



Luhlelo lwekutfutfukisa luLwimi
IweLibanga R

Grade R Language
Improvement Programme

Sicondziso semsebenti Activity Guide

Ithemu 3
Term 3



SISwati I English





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★ Umlayeto lovela kuNhloko yeLitiko



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

Sicondziso semsebenti seliThemu lekucala 3

Sicondziso semsebenti seLulwimi Lwasekhaya seliThemu 3 siniketa sakheko sekufundzisa luLwimi Lwasekhaya ngelithemu leku-3 leLibanga R. Lemisebenti isuselwa etindzabeni futsi ihlelwe ngekwesitungeleto sekufundzisa semaviki mabili sendzaba ngayinye.

Caphela loku lokulandzelako:

- ★ luhla lwaloko lodzinga kukulungisa kwesitungeleto semaviki mabili sendzaba ngayinye.
- ★ situngeleto semaviki mabili lesikhombisa imisebenti yemalanga wonkhe, emaviki lamabili.
- ★ likhasi leluhlolo loluchubekako lelisuselwa emisebentini yelithemu futsi lelingasetjentiswa kubhala kuchubeka kwemfundzi emkhatsini welithemu.
- ★ emarubhriki eluhlolo.
- ★ emakhasi emsebenti lakopekako, emabhukwana kanye nemathempleti etinhlavu.

Tinsita

Nalu luhlolojikelele lwetindzaba, tingcikitsi letihlobene kanye netinhlamvu ngco teliThemu lesi-3.

Indzaba	Ingcikitsi	Tinhlamvu/Imisindvo ngco
Libhayisikili lelisha laDavide	Tekutfutsa	b na-l
Spoti uya esitolo	Imisebenti leyentiwa bantfu	s na-j
Sicocomsila lesincane	Emanti	c na-k
Temo netintjontji tetitjalo	Tibhidvo	n na-t
Ingadzi yaMkhulu Farouk	Indzawo lenemphilo	f na-m

Ngekuhamba kwesikhatsi utawudzinga kutakhela tinsita takho tekufundzisa loluhlelo. Letinye uniketwe tona njengencenye yaloluhlelo, letinye udzinga kutigcogca futsi letinye ungatakhela tona. Hlela tifundvo takho ekucaleni kwalelo nalelo viki ulungise tonkhe tinsita takho ngaphambilini. Cinisekisa kutsi konkhe sekuhleliwe ngaphambi kwekucala tifundvo, kute ukwati kuba nesikhatsi lesanele nebafundzi.

Liphakethe letinsita telulwimi

Kuleso naleso sicondziso semsebenti welithemu utawutfole liphakethe letinsita leliphetse:

- ★ emaphapheti endzaba ngayinye
- ★ titfombe tekulandzelanisa tigateko tendzaba ngayinye
- ★ Libhuku Lelikhulu lendzaba ngayinye
- ★ imidlalo nemaphazeli (*lekutawudzinga kusikwa nekulungiswa*).

★ 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	b and l
Spot goes to the shop	Jobs people do	s and j
The little tadpole	Water	c and k
Temo and the plant thieves	Vegetables	n and t
Grandpa Farouk's garden	Healthy environment	f and m

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*).



Tinsita lekumele tigcogcwe nobe titsengwe

- ★ tinsita netimphahla letihambisana nendzaba letitawusetjentiswa ngesikhatsi sekucoca indzaba, umdlalo wekutentisa kanye nemdlalo wekulingisa
- ★ tidwewdwe temisebenti yebuciko nekwakha: titja temaphepha, emakinobho, inhlanyelo, tindvuku, ematje lamancane, timbono temabhodlela, emabhokisi emacandza, emajeke engilazi, imibala lehlukahlukene yapende wetingalo, emehlo epulasitiki (loku kungakhetfwa), ifoyili, tithileyi teliphepha lelentive ngeligwebu, indvwangu, tintsi tekuvungula, liphepha lasethoyilethi, iphasta
- ★ tintfo letibhaliwe letichumana nendzaba: emabhuku etitfombe, emapheshana ekutsenga, liphephabhuku kanye nemaphosta
- ★ emakhrayoni embala ewaksi lamakhulu, pende nemabhulashi ekupenda, sikelo, iglu, emakoki kanye nemapeni ekumakha ebhodi lemhlophe, iPrestiki
- ★ liphepha leA4, likhadibhodi kanye neliphepha lelishadi leliphencekako, liphepha lelinembala
- ★ tintfo nobe titfombe temakhadi teluhla lwemagama lwenzaba ngayinye
- ★ tintfo temabhokisi etinhlamvu, iphapheti yelisokisi, sikhwama lesincane, tindvwangu, sishaya timphungane, libhodo, libhaskidi, sipunu lesikhulu, sibuko lesincane
- ★ tintfo nobe titfombe letincane temisebenti wemathemplethi etinhlamvu: indvwangu, liphepha lelidzala nome liphephandzaba
- ★ lubumba lwekudlala, imathi yelubumba lwekudlala.

Kulungiselela indzaba ngayinye

- ★ Lungisa emaphapheti ngokuwanamatselisa etindvukwini temaswidi nobe kumaroli eliphepha lasethoyilethi.
- ★ Hlanganisa tinsita tekucoca indzaba, umdlalo wekulingisa kanye nemdlalo wekutentisa.
- ★ Kopa emakhasi emisebenti emfundzi ngamunye.
- ★ Lungisa imidlalo nemaphazeli bese ukugcina ephaketheni nobe entfweni yekuphatsa.
- ★ Bhuca inhlama yekudlala wente nemameti ayo (indlela yekwenta isemakhasini emisebenti).
- ★ Kopa uphindze ugobe libhukwana lemfundzi ngamunye (imiyalo emakhasini emisebenti).
- ★ Yenta emabhokisi etinhlamvu lamabili endzaba ngayinye: Gcwalisa ngetintfo titja letingenalutfo tekuphatsa i-ayisi khilimu (nobe titfombe tetintfo) letinalomsindvo ngco. Sibonelo, libhokisi /s/ litawuphatsa tintfo letinalomsindvo /s/. Sebentisa luhla lwemagama kukhetsa tintfo tekufaka emabhokisini. Lebula libhokisi letinhlamvu ngalinye usebentise emathemplethi etinhlamvu. Kopa ngekucindzela lamathemplethi abe ifelithi, ingwebu nobe liphepha lesicabati kute ebantfwana bakwati kuva simo seluhlavu.

Kufundzisa luLwimi Lwasekhaya eluhlelweni lwemihla ngemihla lweLibanga R

Sikhatsi ngco seluLwimi Lwasekhaya sifaka imisebenti yelikilasi lonkhe neyemacembu lamancane emalanga wonkhe Imisebenti ihlelwa ngetindlela letahlukene:

- ★ Thishela uhola ebafundzi ngaphambi kwelikilasi.
- ★ Thishela uhlala nelicembu lelincane ahole futsi ahlanganyele nebafundzi ngekucopelela.
- ★ Thishela uchaza umisebenti futsi acele ebafundzi kusebenta kakhulu ngekutimela emacenjini.

Situngeleto semaviki mabili sikhombisa imisebenti yemalanga wonkhe, emaviki lamabili. Lemisebenti yentelwe kuchubekisa nekucinisa lulwimi lwenzaba, nekutfufukisa sicondvo sekwati kufundza nekubhala lesibalulekile semongo wenzaba. Lesakheko siyaphindwva kuleso naleso situngeletane semaviki mabili. Lenchubo iba nguletayelekile futsi kusitakala bothishela kanye nebafundzi. Bothishela baba nekutetsemba kufundzisa ngalendlela nebafundzi bativa bavikelekile uma bati loko lokulindzelekile kubo.





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ scrap materials for art and construction activities: 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/pasta
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, kokis and whiteboard markers, Prestik
- ★ A4 paper, cardboard and flipchart paper, coloured paper
- ★ 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
- ★ items or small pictures for letter template activities: fabric, scrap paper or newspaper
- ★ playdough, playdough mats.

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.





Situngeletane semaviki lamabili seluLwimi Lwasekhaya

Liviki 1






Imisebenti yelikilasi lonkhe	UMsombuluko	Lesibili	Lesitsatfu	Lesine	Lesihlanu
Imisebenti lesuselwa endzabeni	Kucoca indzaba kanye nekwakha silulumagama	Kucoca indzaba nekucula	Kucoca indzaba kanye nekulingisa	Kulandzelanisa titfombe	Yenta, dvweba futsi ubhale
	Ebafundzi beva indzaba kwekucala uma bafundza emagama lamasha.	Ebafundzi balalela indzaba futsi bese bacula liculo lelihambisana nalenzaba.	Ebafundzi batsatsa tindzawo letahlukene futsi basebentise ngekwabo lulwimi lwenzaba uma icocwa.	Ebafundzi baphindza bacoca indzaba ngekusebentisa titfombe.	Ebafundzi bamela imibono yabo ngenzaba ngekutsi bente intfo, badvwebe sitfombe nobe batsatse incenye ekubhaleni ngokuhlanganyela.
Imisebenti yetinhlamvu nemisindvo	Kwetfula umsindvo lophuma kulenzaba	Kubumba luhlavu	Emabhokisi etinhlamvu	Kulalela imisindvo lesemcoka	Kuhlanganisa nekwehlukana
	Ebafundzi bathulelwa umsindvo ngco neluhlavu, lokuchumana nemagama lasenzabeni.	Ebafundzi babumba luhlavu ngco basebentisa tinsita kute batfole lwati lwemivo lolunotsile.	Ebafundzi babona, babambe futsi bakhulume ngetintfo netitfombe leticala ngemsindvo ngco.	Ebafundzi babona imisindvo ngco emagameni.	Ebafundzi bahlanganisa imisindvo kwakha emagama babuye bahlukanise emagama ngemisindvo.
Imisebenti yemacembu lamancane	UMsombuluko	Lesibili	Lesitsatfu	Lesine	Lesihlanu
Stella ukhombisa imisebenti yemacembu lamancane leholwa nguthishela lilanga nellanga.					
Licembu leliluhlata kwesi-bhakabhaka	Umsebenti 1: Kudvweba kanye nekubhala lokusavela 	Umsebenti 2: Timphica kanye nemidlalo	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa
	Ebafundzi babhala imicabango yabo ngekudvweba kanye nekubhala lokusavela.	Ebafundzi benta emaphazeli badlale nemidlalo yelulwimi.	Ebafundzi bafundza ngekutimela futsi batfokotela emabhuku naletinye tintfo letibhalwe.	Ebafundzi benta imisebenti yemiva yekunyakata lemincane futsi batetayeta kubumba tinhlavu.	Ebafundzi bachubekisa lulwimi lwenzaba nengcikitsi ngemdlalo wekutentisa.
Licembu leliluhlata kwetjani	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela 	Umsebenti 2: Timphica kanye nemidlalo	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla
Licembu lelimtfubi	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela 	Umsebenti 2: Emaphazili kanye nemidlalo	Umsebenti 3: Kufundza lokukhululekile
Licembu lelibovu	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela 	Umsebenti 2: Timphica kanye nemidlalo
Licembu lelisabukhwe-beletane	Umsebenti 2: Timphica kanye nemidlalo	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela 





The Home Language two-week cycle






Week 1

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

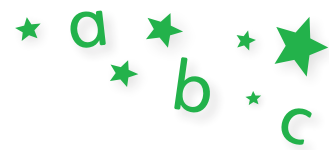









Liviki 2

Imisebenti yelikilasi lonkhe	UMsombuluko	Lesibili	Lesitsatfu	Lesine	Lesihlanu
Imisebenti lesuselwa endzabeni	Kulandzelaniswa kwetifombe lokwengetive	Kufundza ngekuhlanganyela – Libhuku Lelikhulu	Kufundza kulalela	Fundza wente	Yenta, dvweba futsi ubhale
	Ebafundzi bahlanganisa lwati lwabo lwenzaba ngekulandzelanisa tifombe ngekwabo.	Ebafundzi balalela indzaba leyetayelekile uma ifundwa njengobe thishela akhombisa indlela yokufundza.	Ebafundzi balalela ngekucophelela futsi balandzele imiyalelo yemlomo.	Ebafundzi bahumusha luhala lwalokubhaliwe neletitfombe.	Ebafundzi bamela imibono yabo ngendzaba ngekutsi bente intfo, badvwebe sitfombe nobe batsatse incenye ekubhaleni ngokuhlanganyela.
Imisebenti yetinhlamvu nemisindvo	Kwetfula umsindvo lophuma kulenzaba	Kubumba luhlavu	Emabhokisi etinhlamvu	Kulalela imisindvo lesemcoka	Kuhlanganisa nekwehlukana
	Ebafundzi bafundza ngemsindvo ngco neluhlavu, lokuchumana nemagama lasendzabeni.	Ebafundzi babumba luhlavu ngco basebentisa tinsita kute batfole lwati lwemivo lolunotsile.	Ebafundzi babona, babambe futsi bakhulume ngetintfo netitfombe leticala ngemsindvo ngco.	Ebafundzi babona imisindvo ngco emagameni.	Ebafundzi bahlanganisa imisindvo kwakha emagama babuye bahlukanise emagama ngemisindvo.
Imisebenti yemacembu lamancane	UMsombuluko Lesibili Lesitsatfu Lesine Lesihlanu				
Stella ukhombisa imisebenti yemacembu lamancane leholwa nguthishela lilanga nelilanga.					
Licembu leliluhlata kwesi-bhakabhaka	Umsebenti 1: Kudvweba kanye nekubhala lokusavela	Umsebenti 2: Timphica kanye nemidlalo 	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa
	Ebafundzi babhala imicabango yabo ngekudvweba kanye nekubhala lokusavela.	Ebafundzi benta emaphazeli badlale nemidlalo yelulwimi.	Ebafundzi bafundza ngekutimela futsi batfokotela emabhuku naletinye tintfo letibhaliwe.	Ebafundzi benta imisebenti yemivakunyakata lemiscane futsi batetayeta kubumba tinhlavu.	Ebafundzi bachubekisa lulwimi lwenzaba nengcikitsi ngemdlalo wekutentisa.
Licembu leliluhlata kwetjani	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela	Umsebenti 2: Timphica kanye nemidlalo 	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla
Licembu lelimtfubi	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela	Umsebenti 2: Timphica kanye nemidlalo 	Umsebenti 3: Kufundza lokukhululekile
Licembu lelibovu	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela	Umsebenti 2: Timphica kanye nemidlalo 
Licembu lelisabukhwe-beletane	Umsebenti 2: Timphica kanye nemidlalo 	Umsebenti 3: Kufundza lokukhululekile	Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla	Umsebenti 5: Umdlalo wekutentisa	Umsebenti 1: Kudvweba kanye nekubhala lokusavela





Week 2

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



Imisebenti yaloluhlelo icondziswe ngekwe-CAPS

Lelithebula likhombisa kutsi lemisebenti yesitungeletane semaviki lamabili siwakha njani emakhono elulwimi ngekwe-CAPS, futsi likhombisa kutsi ungayisebentisa njani lemisebenti kuhlola kuchubeka kwebafundzi usebentise tindlela tekuhlola te-CAPS.

Situngeletane semaviki lamabili	Umsebenti welikilasi lonkhe wetindzaba	Emakhono Elulwimi eCAPS	Kuhlola luhla lwekuhlola	Irubhriki yekuhlola
			(Itfolwe kumibandzela yekuhlola kwe CAPS)	
Liviki 1: UMsombuluko	Kucoca indzaba kanye nekwakha silulumagama	Kulalela nekukhuluma	Lalela tindzaba ngenjabulo nekuhlanganyela ngemakhorasi ngesikhatsi lesifanele Buta imibuto	
Lesibili	Kucoca indzaba nekucula	Kulalela nekukhuluma	Cula emaculo lalula kanye nekwenta (ngelusito)	
Lesitsatfu	Kucoca indzaba kanye nekulingisa	Kulalela nekukhuluma	Kwentisa incenye yenzaba, liculo nobe umlolotelo	
Lesine	Kulandzelanisa titfombe	Kulalela nekukhuluma		Kulalela kanye nekukhuluma Rubriki 1: Coca tindzaba kanye nekubuye uticoce ngemagama
Lesihlanu	Yenta, dwweba futsi ubhale	Kulalela nekukhuluma Kubhala lekuvelako	Kugcwalisela imibono ngemidvwebo kanye nekugcwalisa imisho esiceshini sembhalo welikilasi. Dwweba nobe upende titfombe tekwelidlulisa imilayeto	
Liviki 2: UMsombuluko	Kulandzelaniswa kwetitfombe lokwengetiwe	Kulalela nekukhuluma Kufundza kanye neku		Kulalela nekukhuluma Rubriki 2: Kuhlela licucu lwetitfombe ngendlela leyakha indzaba nekulandzelana lokufanele kwetigameko uma ukwenta futsi kuhambisane nenzaba leyakhekile
Lesibili	Kufundza ngekuhlanganyela – Libhuku Lelikhulu	Kufundza kanye neku	“Fundza” imibhalo le khulisiwe lefana nemilolotelo, emabhuku lamakhulu kanye nema phosta njengelikilasi lonkhe kanye nathishela	
Lesitsatfu	Kulalela kanye nekwenta	Kulalela nekukhuluma	Kulalela imitsetfo lemalula bese uyayilingisa	
Lesine	Fundza wente	Kufundza kanye neku	Kubona ligama lakho kanye nalamanye emagama alabanye bafundzi.	
Lesihlanu	Yenta, dwweba futsi ubhale	Kulalela nekukhuluma Kubhala lekuvelako	Kugcwalisela imibono ngendlela yemidvwebo kanye nekugcwalisa imisho esiceshini sembhalo welikilasi. Dwweba nobe upende titfombe kwedlulisa imilayeto	





Programme activities are CAPS aligned

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

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



Situngeletane semaviki lamabili	Umsebenzi welikilasi lonkhe wetindzaba	Emakhono Elulwimi eCAPS	Kuhlola luhlu lokuhlola	Irubhriki yekuhlola
Liviki 1 ne 2: UMSombuluko	Kwetfula umsindvo lophuma kulendzaba	Imisindvo		Imisindvo, kufundza kanye nekubona Rubhriki 1: Kuva kanye nekubona bongwaca nabonkhamisa
Lesibili	Kubumba luhlavu	Kubhala ngesandla	Kwakha tinhlavu letehlukile usebentisa kupenda ngemuno, emabhulashi ekupenda, emapensela emibala emafutsa njll. Kusuka elichashatini ngasekudla futsi ulandzelise futsi ngendlela lefanele	Kubhala lokuvalekile Kanye nekubhala ngesandla lokusavela. Rubhriki 1: Kucinisa emakhono emisipha lemincane kanye nemakhono emisishana lemincane
Lesitsatfu	Emabhokisi etinhlamvu	Imisindvo	Kukhumbula ngekuva kanye nekubona bongwaca nabonkhamisa ikakhulukati ekucaleni kweligama	Imisindvo, kufundza kanye nekubona Rubhriki 1: Kuva kanye nekubona bongwaca nabonkhamisa
Lesine	Kulalela imisindvo lesemcoka	Imisindvo		Imisindvo, kufundza kanye nekubona Rubhriki 2: Kucala ngekubona kutsi emagama akhiwa ngemisindvo: anika umsindvo wekucala weligama lakhe
Lesihlanu	Kuhlanganisa nekuhlukanisa	Imisindvo	Yehlukanisa tinhlavu leticofiwe taba ngemacoco etinhlamvu. Usebentisa kushaya tandla nobe kushaya sigubhu kulelo nalelo licoco eligama, nobe kwe hlukanisa emacoco. Kushaya tandla emagameni ebantwana ekilasini	

Situngeletane semaviki lamabili	Umsebenzi welikilasi lonkhe wetindzaba	Emakhono Elulwimi eCAPS	Kuhlola luhlu lokuhlola	Irubhriki yekuhlola
Liviki 1 ne 2: UMSombuluko	Kudwweba kanye nekubhala lokusavela	Kubhala lokuvelako	Kutama kubhala kuklwebha nekuhlikihla njll, kanye nekufundza wakhe umbhalo ngekusho kwemklwebho Bamba ipensela lembala ngendlela lefanele usebentise kubamba lekungiko	Kubhala lokuvalekile kanye nekubhala ngesandla lokusavela Rubhriki 2: Dwweba titfombe letikhipha umcondvo longiwo wetindzaba, emaculo nobe imilolotelo Rubhriki 3: Kucondza kutsi kubhala kanye nekudwweba kwehlukene: Yenta kwangatsi umbhalo umele kuhlikihla
Lesibili	Emaphazili kanye nemidlalo	Imisindvo Kulalela kanye nekukhuluma	Usebentisa lulwimi kucabanga nekunoma: umatanisa tintfo letihambisanako aphindze acatsanise tintfo letehlukene	Imisindvo, kufundza kanye nekubona Rubhriki 1: Kuva kanye nekubona bongwaca nabonkhamisa
Lesitsatfu	Kufundza lokukhululekile	Kufundza nekubuka	“Kufundza” ngekukhululeka tincwadzi tekutijabulisa emtatjini wemabhuku nobe ekhoneni lekufundza ekilasini Bamba incwadzi ngendlela lefanele ngekuphendla emakhasi ngendlela lengiyo	Imisindvo, kufundza kanye nekubuka Rubhriki 3: Yakha indzaba yakho “ngekufundza” titfombe
Lesine	Emakhono emamasela lamancane nekubhala ngesandla	Kubhala ngesandla	Kwakha tinhlavu ngetindlela letehlukene usebentisa ipende yemino, emabhulashi ekupenda, emapensela emafutsa, njll, ucale echashatini lelifanele ulandzele indlela lengiyo Kutsatsela tinhlavu latatiko eligameni lakhe embhalweni wanyalo: tsatsela ligama lakhe Kucinisa imisipha lemincane ngekusebentisa tikelo, kusika titfombe letibiyelwe ngaloku mnyama, bobunjwa njll.	Kubhala lokuvalekile kanye nekubhala ngesandla lokusavela Rubhriki 1: Kucinisa emakhono emisipha lemincane kanye nemakhono emamasela lamancane
Lesihlanu	Umdlalo wekutentisa	Kulalela kanye nekukhuluma Kulalela lokuvelako welicingo	Kwenta samdlalo wekubhala esimeni sekudlala kutsatsa umlayeto kubhala elucingaweni, njll. Kutsatsela kuloba emmangweni uma adlala	





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

★ Libhayisikili lelisha laDavide

Indzaba

Davide abengumfana lojabulile labetsandza kudlala nebangani bakhe. Kepha kunentfo yinye abeyifisa kwedlula tonkhe tintfo emhlabeni – abefisa kuba nelibhayisikili lakhe. Bangani baDavide babenawo emabhayisikili. Uma bonkhe bagibela emabhayisikili baya esikolweni, Davide abema abavalelise ngesandla anesifiso sekugibela kanye nabo.

Sikhatsi saDavide sekugubha lilanga lakhe lekutalwa sefika. Wafisa shangatsi kulomnyaka bomake nababe wakhe bangamtsengela libhayisikili njengesipho selilanga lakhe lekutalwa. Ekuseni ngelilanga lakhe lekutalwa, bomake nababe wakhe bambita: “Lilanga lekutalwa lelinenjabulo Davide! Wota utewubona lesikuphatsele kona!” Davide wagijima waya ekamelweni, combela kutsi wabonani – libhayisikili lelikhatimulako lelibovu liboshwe ngeliribhoni lelikhulu lelisasibhakabhaka. Abejabule kakhulu. “Ngiyabonga, make! Ngiyabonga, babe!” washo njalo. “Libhayisikili ngiyo kanye intfo bengiyifisa. Nyalo sengingagibela ngiye esikolweni nebangani bami.”

Davide abejabule kakhulu. Wafaka sigcoko sakhe sekutivikela wagibela libhayisikili lakhe lelikhatimulako lelisha. Kepha maye, wawa wagicika phasi. Davide wetama futsi, wabuye wawa. Abengakwati kugibela libhayisikili.

Davide washovela libhayisikili ekamelweni walimisa eceleni kwembhedze. Wonkhe emalanga abelipholisha kute likhatimule. “Ngifisa kube ngiyakwati kuligibela,” wacabanga.

“Davide, wota utewugibela natsi,” ebangani bakhe bayambita. Kepha Davide wahlala ngekhatshi endlini. Abenemahloni futsi angafuni kutjela namunye umuntfu imfihlo yakhe, kutsi akakwati kugibela libhayisikili.

Njalo ebusuku abelindza kufiphale abese ushovela libhayisikili engadzini lapho abengeke abonwe khona ngumuntfu. Abetama kanyenti kugibela libhayisikili lakhe, kepha bekaloku awa atilimata.

Ngalobunye busuku, Anna umngani waDavide wambona engadzini. Anna bekangumngani lolungile futsi abefuna kusita Davide.



“Davide!” kumemeta Anna. “Ake ngikusite.” Anna wase ubamba libhayisikili ugijima ngemuva kwakhe. Davide uwe kanye, uwe kabili, ngemuva kwaloko akamange asawa futsi.

“Ngiyakwati! Ngiyakwati kugibela libhayisikili!” Kumemeta Davide ahambisa libhayisikili ngelitubane.

“Yipi!” kumemeta Anna.

“Yipi!” kumemeta Davide agibele libhayisikili ahambahamba engadzini.

“Ngiyabonga kakhulu lusito lwakho, Anna!”

Ngelilanga lelilandzelako uma ebangani bakhe bambita, Davide abekulungele kuhlanyanya nabo ngelibhayisikili lakhe lelisha. Davide abejabulile kutsi abeloku etama kugibela nanobe abewa tikhatsi

letinyenti. Nyalo usengakwati kujabula nebangani bakhe ahlanyanya kanye nabo kugibela emabhayisikili baye esikolweni.

Lendzaba iphelela la.



★ 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.





Liculo

Shova libhayisikili
 Shova libhayskili
 Kanye, kabili, katsatfu
 Shova libhayisikili
 Shova libhayskili
 Kane, kasihlanu, kasitfupha
 Shova libhayisikili
 Shova libhayskili
 Kankhotsa, kaphohlongo, kayimfica
 Shova libhayisikili
 Shova libhayskili
 Kalishumi kalishumi kalishumi
 Kalishumi kalishumi kalishumi
 Shova libhayisikili
 Shova libhayskili



(usebentise indlela yakho.)

Emagama lavela endzabeni

Emagama lamcoka:	libhayisikili	ebangani	fisa	gibela/gibele	lilanga lekutalwa	sigcoko sekutivikela
Lamanye emagama langetiwe	salakahle	ipholishi	-wani/uwile	imfihlo	khatimulako	iribhoni
	umgwaco	likamelo	sita/lusito	-fiphele	-nemusa	tama





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:	wave	polish	fall/fell	secret	shiny	bow
	present	room	help	dark	kind	try





Utawuzinga loku:

- Indzaba: *Libhayisikili lelisha laDavide*
- Emaphaphethi: Davide, Anne, libhayisikili laDavide, ihelmethi, silingi sebutjoki selusuku lekutalwa
- Tinsita: ihelmethi yelibhayisikili, incenye ye-ribhoni iboshwe tikwe silingi sebutjoki
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama



Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

Shano lomlotelo *Nginyakatisa iminwe yami* kubitela ebafundzi emethini ngesikhatsi sendzaba

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: *“Ngabe ukhona lonelibhayisikili? Wake wazama kugibela libhayisikili? Ngabe ucabanga kutsi kulula kufundza kugibela libhayisikili? Kwati bani kutsi ligama lelifishane lelibhayisikili (libhayisikili)?”*
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Coca ngemagama lamcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini. Sibonelo, bakhombe ihelmethi nobe iribhoni legcwele imibala leboshowe esilingini sebutjoki.

2 Ngalesikhatsi ucoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekuenta ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela ebafundzi kutsi basho ngembili kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Ucabanga kutsi make nababe waDavide bamtholeleni ngelusuku lwakhe lekutalwa? Ngabe Davide utawufundza kugibela libhayisikili lakhe?”*

3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: *“Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba? Wake watama kwenta intfo lematima waphumelela?”*

Kwetfula umsindvo lophuma kulenzaba

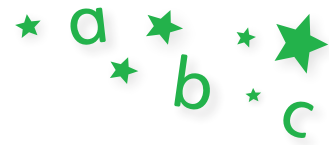
- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“babe, busuku, bonkhe bagibela, ebangani bakhe bayambita, bangani baDavide babenawo, ngiyabonga, ubamba. Ungawuva umsindvo lohlosiwe: **babe**, **busuku**, **bonkhe bagibela**? Yebo ucinisile! Wonkhe anawo lomsindvo **/b/**.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama nga **/b/**: babe, boya, bovu, buso, lubisi, sibungu, libululu, libala, libalave, libandla, betseta.”* (Gcizelela umsindvo lohlosiwe usasho lamagama.)
- 3 Shano umsindvo **/b/** ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo **/b/**: **“b-b-b”**. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.

Nginyakatisa iminwe yami

Nginyakatisa iminwe yami
 Nginyakatisa tintwane tami
 Nginyakatisa emahlombe ami
 Nginyakatisa imphumulo yami
 Futsi nyalo (shaya tandla nyalo)
 Konkhe lokunyakata kuphumile kimi
 Futsi ngithule kangangokunekwenteka!



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.

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: *"babe, busuku, bonkhe bagibela, ebangani bakhe bayambita, bangani baDavide babenawo, ngiyabonga, ubamba. Can you hear the focus sound: **babe, busuku, bonkhe bagibela**? Yes, you are right! They all have the sound /b/."*
- 2 *"Listen carefully, here are some more words with /b/: babe, boya, bovu, buso, lubisi, sibungu, libululu, libala, libalave, libandla, betsela."* (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.

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!



Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



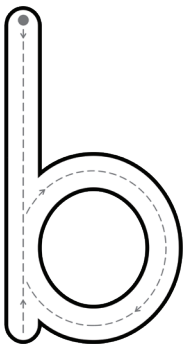
Liviki 1 Lusuku 2

Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngench azelo yemagama latfulwe ngelusuku lwekucala.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoce lendzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lokutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba.
- 4 Shano imigca lembalwa yeliculo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene bacule nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa leliculo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwenza kute ebafundzi bacondzise lulwimi lwaleliculo.
- 6 Fundzisa ebafundzi kukhombisa ngekwenza kwaleliculo kute beve bumandzi betilwimi letinyenti.

Kubumba luhlavu

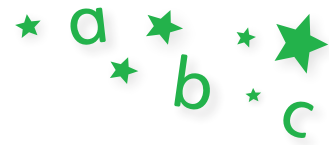


- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /b/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /b/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi balingisa kubuka ku teleskopu. Babute kutsi **babonani**.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo /b/. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: *“Cala etulu wehle, khuphuka kancane khona lapho bese ushaya umjikeleto uyahlanganisa.”*
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.

Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

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



Week 1 Day 2

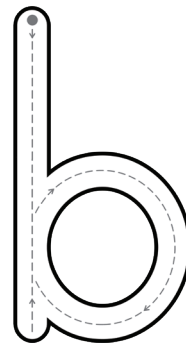
Whole class activities

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 /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. Ask them what they see (**bonani**).
- 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 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.



Utawuzinga loku:

- Emaphaphethi netinsita talenzaba
- Libhokisi letinhlamvu leliphetse tintfo nobe tiftombe tetintfo letina **b** njengemsindvo ngco: babe, boya, bovu, buso, lubisi, libululu, busika, busheleleti, busuku

Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama. Sibonelo: Bakhombise tintfo leticwebetelako naletingenangcondvo. Babute kutsi ngutiphi leticwebetelako. Babute kutsi bangalikhumbula yini ligama lalokutsite longakutjeli lomunye umuntfu (imfihlo) noma intfo lotsemba kutsi itogcwaliseka (sifiso).
- 3 Khetsa ebafundzi kutsi badlale kuba balingiswa endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingiswa kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lenzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenza konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.



Stella utsi:

Sebentisa
simbono
selibhokisi letinhlamvu,
lesinesimo seluhlavu
lwefelithi nobe lwesiponji,
kukhombisa ebafundzi
kutsi tinhlamvu tiviwa
njani. Ebafundzi
labanyenti bayasitakala
ngekuva nekutsintsa
kute bakhumbule timo
tetinhlamvu.



Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: "Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?"
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlamvu bese utsi: "Loluhlavu /b/ lubhalwa ngalendlela". Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **b**: babe, boya, bovu, buso, lubisi, libululu, busika, busheleleti, busuku

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.

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.



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.

Small group activities

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



Utawuzinga loku:

- Titfombe letinkhulu tekulanzelanisa
- Imisindvo ngco lenanyatseliswe etindvukwini nome etindvukwini temaswidi
- Emakhadi-titfombe nome tintfo letiphuma emabhokisini etinhlavu letitawuhambisana nemsindvo ngco

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

Kulanzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Tfula emagama lamasha laphuma kusilulumagama.
- 3 Khetsa sinye sitfombe kuletilanzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalanzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: *“Ingabe letitfombe tilanzelana ngendlela lefanele?”*
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulanzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: *“Yini letakwenteka ngalokulanzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?”*
- 8 Uma titfombe setilanzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulanzelanisa.

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

- *“Ubona bani?”* (balingiswa/badlali)
- *“Wentani?”* (tento nekwent)
- *“Yini lenye loyibonako?”* (uyabuka futsi)
- *“Iphi i...?”* (indzawo/ sikhundla)
- *“Kungani ucabange...?”* (kucabanga ngalokujulile, kuveta imibono)



Kulalela imisindvo lesemcoka

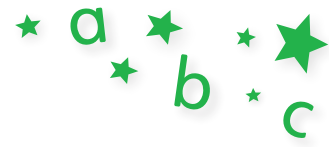
- 1 Nika umfundzi ngamunye likhadi-sitfombe nobe intfo lephuma ebhokisini letinhlavu lehambisana nemsindvo ngco lonanyatseliswe endvukwini yeliswidi.
- 2 Chazela ebafundzi kutsi batawuphakamisa indvuku yeliswidi lenemsindvo ngco. Ebafundzi labanesitfombe nome intfo lenalomsindvo ngco kumele basukume bente sitimela ngemuva kwakho. Kumele basho ligama lalesitfombe nome lalentfo bagcizelele umsindvo ngco.
- 3 Sitimela sima esiteshini bese thishela ubeka indvuku lenemsindvo etafuleni. Umfundzi ngamunye ubeka sitfombe sakhe nome intfo dvute neluhlavu.
- 4 Phindza loluchungechunge usebentise lomunye umsindvo ngco.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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.



Utawuzinga loku:

- Ilishadi leliphencekako, kwekumaka, emakhrayoni, libalave
- Emagama lanemalunga lamanyenti lahlobene nendzaba: ihelmethi, imfihlo, siphon, ingadzi, ekuseni, ndzawonye, libhayisikili, lusuku lwekutsalwa

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Buta bafundzi kutsi ukhona yini lowake wasebentisa libalave ngaphambilini. Bakhombise libalave bese ukhuluma ngekutsi silisebentiselani.
- 2 Chaza kutsi ungatsandza kutsi bakusite udvwebe libalave lemngwaco kusuka esikolweni uye esitolo/ epaki/ esontfweni lelidvutane.
- 3 Dvweba luhlaka lwesikolo nelisango lesikolo, bese ubuta bafundzi kutsi nguyiphi indlela lekufanele ujike ngayo uma uphuma esikoleni. Dvweba umngwaco loya esitolo/ epaki/ esontfweni lelidvutane. Buta bafundzi kutsi kukhona yini lebakubonako endleleni bese udvweba tihlahla, amalobothi, tindlu letiseceleni kwemngwaco.



Kuhlanganisa nekwehlukana (emalunga)

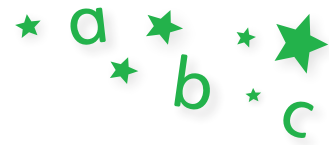
- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukeniswa njani ngemalunga, sibonelo: **li** | **bha** | **yi** | **si** | **ki** | **li**.
- 2 Cela ebafundzi kutsi babukane nebangani bashayanise tandla kulelo nalelo lilunga: **li** (bamba sandla) **bha** (bamba sandla) **yi** (bamba sandla) **si** (bamba sandla) **ki** (bamba sandla) **li** (bamba sandla).
- 3 Shano lamanye emagama lanemalungu lamanyenti laphuma endzabeni ngalesikhatsi ebafundzi bashayanisa tandla kulelo nalelo lungu. Kuntjintja lokwentiwako, bangatishaya emadvolweni kulelo nalelo lilunga.
- 4 Gcugcutela ebafundzi kutsi babale emalungu emagameni (sibonelo: "libhayisikili" unemalungu lelisitfupha).
- 5 Kuchubekisa lomsebenti, ungasusa incenye yeligama ubone kutsi bafundzi bangakwati kusho lokusele. Sibonelo: Tjela ebafundzi kutsi batsi "libhayisikili", bese ubacela kutsi basho futsi, kodwa ungasho kutsi "libhayi". Kuseleni? ("sikili") Nyalo chubeka ngemagama lamanyentana:
 - ★ "lusuku lwekutsalwa" ngaphandle kwa "lusuku" kwenta ... (lwekutsalwa).
 - ★ "ihelmethi" ngaphandle kwa "ihel" kwenta ... (methi).



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Flipchart paper, marker, crayons, a map
- A list of multisyllabic words: ihelmethi, imfihlo, siphoh, ingadzi, ekuseni, ndzawonye, libhayisikili, lusuku lwekotalwa

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: **li | bha | yi | si | ki | li**.
- 2 Ask learners to face a friend and do high fives for each syllable: **li** (high five) **bha** (high five) **yi** (high five) **si** (high five) **ki** (high five) **li** (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: "libhayisikili" has six 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 "libhayisikili", then ask them to say it again, but don't say "libhayi". What is left? ("sikili"). Now continue with more words:
 - ★ "lusuku lwekotalwa" without "lusuku" is ... (lwekotalwa).
 - ★ "ihelmethi" without "ihel" is ... (methi).


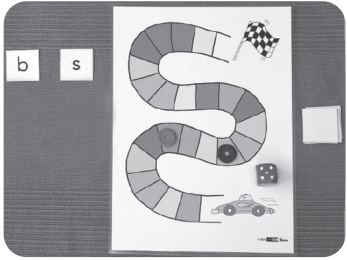


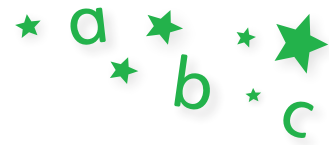
Small group activities

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



Imisebenti yemacembu lamancane weliviki 1





Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu <div data-bbox="222 717 557 965"> <p>Libhayisikili lelisha laDavide</p>  </div> <div data-bbox="187 977 548 1319"> <p><i>Kulesikhatsi semnyaka, ebafundzi bangahle babe nekutetsemba lokuncono kutsi betame kutibhalela ngekwabo. Ungakhatsateki uma labanye ebafundzi babhala luchungechunge lwetinhlavu bangashiya tikhala.</i></p> </div>	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminyane imibono. Gcugcutela ebafundzi kutsi badvwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdwebo wakhe. Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.
<ul style="list-style-type: none"> Emabhodi lamabili emdlalo wetimoto temjako Emasethi lamabili emakhadi etinhlavu nemakhadi titfombe Emadayisi lamabili netibali <div data-bbox="197 1567 588 1969"> <p><i>Uma ngabe ebafundzi batfola bumatima bekudlala lomdlalo ngekutimela, kungaba ngumbono lomuhle kumema ebatali kutsi bete batawusita ngalomsebenti wemacembu lamancane. Dlalani lemidlalo nalabatali ngembi kwelilanga lesikolo, kute bakwati kusebenta nebafundzi ngekutetsemba.</i></p> </div>	<p>Umsebenti 2: Timphica kanye nemidlalo</p> <ol style="list-style-type: none"> Beka ibhodi yemdlalo emethini/etafuleni bese ubeka emakhadi-titfombe abe incumbi, abuke phansi. Sabalalisa emakhadi etinhlavu kute ebafundzi bakwati kuwabona. Chazela ebafundzi imitsetfo yalomdlalo: <ul style="list-style-type: none"> Umfundzi ngamunye unelitfuba lekuphosa lidayisi bese uhambisa sibali tikhala letifanele. Ngemuva kwekuhambisa sibali, umfundzi uphakamisa likhadi-sitfombe kulencumbi, ucamba lesitfombe bese usho umsindvo ngco. Umfundzi utawube sewubeka likhadi-sitfombe dvute nelikhadi leluhlavu lekungilo. Umdlalo uphelile uma umfundzi wekucala afika efulegini futsi uwinile. <div data-bbox="907 1753 1251 2013">  </div>



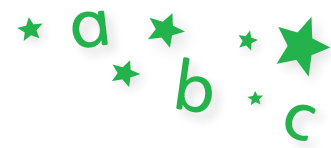
Small group activities for Week 1





You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="222 652 557 900"> <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>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • Two Racing car game boards • Two sets of letter and picture cards • Two dice and counters <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>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 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. 2 Explain the rules of the game to the learners: <ul style="list-style-type: none"> • Each learner has a turn to throw the dice and move the counter the correct number of spaces. • After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. • The learner then puts the picture card next to the correct letter card. • The game is over when the first learner reaches the flag and is the winner. <div data-bbox="907 1548 1251 1806"> </div>



Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.
<ul style="list-style-type: none"> Ikhophi yelikhasi lemsebenti welibhayisikili Iphasta, tindvuku, ifoyili yelithini, i-glu Kanye sikelo 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Chazela ebafundzi kutsi kumele banamatselise iphasta nome tindvuku nefoyili kuhlobisa libhayisikili. Uma seabcedzile, bangadweba David asebhayisikilini na-Anne ashova libhayisikili. 
<ul style="list-style-type: none"> Tinsita: emathulusi, impompi yelibhayisikili, libhayisikili lelitawugezwa lipholishwe, impompi yaphethiloli leyentiwe ngelibhokisi lelidzala, lucingo lekubhalisela kulungiswa kwetimoto, emabhokisi lamakhulu ekwenta timoto, luphawu lwelagalaji, libalave lemgwaco nome libhuku lelibalave 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha. Bachazele kutsi batokwenta shengatsi basebenta egalaji/ esiteshini saphethiloli betse phethiloli, bomakhenikha, bashayeli, lababamba lucingo lekubhalisela kulungiswa kwetimoto. Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. 





