask them to say it again, but don't say "itsi". What is left? ("kiri"). Now continue with more words:
  - ★ "isikoporo" without "isiko" is ... (poro).
  - ★ "khwela" without "la" is ... (khwe).



### Small group activities

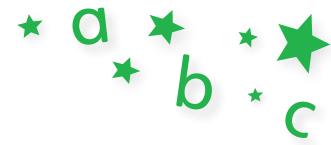
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



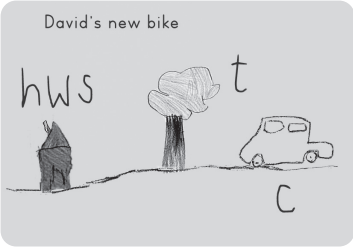

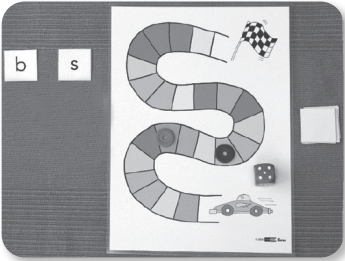



## Imisetjenzana yesiqhema esincani yeveke yesi-2

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul> <div data-bbox="215 693 565 934"> <p>Ibhayisekile entsha ka David</p> </div>	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona kumele benze kwanga banekhambo ngeentsikiri. Kumele baqunte bona bazokukhwela kuphi (ephageni, eentolo, endlini yomngani, eskolweni, esontweni).</li> <li>2 Kumele badwebe indlela namkha indledlana yeenyawo evela ekhaya eya endaweni lapha baya khona begodu badwebe izinto lezo abazibona endleleni.</li> </ol>
<ul style="list-style-type: none"> <li>• Amabhodi amabili <b>Womdlalo weenkoloyi zokureyisisa</b></li> <li>• Amasede amabili wamakarada wamaledere neenthombe</li> <li>• Amadayisi ababili neembali</li> </ul> <div data-bbox="194 1165 562 1639"> <p><i>Nange abafundi bakuthola kubudisi ukudlala umdlalo ngokuzijamela, kungaba mbono omuhle ukumema ababelethi beze bazokusiza ngalomsetjenzana omncani. dlala umdlalo kunye nababelethi ngaphambili kwelanga lesikolo, ukwenzela bona bazithembe ukusebenzisana nabafundi.</i></p> </div>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka ibhodi yomdlalo phezulu kwemmada/kwetafula begodu ubeke amakarada weenthombe eziliwobhu, eziqale phasi. Sabalalisa amakarada wamaledere kizizoke iindawo ukwenzela bona abafundi bakwazi ukuwabona.</li> <li>2 Hlathululela imithetjhwana womdlalo ebafundini:             <ul style="list-style-type: none"> <li>• Omunye nomunye umfundi unedlhego yakhe okumele aphose ngayo idayisi begodu atjhidisele isibali ngamahlandlha weenkhalafaneleko.</li> <li>• Emva kokutjhidisa isibali, mfundi udobha ikarada lesithombe elivela ewobhini, amabizo weenthombe begodu atjho itjhada elinqotjhiweko.</li> <li>• Umfundi emva kwalokho ubeka ikarada lesithombe eduze nekarada leledere elifaneleko.</li> <li>• Umdlalo uphela ngesikhathi umfundi wokuthoma afika efarheni begodu uba mthumbi.</li> </ul> </li> </ol> <div data-bbox="909 1430 1251 1688"> </div>
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, Iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> <div data-bbox="314 1880 465 2066"> </div>	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>



## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must pretend that they are going on a trip on their bicycle. They must decide where they are going to ride to (the park, the shops, a friend's house, school, church).</li> <li>2 They must draw the road or path from their home to the place they are going to, and draw things that they see on the way.</li> </ol>
<ul style="list-style-type: none"> <li>• Two <b>Racing car game boards</b></li> <li>• Two sets of letter and picture cards</li> <li>• Two dice and counters</li> </ul>  <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the game board on the mat/table and put the picture cards in a pile, facing downwards. Spread the letter cards around so the learners can see them.</li> <li>2 Explain the rules of the game 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 them to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>





### Uzokudinga lokhu

- Umgadangiso **Wekhasi lomsetjenzana weenthuthi** begodu nethreyi yestirofomu yomunye nomunye umfundi, amaphini wokudweba, iintlhorhamazinyo, amakhrayoni wewaksi, iPhrestiki

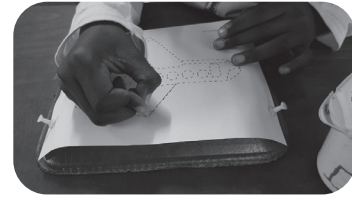
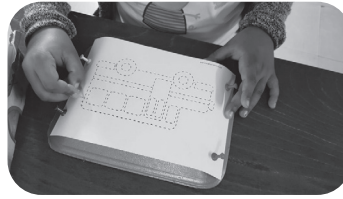


- Amaphrophi: amathulusi, ipompo yetsikiri, itsikiri okumele igezwe begodu phoritjhwe, ipompo yepetroli eyenziwe ngebhokisi elidala, amabhoksi amakhulu inga zinkoloyi, itshwayo elivela egaraji, imebhe wendlela namkha incwadi yomebhe

### Imisetjenzana

#### **Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla**

- 1 Namathisela istensela phezulu kwelingemuva kwethreyi yestirofomu yomunye nomunye umfundi, ngokusebenzisa umdwebo wephini namkha iPhrestiki.
- 2 Babonise bona isithebe ungayithumbusa njani ithreyi keliney neliney icatjhazi eliphezulu kwesitensela.
- 3 Nasele baqedile, bangafaka ipende isithombe sabo.

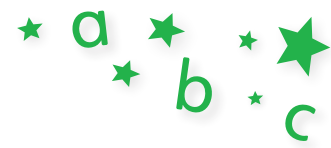


#### **Umsetjenzana wesi-5: Lingisa ukudlala**

- 1 Khumbuzisa abafundi ngamaphrophi ekhoneni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 ngesikhathi benza kwanga bayasebenza namkha bavakatjhe egaraji/estatjhini sepetroli.
- 2 Vakajtjhele ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.







### You will need

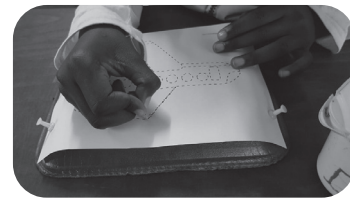
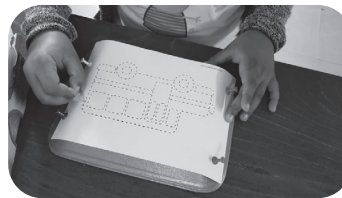
- A photocopy of the **Transport activity page** and a styrofoam tray for each learner, drawing pins, toothpicks, wax crayons, Prestik



### Activities

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

- 1 Attach the stencil onto the back of the styrofoam tray for each learner, using a drawing pin or Prestik.
- 2 Show them how to prick through the tray on each dot on the stencil.
- 3 When they have finished, they can colour in their picture.



- Props: tools, a bicycle pump, bicycle to wash and polish, petrol pump made from an old box, telephone for bookings for car service, big boxes as pretend cars, sign for the garage, a road map or map book

#### **Activity 5: Pretend play**

- 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working at or visiting a garage/petrol station.
- 2 Visit the corner at least once to observe and encourage the learners' game.



# ★ USpoti uya esitolo

## Indatjana

USam banoZinzi bebahlala nonina noyise, ubaba banomma uMadiswa, begodu nenja yabo uSpoti. Omunye nomunye umuntu uthanda uSpoti. Enzasanyana nje kwendlela emzini wabo kunesitodlwana. Lesi sitodlwana sikaNom. Ibrahim.

NgoMgqibelo othileko, unina labantwana wathi: "Zinzi ninoSam, ngibawa bona niye esitolo. Ngifuna uburotho, amaqanda, ibhotere, ibisi kanye nejemu." UZinzi banoSam bayakuthanda ukuya esitolo nabathunywe ngunina ngebanga lalokho bathi: "Iye, Mma." Kokuthoma, batlola irhelo lalokho okumele kuthengwe, emva kwalokho unina wabanikela imali, base bayakhamba!

USpoti wagijima ngemva kwabo. Naye uyakuthanda ukuya evikilini! Uthanda ngokukhethekileko ukuya nangabe uNom. Ibrahim wenze amaphayi. Umnikazi wevikili, uNom. Ibrahim, wathi: "Lotjhani, Zinzi ninoSam. Begodu unjani, uSpoti?" Abantwana bathi: "Akwande, baba Ibrahim." USpoti wajuguja umsila. Ngemva kwalokho abantwana bafunda irhelo labo lepahla abazoyithenga esitolo. Babuza bona: "Ngokuzithoba singafumana ilofu yoburotho, amaqanda asithandathu, ibhotere, ibisi kanye nejemu?"



UNom. Ibrahim wafaka yoke into ngaphakathi kwesikhwama begodu wabuye wabafakela linye lamaphayi wakhe wekhethelelo esikhwameni sabo. Bamnikela imali begodu bathi: "Sithokoza kwamanikelela, baba Ibrahim. Siyawathanda amaphayi wakho!" Begodu balayelisa.



UZinzi banoSam bakhamba baya ekhaya, kodwana bebakhuluma khulu ngendlela yokobana akhenge bebatjheje bona uSpoti bekangasakhambi nabo. Nabafika ekhaya, unina wathi kibo: "Zinzi! Sam! Uphi uSpoti?" Maye mina! USpoti akhenge abalandele nabaya ekhaya. Abantwana baphatheka kumbi khulu. Nicabanga bona angaba kuphi uSpoti?

Ngemvanyana nje kwalokho kwaba khona okokodako emnyango. UZinzi wavula umnyango bese kwangena uMusa. Bekagade athwele uSpoti!

Batjho kanye kanye bathi: "Sithokoza khulu, Musa. Umngani wamambala!" UMusa wabatjela bona uthole uSpoti ngevikilini, adla iintshutshurwana zoburotho phasi.

UZinzi banoSam baphakamisa uSpoti begodu bamsingatha.

**Indatjana le iphelela lapha.**



# ★ Spot goes to the shop

## Story

Sam and Zinzi live with their mother and father, Mr and Mrs Madiswa, and their dog Spot. Everybody loves Spot. Just down the road from their house is a spaza shop. This is Mr Ibrahim's shop.

One Saturday, the children's mother said: "Zinzi and Sam, please go to the shop. I need some bread, eggs, butter, milk and jam." Zinzi and Sam love to go to the shop for their mother so they said: "Yes, Mommy." First, they wrote a shopping list, then their mother gave them some money, and then off they went!

Spot ran after them. He loves to go to the shop too! He especially loves to go when Mr Ibrahim has made pies. The shopkeeper, Mr Ibrahim, said: "Good day, Zinzi and Sam. And how are you, Spot?" The children said: "Good day to you, Mr Ibrahim." Spot wagged his tail. Then the children read their shopping list. They asked: "Please can we have a loaf of bread, six eggs, butter, milk and jam?"

Mr Ibrahim put everything in a packet and he also put one of his special pies in the packet for them. They gave him the money and said: "Thank you very much, Mr Ibrahim. We love your pies!" And they waved goodbye.



Zinzi and Sam walked home, but they were talking so much that they did not notice that Spot was not with them. When they got home, their mother said: "Zinzi! Sam! Where is Spot?" Oh my! Spot had not followed them home. The children were very worried. Where do you think Spot is?

Just then there was a knock on the door. Zinzi opened the door and there was Musa. He was carrying Spot! They all said: "Oh thank you, Musa. You are a real friend!" Musa told them that he had found Spot in the shop, eating the crumbs on the floor.

Zinzi and Sam picked up Spot and gave him a big hug.

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





## Ingoma

Nginenja yami encani  
 Nginenja yami encani  
 Ibizo layo nguSpoti  
 Ibizo layo nguSpoti  
 USpoti uyathandeka

Ilala kamnandi  
 Iqopha kamnandi  
 Idla kamnandi  
 Igijima kamnandi  
 USpoti uyathandeka

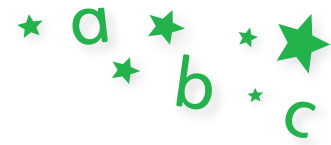
*(Usebenzise itjhuni yakho yokuvuma.)*



## Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	ijemu	amaqanda	ibhotere	uburotho	ibisi	iintshutshuru
Amagama angezelelweko:	iphayi	-thwala	balayelisa	-kokoda	Ukukhathazeka	-singatha
	-khethekileko	irhelo lokuthenga	umngani	isitolo esincani	imali	-landela





## Song

Sam and Zinzi went shopping, went shopping, went shopping;  
Sam and Zinzi went shopping to buy their Mama's food.

Spot, the doggie, went with them, went with them, went with them;  
Spot, the doggie, went with them to see what he could find.

When they got back home again, home again, home again;  
When they got back home again, Mommy said: "Where is Spot?"

Musa kindly brought Spot back, brought Spot back, brought Spot back;  
Musa kindly brought Spot back, they all said: "Thank you, Musa!"

*(Sing to the tune of "Mary had a little lamb" or use your own tune.)*



## Vocabulary from the story

<b>Key-words:</b>	jam	eggs	butter	bread	milk	crumbs
Extra words:	pie	carry	wave	knock	worried	hug
	special	shopping list	friend	spaza shop	money	follow





### Uzokudinga lokhu:

- Indatjana: *USpoti uya esitolo*
- Amaphaphethi: UZinzi, uSam, uMm. Madiswa, uSpotiinja, uNom. Ibrahim begodu noMusa
- Amaphrophsi: itafula, ilofu loburotho/iphakethe loburotho elinganalitho, ibhoksi lamaqanda, isimumathi sebhotere, ibhodlelo lebis, ithini lejemu, irhelo lokuthenga elitlolve ngesandla (litlolve ngaphambi kwesifundo)
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama

## Iveke yoku-1 Ilanga loku-1

### Imisetjenzana yeklasi yonke

Yitjho igido *Ngijuguja imino yami* ukuletha abafundi emadeni bazokulalela indatjana.

### Ukucoca indatjana nokwakha illwazi-magama

#### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: *“Ngubani onenja ekhaya? Ngubani ibizo lenja yakho? Inja yakho yakhe yalahleka ngaphambili na?”*
- 1.3 Ithi: *“Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni.”* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: Batjengise bona isineyi soburotho singahletjhulwa njani sibe ziintshutshurwana.

#### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko. Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.2 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuzwa imibuzo enganamikhawulo, efana naleyo ethi: *“Ucabanga bona uMm. Madiswa uzokuthini abantwana nabafika ekhaya ngaphandle kwakaSpoti? Kwenziwa yini bona uSpoti angatjheji abantwana nabakhambako? Ngathana uMusa angamlethi ekhaya, uZinzi noSam bebazokwenza njani?”*

#### 3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: *“Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngiyiphi ingcenywe oyithande khulu? Ngimuphi umbuzo onawo ngendatjana? Wakhe walinga na ukwenza into ethileko ebudisi begodu waphumelela?”*

### Ukwethula itjhada elisuselwe endatjaneni

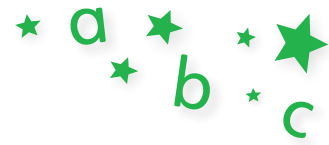
- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“Spoti, Sam, sitodlwana, sikaNom Ibrahim, sitolo, singafumana, sabo. Uyalizwa itjhada elinqotjhiweko: Spoti, Sam, sitolo? Iye, uwanembile woke anetjhada u/s/.”*
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/s/: saha, sebenza, sika, isiba, isabula, isela, isisu, isudu, sula, sela.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/s/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/s/: **“s-s-s”**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

### Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani keline nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlathulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.

**Ngijuguja imino yami**  
 Ngijuguja imino yami  
 Ngijuguja amazwani wami  
 Ngijuguja amahlombe wami  
 Ngijuguja ipumulo yami  
 Begodu kwanjesi (wahla godu kwanjesi)  
 Koke ukujuguja kusezandleni zami  
 Begodu ngithule ngendlela  
 engingakwazi ngayo!





### You will need:

- Story: *Spot goes to the shop*
- Puppets: Zinzi, Sam, Mrs Madiswa, Spot the dog, Mr Ibrahim and Musa
- Props: a table, a loaf of bread/empty bread packet, an egg box, butter containers, a milk bottle, a jam tin, a hand-written shopping list (written out before the lesson)
- Objects or picture cards for some of the words from the vocabulary list

## Week 1 Day 1

### Whole class activities

Say the rhyme *I wiggle my fingers* to bring learners to the mat for story time.

#### I wiggle my fingers

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives by asking: "*Who has got a dog at home? What is your dog's name? Has your dog ever got lost before?*"
- 1.3 Say: "*Before we begin, I want to tell you the meaning of some new words which we will find in the story.*" Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example: Show them how a slice of bread can be broken into crumbs.

#### 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 Mrs Madiswa is going to say when the children get home without Spot? Why didn't Spot notice when the children left? If Musa hadn't brought Spot home, what would Zinzi and Sam have done?*"

#### 3 After you tell the story

- 3.1 Ask learners: "*What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story? Have you ever tried to do something difficult and succeeded?*"



### 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: "*Spoti, Sam, sitodlwana, sikaNom Ibrahim, sitolo, singafumana, sabo. Can you hear the focus sound: Spoti, Sam, sitolo? Yes, you are right! They all have the sound /s/.*"
- 2 "*Listen carefully, here are some more words with /s/: saha, sebenza, sika, isiba, isabula, isela, isisu, isudu, sula, sela.*" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /s/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /s/: "**s-s-s**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### Uzokudinga lokhu:

- Amaphaphethi wendatjana
- Umvumo kanye neenthombe ezimaphrophi wokusekela ingoma



## Iveke yoku-1 Ilanga lesi-2

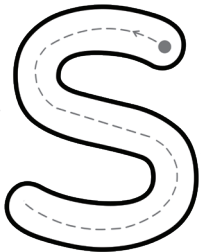
### Imisetjenzana yeklasi yonke

#### Ukucoca indatjana begodu nokuvuma

- 1 Thoma ngokukhumbuza abafundi ngehlathululo yamagama owathule ngelanga loku-1.
- 2 Buyelela ucoce indatjana ngokusebenzisa amaphaphethi. Buza imibuzo lokha nawucoca indatjana. Khuthaza abafundi ukufunisela kobana yini okulandelako okuzokwenzeka.
- 3 Tjela abafundi bonyana uzobafundisa ingoma etja ezokukhambelana nendatjana.
- 4 Yitjho imiqu embalwa yengoma ngokuzwakalako godu kabuthaka, bese ubawa abafundi kobana bahlanganyele begodu bavume nawe. Kungahle kube budisi ebafundini ukukhumbula woke amagama, ngalokho-ke fundisa ingoma ngeengaba.
- 5 Yiba neenthombe nofana amaphrophi nanyana yenza izenzo ukusiza abafundi bazwisisile ilimi lengoma.
- 6 Fundisa abafundi umsikinyeko wengoma begodu ibani nethabo ukuvuma ngamalimi amanengi.

#### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/s/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/s/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangenza sengathi basela amanzi ngerhalasi; izandla zabo zingaba yindulunga wangasuthi babambe isrhalasi lamanzi bese bayasela ngesikhathi bathi: **"s-s-sela"**.
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-s litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: *"Thoma eqatjhazini, iya ngesinceleni phezulu, jika wehle phakathi nendawo uye ngesidleni, jika wehle ubuyele ngesinceleni godu."*
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isgojwana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa iledere lokha nabalitlolako iledere.



### Imisetjenzana yamaqela amancinci

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.







#### You will need:

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



## Week 1 Day 2

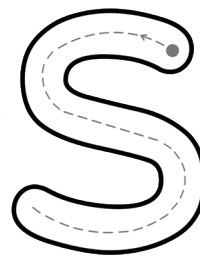
### Whole class activities

#### 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 /s/ or if they can think of any other words that start with the sound /s/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be drinking from a glass; let their hands be rounded as if they are holding a glass and drinking while they say: "s-s-sela".
- 3 Show learners how to write the letter **s**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, over the top, turn, across the middle, turn and go back."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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





#### Uzokudinga lokhu:

- Amaphaphethi namaphrophsi aphaathelene nendatjana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**s**: isiba, isiselo, isibha, isandla, isoseji, isela, isisu, isudu



## Iveke yoku-1 Ilanga lesi-3

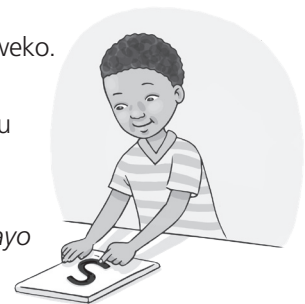
### Imisetjenzana yetlasi loko

#### Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: Babawe bona bawenze amagama afana nala: "singathi" begodu "ulandele".
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophsi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze izenzo ezikhambelana amabizo wakho lokha itlasi loko libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

#### Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: "Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?"
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nenye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: "Le yindlela esitlola ngayo u-s." Vumela abanye babafundi bagadangise ngemino yabo phezulu kwesivalo.



### Imisetjenzana yesiqhema esincani

Khumbuzwa abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **s**: isiba, isiselo, isibha, isandla, isoseji, isela, isisu, isudu



## Week 1 Day 3

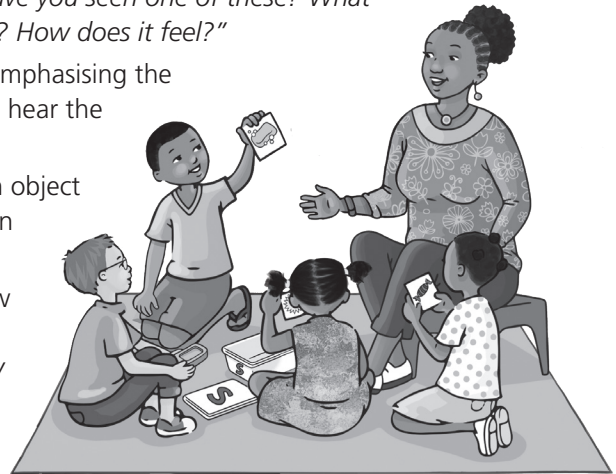
### Whole class activities

#### 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: "hug" and "follow".
- 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 **s**." Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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



### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako

### UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

- "Ngubani okwazi ukumbona?" (abalingisi)
- "Wenzani?" (isenzo begodu nesehlakalo)
- "Kuyini okhunye okubonako?" (nawuqalako godu)
- "Ikuphi i...?" (ngokutjha ababizo weendawo/iinkhondla)
- "Kubayini ucabanga bona...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)

## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loko

#### Ukulandelanisa iinthombe

- 1 Vuma ingoma godu.
- 2 Yethula amagama amatjha aserhelweni lelwazi-magama
- 3 Khetha isithombe esisodwa kezilandelanako bese usiphakamisela phezulu. Buza abafundi bonyana babonani, ngemva kwalokho khuluma ngesithombe ngokungeneleleko.
- 4 Lokha nasele uocileko ngesinye nesinye isithombe, sinamathisele ebhodini ukuze abafundi basibone. Yenza isiqinisekiso sokobana iinthombe azilandelani ngendlela okungiyi emsetjenzaneni lo.
- 5 Ngemva kokukhuluma ngazo zoke iinthombe, buza abafundi: "Kungabe iinthombe lezi zihleleke ngendlela okungiyi?"
- 6 Bawa abafundi kobana bakhombe isithombe esisekuthomeni kwendatjana. Sebenzani ninoke ukuhlela ilandelano leenthombe ukuze indatjana inikele umqondo.
- 7 Bandakanya abafundi babe majadu ekambisweni le. Buza imibuzo efana nokuthi "Kwenzekeni okulandelako? Ngubani ongakhumbula ingcinye yendatjana elandelako?"
- 8 Lokha iinthombe nasele zihleleke ngendlela okungiyi, mema abafundi abambalwa kobana bazokubuyelela bacoce indatjana ngelandelano okungilo.



#### Ukulalelela itjhada elinqotjhiweko

- 1 Hlathululela abafundi ukobana uzokuhlathululela imisebenzi eyehlukahlukeneko abantu abayenzako, begodu kumele balinge ukufuniselela ibizo lomsebenzi umuntu awenzako. Uzabatjela itjhada elinqotjhiweko ukwenzela bona ukwazi ukubasiza. "UNom. Ibrahim uthengisa izinto. Ibizo msebenzi wakhe lithoma ngetjhada u-/m/... (mphathivikili). Ngisebenza esikolweni begodu ngikusiza ngefundo yakho. Ibizo lomsebenzi wami lithoma ngetjhada u-/t/... u-(titjhere)."
- 2 Nanzi ezinye iimbonelo: "Umuntu o-:
  - ★ -sebenza esibhedlela begodu umsebenzi wakhe uthoma ngo-/n/ ungu-..." (-nesi)
  - ★ -sebenza esibhedlela begodu umsebenzi wakhe uthoma ngo-/d/ ungu-..." (-dorhodere)
  - ★ -cima umlilo begodu umsebenzi wakhe uthoma ngo-/m/ ungu-..." (mcimimlilo)
  - ★ -lungisa ukuvuza kwamanzi begodu umsebenzi wakhe uthoma ngo-/p/ ungu-..." (-plamara)
  - ★ -sebenza eresitjente begodu umsebenzi wakhe uthoma ngo-/w/ ungu-..." (-weyitha namkha uweyithakazi)
  - ★ -mutjali otjala abe athengise imirorho eminengi begodu umsebenzi wakhe uthoma ngo-/l/ ungu-..." (-mlimi)
  - ★ -wakha izindlu begodu umsebenzi wabo uthoma ngo-/m/ ungu-..." (-makhi)



### Imisetjenzana yesiqhema esincani

Khumbuzana abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Big sequence pictures

## Week 1 Day 4

### Whole class activities

#### Sequencing 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)

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



#### Listening for focus sounds

- 1 Explain to learners that you are going to describe different jobs people do, and they must try and guess the name of the job the person does. You will tell them the focus sound to help them. "Mr Ibrahim sells things. The name of his job starts with the sound /m/ ... (mphathivikili). I work at a school and help you with your learning. The name of my job starts with the sound /t/ ... (titjhere)."
- 2 Here are some more examples: "Umntu o:
  - ★ -sebenza esibhedlela begodu umsebenzi wakhe uthoma ngo-/n/ ungu-..." (-nesi)
  - ★ -sebenza esibhedlela begodu umsebenzi wakhe uthoma ngo-/d/ ungu-..." (-dorhodere)
  - ★ -cima umlilo begodu umsebenzi wakhe uthoma ngo-/m/ ungu-..." (mcimimlilo)
  - ★ -lungisa ukuvuza kwamanzi begodu umsebenzi wakhe uthoma ngo-/p/ ungu-..." (-plamara)
  - ★ -sebenza eresitjurenthe begodu umsebenzi wakhe uthoma ngo-/w/ ungu-..." (-weyitha namkha uweyithakazi)
  - ★ -mutjali otjala abe athengise imirrorho eminengi begodu umsebenzi wakhe uthoma ngo-/l/ ungu-..." (-mlimi)
  - ★ -wakha izindlu begodu umsebenzi wabo uthoma ngo-/m/ ungu-..." (-makhi)



#### Small group activities

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



### Uzokudinga lokhu:

- Iphepha letjhadiphedu, imakha, iphepha le-A4 elingakatlolwa litho lomunye nomunye umfundi begodu namakhrayoni
- Iphaphethi lekowusu elenziwe laqaleka njengoSpoti
- Isakana elincani elineenthombe namkha izinto ezinamabizo anamasilabhuli amanengi eziphatelene nendatjana: ibhotere, isithombe sesitodlwana, imali, iphakethe, uMm. Madiswa, uNom. Ibrahim (umphathivikili)

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loko

#### Yenza, gwala bewutlole

- 1 Tlola isihloko, "Irhelo lami lokuthengwa", ngaphezulu kwekhasi lomunye nomunye umfundi ngaphambi kwesifundo. Fundani isihloko ndawonye ngokukhomba elinye nelinye igama.
- 2 Khulumani ngalokho enikuthengako emihlobeni yeentolo eyahlukahlukeneko begodu uvumele abafundi bona babelane ngelemuko labo lokuthenga.
- 3 Yazisa abafundi bona uya esitolo begodu ubawa bakusize ngokwenza irhelo lezinto okumele zithengwe. Babawe bakunikele imibono yalokho okumele kuthengwe.
- 4 Tlola irhelo begodu udwebe isithonjana eduze kwelinye nelinye igama. Fundani irhelo ndawonye.
- 5 Hlathululela abafundi bona bayokwenza irhelo labo lokuthengwa. (Susa irhelo lakho ukwenzela bona abafundi bangakopi.)
- 6 Abafundi badweba ama-ayithemu abafuna ukuwathenga, begodu babawe bona "iragelwe phambili" ngendlela "yokutlola" amabizo ngokusebenzisa umtlole wokuzenzisa namkha ukupeleda okusunguliweko.
- 7 Abafundi banga-"fundela" omunye nomunye amarhelo wabo wokuthenga.



### Ukwakha nokuphula (amalunga)

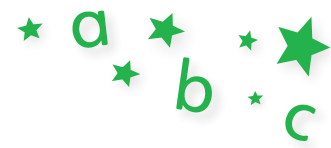
- 1 Hlathululela abafundi bona uSpoti (iphaphethi lekowusu) lizokuqala ngesakeni lezinto ezinamasilabhuli amanengi namkha iinthombe begodu utjho ngendlela ibizo lakheke ngakho (isibonelo: **i | ma | li**). Emva kwalapho kumele ulinge ukufunisele ngalokho uSpoti akutjhoko.
- 2 Ngemva kobana wenze lokhu ngamagama ambalwa, buza nangabe omunye nomunye wabafundi angakuthabela ukwembatha iphaphethi lekowusu begodu aqale ngesakeni. Bangazenza kwanga nguSpoti begodu batjho ngendlela ibizo elakheke ngakho. Abafundi abanye kumele bafunisele lokho abakutjhoko.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





#### You will need:

- Flipchart paper, marker, an A4 blank page for each learner and crayons
- A sock puppet made to look like Spot
- A small bag with pictures or objects for any of the multisyllabic words relating to the story: ibhotere, isithombe sesitodlwana, imali, iphakethe, uMm. Madiswa, uNom. Ibrahim (umphathivikili)

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Write the title, "My shopping list", at the top of each learner's page before the lesson. Read the title together pointing to each word.
- 2 Talk about what we buy at different kinds of shops and let learners share their shopping experiences.
- 3 Tell learners you are going shopping and need them to help you make a shopping list. Ask them to give suggestions of what to buy.
- 4 Write down the list and draw a simple picture next to each word. Read the list together.
- 5 Explain to learners that they are going to make their own shopping list. (Remove your list so learners don't copy.)
- 6 Learners draw items they want to buy, and "have a go" at "writing" the words using pretend writing or invented spelling.
- 7 Learners can "read" their shopping lists to each other.



### Blending and segmenting (syllables)

- 1 Explain to learners that Spot (the sock puppet) is going to look in the bag with multisyllabic objects or pictures and say a word in a broken-up way (for example: **i | ma | li**). You must then try and guess what Spot is saying.
- 2 Once you have done this with a few words, ask if any of the learners would like to wear the sock puppet and look in the bag. They can pretend to be Spot and say the word in a broken-up way. The other learners must guess what they are saying.



### Small group activities

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





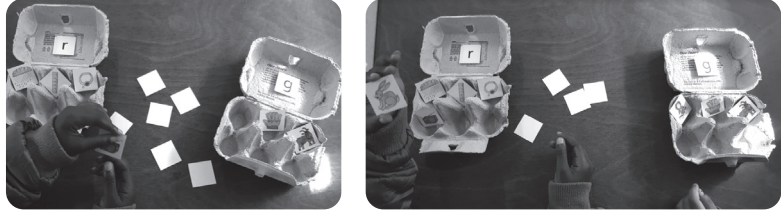

# Imisetjenzana yesiqhema esincani yeveke yoku-1

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul> <div data-bbox="225 700 557 934"> <p>USpoti uya esitolo</p> <p>USpotiinja uthanda amaphayi</p> </div> <div data-bbox="210 958 569 1278"> <p><i>Kilesisikhathi somnyaka, abafundi kungenzeka babe nokuzithemba okudluleleko kokulinga ukuzitolela ngokwabo. Ungatshwenyeki nangabe abanye babafundi batlola imijeje yamaledere anganankhala hlangana.</i></p> </div>	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>3 Buza abafundi bonyana ngiyiphi ingcenywe yendatjana abayithande khulu. Nikela iimphakamiso.</li> <li>4 Khuthaza abafundi bonyana bagwale ingcenywe yendatjana abayithandleko.</li> <li>5 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka lokha wena nawuwatlolako. Bacabangele ngokunabileko lokha nawutlola imitjho yabo.</li> <li>8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisebizweni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.</li> </ol>
<ul style="list-style-type: none"> <li>• 6 x amabhoksi wamaqanda aneledere elinanyathiselwe phezulu kwesivalo sebhoksi lamaqanda</li> <li>• Amakarada weenthombe zamaledere wamaledere asithandathu</li> </ul>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Amakarada weenthombe zamaledere kumele zididiyelwe begodu zibekwe phezulu kwetafula ziqaliswe phasi.</li> <li>2 Nikela omunye nomunye umfundi ibhoksi lamaqanda.</li> <li>3 Umfundi kumele badlhegane ngokudobha ikarada, batjho ibizo lesithombe begodu ubeke ikarada ebhoksini elifaneleko lamaqanda.</li> <li>4 Umfundi ibhoksi lakhe lamaqanda elizaliswe mantanzi nguye othumbileko.</li> </ol> <div data-bbox="694 1584 1466 1801"> </div>
<ul style="list-style-type: none"> <li>• lincwadi, iimagazini, iincwajana ezibhincwa, lincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> <div data-bbox="326 1969 468 2155"> </div>	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungathoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>





## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul> <div data-bbox="222 652 557 886"> <p>Spot goes to the shop</p>  <p>Spot the dog likes pies.</p> </div> <div data-bbox="204 900 565 1170">  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<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.</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>6 x egg boxes with a letter stuck on the lid of the egg box</li> <li>Letter picture cards for six letters</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>The letter picture cards must be mixed up and placed on the table face down.</li> <li>Give each learner an egg box.</li> <li>Learners must take turns to pick up a card, say the name of the picture and then place the card in the correct egg box.</li> <li>The learner whose egg box is filled first is the winner.</li> </ol> <div data-bbox="690 1439 1465 1651">  </div>
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> <div data-bbox="267 1784 510 2073">  </div>	<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 them to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>





### Uzokudinga lokhu

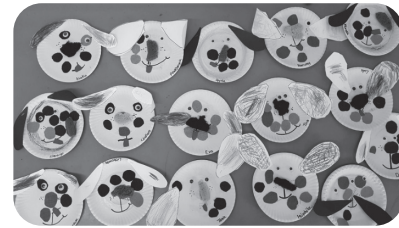
- Isitja sephepha somunye nomunye umfundi elikhambisana nepumulo yenja begodu nomlomo odwetjwe phakathi nendawo
- Isinamathiseli, isikere
- linsalela zephepha elinzima, elinzotho begodu nelibomvu

- Amaphropsi: ithebula, ibuthelelo leemumathi zegrozara ezinganalitho, isingamali, ababhoksi, imigodla yokuthenga, iphepha namapensela, ikhomphyutha edala namkha ikhibhodi, umtato

### Imisetjenzana

#### Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla

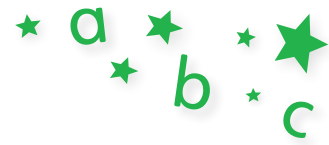
- 1 Nikela omunye nomunye umfundi isitja sephepha begodu ubahlathululele bona kumele basike iindulungu ezincani manqophana namacatjhazi eboyeni bakaSpoti. Kumele babuye badwebe begodu basike iindlebe, amehlo begodu nelimu.
- 2 Nasele bazisikile zoke iinquntu, kumele baqale ngokutjheja ubuso bakaSpoti begodu baphose amehlo, iindlebe, ilimu begodu namacatjhazi.



#### Umsetjenzana wesi-5: Lingisa ukudlala

- 1 Dosela isiqhema ekhoneni lakho lomkhumbulo begodu evekeni le bonisa abafundi amaphropsi amatjha ekhoneni lakho lomkhumbulo. Funa bona kubayini uSam banoZinzi baye esitolo. Tjengisa iimumathi zegrozari, amabhoksi, imigodla yokuthenga begodu nemali yokudlala. Yitjho: "Namhlanjesi uzokudlala umdlalo wokuthenga."
- 2 Kwanjesi ungawathoma ngokobana uthi: "Ngubani oya esitolo? Khumbula, kuzakufuneka bona utlole irhelo lokuthenga. Ngubani ozukuba mninisitolo? Kubonakala kwanga uzabe umatasatasa namhlanjesi – Nginethemba bona sele ubalindele abathengi!"
- 3 Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. Isibonelo: Nangabe kunabafundi abanengi khulu abalinde emjejeni ukuyokubona uminisitolo, ungaya esiqhemeni bese uthi: "Akwande, ngimsizi womninisitolo. Nginganisiza ngani namhlanjesi?"





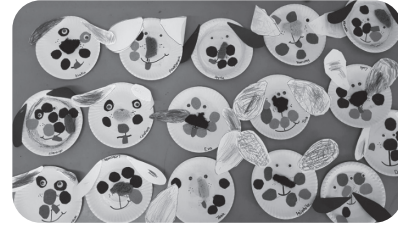
### You will need

- Paper plate for each learner with a dog's nose and mouth drawn in the middle
- Glue, scissors
- Scraps of black, brown and red paper

### Activities

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

- 1 Give each learner a paper plate and explain to them that they must cut out small circles for the spots on Spot's fur. They must also draw and cut out ears, eyes and a tongue.
- 2 Once they have cut out all these pieces, they must look carefully at Spot's face and stick the eyes, ears, tongue and spots.



- Props: a table, a collection of empty grocery containers, pretend money, boxes, shopping bags, paper and pencils, old computer or keyboard, telephone

#### Activity 5: Pretend play

- 1 Lead the group to the fantasy corner and show learners the new props in the fantasy corner this week. Talk about how Sam and Zinzi went to the shop. Point out the grocery containers, boxes, shopping bags and play money. Say: "Today you are going to play 'going shopping'."
- 2 Now start them off by saying: "Who is going to the shop? Remember, you will need to write a shopping list. Who is going to be the shopkeeper? Looks like you are going to be busy today – I hope you are ready for customers!"
- 3 Visit the corner at least once to observe and encourage the learners' game. For example: If there are too many learners waiting in a queue to see the shopkeeper, you could go up to a group and say: "Hello, I am the shopkeeper's assistant. How can I help you today?"





#### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loke

#### Okunye ngokulandelanisa iinthombe



- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphephe isithombe esisodwa seenthombe zelandelano ezimbalabala (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoke njengesiqhema, bawa abafundi abaphephe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: "Ngubani okhumbulako bonyana kwenzekeni okulandelako?"
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni yabo.
- 5 Nikela omunye nomunye umfundi incwajana encani. Bakhuthaze kobana baqale ikhavara bese ufunda isihloko sendatjana nabo.
- 6 Thatha abafundi ekhambeni lokubukela iinthombe zencwajana encani, ubasize bakwazi ukubona kobana iinthombe ezingencwadini ziyafana neenthombe ezilandelanisweko.
- 7 Nange kusese nesikhathi, abafundi "bangafunda" iincwajana zabo ezincani bafundela abalingani babo abangetlasini.
- 8 Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeni yabo.



#### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: "imali, Madiswa, Maye mina!, uMusa, 'Omunye nomunye umuntu'. Uyalizwa itjhada elinqotjhiweko: **imali**, 'Omunye **nomunye umuntu**'? Iye, uwanembile woke anetjhada **u/m!**."
- 2 "Lalela ngokuyelela, naka amanye amagama athoma ngetjhada **u/m!**: mina, Mpumalanga, momotheka, imali, umakoti, umaliledinini, ummoya, umomori, umelusi." (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada **u/m!** lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada **u/m!**: "**m-m-m**". Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

#### Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani kelinye nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlatulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “imali, Madiswa, Maye mina!, uMusa, ‘Omunye nomunye umuntu’. Can you hear the focus sound: **imali**, ‘**Omunye nomunye umuntu**’? Yes, you are right! They all have the sound /m/.”
- 2 “Listen carefully, here are some more words with /m/: mina, Mpumalanga, momotheka, imali, umakoti, umaliledinini, ummoya, umomori, umelusi.” (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.





### Uzokudinga lokhu:

- INcwadi eKulu: *USpoti uya esitolo*
- Amanzi ngeemumathini begodu neenkwasizepende zomunye nomunye umfundi

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loka

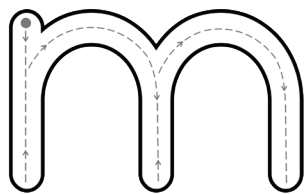
#### Ukufunda ngokwabelana – INcwadi eKulu

- 1 Khuthaza abafundi ukuqala isithombe esisekhavareni bese bakhuluma ngalokho abakubonako begodu nabakukhumbulako.
- 2 Fundela itlasi isihloko sendatjana. Khomba elinye nelinye igama lokha nawufundako. Ifunde godu bese ubawa abafundi bonyana bafunde nawe.
- 3 Thatha abafundi ekhambeni leenthombe zoke ezingencwadini, cocisanani ngeenthombe begodu ukhuthaze abafundi kobana babuze imibuzo.
- 4 Khomba iinomboro ezisemakhasini bese ukhuluma ngenomboro ezokulandela.
- 5 Lokha nasele "uyikhambe" yoke incwadi, khamba ubuyele ekuthomeni bese ufunda isihloko godu. Ngemva kwalokho vula amakhasi bese ufunda omunye nomunye umutjho ngephimbo lemvelo elizwakala kuhle. Khomba elinye nelinye igama lokha nawufundako.
- 6 Funda incwadi godu bese ukhuthaza abafundi "ukufunda" nawe.



#### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-**m**/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-**m**/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangalakanisa izandla zabo ngesikhathi esinye isandla sitjhikitjha esinye ngehlosa yokusifuthumenza ngaleso isikhathi bangaenza sengathi bayathuthumela bezwa amakhaza bese bathi: "**m-m-makhaza**".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-**m** litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "*Thoma eqatjhezini, yehla, yenyuka, iya ngakwesokudla, yehla, yenyuka, iya ngakwesokudla godu.*"
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, iya ngaphandle begodu nikela omunye nomunye umfundi isimumathi esinamanzi begodu nekwasi yepende. Abafundi bangapenda incwadi kanenginengi emanzini phezulu kwepheyinghi.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa iledere lokha nabalitlolako iledere.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Big Book: *Spot goes to the shop*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

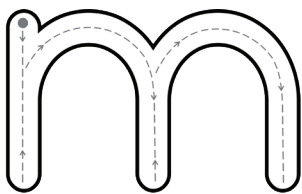
#### Shared reading – Big Book

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



### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /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 can cross their arms and rub their upper arms while shivering and pretending to be cold while saying: “**m-m-makhaza**”.
- 3 Show learners how to write the letter **m**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down, up, over, down, up, over and down again.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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





#### Uzokudinga lokhu:

- Izinto zimalwa zokudla namkha iinthombe zokudla ezivela kubhrotjha yesitolo
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**m**: imali, umakoti, umaliledinini, ummoya, umomori, umengu, umuthi, umada

## Iveke yesi-2 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukufunda ukulalela

- 1 Hlalisa abafundi ngendulungu begodu uhlalise omunye nomunye phasi ukwenzela bona itlasi lingabangi itjhada begodu libe nokuthula.
- 2 Kwanjesi phakamisa ama-ayithemu amane wokudla namkha iinthombe zokudla begodu enye nenye uyinikele igama. Ngemva kobana utjengise abafundi ama-ayithemu, abeke ngemva kwakho begodu ubuze bona omunye nomunye angakhumbula na lokho obatjengise khona. Lalela iimpendulo zabo, bese ubuyelela umsebenzi ngama-ayithemu amahlanu.
- 3 Thoma indatjana: *"Abantwana baye esitolo bayokuthenga ibhotere."*
- 4 Umfundi olandelako endulungeni kumele angezelele enye i-ayithemu yokudla: *"Abantwana baye esitolo bayokuthenga ibhotere netjhukela."*
- 5 Umfundi olandelako endulungeni ungezelele enye godu: *"Abantwana baya esitolo ukuyokuthenga ibhotere, itjhukela kanye nesibha..."* Igcine ebunengini bama-ayithemu amahlanu erhelweni; thoma phasi godu emva kwabafundi abahlanu.

### Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: *"Wakhe wayibona enye yalezi? Siyisebenzisela intwele? Inombala onjani? Izwakala injani?"*
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa Itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nenye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *"Le yindlela esitlola ngayo u-m."* Vumela abanye babafundi bagadangise ngemino yabo phezulu kwesivalo.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.







#### You will need:

- A few items of food or pictures of food from a shopping brochure
- A letter box containing objects or pictures of objects that have the focus sound **m**: imali, umakoti, umaliledinini, ummoya, umomori, umengu, umuthi, umada

## Week 2 Day 3

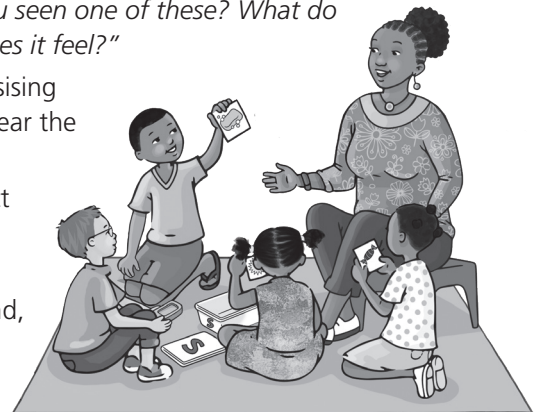
### Whole class activities

#### Learning to listen

- 1 Seat learners in a circle and settle everyone down so that the class is quiet and calm.
- 2 Now pick up four items of food or pictures of food and name each one. After showing learners the items, put them behind your back and ask if anyone can remember what you showed them. Listen to their responses, then repeat the activity with five items.
- 3 Start a story: *"The children went to the shop to buy butter."*
- 4 The next learner in the circle must add another item of food: *"The children went to the shop to buy butter and sugar."*
- 5 The next learner in the circle adds another: *"The children went to the shop to buy butter and sugar and soap ..."* Keep it to a maximum of five items in the list; start again after five 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.





### Uzokudinga lokhu:

- Umgadangiso **Wekhasi lomsetjenzana wetroli yokuthenga** yomunye nomunye umfundi, amabhrotjha wokuthenga, isikere, isinamathiseli

### UStella uthi:



Bawa isitolo sakho esisekhaya ukobana sikuphe ibhrotjha yomunye nomunye umfundi. Iintolo esikhathini esinengi zilisizo nangabe uzwisisa umnqopho wezefundo. Kuhle khulu nangabe omunye nomunye umfundi etlasini unekhophi yakhe yebhrotjha.

## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loko

#### Ukufunda begodu wenze

- 1 Tjela abafundi bona baqale yoke ibhrotjha yokuthenga.
- 2 Khuthaza abafundi kobana "bafunde" amalebula begodu namagama wama-ayithemu abawabona phakathi kwebhrotjha.
- 3 Bawa abafundi bona baqale into ethileko enqophileko phakathi kwebhrotjha. Isibonelo: "Ungakufumana na nanyana ngikuphi ukudla okunepilo? Ngikuphi ukudla okuthogeka bona ukulise ngesiqandisini? Ungazifumana na nanyana ngiziphi iinthombe zemirrorho?"
- 4 Tjela abafundi ukobana kumele baqale phakathi kwamabhrotjha begodu bakhethe izinto abangathanda "ukuzithenga".
- 5 Hlathulula bona kumele basike ama-ayithemu begodu bawanamathisele ngetrolini yabo.
- 6 Nangabe isiqhema siphelile, abahlale ngababili begodu bacoce ngalokho okungematrolini.



### UStella uthi:



Nasele uyihlathululile imisebenzi eyahlukahlukeneko begodu wabatjela nabafundi ngetjhada elinqotjhiweko, abafundi banga (nangabe bazizwa bazithemba), ukutjhidelana ngokuhlathulula umsebenzi begodu bebanikele netjhada elinqotjhiweko. Abanye abafundi bangalinga begodu bafunisele igama lomsebenzi.

### Ukulalelela itjhada elinqotjhiweko

- 1 Hlathululela abafundi ukobana uzokuhlathulula imisebenzi eyehlukahlukeneko abantu abayenzako, begodu kumele balinge ukufunisela ibizo lomsebenzi umuntu awenzako. Uzabatjela itjhada elinqotjhiweko ukwenzela bona ukwazi ukubasiza. "UNom. Ibrahim uthengisa izinto. Ibizo msebenzi wakhe lithoma ngetjhada u-/m/... (mphathivikili). Ngisebenza esikolweni begodu ngikusiza ngefundo yakho. Ibizo lomsebenzi wami lithoma ngetjhada u-/t/... u-(titjhere)."
- 2 Nanzi ezinye iimbonelo: "Umuntu o-:
  - ★ -sebenza esibhedlela begodu umsebenzi wakhe uthoma ngo-/n/ ungu-..." (-nesi)
  - ★ -sebenza esibhedlela begodu umsebenzi wakhe uthoma ngo-/d/ ungu-..." (-dorhodere)
  - ★ -cima umlilo begodu umsebenzi wakhe uthoma ngo-/m/ ungu-..." (mcimimlilo)
  - ★ -lungisa ukuvuza kwamanzi begodu umsebenzi wakhe uthoma ngo-/p/ ungu-..." (-plamara)
  - ★ -siza iinlwana ezigulako begodu umsebenzi wakhe uthoma ngo-/d/ ungu-..." (-dorhora weenlwana)
  - ★ -sebenza eresitjente begodu umsebenzi wakhe uthoma ngo-/w/ ungu-..." (-weyitha namkha uweyithakazi)
  - ★ - mutjali otjala abe athengise imirrorho eminengi begodu umsebenzi wakhe uthoma ngo-/l/ ungu-..." (-mlimi)
  - ★ -wakha izindlu begodu umsebenzi wabo uthoma ngo-/m/ ungu-..." (-makhi)

### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- A photocopy of the **Shopping trolley activity page** for each learner, shopping brochures, scissors, glue

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Tell learners to look through the shopping brochure.
- 2 Encourage learners to “read” the labels and name the items they see in the brochure.
- 3 Ask learners to look for something specific in the brochure. For example: “Can you find any healthy food? Which food do you need to keep in the fridge? Can you find any pictures of vegetables?”
- 4 Tell learners that they must look through the brochure and choose things they would like to “buy”.
- 5 Explain that they must cut out the items and glue them into their trolley.
- 6 When the group is finished, let them sit in pairs and talk about what is in their trolleys.



### Stella says:



Ask your local grocery shop for a shopping brochure for each learner. Shops are often helpful when they understand the educational purpose. It is best if each learner in the class has their own copy of the same brochure.

### Stella says:



Once you have described different jobs and told learners the focus sound, learners can (if they feel confident), take turns to describe a job and give the focus sound. Other learners can try and guess the name of the job.

### Listening for focus sounds

- 1 Explain to learners that you are going to describe different jobs people do, and guess the name of the job the person does. You will tell them the focus sound to help them. “Mr Ibrahim sells things. The name of his job starts with the sound /m/ ... (mphathivikili). I work at a school and help you with your learning. The name of my job starts with the sound /t/ ... (titjhere).”
- 2 Here are some more examples: “Umntu o:
  - ★ -sebenza esibhedlela begodu umsebenzi wakhe uthoma ngo-/n/ ungu-...” (-nesi)
  - ★ -sebenza esibhedlela begodu umsebenzi wakhe uthoma ngo-/d/ ungu-...” (-dorhodere)
  - ★ -cima umlilo begodu umsebenzi wakhe uthoma ngo-/m/ ungu-...”(mcimimlilo)
  - ★ -lungisa ukuvuza kwamanzi begodu umsebenzi wakhe uthoma ngo-/p/ ungu-...” (-plamara)
  - ★ -sebenza eresitjurenthe begodu umsebenzi wakhe uthoma ngo-/w/ ungu-...” (-weyitha namkha uweyithakazi)
  - ★ -mutjali otjala abe athengise imirorho emineni begodu umsebenzi wakhe uthoma ngo-/l/ ungu-...” (-mlimi)
  - ★ -wakha izindlu begodu umsebenzi wabo uthoma ngo-/m/ ungu-...” (-makhi)



### Small group activities

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





### Uzokudinga lokhu:

- Iphepha elikhulu elinesihloko "Esinesehlakalo esitjha sikaSpoti", nesimeregi esidege esinzima
- Amagama amalunga amanengi endatjaneni: ibhotere, sesitodlwana, imali, iphakethe, abantwana, sala kuhle, ukuthenga, uMma Madiswa, uNom. Ibrahim, umphathisitolo, koke, uMgqibelo
- Iphaphethi lekowusu elenziwe laqaleka njengoSpoti

## Iveke yesi-2 ilanga lesi-5

### Imisetjenzana yetlasi loko

#### Yenza, gwala bewutlole

- 1 Ithi ebafundini: "Ucabanga bona uSpoti wahlala aphephile ekhaya ngemva kobana alethwa ekhaya? Awa! uSpoti uthanda ukukhambakhamba eentradeni, ukusinjalo? Kuhlekuhle, uSpoti ubandakanyeke kesinye isehlakalo ngelanga elilandelako! Ucabanga bona uSpoti bekayephi? Kwenzakele ini gaye?"
- 2 Hlathululela abafundi bona uyokutlola enye indatjana ngoSpoti aya ekhambeni elitjha lefunisela. Itjho kibo: "Asitoleni indatjana yethu. Asicabangeni ndawonye. Indatjanakho le ithoma emini namkha ebusuku? Uphi uSpoti? Unobani?" Nasele abafundi babelene ngemibono ngokuthoma indatjana, cocani begodu nivumelane ngalokho abafuna ukukutjho. Tlola phasi amagama wabo: Ungathoma ngamagama: "Esikhathini sekadeni" namkha "Ngelinye ilanga".
- 3 Ithi ebafundini: "Njengombana sesitole isithomo seendatjana yethu, ngubani onombono wokobana kungenzekani emvakwalokhu?" Lalela imibono embalwa, emva kwalokho khulumisana nabafundi ngezehlakalo zendatjana. Tlola phasi amagama wabafundi, bese ubuyela emumva begodu ufunde indatjana ukusukela ekuthomeni.
- 4 Emva kwalokho ithi: "Kwanjesi sitlhoga ukucabanga bona indatjana iphele njani. Kwenzekeni emva kwalokho ngoSpoti? Ngubani onombono wokobana kumele atole ini ukuphetha indatjana?" Tlola amagama wabafundi, bese uqedelela ngamagama athi "Iyaphela". Funda indatjana ukusukela ekuthomeni, ukhombwe qobe ligama ngesikhathi ufunda.
- 5 Nangabe kunesikhathi, ungabawa abanye babafundi bona bahlathulule indatjana ngokusebenzisa iinthombe, namathisela indatjana ebodeni.



### Ukwakha nokuphula (amalunga)

- 1 Hlathululela abafundi bona uSpoti (iphaphethi lekowusu) lizokuqala ngesakeni lezinto ezinamasilabhuli amanengi namkha iinthombe begodu utjho ngendlela ibizo lakheke ngakho (isibonelo: **a | ba | ntwa | na**). Emva kwalapho kumele ulinge ukufunisele ngalokho uSpoti akutjhoko.
- 2 Ngemva kobana wenze lokhu ngamagama ambalwa, buza nangabe omunye nomunye wabafundi angakuthabela ukwembatha iphaphethi lekowusu begodu aqale ngesakeni. Bangazenza kwanga nguSpoti begodu batjho ngendlela ibizo elakheke ngakho. Abafundi abanye kumele bafunisele lokho abakutjhoko.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- A large piece of paper with the heading "Spot's new adventure", a thick black marker
- A list of multisyllabic words relating to the story: ibhotere, sesitodlwana, imali, iphakethe, abantwana, sala-kuhle, ukuthenga, uMma Madiswa, uNom. Ibrahim, umphathisitolo, koke, uMgqibelo
- A sock puppet made to look like Spot

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Say to the learners: "Do you think Spot stayed safely at home after he was brought home? No! Spot loves walking the streets, doesn't he? In fact, Spot went on another adventure the very next day! Where do you think Spot went? What happened to him?"
- 2 Explain to the learners that you are going to write another story about Spot going on an adventure. Say to them: "Let's write our own story. Let's think together. Does the story begin in the day or the night? Where is Spot? Who is he with?" Once learners have shared ideas about the beginning of the story, discuss and agree on what they want to say. Write down their words. You can begin with the words: "Once upon a time" or "One day".
- 3 Say to the learners: "Now that we have written the beginning of our story, who has ideas of what could happen next?" Listen to a few ideas, then negotiate with the learners about the events in the story. Write down the learners' words, then go back and read the story from the beginning.
- 4 Then say: "Now we need to think how the story ended. What next happened to Spot? Who has ideas about what to write for the end of the story?" Write down the learners' words, then finish with the words "The End". Read the story from the beginning, pointing to each word as you read.
- 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 Explain to learners that Spot (the sock puppet) is going to look in the bag with multisyllabic objects or pictures and say a word in a broken-up way (for example: **a | ba | ntwá | ná**). You must then try and guess what Spot is saying.
- 2 Once you have done this with a few words, ask if any of the learners would like to wear the sock puppet and look in the bag. They can pretend to be Spot and say the word in a broken-up way. The other learners must guess what they are saying.



### Small group activities

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




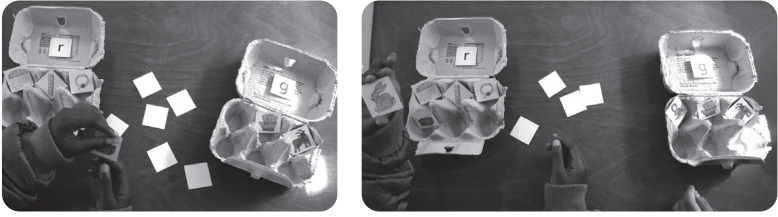



## Imisetjenzana yesiqhema esincani yeveke yesi-2

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul> <div data-bbox="222 700 560 1078" style="border: 1px solid gray; padding: 5px; text-align: center;"> <p>Ifuyosithandwa yami</p> </div>	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola "Ifuyosithandwa sami" esingaphezulu kwekhasi elinganalitho lomunye nomunye umfunda ngaphambi kwesifundo.</li> <li>2 Bawa abafundi bona bakhombe emagameni wesihloko ngesikhathi uwafunda ndawonye.</li> <li>3 Buza abafundi bona: "Banayoinja efana noSpoti namkha omunye umhlobo wefuyosithandwa yekhaya?" Bawa abafundi bona badwebe iimfuyosithandwa zabo abafisa ngathana banazo. Bawa abafundi nangabe bangathanda ukutlola okuthileko ngeenthombe zabo.</li> <li>4 Veza umbono namkha ubuze umbuzo ngomdwebo, ofana: "Loyo ngukatsu ononileko!" namkha "Uyakuthabela ukududa nenja yakho? Kuyinto esahlaya ongayenza! Kwaba mudwebo omuhle kwamanikelela begodu nomtlo omuhle."</li> <li>5 Nangabe bangafuna bona ubatlolele, yenza bona bazibandakanye ngokubabawa bona batjho amagama buthaka ngesikhathi ubatlola phasi. Cabangela phezulu ngesikhathi utlola imitjho yabafundi.</li> <li>6 Tlola lokho abafundi abakutjela khona, igama ngegama. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>7 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.</li> </ol>
<ul style="list-style-type: none"> <li>• 6 x amabhoksi wamaqanda aneledere elinanyathiselwe phezulu kwesivalo sebhoksi lamaqanda</li> <li>• Amakarada weenthombe zamaledere wamaledere asithandathu</li> </ul>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Amakarada weenthombe zamaledere kumele zididiyelwe begodu zibekwe phezulu kwetafula ziqaliswe phasi.</li> <li>2 Nikela omunye nomunye umfundi ibhoksi lamaqanda.</li> <li>3 Umfundi kumele badlhegane ngokudobha ikarada, batjho ibizo lesithombe begodu ubeke ikarada ebhoksini elifaneleko lamaqanda.</li> <li>4 Umfundi ibhoksi lakhe lamaqanda elizaliswe mantanzi nguye othumbileko.</li> </ol> <div data-bbox="732 1512 1428 1704" style="display: flex; justify-content: space-around;"> </div>
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> <div data-bbox="326 1880 465 2061" style="text-align: center;"> </div>	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungathlola ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakathjela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.</li> </ol>

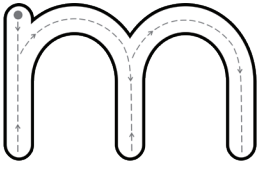
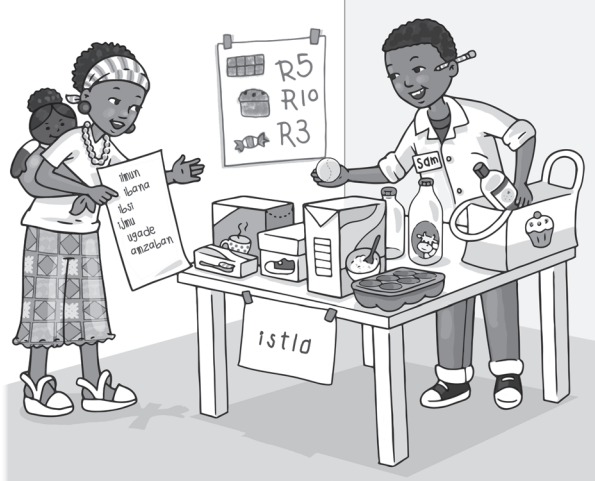


## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write "My pet" 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: "Do you have a dog like Spot or another kind of pet at home?" Ask learners to draw their pet, or a pet they wish they had. Ask learners if they would like to write something about their picture.</li> <li>Make a comment or ask a question about the drawing, such as: "That's a fat cat!" or "Do you like to swim with your dog? That's a fun thing to do! What a beautiful drawing and such good writing."</li> <li>If they 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 the learner's sentence.</li> <li>Write exactly what the learner tells you, word for word. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage the learner 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>6 x egg boxes with a letter stuck on the lid of the egg box</li> <li>Letter picture cards for six letters</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>The letter picture cards must be mixed up and placed on the table face down.</li> <li>Give each learner an egg box.</li> <li>Learners must take turns to pick up a card, say the name of the picture and then place the card in the correct egg box.</li> <li>The learner whose egg box is filled first is the winner.</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 them to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>





Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Ithempleyidi ye-A5 yeledere u-/m/ yomunye nomunye umfundi</li> <li>• Iinsalela zephepha/iphephandaba</li> <li>• Izithombe zimali</li> <li>• Isinamathiseli</li> </ul>	<p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Nikela omunye nomunye umfundi ithempleyidi yeledere begodu iinthombe ezimali (imali yephepha/imali eloso).</li> <li>2 Kumele banamathisele iinthombe namkha amayithemu wezinto ezinamatjhada anqotjhiweko u-/m/.</li> </ol> <p style="text-align: center;"><b>NAMKHA</b></p> <ol style="list-style-type: none"> <li>3 Kumele badabule iphepha balenze iinquntu ezincani begodu balisonge libe njengebholo ukuzalisa isikhala begodu nokwenza iledere. Bangabuye bangezelele imidwebo yezinto ezinetjha elinqotjhiweko u-m.</li> </ol> 
<ul style="list-style-type: none"> <li>• Amaphropshi: ithebula, ibuthelelo leemumathi zegrozara ezinganalitho, isingamali, ababhoksi, imigodla yokuthenga, iphepha namapensela, ikhomphyutha edala namkha ikhibhodi, umtato, inondo yesidalisi, itjhezela, ikwasi yepende, iimpikiri, iplanka legodo</li> </ul>	<p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Khumbuza abafundi ngamaphropshi ekhoneni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 ngesikhathi benza kwanga bayadlala "ngokuya esitolo". Abafundi bangenza kwanga babaninisitolo begodu nabathengi. Omunye angabuye abe mnisitolo namkha enze kwanga ngumakhi namkha ngumapendana ngamathulusi wokulungisa isitolo sikaNom. Ibrahim.</li> <li>2 Vakajtjhela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.</li> </ol> 







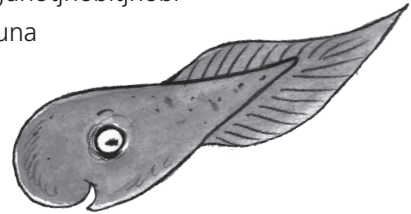
You will need	Activities
<ul style="list-style-type: none"> <li>• An A5 <b>m</b> letter template for each learner</li> <li>• Scrap paper or newspaper</li> <li>• Pictures of money</li> <li>• Glue</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Give each learner a letter template and pictures of money (notes and coins).</li> <li>2 They must stick pictures or items of things with the focus sound <b>m</b>.</li> </ol> <p style="text-align: center;"><b>OR</b></p> <ol style="list-style-type: none"> <li>3 They 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 <b>m</b>.</li> </ol> <div data-bbox="1246 573 1512 736" data-label="Image"></div>
<ul style="list-style-type: none"> <li>• Props: a table, a collection of empty grocery containers, pretend money, boxes, shopping bags, paper and pencils, old computer or keyboard, telephone, toy hammer, chisel, paintbrush, nails, wood plank</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 “going to the shop”. Learners can pretend to be the shopkeeper and shoppers. Someone can also be the bookkeeper or pretend to be a builder or painter with some tools to fix Mr Ibrahim’s shop.</li> <li>2 Visit the corner at least once to observe and encourage the learners’ game.</li> </ol> <div data-bbox="812 1134 1402 1615" data-label="Image"></div>



# ★ Unotjhibitjho omncani

## Indatjana

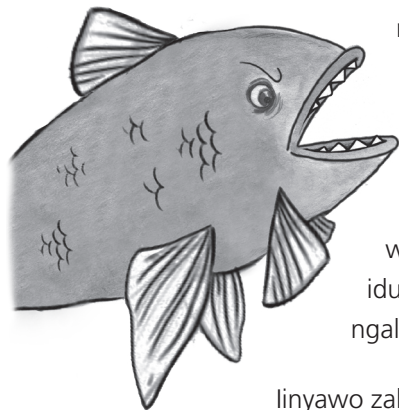
UHarry ngunotjhibitjho omncani ohlala esizibeni nomnakwabo uFreddy. UHarry ngunotjhibitjho obegade aduda azombeza isiziba ilanga loko. UHarry bekanesifiso esikhulu, bekafuna bona akwazi ukweqa njengomnakwabo uFreddy. "NgingUnotjhibitjho omncani oyindulungu begodu omncani khulu, angifuni nakancani ukuba ngUnotjhibitjho omncani. Ngifuna ukweqa njengesirhwerhwe; ngifuna ukweqa ukusuka esigodweni esinye ngiye kesinye," kuvuma uHarry omncani.



"Ngibawa ungifundise ukweqa njengawe?" uHarry ubawa umnakwabo. Kutjho uFreddy: "Ungakhathazeki, Harry, msinyana uzabe ukwazi ukweqa njengami. Qala, iinyawo zakho zangemuva zikhulile!"

UHarry wathaba khulu ngeenyawo zakhe zangemuva wabese uyabawa: "Ngibawa ungifundise ukweqa ngeenyawo zangemuva?" Kutjho uFreddy: "Ungakhathazeki, Harry, msinyana uzakwazi ukweqa njengami. Linda bekukhule iinyawo zakho zangemuva!"

Ngokunjalo uHarry walinda begodu walinda begodu ngemva kwesikhatjhana wabona iinyawo zakhe zangaphambili zikhulile. "Qala! ngeenyawo zangaphambili kwanjesi, ngibawa bona ungifundise ukweqa njengawe." wabawa ngethabo.



"Msinyana uzakwazi ukweqa njengami," kutjho uFreddy, "Linda bekufike isikhathi lapha umsila omude lo unyamalala khona."

Ngokunjalo uHarry waduda mazombe avuma ingoma yakhe alindele bona umsila wakhe unyamalale. Ngelinye ilanga, ngesikhathi athaya esizibeni, itjhaga yeza ngakuye iduda. UHarry wethuka. Khabe azi bona itjhaga le ifuna ukumudla! UHarry wadudela ngale ngebelo ebegade angakghona ngalo.

Iinyawo zakhe zangaphambili nezangemuva zezwakala ziqine khulu begodu wayelela bona umsila wakhe angekhe usangena endleleni yakhe. UHarry waduda ngawo woke amandla wakhe, wasuka eduze netjhaga waya ngehangothini lesiziba. Nanyana kunjalo, ngaphandle kokuyitjheja, wabesele afahla ummoya begodu wafike wahlala phezu kwelitje.

'Nenze kuhle, Harry!' kukwakwazela uFreddy begodu eqayeqela phasi naphezulu ngebanga lethabo.

"Sewufundile ke ukobana kweqiwa njani! Sewusirhwerhwe njengami." UHarry wabe athabe khulu; isifiso sakhe sabayipumelelo!

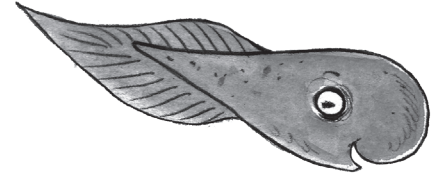
**Indatjana le iphelela lapha.**



# ★ The little tadpole

## Story

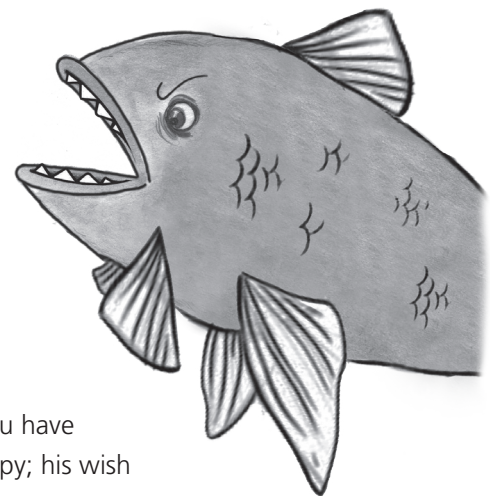
Harry the tadpole lived in a pond with his big brother Freddy. Harry was a happy little tadpole who swam around the pond all day. Harry had a big wish, he wanted to be able to jump just like his big brother Freddy. "I'm a little tadpole round and small, I don't want to be a tadpole at all. I want to jump just like a frog; I want to jump from log to log," sang little Harry.



"Please can you teach me how to jump like you?" Harry asked his brother. Freddy said: "Don't worry, Harry, soon you will be able to jump like me. Look, your back legs have grown!" Harry was very pleased with his back legs and asked: "Please can you teach me how to jump with my back legs?" Freddy said: "Don't worry, Harry, soon you will be able to jump like me. Wait until your front legs grow!"

So Harry waited and waited and after a while he saw that his front legs had grown. "Look! I have front legs now, please can you teach me how to jump like you?" he asked excitedly. "Soon you will be able to jump like me," said Freddy, "just wait until your long tail is almost gone."

So Harry swam around singing his song waiting for his tail to go away. One day, while he was floating in the pond, a great big fish with a huge mouth and sharp teeth came swimming towards him. Harry was terrified. He knew that this great big fish wanted to eat him! Harry swam through the water as fast as he could.



His front legs and his back legs felt very strong and he realised that his tail didn't get in the way anymore. Harry swam with all his might, away from the fish towards the side of the pond. And then, without even realising it, he was moving through the air and had landed on a rock.

"Well done, Harry!" cheered Freddy and he hopped up and down excitedly. "You have just learned how to jump! You are now a frog just like me." Harry was very happy; his wish had come true!

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





## Ingoma

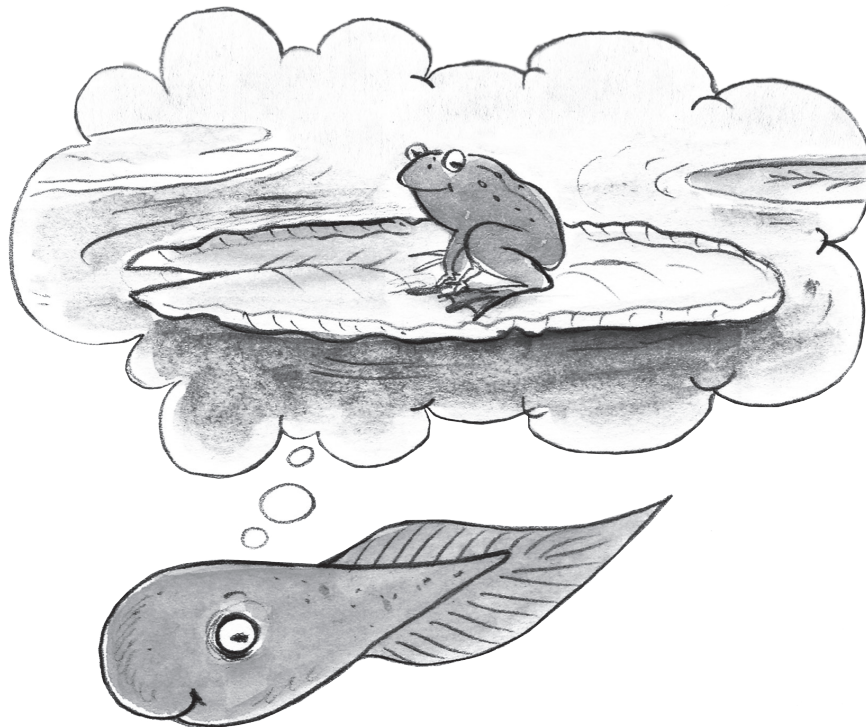
Ngibone isirhwerhwe  
 Ngibone isirhwerhwe  
 Sihlezi emanzini  
 Sifuna ukupharuma  
 Pharupharu pharupharu  
 Pharuma sirhwerhwe

(Usebenzise itjhuni yakho yokuvuma.)



## Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	isirhwerhwe	unotjhobitjhobi	isiziba	-eqa	emuva	ingaphambili
Amagama angezelelweko:	umsila	-bukhali	-ndulungu	-khulu	-fisa	umfowethu
	idwala	isikhuni	-thaya	-duda	-ethusako	amazinyo

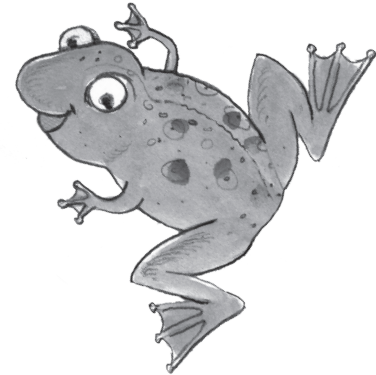




## Song

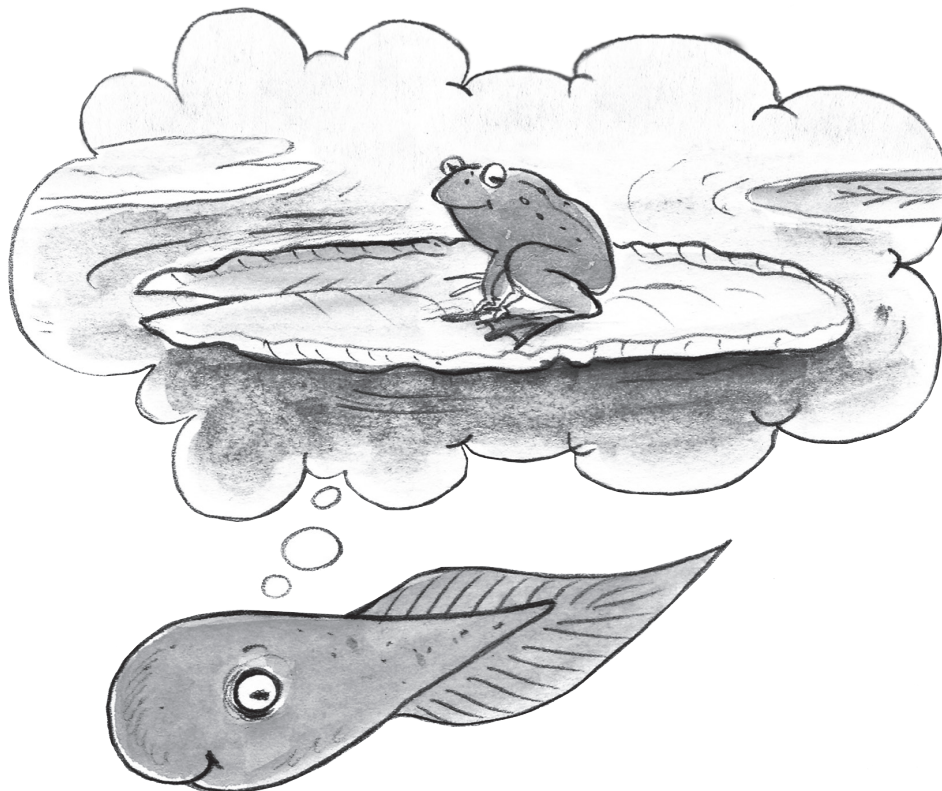
I'm a little tadpole round and small,  
 I don't want to be a tadpole at all.  
 I want to jump just like a frog;  
 I want to jump from log to log!

*(Sing to the tune of "I'm a little teapot short and stout" or use your own tune.)*



## Vocabulary from the story

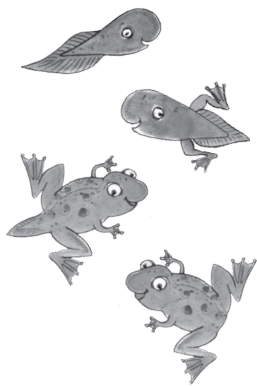
<b>Key-words:</b>	<b>frog</b>	<b>tadpole</b>	<b>pond</b>	<b>jump</b>	<b>back</b>	<b>front</b>
Extra words:	tail	sharp	round	grow	wish	brother
	rock	log	float	swim	terrified	teeth





### Uzokudinga lokhu:

- Indatjana: *Unotjhobitjhoi omncani*
- Amaphaphethi: UHarry, uHarry neenyawo zangemuva, uHarry neenyawo zangaphambili nemuva, uFreddy, ifesi, ilitje
- Amaphrophsi: ilitje, iphepha lomthetho ohlongozwako osikwe ngejamo lekhasi, itjhila elihlaza samkayi wesiziba
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama



## Iveke yoku-1 Ilanga loku-1

### Imisetjenzana yetlasi loke

Yitjho igido *Ngijuguja imino yami* ukuletha abafundi emadeni bazokulalela indatjana.

### Ukucoca indatjana nokwakha illwazi-magama

#### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: *“Wakhe wambona unotjhobitjhoi na? Ubuya kuphi unotjhobitjhoi? Wakhe wasibona isirhwerhwe? Sibafumana kuphi abonotjhobitjhoi neenrhwerhwe? Ungalila njengesirhwerhwe? Uyazi bona isirhwerhwe siduda njani?”*
- 1.3 Ithi: *“Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni.”* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: Babonise iinthombe zeenziba. Nawukghonako buthelela abonotjhobitjhoi ngejeje utjengise abafundi kobana baqaleka njani.

#### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko. Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.2 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuza imibuzo enganamikhawulo, efana naleyo ethi: *“Ucabanga uHarry wazizwa njani nakabona ifesi ekulu? Ucabanga bona kuzokwenzekani ngemva kwalokhu?”*

#### 3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: *“Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngiyiphi ingcinye oyithande khulu? Ngimuphi umbuzo onawo ngendatjana? Zikhona yini izinto umnakwenu namkha udadwenu afuna ukuzenza nawe ofuna ukuzenza? Uzizwa uthabile ngokwenza into ethileko ongakwazi ukuyenza khona nje ongakhenge ukwazi ukuyeza ngesikhathi usesemncani?”*

### Ukwethula itjhada elisuselwe endatjaneni

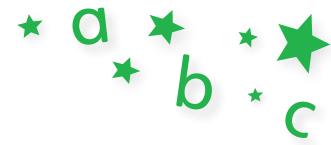
- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“ke, kesinye, kokuyithjeja, kunjalo, kuvuma, kutjho, kuhle. Uyalizwa itjhada elinqotjhiweko: kunjalo, kutjho, kuhle? Iye, uwanembile woke anetjhada u-/k/.”*
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/k/: kanye, kune, ikoloyi, kude, ukatsu, ikomukomu, ikabi, ikala, ikama, ikani, ikarana, ikari, ikerese, kela, isikere, ikosi, ikowusu, ikume.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/k/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/k/: **“k-k-k”**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

### Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani keline nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlatulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.

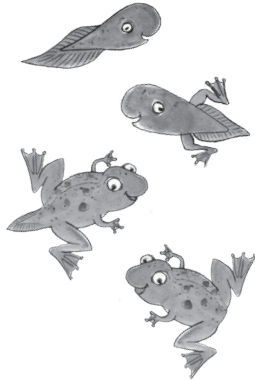
### Ngijuguja imino yami

Ngijuguja imino yami  
 Ngijuguja amazwani wami  
 Ngijuguja amahlombe wami  
 Ngijuguja ipumulo yami  
 Begodu kwanjesi (wahla godu kwanjesi)  
 Koke ukujuguja kusezandleni zami  
 Begodu ngithule ngendlela  
 engingakwazi ngayo!



### You will need:

- Story: *The little tadpole*
- Puppets: Harry, Harry with back legs, Harry with front and back legs, Freddy, fish, rock
- Props: a rock, green paper cut out in the shape of a lily pad, blue fabric for the pond
- Objects or picture cards for some of the words from the vocabulary list



## Week 1 Day 1

### Whole class activities

Say the rhyme *I wiggle my fingers* to bring learners to the mat for story time.

#### I wiggle my fingers

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *Have you ever seen a tadpole? Where does a tadpole come from? Have you seen a frog? Where do we find tadpoles and frogs? Can you croak like a frog? Do you know how a frog swims?*
- 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 ponds. If you can, collect tadpoles in a jar to show learners what real tadpoles look like.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"How do you think Harry felt when he saw the big fish? What do you think will happen next?"*

#### 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? Are there things that your big brother or sister can do that you want to do? Do you feel proud of doing something that you can do now that you couldn't do when you were little?"*

### 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: *"ke, kesinye, kokuyithjeja, kunjalo, kuvuma, kutjho, kuhle. Can you hear the focus sound: kunjalo, kutjho, kuhle? Yes, you are right! They all have the sound /k/!"*
- 2 *"Listen carefully, here are some more words with /k/: kanye, kune, ikoloyi, kude, ukatsu, ikomukomu, ikabi, ikala, ikama, ikani, ikarana, ikari, ikerese, kela, isikere, ikosi, ikowusu, ikume."* (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.



