

INkqubo yokuPhucula uLwimi  
kwiBanga R

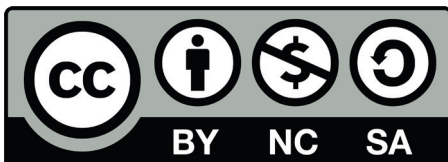
Grade R Language  
Improvement Programme

# IsiKhokelo seMisebenzi Activity Guide

IKota yesi-4  
Term 4



IsiXhosa | English



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Uvumelekile ukuba wabelane nabanye ngezi zixhobo (ungenza iikopi uze uzithumele ezi zixhobo nakwabanye) ungazitshintsha (usenokuzixuba, usenokuziguqula futhi uzandise ezi zixhobo) ukuze ufezekise nayiphi na injongo. Kufuneka unike ikhredithi efanelekileyo, unike indlela yokunxibelelana kunye nelayisensi futhi ucacise ukuba kubekho izinto ezitshintshiweyo.

Oguqulele esiXhoseni: Ntsiki Ntusikazi

Umhleli wesiXhosa: Kholisa Podile

Umhleli wesiNgesi: Magdel Palm

Imifanekiso: Jiggs Snaddon-Wood

Uhlelo lokutayipha: Lisa Borman

Umyili wencwadi neqweqwe: Jacqui Botha

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*IsiXhosa translation: Ntsiki Ntusikazi*

*IsiXhosa editing and proofreading: Pumeza Ngobazana*

*English editing and proofreading: Magdel Palm*

*Illustrations: Jiggs Snaddon-Wood*

*Typesetting: Jacqui Botha*

*Cover and text design: Jacqui Botha*



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# Amazwi engabula-zigcawu aphuma kwiNtloko yeSebe leMfundo



**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: 2/6/2020

## IsiKhokelo seMisebenzi seKota Yesi-4

IsiKhokelo seMisebenzi seKota yesi-4 soLwimi lwaseKhaya, sikuxhobisa ngendlela yokufundisa uLwimi lwaseKhaya kwiBanga R ngekota yesine. Imisebenzi isekelwe kumabali kwaye yenzelwe ukuba kufundiswe ibali ngalinye ngokomjikelelo okanye ngokwesayikili yeeveki ezimbini.

Uze uqwalasele ezi zinto zilandelayo:

- ★ uluhlu lwezinto ekufuneka uzilungise kumjikelelo ngamnye webali leeveki ezimbini
- ★ umjikelelo weeveki ezimbini onika imisebenzi yosuku ngalunye
- ★ iphepha elibonisa ukuhlola okuqhubekayo okusekelwe kwimisebenzi yekota nelinokusetyenziswa xa kurekhodishwa inkqubela phambili yekota yomfundi ngamnye
- ★ iirubhrikhi zokuhlola
- ★ Amaphepha emisebenzi anokufotokotshwa. Iincwadi ezincinci kunye neethempleyithi zoonobumba

## Izixhobo zokufunda nokufundisa

Nasi isishwankathelo samabali, imixholo yamabali kunye noonobumba/nezandi ekugxilwe kuzo kwikota yesi-4.

Ibali	Umxholo	Oonobumba
<b>UDideka nezilwanyana zakhe</b>	Iintaka	<b>d no-h</b>
<b>Igumbi likaGogogo</b>	Izilwanyana zasendle	<b>g no-z</b>
<b>Undwendwe lukaMbabala</b>	Isilwanyana esinye sasendle	<b>b no-w</b>
<b>Ibali likaZanele</b>	Imdlalo	<b>z no-l</b>

Kuza kufuneka uziqokelele ezakho izixhobo zokufunda nokufundisa le nkqubo. Ezinye uza kuzinikwa njengenxalenye yale nkqubo, ezinye kuza kufuneka uzikhangelele ze ezinye uzenzele ngokwakho. Sicebisa ukuba izifundo zakho uzicwangcise ekuqaleni kweveki nganye uze ulungise zonke izixhobo oza kuzisebenzisa kuselithuba. Qiniseka ukuba yonke into ilungile phambi kokuqala isifundo sakho ukuze ukwazi ukuchitha ixesha lakho elininzi kunye nabafundi.

## Umqulu weziXhobo zokuFunda nokufundisa uLwimi

KwiKota nganye uza kufumana umqulu wezixhobo zokufundisa ezihamba kunye:

- ★ neepapethi zebali ngalinye
- ★ nemifanekiso eza kulandelelaniswa yebali ngalinye
- ★ neNcwadi eNkulu yebali ngalinye
- ★ nemidlalo kunye neephazili (ekuza kufuneka zilungiswe ngokuthi zisikwe kakuhle).

## Izixhobo onokuziqokelela okanye uzithenge

- ★ iipropu kunye nezinto zokunxiba ezihambelana nebali oza kuzisebenzisa xa ubalisa ibali, nilinganisa okanye nisenza umdlalo wokulinganisa
- ★ izixhobo zokufunda ezishicilelweyo ezihamba nebali ngalinye: iincwadi zemifanekiso, amaphetshana anezinto ezithengiswayo, iimagazini kunye neepowusta
- ★ izinto okanye amakhadi anemifanekiso ahambelana noluhlu lwesigama kwibali ngalinye
- ★ izinto eziza kuba kwiibhokisi zoonobumba, ibhegi, idayisi kunye nezinto zokubala, iflegi yoMzantsi Afrika

# ★ 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>d</b> and <b>h</b>
<b>Keeper and his nursery</b>	Wild animals	<b>g</b> and <b>z</b>
<b>Bushbuck's visitor</b>	One wild animal	<b>b</b> and <b>w</b>
<b>Zanele's story</b>	Sport	<b>z</b> and <b>l</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).



- ★ intlama yokudlala okanye udongwe
- ★ iikhrayoni ezinkulu zewax, iipeyinti kunye neebhrashi zokupeyinta, izikere, iglu, iglu yecraft, iikhoki, kunye neekhoki zokubhala kwiwhiteboard
- ★ Iphepha elinguA4, iphepha elinombala, ikhadibhodi nephepha leflipchart
- ★ izinto ezilahliweyo oza kuzisebenzisa kwimisebenzi yobugcisa neyokubumba izinto: iipeyiti zephepha, imbewu yeentaka okanye exutyiweyo, izinto zesinyithi kunye neziciko zeebhotile, iibhokisi ebezinamaqanda, iziciko zeejagi, ifelt okanye iziqwengana zamalaphu, amaqokobhe ephepha langasese, iifolokhwe zeplastikhi, oohulahuphu, ikhadibhodi elungiselelwe ukuphinda isebenze, amaphephandaba, amakhunana eayisikhrim, imicwe ye-elastikhi. lipompom ezincinci okanye iibholana ezinombala, izinto ezincinci ebezineyogathi, amaphetshana okufinya, iitoti ezingenanto, imicinga yokusela, iribhoni okanye umtya, iwulu (eluhlaza, emthubi, ezuba kunye nemnyama).

### Amalungiselelo afunekayo ebali ngalinye

- ★ Qokelela iipropu zokubalisa ibali, zokulinganisa ibali nezokwenza umdlalo wokulinganisa.
- ★ Fotokopela umfundi ngamnye amaphepha anomsebenzi.
- ★ Lungisa imidlalo kunye neephazili uze uzifake kwisingxobo okanye ungazifaka nakweyiphi into eziza kuhlala kuyo kakuhle.
- ★ Yenza intlama yokudlala kunye neemethi zokuhlala xa kusetyenziswa intlama yokudlala (iresiphi yokuyenza uyinikiwe kumaphepha anomsebenzi).
- ★ Fotokopela umfundi ngamnye incwadi encinci uyisonge (imiyalelo yokusonga ifumaneka kumaphepha anomsebenzi).
- ★ Yenzela ibali ngalinye iibhokisi ezimbini zoonobumba: Zalisa izikhongozeli ebezifake iayisikhrim ngezinto ezahlukeyileyo (okanye ingayimifanekiso yezinto) ezigxile kwisandi esithile. Umzekelo, ibhokisi engu **s**, iya kuba nezinto ezigxile kwisandi u **/s/**. Uluhlu lwamagama luza kukunceda ukwazi ukukhetha izinto oza kuzifaka kwibhokisi nganye. Leyibhelisha ibhokisi nganye yoonobumba usebenzise iithempleyithi zoonobumba. Kungakuhle ke xa unokuzitreyisela kwiindawo ezithambileyo okanye ezirhabaxa ezi thempleyithi khonukuze abantwana bakwazi ukuphatha beve imilo kanobumba ngamnye.

## Ukufundisa uLwimi lwaseKhaya kwinkqubo yemihla ngemihla yeBanga R

Ixesha elabelwe ukufundiswa koLwimi lwaseKhaya liquka imisebenzi eyenziwa yiklasi yonke kunye naleyo yenziwa ngamaqela amancinci yonke imihla. Imisebenzi ke ilungiswe ngeendlela ezahlukeneyo:

- ★ Utitshala ukhokela isifundo emi ngaphambili eklasini.
- ★ Utitshala uhlala kunye neqela elincinci ngeenjongo zokukhokela nokusebenza ngenyameko kunye nabafundi.
- ★ Utitshala ucacisela abafundi umsebenzi aze abacele ukuba basebenze ngokuzimela emaqeleni abo.

Umjikelo/isayikili yeeveki ezimbini iyakubonisa imisebenzi yeeveki ezimbini ekufuneka yenziwe yonke imihla. Le misebenzi yenzelwe ukuba iphuhlise futhi yomeleze ulwimi olufundwe ebalini, ikwakhulisa imiba ebalulekileyo yelitheresi efumaneka kumxholo onentsingiselo webali. Le ndlela yokufundisa ke iyaphindaphindwa kumjikelo okanye kwisayikili nganye yeeveki ezimbini. Le ndlela yokwenza iqheleka lula kwaye inceda utitshala kunye nabafundi. Ootitshala bayazithemba xa befundisa ngolu hlobo kwaye nabafundi baziva bekhuselekile xa besazi ukuba yintoni elindeleke kubo.







## 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, coloured paper, cardboard and flipchart 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).

## 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.



# Isayikili yeeveki ezimbini yoLwimi lwaseKhaya






## Iveki yoku-1

Imisebenzi yeklassi yonke	Mvulo	Lwesibini	Lwesithathu	Lwesine	Lwesihlanu
<b>Imisebenzi esekelwe ebalini</b>	<b>Ukubalisa ibali nokukhulisa isigama</b> Abafundi beva ibali okokuqala ngelixa befunda isigama esitsha.	<b>Ukubalisa ibali nokucula</b> Abafundi baphulaphula ibali kwakhona baze bacule ingoma emalunga nebali.	<b>Ukubalisa nokulinganisa ibali</b> Abafundi badlala iindima ezahlukileyo ze basebenzise ulwimi olusetyenziswe ebalini ngethuba libaliswa ibali.	<b>Ukulandelelanisa imifanekiso</b> Abafundi baphinda balibalise ngokwabo ibali besebenzisa imifanekiso.	<b>Yenza, zoba uze ubhale</b> Abafundi babonisa iingcinga zabo ngebali ngokwenza into ethile, ngokuzoba umfanekiso okanye ngokuthatha inxaxheba ekubhaleni kunye.
<b>Imisebenzi yoonobumba kunye nezandi</b>	<b>Ukwazisa abafundi isandi esiphuma ebalini</b> Abafundi baziswa ngesandi ekugxilwe kuso esinxulumene namagama aphuma ebalini.	<b>Ukwakhiwa konobumba</b> Abafundi bakha unobumba ekugxilwe kuye besebenzisa izinto ezahlukeneyo nto leyo ibanika ithuba lokusebenzisa iziva-mvo zabo ezahlukeneyo.	<b>libhokisi zoonobumba</b> Abafundi bayabona, bayabamba ze bancokole ngezinto kunye nemifanekiso egxile kwisandi esithile.	<b>Ukuphulaphula izandi ekugxilwe kuzo</b> Abafundi bachonga izandi agxile kuzo amagama.	<b>Ukuxuba nokwahlula izandi</b> Abafundi baxuba izandi bakhe amagama baze baphinde bahlule amagama abe zizandi.
<b>Imisebenzi yamaqela amancinci</b>	<b>Mvulo</b>	<b>Lwesibini</b>	<b>Lwesithathu</b>	<b>Lwesine</b>	<b>Lwesihlanu</b>
UStella ubonisa ukuba yiyiphi imisebenzi yamaqela amancinci ekhokelwa ngutitshala kusuku ngalunye.					
<b>Iqela elizuba</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b>  Abafundi bashicilela iingcinga zabo ngokuzoba nokubhala okusavelayo/ okusakhulayo.	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b> Abafundi benza iiphazili badlale nemidlalo yolwimi.	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b> Abafundi bayazifundela bodwa/ ngokuzimela baze bonwabele iincwadi kunye nezinye izinto ezishicilelweyo.	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b> Abafundi benza imisebenzi yokomeleza izihlunu ezincinci baze baziqhelanise nokwakha oonobumba.	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b> Abafundi bakhulisa ulwimi nomxholo webali ngokwenza umdlalo wokulinganisa.
<b>Iqela eliluhlaza</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b> 	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>
<b>Iqela elityheli</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b> 	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ ngokuzimela</b>
<b>Iqela elibomvu</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b> 	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>
<b>Iqela elimsobo</b>	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b> 



# The Home Language two-week cycle

## Week 1

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Story-based activities</b>	<b>Storytelling and building vocabulary</b> 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>Letter and sound activities</b>	<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.
Small group activities	Monday	Tuesday	Wednesday	Thursday	Friday
Stella indicates which small group activities are teacher-guided each day.					
<b>The blue group</b>	<b>Activity 1: Drawing and emergent writing</b>  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.
<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> 










## Iveki yesi-2

Imisebenzi yeklasu yonke	Mvulo	Lwesibini	Lwesithathu	Lwesine	Lwesihlanu
<b>Imisebenzi esekelwe ebalini</b>	<b>Eminye imifanekiso eza kulandelelaniswa</b>	<b>Ukufunda kunye notitshala – iNcwadi eNkulu</b>	<b>Ukufunda ukuphulaphula</b>	<b>Funda uze wenze</b>	<b>Yenza, zoba uze ubhale</b>
	Abafundi bazikhumbuza ngolwazi lwabo lwebali ngokulandelelanisa imifanekiso bebodwa.	Abafundi baphulaphula ibali abaliqhelileyo abalifundelwa ngutitshala obonisa inkqubo yokufunda.	Abafundi baphulaphula ngenyameko baze balandele imiyalelo.	Abafundi batolika izikhokelo ezibhaliweyo nezo ziyimifanekiso.	Abafundi babonisa iingcinga zabo ngebali ngokuthi benze into ethile, bazobe umfanekiso okanye bathathe inxaxheba ekubhaleni kunye.
<b>Imisebenzi yoonobumba nezandi</b>	<b>Ukwazisa abafundi isandi esiphuma ebalini</b>	<b>Ukwakhiwa konobumba</b>	<b>Iibhokisi zoonobumba</b>	<b>Ukuphulaphula izandi ekugxilwe kuzo</b>	<b>Ukuxuba nokwahlula izandi</b>
	Abafundi baziswa ngesandi ekugxilwe kuso esinxulumene namagama aphuma ebalini.	Abafundi bakha unobumba ekugxilwe kuye besebenzisa izinto ezahlukeneyo nto leyo ibanika ithuba lokusebenzisa iziva-mvo zabo ezahlukeneyo.	Abafundi bayabona, bayabamba ze bancokole ngezinto kunye nemifanekiso egxile kwisandi esithile.	Abafundi bathi bachonge izandi agxile kuzo amagama.	Abafundi baxuba izandi bakhe amagama baze baphinde bahlule amagama abe zizandi.
<b>Imisebenzi yamaqela amancinci</b>	<b>Mvulo</b>	<b>Lwesibini</b>	<b>Lwesithathu</b>	<b>Lwesine</b>	<b>Lwesihlanu</b>
UStella ubonisa ukuba yiyiphi imisebenzi yamaqela amancinci ekhokelwa ngutitshala kusuku ngalunye.					
<b>Iqela elizuba</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b>	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>
	Abafundi bashicilela iingcinga zabo ngokuzoba nokubhala okusavelayo/ okusakhulayo.	Abafundi benza iiphazili badlale nemidlalo yolwimi.	Abafundi bayazifundela bodwa/ ngokuzimela baze bonwabele iincwadi kunye nezinye izinto ezishicilelweyo.	Abafundi benza imisebenzi yokomeleza izihlunu ezincinci baze baziqhelanise nokwakha oonobumba.	Abafundi bakhulisa ulwimi nomxholo webali ngokwenza umdlalo wokulinganisa.
<b>Iqela eliluhlaza</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b>	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>
<b>Iqela elityheli</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b>	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b>
<b>Iqela elibomvu</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/velayo</b>	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>
<b>Iqela elimsobo</b>	<b>Umsebenzi wesi-2: Iiphazili nemidlalo</b>	<b>Umsebenzi wesi-3: Ukufunda komfundi eyedwa/ngokuzimela</b>	<b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b>	<b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b>	<b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/ okusakhulayo</b>





## Week 2

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	<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.
Letter and sound activities	<b>Introducing a sound from the story</b>	<b>Forming the letter</b>	<b>Letter boxes</b>	<b>Listening for focus sounds</b>	<b>Blending and segmenting</b>
	Learners are introduced to a focus sound linked to words from the story.	Learners form the focus letter using different materials which give them a rich sensory experience.	Learners see, hold and talk about objects and pictures that start with the focus sound.	Learners identify focus sounds in words.	Learners blend sounds to make words and break up words into sounds.
Small group activities	Monday	Tuesday	Wednesday	Thursday	Friday
Stella indicates which small group activities are teacher-guided each day.					
The blue group	<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.
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>



## Imisebenzi yale nkqubo ihambelana neCAPS

Le theyibhile ibonisa indlela imisebenzi yomjikelo/yesayikili yeeveki ezimbini ethi ikhulise ngayo izakhono zolwimi ezimiselwe yiCAPS, kwaye iphinda ibonise indlela onokuyisebenzisa ngayo le misebenzi ukuze uhlole inkqubo yomfundi uxile kwizinto ekufuneka zihloliwe ngokweCAPS.

Isayikili yeeveki ezimbini	Umsebenzi weklasi yonke woonobumba nezandi	Izakhono zolwimi zikaCAPS	Itshekhlisti Yohlolo	Irubriki Yohlolo
			(ifunyenye kwikhritheriya yohlolo kaCAPS)	
<b>Iveki yoku-1:</b> Mvulo	Ukubalisa ibali nokukhulisa isigama	Ukuphulaphula nokuthetha	Bonwabela ukuphulaphula amabali amafutshane baze balandele amakhorasi ngexesha elifanelekileyo Babuza imibuzo	
Lwesibini	Ukubalisa amabali nokucula	Ukuphulaphula nokuthetha	Bacula iingoma ezilula baze benze iintshukumo/izijekulo (bencediswa)	
Lwesithathu	Ukubalisa nokulinganisa ibali	Ukuphulaphula nokuthetha	Badlala indawo ethile yebali, yengoma okanye yesicengcelezo	
Lwesine	Ukulandelelanisa imifanekiso	Ukuphulaphula nokuthetha		<b>Irubhriki yokuphulaphula nokuthetha yoku-1:</b> Babalisa amabali ze baphinde bawabalise khwakhona ngamazwi abo
Lwesihlanu	Yenza, zoba uze ubhale	Ukuphulaphula nokuthetha Ukubhala okusavelayo/ okusaphuhlayo	Bavelisa iingcinga zabo ngemizobo baze banike izivakalisi xa bebhala beyiklasi Bayazoba okanye bazobe imifanekiso enomyalezo ngepeyinti	
<b>Iveki yesi-2:</b> Mvulo	Eminye imifanekiso eza kulandelelaniswa	Ukuphulaphula nokuthetha Ukufunda nokubukela		<b>Irubhriki yokuphulaphula nokuthetha yesi-2:</b> Bacwangcisa isethi yemifanekiso ngendlela eza kwenza ibali kwaye ilandelanise iziganeko ngendlela eyamkelekileyo xa sele libaliswa ibali eliyiliweyo
Lwesibini	Ukufunda kunye notitshala – iNcwadi eNkulu	Ukufunda nokubukela	Bekunye notitshala “bafunda” itekisi enamagama amakhulu efana nemibongo, iiNcwadi eziNkulu kunye neepowusta	
Lwesithathu	Phulaphula uze wenze	Ukuphulaphula nokuthetha	Baphulaphula imiyalelo elula ze bayilandele	
Lwesine	Funda uze wenze	Ukufunda nokubukela	Banakana amagama abo namagama abanye abafundi	
Lwesihlanu	Yenza, zoba uze ubhale	Ukuphulaphula nokuthetha Ukubhala okusavelayo/ okusaphuhlayo	Bavelisa iingcinga zabo ngemizobo baze banike izivakalisi xa bebhala beyiklasi Bazoba imifanekiso enomyalezo ngepeyinti	





## 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	



Isayikili yeeveki ezimbini	Umsebenzi weklasi yonke woonobumba nezandi	Izakhono zolwimi zikaCAPS	Itshekhlisti Yohlolo	Irubhrikhi Yohlolo
<b>Iveki yoku-1 neyesi-2:</b> Mvulo	Ukwazisa abafundi unobumba ophuma ebalini	Izandi		<b>Irubhrikhi yoku-1 yeZandi, Ukufunda nokuBukela:</b> Banakana amaqabane nezikhamiso ezithile xa beziva naxa bezibona
Lwesibini	Ukwakhiwa konobumba	Ukubhala ngesandla	Bakha oonobumba ngeendlela ezahlukeneyo ngokubabhala ngeminwe besebenzisa ipeyinti, ibhrashi yokupeyinta, iikhrayoni zewax, njl. beqala ukubhala kwindawo efanelekileyo baze balandele indlela echanekileyo	<b>Irubhrikhi yoku-1 yokubhala okusavelayo/okusakhulayo kunye nokubhala ngesandla:</b> Baphuhlisa isakhono sokusebenzisa izihlunu ezincinci
Lwesithathu	Iibhokisi zoonobumba	Izandi	Banakana amaqabane nezikhamiso ezithile xa beziva naxa bezibona ingakumbi ekuqaleni kwegama	<b>Irubhrikhi yoku-1 yeZandi, Ukufunda nokuBukela:</b> Banakana amaqabane nezikhamiso ezithile xa beziva naxa bezibona
Lwesine	Ukuphulaphula izandi ekugxilwe kuzo	Izandi		<b>Irubhrikhi yesi-2 yeZandi, Ukufunda nokuBukela:</b> Baqalisa ukunakana ukuba amagama enziwa zizandi: banika isandi sokuqala kumagama abo
Lwesihlanu	Ukuxuba nokwahlula izandi	Izandi	Bahlula amagama anamalungu amaninzi ngokwamalungu: basebenzisa ukuqhwaba okanye ukubetha igubu xa bebiza ilungu ngalinye legama okanye bachaze inani lamalungu (ngokuqhwaba) xa kubizwa amagama abantwana abaseklasini	
Isayikili yeeveki ezimbini	Imisebenzi yamaqela amancinci	Izakhono zolwimi zikaCAPS	Itshekhlisti Yohlolo	Irubhrikhi Yohlolo
<b>Iveki yoku-1 neyesi-2:</b> Mvulo	Ukuzoba nokubhala okusavelayo/okusakhulayo	Ukubhala okusavelayo/okusakhulayo	Bazama ukubhala oonobumba berhiphiza, bebhala amarhoqololo, baze "bafunde" into abayibhalileyo "bafunde" ukuba athini amarhoqololo Babamba ngeendlela echanekileyo iikhrayoni besebenzisa indlela eyamkelekileyo yokubamba ipensile	<b>Irubhrikhi yesi-3 yokubhala okusavelayo/okusakhulayo kunye nokubhala ngesandla:</b> Bazoba imifanekiso ebonisa iingcinga ezingundoqo zamabali, iingoma okanye izicengcelezo <b>Irubhrikhi yesi-3:</b> Baqonda ukuba ukubhala nokuzoba kwahlukile: Benza ngathi bayabhala ngokuthi babhale amarhoqololo
Lwesibini	Iiphazili nemidlalo	Izandi Ukuphulaphula nokuthetha		<b>Irubhrikhi yoku-1 yeZandi, Ukufunda nokuBukela:</b> Banakana amaqabane nezikhamiso ezithile xa beziva naxa bezibona
Lwesithathu	Ukufunda komfundi eyedwa/ngokuzimela	Ukubhala ngesandla	Bonwabela "ukufunda" bebodwa okanye ngokuzimela kwithala leencwadi okanye kwikona yokufunda ekwigumbi lokufundela Babamba incwadi ngeendlela echanekileyo baze batyhile kakuhle amaphepha	<b>Irubhrikhi yesi-3 yeZandi, Ukufunda nokuBukela:</b> Bazenzela awabo amabali ngokuthi "bafunde" imifanekiso
Lwesine	Izakhono zezihlunu ezincinci kunye nokubhala ngesandla	Ukubhala ngesandla	Bakha oonobumba ngeendlela ezahlukeneyo ngokubabhala ngeminwe besebenzisa ipeyinti, ibhrashi yokupeyinta, iikhrayoni zewax, njl. beqala ukubhala kwindawo efanelekileyo baze balandele indlela echanekileyo Bakopa oonobumba ababaziyo abakumagama abo ngeenjongo zokubhala: bakopa amagama abo Baphuhlisa ukulawulwa kwezihlunu ezincinci ngokusebenzisa izikere basike imifanekiso, iimilo, njl.	<b>Irubhrikhi yoku-1 yokubhala okusavelayo/okusakhulayo kunye nokubhala ngesandla:</b> Baphuhlisa izakhono zezihlunu ezincinci
Lwesihlanu	Umdlalo wokulinganisa	Ukuphulaphula nokuthetha Ukubhala okusavelayo/okusakhulayo	Badlala ngokulinganisa ukubhala: bathatha umyalezo wefoni, babhala itikiti lokwaphula umthetho wendlela, njl. Bakopa okushicilelweyo kwindawo abakuyo xa bedlala	







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

# ★ UDideka nezilwanyana zakhe

## Ibali

UDideka yintwazana encinci eyayithanda kakhulu izilwanyana futhi nazo zimthanda. Wayehlala nomama, utata wakhe kunye nomntakwabo. Babenebhokhwe, iinkukhu ezimbini kunye nekati. UDideka wayezihoya zonke izilwanyana. Phambi kokuba aye esikolweni naxa evela esikolweni, uDideka wayesipha izilwanyana ukutya aze adlale kunye nazo. Wayetyisa neentaka zasendle ezazimana zifika zize kuhlala naye.

