

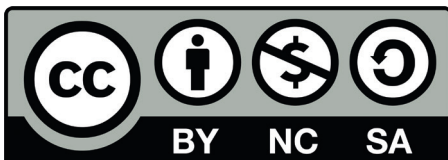
Uhlelo Lokwenza Ngcono Ulimi Ebangeni R
Grade R Language Improvement Programme

Umhlahlandlela Wemisebenzi Activity Guide

Ithemu 3
Term 3



IsiZulu | English



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★ Umlayezo Ovela KuMphathi Womnyango



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.

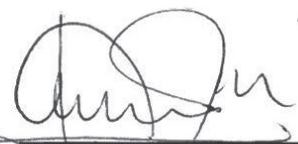
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

★ Isingeniso

Umhlahlandlela Womsebenzi weThemu 3

Umhlahlandlela Womsebenzi weThemu 3 wethula uhlaka lokufundisa ulimi lwasekhaya ebangeni R. Imisebenzi yokwenziwa kuwo isuselwa ezindabeni kanti ihlelwe ngokohlelo lokufundisa lwamasonto amabili endabeni ngayinye.

Qaphela lokhu okulandelayo:

- ★ uhla lwezinto odinga ukuzilungiselela kulokhu kufundisa indaba emasontweni amabili
- ★ uhlelo lwamasonto amabili olunemisebenzi yokwenziwa usuku nosuku aze aphele amasonto
- ★ ikhasi lokuhlola okuqhubekayo eliqukethe imisebenzi yokwenziwa yethemu elilungele ukusetshenziselwa ukuqopha inqubekela phambili kule themu
- ★ irubhrikhi yokuhlola
- ★ amakhasi akopishekayo omsebenzi wokwenziwa, izincwadi ezincane kanye nohlaka lwezinhlamvu.

Imithombo

Nansi imibono yezindaba, izindikimba zazo, kanye nezinhlamvu zokuqashelwa kuThemu 3.

Indaba	Indikimba	Imisindo okuzogxilwa kuyo
Ibhayisikili likaDavide elisha	Ezokuthutha	d no-k
USipoti uya esitolo	Imisebenzi eyenziwa ngabantu	z no-s
Unoshobishobi omncane	Amanzi	m no-w
UTemo namasela ezitshalo	Imifino	f no-t
Ingadi kaMkhulu uFaruki	Imvelo enemphilo	l no-v

Kuzodingeka uzakhele imithombo yakho ngokuhamba kwesikhathi ukuze ube nohlelo lokufundisa. Eminye imithombo inikezwe njengengxenywe yohlelo lokufundisa, eminye uzoziqoqela yona, kanti eminye uzoyenza wena qobo lwakho. Siphakamisa ukuthi ulungiselele isifundo sakho lisaqala isonto, ulungise izinto ozozidinga ngaphambi kwesikhathi. Kuqinisekise lokho konke kumi ngomumo ngaphambi kokuthi isifundo sigale, ukuze usisebenzise kahle isikhathi sakho uma sewunabafundi.

Izinto Ozozidingela Isifundo Solimi

Kumhlahlandlela Womsebenzi weThemu ngayinye uzothola izinto ozozidinga ezifana nalokhu:

- ★ amaphaphethi endaba ngayinye
- ★ izithombe zokulandelana kwendaba ngayinye
- ★ Incwadi Enkulu yendaba ngayinye
- ★ imidlalo namaphazili (*ngakunye kuzodinga ukusikwa kulungiswe*).

★ 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	d and k
Spot goes to the shop	Jobs people do	z and s
The little tadpole	Water	m and w
Temo and the plant thieves	Vegetables	f and t
Grandpa Farouk's garden	Healthy environment	l and v

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

Language resource pack

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

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



Izinsiza ozoziqoqa noma uzithenge

- ★ izinto okumele ziqoqwe ezihambisana nendaba ezizosetshenziswa uma kuxoxwa indaba, ukudlala ngokuzenzisa kanye nokulingisa
- ★ izinto ebesezilahlwe zobuciko kanye nezokwakha: amapuleti ephepha, izinkinobho, imbewu, izinti, amatshe amancane, izivalo zamabhodlela, amabhokisi amaqanda, ujeke wengilasi, opende beminwe abamibalabala, amehlo epulastiki (lokhu ungazikhethela), ifoyili, ithileyini lestyrofoam, indwangu, izinti zokuvungula, ithishu, iphasta
- ★ izinto ezishicilelwe ezimayelana nendaba ngayinye: izincwadi zezithombe, amapheshana okuthenga, amaphephabhuku kanye namaphosta
- ★ Inhlanganisela yamakhrayoni asamafutha, upende, kanye namabhulashi okupenda, isikele, iglu, amakoki namapeni okumaka ebhodini elimhlophe, iPrestiki
- ★ iphepha eliyi-A4, ikhadibhodi kanye nephepha leshadi elipheqekayo, iphepha elinamabala
- ★ izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha endabeni ngayinye
- ★ izinto zasemabhokisini ezinhlamvu, iphaphethi lesokisi, isikhwama esincane, indwangu, uthi lokushaya izimpukane olushibhile, ibhodwe, ubhasikidi, ukhezo olukhulu, isibuko esincane
- ★ izinto noma izithombe zesifanekiso sezinhlamvu emsebenzini wokwenziwa: iphepha elidala noma iphephandaba, usawoti
- ★ inhlama yokudlala, umata wenhlama yokudlala.

Ukulungiselela indaba ngayinye

- ★ Qoqa izinto zokusiza ukuxoxa indaba, zokulingisa kanye nezokudlala ukuzenzisa.
- ★ Enza ikhophi yamakhosi omsebenzi womfundi ngamunye.
- ★ Lungisa imidlalo kanye namaphazili ngokukufaka esikhwameni noma esitsheni
- ★ Yenza inhlama yokudlala uyibeke kumata wayo (indlela yokwenza ifakwe nayo emakhasini omsebenzi wokwenziwa).
- ★ Enza ikhophi bese ugoqa incwadi encane yomfundi ngamunye (imiyalelo ikhona emakhasini omsebenzi wokwenziwa).
- ★ Yakha amabhokisi amabili ezinhlamvu zendaba ngayinye: Gcwalisa isitsha sika ayisikhilimu ngezinto (ezifana nezithombe zezinto) ezinomsindo othile. Isibonelo, ibhokisi elinohlamvu **s** luzoba nezinto ezinamagama agcizelela umsindo **/s/**. Sebenzisa izinhlamvu zamagama ukuze kube lula ukukhetha izinto ezizongena emabhokisini. Bhala amagama ngaphandle kwamabhokisi usizwa yizihlaka zezinhlamvu. Kuwumbono omuhle ukuthungatha izihlaka lezi endwangwini, esiponjini noma kusaniphepha ukuze abantwana bakwazi ukusizwa ngokusithinta isimo sohlamvu.

Uhlelo Lwansuku Zonke Lokufundisa Ulimi Lwasekhaya Ebangeni R

Isikhathi sokuqaphela izinto ezibalulekile Olimini Lwasekhaya sidingeka ekilasini lonke kanye nasemisebenzini eyenziwa ngamaqenjana amancane nsuku zonke. Imisebenzi wokwenziwa ingahlelwa ngezindlela ezahlukahlukene:

- ★ Uthisha angahola ikilasi emi phambi kwalo.
- ★ Uthisha angahlala neqenjana elincane alisize ukuze abafundi basebenze ngokucophelela.
- ★ Uthisha uchaza umsebenzi wokwenziwa bese ecela abafundi ukuthi basebenze ngokuzimisela bengamaqenjana.

Indlela yokusebenza ngokwamasonto amabili yethula imisebenzi wokwenziwa yansuku zonke emasontweni amabili. Leyo misebenzi yenziwe ngendlela yokuthi yakha iphinde ifake umfutho olimini lwendaba, bese ithuthukisa ukufunda ngokucaphuna kokushiwo yindaba. Lolu hlelo luyaphindaphindeka kulo msebenzi wamasonto amabili. Ukulandela lolu hlelo kugcina sekujwayeleka bese kusiza uthisha kanye nabafundi ngokufanayo. Othisha baba nomdlandla wokufundisa ngale ndlela, abafundi bona bazizwe beneqholo ngesizathu sokwazi ukuthi yini elindeleke kubo.





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ scrap materials for art and construction activities: paper plates, buttons, seeds, sticks, pebbles, bottle tops, egg boxes, glass jars, different colour finger paints, plastic eyes (optional), tin foil, styrofoam trays, fabric, toothpicks, tissue paper, macaroni/pasta
- ★ printed materials connected to each story: picture books, shopping flyers, magazines, maps and posters
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, kokis and markers, Prestik
- ★ A4 paper, coloured paper, cardboard and flipchart 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
- ★ items or small pictures for letter template activities: scrap paper or newspaper, salt
- ★ 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.





Uhlelo lwamasonto amabili olimini lwasekhaya






Isonto 1

Umsebenzi wekilasi lonke	uMsombuluko	uLwesibili	uLwesithathu	uLwesine	uLwesihlanu
Imisebenzi yokwenziwa esuselwa endabeni	Ukuxoxa indaba nokwakha uhlu lwamagama amasha	Ukuxoxa indaba kanye nokucula	Ukuxoxa indaba kanye nokuyidlala	Ukulandelanisa izithombe	Yakha, udwebe bese uyabhala
	Abafundi indaba bayizwa okokuqala ngenkathi befunda amagama amasha.	Abafundi baphinda balalele indaba futhi, bacule iculo elihambisana nendaba.	Abafundi badlala izindawo ezahlukahlukene besebenzisa ulimi lwendaba ngokwabo, ngenkathi ixoxwa indaba.	Abafundi bayayixoxa futhi indaba besebenzisa izithombe.	Abafundi bayayimela imibono yabo ngendaba ngokwenza utho, umdwebo, isithombe noma ngokuzibandakanya ekubhaleni bebambisene.
Imisebenzi yokwenziwa ngohlamvu nangemisindo	Ukwethula umsindo othathwe endabeni	Ukwakha uhlamvu	Amabhokisi ezinhlamvu	Ukulalela imisindo okugxilwe kuyo	Ukuhlanganisa nokuhlukanisa (amalunga)
	Abafundi bethulelwa umsindo okuzogxilwa kuwo kanye nohlamvu oluxhumene namagama asuselwa endabeni.	Abafundi bakha uhlamvu okugxilwe kulo besebenzisa izinto ezahlukahlukene, okubasiza ukukhulisa izinzwa zabo zomzimba.	Abafundi babona, babamba baphinde bakhulume ngezinto nangezithombe ezinohlamvu okugxilwe kulo.	Abafundi bahlonza imisindo okugxilwe kuyo emagameni.	Abafundi baxuba imisindo ukwenza amagama bese behlukanisa imisindo yamagama.
Imisebenzi yokwenziwa ngamaqembu amancane	uMsombuluko	uLwesibili	uLwesithathu	uLwesine	uLwesihlanu
UStella uyakhomba ukuthi yimiphi imisebenzi yamaqenjana abafundi azosizwa nguthisha usuku ngalunye.					
Iqembu elisasibhakabhaka	Umsebenzi 1: Ukudweba nokubhala okuvelayo 	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa
	Abafundi baqopha imibono yabo ngokudweba kanye nangokubhala okuvelayo.	Abafundi benza amaphazili bese bedlala imidlalo ebandakanya ulimi.	Abafundi bafunda ngokuzimela bathokozele izincwadi kanye nokunye okuphrintiwe.	Abafundi benza imisebenzi edinga imizimba yabo bazijwayeze nokwakha izinhlamvu.	Abafundi bakhela phezu kolimi lwendaba bese benza sengathi bayadlala.
Iqembu elisatshani	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo 	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla
Iqembu eliphuzi	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo 	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela
Iqembu elibomvu	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo 	Umsebenzi 2: Amaphazili nemidlalo
Iqembu elibukhwebezane	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo 



The Home Language two-week cycle

Week 1

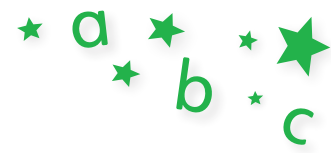
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	Storytelling and building vocabulary Learners hear the story for the first time while learning new vocabulary.	Storytelling and singing Learners listen to the story again and sing a song related to the story.	Storytelling and role play Learners take on different roles and use the story language themselves, while the story is narrated.	Sequencing pictures Learners retell the story by using pictures.	Make, draw and write Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.
	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.
Letter and sound activities					
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.
	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 green 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 yellow 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 red 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 










Isonto 2

Umsebenzi wekilasi lonke	uMsombuluko	uLwesibili	uLwesithathu	uLwesine	uLwesihlanu
Imisebenzi yokwenziwa esuselwa endabeni	Okunye ukulandelanisa izithombe	Ukufunda ngokubambisana – Incwadi Enkulu	Ukuzejwayeza ukulalela	Funda bese wenza	Yakha, udwebe bese uyabhala
	Abafundi bahlanganisa ulwazi lwabo lwezindaba ngokulandelanisa izithombe ngokuzimela	Abafundi balalela indaba abayaziyo lapho ifundwa ngenkathi uthisha enza isibonelo sokuthi kufundwa kanjani	Abafundi balalela ngokucophelela baphinde balandele imiyalelo eyenziwayo	Abafundi bahumusha izifanekiso zezithombe kanye nezokushicilelwe	Abafundi bayayimela imibono yabo ngendaba ngokwenza utho, umdwebo, isithombe noma ngokuzibandakanya ekubhaleni bebambisene.
Imisebenzi yokwenziwa ngohlamvu nangemisindo	Ukwethula umsindo othathwe endabeni	Ukwakha uhlamvu	Amabhokisi ezinhlamvu	Ukulalela imisindo okugxilwe kuyo	Ukuhlanganisa nokuhlukanisa (amalunga)
	Abafundi bethulelwa umsindo okuzogxilwa kuwo kanye nohlamvu oluxhumene namagama asuselwa endabeni.	Abafundi bakha uhlamvu okugxilwe kulo besebenzisa izinto ezahlukahlukene, okubasiza ukukhulisa izinzwa zabo zomzimba.	Abafundi babona, babamba baphinde bakhulume ngezinto nangezithombe ezinohlamvu okugxilwe kulo.	Abafundi bahlonza imisindo okugxilwe kuyo emagameni.	Abafundi baxuba imisindo ukwenza amagama bese behlukanisa imisindo yamagama.
Imisebenzi yokwenziwa ngamaqembu amancane	uMsombuluko	uLwesibili	uLwesithathu	uLwesine	uLwesihlanu
	UStella uyakhomba ukuthi yimiphi imisebenzi yamaqenjana abafundi azosizwa nguthisha usuku ngalunye.				
Iqembu elisasibhakabhaka	Umsebenzi 1: Ukudweba nokubhala okuvelayo	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa
	Abafundi baqopha imibono yabo ngokudweba kanye nangokubhala okuvelayo.	Abafundi benza amaphazili bese bedlala imidlalo ebandakanya ulimi.	Abafundi bafunda ngokuzimela bathokozele izincwadi kanye nokunye okuphrintiwe	Abafundi benza imisebenzi edinga imizimba yabo bazijwayeze nokwakha izinhlamvu.	Abafundi bakhela phezu kolimi lwendaba bese benza sengathi bayadlala.
Iqembu elisatshani	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla
Iqembu eliphuzi	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela
Iqembu elibomvu	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo	Umsebenzi 2: Amaphazili nemidlalo
Iqembu elibukhwebezane	Umsebenzi 2: Amaphazili nemidlalo	Umsebenzi 3: Ukufunda ngokuzimela	Umsebenzi 4: Amakhono omzimba nokubhala ngesandla	Umsebenzi 5: Ukulingisa kokuzenzisa	Umsebenzi 1: Ukudweba nokubhala okuvelayo



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



Uhlelo lwemisebenzi yokwenziwa olulungiswe ngokwe-CAPS

Leli thebhula likhombisa imisebenzi yokwenziwa ngokwakha amakhono olimi ku-CAPS ohlelweni lwamasonto amabili, kanti luyakhombisa ukuthi ungayisebenzisa kanjani lemisebenzi yokwenziwa ukuhlola inqubekela phambili yabafundi ngokwesesekelo sokuhlola nge-CAPS.

Uhlelo lokufundisa lwamasonto amabili	Imisebenzi yekilasi lonke ebhekiswe endabeni	Amakhono olimi ngokwe-CAPS	Uhla lwezinto zokuqinisekiswa	Irubhriki yokuhlola
			(kwakhelwe esesekelweni sokuhlola nge-CAPS)	
Isonto 1: UMsombuluko	Ukuxoxa indaba nokwakha uhlu lwamagama amasha	Ukulalela nokukhuluma	Ulalela izindaba ezimfushane azenamele bese ehlanganyela emculweni ngesikhathi esifanele Uyayibuza imibuzo	
ULwesibili	Ukuxoxa indaba kanye nokucula	Ukulalela nokukhuluma	Uyawacula amaculo alula awanyakazele (ngokusizwa)	
ULwesithathu	Ukuxoxa indaba kanye nokuyidlala	Ukulalela nokukhuluma	Wenza okusendabeni ngokwenza iminyakazo kanye nemisebenzi esamidlalo	
ULwesine	Ukulandelanisa izithombe	Ukulalela nokukhuluma		Irubhriki 1 Ukulalela nokukhuluma: Uyazixoxa izindaba aziphindaphinde ngamazwi akhe
ULwesihlanu	Yakha, udwebe bese uyabhala	Ukulalela nokukhuluma Ngesandla kokuqala	Uyayifaka imibono esebenzisa imidwebo bese ehlanganyela futhi emishweni ngesikhathi ikilasi libhala Uyadweba noma appende izithombe ukudlulisa imilayezo	
Isonto 2: UMsombuluko	Okunye ukulandelanisa izithombe	Ukulalela nokukhuluma Ukufunda nokubuka		Irubhriki 2 Ukulalela nokukhuluma: Uyazihlela izithombe ezithile ngendlela yokuthi ziyakhe indaba kube nokulandelana okunomqondo ezehlakalweni uma zixoxwa endabeni eyakhekile
ULwesibili	Ukufunda ngokubambisana – Incwadi Enkulu	Ukufunda nokubuka	Uyayifunda imibhalo ekhulisiwe njengezinkondlo, izincwadi ezinkulu namaphosta nekilasi lonke	
ULwesithathu	Ukuzewayeza uku lalela	Ukulalela nokukhuluma	Uyayilalela imiyalelo elula bese enza okufanele	
ULwesine	Funda bese wenza	Ukufunda nokubuka	Uyalibona igama lakhe kanye namagama abanye abafundi	
ULwesihlanu	Yakha, udwebe bese uyabhala	Ukulalela nokukhuluma Ngesandla kokuqala	Ufaka imibono ngemibono esebenzisa imidwebo bese ehlanganyela futhi emishweni ngesikhathi ikilasi libhala Uyadweba noma appende izithombe ukudlulisa imilayezo	



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	



Uhlelo lokufundisa lwamasonto amabili	Imisebenzi yekilasi lonke ebhekiswe endabeni	Amakhono olimi ngokwe-CAPS	Uhla lwezinto zokuqinisekiswa	Irubhrikhi Yokuhlola
Isonto 1 no-2: UMsombuluko	Ukwethula umsindo othathwe endabeni	Imisindo		Irubhrikhi 1 Imisindo, Ukufunda Nokubuka: Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo
ULwesibili	Ukwakha uhlamvu	Ukubhala kahle	Uyazakha izinhlamvu ngezindlela ezahlukene esebenzisa ukupenda ngeminwe, ukupenda ngamabhulashi, ngamakhrayoni asamafutha, njll. esukela lapho kufanele khona athathe inkombandlela efanele	Irubhrikhi 1 Ukubhala kahle ngesandla kokuqala: Uyathuthuka ngamakhono okunyakazisa izicubu ezincane kanye nokusebenzisa umzimba
ULwesithathu	Amabhokisi ezinhlamvu	Imisindo	Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo ikakhulu abangasekuqaleni kwegama	Irubhrikhi 1 Imisindo, Ukufunda Nokubuka: Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo
ULwesine	Ukulalela imisindo okugxilwe kuyo	Imisindo		Irubhrikhi 2 Imisindo, Ukufunda Nokubuka: Uqala ukuqonda ukuthi amagama akhiwa ngemisindo: uyawethula umsindo wokuqala osegameni lakhe
ULwesihlanu	Ukuhlanganisa nokuhlukanisa	Imisindo	Uyakwazi ukwehlukanisa amalunga emagameni amalunga-maningi: uyakusebenzisa ukushaya izandla noma isigubhu elungeni ngalinye egameni noma ahlonze inani lamalunga (eshaya izandla) uma ekilasini kusetshenziswa amagama abafundi	
Uhlelo lokufundisa lwamasonto amabili	Imisebenzi yekilasi lonke ebhekiswe endabeni	Amakhono olimi ngokwe-CAPS	Uhla lwezinto zokuqinisekiswa	Irubhrikhi Yokuhlola
Isonto 1 no-2: UMsombuluko	Ukudweba nokubhala okuvelayo	Ngesandla kokuqala	Wenza sengathi uyabhala wenza imidwebo engewona amagama. 'Bafunda' imibhalo yabo ' bafunda' abakubhale noma kanjani ngemidwebo Amakhrayoni uwabamba ngendlela efanele esebenzisa indlela elibanjwa ngayo ipensela	Irubhrikhi 2 Ukubhala kahle ngesandla kokuqala: Uyazidweba izithombe eziveza umqondo oqavile ezindabeni, emaculweni noma emilolozelweni Irubhrikhi 3: Uyakuqonda ukuthi ukubhala kanye nokudweba yizinto ezingafani: ukwenza sengathi uyabhala uyakwenza ngemigqa egobile
ULwesibili	Amaphazili nemidlalo	Imisindo Ukulalela nokukhuluma	Sebenzisa ulimi ukucabanga nokuthola isisusa: ifanisa izinto ezihamba ndawonye bese iqhathanise izinto ezahlukene	Irubhrikhi 1 Imisindo, Ukufunda Nokubuka: Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo
ULwesithathu	Ukufunda ngokuzimela	Ukufunda nokubuka	"Ufunda" izincwadi ukuzijabulisa ngokuzimela kumtapo wezincwadi noma kwikhona lokufunda ekilasini Ubamba incwadi ngendlela efanele bese uphenya amakhasi ngendlela efanele	Irubhrikhi 3 Imisindo, Ukufunda Nokubuka: Uyakwazi ukwakha indaba yakhe "ngokufunda" izithombe
ULwesine	Amakhono omzimba nokubhala ngesandla	Ukubhala kahle	Uyazakha izinhlamvu ngezindlela ezahlukene esebenzisa ukupenda ngeminwe, ukupenda ngamabhulashi, ngamakhrayoni asamafutha, njll. esukela lapho kufanele khona athathe inkombandlela efanele Uyazikopisha izinhlamvu azaziyo ezisegameni lakhe emsebenzini wokubhala: uyalikopisha igama lakhe Uthuthukisa ukulawula izicubu ezincane, esebenzisa isikelo ukusika amaphepha, imifanekiso, izimo, njll.	Irubhrikhi 1 Ukubhala kahle ngesandla kokuqala: Uyathuthuka ngamakhono okunyakazisa izicubu ezincane kanye nokusebenzisa umzimba
ULwesihlanu	Ukulingisa kokuzenzisa	Ukulalela nokukhuluma Ngesandla kokuqala	Uyakulingisa ukubhala emidlalweni: uyayithatha imilayezo yocingo, abhale ithikithi lomgwaqo, njll. Uyakukopisha okushicilelwe okuseduze kwakhe ngenkathi edlala.	





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	

★ Ibhayisikili likaDavide elisha

Indaba

UDavide wayehlala ejabule kakhulu, ethanda ukudlala nabangane bakhe. Kodwa kwakunento eyodwa ayeyifisa kakhulu empilweni yakhe – kwakungukuba nebhayisikili lakhe. Abangane bakaDavide babenawo bona amabhayisikili, kwakuthi uma behamba ngawo beya esikoleni kanyekanye, uDavide abaphakamisele isandla efisa naye ukukwazi ukugibela ibhayisikili.

Lwafika usuku lwakhe lokuzalwa uDavide. Wezwa efisa sengathi oyise benonina bangamthengela ibhayisikili njengesipho sosuku lakhe lokuzalwa. Bavele bambiza abazali, bathi, "Usuku oluhle lokuzalwa, Davide! Woza uzobona ukuthi sikuphatheleni!" Wasuka ngejubane uDavide waya kubona, wafika – qagela ukuthi wabonani – ibhayisikili elihle elicwebezelayo elibomvu. Kwakuthi akandize. "Ngiyabonga, mama nobaba!" kusho yena. "Ibhayisikili yisona sipho ebengisifisa kakhulu. Sengizokwazi ukuhamba ngebhayisikili ngiye esikoleni kanye nabangane bami."

Wayejabule kakhulu uDavide. Washo wafaka isigqoko sokuzivikela, wahlala phezu kwalo ibhayisikili lakhe elisha. Yenzeka indaba, wawa phela wabhuquza enhlabathini. Wavuka wazama ukuligibela futhi. Wawa. Wayengazi ukuthi wayengakwazi ukugibela ibhayisikili.

Walidudula-ke manje walifaka ekamelweni lakhe, walincikisa eduze kombhede. Zonke izinsuku wayelokhu elipholisha licwebezele. "Kodwa ngizofunda nini ukuligibela?" ecabanga.

"Davide, woza nebhayisikili lakho, siwagibeleni sonke," kucela omunye wabangane bakhe. UDavide wayelokhu ehlezi ekamelweni engaphumi. Wayenamahloni engafuni ukutshela abantu imfihlo yakhe, ukuthi wayengakwazi ukugibela ibhayisikili.

Njalo ebusuku uDavide ubehlala alinde kuze kube mnyama, bese edudula ibhayisikili lakhe aye nalo engadini lapho engabonwa muntu khona. Wayezama ephindelela ukugibela ibhayisikili, elokhu ewa njalo nje alimale.

Ngobunye ubusuku, u-Ana umngane kaDavide, wambona esengadini. Ngokuthi wayenomusa, wazama ukusiza umngane wakhe.

"Davide!" kumemeza yena. "Ngicela ukusiza." Wafika nempela walibamba ibhayisikili wagijima emva kwalo. Wawa kwaba kanye uDavide, wawa okwesibili; akangabe esawa-ke manje. Empeleni akaphindanga wawa.

"Hhayi bo, sengiyakwazi ukugibela ibhayisikili!" esho ememeza uDavide, ibhayisikili seligijima.

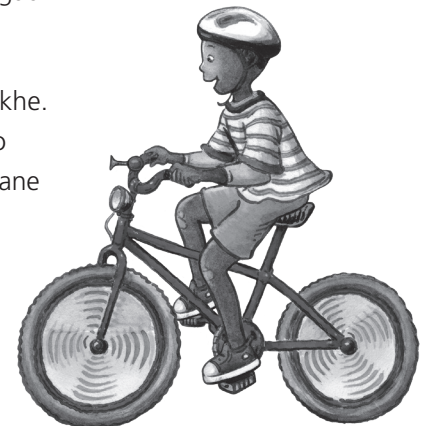
"Yo-yo!" kumemeza u-Ana.

"Yo-yo!" kumemeza uDavide ezibona esekwazi ukuzungeza ingadi.

"Ngiyabonga kakhulu ngosizo lwakho, Ana!"

Bambiza uDavide ngakusasa abangane bakhe. Weza eseligibele nempela ibhayisikili lakhe. Wayejabule kakhulu, ekhumbula ukuthi ubelokhu ezama ukuligibela ibhayisikili ngisho selimwise kaningi. Kwavele kwaba mnandi-ke manje lapho esegibela ahambe nabangane bakhe baye esikoleni.

Iphela lapho indaba.



★ 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.





Iculo

Ngiyathanda ukugibela ibhayisikili
Ngiligibela nsuku zonke
Ngiya ngalo esikoleni

Ngishova ngizungeze
Ngishova ngiye le ngiye le,
Ngishova ngishwibeke,
Ngishova ngijikajike ngijikajike

Ngiyathanda ukugibela ibhayisikili
Ngiyathanda ukugibela ibhayisikili
Nawe ungeza uzoligibela nami



(Usebenzise iculo elakho.)

Amagama amasha endabeni

Amagama awukhiye:	ibhayisikili	abangane	fisa	gibela	usuku lokuzalwa	isigqoko sokuzivikela
Amagama ongeziwe:	sala kahle	pholisha	ukuwa	imfihlo	cwebezela	izimpondo
	umgwaqo	ikamelo	siza	umnyama	umusa	zama





Song

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

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

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



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

Vocabulary from the story

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





Nakhu ozokudinga:

- Indaba: *Ibhayisikili likaDavide elisha*
- Amaphaphethi: UDavide, u-Ana, ibhayisikili likaDavide, isigqoko sokuzivikela, umucu wokuhlobisa/ibhowu
- Okudingeka eshashalazini: isigqoko sokuzivikela, ucezu lwe-ribhoni oluboshelwe kwibhowu
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha



Isondo 1 Usuku 1

Umsebenzi wekilasi lonke

Yisho la mazwi *Nginyakazisa iminwe yami* ukuqwashisa abafundi ukuthi sekuyisikhathi sokuxoxa izindaba.

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: *“Ukhona yini onebhayisikili? Wake wazama yini ukugibela ibhayisikili? Ucabanga ukuthi kulula yini ukufunda ukugibela ibhayisikili?”*
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Babonise isigqoko sokuzivikela noma iribhoni enombala eboshelwe kwibhowu.

2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenywe yendaba ngokubabuza imibuzo enezimpendulo eziningi, efana nokuthi: *“Ucabanga ukuthi umama nobaba kaDavide bamphatheleni ngosuku lwakhe lokuzalwa? “Ngabe uDavide uzofunda ukugibela ibhayisikili?”*

3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: *“Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenywe ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba? Wake wazama yini ukwenza into elukhuni kodwa waphumelela?”*

Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“Davide, eduze, edudula. Uyayizwa imisindo okugxilwe kuyo: Davide, eduze, edudula? Yebo, uqinisile! Wonke anomsindo /d/.”*
- 2 *“Lalelisa, nanka amagama aqala ngomsindo /d/: dansa, donsa, idayisi, iduku, idami, idube, idada, idolo, udobo, idayimane, udokotela.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /d/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /d/: **“d-d-d”**. Yenza lokhu kube wumdlalo omnandi: yisho phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

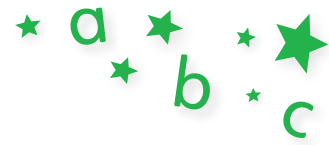
Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjana nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.

Nginyakazisa iminwe yami

Nginyakazisa iminwe yami
Nginyakazisa izinzwane zami
Nginyakazisa amahlombe ami
Manje-ke (shaya izandla)
Yonke iminyakazo isiphumile kimi
Futhi sengithule du!





You will need:

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



Week 1 Day 1

Whole class activities

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

I wiggle my fingers

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

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: "*Does anyone have a bicycle? Have you ever tried to ride a bicycle? Do you think it is easy to learn to ride a bicycle? Who knows what the short word for bicycle is (bike)?*"
- 1.3 Say: "*Before we begin, I want to tell you the meaning of some new words which we will find in the story.*" Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example, show them a helmet or colourful ribbon tied into a bow.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "*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: "*Davide, eduze, edudula. Can you hear the focus sound: **Davide, eduze, edudula**? Yes, you are right! They all have the sound /d/.*"
- 2 "*Listen carefully, here are some more words with /d/: dansa, donsa, idayisi, iduku, idami, idube, idada, idolo, udobo, idayimane, udokotela.*" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /d/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /d/: "**d-d-d**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo



Isonto 1 Usuku 2

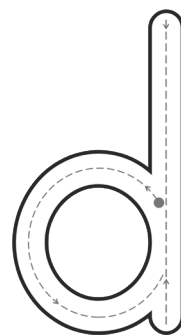
Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokucula

- 1 Qala ngokukhumbuza abafundi incazelo yamagama owethule ngoSuku-1.
- 2 Phinda uxoxe indaba ngamaphaphethi. Buza imibuzo ngenkathi uxoxa indaba. Khuthaza abafundi ukuthi baqagele ukuthi yini ezokwenzeka ngokulandelayo endabeni.
- 3 Tshela abafundi ukuthi uzobafundisa iculo elisha elizohambisana nendaba.
- 4 Yisho imigqa embalwa yeculo ngokucacile, usho ngokungasheshi, bese ucela abafundi ukuthi bangene bacule kanye nawe. Kungaba lukhuni khona kubafundi ukukhumbula amagama, ngakho bafundise ngezingxenyana ezincane zeculo.
- 5 Yiba nezithombe kanye nezinto zeshashalazi ukusiza abafundi ukuthi baluqonde ulimi lweculo.
- 6 Fundisa abafundi iminyakazo yeculo, kube umdlalo omnandi ukulicula ngezilimi ezahlukene.

Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /d/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /d/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi bayadansa ngesikhathi bethi: "**d-d-dansa**".
- 3 Bonisa abafundi ukuthi uhlamvu "**d**" lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "*Qala echashazini, jikeleza, iya phezulu bese wehla njalo.*"
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

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



Week 1 Day 2

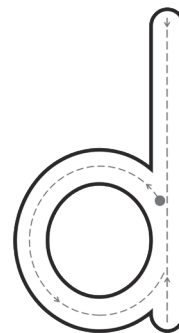
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /d/ or if they can think of any other words that start with the sound /d/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend they are dancing while saying: "**d-d-dansa**".
- 3 Show learners how to write the letter **d**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "*Start at the dot, go round, then all the way up and all the way down.*"
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and 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.



Nakhu ozokudinga:

- Okudingeka eshashalazini namaphaphethi asendabeni
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **d**: idolo, idayisi, iduku, idami, idube, idada, udobo, idayimane, udoli, udaka, dansa, udokotela

Isonto 1 Usuku 3

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokuyidlala

- 1 Cula iculo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: Babonise izinto ezicwebezelayo nezibuthuntu. Babuze ukuthi yikuphi okucwebezelayo. Babuze ukuthi bayalikhumbula yini igama lento ongayixoxeli omunye umuntu (imfihlo) noma into okholwa ukuthi izofezeka (isifiso).
- 3 Khetha abafundi abazoba ngabadlali endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena (thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.



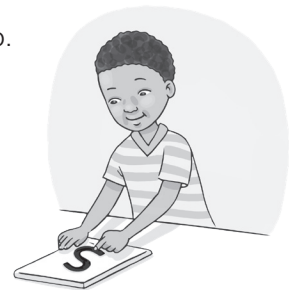
UStella uthi:

Sebenzisa isiciko sebhokisi yoonobumba kunye nonobumba obhalwe ngefoam uze ubonise abafundi indlela yokuva imilo kanobumba. Abafundi abaninzi bayancedakala xa basiva bebamba kuba loo nto ibenza bakhumbule imilo yoonobumba.



Amabhokisi ezinhlamvu

- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: "Uke wayibona into efana nale? Senzani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?"
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelele umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezewayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: "Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu **d**." Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **d**: idolo, idayisi, iduku, idami, idube, idada, udobo, idayimane, udoli, udaka, dansa, udokotela

Week 1 Day 3

Whole class activities

Storytelling and role play

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

Stella says:



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

Letter boxes

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



Small group activities

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



Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Izinhlamvu zokugxila ezinamathele kwizinti noma ezintini
- Amakhadi ezithombe noma izinto ezivela emabhokisini noma okunye ukuzoqondaniswa nohlamvu okugxilwe kulo

UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

- "Ngabe ubona bani?" (abalingiswa)
- "Ngabe wenzani?" (izenzo neminyakazo)
- "Yini enye oyibonayo?" (ukubheka futhi)
- "Ikuphi i...?" (amagama ezindawo)
- "Kungani ucabanga ukuthi ...?" (Ukucabanga okunokuqamba, ukuveza imibono)

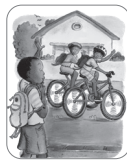


Isonto 1 Usuku 4

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

- 1 Cula iculo futhi.
- 2 Yethula amagama owacaphune ohlwini lwamagama amasha.
- 3 Khetha esisodwa sezithombe usibambe usiphakamise. Buza abafundi ukuthi babonani, bese ukhuluma ngesithombe ngokujulile.
- 4 Uma sewuxoxile ngesithombe ngasinye, sinamathisele ebhodini ukuze abafundi basibone. Kuqinisekise lokho izithombe azilandelani okwamanje kulo msebenzi.
- 5 Emva kokukhuluma ngazo zonke izithombe, buza abafundi uthi: "Ngabe izithombe zilandelana ngokwamukelekile na?"
- 6 Cela abafundi ukuthi bakhombe isithombe esihambelana nesiqalo sendaba. Sebenzisananani ukulandelanisa izithombe ukuze indaba ilandeleke.
- 7 Gcina abafundi benamathele kukho konke okwenziwayo. Buza imibuzo efana nokuthi: "Kwase kulandelani? Ngubani okhumbula into eyenzeka emva kwalokho?"
- 8 Uma izithombe sezilandelana kahle, cela abafundi abambalwa ukuthi baphinde bayixoxe indaba ngokulandelana kwezehlakalo.



Ukulalela imisindo okugxilwe kuyo

- 1 Nikeza umfundi ngamunye ikhadi lesithombe noma okunye okuvela ebhokisini lezincwadi, lelo bhokisi kumele kumele lifane nohlamvu olulodwa bese ulunamathelisa othwini.
- 2 Chazela abafundi ukuthi uzobamba uthi olunohlamvu okugxilwe kulo. Abafundi abanesithombe noma abanencwadi kumele basukume benze isitimela ngemuva kwakho. Kumele basho igama lesithombe noma okunye bese begcizelela umsindo okugxilwe kuwo.
- 3 Isitimela siyama esiteshini bese uthisha abeke induku enohlamvu etafuleni. Umfundi ngamunye ubeka isithombe sakhe noma okunye eduze eduze kwencwadi.
- 4 Phinda lenqubo usebenzisa omunye umsindo wokugxilwe kuwo.

Umsebenzi wamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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.



Nakhu ozokudinga:

- Iphepha leshadi elipheqekayo, umaka, amakhrayoni, ibalazwe
- Amaqoqo ezinhlamvu ahlobene nendaba: isiggoko sokuvikela, imfihlo, isipho, ingadi, ekuseni, ndawonye, ibhayisikili, usuku lokuzalwa

Isonto 1 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Buza abafundi ukuthi ukhona yini owake wasebenzisa inkombandlela ngaphambilini. Babonise inkombandlela uphinde ubatshele ukuthi isetshenziselwani.
- 2 Bachazele ukuthi ungathanda ukuthi badwebe inkombandedlela yomgwaqo esuka esikoleni iye esitolo/epaki/ esontweni eliseduzane.
- 3 Dweba uhlaka lwesikole nesango lesikole bese ubuza abafundi ukuthi kufanele uthathe yiphi indlela uma uphuma esikoleni. Dweba umgwaqo oholela esitolo/epaki/esontweni. Buza abafundi ukuthi kukhona yini abakubonayo endleleni futhi udwebe nezihlahla, amalambu ezimoto asemgwaqeni.



Ukuhlanganisa nokuhlukanisa (amalunga)

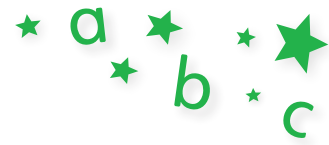
- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kwanjani amalunga awo, isibonelo: **i | bha | yi | si | ki | li**.
- 2 Cela umfundi ngamunye ukuthi ame abhekane nomngane, bashaye izandla njalo uma kushiwo ilungu: **i** (shyanise izandla) **bha** (shyanise izandla) **yi** (shyanise izandla) **si** (shyanise izandla) **ki** (shyanise izandla) **li** (shyanise izandla).
- 3 Yisho amanye amagama anamalunga amaningi avela endabeni ngenkathi abafundi beshyanisa izandla behambisana nokugagulwa kwamalungu.
- 4 Khuthaza abafundi ukubala amalungu emagameni (isibonelo: "ibhayisikili" malungu eyisithupha).
- 5 Ukwengeza kulo msebenzi, ungasusa ingxenye yegama ubheke ukuthi abafundi bayakwazi yini ukusho ukuthi kusalani. Isibonelo: Tshela abafundi ukuthi bathi: "ekuseni", ubacele baphinde futhi, kodwa ungasho ukuthi "eku". Kusalani? ("seni"). Qhubeka namanye amagama-ke manje:
 - ★ "isipho" ngaphandle "isi" ngu... (pho).
 - ★ "usuku lokuzalwa" ngaphandle "lokuzalwa" ngu... (usuku).



Umsebenzi wamaqembu amancane

Khumbuzisa abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

- Flipchart paper, marker, crayons, a map
- A list of multisyllabic words: isiggoko sokuvikela, imfihlo, isipho, ingadi, ekuseni, ndawonye, ibhayisikili, usuku lokuzalwa

Week 1 Day 5

Whole class activities

Make, draw and write

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



Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | bha | yi | si | ki | li**.
- 2 Ask learners to face a friend and do high fives for each syllable: **i** (high five) **bha** (high five) **yi** (high five) **si** (high five) **ki** (high five) **li** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "ibhayisikili" has six syllables).
- 5 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say "ekuseni", then ask them to say it again, but don't say "eku". What is left? ("seni"). Now continue with more words:
 - ★ "isipho" without "isi" is ... (pho).
 - ★ "usuku lokuzalwa" without "lokuzalwa" is ... (usuku).


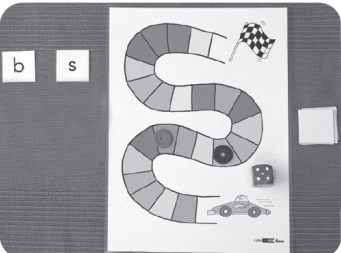


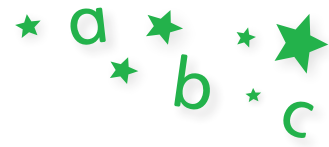
Small group activities

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



Imisebenzi yokwenziwa ngamaqembu amancane Isonto 1





Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha eliyi-A4 elingabhalawe lutho lomfundi ngamunye • Inhlanguanisa yamakhayoni asamafutha <p>Ibhayisekile entsha ka David</p>  <p><i>Ngalesi sikhathi sonyaka, abafundi bafanele babe nokuzethemba ngokubhala ngabo uqobo. Ungakhathazeki uma betholakala sebebhalah uhide lwezinhlamvu ezingahlukanisiwe nangezikhala</i></p>	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo. 2 Cela abafundi ukuthi bawakhombe amagama esihloko ngenkathi uwafunda. 3 Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe. 4 Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni. 5 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe. 6 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo. 7 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. 8 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace. 9 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.
<ul style="list-style-type: none"> • Ibhodi lezimoto ezimbili zomjaho • Amasethi amabili ezinhlamvu kanye namakhadi ezithombe • Amadayisi amabili kanye nezinto zokubala <p><i>Uma kuba yinselele kubafundi ukudlala imidlalo ngokuzimela, kuhle ukumema abazali abathile ukuba bazosiza leli qenjana emsebenzini wokwenziwa. Wena nabazali dlalani le midlalo ngaphambi kokuthi siphume isikole, ukuze bakuthokozele ukudlala nabafundi.</i></p>	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Beka ibhodi lokudlala kumata/etafuleni bese ubeka amakhadi ezithombe abe yinqwaba, embozwe. Sakaza amakhadi ezinhlamvu lapho ezobonwa khona kalula ngabafundi. 2 Chazela abafundi ngemithetho yomdlalo: <ul style="list-style-type: none"> • Umfundi ngamunye makanikwe ithuba lokuphosa idayisi bese eqisa izinto zokubala inani elifanele lezikhala. • Emva kokweqisa izinto zokubala, umfundi usezocosha enqwabeni ikhadi lezithombe, agagule isithombe bese ephimisela umsindo okubhekenwe nawo. • Umfundi uzobe esebeka ikhadi lezithombe eduze kwekhadi elifanele lezinhlamvu. • Umdlalo uphela uma umfundi wokuqala efinyelela efulegini kube nguye onqobile. 