### Uzokudinga lokhu:

- Amaphaphethi wendaba
- Umvumo kanye neenthombe ezimaphrophi wokusekela ingoma



## Iveke yoku-1 Ilanga lesi-2

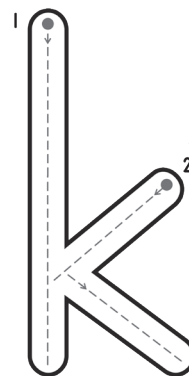
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokuvuma

- 1 Thoma ngokukhumbuza abafundi ngehlathululo yamagama owathule ngelanga loku-1.
- 2 Buyelela ucoce indatjana ngokusebenzisa amaphaphethi. Buza imibuzo lokha nawucoca indatjana. Khuthaza abafundi ukufunisela kobana yini okulandelako okuzokwenzeka.
- 3 Tjela abafundi bonyana uzobafundisa ingoma etja ezokukhambelana nendatjana.
- 4 Yitjho imiqu embalwa yengoma ngokuzwakalako godu kabuthaka, bese ubawa abafundi kobana bahlanganyele begodu bavume nawe. Kungahle kube budisi ebafundini ukukhumbula woke amagama, ngalokho-ke fundisa ingoma ngeengaba.
- 5 Yiba neenthombe nofana amaphrophi nanyana yenza izenzo ukusiza abafundi bazwize ilimi lengoma.
- 6 Fundisa abafundi umsikinyeko wengoma begodu ibani nethabo ukuvuma ngamalimi amanengi.

#### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/k/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/k/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi banga sengathi bakama iinhluthu zabo ngesikhathi bathi: "**k-k-kama**".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-k litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "*Thoma eqatj hazini, yehlela phasi, thala umuda ongenako nophumako.*"
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emigogodlheni/ emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isgojwana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.







### You will need:

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



## Week 1 Day 2

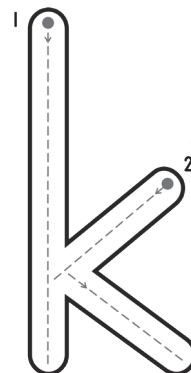
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



### Small group activities

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





### Uzokudinga lokhu:

- Amaphaphethi namaphrophsi aphaathelene nendatjana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**k**: ikoloyi, ukatsu, ikomukomu, ikabi, ikala, ikama, ikani, ikarana, ikari, ikerese, ikuke, ikosi, ikowusu, ikume



## Iveke yoku-1 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: Babawe bona bawenze amagama afana nala: "yeqa" begodu "ududa".
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophsi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze izenzo ezikhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

#### Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamedere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: "Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?"
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nenye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: "Le yindlela esitlola ngayo u-k." Vumela abanye babafundi bagadangise ngemino yabo phezulu kwesivalo.



### Imisetjenzana yesiqhema esincani

Khumbuzwa abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **k**: ikoloyi, ukatsu, ikomukomu, ikabi, ikala, ikama, ikani, ikarana, ikari, ikerese, ikuke, ikosi, ikowusu, ikume



## Week 1 Day 3

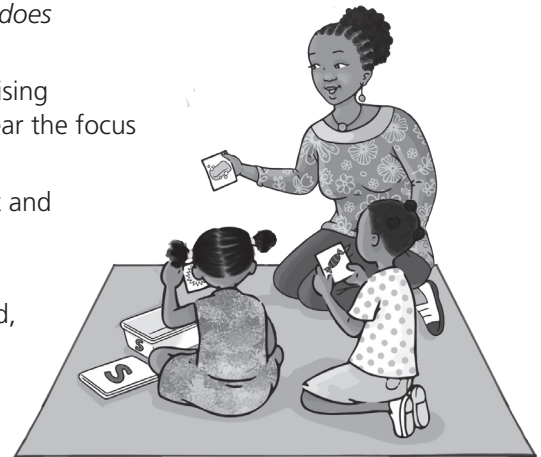
### Whole class activities

#### 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: "jump" and "swim".
- 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.





### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako

### UStella uthi:



*Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:*

- "Ngubani okwazi ukumbona?" (abalingisi)
- "Wenzani?" (isenzo begodu nesehlakalo)
- "Kuyini okhanye okubonako?" (nawuqalako godu)
- "Ikuphi i...?" (ngokutjho ababizo weendawo/iinkhundla)
- "Kubayini ucabanga bona...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)

## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loko

#### Ukulandelanisa iinthombe

- 1 Vuma ingoma godu.
- 2 Yethula amagama amatjha aserhelweni lelwazi-magama
- 3 Khetha isithombe esisodwa kezilandelanako bese usiphakamisela phezulu. Buza abafundi bonyana babonani, ngemva kwalokho khuluma ngesithombe ngokungeneleleko.
- 4 Lokha nasele uocileko ngesinye nesinye isithombe, sinamathisele ebhodini ukuze abafundi basibone. Yenza isiqinisekiso sokobana iinthombe azilandelani ngendlela okungiyi emsetjenzaneni lo.
- 5 Ngemva kokukhuluma ngazo zoke iinthombe, buza abafundi: "Kungabe iinthombe lezi zihleleke ngendlela okungiyi?"
- 6 Bawa abafundi kobana bakhombe isithombe esisekuthomeni kwendatjana. Sebenzani ninoko ukuhlela ilandelano leenthombe ukuze indatjana inikele umqondo.
- 7 Bandakanya abafundi babe majadu ekambisweni le. Buza imibuzo efana nokuthi "Kwenzekeni okulandelako? Ngubani ongakhumbula ingcenywe yendatjana elandelako?"
- 8 Lokha iinthombe nasele zihleleke ngendlela okungiyi, mema abafundi abambalwa kobana bazokubuyelela bacoce indatjana ngelandelano okungilo.



#### Ukulalelela itjhada elinqotjhiweko

- 1 Umdlalo lo udlaleka ngcono ngaphandle endaweni evulekileko. Abafundi kumele ba-"duda" lapha kufikela ngesikhathi nabezwa khona itjhada elihlabako namkha umlozi. Nabezwa itshwayo lakho, kumele bangene esiqhemeni nabafundi abahlanu abatjhideleni khulu nabo.
- 2 Nasele abafundi beseenqhemeni zabo, nikela esinye nesinye isiqhema itjhada elehlukileko, begodu omunye nomunye umfundi esiqhemeni kumele acabange ngegama ngetjhada lelo. Nasele boke banagama, kumele boke beqele phezulu naphasi. Lalela amagama wazo, tjheja bona alungile na begodu banikele iphuzu.
- 3 Ngemva kobana isiqhema sinikele amagama waso, abafundi kumele ba-"duda" lapha godu kodwana bahlale eenqhemeni zabo. Nawunikela itshwayo, abafundi kumele balise "ukududa" begodu kumele unikele esinye nesinye isiqhema itjhada elihlukileko. Umdlalo ungaragela phambili kufikela lapha isiqhema sithola khona amaphuzu amahlanu.

### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Big sequence pictures

## Week 1 Day 4

### Whole class activities

#### Sequencing 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)

- 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 This game is best played outside with open space. Learners need to "swim" around until they hear you croak or whistle. When they hear your signal, they must get into a group with the five closest learners to them.
- 2 Once learners are in their groups, give each group a different sound, and each learner in the group must think of a word that has the focus sound. Once they all have a word, they must all jump up and down. Listen to their words, check that they are correct and give them a point.
- 3 After the group has given their words, learners must "swim" around again but stay in their groups. When you give a signal, learners must stop "swimming" and you must give each group a different sound. The game can continue until a group scores five points.



#### Small group activities

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



### Uzokudinga lokhu:

- Isiquntu esikhulu sephepha
- Amakhokhi amabhombo
- Ubumba lomfundi ngamunye
- Iphetjhana elingakatlolelwa eliyi A4
- Amakhrayoni wewaksi amakhulu
- Amagama amalunga amanengi endatjaneni: unotjhobitjho, isirhwerhwe, esincani, ukududa, isiziba -ethusako, -thaya, ifesi

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loko

#### Yenza, gwala bewutlole

- 1 Cocela abafundi ngendulungu yepilo yesirhwerhwe begodu ubakhumbuze indlela uHarry acocselwa ngayo ukuphuma eqandeni, waba ngunotjhobitjho begodu wakhula waba sirhwerhwe.
- 2 Dweba isithombe samaqanda, unotjhobitjho begodu nesirhwerhwe. Bawa abafundi bona bahlathulule enye nenye ingcenyane yendulungu yepilo ngesikhathi ufaka amatshwayo emdwebeni (amaqanda, unotjhobitjho, isirhwerhwe). Dweba iinkomba ezisuka kenye ingcenyane yendulungu yepilo ziye kenye.
- 3 Hlathululela abafundi kobana bayokwenza amaqanda, unotjhobitjho begodu nesirhwerhwe ngokusebenzisa ibumba lokudlala.
- 4 Nasele bayenzile indulungu yepilo ngokusebenzisa ibumba lokudlala, bangadweba begodu batshwaye nendulungu yepilo.



### UStella uthi:



Umsebenzi lo ungenziwa ngananyana ngiliphi ilimi, ngebanga lokobana umsebenzi lo unqophe ebafundini abafunda ikghonofundwa lokuhlukanisa amagama abemasilibhuli. Ukusiza ukwenyuswa uliminengi begodu nokuqinisekisa ilimi lomfundi lekhaya, ukulinga umsebenzi ngamagama amasilibhili amanengi avela kamanye amalimi.

### Ukwakha nokuphula (amalunga)

- 1 Biza abafundi bona bahlale phasi emadini. Batjho igama linye elitholakala erhelweni lamabizo anamalunga amanengi bese ufuzisele bona amagama angaphulwa njani amahlavu wamagama lawo isibonelo: **i | si | rhwe | rhwe**.
- 2 Tjela munye wabafundi bona uzazenza isirhwerhwe. Mubawe bona ege lokha nakubizwa ilungu linye legama: **i** (yeqa kanye) **si** (yeqa kanye) **rhwe** (yeqa kanye) **rhwe** (yeqa kanye). Abafundi bazahlanganisa amahlavu bese batjho igama: **i | si | rhwe | rhwe = isirhwerhwe**.
- 3 Bawa abafundi bona beqe godu. Esikhathini lesi kufuze bawahle kanye lokha isirhwerhwe nasenqako.
- 4 Itjho elinye igama elivela erhelweni lamagama bese ubawa abafundi baliphule libe mahlavu. Isirhwerhwe kufuze seqe elungwini elinye nelinye bese abafundi bayawahla.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- A large piece of paper
- Thick kokis
- Playdough for each learner
- A4 blank paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: unotjhobitjhobi, isirhwerhwe, esincani, ukududa, isiziba -ethusako, -thaya, ifesi

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Talk to learners about the frog life cycle and remind them how Harry hatched from an egg, became a tadpole and then grew into a frog.
- 2 Draw a picture of eggs, a tadpole and a frog. Ask learners to describe each part of the life cycle as you add labels to the drawing (eggs, tadpole, frog). Draw arrows from one part of the life cycle to the next.
- 3 Explain to learners that they are going to make the eggs, tadpole and frog using playdough.
- 4 Once they have made the life cycle using playdough, they can draw and label the life cycle.



### Stella says:



*This activity can be done in any language, as the activity focuses on learners learning the skill of breaking words into syllables. To help promote multilingualism and affirm learners' home languages, try the activity with multisyllabic words from other languages.*

### Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | si | rhwe | rhwe**.
- 2 Tell one of the learners that they are going to pretend to be a frog. Ask the frog to jump for each of the syllables: **i** (one jump) **si** (one jump) **rhwe** (one jump) **rhwe** (one jump). Learners must then put the syllables together to say a word: **i | si | rhwe | rhwe = isirhwerhwe**.
- 3 Ask the frog to jump again. This time learners must clap each time the frog jumps.
- 4 Say another word from the list and ask learners to break it into syllables. The frog must jump on each syllable while the class claps.

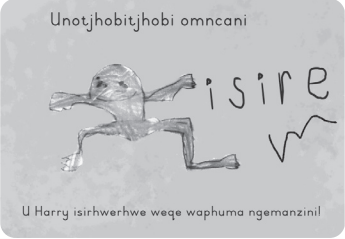





### Small group activities

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



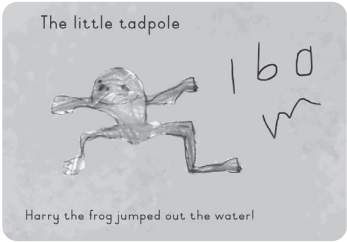


# Imisetjenzana yesiqhema esincani yeveke yoku-1

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul>  <p>Unotjhibitjhibi omncani</p> <p>U Harry isirhwerhwe weqe waphuma ngemanzini!</p>  <p><i>Kilesisikhathi somnyaka, abafundi kungenzeka babe nokuzithemba okudluleleko kokulinga ukuzitolelela ngokwabo. Ungatshwenyeki nangabe abanye babafundi batlola imiyeje yamaledere anganankhala hlangana.</i></p>	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>3 Buza abafundi bonyana ngiyiphi ingceny yendatjana abayithande khulu. Nikela iimphakamiso.</li> <li>4 Khuthaza abafundi bonyana bagwale ingceny yendatjana abayithandleko.</li> <li>5 Phawula nofana bawo omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeentombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka lokha wena nawuwatlolako. Bacabangele ngokunabileko lokha nawutlola imitjho yabo.</li> <li>8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.</li> </ol>
<ul style="list-style-type: none"> <li>• Amakarada weentombe zamaledere</li> <li>• Isiphayi seempukani etjhiphileko (ungasenza ngephepha lesitja namkha ngesivalo seyogadi usinamathisele ekugcineni kwelithi)</li> </ul>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka amakarada weentombe zamaledere aqale phezulu etafuleni. Beka amaledere aqale phasi.</li> <li>2 Omunye nomunye umfundi kumele adlhegane nabanye ukutjhugulula ikarada leledere begodu atjho netjhada elenziwa ilelere lelo.</li> <li>3 Boke abafundi esiqhemeni kumele balinge ukufumana isithombe esimadana netjhada begodu uyiphaye ngesiphayi seempukani.</li> </ol> 
<ul style="list-style-type: none"> <li>• lincwadi, iimagazini, iincwajana ezibhincwa, lincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> 	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungathoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeentombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakajtjela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>




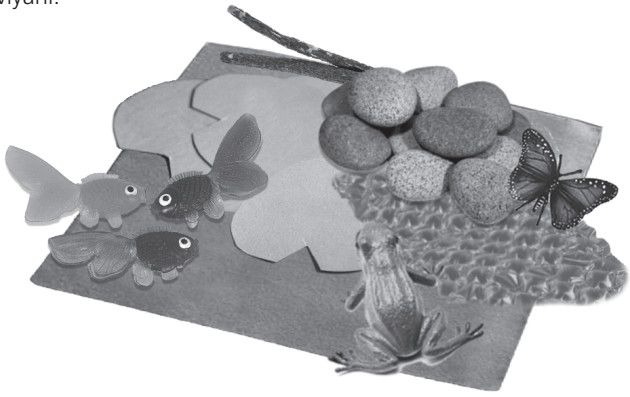


## Small group activities for Week 1

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>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p><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.</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>Letter picture cards</li> <li>Cheap fly swatters (you can make this with a paper plate or yoghurt lid stuck on to the end of a stick)</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Place the letter picture cards face up on the table. Put the letters face down.</li> <li>Each learner must take a turn to turn over a letter card and say the sound the letter makes.</li> <li>All the learners in the group must try to find a picture that matches the sound and swat it with the fly swatter.</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 them to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>


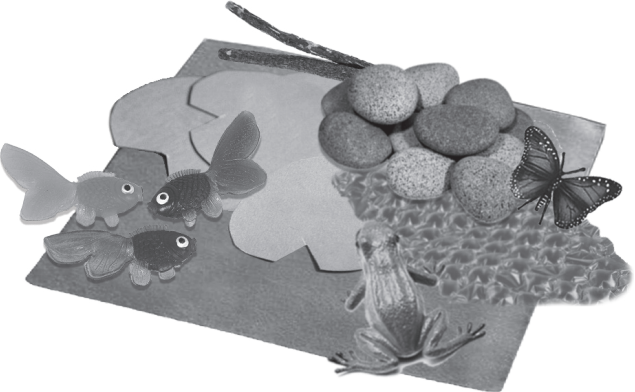




Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Ingcenye yesitja sephepha umfundi ngamunye, ikhokhi enzima, umtletle obumvu wephepha, emibili ehlaza satjani, begodu neendulungu ezimhlophe nokunzima komunye nomunye umfundi</li> <li>• Isinathiseli kanye nesikere</li> <li>• Iphepha elihlaza satjani namkha amakhayoni wewaksi amakhulu</li> </ul>	<p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona bazokwenza isirhwerhwe. Kumele batlebhule imitletle yephepha elihlaza satjani begodu balinamathisele phezulu kwesitja namkha basebenzise ikhrayoni lewaksi ukulenza libehlaza satjani.</li> <li>2 Emva kwalokho bangalinamathisele emehlweni, badwebe umlomo bese bawunamathisele elimini lomtletle wephepha.</li> </ol> 
<ul style="list-style-type: none"> <li>• Umthetho sitjhukumiso utlaya indulungu (amakari wethuthumbo elimhlophe), amatje atjhelelako, ibhlowufele namkha imatheriyali yamanzi, iingodi nezinto, ibumba lokudlala namkha iinrhwerhwe zeplastiki, amatje amancani atjhelelako anechatjhazi elinzima lamaqanda wesirhwerhwe namkha ibhamuza lomoya elitholakala emanzini elichatjhazi elinzima, iintjalo zembiza, amaviyaviyani weplastiki begodu nefesi (namkha iinthombe ezisikwe kumagazini)</li> </ul>	<p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako. Hlathululela bona bazokwenza isiziba bese emva kwalokho badlale neenlwana ezihlala ngaphakathi nangaphandle kwesiziba: iinrhwerhwe, iimfesi, amaviyaviyani.</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"><li>• Half a paper plate per learner, black koki, red strip of paper, two green, white and black circles for each learner</li><li>• Glue and scissors</li><li>• Green paper or green 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 frog. They must tear up strips of green paper and stick it on the paper plate or use the wax crayon to make it green.</li><li>2 They can then stick on the eyes, draw a mouth and stick on the paper strip tongue.</li></ol> 
<ul style="list-style-type: none"><li>• Green paper cut into circles (lily pads), pebbles, blue felt or material for the water, logs and sticks, playdough or plastic frogs, tiny pebbles with a black dot for the frog eggs or bubble wrap with a black dot, pot plants, plastic butterflies and fish (or pictures cut out of magazines)</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 materials for making a pond. Explain to them that they are going to make the pond and then play with the animals that live in and around the pond: frogs, fish, butterflies.</li></ol> 





#### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loke

#### Okunye ngokulandelanisa iinthombe



- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphephe isithombe esisodwa seenthombe zelandelano ezimbalabala (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoke njengesiqhema, bawa abafundi abaphephe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: "Ngubani okhumbulako bonyana kwenzekeni okulandelako?"
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni yabo.
- 5 Nikela omunye nomunye umfundi incwajana encani. Bakhuthaze kobana baqale ikhavara bese ufunda isihloko sendatjana nabo.
- 6 Thatha abafundi ekhambeni lokubukela iinthombe zencwajana encani, ubasize bakwazi ukubona kobana iinthombe ezingencwadini ziyafana neenthombe ezilandelanisweko.
- 7 Nange kusese nesikhathi, abafundi "bangafunda" iincwajana zabo ezincani bafundela abalingani babo abangetlasini.
- 8 Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeni yabo.



#### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: "wabe, wabese, wabona, wabuza, waduduza, wafike, wahlala, wakhe, walinda, wasuka, wathaba, wayelela, woke. Uyalizwa itjhada elinqotjhiweko: **wabona, wakhe, woke?** Iye, uwanembile woke anetjhada u-**wl**."
- 2 "Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-**wl**: wena, wahl, iwatjhi, amawele, isiwuruwuru." (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-**wl** lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-**wl**: "**w-w-w**". Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

#### Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani kelinye nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlatulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures



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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "wabe, wabese, wabona, wabuza, waduduza, wafike, wahlala, wakhe, walinda, wasuka, wathaba, wayelela, woke. Can you hear the focus sound: **wabona**, **wakhe**, **woke**? Yes, you are right! They all have the sound /w/."
- 2 "Listen carefully, here are some more words with /w/: wena, wahlala, iwatjhi, amawele, isiwuruwuru." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /w/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /w/: "w-w-w". 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.



### Uzokudinga lokhu:

- INcwadi eKulu: *Unotjhibitjho omncani*
- Amahula-hubhu
- Amanzi ngeemumathini begodu neenkwasizepende zomunye nomunye umfundi

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loka

#### Ukufunda ngokwabelana – INcwadi eKulu

- 1 Khuthaza abafundi ukuqala isithombe esisekhavareni bese bakhuluma ngalokho abakubonako begodu nabakukhumbulako.
- 2 Fundela itlasi isihloko sendatjana. Khomba elinye nelinye igama lokha nawufundako. Ifunde godu bese ubawa abafundi bonyana bafunde nawe.
- 3 Thatha abafundi ekhambeni leenthombe zoke ezingencwadini, cocisanani ngeenthombe begodu ukhuthaze abafundi kobana babuze imibuzo.
- 4 Khomba iinomboro ezisemakhasini bese ukhuluma ngenomboro ezokulandela.
- 5 Lokha nasele "uyikhambe" yoke incwadi, khamba ubuyele ekuthomeni bese ufunda isihloko godu. Ngemva kwalokho vula amakhasi bese ufunda omunye nomunye umutjho ngephimbo lemvelo elizwakala kuhle. Khomba elinye nelinye igama lokha nawufundako.
- 6 Funda incwadi godu bese ukhuthaza abafundi "ukufunda" nawe.



### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-**w**/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-**w**/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangasebenza ngababili, ngokuzithoba bangakhombana bathi: "**w-w-wena**".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-**w** litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "*Thoma eqatjhezini, yehla uvundle, yenyuka uvundle, yehla uvundle, yenyuka uvundle.*"
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, iya ngaphandle begodu nikela omunye nomunye umfundi isimumathi esinamanzi begodu nekwasi yepende. Abafundi bangapenda incwadi kanenginengi emanzini phezulu kwepheyinghi.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Big Book: *The little tadpole*
- Hoola hoops
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

#### Shared reading – Big Book

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



### Forming the letter

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



### Small group activities

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



#### Uzokudinga lokhu:

- Amajege athileko werhalasi azele ngobungako obahlukahlukeneko bamanzi (ungangezelela ngokufakwa kokudla imibala ukwenza isenzwesi bona sibe ngesikarisa khulu)
- Iinswazi namkha iinpensela
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**w**, isibonelo: iwatjhi, iwodrobho, iwotji, iwikhethi, wahla, isiwuruwuru

## Iveke yesi-2 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukufunda ukulalela

- 1 Hlathululela itlasi bona kumele balalele ngetjhejo ngesikhathi ukokoda omunye nomunye umjeka werhalasi ngesigotjwana namkha ngepensela.
- 2 Buza abafundi nangabe amatjhada ayafana namkha ahlukile. Ngimuphi umjeka werhalasi owenza itjhada eliphezulu, begodu nowenza itjhada eliphasi.
- 3 Buza nangabe omunye nomunye umfundi angathanda ukukokoda imijeka yerhalasi begodu alalele amatjhada abawenzako.
- 4 Linga ukukokoda iphetheni begodu buza nangabe omunye wabafundi angakwazi ukukhophha iphetheni.



### Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: *“Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?”*
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa Itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye lenye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *“Le yindlela esitlola ngayo u-w.”* Vumela abanye babafundi bagadangise ngemino yabo phezulu kwesivalo.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.







#### You will need:

- Some glass jars filled with different amounts of water (you can add food colouring to make this activity more interesting)
- Sticks or pencils
- A letter box containing objects or pictures of objects that have the focus sound **w**: iwatjhi, iwodrobho, iwotji, iwikhethi, wahla, isiwuruwuru

## Week 2 Day 3

### Whole class activities

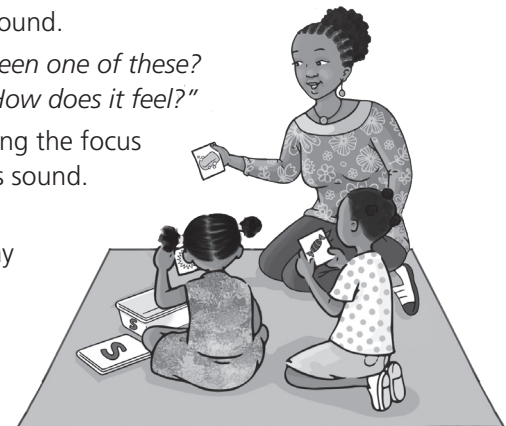
#### Learning to listen

- 1 Explain to the class that they must listen carefully as you tap each glass jar with a stick or a pencil.
- 2 Ask learners if the sounds are the same or different. Which glass jar makes a high sound, and which makes a low sound?
- 3 Ask if any of the learners would like to try tapping the different glass jars and listen to the sounds they make.
- 4 Try tapping a pattern and ask if one of the learners can copy the pattern.



#### 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 w."* 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.



### Uzokudinga lokhu:

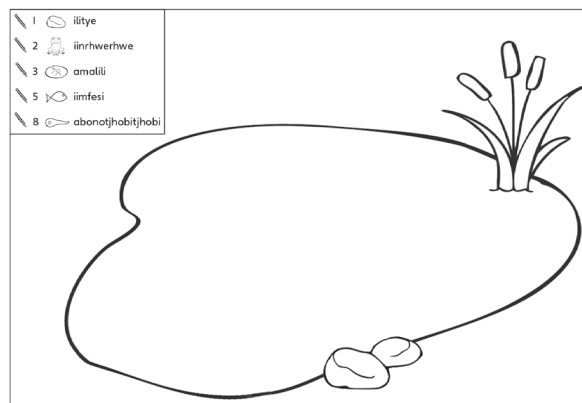
- Umgadangiso **Wekhasi lomsetjenzana wokufunda nokwenza** lomunye nomunye umfundi
- Amakhrayoni wewaksi amakhulu

## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loke

#### Ukufunda begodu wenze

- 1 Tjela abafundi bona baqale erhelweni elisekhasini lomsebenzi begodu bakhuluma ngokobana babone (iinomboro, iinthombe namagama).
- 2 Tjela abafundi bona kwanjisi sebakhamba bayokwenza umsebenzi ohlekisako obizwa "ngokufunda nokwenza". Kumele bafunde omunye nomunye umuda bese benza lokho othi abakwenza ngokusebenzisa indawo engakatlolwa litho ekhasini.
- 3 Funda umuda wokuthoma ndawonye: Dweba ilitje linye.
- 4 Bawa nangabe omunye nomunye umfundi angakwazi "ukufunda" lokho okulandelako erhelweni okumele akwenze: Dweba iinrhwerhwe ezimbili.
- 5 Ragela phambili ngayo indlela le ngomunye nomunye wemiyalo.
- 6 Rhelebha abafundi nangabe bathola ubudisi ukufunda iinlayelo.



### Ukulalelela itjhada elinqotjhiweko

- 1 Umdlalo lo udlaleka ngcono ngaphandle endaweni evulekileko. Abafundi kumele ba-"duda" lapha kufikela ngesikhathi nabezwa khona itjhada elihlabako namkha umlozi. Nabezwa itshwayo lakho, kumele bangene esiqhemeni nabafundi abahlanu abatjhidelene khulu nabo.
- 2 Nasele abafundi beseenqhemeni zabo, nikela esinye nesinye isiqhema itjhada elehlukileko, begodu omunye nomunye umfundi esiqhemeni kumele acabange ngegama ngetjhada lelo. Nasele boke banagama, kumele boke beqele phezulu naphasi. Lalela amagama wazo, tjheja bona alungile na begodu banikele iphuzu.
- 3 Ngemva kobana isiqhema sinikele amagama waso, abafundi kumele ba-"duda" lapha godu kodwana bahlale eenqhemeni zabo. Nawunikela itshwayo, abafundi kumele balise "ukududa" begodu kumele unikele esinye nesinye isiqhema itjhada elihlukileko. Umdlalo ungaragela phambili kufikela lapha isiqhema sithola khona amaphuzu amahlanu.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

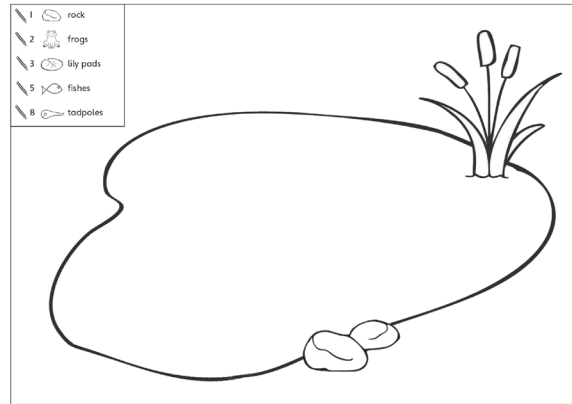
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Explain to learners that 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: Draw one rock.
- 4 Ask if any of the learners can “read” what to do next on the list: Draw two frogs.
- 5 Learners must continue in this way with each of the instructions.
- 6 Assist learners if they struggle to read the instructions.



#### Listening for focus sounds



- 1 This game is best played outside with open space. Learners need to “swim” around until they hear you croak or whistle. When they hear your signal, they must get into a group with the five closest learners to them.
- 2 Once learners are in their groups, give each group a different sound, and each learner in the group must think of a word that has the focus sound. Once they all have a word, they must all jump up and down. Listen to their words and check that they are correct and give them a point.
- 3 After the group has given their words, learners must “swim” around again but stay in their groups. When you give a signal, learners must stop “swimming” and you must give each group a different sound. The game can continue until a group scores five points.

#### Small group activities

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



### Uzokudinga lokhu:

- Iinthombe zamanzi asilaphazekileko nemilambo enamanzi ahlanzekile, amadamu nesiziba
- Itjhadi lephepha eligoqekako, isimeregi esinzima
- Amakhrayoni wewaksi amakhulu
- Umgodlana wetjhwatjhwara, isiquntu sephepha
- Amagama amalunga amanengi endatjaneni: unotjhobitjho, isirhwerhwe, esincani, ukududa, isiziba -ethusako, -thaya, ifesi

## Iveke yesi-2 llanga lesi-5

### Imisetjenzana yetlasi loko

#### Yenza, gwala bewutlole

- 1 Khombisa abafundi iinthombe zamanzi asilaphazekileko nalawo ahlanzekileko emlanjeni, emadamini, nakuma phondi. Babuze bona ngimuphi umlambo abakhe bawubona ohlanzekile nofana osilaphazekileko. Babuze: *“Ucabanga bona unotjhobitjho uHarry angathabela ukuhlala kuphi? Kubayini kufuze ahlale emanzini ahlanzekileko? Kwenzakalani abonotjhobitjho neenrhwerhweni lokha imilambo isilaphazeka? Imilambo, amadamu nama phondi asilaphazeka bunjani?”*
- 2 Hlathululela abafundi bona bazokurheleba ukwenza iphepha lezaziso elizotjela abantu bona kufuze benzeni ukuze bagqine imilambo ingakasilaphazeki ngebanga leenrhwerhwe, iimfesi kanye nezinye iinlwane ezihlala khona ngemanzini. Buza abafundi bona bacabanga bona kungabhalwa ini ephepheni lelo lezaziso. Isibonelo: phulusa isirhwerhwe-ungalahli amatjhwatjhwara nama rhalasi emanzini; iinrhwerhwe zitlhoga amanzi ahlwengekileko njengoba nathi siwatlhoga. Buza abafundi bona kufuze kwenzekeni eenzibini begodu kufuze zilahlwe kuphi. Tlola ngokubonakalako amaledere amancani bese ubawa abafundi bona badwebe iinthombe ebazozinamathisela ephepheni lezaziso. Abanye babafundi bangadabula iphepha nofana baqunte iphepha begodu baqunte amatjhwatjhwara ebazowanamathisela ephepheni lezaziso.
- 3 Lokha iphepha lezaziso sele liphelele, linamathisele ebodeni eduze nomnyango wetlasini bese ukuthaza abafundi bona “balifundele” ababelethi babo lokha nabeza bazoba buthelela esikolweni.

### UStella uthi:



*Umsebenzi lo ungenziwa nanyana ngiliphi ilimi, njengoba umsebenzi lo unqophe ebukghwarini bokuhlukanisa amagama ngamalunga wawo. Ukuthuthukisa ukwazi amalimi angaphezulu kwelilodwa nokuqinisa ilimi lemakhaya labafundi, zama imisebenzi emumethe amagama anamalunga amanengi avela kwamanye amalimi.*

### Ukwakha nokuphula (amalunga)

- 1 Biza abafundi bona bahlale phasi emadini. Batjho igama linye elitholakala erhelweni lamagama anahlavu amanengi bese ufuzisele bona amagama angaphulwa njani amahlavu wamagama lawo isibonelo: **u | no | tjho | bi | tjho | bi**.
- 2 Tjela munye wabafundi bona uzazenza isirhwerhwe. Mubawe bona eqe lokha nakubizwa ilungu linye legama: **u** (yeqa kanye) **no** (yeqa kanye) **tjho** (yeqa kanye) **bi** (yeqa kanye) **tjho** (yeqa kanye) **bi** (yeqa kanye). Abafundi bazahlanganisa amahlavu bese batjho igama: **u | no | tjho | bi | tjho | bi = unotjhobitjho**.
- 3 Bawa abafundi bona beqe godu. Esikhathini lesi kufuze bawahle kanye lokha isirhwerhwe nasenqako.
- 4 Itjho elinye igama elivela erhelweni lamagama bese ubawa abafundi baliphule libe mahlavu. Isirhwerhwe kufuze seqe elungwini elinye nelinye bese abafundi bayawahla.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Pictures of polluted water and clean rivers, dams and ponds
- Flipchart paper, black marker
- Jumbo wax crayons
- Plastic bags, pieces of paper
- A list of multisyllabic words relating to the story: unotjhobitjho, isirhwerhwe, esincani, ukududa, isiziba -ethusako, -thaya, ifesi

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Show learners pictures of polluted water and clean rivers, dams and ponds. Ask them if they have seen a clean river or a dirty river. Ask: "Where do you think Harry the tadpole would like to live? Why does he need to live in clean water? What happens to tadpoles and frogs if rivers and dams get polluted? How do rivers, ponds and dams get polluted?"
- 2 Explain to learners that they are going to help you make a poster to tell people what they must do to keep rivers clean for frogs, fish and other animals. Ask learners for suggestions about what to write on the poster. For example: Save frogs – don't throw plastic packets and glass in water; Frogs need clean water just like we do – keep rivers clean. Ask learners what should be done with rubbish and where it should be thrown. Write in clear lowercase print and ask learners to draw pictures to add to the poster. Some learners could tear up paper or cut pieces of plastic bags to stick on the poster.
- 3 When the poster is complete, stick it on the wall near the door of the classroom and encourage learners to "read" it to their parents when they are collected from school.

### Stella says:



*This activity can be done in any language, as the activity focuses on learners learning the skill of breaking words into syllables. To help promote multilingualism and affirm learners' home languages, try the activity with multisyllabic words from other languages.*

### 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: **u | no | tjho | bi | tjho | bi**.
- 2 Tell one of the learners that they are going to pretend to be a frog. Ask the frog to jump for each of the syllables: **u** (one jump) **no** (one jump) **tjho** (one jump) **bi** (one jump) **tjho** (one jump) **bi** (one jump). Learners must then put the syllables together to say a word: **u | no | tjho | bi | tjho | bi = unotjhobitjho**.
- 3 Ask the frog to jump again. This time learners must clap each time the frog jumps.
- 4 Say another word from the list and ask learners to break it into syllables. The frog must jump on each syllable while the class claps.



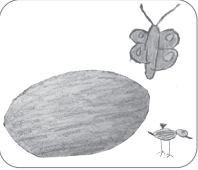




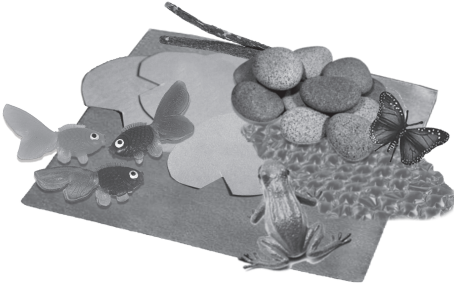
### Small group activities

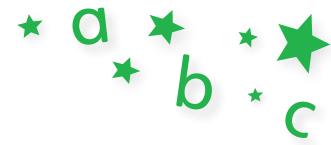
Remind learners about the small group activities, the rules for each activity and the tidy-up process.







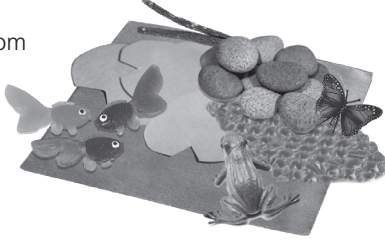


## Imisetjenzana yesiqhema esincani yeveke yesi-2

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> <li>• Iinthombe zeenziba begodu neendalwa eziphila ngaphakathi nangaphandle</li> </ul> 	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Coca ngeendalwa eziphila ngaphakathi nangaphandle kweenziba. Ngiziphi ezinye iinlwana uHarry anagazifumana esizibeni sakhe? (iviyaviyani, inyosi, isibhadwa, intethe, inyoka, inyoni).</li> <li>2 Nangabe uneencwadi ezitjengisa iinthombe zeenziba, zinikele abafundi bona bazibukele.</li> <li>3 Hlathululela abafundi bona kumele badwebe isithombe sesiziba bese balebula iindalwa.</li> </ol>
<ul style="list-style-type: none"> <li>• Amakarada weenthombe zamaledere</li> <li>• Isiphayi seempukani etjhiphileko (ungasenza ngephepha lesitja namkha ngesivalo seyogadi usinamathisele ekugcineni kwelithi)</li> </ul>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka amakarada weenthombe zamaledere aqale phezulu etafuleni. Beka amaledere aqale phasi.</li> <li>2 Omunye nomunye umfundi kumele adlhegane nabanye ukutjhugulula ikarada leledere begodu atjho netjhada elenziwa ilelere lelo.</li> <li>3 Boke abafundi esiqhemeni kumele balinge ukufumana isithombe esimadana netjhada begodu uyiphaye ngesiphayi seempukani.</li> </ol> 
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, Iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> 	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungathlola ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>
<ul style="list-style-type: none"> <li>• Umgadangiso <b>Wekhasi lomsetjenza webumba lokudlala</b> lomunye nomunye umfundi elilamineyithiweko namkha elifakwe ngaphakathi kwesikhwanyana seplastiki</li> <li>• Ibumba lokudlala</li> </ul>	<p><b>Umsetjenzana wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona kumele bavale amaphetheni ngebumba lokudlala eliolwe laba ziibungu ezide.</li> </ol>  
<ul style="list-style-type: none"> <li>• Umthetho sitjhukumiso utlaya indulungu (amakari wethuthumbo elimhlophe), amatje atjhelelako, ibhlowufele namkha imatheriyali yamanzi, iingodi nezinto, ibumba lokudlala namkha iinrhwerhwe zeplastiki, amatje amancani atjhelelako anechatjhazi elinzima lamaqanda wesirhwerhwe namkha ibhamuza lommoza elitholakala emanzini elichatjhazi elinzima, iintjalo zembiza, amaviyaviyani weplastiki begodu nefesi (namkha iinthombe ezisikwe kumagazini)</li> </ul>	<p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Khumbuza abafundi ngamaphrophi ekhoneni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 ngesikhathi benza isiziba begodu emva kwalokho badlale nabalingsi, isibonelo iinrhwerhwe, iimfesi, namaviyaviyani.</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>• Pictures of ponds and creatures that live in and around</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Talk about the creatures that live in and around ponds. What other animal could Harry meet in his pond? (a butterfly, a bee, a lizard, a grasshopper, a snake, a bird).</li> <li>2 If you have books showing pictures of ponds, give them to learners to page through.</li> <li>3 Explain to learners that they must draw a picture of a pond and label the creatures.</li> </ol>
<ul style="list-style-type: none"> <li>• Letter picture cards</li> <li>• Cheap fly swatters (you can make this with a paper plate or yoghurt lid stuck on to the end of a stick)</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the letter picture cards face up on the table. Put the letters face down.</li> <li>2 Each learner must take a turn to turn over a letter card and say the sound the letter makes.</li> <li>3 All the learners in the group must try to find a picture that matches the sound and swat it with the fly swatter.</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 them 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 photocopy of the <b>Playdough activity page</b>, laminated or placed in a plastic sleeve</li> <li>• Playdough</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 must cover the patterns with playdough that has been rolled into long worms.</li> </ol> 
<ul style="list-style-type: none"> <li>• Green paper cut into circles (lily pads), pebbles, blue felt or material for the water, logs and sticks, playdough or plastic frogs, tiny pebbles with a black dot for the frog eggs or bubble wrap with a black dot, pot plants, plastic butterflies and fish (or pictures cut out of magazines)</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 made a pond and then played with the characters, for example frogs, fish, butterflies.</li> </ol> 

# ★ Utemo kanye namasela weentjalo

## Indatjana

UTemo begade amntazanyana ohlakaniphileko esabelweni sakwaQunu. Ngelinye ilanga esikolweni, itlasi lakhe lafunda ngendlela yokutjalwa kwemirorho. UTemo akhenge akwazi ukulinda ukuya ekhaya ayokutjela ababelethi ngalokho. Ngesikhathi uTemo nakafika ekhaya, wafaka izembatho zakhe zokusebenza, amagambhudzi begodu nengwani bese wathi "Mma, Baba, qalani!"

