



Nongonoko wa Antswiso wa Ririmi wa
Giredi ya V

Grade R Language
Improvement Programme

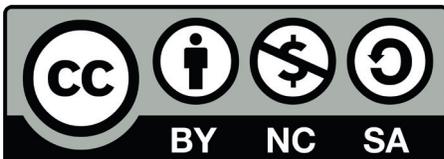
Xiletelo xa Migingiriko Activity Guide

Kotara ya 3
Term 3



Xitsonga I English





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Mpfumelelo lowu wu pfumelela vatirhisi-kambe ku va va hangalasa, ku pfallanganyisa na kambe, ku tekelela na ku aka ehenhla ka xitirhisiwa hi xihangalasa mahungu kumbe xivumbeko xin'wana na xin'wana ntsena ku nga ri hi xikongomelo xa ku endla mali, naswona ntsena nxiximo wu nyikiwa mutumbuluxi. Loko u pfallanganyisa nakambe, tekelela kumbe ku aka ehenhla ka xitirhisiwa, u fanele ku pasisa xitirhisiwa lexi antswisiweke ehansi ka swipimelo leswi fanaka.

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★ Rito ro rhanga



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

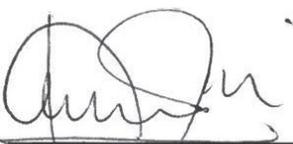
Welcome to the training of the Grade R teachers/practitioners. The Gauteng Department of Education (GDE) has prioritized Early Childhood Development as its Strategic Goal 1. This is to ensure that we can lay a solid foundation and seamless transitioning of learners to Grade 1.

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

Kotara ya 3 Xiletelo xa Migingiriko

Xiletelo xa Migingiriko ya Ririmi ra le Kaya Kotara ya 3 xi nyika xivumbeko xa madyondziselo ya Ririmi ra le Kaya eka kotara yo vumbirhi ya Giredi ya V. Migingiriko leyi simekiwe eka switori naswona yi vumbiwile ku ya hi mavhiki mambirhi yo dyondzisa xitori xin'wana na xin'wana.

Langutela leswi landzelaka:

- ★ Nongonoko wa leswi swi lavaka u swi lulamisa eka xitori xin'wana na xin'wana lexi nga ta teka mavhiki mambirhi
- ★ Nongonoko wa mavhiki mambirhi lama kombisaka mingingiriko ya siku rin'wana na rin'wana, ya mavhiki mambirhi
- ★ Pheji ra makambeleso ya nkarhi na nkarhi leri ri simekiweke eka migingiriko ya kotara naswona ri nga tirhisiwa ku rhekhoda ku humelela ka mudyondzi hi nkarhi wa kotara
- ★ Tirhuburiki ta makambeleso
- ★ Tipheji to kota ku kandziyisiwa ta nghingiriko, swibukwana na swikombiso swa mapapila.

Switirhisiwa

Hi lowu nkatsakanyo wa switori, minkongomelo leyi nga na vuxaka na maletere lama kongomisiweke eka Kotara ya 3.

Xitori	Nkongomelo	Marito yo kongoma/mimpfumawulo
Xikanyakanya lexintshwa xa David	Vutleketli	v na y
Spot a ya evhengeleni	Mintirho leyi vanhu va yi endlaka	n na s
Xivuluvulu lexitsongo	Mati	h na m
Temo na makhamba ya swimilana	Matsavu	r na t
Xirhapa xa Kokwana wa xinuna Farouk	Ndhawu leyi hanyekaka	f na k

Swi ta lava u tiendlela switirhisiwa swa wena hi ku famba ka nkarhi ku kota ku dyondzisa phurogiremu. Swin'wana swi nyikiwile tanihi xiphemu xa phurogiremu, swin'wana mi ta fanela ku swi hlengeleta kumbe mi ti endlala n'wana vini. Hi ringanyeta leswaku u kunguhata tidyondzo ta wena eku sunguleni ka vhiki rin'wana na rin'wana na ku lulamisa switirhisiwa hinkwaswo leswi u nga ta swi lava ka ha ri na nkarhi. Tiyisisa leswaku hinkwaswo swi tshamisekile u nga si sungula tidyondzo, leswaku u ta tirhisa nkarhi wa wena wo tala na vadyondzi.

Phaki ya Switirhisiwa swa Ririmi

Swin'we na Xiletelo xa Migingiriko xa Kotara yin'wana na yin'wana u ta amukela phaki ya switirhisiwa leyi yi nga ta va yi ri na:

- ★ tiphaphete ta xitori xin'wana na xin'wana
- ★ swifaniso swa ndzandzelelano swa xitori xin'wana na xin'wana
- ★ Buku Leyikulu ya xitori xin'wana na xin'wana
- ★ mintlangu na swiphazamiso (*leswi swi nga ta lava ku tsemeleriwa na ku swi lulamisa*).

★ 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	v and y
Spot goes to the shop	Jobs people do	n and s
The little tadpole	Water	h and m
Temo and the plant thieves	Vegetables	r and t
Grandpa Farouk's garden	Healthy environment	f and k

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*).



Switirhisiwa swo hlengeleta kumbe ku xava

- ★ tipuropo na swiambalo leswi nga na vuxaka na xitori ku tirhisa hi nkarhi wo rungula xitori, ntlangu wo endla onge na ntlangu wo encenyeta
- ★ switirhisiwa swa swikirepe swa migingiriko ya vutshila na ku aka: tipuleti ta maphepha, tikunupu, timbewu, swimhandzana, swiribyana, swipfalo swa bodlela, bokisi ra matandza, tijeke ya dlilasi, mixaka yo hambana ya mihlovo ya pende ya tintiho, matihlo ya pulasitiki, foyili, thireyi ya styrofoam, lapi, swimhandzana swo xokola meno, thixu, phasta
- ★ switirhisiwa leswi tsariweke leswi fambelanaka na xitori xin'wana na xin'wana: tibuku ta swifaniso, swiphephana swa swo xavisa, timagazini na tiphositara
- ★ tikhirayoni ta mhula letikulu, pende na tiburachi to penda, swikero, glilu, switsalu and timakara ta bodo-yo-basa, Prestik
- ★ maphepha ya A4, khadibodo na filipichati, phepha ro hlovohatiwa
- ★ minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito eka xitori xin'wana na xin'wana
- ★ minchumu ya bokisi ra maletere, phaphete ya sokisi, xibekani, malapi, swo swukuta tinhongana, poto, basikiti, lepula lerikulu, xivoni lexitsongo
- ★ swilo kumbe swifaniso swintsongo swa migingiriko kombiso: sava, phepha ro tlangisa kumbe phephahungu
- ★ vumba, meti ya vumba.

Malulamiso ya xitori xin'wana na xin'wana

- ★ Lulamisa tiphaphete hi ku ti damarheta eka swimhandzana swo ntswontswa kumbe eka swo tsondzela phepha ra xihambukelo
- ★ Hlengeleta tipuropu to rungula xitori, ku encenyeta ntlangu na ntlangu wo endla onge.
- ★ Kandziyisa (fothokhopa) mapheji ya nghingiriko ya mudyondzi un'wana na un'wana.
- ★ Lulamisa mintlangu na swiphazamiso na ku swi hlayisa eka nkwama kumbe xibye.
- ★ Endla vumba byo tlangisa na timete ta vumba to tlangisa (rhisiyi yi katsiwile swin'we na mapheji ya nghingiriko).
- ★ Kandziyisa (fothokhopa) na ku petsa xibukwana xa mudyondzi un'wana na un'wana (swiletelo swi le ka mapheji ya nghingiriko).
- ★ Endla mabokisi mambirhi ya maletere ya xitori xin'wana na xin'wana: Tata xibye xo va hava nchumu xa ayisikhirimi hi minchumu (kumbe swifaniso swa minchumu) leswi swi sungulaka hi mpfumawulo wa xiviri. Xikombiso, bokisi ra **s** ri ta va na minchumu leyi mavito ya yona ma sungulaka hi **/s/**. Tirhisa nongonoko wa marito ku ku pfuna ku hlawula minchumu ya le mabokisini. Lebula bokisi rin'wana na rin'wana ra maletere hi ku tirhisa swikombiso swa maletere. I vonelo ra kahle ku kandziyisa swikombiso eka leswi swi nga twiwaka, phepha ro olova kumbe phepha ro khwaxa leswaku vadyondzi va ta kota ku twa xivumbeko xa letere.

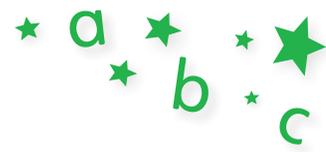
Ku dyondzisa Ririmi ra le Kaya eka Giredi ya V nongonoko wa siku na siku

Nkarhi lowu kongomisiweke eka Ririmi ra le Kaya wu katsa migingiriko ya tllasi hinkwayo na ya ntlawa lowuntsongo siku rin'wana na rin'wana. Migingiriko yi veketeriwe hi tindlela to hambana hambana:

- ★ Mudyondzisi u rhangela ku suka emahlweni ka tllasi.
- ★ Mudyondzisi u tshama na ntlawa lowuntsongo ku va letela na ku tirha na vadyondzi hi vukheta.
- ★ Mudyondzisi u hlamusela nghingiriko na ku kombela vadyondzi ku tirha voxe hi mintlawa.

Nongonoko wa mavhiki mambirhi wu kombisa migingiriko ya masiku hinkwawo, wa mavhiki mambirhi. Migingiriko yi endleriwe ku tiyisisa ririmi ra le ka xitori, na ku hlulukisa minongoti ya nkoka ya litheresi endzeni ka xitori. Xivumbeko lexi xi vuyeleriwe eka nongonoko wa mavhiki mambirhi man'wana na man'wana. Ntolovelo lowu wu hundzuka lowu tolovelekaka na ku vuyerisa eka vadyondzisi na vadyondzi. Vadyondzisi va sungula ku titshemba ku dyondzisa hi ndlela leyi na vadyondzi va twa va hlayisekile loko va tiva leswi swi languteriweke eka vona.





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, 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: sand, 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.

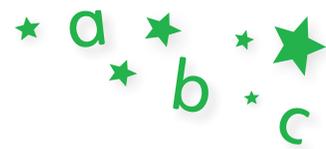




Nongonoko wa mavhiki mambirhi ya Ririmi ra le Kaya

Vhiki ra 1

Migingiriko ya tlilasi hinkwayo	Musumbhunuku	Ravumbirhi	Ravunharhu	Ravumune	Ravuntlhanu
Migingiriko leyi simekiweke eka xitori	Ku rungula xitori na ku aka ntivomarito	Ku rungula xitori na ku yimbelela	Ku rungula xitori na ku encenyeta ntlangu	Ku landzelerisa swifaniso	Ku endla, ku dirowa na ku tsala
	Vadyondzi va twa xitori ro sungula va karhi va dyondza ntivomarito lamantshwa.	Vadyondzi va yingisela xitori nakambe na ku yimbelela risimu leri nga na vuxaka na xitori.	Vadyondzi va teka swiyenge swo hambana hambana na ku tirhisa ririmi ra xitori vona vini, loko xitori xi karhi xi runguriwa.	Vadyondzi va tlhela va rungula xitori hi ku tirhisa swifaniso.	Vadyondzi va humesela mavonelo ya vona hi xitori hi ku endla xanchumu, ku dirowa xifaniso kumbe ku teka xiave eka ku tsala swin'we.
Migingiriko ya letere na mpfumawulo	Ku tivisa mpfumawulo ku suka eka xitori	Mavumbelo ya letere	Mabokisi ya maletere	Ku yingisela mimpfumawulo leyi kongomisiweke	Ku twanansa na ku hambanisa
	Vadyondzi va tivisiwa eka mpfumawulo lowu kongomisiweke na letere leri nga na vuxaka na marito lama humaka eka xitori.	Vadyondzi va vumba letere leri kongomisiweke hi ku tirhisa switirhisiwa swo hambana hambana leswi swi va nyikaka ntokoto wa switwi.	Vadyondzi va vona, va khoma na ku vulavula hi minchumu na swifaniso leswi sungulaka hi mpfumawulo lowu kongomisiweke.	Vadyondzi va lemuka mimpfumawulo leyi kongomisiweke eka marito.	Vadyondzi va twanansa mimpfumawulo ku endla marito na ku hambanisa marito ya va mimpfumawulo.
Migingiriko ya ntlawa lowuntsongo	Musumbhunuku	Ravumbirhi	Ravunharhu	Ravumune	Ravuntlhanu
Stella u kombisa leswaku hi yihi migingiriko ya ntlawa lowuntsongo lowu leteriwaka hi mudyondzisi siku rin'wana na rin'wana.					
Ntlawa wa wasi	Nghingiriko 1: Ku dirowa na ku tsala ko sungula 	Nghingiriko 2: Swiphazamiso na mintlangu	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge
	Vadyondzi va rhekhoda mavonelo ya vona hi ku dirowa na ku tsala ko sungula.	Vadyondzi va endla swiphazamiso na ku tlanga mintlangu ya ririmi.	Vadyondzi va hlaya hi voxe na ku tiphina hi tibuku na xitirhisiwa xa nkandziyiso wun'wana.	Vadyondzi va endla migingiriko ya minsiya leyintsongo na ko tolovela mavumbelo ya maletere.	Vadyondzi va akela eka ririmi xitori na nkongomelo hi ntlangu wo endla onge.
Ntlawa wa rihlaza	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula 	Nghingiriko 2: Swiphazamiso na mintlangu	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo
Ntlawa wa xitshopana	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula 	Nghingiriko 2: Swiphazamiso na mintlangu	Nghingiriko 3: Ku hlaya ka munhu un'we
Ntlawa wo tshwuka	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula 	Nghingiriko 2: Swiphazamiso na mintlangu
Ntlawa wa xivunguvungu	Nghingiriko 2: Swiphazamiso na mintlangu	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbileyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula 



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 





Vhiki ra 2

Migingiriko ya tlilasi hinkwayo	Musumbhunuku	Ravumbirhi	Ravunharhu	Ravumune	Ravuntlhanu
Migingiriko leyi simekiweke eka xitori	Ku landzelerisa swifaniso ko tala Vadyondzi va katsakanya vutivi bya xitori hi ku landzelerisa swifaniso ko tala hi voxo.	Ku hlaya swin'we – Buku leyikulu Vadyondzi va yingisela xitori xo tiveka xi karhi xi hlayiwa loko mudyondzisi a kombisa mahlayelo.	Ku dyondza ku yingisela Vadyondzi va yingisela hi vukheta na ku landzelela swileriso swa nomo.	Ku hlaya na ku endla Vadyondzi va hlamusela vuthala bya swo tsariwa na xifaniso.	Ku endla, ku dirowa na ku tsala Vadyondzi va humesa mavonelo ya vona hi xitori hi ku endla xanchumu, ku dirowa kumbe ku hoxa xandla eka ku tsala swin'we.
Migingiriko ya letere na mpfumawulo	Ku tivisa mpfumawulo ku suka eka xitori Vadyondzi va tivisiwa mpfumawulo lowu kongomisiweke lowu fambaka na marito lama sukaka eka xitori.	Mavumbelo ya letere Vadyondzi va vumba letere leri kongomisiweke hi ku tirhisa switirhisiwa swo hambana hambana leswi swi va nyikaka ntokoto wa switwi loku fuweke.	Mabokisi ya maletere Vadyondzi va vona, va khoma na ku vulavula hi minchumu na swifaniso leswi swi sungulaka hi mpfumawulo lowu kongomisiweke.	Ku yingisela mimpfumawulo leyi kongomisiweke Vadyondzi va lemuka mimpfumawulo leyi kongomisiweke eka marito.	Ku twananisa na ku hambanisa Vadyondzi va twananisa mimpfumawulo ku vumba marito na ku hambanisa marito hi mimpfumawulo.
Migingiriko ya ntlawa lowuntsongo	Musumbhunuku	Ravumbirhi	Ravunharhu	Ravumune	Ravuntlhanu
Stella u kombisa leswaku hi yihi migingiriko ya ntlawa lowuntsongo lowu leteriwa hi mudyondzisi siku rin'wana na rin'wana.					
Ntlawa wa wasi	Nghingiriko 1: Ku dirowa na ku tsala ko sungula Vadyondzi va rhekhoda mavonelo ya vona hi ku dirowa na ku tsala ko sungula.	Nghingiriko 2: Swiphazamiso na mintlangu 	Nghingiriko 3: Ku hlaya ka munhu un'we Vadyondzi va hlaya va ri voxo na ku ti phina hi tibuku na switirhisiwa swin'wana swo tsariwa.	Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo Vadyondzi va endla migingiriko ya mfambafambo wa swirho na ku ti toloveta ku vumba maletere.	Nghingiriko 5: Ntlangu wo endla onge Vadyondzi va aka ehenhla ka ririmi ra xitori na nkongomelo hi ntlangu wo endla onge.
Ntlawa wa rihlaza	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula	Nghingiriko 2: Swiphazamiso na mintlangu 	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo
Ntlawa wa xitshopana	Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula	Nghingiriko 2: Swiphazamiso na mintlangu 	Nghingiriko 3: Ku hlaya ka munhu un'we
Ntlawa wo tshwuka	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula	Nghingiriko 2: Swiphazamiso na mintlangu 
Ntlawa wa xivunguvungu	Nghingiriko 2: Swiphazamiso na mintlangu 	Nghingiriko 3: Ku hlaya ka munhu un'we	Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo	Nghingiriko 5: Ntlangu wo endla onge	Nghingiriko 1: Ku dirowa na ku tsala ko sungula





Week 2

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



Nongonoko wa migingiriko wu fambisana na XIPHOKHAMA

Tafula leri ri kombisa hi laha migingiriko ya nongonoko wa mavhiki mambirhi wu vumbaka ha kona vuswikoti bya ririmi lebyi kongomeke bya XIPHOKHAMA, naswona ri komba hi laha u nga tirhisaka ha kona migingiriko ku kambela ku humelela ka mudyondzi hi ku langutisa eka swilaveko swa makambeleso ya XIPHOKHAMA.

Nongonoko wa mavhiki mambirhi	Migingiriko ya tllasi hinkwayo leyi simekiweke eka xitori	Vuswikoti bya Ririmi bya XIPHOKHAMA	Nongonoko wo kambela Makambeleso	Rhubiriki ya Makambeleso
			(yi humesiwe eka swilaveko swa makambeleso ya XIPHOKHAMA)	
Vhiki ra 1: Musumbhunuku	Ku rungula xitori na ku aka ntivomarito	Ku yingisela na ku vulavula	U yingisela switori swo koma hi ku tiphina na ku nghenelela eka khorasi hi nkarhi lowu faneleke U vutisa swivutiso	
Ravumbirhi	Ku rungula xitori na ku yimbelela	Ku rungula xitori na ku yimbelela	U yimbelela tinsimu to olova na ku encenyeta (hi ku pfuniwa)	
Ravunharhu	Ku rungula xitori na ku encenyeta ntlangu	Ku yingisela na ku vulavula	U encenyeta xiphemu xa xitori, risimu kumbe xinsin'wana	
Ravumune	Ku landzelerisa swifaniso	Ku yingisela na ku vulavula		Ku yingisela na ku vulavula Rhubiriki 1: U rungula switori na ku vuyelela switori hi marito ya yena n'wini
Ravuntlhanu	Ku endla, ku dirowa na ku tsala	Ku yingisela na ku vulavula Ku tsala ko sungula	U hoxa xandla eka mavonelo hi swifaniso na ku hoxa xandla eka swivulwa swa xiphemu xa ku tsala ka tllasi U dirowa kumbe ku penda swifaniso ku hundzisa mahungu	
Vhiki ra 2: Musumbhunuku	Ku landzelerisa swifaniso ko tala	Ku yingisela na ku vulavula Ku hlaya na ku langutisa		Ku yingisela na ku vulavula Rhubiriki 2: U longoloxa sete ya swifaniso hi ndlela leyi swi vumbaka xitori na ndzandzelelano lowu nga na lojiki wa swindleko loko swi runguriwa na ku va na vuxaka na xitori lexi vumbiweke
Ravumbirhi	Ku hlaya swin'we – Buku leyikulu	Ku hlaya na ku langutisa	U "hlaya" switshuriwa leswi kurisiweke swo fana na switlhokovetselo, tibuku letikulu na tiphositara tanihi tllasi hinkwayo na mudyondzisi	
Ravunharhu	Yingisela u endla	Ku yingisela na ku vulavula	U yingisela swileriso swo olova na ku encenyeta	
Ravumune	Ku hlaya na ku endla	Ku hlaya na ku langutisa	U lemuka vito ra yena na man'wana mavito ya vadyondzi lavan'wana	
Ravuntlhanu	Ku endla, ku dirowa na ku tsala	Ku yingisela na ku vulavula Ku tsala ko sungula	U hoxa xandla eka mavonelo hi swifaniso na ku hoxa xandla eka swivulwa swa xiphemu xa ku tsala ka tllasi U dirowa kumbe ku penda swifaniso ku hundzisa mahungu	





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	



Nongonoko wa mavhiki mambirhi	Migingiriko ya tlilasi hinkwayo leyi simekiweke eka xitori	Vuswikoti bya Ririmi bya XIPHOKHAMA	Nongonoko wo kambela Makambeleso	Rhubiriki ya Makambeleso
Vhiki ra 1 na 2: Musumbhunuku	Ku tivisa mpfumawulo ku suka eka xitori	Mimpfumawulo		Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 1: U lemuka switatisi na switwari swin'wana swo twiwa na swo voniwa
Ravumbirhi	Mavumbelo ya letere	Ntivontsalo	U vumba maletere hi tindlela to hambana hambana hi ku tirhisa ku penda hi tintiho, tiburachi to penda, tikhirayoni ta mhula, sw. na sw. a sungula eka ndhawu leyi faneleke na ku landzelela tlhelo leri faneleke	Ku tsala ko sungula na Ntivontsalo Rhubiriki 1: U hlulukisa vuswikoti bya mimpfimi leyintsongo na vuswikoti bya mfambafambo wa swirho
Ravunharhu	Mabokisi ya maletere	Mimpfumawulo	U lemuka switatisi na switwari swin'wana swa masungula swo twiwa na swo voniwa ngopfu ngopfu eku sunguleni ka rito	Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 1: U lemuka switatisi na switwari swin'wana swo twiwa na swo voniwa
Ravumune	Ku yingisela mimpfumawulo leyi kongomisiweke	Mimpfumawulo		Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 2: U sungula ku lemuka leswaku marito ma endlwe hi mimpfumawulo: u nyika mpfumawulo wo sungula wa vito ra yena
Ravuntlhanu	Ku twananisa na ku hambanisa	Mimpfumawulo	U avanyisa marito ya mapeletwananyingi hi mapeletwana: u tirhisa ku phokotela kumbe ku ba ka xigubu eka peletwana rin'wana na rin'wana eka rito kumbe ku tiva nhlayo ya mapeletwana (ku phokotela) eka mavito ya vadyondzi etlilasini	
Nongonoko wa mavhiki mambirhi	Migingiriko ya tlilasi hinkwayo leyi simekiweke eka xitori	Vuswikoti bya Ririmi bya XIPHOKHAMA	Nongonoko wo kambela Makambeleso	Rhubiriki ya Makambeleso
Vhiki ra 1 na 2: Musumbhunuku	Ku dirowa na ku tsala ko sungula	Ku tsala ko sungula	U ringeta ku tsala maletere hi ku tirhisa manyokanyokana, swikhokhonono, sw. na sw. na ku "hlaya" leswi a swi tsaleke: u "hlaya" leswi manyokanyokana ma vulaka swona U khoma tikhirayoni kahle hi ku tirhisa makhomelo lamanene ya penisele	Ku tsala ko sungula na Ntivontsalo Rhubiriki 2: U dirowa swifaniso leswi humesaka vonelonkulu ra switori, tinsimu na swinsin'wana Rhubiriki 3: U twisa leswaku ku tsala na ku dirowa swi hambanile: ku endla onge i wa tsala ku yimeriwa hi ku tirhisa manyokanyokana
Ravumbirhi	Swiphazamiso na mintlangu	Mimpfumawulo Ku yingisela na ku vulavula	Ku tirhisiwa ka ririmi eka ku ehleketa: Ku fambanisa swilo leswi fambaka swin'we na ku fananisa swilo swo hambana	Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 1: U lemuka switatisi na switwari swin'wana swo twiwa na swo voniwa
Ravunharhu	Ku hlaya ka munhu un'we	Ku hlaya na ku langutisa	U "hlaya" a ri yexe tibuku ku titsakisa elayiburari kumbe eka khona ro hlayela etlilasini U khoma buku hi ndlela ya kahle na ku pfula tipheji hi mfanelo	Mimpfumawulo, Ku hlaya na ku Langutisa Rhubiriki 3: U tiendlela xitori xa yena n'wini hi ku "hlaya" swifaniso
Ravumune	Vuswikoti bya mimpfimi leyintsongo wa swirho na ntivontsalo	Ntivontsalo	U vumba maletere hi tindlela to hambana hambana hi ku tirhisa ku penda hi tintiho, tiburachi to penda, tikhirayoni ta mhula, sw. na sw. a sungula eka ndhawu leyi faneleke na ku landzelela tlhelo leri faneleke U kopunula maletere lama a ma tivaka eka vito ra yena ku yimela ku tsala: u kopunula vito ra yena U hlulukisa vulawuri bya mimpfimi leyintsongo hi ku tirhisa xikero ku tsema swifaniso, swivumbeko, sw. na sw.	Ku tsala ko sungula na Ntivontsalo Rhubiriki 1: U hlulukisa vuswikoti bya mimpfimi leyintsongo na vuswikoti bya mfambafambo wa swirho
Ravuntlhanu	Ntlangu wo endla onge	Ku yingisela na ku vulavula Ku tsala ko sungula	U encenyeta ku tsala loko a ri le ku tlangeni: u teka mahungu ya riqingho, u tsala thikithi ra ndziho wa le patwini, sw. na sw. U kopunula leswi tsariweke eka mbangu loko a karhi a tlanga	





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	

★ Xikanyakanya lexintshwa xa David

Xitori

David a ri mufana wa ntsako loyi a rhandza ku tlanga na vanghana va yena. Kambe a ku ri na xilo xin'we lexi a xi navela ku tlula hinkwaswo emisaveni – a navela onge a nga va na xikanyakanya xa yena n'wini. Vanghana va David hinkwavo a va ri na swikanyakanya naswona loko va khandziya va famba swin'we ku ya exikolweni, David a yima a va tlakusela voko a navela onge a nga va a khandziya na vona.

Nkarhi wu fikile wo va David a tlangela siku ra yena ro velekiwa. A navela onge lembe leri manana na tatana wa yena va nga n'wi xavela xikanyakanya tanihi nyiko. Namixo wa siku ra ku velekiwa ka yena, manana na tatana wa yena va n'wi vitanile: "Siku ro velekiwa ro tsakisa, David! Tana u ta vona leswaku hi na yini xa wena!" David u tsutsumele ekamareni naswona bvumba leswaku u vona yini – xikanyakanya xo vangama xo tshwuka xi ri na lente leyikulu ya wasi. A nyanyukile swinene. "Ndza khensa, Manana! Ndza khensa, Tatana!" a vula. "Xikanyakanya hi xona lexi a ndzi navela ku va na xona. Sweswi ndzi ta khandziya ku ya exikolweni na vanghana va mina."

David a tsakile swinene. U ambale gondoro wa yena kutani a khandziya xikanyakanya xa yena lexintshwa xo vangama. Kambe yowee! Mbuyangwana, u wele hansi. David u ringetile nakambe, naswona a tlhela a wa. A nga swi koti ku khandziya xikanyakanya.

David u susumete xikanyakanya a xi ngenisa ekamareni a xi veka ekusuhi na mubedo wa yena. Masiku hinkwawo a xi pholicha naswona a xi vangama. "Ndzi navela onge ndzi nga xi khandziya," a ehleketa.

"David, tana u khandziya na hina," vanghana va yena va n'wi vitana. Kambe David u tshamile endlwini. A twa a nyuma naswona a nga lavi ku byela munhu hi xihundla xa yena, leswaku a nga swi koti ku khandziya xikanyakanya.

Madyambu man'wana na man'wana David a yimela ku va na xinyama kutani a susumeta xikanyakanya xa yena a ya exirhapeni laha a nga ta vona hi munhu na un'we. U ringetile na ku ringeta ku khandziya xikanyakanya, kambe David mbuyangwana a tshamela ku wa na ku ti vavisa.

Madyambu man'wana, munghana wa David, Anne u n'wi vonile exirhapeni. Anne a ri munghana lonene naswona a lava ku pfuna David.



"David!" a vitana. "Yima ndzi ku pfuna." Hi loko Anne a khomelela xikanyakanya a tsutsuma endzhaku ka yena. David u wile kan'we, u wile kambirhi, kutani a nga ha wanga nakambe.

"Ndzi kota ku khandziya! Ndzi kota ku khandziya!" ku huwelela David a karhi a tsutsuma hi rivilo swinene.

"Huree!" ku huwelela Anne.

"Huree!" ku huwelela David loko a khandziya a rhendzeleka hi xirhapa. "Ndza khensa swinene ku va u ndzi pfunile, Anne!"

Siku leri landzelaka loko vanghana va David va n'wi vitanile, a lulamerile ku ya hlangana na vona hi xikanyakanya xa yena lexintshwa. David a tsakile swinene leswaku u ringetile hi masiku hambileswi a nga wela ehansi mikarhi yo tala. Sweswi u ta va na ntsako na vanghana va yena na ku hlangana na vona loko va ya exikolweni.

Lawa hi wona makumu ya xitori.



★ 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.





Risimu

Ndzi rhandza xikanyakanya
 Ndzi rhandza ku famba hi xona
 Ndzi chovha ndzi ya exirhapeni
 Ndzi chovha ndzi ya evhengeleni
 Ndzi rhandza xikanyakanya
 Ndzi rhandza ku famba hi xona.

Ndzi rhandza xikanyakanya
 Ndzi rhandza ku tlanga hi xona
 Ndzi tlanga na vanghana va mina
 Hi chovha hi ya exikolweni
 Ndzi rhandza xikanyakanya
 Ndzi rhandza ku tlanga hi xona.

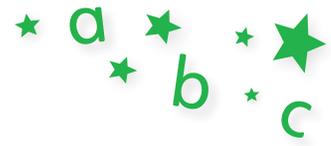
*(Tirhisa chuni ya wena)
 (Yimbelela hi chuni leyi nga kumekaka laha:
<https://youtu.be/-FST-CqbqUY> kumbe u tirhisa chuni ya wena.)*



Ntivomarito ku suka eka xitori

Marito ya nkoka	xikanyakanya	vanghana	navela	khandziya/ khandziyile	siku ro velekiwa	gondoro
Marito yo engetela:	sala kahle	pholicha	wa/wile	xihundla	vangama	lente
	patu	kamara	pfuna	xinyama	lonene	ringeta





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

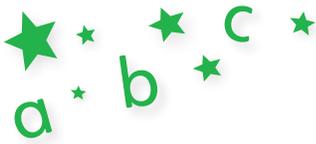


(Sing to a tune that can be downloaded here: <https://youtu.be/FST-CqbqUY> or use your own tune.)

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





U ta lava:

- Xitori xa: Xikanyakanya lexintshwa xa David
- Tiphaphete: David, Anne, xikanyakanya xa David, gondoro, bawele ra siku ro velekiwa
- Tipuropo: Gondoro ra xikanyakanya, xiphemu ra rhibono lexi bohiweke eka bawele
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntvomarito



Vhiki ra 1 Siku 1

Migingiriko ya tllasi hinkwayo

Vula xinsin'wana *Ndzi hundzuluxa tintiho* ku yisa vadyondzi emetini eka nkarhi wa xitori.

Ndzi hundzuluxa tintiho

Ndzi hundzuluxa tintiho
 Ndzi hundzuluxa swikunwani
 Ndzi hundzuluxa makatla
 Ndzi hundzuluxa nhompfu
 Sweswi (phokotela sweswi)
 Vuhundzuluxi hinkwabyo byile ka mina
 Ndzi miyerile hilaha ndzi nga kotaka hakona!

Ku rungula xitori na ku aka ntvomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: *"Xana u kona loyi angana xikanyakanya? U ehleketa onge swa olova ku chovha xikanyakanya? U ehleketa onge swa olova ku dyondza ku chovha xikanyakanya."*
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntvomarito, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso, va kombi gondoro kumbe rhibono ya mihlovo-hlovo leyi bohiweke eka bawele.

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito. Endla miencenyeto na ku tirhisa tiphaphete na tipuropu.
- 2.2 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Xana u ehlekete onge manana na tatana wa David va n'wi xavele yini hi siku ra yena ra ku velekiwa: Xana David u ta dyondza ku chovha xikanyakanya xa yena?"*

3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori? U tshame u nga ringeta ku endla nchumu wo tika ivi u humelela?"*

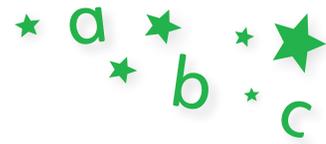
Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"vanghana, velekiwa, emisaveni, vitana. Xana ma wu twa mpfumawulo lowu kongomisiweke: vanghana, velekiwa, emisaveni? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /v/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /v/: viriviri, vulombe, virisa, vuhlalu, vilavila, xivuluvulu."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /v/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /v/: **"v-v-v"**. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawe leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.





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 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: *"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

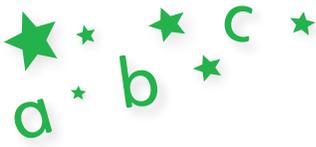
- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"vanghana, velekiwa, emisaveni, vitana. Can you hear the focus sound: vanghana, velekiwa, emisaveni? Yes, you are right! They all have the sound /v/."*
- 2 *"Listen carefully, here are some more words with /v/: viriviri, vulombe, virisa, vuhlalu, vilavila, xivuluvulu."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /v/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /v/: *"v-v-v"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

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!



U ta lava:

- Tiphaphete swa xitori
- Swifaniso swa vunanga/ switirhisiwa swa risimu



Vhiki ra 1 Siku 2

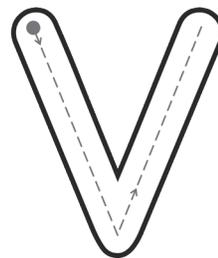
Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuropo kumbe u encenyeta ku pfuna vadyondzi ku twisisa ririmi ra risimu.
- 6 Dyondzisa vadyondzi mienenyeto ya risimu na ku va na ntsako wo yimbelela hi ririmi ro tlula rin'we.

Mavumbelo ya letere

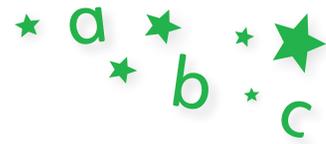
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /v/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /v/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha tshambuluta voko ra vona ri ya emahlweni xandla xi pfulekile naswona va ri vuyisa exifuveni xa vona hi xihatla va endla onge va vutla xanchumu va ri karhi va vula "v-v-vutla".
- 3 Kombisa vadyondzi ku tsala letere **v**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi na le henhla."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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



Week 1 Day 2

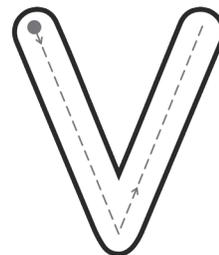
Whole class activities

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.

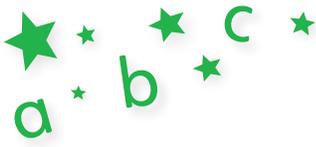
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /v/ or if they can think of any other words that start with the sound /v/.
- 2 Teach learners an action associated with the sound. For example: Learners can stretch their arm out in front with an open palm and quickly bring it back to their chest and pretend they are snatching something.
- 3 Show learners how to write the letter v. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down and up."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand 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.



U ta lava:

- Tiphaphete na tipuropu swa xitori Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **v**: viriviri, vulombe, voko, virisa, vuhlalu, voya, vabya, vumba, vusiku



Vhiki ra 1 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

- Yimbelela risimu.
- Vutisa vadyondzi loko va ha tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntvomarito. Xikombiso: Va kombi swilo leswi hatimaka na leswina mpun'wa. Va vutisi leswaku hi swihi leswi hatimaka. Va vutisi loko va ha tsundzuka rito ra leswi nga byeriwiki munhu (xihundla) kumbe swin'wana leswi u tshembhaka leswaku switava ntiyiso (ku navela).
- Hlawula vadyondzi ku tlanga swimunhuhatwa swa le ka xitori.
- Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfuna vadyondzi ku lulamisa laha va nga ta yima kona.
- Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tlilasi hinkwayo yi karhi yi hlalela ku encenyeta ntlangu.
- Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

Mabokisi ya maletere

- Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwa ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- Vutisa swivutiso hi minchumu: "Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"
- Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.

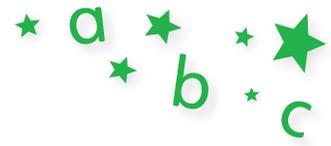
Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.

Stella u ri:

Tirhisa xipfalo xa bokisi ra letere, hi letere ra xivumbeko xa fomu eka xona ku komba vadyondzi leswaku maletere ya twiwa njhani. Vadyondzi vo tala va vuyeriwa hiku twa na ku khoma tanihi loko swi va tsundzuxa xwivumbeko swa maletere.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **v**: viriviri, vulombe, voko, virisa, vuhlalu, voya, vabya, vumba, vusiku

Week 1 Day 3

Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Show them objects that are shiny and dull. Ask them which ones are shiny. Ask them if they can remember the word for something that you don't tell anyone else (a secret) or something that you really hope will come true (a wish).
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Stella says:



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

Letter boxes

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



U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Maletere lawa ya kongomiweke lawa ya nga damarhetiwa eka timhandzi kumbe swimhandzana swo mama
- Makhadi ya swifaniso kumbe minchumu yo huma eka mabokisi ya maletere lawa ya fambisanaka na maletere lawa ya kongomiweke.

Vhiki ra 1 Siku 4

Migingiriko ya tllasi hinkwayo

Ku landzelerisa swifaniso

- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa nghingiriko.
- 5 Endzhaku ko vulavula hi hi swifaniso hinkwaswo, vutisa vadyondzi: "Xana swifaniso swi hi nongonoko lowu faneleke?"
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenisiwa eka maendlelo lawa. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.

Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

- "Xana mi vona va mani?" (swimunhuhutwa)
- "Xana u/ xi endla yini?" (maendli na swiendlo)
- "Xana mi vona yini swin'wana?" (ku languta nakambe)
- "Xana xi kwihi ...?" (ku vula ndhawu/ xiyimo)
- "Hikokwalaho ka yini u ehleketa...?" (miehleketo ya vutumbuluxi, ku humesela mavonelo)



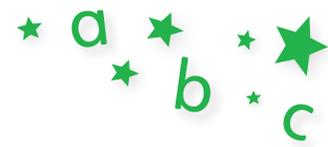
Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Nyika mudyondzi un'wana na un'wana khadi ra xifaniso kumbe nchumu wo huma eka bokisi ra maletere leswi fambelenaka na rin'we ra maletere lawa ya kongomiweke lawa ya nga damarhetiwa eka ximhandzana xo mama hi xona.
- 2 Hlamusela vadyondzi leswaku u ta khomela ehenhla ximhandzana xo mama hi xona lexi nga na letere leri kongomiweke. Vadyondzi lava nga na xifaniso kumbe nchumu lowu wu nga na letere leri kongomiweke va fanele ku yima va endla xitimela endhaka wena. Va fanele ku vula vito ra xifaniso kumbe nchumu naswona va tshikelela mpfumawulo lowu kongomiweke.
- 3 Xitimela xi yima exitichini naswona mudyondzisi u veka mhandzi leyi nga na letere etafuleni. Mudyondzi un'wana na un'wana u veka xifaniso xa yena kumbe nchumu wa yena ethelo ka letere.
- 4 Vuyelerisa ntirho lowu hi ku tirhisa mpfumawulo wun'wana lowu kongomiweke.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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:

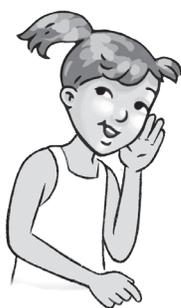


These are useful questions to ask about each picture:

- "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)

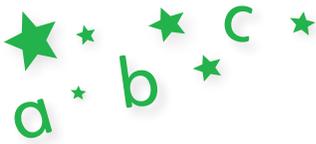
Listening for focus sounds

- 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.



U ta lava:

- Phepha ra filipichati, makara, tikhirayoni, mepe
- Marito lawa ya nga na mapeletwananyingi lawa ya fambelanaka na xitori: gondoro, xihundla, nyiko, xirhapa, mixo, swin'we, xikanyakanya, siku ro velekiwa
- Switulu swimbirhi

Vhiki ra 1 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Vutisa vadyondzi loko un'wana wa vona a tshamile a tirhisa mepe. Va kombi mepe u vulavula hi leswi mepe wu tirhisiwaka swona.
- 2 Hlamusela leswaku u ta tsakela leswaku va dirowa mepe wa patu ro suka exikolweni ku ya evhengeleni/phakeni/kereke ya le kusuhi.
- 3 Dirowa pulani ya xikolo na heke ya xikolo, u vutisa vadyondzi leswaku u fanele ku jika hi ndlela yihi loko u huma exikolweni. Dirowa patu leri yaku evhengeleni/phaka/kereke ya le kusuhi. Vutisa vadyondzi loko va vona swin'wani endleleni ivi u dirowa misinya, timboni ta thirayifiki, tindlu etlhelo ka patu.



Ku twananisa na ku hambanisa (mapeletwana)

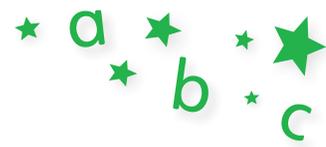
- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **xi | ka | nya | ka | nya**.
- 2 Kombela vadyondzi ku langutana na munghana wa vo na va phakatana mavoko eka peletwana rin'wana na ri'wana: **xi** (phakata) **ka** (phakata) **nya** (phakata) **ka** (phakata) **nya** (phakata).
- 3 Vula marito ma mapeletwana man'wana kusuka eka xitori loko vadyondzi va phakatana eka peletwana rin'wana na ri'wana.
- 4 Hlohlotela vadyondzi ku hlayela hlayo ya mapeletwana eka marito (xikombiso: "xikanyakanya" ri na mapeletwana manthanu).
- 5 Tanihi ku engetelela eka xitoloveto lexi, u nga susa xiphemu xin'wana xa rito kutani u vona loko vadyondzi va nga swi kota ku hetisa leswi a swi kayiverile. Xikombiso: byela vadyondzi leswaku va vula "swin'we", kutani u va kombela ku swi vula nakambe, kambe u nga vuli "swi". Xana ku kayivela yini? (n'we). Sweswi yisa emahlweni hi marito yo hlaya: "siku" loko ku ri hava "ku" i ... (si).



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Flipchart paper, marker, crayons, a map
- A list of multisyllabic words: gondoro, xihundla, nyiko, xirhapa, mixo, swin'we, xikanyakanya, siku ro velekiwa
- Two chairs

Week 1 Day 5

Whole class activities

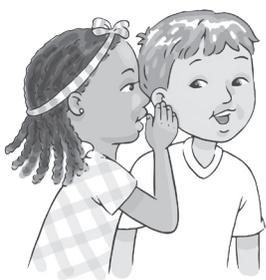
Make, draw and write

- 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.



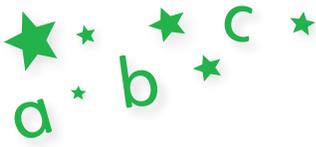
Blending and segmenting (syllables)

- 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: **xi | ka | nya | ka | nya**.
- 2 Ask learners to face a friend and do high fives for each syllable: **xi** (high five) **ka** (high five) **nya** (high five) **ka** (high five) **nya** (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: "xikanyakanya" has five 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 "swin'we", then ask them to say it again, but don't say "swi". What is left? ("n'we"). Now continue with more words: "siku" without "ku" is ... (si).



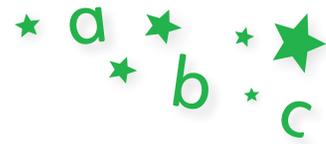
Small group activities

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



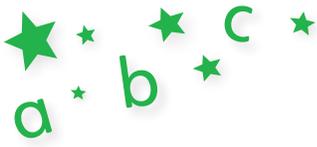
Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

U ta lava	Migingiriko
<ul style="list-style-type: none"> • Maphepha ya A4 ya mudyondzi un'wana na un'wana • Tikhirayoni ta mhula letikulu <div data-bbox="222 681 557 929"> <p>Ibhayisekile entsha ka David</p> </div> <div data-bbox="187 965 548 1278"> <p><i>Eka nkarhi lowu wa lembe, swi nga endleka vadyondzi va ri na vutitshembi byo ringeta ku ti tsalela. U nga karhateki loko vadyondzi van'wana va tsala nongonoko wa maletere ma siyi tindhawu.</i></p> </div>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> 1 Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. 2 Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. 3 Vutisa vadyondzi leswaku hi xihhi xiphemu xa xitori va xi rhandzeke. Nyika swiringanyeto swin'wana. 4 Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. 5 Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. 6 Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. 7 Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. 8 Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. 9 Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> • Tibodo timbirhi ta mimovha ya mphikizano • Tisetse timbirhi ta makhadi ya letere na xifaniso • Madayizi mambirhi na swo hlayela <div data-bbox="197 1548 588 1952"> <p><i>Loko vadyondzi va twa swi va tikela ku tlanga mintlangu leyi hi voxu, ri nga va vonelo ra kahle ku rhamba vatswari van'wana ku ta pfuna hi nghingiriko lowu wa ntlawa. Tlanga mintlangu leyi na vatswari ku nga si fika siku ra xikolo, leswi swi ta va endla va va na vutitshembi loko va tirha na vadyondzi.</i></p> </div>	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> 1 Veka bodo yo tlangela emetini/ etafuleni kutani u veka makhadi ya swifaniso hi nyandza, ma langute hansu. Hangalasa makhadi ya maletere leswaku vadyondzi va kota ku wa vona. 2 Hlamusela vadyondzi milawu ya ntlangu: <ul style="list-style-type: none"> • Mudyondzi un'wana na un'wana u na nkarhi wo hoxa dayizi kutani a fambisa xo hlayela ku ya hi nomboro ya tindhawu leyi faneleke. • Endzhaku ka ku fambisa xo hlayela, mudyondzi u teka khadi ra xifaniso ku suka eka nyandza, a vula xifaniso na mpfumawulo lowu kongomiweke. • Kutani mudyondzi a veka khadi ra xifaniso ekusuhi na khadi ra letere leri faneleke. • Ntlangu wu hela loko mudyondzi wo sungula a fikelela mujeko naswona hi yena muhluri. <div data-bbox="907 1728 1251 1984"> </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 1295 557 1697"> <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>



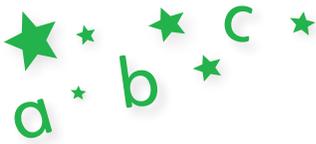
U ta lava	Migingiriko
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.
<ul style="list-style-type: none"> Nkandziyiso wa pheji ra nghingiriko wa Xikanyakanya Phasta, swimhandzana, foyili, dlilu na xikero 	<p>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> Hlamusela vadyondzi leswaku va fanele ku damarheta phasta kumbe swimhandzana na foyili ku sasekisa xikanyakanya. Loko va hetile, va nga dirowa David a ri le xikanyakanyeni na Anne a karhi a susumeta xikanyakanya. 
<ul style="list-style-type: none"> Tipuropo: switirhisiwa, pompo ya xikanyakanya, xikanyakanya xo xi hlantswa no xi pholicha, pompo ya petirolo yo endliwa hi bokisi ra khale, riqingho ro endla swikombelo swo lunghisa mimovha, mabokisi lamakulu yo encenyeta mimovha, mfungho wa garaji, mepe wa patu kumbe buku ya mepe 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya ekhoneni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta switirhisiwa leswintshwa. Hlamusela leswaku va ta encenyeta ku tirha egaraji/exitichini xo chela petirolo na vatirhi vo tirha epetirolini, valunghisi va mimovha, vachayeri, vaamukeri vo amukela swikombelo swa mimovha. Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. 





