



Ihlelo Lokuthuthukisa ilimi kuGreyidi R  
Grade R Language  
Improvement Programme

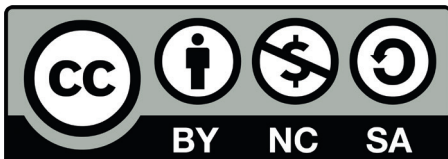
# Umhlahlandlela Womsebenzi Activity Guide

Ithemu ye-4  
Term 4



IsiNdebele | English





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Ilayisensi le ivumela abasebenzisi bona babelane, bahlanganise godu bazijayeze, bese bayakha ngaphezulu kwezinto ezivela nanyana kungiyiphi indlela yokuveza imibono nofana indlela incwadi ijame ngakhona nofana ubukhulu bayo ngesibanga sokungazuzi litho, ikani kukobana ubuhlakaniphi bunikelwe umtlami okunguye umenzi. Lokha nawuhlanganisako, ujayeza nofana wakhela phezulu kwezinto, kufuze ulayisense izinto lezo ozitjhugulule ngeyakho indlela ngaphasi kwemigomo yokufana poro.

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# ★ Umlayezo obuya kuHloko yomNyango



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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

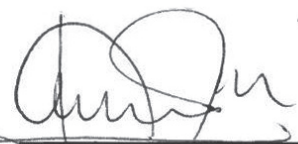
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

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

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

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

Yours Sincerely

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

## IKomba yomSebenzi iThemu ye-4

IKomba yeThemu 4 yomSebenzi weLimi leKhaya inikela isijamiso sokufundisa iLimi leKhaya ngethemu ye-4 yeGreyidi R. Imisetjenzana idzimelele eendatjaneni begodu ijanyiswe ngokuya komzombe weemveke ezimbili zokufundisa enye nenye Indatjana.

Qala okulandelako:

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

## Iinsetjenziswa

Nasi ihlathululo efitjhezana yeendatjana, eziphathelele nemimongo begodu namaledere anqophileko weThemu4.

Indatjana	Ummongo	Amatjhada/Wamaledere Anqotjhiweko
<b>UMiya neenlwanyana zakhe</b>	linyoni	<b>b no-m</b>
<b>UKeeper nekulisa yeenlwana</b>	limbandana	<b>w no-k</b>
<b>Isivakatjhi sikaMbabala</b>	Isibandana sinye	<b>r no-v</b>
<b>Indaba kaZanele</b>	Umdlalo	<b>s no-z</b>

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

## IPakana yeenSetjenziswa zeLimi

Kwenye nenye iThemu yeKomba yomSebenzi, uzakufumana ipakana yeensetjenziswa emumethe:

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

## Iinsetjenziswa okumele uzifumane namkha uzithenge

- ★ iinsekeli namkha ivunulo ephathelene nendatjana okumele isebenze ngesikhathi sokudenjwa kwendaba, ukudlala kokuzenzisa begodu nokudlala indima yomuntu
- ★ imatheriyali egadangisiweko ethintana nendaba enye nenye: iincwadi zeentombe, amaphetjhana weenkhangiso, amamagazini begodu namaphepha wezaziso
- ★ izinto namkha iinthombe zamakarada werhelo lamagama nehlathululo lenye nenye indatjana

# ★ Introduction

## The Term 4 Activity Guide

The Home Language Term 4 Activity Guide offers a structure for teaching Home Language in the fourth 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 4.

Story	Theme	Focus letters/sounds
<b>Dina and her animals</b>	Birds	<b>b</b> and <b>m</b>
<b>Keeper and his nursery</b>	Wild animals	<b>w</b> and <b>k</b>
<b>Bushbuck's visitor</b>	One wild animal	<b>r</b> and <b>v</b>
<b>Zanele's story</b>	Sport	<b>s</b> and <b>z</b>

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

### Language resource pack

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

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



- ★ izinto zamabhoksi wamaledere, umgodla, idayisi nenketo, iflarha yeSewula Afrika
- ★ ibumba lokudlala namkha ibumba
- ★ amakhrayoni wewaksi amakhulu ngokweqileko, iimpende begodu namabhratjhi wokupenda, isikere, isinamathiseli, inovu yeengodo, amakhokhi kanye neentsshwayi zebhodi emhlophe yokutlolela
- ★ iphepha le-A4, ikhadibhodi begodu nephephaphendu, iphepha elinombala
- ★ imatheriyali ezizinsalela zobukghwari begodu nemisebenzi yokwakha: izitja zamaphepha, ukudla kweenyoni nofana iintanga ezivangileko, iinsibi nofana iimvalo zamabhodlelo weplastiki, amabhoksi wamaqanda, isivalo sejege, ivolo obuqinileko namkha itjhidlana, amaphepha wokuzithuma, iimforogo zamaplastiki, amahubhu, ikarada, iphephandaba, iingoqwana ze-ayisikrimu, iregana, iphepha lethitjhu, iithini, ithunjana (lokusela), ilente namkha intambo, ivolo (enzima, ebovu, ehlaza satjani, osarulana, elijuba), amapompom amancani nofana amabhodlwana wemibalabala, iimmumathi zeyogathi ezincani
- ★ isithombe samakarada
- ★ isikhwama esincani esineenthombe nofana izinto zebandana ezinamagama amumethe amalunga amanengi akhambelana nendatjana
- ★ izinto ezisebenziswa emidlalweni eyahlukeneko nofana iinthombe zabantu abadlala imidlalo eyahlukeneko

### Amalungiselelo wenye nenye indatjana

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

## Ukufundisa iLimi leKhaya ehlelweni leGreyidi R langamalanga

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

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

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







## Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes, a bag, die and counters, South African flag
- ★ playdough or clay
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, craft glue, kokis and whiteboard markers
- ★ A4 paper, cardboard and flipchart paper, coloured paper
- ★ scrap materials for art and construction activities: paper plates, bird seed or mixed seeds, plastic and metal bottle tops, egg boxes, jar lids, felt or fabric pieces, empty toilet rolls, plastic forks, hoops, recycled cardboard, newspaper, ice-cream sticks, elastic bands, small pompoms or coloured balls, small yoghurt containers, tissue paper, empty tins, straws, ribbon or string, wool (green, yellow, blue, red and black)
- ★ a small bag with pictures or objects of wild animals that are multisyllabic words relating to the story
- ★ objects used in different sports or pictures of people doing different sports

## Preparation for each story

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

## Teaching Home Language in the Grade R daily programme

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

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

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








# Umzombe weemveke ezimbili zeLimi leKhaya

## Iveke yoku-1

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

# The Home Language two-week cycle






## Week 1

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

## Iveke yesi-2

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

## Week 2

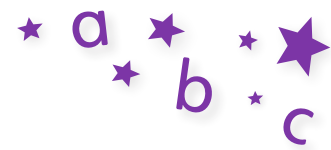
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Story-based activities</b>	<b>More sequencing pictures</b>	<b>Shared reading – Big Book</b>	<b>Learning to listen</b>	<b>Read and do</b>	<b>Make, draw and write</b>
	Learners consolidate their story knowledge by sequencing pictures more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



## Ihlelo lemisetjenzana ikhambelana neTTKH (CAPS)

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

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



## Programme activities are CAPS aligned

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

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



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







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

# ★ UMiya neenlwanyana zakhe

## Indatjana

UMiya mntazanyana omncani othanda iinlwana khulu begodu neenlwana nazo ziyamthanda. Uhlala nonina, uyise begodu nomnakwabo emzaneni omncani. Banembuzi, iinkukhu ezimbili begodu nokatsu. UMiya utjheja zoke iinlwana zabo. Ngaphambili nangemva kwesikhathi kwesikolo, uMiya uthanda ukusebenzisela isikhathi sakhe ukudla begodu nokudlala neenlwana. Ubuye aphe iinyoni zemangweni ezihlala eduze naye.

Ngelinye ilanga uMiya bekadlala nabangani bakhe esikolweni. Wezwa abantwana barhuwelela begodu bahleka ngale kwetatawu lezemidlalo. UMiya waqala ngale ngaphetjheya begodu wabona into ethile esabekako. Isiqhema sabantwana begade siphosa amatje kamanye amazuba egade azuma ukudla eculwanini.

“Ningenzi njalo!” kurhuwelela uMiya ngesikhathi agijimela ebantwaneni. “Ningenzi lokho amazubeni! Niyawalimaza.” Abangani bakaMiya bagijimela naye ngale kwetatawu lokudlala. Abantwana abasileko bababona baseza begodu ngokurhaba babaleka.

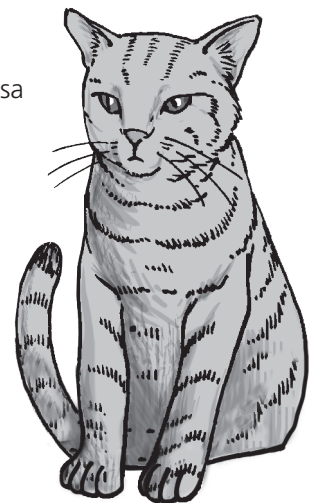
Ngesikhatheso amazuba athukile ezwa loke itjhada alinga ukuphapha akhamba. UMiya kanye nabangani bakhe babona bona mabili wamazuba bekangakwazi ukuphapha akhambe ngebanga lokobana iimpiko zawo zilinyaziwe. UMiya wakhothamela phasi begodu nangetjhejo waphakamisa amazuba. Amazuba begade athuke kwamanikelela. “Ningesabi,” kutjho uMiya. “Ngizanitjheja khulu begodu nginisize bona nibe ngcono.” UMiya wathatha isiqunto sokuthatha amazuba aye nawo ekhabo.

Ekhabo ebusuku bamhlokho uMiya watjela unina banoyise ngalokho okwenzeke esikolweni. Basilingeka ukuzwa bona abantwana balimaze amazuba. UMiya wafaka amazuba ngaphakathi kwamabhoksi amancani lapha azowagcina khona afuthumele begodu aphephile. Wawapha ukudla begodu wawathelela namanzi. Ngemva kwamalanga ambalwa iimpiko zawo ezilimeleko zalulama, begodu uMiya wawakhuphela ngaphandle wabese uyawalisa bona aphaphe akhambe.

Abangani bakaMiya bathaba ukuzwa bona amazuba amabili besele angcono begodu akwazi nokuphapha. “Siyazikhakhazisa ngawe, Miya,” batjho njalo. “Unomusa eenlwaneni.”

“Ngiyazithanda iinlwana,” batjelwa nguMiya. “Iinlwana zinobubhadekelo kithi begodu zibangani bethu. Kumele sizivikele begodu sizitjheje.”

**Indatjana le iphelela lapha.**



# ★ Dina and her animals

## Story

Dina is a young girl who loves animals very much and animals love her too. She lives with her mother, father and brother in a little village. They have a goat, two chickens and a cat. Dina cares for all their animals. Before and after school, Dina loves to spend time feeding and playing with the animals. She even feeds the wild birds that sit close to her.

One day Dina was playing with her friends at school. She heard children shouting and laughing on the other side of the playground. Dina looked over at them and she saw something terrible. A group of children were throwing stones at some doves who were looking for food on the ground.

"Don't do that!" shouted Dina as she ran towards the children. "Don't do that to the doves! You're hurting them." Dina's friends ran across the playground with her. The unkind children saw them coming and they quickly ran away.

When the frightened doves heard all the noise they tried to fly away. Dina and her friends saw that two of the doves could not fly away because their wings had been hurt. Dina bent down and gently picked up the doves. The doves were very scared. "Don't be scared," said Dina. "I'll take good care of you and help you get better." Dina decided to take the doves home with her.

At home that night Dina told her mom and dad what had happened at school. They were angry that the children had hurt the doves. Dina put the doves in small boxes where she kept them warm and safe. She fed them and gave them water. After a few days their wings healed and Dina took them outside and let them fly away.



Dina's friends were happy to hear that the two doves were better and could fly. "We're proud of you, Dina," they said. "You're very kind to animals."

"I love animals," Dina told them. "Animals are useful to us and they are our friends. We must protect them and look after them."

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





## Ingoma

UMiya begade amntazana onomusa.  
 UMiya begade amntazana onomusa.  
 UMiya begade amntazana onomusa.  
 Onomusa, onomusa, onomusa.

Waphephisa amazuba amabili.  
 Wawatjheja kuhle khulu.  
 Bewawapha nokudla  
 Akhula kamnandi.

Wawaphatha kuhle khulu.  
 Eze azikhambela, azikhambela, azikhambela, azikhambela.  
 UMiya begade amntazana onomusa.  
 UMiya begade amntazana onomusa.  
 UMiya begade amntazana onomusa.  
 Onomusa, onomusa, onomusa.

Kufuze sitjheje iinlwana.  
 Siziphathe kuhle khulu.  
 Sizinakelele njalo.  
 Sibuye sizizezise.

Siziphe ukudla.  
 Singakhohlwa namanzi, namanzi.  
 Namanzi, namanzi.

UMiya begade amntazana onomusa.  
 UMiya begade amntazana onomusa.  
 UMiya begade amntazana onomusa.  
 Onomusa, onomusa, onomusa.

(Vuma nganasi itjhuni "Isbani sami esincani lesi".)



## Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	isilwana	-nomusa	-tjheja	-limaza	inyoni yommango	izuba
Amagama angezelelweko:	-futhumeleko	-phephileko	-phosa	ilitje	-ona	-phapha
	-thusileko	-thukileko	-vikela	iphiko	-silingekileko	-thambileko





## Song

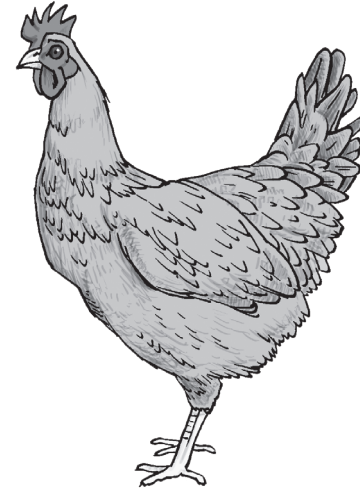
Dina was a kind girl, a kind girl, a kind girl,  
Dina was a kind girl, who saved two little doves

She took them home to care for them, care for them, care for them  
She took them home to care for them and fed them every day

They soon grew strong and healthy, healthy, healthy  
They soon grew strong and healthy and then they flew away

We must care for animals, animals, animals  
We must care for animals, they help us in many ways

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



## Vocabulary from the story

Key-words:	animal	kind	care for	hurt	wild bird	dove
Extra words:	warm	safe	throw	stone	heal	fly
	frightened	scared	protect	wing	angry	gentle





### Uzokudinga lokhu:

- Indatjana: *UMiya neenlwanyana zakhe*
- Amaphaphethi: *UMiya, iinlwana (imbuzi, ukatsu, iinkukhu), bangani kaMiya, umntwana onganamusa, amazuba*
- Amaphrophsi: *ibhoksi, ukudla kweenyoni*
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama



### Ngijuguja imino yami

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

## Iveke yoku-1 Ilanga loku-1

### Imisetjenzana yetlasi loke

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

### Ukucoca indatjana nokwakha illwazi-magama

#### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: *“Ukhewabona nanyana ngiyiphi inyoni lapha uhlalakhona nofana esikolweni? Uyazi bonyana mihlobo bani yeenyoni? Unazo iinlwana ekhaya ozinakekelako?”*
- 1.3 Ithi: *“Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni.”* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Isibonelo: *Nawunencwadi yeenyoni, ungabakhombisa isithombe sezuba, begodu ukhombisa iisiba zalo, nezinye izitho zomzimba walo (iisiba, umlomo wenyoni).*

#### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko. Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.2 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuza imibuzo enganamikhawulo, efana naleyo ethi: *“Ucabanga bona uMiya wazizwa njani nakabona abantwana baphosa izuba ngamatje? Ucabanga yini uMiya azokwenza ukusiza izuba?”*

#### 3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: *“Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngiyiphi ingcenyane oyithande khulu? Ngimuphi umbuzo onawo ngendatjana? Ucabanga bona uMiya begade anesibindi? Ucabanga bona ungenzani nawubona abantwana baphosa iinyoni ngamatje?”*

### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“bababona, babaleka, babona, bakhe, batjho, begade, begodu, bethu, bona. Uyalizwa itjhada elinqotjhiweko: **bababona**, **bakhe**, **batjho**? Iye, uwanembile woke anetjhada u-**l**!”*
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-**l**: bona, bala, bamba, buza, bonga, ibisi, ubaba, ibadi, iboda, ibon.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-**l**/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-**l**: **“b-b-b”**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

### Imisetjenzana yesiqhema esincani

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





### You will need:

- Story: *Dina and her animals*
- Puppets: Dina, animals (goat, cat, chickens), Dina's friends, unkind child, doves
- Props: a box, birdfeed
- 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 seen any birds where you live or at school? Do you know what kind of birds they are? Do you have any animals at home that you care for?"*
- 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: If you have a book about birds, you can show them a picture of a dove, and point to its wings and other parts of its body (feathers, beak).

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"How do you think Dina felt when she saw the children throwing stones at the doves? What do you think Dina will do to help the doves?"*

#### 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? Do you think Dina was brave? What do you think you would do if you saw children throwing stones at birds?"*

### 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: *"bababona, babaleka, babona, bakhe, batjho, begade, begodu, bethu, bona. Can you hear the focus sound: **bababona**, **bakhe**, **batjho**? Yes, you are right! They all have the sound /b/."*
- 2 *"Listen carefully, here are some more words with /b/: bona, bala, bamba, buza, bonga, ibisi, ubaba, ibadi, iboda, ibon"*. (Emphasise the focus sound as you say these words.)
- 3 Say the sound /b/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /b/: **"b-b-b"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



#### Uzokudinga lokhu:

- Amaphrophsi wendaba
- Umvumo kanye neenthombe ezimaphrophsi wokusekela ingoma



## Iveke yoku-1 Ilanga lesi-2

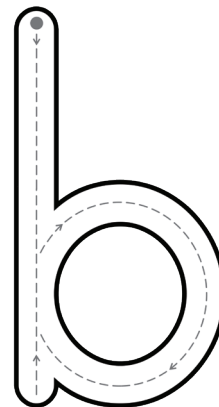
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokuvuma

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

#### Ukubumba iledere

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

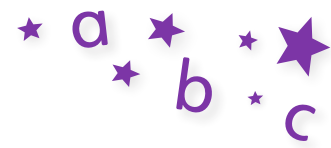


### Imisetjenzana yesiqhema esincani

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







#### You will need:

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



## Week 1 Day 2

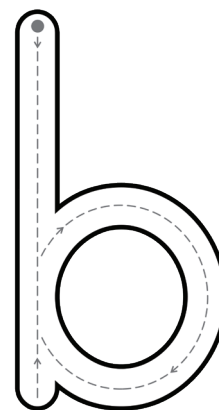
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



### Small group activities

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



#### Uzokudinga lokhu:

- Amaphrophsi amaphaphethi apathelene nendatjana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**b**: ibisi, ubaba, ibadi, iboni, ibilibili, ibululu, iburabura, uburotho, bovu

## Iveke yoku-1 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: Bababuze bona banga khumbula elinye ibizo elitjho ukwethukwa (ukwesaba) begodu ngiliphi ibizo elisetjenziswe ukuhlathulula lokhu okwenzeka ngamaphiko weenyoni (bezilimele). Bawa abafundi bakukhombise bona bangayiguga njani inyoni ngesineke.
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise iinsetjenziswa zokulingisa azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze izenzo ekhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.



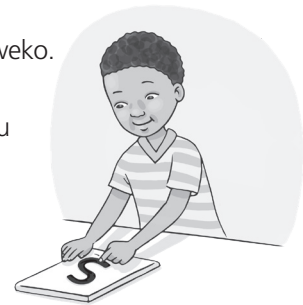
#### UStella uthi:

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



### Amabhoksi wamaledere

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



### Imisetjenzana yesiqhema esincani

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





### You will need:

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

## 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 if they can remember another word for "frightened" (scared) and what word was used to describe what happened to the birds' wings (they were hurt). Ask learners to show you how they would pick up a bird gently.
- 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.

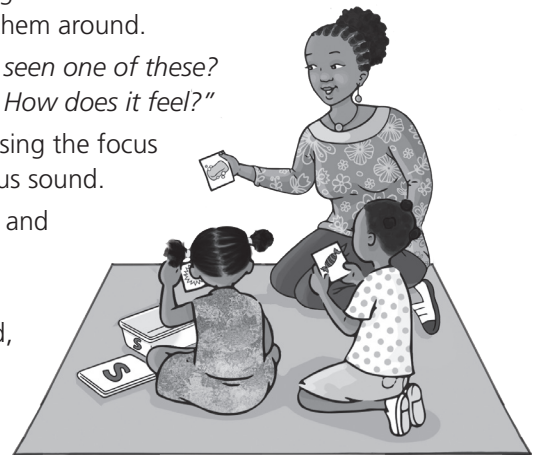
### Stella says:



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



### Small group activities

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



### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako

### UStella uthi:



Le mibuzo esebenzisekako ukubuzisa ngesinye nesinye isithombe:

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

## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loko

#### Ukulandelanisa iinthombe

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



#### Ukulalelela itjhada elinqotjhiweko

- 1 Hlathululela abafundi ngokobana uzokuvuma ingoma begodu kumele balalele ngetjhejo amatjhada wokuphetha ebizweni (itjhuni: "uMary bekanelamjana elincani").
  - ★ Utitjhere: "Ngiliphi itjhada eliphetha lamagama, eliphetha lamagama, aphetha lamagama? Ngiliphi itjhada eliphetha lamagama: iforogo, irogo, begodu negogo." (Utitjhere utjengisa abafundi ukuphendula.)
  - ★ Abafundi batjho itjhada eliphetha igama, isibonelo: "u-/go/." (Utitjhere nikela itshwayo lokwamukela.)
  - ★ Utitjhere: "u-/go/ lisilibhuli eliphetha lamabizo, eliphetha lamagama, eliphetha lamagama! u-/go/ lisilibhuli eliphetha lamabizo: iforogo, irogo, begodu nogogo."
- 2 Sebenzisa lamagama kilomsebenzini:
  - ★ /na/: unana, iqina, uhagana, karana, izambana
  - ★ /ra/: igatara, iburabura, isibera
  - ★ /ba/: izuba, isiziba, ujuba, ubaba, isiba
  - ★ /ri/: ikari, ilori, ileri
  - ★ /ti/: umakoti, ifasikoti, itamati
  - ★ /re/: ipere, ifesidere, isikere
  - ★ /ga/: iraga, ihariga, isigoga
  - ★ /si/: ipilisi, igagasi, ifesi, ibisi, ipisi, ijeresi, ijasi

### Imisetjenzana yesiqhema esincani

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



### You will need:

- Big sequence pictures

### Stella says:



These are useful questions to ask about each picture:

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

## Week 1 Day 4

### Whole class activities

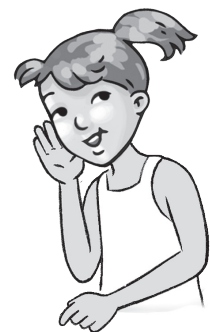
#### Sequencing pictures

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



#### Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (tune: “Mary had a little lamb”).
  - ★ Teacher: “What’s the syllable that ends these words, ends these words, ends these words? What’s the syllable that ends these words: iforogo, irogo, begodu negogo.” (Teacher signals for learners to respond.)
  - ★ Learners say the syllable that ends the word, for example: /go/. (Teacher gives thumbs-up sign.)
  - ★ Teacher: “/go/ is the syllable that ends these words, ends these words, ends these words! /go/ is the syllable that ends these words: iforogo, irogo, begodu negogo.”
- 2 Use these words for this activity:
  - ★ /na/: unana, iqina, uhagana, karana, izambana
  - ★ /ra/: igatara, iburabura, isibera
  - ★ /ba/: izuba, isiziba, ujuba, ubaba, isiba
  - ★ /ri/: ikari, ilori, ileri
  - ★ /ti/: umakoti, ifasikoti, itamati
  - ★ /re/: ipere, ifesidere, isikere
  - ★ /ga/: iraga, ihariga, isigoga
  - ★ /si/: ipilisi, igagasi, ifesi, ibisi, ipisi, ijeresi, ijasi



#### Small group activities

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



#### Uzokudinga lokhu:

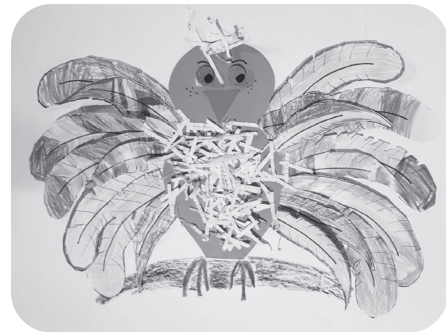
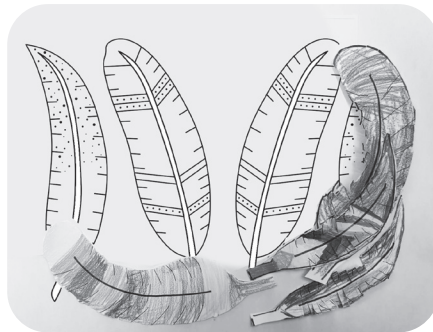
- Ikhasi lomgadangiso **Lomsetjenzana weensiba** lomfundi ngamunye, amakhrayoni, isikero, iphepha letjhadiphendu, inovu
- Amagama amalunga amanengi endatjaneni: ikukhu, isilwane, ifuru, umdlalo, itatawu lezemidlalo, kuhlathelisa umzimba, ukurhwelela, ukuhleka, ukuthlaga ubuntu, ukuphosa, abantwana, ukuvikela

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loko

#### Yenza, gwala bewutlole

- 1 Hlathululela abafundi bona bazokusiza ukwenza inyoni ekulu ephepheni eliyitjhadiphendu. Thoma ngokudweba umzimba wenyoni nehloko phakathi naphakathi kwetjhadiphendu (kungadingeka ukudweba iinyoni ezimbili).
- 2 Nikela umfundi ngamunye iinsiba ezimbili zensiba ezihlukileko bese ubakhuthaze bona bazigwale bese bazikere. Ngemva kwalapho bangasebenzisa iinkero zabo ukukere iimpente ezide emaphethelweni weensiba.
- 3 Khombisa abafundi bona banamathisele njani iinsiba phezulu kwemizimba yeenyoni ephepheli itjhadiphendu uwenza iinsiba zangesinceleni nesidleni.



### Ukwakha nokuphula (amalunga)

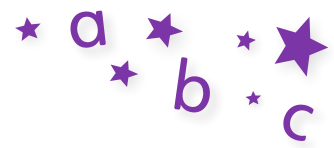
- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama anamalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **i | si | lwa | ne**.
- 2 Bawa abafundi bona bafanise elinye nelinye isilibhuli: **i** (isitepe esisodwa) **si** (isitepe esisodwa) **lwa** (isitepe esisodwa) **ne** (isitepe esisodwa). Nikela abafundi abathileko iinkhuhluzi namkha iingungu ukobana babakhuhluzi namkha bakokode kwenye nenye ilunga.
- 3 Yitjho amanye amagama alungunengi avela endatjaneni ngesikhathi abafundi nabafanisa enye nenye ilunga.
- 4 Khuthaza abafundi bona babale inani leenlungu emagameni (isibonelo: "isilwane" sinemalungu amane).



### Imisetjenzana yesiqhema esincani

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





#### You will need:

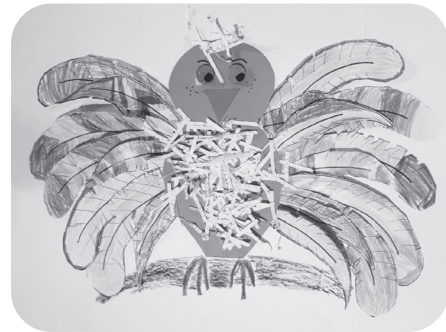
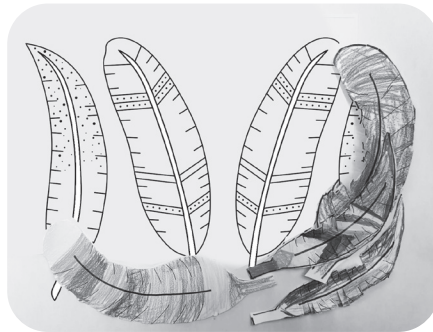
- A photocopy of the **Feather activity page** for each learner, crayons, scissors, flipchart paper, glue
- A list of multisyllabic words relating to the story: ikukhu, isilwane, ifuru, umdlalo, itatawu lezemidlalo, kuhlahlathelisa umzimba, ukurhwelela, ukuhleka, ukuthoga ubuntu, ukuphosa, abantwana, ukuvikela

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Explain to learners that they are going to help you make a big bird on flipchart paper. Begin by drawing a bird's body and head in the middle of the flipchart paper (you may need to draw two birds).
- 2 Give each learner two different feathers and encourage them to colour them in and cut them out. Then they can use their scissors to carefully cut slits in the edges of the feathers.
- 3 Show learners how to stick the feathers on the birds body on the flipchart to create a left and right wing.



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



### Small group activities

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





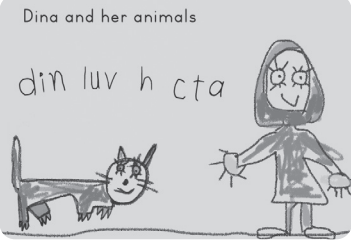


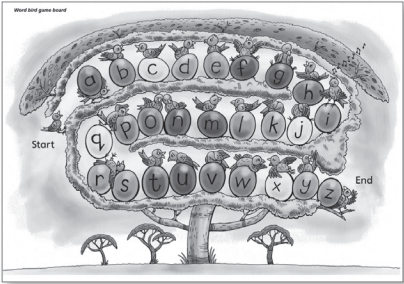

# Imisetjenzana yesiqhema esincani yeveke yoku-1

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul> <div data-bbox="217 686 564 927"> <p>UMiya neenlwanyana zakhe</p> <p>uMya utada ukasuwe</p> </div> <div data-bbox="190 939 546 1252"> <p><i>Kilesikhathi somnyaka, abafundi kungenzeka babe nokuzithemba okudluleleko kokulinga ukuzitlolela ngokwabo. Ungatshwenyeki nangabe abanye babafundi batlola imijeje yamaledere anganankhala hlangana.</i></p> </div>	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>3 Buza abafundi bonyana ngiyiphi ingcenywe yendatjana abayithande khulu. Nikela iimpakamiso.</li> <li>4 Khuthaza abafundi bonyana bagwale ingcenywe yendatjana abayithandleko.</li> <li>5 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka lokha wena nawuwatlolako. Bacabangele ngokunabileko lokha nawutlola imitjho yabo.</li> <li>8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemabizweni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyebele nokulinga kwabo.</li> </ol>
<ul style="list-style-type: none"> <li>• Umdlalo webhodi wenyoni ezinamagama amabili</li> <li>• Amadayisi amabili nenketo</li> </ul> <div data-bbox="190 1396 581 1745"> <p><i>Nange abafundi bakuthola kubudisi ukudlala umdlalo ngokuzijamela, kungaba mbono omuhle ukumema ababelethi beze bazokusiza ngalomsetjenzana omncani. dlala umdlalo kunye nababelethi ngaphambili kwelanga lesikolo, ukwenzela bona bazithembe ukusebenzisana nabafundi.</i></p> </div>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka ibhodi yemidlalo emadeni bese ubeka abafundi ngababili ukuya kwabathathu bahlale indulunga mazombana nayo.</li> <li>2 Hlathululela abafundi imithetho:             <ul style="list-style-type: none"> <li>• Abafundi ababeke iinketo zabo Esithomeni.</li> <li>• Abafundi abathlegane ngokuphosa amadayisi bese bakhambisa iinketo zabo ebhodini ngokuya ngokwenani lamadayisi.</li> <li>• Nange ingedo yabo ihlala lapha kuneledere khona, kufanele batjho itjhada elenziwa liledere bebatjho nanyana yini ethomangedere lelo.</li> <li>• Umfundi wokuthoma ukufika Emaswaphelweni ubamthumbi begodu umdlalo uyaphela.</li> </ul> </li> </ol> <div data-bbox="1145 1420 1545 1709"> </div>
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> <div data-bbox="312 1926 477 2131"> </div>	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungathlola ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakajtjela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>





## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p>Dina and her animals din luv h cta</p>  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Give some suggestions.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence.</li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>Two <b>Word bird game boards</b></li> <li>Two dice and counters</li> </ul>  <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Place the game board on the mat with two to three learners seated around it.</li> <li>Explain the rules to the learners: <ul style="list-style-type: none"> <li>Learners put their counters on <i>Start</i>.</li> <li>Each learner takes a turn to throw the die and moves the counter the correct number of spaces on the board.</li> <li>When they land on a letter, they must say the sound that letter makes and name something that begins with that sound.</li> <li>The first learner to reach the <i>End</i> of the board is the winner and the game is over.</li> </ul> </li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>





### Uzokudinga lokhu

- Ukudla kweenyoni nofana iintanga ezivangileko
- Ibhoksi elilodwa lamaqanda umfundi ngamunye



- Amaphrophi: iindlalisi ezibuthakathaka nofana iinthombe zefuyosithandwa, ibhasikedi nofana umbede weenlwana, iingubo, iinkotlelwana, isitethokopi, ibhuratjhi yokukama, ibhandele lesilwane, umuja, umrhala, iintlabagelo zakadorhodera (isibonelo: ithemometha), amakhrayoni nofana imisobo ejamele ijekitjheni, ibhoksi elinganalitho lamapilisi, izambatho zomhlangikazi nofana udorhodera, incwajana nomsobo

### Imisetjenzana

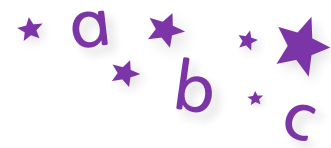
#### **Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla**

- 1 Hlathululela abafundi bona kumele bakhethe iintanga ezifanako ndawonye ekudleni kweenyoni.
- 2 Ngemva kwalomsetjenzana, ungakhuthaza abafundi ukukhuphela ngaphandle ukudla kweenyoni babukele iinyoni zidla iintanga.

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

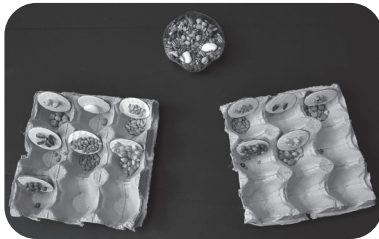
- 1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako.
- 2 Kuluman ngekambiso yokuya kudorhodera nasigulako. Buza abafundi bonyana bayalazi ibizo likadorhodera okhethekileko weenlwana (esibhedlela seenlwana). Bahlathululele bonyana bazokulingisa ukusebenza ekhaya leenlwana. Iinlwana kanengi ziyathukwa naziya esibhedlela seenlwana, ngakho-ke abafundi kufanele babenesineke nokucophelela eenlwani ezivakatjha ekhaya leenlwana.
- 3 Hlathululela bonyana esibhedlela seenlwana, udinga ukulinda endaweni yokulinda nesilwana sakho bezekufike lapha isisebenzi esamukela abayeni sibiza isizo lakho besikutjela bona ithuba lakho linini lokubona udorhora weenlwana.
- 4 Vakajtjela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi. Isibonelo: ungakhamba waya esisebenzini esamukela abayeni wathi: *"Lotjhani, igama lami nginguKsz. Zama. Ngilapha nokatswana wami. Igama lakhe nguBaby. Ugula khulu."*





### You will need

- Bird seed or a mix of seeds
- One egg box per learner



### Activities

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

- 1 Explain to learners that they must sort the different seeds and grains in the bird food.
- 2 After the activity, you can encourage learners to put out bird seed for wild birds and watch the birds eating the seeds.

- Props: soft toys or pictures of pets, baskets or beds for the animals, blankets, bowls, stethoscope, grooming-brushes, collar, lead, telephone, a doctor's instruments (for example: a thermometer), crayons or pens for injections, an empty pill box, nurse or doctor's clothes, a notebook and pencil

#### Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and show them the new props.
- 2 Talk about how we go to the doctor when we are sick. Ask learners if they know the name of a special kind of doctor that sick animals go to (a vet). Explain to them that they are going to pretend to be a vet working at an animal shelter. Animals are often very scared when they go to the vet, so learners must be very gentle and kind to animals who visit the "animal shelter".
- 3 Explain that at the vet, you need to wait in a waiting room with your pet until the receptionist calls your name. You can then explain what is wrong with your pet. The receptionist will write down your name and tell you when it is your turn to see the vet.
- 4 Visit the corner at least once to observe and encourage the learners' pretend play. For example, you could walk up to the receptionist and say: "Hello, my name is Ms Zama. I am here with my tiny kitten. Her name is Baby. She is very sick."





#### Uzokudinga lokhu:

- Umgadangiso **Onzima nomhlophe weenthombe ezelamanako** zomunye nomunye umfundi
- Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho, isikero, inovu

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loke

#### Okunye ngokulandelanisa iinthombe



- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphephe isithombe esisodwa seenthombe ezilandelanako ezimbalabala (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoke njengesiqhema, bawa abafundi abaphephe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: *“Ngubani okhumbulako bonyana kwenzekeni okulandelako?”*
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni wabo.
- 5 Bawa abafundi bakere iinthombe enzima nokumhlophe, bazihlele ngokuyangokulandelana kwazo bese bazinamathisele ephepheni elinganalitho ngenovu. Khamba mazombe ngeklasini bese usize lapha kudingeka khona. Lomsetjenzana ulisizo ukuhlola ikghono labafundi lokulandelanisa isakhiwo sendajana ngerhelo elilungileko.
- 6 Nasele abafundi baphephe ululandelanisa iinthombe ngerhelo, nikela omunye nomunye umfundi incwajana. Nange kusese nesikhathi, abafundi “bangafunda” iincwajana zabo ezincani bafundela abalingani babo abangetlasini.
- 7 Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeni yabo.



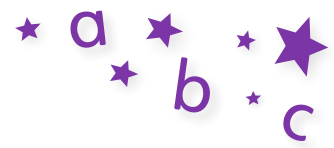
### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“mntazanyana, mabili, unomusa, uMiya. Uyalizwa itjhada elinqotjhiweko: mabili, unomusa, uMiya? Iye, uwanembile woke anetjhada u-/m/.”*
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/m/: manga, momotheka, Mpumalanga, mina, mangala, imali, umakoti, ummoya, umelusi.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/m/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/m/: **“m-m-m”**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

### Imisetjenzana yesiqhema esincani

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





#### You will need:

- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

## 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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *"mntazanyana, mabili, unomusa, uMiya. Can you hear the focus sound: **mabili**, **unomusa**, **uMiya**? Yes, you are right! They all have the sound /m/."*
- 2 *"Listen carefully, here are some more words with /m/: manga, momotheka, Mpumalanga, mina, mangala, imali, umakoti, ummoya, umelusi."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /m/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /m/: **"m-m-m"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



#### Uzokudinga lokhu:

- INcwadi eKulu: *UMiya neenlwanyana zakhe*
- Amanzi ngeemumathini begodu neenkwasizepende zomunye nomunye limfundi

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loka

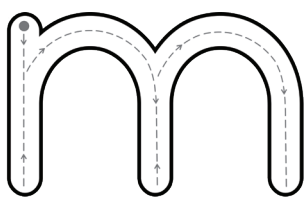
#### Ukufunda ngokwabelana – INcwadi eKulu

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



### Ukubumba iledere

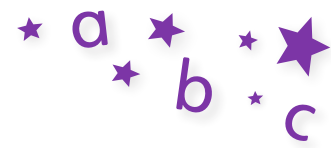
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/m/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/m/.
- 2 Fundisa abafundi izenzo ezihlobana netjhada. Isibonelo: Abafundi bangalakanisa izandla zabo ngesikhathi esinye isandla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



### Imisetjenzana yesiqhema esincani

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





### You will need:

- Big Book: *Dina and her animals*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

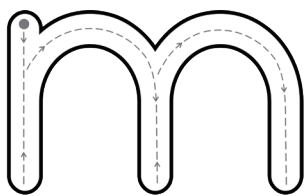
#### Shared reading – Big Book

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



### Forming the letter

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



### Small group activities

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



#### Uzokudinga lokhu:

- Iinthombe zenyoni ezihlukileko
- Ihambula esilikwe iintokana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**m**: imali, umakoti, umaliledinini, ummoya, umomori, umengu, umuthi, umada

## Iveke yesi-2 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukufunda ukulalela

- 1 Hlalisa abafundi indulunga bese ubabawa bona bavale amehlo bese balalelisise kuhle bona bangenzwa amatjhada weenyoni ezihlukileko ngaphandle. Buza ababona bayawazi amatjhada weenyoni (amatjhada enziwa zinyoni ezihlukileko).
- 2 Abafundi kufanele balalelisise ngokucophelela njengobana usozbadlalela amatjhada weenyoni ezihlukeneko. (Thoma ngetjhada abalaziko: idada, umqude, ikukhu, isikhova). Khuthaza abafundi ukulalela ngokucophelela bese balinge ukutjho bona yinyoni bani.
- 3 Ngezelela umsetjenzana lo ngokucocisana ngeenthombe zenyoni ezihlukileko bese ubeka iinthombe ziqale phasi phakathi kwendulunga.
- 4 Umfundi kufanele athathe ikarada bese alinge ukwenza itjhda lenyoni bese ahlathulule inyoni leyo. Abanye abafundi kufanele baqagele bona ngiyiphi inyoni esekaradeni. Umfundi oqagela kokuthoma unethuba lokuya phakathi kwendulunga bese uthatha ikarada.
- 5 Ukwenza lokhu kube bulula ebafundini abanamahloni, bangenza umsetjenzana lo ngababili.