"Kubayini wembethe ngalendlela, Temo?" kubuza uyise. "Ngifuna ukutjala imirorho engeyami," watjho njalo ngethabo elikhulu. "Lokho kuzwakala kumkhumbulo omuhle," kutjho unina. Ngokunjalo uTemo banoyise bakhetha indawo ebaleni labo lapha bangathoma khona itoni.

UTemo banoyise basebenza bobabili etonini. Basebenzisa iforogo yetonini ukuphutjhula iculwani eqinileko. Lokhu kwenza iculwani libe buthakathaka nawutjala imbewu. Ngemva kwalokho bese bahariga amatje atholakala eculwanini.

Ngelanga elilandelako ngesikhathi uTemo nakabuya esikolweni, wahlubula ijinifomu yakhe yesikolo msinyana begodu waya etonini noyise. Batjala ispinatjhi, amakherothi, itamati begodu nembewu yamabhontjisi. Qobe langa ngemva kwalokho uTemo wakuthabela khulu ukubuya ekhaya nakuphuma isikolo begodu azokuthelelela itoni yakhe.

Kodwana ngelinye ilanga uTemo weza ekhaya begodu wabona iimbuzi zingetonini zidla iintjalo zakhe. UTemo wazigijimisa waziqotha. "Mma! Baba! limbuzi bezidla iintjalo zami," walila. "Zenze umonakalo omkhulu khulu!" UTemo wacabanga kwesikhatjhana emva kwalokho wathi, "Asifake idrada izombezele itoni." Uyise wabona kumkhumbulo omuhle khulu lowo begodu ngokunjalo bayifaka idrada.

Kodwana umraro akhenge ugcine lapho. linkomo bezikahlakaniphe khulu zivula ihege yetonini ngeempondo zazo! UTemo walinga ukuqotjha iinkomo, kodwana zaqaleka zizikulu khulu begodu gade athukile! "Mma! Baba!" watjho arhuwelela. "linkomo zidla imirorho yami!" Uyise weza begodu waqotjha iinkomo. UTemo wacabanga kwesikhatjhana. "Asikhiyeni amahege ngeengidi," watjho njalo. Uyise wafumana ingidi azokukhiya ngayo ihege.

UTemo uwulungisile umraro weembuzi neweenkomo kodwana ngelinye ilanga wabona bona iinyoni nazo sezidla iintjalo zetoni yakhe. "Ngiyazi," kutjho uTemo. "Asifakeni inede ngehla kwetoni." Begodu benza njengombana asitjho.

UTemo akukameli bona aragele phambili akhathazeke ngananyana ngisiphi isilwana esisazokudla iintjalo zetoni yakhe godu. Iintjalo etonini kaTemo zikhula msinya begodu imirorho seyilungele ukukhiwa. UTemo wasiza unina ukobana apheke isobho yeembhontjisi, amakherothi, ispinatjhi begodu neyetamati enambithekako begodu woke umndeni wathabela ukudla okuvela etonini kaTemo. "Umsebenzi lo owenzileko Temo muhle kwamanikelela," kutjho unina. UTemo wazizwa athabe khulu.

### Indatjana le iphelela lapha.





# ★ Temo and the plant thieves

## Story

Temo lived in a small house with a yard. One day Temo came back from school feeling very excited. She put on her dungarees, gumboots and a hat and said: "Mommy, Daddy, look!"

"Why are you dressed like that, Temo?" her father asked. "I want to grow my own vegetables," she said excitedly. "That sounds like a very good idea," said her mother. So Temo and her father chose a place in their yard where Temo could start her garden.

Temo and her father worked together in the garden. They used a garden fork to break up the hard ground. This made the soil soft for planting seeds. The next afternoon they planted carrot, tomato, spinach and bean seeds. Every day after that Temo was excited to come home from school and water her garden.

But one day Temo came home and saw the goats were in her garden eating her plants. Temo chased them away. "Mommy! Daddy! The goats were eating my vegetable plants," she cried. "They made such a mess!" Temo thought for a while and then she said: "Let's build a fence around the garden." Her father thought that was a good idea and so they built a fence.

But the trouble didn't stop there. The cows were clever enough to open the garden gate with their horns! "Mommy! Daddy!" she called. "The cows are eating my vegetables!" Her father came and chased the cows away. Temo thought for a while. "Let's lock the gate with a padlock," she said. Her father found a padlock to lock the gate with.

Temo had solved the problem with the goats and the cows, but then she saw that the birds were also eating the plants in her garden. "I know," said Temo. "Let's put a net over the garden and tie it down so that the birds can't get under it." And so, this is what they did.

The plants in Temo's garden grew and soon the vegetables were ready for picking. Temo helped her mother cook a tasty soup of carrots, tomatoes, spinach and beans and the family all enjoyed a meal that had come from Temo's garden. "What a good job you've done, Temo," said her mother. Temo felt very proud.

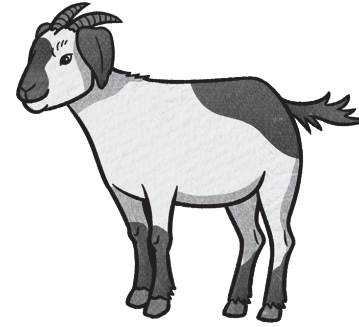
***And that is the end of the story.***





## Ingoma

Izakhamzimba ziyasakha  
 Izakhamzimba ziyasakha  
 Isakhamzimba sisetamatini  
 Isakhamzimba sisespinatjhini  
 Isakhamzimba siseembhontjisini  
 Imirorho inezakhamzimba



*(Usebenzise itjhuni yakho yokuvuma.)*

## Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	umrorho	imbewu	imbuzi	ipahla yokusebenza	amabhudzi	iculwani
Amagama angezelelweko:	isobho	umonakalo	iphondo	ingidi	amakherothi	ibhontjisi
	ispinatjhi	itamati	idrada	ikomo	inede	ihege

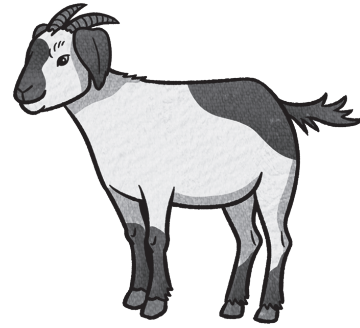




## Song

Carrots, tomatoes, spinach and beans  
 Vegetables are good for me  
 For my snack and in my lunch  
 Veggie sticks are good to munch  
 Carrots, tomatoes, spinach and beans  
 Vegetables are good for me

*(Sing to the tune of "Twinkle Twinkle little star" or use your own tune.)*



## Vocabulary from the story

<b>Key-words:</b>	<b>vegetable</b>	<b>seed</b>	<b>goat</b>	<b>dungarees</b>	<b>gumboot</b>	<b>soil</b>
Extra words:	soup	mess	horn	padlock	carrots	bean
	spinach	tomato	fence	cow	net	gate





### Uzokudinga lokhu:

- Indatjana: *UTemo kanye namasela weentjalo*
- Amaphaphethi: *UTemo, amadangari begodu namabhudzi, ubaba, imbuzi, ikwiye, ithunga lokuthelelela, ingcenyeye yetoni kanye nedrada*
- Amaphrophsi: *amabhudzi wamanzi, ingwani, ihlabathi, ilogo, inede, ispinatjhi, amakherothi, itamati, iimbewu zamabhontjisi ezisemaphaketheni begodu nespinatjhi esitjha, amakherothi, itamati begodu namanye amabhontjisi ahlaza*
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama



## Iveke yoku-1 Ilanga loku-1

### Imisetjenzana yetlasi loke

Yitjho igido *Ngijuguja imino yami* ukuletha abafundi emadeni bazokulalela indatjana.

### Ukucoca indatjana nokwakha illwazi-magama

#### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: *“Wakhe watjala into ethileko/wasebenza etonini? lintjalo bezimila na? Khewaba nawo umraro ngeenlwana ezidla iintjalo zakho?”*
- 1.3 Ithi: *“Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni.”* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: Batjengise iimbewu zemirorho ezingemaphaketheni namkha iimbewu ezonyisiweko (isibonelo: iintanga zomgade, iinthoro zesiphila). Letha ilogo nekhiya bese utjengisa abafundi bona kulogwa njani begodu nokobana kuvulwa njani.

#### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko. Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.2 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuzwa imibuzo enganamikhawulo, efana naleyo ethi: *“Ucabanga bona khuyini uTemo okumele ayenze mantanzi nakalungisa itoni yakhe? Ucabanga bona bobani amasela weentjalo? Khuyini uTemo angayenza ukususa iinlwana etonini?”*

#### 3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: *“Kuyini okuthandleko ngendatjana le? Kuyini ongazange ukuthande? Ngijiphi ingcenyeye oyithande khulu? Ngimuphi umbuzo onawo ngendatjana?”*

### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“yaKwaQunu, Qobe, qala, eqinileko, waziqotha, ukuqotjha, waqotjha, aqaleka. Uyalizwa itjhada elinqotjhiweko: yaKwaQunu, Qobe, qala, ukuqotjha? Iye, uwanembile woke anetjhada u-/q/.”*
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/q/: qala, uqalilanga, qinile, iqaqa, iqina, isiqu, iqube, iqanda.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/q/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/q/: *“q-q-q”*. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

### Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani keline neline ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlathulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.

### Ngijuguja imino yami

Ngijuguja imino yami  
 Ngijuguja amazwani wami  
 Ngijuguja amahlombe wami  
 Ngijuguja ipumulo yami  
 Begodu kwanjesi (wahla godu kwanjesi)  
 Koke ukujuguja kusezandleni zami  
 Begodu ngithule ngendlela  
 engingakwazi ngayo!



### You will need:

- Story: *Temo and the plant thieves*
- Puppets: Temo, dungarees and boots, Daddy, goat, cow, watering can, portion of garden and fence
- Props: gumboots, hat, soil, padlock, net, spinach, tomato, bean seeds in packets and fresh spinach, carrots, a tomato and some green beans
- Objects or picture cards for some of the words from the vocabulary list

## Week 1 Day 1

### Whole class activities

Say the rhyme *I wiggle my fingers* to bring learners to the mat for story time.

#### I wiggle my fingers

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"Have you ever planted something/worked in a garden? Did the plants grow? Did you have any problems with animals coming to eat your plants?"*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss keywords from the vocabulary list and show learners an object or a picture to show them what a word means. For example: Show them vegetable seeds in packets or seeds that you have dried (for example: pumpkin seeds, mealie seeds). Bring a padlock and key and show learners how to lock and unlock it.

#### 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 Temo has to do first to prepare her garden? Who do you think the plant thieves are? What can Temo do to keep the animals out of the garden?"*

#### 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: *yaKwaQunu, Qobe, qala, eqinileko, waziqotha, ukuqotjha, waqotjha, aqaleka. Can you hear the focus sound: yaKwaQunu, Qobe, qala, ukuqotjha? Yes, you are right! They all have the sound /q/.*
- 2 *"Listen carefully, here are some more words with /q/: qala, uqalilanga, qinile, iqaga, iqina, isiqu, iqube, iqanda."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /q/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /q/: **"q-q-q"**. 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.



### Uzokudinga lokhu:

- Amaphaphethi wendatjana
- Umvumo kanye neenthombe ezimaphrophi wokusekela ingoma



## Iveke yoku-1 Ilanga lesi-2

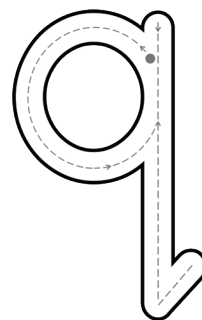
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokuvuma

- 1 Thoma ngokukhumbuza abafundi ngehlathululo yamagama owathule ngelanga loku-1.
- 2 Buyelela ucoce indatjana ngokusebenzisa amaphaphethi. Buza imibuzo lokha nawucoca indatjana. Khuthaza abafundi ukufunisela kobana yini okulandelako okuzokwenzeka.
- 3 Tjela abafundi bonyana uzobafundisa ingoma etja ezokukhambelana nendatjana.
- 4 Yitjho imiqu embalwa yengoma ngokuzwakalako godu kabuthaka, bese ubawa abafundi kobana bahlanganyele begodu bavume nawe. Kungahle kube budisi ebafundini ukukhumbula woke amagama, ngalokho-ke fundisa ingoma ngeengaba.
- 5 Yiba neenthombe nofana amaphrophi nanyana yenza izenzo ukusiza abafundi bazwisisile ilimi lengoma.
- 6 Fundisa abafundi umsikinyeko wengoma begodu ibani nethabo ukuvuma ngamalimi amanengi.

#### Ukubumba iledere

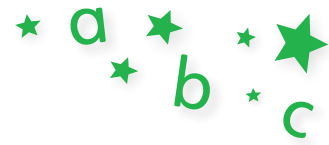
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-**q**/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-**q**/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangasebenza ngabasili, abathintane bese benze sengathi kunento abakhombisana nayona nofana bangakhomba into enye nanye ngeklasini ngesikhathi bathi: "**q-q-qala**".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-**q** litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "*Thoma eqatjhezini, zombeleza, yenyuka, yehla, wenyuka.*"
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isgojwana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





#### You will need:

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



## Week 1 Day 2

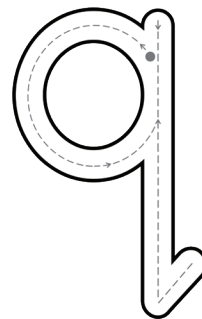
### Whole class activities

#### 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 /q/ or if they can think of any other words that start with the sound /q/.
- 2 Teach learners an action associated with the sound. For example: Learners can work in pairs, touch one another then point to an imaginary object or any object in the class and say: "q-q-qala".
- 3 Show learners how to write the letter q. 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, up, down and up."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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



### Uzokudinga lokhu:

- Amaphaphethi namaphrophsi aphaathelene nendatjana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**q**: iqanda, uqalilanga, iqaqa, iqina, iqephe, iqoqomela, iqatha, iqube



## Iveke yoku-1 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: Bangazitjho izambatho uTemo abegade azembethe ngesikhathi nakasebenza etonini? (amabhudzu wamanzi, idangari)
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophsi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena (titjhere) uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze imisikinyeko ekhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

### Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: "Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?"
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nenye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: "Le yindlela esitlola ngayo u-q." Vumela abanye babafundi bagadangise ngemino yabo phezulu kwesivalo.



### Imisetjenzana yesiqhema esincani

Khumbuzwa abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.







### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **q**: iqanda, uqalilanga, iqaqa, iqina, iqephe, iqoqomela, iqatha, iqube



## Week 1 Day 3

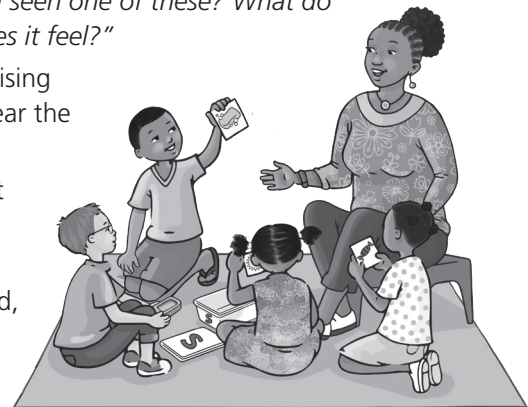
### Whole class activities

#### 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 name the clothes that Temo wore when she was working in the garden?" (gumboots, dungarees)
- 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 **q**." 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.



### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako

### UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

- "Ngubani okwazi ukumbona?" (abalingisi)
- "Wenzani?" (isenzo begodu nesehlakalo)
- "Kuyini okhunye okubonako?" (nawuqalako godu)
- "Ikuphi i...?" (ngokutjho ababizo weendawo/ iinkhundla)
- "Kubayini ucabanga bona...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)

## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loke

#### Ukulandelanisa iinthombe

- 1 Vuma ingoma godu.
- 2 Yethula amagama amatjha aserhelweni lelwazi-magama.
- 3 Khetha isithombe esisodwa kezilandelanako bese usiphakamisela phezulu. Buza abafundi bonyana babonani, ngemva kwalokho khuluma ngesithombe ngokungeneleleko.
- 4 Lokha nasele ucocileko ngesinye nesinye isithombe, sinamathisele ebhodini ukuze abafundi basibone. Yenza isiqinisekiso sokobana iinthombe azilandelani ngendlela okungiyi emsetjenzaneni lo.
- 5 Ngemva kokukhuluma ngazo zoke iinthombe, buza abafundi: "Kungabe iinthombe lezi zihleleke ngendlela okungiyi?"
- 6 Bawa abafundi kobana bakhombe isithombe esisekuthomeni kwendatjana. Sebenzani ninoke ukuhlela ilandelano leentombe ukuze indatjana inikele umqondo.
- 7 Bandakanya abafundi babe majadu ekambisweni le. Buza imibuzo efana nokuthi: "Kwenzekeni okulandelako? Ngubani ongakhumbula ingcenywe yendatjana elandelako?"
- 8 Lokha iinthombe nasele zihleleke ngendlela okungiyi, mema abafundi abambalwa kobana bazokubuyelela bacoce indatjana ngelandelano okungilo.



#### Ukulalelela itjhada elinqotjhiweko

- 1 Hlalisa abafundi ngendulungu begodu ubatjele bona uyokuthenga wenze isobho yemirrho namkha idina lesitjulo. Beka ipoto yemirrho begodu namakarada wesithombe namkha imirrho yamambala phakathi kwendulungu.
- 2 Bawa umfundi bona afumane isithombe somrorho ngetjhada "kh" (isibonelo, ikherothi namkha amakhowe) begodu uwufake ngepotweni. Bawa godu omunye umfundi kobana athole into ngo-"z" (isibonelo, izambana) bese uwufaka ngepotweni. Ragela phambili ngayo indlela le bekufike lapha zoke iinthombe zifakwa khona ngepotweni.
- 3 Bawa abafundi kobana khuyini okunye okumele sikungezelele ukwenza isobho, ngetjhada u-/a/ (amanzi). Singabuye sengezelele ngokuthileko ngo-/tsw/ (itswayi). Yenza kwanga wengezelele amanzi, bese uyapheka, rura bese unambitha isobho.
- 4 Buza abafundi nangabe basakhumbula bona ngimiphi imirrho oyisebenzisileko "ukwenza" isobho. Nangabe bayatlhaga ukukhumbula, banikele umtlhala ngokubatjela itjhada lokuthoma legama. Isibonelo: "Sifake umrorho ngetjhada u-'z'. Iye 'izambana'."

### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Big sequence pictures
- Pictures of vegetables or real vegetables
- A pot and wooden spoon

## 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 Seat learners in a circle and tell them you are going shopping to make vegetable soup or stew for lunch. Place a pot for the vegetables and picture cards or real vegetables in the middle of the circle.
- 2 Ask a learner to find a picture of a vegetable with the sound "kh" (for example: ikherothi or amakhowe) and put it into the pot. Then ask another learner to find something with "z" (for example: izambana) and put it into the pot. Continue in this way until all the pictures have been put into the pot.
- 3 Ask learners what else we need to add to make soup, with the sound /a/ (amanzi). We can also add something with /tsw/ (itswayi). Pretend to add water, then cook, stir and taste the soup.
- 4 Ask learners if they can remember what vegetables you used to "ukwenza" the soup. If they struggle to remember, give them a clue by saying the focus sound of the word. For example: "We added a vegetable with the sound 'z'. Yes, izambana."



#### Small group activities

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



### Uzokudinga lokhu:

- Umgadangiso **Wephepha lomsetjenzana wekomo kaTemo** womunye nomunye umfundi
- Amaswidi wokumunywa nofana amathwigi, iinkero, isinamathiseli
- Amakhrayoni wewaksi amakhulu
- Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho
- Amakarada weenthombe wamagama amalunga amanengi endatjaneni: amakherothi, umrorho, itoni, amabhudzi, amadungare, ilogo, itamati (ngeza ngezinye iinthombe zemirrorho ezivela emaphepheni weentolo), isikhwama setjhila
- Itjhogo nofana isimeregi, iimbalisi, nesinamathelisi

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loke

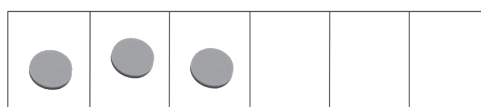
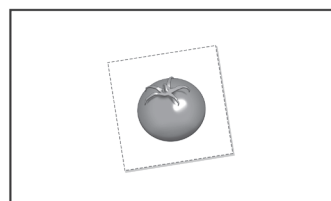
#### Yenza, gwala bewutlole

- 1 Hlathululela abafundi bona bayokwenza itoni yemirrorho efana naleyo esendatjaneni. *"UTemo kanye namasela weentjalo"*.
- 2 Bangathoma ngokudweba imirrorho emile etonini begodu neemkayini ngehla. Banagabuye basike begodu banamathisele isithombe sekomo eduze kwetoni yemirrorho. Buza abafundi bona: *"Badinga ini ukuvimbela ikomo kobana ingadli imirrorho yabo? Iye, idrada!"*
- 3 Abafundi bangabuye banamathisele amatakana amatsikana namkha izinto ezinanyathiselwe ekhasini ukwenza idrada.



### Ukwakha nokuphula (amalunga)

- 1 Dweba ibhodo **Yokutjho bese uyatjhidisa** phezulu kwesitokana sephepha letjhadiphendu namkha phezulu kwebhodo engetlasini lokufundela.
- 2 Beka amakarada weenthombe esikhwameni setjhila begodu ubawe umfundi bona akhethe ikarada lesithombe esinamalunga amanengi ngaphakathi kwesikhwama setjhila bese ulinamathisela endaweni ekulu emahlangothi mane phezulu kwebhodo **Yokutjho bese uyatjhidisa**.
- 3 Kwanjesi bawa umfundi bona atjho igama lesithombe begodu elule igama, namkha alitjho kabuthaka, ukubasiza kobana bezwe elinye nelinye isilibhuli legama. Nikela umfundi iinsiza zokubala begodu ubasize ukutjhidisela isibali ebhulogweni elincani ngesinye nesinye isikhathi nabatjho isilibhuli.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- A photocopy of the **Temo's cow activity page** for each learner
- Sucker sticks or twigs, scissors, glue
- Jumbo wax crayons
- A4 blank page for each learner
- Picture cards of multisyllabic words relating to the story: amakherothi, umrorho, itoni, amabhudzi, amadungare, ilogo, itamati (ngeza ngezinye iinthombe zemirrho ezivela emaphepheni weentolo), isikhwama setjhila
- Chalk or markers, counters, Prestik

## Week 1 Day 5

### Whole class activities

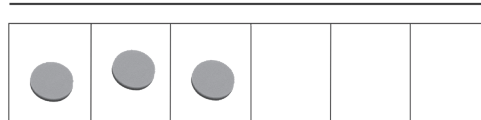
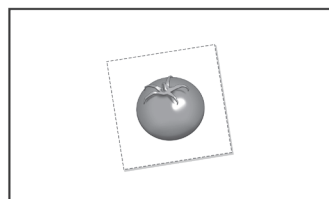
#### Make, draw and write

- 1 Explain to learners that they are going to make a vegetable garden like the one in the story "Temo and the plant thieves".
- 2 They can begin by drawing the vegetables growing in the garden and the sky above. They can then cut out and stick the picture of the cow next to the vegetable garden. Ask learners: "What do you need to keep the cow from eating their vegetables? Yes, a fence!"
- 3 Learners can then stick twigs or sucker sticks onto the page to make a fence.



### Blending and segmenting (syllables)

- 1 Draw a **Say-it-and-move-it** board on a piece of flipchart paper or on a board in your classroom.
- 2 Place the picture cards in a cloth bag and ask a learner to select a multisyllabic picture card out of the cloth bag and stick it in the large rectangular space on the **Say-it-and-move-it** board.
- 3 Now ask the learner to name the picture and stretch the word, or say it slowly, to help them to hear each syllable in the word. Give the learner counters and help them to move a counter into a small block each time they say a syllable.



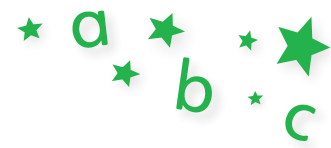
### Small group activities

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








# Imisetjenzana yesiqhema esincani yeveke yoku-1

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul> <div data-bbox="229 693 557 922"> <p>UTemo namasela ezityalo</p> </div> <div data-bbox="204 946 565 1266"> <p><i>Kilesisikhathi somnyaka, abafundi kungenzeka babe nokuzithemba okudluleleko kokulinga ukuzitlola ngokwabo. Ungatshwenyeki nangabe abanye babafundi batlola imijeje yamaledere anganankhala hlangana.</i></p> </div>	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>3 Buza abafundi bonyana ngiyiphi ingceny yendatjana abayithande khulu. Nikela iimphakamiso.</li> <li>4 Khuthaza abafundi bonyana bagwale ingceny yendatjana abayithandileko.</li> <li>5 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka lokha wena nawuwatlolako. Bacabangele ngokunabileko lokha nawutlola imitjho yabo.</li> <li>8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.</li> </ol>
<ul style="list-style-type: none"> <li>• Amakhophi amabili weenthombe zeembhontjisi, amakherodi, ispinatjhi, amatamati, begodu nemirorho (ungasiko lokhu kubhrotjha yokuthenga bese uwanamathisela phezulu kwekarada)</li> </ul> <div data-bbox="204 1488 565 1784"> <p><i>Kuyasiza ukuba namachatjhazi anemibala ngemva kwenye isede yamakarada ukwenzela bona abafundi bakwazi ukuthatha linye ikarada elinechatjhazi begodu nelilodwa elinganalitho ukufumana ipara.</i></p> </div>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona bazokubeka iinthombe ziqale phasi, begodu emva kwalokho baphakamise amakarada amabili. Nangabe ayamadana, bangawagcina amakarada. Nangabe awamadani, kumele babeke amakarada lapha bawathethe khona.</li> </ol> <div data-bbox="656 1502 1524 1704"> </div>
<ul style="list-style-type: none"> <li>• lincwadi, iimagazini, iincwajana ezibhincwa, lincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> <div data-bbox="309 1969 482 2196"> </div>	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakathjela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>


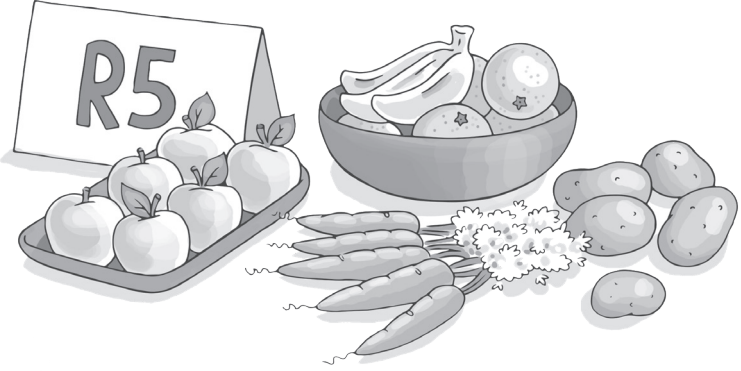


## Small group activities for Week 1

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>Temo and the plant thieves c o p n e t</p>  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p><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.</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 copies of pictures of beans, carrots, spinach, tomatoes and other vegetables (you can cut these out of a shopping brochure and stick them on card)</li> </ul>  <p><i>It is useful to have a coloured dot on the back of one set of cards so the learners know to take one dot card and one plain card to find a pair.</i></p>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Explain to learners that they are going to put the pictures face down, and then pick up two cards. If they match, they can keep the cards. If they don't match, they must put the cards back where they found them.</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 them to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>




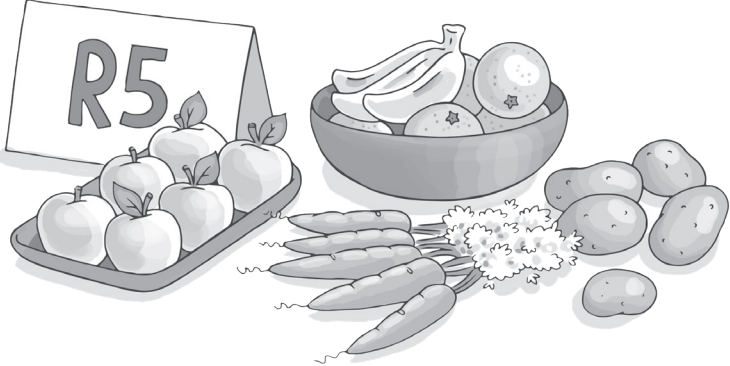


Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Umgadangiso <b>Wekhasi lomsetjenzana wesiphila</b> womunye nomunye umfundi</li> <li>• Isinamathiseli, isikere, okusarulana begodu nephepha elihlaza satjani</li> </ul>	<p><b>Umsetjenzana wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona kumele badabule iphepha elisarulani nelihlaza satjani balenze libe ziinkwere ezincani begodu unamathisele iphepha phezulu komdwebo wesitjalo sesiphila.</li> </ol> 
<ul style="list-style-type: none"> <li>• Amaphrophi: amakhreyidi, irhelo lokuthenga, imigodla yokuthenga, abomantji, amathreyi wemirrorho (isterofomu), isikali sokulingana iinthelo nemirrorho, itshwayo "isipetjheli sanamHlanjisi", ama-ayithemu athengiswako, aphasi nge-10%, itshwayo lokuvula, ithili yokuthengisa namkha irejista yengeniso (lokhu kungenziwa ngaphandle kwebhoksi), iintlankana zembadela ezahlukileko, imali, iinthelo nemirrorho, amaleyibula weentengo, ifasikoti yomthengisi</li> </ul>	<p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako. Bahlathulele bona bazokwenza kwanga bathengisa imirrorho emakethe namkha esitolo esimagega nendlela.</li> <li>2 Vakajtshela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.</li> </ol> 







You will need	Activities
<ul style="list-style-type: none"><li>• A photocopy of the <b>Mealie activity page</b> for each learner</li><li>• Glue, scissors, yellow and green paper</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 must tear yellow and green paper into small squares and glue the paper onto the drawing of the mealie plant.</li></ol> 
<ul style="list-style-type: none"><li>• Props: crates, shopping list, shopping bags, baskets, vegetable trays (styrofoam), scale for weighing fruit and vegetables, sign with "Today's special", sale items – 10% off, Open sign, shopping till or cash register (this can be made out of a box), different pay slips, money, fruit and vegetables, labels for prices, apron for the seller</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 to them that they are going to pretend to sell vegetables at a market or roadside shop.</li><li>2 Visit the corner at least once to observe and encourage learners' pretend play.</li></ol> 





#### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loke

#### Okunye ngokulandelanisa iinthombe

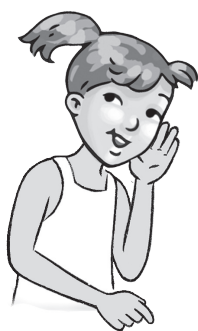


- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphethe isithombe esisodwa seenthombe zelandelano ezimbalabala (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoke njengesiqhema, bawa abafundi abaphethe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: "Ngubani okhumbulako bonyana kwenzekeni okulandelako?"
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni wabo.
- 5 Nikela omunye nomunye umfundi incwajana encani. Bakhuthaze kobana baqale ikhavara bese ufunda isihloko sendatjana nabo.
- 6 Thatha abafundi ekhambeni lokubukela iinthombe zencwajana encani, ubasize bakwazi ukubona kobana iinthombe ezingencwadini ziyafana neenthombe ezilandelanisweko.
- 7 Nange kusese nesikhathi, abafundi "bangafunda" iincwajana zabo ezincani bafundela abalingani babo abangetlasini.
- 8 Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeni yabo.



#### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: "imirrho, ovarolo, iforogo, ejaradeni, umraro. Uyalizwa itjhada elinqotjhiweko: imirrho, ovarolo, umraro? Iye, uwanembile woke anetjhada u/r/."
  - 2 "Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u/r/: raha, reya, irula, iraba, irabi, iraga, iraso, ireyisi, uroda, irogo, irosa." (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
  - 3 Yitjho itjhada u-/r/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
  - 4 Bawa abafundi bonyana batjho itjhada u-/r/: "r-r-r". Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.



#### Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani keliyane nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlathulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.





### You will need:

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

## Week 2 Day 1

### Whole class activities

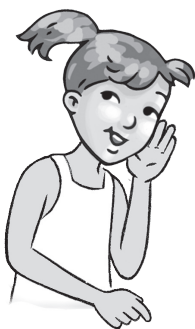
#### More sequencing pictures



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



#### Introducing a sound from the story



- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "imirrho, ovarolo, iforogo, ejaradeni, umraro. Can you hear the focus sound: imirrho, ovarolo, umraro? Yes, you are right! The focus sound is /r/."
- 2 "Listen carefully, here are some more words with /r/: raha, reya, irula, iraba, irabi, iraga, iraso, ireyisi, uroda, irogo, irosa." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /r/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /r/: "r-r-r". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

#### Small group activities

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



### Uzokudinga lokhu:

- INcwadi eKulu: *UTemo kanye namasela weentjalo*
- Amanzi ngeemumathini begodu neenkwasizepende zomunye nomunye umfundi

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loko

#### Ukufunda ngokwabelana – INcwadi eKulu

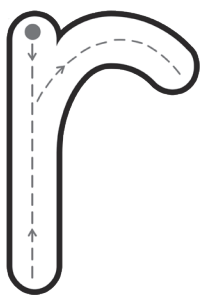


- 1 Khuthaza abafundi ukuqala isithombe esisekhavareni bese bakhuluma ngalokho abakubonako begodu nabakukhumbulako.
- 2 Fundela itlasi isihloko sendatjana. Khomba elinye nelinye igama lokha nawufundako. Ifunde godu bese ubawa abafundi bonyana bafunde nawe.
- 3 Thatha abafundi ekhambeni leenthombe zoke ezingencwadini, cocisanani ngeenthombe begodu ukhuthaze abafundi kobana babuze imibuzo.
- 4 Khomba iinomboro ezisemakhasini bese ukhuluma ngenomboro ezokulandela.
- 5 Lokha nasele "uyikhambe" yoke incwadi, khamba ubuyele ekuthomeni bese ufunda isihloko godu. Ngemva kwalokho vula amakhasi bese ufunda omunye nomunye umutjho ngephimbo lemvelo elizwakala kuhle. Khomba elinye nelinye igama lokha nawufundako.
- 6 Funda incwadi godu bese ukhuthaza abafundi "ukufunda" nawe.



### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-**r**/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-**r**/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangenza sengathi bararha ibholo ngesikhathi bathi: "**r-r-rarha**".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-**r** litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "*Thoma eqatjhezini, yehla, yenyuka, uphumele ngakwesokudla kancani.*"
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuyele balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, iya ngaphandle begodu nikela omunye nomunye umfundi isimumathi esinamanzi begodu nekwasi yepende. Abafundi bangapenda incwadi kanenginengi emanzini phezulu kwepheyinghi.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Big Book: *Temo and the plant thieves*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

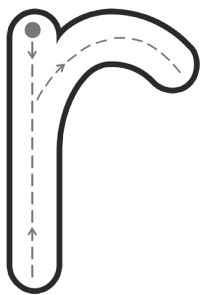
#### Shared reading – Big Book

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



### Forming the letter

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



### Small group activities

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



#### Uzokudinga lokhu:

- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-r: irula, iraba, iraga, iraso, ireyisi, uroda, irogo, irosa

## Iveke yesi-2 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukufunda ukulalela

- Hlathululela abafundi kobana uzobatjela okuthileko okuvela endatjaneni begodu kumele balalele ngetjhejo ukwenzela bona babone nangabe kuliqiniso namkha kumamala (akusilo iqiniso). Nangabe bacabanga bona lokhu okutjhoko kuliqiniso, kumele babeke abathubhakghuru babo phezulu begodu nangabe bacabanga bona akusilo iqiniso, kumele baqalise abothubhakghuru babo phasi. Isibonelo:
  - ★ Ipera ingene etonini kaTemo yomrorho. (mamala)
  - ★ UTemo banobaba wakhe bakha idrada mazombe netoni yomrorho. (liqiniso)
  - ★ UTemo wadobha isithelo etonini yakhe. (mamala)
  - ★ UTemo wenza izoso ngemirorho. (mamala)
  - ★ UTemo watjala amabhontjisi, amakherothi, isipinatjhi begodu namatamati. (liqiniso)
  - ★ Unina kaTemo bekamsiza ukwemba itoni begodu nokutjala iimbewu. (mamala)
  - ★ Iimbuzi zenza amaphihliphihli etonini yemirorho kaTemo. (liqiniso)
- Ragela phambili nomdlalo, kodwana bawa abafundi bona bacabange ngento ethileko evela endatjaneni okungenzeka ibe liqiniso namkha mamala.

### Amabhoksi wamaledere

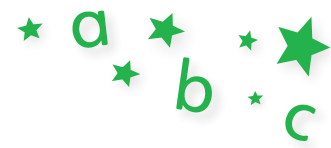
- Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- Buza imibuzo ngeentwezo: *“Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?”*
- Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa Itjhada elinqotjhiweko na.
- Bawa abafundi bonyana batjho igama lenye nenye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *“Le yindlela esitlola ngayo u-r.”* Vumela abanye babafundi bagadangise ngemino yabo phezulu kwesivalo.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





#### You will need:

- A small mirror
- A letter box containing objects or pictures that have the focus sound **r**: irula, iraba, iraga, iraso, ireyisi, uroda, irogo, irosa

## Week 2 Day 3

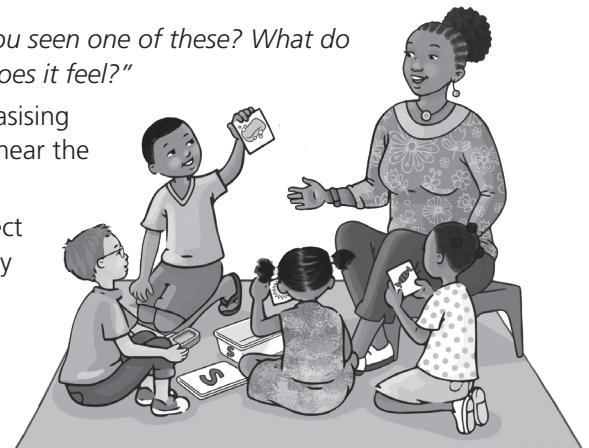
### Whole class activities

#### Learning to listen

- 1 Explain to learners that you are going to tell them something from the story and they must listen carefully to see if it is true or false (not true). If they think what you say is true, they must put their thumbs up and if they think it is false, they must put their thumbs down. For example:
  - ★ The horse went into Temo's vegetable garden. (false)
  - ★ Temo and her dad built a fence around the vegetable garden. (true)
  - ★ Temo picked the fruit in her garden. (false)
  - ★ Temo made a braai with the vegetables. (false)
  - ★ Temo planted beans, carrots, spinach and tomatoes. (true)
  - ★ Temo's mother helped her dig the garden and plant the seeds. (false)
  - ★ The goats made a mess in Temo's vegetable garden. (true)
- 2 Continue the game, but ask learners to think of something from the story that might be true or false.

#### Letter boxes

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



### Small group activities

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





### Uzokudinga lokhu:

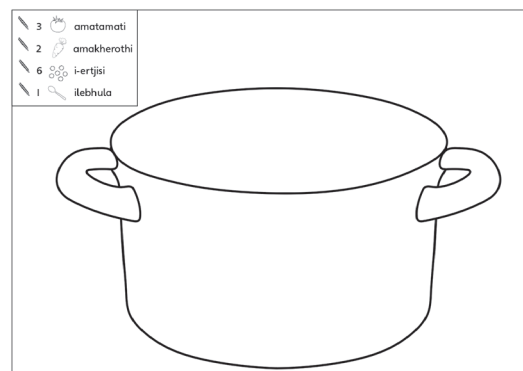
- Umgadangiso **Wekhasi lomsetjenzana wokufunda bewenze** womunye nomunye umfunzi
- Amakhrayoni wewaksi amakhulu
- Iinthombe zeenthelo nofana iinthelo ngokwazo, umantji, isikotlelo sesaladi yeenthelo

## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loko

#### Ukufunda begodu wenze

- 1 Tjela abafundi bona baqale erhelweni elisekhasini lomsebenzi begodu bakhuluma ngokobana babone (iinomboro, iinthombe namagama).
- 2 Tjela abafundi bona kwanjisi sebakhamba bayokwenza umsebenzi ohlekisako obizwa "ngokufunda nokwenza". Kumele bafunde omunye nomunye umuda bese benza lokho othi abakwenza ngokusebenzisa indawo engakatlolwa litho ekhasini.
- 3 Funda umuda wokuthoma ndawonye: Dweba amatamati amathathu.
- 4 Bawa nangabe omunye nomunye umfundi angakwazi "ukufunda" lokho okulandelako erhelweni okumele akwenze: Dweba amakherothi amabili.
- 5 Ragela phambili ngayo indlela le ngomunye nomunye wemiyalo.
- 6 Rhelebha abafundi nangabe bathola ubudisi ukufunda iinlayelo.