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"> 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 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"> 1 Explain to learners that they must stick pasta or sticks and tin foil to decorate the bicycle. 2 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"> 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 work at a garage/petrol station and be petrol attendants, car mechanics, drivers, receptionists to take bookings. 3 Visit the corner at least once to observe and encourage the learners' pretend play. 





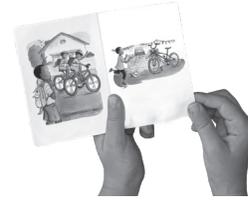
U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 1

Migingiriko ya tlilasi hinkwayo

Ku landzelerisa swifaniso ko tala



- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku yima emahlweni ka tlilasi, un'wana na un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini?"
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Nyika mudyondzi un'wana na un'wana xibukwana. Hlohlotela vadyondzi ku languta khavhara na ku hlaya nhlokomhaka ya xitori na vona.
- 6 Famba hi xifaniso na vadyondzi endzeni ka xibukwana, u karhi u va pfuna ku lemuka leswaku swifaniso leswi swi nga le bukwini swa fana na swifaniso swa le ka ndzandzelelano wa swifaniso.
- 7 Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etlilasini.
- 8 Hlohlotela vadyondzi ku muka na tibuku ku ya hlaya na mindyangu ya vona.



Ku tivisa letere ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: "yena, yima, yini, yowee, yimela. Xana ma wu twa mpfumawulo lowu kongomisiweke: yena, yima, yowee? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /y/."
- 2 "Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /y/: yima, yindlu, yimbhu, yimisa, yogati, yunifomo, yo-yo." (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /y/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /y/: "y-y-y" Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Imsebenzi yamaqela amancinci

Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.





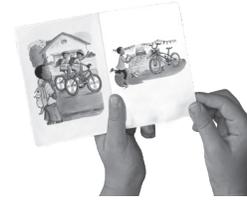
You will need:

- 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: *"yena, yima, yini, yowee, yimela. Can you hear the focus sound: yena, yima, yowee? Yes, you are right! They all have the sound /y/."*
- 2 *"Listen carefully, here are some more words with /y/: yima, yindlu, yimbhu, yimisa, yogati, yunifomo, yo-yo."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /y/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /y/: **"y-y-y"**. 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.



U ta lava:

- Buku Leyikulu: Xikanyakanya lexintshwa xa David
- Mati eswibyeni na burachi yo penda ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 2

Migingiriko ya tllasi hinkwayo

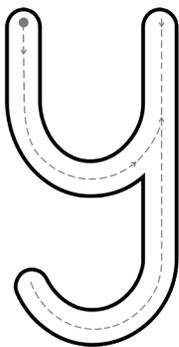
Ku hlaya swin'we – Buku Leyikulu

- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tllasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi "langutile" ebukwini hinkwayo, tthelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku "hlaya" na wena.



Mavumbelo ya letere

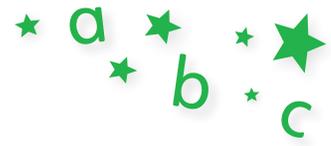
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /y/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /y/.
- 2 Dyondzisa vadyondzi ku encenyeta loku ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha tshambuluta voko ra vona ri va emahlweni laha xandla xa vona xi nga languta emahlweni a rri karhi va vula "y-yimisa".
- 3 Kombisa vadyondzi ku tsala letere **y**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi, rhendzeleka, ehenhla, hansi kutani u rhendzeleka."
- 4 Pfumelela vadyondzi ku ti toloveti ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, huma ehandle u nyika mudyondzi un'wana na un'wana xibye lexi nga na mati na burachi yo penda. Vadyondzi va nga penda letere ko tala ematini ehansi.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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

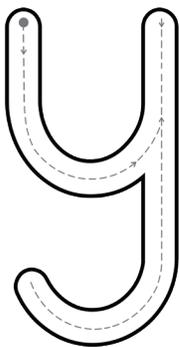
Shared reading – Big Book

- 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 /y/ or if they can think of any other words that start with the sound /y/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their arm out in front of them with their palm facing forward while saying "y-y-yimisa".
- 3 Show learners how to write the letter **y**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, round, up, down and around."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, 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.



U ta lava:

- Mimpfumawulo leyi kandiyisiweke ya mixaka yo hambana ya swifambo
- Swifaniso swa mixaka yo hambana ya swifambo
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **y**: yindlu, yimbhu, yimisa, yogati, yunifomo, yo-yo

Vhiki ra 2 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

- 1 Tshamisa vadyondzi hi xirhendzvutana uva kombela ku pfala mahlo ya vona ivi va yingisela mimpfuwulo leyi nga kusuhi na vona. Va vutisi loko vatwa mimovha, bele ya xikanyakanya, xithuthu, matiraka.
- 2 Vadyondzi va fanele ku yingisela hi vukheta loko uri karhi u ntlanga mimpfumawulo kusuka eka riqingho ra movha, xitimela, mbhongolo, hanci, bele ya xikanyakanya, xihahampfhuka, rimhondzo ra xikwekwetsu, sayirini ya maphorisa, xithuthu. Vadyondzi va fanele ku vula vito ra xifambo.
- 3 Yisa emahlweni gingiriko lowu hiku veka swifaniso swo hambana-hambana swa swifambo exikarhi ka xirhendzevutani.
- 4 Mudyondzi u fanele ku teka khadi eka lodi ivi va endla mpfumawulo na maendlelo ya xifambo. Vadyondzi lavan'wana va fanele ku vhumba leswi nga eka khadi. Mudyondzi loyi a vhubaka ro sungula u ta na nkarhi wo ya exikarhi a ya teka khadi.
- 5 Ku endla leswi swi olova eka vadyondzi lava nga na tingana, va nga endla nghingiriko hi vambirhi-mbirhi.

Mabokisi ya maletere

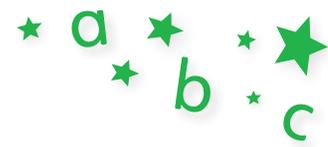
- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: "Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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 **y**: yindlu, yimbhu, yimisa, yogati, yunifomo, yo-yo

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.

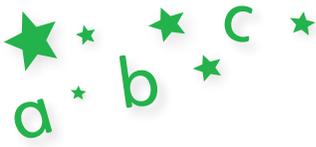
Letter boxes

- 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. Let some learners trace over the letter on the lid with their fingers.



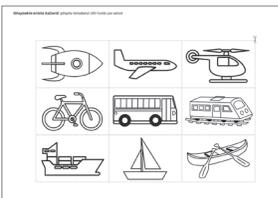
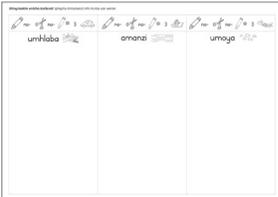
Small group activities

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



U ta lava:

- Nkandziyiso wa **mapheji ya 1 na 2 ya nghingiriko wa ku hlaya na ku endla** wa mudyondzi un'wana na un'wana
- Tikhirayoni letikulu ta mhula
- Xikero na gilul
- Maletere lawa ya kongomiweke lawa ya nga damarhetiwa eka timhandzi kumbe swimhandzana swo mama
- Makhadi ya swifaniso kumbe minchumu yo huma eka mabokisi ya maletere lawa ya fambisanaka na maletere lawa ya kongomiweke



Vhiki ra 2 Siku 4

Migingiriko ya tlilasi hinkwayo

Ku hlaya na ku endla

- 1 Nyika mudyondzi un'wana na un'wana **pheji 1 ra nghingiriko wa Hlaya u endla** leri nga na tikholumu tinharhu na **pheji 2 ra nghingiriko wa Hlaya u endla** leri nga na swifaniso swa tinxaka to hambana ta swifambo.
- 2 Kombela vadyondzi ku va va langutisa tinxaka to hambana ta vutleketli naswona va vulavula hi lomu swi fambaka kona, ku nga va emisaveni, ematini kumbe emoyeni. Xikombiso: mabazi ya lava mavhilwa ku va ya famba emisaveni, tirhokete ti na tinjini ta matimba ku va ti famba emoyeni na swikwekwetsu leswi tlutaka swa papamala leswaku swi tluta ematini.
- 3 Byela vadyondzi ku va va languta eka pheji 1 ra nghingiriko wa **Hlaya u tlhela u endla** leri nga na tikholumu na ku vulavula hi leswi va swi vonaka (swikombiso, swifaniso na marito). Va kombi laha swi nge "misava", "mati" na "moya". (Kombetela eka swifaniso swa mapatu, mati na mapapa etlhelo ka marito.)
- 4 Hlamusela vadyondzi leswaku sweswi va ya endla nghingiriko wo nyanyula lowu wu vitaniwaka "hlaya u tlhela u endla". Va fanele ku "hlaya" nhlokomhaka na ku endla leswi yi vulaka swona.
- 5 Hlayani nhlokomhaka yo sungula swin'we. Byela vadyondzi ku va va hlovohata na ku tsema xikanyakanya. Va vutisi leswaku va ehleketa i nga ri va nga xi damarheta kwihi xikanyakanya (ehansi ka nhlokomhaka: misava).
- 6 Byela vadyondzi ku va va kuma swifaniso swin'wana swa vutleketli bya le misaveni naswona va byi hlovohata na ku tlhela va tsema va damarheta. Vutisa loko ku ri na vadyondzi lava nga kotaka ku "hlaya" nhlokomhaka leyi landzelaka. Va fanele ku hlovohata, va tsema na ku damarheta tinxaka ta vutleketli leti ti fambaka ematini.
- 7 Vadyondzi va fanele ku yisa emahlweni hi ndlela leyi ku kondza xifaniso xin'wana na xin'wana xi damarhewile eka kholomu leyi nga fanela.

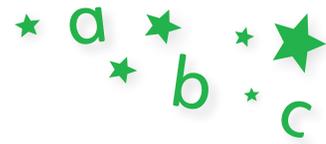
Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Nyika mudyondzi un'wana na un'wana khadi ra xifaniso kumbe nchumu wo huma eka bokisi ra maletere leswi fambelenaka na rin'we ra maletere lawa ya kongomiweke lawa ya nga damarhetiwa eka ximhandzana xo mama hi xona.
- 2 Hlamusela vadyondzi leswaku u ta khomela ehenhla ximhandzana xo mama hi xona lexi nga na letere leri kongomiweke. Vadyondzi lava nga na xifaniso kumbe nchumu lowu wu nga na letere leri kongomiweke va fanele ku yima va endla xitimela endhaka wena. Va fanele ku vula vito ra xifaniso kumbe nchumu naswona va tshikelela mpfumawulo lowu kongomiweke.
- 3 Xitimela xi yima exitichini naswona mudyondzisi u veka mhandzi leyi nga na letere etafuleni. Mudyondzi un'wana na un'wana u veka xifaniso xa yena kumbe nchumu wa yena etlhelo ka letere.
- 4 Vuyelerisa ntirho lowu hi ku tirhisa mpfumawulo wun'wana lowu kongomiweke.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

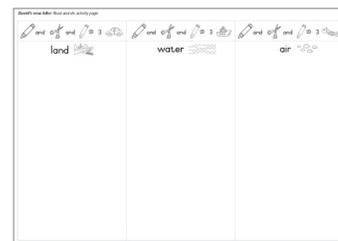
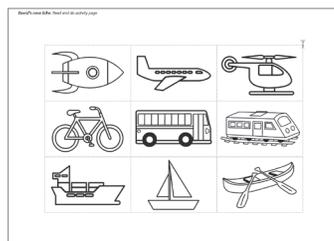
- A photocopy of the **Read and do activity pages 1 and 2** for each learner
- Jumbo wax crayons
- Scissors and glue
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

Week 2 Day 4

Whole class activities

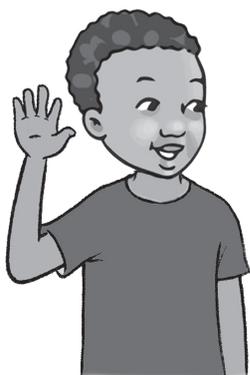
Read and do

- 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.



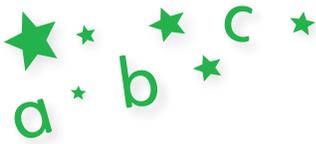
Listening for focus sounds

- 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.



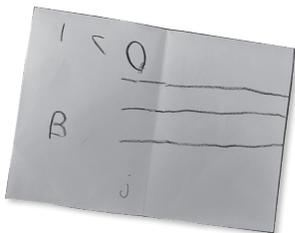
Small group activities

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



U ta lava:

- Xiphemu xa phepha ra A5 kumbe khadi ra mudyondzi un'wana na un'wana
- Tikhirayoni letikulu ta mhula
- Marito lawa ya nga na tasilabasi to tala lawa ya fambelanaka na xitori: gondoro, xihundla, nyiko, xirhapa, mixo, swin'we, xikanyakanya, siku ro velekiwa
- Switulu swimbirhi



Vhiki ra 2 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Kombeta vadyondzi pasi ra mpfumelelo ra wena ro endzela matiko kumbe khadi/buku ya wena ya ngohe, naswona va hlamuseli leswaku loko u lava ku endzela matiko yan'wana u fanele ku va pasi ra mpfumelelo do endzela matiko ku va u kota ku nghena eka tiko rero. Vutisa vadyondzi loko ku ri na loyi a nga tshama a endzela tiko, na loko va ri na pasi ra mpfumelelo ro endzela matiko.
- 2 Pfula mapheji ya pasi ra mpfumelelo ro endzela matiko ra wena kumbe buku ya ngohe, naswona komba vadyondzi laha vito ra wena ri nga tsariwa kona, siku ro velekiwa na la ha ri vulaka tiko leri u humaka eka rona.
- 3 Hlamusela vadyondzi leswaku va ta ya va ya endla pasi ra mpfumelelo ro endzela matiko ra vona kumbe buku ya ngohe.
- 4 Nyika mudyondzi un'wana na un'wana xiphemu xa phepha kumbe khadi ra A5. Vadyondzi va fanele ku petsa phepha hi le ka hafu/xikarhi, va dirowa xifaniso xa vona vini na ku tlhela va tsala vito ra vona emahlweni ka xiphemu xa phepha leri nga petsiwa.
- 5 Va hlohloteli ku "tsala" vuxokoxoko byin'wana byo tanihi vito, malembe na tiko leri va humaka eka rona. Va hlamuseli leswaku a swi bohi ku tsala ku fana na leswi lavakulu va tsarisaka xiswona, kambe a ku vi leswi swi ti kombaka leswaku i ku tsala.

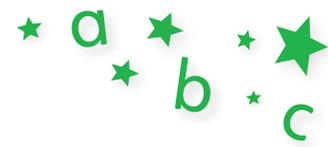
Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **xi | ka | nya | ka | nya**.
- 2 Kombela vadyondzi ku langutana na munghana wa vo na va phakatana mavoko eka peletwana rin'wana na ri'wana: **xi** (phakata) **ka** (phakata) **nya** (phakata) **ka** (phakata) **nya** (phakata).
- 3 Vula marito ma mapeletwana man'wana kusuka eka xitori loko vadyondzi va phakatana eka peletwana rin'wana na rin'wana.
- 4 Hlohlotela vadyondzi ku hlayela hlayo ya mapeletwana eka marito (xikombiso: "xikanyakanya" ri na mapeletwana mantlhanu).
- 5 Tanihi ku engetelela eka xitoloveto lexi, u nga susa xiphemu xin'wana xa rito kutani u vona loko vadyondzi va nga swi kota ku hetisa leswi a swi kayiverile. Xikombiso: byela vadyondzi leswaku va vula "swin'we", kutani u va kombela ku swi vula nakambe, kambe u nga vuli "swi". Xana ku kayivela yini? "n'we". Sweswi yisa emahlweni hi marito yo hlaya: "siku" loko ku ri hava "ku" i ... (si).

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

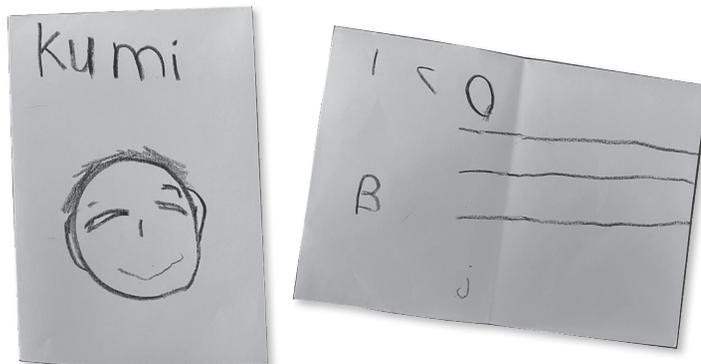
- An A5 piece of paper or card for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: gondoro, xihundla, nyiko, xirhapa, mixo, swin'we, xikanyakanya, siku ro velekiwa
- Two chairs

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: **xi | ka | nya | ka | nya**.
- 2 Ask learners to face a friend and do high fives for each syllable: **xi** (high five) **ka** (high five) **nya** (high five) **ka** (high five) **nya** (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: "xikanyakanya" has five 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 "swin'we", then ask them to say it again, but don't say "swi". What is left? ("n'we"). Now continue with more words: "siku" without "ku" is ... (si).

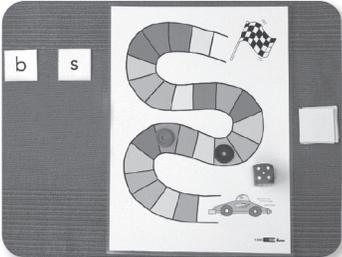


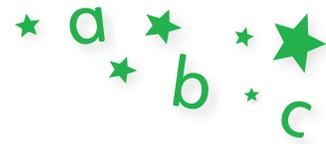
Small group activities

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

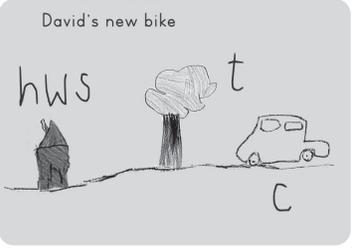
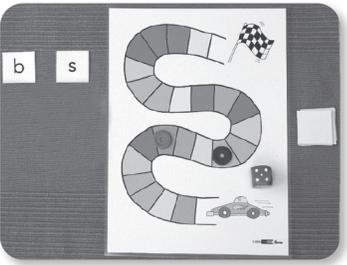


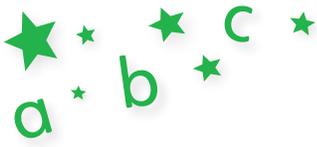
Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi un'wana na un'wana Tikhirayoni ta mhula letikulu <p>Xikanyakanya lexintshwa xa David</p> 	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Hlamusela vadyondzi leswaku va fanele ku endla onge va teka riendzo hi xikanyakanya. Va fanele ku teka xiboho hi laha va yaka kona (ephakeni, emavhengeleni, ekaya ra munghana, exikolweni, ekerekeni). Va fanela ku dirowa patu kumbe ndlela yo suka ekaya ka vona ku ya eka ndhawu leyi va yaka eka yona, va tlhela va dirowa na leswi va swi vonaka endleleni.
<ul style="list-style-type: none"> Tibodo timbirhi ta mimovha ya mphikizano Tisete timbirhi ta makhadi ya letere na xifaniso Madayizi mambirhi na swo hlayela  <p><i>Loko vadyondzi va twa swi va tikela ku tlanga mintlangu leyi hi voxo, ri nga va vonelo ra kahle ku rhamba vatswari van'wana ku ta pfuna hi nghingiriko lowu wa ntlawa. Tlanga mintlangu leyi na vatswari ku nga si fika siku ra xikolo, leswi swi ta va endla va va na vutitshembi loko va tirha na vadyondzi.</i></p>	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Veka bodo yo tlangela emetini/ etafuleni kutani u veka makhadi ya swifaniso hi nyandza, ma langute hansi. Hangalasa makhadi ya maletere leswaku vadyondzi va kota ku wa vona. Hlamusela vadyondzi milawu ya ntlangu: <ul style="list-style-type: none"> Mudyondzi un'wana na un'wana u na nkarhi wo hoxa dayizi kutani a fambisa xo hlayela ku ya hi nomboro ya tindhawu leyi faneleke. Endzhaku ka ku fambisa xo hlayela, mudyondzi u teka khadi ra xifaniso ku suka eka nyandza, a vula xifaniso na mpfumawulo lowu kongomiweke. Kutani mudyondzi a veka khadi ra xifaniso ekusuhu na khadi ra letere leri faneleke. Ntlangu wu hela loko mudyondzi wo sungula a fikelela mujeko naswona hi yena muhluri. 
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphaphana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphaphana lexi va nga tsakelaka ku xi hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.



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 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.



U ta lava

- Nkandziyiso wa **Pheji ra ngingiriko wa Swifambo** na thireyi ya Styrofoam ya mudyondzi un'wana na un'wana, tiphini to dirowa, swimhandzana swo xokola meno, tikhirayoni ta mhula, Prestik

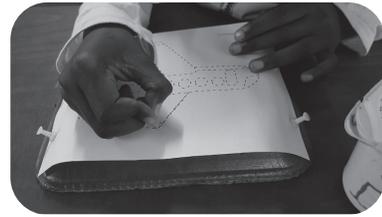
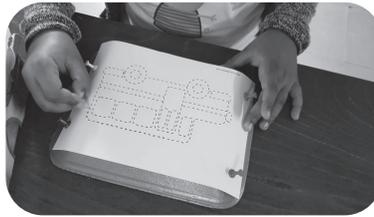


- Tipuropo: switirhisiwa, pompo ya xikanyakanya, xikanyakanya xo xi hlantswa no xi pholicha, pompo ya petirolo yo endliwa hi bokisi ra khale, riqingho ro endla swikombelo swo lunghisa mimovha, mabokisi lamakulu yo encenyeta mimovha, mfungho wa garaji, mepe wa patu kumbe buku ya mepe

Migingiriko

Ngingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo

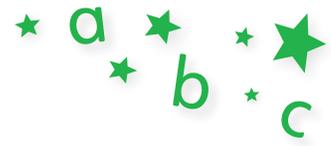
- Damarheta xitenisele endzhaku ka thireyi ya styrofoam ya mudyondzi un'wana na un'wana, a tirhisa tiphini to dirowa kumbe Prestik.
- Va kombisi ku tlhava eka thonsi rin'wana na rin'wana eka xitenisele.
- Loko va hetile, va nga penda xifaniso xa vona.



Ngingiriko 5: Ntlangu wo endla onge

Tsundzuxa vadyondzi hi tipuropo ta le ka khona ro encenyeta na ku va khutaza ku ya emahlweni ku suka eka vhiki ra 1 loko va karhi va encenyeta ku tirha kumbe ku endzela egaraji/ exitichini xa petirolo. Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi.





You will need

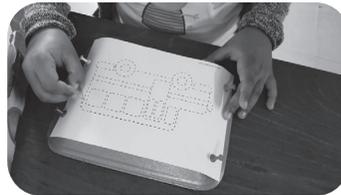
- A photocopy of the **Transport activity page** and a styrofoam tray for each learner, drawing pins, toothpicks, wax crayons, Prestik



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

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. Visit the corner at least once to observe and encourage the learners' game.



★ Spot a ya evhengeleni

Xitori

Sam na Zinzi a va tshama na vatswari va vona, Tatana na Manana Madiswa, na mbyana ya vona Spot. Hinkwavo va rhandza Spot. Ehansi ka patu ku suka endlwini ya vona ku na vhengele. Leri i vhengele ra Tatana Ibrahim.

Mugqivela wun'wana, mana wa vana u te: "Zinzi na Sam, ndzi kombela mi ya evhengeleni. Ndzi lava xinkwa, matandza, botere, masi na jamu." Zinzi na Sam va rhandza ku rhumiwa hi manana wa vona evhengeleni kutani va te: "Ina, Manana." Xo sungula, va tsarile nongonoko wo xava, kutani mana wa vona u va nyikile mali, hi loko va suka va famba!

Spot u tsutsumile endzhaku ka vona. Na yena u rhandza ku ya evhengeleni! U rhandza ku ya ngopfu ngopfu loko Tatana Ibrahim a endlile tiphayi. N'wini wa vhengele, Tatana Ibrahim, u te: "I nhlikanhi, Zinzi na Sam. Kunjhani, Spot?" Vana va te: "I nhlikanhi, Tatana Ibrahim." Spot u pulutile ncila. Kutani vana va hlalile nongonoko wa vona wo xava. Va komberile va ku: "Hi nga kuma xinkwa, matandza ya ntsevu, botere, masi na jamu?"



Tatana Ibrahim u veketele hinkwaswo endzeni ka nkwama naswona u vekerile na phayi ya yena yo hlawuleka endzeni ka nkwama. Va n'wi nyikile mali va ku: "Ha khensa swinene, Tatana Ibrahim. Hi rhandza tiphayi ta wena!" Hi loko va tatayisa va n'wi lela.

Zinzi na Sam va yile ekaya, kambe a va dya mabulu lero a va swi lemukanga leswaku Spot a nga ri na vona. Loko va fika ekaya, mana wa vona u te: "Zinzi! Sam! U kwihi Spot?" Yoo! Spot a nga va landzanga ku ya ekaya. Vana a va vilela swinene. Xana u ehleketa leswaku Spot u kwihi?

Hi nkarhi wolowo ku vile na gongondza enyangweni. Zinzi u pfurile nyangwa naswona a ku ri na Musa. A tlakule Spot! Hinkwavo va te: "Yo! Ha khensa, Musa. U munghana wa ntiyiso!" Musa u va byeletse leswaku u kumile Spot evhengeleni, a ri karhi a dya mahlanhla ehansi.

Zinzi na Sam va tlakurile Spot va n'wi vukarha.

Lawa hi wona makumu ya xitori.



★ 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.





Risimu

Sam na Zinzi va yile vhengeleni,
va yile vhengeleni, va yile vhengeleni;
Sam na Zinzi va yile vhengeleni
ku ya xava swakudya swa Manana.

Spot, n'wambyana, u fambile na vona,
u fambile na vona, u fambile na vona;
Spot, n'wambyana, u fambile na vona
ku ya evhengeleni.

Nakambe loko va fika ekaya,
va fika ekaya, va fika ekaya;
Nakambe loko va fika ekaya,
Manana a ku: "U kwihl Spot?"

Musa hi tintswalo u vuyisile Spot,
u vuyisile Spot, u vuyisile Spot;
Musa hi tintswalo u vuyisile Spot,
hinkwavo va ku: "Ha khensa, Musa!"



(Yimbelela hi chuni ya "Mary had a little lamb" kumbe tirhisa chuni ya wena).

Ntivotmarito ku suka eka xitori

Marito ya nkoka	jamu	matandza	botere	xinkwa	masi	mahlanhla
Marito yo engetela:	phayi	rhwala	tatayisa	gongondza	vilela	vukarha
	hlawuleka	nongonoko wo xava	munghana	vhengele	mali	landza





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





U ta lava:

- Xitori: Spot a ya evhengeleni
- Tiphaphete: Zinzi, Sam, Mrs Madiswa, mbyana leyi va nge i Spoti, Tat. Ibrahim na Musa
- Tipuropo: tafula, lofo ra xinkwa/phakiti ro pfumala nchumu ra xinkwa, bokisi ra matandza, tikhotheni ta batha, bodlela ra meleke, thini ra jamu, nxaxamelo wo tsariwa hi voko wo xava (tsariwa kungasi sungula dyondzo)
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito

Vhiki ra 1 Siku 1

Migingiriko ya tllasi hinkwayo

Vula xinsin'wana *Ndzi hundzuluxa tintiho* ku yisa vadyondzi emetini eka nkarhi wa xitori.

Ndzi hundzuluxa tintiho

Ndzi hundzuluxa tintiho
Ndzi hundzuluxa swikunwani
Ndzi hundzuluxa makatla
Ndzi hundzuluxa nhompfu
Sweswi (phokotela sweswi)
Vuhundzuluxi hinkwabyo byile ka mina
Ndzi miyerile hilaha ndzi nga kotaka hakona!

Ku rungula xitori na ku aka ntivomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: *"Xana Imani angana mbyana ekaya? Xana Imani vito ra mbyana ya wena? Mbyana ya wena yi tshama yi lahleka?"*
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso: va kombi leswaku xilayi xa xinkwa xi nga hlahleleriwa njhani ku va mahlahla.

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito. Endla miencenyeto na ku tirhisa tiphaphete na tipuropo.
- 2.2 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Xana u vona onge Man Madiswa u ya vula yini loko vana va fika ekaya vangari na Spoti? Hokokwalaho ka yini Spoti anga swi vonangi loko van ava famba? Loko Musa a nga heleketanga Xipoti ekaya, xana Zinzi na Sam avata endla yini?"*

3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori? U tshame u nga ringeta ku endla nchumu wo tika ivi u humelela?"*

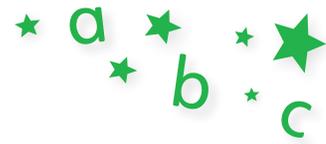
Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"na, nongonoko, manana, swinene. Xana ma wu twa mpfumawulo lowu kongomisiweke: na, nongonoko, manana, swinene? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /n/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /n/: nereta, nomu, namuneti, nete, netibolo, nimixo, nomboro."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /n/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /n/: *"n-n-n"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.





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: "na, nongonoko, manana, swinene. Can you hear the focus sound: **na**, **nongonoko**, **manana**, **swinene**? Yes, you are right! They all have the sound /n/."
- 2 "Listen carefully, here are some more words with /n/: **nereta**, **nomu**, **namuneti**, **nete**, **netibolo**, **nimixo**, **nomboro**." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /n/ clearly and tell learners to watch your mouth.
- 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.



U ta lava:

- Tiphaphete swa xitori
- Swifaniso swa vunanga/ switirhisiwa swa risimu



Vhiki ra 1 Siku 2

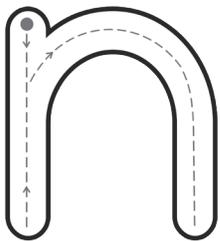
Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuropo kumbe u encenyeta ku pfuna vadyondzi ku twisisa ririmi ra risimu.
- 6 Dyondzisa vadyondzi miencenyeto ya risimu na ku va na ntsako wo yimbelela hi ririmi ro tlula rin'we.

Mavumbelo ya letere

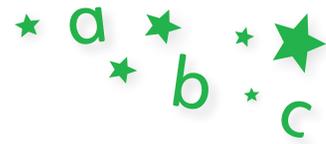
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /n/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /n/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga tlakusa mavoko ya vona etinhompfini ta vona onge hi loko va nuhetele swin'wana swo nuha va ri karhi va ku "nuha".
- 3 Kombisa vadyondzi ku tsala letere **n**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi, henhla, yana etlhelo na le hanshi."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endlwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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



Week 1 Day 2

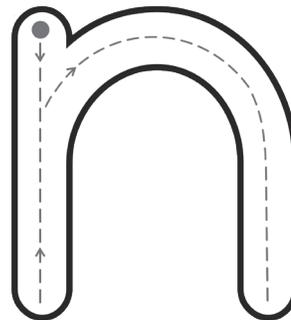
Whole class activities

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.

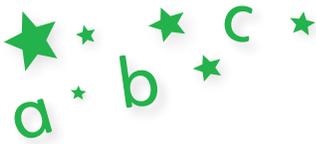
Forming the letter

- 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 wave their hands in front of their nose as if they have smelt something stinky while saying: 'nuha'.
- 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.



U ta lava:

- Tiphaphete na tipuropu swa xitori
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **n**: nereta, nomu, namuneti, nete, netibolo, nivusiku, nomboro, nyoxi, nungu, nyoka, nyama, nyeleti



Vhiki ra 1 Siku 3

Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

- 1 Yimbelela risimu.
- 2 Vutisa vadyondzi loko va ha tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntivomarito. Xikombiso: *"Va kombeli ku va endla swin'wana hi marito lama: "vukarha" na "landzela"*.
- 3 Hlawula vadyondzi ku tlanga swimunhuhatwa swa le ka xitori.
- 4 Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfunya vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tllasi hinkwayo yi karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tllasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisa eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **n**: nereta, nomu, namuneti, nete, netibolo, nivusiku, nomboro, nyoxi, nungu, nyoka, nyama, nyeleti



Week 1 Day 3

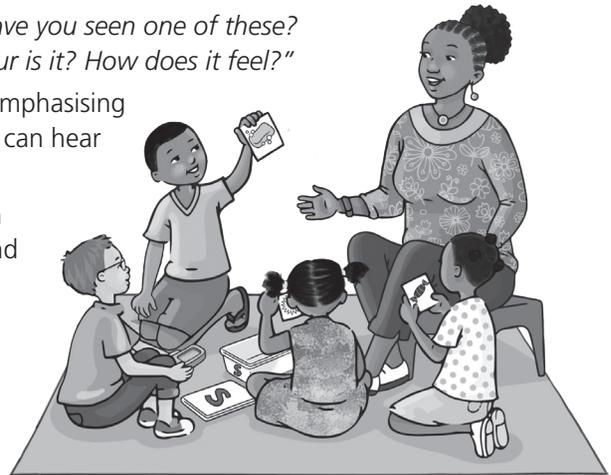
Whole class activities

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.

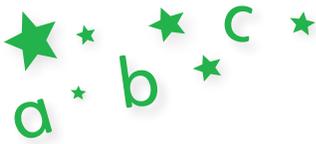
Letter boxes

- 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. 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.



U ta lava:

- Swifaniso leswikulu swa ndzandzelelano

Vhiki ra 1 Siku 4

Migingiriko ya tllasi hinkwayo

Ku landzelerisa swifaniso

- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa nghingiriko.
- 5 Endzhaku ko vulavula hi hi swifaniso hinkwaswo, vutisa vadyondzi: "Xana swifaniso swi hi nongonoko lowu faneleke?"
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenisiwa eka maendlelo lawa. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.

Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

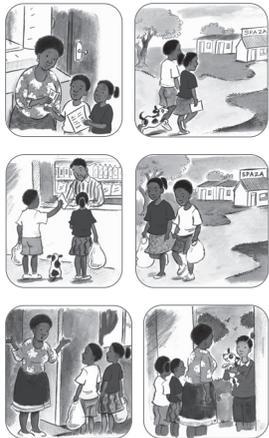
- "Xana mi vona va mani?" (swimunhuhatwa)
- "Xana u/ xi endla yini?" (maendli na swiendlo)
- "Xana mi vona yini swin'wana?" (ku languta nakambe)
- "Xana xi kwihi ...?" (ku vula ndhawu/ xiyimo)
- "Hikokwalaho ka yini u ehleketa...?" (miehleketo ya vutumbuluxi, ku humesela mavonelo)

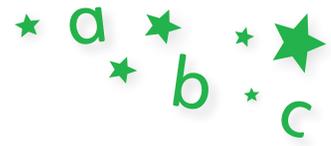
Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Hlamusela vadyondzi leswaku u ta va paluxela mitirho yo hambana leyi vanhu vayi endlaka, naswona va fanele ku vhumba vito ra ntirho lowu munhu a wu endlaka. U ta va byela mpfumawulo wo kongoma ku va pfuna. "Tat. Ibrahim u xavisa swilo. Vito ra ntirho wa yena ri sungula hi mpfumawulo **/nw/** ... (N'wa-mavhengele). Ndzi tirha exikolweni naswona ndzi pfuna n'wina ku dyondza. Vito ra ntirho wa mina ri sungula hi mpfumawulo **/m/** ... (mudyondzisi).
- 2 Hi leswi swin'wana swikombiso swo tala:
 - ★ Va tirha exibedlele naswona ntirho wa vona wu sungula hi **/m/** va vuriwa (muongori)
 - ★ Va tirha exibedlele naswona ntirho wa vona wu sungula hi **/d/** va vuriwa (dokodela)
 - ★ Va tima ndzilo naswona ntirho wa vona wu sungula hi **/x/** (xitimandzilo)
 - ★ Va lunghisa ku pfuta ka mati naswona ntirho wa vona wu sungula hi **/p/** va vuriwa (pulamba)
 - ★ Va pfuna swiharhi leswi vabyaka naswona ntirho wa vona wu sungula hi **/vh/** va vuriwa (vhethe)
 - ★ Va weta evhangeleni ra swakudya naswona ntirho wa vona wu sungula hi **/w/** va vuriwa (weta)
 - ★ Va byala matsavu yo tala leswaku va ta xavisa naswona ntirho wa vona wu sungula hi **/n'w/** va vuriwa (n'wa-mapurasi)
 - ★ Va aka tiyindlu naswona ntirho wa vona wu sungula hi **/m/** va vuriwa (muaki)

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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)

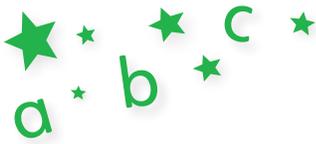
Listening for focus sounds

- 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 /nʷ/ ... (N'wa-mavhengele). I work at a school and help you with your learning. The name of my job starts with the sound /m/ ... (mudyondzisi)."
- 2 Here are some more examples: "Umntu o:
 - ★ Va tirha exibedlele naswona ntirho wa vona wu sungula hi /m/ va vuriwa (muongori)
 - ★ Va tirha exibedlele naswona ntirho wa vona wu sungula hi /d/ va vuriwa (dokodela)
 - ★ Va tima ndzilo naswona ntirho wa vona wu sungula hi /x/ (xitimandzilo)
 - ★ Va lunghisa ku pfuta ka mati naswona ntirho wa vona wu sungula hi /p/ va vuriwa (pulamba)
 - ★ Va pfuna swiharhi leswi vabyaka naswona ntirho wa vona wu sungula hi /vh/ va vuriwa (vhethe)
 - ★ Va weta evhengeleni ra swakudya naswona ntirho wa vona wu sungula hi /w/ va vuriwa (weta)
 - ★ Va byala matsavu yo tala leswaku va ta xavisa naswona ntirho wa vona wu sungula hi /n'w/ va vuriwa (n'wa-mapurasi)
 - ★ Va aka tiyindlu naswona ntirho wa vona wu sungula hi /m/ va vuriwa (muaki)



Small group activities

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



U ta lava:

- Phepha ra filipichati, makara, phepha ra A4 ro ka ri nga tsalelanga hi mudyondzi na tikhirayoni
- Phaphete ya sokisi leyi endliweke yi languateka onge i xinavetiso
- Xibekani xa swifaniso kumbe switirhisiwa swa marito ya mafanapeletwananyingi yo fambelana na xitori: batha, xifaniso xa vengele ra xiphaza, mali, phakiti, Madiswa, Tat. Ibrahim (N'wa-mavhengele)

Vhiki ra 1 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Tsala nhlokomhaka, "Nongonoko wa mina wo xava", ehenhla ka pheji ra mudyondzi un'wana na un'wana ku nga si sungula dyondzo. Hlayani swin'we nhlokomhaka u karhi u kombetela rito rin'wana na rin'wana.
- 2 Vulavula hi swilo leswi hi swi xavaku eka mavhengele yo hambana u pfumela vadyondzi va vulavula hi ntokoto lowu va nga na wona wo xava.
- 3 Byela vadyondzi leswaku u ya ku xaveni naswona va fanele va ku pfuna ku endla nxaxamelo wo xava. Va kombeli leswaku va ku nyika swibumabumelo swa leswi faneleke ku xaviwa.
- 4 Tsala ehansi nxaxamelo ivi u dirowa xifaniso xo olova kusihhi na rito rin'wana na rin'wana. Hlayani nxaxamelo xikan'we.
- 5 Hlamusela vadyondzi leswaku va ta endla nxaxamelo wa vona wo xava. (susa nxaxamelo wa wena leswaku vadyondzi va nga kopi)
- 6 Vadyondzi va dirowa swilo leswi va lavaka ku swi xava na "ku pfumelela" ku "tsala" marito hi ku tirhisa ndlela yo onge va tsala kumbe vutumbuluxi bya ku peleta.
- 7 Vadyondzi va nga ha "hlayelana" nxaxamelo wa vona wa wo xava hi xi vona.



Stella u ri:



Ku engetele eka migingiriko leyi, vadyondzi va nga titoloveta hiku ava marito yo koma ku endla mapeletwana. Engetela swifaniso kumbe swilo eka marito peletwana yo fana na: jamu, matandza, xipoto, Sam, xitolo. Lama ya tika ku ma tsemelela tanihi loko vadyodyondzi va fanele ku yingisela mpfumawulo. Xikombiso j-a-m-u, m-a-t-a-ndz-a, S-p-o-t-i, S-a-m, x-i-t-o-l-o.

Ku twananisa na ku hambanisa (mapeletwana)

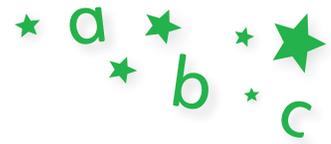
- 1 Hlamusela vadyondzi leswaku xipoto xi ta languta endzeni ka beke hi switirhisiwa swa peletwananyingi kumbe swifaniso ivi u vula rito hi ndlela yo tshoveka (Xikombiso: **ma | li**). U fanele ku ringeta ku paluxa leswi Xipoto a swi vulaka.
- 2 Loko u hetile ku endla, eswi hi marito lamantsongo, vutisa loko kuri na mudyondzi loyi a nga na ku tsakela ku ambala sokisi ivi a languta endzeni ka beke. Va nga endla onge I xipoti ivi va vula rito hi ndlela yo tshoveka. Vadyondzi lavan'wana va nga vhumba leswi va swivulaka.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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: batha, xifaniso xa vengele ra xiphaza, mali, phakiti, Madiswa, Tat. Ibrahim (N'wa-mavhengele)

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.



Stella says:



As an extension to this activity learners can practise breaking short words up into phonemes. Add some pictures or objects for words single syllable such as: jamu, matandza, xipoto, Sam, xitolo. These are more difficult to break up, as learners need to listen for single sounds (phonemes). For example: j-a-m-u, m-a-t-a-ndz-a, S-p-o-t-i, S-a-m, x-i-t-o-l-o.

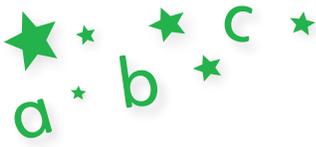
Blending and segmenting (syllables)

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

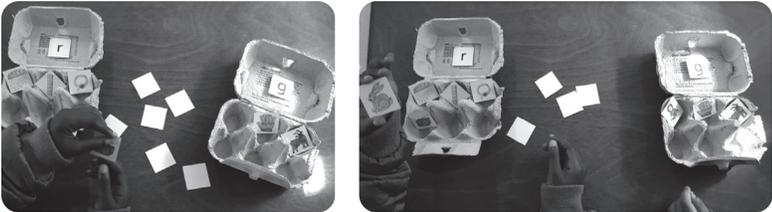


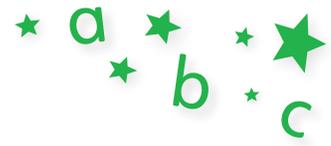
Small group activities

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

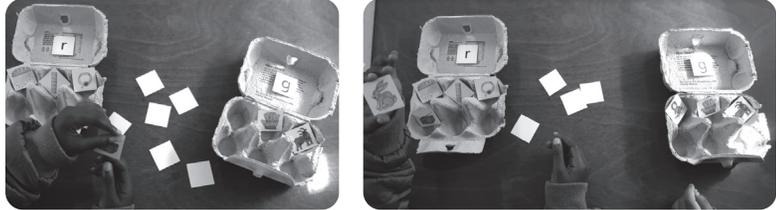


Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi un'wana na un'wana Tikhirayoni ta mhula letikulu <div data-bbox="227 683 558 917"> <p>Spot a ya evhengeleni</p>  <p>Spot n'wa-mbyana u tsakela tiphayi.</p> </div> <div data-bbox="210 941 569 1261">  <p>Eka nkarhi lowu wa lembe, swi nga endleka vadyondzi va ri na vutitshembi byo ringeta ku ti tsalela. U nga karhateki loko vadyondzi van'wana va tsala nongonoko wa maletere ma siji tindhawu.</p> </div>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. Vutisa vadyondzi leswaku hi xihhi xiphemu xa xitori va xi rhandzeke. Nyika swiringanyeto swin'wana. Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketa ehenhla loko u karhi u tsala xivulwa xa vona. Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> Mabokisi ya mandza yo tshama ya ri 6 na letere leri damarhetiweke eka xipfalo xa bokisi Makhadi ya swifaniso swa letere swa ntsevu wa maletere 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Makhadi ya swifaniso swa maletere ma fanele ku hlanganisiwa kutani ma vekiwa etafuleni ma langute hansi. Nyika mudyondzi un'wana na un'wana bokisi ra mandza. Vadyondzi va fanele ku cincana ku teka khadi, va vula vito ra xifaniso kutani va veka khadi eka bokisi leri faneleke. Mudyondzi loyi bokisi ra yena ra mandza ri sungulaka ri tala, hi yena muhluri. <div data-bbox="696 1579 1468 1791">  </div>
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko <div data-bbox="302 1928 499 2181">  </div>	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.