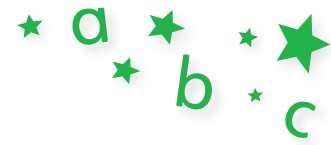
Small group activities for Week 1





You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="222 652 557 900"> <p>David's new bike</p> </div> <div data-bbox="197 910 588 1151"> <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • Two Racing car game boards • Two sets of letter and picture cards • Two dice and counters <div data-bbox="197 1302 557 1700"> <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p> </div>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the game board on the mat/table and put the picture cards in a pile, facing downwards. Spread the letter cards around so the learners can see them. 2 Explain the rules of the game to the learners: <ul style="list-style-type: none"> • Each learner has a turn to throw the dice and move the counter the correct number of spaces. • After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. • The learner then puts the picture card next to the correct letter card. • The game is over when the first learner reaches the flag and is the winner. <div data-bbox="909 1548 1251 1806"> </div>



Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.
<ul style="list-style-type: none"> Ikhophi yekhasi lomsebenzi wokwenziwa osuselwa Ebhayisikilini Iphasta, izinti, ifoyili, iglu kanye nesikele 	<p>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Chazela abafundi ukuthi kufanele banamathisele iphasta noma izinti kanye nefoyili uma behlobisa ibhayisikili. 2 Uma sebeqedile, mabadwebe uDavide egibele ibhayisikili no-Ana elidudula ibhayisikili. 
<ul style="list-style-type: none"> Okudingeka eshashalazini: amathuluzi, isifutho sebhayisikili, ibhayisikili abazolihlanza balipholishe, ibhawuza kaphethiloli eyakhiwe ngebhokisi elidala, ucingo lokubhukhela isevisi yezimoto, ibalazwe lomgwaqo noma ibalazwe elisebhukwini 	<p>Umsebenzi 5: Ukulingisa kokuzenzisa</p> <ol style="list-style-type: none"> 1 Yana engosini yokwenza sengathi kuyadlalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha. 2 Bachazele ukuthi bazokwenza sengathi basebenza egaraji/egaraji likaphethiloli babe ngabasebenzi basegaraji, omakhenikha, abashayeli, abemukeli bezicelo zabahambeli. 3 Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. 





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



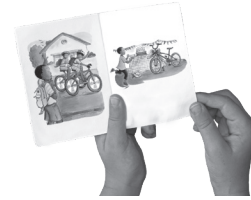
Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhophi kanye nezincwajana ezigoqive zomfundi ngamunye

Isonto 2 Usuku 1

Umsebenzi wekilasi lonke

Okunye ukulandelanisa izithombe



- 1 Qala ngabafundi abahlezi kumata. Khetha abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).
- 2 Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.
- 3 Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: "Ngubani okhumbula into eyenzeka ngokulandelayo?"
- 4 Uma sewulandelanise kahle izehlakalo zendaba, abafundi kumele baphindele ematafuleni abo.
- 5 Nikeza umfundi ngamunye incwadi encane. Bakhuthaze ukuthi babuke ikhava, bafunde isihloko sendaba.
- 6 Siza abafundi ukuthi balandele indaba ngezithombe encwadini encane, ubasize ukuthi baqaphele ukuthi izithombe encwadini ziyafana nezithombe ezilandelanisa indaba.
- 7 Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.
- 8 Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.



Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: "kakhulu, kodwa, kanyekanye, kusho, kanye, kuze, kube, kaningi. Uyayizwa imisindo okugxilwe kuyo: **kakhulu**, **kodwa**, **kusho**? Yebo, uqinisile! Wonke anomisindo **/k/**."
- 2 "Lalelisisa, nanka amagama aqala ngomisindo **/k/**: ikati, ikota, ikamela, iketela, ikamu, ukolo, ikewu, ikepisi, ikalikuni, ikamela, ikalishi." (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo **/k/** ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo **/k/**: "**k-k-k**". Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjana nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.





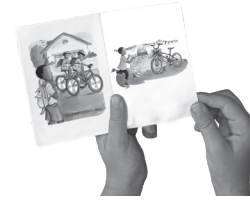
You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “kakhulu, kodwa, kanyekanye, kusho, kanye, kuze, kube, kaningi. Can you hear the focus sound: **k**kakhulu, **k**odwa, **k**usho? Yes, you are right! They all have the sound /k/.”
- 2 “Listen carefully, here are some more words with /k/: ikati, ikota, ikamela, iketela, ikamu, ukolo, ikewu, ikepisi, ikalikuni, ikamela, ikalishi.” (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.



Nakhu ozokudinga:

- Incwadi Enkulu: *Ibhayisikili likaDavide elisha*
- Amanzi asezitsheni zokuphatha nebhulashi lokupende kuzotholwa umfundi ngamunye

Isonto 2 Usuku 2

Umsebenzi wekilasi lonke

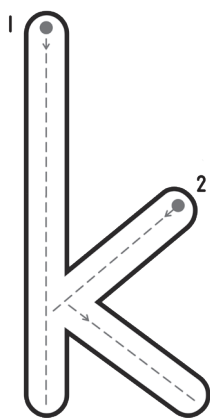
Ukufunda ngokubambisana – Incwadi Enkulu



- 1 Khuthaza abafundi ukuthi babuke ikhava, bese bekhuluma ngalokho abakubonayo nababona ukuthi bayakwazi.
- 2 Fundela ikilasi isihloko sendaba. Khomba igama ngalinye ngenkathi ufunda. Sifunde futhi isihloko, bese ucela abafundi ukuthi basifunde kanye nawe.
- 3 Siza abafundi ukuthi balandele izithombe encwadini yonke, baxoxe ngazo, bese ubakhuthaza ukuthi babuze imibuzo.
- 4 Khomba izinombolo zekhasi, ukhulume ngokuthi iyiphi inamba ezolandela.
- 5 Uma “sewuyiphenyaphenyile” yonke incwadi, buyela ekuqaleni uyofunda isihloko futhi. Bese uphenya amakhasi ufunde umusho ngamunye ngezwi elicacile owazalwa nalo. Khomba igama ngalinye ngenkathi ufunda.
- 6 Phinda uyifunde incwadi ukhuthaze abafundi ukuthi “bafunde” kanye nawe.



Ukwakha uhlamvu



- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /k/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /k/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi bakama izinwele ngesikhathi bethi: “**k-k-kama**”.
- 3 Bonisa abafundi ukuthi uhlamvu **k** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: “*Qala echashazini, wehle njalo. Yeqa, dweba ungene udwebe uphume.*”
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma usuyenzile imodeli yohlamvu phumela ngaphandle bese unikeza umfundi ngamunye isitsha esinamanzi nebhulashi lokupenda. Abafundi bengapenda uhlamvu kaningi emanzini luze lubonakale.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.

Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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

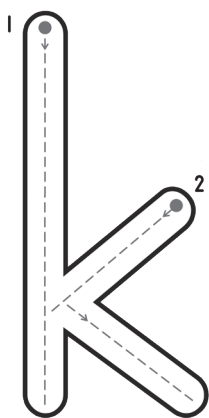
Shared reading – Big Book

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



Small group activities

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



Nakhu ozokudinga:

- Imisindo eqoshiwe yezinhlobo ezahlukahlukene zezithuthi
- Izithombe zezithuthi ezahlukahlukene
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **k**: ikati, ikota, ikamela, iketela, ikamu, ukolo, ikewu, ikepisi, ikalikuni

Isonto 2 Usuku 3

Umsebenzi wekilasi lonke

Ukuzejwayeza ukulalela

- 1 Hlalisa abafundi benze isiyingi bese uyabacela ukuba bavale amehlo abo bese belalelisa imisindo esendaweni ebazungezile. Babuze ukuthi ngawe bayazizwa yini izimoto, insimbi esebhayisikilini, isithuthuthu, uloliwe.
- 2 Abafundi kufanele balalele ngokucophelela ngesikhathi wena udlala umsindo wezimoto, isitimela, imbongolo, ihhashi, insimbi yebhayisikili, ibhanoyi, umkhumbi, imoto yama phoyisa, nesithuthuthu kuma khalekhukhwini wakho. Abafundi kufanele basho igama lesithuthi.
- 3 Wenze ube banzi lomsebenzi ngokufaka izithombe ezahlukahlukene zezithuthi phakathi nesiyingi.
- 4 Umfundi kufanele athathe ikhadi emqulwini bese enza umsindo aphinde alingise lesi sithuthi. Laba abanye abafundi kufanele kufanele baqagele ukuthi lelo khandi linasithuthi sini. Lowo mfundi oqagele kahle uzothola ithuba lokuya phakathi nesiyingi kube uyena osezokhetha ikhadi emqulwini.
- 5 Ukwenza lokhu kube lula kubafundi abanamahloni, bengawenza ngababili lomsebenzi.

Amabhokisi ezinhlamvu

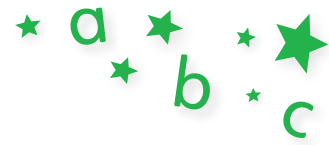
- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Senzani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelele umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu **k**.”* Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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 **k**: ikati, ikota, ikamela, iketela, ikamu, ukolo, ikewu, ikepisi, ikalikuni

Week 2 Day 3

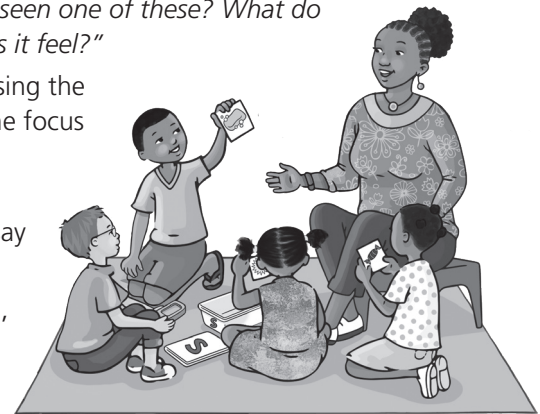
Whole class activities

Learning to listen

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

Letter boxes

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



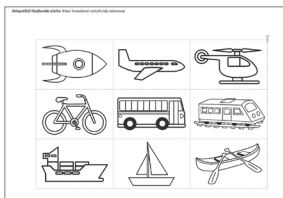
Small group activities

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



Nakhu ozokudinga:

- Ikhophi yekhasi-1 kanye no-2 lomsebenzi wokuFunda nokwenza womfundi
- Inhlanguaniselana yamakhrayoni asamafutha
- Isikelo neglu
- Izinhlamvu zokugxila ezinamathele kwizinti noma ezintini
- Amakhadi ezithombe noma izinto ezivela emabhokisini noma okunye ukuzoqondaniswa nohlamvu okugxilwe kulo



Isonto 2 Usuku 4

Umsebenzi wekilasi lonke

Funda bese wenza

- 1 Nikeza umfundi ngamunye **ikhasi 1 lokuFunda nelokwenza umsebenzi** elinama khalamu amathathu **nekhasi 2 lokuFunda lokufunda nelokwenza umsebenzi** libe nezithombe zezinhlobo zezithuthi ezahlukene.
- 2 Cela abafundi ukuthi babheke zonke izinhlobo zezithuthi bese bekhuluma ngokuthi ingabe zihamba emhlabeni, emanzini noma emoyeni, isibonelo: amabhasi adinga amasondo okuhamba emhlabeni, amarokhethi, izinjini ezinamandla zokuhamba emoyeni kanti izikebhe zihamba ngomkhumbi ziyakwazi ukuntanta ukuze zihambe emanzini.
- 3 Tshela abafundi ukuthi babheke **ekhasini 1 elithi Funda wenze umsebenzi** okwikholomu bese bekhuluma ngabakubonayo (izimpawu, izithombe, namagama). Bakhombise lapho kuthiwa khona "umhlaba", "amanzi" kanye "nomoya" (khomba izithombe zemigwaqo, amanzi namaфу eduze kwamagama).
- 4 Chazela abafundi ukuthi manje sebezokwenza umsebenzi ojabulisayo obizwa ngokuthi 'funda futhi wenze'. Kumele 'bafunde' isihloko ngasinye baphinde benze lokho okushoyo.
- 5 Fundani isihloko sokuqala ndawonye. Tsela abafundi ukuthi bafake imibala bese besika isithombe sebhayisikili. Babuze ukuthi kufanele balinamathisele kuphi ibhayisikili (ngaphansi kwesihloko esithi: emhlabeni).
- 6 Tshela abafundi ukuthi bathole ezinye izithombe zezinto zokuhamba phansi ukuze zifakwe imibala, zisikwe bese beyazinamathelisa, buza ukuthi ukhona yini umfundi okwazi "ukufunda" isihloko esilandelayo. Kumele bafake imibala, basike baphinde banamathelise uhlobo lwezithuthi ezihamba emanzini.
- 7 Abafundi mabaqhubeke ngalendlela ukuze kube yilapho isithombe ngasinye sesinamathelise kwikholomu efanele.

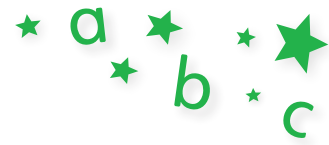
Ukulalela imisindo okugxilwe kuyo

- 1 Nikeza umfundi ngamunye ikhadi lesithombe noma okunye okuvela ebhokisini lezincwadi, lelo bhokisi kumele lifane nohlamvu olulodwa bese ulunamathelisa othwini.
- 2 Chazela abafundi ukuthi uzobamba uthi olunohlamvu okugxilwe kulo. Abafundi abanesithombe noma abanencwadi kumele basukume benze isitimela ngemuva kwakho. Kumele basho igama lesithombe noma okunye bese begcizelela umsindo okugxilwe kuwo.
- 3 Isitimela siyama esiteshini bese uthisha abeke induku enohlamvu etafuleni. Umfundi ngamunye ubeka isithombe sakhe noma okunye eduze kwencwadi.
- 4 Phinda lenqubo usebenzisa omunye umsindo okugxilwe kuwo.

Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

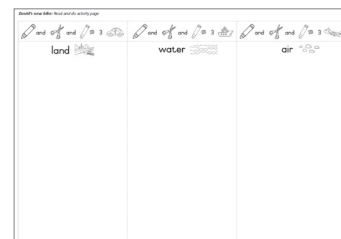
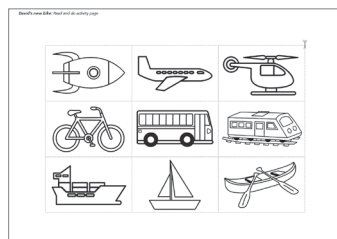
- A photocopy of the **Read and do activity pages 1 and 2** for each learner
- Jumbo wax crayons
- Scissors and glue
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

Week 2 Day 4

Whole class activities

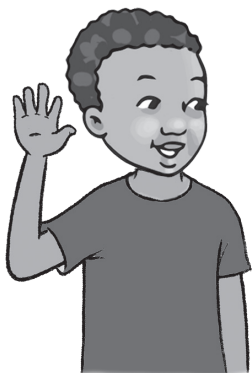
Read and do

- 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.



Nakhu ozokudinga:

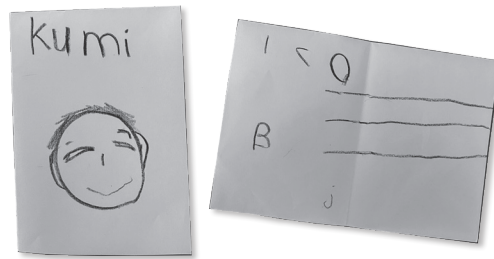
- Iphepha noma ikhadi elingu-A5 lomfundi ngamunye
- Inhlanguanisa yamakhrayoni asamafutha
- Amaqoqo ezinhlamvu ahlobene nendaba: isiggoko sokuvikela, imfihlo, isipho, ingadi, ekuseni, ndawonye, ibhayisikili, usuku lokuzalwa

Isonto 2 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Khombisa abafundi ipasipothi yakho noma ikhadi lakho lamazisi bese ubachazela ukuthi uma uvakashele kwelinye izwe udinga ipasipothi ukuze ukwazi ukungena kwelinye izwe. Buza ukuthi ingabe bakhona yini abafundi abake baya kwelinye izwe, nokuthi banayo yini iphasipothi.
- 2 Ikhasi ngephasipothi yakho noma umazisi wakho, bese ukhombisa abafundi ukuthi igama lakho liprintwa kuphi, isithombe sakho sivela kuphi, usuku lakho lokuzalwa nokuthi uvela kuliphi izwe.
- 3 Chazela abafundi ukuthi bazozenzela iphasipothi noma umazisi.
- 4 Nikeza umfundi ngamunye iphepha elingu-A5 noma ikhadi. Abafundi kumele baliqoqe iphepha libe uhhafu, bazidwebe isithombe bese bebhala amagama abo ngaphambili kwephepha eligoqiwe.
- 5 Bakhuthaze ukuthi "babhale" iminingwane efana negama labo, ubudala nezwe abavela kulo. Chaza ukuthi abadingi ukubhala amagama njengabantu asebekhulile kodwa bangavele bakwenze kubukeke njengokubhala.



Ukuhlanguanisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kwanjani amalunga awo, isibonelo: **i | si | pho**.
- 2 Cela umfundi ngamunye ukuthi ame abhekane nomngane, bashaye izandla njalo uma kushiwo ilungu: **i** (shayanise izandla) **si** (shayanise izandla) **pho** (shayanise izandla).
- 3 Yisho amanye amagama anamalunga amaningi avela endabeni ngenkathi abafundi beshayanisa izandla behambisana nokugagulwa kwamalungu.
- 4 Khuthaza abafundi ukubala amalungu emagameni (isibonelo: "isipho" sinamalungu amathathu).
- 5 Ukwengeza kulo msebenzi, ungasusa ingxenye yegama ubheke ukuthi abafundi bayakwazi yini ukusho ukuthi kusalani. Isibonelo: Tshela abafundi ukuthi bathi: "ingadi", ubacele baphinde futhi, kodwa ungasho ukuthi "inga". Kusalani? ("di"). Qhubeka namanye amagama-ke manje:
 - ★ "ibhayisikili" ngaphandle "ibhayi" ngu... (sikili).
 - ★ "imfihlo" ngaphandle "imfi" ngu... (hlo).



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjane amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

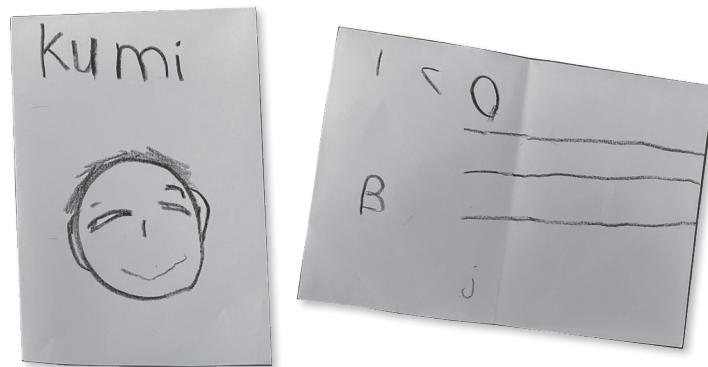
- An A5 piece of paper or card for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: isiggoko sokuvikela, imfihlo, isipho, ingadi, ekuseni, ndawonye, ibhayisikili, usuku lokuzalwa

Week 2 Day 5

Whole class activities

Make, draw and write

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



Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | si | pho**.
- 2 Ask learners to face a friend and do high fives for each syllable: **i** (high five) **si** (high five) **pho** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "isipho" has three syllables).
- 5 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say "ingadi", then ask them to say it again, but don't say "inga". What is left? ("di"). Now continue with more words:
 - ★ "ibhayisikili" without "ibhayi" is ... (sikili).
 - ★ "imfihlo" without "imfi" is ... (hlo).



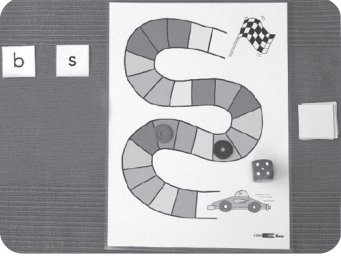



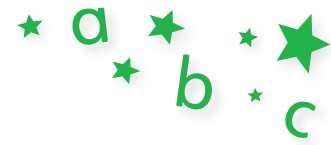
Small group activities

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

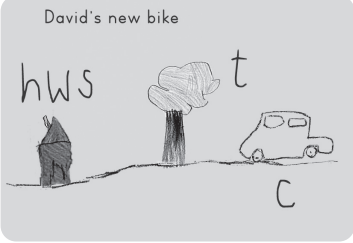

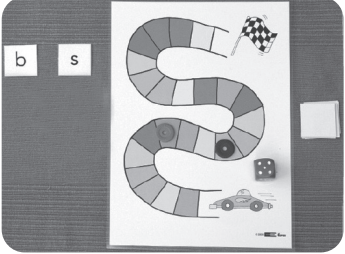



Imisebenzi yokwenziwa ngamaqembu amancane Isonto 1

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> Iphepha eliyi-A4 elingabhalwe lutho lomfundi ngamunye Inhlanganisela yamakhrayoni asamafutha  <p>Ibhayisikili likaDavide Elisha</p>	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo</p> <ol style="list-style-type: none"> Chazela abafundi ukuthi kufanele benze sengathi banohambo ngamabhayisikili. Kufanele banqume ukuthi bazoya kuphi (epaki, ezitolo, kubo kamngane, esikoleni, esontweni). Kufanele badwebe umgwaqo osuka ekhaya uye endaweni abaya kuyo, baphinde badwebe izinto abazozibona endleleni.
<ul style="list-style-type: none"> Ibhodi lezimoto ezimbili zomjaho Amasethi amabili ezinhlamvu kanye namakhadi ezithombe Amadayisi amabili kanye nezinto zokubala  <p><i>Uma kuba yinselele kubafundi ukudlala imidlalo ngokuzimela, kuhle ukumema abazali abathile ukuba bazosiza leli qenjana emsebenzini wokwenziwa. Wena nabazali dlalani le midlalo ngaphambi kokuthi siphume isikole, ukuze bakuthokozele ukudlala nabafundi.</i></p>	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> Beka ibhodi lokudlala kumata/etafuleni bese ubeka amakhadi ezithombe abe yinqwaba, embozwe. Sakaza amakhadi ezinhlamvu lapho ezobonwa khona kalula ngabafundi. Chazela abafundi ngemithetho yomdlalo: <ul style="list-style-type: none"> Umfundi ngamunye makanikwe ithuba lokuphosa idayisi bese eqisa izinto zokubala inani elifanele lezikhala. Emva kokweqisa izinto zokubala, umfundi usezocosha enqwabeni ikhadi lezithombe, agagule isithombe bese ephimisela umsindo okubhekenwe nawo. Umfundi uzobe esebeka ikhadi lezithombe eduze kwekhadi elifanele lezinhlamvu. Umdlalo uphela uma umfundi wokuqala efinyelela efulegini kube nguye onqobile. 
<ul style="list-style-type: none"> Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they must pretend that they are going on a trip on their bicycle. They must decide where they are going to ride to (the park, the shops, a friend's house, school, church). 2 They must draw the road or path from their home to the place they are going to, and draw things that they see on the way.
<ul style="list-style-type: none"> • Two Racing car game boards • Two sets of letter and picture cards • Two dice and counters  <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the game board on the mat/table and put the picture cards in a pile, facing downwards. Spread the letter cards around so the learners can see them. 2 Explain the rules of the game to the learners: <ul style="list-style-type: none"> • Each learner has a turn to throw the dice and move the counter the correct number of spaces. • After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. • The learner then puts the picture card next to the correct letter card. • The game is over when the first learner reaches the flag and is the winner. 
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.



Nakhu ozokudinga

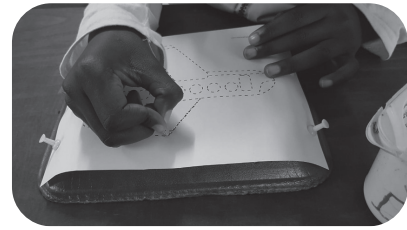
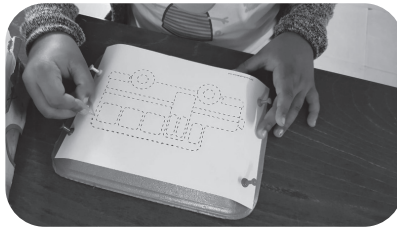
- Umfundi ngamunye kufanele abe nekhophi **yekhasi lomsebenzi wokwenziwa osuselwe Kwezokuthutha** kanye nethileyi lephepha, ophini bokudweba, izinti zokuvungula, amakhrayoni asamafutha, iPrestiki



Imisebenzi

Umsebenzi 4: Amakhono omzimba nokubhala ngesandla

- Namathiselela umfundi ngamunye isitensili ngemuva ethileyini lephepha, usebenzise uphini wokudweba kanye nePrestiki.
- Bakhombise ukuthi bazohlaba kanjani kusitensili ethileyini lephepha belandela amachashazi. Uma sebeqedile, bangayifaka imibala esithombeni.

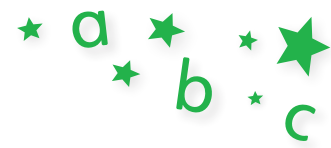


- Okudingeka eshashalazini: amathuluzi, isifutho sebhayisikili, ibhayisikili abazolihlanza balipholishe, ibhawuza kaphethiloli eyakhiwe ngebhokisi elidala, ucingo lokubhukhela isevisi yezimoto, ibalazwe lomgwaqo noma ibalazwe elisebhukwini

Umsebenzi 5: Ukulingisa kokuzenzisa

- Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 lapho benze khona sengathi basebenza noma bavakashele igaraji likaphethiloli.
- Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa.





You will need

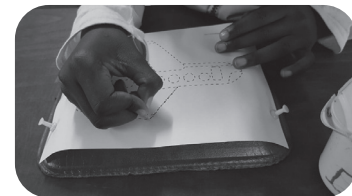
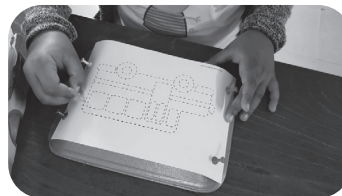
- A photocopy of the **Transport activity page** and a styrofoam tray for each learner, drawing pins, toothpicks, wax crayons, Prestik



Activities

Activity 4: Fine motor skills and handwriting

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



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

Activity 5: Pretend play

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



★ USipoti uya esitolo

Indaba

USam noZinzi bahlala noyise nonina, uMnu noNkk Madiswa, kanye nenja yabo uSipoti. USipoti uthandwa yibo bonke abantu. Kunesiphaza ezansi le nomgwaqo. Yisitolo sikaMnu Ibrahim.

Ngolunye usuku kunguMgqibelo, umama wabantwana wathi:

“Zinzi ninoSam, ngicela ningiyele esitolo. Ngidinga isinkwa, amaqanda, ibhotela, ubisi kanye nojamu.”

OZinzi noSam bayathanda ukuya esitolo uma bethunywa ngumama wabo: “Yebo, mama.”

Okokuqala, babhala uhla lwezinto abazozithenga, unina wayesebanika imali, basuka ngamajubane baya esitolo!

Wabalandela uSipoti. Uyathanda naye ukuya esitolo! Uthanda kakhulu uma ezofika uMnu Ibrahim epheke ophaya. UMnu Ibrahim, umnisisitolo, wathi: “Sanibonani, Zinzi ninoSam. Uyaphila nawe Sipoti?”

Baphendula abantwana bathi: “Siyakubingelela nawe Mnu Ibrahim.”

USipoti yena wanyakazisa umsila. Basebefunda uhla lwezinto abazozithenga abantwana.

Bathi: “Sicela ulofu wesinkwa, amaqanda ayisithupha, ibhotela, ubisi kanye nojamu.”



UMnu Ibrahim waqoqa zonke izinto wazifaka ephaketheni, wayesefaka nophaya bakhe abakhethekile.

Bamnika imali bathi: “Sibonga kakhulu, Mnu Ibrahim. Siyabathanda ophayi bakho!” Baphakamisa izandla sebehamba.

Base bebuyela ekhaya oZinzi benoSam. Bahamba bekhuluma kakhulu, kanti ababoni ukuthi uSipoti usele emuva. Uma befika ekhaya, umama uthi: “Zinzi noSam, uphi uSipoti?”

Nkosi yami! USipoti akazange abalandele uma sebebuya. Bakhathazeka kakhulu abantwana. Wena ucabanga ukuthi uSipoti wayekuphi?

Kwezwakala ongqongqozayo emnyango. Wavula uZinzi. Kwakukhona uMusa emnyango.

Wayephethe uSipoti. Washo uMusa ukuthi umthole esitolo uSipoti, ubedla izinsalela zokudla ezaziwele enhlabathini. Bonke bathi: “Siyabonga, Musa. Ungumngane wangempela!”

Bamthatha uSipoti oZinzi benoSam bamgona.

Iphela lapho indaba.



★ 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.





Iculo

Iphi, iphi,inja yami?
 Indlebe ezimhlophe, umsila omude
 Iphi, iphi,inja yami?
 Indlebe ezimhlophe, umsila omude.

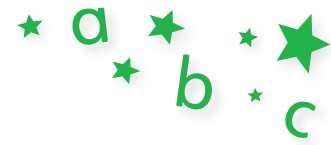
Nang' uSipoti, uSipoti, uSipoti;
 Nang' uSipoti, bonke sebeyabonga!

(Licule ngendlela yeculo elithi "Kwakukhon' ikhehla, ikhehla, ikhehla' noma ngendlela yakho.)

Amagama amasha endabeni

Amagama awukhiye:	ujamu	amaqanda	ibhotela	isinkwa	ubisi	izinsalela
Amagama ongeziwe:	uphayi	thwala	phakamisa isandla	ngqongqoza	khathazeka	gona
	kukhethekile	uhla lokuyothengwa	umngane	isiphaza	imali	landela





Song

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

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

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

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

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



Vocabulary from the story

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





Nakhu ozokudinga:

- Indaba: *USipoti uya esitolo*
- Amaphaphethi uZinzi, uSam, uNkk. Madiswa, uSipotiinja, Mnum. Ibrahim noMusa
- Okudingeka eshashalazini: itafula, isinkwa esigcwele/ iphakethe lesinkwa elingenalutho, ibhokisi lamaqanda, izitsha zobhotela, ibhodlela lobisi, ikopi lojamu, uhla lezinto ezidinga ukuthengwa (lubhalwe ngaphambi kwesifundo)
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha

Isonto 1 Usuku 1

Umsebenzi wekilasi lonke

Yisho la mazwi *Nginyakazisa iminwe yami* ukuqwashisa abafundi ukuthi sekuyisikhathi sokuxoxa izindaba.

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: *“Ubani onenja ekhaya? Ubani igama lenja yakho? Yake yalahleka yiniinja yakho?”*
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Babonise ukuthi ucezu lwesinkwa olwenza kanjani lube izimvuthu.

2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenyeyendaba ngokubabuza imibuzo enezimpindulo eziningi, efana nokuthi: *“Ucabanga ukuthi Nkk. Madiswa uzothini uma abantwana bebuya ekhaya uSipoti engekho? Kungani uSipoti enganakanga uma abantwana behamba? Ukube uMusa akambuyisanga uSipoti ekhaya, bebezokwenzani oSam noZinzi?”*

3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: *“Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenyeyebe mnandi kakhulu? Mibuzo mini eninayo ngendaba? Wake wazama ukwenza into enzima waphumelela?”*

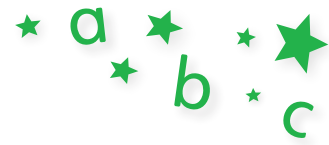
Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“(u)Zinzi, zonke, izandla, ‘zokudla ezaziwele’, ezansi. Uyayizwa imisindo okugxilwe kuyo: “(u)Zinzi, zonke, izandla? Yebo, uqinisile! Wonke anomsindo /z/.”*
- 2 *“Lalelisisa, nanka amagama aqala ngomsindo /z/: zamula, zonda, zingela, izihlangu, uzekamanzi, izinyo, uzipho, izembe, isizenze, iziko, izizinge, izulu, izambane.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /z/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /z/: **“z-z-z”** Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjana nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.





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.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "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: "(u)Zinzi, zonke, izandla, 'zokudla ezaziwele', ezansi. Can you hear the focus sound: (u)Zinzi, zonke, izandla? Yes, you are right! They all have the sound /z/."
- 2 "Listen carefully, here are some more words with /z/: zamula, zonda, zingela, izihlangu, uzekamanzi, izinyo, uzipho, izembe, isizenze, iziko, izizinge, izulu, izambane." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /z/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /z/: "z-z-z". 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.



Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo



Isonto 1 Usuku 2

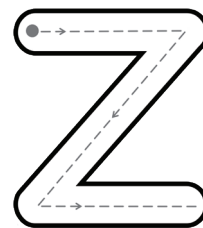
Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokucula

- 1 Qala ngokukhumbuza abafundi incazelo yamagama owethule ngoSuku-1.
- 2 Phinda uxoxe indaba ngamaphaphethi. Buza imibuzo ngenkathi uxoxa indaba. Khuthaza abafundi ukuthi baqagele ukuthi yini ezokwenzeka ngokulandelayo endabeni.
- 3 Tshela abafundi ukuthi uzobafundisa iculo elisha elizohambisana nendaba.
- 4 Yisho imigqa embalwa yeculo ngokucacile, usho ngokungasheshi, bese ucela abafundi ukuthi bangene bacule kanye nawe. Kungaba lukhuni khona kubafundi ukukhumbula amagama, ngakho bafundise ngezingxenyana ezincane zeculo.
- 5 Yiba nezithombe kanye nezinto zeshashalazi ukusiza abafundi ukuthi baluqonde ulimi lweculo.
- 6 Fundisa abafundi iminyakazo yeculo, kube umdlalo omnandi ukulicula ngezilimi ezahlukene.

Ukwakha uhlamvu

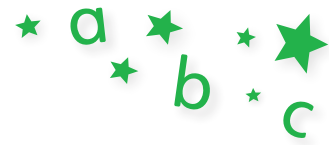
- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /z/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /z/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengehlisa benyuse izindla zabo ezifubeni benze sengathi bazipha amajakhethi abo. Bengathi: **u-zi-phu** ngesikhathu bekhuphula izandla zabo.
- 3 Bonisa abafundi ukuthi uhlamvu **z** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, wela, yehla uwele futhi."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

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



Week 1 Day 2

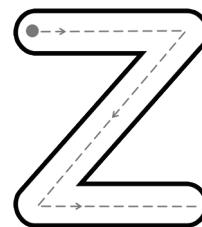
Whole class activities

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 /z/ or if they can think of any other words that start with the sound /z/.
- 2 Teach learners an action associated with the sound. For example: Learners can move their hand up and down their chest and pretend they are zipping up their jacket. They can say: **u-zi-phu** as they move their hand up.
- 3 Show learners how to write the letter **z**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go across, down and across."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Nakhu ozokudinga:

- Okudingeka eshashalazini namaphaphethi asendabeni
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **z**: izihlangu, uzekamanzi, izinyo, uzipho, izembe, iziko, izizinge, izulu, izambane



Isonto 1 Usuku 3

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokuyidlala

- 1 Cula iculo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: *“Bacele ukuthi balingise lamagama ayizenzo: “ukwanga” bese “landela”.*
- 3 Khetha abafundi abazoba ngabادلالي endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena (thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

Amabhokisi ezinhlamvu

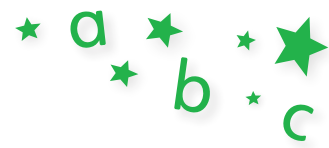
- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Senzani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelele umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu z.”* Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **z**: izihlangu, uzekamanzi, izinyo, uzipho, izembe, iziko, izizinge, izulu, izambane



Week 1 Day 3

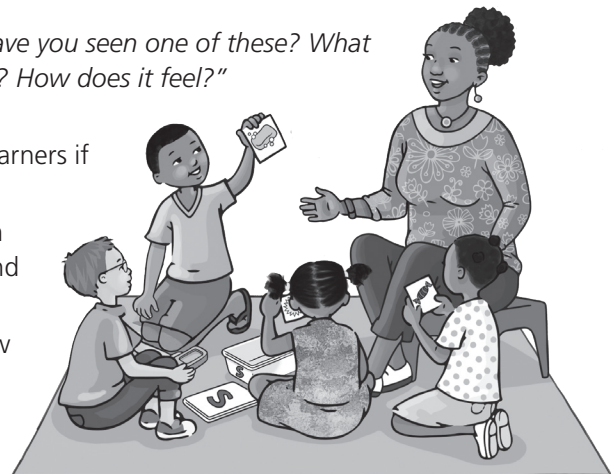
Whole class activities

Storytelling and role play

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

Letter boxes

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



Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo

UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

- “Ngabe ubona bani?” (abalingiswa)
- “Ngabe wenzani?” (izenzo neminyakazo)
- “Yini enye oyibonayo?” (ukubheka futhi)
- “Ikuphi i...?” (amagama ezindawo)
- “Kungani ucabanga ukuthi ...?” (Ukucabanga okunokuqamba, ukuveza imibono)

Isondo 1 Usuku 4

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

- Cula iculo futhi.
- Yethula amagama owacaphune ohlwini lwamagama amasha.
- Khetha esisodwa sezithombe usibambe usiphakamise. Buza abafundi ukuthi babonani, bese ukhuluma ngesithombe ngokujulile.
- Uma sewuxoxile ngesithombe ngasinye, sinamathisele ebhodini ukuze abafundi basibone. Kuqinisekise lokho izithombe azilandelani okwamanje kulo msebenzi.
- Emva kokukhuluma ngazo zonke izithombe, buza abafundi uthi: “Ngabe izithombe zilandelana ngokwamukelekile na?”
- Cela abafundi ukuthi bakhombe isithombe esihambelana nesiqalo sendaba. Sebenzisananani ukulandelanisa izithombe ukuze indaba ilandeleke.
- Gcina abafundi benamathele kukho konke okwenziwayo. Buza imibuzo efana nokuthi: “Kwase kulandelani? Ngubani okhumbula into eyenzeka emva kwalokho?”
- Uma izithombe sezilandelana kahle, cela abafundi abambalwa ukuthi baphinde bayixoxe indaba ngokulandelana kwezehlakalo.



Ukulalela imisindo okugxilwe kuyo

- Yalela abafundi ukuthi uzobachazela ngemisebenzi eyahlukahlukene eyenziwa ngabantu, bona kuzomele baqagele uhlobo lomsebenzi olwenziwa ilowo muntu. Uzobatshela ngomsindo okufanele bagxile kuwo ukubasiza.
“UMnumzane Ibrahim uthengisa izinto. Igama lomsebenzi awenzayo liqala ngo **/th/**... (umthengisi). Ngisebenza esikoleni futhi ngikusiza ngezifundo zakho. Igama lomsebenzi wami liqala ngo msindo **/th/**... (uthisha)”
- Nazi ezinye izibonelo ezengeziwe: “Umuntu:
 - ★ osebenza esibhedlela futhi igama lomsebenzi wakhe liqala ngo **/n/** uwu...” (-nesi).
 - ★ osebenza esibhedlela futhi igama lomsebenzi wakhe liqala ngo **/d/** uwu...” (-dokotela)
 - ★ ocisha imlilo igama lomsebenzi wakhe liqala ngo **/c/** uyi...” (isicishamlilo)
 - ★ olungisa amanzi avuzayo emapayipini futhi igama lomsebenzi wakhe liqala ngo **/p/** ungu...” (-plamba)
 - ★ osebenza endaweni yokudlela futhi igama lomsebenzi wakhe liqala ngo **/w/** ungu...” (-weta)
 - ★ okhulisa izitshalo ukuze azithengise futhi igama lomsebenzi wakhe liqala ngo **/m/** ungu...” (-mlimi).
 - ★ owakha izindlu futhi igama lomsebenzi awenzayo liqala ngo **/m/** uwu...” (-makhi).



Umsebenzi wamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjane amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.



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 /th/ ... (umthengisi). I work at a school and help you with your learning. The name of my job starts with the sound /th/ ... (uthisha)."
- 2 Here are some more examples: "Umntu o:
 - ★ osebenza esibhedlela futhi igama lomsebenzi wakhe liqala ngo /n/ uwu..." (-nesi).
 - ★ osebenza esibhedlela futhi igama lomsebenzi wakhe liqala ngo /d/ uwu..." (-dokotela)
 - ★ ocisha imlilo igama lomsebenzi wakhe liqala ngo /c/ uyi..." (isicishamlilo)
 - ★ olungisa amanzi avuzayo emapayipini futhi igama lomsebenzi wakhe liqala ngo /p/ ungu..." (-plamba)
 - ★ osebenza endaweni yokudlela futhi igama lomsebenzi wakhe liqala ngo /w/ ungu..." (-weta)
 - ★ okhulisa izitshalo ukuze azithengise futhi igama lomsebenzi wakhe liqala ngo /m/ ungu..." (-mlimi).
 - ★ owakha izindlu futhi igama lomsebenzi awenzayo liqala ngo /m/ uwu..." (-makhi).



Small group activities

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



Nakhu ozokudinga:

- Iphepha leshadi elipheqekayo, umaka, umfundi ngamunye uzothola iphepha le A4 elingenalutho namakhrayoni
- Iphaphethi lesokisi elenziwe lafana noSipoti
- Isikhwama esincane esinezithombe noma izinto zanoma imaphi amagama anamaqoqo ezinhlamvu eziningi ayamana nendaba: ubhotela, isithombe sesitolo, imali, iphakethe, Ma Madiswa, Mnum. Ibrahim (umthengisi)

Isonto 1 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Bhala isihloko "uhla lwezinto engizozithenga" ngaphezulu ekhasini lomfundi ngamunye ngaphambi kwesifundo. Funda isihloko sonke ukhombisa igama ngalinye.
- 2 Khuluma ngezinto esizithengayo ezitolo ezahlukene uphinde uvumele abafundi ukuthi nabo basho ngolwazi lwabo ngokuthenga ezitolo.
- 3 Tshela abafundi ukuthi uzoya ezitolo uyothenga manje udinga usizo lwabo ukuze nenze uhla lwezinto ozozithenga. Bacele ukuthi bakunike imbono yabo ngezinto ozozithenga.
- 4 Bhala uhla bese udweba isithombe esilula eduze kwegama. Fundani uhla nonke.
- 5 Chazela abafundi ukuthi nabo bazozenzela uhlwa labo lwezinto abazozithenga. (susa uhla lakho ukuze abafundi bangeke bakopele.)
- 6 Abafundi bazodweba izinto abafuna ukuzithenga futhi "babe novo" "ekubhaleni" amagama besebenzisa ukubhala mfanekiso noma ukubhalwa kwamagama abakususele ekhanda.
- 7 Abafundi bengafundelana uhla labo lezinto abazozithenga.