#### Amabhoksi wamaledere

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



### Imisetjenzana yesiqhema esincani

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







#### You will need:

- Bird calls to play from a phone
- Pictures of different kinds of birds
- A letter box containing objects or pictures of objects that have the focus sound **m**: imali, umakoti, umaliledinini, ummoya, umomori, umengu, umuthi, umada

## Week 2 Day 3

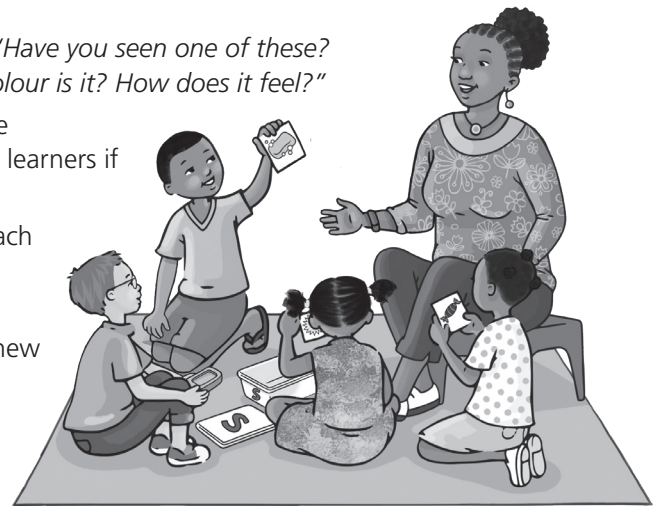
### Whole class activities

#### Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to see if they can hear any birds outside. Ask learners if they know any bird calls (the sounds that different birds make).
- 2 Learners must listen carefully as you play different bird calls on your phone or make the sounds of different birds. (Start with calls that are likely to be familiar: a duck, a rooster, an owl, a chicken, a hadeda.) Encourage learners to listen carefully and try to say the name of the bird.
- 3 Extend this activity by discussing the pictures of different birds and then placing pictures face down in the middle of the circle.
- 4 A learner must take a card and try to make the sound of the bird and then describe the bird. The other learners have to guess the bird 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 **m**.”* Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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





#### Uzokudinga lokhu:

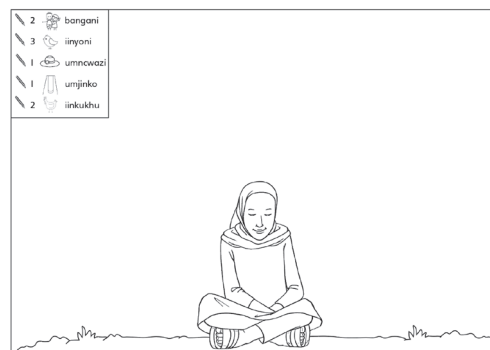
- Umgadango wephepha **Lomsetjenzana wokufunda bese uyenza**
- Amakhrayoni wewaksi amakhulu

## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loke

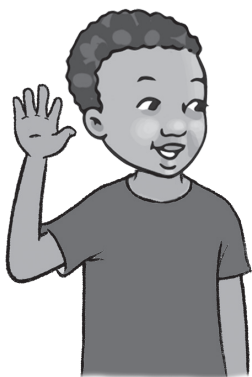
#### Ukufunda begodu wenze

- 1 Tjela abafundi bona baqale erhelweni elisekhasini lomsebenzi begodu bakhuluma ngokobana babone (iinomboro, iinthombe namagama).
- 2 Khumbuza abafundi bona bazokufunda umuda ngamunye bese benze lokhu umuda okutjhoko.
- 3 Balekela ukufunda irhelo nabafundi, kodwana bahuthaze ukufunda loke irhelo ngaphambili kokudweba.
- 4 Khamba mazombe njengobana abafundi basebenza bese ubanikela isekelo lapha kufanele khona.
- 5 Khumbuza abafundi ukubuyekeza irhelo godu nasele baqedile "ukufunda" bokudweba, bese babeka itshwayo komunye nomunye umuda nasele bawuqedile loyo msetjenzana.



#### Ukulalelela itjhada elinqotjhiweko

- 1 Hlathululela abafundi ngokobana uzokuvuma ingoma begodu kumele balalele ngetjhejo amatjhada wokuphetha emagameni (itjhuni: "uMary bekanelamjana elincani").
  - ★ Utitjhere: "Ngiliphi amalungu eliphetha lamagama, eliphetha lamagama, aphetha lamagama? Ngiliphi itjhada eliphetha lamagama: iforogo, irogo, begodu negogo." (Utitjhere utjengisa abafundi ukuphendula.)
  - ★ Abafundi batjho itjhada eliphetha igama, isibonelo: "U-**igo**!" (Utitjhere nikela itshwayo lokwamukela.)
  - ★ Utitjhere: "u-**igo**/ amalungu eliphetha lamagama, eliphetha lamagama, eliphetha lamagama!  
u-**igo**/ amalungu eliphetha lamagama: iforogo, irogo, begodu negogo."
- 2 Sebenzisa lamagama kilomsebenzini:
  - ★ /na/: unana, iqina, uhagana, karana, izambana
  - ★ /ra/: igatara, iburabura, isibera
  - ★ /ba/: izuba, isiziba, ujuba, ubaba, isiba
  - ★ /ri/: ikari, ilori, ileri
  - ★ /ti/: umakoti, ifasikoti, itamati
  - ★ /re/: ipere, ifesidere, isikere
  - ★ /ga/: iraga, ihariga, isigoga
  - ★ /si/: ipilisi, igagasi, ifesi, ibisi, ipisi, ijeresi, ijasi



### Imisetjenzana yesiqhema esincani

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





### You will need:

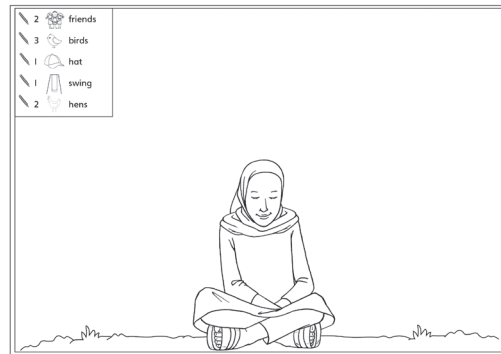
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

## Week 2 Day 4

### Whole class activities

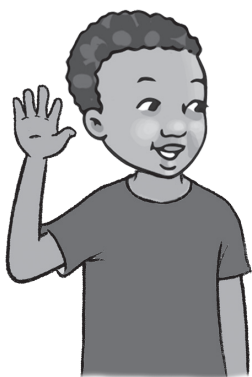
#### Read and do

- 1 Tell learners to look at the list on the page and to talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each line and then do what it says.
- 3 Try to avoid reading the list with learners, but encourage them to read through the whole list before starting to draw.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the list again after they have finished “reading” and drawing, and to put a tick next to each line when they have finished that task.



### Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (*tune: “Mary had a little lamb”*).
  - ★ Teacher: “*What’s the syllable that ends these words, ends these words, ends these words? What’s the syllable that ends these words: iforogo, irogo, begodu negogo.*” (Teacher signals for learners to respond.)
  - ★ Learners say the syllable that ends the word, for example: /go/. (Teacher gives thumbs-up sign.)
  - ★ Teacher: “*/go/ is the syllable that ends these words, ends these words, ends these words! /go/ is the syllable that ends these words: iforogo, irogo, begodu negogo.*”
- 2 Use these words for this activity:
  - ★ /na/: unana, iqina, uhagana, karana, izambana
  - ★ /ra/: igatara, iburabura, isibera
  - ★ /ba/: izuba, isiziba, ujuba, ubaba, isiba
  - ★ /ri/: ikari, ilori, ileri
  - ★ /ti/: umakoti, ifasikoti, itamati
  - ★ /re/: ipere, ifesidere, isikere
  - ★ /ga/: iraga, ihariga, isigoga
  - ★ /si/: ipilisi, igagasi, ifesi, ibisi, ipisi, ijeresi, ijasi



### Small group activities

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



#### Uzokudinga lokhu:

- Isiquntu sephepha setjhadiphendu
- Amakhrayoni wewaksi amakhulu
- Amagama anamalunga amanengi endatjaneni: ikukhu, isilwane, ifuru, umdlalo, itatawu lezemidlalo, kuhlathelisa umzimba, ukurhwelela, ukhleka, ukuthoga ubuntu, ukuphosa, abantwana, ukuvikela

## Iveke yesi-2 Ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Hlathululela abafundi bona bazokusiza ukwenza umkhangiso ozokubekwa magesana nesikolo ukutjela abantu bona kubayini kufanele babe nobuntu eenlwaneni begodu bazinakekele kuhle.
- 2 Buza bona kukhona okhumbulako bona uMiya wathini ngeenlwana njengobana lokhu ungaba yinto ongayitlola emkhangisweni. Isibonelo: *"Iinlwana zibalulekile kithi begodu zibangani bethu. Kufanele sizivikele besizinakekele."*
- 3 Buza abafundi bona bangathanda ukutlola lokhu emkhangisweni nofana banomunye umbono okhaliphileko. Isibonelo: Ibanobuntu eenlwaneni. Nakekela ifuyo sithandwa yakho. Ungalimazi iinlwana.
- 4 Cocisanani ngalokhu abantu ekufanele bakwenze ukunakekela kuhle iinlwana bese nivumelane ngenizokutlola. Isibonelo: Yenza isiqiniseko bona ifuyo sithandwa inamanzi acwengileko ilanga nelanga, ifuyo sithandwa idinga ukudla njengawe, ungaphosi iinlwana ngamatje.
- 5 Yenza umkhangiso ngamabizo lawo abafundi abafuna bona uwatlole. Nikela umfundi omunye nomunye umkhangiso ukuwukhangisa bese uwunamathisela ngaphandle kweklasi ukwenzela bona abanye abafundi bawubone.



### Ukwakha nokuphula (amasilibuli)

- 1 Bawa abafundi bonyana bahlale emadeni. Yitjho elinye lamagama elibuya erhelwani lamagama anamalunga amanengi bese utjengise kobana ungaliphula bunjani ngamalunga, isibonelo: **a | ba | ntwa | na**.
- 2 Bawa abafundi bona bafanise elinye nelinye ilungu: **a** (isitepe esisodwa) **ba** (isitepe esisodwa) **ntwa** (isitepe esisodwa) **na** (isitepe esisodwa). Nikela abafundi abathileko iinkhuhluzi namkha iingungu ukobana babakhuhluzi namkha bakokode kwelinye nelinye ilungu.
- 3 Yitjho amanye amagama alungunengi amanengi avela endatjaneni ngesikhathi abafundi nabafanisa kulinye nelinye ilungu.
- 4 Khuthaza abafundi bona babale inani leenlungu emagameni (Isibonelo: "abantwana" anamalunga amane).

### Imisetjenzana yesiqhema esincani

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





#### You will need:

- A piece of flipchart paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: ikukhu, isilwane, ifuru, umdlalo, itatawu lezemidlalo, kuhlathelisa umzimba, ukurhwelela, ukuhleka, ukuthoga ubuntu, ukuphosa, abantwana, ukuvikela

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Explain to learners that you need their help to make some posters to put around the school to tell people why it is important to be kind to animals and take good care of them.
- 2 Ask them if anyone can remember what Dina said about animals as this could be something you could write on a poster. For example: *"Animals are useful to us and they are our friends. We must protect them and look after them."*
- 3 Ask learners if they would like to write this on the poster or if they have any other ideas. For example: Be kind to animals. Take care of your pets. Do not hurt animals.
- 4 Discuss what people need to do to take good care of animals and then agree on what to write. For example: Make sure pets have fresh water every day, pets need food just like you, don't throw stones at animals or hit animals.
- 5 Make a few posters with the words the learners want you to write. Give learners the posters to illustrate and then stick them up outside the classrooms for others to see.



### Blending and segmenting (syllables)


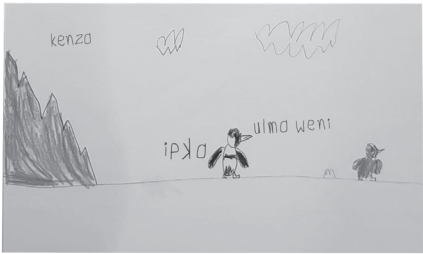



- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **a | ba | ntwa | na**.
- 2 Ask learners to march for each syllable: **a** (one step) **ba** (one step) **ntwa** (one step) **na** (one step). Give some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

### Small group activities

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







## Imisetjenzasa yesiqhema esincani yeveke yesi-2

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> <li>• Iinthombe zemihlobo weenyoni ezihlukileko</li> </ul> 	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona kufanele baqalisise iinthombe zemihlobo weenyoni ezihlukileko (ukuhlukana kwemibala, ukuhlukana kobujamo yemilomo, iinyawo ezide nezifitjhani, imisila emide nemifitjhani).</li> <li>2 Nasele baqalile iinthombe zenyoni ezihlukileko, kufanele badwebe bebagwale iinyoni zabo zekhethelo. Bakhuthaze ukulinga nokutlola ngokukhombisa izitho ezihlukileko zenyoni (iinsiba, iinyawo, umlomo, umsila).</li> </ol>  
<ul style="list-style-type: none"> <li>• Umdlalo <b>Webhodi wenyoni ezinamabizo ezinamagama</b></li> <li>• Amadayisi amabili nenketo</li> </ul>  <p><i>Ngezelela umdlalo lo, bekawoke amakarada wamatjhada aqale phasi phezulu kwetafula ukuze abafundi nabathola ikarada, kufanele bathole isithombe esithoma ngetjhada lelo.</i></p>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka ibhodi yemidlalo emadeni bese ubeka abafundi ngababili ukuya kwabathathu bahlale indulunga mazombana nayo.</li> <li>2 Hlathululela abafundi imithetho: <ul style="list-style-type: none"> <li>• Abafundi ababeke iinketo zabo Esithomeni.</li> <li>• Abafundi abatlhagane ngokuphosa amadayisi bese bakhambisa iinketo zabo ebhodini ngokuya ngokwenani lamadayisi.</li> <li>• Nange ingedo yabo ihlala lapha kuneledere khona, kufanele batjho itjhada elenziwa liledere bebatjho nanyana yini ethomangeledere lelo.</li> <li>• Umfundi wokuthoma ukufika Emaswaphelweni ubamthumbi begodu umdlalo uyaphela.</li> </ul> </li> </ol>
<ul style="list-style-type: none"> <li>• Iincwadi, imagazini, iincwajana ezibhincwa, iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> 	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, imagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>





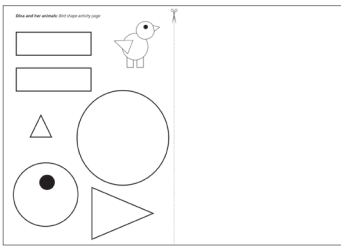
## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> <li>• Pictures of different types of birds</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must look carefully at the pictures of different types of birds (different colours, different shapes of beaks, long or short legs, long or short tails).</li> <li>2 Once they have looked at the pictures of the birds, they must draw and decorate a bird of their choice. Encourage them to try and write labels for different parts of the bird (wings, legs, beak, tail).</li> </ol> 
<ul style="list-style-type: none"> <li>• Two <b>Word bird game boards</b></li> <li>• Two dice and counters</li> </ul>  <p><i>To extend this game, put all the letter picture cards face up on the table so that when a learner lands on a letter, they have to find a picture that starts with that letter.</i></p>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the game board on the mat with two to three learners seated around it.</li> <li>2 Explain the rules to the learners: <ul style="list-style-type: none"> <li>• Learners put their counters on <i>Start</i>.</li> <li>• Each learner takes a turn to throw the die and moves the counter the correct number of spaces on the board.</li> <li>• When they land on a letter, they must say the sound that letter makes and name something that begins with that sound.</li> <li>• The first learner to reach the <i>End</i> of the bird is the winner and the game is over.</li> </ul> </li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>



### Uzokudinga lokhu

- Umgadangiso **Womsebenzi wekhasi lesimo senyoni** womunye nomunye umfundi
- Amakhrayoni wewaksi amakhulu, isikero, inovu



- Amaphrophi: iindlalisi ezibuthakathaka nofana iinthombe zefuyosithandwa, ibhasikedi nofana umbede weenlwana, iingubo, iinkotlelwana, isitethokopi, ibhuratjhi yokukama, ibhandele lesilwane, umuja, umrhala, iintlabagelo zakadorhodera (isibonelo: ithemometha), amakhrayoni nofana imisobo ejamele ijekitjheni, ibhoksi elinganalitho lamapilisi, izambatho zomhlangikazi nofana udorhodera, incwajana nomsobo

### Imisetjenzana

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

- 1 Hlathululela abafundi bona kufanele bagwale bebakere amajamo, bese bawanamathisele ephepheni ukwenza inyoni.
- 2 Bawa abafundi ikufaka iinyawo nokugwala ingaphandle lephepha.

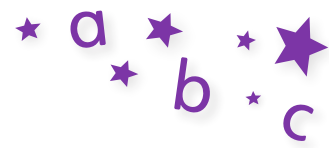


#### **Umsetjenzana wesi-5: Lingisa ukudlala**

- 1 Khumbuza abafundi ngamaphrophi ekhoneni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 nasele balingisa ukusebenza nofana ukuvatjhela ikhaya leenlwana nofana isibhedlela seenlwana.
- 2 Vakatjhela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.

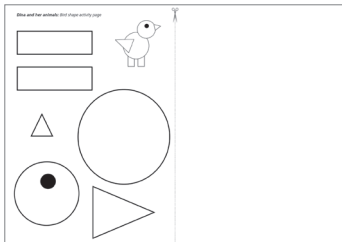






### You will need

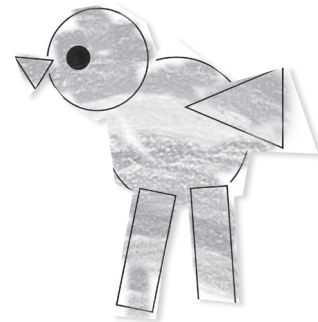
- A photocopy of the **Bird shape activity page** for each learner
- Jumbo wax crayons, scissors, glue



### Activities

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

- 1 Explain to learners that they must colour in and cut out the shapes, and then stick them on the page to make a bird.
- 2 Ask learners to add the bird's feet and draw the background.



- Props: soft toys or pictures of pets, baskets or beds for the animals, blankets, bowls, stethoscope, grooming-brushes, collar, lead, telephone, a doctor's instruments (for example: a thermometer), crayons or pens for injections, an empty pill box, nurse or doctor's clothes, a notebook and pencil

#### 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 an animal shelter or vet.
- 2 Visit the corner at least once to observe and encourage the learners' game.



# ★ UKeeper nekulisa yeenlwana

## Indatjana



Le yindatjana ephathelene nokulondolozwa okufaneleko eyaziwa nguKeeper. UKeeper wenza indawo ephaphileko lapha iinlwana ezincani ezinganabazali zingahlala khona. Wabiza indawo yakhe njengendawo yokuthogonyelwa kweenlwana. Iinlwana ezilethwa lapha ziinlwana zommango ezinganabazali abazitjhejako. Zisesezincani khulu ukobana zingazitjheja ngokwazo, begodu ipilo yazo izakuba sengozini nazisemmangweni.

UKeeper nabasizi bakhe batjheja iinlwana ezincani ukufikela lapha sele ziqine ngokwaneleko ukobana zikwazi ukuphila emmangweni godu. Abasizi batjheja iinlwana ngetjhejo elifaneleko. Bazipha ukudla begodu bazigcina zifuthumele. Lokha iinlwana nazigulako, abasizi bayazitjheja begodu baziphe neenhlaha.

Ngelinye ilanga uKeeper wafumana iindaba ezithileko. Kwathiwa kuzokuza indlovu enomnyaka owodwa endaweni yokuthogonyelwa kweenlwana. Beyigade igula begodu yondile ngakelinye ihlangothi idanile ngebanga lokobana inganabo abazali abangayitjheja. Indlovu encani le yalethwa endaweni yokuthogonyelwa kweenlwana ilayitjhwe ngemva kwetraga. UKeeper begodu nomsizi bayitjheja ngesineke indlovu bona yehle etrageni. Baqunta ukuyithiya ibizo likaNandi.



Ekuthomeni uNandi bekangafuni ukudla begodu gade ahlala alele ngengubo. UKeeper nabasizi bakhe akhenge banghale. Begade batjheja uNandi qobe langa begodu wathoma ukuqina. Ngelinye ilanga uKeeper wathi: "Ngicabanga bona sekusikhathi sokobana uNandi aye ngaphandle begodu ayokudlala nezinye iinlwana."



Ekuthomeni uNandi bekadiniwe kancani begodu abuthaka, kodwana wafunda ukudlala msinyana. Abangani bakhe abakhulu bekuyindlulamithi encani begodu nobhejani omutjha omncani. Bebadlala ibholo ndawonye. UKeeper wababukela begodu wahleka. "Ngelinye ilanga noke nizakuba ziinkutani zebholo!" watjho njalo.

Nanyana uNandi wabe athanda ukudlala nabangani bakhe, wabegade athanda ukudlala phezulu kwamanzi ngokwedluleleko! Ngesinye isikhathi begade afafa amanzi kuKeeper ngomboko wakhe. UKeeper akhenge abe nendaba, kunalokho wathaba ukubona bona uNandi bekafunda ukusebenzisa umboko wakhe njengezinye iindlovu. "Ingasi kade uNandi uzakwazi ukuhlanganyela nezinye iindlovu zommango godu," kucabanga uKeeper ngethabo.

**Indatjana le iphelela lapha.**

# ★ Keeper and his nursery

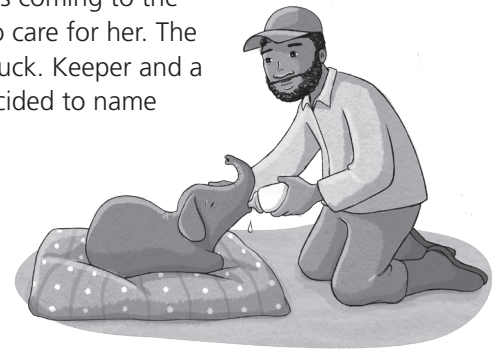
## Story



This is the story about a kind man called Keeper. Keeper has made a safe place where orphaned baby animals can stay. He calls his place a nursery. The animals who are brought here are wild animals who have no parents to care for them. They are too small to look after themselves, and their lives would be in danger in the wild.

Keeper and his helpers care for the baby animals until they are strong enough to live in the wild again. The helpers watch the animals carefully. They feed them and keep them warm. If the animals are sick, the helpers take care of them and give them medicine.

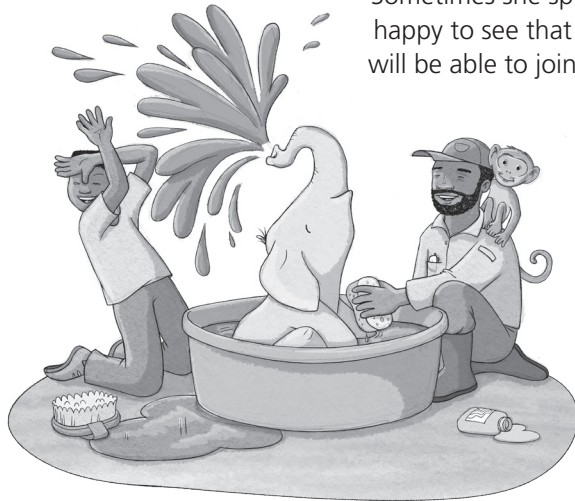
One day, Keeper got some news. A one-year old elephant was coming to the nursery. She was sick and thin and sad. She had no parents to care for her. The baby elephant was brought to the nursery on the back of a truck. Keeper and a helper gently helped the elephant get off the truck. They decided to name her Nandi.



At first Nandi didn't want to eat and she just lay sleeping under a blanket. Keeper and his helpers didn't give up. They cared for Nandi every day and she began to get stronger. One day, Keeper said: "I think it's time for Nandi to go outside and play with the other animals."

At first Nandi was still a bit tired and slow, but she soon learned to play. Her best friends were the baby giraffe and the new baby rhino. They played with the ball together. Keeper watched them and laughed: "One day you'll all be soccer champions!" he said.

Although Nandi loved playing with her friends, she loved splashing in the water even more! Sometimes she sprayed water at Keeper with her trunk. Keeper didn't mind, he was happy to see that Nandi was learning to use her trunk like other elephants. "Soon Nandi will be able to join the other elephants in the wild again," thought Keeper happily.

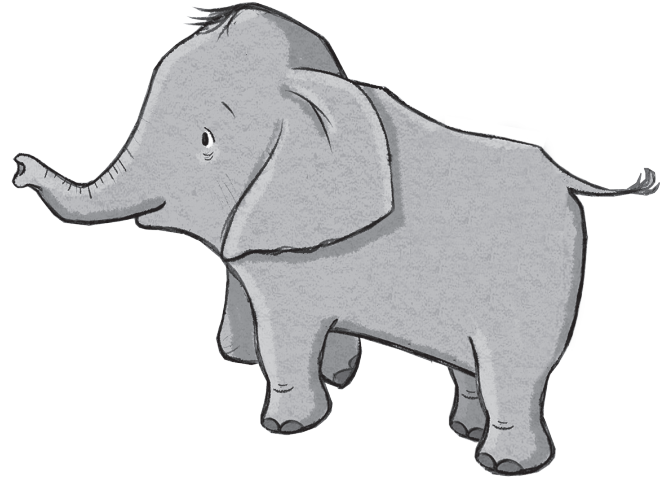


***And that is the end of the story.***



## Ingoma

Ubaba uKeeper bekanetjhejo. [Iya, iya, wooh]  
 Bekatjheja iinlwana ezincani. [Iya, iya, wooh]  
 Bekazithanda khulu.  
 Azinakelela.  
 Azikhulise.  
 Azikhulise.  
 Ngethabo elikhulu.  
 Ubaba uKeeper bekanetjhejo. [Iya, iya wooh]



Ubaba uKeeper bekanetjho. [Iya, iya, wooh]  
 Bekatjheja indlovu encani. [Iya, iya, wooh]  
 Bekatjheja no bhejani.  
 Nendlulamithi.  
 Singakhohlwa nezinye iinlwane ezincani.  
 Ubaba uKeeper bekanetjhejo. [Iya, iya, wooh]

Ubaba uKeeper bekanetjhejo. [Iya, iya, wooh]  
 Ubaba uKeeper bekanetjhejo. [Iya, iya, wooh]  
 Ubaba uKeeper bekanetjhejo. [Iya, iya, wooh]

(Vuma nganasi itjhuni "Umkhulu u McDonald bekane plasi")

## Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	isilwana semmangweni	umbelethi	intandani	indlovu	idlulamithi	ubhejani
Amagama angezelelweko:	-qinileko	-matsikani	-phelelwa lithemba	isiqu	-thambisa	-fufuzela
	umsizi	intatha	-futhumeleko	abangani	-diniweko	-buthaka



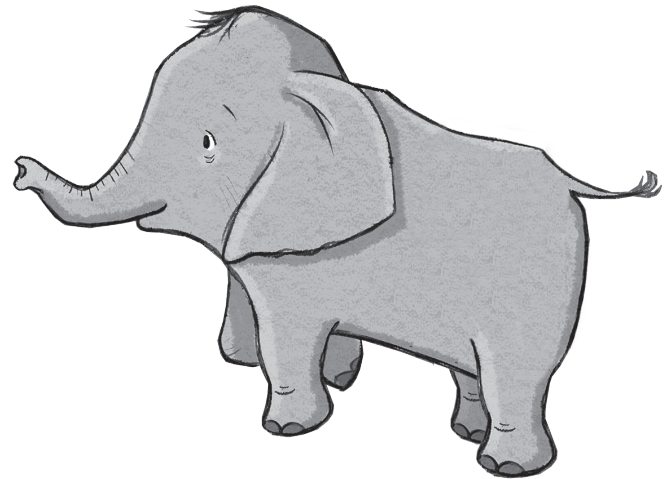


## Song

If you should meet an elephant on a summer's day,  
 What would you do and what would you say?  
 I'd say: "Good morning, Elephant, how do you do?  
 I'm glad to meet you, Elephant, I'd like to dance with you!"  
*(Learners dance in pairs)*

If you should meet a rhino on a summer's day,  
 What would you do and what would you say?  
 I'd say: "Good morning, Rhino, how do you do?  
 I'm glad to meet you, Rhino, I'd like to dance with you!"  
*(Learners dance in pairs)*

If you should meet a giraffe on a summer's day,  
 What would you do and what would you say?  
 I'd say: "Good morning, Giraffe, how do you do?  
 I'm glad to meet you, Giraffe, I'd like to dance with you!"  
*(Learners dance in pairs)*



*(Sing to the tune of "If you should meet an elephant" or use your own tune.)*

## Vocabulary from the story

Key-words:	wild animal	parent	orphan	elephant	giraffe	rhino
Extra words:	strong	thin	give up	trunk	splash	spray
	helper	medicine	warm	nursery	tired	slow



### Uzokudinga lokhu:

- Indatjana: UKeeper nekulisa yeenlwana
- Amaphaphethi: UKeeper, indlovu uNandi, umntwana kabhejani, umntwana wedlumamithi
- Iinsetjenziswa zokulingisa: ingubo, ibhodlelo lomntwana, ibhodlelo lomuthi elinganalitho, ibholo
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama



## Iveke yoku-1 Ilanga loku-1

### Imisetjenzana yetlasi loke

Yitjho igido Ngijuguja imino yami ukuletha abafundi emadeni bazokulalela indatjana.

### Ukucoca indatjana nokwakha illwazi-magama

#### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: "Kukhona okhe wabona umntwana wendlovu, wendlulamithi, wakabhejani siqusakhe nofana kumabonisakude? Wakhe wathola isilwana esilimeleko nofana esigulako begodu wenzani ukusisisa?"
- 1.3 Ithi: "Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni." Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama. Buza abafundi bona bakhe bezwa ibizo "intandana" bese hlathulula bona litjho umuntu nofana isilwana esinganababelethi.

#### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko. Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.2 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuza imibuzo enganamikhawulo, efana naleyo ethi: "Uqabanga bona umlondolozwi nabasizi badingani ukunakekela umntwana weenlwana? UKeeper nabasizi bazizwa njani lokha uNandi nakaqinako? Kubayini ucabanga bona UKeeper wasilingeka lokha uNandi nakamuthela ngamanzi?"

#### 3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: "Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngiyiphi ingcenywe oyithande khulu? Ngimuphi umbuzo onawo ngendatjana? Ucabanga bona ungathanda ukusebenza esivandeni sikaKeeper? Kubayini/kubayini ungeze?"

### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: "wabe, wabegade, wafumana, wafunda, wahleka, wakhe, wathaba, wathoma, watjho, wenza. Uyalizwa itjhada elinqotjhiweko: **wakhe, watjho, wenza? Iye, uwanembile woke anetjhada u-/w/.**"
- 2 "Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/w/: wena, wahla, iwatjhi, amawele, isiwuruwuru." (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/w/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/w/: "**w-w-w**". Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

### Imisetjenzana yesiqhema esincani

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

### Ngijuguja imino yami

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





### You will need:

- Story: *Keeper and his nursery*
- Puppets: Keeper, Nandi the elephant, baby rhino, baby giraffe
- Props: a blanket, a baby's bottle, an empty medicine bottle, a ball
- 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: *"Has anyone ever seen a baby elephant, giraffe or rhino in real life or on television? Have you ever found an animal that is hurt or sick and what did you do to help that animal?"*
- 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. Ask learners if they have ever heard the word "orphan" and explain that this means a person or animal who has no parents.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think Keeper and the helpers need to do to take care of the baby animals? How did Keeper and the helpers feel when Nandi got stronger? Why didn't Keeper get cross when Nandi sprayed him with water?"*

#### 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? Do you think you would like to work in Keeper's nursery? Why/why not?"*

### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"wabe, wabegade, wafumana, wafunda, wahleka, wakhe, wathaba, wathoma, watjho, wenza. Can you hear the focus sound: wakhe, watjho, wenza? Yes, you are right! They all have the sound /w/."*
- 2 *"Listen carefully, here are some more words with /w/: wena, wahla, iwatjhi, amawele, isiwuruwuru."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /w/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /w/: **"w-w-w"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



#### Uzokudinga lokhu:

- Amaphaphethi wendaba
- Umvumo kanye neenthombe ezimaphropshi wokusekela ingoma



## Iveke yoku-1 Ilanga lesi-2

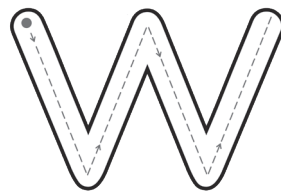
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokuvuma

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

#### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-**/w/** nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-**/w/**.
- 2 Fundisa abafundi izenzo ezihlobana netjhada. Isibonelo: Abafundi bangasebenza ngababili, ngokuzithoba bangakhombana bathi: "**w-w-wena**".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-w litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "*Thoma eqatjhezini, yehla uvundle, yenyuka uvundle, yehla uvundle, yenyuka uvundle.*"
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isigojwana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.

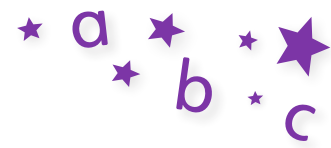


### Imisetjenzana yesiqhema esincani

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







#### You will need:

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



## Week 1 Day 2

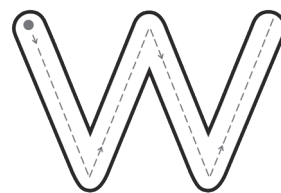
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



#### Small group activities

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



#### Uzokudinga lokhu:

- Amaphrophsi namaphaphethi aphaathelene nendatjana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**w**, isibonelo: iwotji, iwodrobho, iwotji, iwikhethi, wahla, isiwuruwuru



## Iveke yoku-1 Ilanga lesi-3

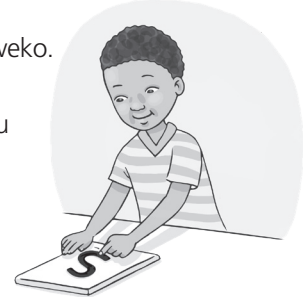
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: UKeeper azange ayekela ukuba netjhejo kuNandi ngesikhathi alele angafuni ukudla. Ngimaphi amagama endatjaneni atjho bona bebalokho bazama? (azangebaphela amandla)
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophsi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze izenzo ekhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

#### Amabhoksi wamaledere

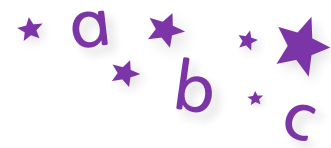
- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento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



### Imisetjenzana yesiqhema esincani

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





#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **w**: iwatjhi, iwodrobho, iwotji, iwikhethi, wahla, isiwuruwuru



## Week 1 Day 3

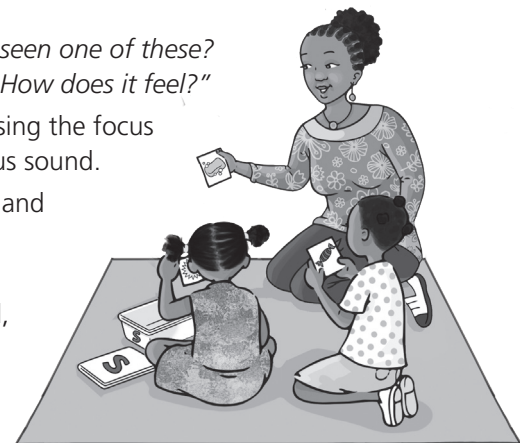
### Whole class activities

#### 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: Keeper didn't stop caring for Nandi when she slept and didn't want to eat. What words from the story mean they kept on trying? (They didn't give up.)
- 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 w."* Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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



### Uzokudinga lokhu:

- Iinthombe ezikulu ezilamanako
- Amakarada weenthombe zamaledere
- Iimmumathi ezihlanu, amaledere namakarada weenthombe azokunamathiselwa eemmumathini

### UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

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



## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loke

#### Ukulandelanisa iinthombe

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



#### Ukulalelela itjhada elinqotjhiweko

- 1 Nikela umfundi ngamunye ikarada. Babawe ukunikela igama lesithombe bese batjho igama kabuthaka. Abanye abafundi kumele balinge ukukhomba amatjhada hlangana nebizo. Isibonelo: "ukatsu" linetjhada u-/k/.
- 2 Nasele umfundi ngamunye athole ithuba lokutjho igama lesithombe sakhe bewakhomba itjhada, khombisa abafundi iimmumathi ezihlanu, esinye nesinye simumethe iledere nekarada lesithombe. Abafundi kumele bakhethe bona bayolibeka kuphi ikarada lesithombe sabo. Isibonelo: nange nanesithombe "sekatsu", bazosifaka esimumathini setjhada elino-k.

### Imisetjenzana yesiqhema esincani

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





### You will need:

- Big sequence pictures
- Picture cards
- Five containers, a letter and picture card to stick on each container

## 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. Ask them to name the picture and then say the word very slowly. The other learners must try to identify the focus sound. For example: The word "ukatsu" has the focus sound /k/.
- 2 When each learner has had a turn to say the name of their picture and the focus sound has been identified, show learners the five containers, each containing a letter and picture card. Learners must decide where to put their picture card. For example: If they have a picture of a "sekatsu", they would need to place it in the container with the **k** sound.



#### Small group activities

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



#### Uzokudinga lokhu:

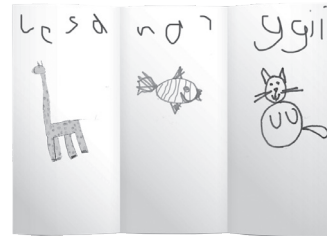
- Iphepha letjhadiphendu
- Iinthombe zebandana
- Lomunye nomunye umfundi: iphepha le-A4 elibhincwe kathathu, umtletlana omncani webhokisi elibhincwe emaphakathini, iinsibi ezimbili nofana iimvalo zamabhodlelo weplastiki, itjhila lokuhlobisa
- Amakhrayoni wewaksi amakhulu, isikero, inovu yeengodo

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Khombi abafundi iinthombe zebandana bese niyabonisa bona ziqaleka njani: Zinamabalabala (ingwemabala, ingwesiduli, idube, iindlulamithi), nofana ezinemida (ingwe, idube, iinyoka) nofana ezisipuna (ibhubezi, indlovu, ubhejani)?
- 2 Bawa abafundi bakusize ukuhlela iinlwana ngokuyangokwenqema. Tlola abagama "amabala", "imida" nofana "sipuna" esiqetjhaneni sephepha itjhadiphendu. Nikela abafundi ithuba lokukhetha iinlwana bebazinamathisele ngenovu ngaphasi kwesihlokwana esifaneleko.
- 3 Nikela omunye nomunye iphepha le-A4 elibhincwe kathathu. Kufanele bazame bebatlole isihloko phezulu ephepheni: amabala, imida, isipuna.