### Ukulalelela itjhada elinqotjhiweko



- 1 Hlalisa abafundi ngendulungu bese ubatjele bona uyokuthenga ngeentolo ukwenza isaladi yeenthelo ngesidlo semva kwesidlo esidliwako. Beka umantji ezomumatha iinthelo nama karada weenthombe nofana iinthelo ngokwazo ngaphakathi kwendulungu.
- 2 Bawa abafundi bona bathole iinthombe zeenthelo ngetjhada u-**/b/** (isibonelo, **ilamune**) bese uzenzisa kwanga uyaligawula bese ulifaka esitjeni. Bese ubawe omunye umfundi bona athole nanyana khuyini ngo-**/p/** (isibonelo, **ipenabhula**) bese wenza kwangathi uyayigawula bese uyifaka ngesitjeni. Ragela phambili ngalendlela bewufike lapho ufake khona zoke iinthombe ngesitjeni.
- 3 Buza abafundi bona bangathanda ukungeza ini esaladini leenthelo ngetjhada **/kh/** - **ikhabe** nofana **kh**astedi bese unambitha isaladi emnandi yeenthelo.
- 4 Nawucedileko buza abafundi bona bayakhumbula bona usebenzise iinthelo ziphi "ukwenza" isaladi yeenthelo. Nangabe bayathlaha ukukhumbula, banikele umtlhala ngokubanjela itjhada lokuthoma legama. Isibonelo: "Sifake iinthelo ngetjhada u-**'p'**. Iye 'ipenabhula.'"

### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.







### You will need:

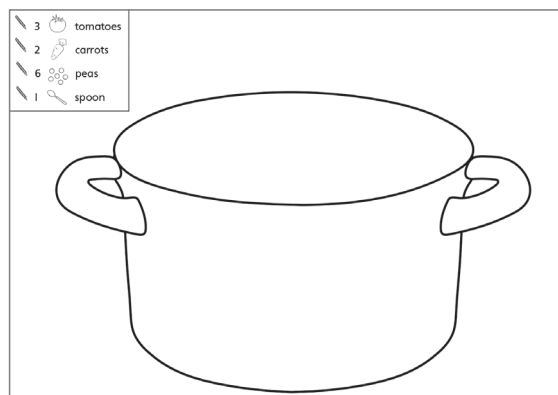
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Pictures of fruit or real fruit, a basket, a bowl for fruit salad

## 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. Learners must draw three tomatoes.
- 4 Ask if any of the learners can "read" what to do next on the list: They must draw two carrots.
- 5 Learners must continue in this way with each of the instructions.
- 6 Assist learners if they struggle to read the instructions.



### Listening for focus sounds



- 1 Seat learners in a circle and tell them you are going shopping to make a fruit salad for dessert. Place a basket for the fruit and picture cards or real fruit in the middle of the circle.
- 2 Ask a learner to find a picture of a fruit that starts with the sound /l/ (for example: ilamune) and pretend to chop it and put it into the bowl. Then ask another learner to find something that begins with /p/ (for example: ipenabhula) and pretend to chop it and put it into the bowl. Continue in this way until all the pictures have been put into the bowl.
- 3 Ask learners what else we would like to add to our fruit salad, starting with the sound /kh/ – ikhabe. Pretend to pour some custard and then taste the delicious fruit salad.
- 4 Then ask learners if they can remember what fruit you used to "make" the fruit salad. If they struggle to remember, give them a clue by saying the sound of the word. For example: "We added a fruit that starts with the sound /p/. Yes, a ipenabhula."

### Small group activities

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



### Uzokudinga lokhu:

- Iphepha lefliptjhadi nesimeregi
- Amakhrayoni wewaksi amakhulu
- Isikhwama setjharatjhware, isiquntu sephepha
- Amakarada weenthombe ezimumethe amagama wamahlavu amanengi akhambelana nendaba: amakherothi, umrorho, itoni, amabhudzu, i-ovarolo, ilogo, itamati, imirorho, umraro, ndawonye (ungangeza iinthombe ezinye zemirorho ezivela encwadini yeentolo), isikhwama setjhila
- Isikhwama setjhila, itjhogo nofana isimeregi, iimbalisi, isinamathelisi

## Iveke yesi-2 Ilanga lesi-5

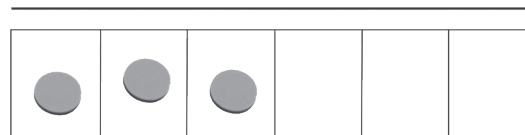
### Imisetjenzana yetlasi loko

#### Yenza, gwala bewutlole

- 1 Buza abafundi bona bayakhumbula ukuthi iintjalo etonini kaTemo zitlhoga ini ukuze zikhule (ilanga, ihlabathi, amanzi). Ngemva kwalokho babuze bona: *“Ngubani okhumbulako bona uTemo yini ayenza kokuthoma lokha nakatjalako etonini yakhe? (usebenzise iforogo ukwenza ihlabathi ithambe). Bese nakaceda lokho wenza ini okulandelako?”*
- 2 Lokha nasele ukhulume ngawo woke amagadango athlogeakako lokha nakutjalwa imirorho, bawa abafundi bona bakurhelebhe bona uwabhale phasi ukuze uwakhumbule, bese wabelane namanye amatlasi.
- 3 Thoma ngokobana ukhulume ngesihloko ofuna ukusibeka phezulu kwephepha. Isibonelo: Itjalwa bunjani imirorho.
- 4 Bese utlole “Igadango lokuthoma” bese ubuza abafundi bona uTemo wenzeni kokuthoma. Ragela phambili ngalendlela, ulalelisise kuhle koke lokho okutjhiwo bafundi bese nivumelane bona nitlole kuphi. Itjho igama ngalinye lokha nawulitlolo, ukuze abafundi babone bona amagama lawo abawatjhoko atolwa bunjani.

### Ukwakha nokuphula (amalunga)

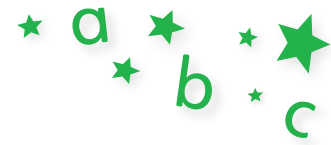
- 1 Dweba ibhodo **Yokutjho bese uyatjhidisa** phezulu kwesitokana sephepha letjhadiohedu namkha phezulu kwebhodo engetlasini lokufundela.
- 2 Beka amakarada weenthombe esikhwameni setjhila begodu ubawe umfundi bona akhethe ikarada lesithombe esinamalunga amanengi ngaphakathi kwesikhwama setjhila bese ulinamathisela endaweni ekulu emahlangothi mane phezulu kwebhodo **Yokutjho bese uyatjhidisa**.
- 3 Kwanjesi bawa umfundi bona atjho igama lesithombe begodu elule igama, namkha alitjho kabuthaka, ukubasiza kobana bezwe elinye nelinye isilibhuli legama. Nikela umfundi iinsiza zokubala begodu ubasize ukutjhidisela isibali ebhulogweni elincani ngesinye nesinye isikhathi nabatjho isilibhuli.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Flipchart paper and a marker
- Jumbo wax crayons
- Plastic bags, pieces of paper
- Picture cards of multisyllabic words relating to the story: amakherothi, umrorho, itoni, amabhudzu, i-ovarolo, ilogo, itamati, imirorho, umraro, ndawonye (ungangeza iinthombe ezinye zemirorho ezivela encwadini yeentolo), isikhwama setjhila
- A cloth bag, chalk or marker, counters, Prestik

## Week 2 Day 5

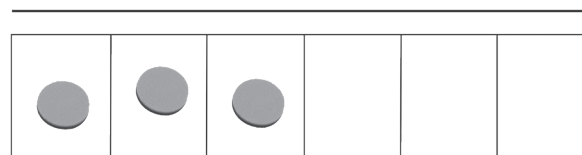
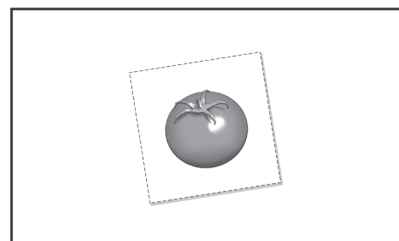
### Whole class activities

#### Make, draw and write

- 1 Ask learners if they can remember what the plants in Temo's garden need to grow (sun, soil, water). Then say: "Who can remember what Temo did first when she was planting her garden? (used a fork to make the soil soft). And then what did she do next?"
- 2 Once you have discussed all the steps in planting vegetables, ask learners to help you write these down so that you can remember them, and share them with other classes.
- 3 Begin by talking about the heading you want to put at the top of the page. For example: How to grow vegetables.
- 4 Then write "Step 1" and ask learners what Temo did first. Continue in this way, listening carefully to what learners say and then agreeing what to write. Say each word as you write it, so that learners can see how their spoken words are written down.

#### Blending and segmenting (syllables)

- 1 Draw a **Say-it-and-move-it** board on a piece of flipchart paper or on a board in your classroom.
- 2 Place the picture cards in a cloth bag and ask a learner to select a multisyllabic picture card out of the cloth bag and stick it in the large rectangular space on the **Say-it-and-move-it** board.
- 3 Now ask the learner to name the picture and stretch the word, or say it slowly, to help them to hear each syllable in the word. Give the learner counters and help them to move a counter into a small block each time they say a syllable.

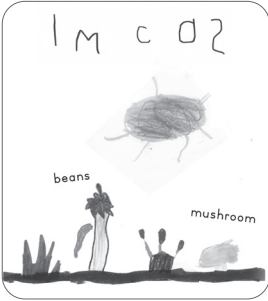




### Small group activities

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

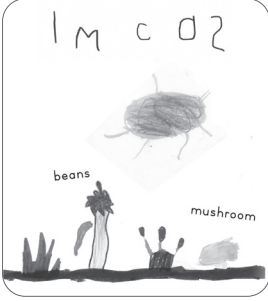




## Imisetjenzana yesiqhema esincani yeveke yesi-2


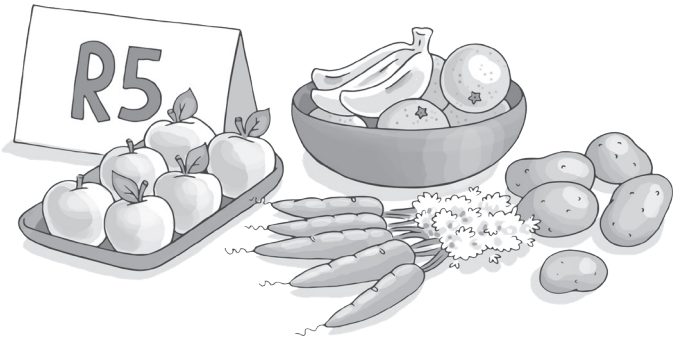
Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul> 	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona bayokudweba itoni enemirorho eyahlukahlukeneko emila ehlabathini.</li> <li>2 Nasele badwebe imirorho, bangaleyibula imirorho eyahlukahlukeneko etonini namkha nakubawe bona ubatlollele amaleyibula.</li> </ol>
<ul style="list-style-type: none"> <li>• Ipoto ekulu enamanzi, iimvalo zamabhodlela ezinamaledere atlolwe phezulu kwawo begodu nesigobho esikhulu</li> <li>• Nesithombe samakarada amadana netjhada lamaledere</li> </ul>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka iinthombe zamakarada wamaledere ziqale phezulu etafuleni.</li> <li>2 Hlathululela abafundi bona bazokudlala isobho yamaledere.</li> <li>3 Kumele badl hegane ukukhupha iledere ngesigobho, batjho itjhada elenziwa liledere begodu emva kwalokho bafumane isithombe esimadanako.</li> </ol> 
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, Iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> 	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>



## Small group activities for Week 2

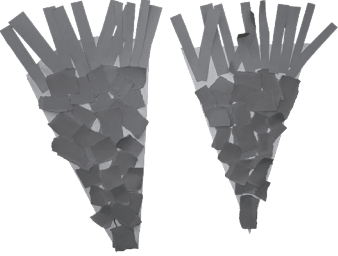
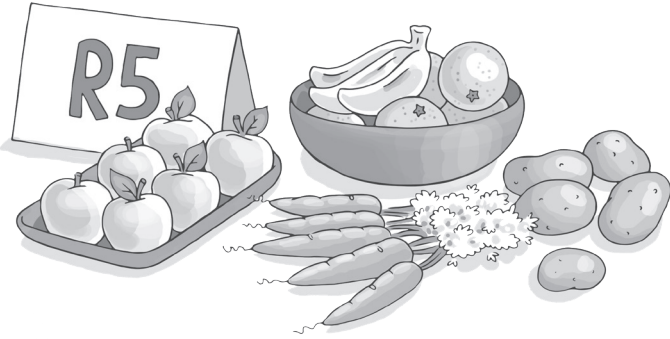
You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they are going to draw a garden with different vegetables growing in the soil.</li> <li>2 Once they have drawn the vegetables, they can label the different vegetables in the garden or ask you to help write labels for them.</li> </ol>
<ul style="list-style-type: none"> <li>• Large pot with some water, bottle tops with letters written on</li> <li>• A large spoon</li> <li>• Picture cards to match letter sounds</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the letter picture cards face up on the table.</li> <li>2 Explain to learners that they are going to play letter soup.</li> <li>3 They must take turns to spoon out a letter, say the sound the letter makes and then find a matching picture.</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 them to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>



Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>Ikhadibhodi namkha isitja sephepha, isinamathiseli, isikere, iphepha elisarulani begodu nephepha elihlaza satjani (ungasebenzisa amakhasi wemimagazini)</li> </ul> 	<p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>Bhinca isitja sephepha, namkha usike ikhadibhodi ibe nguncantathu omude.</li> <li>Hlathululela abafundi bona kumele badabule iphepha elisalamune balenze libe ziinkwere ezincani begodu basike iphepha elihlaza satjani libe zitletle. Emva kwalokho banganamathisela iphepha phezulu kwesitja sephepha ukwenza ikherodi elisalamune elinamakari ahlaza satjani.</li> </ol>
<ul style="list-style-type: none"> <li>Amaphropshi: amakhreyidi, irhelo lokuthenga, imigodla yokuthenga, abomantji, iinthebe zemirorho (isterofomu), isikali sokulinganisa iinthelo nemirorho, itshwayo "isipetjheli sanamHlanjesi", ama-ayithemu athengiswako, aphasi nge-10%, itshwayo lokuvula, ithili yokuthengisa namkha irejista yengeniso (lokhu kungenziwa ngaphandle kwebhoksi), iintlankana zembadela ezahlukileko, imali, iinthelo nemirorho, amaleyibula weentengo, ifasikoti yomthengisi</li> </ul>	<p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>Khumbuza abafundi ngamaphropshi ekhoni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 ngesikhathi benza kwanga bathengisa imirorho emakethe namkha esitolo esimagega nendlela.</li> <li>Vakatjhela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"> <li>Cardboard or paper plates, glue, scissors, orange paper and green paper (you can use pages of magazines)</li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Fold a paper plate, or cut cardboard into a long triangle.</li> <li>2 Explain to learners that they must tear orange paper into small squares and cut green paper into strips. Then they can glue the paper onto the paper plate to make an orange carrot with green leaves.</li> </ol>
<ul style="list-style-type: none"> <li>Props: crates, shopping list, shopping bags, baskets, vegetable trays (styrofoam), scale for weighing fruit and vegetables, sign with "Today's special", sale items – 10% off, Open sign, shopping till or cash register (this can be made out of a box), different pay slips, money, fruit and vegetables, labels for prices, apron for the seller</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 sell vegetables at a market or roadside shop.</li> <li>2 Visit the corner at least once to observe and encourage the learners' game.</li> </ol> 



# ★ Itoni kaBamkhulu uFarouk

## Indatjana

Ngaphakathi kwedorobha, elizombelezwe zizindlu neendlela eziphithizelako, lapho uzakufumana itoni kaBamkhulu uFarouk. U-Amir uneminyaka elikhomba ubudala begodu uthanda ukuvakatjhela ubamkhulu wakhe qobe veke. Uthanda amakari, amathuthumbo begodu nemithi esetonini kabamkhulu wakhe.



U-Amir usebenza nobamkhulu wakhe etonini ilanga loka. Urhatjha isivundisi phezulu kweemvanjana zamathuthumbo begodu usiza nokuthelelela iintjalo. Nasele aqedile uthabela ukudla amapyere avuthiweko phezulu komuthi. Ngelinye ilanga uBamkhulu akhenge adle ipyere lakhe. “Kwenza njani?” kubuza u-Amir. UBamkhulu wabonisa u-Amir ipyere lakhe. Begade kunamatshwayo amanengi amancani phezulu kwepyere lapha lidliwe khona ziintjhabalalisi.

“Begodu qala lapha, Amir, ezinye zeentjalo zami ziyafa,” kutjho uBamkhulu. “Kubayini?” kubuza u-Amir. “Nawuqalela eduze, uzakubona iintjhabalalisi zidla ezinye zentjalo godu,” kutjho uBamkhulu. “Sitlhoga iinlokazana ezinamacatjhaza!” “Khuyini iinlokazana ezinamacatjhaza, Bamkhulu, begodu zingasiza njani?” kubuza u-Amir. “Ziinunwana ezincani ezinokubovu nokunzima ezidla iintjhabalalisi ezibulala iintjalo,” kuphendula uBamkhulu. “Ngaphandle kweenlokazana ezinamacatjhaza, itoni izakufa.”

“Ngizakusiza ukufumana iinlokazana ezinamacatjhaza,” kutjho u-Amir. Iveke yoke, u-Amir waqala iinlokazana ezinamaqathaza kiyoyoke indawo ukubuthelelela itoni kaBamkhulu wakhe. Wafumana ibhodlelo lerhalasi elinganalitho begodu wafaka zoke iinlokazana ezinamacatjhaza ngaphakathi kwalo. Wenza iintunjana esivalweni ukwenzela bona zikwazi ukuphefumula. Nakazibalako, wafumana bona sele abuthelele iinlokazana ezinamacatjhaza ezilitjhumi!

Ngelanga elilandelako, u-Amir wakhamba wayokuvakatjhela uBamkhulu uFarouk, begodu wamtjengisa ibhodlelo lakhe elineenlokazana ezinamacatjhaza ngaphakathi. “Wenze kuhle, msanami, wenze kuhle khulu kangangani!” kutjho uBamkhulu, amomotheka ngethabo. UBamkhulu wathaba khulu. Iinlokazana ezinamacatjhaza bezilambe khulu! Iinlokazana ezinamacatjhana zadla iintjhabalalisi, begodu itoni yaba yihle khulu. Kusukela ngalelolanga ukuya phambili, itoni kaBamkhulu uFarouk yakhula begodu yakhula begodu yakhula beyenza uBamkhulu uFarouk bano-Amir bathaba khulu kwamanikelela.



**Indatjana le iphelela lapha.**



# ★ Grandpa Farouk's garden

## Story

Right in the middle of the city, surrounded by houses and busy streets, you'll find Grandpa Farouk's garden. Amir is seven years old and he loves to visit his grandpa every week. He loves the leaves, flowers and trees in his grandpa's garden.

Amir works with his grandpa in the garden all day. He sprinkles compost on the flower beds and helps to water the plants. When they are finished, they enjoy eating the ripe pears growing on the tree. One day Grandpa didn't eat his pear. "What's wrong?" asked Amir. Grandpa showed Amir his pear. There were lots of little marks on the pear where pests had eaten it.



"And look here Amir, some of my plants are dying," said Grandpa. "Why?" asked Amir. "If you look closely, you'll see the pests are eating some of the plants too," said Grandpa. "We need ladybirds!" said Grandpa. "What is a ladybird, Grandpa, and how can they help?" asked Amir. "They are little red and black bugs that eat the pests that kill the plants," answered Grandpa. "Without ladybirds, the garden will die."

"I will help you find ladybirds," said Amir. For a whole week, Amir looked everywhere for ladybirds to collect for Grandpa's garden. He found an empty glass bottle and carefully put all his ladybirds in it. He made holes in the lid so they could breathe. When he counted them, he saw that he had collected ten ladybirds!

The next day, Amir went to visit Grandpa Farouk, and showed him his bottle with ten ladybirds in it. "You've done well, oh my boy, you've done so well!" Grandpa said, smiling happily. Grandpa was very happy. He opened the bottle and the ladybirds flew out. The ladybirds were very hungry! The ladybirds ate the pests, and the garden blossomed. From that day on, Grandpa Farouk's garden grew and grew and grew and made Grandpa and Amir very happy.

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





## Ingoma

U-Amir weza ukuzokuthelelela itoni,  
 ukuzokuthelelela itoni,  
 U-Amir weza ukuzokuthelelela itoni,  
 Uthanda ukuyisiza bona ikhule.

linunwana zadla iintjalo,  
 zadla iintjalo, zidla iintjalo,  
 linunwana zadla iintjalo,

linlokazana zadla iinunwana,  
 zadla iinunwana, zadla iinunwana,  
 linlokazana zadla iinunwana  
 Itoni yakhula!

*(Vuma ngetjhuni ethi: "Here we go round the Mulberry Bush" namkha usebenzise itjhuni yakho yokuvuma.)*

## Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	itoni	ubamkhulu	iintjalo	iinunwana	iinlokazana ezinamacatjhaza	idorobha
Amagama angezelelweko:	imithi	isivundisi	-qeda	-hlongakala	-buthelela	ithuthumbo
	ibhodlelo	-thabileko	-lambileko	ipyere	amathuthumbo	





## Song

Grandpa Farouk had a beautiful garden,  
 A beautiful garden, a beautiful garden.  
 Grandpa Farouk had a beautiful garden,  
 Full of fruits and flowers.

Amir came along to water the garden,  
 Water the garden, water the garden.  
 Amir came along to water the garden,  
 He liked to help it grow.

The pests came along and ate the plants,  
 Ate the plants, ate the plants.  
 The pests came along and ate the plants,  
 We'll need some ladybirds now!

The ladybirds came and ate the pests,  
 Ate the pests, ate the pest,  
 The ladybirds came and ate the pests,  
 And the garden grew and grew!



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

## Vocabulary from the story

Key-words:	garden	grandpa	plants	pests	ladybirds	city
Extra words:	trees	compost	finish	die	collect	blossom
	bottle	happy	hungry	pear	flowers	





### Uzokudinga lokhu:

- Indatjana: *Itoni kaBamkhulu uFarouk*
- Amaphaphethi: UBamkhulu, u-Amir, iinlokazana ezinamacatjhaza engebhodlelweni, iintjalo ezonyiswako, iintjalo ezibhlomako, ikani lokuthelelela
- Amaphrophsi: ipyere, inede yetsikizi, ibhodlelo, iinlokazana ezinamacatjhaza
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama



### Ngijuguja imino yami

Ngijuguja imino yami  
 Ngijuguja amazwani wami  
 Ngijuguja amahlombe wami  
 Ngijuguja ipumulo yami  
 Begodu kwanjesi (wahla godu kwanjesi)  
 Koke ukujuguja kusezandleni zami  
 Begodu ngithule ngendlela  
 engingakwazi ngayo!

## Iveke yoku-1 Ilanga loku-1

### Imisetjenzana yetlasi loke

Yitjho igido *Ngijuguja imino yami* ukuletha abafundi emadeni bazokulalela indatjana.

### Ukucoca indatjana nokwakha illwazi-magama

#### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: *“Wakhe namkha omunye emndenini wakho waba netoni? Khuyini okumila etonini le? Kumele wenzeni kobana usize iintjalo bona zimile? Wakhe wayibona izalokazana ezinamacatjhaza ngaphambili? Iinlokazana ezinamacatjhaza zinjani?”*
- 1.3 Ithi: *“Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni.”* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: Tjengisa iinthombe zeentjalo, amathuthumbo begodu nemithi emila etonini. Emva kwalokho batjengise iinthombe zedorobha elinemakhiwo eminengi lapha kunganalitho elimilako.

#### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko. Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.2 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuzo imibuzo enganamikhawulo, efana naleyo ethi: *“Ucabanga bona kumilani etonini kaBamkhulu uFarouk? Ucabanga bona u-Amir uthanda ini ngetoni kabamkhulwakhe? Kubayini ucabange bona itoni yakhe iyafa? U-Amir uzayifumana kuphi iinlokazana ezinamacatjhaza?”*

#### 3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: *“Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngijiphi ingcenywe oyithande khulu? Ngimuphi umbuzo onawo ngendatjana?”*

### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“begodu, ubamkhulu, bona, beyenza, bano-Amir, bathaba, kubuza, wabonisa. Uyalizwa itjhada elinqotjhiweko: **begodu, ubamkhulu, bona?** lye, uwanembile woke anetjhada u-**lb/**.”*
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-**lb/**: bala, bamba, bonga, buza, bovu, ibisi, ubaba, ibadi, iboda, iboni, ibilibili, ibululu, iburabura.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-**lb/** lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-**lb/**: **“b-b-b”**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

### Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani kelinye nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlatulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.





### You will need:

- Story: *Grandpa Farouk's garden*
- Puppets: Grandpa, Amir, ladybirds in a bottle, plants dying, plants blooming, watering can
- Props: pear, bug net, bottle, ladybird
- Objects or picture cards for some of the words from the vocabulary list



## Week 1 Day 1

### Whole class activities

Say the rhyme *I wiggle my fingers* to bring learners to the mat for story time.

#### I wiggle my fingers

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"Have you or someone in your family got a garden? What grows in this garden? What do you need to do to help the plants to grow? Have you seen a ladybird before? What do ladybirds look like?"*
- 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 plants, flowers and trees growing in gardens. Then show them pictures of a city with a lot of buildings where nothing is growing.

#### 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 grows in Grandpa Farouk's garden? What does Amir love about his grandpa's garden? Why do you think the garden is dying? Where will Amir find ladybirds?"*

#### 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: *"begodu, ubamkhulu, bona, beyenza, bano-Amir, bathaba, kubuza, wabonisa. Can you hear the focus sound: **begodu, ubamkhulu, bona**? Yes, you are right! They all have the sound /b/."*
- 2 *"Listen carefully, here are some more words with /b/: bala, bamba, bonga, buza, bovu, ibisi, ubaba, ibadi, iboda, iboni, ibilibili, ibululu, iburabura."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /b/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /b/: **"b-b-b"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### Uzokudinga lokhu:

- Amaphaphethi wendatjana
- Umvumo kanye neenthombe ezimaphropshi wokusekela ingoma



## Iveke yoku-1 Ilanga lesi-2

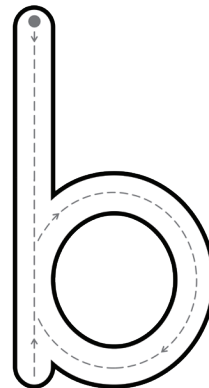
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokuvuma

- 1 Thoma ngokukhumbuza abafundi ngehlathululo yamagama owathule ngelanga loku-1.
- 2 Buyelela ucoce indatjana ngokusebenzisa amaphaphethi. Buza imibuzo lokha nawucoca indatjana. Khuthaza abafundi ukufunisela kobana yini okulandelako okuzokwenzeka.
- 3 Tjela abafundi bonyana uzobafundisa ingoma etja ezokukhambelana nendatjana.
- 4 Yitjho imiqu embalwa yengoma ngokuzwakalako godu kabuthaka, bese ubawa abafundi kobana bahlanganyele begodu bavume nawe. Kungahle kube budisi ebafundini ukukhumbula woke amagama, ngalokho-ke fundisa ingoma ngeengaba.
- 5 Yiba neenthombe nofana amaphropshi nanyana yenza izenzo ukusiza abafundi bazwize ilimi lengoma.
- 6 Fundisa abafundi umsikinyeko wengoma begodu ibani nethabo ukuvuma ngamalimi amanengi.

#### Ukubumba iledere

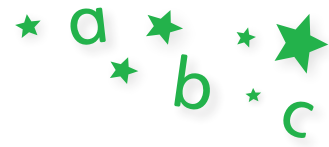
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo/**b**/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u/**b**/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi banga sengathi baqalengaphakathi kwetheleskopu nofana iimbonisa kude. Ithi kibo: "**b-b-bona**".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-**b** litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "*Thoma eqatj hazini, yehla, yenyuka, uzombeze.*"
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isgojwana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





#### You will need:

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



## Week 1 Day 2

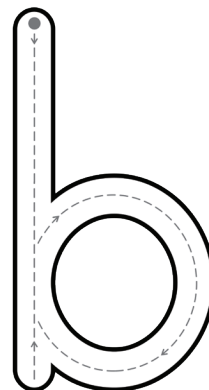
### Whole class activities

#### 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 it in more than one language.

#### Forming the letter

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



### Small group activities

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





### Uzokudinga lokhu:

- Amaphaphethi namaphrophsi aphaathelene nendatjana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**b**: ibisi, ubaba, ibadi, uburotho, bovu, iboni, ibilibili, ibululu, iburabura



## Iveke yoku-1 Ilanga lesi-3

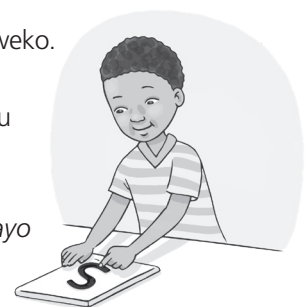
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: Yiza namathuthumbo athileko namkha nanyana ngiziphi iintjalo ezisesezitja begodu nalezo ezomileko begodu nezifileko. Bawa abafundi bona babuthelele amathuthumbo abuthelelweko nezifako namkha amathuthumbo abuthelelweko nabhlomako.
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophsi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena (titjhere) uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze izenzo ezikhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

#### Amabhoksi wamaledere

- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: *“Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?”*
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nenye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *“Le yindlela esitlola ngayo u-b.”* Vumela abanye babafundi bagadangise ngemino yabo phezulu kwesivalo.



#### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.







### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **b**: ibisi, ubaba, ibadi, uburotho, bovu, iboni, ibilibili, ibululu, iburabura



## Week 1 Day 3

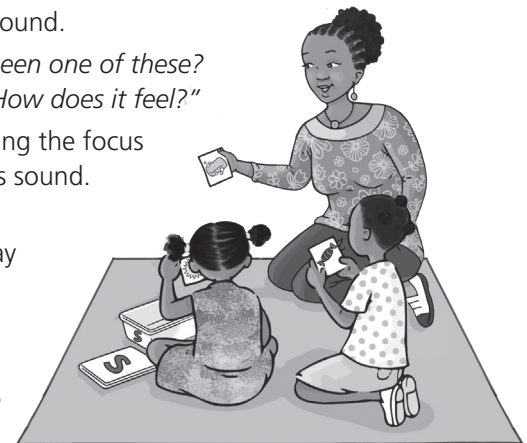
### Whole class activities

#### 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: Bring some flowers or any plants that are fresh and some that are dry and dead. Ask learners to collect a bunch of flowers that are dying or a bunch that is blooming.
- 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 b."* Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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





### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Isiquntu sephepha lefliptjhadi, Prestik
- Iinthombe zezinto ezitholakala etonini, isibonelo: amathuthumbo, iinyoni, iinlokazana ezinamacatjhaza, amaviyaviyani

### UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

- "Ngubani okwazi ukumbona?" (abalingisi)
- "Wenzani?" (isenzo begodu nesehlakalo)
- "Kuyini okhanye okubonako?" (nawuqalako godu)
- "Ikuphi i...?" (ngokutjho ababizo weendawo/iinkhundla)
- "Kubayini ucabanga bona...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)

## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loko

#### Ukulandelanisa iinthombe

- 1 Vuma ingoma godu.
- 2 Yethula amagama amatjha aserhelweni lelwazi-magama.
- 3 Khetha isithombe esisodwa kezilandelanako bese usiphakamisela phezulu. Buza abafundi bonyana babonani, ngemva kwalokho khuluma ngesithombe ngokungeneleleko.
- 4 Lokha nasele uocileko ngesinye nesinye isithombe, sinamathisele ebhodini ukuze abafundi basibone. Yenza isiqinisekiso sokobana iinthombe azilandelani ngendlela okungiyi emsetjenzaneni lo.
- 5 Ngemva kokukhuluma ngazo zoke iinthombe, buza abafundi: "Kungabe iinthombe lezi zihleleke ngendlela okungiyi?"
- 6 Bawa abafundi kobana bakhombe isithombe esisekuthomeni kwendatjana. Sebenzani ninoko ukuhlela ilandelano leenthombe ukuze indatjana inikele umqondo.
- 7 Bandakanya abafundi babe majadu ekambisweni le. Buza imibuzo efana nokuthi: "Kwenzekeni okulandelako? Ngubani ongakhumbula ingcinye yendatjana elandelako?"
- 8 Lokha iinthombe nasele zihleleke ngendlela okungiyi, mema abafundi abambalwa kobana bazokubuyelela bacoce indatjana ngelandelano okungilo.



#### Ukulalelela itjhada elinqotjhiweko

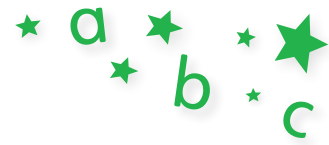
- 1 Iba nekhetho leenthombe ezahlukahlukeneko lezinto ezitholakala etonini ngaphakathi kwendulungu. Hlathululela abafundi bona bazokurhelebha ukwenza itoni ehle lephepha lezaziso.
- 2 Itjho: "Ngubani ongathola into etonini yethu enetjhada elinqotjhiweko /th/?" Umfundi anganamathisele isithombe sethuthumbo ephepheni elinganalitho eligobekako. Buza bona omunye angathola enye into ngo-/ny/ bese umfundi akhethe inyani esikazi ayinamathisele ephepheni eligobekako



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Big sequence pictures
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: figs, sticks, butterflies, ladybirds, flowers

## 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 Have a selection of different pictures of things found in gardens in the middle of the circle. Explain to learners that they are going to help you make a poster of a beautiful garden.
- 2 Say: "Who can find something for our garden with the focus sound /th/?" A learner can stick a picture of a 'sethuthumbo' onto the blank flipchart paper. Ask if another learner can find something with /ny/ and the learner selects a 'inyoni' and sticks it on the flipchart paper.



#### Small group activities

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



### Uzokudinga lokhu:

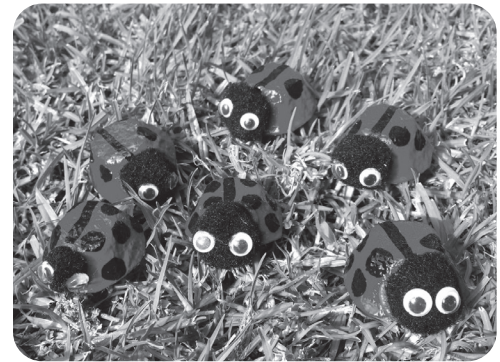
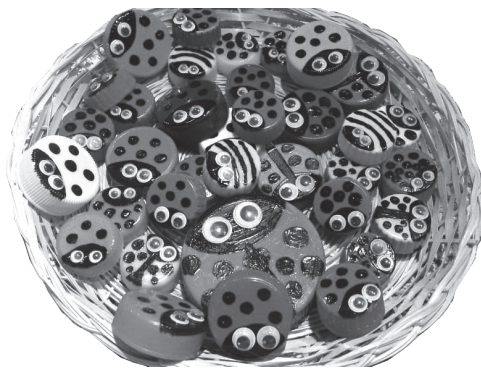
- Amatje ayindulungu namkha iimvalo zamabhodlelo namkha amabhokisi wamaqanda, amehlo wamaplastiki (lokhu ngokokuzikhetela ngebanga lokobana amehlo kungenzeka apendwe)
- Ngepende ebomvu, enzima nemhlophe, ngebhratjhi yepende, isinamathiseli, isikere, isikhwama setjhila
- Iinthombe zeenlwanyana begodu neendalwa zetonini.

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Hlathululela abafundi bona bazokwenza iinlokazana ezinamacatjhaza ngokusebenzisa ababhokisi wamaqanda, amatje ayindulungu namkha iimvalo zamabhodlelo.
- 2 Khuluma ngebumbeko (indulungu) begodu nombala (obomvu okunamacatjhaza anzima). Khuluma ngeempiko zeenunwana ezincani namehlo.
- 3 Abafundi bangagwala amabhokisi wamaqanda, amatje ayindulungu namkha iimvalo zamabhodlelo zibe bomvu. Ngesikhathi ipende yoma, bangapenda/ badwebe namkha amakari phezulu kwekhasi.
- 4 Nasele yomile ipende, bangadweba amacatjhaza begodu badwebe namkha banamathisele amehlo. Emva kwalokho bangabeka izalokazana ezinamacatjhaza zabo eziphelileko phezulu kwekhasi elinotjani namkha amakari.



### Ukwakha nokuphula (amalunga)

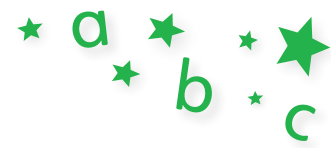
- 1 Tjengisa abafundi iinthombe zeengogwana zetonini begodu neendalwa. Bawa abafundi bona bakusize ukuthiya ibizo lesinye nesinye isithombe bese unamathisele iinthombe ebodeni namkha uzibeke phezulu komada ukwenzela bona boke abafundi bakwazi ukuzibona.
- 2 Emva kwalokho faka iinthombe ngesikhwameni. Khetha umfundi, begodu babawe bona bakhuphe esinye seenthombe ngesikhwameni. Kumele balinge begodu batjho ibizo lengogwana namkha isidalwa kabuthaka, basephule amalunga.
- 3 Abanye abafundi kumele balalele lokho okutjhiwo, begodu balumbanise iinhlavu ndawonye ukwenza igama.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





#### You will need:

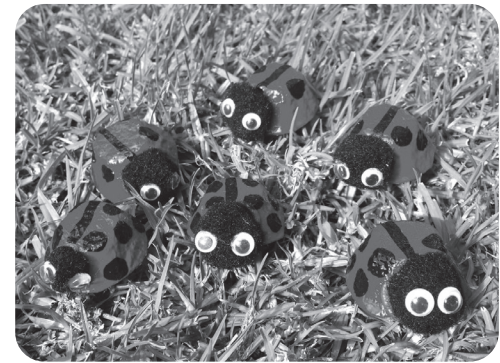
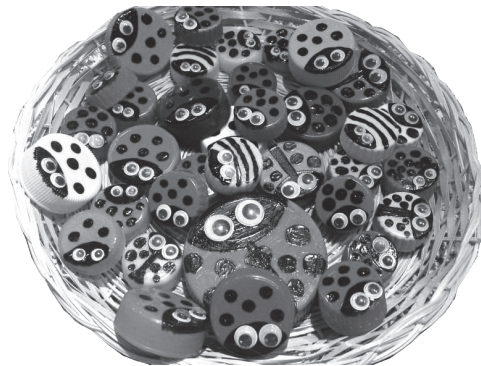
- Pebbles or bottle tops or egg boxes, plastic eyes (this is optional as eyes can also be painted on)
- Red, black and white paint, paintbrushes, glue, scissors, a cloth bag
- Pictures of insects and garden creatures

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Explain to learners that they are going to make ladybirds using egg boxes, pebbles or bottle tops.
- 2 Talk about their shape (round) and colour (red with black spots). Talk about the ladybird's wings and eyes.
- 3 Learners can paint egg boxes, pebbles or bottle tops red. While the paint is drying, they can paint/draw grass or leaves on a page.
- 4 Once the paint is dry, they can draw spots and draw or stick on eyes. They can then place their completed ladybird on their page with grass or leaves on it.