UStella uthi:



Njenge sandiso kulomsebenzi, abafundi bengazifundisa ukwehlukana amagama amfishane abe ngama fonimu. Faka izithombe noma izinto emagameni njengo: jamu, amaqanda, uSpot, uSam, isitolo. Lawa magama akulula ukuthi ahlukane, njengoba abafundi bedinga ukulalela umsindo ngawodwana (amafonimu). Isibonelo: u-j-a-m-u, a-m-a-q-a-n-d-a, u-S-p-o-t, u-S-a-m, i-s-i-t-o-l-o.

Ukuhlukanisa nokuhlukanisa (amalunga)

- 1 Chazela abafundi ukuthi uSpot (isithombe sokudlaliswa) uzobheka isekhwameni esine nezinto ezinamaqoqo ezinhlamvu ahlukahlukene noma izithombe bese esho igama alinqamule phakathi (isibonelo: **i |ma | li.**) Wena-ke kufanele uqagele ukuthi uSpot uthini.
- 2 Uma usukwenzile lokhu ngamagama ambalwa, buza kubafundi ukuthi ukhona yini ongathanda ukugqoka isokisi lesithombe esidlaliswayo bese ebheka esikhwameni. Bengalingisa uSpot besho igama ngokuli nqamula. Laba abanye abafundi kufanele baqagele ukuthi ngabe uqonde ukuthini.



Umsebenzi wamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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: ubhotela, isithombe sesitolo, imali, iphakethe, Ma Madiswa, Mnum. Ibrahim (umthengisi)

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 multisyllabic words such as: jamu, amaqanda, uSpot, uSam, isitolo. These are more difficult to break up, as learners need to listen for single sounds (phonemes). For example: u-j-a-m-u, a-m-a-q-a-n-d-a, u-S-p-o-t, u-S-a-m, i-s-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: i | ma | li). You must then try and guess what Spot is saying.
- 2 Once you have done this with a few words, ask if any of the learners would like to wear the sock puppet and look in the bag. They can pretend to be Spot and say the word in a broken-up way. The other learners must guess what they are saying.








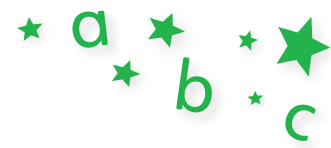
Small group activities

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



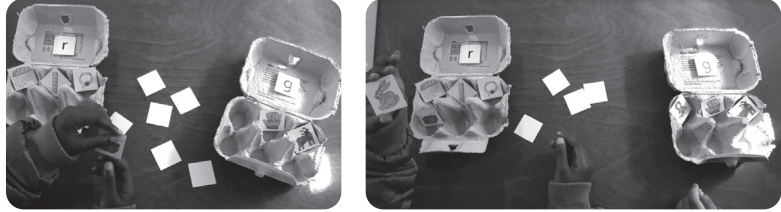



Imisebenzi yokwenziwa ngamaqembu amancane Isonto 1

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha eliyi-A4 elingabhalawe lutho lomfundi ngamunye • Inhlanguanisa yamakhrayoni asamafutha <div data-bbox="227 712 558 946" style="border: 1px solid gray; padding: 5px;"> <p>USipoti uya esitolo</p>  <p>USpoti injá ethanda ophaya</p> </div> <div data-bbox="210 965 569 1302" style="border: 1px solid gray; padding: 5px; background-color: #e0f2f1;">  <p><i>Ngalesi sikhathi sonyaka, abafundi bafanele babe nokuzethemba ngokubhala ngabo uqobo. Ungakhathazeki uma betholakala sebebhala uhide lwezinhlamvu ezingahlukanisiwe nangezikhala</i></p> </div>	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo. 2 Cela abafundi ukuthi bawakhombe amagama esihloko ngenkathi uwafunda. 3 Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe. 4 Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni. 5 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe. 6 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo. 7 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. 8 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace. 9 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.
<ul style="list-style-type: none"> • Amabhokisi ayisi-6 amaqanda anencwadi enanyathiselwe esivalweni • Amakhadi encwadi yezithombe enzelwe izincwadi eziyisithupha 	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Amakhadi ezithombe zezinhlamvu kufanele axutshwe bese ebekwa efafuleni embozwe. 2 Nika umfundi ngamunye ibhokisi leqanda. 3 Abafundi kufanele badedelane ngokucosha amakhadi, basho igama lesithombe bese bebeka ikhadi ebhokisini elifanele lamaqanda. 4 Umfundi ogcwalise kuqala ibhokisi lamaqanda nguye onqobile. <div data-bbox="696 1608 1468 1820" style="display: flex; justify-content: space-around;">   </div>
<ul style="list-style-type: none"> • Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi <div data-bbox="326 1984 470 2169" style="text-align: center;">  </div>	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.



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 1465 1651">  </div>
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets <div data-bbox="267 1784 508 2073">  </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. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.





Nakhu ozokudinga

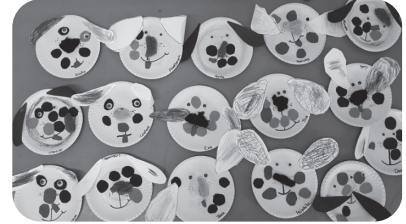
- Umfundi ngamunye makabe nepuleti eliyiphepha elidwetshwe ikhala nomlomo wenja okudwetshwe phakathi nendawo
- Iglu, isikele
- Iphepha elimnyama ebelilahliwe, elinsundu kanye nelibomvu

- Okudingeka eshashalazini: itafula, iziqukathi ezingenalutho zezinto ezithengiwe, imali yokudlala, amabhokisi, izikhwama zokuthenga, amaphepha kanye namapensela, ikhompuyutha endala noma ikhibhodi, ithelefoni

Imisebenzi

Umsebenzi 4: Amakhono omzimba nokubhala ngesandla

- 1 Nika umfundi ngamunye ipuleti lephepha bese uchaza ukuthi kufanele balisike libe yindilinga benze amabala esikhumba sikaSipoti. Kufanele badwebe baphinde basike amadlebe, amehlo kanye nolimi.
- 2 Uma sebeqedile ukusika lezi zingcezu, kufanele babukisise ubuso bukaSipoti, banamathisele amehlo, amadlebe, ulimi kanye namabala.



Umsebenzi 5: Ukulingisa kokuzenzisa

- 1 Thatha iqembu uye nalo ekhoneni lokuzijabulisa uyolikhombisa izinto zokudlala eshashalazini ezintsha zalelo sonto. Xoxa ngokuthi uZinzi noSam bebeye esitolo. Khomba iziqukathi zokuthengiwe, amabhokisi, izikhwama zokuthenga kanye nemali yokudlala. Yithi: "Namuhla sizodlala 'ukuyothenga'."
- 2 Qala ngokuthi: "Ngubani ozoya esitolo?" Khumbula, kuzofuneka ubhale uhla lwezinto ezizothengwa. Ngubani ozoba ngumninisitolo? Kubukeka sengathi nizoba matasatasa namuhla – ngethemba ukuthi senibalindele abathengi!"
- 3 Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. Isibonelo: Uma kunabafundi abaningi ngokweqile emgqeni abazobona umninisitolo, iya eqenjini ufike uthi: "Sanibona, yimi umsizi kamninisitolo. Nginganisiza ngani?"





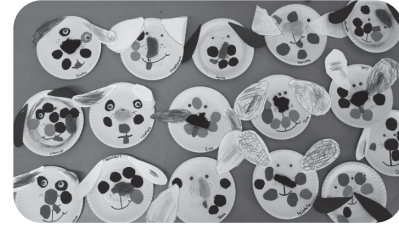
You will need

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

Activities

Activity 4: Fine motor skills and handwriting

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



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

Activity 5: Pretend play

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





Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhophi kanye nezincwajana ezigoqiwe zomfundi ngamunye

Isonto 2 Usuku 1

Umsebenzi wekilasi lonke

Okunye ukulandelanisa izithombe



- 1 Qala ngabafundi abahlezi kumata. Khetha abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).
- 2 Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.
- 3 Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: *"Ngubani okhumbula into eyenzeka ngokulandelayo?"*
- 4 Uma sewulandelanise kahle izithombe zendaba, abafundi kumele baphindele ematafuleni abo.
- 5 Nikeza umfundi ngamunye incwadi encane. Bakhuthaze ukuthi babuke ikhava, bafunde isihloko sendaba.
- 6 Siza abafundi ukuthi balandele indaba ngezithombe encwadini encane, ubasize ukuthi baqaphele ukuthi izithombe encwadini ziyafana nezithombe ezilandelanisa indaba.
- 7 Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.
- 8 Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.



Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *"Sanibonani, umsila, (u)Sipoti, Siyabonga, (u)Sam. Uyayizwa imisindo okugxilwe kuyo: umsila, (u)Sipoti, (u)Sam? Yebo, uqinisile! Wonke anomsindo Is!"*
- 2 *"Lalelisisa, nanka amagama aqala ngomsindo /s/: sebenza, sika, siza, songa, usawoti, iseke, isokisi, isinkwa, usana, isisu."* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /s/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /s/: **"s-s-s"**. Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjani nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazozoqa kanjani ekugcineni.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “Sanibonani, umsila, (u)Sipoti, Siyabonga, (u)Sam. Can you hear the focus sound: umsila, (u)Sipoti, (u)Sam? Yes, you are right! They all have the sound /s/.”
- 2 “Listen carefully, here are some more words with /s/: sebenza, sika, siza, songa, usawoti, iseke, isokisi, isinkwa, usana, isisu.” (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.



Nakhu ozokudinga:

- Incwadi Enkulu: *USipoti uya esitolo*
- Amanzi asezitsheni zokuphatha nebhulashi lokupende kuzotholwa umfundi ngamunye

Isonto 2 Usuku 2

Umsebenzi wekilasi lonke

Ukufunda ngokubambisana – Incwadi Enkulu

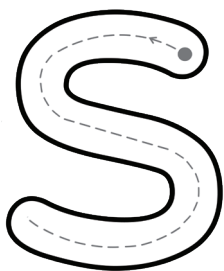


- 1 Khuthaza abafundi ukuthi babuke ikhava, bese bekhuluma ngalokho abakubonayo nababona ukuthi bayakwazi.
- 2 Fundela ikilasi isihloko sendaba. Khomba igama ngalinye ngenkathi ufunda. Sifunde futhi isihloko, bese ucela abafundi ukuthi basifunde kanye nawe.
- 3 Siza abafundi ukuthi balandele izithombe encwadini yonke, baxoxe ngazo, bese ubakhuthaza ukuthi babuze imibuzo.
- 4 Khomba izinombolo zekhasi, ukhulume ngokuthi iyiphi inamba ezolandela.
- 5 Uma “sewuyiphenyaphenyile” yonke incwadi, buyela ekuqaleni uyofunda isihloko futhi. Bese uphenya amakhasi ufunde umusho ngamunye ngezwi elicacile owazalwa nalo. Khomba igama ngalinye ngenkathi ufunda.
- 6 Phinda uyifunde incwadi ukhuthaze abafundi ukuthi “bafunde” kanye nawe.



Ukwakha uhlamvu

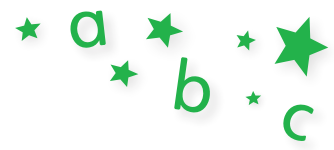
- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /s/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /s/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi baphethe usana bayalushushuzela ukuze alale ezandleni zabo.
- 3 Bonisa abafundi ukuthi uhlamvu **s** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: “Qala echashazini, fola, wehle.”
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma usuyenzile imodeli yohlamvu phumela ngaphandle bese unikeza umfundi ngamunye isitsha esinamanzi nebhulashi lokupenda. Abafundi bengapenda uhlamvu kaningi emanzini luze lubonakale.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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

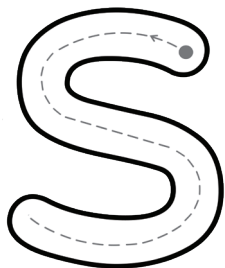
Shared reading – Big Book

- 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 cross their arms in front of their chest and pretend to be rocking a baby to sleep in their arms.
- 3 Show learners how to write the letter **s**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, over the top, turn, across the middle, turn and go back.”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and 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.



Nakhu ozokudinga:

- Ukudla okumbalwa noma izithombe zokudla ezitholakala esikhangisweni sokudla
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **s**: iso, usawoti, isele, isokisi, usango, isinkwa, isonto, isaqathe, usana, usiba, isisu, isambane, isandla, isudi, isando, isango, isongo

Isonto 2 Usuku 3

Umsebenzi wekilasi lonke

Ukuzejwayeza ukulalela

- 1 Hlalisa abafundi benze isiyingi futhi kufanele wonke umuntu athule ukuze igumbi lokufundela lizoba nokuthula.
- 2 Manje, khetha izinto eziwukudla zibe zine noma izithombe zokudla bese uyaqamba ngazinye. Emva kokuba usubatshengisile abafundi lezi zinto, zifihle emva kwakho bese ubuza abafundi ukuthi ngabe basakhumbula yini lokhu obatshengise khona. Lalela izimpendulo zabo, bese uyawuphinda lomsebenzi usunezinto ezinhlanu.
- 3 Qala indaba: *“Abantwana baye esitolo ukuyothenga ibhotela.”*
- 4 Umfundi olandelayo esiyingini kumele afake olunye uhlobo lokudla: *“Abantwana baye esitolo ukuyothenga ibhotela noshukela.”*
- 5 Umfundi olandelayo esiyingini naye uzokwengeza olunye uhlobo lokudla: *“Abantwana baye esitolo ukuyothenga ibhotela noshukela nensipho...”* Akugcine esibalweni sezinto ezinhlanu ohlwini; qala phansi futhi emva kwabafundi abahlanu.

Amabhokisi ezinhlamvu

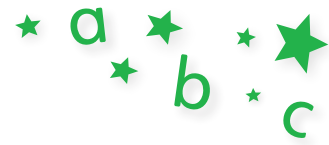
- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Sensani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelele umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezijwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu s.”* Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuzwa abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

- A few items of food or pictures of food from a shopping brochure
- A letter box containing objects or pictures of objects that have the focus sound **s**: iso, usawoti, isele, isokisi, usango, isinkwa, isonto, isaqathe, usana, usiba, isisu, isambane, isandla, isudi, isando, isango, isongo

Week 2 Day 3

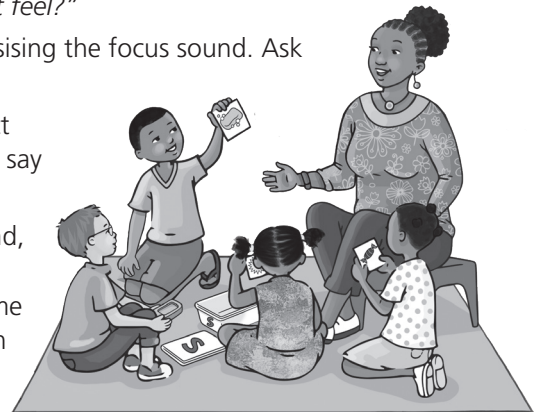
Whole class activities

Learning to listen

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

Letter boxes

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



Small group activities

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





Nakhu ozokudinga:

- Ikhophi lekhasi lomsebenzi wokuthenga ngenqola yomfundi ngamunye, izincwajana zokuthenga, isikele, iglu

UStella uthi:



Cela isitolo sangakakini sokudla ngencwanjana yokuthenga yomfundi ngamunye. Kungcono umfundi ngamunye ekilasini abenekhophi yecwajana efanayo.

Isondo 2 Usuku 4

Umsebenzi wekilasi lonke

Funda bese wenza

- 1 Tshela abafundi ukuthi babheke incwajana yokuthenga
- 2 Khuthaza abafundi ukuthi 'bafunde' amalebula bese beqama amagama ezinto abazibona kule ncwajana.
- 3 Cela abafundi ukuthi babheke okuthile kule ncwajana. Isibonelo: "Ungakuthola noma ikuphi ukudla okunempilo? yikuphi ukudla odinga ukuthu ukugcine efrijini? Ungazithola izithombe zemifino?"
- 4 Tshela abafundi ukuthi kumele babheke izincwajana bese bekhetha izinto abangathanda "ukuzithenga".
- 5 Chaza ukuthi kumele basike izinto bese bezinamathelisa enqoleni yabo.
- 6 Uma iqembu seliqedile, mabahlale ngababili bakhulume ngalokho okusenqoleni yabo.



UStella uthi:



Uma usuchaze imisebenzi ehlukeni futhi watshela abafundi umsindo wokugxila, abafundi bangakwazi (uma bezizwa benokuzethemba), bashitshane ngokuchaza umsebenzi bese unikeza umsindo okugxilwe kuwo.

Ukulalela imisindo okugxilwe kuyo

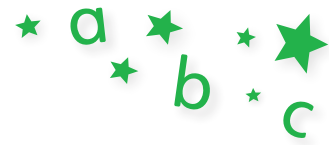
- 1 Yalela abafundi ukuthi uzobachazela ngemisebenzi eyahlukahlukeneyenziwa ngabantu, bona kuzomele baqagele uhlobo lomsebenzi olwenziwa ilowo muntu. Uzobatshela ngomsindo okufanele bagxile kuwo ukubasiza. "UMnumzane Ibrahim uthengisa izinto. Igama lomsebenzi awenzayo liqala ngo **/th/**... (umthengisi). Ngisebenza esikoleni futhi ngikusiza ngezifundo zakho. Igama lomsebenzi wami liqala ngo **/th/**... (uthisha)"
- 2 Nazi ezinye izibonelo ezengeziwe: "Umuntu:
 - ★ osebenza esibhedlela futhi igama lomsebenzi wakhe liqala ngo **/n/** uwu..." (-nesi).
 - ★ osebenza esibhedlela futhi igama lomsebenzi wakhe liqala ngo **/d/** uwu..." (-dokotela)
 - ★ ocisha imlilo igama lomsebenzi wakhe liqala ngo **/c/** uyi..." (isicishamlilo)
 - ★ olungisa amanzi avuzayo emapayipini futhi igama lomsebenzi wakhe liqala ngo **/p/** ungu..." (-plamba)
 - ★ osebenza endaweni yokudlela futhi igama lomsebenzi wakhe liqala ngo **/w/** ungu..." (-weta)
 - ★ okhulisa izitshalo ukuze azithengise futhi igama igama lomsebenzi wakhe liqala ngo **/m/** ungu..." (-mlimi).
 - ★ owakha izindlu futhi igama lomsebenzi awenzayo liqala ngo **/m/** uwu..." (-makhi).



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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 /th/ ... (umthengisi). I work at a school and help you with your learning. The name of my job starts with the sound /th/ ... (uthisha).”
- 2 Here are some more examples: “Umntu o:
 - ★ osebenza esibhedlela futhi igama lomsebenzi wakhe liqala ngo /n/ uwu...” (-nesi).
 - ★ osebenza esibhedlela futhi igama lomsebenzi wakhe liqala ngo /d/ uwu...” (-dokotela)
 - ★ ocisha imlilo igama lomsebenzi wakhe liqala ngo /c/ uyi...” (isicishamlilo)
 - ★ olungisa amanzi avuzayo emapayipini futhi igama lomsebenzi wakhe liqala ngo /p/ ungu...” (-plamba)
 - ★ osebenza endaweni yokudlela futhi igama lomsebenzi wakhe liqala ngo /w/ ungu...” (-weta)
 - ★ okhulisa izitshalo ukuze azithengise futhi igama lomsebenzi wakhe liqala ngo /m/ ungu...” (-mlimi).
 - ★ owakha izindlu futhi igama lomsebenzi awenzayo liqala ngo /m/ uwu...” (-maki).



Small group activities

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





Nakhu ozokudinga:

- Iphepha elikhulu elinesihloko esithi 'uSpoti u-adventure entsha' ngomaka omnyama oshubile
- Amaqoqo ezinhlamvu ahlobene nendaba: ibhotela, i-spaza, imali, iphakethe, izingane, ukuvalelisa, ukuyothenga, Ma Madiswa, Mnu. Ibrahim, umthengisi, konke, ngoMqibelo
- Unodoli wesokisi owenziwe wabukeka njenge sokisi

Isonto 2 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Yisho kubafundi ukuthi: *"Ingabe nichaza ukuthi uSpoti wahlala ngokuphepha ekhaya emuva kokuthi bambuyisele ekhaya? Cha! USpoti uthanda ukuhamba ezitaladini, angithi? Eqinisweni, uSpoti waya ukuyozijabulisa ngakusasa! Ucabanga ukuthi uSpoti waya kuphi? Kwenzekeni kuye?"*
- 2 Chazela abafundi ukuthi bazobhala enye indaba ngo-Spoti ezonandisa: yithi kubo: *"masibhale eyethu indaba. Ake sicabange ndawonye. Ingabe le ndaba iqala emini noma ebusuku? Uphi uSpoti? Uhamba nobani?"* Uma abafundi sebhulkaniselene ngemibono ngokuqala kwendaba, xoxani nivumelane ngalokho abafuna ukukusho. Bhala phansi amagama abo ungaqala ngamagama athi: *"Ngesinye isikhathi noma ngolinye usuku."*
- 3 Yisho kubafundi uthi: *"Manje njengoba sesibhala isiqalo sendaba yethu, ngubani onemibono ngokulandelayo?"* lalela imibono emibalwa, bese uxoxisana nabafundi ngezehlakalo ezenzeka endabeni. Bhala phansi amagama abafundi, bese ubuyela emuva ufunde indaba uqale ekuqaleni kwendaba.
- 4 Bese uthi: *"Manje kudingeka sicabange ukuthi indaba izophela kanjani. Kwenzakalani ku Spoti? Ngubani onemibono ngokumele kwenzeke ekupheleni kwendaba?"* Bhala phansi amagama abafundi bese uqedela ngegama elithi "ukuphela". Funda indaba usuke kuqaleni, ukhombisa igama ngalinye ngenkathi ufunda.
- 5 Uma unesikhathi ungacela abanye abafundi ukuthi bakunike isibonelo sendaba. Namathisela indaba odongeni.



Ukuhlanganisa nokuhlukanisa (amalunga)

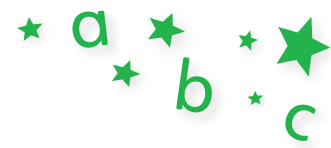
- 1 Chazela abafundi ukuthi uSpot (isithombe sokudlaliswa) uzobheka isekhwameni esine nezinto ezinamaqoqo ezinhlamvu ahlukahlukene noma izithombe bese esho igama alinqamule phakathi (isibonelo: **um | the | ngi | si**) Wena-ke kufanele uqagele ukuthi uSpot uthini.
- 2 Uma usukwenzile lokhu ngamagama ambalwa, buza kubafundi ukuthi ukhona yini ongathanda ukugqoka isokisi lesithombe esidlaliswayo bese ebheka esekhwameni. Bengalingisa uSpot besho igama ngokuli nqamula. Laba abanye abafundi kufanele baqagele ukuthi ngabe uqonde ukuthini.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuzisa abafundi ngemisebenzi abazoyenza bengamaqenjane amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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: ibhotela, i-spaza, imali, iphakethe, izingane, ukuvalelisa, ukuyothenga, Ma Madiswa, Mnu. Ibrahim, umthengisi, konke, ngoMqibelo
- A sock puppet made to look like Spot

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Say to the learners: "Do you think Spot stayed safely at home after he was brought home? No! Spot loves walking the streets, doesn't he? In fact, Spot went on another adventure the very next day! Where do you think Spot went? What happened to him?"
- 2 Explain to the learners that you are going to write another story about Spot going on an adventure. Say to them: "Let's write our own story. Let's think together. Does the story begin in the day or the night? Where is Spot? Who is he with?" Once learners have shared ideas about the beginning of the story, discuss and agree on what they want to say. Write down their words. You can begin with the words: "Once upon a time" or "One day".
- 3 Say to the learners: "Now that we have written the beginning of our story, who has ideas of what could happen next?" Listen to a few ideas, then negotiate with the learners about the events in the story. Write down the learners' words, then go back and read the story from the beginning.
- 4 Then say: "Now we need to think how the story ended. What next happened to Spot? Who has ideas about what to write for the end of the story?" Write down the learners' words, then finish with the words "The End". Read the story from the beginning, pointing to each word as you read.
- 5 If there is time, you can ask some of the learners to illustrate the story. Stick the story on the wall.



Blending and segmenting (syllables)

- 1 Explain to learners that Spot (the sock puppet) is going to look in the bag with multisyllabic objects or pictures and say a word in a broken-up way (for example: **um | the | ngi | si**). 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

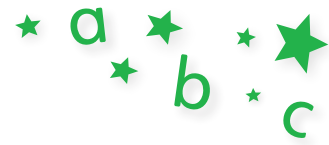
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




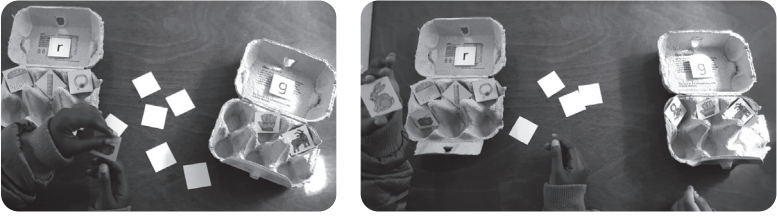



Imisebenzi yokwenziwa ngamaqembu amancane Isonto 2

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha eliyi-A4 elingabhalwe lutho lomfundi ngamunye • Inhlanguanisa yamakhrayoni asamafutha <div data-bbox="222 719 560 1102"> </div>	<p>Umsebenzi wooku-1: Ukudweba nokubhala kahle ngesandla kokuqala</p> <ol style="list-style-type: none"> 1 Bhala uthi "Isilwane esingumngane wami" phezulu ekhasini elingabhalwe lutho lomfundi ngamunye kungakaqali ukufunda. 2 Cela abafundi bakhombe amagama esihloko ngenkathi wena ufunda kanye nabo. 3 Buza abafundi uthi: "Ninazo izinja ezifana noSipoti noma ezinye izilwane ezingabangane benu emakhaya?" Bacele basidwebe isilwane sabo, noma badwebe leso abafisa ukuba naso. Babuze ukuthi bayafuna yini ukubhala amazwana ngomdwebo wabo. 4 Phawula noma ubuze umbuzo ngomdwebo, mhlawumbe uthi: "Likhuluphele lelo kati!" noma "Uyathanda ukubhukuda nenja yakho? Kuhle ukwenza kunjalo. Muhle lo mdwebo nombhalo wawo." 5 Uma becela ubabhalele, babandakanye nabo ngokubacela baphimise amagama bangasheshisi ngenkathi ubhala. Cabanga ngokuphimisela imisho yabafundi ngenkathi ubhala. 6 Bhala okushiwo ngumfundi njengoba kunjalo, igama negama. Khumbula ukubhala ngokuhlazeka kanye nangokucacile. 7 Uma sewuqedile, khuthaza umfundi ukuthi ayifunde kanye nawe imisho.
<ul style="list-style-type: none"> • Amabhokisi ayisi-6 amaqanda anencwadi enanyathiselwe esivalweni • Amakhadi encwadi yezithombe enzelwe izincwadi eziyisithupha 	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Amakhadi ezithombe zezinhlamvu kufanele axutshwe bese ebekwa efafuleni embozwe. 2 Nika umfundi ngamunye ibhokisi leqanda. 3 Abafundi kufanele badedelane ngokucosha amakhadi, basho igama lesithombe bese bebeka ikhadi ebhokisini elifanele lamaqanda. 4 Umfundi ogcwalise kuqala ibhokisi lamaqanda nguye onqobile. <div data-bbox="694 1442 1466 1656"> </div>
<ul style="list-style-type: none"> • Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi <div data-bbox="326 1808 465 1993"> </div>	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.

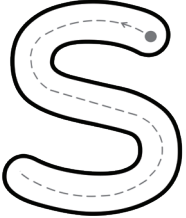
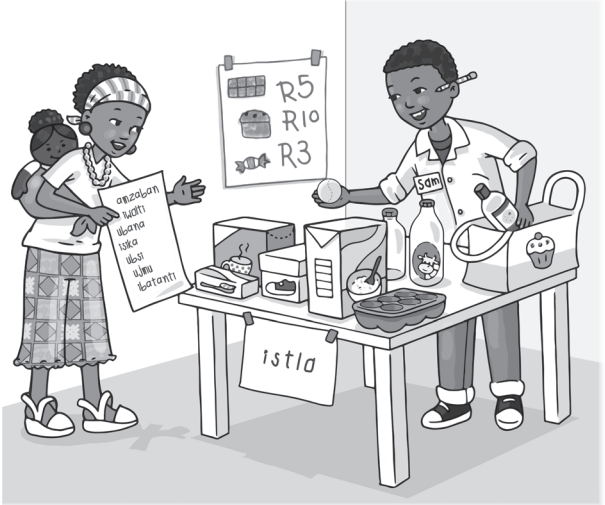


Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write "My pet" at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners: "Do you have a dog like Spot or another kind of pet at home?" Ask learners to draw their pet, or a pet they wish they had. Ask learners if they would like to write something about their picture. Make a comment or ask a question about the drawing, such as: "That's a fat cat!" or "Do you like to swim with your dog? That's a fun thing to do! What a beautiful drawing and such good writing." If they would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write the learner's sentence. Write exactly what the learner tells you, word for word. Remember to write neatly and clearly. When you have finished writing, encourage the learner to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> 6 x egg boxes with a letter stuck on the lid of the egg box Letter picture cards for six letters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> The letter picture cards must be mixed up and placed on the table face down. Give each learner an egg box. Learners must take turns to pick up a card, say the name of the picture and then place the card in the correct egg box. The learner whose egg box is filled first is the winner. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.





Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Isifanekiso se-A5 sohlamvu s somfundi ngamunye • Usawoti, isinkwa, usiba • Iphepha elidala noma iphephandaba • Iglu 	<p>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Nika umfundi ngamunye isifanekiso sezinhlamvu nezithombe ezinemisindo yokubhekiswa 2 Kufanele banamathisele izithombe ezinemisindo yokubhekiswa. <p style="text-align: center;">NOMA</p> <ol style="list-style-type: none"> 1 Badabule iphepha libe yizicucu ezincane baligoqe libe ngamabhola bese begcwalisa ngalo isikhala, bakhe uhlamvu. Bangaphinda bafake imidwebo yezinto zohlamvu lokubhekiswa u-s. 
<ul style="list-style-type: none"> • Okudingeka eshashalazini: itafula, iziqukathi ezingenalutho zezinto ezithengiwe, imali yokudlala, amabhokisi, izikhwama zokuthenga, amaphepha kanye namapensela, ikhompuyutha endala noma ikhibhodi, ithelefoni, isando sethoyizi, ishizolo, ibhulashi lokupenda, izipikili, ipulangwe lokhuni 	<p>Umsebenzi 5: Ukulingisa kokuzenzisa</p> <ol style="list-style-type: none"> 1 Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 lapho bebeye benza khona sengathi "baya esitolo". Abafundi bangenza sengathi bangumninisitolo nabathengi. Omunye angaba ngumgcini-mabhuku noma azenze umakhi noma umapendane ophethe namathuluzi okulungisa isitolo sikaMnu Ibrahim. 2 Iya engosini uyobukiswa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. 



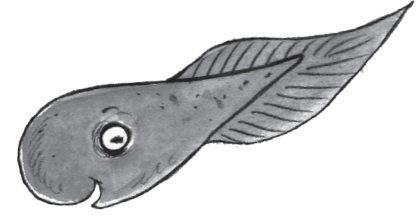


You will need	Activities
<ul style="list-style-type: none"> • An A5 s letter template for each learner • Usawoti, isinkwa, usiba • Scrap paper or newspaper • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound s. <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. <div data-bbox="1298 549 1482 765" style="float: right;"> </div>
<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. <div data-bbox="795 1134 1390 1622" style="text-align: center;"> </div>

★ Unoshobishobi omncane

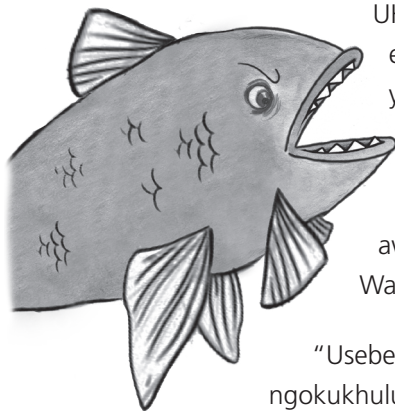
Indaba

UHarry unoshobishobi, wayehlala echibini elincane nomfowabo omdala uFreddy. Wayezijabulele nje ebhukuda aye le nale zonke izinsuku. UHarry wayenesifiso esikhulu, efisa ukuthi akwazi ukugxuma njengomfowabo omdala uFreddy. "Ngingunoshobishobi omncane oyindilingana encanyana, kodwa angisathandi ukuba ngunoshobishobi manje. Ngifuna ukugxuma njengesesele; ngifuna ukusuka kulesi sigodo ngigxumele kulesiya," kusho uHarry.



"Ungangifundisa ukugxuma njengawe?" kubuza uHarry kumfowabo. UFreddy wathi: "Ungakhathazeki, Harry, masinyane nje uzobe usukwazi ukugxuma njengami. Bona, imilenze yakho yangemuva seyikhulile!" Kwakumjabulisa uHarry ukuba nemilenze yangemuva. Wayesebuza: "Ungangifundisa ukugxuma ngemilenze yangemuva?" UFreddy wathi, "Harry, masinyane nje uzobe usukwazi ukugxuma njengami. Linda kuze kukhule imilenze yangaphambili!"

Walinda uHarry. Walinda walinda, kwathi kamuva wabona imilenze yangaphambili ikhula. "Bona! Nginemilenze yangaphambili manje, sewungangifundisa ukugxuma njengawe?" ebuza enamile. Masinyane uzobe usukwazi ukugxuma njengami," kusho uFreddy, "linda nje kuze kukhumuke umsila."



UHarry wabhukuda waya le nale ecula iculo elithi umsila mawukhumuke. Ngelinye ilanga, esantanta emanzini, kwafika inhlanzi enkulu enomlomo obanzi namazinyo abukhali, yatshuza yeza ngakuye. Wethuka kakhulu uHarry. Wabona ukuthi le nhlanzi engaka ifuna ukumudla! Wasuka ngejubane elikhulu etshuza uHarry.

Imilenze yangaphambili neyangemuva wayizwa ukuthi iqinile, futhi umsila awusamphazamisi. Watshuza ngamandla akhe wonke, waze wafika ekupheleni kwechibi. Wayenganakile ukuthi usetshuza emoyeni, waya wayothi cababa edwaleni.

"Usebenzile, Harry!" kuncoma uFreddy naye egxuma aye phezulu abuye abuyele phansi ngokukhulu ukujabula. "Ufundile-ke manje ukugxuma! Sewuyisele njengami." Wajabula kakhulu uHarry, isifiso sakhe sifezekile!

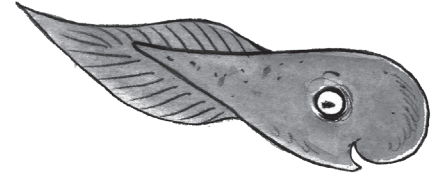
Iphela lapho indaba.



★ The little tadpole

Story

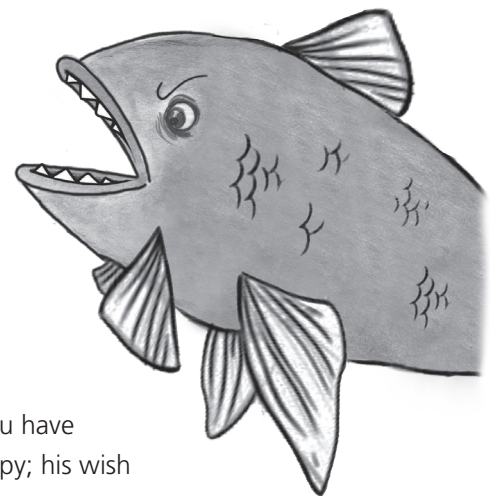
Harry the tadpole lived in a pond with his big brother Freddy. Harry was a happy little tadpole who swam around the pond all day. Harry had a big wish, he wanted to be able to jump just like his big brother Freddy. "I'm a little tadpole round and small, I don't want to be a tadpole at all. I want to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





Iculo

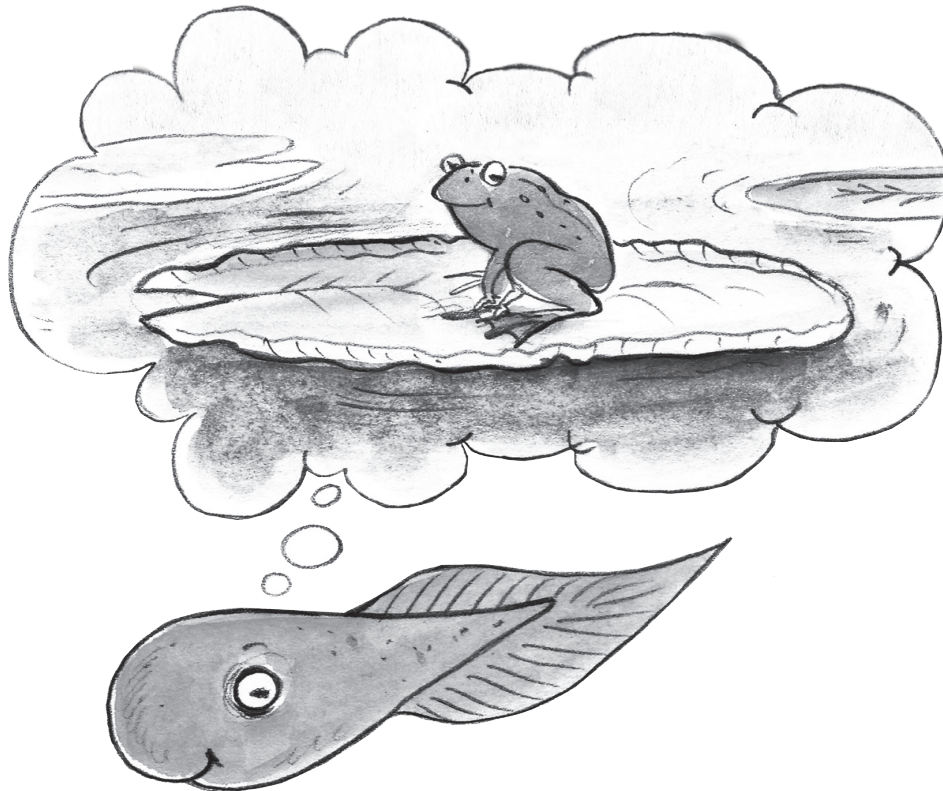
Ngingunoshobishobi
indilingana encane,
Angisafuni
ukuba ngunoshobishobi.
Ngifuna imilenze,
Ngifuna ukugxuma
njengesele langempela,
njengesele langempela!



(Licule ngendlela yeculo elithi "Ngineminwe emihlanu engiyibiza ngamagama" noma ngendlela yakho.)

Amagama amasha endabeni

Amagama awukhiye:	isele	unoshobishobi	ichibi	gxuma	ukubuya	ngaphambili
Amagama ongeziwe:	umsila	kubukhali	kuyindilinga	ukukhula	isifiso	umfowabo
	idwala	isigodo	ntanta	tshuza	wethukile	amazinyo





Song

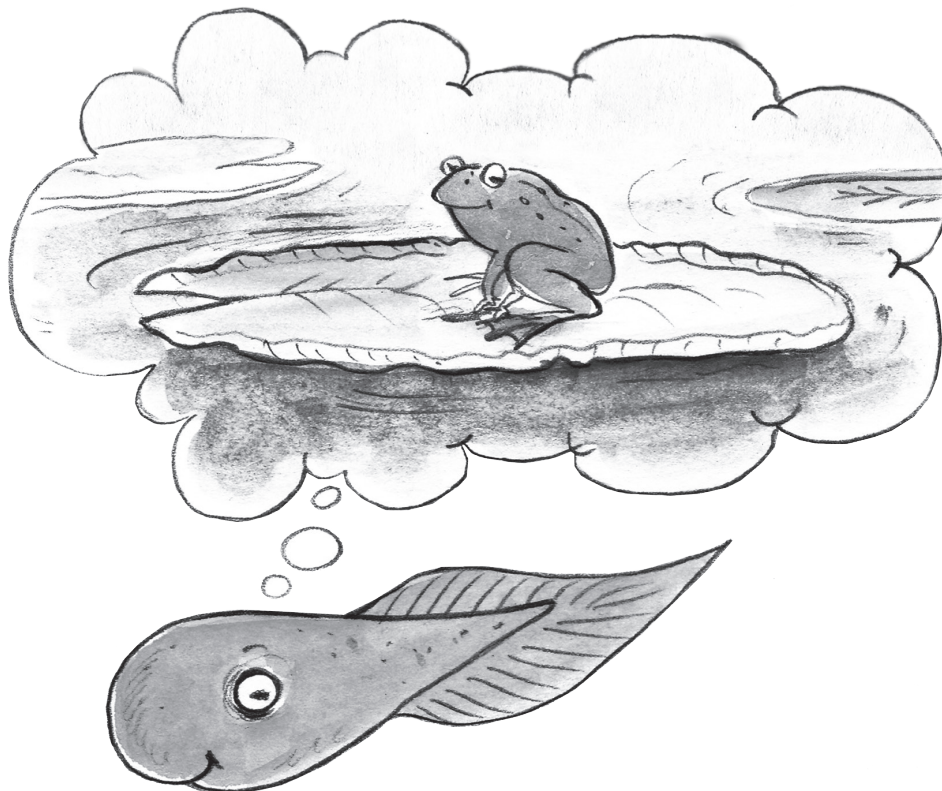
I'm a little tadpole round and small,
 I don't want to be a tadpole at all.
 I want to jump just like a frog;
 I want to jump from log to log!

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



Vocabulary from the story

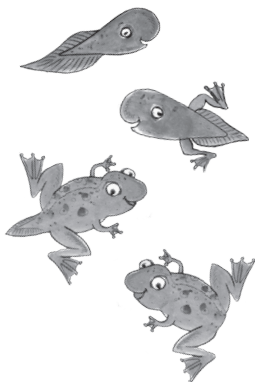
Key-words:	frog	tadpole	pond	jump	back	front
Extra words:	tail	sharp	round	grow	wish	brother
	rock	log	float	swim	terrified	teeth





Nakhu ozokudinga:

- Indaba: *Unoshobishobi omncane*
- Amaphaphethi: uHarry, uHarry nemilenze yangemuva, uHarry nemilenze yangaphambili neyangemuva, uFreddy, inhlanzi, idwala
- Okudingeka eshashalazi: idwala, iphepha elihlaza okotshana elisikwe laba njengo mnduze wamanzi, indwangu eluhlaza okwesibhakabhaka ezokwenziwa ichibi
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha



Nginyakazisa iminwe yami

Nginyakazisa iminwe yami
 Nginyakazisa izinzwane zami
 Nginyakazisa amahlombe ami
 Manje-ke (shaya izandla)
 Yonke iminyakazo isiphumile kimi
 Futhi sengithule du!

Isondo 1 Usuku 1

Umsebenzi wekilasi lonke

Yisho la mazwi *Nginyakazisa iminwe yami* ukuqwashisa abafundi ukuthi sekuyisikhathi sokuxoxa izindaba.