### Ukwakha nokuphula (amalunga)

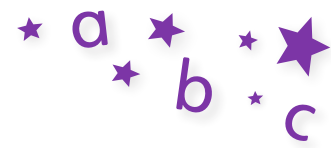
- 1 Omunye nomunye umfundi kumele kokuthoma enze ingwenya. Phakathi naphakathi kwekarada kumele babhince incenye yinye ibeyincani, incenye ibematsikana besebayaligwala bona lifane nengwenya. Banganamathisele iimvalo zamabhodlelo ngaphakathi kwekarada ukwenza amazinyo wengwenya.
- 2 Abafundi bangavula bavala umlomo wengwenya balalela itjhada u-nx elenziwa mazinyo.
- 3 Nasele baqedile uwenza iingwenya zabo, bangayisebenzisa ukuphula amalunga webizo. Isibonelo, i - ngwe - nya = unxafa ka-3
- 4 Khombisa abafundi isithombe sembandana, nikela abagama weembandana, bakuthaze ukunxafa kwelinye nelinye ilungu: i - ngu- lu - be = unxafa ka-4, i - ndlo - vu = unxafa ka-3, i - fe - ne = unxafa ka-3, u - bhe - ja - ni = unxafa ka-4, i - mvu - bu = unxafa ka-3, i - nyo - ka = unxafa ka-3, i - mba - ba - la = unxafa ka-4.



### Imisetjenzana yesiqhema esincani

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





### You will need:

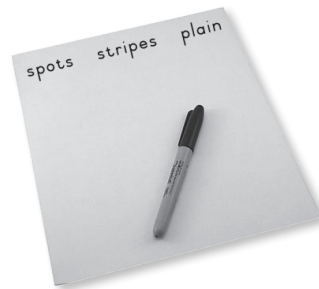
- Flipchart paper
- Pictures of wild animals
- For each learner: an A4 page folded in three, a small strip of recycled cardboard folded in half, two metal or plastic bottle tops, fabric to decorate
- Jumbo wax crayons, scissors, wood or craft glue

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Show the learners pictures of wild animals and discuss what they look like: Do they have spots (leopards, cheetahs, guinea fowls, giraffes), stripes (tigers, zebras, snakes) or are they plain (lions, elephants, rhinos)?
- 2 Then ask learners to help you sort the animals into groups. Write the words "spots", "stripes" and "plain" on pieces of flipchart paper. Give learners a chance to choose an animal and stick it under the correct heading with Prestik.
- 3 Give each learner an A4 page folded in three. They must try and write the headings on the top of the page: spots, stripes, plain. Then they must draw two animals under each heading.



### Blending and segmenting (syllables and phonemes)

- 1 Each learner needs to first make a crocodile. They must fold the small, narrow piece of card in half and decorate it to make it look like a crocodile. Then they can stick two bottle tops on the inside of the card where the teeth of the crocodile would be.
- 2 Learners can open and close the crocodile's mouth and listen to the click sound made by the "teeth".
- 3 Once they have made their crocodile, they can use it to break words into syllables. For example, i - ngwe - nya = 3 clicks.
- 4 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: i - ngu - lu - be = 4 clicks, i - ndlo - vu = 3 clicks, i - fe - ne = 3 clicks, u - bhe - ja - ni = 4 clicks, i - mvu - bu = 3 clicks, i - nyo - ka = 3 clicks, i - mba - ba - la = 4 clicks.



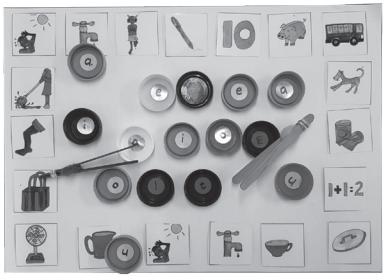



### Small group activities

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



# Imisetjenzana yesiqhema esincani yeveke yoku-1

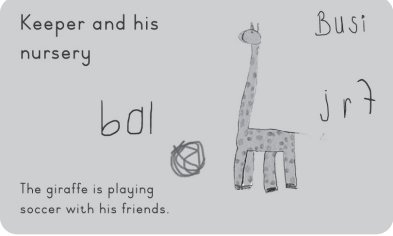

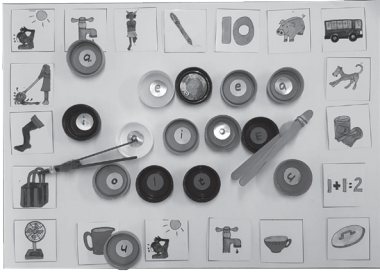

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul> <div data-bbox="199 705 586 941" style="border: 1px solid grey; padding: 5px;"> <p>UKeeper nekulisa yeenlwana</p> <p>Indlulamithi idlala ibholo erarhwako nabangani bakhe.</p>  </div> <div data-bbox="199 963 569 1283" style="border: 1px solid grey; padding: 5px;">  <p><i>Kilesisikhathi somnyaka, abafundi kungenzeka babe nokuzithemba okudluleleko kokulinga ukuzitolelela ngokwabo. Ungatshwenyeki nangabe abanye babafundi batlola imijeje yamaledere anganankhala hlangana.</i></p> </div>	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>3 Buza abafundi bonyana ngiyiphi ingcenywe yendatjana abayithande khulu. Nikela iimphakamiso.</li> <li>4 Khuthaza abafundi bonyana bagwale ingcenywe yendatjana abayithandleko.</li> <li>5 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka lokha wena nawuwatlolako. Bacabangele ngokunabileko lokha nawutlola imitjho yabo.</li> <li>8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.</li> </ol>
<ul style="list-style-type: none"> <li>• Amakarada weenthombe – ananyathiselwe ngepristiki magegana nomphetho wephepha nofana ikarada le-A3</li> <li>• Iimvalo zamabhodlelo ezitlolwe amaledere ngaphakathi (ngange kuneenthome ezihlanu ezinolelere u-k kufanele kubenemvalo ezihlanu ezinolelere u-k ngaphakathi)</li> <li>• Ipepsi (lokhu kungenziwa ngeengojwana ezimbili ze-ayisikrimu, neregana nesigotjwana somlilo ozosifaka hlangana neengojwana ze-ayisikrimu)</li> </ul>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona basebenzise amaepsi ukudobha iimvalo zamabhodlelo ezinamaledere bese babone bona bangathola isithombe esinetjhada. Isibonelo: nabadobha u-k, kumele bathole isithombe esinetjhada u-k njenge-ikoloyi, ukatsu, ikowusu, ikari.</li> <li>2 Bese kufanele babeke iimvalo phezulu karada lesithombe leso. Kumele baragele phambili bekufike lapha zoke iinthombe zigubuzeswa zimvalo.</li> </ol> <div data-bbox="1137 1480 1519 1757" style="border: 1px solid grey; padding: 5px;">  </div>
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> <div data-bbox="303 1914 486 2131" style="text-align: center;">  </div>	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungathoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthome bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>







## Small group activities for Week 1

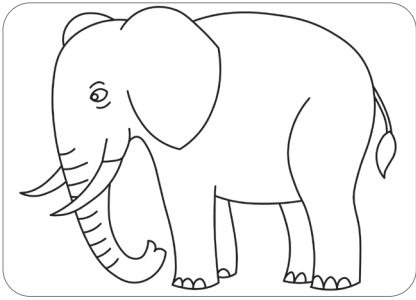
You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Give some suggestions.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence.</li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>Picture cards – middle sounds stuck with Prestik around the edges of an A3 piece of paper or card</li> <li>Bottle tops with the vowels written inside the lid (If there are five pictures with an <b>k</b>, there must be five bottle tops with an <b>k</b> written inside the lid.)</li> <li>Tweezers (These can be made from two ice-cream sticks, an elastic band and a pompom between the sticks.)</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Explain to learners that they must use the tweezers to pick up a bottle top letter and see if they can find a picture with that sound in the middle. For example: If they pick up <b>k</b>, they must find a picture with an /<b>k</b>/ sound such as <b>ikoloyi</b>, <b>ukatsu</b>, <b>ikowusu</b>, <b>ikari</b>.</li> <li>Then they must put the lid on top of that picture card. They must continue until all the pictures are covered with a lid.</li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>





### Uzokudinga lokhu

- Iphepha lomgadangiso **Womsebenzi weendlovu** lomunye nomunye umfundi, iphephandaba elizokuqobelelwa, inovu, ikhrayoni lombala onzima

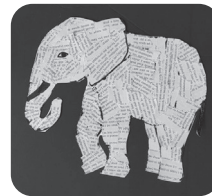


- Amaphrophi: isithebe nofana ibhoksi elingatjingi khulu, iculwana, iingojana zokwenza idrada, iimvalo zamabhodlelo ezilijuba zokwenza amanzi, amatje, amakari nofana amacwatjhana ukwenza amakari, itjhidlana elincani lokwenza iingubo, iibandana zeplastiki nofana iinthombe ezincani zenlwana zinamathiselwe phezulu kwamakarada

### Imisetjenzana

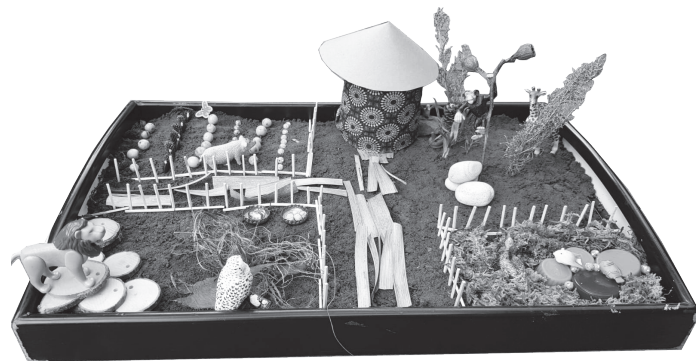
#### **Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla**

- 1 Abafundi kufanele baqobelele iphephandaba libezintokanyana ezincani besebasinamathisela phezulu kwendlovu zabo. Nasele iindlovu zabo ziphelile bangasebenzisa umbala onzima wamakrayoni ukudweba magegana neendlebe namehlo.
- 2 Bangagwala ingaphandle lephepha nasele baqedile nofana bangakera iindlovu zabo bese abafundi boke benza umhlambi weendlovu ephepheni letjhadiphendu.

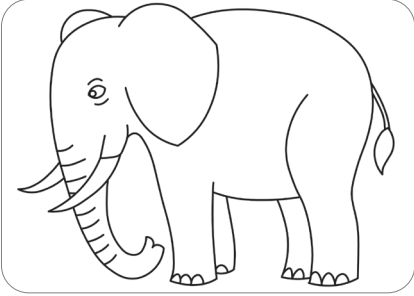




#### **Umsetjenzana wesi-5: Lingisa ukudlala**

- 1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako.
- 2 Bahlathululele bona bayokwenza ikhaya leenlwana ezizintandani. Kumele benze isiqiniseko bona kunamanzi nokudla kweenlwana, nomthunzi wokuzenza ziphele. Kumele batjeje bona ubanedrada yokuvimba iibandana ezidla inyama bona zingafiki eenlwaneni ezidla iintjalo. Vakajtjela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.





You will need	Activities
<ul style="list-style-type: none"> <li>A photocopy of the <b>Elephant activity page</b> for each learner, newspaper to tear, glue, black kokis</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>Learners must tear the newspaper into small pieces and then stick them onto their elephant. Once their elephant is complete they can use the black koki to trace over the ear and draw an eye.</li> <li>They can decorate the background when finished or they can cut out their elephants and the whole class can make an elephant herd on a piece of flipchart paper.</li> </ol> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<ul style="list-style-type: none"> <li>Props: tray or shallow cardboard box, sand, sticks to make fences, blue bottle top lids for water, stones, leaves or small branches to make leaves, small pieces of fabric for blankets, plastic wild animals or small pictures of animals stuck onto card</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>Lead the group to the pretend play corner and show them the new props.</li> <li>Explain to them that they are going to make a nursery for orphaned animals. They must make sure there is water and food for the animals, and shade to keep them cool. They must also be careful that there is a fence to keep the lions and other meat-eating animals away from the plant-eating animals. Visit the corner at least once to observe and encourage the learners' pretend play.</li> </ol> <div style="text-align: center;">  </div>





#### Uzokudinga lokhu:

- Umgadangiso **Onzima nomhlophe weenthombe ezilamanako** zomunye nomunye umfundi
- Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho, isikero, inovu

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loke

#### Okunye ngokulandelanisa iinthombe



- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphephe isithombe esisodwa seenthombe ezilamanako ezimbalabala (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoke njengesiqhema, bawa abafundi abaphephe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: *"Ngubani okhumbulako bonyana kwenzekeni okulandelako?"*
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni wabo.
- 5 Bawa abafundi bakere iinthombe enzima nokumhlophe, bazihlele ngokuyangokulandelana kwazo bese bazinamathisele ephepheni elinganalitho ngenovu. Khamba mazombe ngeklasini bese usize lapha kudingeka khona. Lomsetjenzana ulisizo ukuhlola ikghono labafundi lokulandelanisa isakhiwo sendajana ngerhelo elilungileko.
- 6 Nasele abafundi baphephe ululandelanisa iinthombe ngerhelo, nikela omunye nomunye umfundi incwajana.
- 7 Nange kusese nesikhathi, abafundi "bangafunda" iincwajana zabo ezincani bafundela abalingani babo abangetlasini.
- 8 Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeni yabo.



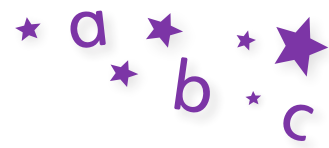
#### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amabizo la abuya endatjaneni: *"kucabanga, uKeeper, kuzokuza, kancani, kodwana, kade, kuKeeper, ukufikela. Uyalizwa itjhada elinqotjhiweko: uKeeper, kancani, kodwana, kade? Iye, uwanembile woke anetjhada u-/k/."*
- 2 *"Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/k/: kanye, kunye, kusasa, kela, ikoloyi, ukatsu, ikomukomu, ikabi, isikipa, isikere."* (Gandelela itjhada lokuthoma lokha nawutjho amagama la).
- 3 Yitjho itjhada u-/k/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/k/: **"k-k-k"**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

#### Imisetjenzana yesiqhema esincani

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





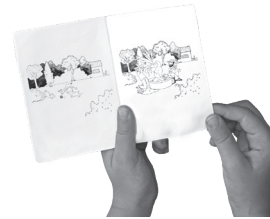
#### You will need:

- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

## 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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners’ ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book.
- 7 If there is time, they should “read” their little book to a partner in the class.
- 8 Learners can take the books or sequence pictures 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: *“kucabanga, uKeeper, kuzokuza, kancani, kodwana, kade, kuKeeper, ukufikela. Can you hear the focus sound: uKeeper, **k**ancani, **k**odwana, **k**ade? Yes, you are right! They all have the sound /k/.”*
- 2 *“Listen carefully, here are some more words with /k/: kanye, kunye, kusasa, kela, ikoloyi, ukatsu, ikomukomu, ikabi, isikipa, isikere.”* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /k/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /k/: **“k-k-k”**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



#### Uzokudinga lokhu:

- INcwadi eKulu: *UKeeper nekulisa yeenlwana*
- Amanzi ngeemumathini begodu neenkwasizepende zomunye nomunye limfundi

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loka

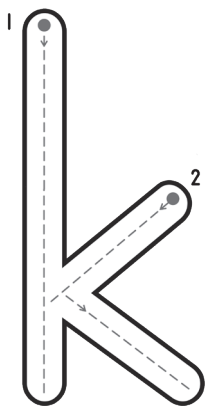
#### Ukufunda ngokwabelana – INcwadi eKulu

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



### Ukubumba iledere

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



### Imisetjenzana yesiqhema esincani

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





### You will need:

- Big Book: *Keeper and his nursery*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

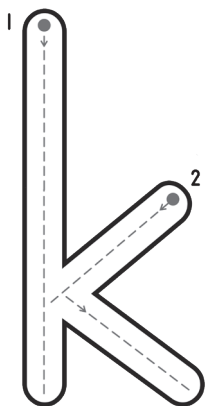
#### Shared reading – Big Book

- 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.



#### Uzokudinga lokhu:

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

## Iveke yesi-2 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukufunda ukulalela

- 1 Abafundi abajame benze indulunga balale ngokuqophelela nawunikeza imiyalezo. nawuthi "uKeeper uthi", kumele benze lokho okutjhoko. Nawungatjho ukuthi "uKeeper uthi", kufanele bajame tse. Isibonelo:
  - ★ UKeeper uthi, "Gadanga njengendlovu."
  - ★ "Banga itjhada njengenyoka."
  - ★ UKeeper uthi, "Zilule njengebhubezi."
  - ★ UKeeper uthi, "Yeqa njengetshepe."
  - ★ "Phapha njengekhozi."
  - ★ UKeeper uthi, "Hlafunya njengendlulamithi."
  - ★ UKeeper uthi, "Zamula njengemvubu."
- 2 Gadesi ithi: "Ngizoninikela umtlhala bese nifanele ukulinga beniqagele bona ngisiphi isibandana engisicabangako."
- 3 Lalela ngokuqophelela yoke imifanekiso ngaphambili kokuzama nokuqagela. beka isandla sakho ehlok nange ucabanga bona uyayazi pendulo. Isibonelo: "Ngifuna isibandana esikhulu besiphuzi neendlene ezikulu nepumulo ede."
- 4 Ragela phambili neembonelo bese ubuza abafundi bona kukhona ongathanda ukulinga ukunikela imitlhala.

#### Amabhoksi wamaledere

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

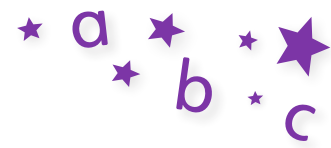


### Imisetjenzana yesiqhema esincani

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







#### You will need:

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

## Week 2 Day 3

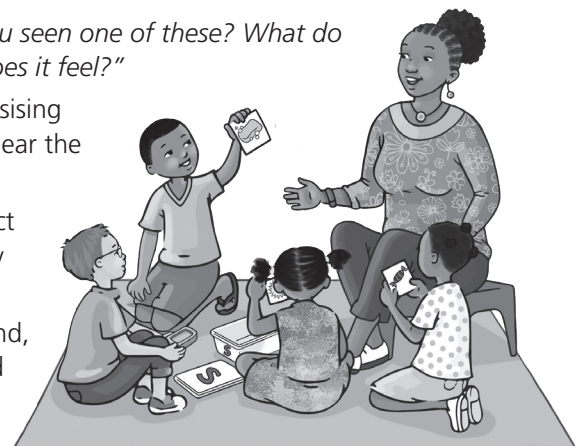
### Whole class activities

#### Learning to listen

- 1 Learners stand in a circle and listen carefully as you give them instructions. If you say "Keeper says", they must do what you say. If you don't say "Keeper says", they must stand still. For example:
  - ★ Keeper says, "Stomp like an elephant."
  - ★ "Slither like a snake."
  - ★ Keeper says, "Stretch like a lion."
  - ★ Keeper says, "Jump like a springbok."
  - ★ "Fly like an eagle."
  - ★ Keeper says, "Chew like a giraffe."
  - ★ Keeper says, "Yawn like a hippo."
- 2 Now say: "I am going to give you some clues and you must try and guess which wild animal I am thinking of."
- 3 Listen carefully to all of the clues before you try and guess. Put your hand on your head if you think you know the answer. For example: "I am looking for an animal that is large and grey with big ears and a long nose."
- 4 Continue with other examples and ask if any of the learners would like to try giving clues.

#### Letter boxes

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



### Small group activities

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





### Uzokudinga lokhu:

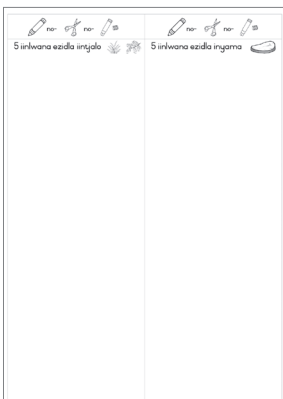
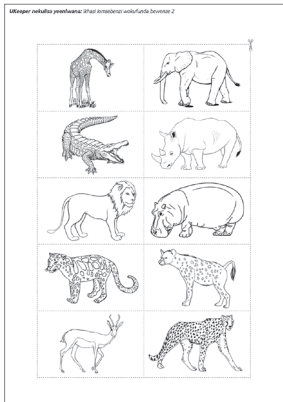
- Umgadangiso **Wekhasi loku-1 nelesi-2 lomsetjenzana wokufunda bewenze** lomunye nomunye umfundi lomsebenzi womunye nomunye umfundi **lokuFunda bewenze**
- Amakhrayoni wewaksi amakhulu
- Isikere kanye nesinamathiseli
- Amakarada weenthombe
- Iimmumathi ezihlanu, amaledere namakarada wenthombe azokunamathiselwa eemmumathini

## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loke

#### Ukufunda begodu wenze

- 1 Nikela omunye nomunye umfundi **Ymsetjenzana wokufunda nokwenza osekhasini loku-1** elihlukaniseke kabili bese **Umsetjenzana wokufunda nokwenza ekhasini lesi-2** elinenlana.
- 2 Bawa abafundi ukuqala zoke iinlwana bese bakhuluma ngalokho ezikudlako. Isibonelo: Ibhubezi lidla inyama ngalokho zibizwa sibandana esidla inyama, indlulamithi idla amakari bese ipunzi idla utjani bese zibizwa iinlwana ezidla iintjalo.
- 3 Tjela abafundi ukuqala umsejenzana **WokuFunda noKwenza ekhasini loku-1** elihlukanisiweko bese bakhuluma ngalokho abakubonako (amatshwayo, iinthombe namabizo). Bakhombise laphakuthi "gomintjalo" bese "gominyama". (Khomba isithombe sekari nesotjani eduze negama elithi "gomintjalo" bese isithombe senyama eduze nebizo elithi "gominyama".)
- 4 Hlathululela abafundi ukobana kwanjesi bayokwenza umsebenzi wobummnandi obizwa nge-"funda bewenze". Kumele ba- "funde" isinye nesinye isihloko begodu benze lokho esikutjhoko.
- 5 Fundani ndawonye isihloko sokuthoma. Tjela abafundi ukugwala bese bakera indlulamithi. Babuze bona bacabanga bona bangayinamathisela kuphi indlulamithi (ngaphasi kwesihloko: ngomintjalo)
- 6 Tjela abafundi ukuthola ezinye iinthombe zeengomintjalo bazigwale, bazikere bese bazinamathisele. Babuze bona kukhona omunye wabo "ongafunda" eqadi kwesihlo. Kufanele bagwale, bakere bese banamathisele iinlwana ezizigominyama.
- 7 Abafundi kumele baragele phambili ngendlela le bekufike lapha esinye nesinye isithombe sinanyathiselwa khona ekholomini efaneleko.



#### Ukulalelela itjhada elinqotjhiweko

- 1 Nikela umfundi ngamunye ikarada. Babawe ukunikela igama lesithombe bese batjho igama kabuthaka. Abanye abafundi kumele balinge ukukhomba amatjhada hlangana nebizo. Isibonelo: "iforogo" linetjhada u-/f/.
- 2 Nasele umfundi ngamunye athole ithuba lokutjho igama lesithambe sakhe bewakhomba itjhada, khombisa abafundi iimmumathi ezihlanu, esinye nesinye simumethe iledere nekarada lesithombe. Abafundi kumele bakhethe bona bayolibeka kuphi ikarada lesithombe sabo. Isibonelo: nange nanesithombe "seforogo", bazosifaka esimumathini setjhada elino-f/.

### Imisetjenzana yesiqhema esincani

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





### You will need:

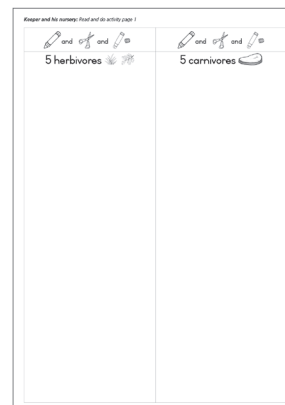
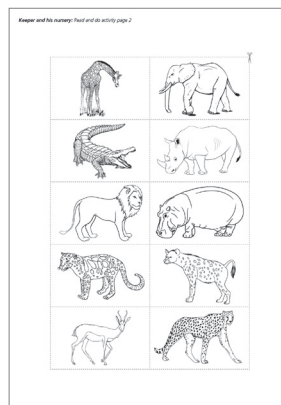
- A photocopy of the **Read and do activity pages 1 and 2**
- Jumbo wax crayons
- Scissors and glue
- Picture cards
- Five containers, a letter and picture card to stick on each container

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Give each learner a **Read and do activity page 1** with two columns and a **Read and do activity page 2** with animals.
- 2 Ask learners to look at all the animals and talk about what they eat. For example: Lions eat meat so they are called carnivores, giraffes eat leaves and buck eat grass and so they are called herbivores.
- 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 "gomintjalo" and "gominyama". (Point to the picture of leaves and grass next to the word "gomintjalo" and the picture of meat next to the word "gominyama".)
- 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 giraffe. Ask them where they think they should stick the giraffe (under the heading: ngomintjalo).
- 6 Tell learners to find other pictures of herbivores 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 animals that are carnivores.
- 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. Ask them to name the picture and then say the word very slowly. The other learners must try to identify the focus sound. For example: The word "iforogo" has the vowel sound /f/.
- 2 When each learner has had a turn to say the name of their picture and the focus sound has been identified, show learners the five containers, each containing a letter and picture card. Learners must decide where to put their picture card. For example: If they have a picture of a "seforogo", they would need to place it in the container with the **f** sound.

### Small group activities

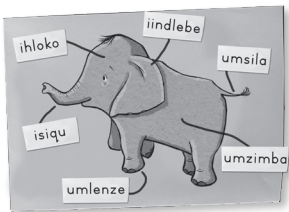
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





### Uzokudinga lokhu:

- Iphaphethi lendlovu, iphepha letjhadiphendu, iinsalela zephepha/ikarada lokumerega, imakha enzima
- Iinthombe zenlwana
- Omunye nomunye umfundi: karada lebhodi lengwenya eyenziwe ngeVeke yoku-1



## Iveke yesi-2 Ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Beka iphaphethi lendlovu nofana isithombe sendlovu phakathi naphakathi kwephela itjhandiphendu.
- 2 Bawa abafundi babelane amaphuzu alulubezako abawaziko ngeendlovu. Ungathoma ukucocisana ngokubuza bona iindlovu zihlala kuphi (emahlathini) begodu zidla (amakari, utjani).
- 3 Buza abafundi bona banga nikela amagama wezitho womzimba wendlovu. Khetha abafundi ukuza ngaphambili bazokukhomba isitho ekungiso (ihloko, umzimba, umsila, iinyawo, umboko, iindlebe).
- 4 Itjho ebafundini bona uzokuthanda bakusize ukulebula izitho zesithombe sendlovu. Thoma ngokukhomba umsila bese udweba umuda otjingga ngesidleni sesithombe. Dobha isiqetjhana sekarada usinamathisele ngenovu eqadi komuda owudwebileko osuka emsileni. Gadesi ithi ebafundini: *"Ngubani ongangisiza ukuthoma ukutlola ibizo umsila? Iye, lithoma ngetjhada u-Is/ lena yindlela esitlola ngayo u-s."* Ragela phambili ulole ibizo loke "umsila" ngaphandle kokubuza abafundi ilelere ngeledere.
- 5 Ragela phambili ngokulebula ihloko yendlovu, umzimba, umsila, iinyawo, umboko neendlebe. Ngaso soke isikhathi utlola ibizo, bawa abafundi bakusize ukulalela itjhada Lokuthoma nokutlola itjhada elifaneleko. Khumbula ukungatololi ngamagabhadlela. Ungenzi woke amatjhada njengobana amanye anzima. Dzimelela khulu etjhadeleni lokuthoma leledere.
- 6 Namathisele isithombe esinamalebula ebodeni bese uqala bona abafundi bathoma njani ukufunda ilebula.

### Ukwakha nokuphula (amalunga)

- 1 Ngokusebenzisa iingwenya zabo, abafundi baphula amalunga webizo. Isibonelo, i - ngwe - nya = unxafa ka-3.
- 2 Khombisa abafundi isithombe sembandana, nikela abagama weembandana, bakuthaze ukunxafa kwelinye nelinye ilungu: i - ngu- lu - be = unxafa ka-4, i - ndlo - vu = unxafa ka-3, i - fe - ne = unxafa ka-3, u - bhe - ja - ni = unxafa ka-4, i - mvu - bu = unxafa ka-3, i - nyo - ka = unxafa ka-3, i - mba - ba - la = unxafa ka-4.



### Imisetjenzana yesiqhema esincani

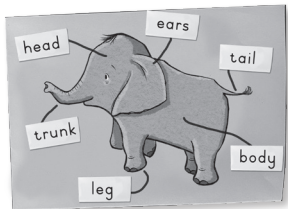
Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Elephant puppet, flipchart paper, scraps of paper/card for labels, black whiteboard marker
- Pictures of wild animals
- For each learner: a cardboard crocodile made in Week 1



## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Put the elephant puppet or a picture of an elephant in the middle of the large flipchart paper.
- 2 Ask learners to share any interesting facts they know about elephants. You can stimulate the discussion by asking where elephants live (in the bush) and what they eat (leaves, grass).
- 3 Ask learners if they can name the parts of the elephant's body. Choose individual learners to come up and point to the correct part of the body (head, body, tail, leg, trunk, ears).
- 4 Say to the learners that you would like their help labelling the picture of the elephant. Begin by pointing to the tail and drawing a line from the tail to the right-hand side of the picture. Pick up a piece of card and stick it with Prestik on the piece of paper, next to the line you drew from the tail. Now say to the learners: "Who can help me start writing the word 'umsila'? Yes, it has the focus sound /s/ and this is the way we write a **s**." Continue writing the rest of the word "umsila" without asking the learners to sound out each letter.
- 5 Continue labelling the elephant's head, body, tail, leg, trunk and ears. Each time you write a word, ask the learners to help you listen for the beginning sound and write the corresponding letter. Remember to write in lower case. Don't sound out the whole word as many of these words are difficult to sound out fully. Just focus on the beginning sound and letter.
- 6 Stick up the labelled picture on the wall and watch how learners begin reading the labels.

### Blending and segmenting (syllables and phonemes)

- 1 Using their crocodile, learners can break words into syllables. For example: i - ngwe - nya = 3 clicks.
- 2 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: i - ngu - lu - be = 4 clicks, i - ndlo - vu = 3 clicks, i - fe - ne = 3 clicks, u - bhe - ja - ni = 4 clicks, i - mvu - bu = 3 clicks, i - nyo - ka = 3 clicks, i - mba - ba - la = 4 clicks.



### Small group activities

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

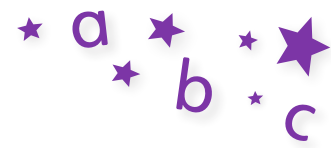




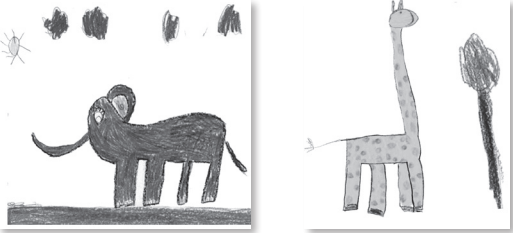


## Imisetjenzana yesiqhema esincani yeveke yesi-2

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• linthombe zebandana, iibandana zeplastiki nofana iincwadi ezineentombe zebandana</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul>	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Bafundi kufanele baqale iibandana bakhethe bona ngisiphi isibandana abasithandako.</li> <li>2 Kufanele badwebe isithombe sesibandana ngokusebenzisa umtlala. Kufanele bacabange bona isibandana sihlala kuphi bese badweba amakari, imithi notjani ukukhombisa lapha kuhlala khona isibandana nokudla esingathanda ukukudla.</li> </ol> <div data-bbox="824 797 1334 1030"> </div>
<ul style="list-style-type: none"> <li>• Amakrada weentombe – ananyathiselwe ngepristiki magegana nomphetho wephepha nofana ikarada le-A3</li> <li>• Iimvalo zamabhodlelo ezitlolwe amaledere ngaphakathi (ngange kuneenthome ezihlanu ezinolelere u-k kufanele kubenemvalo ezihlanu ezinolelere u-k ngaphakathi.</li> <li>• Ipepsi (lokhu kungenziwa ngeengojwana ezimbili ze-ayisikrimu, neregana nesigotjwana somlilo ozosifaka hlangana neengojwana ze-ayisikrimu)</li> </ul>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona basebenzise ama-epesi ukudobha iimvalo zamabhodlelo ezinamaledere bese babone bona bangathola isithombe esinetjhada. Isibonelo: nabadobha u-k, kumele bathole isithombe esinetjhada u-k njenge- ikoloyi, ukatsu, ikowusu, ikari.</li> <li>2 Bese kufanele babeke iimvalo phezulu karada lesithombe lesi. Kumele baragele phambili bekufike lapha zoke iinthombe zigubuzeswa zimvalo.</li> </ol> <div data-bbox="892 1326 1269 1598"> </div>
<ul style="list-style-type: none"> <li>• Iincwadi, amamagazini, iincwajana ezibhincwa, iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> <div data-bbox="303 1767 475 1976"> </div>	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, imagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeentombe bese ukhuthaza bafundi kobana omunye nomunye akhetho into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>





## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Pictures of wild animals, plastic wild animals or books with pictures of wild animals</li> <li>• Jumbo wax crayons</li> </ul>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Learners must look at the animals and decide which is their favourite wild animal.</li> <li>2 They must draw a picture of that animal using the pictures as a guide. They should think about where the animal lives and draw leaves, trees and grass to show where the animal lives and what they would like to eat.</li> </ol> 
<ul style="list-style-type: none"> <li>• Picture cards – stuck with Prestik around the edges of an A3 piece of paper or card</li> <li>• Bottle tops with a letter written inside the lid (If there are five pictures with a <b>k</b>, there must be five bottle tops with a <b>k</b> written inside the lid.)</li> <li>• Tweezers (These can be made from two ice-cream sticks, an elastic band and a pompom between the sticks.)</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must use the tweezers to pick up a bottle top letter and see if they can find a picture with that sound. For example: If they pick up <b>k</b>, they must find a picture with an /k/ sound such as “njenge-” ikoloyi”, “ukatsu”, “ikowusu”, “ikari”.</li> <li>2 Then they must put the lid on top of that picture card. They must continue until all the pictures are covered with a lid.</li> </ol> 
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners’ reading.</li> </ol>



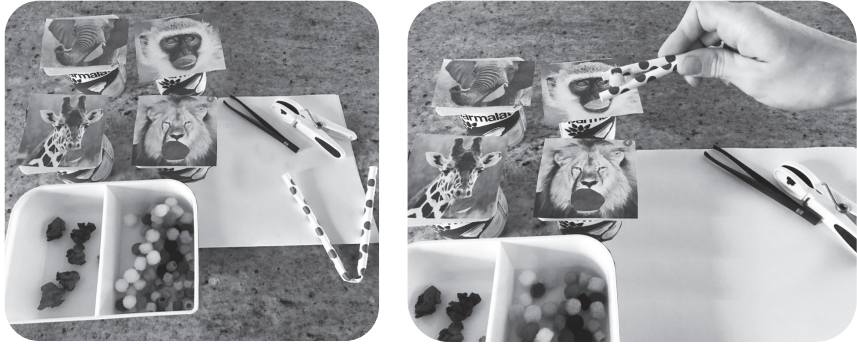
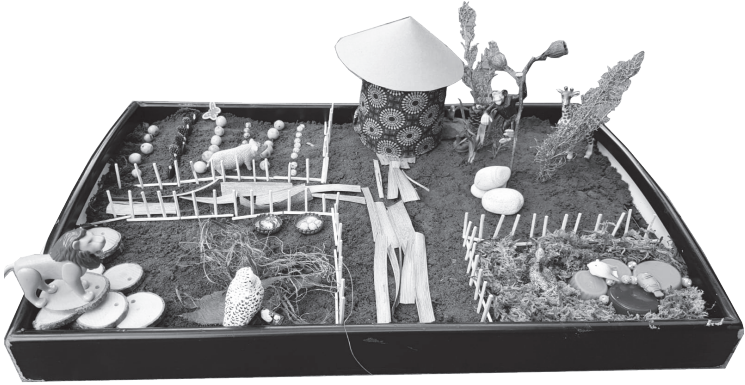


Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Amatwiza, ibhodwana zemibala nofana amaphepha andulungwe njengebhodwana zemibalabala nofana intokana zamatjhila ahlukileko ngemibala</li> <li>• Iinthombe zobuso bemandana ezinemigodi emlonyeni, zinamathisele phezulu wamarhalasi weyogadi nofana iimumathi esincani</li> </ul>	<p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona kufanele basebenzise amatwiza ukudobha amabhodwana bafunze iimbandana. Ibhubezi lidla inyama (into ebovu), indlulamithi idla amakari (into ehlaza), indlovu nayo idla amakari, ifene idla iinthelo (into elamune nofana esarulana nofana epephuli).</li> </ol> <div data-bbox="812 700 1055 886" data-label="Image"></div> <div data-bbox="1117 700 1361 886" data-label="Image"></div>
<ul style="list-style-type: none"> <li>• Amaphropshi: isithebe nofana ibhoksi elingatjingi khulu, iculwana, iingojwana zokwenza idrada, iimvale zamabhodlelo ezilijuba zokwenza amanzi, amatje, amakari nofana amacwatjhana ukwenza amakari, itjhidlana elincani lokwenza iingubo, iimbandana zeplastiki nofana iinthombe ezincani zenlwana zinamathiselwe phezulu kwamakarada</li> </ul>	<p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Khumbuza abafundi ngamaphropshi ekhoneni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 nagade benza ikhaya leenlwana ezizintandana.</li> <li>2 Vakatjhela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.</li> </ol> <div data-bbox="739 1134 1477 1512" data-label="Image"></div>







You will need	Activities
<ul style="list-style-type: none"> <li>• Tweezers, small coloured balls or paper rolled up into balls of different colours or pieces of felt/fabric in different colours</li> <li>• Pictures of wild animals' faces with a hole cut out where the mouth is, stuck onto yoghurt cups or small containers</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must use the tweezers to pick up the small balls and feed the animals. The lion eats meat (something red), the giraffe eats leaves (something green), the elephant also eats leaves, the monkey eats fruit (something orange or yellow or purple).</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: tray or shallow cardboard box, sand, sticks to make fences, blue bottle top lids for water, stones, leaves or small branches to make leaves, plastic wild animals or small pictures of animals stuck onto cardboard</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they made a nursery for orphaned animals.</li> <li>2 Visit the corner at least once to observe and encourage the learners' game.</li> </ol> 

# ★ Isivakatjhi sikaMbabala

## Indatjana

Kwasukasukela KwakunoMbabala ekhabe ahlala endlini encani gade yenziwe ngezinti. UMbabala wayevame ukutjhiya umnyango wendlu yakhe uvuliwe nakakhambako. Ngelinye ilanga uMbabala waya emlanjeni ukuyokusela amanzi, begodu watjhiya umnyango wendlu yakhe uvuliwe njengemhleni. Gade abuyela endlini yakhe ngesikhathi nakalimuka bona umnyango wendlu yakhe uvaliwe. UMbabala begade atshwenyekile, begodu wathi ngephimbo lakhe likaMbabala eliphasi: "Ngubani ongendlinami?" Walinda begodu walalela. Umuntu othileko waphendula ngephimbo elitjhingako: "Ungavuli umnyango namkha ngizakudla!" uMbabala gade athuke khulu.