Ngenye imini uDideka wayedlala kunye nabahlobo bakhe esikolweni. Weva abantwana bekhwaza behleka kwelinye icala kwibala lokudlala. Wabajonga uDideka waze wabona into emanyumnyezi. Iqela labantwana laligibisela ngamatye, amahobe awayezikhangelela ukutya apho.

“Sanukuyenza loo nto!” wakhwaza uDideka ebaleka esiya kwabo bantwana. “Sanukuyenza loo nto kuloo mahobe! Niyawenzakalisa.” Abahlobo bakaDideka babaleka naye benqumla kwibala lokudlala. Abantwana abagezayo bababona besiza ze babaleka ngokukhawuleza.

Amahobe awayethukile, azama ukubhabha emke akuva loo ngxolo. UDideka kunye nabahlobo bakhe baqwalasela ukuba amahobe amabini awakwazi wona ukubhabha kuba amaphiko awo ayesele enzakele. UDideka wagoba waze wawathatha amahobe. Amahobe ayesoyika kakhulu. “Musani ukoyika,” watsho uDideka. “Ndiza kunikhathalela ndincedo nide nibe ngcono.” UDideka wawathatha amahobe wagoduka nawo.



Kokwabo, ngobo busuku, uDideka waxelela umama kunye notata wakhe ngento eyenzeke esikolweni. Babanomsindo bakuva ukuba abantwana benzakalise amahobe. UDideka wawafaka kwibhokisi encinci amahobe ze wawagcina kuyo eshushu ekhuselekile. Wawapha ukutya kunye namanzi. Emva kwethuba, amaphiko awo aphola waze uDideka wawakhuphela phandle amahobe wawayeka abhabha emka.

Abahlobo bakaDideka bonwaba kakhulu bakuva ukuba amahobe amabini ade angcono kwaye ayakwazi ukubhabha. “Siyazingca ngawe, Dideka,” batsho. “Unobuntu kakhulu kwizilwanyana.”

“Ndiyazithanda izilwanyana,” wabaxelela uDideka. “Izilwanyana ziluncedo kuthi kwaye zingabahlobo bethu. Kufuneka sizikhusele futhi sizikhathalele.”

**Liyaphela apha ke ibali lethu.**



# ★ 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.

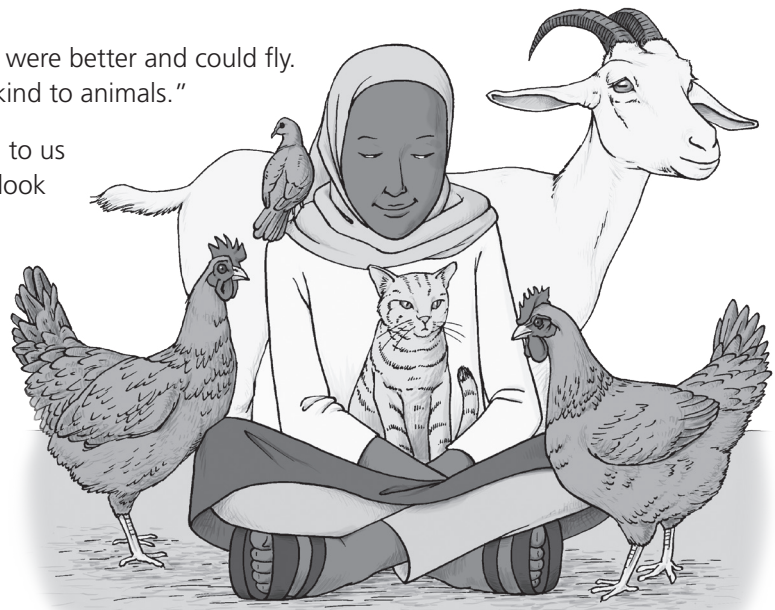
When the frightened doves heard all the noise they tried to fly away. Dina and her friends saw that two of the doves could not fly away because their wings had been hurt. Dina bent down and gently picked up the doves. The doves were very scared. “Don’t be scared,” said Dina. “I’ll take good care of you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

### Amahobe

Khanikhangele, lo mahotyana,  
Aphaphazela, ngamaphikwana,  
Alinyaziwe ngamakhwenkwe,  
Alinyaziwe emaphikweni!

Masifunde kuDideka,  
Sizithande izilwanyana,  
Njengabahlobo,  
Singazilimazi,  
Singazilimaz' izilwanyana.



## Isigama esiphuma ebalini

Amagama abalulekileyo:	isilwanyana	ubuntu	khathalela	nzakalisa	intaka yasendle	ihobe
Amanye amagama:	shushu	khuselekile	gibisela	ilitye	nzakalisa	bhabha
	othuka	oyika	khusela	iphiko	umsindo	ngobunono





## Song

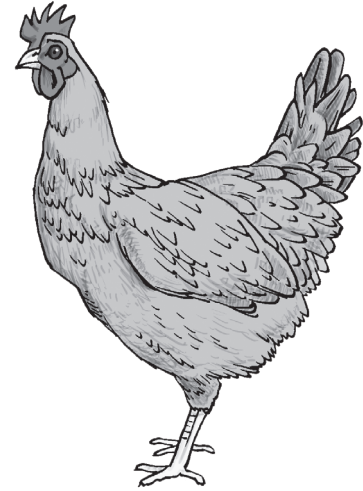
Dina was a kind girl, a kind girl, a kind girl,  
Dina was a kind girl, who saved two little doves

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





### Izinto ekufuneka unazo:

- Ibali: UDideka nezilwanyana zakhe
- Iipapethi: UDideka, izilwanyana (ibhokhwe, ikati, iinkukhu), abahlobo bakaDideka, umntwana okhohlakeleyo, amahobe
- Iipropu: ibhokisi, ukutya kweentaka
- Izinto okanye amakhadi anemifanekiso yamagama athile athathwe kuluhlu lwesigama



## Iveki yoku-1 Usuku loku-1

### Imisebenzi yeklassi yonke

Yenzani isicengcelezo esithi *Ndinyakazisa iminwe yam*, ukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

### Ukubalisa ibali nokukhulisa isigama

#### 1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi: *“Wawukhe wazibona iintaka apho uhlala khona okanye esikolweni? Ingaba uyazi ukuba ziluhlobo luni lweentaka? Ingaba zikhona izilwanyana ozikhathalelayo ekhaya?”*
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo kuluhlu lwesigama, uze ubonise abafundi into okanye umfanekiso obonisa ukuba igama lithetha ukuthini. Umzekelo: ukuba unencwadi ethetha ngeentaka, ungababonisa umfanekiso wehobe, uze ukhombwe amaphiko alo kunye namanye amalungu omzimba walo (iintsiba, umlomo).

#### 2 Ngexesha ubalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *“Ucinga ukuba wayeziva njani uDideka xa wayebona abantwana begibisela amahobe ngamatye? Ucinga ukuba uza kuwanceda njani amahobe uDideka?”*

#### 3 Emva kokubalisa ibali

- 3.1 Buza abafundi le mibuzo: *“Uthande ntoni kweli bali? Yintoni ongakhange uyithande kweli bali? Yiyiphi eyona ndawo uyithande kakhulu? Yiyiphi imibuzo onayo ngeli bali? Ucinga ukuba uDideka wayekhaliphile? Ucinga ukuba wawunokwenza ntoni wena xa ubona abantwana begibisela amahobe ngamatye?”*

### Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“Dideka, ade. Ingaba uyasiva isandi agxile kuso la magama: Dideka, ade? Ewe, uchanile! Onke la magama anesandi u /d/.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u /d/: idolo, idada, idesika.”* (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u /d/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /d/: **“d-d-d.** Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

### Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.

### Ndinyakazisa iminwe yam

Ndinyakazisa iinzwane zam  
Ndinyakazisa amagxa am  
Ndinyakazisa impumlo yam  
Ngoku (qhwaba ke ngoku)  
Andisakwazi tu  
ukunyakazisa nantoni.  
Kwaye ndizolile ndithe cwaka!





### 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: *"Dideka, ade. Can you hear the focus sound: **Dideka, ade**? Yes, you are right! They all have the sound /d/."*
- 2 *"Listen carefully, here are some more words with /d/: idolo, idada, idesika."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /d/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /d/: **"d-d-d"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



#### Izinto ekufuneka unazo:

- Iipapethi ezimalunga nebali
- Umculo neepropu okanye imifanekiso emalunga nengoma



## Iveki yoku-1 Usuku lwesi-2

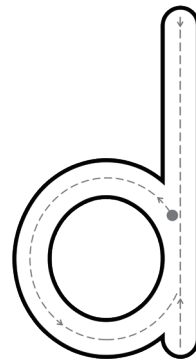
### Imisebenzi yeklasi yonke

#### Ukubalisa ibali nokucula

- 1 Qala ukhumbuze abafundi ngentsingiselo yamagama obaxelele ngawo kuSuku loku-1.
- 2 Phinda ubalise ibali kwakhona usebenzise iipapethi. Ngelixa ubalisa ibali, babuze imibuzo abafundi. Bakhuthaze ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini.
- 3 Chazela abafundi ukuba uza kubafundisa ingoma entsha ehambelana nebali.
- 4 Cula ngokucotha nangokucacileyo imigca embalwa yengoma, uze ucele abafundi ukuba balandele ingoma bacule kunye nawe. Kunganzima ke ukuba abafundi bawakhumbule onke amagama asetyenziswe engomeni, ngoko ke kufuneka ufundise ivesi yengoma ibe nye ngexesha.
- 5 Qiniseka ukuba unayo imifanekiso kunye neepropu okanye yenza izijekulo ukuzama ukunceda abafundi abangalulandeli kakuhle ulwimi lwengoma.
- 6 Bafundise abafundi izijekulo zengoma futhi nikonwabele ukuyicula nangezinye iilwimi.

#### Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /d/ okanye ubacele ukuba bakhe bacinge ngamanye amagama anesi sandi u /d/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangenza ngathi bayadanisa de badinwe baze bathi "**d-d-d-danisa**".
- 3 Bonisa abafundi indlela abhalwa ngayo unobumba u /d/. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "*Qala echaphazeni, jikela, unyuke umgama, uphinde wehle.*"
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi. Bangazama ukwakha unobumba besebenzisa imizimba yabo.
- 5 Wakuba ubabonisile indlela yokubhalwa konobumba, phuma nabafundi phandle uze ubakhuthaze ukuba basebenzise izinti babhale unobumba esantini baze bahambe phezu kwakhe. Bakhuthaze abafundi ukuba babize isandi esenziwa ngunobumba njengokuba bembhala phantsi unobumba.

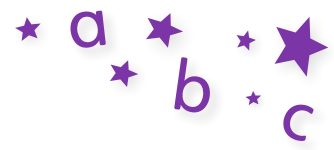


### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.







#### You will need:

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



## Week 1 Day 2

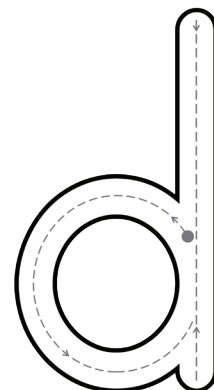
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



#### Small group activities

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



### Izinto ekufuneka unazo:

- lipapethi kunye neepropu ezimalunga nebali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezinesandi u **d**: idada, idesika, idami, idolo, idiliya, idangatye, idama, idonki, idayisi



## IVeki yoku-1 Usuku lwesi-3

### Imisebenzi yeklasi yonke

#### Ukubalisa noulinganisa ibali

- 1 Culani ingoma.
- 2 Khawukhe ubuze abafundi ukuba ingaba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: Babuze ukuba bayalikhumbula na igama elithetha into enye negama elithi "gibisela" kwaye liliphi igama elisetyenzisiweyo ukuchaza into eyehlela amaphiko eentaka (enzakala). Bacele abafundi ukuba bakubonise indlela abanokuyithatha ngononophelo ngayo phantsi intaka eyonzakeleyo.
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali kwaye ubabonise neepropu eziza kusetyenziswa xa kubaliswa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ke ngoku ubalise ibali kwaye ubakhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

### UStella uthi:

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



### Ibhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: "Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo.
- 6 Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- 7 Bacele abafundi ukuba bakhangele izinto ezigxile kwesinye sezandi. Umzekelo: "Khawukhangele into egxile kwisandi u **ld!**?" Umfundi kufuneka abize igama lento, atsho isandi egxile kuso aze ayibeke into leyo kwibhokisi kanobumba ochanekileyo.

### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.



### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **d**: idada, idesika, idami, idolo, idiliya, idangatye, idama, idonki, idayisi

## 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.

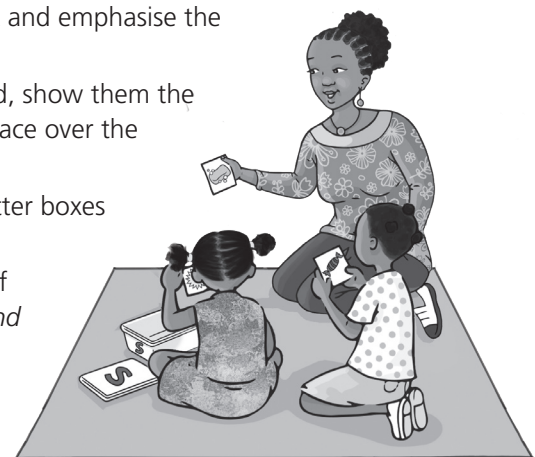
### Stella says:



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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: "Can you find something that starts with the sound /d/?" The learner must name the object, say the focus sound and place the object in the correct letter box.



### Small group activities

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



### Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Amakhadi anemifanekiso

### UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

- "Ubona bani?" (abalinganiswa)
- "Wenza ntoni?" (izenzi neentshukumo)
- "Yiyiphi enye into oyibonayo?" (ukujonga kwakhona)
- "Iphi i...?" (ukubiza amagama eendawo)
- "Ucinga ukuba kutheni...?" (ukucinga okubonisa isakhono sokuyila, ukuvakalisa izimvo)



## Iveki yoku-1 Usuku lwesi-4

### Imisebenzi yeklassi yonke

#### Ukulandelelanisa imifanekiso

- 1 Culani ingoma kwakhona.
- 2 Chazela abafundi amagama amatsha akuluhlu lwesigama. Khetha umfanekiso ube mnye kuleyo iza kulandelelaniswa uze uwuphakamise. Babuze abafundi ukuba babona ntoni nize nincokole banzi ngezinto ezisemfanekisweni.
- 3 Xa sele nixoxile ngomfanekiso ngamnye, wuncamathisele ebhodini ukuze bonke abafundi bawubone. Qinisekisa ukuba imifanekiso awuyilandelelanisi ngendlela echanekileyo xa uyincamathisela ebhodini kwesi sigaba somsebenzi.
- 4 Emva kokuncokola ngayo yonke imifanekiso, buza abafundi: "Ingaba le mifanekiso ilandelelana ngendlela echanekileyo?"
- 5 Cela abafundi ukuba bakhombe umfanekiso obonisa isiqalo sebali. Sebenzani kunye nizame ukulandelelanisa imifanekiso ngendlela eyiyo khonukuze ibali libe nentsingiselo.
- 6 Qinisekisa ukuba abafundi bathatha inxaxheba kulo msebenzi. Ungababuzi imibuzo efana nale: "Yintoni eza kwenzeka emva koku? Ngubani oyikhumbulayo indawo yebali eza kulandela?"
- 7 Xa imifanekiso ilandelelaniswe ngendlela echanekileyo, cela abafundi abambalwa ukuba balibalise kwakhona ibali balandelelanise kakuhle ngendlela echanekileyo iziganeko zalo.

#### Ukuphulaphula izandi ekugxilwe kuzo

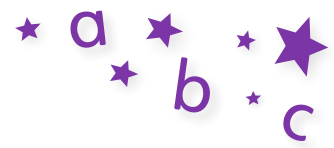
- 1 Bachazele abafundi ukuba uza kucula ingoma/kwenza isicengcelezo kwaye kufuneka baphulaphule ngenyameko izandi ezikwilungu lokugqibela lamagama (*ingoma ingaculwa ngetshanti yengoma ethi...*).
  - ★ Utitshala: "Sisiphi isandi esikwilungu lokugqibela lala magama, esikwilungu lokugqibela kula magama? Sisiphi isandi esikwilungu lokugqibela kula magama: ipali, isipili, ivili." (Utitshala wenza uphawu lokuba abafundi baphendule)
  - ★ Abafundi babiza isandi esikwilungu lokugqibela legama, umzekelo: /li/. (Utitshala ubonisa ukuba kulungile ngobhontsi)
  - ★ Utitshala: u "/li/ sisandi esikwilungu lokugqibela kula magama, lokugqibela kula magama, esikumalungu lokugqibela kula magama! /li/ sisandi okugqibela ala magama: ivili, isithili, isipili."
- 2 Sebenzisa la magama kulo msebenzi:
  - ★ /la/: sula, bala, lala, sela, cela, cola, lula, lola, cula, icala, jula, lala
  - ★ /si/: unesi, usisi, ikasi, ubusi, ibhasi, ubisi
  - ★ /le/: iwele, ijele, ulele, ufele, isele, iketile
  - ★ /li/: ipali, ijeli, ileli, ivili, ilali, isipili
  - ★ /ma/: igama, ifama, cima, jama, yima
  - ★ /lo/: iliso, izolo, idolo, iholo, utolo, ixolo, iculo, uxolo
  - ★ /ka/: jika, sika, nika, vuka, iwaka, daka, beka
  - ★ /na/: bona, usana, wena, lona, zona, kona
  - ★ /gu/: ihagu, isigu, igagu, igugu.



### Umsebenzi wamaqela amancinci

Khumbuzi abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





### You will need:

- Big sequence pictures
- Picture cards

## 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:



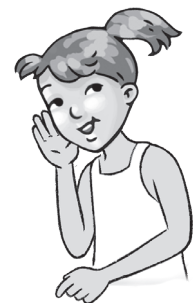
These are useful questions to ask about each picture:

- "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 sounds in the words (tune: "Mary had a little lamb").
  - ★ Teacher: "What's the sound that ends these words, ends these words, ends these words? What's the sound that ends these words: ipali, isipili, ivili." (Teacher signals for learners to respond.)
  - ★ Learners say the sound that ends the word, for example: /li/. (Teacher gives thumbs-up sign.)
  - ★ Teacher: "/li/ is the sound that ends these words, ends these words, ends these words! /li/ is the sound that ends these words: ivili, isithili, isipili."
- 2 Use these words for this activity:
  - ★ /la/: sula, bala, lala, sela, cela, cola, lula, lola, cula, icala, jula, lala
  - ★ /si/: unesi, usisi, ikasi, ubusi, ibhasi, ubisi
  - ★ /le/: iwele, ijele, ulele, ufele, isele, iketile
  - ★ /li/: ipali, ijeli, ileli, ivili, ilali, isipili
  - ★ /ma/: igama, ifama, cima, jama, yima
  - ★ /lo/: iliso, izolo, idolo, iholo, utolo, ixolo, iculo, uxolo
  - ★ /ka/: jika, sika, nika, vuka, iwaka, daka, beka
  - ★ /na/: bona, usana, wena, lona, zona, kona
  - ★ /gu/: ihagu, isigu, igagu, igugu.



#### Small group activities

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



### Izinto ekufuneka unazo:

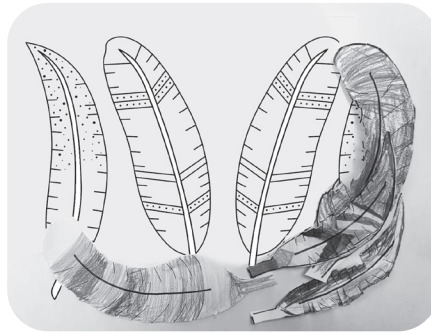
- Umfundi ngamnye kufuneka abe nekopi **yephepha lomsebenzi weeNtsiba**, iikhrayoni, isikere, iphepha *leflipchart* neglu
- Uluhlu lwamagama anamalungu amaninzi amalunga nebali: inkukhu, isilwanyana, ukupha, ukudlala, ibala lokudlala, imbi, khwazayo, hlekayo, okhohlakeleyo, gibisela, abantwana, khusela (umzekelo: ihobe, ukhozi, incanda, ukhetshe)

## Iveki yoku-1 Usuku lwesi-5

### Imisebenzi yeklasi yonke

#### Yenza, zoba uze ubhale

- 1 Bachazele abafundi ukuba baza kukuncedisa nizobe intaka enkulu kwiphepha *leflipchart*. Qalani esizikithini sephepha *leflipchart* nizobe umzimba wentaka kunye nentloko (kusenokufuneka ukuba nizobe iintaka ezimbini).
- 2 Nika umfundi ngamnye iintsiba ezahlukileyo zeentaka ezimbini uze ubakhuthaze ukuba bafake imibala ze emva koko basike kakuhle basuse iintaka zabo. Emva koku bangasebenzisa izikere basike ekupheleni bavule izithuba phakathi kwamaphiko.
- 3 Bonisa abafundi indlela yokuncamathisela iintsiba kumzimba wentaka okwiphepha *leflipchart* besenza iphiko lasekhohlo nelasekunene.

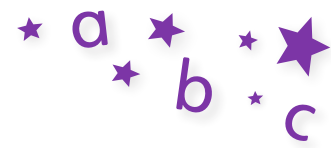


### Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **i | ho | be**.
- 2 Cela abafundi ukuba bamatshe xa kubizwa ilungu ngalinye **i** (inyathelo elinye) **ho** (inyathelo elinye) **be** (inyathelo elinye). Nika abanye abafundi iishakers abaza kuzihlukuhla okanye amagubu abaza kuwabetha xa kubizwa ilungu ngalinye.
- 3 Biza amanye amagama anamalungu amaninzi aphuma ebalini baze bona abafundi bamatshe kwilungu ngalinye. Bakhuthaze abafundi ukuba babale inani lamalungu kula magama (Umzekelo: igama "ihobe" linamalungu amathathu).

### Umsebenzi wamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.



### You will need:

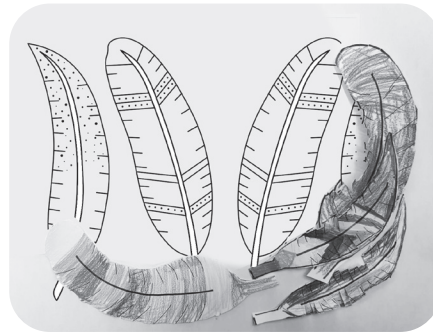
- A photocopy of the **Feather activity page** for each learner, crayons, scissors, flipchart paper, glue
- A list of multisyllabic words relating to the story: inkukhu, isilwanyana, ukupha, ukudlala, ibala lokudlala, imbi, khwazayo, hlekayo, okhohlakeleyo, gibisela, abantwana, khusela and a list of names of common birds (for example: ihobe, ukhozi, incanda, ukhetshe)

## 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 | ho | be**.
- 2 Ask learners to march for each syllable: **i** (one step) **ho** (one step) **be** (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: "ihobe" has three syllables).