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: *“Wake wawubona unoshobishobi? Uvela kuphi onoshobishobi? Wake walibona ixoxo? Siwathola kuphi amaxoxo nonoshobishobi? Ungakhalisa okwexoxo? Uyazi yini ukuthi ixoxo libhukuda kanjani?”*
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Babonise izithombe zama chibi. Uma ungakwazi, qoqa onoshobishobi ubafake kujeke ukuze ubonise abafundi ukuthi unoshobishobi wangempela ubukeka kanjani.

2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenywe yendaba ngokubabuza imibuzo enezimpindulo eziningi, efana nokuthi: *“Ucabanga ukuthi uHarry wazizwa kanjani uma ebona inhlanzi enkulu? Ngabe kuzokwenzekani kokulandelayo?”*

3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: *“Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenywe ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba? Zikhona yini izinto ezenziwa umfowenu omdala noma udadewenu ongathanda ukuzenza nawe? Uyaziqhenya yini ngokwazi ukwenza izinto manje owawukade ungakwazi ukuzenza usemncane?”*

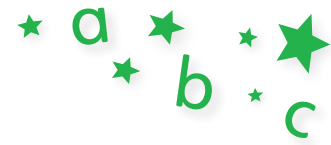
Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“manje, masinyane, emoyeni, ukumudla, ngamandla. Uyayizwa imisindo okugxilwe kuyo: manje, masinyane, emoyeni? Yebo, uqinisile! Wonke anomsindo /m/.”*
- 2 *“Lalelisisa, nanka amagama aqala ngomsindo /m/: mina, mamatheka, misa, iminithi, umentshisi, umlenze, umunwe, umuthi, umese, umama, imoto, imali, umalusi.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /m/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /m/: *“m-m-m”* Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

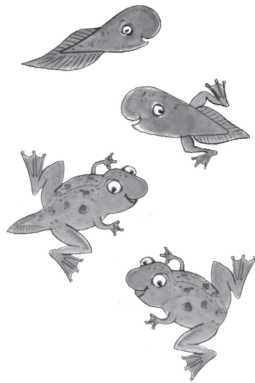
Chazela abafundi ukuthi sebezosebenza ngamaqenjana nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.





You will need:

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



Week 1 Day 1

Whole class activities

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

I wiggle my fingers

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

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *Have you ever seen a tadpole? Where does a tadpole come from? Have you seen a frog? Where do we find tadpoles and frogs? Can you croak like a frog? Do you know how a frog swims?*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example: Show them pictures of ponds. If you can, collect tadpoles in a jar to show learners what real tadpoles look like.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"How do you think 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: *"manje, masinyane, emoyeni, ukumudla, ngamandla. Can you hear the focus sound: manje, masinyane, emoyeni? Yes, you are right! They all have the sound /m/"*
- 2 *"Listen carefully, here are some more words with /m/: mina, mamatheka, misa, iminithi, umentshisi, umlenze, umunwe, umuthi, umese, umama, imoto, imali, umalusi."* (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.



Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo



Isondo 1 Usuku 2

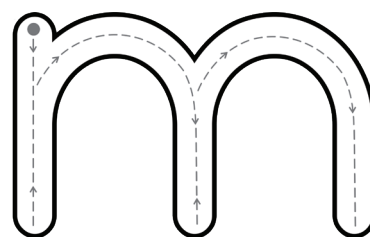
Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokucula

- 1 Qala ngokukhumbuza abafundi incazelo yamagama owethule ngoSuku-1.
- 2 Phinda uxoxe indaba ngamaphaphethi. Buza imibuzo ngenkathi uxoxa indaba. Khuthaza abafundi ukuthi baqagele ukuthi yini ezokwenzeka ngokulandelayo endabeni.
- 3 Tshela abafundi ukuthi uzobafundisa iculo elisha elizohambisana nendaba.
- 4 Yisho imigqa embalwa yeculo ngokucacile, usho ngokungasheshi, bese ucela abafundi ukuthi bangene bacule kanye nawe. Kungaba lukhuni khona kubafundi ukukhumbula amagama, ngakho bafundise ngezingxenyana ezincane zeculo.
- 5 Yiba nezithombe kanye nezinto zeshashalazi ukusiza abafundi ukuthi baluqonde ulimi lweculo.
- 6 Fundisa abafundi iminyakazo yeculo, kube umdlalo omnandi ukulicula ngezilimi ezahlukene.

Ukwakha uhlamvu

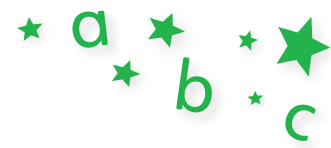
- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /m/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /m/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi badla u-ayisikhilimu ngesikhathi bethi: "m-m-mnandi".
- 3 Bonisa abafundi ukuthi uhlamvu /m/ lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, yehla, Yeqa, fola, yehla, khuphuka, fola futhi, wehle."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjane amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

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



Week 1 Day 2

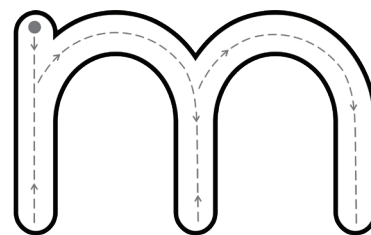
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /m/ or if they can think of any other words that start with the sound /m/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to eat an ice-cream while saying: "m-m-mnandi".
- 3 Show learners how to write the letter **m**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, up, over, down, up, over and down again."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their 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.



Nakhu ozokudinga:

- Okudingeka eshashalazini namaphaphethi asendabeni
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **m**: umentshisi, umlenze, umunwe, umuthi, umese, umama, imoto, imali, umalusi, umango



Isonto 1 Usuku 3

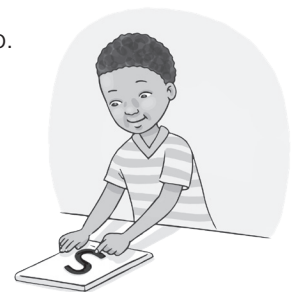
Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokuyidlala

- 1 Cula iculo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: *“Bacele ukuthi balingise lamagama ayizenzo: “gxuma” bese “uyabhukuda”.*
- 3 Khetha abafundi abazoba ngabادلالي endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena(Thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

Amabhokisi ezinhlamvu

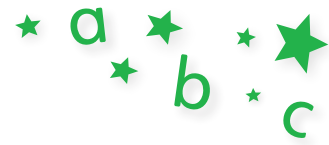
- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Senzani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelele umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu s.”* Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **m**: umentshisi, umlenze, umunwe, umuthi, umese, umama, imoto, imali, umalusi, umango



Week 1 Day 3

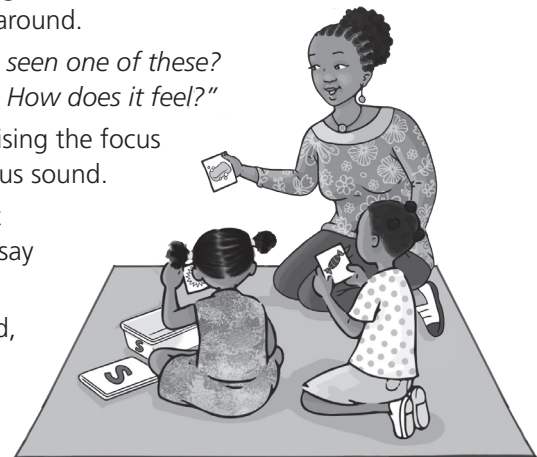
Whole class activities

Storytelling and role play

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

Letter boxes

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



Small group activities

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



Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo

UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

- “Ngabe ubona bani?” (abalingiswa)
- “Ngabe wenzani?” (izenzo neminyakazo)
- “Yini enye oyibonayo?” (ukubheka futhi)
- “Ikuphi i...?” (amagama ezindawo)
- “Kungani ucabanga ukuthi ...?” (Ukucabanga okunokuqamba, ukuveza imibono)

Isonto 1 Usuku 4

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

- Cula iculo futhi.
- Yethula amagama owacaphune ohlwini lwamagama amasha.
- Khetha esisodwa sezithombe usibambe usiphakamise. Buza abafundi ukuthi babonani, bese ukhuluma ngesithombe ngokujulile.
- Uma sewuxoxile ngesithombe ngasinye, sinamathisele ebhodini ukuze abafundi basibone. Kuqinisekise lokho izithombe azilandelani okwamanje kulo msebenzi.
- Emva kokukhuluma ngazo zonke izithombe, buza abafundi uthi: “Ngabe izithombe zilandelana ngokwamukelekile na?”
- Cela abafundi ukuthi bakhombe isithombe esihambelana nesiqalo sendaba. Sebenzisananani ukulandelanisa izithombe ukuze indaba ilandeleke.
- Gcina abafundi benamathele kukho konke okwenziwayo. Buza imibuzo efana nokuthi: “Kwase kulandelani? Ngubani okhumbula into eyenzeka emva kwalokho?”
- Uma izithombe sezilandelana kahle, cela abafundi abambalwa ukuthi baphinde bayixoxe indaba ngokulandelana kwezehlakalo.



Ukulalela imisindo okugxilwe kuyo

- Lomdlalo udlaleka kangcono phandle endaweni evulekile. Abafundi kufanele “ukubhukuda/bahlakazeke” baze bazwe wena umemeza noma ushaye ikhwela. Uma bekuzwa ubaqwashisa, kufanele benze iqoqo labantu abahlanu abaseduze nabo.
- Uma abafundi sebese maqenjini abo, nikeza iqembu ngalinye imisindo ngokwahluna yayo, bese kuthi umfundi ngamunye eqenjini kumele acabange igama ngalowo msindo. Uma bonke sebene gama kufanele bagxumagxume. Lalela amagama abo, ubheke ukuthi ngabe alungile yini bese ubanikeza iphuzu.
- Emva kokuba iqembu seliwashilo amagama alo, abafundi kufanele “ukubhukuda/bahlakazeke” futhi kodwa bahlale emaqenjini abo. Uma usubaqwashisa, abafundi kuzomele bame bese wena unikeza iqembu ngalinye umisindo owehlukile. Umdlalo ungaqhubeka kuze kube ukuthi iqembu lizitholela amaphuzu amahlanu.



Umsebenzi wamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjane amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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.



Nakhu ozokudinga:

- Iphepha elibanzi
- Amapeni angamakhokhi amakhulu
- Inhlama yokudlala yomfundi ngamunye
- Iphepha elingabhalwe lutho eliyi-A4
- Inhlanguanisa yamakhrayoni asamafutha
- Amaqoqo ezinhlamvu ahlobene nendaba: unoshobishobi, kuncane, ukubhukuda, kuyesaba, ukuntanta, kufushane, ukundiza, ise

Isonto 1 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Khuluma nabafundi mayelana nomjikelezo wempilo yexoxo uphinde ubakhumbuze ukuthi uHarry waphuma kanjani eqandeni, waba unoshobishobi bese wakhula waba ixoxo.
- 2 Dweba isithombe samaqanda, unoshobishobi nexoxo. Cela abafundi ukuba bachaze ingxenye ngayinye yomjikelezo wempilo ngesikhathi wena ufaka amagama eduze kwemidwebo (amaqanda, unoshobishobi, ixoxo). Dweba imicibisholo ekhomba kwi ngxenye eyodwa ngomjikelezo wempilo ukuya kwenye.
- 3 Chazela abafundi ukuthi bazokwenza amaqanda, unoshobishobi kanye nexoxo besebenzisa ubumba lokudlala.
- 4 Uma sebeyenzile inguquko yempilo besebenzisa ubumba lokudlala, bengadweba baphinde babhale kuwo umjikelezo wempilo.



UStella uthi:



Lomsebenzi ungenziwa kunanoma yiluphi ulimi, njengoba ugxile ekufundiseni abafundi ikhono lokunqamula amagama abe ngamaqoqo ezinhlamvu. Lokhu kuzosiza ukusabalalisa izinhlobonhlobo zezilimi kuphinde kuqinisekise ulimi lwasekhaya lwabafundi, zama lomsebenzi ngamagama anezinhlobonhlobo zamaqoqo ezinhlamvu wezinye izilimi.

Ukuhlanguanisa nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukani kanjani amalunga awo, isibonelo: **u | no | sho | bi | sho | bi**
- 2 Tshela oyedwa wabafundi ukuthi bazokwenza sengathi bangamaselesele. Cela iselesele ukuthi ligxume njalo uma kushiwo ilunga: **u** (liyagxuma) **no** (ligxuma kanye) **sho** (ligxuma kanye), *njll*. Kufuneka abafundi bawahlanguanise amalungu bagcine ngokusho kanyekanye bathi: **u | no | sho | bi | sho | bi = unoshobishobi**.
- 3 Cela ukuthi iselesele ligxume futhi. Kulokhu abafundi kumele bashaye izandla kanye uma iselesele ligxuma.
- 4 Isho elinye igama elisolhlwini bese ucela abafundi ukuthi balihlukanise libe amaqoqo ezinhlamvu. Ixoxo kumele ligxume ohlamvini ngalunye ngesikhathi abafundi bona beshaya izandla.



Umsebenzi wamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjane amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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: unoshobishobi, kuncane, ukubhukuda, kuyesaba, ukuntanta, kufushane, ukundiza, ise

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: **u | no | sho | bi | sho | bi**.
- 2 Tell one of the learners that they are going to pretend to be a frog. Ask the frog to jump for each of the syllables: **u** (one jump) **no** (one jump) **sho** (one jump) **bi** (one jump) **sho** (one jump) **bi** (one jump). Learners must then put the syllables together to say a word: **u | no | sho | bi | sho | bi = unoshobishobi**.
- 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.

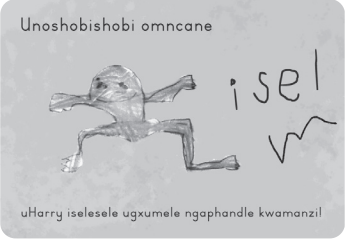





Small group activities

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



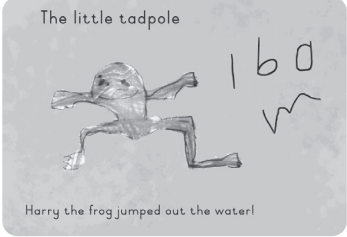


Imisebenzi yokwenziwa ngamaqembu amancane Isonto 1

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha eliyi-A4 elingabhalwe lutho lomfundi ngamunye • Inhlanguyela yamakhrayoni asamafutha  <p>Unoshobishobi omncane uHarry iselelele ugxumele ngaphandle kwamanzil</p>  <p><i>Ngalesi sikhathi sonyaka, abafundi bafanele babe nokuzethemba ngokubhala ngabo uqobo. Ungakhathazeki uma betholakala sebebhala uhide lwezinhlamvu ezingahlukanisiwe nangezikhala</i></p>	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo. 2 Cela abafundi ukuthi bawakhombe amagama esihloko ngenkathi uwafunda. 3 Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe. 4 Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni. 5 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe. 6 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo. 7 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. 8 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace. 9 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.
<ul style="list-style-type: none"> • Amakhadi ezithombe zezinhlamvu • Uthi lokushaya izimpukane olushibhile (lokhu ungakwakha nangepuleti lephepha noma ngesivalo seyogathi esinanyathiselwe othini) 	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Beka etafuleni amakhadi ezithombe zezinhlamvu abheke phezulu. Izinhlamvu zibeke uzibhekise phansi. 2 Abafundi ngamunye mabadedelane ukuphendula ikhadi lezinhlamvu bese bephimisa umsindo walolo hlamvu. 3 Bonke abafundi eqenjini kufanele bazame ukuthola isithombe esihambisana nomsindo basishaye ngothi lokushaya izimpukane. 
<ul style="list-style-type: none"> • Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.




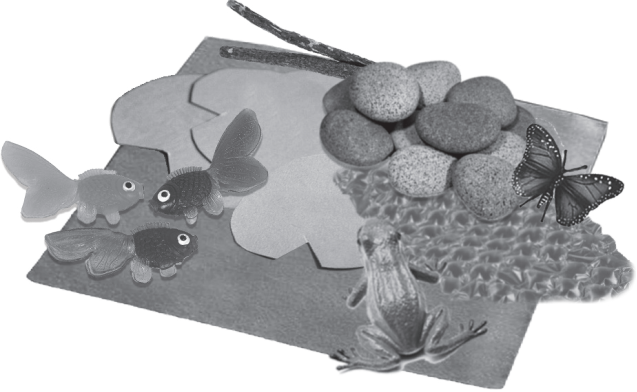


Small group activities for Week 1

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. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.


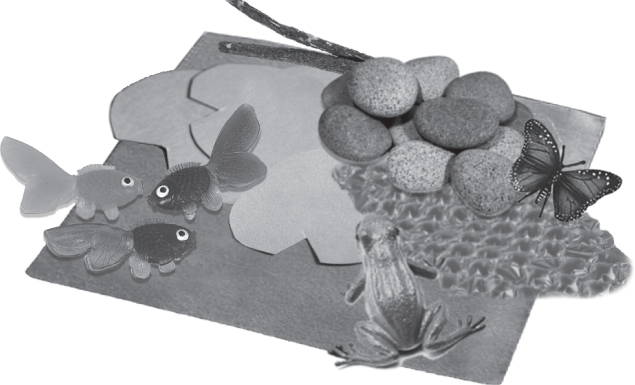




Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Umfundi ngamunye makabe nohhafu wepuleti lephepha, ikhokhi elimnyama, ipheshana elibomvu, amaphepha amabili esatshani ayindilinga, elimhlophe kanye nelimnyama kuwo ayindilinga • Iglu nesikele • Iphepha elisatshani noma inhlanganisela yamakhrayoni asamafutha 	<p>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Chazela abafundi ukuthi bazokwakha iselesele. Kufanele basike izicucu zamaphepha asatshani bazinamathisele epuletini lephepha noma basebenzise amakhrayoni asamafutha ukulenza libe luhlaza satshani. 2 Bese benamathisele amehlo, badwebe umlomo, banamathisele nolimi oluyiphepha. 
<ul style="list-style-type: none"> • Okudingeka eshashalazini: Makube nephepha elisatshani elisikwe laba yindilinga (<i>mnduze wamanzi</i>), amatshe ayizinyangana, indwangu eyisikwele noma utho olungangenwa ngamanzi, izingodo kanye nezinswazi, inhlama yokudlala noma amaselesele epulasitiki, amatshana amancane anebala elimnyama, izitsha zezimbali, izivemvane zepulasitiki kanye nezinhlanzi (noma izithombe ezisikwe ephephabhukwini) 	<p>Umsebenzi 5: Ukulingisa kokuzenzisa</p> <ol style="list-style-type: none"> 1 Hamba neqembu uye ekhoneni lokuzenzisa ulikhombise izinto okuzokwenziwa ngazo idamu elincane. Lichazele ukuthi lizokwenza idamu elincane okuzodlalwa kulo nezilwane ezihlala kulo kanye neziseduzane kwalo: amasele, izinhlanzi, izivemvane. 





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">• Props: 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. 





Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhophi kanye nezincwajana ezigoqiwe zomfundi ngamunye

Isonto 2 Usuku 1

Umsebenzi wekilasi lonke

Okunye ukulandelanisa izithombe



- 1 Qala ngabafundi abahlezi kumata. Khetha abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).
- 2 Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.
- 3 Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: "Ngubani okhumbula into eyenzeka ngokulandelayo?"
- 4 Uma sewulandelanise kahle izehlakalo zendaba, abafundi kumele baphindele ematafuleni abo.
- 5 Nikeza umfundi ngamunye incwadi encane. Bakhuthaze ukuthi babuke ikhava, bafunde isihloko sendaba.
- 6 Siza abafundi ukuthi balandele indaba ngezithombe encwadini encane, ubasize ukuthi baqaphele ukuthi izithombe encwadini ziyafana nezithombe ezilandelanisa indaba.
- 7 Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.
- 8 Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.



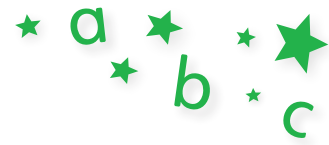
Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: "wayehlala, nomfowabo, wayenesifiso, wathi, walinda, wabona, wayizwa, wonke. Uyayizwa imisindo okugxilwe kuyo: **wathi**, **wabona**, **wonke**? Yebo, uqinisile! Wonke anomsindo **/w/**."
- 2 "Lalelisa, nanka amagama aqala ngomsindo **/w/**: wena, wethu, ivolintshi, amawele, iwashi, iwundlu, iwodulophu, iwuli." (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo **/w/** ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo **/w/**: "**w-w-w**". Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjana nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “wayehlala, nomfowabo, wayenesifiso, wathi, walinda, wabona, wayizwa, wonke. Can you hear the focus sound: **wathi**, **wabona**, **wonke**? Yes, you are right! They all have the sound /w/.”
- 2 “Listen carefully, here are some more words with /w/: wena, wethu, iwolintshi, amawele, iwashi, iwundlu, ivodulophu, iwuli.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /w/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /w/: “**w-w-w**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Nakhu ozokudinga:

- Incwadi Enkulu: *Unoshobishobi omncane*
- Amanzi asezitsheni zokuphatha nebhulashi lokupende kuzotholwa umfundi ngamunye

Isonto 2 Usuku 2

Umsebenzi wekilasi lonke

Ukufunda ngokubambisana – Incwadi Enkulu



- 1 Khuthaza abafundi ukuthi babuke ikhava, bese bekhuluma ngalokho abakubonayo nababona ukuthi bayakwazi.
- 2 Fundela ikilasi isihloko sendaba. Khomba igama ngalinye ngenkathi ufunda. Sifunde futhi isihloko, bese ucela abafundi ukuthi basifunde kanye nawe.
- 3 Siza abafundi ukuthi balandele izithombe encwadini yonke, baxoxe ngazo, bese ubakhuthaza ukuthi babuze imibuzo.
- 4 Khomba izinombolo zekhasi, ukhulume ngokuthi iyiphi inamba ezolandela.
- 5 Uma "sewuyiphenyaphenyile" yonke incwadi, buyela ekuqaleni uyofunda isihloko futhi. Bese uphenya amakhasi ufunde umusho ngamunye ngezwi elicacile owazalwa nalo. Khomba igama ngalinye ngenkathi ufunda.
- 6 Phinda uyifunde incwadi ukhuthaze abafundi ukuthi "bafunde" kanye nawe.



Ukwakha uhlamvu

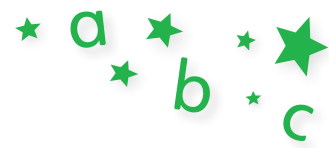
- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /w/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /w/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi bayimidlwane bese bekhonkotha ngokunensa, bebange umsindo omkhulu: "wu-wu-wu".
- 3 Buza abafundi ukuthi uhlamvu **w** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, yehla, khuphuka, yehla, khuphuka."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma usuyenzile imodeli yohlamvu phumela ngaphandle bese unikeza umfundi ngamunye isitsha esinamanzi nebhulashi lokupenda. Abafundi bengapenda uhlamvu kaningi emanzini luze lubonakale.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

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

Week 2 Day 2

Whole class activities

Shared reading – Big Book

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



Forming the letter

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



Small group activities

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



Nakhu ozokudinga:

- Ujeke wengilasi ogcwalise ngamanzi (ungafaka into yokushintsha umbala ekudleni ukuze wenze lomsebenzi ube nentshisekelo)
- Izinti noma amapeni omsizi
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **w**: iwolintshi, iwoyela, iwolethi, iwashi, iwundlu, iwodulophu, iwuli

Isonto 2 Usuku 3

Umsebenzi wekilasi lonke

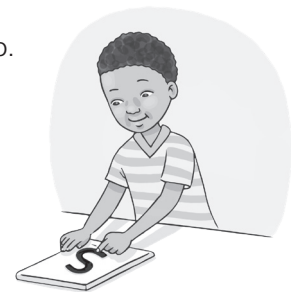
Ukuzejwayeza ukulalela

- 1 Chazela ikilasi ukuthi kufanele balalele ngokucophelela njengoba uzobe uthinta ujeke wengilasi ngamunye ngothi noma ngepeni lomsizi.
- 2 Buza abafundi ukuthi ngabe imisindo iyefana noma yehlukile. Imuphi ujeke wengilasi owenza umsindo opezulu, futhi imuphi owenza umsindo ophansi?
- 3 Buza ukuthi ngabe ukhona yini kubafundi ongathanda ukuthinta labo jeke bezingilasi abahlukahlukene bese balalela imisindo abayenzayo.
- 4 Zama ukuthinta ngephethini bese ubuza ukuthi ukhona yini oyeswa kubafundi ongalisa leyo phethini.



Amabhokisi ezinhlamvu

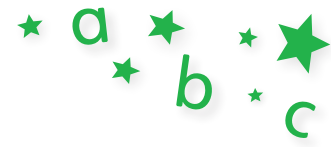
- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Sensani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelele umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu s.”* Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

- Some glass jars filled with different amounts of water (you can add food colouring to make this activity more interesting)
- Sticks or pencils
- A letter box containing objects or pictures of objects that have the focus sound **w**: iwolintshi, iwoyela, iwolethi, iwashi, iwundlu, iwodulophu, iwuli

Week 2 Day 3

Whole class activities

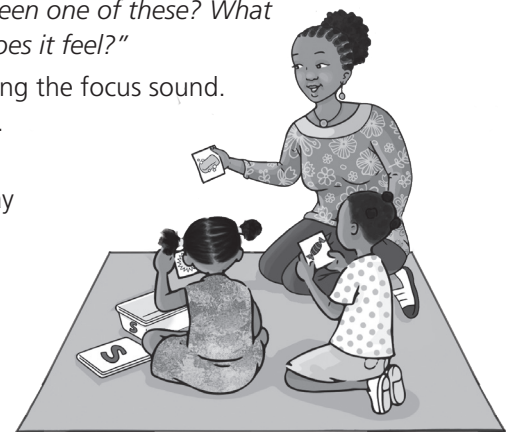
Learning to listen

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



Letter boxes

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



Small group activities

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



Nakhu ozokudinga:

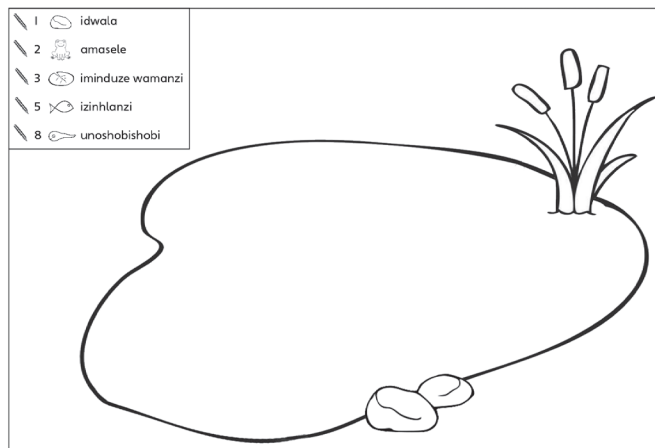
- Ikhophi yomfundi ngamunye yekhasi lomsebenzi wokuFunda nokwenza
- Inhlanguaniselwa yamakhrayoni asamafutha

Isonto 2 Usuku 4

Umsebenzi wekilasi lonke

Funda bese wenza

- 1 Tshela abafundi ukuthi babheke uhlu olusekhasini lomsebenzi bese bekhuluma ngabakubonayo (izinombolo, izithombe namagama).
- 2 Tjela ebafundzi kutsi nyalo batawenta umsebenzi lojabulisako "fundza wente". Chazela abafundi ukuthi sebezokwenza umsebenzi ozobajabulisa obizwa ngokuthi "funda bese uyenza" kumele bafunde umusho ngamunye bese benza lokho okushiwoyo basebenzise isikhala esingenalutho ekhasini.
- 3 Fundani umusho wokuqala ndawonye: Dweba itshe elilodwa.
- 4 Buza ukuthi ukhona yini umfundi "ongafunda" okufanele kwenziwe ngokulandelayo: Dweba amaselesele amabili.
- 5 Kumele abafundi baqhubeke kanjalo belandela umyalelo ngamunye.
- 6 Siza labo bafundi obabona benobunzima ukufunda imiyalelo.



Ukulalela imisindo okugxilwe kuyo



- 1 Lomdlalo udlaleka kangcono phandle endaweni evulekile. Abafundi kufanele "ukubhukuda/bahlakazeke" baze bazwe wena umemeza noma ushaye ikhwela. Uma bekuzwa ubaqwashisa, kufanele benze iqoqo labantu abahlanu abaseduze nabo.
- 2 Uma abafundi sebese maqenjini abo, nikeza iqembu ngalinye imisindo ngokwahluna yayo, bese kuthi umfundi ngamunye eqenjini kumele acabange igama ngalowo msindo. Uma bonke sebene gama kufanele bagxumagxume. Lalela amagama abo, ubheke ukuthi ngabe alungile yini bese ubanikeza iphuzu.
- 3 Emva kokuba iqembu seliwashilo amagama alo, abafundi kufanele "ukubhukuda/bahlakazeke" futhi kodwa bahlale emaqenjini abo. Uma usubaqwashisa, abafundi kuzomele bame bese wena unikeza iqembu ngalinye umsindo owehlukile. Umdlalo ungaqhubeka kuze kube ukuthi iqembu lizitholela amaphuzu amahlanu.

Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjina amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

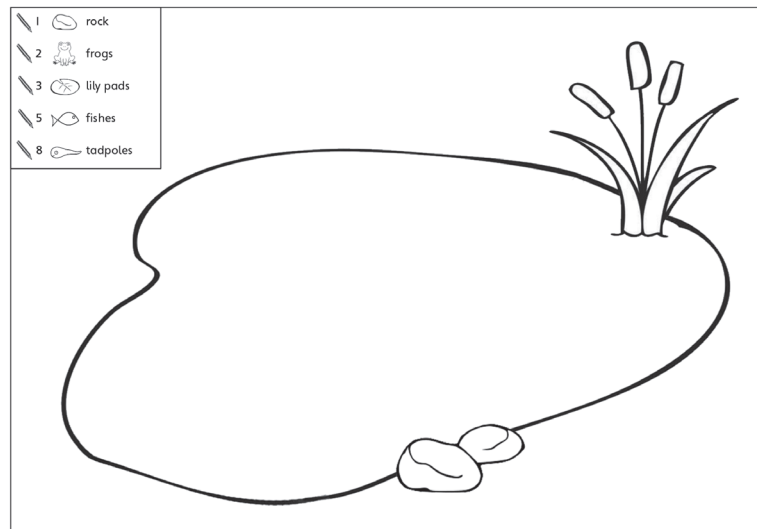
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

Week 2 Day 4

Whole class activities

Read and do

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



Listening for focus sounds



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

Small group activities

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



Nakhu ozokudinga:

- Izithombe zamanzi anukubezekile Kanye nahlanzekile emifuleni, emadamini kanye nasezizibeni
- Iphepha leshadi, ipeni lokumaka elimnyama
- Inhlanguyela yamakhrayoni asamafutha
- Izikhwama zepulasitiki, amaphepha
- Amaqoqo ezinhlamvu ahlobene nendaba: unoshobishobi, kuncane, ukubhukuda, kuyesaba, ukuntanta, kufushane, ukundiza, iseke

Isonto 2 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Khombisa abafundi izithombe zamanzi angcolile kanye nalawo ahlanzekile emifuleni, emadamini kanye nasezizibeni. Babuze ukuthi bake bawubona yini umfula ohlanzekile noma ongcolile. Buza uthi: *“Ucabanga ukuthi uthanda ukuhlalaphi unoshobishobi ogama lakhe nguHarry? Kungani edinga ukuhlala emanzini ahlanzekile? Kwenzekani emaseleseleni Kanye nakonoshobishobi uma imifula namadamu kunukubezeka? Anukubezeka kanjani amadamu, imifula kanye neziziba?”*
- 2 Chazela abafundi ukuthi bazokusiza nakhe iphosta ezokwazisa abantu ukuthi kumele benzeni ukugcina imifula ihlanzekile benzele amaselesele, izinhlanzi kanye nezinye izilwane. Cela imibono kubafundi mayelana nokuthi kufanele kubhalweni kuleyo phosta. Isibonelo: Makusindiswe amaselesele - ungaphosi izikhwama zamapulasitiki kanye nezingilazi emanzini; Amaselesele adinga amanzi ahlanzekile njengathi - gcina imifula ihlanzekile. Buza abafundi ukuthi kufanele bawenzeni udoti nokuthi kumele ufakwephi. Bhala kucace ngamagama aphrintiwe amancane ubacele badwebe izithombe ezizofakwa kuphosta. Abanye abafundi bangabe bedabula amaphepha noma izicucu zezikhwama zamapulasitiki ezizonanyathiselwa kuphosta.
- 3 Uma seyiphelile ukwenziwa iphosta, yinamathisele odongeni eduze kwesicabha sekilasi bese ukhuthaza abafundi ukuthi “bayifundele” abazali babo uma bezobalanda esikoleni.

UStella uthi:



Lomsebenzi ungenziwa kunanoma yiluphi ulimi, njengoba ugxile ekufundiseni abafundi ikhono lokunqamula amagama abe ngamaqoqo ezinhlamvu. Lokhu kuzosiza ukusabalalisa izinhlobonhlobo zezilimi kuphinde kuqinisekise ulimi lwasekhaya lwabafundi, zama lomsebenzi ngamagama anezinhlobonhlobo zamaqoqo ezinhlamvu wezinye izilimi.

Ukuhlanguyela nokuhlukanisa (amalunga)

- 1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama amalunga amaningi, uveze ukuthi ahlukaniswa kanjani amalunga awo, isibonelo: **i | se | le**.
- 2 Tshela oyedwa wabafundi ukuthi bazokwenza sengathi bangamaselesele. Cela iselesele ukuthi ligxume njalo uma kushiwo ilunga: **i** (liyagxuma) **se** (ligxuma kanye) **le** (ligxuma kanye). Kufuneka abafundi bawahlanguyise amalungu bagcine ngokusho kanyekanye bathi: **i | se | le = iseke**.
- 3 Cela ukuthi iselesele ligxume futhi. Kulokhu abafundi kumele bashaye izandla kanye uma iselesele ligxuma.
- 4 Isho elinye igama elisohlwini bese ucela abafundi ukuthi balihlukanise libe amaqoqo ezinhlamvu. Ixoxo kumele ligxume ohlamvini ngalunye ngesikhathi abafundi bona beshaya izandla.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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: unoshobishobi, kuncane, ukubhukuda, kuyesaba, ukuntanta, kufushane, ukundiza, isele

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: **i | se | le**.
- 2 Tell one of the learners that they are going to pretend to be a frog. Ask the frog to jump for each of the syllables: **i** (one jump) **se** (one jump) **le** (one jump). Learners must then put the syllables together to say a word: **i | se | le = isele**.
- 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.

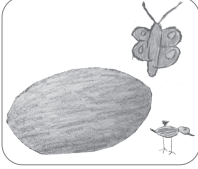




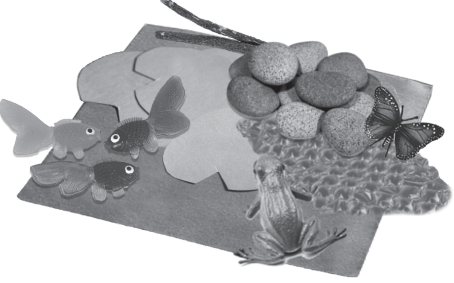


Small group activities

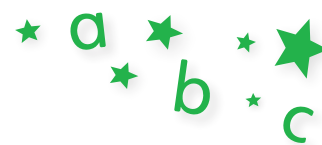
Remind learners about the small group activities, the rules for each activity and the tidy-up process.







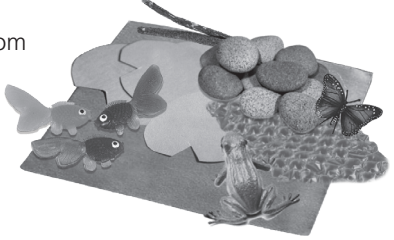
Imisebenzi yokwenziwa ngamaqembu amancane Isonto 2

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha eliyi-A4 elingabhalwe lutho lomfundi ngamunye • Inhlanguanisa yamakhrayoni asamafutha • Izithombe zamadamu amancane kanye nezilwane ezihlala kuwo kanye naseduzane kwawo 	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo</p> <ol style="list-style-type: none"> 1 Khuluma ngezilwanyana ezihlala edamini elincane noma eduzane kwalo. Yisiphi esinye isilwane angethuka ehlangana naso uHarry edamini lakhe elincane? (uvmvane, inyosi, isibankwa, intethe, inyoka, inyoni) 2 Uma unazo izincwadi ezinezithombe zamadamu amancane, banike zona abafunde ukuba bazibuke. 3 Chazela abafundi ukuthi kufanele badwebwe isithombe sedamu elincane bafake amalebuli ezilwaneni.
<ul style="list-style-type: none"> • Amakhadi ezithombe zezinhlamvu • Uthi lokushaya izimpukane olushibhile (lokhu ungakwakha nangepuleti lephepha noma ngesivalo seyogathi esinanyathiselwe othini) 	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Beka etafuleni amakhadi ezithombe zezinhlamvu abheke phezulu. Izinhlamvu zibeke uzibhekise phansi. 2 Abafundi ngamunye mabadedelane ukuphendula ikhadi lezinhlamvu bese bephimisa umsindo walolo hlamvu. 3 Bonke abafundi eqenjini kufanele bazame ukuthola isithombe esihambisana nomsindo basishaye ngothi lokushaya izimpukane. 
<ul style="list-style-type: none"> • Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.
<ul style="list-style-type: none"> • Ikhophi Yekhasi Lomsebenzi Wokwenziwa ngenhlama yokudlala, elembozwe ngepulasitiki noma elifakwe emvulophini yepulasitiki • Inhlama yokudlala 	<p>Umsebenzi 4: Izakhono zezihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Chazela abafundi ukuthi kufanele bemboze amaphethini ngenhlama yokudlala elolongwe yenziwa imiswenya emide.  
<ul style="list-style-type: none"> • Okudingeka eshashalazini: Makube nephepha elisatshani elisikwe laba yindilinga (<i>mnduze wamanzi</i>), amatshane ayizinyangana, indwangu eyisikwele noma utho olungangenwa ngamanzi, izingodo kanye nezinswazi, inhlama yokudlala noma amaselesele epulasitiki, amatshana amancane anebala elimnyama, izitsha zezimbali, izivmvane zepulasitiki kanye nezinhlanzi (noma izithombe ezisikwe ephephabhukwini) 	<p>Umsebenzi 5: Ukulingisa kokuzenzisa</p> <ol style="list-style-type: none"> 1 Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 abakhe kulo idamu elincane bese bedlala nabalingiswa, isibonelo: amasele, izinhlanzi, izivmvane. 





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 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 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"> • Props: 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. 



★ UTemo namasela ezitshalo

Indaba

UTemo kwakuyintombazane ehlakaniphile eyayihlala esigodini saseQunu. Ngelinye ilanga ekilasini bafundiswa ngokutshala imifino. UTemo waphuthuma ekhaya ukuyoxoxela abazali bakhe. Efika nje ekhaya uTemo, wagqoka i-ovalolo yakhe, amabhutsi okusebenza kanye nesigqoko, wayesethi: "Mama, baba, bonani!"

"Kungani ugqoke lezo zinto, Temo?" kubuza uyise.

"Ngifuna ukutshala imifino yami," washo ethokozile.

"Kuzwakala kungumbono omuhle kakhulu lokho," kusho unina. Basuka oTemo noyise bayofuna indawo enhle egcekeni lapho uTemo ayezokwenza khona ingadi.

OTemo noyise basebenza bobabili engadini. Basebenzisa imfologo yasengadini ukuthambisa inhlabathi. Ekugcineni yathamba inhlabathi yalungela ukutshala imbewu. Basebenzisa ireki ukususa amatshe enhlabathini.

Ngosuku olulandelayo sekuphume isikole, uTemo wabuyela ekhaya futhi. Wakhumula izingubo zesikole, wanikela engadini ehamba noyise futhi. Batshala isipinashi, ukherothi, utamatisi kanye nobhontshisi. Nsuku zonke emva kwalokho uTemo wakuthokozela kakhulu ukubuya esikoleni azonisela ingadi yakhe.

Ngelinye ilanga uTemo ebuya esikoleni, wafika ekhaya izimbuzi zigcwele engadini zidla izitshalo zakhe. Wazijaha uTemo. "Mama! Baba! Izimbuzi bezidla izitshalo zami," kusho yena ekhala. "Zenze umonakalo omkhulu!" Wayesethi ukucabanga uTemo, emva kwalokho wathi, "Kunjani sibiyele ingadi ngocingo." Uyise washo ukuthi ngumbono omuhle futhi lowo. Balwakha ucingo babiyela.

Akugcinanga lapho. Izinkomo zavula isango lengadi ngezimpondo. UTemo wazijaha nazo ezisusa engadini, kodwa wabona ukuthi zinkulu, uyazesaba. "Mama! Baba!" kumemeza yena. "Izinkomo zidla imifino yami!" Uyise weza wazijijimisa, ezixosha engadini. Waphinda wacabanga futhi uTemo. "Masikhiye isango ngengidi," kusho yena. Uyise wamtholela ingidi ukuba akhiye ngayo isango.

UTemo wabona ukuthi uyixazululile inkinga yezimbuzi neyezinkomo, kodwa ngelinye ilanga wabona izinyoni zidla izitshalo zakhe engadini. "Ngiyazi," kusho uTemo, "kufanele sifake inethi phezu kwengadi." Bakwenza lokho.

Akabange esaba nayo inkinga yezilwane ezidla imifino yakhe engadini uTemo. Zakhula izitshalo engadini yakhe zaze zalungela ukuvunwa. Wayesesiza unina ukupheka isobho elimnandi likabhontshisi, ukherothi, isipinashi kanye notamatisi. Umndeni wonke wadla isidlo semifino evela engadini kaTemo. "Wenze umsebenzi omuhle kakhulu, Temo," kusho unina. Wafikelwa ukuziqhenya uTemo.

Iphela lapho indaba.



★ 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.

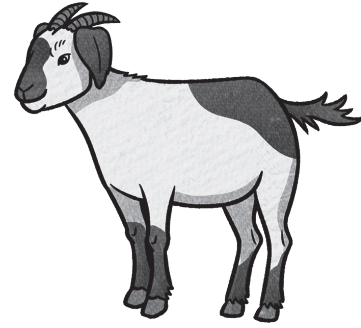
And that is the end of the story.





Iculo

Imifino, izitshalo
 Chelela amanzi
 Ukherothi, ubhontshisi, isipinashi notamatisi
 Ziyamila, ziyamila, ziyamila
 Ngiyadla, ngiyadla, ngiyadla



(Licule ngendlela yeculo elithi "Benye benye benye beny' inkanyezana encane" noma ngendlela yakho.)