UMbabala wagijima wayokufuna umngani wakhe uNdlovu. Wafumana uNdlovu ajame ngaphasi komuthi, ajuguja umboko ngandlelana thize. UMbabala wathi: "Ndlovu, ungangisiza na?" UNdlovu waphendula: "Iye, mnganami, umraro yini?" "Kunomuntu othileko endlinami begodu uthi uzongidla," kutjho uMbabala. Ngokunjalo, uNdlovu banoMbabala babuyela emuva endlini. UNdlovu wakhamba ngendlela ebuthaka efana nekaNdlovu. UMbabala wagijima ngendlela yakhe, yokweqa ngokurhaba kwakaMbabala. Ngesikhathi bafika lapho, uNdlovu wathi ngephimbo lakhe likaNdlovu eliphasi: "Ngubani ongendlini kaMbabala?" Iphimbo elitjhingako laphendula: "Ungavuli umnyango namkha ngizokudla!"

"Angifuni ukungena ngaphakathi kwendlwako," kutjho uNdlovu azizwa ethukile. "Maye sithandwa!" kutjho uMbabala. "Ngubani ongangisiza?" UNdlovu banoMbabala bacabanga emva kwalokho bathi: "Asikhambeni siyokubiza umnganethu onesibindi, uBhubezi." Bamfumana uBhubezi, alele phezulu kwelitje elangeni elifuthumeleko. UNdlovu wabiza uBhubezi: "Bhubezi, Bhubezi, ungakwazi ukusisiza na?" UBhubezi wathi: "Iye, mnganami, umraro yini?" UNdlovu wathu: "Kunomuntu ngendlini kaMbabala begodu uthi uzosidla." UBhubezi wabhodla ngephimbo eliphezulu wavuka begodu waya endlini kaMbabala ngendlela yakhe yobubhubezi.



Ngesikhathi afika endlini, wathi ngephimbo eliphezulu, nelisilingekileko: "Ngubani ongendlini kaMbabala?" Godu, iphimbo elitjhingako lathi: "Ungavuli umnyango namkha ngizakudla!" UBhubezi wabhodla begodu wathi: "Khuyini? Udle mina, ingwenyama yeenlwana?" Okuvela ngaphakathi kwendlu lapho kwaba liphimbo elinetjhada eliphasi, ngandlelana thize, begodu netjhada elincani eligigithekako, ngokunjalo.

Ngemva kwalokho umnyango wavuleka kabuthaka, begodu uSirhwerhwe weqayeqa waphuma amomotheka khulu ebusweni bakhe. "Okurarako! Ngimi kwaphela. Ngenze iqhinga ngawe!" kutjho uSirhwerhwe. Iinlwana zahleka begodu uNdlovu wathi: "Ngimi omkhulu kunabo boke, kodwana Bhubezi, wena nguwe onesibindi! Begodu nawe, Sirhwerhwe, wena ungomncani begodu nguwe ohlekisa kunathi soke!" kutjho uMbabala: "Ngiyathokoza isizo lakho, mnganami omuhle."

**Indatjana le iphelela lapha.**

## ★ Bushbuck's visitor

### Story

Once upon a time a bushbuck lived in a little house made of sticks. Bushbuck always left his door open when he went out. One day Bushbuck went to the river to drink some water, and he left his door open as always. He was walking back to his house when he noticed that his door was closed. Bushbuck was worried, and he said in his soft Bushbuck voice: "Who is in my house?" He listened and waited. Somebody answered in a deep voice: "Do not open the door or I will eat you!" Bushbuck was very frightened.



Bushbuck ran to find his friend Elephant. He found Elephant standing under a tree, swinging his trunk like this (swing your arms from side to side). Bushbuck said: "Elephant, can you help me?" Elephant replied: "Yes, my friend, what's the matter?" Bushbuck said: "There's someone in my house and he says he's going to eat me." So, Elephant and Bushbuck went back to the house. Elephant walked in his slow Elephant way. Bushbuck ran in his quick, jumpy Bushbuck way. When they got there, Elephant said in his slow Elephant voice: "Who is in Bushbuck's house?" The deep voice answered: "Do not open the door or I will eat you!"

"I don't want to go inside your house," said Elephant feeling scared. "Oh dear!" said Bushbuck. "Who can help us?" Elephant and Bushbuck thought about it and then said: "Let's go and call our brave friend, Lion." They found Lion, lying on a rock in the warm sun. Elephant called to Lion: "Lion, Lion, can you help us?" Lion said: "Yes, my friend, what's the matter?" Elephant said: "There is somebody in Bushbuck's house and he says he is going to eat us." Lion roared out aloud and then he got up and walked to Bushbuck's house in his proud, lionish way.



When he got to the house, he said in a loud, angry voice: "Who is in Bushbuck's house?" Again, the deep voice said: "Do not open the door or I will eat you!" Lion roared and said: "What? Eat me, the king of the animals?" From inside the house there was a little scuffling noise, like this (make scuffling noise with your feet), and a little giggling noise, like this (make a giggling noise).

Then the door opened slowly and Frog hopped out with a big smile on his face. "Surprise! It's only me. I played a trick on you," said Frog. The animals laughed and Elephant said: "I am the biggest, but Lion, you are the bravest! And you, Frog, you are the smallest and the funniest of us all!" Bushbuck said: "Thank you for your help, my good friends."

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



## Ingoma

Nomzana Mbabala usabani?  
Kunento, kunento lapha ngihlala khona!  
Nomzani Mbabala usabani?  
Kunento, kunento lapha ngihlala khona!

Ine phimbo engingalaziko  
Begodu iyangithusa  
Bagodu linetjhada angili-thandi!

Nomzana Mbabala usabani?  
Kunento, kunento lapha ngihlala khona!  
Nomzana Mbabala usabani?  
Kunento, kunento lapha ngihlala khona.

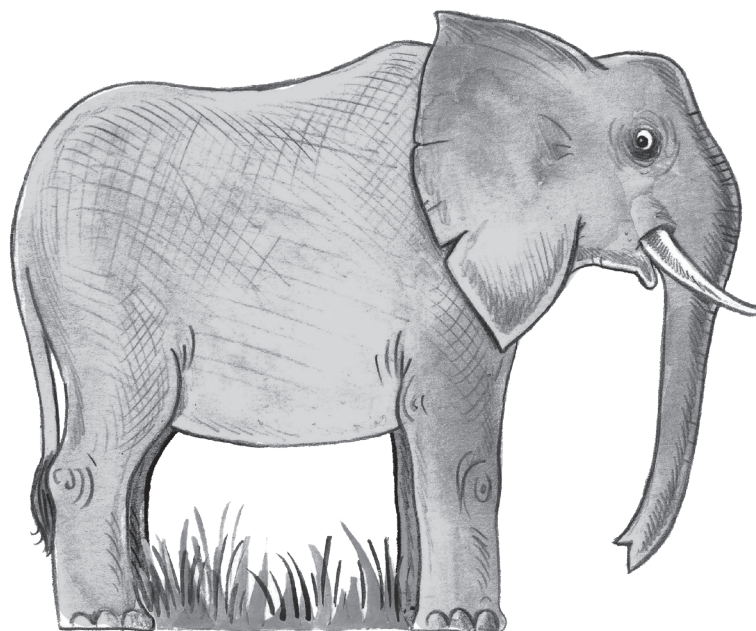
Nomzana Mbabala usasaba na?  
Awa, awa, bekusirhwerhwe.  
Nomzana Mbabala usasaba na?  
Awa, awa, bekusirhwerhwe.

(Vuma nganasi itjhuni "Baba imvu emnyama".)



## Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	imbabala	indlovu	ibhubezi	isirhwerhwe	-nesibindi	-rara
Amagama angezelelweko:	-vula	-vala	iqhinga	-thukileko	-thusileko	-hlekisako
	-gigitheka	-buthaka	umngani	-netjhada	-thulileko	-silingekileko





## Song

If you should meet a bushbuck walking down the street,  
 What would you do? What would you say?  
 I'd say: "Good morning, Bushbuck, how do you do?  
 I'm pleased to meet you, Bushbuck, and may I dance with you?"  
*(Learners dance in pairs.)*

If you should meet an elephant walking down the street,  
 What would you do? What would you say?  
 I'd say: "Good morning, Elephant, how do you do?  
 I'm pleased to meet you, Elephant, and may I dance with you?"  
*(Learners dance in pairs.)*

If you should meet a lion walking down the street,  
 What would you do? What would you say?  
 I'd say: "Good morning, Lion, how do you do?  
 I'm pleased to meet you, Lion, and may I dance with you?"  
*(Learners dance in pairs.)*

If you should meet a friendly frog walking down the street,  
 What would you do? What would you say?  
 I'd say: "Good morning, friendly Frog, how do you do?  
 I'm pleased to meet you, friendly Frog, and may I dance with you?"  
*(Learners dance in pairs.)*

*(Sing to the tune of "If you should meet an elephant" or use your own tune.)*



## Vocabulary from the story

Key-words:	bushbuck	elephant	lion	frog	brave	surprise
Extra words:	open	close	trick	scared	frightened	funny
	giggle	slow	friend	loud	soft (voice)	angry





### Uzokudinga lokhu:

- Indatjana: *Isivakatjhi sikaMbabala*
- Amaphaphethi: Mbabala, Ndlovu, Bhubezi, Sirhwerhwe, indlu yeMbabala
- Amaphrophsi: iimfihlabuso namkha umtletle wetjhila lokubopha isilwana, ibhoksi elikhulu namkha ithebula lendlu yeMbabala
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama



### Ngijuguja imino yami

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

## Iveke yoku-1 Ilanga loku-1

### Imisetjenzana yetlasi loke

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

### Ukucoca indatjana nokwakha illwazi-magama

#### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: Buza bona kukhona obone iinlwana zommango esiqiwini seenlwana namkha ku-TV. Coca ngomehluko phakathi kweenlwana zemakhaya (ifuyosithandwa), zemaplasini kanye nezommango.
- 1.3 Ithi: *"Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni."* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama. Tjengisa abafundi amaphaphethi namkha iinthombe zeenlwana ezifumaneka kibomagazini namkha eencwadini. Coca ngeendlela ezahlukeneko iinlwana ezikhamba ngazo. Bawa abafundi bona bakhambe njengembabala (ngokurhaba, nangokweqa); njengendlovu (ejuguja umboko wayo); begodu nanjengebhubezi ngehloko yalo iphakeme njengeyekosi. (Ungasazisi isirhwerhwe ekuthomeni ngombana abafundi bazokwazi bona kwenzekani endatjaneni!!)

#### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko. Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.2 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuzo imibuzo enganamikhawulo, efana naleyo ethi: *"Ucabanga bona indlovu nembabala zizokubiza ubani bona azisize? Ucabanga bona ngubani ongendlini?"*

#### 3 Ngemva kobana ucoce indatjana

- 3.1 Buza abafundi: *"Kuyini okuthandileko ngendatjana le? Kuyini ongazange ukuthande? Ngiyiphi ingcenywe oyithande khulu? Ngimuphi umbuzo onawo ngendatjana? Ungazizwa njani nakungenzeka bona omunye wabangani bakho bona benze iqhinga ngawe ngendlela isirhwerhwe senza ngayo? Ungasilingeka namkha ucabanga bona unгахleka ngemva kobana uzwe bona begade kuliqhinga?"*

### Ukwethula itjhada elisuselwe endatjaneni

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

### Imisetjenzana yesiqhema esincani

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





### You will need:

- Story: *Bushbuck's visitor*
- Puppets: Bushbuck, Elephant, Lion, Frog, Bushbuck's house
- Props: masks or headbands for each animal, a large box or a table for Bushbuck's house
- Objects or picture cards for some of the words from the vocabulary list



## Week 1 Day 1

### Whole class activities

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Ask if anybody has seen wild animals in a game reserve or on TV. Talk about the difference between domestic (pet), farm and wild animals.
- 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. Show learners the puppets or pictures of the animals from magazines or books. Talk about the different ways animals move. Ask the learners to walk like a bushbuck (quick, jumpy); like an elephant (waving his trunk); and like a lion with his head up like a king. (Don't introduce the frog at the beginning otherwise the learners will know what happens in the story!)

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "Who do you think Elephant and Bushbuck are going to call to help them? Who do you think is inside the house?"

#### 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? How would you feel if one of your friends played a trick on you like Frog did? Would you be angry or do you think you would laugh once you knew it was a trick?"

### 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: "umraro, okurarako. Can you hear the focus sound: umraro, okurarako? Yes, you are right! They all have the sound /r/."
- 2 "Listen carefully, here are some more words with /r/: rarha, reya, irula, iraba, irabi, iraga, iraso, ireyisi, irogo, irosa." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /r/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /r/: "r-r-r". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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

### 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!



#### Uzokudinga lokhu:

- Amaphaphethi wendaba
- Umvumo kanye neenthombe ezimaphrophi wokusekela ingoma



## Iveke yoku-1 Ilanga lesi-2

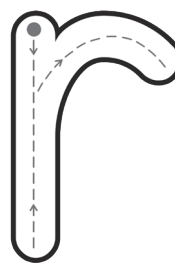
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokuvuma

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

#### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/r/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-/r/.
- 2 Fundisa abafundi umsikinyeko ohlobana netjhada. Isibonelo: Abafundi bangenza sengathi bararha ibholo ngesikhathi bathi: "r-r-rarha".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-r litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhezini, yehla, yenyuka, uphumele ngakwesokudla kancani."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emigodlheni/ emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, khuthaza abafundi kobana basebenzise isigojwana ukutlola iledere ehlabathini.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.

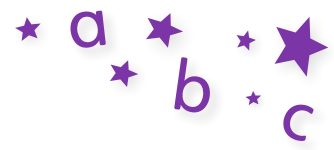


### Imisetjenzana yesiqhema esincani

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







#### You will need:

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



## Week 1 Day 2

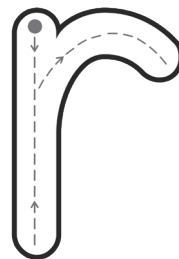
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



### Small group activities

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



#### Uzokudinga lokhu:

- Amaphrophi namaphaphethi aphaathelene nendatjana
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-r: irula, iraba, iraga, iraso, ireyisi, rarha, irogo, irosa



## Iveke yoku-1 Ilanga lesi-3

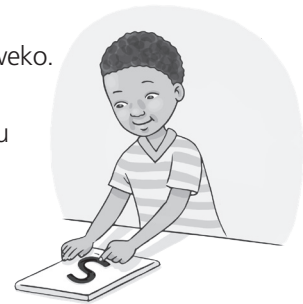
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: Babawe bona batjho okuthileko ebanganini babo ngephimbo elipholileko njengembabala, emva kwalokho ngephimbo eliphakemeko njengesirhwerhwe ngesikhathi sibalekela iinlwana, ngephimbo eliphezulu, nelokusilingeka njengelehubezi.
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena (titjhere) uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze izenzo ekhambelana namagama wakho lokha itlasi loke libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

#### Amabhoksi wamaledere

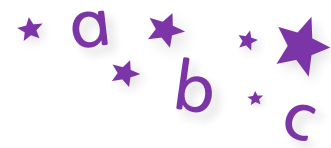
- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento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



### Imisetjenzana yesiqhema esincani

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





#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **r**: irula, iraba, iraga, iraso, ireyisi, rarha, irogo, irosa



## Week 1 Day 3

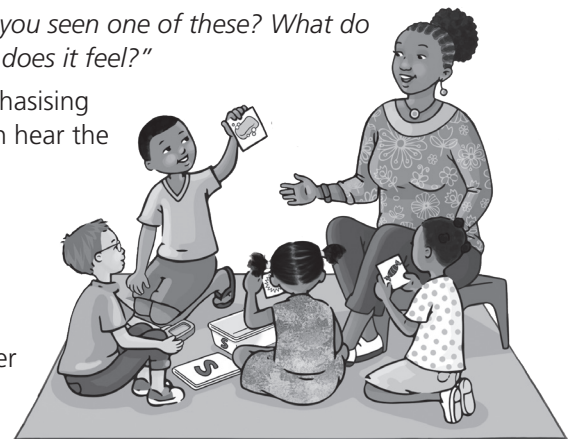
### Whole class activities

#### 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 say something to their friend in a **soft** voice like bushbuck, then in a **deep** voice like the frog when he was tricking the animals, then in a **loud, angry** voice like a lion.
- 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 r."* Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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



### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako

### UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

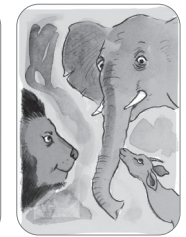
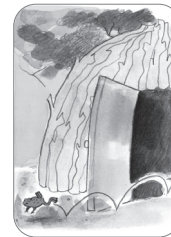
- "Ngubani okwazi ukumbona?" (abalingisi)
- "Wenzani?" (isenzo begodu nesehlakalo)
- "Kuyini okhunye okubonako?" (nawuqalako godu)
- "Ikuphi i...?" (ngokutjho ababizo weendawo/ iinkhundla)
- "Kubayini ucabanga bona...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)

## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loke

#### Ukulandelanisa iinthombe

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



#### Ukulalelela itjhada elinqotjhiweko

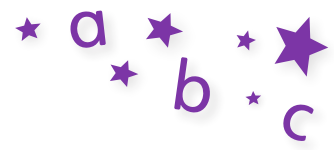
- 1 Hlathululela abafundi ngokobana uzokuvuma ingoma begodu kumele balalele ngetjhejo amatjhada wokuphetha emagameni (itjhuni: "uMary bekanelamjana elincani").
  - ★ Utitjhere: "Ngiliphi ilungu eliphetha lamagama, eliphetha lamagama, aphetha lamagama? Ngiliphi ilungu eliphetha lamagama: ibadi, inalidi, begodu nesaladi."
  - ★ (Utitjhere utjengisa abafundi ukuphendula.)
  - ★ Utitjhere: "u-**di**/ lilingu eliphetha lamagama, eliphetha lamagama, eliphetha lamagama! u-**di**/ lilingu eliphetha lamagama: ibadi, inalidi, begodu nesaladi."
- 2 Sebenzisa lamagama kilomsebenzini:
  - ★ /si/: ikosi, uzungulekosi, unesi, umelusi, ireyisi, i-eretjisi, i-ambulesi
  - ★ /ni/: ipani, ipeni, umbani, uviyaviyani, iboni, ikolobejani, i-ayini, i-enjini
  - ★ /li/: ivili, ivikili, ibilili, imali, abazali, ijeli
  - ★ /la/: irula, ilebhula, igorila, ipala, ipalapala, ufezela, isela, itafula
  - ★ /ri/: ilori, ileri, ikari, isipikiri, umomori
  - ★ /ba/: iraba, isiba, ubaba
  - ★ /lo/: irolo, umlilo, ipumulo, isiselo, isitulo, ivolo



### Imisetjenzana yesiqhema esincani

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





### You will need:

- Big sequence pictures

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

- 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:



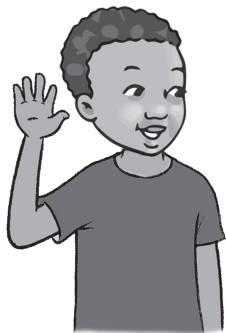
These are useful questions to ask about each picture:

- "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 sing a song and they must listen carefully to the end syllable in the words (tune: "Mary had a little lamb").
  - ★ Teacher: "What's the syllable that ends these words, ends these words, ends these words? What's the syllable that ends these words: ibadi, inalidi, begodu nesaladi." (Teacher signals for learners to respond.)
  - ★ Learners say the syllable that ends the word, for example: /di/. (Teacher gives thumbs-up sign.)
  - ★ Teacher: "/di/ is the syllable that ends these words, ends these words, ends these words! I'di/ is the syllable that ends these words: ibadi, inalidi, begodu nesaladi."
- 2 Use these words for this activity:
  - ★ /si/: ikosi, uzungulekosi, unesi, umelusi, ireyisi, i-eretjisi, i-ambulesi
  - ★ /ni/: ipani, ipeni, umbani, uviyaviyani, iboni, ikolobejani, i-ayini, i-enjini
  - ★ /li/: ivili, ivikili, ibilili, imali, abazali, ijeli
  - ★ /la/: irula, ilebhula, igorila, ipala, ipalapala, ufezela, isela, itafula
  - ★ /ri/: ilori, ileri, ikari, isipikiri, umomori
  - ★ /ba/: iraba, isiba, ubaba
  - ★ /lo/: irolo, umlilo, ipumulo, isiselo, isitulo, ivolo



#### Small group activities

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



#### Uzokudinga lokhu:

- Amaphaphethi wendaba
- Iphepha lefliptjhadi, nesitshwayi sebhodo emhlophe
- Isikhwama esincani esineenthombe nofana izinto zemandana ezinamagama amumethe amalunga amanengi akhambelana nendatjana

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loko

#### Yenza, gwala bewutlole

- 1 Ithi ebafundini: *"Namhlanjisi siyokutlola indatjana yethu ngesilwana esisodwa esisendatjaneni. Asikhethezi bona ngisiphi isilwana esingatlola ngaso."* Tjengisa abafundi iinthombe zeenlwana ezivela endatjaneni. Nasele ukhethile bona ngisiphi isilwana ofuna ukutlola ngaso, beka isithombe sesilwana phakathi kwephepha.
- 2 Sebenzisa imibuzo elandelako ukuhlala ikambiso yokutlolwa kwendatjana:
  - ★ Bawa abafundi bona bacabange ngebizo lesilwana begodu utlole ibizo laso.
  - ★ Bawa abafundi ngemibono ngendawo lapha isilwana esihlala khona. Hlathulula indawo le ngomutjho begodu uyitlole phasi.
  - ★ Cocisanani ngalokho isilwana esithanda ukukudla. Nasele ngivumelene, tlola lokho phasi.
  - ★ Bawa abafundi bona banikele ngemibono ephathelene nalokho iinlwana ezakwenzako ngelinye ilanga. Khetha owodwa umbono uwutlole phasi.
  - ★ Coca ngalokho okwenzekileko ngokuzako; tlola amagama wabafundi.
  - ★ Coca ngendlela abacabanga bona indatjana iphele ngayo; tlola umutjho lo phasi.
- 3 Kwanjisi fundela abafundi indatjana le ngokusebenzisa amabhoksana bona akusize. Nangabe isikhathi sikhona, ungabawa abanye babafundi bona utjengise indatjana. Namathisela iphepha letjhadiphendu elinendatjana phezulu kweboda.

### Ukwakha nokuphula (amalunga)

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



### Imisetjenzana yesiqhema esincani

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





#### You will need:

- Puppets from the story
- Flipchart paper, whiteboard marker
- A small bag with pictures or objects of wild animals that are multisyllabic words relating to the story

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Say to learners: *“Today we are going to write our own story about one of the animals in the story. Let’s choose which animal to write about.”* Show learners the pictures of the animals from the story. Once you have chosen which animal to write about, place the picture of the animal in the middle of the paper.
- 2 Use the following questions to guide the story writing process:
  - ★ Ask learners to think of a name for the animal and write down its name.
  - ★ Ask learners for ideas about where the animal lives. Describe this place in a sentence and write it down.
  - ★ Discuss what the animal likes to eat. Once you have agreed, write this down.
  - ★ Ask learners for ideas about something the animal did one day. Choose one of the ideas to write down.
  - ★ Talk about what happened next; write the learners’ words.
  - ★ Discuss how they think the story ended; write this sentence.
- 3 Now read the story to the learners using the boxes to help you. If there is time, you can ask some of the learners to illustrate the story. Stick the flipchart paper with the story on the wall.

### Blending and segmenting (syllables)

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





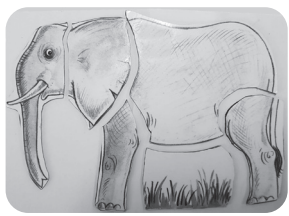

### Small group activities

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





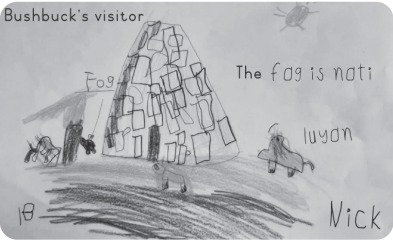

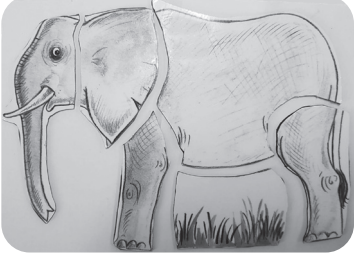

# Imisetjenzana yesiqhema esincani yeveke yoku-1

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul>   <p><i>Kilesisikhathi somnyaka, abafundi kungenzeka babe nokuzithemba okudluleleko kokulinga ukuzitolela ngokwabo. Ungatshwenyeki nangabe abanye babafundi batlola imijeje yamaledere anganankhala hlangana.</i></p>	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>2 Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>3 Buza abafundi bonyana ngiyiphi ingceny yendatjana abayithande khulu. Nikela iimphakamiso.</li> <li>4 Khuthaza abafundi bonyana bagwale ingceny yendatjana abayithandileko.</li> <li>5 Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>6 Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>7 Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amabizo kabuthaka lokha wena nawuwatlolako. Bacabangele ngokunabileko lokha nawutlola imitjho yabo.</li> <li>8 Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>9 Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.</li> </ol>
<ul style="list-style-type: none"> <li>• Amaphazili wamaphaphethi</li> <li>• Amaphaphethi wendatjana</li> <li>• Iphepha le-A4</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi ngokobana kumele kokuthoma bahlukanise ngemihlobo iinquntu ngombala wesinye nesinye isilwana, begodu emva kwalokho beka iinquntu ndawonye ukwenza isilwana esivela endatjaneni. Batjengise iingceny ezinye zomzimba weenlwana (umzimba, imilenze, iindlebe) begodu uhlathulule bona kumele baqale ephaphedine ukutjheja lapha izitho zomzimba zingena ndawonye khona.</li> <li>2 Nasele baqedile iinrarejo zeenlwana, kumele bakhethe isilwana esisodwa okumele basidwebe.</li> </ol> 
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, Iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> 	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakathjela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>





## Small group activities for Week 1

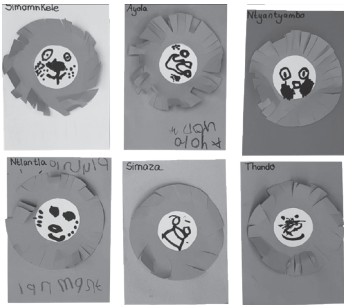
You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>   <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>3 Ask learners what part of the story they liked best. Give some suggestions.</li> <li>4 Encourage learners to draw their favourite part of the story.</li> <li>5 Make a comment or ask each learner to tell you about their drawing.</li> <li>6 Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence.</li> <li>8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Puppet puzzles</b></li> <li>• Story puppets</li> <li>• A4 paper</li> <li>• Jumbo wax crayons</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must first sort the pieces by the colour of each animal, and then put the pieces together to make each animal from the story. Show them some of the body parts of the animals (trunk, legs, ears) and explain that they must look at the puppet to see where the body parts fit together.</li> <li>2 Once they have completed the animal puzzles, they can choose one animal to draw.</li> </ol> 
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>





### Uzokudinga lokhu

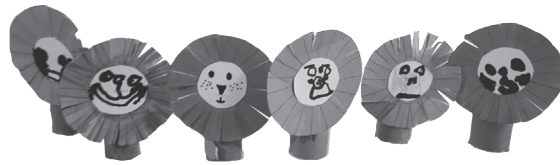
- Iphaphede yebhubezi namkha isithombe sebhubezi eliduna elinoboya obude entanyeni
- Komunye nomunye umfundi: isiquntu sephepha le-A5, iphepha elinombala olilamune namkha onzotho begodu nosarulana ukudweba begodu nokusika iindulungu, iinkere amakhrayoni anzima namkha amakhokhi, nanyana amaphepha wokuzithuma namkha isiquntu sephepha le-A5, sejamo eliyindulungu lokugadangisa mazombe



### Imisetjenzana

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

- 1 Tjengisa abafundi ibhubezi lephaphede namkha isithombe sebhubezi begodu buza nangabe kukhona oyedwa owaziko bona uboya obufumaneka ebusweni bebhubezi bubizwani (elinoboya obude obusebusweni).
- 2 Hlathululela abafundi ukobana bayokwenza ubuso bebhubezi ngokusebenzisa iindulungu zephepha.
- 3 Kumele bathome ngokusika iindulungu ezimbili. Emva kwalokho bangadangisa ethinini mazombe ukwenza indulungu ekudlwana, begodu ugadangisa ngephepha lokuzithuma mazombe ukwenza indulungu encani. Kumele banamathisele indulungu encani phakathi kwendulungu ekulu begodu udwebe ipumulo, umlomo, amehlo kanye neboya obusemlonyeni webhubezi. Emva kwalokho bangasika ngokuya komphetho wendulungu ekudlwana ukwenza uboya obude. Nasele baqedile, banganamathisele ibhubezi ekhasini elinganalitho namkha ungabasiza bona bayistepulele phezulu kwephepha lokuzithuma.

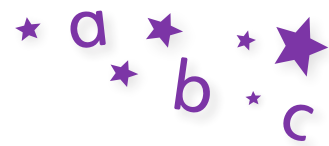


- Amaphropshi: iintetji, imisamelo, umgodla wokulala, isingamlilo womongo neenkuni begodu nephepha elinombala osalamune, osarulana begodu nobovu lokwenza umlilo, iinthombe zemithlala eyahlukahlukeneko yeenlwana ukwenza umthlala ozombeleze itende, incwadi yokutlola amanothi begodu nepensela yokutlola amagama wamatjhada weenlwana abawezwa ngesikhathi nabasekampeni

#### Umsetjenzana wesi-5: Lingisa ukudlala

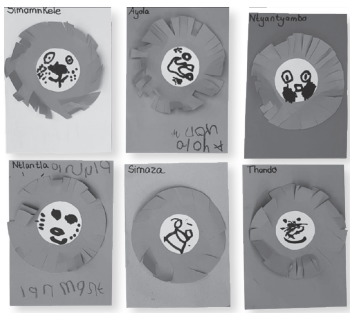
- 1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako.
- 2 Bahlathululele bona uyokwenza kwanga uya ekampeni yesikhathi sebusuku esiqiwini seenyamazana. Kumele benze amatende basebenzise iintulo neengubo. Abanye abafundi bangenza kwanga baziinlwana ezahlukahlukeneko ezenza itjhada ekampeni mazombe, isibonelo, ibhubezi elibhodlako begodu nezikhukhutha endaweni, indlovu edla amakari. Vakajtjhela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi. Isibonelo:





### You will need

- The lion puppet or a picture of a male lion with a mane
- For each learner: an A5 piece of paper, orange or brown and yellow paper to draw and cut out circles, scissors, black crayons or kokis, either a toilet roll or an A5 piece of paper, circular shapes to trace around



### Activities

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

- 1 Show learners the lion puppet or a picture of a lion and ask if anyone knows what the fur around a lion's face is called (a mane).
- 2 Explain to the learners that they are going to make a lion's face using the circles of paper.
- 3 They must start by cutting out two circles. They can trace around a tin for a bigger circle, and trace around a toilet roll for a smaller circle. They must stick the smaller circle in the middle of the bigger circle and draw the lion's nose, mouth, eyes and whiskers. Then they can cut around the edge of the bigger circle to make a mane. When they have finished, they can stick the lion on their blank page or you can help them staple it onto a toilet roll.



- Props: torches, pillows, sleeping bags, a pretend campfire with logs and coloured paper in orange, yellow and red to make a fire, pictures of different animal footprints to make tracks around the tent, a blanket or fabric to make a tent, a notebook and pencil to write down the names of the animal noises they hear while they are camping

#### Activity 5: Pretend play

- 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 go on a night time camp in a game reserve. They must make tents using chairs and blankets. Some learners can pretend to be different animals making noises around the camp, for example, a lion roaring and creeping around, an elephant eating leaves. Visit the corner at least once to observe and encourage the learners' pretend play.





#### Uzokudinga lokhu:

- Umgadangiso **Onzima nomhlophe weenthombe ezelamanako** zomunye nomunye umfundi
- Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho, isikero, inovu

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loke

#### Okunye ngokulandelanisa iinthombe



- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphephe isithombe esisodwa seenthombe ezilamanako ezimbalabala (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoke njengesiqhema, bawa abafundi abaphephe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: *"Ngubani okhumbulako bonyana kwenzekeni okulandelako?"*
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni wabo.
- 5 Bawa abafundi bakere iinthombe enzima nokumhlophe, bazihlele ngokuyangokulandelana kwazo bese bazinamathisele ephepheni elinganalitho ngenovu. Khamba mazombe ngeklasini bese usize lapha kudingeka khona. Lomsetjenzana ulisizo ukuhlola ikghono labafundi lokulandelanisa isakhiwo sendajana ngerhelo elilungileko.
- 6 Nasele abafundi baphephe ululandelanisa iinthombe ngerhelo, nikela omunye nomunye umfundi incwajana. Nange kusese nesikhathi, abafundi "bangafunda" iincwajana zabo ezincani bafundela abalingani babo abangetlasini.
- 7 Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeni yabo.



#### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *"isivakatjhi, wayevame, uvuliwe, uvaliwe, ungavuli, uyavuka. Uyalizwa itjhada elinqotjhiweko: isivakatjhi, wayevame, uvuliwe, uvaliwe, ungavuli, uyavuka? lye, uwanembile woke anetjhada u-iv/."*
- 2 *"Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-iv/: vikela, vuna, vuthiwe, vuthela, iviyaviyani, iliva, ivikili, isiviko, ivili, ivolo."* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-iv/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-iv/: **"v-v-v"**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

#### Imisetjenzana yesiqhema esincani

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





#### You will need:

- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

## 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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *"isivakatjhi, wayevame, uvuliwe, uvaliwe, ungavuli, uyavuka. Can you hear the focus sound: isivakatjhi, wayevame, uvuliwe, uvaliwe, ungavuli, uyavuka? Yes, you are right! The focus sound is /v/.*
- 2 *"Listen carefully, here are some more words with /v/: vikela, vuna, vuthiwe, vuthela, iviyaviyani, iliva, ivikili, isiviko, ivili, ivolo."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /v/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /v/: **"v-v-v"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



#### Uzokudinga lokhu:

- INcwadi eKulu: *Isivakatjhi sikaMbabala*
- Amanzi ngeemumathini begodu neenkwasizepende zomunye nomunye limfundi

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loke

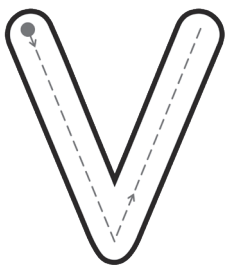
#### Ukufunda ngokwabelana – INcwadi eKulu

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



### Ukubumba iledere

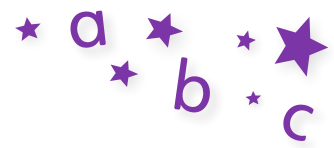
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-**v**/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u-**v**/.
- 2 Fundisa abafundi izenzo ezihlobana netjhada. Isibonelo: Abafundi bangalala phezulu bahlezi eenhlalweni ngesikhathi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



### Imisetjenzana yesiqhema esincani

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





### You will need:

- Big Book: *Bushbuck's visitor*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

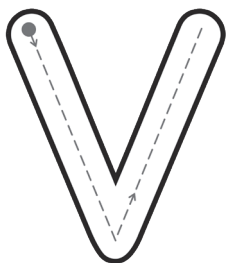
### Whole class activities

#### Shared reading – Big Book

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



### Forming the letter



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

### Small group activities

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



#### Uzokudinga lokhu:

- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**v**: iviyaviyani, iveni, ivayolini, iviniga, iveste, ivikili, ivili, ivolo



## Iveke yesi-2 Ilanga lesi-3

### Imisetjenzana yetlasi loke

#### Ukufunda ukulalela

- Thoma umsebenzi wokulalela wanamhlanje ngokuthi: *“Ngifuna uvale amehlo wakho, bese ngizokutjho itjhada. Ngifuna ulalelise kuhle bese uphakamisa isandla sakho nangabe ungakwazi ukungitjela bona litjhada liphu.”*
- Yenza amatjhada afana nokokoda etafuleni, ukuwahla izandla, ukubetha isimbi encani, ukungwaqamuthwa imino yakho, ukudlala inodo kusililiswa somvumo. Lokha nasele uqedile ukwenza amatjhada begodu abafundi barhonile ukuwafanisa, landelanisa amatjhada amahlanu. Phinda ukuwalandelanisa, kodwana utjhiye itjhada linye – abafundi kufuze bakhombe itjhada olitjhiyileko.
- Ithi ebafundini: *“Njenganje nasele sizijayeze ukulalela ngetjhejo, ngizokutjho amanye amagama bese wena utjho bona ngiliphi elingakhambelani nawo. Lalelisa kuhle amagama woke ngaphambi kobana uzame ukuwaqagela. Beka isandla sakho ehloko nangabe ucabanga bona uyayazi ipendulo.”*
  - ★ imbabala, isirharhwa, itjhokoleli, ibhubuzi (itjhokoleli akusiso isilwane)
  - ★ ihloko, incwadi, amahlombe, amadolo (incwadi akusiso isitho somzimba)
  - ★ ihloko, ibhaji, iinyathelo, itjhukela (itjhukela akusiso isembatho)
  - ★ itjhaga, inyosi, umkhomo, idolifina (inyosi akusiso isilwana semanzini)
  - ★ ikherothi, izambana, isitulo, ikhaitjhi (isitulo akusiso umrorho)

#### Amabhoksi wamaledere

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



### Imisetjenzana yesiqhema esincani

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







### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **v**: iviyaviyani, iveni, ivayolini, iviniga, iveste, ivikili, ivili, ivolo



## Week 2 Day 3

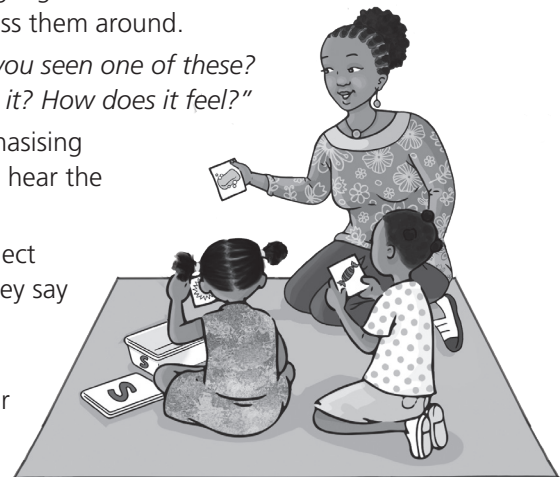
### Whole class activities

#### Learning to listen

- 1 Begin today's listening activity by saying: "I want you to close your eyes, then I am going to make a sound. I want you to listen carefully and put up your hand if you can tell me what sound it is."
- 2 Make sounds such as knocking on the table, clapping your hands, ringing a small bell, clicking your fingers, playing a note on a musical instrument. Once you have made the sounds and learners have identified them, make a sequence of five sounds. Then repeat the sequence, but leave one sound out – learners must identify the missing sound.
- 3 Say to learners: "Now that we have practised listening carefully, I am going to say some words and you must tell me which one is the odd one out. Listen carefully to all the words before you try and guess. Put your hand on your head if you think you know the answer."
  - ★ bushbuck, frog, chocolate, lion (chocolate is not an animal)
  - ★ heads, books, shoulders, knees (a book is not a body part)
  - ★ dress, jacket, shoes, sugar (sugar is not an item of clothing)
  - ★ shark, bee, whale, dolphin (a bee is not a sea animal)
  - ★ carrot, potato, chair, cabbage (a chair is not a vegetable)

#### Letter boxes

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



### Small group activities

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





### Uzokudinga lokhu:

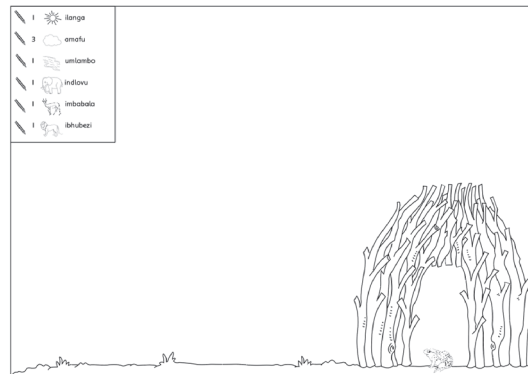
- Ikhophi lephepha  
**Lomsebenzi wokufunda bese uyenza**
- Amakhrayoni wewaksi amakhulu

## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loke

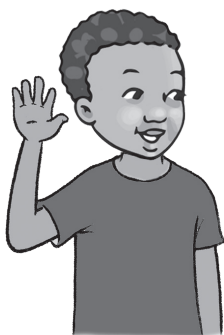
#### Ukufunda begodu wenze

- 1 Omunye nomunye umfundi utlhoga ikhasi lakhe lomsebenzi. Tjela abafundi bona baqale erhelweni elisekhasini lomsebenzi begodu bakhuluma ngokobana babone (iinomboro, iinthombe namagama).
- 2 Khumbuza abafundi bona bazokufunda umuda ngamunye bese benze lokhu umuda okutjhoko.
- 3 Balekela ukufunda irhelo nabafundi, kodwana bahuthaze ukufunda loke irhelo ngaphambili kokudweba.
- 4 Khamba mazombe njengobana abafundi basebenza bese ubanikela isekelo lapha kufanele khona.
- 5 Khumbuza abafundi ukubuyekeza irhelo godu nasele baqedile "ukufunda" bokudweba, bese babeka itshwayo komunye nomunye umuda nasele bawuqedile loyo msetjenzana.