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"> 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"> 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. <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"> 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.





U ta lava

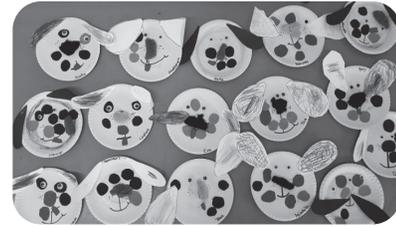
- Borota ra phepha ya mudyondzi un'wana na un'wana leyi nga dirowiwa nhompfu na nomo wa mbyana exikarhi
- Dlilu, xikero
- Maphepha yo tlangisa ya ntima, ya buraweni na yo tshwuka

- Tipuropo: tafula, nhlengelo wa swibye swo va hava nchumu swa girosa, mali yo tlangisa, mabokisi, maphepha yo chela swixaviwa, phepha na tipenisele, khomputara ya khale kumbe khibodi, riqingho

Migingiriko

Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo

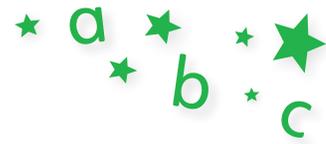
- 1 Nyika mudyondzi un'wana na un'wana borota ra phepha kutani u va hlamusela leswaku va fanele ku tsema swirhendzevutana leswitsongo swa mavala eka voya bya Spot. Va fanele ku tlhela va dirowa na ku tsema tindleve, mahlo na ririmi.
- 2 Loko va hetile ku tsema swiphemu leswi hinkwaswo, va fanele languta xikandza xa Spot hi vukheta kutani va damarheta mahlo, tindleve, ririmi na mavala.

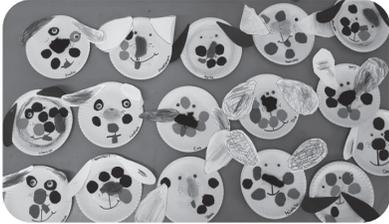


Nghingiriko 5: Ntlangu wo endla onge

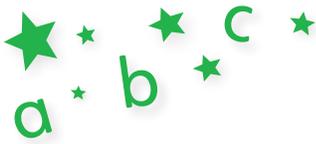
- 1 Rhangela ntlawa ku ya eka khona ro hungasa kutani u va komba tipuropo tintshwa ta vhiki leri. Vulavula hi leswi Sam na Zinzi va fambiseke swona evhengeleni. Komba vadyondzi swibye swa girosa, mabokisi, maphepha yo chela swo xaviwa na mali yo tlangisa. Vula: "Namuntlha mi ta tlanga 'ku ya evhengeleni'."
- 2 Va sunguli hi ku vula leswi: "I mani a yaka evhengeleni? Tsundzuka, swi ta lava mi tsala nongonoko wa swo xava. Xana i mani loyi a nga ta va n'wini wa vhengele? Swi ti komba onge namuntlha mi ta va na siku ro gingirika swinene – ndza tshemba mi va lulamerile vaxavi va n'wina!"
- 3 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. Xikombiso: Loko ku ri na vadyondzi vo tala elayinini ku vona n'wini wa vhengele, u nga ya eka ntlawa kutani u ku: "Avuxeni, hi mina mupfuni wa n'wini wa vhengele. Xana ndzi nga mi pfuna hi yini namuntlha?"





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?" 





U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 1

Migingiriko ya tlilasi hinkwayo

Ku landzelerisa swifaniso ko tala

- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku yima emahlweni ka tlilasi, un'wana na un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini?"
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Nyika mudyondzi un'wana na un'wana xibukwana. Hlohlotela vadyondzi ku languta khavhara na ku hlaya nhlokomhaka ya xitori na vona.
- 6 Famba hi xifaniso na vadyondzi endzeni ka xibukwana, u karhi u va pfuna ku lemuka leswaku swifaniso leswi swi nga le bukwiini swa fana na swifaniso swa le ka ndzandzelelano wa swifaniso.
- 7 Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etlilasini.
- 8 Hlohlotela vadyondzi ku muka na tibuku ku ya hlaya na mindyangu ya vona.



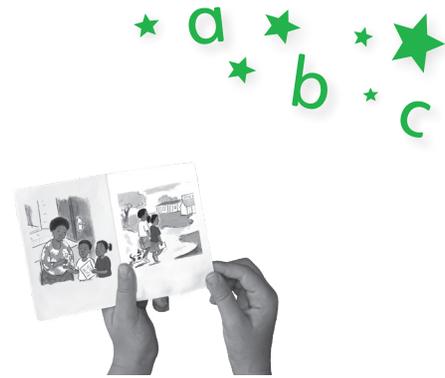
Ku tivisa letere ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: "suka, Sam, Spot, sungula. Xana ma wu twa mpfumawulo lowu kongomisiweke: Sam, Spot, sungula? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /s/."
- 2 "Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /s/: sekwa, sokisi, saha, sava, supu, senga." (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /s/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /s/: "s-s-s" Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.





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.



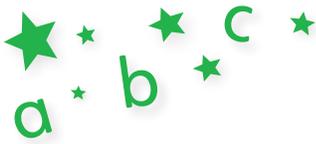
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"suka, Sam, Spot, sungula. Can you hear the focus sound: **S**am, **S**pot, **s**ungula? Yes, you are right! They all have the sound /s/."*
- 2 *"Listen carefully, here are some more words with /s/: sekwa, sokisi, saha, sava, supu, senga."* (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.





U ta lava:

- Buku Leyikulu: Spot a ya evhengeleni
- Mati eswibyeni na burachi yo penda ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 2

Migingiriko ya tllasi hinkwayo

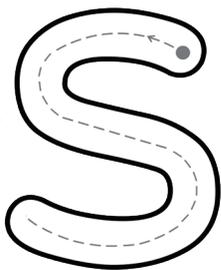
Ku hlaya swin'we – Buku Leyikulu

- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tllasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi "langutile" ebukwini hinkwayo, tlhelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku "hlaya" na wena.



Mavumbelo ya letere

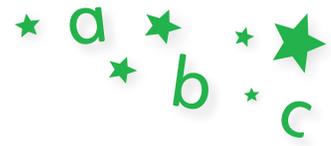
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /s/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /s/.
- 2 Dyondzisa vadyondzi ku encenyeta loku ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha endla onge va tirhisa saha ku va va tsema nsinya va ri va vula "sa-ha, sa-ha".
- 3 Kombisa vadyondzi ku tsala letere s. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ethelo, yana ehansi."
- 4 Pfumelela vadyondzi ku ti toloveti ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, huma ehandle u nyika mudyondzi un'wana na un'wana xibye lexi nga na mati na burachi yo penda. Vadyondzi va nga penda letere ko tala ematini ehansi.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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

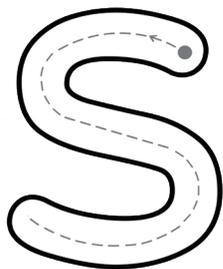
Shared reading – Big Book

- 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.



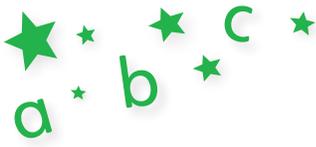
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /s/ or if they can think of any other words that start with the sound /s/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to use a saw to cut down a tree while saying “sa-ha, sa-ha, sa-ha”.
- 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 carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and 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.



U ta lava:

- Swilo switasanana swa swakudya kumbe swifaniso swa swakudya ku suka eka xibukwana xo xava
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **s**: sekwa, sokisi, saha, sava, supu, senga, selifoni, saka

Vhiki ra 2 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

- 1 Tshamisa vadyondzi hi xirhendzevutana ivi u tshamisa lavan'wana leswaku tlilasi yi miyela.
- 2 Tsavula swilo swa mune swa swakudya kumbe swifaniso swa swakudya ivi u thya xin'wana na xin'wana. Endzhaku ka loko u kombile vadyondzi swilo leswi, swiveke endzhaku ka wena ivi u vutisa loko vadyondzi va tsundzuka swilo leswi uva kombeke swona. Yingisela tinhlamulo ta vona, endla gingiriko lowu nakambe hiku tirhisa swilo swa ntlhanu.
- 3 Sungula xitori: *"Vana va yile exitolo ku ya xava batha."*
- 4 Mudyondzi loyi a landzelaka eka xirhendzevutana u fanele ku engetela xilo xin'wana xa xakudya. *"Vana va yile exitolo ku ya xava batha na chukele."*
- 5 Mudyondzi loyi a landzelaka eka xirhendzevutana u engetela swin'wani: *"Vana va yile exitolo ku ya xava batha, chukele na xisibi..."* swi tshike eka ntlhanu wa swilo eka nxaxamelo, sungula nakambe endzhaku ka vadyondzi va ntlhanu.

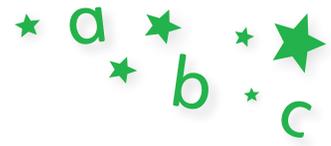
Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- A few items of food or pictures of food from a shopping brochure
- Oranges cut up into pieces
- A letter box containing objects or pictures of objects that start with **s**: sekwa, sokisi, saha, sava, supu, senga, selifoni, saka

Week 2 Day 3

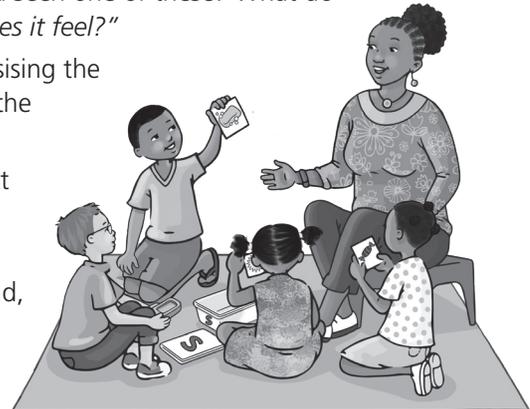
Whole class activities

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.

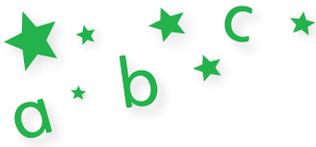
Letter boxes

- 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. 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.



U ta lava:

- Nkandziyiso wa **pheji ra nghingiriko wa Tiroli yo xava** ya mudyondzi un'wana na un'wana, maphepha ya swixavisiwa, xikero, xidamarheti

Vhiki ra 2 Siku 4

Migingiriko ya tllasi hinkwayo

Ku hlaya na ku endla

- Byela vadyondzi ku langutisisa burochara ya swi xavisiwa.
- Hlohlotela vadyondzi ku "hlaya" tilebulu na ku vula mavito ya leswi va swi vonaka eka burochara.
- Kombela vadyondzi ku langutisa nchumu wo Kathi hi xiviri eka burochara. Xikombiso: "Xana mi nga kuma swakudya swo aka miri? Xana hi swihi swakudya leswi fanelaka ku tshama eka xigwitsirisi? Xana mi nga kuma swifaniso swa matsavu?"
- Byela vadyondzi ku va va langutisisa eka burochara naswona va hlawula swilo leswi va nga tsakelaka ku swi "xava".
- Hlamusela leswaku va fanele ku tsema minchumu na ku yi damarheta eka tiroli ya vona.
- Loko ntlawa wu ta va wu hetile, a va tshami hi va mbirhi-mbirhi va vulavula hi leswi swi nga eka ti tiroli ta vona.

Stella u ri:



Kombela tiburochara ta swi xavisiwa ta mudyondzi un'wana na un'wana eka xitolo xa girosa xa le kusuhi na wena. Hi ko tala switolo swi tala ku pfuna loko swi twisisa xikongomelo xa dyondzo. Swi va kahle swinene loko mudyondzi un'wana na un'wana etlilasini a va na nkandziyiso wa burochara leyi fanaka ya swi xavisiwa.



Stella u ri:



Loko u ta va u hlamuserile mintirho yo hambana na ku byela vadyondzi mpfumawulo lowu kongomiweke, vadyondzi (loko va ti tshembha), va nga ha ncicana ku hlamusela mintirho na ku nyika mpfumawulo lowu kongomiweke. Vadyondzi van'wana va nga ha ringeta ku vhumba vito ra ntirho.

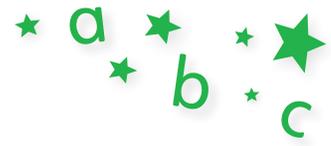
Ku yingisela mimpfumawulo leyi kongomisiweke

- Hlamusela vadyondzi leswaku u ta va paluxela mitirho yo hambana leyi vanhu vayi endlaka, naswona va fanele ku vhumba vito ra ntirho lowu munhu a wu endlaka. U ta va byela mpfumawulo wo kongoma ku va pfuna. "Tat. Ibrahim u xavisa swilo. Vito ra ntirho wa yena ri sungula hi mpfumawulo /nw/... (N'wa-mavhengele). Ndzi tirha exikolweni naswona ndzi pfuna n'wina ku dyondza. Vito ra ntirho wa mina ri sungula hi mpfumawulo /m/ (mudyondzisi)."
- Hi leswi swin'wana swikombiso swo tala:
 - ★ Vtirha exibedlele naswona ntirho wa vona wu sungula hi /m/ va vuriwa (muongori)
 - ★ Vtirha exibedlele naswona ntirho wa vona wu sungula hi /d/ va vuriwa (dokodela)
 - ★ Va tima ndzilo naswona ntirho wa vona wu sungula hi /x/ (xitimandzilo)
 - ★ Va lunghisa ku pfuta ka mati naswona ntirho wa vona wu sungula hi /p/ va vuriwa (pulamba)
 - ★ Va pfuna swiharhi leswi vabyaka naswona ntirho wa vona wu sungula hi /vh/ va vuriwa (vhethe)
 - ★ Va weta evhengeleni ra swakudya naswona ntirho wa vona wu sungula hi /w/ va vuriwa (weta)
 - ★ Va byala matsavu yo tala leswaku va ta xavisa naswona ntirho wa vona wu sungula hi /n'w/ va vuriwa (n'wa-mapurasi)
 - ★ Va aka tijindlu naswona ntirho wa vona wu sungula hi /m/ va vuriwa (muaki)

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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

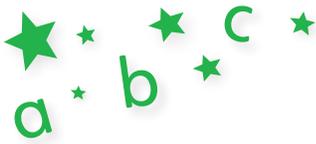
- 1 Explain to learners that you are going to describe different jobs people do, and guess the name of the job the person does. You will tell them the focus sound to help them. “Mr Ibrahim sells things. The name of his job starts with the sound /nw/ ... (N’wamavhengele). I work at a school and help you with your learning. The name of my job starts with the sound /m/ ... (mudyondzisi).”
- 2 Here are some more examples: “Umntu o:
 - ★ Vatirha exibedlele naswona ntirho wa vona wu sungula hi /m/ va vuriwa (muongori)
 - ★ Vatirha exibedlele naswona ntirho wa vona wu sungula hi /d/ va vuriwa (dokodela)
 - ★ Va tima ndzilo naswona ntirho wa vona wu sungula hi /x/ (xitimandzilo)
 - ★ Va lunghisa ku pfuta ka mati naswona ntirho wa vona wu sungula hi /p/ va vuriwa (pulamba)
 - ★ Va pfuna swiharhi leswi vabyaka naswona ntirho wa vona wu sungula hi /vh/ va vuriwa (vhethe)
 - ★ Va weta evhengeleni ra swakudya naswona ntirho wa vona wu sungula hi /w/ va vuriwa (weta)
 - ★ Va byala matsavu yo tala leswaku va ta xavisa naswona ntirho wa vona wu sungula hi /n’w/ va vuriwa (n’wa-mapurasi)
 - ★ Va aka tijindlu naswona ntirho wa vona wu sungula hi /m/ va vuriwa (muaki)



Small group activities

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





U ta lava:

- Xiphemu lexikulu xa phepha lexi nga na nhlokomhaka "Rendzo lerintshwa ra Spot", na xitsalu xa makara xo bumbula xa ntima
- Marito lawa ya nga na tislabasi to tala lawa ya fambelanaka na xitori: botere, xiphaza, mali, phakiti, vana, lelana, ku xava, Manana Madiswa, Tatana Ibrahim, Muxavisi wa le vhengeleni, hinkwaswo, muggivela
- Phapheti ya sokisi leyi nga endliwa ku va yi fana na Spot



Vhiki ra 2 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Vula eka vadyondzi: "Xana mi ehleketa leswaku Spot u tshamile ekaya a hlayisekili endzhaku ka loko a ta va a vuyisiwile ekaya? E-e! Spot u rhandza ku famba eswitarateni, a nga swi rhandzi? Hi ntiyiso, Spot u yile eka rendzo rin'wana siku leriya ri thandlamaka! Xana u ehleketa leswaku Spot u yile kwihhi? Xana ku humelelele yini eka yena?"
- 2 Hlamusela vadyondzi leswaku u ya ku tsaleni ka xitori xin'wana lexi vulavulaka hi Spot loko a famba rendzo. Vula eka vona: "A hi tsaleni xitori xa hina. A hi ehleketei kun'we. Xana xitori xa hina xi sungula na mixo kumbe namadyambu? U le kwihhi Spot? U na mani?" Loko se vadyondzi va ta va va avelelanile miehleketo ya vona hi masungulo ya xitori, kanelani mi tlhela mi pfumelelana hi leswi va lavaka ku swi vula. Tsala ehansi marito ya vona. U nga ha sungula hi marito: "Nkarhi wun'wana wun'we evuton'wini" kumbe "Siku rin'wana".
- 3 Vula eka vadyondzi: "Se sweswi hi nga tsala masungulo ya xitori xa hina, i mani a nga na miehleketo ya leswi nga ha landzelaka ku humelela?" Yingisela miehleketo yingari yingani, kutani mi kanerisana na vadyondzi hi migingiriko leyi nga eka xitori. Tsala ehansi marito ya vadyondzi, kutani u tlhelela endzhaku u ya hlaya xitori ku sukela emasungulweni.
- 4 Kutani vula eka vadyondzi: "Sweswi hi fanele ku ehleketa hi ndlela leyi xitori xi nga hela hi yona. Xana lexi xi nga landzelela xi humelela ka Spot i yini? I mani a nga na miehleketo ya leswaku hi nga tsala yini eka makumu ya xitori?" Tsala ehansi marito ya vadyondzi, kutani u heta hi marito "I makumu". Hlaya xitori ku sukela emasungulweni, u ri karhi u kombetela rito rin'wana na rin'wana loko wa ha hlaya.
- 5 Loko ka ha ri na nkarhi, u nga kombela vadyondzi van'wana ku va va kombisa no hlamusela xitori. Damarheta xitori ekhumbini.

Ku twananisa na ku hambanisa (mapeletwana)

- 1 Hlamusela vadyondzi leswaku Spot xi ta languta endzeni ka beke hi switirhisiwa swa peletwananyingi kumbe swifaniso ivi u vula rito hi ndlela yo tshoveka (xikombiso: **ma | li**). U fanele ku ringeta ku paluxa leswi Spot a swi vulaka.
- 2 Loko u hetile ku endla, leswi hi marito lamantsongo, vutisa loko kuri na mudyondzi loyi a nga na ku tsakela ku ambala sokisi ivi a languta endzeni ka beke. Va nga endla onge I Spot ivi va vula rito hi ndlela yo tshoveka. Vadyondzi lavan'wana va nga vhumba leswi va swivulaka.



Stella says:

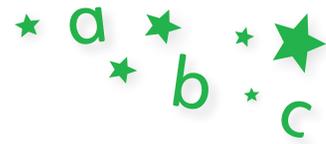


Ku engetele eka migingiriko leyi, vadyondzi va nga titoloveta hiku ava marito yo koma ku endla mapeletwana. Engetela swifaniso kumbe swilo eka marito peletwana yo fana na: jamu, matandza, xipoto, Sam, xitolo. Lama ya tika ku ma tsemelela tanihi loko vadyondzi va fanele ku yingisela mpfumawulo. Xikombiso j-a-m-u, m-a-t-a-ndz-a, S-p-o-t-i, S-a-m, x-i-t-o-l-o.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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: botere, xiphaza, mali, phakiti, vana, lelana, ku xava, Manana Madiswa, Tatana Ibrahim, Muxavisi wa le vhengeleni, hinkwaswo, muggivela
- 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.



Stella says:



As an extension to this activity learners can practise breaking short words up into phonemes. Add some pictures or objects for words with a few syllables such as: jamu, matandza, xipoto, Sam, xitolo. These are more difficult to break up, as learners need to listen for single sounds (phonemes). For example: j-a-m-u, m-a-t-a-ndz-a, S-p-o-t-i, S-a-m, x-i-t-o-l-o.

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

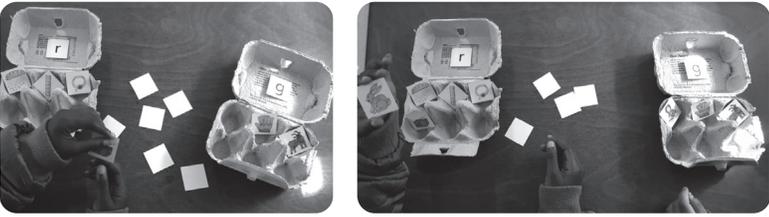


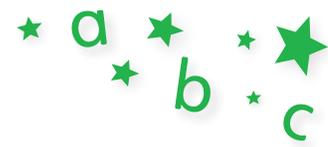
Small group activities

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

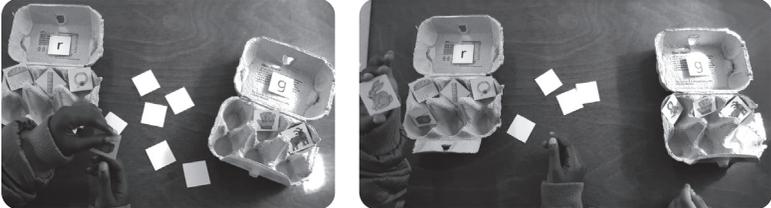


Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

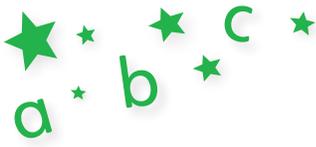
U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi un'wana na un'wana Tikhirayoni ta mhula letikulu <p>Xifuwo xa mina</p> 	<p>Umsebenzi wooku-1: Ukuzoba nokubhala okusavelayo</p> <ol style="list-style-type: none"> Tsala "Xifuwo xa mina" ehenhla ka pheji ra mudyondzi un'wana na un'wana dyondzo yi nga si sungula. Kombela vadyondzi ku kombetela marito ya nhlokomhaka loko mi ri karhi mi ma hlaya swin'we. Vutisa vadyondzi: "Xana u na mbyana yo fana na Spot kumbe xifuwo xin'wana ekaya?" Kombela vadyondzi ku dirowa swifuwana swa vona, kumbe xifuwana lexi a va navela onge a va ri na xona. Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona. Vula swo karhi kumbe u vutisa xivutiso hi leswi dirowiweke, ku fana na: "I ximanga xo nona!" kumbe "Xana wa swi tsakela ku hlambela na mbyana ya wena? I swilo swo tsakisa ku swi endla! I xidirowiwa xo saseka na matsalelo ya kahle swinene." Loko va tsakela leswaku u va tsalela, tshama u va ngenisa emhakeni hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u tsala ehansi. Ehleketela ehenhla loko u ri karhi u tsala xivulwa xa vadyondzi. Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito. Tsundzuka ku tsala swi basa swi vonaka. Loko u hetile ku tsala, khutaza vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u ri karhi u hlaya u khensa ku ringeta ka vona.
<ul style="list-style-type: none"> Mabokisi ya mandza yo tshama ya ri 6 na letere leri damarhetiweke eka xipfalo xa bokisi Makhadi ya swifaniso swa letere swa ntsevu wa maletere 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Makhadi ya swifaniso swa maletere ma fanele ku hlanganisiwa kutani ma vekiwa etafuleni ma langute hansi. Nyika mudyondzi un'wana na un'wana bokisi ra mandza. Vadyondzi va fanele ku cincana ku teka khadi, va vula vito ra xifaniso kutani va veka khadi eka bokisi leri faneleke. Mudyondzi loyi bokisi ra yena ra mandza ri sungulaka ri tala, hi yena muhluri. 
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.

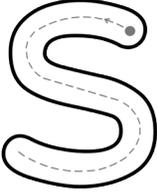
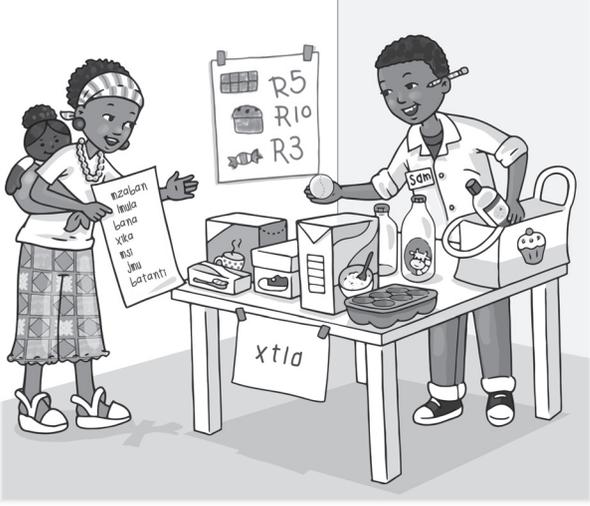


Small group activities for Week 2

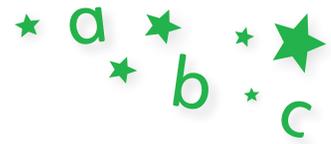
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write "My pet" at the top of each learner's blank page before the lesson. Ask learners to point to the words 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. 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.

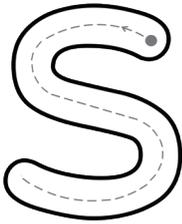




U ta lava	Migingiriko
<ul style="list-style-type: none"> • Xikombiso xa "s" eka phepha ra A5 ra mudyondzi un'wana na un'wana • Sava • Phepha ro tlangisa kumbe phephahungu • Giliu 	<p>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> 1 Nyika mudyondzi un'wana na un'wana xikombiso na sava. 2 Va fanele ku damarheta sava ephapheni. <p style="text-align: center;">KUMBE</p> <ol style="list-style-type: none"> 1 Va fanele ku tsemelela phepha hi swiphemu leswitsongo kutani va swi phutsela swi va tibolo ku pfala mavangwa kutani va endla letere. Va nga ha tlhela va dirowa swilo swin'wana leswi nga na mpfumawulo lowu kongomiweke "s". 
<ul style="list-style-type: none"> • Tipuropo: tafula, nhlengelo wa swibye swo va hava nchumu swa girosa, mali yo tlangisa, mabokisi, maphepha yo chela swixaviwa, phepha na tipenisele, khompyutara ya khale kumbe khibodi, riqingho, hamula yo tlangisa, chizele, burachi yo penda, swipikiri, pulanga ra rimhandzi 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> 1 Tsundzuxa vadyondzi hi tipuropo ta le ka khona ro encenyeta na ku va khutaza ku ya emahlweni ku suka eka vhiki ra 1 loko va encenyeta hi ku tlanga "ku ya evhengeleni". Vadyondzi va nga endla onge i n'wini wa vhengele na vaxavi. Un'wana a nga va muhlayisi wa tibuku kumbe a endla onge i muaki kumbe munhu wo penda a ri na switirhisiwa swo lunghisa vhengele ra Tatana Ibrahim. 2 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. 





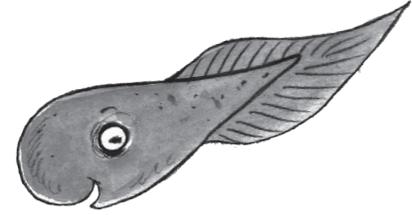
You will need	Activities
<ul style="list-style-type: none"> • An A5 "s" letter template for each learner • Sand • Scrap paper or newspaper • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and sand. 2 They must stick sand on the paper. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 1 They must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound "s". 
<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. 



★ Xivuluvulu lexintsongo

Xitori

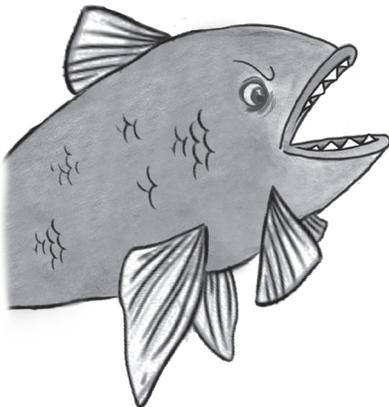
Harry n'waxivuluvulu a tshama eka tiva leritsongo na buti wa yena lonkulu Freddy. Harry a ri xivuluvulu lexintsongo xa ntsako lexi a xi hlambela xi rhendzeleka na tiva siku hinkwaro. Harry a ri na ku navela lokukulu, a lava ku kota ku tlula tanihi buti wa yena lonkulu Freddy. "Ndzi xivuluvulu lexintsongo xa xirhendzevutana, a ndzi swi lavi ku va xivuluvulu na ka tsongo. Ndzi lava ku tlula ku fana na chela; ndzi lava ku tlula ku suka eka ntsandze ku ya eka ntsandze," ku yimbelela Harry lonsongo.



"U nga ndzi dyondzisa ku tlula ku fana na wena?" Harry a kombela buti wa yena.

Freddy u te: "U nga vileli, Harry, ku nga ri khale u ta va u kota ku tlula ku fana na mina. Languta, milenge ya wena ya le ndzhaku yi kurile!" Harry a tsakile swinene hi milenge ya yena ya le ndzhaku kutani u vutisile a ku: "U nga ndzi dyondzisa ku tlula hi milenge ya mina ya le ndzhaku?" Freddy u te: "U nga vileli Harry, ku nga ri khale u ta tlula ku fana na mina. Rindza ku fikela loko milenge ya wena ya le mahlweni yi kula!"

Hi loko Harry a rindzela na ku rindzela naswona endzhaku ka nkarhinyana u vone leswaku milenge ya yena ya le mahlweni a yi kurile. "Languta! Ndzi na milenge ya le mahlweni sweswi, u nga ndzi dyondzisa ku tlula ku fana na wena?" a kombela hi nyanyuko. "Ku nga ri khale u ta kota ku tlula ku fana na mina," ku vula Freddy, "rindza ku fikela loko ncala wa wena lowo leha wu va wu nga ha ri kona."



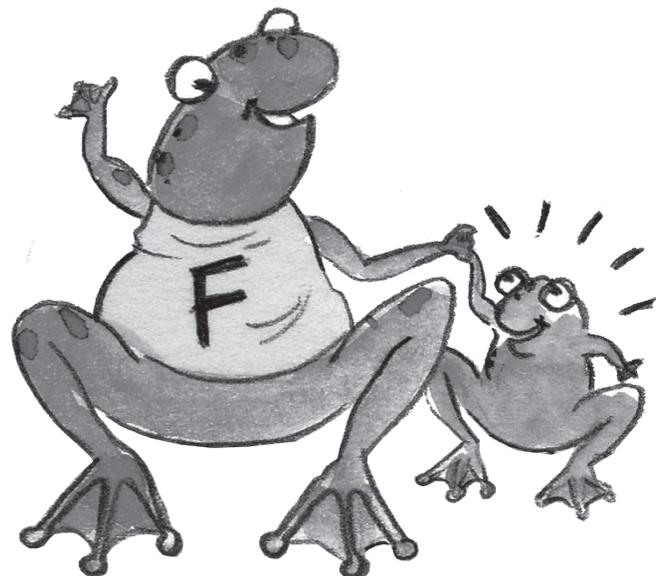
Hi loko Harry a hlambela a rhendzeleka a karhi a yimbelela risimu ra yena a yimele ncala wa yena ku suka. Siku rin'wana, loko a ha papama etiveni, nhlampfi leyikulu yo va na nomo lowukulu na meno yo kariha yi tile yi hlambela yi kongoma kwalahaya ka yena. Harry a chuhile swinene. A swi tiva leswaku nhlampfi leyikulu leyi a yi lava ku n'wi dya! Harry u hlamberile ematini hi rivilo hi laha a nga kotaka ha kona.

Milenge ya yena ya le ndzhaku na le mahlweni a yi twala yi ri na matimba naswona u lemuke leswaku ncala wa yena a wu nga ha n'wi siveli. Harry u hlamberile hi matimba ya yena hinkwawo, a ya ekule na nhlampfi a kongoma tlhelo ra tiva. Kutani, handle ko swi lemuka, a famba emoyeni naswona a tshame eribyeni.

'U tirhe kahle, Harry!' ku hoyozela Freddy kutani a tlulela ehenhla na le hansi hi nyanyuko. "U dyondze ku tlula! Sweswi u chela ku fana na mina."

Harry a tsakile swinene, ku navela ka yena ku humelerile!

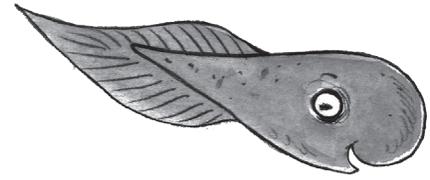
Lawa hi wona makumu ya xitori.



★ The little tadpole

Story

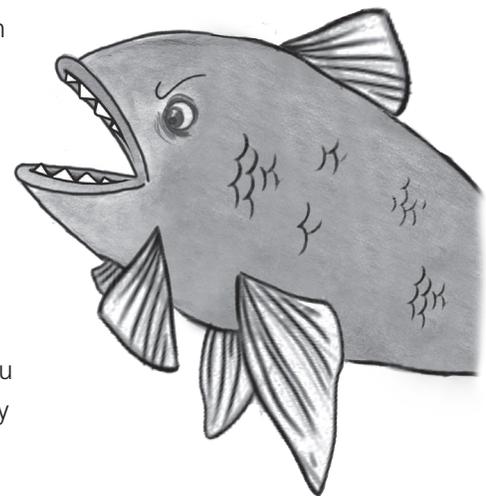
Harry the tadpole lived in a pond with his big brother Freddy. Harry was a happy little tadpole who swam around the pond all day. Harry had a big wish, he wanted to be able to jump just like his big brother Freddy. "I'm a little tadpole round and small, I don't want to be a tadpole at all. I want to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

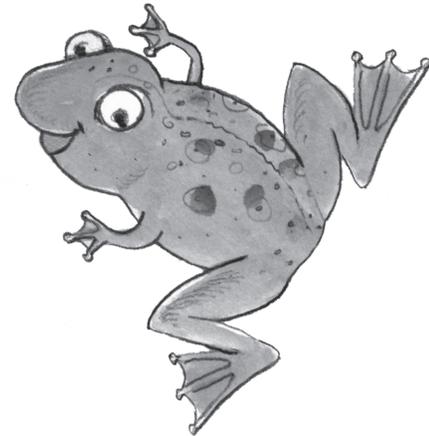
And that is the end of the story.





Risimu

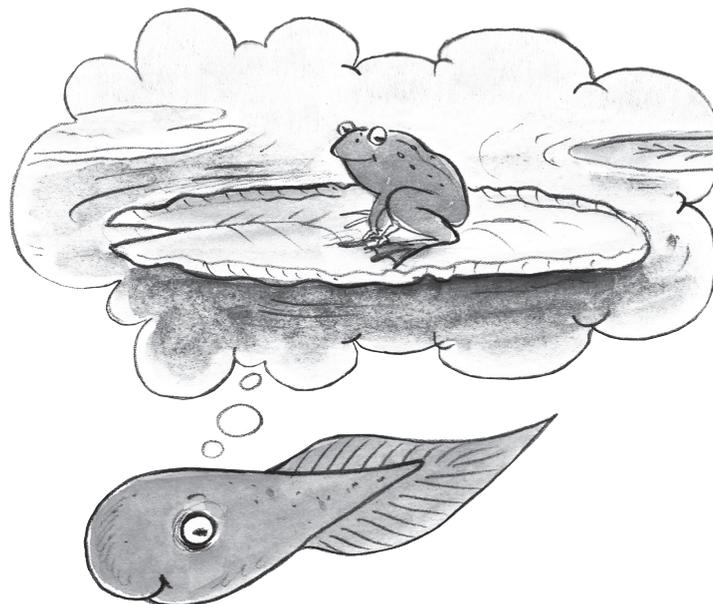
Xivuluvulu xa
 xirhendzevutana lexintsongo
 Xivuluvulu xa
 xirhendzevutana lexintsongo
 A ndzi lavi ku va
 xivuluvulu na ka ntsongo
 A ndzi lavi ku va
 xivuluvulu na ka ntsongo
 Ndzi lava ku tlula ku fana
 na chela ra ntiyiso
 Ndzi lava ku tlula ku fana
 na chela ra ntiyiso
 Ndzi lava ku tlula ntsandze,
 hi ntsandze, hi ntsandze
 Ndzi lava ku tlula ntsandze,
 hi ntsandze, hi ntsandzee!

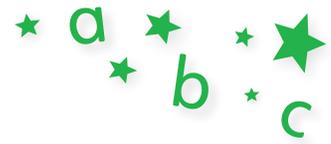


(Tirhisa chuni ya wena)

Ntivomarito ku suka eka xitori

Marito ya nkoka	chela	xivuluvulu	tiva	tlula	ndzhaku	mahlweni
Marito yo engetela:	ncila	kariha	xirhendzevutana	kula	navela	buti
	ribye	ntsandze	papama	hlambela	chuha	meno

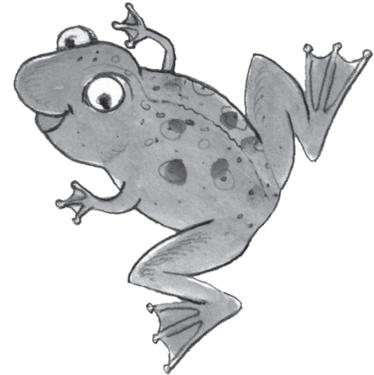




Song

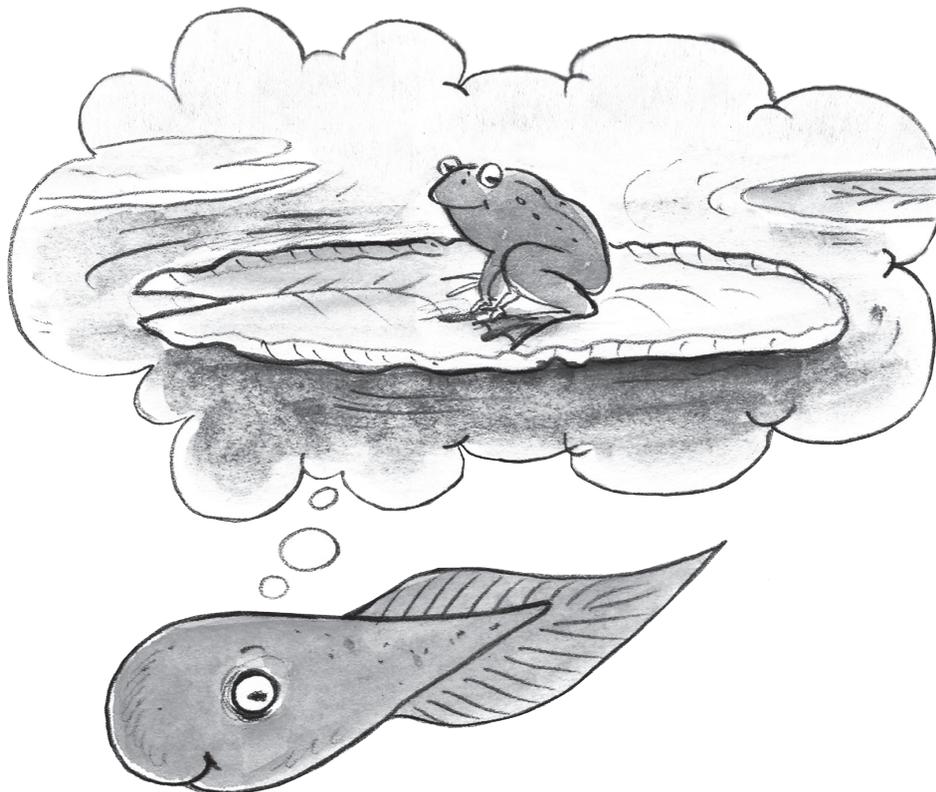
I'm a little tadpole round and small,
 I don't want to be a tadpole at all.
 I want to jump just like a frog;
 I want to jump from log to log!

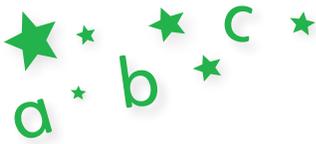
(Sing to the tune of "I'm a little teapot short and stout" or use your own tune.)



Vocabulary from the story

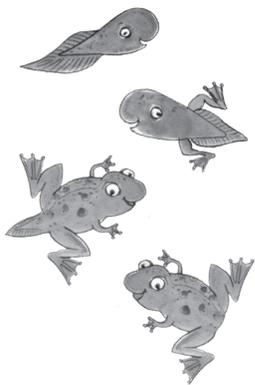
Key-words:	frog	tadpole	pond	jump	back	front
Extra words:	tail	sharp	round	grow	wish	brother
	rock	log	float	swim	terrified	teeth





U ta lava:

- Xitori: Xivuluvulu lexitsongo
- Tiphaphete: Harry, Harry hi milenge ya le ndzhaku, Harry hi ya le mahlweni na milenge ya le ndzhaku, Freddy, nhlampfi, ribye
- Tipuropo: ribye, girini phepha yi tsemeleriwe hi xivumbeko xa liliphede, lapi ya wasi ra tiva
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito



Vhiki ra 1 Siku 1

Migingiriko ya tllasi hinkwayo

Vula xinsin'wana *Ndzi hundzuluxa tintiho* ku yisa vadyondzi emetini eka nkarhi wa xitori.

Ndzi hundzuluxa tintiho

Ndzi hundzuluxa tintiho
 Ndzi hundzuluxa swikunwani
 Ndzi hundzuluxa makatla
 Ndzi hundzuluxa nhompfu
 Sweswi (phokotela sweswi)
 Vuhundzuluxi hinkwabyo byile ka mina
 Ndzi miyerile hilaha ndzi nga kotaka hakona!

Ku rungula xitori na ku aka ntivomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: *"Xana u tshama u vona vuluvulu? Xana vuluvulu ri huma kwihi? U tshama u vona chela? Xana hi makuma kwihi machela na mavuluvulu? U nga tlokola ku fana na chela? Wa switiva leswi chela ri hlamberisaka xiswona?"*
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso, vakombi swifaniso swa mativa. Loko u swikota, hlengeleta mavuluvulu endzeni ka jeke u komba vadyondzi leswaku mavuluvulu ya ntiyiso ya languteka njhani.

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito. Endla miencenyeto na ku tirhisa tiphaphete na tipuropo.
- 2.2 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku va ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Xana u ehleketa leswaku Harry u titwise ku yini loko a vona nhlampfi leyikulu? Xana ku ta humelela yini ku ya emahlweni?"*

3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori? Swi kona swilo leswi boti wa wena lonkulu kumbe sesi vangaswi endlaka leswi u lavaka ku swi endla? Xana wa tinyungubyisa ku endla swilo leswi u swi endlaka sweswi leswi awungaswi koti ku swiendla loko wahari ntsongo?"*

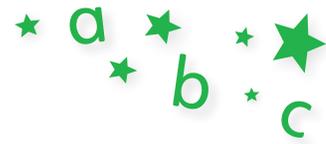
Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"Harry, hanshi, hinkwawo, hoyozela, humelerile, ehenhla. Xana ma wu twa mpfumawulo lowu kongomisiweke: Harry, hanshi, hinkwawo? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /h/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /h/: hariki, hamula, havi, heke, huku, xihuku, hembe."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /h/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /h/: **"h-h-h"**. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

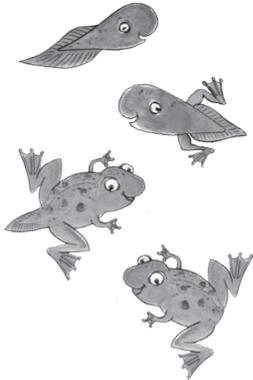
Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.





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

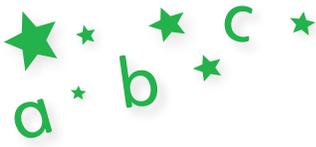
- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"Harry, hansi, hinkwawo, hoyozela, humelerile, ehenhla. Can you hear the focus sound: Harry, hansi, hinkwawo? Yes, you are right! They all have the sound /h/"*
- 2 *"Listen carefully, here are some more words with /h/: hariki, hamula, havi, heke, huku, xihuku, hembe."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /h/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /h/: *"h-h-h"*. 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!



U ta lava:

- Tiphaphete ta xitori
- Swifaniso swa vunanga/ switirhisiwa swa risimu



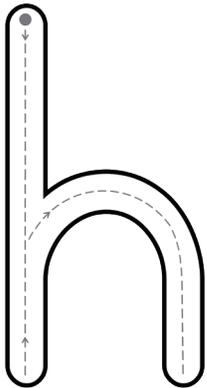
Vhiki ra 1 Siku 2

Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuropo kumbe u encenyeta ku pfuna vadyondzi ku twisisa ririmi ra risimu.
- 6 Dyondzisa vadyondzi miencyeto ya risimu na ku va na ntsako wo yimbelela hi ririmi ro tlula rin'we.

Mavumbelo ya letere

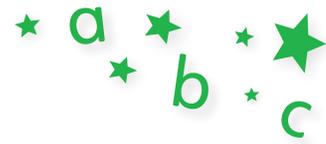


- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /h/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /h/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha vekela voko ra vona emahlweni ka nomu wa vona naswona va hefemuteka onge va helela hi moya wo hefemula naswona va ku "h-h-h".
- 3 Kombisa vadyondzi ku tsala letere **h**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: *"Sungula ethonsini, yana ehansi, yana ehenhla ku fika exikarhi, u tlhela u ya ehenhla na le hansi."*
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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



Week 1 Day 2

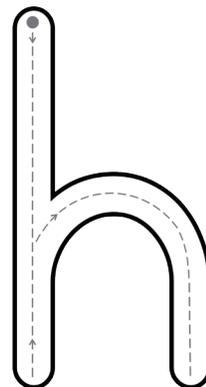
Whole class activities

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.

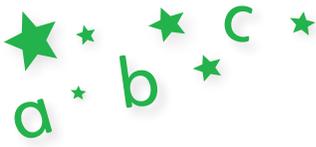
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /h/ or if they can think of any other words that start with the sound /h/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their hand in front of their mouth and pant as if they are out of breath and say "h-h-h".
- 3 Show learners how to write the letter **h**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, half way 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.