Amagama amasha endabeni

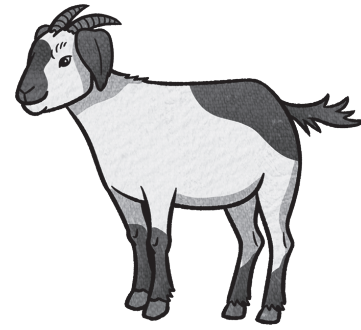
Amagama awukhiye:	imifino	imbewu	imbuzi	i-ovalolo	amabhutsi	inhlabathi
Amagama ongeziwe:	isobho	umonakalo	uphondo	xazulula	ukherothi/ izaqatha	ubhontshisi
	isipinashi	utamatisi	ucingo	inkomo	inethi	isango





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





Nakhu ozokudinga:

- Indaba: *UTemo namasela ezitshalo*
- Amaphaphethi: *UTemo*, idelela namabhuzu, uBaba, imbuzi, inkomo, isitsha sokuthelela, ingxenyengadi nofenisi
- Okudingeka eshashalazini: amabhuzu, isigqoko, inhlabathi, ingidi, inethi, isipinashi, izaqatha, utamatisi, izinhlamvu zobhontshisi ezisephaketheni kanye nesipinashi esiluhlaza, utamatisi, nobhontshisi oluhlaza satshani
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha

Isondo 1 Usuku 1

Umsebenzi wekilasi lonke

Yisho la mazwi *Nginyakazisa iminwe yami* ukuqwashisa abafundi ukuthi sekuyisikhathi sokuxoxa izindaba.

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: *“Wake watshala okuthile/wasebenza engandini? Ngabe zakhula yini izitshalo? Zikhona yini izingqinamba owabhekana nazo mayelana nemfuyo edla izitshalo zakho?”*
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Babonise imbewu yezitshalo esemaphaketheni noma izinhlamvu ozomisile (isibonelo: izinhlamvu zethanga, izinhlamvu zombila). Woza nengidi nesikhiye bese ubonisa abafundi ukuthi ivulwa kanjani nokuthi ivalwa kanjani.

2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenyengadi yendaba ngokubabuzisa imibuzo enezimpindulo eziningi, efana nokuthi: *“Ucabanga ukuthi uTemo kumele enzeni kuqala ukuze alungiselele ingadi yakhe? Ucabanga ukuthi obani amasela wezitshalo? UTemo angenzenjani gwema izilwane ukuthi zingangeni engadini?”*

3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: *“Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenyengadi ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba?”*

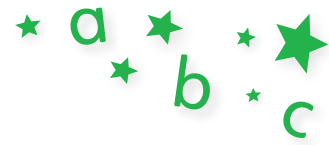
Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“imifino, efika, futhi, bafundiswa, wafikelwa. Uyayizwa imisindo okugxilwe kuyo: imifino, efika, futhi? Yebo, uqinisile! Wonke anomsindo /f/.”*
- 2 *“Lalelisisa, nanka amagama aqala ngomsindo /f/: funda, funa, futha, faza, ifasitela, ifu, ufudu, ifulegi, ifulawa, ifindo.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /f/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /f/: **“f-f-f”**. Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjana nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.





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.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"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: *"imifino, efika, futhi, bafundiswa, wafikelwa. Can you hear the focus sound: imifino, efika, futhi? Yes, you are right! They all have the sound /f/."*
- 2 *"Listen carefully, here are some more words with /f/: funda, funa, futha, faza, ifasitela, ifu, ufudu, ifulegi, ifulawa, ifindo."* (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.



Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo



Isonto 1 Usuku 2

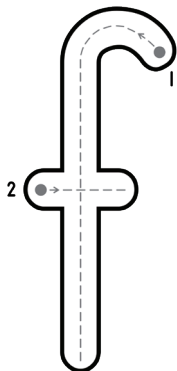
Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokucula

- 1 Qala ngokukhumbuza abafundi incazelo yamagama owethule ngoSuku-1.
- 2 Phinda uxoxe indaba ngamaphaphethi. Buza imibuzo ngenkathi uxoxa indaba. Khuthaza abafundi ukuthi baqagele ukuthi yini ezokwenzeka ngokulandelayo endabeni.
- 3 Tshela abafundi ukuthi uzobafundisa iculo elisha elizohambisana nendaba.
- 4 Yisho imigqa embalwa yeculo ngokucacile, usho ngokungasheshi, bese ucela abafundi ukuthi bangene bacule kanye nawe. Kungaba lukhuni khona kubafundi ukukhumbula amagama, ngakho bafundise ngezingxenyana ezincane zeculo.
- 5 Yiba nezithombe kanye nezinto zeshashalazi ukusiza abafundi ukuthi baluqonde ulimi lweculo.
- 6 Fundisa abafundi iminyakazo yeculo, kube umdlalo omnandi ukulicula ngezilimi ezahlukene.

Ukwakha uhlamvu

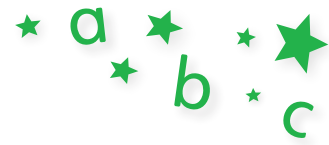
- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /f/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /f/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi bafafaza amanzi ezimbalini ngesikhathi: "f-f-fafaza".
- 3 Bonisa abafundi ukuthi uhlamvu f lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, jikeleza kancane wehle njalo. Yeqa, ufake isiphambano maphakathi."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjane amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

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



Week 1 Day 2

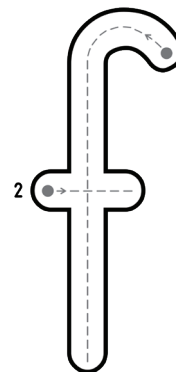
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /f/ or if they can think of any other words that start with the sound /f/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend they are sprinkling water on flowerbeds while saying: "f-f-fafaza".
- 3 Show learners how to write the letter **f**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go over and all the way down. Lift and cross in the middle."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their 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.



Nakhu ozokudinga:

- Okudingeka eshashalazini namaphaphethi asendabeni
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **f**: ifasitela, ifu, ufudu, ifulegi, ifulawa, ifindo, ifilimu



Isonto 1 Usuku 3

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokuyidlala

- 1 Cula iculo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: *“Bengakwazi ukusho amagama ezimphla ezazigqokwe uTemo ngesikhathi esebenza engadini?” (amabhuzu nedelela)*
- 3 Khetha abafundi abazoba ngabadlali endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena(Thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

Amabhokisi ezinhlamvu

- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Senzani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelela umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezewayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu s.”* Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuzwa abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **f**: ifasitela, ifu, ufudu, ifulegi, ifulawa, ifindo, ifilimu



Week 1 Day 3

Whole class activities

Storytelling and role play

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

Letter boxes

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



Small group activities

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



Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Isipuni

UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

- "Ngabe ubona bani?" (abalingiswa)
- "Ngabe wenzani?" (izenzo neminyakazo)
- "Yini enye oyibonayo?" (ukubheka futhi)
- "Ikuphi i...?" (amagama ezindawo)
- "Kungani ucabanga ukuthi ...?" (Ukucabanga okunokuqamba, ukuveza imibono)

Isonto 1 Usuku 4

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

- 1 Cula iculo futhi.
- 2 Yethula amagama owacaphune ohlwini lwamagama amasha.
- 3 Khetha esisodwa sezithombe usibambe usiphakamise. Buza abafundi ukuthi babonani, bese ukhuluma ngesithombe ngokujulile.
- 4 Uma sewuxoxile ngesithombe ngasinye, sinamathisele ebhodini ukuze abafundi basibone. Kuqinisekise lokho izithombe azilandelani okwamanje kulo msebenzi.
- 5 Emva kokukhuluma ngazo zonke izithombe, buza abafundi uthi: "Ngabe izithombe zilandelana ngokwamukelekile na?"
- 6 Cela abafundi ukuthi bakhombe isithombe esihambelana nesiqalo sendaba. Sebenzisananani ukulandelanisa izithombe ukuze indaba ilandeleke.
- 7 Gcina abafundi benamathele kukho konke okwenziwayo. Buza imibuzo efana nokuthi: "Kwase kulandelani? Ngubani okhumbula into eyenzeka emva kwalokho?"
- 8 Uma izithombe sezilandelana kahle, cela abafundi abambalwa ukuthi baphinde bayixoxe indaba ngokulandelana kwezehlakalo.



Ukulalela imisindo okugxilwe kuyo

- 1 Hlalisa abafundi endingilizeni bese uyabatshela ukuthi uyothenga ukuze ukwazi ukwenza isobho lemifino noma isitshulu ukulungisela isidlo sasemini. Beka ibhodwe lemifino nekhadi lezithombe noma imifino yangempela phakathi nedawo endingilizeni.
- 2 Cela umfundi ukuba athole isithombe semfino ngomsindo "kh" (isibonelo, ikhowe) bese uyifaka ebhodweni. Bese ucela omunye umfundi ukuthi athole into ngomsindo "z" (isibonelo, izambane) bese uyifaka ebhodweni. Qhubeka njalo ngalendlela kuze kube ukuthi zonke izithombe zingena ebhodweni.
- 3 Buza abafundi ukuthi ikuphi okunye okudinga ukuthi sikufake uma senza isobho, ngomsindo /a/ (amanzi). Singaphinde sifake into ngomsindo /s/ (usawoti). Yenza sengathi ufaka amanzi, bese uyapheka, ugoqoze uphinde uzwe ukunambitheka kwesobho.
- 4 Buza abafundi ukuthi ngabe bayakhumbula yini ukuthi imiphi imifino oyisebenzisile "ukwenza" isobho. Uma kunzima ukuthi bakhumbule banike umkhondo ngokubatshele umsindo wokuqala walelo gama. Isibonelo: "Sifake imfino eqala ngomsindo 'z'. Yebo, isitshalo esihlobene no-zambane"

Umsebenzi wamaqembu amancane

Khumbuzisa abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

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

Week 1 Day 4

Whole class activities

Sequencing pictures

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

Stella says:



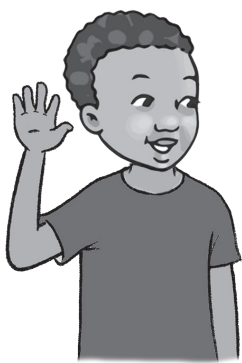
These are useful questions to ask about each picture:

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



Listening for focus sounds

- 1 Seat learners in a circle and tell them you are going shopping to make vegetable soup or stew for lunch. Place a pot for the vegetables and picture cards or real vegetables in the middle of the circle.
- 2 Ask a learner to find a picture of a vegetable with the sound "kh" (for example: ikhowe) and put it into the pot. Then ask another learner to find something with "z" (for example: izambana) and put it into the pot. Continue in this way until all the pictures have been put into the pot.
- 3 Ask learners what else we need to add to make soup, with the sound /a/ (amanzi). We can also add something with /s/ (usawoti). 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 focus sound of the word. For example: "We added a vegetable with the sound 'z'. Yes, izambana."



Small group activities

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





Nakhu ozokudinga:

- Ikhophi yomfundi ngamunye **yekhasi lomsebenzi wokwenziwa osuselwa endabeni ethi Inkomo kaTemo**
- Izinduku zikaswidi wezinti noma izinswazi, isikele, iglu
- Inhlanguisela yamakhrayoni asamafutha
- Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye
- Amakhadi ezithombe zamagama amalungu-maningi asuselwe endabeni: ukherothi, isipinashi, ingadi, amabhutsi odaka, i-ovalolo engenamikhono, ingidi, utamatisi (yengeza nezinye izithombe zemifino ezithathelwe emaphepheni ezinto zokuthengwa), isikhwama esenziwe ngendwangu
- Ushokhi noma amapeni okumaka, okokubala, iPrestiki

Isonto 1 Usuku 5

Umsebenzi wekilasi lonke

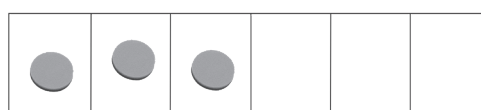
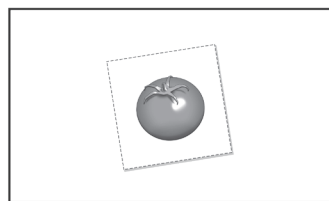
Yakha, udwebe bese uyabhala

- 1 Chazela abafundi ukuthi bazokwenza ingadi yemifino njengale esendabeni "UTemo namasela ezitshalo".
- 2 Bengaqala ngokudweba imifino ekhula engandini kubonakale nesibhakabhaka ngaphezulu. Bengasika isithombe senkomo bese besinamathisela eduze kwengadi yemifino. Buza abafundi: "Kudingeka ukuthi wenzenjani uma ufuna ukugwema ukuthi inkomo ingadli imifino? Yebo, uthango!"
- 3 Abafundi benganamathisela izinswazi noma izinti ekhasini ukwakha uthango.



Ukuhlanguanisa nokuhlukanisa (amalunga)

- 1 Dweba ibhodi lika **Kusho-uphinde-ukuhambise** eshadini elipheqekayo noma ebhodini elise kilasini lakho.
- 2 Beka ikhadi lezithombe phezu kwesikhwama sendwangu bese ucela umfundi ukuthi akhethe ikhadi lesithombe elinamaqoqo ezinhlamvu amaningi bese esinamathisele phakathi kuka nxande omkhulu ebhodini lila **Kusho-uphinde-ukuhambise**.
- 3 Manje-ke cela umfundi ukuthi aqambe isithombe bese enweba igama, noma ukusho ngokunensa, ukubasiza bezwe izinhlamvu egameni ngalinye. Nikeza abafundi izinto zokubala bese uyabasiza ukususa ngakunye ukuyisa kwamanye amabhulokhi amancane njalo uma besho uhlamvu.



Umsebenzi wamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjane amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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: ukherothi, isipinashi, ingadi, amabhutsi odaka, i-ovalolo engenamikhono, ingidi, utamatisi (yengeza nezinye izithombe zemifino ezithathelwe emaphepheni ezinto zokuthengwa), isikhwama esenziwe ngendwangu
- Chalk or markers, counters, Prestik

Week 1 Day 5

Whole class activities

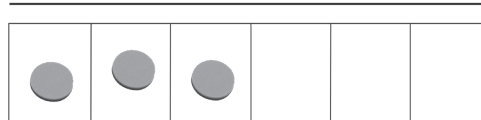
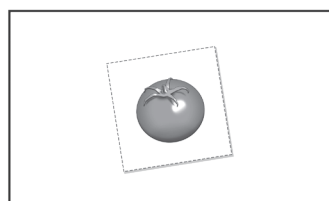
Make, draw and write

- 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

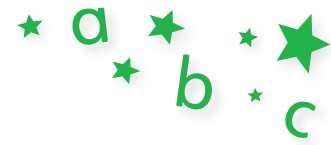
Remind learners about the small group activities, the rules for each activity and the tidy-up process.










Imisebenzi yokwenziwa ngamaqembu amancane Isonto 1

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha eliyi-A4 elingabhalwe lutho lomfundi ngamunye • Inhlanganisela yamakhrayoni asamafutha <div data-bbox="230 707 557 936" style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>Temoga le meroga ya gagwe</p> <p>ix mo ivul ispo</p>  </div> <div data-bbox="204 948 565 1295" style="border: 1px solid gray; padding: 5px; margin: 10px 0;">  <p><i>Ngalesi sikhathi sonyaka, abafundi bafanele babe nokuzethemba ngokubhala ngabo uqobo. Ungakhathazeki uma betholakala sebebhala uhide lwezinhlamvu ezingahlukanisiwe nangezikhala</i></p> </div>	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo/okusakhulayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo. 2 Cela abafundi ukuthi bawakhombe amagama esihloko ngenkathi uwafunda. 3 Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe. 4 Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni. 5 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe. 6 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo. 7 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. 8 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace. 9 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.
<ul style="list-style-type: none"> • Amakhophi amabili ezithombe zikabhontshisi, ukherothi, ispinashi, utamatisi kanye neminye imifino (kungakhishwa ngokusikwa lokhu ephepheni lendali kunanyathiselwe ekhadini) <div data-bbox="204 1519 591 1779" style="border: 1px solid gray; padding: 5px; margin: 10px 0;">  <p><i>Kubalulekile ukuthi kube nechashazi elinombala ngemuva kwenqwaba ngayinye yamakhadi ukuze abafundi bathathe ikhadi elilodwa elinechashazi nelinye elingenalo ukugcina benamabili.</i></p> </div>	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Chazela abafundi ukuthi bazobeka izithombe bazemboze, bese becoshisa amakhadi amabili. Uma becoshisa anembayo bangawagcina. Uma becoshisa anganembi kumele bawabuyisele lapho bewathathe khona. <div data-bbox="656 1519 1524 1712" style="text-align: center; margin: 10px 0;">  </div>
<ul style="list-style-type: none"> • Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi <div data-bbox="326 1928 465 2114" style="text-align: center; margin: 10px 0;">  </div>	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.


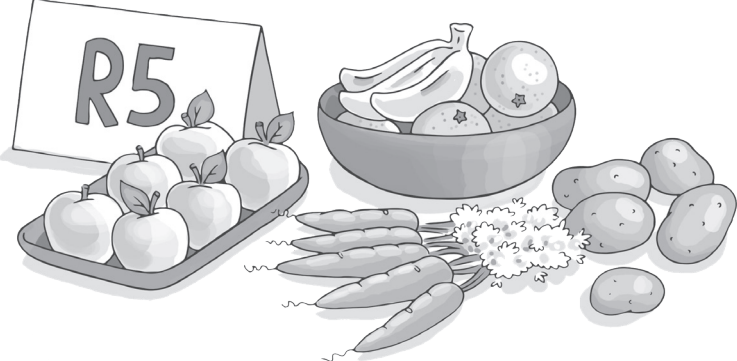


Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p>Temo and the plant thieves c o p n e t</p>  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> Two copies of pictures of beans, carrots, spinach, tomatoes and other vegetables (you can cut these out of a shopping brochure and stick them on card)  <p><i>It is useful to have a coloured dot on the back of one set of cards so the learners know to take one dot card and one plain card to find a pair.</i></p>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Explain to learners that they are going to put the pictures face down, and then pick up two cards. If they match, they can keep the cards. If they don't match, they must put the cards back where they found them. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.


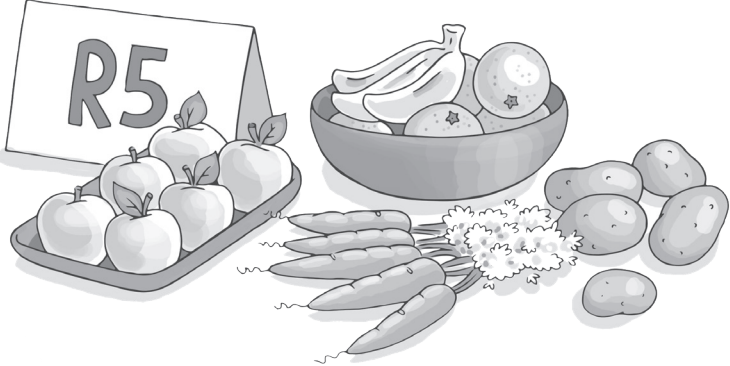




Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> Ikhophi yomfundi ngamunye yekhasi lomsebenzi wokwenziwa Wombila Iglu, isikele, iphepha eliphuzi nelisatshani 	<p>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</p> <ol style="list-style-type: none"> Chazela abafundi ukuthi kufanele badabule iphepha elinombala ophuzi nosatshani libe yizicucu eziyizikwele, balinamathisele ngeglu esithombeni sommbila esidwetshiwe. 
<ul style="list-style-type: none"> Okudingeka eshashalazini: amakesi, uhla lokuzothengwa, izikhwama zokuthenga, ithileyi lemifino, isikali sokukala izithelo nemifino, iphepha lendali elibhalwe "Isipesheli Sanamuhla", izinto ezisendalini – zehliswe ngama-10%, iphepha lendali elivuliwe, umshini wemali (ungenziwa ngebhokisi), iziliphu zenkokhelo ezahlukahlukene, imali, izithelo nemifino, amalebuli okwenza amanani, iphinifa lomthengisi 	<p>Umsebenzi 5: Ukulingisa kokuzenzisa</p> <ol style="list-style-type: none"> Yana engosini yokwenza sengathi kuyadlalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha. Bachazele ukuthi bazokwenza sengathi bathengisa imifino emakethe noma eceleni komgwaqo. Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. 





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. 





Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhophi kanye nezincwajana ezigoqiwe zomfundi ngamunye

Isonto 2 Usuku 1

Umsebenzi wekilasi lonke

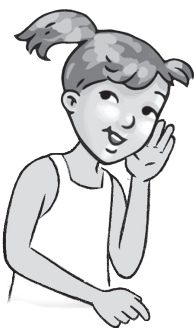
Okunye ukulandelanisa izithombe



- 1 Qala ngabafundi abahlezi kumata. Khetha abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).
- 2 Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.
- 3 Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: "Ngubani okhumbula into eyenzeka ngokulandelayo?"
- 4 Uma sewulandelanise kahle izithombe zendaba, abafundi kumele baphindele ematafuleni abo.
- 5 Nikeza umfundi ngamunye incwadi encane. Bakhuthaze ukuthi babuke ikhava, bafunde isihloko sendaba.
- 6 Siza abafundi ukuthi balandele indaba ngezithombe encwadini encane, ubasize ukuthi baqaphele ukuthi izithombe encwadini ziyafana nezithombe ezilandelanisa indaba.
- 7 Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.
- 8 Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.



Ukwethula umsindo othathwe endabeni



- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: "**tamatisi**, (u)**Temo**. Uyayizwa imisindo okugxilwe kuyo: **tamatisi**, (u)**Temo**? Yebo, uqinisile! Wonke anomisindo **/t/**."
- 2 "**Lalelisa**, nanka amagama aqala ngomisindo **/t/**: itiye, utamatisi, itafula, iteki, itekisi, teta." (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo **/t/** ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo **/t/**: "**t-t-t**". Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjana nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.





You will need:

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

Week 2 Day 1

Whole class activities

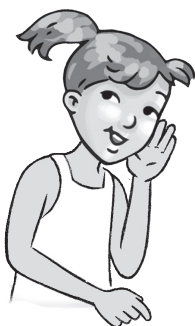
More sequencing pictures



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



Introducing a sound from the story



- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "tamatisi, (u)Temo. Can you hear the focus sound: **tamatisi**, (u)**Temo**? Yes, you are right! The focus sound is /t/."
- 2 "Listen carefully, here are some more words with /t/: itiyi, utamatisi, itafula, iteki, itekisi, teta." (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.



Nakhu ozokudinga:

- Incwadi Enkulu: *UTemo namasela ezitshalo*
- Amanzi asezitsheni zokuphatha nebhulashi lokupende kuzotholwa umfundi ngamunye

Isonto 2 Usuku 2

Umsebenzi wekilasi lonke

Ukufunda ngokubambisana – Incwadi Enkulu

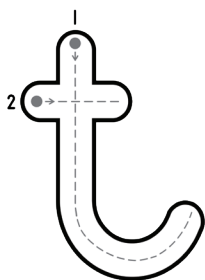


- 1 Khuthaza abafundi ukuthi babuke ikhava, bese bekhuluma ngalokho abakubonayo nababona ukuthi bayakwazi.
- 2 Fundela ikilasi isihloko sendaba. Khomba igama ngalinye ngenkathi ufunda. Sifunde futhi isihloko, bese ucela abafundi ukuthi basifunde kanye nawe.
- 3 Siza abafundi ukuthi balandele izithombe encwadini yonke, baxoxe ngazo, bese ubakhuthaza ukuthi babuze imibuzo.
- 4 Khomba izinombolo zekhasi, ukhulume ngokuthi iyiphi inamba ezolandela.
- 5 Uma "sewuyiphenyaphenyile" yonke incwadi, buyela ekuqaleni uyofunda isihloko futhi. Bese uphenya amakhasi ufunde umusho ngamunye ngezwi elicacile owazalwa nalo. Khomba igama ngalinye ngenkathi ufunda.
- 6 Phinda uyifunde incwadi ukhuthaze abafundi ukuthi "bafunde" kanye nawe.



Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /t/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /t/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi baphuza **itiye** elishisayo.
- 3 Bonisa abafundi ukuthi uhlamvu **t** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, yehla jikeleza. Yeqa, faka isiphambano maphezulu."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma usuyenzile imodeli yohlamvu phumela ngaphandle bese unikeza umfundi ngamunye isitsha esinamanzi nebhulashi lokupenda. Abafundi bengapenda uhlamvu kaningi emanzini luze lubonakale.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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

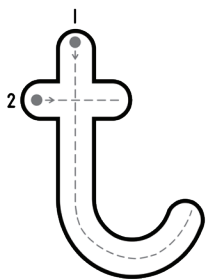
Shared reading – Big Book

- 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 (**tiye**).
- 3 Show learners how to write the letter **t**. Write a large letter on the board or in the air while saying the following: “Start at the dot, go down and around. Lift and cross near the top.”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Nakhu ozokudinga:

- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **t**: itiyi, utamatisi, itafula, iteki, itekisi

Isonto 2 Usuku 3

Umsebenzi wekilasi lonke

Ukuzejwayeza ukulalela

- Chazela abafundi ukuthi uzobatshela into esuka endabeni bona kufanele balalele ngokucophelela ukuze bezokwazi ukubona ukuthi ngabe iyiqiniso noma amanga (akulona iqiniso). Uma becabanga ukuthi lokhu okushoyo kuyiqiniso, kufanele bamise izithupha zabo zibheke phezulu futhi uma becabanga ukuthi amanga, kumele bamise izithupha zabo bazibhekise phansi. Isibonelo:
 - ★ Ihhashi liye engadini yemifino kaTemo. (amanga)
 - ★ UTemo nobaba wakhe bakhe uthango lwazungeza ingadi yemifino. (iqiniso)
 - ★ UTemo uvune izithelo engadini yakhe. (amanga)
 - ★ UTemo wenze ibhrayi ngemifino yakhe. (amanga)
 - ★ UTemo utshale ubontshisi, isaqathe, isipinashi notamatisi. (iqiniso)
 - ★ Umama kaTemo wamsiza ukugubha engadini nokumhlwanyelisa imbewu. (amanga)
 - ★ Izimbuzi zimoshile engadini yemifino kaTemo. (iqiniso)
- Qhubeka nomdlalo, kodwa ucele abafundi ukuthi bacabange ngento esendabeni engaba iqiniso noma amanga.

Amabhokisi ezinhlamvu

- Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Senzani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelela umsindo okugxilwe kuwo.
- Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu **s**”*. Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

- A letter box containing objects or pictures that have the focus sound **t**: itiyē, utamatisi, itafula, iteki, itekisi

Week 2 Day 3

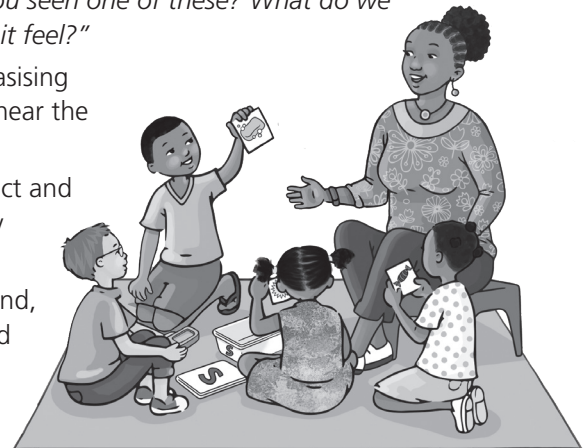
Whole class activities

Learning to listen

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

Letter boxes

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



Small group activities

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





Nakhu ozokudinga:

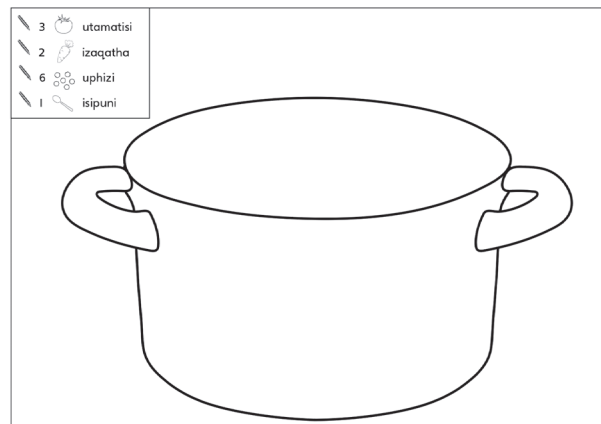
- Ikhophi yomfundi ngamunye yekhasi lomsebenzi **wokuFunda nokwenza**
- Inhlanguyela yamakhrayoni asamafutha
- Izithombe zezithelo noma izithelo uqobo, ubhasikidi, isitsha sesaladi yezithelo

Isonto 2 Usuku 4

Umsebenzi wekilasi lonke

Funda bese wenza

- 1 Tshela abafundi ukuthi babheke uhlu olusekhasini lomsebenzi bese bekhuluma ngabakubonayo (izinombolo, izithombe namagama).
- 2 Tjela ebafundzi kutsi nyalo batawenta umsebenzi lojabulisako "fundza wente". Chazela abafundi ukuthi sebezokwenza umsebenzi ozobajabulisa obizwa ngokuthi "funda futhi wenze" kumele bafunde umusho ngamunye bese benza lokho okushiwoyo besebenzisa isikhala esingenalutho ekhasini.
- 3 Phindani nifunde umusho wokuqala. Abafundi kumele badwebe otamatisi abathathu.
- 4 Buza ukuthi ukhona yini umfundi "ongafunda" okufanele kwenziwe ngokulandelayo: Kumele badwebe izaqathe ezimbili.
- 5 Kumele abafundi baqhubeke kanjalo belandela umyalelo ngamunye.
- 6 Siza labo bafundi obabona benobunzima ukufunda imiyalelo.



Ukulalela imisindo okugxilwe kuyo

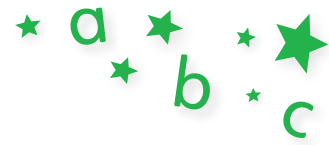
- 1 Hlalisa abafundi babe yindilinga, bese ubatshela ukuthi bazayothenga izinto zokwenza isaladi Kanye namaswidi. Beka ubhasikidi wesithela namakhadi ezithombe noma izithelo uqobo phakathi nendilinga.
- 2 Cela abafundi ukuthi bathole isithelo esinegama elinomsindo /a/ (isibonelo, i-apula) bese wenza sengathi uyaliqoba ulifaka esitsheni. Bese ucela omunye umfundi ukuthi athole okuthile okunomsindo /ph/ (isibonelo, uphayinaphu) wenze sengathi uyawuqoba uwufaka esitsheni. Qhubeka kanjalo zize zingene zonke izithombe esitsheni.
- 3 Buza abafundi ukuthi yini enye edinga ukufakwa kusaladi yezithelo, enomsindo /kh/ – ikhasitadi. Yenza sengathi uthela ukhasitadi ukuthi unambitheka kanjani.
- 4 Emva kwalokho buza abafundi ukuthi bayazikhumbula yini izithelo "ozisebenzise" ukwenza le saladi. Uma kulukhuni ukukhumbula, banike umkhonjwana ngokuthi usho umsindo walokho. Isibonelo: "Sifake isithelo esinomsindo /ph/. Yebo, uphayinaphu."



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

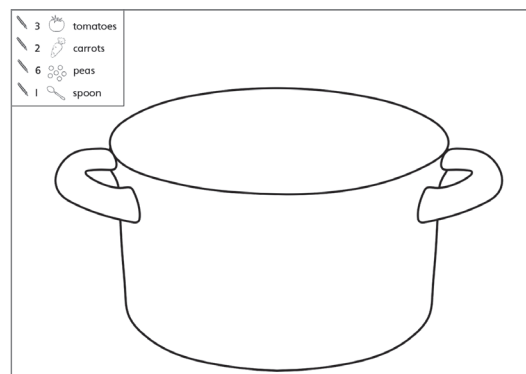
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Pictures of fruit or real fruit, a basket, a bowl for fruit salad

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: i-apula) and pretend to chop it and put it into the bowl. Then ask another learner to find something that begins with /ph/ (for example: uphayinaphu) 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/ – ikhasitadi. Pretend to pour some custard and then taste the delicious fruit salad.
- 4 Then ask learners if they can remember what fruit you used to “make” the fruit salad. If they struggle to remember, give them a clue by saying the sound of the word. For example: “We added a fruit that starts with the sound /ph/. Yes, a uphayinaphu.”

Small group activities

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



Nakhu ozokudinga:

- Iphepha leshadi eliphenywayo
- Inhlanguanisele yamakhrayoni asamafutha
- Izikhwama zepulasitiki namaphepha
- Amakhadi ezithombe zamagama amalungu-maningi asuselwe endabeni: ukherothi, isipinashi, ingadi, amabhutsi odaka, i-ovalolo engenamikhono, ingidi, utamatisi (yengeza nezinye izithombe zemifino ezithathelwe emaphepheni ezinto zokuthengwa)
- Isikhwama esenziwe ngendwangu, ushokhi noma amapeni okumaka, okokubala, iPrestiki

Isonto 2 Usuku 5

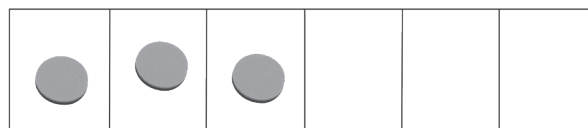
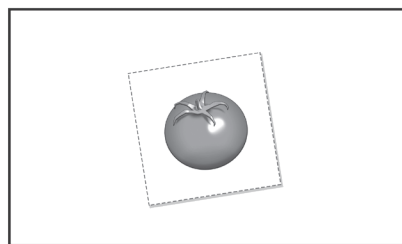
Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Buza abafundi ukuthi bayakhumbula yini ukuthi izitshalo ezisengadini kaTemo zidingani ukuze zikhule (ilanga, inhlabathi, amanzi). Bese uthi: *“Ngubani osakhumbula ukuthi yini ayenze kuqala uTemo ngenkathi etshala ingadi yakhe? (Uthambise inhlabathi ngemfologo.) Emva kwalokho wayesenzani?”*
- 2 Kuzothi uma sewuqedile ukuxoxa ngezinto ezenziwa uma kutshalwa imifino, bese ucela abafundi bakwelekelele nibhale phansi lezo enisazikhumbula, nabelane ngazo nakwamanye amakilasi.
- 3 Qala ngokukhuluma ngesihloko ofuna ukusibhala phezulu ekhasini. Isibonelo: Indlela okutshalwa ngayo imifino.
- 4 Bese ubhala uthi, “Indlela yoku-1” ulandele ngokubuzwa abafundi ukuthi uTemo uqale ngokwenzani. Qhubeka ngale ndlela, ulalele ngokucophelela ukuthi abafundi bavumelana kanjani ngokuzobhalwa. Lisho igama uma ulibhala, ukuze abafundi baqonde ukuthi kubhalwa kanjani okukhulunywayo.

Ukhlanganisa nokuhlukanisa (amalunga)

- 1 Dweba ibhodi lika **Kusho-uphinde-ukuhambise** eshadini elipheqekayo noma ebhodini elise kilasini lakho.
- 2 Beka ikhadi lezithombe phezulu kwesikhwama sendwangu bese ucela umfundi ukuthi akhethe ikhadi lesithombe elinamaqoqo ezinhlamvu amaningi bese esinamathisele phakathi kuka nxande omkhulu ebhodini lila **Kusho-uphinde-ukuhambise**.
- 3 Manje-ke cela umfundi ukuthi aqambe isithombe bese enweba igama, noma ukusho ngokunensa, ukubasiza bezwe izinhlamvu egameni ngalinye. Nikeza abafundi izinto zokubala bese uyabasiza ukususangakunye ukuyise kwamanye amabhulokhi amancane njalo uma besho uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuzwa abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

- Flipchart paper and a marker
- Jumbo wax crayons
- Plastic bags, pieces of paper
- Picture cards of multisyllabic words relating to the story: ukherothi, isipinashi, ingadi, amabhutsi odaka, i-ovalolo engenamikhono, ingidi, utamatisi (yengeza nezinye izithombe zemifino ezithathelwe emaphepheni ezinto zokuthengwa)
- A cloth bag, chalk or marker, counters, Prestik

Week 2 Day 5

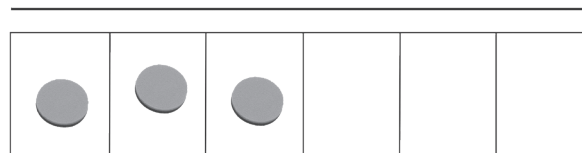
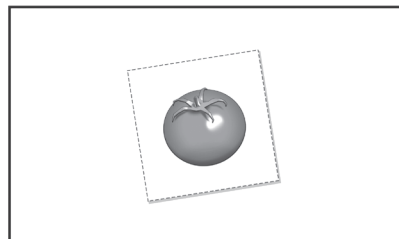
Whole class activities

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? (She 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.

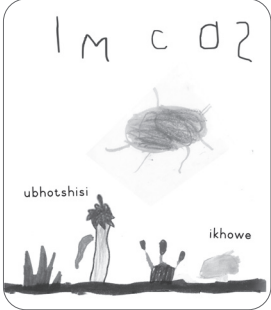




Small group activities

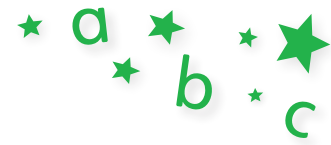
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



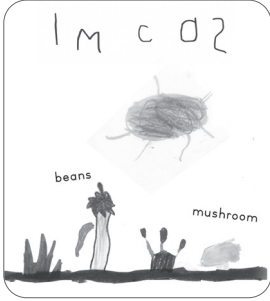


Imisebenzi yokwenziwa ngamaqembu amancane Isonto 1

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye • Inhlanguyela yamakhrayoni asamafutha 	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo</p> <ol style="list-style-type: none"> 1 Chazela abafundi ukuthi bazodweba ingadi enemifino esakhula enhlabathini enhlobonhlobo. 2 Uma sebeyidwebile imifino bangabhala amagama emifino enhlobonhlobo esengadini noma bacele wena ubasize ngokubhala amalebuli.
<ul style="list-style-type: none"> • Ibhodwe elikhulu elinamanzi • Izivalo zamabhodlela ezibhalwe izinhlamvu kanye nokhezo olukhulu • Amakhadi ezithombe ahambisana nemisindo yezinhlamvu 	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Beka etafuleni amakhadi ezithombe zezinhlamvu abheke phezulu. 2 Chazela abafundi ukuthi bazodlala umdlalo wesobho lezinhlamvu. 3 Kufanele bakhe uhlamvu ngokhezo bededelana, baphimise umsindo wohlamvu bathole futhi isithombe esihambisana nohlamvu lolu. 
<ul style="list-style-type: none"> • Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.

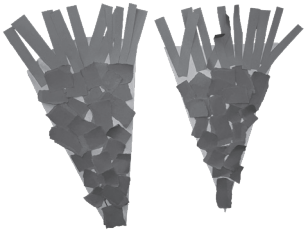
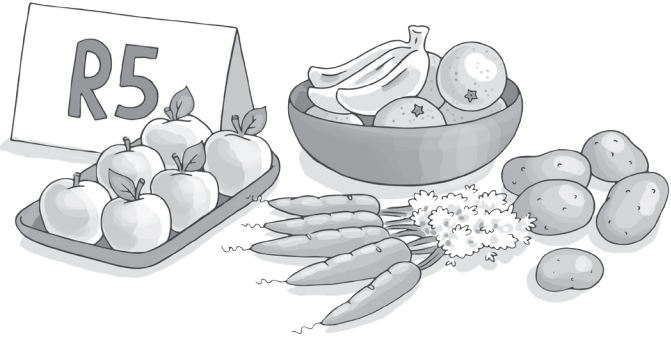




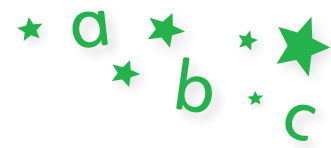
Small group activities for Week 2

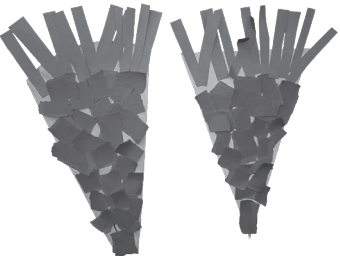
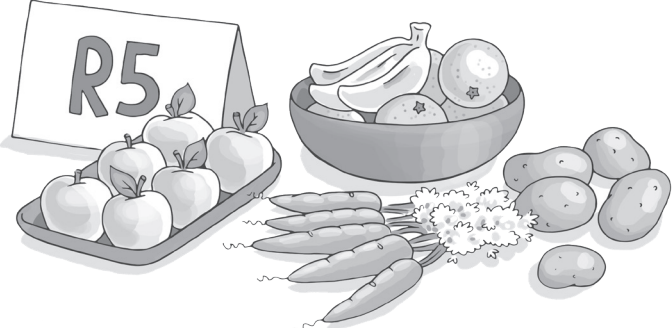
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to draw a garden with different vegetables growing in the soil. 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 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.



Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> Ikhadibhodi, amapuleti ephepha, iglu, isikele, iphepha elisawolintshi nelinye elisatshani (ungawasebenzisa amakhasi amaphephabhuku) 	<p>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</p> <ol style="list-style-type: none"> Goqa ipuleti lephepha, noma usike ikhadibhodi libe ngunxantathu omude. Chazela abafundi ukuthi kufanele badabule iphepha elisawolintshi libe yizikwele ezincane bese usika iphepha elisatshani libe yimidwedwe. Balandelise ngokunamathisela ngegulu ipuleti lephepha bakhe ukherothi osawolintshi onamakhasi asatshani.
<ul style="list-style-type: none"> Okudingeka eshashalazini: amakesi, uhla lokuzothengwa, izikhwama zokuthenga, ithileyi lemifino, isikali sokukala izithelo nemifino, iphepha lendali elibhalwe "Isipesheli Sanamuhla", izinto ezisendalini – zehliswe ngama-10%, iphepha lendali elivuliwe, umshini wemali (ungenziwa ngebhokisi), iziliphu zenkokhelo ezahlukahlukene, imali, izithelo nemifino, amalebulo okwenza amanani, iphinifa lomthengisi 	<p>Umsebenzi 5: Ukulingisa kokuzenzisa</p> <ol style="list-style-type: none"> Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 lapho benze khona sengathi bathengisa imifino emakethe noma esitolo esingasemgwaqweni. Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. 





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. 



★ Ingadi kaMkhulu uFaruki

Indaba

Phakathi nedolobha, lapho kuzungeze khona izindlu nemigwaqo ematasatasa, kukhona ingadi kaMkhulu uFaruki. U-Amir uneminyaka eyisikhombisa ubudala, kanti uthanda ukuvakashela uMkhulu njalo ngamasonto. Uthanda amakhasi ezitshalo, izimbali kanye nezihlahla engadini kaMkhulu.



Uhlala esebenza noMkhulu usuku lonke engadini yakhe. Uyaye avuvuzele umanyolo ezimbalini, bese esiza ukunisela izitshalo. Uma sebeqedile, bahlala phansi badle amapheya avuthiwe. Ngelinye ilanga uMkhulu akazange alidle ipheya lakhe. “Kwenzenjani?” kubuza u-Amir. UMkhulu wakhombisa u-Amir ipheya lakhe. Lalinezibazi ezikhombisa ukuthi kunezinambuzane ebezilidla.

“Bheka futhi, Amir, ziyafa nezinye izitshalo zami,” kusho uMkhulu.

“Kwenziwa yini lokho?” kubuza u-Amir.

“Uma ungabhekisisa, uzobona ukuthi kunezinambuzane ezidla izitshalo,” kusho uMkhulu.

“Sidinga amabhungane.”

“Yini ibhungane, Mkhulu, futhi lizosisiza ngani?” kubuza u-Amir.

“Yizinambuzane eziba bomvu noma zibe mnyama ezidla izinambuzane ezidla izitshalo,” kuphendula uMkhulu. “Uma engekho la mabhungane, ingadi iyafa.”