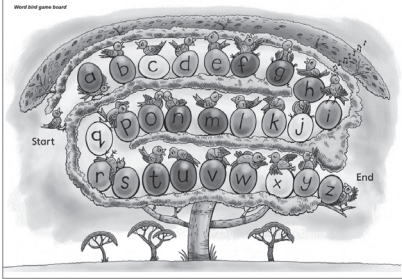



### Small group activities

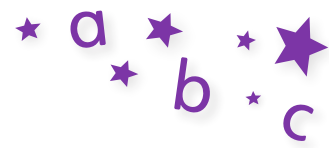
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



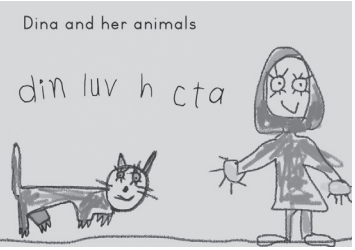


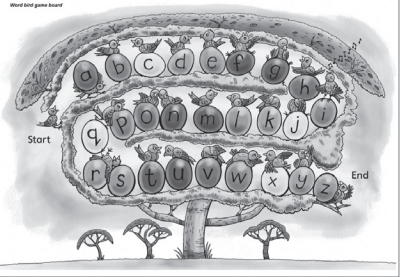

# Imisebenzi yamaqela amancinci yeVeki yoku-1

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> <li>• Umfundi ngamnye makabe nephepha elinguA4</li> <li>• likhrayoni ezinkulu zewax</li> </ul>  <p>UDideka nezilwanyana zakhe udeka uyatada iktiyyk</p>  <p>Ngeli xesha lonyaka, umfundi umele ukuba uzithembile ngakumbi xa ezama ukuzibhalela. Ungaxhalabi ke xa abanye abafundi bebhala udederhu loonobumba abangenazithuba phakathi kwabo.</p>	<p><b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusaphuhlayo</b></p> <ol style="list-style-type: none"> <li>1 Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo.</li> <li>2 Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye.</li> <li>3 Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Usenokubanika iingcebiso.</li> <li>4 Bakhuthaze abafundi ukuba bazobe eyona ndawo bayithande kakhulu ebalini.</li> <li>5 Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe.</li> <li>6 Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele.</li> <li>7 Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo. Umzekelo: "UDideka wayedlala na ... bakhe. Liliphi igama elilandelayo ofuna ukulibiza? bahlobo. Ndiza kubhala igama "bahlobo."</li> <li>8 Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba ulungise amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo.</li> <li>9 Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde izivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.</li> </ol>
<ul style="list-style-type: none"> <li>• libhodi ezimbini zomdlalo wentaka wamagama</li> <li>• Amadayisi amabini nezinto zokubala</li> </ul>  <p>Ukuba abafundi bafumana ubunzima ekudlaleni bodwa imidlalo, kungangcono ukuba ucele abazali abathile ukuba baze kubancedisa kulo msebenzi yamaqela amancinci. Dlalani kunye nabazali imidlalo phambi kokuba kufike usuku lwesikolo khonukuze abazali bakwazi ukusebenza ngokuzithemba nabafundi.</p>	<p><b>Umsebenzi wesi-2: liphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka ibhodi yomdlalo emethini ijikelezwe ngabafundi ababini ukuya kwabathathu.</li> <li>2 Chazela abafundi imithetho yalo mdlalo:             <ul style="list-style-type: none"> <li>• Abafundi baza kubeka into yokubala ku <i>Qala</i>.</li> <li>• Umfundi ngamnye uza kufumana ithuba lokuphosa idayisi aze ahambise into yokubala kwinani lezithuba ezichanekileyo kwibhodi yokudlala.</li> <li>• Xa iwele kunobumba, kufuneka ukuba babize isandi sikanobumba baze banike igama lento egxile kweso sandi.</li> <li>• Umfundi ofike kuqala ekupheleni kwebhodi nguye ophumeleleyo kwaye uza kuphela ke umdlalo.</li> </ul> </li> </ol> 
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi ezinkulu kunye namaphetshana</li> </ul> 	<p><b>Umsebenzi wesi-3: Ukufunda ngokuzimela</b></p> <ol style="list-style-type: none"> <li>1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela.</li> <li>2 Vula incwadi uze uyityhile futhi ubonise abafundi indlela yokutyhila amaphepha neyokubamba incwadi ngononophelo. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda.</li> <li>3 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda.</li> <li>4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.</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>Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</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>Visit the corner to observe and encourage the learners' reading.</li> </ol>





### Izinto ekufuneka unazo

- Imbewu etyiwa ziintaka okanye ingxubevange yembewu
- Umfundi ngamnye makabe nebhokisi enye yamaqanda



- Iipropu: izinto ezithambileyo zokudlala okanye imifanekiso yezilo-maqabane, ibhaskithi okanye iimandlalo ezilala izilwanyana. Iingubo, izitya, *istethoscope*, iibrashi zokuphulula umzimba wezilwanyana, ikhola, intambo yokukhokela, ifoni, izixhobo zikagqirha (umzekelo: *ithermometer*), iikhrayoni okanye iipeni zokutofa, ibhokisi engenanto yeepilisi, iimpahla zikamongikazi okanye ezikagqirha, incwadi yokubhalela nepensile

### Imisebenzi

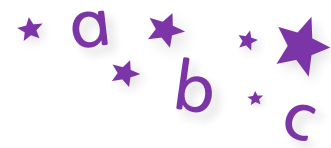
#### **Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla**

- 1 Chazela abafundi ukuba bahlele imbewu kunye neenozo ezisekutyeni kwentaka.
- 2 Emva komsebenzi, ungabakhuthaza abafundi ukuba babekele iintaka zasendle imbewu etyiwa ziintaka baze bazibukele iintaka xa zisitya imbewu.

#### **Umsebenzi wesi-5: Umdlalo wokulinganisa**

- 1 Khokela iqela liye kwikona yomdlalo wokulinganisa uze ubabonise iipropu ezintsha. Ncokolani ngokuya kwagqirha xa sigula. Babuze abafundi ukuba bayalazi na igama likagqirha ekusiwa kuye izilwanyana xa zigula (ugqirha wezilwanyana). Bachazele ukuba baza kwenza ngathi bangooqirha bezilwanyana abasebenza kwindawo egcina izilwanyana. Izilwanyana zidla ngokoyika ke xa zisiwe kwagqirha, ngoko ke abafundi kufuneka babe nobubele baziphathe ngobunono izilwanyana ezize "kwindawo egcina izilwanyana".
- 2 Bachazele ke ukuba xa uye kugqirha wezilwanyana kufuneka ulinde kwigumbi lokulinda kunye nesilo-qabane sakho de umamkeli weendwendwe abize igama lakho. Emva koko ungachaza ke ngoku ukuba sigula yintoni isilo-qabane sakho. Umamkeli weendwendwe uza kubhala phantsi igama lakho aze akuxelele xa kufuneka ungenile ubone ugqirha.
- 3 Tyelela ikona kube kanye ukuze uqwalasele futhi ukhuthaze abafundi xa besenza umdlalo wokulinganisa. Umzekelo, ungaya kumamkeli weendwendwe ufike uthi: "Molo, igama lam nguNkszn Zama. Ndizise ikatana yam encinci. Igama layo nguBaby. Igula kakhulu."





### 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. 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".
- 2 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.
- 3 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."





### Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye kufuneka abe nekopi yencwadi encinci esongiweyo
- Umfundi ngamnye kufuneka abe nekopi **yemifanekiso enombala omnyama namhlophe eza kulandelelaniswa**
- Umfundi ngamnye kufuneka abe nephepha elingabhalwangwa elinguA4, isikere neglu

## Iveki yesi-2 Usuku loku-1

### Imisebenzi yeklassi yonke

#### Eminye imifanekiso eza kulandelelaniswa



- 1 Qala usebenze nabafundi abasemethini. Khetha abafundi abaza kuma phambi kweklassi, umfundi ngamnye aphaathe omnye wemifanekiso enombala eza kulandelelaniswa (ingalandelelani ngokuchanekileyo).
- 2 Babuze abafundi ukuba ingaba imifanekiso ilandelelana ngokuchanekileyo na. Bayalele ukuba bakhombe umfanekiso ofanele kukuba sekuqaleni kwebali.
- 3 Nisebenza kunye niliqela, cela abafundi abaphethe imifanekiso ukuba bajikeleze de ibali livakale kakuhle. Ungabuza imibuzo efana nale: *"Ngubani okhumbulayo ukuba kwenzekwe ntoni emva koku?"*
- 4 Nakuba nigqibile ukulandelelanisa ibali ngokuchanekileyo, abafundi bangabuyela ezitafileni zabo.
- 5 Cela abafundi ukuba basike imifanekiso emnyama namhlophe, bayilandelelanise ngendlela echanekileyo baze bayincamathisele ngeglu kwiphepha elingabhalwanga. Jikeleza apha eklasini uncedise apho kukho imfuneko. Lo msebenzi uluncedo kakhulu xa kuhlolwa ukuba abafundi bayakwazi na ukulandelelanisa iziganeko ezibalulekileyo zebali ngendlela echanekileyo.
- 6 Bakugqiba ukulandelelanisa imifanekiso abafundi, nika umfundi ngamnye incwadi encinci. Ukuba liyavuma ixesha, banga "fundela" iqabane eliseklasini incwadi encinci.
- 7 Abafundi bangathatha iincwadi okanye imifanekiso eza kulandelelaniswa baye nayo ekhaya ukuze bafunde neentsapho zabo.



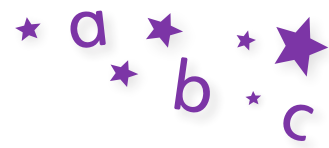
#### Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *"ihobe, amahobe. Ingaba uyasiva isandi agxile kuso la magama: ihobe, amahobe? Ewe, uchanile! Onke la magama anesandi u /h/."*
- 2 *"Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u /h/: ihomba, hamba, iharika, hesha."* (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u /h/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /h/: **"h-h-h"**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

#### Imsebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





#### 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: *"ihobe, amahobe. Can you hear the focus sound: **ihobe**, amah**obe**? Yes, you are right! The focus sound is **/h/**.*
- 2 *"Listen carefully, here are some more words with **/h/**: apple, ant, ambulance."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/h/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/h/**: **"h-h-h"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### Izinto ekufuneka unazo:

- iNcwadi eNkulu: *UDideka nezilwanyana zakhe*
- Umfundi ngamnye makabe namanzi akwisikhongozeli kunye nebhrashi yokupeyinta

## Iveki yesi-2 Usuku lwesi-2

### Imisebenzi yeklasi yonke

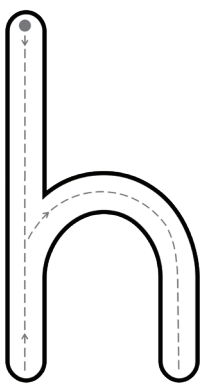
#### Ukufunda kunye notitshala – iNcwadi eNkulu

- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwiqweqwe lencwadi baze bancokole ngezinto abazibonayo nabazinkanayo.
- 2 Fundela iklasi isihloko sebali. Khomba igama ngalinye njengokuba ufunda. Phinda usifunde kwakhona uze ucele abafundi bafunde kunye nawe.
- 3 Jonga imifanekiso yebali kunye nabafundi encwadini, nixoxe ngayo kwaye ubakhuthaze abafundi ukuba babuze imibuzo.
- 4 Khomba inani elibonisa iphepha lencwadi nize nincokole ngenani eliza kulandela.
- 5 Xa sele "niyijonge" yonke imifanekiso esencwadini, phindela ekuqaleni kwencwadi uze uphinde ufunde isihloko kwakhona. Tyhila ke ngoku amaphepha uze ufunde isivakalisi ngasinye ngelizwi elicacileyo nelivakalayo. Khomba igama ngalinye njengokuba ufunda.
- 6 Phinda uyifunde kwakhona iNcwadi uze ubakhuthaze abafundi ukuba "bafunde" kunye nawe.



### Ukwakhiwa konobumba

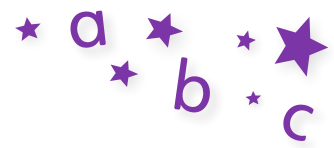
- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /h/ okanye ubacele ukuba bakhe bacinge ngamanye amagama anesi sandi u /h/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangenza ngathi bahesha iimpukane bathi "h-h-h-hesha".
- 3 Bonisa abafundi indlela abhalwa ngayo unobumba u /h/. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "Qala echaphazeni, yehla, nyuka ufike embindini, ujikele, wehle."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, ezandleni zabo okanye umfundi ngamnye abhale unobumba kumqolo womnye umfundi. Bangazama ukwakha unobumba besebenzisa imizimba yabo.
- 5 Xa sele ubabonisile indlela yokubhala unobumba, phumani phandle uze unike umfundi ngamnye isikhongozeli esinamanzi kunye nebhrashi yokupeyinta. Abafundi bangabhala unobumba kwindawo esanyentiweyo ngamanzi kunye nebhrashi.
- 6 Bakhuthaze abafundi ukuba babize isandi esenziwa ngunobumba njengokuba bembhala phantsi unobumba.



### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





### You will need:

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

## Week 2 Day 2

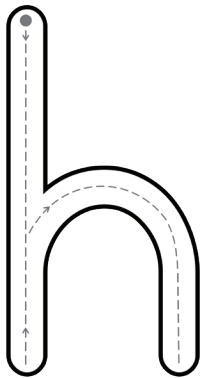
### Whole class activities

#### 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 /h/ or if they can think of any other words that start with the sound /h/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to swat a fly while saying “h-h-h-hesha”.
- 3 Show learners how to write the letter **h**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go down, half way up, over and down.”
- 4 Let learners practise the letter formation in the air, on the 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.



#### Izinto ekufuneka unazo:

- Izandi zeentaka eziza kudlalwa ngefoni
- Imifanekiso yeentlobo ezahlukeneyo zeentaka
- Izinto okanye imifanekiso yezinto ezigxile ku **h**: ihobe, ihagu, ihamile, ihashe, iheke, iholo, ihempe, uhulahuphu

## Iveki yesi-2 Usuku lwesi-3

### Imisebenzi yeklasi yonke

#### Ukufunda ukuphulaphula

- 1 Cela abafundi ukuba bahlale benze isangqa uze ubacele bacimele baze baphulaphule ngenyameko ukuze beve ukuba zikhona na iintaka abazivayo phandle. Babuze abafundi ukuba ingaba zikhona na izandi zeentaka abazaziyo (izandi ezahlukeneyo ezenziwa ziintaka).
- 2 Abafundi kufuneka baphulaphule ngenyameko xa udlala izandi ezahlukeneyo zeentaka ezisefonini yakho. (Qala ngezandi eziqhelekileyo: esedada, esenkunzi yenkukhu, esesikhova, esesikhukukazi.) Bakhuthaze abafundi ukuba baphulaphule ngenyameko uze uzame ukubiza igama lentaka.
- 3 Usenokuwandisa lo msebenzi ngokuthi nincokole ngemifanekiso yeendidi ezahlukeneyo zeentaka uze wandule ukuqubuda imifanekiso esizikithini sesangqa.
- 4 Umfundi kufuneka akhethe ikhadi aze enze isandi sentaka andule ke ukuchaza intaka leyo. Abanye abafundi kufuneka baqashele intaka esekhadini. Umfundi oqashele kuqala uza kufumana ithuba lokuya esizikithini sesangqa ze akhethe ikhadi.
- 5 Ukuzama ukuwenza lula lo msebenzi kubafundi abaneentloni, bangawenza bengababini.

#### Ibhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: *“Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?”*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi.
- 6 Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- 7 Nika abafundi abathile izinto baze babize esinye sezandi. Cela bonke abafundi abaphethe into egxile kweso sandi ukuba beze ngaphambili baze babeke into leyo kwibhokisi yoonobumba echanekileyo.

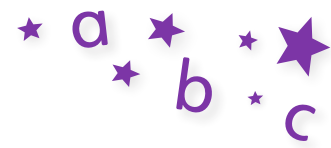


### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.







#### 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 start with **h**: ihobe, ihagu, ihamile, ihashe, iheke, iholo, ihempe, uhulahuphu

## 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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Give some of the learners an object and then say one of the sounds. Ask all the learners who have an object starting with that sound to come forward and put the object in the correct letter box.



### Small group activities

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





### Izinto ekufuneka unazo:

- Umfundi ngamnye makabe nekopi yephepha lomsebenzi othi **Funda uze wenze**
- likhrayoni ezinkulu zewax
- Amakhadi anemifanekiso

## Iveki yesi-2 Usuku lwesi-4

### Imisebenzi yeklassi yonke

#### Funda uze wenze

- 1 Cela abafundi ukuba bajonge uluhlu olusephepheni baze bancokole ngezinto abazibonayo (amanani, imifanekiso kunye namagama).
- 2 Bakhumbuze abafundi ukuba baza "kufunda" umgca ngamnye baze benze okuthethwa ngumgca ngamnye.
- 3 Kufuneka uzame ukuba ungalufundi kunye nabafundi uluhlu, kodwa ubakhuthaze ukuba balufunde lonke phambi kokuba baqale ukuzoba.
- 4 Jikeleza ke njengokuba abafundi besebenza uze ubaxhase xa kukho imfuneko.
- 5 Bakhumbuze ukuba baphinde balujonge uluhlu kwakhona emva kokuba begqibile "ukufunda" nokuzoba. Kufuneka bafake uphawu √ ecaleni komgca ngamnye bakuba bewugqibile umsebenzi.



### Ukuphulaphula izandi ekugxilwe kuzo

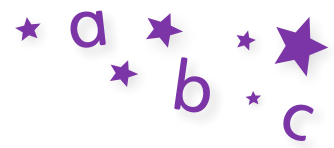
- 1 Bachazele abafundi ukuba uza kucula ingoma/kwenza isicengelezo kwaye kufuneka baphulaphule ngenyameko izandi ezikwilungu lokugqibela lamagama (*ingoma ingaculwa ngetshanti yengoma ethile eniyaziyo*).
  - ★ Utitshala: "Sisiphi isandi esikwilungu lokugqibela lala magama, esikwilungu lokugqibela kula magama? Sisiphi isandi esikwilungu lokugqibela kula magama: ipali, isipili, ivili." (Utitshala wenza uphawu lokuba abafundi baphendule)
  - ★ Abafundi babiza isandi esikwilungu lokugqibela legama, umzekelo: /li/. (Utitshala ubonisa ukuba kulungile ngobhontsi)
  - ★ Utitshala: u "/li/ sisandi esisekwilungu lokugqibela kula magama, lokugqibela kula magama, lokugqibela kula magama! /li/ sisandi esikumalungu okugqibela ala magama: isipili, isithili, ilali."
- 2 Sebenzisa la magama kulo msebenzi:
  - ★ /la/: sula, bala, lala, sela, cela, cola, lula, lola, cula, icala, jula, lala
  - ★ /si/: unesi, usisi, ikasi, ubusi, ibhasi, ubisi
  - ★ /le/: iwele, ijele, ulele, ufele, iseke, iketile
  - ★ /li/: ipali, ijeli, ileli, ivili, ilali, isipili
  - ★ /ma/: igama, ifama, cima, jama, yima
  - ★ /lo/: iliso, izolo, idolo, iholo, utolo, ixolo, iculo, uxolo
  - ★ /ka/: jika, sika, nika, vuka, iwaka, daka, beka
  - ★ /na/: bona, usana, wena, lona, zona, kona
  - ★ /gu/: ihagu, isigu, igagu, igugu.



### Imisebenzi yamaqela amancinci

Khumbuzisa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





### You will need:

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

## 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 sounds in the words (*tune: “Mary had a little lamb”*).
  - ★ Teacher: “*What’s the sound that ends these words, ends these words, ends these words? What’s the sound that ends these words: ipali, isipili, ivili.*” (Teacher signals for learners to respond.)
  - ★ Learners say the sound that ends the word, for example: /li/. (Teacher gives thumbs-up sign.)
  - ★ Teacher: “*/li/ is the sound that ends these words, ends these words, ends these words! /li/ is the sound that ends these words: isipili, isithili, ilali.*”
- 2 Use these words for this activity:
  - ★ /la/: sula, bala, lala, sela, cela, cola, lula, lola, cula, icala, jula, lala
  - ★ /si/: unesi, usisi, ikasi, ubusi, ibhasi, ubisi
  - ★ /le/: iwele, ijele, ulele, ufele, isele, iketile
  - ★ /li/: ipali, ijeli, ileli, ivili, ilali, isipili
  - ★ /ma/: igama, ifama, cima, jama, yima
  - ★ /lo/: iliso, izolo, idolo, iholo, utolo, ixolo, iculo, uxolo
  - ★ /ka/: jika, sika, nika, vuka, iwaka, daka, beka
  - ★ /na/: bona, usana, wena, lona, zona, kona
  - ★ /gu/: ihagu, isigu, igagu, igugu.



### Small group activities

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





### Izinto ekufuneka unazo:

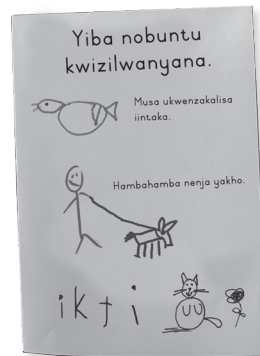
- Isiqwengana sephepha leflipchart
- Iikhrayoni ezinkulu zewax
- Uluhlu lwamagama anamalungu amaninzi amalunga nebali: inkukhu, isilwanyana, ukupha, ukudlala, ibala lokudlala, imbi, khwazayo, hlekayo, okhohlakeleyo, gibisela, abantwana, khusela (umzekelo: ihobe, ukhozi, incanda, ukhetshe)

## Iveki yesi-2 Usuku lwesi-5

### Imisebenzi yeklasu yonke

#### Yenza, zoba uze ubhale

- 1 Chazela abafundi ukuba uza kucela bakuncedise nenze iipowusta eniza kuzixhoma esikolweni neziza kuchazela abantu izizathu ezibangela ukuba kubaluleke ukwenzela izilwanyana ubuntu nokuziphatha kakuhle.
- 2 Babuze ukuba ingaba ukhona na kubo oyikhumbulayo into eyathethwa nguDideka ngezilwanyana njengoko le ingayinto eniza kuyibhala kwipowusta. Umzekelo: "Izilwanyana ziluncedo kuthi kwaye ngabahlobo bethu. Kufuneka sizikhusele futhi sizikhathalele."
- 3 Babuze abafundi ukuba bangathanda na ukubhala oku kwipowusta okanye babuze ukuba ingaba banezinye na iingcamango. Umzekelo: Yiba nobuntu kwizilwanyana. Zikhathalele izilo-maqabane zakho. Musa ukwenzakalisa izilwanyana.
- 4 Xoxani ngezinto ekufuneka zenziwe ngabantu ukukhathalela izilwanyana nize nivumelane ukuba niza kubhala ntoni. Umzekelo: Qinisekisa ukuba izilo-maqabane zinamanzi acocekileyo yonke imihla, izilo-maqabane nazo zifuna ukutya njengawe, musa ukugibisela izilwanyana ngamatye okanye uzenzakalise.
- 5 Yenzani iipowusta ezimbalwa zibe namagama abafuna abhalwe abafundi. Nika abafundi iipowusta bafakele imizobo nize nizincamathisele ngaphandle eklasini ukuze zibonwe ngabanye abantu.



### Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Cela abafundi ukuba bahlale emethini. Biza elinye lala magama akuluhlu lwamagama anamalungu amaninzi uze ubabonise indlela yokwahlula ngokwamalungu, umzekelo: **i | ho | be**.
- 2 Cela abafundi ukuba bamatshe xa kubizwa ilungu ngalinye **i** (inyathelo elinye) **ho** (inyathelo elinye) **be** (inyathelo elinye). Nika abanye abafundi iishakers abaza kuzihlukuhla okanye amagubu abaza kuwabetha xa kubizwa ilungu ngalinye.
- 1 Biza amanye amagama anamalungu amaninzi aphuma ebalini baze bona abafundi bamatshe kwilungu ngalinye. Bakhuthaze abafundi ukuba babale inani lamalungu kula magama (Umzekelo: igama "ihobe" linamalungu amathathu).

### Umsebenzi wamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





### You will need:

- A piece of flipchart paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: chicken, animal, feeding, playing, playground, terrible, shouting, laughing, unkind, throwing, children, protect and a list of names of common birds (for example: ihobe, ukhozi, incanda, ukhetshe)

## 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)


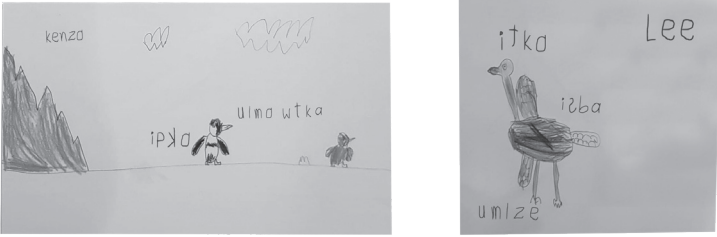


- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **i | ho | be**.
- 2 Ask learners to march for each syllable: **i** (one step) **ho** (one step) **be** (one step). Give some learners shakers or drums 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: "ihobe" has three syllables).