### Blending and segmenting (syllables)

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



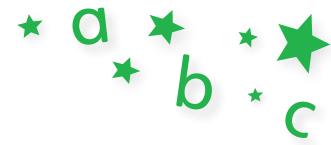
### Small group activities

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







# Imisetjenzana yesiqhema esincani yeveke yoku-1

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul> <div data-bbox="222 681 569 910"> <p>Itoni kaBamkhulu uFarouk</p> </div> <div data-bbox="210 941 569 1254"> <p><i>Kilesisikhathi somnyaka, abafundi kungenzeka babe nokuzithemba okudluleleko kokulinga ukuzitlolela ngokwabo. Ungatshwenyeki nangabe abanye babafundi batlola imijeje yamaledere anganankhala hlangana.</i></p> </div>	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>3 Buza abafundi bonyana ngiyiphi ingcenywe yendatjana abayithande khulu. Nikela iimphakamiso.</li> <li>4 Khuthaza abafundi bonyana bagwale ingcenywe yendatjana abayithandileko.</li> <li>5 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka lokha wena nawuwatlolako. Bacabangele ngokunabileko lokha nawutlola imitjho yabo.</li> <li>8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisebizweni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.</li> </ol>
<ul style="list-style-type: none"> <li>• Amabhodi amabili <b>Wemidlalo yamaledere ayinyoka</b></li> <li>• Amadayisi amabili, iimbali</li> </ul> <div data-bbox="256 1415 541 1692"> </div>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Hlathullela abafundi imithetjhwana:             <ul style="list-style-type: none"> <li>• Abafundi bathoma ngokubeka iimbali zabo phezulu kwehloko yenyoka.</li> <li>• Abafundi bayadlhegana ngokuphosa idayisi bese batjhidisela isibali enomborweni yeenkhala okungizo.</li> <li>• Nangabe sihlala phezulu kweledere, kumele batjho itjhada elinqotjhiweko bese batjhidisela isibali sabo phambili esithombeni esithoma ngeledere lelo.</li> <li>• Umfundi wokuthoma ofike ekugcineni kwenyoka nguye othumbileko begodu nomdlalo uyaphela.</li> </ul> </li> <li>2 Nasele abafundi badlale umdlalo ofana nalo amahlandla ambadlwana, ungafaka umthetho omutjha: Nangabe bafika esithombeni, kumele banikele isithombe ibizo, batjho itjhada elinqotjhiweko begodu emva kwalokho abuyele emuva eledereni elimadaniseka nalo.</li> </ol>
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> <div data-bbox="326 1861 465 2041"> </div>	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>

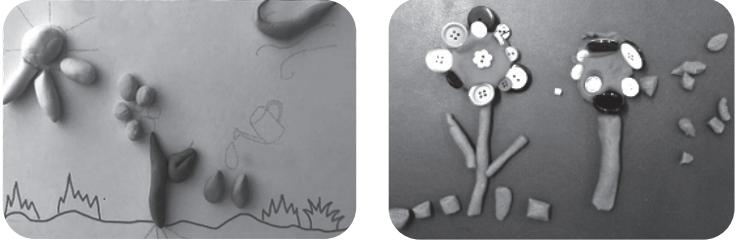



## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul> <div data-bbox="222 652 552 881"> <p>Grandpa Farouk's garden</p>  </div> <div data-bbox="204 900 565 1170">  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>3 Ask learners what part of the story they liked best. Give some suggestions.</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.</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>• Two <b>Letter snake game boards</b></li> <li>• Two dice, counters</li> </ul> <div data-bbox="256 1295 539 1572">  </div>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Explain the rules to the learners: <ul style="list-style-type: none"> <li>• Learners begin by putting their counters on the snake's head.</li> <li>• Learners take turns to throw the dice and move the counter the correct number of spaces.</li> <li>• If they land on a letter, they must say the focus sound and move their counter forward to a picture that starts with that letter.</li> <li>• The first learner to reach the end of the snake is the winner and the game is over.</li> </ul> </li> <li>2 Once learners have played this game a few times, you can introduce a new rule: If they land on a picture, they must name the picture, say the focus sound and then move back to the corresponding letter.</li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> <div data-bbox="267 1692 510 1984">  </div>	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>





Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Ibumba lokudlala, ummada webumba lokudlala</li> <li>• iinkunupe, imbewu, izinti</li> </ul>	<p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona bazokusebenzisa imumba lokudlala ukwenza itoni ehle phezulu kwemmada yebumba lokudlala.</li> </ol> 
<ul style="list-style-type: none"> <li>• Amaphropshi: ingolovana, iintjalo zepoto, isipede, iforogo yetoni, amabhudzu, amahasikune, amayithemu enziwe kabutjha ukwenza imihlobo eyahlukileko yeempoto zeentjalo (isibonelo: amabhodlelo wamaplastiki) iintjalo ezincani, imigodlana yeentjalo, umtato wokwenza ama-oda, ithunga lokuthelelela, iphayiphu lamanzi, amaleyibula weentjalo ezahlukeneko, iintikara zeentengo, ikhalkhuleyitha, isingamali</li> </ul>	<p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako.</li> <li>2 Bahlathululele bona bazokwenza kwanga banobunikazi namkha bavakatjhele itoni ukuzokuthenga iintjalo zetoni yabo.</li> <li>3 Vakajtjela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.</li> </ol> 







You will need	Activities
<ul style="list-style-type: none"> <li>• Playdough, playdough mat</li> <li>• Buttons, seeds, sticks</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 use the playdough to make a beautiful garden on the playdough mat.</li> </ol> <div data-bbox="730 609 1459 850"> </div>
<ul style="list-style-type: none"> <li>• Props: wheelbarrow, pot plants, spade, gardening fork, gum boots, gloves, recycled items to make different types of pots for plants (for example: plastic bottles), seedlings, packets of seeds, phone for placing orders, watering can, hose pipe, labels for different plants, stickers for prices, calculator, pretend money</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 to them that they are going to pretend to own or visit a garden centre to buy plants for their garden.</li> <li>3 Visit the corner at least once to observe and encourage the learners' pretend play.</li> </ol> <div data-bbox="760 1102 1459 1572"> </div>





### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loke

### Okunye ngokulandelanisa iinthombe



- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphephe isithombe esisodwa seenthombe zelandelano ezimbalabala (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoke njengesiqhema, bawa abafundi abaphethe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: *“Ngubani okhumbulako bonyana kwenzekeni okulandelako?”*
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni yabo.
- 5 Nikela omunye nomunye umfundi incwajana encani. Bakhuthaze kobana baqale ikhavara bese ufunda isihloko sendatjana nabo.
- 6 Thatha abafundi ekhambeni lokubukela iinthombe zencwajana encani, ubasize bakwazi ukubona kobana iinthombe ezingencwadini ziyafana neenthombe ezilandelanisweko.
- 7 Nange kusese nesikhathi, abafundi “bangafunda” iincwajana zabo ezincani bafundela abalingani babo abangetlasini.
- 8 Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeni yabo.



### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“ukuvakatjhela, yiveke, isivundisi, avuthiweko. Uyalizwa itjhada elinqotjhiweko: ukuvakatjhela, yiveke, isivundisi? Iye, uwanembile woke anetjhada u-!v/.”*
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-!v/: vikela, vuna, vukile, iviyaviyani, iliva, ivikili, isiviko, ivili, ivolo.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-!v/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-!v/: **“v-v-v”**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

### Imisetjenzana yesiqhema esincani

Hlathulula bonyana abafundi bazokusebenza ngeenqhema ezincani kelinye nelinye ilanga. Hlathulula begodu utjengise bonyana omunye nomunye umsetjenzana wenziwa bunjani bese uhlathulule umzombe welanga nelanga. Hlathulula nekambiso yokubuyisela izinto.





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "ukuvakatjhela, yiveke, isivundisi, avuthiweko. Can you hear the focus sound: ukuvakatjhela, yiveke, isivundisi? Yes, you are right! The focus sound is /v/.
- 2 "Listen carefully, here are some more words with /v/: vikel, vuna, vukile, iviyaviyani, iliva, ivikili, isiviko, ivili, ivolo." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /v/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /v/: "v-v-v". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





### Uzokudinga lokhu:

- INcwadi eKulu: *Itoni kaBamkhulu uFarouk*
- Amanzi ngeemumathini begodu neenkwasizepende zomunye nomunye umfundi

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loka

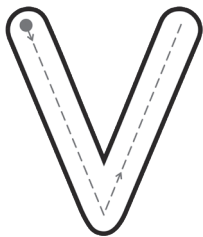
#### Ukufunda ngokwabelana – INcwadi eKulu

- 1 Khuthaza abafundi ukuqala isithombe esisekhavareni bese bakhuluma ngalokho abakubonako begodu nabakukhumbulako.
- 2 Fundela itlasi isihloko sendatjana. Khomba elinye nelinye igama lokha nawufundako. Ifunde godu bese ubawa abafundi bonyana bafunde nawe.
- 3 Thatha abafundi ekhambeni leenthombe zoke ezingencwadini, cocisanani ngeenthombe begodu ukhuthaze abafundi kobana babuze imibuzo.
- 4 Khomba iinomboro ezisemakhasini bese ukhuluma ngenomboro ezokulandela.
- 5 Lokha nasele "uyikhambe" yoke incwadi, khamba ubuyele ekuthomeni bese ufunda isihloko godu. Ngemva kwalokho vula amakhasi bese ufunda omunye nomunye umutjho ngephimbo lemvelo elizwakala kuhle. Khomba elinye nelinye igama lokha nawufundako.
- 6 Funda incwadi godu bese ukhuthaza abafundi "ukufunda" nawe.



### Ukubumba iledere

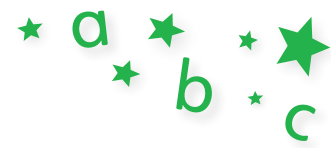
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-**v**/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-**v**/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangalala phezulu bahlezi eenhlalweni ngesikhathi ihloko ephezulu kwamatafula wabo, bese bayavuka bathi: "**v-v-vuka**".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-v litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "*Thoma eqatj hazini, yehla uvundle, wenyuka uvundle.*"
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuyele balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, iya ngaphandle begodu nikela omunye nomunye umfundi isimumathi esinamanzi begodu nekwasi yepende. Abafundi bangapenda incwadi kanenginengi emanzini phezulu kwepheyinghi.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Big Book: *Grandpa Farouk's garden*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

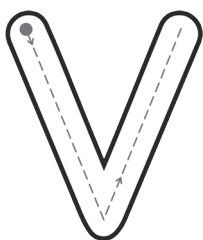
#### Shared reading – Big Book

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



### Forming the letter

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



### Small group activities

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



### Uzokudinga lokhu:

- Iphepha lefliptjhadi begodu nesitshwayi
- Iinlokazana ezinamacatjhaza eyenziwe bafundi
- iPhrestiki
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**v**: iviyaviyani, ivikili, iveni, ivayolini, iviniga, iveste, ivili, ivolo

## Iveke yesi-2 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukufunda ukulalela

- 1 Dweba isithombe setatawu, phezulu kwephepha lefliptjhadi begodu nomuthi omkhulu onamataka kanye namakari. Dweba ithuthumbo elinesiqu kanye namakari eduze komuthi.
- 2 Khetha izalokazana ezinamacatjhaza ezenziwe bafundi. Bahlathululele bona kumele balalele ngetjhejo begodu babuye banamathisele iinunwana zabo ezincani endaweni okungiyi ngePhrestigi:
  - ★ Emithini/ ethuthumbeni/ekarini/etakeni/ etatawini
  - ★ Ngaphasi komuthi/kwethuthumbo/kwekari/ kwetaka/kwetatawu
  - ★ Ngehla komuthi/kwethuthumbo/kwekari/ kwetaka/kwetatawu
  - ★ Eduze komuthi/kwethuthumbo/kwekari/ kwetaka/kwetatawu
  - ★ Ngaphezulu komuthi/kwethuthumbo/kwekari/ kwetaka/kwetatawu
  - ★ Hlangana nemithi begodu namathuthumbo.



### Amabhoksi wamaledere

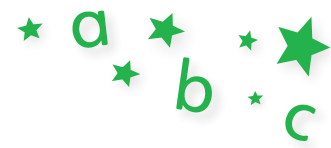
- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento leyo ngelimi elifundiswako. Bavumele babambe iintwezo nofana iinthombezo bese bayadluliselana.
- 2 Buza imibuzo ngeentwezo: *“Wakhe wayibona enye yalezi? Siyisebenziselani intwele? Inombala onjani? Izwakala injani?”*
- 3 Yitjho amagama wezinto lokha nawugandelela itjhada elinqotjhiweko. Buza abafundi bona bayalizwa Itjhada elinqotjhiweko na.
- 4 Bawa abafundi bonyana batjho igama lenye nenye into begodu bagandelele itjhada elinqotjhiweko lokha nabatjho amagama.
- 5 Lokha abafundi nasele bazijayezile itjhada elitjha, batjengise iledere elisebhoksini leledere bese uthi: *“Le yindlela esitlola ngayo u-v.”* Vumela abanye babafundi bagadangise ngemino yabo phezulu kwesivalo.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

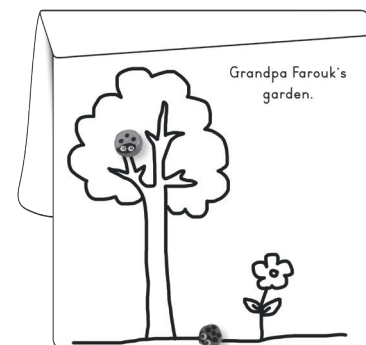
- Flipchart paper and a marker
- Ladybirds made by learners
- Prestik
- A letter box containing objects or pictures of objects that have the focus sound **v**: iviyaviyani, ivikili, iveni, ivayolini, iviniga, iveste, ivili, ivolo

## Week 2 Day 3

### Whole class activities

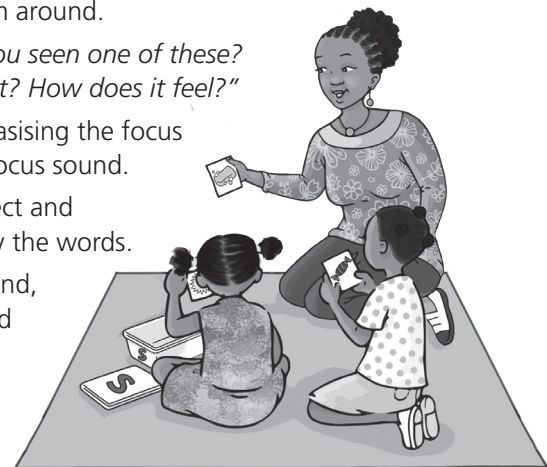
#### Learning to listen

- 1 On the flipchart paper, draw a picture of the ground and a large tree with branches and leaves. Draw a flower with a stem and leaves next to the tree.
- 2 Have a selection of ladybirds that learners made. Explain that they must listen carefully and then stick their ladybirds in the correct place with Prestik:
  - ★ on the tree/flower/leaf/branch/ground
  - ★ under the tree/flower/leaf/branch/ground
  - ★ above the tree/flower/leaf/branch/ground
  - ★ next to the tree/flower/leaf/branch
  - ★ at the top of the tree/flower
  - ★ in between the tree and the flower.



#### Letter boxes

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



### Small group activities

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





### Uzokudinga lokhu:

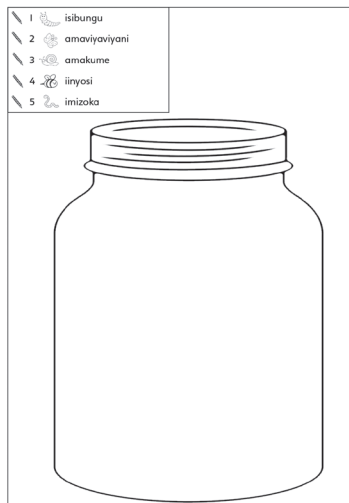
- Umgadangiso **Wekhasi lomsetjenzana wokufunda bewenze** womunye nomunye umfundi
- Imibala ehluhlukeneko eyenzwe ngemino, amakhrayoni amakhulu wamafutha nofana amakoki
- Isiquntu sephepha lefliptjhadi, Prestik
- Iinthombe zezinto ezitholakala etonini, isibonelo: amathuthumbo, iinyoni, iinlokazana ezinamacatjhaza, amaviyaviyani

## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loko

#### Ukufunda begodu wenze

- 1 Buza abafundi bona ngiziphi iinunwana neelwana ezitholakala etonini ukuze ihlale iphila kuhle. Isibonelo: Amaviyaviyani neenyosi ezipha iintjalo ngokuhlala esitjalweni esinye bese ziye kwesinye, iinswebu ezidla iinunwana, iimbungu zomhlaba ezirhelebha ihlabathi bona ihlale iphilile, iintoni zidla iintethe ezidla iintjalo.
- 2 Hlathululela abafundi bona bazolandela isilayelo "funda yenza" bese basebenzise amapende wemino ukugadangisa iinunwana kanye nazo zoke iinlwana ezenza bona itoni ihlale iphilile.
- 3 Lokha nasele baqedile ukwenza amapende wemino, bakhombise bona bangangeza bunjani imilenze, amafila kanye namehlo basebenzisa amakhrayoni nofana amakoki.
- 4 Rhelebha abafundi nangabe bathola ubudisi ukufunda iinlayelo.



### Ukulalelela itjhada elinqotjhiweko

- 1 Iba nekhetho leentombe ezahlukahlukeneko lezinto ezitholakala etonini ngaphakathi kwendulungu. Hlathululela abafundi bona bazokurhelebha ukwenza itoni ehle lephepha lezaziso.
- 2 Itjho: "Ngubani ongathola into etonini yethu enetjhada elinqotjhiweko /k/?" Umfundi anganamathisela isithombe sekari ephepheni elinganalitho eligobekako. Buza bona omunye angathola enye into ngo-**/v/** bese umfundi akhethe **iviyaviyani** esikazi ayinamathisele ephepheni eligobekako.

### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.







### You will need:

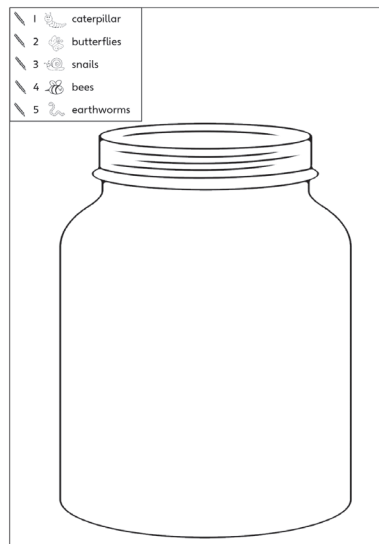
- A photocopy of the **Read and do activity page** for each learner
- Different colour fingerpaints, Jumbo wax crayons or kokis
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: figs, sticks, butterflies, ladybirds, flowers

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Ask learners what insects and animals can be found in a garden to keep the garden healthy. For example: Butterflies and bees pollinate flowers, spiders eat bugs, earthworms help to make the soil healthy, birds eat caterpillars that eat plants.
- 2 Explain to learners that they are going to follow the "read and do" instructions and use fingerpaints to print insects and animals that keep the garden healthy.
- 3 Once they have made a fingerprint, show them how they can add legs, feelers and eyes with their crayons or kokis.
- 4 Assist learners if they struggle to read the instructions.



### Listening for focus sounds

- 1 Have a selection of different pictures of things found in gardens in the middle of the circle. Explain to learners that they are going to help you make a poster of a beautiful garden.
- 2 Say: "Who can find something for our garden with the focus sound /k/?" A learner can stick a picture of a 'sekari' onto the blank flipchart paper. Ask if another learner can find something that begins with /v/ and the learner selects a 'iviyaviyani' and sticks it on the flipchart paper.

### Small group activities

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





### Uzokudinga lokhu:

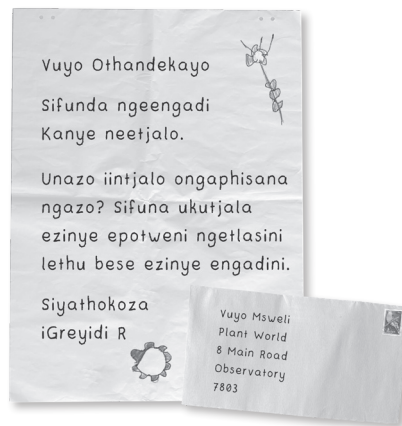
- Isiquntu sephepha lefliptjhadi, isimeregi
- Isikhwama esincani esineenthombe nofana izinto zeenunwana nezinye iinlwane eziphila etonini ezinamagama amumethe amalunga amanengi akhambelana nendatjana

## Iveke yesi-2 Ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Hlathululela abafundi bona ungathabela bona bakurhelebhe ukubhala amaledere babhalele ikaba eseduze yezeentjalo neentoni nofana umakhelwana onetoni. Emtlolweni, ufuna ukuhlathulula bona abafundi bebefunda ngeentoni nangeenunwana, begodu ungathanda bona banikelele ngeentjalo ezingatjalwa bafundi eempotweni ngetlasini nofana embhedeni lapho emabaleneni wokudlala esikolweni.
- 2 Coca ngokobana ngubani ongambawa iitjalo bese ukhulume ngokokuthonywa kwencwadi: Othandekako...
- 3 Bawa abafundi bona bakurhelebhe ngemibono yokobana kungatlolwa ini elandelako. Lalela imibono yabo, bese uyavuma ngalokho ofuna ukukutlola e ncwadini. Utlole kuhle kubonakale ngamaledere amancani, itjho igama elinye nelinye lokha nawulitlolo.
- 4 Lokha isikhathi sisesekhona, abafundi bangakghabisa incwadi ngeenthombe zeentjalo.
- 5 Goba incwadi bese uyinikela umakhelwane, nofana uyise emlimini osemthethweni bese uyabawa bona anganikelele ezinye zeentjalo nofana abehlisele inani lokha nawuthengela itlasi iintjalo lezo.
- 6 Lokha nasele ufumane zoke iintjalo, abafundi bangakurhelebha bona utlole iledere bese udweba iinthombe ezithi siya-thokoza.



### Ukwakha nokuphula (amalunga)

- 1 Tjengisa abafundi iinthombe zeengogwana zetonini begodu neendalwa. Bawa abafundi bona bakusize ukuthiya ibizo lesinye nesinye isithombe bese unamathisele iinthombe ebodeni namkha uzibeke phezulu komada ukwenzela bona boke abafundi bakwazi ukuzibona.
- 2 Emva kwalokho faka iinthombe ngesikhwameni. Khetha umfundi, begodu babawe bona bakhuphe esinye seenthombe ngesikhwameni. Kumele balinge begodu batjho ibizo lengogwana namkha isidalwa kabuthaka, basephule amalunga.
- 3 Abanye abafundi kumele balalele lokho okutjhiwo, begodu balumbanise iinhlavu ndawonye ukwenza igama.



### Imisetjenzana yesiqhema esincani

Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





#### You will need:

- Piece of flipchart paper, marker
- A small bag with pictures or objects of insects and garden creatures that are multisyllabic words relating to the story

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Explain to learners that you would like them to help you write a letter to a local garden centre/neighbour who has a garden. In the letter, you want to explain that the class has been learning about gardens and insects, and you would like to ask if they can donate some plants that the class can plant in pots in the classroom or in a bed on the school grounds.
- 2 Discuss who you could ask for some plants and then talk about how you start a letter: Dear ...
- 3 Ask learners to help you with ideas for what to write next. Listen to their ideas, and then agree what you want to say in the letter. Write neatly in lowercase letters, saying each word as you write.
- 4 If there is time, learners can decorate the letter with pictures of plants.
- 5 Fold the letter and either deliver it to a neighbour, or take it to a local garden centre and ask if they could donate some plants or give you a discount if you buy plants for your class.
- 6 Once you have received the plants, learners can help you write a letter and draw pictures to say thank-you.



### Blending and segmenting (syllables)

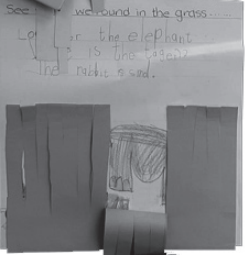


- 1 Show learners the pictures of garden insects and creatures. Ask learners to help you name each picture and stick the pictures on the wall or place them on the mat so that all the learners can see them.
- 2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures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

### Small group activities

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






## Imisetjenzana yesiqhema esincani yeveke yesi-2

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Iphepha elihlaza satjhani</li> <li>• Amakhrayoni wewaksi amakhulu, isikere kanye nesinamathiseli</li> </ul> 	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona bazokudweba iindalwa (iinunwana namkha iinlwanyana) abangazifumana zibhace etjanini. Isibonelo: izalokazana ezinamacatjhaza, isibungu, itsikizi.</li> <li>2 Nasele baqedile ukudweba, bangaleyibula isithombe sabo namkha babawe isizo lokutlolwa kwebizo lesidalwa.</li> <li>3 Emva kwalokho abafundi bangasika imitletle engephepha elihlaza satjhani begodu balinamathisele ngaphasi ephepheni, ukwenzela bona lingamele isithombe sabo begodu liqaleke njengotjhani.</li> <li>4 Bangabawa umngani bona afunisele bona khuyini le efihleke etjanini begodu baphakamise umtletle ohlaza satjhani ukobana babone nangabe banembile.</li> </ol>
<ul style="list-style-type: none"> <li>• Amabhodi amabili <b>Wemidlalo yamaledere ayinyoka</b></li> <li>• Amadayisi amabili, iimbali</li> </ul> 	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Hlathullela abafundi imithetjhwana:             <ul style="list-style-type: none"> <li>• Abafundi bathoma ngokubeka iimbali zabo phezulu kwehloko yenyoka.</li> <li>• Abafundi bayadlale ngokuphosa idayisi bese batjhidisela isibali enomborweni yeenkhala okungizo.</li> <li>• Nangabe sihlala phezulu kweledere, kumele batjho itjhada elinqotjhiweko bese batjhidisela isibali sabo phambili esithombeni esithoma ngeledere lelo.</li> <li>• Umfundi wokuthoma ofike ekugcineni kwenyoka nguye othumbileko begodu nomdlalo uyaphela.</li> </ul> </li> <li>2 Nasele abafundi badlale umdlalo ofana nalo amahlandla ambadlwana, ungafaka umthetho omutjha: Nangabe bafika esithombeni, kumele banikele isithombe ibizo, batjho itjhada elinqotjhiweko begodu emva kwalokho abuyeke emuva eledereni elimadaniseka nalo.</li> </ol>
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, lincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> 	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, imagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>

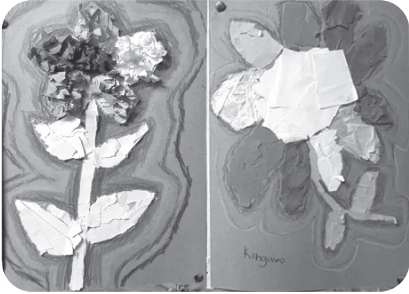



## Small group activities for Week 2

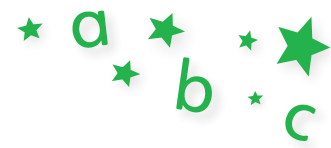
You will need	Activities
<ul style="list-style-type: none"><li>• A blank A4 page for each learner</li><li>• Green paper</li><li>• Jumbo wax crayons, scissors and glue</li></ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"><li>1 Explain to learners that they are going to draw creatures (insects or animals) that they might find hiding in the grass. For example: a ladybird, worm, bug.</li><li>2 Once they have finished their drawing, they can label their picture or ask for help writing the name of the creature.</li><li>3 Learners can then cut strips in the green paper and stick it at the bottom of the page, so that it flaps over their picture and looks like grass.</li><li>4 They can ask a friend to guess what is hiding in the grass and then lift up the green strips to see if they are correct.</li></ol>
<ul style="list-style-type: none"><li>• Two <b>Letter snake game boards</b></li><li>• Two dice, counters</li></ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"><li>1 Explain the rules to the learners:<ul style="list-style-type: none"><li>• Learners begin by putting their counters on the snake's head.</li><li>• Learners take turns to throw the dice and move the counter the correct number of spaces.</li><li>• If they land on a letter, they must say the sound and move their counter forward to a picture that starts with that letter.</li><li>• The first learner to reach the end of the snake is the winner and the game is over.</li></ul></li><li>2 Once learners have played this game a few times, you can introduce a new rule: If they land on a picture, they must name the picture, say the focus sound and then move back to the corresponding letter</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 them to each choose something to enjoy reading.</li><li>4 Visit the corner to observe and encourage the learners' reading.</li></ol>

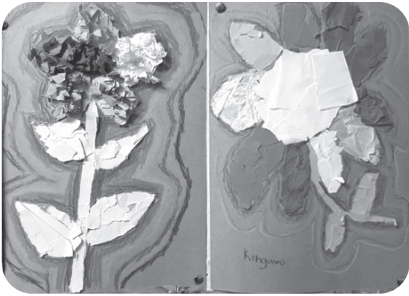





Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Isiquntu sekhadibhodi elenzele umfundi omunye nomunye umkhiqizo omutjha</li> <li>• Amakhrayoni wewaksi amakhulu, isinamathiseli</li> <li>• Iphepha elinombala namkha iphepha lethitjhu</li> </ul>	<p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona kumele badwebe isithombe sethuthumbo elikhulu phezulu kwekhadibhodi. Emva kwalokho kumele badabule iphepha balenze iinquntu ezincani bese bazinamathisela phezulu kwekhadi bhodi ukwenza ithuthumbo. Bangabuye basonge iphepha balenze iimbhola ezincani begodu bazinamathisele phezulu kwekhadibhodi.</li> </ol> 
<ul style="list-style-type: none"> <li>• Amaphropshi: ingolovana, iintjalo zepoto, isipede, iforogo yetoni, amabhudzu, amahasikune, amayithemu enziwe kabutjha ukwenza imihlobo eyahlukileko yeempoto zeentjalo (isibonelo: amabhodlelo wamaplastiki) iintjalo ezincani, imigodlana yeentjalo, umtato wokwenza ama-oda, ithunga lokuthelelela, iphayiphu lamanzi, amaleyibula weentjalo ezahlukeneko, iintikara zeentengo, ikhalkhuleyitha, isingamali</li> </ul>	<p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Khumbuzisa abafundi ngamaphropshi ekhoneni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 ngesikhathi benza kwanga bayasebenza namkha bavakatjhela isentha yetoni.</li> <li>2 Vakatjhela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"><li>• A piece of recycled cardboard for each learner</li><li>• Jumbo wax crayons, glue</li><li>• Coloured paper or tissue paper</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 must draw a picture of a big flower on the cardboard. Then they must tear the paper into small pieces and stick it onto the cardboard to make a flower. They can also roll the paper into small balls and then stick it on the cardboard.</li></ol> 
<ul style="list-style-type: none"><li>• Props: wheelbarrow, pot plants, spade, gardening fork, gum boots, gloves, recycled items to make different types of pots for plants, (for example: plastic bottles), seedlings, packets of seeds, phone for placing orders, watering can, hose pipe, labels for different plants, stickers for prices, calculator, pretend money</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 garden centre.</li><li>2 Visit the corner at least once to observe and encourage the learners' pretend play.</li></ol> 









# Ithemu yesi-3: Isiboniso serekhodi lokuhlola okuragela phambili (irhelo lokuhlola)



	Ukulalela nokukhuluma	Amatjhada, ukuFunda nokubukela	Umtlo wesandla begodu nokuTlola okusaThomako																					
✓ Uphumelele	Lalela iinlayelo ezirareneko bese benza njengoba zilayela.	Ukulalela indatjana ezide bese ukhombise ukuzwisisa ngokobana uphendule imibuzo ekhambelana nendaba leyo.	Vuma iingoma negido bese thatha gadango ngokwakho nangokuzethemba.	Buza imibuzo nehlatshululo yakhona nofana ugale iincwadi uthole ihlatshululo.	Sebenzisa ilimi ukucabanga kanye nokunikela abonobangela: ukumadansa izinto ezikhamba ndawonye begodu nokumadansa izinto ezingafaniko	Hlukanisa amalungu amanengi wamagama uwenze ilungu linye.	Khambiselanisa amatjhada namaledere bese uzwisise bona amagama amumethe amatjhada angaphezu kweilodwa.	Ukubamba incwadi ngenjalo okungiyi begodu aphe nye amakhasi ngenjalo efaneleko. Coca ngokuphatha iincwadi nangokuzithheja.	Yenza umdlalo, ingoma nofana igido.	Thoma ngokobana 'utunde' amagama asezingeni eliphhezulu abonakale ngetlasini, esikolweni kanye neemphekathini.	Funda iincwadi ngokuzijamela ngokwethabho elitholakala ebulungelweni leencwadi nofana ekhoneni lokufunda ngetlasini, phendla amaphepha ngenjalo ekungiyi, tjenje isihlonipho leencwadi.	Hlanganisa ukufunda ngokwabelana kweengqethada zokufunda ngokuzithemba ekukhuphukako ngezinga nange thabo.	Ukuthuthukisa imisipha emincani ngokulawula ukusebenzisa isikere ukusika emideni egandeleleweko yeenthombe, amajamo, njll.	Bamba ikhrayoni usebenzise indlela yokubamba ipensela evumelekileko, tjenje bona ngisiphi isandla phakathi kweesokudla nesesincele esinamandla bese utlole usebenzise ubujamo obuhle bokutlole.	Ukubamba amaledere ngeendlela ezihlukeneko kusebenzisa ukupenda ngenjalo, amabhathini wokupenda, amakhrayoni wamafutha njll, kuthonywa endaweni okungiyi begodu kulandelelwe ikomathubha okungiyi. Ukunikela ngenjalo ngenjalo yokugwala begodu kunikelelwe itlasini imitho eyingcnye yomtlole	Faka isandla ngenjalo nangenjalo esiquntwini sokutlole: umfundi ulawula lokha utitjhere nakatolako.	Dweba inthombe ukudlulisa umlayezo ngelemuko lakhe mathubha bese usebenzise lokhu njengesithomo sokutlole.	Ukulinga ukutlole amaledere kusebenzisa amakaporolo, ukuskrubhula begodu 'nokufunda' umtlole okungewakhe: 'ukufunda' okutjhiwo makaporolo.	Umdlalo-lingisa ebuja meni bokudlala: yenza amakarada wokutjhiwa, utlole amaledere njll. Umgadaniso wamakhophi ovele ebhodulukweni lokha nakudlalawako.					
• Upheze																								
* Akakabuku-phumelele																								
Ilanga																								
Amagama																								

# ★ Term 3: Exemplar record of continuous assessment (checklist)

	Listening and Speaking	Phonics, Reading and Viewing	Handwriting and Emergent writing						
✓ <b>Achieved</b>	<p>Listens to a complex string of instructions and acts on them.</p> <p>Listens to longer stories and shows understanding by answering questions related to the story.</p> <p>Sings songs and rhymes and performs actions on own with confidence.</p> <p>Asks questions and asks for explanations or looks to books for explanations.</p> <p>Uses language to think and reason. Matches things that go together, and compares things that are different.</p>	<p>Divides multisyllabic words into syllables.</p> <p>Relates sounds to letters and words and understands that words consist of more than one sound – done orally.</p> <p>Holds the book the right way up and turns pages correctly. Discusses book handling and care.</p> <p>Acts out a story, song or rhyme.</p> <p>Begins to 'read' high frequency words seen in the classroom, at school and in the community.</p> <p>'Reads' books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books.</p> <p>Joins in the shared reading of texts with increasing confidence and enjoyment.</p>	<p>Develops fine motor control using scissors to cut out bold outlined pictures, shapes etc.</p> <p>Holds crayons using an acceptable pencil grip, demonstrates left/right hand dominance and writes using a good writing position.</p> <p>Forms letters in various ways using finger painting, paint brushes, wax crayons etc starting at the right point and following the correct direction.</p> <p>Contributes ideas and sentences to a class piece of writing: child dictates as the teacher writes.</p> <p>Draws pictures to convey a message about a personal experience and uses this as a starting point for writing.</p> <p>Makes an attempt to write letters using squiggles, scribbles and 'reads' own writing: 'reads' what squiggles say.</p> <p>Role-plays writing in play situations: makes greeting cards, writes letters etc. Copies print from the environment while playing.</p>						
• <b>Almost</b>									
✗ <b>Not yet</b>									
<b>Date</b>									
<b>Names</b>									

# ★ Ithemu yesi-3: Ukulalela nokukhuluma Irubhriki 1 & 2

Ikhrayitheriya yokuhlola	1. Akakabukuphumelela (0 – 29%)	2. Ukuphumelela okuphakathi (30 – 49%)	3. Ukuphumelela okulingeneko (50 – 74%)	4. Ukuphumelela okudluleleko (75 – 100%)
<p><b>1 Ukucoca iindatjana begodu ubuyelela iindatjana ngamagama okungewakhe</b></p>	<p>Akakghoni ukucoca iindatjana begodu nokubuyelela iindatjana; ukghona ukutjho amagama ambalwa kwaphela.</p>	<p>Ukubuyelela okunomkhawulo; ufaka ezinye zezehlakalo kwaphela; ilandelano lingahle lingabi ngelifaneleko; usebenzisa imitjho emifitjhani begodu nelwazi-magama elilula.</p>	<p>Uyakghona ukubuyelela izehlakalo ezinengi ezisendatjaneni ngokuthoma, phakathi begodu nesiphetho kodwana imininingwana embalwa khulu; udinga ukudoswa ngemibuzo efana nokuthi: 'ngemva kwalapho...' 'Okulandelako kwenzekeni?' Ukuthoma ukusebenzisa imitjho emide.</p>	<p>Indatjana ilandela ilandelano ngokunehloko begodu inesithomo, umzimba begodu nesiphetho; abalingisi nesizinda kuhlathululwe ngemininingwana; iinhloso begodu namaziso wabalingisi ahlathululiwe; usebenzisa imitjho emide begodu nebudisi namagama ahlanganisako afana nokuthi 'kwabese'; 'ngemva kwalapho' kusetjenziswa ilwazi-magama elitjha elisuselwa endatjaneni.</p>
<p><b>2 Ukuhlela isede yeenthombe ngendlela yokobana zibumbe indatjana begodu nelojigi yelandelano lezehlakalo nazikhulunywako begodu zihlobane nokwakheka kwendatjana</b></p>	<p>Akakghoni ukuhlela isede yamakarada ngelandelano okungilo.</p>	<p>Uhlela isede yamakarada ngelandelano okungilo kodwana angakghoni ukucoca indatjana.</p>	<p>Uhlela isede yamakarada ngelandelano okungilo begodu ukghona nokuhlobanisa indatjana elula.</p>	<p>Uhlela isede yamakarada ngelandelano okungilo begodu ukghona ukuhlobanisa indatjana nemininingwana efaneleko.</p>

# ★ Term 3: 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.

# ★ Ithemu yesi-3: Amatjhada, ukufunda nokubukela Irubhriki 1-3

Ikhrayitheriya yokuhlola	1. Akakabukuphumelela (0 – 29%)	2. Ukuphumelela okuphakathi (30 – 49%)	3. Ukuphumelela okulingeneko (50 – 74%)	4. Ukuphumelela okudluleleko (75 – 100%)
1 Ukhumbula ngokuzwa nangokubona abanye babongwaqa begodu nabokamisa	Ukghona ukukhumbula 0-3 yamaledere begodu atjho amatjhada enziwa maledere lawo	Ukghona ukukhumbula 4-6 yamaledere begodu atjho amatjhada enziwa maledere lawo.	Ukghona ukukhumbula 7-11 yamaledere begodu atjho amatjhada enziwa maledere lawo.	Ukghona ukukhumbula 12 namka phezulu yamaledere begodu atjho amatjhada enziwa maledere lawo.
2 Ukuthoma ukubona kobana amagama enziwa matjhada:unikela itjhada lokuthoma egameni lakhe begodu namanye amagama	Akakghoni ukukhumbula kobana amagama akhiwe ngamatjhada;akakghoni ukunikela itjhada lokuthoma egameni lakhe begodu namanye amagama	Ukghona ukunikela itjhada lokuthoma elisegameni lakhe kodwana uyathaga lokha nakabuzwa ngetjhada lokuthoma lamanye amagama.	Ukghona ukunikela itjhada lokuthoma elisegameni lakhe;uyakghona ukunikela itjhada lokuthoma lamanye amagama.	Njalo ukghona ukunikela itjhada lokuthoma elisegameni lakhe begodu nakamanye amagama.
3 Uzenzela yakhe indatjana ngokufunda iinthombe	Akakghoni ukusebenzisa iinthombe ukwenza ibonelo-phambili lokobana indatjana imayelana nani;uhlathulula iinthombe ngokusebenzisa ilimi elinomkhawulo.	Usebenzisa iinthombe ukwenza ibonelo-phambili begodu uhlathulula indatjana kodwana ngerhelebho.	Usebenzisa iinthombe ukwenza ibonelo-phambili lokobana indatjana imayelana nani;angahle alandele 'iphimbo lokufunda'.	Usebenzisa iinthombe ukwenza ibonelo-phambili lokobana indatjana imayelana nani;Ukutjengisa ukuzwisisa kobana iinthombe namagama kuyahlobana,kodwana zihlukile; 'ulandela iphimbo lokufunda'; ukhomba itheksti lokha 'nakafundako'.

# ★ Term 3: 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 able to recognise 0 – 3 letters and say the sounds that these letters make.	Is able to recognise 4 – 6 letters and say the sounds that these letters make.	Is able to recognise 7 – 11 letters and say the sounds that these letters make.	Is able to recognise 12 or more 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".

# Ithemu yesi-3: Ukutlola okusathomako begodu nomtlole wesandla

## Irubhriki 1-3

Ikhrayitheriya yokuhlola	1. Akakabukuphumelela (0 – 29%)	2. Ukuphumelela okuphakathi (30 – 49%)	3. Ukuphumelela okulingeneko (50 – 74%)	4. Ukuphumelela okudluleleko (75 – 100%)
<b>1</b> Ukuthuthukisa amakghono wemisipha emincani begodu namakghono wokusikinyisa imisipha emincani	Utlhaga nokuqedelela imisetjenzana yokuthuthukisa imisipha emincani; ugededa/ ubaleka ukwenza amathaski nofana uyatjharagana/ uyahlangahlangana.	Uyakghona ukuqedelela eminye yemisjetjenzana yokuthuthukisa imisipha emincani; uthoma ukwenza ngokunembako begodu usebenza ngokuphumelela okungezelelekileko.	Uyakghona ukuqedelela imisetjenzana emincani; uthoma ukwenza ngokunembako begodu usebenza ngokuphumelela okungezelelekileko.	Uyaiqeda imisetjenzana yokuthuthukisa imisipha emincani ngokuzithemba, ngokunembako begodu ngokutjhaphlukileko.
<b>2</b> Ukugwala iinthombe ukubamba umqondo oqakathekileko wendatjana	Umgwalo awubonakali nofana ufaka amaskwigili nanyana wenza amasekele nemida kwaphela.	Umgwalo uyabonakala kodwana awuhlobani nendatjana, ingoma nofana igido .	Ugwala isithombe esineembala esihlobene nendatjana; imigwalo yabalingisi abaqakathekileko inokhunye kwalokhu okulandelako: imilenze, imikhono, izandla, iinyawo, amehlo, ipumuto, umlomo, iindlebe.	Ugwala isithombe esineembala, neminingwana ehlobana nendatjana; sifaka hlangu abalingisi abaqakathekileko neminingwana efana nezambatho.
<b>3</b> Ukuzwisa kobana ukugwala nokutlola kuhlukene: ukwenza kwanga uyatlola kujanyiselwe ngokusebenzisa amaskwigilisi	Akakghoni ukujamiselela imibono ngeemgwalo nofana ngeemtlole.	Ujamiselela imibono ngeemgwalo kodwana akunabufakazi bokwenza ngathi kutliiwe nofana kunamaskwigilisi .	Uyezwise bonyana ukutlola nokugwala kuhlukene ngathi uyatlola ngokusebenzisa amaskwigilisi .	Uyezwise bonyana ukutlola nokugwala kuhlukene begodu uthoma 'ukutlola' asebenzisa ukuhlanguaniswa kwamaledere akotjweko begodu namaskwigilisi; angakopa amaledere neenomboro ebuja men bangetlasini ngokulinga ukutlola okungokwakhe.