You will need	Activities
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> A photocopy of the Bicycle activity page Pasta, sticks, tin foil, glue and scissors 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Explain to learners that they must stick pasta or sticks and tin foil to decorate the bicycle. Once they are finished, they can draw David on the bicycle and Anne pushing the bike. 
<ul style="list-style-type: none"> 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 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Lead the group to the pretend play corner and show them the new props. Explain to them that they are going to pretend to work at a garage/petrol station and be petrol attendants, car mechanics, drivers, receptionists to take bookings. Visit the corner at least once to observe and encourage the learners' pretend play. 





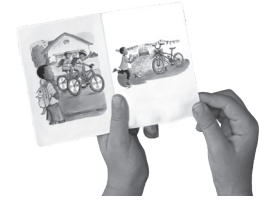
Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe



- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kwelikilasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini? Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicembu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: *“Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?”*
- 4 Ngemuva kwekulandzelanisa tigateko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo.
- 6 Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 7 Uma sikhatsi sikhona, ebafundzi bangakwati *“kufundza”* emabhukwana abo lamancane nebalngani babo ekilasini.
- 8 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze nemindeni yabo.



Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“lakhe, lilanga, lapho, lusito, libhayisikili lakhe lelikhatimulako lelisha. Ungawuva umsindvo lohlosiwe: libhayisikili lakhe lelikhatimulako lelisha? Yebo ucinisile! Wonkhe anawo lomsindvo //.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama nga //: luma, lula, lilele, lilamula, libululu.”* (Gcizelela umsindvo lohlosiwe usasho lamagama.)
- 3 Shano umsindvo // ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo //: *“I-I-I”* Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





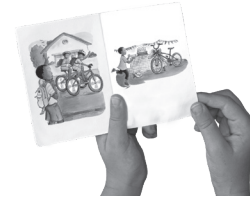
You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: “Who can remember what happened next?”
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can “read” their little book to a partner in the class. Encourage learners to take the books home to read with their families.
- 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, lilanga, lapho, lusito, libhayisikili lakhe lelikhatimulako lelisha. Can you hear the focus sound: **libhayisikili lakhe lelikhatimulako lelisha**? Yes, you are right! They all have the sound **ll**.”
- 2 “Listen carefully, here are some more words with **ll**: luma, lula, lilele, lilamula, libululu.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **ll** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **ll**: “**ll-ll**”. 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.



Utawudzinga loku:

- Libhuku Lelikhulu: *Libhayisikili lelisha laDavide*
- Emanti etitjeni kanye lelibhulashi lekupenda lemfundzi ngamunye

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

Kufundza ngekuhlanganyela – Libhuku Lelikhulu



- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako.
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugcugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulandzela.
- 5 Ngemuva kwekuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futsi uphindze ugcugcutele ebafundzi kutsi “bafundze” kanye nawe.



Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /l/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /l/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangalilitela b'asho: **lililili**.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo “l”. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: “*Cala etulu wehle.*”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, hamba ngaphandle unike umfundzi ngamunye sitja lesinemanti nelibhulashi lekupenda. Ebafundzi bangapenda luhlavu ngemanti ecadzini tikhatsi letinyenti.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.

Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





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 /l/ or if they can think of any other words that start with the sound /l/.
- 2 Teach learners an action associated with the sound. For example: Learners can ululate: **lllllll**.
- 3 Show learners how to write the letter **l**. 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.



Utawuzinga loku:

- Imisindvo lerekhodiwe yetinhlobo letahlukene tekuhamba
- Titfombe tetinhlobo letahlukene tetekutfutsa
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina
Injengemsindvo ngco: lilele, iloli, lilamula, lilanga, lilayisi, lukhula, luphuti, lifu, liso, ilitji, iloshini

Liviki 2 Lusuku 3

Imisebenti yelikilasi lonkhe

Kufundza kulalela

- 1 Hlalisa bafundzi bente indingilizi ubacele kutsi bavale emehlo balalele ngekucaphela imisindvo lebatungeletile. Babute kutsi bayayiva yini imoto, insimbi ebhayikisilini, tidududu, emaloli.
- 2 Bafudzi kumele balalele ngekucaphela ngalesikhatsi udlala imisindvo elucingweni lakho: imoto, sitimela, imbongolo, lihashi, insimbi yelibhasikili, indiza, ibheli yemkhumbi, inhlabamkhosi yemaphoyisa, sidududu. Bafundzi kumele basho ligama lesitfutsi.
- 3 Lula lomsebenti ngekubeka titfombe tetinhlobo letahlukahlukene tetitfutsi phakatsi kwendingilizi.
- 4 Umfundzi kumele atsatselikhadi encwabeni bese wenta umsindvo nesento sesitfutsi. Labanye bafundzi kumele bacagele kutsi yini lesekhadini. Umfundzi locagela kucala unelithuba lekuya phakatsi atsatselikhadi.
- 5 Kwenta loku kube lula kubafundzi labanemahloni, bangenta lomsebenti ngababili.

Emabhokisi etinhlamvu

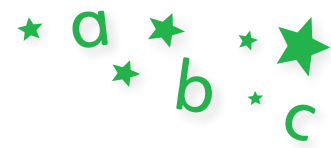
- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcola uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlamvu bese utsi: *“Loluhlavu *N* lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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**: lilele, iloli, lilamula, lilanga, lilyisi, lukhula, luphuti, lifu, liso, ilitji, iloshini

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.



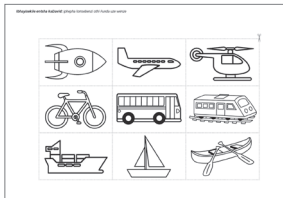
Small group activities

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



Utawuzinga loku:

- Ikhophi yemfundzi ngamunye yemsebenti weku**Fundza wente, emakhasi 1 na 2**
- Emakhrayoni embala ewaksi lamakhulu
- Sikelo kanye iglu
- Imisindvo ngco lenanyatseliswe etindvukwini nome etindvukwini temaswidi
- Emakhadi-titfombe nome tintfo letiphuma emabhokisini etinhlavu letitawuhambisana nemsindvo ngco



Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

Fundza wente

- 1 Nika umfundzi ngamunye umsebenti weku**Fundza wente likhasi 1** lelinetinhla letintsatfu nemsebenti weku**Fundza wente likhasi 2** kanye netitfombe tetinhlobo letahlukahlukene tetitfutsi.
- 2 Cela ebafundzi kutsi babuke letinhlobo letahlukahlukene tetitfutsi bese bakhuluma ngekutsi tihamba emhlabeni, emantini nome emoyeni. Sibonelo: emabhasi adzinga emasondvo kuhamba emhlabeni, emarokheti anetinjini letinemandla ekuhamba emoyeni netikebhe tingantanta kute tihambe emantini.
- 3 Tjela ebafundzi kutsi babuke umsebenti weku**Fundza wente likhasi 1** lonetinhla bese bakhuluma ngalabakubonako (timphawu, titfombe nemagama). Bakhombe lapho kutsi khona "umhlaba, "emanti" ne"moya". (Khomba titfombe temigwaco, emanti nemafu edvute nemagama.)
- 4 Tjela ebafundzi kutsi nyalo batawenta umsebenti lojabulisako "fundza wente". Kumele "bafundze" umugca ngamunye bese benta loko lokushoko.
- 5 Fundzani sihloko sekucala kanye kanye. Tjela ebafundzi kutsi bafake umbala futsi basike libhayisikili. Babute kutsi bacabanga kutsi kufanele balinamatselise kuphi libhayisikili (ngaphansi kwesihloko: umhlaba).
- 6 Tjela ebafundzi kutsi batfole letinye titfombe tetitfutsi letihamba emhlabeni batifake umbala, batisike bese bayatinamatselisa. Buta kutsi bangakwati yini labanye ebafundzi "kufundza" sihloko lesilandzelako. Kumele bafake umbala, basike babuye banamatselise tindhlobo tetitfutsi letihamba emantini.
- 7 Ebafundzi kumele bachubeke ngalendlela kute banamatselise tonkhe titfombe endzaweni lefanele.

Kulalela imisindvo lesemcoka

- 1 Nika umfundzi ngamunye likhadi-sitfombe nome intfo lephuma ebhokisini letinhlavu lehambisana nemsindvo ngco lonanyatseliswe endvukwini yeliswidi.
- 2 Chazela ebafundzi kutsi batawuphakamisa indvuku yeliswidi lenemsindvo ngco. Ebafundzi labanesitfombe nome intfo lenalomsindvo ngco kumele basukume bente sitimela ngemuva kwakho. Kumele basho ligama lalesitfombe nome lalentfo bagcizelele umsindvo ngco.
- 3 Sitimela sima esiteshini bese thishela ubeka indvuku lenemsindvo etafuleni. Umfundzi ngamunye ubeka sitfombe sakhe nome intfo dvute neluhlavu.
- 4 Phindza loluchungechunge usebentise lomunye umsindvo ngco.

Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

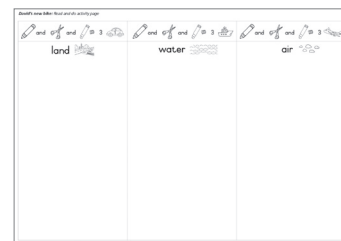
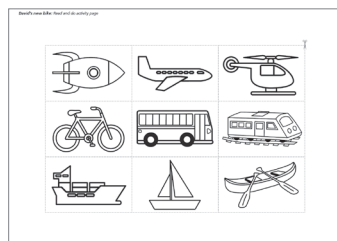
- A photocopy of the **Read and do activity pages 1 and 2** for each learner
- Jumbo wax crayons
- Scissors and glue
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

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.



Utawuzinga loku:

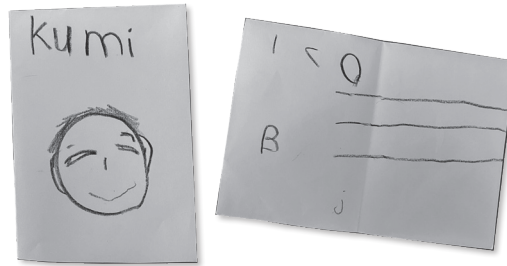
- Liphepha le-A5 nome likhadibhodi lemfundzi ngamunye
- Emakhrayoni ewaksi lamakhulu
- Emagama lanemalunga lamanyenti lahlobene nendzaba: ihelmethi, imfihlo, sipho, ingadzi, ekuseni, ndzawonye, libhayisikili, lusuku lwekutsalwa

Liviki 2 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Khombisa ebafundzi ipasipoti nome matisi wakho, bese uyabachazela kutsi uma uhamba uya kulelinye live, udzinga kuba nepasipoti kute ukwati kungena kulelo live. Buta kutsi bakhona yini labanye ebafundzi labake baya kulelinye live, nekutsi banayo yini ipasipoti.
- 2 Phenya ipasipoti nome matisi wakho, bese ukhombisa ebafundzi lapho kubhalwe khona libito lakho, lapho sitfombe sakho sibonakala khona, lusuku lwakho lwekutsalwa nalapho kukhombisa kutsi ubuya kuliphi live.
- 3 Chazela ebafundzi kutsi batakwenta abo emapasipoti nome bomatisi.
- 4 Nika umfundzi ngamunye liphepha le-A5 nome likhadi. Ebafundzi kumele bagoce liphepha libe hhafu, badvwebe titfombe tabo banikati bese babhala emabito abo ngaphambili kwesicephu seliphepha leligociwe.
- 5 Bagcugcutele kutsi "babhale" iminingwane letsite njenge libito, umnyaka kanye nelive lababuya kulo. Chaza kutsi abadzingi kubhala emagama njengobe kwenta labakhulile, kepha bangakwenta kubukeke njengembhalo.



Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukana njani ngemalunga, sibonelo: **li** | **bha** | **yi** | **si** | **ki** | **li**.
- 2 Cela ebafundzi kutsi babukane nebangani bashayanise tandla kulelo nalelo lilunga: **li** (bamba sandla) **bha** (bamba sandla) **yi** (bamba sandla) **si** (bamba sandla) **ki** (bamba sandla) **li** (bamba sandla).
- 3 Shano lamanye emagama lanemalungu lamanyenti laphuma endzabeni ngalesikhatsi ebafundzi bashayanisa tandla kulelo nalelo lungu. Kuntjintja lokwentiwako, bangatishaya emadvolweni kulelo nalelo lilunga.
- 4 Gcugcutela ebafundzi kutsi babale emalungu emagameni (sibonelo: "libhayisikili" unemalungu lelisitfupha).
- 5 Kuchubekisa lomsebenti, ungasusa incenye yeligama ubone kutsi bafundzi bangakwati kusho lokusele. Sibonelo: Tjela ebafundzi kutsi batsi "libhayisikili", bese ubacela kutsi basho futsi, kodwa ungasho kutsi "libhayi". Kuseleni? ("sikili") Nyalo chubeka ngemagama lamanyentana:
 - ★ "lusuku lwekutsalwa" ngaphandle kwa "lusuku" kwenta ... (lwekutsalwa).
 - ★ "ihelmethi" ngaphandle kwa "ihel" kwenta ... (methi).

Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

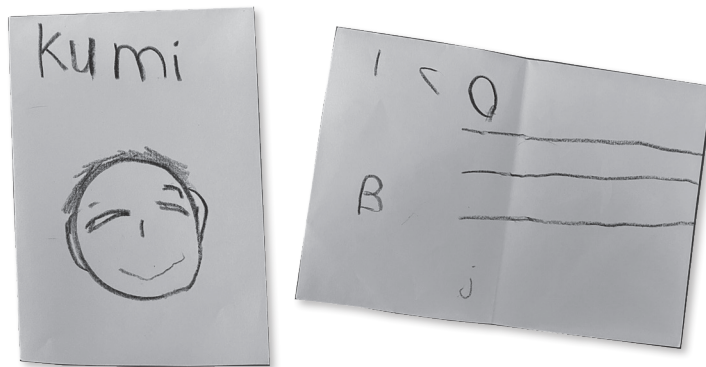
- An A5 piece of paper or card for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: ihelmethi, imfihlo, siphoh, ingadzi, ekuseni, ndzawonye, libhayisikili, lusuku lwekotalwa

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: **li | bha | yi | si | ki | li**.
- 2 Ask learners to face a friend and do high fives for each syllable: **li** (high five) **bha** (high five) **yi** (high five) **si** (high five) **ki** (high five) **li** (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: “libhayisikili” has six 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 “libhayisikili”, then ask them to say it again, but don’t say “libhayi”. What is left? (“sikili”). Now continue with more words:
 - ★ “lusuku lwekotalwa” without “lusuku” is ... (lwekotalwa).
 - ★ “ihelmethi” without “ihel” is ... (methi).



Small group activities

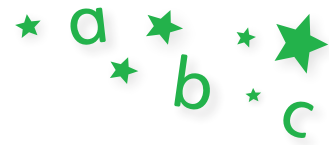
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



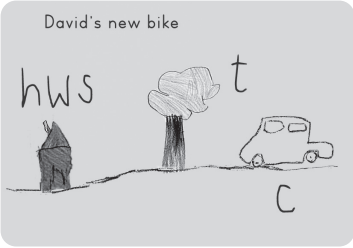

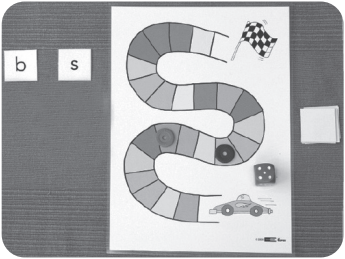

Imisebenti yemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu <div data-bbox="215 717 565 965"> <p>Libhayisikili lelisha laDavide</p> </div>	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Chazela ebafundzi kutsi kumele bente shengatsi batsatsa luhambo ngelibhayisikili. Kumele bacabange kutsi bayaphi (epaki, etitolo, ekhaya lemngani, esikolweni, esontfweni). Kumele badvwebe umgwaco nome indlela lesuka ekhaya iye lapho baya khona, badvwebe netinfo lebatibona endleleni.
<ul style="list-style-type: none"> Emabhodi lamabili emdlalo wetimoto temjako Emasethi lamabili emakhadi etinhlavu nemakhadi titfombe Emadayisi lamabili netibali <div data-bbox="187 1199 574 1603"> <p>Uma ngabe ebafundzi batfola bumatima bekudlala lomdlalo ngekutimela, kungaba ngumbono lomuhle kumema ebatali kutsi bete batawusita ngalomsebenti wemacembu lamancane. Dlalani lemidlalo nalabatali ngembi kwelilanga lesikolo, kute bakwati kusebenta nebafundzi ngekutetsemba.</p> </div>	<p>Umsebenti 2: Timplica kanye nemidlalo</p> <ol style="list-style-type: none"> Beka ibhodi yemdlalo emethini/etafuleni bese ubeka emakhadi-titfombe abe incumbi, abuke phansi. Sabalalisa emakhadi etinhlavu kute ebafundzi bakwati kuwabona. Chazela ebafundzi imitsetfo yalomdlalo: <ul style="list-style-type: none"> Umfundzi ngamunye unelitfuba lekuphosa lidayisi bese uhambisa sibali tikhala letifanele. Ngemuva kwekuhambisa sibali, umfundzi uphakamisa likhadi-sitfombe kulencumbi, ucamba lesitfombe bese usho umsindvo ngco. Umfundzi utawube sewubeka likhadi-sitfombe dvute nelikhadi leluhlavu lekungilo. Umdlalo uphelile uma umfundzi wekucala afika efulegini futsi uwinile. <div data-bbox="909 1411 1251 1668"> </div>
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana <div data-bbox="331 1880 458 2041"> </div>	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.





Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 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). 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.
<ul style="list-style-type: none"> • Two Racing car game boards • Two sets of letter and picture cards • Two dice and counters  <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 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. 2 Explain the rules of the game to the learners <ul style="list-style-type: none"> • Each learner has a turn to throw the dice and move the counter the correct number of spaces. • After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. • The learner then puts the picture card next to the correct letter card. • The game is over when the first learner reaches the flag and is the winner. 
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.





Utawuzinga loku

- Ikhophi yemfundzi ngamunye yelikhasi **lemsebenti wetifutsi** kanye nethileyi yeliphepha lelentiwe ngeligwebu, emaphini ekudvweba, tintsi tematinyo, emakhrayoni ewaksi, iPrestiki

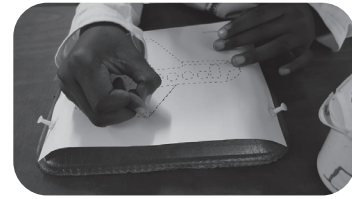
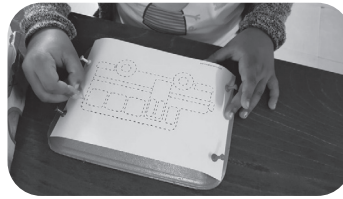


- Tinsita: emathulusi, impompi yelibhayisikili, libhayisikili lelitawugezwa lipholishwe, impompi yaphethiloli leyentiwe ngelibhokisi lelidzala, lucingo lekubhalisela kulungiswa kwetimoto, emabhokisi lamakhulu ekwenta timoto, luphawu lwelagalaji, libalave lemgwaco nome libhuku lelibalave

Imisebenti

Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla

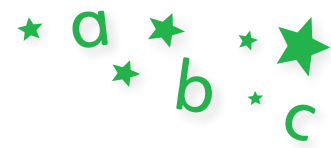
- Namatselisela umfundzi ngamunye stenseli ngemuva kwethileyi yeliphepha lelentiwe ngeligwebu, usebentise liphini lekudvweba nome iPrestiki.
- Bakhombise kutsi babhobote njani ithileyi kulelo nalelo cashati lesitenseli. Uma seabcedzile, bafaka titfombe tabo umbala.



Umsebenti 5: Umdlalo wekutentisa

- Khumbuta ebafundzi ngetipropo letisekhoneni lemdlalo bese ubagcugcutela kutsi bachubeke kusukela evikini 1 ngalesikhatsi benta shengatsi basebenta nome bavakashela egalaji/esiteshini saphethiloli.
- Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi.





You will need

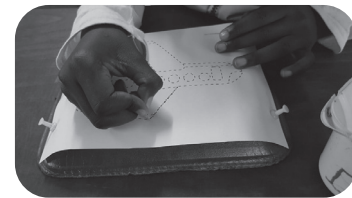
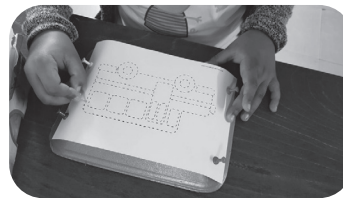
- A photocopy of the **Transport activity page** and a styrofoam tray for each learner, drawing pins, toothpicks, wax crayons, Prestik



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.



★ Spoti uya esitolo

Indzaba

Sam naZinzi bahlala namake kanye nababe wabo, Babe naMake Madiswa, kanye naSpotiinja yabo. Wonkhe umuntfu uyamtsandza kuSpoti. Bucamama nelikhaya labo kunesiphazasitolo. Lesi sitolo saBabe Ibrahim.

Ngalomunye uMgcibelo, make walabo watsi: "Zinzi nawe Sam, ngicela niye esitolo. Ngifuna sinkhwa, emacandza, bhotela, lubisi kanye najamu." Zinzi naSam bayatsandza kutsi make wabo abatfume esitolo, kungako baphendvula batsi: "Yebo, Make." Bacala ngekubhala luhla lwekutsenga, make wabo wabanika imali base bayahamba!

Spoti wagijima wabalanzela ngemuva. Naye uyatsandza kuya esitolo! Kakhulukati utsandza kuya uma Babe Ibrahim lomninitolo ente emaphayi. Babe Ibrahim, watsi: "Imini lehle, Zinzi nawe Sam. Kunjani, Spoti?" Labantfwana batsi: "Imini lehle kuwe, Babe Ibrahim." Spoti wajikitisa umsila wakhe. Bantfwana base bafundza luhla lwabo lwekutsenga. Babuta: "Singakwati kutfolala sinkhwa lesigcwele, emacandza lasitfupha, bhotela, lubisi kanye najamu?"



Babe Ibrahim wafaka konkhe ephaketheni wabuye wabafakela lenye yemaphayi akhe lakhetsekile. Bamnika imali base batsi: "Siyabonga kakhulu, Babe Ibrahim. Siyawatsandza emaphayi akho!" Base baphakamisa tandla bayavalelisa.

Zinzi naSam bahamba babuyela ekhaya, kepha bebakhuluma kakhulu banganaki kutsi Spoti akekho kubo. Uma befika ekhaya, make wabo watsi: "Zinzi! Sam! Uphi Spoti?" Maye! Spoti akamange abalandzele kubuyela ekhaya. Labantfwana bebakhatsateke kakhulu. Nicabanga kutsi Spoti ukuphi?

Kwase kuvakala kunconcotsa emnyango. Zinzi wavula, wakhandza Musa emile emnyango, bekaphetse Spoti! Bonkhe batsi: "Maye siyabonga, Musa. Ungumngani sibili!" Musa wabatjela kutsi utfole Spoti ekhatsi esitolo, adla timvitsi phasi.

BoZinzi naSam bacukula Spoti bamgona.

Lenzaba iphelela la.



★ 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.





Liculo

Saw'bona Mninistolo
 Saw'bona Mninistolo
 Yebo! bantfwabami
 Yebo! bantfwabami
 Nitsengani namuhla
 Nitsengani namuhla
 Sitsenga sinkhwa nemacandza
 Sitsenga lubisi na jamu
 Siy'bonga usalekahle
 Ngiy'bonga nihambekahle.

(Usebentise indlela yakho.)



Emagama lavela endzabeni

Emagama lamcoka:	jamu	emacandza	ibhotela	sinkhwa	lubisi	timvitsi
Lamanye emagama langetiwe	iphayi	tfwala	valelisa	nconcotsa	khatsatekile	gona
	khetsekile	luhla lwekutsenga	umngani	siphaza-sitolo	imali	landzela





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

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





Utawuzinga loku:

- Indzaba: *Spoti uya esitolo*
- Emaphaphethi: Zinzi, Sam, Make Madiswa, Spoti (inja), Mnu Ibrahim naMusa
- Tinsita: litafula, ilofu yesinkhwa/ liphakethe lesinkhwa lelingenalutfo, libhokisi lemacandza, sikhafutini sabhotela, libhodlela lelubisi, lithini lejamu, luhlu lwetitolo lolubhalwe ngesandla (lolubhalwe ngaphambi kwesifundvo)
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama

Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

Shano lomlolutelo *Nginyakatisa iminwe yami* kubitela ebafundzi emethini ngesikhatsi sendzaba.

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: *“Ngubani lonenja ekhaya? Ngubani ligama lenja yakho? Ngabeinja yakho yake yalahleka phambilini?”*
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Coca ngemagama lamcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini. Sibonelo, Bakhombe kutsi licetfu lwesinkhwa lungahlephulwa njani lube timvitsi.

2 Ngalesikhatsi uoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekuenta ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela ebafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Ucabanga kutsi Make Madiswa utawutsini lapho bantfwana bafika ekhaya bangenaye Spoti? Kungani Spoti angakaboni uma bantfwana bahamba? Kube Musa akazange aletse Spoti ekhaya, ngabe Zinzi naSam bentani?”*

3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: *“Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisile? Nguyiphi imibuto lonayo ngalenzaba? Wake wazama kwenta intfo lematima waphumelela?”*

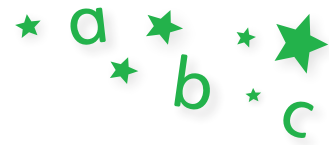
Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“Spoti, esitolo, Sam, siyabonga, sibili. Ungawuva umsindvo lohlosiwe: Spoti, esitolo, Sam, siyabonga? Yebo ucinisile! Wonkhe anawo lomsindvo /s/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama lacala nga /s/: sipeyidi, sisu, lisokisi, silevu, siketi, sikafu, sikalo, sikelo, sitofu, isudu, sula, sibungu.”* (Gcizelela umsindvo lohlosiwe usasho lamagama).
- 3 Shano umsindvo /s/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /s/: *“s-s-s”*. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





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, esitolo, Sam, siyabonga, sibili. Can you hear the focus sound: Spoti, esitolo, Sam, siyabonga? Yes, you are right! They all have the sound /s/.*"
- 2 "*Listen carefully, here are some more words with /s/: sipeyidi, sisu, lisokisi, silevu, siketi, sikafu, sikalo, sikelo, sitofu, isudu, sula, sibungu.*" (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.



Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



Liviki 1 Lusuku 2

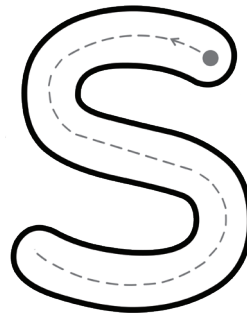
Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngenchazelo yemagama latfulwe ngelusuku lwekucala.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoca lendzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lokutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba.
- 4 Shano imigca lembalwa yeliculo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene bacule nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa leliculo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwenta kute ebafundzi bacondzise lulwimi lwaleliculo.
- 6 Fundzisa ebafundzi kukhombisa ngekwenta kwaleliculo kute beve bumnandzi betilwimi letinyenti.

Kubumba luhlavu

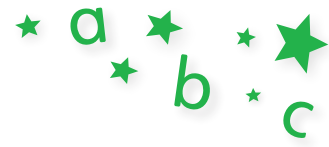
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /s/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /s/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangenta lokusasibungu nelugalo lekukhomba lasesandleni sesincele.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo /s/. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: *“Cala etulu ujikele ngesesancele, yehla uye emkhatsini ujikele ngesekudla wehle ujikele ngesesancele futsi.”*
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

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



Week 1 Day 2

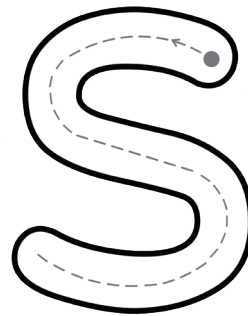
Whole class activities

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 make a little wiggling worm with their left index finger (**sibungu**).
- 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 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.



Utawuzinga loku:

- Emaphapheti netinsita talenzaba
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **s** njengemsindvo ngco: sipeyidi, sisu, lisokisi, siketi, sikafu, sikelo, sibungu, sabelo, sawoti, sipunu, sinkhwa, sambulela, sandla, sigcoko, sipontji, sitini, sandvo



Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama. Sibonelo: Bacele balingise lamagama esento: "gona" nekutsi "landzela".
- 3 Khetsa ebafundzi kutsi badlale kuba balingiswa endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingiswa kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenza konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: "Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?"
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlamvu bese utsi: "Loluhlavu **s** lubhalwa ngalendlela". Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **s**: sipeyidi, sisu, lisokisi, siketi, sikafu, sikelo, sibungu, sabelo, sawoti, sipunu, sinkhwa, sambulela, sandla, sigcoko, sipontji, sitini, sandvo



Week 1 Day 3

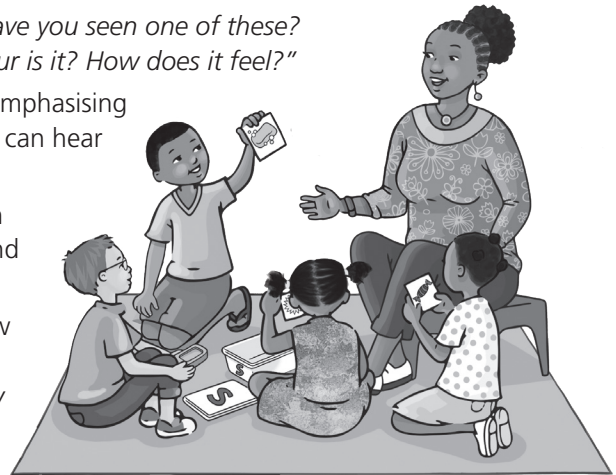
Whole class activities

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.





Utawuzinga loku:

- Titfombe letinkhulu tekulanzelanisa

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

- "Ubona bani?" (balingiswa/badlali)
- "Wentani?" (tento nekwenta)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo/sikhundla)
- "Kungani ucabange...?" (kucabanga ngalokujulile, kuveta imibono)

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

Kulanzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Tfula emagama lamasha laphuma kusilulumagama.
- 3 Khetsa sinye sitfombe kuletilanzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinsekisa kutsi titfombe atikalanzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: "Ingabe letitfombe tilanzelana ngendlela lefanele?"
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulanzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: "Yini letakwenteka ngalokulanzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?"
- 8 Uma titfombe setilanzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulanzelanisa.



Kulalela imisindvo lesemcoka

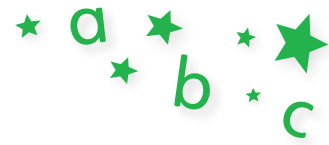
- 1 Chazela bafundzi kutsi utawuchaza imisebenti lehlukahlukene leyentiwa bantfu, futsi kumele balinge kucagela ligama lemsebenti lowentiwa nguloyo muntfu. Utawubatjela umsindvo ngco kute ubasite. "Mnu Ibrahim utsengisa tintfo. Ligama lemsebenti wakhe licala ngemsindvo **/n/** ... (umninisitolo). Ngisebenta esikolweni futsi ngiyakusita ngekufundza kwakho. Ligama lemsebenti wami licala ngemsindvo **/th/** ... (thishela)."
- 2 Nati letinye tibonelo: "Umuntfu lo:
 - ★ sebenta esibhedlela futsi umsebenti wabo ucala nga **/m/** ungu ..." (mhlengikati)
 - ★ sebenta esibhedlela futsi umsebenti wabo ucala nga **/d/** ungu ..." (dokotela)
 - ★ cisha imililo futsi umsebenti wabo ucala nga **/c/** ..." (umcishimlilo)
 - ★ lungisa kuvuta kwemanti futsi umsebenti wabo ucala nga **/p/** uyi ..." (pulamba)
 - ★ sebenta endzaweni yekudla futsi umsebenti wabo ucala nga **/w/** ngu... " (weta)
 - ★ Utjala tibhidvo letinyenti kute atsengise futsi umsebenti wabo ucala nga **//** ngum... " (mlimi)
 - ★ wakha tindlu futsi umsebenti wabo ucala nga **/a/** ngu... " (umakhi)



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

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

Stella says:



These are useful questions to ask about each picture:

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



Listening for focus sounds

- 1 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 /n/ ... (umninisitolo). I work at a school and help you with your learning. The name of my job has the focus sound /th/ ... (thishela)."
- 2 Here are some more examples: "Umuntfu o:
 - ★ *sebenta esibhedlela futsi umsebenti wabo ucala nga /m/ ungu ...*" (mhlengikati)
 - ★ *sebenta esibhedlela futsi umsebenti wabo ucala nga /d/ ungu ...*" (dokotela)
 - ★ *cisha imililo futsi umsebenti wabo ucala nga /c/ ...*" (umcishimlilo)
 - ★ *lungisa kuvuta kwemanti futsi umsebenti wabo ucala nga /p/ uyi ...*" (pulamba)
 - ★ *sebenta endzaweni yekudla futsi umsebenti wabo ucala nga /w/ ngu..."* (weta)
 - ★ *Utjala tibhidvo letinyenti kute atsengise futsi umsebenti wabo ucala nga /l/ ngum..."* (mlimi)
 - ★ *wakha tindlu futsi umsebenti wabo ucala nga /a/ ngu..."* (umakhi)



Small group activities

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



Utawuzinga loku:

- Lishadi leliphencekako, kwekumaka, likhasi lelingenalutfo le -A4 lemfundzi ngamunye nemakhrayoni
- Iphaphethi yelisokisi leyentiwe yabukeka njengaSpoti
- Sikhwama lesincane lesinetitfombe nome tintfo tanoma ngumaphi emagama lanemalunga lamanyenti lahlobene nendzaba: bhotela, sitfombe sesiphaza stolo, imali, liphakethe, Make Madiswa, Mnu Ibrahim (mninisitolo)

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Bhala lesihloko, "Luhla lwami lwekutsenga", etulu ekhasini lemfundzi ngamunye ngaphambi kwesifundvo. Fundzani sihloko kanyekanye nikhombe ligama ngalinye.
- 2 Khuluma ngaloko lesikutsenga etitolo letahlukahlukene futsi uvumele bafundzi babelane ngelwati lwabo lwekutsenga.
- 3 Tjela bafundzi kutsi uyotsenga futsi udzinga bakusite wente luhla lwekutsenga. Bacele kutsi banikete imibono yekutsi yini letsengwako.
- 4 Bhala phansi loluhla bese udvweba sitfombe lesilula eceleni kweligama ngalinye. Fundzani loluhla kanyekanye.
- 5 Chazela bafundzi kutsi batawutentela luhla lwabo lwekutsenga. (Susa luhla lwakho kute bafundzi bangalukopi.)
- 6 Bafundzi badvweba tintfo labafuna kutitsenga, futsi "bayalinga" eku "bheleni" lamagama basebentisa kutentisa kubhala nome kusungula kupela emagama.
- 7 Bafundzi bangakwati "kufundzelana" luhla lwabo lwekutsenga.



Kuhlanganisa nekwehlukana (emalunga)

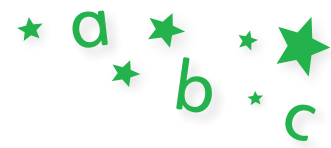
- 1 Chazela ebafundzi kutsi Spoti (iphaphethi yelisokisi) utawubuka esikhwameni lesinetintfo letinemalunga lamanyenti nome titfombe bese asho ligama ngendlela lehlukanisako (sibonelo: **i | ma | i**). Bese kumele wetame kucombela kutsi Spoti utsini.
- 2 Ngemuva kwekucedza kwenta loku ngemagama lambalwa, buta kutsi ukhona yini umfundzi longatsandza kugcoka iphaphethi yelisokisi bese ubuka esikhwameni. Bangenta shengatsi banguSpoti bese basho ligama ngendlela lehlukanisako. Labafundzi labanye kumele bacombele kutsi batsini.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





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: bhotela, sitfombe, sesiphaza stolo, imali, liphakethe, Make Madiswa, Mnu Ibrahim (mminisitolo)

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 | i**). 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.



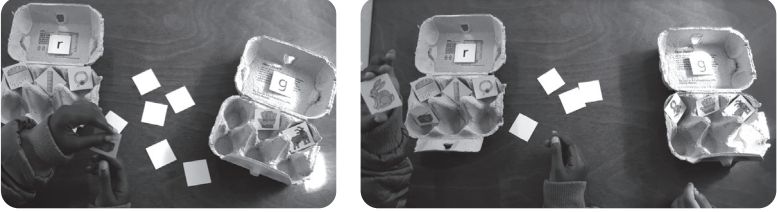



Small group activities

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





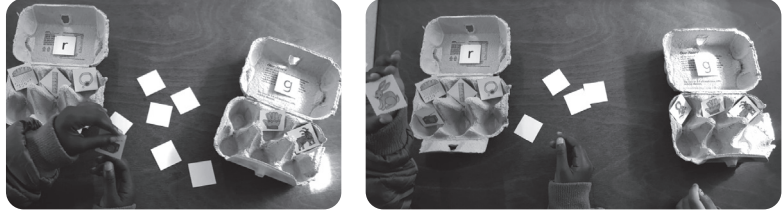

Imisebenti yemacembu lamancane weliviki 1

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu <div data-bbox="227 712 560 946"> <p>Spoti uya esitolo</p>  <p>Inja Spoti itsandza emaphayi.</p> </div> <div data-bbox="210 958 569 1307">  <p><i>Kulesikhatsi semnyaka, ebafundzi bangahle babe nekutetsemba lokuncono kutsi betame kutibhalela ngekwabo. Ungakhatsateki uma labanye ebafundzi babhala luchungechunge lwetinhlavu bangashiyi tikhala.</i></p> </div>	<p>Umsebenti 1: Kudweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminyane imibono. Gcugcutela ebafundzi kutsi badvwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdwebo wakhe. Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.
<ul style="list-style-type: none"> Emabhokisi emacandza lasitfupha laneluhlavu lolunanyatseliswe esivalweni selibhokisi Emakhadi etitfombe tetinhlavu etinhlavu letisitfupha 	<p>Umsebenti 2: Timpfica kanye nemidlalo</p> <ol style="list-style-type: none"> Lamakhadi etitfombe tetinhlavu kumele ahlanguhlanganiswe bese abekwa etafuleni abukiswe phansi. Nika umfundzi ngamunye libhokisi lemacandza. Ebafundzi kumele banikane litfuba lekuphakamisa likhadi, basho ligama lesitfombe bese babeka likhadi ebhokisini lelicandza lelifanele. Umfundzi lotawugcwalisa libhokisi lemacandza kucala uwinile. <div data-bbox="696 1632 1468 1844">  </div>
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana <div data-bbox="331 2017 460 2181">  </div>	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.





Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="222 652 557 886"> <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>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • 6 x egg boxes with a letter stuck on the lid of the egg box • Letter picture cards for six letters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 The letter picture cards must be mixed up and placed on the table face down. 2 Give each learner an egg box. 3 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. 4 The learner whose egg box is filled first is the winner. <div data-bbox="690 1439 1466 1649">  </div>
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets <div data-bbox="269 1781 512 2070">  </div>	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.





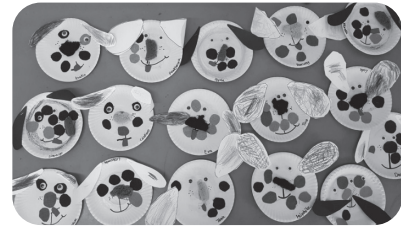
Utawuzinga loku

- Lipuleti leliphepha lemfundzi ngamunye lelinemphumulo nemlomo, kudvvetjwe emkhatsini
- Iglu, sikelo
- Liphepha lelidzala lelimnyama, lelinsundvu nalelibovu

Imisebenti

Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla

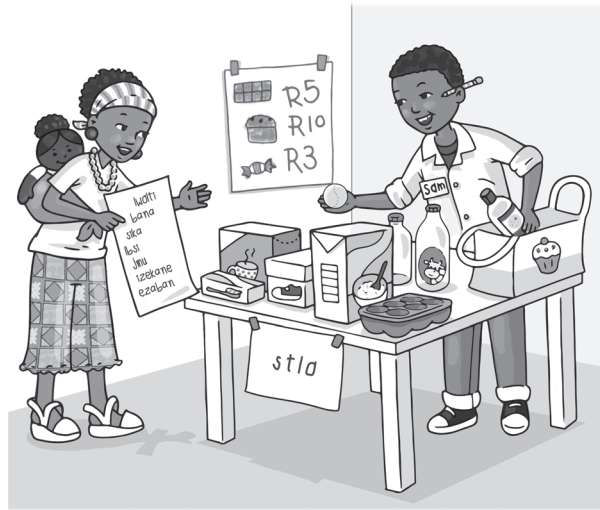
- 1 Nika umfundzi ngamunye lipuleti leliphepha bese ubachazela kutsi kumele basike tiyingi letincane temabala eboya baSpoti. Kumele babuye badvwebe futsi basike tindlebe, emehlo nelulwimi.
- 2 Uma sebatisikile tonkhe leticephu, kumele babukisise buso baSpoti bese banamatselisa emehlo, tindlebe, lulwimi nemabala.