### Small group activities

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




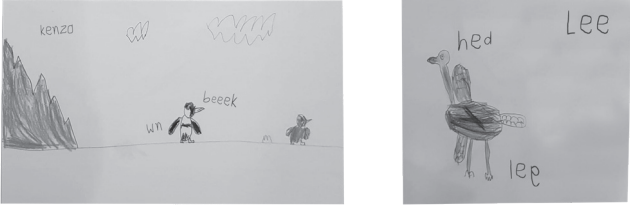


## Imisebenzi yamaqela amancinci yeVeki yesi-2

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> <li>• Umfundi ngamnye makabe nephepha elinguA4</li> <li>• likhrayoni ezinkulu zewax</li> <li>• Imifanekiso yeendidi ezahlukeneyo zeentaka</li> </ul> 	<p><b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</b></p> <ol style="list-style-type: none"> <li>1 Chazela abafundi ukuba bajonge ngenyameko imifanekiso yeendidi ezahlukeneyo zeentaka (imibala eyahlukileyo, imilomo eyahlukileyo, imilenze emifutshane nemide, izisila ezifutshane nezide).</li> <li>2 Bakuba beyijongile imifanekiso yeentaka, kufuneka bazobe ze bahombise intaka abayithandayo. Bakhuthaze ukuba bazame ukuleyibhelisha amalungu ahlukeneyo omzimba wentaka (amaphiko, imilenze, isisila).</li> </ol> 
<ul style="list-style-type: none"> <li>• libhodi ezimbini zomdlalo wentaka wamagama</li> <li>• Amadayisi amabini nezinto zokubala</li> </ul>  <p><i>Xa nifuna ukuwandisa lo mdlalo, beka onke amakhadi emifanekiso phezu kwetafle ajonge phezulu khonukuze athi umfundi akufika kunobumba, akhangele umfanekiso ogxile kuloo nobumba.</i></p>	<p><b>Umsebenzi wesi-2: liphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Beka ibhodi yomdlalo emethini ijikelezwe ngabafundi ababini ukuya kwabathathu.</li> <li>2 Chazela abafundi imithetho yalo mdlalo: <ul style="list-style-type: none"> <li>• Abafundi baza kubeka into yokubala ku <i>Qala</i>.</li> <li>• Umfundi ngamnye uza kufumana ithuba lokuphosa idayisi aze ahambise into yokubala kwinani lezithuba ezichanekileyo kwibhodi yokudlala.</li> <li>• Xa izele kunobumba, kufuneka ukuba babize isandi sikanobumba baze banike igama lento egxile kweso sandi.</li> <li>• Umfundi ofike kuqala ekupheleni kwebhodi nguye ophumeleleyo kwaye uza kuphela ke umdlalo.</li> </ul> </li> </ol>
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iiNcwadi eziNkulu kunye namaphetshana</li> </ul> 	<p><b>Umsebenzi wesi-3: Ukufunda ngokuzimela</b></p> <ol style="list-style-type: none"> <li>1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela.</li> <li>2 Vula incwadi uze uyityhile futhi ubonise abafundi indlela yokutyhila amaphepha neyokubamba incwadi ngononophelo. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda.</li> <li>3 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda.</li> <li>4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.</li> </ol>





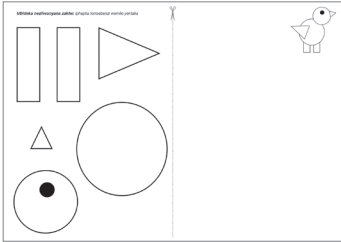
## Small group activities for Week 2

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 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 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>



### Izinto ekufuneka unazo

- Umfundi ngamnye kufuneka abe nekopi **yephepha lomsebenzi weMilo yentaka**
- Iikhrayoni ezinkulu zewax, izikere neglu



- Iiprophu: izinto ezithambileyo zokudlala okanye imifanekiso yezilo-maqabane, ibhaskithi okanye iimandlalo ezilala izilwanyana. Iingubo, izitya, *istethoscope*, iibrashi zokuphulula umzimba wezilwanyana, ikhola, intambo yokukhokela, ifoni, izixhobo zikagqirha (umzekelo: *ithermometer*), iikhrayoni okanye iipeni zokutofa, ibhokisi engenanto yeepilisi, iimpahla zikamongikazi okanye ezikagqirha, incwadi yokubhalela nepensile

### Imisebenzi

#### **Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla**

- 1 Chazela abafundi ukuba bafake imibala baze bakugqiba basike iimilo, ze emva koko bazincamathisele ephepheni benze intaka.
- 2 Bacele abafundi ukuba bafakele iinyawo zentaka baze bazobe kakuhle indawo ehleli kuyo intaka.



#### **Umsebenzi wesi-5: Umdlalo wokulinganisa**

- 1 Khumbuza abafundi ngeeprophu ezikwikona yomdlalo wokulinganisa uze ubakhuthaze ukuba baqhubeke nomsebenzi weveki yoku-1 apho bebesenza ngathi basebenza okanye batyelele indawo egcina okanye batyelele ugqirha wezilwanyana. Yityelele kube kanye ikona yomdlalo wokulinganisa ujonge uze ukhuthaze umdlalo wabafundi.

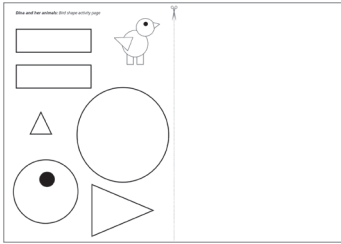






### You will need

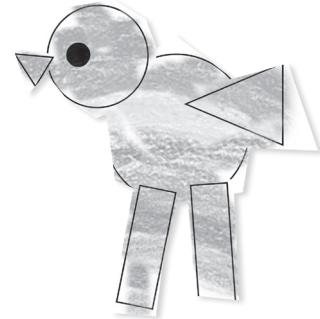
- A photocopy of the **Bird shape activity page** for each learner
- Jumbo wax crayons, scissors, glue



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



# ★ Igumbi likaGogogo

## Ibali



Eli bali libalisa ngendoda enobuntu egama linguGogogo. UGogogo wakha indawo ekhuselekileyo yokuhlalisa abantwana bezilwanyana abazinkedama. Le ndawo wayeyibiza ngokuba ligumbi leentsana. Izilwanyana ezazisiziswa apha yayizizilwanyana zasendle ezingenabazali abanokuzikhathalela. Zazisezincinci kakhulu izilwanyana ukuba zingakwazi ukuzikhathalela kwaye ubomi bazo babunokuba sengozi apho endle.

UGogogo kunye nabancedisi bakhe babebakhathalela abantwana bezilwanyana bade bomelele ngokwaneleyo bakwazi ukuhlala endle kwakhona. Abancedisi babezigade ngononophelo izilwanyana. Babezipha ukutya bazigcine zishushu. Xa zigula izilwanyana, abancedisi babeziphoya bazinike namayeza xa kukho imfuneko.

Ngenye imini uGogogo wafumana iindaba zokuba ithole lendlovu elalinonyaka omnye laliza kufika kwigumbi leentsana. Laligula, libhityile kwaye likhathazekile futhi lingenabazali bokulikhathalela. Ithole lendlovu laziswa kwigumbi labantwana lilayishwe ngemva elorini. UGogogo kunye nomncedisi wakhe balancedisa ngononophelo balehlisa elorini. Bagqiba ekubeni balithiye igama elinguCocekile.



Ekuqaleni, uCocekile wayengafuni ukutya wayesuka angqengqe ambathe ingubo. UGogogo nabancedisi bakhe abazange banikezele. Bamkhathalela uCocekile yonke imihla waze waqalisa ukomelela. Ngenye imini uGogogo wathi: "Ndicinga ukuba lifikile ixesha lokuba uCocekile aphume phandle aye kudlala nezinye izilwanyana."

Ekuqaleni uCocekile wayediniwe ecotha, kodwa wakhawuleza wafunda ukudlala. Abahlobo bakhe abakhulu yayilithole lendlulamthi kunye nelomkhombe. Babedlala ibhola bonke. UGogogo wababukela ehleka. "Ngenye imini niza kuba ziintshatsheli zebhola ekhatywayo!" watsho.



Nangona uCocekile wayekuthanda ukudlala nabahlobo bakhe, wayekuthanda kakhulu ukugxampuza emanzini! Ngamanye amaxesha wayetshiva uGogogo ngamanzi esebenzisa umboko wakhe. Wayengayikhathalelanga loo nto uGogogo, wayevuyiswa kukubona ukuba uCocekile ufunda ukusebenzisa umboko wakhe njengezinye iindlovu. "Kungekudala, Cocekile uza kukwazi ukuya kwezinye iindlovu endle kwakhona," wacinga evuya uGogogo.

**Liyaphela apha ke ibali lethu.**

# ★ Keeper and his nursery

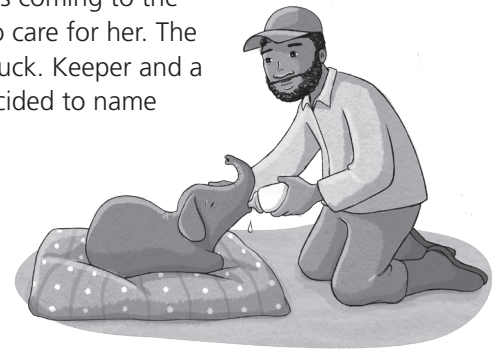
## Story



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.

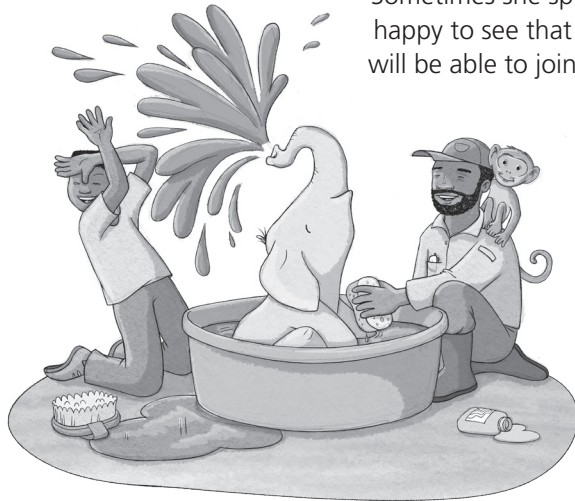
One day, Keeper got some news. A one-year old elephant was coming to the nursery. She was sick and thin and sad. She had no parents to care for her. The baby elephant was brought to the nursery on the back of a truck. Keeper and a helper gently helped the elephant get off the truck. They decided to name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

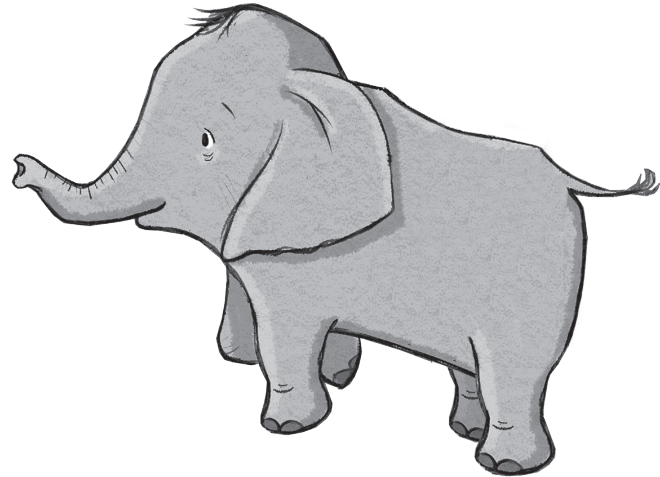


## Ingoma

NdiyiNdlovu encinane,  
Ndize kunibona.  
Ndiphakamis' umboko wam,  
Ndithi molo, molo!

NdinguMkhombe omncinane,  
Ndize kunibona.  
Ndijongeni ndinephondw' elinye,  
Ndicela nindikhathalele,  
Ningalususi!

NdiyiNdlulamthi encinane,  
Ndize kunibona.  
Ndijongeni ndinentamo ende,  
Ndity' amagqabi aphezulu,  
Ndithi gram gram!



## Isigama esiphuma ebalini

Amagama abalulekileyo:	izilwanyana zasendle	umzali	inkedama	indlovu	indlulamthi	umkhombe
Amanye amagama:	yomelele	ibhityile	nikezela	umboko	gxampuza	tshiva
	umncedisi	iyeza	shushu	abahlobo	diniwe	cotha





## 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)*

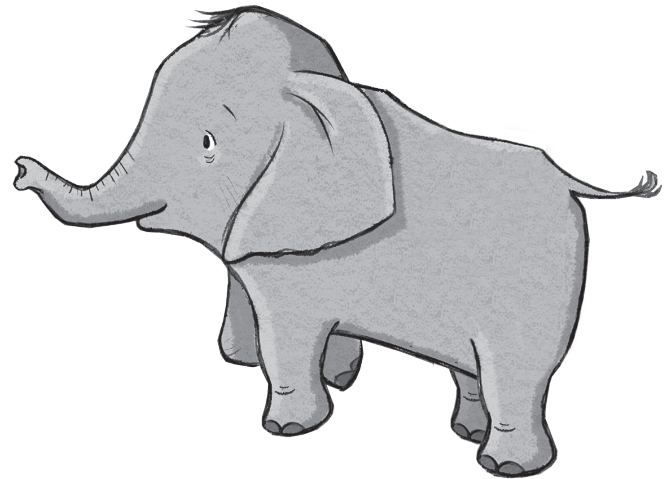
If you should meet a giraffe on a summer's day,

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



### Izinto ekufuneka unazo:

- Ibali: *Igumbi likaGogogo*
- lipapethi: uGogogo, uCocekile indlovu, ithole lomkhombe, ithole lendlulamthi
- lipropu: ingubo, ibhotile yosana, ibhotile yeyeza engenanto, ibhola
- Izinto okanye amakhadianemifanekiso yamagama aphuma kuluhlu lwesigama



## Iveki yoku-1 Usuku loku-1

### Imisebenzi yeklassi yonke

Yenzani isicengcelezo esithi *Ndinyakazisa iminwe yam*, ukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

### Ukubalisa ibali nokukhulisa isigama

#### 1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi: *“Ingaba ukhona kuni umntu owayekhe wabona umntwana wengonyana, owendlulamthi okanye owomkhombe ngeliso lenyama okanye kumabonakude? Ingaba wawukhe wasibona isilwanyana esenzakeleyo okanye esigulayo? Wasinceda njani eso silwanyana?”*
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo kuluhlu lwesigama. Buza abafundi ukuba ingaba bakhe beva na ngegama elithi *“inkedama”* uze ubachazele ukuba lithetha umntu okanye isilwanyana esingenabazali.

#### 2 Ngexesha ubalise ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umane ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *“Ucinga ukuba uGogogo kunye nabancedisi bakhe kwakufuneka benze ntoni ukuzama ukukhathalela abantwana bezilwanyana? Ingaba uGogogo kunye nabancedisi bakhe baziva njani bakumbona esomelela uCocekile? Kwakutheni ukuze angakhathazeki uGogogo xa uCocekile emtshiva ngamanzi?”*

#### 3 Emva kokubalisa ibali

- 3.1 Buza abafundi le mibuzo: *“Uthande ntoni kweli bali? Yintoni ongakhange uyithande kweli bali? Yiyiphi eyona ndawo uyithande kakhulu? Yiyiphi imibuzo onayo ngeli bali? Ucinga ukuba ungakuthanda ukusebenza kwigumbi likaGogogo? Ngoba?”*

### Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“Gogogo, igumbi, igama. Ingaba uyasiva isandi agxile kuso la magama: Gogogo, igumbi, igama? Ewe, uchanile! Onke la magama anesandi u /g/.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile kwisandi u /g/: igala, igorila, igaba.”* (Gxininisa xa ubiza isandi eligxile kuso igama njengokuba uwabiza la magama).
- 3 Biza isandi u /g/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /g/: *“g-g-g”*. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

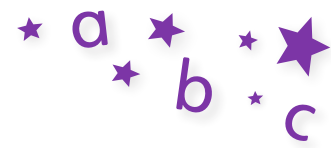
### Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.

### Ndinyakazisa iminwe yam

Ndinyakazisa iinzwane zam  
Ndinyakazisa amagxa am  
Ndinyakazisa impumlo yam  
Ngoku (qhwaba ke ngoku)  
Andisakwazi tu  
ukunyakazisa nantoni.  
Kwaye ndizolile ndithe cwaka!





### 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.

### 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: *"Gogogo, igumbi, igama. Can you hear the focus sound: **Gogogo, igumbi, igama**? Yes, you are right! They all have the sound /g/."*
- 2 *"Listen carefully, here are some more words with /g/: igala, igorila, igaba."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /g/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /g/: *"g-g-g"*. 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!



### Izinto ekufuneka unazo:

- Iipapethi ezimalunga nebali
- Umculo neepropu okanye imifanekiso emalunga nengoma



## Iveki yoku-1 Usuku lwesi-2

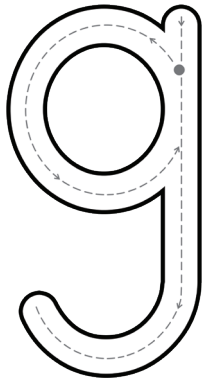
### Imisebenzi yeklassi yonke

#### Ukubalisa ibali nokucula

- 1 Qala ukhumbuze abafundi ngentsingiselo yamagama obaxelele ngawo kuSuku loku-1
- 2 Phinda ubalise ibali kwakhona usebenzise iipapethi. Ngelixa ubalisa ibali, babuze imibuzo. Bakhuthaze ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini.
- 3 Chazela abafundi ukuba uza kubafundisa ingoma entsha ehambelana kunye nebali.
- 4 Cula ngokucutha nangokucacileyo imigca embalwa yengoma, uze ucele abafundi ukuba balandele ingoma bacule kunye nawe. Kusenokubanzima ke ukuba abafundi bawakhumbule onke amagama asetyenziswe engomeni. Ngoko ke bafundise ingoma ngokwemiqolo okanye iivesi.
- 5 Kufuneka ube nemifanekiso okanye iipropu kungenjalo wenze izijekulo ukuzama ukuncedisana nabafundi ukuba baluqonde ulwimi olusetyenziswe kwingoma.
- 6 Fundisa abafundi izijekulo ezihambelana nengoma nize nikonwabele ukuyicula ngeelwimi ezininzi.

#### Ukwakhiwa konobumba

- 1 Khumbuza abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /g/ okanye ungabacela ukuba bacinge ngamanye amagama agxile kwesi sandi /g/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezinxulumene kunye nesandi. Umzekelo: Abafundi bangenza ngathi babetha igubu ze bathi "g-g-g-g".
- 3 Babonise abafundi indlela abhalwa ngayo lo nobumba u g. Bhala unobumba omkhulu ebhodini okanye emoyeni ngexesha nithetha nisenjenje: "Qala echaphazeni, jikela, nyuka uye ngentla, wehle, ujikele."
- 4 Banike ithuba lokuziqhelanisa nokwakha unobumba emoyeni abafundi, bangamakha kwikhaphethi, umntu ngamnye usenokumakha kumqolo womnye umntu okanye ezandleni. Basenokuzama nokusebenzisa imizimba yabo bakhe lo nobumba.
- 5 Wakuba ubabonisile indlela yokubhalwa konobumba, ungaphuma nabo phandle abafundi uze ubakhuthaze ukuba basebenzise uluthi babhale ngalo unobumba esantini baze bahambe phezu kwakhe.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngeli xesha bambhalayo unobumba.



### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.







#### You will need:

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



## Week 1 Day 2

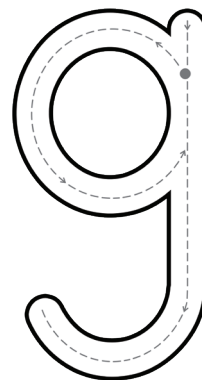
### Whole class activities

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



#### Small group activities

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



### Izinto ekufuneka unazo:

- lipapethi kunye neepropu ezimalunga nebali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezinesandi u **g**: igala, igorila, igogogo, igubu, igusha, iglasi, igwele, iglu, igumbi, igwinya, ugandaganda



## Iveki yoku-1 Usuku lwesi-3

### Imisebenzi yeklassi yonke

#### Ukubalisa nokulinganisa ibali

- 1 Culani ingoma.
- 2 Khawubabuze abafundi ukuba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: UGogogo akazange ayeke ukukhathalela uCocekile ngethuba efuna ukulala qha engafuni kutya. Ingaba ngawaphi amagama ebalini abonisa ukuba baqhubeka bezama? (abazange banikezele).
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebali. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali uze ubabonise neepropu eziza kusetyenziswa ukubalisa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ke ngoku ubalise ibali kwaye ubakhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

#### libhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: *“Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?”*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo.
- 6 Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- 7 Bacele abafundi ukuba bakhangele izinto ezigxile kwesinye sezandi. Umzekelo: *“Khawukhangele into egxile kwisandi u **Ig!**?”* Umfundi kufuneka abize igama lento, atsho isandi egxile kuso aze ayibeke into leyo kwibhokisi kanobumba ochanekileyo.



### Imisebenzi yamaqela amancinci

Khumbuzwa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucoqwa.





#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **g**: igala, igorila, igogogo, igubu, igusha, iglasi, igwele, iglu, igumbi, igwinya, ugandaganda



## Week 1 Day 3

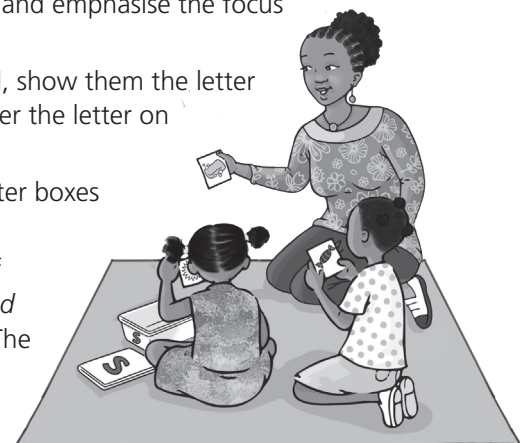
### Whole class activities

#### 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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: "Can you find something that starts with the sound /g/?" The learner must name the object, say the focus sound and place the object in the correct letter box.



### Small group activities

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



### Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Amakhadi anemifanekiso
- Izikhongozeli ezihlanu, unobumba wesandi ekugxilwe kuso kunye nomfanekiso oza kuncanyathiselwa kwisikhongozeli ngasinye.

### UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

- "Ubona bani?" (abalinganiswa)
- "Wenza ntoni?" (izenzi neentshukumo)
- "Yiyiphi enye into oyibonayo?" (ukujonga kwakhona)
- "Iphi i...?" (ukubiza amagama eendawo)
- "Ucinga ukuba kutheni...?" (ukucinga okubonisa isakhono sokuyila, ukuvakalisa izimvo)

## Iveki yoku-1 Usuku lwesi-4

### Imisebenzi yeklassi yonke

#### Ukulandelelanisa imifanekiso

- 1 Culani ingoma kwakhona.
- 2 Chazela abafundi amagama amatsha akuluhlu lwesigama.
- 3 Khetha umfanekiso ube mnye kuleyo iza kulandelelaniswa uze uwuphakamise. Babuze abafundi ukuba babona ntoni nize nincokole banzi ngezinto ezisemfanekisweni.
- 4 Xa senixoxile ngomfanekiso ngamnye, wuncamathisele ebhodini ukuze abafundi bawubone. Qinisekisa ukuba imifanekiso awuyilandelelanisi ngendlela echanekileyo xa uyibeka ebhodini.
- 5 Emva kokuncokola ngemifanekiso yonke, babuze abafundi: "Ingaba imifanekiso ilandelelana ngendlela echanekileyo?"
- 6 Cela abafundi ukuba bakhombe umfanekiso obonisa isiqalo sebali. Sebenzani kunye nizame ukulandelelanisa imifanekiso ngendlela eyiyi khonukuze ibali libe nentsingiselo.
- 7 Qinisekisa ukuba abafundi bathatha inxaxheba kulo msebenzi. Ungababuza imibuzo efana nale: "Yintoni eza kwenzeka emva koku? Ngubani oyikhumbulayo indawo yebali eza kulandela?"
- 8 Xa imifanekiso ilandelelaniswe ngendlela echanekileyo, cela abafundi abambalwa ukuba balibalise kwakhona ibali balandelelanise iziganeko ngendlela echanekileyo



### Ukuphulaphula izandi ekugxilwe kuzo

- 1 Nika umfundi ngamnye ikhadi elinomfanekiso. Bacele ukuba babize igama lento esemfanekisweni baze babize igama ngokucotha. Abanye abafundi kufuneka bazame ukuchonga izandi ekugxilwe kuso. Umzekelo: igama "igusha" linesandi u/g/.
- 2 Xa umfundi ngamnye efumene ithuba lokubiza igama lento esemfanekisweni futhi esichongile nesandi ekugxilwe kuso babonise ke ngoku izikhongozeli ezihlanu, isikhongozeli ngasinye sinonobumba kunye nekhadi elinomfanekiso. Abafundi kufuneka ukuba bagqibe ngendawo abaza kubeka kuyo amakhadi abo anemifanekiso. Umzekelo: ukuba banekhadi elinomfanekiso "wegusha", kuza kufuneka ukuba balifake kwisikhongozeli esinesandi u "g".



### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





### 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 "igusha" has the sound /g/.
- 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 "igusha", they would need to place it in the container with the "g" sound.