# ★ Term 3: 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.

# ★ Yenza ibumba lokudlala

## Uzokudinga lokhu

- ★ 1 ikomitji yeflowuru
- ★ ¼ yekomitji yetswayi
- ★ ½ yekomitji yamanzi afuthumeleko
- ★ 5 amathosi wokufaka imibala ekudleni



## Amagadango

- 1 Didiyela ndawonye iflowuru netswayi.
- 2 Didiyela ndawonye u-½ wekomitji lamanzi afuthumeleko kanye namathosi ambalwa wokufaka umbala ekudleni.
- 3 Thela kabuthaka amanzi emdidiyelweni weflowuru, rura ngesikhathi nawuthelako. Rura bekufike lapha kuhlanga khona, emva kwalokho kiniya ngezandla zakho bekufike lapha iflowuru sele ididiyeleke ngokwaneleko. Nangabe ibumba lokubhaga inamathela khulu, ngezelela iflowuru bekufike lapha ingasanamatheli nakancani.
- 4 Buyelela amagadango afana nala kinanyana ngimuphi umbala ofuna ukuwenza.

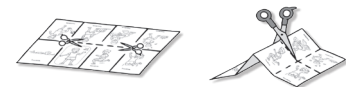
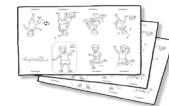
*Futhumeza ibumba lokudlala ngokulikiniya ngezandla zakho. Lokhu kuthabulula umzimba okuhle emisipheni yezandla zabantwana. Paka ibumba lokudlala emgodleni weplastikini ukuligcina lelitjha begodu silifake esiqandisini, nangabe kulungile, namkha endaweni emakhaza.*



# ★ Yenza Incwadi Encani

## Amagadango

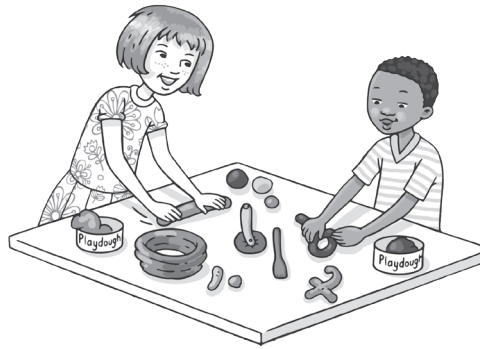
- 1 Yenza imigadango yencwadi encani oyifunako.
- 2 Neenthombe eziqale phezulu, songa ikhasi ngeengcenywe ezibunane. Phurulula.
- 3 Songa ikhasi phakathi naphakathi, ukuya phasi emaphakathini.
- 4 Sika esisongweni saphakathi, ngendlela okutshwaywe ngayo isitjengiso esimagega namacatjhazi wemida phezulu kwekhasi.
- 5 Bamba ikhasi phakathi kwemino yakho begodu nothubhakghuru emahlangothini womabili wekhasi.
- 6 Letha izandla phasi begodu nandawonye.
- 7 Yenza incwadi encani ebhokisini elincani – ibhoksi lejeli Lisebenza kuhle!



# ★ How to make playdough


## You will need

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



## Steps

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

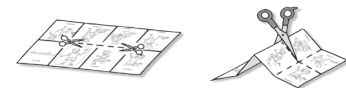
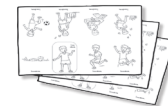


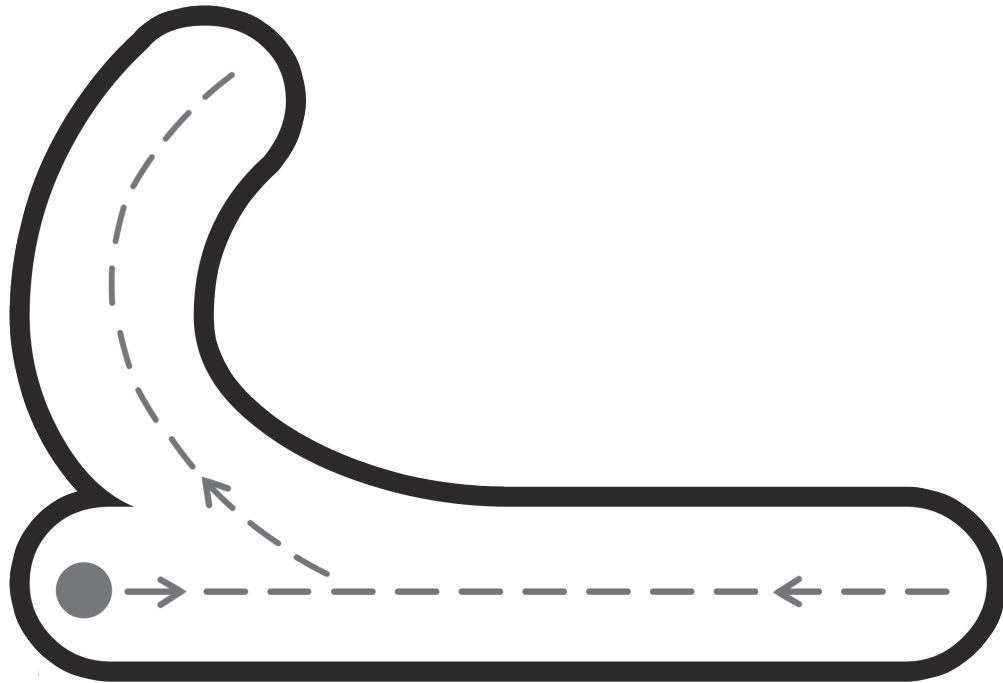
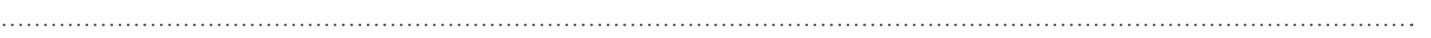
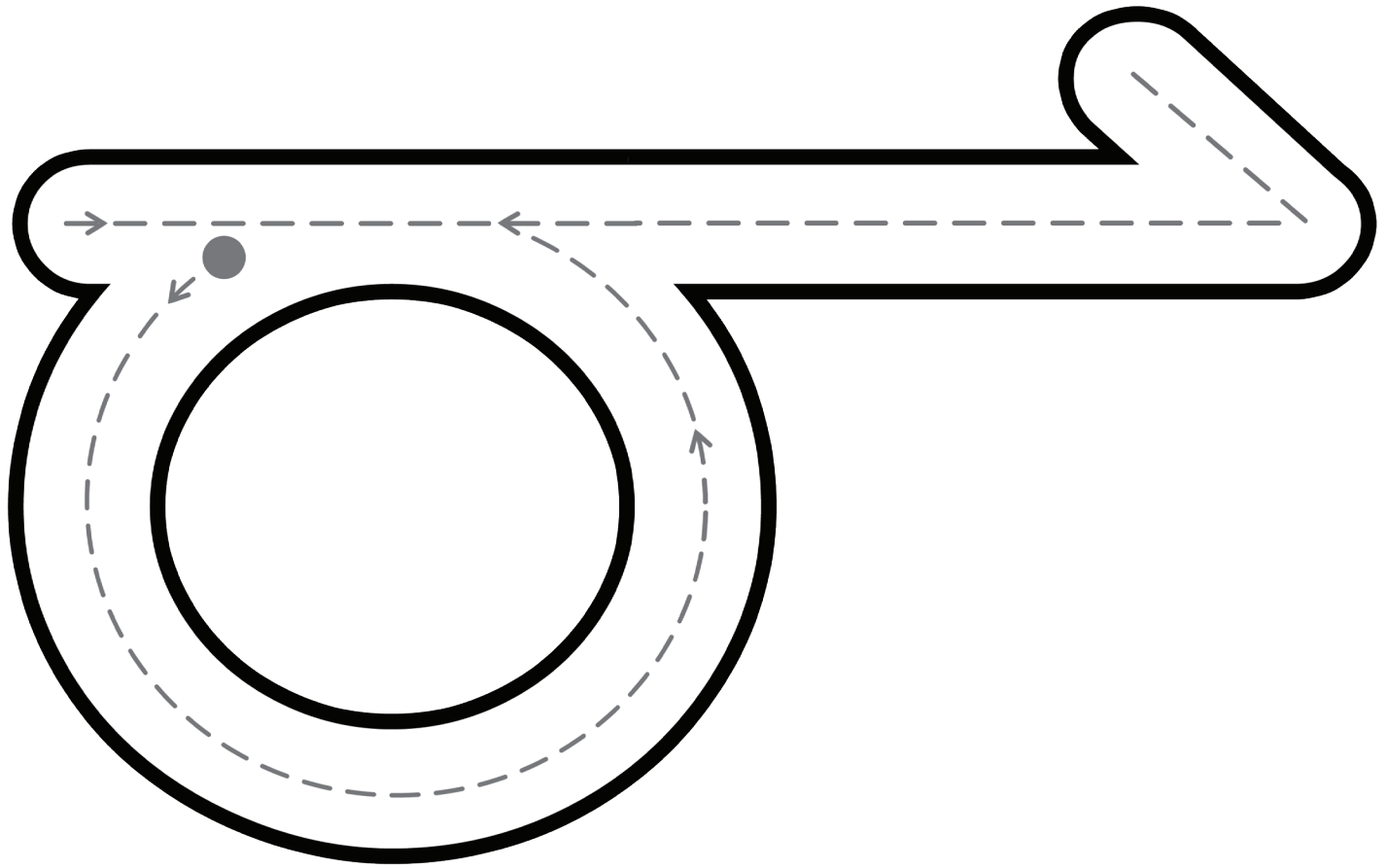
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

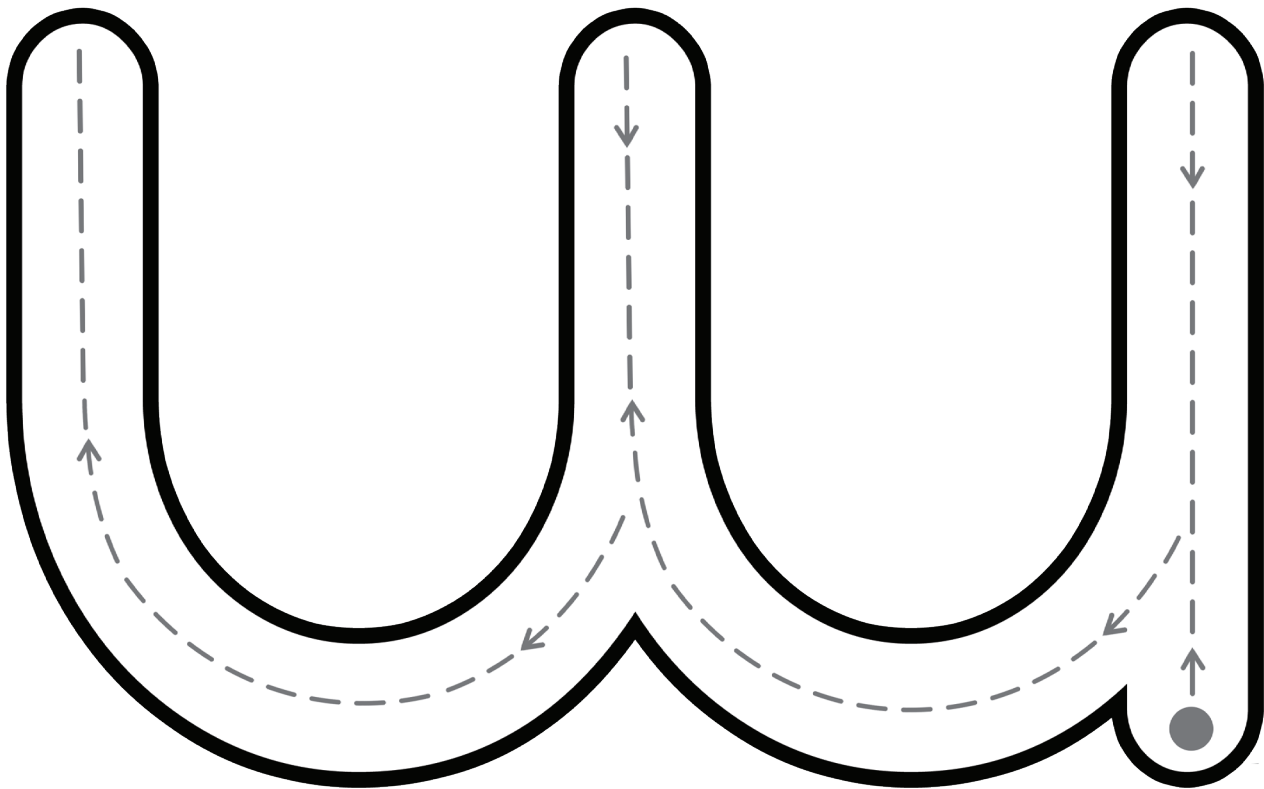
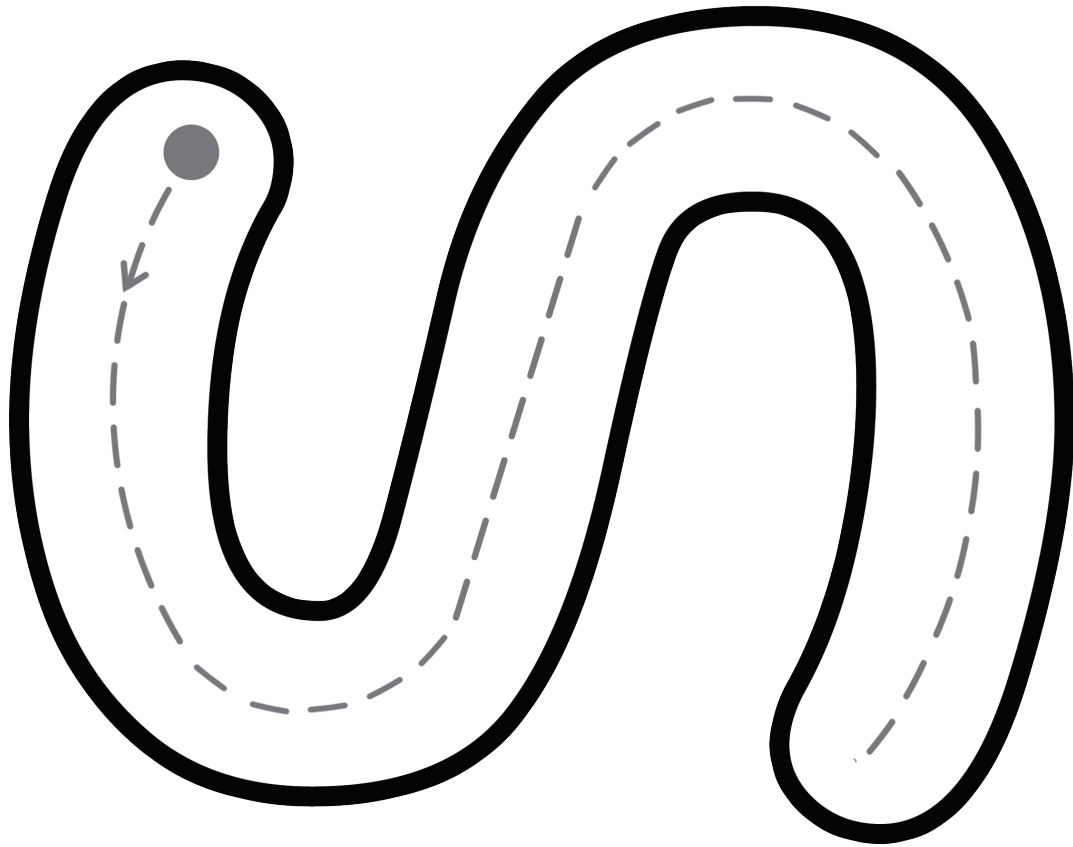
# ★ How to make a little book

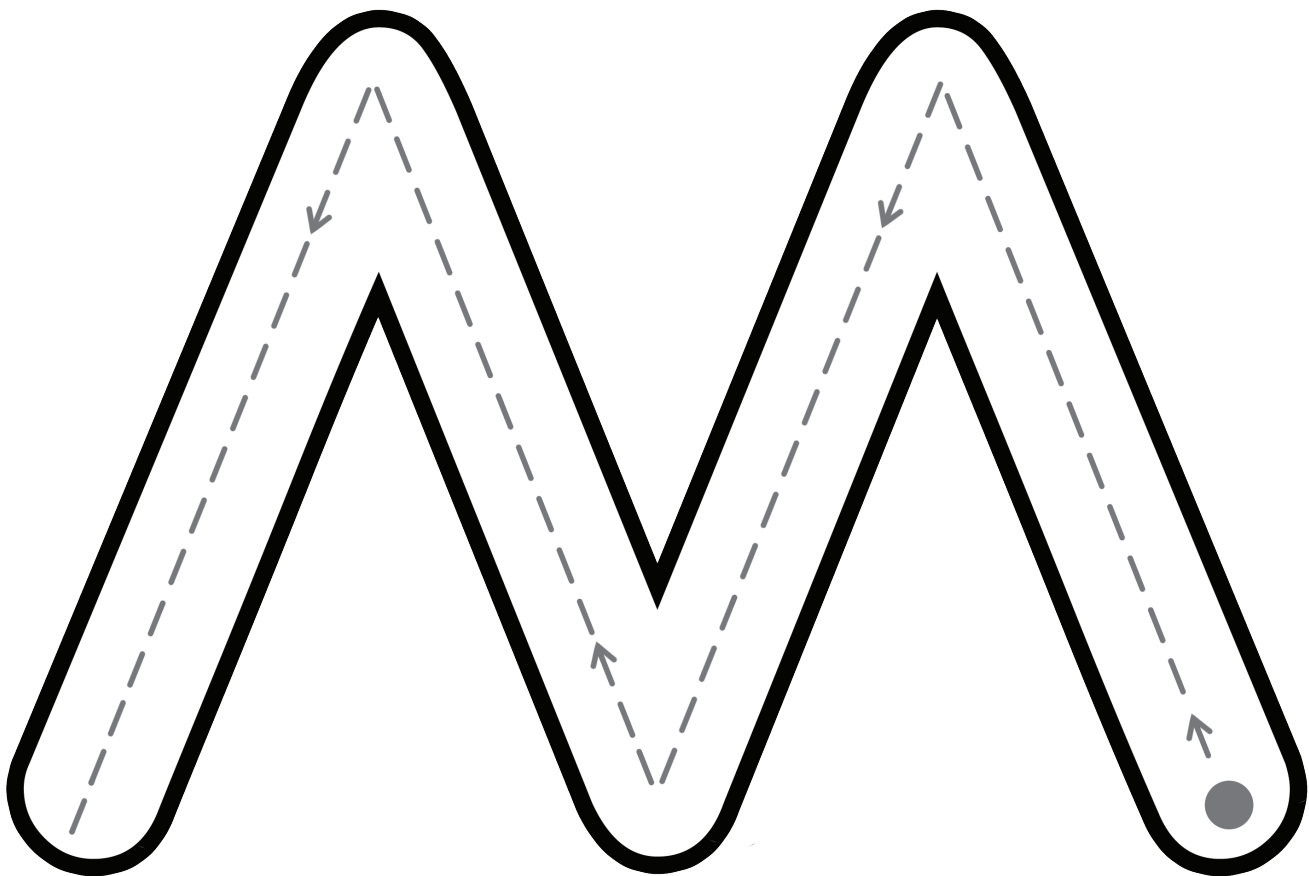
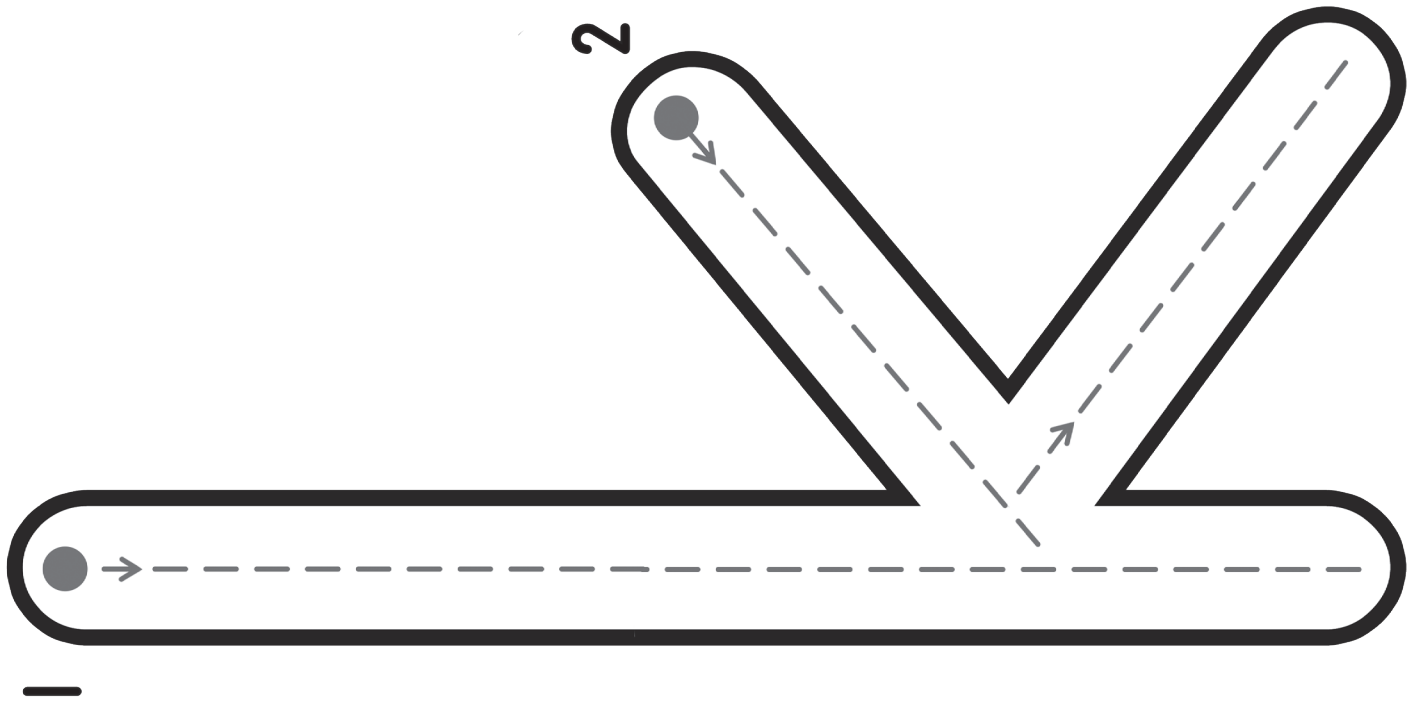
## Steps

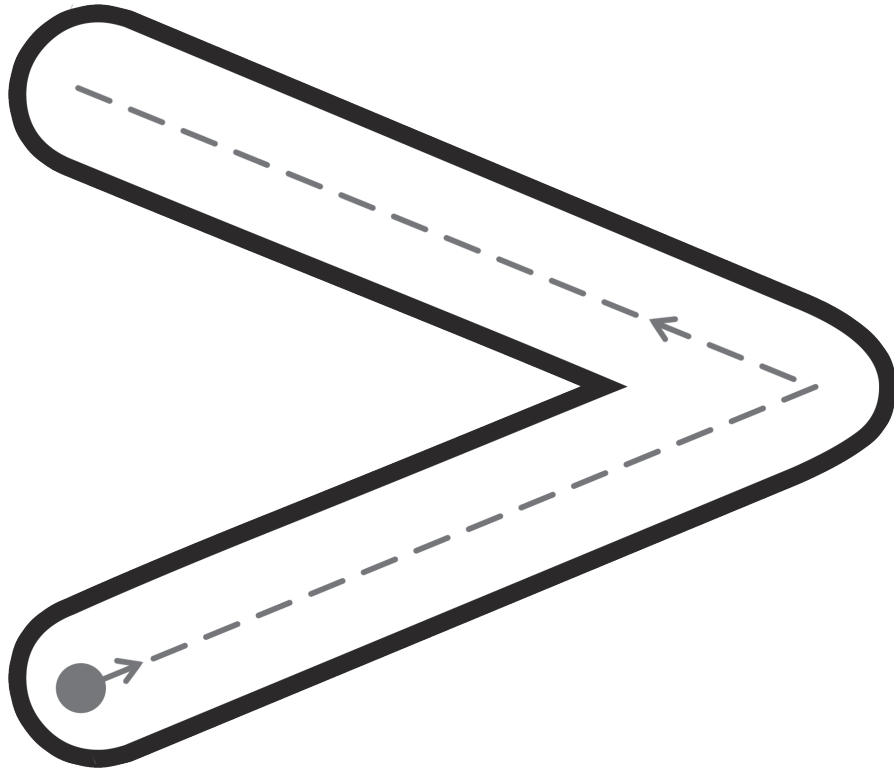
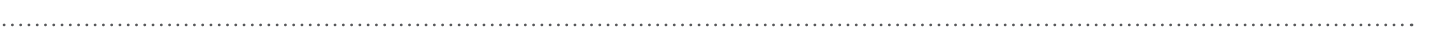
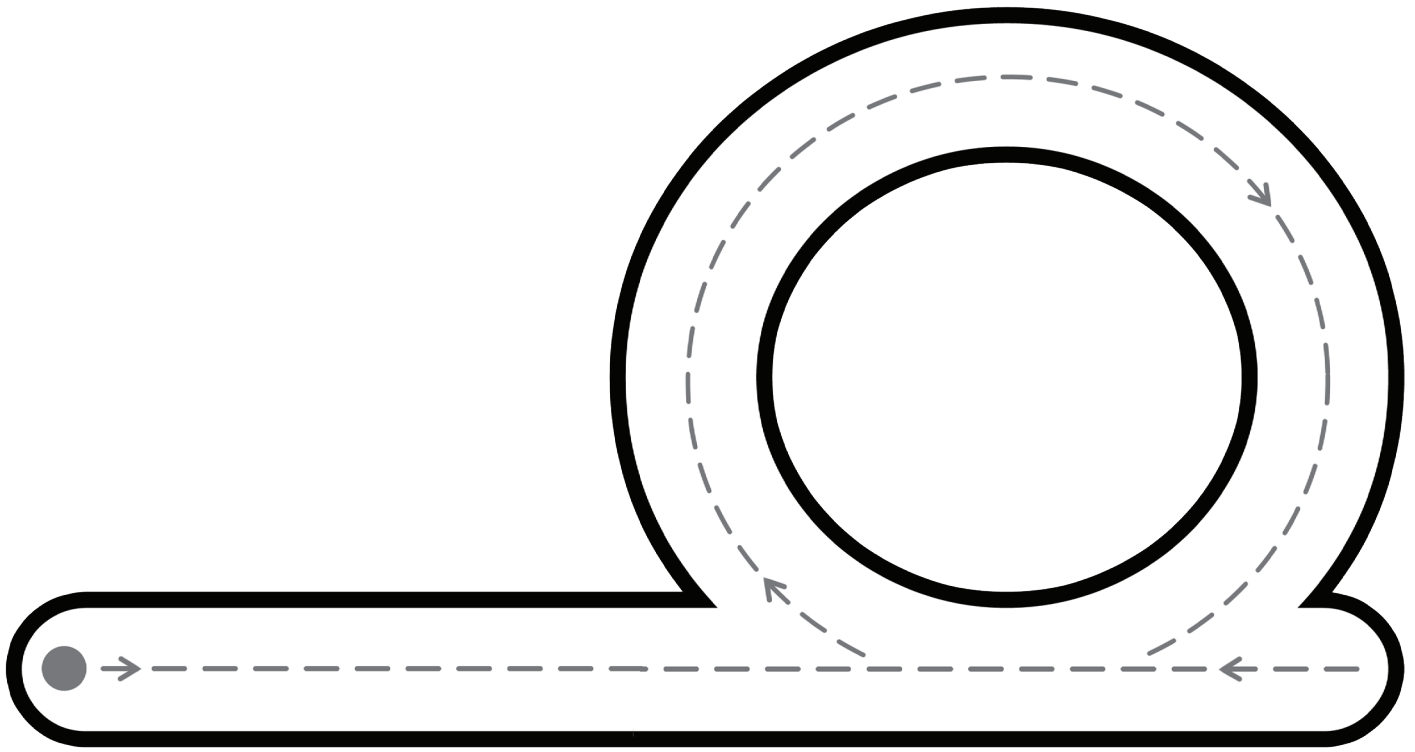
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

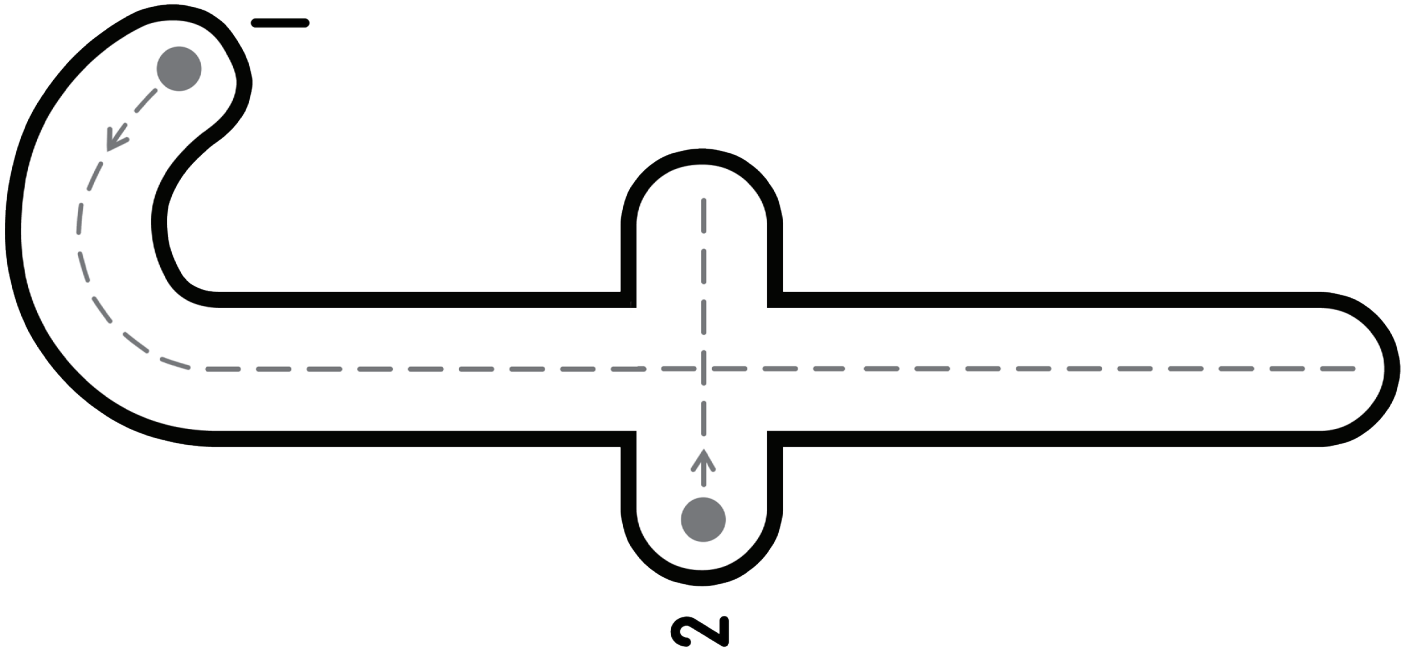
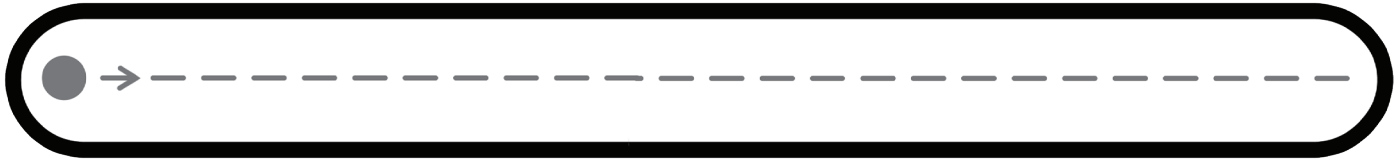












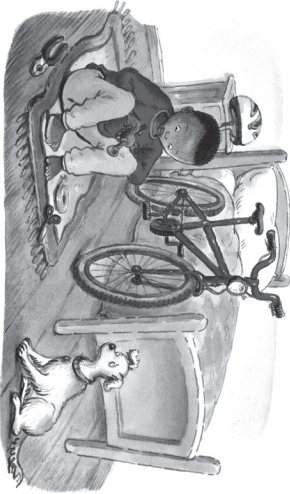




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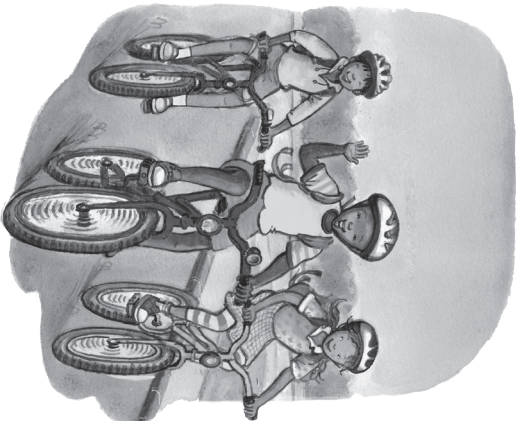
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Wordworks  
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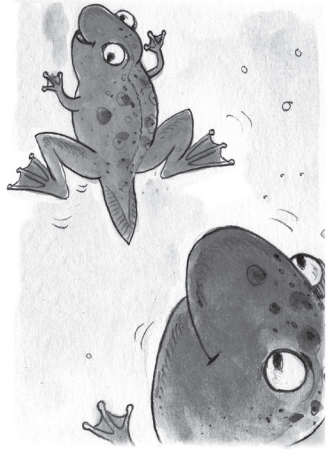
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le kuse:

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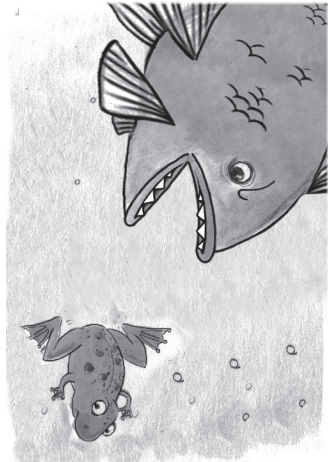




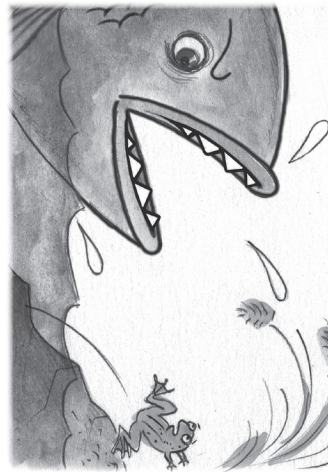
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4



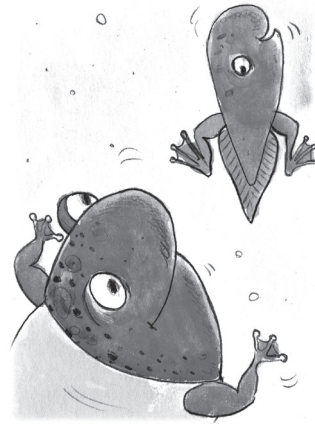
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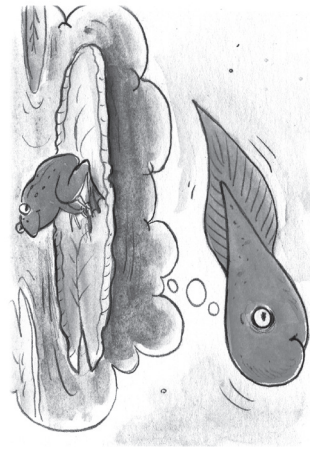
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2



1



Unotjohitjhoi omncani

Wordworks  
Creating Literacy Through Play

Indawo yencwadi le kuse:

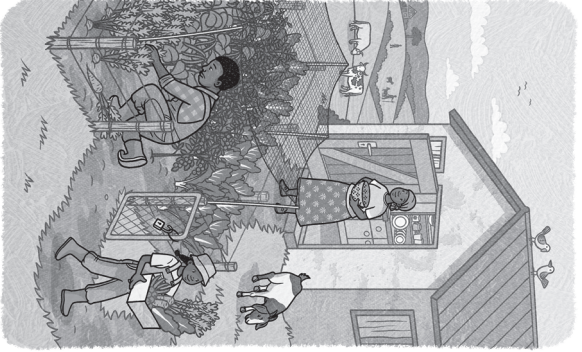
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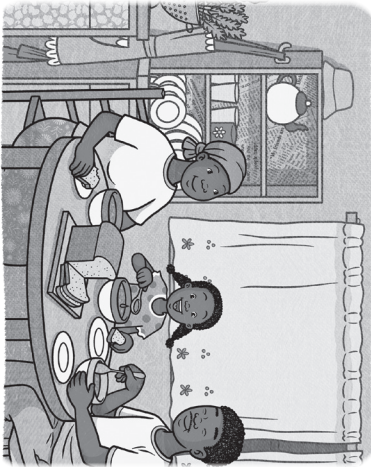
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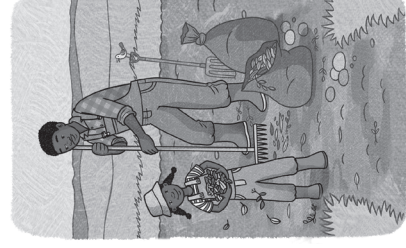
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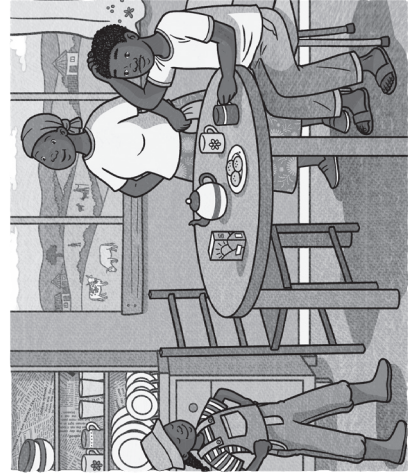
5



6



2



1

UTemo kanye  
namasela weentjalo



Indawo yencwadi  
le kuse:

.....



2



1

Itoni kaBamkhulu uFarouk

b	o	k
d	a	s
h		

Indawo yencwadi le kuse:

.....