“Ngizokusiza sithole la mabhungane,” kusho u-Amir. Kwaphela isonto lonke u-Amir efuna amabhungane ukuze asize uMkhulu engadini yakhe. Wathatha ibhodlela wawafaka phakathi wonke amabhungane. Wabhobosa imbobo esivalweni enzela ukuthi akwazi ukuphefumula. Kuthe uma ewabala, wathola ukuthi wayeseqoqe amabhungane ayishumi!

Ngosuku olulandelayo, u-Amir wavakashela uMkhulu uFaruki ukuyomkhombisa ibhodlela lakhe elinamabhungane alishumi. “Usebenzile-ke mfana wami, ungisizile!” kusho uMkhulu emamatheka ngokujabula. Wayejabule impela uMkhulu. Ayelambile amabhungane lawa! Aqala ukudla izinambuzane, yavuka ingadi yaqhakaza. Kusukela ngalelo langa, ingadi kaMkhulu uFaruki yaya ngokuya ikhula yenza u-Amir ajabule kakhulu.

Iphela lapho indaba.



★ 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.



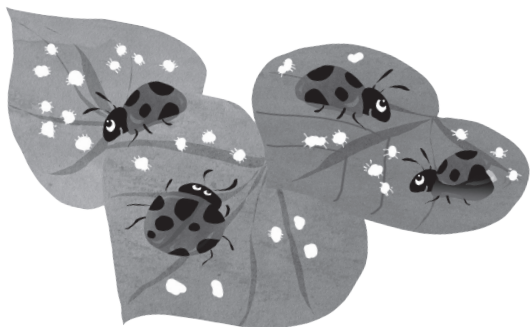
"And look here Amir, some of my plants are dying," said Grandpa. "Why?" asked Amir. "If you look closely, you'll see the pests are eating some of the plants too," said Grandpa. "We need ladybirds!" said Grandpa. "What is a ladybird, Grandpa, and how can they help?" asked Amir. "They are little red and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





Iculo

UMkhulu wayenengadi,
wayenengadi, wayenengadi.
UMkhulu wayenengadi,
yayinezithelo, yayinezimbali

Izinambuzane zadla izitshalo,
Zadla izitshalo, zadla izitshalo.
Sizodinga amabhungane,
amabhungane, amabhungane
Sizodinga amabhungane
manje, manje, manje!

Amabhungane adla izinambuzane,
adla izinambuzane, adla izinambuzane,
Amabhungane adla izinambuzane,
UMkhulu wayenengadi enhle manje!

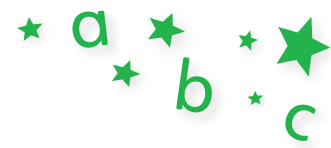
(Licule ngendlela yeculo elithi "The wheels on the bus" noma ngendlela yakho.)



Amagama amasha endabeni

Amagama awukhiye:	ingadi	umkhulu	izitshalo	izinambuzane	amabhungane	idolobha
Amagama ongeziwe:	izihlahla	umanyolo	qedela	ukufa	qoqa	vuka
	ibhodlela	jabula	olambile	ipheya	izimbali	





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	





Nakhu ozokudinga:

- Indaba: *Ingadi kaMkhulu uFaruki*
- Amaphaphethi: umkhulu, uAmir, amabhungane abase bhodleleni, izitshalo ezifayo, izitshalo eziqhakazayo, isitsha sokuthelela
- Okudingeka eshashalazini: ipheya, inethi yezinambuzana, ibhodlela, ibhungane
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha



Isondo 1 Usuku 1

Umsebenzi wekilasi lonke

Yisho la mazwi *Nginyakazisa iminwe yami* ukuqwashisa abafundi ukuthi sekuyisikhathi sokuxoxa izindaba.

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

1 Ngaphambi kokuxoxa indaba

- 1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.
- 1.2 Fanisa indaba nempilo yabafundi: *“Ngabe unayo ingadi noma kukhona umuntu onayo ekhaya? Kutshalwe ini engadini? Yini edingeka ukuthi uyenze ukuze izitshalo zikhule kahle? Wake walibona ibhungane ngaphambilini? Ufana nani?”*
- 1.3 Yithi: *“Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba.”* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Babonise izithombe zezitshalo, izimbali nezihlala ezikhula engadini. Bese ubabonise izithombe zedolobha elinamabhilidi amaningi lapho okungenalutho olukhulayo.

2 Ngenkathi uxoxa indaba

- 2.1 Yixoxe ngomdlandla, uguqule izwi njalo.
- 2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.
- 2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenywe yendaba ngokubabuza imibuzo enezimpindulo eziningi, efana nokuthi: *“Ucabanga ukuthi kutshalwe ini engadini kaMkhulu Farouk? UAmir uthandani ngengadi kamkhulu wakhe? Yini ekwenza ucabanga ukuthi ingadi iyafa? UAmir uzobathola kuphi amabhungane?”*

3 Emva kokuxoxa indaba

- 3.1 Buza abafundi uthi: *“Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenywe ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba?”*

Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *“lakhe, lokho, lonke, olulandelayo, langa. Uyayizwa imisindo okugxilwe kuyo: lakhe, lokho, lonke, olulandelayo, langa? Yebo, uqinisile! Wonke anomsindo //.”*
- 2 *“Lalelisisa, nanka amagama aqala ngomsindo //: lala, lalela, luma, linda, luhlaza, ulamula, ilanga, uloliwe, ulimi, umlilo.”* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo // ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo //: *“I-I-I”* Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

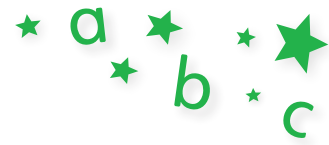
Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjana nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.

Nginyakazisa iminwe yami

Nginyakazisa iminwe yami
 Nginyakazisa izinzwane zami
 Nginyakazisa amahlombe ami
 Manje-ke (shaya izandla)
 Yonke iminyakazo isiphumile kimi
 Futhi sengithule du!





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.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"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: *"lakhe, lokho, lonke, olulandelayo, langa. Can you hear the focus sound: lakhe, lokho, lonke, olulandelayo, langa? Yes, you are right! They all have the sound //."*
- 2 *"Listen carefully, here are some more words with //: lala, lalela, luma, linda, luhlaza, ulamula, ilanga, uloliwe, ulimi, umlilo."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound // clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound //: "I-I-I". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo



Isonto 1 Usuku 2

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokucula

- 1 Qala ngokukhumbuza abafundi incazelo yamagama owethule ngoSuku-1.
- 2 Phinda uxoxe indaba ngamaphaphethi. Buza imibuzo ngenkathi uxoxa indaba. Khuthaza abafundi ukuthi baqagele ukuthi yini ezokwenzeka ngokulandelayo endabeni.
- 3 Tshela abafundi ukuthi uzobafundisa iculo elisha elizohambisana nendaba.
- 4 Yisho imigqa embalwa yeculo ngokucacile, usho ngokungasheshi, bese ucela abafundi ukuthi bangene bacule kanye nawe. Kungaba lukhuni khona kubafundi ukukhumbula amagama, ngakho bafundise ngezingxenyana ezincane zeculo.
- 5 Yiba nezithombe kanye nezinto zeshashalazi ukusiza abafundi ukuthi baluqonde ulimi lweculo.
- 6 Fundisa abafundi iminyakazo yeculo, kube umdlalo omnandi ukulicula ngezilimi ezahlukene.

Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /I/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /I/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengaphakamisa ulimi luthinte olwangeneni ngesikhathi bethi: "u-I-I-limi".
- 3 Bonisa abafundi ukuthi uhlamvu I lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: "Qala echashazini, yehla."
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjane amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





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 /l/ or if they can think of any other words that start with the sound /l/.
- 2 Teach learners an action associated with the sound. For example: Learners can stick out their tongue while saying: "u-l-l-limi".
- 3 Show learners how to write the letter l. Praise their attempts then write a large letter on the board or in the air while saying the following: "Start at the dot, go down."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their 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.



Nakhu ozokudinga:

- Okudingeka eshashalazini namaphaphethi asendabeni
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo I: luhlaza, ilori, ulamula, ilanga, uloliwe, ulimi, iladi



Isonto 1 Usuku 3

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokuyidlala

- 1 Cula iculo.
- 2 Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: Ungaletha izimbali noma izitshalo ezintsha nezinye esezomile nezibunile. Cela abafundi ukuthi baqoqe inqwaba yeizimbali ezibunayo neziqhakazayo.
- 3 Khetha abafundi abazoba ngabadlali endabeni.
- 4 Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
- 5 Chazela abafundi ukuthi wena(Thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
- 6 Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
- 7 Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

Amabhokisi ezinhlamvu

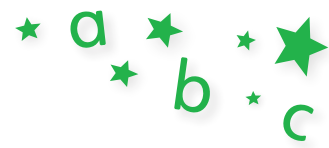
- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Sensani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelela umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu s.”* Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **l**: luhlaza, ilori, ulamula, ilanga, uloliwe, ulimi, iladi



Week 1 Day 3

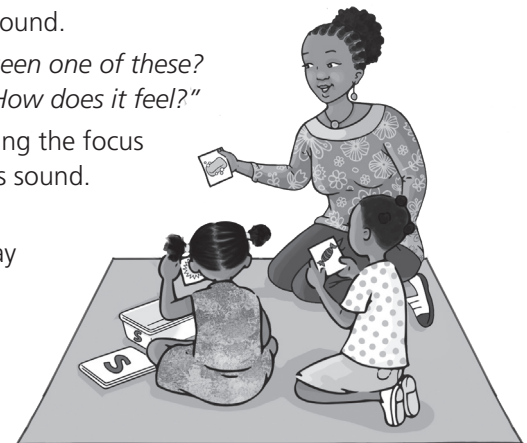
Whole class activities

Storytelling and role play

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

Letter boxes

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



Small group activities

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



Nakhu ozokudinga:

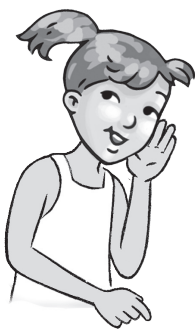
- Izithombe ezinkulu ezilandelanayo
- Iphepha leshadi eliphenywayo, iPrestiki
- Izithombe zezinto ezitholakala ezingadini, isibonelo: izimbali, amabhungane, izivemvane

UStella uthi:



Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

- "Ngabe ubona bani?" (abalingiswa)
- "Ngabe wenzani?" (izenzo neminyakazo)
- "Yini enye oyibonayo?" (ukubheka futhi)
- "Ikuphi i...?" (amagama ezindawo)
- "Kungani ucabanga ukuthi ...?" (Ukucabanga okunokuqamba, ukuveza imibono)



Isonto 1 Usuku 4

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

- 1 Cula iculo futhi.
- 2 Yethula amagama owacaphune ohlwini lwamagama amasha.
- 3 Khetha esisodwa sezithombe usibambe usiphakamise. Buza abafundi ukuthi babonani, bese ukhuluma ngesithombe ngokujulile.
- 4 Uma sewuxoxile ngesithombe ngasinye, sinamathisele ebhodini ukuze abafundi basibone. Kuqinisekise lokho izithombe azilandelani okwamanje kulo msebenzi.
- 5 Emva kokukhuluma ngazo zonke izithombe, buza abafundi uthi: "Ngabe izithombe zilandelana ngokwamukelekile na?"
- 6 Cela abafundi ukuthi bakhombe isithombe esihambelana nesiqalo sendaba. Sebenzisananani ukulandelanisa izithombe ukuze indaba ilandeleke.
- 7 Gcina abafundi benamathele kukho konke okwenziwayo. Buza imibuzo efana nokuthi: "Kwase kulandelani? Ngubani okhumbula into eyenzeka emva kwalokho?"
- 8 Uma izithombe sezilandelana kahle, cela abafundi abambalwa ukuthi baphinde bayixoxe indaba ngokulandelana kwezehlakalo.



Ukulalela imisindo okugxilwe kuyo

- 1 Thola izithombe ezinhlobonhlobo zezinto ezitholakala engadini uzibeke phakathi nendilinga. Chazela abafundi ukuthi bazokusiza nenze iphosta yengadi enhle.
- 2 Yithi: "Ngubani ozothola into enomsindo /c/ ezintweni zengadi yethu?" Uvumelekile umfundi ukunamathisela isithombe "secembe" ephepheni leshadi eliphenywayo. Buza ukuthi ukhona yini omunye umfundi ongathola into enomsindo /bh/ umfundi bese ekhetha "ibhungane" linamathisele ephepheni leshadi eliphenywayo.

Umsebenzi wamaqembu amancane

Khumbuzwa abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.



You will need:

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

Week 1 Day 4

Whole class activities

Sequencing pictures

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



Stella says:



These are useful questions to ask about each picture:

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

Listening for focus sounds

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



Nakhu ozokudinga:

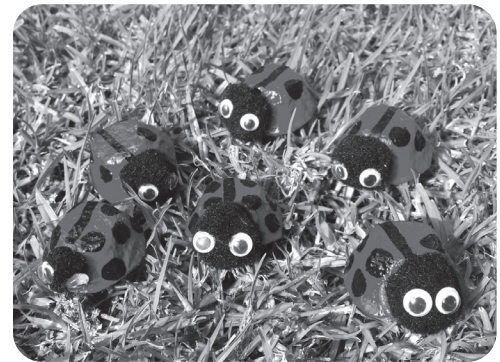
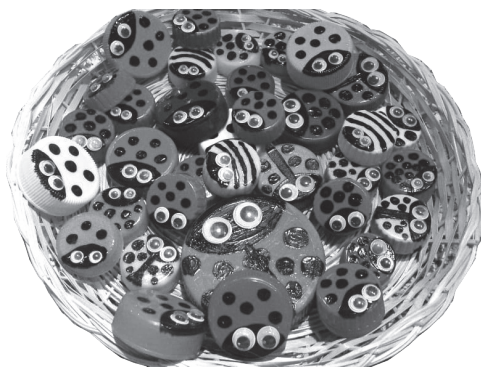
- Amatshe amancane abushelelezi noma izivalo zamabhodlela noma amabhokisi amaqanda, amehlo wepulastiki (lokhu ungazikhethela njengoba ungakwazi ukwenza ukwenza amehlo ngopende)
- Obomvu, omnyama kanye nomhlophe upende, amabhulashi okupenda, iglu, isikele, isikhwama sendwangu
- Izithombe zezinambuzana nezilokozana ezitholakala engadini

Isonto 1 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Chazela abafundi ukuthi bazokwenza amabhungane besebenzisa amabhokisi amaqanda, amatshe amancane abushelelezi noma izivalo zamabhodlela.
- 2 Khuluma ngokuma (indingilizi) kwawo kanye nombala (obomvu nama chashaza amnyama). Khuluma ngezimpiko zika mabhungane kanye namehlo.
- 3 Abafundi bengapenda amabhokisi amaqanda, amatshe amancane abushelelezi, noma izivalo zamabhodlela ngombala obomvu. Ngalesisikhathi upende woma, bengapenda noma bedwebe utshani noma amacembe ekhasini.
- 4 Uma upende usuwomile, bengadweba amachashaza bese bedweba noma benamathisele amehlo. Sebengabeka-ke ibhungane wabo osuphelele ekhasini elinotshani noma amacembe.



Ukuhlanganisa nokuhlukanisa (amalunga)

- 1 Bonisa abafundi izithombe zezinambuzana zasengadini nezinhlobo zezidalwa. Cela abafundi ukuthi bakusize uqambe isithombe ngasinye bese uzinamathisela odongeni noma uzibeke phansi kukhaphethi ukuze bonke abafundi bazokwazi ukuzibona.
- 2 Faka izithombe esikhwameni. Khetha umfundi bese umcela ukuthi akhiphe isithombe esisodwa esikhwameni. Kufanele azame ukusho igama lesinambuzana noma isidalwa ngokunensa, alinqamule libe ngamaqoqo ezinhlamvu.
- 3 Laba abanye abafundi kufanele balalele ukuthi kuthiwani, bese behlanganisa amaqoqo ezinhlamvu ukwenza igama.



Umsebenzi wamaqembu amancane

Khumbuzisa abafundi ngemisebenzi abazoyenza bengamaqenjama amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

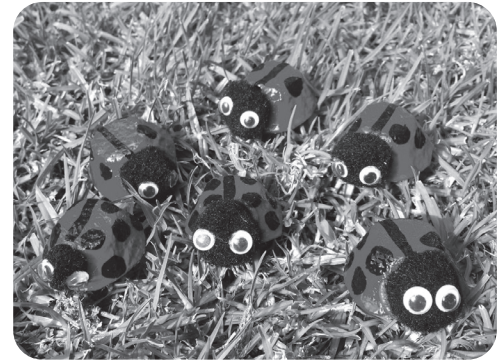
- Pebbles or bottle tops or egg boxes, plastic eyes (this is optional as eyes can also be painted on)
- Red, black and white paint, paintbrushes, glue, scissors, a cloth bag
- Pictures of insects and garden creatures

Week 1 Day 5

Whole class activities

Make, draw and write

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



Blending and segmenting (syllables)

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







Small group activities

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



Imisebenzi yokwenziwa ngamaqembu amancane Isonto 1

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha eliyi-A4 elingabhalwe lutho lomfundi ngamunye • Inhlanguyela yamakhrayoni asamafutha <div data-bbox="210 700 574 953"> <p>Ingadi kaMkhulu uFaruki</p>  </div> <div data-bbox="210 989 574 1290">  <p><i>Ngalesi sikhathi sonyaka, abafundi bafanele babe nokuzethemba ngokubhala ngabo uqobo. Ungakhathazeki uma betholakala sebebhala uhide lwezinhlamvu ezingahlukanisiwe nangezikhala</i></p> </div>	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo</p> <ol style="list-style-type: none"> 1 Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo. 2 Cela abafundi ukuthi bawakhombe amagama esihloko ngenkathi uwafunda. 3 Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe. 4 Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni. 5 Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe. 6 Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo. 7 Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. 8 Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace. 9 Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.
<ul style="list-style-type: none"> • Amabhodi Amabili omdlalo wezinhlamvu nyenya • Amadayisi amabili, izinto zokubala <div data-bbox="249 1442 534 1724">  </div>	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Chazela abafundi ngale mithetho: <ul style="list-style-type: none"> • Abafundi baqala ngokubeka izinto zokubala enhloko nyenya. • Abafundi baphonsa idayisi ngokudedelana bese behambisa into yokubala bayibeke ezikheleni ezifanele. • Uma idayisi liwela ohlamvini, kufanele baluphimise uhlamvu lokubhekiswa bese beqhubekisa into yokubala bayibeke esithombeni esinalolo hlamvu. • Umfundi ofike kuqala ekugcineni kwenyoka nguye onqobile, okuchaza ukuphela komdlalo. 2 Emva kokudlala lo mdlalo izikhathi ezimbalwa, sewungabethulela abafundi imithetho emisha: Uma befinyelela esithombeni, kufanele basho igama lesithombe, baphimise umsindo wokubhekiswa bese bebuyela emuva emsindweni ofanele.
<ul style="list-style-type: none"> • Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi <div data-bbox="326 1875 465 2061">  </div>	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.





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 1302 541 1579"> </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 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.





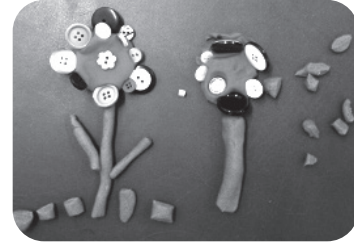
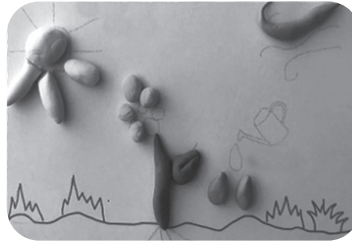
Nakhu ozokudinga

- Inhlama yokudlala, umata wenhlama yokudlala
- Izinkinobho, imbewu, izinti

Imisebenzi

Umsebenzi 4: Amakhono omzimba nokubhala ngesandla

- 1 Chazela abafundi ukuthi bazokwenza ingadi ibe yinhle besebenzisa inhlama yokudlala.



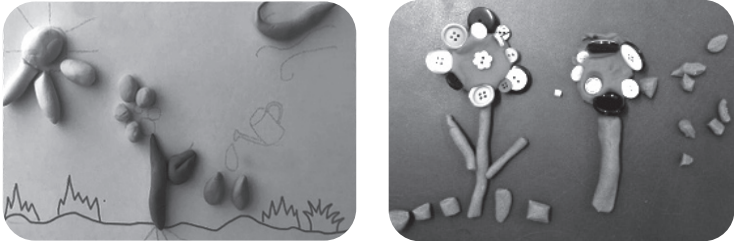

- Okudingeka eshashalazini: ibhala, izitsha zezitshalo, ihalavu, imfologo yasengadini, amabhutsi odaka, amagilavu, izinto ezivuselelwe zokwakha amabhodwe ezitshalo (isibonelo: amabhodlela epulasitiki), izitshalo ezisakhula, izikhwama zembewu, ifoni yokufaka ama-oda, isitsha sokuchelela, ithumbu lamanzi, amalebuli ezitshalo ezahlukahlukene, amapheshana okubhala amanani, okokubala, imali yokudlala

Umsebenzi 5: Ukulingisa kokuzenzisa

- 1 Yana engosini yokwenza sengathi kuyadlalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha. Bachazele ukuthi bazokwenza sengathi bangabanini-sikhungo noma bavakashele isikhungo sabezingadi ukuzothenga izitshalo zengadi yabo.
- 2 Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa.





You will need	Activities
<ul style="list-style-type: none">• Playdough, playdough mat• Buttons, seeds, sticks	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Explain to learners that they are going to use the playdough to make a beautiful garden on the playdough mat. 
<ul style="list-style-type: none">• Props: wheelbarrow, pot plants, spade, gardening fork, gum boots, gloves, recycled items to make different types of pots for plants (for example: plastic bottles), seedlings, packets of seeds, phone for placing orders, watering can, hose pipe, labels for different plants, stickers for prices, calculator, pretend money	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the pretend play corner and show them the new props.2 Explain to them that they are going to pretend to own or visit a garden centre to buy plants for their garden.3 Visit the corner at least once to observe and encourage the learners' pretend play. 





Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhophi kanye nezincwajana ezigoqiwe zomfundi ngamunye

Isonto 2 Usuku 1

Umsebenzi wekilasi lonke

Okunye ukulandelanisa izithombe



- 1 Qala ngabafundi abahlezi kumata. Khetha abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).
- 2 Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.
- 3 Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: "Ngubani okhumbula into eyenzeka ngokulandelayo?"
- 4 Uma sewulandelanise kahle izithombe zendaba, abafundi kumele baphindele ematafuleni abo.
- 5 Nikeza umfundi ngamunye incwadi encane. Bakhuthaze ukuthi babuke ikhava, bafunde isihloko sendaba.
- 6 Siza abafundi ukuthi balandele indaba ngezithombe encwadini encane, ubasize ukuthi baqaphele ukuthi izithombe encwadini ziyafana nezithombe ezilandelanisa indaba.
- 7 Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.
- 8 Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.



Ukwethula umsindo othathwe endabeni

- 1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: "ukuvakashela, avuvuzele, avuthiwe, esivalweni, yavuka. Uyayizwa imisindo okugxilwe kuyo: ukuvakashela, avuvuzele, yavuka? Yebo, uqinisile! Wonke anomisindo /v/."
- 2 "Lalelisisa, nanka amagama aqala ngomisindo /v/: vula, vala, vuna, uvemvane, iveni, ivasi, iliva, ivazi, isivalo." (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
- 3 Yisho lo msindo /v/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
- 4 Cela abafundi ukuthi basho lo msindo /v/: "v-v-v" Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

Chazela abafundi ukuthi sebezosebenza ngamaqenjana nsuku zonke. Chaza uphinde ukhombise ukuthi lo msebenzi wokwenziwa wenziwa kanjani, uchaze ukudedelana kwabo ngosuku nosuku. Chaza ukuthi bazoqoqa kanjani ekugcineni.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “*ukuvakashela, avuvuzele, avuthiwe, esivalweni, yavuka*. Can you hear the focus sound: *uku**v**akashela, **av**uvuzele, ya**v**uka*? Yes, you are right! The focus sound is /**v**/.
- 2 “Listen carefully, here are some more words with /**v**/: *vula, vala, vuna, uvemvane, iveni, ivasi, iliva, ivazi, isivalo*.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /**v**/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /**v**/: “**v-v-v**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Nakhu ozokudinga:

- Incwadi Enkulu: *Ingadi kaMkhulu uFaruki*
- Amanzi asezitsheni zokuphatha nebhulashi lokupende kuzotholwa umfundi ngamunye

Isonto 2 Usuku 2

Umsebenzi wekilasi lonke

Ukufunda ngokubambisana – Incwadi Enkulu

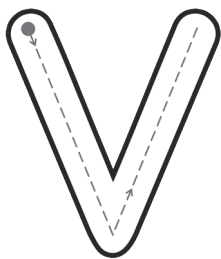


- 1 Khuthaza abafundi ukuthi babuke ikhava, bese bekhuluma ngalokho abakubonayo nababona ukuthi bayakwazi.
- 2 Fundela ikilasi isihloko sendaba. Khomba igama ngalinye ngenkathi ufunda. Sifunde futhi isihloko, bese ucela abafundi ukuthi basifunde kanye nawe.
- 3 Siza abafundi ukuthi balandele izithombe encwadini yonke, baxoxe ngazo, bese ubakhuthaza ukuthi babuze imibuzo.
- 4 Khomba izinombolo zekhasi, ukhulume ngokuthi iyiphi inamba ezolandela.
- 5 Uma “sewuyiphenyaphenyile” yonke incwadi, buyela ekuqaleni uyofunda isihloko futhi. Bese uphenya amakhasi ufunde umusho ngamunye ngezwi elicacile owazalwa nalo. Khomba igama ngalinye ngenkathi ufunda.
- 6 Phinda uyifunde incwadi ukhuthaze abafundi ukuthi “bafunde” kanye nawe.



Ukwakha uhlamvu

- 1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /v/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /v/.
- 2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengamisa izandla zabo okwesimo esiwu ‘v’ bese bezinyakazisa bezisa phansi naphezulu njengezimpiko zem**vemvane**.
- 3 Buza abafundi ukuthi uhlamvu **v** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: “*Qala echashazini, yehla ukhuphuke.*”
- 4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
- 5 Uma usuyenzile imodeli yohlamvu phumela ngaphandle bese unikeza umfundi ngamunye isitsha esinamanzi nebhulashi lokupenda. Abafundi bengapenda uhlamvu kaningi emanzini luze lubonakale.
- 6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

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

Week 2 Day 2

Whole class activities

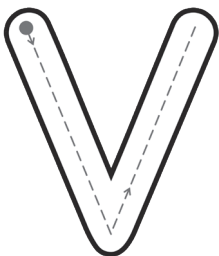
Shared reading – Big Book

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



Forming the letter

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



Small group activities

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





Nakhu ozokudinga:

- Iphepha leshadi elipheqekayo noma umaka
- Omabhungane abenziwa abafundi
- iPrestiki
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **v**: uvemvane, iveni, ivasi, ivazi, isivalo, uvinega, iversti



Isonto 2 Usuku 3

Umsebenzi wekilasi lonke

Ukuzejwayeza ukulalela

- 1 Ekhasini leshadi elipheqekayo, dweba isithombe esiveza umhlaba Kanye nesihlahla esikhulu esinamagatsha namacembe. Dweba imbali enesiqu namacembe eduze kwesihlahla.
- 2 Yiba nomabhungane abenziwe ngabafundi. Bachazele ukuthi kufanele balalele ngokucophelela bese benamathisela omabhungane babo endaweni elungile ngento yokunamathelisa:
 - ★ esihlahleni/imbali/icembe/igatsha/ umhlaba
 - ★ ngaphansi kwesihlahla/imbali/icembe/igatsha/umhlaba
 - ★ ngaphezu kwesihlahla/imbali/icembe/igatsha/umhlaba
 - ★ eceleni kwesihlahla/imbali/icembe/ igatsha
 - ★ ngaphezulu esihlahleni/imbali
 - ★ ngaphakathi nesihlahla nembali.

Amabhokisi ezinhlamvu

- 1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.
- 2 Buza imibuzo ephathelene nezinto: *“Uke wayibona into efana nale? Senzani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?”*
- 3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.
- 4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelela umsindo okugxilwe kuwo.
- 5 Uma abafundi sebezwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *“Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu s.”* Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

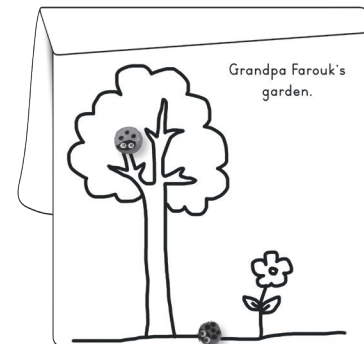
- Flipchart paper and a marker
- Ladybirds made by learners
- Prestik
- A letter box containing objects or pictures of objects that have the focus sound **v**: uvemvane, iveni, ivasi, ivazi, isivalo, uvinega, ivesti

Week 2 Day 3

Whole class activities

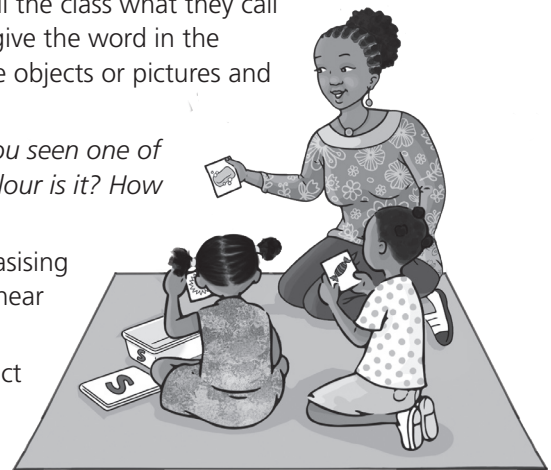
Learning to listen

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



Letter boxes

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



Small group activities

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



Nakhu ozokudinga:

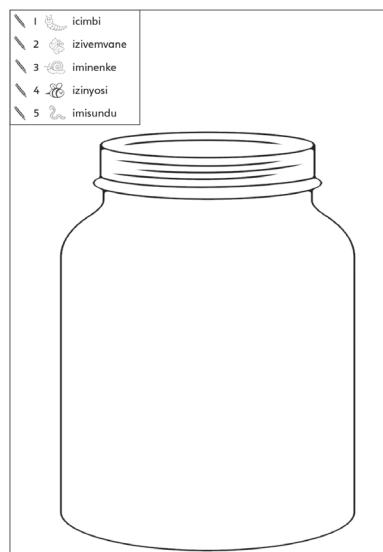
- Ikhophi yomfundi ngamunye yekhasi lomsebenzi **wokuFunda nokwenza**
- Opende beminwe abamibalabala, inhlanguisela yamakhrayoni asamafutha noma amakhokhi
- Iphepha leshadi eliphenywayo, iPrestiki
- Izithombe zezinto ezitholakala ezingadini, isibonelo: izimbali, amabhungane, izivemvane

Isonto 2 Usuku 4

Umsebenzi wekilasi lonke

Funda bese wenza

- 1 Buza abafundi ukuthi zinambuzane zini, zilwane zini futhi ezitholakala engadini ezinika ingadi impilo. Isibonelo: Amavemvane nezinyosi kusiza ukudlulisa impova, izicabucabu zidla amabhungane, imisundu isiza ukwenza inhlabathi ihlale iphilile, izinyoni zidla imiswenya edla izitshalo.
- 2 Chazela abafundi ukuthi bazolandela imiyalelo esesihlokwaneni esithi “funda wenze” basebenzise opende beminwe ukudweba izinambuzane kanye nezilwane ezigcina ingadi iphilile.
- 3 Uma sebedwebile ngeminwe, bakhombise ukuthi bazoyifaka kanjani imilenze, amadevu kanye namehlo ngamakhrayoni noma ngamapeni angamakhokhi.
- 4 Siza labo bafundi obabona benobunzima ukufunda imiyalelo.



Ukulalela imisindo okugxilwe kuyo

- 1 Thola izithombe ezinhlobonhlobo zezinto ezitholakala engadini uzibeke phakathi nendilinga. Chazela abafundi ukuthi bazokusiza nenze iphosta yengadi enhle.
- 2 Yithi: “Ngubani ozothola into enomsindo /c/ ezintweni zengadi yethu?” Uvumelekile umfundi ukunamathisele isithombe “secembe” ephepheni leshadi eliphenywayo. Buza ukuthi ukhona yini omunye umfundi ongathola into enomsindo /bh/ umfundi bese ekhetha “ibhungane” linamathisele ephepheni leshadi eliphenywayo.

Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

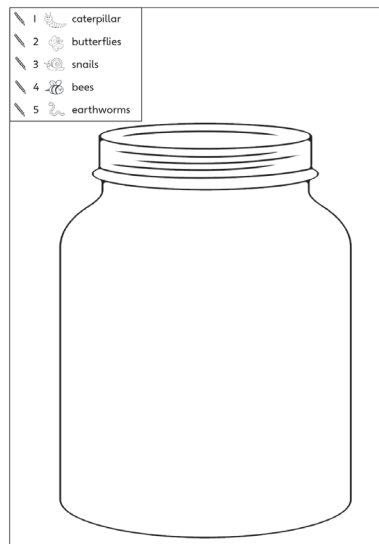
- A photocopy of the **Read and do activity page** for each learner
- Different colour fingerpaints, jumbo wax crayons or kokis
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: butterflies, ladybirds, flowers

Week 2 Day 4

Whole class activities

Read and do

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



Listening for focus sounds

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





Nakhu ozokudinga:

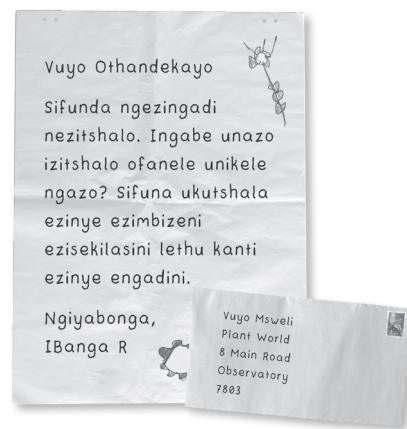
- Iphepha leshadi eliphenywayo, ipeni lokumaka
- Isikhwama esincane esinezithombe noma izinto zezinambuzane kanye nezidalwa zasengadini ezinamagama amalunga-maningi asuselwa endabeni

Isonto 2 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

- 1 Chazela abafundi ukuthi ufuna bakusize nibhale incwadi eya esikhungweni sababhekelela izingadi endaweni/kumakhelwane onengadi. Kule ncwadi chaza ukuthi ikilasi lakho belifunda ngezingadi kanye nangezinambuzane, kanti wena ufuna ukubuza ukuthi banganikela yini ngezitshalo ezizotshalwa ngabafundi emabhodweni ekilasini noma enhlabathini elungisiwe engadini yesikole.
- 2 Xoxa ngokuthi ngubani okungacelwa kuye izitshalo, uxoxe nangokuthi uzosenza kanjani isingeniso sencwadi: ... othandekayo.
- 3 Cela abafundi bakusize ngemibono yezinto ezizobhalwa ngokulandelayo. Lalela imibono yabo, nivumelane nangokuthi yikuphi okuzofakwa encwadini. Bhala kuhlanzeke ngamagama amancane, ufunde kuzwakale igama ngalinye olibhalayo.
- 4 Uma sikhona isikhathi, badele abafundi bahlobise incwadi ngezithombe zezitshalo.
- 5 Yigoqe incwadi uyihambise mathupha kumakhelwane, noma esikhungweni esiseduzane sababhekelela izingadi, ufike ubuze ukuthi banganikela yini ngezitshalo ezithile noma bakuphe isaphulelo uma uthengela ikilasi lakho izitshalo.
- 6 Uma sewuzitholile izitshalo, bazokusiza abafundi nibhale incwadi niyifake izithombe nifake namazwi okubonga kuyo.



Ukuhlanganisa nokuhlukanisa (amalunga)



- 1 Bonisa abafundi izithombe zezinambuzana zasengadini nezinhlobo zezidalwa. Cela abafundi ukuthi bakusize uqambe isithombe ngasinye bese uzinamathisela odongeni noma uzibeke phansi kukhaphethi ukuze bonke abafundi bazokwazi ukuzibona.
- 2 Faka izithombe esikhwameni. Khetha umfundi bese umcela ukuthi akhiphe isithombe esisodwa esikhwameni. Kufanele azame ukusho igama lesinambuzana noma isidalwa ngokunensa, alinqamule libe ngamaqoqo ezinhlamvu.
- 3 Laba abanye abafundi kufanele balalele ukuthi kuthiwani, bese behlanganisa amaqoqo ezinhlamvu ukwenza igama.

Imisebenzi yokwenziwa ngamaqembu amancane

Khumbuza abafundi ngemisebenzi abazoyenza bengamaqenjana amancane, imithetho yomsebenzi ngamunye kanye nendlela odinga kuqoqwe ngayo.





You will need:

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

Week 2 Day 5

Whole class activities

Make, draw and write

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



Blending and segmenting (syllables)






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

Small group activities

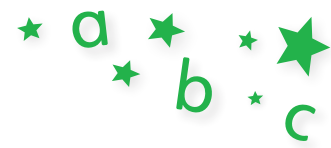
Remind learners about the small group activities, the rules for each activity and the tidy-up process.






Imisebenzi yokwenziwa ngamaqembu amancane Isonto 2

Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye • Iphepha oluhlaza • Inhlanganisela yamakhrayoni asamafutha, iglu, isikele 	<p>Umsebenzi 1: Ukudweba nokubhala okuvelayo</p> <ol style="list-style-type: none"> 1 Chazela abafundi ukuthi bazodweba izilwanyana (izinambuzane noma izilwane) abanokuzithola zicashe otshanini. Isibonelo: ibhungane, umswenya, isinambuzane. 2 Uma sebeqedile ukudweba, mabalebule isithombe noma bacele usizo ekubhaleni igama lesilwanyana. 3 Abafundi sebengasika isiqeshana ephepheni elisatshani basinamathisele ezansi nekhasi, semboze isithombe sibukeke njengotshani. 4 Bangacela umngane aqagele ukuthi yini ecashe otshanini, emva kwalokho baphakamise iziqeshana ezisatshani ukubheka ukuthi baqagele kahle yini.
<ul style="list-style-type: none"> • Amabhodi Amabili omdlalo wezinhlamvu nenyoka • Amadayisi amabili, izinto zokubala 	<p>Umsebenzi 2: Amaphazili nemidlalo</p> <ol style="list-style-type: none"> 1 Chazela abafundi ngale mithetho: <ul style="list-style-type: none"> • Abafundi baqala ngokubeka izinto zokubala enhloko yenyoka. • Abafundi baphonsa idayisi ngokudedelana bese behambisa into yokubala bayibeke ezikheleni ezifanele. • Uma idayisi liwela ohlamvini, kufanele baluphimise uhlamvu lokubhekiswa bese beqhubekisa into yokubala bayibeke esithombeni esinalolo hlamvu. • Umfundi ofike kuqala ekugcineni kwenyoka nguye onqobile, okuchaza ukuphela komdlalo. 2 Emva kokudlala lo mdlalo izikhathi ezimbalwa, sewungabethulela abafundi imithetho emisha: Uma befinyelela esithombeni, kufanele basho igama lesithombe, baphimise umsindo wokubhekiswa bese bebuyela emuva emsindweni ofanele.
<ul style="list-style-type: none"> • Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	<p>Umsebenzi 3: Ukufunda ngokuzimela</p> <ol style="list-style-type: none"> 1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.

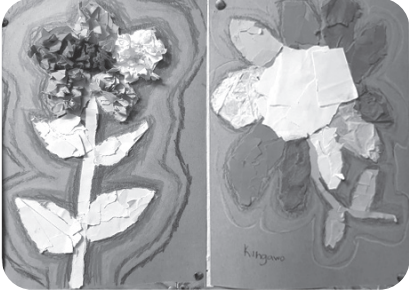





Small group activities for Week 2

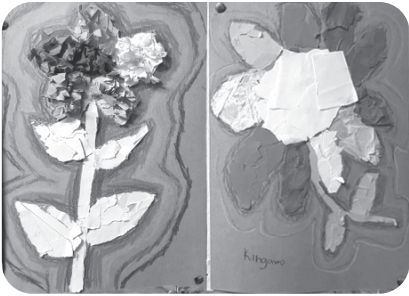

You will need	Activities
<ul style="list-style-type: none">• A blank A4 page for each learner• Green paper• Jumbo wax crayons, scissors and glue 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none">1 Explain to learners that they are going to draw creatures (insects or animals)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



Nakhu ozokudinga	Imisebenzi
<ul style="list-style-type: none"> • Isicucwana sekhadibhodi elivuselelwe kumfundi ngamunye • Inhlanguyela yamakhrayoni asamafutha • Iphepha elimabalabala noma ithishu 	<p>Umsebenzi 4: Amakhono omzimba nokubhala ngesandla</p> <ol style="list-style-type: none"> 1 Chazela abafundi ukuthi kufanele badwebe isithombe sembali enkulu kukhadibhodi. Kufanele futhi badabule iphepha libe yizicucu ezincane balinamathisele kukhadibhodi benze imbali. Bangalisonga libe ngamabhola amancane iphepha bese belinamathisele kukhadibhodi. 
<ul style="list-style-type: none"> • Okudingeka eshashalazini: ibhala, izitsha zezitshalo, ihalavu, imfologo yasengadini, amabhutsi odaka, amagilavu, izinto ezivuselelwe zokwakha amabhodwe ezitshalo (isibonelo: amabhodlela epulasitiki), izitshalo ezisakhula, izikhwama zembewu, ifoni yokufaka ama-oda, isitsha sokuchelela, ithumbu lamanzi, amalebuli ezitshalo ezahlukahlukene, amapheshana okubhala amanani, okokubala, imali yokudlala 	<p>Umsebenzi 5: Ukulingisa kokuzenzisa</p> <ol style="list-style-type: none"> 1 Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 lapho benze khona sengathi basebenza noma bavakashele esikhungweni sabezingadi. 2 Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. 





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. 



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

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

★ Ithemu 2: Ukulalela nokukhuluma Irubhrikhi 1&2

Indlela yokuhlola	1. Akaphumelelanga (0 – 29%)	2. Uphumelele ngokusezingeni (30 – 49%)	3. Uphumelele ngokwanele (50 – 74%)	4. Uphumelele ngamalengisi (75 – 100%)
<p>1 Uyazixoxa izindaba bese ephinda axoxe nezabanye abafundi ngawakhe amagama</p>	Akakwazi ukuxoxa izindaba aziphindaphinde; ukwazi ukusho amazwi ambalwa kuphela.	Uphindaphinda kancane; ufaka izehlakalo zibalwa; akuncomeki ukulandelanisa kwakhe; usebenzisa imisho emifushane kanye namagama alula kwamasha.	Uyakwazi ukuphinda axoxe ngezehlakalo eziningana endabeni, abe nesiqalo, nomzimba, kanye nesiphetho ngamazwi angemalingi; udinga ukukhunjuzwa njengokuthi: 'kwase, kwalandela...'; 'kwenzekani futhi?'; useqala ukusebenzisa imisho ethi mayibe mide.	Indaba ilandelana ngokunomqondo kanti inaso isiqalo, umzimba kanye nesiphetho; abalingiswa nesizinda kuchazwe ngokugcwele; izinhloso nemizwa yabalingiswa nayo ichaziwe; usebenzisa imisho emide nexabalasile kanti uyawafaka amazwi afana nokuthi 'kwabe se...'; 'emva kwalokho'; uyawasebenzisa amagama amasha asendabeni.
<p>2 Uyazihlela izithombe ezithile ngendlela yokuthi ziyakhe indaba kube nokulandelana okunomqondo ezehlakalweni uma zixoxwa endabeni eyakhekile</p>	Akakwazi ukulandelanisa amakhadi.	Ulandelanisa kahle amakhadi kodwa akakwazi ukuxoxa indaba.	Ulandelanisa kahle amakhadi futhi uyakwazi ukuxoxa indaba.	Ulandelanisa kahle amakhadi futhi uyakwazi ukuxoxa indaba eneminingwane egcwele.