U ta lava:

- Tiphaphete na tipuropu swa xitori
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **h**: hariki, hamula, havi, heke, huku, hele, hisa, humba, hembe



Vhiki ra 1 Siku 3

Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

- 1 Yimbelela risimu.
- 2 Vutisa vadyondzi loko va ha tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntivomarito. Xikombiso: Va kombeli ku va endla swin'wana hi marito lama: 'tlula' na 'khida'.
- 3 Hlawula vadyondzi ku tlanga swimunhuhata swa le ka xitori.
- 4 Vulavula hi ximunhuhata xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfunya vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tllasi hinkwayo yi karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tllasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisa eka van'wana.
- 2 Vutisa swivutiso hi minchumu: "Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **h**: hariki, hamula, havi, heke, huku, hele, hisa, humba, hembe



Week 1 Day 3

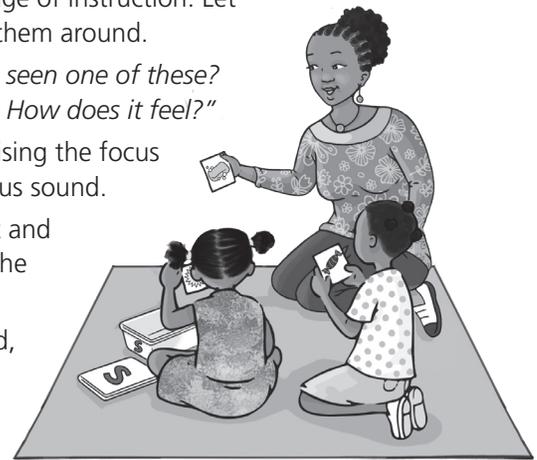
Whole class activities

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". You can also show them how something light (a leaf) floats on water.
- 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

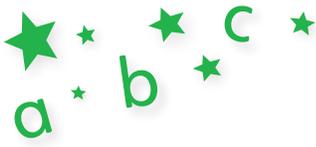
- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the 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. 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.





U ta lava:

- Swifaniso leswikulu swa ndzandzelelano

Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

- "Xana mi vona va mani?" (swimuhuhatwa)
- "Xana u/ xi endla yini?" (maendli na swiendlo)
- "Xana mi vona yini swin'wana?" (ku languta nakambe)
- "Xana xi kwihi ...?" (ku vula ndhawu/ xiyimo)
- "Hikokwalaho ka yini u ehleketa...?" (miehleketo ya vutumbuluxi, ku humesela mavonelo)

Vhiki ra 1 Siku 4

Migingiriko ya tllasi hinkwayo

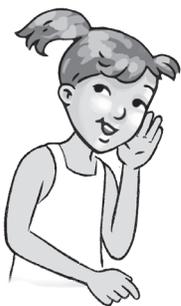
Ku landzelerisa swifaniso

- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa nghingiriko.
- 5 Endzhaku ko vulavula hi hi swifaniso hinkwaswo, vutisa vadyondzi: "Xana swifaniso swi hi nongonoko lowu faneleke?"
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenisiwa eka maendlelo lawa. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.



Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Ntlangu lowu wu ntlangiwa kahle ehandle eka rivala ro pfuleka. Vadyondzi va fanele ku hlambela ku fikela loko vatwa wena u endla onge wa tlokola kumbe uba xitswiriri. Loko vatwa pfumawulo wo koweta, va fanele ku yima hi ntlawa wa ntlhanu wa vadyondzi lava nga kusuhi na vona.
- 2 Loko vadyondzi va ri eka mintlawu ya vona, nyika ntlawa wun'wana na wun'wana mpfumawulo wo hambana naswona mudyondzi un'wana na un'wana eka ntlawa u fanele ku ehleketa rito leri sungulaka hi mpfumawulo wolowo. Loko hinkwavo va ri na rito va fanele ku tlulela ehenhla na le hansi. Yingisela rito ra vona, languta loko mari wona uva nyika poyinti.
- 3 Endzhaku ka loko mintlawu yi nyikile marito ya wona, vadyondzi va fanele ku hlambela nakambe kambe va tshama eka mintlawu ya vona. Loko u koweta, vadyondzi va fanele ku yima ku hlambela ivi u nyika ntlawa ha un'we mpfumawulo wo hambana. Ntlangu wu nga ya emahlweni ku fikela loko ntlawa wo karhi wu kuma ntlanu wa tipoyinti.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

Stella says:



These are useful questions to ask about each picture:

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

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



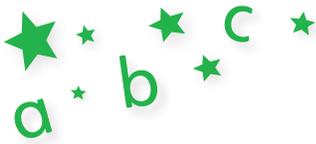
Listening for focus sounds



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

Small group activities

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



U ta lava:

- Xiphemu lexikulu xa phepha
- Kokisi yo bumbula
- Mudyondzi un'wana na un'wana a vi na vumba byo tlanga hi byona
- Maphepha ya A4
- Tikhirayoni ta mhula letikulu
- Marito lawa ya nga na mapeletwananyingi lawa ya fambelanaka na xitori: vuluvulu, xivuluvulu, ntsongo, hlambeleni, chavile, papamaleni, komile, haheni

Vhiki ra 1 Siku 5

Migingiriko ya tlilasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Vulavula na vadyondzi hi xirhendzevutani xa vutomi bya chela uva tsundzuxa leswi Harry anga byamerisiwa xiswona ku suka eka tandza, ava vuluvulu ivi a kulak u ya eka chela.
- 2 Dirowa xifaniso xa matandza, vuluvulu na chela. Kombela vadyondzi ku hlamusela xirho xin'wana na xin'wana xa xirhendzevutana xa vutomi loko uri karhi u engetela swirho eka leswi nga dirowiwa (matandza, vuluvulu, chela). Dirowa miseve ku suka eka xirho xa xirhendzevutani vutomi ku ya eka xin'wana.
- 3 Hlamusela vadyondzi leswaku va ya endla matandza, vuluvulu, na chela va tirhisa vumba ro tlanga.
- 4 Loko va endlile xirhendzevutana vutomi hiku tirhisa vumba byo tlanga, va nga dirowa va tlhela va lebula vutomi bya ndhzendzeleko.



Stella u ri:



Nghingiriko lowu wu nga endlwa hiku tirhisa ririmi rihi kumbe rihi, tanihi loko nghingiriko wu kongomisiwe eka xikili xa ku tsemelela marito ku ya eka mapeletwana. Ku pfuna ku kurisa tindziminyingi na ku seketela ririmi ra le kaya, ringeta nghingiriko lowu hi marito ya mapeletwananyingi ku suka eka tindzimi tin'wana.

Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin'we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **xi | vu | lu | vu | lu**
- 2 Byela un'wana wa vadyondzi leswaku va ta endla onge i chela. Kombela chela ku va ri tlulela peletwana rin'wana na rin'wana: **xi** (tlula kan'we) **vu** (tlula kan'we) **lu** (tlula kan'we) **vu** (tlula kan'we) **lu** (tlula kan'we). Vadyondzi va fanele ku hlanganisa mapeletwana ku va va vula rito: **xi | vu | lu | vu | lu = xivuluvulu**.
- 3 Kombela chela ku va ritlula nakambe. Sweswi va fanele ku phokotela nkarhi un'wana na un'wana loko chela ri tlula.
- 4 Vula rito rin'wana leri humaka eka nxaxamelo naswona kombela vadyondzi ku va va ri tshovelela ri va mapeletwana. Chela ri fanele ku tlula eka peletwana rin'wana na rin'wana loko tlilasi yi ri karhi yi phokotela.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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: vuluvulu, xivuluvulu, ntsongo, hlambeleni, chavile, papamaleni, komile, haheni

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: **xi | vu | lu | vu | lu**.
- 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: **xi** (one jump) **vu** (one jump) **lu** (one jump) **vu** (one jump) **lu** (one jump). Learners must then put the syllables together to say a word: **xi | vu | lu | vu | lu = xivuluvulu**.
- 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.

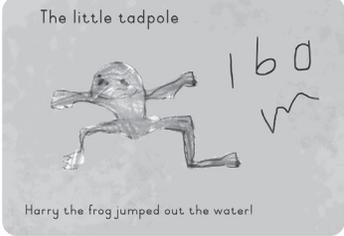


Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

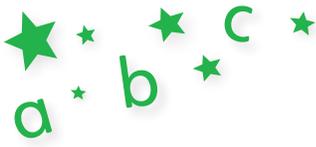
U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi un'wana na un'wana Tikhirayoni ta mhula letikulu  <p>Xivuluvulu lexitsongo</p> <p>Harry n'wa-chela u tlurile a huma endzeni ka matl!</p>  <p><i>Eka nkarhi lowu wa lembe, swi nga endleka vadyondzi va ri na vutitshembi byo ringeta ku ti tsalela. U nga karhateki loko vadyondzi van'wana va tsala nongonoko wa maletere ma siji tindhawu.</i></p>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. Vutisa vadyondzi leswaku hi xihemba xa xitori va xi rhandzeke. Nyika swiringanyeto swin'wana. Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> Makhadi ya swifaniso swa letere, swo swukuta tinhongana (u nga endla leswi hi borota ra phepha kumbe xipfalu xa yogati lexi damarhetuweke emakumu ya ximhandzana) 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Veka makhadi ya swifaniso swa letere ya langute henhla etafuleni. Veka maletere ya langute hansi. Mudyondzi un'wana na un'wana u fanele ku kuma nkarhi ku hundzula letere kutani a vula mpfumawulo wa rona. Vadyondzi hinkwawo eka ntlawa va fanela ku ringeta ku kuma xifaniso lexi yelanaka na mpfumawulo kutani va wu ba hi xo swukuta tinhongana. 
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.

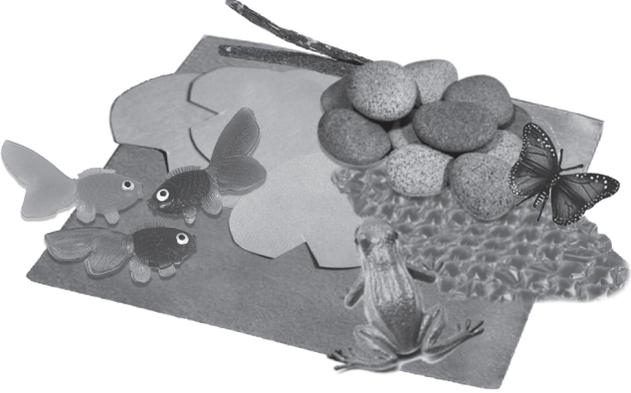


Small group activities for Week 1

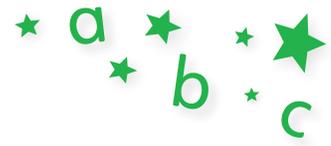
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 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.

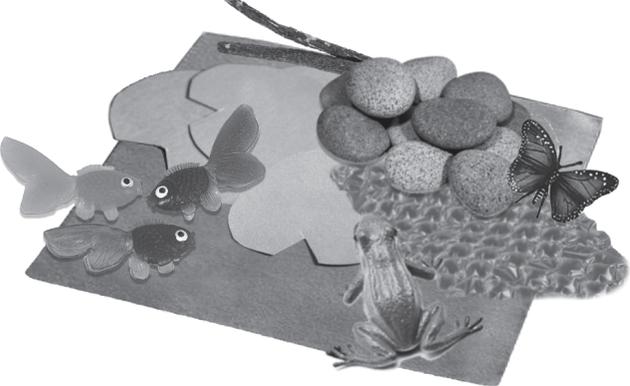




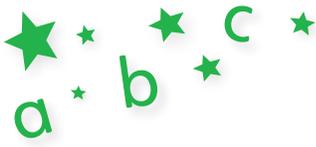
U ta lava	Migingiriko
<ul style="list-style-type: none"> Hafu ya borota ra phepha hi mudyondzi, khirayoni ya ntima, xicupu xo tshwuka xa phepha, swirhendzevutana swimbirhi swa rihlaza, swirhendzevutana swa ntima na swo basa swa mudyondzi un'wana na un'wana Dlilu na xikero Phepha ra rihlaza kumbe tikhirayoni letikulu ta rihlaza ta mhula 	<p>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> Hlamusela vadyondzi leswaku va ta endla chela. Va fanela ku handzulela swicupucupu swa phepha ra rihlaza kutani va swi damarheta eka borota ra phepha kumbe va tirhisa khirayoni ya mhula ku ri penda ri va rihlaza. Kutani va nga damarheta mahlo, va dirowa nomo kutani va damarheta xicupu xa phepha xa ririmi. 
<ul style="list-style-type: none"> Tipuropo: phepha ra rihlaza leri tsemiweke ri va swirhendzevutana (swiluva swa le matini swa ti'lily'), swiribyana, lapi ra wasi, swintsandzana na swimhandzana, vumba byo tlangisa kumbe machela ya pulasitiki, swiribyana leswi nga na thonsi ra ntima leswi nga ta yimela mandza ya chela kumbe phepha ro phutsela leri nga na thonsi ra ntima, swimilana, maphaphatana ya pulasitiki na nhlampfi (kumbe swifaniso leswi tsemiweke eka timagazini) 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya ntlangu wo encenyeta kutani u va komba switirhisiwa swo endla tiva leritsongo. Hlamusela leswaku va ta endla tiva leritsongo kutani va tlanga hi swihadyana leswi hanyaka endzeni na le kusuhi na tiva: machela, tinhlampfi, maphaphatana. 





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. 





U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 1

Migingiriko ya tlilasi hinkwayo

Ku landzelerisa swifaniso ko tala

- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku yima emahlweni ka tlilasi, un'wana na un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini?"
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Nyika mudyondzi un'wana na un'wana xibukwana. Hlohlotela vadyondzi ku languta khavhara na ku hlaya nhlokomhaka ya xitori na vona.
- 6 Famba hi xifaniso na vadyondzi endzeni ka xibukwana, u karhi u va pfuna ku lemuka leswaku swifaniso leswi swi nga le bukwi na swifaniso swa le ka ndzandzelelano wa swifaniso.
- 7 Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etlilasini.
- 8 Hlohlotela vadyondzi ku muka na tibuku ku ya hlaya na mindyangu ya vona.



Ku tivisa letere ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: "mina, milenge, mahlweni, meno, matimba, ematini, emoyeni. Xana ma wu twa mpfumawulo lowu kongomisiweke: **mina, milenge, ematini, emoyeni?** Ina, mi tiyisile! Hinkwawo ma na mpfumawulo **/m/**."
- 2 "Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi **/m/**: **mujeko, movha, mali, mati, masi, mufana, musu, meno, mopo.**" (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo **/m/** swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo **/m/**: "**m-m-m**" Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





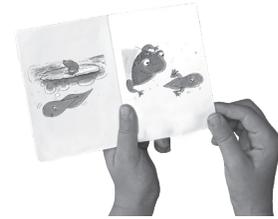
You will need:

- 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: “mina, milenge, mahlweni, meno, matimba, ematini, emoyeni. Can you hear the focus sound: **mina**, **milenge**, **ematini**, **emoyeni**? Yes, you are right! They all have the sound /m/.”
- 2 “Listen carefully, here are some more words with /m/: **mujeko**, **movha**, **mali**, **mati**, **masi**, **mufana**, **musi**, **meno**, **mopo**.” (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.





U ta lava:

- Buku Leyikulu: Xivuluvulu lexitsongo
- Hoola hoops
- Mati eswibyeni na burachi yo penda ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 2

Migingiriko ya tllasi hinkwayo

Ku hlaya swin'we – Buku Leyikulu

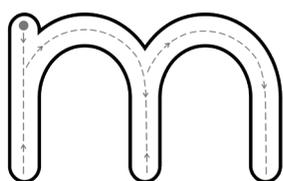


- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tllasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi 'langutile' ebukwini hinkwayo, tthelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku 'hlaya' na wena.



Mavumbelo ya letere

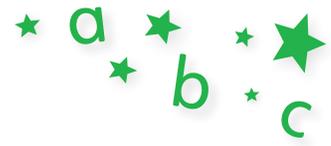
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /m/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /m/.
- 2 Dyondzisa vadyondzi ku encenyeta loku ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha kombeta matino ya vona na ku fambisa nomo onge va ncakunya xanchumu.
- 3 Kombisa vadyondzi ku tsala letere **m**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: *"Sungula ethonsini, yana ehansi, henhla, yana etlhelo, ehansi, henhla, yana etlhelo na le hansi nakambe."*
- 4 Pfumelela vadyondzi ku ti toloveti ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, huma ehandle u nyika mudyondzi un'wana na un'wana xibye lexi nga na mati na burachi yo penda. Vadyondzi va nga penda letere ko tala ematini ehansi.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endlwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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

Week 2 Day 2

Whole class activities

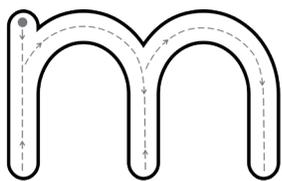
Shared reading – Big Book

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



Forming the letter

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



U ta lava:

- Tijeke ta dlilasi titative mati hi mpimo wo hambana (unga engetela muhlovo wo khalara swakudya ku endla gingiriko lowu wu nyanyula swinene)
- Tinhi na tipenisele
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **m**: mujeko, movha, mali, mati, masi, mufana, musu, meno, mopo, mango, majarini, mavele, manga, manana, mete, mendlele, murhi, mutwa, mudoro, mangwa

Vhiki ra 2 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

- 1 Hlamusela tlilasi leswaku va fanele va yingisela hi vukheta loko u gongondza nghilasi hi rinhi kumbe penisele.
- 2 Vutisa vadyondzi loko mimpfumawulo yi fana kumbe yi hambana. Xana hi yihi nghilasi leyi endlaka mpfumawulo wa le henhla nakona hi yihi yi endlaka wa le hansi?
- 3 Vutisa loko kuri na mudyondzi loyi a nga naku tsakela ku gongondza tinghilasi to hambana ivi a yingisela mimpfumawulo leyi ti yi endlaka.
- 4 Ringeta ku gongondza hi patironi kutani u vutisa van'wana vadyondzi loko va nga kota ku encenyeta patironi.



Mabokisi ya maletere

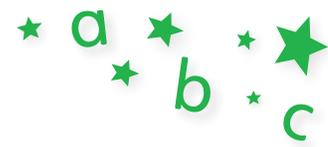
- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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 **m**: mujeko, movha, mali, mati, masi, mufana, musu, meno, mopo, mango, majarini, mavele, manga, manana, mete, mendele, murhi, mutwa, mudoro, mangwa

Week 2 Day 3

Whole class activities

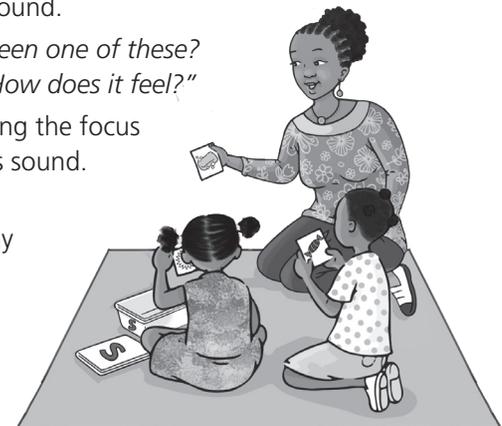
Learning to listen

- 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.



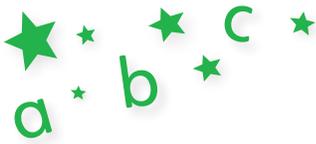
Letter boxes

- 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. 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.



U ta lava:

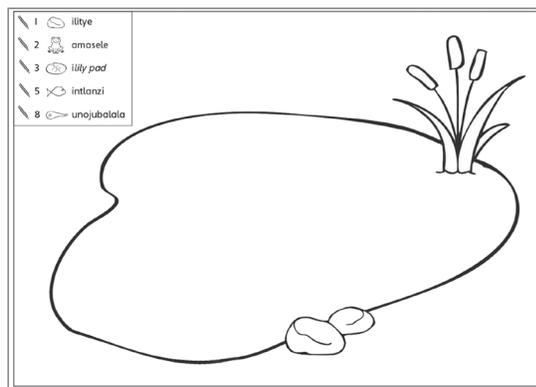
- Nkandziyiso wa pheji ra Nghingiriko wa Hlaya u endla ra mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu

Vhiki ra 2 Siku 4

Migingiriko ya tllasi hinkwayo

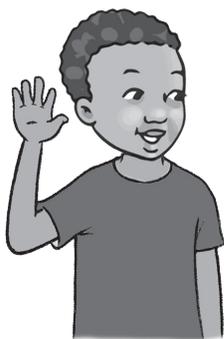
Ku hlaya na ku endla

- 1 Byela vadyondzi ku va va langutisa eka nxaxamelo eka pheji ra nghingiriko na swona va vulavula hi leswi va swi vonaka (tinhlayo, swifaniso na marito).
- 2 Hlamusela vadyondzi leswaku sweswi va ta ya va ya endla nghingiriko wo tsakisa lowu vitaniwaka "hlaya u tlhela u endla". Va fanele ku hlaya ntila un'wana na un'wana va tlhela va endla leswi wu swi vulaka hi ku tirhisa ndhawu yo pfumala nchumu leyi nga kona eka pheji.
- 3 Hlayani ntila wo sungula swin'we: Dirowa ribye rin'we.
- 4 Vutisa loko ku ri na mudyondzi loyi a nga kotaka ku "hlaya" leswi nga ta landzela ku endliwa eka nxaxamelo: Dirowa machela ya mbirhi.
- 5 Vadyondzi va fanele ku yisa emahlweni hi ndlela leyi hi xiletelo xin'wana na xin'wana.
- 6 Pfuna vadyondzi loko va tikeriwa hi ku hlaya swiletelo.



Ku yingisela mimpfumawulo leyi kongomisiweke

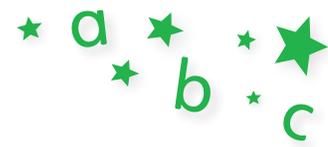
- 1 Ntlangu lowu wu ntlangiwa kahle ehandle eka rivala ro pfuleka. Vadyondzi va fanele ku hlambela ku fikela loko vatwa wena u endla onge wa tlokola kumbe uba xitswiriri. Loko vatwa pfumawulo wo koweta, va fanele ku yima hi ntlawa wa ntlhanu wa vadyondzi lava nga kusuhi na vona.
- 2 Loko vadyondzi va ri eka mintlawwa ya vona, nyika ntlawa wun'wana na wun'wana mpfumawulo wo hambana naswona mudyondzi un'wana na un'wana eka ntlawa u fanele ku ehleketa rito leri sungulaka hi mpfumawulo wolowo. Loko hinkwavo va ri na rito va fanele ku tlulela ehenhla na le hansa. Yingisela rito ra vona, languta loko mari wona uva nyika poyinti.
- 3 Endzhaku ka loko mintlawwa yi nyikile marito ya wona, vadyondzi va fanele ku hlambela nakambe kambe va tshama eka mintlawwa ya vona. Loko u koweta, vadyondzi va fanele ku yima ku hlambela ivi u nyika ntlawa ha un'we mpfumawulo wo hambana. Ntlangu wu nga ya emahlweni ku fikela loko ntlawa wo karhi wu kuma ntlanu wa tipoyinti.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

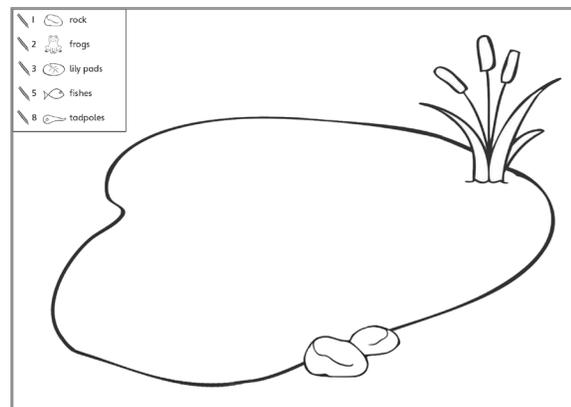
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

Week 2 Day 4

Whole class activities

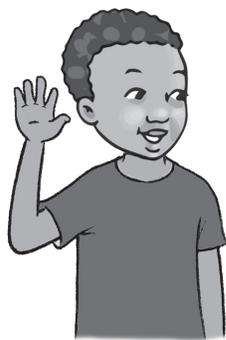
Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Explain to learners that they are now going to do a fun activity called “read and do”. They must read each line and do what it says using the blank space on the page.
- 3 Read the first line together: Draw one rock.
- 4 Ask if any of the learners can “read” what to do next on the list: Draw two frogs.
- 5 Learners must continue in this way with each of the instructions.
- 6 Assist learners if they struggle to read the instructions.



Listening for focus sounds

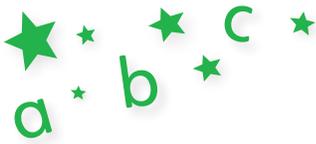
- 1 This game is best played outside with open space. Learners need to swim around until they hear you croak or whistle. When they hear your signal, they must get into a group with the five closest learners to them.
- 2 Once learners are in their groups, give each group a different sound, and each learner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





U ta lava:

- Swifaniso swa mati lawa ya nga thyakisiwa na milambu leyi tengeke, madamu na mativa
- Phepha ra filipichati, makara ya ntima
- Tikhirayoni ta mhula letikulu
- Minkwama ya pulasitiki, swiphemu-phemu swa phepha
- Marito lawa ya nga na mapeletwananyingi lawa ya fambelanaka na xitori: xivuluvulu, ntsongo, hlambeleni, chavile, papamalen, komile, haheni

Vhiki ra 2 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Komba vadyondzi swifaniso swa mati lawa ya nga thyakisiwa na milambu, madamu na mativa lawa ya tengeke. Va vutisi loko va tshamile va vona milambu yo tenga kumbe milambu yo thyaka. Vutisa *“xana u ehleketa leswaku Harry n’wa-xivuluvulu a ta tsakela ku tshama kwih? Hikokwalaho ka yini a fanele ku tshama eka mati lawa ya tengeke? Xana ku humelela yini eka swivuluvulu na machela loko milambu na madamu swi thyakisiwa? Xana milambu, madamu na mativa swi thyaka njhani?”*
- 2 Hlamusela vadyondzi leswaku va ta ku pfuna ku endla phositara leyi lemukisaka vanhu hi leswi va faneleke ku swi endla ku va milambu yo tshama yi tengile va endlela machela, tihlampfi na swin’wana swihari. Kombela mavonelo ya vadyondzi ya leswi u nga swi tsalaka eka phositara. Xikombiso: Ponisa machela – endla leswaku milambu yi tshama yi tengile. Vutisa vadyondzi leswaku ku fanele ku endliwa yini hi thyaka na laha ri faneleke ku cukumetiwa kona. Tsala hi marito lamantsongo yo basa na ku kombela vadyondzi ku va va dirowa swifaniso swo engetelelela ka phositara. Vadyondzi van’wana va nga ha tsemelela maphepha kumbe swiphemu-phemu swa nkwama wa pulasitiki leswi va nga ta damarheta eka phositara.
- 3 Loko phositara yi ta va yi helerile, yi damarheta ekhumbini eku suhi na rivanti ra kamara yo dyondzela eka yona naswona hlohlotela vadyondzi ku yi *“hlayela”* vatswari loko va va tela exikolweni.

Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombela vadyondzi ku tshama emetini. Vula rin’we ra marito ku suka eka nongonoko wa marito ya mapeletwananyingi kutani u kombisa ku ri hambanisa hi mapeletwana, Xikombiso: **xi | vu | lu | vu | lu**.
- 2 Byela un’wana wa vadyondzi leswaku va ta endla onge i chela. Kombela chela ku va ri tlulela peletwana rin’wana na rin’wana: **xi** (tlula kan’we) **vu** (tlula kan’we) **lu** (tlula kan’we) **vu** (tlula kan’we) **lu** (tlula kan’we). Vadyondzi va fanele ku hlanganisa mapeletwana ku va va vula rito: **xi | vu | lu | vu | lu = xivuluvulu**.
- 3 Kombela chela ku va ritlula nakambe. Sweswi va fanele ku phokotela nkarhi un’wana na un’wana loko chela ri tlula.
- 4 Vula rito rin’wana leri humaka eka nxaxamelo naswona kombela vadyondzi ku va va ri tshovelela ri va mapeletwana. Chela ri fanele ku tlula eka peletwana rin’wana na rin’wana loko tllasi yi ri karhi yi phokotela.



Stella u ri:



Nghingiriko lowu wu nga endliwa hiku tirhisa ririmi rihi kumbe rihi, tanihi loko nghingiriko wu kongomisive eka xikili xa ku tsemelela marito ku ya eka mapeletwana. Ku pfuna ku kurisa tindziminyingi na ku seketela ririmi ra le kaya, ringeta nghingiriko lowu hi marito ya mapeletwananyingi ku suka eka tindzimi tin’wana.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun’wana na wun’wana na maendlelo yo basisa.





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: xivuluvulu, ntsongo, hlambeleni, chavile, papamaleni, komile, haheni

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.

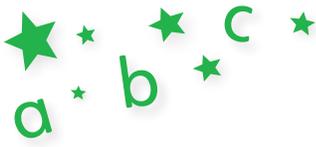
Blending and segmenting (syllables)

- 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: **xi | vu | lu | vu | lu**.
- 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: **xi** (one jump) **vu** (one jump) **lu** (one jump) **vu** (one jump) **lu** (one jump). Learners must then put the syllables together to say a word: **xi | vu | lu | vu | lu = xivuluvulu**.
- 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.

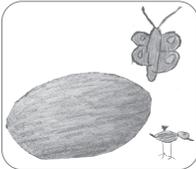
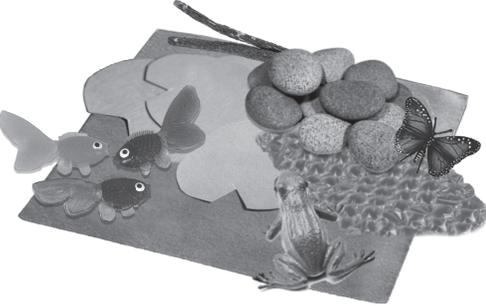


Small group activities

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

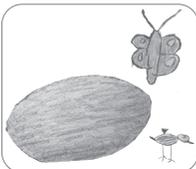
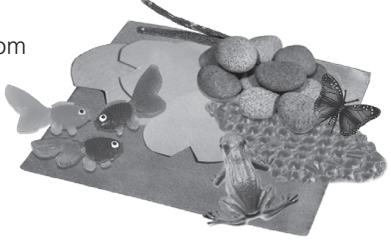


Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi un'wana na un'wana Tikhirayoni ta mhula letikulu Swifaniso swa tiva leritsongo na swivumbiwa leswi hanyaka endzeni na le kusuhi 	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Vulavula hi swivumbiwa leswi hanyaka endzeni na le kusuhi ka tiva leritsongo. Xana hi swihi swin'wana swiharhi leswi Harry a nga hlanganaka na swona eka tiva ra yena? (phaphatana, nyoxi, nkolombya, xitsotso, nyoka, xinyenyana) Loko u ri na tibuku leti kombisaka swifaniso swa mativa, nyika vadyondzi va phendla phendla. Hlamusela vadyondzi leswaku va fanele ku dirowa xifaniso xa tiva kutani va tsala tilebulu ta swivumbiwa.
<ul style="list-style-type: none"> Makhadi ya swifaniso swa letere Swo swukuta tinhongana (u nga endla leswi hi borota ra phepha kumbe xipfalu xa yogati lexi damarhetiweke emakumu ya ximhandzana) 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Veka makhadi ya swifaniso swa letere ya langute henhla etafuleni. Veka maletere ya langute hansi. Mudyondzi un'wana na un'wana u fanele ku kuma nkarhi ku hundzula letere kutani a vula mpfumawulo wa rona. Vadyondzi hinkwawo eka ntlawa va fanela ku ringeta ku kuma xifaniso lexi yelanaka na mpfumawulo kutani va wu ba hi xo swukuta tinhongana. 
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlwula xin'wana ku ti tsakisa hi ku hlaya. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlwula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.
<ul style="list-style-type: none"> Nkandziyiso wa pheji ra nghingiriko wa vumba, ri laminetiwele kumbe ri vekiwile epulasitikini Vumba 	<p>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> Hlamusela vadyondzi leswaku va fanele ku khavhara tipatironi hi vumba lebyi vumbuluxiweke byi va swivungu swo leha.  
<ul style="list-style-type: none"> Tipuropo: phepha ra rihlaza leri tsemiweke ri va swirhendzevutana (swiluva swa le matini swa ti'lily'), swiribyana, lapi ra wasi, swintsanzana na swimhandzana, vumba byo tlangisa kumbe machela ya pulasitiki, swiribyana leswi nga na thonsi ra ntima leswi nga ta yimela mandza ya chela kumbe phepha ro phutsela leri nga na thonsi ra ntima, swimilana, maphaphatana ya pulasitiki na nhlampfi (kumbe swifaniso leswi tsemiweke eka timagazini) 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> Tsundzuxa vadyondzi hi tipuropo ta le ka khona yo encenyeta na ku va khutaza ku ya emahlweni ku suka eka vhiki ra 1 loko va endla tiva na loko va tlanga hi swimunhuhatawa, xikombiso machela, tinhlampfi, maphaphatana. 



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 na makhamba ya swimilana

Xitori

Temo a ri xinhwanyetana xo tlhariha lexi a xi tshama exitandini xa Qunu. Siku rin'wana exikolweni, tlilasi ya yena yi dyondzile hi ku byala miroho. Temo a nga ha swi koti ku ti khoma hi ku lava ku ya rungulela vatswari va yena hi swona. Loko Temo a fika ekaya, u ambale tinguvu ta yena to tirha ha tona, tintanghu na xihuku kutani a ku: "Manana, Tatana, langutani!" Hikokwalaho ka yini u ambarise sweswo, Temo?" ku vutisa tata wa yena. "Ndzi lava ku byala miroho ya mina." a vula hi ntsako. "Swi twala ku ri vonelo ra kahle swinene," ku vula mana wa yena. Hi loko Temo na tata wa yena va hlawula ndhawu laha a nga ta sungula xirhapa xa yena kona.

Temo na tata wa yena va tirhe swin'we exirhapeni. Va tirhise foroko ya le xirhapeni ku cela misava leyo nonoha. Leswi swi endle misava yi olova ku byala timbewu. Kutani va harikile maribye hinkwawo ma suka emisaveni.

Hi siku leri landzelaka loko Temo a vuya hi le xikolweni, u hatlise a cinca yunifomo ya xikolo kutani va yile exirhapeni na tata wa yena. Va byarile timbewu ta xipinachi, kheroti, tamatisi na tinyawa. Siku rin'wana na rin'wana endzhaku ka sweswo Temo a tsakela ku muka a ya ekaya ku suka exikolweni leswaku a ya cheleta xirhapa xa yena.



Kambe siku rin'wana loko Temo a vuya hi le xikolweni u vonile timbuti exirhapeni xa yena ti dya swimilana. Temo u ti hlongorisile. "Manana! Tatana! Timbuti a ti dya swimilana swa mina." a rila. "Ti onhile!" Temo u ehleketile xinkadyana kutani a ku, "A hi akeni rihlampfu ri rhendzela xirhapa." Tata wa yena a ehleketa leswaku a ku ri vonelo ra kahle hiloko va aka rihlampfu.

Kambe xiphiko a xi nga helanga kwalaho. Tihomu a ti tlharihe swinene ku va ti pfula gede hi timhondzo ta tona! Temo u ringetile ku hlongola tihomu, kambe a ti languteka ti ri tikulu naswona a chuhile! "Manana! Tatana!" a vitana. "Tihomu ti dya miroho ya mina!" Tata wa yena u tile kutani a hlongola tihomu. Temo u ehleketile xinkadyana. "A hi lotleleni gede hi xirunguta," a vula. Tata wa yena u kumile xirunguta ku lotlela gede hi xona.

Temo u ololoxile xiphiko xa timbuti na tihomu kambe siku rin'wana u vonile swinyenyana na swona swi karhi swi dya swimilana exirhapeni xa yena. "Ndza swi tiva," ku vula Temo. "A hi vekeleni nete ehenhla ka xirhapa," hi loko va endla swona.

Temo a nga ha ta vilela hi swifuwo leswi dyaka swimilana swa yena exirhapeni nakambe. Swimilana swi kurile exirhapeni xa Temo, naswona ku nga ri khale miroho a yi lulamerile ku khayiwa. Temo u pfunile mana wa yena ku sweka supu yo nandziha ya tinyawa, tikheroti, xipinachi na matamatisi kutani ndyangu hinkwawo wu tiphinile hi swakudya leswi a swi huma exirhapeni xa Temo. "U endle ntirho wa kahle swinene, Temo," ku vula mana wa yena. Temo a twa a tinyungubyisa swinene.

Lawa hi wona makumu ya xitori.



★ 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.

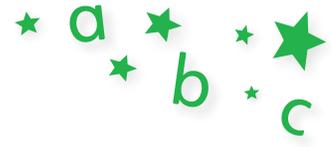
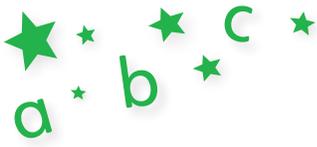
But the trouble didn't stop there. The cows were clever enough to open the garden gate with their horns! "Mommy! Daddy!" she called. "The cows are eating my vegetables!" Her father came and chased the cows away. Temo thought for a while. "Let's lock the gate with a padlock," she said. Her father found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

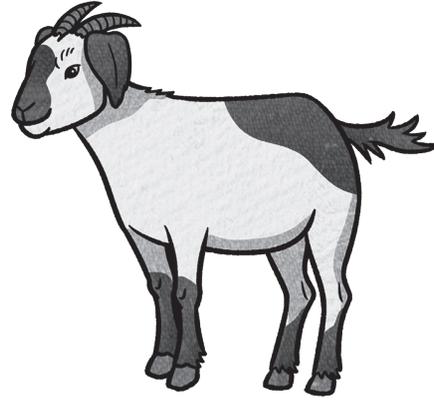




Risimu

Mina ndzi rhandza miroho
 Miroho yi kahle ka mina
 Ku va ndzi fihlula nanhlikanhi
 Na ku ndzi aka miri
 Mina ndzi rhandza miroho
 Miroho yi kahle ka mina

Mina ndzi rhandza miroho
 Miroho yi kahle ka mina,
 Tamatisi, kheroti, xipinachi
 I miroho ya kahle

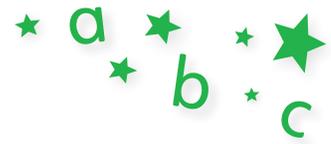


(Yimbelela hi chuni ya "Twinkle, twinkle little star" kumbe tirhisa chuni ya wena.)

Ntivomarito ku suka eka xitori

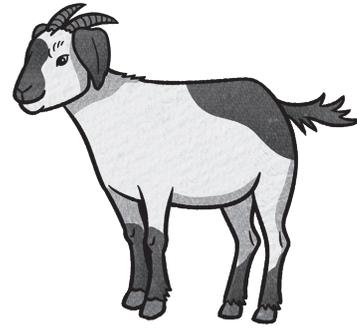
Marito ya nkoka	miroho/ matsavu	mbewu	mbuti	dangara	tintangu to tirha	misava
Marito yo engetela:	supu	onha	rimhondzo	xirunguta	tikheroti	tinyawa
	xipinachi	tamatisi	rihlampfu	homu	nete	gede





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

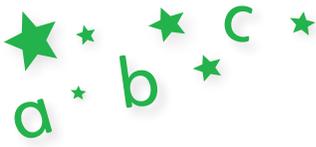


(Sing to the tune of "Twinkle Twinkle little star" or use your own tune.)

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





U ta lava:

- Xitori: *Temo na makhamba ya swimilana*
- Tiphaphete: Temo, tidangara na mabutsu, tatana, mbuti, homu, thini ro cheleta, xiphemu xa xirhapa na darata
- Tipuropo: Magamubutsu, xidloko, misava, ganji, nete, xipinachi, tamatisi, tindzoho ta bocisi emaphakitini na xipinich xa furexe, kherotso, tamatisi na tibocisi ta rihlaza
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito



Vhiki ra 1 Siku 1

Migingiriko ya tlilasi hinkwayo

Vula xinsin'wana *Ndzi hundzuluxa tintiho* ku yisa vadyondzi emetini eka nkarhi wa xitori.

Ku rungula xitori na ku aka ntivomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: *"U tshama u byala xawanchumu/u tirha exirhapani? Xana xwimilana swi kurie? Xana u vile na xiphico na swiharhi leswi leswi dyaka swimilana swa wena?"*
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso, va kombi tindzoho ta matsavu ephakitini kumbe tindzoho leti uti omiseke (xikombiso: tindzoho ta kwembe, tindzoho ta mavele). Tana na ganji xikhiya ivi u komba vadyondzi leswaku ri khiyiwa naku pfuriwa njhani.

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito.
- 2.2 Endla miencyeto na ku tirhisa tiphaphete na tipuropu.
- 2.3 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku ngenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Xana u ehleketa onge Temo u fanele ku endla yini xo sungula ku lulamisa xirhapa xa yena? Xana u ehleketa onge makhamba ya swimilana i yini? Xana Temo anga endla yini ku hlongola swiharhi ehandle ka xirhapa xa yena?"*

3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori?"*

Ku tivisa mpfumawulo ku suka eka xitori

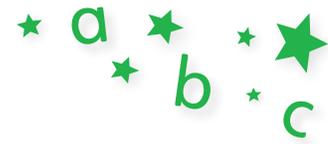
- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"ri, ra, rin'wana, rungulela, rila, rihlampfu, ringetile. Xana ma wu twa mpfumawulo lowu kongomisiweke: rin'wana, rungulela, rila? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /r/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /r/: risiva, rila, raha, rihati, ririmi, risokoti, ritiho, rivoni, rigoda, rivanti, ritavala."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /r/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /r/: *"r-r-r"*. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.

Ndzi hundzuluxa tintiho

Ndzi hundzuluxa tintiho
 Ndzi hundzuluxa swikunwani
 Ndzi hundzuluxa makatla
 Ndzi hundzuluxa nhompfu
 Sweswi (phokotela sweswi)
 Vuhundzuluxi hinkwabyo byile ka mina
 Ndzi miyerile hilaha ndzi nga kotaka hakona!



You will need:

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

Week 1 Day 1

Whole class activities

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

I wiggle my fingers

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

Storytelling and building vocabulary

1 Before you tell the story

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

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think Temo has to do first to prepare her garden? Who do you think the plant thieves are? What can Temo do to keep the animals out of the garden?"*

3 After you tell the story

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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"ri, ra, rin'wana, rungulela, rila, rihlampfu, ringetile. Can you hear the focus sound: rin'wana, rungulela, rila? Yes, you are right! They all have the sound /r/."*
- 2 *"Listen carefully, here are some more words with /r/: risiva, rila, raha, rihati, ririmi, risokoti, ritiho, rivoni, rigoda, rivanti, ritavala."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /r/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /r/: *"r-r-r"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



U ta lava:

- Tiphaphete ta xitori
- Swifaniso swa vunanga/ switirhisiwa swa risimu



Vhiki ra 1 Siku 2

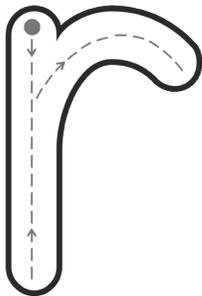
Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuropo kumbe u encenyeta ku pfuna vadyondzi ku twisisa ririmi ra risimu.
- 6 Dyondzisa vadyondzi miencyeto ya risimu na ku va na ntsako wo yimbelela hi ririmi ro tlula rin'we.

Mavumbelo ya letere

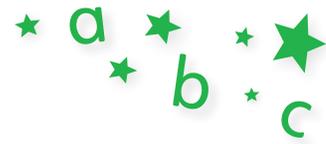
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /r/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /r/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga tirhisa tintiho ta voko ra ximatsi naswona va endla onge va kasela eka voko ra vona ra xinene va ri karhi va vula "r-r-risokoti".
- 3 Kombisa vadyondzi ku tsala letere **r**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi, ehenhla, yana etlhelo."
- 4 Pfumelela vadyondzi ku ti toloveti ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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



Week 1 Day 2

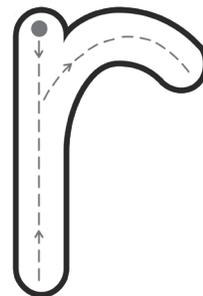
Whole class activities

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 /r/ or if they can think of any other words that start with the sound /r/.
- 2 Teach learners an action associated with the sound. For example: Learners can use the fingers on their left hand and pretend to crawl up their right arm like an ant saying "r-r-risokoti".
- 3 Show learners how to write the letter r. 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 and over."
- 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.



U ta lava:

- Tiphaphete na tipuropu swa xitori
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi r: risiva, rila, raha, rihati, ririmi, risokoti, ritiho, rivoni, rigoda, rivanti, ritavala



Vhiki ra 1 Siku 3

Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

- 1 Yimbelela risimu.
- 2 Vutisa vadyondzi loko va ha tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntivomarito. Xikombiso: A va nyiki vito ra swiambalo leswi Temo a swi ambarile loko a tirha exirhapani? (magamubutsu, dangara).
- 3 Hlawula vadyondzi ku tlanga swimunhuhatwa swa le ka xitori.
- 4 Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfunya vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tllasi hinkwayo yi karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

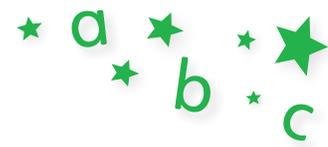
Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tllasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisa eka van'wana.
- 2 Vutisa swivutiso hi minchumu: "Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **r**: risiva, rila, raha, rihati, ririmi, risokoti, ritiho, rivoni, rigoda, rivanti, ritavala



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.

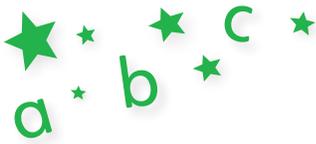
Letter boxes

- 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. 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.