3



4

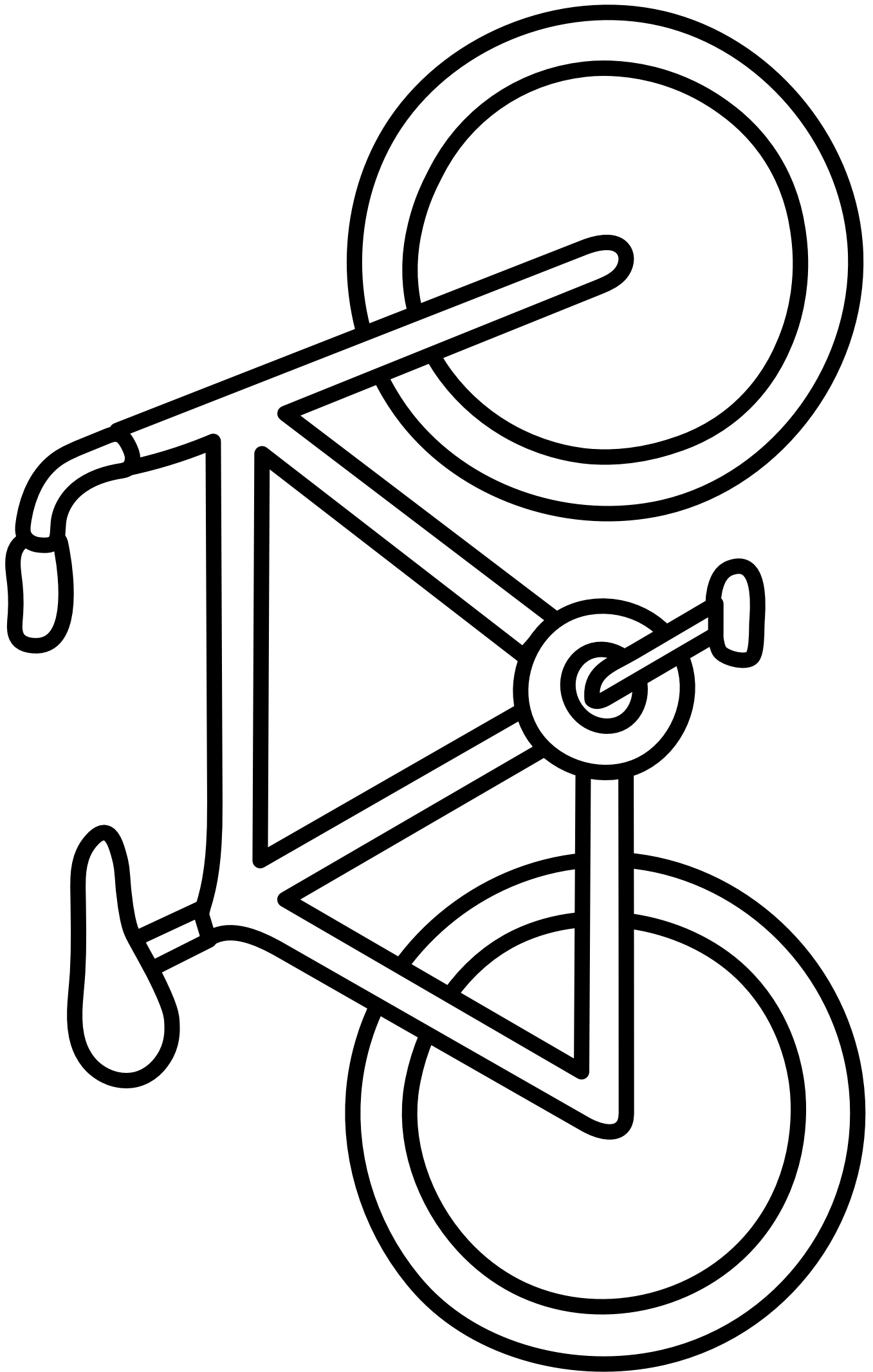


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6





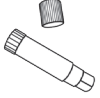

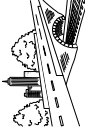


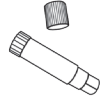




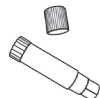




*Itsikiri etja kaDavid: Ikhasi lomsebenzi wetskiri*

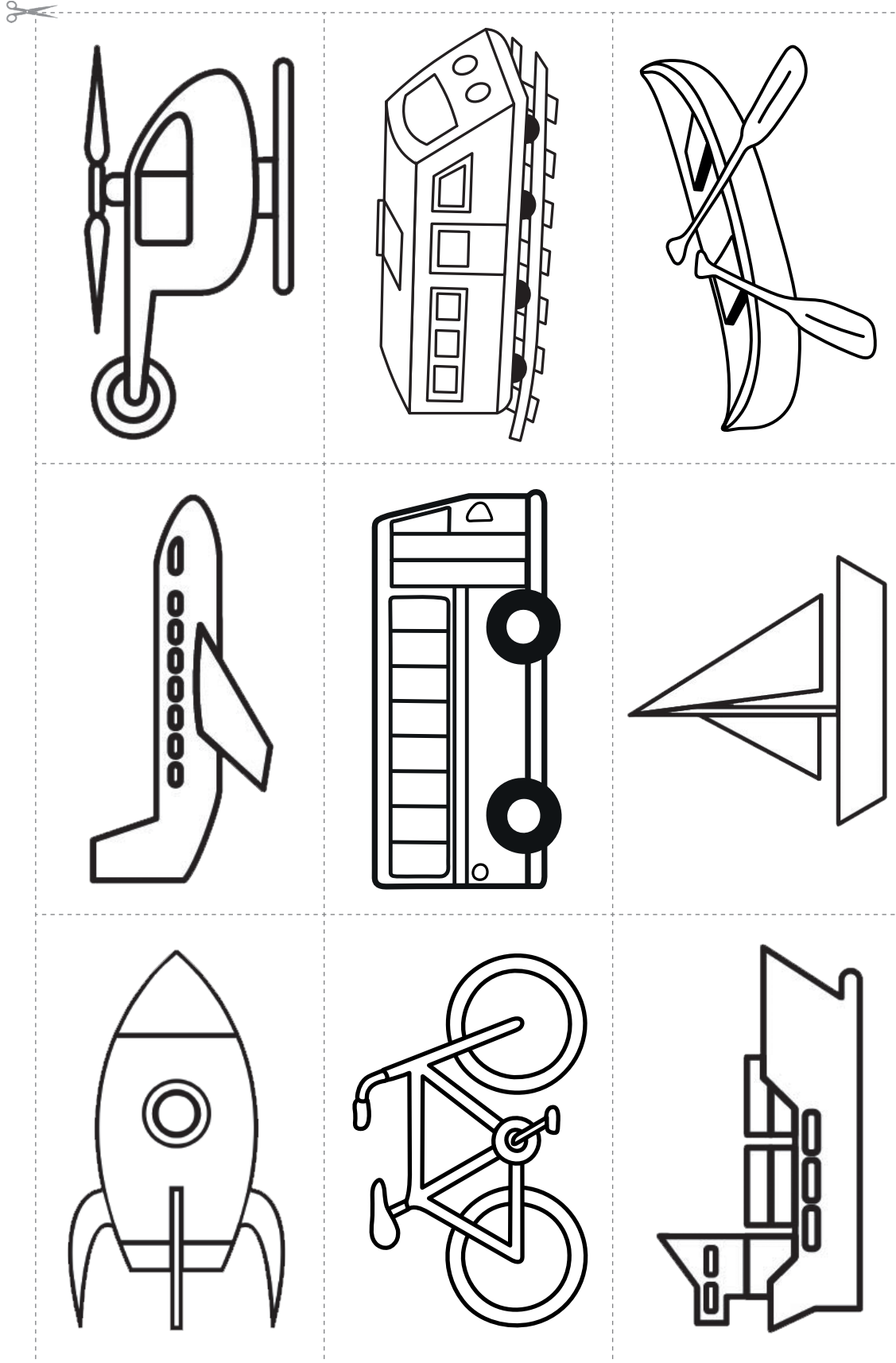




**Itsikiri etja kaDavid:** Ikhasi lomsebenzi wokufunda bewenze

 no-  no-  3 	 <b>ihlabathi</b>
 no-  no-  3 	 <b>amanzi</b>
 no-  no-  3 	 <b>ummoya</b>

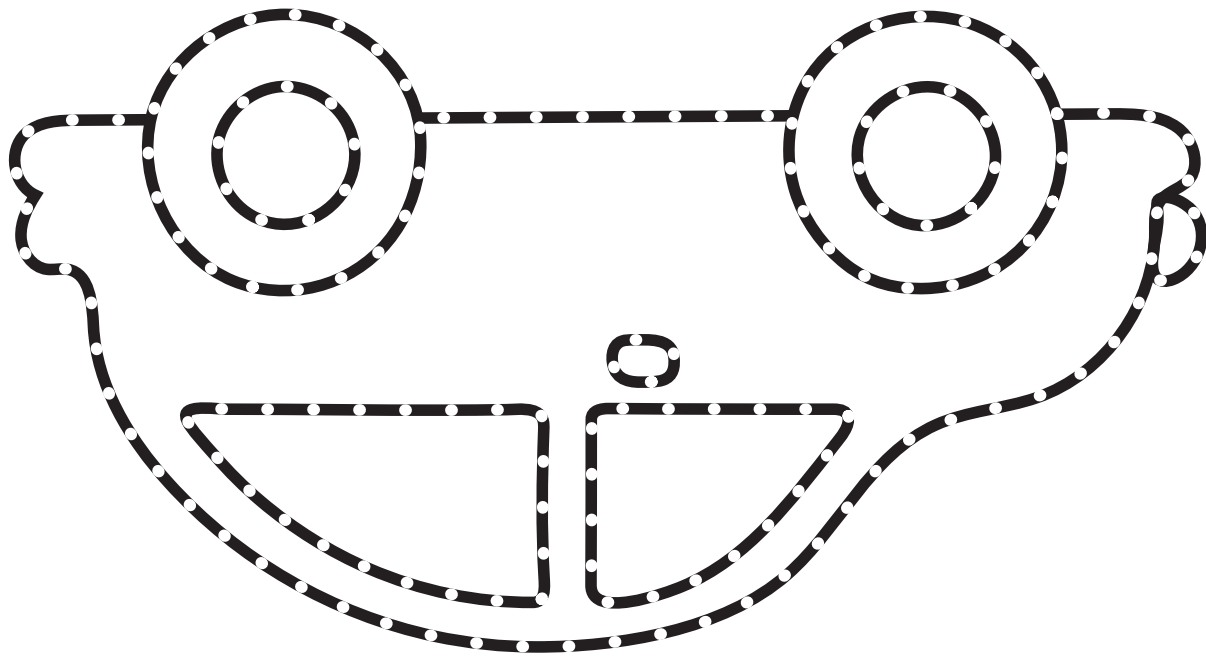
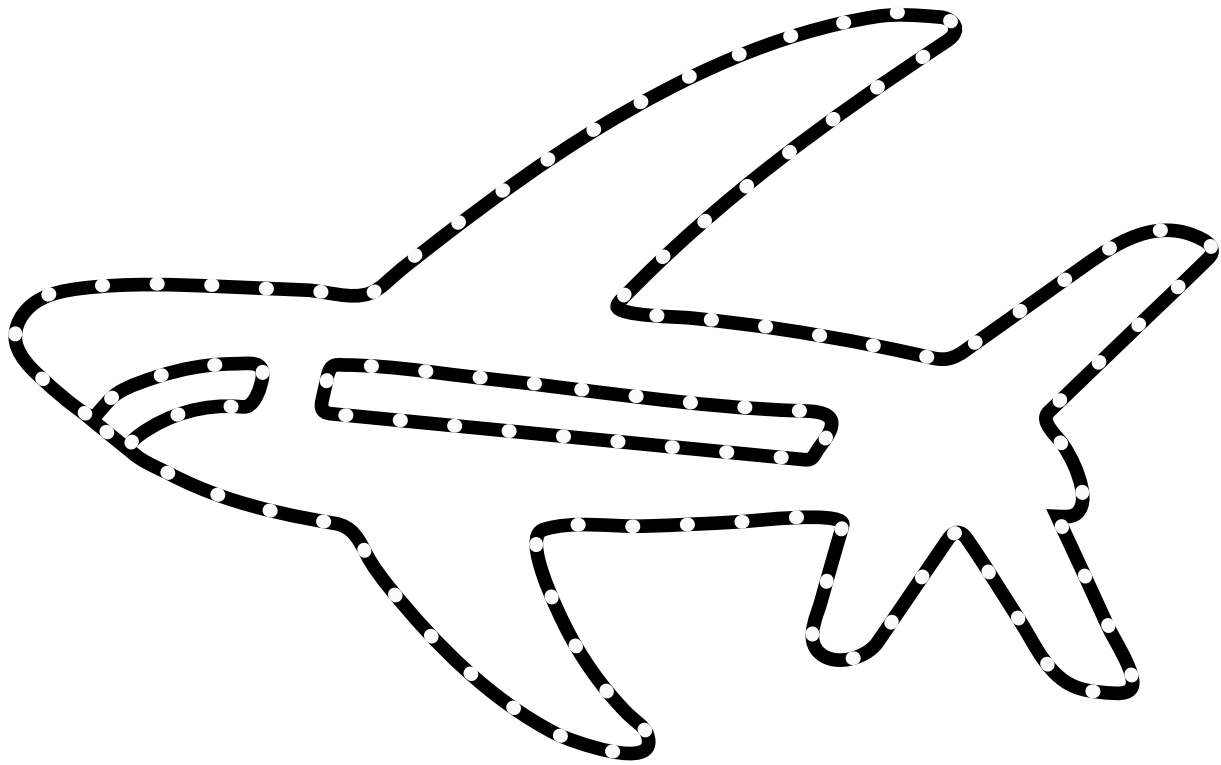




*Itsikiri etja kaDavid: Ikhasi lomsebenzi wokufunda bewenze*





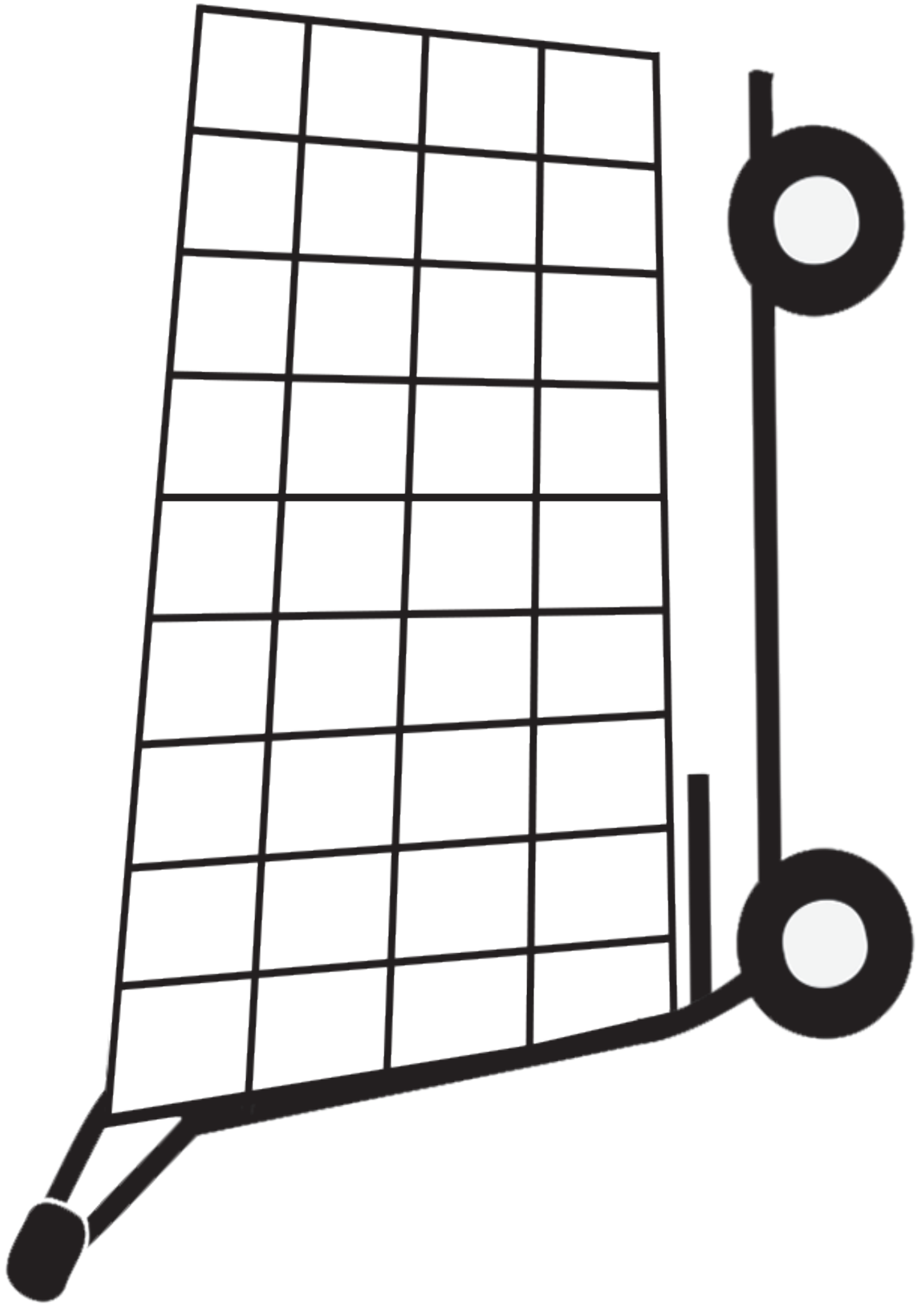


*Itsikiri etja kaDavid: Ikhasi lomsebenzi weenthuthi*



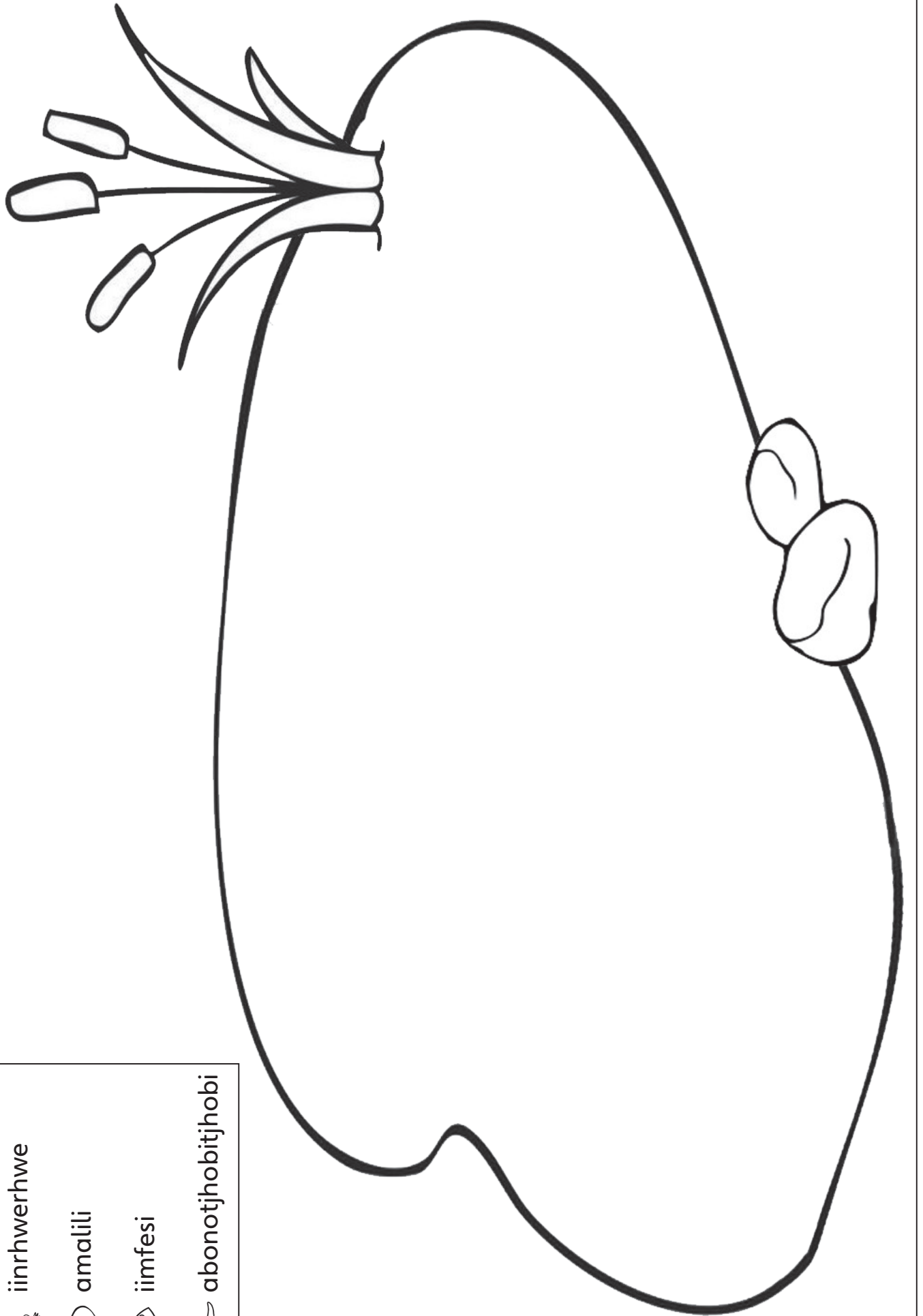


**USpoti uya esitolo:** Ikhasi lomsebenzi wetroli yokuthenga





Unotjhibitjhoi omncani: Ikhasi lomsebenzi wekufunda bewenze



1 ilitye



2 iinrhwerhwe



3 amalili

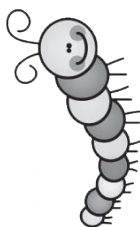
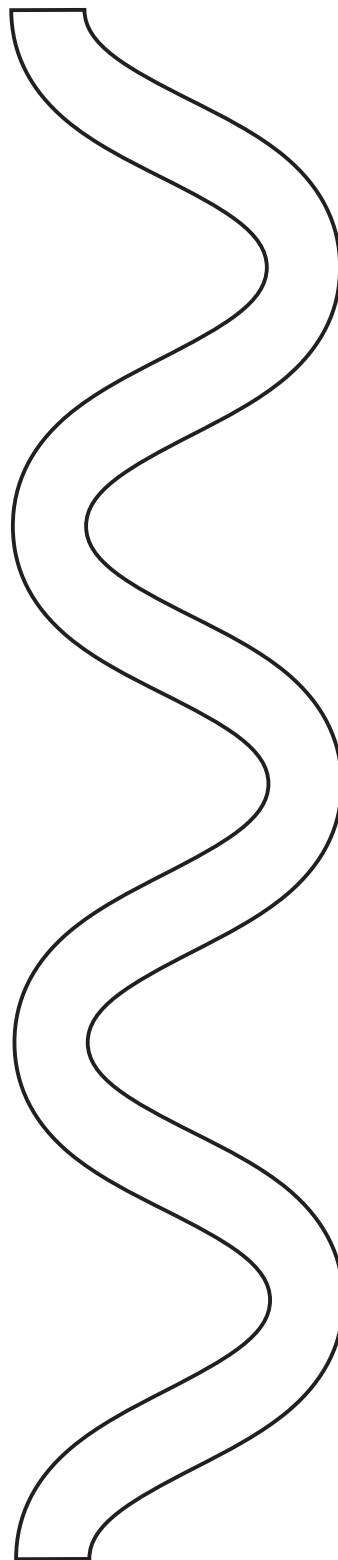
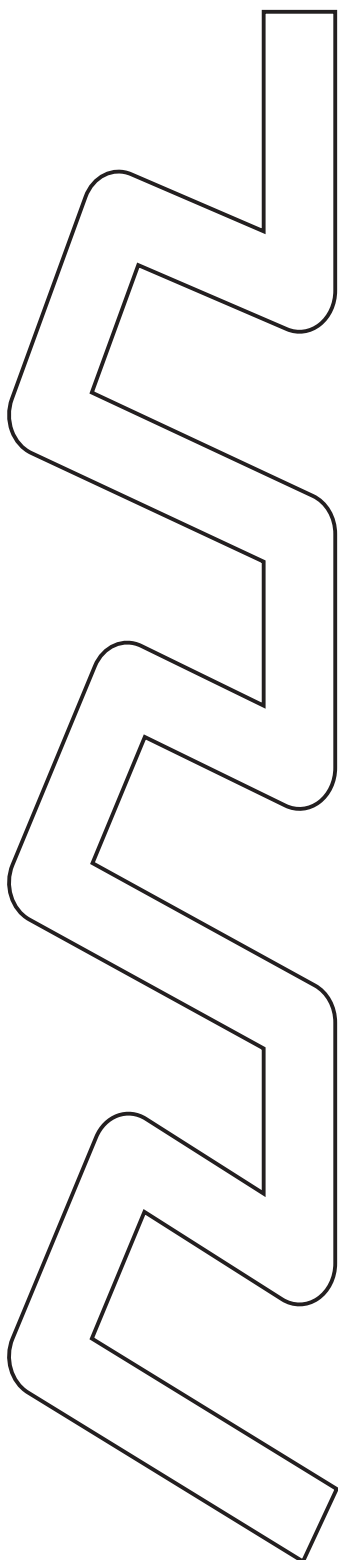
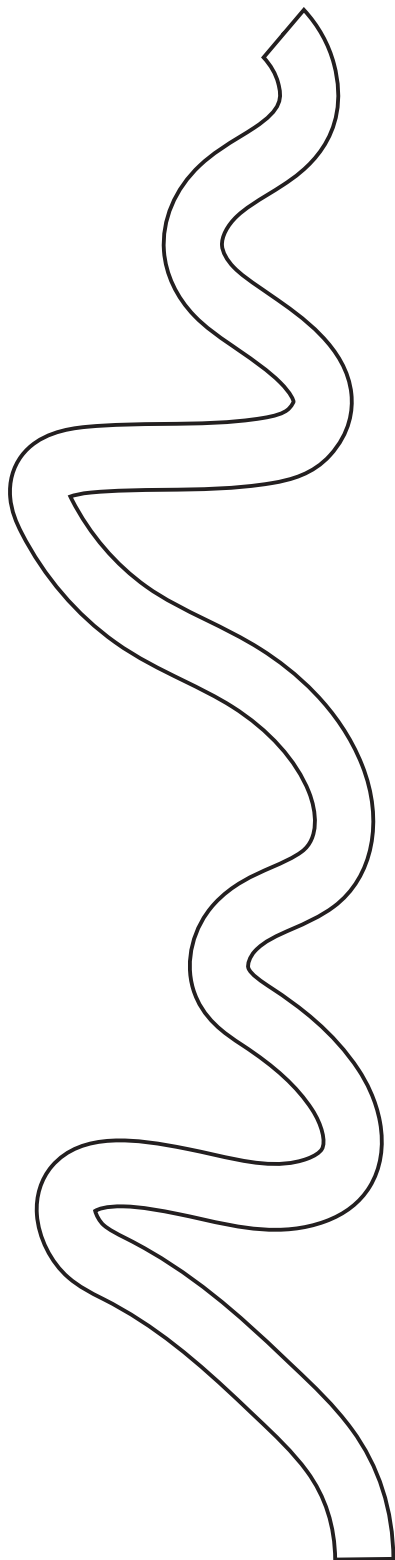
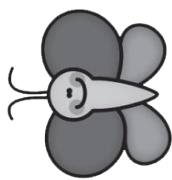
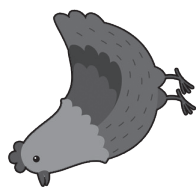


5 iimfesi



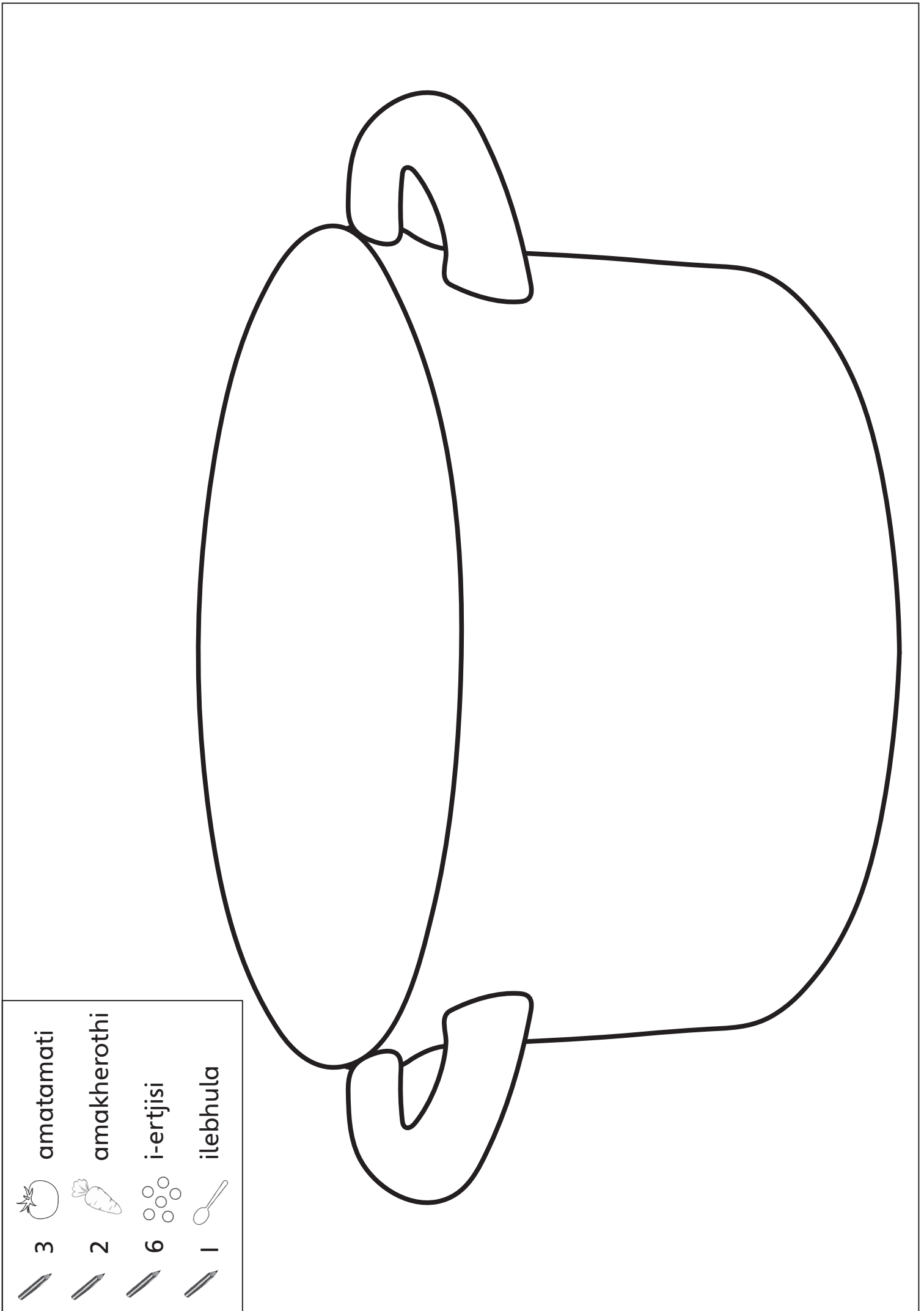
8 abonotjhibitjhoi















**UTemo kanye namasela weentjalo: Ikhasi lomsebenzi wokufunda bewenze**

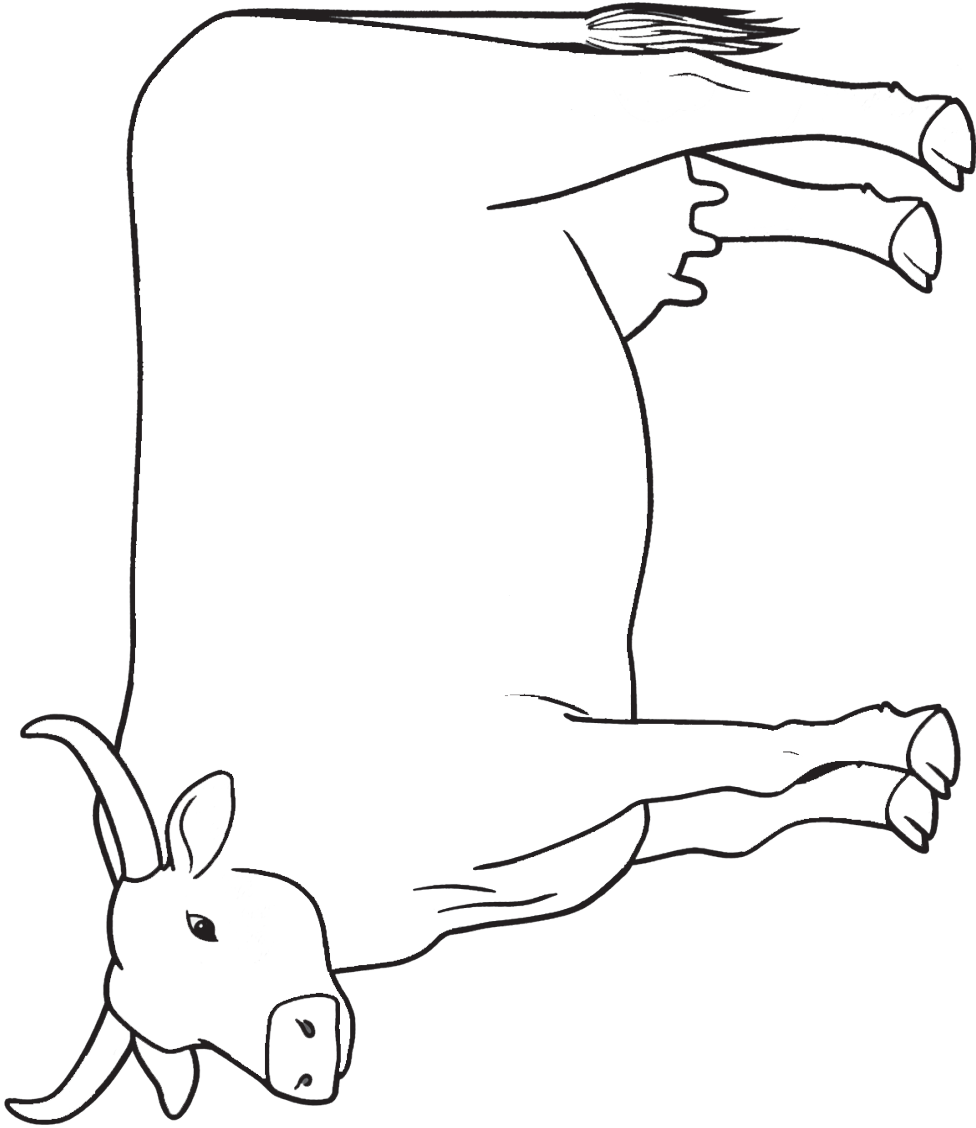


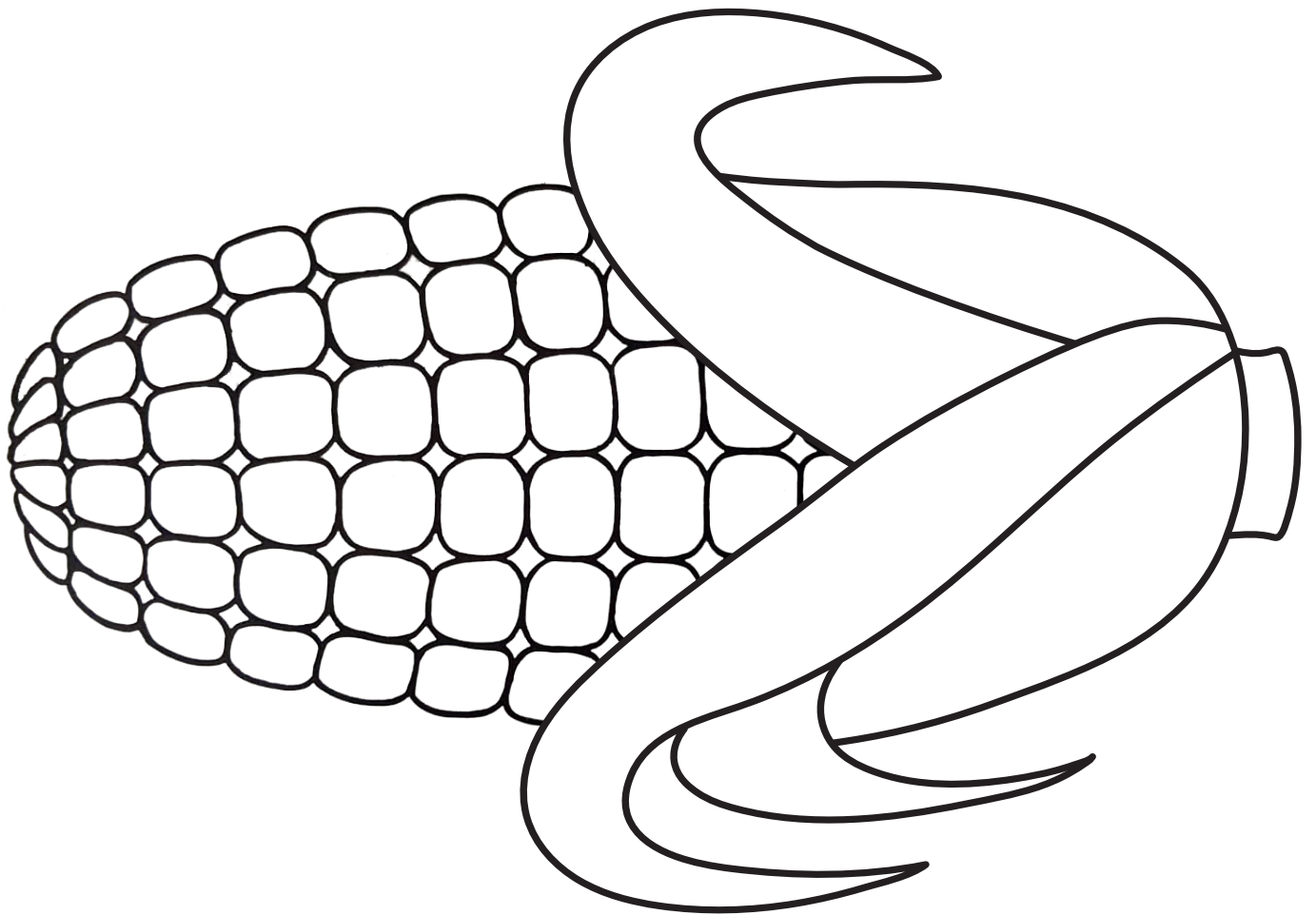
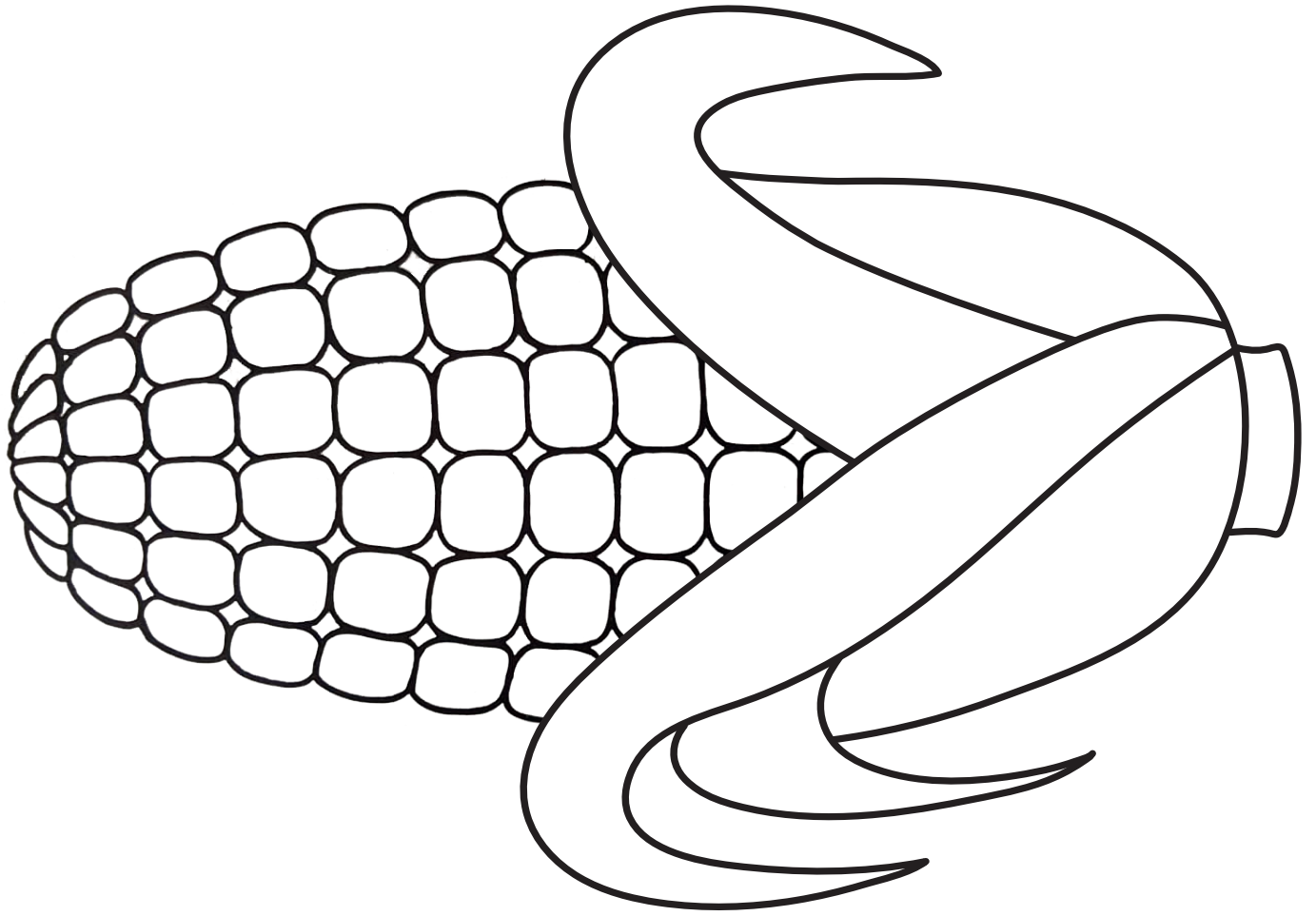
	<b>3</b>		<b>amatamati</b>
	<b>2</b>		<b>amakherothi</b>
	<b>6</b>		<b>i-ertjisi</b>
	<b>1</b>		<b>ilebhula</b>





**UTemo kanye namasela weentjalo:** Ikhasi lomsebenzi wekomo kaTemo





**UTemo kanye namasela weentjalo: Ikhasi lomsebenzi wesiphila**





**Itoni kaBamkhulu uFarouk:** Ikhasi lomsebenzi wokufunda bewenze

-  1  isibungu
-  2  amaviyaviyani
-  3  amakume
-  4  iinyosi
-  5  imizoka