### Ukulalelela itjhada elinqotjhiweko

- 1 Hlathululela abafundi ngokobana uzokuvuma ingoma begodu kumele balalele ngetjhejo amatjhada wokuphetha emagameni (itjhuni: "uMary bekanelamjana elincani").
  - ★ Utitjhere: "Ngiliphi lilingu eliphetha lamagama, eliphetha lamagama, aphetha lamagama? Ngiliphi lilingu eliphetha lamagama: ibadi, invalidi, begodu nesaladi." (Utitjhere utjengisa abafundi ukuphendula.)
  - ★ Abafundi batjho itjhada eliphetha igama, isibonelo: "/di/. (Utitjhere nikela itshwayo lokwamukela.)
  - ★ Utitjhere: "u-/di/ lilungu eliphetha la lamagama, eliphetha lamagama, eliphetha lamagama! U-/di/ litjhada eliphetha lamagama: ibadi, invalidi, begodu nesaladi."
- 2 Sebenzisa lamagama kilomsebenzini:
  - ★ /si/: ikosi, uzungulekosi, unesi, umelusi, ireyisi, i-eretjisi, i-ambulesi
  - ★ /ni/: ipani, ipeni, umbani, uviyaviyani, iboni, ikolobejani, i-ayini, i-enjini
  - ★ /li/: ivili, ivikili, ibilili, imali, abazali, ijeli
  - ★ /la/: irula, ilebhula, igorila, ipala, ipalapala, ufezela, isela, itafula
  - ★ /ri/: ilori, ileri, ikari, isipikiri, umomori
  - ★ /ba/: iraba, isiba, ubaba
  - ★ /lo/: irolo, umlilo, ipumulo, isiselo, isitulo, ivolo



### Imisetjenzana yesiqhema esincani

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





### You will need:

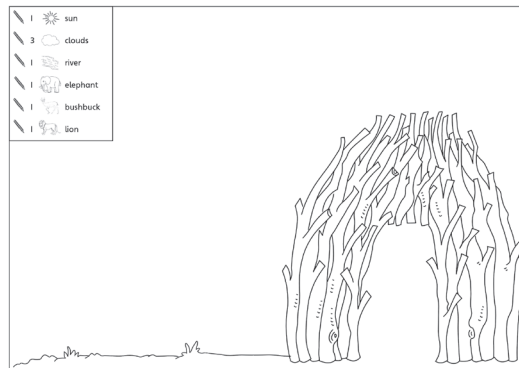
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

## Week 2 Day 4

### Whole class activities

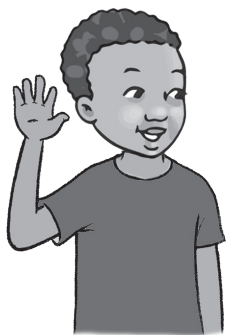
#### Read and do

- 1 Each learner needs their own activity page. Tell them to look at the list on the page and to talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each line and then do what it says.
- 3 Try to avoid reading the list with learners, but encourage them to read through the whole list before starting to draw.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the list again after they have finished “reading” and drawing, and to put a tick next to each line when they have done that task.



### Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (*tune: “Mary had a little lamb”*).
  - ★ Teacher: “*What’s the syllable that ends these words, ends these words, ends these words? What’s the syllable that ends these words: ibadi, inalidi, begodu nesaladi.*” (Teacher signals for learners to respond.)
  - ★ Learners say the syllable that ends the word, for example: /di/. (Teacher gives thumbs-up sign.)
  - ★ Teacher: “*/di/ is the syllable that ends these words, ends these words, ends these words! /di/ is the syllable that ends these words: ibadi, inalidi, begodu nesaladi.*”
- 2 Use these words for this activity:
  - ★ /si/: ikosi, uzungulekosi, unesi, umelusi, ireyisi, i-eretjisi, i-ambulesi
  - ★ /ni/: ipani, ipeni, umbani, uviyaviyani, iboni, ikolobejani, i-ayini, i-enjini
  - ★ /li/: ivili, ivikili, ibilili, imali, abazali, ijeli
  - ★ /la/: irula, ilebhula, igorila, ipala, ipalapala, ufezela, isela, itafula
  - ★ /ri/: ilori, ileri, ikari, isipikiri, umomori
  - ★ /ba/: iraba, isiba, ubaba
  - ★ /lo/: irolo, umlilo, ipumulo, isiselo, isitulo, ivolo



### Small group activities

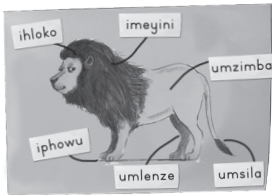
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





#### Uzokudinga lokhu:

- Iphaphede yebhubezi, iphepha eligebekako, iincezu zamaphepha/amakarada wamagama, isimeregi sebhodo emnyama nokumhlophe
- Isikhwama esincani esineentombe nofana izinto zemandana ezinamagama amumethe amalunga amanengi akhambelana nendatjana



## Iveke yesi-2 Ilanga lesi-5

### Umsebenzi weklasi yonke

#### Yenza, gwala bewutlole

- 1 Beka iphaphede yebhubezi nofana isithombe sebhubezi phakathi naphakathi kwephepha elikhulu.
- 2 Bawa abafundi bona babelane ngamaphuzu aqakathekile abawaziko ngamabhubezi. Ungenza ikulumiswano ibe mnandi ngokubuza bona amabhubezi ahlala kuphi (ehlathini e Afrika) nokobana adlani (idube, impala, nezinye iinlwana). Thula amagama amatjha afana isidlanyama, isiqhema samabhubezi, isilwana esimunyisako, umntwana webhubezi njalo njalo). Ungabakhombisa godu bona ibhubezi eliduna nelisikazi ahluke njani begodu elisikazi libizwani.
- 3 Buza abafundi bona bangazitjho izitho zomzimba zebhubezi. Khetha abafundi ngamunye bona bakhombe isitho somzimba ekungiso sebhubezi (ihloko, imeyini, umzimba, umsila, inyawo, izipho).
- 4 Tjela abafundi bona ungathabela bona bakurhelebhe ekutloleni isitho somzimba esinye nesinye sebhubezi. Thoma ngokukhomba umsila bese udwebe umuda othoma emsileni. Njenganje ithi ebafundini: *“Ngubani ongangisiza ukuthoma ukutlola ibizo “umsila”? Iye, lithoma ngetjhada u-Is/ lena yindlela esitlola ngayo u-s.”* Ragela phambili ulole ibizo loko “umsila” ngaphandle kokubuza abafundi iledere ngeledere.
- 5 Ragela phambili ngoku lebula ihloko, imeyini, umzimba, imilenze, izipho yebhubezi. Lokha nawubhala igama ngalinye, bawa abafundi ukubona bakurhelebhe bona ulalele itjhada lokuthoma bese utlola iledere elikhambelana nalo. Ukhumbule ukutlola ngama ledere amancani, ingasi amagabhadlhela. Ungenzi woke amatjhada njengobana amanye anzima. Dzimelela khulu etjhadeleni lokuthoma leledere.
- 6 Namathisela isithombe esinamalebula ebodeni bese uqala bona abafundi bathoma njani ukufunda ilebula.

### Ukwakha nokuphula (amalunga)

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



### Imisetjenzana yesiqhema esincani

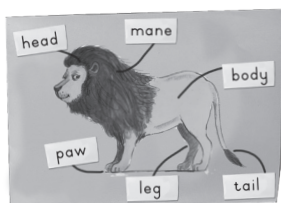
Khumbuza abafundi ngemisetjenzana yesiqhema esincani, imithetho yomunye nomunye umsetjenzana begodu nekambiso yokubuyisela izinto.





### You will need:

- Lion puppet, flipchart paper, scraps of paper/ card for labels, black whiteboard marker
- A small bag with pictures or objects of wild animals that are multisyllabic words relating to the story



## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Put the lion puppet or a picture of a lion in the middle of the large page.
- 2 Ask learners to share any interesting facts they know about lions. You can stimulate discussion by asking where lions live (in the bush in Africa) and what they eat (zebra, impala and other animals). Introduce new words like a pride of lions, mammal, cub, and so on. You can also show them that a male and female lion look different and the female lion is called a lioness.
- 3 Ask learners if they can name the parts of the lion's body. Choose individual learners to come up and point to the correct part of the body (head, mane, body, tail, leg, paw).
- 4 Say to the learners that you would like their help labelling the picture of the lion. Begin by pointing to the tail and drawing a line from the tail to the right-hand side of the picture. Pick up a piece of card and stick it with Prestik on the piece of paper, next to the line you drew from the tail. Now say to the learners: *"Who can help me start writing the word 'umsila'?* Yes, it has the focus sound **/m/** and this is the way we write a **m**." Continue writing the rest of the word "umsila" without asking learners to sound out each letter.
- 5 Continue labelling the lion's head, mane, body, leg and paw. Each time you write a word, ask learners to help you listen for the beginning sound and write the corresponding letter. Remember to write in lower case. Don't sound out the whole word as many of these words are difficult to sound out fully. Just focus on the beginning sound and letter.
- 6 Stick up the labelled picture on the wall and watch how learners begin reading the labels.

### Blending and segmenting (syllables)

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











## Imisetjenzasa yesiqhema esincani yeveke yesi-2

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul> 	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>1 Nikela umfundi ngamunye iphepha eligobekile le A4 elisikeke umnyango phakathi naphakathi ngaphambili lapho lingavuleka khona.</li> <li>2 Hlathululela abafundi bona kokuthoma kufuze bakghabise indlu kaMbabala ukusuka ngaphandle bese kufuze badwebe isilwane ngaphakathi kwendlu leyo. Bagququzele bona benze ibhamuza yekulumo bese "batlola" lokho ekutjiwo silwane. Babuze bona bangathabela bona wena ubatlolele.</li> <li>3 Yenza incwadi yetlasi loke ngokusebenzisa amaphepha ahlukene. Abafundi bangafunda incwadi leyo ngesikhathi sokufunda ngokuzijamela. Abafundi bazothabela ukufunda ngokwabo nokufunda indatjana zabanye abafundi.</li> </ol>
<ul style="list-style-type: none"> <li>• Amaphazili wamaphaphethi</li> <li>• Amaphaphethi wendatjana</li> <li>• Iphepha le-A4</li> <li>• Amakhrayoni wewaksi amakhulu</li> </ul> 	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi ngokobana kumele kokuthoma bahlukanise ngemihlobo iinquntu ngombala wesinye nesinye isilwana, begodu emva kwalokho beka iinquntu ndawonye ukwenza isilwana esivela endatjaneni. Batjengise iingcenyane ezinye zomzimba weenlwana (umzimba, imilenze, iindlebe) begodu uhlathulule bona kumele baqale ephaphedeni ukutjheja lapha izitho zomzimba zingena ndawonye khona.</li> <li>2 Nasele baqedile iinrarejo zeenlwana, kumele bakhethe isilwana esisodwa okumele basidwebe.</li> </ol>
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> 	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema use ekhoni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakathjela ekhoni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>
<ul style="list-style-type: none"> <li>• Iphepha le A5 emfundini ngamunye, ipende e-orentji nobutjheli, amaforogo enziwe ngetjharatjhara, isimeregi esinzima nokumhlophe sebhodi nofana ikoki</li> </ul> 	<p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi bona bazopenda ubuso bebhubezi bese basebenzise iforogo eyenzwe ngetjharatjhara ukwenza imeyini yebhubezi. Kufuze bathome ngokobana bapende indulungu ngobutjheli, bese bafake ipende e-orentji magega nendlungu. Bangasebenzisa iforogo ukusabalalisa ipende nokwenza imeyini yebhubezi. Abafundi labo abaqeda masinya bangaragela phambili bafake umzimba webhubezi.</li> </ol> 
<ul style="list-style-type: none"> <li>• Amaphrophi: iintetjhi, imisamelo, umgodla wokulala, isingamlilo womongo neenkuni begodu nephepha elinombala osalamune, osarulana begodu nobovu lokwenza umlilo, iinthombe zemithala eyahlukahlukeneko yeenlwana ukwenza umthala ozombezele itende, incwadi yokutlola amanothi begodu nepensela yokutlola amagama wamatjhada weenlwana abawezwa ngesikhathi nabasekampeni</li> </ul>	<p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Khumbuza abafundi ngamaphrophi ekhoni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 ngesikhathi bazenzisa inga bakhamba baya ekampeni ebusuku esiqiveni seenlwane.</li> <li>2 Vakathjela ikhona okungaseni kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.</li> </ol> 



## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Give each learner an A4 page folded in half with a door cut in the middle of the front that can be opened.</li> <li>2 Explain to them that they must first decorate Bushbuck's hut from the outside and then they must draw an animal inside the hut. Encourage them to make a speech bubble and "write" what the animal is saying. Ask them if they would like you to write for them.</li> <li>3 Make a class book using all the different pages. Learners can read through the book during Independent reading time. Learners will enjoy reading their own and other learners' stories.</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Puppet puzzles</b></li> <li>• Story puppets</li> <li>• A4 paper</li> <li>• Jumbo wax crayons</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must first sort the pieces by colour, and then put the pieces together to make each animal from the story. Show them some of the body parts of the animals (trunk, legs, ears) and explain that they must look at the puppet to see where the body parts fit together.</li> <li>2 Once they have completed the animal puzzles, they can choose one animal to draw.</li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>
<ul style="list-style-type: none"> <li>• An A5 page for each learner, orange and yellow paint, plastic forks, a black whiteboard marker or koki</li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they are going to paint a lion's face and use a plastic fork to make the lion's mane. They must begin by painting a yellow circle, and then putting some orange paint around the circle. They can use a fork to spread the paint and to make a mane for the lion. Learners who finish quickly could add the body of the lion.</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: torches, pillows, sleeping bags, a pretend campfire with logs and coloured paper, pictures of different animal footprints to make tracks around the tent, a blanket or fabric to make a tent, a notebook and pencil to write down the names of the animal noises they hear while they are camping</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be going on a night time camp in a game reserve.</li> <li>2 Visit the corner at least once to observe and encourage the learners' game.</li> </ol> 



# ★ Indaba kaZanele

## Indatjana

Indatjana yethu namhlanjesi iphathelene noZanele Situ othanda ukudlala imidlalo yenarha yekhabo iSewula Afrika. UZanele ukhamba yoke indawo begodu udlala imidlalo ngesitulo sokukhamba buhlala ngebanga lokobana akasakwazi ukukhamba. Lalela uZanele nakhuluma indaba yakhe.

Akwande, ibizo lami nginguZanele. Ngabelethelwa edorojaneni elincani elibizwa ngeRhorobasdali. Ngabelethwa ngimntanzanyana omncani ohlala athabile, kodwana kuthe nasele ngineminyaka elitjhumi nanye ubudala, umzimba wami wathoma ukuzwakala uba nokudinwa begodu ugula kwathi ngelinye ilanga ngafumana bona iinyawo zami azisakwazi ukusikinyeka begodu azisakasakwazi ukukhamba nakancani. Umma banobaba baphatheka kumbi khulu begodu ngazizwa ngithukiwe. Bangithatha bangisa esibhedlela.

Abodorhodere esibhedlela baqala woke umzimba wami. Benza ukuhlolwa okukhethekileko ukuqala bonyana bangakwazi ukufumana bona kubayini ngingakwazi ukukhamba. Bengidinwe khulu begodu ngilala ama-iri athileko njalo ngelanga. Kwafuneka bona ngilale esibhedlela iminyaka emithathu!

Ngelinye ilanga abodorhodere batjela umma banobaba bona: "Sidane khulu, ngombana uZanele unesifo sesifuba namkha i-TB emgogodlheni wakhe. Angekhe asakhamba begodu kumele akhambe ipilwakhe yoke ngesitulo sokukhamba buhlala."

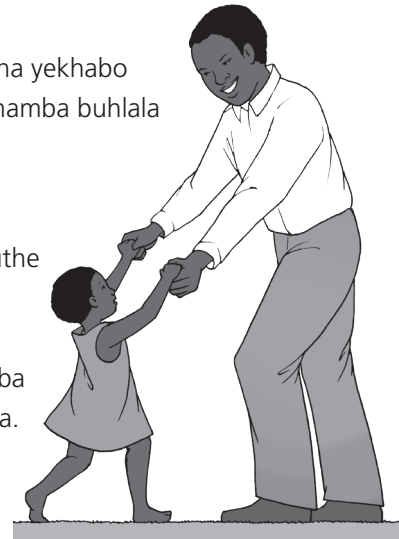
Akheso ucabange nawungekhe usakwazi ukukhamba godu? Ngangithanda ukudlala imidlalo ngendlela erarileko. Khuyini ebengizoyenza? Umma banobaba bangisa esikolweni esikhethekileko lapha bekunabantwana abanengi khona abafana nami. Bekusikolo esimatasatasa khulu begodu nabotitjhere bebasisiza ukobana sisebenze kuhle ngendlela esingakghona ngayo. Ngafundiswa ukudlala imidlalo, nanyana ngangisebenzisa isitulo sokukhamba buhlala ngaso soke isikhathi.

Bengifisa ukuba ngcono begodu nokubangcono emidlalweni engiyithanda khulu. Bengizibandula budisi khulu qobe langa. Ngaya ephaliswaneni begodu ngafumana amamedali kanye nabonongorwana. Ngazimisela ukudlala kuhle ngokwaneleko ukwenzela bona ngikwazi ukuya ephaliswaneni eliqakatheke khulu ephasini, lama-Olimphiki!

Begodu funisela bona kwenzekani? Iye, ngemva kweminyaka eminengi yokusebenza ngamandla ngatjelwa bona ngiya kuma-Olimphiki! Ngaya begodu ngasebenza kuhle khulu, ngathumba imedali yegolide. Ngathaba begodu ngazazisa khulu ngalokho.

Ngivamise ukuthi: Ungethuki ukulinga ikghono lakho ngokuzimisela begodu ungapheli ithemba. Qala bona kwenzekeni kimi!

**Indatjana le iphelela lapha.**





## ★ Zanele's story

### Story

Our story today is about Zanele Situ who loves to play sports for her country, South Africa. Zanele moves around and plays sports in a wheelchair because she can't walk anymore. Listen to Zanele as she tells us her story.

Hello, my name is Zanele. I was born in a small town called Matatiele. I was a happy little girl, but when I was eleven years old, my body started to feel tired and sick and then one day I found that my legs couldn't move and I couldn't walk anymore. My mom and dad were very worried and I felt scared. They took me to the hospital.

The doctors at the hospital looked at my body. They did special tests to see if they could find out why I couldn't walk. I was very tired and slept for hours and hours every day. I had to stay in hospital for three years!

One day the doctors told my mom and dad: "We are very sorry, but Zanele has got tuberculosis or TB in her spine. She will never walk again and must move around in a wheelchair."

Can you imagine never being able to walk again? I loved to play sports so much. What was I going to do? My mom and dad took me to a special school where there were lots of children like me. It was a very busy school and the teachers helped us to do our best. I was taught to play sports, even though I was in a wheelchair all the time. I loved throwing the heavy shot put ball as far as I could and hurling the flat discus further than anyone else. But throwing the long javelin pole was my favourite sport and I became very good at it.

I wanted to get better and better at the sports that I loved so much. I practised very hard every day. I went to competitions and got many medals and prizes. I wanted to be good enough to go to the most important sports competition in the world, the Paralympics!

And guess what happened? Yes, after lots of years of hard work I was told that I was going to go to the Paralympics! I went and I did very well. I won a gold medal. I was happy and very proud.

I always say: Don't be scared to try your best and never give up. Just look what happened to me!

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





## Ingoma

Dlalela abafundi ingoma yesitjhaba begodu ubavumele bona bavume nayo.

### Irhelo lamagama avela endatjaneni

Amagama aqakathekileko:	isitulo sokukhamba buhlala	imidlalo	-jayela	imedali	-zazisako	isibhedlela
Amagama angezelelweko:	udorhodere	-khathazekileko	-thukiweko	-diniweko	-iinhlahlubo	-khamba
	unongorwana	iphaliswano	Ama-olimpiki	-tjhida	umgogodlha	-khethekileko





## Song

Play the national anthem to the learners and let them sing along.

## Vocabulary from the story

<b>Key-words:</b>	<b>wheelchair</b>	<b>sports</b>	<b>practise</b>	<b>medal</b>	<b>proud</b>	<b>hospital</b>
Extra words:	doctor	worried	scared	tired	tests	walk
	prize	competition	Paralympics	move	spine	special





### Uzokudinga lokhu:

- Indatjana: *Indaba kaZanele*
- Amaphaphethi: UZanele (njengomntazana omncani, umuntu osesemutjha begodu nomdala), isitulo samavilo, udorhodere
- Amaphrophsi: imedali, iflarha yeSewula Afrika, ibhoksi lombhede lamathitjhu
- Izinto nofana amakarada weenthombe zamanye wamagama asuselwa erhelweni lelwazi-magama



### Ngijuguja imino yami

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

## Iveke yoku-1 Ilanga loku-1

### Imisetjenzana yetlasi loke

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

### Ukucoca indatjana nokwakha illwazi-magama

#### 1 Ngaphambi kobana ucoce indatjana

- 1.1 Tjela abafundi isihloko sendatjana bese wethula abalingisi ngokusebenzisa amaphaphethi.
- 1.2 Hlobanisa indatjana namaphilo wabafundi: *“Uyamazi nanyana ngimuphi umdlali omduna namkha omsikazi odumileko? Ngimiphi imihlobo yemidlalo abayidlalako? Ukhona omaziko owakhe wafumana imedali ngokwenza kuhle kezemidlalo na? Wakhe wenzwa ngama-Olimphiki namkha ngamaPhara-Olimphiki na?”*
- 1.3 Ithi: *“Ngaphambi kobana sithome, ngifuna ukunitjela ihlathululo yamanye wamagama amatjha esizowathola endatjaneni.”* Coca ngamagama aqakathekileko asuselwe erhelweni lelwazi-magama, begodu tjengisa abafundi into nofana isithombe nanyana wenze isenzo esithile ukutjengisa ihlathululo yegama. Batjengise imedali namkha isithombe somunye okuphodiya owemukela imedali. Hlathulula bona amamedali bonongorwana obafumana nangabe kunephaliswano lokubona bona ngubani owenza ngcono kunomunye kezemidlalo.

#### 2 Lokha nawucoca indatjana

- 2.1 Coca indatjana ngendlela enomfutho begodu sebenzisa amaphimbo ahlukeneko. Yenza iminyakazo begodu usebenzise amaphaphethi namaphrophsi.
- 2.2 Bawa abafundi bonyana bafunisele lokobana kuzokwenzeka ini okulandelako endatjaneni begodu babandakanye ngokubuza imibuzo enganamikhawulo, efana naleyo ethi: *“Ucabanga bona kwenziwa yini bona isikolo sibe yindawo ekhethekileko kuZanele? Ucabanga bona wazizwa njani ngesikhathi udorhodere nakamtjelako bona ngabe uhlezi esitulweni samavilo ipilo yakhe yoke?”*

#### 3 Ngemva kobana ucoce indatjana

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

### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *“Situ, iSewula (Afrika), sidane, sokukhamba, sesifuba, sokukhamba, sisebenze, sokukhamba, soke. Uyalizwa itjhada elinqotjhiweko: Situ, iSewula sisebenze? Iye, uwanembile woke anetjhada u-/s/.”*
- 2 *“Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u/s/: siza, sebenza, sela, sudu, suru, isiba, isabula, isela, isisu, isudu.”* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/s/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/s/: **“s-s-s”**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.

### Imisetjenzana yesiqhema esincani

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





### You will need:

- Story: *Zanele's story*
- Puppets: Zanele (as a little girl, a young adult and an adult), an empty wheelchair, the doctor
- Props: a medal, a South African flag, a tissue box for a bed
- 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: *"Do you know any famous sportsmen or sportswomen? What sports do they play? Do you know anyone who got a medal for doing well in sports? Have you heard about the Olympics or Paralympics?"*
- 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 a medal or a picture of someone on a podium receiving a medal. Explain that medals are prizes you get when there is a competition to see who is the best at a sport.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think made the school a special place for Zanele? How do you think she felt when the doctor told her she would be in a wheelchair for the rest of her life?"*

#### 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: *"Situ, iSewula (Afrika), sidane, sokukhamba, sesifuba, sokukhamba, sisebenze, sokukhamba, soke. Can you hear the focus sound: **Situ, iSewula sisebenze?** Yes, you are right! They all have the sound /s/."*
- 2 *"Listen carefully, here are some more words with /s/: siza, sebenza, sela, sudu, suru, isiba, isabula, isela, isisu, isudu."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /s/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /s/: **"s-s-s"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



#### Uzokudinga lokhu:

- Amaphaphethi wendatjana
- Ngokuya kwengoma yesitjhaba eSewula Afrika begodu namaphropsi namaphropsi eziphathele nengoma (isithombe seflarha yeSewula Afrika namkha iflarha lamambala)



## Iveke yoku-1 Ilanga lesi-2

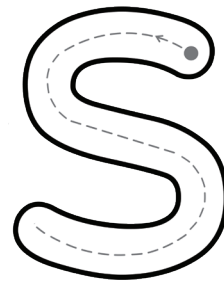
### Imisetjenzana yetlasi loke

#### Ukucoca indatjana begodu nokuvuma

- 1 Thoma ngokukhumbuza abafundi ngehlathululo yamagama owathule ngelanga loku-1.
- 2 Buyelela ucoce indatjana ngokusebenzisa amaphaphethi. Buza imibuzo lokha nawucoca indatjana. Khuthaza abafundi ukufunisele kobana yini okulandelako okuzokwenzeka.
- 3 Tjela abafundi bonyana uzobafundisa ingoma etja ezokukhambelana nendatjana. Le yingoma ekhethekileko begodu kumele bajame poro baqale phezulu begodu bazizwe bathabe khulu nabavumako.
- 4 Dlala umgadangiso wengoma yenarha begodu ukhuthaze abafundi kobana bajoyine begodu bavume ukuya phambili.
- 5 Zithabise ngokuvuma ngamalimi eqako kelilodwa.

#### Ukubumba iledere

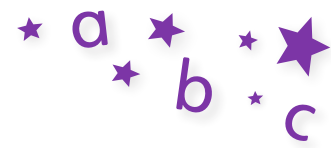
- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo/s/ nofana bangacabanga nanyana ngiwaphi amagama athoma ngetjhada u/s/.
- 2 Fundisa abafundi izenzo ezihlobana netjhada. Isibonelo: Abafundi bangenza sengathi basela amanzi ngerhalasi; izandla zabo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



### Imisetjenzana yesiqhema esincani

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





#### You will need:

- Puppets for the story
- A recording of the South African national anthem and props or pictures for the song (a picture of a South African flag or a real flag)



## Week 1 Day 2

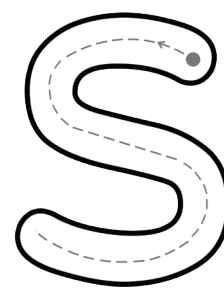
### Whole class activities

#### 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. This is a special song and they must stand up straight and feel very proud when they sing.
- 4 Play a recording of the national anthem and encourage learners to join in and sing along.
- 5 Have fun singing in more than one language.

#### Forming the letter

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



### Small group activities

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



#### Uzokudinga lokhu:

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



## Iveke yoku-1 Ilanga lesi-3

### Imisetjenzana yetlasi loko

#### Ukucoca indatjana begodu nokulingisa

- 1 Vuma ingoma.
- 2 Buza abafundi bonyana basakhumbula na ihlathululo yamagama aserhelweni lelwazi-magama. Isibonelo: *“Uzanele wazizwa njani ngesikhathi asesibhedlela?”* (ngidiniwe begodu ngiyagula) *“Bekazizwa njani uZanele nababelethi bakhe ngesikhathi abodorhodere benza iinhlalubo?”* (ukukhathazeka kanye nokwesaba) *“Wazizwa njani uZanele ngesikhathi nakathumba imedali yegolide?”* (ukuthaba kanye nokuzikhakhazisa)
- 3 Khetha abafundi abazokudlala indima yabalingisi abasendatjaneni.
- 4 Khuluma ngomunye nomunye umlingisi osendatjaneni. Tjela abafundi bonyana bazokuba bobani endimeni abazoyidlala begodu ubatjengise amaphrophi azokusetjenziswa nakucocwa indatjana.
- 5 Hlathululela abafundi kobana wena titjhere uzokuba mcoci wendatjana, owaziwa godu njengomdombi. Abafundi abalingisako bazokulingisa koke okutjhoko. Basize ngokuhlela lapho bazokujama khona.
- 6 Thoma ucoce indatjana begodu ukhuthaze abafundi kobana benze imisikinyeko ekhambelana namagama wakho lokha itlasi loko libukele ukulingisa.
- 7 Nangabe kusese nesikhathi esisaseleko, ungathanda ukuragela phambili nokulingisa nabanye babafundi.

### Amabhoksi wamaledere

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

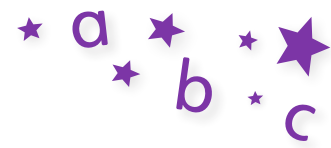


### Imisetjenzana yesiqhema esincani

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







#### You will need:

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



## Week 1 Day 3

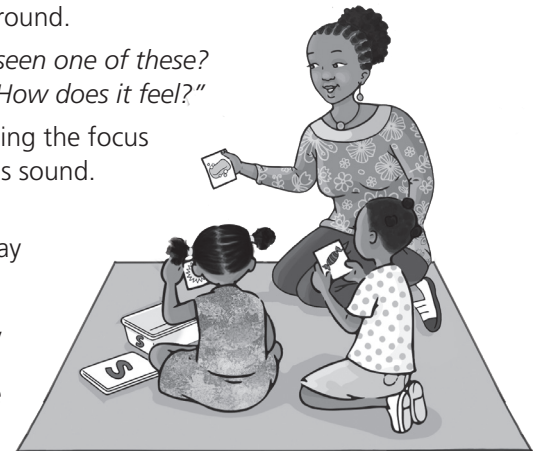
### Whole class activities

#### Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: "How did Zanele feel when she was in hospital?" (tired and sick) "How did Zanele and her parents feel when the doctors were doing tests?" (worried and scared) "How did Zanele feel when she won a gold medal?" (happy and proud)
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

#### Letter boxes

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



### Small group activities

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



### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Amakarada weenthombe zamaledere
- Iindulungelo ezihlanu zama-Olimphiki ezenziwe ngamathini avalwe ngephepha elinombala (imibala yama-Olimphiki: onzima, obuvu, ohlaza satjani, osarulana, olijuba) neledere begodu ngekarada lesithombe elinanyathiselwe ngaphambi kwelinye nelinye ithini

### UStella uthi:



Le mibuzo esebenzisekako ukubuza ngesinye nesinye isithombe:

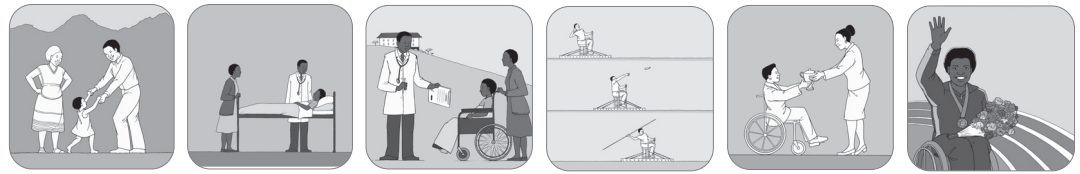
- "Ngubani okwazi ukumbona?" (abalingisi)
- "Wenzani?" (isenzo begodu nesehlakalo)
- "Kuyini okhunye okubonako?" (nawuqalako godu)
- "Ikuphi i...?" (ngokutjho ababizo weendawo/ iinkhundla)
- "Kubayini ucabanga bona...?" (ukucabanga ngokuhlakanipha, ngokuveza imibono)

## Iveke yoku-1 Ilanga le-4

### Imisetjenzana yetlasi loke

#### Ukulandelanisa iinthombe

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



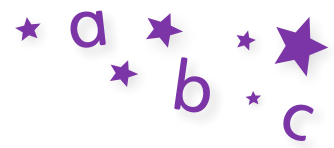
#### Ukulalelela itjhada elinqotjhiweko

- 1 Nikela omunye nomunye umfundi ikarada lesithombe. Kumele bathiye isithombe sabo bese emva kwalokho batjho igama buthaka khulu. Abafundi abanye kumele balinge ukukhomba itjhada eliphakathi kwegama. Isibonelo: Igama "iforogo" linetjhada u-/f/.
- 2 Ngesikhathi omunye nomunye umfundi aba nethuba lokutjho igama lesithombe begodu netjhada nasele lifanisiwe, tjengisa abafundi amathini we-Olimphiki ayindulungu. Hlathulula bona kumele baqaleke kuledere otlolwe phezulu kwelinye nelinye ithini begodu uthathe isiqunto sokobana uzosibeka kuphi isithombe sabo sekarada. Isibonelo: Nangabe benesithombe se-"forogo", bazakufuna ukusibeka ngaphakathi kwethini elinetjhada elino-/f/.



### Imisetjenzana yesiqhema esincani

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



### You will need:

- Big sequence pictures
- Picture cards
- Five Olympic rings made from tins covered with coloured paper (Olympic colours: black, red, green, yellow, blue) with a letter and picture card stuck on the front of each tin

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

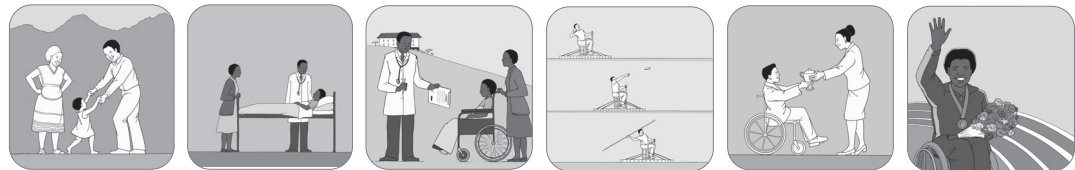
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures 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. They must name their picture and then say the word very slowly. The other learners must try to identify the focus sound in the word. For example: The word "iforogo" has the sound /f/.
- 2 When each learner has had a turn to say the name of a picture and the focus sound has been identified, show learners the Olympic ring tins. Explain that they must look at the letter written on each tin and decide where to put their picture card. For example: If they have a picture of a "forogo", they would need to place it in the tin with the **f** sound.



### Small group activities

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



#### Uzokudinga lokhu:

- Ibumba lokudlala namkha ibumba lomunye nomunye umfundi ukwenza amamedali amathathu (yegolide, isiliva begodu nebhrongi), isivalo sejege yejemu, ithunjana lokusela, ipende (yegolide, isiliva begodu nebhrongi), iribhoni namkha intambo
- Isithombe samakarada
- Umgodla namkha isakana lomsamelo, izinto ezisebenziswa emidlalweni eyahlukeneko nofana iinthombe zabantu abadlala imidlalo eyahlukeneko

## Iveke yoku-1 Ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Omunye nomunye umfundi uzakufuna ibholo yebumba lokudlala namkha ibumba. Bahlathululele bona bayokwenza iimendlela ngebumba lokudlala namkha ngebumba.
- 2 Kumele bathome ngokurola ibumba lokudlala namkha ibumba libe sipara. Bangasebenzisa isivalo sejege yejemu ukusika iindulungu begodu nethunjana lokusela ukwenza intunja phezulu kwemedali.
- 3 Imedali ingatjhiywa elangeni ukobana yome begodu abafundi bangapenda amamedali begodu bafake namaribhoni namkha iintambo eentunjeni.



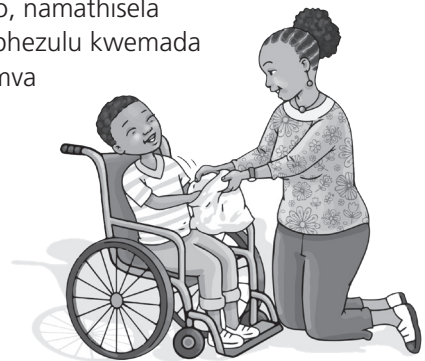
### UStella uthi:



*Abafundi kungenzeka bazabalaze ngalokhu ekuthomeni ngebanga lokobana kubudisi ukuzwa amatjhada awodwa (amafonemu) wamagama.*

### Ukwakha nokuphula (amalunga namatjhada)

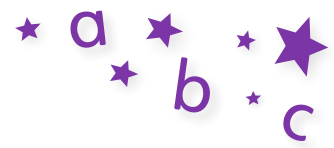
- 1 Beka amakarada weenthombe namkha izinto ngemgodleni namkha ngesakaneni lomsamelo.
- 2 Thoma umsebenzi ngokubeka isandla sakho ngemgodleni, ukhethe okuthileko begodu nokuveza amazizo wabafundi ukobana bafunisele. Isibonelo: "Ngine-(bh-o-l-o) esandleni. Khuyini?"
- 3 Umfundi wokuthoma wokobana afunisele angabuye abe neragelo begodu ngesizo lakho, khetha ikarada elilandelako namkha into katitjhere bona iziveze.
- 4 Nasele uthethe amakarada abunane namkha izinto, namathisela amakarada phezulu komthangala namkha abeke phezulu kwemada ukwenzela bona abafundi bakwazi ukubabona. Emva kwalokho yithi: "Ngifuna i-bh-o-l-o wokobana ngimlahle. Ngubani ongangitholela yena?"
- 5 Beka elinye nelinye ikarada namkha into emuva ngeemgodleni. Emva kwalokho bawa abafundi nangabe nanyana ngubani angafuna ukulinga ukukhetha okuthileko begodu nokutjho amatjhada asegameni ukwenzela bona abanye bangafunisela lokho abanakho esandleni sabo.