U ta lava:

- Swifaniso leswikulu swa ndzandzelelano

Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

- "Xana mi vona va mani?" (swimuhuhatwa)
- "Xana u/ xi endla yini?" (maendli na swiendlo)
- "Xana mi vona yini swin'wana?" (ku languta nakambe)
- "Xana xi kwihi ...?" (ku vula ndhawul xiyimo)
- "Hikokwalaho ka yini u ehleketa...?" (miehleketo ya vutumbuluxi, ku humesela mavonelo)

Vhiki ra 1 Siku 4

Migingiriko ya tllasi hinkwayo

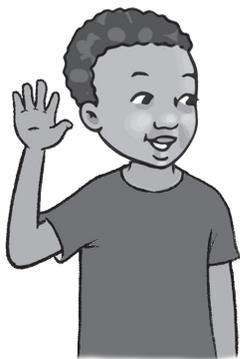
Ku landzelerisa swifaniso

- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa ngingiriko.
- 5 Endzhaku ko vulavula hi hi swifaniso hinkwaswo, vutisa vadyondzi: "Xana swifaniso swi hi nongonoko lowu faneleke?"
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenisiwa eka maendlelo lawa. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.



Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Tshamisa vadyondzi hi xirhendzevutana ivi u va byela leswaku u ya eku xaveni leswaku u ta endla sopo ya matsavu kumbe xiculu xa swakudya swa ni nhlikanhi. Veka poto ra matsavu na makhadi ya swifaniso kumbe matsavu ya ntiyiso exikarhi ka xirhendzevutana.
- 2 Vutisa vadyondzi ku kuma xifaniso xa tsavu leri sungulaka hi mpfumawulo wa "kh" (xikombiso, kheroto) ivi va veka endzeni ka poto. Vutisa mudyondzi wun'wana ku kuma swin'wana leswi sungulaka hi mpfumawulo wa "rh" (xikombiso, rhanga) ivi a veka endzeni ka poto. Yisa emahlweni hi ndlela leyi ku fikela loko swifaniso hinkwaswo swi cheriwile endzeni ka poto.
- 3 Vutisa vadyondzi leswaku hi swihi swin'wana swi nga engeteriwaka ku endla sopo, sungula hi mpfumawulo /m/ (mati). Endla onge u chela mati, ivi u sweka, hakasa ivi u ringa sopo.
- 4 Vutisa vadyondzi loko va tsundzuka matsavu lama u nga ma tirhisia ku endla sopo. Loko va tikeriwa ku ma tsundzuka, va tsundzuxi hiku vula mpfumawulo wo sungula wa rito. Xikombiso: "Hi engetele tsavu leri sungulaka hi mpfumawulo wa "rh", ina, I rhanga."



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya ngingiriko wun'wana na wun'wana na maendlelo yo basisa.





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:



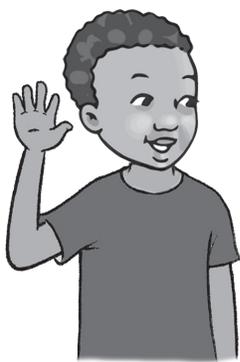
These are useful questions to ask about each picture:

- "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)



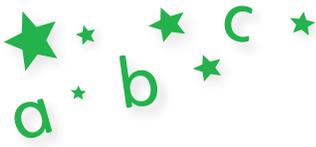
Listening for focus sounds

- 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 "kh" (for example: kheroto) and put it into the pot. Then ask another learner to find something that begins with "rh" (for example: rhanga) 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, starting with the sound /m/ (mati). We can also add something starting with /t/ (ityuwa). 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 starts with the sound 'rh'. Yes, I rhanga."



Small group activities

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



U ta lava:

- Nkandziyiso wa mudyondzi un'wana na un'wana wa **pheji ra nghingiriko wa Homu ya Temo**
- Ximhandzana xo mama hi xona kumbe xirhabyana, xikero, glihu
- Tikhirayoni ta mhula letikulu
- Maphepha ya A4 ya mudyondzi un'wana na un'wana
- Makhadi ya swifaniso ya marito lawa ya nga na tasilabasi to tala lawa ya fambelanaka na xitori: tikherotsi, xipinachi, xirhapa, mabuntsu, dangara, gancu, tamatisi (Engetelela swifaniso swa matsavu ku suka eka burochara ya swixavisiwa) nkwama ya lapi
- Choko kumbe timakara, swo hlayela, Prestik

Vhiki ra 1 Siku 5

Migingiriko ya tllasi hinkwayo

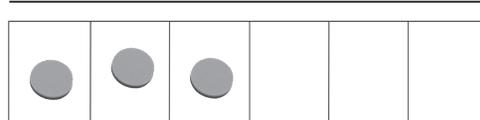
Ku endla, ku dirowa na ku tsala

- 1 Hlamusela vadyondzi leswaku va ya endla xirhapa xa tsavu ku fana na lexi nga eka xitori xa "Temo na makhamba ya ximilana".
- 2 Va nga sungula hiku dirowa matsavu ya ri karhi ya kula exirhapani na xibakabaka ehenhla. Ivi va tsema naku damrheta xifaniso xa homu ekusuhi na tsavu exirhapani. Vutisa vadyondzi: "Ku laveka yini ku sivela homu ku dya matsavu? Ina, darata!"
- 3 Vadyondzi va nga damarheta tinhi eka pheji ku endla darhata.



Ku twananisa na ku hambanisa (mapeletwana)

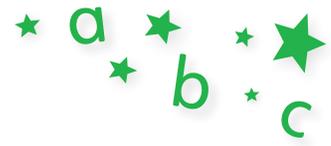
- 1 Dirowa bodo ya **swivuli na ku swi susa** eka xiphemu xa phepha ra filipichati kumbe eka xitsalelo etlilasini.
- 2 Veka makhadi ya swifaniso eka beke ya lapi ivi u vutisa mudyondzi ku hlawula xifaniso xa peletwananyingi ku suka endzeni ka beke ya lapi ivi a damarheta eka ndhawu leyikulu ya rhekithengula eka bodo ya **swivuli na swi susa**.
- 3 Sweswi vutisa mudyondzisi ku thya vito ra xifaniso ivi u tsanyusa rito kumbe ku ri vula hiku nonoka, ku va pfuna kutwa peletwana eka rito. Nyika mudyondzi swo hlayela ivi u va pfuna ku hundzisela swo hlayela ku ya eka buloko leyintsongo nkarhi hinkwo loko va vula peletwana.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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: tikherotsi, xipinachi, xirhapa, mabuntsu, dangara, gancu, tamatisi (Engetelela swifaniso swa matsavu ku suka eka burochara ya swixavisiwa) nkwama ya lapi.)
- Chalk or markers, counters, Prestik

Week 1 Day 5

Whole class activities

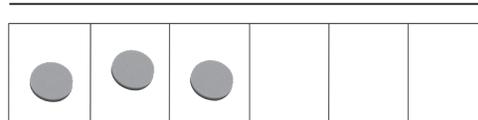
Make, draw and write

- 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)

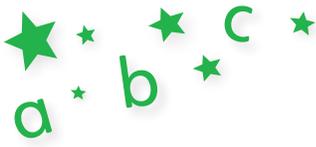
- 1 Draw a **Say-it-and-move-it** board on a piece of flipchart paper or on a board in your classroom.
- 2 Place the picture cards in a cloth bag and ask a learner to select a multisyllabic picture card out of the cloth bag and stick it in the large rectangular space on the **Say-it-and-move-it** board.
- 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.



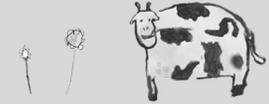
Small group activities

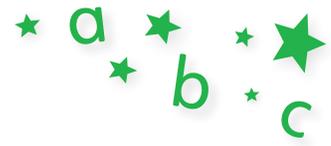
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

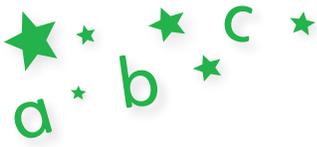
U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi un'wana na un'wana Tikhirayoni ta mhula letikulu <div data-bbox="227 676 557 900" style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>Temo na makhamba ya swimilana</p> <p>ham yifle gbe</p>  </div> <div data-bbox="204 934 569 1247" style="border: 1px solid gray; padding: 5px; margin: 10px 0;">  <p>Eka nkarhi lowu wa lembe, swi nga endleka vadyondzi va ri na vutitshembi byo ringeta ku ti tsalela. U nga karhateki loko vadyondzi van'wana va tsala nongonoko wa maletere ma siyi tindhawu.</p> </div>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> 1 Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. 2 Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. 3 Vutisa vadyondzi leswaku hi xihhi xiphemu xa xitori va xi rhandzeke. Nyika swiringanyeto swin'wana. 4 Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. 5 Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. 6 Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. 7 Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. 8 Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. 9 Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> Minkandziyiso yimbirhi ya swifaniso swa tinyawa, tikheroti, xipinachi, matamatisi na miroho yin'wana (u nga ha swi tsema eka phepha ro navetisa swixavisiwa kutani u swi damarheta ekhadini) <div data-bbox="204 1473 591 1714" style="border: 1px solid gray; padding: 5px; margin: 10px 0;">  <p>Swa pfuna swinene ku va na doti endzhaku ka sete yin'we ya makhadi leswaku vadyondzi va ta tiva ku teka khadi ra doti yin'we na khadi rin'we ro kala ri nga ri na nchumu ku kuma xiphere.</p> </div>	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> 1 Hlamusela vadyondzi leswaku va ta veka swifaniso swi langutile ehansi, kutani va hlawula makhadi mambirhi. Loko ma yelana, va ta hlayisa makhadi. Loko ma nga yelani, va fanela ku tlherisela makhadi laha va tekeke kona. <div data-bbox="656 1464 1524 1656" style="text-align: center; margin: 10px 0;">  </div>
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko <div data-bbox="309 1873 482 2090" style="text-align: center; margin: 10px 0;">  </div>	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. 2 Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. 3 Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. 4 Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.

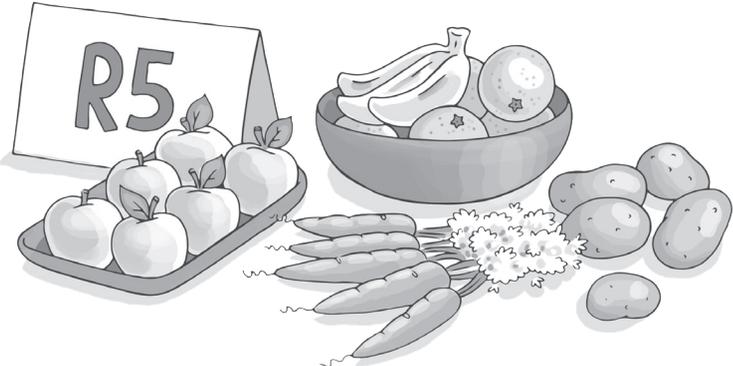


Small group activities for Week 1

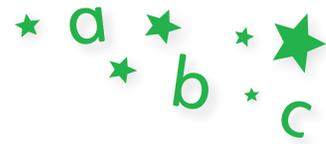
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p>Temo and the plant thieves c o p n e t</p>  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string 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. 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.

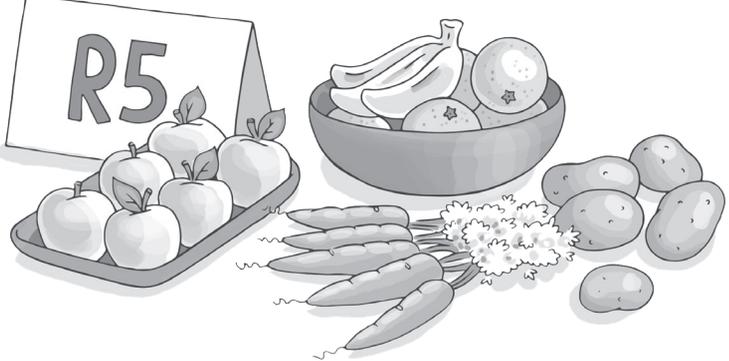




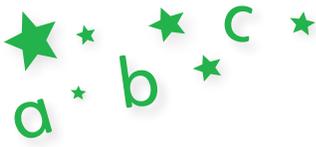
U ta lava	Migingiriko
<ul style="list-style-type: none"> • Pheji ra ngingiriko wa Xifaki leri kandziyisiweke ra mudyondzi un'wana na un'wana • Glilu, xikero, phepha ra xitshopana na ya rihlaza 	<p>Ngingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> 1 Hlamusela vadyondzi leswaku va fanela ku handzulela maphepha ya xitshopana na ya rihlaza hi swiphephana leswitsongo swa swikwere kutani va damarheta eka xifaniso xa ximilana xa xifaki. 
<ul style="list-style-type: none"> • Tipuropo: mabokisi, nongonoko wo xava, minkwama yo chela swo xava, tibasikiti, swo veka miroho (styrofoam), xikalu xo kala miroho na mihandzu, mfungho wa "Swo hlawuleka swa namuntlha" minchumu leyi chipisiweke – swi hungutiwile hi 10%, mfungho wo pfula, muchini wo xavisa kumbe rijisitara ra mali, (leswi swi nga endlwa hi mabokisi) swilipi swo hakela swo hambana hambana, mali, mihandzu na miroho, tilebulu ta minxavo, fasikoti ra muxavisi 	<p>Ngingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya ekhloneni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta switirhisiwa leswintshwa. Hlamusela vadyondzi leswaku va ta endla onge va xavisa miroho emakete kumbe vhengele ra le tlhelo ra patu. 2 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. 





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. 





U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 1

Migingiriko ya tlilasi hinkwayo

Ku landzelerisa swifaniso ko tala

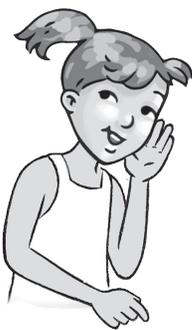


- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku yima emahlweni ka tlilasi, un'wana na un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini?"
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Nyika mudyondzi un'wana na un'wana xibukwana. Hlohlotela vadyondzi ku languta khavhara na ku hlaya nhlokomhaka ya xitori na vona.
- 6 Famba hi xifaniso na vadyondzi endzeni ka xibukwana, u karhi u va pfuna ku lemuka leswaku swifaniso leswi swi nga le bukwini swa fana na swifaniso swa le ka ndzandzelelano wa swifaniso.
- 7 Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etlilasini. Hlohlotela vadyondzi ku muka na tibuku ku ya hlaya na mindyangu ya vona.



Ku tivisa letere ku suka eka xitori

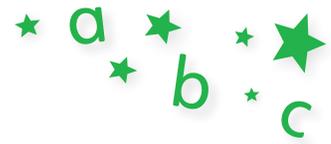
- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: "Temo, Tatana, tintanghu, tamatisi, timbuti. Xana ma wu twa mpfumawulo lowu kongomisiweke: Temo, Tatana, tintanghu, tamatisi? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /t/."
- 2 "Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /t/: tafula, tapula, tandza, tino, tihlo, tuva, tiya, tiroli, xitani, tihove, tamatisi." (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /t/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /t/: "t-t-t" Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.



Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.





You will need:

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

Week 2 Day 1

Whole class activities

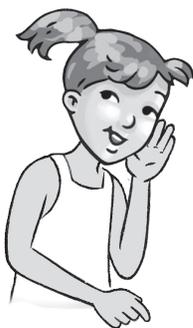
More sequencing pictures



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



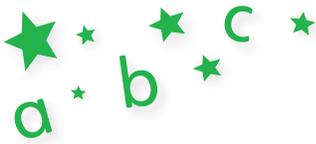
Introducing a sound from the story



- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: "Temo, Tatana, tintanghu, tamatisi, timbuti. Can you hear the focus sound: Temo, Tatana, tintanghu, tamatisi? Yes, you are right! The focus sound is /t/."
- 2 "Listen carefully, here are some more words with /t/: tafula, tapula, tandza, tino, tihlo, tuva, tiya, tiroli, xitani, tihove, tamatisi." (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.



U ta lava:

- Buku Leyikulu: *Temo na makhamba ya swimilana*
- Mati eswibyeni na burachi yo penda ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 2

Migingiriko ya tlilasi hinkwayo

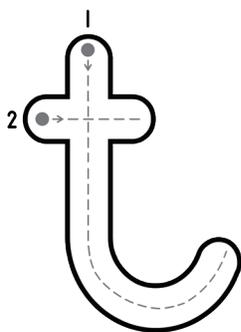
Ku hlaya swin'we – Buku Leyikulu

- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tlilasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi 'langutile' ebukwini hinkwayo, tthelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku 'hlaya' na wena.



Mavumbelo ya letere

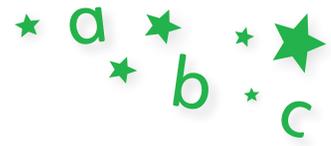
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /t/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /t/.
- 2 Dyondzisa vadyondzi ku encenyeta loku ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha endla onge va nwa tiya hi bikiri ro hisa.
- 3 Kombisa vadyondzi ku tsala letere **t**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: *"Sungula ethonsini, yana ehansi kutani u rhendzeleka. Tlakusa voko u tsemakanyisa ekusuhi na le henhla."*
- 4 Pfumelela vadyondzi ku ti toloveti ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, huma ehandle u nyika mudyondzi un'wana na un'wana xibye lexi nga na mati na burachi yo penda. Vadyondzi va nga penda letere ko tala ematini ehansi.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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

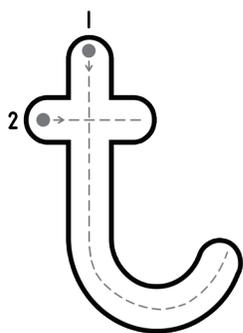
Shared reading – Big Book

- 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.



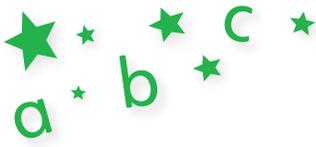
Forming the letter

- 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.
- 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 carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and 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.



U ta lava:

- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi t: tafula, tapula, tandza, tino, tihlo, tuva, tiya, tiroli, tapita, torokisi, tamatisoso, tamba, tatana, tihove, tamatisi

Vhiki ra 2 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

- 1 Hlamusela vadyondzi leswaku u y ava byela swin'wana ku suka eka xitori naswona va fanele ku yingisela hi vukheta ku vona loko ku ri ntiyiso ku vunwa. Loko va ehleketa onge leswi u swi vulaka hiswona, va fanele ku yimisa makhudzu ehenhla na loko va ehleketa onge ahiswona va fanele ku veka makhudzu ehansi. Xikombiso:
 - ★ Hanci yi yile exirhapeni xa matsavu ya Temo. (ahiswona)
 - ★ Temo na tatana wa yena va akile darhata yi jika na xirhapa xa matsavu. (hiswona)
 - ★ Temo u rhwalele muhandzu exirhapeni xa yena. (ahiswona)
 - ★ Temo u endlile burayi hi matsavu. (ahiswona)
 - ★ Temo u byarile tinyawa, tikherotso, xipinachi na matamatisi. (hiswona)
 - ★ Timbuti ti thyakisile xirhapeni xa matsavu xa Temo. (hiswona)
- 2 Yisa emahlweni na ntlangu kambe vutisa vadyondzi ku ehleketa hi swin'wana eka xitori leswinga ku nga ntiyiso kumbe mavunwa.

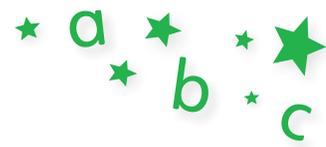
Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- A letter box containing objects or pictures that have the focus sound **t**: tafula, tapula, tandza, tino, tihlo, tuva, tiya, tiroli, tapita, torokisi, tamatisoso, tamba, tatana, tihove, tamatisi

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.

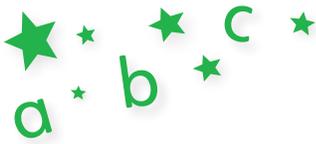
Letter boxes

- 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. 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.



U ta lava:

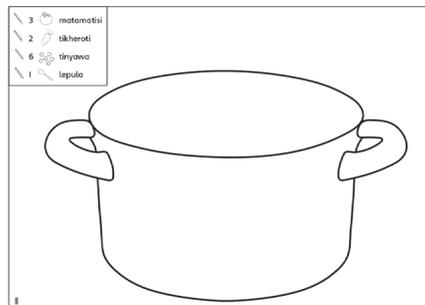
- Nkandziyiso wa pheji ra ngingiriko wa Hlaya u endla wa mudyondzi un'wana na un'wana
- Tikhirayoni ta mhula letikulu
- Swifaniso swa mihandzu kumbe mihandzu ya ntiyiso, basikiti, bawulu ya saladi ya mihandzu

Vhiki ra 2 Siku 4

Migingiriko ya tllasi hinkwayo

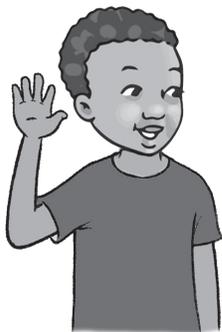
Ku hlaya na ku endla

- 1 Byela vadyondzi ku va va langutisa eka nxaxamelo eka pheji ra ngingiriko na swona va vulavula hi leswi va swi vonaka (tinhlayo, swifaniso na marito).
- 2 Hlamusela vadyondzi leswaku sweswi va ta ya va ya endla ngingiriko wo tsakisa lowu vitaniwaka "hlaya u tlhela u endla". Va fanele ku hlaya ntila un'wana na un'wana va tlhela va endla leswi wu swi vulaka hi ku tirhisa ndhawu yo pfumala nchumu leyi nga kona eka pheji.
- 3 Hlayani ntila wo sungula swin'we: Dirowa ribye rin'we.
- 4 Vutisa loko ku ri na mudyondzi loyi a nga kotaka ku "hlaya" leswi nga ta landzela ku endliwa eka nxaxamelo: Dirowa machela ya mbirhi.
- 5 Vadyondzi va fanele ku yisa emahlweni hi ndlela leyi hi xiletelo xin'wana na xin'wana.
- 6 Pfuna vadyondzi loko va tikeriwa hi ku hlaya swiletelo.



Ku yingisela mimpfumawulo leyi kongomisiweke

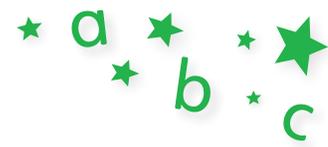
- 1 Tshamisa vadyondzi hi xirhendzevutana naswona u va byela leswaku u ya emavhengeleni ku va u ta endla saladi ya mihandzu ya dizete. Veka basikiti ya mihandzu na makhadi ya swifaniso kumbe mihandzu ya ntiyiso exikarhi ka xirhendzevutana.
- 2 Kombela vadyondzi ku va kuma xifaniso xa mihandzu lowu sungulaka hi mpfumawulo wa /a/ (xikombiso, apula) kutani u endla i nga ri wa ri tsemela u chela eka bawulu. Kutani kombela mudyondzi un'wana ku va a kuma swin'wana leswi sungulaka hi /p/ (xikombiso, papawa) kutani u endla i nga ri wa ri tsemelela na ku chela endzeni ka bawulu. Yisa emahlweni hi ndlela leyi ku fikela swifaniso hinkwaswo swi ngenesiwile eka bawulu.
- 3 Vutisa vadyondzi leswaku xana i yini leswi hi nga swi engetelaka eka saladi ya hina ya mihandzu, leswi sungulaka hi mpfumawulo wa /kh/ -khirimu kumbe khasitadi kutani u damarheta saladi yo nandziha ya mihandzu.
- 4 Kutani u vutisa vadyondzi loko va nga ha tsundzuka mihandzu leyi u nga yi tirhisa ku "endla" saladi ya mihandzu. Loko va tikeriwa ku swi tsundzuka, va pfuni hi miehleketo hi ku vula mpfumawulo wo rhangwa wa rito. Xikombiso: "Hi cherile muhandzu lowu sungulaka hi mpfumawulo /p/. Ina, papawa."



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya ngingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

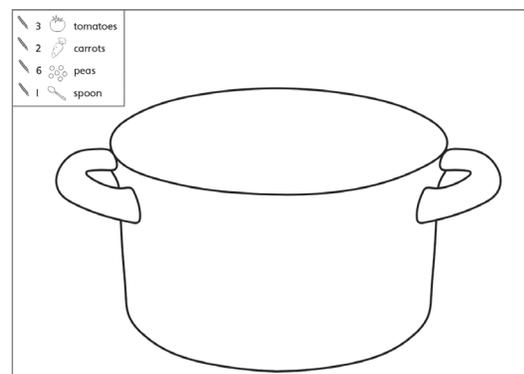
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Pictures of fruit or real fruit, a basket, a bowl for fruit salad

Week 2 Day 4

Whole class activities

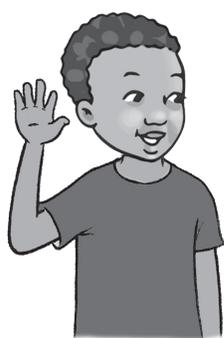
Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Tell learners they are now going to do a fun activity called “read and do”. They must read each line and do what it says using the blank space on the page.
- 3 Read the first line together again. Learners must draw three tomatoes.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw two carrots.
- 5 Learners must continue in this way with each of the instructions.
- 6 Assist learners if they struggle to read the instructions.



Listening for focus sounds

- 1 Seat learners in a circle and tell them you are going shopping to make a fruit salad for dessert. Place a basket for the fruit and picture cards or real fruit in the middle of the circle.
- 2 Ask a learner to find a picture of a fruit that starts with the sound /a/ (for example: apula) and pretend to chop it and put it into the bowl. Then ask another learner to find something that begins with /p/ (for example: papawa) 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/ – khirimu. 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 first sound of the word. For example: “We added a fruit that starts with the sound /p/. Yes, a papawa.”



Small group activities

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



U ta lava:

- Phepha ra filipichati na makara
- Tikhirayoni ta mhula letikulu
- Minkwama ya pulasitiki, swiphemu-phemu swa phepha
- Makhadi ya swifaniso ya marito lawa ya nga na tasilabasi to tala lawa ya fambelanaka na xitori: tikherotsi, xipinachi, xirhapa, mabuntsu, dangara, gancu, tamatisi (Engetelela swifaniso swa matsavu ku suka eka burochara ya swixaviswa) nkwama ya lapi
- Choko kumbe timakara, swo hlayela, Prestik

Vhiki ra 2 Siku 5

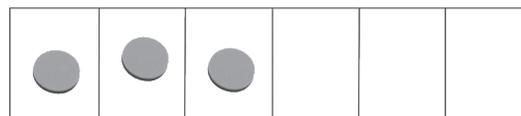
Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Hlamusela vadyondzi leswaku va ya endla xirhapa xa tsavu ku fana na lexi nga eka xitori xa *"Temo na makhamba ya ximilana"*.
- 2 Va nga sungula hiku dirowa matsavu ya ri karhi ya kula exirhapeni na xibakabaka ehenhla. Ivi va tsema naku damrheta xifaniso xa homu ekusuhi na tsavu exirhapeni. Vutisa vadyondzi: *"Ku laveka yini ku sivela homu ku dya matsavu? Ina, darata!"*
- 3 Vadyondzi va nga damarheta tinhi eka pheji ku endla darhata.

Ku twananisa na ku hambanisa (mapeletwana)

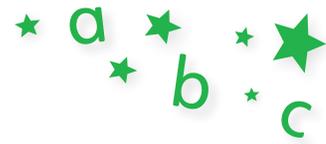
- 1 Dirowa bodo ya **swivuli na ku swi susa** eka xiphemu xa phepha ra filipichati kumbe eka xitsalelo etlilasini.
- 2 Veka makhadi ya swifaniso eka beke ya lapi ivi u vutisa mudyondzi ku hlawula xifaniso xa peletwananyingi ku suka endzeni ka beke ya lapi ivi a damarheta eka ndhawu leyikulu ya rhekithengula eka bodo ya swivuli na swi susa.
- 3 Sweswi vutisa mudyondzisi ku thya vito ra xifaniso ivi u tsanyusa rito kumbe ku ri vula hiku nonoka, ku va pfuna kutwa peletwana eka rito. Nyika mudyondzi swo hlayela ivi u va pfuna ku hundzisela swo hlayela ku ya eka buloko leyintsongo nkarhi hinkwo loko va vula peletwana.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Flipchart paper and a marker
- Picture cards of multisyllabic words relating to the story: tikherotsi, xipinachi, xirhapa, mabuntsu, dangara, gancu, tamatisi (Engetelela swifaniso swa matsavu ku suka eka burochara ya swixavisiwa) nkwama ya lapi
- A cloth bag, chalk or marker, counters, Prestik

Week 2 Day 5

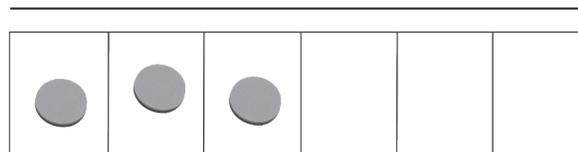
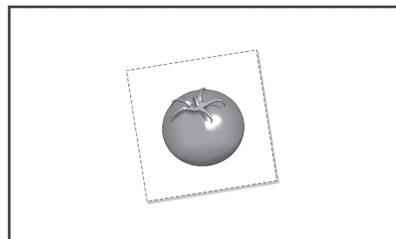
Whole class activities

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.

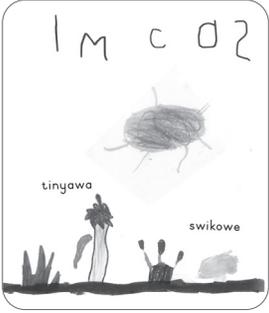


Small group activities

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



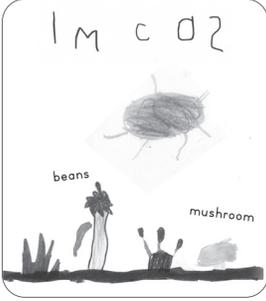
Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

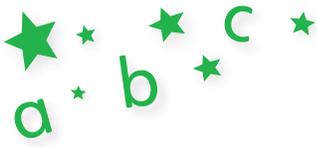
U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi un'wana na un'wana Tikhirayoni ta mhula letikulu 	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Hlamusela vadyondzi leswaku va ta dirowa xirhapa lexi nga na miroho yo hambana hambana yi karhi yi mila emisaveni. Loko va dirowile xirhapa, va nga tsala tilebulu ta miroho yo hambana hambana exirhapeni kumbe va kombela wena ku va tsalela tilebulu.
<ul style="list-style-type: none"> Poto lerikulu leri nga na mati, swipfalu swa mabodlhela leswi tsariweke maletere na lepula lerikulu, makhadi ya swifaniso leswi yelanaka na mimpfumawulo ya maletere 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Veka makhadi ya xifaniso xa letere ma langutile ehenhla etafuleni. Hlamusela vadyondzi leswaku va ta tlanga supu ya letere. Va fanele ku cincana ku ka letere hi lepula, va vula mpfumawulo wa letere kutani va lava xifaniso lexi yelanaka na mpfumawulo. 
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.

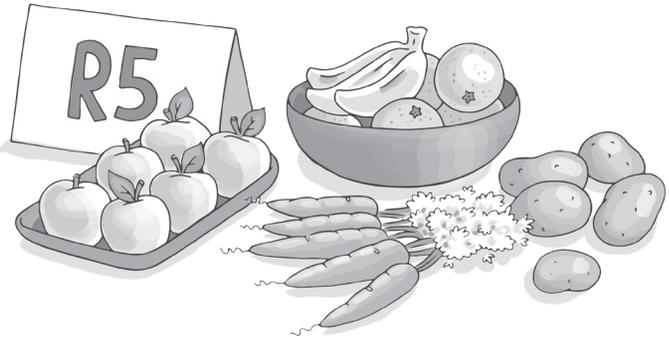




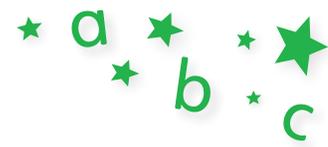
Small group activities for Week 2

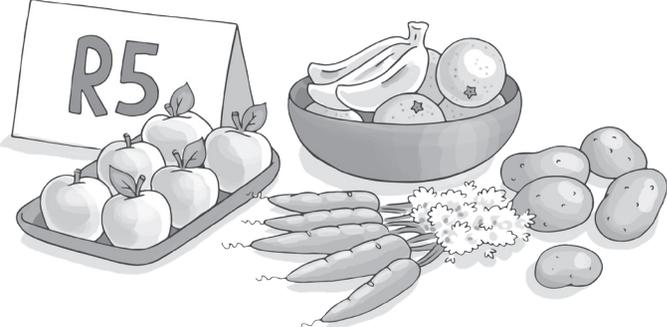
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to draw a garden with different vegetables growing in the soil. 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 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 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.



U ta lava	Migingiriko
<ul style="list-style-type: none"> Bokisi kumbe taborota ta phepha, gliilu, xikero, maphepha ya xilamula na ya rihlaza (u nga tirhisa maphepha ya timagazini) 	<p>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> Petsa borota ra phepha, kumbe u tsema bokisi ri va yinhlhanharhu yo leha. Hlamusela vadyondzi leswaku va fanele ku handzula phepha ra xilamula ri va hi swikwere leswitsongo kutani va tsema phepha ra rihlaza ri va hi swicupucupu. Kutani va nga ha damarheta phepha eka borota ku endla kheroti ya xilamula leri nga na matluka ya rihlaza.
<ul style="list-style-type: none"> Tipuropo: mabokisi, nongonoko wo xava, minkwama yo chela swo xava, tibasikiti, swo veka miroho (styrofoam), xikalu xo kala miroho na mihandzu, mfungho wa "Swo hlawuleka swa namuntlha" minchumu leyi chipisiweke – swi hungutiwile hi 10%, mfungho wo pfula, muchini wo xavisa kumbe rijisitara ra mali, (leswi swi nga endliwa hi mabokisi) swilipi swo hakela swo hambana hambana, mali, mihandzu na miroho, tilebulu ta minxavo, fasikoti ra muxavis 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> Tsundzuxa vadyondzi hi tipuropo ta le ka khona yo encenyeta na ku va khutaza ku ya emahlweni ku suka eka vhiki ra 1 loko va karhi va encenyeta ku endla onge va xavisa miroho emakete kumbe vhengele ra le tlhelo ra patu. Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. 





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. 



★ Xirhapa xa kokwana wa xinuna Farouk

Xitori

Exivindzini xa dorobankulu, laha ku rhendzeriweke hi tindlu na switarata swo tirha swinene, u ta kuma xirhapa xa Kokwana wa xinuna Farouk. Amir u na malembe ya nkombo naswona u rhandza ku endzela kokwana wa yena wa xinuna vhiki rin'wana na rin'wana. U rhandza matluka, swiluva na mirhi exirhapeni xa kokwana wa xinuna.



Amir u tirha na kokwana wa yena siku hinkwaro. U chela quva eka mibedo ya swiluva na ku pfuna ku cheleta swimilana. Loko va hetile, va tiphina hi ku dya mapyere yo vupfa lama kulaka emirhini. Siku rin'wana Kokwana wa xinuna a nga dyanga pyere ra yena. "Swi lo yini?" ku vutisa Amir. Kokwana wa xinuna u n'wi kombile pyere ra yena. A ku ri na swivati leswitsongo swo tala eka pyere laha swidyi swi dyeke kona.

"Naswona languta laha Amir, swin'wana swimilana swa mina swi le ku feni," ku vula Kokwana wa xinuna.

"Hikokwalaho ka yini?" ku vutisa Amir.

"Loko u langutela ekusuhi, u ta swi vona leswaku swidyi swi le ku dyeni ka swin'wana swimilana swa mina," ku vula Kokwana wa xinuna.

"Hi lava switsotso!" ku vula Kokwana wa xinuna.

"Xana i yini xitsotso, Kokwana, naswona swi ta pfuna njhani?" ku vutisa Amir.

"Switsotso i switsongo naswona i swo tshwuka na ntima swi dya swidyi leswi dlayaka swimilana," ku hlamula Kokwana wa xinuna.

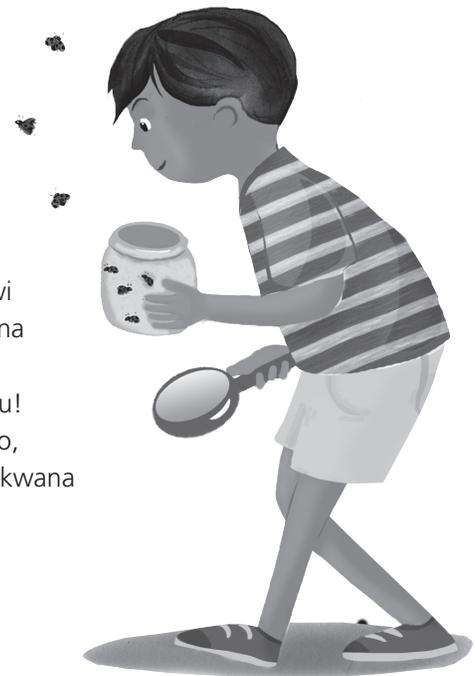
"Handle ka switsotso, xirhapa xi ta fa."

"Ndzi ta ku pfuna ku lava switsotso," ku vula Amir. Vhiki hinkwaro, Amir u lavile switsotso hinkwako leswaku a ta swi hlengeletela xirhapa xa Kokwana wa xinuna. U kumile bodlhela ra nghilazi ro va hava nchumu kutani a ngenisela switsotso hinkwaswo hi vukheta endzeni. U endlile timbhovo eka xipfalo leswaku swi ta kota ku hefemula. Loko a swi hlayerile, u kume leswaku a hlengelete khume wa switsotso!

Hi siku leri landzelaka, Amir u endzerile Kokwana wa xinuna Farouk, kutani u n'wi kombile bodlhela ra yena leri a ri ri na khume wa switsotso. "U tirhe kahle, mufana wa mina, u tirhe kahle swinene!" ku vula Kokwana wa xinuna, a n'wayitela hi ntsako. Kokwana wa xinuna a tsakile swinene. Switsotso a swi ri na ndlala ngopfu! Switsotso swi dyile swidyi, na xirhapa xi sungule ku rhumbuka. Ku sukela siku rero, xirhapa xa Kokwana wa xinuna Farouk xi kule lero na kula naswona swi endle Kokwana wa xinuna na Amir va tsaka swinene.

Lawa hi wona makumu ya xitori.

Risimu



★ 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.



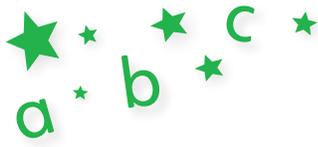
"And look here Amir, some of my plants are dying," said Grandpa. "Why?" asked Amir. "If you look closely, you'll see the pests are eating some of the plants too," said Grandpa. "We need ladybirds!" said Grandpa. "What is a ladybird, Grandpa, and how can they help?" asked Amir. "They are little red and 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.





Kokwana Farouk a ri na xirhapa xo saseka,
Xirhapa xo saseka, xirhapa xo saseka.
Kokwana Farouk a ri na xirhapa xo saseka,
Xo tala hi mihandzu na swiluva

Amir u fikile ku ta cheleta xirhapa,
Ku ta cheleta xirhapa, ku ta cheleta xirhapa.
Amir u fikile ku ta cheleta xirhapa,
A tsakela ku vona xi kula.

Swivungu swi fikile swi dya swimilana,
Swi dya swimilana, swi dya swimilana.
Swidyi swi fikile swi dya swimilana,
Hi ta lava switsotso!

Switsotso swi fikile swi dya swivungu,
Swi dya swivungu, swi dya swivungu.
Switsotso swi fikile swi dya swidyi,
Xirhapa xi kula na ku kula!



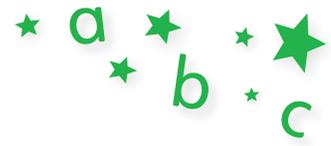
(Yimbelela hi chuni ya "The wheels on the bus" kumbe tirhisa chuni ya

wena)

Ntivomarito ku suka eka xitori

Marito ya nkoka	xirhapa	kokwana wa xinuna	swimilana	swidyi	switsotso	dorobankulu
Marito yo engetela:	mirhi	quva	heta	fa	hlengeleta	rhumbuka
	bodlhela	tsaka	ndlala	pyere	swiluva	





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!

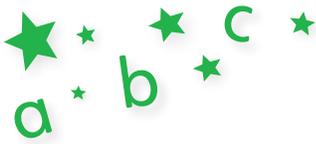


(Sing to the tune of "The wheels on the bus" or use your own tune.)

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	





U ta lava:

- Xitori: Xirhapa xa Kokwana wa xinuna Farouk
- Tiphaphete: Kokwani wa xinuna, Amir, switsotso endzeni ka bodlela, swimilana leswi faku, swimilana leswi hanyeke, thini ro cheleta
- Tipuropo: pyere, bodlela, xinyenyanixisati
- Minchumu kumbe makhadi ya swifaniso ya marito man'wana ku suka eka nongonoko wa ntivomarito



Vhiki ra 1 Siku 1

Migingiriko ya tllasi hinkwayo

Vula xinsin'wana *Ndzi hundzuluxa tintiho* ku yisa vadyondzi emetini eka nkarhi wa xitori.

Ndzi hundzuluxa tintiho

Ndzi hundzuluxa tintiho
Ndzi hundzuluxa swikunwani
Ndzi hundzuluxa makatla
Ndzi hundzuluxa nhompfu
Sweswi (phokotela sweswi)
Vuhundzuluxi hinkwabyo byile ka mina
Ndzi miyerile hilaha ndzi nga kotaka hakona!

Ku rungula xitori na ku aka ntivomarito

1 U nga si rungula xitori

- 1.1 Byela vadyondzi nhlokomhaka ya xitori kutani u tivisa swimunhuhata hi ku tirhisa tiphaphete.
- 1.2 Xakahata xitori na vutomi bya vadyondzi: *"Xana wena kumbe wun'wani wa ndyangu u tshame ava na xirhapa? Xana ku byariwe yini eka xirhapa lexi? Xana u fanele ku endla ku pfuna swimilana ku kula? U tshama u vona switsotso? Xana switsotso xi languteka njhani?"*
- 1.3 Vula: *"Hi nga si sungula, ndzi lava ku mi byela hlamuselo ya marito man'wana mantshwa lawa hi nga ta ma kuma eka xitori."* Kanela hi marito xidzi yo huma eka nongonoko wa ntivomarito, kutani u komba vadyondzi xanchumu kumbe xifaniso kumbe u encenyeta ku va komba nhlamuselo ya rito. Xikombiso: Va kombi swifaniso swa swimilani, swiluva na mirhi leyi kulaka eswirhapani. Ku suka kona va kombi swifaniso swa dorobankulu laha kungana miako yo tala kambe kungari na lexi kulaka.

2 Loko u karhi u rungula xitori

- 2.1 Rungula xitori hi ndlela yo hanya u tirhisa ku hambanisa thoni ya marito.
- 2.2 Endla miencyeto na ku tirhisa tiphaphete na tipuropo.
- 2.3 Kombela vadyondzi ku bvumba leswi swi landzelaka ku humelela eka xitori na ku nghenisa emhakeni hi swivutiso swo pfuleka, ku fana na: *"Xana u ehleketa leswaku ku kula yini exirhapani xa kokwani xinuna Farouk? Xana Amir u rhandza yini hi xirhapa xa kokwani wa yena wa xinuna? U ehleketa leswaku hikokwalaho ka yini xirhapa xi ri kufeni? Xana Amir u ta swi kuma kwihi switsotso?"*

3 Endzhaku ka ku rungula xitori

- 3.1 Vutisa vadyondzi: *"Xana u tsakise hi yini mayelana na xitori? Xana i yini leswi swi nga ku tsakisangiki? Xana hi xihhi xiphemu lexi ku tsakiseke ngopfu? Xana hi swihi swivutiso leswi u nga na swona hi xitori?"*

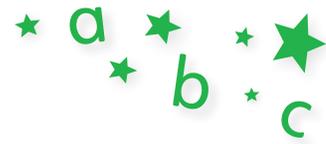
Ku tivisa mpfumawulo ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: *"Farouk, feni, fa. Xana ma wu twa mpfumawulo lowu kongomisiweke: Farouk, feni, fa? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo /f/."*
- 2 *"Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi /f/: fasitere, fasikoti, fayili, firiji, foroko, filimi, fulawuri."* (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo /f/ swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo /f/: **"f-f-f"**. Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.





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?"*

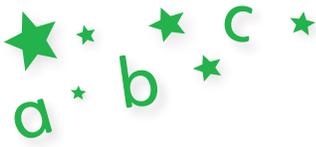


Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"Farouk, feni, fa. Can you hear the focus sound: Farouk, feni, fa? Yes, you are right! They all have the sound /f/."*
- 2 *"Listen carefully, here are some more words that start with /f/: fasitere, fasikoti, fayili, firiji, foroko, filimi, fulawuri."* (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.



U ta lava:

- Tiphaphete swa xitori
- Swifaniso swa vunanga/ switirhisiwa swa risimu



Vhiki ra 1 Siku 2

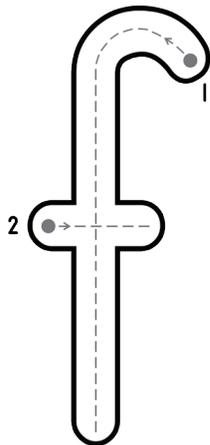
Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku yimbelela

- 1 Sungula hi ku tsundzuxa vadyondzi hi nhlamuselo ya marito lawa u ma tiviseke hi Siku ra 1.
- 2 Tlhela u rungula xitori hi ku tirhisa tiphaphete. Vutisa swivutiso loko u ri karhi u rungula xitori. Kondletela vadyondzi ku bvumba leswi swi nga ta landzelela ku humelela.
- 3 Byela vadyondzi leswaku u ta va dyondzisa risimu lerintshwa leri fambelanaka na xitori.
- 4 Vula mintila yo hlayanyana ya risimu swi twakala na hi ku nonoka, kutani u kombela vadyondzi ku nghenelela va yimbelela na wena. Swi nga ha tika eka vadyondzi ku tsundzuka marito hinkwawo, kutani dyondzisa risimu hi swiphemu.
- 5 Va na na swifaniso kumbe tipuropo kumbe u encenyeta ku pfuna vadyondzi ku twisisa ririmi ra risimu.
- 6 Dyondzisa vadyondzi miencyeto ya risimu na ku va na ntsako wo yimbelela hi ririmi ro tlula rin'we.