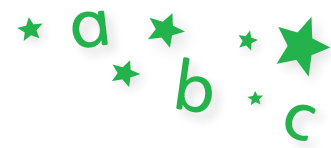


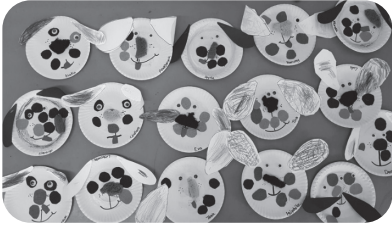

- Tinsita: litafula, ligcogco letintfo tekuphatsa igilosa letingena lutfo, imali yekudlala, emabhokisi, tikhwama tekutsenga, emaphepha nemapeniseli, ngcondvomshini lomdzala nome ikhibhodi, lucingo

Umsebenti 5: Umdlalo wekutentisa

- 1 Holela licembu ekhoneni lekudlala bese ukhombisa ebafundzi tipuropo letisha letisekhoneni lekudlala taleliviki. Khuluma ngekutsi boSam naZinzi baye njani esitolo. Khomba tintfo tekuphatsa igilosa, emabhokisi, tikhwama tekutsenga kanye nemali yekudlala. Tsani: "Lamuhla nitawudlala 'ngekuyotsenga'."
- 2 Bacale ngekutsi: "Ngubani loya esitolo? Khumbulani, nitawuzinga kubhala luhla lwekutsenga. Ngubani lotawuba ngumninisitolo? Kubukeka shengatsi utawuba matasatasa lamuhla- ngiyetsemba ubalungele ebatsengi!"
- 3 Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcotele umdlalo webafundzi. Sibonelo: Uma kunebafundzi labanyenti labalindzile eludvwendvweni kute babone umninisitolo, ungaya ecenjini bese utsi: "Sawubona, ngingumsiti wemninisitolo. Ngingakusita ngani lamuhla?"





You will need	Activities
<ul style="list-style-type: none">• 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	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">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. 
<ul style="list-style-type: none">• Props: a table, a collection of empty grocery containers, pretend money, boxes, shopping bags, paper and pencils, old computer or keyboard, telephone	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">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?" 





Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe



- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kwelikilasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini. Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicembu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: *“Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?”*
- 4 Ngemuva kwekulandzelanisa tigameko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo.
- 6 Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 7 Uma sikhatsi sikhona, ebafundzi bangakwati *“kufundza”* emabhukwana abo lamancane nebalngani babo ekilasini.
- 8 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze nemindeni yabo.



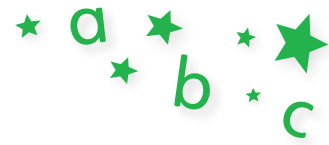
Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“jamu, wagijima, wajikitisa. Ungawuva umsindvo lohlosiwe: **j**amu, wagi-jima, wajikitisa? Yebo ucinisile! Wonkhe anawo lomsindvo **lj**.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama nga **lj**: lijezi, jantji, lijujo, lijiji, jamu, jova.”* (Gcizelela umsindvo lohlosiwe usasho lamagama.)
- 3 Shano umsindvo **lj** ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo **lj**: *“j-j-j”*. Kwente loku kubemnandzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: “Who can remember what happened next?”
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can “read” their little book to a partner in the class. Encourage learners to take the books home to read with their families.
- 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: “jamu, wagijima, wajikitisa. Can you hear the focus sound: **j**amu, wagi-**j**ima, waji-**j**itisa? Yes, you are right! They all have the sound **lj**.”
- 2 “Listen carefully, here are some more words with **lj**: lijezi, jantji, lijujo, lijiji, jamu, jova.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **lj** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **lj**: “**j-j**”. 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.



Utawuzinga loku:

- Libhuku Lelikhulu: *Spoti uya esitolo*
- Emanti etitjeni kanye lelibhulashi lekupenda lemfundzi ngamunye

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

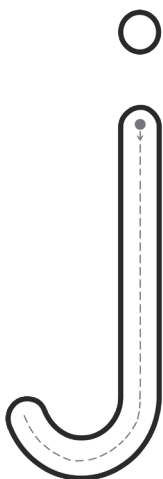
Kufundza ngekuhlanganyela – Libhuku Lelikhulu



- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugcugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulandzela.
- 5 Ngemuva kwekuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futsi uphindze ugcugcutele ebafundzi kutsi “bafundze” kanye nawe.



Kubumba luhlavu

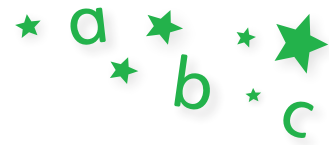


- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /j/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /j/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangagijima bese bayajikela ngakulelinye lihlangotsi bese batsi: “**j-j-jika**”.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo **j**. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: “*Ca/la etulu wehle, yenta umsila ngesesancele, beka lichashati ngetulu kwalendvuku.*”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogdleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, hamba ngaphandle unike umfundzi ngamunye sitja lesinemanti nelibhulashi lekupenda. Ebafundzi bangapenda luhlavu ngemanti ecadzini tikhatsi letinyenti.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.

Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

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

Week 2 Day 2

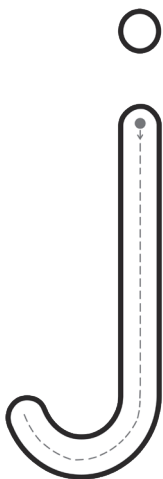
Whole class activities

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 /j/ or if they can think of any other words that start with the sound /j/.
- 2 Teach learners an action associated with the sound. For example: Learners can turn around in one direction and then turn around in the opposite direction while saying: “j-j-jika”.
- 3 Show learners how to write the letter j. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go down and around. Lift and dot.”
- 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.



Utawuzinga loku:

- Tintfo letimbalwa tekudla noma titfombe tekudla lokuvela kwincwajana yekutsenga
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **j** njengemsindvo ngco: Ijezi, jakalazi, jikanelilanga, jekamanzi, ijeli, ijini, Ijeke, Ijazi, jamu

Liviki 2 Lusuku 3

Imisebenti yelikilasi lonkhe

Kufundza kulalela

- 1 Hlalisa bafundzi bente indingilizi bese bonkhe bayahlaliseka kute kuthuleke ekilasini.
- 2 Nyalo tsatsa tintfo tekudla letine nome titfombe tekudla bese ucamba emagama. Ngemuva kwekukhomba bafundzi letintfo, tibeke emuva kwakho bese ubuta kutsi ukhona yini longakhumbula lobakhombe kona. Lalela timphendvulo tabo, bese uphindza lomsebenti ngetintfo letisihlanu.
- 3 Cala indzaba: *“Bantfwana baye esitolo bayotsenga bhotela.”*
- 4 Umfundzi lolandzelako kulendingilizi kumele angete lenye intfo yekudla: *“Bantfwana baye esitolo bayotsenga bhotela nashukela.”*
- 5 Umfundzi lolandzelako kulendingilizi wengeta lokunye: *“Bantfwana baye esitolo bayotsenga bhotela nashukela nensipho ...”* Gcine etintfweni letisihlanu eluhlwini, cala futsi ngemuva kwebafundzi labasihlanu.

Emabhokisi etinhlamvu

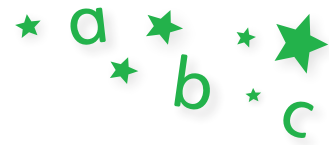
- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlavu bese utsi: *“Loluhlavu **j** lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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 **j**: lijezi, jakalazi, jikanelilanga, jekamanzi, ijeli, ijini, lijeke, lijazi, jamu

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 **j**."* 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.





Utawuzinga loku:

- Ikhophi yelikhasi le**msebenti weNcola yekutsenga** kwemfundzi ngamunye, libhukwana lekutsenga, sikelo, iglu

Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

Fundza wente

- Tjela ebafundzi kutsi babukisise libhukwana lekutsenga.
- Gcugcutela ebafundzi kutsi "bafundze" emalebula bese bacamba letintfo labatibonako ebhukwini.
- Cela ebafundzi kubuka lokutsite lokucondzile ebhukwini. Sibonelo: *"Ningakwati kutfole kudla lokunemphilo? Ngikuphi kudla lokudzinga sicandzisi? Ungakwati kutfole titfombe tetibhidvo?"*
- Tjela ebafundzi kutsi kumele babukisise libhukwana bakhethise tintfo lebangatsandza kuti "tsenga".
- Chaza kutsi kumele basike tintfo bese batinamatselisa encoleni yabo yekutsenga.
- Uma licembu selicedzile, bavumele bahlale ngababili bese bakhuluma ngaloko lokusetincoleni tabo.

Stella utsi:



Cela libhukwana lekutsenga esitolo lesitsengisa kudla emmangweni wangakini. Titolo tivamise kuba lusito uma tivisisa inhloso yetemfundvo. Kuncono uma umfundzi ngamunye ekilasini anekhophi yakhe yelibhukwana lekutsenga.



Stella utsi:



Uma sewuchaze imisebenti lehlukahlukene utjele nebafundzi umsindvo ngco, ebafundzi banga (uma batetsemba), ntjintjana ngekuchaza umsebenti bese basho umsindvo ngco. Labanye ebafundzi bangetama kucombela ligama lalomsebenti.

Kulalela imisindvo lesemcoka

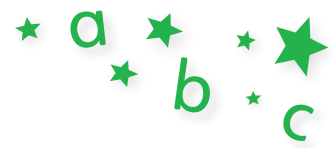
- Chazela bafundzi kutsi utawuchaza imisebenti lehlukahlukene leyentiwa bantfu, futsi kumele balinge kucagela ligama lemsebenti lowentiwa nguloyo muntfu. Utawubanjela umsindvo ngco kute ubasite. *"Mnu Ibrahim utsengisa tintfo. Ligama lemsebenti wakhe licala ngemsindvo /n/ ... (umninisitolo). Ngisebenta esikolweni futsi ngiyakusita ngekufundza kwakho. Ligama lemsebenti wami licala ngemsindvo /th/ ... (thishela)."*
- Nati letinye tibonelo: *"Umuntfu lo:*
 - ★ *sebenta esibhedlela futsi umsebenti wabo ucala nga /m/ ungu ..."* (mhlengikati)
 - ★ *sebenta esibhedlela futsi umsebenti wabo ucala nga /d/ ungu ..."* (dokotela)
 - ★ *cisha imililo futsi umsebenti wabo ucala nga /c/ ..."* (umcishimlilo)
 - ★ *lungisa kuvuta kwemanti futsi umsebenti wabo ucala nga /p/ uyi ..."* (pulamba)
 - ★ *sebenta endzaweni yekudla futsi umsebenti wabo ucala nga /w/ ngu ..."* (weta)
 - ★ *Utjala tibhidvo letinyenti kute atsengise futsi umsebenti wabo ucala nga /ll/ ngum ..."* (mlimi)
 - ★ *wakha tindlu futsi umsebenti wabo ucala nga /a/ ngu ..."* (umakhi)



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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 /n/ ... (umninisitolo). I work at a school and help you with your learning. The name of my job has the focus sound /th/ ... (thishela).”
- 2 Here are some more examples: “Umuntfu o:
 - ★ *sebenta esibhedlela futsi umsebenti wabo ucala nga /m/ ungu ...* (mhlengikati)
 - ★ *sebenta esibhedlela futsi umsebenti wabo ucala nga /d/ ungu ...* (dokotela)
 - ★ *cisha imililo futsi umsebenti wabo ucala nga /c/ ...* (umcishimlilo)
 - ★ *lungisa kuvuta kwemanti futsi umsebenti wabo ucala nga /p/ uyi ...* (pulamba)
 - ★ *sebenta endzaweni yekudla futsi umsebenti wabo ucala nga /w/ ngu ...* (weta)
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 - ★ *wakha tindlu futsi umsebenti wabo ucala nga /a/ ngu ...* (umakhi)



Small group activities

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



Utawudzinga loku:

- Sicephu lesikhulu seliphepha lesinesihloko lesitsi "kuhlwaya lokusha kwaSpoti", imakha lebutansi lemnyama
- Emagama lanemalunga lamanyenti lahlobene nendzaba: bhotela, siphaza, imali, liphakethe, ebantfwana, sala kahle, kutsenga, Make Madiswa, Mnu Ibrahim, umninitolo, konkhe, uMgcibelo
- Iphaphethi yelisokisi leyentiwe yafana naSpoti

Liviki 2 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Tsani kubafundzi: "Nicabanga kutsi Spoti wahlala aphephile ekhaya ngemuva kwekubuyiswa ekhaya? Cha! Spoti utsandza kuhamba etitaladini, angitsi? Empeleni, Spoti waba nalokunye kuhlwaya ngelilanga lelilandzelako! Ucabanga kutsi Spoti wayaphi? Kwentekani kuye?"
- 2 Chazela ebafundzi kutsi utawubhala lenye indzaba ngaSpoti nekuhlwaya. Tsani kubo: "Asibhaleni indzaba yetfu. Asicabangeni kanye kanye. Ingabe lendzaba icala emini nome ebusuku? Uphi Spoti? Unabani?" Uma ebafundzi baletsile imibono yabo ngesicalo sendzaba, cocani nivumelane ngaloko labafuna kukusho. Ungacala ngemagama: "Kwesukasukela" nome "Ngalelinye lilanga".
- 3 Tsani kubafundzi: "Nyalo njengobe sesibhalile sicalo sendzaba yetfu, ngubani lonembono ngekutsi yini lengenteka ngalokulandzelako?" Lalela imibono lembalwa, bese ukhulumisana nebafundzi ngetigameko letisenzabeni. Bhala phansi emagama lavela kubafundzi, bese ubuyela emuva ufundza lendzaba kusukela ekucaleni.
- 4 Bese tsani: "Nyalo sidzinga kucabanga ngesiphetho salendzaba. Kwentekeni ngalokulandzelako kuSpoti? Ngubani lonembono ngekutsi sibhaleni njengesiphetho sendzaba?" Bhala phansi emagama ebafundzi, bese ucedza ngemagama "Siphetho". Fundza indzaba kusukela ekucaleni, ukhombela ligama ngalinye uma ufundza.
- 5 Uma kunesikhatsi, ungacela labanye bebafundzi kudvweba lendzaba. Namatselisa indzaba eludvongeni.



Kuhlanganisa nekwehlukana (emalunga)

- 1 Chazela ebafundzi kutsi Spoti (iphaphethi yelisokisi) utawubuka esikhwameni lesinetintfo letinemalunga lamanyenti nome titfombe bese asho ligama ngendlela lehlukanisako (sibonelo: **i | ma | i**). Bese kumele wetame kucombela kutsi Spoti utsini.
- 2 Ngemuva kwekucedza kwenta loku ngemagama lambalwa, buta kutsi ukhona yini umfundzi longatsandza kugcoka iphaphethi yelisokisi bese ubuka esikhwameni. Bangenta shengatsi banguSpoti bese basho ligama ngendlela lehlukanisako. Labafundzi labanye kumele bacombele kutsi batsini.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yokucoca kuhlobe





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: bhotela, siphaza, imali, liphakethe, ebantswana, sala kahle, kutsenga, Make Madiswa, Mnu Ibrahim, umninitolo, konkhe, uMgcibelo
- 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: **i | ma | i**). 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.



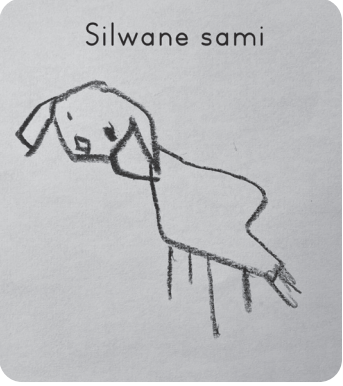
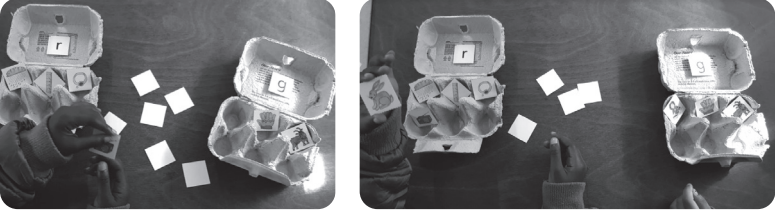

Small group activities

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






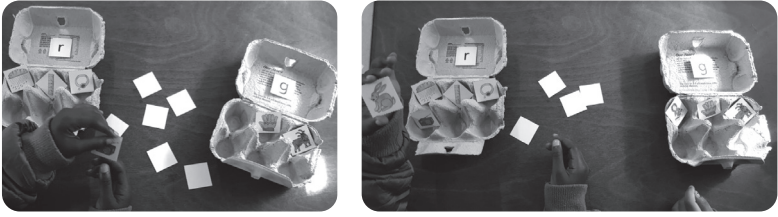

Imisebenti yemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu 	<p>Umsebenzi 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala "Silwane sami" etulu ekhasini lelingenalutfo lemfundzi ngamunye ngembi kwesifundvo. Cela ebafundzi kutsi bakhombe emagama esihloko ngalesikhatsi nifundza kanye kanye. Buta ebafundzi: "Unayoinja lenjenga Spoti nome lesinye silwane ekhaya?" Cela ebafundzi kutsi badvwebe silwane sabo, nome silwane lefafisa kutsi ngabe banaso. Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo. Phawula nome ubute umbuto ngemdwebo, njengekutsi: "Lelikati likhuluphele!" nome "Uyatsandza kubhukusha nenja yakho? Kuyajabulisa kwenta loko! Umdwebo lomuhle nembhala lokahle kangaka." Uma bangatsandza kutsi ubabhalele, babandzakanye ngekubacela kutsi basho emagama kancane ngalesikhatsi uwabhala phansi. Cabanga ngalokuvakalako ngalesikhatsi ubhala imisho yebafundzi. Bhala njengobe umfundzi asho, ligama ngeligama. Khumbula kubhala kuhlobe futsi kubonakale. Uma ucedzile kubhala, gcugcutela ebafundzi kufundza nawe umusho. Khomba ligama ngalinye ngalesikhatsi ufundza futsi ubonge nemitamoyoabo.
<ul style="list-style-type: none"> Emabhokisi emacandza lasitfupha laneluhlavu lolunanyatseliswe esivalweni selibhokisi Emakhadi etitfombe tetinhlavu etinhlavu letisitfupha 	<p>Umsebenzi 2: Timphica kanye nemidlalo</p> <ol style="list-style-type: none"> Lamakhadi etitfombe tetinhlavu kumele ahlanguhlanganiswe bese abekwa etafuleni abukiswe phansi. Nika umfundzi ngamunye libhokisi lemacandza. Ebafundzi kumele banikane litfuba lekuphakamisa likhadi, basho ligama lesitfombe bese babeka likhadi ebhokisini lelicandza lelifanele. Umfundzi lotawugcwalisa libhokisi lemacandza kucala uwinile. 
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana 	<p>Umsebenzi 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugugcutele kufundza kwebafundzi.





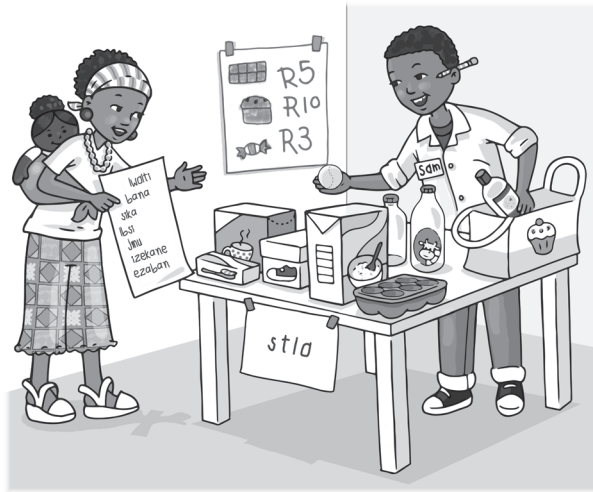
Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write "My pet" at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners: "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. 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." 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. Write exactly what the learner tells you, word for word. Remember to write neatly and clearly. 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.
<ul style="list-style-type: none"> 6 x egg boxes with a letter stuck on the lid of the egg box Letter picture cards for six letters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> The letter picture cards must be mixed up and placed on the table face down. Give each learner an egg box. 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. The learner whose egg box is filled first is the winner. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.






Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Liphepha le A5 lethempleti yeluhlavu j lemfundzi ngamunye Titfombe letincane nobe tintfo letinemsindvo j: lijezi, jamu Emakhrayoni embala ewaksi lamakhulu Sikelo kanye iglu 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Nika umfundzi ngamunye ithemplethi yeluhlavu neliphephandzaba nobe tintfo tesidleke. Kumele banamatselise titfombe nobe tintfo letinemsindvo ngco kugcwalisa indzawo bente luhlavu. Bangabuye bengete imidwebo yetintfo letinemsindvo j.
<ul style="list-style-type: none"> Tinsita: litafula, ligogco letintfo tekuphatsa igilosa letingena lutfo, imali yekudlala, emabhokisi, tikhwama tekutsenga, emaphepha nemapeniseli, ngcondvomshini lomdzala nome ikhibhodi, lucingo, sandvo, ishizela, libhulashi lekupenda, tipikili, lipulango 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Khumbuta ebafundzi ngetipropo letisekhoneni lemdlalo bese ubagcugcutela kutsi bachubeke kusukela evikini 1 ngalesikhatsi benta shengatsi "baya esitolo". Ebafundzi bangenta shengatsi banguminisitolo nebatsengi. Lomunye angenta shengatsi ungumgcinimabhuku nome ente shengatsi ungumakhi nome mapentane lonemathulusi ekulungisa sitolo saMnu Ibrahim. Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi.





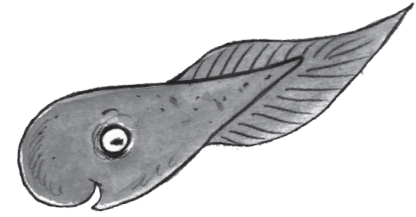
You will need	Activities
<ul style="list-style-type: none">• An A5 j letter template for each learner• Small pictures of things or items starting with j: lijezi, jamu• Jumbo wax crayons• Glue and scissors	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Give each learner a letter template and items or pictures with the focus sound.2 They must stick pictures or items of things with the focus sound to fill the space and make the letter.3 They can also add drawings of things with the focus sound j.
<ul style="list-style-type: none">• 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	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to 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.2 Visit the corner at least once to observe and encourage the learners’ game. 



★ Sicocomsila lesincane

Indzaba

Harry sicocomsila abehlala echibini nemnakabo lomdzala Freddy. Harry abesicocomsila lesincane, lesijabulile futsi bekabhukusha echibini lilanga lonkhe. Harry abenesifiso lesikhulu, abefuna kukwati kuzuba njenge mnakabo lomdzala. "Ngisicocomsila lesiyindingilizi futsi lesincane. Angifuni nakancane kuba sicocomsila. Ngifuna kuzuba njengesicoco. Ngifuna kuzubela kuto tonkhe tigodvo," kwakucula Harry.



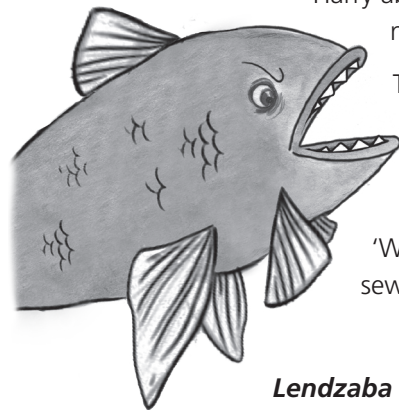
"Ungakwati kungifundzisa kuzuba njengawe?" Harry ubuta umnakabo.

Freddy watsi: "Ungakhatsateki, Harry, masinyane utawukhona kuzuba njengami. Buka, tinyawo takho tangemuva tikhulile!" Tamjabulisa Harry tinyawo takhe tangemuva wase uyabuta: "Ungakwati kungifundzisa kuzuba ngetinyawo tami tangemuva?" Freddy watsi: "Ungakhatsateki, Harry, masinyane utawukhona kuzuba njengami. Lindza kudzimate kukhule tinyawo takho tangembali!"

Ngako-ke Harry walindza walindza, ngemuva kwesikhashana wabona tinyawo takhe tangembali tikhula. "Buka! Senginetinyawo tangembali, ungakwati kungifundzisa kuzuba njengawe?" wabuta ngekujabula. "Masinyane utawukhona kuzuba njengami," kwasho Freddy, "lindza umsila wakho lomudze udzimate unyamalale."

Ngako-ke Harry wachubeka nekubhukuda acula liculo lakhe, alindze kutsi umsila wakhe unyamalale. Ngalelinye lilanga, ngalesikhatsi antanta echibini, inhlanti lenkhulu lenemlomo lomkhulu nematinyo lakhaliphile yeta ngakuye ibhukudza.

Harry abetfukile. Wabona kutsi lenhlanti lenkhulu ifuna kumudla! Harry wabhukudza emantini ngesivinini lesikhulu.



Tinyawo takhe tangembali netangemuva tavakala ticine ngalokuphelele futsi wacaphela kutsi umsila wakhe awumange umtsikamete. Harry wabhukuda ngawo wonkhe emandla akhe, abalekela inhlanti waya eceleni kwelichibi. Wase, ngaphandle kwekunaka, wahamba emoyeni wadzimate wayohlala edwaleni.

"Wente kahle, Harry!" kumemeta Freddy azubazuba ngenjabulo. "Ufundze kuzuba! Nyalo sewusicoco njengami." Harry abejabule kakhulu; sifiso sakhe siphumelele!

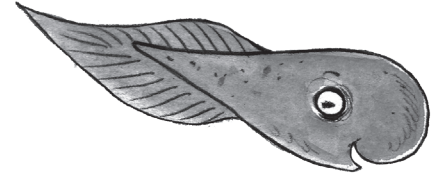
Lenzaba iphelela la.



★ The little tadpole

Story

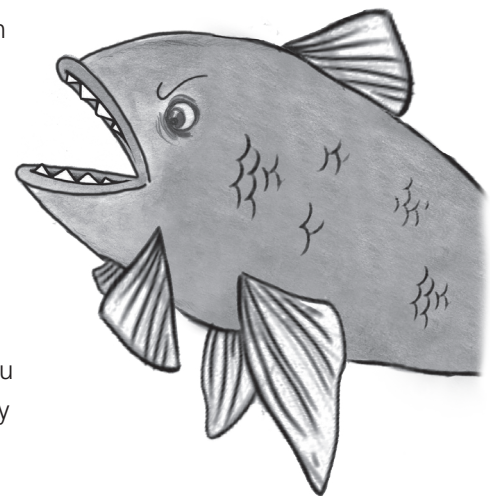
Harry the tadpole lived in a pond with his big brother Freddy. Harry was a happy little tadpole who swam around the pond all day. Harry had a big wish, he wanted to be able to jump just like his big brother Freddy. "I'm a little tadpole round and small, I don't want to be a tadpole at all. I want to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

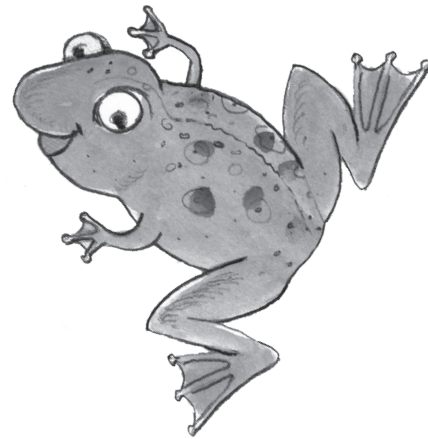




Liculo

Nasi s'cocomsila
 Nasi s'cocomsila
 Eceleni kwelichibi
 Emantini lamhlophe
 Ngatsi ngiyasibamba
 Sashobela Savumbuka
 Shobe! Shobe!
 Nasiya sihamba.

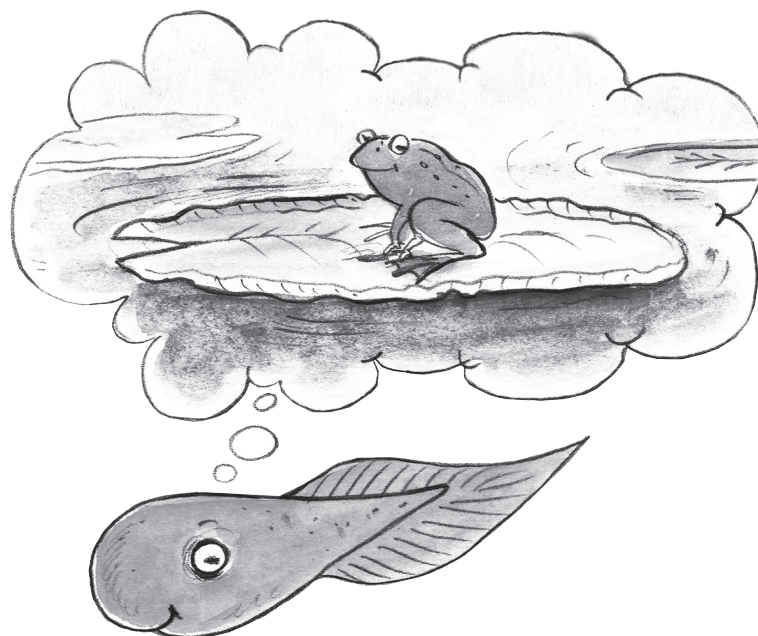
Vumbu! Sicoco
 Vumbu! Sicoco
 Naku seng'khulile
 Ngibambeni phela
 Ngibambeni phela
 Haaa! Siyakwesaba!
 Haaa! Siyakwesaba!



(Usebentise indlela yakho.)

Emagama lavela endzabeni

Emagama lamcoka:	sicoco	sicocomsila	lichibi	zuba	emuva/ngemuva	ngembali
Lamanye amagama langetiwe:	umsila	-khaliphile	indingilizi	khula	fisa	bhuti
	lidwala	sigodvo	ntanta	bhukudza	tfukile	ematinyo





Song

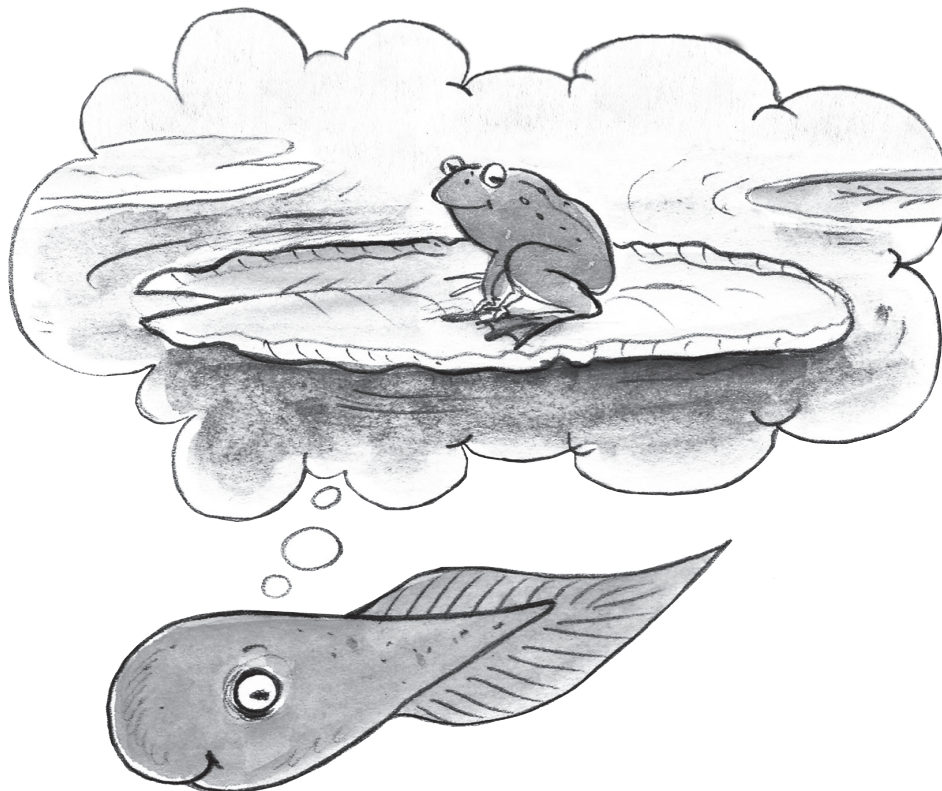
I'm a little tadpole round and small,
 I don't want to be a tadpole at all.
 I want to jump just like a frog;
 I want to jump from log to log!

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



Vocabulary from the story

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





Utawudzinga loku:

- Indzaba: *Sicocomsila lesincane*
- Emaphaphethi: Harry, Harry ngemilente yasemuva, Harry ngemilente yaphambili naseмуva, Freddy, inhlanti, lidvwala
- Tinsita: lidvwala, liphepha lelulhata lelijutjwe ngesimo seliphedi lily, indvwangu lelulhata kwesibhakabhaka echibini
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama

Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

Shano lomloloelo *Nginyakatisa iminwe yami* kubitela ebaфundzi emethini ngesikhatsi sendzaba.

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebaфundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebaфundzi: “Wake wambona *sicocomsila*? Uvelaphi *sicocomsila*? Wake wasibona *sicoco*? Sibatholaphi *bosicocomsila neticoco*? Ungakhala *njengetigebengu na*? Uyati kutsi *sicoco sibhukuta njani*?”
- 1.3 Tsani “*Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.*” Coca ngemagama lamcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini. Sibonelo, Bakhombe titfombe temachibi. Uma ukwati, hlanganisa bosicocomsila labasejekeni kukhombisa bafundzi kutsi lonebuhlungu njani lonebuhle babukeka njani.

2 Ngalesikhatsi uoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekuenta ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela ebaфundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: “*Ucabanga kutsi Harry wativa njani uma abona inhlanti lekhulu? Ucabanga kutsi yini letolandzela?*”

3 Ngemuva kwekucoca lenzaba

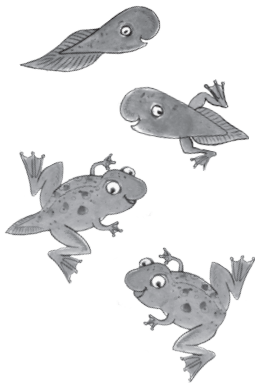
- 3.1 Buta ebaфundzi: “*Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba? Ngabe tikhona tintfo umfowenu noma dzadzewenu lomkhulu langatenta lofuna kutenta? Ngabe utiva utichenya ngekuenta lokutsite longakwati kukwenta manje longakakwati kukwenta ngalesikhatsi usemncane?*”

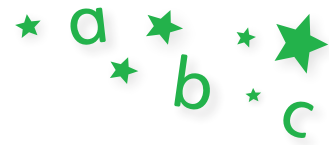
Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebaфundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: “*sicocomsila, acula liculo, ticine, wacaphela, sicoco, eceleni, kwakucula. Ungawuva umsindvo lohlosiwe: sicocco, accula licculo? Yebo ucinisile! Wonkhe anawo lomsindvo lcl.*”
- 2 “*Lalela ngekuophelelisisa, nawa lamanye emagama lacala nga /c/: licici, cacajane, cikilicane, lucetu, licansi, licembe, sicamelo, licandza, cabula, cata, cima, cocodza.*” (Gcizelela umsindvo lohlosiwe usasho lamagama.)
- 3 Shano umsindvo /c/ ngalokuvakalako bese utjela ebaфundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebaфundzi kutsi basho umsindvo /c/: “**c-c-c**”. Kwente loku kubemnandzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye. .

Imisebenti yemacembu lamancane

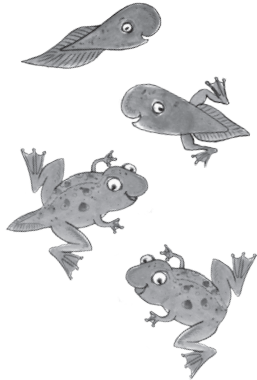
Chaza kutsi ebaфundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





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 wriggle my fingers* to bring learners to the mat for story time.

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *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: *"sicocomsila, acula liculo, ticine, wacaphela, sicoco, eceleni, kwakucula. Can you hear the focus sound: sicocco, accula licculo? Yes, you are right! They all have the sound /c/"*
- 2 *"Listen carefully, here are some more words with /c/: licici, cacajane, cikilicane, lucetu, licansi, licembe, sicamelo, licandza, cabula, cata, cima, cocodza."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /c/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /c/: **"c-c-c"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

I wiggle my fingers

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



Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



Liviki 1 Lusuku 2

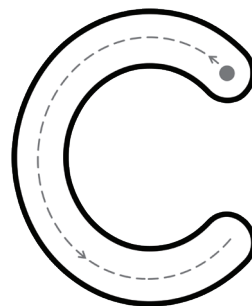
Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngench azelo yemagama latfulwe ngelusuku lwekucala.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoca lendzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lokutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba.
- 4 Shano imigca lembalwa yeliculo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene bacule nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa leliculo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwenta kute ebafundzi bacondzise lulwimi lwaleliculo.
- 6 Fundzisa ebafundzi kukhombisa ngekwenta kwaleliculo kute beve bumandzi betilwimi letinyenti.

Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /c/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /c/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangenta ngesandla bente "c" basibeke ngase endlebeni balingise: "li-ci-ci".
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo /c/. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: "Cala etulu, shaya umjikeleto hhafu."
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

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



Week 1 Day 2

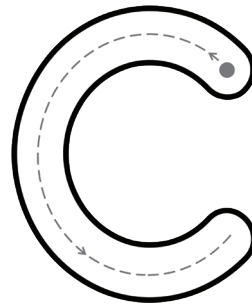
Whole class activities

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 /c/ or if they can think of any other words that start with the sound /c/.
- 2 Teach learners an action associated with the sound. For example: Learners can make their hand into a "c" shape and pretend they are wearing an earring while saying: "li-ci-ci".
- 3 Show learners how to write the letter c. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go round."
- 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.



Utawuzinga loku:

- Emaphaphethi netinsita talenzaba
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **c** njengemsindvo ngco: licici, licembe, licandza, calatsatfu, cula, licatsa, licaca, licilongo, licudze



Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama. Sibonelo: *“Bacele balingise lamagama esento: “zuba” nekutsi “bhukusha”.*
- 3 Khetsa ebafundzi kutsi badlale kuba balingiswa endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingiswa kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenta konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

Emabhokisi etinhlamvu

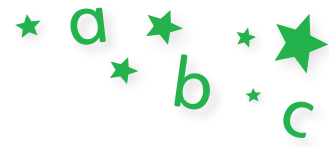
- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlamu bese utsi: *“Loluhlavu c lubhalwa ngalendlela”.* Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **c**: licici, licembe, licandza, calatsatfu, cula, licatsa, licaca, licilongo, licudze



Week 1 Day 3

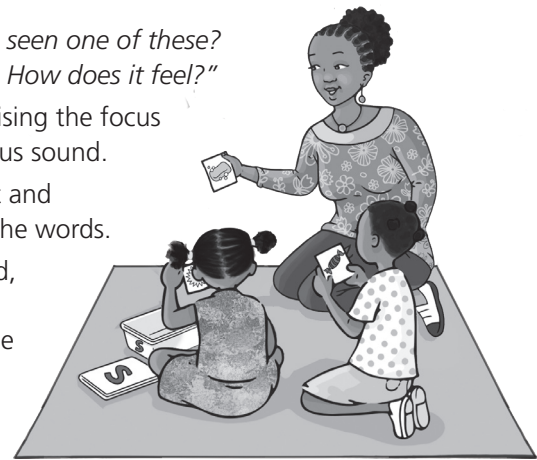
Whole class activities

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 c."* 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.



Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

- "Ubona bani?" (balingiswa/badlali)
- "Wentani?" (tento nekwent)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo/ sikhundla)
- "Kungani ucabange...?" (kucabanga ngalokujulile, kuveta imibono)

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

Kulandzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Tfula emagama lamasha laphuma kusilulumagama.
- 3 Khetsa sinye sitfombe kuletilandzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalandzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: "Ingabe letitfombe tilandzelana ngendlela lefanele?"
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulandzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: "Yini letakwenteka ngalokulandzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?"
- 8 Uma titfombe setilandzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulandzelanisa.



Kulalela imisindvo lesemcoka

- 1 Lomdlalo udlalwa kahle ngaphandle endzaweni levulekile. Bafundzi kufanele "babhukushe" batungelete bate bakuve ukhala nome ushaya inkwela. Uma beva sikhombisi sakho, kumele bangene ecenjini nebafundzi labasihlanu labasondzeleno nabo kakhulu.
- 2 Uma bafundzi sebasemacenjini abo, nika licembu ngalinye umsindvo lohlukele, futsi umfundzi ngamunye ecenjini kumele acabange ligama ngalowo msindvo. Uma bonkhe sebaneligama, kumele bonkhe bazubazube. Lalela emagama abo, hlola kutsi alungile yini bese ubanika liphuzu.
- 3 Ngemuva kwekutsi licembu selinikete emagama alo, bafundzi kumele "babhukushe" batungelete futsi kodwa bahlale emacenjini abo. Uma uniketa sikhombisi, bafundzi kumele bayekele "kubhukusha" futsi kumele unike licembu ngalinye umsindvo lohlukele. Umdlalo ungachubeka licembu lite litfole emaphuzu lasihlanu.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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 with that 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.



Utawuzinga loku:

- Liphapha lelikhulu
- Ikoki lebugcinsi
- Lubumba lwekudlala lwemfundzi ngamunye
- Maphepha ya A4
- Emakhrayoni embala ewaksi lamakhulu
- Emagama lanemalunga lamanyenti lahlobene nendzaba: sicocomsila, ncane, bhukudza, tfukile, ntanta, lomfisha, ndiza

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Khuluma nebafundzi mayelana nemjikeleto wemphilo yesicoco futsi ubakhumbute kutsi Harry wachobosela njani ecandzeni, waba sicocomsila wase uyakhula uaba sicoco
- 2 Dvweba sitfombe semacandza, sicocomsila kanye nesicoco. Cela bafundzi bachaze incenye ngayinye yemjikeleto wemphilo ngalesikhatsi ufaka emagama kulomdvwebo (emacandza, sicocomsila, sicoco). Dvweba tinkhomba kusukela kuyinye incenye yemphilo kuye kulenye.
- 3 Chazela bafundzi kutsi batawenta lamamacandza, sicocomsila nesicoco basebentise inhlama yekudlala.
- 4 Uma sebawentile umjikeleto wemphilo basebentisa inhlama yekudlala, bangawudvweba bafake emagama.