### Imisetjenzana yesiqhema esincani

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





### You will need:

- Playdough or clay for each learner to make three medals (gold, silver and bronze), jam jar lid, drinking straw, paint (gold, silver and bronze), ribbon or string
- Picture cards
- Bag or pillowcase, objects used in different sports or pictures of people doing different sports

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Each learner will need a ball of Playdough or clay. Explain that they are going to make medals out of Playdough or clay.
- 2 They must begin by rolling the Playdough or clay flat. They can use the jam jar lid to cut out circles and the straw to make a hole at the top of the medal.
- 3 The medals can be left in the sun to dry and then learners can paint the medals and thread the ribbon or string through the holes.



### Stella says:



Learners might struggle with this at first as it is difficult to hear the individual sounds (phonemes) in words.

### Blending and segmenting (syllables and phonemes)

- 1 Put the picture cards or objects into a bag or pillowcase.
- 2 Start the activity by putting your hand in the bag, choosing something and sounding out for the learners to guess. For example: "Ngine-(bh-o-l-o) esandleni. Khuyini?"
- 3 The first learner to guess can then have a go and with your help, choose the next card or object for the teacher to sound out.
- 4 Once you have taken out eight cards or objects, stick the cards on the wall or put them on the mat so that learners can see them. Then say: "Ngifuna i-bh-o-l-o wokobana ngimlahle. Ngubani ongangitholela yena?"
- 5 Put each card or object back in the bag. Then ask learners if anyone would like to try choosing something and saying the sounds in the word so that others can guess what they have in their hand.







### Small group activities

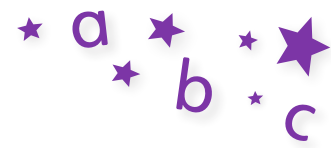
Remind learners about the small group activities, the rules for each activity and the tidy-up process.







# Imisetjenzana yesiqhema esincani yeveke yoku-1

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>Amakhrayoni wewaksi amakhulu</li> </ul>   <p><i>Kilesikhathi somnyaka, abafundi kungenzeka babe nokuzithemba okudluleleko kokulinga ukuzitolela ngokwabo. Ungatshwenyeki nangabe abanye babafundi batlola imijeje yamaledere anganankhala hlangu.</i></p>	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako</b></p> <ol style="list-style-type: none"> <li>Tlola isihloko sendatjana phezulu ekhasini elinganalitho lomunye nomunye umfundi ngaphambi kokuthoma kwesifundo.</li> <li>Bawa abafundi bonyana bakhombe amagama wesihloko lokha naniwafunda ninoke.</li> <li>Buza abafundi bonyana ngiyiphi ingceny yendatjana abayithande khulu. Nikela iimpakamiso.</li> <li>Khuthaza abafundi bonyana bagwale ingceny yendatjana abayithandileko.</li> <li>Phawula nofana bawa omunye nomunye umfundi kobana akutjele ngomgwalo wakhe.</li> <li>Buza abafundi bonyana bangathanda na ukutlola okuthile ngeenthombe zabo nanyana bangathabela kobana ubatlolele na.</li> <li>Nangabe abafundi bangathabela bonyana wena ubatlolele, babandakanye ngokubabawa bonyana batjho amagama kabuthaka lokha wena nawuwatlolako. Bacabangele ngokunabileko lokha nawutlola imitjho yabo.</li> <li>Tlola lokho umfundi akutjela khona, igama negama, nofana buza abafundi bonyana bayavuma ngaphambili kobana wenze nanyana ngiliphi itjhuguluko elisemagameni wabo. Khumbula ukutlola ngokuhlwengekileko nangokubonakalako.</li> <li>Lokha nasele uqedile ukutlola, khuthaza abafundi kobana bafunde umutjho nawe. Khomba elinye nelinye igama njengombana ufunda begodu ukuyelele nokulinga kwabo.</li> </ol>
<ul style="list-style-type: none"> <li>Amarada weenthombe zamaledere, amadana namaledere wesinye nesinye isithombe esitlolwe ngaphakathi kweemvalo zamajege wobukhulu obuhlukahlukileko namkha amabhodlelo</li> <li>Isiquntu sekarada elikhulu esinesendlele seemvalo zamabhodlelo adwetjwe phezulu kwekarada</li> </ul>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>Hlathululela abafundi kobana kumele baphakamise isivalo, batjho itjhada leledere begodu emva kwalokho babone bona bangakwazi ukufumana isithombe endulungeni emadanako ekaradeni.</li> <li>Nasele bathole isithombe esimadanako kumele babeke isivalo ngaphezulu kwesithombe ukufikela lapha zoke iinthombe ziphelela khona.</li> </ol> 
<ul style="list-style-type: none"> <li>Iincwadi, iimagazini, iincwajana ezibhincwa, iincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> 	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>Vakatjhela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>





## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence.</li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>Letter picture cards, matching letters for each picture written inside different sized lids of jars or bottles</li> <li>Large piece of card with outlines of the bottle lids drawn on the card</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Explain to learners that they must pick up a lid, say the sound of the letter and then see if they can find the picture in the matching circle on the card.</li> <li>Once they find the matching picture, they must put the lid over the picture until all the pictures are covered.</li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>





### Uzokudinga lokhu

- Iindulungu zama-Olimphiki ezisikwe ekaradeni namkha ezitjeni zamaphepha, isinamathiseli begodu neenkere.
- Amaphepha afakwe imibala (onzima, obuvu, ohlaza satjani, osarulana, olijuba) abafundi abangazidabula begodu bazinamathisele phezulu kweendulungu

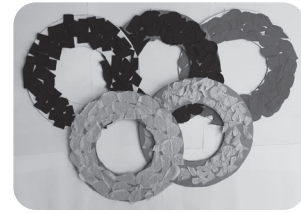


*Isitandi sendulungu ye-Olimphiki yamakhontinedi amahlanu wephasi: i-Europe, i-Asia, Afrika, Amerika kanye ne-Oceania.*

### Imisetjenzana

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

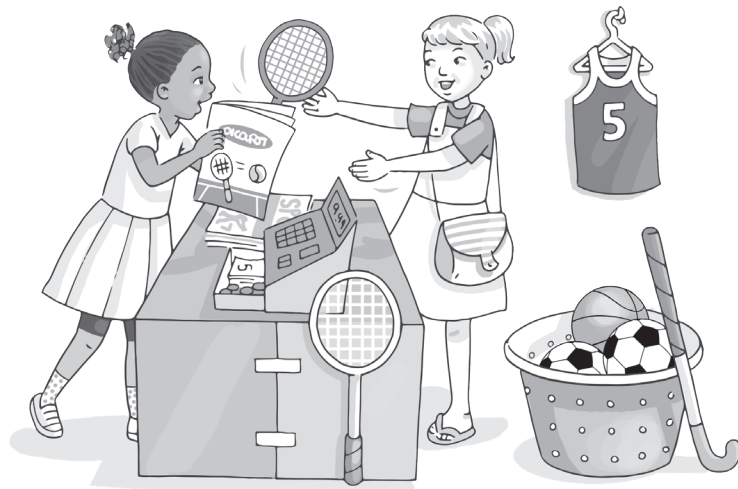
- 1 Nikela omunye nomunye umfundi indulungu begodu netjhidi lephepha elinombala. Bahlathululele bona kumele badabule iphepha begodu balinamathisele phezulu kweendulungu ye-Olimphiki.
- 2 Nasele baqedile, bangahlukanisa ngemihlobo yemibala yeendulungu zama-Olimphiki amahlanu asemthangaleni wetlasi.



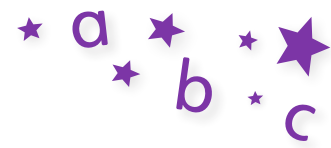
- Amaphrophi: umtato, ithili, ama-ayithemu wemidlalo eyahlukahlukeneko efana neembholo, izambatho, amanyathelo, amarakhed/ iinqobolo namkha izinti zehokhi, imagazini yezemidlalo (evamise ukunikelwa simahla), iinthombe zama-ayithemu wezemidlalo kanye nezambatho

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

- 1 Dosa phambili use abafundi ekhoneni lokulingisa ukudlala bese ubahlalisa phasi ngokurhabako.
- 2 Bahlathululele bona bazokwenza kwanga bayasebenza namkha uvakatjhele isitolo sezemidlalo begodu uthengise namkha uthenge iintlabagelo zezemidlalo. Vakatihela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.







### You will need

- Olympic rings cut out of card or paper plates, glue and scissors
- Coloured paper (black, red, green, yellow, blue) that learners can tear and stick onto the rings

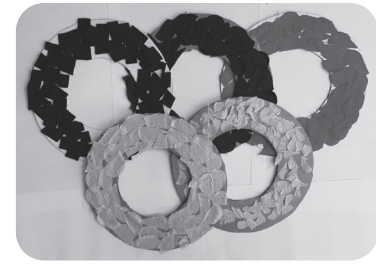


*The Olympic rings stand for the five continents of the world: Europe, Asia, Africa, the Americas and Oceania.*

### Activities

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

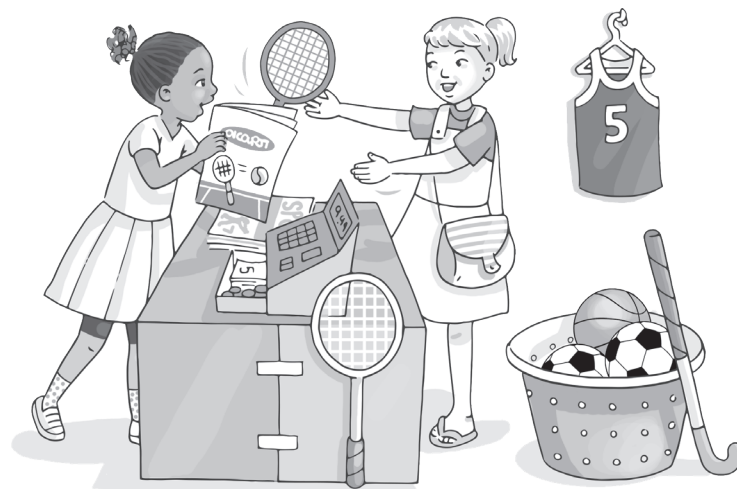
- 1 Give each learner a ring and a sheet of coloured paper. Explain that they must tear the paper and stick it onto the Olympic ring.
- 2 Once they are finished, they can sort into the five Olympic ring colours and stick the Olympic ring symbol on the wall in the classroom.



- Props: telephone, till, different sports items such as balls, clothes, shoes, rackets/bats or hockey sticks, sports magazines (often given free), pictures of sports items and clothes

#### Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and show them the new props.
- 2 Explain to them that they are going to pretend to work at or visit a sports shop and sell or buy sports equipment. Visit the corner at least once to observe and encourage learners' pretend play.





### Uzokudinga lokhu:

- Iinthombe ezikulu ezelamanako
- Incwadi egadangisiweko beyabhincwa yomunye nomunye umfundi
- Umgadangiso  
**Onzima nomhlophe weenthombe ezelamanako** zomunye nomunye umfundi
- Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho, isikero, inovu

## Iveke yesi-2 Ilanga loku-1

### Imisetjenzana yetlasi loko

#### Okunye ngokulandelanisa iinthombe



- 1 Thoma ngabafundi abahlezi emadeni. Khetha abafundi bazokujama ngaphambili etlasini, omunye nomunye aphephe isithombe esisodwa seenthombe ezilamanako ezimbalabala (ingasi ngelandelano elinembako).
- 2 Buza abafundi bonyana iinthombe zilandelana ngendlela efaneleko na. Babawe bonyana bakhombe isithombe esifanele sibe sekuthomeni kwendatjana.
- 3 Ninoko njengesiqhema, bawa abafundi abaphephe iinthombe kobana bakhambakhambe bekube kulapho iinthombe zenza khona umqondo. Buza imibuzo efana nokuthi: *"Ngubani okhumbulako bonyana kwenzekeni okulandelako?"*
- 4 Lokha nasele niyilandelanisile indatjana, abafundi bafanele babuyele ematafuleni wabo.
- 5 Bawa abafundi bakere iinthombe enzima nokumhlophe, bazihlele ngokuyangokulandelana kwazo bese bazinamathisele ephepheni elinganalitho ngenovu. Khamba mazombe ngeklasini bese usize lapha kudingeka khona. Lomsetjenzana ulisizo ukuhlola ikghono labafundi lokulandelanisa isakhiwo sendajana ngerhelo elilungileko.
- 6 Nasele abafundi baphephe ululandelanisa iinthombe ngerhelo, nikela omunye nomunye umfundi incwajana. Nange kusese nesikhathi, abafundi "bangafunda" iincwajana zabo ezincani bafundela abalingani babo abangetlasini.
- 7 Khuthaza abafundi ukukhamba neencwadi emakhaya bayokufunda nemindeneni yabo.



### Ukwethula itjhada elisuselwe endatjaneni

- 1 Bawa abafundi bonyana bahlale emadeni bese bakulalele ngokuyelela. Yitjho amagama la abuya endatjaneni: *"Zanele, zami, umzimba, ngazazisa. Uyalizwa itjhada elinqotjhiweko: Zanele, zami, umzimba? Iye, uwanembile woke anetjhada u-/z/."*
- 2 *"Lalela ngokuyelela, naka amanye amagama athoma ngetjhada u-/z/: zamula, zuma, zonke, izulu, izuba, isiziba, abazali, ibizo, unobuza."* (Gandelela itjhada lokuthoma lokha nawutjho amagama la.)
- 3 Yitjho itjhada u-/z/ lizwakale bese utjele abafundi bonyana baqale umlomo wakho ngokuyelela.
- 4 Bawa abafundi bonyana batjho itjhada u-/z/: **"z-z-z"**. Yenza lokhu kukarise: Yitjhwela phasi, phezulu, ebodeni, esilinghini begodu omunye komunye.



### Imisetjenzana yesiqhema esincani

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





#### You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

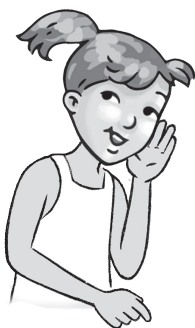
## Week 2 Day 1

### 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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *"Zanele, zami, umzimba, ngazazisa. Can you hear the focus sound: Zanele, zami, umzimba? Yes, you are right! They all have the sound /z/."*
- 2 *"Listen carefully, here are some more words with /z/: zamula, zuma, zonke, izulu, izuba, isiziba, abazali, ibizo, unobuza."* (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.





#### Uzokudinga lokhu:

- INcwadi eKulu: Indaba kaZanele
- Amanzi ngeemumathini begodu neenkwasizepende zomunye nomunye limfundi

## Iveke yesi-2 Ilanga lesi-2

### Imisetjenzana yetlasi loka

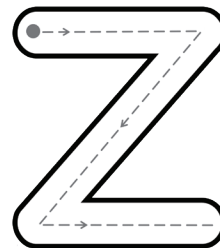
#### Ukufunda ngokwabelana – INcwadi eKulu



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

#### Ukubumba iledere

- 1 Khumbuza abafundi ngamatjhada anqotjhiweko. Buza abafundi bonyana ukhona na, igama lakhe elithoma ngo-/z/ nofana bangacabanga nanyana ngiwaphi amabizo athoma ngetjhada u-/z/.
- 2 Fundisa abafundi izenzo ezihlobana netjhada. Isibonelo: Abafundi bangenza sengathi kunento ebalahlekeleko phasi, bangenza sengathi bayayifuna into elahlekileko leyo ngeiskhathi bathi: "z-z-zuma".
- 3 Buza abafundi kobana basakhumbula bonyana iledere u-z litlolwa bunjani. Halalisela ukulinga kwabo, ngemva kwalokho tlola iledere elikhulu ebhodini nofana emoyeni lokha nawutjho okulandelako: "Thoma eqatjhazini, thala umuda oya ngesidleni, yehlela enzasi uvundle, thala umuda ubuyele ngesidleni godu."
- 4 Vumela abafundi bazijayeze ukubunjwa kweledere emoyeni, emadeni, emhlana womunye nomunye nanyana ezandleni zabo. Bangabuye balinge basebenzise imizimba yabo ukwenza iledere.
- 5 Lokha nasele utjengisile bonyana iledere litlolwa bunjani, iya ngaphandle begodu nikela omunye nomunye umfundi isimumathi esinamanzi begodu nekwasi yepende. Abafundi bangapenda incwadi kanenginengi emanzini phezulu kwepheyinghi.
- 6 Khuthaza abafundi ukutjho itjhada elenziwa liledere lokha nabalitlolako iledere.



### Imisetjenzana yesiqhema esincani

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





#### You will need:

- Big Book: *Zanele's story*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

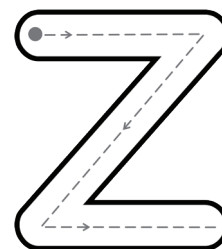
#### Shared reading – Big Book

- 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 /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 pretend to have lost something on the floor and while they are looking around for what they have lost they can say: “**z-z-zuma**”.
- 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 give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



#### Small group activities

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





#### Uzokudinga lokhu:

- Irekhodi elide lomhlobo wendatjana Indaba kaZanele nguSindiwe Mogana (ungalifumana lapha: <https://www.youtube.com/watch?v=xioDIWKHFJs>)
- Ibhoksi leencwadi elimumethe izinto namkha iinthombe zezinto ngo-**z**: izulu, izinyathelo, iziko, izinyo, izuba, izibhu, izambana, izembe, izungulekosi, izinki

## Iveke yesi-2 Ilanga lesi-3

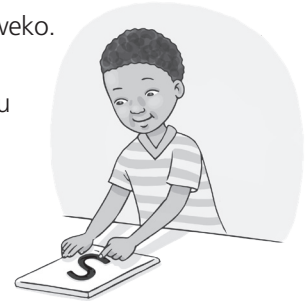
### Imisetjenzana yetlasi loke

#### Ukufunda ukulalela

- 1 Hlalisa abafundi phasi ngendulungu bese uyababawa bona bavale amehlo bese ubalalelisisa kuhle amatjhada asemaqadi kwabo. Tjela abafundi ukobana bahlikihle iindlebe ukubana bazilungisele ukobana balalelisise kuhle.
- 2 Hlathulula bona uzobadlalela irekhodi lobujamo bendatjana ede kaZanele ngemNgisi. Kufuze balalelisise kuhle ukuze babone bona bakhumbula izinto ezingangani ezivela endatjaneni obatjele yona.
- 3 Badlalele irekhodi bese uyababuka ngokobana balalele kuhle.
- 4 Lokha indatjana iphelile, buza abafundi bona bathande ini ukudlula zoke ngendatjana emhlobeni omude wendatjana.
- 5 Tjela abafundi bona bangabuza abazali babo bona babatholele indatjana bese bayayilalela ekhaya.

#### Amabhoksi wamaledere

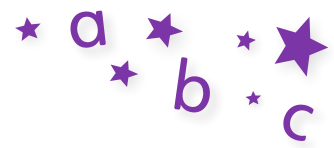
- 1 Bawa abafundi bonyana bahlale emadeni bese ubatjengise izinto kanye neenthombe ezingebhoksini lamaledere into ngayinye. Babuze amagama weentwezo. Nange kunabafundi abakhuluma elinye ilimi elihlukileko, babawe kobana batjele itlasi bonyana ibizwani into leyo ngelimi lekhabo. Bese ubatjela igama lento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



### Imisetjenzana yesiqhema esincani

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





#### You will need:

- A recording of the long version of *Zanele's story* read by Sindiwe Magona (you can download it here: <https://www.youtube.com/watch?v=xioDIWKHFJs>)
- A letter box containing objects or pictures of objects that have the focus sound **z**: izulu, izinyathelo, iziko, izinyo, izuba, izibhu, izambana, izembe, izungulekosi, izinki

## Week 2 Day 3

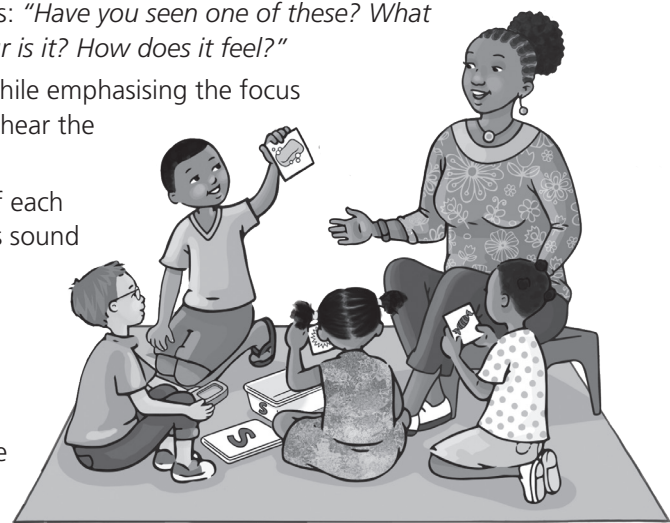
### Whole class activities

#### Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to the sounds around them. Tell learners to rub their ears to get ready for careful listening.
- 2 Explain that you are going to play them a recording of a long version of *Zanele's story* in English. They must listen carefully and see how much they remember from the story you told them.
- 3 Play the recording and praise learners for good listening.
- 4 When the story is finished, ask learners what they liked most about the long version of the story.
- 5 Tell learners that they can ask their parents to download the story and listen at home.

#### 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.





### Uzokudinga lokhu:

- Umgadangiso wephepha **Lomsebenzi wokufunda bese uyenza**
- Amakhrayoni wewaksi amakhulu
- Amakarada weenthombe zamaledere
- Iindulungelo ezihlanu zama-Olimphiki ezenziwe ngamathini avalwe ngephepha elinombala (imibala yama-Olimphiki: onzima, obuvu, ohlaza satjani, osarulana, olijuba) neledere begodu ngekarada lesithombe elinanyathiselwe ngaphambi kwelinye nelinye ithini

## Iveke yesi-2 Ilanga le-4

### Imisetjenzana yetlasi loke

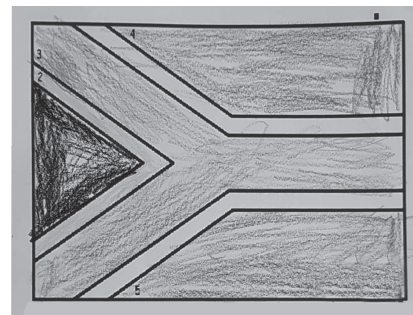
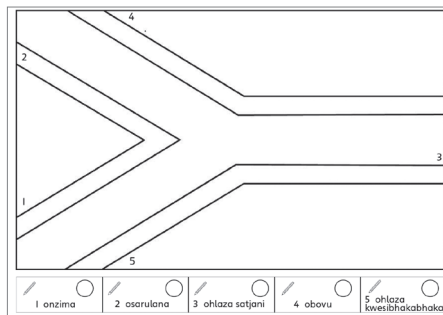
#### Ukufunda begodu wenze

- 1 Buza abafundi bona bayasifanisa isithombe esisekhasini **Lomsetjenzana wokufunda bese uyenza**. Lesi sithombe seflarha leSewula Afrika begodu bazolifaka umbala. Babawe bona baqale ethebuleni elisekhasini elingaphasi begodu bakhulume ngalokho ababonakala (iinomboro, iinthombe namagama).
- 2 Khumbuza abafundi bona bazoku-“funda” elinye nelinye ibhlogo begodu benze lokho elikutjhoko.
- 3 Lo msebenzi “wenomboro yombala”. Funda ibhlogo lokuthoma nabafundi begodu ubabawe bona bafake indulungu umbala onzima. Emva kwalokho qala ibhlogo lesibili bese ulifake indulungu umbala osarulana. Dlulisa abafundi kelinye nelinye ibhlogo begodu ubabawe bona bakake iindulungu umbala. Nasele bakwenzile lokho, bahlathululele bona kesinye nesinye isikhathi nababona inomro 1 eflarheni, kumele balifake umbala onzima, kesinye nesinye isikhathi nababona inomro 2, kumele bayifake umbala osarulana. Abafundi kumele baragele phambili ukufikela lapha iflarha sele lifakwe khona umbala loke.
- 4 Khambakhamba hlangana nabafundi ngesikhathi basebenza bese ubanikela isekelo lapha lifuneka khona.
- 5 Khumbuza abafundi bona batjheje ithebula godu ngemva kobana baqedile “ukufunda” begodu nokufaka umbala, nokufaka itshwayo kelinye nelinye ibhlogo nasele bawezile umsebenzi.

### UStella uthi:



Nangabe unabafundi bakwamanye amazwe ngetlasini, babuze bona banalo iflege lenarha abangaliletha etlasini, nofana uthole isithombe se flege ukukhombisa abanye abafundi ngetlasini.



### Ukulalelela itjhada elinqotjhiweko

- 1 Nikela omunye nomunye umfundi ikarada lesithombe. Kumele bathiye isithombe sabo bese emva kwalokho batjho igama buthaka khulu. Abafundi abanye kumele balinge ukukhomba itjhada eliphakathi kwegama. Isibonelo: Igama “ukatsu” linetjhada u-**/k/**.
- 2 Ngesikhathi omunye nomunye umfundi aba nethuba lokutjho igama lesithombe begodu netjhada nasele lifanisiwe, tjengisa abafundi amathini we-Olimphiki ayindulungu. Hlathulula bona kumele baqaleke kuledere otlolwe phezulu kwelinye nelinye ithini begodu uthathe isiqunto sokobana uzosibeka kuphi isithombe sabo sekarada. Isibonelo: Nangabe benesithombe se-“katsu”, bazakufuna ukusibeka ngaphakathi kwethini elinetjhada elino-**/k/**.



### Imisetjenzana yesiqhema esincani

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







### You will need:

- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards
- Five Olympic rings made from tins covered with coloured paper (Olympic colours: black, red, green, yellow, blue) with a letter and picture card stuck on the front of each tin

## Week 2 Day 4

### Whole class activities

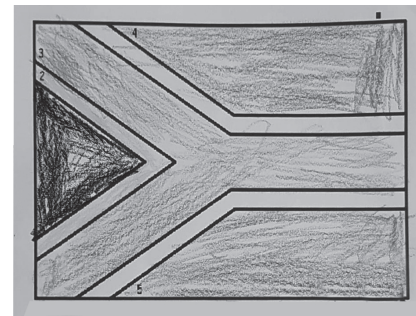
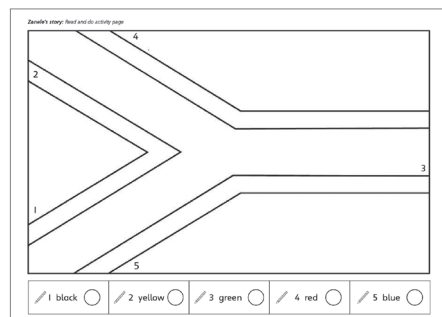
#### Read and do

- 1 Ask learners if they recognize the picture on their **Read and do activity page**. It is a picture of the South African flag and they are going to colour it in. Ask them to look at the table at the bottom of the page and talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each block and then do what it says.
- 3 This is a “colour by number” activity. Read the first block with learners and ask them to colour the circle in black. Then look at the second block and colour the circle in yellow. Take learners through each block and ask them to colour in the circles. Once they have done that, explain that wherever they see the number 1 on the flag, they must colour in black, wherever they see a number 2, they must colour in yellow. The learners must continue until the whole flag has been coloured in.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the table again after they have finished “reading” and colouring in, and to put a tick in each block when they have done that task.

### Stella says:



*If you have learners from other countries in your class, ask them if they have a national flag that they can bring to class, or find a picture of the flag to show the other learners in the class.*



### Listening for focus sounds

- 1 Give each learner a picture card. They must name their picture and then say the word very slowly. The other learners must try to identify the focus sound in the middle of the word. For example: The word “ukatsu” has the focus sound /k/.
- 2 When each learner has had a turn to say the name of a picture and the focus sound has been identified, show learners the Olympic ring tins. Explain that they must look at the letter written on each tin and decide where to put their picture card. For example: If they have a picture of a “katsu”, they would need to place it in the tin with the **k** sound.



### Small group activities

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



#### Uzokudinga lokhu:

- Isiquntu sephepha eligobekako, isimeregi sebhodi emhlophe nofana ikhokhi edege.
- Iinthombe nofana ividiyo yabantu abenza imidlalo ehlukeneko
- Amakhrayoni wewaksi amakhulu
- Umgodla namkha isakana lomsamelo, izinto ezisebenziswa emidlalweni eyahlukeneko nofana iinthombe zabantu abadlala imidlalo eyahlukeneko

## Iveke yesi-2 Ilanga lesi-5

### Imisetjenzana yetlasi loke

#### Yenza, gwala bewutlole

- 1 Tjengisa abafundi iinthombe nofana amavidiyo wabantu abahlukeneko abenza imidlalo ehlukeneko. Babuze bona ngimuphi umdlalo abathabela ukuwubukela nofana ngimuphi umdlalo abangathabela ukuwufunda.
- 2 Khuluma nge phaliswano lezemidlalo elingaba khona esikolweni sakho. Coca bona ungenza umdlalo muphi begodu uzothoga ini ngephaliswano lelo. Nasi imibono: phosela amabhege wamabhontjisi ngethungeni, ukukhamba phezulu kweplanka, ukuze ubone bona ungeqa kangangani.
- 3 Bawa abafundi bona bakurhelebhe ukutlola isimemo, esiya kuhlokokulu bona eze ephaliswaneni athule amamedali. Khuluma ngokobana iledere ulithoma bunjani nofana isimemo: "Othandekayo... besibawa bona uze ephalisanweni lezemidlalo." Coca ngalokho ekufuze ukubhale esimemini lesi: igama lesehlakalo, ilanga, isikhathi nendaba.
- 4 Khetha abafundi bona bathule iledere bese ubawa uhlokokulu aphenidule ngomtlo. Funda ipendulo leyo uyifundele etlasi.
- 5 Yenza amahlelo welanga lezemidlalo bese ubawa uhlokokulu ukobana ahlomelise abafundi nge medali. (Ungasebenzisa imedali ebumba omunye nomunye umfundi awenzile.)

### UStella uthi:



Abafundi kungenzeka bazabalaze ngalokhu ekuthomeni ngebanga lokobana kubudisi ukuzwa amatjhada awodwa (amafonemu) wamagama.

### Ukwakha nokuphula (amalunga namatjhada)

- 1 Beka amakarada weenthombe namkha izinto ngemgodleni namkha ngesakaneni lomsamelo.
- 2 Thoma umsebenzi ngokubeka isandla sakho ngemgodleni, ukhethe okuthileko begodu nokuveza amaziso wabafundi ukobana bafunisele. Isibonelo: "Ngine-(bh-o-l-o) esandleni. Khuyini?"
- 3 Umfundi wokuthoma wokobana afunisele angabuye abe neragelo begodu ngesizo lakho, khetha ikarada elilandelako namkha into katitjhere bona iziveze.
- 4 Nasele uthethe amakarada abunane namkha izinto, namathisela amakarada phezulu komthangala namkha abeke phezulu kwemada ukwenzela bona abafundi bakwazi ukubabona. Emva kwalokho yithi: "Ngifuna i-bh-o-l-o wokobana ngimlahle. Ngubani ongangitholela yena?"
- 5 Beka elinye nelinye ikarada namkha into emuva ngeemgodleni. Emva kwalokho bawa abafundi nangabe nanyana ngubani angafuna ukulinga ukukhetha okuthileko begodu nokutjho amatjhada asegamini ukwenzela bona abanye bangafunisele lokho abanakhokho esandleni sabo.



### Imisetjenzana yesiqhema esincani

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





### You will need:

- A piece of flipchart paper, whiteboard marker or a thick koki
- Pictures or video clips of people doing different types of sport
- Jumbo wax crayons
- Bag or pillowcase, objects used in different sports or pictures of people doing different sports

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Show learners pictures or video clips of people doing different types of sport. Ask them which sport they enjoy watching or which sport they would like to learn.
- 2 Talk about a sporting competition that you could have at your school. Discuss which sport you could do and what you would need for the competition. Here are some ideas: throwing bean bags into a bucket, walking across a plank, seeing how far you can jump.
- 3 Ask learners to help you write an invitation to the principal to come to the competition and present the medals. Talk about how you start a letter or invitation: "Dear .... Please come to our sporting competition." Discuss what you need to write on the invitation: name of event, date, time and place.
- 4 Choose two learners to deliver the letter and ask the principal to respond in writing. Read her response to the class.
- 5 Make arrangements for the sports day and ask the principal to present each learner with a medal. (You can use the playdough medals each learner made.)

### Stella says:



Learners might struggle with this at first as it is difficult to hear the individual sounds (phonemes) in words.

### Blending and segmenting (syllables and phonemes)

- 1 Put the picture cards or objects into a bag or pillowcase.
- 2 Start the activity by putting your hand in the bag, choosing something and sounding out for the learners to guess. For example: "Ngine-(bh-o-l-o) esandleni. Khuyini?"
- 3 The first learner to guess can then have a go and with your help, choose the next card or object for the teacher to sound out.
- 4 Once you have taken out eight cards or objects, stick the cards on the wall or put them on the mat so that learners can see them. Then say: "Ngifuna i-bh-o-l-o wokobana ngimlahle. Ngubani ongangitholela yena?"
- 5 Put each card or object back in the bag. Then ask learners if anyone would like to try choosing something and saying the sounds in the word so that others can guess what they have in their hand.


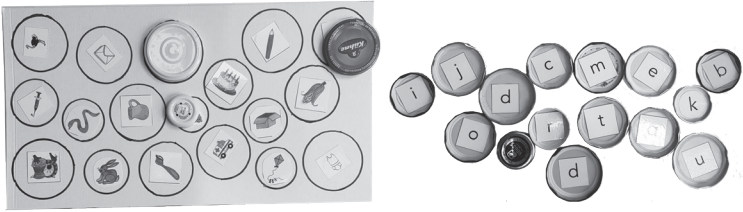



### Small group activities

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






## Imisetjenzana yesiqhema esincani yeveke yesi-2

Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• Qobe mfundi uzokudinga ikhasi le-A4 elingakatlolwa litho</li> <li>• Amakhrayoni wewaksi amakhulu</li> <li>• Iinthombe zemihlobo hlobo yemidlalo ukucoca (nofana ividiyo nakurhonekaKo), isibonelo: umdlalo wokuzithabulula, ukududa, umkhakhulararhwe, umdlalo webholo ebethwe ngeengodo, umkhonjwana wokuphalisana ngokuphosa, umdlalo wetsikiri, ukugijima, umdlalo wokukhwelwa kwepera, itenesi</li> </ul>	<p><b>Umsetjenzana woku-1: Ukugwala begodu nokutlola okusathomako/khulayo</b></p> <ol style="list-style-type: none"> <li>1 Abafundi kufuze baqale iinthombe zemidlalo ehlukehlukeneko bese bathathe isiquntu sokobana bangathanda ukufunda umdlalo muphi.</li> <li>2 Kufuze bazidwebe bona lokha nabadlala umdlalo loyo bese bazame ukutlola igama lomdlalo loyo ngaphasi kwesithombe lesi.</li> </ol> 
<ul style="list-style-type: none"> <li>• Amakarada weenthombe zamaledere, amadana namaledere wesinye nesinye isithombe esitolwe ngaphakathi kweemvalo zamajege wobukhulu obuhlukehlukeneko namkha amabhodlelo</li> <li>• Isiquntu sekarada elikhulu esinesendlalelo seemvalo zamabhodlelo adwetjwe phezulu kwekarada</li> </ul>	<p><b>Umsetjenzana wesi-2: Amaphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Hlathululela abafundi kobana kumele baphakamise isivalo, batjho itjhada leledere begodu emva kwalokho babone bona bangakwazi ukufumana isithombe endulungeni emadanako ekaradeni.</li> <li>2 Nasele bathole isithombe esimadanako kumele babeke isivalo ngaphezulu kwesithombe ukufikela lapha zoke iinthombe ziphelela khona.</li> </ol> 
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwajana ezibhincwa, lincwadi eziKulu nophetjhana abangathanda ukulifunda</li> </ul> 	<p><b>Umsetjenzana wesi-3: Ukufunda ngokuzijamela</b></p> <ol style="list-style-type: none"> <li>1 Dosa phambili isiqhema usise ekhoneni leencwadi namkha nikela isiqhema umkghuba weencwadi.</li> <li>2 Ongathoma ngakho, ungatlhoga ukusiza abafundi ngokukhetha incwadi, iimagazini namkha iphetjhana abangathanda ukulifunda.</li> <li>3 Tjengisa ukuvulwa kwencwadi nokuyiphenya. Tjengisa abafundi ezinye zeenthombe bese ukhuthaza bafundi kobana omunye nomunye akhethe into angathabela ukuyifunda.</li> <li>4 Vakatihela ekhoneni ukuyokuqala begodu ukhuthaze ukufunda kwabafundi.</li> </ol>





## Small group activities for Week 2

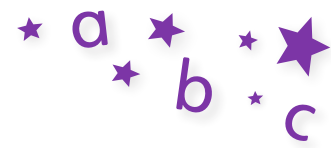
You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> <li>• Pictures of different types of sport to discuss (or video clips if possible), for example: gymnastics, swimming, soccer, rugby, hockey, javelin, cycling, running, horse riding, tennis</li> </ul>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Learners must look at the pictures of different sports and decide which sport they would like to learn.</li> <li>2 They must draw a picture of themselves doing that sport and try to write the name of the sport underneath their picture.</li> </ol> 
<ul style="list-style-type: none"> <li>• Letter picture cards, matching letters for each picture written inside lids of jars or bottles</li> <li>• Large piece of card with outlines of the bottle lids drawn on the card</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must pick up a lid, say the sound of the letter and then see if they can find the picture in the matching circle on the card.</li> <li>2 Once they find the matching picture, they must put the lid over the picture until all the pictures are covered.</li> </ol> 
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>





Uzokudinga lokhu	Imisetjenzana
<ul style="list-style-type: none"> <li>• lindulunga ze-Olimphigi, bakere amakarada, isinamathelisi, isikwero, ivolo enemibala ye-Olimphigi</li> </ul>	<p><b>Umsetjenzana wesi-4: Ikghono lokukhambelana kwezitho ezincani namehlo nokutlola ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Nikela umfundi ngamunye esiqhemeni sokuthoma idzilamnwana bese uhlathulula bona kufuze bararulule ivolo emgodini ophakathi nomagega nendulunga. Bazokuragela phambili ngokwenza lokhu bekufike lapho imisebenzi yeenqhema ezincani iphela.</li> <li>2 Elangeni elilandelako, abafundi besiqhema esilandelako bazoragela phambili bararulule ivolo endulungeni efanako.</li> </ol> <div data-bbox="779 758 1104 989" data-label="Image"></div> <div data-bbox="1126 758 1413 989" data-label="Image"></div>
<ul style="list-style-type: none"> <li>• Amaphropshi: umtato, ithili, amayithemu wemidlalo eyahlukahlukeneko efana neembholo, izambatho, amanyathelo, amarakhedi/iinqobolo namkha izinti zehokhi, imagazini yezemidlalo (evamise ukunikelwa simahla), iinthombe zama-ayithemu wezemidlalo kanye nezambatho</li> </ul>	<p><b>Umsetjenzana wesi-5: Lingisa ukudlala</b></p> <ol style="list-style-type: none"> <li>1 Khumbuza abafundi ngamaphropshi ekhoneni lokulingisa ukudlala begodu bakhuthaze ukuragela phambili ukusukela evekeni yoku-1 ngesikhathi nabazenzisako kwanga bayasebenza nofana bavakatjhela esitolo semidlalo ukuthenga nokobana uthengise iintlabagelo zezinto zemidlalo neempahla zakhona.</li> <li>2 Vakatjhela ikhona okungasenani kanye ukuyokuqala nokuyokukhuthaza umdlalo wabafundi.</li> </ol> <div data-bbox="822 1302 1413 1695" data-label="Image"></div>