Mavumbelo ya letere

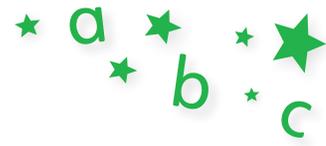
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /f/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /f/.
- 2 Dyondzisa vadyondzi ku encenyeta loko ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha endla onge va fafazela mati eka ndhawu ya swiluva va ri karhi va vula "f-f-fafazela".
- 3 Kombisa vadyondzi ku tsala letere **f**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehenhla u tlhela u ya ehansi. Tlakusa voko kutani u tsema hi le xikarhi."
- 4 Pfumelela vadyondzi ku ti toloveti ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, kondletela vadyondzi ku tirhisa nhonga ku tsala letere esaveni.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endliwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

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



Week 1 Day 2

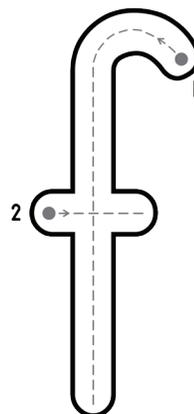
Whole class activities

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.

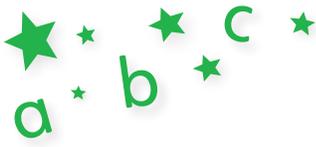
Forming the letter

- 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 can pretend they are sprinkling water on flowerbeds while saying "f-f-fafazela".
- 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 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.



U ta lava:

- Tiphaphete na tipuropu swa xitori
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **f**: fasitere, fasikoti, fayili, firiji, foroko, filimi, fulawuri, fusi, foxole, faduku



Vhiki ra 1 Siku 3

Migingiriko ya tllasi hinkwayo

Ku rungula xitori na ku encenyeta ntlangu

- 1 Yimbelela risimu.
- 2 Vutisa vadyondzi loko va ha tsundzuka nhlamuselo ya marito ku suka eka nongonoko wa ntivomarito. Xikombiso: Tana na swiluva kumbe swimilana swin'wana na swin'wana leswina furexe na leswi nga oma kumbe kufa. Kombela vadyondzi ku hlangeleta nyandza ya swiluva leswi nga kufeni kumbe nyandza ya leswi kulaka kahle.
- 3 Hlawula vadyondzi ku tlanga swimunhuhatwa swa le ka xitori.
- 4 Vulavula hi ximunhuhatwa xin'wana na xin'wana exitorini. Byela vadyondzi leswaku va ta va va mani eka ku encenyeta ntlangu u va komba tipuropu leti nga ta tirhisiwa ku rungula xitori.
- 5 Hlamusela vadyondzi leswaku wena (mudyondzisi) u ta va muvuli wa xitori, loyi a tlhelaka a tiveka tanihi murunguli. Vadyondzi lava va encenyetaka va ta encenyeta hinkwaswo leswi u nga ta swi vula. Pfuna vadyondzi ku lulamisa laha va nga ta yima kona.
- 6 Sungula ku rungula xitori na ku va kondletela ku encenyeta swi yelana na marito ya wena loko tllasi hinkwayo yi karhi yi hlalela ku encenyeta ntlangu.
- 7 Loko nkarhi wa ha ri kona, u nga ha vuyelela ku encenyeta ntlangu hi vadyondzi vo hambana.

Mabokisi ya maletere

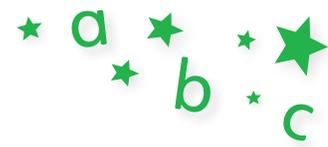
- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tllasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: *"Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"*
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **f**: fasitere, fasikoti, fayili, firiji, foroko, filimi, fulawuri, fusi, foxole, faduku



Week 1 Day 3

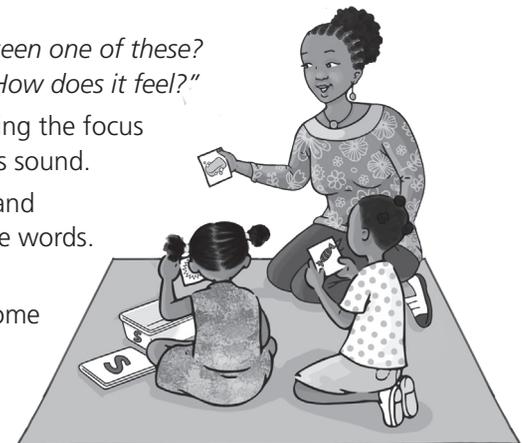
Whole class activities

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.

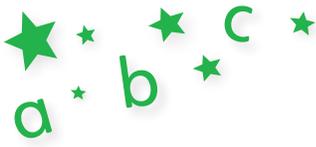
Letter boxes

- 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. 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.



U ta lava:

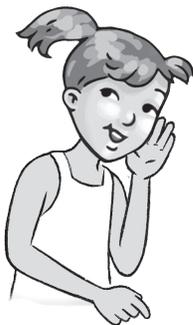
- Swifaniso leswikulu swa ndzandzelelano
- Xiphemu xa phepha ra filipichati, Prestik
- Swifaniso swa swilo leswi kumekaka exirhapeni, xikombiso: swiluva, switsotso, maphaphatana

Stella u ri:



Leswi i swivutiso leswi pfunaka swinene ku vutisa vadyondzi hi xifaniso xin'wana na xin'wana:

- "Xana mi vona va mani?" (swimuhuhutwa)
- "Xana u/ xi endla yini?" (maendli na swiendlo)
- "Xana mi vona yini swin'wana?" (ku languta nakambe)
- "Xana xi kwihi ...?" (ku vula ndhawu/ xiyimo)
- "Hikokwalaho ka yini u ehleketa...?" (miehleketo ya vutumbuluxi, ku humesela mavonelo)



Vhiki ra 1 Siku 4

Migingiriko ya tllasi hinkwayo

Ku landzelerisa swifaniso

- 1 Yimbelela risimu nakambe.
- 2 Tivisa marito mantshwa ku suka eka nongonoko wa ntivomarito.
- 3 Hlawula xin'we xa swifaniso swa ndzandzelelano u xi tlakusela ehenhla. Vutisa vadyondzi leswaku xana va vona yini, kutani vulavula hi xifaniso hi vuxokoxoko.
- 4 Loko mi kanerisanile hi xifaniso xin'wana na xin'wana, damarheta eka bodo leswaku vadyondzi va ta swi vona. Tiyisisa leswaku swifaniso a swi landzelelananga hi nkarhi lowu wa nghingiriko.
- 5 Endzhaku ko vulavula hi hi swifaniso hinkwaswo, vutisa vadyondzi: "Xana swifaniso swi hi nongonoko lowu faneleke?"
- 6 Kombela vadyondzi ku komba xifaniso lexi sungulaka xitori. Tirhani swin'we ku longoloxa ndzandzelelano wa swifaniso leswaku xitori xi twala kahle.
- 7 Endla leswaku vadyondzi va tshama va ngenhisiwa eka maendlelo lawa. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini? Xana i mani loyi a nga tsundzukaka xiphemu lexi landzelaka eka xitori?"
- 8 Loko swifaniso swi ri le ka nongonoko lowu lulameke, rhamba vadyondzi va nga ri vangani ku tlhela va rungula xitori hi ndzandzelelano lowu faneleke.



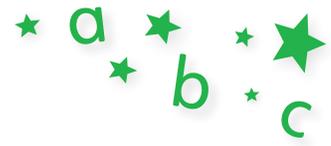
Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Va na na tinxaka to hambana ta swifaniso swa swilo leswi kumekaka exirhapeni exikarhi ka xirhendzevutana. Hlamusela vadyondzi leswaku va ta ku pfuna ku endla phositara ya xirhapa yo saseka.
- 2 Vula: "Xana i mani a nga kumaka wanchumu wa xirhapa xa hina lowu sungulaka hi mpfumawulo lowu kongomisiweke /swi/?" Mudyondzi a nga ha damarheta switsotso eka phepha ra filipichati ro pfumala nchumu. Vutisa loko ku ri na mudyondzi un'wana loyi a nga kumaka wanchumu lowu sungulaka hi /ph/ kutani mudyondzi a hlawula phaphatana a yi damarheta eka phepha ra filipichati.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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:

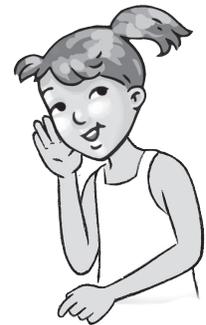


These are useful questions to ask about each picture:

- "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)

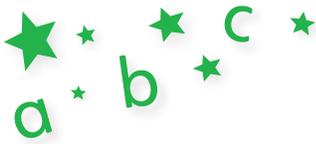
Listening for focus sounds

- 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 /sw/?" A learner can stick a picture of a 'switsotso' onto the blank flipchart paper. Ask if another learner can find something that begins with /ph/ and the learner selects a 'phaphatana' 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.



U ta lava:

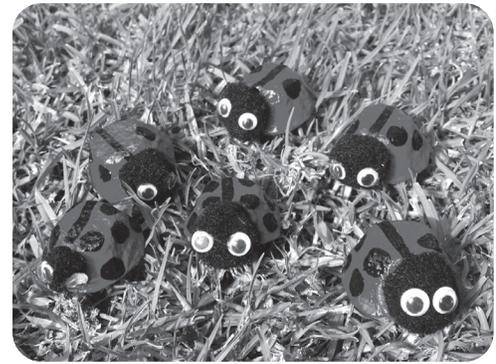
- Maribye kumbe swipfalu swa mabodlela kumbe mabokisi ya matandza, matihlo ya pulasitiki (leswi kova swo engetela hikuva matihlo ya nga pendiwa)
- Tshwuka, ntima, na pende yo basa, tiburaxi to penda, glilu, xikero
- Swifaniso swa switsotso na swivumbiwa swa le xirhapeni

Vhiki ra 1 Siku 5

Migingiriko ya tllasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Hlamusela vadyondzi leswaku va ya endla switsotso hiku tirhisa mabokisi,swiribyana, kumbe swipfalo swa mabodlela.
- 2 Vulavula hi xivumbeko (rhendzevutana) na muhlovo (tshwuka na mavala ya ntima). Vulavula hi tipiku na matihlo ya xinyenyaxisati.
- 3 Vadyondzi va nga penda mabokisi ya matandza, swiribyani kumbe swipfalo swa bodlela. Loko pende yiri karhi yi oma, va nga penda/dirowa byanyi kumbe matluka eka pheji.
- 4 Loko pende yi omile, va nga dirowa mavala na ku dirowa kumbe va damarheta mahlo. Kutani va nga veka xinyenyana xa vona lexi nga helela ephejini ra vona ku ri na byanyi kumbe matluka eka rona..



Ku twananisa na ku hambanisa (mapeletwana)

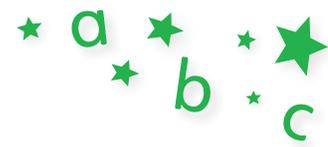
- 1 Komba vadyondzi swifaniso swa switsotso na swivumbiwa swa le xirhapeni. Kombela vadyondzi ku ku pfuna ku nyika mavito ya xifaniso xin'wana na xin'wana ivi va damarheta swifaniso ekhumbini kumbe va veka eka khapete leswaku vadyondzi hinkwavo va kota ku swi vona.
- 2 Ku suka kona veka swifaniso endzeni ka beke. Hlawula mudyondzi, ivi u va kombela ku teka xin'we xa swifaniso xi huma endzeni ka beke. Va fanele ku ringeta ku xula vito ra xitsotso kumbe xivumbiwa hiku nonoka, va tsemelela hi mapeletwana.
- 3 Vadyondzi lavan'wani va fanele ku yingisela leswi va swivulaka ivi va hlanganisa mapeletwana ku endla rito.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

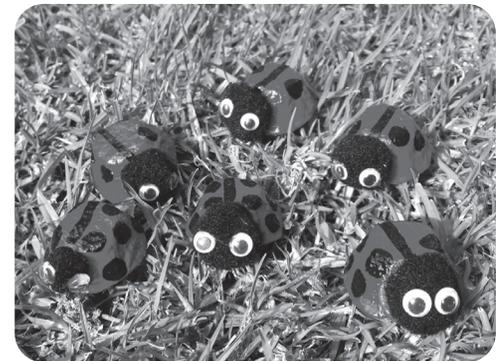
- Pebbles or bottle tops or egg boxes, plastic eyes (this is optional as eyes can also be painted on)
- Red, black and white paint, paintbrushes, glue, scissors, a cloth bag
- Pictures of insects and garden creatures

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.



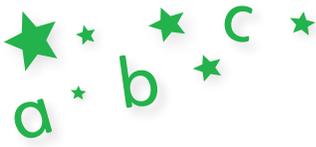
Blending and segmenting (syllables)

- 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.

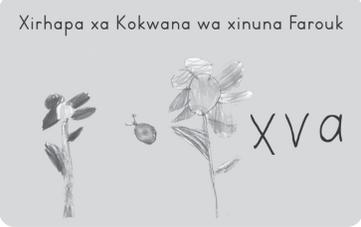


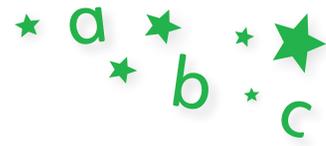
Small group activities

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



Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 1

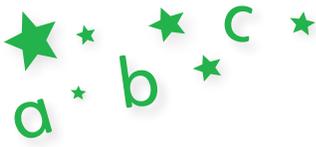
U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi un'wana na un'wana Tikhirayoni ta mhula letikulu <p>Xirhapa xa Kokwana wa xinuna Farouk</p>   <p><i>Eka nkarhi lowu wa lembe, swi nga endleka vadyondzi va ri na vutitshembi byo ringeta ku ti tsalela. U nga karhateki loko vadyondzi van'wana va tsala nongonoko wa maletere ma siyi tindhawu.</i></p>	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Tsala nhlokomhaka ya xitori ehenhla ka pheji ro va hava nchumu ra mudyondzi nkarhi wun'wana na wun'wana dyondzo yi nga si sungula. Kombela vadyondzi ku kombetela marito ya le ka nhlokomhaka loko mi ma hlaya swin'we. Vutisa vadyondzi leswaku hi xihhi xiphemu xa xitori va xi rhandzeke. Nyika swiringanyeto swin'wana. Kondletela vadyondzi ku dirowa xiphemu xa xitori lexi va xi tsakeleke. Vula swo karhi kumbe kombela mudyondzi un'wana na un'wana ku ku byela hi xidorowiwa xa yena. Vutisa vadyondzi loko va nga tsakela ku tsala swin'wana hi xifaniso xa vona kumbe loko va nga tsakela leswaku wena u va tsalela. Loko vadyondzi va nga tsakela wena ku va tsalela, va ngenelerisi hi ku va kombela ku vula marito hi ku nonoka loko u ri karhi u ma tsala ehansi. Ehleketela ehenhla loko u karhi u tsala xivulwa xa vona. Tsala kwatsa leswi vadyondzi va ku byelaka swona, rito hi rito, kumbe vutisa vadyondzi u nga si cinca mavekelo ya vona ya marito. Tsundzuka ku tsala swi basa swi vonaka. Loko u hetile ku tsala, kondletela vadyondzi ku hlaya xivulwa na wena. Kombetela rito rin'wana na rin'wana loko u karhi u hlaya na ku amukela ku ringeta ka vona.
<ul style="list-style-type: none"> Tibodo timbirhi ta maletere ya ntlangu wa nyoka Madayizi mambirhi, swo hlayela 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Hlamusela vadyondzi milawu ya ntlangu: <ul style="list-style-type: none"> Vadyondzi va sungula hi ku veka swo hlayela enhlokweni ya nyoka. Vadyondzi va cincana ku hoxa dayizi na ku fambisa xo hlayela emahlweni kutani va fambisa xo hlayela xi ya eka ndhawu leyi faneleke. Loko va wela eka letere, va fanele ku vula mpfumawulo lowu kongomiweke kutani va fambisa xo hlayela emahlweni ku ya fika eka xifaniso lexi xi sungulaka hi letere rero. Mudyondzi loyi a sungulaka a fika emakumu ya nyoka hi yena muhluri naswona ntlangu wu fike makumu. Loko vadyondzi va tlangile ntlangu lowu ko hlayanyana, u nga ha tivisa nawu wuntshwa: Loko va wela eka xifaniso, va fanele va vula xifaniso, va vula mpfumawulo lowu kongomiweke kutani va tthelela endzhaku ku ya eka letere leri yelanaka.
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.

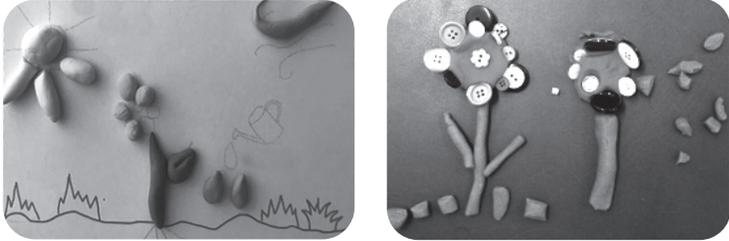


Small group activities for Week 1

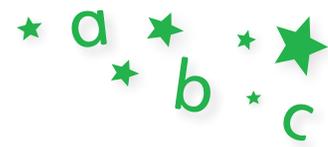
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="222 652 552 881"> <p>Grandpa Farouk's garden</p>  </div> <div data-bbox="204 900 565 1170">  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p>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="256 1307 539 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 1695 510 1984">  </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 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.





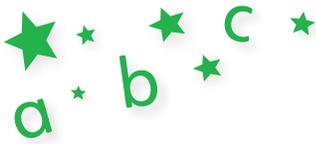
U ta lava	Migingiriko
<ul style="list-style-type: none"> • Vumba, meti ya vumba tikunupu • Timbewu, swimhandzana 	<p>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <ol style="list-style-type: none"> 1 Hlamusela vadyondzi leswaku va ta tirhisa vumba ku endla xirhapa xo saseka emetini ya vumba. 
<ul style="list-style-type: none"> • Tipuropo: bara, swimilana, foxolo, foroko ya le xirhapeni, tintangu to tirha hi tona, magilavhu, minchumu leyi nga tirhisiwa nakambe ku endla swo byalela swimilana swo hambana hambana (xikombiso: mabodlhela ya pulasitiki), swimilana, swiphakana swa timbewu, riqingho ro endla swikombelo, thini ro cheleta, phayiphi, tilebulu ta swimilana swo hambana, switikara swa minxavo, khakhuleta, mali yo tlangisa 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <ol style="list-style-type: none"> 1 Rhangela ntlawa ku ya ekhoneni yo ka yi nga ri ntiyiso ya ntlangu na swona u va kombeta switirhisiwa leswintshwa. 2 Hlamusela vadyondzi leswaku va ta endla onge va na xirhapa kumbe va endzela exirhapeni ku ya xava swimilana swa xirhapa xa vona 3 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi. 





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. <div data-bbox="730 609 1459 850"> </div>
<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. <div data-bbox="760 1102 1459 1572"> </div>





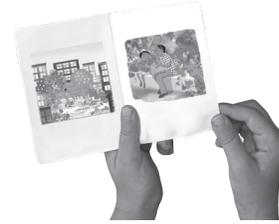
U ta lava:

- Swifaniso leswikulu swa ndzandzelelano
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 1

Migingiriko ya tllasi hinkwayo

Ku landzelerisa swifaniso ko tala



- 1 Sungula hi vadyondzi lava tshameke emetini. Hlawula vadyondzi ku yima emahlweni ka tllasi, un'wana na un'wana a khome xin'we xa swifaniso swa ndzandzelelano swa muhlovo (swi nga ri hi nongonoko lowu faneleke).
- 2 Vutisa vadyondzi loko swifaniso swi ri hi nongonoko lowu faneleke. Kombela vadyondzi ku komba xifaniso lexi xi faneleke ku va xo sungula eka xitori.
- 3 Swin'we tanihi ntlawa, kombela vadyondzi lava va nga khoma swifaniso ku rhendzeleka ku kondza xitori xi twakala. Vutisa swivutiso swo fana na: "Xana ku landzelela yini, nakambe ku humelela yini?"
- 4 Loko mi landzelerisile xitori, vadyondzi va fanele va ya ematafuleni ya vona.
- 5 Nyika mudyondzi un'wana na un'wana xibukwana. Hlohlotela vadyondzi ku languta khavhara na ku hlaya nhlokomhaka ya xitori na vona.
- 6 Famba hi xifaniso na vadyondzi endzeni ka xibukwana, u karhi u va pfuna ku lemuka leswaku swifaniso leswi swi nga le bukwi na swifaniso swa le ka ndzandzelelano wa swifaniso.
- 7 Loko ku ri na nkarhi, vadyondzi va nga "hlaya" xibukwana xa vona va hlayela munghana etllasini. Hlohlotela vadyondzi ku muka na tibuku ku ya hlaya na mindyangu ya vona.



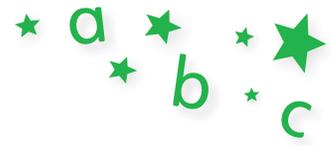
Ku tivisa letere ku suka eka xitori

- 1 Kombela vadyondzi ku tshama emetini va ku yingisela hi vukheta. Vula marito lawa ku suka eka xitori: "kokwana, kahle, kombile, kutani, kuma, kulaka. Xana ma wu twa mpfumawulo lowu kongomisiweke: **kokwana**, **kahle**, **kutani**? Ina, mi tiyisile! Hinkwawo ma na mpfumawulo **/k/**."
- 2 "Yingiselani hi vukheta, hi lawa marito man'wana yo tala lama sungulaka hi **/k/**: **kereke**, **kamu**, **katara**, **ketlele**, **kunupu**, **kofi**, **koti**." (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Vula mpfumawulo **/k/** swi twakala na ku byela vadyondzi ku languta nomo wa wena hi vukheta.
- 4 Kombela vadyondzi ku vula mpfumawulo **/k/**: "**k-k-k**" Swi endli swi tsakisa: Swi vuleli ehansi, huwelela, eka khumbi, eka silingi na le ka un'wana na un'wana.

Migingiriko ya ntlawa lowuntsongo

Hlamusela leswaku vadyondzi va ta tirha hi mintlawa leyintsongo siku rin'wana na rin'wana. Hlamusela na ku komba leswi nghingiriko wun'wana na wun'wana wu endlisiwaka swona na ku hlamusela ku cincana ka siku na siku. Hlamusela maendlelo yo basisa.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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

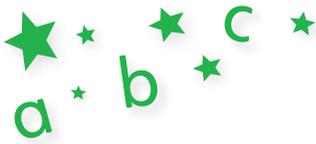


Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “kokwana, kahle, kombile, kutani, kuma, kulaka. Can you hear the focus sound: **kokwana, kahle, kutani**? Yes, you are right! The focus sound is /k/.
- 2 “Listen carefully, here are some more words that start with /k/: **kereke, kamu, katara, ketele, kunupu, kofi, koti**.” (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.



U ta lava:

- Buku Leyikulu: Xirhapa xa Kokwana wa xinuna Farouk
- Mati eswibyeni na burachi yo penda ya mudyondzi un'wana na un'wana

Vhiki ra 2 Siku 2

Migingiriko ya tlilasi hinkwayo

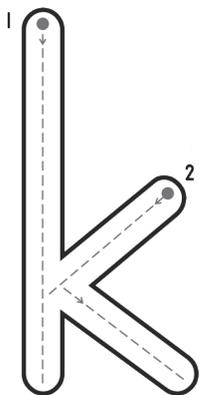
Ku hlaya swin'we – Buku Leyikulu

- 1 Kondletela vadyondzi ku languta xifaniso xa khavhara na ku vulavula hi leswi va swi vonaka na ku swi lemuka.
- 2 Hlayela tlilasi nhlokomhaka ya xitori. Kombetela rito rin'wana na rin'wana loko u hlaya. Hlaya nakambe na ku kombela vadyondzi ku hlaya na wena.
- 3 Teka vadyondzi mi famba hi xifaniso ebukwini, mi karhi mi kanerisana hi swifaniso na ku kondletela vadyondzi ku vutisa swivutiso.
- 4 Kombetela tinomboro ta mapheji na ku vulavula hi nomboro leyi nga ta landzela.
- 5 Loko mi 'langutile' ebukwini hinkwayo, tthelela eku sunguleni u hlaya nhlokomhaka nakambe. Kutani, pfula mapheji na ku hlaya xivulwa xin'wana na xin'wana swi twakala hi rito ra ntumbuluko. Kombetela rito rin'wana na rin'wana loko u hlaya.
- 6 Hlaya buku nakambe na ku kondletela vadyondzi ku 'hlaya' na wena.



Mavumbelo ya letere

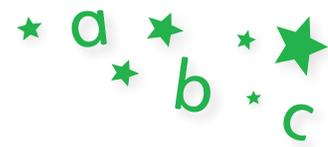
- 1 Tsundzuxa vadyondzi mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko vito ra un'wana ri sungula hi /k/ kumbe loko va nga ehleketa hi marito man'wana lama sungulaka hi mpfumawulo /k/.
- 2 Dyondzisa vadyondzi ku encenyeta loku ku nga na vuxaka na mpfumawulo. Xikombiso: Vadyondzi va nga ha endla onge va kama misisi ya vona va ri karhi va vula "k-k-kama".
- 3 Kombisa vadyondzi ku tsala letere **k**. Tsala letere lerikulu exitsalelweni kumbe emoyeni u karhi u vula leswi landzelaka: "Sungula ethonsini, yana ehansi. Tlakusa voko, dirowa xo ya endzeni na le handle."
- 4 Pfumelela vadyondzi ku ti toloveta ku vumba letere emoyeni, emetini, enhlaneni wa wun'wana na wun'wana kumbe emavokweni ya vona. Va nga ha tirhisa miri ya vona ku ringeta ku endla letere.
- 5 Loko u kombisile matsalelo ya letere, huma ehandle u nyika mudyondzi un'wana na un'wana xibye lexi nga na mati na burachi yo penda. Vadyondzi va nga penda letere ko tala ematini ehansi.
- 6 Kondletela vadyondzi ku vula mpfumawulo lowu endlwaka hi letere loko va karhi va tsala letere.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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

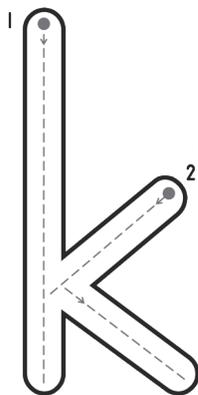
Shared reading – Big Book

- 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.



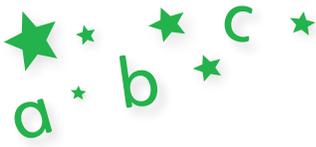
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /k/ or if they can think of any other words that start with the sound /k/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to comb their hair while saying “k-k-kama”.
- 3 Show learners how to write the letter **k**. Write a large letter on the board or in the air while saying the following: “Start at the dot, go all the way down. Lift, draw in and out.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, 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.



U ta lava:

- Phepha ra filipichati na makara
- Switsotso leswi endliweke hi vadyondzi
- Prestik
- Bokisi ra maletere leri nga na swilo kumbe swifaniso swa swilo leswi sungulaka hi **k**: kereke, kamu, katara, ketele, kunupu, kofi, koti, kamela, kepisi, kojawa, kalavatla, kuwa, kondlo, kwembe

Vhiki ra 2 Siku 3

Migingiriko ya tlilasi hinkwayo

Ku dyondza ku yingisela

- 1 Eka phepha ra filipichati, dirowa xifaniso xa rivala nan a nsinya wu kulu lowu nga na marhavi na matluka. Dirowa xiluva na hanti na matluka ekusuhi nan a nsinya.
- 2 Hlawula swinyenyanisati lexi vadyondzi va xi endleke. Hlamusela leswaku va fanele ku yingisela hi vukheta va damarheta swinyenyanisati eka ndhawu leyi faneleke hi phurisitiki:
 - ★ Eka nsinya/xiluva/tluka/rhavi/rivala
 - ★ Ehansi ka nsinya/xiluva/tluka/rhavi/rivala
 - ★ Ehenhla ka nsinya/xiluva/tluka/rhavi/rivala
 - ★ Ekusuhi na nsinya/xiluva/tluka/rhavi
 - ★ Ehenhla ka nsinya/xiluva
 - ★ Exikarhi ka nsinya na xiluva.



Mabokisi ya maletere

- 1 Kombela vadyondzi ku tshama emetini u va komba minchumu na swifaniso xin'we hi nkarhi eka bokisi ra maletere. Va vutisi mavito ya minchumu. Loko ku ri na vadyondzi lava va vulavulaka tindzimi to hambana, va kombeli ku byela tlilasi leswaku va wu vula yini nchumu wolowo hi ririmi ra vona ra le kaya. Kutani u va nyika vito hi ririmi leri va leteriwaka ha rona. Va pfumelele ku khoma minchumu kumbe swifaniso va swi hundzisela eka van'wana.
- 2 Vutisa swivutiso hi minchumu: "Xana mi tshama mi xi vona xin'wana xa leswi? Xana hi xi tirhisa ku endla yini? Xana i xa muhlovo muni? Xana xi twala njhani?"
- 3 Vula mavito ya minchumu loko u ri karhi u tshikelela eka mpfumawulo lowu kongomisiweke. Vutisa vadyondzi loko va twa mpfumawulo lowu kongomisiweke.
- 4 Kombela vadyondzi ku vula vito ra nchumu wun'wana na wun'wana na ku tshikelela mpfumawulo lowu kongomisiweke loko va vula marito.
- 5 Loko vadyondzi va ti tolovetile mpfumawulo lowuntshwa, va kombi letere eka bokisi ra maletere. Pfumelela van'wana vadyondzi ku landzelerisa ehenhla ka letere eka xipfalu hi tintiho ta vona.



Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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 **k**: kereke, kamu, katara, ketele, kunupu, kofi, koti, kamela, kepisi, kojawa, kalavatla, kuwa, kondlo, kwembe

Week 2 Day 3

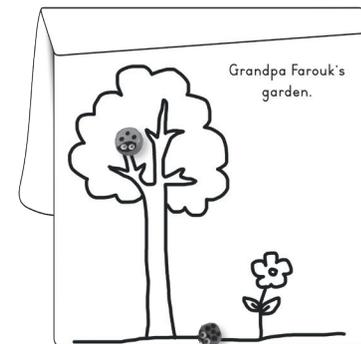
Whole class activities

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

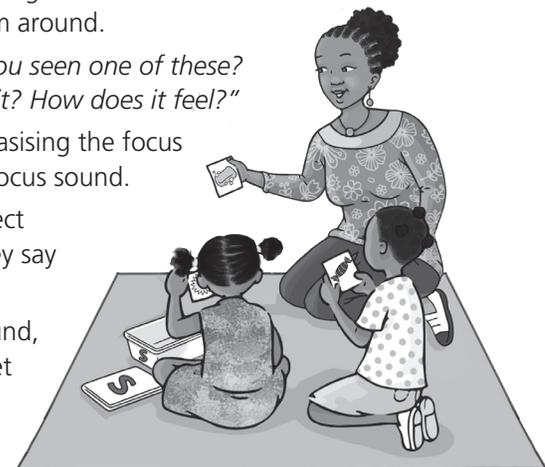
1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language 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. 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.



U ta lava:

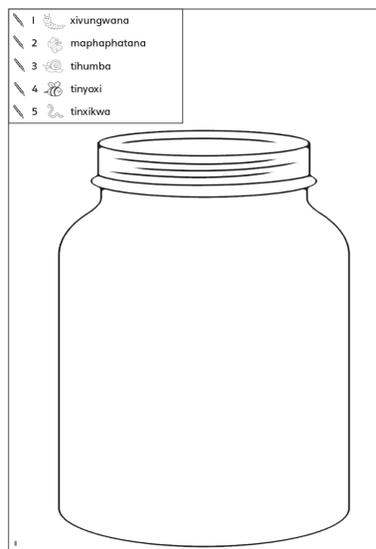
- Nkandziyiso wa **pheji ra ngingiriko wa Hlaya u endla** wa mudyondzi un'wana na un'wana
- Mixaka yo hambana ya mihlovo ya pende ya tintiho, tikhirayoni letikulu ta mhula kumbe kokisi
- Xiphemu xa phepha ra filipichati, Prestik
- Swifaniso swa swilo leswi kumekaka exirhapeni, xikombiso: swiluva, switsotso, maphapatana

Vhiki ra 2 Siku 4

Migingiriko ya tllasi hinkwayo

Ku hlaya na ku endla

- 1 Vutisa vadyondzi leswaku i switsotso na swihari swihi leswi nga kumekaka exirhapeni leswi endlaka xirhapa xi va lexi hanyeke kahle. Xikombiso: maphapatani na tinyoxi swi hlukisa swiluva, mapume ya dya swifufunhunu, swivungu swi pfuna ku endla misava yi va leyi hanyeke kahle, swinyenyana swi dya swidzongodzi leswi dyaka swimilana.
- 2 Hlamusela vadyondzi leswaku va ta ya landzelela swiletelo swa "hlaya u tlhela u endla" va tirhisa pende ya tintiho ku va va humelerisa switsotso na swihari leswi endlaka xirhapa xi tshama xi hanyile kahle.
- 3 Loko va ta va va endlile gandliso wa tintiho, va kombisi leswi va nga ha engetelerisaka xiswona milenge, switwi na matihlo hi tikhirayoni kumbe kokisi.
- 4 Pfuna vadyondzi loko va tikeriwa hi ku hlaya swiletelo.



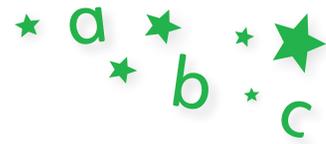
Ku yingisela mimpfumawulo leyi kongomisiweke

- 1 Va na na tinxaka to hambana ta swifaniso swa swilo leswi kumekaka exirhapeni exikarhi ka xirhendzevutana. Hlamusela vadyondzi leswaku va ta ku pfuna ku endla phositara ya xirhapa yo saseka.
- 2 Vula: "Xana i mani a nga kumaka wanchumu wa xirhapa xa hina lowu sungulaka hi mpfumawulo lowu kongomiweke /sw/?" Mudyondzi a nga ha damarheta switsotso eka phepha ra filipichati ro pfumala nchumu. Vutisa loko ku ri na mudyondzi un'wana loyi a nga kumaka wanchumu lowu sungulaka hi /ph/ kutani mudyondzi a hlawula phapatana a yi damarheta eka phepha ra filipichati.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya ngingiriko wun'wana na wun'wana na maendlelo yo basisa.





You will need:

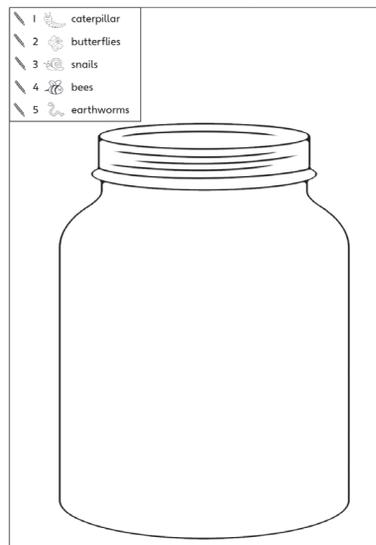
- A photocopy of the **Read and do activity page** for each learner
- Different colour fingerpaints, Jumbo wax crayons or kokis
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: figs, sticks, butterflies, ladybirds, flowers

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.

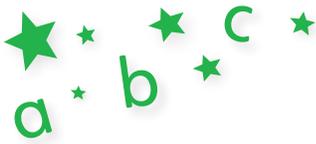


Listening for focus sounds

- 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 /sw/?” A learner can stick a picture of a ‘switsotso’ onto the blank flipchart paper. Ask if another learner can find something that begins with /ph/ and the learner selects a ‘phaphatana’ 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.



U ta lava:

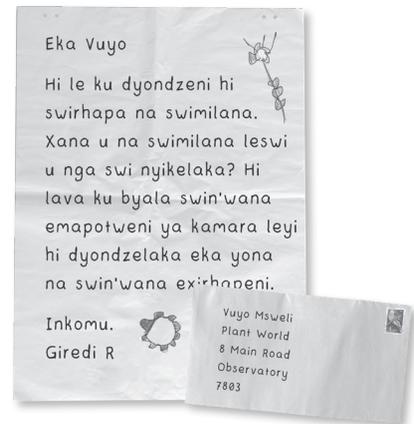
- Xiphemu xa phepha ra filipichati, makara
- Nkwama lowuntsongo wa swifaniso kumbe minchumu ya switsotso na swihadyana swa le xirhapeni leswi nga swa mapeletwananyingi lawa ya fambelenaka na xitori.

Vhiki ra 2 Siku 5

Migingiriko ya tlilasi hinkwayo

Ku endla, ku dirowa na ku tsala

- 1 Hlamusela vadyondzi leswaku u nga tsakela ku va va ku pfuna ku tsala papila ri ya eka xirhapa xa le kusuhi/muakelana loyi a nga na xirhapa. Eka papila, u lava ku hlamusela leswaku tlilasi yi le ku dyondzeni hi swirhapa na switsotso, naswona u tsakela ku vutisa loko va nga kota ku nyikela hi swimilana leswi tlilasi yi nga swi byalaka emapotweni endzeni ka kamara yo dyondzela eka yona kumbe eribuweni ra rivala ra xikolo.
- 2 Kanelani hi loyi mi nga n'wu kombelaka swimilana kutani mi vulavula hi leswi mi sungurisaka xiswona papila: Eka...
- 3 Kombela vadyondzi ku va va ku pfuna hi miehleketo ya leswi swi faneleke ku landzela ku tsariwa. Yingisa miehleketo ya vona, naswona pfumelelana na leswi u lavaka swi tsariwa eka papila. Tsala swi basa hi marito lawantsongo, u ri karhi u vula rito rin'wana na rin'wana loko u ri karhi u ri tsala.
- 4 Loko nkarhi wu ri kona, vadyondzi va nga ha khavisa papila hi swifaniso swa swimilana.
- 5 Petsa papila kutani u ri heleketa eka muakelana kumbe eka ndhawu yale kusuhi ya xirhapa na ku va kombela ku va va nyikelela hi swimilana kumbe va ku hungutela ntsengo loko u xavela tlilasi ya wena swimilana.
- 6 Loko u ta va u amukerili swimilana, vadyondzi va nga ha ku pfuna ku tsala papila na ku dirowa swifaniso swa ku khensa.



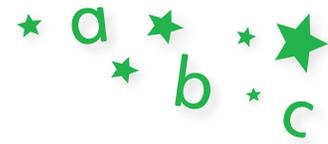
Ku twananisa na ku hambanisa (mapeletwana)

- 1 Kombeta vadyondzi swifaniso swa switsotso na swihadyana swa le xirhapeni. Kombela vadyondzi ku va ku va va ku pfuna thya vito ra xifaniso xin'wana na xin'wana na ku damarheta swifaniso swin'wana ekhumbini kumbe u swi veka emetini leswaku vadyondzi hinkwavo va kota ku swi vona.
- 2 Kutani veka swifaniso enkwameni. Kutani hlawula mudyondzi naswona va kombeli ku va va humesa xin'wana xa swifaniso enkwameni. Va fanele ku ringeta ku vula vito ra xitsotso kumbe xihadyana hi ku nonoka, va ma tshovelela ya va mapeletwana.
- 3 Vadyondzi va fanele ku yingisa eka leswi va nge ku swi vuleni na ku pfanganyisa mapeletwana swin'we ku va ya vumba rito.

Migingiriko ya ntlawa lowuntsongo

Tsundzuxa vadyondzi hi migingiriko ya ntlawa lowuntsongo, milawu ya nghingiriko wun'wana na wun'wana na maendlelo yo basisa.





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

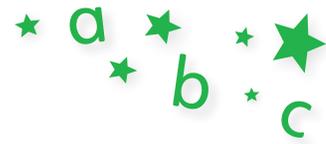
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



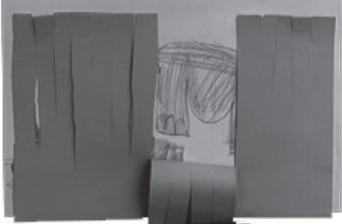
Migingiriko ya ntlawa lowuntsongo ya Vhiki ra 2

U ta lava	Migingiriko
<ul style="list-style-type: none"> Maphepha ya A4 ya mudyondzi un'wana na un'wana Phepha ra rihlaza Tikhirayoni ta mhula letikulu, xikero, glilu 	<p>Nghingiriko 1: Ku dirowa na ku tsala ko sungula</p> <ol style="list-style-type: none"> Hlamusela vadyondzi leswaku va ta dirowa swivumbiwa (switsotswana kumbe swiharhi) leswi swi nga va ka swi tumberile ebyanyini. Xikombiso: xitsotso, xivungu, nsikiti. Loko va hetile ku dirowa, va nga lebula xifaniso kumbe va kombela ku pfuniwa ku tsala vito ra xivumbiwa. Vadyondzi va nga ha tsema swicupucupu eka phepha ra rihlaza kutani va swi damarheta emakumu ya phepha, swi lengalenga exifanisweni leswaku swi languteka onge i byanyi. Va nga vutisa munghana ku bvumba leswaku ku tumbele yini ebyanyini kutani va tlakusa swicupucupu ku vona loko va tiyisile.
<ul style="list-style-type: none"> Tibodo timbirhi ta maletere ya ntlangu wa nyoka Madayizi mambirhi, swo hlayela 	<p>Nghingiriko 2: Swiphazamiso na mintlangu</p> <ol style="list-style-type: none"> Hlamusela vadyondzi milawu ya ntlangu: <ul style="list-style-type: none"> Vadyondzi va sungula hi ku veka swo hlayela enhlokweni ya nyoka. Vadyondzi va cincana ku hoxa dayizi na ku fambisa xo hlayela emahlweni kutani va fambisa xo hlayela xi ya eka ndhawu leyi faneleke. Loko va wela eka letere, va fanele ku vula mpfumawulo lowu kongomiweke kutani va fambisa xo hlayela emahlweni ku ya fika eka xifaniso lexi xi sungulaka hi letere rero. Mudyondzi loyi a sungulaka a fika emakumu ya nyoka hi yena muhluri naswona ntlangu wu fike makumu. Loko vadyondzi va tlangile ntlangu lowu ko hlayanyana, u nga ha tivisa nawu wuntshwa: Loko va wela eka xifaniso, va fanele va vula xifaniso, va vula mpfumawulo lowu kongomiweke kutani va tthelela endzhaku ku ya eka letere leri yelanaka.
<ul style="list-style-type: none"> Tibuku, timagazini, tibuku letintsongo to petsiwa, Tibuku letikulu na swiphephana leswi nga na vuxokoxoko 	<p>Nghingiriko 3: Ku hlaya ka munhu un'we</p> <ol style="list-style-type: none"> Rhangela ntlawa ku ya eka khona ya tibuku kumbe nyika ntlawa nyandza ya tibuku. Pfula buku kutani u yi phendla loko u ri karhi u kombisa vadyondzi ku makhomelo ya tipheji na buku hi vukheta. Komba vadyondzi swifaniso swin'wana kutani u va kondletela ku va un'wana na un'wana a hlawula xin'wana ku ti tsakisa hi ku hlaya. Ku kota ku sungula, swi nga ha lava u pfuna vadyondzi ku hlawula buku, magazini kumbe xiphephana lexi va nga tsakelaka ku xi hlaya. Endzela khona ku xiya na ku kondletela vadyondzi ku hlaya.

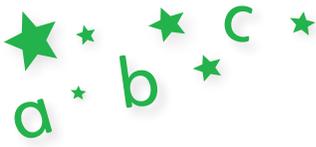




Small group activities for Week 2

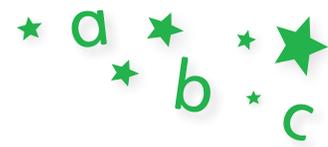
You will need	Activities
<ul style="list-style-type: none">• A blank A4 page for each learner• Green paper• Jumbo wax crayons, scissors and glue 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none">1 Explain to learners that they are going to draw creatures (insects or animals) 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 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.

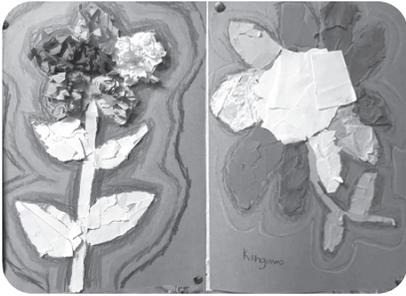




U ta lava	Migingiriko
<ul style="list-style-type: none"> • Xiphemu xa bokisi ro tirhisiwa nakambe ra mudyondzi un'wana na un'wana • Tikhirayoni ta mhula letikulu, glilu • Phepha ro hlovohatiwa kumbe thixu 	<p>Nghingiriko 4: Vuswikoti bya mimpfimbi leyintsongo wa swirho na ntivontsalo</p> <p>1 Hlamusela vadyodzi leswaku va fanele ku dirowa xifaniso xa xiluva lexikulu ebokisini. Va fanele ku handzulela phepha hi swiphemu leswitsongo kutani va swi damarheta ebokisini ku endla xiluva. Va nga ha vumbuluxa phepha ri va swibolwana kutani va swi damarheta ebokisini.</p> 
<ul style="list-style-type: none"> • Tipuropo: bara, swimilana, foxolo, foroko ya le xirhapeni, tintangu to tirha hi tona, magilavhu, minchumu leyi nga tirhisiwa nakambe ku endla swo byalela swimilana swo hambana hambana (xikombiso: mabodlhela ya pulasitiki), swimilana, swiphakana swa timbewu, riqingho ro endla swikombelo, thini ro cheleta, phayiphi, tilebulu ta swimilana swo hambana, switikara swa minxavo, khakhuleta, mali yo tlangisa 	<p>Nghingiriko 5: Ntlangu wo endla onge</p> <p>1 Tsundzuxa vadyondzi hi tipuropo ta le ka khona yo encenyeta na ku va khutaza ku ya emahlweni ku suka eka vhiki ra 1 loko va karhi va encenyeta ku tirha exirhapeni kumbe va endzela exirhapeni ku ya xava swimilana.</p> <p>2 Endzela khona kan'we ku xiya na ku kondletela ntlangu wa vadyondzi.</p> 





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. 