Stella utsi:



Lomsebenti lona ungentiwa nome kuluphi lulwimi, njengobe lomsebenti ucondzene nebafundzi bafundza likhono lekwahlukanisa emagama ngemalunga. Kusita kutfutukisa tilwimi letinyenti nekutsatsela enhloko lulwimi lwasekhaya lwebafundzi, tama lomsebenti ngemagama lanemalunga lamanyenti aletinye tilwimi.

Kuhlanganisa nekwehlukana (emalunga)

- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukaniswa njani ngemalunga, sibonelo: **si | co | co | m | si | la**.
- 2 Tjela bafundzi kwekutsi batawulingisa sicoco. Tjela ticoco kutsi tizubele lilunga ngalinye: **si** (zuba kanye) **co** (zuba kanye) **co** (zuba kanye) **m** (zuba kanye) **si** (zuba kanye) **la** (zuba kanye). Bafundzi abahlanganise emalunga aeligama futsi: **si | co | co | m | si | la** = sicocomsila.
- 3 Tjela ticoco tizube futsi. Nyalo bafundzi abashaye tandla njalo sicoco nasizuba.
- 4 Shano lelinye ligama leliseluhlwini bese ucela bafundzi kwekutsi bahlahlele leligama libe ngemalunga. Sicoco kufanele sizubele lilunga ngalinye bese likilasi lonkhe lishaya tandla nasizuba lesicoco.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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: sicocomsila, ncane, bhukudza, tfukile, ntanta, lomfisha, ndiza

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: **si | co | co | m | si | la**.
- 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: **si** (one jump) **co** (one jump) **co** (one jump) **m** (one jump) **si** (one jump) **la** (one jump). Learners must then put the syllables together to say a word: **si | co | co | m | si | la = sicocomsila**.
- 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.

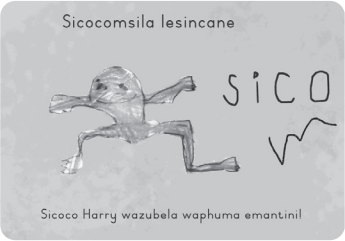





Small group activities

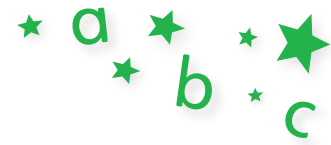
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



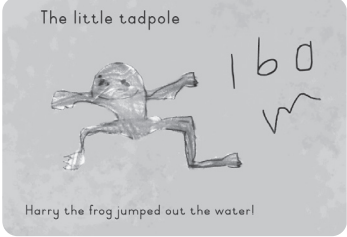


Imisebenti yemacembu lamancane weliviki 1

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu   <p><i>Kulesikhatsi semnyaka, ebafundzi bangahle babe nekutetsemba lokuncono kutsi betame kutibhalela ngekwabo. Ungakhatsateki uma labanye ebafundzi babhala luchungechunge lwetinhlavu bangashiyi tikhala.</i></p>	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminyane imibono. Gcugcutela ebafundzi kutsi badvwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdvwebo wakhe. Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.
<ul style="list-style-type: none"> Emakhadi esitfombe neluhlavu Sishaya timphungane (ungakwenta loku ngelipuleti leliphepha nobe sivalo se yogathi usinamatsisele ekigcineni kwelutsi) 	<p>Umsebenti 2: Timplica kanye nemidlalo</p> <ol style="list-style-type: none"> Beka likhadi lesitfombe neluhlavu ulibukise etulu etafuleni. Beka tinhlavu tibuke phasi. Umfundzi ngamunye akaniketwe litfuba kuvula likhadi leluhlavu asho umsindvo loshiwo ngululuhlavu. Bonkhe bafundzi ecenjini abazame kutfola sitfombe lesihambisana neluhlavu. Basishaye ngalesishaya timphungane. 
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungasizinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.




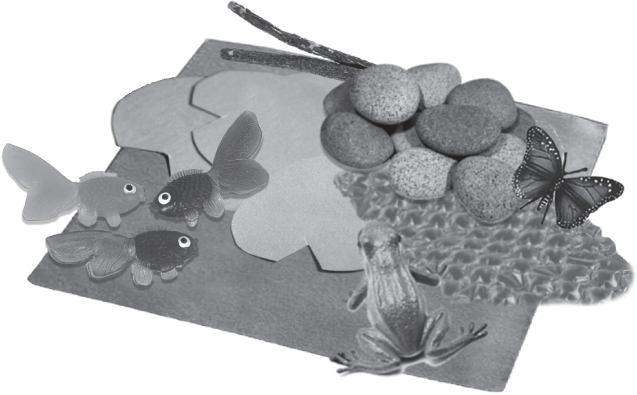


Small group activities for Week 1

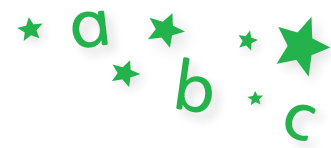
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> Letter picture cards Cheap fly swatters (you can make this with a paper plate or yoghurt lid stuck on to the end of a stick) 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Place the letter picture cards face up on the table. Put the letters face down. Each learner must take a turn to turn over a letter card and say the sound the letter makes. All the learners in the group must try to find a picture that matches the sound and swat it with the fly swatter. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading.


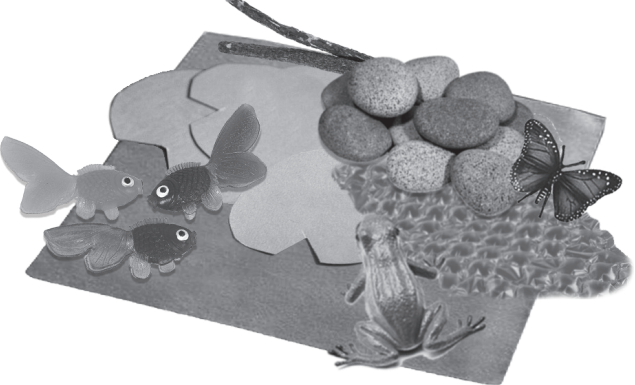




Utawuzinga loku	Imisebenti
<ul style="list-style-type: none"> Hlukanisa lipulete leliphepha libe nguhhafu lemfundzi ngamunye, ikoki lemnyama, sicephu seliphepha lelibovu, tindingilizi letimbili letiluhlata, mhlophe naletimnyama temfundzi ngamunye Iglu kanye sikelo Liphepha leliluhlata nobe emakhilayoni lamakhulu emafutsa 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Chazela bafundzi kutsi batawenta sicoco. Kufanele badzabule ticeshana teliphepha leliluhlata bawa namatsisele kulelipulete leliphepha nobe basebentise emakhilayoni emafutsa kuwenta abe luhlata. Bangabese banamatselisa emehlweni, badvweba umlomo bese bamatselise siceshana seliphepha benta lulwimi. 
<ul style="list-style-type: none"> Liphepha leliluhlata lijutjwe tindingilizi (liphedi lily), ematje lamancane, indvwangu leluhlata sasibhakabhaka nobe indvwangu yemanti, tinsi, lubumba lwekudlala sicoco lesentiwe ngeplastiki, luwivane lelentiwe ngeplastiki netinhlanti (nome titfombe letijutjwe kumagazini) 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Bani ngumholi welicembu kulingisa kudlala ekhoneni bese ubakhombisa lotakusebentisa kwenta lidamu lelincane. Bachazele kwekutsi batawenta lidamu lelincane bese badlala netilwane letihlala kulelidamu naletihlala dvutane nalo: ticoco, tinhlanti, emavivane. 





You will need	Activities
<ul style="list-style-type: none">• Half a paper plate per learner, black koki, red strip of paper, two green, white and black circles for each learner• Glue and scissors• Green paper or green Jumbo wax crayons	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">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.2 They can then stick on the eyes, draw a mouth and stick on the paper strip tongue. 
<ul style="list-style-type: none">• 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)	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">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. 





Utawudzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe



- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kwelikilasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini? Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicembu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: "Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?"
- 4 Ngemuva kwekulandzelanisa tigameko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo.
- 6 Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 7 Uma sikhatsi sikhona, ebafundzi bangakwati "kufundza" emabhukwana abo lamancane nebalngani babo ekilasini.
- 8 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze nemindeni yabo.



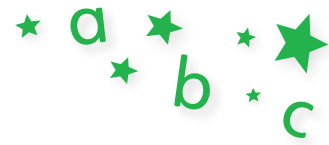
Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: "kahle, kakhulu, kukwati kuzuba, kudzimate kukhule, kuba, kutsi. Ungawuva umsindvo lohlosiwe: **kahle, kakhulu, kuba, kutsi?** Yebo ucinisile! Wonkhe anawo lomsindvo **/k/**."
- 2 "Lalela ngekuophelelisisa, nawa lamanye emagama nga **/k/**: likuku, likamela, likamo, likani, likasi, likamelo, siketi, sikelo, kama, kolosha." (Gcizelela umsindvo wekucala usasho lamagama.)
- 3 Shano umsindvo **/k/** ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo **/k/**: "**k-k-k**". Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: “Who can remember what happened next?”
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can “read” their little book to a partner in the class. Encourage learners to take the books home to read with their families.
- 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: “kahle, kakhulu, kukwati kuzuba, kudzimate kukhule, kuba, kutsi. Can you hear the focus sound: **kahle, kakhulu, kuba, kutsi**? Yes, you are right! They all have the sound /k/.”
- 2 “Listen carefully, here are some more words with /k/: likuku, likamela, likamo, likani, likasi, likamelo, siketi, sikelo, kama, kolosha.” (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.





Utawuzinga loku:

- Libhuku Lelikhulu: *Sicocomsila lesincane*
- Emanti etitjeni kanye lelibhulashi lekupenda lemfundzi ngamunye

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

Kufundza ngekuhlanganyela – Libhuku Lelikhulu

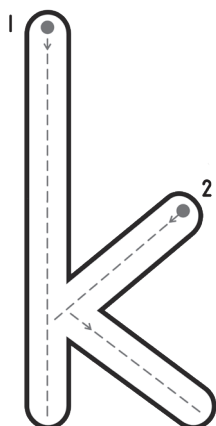


- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulandzela.
- 5 Ngemuva kwekuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futsi uphindze ugugcutele ebafundzi kutsi "bafundze" kanye nawe.



Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /k/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /k/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangalingisa umsindvo lowentiwa umcudze ekuseni: "kikilikigi".
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo k. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: "Cala etulu wehle, khuphuka khona lapho kancane. Khahlela ngetulu, buyela emuva bese ukhahlela ngaphansi."
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, hamba ngaphandle unike umfundzi ngamunye sitja lesinemanti nelibhulashi lekupenda. Ebafundzi bangapenda luhlavu ngemanti ecadzini tikhatsi letinyenti.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

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

Week 2 Day 2

Whole class activities

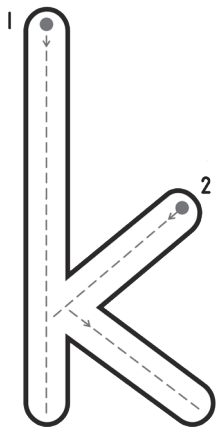
Shared reading – Big Book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /k/ or if they can think of any other words that start with the sound /k/.
- 2 Teach learners an action associated with the sound. For example: Learners can make the sound made by the rooster early in the morning: “**kikilikigi**”.
- 3 Show learners how to write the letter **k**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go all the way down. Lift, draw in and out.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their 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.



Utawuzinga loku:

- Lamanye emajeke engilazi agcwele emanti lahlukile (ungangeta umbala wekudla kute wente lomsebenti ujabulise)
- Tintsi noma emapensela
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **k** njengemsindvo ngco: likuku, likamela, likamo, likani, likati, likawosi, likewu

Liviki 2 Lusuku 3

Imisebenti yelikilasi lonkhe

Kufundza kulalela

- 1 Chazela likilasi kutsi kumele balalele ngekucopelela njengobe ushayashaya lijeke lengilazi ngalinye ngendvuku nome ngepeniseli.
- 2 Buta bafundzi kutsi imisindvo iyafana nome yehlukile. Nguliphi lijeke lengilazi lelenta umsindvo losetulu, futsi nguliphi lelenta lophansi?
- 3 Buta bafundzi kutsi ukhona yini longatsandza kutama kushayashaya lamajeke engilazi lahlukahlukene futsi balalele lomsindvo lawentako.
- 4 Tama kushayashaya ngendlela letsite yekwenta intfo futsi buta kutsi ukhona yini umfundzi longakhona kukopa lendlela letsite yekwenta intfo.



Emabhokisi etinhlamvu

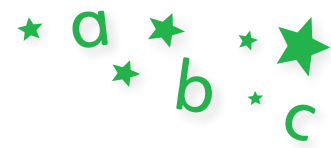
- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlavu bese utsi: *“Loluhlavu **k** lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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 **k**: likuku, likamela, likamo, likani, likati, likawosi, likewu

Week 2 Day 3

Whole class activities

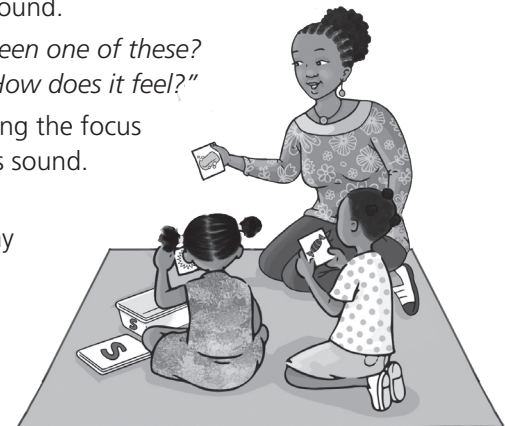
Learning to listen

- 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 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.



Utawuzinga loku:

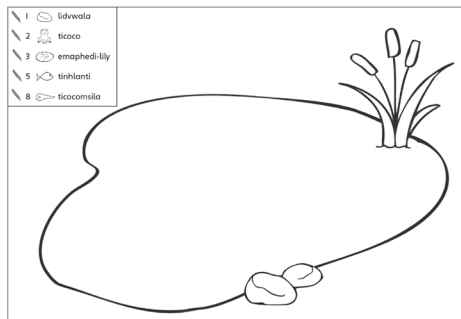
- Liphepha lelikopiwe **lemsebenti wekuFundza wente** lemfundzi ngamunye
- Emakhrayoni embala ewaksi lamakhulu

Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

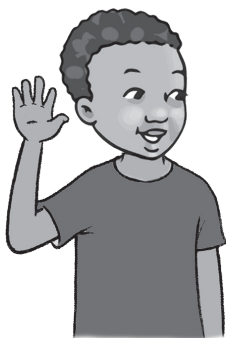
Fundza wente

- Tjela ebafundzi kutsi babuke luhla ekhasini lemsebenti bese bakhuluma ngaloko labakubonako (tinombolo, tiffombe kanye nemagama).
- Tjela ebafundzi kutsi nyalo batawenta umsebenti lojabulisako "fundza wente". Kumele bafundze umugca ngamunye bese benta loko lokushoko basebentise indzawo lengenalutfo ekhasini.
- Fundzani kanye nabo umugca wekucala: Dwweba lidwala linye.
- Buta kutsi bakhona yini ebafundzi "labangafundza" kutsi yini lelandzelako eluhlwini lekumele yentiwe: Dwweba emadwala lamabili.
- Ebafundzi kumele bachubeke ngekudwweba bafake luphawu kulemilayeto baze balucedze luhla.
- Basite bafundzi nangabe batfola bumatima ekufundzeni ticondziso.



Kulalela imisindvo lesemcoka

- Lomdlalo udlalwa kahle ngaphandle endzaweni levulekile. Bafundzi kufanele "babhukushe" batungelete bate bakuve ukhala nome ushaya inkwela. Uma beva sikhombisi sakho, kumele bangene ecejini nebafundzi labasihlanu labasondzeleno nabo kakhulu.
- Uma bafundzi sebasemacenjini abo, nika licembu ngalinye umsindvo lohlukele, futsi umfundzi ngamunye ecejini kumele acabange ligama ngalowo msindvo. Uma bonkhe sebaneligama, kumele bonkhe bazubazube. Lalela emagama abo, hlola kutsi alungile yini bese ubanika liphuzu.
- Ngemuva kwekutsi licembu selinikete emagama alo, bafundzi kumele "babhukushe" batungelete futsi kodvwa bahlale emacenjini abo. Uma uniketa sikhombisi, bafundzi kumele bayekele "kubhukusha" futsi kumele unike licembu ngalinye umsindvo lohlukele. Umdlalo ungachubeka licembu lite litfole emaphuzu lasihlanu.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

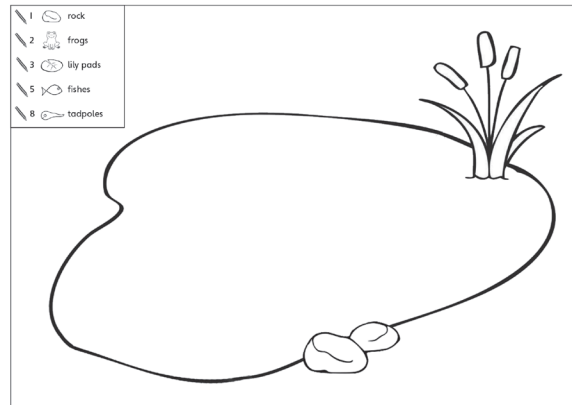
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

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 with that sound. Once they all have a word, they must all jump up and down. Listen to their words and check that they are correct.
- 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.



Utawudzinga loku:

- Titfombe temanti lanekungcola netemanti lahlobile emifula, emadamu nemachibi
- Emashadi langemaphepha, ikoki lemnyama
- Emakhrayoni embala ewaksi lamakhulu
- Tikhwama letingemapulasitiki
- Emagama lanemalunga lamanyenti lahlobene nendzaba: sicocomsila, lokuncane, kubhukusha, kundanda, lokufishane, kundiza

Liviki 2 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Khombisa bafundzi titfombe temanti lanekungcola netemanti lahlobile emifula, emadamu nemachibi. Babute kwekutsi bake bawubona yini umfula lohlobile nobe longcolile. Buta: "ucabanga kutsi Harry sicocomsila bekangajulela kuhlala kuphi?kungani afuna kuhlala emantini lahlobile?Kwentekani eticocwenimsila neticoco nangabe imifula nemadamu kungcola? Ingcola kanjani imifula, emadami nemachibi?"
- 2 Tjela bafundzi kwekutsi batakusita kwenta iphosita letawutjela bantfu kwekutsi kufanele benteni kute bente imifula ihlale ihlobile kulekelela ticoco, tinhlanti naletinye tilwane. Cela imibono kubafundzi kwekutsi yini lengabhalwa kule phosita. sibonelo: londvolutani ticoco-ningajikijeli emaplastiki netingilazi emantini; Ticoco tidzinga emanti lahlobile njengatsi-ngcinani imifula ihlobile. Bhala kahle ngetinhlavu letincane kubonakale bese ucela bafundzi badwebe titfombe bangete kule phosita. Labanye bafundzi bangadzabula emaphepha nobe bajube tikhwama temaplastiki banamatsisele kulephosita.
- 3 Nangabe sekucedziwe ngephosita, yinamatsisele elubondzeni ngasemnyango welikilasi kute ikhutsate bafundzi kutsi "bayifundzele" batali babo nabatobalandza esikolweni.

Stella utsi:



Lomsebenti ungentiwa kunoma nguluphi lulwimi, ngoba lomsebenti ugicile ekufundziseni likhono lekuhlalela emagama ngemalunga. kukhutsata kwati tilwimi letinyenti nekwati lulwimi lwasekhaya, zama kwenta lomsebenti ngemagama langemalunga lamanyenti aletinye tilwimi.

Kuhlanganisa nekwehlukana (emalunga)

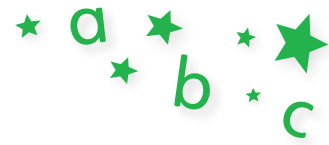
- 1 Cela ebafundzi kutsi bahlale emethini. Shano linye lemagama leliphuma eluhlwini lwemagama emalunga lamanyenti bese ukhombisa kutsi lihlukeniswa njani ngemalunga, sibonelo: **si | co | co | m | si | la**.
- 2 Tjela bafundzi kwekutsi bawulingisa sicoco. Tjela ticoco kutsi tizubele lilunga ngalinye: **si** (zuba kanye) **co** (zuba kanye) **co** (zuba kanye) **m** (zuba kanye) **si** (zuba kanye) **la** (zuba kanye). Bafundzi abahlanganise emalunga aeligama futsi: **si | co | co | m | si | la = sicocomsila**.
- 3 Tjela ticoco tizube futsi. nyalo bafundzi abashaye tandla njalo sicoco nasizuba.
- 4 Shano lelinye ligama leliseluhlwini bese ucela bafundzi kwekutsi bahlahlele leligama libe ngemalunga. Sicoco kufanele sizubele lilunga ngalinye bese likilasi lonkhe lishaya tandla nasizuba lesicoco.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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: sicocomsila, lokuncane, kubhukusha, kundanda, lokufishane, kundiza

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: **si | co | co | m | si | la**.
- 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: **si** (one jump) **co** (one jump) **co** (one jump) **m** (one jump) **si** (one jump) **la** (one jump). Learners must then put the syllables together to say a word: **si | co | co | m | si | la = sicocomsila**.
- 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.






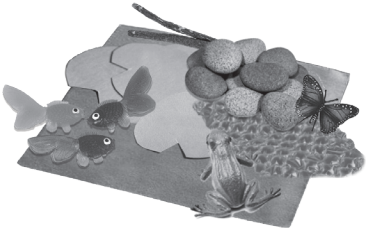


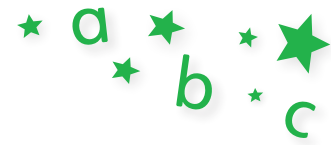
Small group activities

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





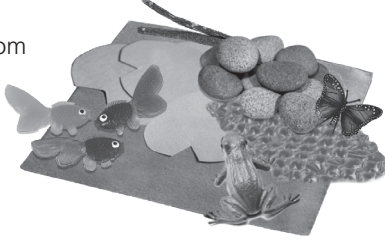


Umsebenti wemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu Titfombe telidamu lelincane netidalwa letihlala kulo nadvute nalo 	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Khuluma ngetidalwa letihlala edamini nasedvute nalo. Letinye tilwane Harry lekangatitfolo edamini? (luvivane, inyosi, inyoka, intsetshe, umgololo, inyoni) Nangabe unemabhuku lanetitfombe telidamu lelincane, banikete bafundze kulivula bayofika ekugcineni. Chazela bafundzi kwekutsi batawudvweba lidamu lelincane balebule netidalwa letikulo.
<ul style="list-style-type: none"> Emakhadi esitfombe neluhlavu Sishaya timphungane (ungakwenta loku ngelipuleti leliphepha nobe sivalo se yogathi usinamatsisele ekigcineni kwelutsi) 	<p>Umsebenti 2: Timphica kanye nemidlalo</p> <ol style="list-style-type: none"> Beka likhadi lesitfombe neluhlavu ulibukise etulu etafuleni. Beka tinhlavu tibuke phasi. Umfundzi ngamunye akaniketwe litfuba kuvula likhadi leluhlavu asho umsindvo loshiwo nguloluhlavu. Bonkhe bafundzi ecejini abazame kutfolo sitfombe lesihambisana neluhlavu. Basishaye ngalesishaya timphungane. 
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.
<ul style="list-style-type: none"> Likhasi lelikopiwe lemsebenti welibumba lekudlala, lelifakwe iplastiki yekulivikela nobe lelifakwe eplastikini lelivikelako Libumba lekudlala 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Chazela ebafundzi kutsi bambonye emaphethini ngenhlama/ngelibumba lekudlala leligocwe ngetibungu.  
<ul style="list-style-type: none"> Liphepha leliluhlata lijutjwe tindingilizini (liphedi lily), ematje lamancane, indvwangu leluhlata sasibhakabhaka nobe indvwangu yemanti, tinsi, lubumba lwekudlala sicoco lesentiwe ngeplastiki, luvivane lelentiwe ngeplastiki netinhlantini (nome titfombe letijutjwe kumagazini) 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <p>Khumbuta ebafundzi ngetiprope letisekhoneni lemdlalo bese ubagcugcutela kutsi bachubeke kusukela evikini 1 nangabe sebentile lidamu lelincane futsi sebadlalile nebalingswa, sib: ticoco, tinhlanti, emavivane</p> 



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • Pictures of ponds and creatures that live in and around 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 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) 2 If you have books showing pictures of ponds, give them to learners to page through. 3 Explain to learners that they must draw a picture of a pond and label the creatures.
<ul style="list-style-type: none"> • Letter picture cards • Cheap fly swatters (you can make this with a paper plate or yoghurt lid stuck on to the end of a stick) 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the letter picture cards face up on the table. Put the letters face down. 2 Each learner must take a turn to turn over a letter card and say the sound the letter makes. 3 All the learners in the group must try to find a picture that matches the sound and swat it with the fly swatter. 
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 4 Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> • A photocopy of the Playdough activity page, laminated or placed in a plastic sleeve • Playdough 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they must cover the patterns with playdough that has been rolled into long worms. 
<ul style="list-style-type: none"> • 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) 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they made a pond and then played with the characters, for example frogs, fish, butterflies. 

★ Temo netintjontji tetitjalo

Indzaba

Temo intfombatanyana lebeyihlakaniphile ihlala edolobhaneni laseQunu. Ngalelinye lilanga esikolweni, likilasi lakhe lafundza ngekutjalo tibhidvo. Temo abengasakwati kulindza kutsi efike ekhaya atjele batali bakhe ngako. Temo nakefika ekhaya, wafaka i-ovaloli, emagomazi kanye nesigcoko wase utsi, "Make, Babe, ase nibuke!"

"Kungani ugcoke njalo, Temo?" kwabuta babe wakhe.

"Ngifuna kuhlanyela tibhidvo tami," washo ngekujabula.

"Loko kuvakala kungumcondvo lomuhle," kwasho make wakhe. Ngako-ke Temo nababe wakhe bakhetsa indzawo ebaleni lapho Temo abetawucala khona ingadzi yakhe.

Temo nababe wakhe basebenta bonkhe engadzini. Basebentisa imfologo yasengadzini kulima umhlabatsi locinile. Loku kwente umhlabatsi watsamba walungela kuhlanyela. Base bahhaliga ematje emhlabatsini.

Ngelilanga lelilandzelako uma Temo ebuya esikolweni, wakhumula timphahla tesikolo waya engadzini nababe wakhe. Bahlanyela sipinashi, likheroti, tamatisi kanye nenhlayelo yemabhontjisi. Ngemuva kwaloko Temo bekahlala ajabulela kubuya esikolweni atewunisela ingadzi yakhe.

Kepha ngalelinye lilanga Temo wabuya ekhaya wabona timbuti tidla titjalo engadzini yakhe. Temo waticosha.

"Make! Babe! Timbuti tidla titjalo tami," wakhala. "Tente imfihlilili!" Temo wacabanga sikhshana wase utsi, "Asakheni fenisi sibiyele lengadzi." Babe wakhe wacabanga kutsi kungumcondvo lomuhle base bakha fenisi.

Kepha kukhatsateka akumange kuphele lapho. Tinkhomo betihlakaniphe kakhulu tivula lisango lengadzi ngetimphondvo tato! Temo wetama kuticosha tinkhomo, kepha tatibonakala titinkhulu futsi abetfukile! "Make! Babe!" wamemeta. "Tinkhomo tidla tibhidvo tami!" Babe wakhe weta waticosha tinkhomo. Temo wase uyacabanga. "Asikhiye lelisango ngenqidi," washo njalo. Babe wakhe watfola ingidi yekukhiya ngayo lisango.

Temo wayisombulula lenkinga yetimbuti netinkhomo, kepha ngalelinye lilanga wabona kutsi netinyoni tiyatidla titjalo engadzini yakhe. "Ngiyati," kwasho Temo. "Asifake inetha ngetulu kwengadzi." Base benta njalo.

Temo akamange asakhatsateka ngetilwane letidla titjalo engadzini yakhe. Letitjalo engadzini yaTemo takhula, masinyane tibhidvo talungela kukhiwa. Temo wasita make wakhe kupheka lisobho lelimnandzi lemabhontjisi, emakherothi, sipinashi nematamatisi, umndeni wonkhe wajabulela kudla lokubuya engadzini yaTemo. "Wente umsebenti lomuhle, Temo" kwasho make wakhe. Temo wagcwala injabulo nekutigcabha.

Lenzaba iphelela la.



★ 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.





Liculo

Emakherothi, ematamasi, sipinashi nemabhontjisi

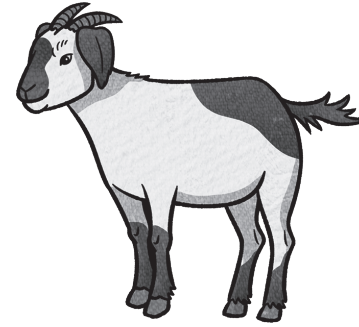
Tibhidvo tingilungele

Njengesitsibandlala nekudla kwemini

Tindvuku tetibhidvo tikulungele kutitika

Emakherothi, ematamasi, sipinashi nemabhontjisi

Tibhidvo tingilungele



(Cula ngeshuni "Twinkle Twinkle little star" nobe usebentise ishuni yakho.)

Emagama lavela endzabeni

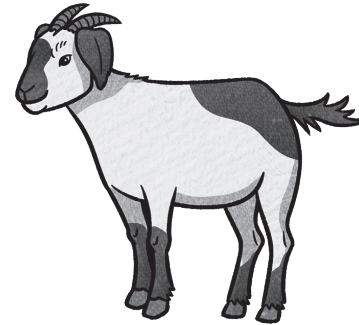
Emagama lamcoka:	sibhidvo	inhlanyelo	imbuti	idangala	emagomazi	umhlabatsi
Lamanye amagama langetiwe:	lisobho	imfihlilili	luphondvo	ingidi	likherothi	libhontjisi
	sipinashi	tamasi	ifenisi	inkhomo	linetha	lisango





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

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





Utawuzinga loku:

- Indzaba: *Temo netintjontji tetitjalo*
- Emaphaphethi: Temo, ema-dungaree namabhudzi, Babe, imbuti, inkhomo, likani lokunisela, incenye yensimu kanye nefenisi
- Tinsita: ema-gumboots, sigcoko, umhlabatsi, ingidi, inetha, sipinashi, sicadze, tamatisi, imbewu yemabhontjisi emaphaketheni kanye nesipinashi lesisha, sicadze, tamatisi kanye nemabhontjisi laluhlata
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama

Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

Shano lomlololetelo *Nginyakatisa iminwe yami* kubitela ebafundzi emethini ngesikhatsi sendzaba.

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: *“Wake watjala lokutsite / wasebenta engadzini? Ngabe titjalo tikhulile? Uke waba netinkinga ngekuta kwetilwane titodla titjalo takho?”*
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Coca ngemagama lamcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini. Sibonelo, Bakhombe imbewu yetibhidvo emaphaketheni noma imbewu loyomisile (sibonelo: imbewu yematsanga, imbewu yemmbila). Letsa ingidi nesikhiya bese ukhombisa bafundzi kutsi bangakhiya njani futsi bawuvule.

2 Ngalesikhatsi uoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekwenza ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela ebafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Ucabanga kutsi yini lekufanele ayente kucala Temo kulungisa ingadzi yakhe? Ucabanga kutsi bobani tigabengu tetitjalo? Yini lengentiwa nguTemo kuvimbela tilwane kungena engadzini?”*

3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: *“Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba?”*

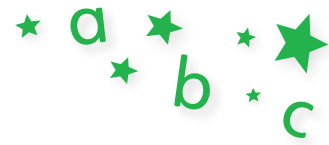
Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“inetha, nababe, sipinashi. Ungawuva umsindvo lohlosiwe: inetha, nababe, sipinashi? Yebo ucinisile! Wonkhe anawo lomsindvo /n/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama nga /n/: linesi, namanedi, inethi, inongo, inalitsi, linabukeni, linantji, namatselisa, neka.”* (Gcizelela umsindvo lohlosiwe usasho lamagama.)
- 3 Shano umsindvo /n/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /n/: **“n-n-n”**. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





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 wriggle my fingers* to bring learners to the mat for story time.

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"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: *"inetha, nababe, sipinashi. Can you hear the focus sound: inetha, nababe, sipinashi? Yes, you are right! They all have the sound /n/."*
- 2 *"Listen carefully, here are some more words with /n/: linesi, namanedi, inethi, inongo, inalitsi, linabukeni, linantji, namatselisa, neka."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /n/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /n/: *"n-n-n"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



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!



Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



Liviki 1 Lusuku 2

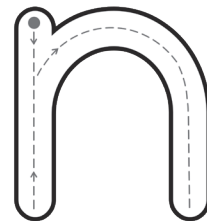
Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngench azelo yemagama latfulwe ngelusuku lwekucala.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoca lendzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lokutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba.
- 4 Shano imigca lembalwa yeliculo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene bacule nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa leliculo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwenta kute ebafundzi bacondzise lulwimi lwaleliculo.
- 6 Fundzisa ebafundzi kukhombisa ngekwenta kwaleliculo kute beve bumandzi betilwimi letinyenti.

Kubumba luhlavu

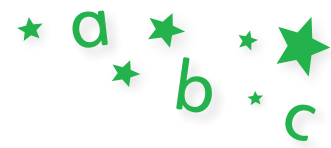
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /n/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /n/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangalingisa kunuka tinfo letidvute nabo basho kutsi: "nuka".
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo /n/. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: "Cala etulu wehle, khuphuka khona lapho ujikele ngesekudla wehle."
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

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



Week 1 Day 2

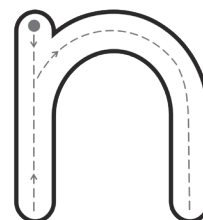
Whole class activities

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 /n/ or if they can think of any other words that start with the sound /n/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be sniffing or smelling things around them while saying: "nuka".
- 3 Show learners how to write the letter n. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, up, over and down."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Utawuzinga loku:

- Emaphaphethi netinsita talndzaba
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **n** njengemsindvo ngco: linesi, namanedi, inethi, inalitsi, inoni, nindza, linantji



Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama. Sibonelo: Bangawasho emagama etimpahla lebetigcokwa nguTemo ngalesikhatsi asebenta engadzini? (*ema-gumboots, ema-dungaree*)
- 3 Khetsa ebafundzi kutsi badlale kuba balingiswa endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingiswa kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenta konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

Emabhokisi etinhlamvu

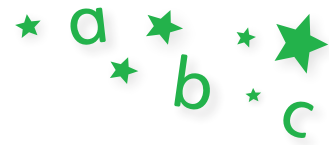
- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlavu bese utsi: *“Loluhlavu **n** lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **n**: linesi, namanedi, inethi, inalitsi, inoni, nindza, linantji



Week 1 Day 3

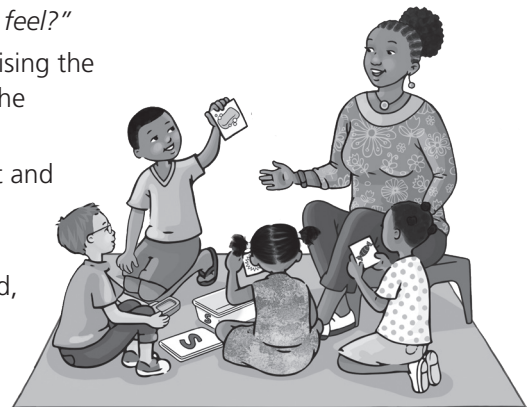
Whole class activities

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 n."* 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.



Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Titfombe tetibhidvo nobe tibhidvo cobo
- Libhodo Kanye neliphini

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

- "Ubona bani?" (balingiswa/badlali)
- "Wentani?" (tento nekwentani)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo/sikhundla)
- "Kungani ucabange...?" (kucabanga ngalokujulile, kuveta imibono)

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

Kulandzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Tfula emagama lamasha laphuma kusilulumagama.
- 3 Khetsa sinye sitfombe kuletilandzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalandzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: "Ingabe letitfombe tilandzelana ngendlela lefanele?"
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulandzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: "Yini letakwenteka ngalokulandzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?"
- 8 Uma titfombe setilandzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulandzelanisa.



Kulalela imisindvo lesemcoka

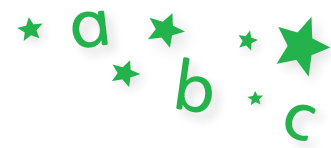
- 1 Hlalisa bafundzi bente indingilizi bese ubatjele kutsi uyotsenga utowenta lisobho letibhidvo nome sitjulu sesidlo sasemini. Beka libhodo letibhidvo nemakhadi etitfombe nome tibhidvo tangempela emkhatsini wendingilizi.
- 2 Cela bafundzi kutsi batfole sitfombe sesibhidvo lesicala nga "c" (sibonelo, sicadze) bese basifaka ebhodweni. Bese ucela lomunye umfundzi atfole intfo lecala nga "t" (sibonelo, litabhane) ayifake ebhodweni. Chubeka ngalendlela kute tonkhe titfombe ticine tifikwe ebhodweni.
- 3 Buta bafundzi kutsi yini lenye lekudzinga siyengete kwenta lisobho, cala ngemsindvo /m/ (emanti). Singabuye singete intfo lecala nga /s/ (sitoko nome sawoti). Yenta shangatsi ungeta emanti, bese uyapheka, gojotisa unambitse lelisobho.
- 4 Buta bafundzi kutsi bangatikhumbula yini tibhidvo lotisebentisile "kwenta" lelisobho. Uma kumatima kukhumbula, banike luhala ngekusho umsindvo wekucala waleligama. Sibonelo: "singete sibhidvo lesicala ngemsindvo 'sh'. Yebo, ishaladi"



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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:



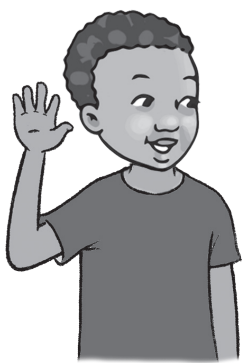
These are useful questions to ask about each picture:

- "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 that starts with the sound "c" (for example: sicadze) and put it into the pot. Then ask another learner to find something that has the focus sound with "t" (for example: litabhane) 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 /m/ (emanti). We can also add something starting with /s/ (sitoko nome sawoti). Pretend to add water, then cook, stir and taste the soup.
- 4 Ask learners if they can remember what vegetables you used to "make" the soup. If they struggle to remember, give them a clue by saying the first sound of the word. For example: "We added a vegetable that has the focus sound 'sh'. Yes, ishaladi."



Small group activities

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



Utawudzanga loku:

- **Likhasi lemsebenti lelisesitfombe senkhomo ya Temo** lemfundzi ngamunye
- Tintsi temaswidi nobe tintsi, sikelo, iglu
- Emakhrayoni embala ewaksi lamakhulu
- Likhasi le-A4 lelingenalutfo lemfundzi ngamunye
- Emakhadi etifombe emagama lanemalunga lamanyenti lahlobene nendzaba: ticadze, sipinishi, ingadze, emabhudze, emakhova, inkanankana, ematamatisi (ngeta letinye titfombe tetibhidvo lesisephepheni lelikhangisa lokutsengiswako), sikhwama sendwangu
- Ishoki nobe emakoki, tibali, sinamatselisi

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

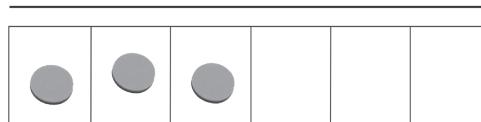
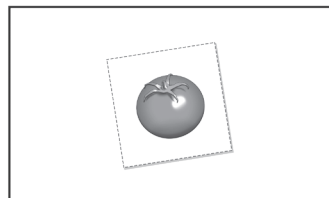
Yenta, dvweba futsi ubhale

- 1 Chazela bafundzi kutsi batawukwenta ingadzi yetibhidvo njengalena lesendzabeni, *Temo netintjontji tetitjalo*.
- 2 Bangacala ngekudvweba tibhidvo tikhula engadzini nesibhakabhaka. Bangasika futsi banamatselise sitfombe senkhomo eceleni kwengadzi yetibhidvo. Buta bafundzi: "yini loyidzingako kuvimba lenkhomo ingadli tibhidvo tabo? Yebo, ifenisi!"
- 3 Bafundzi bangabuye banamatselise tinsaba nome tindvuku temaswidi ekhasini kwenta ifenisi.



Kuhlanganisa nekwehlukana (emalunga)

- 1 Dvweba ibhodi ya '**Shano-uhambise**' eshadini leliphencekako nome ebhodini ekilasini lakho.
- 2 Beka emakhadi etitfombe esikhwameni sendwangu ucele umfundzi akhetse likhadi lesitfombe lesinemalunga lamanyenti bese ulinamatselisa endzaweni lenkulu lengucalane kulebhodi ya '**Shano uhambise**'.
- 3 Nyalo cela umfundzi asho lesitfombe bese welula leligama, nome ulisho kancane, kubasita kutsi beve lilunga ngalinye egameni. Nika umfundzi tintfo tekubala bese umsita kuhambisa intfo yekubala ingene ebhokisaneni njalo uma asho lilunga.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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: ticadze, sipinishi, ingadze, emabhudze, emakhova, inkanankana, ematamatisi (ngeta letinye titfombe tetibhidvo lesisephepheni lelikhangisa lokutsengiswako), sikhwama sendvwangu
- Chalk or markers, counters, Prestik

Week 1 Day 5

Whole class activities

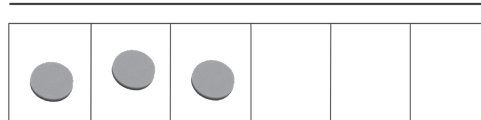
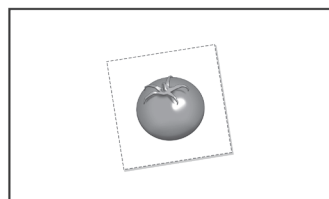
Make, draw and write

- 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

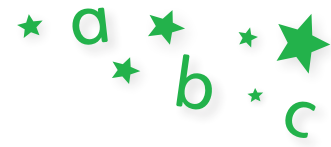
Remind learners about the small group activities, the rules for each activity and the tidy-up process.