You will need	Activities
<ul style="list-style-type: none"><li>Olympic rings cut out of card, glue and scissors, wool in the colours of the Olympic rings</li></ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"><li>1 Give each learner in the first group a ring and explain that they must wind the wool through the hole in the centre and around the ring. They continue doing this until the time for small group activities is up. The next day, the learners in the next group continue winding wool around the same rings.</li><li>2 At the end of the week, the completed rings can be arranged in the Olympic symbol and stuck on the wall in the classroom.</li></ol> <div data-bbox="779 732 1413 963"></div>
<ul style="list-style-type: none"><li>Props: telephone, till, different sports items such as balls, clothes, shoes, rackets/bats or hockey sticks, sports magazines (often given free), pictures of sports items and clothes</li></ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"><li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working at or visiting a sportshop to buy and sell sporting equipment and clothes.</li><li>2 Visit the corner at least once to observe and encourage the learners' game.</li></ol> <div data-bbox="788 1194 1378 1584"></div>







# Ithemu yesi-4: Isiboniso serekhodi lokuhlola okuragela phambili (irhelo lokuhlola)

	Ukulalela nokukhuluma	Amatjhada, ukuFunda nokubukela	Umtlo wesandla begodu nokuTlola okusaThomako																						
✓ Uphumelele	Lalela iinlayelo ezirareneko bese benza njengoba zilayela.	Ukulalela indatjana ezide bese ukhombise ukuzwisisa ngokobana uphendule imibuzo ekhambelana nendaba leyo.	Vuma iingoma negido bese thatha gadango ngokwakho nangokuzethemba.	Buza imibuzo nehlatshululo yakhona nofana ngale iincwadi uthole ihlatshululo.	Sebenzisa iilimi ukucabanga kanye nokunikela abonobangela: ukumadanisa izinto ezikhamba ndawonye begodu nokumadanisa izinto ezingatfaniko	Hlukanisa amalungu amanengi wamagama uwenze ilungu linye.	Khambiselanisa amatjhada namaledere bese uzwisise bona amagama amumethe amatjhada angaphezu kwehlo dwa.	Ukubamba incwadi ngendlela okungiyiyo begodu aphenye amakhasi ngendlela efanekelo. Coca ngokuphatha iincwadi nangokuzitjheja.	Yenza umdlalo, ingoma nofana igido.	Thoma ngokobana 'utunde' amagama asezingeni eliphuzulu abonakale ngetlasini, esikolweni kanye neemphakathini.	Funda iincwadi ngokuzijamela ngokwethabho elitholakala ebulungelweni leencwadi nofana ekhoneni lokufunda ngetlasini, phendla amaphhepha ngendlela ekungiyiyo, tjengise ihlonipho leencwadi.	Hianganisa ukufunda ngokwabelana kweengqethada zokufunda ngokuzithemba ekukhuphukako ngezinga nange thabo.	Ukuthuthukisa imisipha emincani ngokulawula ukusebenzisa isikere ukusika emideni egandelelweko yeenthombe, amajamo, njll.	Bamba ikhrayoni usebenzise indlela yokubamba ipensela evumlekileko, tjengise bona ngisiphi isandla phakathi kwe sokudla nesesincle esinamandla bese utlola usebenzise ubujamo obuhle bokutlola.	Ukubumba amaledere ngeendlela ezihlukkeneko kusebenzisa ukupenda ngemino, amabhathini wokupenda, amakhrayoni wamafutha njll, kuthonywa endaweni okungiyiyo begodu kulandelelwe ikombatjhuba okungiyiyo. Ukunikela ngeemibono ngenlela yokugwala begodu kunikelelwe itlasi imitho eyingcenyeyo yomtlo	Faka isandla ngeemibono nangemitho esiquntwini sokutlola: umfundi ulawula lokha utijjhere nakatolako.	Dweba inthombe ukudlulisa umlayezo ngelemuko lakhe mathubha bese usebenzise lokhu njengesithomo sokutlola.	Ukulinga ukutlola amaledere kusebenzisa amakoporojo, ukuskrithula begodu 'nokufunda' umtlo okungewakhe: 'ukufunda' okutjhiwo makoporojo.	Umdlalo-lingisa ebujameni bokudla: yenza amakarada wokutjhisisa, utlola amaledere njll. Umgadango wamakhophi ovela ebhodulukweni lokha nakudlalwako.						
• Upheze																									
* Akakabuku-phumelele																									
Ilanga																									
Amagama																									

# ★ Term 4: 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 yesi-4: Ukulalela nokukhuluma Irubhriki 1 & 2

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

# ★ Term 4: Listening and speaking rubric 1 and 2

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

# ★ Ithemu yesi-4: Amatjhada, ukufunda nokubukela Irubhriki 1-3

Ikhrayitheriya yokuhlola	1. Akakabukuphumelela (0 – 29%)	2. Ukuphumelela okuphakathi (30 – 49%)	3. Ukuphumelela okulingeneko (50 – 74%)	4. Ukuphumelela okudluleleko (75 – 100%)
<p><b>1</b> Ukhumbula ngokuzwa nangokubona abanye babongwaqa begodu nabokamisa</p>	<p>Ukghona ukukhumbula 0-5 yamaledere begodu atjho amatjhada enziwa maledere lawo</p>	<p>Ukghona ukukhumbula 6-9 yamaledere begodu atjho amatjhada enziwa maledere lawo.</p>	<p>Ukghona ukukhumbula 10-17 yamaledere begodu atjho amatjhada enziwa maledere lawo.</p>	<p>Ukghona ukukhumbula 18 namkha phezulu yamaledere begodu atjho amatjhada enziwa maledere lawo.</p>
<p><b>2</b> Ukuthoma ukubona kobana amagama enziwa matjhada:unikela itjhada lokuthoma egameni lakhe begodu namanye amagama</p>	<p>Akakghoni ukukhumbula kobana amagama akhiwe ngamatjhada;akakghoni ukunikela itjhada lokuthoma egameni lakhe begodu namanye amagama</p>	<p>Ukghona ukunikela itjhada lokuthoma elisegameni lakhe kodwana uyatihaga lokha nakabuzwa ngetjhada lokuthoma lamanye amagama.</p>	<p>Ukghona ukunikela itjhada lokuthoma elisegameni lakhe;uyakghona ukunikela itjhada lokuthoma lamanye amagama.</p>	<p>Njalo ukghona ukunikela itjhada lokuthoma elisegameni lakhe begodu nakamanye amagama.</p>
<p><b>3</b> Uzenzela yakhe indatjana ngokufunda iinthombe</p>	<p>Akakghoni ukusebenzisa iinthombe ukwenza ibonelo-phambili lokobana indatjana imayelana nani;uhlathulula iinthombe ngokusebenzisa ilimi elinomkhawulo.</p>	<p>Usebenzisa iinthombe ukwenza ibonelo-phambili begodu uhlathulula indatjana kodwana ngerhelelho.</p>	<p>Usebenzisa iinthombe ukwenza ibonelo-phambili lokobana indatjana imayelana nani;angahle alandele 'iphimbo lokufunda'.</p>	<p>Usebenzisa iinthombe ukwenza ibonelo-phambili lokobana indatjana imayelana nani;Ukujengisa ukuzwisisa kobana iinthombe namagama kuyahlobana,kodwana zihlukile; 'ulandela iphimbo lokufunda'; ukhomba itheksti lokha 'nakafundako'.</p>

# ★ Term 4: Phonics, reading and viewing rubric 1 to 3

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
<b>1 Recognises aurally and visually some consonants and vowels</b>	Is able to recognise 0 – 5 letters and say the sounds that these letters make.	Is able to recognise 6 – 9 letters and say the sounds that these letters make.	Is able to recognise 10 – 17 letters and say the sounds that these letters make.	Is able to recognise 18 or more letters and say the sounds that these letters make.
<b>2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words</b>	Does not recognise that words are made up of sounds; unable to give the beginning sound of own name or other words.	Able to give beginning sound of own name, but struggles when asked for beginning sound of other words.	Able to give the beginning sound of own name; able to give the beginning sound of some other words.	Consistently able to give the beginning sound of own name and other words.
<b>3 Makes up own story by reading the pictures</b>	Not able to use pictures to predict what the story is about; describes pictures using very limited language.	Uses pictures to predict and describe the story, but with assistance.	Uses pictures to predict what the story is about; might adopt a “reading voice”.	Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”.

# Ithemu yesi-4: Ukutlola okusathomako begodu nomtlole wesandla

## Irubhriki 1-3

Ikhrayitheriya yokuhlola	1. Akakabukuphumelela (0 – 29%)	2. Ukuphumelela okuphakathi (30 – 49%)	3. Ukuphumelela okulingeneko (50 – 74%)	4. Ukuphumelela okudluleleko (75 – 100%)
<b>1 Ukuthuthukisa amakghono wemisipha emincani begodu namakghono wokusikinyisa imisipha emincani</b>	Utlhaga nokuqedelela imisetjenzana yokuthuthukisa imisipha emincani; ugededa/ ubaleka ukwenza amathaski nofana uyatjharagana/ uyahlangahlangana.	Uyakghona ukuqedelela eminye yemisetjenzana yokuthuthukisa imisipha emincani kodwana uthatha isikhathi eside;umphumela akusiwona ombako.	Uyakghona ukuqedelela imisetjenzana eminye yokuthuthukisa imisipha emincani; uthoma ukwenza ngokunembako begodu usebenza ngokuphumelela okungezelelekileko.	Uyayiqeda imisetjenzana yokuthuthukisa imisipha emincani ngokuzithemba, ngokunembako begodu ngokutjhaphulukileko.
<b>2 Ukugwala iinthombe ukubamba umqondo oqakathekileko wendatjana</b>	Umgwalo awubonakali nofana ufaka amaskwigili nanyana wenza amasekele nemida kwaphela.	Umgwalo uyabonakala kodwana awuhlobani nendatjana, ingomano fana igido .	Umgwala isithombe esineembala esihlobene nendatjana; imigwalo yabalingisi abaqakathekileko inokhanye kwalokhu okulandelako: imilenze, imikhono, izandla, iinyawo, amehlo, ipumulo, umlomo, iindlebe.	Umgwala isithombe esineembala, neminingwana ehlobana nendatjana; sifaka hlangu abalingisi abaqakathekileko neminingwana efana nezambatho.
<b>3 Ukuzwisa kobana ukugwala nokutlola kuhlukene: ukwenza kwanga uyatlola kujanyiselelwe ngokusebenzisa amaskwigilisi</b>	Akakghoni ukujamiselela imibono ngeemgwalo nofana ngeemtlole.	Ujamiselela imibono ngeemgwalo kodwana akunabufakazi bokwenza ngathi kutloliwe nofana kunamaskwigilisi .	Uyezwisisa bonyana ukutlola nokugwala kuhlukene ngathi uyatlola ngokusebenzisa amaskwigilisi .	Uyezwisisa bonyana ukutlola nokugwala kuhlukene begodu uthoma 'ukutlola' asebenzisa ukuhlanganiswa kwamaledere akotjweko begodu namaskwigilisi; angakopa amaledere neenomboro ebujameni bangeklasini ngokulinga ukutlola okungokwakhe.



# ★ Term 4: Emergent writing and handwriting rubric 1 to 3

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

# ★ Yenza ibumba lokudlala

## Uzokudinga lokhu

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



## Amagadango

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

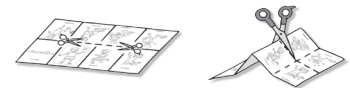
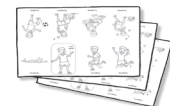
Futhumeza ibumba lokudlala ngokulikiniya ngezandla zakho. Lokhu kuthabulula umzimba okuhle emisipheni yezandla zabantwana. Paka ibumba lokudlala emgodleni weplastikini ukuligcina lelitjha begodu silifake esiqandisini, nangabe kulungile, namkha endaweni emakhaza.



# ★ Yenza Incwadi Encani

## Amagadango

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



# ★ How to make playdough


## You will need

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



## Steps

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

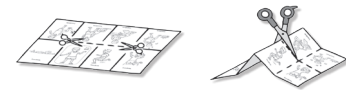
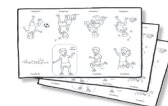


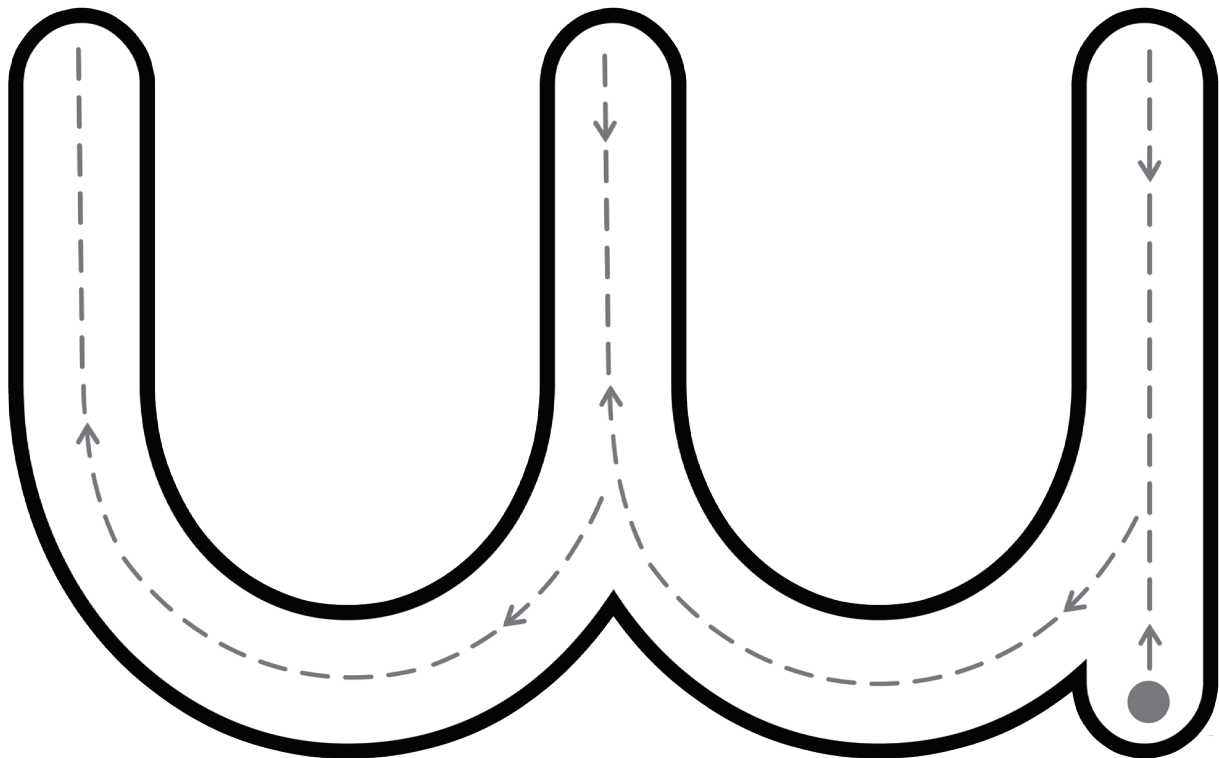
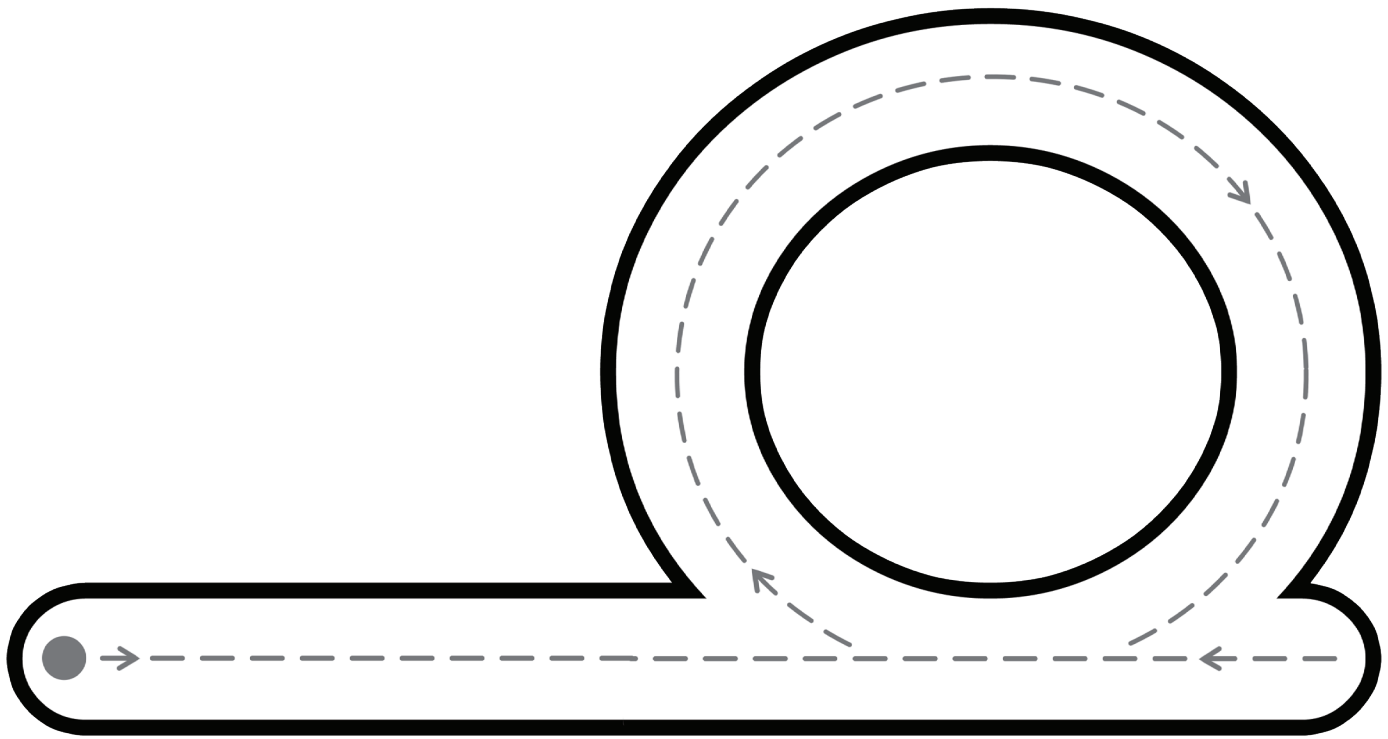
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

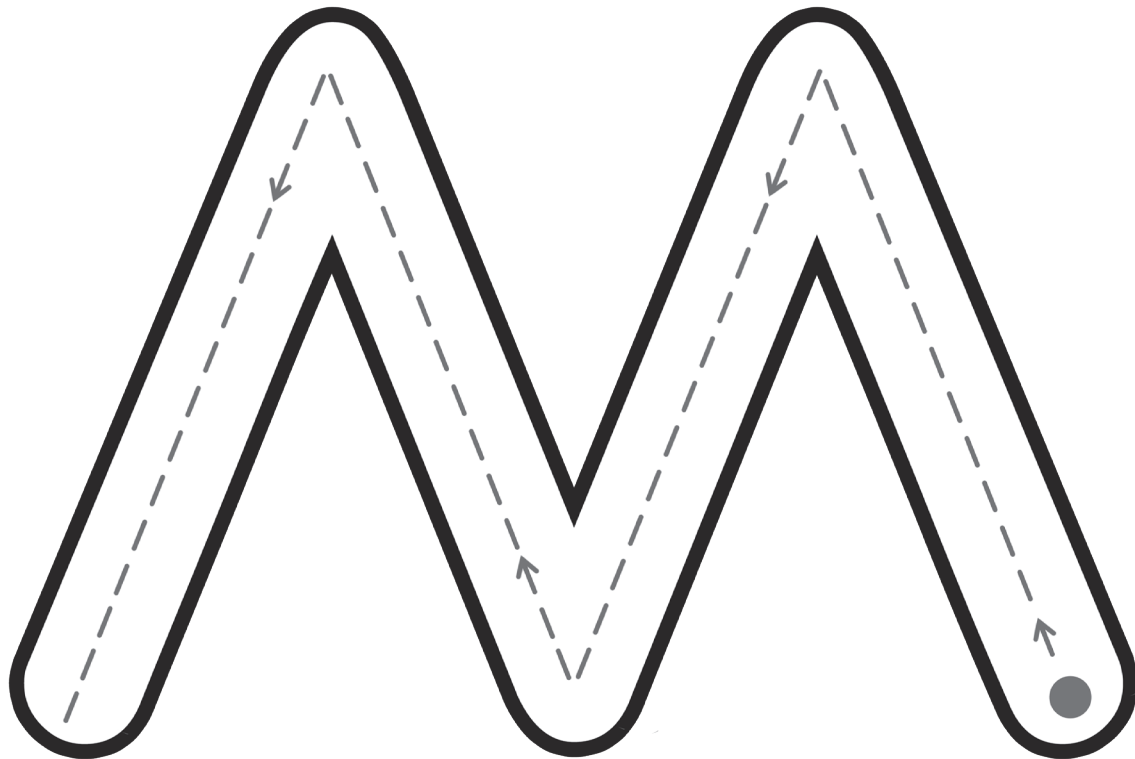
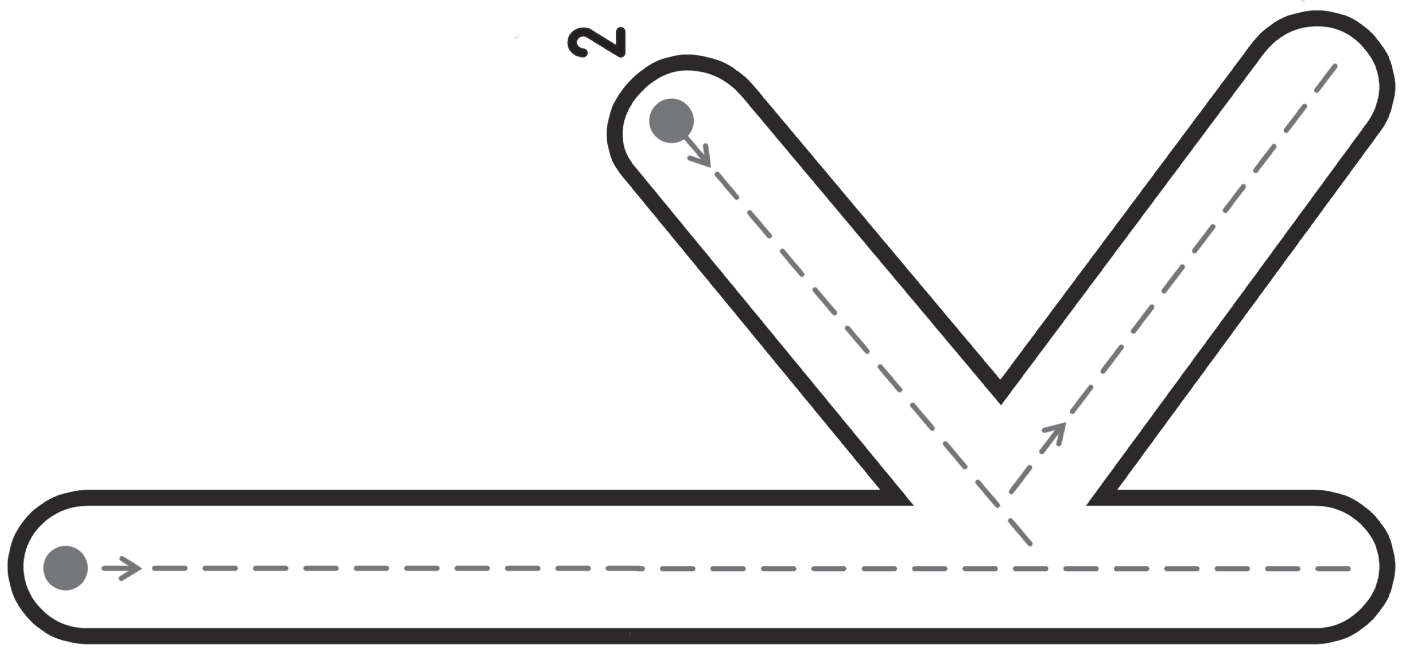
# ★ How to make a little book

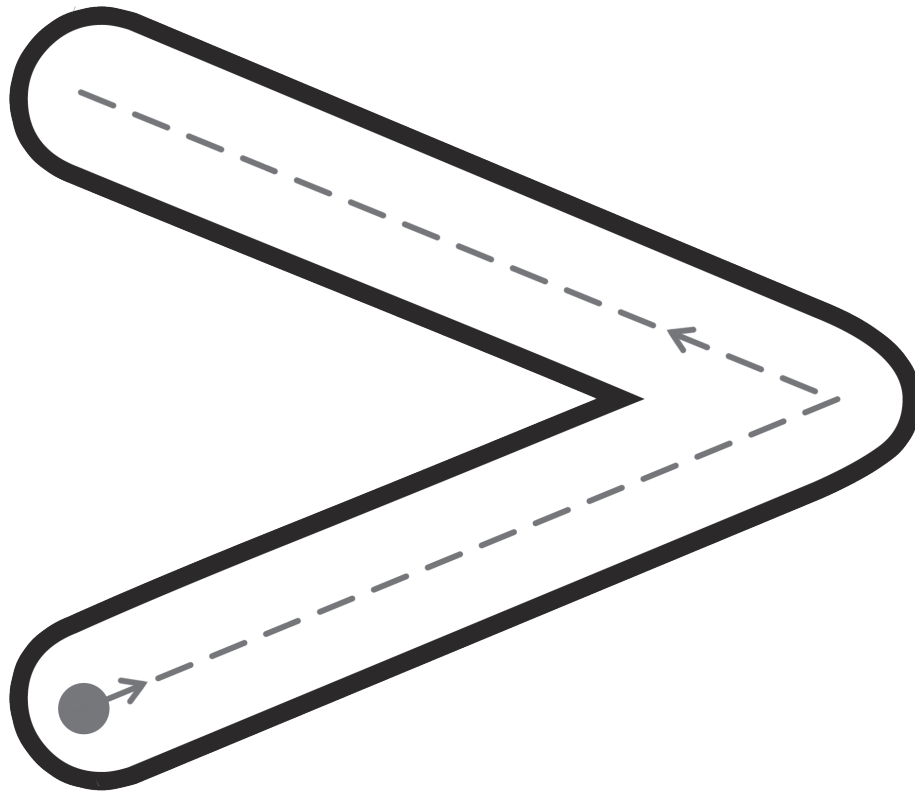
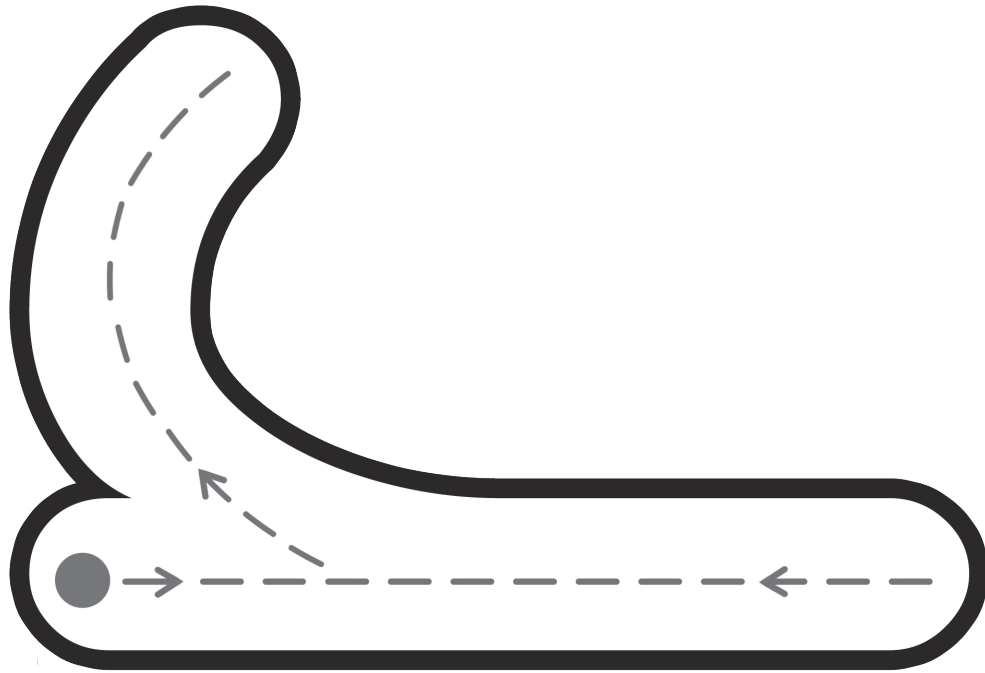
## Steps

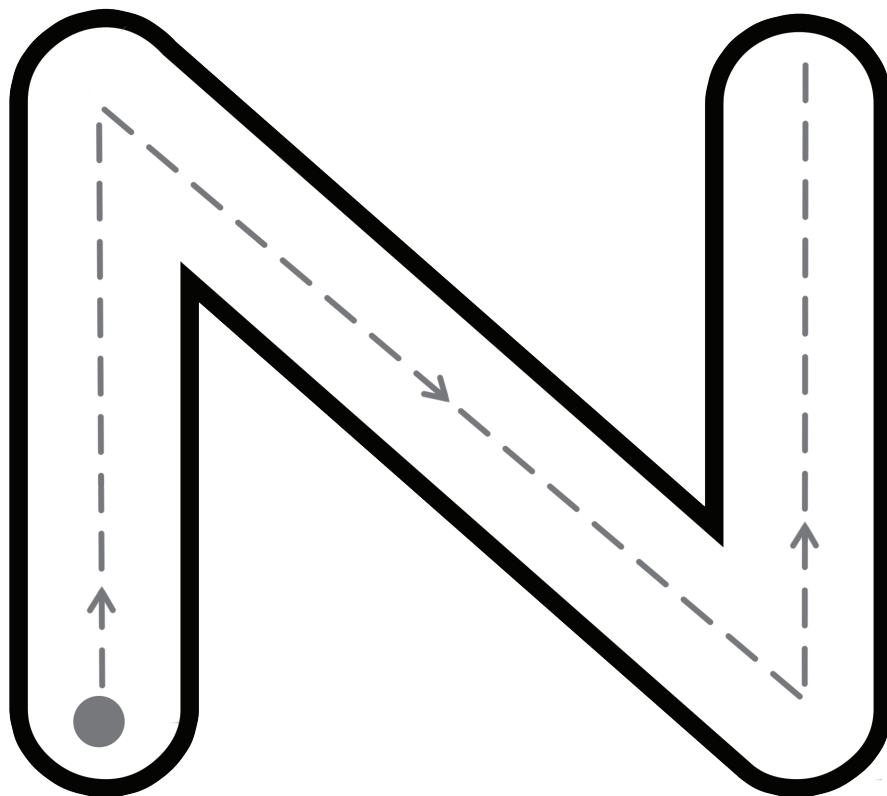
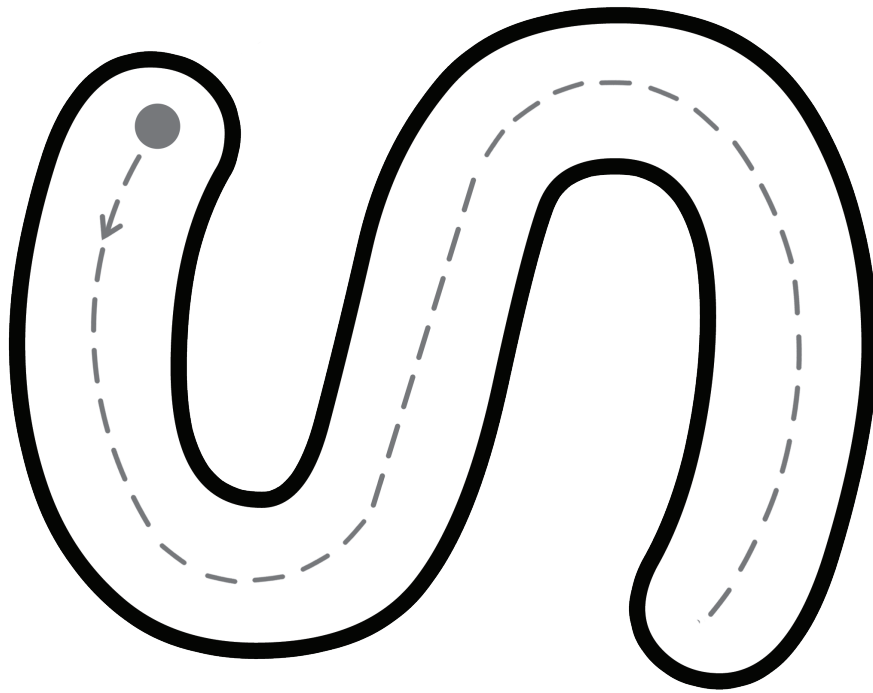
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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









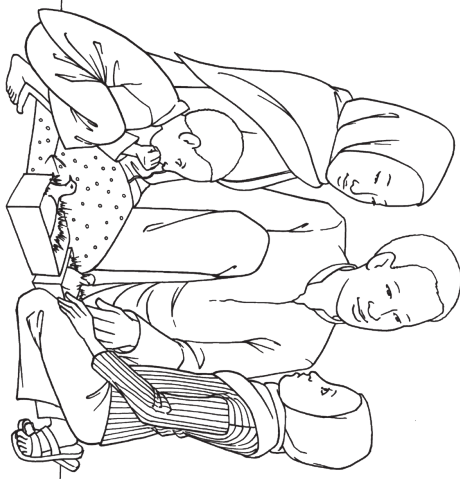




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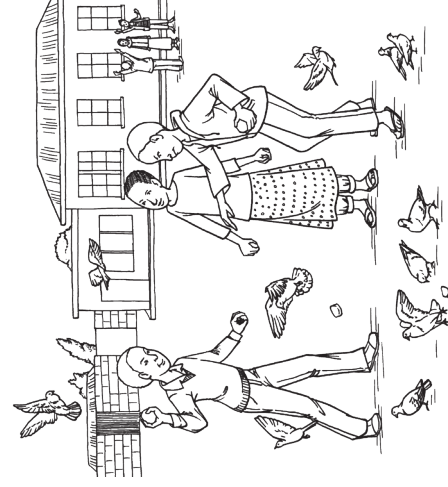
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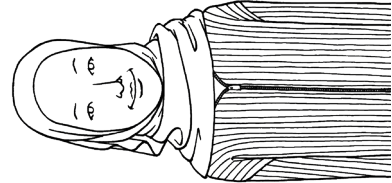


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UMiya  
neenlwanyana  
zakhe



African  
Storybook.org

Wordworks  
CULTURAL LITERACY THROUGH READING

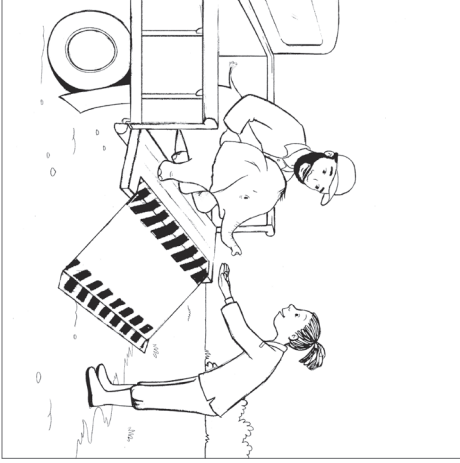
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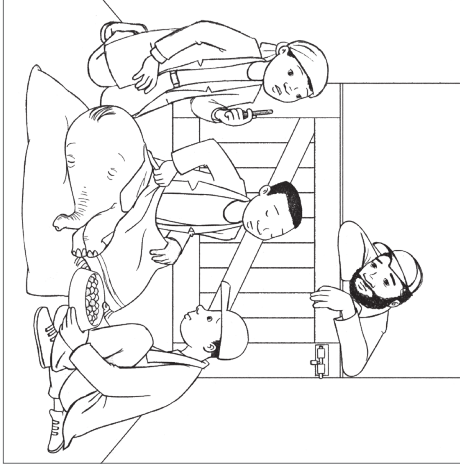




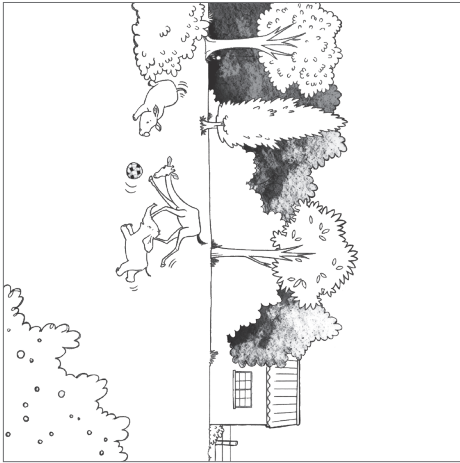
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yeentwana

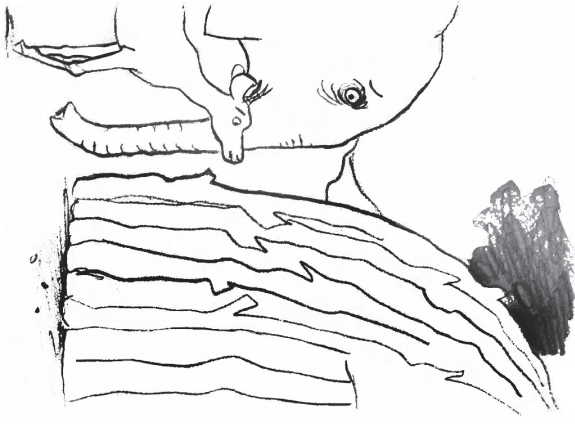


Wordworks  
Changing lives through literacy

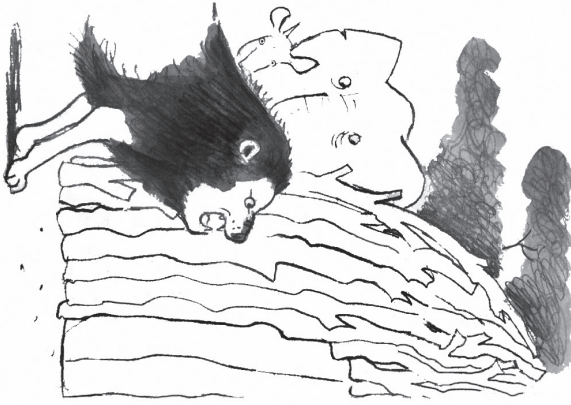
African  
Storybook.org

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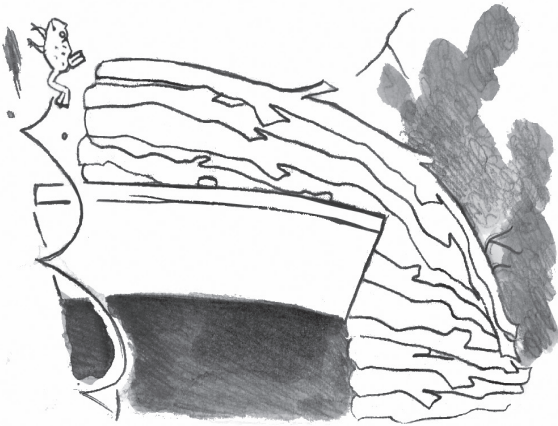
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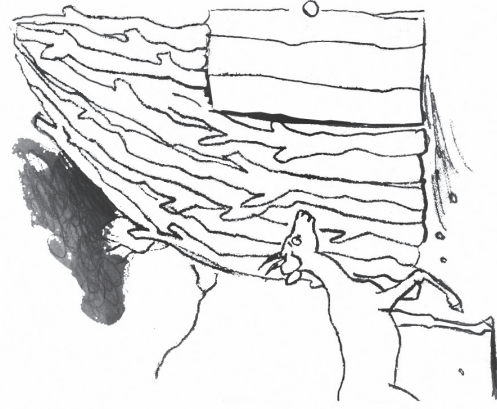
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Isivakatjhi  
sikaMbabala



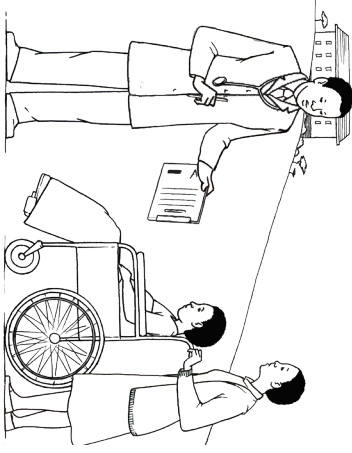
**Wordworks**  
Creating the Future Literacy