★ Kotara ya 3: Xikombiso xa rhekhodi ya makambelelo yo yisa emahlweni (nongonoko wo kambela)

	Ku yingisela na ku vulavula	Mimpfumawulo, Ku hlaya na ku Langutisa	Ntivotisalo na Ku tsala ko sungula / Ku tsala ko sungula
✓ U swi kotile	U yingisela swileriso swo ya swi bohana na ku swi hlamula hi mfanelo	U avanyisa marito ya mapeletwananyingi ya ya eka mapeletwana.	U ndlandlamuxa ku lavula mimpfimi leiyintsongo hi ku tirhisa xikero ku tsema swifaniso na swivumbeko leswi nga na rimba ro anama, sw. na sw.
• U le kusuhi	U yingisela switoro swo leha a ri karhi a kombisa ku swi twisisa hi ku hlamula swivutiso swo yelana na xitoro	U xakahata mimpfumawulo na maletere na marito na ku twisisa leswaku marito ya na mimpfumawulo yo tlua wun'we – hi swa nomo	U vumba maletere hi tindlela to hambana hambana hi ku tirhisa ku penda hi tintiho, tiburachi, tikhirayoni ta mhula, sw. na sw. ku suka eka ndhawu leyi faneleke na ku landzelela thelo kahle.
* A wu si swi kota	U yimbelela tinsimu na swinsin'wana na ku encenyeta hi vutitshembi	U khoma bukhu hi ndlela ya kahle na ku pfula mapheji hi mfanelo. U bula hi makhomelo ya bukhu no yi hlaysa.	U ringeta ku tsala marito hi ku tirhisa manyokanyokana, swikhokhonono na ku 'hlaya' leswi a swi tsaleke yena n'winyi: a 'hlaya' leswi manyokanyokana ma vulaka swona
	U vutisa swivutiso na ku kombela tinhlamuselo kumbe a lava tinhlamuselo etibukwini	U sungula 'ku hlaya' marito ya ku tirhisiwa hi ntlovelo lava a ya vonaka ya swilo swa le tllasini, exikolweni na le mugangeni	U hoxa xandla eka ku vumba swivulwa leswi nga ta nghena eka xitsarwa xa tllasi hinkwayo: muddyondzi a vitanela loko muddyondzi a karhi a tsala
	U tirhisiwa ka ririmi eka ku ehleketi: Ku fambelanisa swilo leswi fambaka swin'we na ku fananisa swilo swo hambana	U encenyeta xitoro, risimu na xinsin'wana	U dirowa swifaniso ku hundzisa hungu hi ntokoto wa yena na ku tirhisa leswi tanihi masungulo yo tsala
		U 'hlaya' tibuku a ri yexe hi ndlela yo lava ku tiphina elayiburari kumbe ekhoneni yo hlaysa kona etllasini, a phendla mapapila hi mfanelo, a kombisa na ku xixima tibuku.	U ringeta ku tsala marito hi ku tirhisa manyokanyokana, swikhokhonono na ku 'hlaya' leswi a swi tsaleke yena n'winyi: a 'hlaya' leswi manyokanyokana ma vulaka swona
		U ngenhelela eka ku hlaysa switshurwa swin'we hi vutitshembi lebyi kulaka na ku tiphina	U encenyeta ku tsala loko a ri eku tlangeni: u endla makhadi yo xeweta, u tsala mapapila, sw. na sw. U kopunula leswi tsariweke eka mbangu loko ari eku tlangeni
Siku			
Mavito			

★ 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									

★ Kotara ya 3: Rhubiriki 1&2 Ku yingisela na ku vulavula

Swipimelo swa makambeleo	1. A nga fikelelanga (0 – 29%)	2. Vuswikoti byo enelanyana (30 – 49%)	3. Vuswikoti byo enela (50 – 74%)	4. Vuswikoti bya le henhla ngopfu (75 – 100%)
<p>1 U rungula switori na ku vuyelela switori hi marito ya yena n'wini</p>	A nga swi koti ku rungula switori na ku vuyelela switori; u kota ku vula marito ma nga ri mangani	Ku vuyelela swi pimekile; u katsa swindleko swin'wana; nongonoko wu nga va wu hoxekile; u tirhisa swivulwa swo koma na ntivomarito wo olova	U kota ku vuyelela swindleko swo tala exitorini xi ri na masungulo, xikarhi na mahetelelo kambe ku ri na vuxokoxoko byi nga ri byi ngani; u lava ku thonthiwa hi swivutiso swo fana na: 'kutani ...'; 'ku landzele yini ku humelela?; u sungula ku tirhisa swivulwa swo leha.	Xitori xi na ndzandzelelano lowu twisisekaka naswona xi na masungulo, xikarhi na mahetelelo; swimunhuhatwa na mbangu swi hlamuseriwe hi ku nyika vuxokoxoko; swikongomelo na matitwelo ya swimunhuhatwa swi hlamuseriwile; u tirhisa swivulwa swo leha swo tika na ku hlanganisa marito yo fana na 'kutani'; 'endzhaku ka sweswo'; u tirhisa ntivomarito wuntshwa wo suka eka xitori.
<p>2 U longoloxa sete ya swifaniso hi ndlela leyi yi vumbaka xitori na ndzandzelelano lowu twalaka wa swindleko loko swi runguriwa naswona swi na vuxaka na xitori lexi vumbiweke</p>	A nga swi koti ku longoloxa sete ya makhadi hi ndzandzelelano lowunene	U longoloxa sete ya makhadi hi ndzandzelelano lowunene kambe a nga swi koti ku rungula xitori.	U longoloxa sete ya makhadi hi ndzandzelelano lowunene naswona u kota ku rungula xo olova.	U longoloxa sete ya makhadi hi ndzandzelelano lowunene naswona u kota ku rungula xitori xi ri na vuxokoxoko lebyi yelanaka.

★ 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.

★ Kotara ya 3: Rhubiriki 1–3 Mimpfumawulo, Ku hlaya na ku Langutisa

Swipimelo swa makambelelo	1. A nga fikelelanga (0 – 29%)	2. Vuswikoti byo enelanyana (30 – 49%)	3. Vuswikoti byo enela (50 – 74%)	4. Vuswikoti bya le henhla ngopfu (75 – 100%)
1 U lemuka switatisi na switwari swin'wana swo twiwa na ku voniwa	U kota ku lemuka 0-3 wa maletere na ku vula mimpfumawulo ya wona	U kota ku lemuka 4-6 wa maletere na ku vula mimpfumawulo ya wona	U kota ku lemuka 7-11 wa maletere na ku vula mimpfumawulo ya wona	U kota ku lemuka 12 kumbe tinyingi wa maletere na ku vula mimpfumawulo ya wona
2 Uqalisa ukuqonda ukuba amagama enziwa zizandi: ubiza isandi sokuqala kwigama lakhe nakwamanye amagama	A nga swi koti ku lemuka leswaku marito ma endlwe hi mimpfumawulo; a nga swi koti ku nyika mpfumawulo wo sungula wa vito ra yena kumbe wa marito man'wana.	U kota ku nyika mpfumawulo wo sungula wa vito ra yena kambe wa tikeriwa loko a vutisiwa mpfumawulo wo sungula wa marito man'wana.	U kota ku nyika mpfumawulo wo sungula wa vito ra yena; u kota ku nyika mpfumawulo wo sungula wa marito man'wana.	Minkarhi hinkwayo wa swi kota ku nyika mpfumawulo wo sungula wa vito ra yena na wa marito man'wana.
3 Wenza elakhe ibali ngokuthi afunde imifanekiso	A nga swi koti ku tirhisa swifaniso ku bvumba leswi xitori xi vulavulaka hi swona; u hlamusela swifaniso hi ku tirhisa ririmi leri pimiweke.	U tirhisa swifaniso ku bvumba na ku hlamusela xitori kambe hi ku pfuniwa.	U tirhisa swifaniso ku bvumba leswi xitori xi vulavulaka hi swona; a nga ha tirhisa 'rito ro hlaya'.	U tirhisa swifaniso ku bvumba leswi xitori xi vulavulaka hi swona; u komba ku twisisa leswaku swifaniso na marito swi na vuxaka, kambe swi hambanile; a nga ha tirhisa 'rito ro hlaya'; wa kombetela eka tsalwa loko a karhi a 'hlaya'.

★ 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".

★ Kotara ya 3: Rhubiriki 1-3 Ku tsala ko sungula na Ntivontsalo

Swipimelo swa makambelelo	1. A nga fikelelanga (0 – 29%)	2. Vuswikoti byo enelanyana (30 – 49%)	3. Vuswikoti byo enela (50 – 74%)	4. Vuswikoti bya le henhla ngopfu (75 – 100%)
1 U hluvikisa vuswikoti bya mipfimbi leyintsongo na vuswikoti bya mfambamfambo wa swirho.	Mudyondzi wa karhateka ku heta migingiriko ya mipfimbi leyintsongo; u papalata mintirho kumbe a twa a siveleka.	U kota ku heta yin'wana migingiriko ya mipfimbi leyintsongo kambe swi teka nkarhi; leswi a swi tsaleke a swi na nkhaqato.	U kota ku heta migingiriko ya mipfimbi leyintsongo; swi ya swi va na nkhaqato na ku tirha hi matimba.	U heta migingiriko ya mipfimbi leyintsongo hi vutitshembi, hi nkhaqato na hi ku vevuka.
2 U dirowa swifaniso ku humesa vonelonkulu ra xitori	Xifaniso a xi twakali kumbe xi katsa ntsena manyokanyokana kumbe swirhendzvetutana leswi nga na mintila.	Xifaniso xa twakala kambe a xi na vuxaka na xitori, risimu kumbe xinsin'wana.	U dirowa xifaniso lexi nga hlovohatiwa lexi nga na vuxaka na xitori; swifaniso swa swimunhuhatwankulu swi na swin'wana swa leswi landzelaka: milenge, mavoko, swandla, minkondzo, mahlo, nhompfu, nomo, tindleve.	U dirowa xifaniso lexi nga hlovohatiwa, xi ri na vuxokoxoko lebyi nga na vuxaka na xitori, xi katsa swimunhuhatwankulu leswi swi nga na vuxokoxoko byo fana na swiambalo.
3 U twisisa leswaku ku tsala na ku dirowa swi hambanile; u encenyeta ku tsala leswi yimelaka hi ku tirhisa manyokanyo-kana	A nga swi koti ku humelerisa mavonelo hi xifaniso kumbe ku tsala.	U humelerisa mavonelo hi xifaniso kambe a ku na vumbhoni byo encenyeta ku tsala kumbe manyokanyokana.	U twisisa leswaku ku tsala na ku dirowa swi hambanile: u encenyeta ku tsala hi ku tirhisa manyokanyokana.	U twisisa leswaku ku tsala na ku dirowa swi hambanile naswona u sungula ku 'tsala' hi ku tirhisa nhlango wa maletere na manyokanyokana; a nga kopunula maletere na tinomboro ku suka eka mbangu wa tllasi eka ku ringeta ka yena n'wini ka ku tsala.

★ 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.

★ U endla njhani vumba byo tlangisa

U ta lava

- ★ 1 rin'we ra fulawuri
- ★ ¼ ya bikiri ra munyu
- ★ ½ ya bikiri ra mati ya ku kufumela
- ★ 5 wa mathosi ya ku penda swakudya



Magoza

- 1 Hlanganisa fulawuri na munyu swin'we
- 2 Hlanganisa kota ya bikiri ra mati ya ku kufumela na mathosi yo hlaya nyana ya ku penda swakudya.
- 3 Chela mati hi ku nonoka laha u nga hlanganisela fulawuri, u hakasela u karhi u chela. Hakasela ku fikela swikhomana, u pfuva hi mavoko ku fikela fulawuri yi hlangana. Loko vumba byi damarhela chela fulawuri yo tala ku fikela yi nga ha damarheli.
- 4 Vuyelela magoza lawa hi muhlovo lowu u wu lavaka.

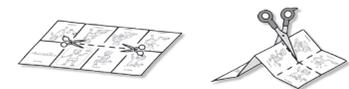
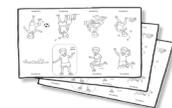
Xitsundzuxo: Kufumeta vumba byo tlangisa hi ku byi pfuva hi mavoko ya wena. Lebyi i vutiolori bya kahle bya mavoko eka vadyondzi. Paka vumba byo tlanga epulasitikini leswaku byi tshama by ri kahle kutani u byi veka eka xigwitsirisi loko swi koteka, kumbe ndhawu yo titimela.



★ Xana u endla njhani xibukwani

Magoza

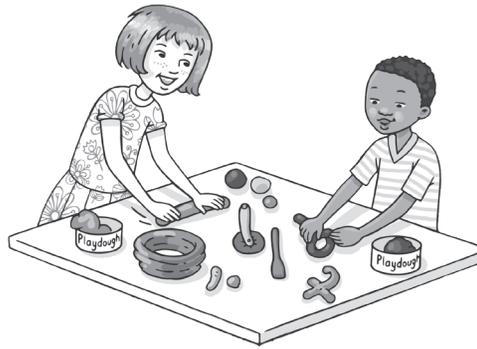
- 1 Endla tikhopi ta xibukwani lexi i xi lavaka.
- 2 Xi na swinepe leswi nga langutisa ehenhla, petsa mapheji ya va na swiphemu swa nhungu. Petsunula.
- 3 Petsa pheji ri va hafu, ehansi na lexikarhi
- 4 Tsema exikarhi laha ku nga petsiwa, tanihi leswi swi kombisiwile ematlhelo na laha ku nga na tilayini ta mathosi ephejini.
- 5 Khoma phepha hi le xikarhi ka tintiho ta wena na rikhudzu hi matlhelo mambirhi ya pheji.
- 6 Chichela mavoko ya wena ehansi naswona xikan'we.
- 7 Endla layiburari ya Buku Leyintsongo hi ku veka tibuku ta wena hinkwato exibokisanini – bokisi ra jeli ri nga va 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.

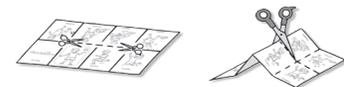
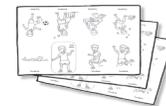


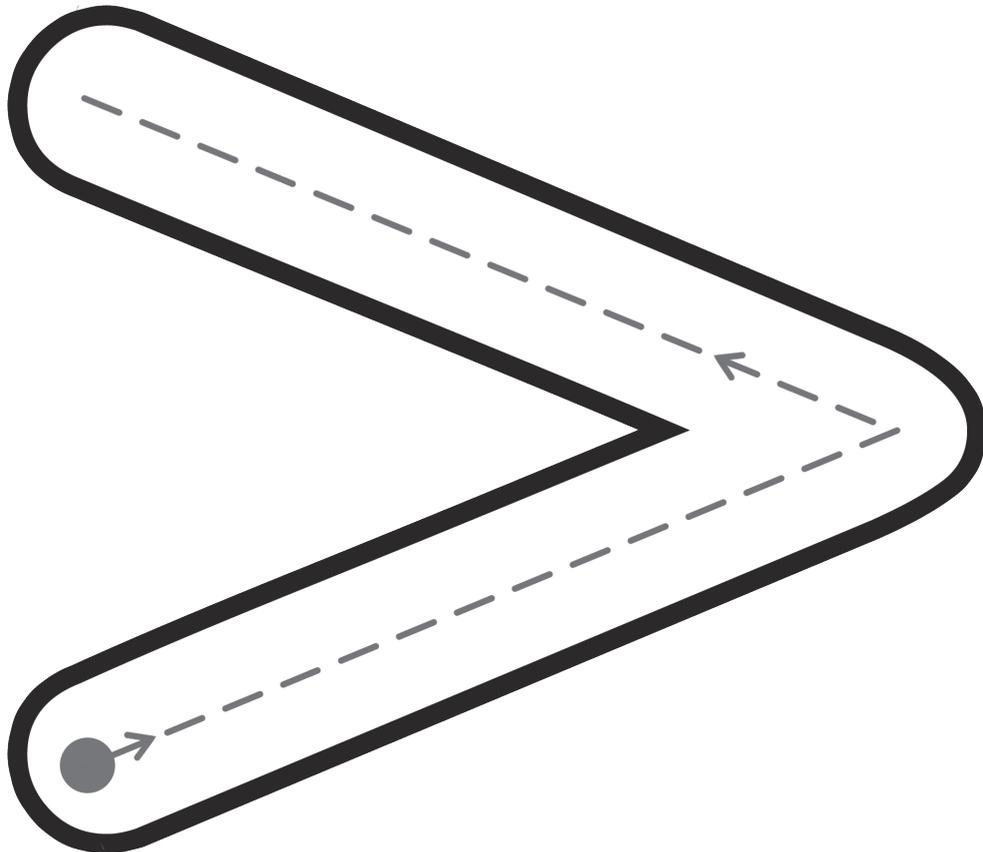
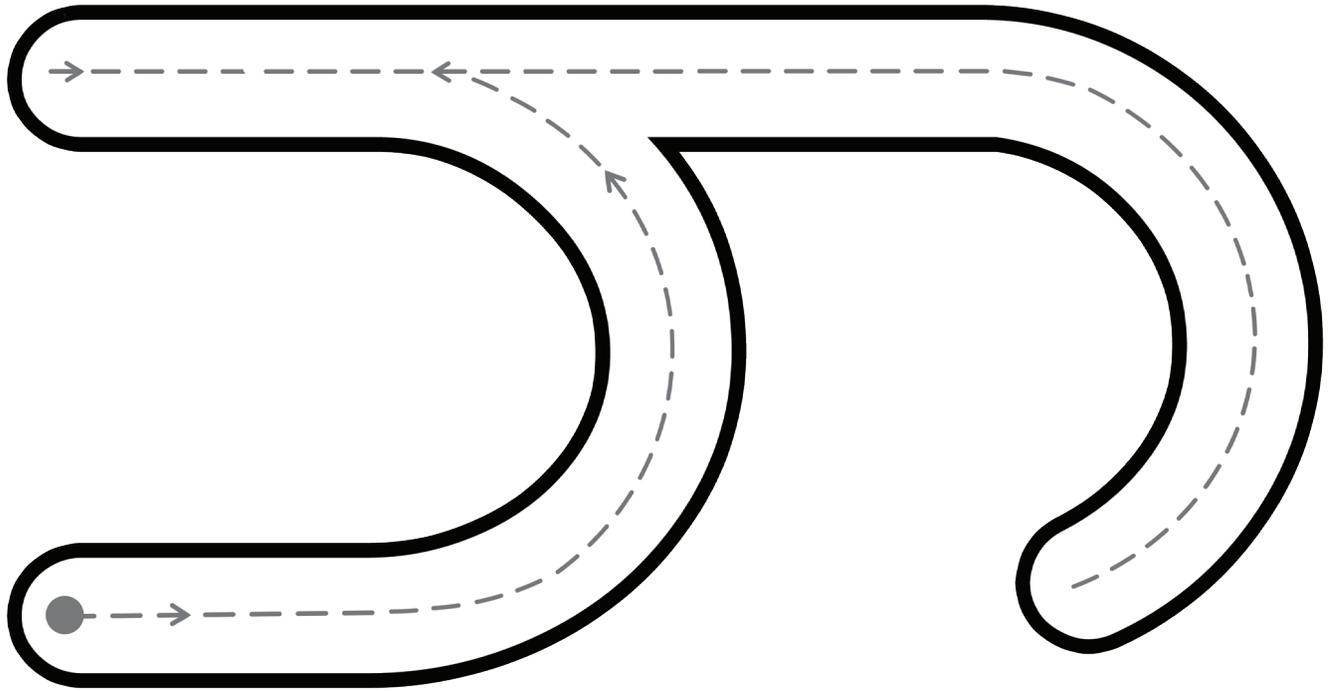
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

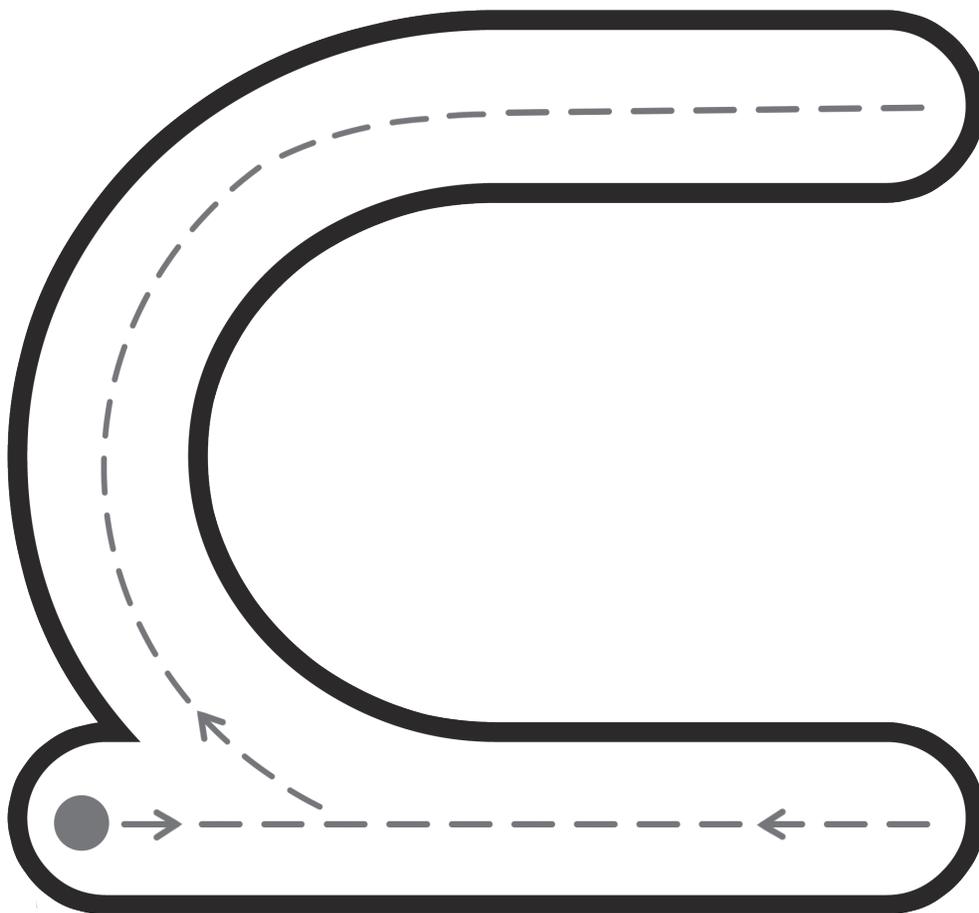
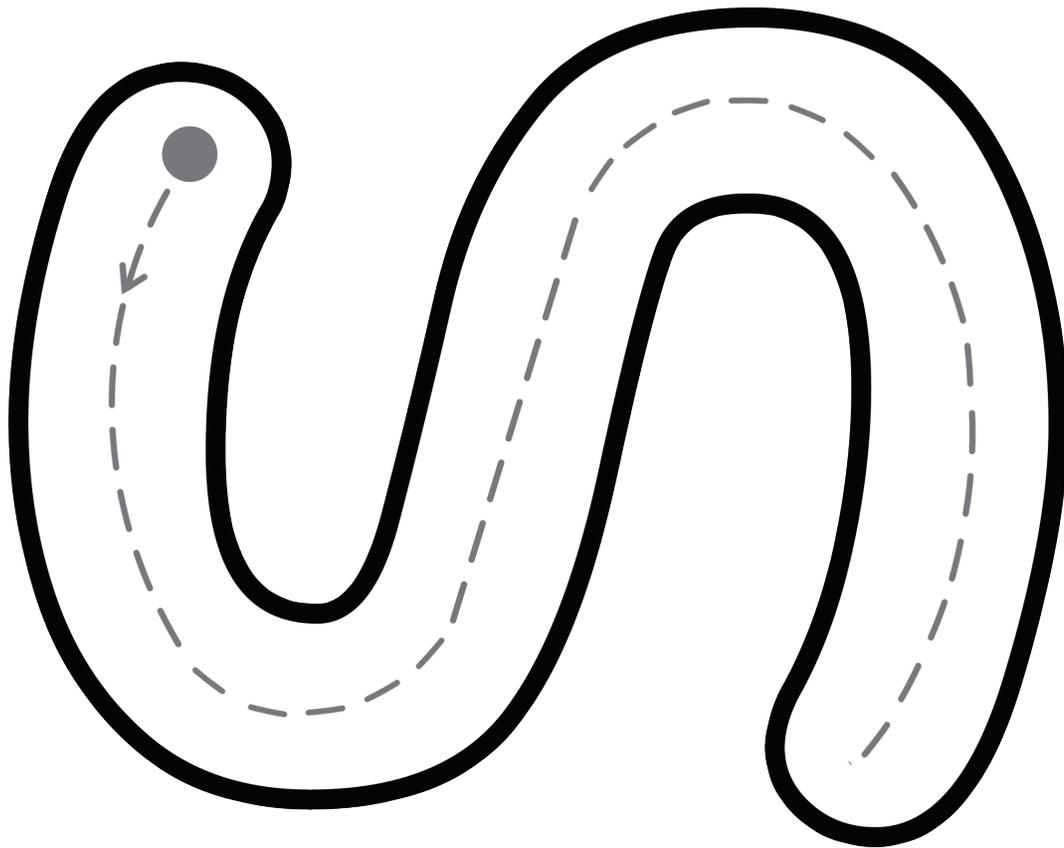
★ How to make a little book

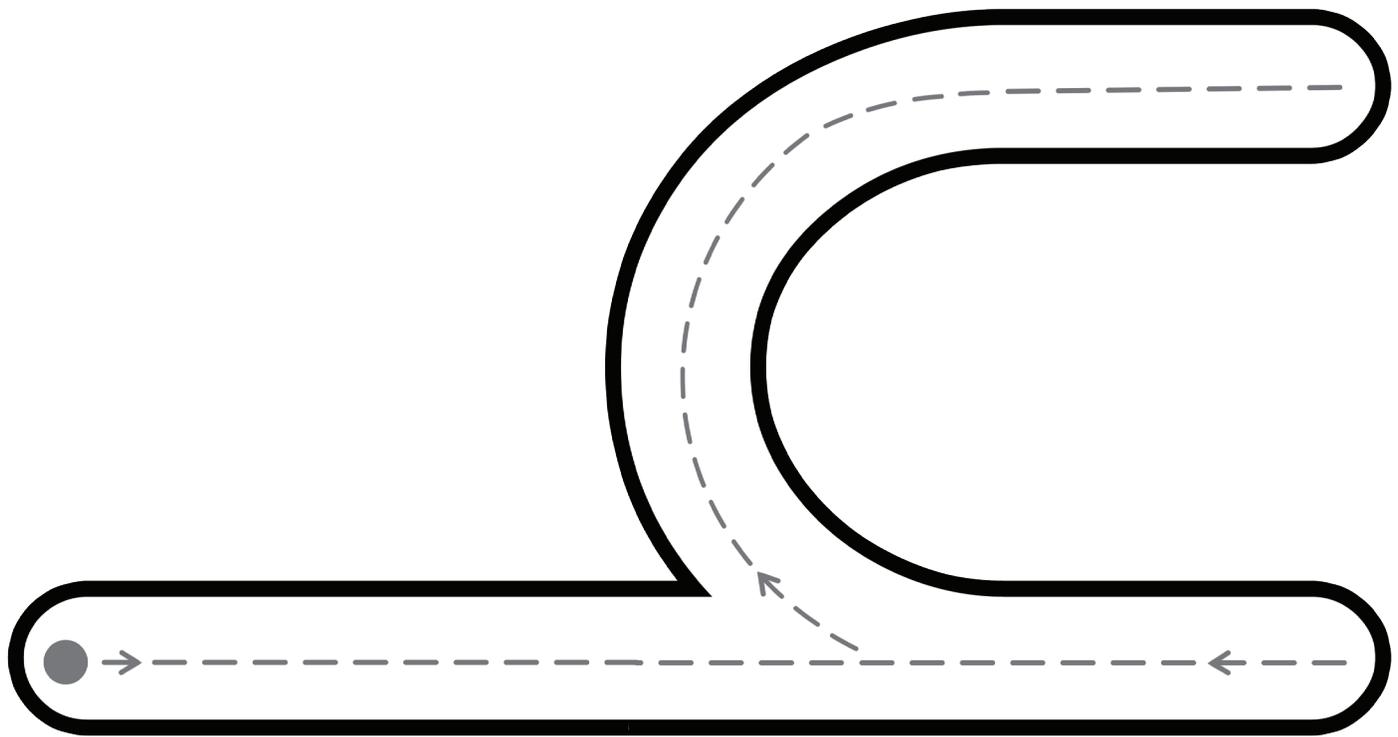
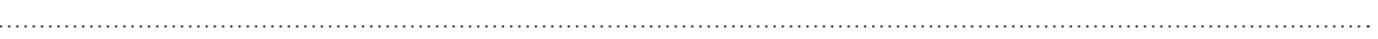
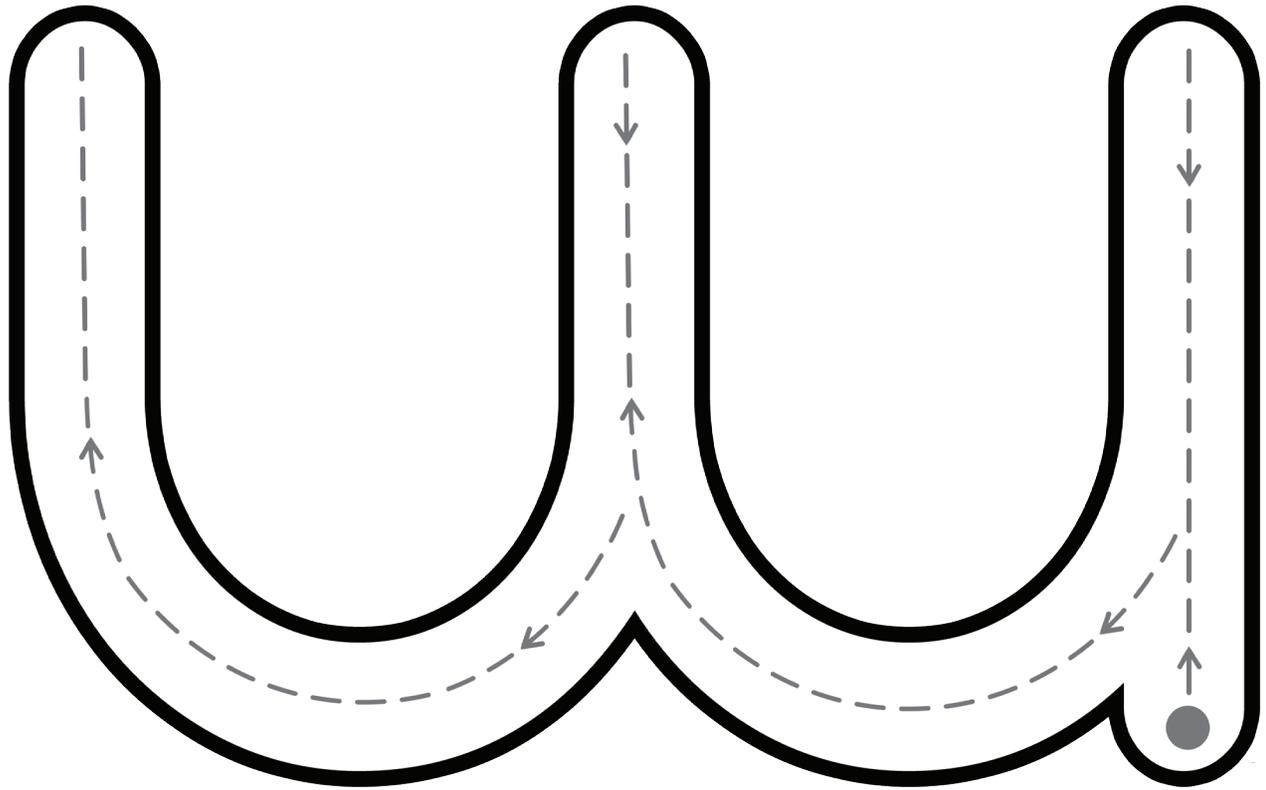
Steps

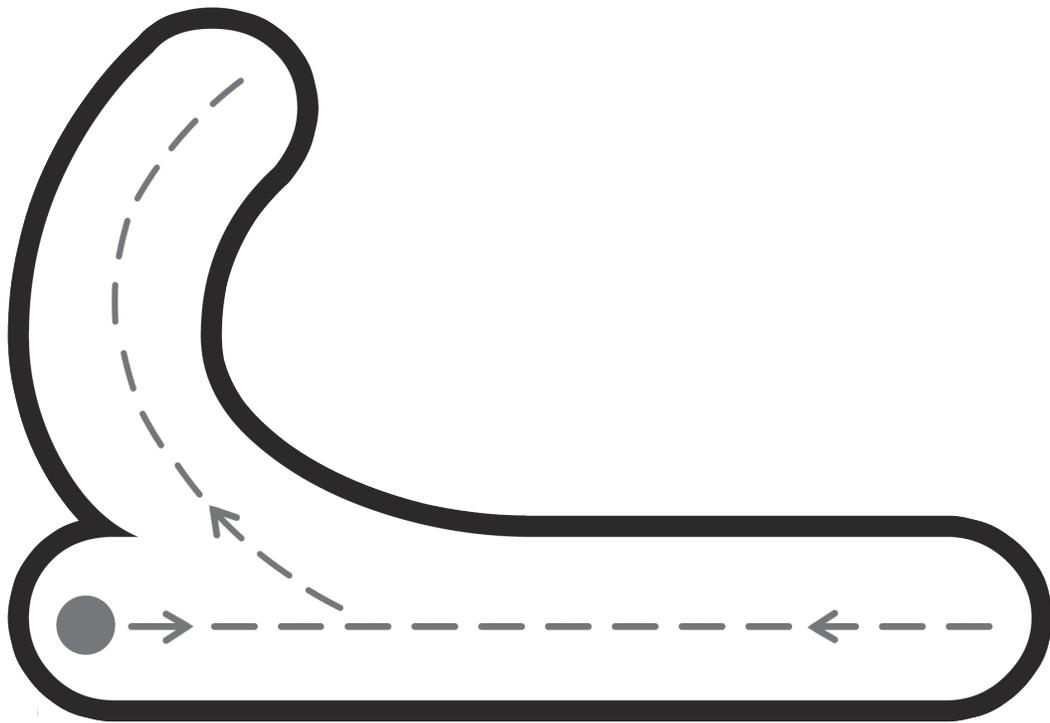
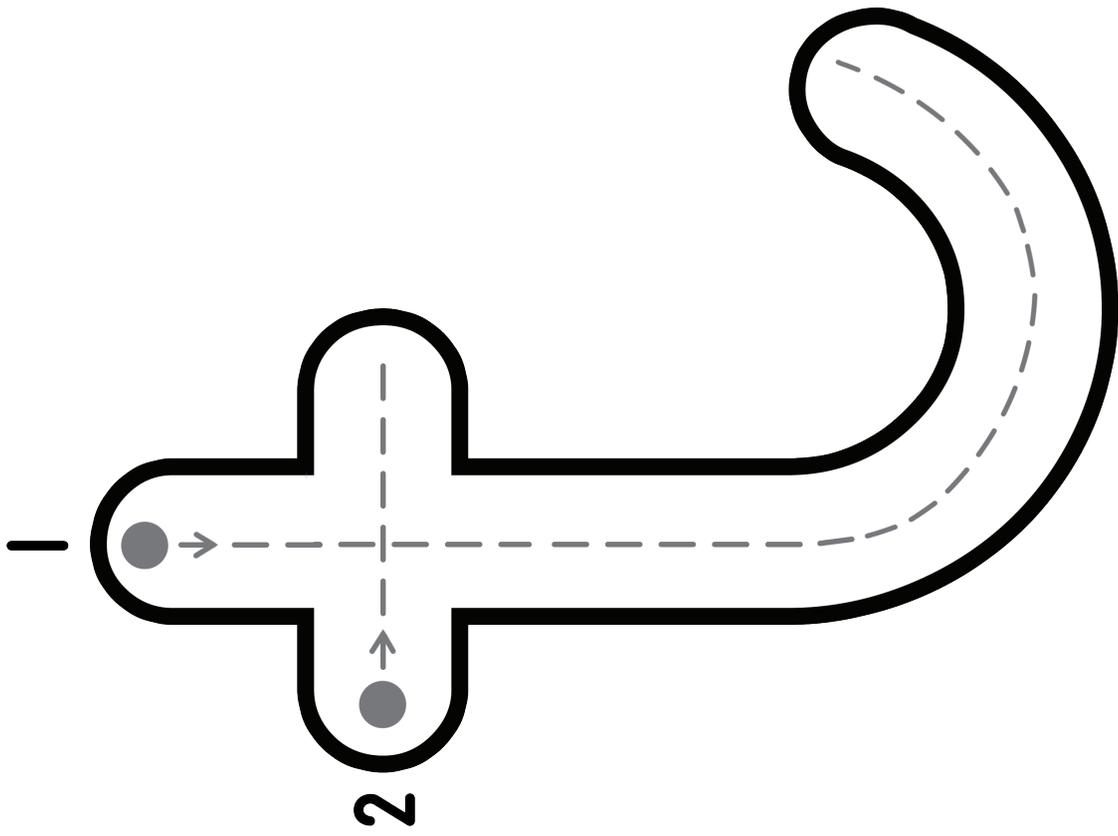
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

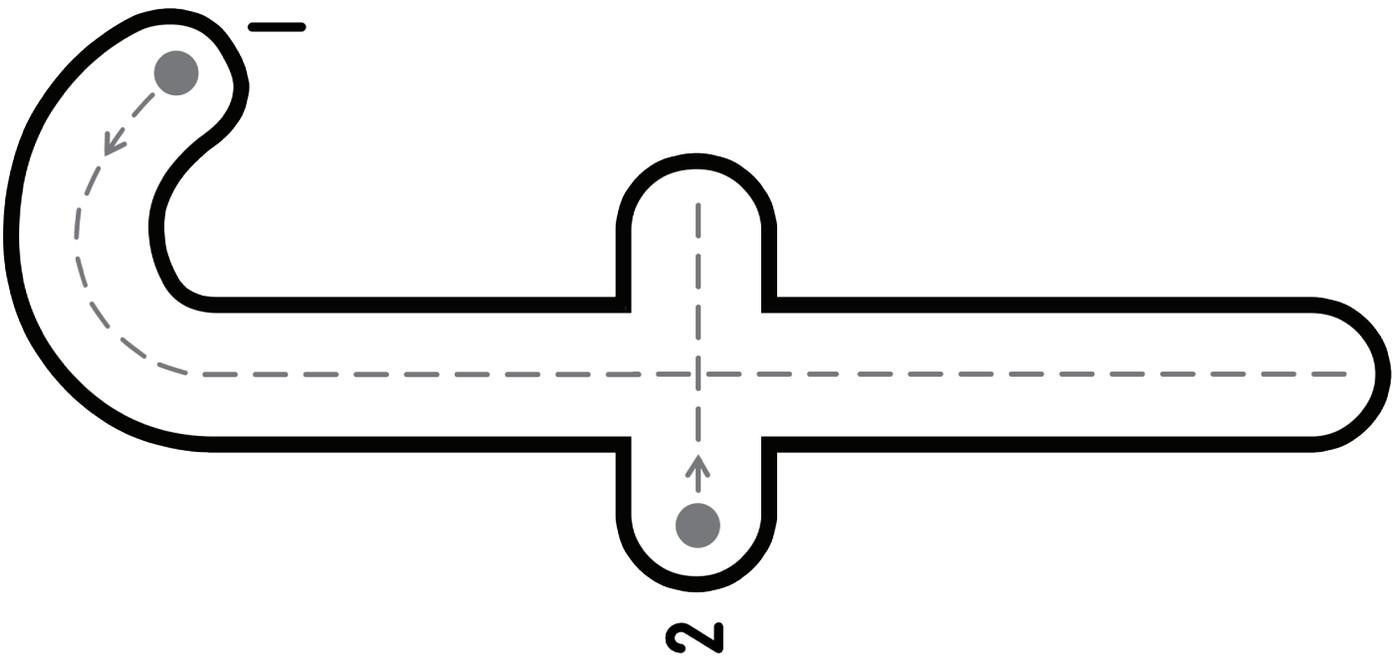
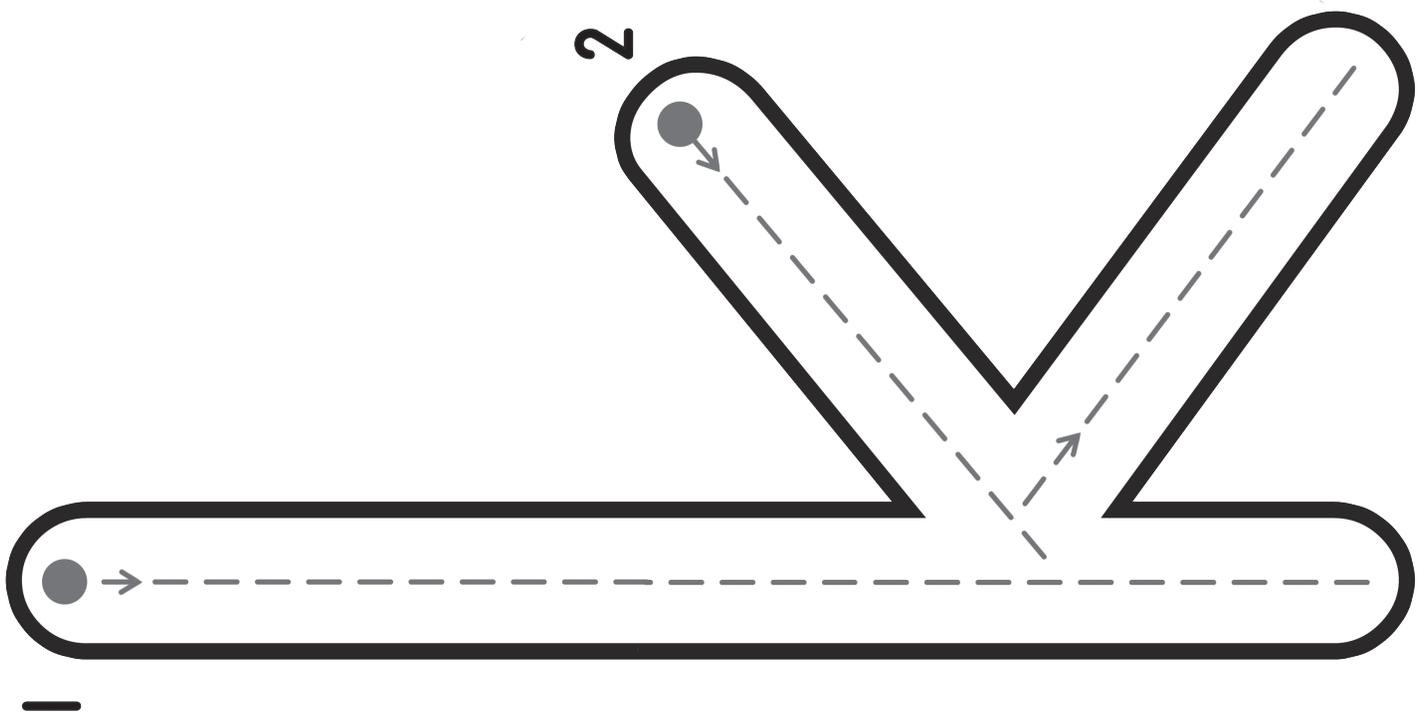














3



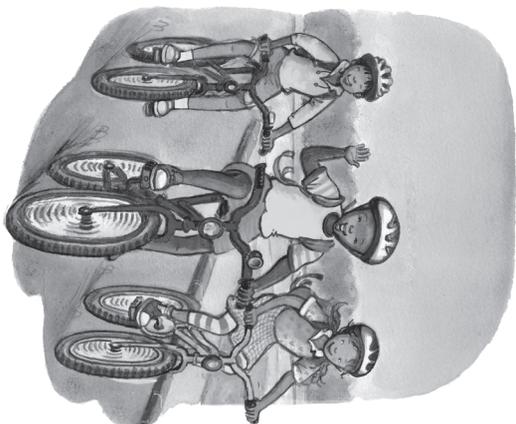
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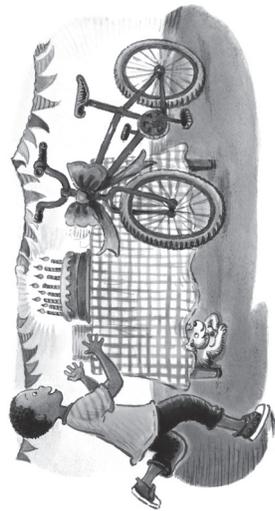
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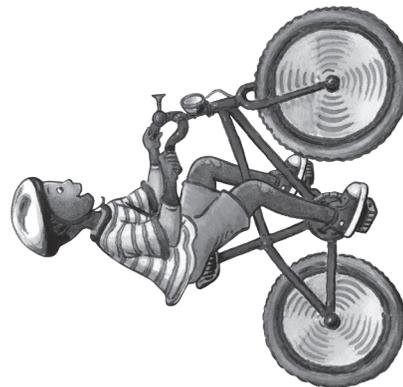
2



1



Xikanyakanya
lexintshwa xa
David



Buku leyi i ya:

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2



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3



4



5



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Spot a ya evhengeleni

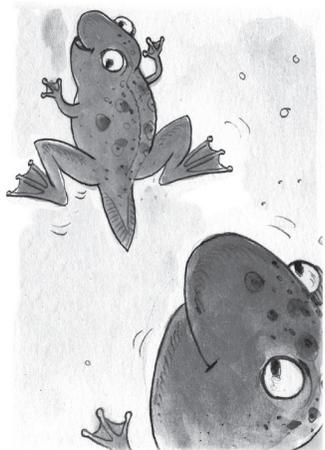


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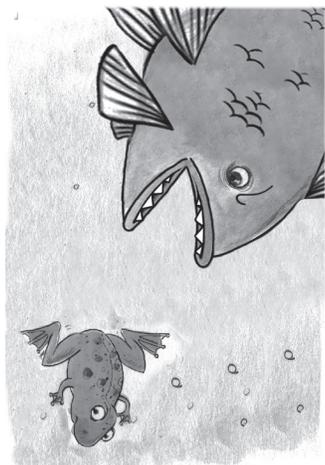
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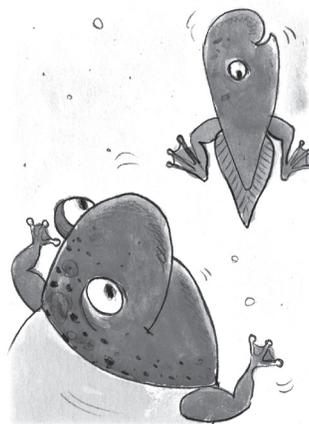
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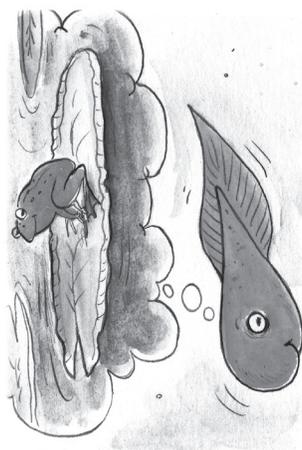
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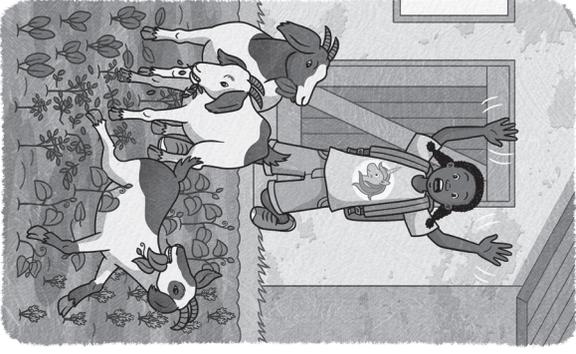
Xivuluvulu
lexitsongo