★ Term 3: Listening and speaking Rubric 1 and 2

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

★ Ithemu 3: Imisindo, Ukufunda Nokubuka Irubhrikhi 1–3

Indlela yokuhlola	1. Akaphumelelanga (0 – 29%)	2. Uphumelele ngokusezingeni (30 – 49%)	3. Uphumelele ngokwanele (50 – 74%)	4. Uphumelele ngamalengisi (75 – 100%)
1 Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo	Ukwazi ukubona izinhlamvu ezisukela kolu-0-3 bese esho imisindo eyenziwa yilezi zinhlamvu	Ukwazi ukubona izinhlamvu ezisukela kolu-4-6 bese esho imisindo eyenziwa yilezi zinhlamvu	Ukwazi ukubona izinhlamvu ezisukela kolu-7-11 bese esho imisindo eyenziwa yilezi zinhlamvu	Ukwazi ukubona izinhlamvu ezisukela kolu-12 okanye kuphezulu bese esho imisindo eyenziwa yilezi zinhlamvu
2 Uqala ukuqonda ukuthi amagama akhiwa ngemisindo: uyawethula umsindo wokuqala osegameni lakhe kanye nakwamanye amagama	Akakwazi ukusho umsindo ongasekuqaleni kwegama lakhe kanye nakwamanye amagama.	Uyakwazi ukusho umsindo ongasekuqaleni kwegama lakhe kodwa kulukhuni ukusho imisindo ongasekuqaleni kwamanye amagama.	Uyakwazi ukusho umsindo ongasekuqaleni kwegama lakhe; uyakwazi futhi ukusho imisindo ongasekuqaleni kwamanye amagama.	Ukwazi kahle ukusho umsindo ongasekuqaleni kwegama lakhe kanye nakwamanye amagama.
3 Uyakwazi ukwakha indaba yakhe “ngokufunda” izithombe	Akakwazi ukusebenzisa izithombe ukuqagela ukuthi indaba imayelana nani; uchaza izithombe esebenzisa ulimi olunezihlabe.	Uyazisebenzisa izithombe ukuqagela ukuthi indaba imayelana nani uma esizwa.	Uyazisebenzisa izithombe ukuqagela ukuthi indaba imayelana nani; angahle abe nalo ‘izwi lokufunda.’	Uyazisebenzisa izithombe ukuqagela ukuthi indaba imayelana nani; ukhombisa ukuqonda ukuthi izithombe namagama kuhlobene, kodwa akufani, unalo ‘izwi lokufunda’; uyawukhomba umbhalo uma ‘ewufunda’.

★ Term 3: Phonics, reading and viewing Rubric 1 to 3

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
1 Recognises aurally and visually some consonants and vowels	Is able to recognise 0–3 letters and say the sounds that these letters make.	Is able to recognise 4–6 letters and say the sounds that these letters make.	Is able to recognise 7–11 letters and say the sounds that these letters make.	Is able to recognise 12 or more letters and say the sounds that these letters make.
2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words	Does not recognise that words are made up of sounds; unable to give the beginning sound of own name or other words.	Able to give beginning sound of own name, but struggles when asked for beginning sound of other words.	Able to give the beginning sound of own name; able to give the beginning sound of some other words.	Consistently able to give the beginning sound of own name and other words.
3 Makes up own story by reading the pictures	Not able to use pictures to predict what the story is about; describes pictures using very limited language.	Uses pictures to predict and describe the story, but with assistance.	Uses pictures to predict what the story is about; might adopt a “reading voice”.	Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”.

★ Ithemu 3: Ukubhala kahle ngesandla kokuqala Irubhrikhi 1–3

Indlela yokuhlola	1. Akaphumelelanga (0 – 29%)	2. Uphumelele ngokusezingeni (30 – 49%)	3. Uphumelele ngokwanele (50 – 74%)	4. Uphumelele ngamalengisi (75 – 100%)
1 Uyathuthuka ngamakhono okunyakazisa izicubu ezincane kanye nokusebenzisa umzimba	Akakwazi ukuqedela imisebenzi edinga ikhono lokunyakazisa izicubu ezincane; uyayibalekela noma akhombise ukuphatheka kabi.	Uyakhwazi ukuqedela imisebenzi edinga ikhono lokunyakazisa izicubu ezincane kodwa uthatha isikhathi; imiphumela ayinembi nokho.	Uyakhwazi ukuqedela eminingi imisebenzi edinga ikhono lokunyakazisa izicubu ezincane; uyakhula ngokunemba nokusebenza ngokuncomekayo.	Uyakhwazi ukuqedela imisebenzi edinga ikhono lokunyakazisa izicubu ezincane ngokuzethemba, ngokunemba kanye nakalula.
2 Uyazidweba izithombe ngengqikithi yezindaba	Imidwebo yakhe ayibonakali noma ingeyona imibhalo noma iyizindilinga ezinemigqa.	Imidwebo yakhe iyabonakala kodwa ayihlobani nendaba, neculo noma nomlolozelo.	Udweba isithombe esinemibala esihlobene nendaba; imidwebo yabalingiswa abaqavile inakho okunye kwalokhu okulandelayo: imilenze, izingalo, izandla, izinyawo, amehlo, ikhala, umlomo nezindlebe.	Udweba isithombe esinemibala esinezinto eziningi ezithintana nendaba; sinabalingiswa abaqavile abanazo zonke izinto njengezingubo zokugqoka.
3 Uyaqonda ukuthi ukubhala nokudweba kuhlukile; wenza sengathi uyabhala imidwebo engewona amagama	Akakwazi ukwethula imibono ngokudweba noma ngokubhala.	Uyayethula imibono ngokudweba kodwa akunabufakazi bokwenza sengathi uyabhala noma uyaklwiklwiza.	Uyakuqonda ukuthi ukubhala kanye nokudweba yizinto ezingafani: wenza sengathi uyabhala imidwebo engewona amagama)	Uyakuqonda ukuthi ukubhala kanye nokudweba yizinto ezingafani kanti useqala 'ukubhala' esebenzisa ingxube yezinhlamvu azikopishile kanye nemidwebo engewona amagama); uyakhwazi ukukopisha izinhlamvu nezinamba ezikhona ekilasini emizameni yakhe yokubhala.

★ 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.

★ Enza ubumba ngenhlama yokudlala

Nakhu ozokudinga

- ★ 1 inkomishi ka-flour
- ★ ¼ ikota yenkomishi kasawoti
- ★ ½ uhhafu wamanzi antukuntuku
- ★ 5 amaconsi ayisihlanu adayi wokudla



Izinyathelo

- 1 Faka u-flour nosawoti.
- 2 Hlanganisa uhhafu wenkomishi namanzi antukuntuku bese ufaka amaconsi adayi wokudla.
- 3 Ngokuchophelela hlanganisa amanzi no-flour ube ugovuza. Kuhlangukise, uze u-flour uyaqina lokho kwenza kubonakale ukuthi uhlangene. Uma isihlangene sakunamathela, ungafaka omunye u-flour kuze kube ayisanamatheli.
- 4 Phinda lezi zitebhu ngemibala eyahlukahlukene.

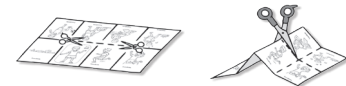
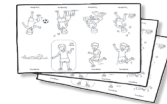
Zama ukwenza inhlama inganamatheli ezandleni zakho. Lokhu kuyindlela enhle yokuvocavoca izindla zezingane. Thatha inhlama uyifake epulasitikini ukuze ingaboli bese uyifaka efirijini, uma kwenzeka noma endaweni epholile.



★ Enza incwajana

Izinyathelo

- 1 Enza ama-copy encwajana yakho.
- 2 Izithombe zakho kumele zibheke phezulu, uzifole, izingxenye eziyisishagalombili. Uphinde uzibuyisele esimweni.
- 3 Fola uhhafu wepheji, phansi maphakathi.
- 4 Usike phakathi nendawo, njengoba utshengisiwe ngokuhamba kwama dothi asephepheni.
- 5 Bamba iphepha ngezandla ezimbili, ikakhulukazi ngesithupha nangomunwe kuzozombili izindawo zephepha.
- 6 Letha izindla zakho zombili uphinde uziyise phansi.
- 7 Yenza incwajana encane uyifake kwamanye amabhuku ebhokisi elincane – ibhokisi likajeli lingasebenza kahle!



★ How to make playdough


You will need

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



Steps

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

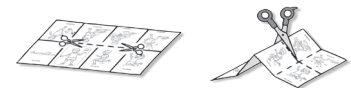
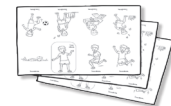


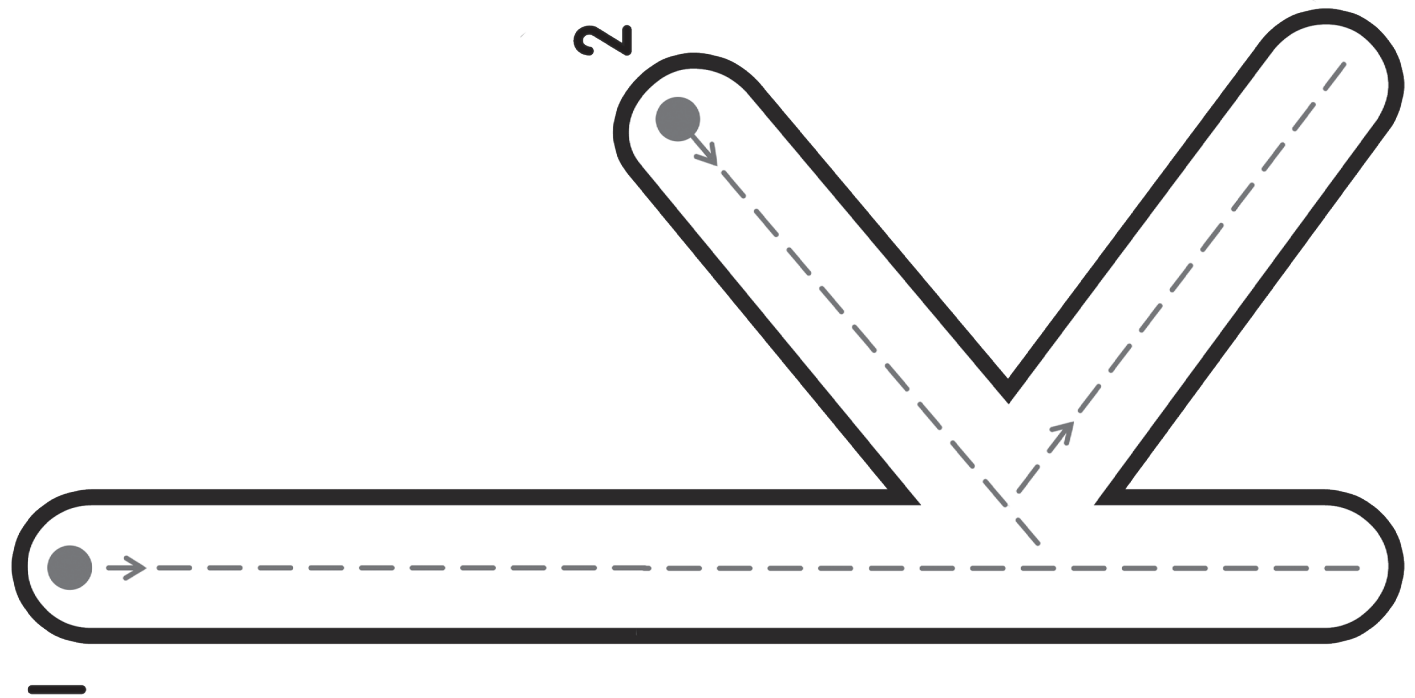
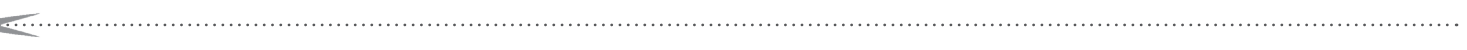
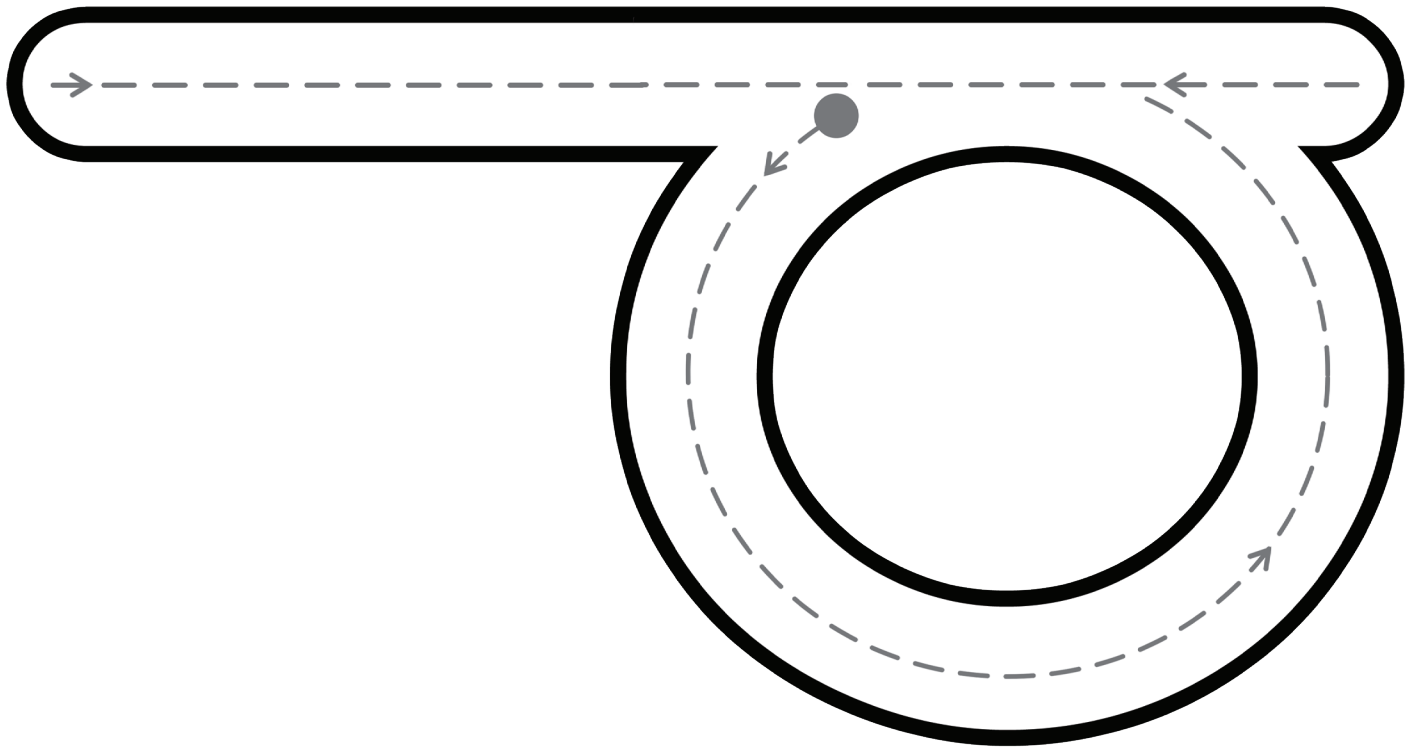
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

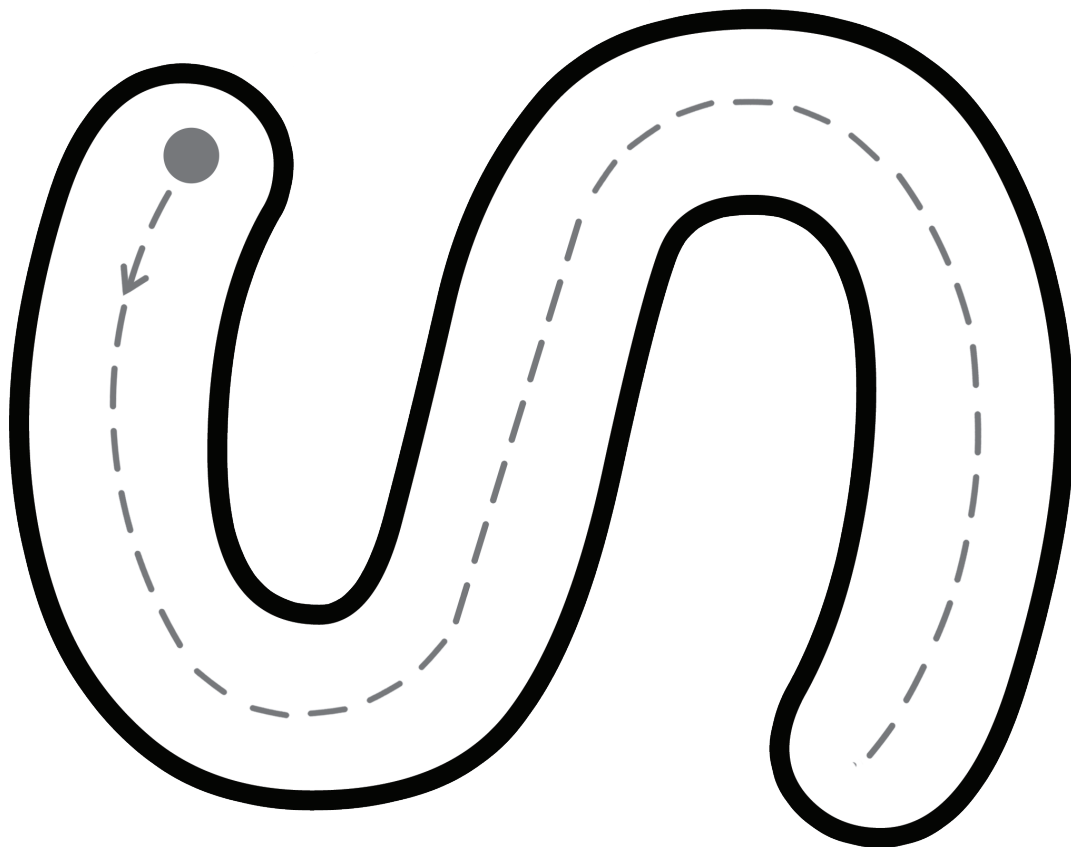
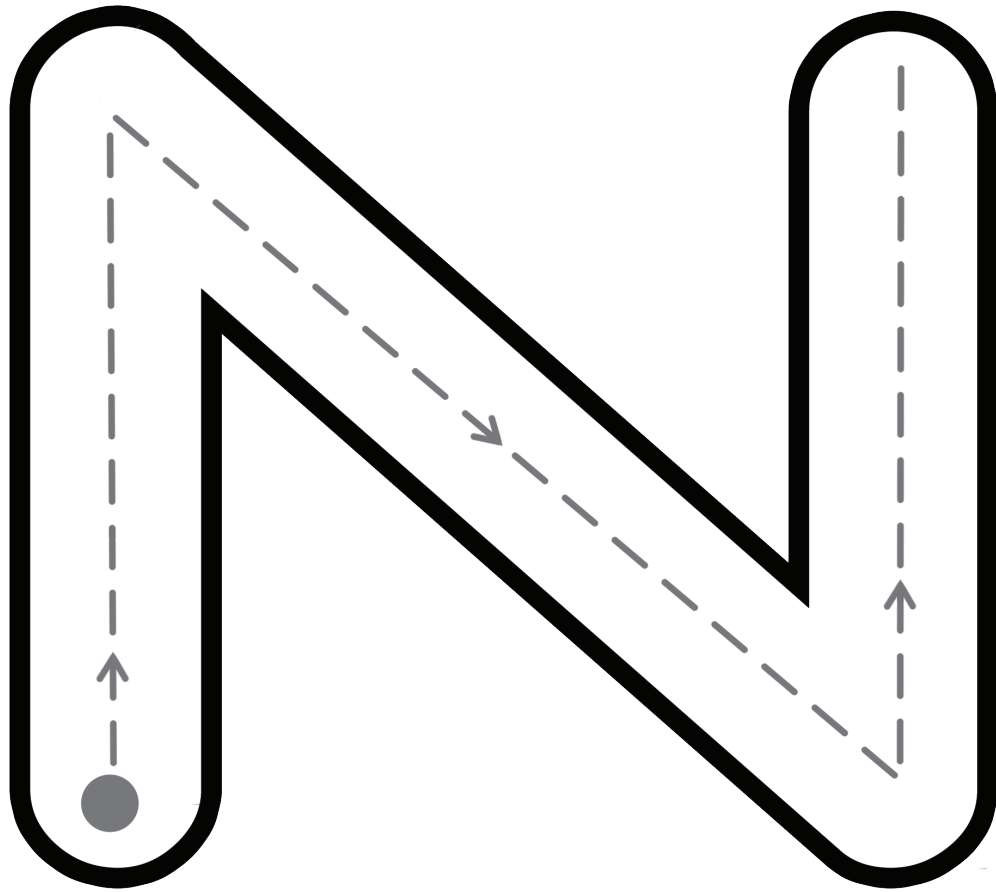
★ How to make a little book

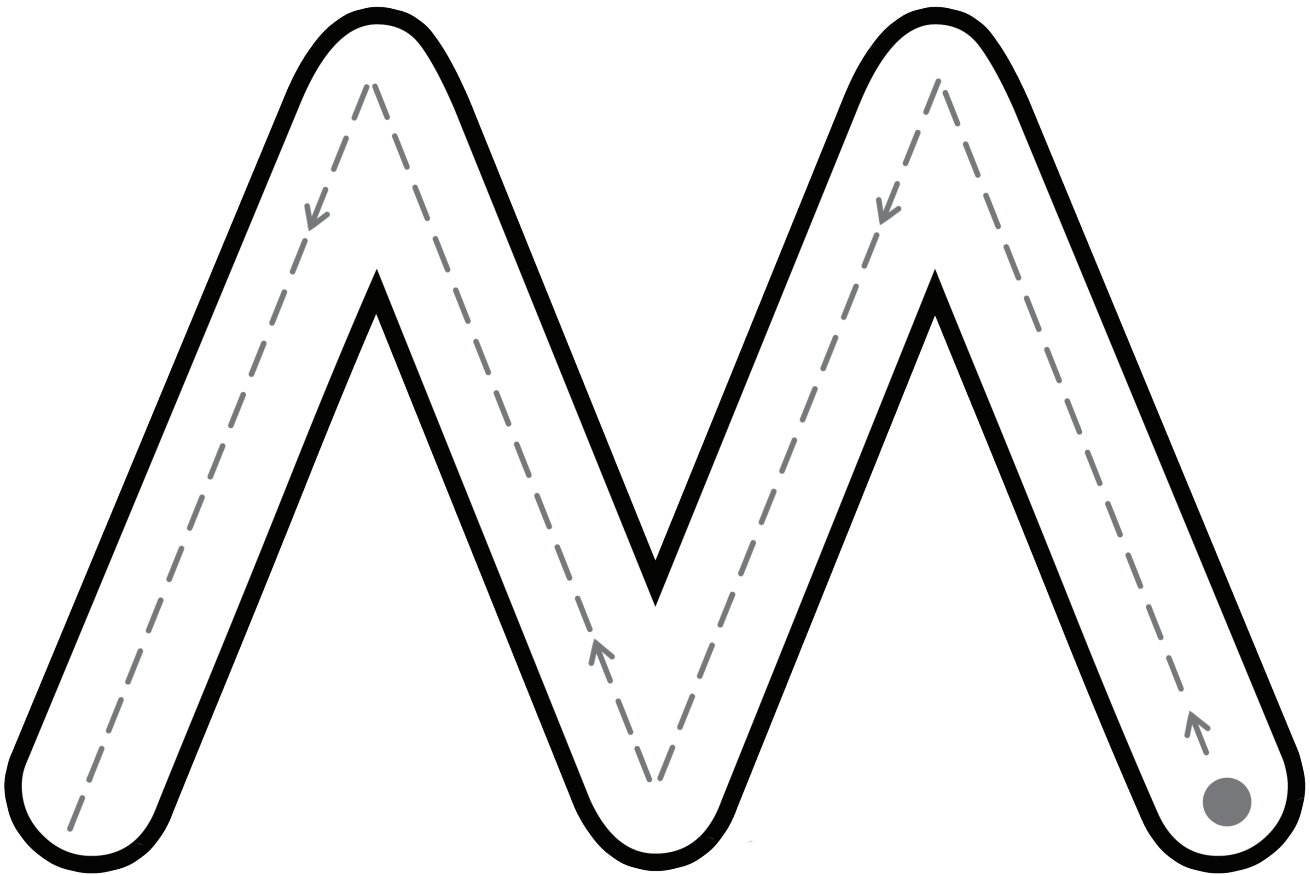
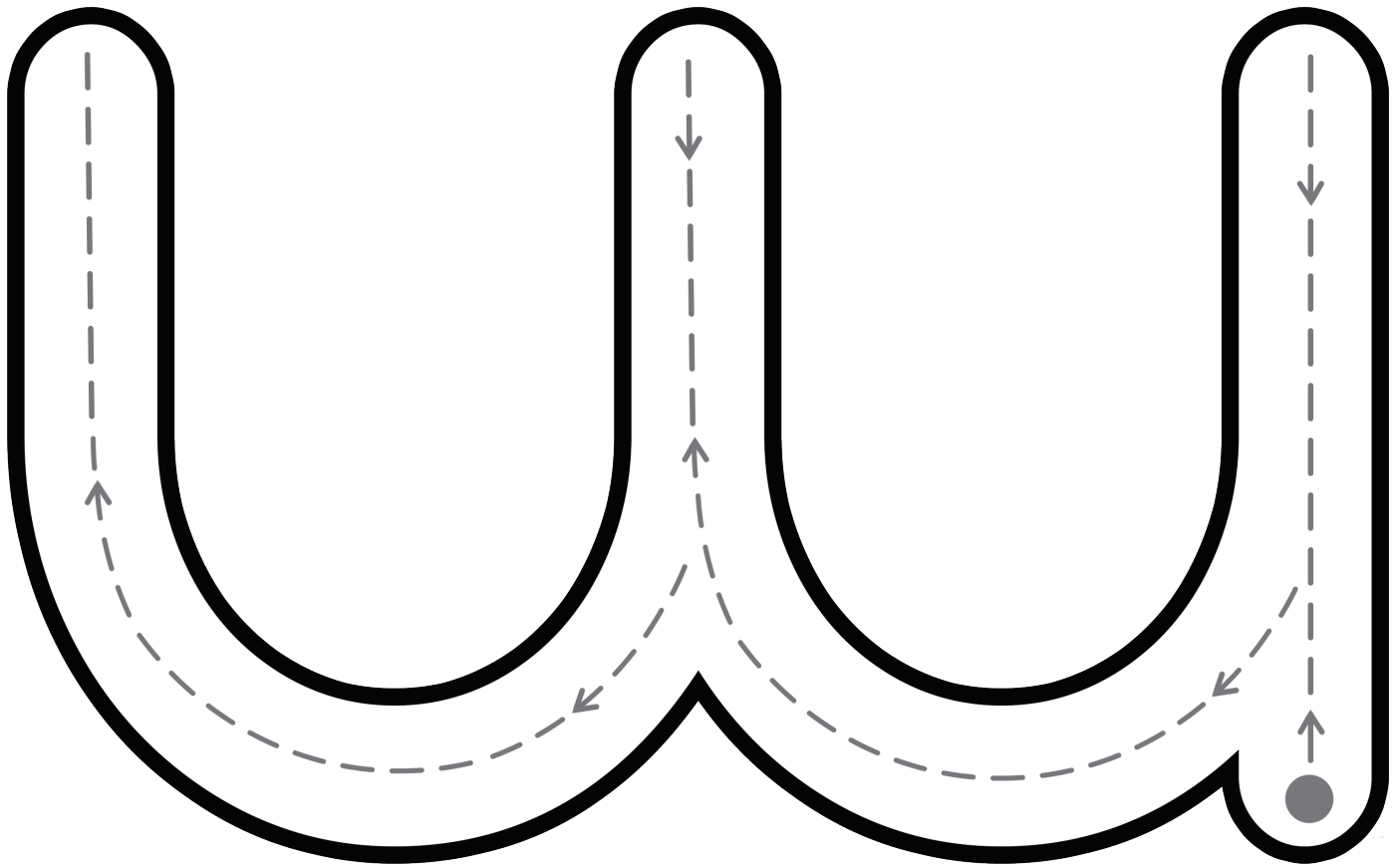
Steps

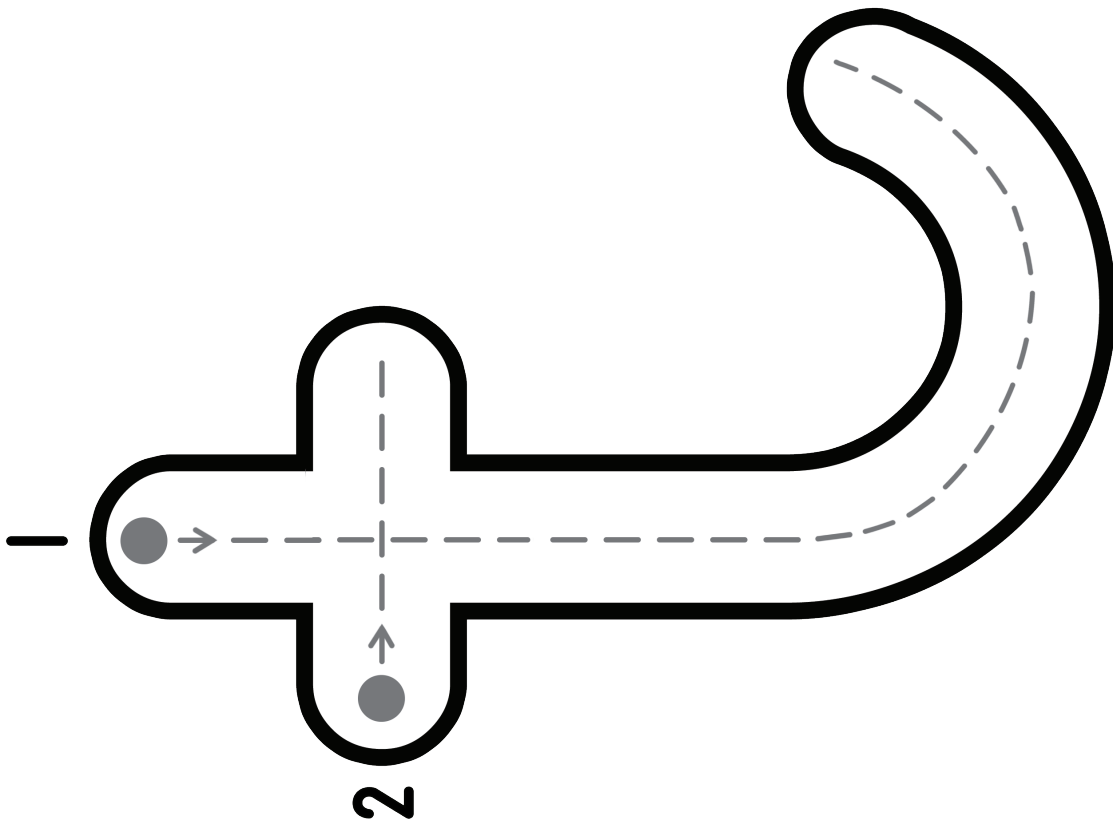
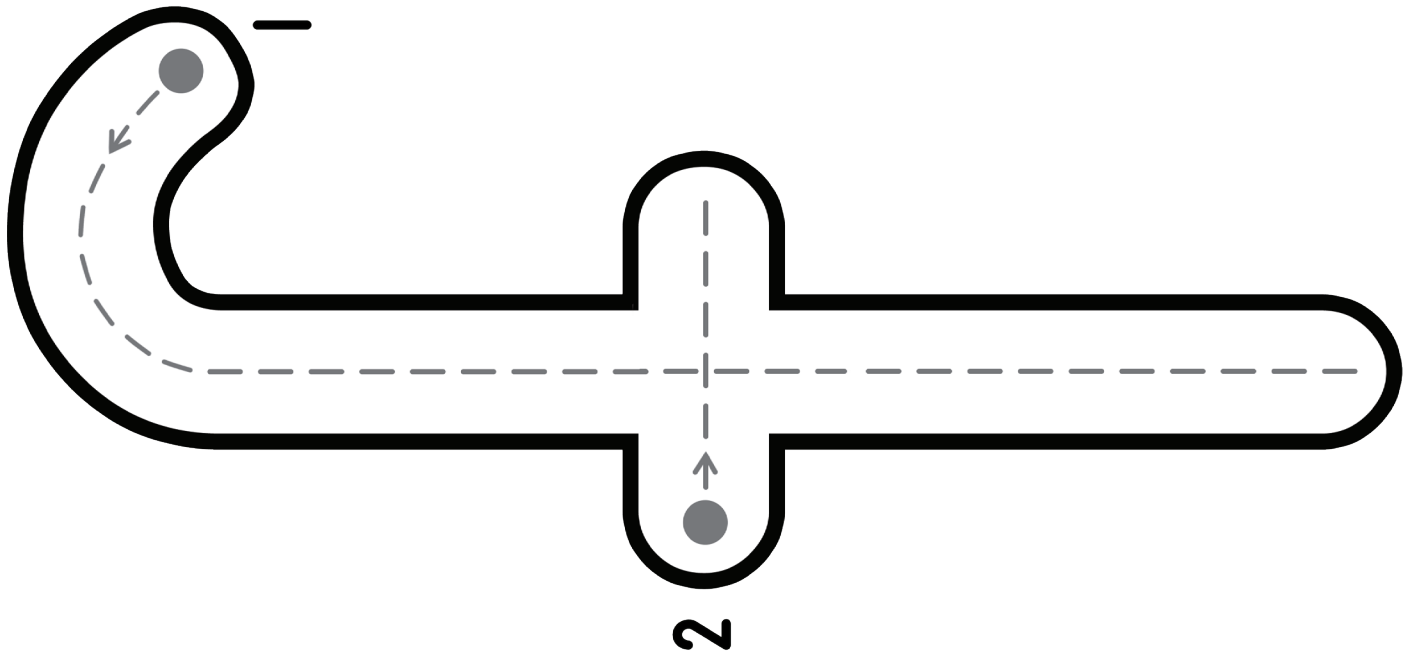
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

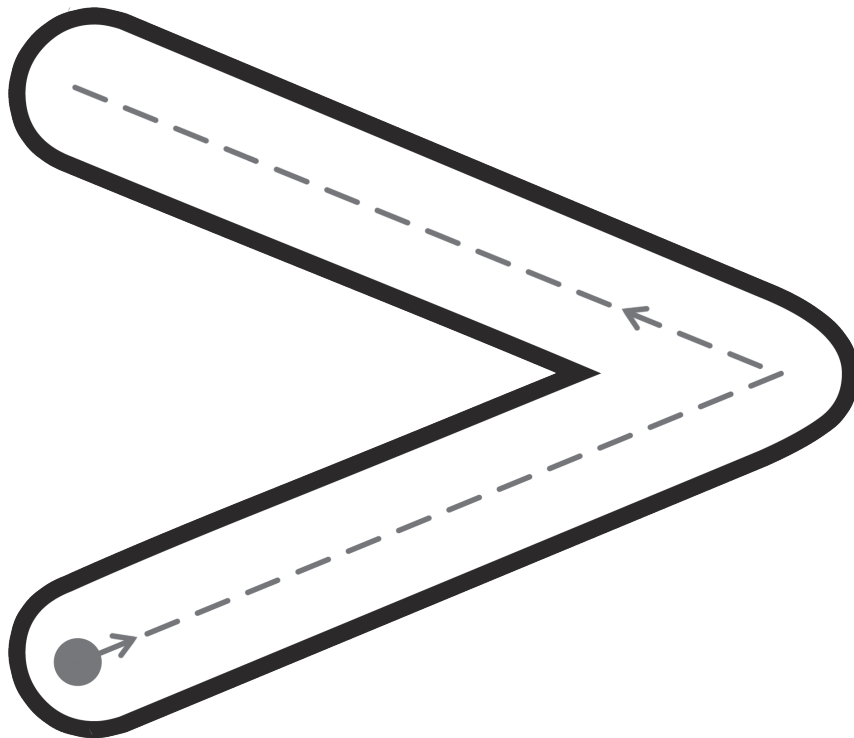
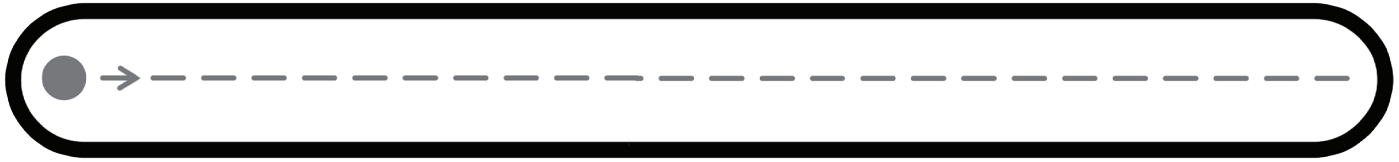




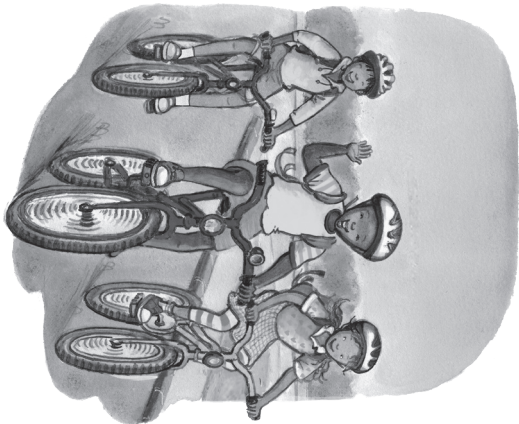








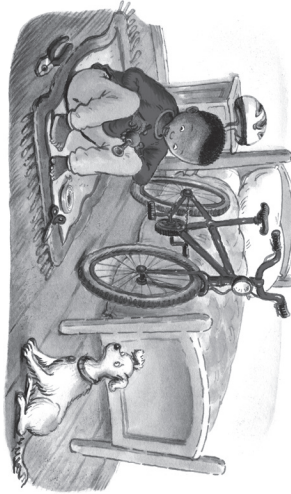
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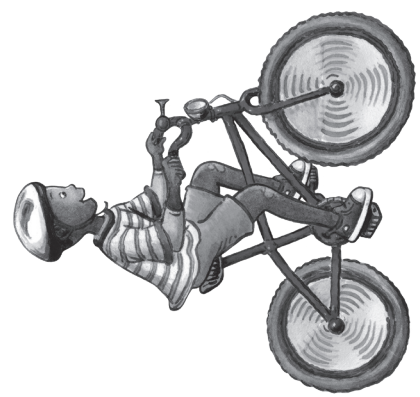
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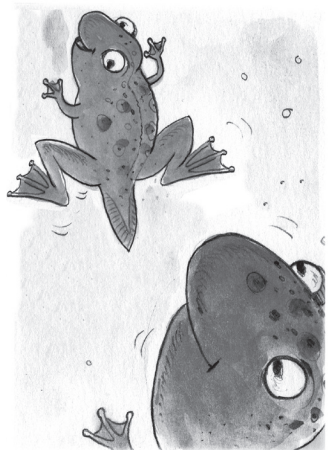
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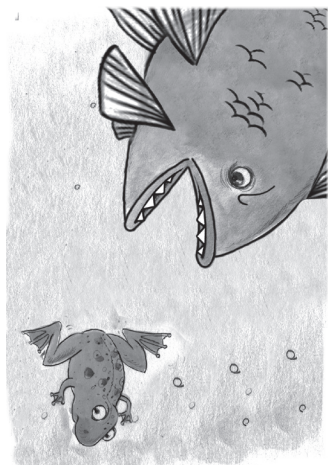
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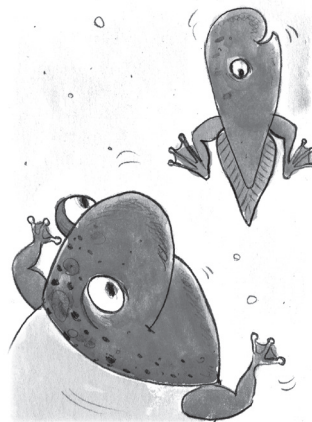
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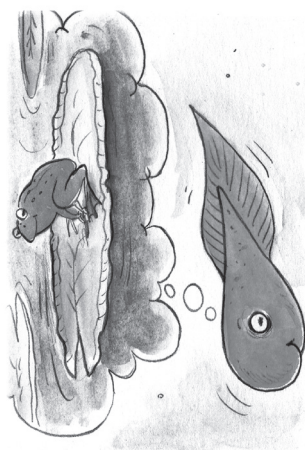
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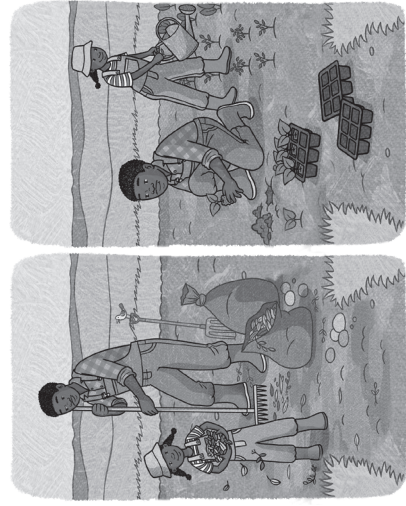
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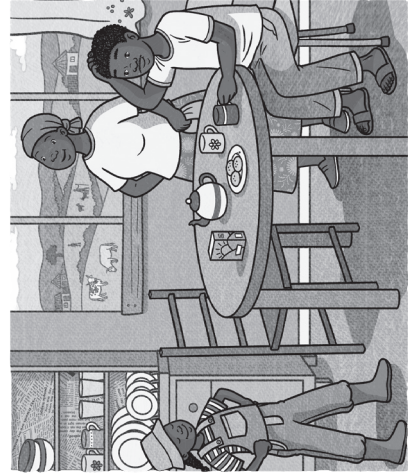
Wordworks
Changing Lives Through Literacy

Lencwadi ngeka:

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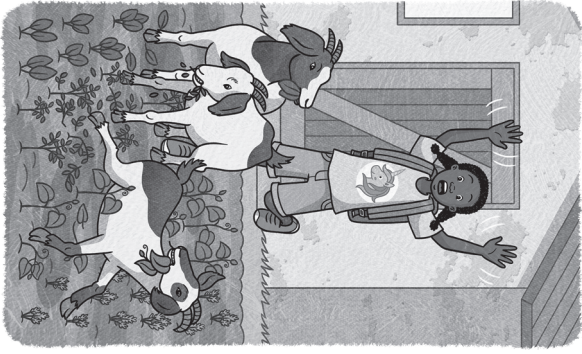