Imisebenti yemacembu lamancane weliviki 1

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu <div data-bbox="230 705 557 934"> <p>Temo netintjontji tetitjalo</p> <p>kmo wva lide</p> </div> <div data-bbox="204 953 565 1295"> <p><i>Kulesikhatsi semnyaka, ebafundzi bangahle babe neketetsema lokuncono kutsi betame kutibhalela ngekwabo. Ungakhatsateki uma labanye ebafundzi babhala luchungechunge lwetinhlavu bangashiyi tikhala.</i></p> </div>	<p>Umsebenti 1: Kudweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminyane imibono. Gcugcutela ebafundzi kutsi badvwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdvwebo wakhe. Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamano yabo.
<ul style="list-style-type: none"> Emaphepha lamabili lanetitfombe temabhontjisi, ticadze, spinashi, ematamatisi, naletinye tibhidvo (ungajuba loku emaphepheni etitolo ekukhangisa lokutsengiswako uwanamatsisele ekhadini) <div data-bbox="204 1507 591 1772"> <p><i>Kubalulekile kuba nelicashati lelinembala ngemuva kwinye lemakhadi lahambisanako kute ebafundzi kutsatsa linye likhadi lelinelicashati nalelite licashati kute batfole lahambisanako</i></p> </div>	<p>Umsebenti 2: Timplica kanye nemidlalo</p> <ol style="list-style-type: none"> Chazela bafundzi kwekutsi batawufaka titfombe tibuke phasi, bese batsatsa emakhadi lamabili, nangabe ahambisana, bangawagcina lawo makhadi, nangabe angahambisani, ababuyisele lamakhadi lapho bawatsatse khona <div data-bbox="656 1464 1524 1663"> </div>
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana <div data-bbox="326 1952 456 2114"> </div>	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.


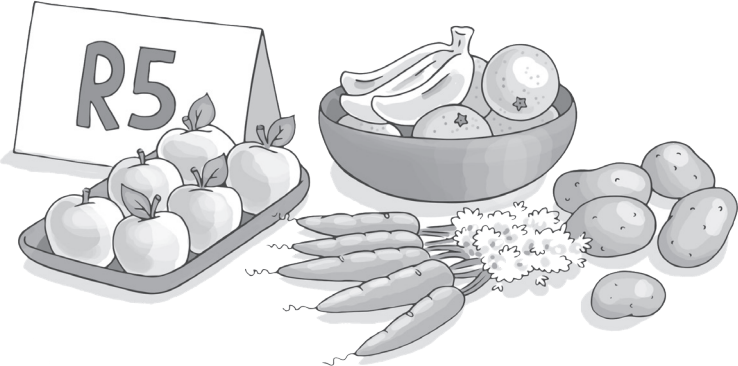


Small group activities for Week 1

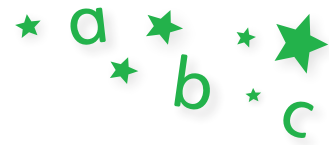
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p>Temo and the plant thieves c o p n e t</p>  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> Two 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)  <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>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 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. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.


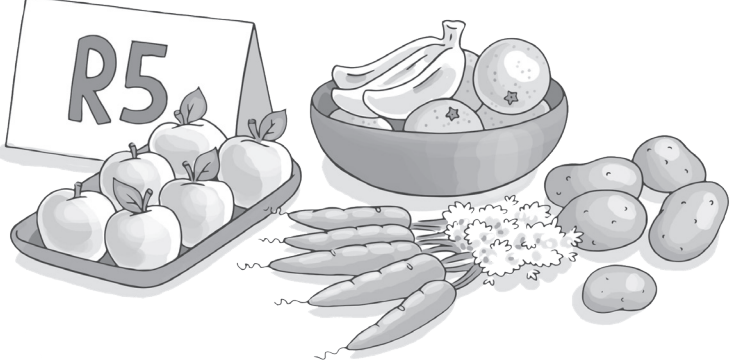




Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Ikhophi yelikhasi yemsebenti weMbila lemfundzi ngamunye. I-glu, sikelo liphepha leliluhlata naleli luphuti 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Chazela bafundzi kwekutsi abajube emaphepha laluhlata nalaluphuti abe tikwele letincane bese banamatsisela lamaphepha kulomdvwebo wesihlahla semmbila. 
<ul style="list-style-type: none"> Tinsita: emakhreti, luhla lekutsenga tikhwama tekutsenga, emabhaskidi, ematreyi etibhidvo sikalo sekukala titselo netibhidvo, sikhangiso lesitsi "sipeshali sanamuhla", lokusendalini – 10%, inkhomba yekuvula, umshini wekubhadala nobe irejista yemali (loku kungentiwa ngelibhokisi) tiliphu tekubhadala letahlukahlukene, imali, titselo netibhidvo emalebuli lakhombisa linani letintfo, sidziya semtsengisi 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha. Bachazele kwekutsi batawulingisa kutsengisa tibhidvo emakethe nobe esitolo sasemgwacweni Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. 





You will need	Activities
<ul style="list-style-type: none">• A photocopy of the Mealie activity page for each learner• Glue, scissors, yellow and green paper	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">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. 
<ul style="list-style-type: none">• 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	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">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.2 Visit the corner at least once to observe and encourage learners' pretend play. 





Utawuzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe

- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kwelikilasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini? Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicembu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: "Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?"
- 4 Ngemuva kwekulandzelanisa tigameko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo.
- 6 Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 7 Uma sikhatsi sikhona, ebafundzi bangakwati "kufundza" emabhukwana abo lamancane nebalngani babo ekilasini.
- 8 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze nemindeni yabo.



Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: "tamatisi, tilwane, Temo netintjontji tetitjalo, timbuti tidla titjalo tami. Ungawuva umsindvo lohlosiwe: **timbutti tidla titjalo tami?** Yebo ucinisile! Wonkhe anawo lomsindvo /t/."
- 2 "Lalela ngekuophelelisisa, nawa lamanye emagama lacala nga /t/: litafula, ititi, titini, litamatisi, litotoyi, itapeti, lilitologo, litulu, ticatfulo, sitiba, sitepisi, sitimela, situlo, tamula." (Gcizelela umsindvo wekucala usasho lamagama).
- 3 Shano umsindvo /t/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /t/: "**t-t-t**". Kwente loku kubemndzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.



Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “tamatisi, tilwane, Temo netintjontji tetitjalo, timbuti tidla titjalo tami. Can you hear the focus sound: **timbutti tidla titjalo tami**? Yes, you are right! The focus sound is /t/.”
- 2 “Listen carefully, here are some more words with /t/: tafula, litafula, ititi, titini, litamatisi, litotoyi, itapeti, litilogo, litulu, ticatfulo, sitiba, sitepisi, sitimela, situlo, tamula.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /t/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /t/: “**t-t-t**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Utawuzinga loku:

- Libhuku Lelikhulu: *Temo netintjontji tetitjalo*
- Emanti etitjeni kanye lelibhulashi lekupenda lemfundzi ngamunye

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

Kufundza ngekuhlanganyela – Libhuku Lelikhulu

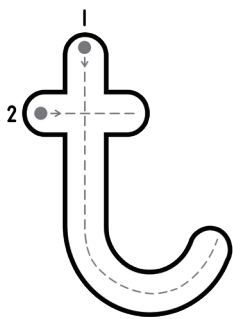


- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulanzela.
- 5 Ngemuva kwekuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futsi uphindze ugugcutele ebafundzi kutsi “bafundze” kanye nawe.



Kubumba luhlavu

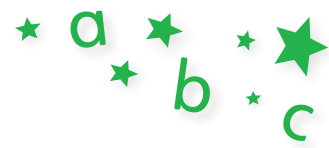
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /t/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /t/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangalingisa kuhuba **litiya** leliphisako.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo /t/. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: “*Calo etulu wehle, yenta umsila ngesekudla, ncamula emkhatsini.*”
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, hamba ngaphandle unike umfundzi ngamunye sitja lesinemanti nelibhulashi lekupenda. Ebafundzi bangapenda luhlavu ngemanti ecadzini tikhatsi letinyenti.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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

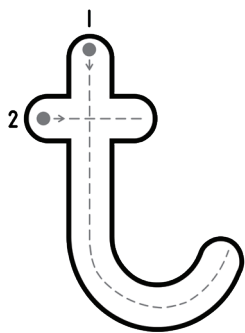
Shared reading – Big Book

- 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 /t/ or if they can think of any other words that start with the sound /t/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be sipping a cup of hot tea (**tiya**).
- 3 Show learners how to write the letter **t**. Write a large letter on the board or in the air while saying the following: “Start at the dot, go down and around. Lift and cross near the top.”
- 4 Let learners practise the letter formation in the air, on the 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.



Utawuzinga loku:

- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **t** njengemsindvo ngco: litafula, titini, litulu, ticatfulo, tamatisi, tibuko, litologo, tipikili, litiya

Liviki 2 Lusuku 3

Imisebenti yelikilasi lonkhe

Kufundza kulalela

- 1 Chazela bafundzi kutsi utawubanjela lokutsite lokubuya endzabeni futsi kumele balalele ngekucopehela kubona kutsi kuliciniso nome kungemanga (akusilo liciniso). Uma bacabanga kutsi loku lokushoko kuliciniso, kumele titfupha tabo tibe setulu futsi uma bacabanga kutsi kungemanga, kumele titfupha tabo tibe phasi. Sibonelo:
 - ★ Lihhashi lingene engadzini yaTemo yetibhidvo. (ngemanga)
 - ★ Temo nababe wakhe bakhe ifenisi yatungeleta ingadzi yetibhidvo. (liciniso)
 - ★ Temo ukhe titselo engadzini yakhe. (ngemanga)
 - ★ Temo wente toso ngaletibhidvo. (ngemanga)
 - ★ Temo utjale emabhontjisi, ticadze, sipinashi nematamatisi. (liciniso)
 - ★ Make waTemo umsite ngekugubha ingadzi nekuhlanyela imbewu. (ngemanga)
 - ★ Timbuti tente umonakalo engadzini yaTemo yetibhidvo. (liciniso)
- 2 Chubekisa lomdlalo, kodwa cela bafundzi bacabange ngalokutsite kulenzaba lekungahle kube liciniso nome ngemanga.

Emabhokisi etinhlamvu

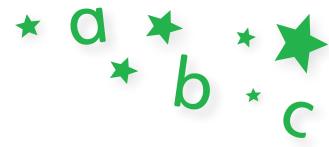
- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucinzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucinzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlavu bese utsi: *“Loluhlavu **t** lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- A letter box containing objects or pictures that have the focus sound **t**: litafula, titini, litulu, ticatfulu, tamatisi, tibuko, litologo, tipikili, litiya

Week 2 Day 3

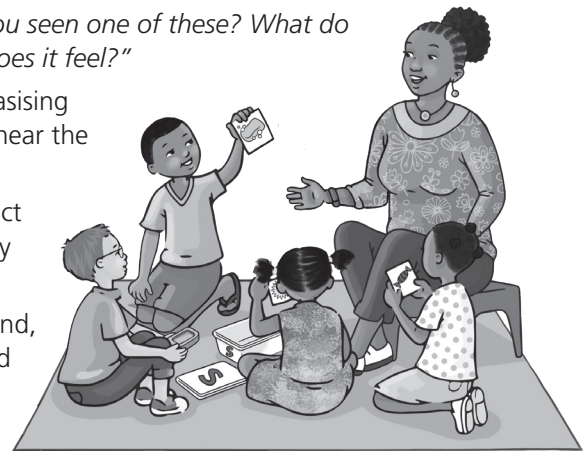
Whole class activities

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



Small group activities

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





Utawuzinga loku:

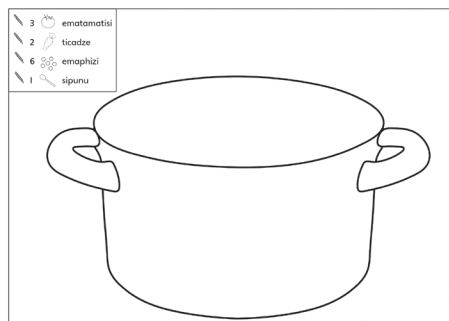
- Liphepha lelikopiwe lemsebenti wekuFundza wente lemfundzi ngamunye
- Emakhrayoni embala ewaksi lamakhulu
- Titfombe tetitselo nobe titselo lucobo lwato, libhaskidi, indishi yekwentela kuyo isaladi yetitselo

Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

Fundza wente

- 1 Tjela ebafundzi kutsi babuke luhla ekhasini lemsebenti bese bakhuluma ngaloko labakubonako (tinombolo, titfombe kanye nemagama).
- 2 Tjela ebafundzi kutsi nyalo batawenta umsebenti lojabulisako "fundza wente". Kumele bafundze umugca ngamunye bese benta loko lokushoko basebentise indzawo lengenalutfo ekhasini.
- 3 Fundzani kanye umugca wekucala futsi. Dwweba ematamatisi. lamantsatfu.
- 4 Buta kutsi bakhona yini ebafundzi "labangafundza" kutsi yini lelandzelako eluhlwini lekumele yentiwe: Dwweba ticadze timbili.
- 5 Bachubeka ngalendlela ngayo yonkhe imilayeto.
- 6 Basite bafundzi nangabe batfola bumatima ekufundzeni ticondziso.



Kulalela imisindvo lesemcoka

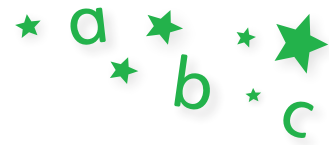
- 1 Hlalisa bafundzi babe yindingilizi bese ubatjela kutsi uyotsenga titselo tekwenta idizethi, beka libhaskidi letitselo nemakhadi nobe titselolucobo ekhatsi kwalendingilizi .
- 2 Tjela bafundzi babuke sitselo nobe sitfombe sesitselo lesicala nga /**w**/ (sibonelo -liwolintji) bese ulingisa kulicoba ulifake endishini. Tjela lomunye umfundzi abuke lesinye sitselo lesicala nga /**ph**/ (sibonelo: -phayinaphu) bese ulingisa kumcoba ufake endishini chubeka njalo tize tiphelele tonkhe titselo endishini.
- 3 Buta bafundzi kutsi yini lenye labangatsandza ifakwe kule saladi yetitselo/**kh**/ -khilimu nobe ikhastedi bese iyanambitfwa lesaladi.
- 4 Buta bafundzi kutsi bangakhumbula yini kutsi kungitiphi titselo letisentjentsiwe kwenta lesaladi. Nangabe bane bumatima kukhumbula bakhumbute ngetinkhomba njengekusho luhlavu lwekucala lesitselo ngasinye. Sibonela: "Sifake sitselo lesicala nga/**ph**/" Yebo, phayinaphu.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

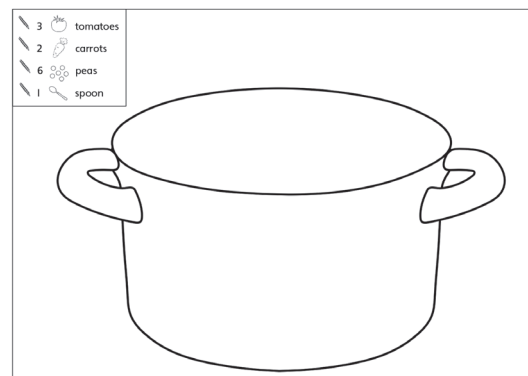
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Pictures of fruit or real fruit, a basket, a bowl for fruit salad

Week 2 Day 4

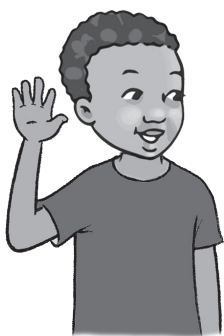
Whole class activities

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 has the sound /w/ (for example: liwolintji) and pretend to chop it and put it into the bowl. Then ask another learner to find something that begins with /ph/ (for example: phayinaphu) 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/ – khilimu. 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 focus sound of the word. For example: “We added a fruit that starts with the sound /ph/. Yes, a phayinaphu.”

Small group activities

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



Utawudzinga loku:

- Iflipshadi nemakha
- Emakhadi etifombe emagama lanemalunga lamanyenti lahlobene nendzaba: ticadze, sipinishi, ingadze, emabhudze, emakhova, inkanankana, ematamatisi (ngeta letinye titfombe tetibhidvo lesisephepheni lelikhangisa lokutsengiswako), sikhwama sendvwangu
- Sikhwama lesiyindvwangu, ishoki nobe imakha, tibali, sinamatselisi

Liviki 2 Lusuku 5

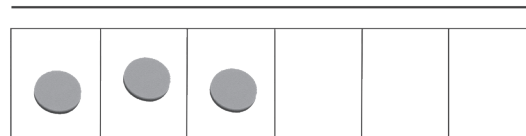
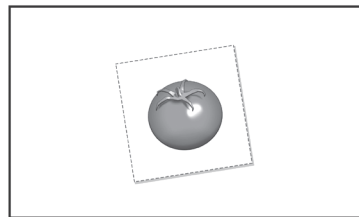
Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Buta bafundzi kutsi bayakhumbula yini kutsi yini lebeyidzingwa tihlahla taTemo kute tikhule.(lilanga,umhlaba,emanti).bese utsi:“Ngubani longakhumbula kutsi yini layente kucala Temo nakatjala ingadzeni yakhe?(usebentise imfologo kwenta umhlaba utsambe.) wenteni ngemuva kwaloko?”
- 2 Nangabe sewucedzile kukhuluma ngetindlela letilandzelwako nakutjalwa emaveji.Cela bafundzi bakusite ubhale phasi kute ukhutimbule futsi ukwente nakulamanye emakilasi.
- 3 Cala ngesihloko lofuna kusifaka etulu kwalelikhasi.sibonelo: atjalwa njani emaveji.
- 4 Bese ubhala “sigaba sekucala 1”buta bafundzi kutsi yini layente kucala Temo. chubeka ngaleyondlela,lalelisisa lekushiwo bafundzi bese nivumelana kutsi kubhalweni. Khuluma ligama njalo nawulibhala.kute bafundzi babone kutsi ligama lebalikhulumako libhalwa njani.

Kuhlanganisa nekwehlukana (emalunga)

- 1 Dvweba ibhodi ya ‘**Shano-uhambise**’ eshadini leliphencekako nome ebhodini ekilasini lakho.
- 2 Beka emakhadi etitfombe esikhwameni sendvwangu ucele umfundzi akhetse likhadi lesitfombe lesinemalunga lamanyenti bese ulinamatselisa endzaweni lenkulu lengucalane kulebhodi ya ‘**Shano uhambise**’.
- 3 Nyalo cela umfundzi asho lesitfombe bese welula leligama, nome ulisho kancane, kudasita kutsi beve lilunga ngalinye egameni. Nika umfundzi tintfo tekubala bese umsita kuhambisa intfo yokubala ingene ebhokisaneni njalo uma asho lilunga.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Flipchart paper and a marker
- Picture cards of multisyllabic words relating to the story: ticadze, sipinishi, ingadze, emabhudze, emakhova, inkanankana, ematamatisi (ngeta letinye titfombe tetibhidvo lesisephepheni lelikhangisa lokutsengiswako), sikhwama sendvwangu
- A cloth bag, chalk or marker, counters, Prestik

Week 2 Day 5

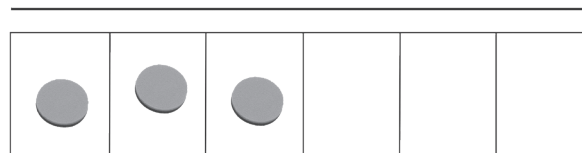
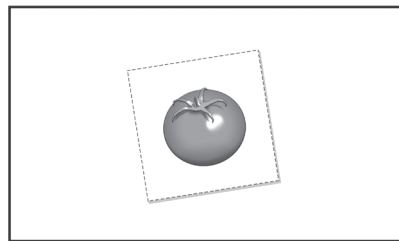
Whole class activities

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.

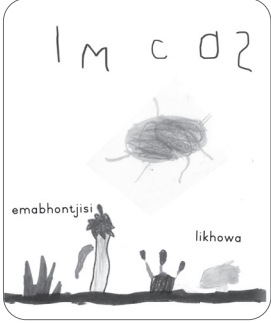




Small group activities

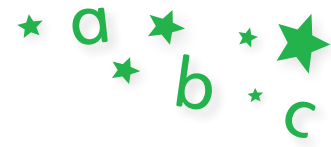
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



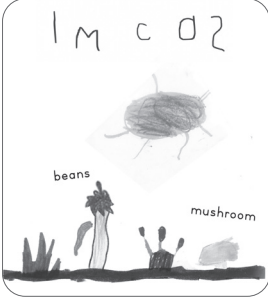


Umsebenti wemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu 	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Chazela bafundzi kwekutsi batawudvweba ingadzi netinhlobo tetibhidvo letahlukene letimile emhlabatsini. Nangabe sebadvwebe tibhidvo, bangatilebula letibhidvo ngekuhlukana kwato kulengadzi nobe bakucele ubasite kubhala emagama aletibhidvo.
<ul style="list-style-type: none"> Libhodo lelikhulu lelinemanti, timbonyo temabhodlela letibhalwe tinhlavu temagama kuto nesipunu lesikhulu Emakhadi lanetitfombe letihambisana naletinhlavu 	<p>Umsebenti 2: Timpfica kanye nemidlalo</p> <ol style="list-style-type: none"> Beka likhadi leluhlavu nesitfombe etafuleni libuke etulu. Chazela bafundzi kwekutsi batawudlala umdlalo we suphu yeluhlavu. Kufanele baniketane ematfuba kukha luhlavu nge sipunu, basho umsindvo walohlavu bese batfola sitfombe lesihambisana nalowo msindvo. 
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.

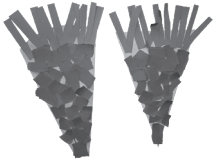
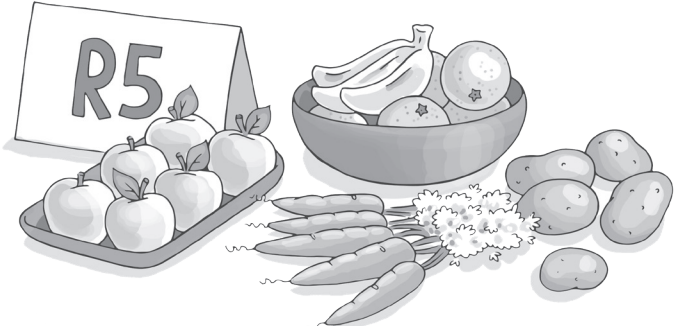




Small group activities for Week 2

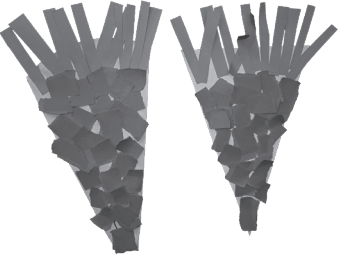
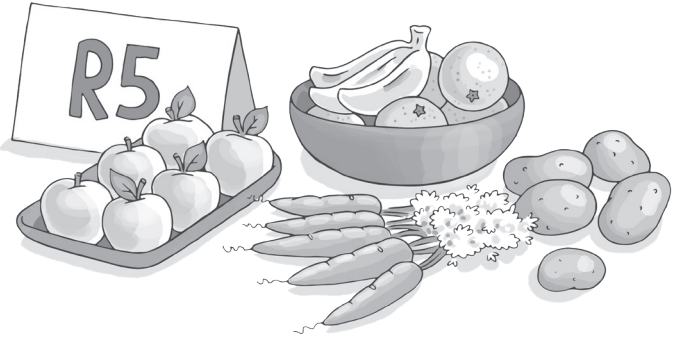
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to draw a garden with different vegetables growing in the soil. 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.
<ul style="list-style-type: none"> Large pot with some water, bottle tops with letters written on and a large spoon Picture cards to match letter sounds 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the letter picture cards face up on the table. 2 Explain to learners that they are going to play letter soup. 3 They must take turns to spoon out a letter, say the sound the letter makes and then find a matching picture. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.



Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhadibhokisi nobe lipuleti leliphhepha, iglu, sikelo, liphepha lelisawolintji naleliluhlata (ungasebentisa emaphepha lakumagazini) 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Goca lipuleti leliphhepha, nobe ujube likhadibhokisi libe ngucalantsatfu lomudze. Chazela bafundzi abadzabule liphepha lelisawolintji libe tikwele letincane bajube liphepha leliluhlata libe ticephu Bangabese banamatselisa lamaphepha kulama puleti emaphepha bente likherothi lelisawolintji lelinemacembe laluhlata.
<ul style="list-style-type: none"> Tinsita: emakhreti, luhla lekutsenga tikhwama tekutsenga, emabhaskidi, ematreyi etibhidvo sikalo sekukala titselo netibhidvo, sikhangiso lesitsi "sipeshali sanamuhla", lokusendalini – 10%, inkhomba yekuvula, umshini wekubhadala nobe irejista yemali (loku kungentiwa ngelibhokisi) tiliphu tekubhadala letahlukahlukene, imali, titselo netibhidvo emalebuli lakhombisa linani letintfo, sidziya semtsengisi 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Khumbuta ebafundzi ngetipropo letisekhoneni lemdlalo bese ubagcugcutela kutsi bachubeke kusukela evikini 1 nangabe balingisa kutsengisa tibhidvo emakethe nobe esitolo lesingasemgwacweni. Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. 





You will need	Activities
<ul style="list-style-type: none"> Cardboard or paper plates, glue, scissors, orange paper and green paper (you can use pages of magazines) 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Fold a paper plate, or cut cardboard into a long triangle. 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.
<ul style="list-style-type: none"> 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 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to sell vegetables at a market or roadside shop. 2 Visit the corner at least once to observe and encourage the learners' game. 



★ Ingadzi yaMkhulu Farouk

Indzaba

Phakatsi kwelidolobhakati, emkhatsini wetindlu netitaladi letimatasatasa, utawutfole ingadzi yaMkhulu Farouk. Amir uneminyaka lesikhombisa futsi utsandza kuvakashela mkhulu wakhe onkhe emaviki. Utsandza emacembe, timbali netihlahla engadzini yamkhulu wakhe.



Amir usebenta namkhulu wakhe engadzini lilanga lonkhe. Ufafatela umcuba emibhedzeni yetimbali aphindze asite kunisela titjalo. Uma seabecedzile, bativisa ngekudla emapheya lavutsiwe lamila esihlahleni. Ngalelinye lilanga Mkhulu akamange alidle lipheya lakhe. "Kwentenjani?" Amir wabuta. Mkhulu wakhomba Amir lipheya lakhe. Lipheya begcwele emacashati lapho tilwanyana betilidle khona.

"Ase ubuke lapha futsi, Amir, letinye titjalo tami tiyafa," kwasho Mkhulu. "Kungani?" kwabuta Amir. "Uma ubukisisa, utawubona kutsi tilwanyana nato tidla letinye titjalo," kwasho Mkhulu. "Sidzinga emabhungane!" "Yini libhungane, Mkhulu, futsi angasita njani?" kwabuta Amir. "Tinambutane letincane letinembala lobovu nalomnyama, letidla tilwanyana letibulala titjalo," kuphendvula Mkhulu. "Ngaphandle kwemabhungane, ingadzi itawufa." "Ngitakusita kutfole emabhungane," kwasho Amir.

Liviki lonkhe, Amir abebuka emabhungane yonkhe indzawo kute akwati kuwabutsela ingadzi yaMkhulu. Watfole libhodlela lengilazi lelalingenalutfo wase ufaka emabhungane akhe onkhe ngekunakekela. Wenta tikhala kulesimbonyo salelibhodlela kutsi emabhungane akwati kuphefumula. Uma awabala lamabhungane, wabona kutsi ubutsisele lalishumi!

Ngelilanga lelilandzelako, Amir wayewuvakashela Mkhulu Farouk, wamkhombisa libhodlela lakhe lelalinemabhungane lalishumi. "Wente kahle, maye mfana wami, wente kahle!" kwasho Mkhulu, amamatseka ngekujabula. Mkhulu abejabule kakhulu. Emabhungane abelambe kakhulu! Emabhungane adla letilwanyana, ingadzi yachakata. Kusukela ngalelo lilanga, ingadzi yaMkhulu Farouk yakhula kakhulu yajabulisa Amir naMkhulu.

Lendzaba iphelela la.



★ 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.





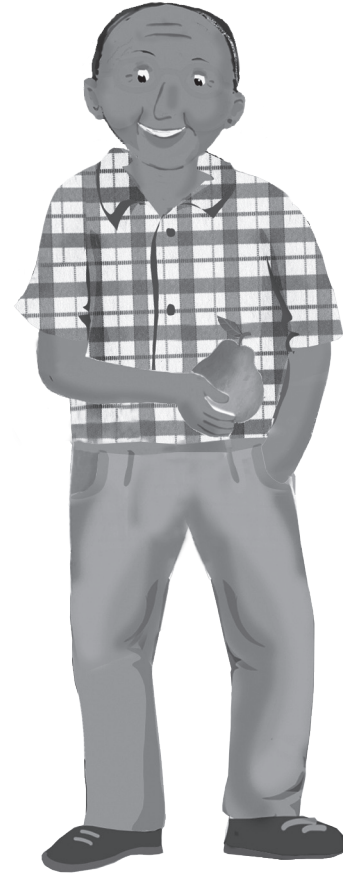
Liculo

Mkhulu abenengadzi lehle,
 Ingadzi lehle, ingadzi lehle.
 Mkhulu abenengadzi lehle,
 Legcwele titselo netimbali.

Tilwanyana tefika tadla titjalo,
 Tadla titjalo, tadla titjalo.
 Tilwanyana tefika tadla titjalo,
 Sesitawudzinga emabhungane!

Emabhungane efika adla tilwanyana,
 Adla tilwanyana, adla tilwanyana,
 Emabhungane efika adla tilwanyana,
 Yakhula ingadzi yakhula!

(Cula ngaleshuni "The wheels on the bus" nobe usebentise ishuni yakho.)



Emagama lavela endzabeni

Emagama lamcoka:	ingadzi	mkhulu	titjalo	tilwanyana	emabhungane	lidolobhakati
Lamanye amagama langetiwe:	tihlahla	umcuba	cedza	fani	butsa/gcogca	chakata
	libhodlela	-jabulile	-lambile	lipheya	timbali	





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	





Utawuzinga loku:

- Indzaba: *Ingadzi yaMkhulu Farouk*
- Emaphaphethi: Mkhulu, Amir, emabhungane asebhodloleni, titjalo tiyafa, titjalo tiyachakata, likani lekunisela
- Tinsita: lipheya, inethi yetilokatane, libhodlela, libhungane
- Tintfo nobe emakhadi etitfombe alamanye emagama laphuma kusilulumagama



Liviki 1 Lusuku 1

Imisebenti yelikilasi lonkhe

Shano lomlotelo *Nginyakatisa iminwe yami* kubitela ebafundzi emethini ngesikhatsi sendzaba.

Kucoca indzaba kanye nekwakha silulumagama

1 Ngaphambi kwekucoca indzaba

- 1.1 Tjela ebafundzi sihloko sendzaba bese wetfula balingiswa usebentisa emaphaphethi.
- 1.2 Hlanganisa indzaba nemphilo yebafundzi: *“Ngabe wena noma lomunye emndenini wakho utfole ingadzi? Yini lemila kule nsimu? Yini lekudzingeka uyente kusita titjalo tikhule? Wake walibona libhungane phambilini? Abukeka njani mabhungane?”*
- 1.3 Tsani *“Ngaphambi kwekutsi sicale, ngifuna kunitjela inchazelo yalamanye emagama lamasha kulenzaba.”* Coca ngemagama lamcoka latfolakala eluhlweni lwesilulumagama ukhombise bafundzi intfo, nobe sitfombe nobe ubakhombise ngekulingisa kutsi ligama lisho kutsini. Sibonelo, Bakhombe titfombe tetitjalo, timbali netihlahla letikhula etingadzini. Bese ubakhombisa titfombe telidolobha lelinemabhilidi lamaningi lapho kungakhuli lutfo.

2 Ngalesikhatsi uoca lenzaba

- 2.1 Coca lenzaba ngendlela lenemphilo usebentise emaphimbo lahlukene. Khombisa ngekwenza ubuye usebentise emaphaphethi netinsita.
- 2.2 Cela ebafundzi kutsi basho ngembali kutsi kutawukwentekani ngalokulandzelako endzabeni futsi ubanike litfuba ngekubuta imibuto levulekile njengekutsi: *“Ucabanga kutsi yini lekhula engadzini yamkhulu Farouk? Yini Amir layitsandzako ngensimu yamkhulu wakhe? Ucabanga kutsi kungani ingadzi ifa? Amir utawatfolaphi emabhungane?”*

3 Ngemuva kwekucoca lenzaba

- 3.1 Buta ebafundzi: *“Yini loyitsandzile ngalenzaba? Yini longakayitsandzi? Nguyiphi incenye loyitsandzisisile? Nguyiphi imibuto lonayo ngalenzaba?”*

Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“Farouk, futsi, ufafatela, ufaka, mfana. Ungawuva umsindvo lohlosiwe: Farouk, futsi, ufafatela? Yebo ucinisile! Wonkhe anawo lomsindvo /f/.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama lacala nga /f/: fahla, futsa, sifuba, lifulegi, lufudvu.”* (Gcizelela umsindvo lohlosiwe usasho lamagama.)
- 3 Shano umsindvo /f/ ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo /f/: **“f-f-f”**. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni, kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.

Nginyakatisa iminwe yami

Nginyakatisa iminwe yami
 Nginyakatisa tintwane tami
 Nginyakatisa emahlombe ami
 Nginyakatisa imphumulo yami
 Futsi nyalo (shaya tandla nyalo)
 Konkhe lokunyakata kuphumile kimi
 Futsi ngithule kangangokunekwenteka!



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: *"Farouk, futsi, ufafatela, ufaka, mfanu. Can you hear the focus sound: Farouk, futsi, ufafatela? Yes, you are right! They all have the sound /f/."*
- 2 *"Listen carefully, here are some more words that start with /f/: fahla, futsa, sifuba, lifulegi, lufudvu."* (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.





Utawuzinga loku:

- Emaphaphethi endzaba
- Umculo netinsita/ titfombe teliculo



Liviki 1 Lusuku 2

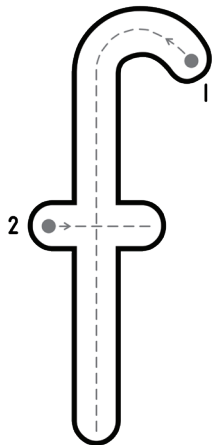
Imisebenti yelikilasi lonkhe

Kucoca indzaba nekucula

- 1 Cala ngekukhumbuta ebafundzi ngench azelo yemagama latfulwe ngelusuku lwekucala.
- 2 Phindza ucoce indzaba usebentise emaphaphethi. Buta imibuto ngalesikhatsi ucoca lendzaba. Gcugcutela ebafundzi kutsi basho ngaphambili lokutakwenteka ngalokulandzelako.
- 3 Tjela ebafundzi kutsi utawubafundzisa liculo lelisha lelihambisana nalenzaba.
- 4 Shano imigca lembalwa yeliculo ngalokuvakalako nangekungajahi, bese ucela ebafundzi kutsi nabo bangene bacule nawe. Kungaba matima kutsi ebafundzi bawakhumbule wonkhe emagama, ngako-ke fundzisa leliculo ngetigamu.
- 5 Sebentisa titfombe nobe tinsita nobe ukhombise ngekwenta kute ebafundzi bacondzise lulwimi lwaleliculo.
- 6 Fundzisa ebafundzi kukhombisa ngekwenta kwaleliculo kute beve bumandzi betilwimi letinyenti.

Kubumba luhlavu

- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /f/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /f/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi abafice linye liso linye livuleke basho kutsi **fica**.
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo **f**. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulandzelako: *"Cala etulu, jikela ngesesancele wehle, ncamula emkhatsini."*
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, gcugcutela ebafundzi kusebentisa lugodvo kubhala luhlavu emhlabatsini.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

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



Week 1 Day 2

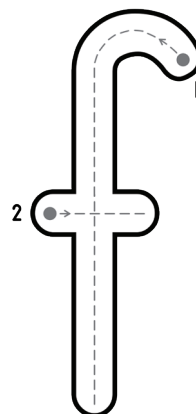
Whole class activities

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 /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 blink one eye while the other one is opened (**f**ica).
- 3 Show learners how to write the letter **f**. 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 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.



Utawuzinga loku:

- Emaphaphethi netinsita talenzaba
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **f** njengemsindvo ngco: lifulegi, fulawa, fecela, ifonela, ifeni, lifasikoti, lifasitelo, ifenisi



Liviki 1 Lusuku 3

Imisebenti yelikilasi lonkhe

Kucoca indzaba kanye nekulingisa

- 1 Cula leliculo.
- 2 Buta ebafundzi kutsi basakhumbula yini inchazelo yemagama laseluhlwini lwesilulumagama. Sibonelo: Letsa timbali noma titjalo letisha naletomile futsi letifile. Cela bafundzi bacoce incwaba yetimbali letifako noma sicuku lesichakatako.
- 3 Khetsa ebafundzi kutsi badlale kuba balingiswa endzabeni.
- 4 Khuluma ngemlingisi ngamunye endzabeni. Tjela ebafundzi kutsi batawuba ngubaphi balingiswa kulomdlalo wekulingisa bese ubakhombisa tinsita tekucoca lendzaba.
- 5 Chazela ebafundzi kutsi wena (thishela) utawuba ngumcoci wenzaba, lophindze atiwe ngemlandzisi. Ebafundzi labalingisako batawukhombisa ngekwenta konkhe lokushoko. Basite kutsi balungise lapho labatakuma khona.
- 6 Cala ucoce indzaba uphindze ugcugcutele ebafundzi kutsi balingise kute bacondzanise nemagama akho uma lonkhe likilasi libukela lomdlalo wekulingisa.
- 7 Uma kusenesikhatsi ungafuna kuphindza lomdlalo wekulingisa nebafundzi labehlukahlukene.

Emabhokisi etinhlamvu

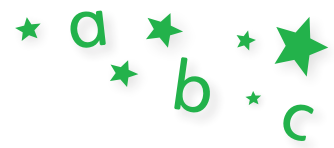
- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlavu bese utsi: *“Loluhlavu **f** lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **f**: lifulegi, fulawa, fecela, ifonela, ifeni, lifasikoti, lifasitelo, ifenisi



Week 1 Day 3

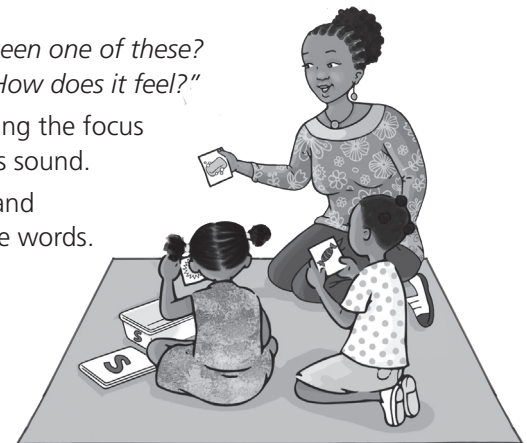
Whole class activities

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 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.



Utawudzinga loku:

- Titfombe letinkhulu tekulanzelanisa
- Siceshana seliphepha lelishadi nesinamatselisi
- Titfombe tetintfo letitfolaka engadzeni, sibonelo: timbali, tinyoni, emavivane

Stella utsi:



Imibuto lebalulekile ngesitfombe ngasinye:

- "Ubona bani?" (balingiswa/badlali)
- "Wentani?" (tento nekwent)
- "Yini lenye loyibonako?" (uyabuka futsi)
- "Iphi i...?" (indzawo/sikhundla)
- "Kungani ucabange...?" (kucabanga ngalokujulile, kuveta imibono)

Liviki 1 Lusuku 4

Imisebenti yelikilasi lonkhe

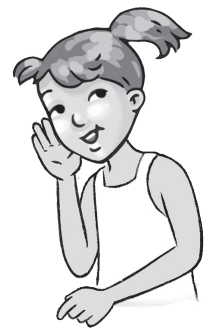
Kulanzelanisa titfombe

- 1 Phindza ucule leliculo.
- 2 Tfula emagama lamasha laphuma kusilulumagama.
- 3 Khetsa sinye sitfombe kuletilanzelanako usiphakamisele etulu. Buta ebafundzi kutsi yini labakubonako, bese ukhuluma ngesitfombe ngalokujulile.
- 4 Ngemuva kwekuchaza sitfombe ngasinye, sinamatselise ebhodini kute ebafundzi basibone. Cinisekisa kutsi titfombe atikalanzelaniseki ngalesikhatsi salomsebenti.
- 5 Ngemuva kwekukhuluma ngatotonkhe letitfombe, buta ebafundzi: "Ingabe letitfombe tilanzelana ngendlela lefanele?"
- 6 Cela ebafundzi kutsi bakukhombise sitfombe sekucala endzabeni. Sebentani nonkhe nilungise kulanzelana kwetitfombe kute indzaba ibe nemcondvo.
- 7 Gcina ebafundzi babandzakanyekile kulenchubo. Buta imibuto lenje: "Yini letakwenteka ngalokulanzelako? Ngubani longakhumbula incenye lelandzelako kulenzaba?"
- 8 Uma titfombe setilanzelene ngalokufanele, mema ebafundzi labambalwa kutsi baphindze bacoce lenzaba ngendlela lefanele yekulanzelanisa.