Wordworks
Creating Literacy

Buku leyi i ya:

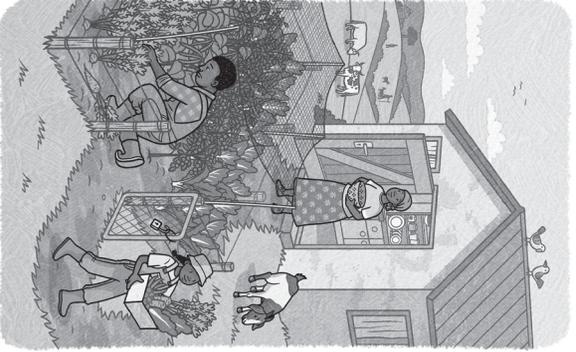
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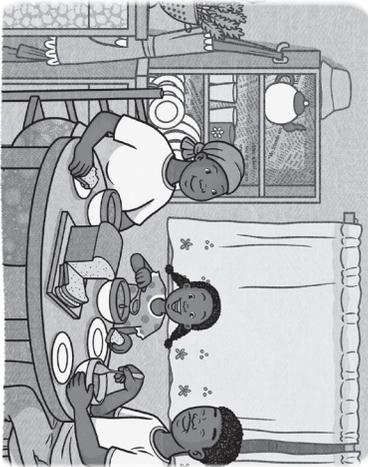
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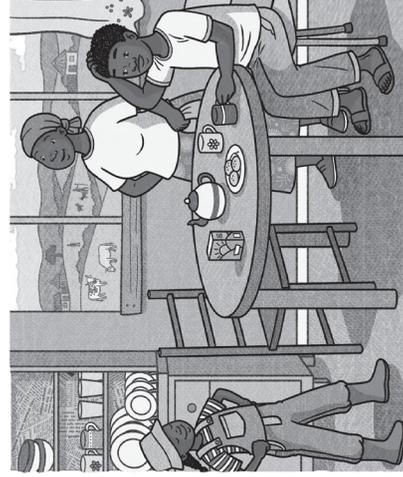
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2



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Temo na makhamba
ya swimilana



Buku leyi i ya:

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2



1

Xirhapa xa
Kokwana wa
xinuna Farouk



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d	a	s
h		

Buku leyi i ya:

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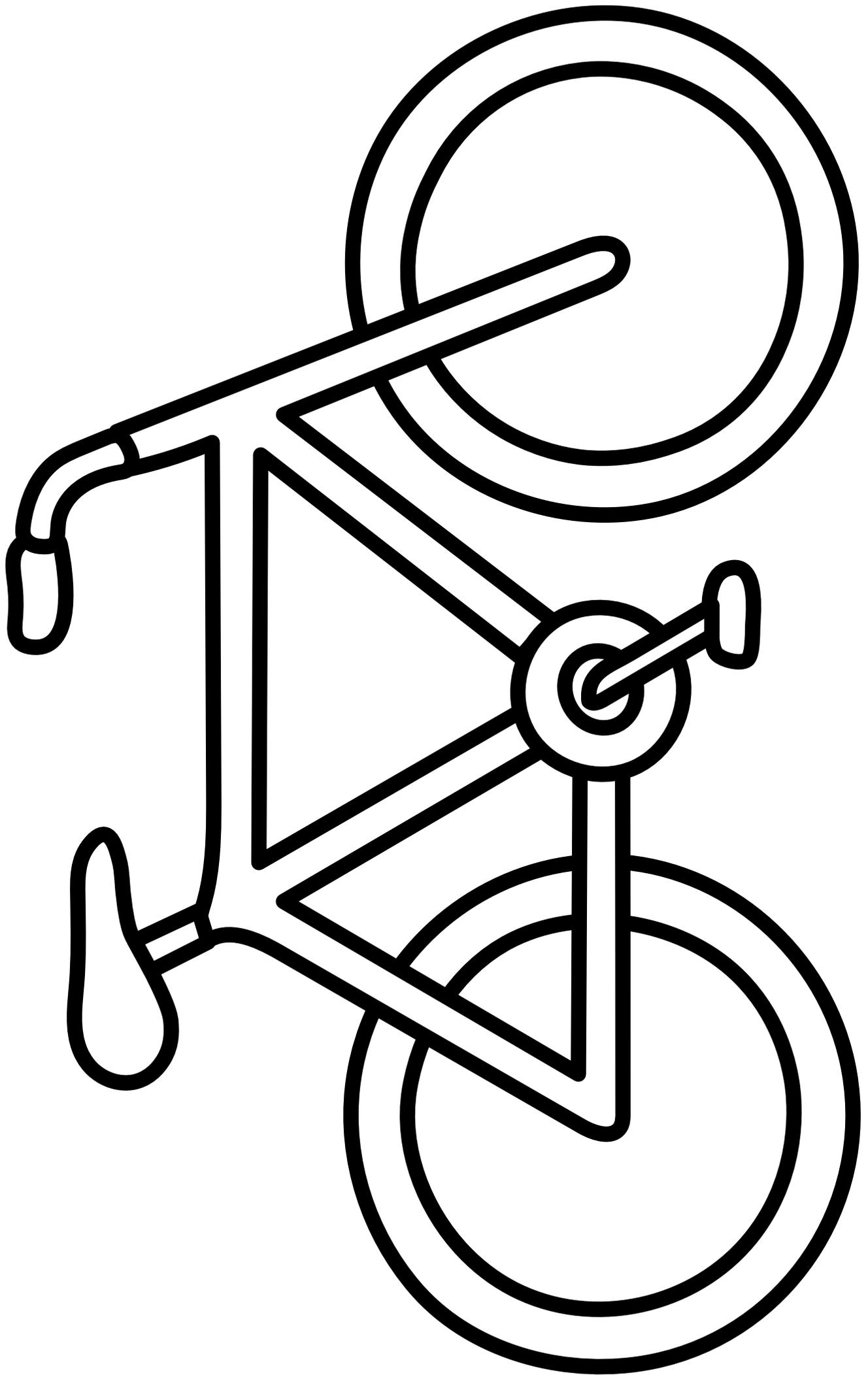


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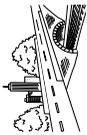
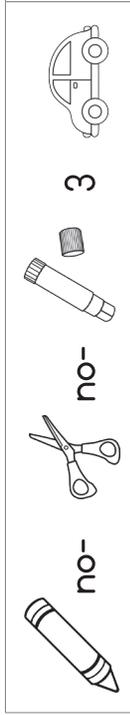


Xikanyakanya lexintshwa xa David: Pheji ra ngingiriko wa Xikanyakanya

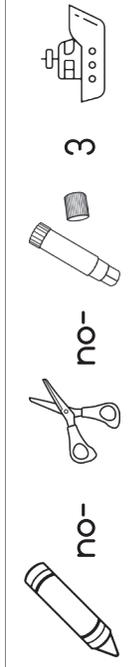




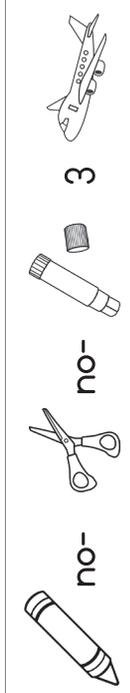
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misava



mati

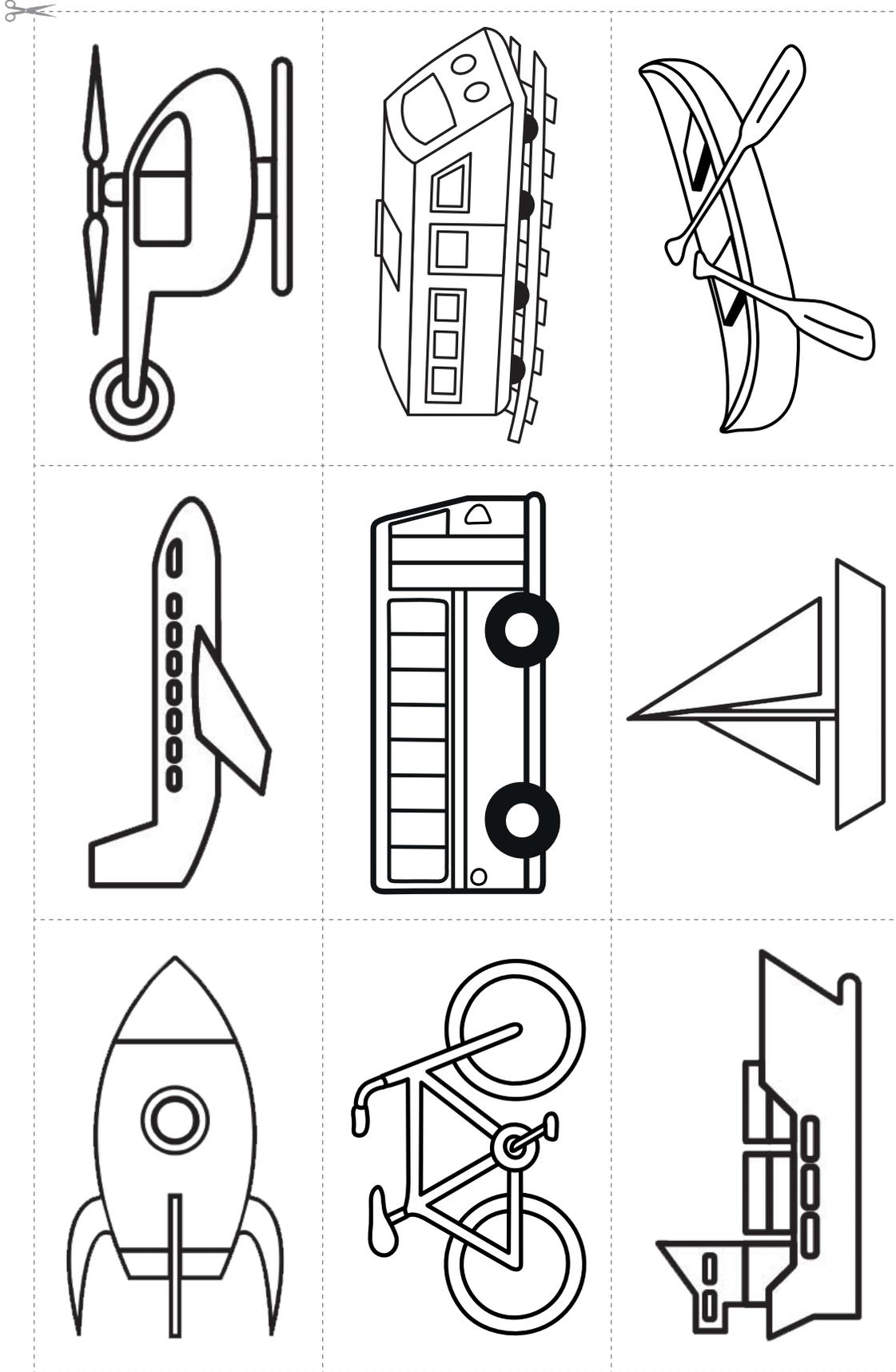


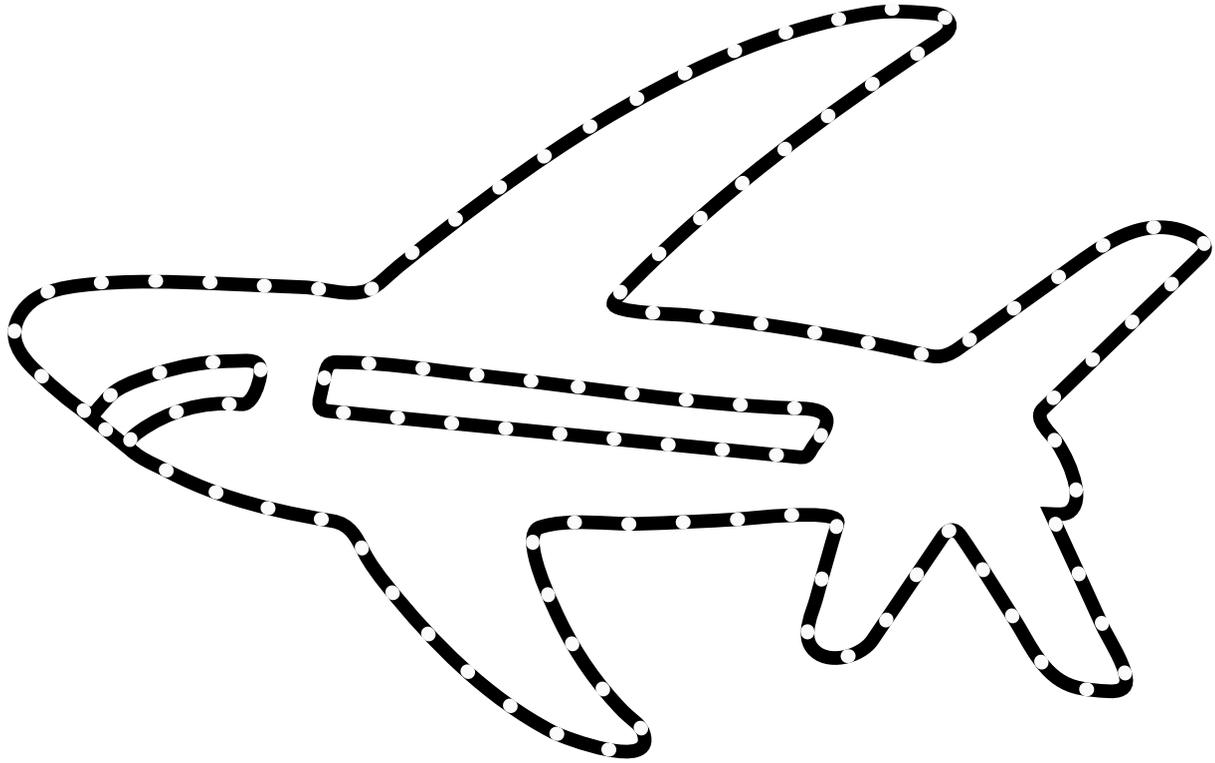
moya



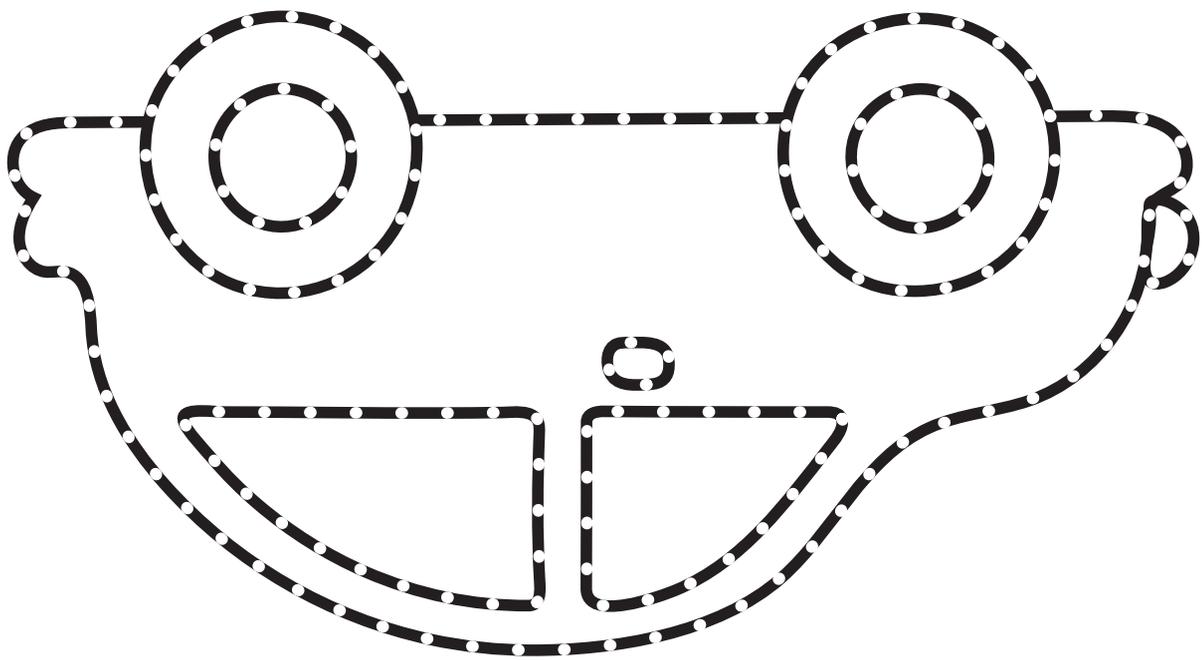


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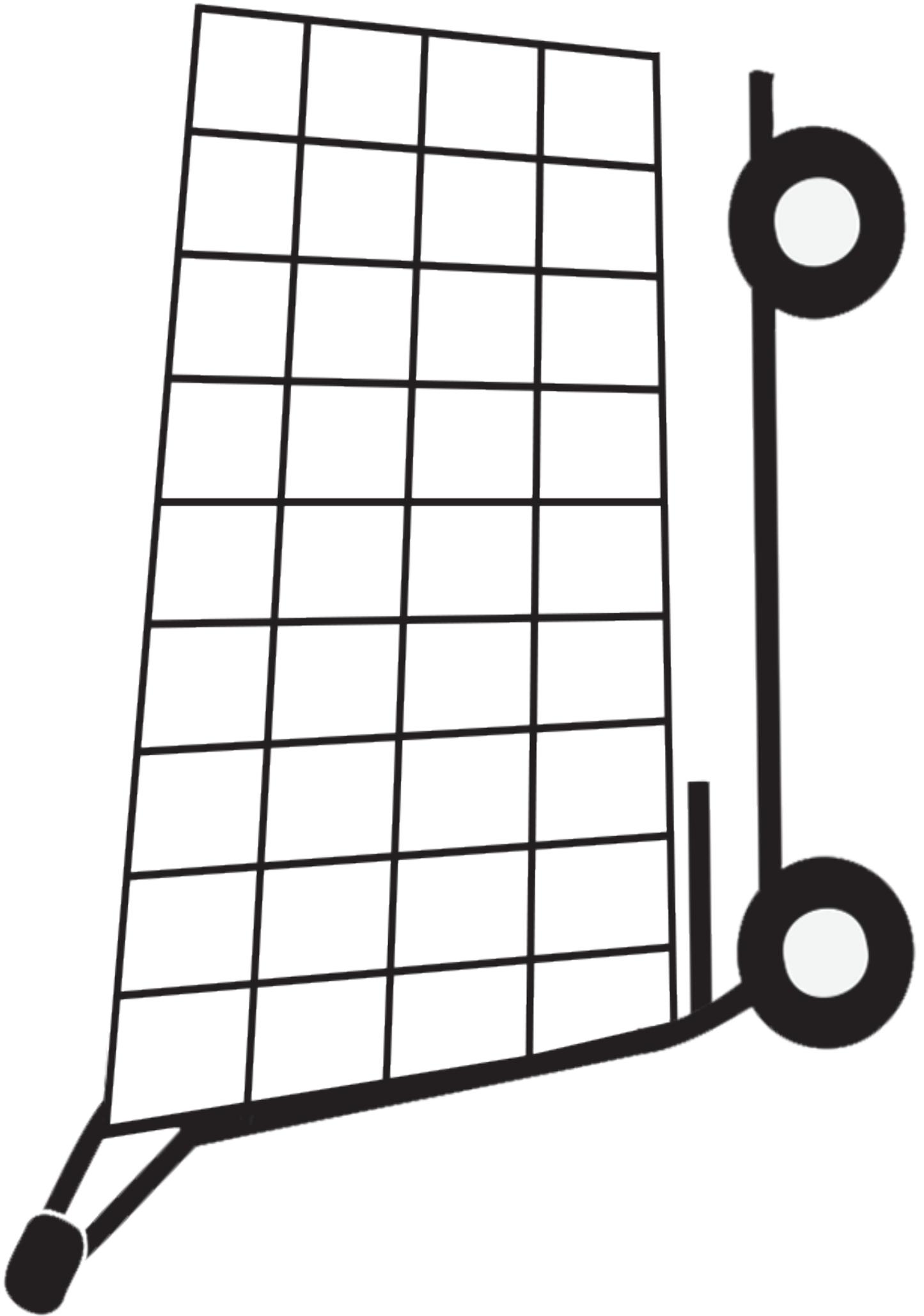


Xikanyakanya lexintshwa xa David: Pheji ra ngingiriko wa Swifambo



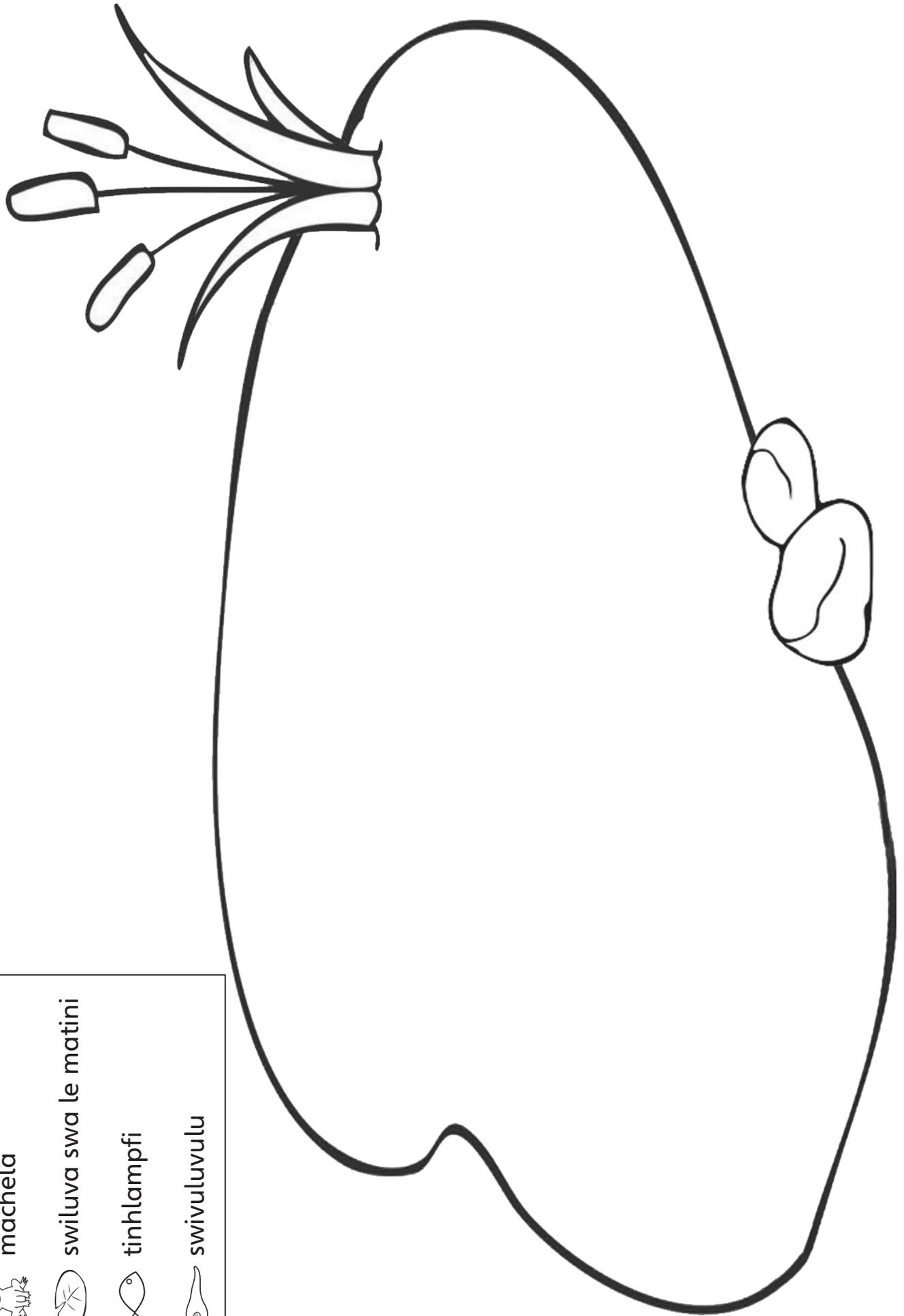


Spot a ya evhengeleni: Pheji ra ngingiriko wa Tiroli yo xava





Xivuluvulu lexitsongo: Pheji ra Nghingiriko wa Hlaya u endla

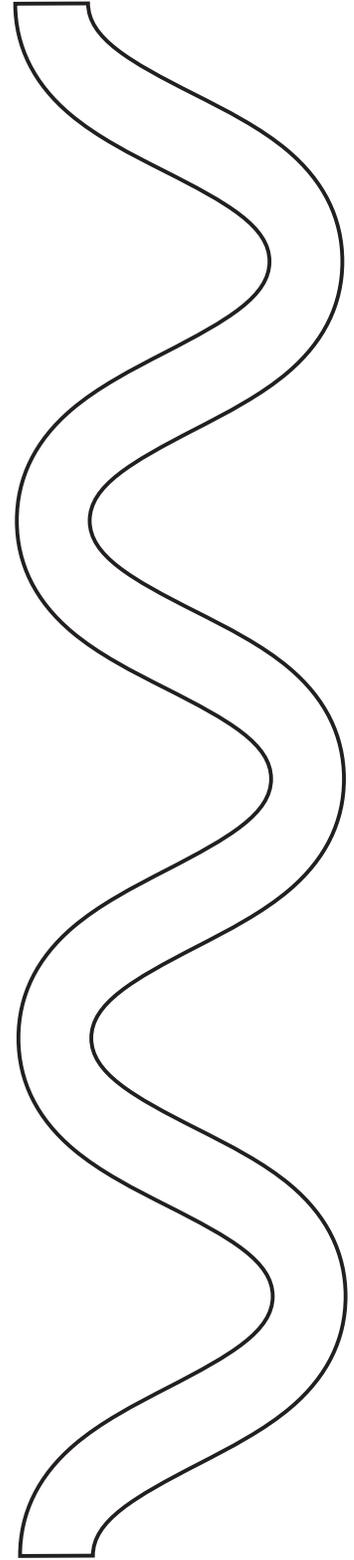
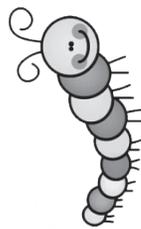
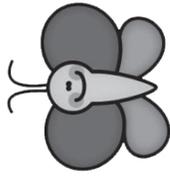
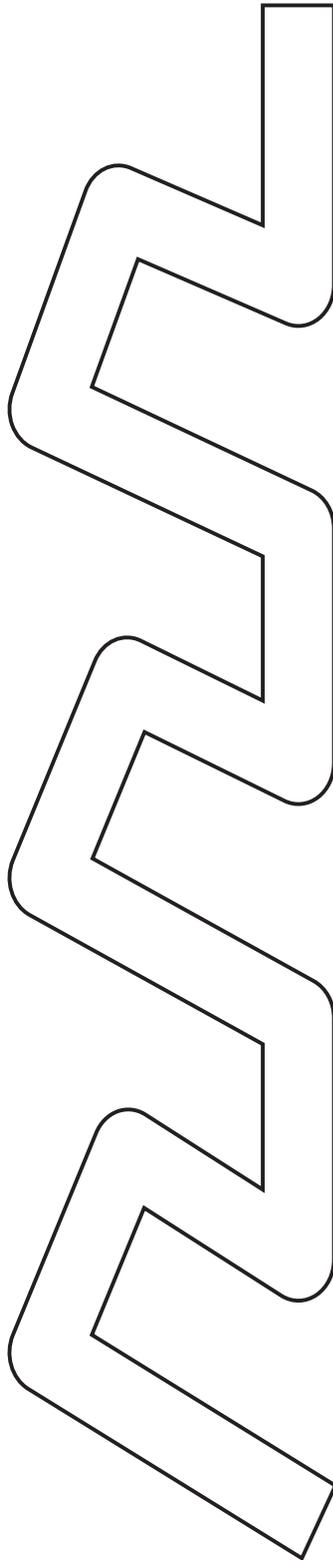
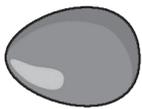
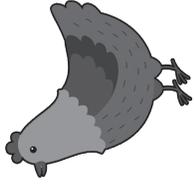
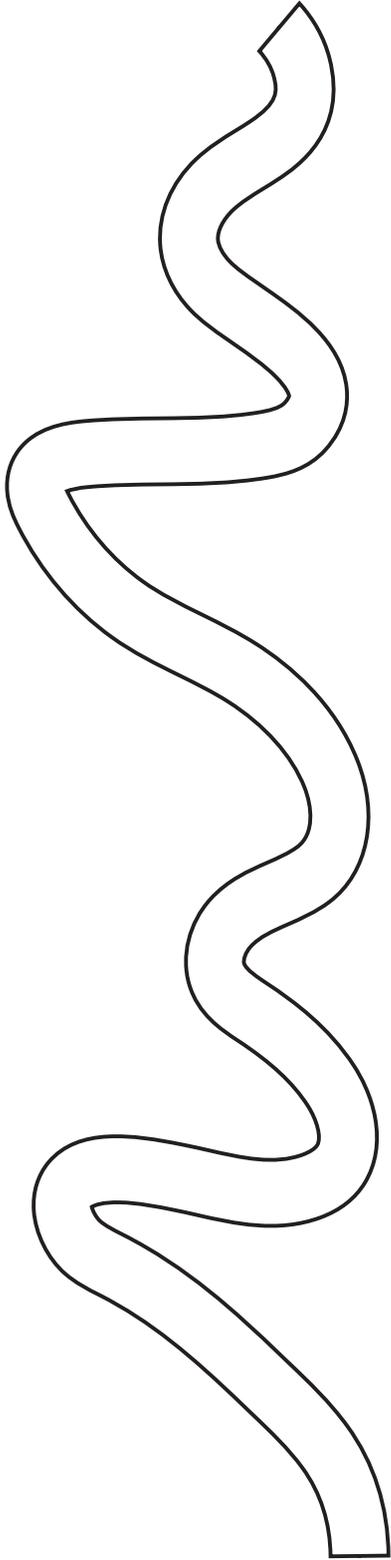


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|---|---|---|-----------------------|
| 1 |  |  | maribye |
| 2 |  |  | machela |
| 3 |  |  | swiluva swa le matini |
| 5 |  |  | tinhlampfi |
| 8 |  |  | swivuluvulu |



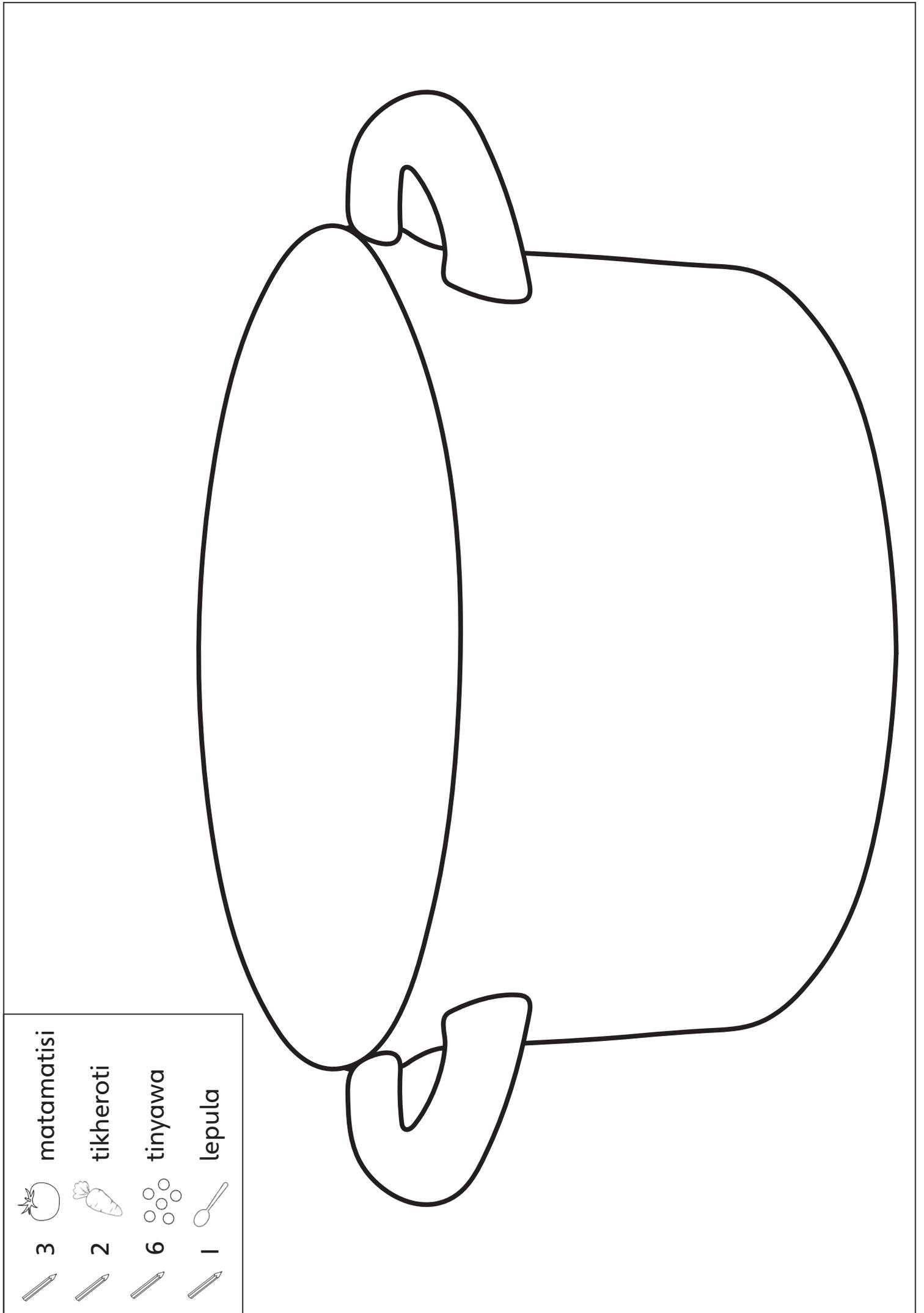


Xivuluvulu lexitsongo: Pheji ra ngingiriko wa Hlaya u endla





Temo na makhamba ya swimilana: Pheji ra nghingiriko wa Hlaya u endla

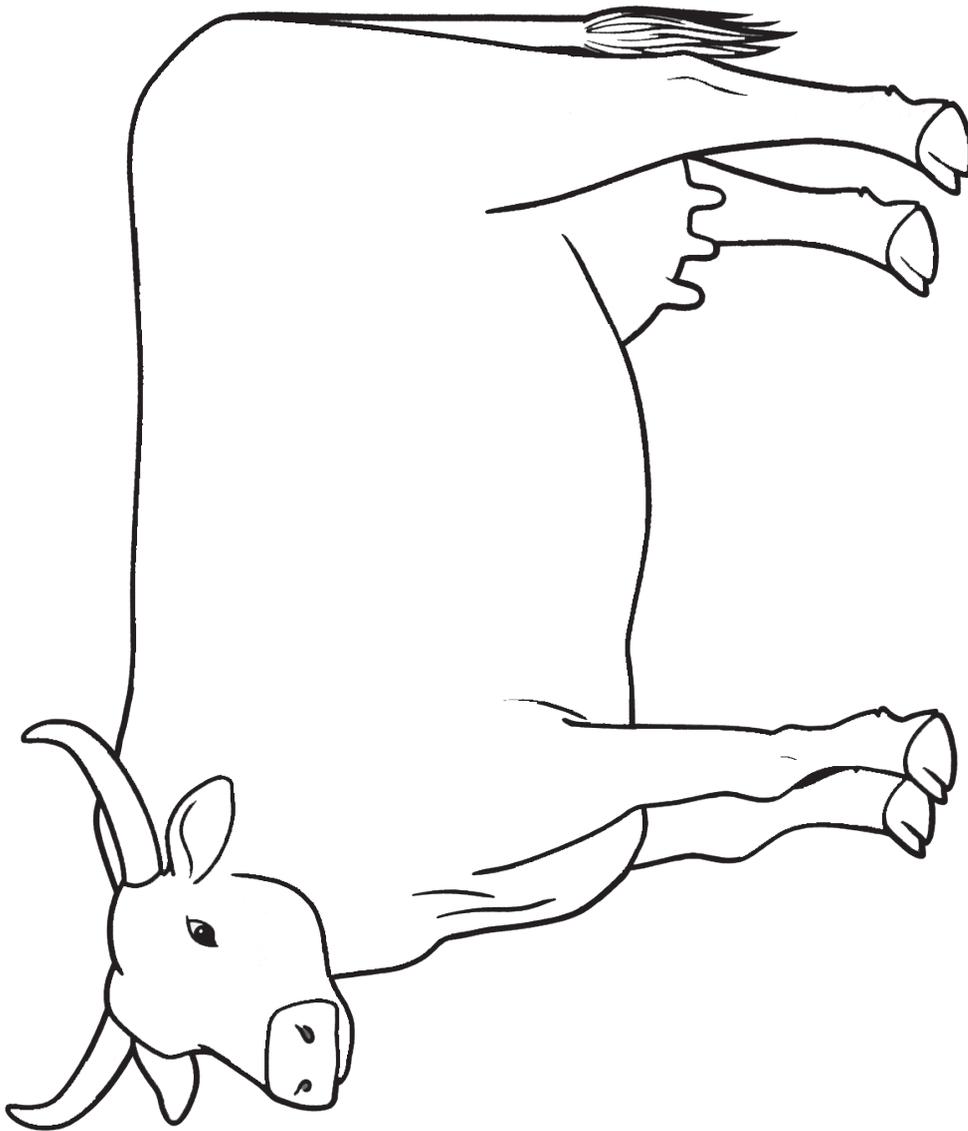


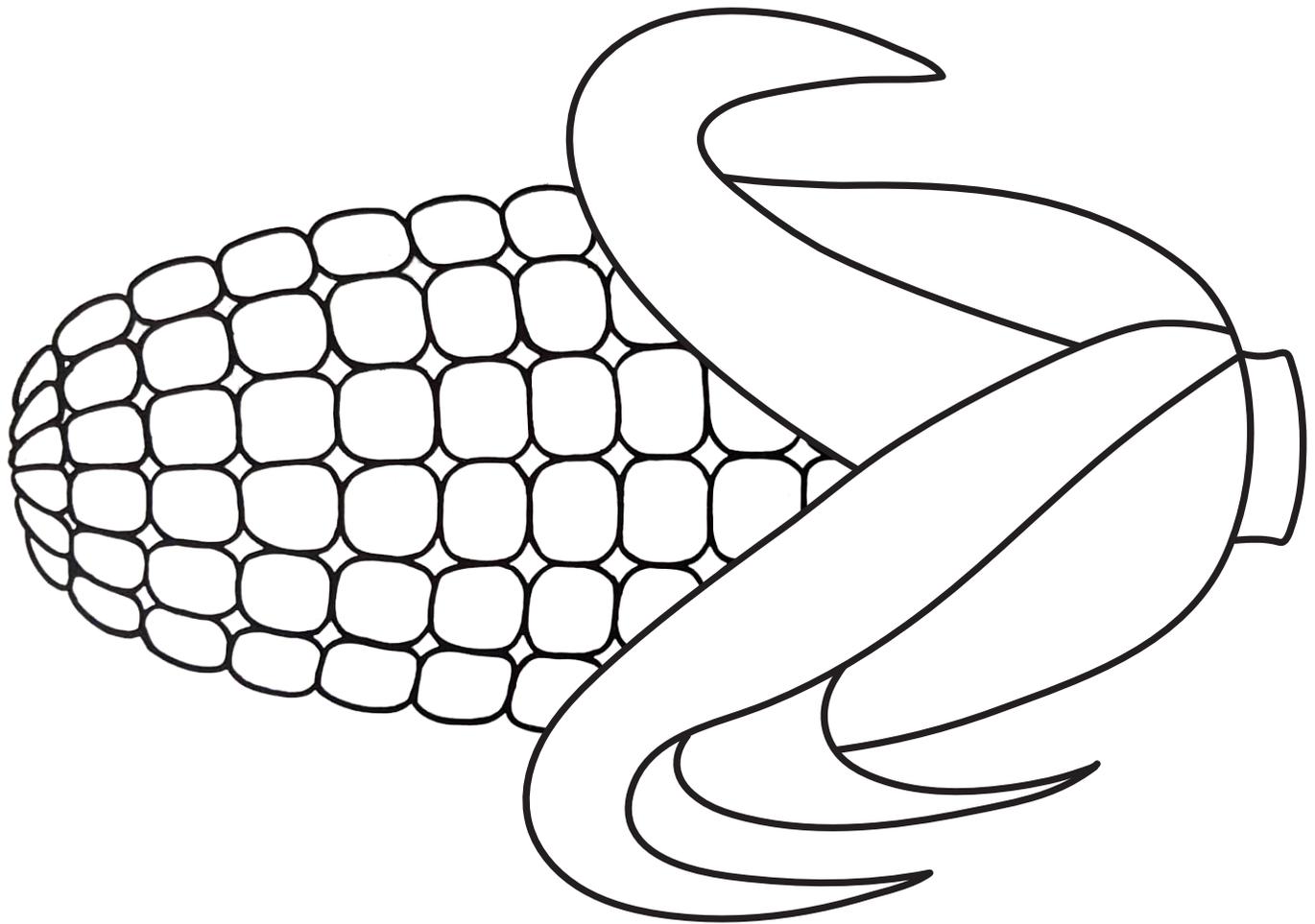
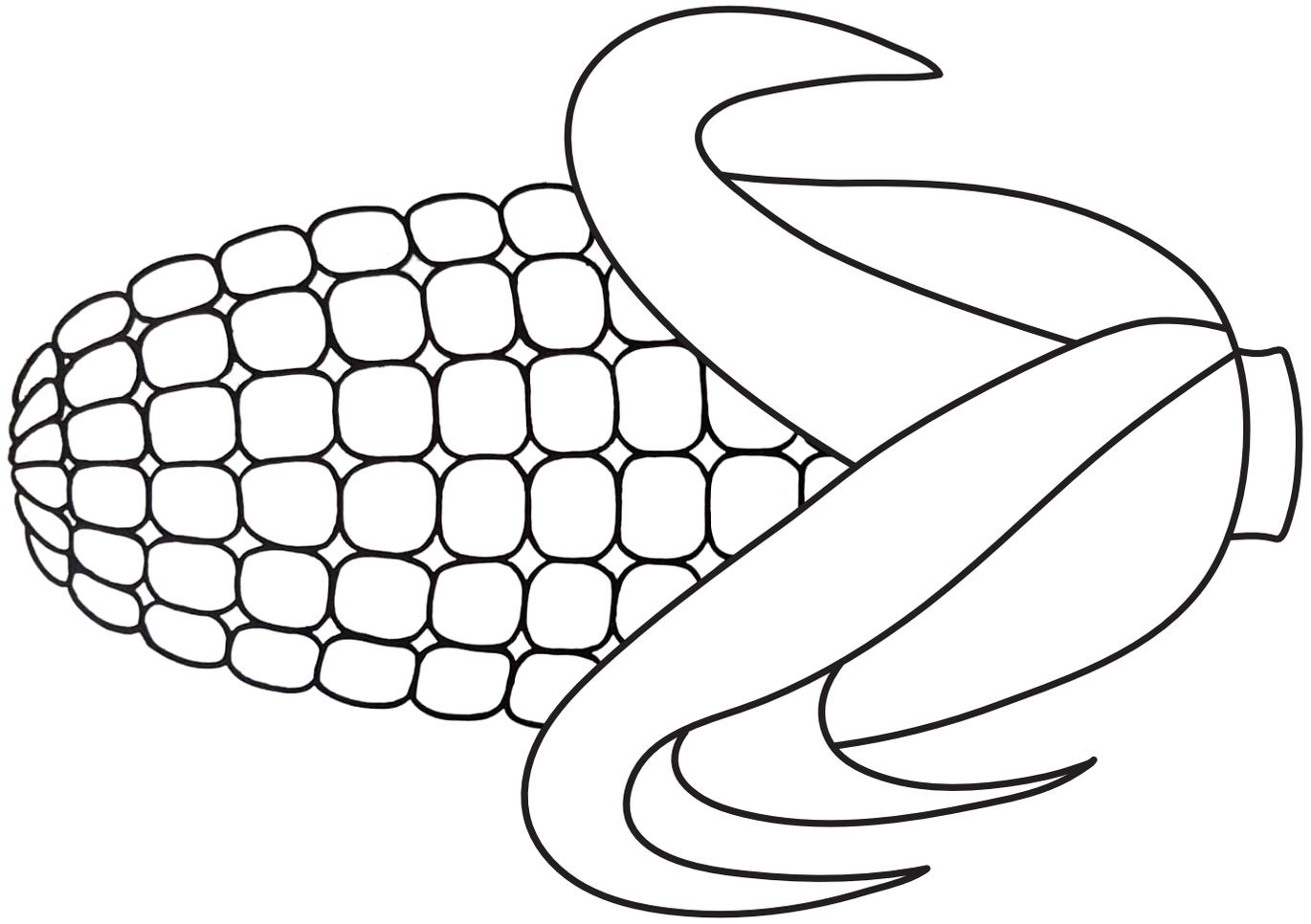
	3		matamatisi
	2		tikheroti
	6		tinyawa
	1		lepula





Temo na makhamba ya swimilana: Pheji ra ngingiriko wa Homu ya Temo





Temo na makhamba ya swimilana: Pheji ra nghingiriko wa Xifaki





Xirhapa xa Kokwana wa xinuna Farouk: Pheji ra nghingiriko wa Hlaya u endla

1  xivungwana

2  maphaphatana

3  tihumba

4  tinyoxi

5  tinxikwa