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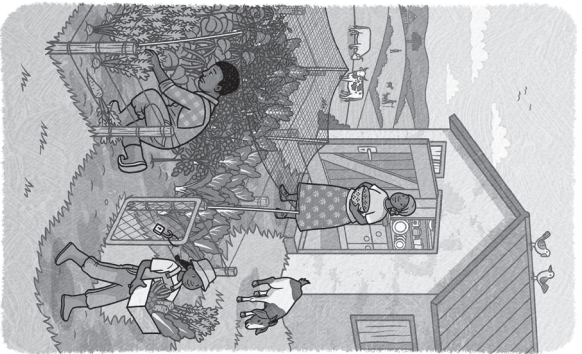
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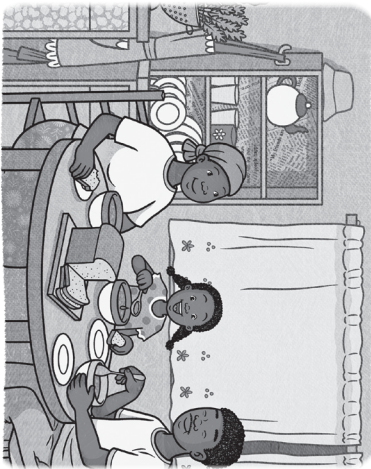
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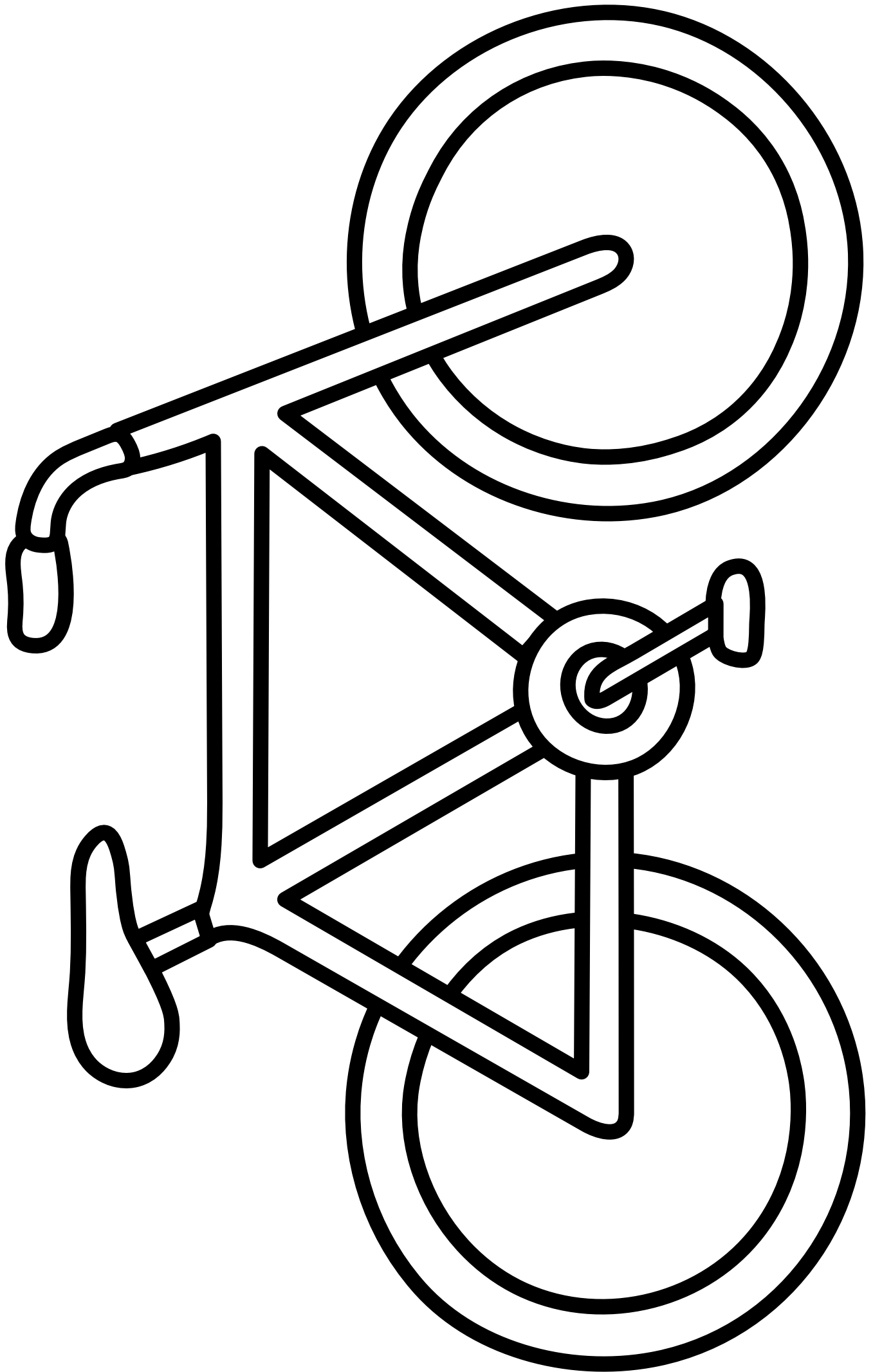


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

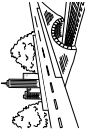












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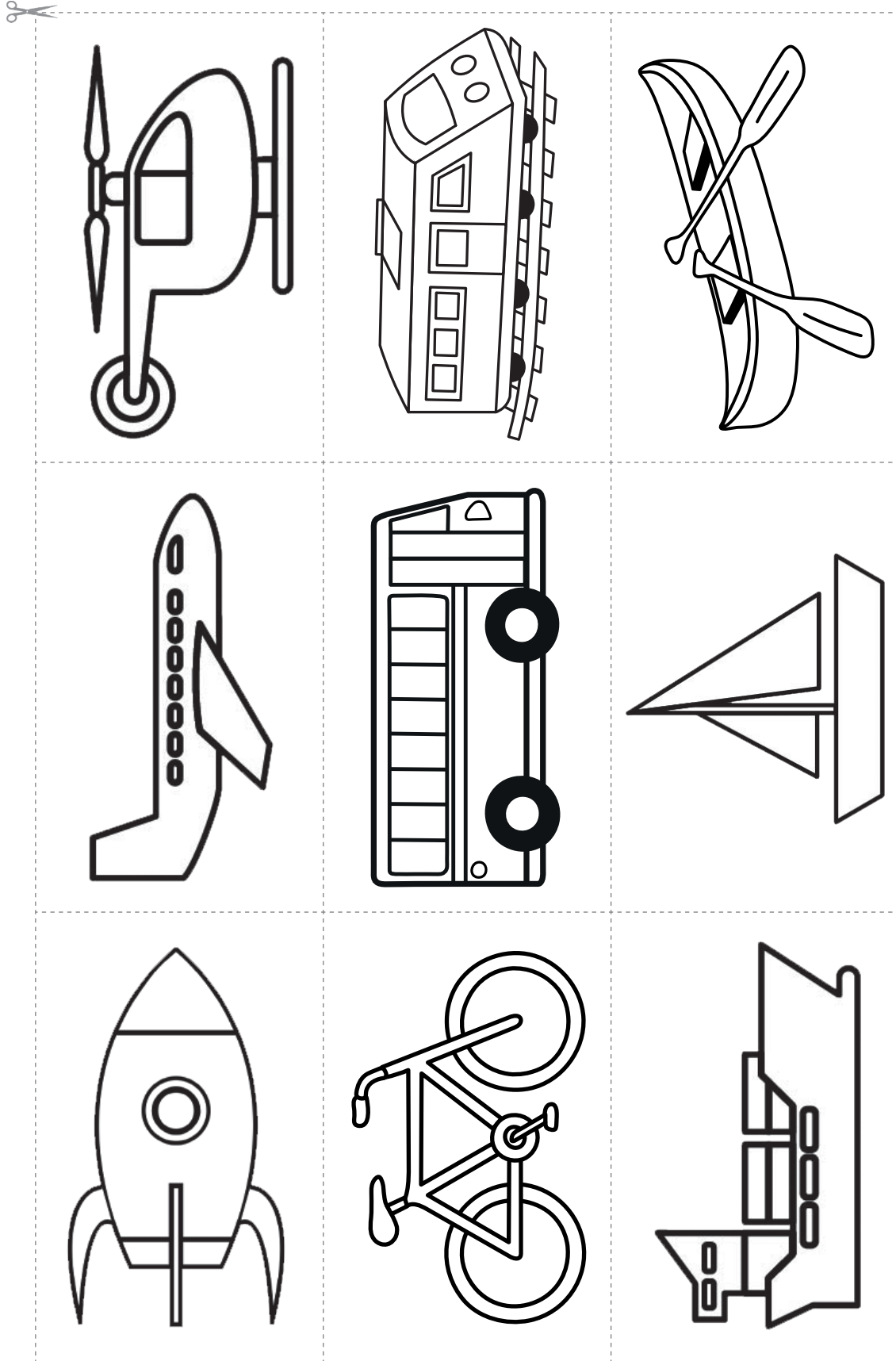




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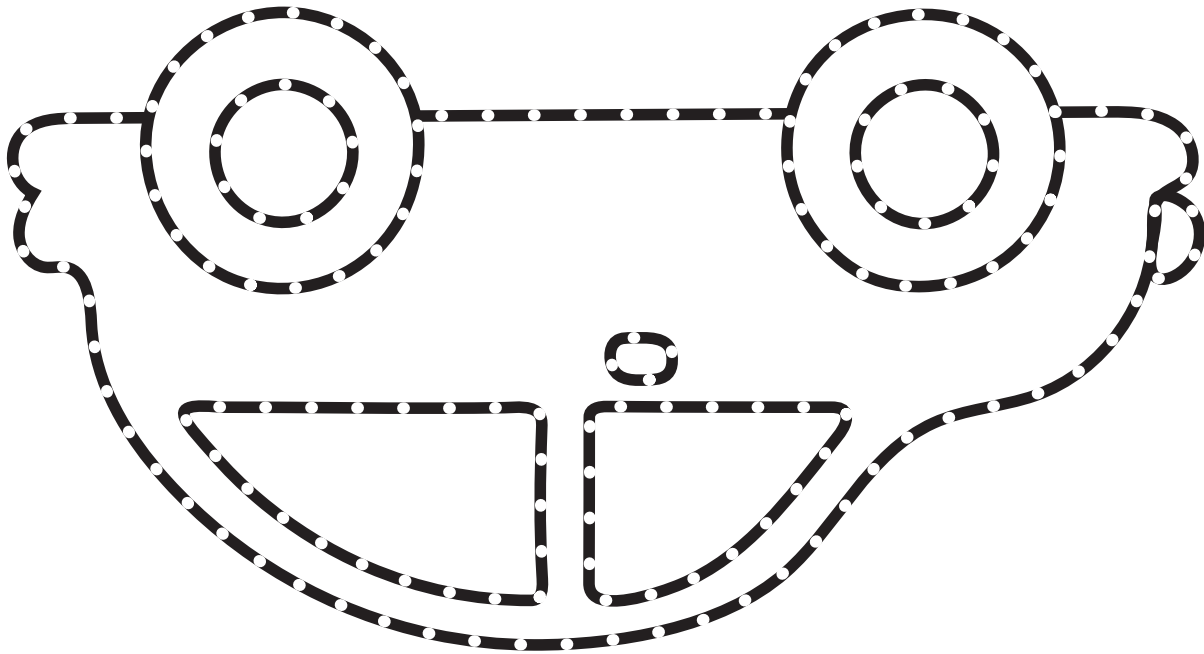
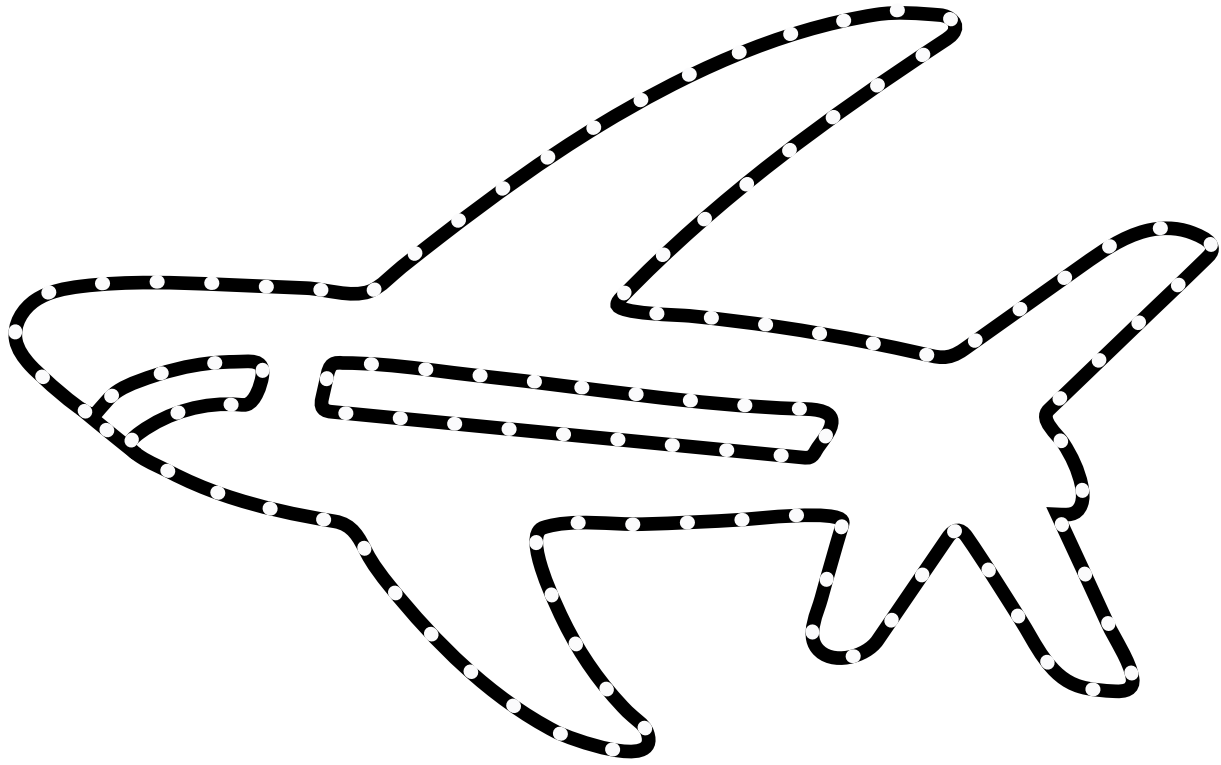
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Ibhayisikili likaDavide elisha: ikhasi lomsebenzi wokufunda nokwenza



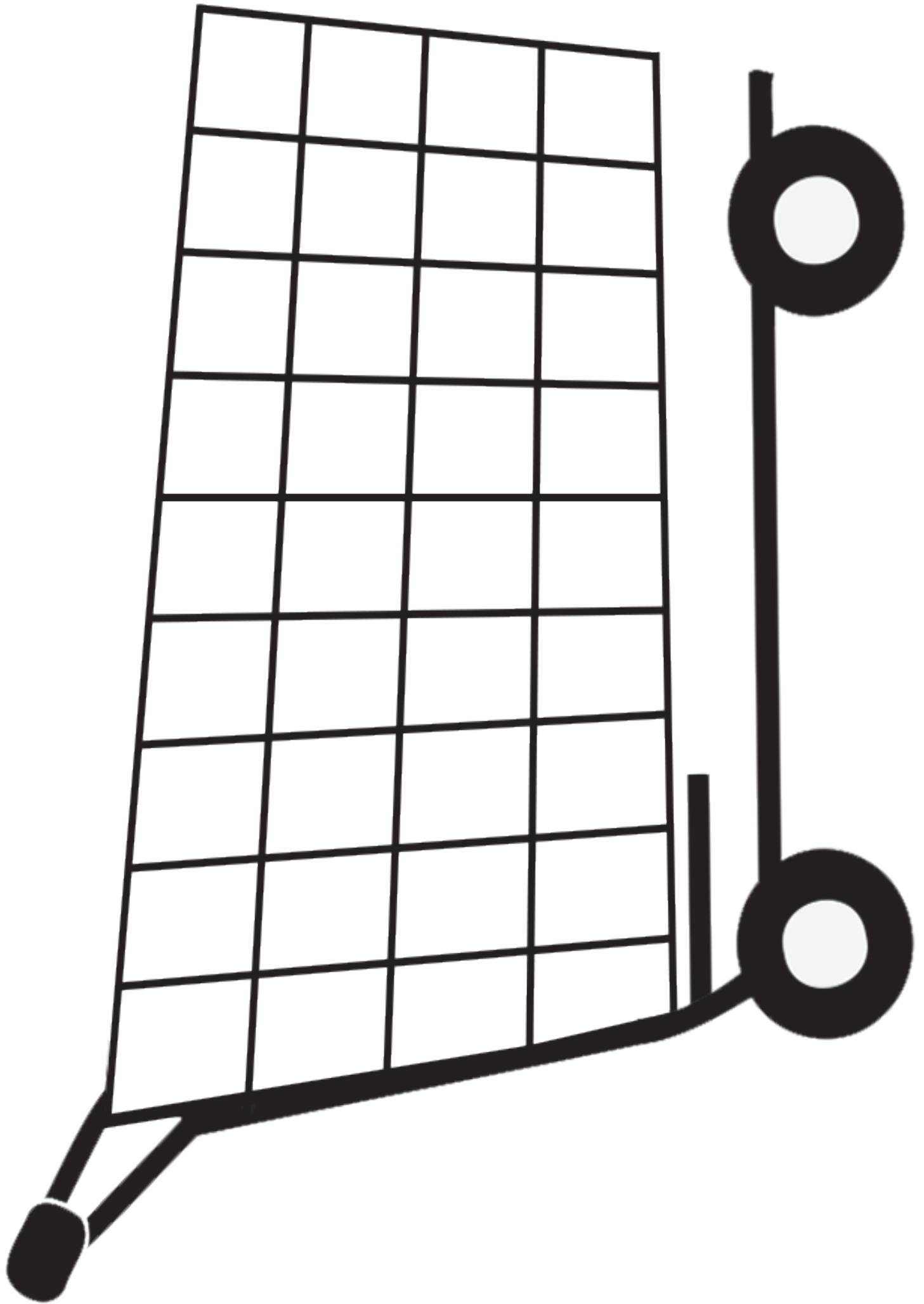


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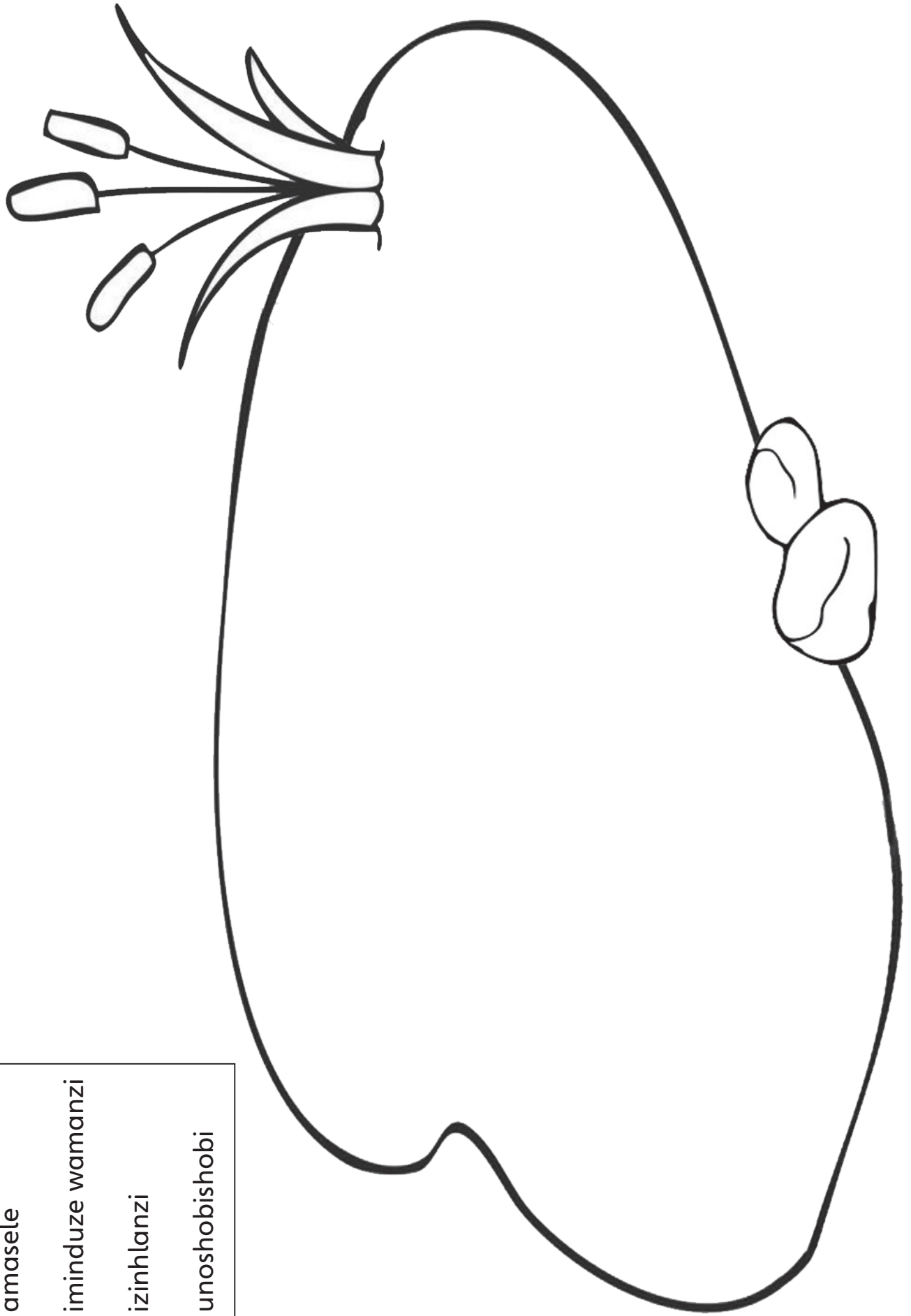












USipoti uya esitolo: Ikhasi lomsebenzi wokuthenga ngenqola



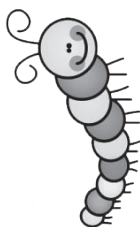
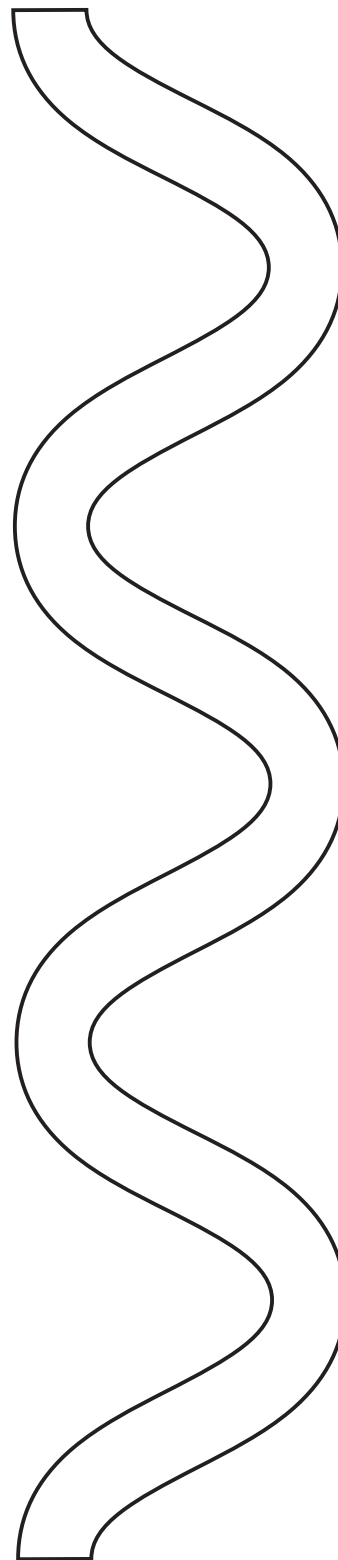
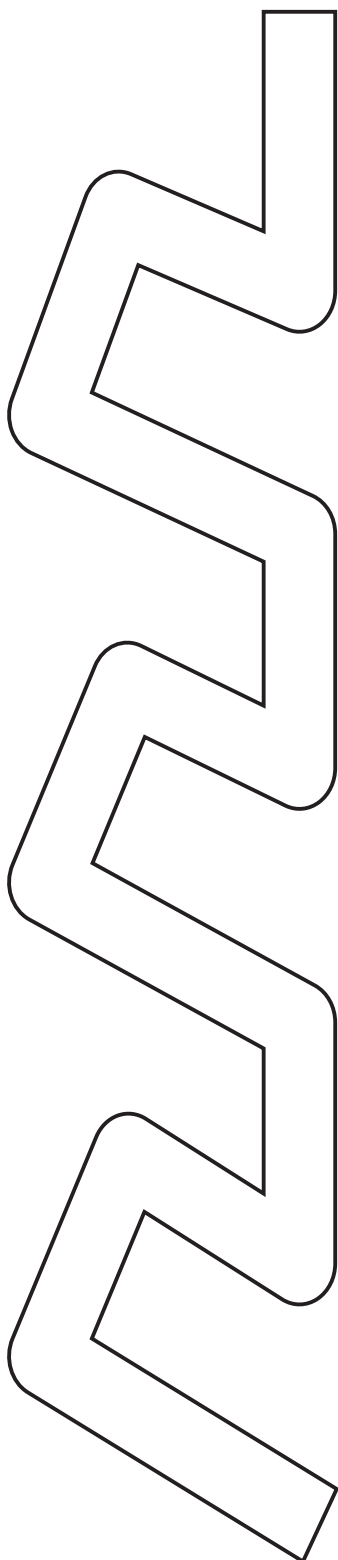
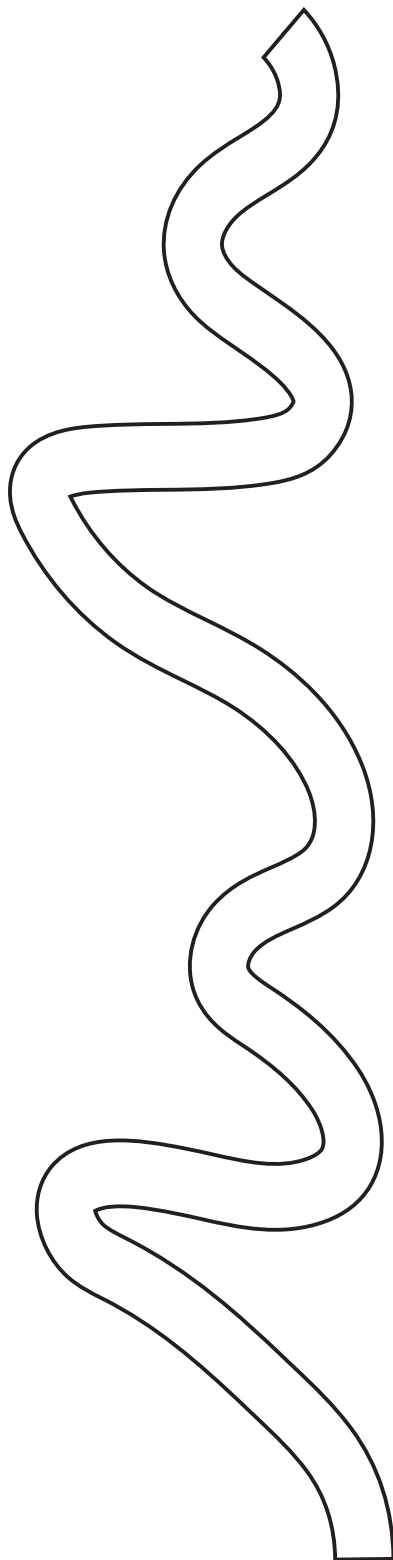
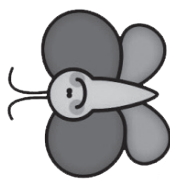
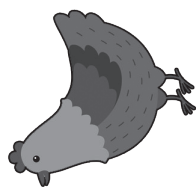


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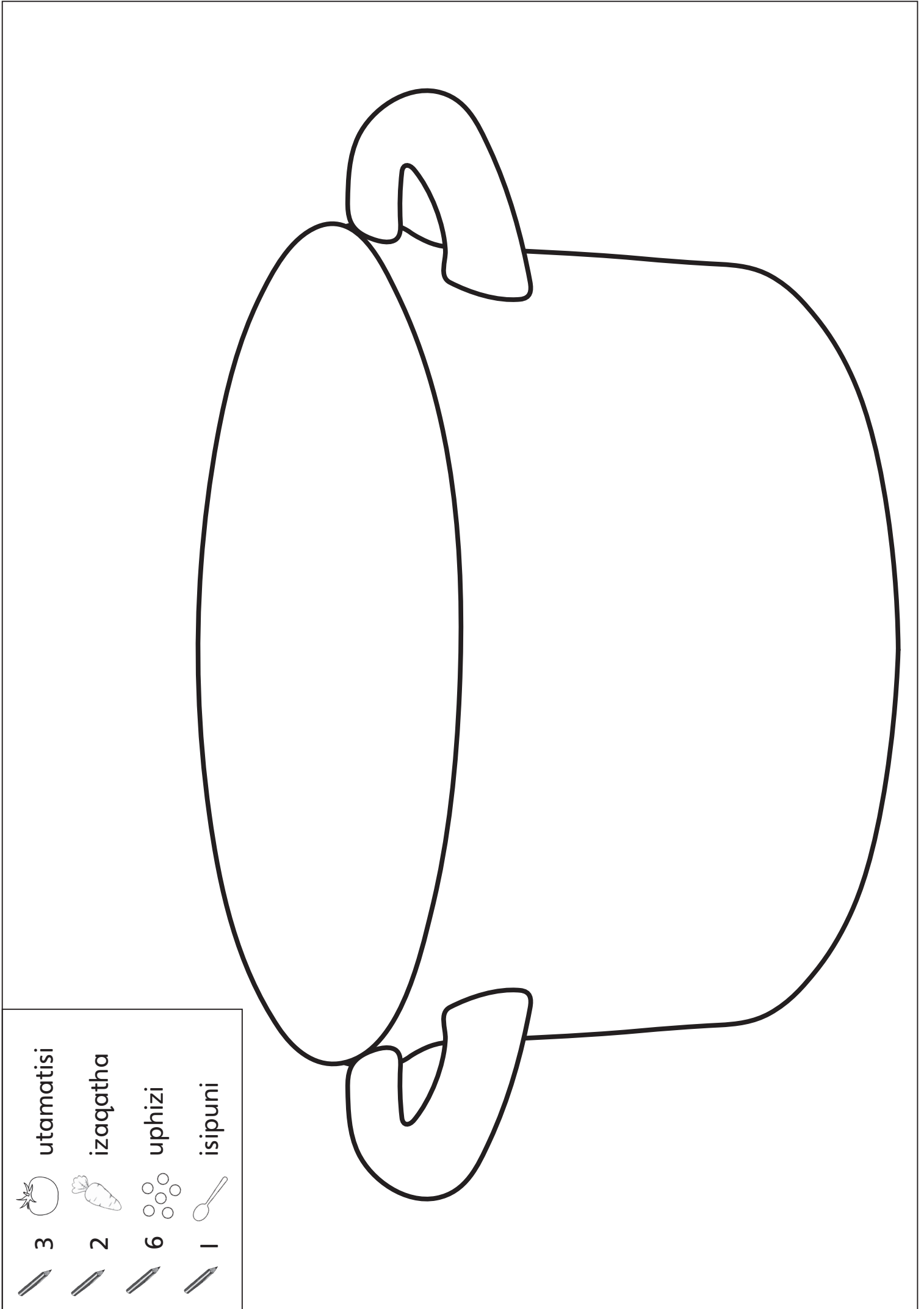
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UTemo namasela ezitshalo: Ikhasi lomsebenzi wokufunda nokwenza

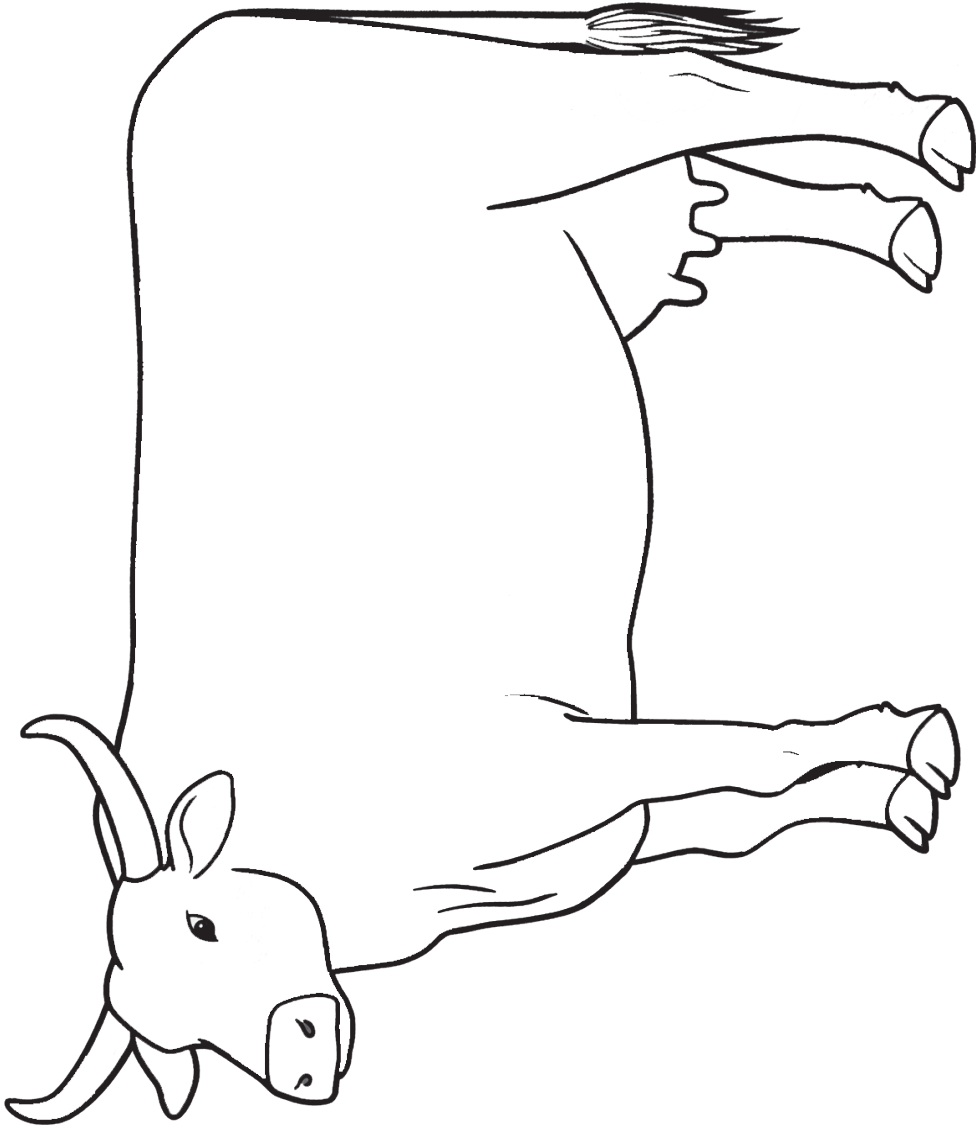


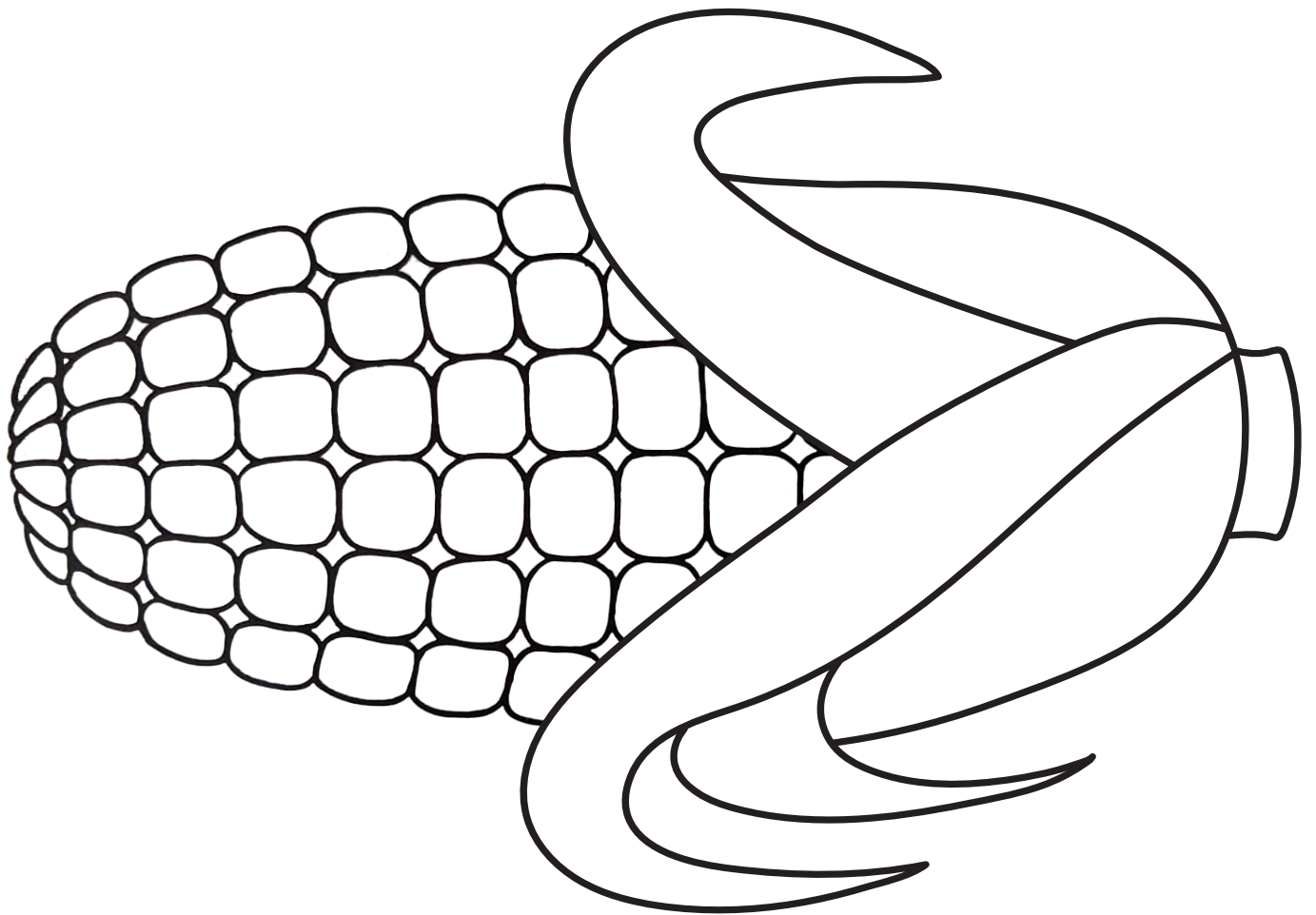
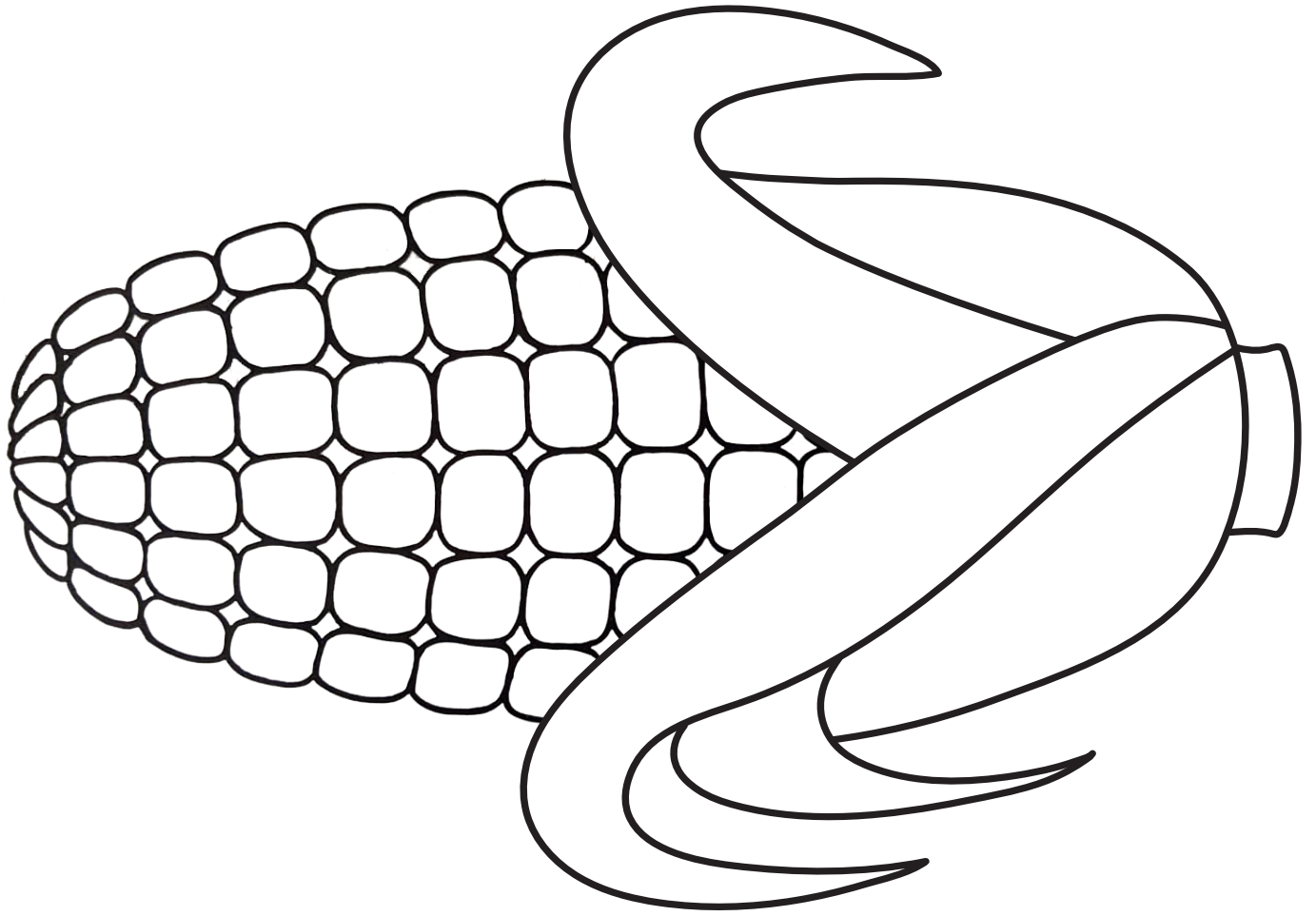
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UTemo namasela ezitshalo: Ikhasi lomsebenzi wenkomo kaTemo





UTemo namasela ezitshalo: Ikhasi lomsebenzi wemmbila





Ingadi kaMkhulu uFaruki: Ikhasi lomsebenzi wokufunda nokwenza

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|  | 1 |  | icimbi |
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