### Small group activities

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



### Izinto ekufuneka unazo:

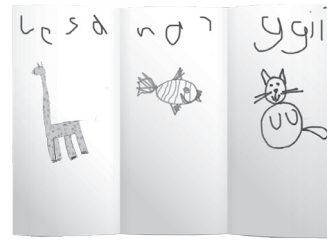
- Iphepha leflipchart
- Imifanekiso yezilwanyana zasendle
- Umfundi ngamnye makabe nezi zinto: iphepha elinguA4 elisongwe kathathu, isiqwengana sekhadibhodi esongwe esizikithini, iziciko ezibini zesinyithi okanye zeplastikhi, ilaphu lokuhombisa
- Iikhrayoni ezinkulu zewax, izikere, iglu yamaplanga okanye yecraft

## Iveki yoku-1 Usuku lwesi-5

### Imisebenzi yeklasi yonke

#### Yenza, zoba uze ubhale

- 1 Bonisa abafundi imifanekiso yezilwanyana zasendle nize nixoxe ngendlela ezikhangeleka ngayo: Ingaba zinamabala (ihlosi, ingwenkala, iimpangele, iindlulamthi), ingaba zinemigca (ingwe, amaqwarhashe, iinyoka) okanye zimpuluswa (iingonyama, iindlovu, imikhombe)?
- 2 Emva koku bacele abafundi ukuba bakuncedise nihlele izilwanyana ngokwamaqela. Bhala la magama "ezinamabala", "ezinemigca" kunye "nezimpuluswa" ephepheni leflipchart. Nika abafundi ithuba lokukhetha isilwanyana baze basincamathisele phantsi kwesihloko esichanekileyo nge*Prestik*.
- 3 Nika umfundi ngamnye iphepha elinguA4 elisongwe kathathu. Kufuneka bazame ukubhala izihloko ngasentla ephepheni: ezinamabala, ezinemigca, ezimpuluswa. Emva koku kufuneka bazobe izilwanyana ezibini phantsi kwesihloko ngasinye.



### Ukuxuba nokwahlula amagama (ngokwamalungu)

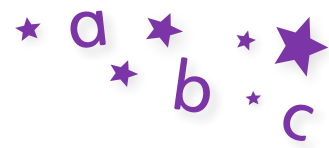
- 1 Umfundi ngamnye kufuneka aqale enze ingwenya. Kufuneka asonge ikhadi elincinci ehafini aze alihombise lifane nengwenya. Emva koku bangancamathisela iziciko ezibini zeebhotile ngaphakathi ekhadini apho kuza kubakho amazinyo engwenya.
- 2 Abafundi bangawuvula baze bawuvale umlomo wengwenya baze baphulaphule isandi "sokutshixiza" kwamazinyo.
- 3 Bakuba begqibile ukwenza ingwenya, bangayisebenzisa ekwahluleni amagama abe ngamalungu. Umzekelo, i-ngwe-nya = kunqakrazwa ka-3.
- 4 Bonisa abafundi imifanekiso yezilwanyana zasendle, biza amagama ezilwanyana uze ubakhuthaze ukuba banqakrazise iminwe kwilungu ngalinye: i-ndlo-vu = kunqakrazwa ka-3, i-mba-ba-la = kunqakrazwa ka-4, i-nka-wu = kunqakrazwa ka-3, i-ndlu-lam-thi = kunqakrazwa ka-4, i-ngo-nya-ma = kunqakrazwa ka-4, um-kho-mbe = kunqakrazwa ka-3.



### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





### You will need:

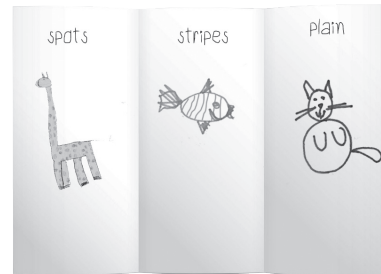
- Flipchart paper
- Pictures of wild animals
- For each learner: an A4 page folded in three, a small strip of recycled cardboard folded in half, two metal or plastic bottle tops, fabric to decorate
- Jumbo wax crayons, scissors, wood or craft glue

## 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-ndlo-vu = 3 clicks, i-mba-ba-la = 4 clicks, i-nka-wu = 3 clicks, i-ndlu-lam-thi = 4 clicks, i-ngo-nya-ma = 4 clicks, u-m-kho-mbe = 4 clicks.

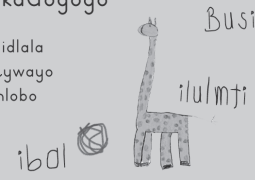





### Small group activities

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



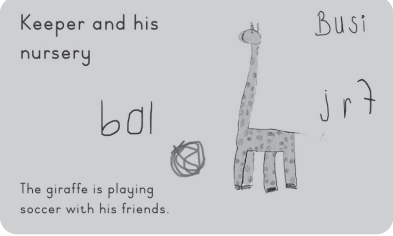

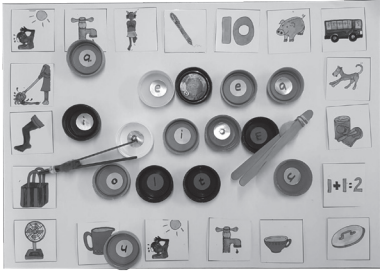

# Imisebenzi yamaqela amancinci yeVeki yoku-1

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> <li>• Umfundi ngamnye makabe nephepha elinguA4</li> <li>• likhrayoni ezinkulu zewax</li> </ul> <div data-bbox="194 681 588 922" style="border: 1px solid gray; padding: 5px;"> <p>Igumbi likaGogogo</p> <p>Indulamthi idlala ibhola ekhatywayo kunye nabahlobo bayo</p>  </div> <div data-bbox="204 934 569 1247" style="border: 1px solid gray; padding: 5px; background-color: #f0f0f0;">  <p><i>Ngeli xesha lonyaka, umfundi umele ukuba uzithembile ngakumbi xa ezama ukuzibhalela. Ungaxhalabi ke xa abanye abafundi bebhala udederhu loonobumba abangenazithuba phakathi kwabo.</i></p> </div>	<p><b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusakhulayo</b></p> <ol style="list-style-type: none"> <li>1 Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo.</li> <li>2 Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye.</li> <li>3 Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Usenokubanika iingcebiso.</li> <li>4 Bakhuthaze abafundi ukuba bazobe eyona ndawo bayithande kakhulu ebalini.</li> <li>5 Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe.</li> <li>6 Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele.</li> <li>7 Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo.</li> <li>8 Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba utshintshe amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo.</li> <li>9 Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde isivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.</li> </ol>
<ul style="list-style-type: none"> <li>• Amakhadi anemifanekiso – izandi ezisesizikithini segama zincanyathiselwe ngePrestik ekupheleni kwephepha elinguA3 okanye kwikhadi</li> <li>• Iziciko zeebhottle ezinezikhamiso ezibhalwe ngaphakathi kuzo (ukuba mi-5 imifanekiso enesandi u "g", kufuneka neziciko zeebhottle zibe zi-5 ezino "g" obhalwe ngaphakathi esicikweni.)</li> <li>• lithwiza (zinokwenziwa ngamakhuni amabini eayisikhrim, ibhendi yelastiki kunye nepompom eza kufakwa phakathi kwamakhuni.)</li> </ul>	<p><b>Umsebenzi wesi-2: Iphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Chazela abafundi ukuba kufuneka basebenzise iithwiza bathathe ngazo iziciko zeebhottle ezinoonobumba bajonge ukuba banako na ukufumana umfanekiso onesandi. Umzekelo: ukuba bathathe isandi u "g" kufuneka bakhangele umfanekiso onesandi u /g/ esifana nala magama "igusha", "igala", "igorila" "igogogo".</li> <li>2 Emva koku kufuneka babeke isiciko phezu kwelo khadi lomfanekiso. Kufuneka ke baqhube de yogqunywe yonke imifanekiso ngesiciko.</li> </ol> <div data-bbox="859 1529 1241 1793" style="border: 1px solid gray; padding: 5px;">  </div>
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana</li> </ul> <div data-bbox="286 1926 503 2191" style="text-align: center;">  </div>	<p><b>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</b></p> <ol style="list-style-type: none"> <li>1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela.</li> <li>2 Vula incwadi uze uyityhile futhi ubonise abafundi indlela yokutyhila amaphepha neyokubamba incwadi ngononophelo. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda.</li> <li>3 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda.</li> <li>4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.</li> </ol>



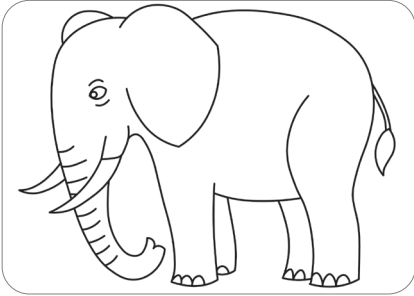




## Small group activities for Week 1

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 "g", there must be five bottle tops with an "g" 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 "g", they must find a picture with an /g/ sound such as "igusha", "igala", "igorila" and "igogogo".</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>Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</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>Visit the corner to observe and encourage the learners' reading.</li> </ol>

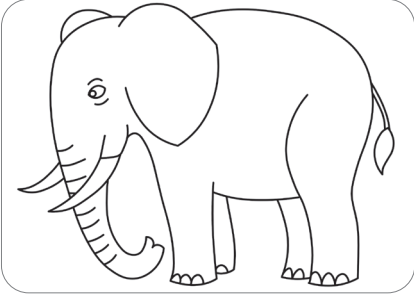






Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> <li>Umfundi ngamnye makabe <b>nephepha lomsebenzi weNdlovu</b>, iphephandaba eliza kukrazulwa, iglu, iikhoki ezimnyama</li> </ul>	<p><b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>Abafundi kufuneka bakrazule iphephandaba libe ziziqwengana ezincinci baze bazincamathisele kwindlovu yabo. Yakube igqibekile indlovu yabo bangasebenzisa iikhoki emnyama batreyise phezu kwendlebe bazobe iliso.</li> <li>Bangahombisa indawo ekuyo indlovu xa begqibile okanye bangazisika bazikhuphe iindlovu zabo ngesikere ukuze iklasi yenze umhlambi weendllovu kwiphepha leflipchart.</li> </ol> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<ul style="list-style-type: none"> <li>lipropu: itreyi okanye ikhadibhodi engenzulwanga, isanti, izinti eziza kwenza ucingo, iziciko zeebhotile ezizuba ezizakuba ngamanzi, amatye, amagqabi okanye amasetyana amancinci aza kwenza amagqabi, amalathana amancinci aza kuba ziingubo, izilwanyana zasendle zeplastikhi okanye imifanekiso emincinci yezilwanyana ezincanyathiselwe ekhadini</li> </ul>	<p><b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b></p> <ol style="list-style-type: none"> <li>Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubabonise iipropu ezintsha. Bachazele ukuba baza kwenza igumbi lokugcina iinkedama zezilwanyana. Kufuneka ke baqinisekise ukuba akhona amanzi, ukutya kwezilwanyana kunye nomthunzi oza kuzigcina zipholile izilwanyana. Kufuneka balumke futhi baqinisekise ukuba kubiywe ngocingo oluza kugcina iingonyama nezinye izilwanyana ezitya inyama kude kwizilwanyana ezitya izityalo. Yiya ekoneni kube kanye uqwalasele futhi ukhuthaze umdlalo wabafundi.</li> </ol> <div style="text-align: center;">  </div>





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. 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>





### Izinto ekufuneka unazo:

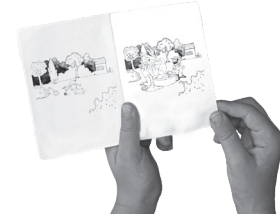
- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye kufuneka abe nekopi yencwadi encinci esongiweyo
- Umfundi ngamnye kufuneka abe nekopi **yemifanekiso enombala omnyama namhlophe eza kulandelelaniswa**
- Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4, isikere neglu

## Iveki yesi-2 Usuku loku-1

### Imisebenzi yeklassi yonke

#### Eminye imifanekiso eza kulandelelaniswa

- 1 Qala usebenze nabafundi abasemethini. Khetha abafundi abaza kuma phambi kweklassi, umfundi ngamnye aphaathe omnye wemifanekiso enombala eza kulandelelaniswa (ingalandelelani ngokuchanekileyo).
- 2 Babuze abafundi ukuba ingaba imifanekiso ilandelelana ngokuchanekileyo na. Bayalele ukuba bakhombe umfanekiso ofanele ukuba sekuqaleni kwebali.
- 3 Nisebenza kunye niliqela, cela abafundi abaphethe imifanekiso ukuba bajikeleze de ibali livakale kakuhle. Ungabuza imibuzo efana nale: *"Ngubani okhumbulayo ukuba kwenzekwe ntoni emva koku?"*
- 4 Nakuba nigqibile ukulandelelanisa ibali ngokuchanekileyo, abafundi bangabuyela ezitafileni zabo.
- 5 Bacele abafundi ukuba basike imifanekiso enombala omnyama namhlophe, bayilandelelanise ngendlela echanekileyo baze bayincamathisele kwiphepha elingabhalwanga. Jikeleza apha eklasini uze ubancedise xa kukho imfuneko. Lo msebenzi uluncedo kakhulu ekuhloleni isakhono sabafundi sokulandelelanisa iziganeko ezibalulekileyo zebali ngendlela echanekileyo.
- 6 Bakuba begqibile abafundi ukulandelelanisa imifanekiso, nika umfundi ngamnye incwadi encinci. Ukuba ixesha liyavuma, banga "fundela" amaqabane abo incwadi encinci eklasini.
- 7 Abafundi bangaya nazo iincwadi okanye imifanekiso eza kulandelelaniswa emakhaya ukuze bafunde kunye neentsapho zabo.



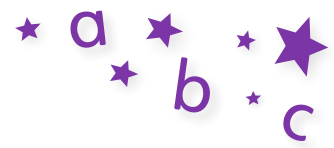
#### Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *"izilwanyana, zasendle, zazizincinci, zigula. Ingaba uyasiva isandi ekugxilwe kuso: izilwanyana, zasendle, zazizincinci, zigula? Ewe, uchanile! Isandi ekugxilwe kuso ngu /z/."*
- 2 *"Phulaphula ngenyameko, nanga amanye amagama agxile ku /z/: izolo, izulu, izele, zonke, zazizezaseZazulwana."* (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u /z/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /z/: **"z-z-z"**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

### Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





#### 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: “izilwanyana, zasendle, zazizincinci, zigula. Can you hear the focus sound: izilwanyana, zasendle, zazizincinci, zigula? Yes, you are right! The focus sound is /z/.”
- 2 “Listen carefully, here are some more words with /z/: izolo, izulu, izele, zonke, zazizezaseZazulwana.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /i/ 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.



### Izinto ekufuneka unazo:

- iNcwadi eNkulu: *Igumbi likaGogogo*
- Oohulahuphu
- Umfundi ngamnye makabe namanzi akwisikhongozeli kunye nebhrashi yokupeyinta

## Iveki yesi-2 Usuku lwesi-2

### Imisebenzi yeklassi yonke

#### Ukufunda kunye notitshala – iNcwadi eNkulu

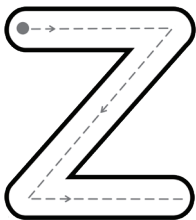


- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwiqweqwe lencwadi baze bancokole ngezinto abazibonayo nabazinkanayo.
- 2 Fundela iklassi isihloko sebali. Khomba igama ngalinye njengokuba ufunda. Phinda usifunde kwakhona uze ucele abafundi bafunde kunye nawe.
- 3 Jonga imifanekiso yebali kunye nabafundi encwadini, nixoxe ngayo kwaye ubakhuthaze abafundi ukuba babuze imibuzo.
- 4 Khomba inani elibonisa iphepha lencwadi nize nincokole ngenani eliza kulandela.
- 5 Xa sele "niyijonge" yonke imifanekiso esencwadini, phindela ekuqaleni kwencwadi uze uphinde ufunde isihloko kwakhona. Tyhila ke ngoku amaphepha uze ufunde isivakalisi ngasinye ngelizwi elicacileyo nelivakalayo. Khomba igama ngalinye njengokuba ufunda.
- 6 Phinda uyifunde kwakhona incwadi uze ubakhuthaze abafundi ukuba "bafunde" kunye nawe.



### Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /z/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangazulazula eklassini baze bathi "z-z-z-zula-z-z-zula".
- 3 Khawubabonise abafundi ukuba ubhalwa njani unobumba u /z/. Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "Qala echaphazeni, krwela umgca oya ekunene, yehla uxwese, uphinde uye ekunene."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.
- 5 Xa sele ubabonise indlela yokubhala unobumba, phumani phandle uze unike umfundi ngamnye isikhongozeli esinamanzi kunye nebhrashi yokupeyinta. Abafundi bangabhala unobumba kwindawo esanyentiweyo ngamanzi kunye nebhrashi.
- 6 Bakhuthaze ukuba babize isandi esenziwa ngunobumba njengokuba bembhala unobumba.



### Imisebenzi yamaqela amancinci

Khumbuzisa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





### You will need:

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

## Week 2 Day 2

### Whole class activities

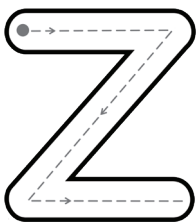
#### Shared reading – Big Book

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



### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /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 roam around inside the class while saying “z-z-z-zula-zula”.
- 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.



#### Izinto ekufuneka unazo:

- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezinesandi u **z**: kaZanele, izele, izangqa, izembe, izikolo, iziko, izindlu, izitulo

## Iveki yesi-2 Usuku lwesi-3

### Imisebenzi yeklassi yonke

#### Ukufunda ukuphulaphula

- Abafundi kufuneka beme benze isangqa baze bakuphulaphule ngenyameko xa ubanika imiyalelo. Ukuba uthi "UGogogo uthi", kufuneka benze loo nto uyithethayo. Ukuba awukhange utsho ukuba "UGogogo uthi", kufuneka beme bazole. Umzekelo:
  - ★ "UGogogo uthi", kufuneka beme bazole.
  - ★ UGogogo uthi, "Ngqisha njengendlovu."
  - ★ "Rhubuluza njengenyoka."
  - ★ UGogogo uthi, "Zolule njengengonyama."
  - ★ UGogogo uthi, "Tsiba okwembabala."
  - ★ "Bhabha okokhozi."
  - ★ UGogogo uthi, "Hlafuna okwendlulamthi."
  - ★ UGogogo uthi, "Zamla okomkhombe."
- Ngoku ke yithi: "Ndiza kukunika izikhokelo ezithile, kufuneka uzame ukuqashela ukuba ndicinga ngesiphi isilwanyana sasendle."
- Phulaphula ngenyameko zonke izikhokelo phambi kokuba uzame ukuqashela. Beka izandla zakho entloko xa ucinga ukuba uyayazi impendulo. Umzekelo: "Ndikhangela isilwanyana esikhulu esingwevu nesineendlebe ezinkulu nempumlo ende."
- Qhubeka ke ngeminye imizekelo uze ubuze ukuba ingaba bakhona na abafundi abanqwenela ukuzama banike ezabo izikhokelo.

#### Ibhokisi zoonobumba

- Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- Babuze imibuzo ngezi zinto: "Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"
- Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo.
- Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- Nika abafundi abathile izinto baze babize esinye sezandi. Cela bonke abafundi abaphethe into egxile kweso sandi ukuba beze ngaphambili baze babeke into leyo kwibhokisi yoonobumba echanekileyo.

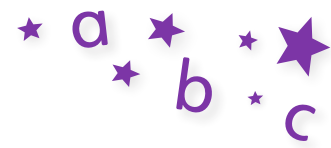


### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.







#### You will need:

- A letter box containing objects or pictures of objects that start with **z**: kaZanele, izele, izangqa, izembe, izikolo, iziko, izindlu, izitulo

## Week 2 Day 3

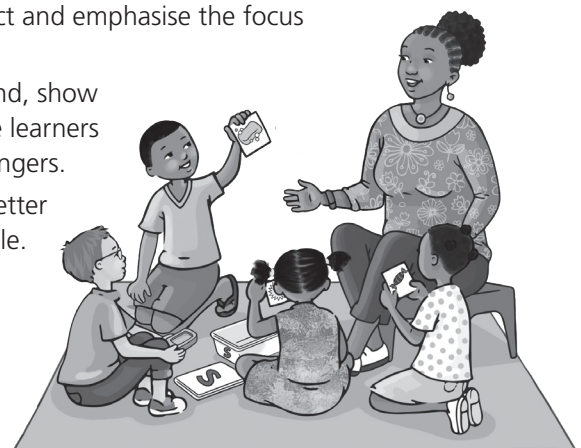
### Whole class activities

#### 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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Give some of the learners an object and then say one of the sounds. Ask all the learners who have an object starting with that sound to come forward and put the object in the correct letter box.



### Small group activities

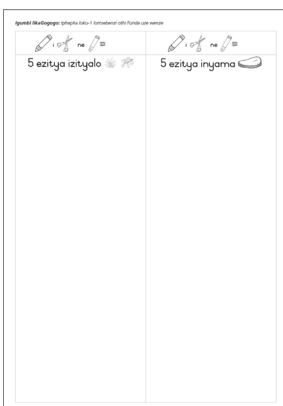
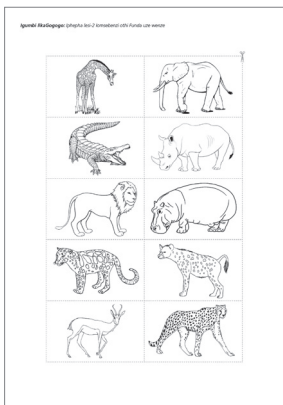
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





### Izinto ekufuneka unazo:

- Umfundi ngamnye kufuneka abe nekopi **yephepha loku-1 nelesi-2 lomsebenzi othi Funda uze wenze**
- Iikhrayoni ezinkulu zewax
- Izikere neglu
- Amakhadi anemifanekiso
- Izikhongozeli ezihlanu, unobumba wesandi ekugxilwe kuso kunye nomfanekiso oza kuncanyathiselwa kwisikhongozeli ngasinye.



## Iveki yesi-2 Usuku lwesi-4

### Imisebenzi yeklasi yonke

#### Funda uze wenze

- 1 Nika umfundi ngamnye **iphepha loku-1 lomsebenzi othi Funda uze wenze** elineekholam ezimbini kunye **nephepha lesi-2 elinezilwanyana**.
- 2 Bacele abafundi ukuba bajonge zonke izilwanyana baze bancokole ngezinto ezityiwa zezi zilwanyana. Umzekelo: lingonyama zitya inyama kwaye zibizwa ngokuba zizilwanyana ezitya inyama, iindlulamthi zona zitya amagqabi ze iimbabala zitye ingca kwaye ezi zilwanyana zonke zibizwa ngokuba zizilwanyana ezitya izityalo.
- 3 Bacele abafundi ukuba bajonge **iphepha loku-1 lomsebenzi othi Funda uze wenze** elineekholam baze bancokole ngezinto abazibonayo (iisimboli, imifanekiso kunye namagama). Babonise indawo ethi "izilwanyana ezitya izityalo" kunye nethi "izilwanyana ezitya inyama". (Khomba umfanekiso wamagqabi nengca osecaleni kwamagama "izilwanyana ezitya izityalo" kunye nomfanekiso wenyama osecaleni kwamagama "ezilwanyana ezitya inyama".)
- 4 Chazela abafundi ukuba ngoku baza kwenza umsebenzi owonwabisayo othi "funda uze wenze". Kufuneka bafunde isihloko ngasinye baze benze okuthethwa sisihloko.
- 5 Fundani kunye isihloko sokuqala. Bacele ukuba bafake umbala kwindlulamthi baze bayisike bayikhuphe. Babuze ukuba ukuba bacinga ukuba inokuncanyathiselwa phi indlulamthi (phantsi kwesihloko esithi: izilwanyana ezitya izityalo)
- 6 Bacele abafundi ukuba bakhangele eminye imifanekiso yezilwanyana ezitya izityalo baze bazifake umbala, bazisike bazikhuphe ze bazincamathisele. Babuze ukuba bangakwazi na "ukufunda" isihloko esilandelayo. Kufuneka ke baphinde bafake umbala, basike bazikhuphe izilwanyana ezitya inyama.
- 7 Abafundi kufuneka baqhubeke ngolu hlobo de yonke imifanekiso ibe incanyathiselwe kwikholam echanekileyo.

#### Ukuphulaphula izandi ekugxilwe kuzo

- 1 Nika umfundi ngamnye ikhadi elinomfanekiso. Bacele ukuba babize igama lento esemfanekisweni baze babize igama ngokucotha. Abanye abafundi kufuneka bazame ukuchonga isandi ekugxilwe kuso. Umzekelo: "igusha" linesandi u/g/.
- 2 Xa umfundi ngamnye efumene ithuba lokubiza igama lento esemfanekisweni futhi esichongile nesandi ekugxilwe kuso babonise ke ngoku izikhongozeli ezihlanu, isikhongozeli ngasinye sinonobumba kunye nekhadi elinomfanekiso. Abafundi kufuneka ukuba bagqibe ngendawo abaza kubeka kuyo amakhadi abo anemifanekiso. Umzekelo: ukuba banekhadi elinomfanekiso "wegusha", kuza kufuneka ukuba balifake kwisikhongozeli esinesandi u "g".

### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





### You will need:

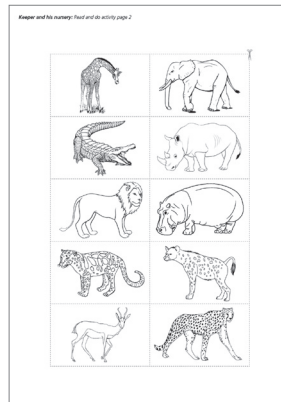
- A photocopy of the **Read and do activity pages 1 and 2**
- Jumbo wax crayons
- Scissors and glue
- Picture cards
- Five containers, a letter and picture card to stick on each container

## 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 "herbivores" and "carnivores". (Point to the picture of leaves and grass next to the word "herbivores" and the picture of meat next to the word "carnivores".)
- 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: herbivores).
- 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 "igusha" has the sound /g/.
- 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 "igusha", they would need to place it in the container with the "g" sound.