Kulalela imisindvo lesemcoka

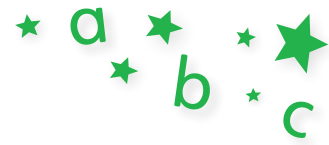
- 1 Bani netitfombe letahlukahlukene tetintfo letitfolakala engadzeni phakatsi endingilizini. Chazela bafundzi kwekutsi kufanele bakusite kwenta iphosi yengadze lenhle.
- 2 Shano kutsih: "Ngubani longasho intfo lengatfolakala engadzeni lenemsindvo /c/?" Umfundzi angafaka sitfombe secembe kulelishadi lelingenalutfo. Buta lomunye umfundzi kutsi angatfola yini intfo lesengadzeni lenemsindvo /t/, umfundzi ukhetsa sitfombe selitamatisi alinamatsisele eshadini.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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:

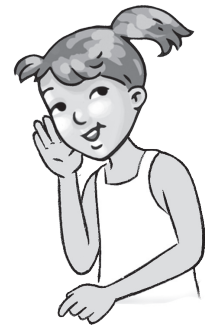


These are useful questions to ask about each picture:

- "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 /c/?" A learner can stick a picture of a 'secembe' onto the blank flipchart paper. Ask if another learner can find something that begins with /t/ and the learner selects a 'selitamatisi' 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.



Utawuzinga loku:

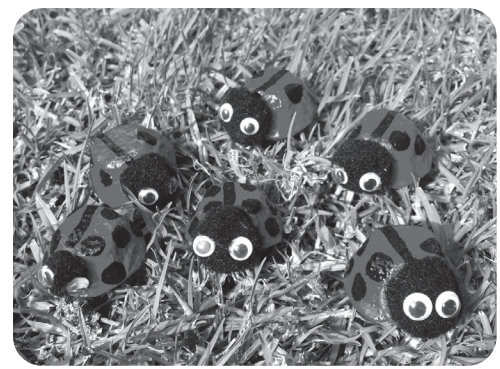
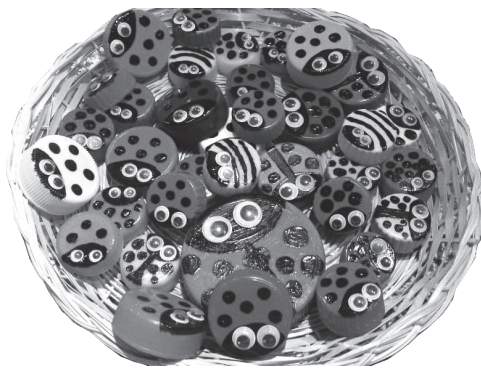
- Ematje imbokojwana nome timbonyo temabhodlela nome emabhokisi emacandza, emehlo epulasitiki (loku kungakhetfwa njengobe emehlo nawo angasapendwa)
- Pende lobovu, lomnyama nalomhlophe, emabulashi ekupenda, iglu, sikelo, sikhwama sendvwangu
- Titfombe tetilokatana netidalwa tasengadzini

Liviki 1 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Chazela bafundzi kutsi batawenta emabhungane basebentisa emabhokisi emacandza, timbokojwana netimbonyo temabhodlela.
- 2 Khuluma ngesimo sawo (indingilizi) nembala (bovu nemabala lamnyama). Khuluma ngetimpheko nemehlo elibhungane.
- 3 Bafundzi bangapenda mabhokisi emacandza, timbokojwana, nome timbonyo temabhodlela kube bovu. Uma lepende isoma, bangapenda/ badvwebe tjani nome emacembe ekhasini.
- 4 Uma ipende seyomile, bangadvweba emabala bese badvweba nome banametselisa emehlo.



Kuhlanganisa nekwehlukana (emalunga)

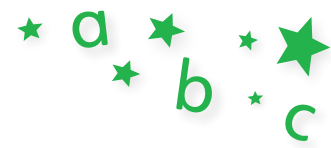
- 1 Khombisa bafundzi letitfombe tetilokatana netidalwa tasengadzini. Cela bafundzi bakusite kusho emagama etitfombe bese unamatselisa titfombe elubondzeni nome utibeke emethini kute bonkhe bafundzi bakwati kutibona.
- 2 Faka letitfombe esikhwameni. Khetsa umfundzi, umcele akhiphe sinye saletitfombe esikhwameni. Kumele betame kusho ligama lesilokatana nome lesidalo kancane, bahlukanise ngemalunga.
- 3 Labalabanye bafundzi kumele balalele loko lokushiwoko, bese bahlukanisa emalunga kwenta ligama.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

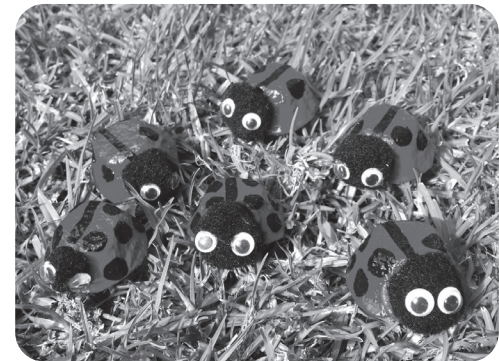
- Pebbles or bottle tops or egg boxes, plastic eyes (this is optional as eyes can also be painted on)
- Red, black and white paint, paintbrushes, glue, scissors, a cloth bag
- Pictures of insects and garden creatures

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 carpet so that all the learners can see them.
- 2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures out of the bag. They must try and say the name of the 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.



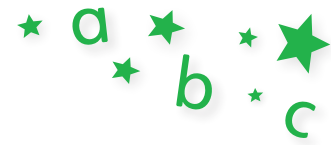
Small group activities

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



Imisebenti yemacembu lamancane weliviki 1

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Emakhrayoni embala ewaksi lamakhulu <div data-bbox="222 705 562 958"> <p>Ingadzi yamkhulu Farouk</p> </div> <div data-bbox="204 965 586 1266"> <p><i>Kulesikhatsi semnyaka, ebafundzi bangahle babe nekutetsemba lokuncono kutsi betame kutibhalela ngekwabo. Ungakhatsateki uma labanye ebafundzi babhala luchungechunge lwetinhlavu bangashiyi tikhala.</i></p> </div>	<p>Umsebenti 1: Kudvweba kanye nekubhala loku savele</p> <ol style="list-style-type: none"> Bhala sihloko salenzaba etulu ekucaleni kwelikhasi lelingenalutfo ngaphambi kwesifundvo. Cela ebafundzi kutsi bakhombe emagama esihloko uma usafundza kanye nabo. Buta ebafundzi kutsi nguyiphi incenye yalenzaba labayitsandze kakhulu. Banike leminye imibono. Gcugcutela ebafundzi kutsi badvwebe incenye lebayitsandzako yenzaba. Phawula nobe ucele umfundzi ngamunye kutsi akutjele ngemdvwebo wakhe. Buta ebafundzi kutsi bangatsandza yini kubhala lokutsite ngesitfombe sabo nobe bangatsandza kutsi kube nguwe lobabhalelako. Uma ebafundzi batsandza kutsi kube nguwe lobabhalelako, babandzakanye ngekubacela kutsi bawasho emagama kancane uma uwabhala. Cabanga ngekukhuluma uma ubhala imisho yabo. Bhala njengobe ebafundzi basho, ligama ngeligama, nobe ubute ebafundzi kutsi bayavumelana ngaphambi kokwenta lintjintjo emagameni abo labawashoko. Khumbula kubhala kubonakale nangebunono. Ngemuva kwekubhala, gcugcutela ebafundzi kutsi bafundze nawe umusho. Khomba ligama ngalinye uma ufundza futsi ubonge imitamo yabo.
<ul style="list-style-type: none"> Ibhodi yemdlalo wenyoka nemisindvo lemibili Emadayisi lamabili, tibali (kwekubala) <div data-bbox="244 1418 545 1714"> </div>	<p>Umsebenti 2: Timpfica kanye nemidlalo</p> <ol style="list-style-type: none"> Chazela bafundzi imitsetfo: <ul style="list-style-type: none"> Bafundzi bacala ngekubeka tibali enhloko wenyoka. Bafundzi baniketana amatfuba kujikijela lidayisi, lidayisi naliveta inombolo umfundzi uhambisa sibali sakhe ngekulandzela leyo nombolo. Nangabe afika tukwe luhlavu, kufanele basho loyo msindvo bese bayahambisa sibali siye tikwesitfombe lesicala ngalowo msindvo. Umfundzi wekucala kufika ekugcineni wenyoka nguye lophumelele bese umdlalo uyaphela njalo. Nangabe bafundzi sebawudlalile lomdlalo emahlandla latsite, se ungabafundzisa umtsetfo lomusha: nangabe bafika esitfombeni, kufanele basho sitfombe, basho nemsindvo besebabuyela emuva kululuhlavu loluhambisana nalomsindvo.
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana <div data-bbox="291 1873 501 2145"> </div>	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoneni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.

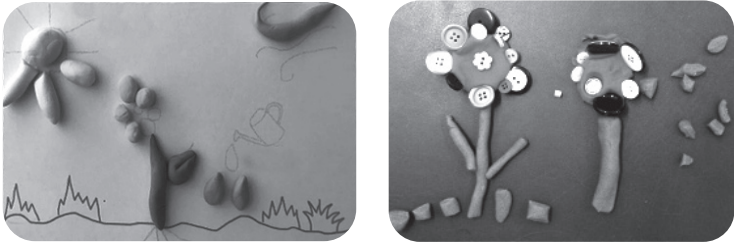



Small group activities for Week 1

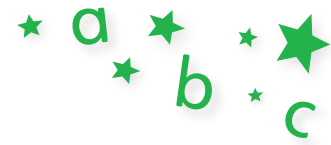
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="222 647 552 878"> <p>Grandpa Farouk's garden</p> </div> <div data-bbox="204 900 565 1170"> <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • Two Letter snake game boards • Two dice, counters <div data-bbox="249 1285 552 1584"> </div>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain the rules to the learners: <ul style="list-style-type: none"> • Learners begin by putting their counters on the snake's head. • Learners take turns to throw the dice and move the counter the correct number of spaces. • 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. • The first learner to reach the end of the snake is the winner and the game is over. 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.
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets <div data-bbox="267 1690 510 1989"> </div>	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.

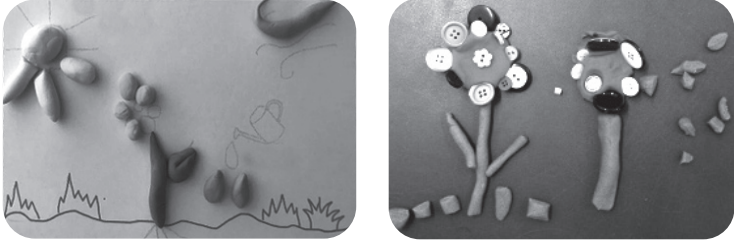





Utawuzinga loku	Imisebenti
<ul style="list-style-type: none"> Lubumba lwekudlala, imathi yelubumba lwekudlala Emakinobho, inhlangano, tintsi 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> Chazela bafundzi kwekutsi batawusebentisa lubumba lwekudlala kwenta ingadzi lenhle etukwe mathi yelubumba lwekudlala. 
<ul style="list-style-type: none"> Tinsita: libhara, libhodo letitjalo, sipedi, ifologo yengadzi, emabhudze, emagilavu, tintfo letingaphindze tisentjentiswe kwenta emabhodo etitjalo (sib: emabhodlela emaplastiki), titjalo, emaphakethe etinhlangano, lucingo lweku tsenga ngelucingo, emalebuli etitjalo letehlukene, emabhakede ekunisela, liphayiphi lemanti, tinamatselisi letibhalwa ninani lalokutsengiswako, umshini wekubala, tiffombe temali 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> Holela licembu ekhoneni lemdlalo wekutentisa bese ubakhombisa tinsita letisha. Chazela bafundzi kwekutsi batawulingisa kuba nengadzi nobe bayivakashele bayotsenga titjalo tengadzi yabo. Vakashela lelikhona lokungenani kanye kuyewubona futsi ugcugcutele umdlalo webafundzi. 





You will need	Activities
<ul style="list-style-type: none">• Playdough, playdough mat• Buttons, seeds, sticks	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Explain to learners that they are going to use the playdough to make a beautiful garden on the playdough mat. 
<ul style="list-style-type: none">• 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	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the pretend play corner and show them the new props.2 Explain to them that they are going to pretend to own or visit a garden centre to buy plants for their garden.3 Visit the corner at least once to observe and encourage the learners' pretend play. 





Utawudzinga loku:

- Titfombe letinkhulu tekulandzelanisa
- Libhukwana lelikopishiwe lagocwa lemfundzi ngamunye

Liviki 2 Lusuku 1

Imisebenti yelikilasi lonkhe

Kulandzelaniswa kwetitfombe lokwengetiwe



- 1 Cala ngebafundzi labahleti phasi emethini. Khetsa ebafundzi kutsi beme embi kwelikilasi, nguloyo naloyo abambe umbala munye wetitfombe tekulandzelanisa (kungabi ngendlela lefanele).
- 2 Buta ebafundzi kutsi ngabe letitfombe tilandzelana ngalokufanele yini? Bacele kutsi bakhombe sitfombe lesifanele sibe sekucaleni kwenzaba.
- 3 Ngekuhlanganyela njengelicembu, cela ebafundzi lababambe titfombe bahambahambe ite indzaba inikete umcondvo. Buta imibuto njengalo: *“Ngubani longakhumbula kutsi kwentekani ngalokulandzelako?”*
- 4 Ngemuva kwekulandzelanisa tigateko tendzaba, bafundzi kumele babuyele ematafuleni abo.
- 5 Nika umfundzi ngamunye libhukwana lelincane. Bagcugcutele kutsi babuke likhasi lelingaphandle bese ufundza sihloko sendzaba kanye nabo.
- 6 Hola ebafundzi ngekubuka titfombe ebhukwini lelincane, basite kucaphela kutsi titfombe letisebhukwini tifana netitfombe tekulandzelanisa.
- 7 Uma sikhatsi sikhona, ebafundzi bangakwati *“kufundza”* emabhukwana abo lamancane nebalngani babo ekilasini.
- 8 Gcugcutela ebafundzi kutsi baye nemabhuku ekufundza emakhaya kute bafundze nemindeni yabo.



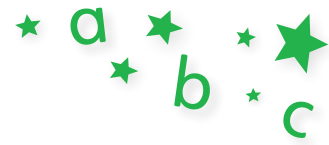
Kwetfula umsindvo lophuma kulenzaba

- 1 Cela ebafundzi bahlale emethini futsi bakulalelisise. Shano lamagama laphuma kulenzaba: *“mkhulu, maye mfana. Ungawuva umsindvo lohlosiwe: **m**khulu, **m**aye **m**fana? Yebo ucinisile! Wonkhe anawo lomsindvo **/m/**.”*
- 2 *“Lalela ngekuophelelisisa, nawa lamanye emagama lacala nga **/m/**: imoto, make, umoya, umlomo, mema.”* (Gcizelela umsindvo wekucala usasho lamagama).
- 3 Shano umsindvo **/m/** ngalokuvakalako bese utjela ebafundzi kutsi babuke umlomo wakho ngekuophelelisisa.
- 4 Cela ebafundzi kutsi basho umsindvo **/m/**: *“m-m-m”*. Kwente loku kubemmandzi, khulumela phasi, etulu, eludvongeni kusilingi nakulomunye.

Imisebenti yemacembu lamancane

Chaza kutsi ebafundzi batawusebenta ngemacembu lamancane onkhe emalanga. Chaza ubuye ubonise kutsi umsebenti ngamunye wentiwa njani ubuye uchaze indlela yekuntjintjana yawonkhe emalanga. Chaza indlela yekucoca kuhlobe.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: *"Who can remember what happened next?"*
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can "read" their little book to a partner in the class. Encourage learners to take the books home to read with their families.
- 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: *"mkhulu, maye mfana. Can you hear the focus sound: **mkhulu, maye mfana?** Yes, you are right! They all have the sound /m/.*
- 2 *"Listen carefully, here are some more words that start with /m/: imoto, make, umoya, umlomo, mema."* (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.





Utawuzinga loku:

- Libhuku Lelikhulu: *Ingadzi yaMkhulu Farouk*
- Emanti etitjeni kanye lelibhulashi lekupenda lemfundzi ngamunye

Liviki 2 Lusuku 2

Imisebenti yelikilasi lonkhe

Kufundza ngekuhlanganyela – Libhuku Lelikhulu

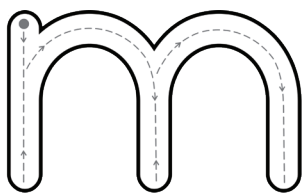


- 1 Gcugcutela ebafundzi kutsi babuke sitfombe lesingaphandle bese bacoca ngaloko labakubonako nalabakukhumbulako.
- 2 Fundzela ebafundzi sihloko sendzaba. Khomba ligama ngalinye uma ufundza.
- 3 Hola ebafundzi ngekubuka titfombe telibhuku, ucoce ngetitfombe futsi ugugcutele ebafundzi kutsi babute imibuto.
- 4 Bakhombise tinombolo temakhasi uphindze ukhulume ngekutsi nguyiphi inombolo letawulanzela.
- 5 Ngemuva kwekuphendla lonkhe libhuku buyela ekucaleni uphindze ufundze sihloko. Ubese uphenya emakhasi ufundze umusho ngamunye ngeliphimbo lelivakalako lemvelo. Khomba ligama ngalinye uma ufundza.
- 6 Fundza libhuku futsi uphindze ugugcutele ebafundzi kutsi "bafundze" kanye nawe.



Kubumba luhlavu

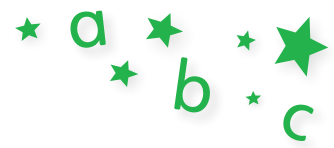
- 1 Khumbuta ebafundzi ngemsindvo lohlosiwe. Buta ebafundzi kutsi ukhona yini loneligama lelicala nga /m/ nobe bangakwati kucabanga lamanye emagama lacala ngemsindvo /m/.
- 2 Fundzisa ebafundzi sento lesihambisana nalomsindvo. Sibonelo: Bafundzi bangabeka tandla emuva kulingisa kumema sebayasho: "m-m-mema".
- 3 Khombisa ebafundzi kutsi ubhalwa njani umsindvo m. Dvumisa kwetama kwabo, bese ubhala luhlavu lolukhulu ebhodini nobe emoyeni uma usasho loku lokulanzelako: "Cala etulu wehle, khuphuka khona lapho ujikele ngesekudla wehle, khuphuka khona lapho ujikele ngesekudla wehle."
- 4 Vumela ebafundzi kutetayeta kubumba loluhlavu ngekulibhala emoyeni, emethini kanye nasemgogodleni walomunye nobe etandleni tabo. Bangabuye betame kusebentisa imitimba yabo kwenta loluhlavu.
- 5 Ngemuva kwekukhombisa kutsi loluhlavu lubhalwa njani, hamba ngaphandle unike umfundzi ngamunye sitja lesinemanti nelibhulashi lekupenda. Ebafundzi bangapenda luhlavu ngemanti ecadzini tikhatsi letinyenti.
- 6 Gcugcutela ebafundzi kusho umsindvo weluhlavu uma balubhala.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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

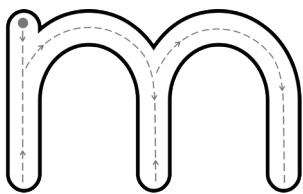
Shared reading – Big Book

- 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 /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 put their arms on their backs and bend a little bit to show they are carrying something on their back while saying: “m-m-mema”.
- 3 Show learners how to write the letter **m**. 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.



Utawuzinga loku:

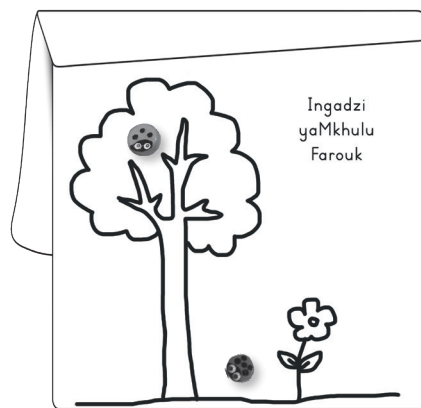
- Liphepha lelentive ngemashadi nemakha
- Emabhungane entiwe bafundzi
- iPrestiki
- Libhokisi letinhlamvu leliphetse tintfo nobe titfombe tetintfo letina **m** njengemsindvo ngco: imoto, make, makoti, umese, imali, manamfu, imophu, imati, imagi, imantji, imajarini, imaro

Liviki 2 Lusuku 3

Imisebenti yelikilasi lonkhe

Kufundza kulalela

- 1 Eshadini leliphencekako, dwweba sitfombe semhlabatsi nesihlahla lesikhulu lesinemagala nemacembe. Dwweba imbali lenesicu nemacembe eceleni kwesihlahla.
- 2 Khetsa emabhungane bafundzi labawentile. Chaza kutsi kumele balalele ngekucopehelela bese banamatselisa emabhungane abo endzaweni lekungiyi nge-Prestiki:
 - ★ esihlahleni/embalini/ecembeni/egaleni/emhlabatsini
 - ★ phasi kwe: sihlahla/mbali/licembe/ligala/mhlabatsi
 - ★ ngetulu kwe: sihlahla/mbali/licembe/ligala/mhlabatsi
 - ★ eceleni kwe: sihlahla/mbali/licembe/ligala
 - ★ etulu esihlahleni/embalini
 - ★ emkhatsini kwesihlahla nembali.



Emabhokisi etinhlamvu

- 1 Cela ebafundzi bahlale emethini bese ubakhombisa tintfo kanye netitfombe ngakunye ebhokisini letinhlamvu. Babute emagama aletintfo. Uma kukhona ebafundzi labakhuluma tilwimi letehlukile, bacele batjele likilasi kutsi kutsiwani ngelulwimi lwabo lwasekhaya. Shano leligama ngelulwimi lwekufundzisa. Bavumele kutsi babambe letintfo nobe letitfombe batendlulisele kulabanye.
- 2 Buta imibuto ngaletintfo: *“Wake wakubona lokunye kwaletintfo? Sikusebentisani loku? Kumbala lonjani? Kuvakala njani uma ukutsintsa?”*
- 3 Shano emagama aletintfo ucindzetele umsindvo lomcoka. Buta ebafundzi kutsi bayawuva yini umsindvo ngco.
- 4 Cela ebafundzi kutsi basho ligama lentfo ngayinye ucindzetele umsindvo losemcoka uma basho emagama.
- 5 Uma ebafundzi sebatetayetile lomsindvo lomusha, bakhombise luhlavu ebhokisini letinhlavu bese utsi: *“Loluhlavu **m** lubhalwa ngalendlela”*. Vumela labanye ebafundzi kutsi balandzelele kubhala loluhlavu ngeminwe yabo etulu kwesivalo.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





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 **m**: imoto, make, makoti, umese, imali, manamfu, imophu, imati, imagi, imantji, imajarini, imaro

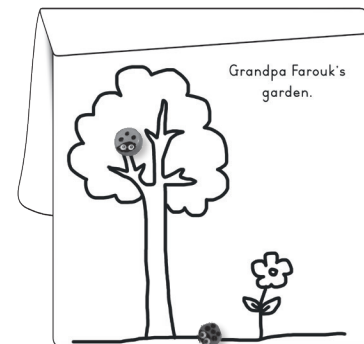
Week 2 Day 3

Whole class activities

Learning to listen

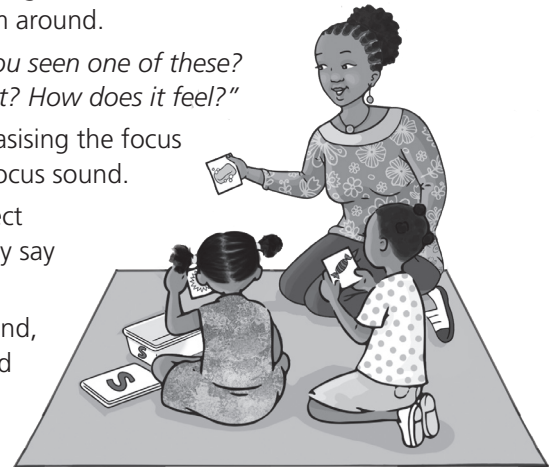
- 1 On the flipchart paper, draw a picture of the ground and a large tree with branches and leaves. Draw a flower with a stem and leaves next to the tree.
- 2 Have a selection of ladybirds that learners made. Explain that they must listen carefully and then stick their ladybirds in the correct place 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 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.





Utawuzinga loku:

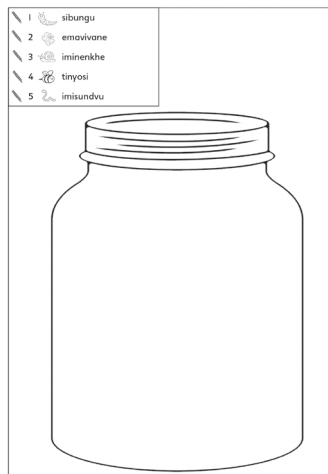
- Liphepha lelikopiwe **lemsebenti wekuFundza wente** lemfundzi ngamunye
- Imibala lehlukahlukene yapende wetingalo, emakhrayoni embala ewaksi lamakhulu nobe emakoki
- Siceshana seliphepha lelishadi nesinamatselisi
- Titfombe tetintfo letitfolaka engadzeni, sibonelo: timbali, tinyoni, emavivane

Liviki 2 Lusuku 4

Imisebenti yelikilasi lonkhe

Fundza wente

- 1 Buta bafundzi kutsi ngutiphi tilwane netinambutane letitfolakala engadzeni kute ihlale iphilile. Sibonelo: Emavivane netinyosi tetimbali, bofecela badla tilokatane, imisundvu isita umhlaba kutsi uphile, tinyoni tidla tintsetse letidla titjalo.
- 2 Chazela bafundzi kwekhutsi batawu landzela ticondziso tekutsi "fundza wente uyenta" usebentise pende wetingalo kubhala tilwane netinambutane letigcina ingadze iphilile.
- 3 Abatsi nasebacedze kwenta lemidwebo bakhombise kwenta tinyawo nemehlo ngemakhilayoni abo nobe emakoki.
- 4 Sita bafundzi nangabe babanebumatima bekufundza.



Kulalela imisindvo lesemcoka

- 1 Bani netitfombe letahlukahlukene tetintfo letitfolakala engadzeni phakatsi endingilizini. Chazela bafundzi kwekutsi kufanele bakusite kwenta iphosita yengadze lenhle.
- 2 Shano kutsi: "Ngubani longasho intfo lengatfolakala engadzeni lenemsindvo /c/?" umfundzi angafaka sitfombe secembe kulelishadi lelingenalutfo. Buta lomunye umfundzi kutsi angatfola yini intfo lesengadzeni lenemsindvo /t/ umfundzi ukhetsa sitfombe selitamatasi alinamatsisele eshadini.

Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemsebenti ngamunye kanye nendlela yekucoca kuhlobe.





You will need:

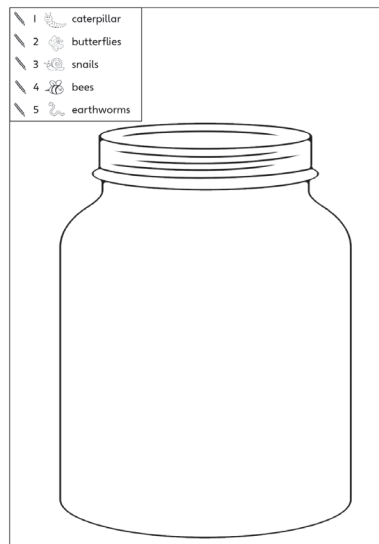
- A photocopy of the **Read and do activity page** for each learner
- Different colour fingerpaints, Jumbo wax crayons or kokis
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: figs, sticks, butterflies, ladybirds, flowers

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 /c/?” A learner can stick a picture of a ‘secembe’ onto the blank flipchart paper. Ask if another learner can find something that begins with /t/ and the learner selects a ‘selitamasi’ 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.



Utawuzinga loku:

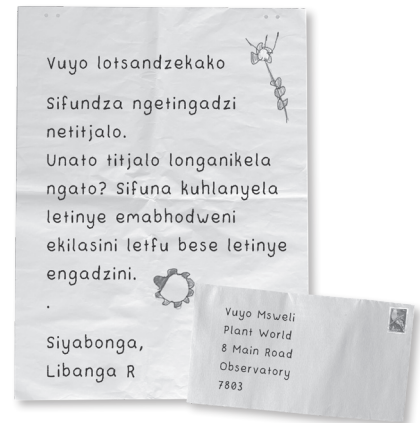
- Siceshana seliphepha lelishadi, imakha
- Sikhwanyana lesinetifombe nobe tintfo letitinambutane netilwane tasengadzeni letinemagana lahambisana nendzaba

Liviki 2 Lusuku 5

Imisebenti yelikilasi lonkhe

Yenta, dvweba futsi ubhale

- 1 Chazela bafundzi kwekutsi utawutsandza kutsi bakusite kubhala incwadzi leya engadzeni lekhona lapha emphakatsini nobe kubomakhelwane labanengadze. Kulencwadzi ufuna kubachazela kwekutsi bafundzi bebefundza ngengadze kanye tinambutane futsi unesicelo setitjalo kute bafundzi batitjale emabhodweni ekilasini nobe bente imibhedze khona esikolweni.
- 2 Cocani kwekutsi ungaticela kuphi titjalo bese nikhuluma kwekutsi ungayicala njani incwadzi: Lotsandzekako ...
- 3 Cela bafundzi bakunikete imibono kwekutsi ungabhala ini futsil ,I alela imibono yabo nivumelane ngalofuna kukusho encwadzini. Bhala ngebunono ngetinhlavu letincane, phimisa emagana ngalesikhatsi uwabhala.
- 4 Nangabe sikhatsi sisekhona bafundzi bangahlobisa lencwadzi ngetifombe tetitjalo.
- 5 Goca incwadzi uyihambise kumakhelwane longumlimi nobe engadzeni yasemphakatsini ubacele kutsi bangakhona yini kunikela ngetitjalo nobe utfole saphulelo nangabe ufuna kutsengela likilasi.
- 6 Nangabe se utitfolile titjalo, bafundzi bangakusita kubhala incwadzi badvwebe netitfombe kutsi siyabonga.



Kuhlanganisa nekwehlukana (emalunga)

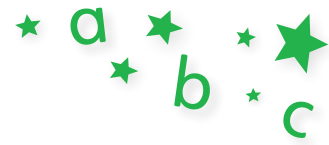
- 1 Khombisa bafundzi letitfombe tetilokatana netidalwa tasengadzini. Cela bafundzi bakusite kusho emagama etitfombe bese unamatselisa titfombe elubondzeni nome utibeke emethini kute bonkhe bafundzi bakwati kutibona.
- 2 Faka letitfombe esikhwameni. Khetsa umfundzi, umcele akhiphe sinye saletitfombe esikhwameni. Kumele betame kusho ligama lesilokatana nome lesidalo kancane, bahlukanise ngemalunga.
- 3 Labalabanye bafundzi kumele balalele loko lokushiwoko, bese bahlanganisa emalunga kwenta ligama.



Imisebenti yemacembu lamancane

Khumbuta ebafundzi ngemisebenti yemacembu lamancane, imitsetfo yemisebenti ngamunye kanye nendlela yekucoca kuhlobe.





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)

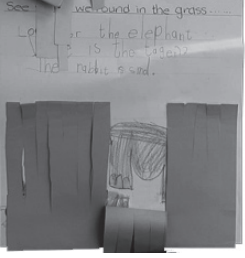


- 1 Show learners the pictures of garden insects and creatures. Ask learners to help you name each picture and stick the pictures on the wall or place them on the carpet so that all the learners can see them.
- 2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures out of the bag. They must try and say the name of the 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

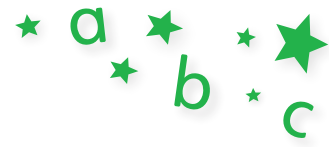
Remind learners about the small group activities, the rules for each activity and the tidy-up process.






Umsebenti wemacembu lamancane weliviki 2

Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> Likhasi le-A4 lelingenalutfo lemfundzi ngamunye Pelepele loluhlata Emakhrayoni embala ewaksi lamakhulu, i-glu nesikelo 	<p>Umsebenti 1: Kudvweba kanye nekubhala lokusavela</p> <ol style="list-style-type: none"> Chazela bafundzi kwekutsi bawudvweba tidalwa (tinambutane netilwane) lebangatitfolo etjanini. Sibonela: libhungane, umsundvu, silokatane. Nangabe seabecedzile kudvweba, bangalebula sitfombe sabo nobe bacele lusito kubhala emagama aletidalwa. Bafundzi bangajuba ticephu ephepheni leliluhlata banamatsisele ekugcineni kweliphepha, kute tilengele ngaphasi kwesitfombe sabo kubukeke ngatsi tjani. Bangabuta umngani acombele kwekutsi yini lebhace etjanini bese baphakamisa sicephu lesiluhlata kubona kutsi ucombele kahle yini.
<ul style="list-style-type: none"> Ibhodi yemdlalo wenyoka nemisindvo lemibili Emadayisi lamabili, tibali (kwekubala) 	<p>Umsebenti 2: Timpfica kanye nemidlalo</p> <ol style="list-style-type: none"> Chazela bafundzi imitsetfo: <ul style="list-style-type: none"> Bafundzi bacala ngekubeka tibali enhloko wenyoka. Bafundzi baniketana emafuba kujikijela lidayisi, lidayisi naliveta inombolo umfundzi uhambisa sibali sakhe ngekulandzela leyo nombolo. Nangabe afika tukwe luhlavu, kufanele basho loyo msindvo bese bayahambisa sibali siye tikwesitfombe lesicala ngalowo msindvo. Umfundzi wekucala kufika ekugcineni kwenyoka nguye lophumelele bese umdlalo uyaphela njalo. Nangabe bafundzi sebawudlalile lomdlalo emahlandla latsite, se ungabafundzisa umtsetfo lomusha: nangabe bafika esitfombeni, kufanele basho sitfombe, basho nemsindvo besebabuyela emuva kuloluhlavu loluhambisana nalomsindvo.
<ul style="list-style-type: none"> Emabhuku, emaphephabhuku, emabhukwana lamancane lagociwe, Emabhuku Lamakhulu kanye nemapheshana 	<p>Umsebenti 3: Kufundza lokukhululekile</p> <ol style="list-style-type: none"> Holela licembu ekhoni letincwadzi nobe unike lelicembu incwaba yetincwadzi. Kwekucala, ungadzinga kusita ebafundzi kukhetsa incwadzi, emaphephabhuku nobe likhasi lebangatsandza kulifundza. Khombisa kuvulwa kwencwadzi nekuyiphendla. Khombisa ebafundzi letinye tetitfombe futsi ugcugcutele ebafundzi kutsi bakhetsa lokutsite lebangatfokotela kukufundza. Vakashela lelikhona kute ubone futsi ugcugcutele kufundza kwebafundzi.



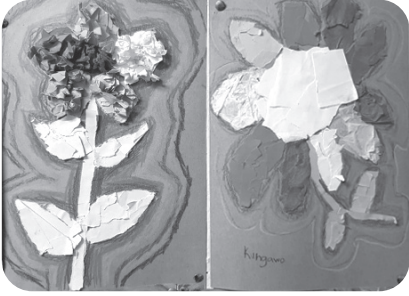



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Green paper • Jumbo wax crayons, scissors and glue 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 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. 2 Once they have finished their drawing, they can label their picture or ask for help writing the name of the creature. 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. 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.
<ul style="list-style-type: none"> • Two Letter snake game boards • Two dice, counters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain the rules to the learners: <ul style="list-style-type: none"> • Learners begin by putting their counters on the snake's head. • Learners take turns to throw the dice and move the counter the correct number of spaces. • If they land on a letter, they must say the sound and move their counter forward to a picture that starts with that letter. • The first learner to reach the end of the snake is the winner and the game is over. 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
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.

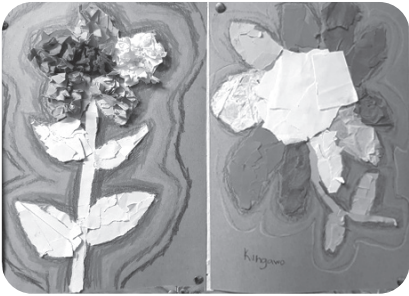





Utawudzinga loku	Imisebenti
<ul style="list-style-type: none"> • Lucetu lwelikhadibhodi lephindze yasentjentswa yemfundzi ngamunye • Emakhrayoni embala ewaksi lamakhulu, iglu • Liphepha lelinembala nobe liphepha lethishu 	<p>Umsebenti 4: Emakhono emamasela lamancane nekubhala ngesandla</p> <ol style="list-style-type: none"> 1 Chazela ebafundzi kwekutsi abadwwebe sitfombe sembali lenkhule kulelikhadibhodi. Bese badzabula emaphepha aba tincetu letincane bawanamatsisele kulekhadibhodi bente imbali. Bangasagoca lamaphepha abe ngemabhola lamancane bawanamatsisele kule khadibhodi. 
<ul style="list-style-type: none"> • Tinsita: libhara, libhodo letitjalo, sipedi, ifologo yengadzi, emabhudze, emagilavu, tintfo letingaphindze tisentjentswe kwenta emabhodo etitjalo (sib: emabhodlela emplastiki), titjalo, emaphakethe etinhanyelo, lucingo lweku tsenga ngelucingo, emalebuli etitjalo letehlukene, emabhakede ekunisela, liphayiphi lemanti, tinamatselisi letibhalwa ninani lalokutsengiswako, umshini wekubala, titfombe temali 	<p>Umsebenti 5: Umdlalo wekutentisa</p> <ol style="list-style-type: none"> 1 Khumbuta ebafundzi ngetipropo letisekhoneni lemdlalo bese ubagcugcutela kutsi bachubeke kusukela evikini 1 nangabe balingisa kusebenta nobe kuvakashela engadzini. 2 Vakashela lelikhona lokungenani kanye kuyewubona futsi ugugcutele umdlalo webafundzi. 





You will need	Activities
<ul style="list-style-type: none">• A piece of recycled cardboard for each learner• Jumbo wax crayons, glue• Coloured paper or tissue paper	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">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. 
<ul style="list-style-type: none">• 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	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working in or visiting a garden centre.2 Visit the corner at least once to observe and encourage the learners' pretend play. 