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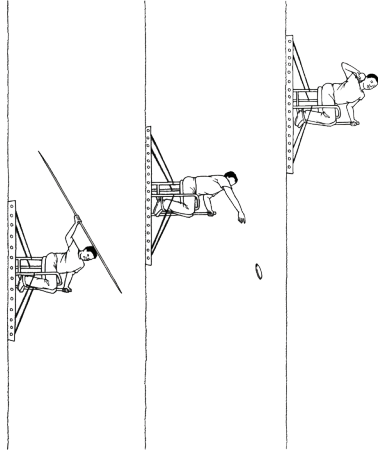
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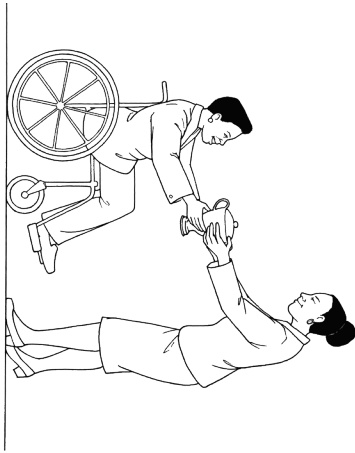
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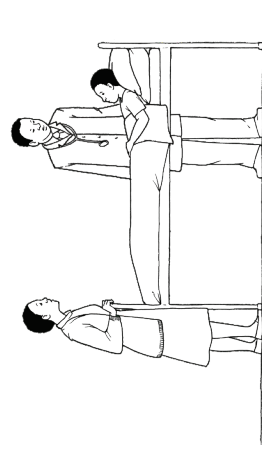
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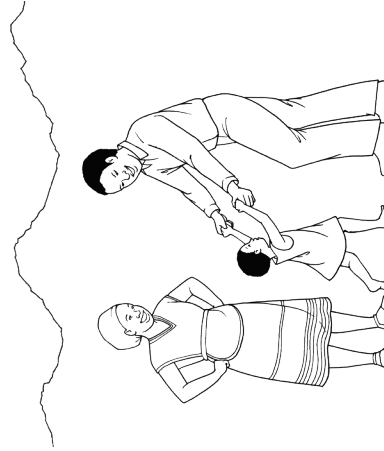
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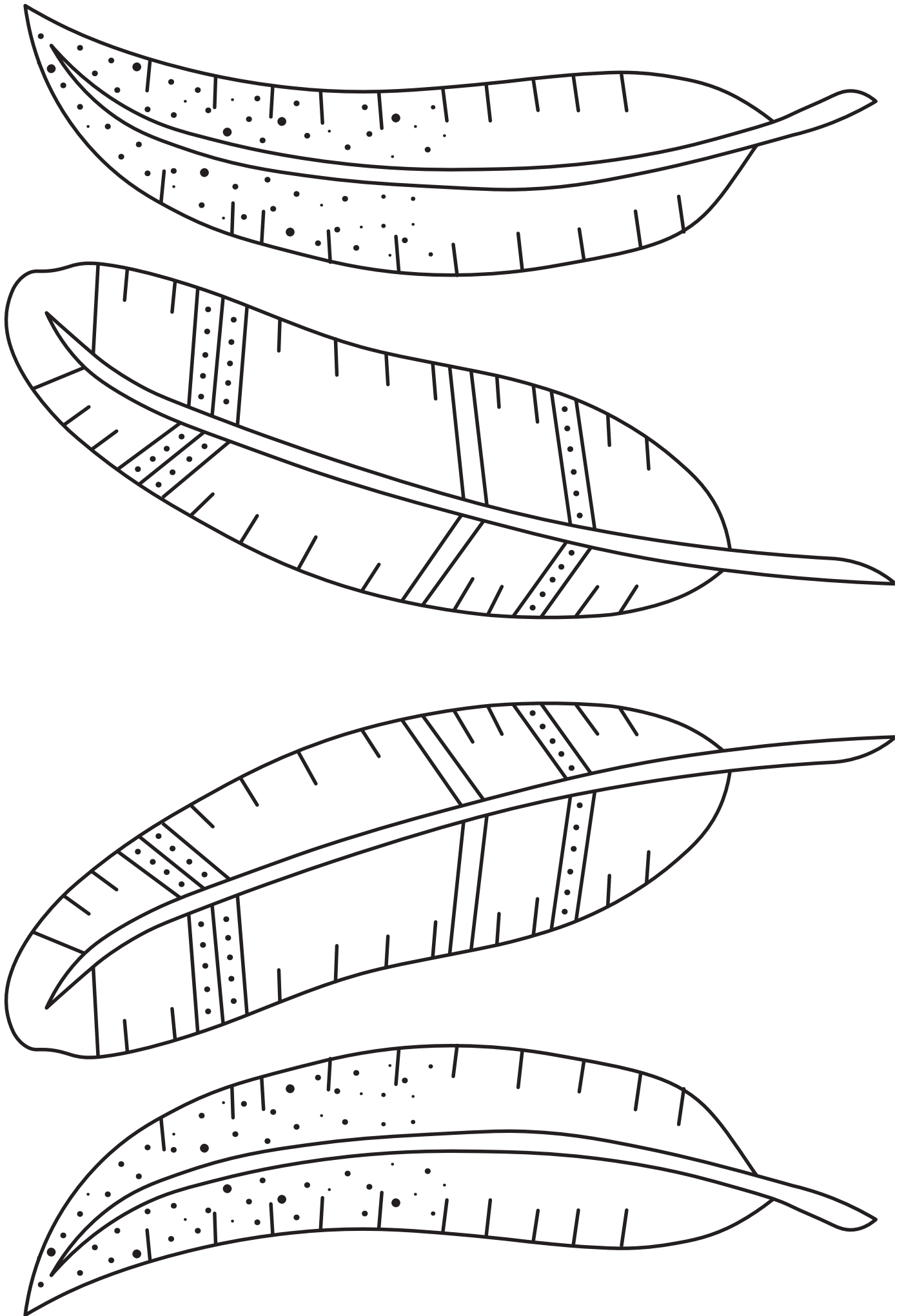
Indaba kaZanele

Wordworks  
Changing lives through literacy

bookdash

Indawo yencwadi le kuse:  
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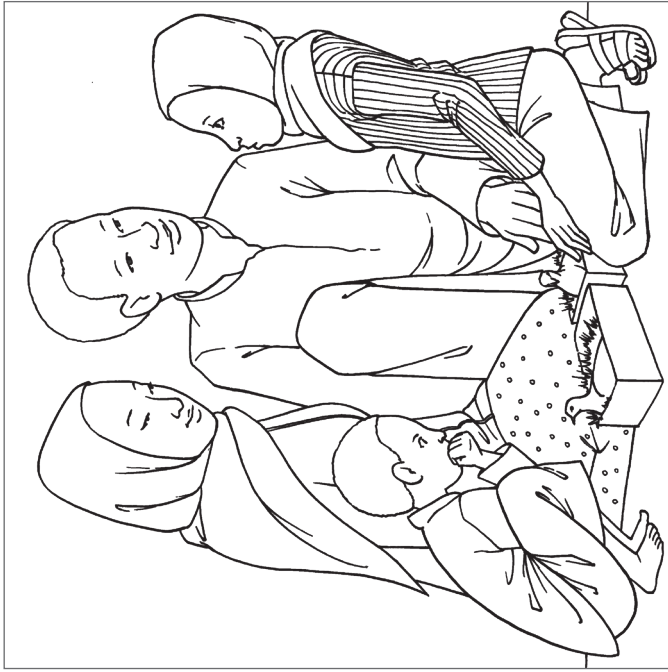


UMiya neenlwanyana zakhe: Ikhasi lomsebenzi weensiba















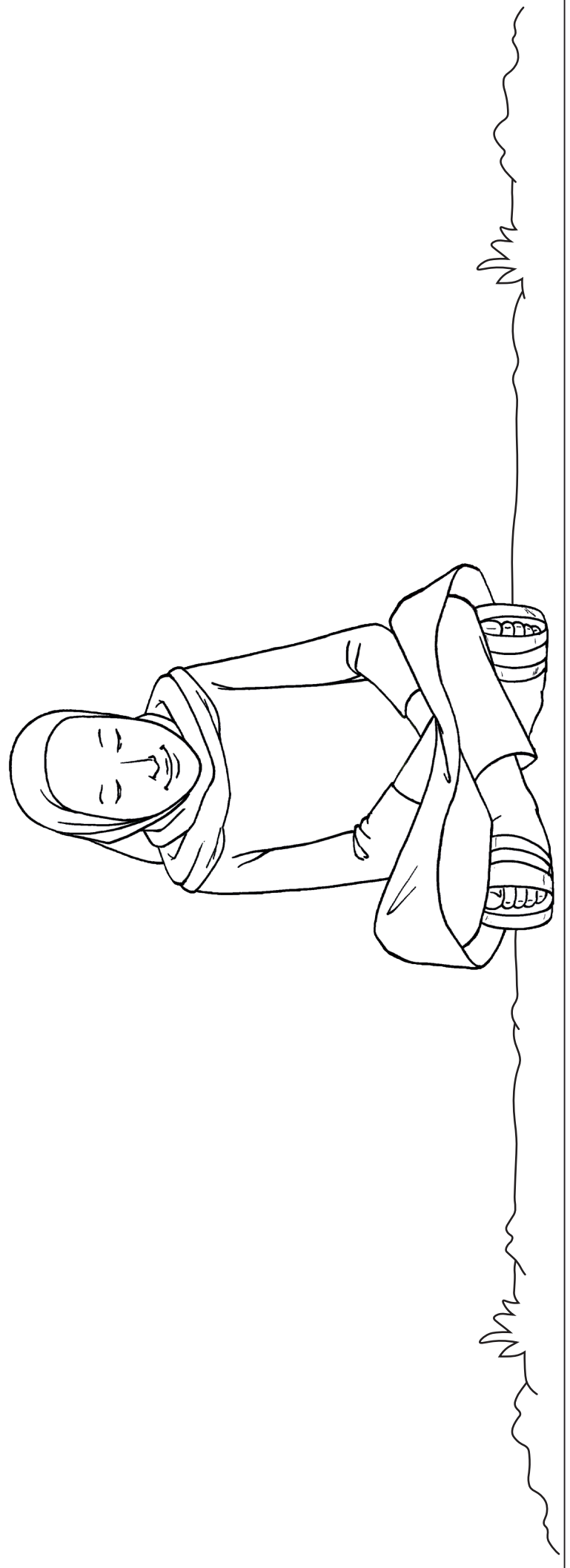
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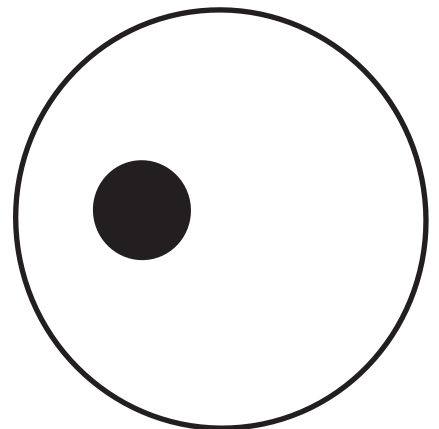
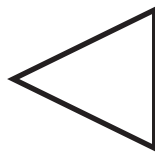
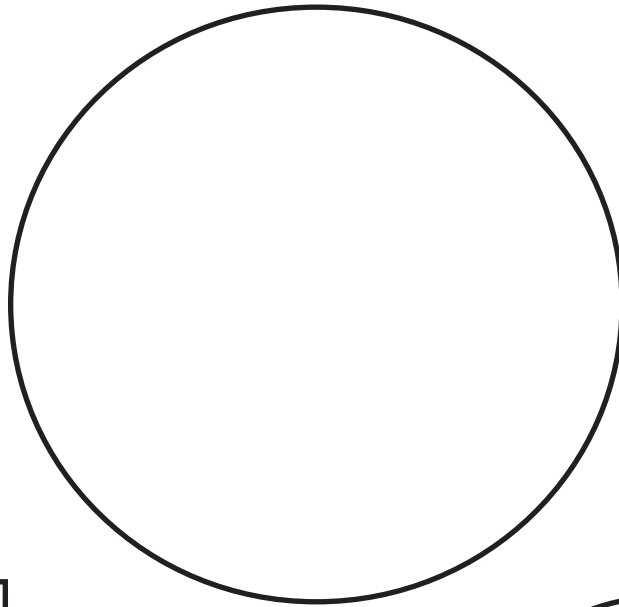
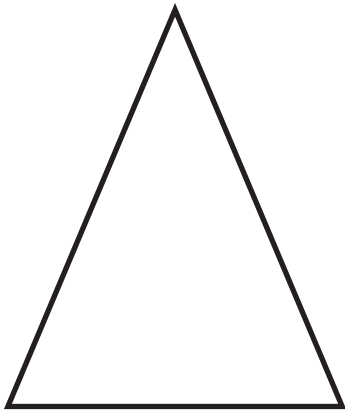
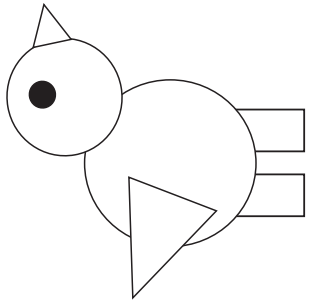




**UMiya neenlwanyana zakhe:** Ikhasi lomsebenzi wokufunda bewenze

	2		bangani
	3		iinyoni
	1		umnchwazi
	1		umjinko
	2		iinkukhu



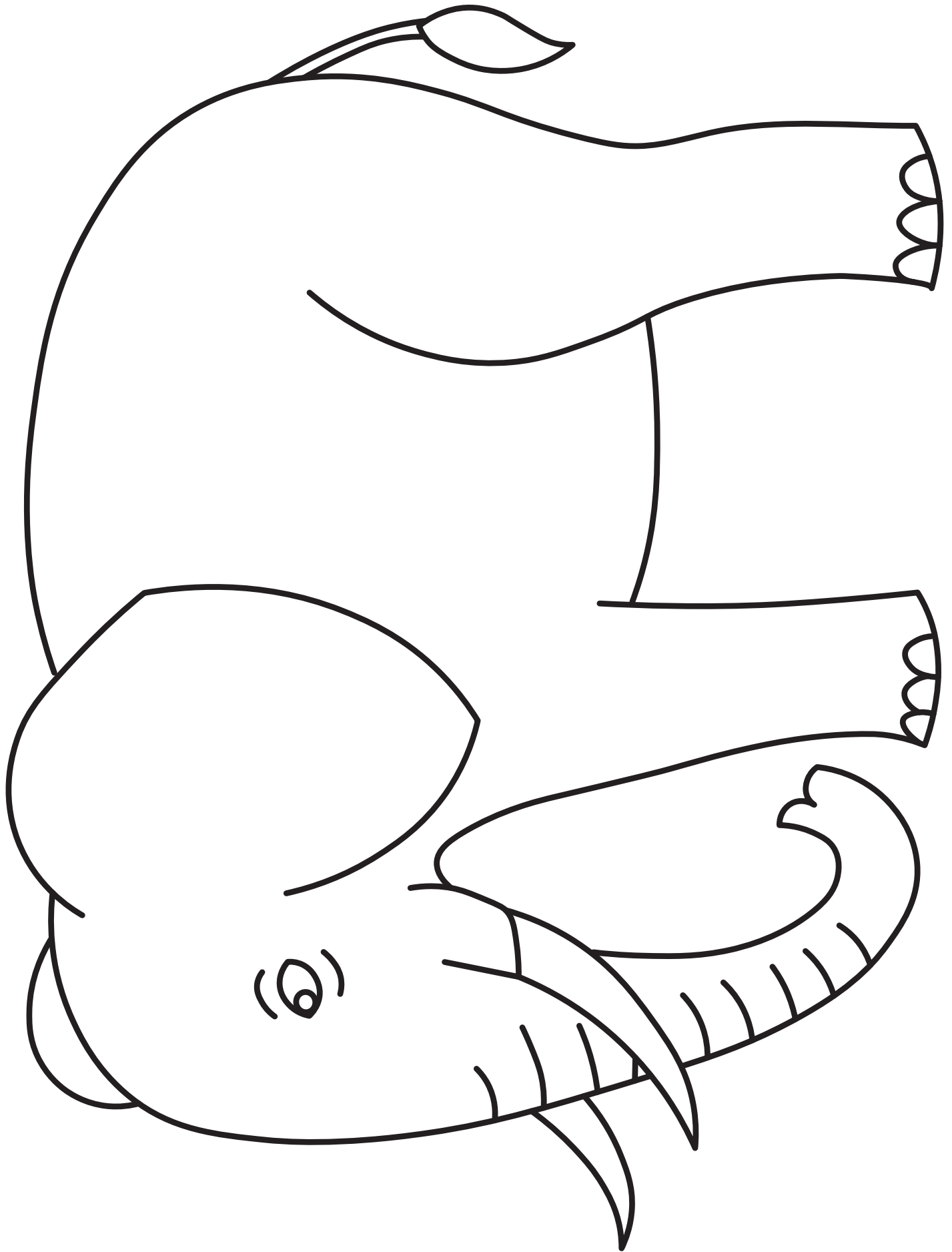


*UMiya neenlwanyana zakhe: Ikhasi lomsebenzi wesimo senyoni*













*UKeeper nekulisa yeenlwana: ikhasi lomsebenzi weendlovu*







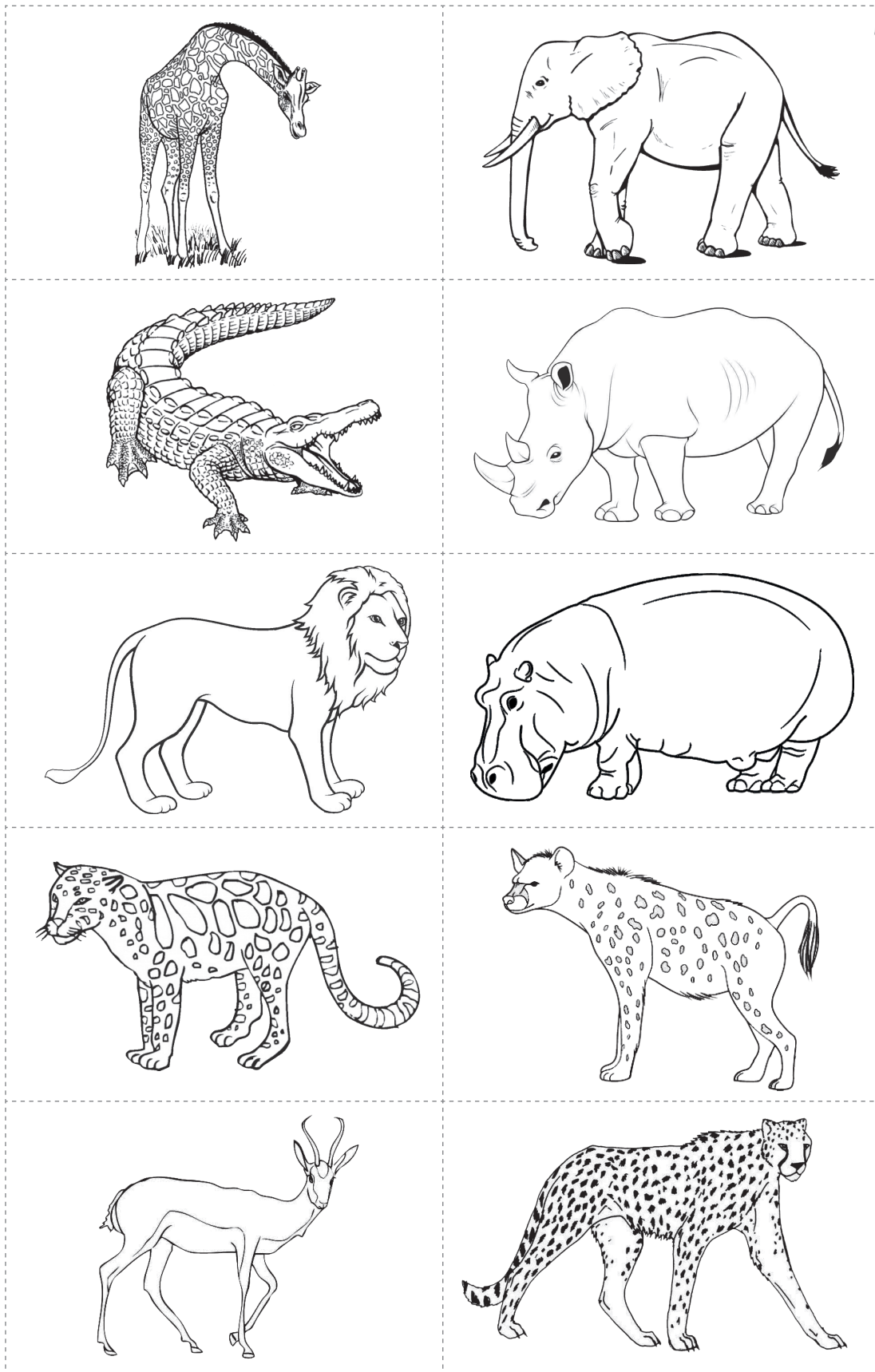
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<p>5 iinlwana ezidla iintjalo  </p>	<p>5 iinlwana ezidla inyama </p>



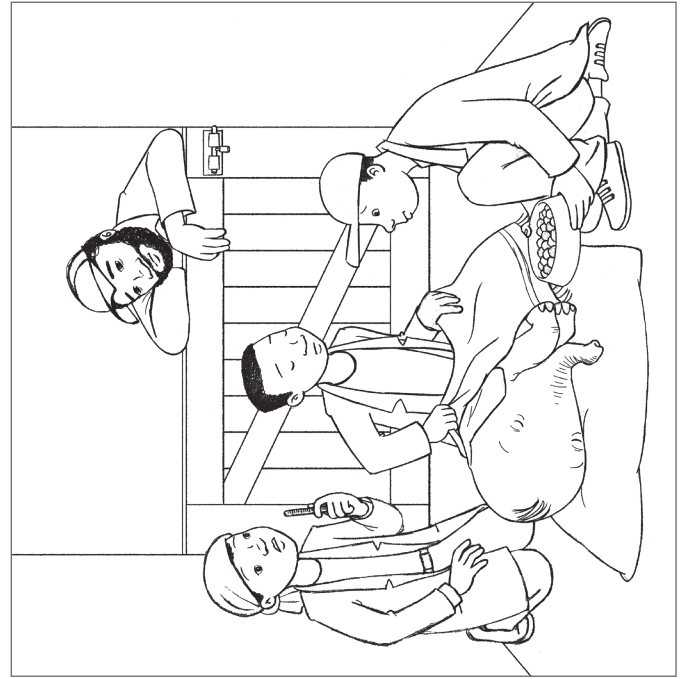
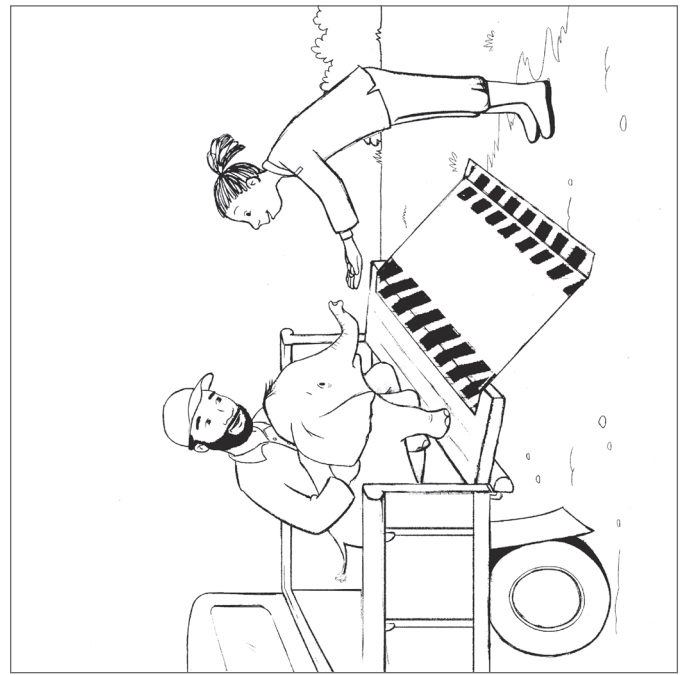
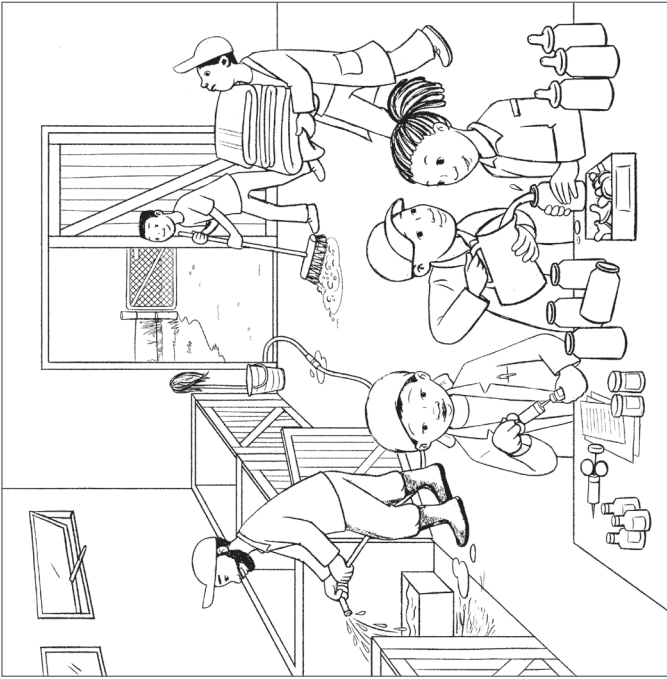
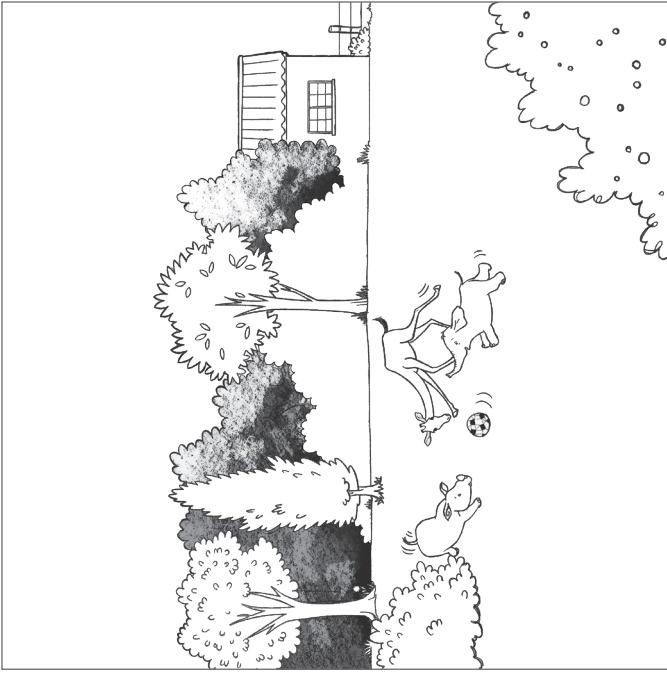


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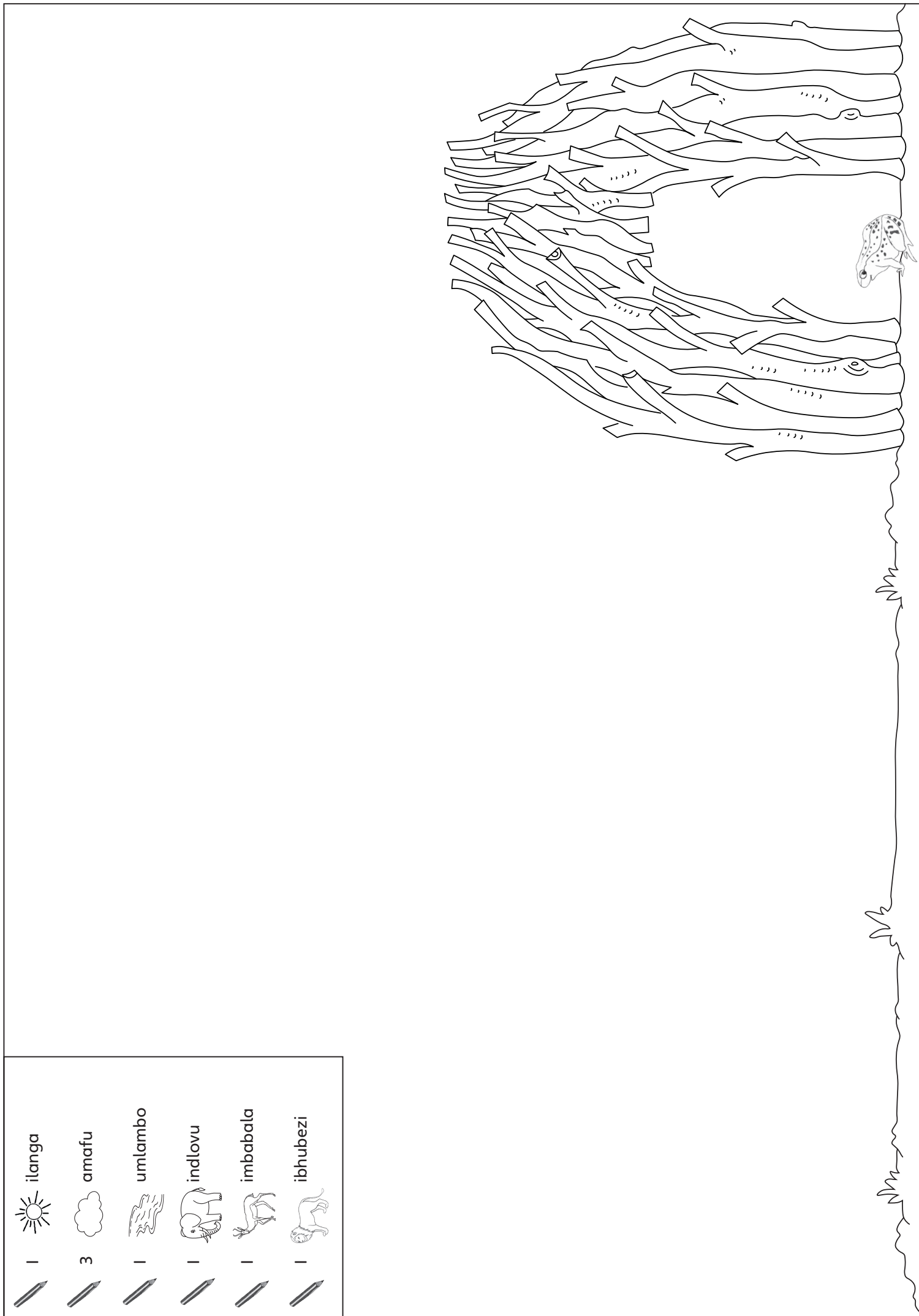














UKeeper nekulisa yeenlwana: Onzima nomhlophe weenthombe ezilamanako



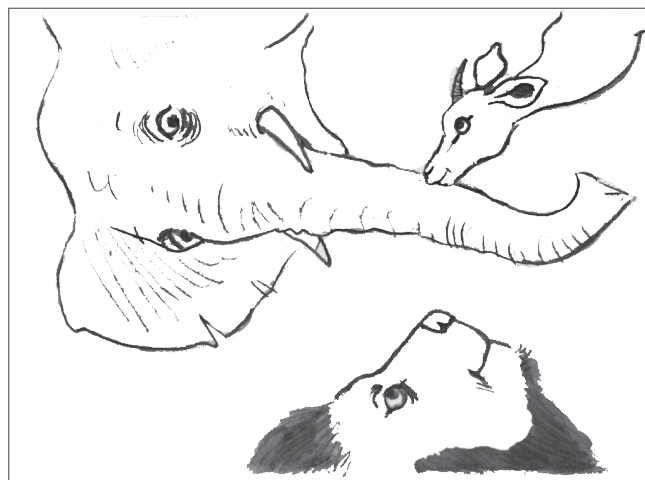
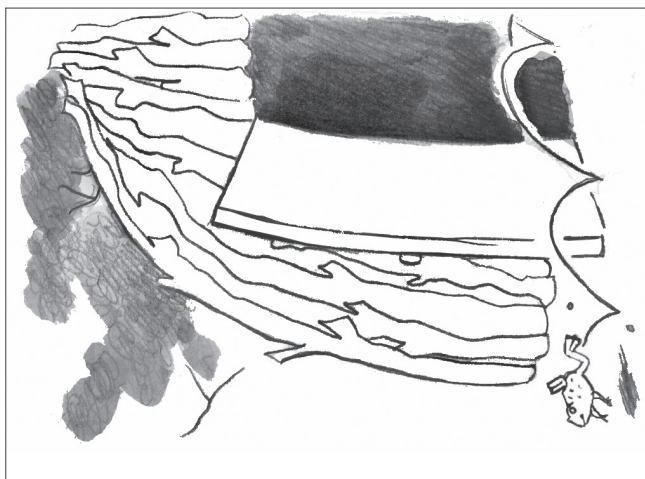
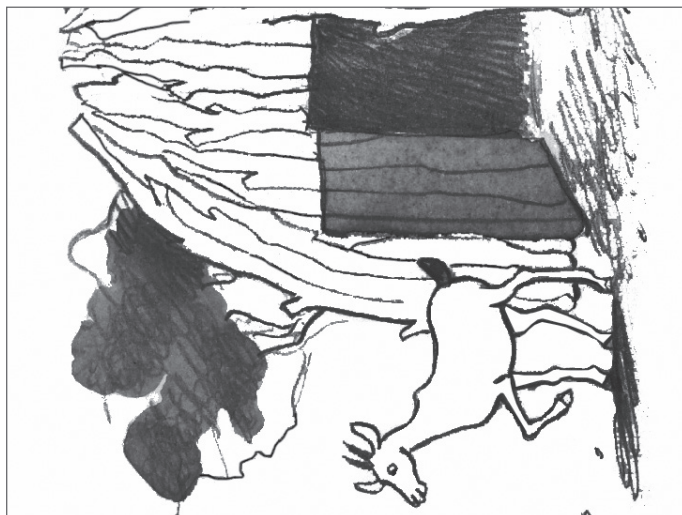
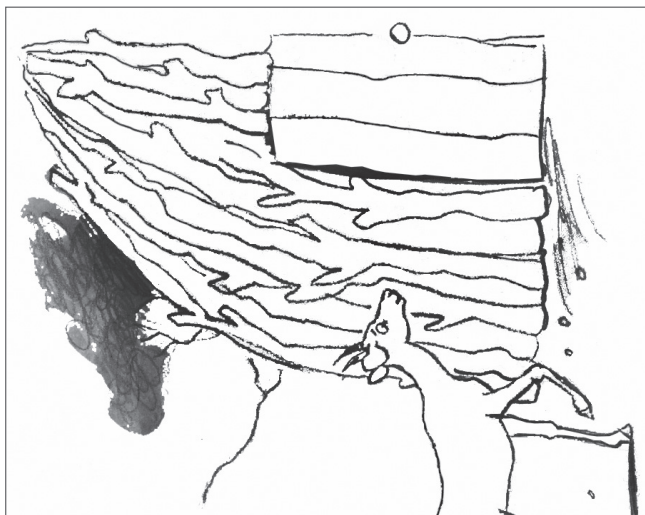


**Isivakatjhi sikaMbabala:** Ikhasi lomsebenzi wokufunda bewenze



	1		ilanga
	3		amafu
	1		umlambo
	1		indlovu
	1		imbabala
	1		ibhubezi



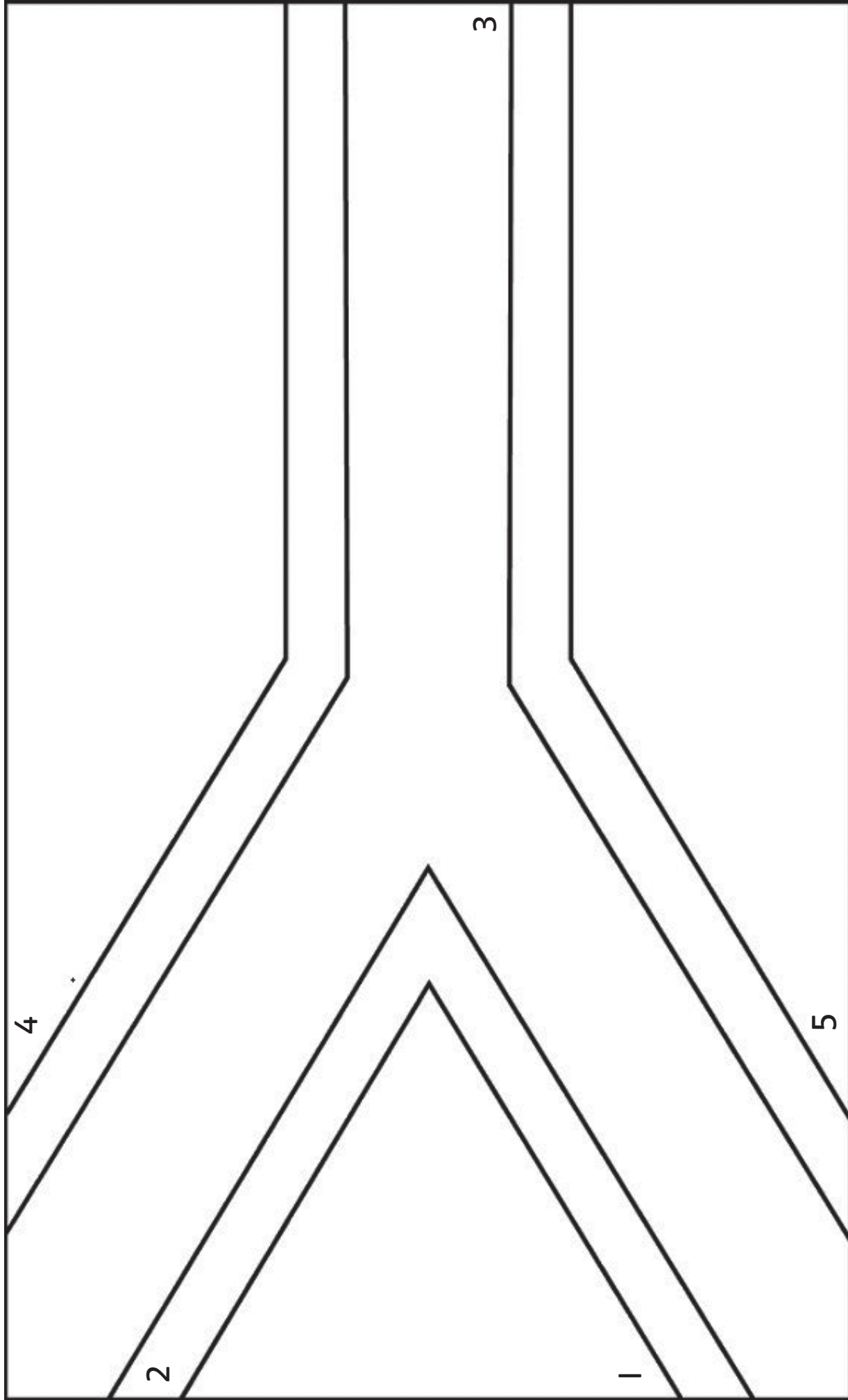




Isivakatjhi sikaMbabala: Onzima nomhlophe weenthombe ezilamanako











*Indaba kaZanele: Ikhasi lomsebenzi wokufunda bewenze*





  1 onzima

  2 osarulana

  3 Olijuba khulu

  4 obovu

  5 Olijuba khulu





**Indaba kazanele:** Onzima nomhlophe weenthombe ezilamanako