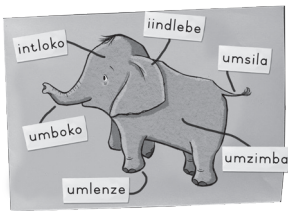
### Small group activities

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



### Izinto ekufuneka unazo:

- Ipapethi yendlovu, iphepha leflipchart, amaphepha /amakhadini amadala aza kwenza iileyibheli, ikhoki emnyama yewhiteboard
- Iikhrayoni ezinkulu zewax
- Imifanekiso yezilwanyana zasendle
- Umfundi ngamnye makabe nezi zinto: ingwenya eyenziwe ngekhadibhodi kwiVeki yoku-1



## Iveki yesi-2 Usuku lwesi-5

### Imisebenzi yeklassi yonke

#### Yenza, zoba uze ubhale

- 1 Beka ipapethi yendlovu okanye umfanekiso wendlovu esizikithini sephepha leflipchart.
- 2 Bacele abafundi ukuba babelane ngayo nayiphina into enika umdla abayaziyo ngendlovu. Ungayikhuthaza ingxoxo ngokubuza ukuba zihlala phi iindlovu (ehlathini) kwaye zitya ntoni (amagqabi, ingca).
- 3 Babuze abafundi ukuba bangakwazi na ukuchaza amalungu omzimba wendlovu. Khetha abafundi abathile ukuba beze ngaphambili bakhombe ilungu elichanekileyo lomzimba wendlovu (intloko, umzimba, umsila, umlenze, umboko, iindlebe).
- 4 Xelela abafundi ukuba uza kubacela bakuncedise nileyibhelishe umfanekiso wendlovu. Qalisa ngokukhomba umsila ze uzobe umgca osuka emsileni uye kwicala elisekunene lomfanekiso. Thatha ikhadana elincinci uze ulincamathisele ngePrestik ephepheni, ecaleni komgca owuzobileyo osuka emsileni. Khawubabuze ke ngoku abafundi: "Ngubani na onokundinceda ndiqalise ukubhala igama 'umsila'? Ewe, ligama elinesandi u **/m/** kwaye le yindlela esibhala ngayo u **m**." Qhubeka ke ubhale eli gama 'umsila' ungabacelanga abafundi ukuba babize isandi ngasinye sikanobumba ngelixa ubhala igama.
- 5 Qhubekani nileyibhelishe intloko yendlovu, umzimba, umsila, umlenze, umboko kunye neendlebe. Qho xa ubhala igama, bacele abafundi ukuba bakuncedise niphulaphule isandi igama eligxile kuso ze nibhale unobumba ohambelana neso sandi. Uze ukhumbule ukubhala ngoonobumba abancinci. Musa ukubiza lonke igama kuba amaninzi kula magama kunzima ukuwabiza onke. Gxininisa nje kwisandi nonobumba ekugxilwe kuye.
- 6 Ncamathisela umfanekiso oleyibhelishiweyo eludongeni uze ubukele abafundi xa beqalisa ukufunda iileyibheli.

### Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Besebenzisa iingwenya zabo, abafundi bangahlula amagama abe ngamalungu. Umzekelo: i-ngwe-nya = kunqakrazwa ka-3.
- 2 Bonisa abafundi imifanekiso yezilwanyana zasendle, biza amagama ezilwanyana uze ubakhuthaze ukuba banqakraze kwilungu ngalinye: i-ho-di = kunqakrazwa ka-3, i-ndlo-vu = kunqakrazwa ka-3. i-ndlu-lam-thi = kunqakrazwa ka-4, um-kho-mbe = kunqakrazwa ka-3.



### Imisebenzi yamaqela amancinci

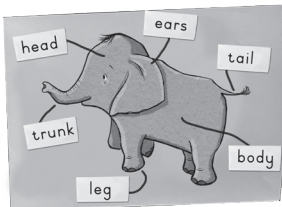
Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





#### You will need:

- Elephant puppet, flipchart paper, scraps of paper/card for labels, black whiteboard marker
- Jumbo wax crayons
- 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 'tail'? Yes, it starts with the sound /t/ and this is the way we write a **t**." Continue writing the rest of the word "tail" 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-ho-di = 3 clicks, i-ndlo-vu = 3 clicks, i-ndlu-lam-thi = 4 clicks, um-kho-mbe = 3 clicks.



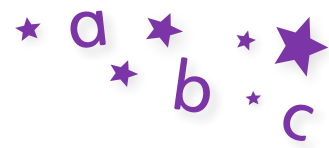
### Small group activities

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



## Imisebenzi yamaqela amancinci yeVeki yesi-2

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> <li>• Umfundi ngamnye kufuneka abe nephhepha elinguA4</li> <li>• Imifanekiso yezilwanyana zasendle, izilwanyana zasendle ezenziwe ngeplastikhi okanye iincwadi ezinemifanekiso yezilwanyana zasendle</li> </ul>	<p><b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</b></p> <ol style="list-style-type: none"> <li>1 Abafundi kufuneka bajonge izilwanyana baze bagqibe ukuba sisiphi esona silwanyana sasendle abasithandayo.</li> <li>2 Kufuneka ke ukuba bazobe eso silwanyana basithandayo besebenzisa umfanekiso njengesikhokelo. Kufuneka bacinge ngendawo esihlala kuyo isilwanyana baze bazobe amagqabi, imithi kunye nengca babonise apho sihlala khona isilwanyana kunye nento esithanda ukuyitya.</li> </ol> <div data-bbox="824 804 1334 1035"> </div>
<ul style="list-style-type: none"> <li>• Amakhadi anemifanekiso – izandi ezisesizikithini segama zincanyathiselwe ngePrestik ekupheleni kwephepha elinguA3 okanye kwikhadi</li> <li>• Iziciko zeebhotile ezinezikhamiso ezibhalwe ngaphakathi kuzo (ukuba mi-5 imifanekiso enesandi u "z", kufuneka neziciko zeebhotile zibe zi-5 ezino "z" obhalwe ngaphakathi esicikweni.)</li> <li>• lithwiza (zinokwenziwa ngamakhuni amabini eayisikhrim), ibhendi yelastikhi kunye nepompom eza kufakwa phakathi kwamakhuni.</li> </ul>	<p><b>Umsebenzi wesi-2: liphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Chazela abafundi ukuba kufuneka basebenzise iithwiza bathathe ngazo iziciko zeebhotile ezinoonobumba bajonge ukuba banako na ukufumana umfanekiso onesandi. Umzekelo: ukuba bathathe isandi u "g" kufuneka ukuba bakhangele umfanekiso onesandi u /z/ esifana nala magama "izilwanyana", "izipho", "izitya" "izitulo".</li> <li>2 Emva koku kufuneka bebeke isiciko phezu kwelo khadi lomfanekiso. Kufuneka ke baqhube de yogqunywe yonke imifanekiso ngesiciko.</li> </ol> <div data-bbox="892 1338 1269 1610"> </div>
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iNcwadi eziNkulu kunye namaphetshana</li> </ul> <div data-bbox="267 1760 510 2056"> </div>	<p><b>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</b></p> <ol style="list-style-type: none"> <li>1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela.</li> <li>2 Vula incwadi uze uyityhile futhi ubonise abafundi indlela yokutyhila amaphepha neyokubamba incwadi ngononophelo. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda.</li> <li>3 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda.</li> <li>4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.</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> <div data-bbox="824 753 1333 984" data-label="Image"> </div>
<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 “z”, there must be five bottle tops with an “z” 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 in the middle. For example: If they pick up “z”, they must find a picture with an /z/ sound such as “izilwanyana”, “izipho”, “izitya” or “izitulo”.</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> <div data-bbox="871 1269 1289 1567" data-label="Image"> </div>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> <div data-bbox="267 1680 510 1976" data-label="Image"> </div>	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>4 Visit the corner to observe and encourage the learners’ reading.</li> </ol>





### Izinto ekufuneka unazo

- lithwiza, iibholana ezincinci ezinombala okanye iphepha elisongwe lazibholana ezinemibala eyahlukileyo okanye iziqwengana zamalaphu anemibala.
- Imifanekiso yobuso bezilwanyana zasendle obusikiweyo kwindawo yomlomo ukubonisa apho ikhoyo imilomo yazo, ifakwe kwizinto ebezineyogathi okanye kwizikhongozeli ezincinci.

### Imisebenzi

#### **Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla**

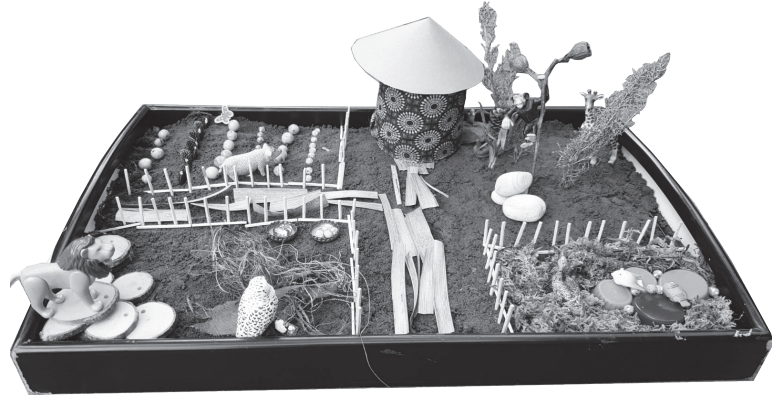
- 1 Bachazele abafundi ukuba kufuneka basebenzise iithwiza bathathe ngazo iibholana ezincinci baze batyise izilwanyana. Ingonyama itya inyama (into ebomvu ngombala), indlulamthi itya amagqabi (into eluhlaza ngombala), indlovu nayo itya amagqabi, inkawu itya iziqhamo (into eorenji okanye emthubi okanye emsobo ngombala).



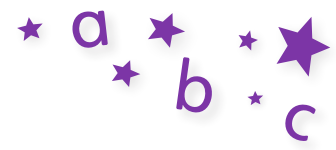
- Iiprophu: itreyi okanye ikhadibhodi engenzulwanga, isanti, izinti eziza kwenza ucingo, iziciko zeebhotile ezizuba ezizakuba ngamanzi, amatye, amagqabi okanye amasetyana amancinci aza kwenza amagqabi, amatshana amancinci aza kubba ziingubo, izilwanyana zasendle zeplastikhi okanye imifanekiso yezilwanyana ezincanyathiselwe ekhadibhodini.

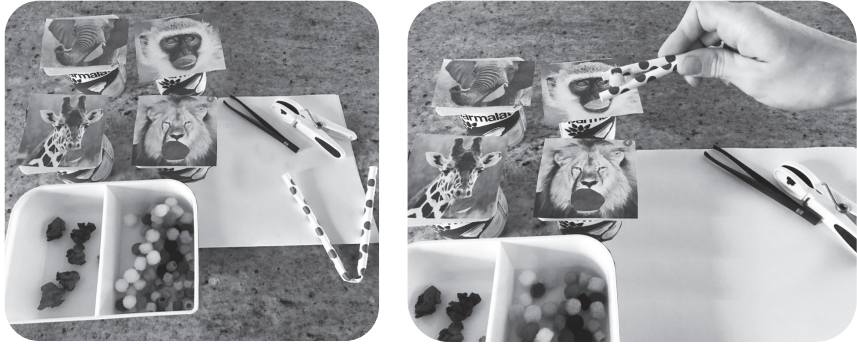
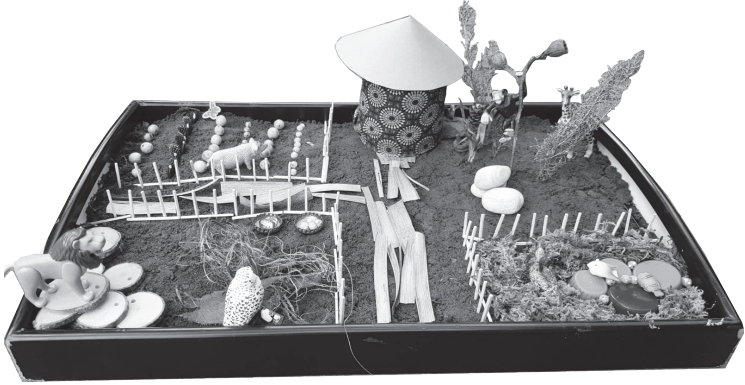
#### **Umsebenzi wesi-5: Umdlalo wokulinganisa**

- 1 Khumbuza abafundi ngeepropu ezikwikona yomdlalo wokulinganisa uze ubakhuthaze ukuba baqhubeke ngomsebenzi weVeki yoku-1 apho bebesenza igumbi lokucina izilwanyana eziziinkedama. Yiya ekoneni kube kanye uqwalasele futhi ukhuthaze umdlalo wabafundi.







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. Visit the corner at least once to observe and encourage the learners' game.</li> </ol> 



# ★ Undwendwe lukaMbabala

## Ibali

Kudaladala, uMbabala wayehlala kwindlu encinci eyenziwe ngezinti. UMbabala wayesoloko elushiya luvulekile ucango lwendlu yakhe xa ehamba. Ngenye imini, uMbabala waya emlanjeni ukuya kusela amanzi waze njengesiqhelo walushiya eluvulile ucango. Wathi xa ephindela endlwini waqaphela ukuba ucango luvaliwe. Wakhathazeka uMbabala, waze ngelizwi eliphantsi leMbabala wathi: “Ngubani lo usendlwini yam?” Walinda emamele. Kwaphendula umntu ngelizwi elikhulu: “Ungaluvuli olo cango, ndakukutya!” UMbabala wothuka kakhulu.



UMbabala wabaleka waya kukhangela umhlobo wakhe uNdlovu. Wafika eme phantsi komthi uNdlovu ejiwuzisa umboko wakhe. UMbabala wathi: “Ndlovu, ungakwazi ukundinceda?” Waphendula uNdlovu wathi: “Ewe, mhlobo wam, yintoni ingxaki?” UMbabala wathi: “Kukho umntu osendlwini yam kwaye uthi uza kunditya.” UNdlovu kunye noMbabala bahamba baya endlwini kaMbabala. UNdlovu wasondela ecotha ehamba ngemitsi yeNdlovu. UMbabala yena wasondela ekhawulezile etsibatsiba ngendlela yeeMbabala. Bathi bakufika, ngelizwi elizekelelayo wathi uNdlovu: “Ngubani lo usendlwini kaMbabala?” kwaphendula ilizwi elikhulu lathi: “Ungaluvuli ucango, ndakukutya!”

“Andifuni ukungena endlwini yakho,” watsho uNdlovu eziva esoyika. “Owu Nkosi yam!” watsho uMbabala. “Ngubani ke ngoku onokusinceda?” UNdlovu kunye noMbabala bacinga baze bathi: “Masikhe siyokubiza umhlobo wethu okhaliphileyo, uNgonyama.” Bamfumana uNgonyama engqengqengwe ngaselityeni egcakamele ilanga. UNdlovu wakhwaza uNgonyama: “Ngonyama, Ngonyama, ungakwazi ukusinceda?” UNgonyama wathi: “Ewe, mhlobo wam, yintoni ingxaki?” UNdlovu wathi: “Kukho umntu osendlwini kaMbabala kwaye uthi uza kusitya.” Ungonyama wagquma kakhulu waze waphakama waya endlwini kaMbabala ezingca ngemitsi yeNgonyama.



Bathi bakufika, wakhwaza ngelizwi elicaphukayo: “Ngubani lo usendlwini kaMbabala?” Kwaphendula ilizwi lathi: “Ungaluvuli ucango, ndakukutya!” Ungonyama wagquma waze wathi: “Uthini? Utye mna, inkosi yezilwanyana?” Ngaphakathi endlwini kwakuvakala ingxolwana kwakunye nengxolo yokugigitheka efana nale.

Emva koku lwavuleka ucango kwaze kwatsiba uSelesele waphuma ecotha, encumile uSelesele “Animangaliswanga! Ndim lo, ndiniqhathile!” watsho uSelesele. Zahleka izilwanyana waze wathi uNdlovu: “Ndingoyena umkhulu, kodwa uNgonyama, ungoyena ukhaliphileyo! Wena, Selesele, ungoyena umncinane futhi uhlekisa ngaphezu kwethu sonke! UMbabala wathi: “Enkosi, ndiyabulela ngoncedo lwenu, bahlobo bam abalungileyo.”

**Liyaphela apha ibali lethu.**

# ★ 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.***



## Unomasele

Phaya entilini, aph' ezadungeni,  
 Kukh' unomasele,  
 Bendimbonisele.  
 Yiva wenz' intsholo,  
 Wothus' iMbabala,  
 Uthi, kro kro kro!

Nanku esothusa iNdlovu,  
 Kanti neNgonyama.  
 Zabaleka zonke,  
 Kanti lisele elinobubele.  
 Yiva lenz' intsholo,  
 Lithi kro kro kro!



## Isigama esiphuma ebalini

Amagama abalulekileyo:	imbabala	indlovu	ingonyama	isele	khaliphile	mangalisa
Amanye amagama:	vula	vala	yothusa	oyika	thukile	hlelisa
	gigitheka	cotha	umhlobo	khwazayo	thule	caphuka





## 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



### Izinto ekufuneka unazo:

- Ibali: *Undwendwe lukaMbabala*
- Iipapethi: UMBabala, uNdlovu, uNgonyama, uSelesele, indlu kaMbabala
- Iipropu: iimaskhi okanye isilwanyana ngasinye kufuneka sibe nebhantana yokubopha intloko, ibhokisi enkulu okanye itafile eza kuba yindlu kaMbabala.
- Izinto okanye amakhadi anemifanekiso emalunga namagama athile athathwe kuluhlu lwesigama



## Iveki yoku-1 Usuku loku-1

### Imisebenzi yeklasi yonke

Yenzani isicengelezo esithi, *Ndinyakazisa iminwe yam*, khonukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

### Ukubalisa ibali nokukhulisa isigama

#### 1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi ngokubuza le mibuzo: Babuze ukuba ingaba ukhona nakubo owayekhe wazibona izilwanyana zasendle kumyazo wezilwanyana okanye kumabonakude. Ncokolani ngomahluko okhoyo phakathi kwezilwanyana zasekhaya (izilo-maqabane) kunye nezozasendle.
- 1.3 Yithi: *"Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini."* Xoxani ngamagama abalulekileyo akuluhlu lwesigama. Bonisa abafundi iipapethi okanye imifanekiso yezilwanyana ekwimagazini okanye encwadini. Ncokolani ngomahluko okhoyo kwindlela ezihamba ngayo izilwanyana. Cela abafundi ukuba bahambe njengembabala (bakhawuleze, babe ngathi bayaxhuma); njengendlovu (bajiwuzise imiboko yabo); njengengonyama iphakamise intloko yayo njengekumkani. (Ekuqaleni uze ungathethi nto ngesele kuba abafundi baza kuyazi into eyenzeka ebalini!)

#### 2 Ngexesha ubalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi kunye neepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *"Ucinga ukuba uNdlovu noMbabala baza kucela uncedo kubani? Ucinga ukuba ngubani lo uphakathi endlwini?"*

#### 3 Emva kokubalisa ibali

- 3.1 Buza abafundi le mibuzo: *"Uthande ntoni kweli bali? Yintoni ongakhange uyithande kweli bali? Yiyiphi eyona ndawo uyithande kakhulu kweli bali? Yiyiphi imibuzo onayo ngeli bali? Ucinga ukuba ungaziva njani xa omnye wabahlobo bakho enokukwethusa njengoko enzile uSelesele? Ungacaphuka okanye ucinga ukuba unganahleka wakukwazi ukuba ebekudlalisa?"*

### Ukwazisa abafundi isandi esiphuma ebalini

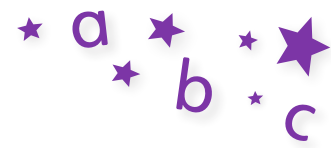
- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *"baze, biza, bakufika, uMbabala. Ingaba uyasiva isandi ekugxilwe kuso: baze, biza, bakufika, uMbabala? Ewe, uchanile! Isandi ekugxilwe kuso ngu /b/."*
- 2 *"Phulaphula ngenyameko, nanga amanye amagama agxile ku /b/: bona, ibali, ibala, ubusi."* (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u /b/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandiu /b/: **"b-b-b"**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

### Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.

### Ndinyakazisa iminwe yam

Ndinyakazisa iinzwane zam  
Ndinyakazisa amagxa am  
Ndinyakazisa impumlo yam  
Ngoku (qhwaba ke ngoku)  
Andisakwazi tu  
ukunyakazisa nantoni.  
Kwaye ndizolile ndithe cwaka!



### 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.

#### 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: 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: "baze, biza, bakufika, uMbabala. Can you hear the focus sound: **b**aze, **b**iza, **b**akufika, u**M**babala? Yes, you are right! They all have the sound /b/."
- 2 "Listen carefully, here are some more words with /b/: bona, ibali, ibala, ubusi." 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.



### Izinto ekufuneka unazo:

- Iipapethi ezimalunga nebali
- Umculo kunye nepropu okanye imifanekiso ehambelana nengoma



## Iveki yoku-1 Usuku lwesi-2

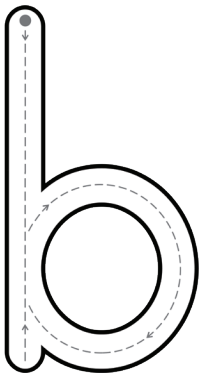
### Imisebenzi yeklasi yonke

#### Ukubalisa ibali nokucula

- 1 Qala ukhumbuze abafundi ngentsingiselo yamagama obaxelele ngawo kuSuku loku-1.
- 2 Phinda ubalise ibali kwakhona usebenzise iipapethi. Ngelixa ubalisa ibali, babuze imibuzo. Bakhuthaze ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini.
- 3 Chazela abafundi ukuba uza kubafundisa ingoma entsha ehambelana kunye nebali.
- 4 Cula ngokucutha nangokucacileyo imigca embalwa yengoma, uze ucele abafundi ukuba balandele ingoma bacule kunye nawe. Kusenokubanzima ke ukuba abafundi bawakhumbule onke amagama asetyenziswe engomeni. Ngoko ke bafundise ingoma ngokwemiqolo okanye iivesi.
- 5 Kufuneka ube nemifanekiso okanye iipropu kungenjalo wenze izijekulo ukuzama ukuncedisana nabafundi ukuba baluqonde ulwimi olusetyenziswe kwingoma.
- 6 Fundisa abafundi izijekulo ezihambelana nengoma futhi nikonwabele nokuyicula ngeelwimi ezininzi.

#### Ukwakhiwa konobumba

- 1 Bakhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /b/ okanye ungabacela ukuba bacinge ngamanye amagama agxile kwesi sandi u /b/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezinxulumene kunye nesandi. Umzekelo: Abafundi bangenza ngathi kuyabanda kwaye bayagodola baze bathi "b-b-b-b".
- 3 Babonise abafundi indlela abhalwa ngayo unobumba u "b". Ncoma imizamo yabo, uze ubhale unobumba omkhulu ebhodini okanye emoyeni ngexesha nithetha nisenjenje: "Qala echaphazeni, yehla, nyuka, ujikele."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.
- 5 Wakuba ubabonisile indlela yokubhalwa konobumba, ungaphuma nabo phandle abafundi uze ubakhuthaze ukuba basebenzise uluthi babhale ngalo unobumba esantini. Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngeli xesha bambhalayo unobumba.

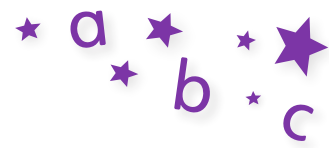


### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.







#### You will need:

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



## Week 1 Day 2

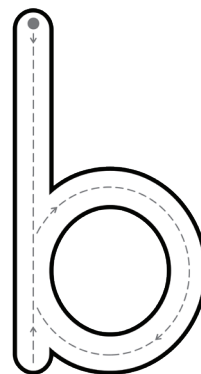
### Whole class activities

#### 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 be cold and shivering while saying "b-b-b-b"
- 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 carpet, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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



#### Izinto ekufuneka unazo:

- lipapethi neepropu ezimalunga nebali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u **b**: ubisi, ubusi, ubuso, ibala, ibuzi



## Iveki yoku-1 Usuku lwesi-3

### Imisebenzi yeklasi yonke

#### Ukubalisa nokulinganisa ibali

- 1 Culani ingoma.
- 2 Khawukhe ubabuze abafundi ukuba ingaba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: Bacele ukuba bachazele umhlobo wabo into ethile ngelizwi **eliphantsi** elifana nelembabala, baze baphinde bachaze ngelizwi **elingqokolayo** balinganise isele xa lalisothusa izilwanyana, baphinde ngelizwi **elikhwazayo** baze basebenzise nelizwi elifana nelengonyama elibonisa **ukucaphuka**.
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali uze ubabonise neepropu eziza kusetyenziswa ukubalisa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali kwaye bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ke ngoku ubalise ibali kwaye ubakhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

#### Ibhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: *“Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?”*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi.
- 6 Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- 7 Bacele abafundi ukuba bakhangele izinto ezigxile kwesinye sezandi. Umzekelo: *“Khawukhangele into egxile kwisandi u **/b/**?”* Umfundi kufuneka abize igama lento, atsho isandi egxile kuso aze ayibeke into leyo kwibhokisi kanobumba ochanekileyo.



### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **b**: ubisi, ubusi, ubuso, ibala, ibuzi



## Week 1 Day 3

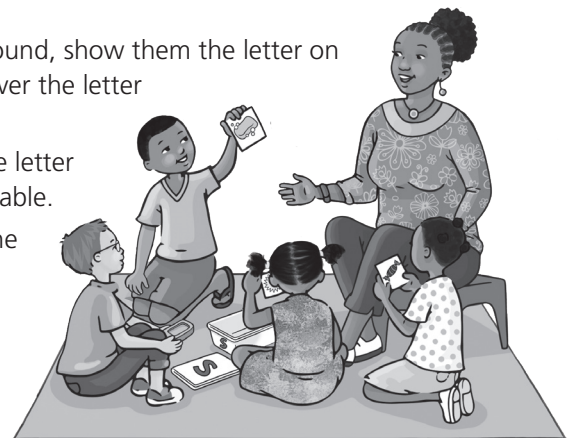
### Whole class activities

#### 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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: *"Can you find something that starts with the sound /b/?"* The learner must name the object, say the focus sound and place the object in the correct letter box.



### Small group activities

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



### Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa

### UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

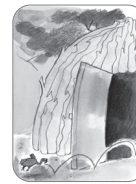
- "Ubona bani?" (abalinganiswa)
- "Wenza ntoni?" (izenzi neentshukumo)
- "Yiyiphi enye into oyibonayo?" (ukujonga kwakhona)
- "Iphi i...?" (ukubiza amagama eendawo)
- "Ucinga ukuba kutheni...?" (ukucinga okubonisa isakhono sokuyila, ukuvakalisa izimvo)

## Iveki yoku-1 Usuku lwesi-4

### Imisebenzi yeklassi yonke

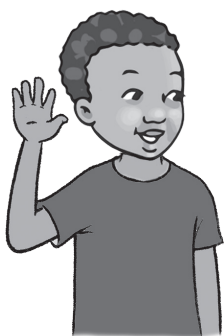
#### Ukulandelelanisa imifanekiso

- 1 Culani ingoma kwakhona.
- 2 Chazela abafundi amagama amatsha akuluhlu lwesigama.
- 3 Khetha umfanekiso ube mnye kuleyo iza kulandelelaniswa uze uwuphakamise. Babuze abafundi ukuba babona ntoni nize nincokole banzi ngezinto ezisemfanekisweni.
- 4 Xa senixoxile ngomfanekiso ngamnye, wuncamathisele ebhodini ukuze abafundi bawubone. Qinisekisa ukuba imifanekiso awuyilandelelanisi ngendlela echanekileyo xa uyibeka.
- 5 Emva kokuncokola ngemifanekiso yonke, babuze abafundi: "Ingaba imifanekiso ilandelelana ngendlela echanekileyo?"
- 6 Cela abafundi ukuba bakhombe umfanekiso obonisa isiqalo sebali. Sebenzani kunye nizame ukulandelelanisa imifanekiso ngendlela eyiyo khonukuze ibali libe nentsingiselo.
- 7 Qinisekisa ukuba abafundi bathatha inxaxheba kulo msebenzi. Ungababuza imibuzo efana nale: "Yintoni eza kwenzeka emva koku? Ngubani oyikhumbulayo indawo yebali eza kulandela?"
- 8 Xa imifanekiso ilandelelaniswe ngendlela echanekileyo, cela abafundi abambalwa ukuba balibalise kwakhona ibali balandelelanise iziganeko ngendlela echanekileyo.



#### Ukuphulaphula izandi ekugxilwe kuzo

- 1 Bachazele abafundi ukuba uza kucula ingoma/kwenza isicengcelezo kwaye kufuneka baphulaphule ngenyameko izandi ezikwilungu lokugqibela lamagama (*ingoma ingaculwa ngetshanti yengoma ethile eniyaziyo*).
  - ★ Utitshala: "Sisiphi isandi esikwilungu lokugqibela lala magama, esikwilungu lokugqibela kula magama? Sisiphi isandi esikwilungu lokugqibela kula magama: ilali, isipili, ivili." (Utitshala wenza uphawu lokuba abafundi baphendule)
  - ★ Abafundi babiza isandi esikwilungu lokugqibela legama, umzekelo: /li/. (Utitshala ubonisa ukuba kulungile ngobhontsi)
  - ★ Utitshala: u "/li/ sisandi esisekwilungu lokugqibela kula magama, lokugqibela kula magama, lokugqibela kula magama! /li/ sisandi esikumalungu okugqibela ala magama: ivili, isithili, isipili."
- 2 Sebenzisa la magama kulo msebenzi:
  - ★ /la/: lila, imela, wela, vula, vela, vala, qala, iqula, ibala, tsala, sula, isela
  - ★ /li/: imali, ibali, ioli, ivili, isipili, imali, ipali
  - ★ /si/: ikawusi, ivosi, ipilisi, ijusi, ubisi
  - ★ /le/: isele, ipelepele, ifestile, ibhotile, iswekile, itapile
  - ★ /ma/: ikama, idama, umama, ifama
  - ★ /ni/: ifoni, imini, ipani, inani, ifowuni, isambreni
  - ★ /ko/: isiciko, iziko, ihoko, ipikoko
  - ★ /za/: yeza, biza, buza
  - ★ /bu/: igubu, imvubu, ibubu, igugu.



### Imisebenzi yamaqela amancinci

Khumbuzela abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucoqwa.





### 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 sounds in the words (tune: "Mary had a little lamb").
  - ★ Teacher: "What's the sound that ends these words, ends these words, ends these words? What's the sound that ends these words: ilali, isipili, ivili." (Teacher signals for learners to respond.)
  - ★ Learners say the sound that ends the word, for example: /li/. (Teacher gives thumbs-up sign.)
  - ★ Teacher: "/li/ is the sound that ends these words, ends these words, ends these words! Ili/ is the sound that ends these words: ivili, isithili, isipili."
- 2 Use these words for this activity:
  - ★ /la/: lila, imela, wela, vula, vela, vala, qala, iqula, ibala, tsala, sula, isela
  - ★ /li/: imali, ibali, ioli, ivili, isipili, imali, ipali
  - ★ /si/: ikawusi, ivosi, ipilisi, ijusi, ubisi
  - ★ /le/: isele, ipelepele, ifestile, ibhotile, iswekile, itapile
  - ★ /ma/: ikama, idama, umama, ifama
  - ★ /ni/: ifoni, imini, ipani, inani, ifowuni, isambreni
  - ★ /ko/: isiciko, iziko, ihoko, ipikoko
  - ★ /za/: yeza, biza, buza
  - ★ /bu/: igubu, imvubu, ibubu, igugu.



#### Small group activities

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





#### Izinto ekufuneka unazo:

- Iipapethi ezimalunga nebali
- Iphepha leflipchart, ikhoki yokubhala kwiwhiteboard
- Imifanekiso yezilwanyana zasendle

## Iveki yoku-1 Usuku lwesi-5

### Imisebenzi yeklasi yonke

#### Yenza, zoba uze ubhale

- 1 Yithi kubafundi: *"Namhlanje siza kubhala ibali elilelethu ngesinye sezilwanyana ezisebalini. Masikhetheni ke isilwanyana esiza kubhala ngaso."* Bonisa abafundi imifanekiso yezilwanyana ezisebalini. Nakuba nisikhethile isilwanyana eniza kubhala ngaso, beka umfanekiso wesilwanyana esizikithini sephepha.
- 2 Sebenzisa le mibuzo ilandelayo njengesikhokelo senkqubo yokubhala ibali:
  - ★ Cela abafundi ukuba bacinge ngegama eninokubiza ngalo isilwanyana nize nilibhale phantsi.
  - ★ Cela abafundi ukuba bacinge ngendawo esihlala kuyo isilwanyana. Yichazeni ke le ndawo ngesivakalisi ze niyibhale phantsi.
  - ★ Xoxani malunga nokuba sitya ntoni esi silwanyana. Xa nixoxile naze navumelana, bhalani phantsi.
  - ★ Cela abafundi bacinge ngento eyayikhe yenziwa sesi silwanyana ngenye imini. Khetha enye yeengcamango zabo ibe nye ze uyibhale phantsi.
  - ★ Ncokolani ngento elandelayo eye yenzeka, bhala phantsi into ethethwa ngabafundi.
  - ★ Xoxani ngokuba bacinga liphele njani ibali: yibhale kwisivakalisi le nto.
- 3 Ngoku ke fundela abafundi ibali usebenzise iibhokisi njengesikhokelo esiza kukunceda. Ukuba ixesha liyavuma, ungacela abanye babafundi ukuba bazobe umfanekiso ocacisa ibali. Ncamathisela iphepha leflipchart elinebali edongeni.

### Ukuxuba nokwahlula amagama (ngokwamalungu)

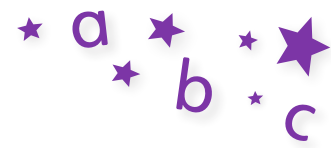
- 1 Bonisa abafundi umfanekiso wezilwanyana zasendle. Bacele bakuncedise abafundi nibize into esemfanekisweni nize nincamathisele imifanekiso eludongeni okanye niyibeke emethini ukuze bonke abafundi bakwazi ukuyibona.
- 2 Emva koko faka imifanekiso ebhegini. Khetha umfundi abe mnye uze umcele ukuba akhuphe omnye wemifanekiso ebhegini. Kufuneka bazame ukubiza igama lesilwanyana sasendle ngokuzekelela, belahlula igama elo ngokwamalungu.
- 3 Abanye abafundi kufuneka baphulaphule into ethethwayo baze badibanise amalungu lawo bakhe igama.



### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





#### You will need:

- Puppets from the story
- Flipchart paper, whiteboard marker
- Pictures of wild animals

## 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.





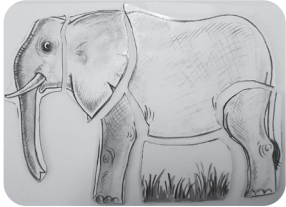

### Small group activities

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

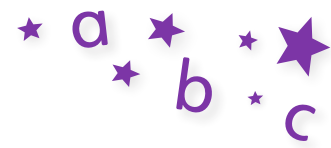






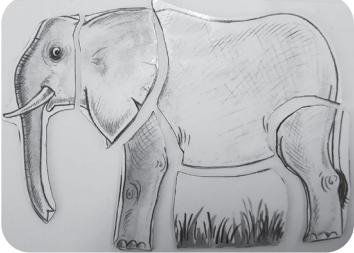

# Imisebenzi yamaqela amancinci yeVeki yoku-1

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> <li>• Umfundi ngamnye makabe nephapha elinguA4</li> <li>• likhrayoni ezinkulu zewax</li> </ul>  <p>Undwendwe lukaMbabala</p>  <p><i>Ngeli xesha lonyaka, umfundi u mele ukuba uzithembile ngakumbi xa ezama ukuzibhalela. Ungaxhalabi ke xa abanye abafundi bebhala udederhu loonobumba abangenazithuba phakathi kwabo.</i></p>	<p><b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</b></p> <ol style="list-style-type: none"> <li>1 Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo.</li> <li>2 Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye.</li> <li>3 Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini. Usenokubanika iingcebiso.</li> <li>4 Bakhuthaze abafundi ukuba bazobe eyona ndawo bayithande kakhulu ebalini.</li> <li>5 Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe.</li> <li>6 Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele.</li> <li>7 Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo.</li> <li>8 Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba utshintshe amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo.</li> <li>9 Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde isivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo.</li> </ol>
<ul style="list-style-type: none"> <li>• liphazili zeepapethi</li> <li>• lipapethi zebali</li> <li>• Iphepha elinguA4</li> <li>• likhrayoni ezinkulu zewax</li> </ul>	<p><b>Umsebenzi wesi-2: liphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Chazela abafundi ukuba kufuneka baqale bahlele amaqhekezana ephazili yesilwanyana ngasinye ngokwemibala, baze bawabeke kunye amaqhekezana bakhe isilwanyana esisebalini. Babonise amanye amalungu omzimba esilwanyana (umboko, imilenze, iindlebe) uze ubachazele ukuba bajonge kwipapethi bakhangele indawo amele kukungena kuyo amalungu omzimba ezilwanyana.</li> <li>2 Bakuba begqibile ukudibanisa iphazili yesilwanyana, bangakhetha isilwanyana sibe sinye ze basizobe.</li> </ol> 
<ul style="list-style-type: none"> <li>• lincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi ezinkulu kunye namaphetshana</li> </ul> 	<p><b>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</b></p> <ol style="list-style-type: none"> <li>1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela.</li> <li>2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda.</li> <li>3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda.</li> <li>4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.</li> </ol>





## Small group activities for Week 1

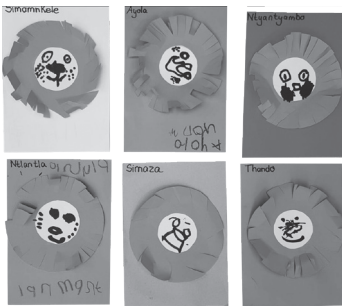
You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>   <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without 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 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>





### Izinto ekufuneka unazo

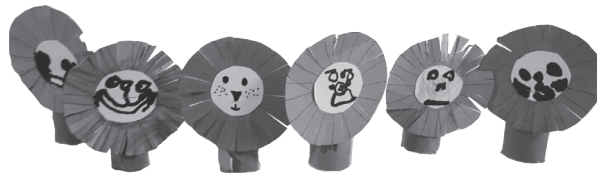
- Ipapethi yengonyama okanye umfanekiso wenkunzi yengonyama enesingci
- Umfundi ngamnye makabe nezi zinto: isiqwengana sephepha elinguA5, iphepha eliorenji okanye elimdaka ngebala nelimthubi ekuza kuzotywa kulo ze liskwe libe zizangqa, izikere, iikhrayoni ezimnyama okanye iikhoki, iqokobhe lephepha langasese okanye isiqwengana sephepha elinguA5, izinto ezinemilo esisangqa ekuza kusetyenziswa zona xa kutreyiswa.



### Imisebenzi

#### Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla

- 1 Bonisa abafundi ipapethi yengonyama okanye umfanekiso wengonyama uze ubuze ukuba ingaba ukhona na kubo owaziyo ukuba bubizwa njani uboya obujikeleze ubuso bengonyana (isingci).
- 2 Chazela abafundi ukuba baza kwenza ubuso bengonyama ngokusebenzisa amaphepha azizangqa. Kufuneka baqale ngokusika izangqa zibe zibini. Emva koku bangatreyisa bajikeleze itoti ukuze bafumane isangqa esikhulu, baphinde batreyise bajikeleze iqokobhe lephepha langasese ukuze bafumane isangqa esincinci. Kufuneka bancamathisele isangqa esincinci esizikithini sesangqa esikhulu bandule ke ukuzoba impumlo yengonyama, umlomo, amehlo kunye namadevu yengonyama.
- 3 Emva koku ke bangasika ungqameko lwesangqa esikhulu benze isingci sengonyama. Bakugqiba, bangancamathisele ingonyama kwiphepha elingabhalwanga okanye ungabancedisa bayiqhoboshele kwiqokobhe lephepha langasese.

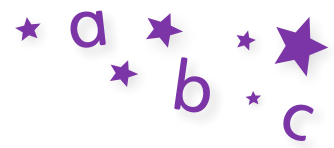


- Iipropu: iithotshi, iingxowa zokulala, umlilo neenkuni zamaxokixoki namaphepha anombala o-orenji, omthubi kunye nobomvu ekuza kwenziwa ngawo umlilo, imifanekiso yeendawo ekunyathele kuzo izilwanyana ezahlukeneyo eziza kubekwa njengomkhondo wezilwanyana zijikeleze intente, ingubo okanye ilaphu eliza kwenza intente, incwadi yokubhalela kunye nepensile eza kubhala amagama ezilwanyana nezandi ezizenzayo ezivakala ngexesha bekwinkampu.

#### Umsebenzi wesi-5: Umdlalo wokulinganisa

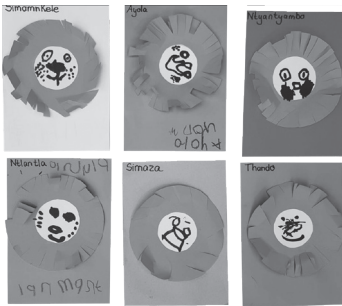
- 1 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubabonise iipropu ezintsha. Bachazele ukuba zizinto zokwenza iqula. Bachazele ukuba baza kwenza ngathi baye enkampini eza kuba sebusuku kumyezo wezilwanyana. Kufuneka ke benze iintente ngezitulo neengubo. Abanye abafundi basenokwenza ngathi bazizilwanyana ezahlukeneyo baze benze ingxolo apho enkampini, umzekelo, ingonyama egqumayo nejikelezayo kwalapho, indlovu etya amagqabi.
- 2 Tyelela ikona yomdlalo wokulinganisa kube kanye ujonge futhi ukhuthaze umdlalo wokulinganisa.





### You will need

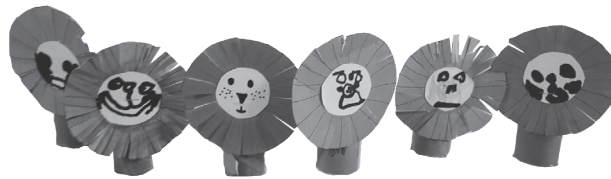
- The lion puppet or a picture of a male lion with a mane
- For each learner: an A5 piece of paper, orange or brown and yellow paper to draw and cut out circles, scissors, black crayons or kokis, either a toilet roll or an A5 piece of paper, circular shapes to trace around



### 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. 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.
- 2 Visit the corner at least once to observe and encourage the learners' pretend play.





### Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye kufuneka abe nekopi yencwadi encinci esele isongiwe
- Umfundi ngamnye makabe nekopi **yemifanekiso enombala omnyama namhlophe eza kulandelelaniswa**
- Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4, isikere neglu

## Iveki yesi-2 Usuku loku-1

### Imisebenzi yeklassi yonke

#### Eminye imifanekiso eza kulandelelaniswa



- 1 Qala usebenze nabafundi abasemethini. Khetha abafundi abaza kuma phambi kweklassi, umfundi ngamnye aphaathe omnye wemifanekiso enombala eza kulandelelaniswa (ingalandelelani ngokuchanekileyo).
- 2 Babuze abafundi ukuba ingaba imifanekiso ilandelelana ngokuchanekileyo na. Bayalele ukuba bakhombe umfanekiso ofanele ukuba sekuqaleni kwebali.
- 3 Nisebenza kunye niliqela, cela abafundi abaphethe imifanekiso ukuba bajikeleze de ibali livakale kakuhle. Ungabuza imibuzo efana nale: *"Ngubani okhumbulayo ukuba kwenzeke ntoni emva koku?"*
- 4 Nakuba nigqibile ukulandelelanisa ibali ngokuchanekileyo, abafundi bangabuyela ezitafileni zabo.
- 5 Bacele abafundi ukuba basike imifanekiso enombala omnyama namhlophe, bayilandelelanise ngendlela echanekileyo baze bayincamathisele ngeglu kwiphepha elingabhalwanga. Jikeleza apha eklasini uze uncedise apho kukho imfuneko. Lo msebenzi uluncedo kakhulu ekuhloleni isakhono sabafundi sokulandelelanisa iziganeko ezibalulekileyo ngokuchanekileyo.
- 6 Bakuba begqibile ukulandelelanisa imifanekiso abafundi, nika umfundi ngamnye incwadi encinci. Ukuba ixesha liyavuma banga 'fundela' iqabane incwadi apho eklasini.
- 7 Abafundi bangazithatha iincwadi okanye imifanekiso eza kulandelelaniswa bagoduke nayo ze bafunde kunye neentsapho zabo.



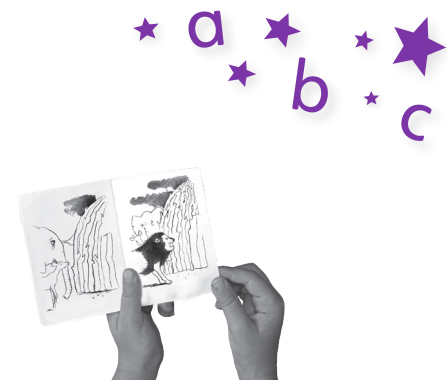
#### Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *"wathi, walushiya, wam, walinda. Ingaba uyasiva isandi ekugxilwe kuso: wathi, walushiya, wam, walinda? Ewe, uchanile! Isandi ekugxilwe kuso ngu /w/."*
- 2 *"Phulaphula ngenyameko, nanga amanye amagama agxile ku /w/: wawa, iwotshi, iwalethi, wela."* (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u /w/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /w/: **"w-w-w"**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





#### 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. Say these words from the story: *“wathi, walushiya, wam, walinda. Can you hear the focus sound: wathi, walushiya, wam, walinda? Yes, you are right! The focus sound is /w/.*
- 2 *“Listen carefully, here are some more words with /w/: wawa, iwotshi, iwalethi, wela.”* (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.





### Izinto ekufuneka unazo:

- iNcwadi eNkulu: *Undwendwe lukaMbabala*
- Umfundi ngamnye makabe namanzi akwisikhongozeli kunye nebhrashi yokupeyinta

## Iveki yesi-2 Usuku lwesi-2

### Imisebenzi yeklassi yonke

#### Ukufunda kunye notitshala – iNcwadi eNkulu

- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwiqweqwe lencwadi baze bancokole ngezinto abazibonayo nabazinkanayo.
- 2 Fundela iklassi isihloko sebali. Khomba igama ngalinye njengokuba ufunda. Phinda usifunde kwakhona uze ucele abafundi bafunde kunye nawe.
- 3 Jonga imifanekiso yebali kunye nabafundi encwadini, nixoxe ngayo kwaye ubakhuthaze abafundi ukuba babuze imibuzo.
- 4 Khomba inani elibonisa iphepha lencwadi nize nincokole ngenani eliza kulandela.
- 5 Xa sele "niyijonge" yonke imifanekiso esencwadini, phindela ekuqaleni kwencwadi uze uphinde ufunde isihloko kwakhona.
- 6 Tyhila ke ngoku amaphepha uze ufunde isivakalisi ngasinye ngelizwi elicacileyo nelivakalayo.
- 7 Khomba igama ngalinye njengokuba ufunda.
- 8 Phinda uyifunde kwakhona incwadi uze ubakhuthaze abafundi ukuba "bafunde" kunye nawe.



#### Ukwakhiwa konobumba

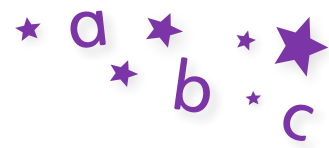
- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /w/ okanye ubacele bacinge ngamanye amagama agxile kwisandi u /w/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangenza ngathi bayavuya baze behle besenyuka eklassini bawilizele bathi "**w-w-w-wilizela, w-w-w-wili-w-w-w-wili**".
- 3 Khawubabonise abafundi ukuba ubhalwa njani unobumba u "**w**". Bhala unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "*Qala echaphazeni, yehla, nyuka, yehla, nyuka.*"
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.
- 5 Xa sele ubabonisile indlela yokubhala unobumba, phumani phandle uze unike umfundi ngamnye isikhongozeli esinamanzi kunye nebhrashi yokupeyinta. Abafundi bangabhala unobumba kwindawo esanyentiweyo ngamanzi kunye nebhrashi.
- 6 Bakhuthaze ukuba babize isandi esenziwa ngunobumba njengokuba bembhala unobumba.



### Imisebenzi yamaqela amancinci

Khumbuzisa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





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



### Small group activities

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



### Izinto ekufuneka unazo:

- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u **w**: iwele, iwaka, iwotshi, iwalethi, wonwabile



## Iveki yesi-2 Usuku lwesi-3

### Imisebenzi yeklasi yonke

#### Ukufunda ukuphulaphula

- Qala umsebenzi wokuphulaphula wanamhlanje ngokuthi: *“Ndicela ukuba nivale amehlo enu, mna ndiza kwenza isandi. Kufuneka ke niphulaphule ngenyameko nize niphakamise izandla zenu ukuba niyasazi ukuba isandi sesantoni.”*
- Yenza isandi esifana nokubetha itafile, ukuqhwaba izandla, ukukhalisa intsimbi, ukunqakrazisa iminwe, ukudlala iinowuthsi kwisixhobo sokudlala umculo. Wakugqiba ukwenza izandi bazichaze abafundi, yenza izandi ezihlanu zilandelelane. Phinda uzenze kwakhona kodwa ushiye isandi sibe sinye – abafundi kufuneka bachaze isandi esishiyiweyo.
- Thetha nabafundi uthi: *“Ngoku ke siziqhelanisile nokuphulaphula ngenyameko, ndiza kubiza amagama athile ke, nina kufuneka nindixelele ukuba liliphi igama elingafanelanga ukuba likula magama. Phulaphulani onke amagama ngenyameko phambi kokuba nizame ukuqashela. Bekani izandla zenu entloko ukuba niyayazi impendulo.”*
  - ★ imbabala, isele, itshokholeyithi, ingonyama (itshokholeyithi ayisiso isilwanyana)
  - ★ iintloko, incwadi, amagxa, amadolo (incwadi ayilolungu lomzimba)
  - ★ ilokhwe, ibhatyi, izihlangu, iswekile (iswekile ayiyompahla inxitywayo)
  - ★ ukrebe, inyosi, umnenga,inja yaselwandle (inyosi ayisosilwanyana saselwandle)
  - ★ umnqathe, iitapile, isitulo, ikhaphetshu (isitulo asiyiyo imifuno)

#### Ibhokisi zoonobumba

- Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxelele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- Babuze imibuzo ngezi zinto: *“Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?”*
- Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo.
- Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- Nika abafundi abathile izinto baze babize esinye sezandi. Cela bonke abafundi abaphethe into egxile kweso sandi ukuba beze ngaphambili baze babeke into leyo kwibhokisi yoonobumba echanekileyo.