★ Ithemu 1: Tinhlobo temalekhodi eluhlobo loluchumekako (luhla lwekuhlola)

	Kulalela kanye nekukhuluma	Imisindvo, kufundza nekubuka	Kubhala ngesandla nekubhala lekuvelako/kubhala lekuvelako															
✓ Ufinyelele	Ulaela ticondziso letilukhuni letilandzelanako abuye alandzele lokushivo ticondziso.	Ulahlela emagama lanemalunga lamanyenti ngemalunga.	Ukhlisa imisipha acondzise kusebentisa tikelo kusika imigca lejulle legega tiffombe netimo njll.	Ubamba emakhilayoni ngendlela lefanale akhombise sandla latawubhala ngaso: sesancele/sekudla lesisetjentiswako, lokusho kutisi ucala abuye agcine endzaweni lefanale.	Ubamba tinhlamvu ngetindlela letehlukile asebentise umunwe wekudwweba, emabhulashi ekupenda, emapenseli emafutsa njll acale endzaweni lefanale aphindze alandzele indlela lefanale.	Unika imisho ekwakheni indzaba yasekilasini: bafundzi banika thishela imisho, thishela uyabhala.	Udwweba tiffombe kute endlize umlayeto, ngalakuFundze emphilweni, kusebentisa loku ngengecalo sekubhala.	Utama kubhala tinhlamvu ngekusebentisa kuhlikihla, abuye afundze umbhalo wakhe afundze kutisi kuhlikihla kutisini	Ulingisa 'kubhala' kusimoncondvo sekudala: wenta emakhadi ekubingelela, ubhala tinhlamvu njll. Utsatsela itheksthi lesetintweni letikhona endzaweni lebakuyo nangabe badlala.									
• Akafinyeleli	Ulaela tindzaba letindze abuye akhombise kuvisisa ngekuphendvula imibuto lephatselene nendzaba.	Uhlabela tingoma ahaye imilolotelo abuye alingise ngekutetsemba.	Utlabisa lokushivo tindzaba, tingoma nobe imilolotelo	Ucala kufundza emagama lasetjentiswa kanyenti labonwa ekilasini esikolweni nobe emangweni.	Uhlobanisa imisindvo netinhlamvu kanye nemagama futsi uvisisa kutisi emagama anemisindvo lengetulu kwamunye umsindvo - ngekwendlebe.	Ubamba incwadzi ngendlela lefanale ngekuphakama agucule emakhasi ngemfanalo. Ucola ngekuphatfwa nekunakekelwa kwetincwadzi.	Ulingisa lokushivo tindzaba, tingoma nobe imilolotelo	Ucala kufundza emagama lasetjentiswa kanyenti labonwa ekilasini esikolweni nobe emangweni.	Ufunda tincwadzi ngekutimele emtateni wetincwadzi nobe endzaweni ngalokufanale akhombise kuhlonipha tincwadzi	Uhlanganyela ekufundzeni ngekuhlanganyela kwematheksthi ngekutfufukisa kutetsemba nekutijabulisa.								
✗ Cishe	Ulaela tindzaba letindze abuye akhombise kuvisisa ngekuphendvula imibuto lephatselene nendzaba.	Uhlabela tingoma ahaye imilolotelo abuye alingise ngekutetsemba.	Utlabisa lokushivo tindzaba, tingoma nobe imilolotelo	Ucala kufundza emagama lasetjentiswa kanyenti labonwa ekilasini esikolweni nobe emangweni.	Uhlobanisa imisindvo netinhlamvu kanye nemagama futsi uvisisa kutisi emagama anemisindvo lengetulu kwamunye umsindvo - ngekwendlebe.	Ubamba incwadzi ngendlela lefanale ngekuphakama agucule emakhasi ngemfanalo. Ucola ngekuphatfwa nekunakekelwa kwetincwadzi.	Ulingisa lokushivo tindzaba, tingoma nobe imilolotelo	Ucala kufundza emagama lasetjentiswa kanyenti labonwa ekilasini esikolweni nobe emangweni.	Ufunda tincwadzi ngekutimele emtateni wetincwadzi nobe endzaweni ngalokufanale akhombise kuhlonipha tincwadzi	Uhlanganyela ekufundzeni ngekuhlanganyela kwematheksthi ngekutfufukisa kutetsemba nekutijabulisa.								
Lusuku	Ulaela ticondziso letilukhuni letilandzelanako abuye alandzele lokushivo ticondziso.	Utlabisa lokushivo tindzaba, tingoma nobe imilolotelo	Utlabisa lokushivo tindzaba, tingoma nobe imilolotelo	Ucala kufundza emagama lasetjentiswa kanyenti labonwa ekilasini esikolweni nobe emangweni.	Uhlobanisa imisindvo netinhlamvu kanye nemagama futsi uvisisa kutisi emagama anemisindvo lengetulu kwamunye umsindvo - ngekwendlebe.	Ubamba incwadzi ngendlela lefanale ngekuphakama agucule emakhasi ngemfanalo. Ucola ngekuphatfwa nekunakekelwa kwetincwadzi.	Ulingisa lokushivo tindzaba, tingoma nobe imilolotelo	Ucala kufundza emagama lasetjentiswa kanyenti labonwa ekilasini esikolweni nobe emangweni.	Ufunda tincwadzi ngekutimele emtateni wetincwadzi nobe endzaweni ngalokufanale akhombise kuhlonipha tincwadzi	Uhlanganyela ekufundzeni ngekuhlanganyela kwematheksthi ngekutfufukisa kutetsemba nekutijabulisa.								
Emagama	Ulaela ticondziso letilukhuni letilandzelanako abuye alandzele lokushivo ticondziso.	Utlabisa lokushivo tindzaba, tingoma nobe imilolotelo	Utlabisa lokushivo tindzaba, tingoma nobe imilolotelo	Ucala kufundza emagama lasetjentiswa kanyenti labonwa ekilasini esikolweni nobe emangweni.	Uhlobanisa imisindvo netinhlamvu kanye nemagama futsi uvisisa kutisi emagama anemisindvo lengetulu kwamunye umsindvo - ngekwendlebe.	Ubamba incwadzi ngendlela lefanale ngekuphakama agucule emakhasi ngemfanalo. Ucola ngekuphatfwa nekunakekelwa kwetincwadzi.	Ulingisa lokushivo tindzaba, tingoma nobe imilolotelo	Ucala kufundza emagama lasetjentiswa kanyenti labonwa ekilasini esikolweni nobe emangweni.	Ufunda tincwadzi ngekutimele emtateni wetincwadzi nobe endzaweni ngalokufanale akhombise kuhlonipha tincwadzi	Uhlanganyela ekufundzeni ngekuhlanganyela kwematheksthi ngekutfufukisa kutetsemba nekutijabulisa.								

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

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

★ Ithemu 3: Irubhriki 1 & 2 Kulalela nekukhuluma

Tindlela tekuhlola	1. Akafinyeleli (0 – 29%)	2. Ufinyelele ngalokulingene (30 – 49%)	3. Ufinyelele ngalokungenhla (50 – 74%)	4. Ufinyelele ngalokwegcile (75 – 100%)
<p>1 Ubalisa amabali aze aphinde awabalise kwakhona esebenzisa amazwi akhe</p>	<p>Akakwazi ukubalisa amabali kwaye akakwazi nokuphinda alindzabase kwakhona indzaba. Ubiza nje amagama ambalwa.</p>	<p>Ukuphinda abalise kwakhona indzaba kunzima kuye; uthetha ngeziganeko ezithile; indlela ezilandelelana ngayo iziganeko ayichanekanga; usebenzisa izivakalisi ezifutshane kunye nesigama esilula.</p>	<p>Uyakwazi ukuphinda abalise ngeziganeko ezininzi ezisebalini eqala ekuqaleni, eze esiqwini aze agqibele ngesiphelo kodwa zona iinkcukacha zimbawwa kakhulu; kufuneka umana umkhokela ngolu hlobo: 'kwaze kwathini ke ...?', 'kwenzeka ntoni emva koko?' uqalisa ukusebenzisa izivakalisi ezinobudana noko.</p>	<p>Iziganeko zebali zilandelelana kakuhle kwaye linesiqalo, isiqu kunye nesiphelo; abalinganiswa kunye nendawo eliqhubeka kuyo indzaba icaciswe kakuhle; iinjongo kunye nendlela abavakalelwa ngayo abalinganiswa ichaziwe; usebenzisa izivakalisi ezide nezimbaxa kwaye usebenzisa nezihlanganisi ezifana nezi 'kwaze kwa'; 'emva koko'; usebenzisa namagama amatsha asebalini.</p>
<p>2 Ucwangcisa isethi yemifanekiso yenze indzaba eliza kuthi xa lindzabaswa libe neziganeko ezilandelelana ngendlela echanekileyo</p>	<p>Akakwazi ukucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo.</p>	<p>Ucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo kodwa akakwazi ukubalisa indzaba.</p>	<p>Ucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo kwaye uyakwazi ukubalisa indzaba anike iinkcukacha ezibalulekileyo.</p>	<p>Ucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo kwaye uyakwazi ukubalisa indzaba anike iinkcukacha ezibalulekileyo.</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 3: Irubhrikhi 1-3 Imisindvo, kufundza nekubuka

Tindlela tekuhlola	1. Akafinyeleli (0 – 29%)	2. Ufinyelele ngalokulingene (30 – 49%)	3. Ufinyelele ngalokungenhla (50 – 74%)	4. Ufinyelele ngalokwegcile (75 – 100%)
1 Ucaphela lokuphimsiwe abone labanye bongwaca nabonkhamisa	Uyakwati kubona 0-3 wetinhlamvu asho imisindvo leyentiwa nguletinhlamvu	Uyakwati kubona 4-6 wetinhlamvu asho imisindvo leyentiwa nguletinhlamvu	Uyakwati kubona 7-11 wetinhlamvu asho imisindvo leyentiwa nguletinhlamvu	Uyakwati kubona 12 noba tiphakeme wetinhlamvu asho imisindvo leyentiwa nguletinhlamvu
2 Uqalisa ukuqonda ukuba amagama enziwa zizandi: ubiza isandi sokuqala kwigama lakhe nakwamanye amagama	Akaqondi ukuba amagama enziwa zizandi; akakwazi ukunika isandi esiqalayo kwigama lakhe nakwamanye amagama.	Uyakwazi ukunika isandi sokuqala segama lakhe kodwa uyasokola xa ebuzwa ngezandi zokuqala kwamanye amagama.	Uyakwazi ukunika isandi sokuqala segama lakhe; uyakwazi ukunika isandi esiqalayo samanye amagama.	Lonke ixesha usoloko ekwazi ukunika isandi sokuqala segama lakhe nesamanye amagama.
3 Wenza elakhe indzaba ngokuthi afunde imifanekiso	Akakwazi ukusebenzisa imifanekiso ze aqikelele ukuba indzaba lithetha ngantoni; uyayichaza imifanekiso esebenzisa ulwimi ekucacayo ukuba lunqongophele.	Usebenzisa imifanekiso ukuqikelela aze achaze indzaba kodwa ukwenza oku encediswa.	Usebenzisa imifanekiso ukuqikelela ukuba indzaba lithetha ngantoni; kodwa akade azame ukusebenzisa 'ilizwi lokufunda'.	Usebenzisa imifanekiso ukuqikelela ukuba indzaba lithetha ngantoni; ubonisa ukuqonda ukuba imifanekiso kunye namagama zizinto ezizalanayo, kodwa ezahlukileyo; usebenzisa 'ilizwi lokufunda' ukhomba amagama xa 'efunda'.

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

Ithemu 3: Irubhrikhi 1-3 Kubhala lokuwalekile kanye nekubhala ngesandla lokusavelo

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

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

★ Yenta inhlama yekudlala

Utawudzinga loku

- ★ 1 inkomishi yefulawa
- ★ ¼ inkomishi yasawoti
- ★ ½ inkomishi yemanti lafutfumalako
- ★ 5 ematfonsi embala wekudla



Tinyatselo

- 1 Hlanganisa fulawa nasawoti.
- 2 Hlanganisa ½ inkomishi yemanti lafutfumalako nematfonsi lambalwa embala wekudla.
- 3 Tsela kancane emanti kulenhlanganisela yefulawa, tamatisa uma utsela. Tamatisa kuze kuhlanguane, bhuca ngetandla takho ifulawa ite ihlanguane. Uma ifulawa inamatsela kakhulu, ngeta lenye ifulawa ite ingasanamatseli nakancane.
- 4 Phindza letinyatselo nanobe ngabe ngumuphi umbala lofuna kuwenta.

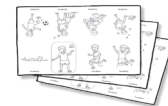


Futfumeta inhlama yekudlala ngekuyifoca etandleni takho. Loku kutilolonga lokukahle kwemisipha yetandla tebantfwana. Paka inhlama yekudlala emapulasitikini kuze ihlale iyisha bese uyigcina kusicandzisi, uma kufanele, nobe endzaweni lepholile.

★ Yenta libhuku lelincane

Tinyatselo

- 1 Yenta emakhophi lowadzingako elibhuku lelincane
- 2 Netitfombe tibheke etulu, Bhinca lelikhasi libe tigaba letisiphohlongo. Vula.
- 3 Bhinca likhasi libe hafu, phasi emkhatsini.
- 4 Sika umbhinco losemkhatsini, njengobe bakhombisile kumdvwebo loseceleni futsi nasemushweni wemacashati ekhasini.
- 5 Bamba likhasi emkhatsini weminwe nesitfupha sakho kuwo omabili emacele elikhasi.
- 6 Letsa tandla takho phasi futsi kanyekanye.
- 7 Yenta umtapotincwadzi wemabhuku lamancane ngekugcina onkhe emabhuku akho ebhokisini lelincane- libhokisi lejeli lisebenta kahle!



★ How to make playdough


You will need

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



Steps

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

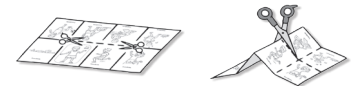
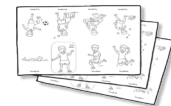


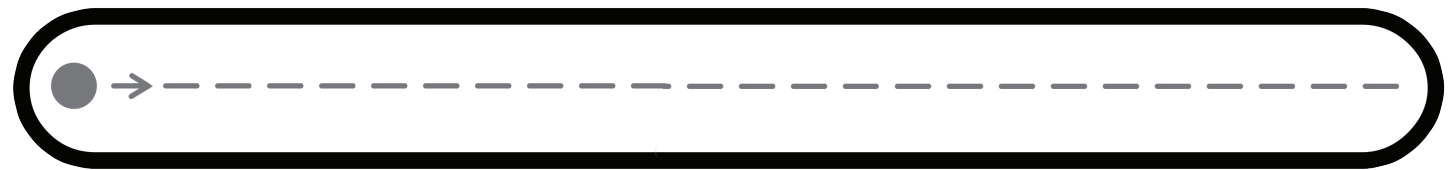
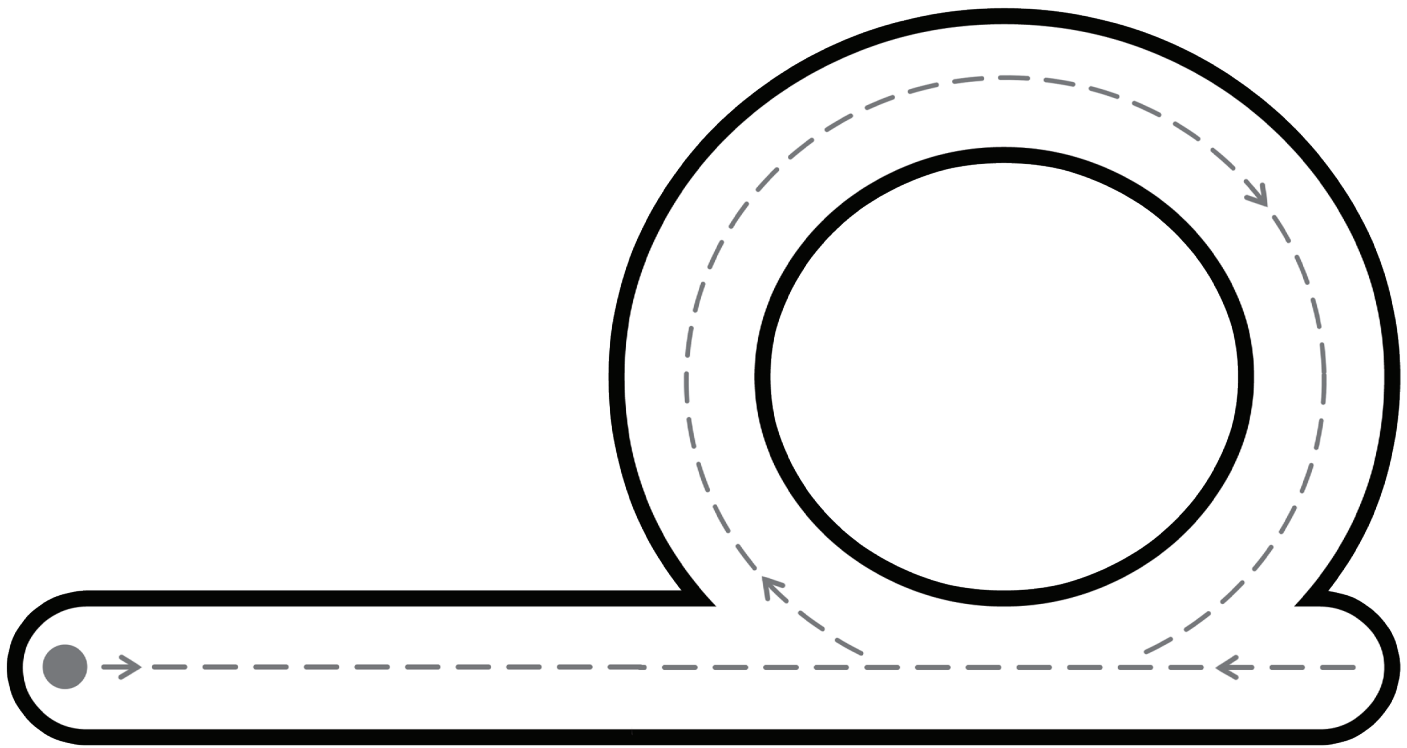
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

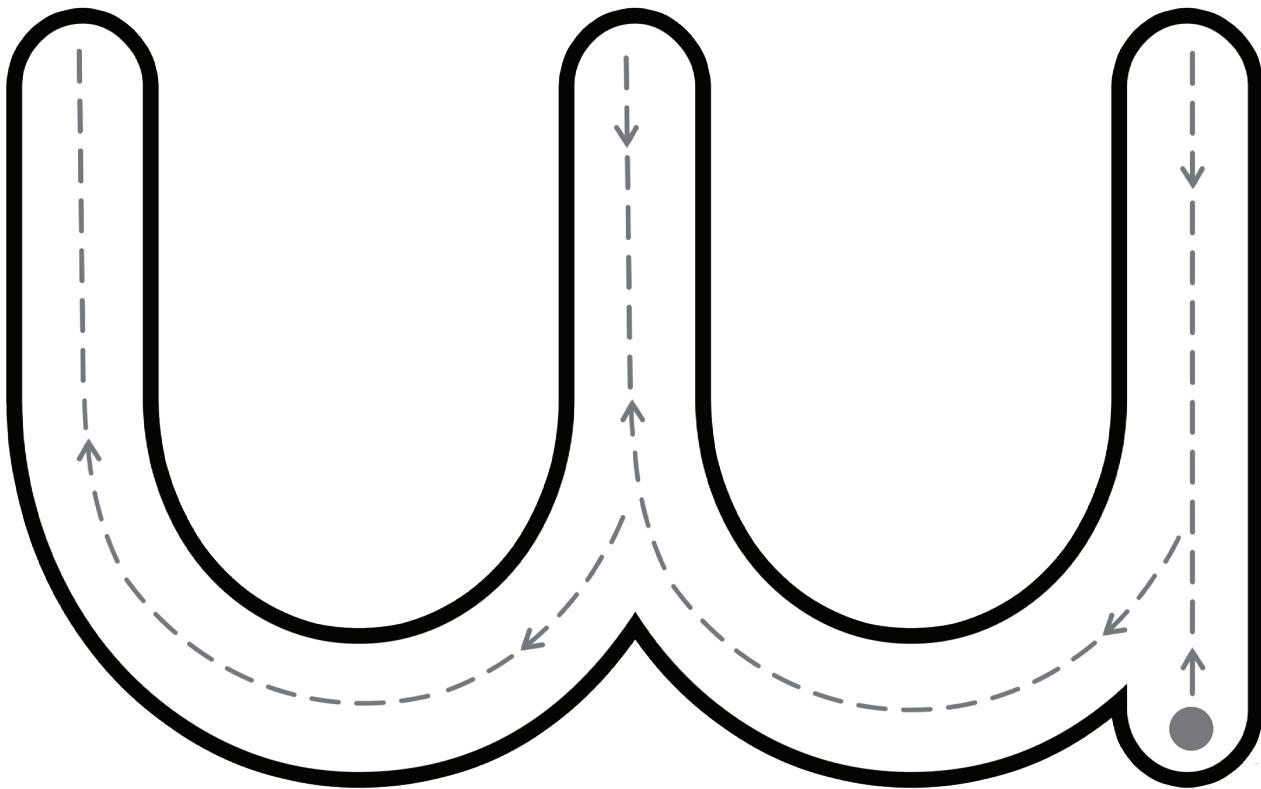
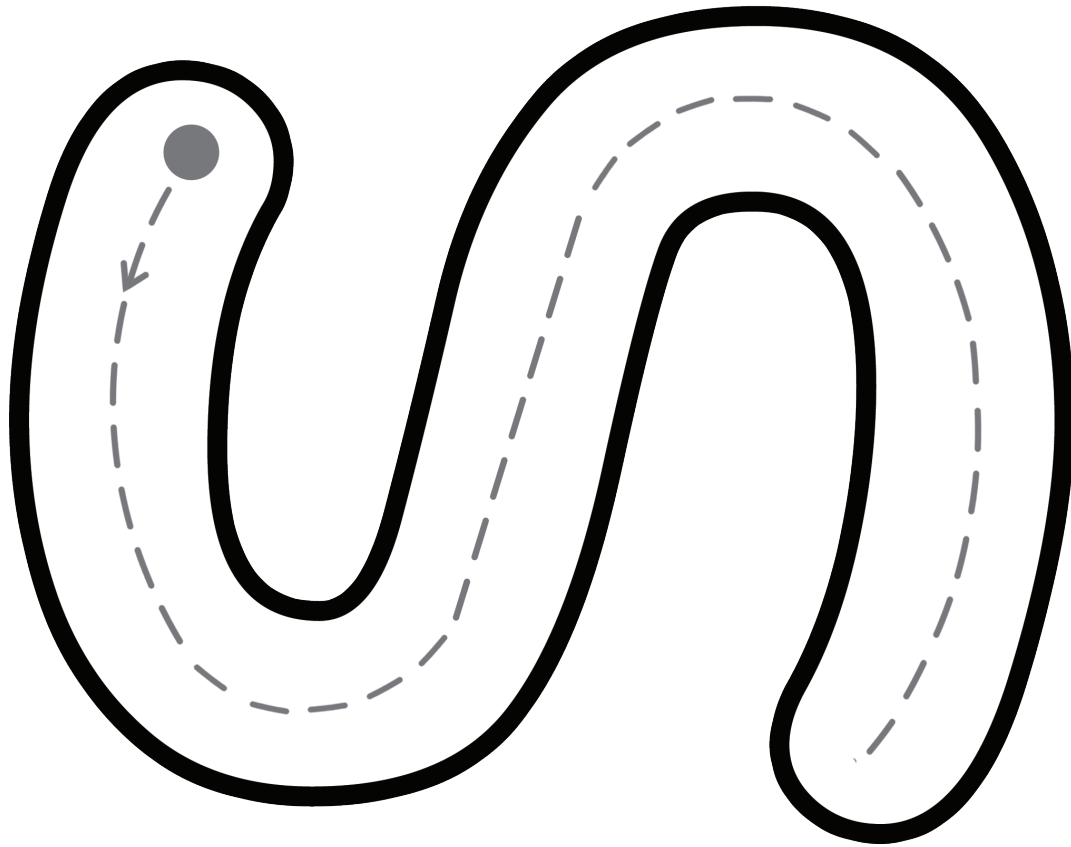
★ How to make a little book

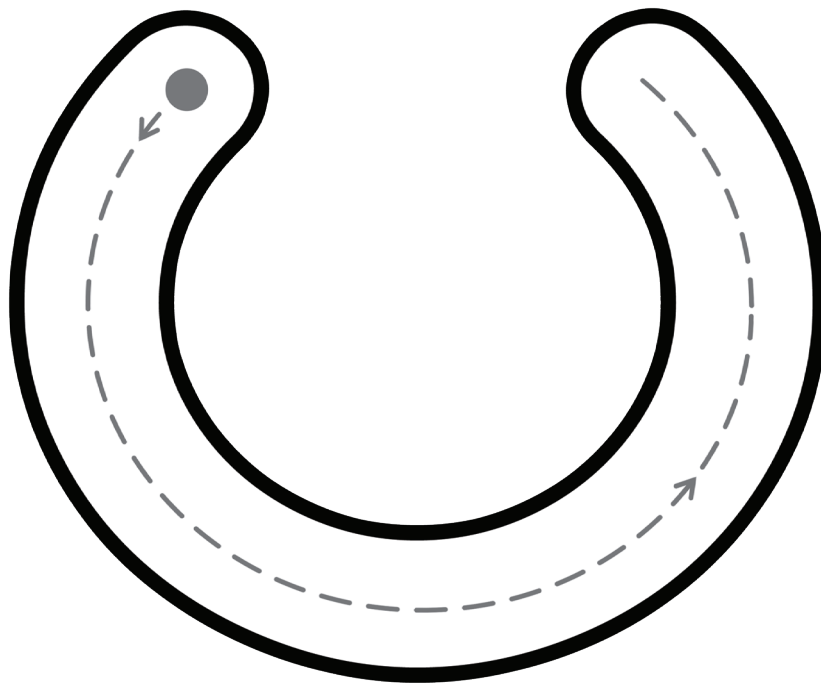
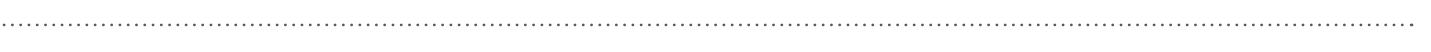
Steps

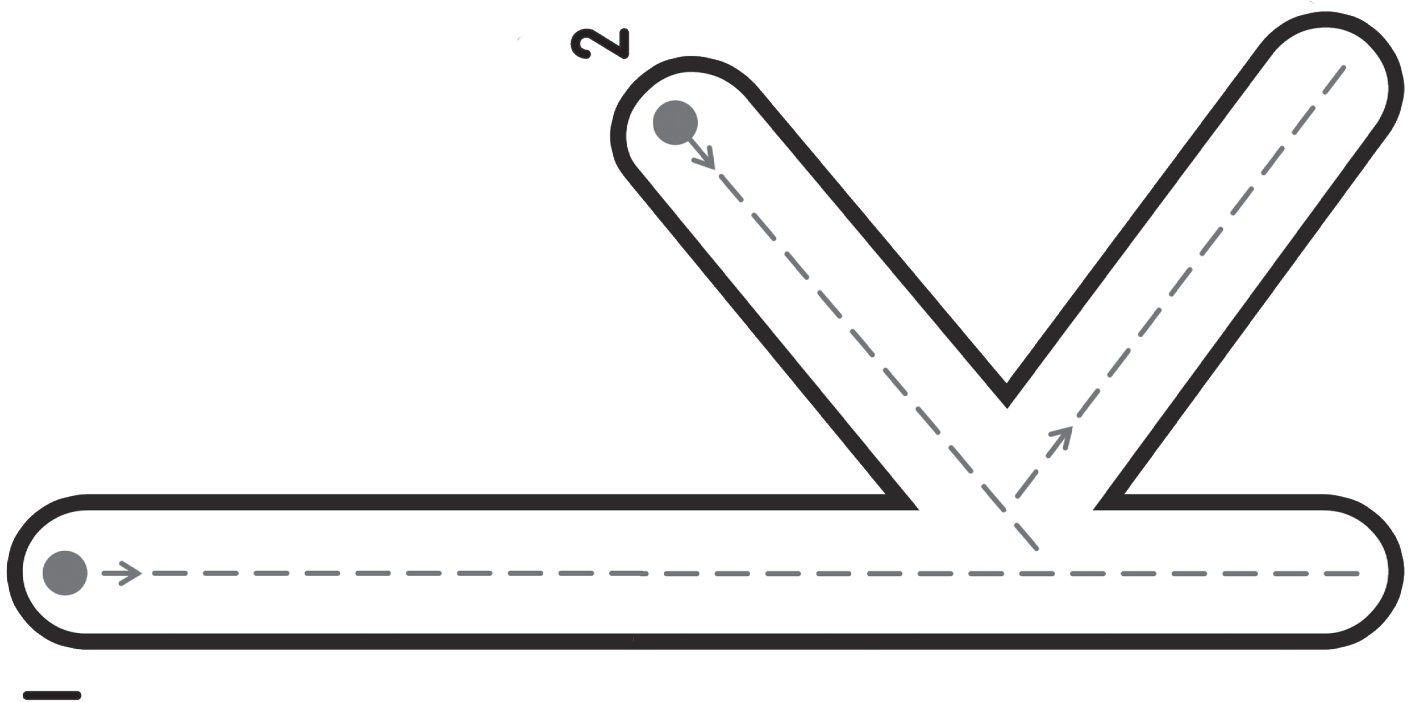
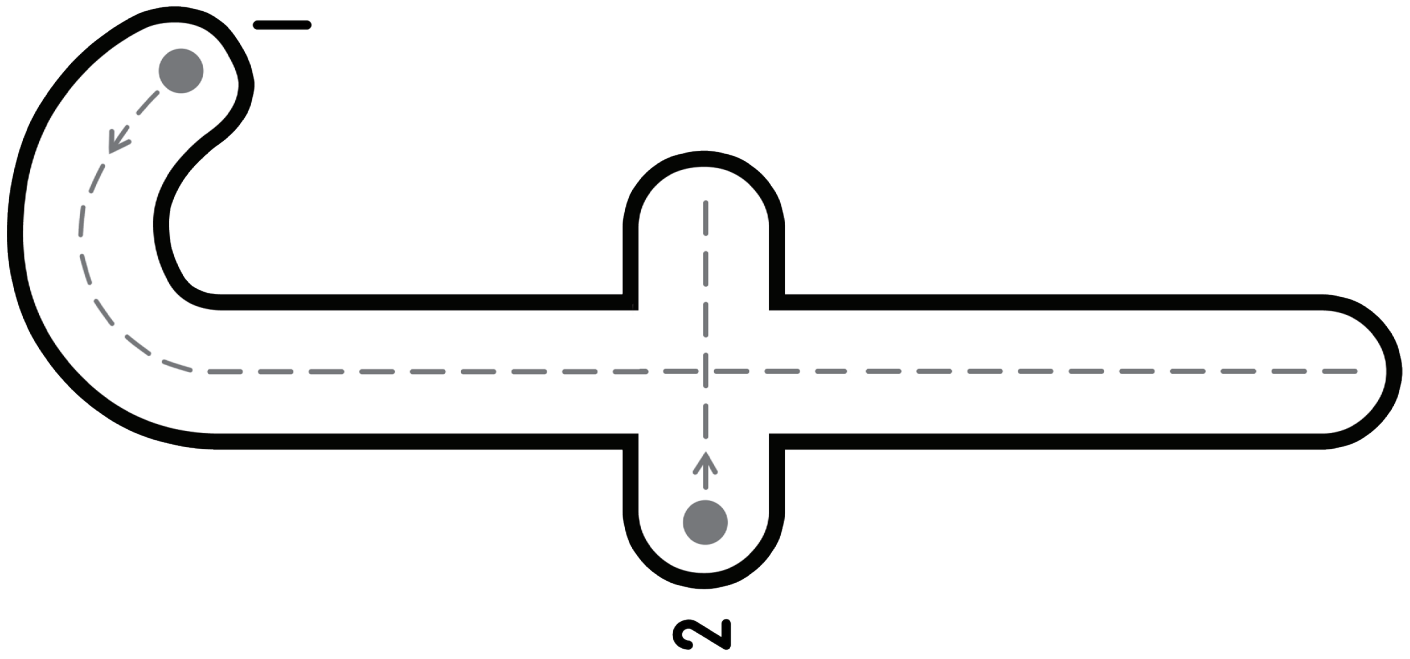
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between 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!

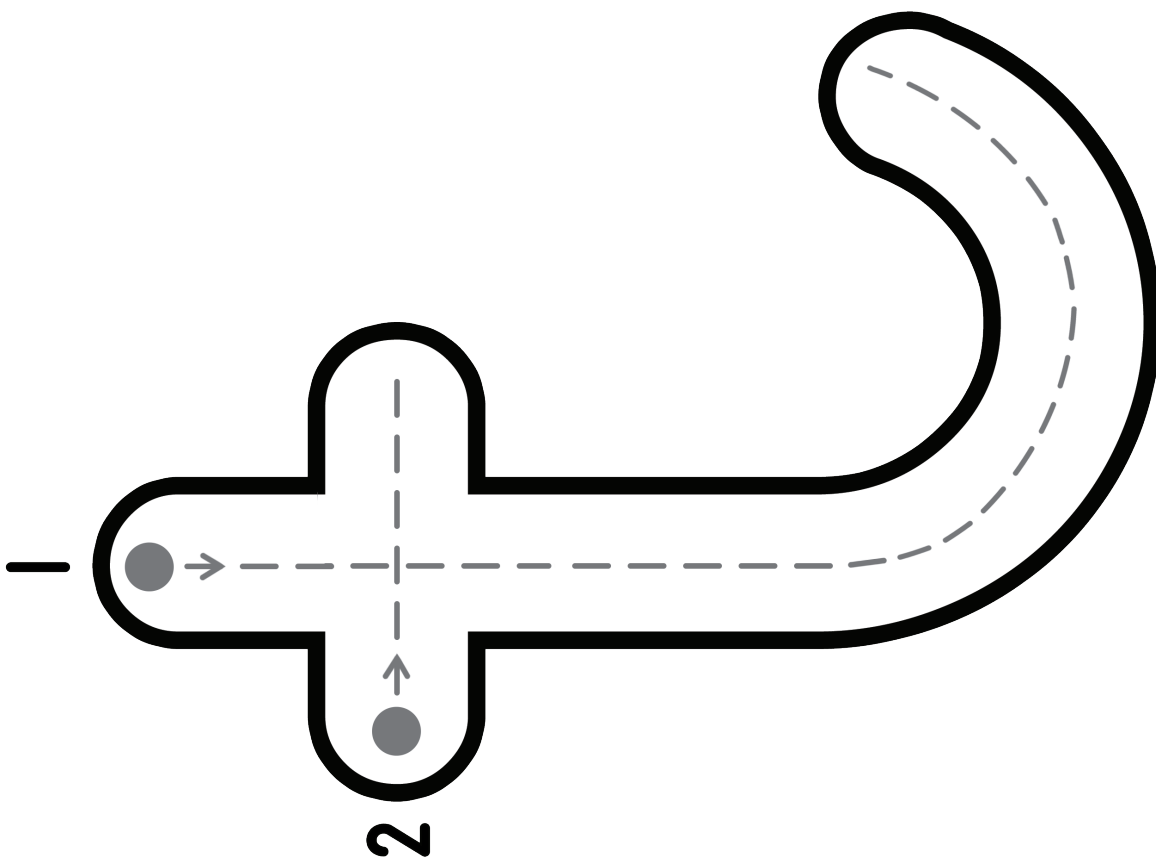
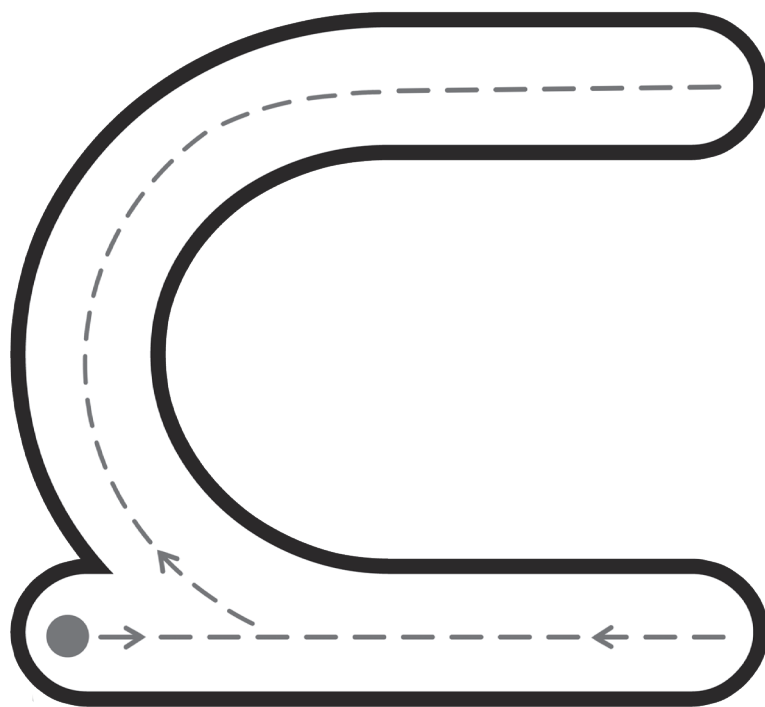






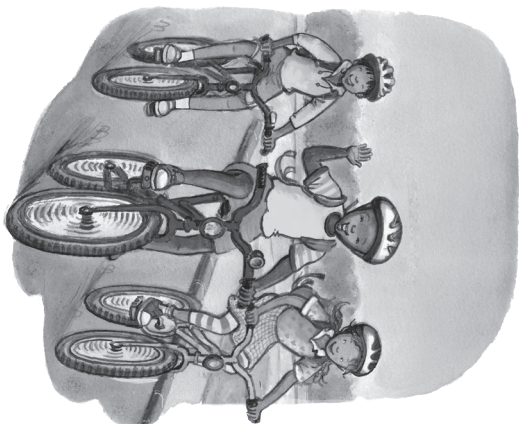








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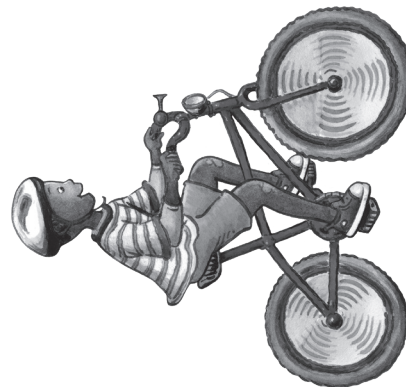
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Wordworks
Creating Literacy Skills

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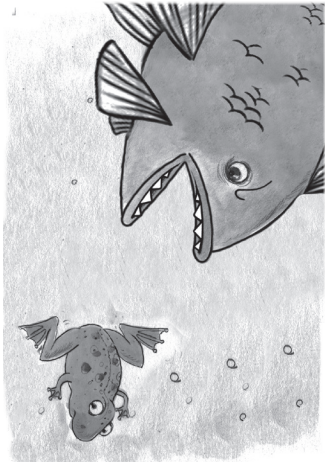




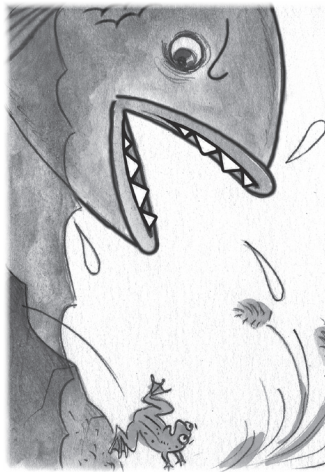
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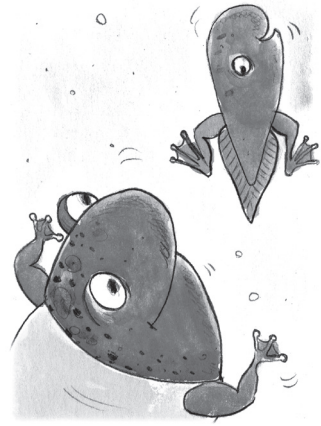
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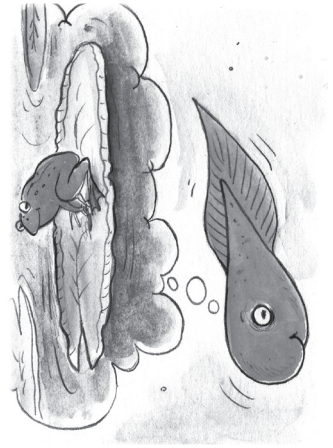
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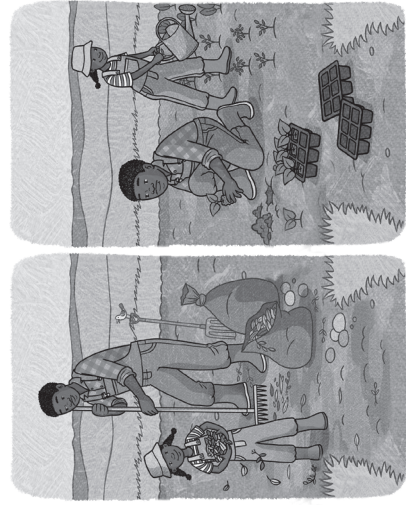
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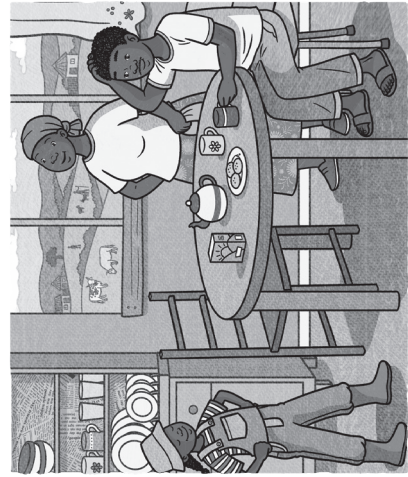
Wordworks
Creating Literacy Through Play

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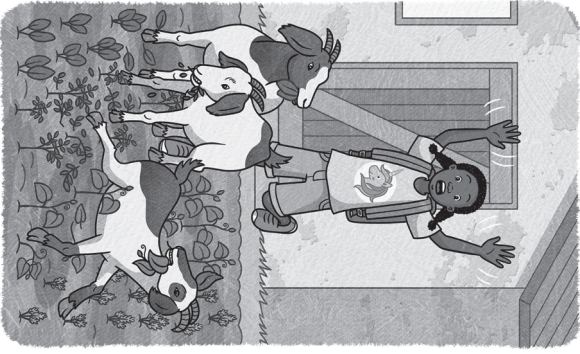
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Temo netintjontji
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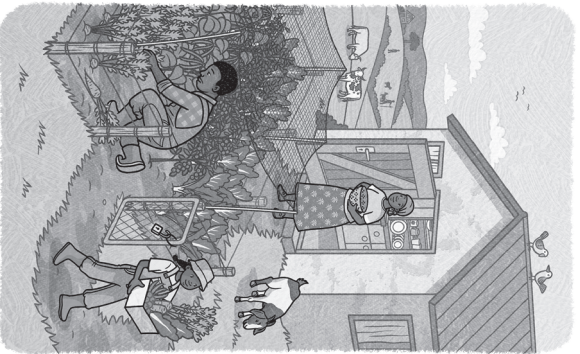
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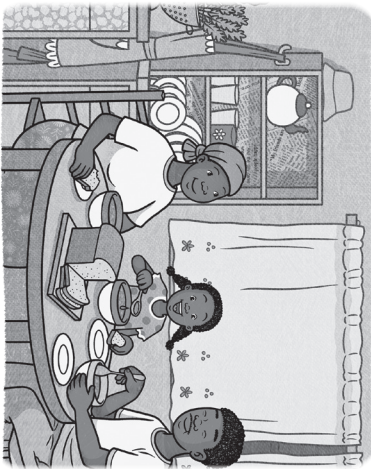
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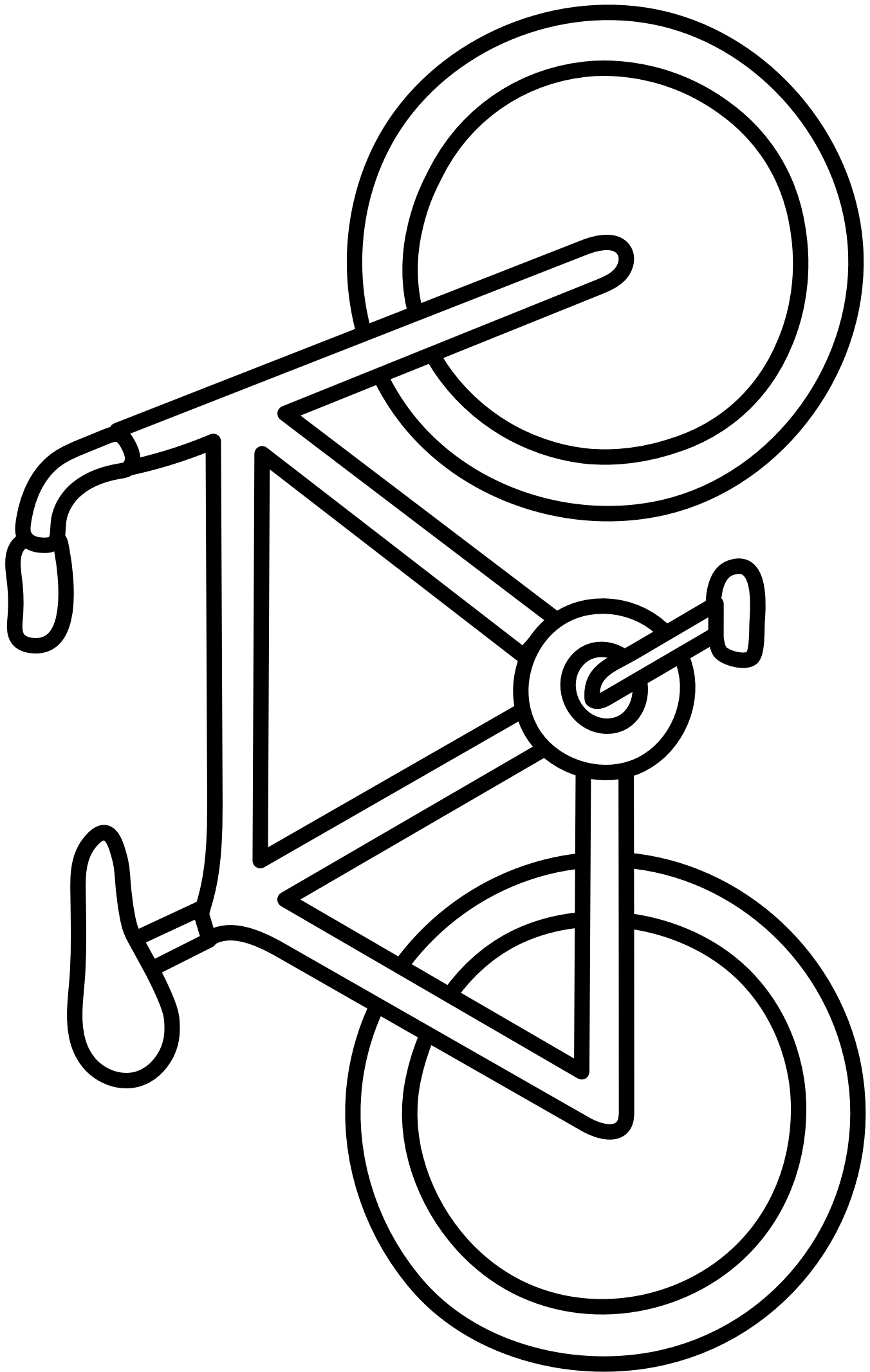


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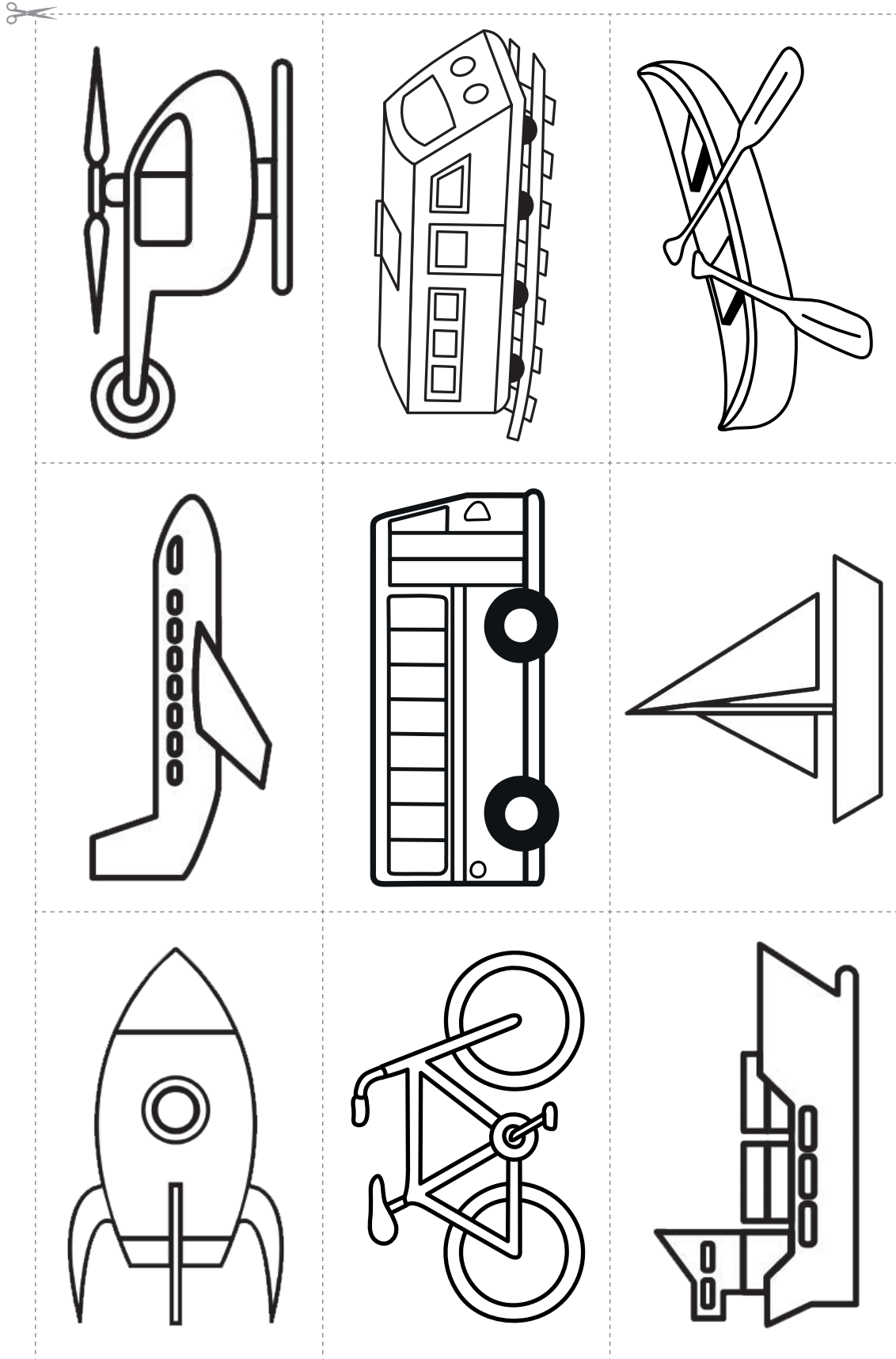
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Libhayisikili lelisha laDavide: Likhasi lemsebenti welibhayisikili





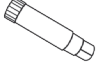

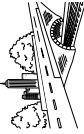


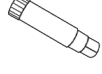
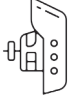



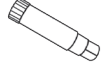




Libhayisikili lelisha laDavide: Likhasi lemsebenzi wetitfutsi 1

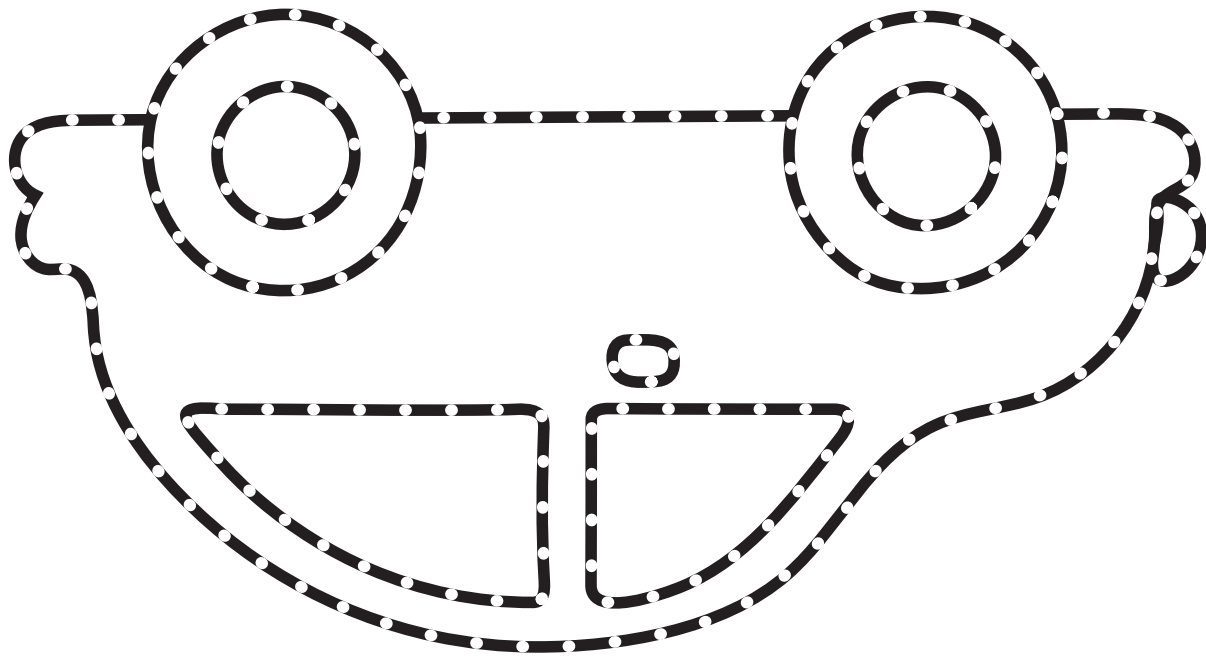
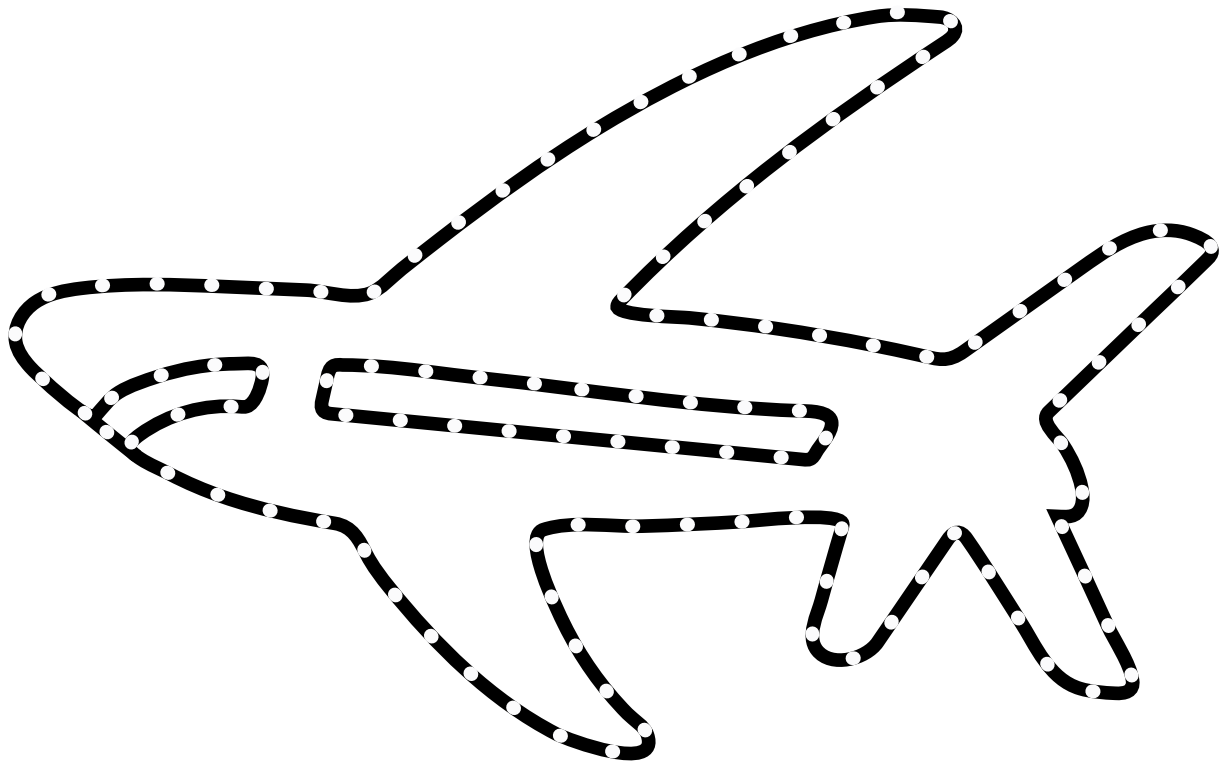




Libhayisikili lelisha laDavide: Likhasi lemsebenzi wetitfutsi 2

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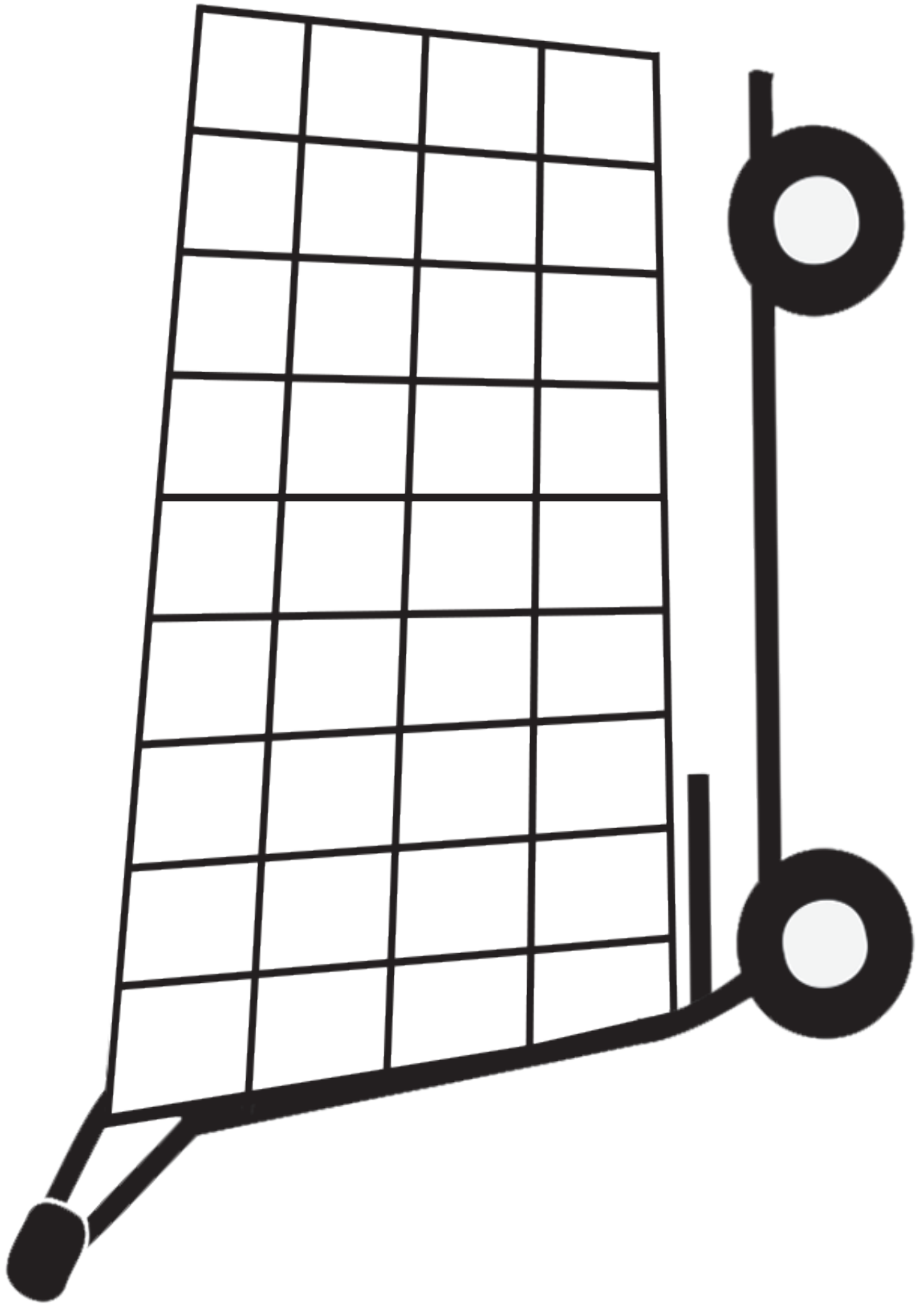


Libhayisikili lelisha laDavide: Likhasi lemsebenti wetitfutsi



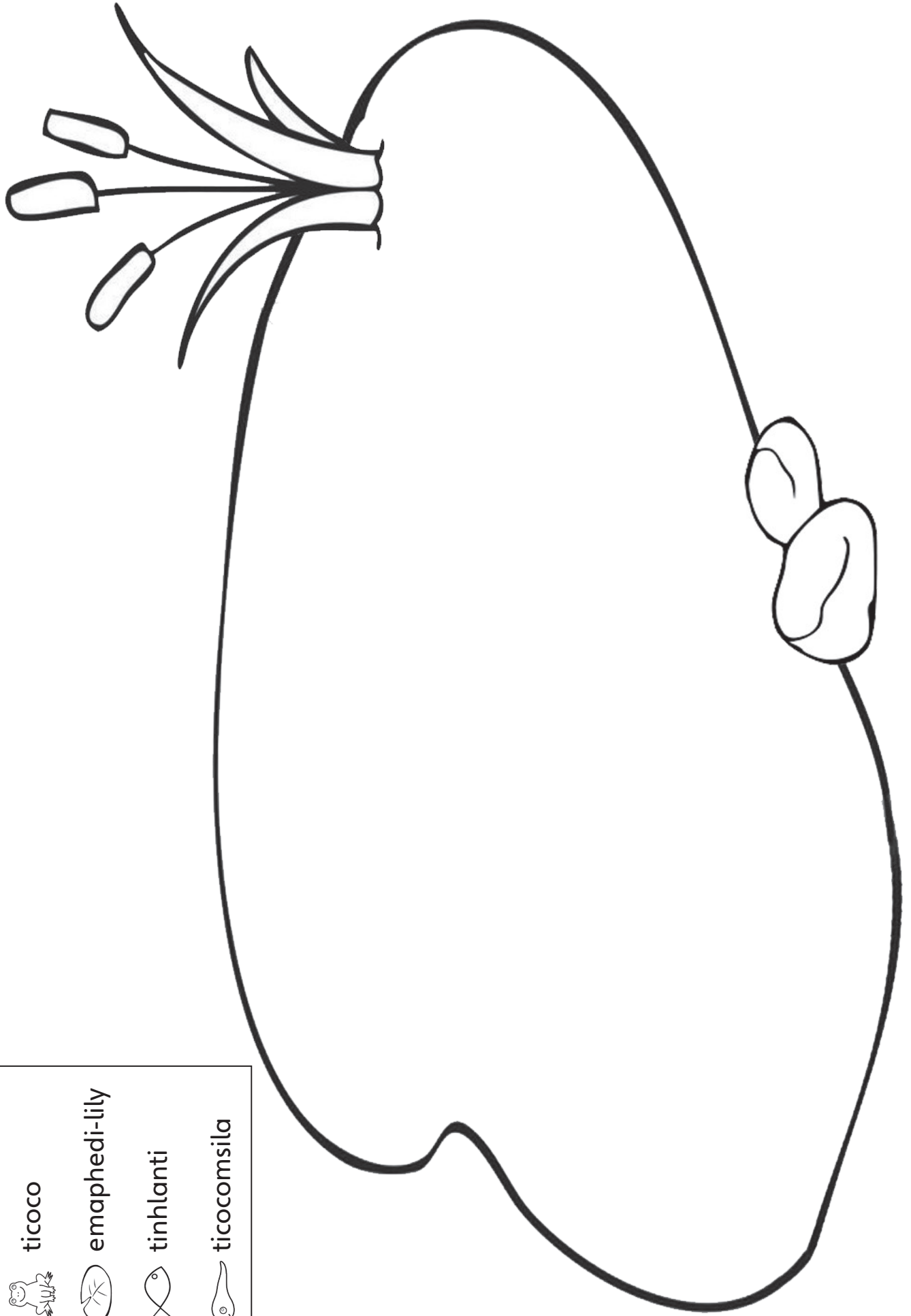


Spoti uya esitolo: Likhasi lemsebenti weNcola yekutsenga



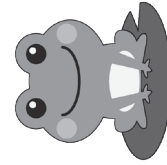
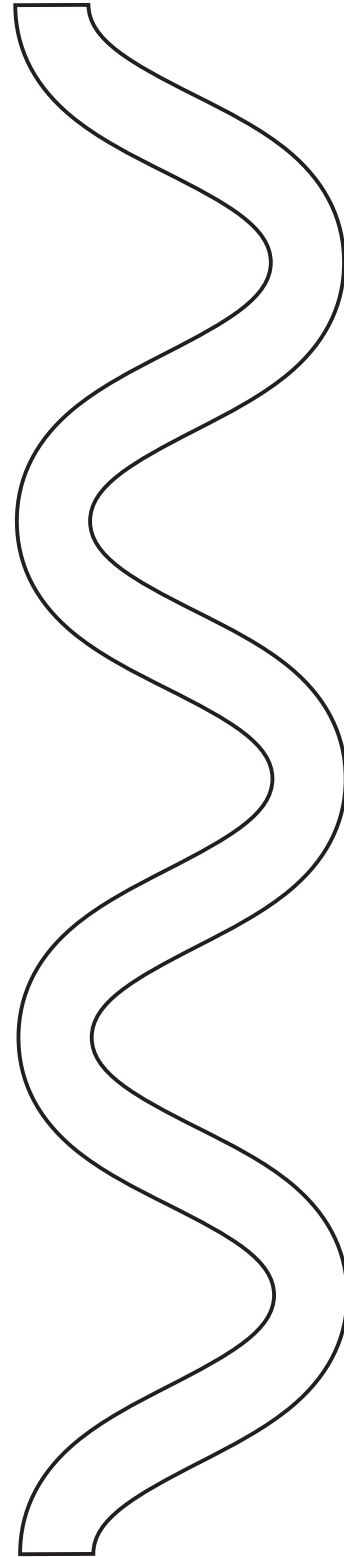
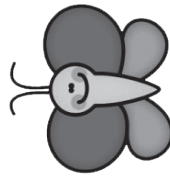
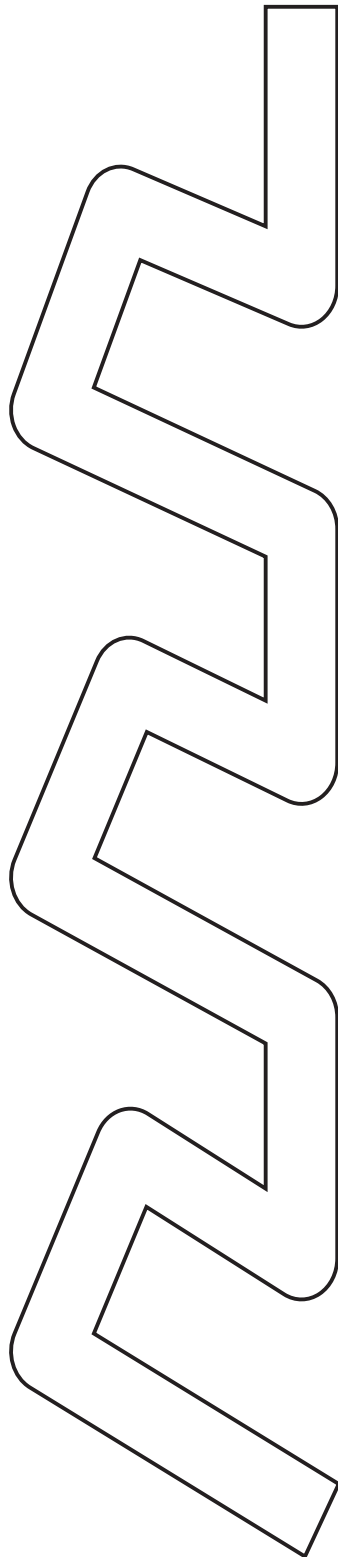
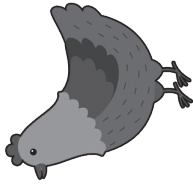
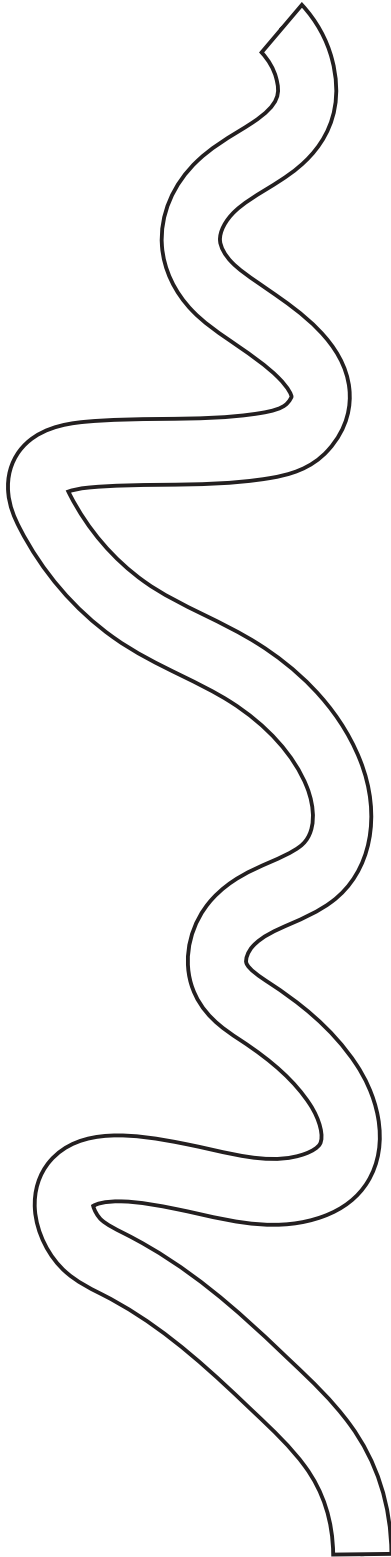


Sicocomsila lesincane: Likhasi lemsebenti wekuFundza wente



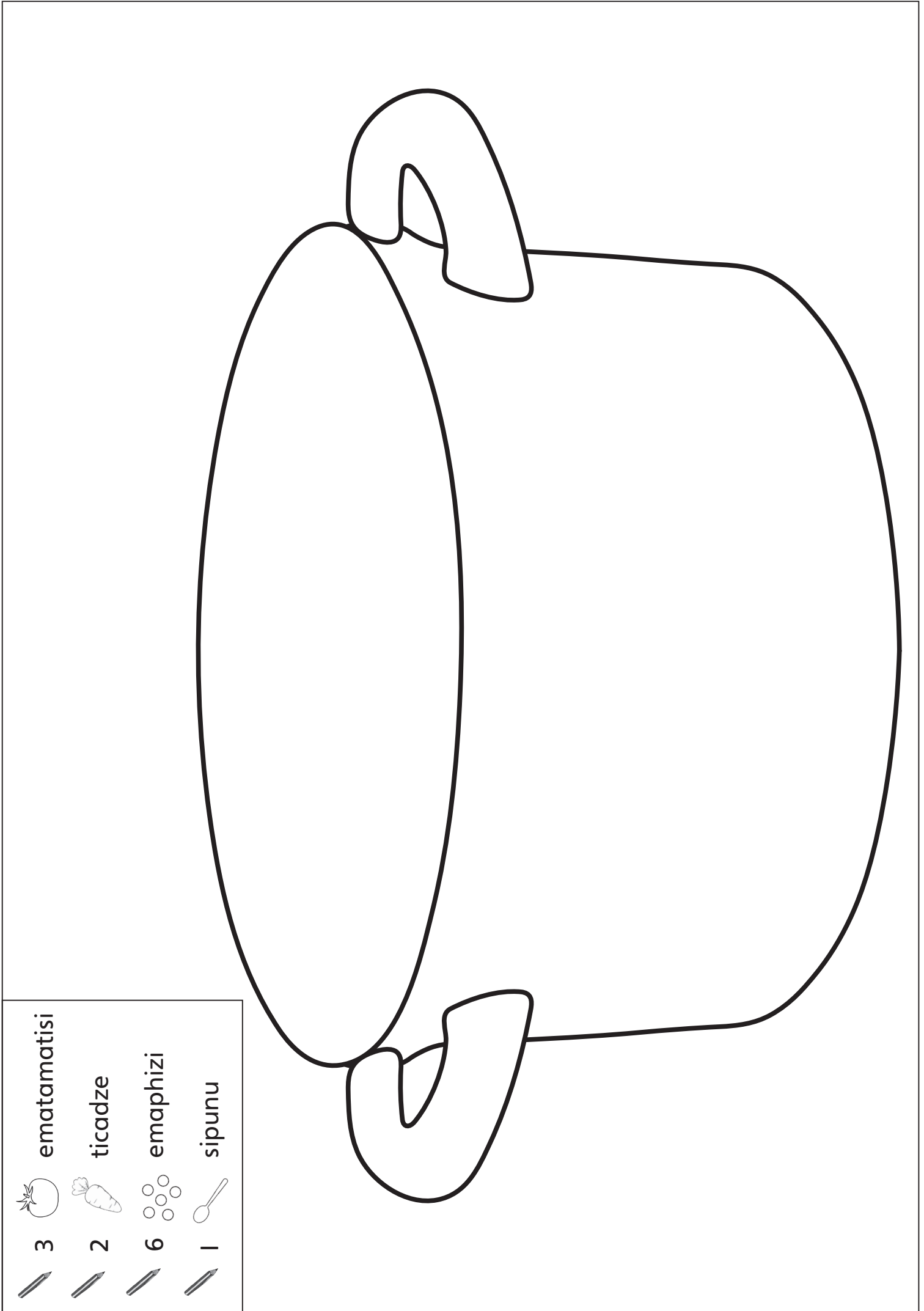
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Temo netintjontji tetitjalo: Likhasi lemsebenti wekuFundza wente

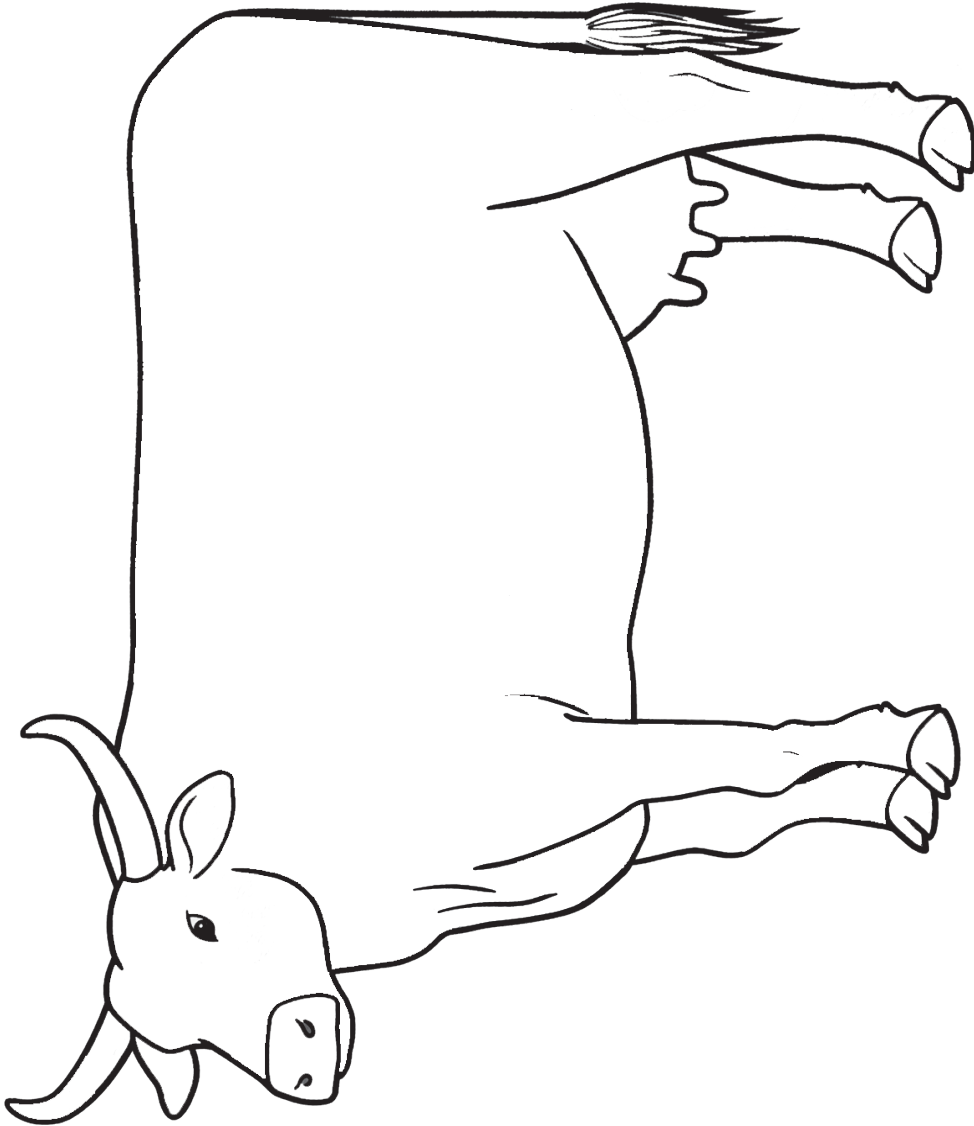


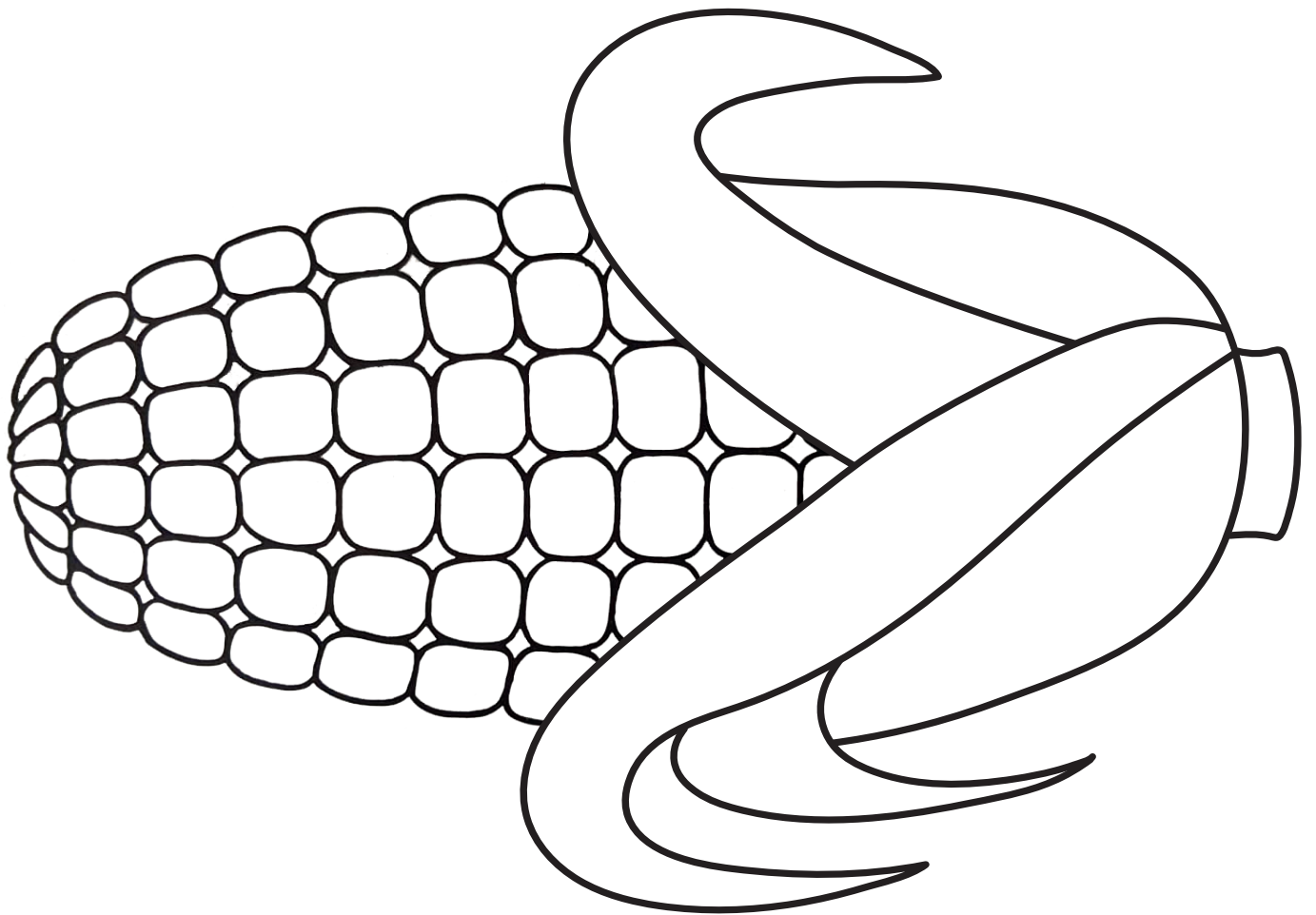
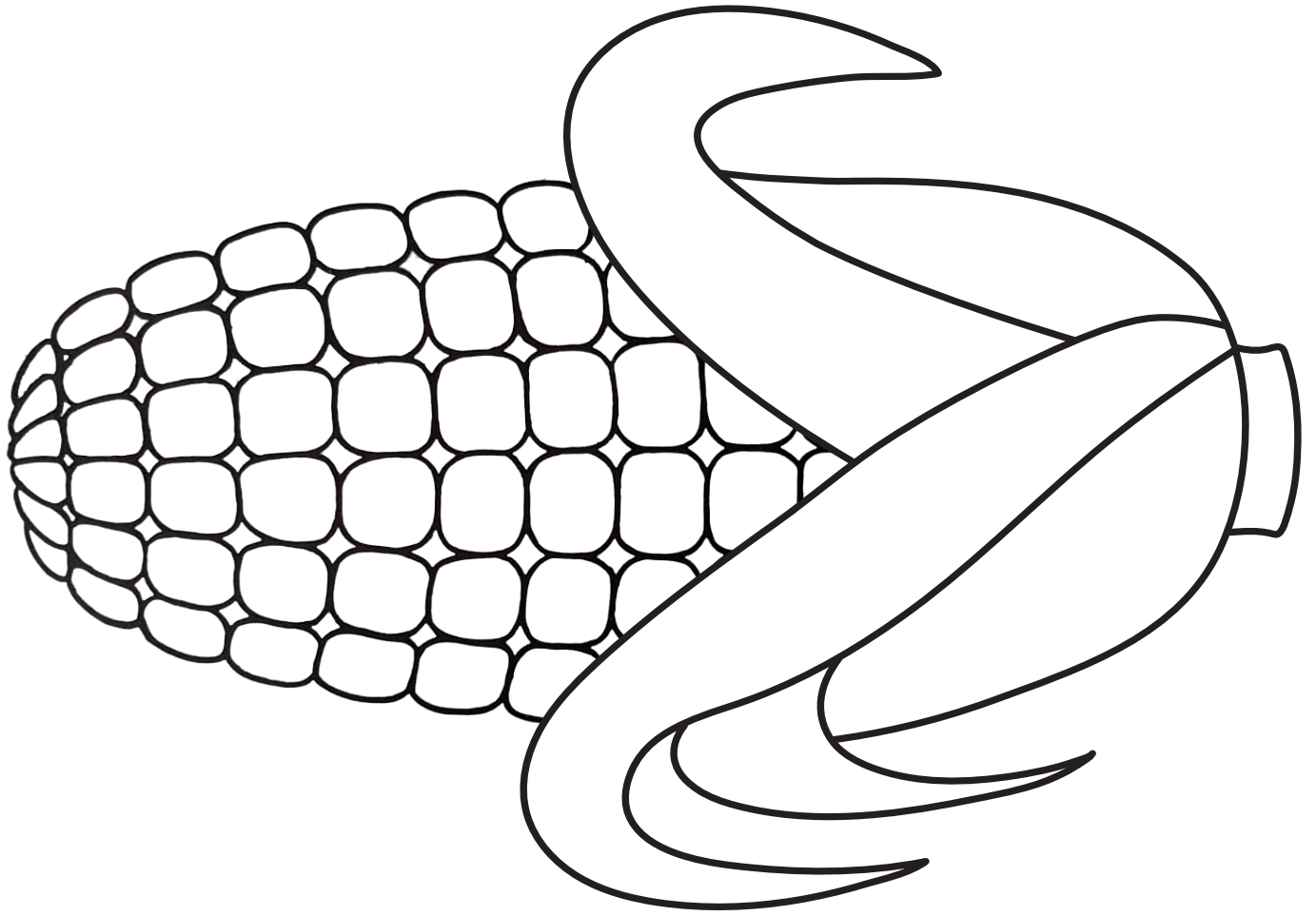
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Temo netinjontji tetijalo: Likhasi lemsebenti wenkhomo ya Temo





Temo netintjontji tetitjalo: Likhasi lemsebenti wembila





Ingadzi yaMkhulu Farouk: Likhasi lemsebenti wekuFundza wente

-  1  sibungu
-  2  emavivane
-  3  iminenkhe
-  4  tinyosi
-  5  imisundvu