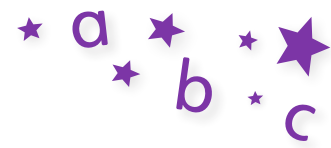


### Imisebenzi yamaqela amancinci

Khumbuzisa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucoywa.

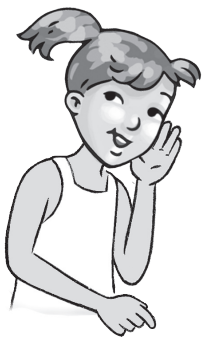






### You will need:

- A letter box containing objects or pictures of objects that start with **w**: iwele, iwaka, iwotshi, iwalethi, wonwabile



## Week 2 Day 3

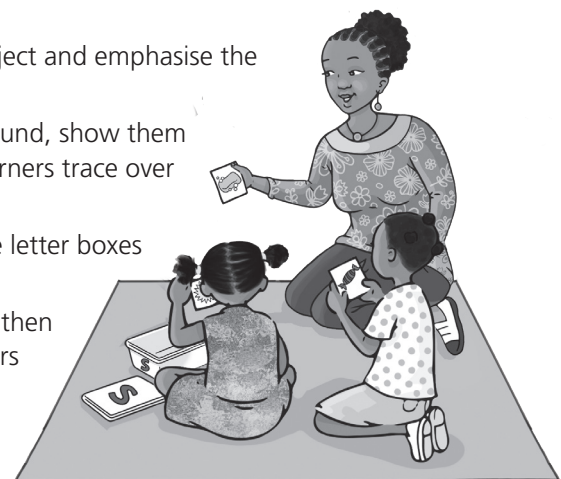
### Whole class activities

#### 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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Give some of the learners an object and then say one of the sounds. Ask all the learners who have an object starting with that sound to come forward and put the object in the correct letter box.



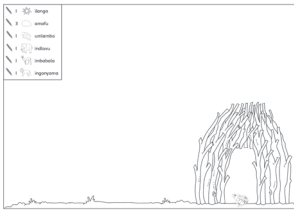
### Small group activities

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



### Izinto ekufuneka unazo:

- Umfundi ngamnye makabe nekopi yephepha lomsebenzi othi **Funda uze wenze**
- Iikhrayoni ezinkulu zewax



## Iveki yesi-2 Usuku lwesi-4

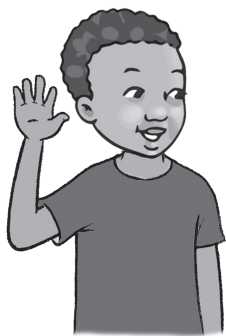
### Imisebenzi yeklasi yonke

#### Funda uze wenze

- 1 Umfundi ngamnye kufuneka abe nephepha lomsebenzi woku-1 elinezintlu ezimbini nephepha likaFunda uze wenze lesi-2 elinezilwanyana.
- 2 Cela abafundi ukuba bajonge kuluhlu olusephepheni baze bancokole ngezinto abazibonayo (amanani, imifanekiso kunye namagama).
- 3 Khumbuza abafundi ukuba baza "kufunda" umgca ngamnye baze benze loo nto ithethwa nguloo mgca.
- 4 Zama ukuba ungalufundi kunye nabafundi uluhlu, kodwa ke bakhuthaze ukuba balufunde lonke uluhlu phambi kokuba baqalise ukuzoba. Jikeleza njengokuba besebenza abafundi ubaxhase xa kukho imfuneko.
- 5 Bakhumbuze abafundi ukuba bajonge uluhlu kwakhona emva kokuba begqibile "ukufunda" nokuzoba, baze bafake olu phawu ✓ ecaleni komgca ngamnye bakuba bewugqibile umsebenzi.

#### Ukuphulaphula izandi ekugxilwe kuzo

- 1 Bachazele abafundi ukuba uza kucula ingoma/kwenza isicengcelezo kwaye kufuneka baphulaphule ngenyameko izandi ezikwilungu lokugqibela lamagama (*ingoma ingaculwa ngetshanti yengoma ethile eniyaziyo*).
  - ★ Utitshala: "Sisiphi isandi esikwilungu lokugqibela lala magama, esikwilungu lokugqibela kula magama? Sisiphi isandi esikwilungu lokugqibela kula magama: ilali, isipili, ivili." (Utitshala wenza uphawu lokuba abafundi baphendule)
  - ★ Abafundi babiza isandi esikwilungu lokugqibela legama, umzekelo: /li/. (Utitshala ubonisa ukuba kulungile ngobhontsi)
  - ★ Utitshala: u "/li/ sisandi esisekwilungu lokugqibela kula magama, lokugqibela kula magama, lokugqibela kula magama! /li/ sisandi esikumalungu okugqibela ala magama: ivili, isithili, isipili."
- 2 Sebenzisa la magama kulo msebenzi:
  - ★ /la/: lila, imela, wela, vula, vela, vala, qala, iqula, ibala, tsala, sula, isela
  - ★ /li/: imali, ibali, ioli, ivili, isipili, imali, ipali
  - ★ /si/: ikawusi, ivosi, ipilisi, ijusi, ubisi
  - ★ /le/: iseke, ipelepele, ifestile, ibhotile, iswekile, itapile
  - ★ /ma/: ikama, idama, umama, ifama
  - ★ /ni/: ifoni, imini, ipani, inani, ifowuni, isambreni
  - ★ /ko/: isiciko, iziko, ihoko, ipikoko
  - ★ /za/: yeza, biza, buza
  - ★ /bu/: igubu, imvubu, ibubu, igugu.



### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





### You will need:

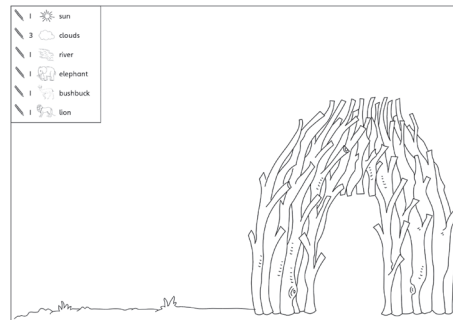
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

## Week 2 Day 4

### Whole class activities

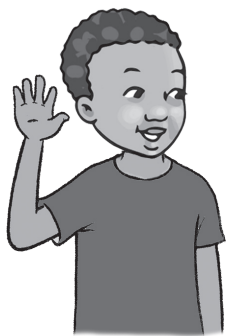
#### Read and do

- 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 sounds in the words (*tune: “Mary had a little lamb”*).
  - ★ Teacher: “*What’s the sound that ends these words, ends these words, ends these words? What’s the sound that ends these words: isitulo, isipili, ivili.*” (*Teacher signals for learners to respond.*)
  - ★ Learners say the sound that ends the word, for example: /li/. (*Teacher gives thumbs-up sign.*)
  - ★ Teacher: “*/li/ is the sound that ends these words, ends these words, ends these words! Ili/ is the sound that ends these words: isitulo, isipili, ivili.*”
- 2 Use these words for this activity:
  - ★ /la/: lila, imela, wela, vula, vela, vala, qala, iqula, ibala, tsala, sula, isela
  - ★ /li/: imali, ibali, ioli, ivili, isipili, imali, ipali
  - ★ /si/: ikawusi, ivosi, ipilisi, ijusi, ubisi
  - ★ /le/: isele, ipelepele, ifestile, ibhotile, iswekile, itapile
  - ★ /ma/: ikama, idama, umama, ifama
  - ★ /ni/: ifoni, imini, ipani, inani, ifowuni, isambreni
  - ★ /ko/: isiciko, iziko, ihoko, ipikoko
  - ★ /za/: yeza, biza, buza
  - ★ /bu/: igubu, invubu, ibubu, igugu.



### Small group activities

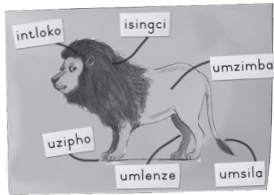
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





### Izinto ekufuneka unazo:

- Ipapethi eyingonyama, iphepha leflipchart, iziqwengana zamaphepha/amakhadi okuleyibhelisha, ikhoki emnyama yokubhala kwiwhiteboard
- Imifanekiso yezilwanyana zasendle



## Iveki yesi-2 Usuku lwesi-5

### Umsebenzi weklasi yonke

#### Yenza, zoba uze ubhale

- 1 Beka ipapethi yengonyama okanye umfanekiso wayo esizikithini sephepha elikhulu leflipchart.
- 2 Bacele abafundi ukuba bachaze izinto ezinomdla abazaziyo ngeengonyama. Ungayikhuthaza ingxoxo ngokubabuza ukuba zihlala phi iingonyama (emahlathini aseAfrika) zitya ntoni (amaqwarhashe, iimpala nezinye izilwanyana). Chazela abafundi amagama amatsha afana nala: izilwanyana ezitya inyama, umhlambi weengonyama, izilwanyana ezanyisa/ezimuncisa amathole azo, njl. Ungababonisa ukuba imazi nenkunzi yengonyama zahlukile kwaye ingonyama engumfazi ibizwa ngokuba yimazi yengonyama.
- 3 Buza abafundi ukuba bangakwazi na ukunika amagama amalungu omzimba wengonyama. Khetha abafundi abathile ukuba beze ngaphambili baze bakhombe ngokuchanekileyo la malungu (intloko, isingci, umzimba, umsila, umlenze, ithupha).
- 4 Chazela abafundi ukuba uza kucela bakuncedise nileyibhelishe umfanekiso wengonyama. Qala ukhomba umsila uze uzobe umgca osuka emsileni uye kwicala elisekunene lomfanekiso. Thatha ikhadi ulincamathisele ngeprestik ephepheni, ecaleni komgca osuka emsileni owuzobileyo. Ngoku ke thetha nabafundi uthi: "Ngubani onokundinceda ndiqalise ukubhala igama 'umsila'? Ewe, linesandi u **Im!** kwaye simbhala ngolu hlobo u **m**." Qhubeka ke ubhale lonke igama "umsila", ungabaceli ukuba babize unobumba ngamnye.
- 5 Qhubekani nileyibhelishe intloko yengonyama, isingci, umzimba, umlenze, ithupha. Qho xa ubhala igama, bacele bakuncedise abafundi niphulaphule isandi esikwilungu lokuqala legama nize nibhale ke unobumba weso sandi. Nize nikhumbule ukubhala ngoonobumba abancinci. Nize ningalibizi lonke igama kuba amagama amaninzi anobunzima xa uwabiza onke. Gxilani kuphela kwisandi esikwilungu lokuqala legama.
- 6 Xhoma edongeni umfanekiso oleyibhelishiweyo uze ubukele indlela abafundi abaqalisa ngayo ukufunda iileyibheli.

### Ukuxuba nokwahlula amagama (ngokwamalungu)

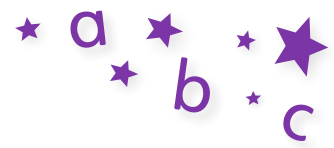
- 1 Bonisa abafundi umfanekiso wezilwanyana zasendle. Bacele bakuncedise abafundi nibize into esemfanekisweni nize nincamathisele imifanekiso eludongeni okanye niyibeke emethini ukuze bonke abafundi bakwazi ukuyibona.
- 2 Emva koko faka imifanekiso ebhegini. Khetha umfundi abe mnye uze umcele ukuba akhuphe omnye wemifanekiso ebhegini. Kufuneka bazame ukubiza igama lesilwanyana sasendle ngokuzekelela, belahlula igama elo ngokwamalungu.
- 1 Abanye abafundi kufuneka baphulaphule into ethethwayo baze badibanise amalungu lawo bakhe igama.



### Imisebenzi yamaqela amancinci

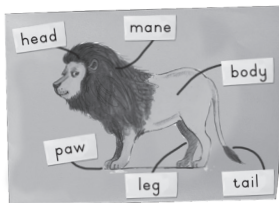
Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





### You will need:

- Lion puppet, flipchart paper, scraps of paper/ card for labels, black whiteboard marker
- Pictures of wild animals



## 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 'tail'? Yes, it starts with the sound /t/ and this is the way we write a **t**." Continue writing the rest of the word "tail" 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.











## Imisebenzi yamaqela amancinci yeVeki yesi-2

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> <li>• Umfundi ngamnye makabe nephhepha elinguA4</li> <li>• likhrayoni ezinkulu zewax</li> </ul> 	<p><b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo</b></p> <ol style="list-style-type: none"> <li>1 Nika umfundi ngamnye iphepha elinguA4 elisongwe esizikithini nelinocango olusikwe esizikithini ngaphambili ukuze luvuleke.</li> <li>2 Chazela abafundi ukuba kufuneka baqale bahombise indlu kaMbabala ngaphandle baze bazobe isilwanyana esingaphakathi endlwini. Bakhuthaze ukuba bazobe amaqamza okuthetha baze "babhale" into ethethwa sisilwanyana. Babuze ukuba bangathanda na ukuba ubabhalele.</li> <li>3 Yenza incwadi yeklasi usebenzise amaphepha ahlukeneyo. Abafundi bangayifunda incwadi ngexesha lokuzifundela bebodwa. Abafundi baza kukonwabela ukuzifundela amabali abo nawabanye abafundi.</li> </ol>
<ul style="list-style-type: none"> <li>• liphazili zeepapethi</li> <li>• lipapethi ezimalunga nebali</li> <li>• Iphepha elinguA4</li> <li>• likhrayoni ezinkulu zewax</li> </ul> 	<p><b>Umsebenzi wesi-2: liphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Chazela abafundi ukuba kufuneka baqale bahlele amaqhekezana ephazili yesilwanyana ngasinye ngokwemibala, baze bawabeke kunye amaqhekezana bakhe isilwanyana esisebalini. Babonise amanye amalungu omzimba ezilwanyana (umboko, imilenze, iindlebe) uze ubachazele ukuba bajonge kwipapethi bakhangele indawo amele kukungena kuyo amalungu omzimba ezilwanyana.</li> <li>2 Bakuba begqibile ukudibanisa iphazili yesilwanyana, bangakhetha isilwanyana sibe sinye ze basizobe.</li> </ol>
<ul style="list-style-type: none"> <li>• lincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi ezinkulu kunye namaphetshana</li> </ul> 	<p><b>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</b></p> <ol style="list-style-type: none"> <li>1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela.</li> <li>2 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda.</li> <li>3 Babonise indlela yokuvula incwadi nokuyityhila. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba ngamnye kubo akhethe into aza kuyonwabela xa eyifunda.</li> <li>4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.</li> </ol>
<ul style="list-style-type: none"> <li>• Umfundi ngamnye makabe nephhepha elinguA5, ipeyinti eorenji kunye nemthubi, iifolokhwe zeplastikhi, ikhoki emnyama yokubhala kwiwhiteboard</li> </ul> 	<p><b>Umsebenzi wesi-4: Izakhono zezihlunu ezincinci nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>1 Bachazele abafundi ukuba baza kuzoba ngepeyinti ubuso bengonyama baze basebenzise iifolokhwe zeplastikhi benze ngazo isingci sengonyama. Kufuneka baqale bazobe isangqa esimthubi ngepeyinti baze bafake ipeyinti eorenji kungqameko lwesangqa esimthubi. Basenokusebenzisa iifolokhwe xa beqaba ipeyinti besenza isingci sengonyama. Abafundi abagqibe ngokukhawuleza bangafakela nomzimba wengonyama.</li> </ol> 
<ul style="list-style-type: none"> <li>• lipropu: iithotshi, imiqamelo, iingxowa ekulalwa ngazo, umlilo neenkuni zamaxokixoki, imifanekiso yeendawo ekunyathele kuzo izilwanyana ezahlukeneyo eziza kubekwa njengomkhondo wezilwanyana zijikeleze intente, ingubo okanye ilaphu eliza kwenza intente, incwadi yokubhalela kunye nepensile eza kubhala amagama ezilwanyana nezandi ezizenzayo ezivakala ngexesha bekwinkampu.</li> </ul>	<p><b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b></p> <ol style="list-style-type: none"> <li>1 Bakhumbuze abafundi ngeepropu ezikwikona yomdlalo wokulinganisa uze ubakhuthaze ukuba baqhubeke nomsebenzi ebebenze kwiveki yoku-1 xa bebesenza ngathi bakwinkampu ngexesha lasebusuku kumyezo wezilwanyana.</li> <li>2 Tyelela ikona kube kanye ujonge futhi ukhuthaze 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>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>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>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>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>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>Lead the group to the book corner or give the group a pile of books.</li> <li>Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</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>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>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>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>Visit the corner at least once to observe and encourage the learners' game.</li> </ol> 

# ★ Ibali likaZanele

## Ibali

Ibali lethu lingentombazana uZanele Situ owayethanda ukudlala imidlalo edlalela ilizwe loMzantsi Afrika. UZanele wayejikeleza edlala imidlalo ekwisitulo esiqhutywayo kuba wayengakwazi ukuhamba. Mamela ibali esibalisela ngokwakhe uZanele.

Molweni, igama lam nguZanele. Ndazalelwa kwidolophana encinci ebizwa ngokuba yiMatatiele. Ndandiyintwazana encinci eyonwabileyo, kodwa ndathi xa ndineshumi elinanye leminyaka, umzimba wam wavakala udiniwe ndaza ndagula. Ngaminazana ithile ndafumanisa ukuba imilenze yam ayivumi kwaphela ukuba ndihambe. Umama notata wam baxhalaba kakhulu futhi ndaziva ndisoyika. Bandisa esibhedlele.

Esibhedlele oogqirha bawuxilonga umzimba wam. Benza iimvavanyo ezikhethekileyo ukuze bafumanise ukuba kutheni ndingakwazi ukuhamba nje. Ndandidinwa kwaye ndilala iyure ezininzi yonke imihla. Kwanyanzeleka ukuba ndihlale esibhedlele iminyaka emithathu yonke!

Ngenye imini ugqirha waxelela umama notata: Siyaxolisa kakhulu, uZanele unesifo sephepha (TB) emqolo. Akasoze aphinde akwazi ukuhamba kwakhona, kufuneka ahambe ngesitulo esiqhutywayo.”

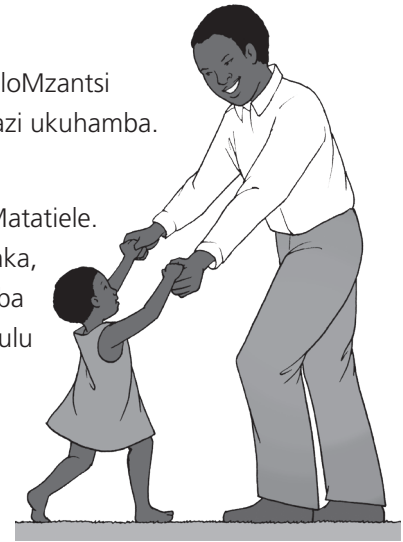
Khawufane ucinge xa ungazukwazi ukuphinda uhambe kwakhona? Ndandikuthanda kakhulu ukudlala imidlalo. Ndandiza kwenza ntoni? Umama notata bandisa kwisikolo esikhethekileyo apho kwakukho abantwana abaninzi abanjengam. Yayisisikolo esixakeke kakhulu kwaye ootitshala babesikhuthaza ukuba senze kangangoko sinako. Ndaye ndafundiswa ukudlala imidlalo nangona ndandikwisitulo esiqhutywayo lonke ixesha. Ndandikuthanda ukujula kude ishot put nokuphosa idiscus esicaba kude ndidlule wonke umntu. Kodwa ukuphosa ijavelin ende yayingowona mdlalo ndandiwuthanda kakhulu futhi ndandiwudlala kakuhle kakhulu.

Ndandifuna ukwenza ngcono ngakumbi kwimidlalo endandiyithanda kakhulu. Ndasebenza nzima ndiziqhelanisa yonke imihla. Ndangenela ukhuphiswano ndaze ndaphumelela iimbasa ezininzi namabhaso. Ndaye ndacinga ukuba ndenza kakuhle kwaye ndikulungele ukungenela olona khuphiswano lubalulekileyo elizweni iPharalimpikhi!

Khawuqashele ukuba kwenzeka ntoni? Ewe, emva kweminyaka emininzi yokusebenza nzima ndaxelelwa ukuba ndiza kuya kukhuphiswano lwePharalimpikhi! Ndaya ke, ndaza ndaqhuba kakuhle kakhulu, ndaphumelela imbasa yegolide. Ndandonwabile kwaye ndizingca!

Ndisoloko ndisithi: Musa ukoyika, zama kangangoko unako, unganikezeli. Jonga ukuba kwenzeka ntoni kum!

**Liyaphela apha ke ibali lethu.**





## ★ 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.***

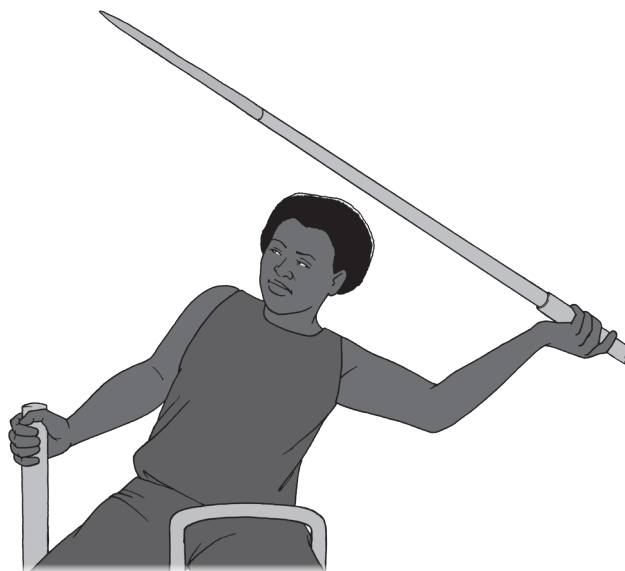




## Ingoma

NdinguZanele, ndikhethekile!  
 NdinguZanele, ndikhethekile!  
 Ndihamba ngesitulo,  
 Ndidlala imidlalo,  
 Eyahlukeneyo.

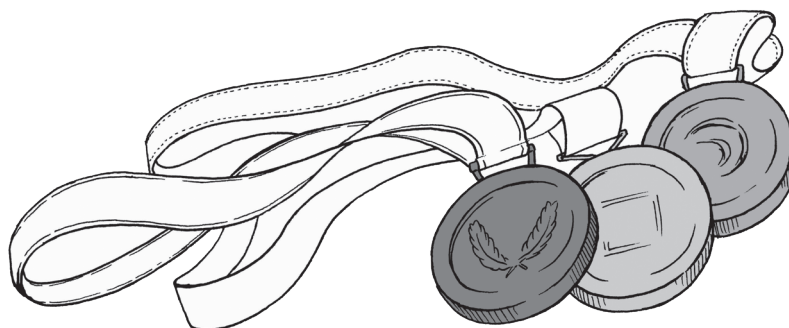
NdinguZanele ndikhethekile!  
 Ndiyazimisela, kwimidlalo,  
 Ndiphumelele.  
 Ndimela ilizwe lam,  
 UMzantsi Afrika, kwiPharalimpikhi.

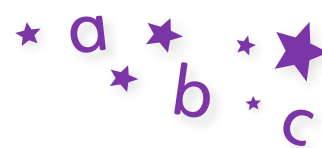


*Iculwa ngala tune yengoma kaJOE Mafela (Congo Mama)*

## Isigama esiphuma ebalini

Amagama abalulekileyo:	isitulo esiqhutywayo	imidlalo	qhelanisa	imbasa	zingca	isibhedlele
Amanye amagama:	ugqirha	khathazeka	oyika	diniwe	iimvavanyo	hamba
	ibhaso	ukhuphiswano	iPharalimpikhi	hambahamba	umqolo	khethekileyo





## 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





### Izinto ekufuneka unazo:

- Ibali: *Ibali likaZanele*
- lipapethi: UZanele (eseyintombazana encinci, esakhula nangexesha angumntu omdala), isitulo esiqhutywayo esingenanto, ugqirha
- lipropu: imbasa, iflegi yoMzantsi Afrika, ibhokisi ebinamaphepha okufinya eza kuba yibhedi, izinto okanye amakhadi anemifanekiso amagama athile aphuma kuluhlu lwesigama

## Iveki yoku-1 Usuku loku-1

### Imisebenzi yeklassi yonke

Yenzani isicengcelezo esithi, *Ndinyakazisa iminwe yam*, khonukuze abafundi baze kuhlala emethini balungiselele ixesha lokuphulaphula ibali.

### Ukubalisa ibali nokukhulisa isigama

#### 1 Phambi kokuba ubalise ibali

- 1.1 Chazela abafundi isihloko sebali uze ubazise ngabalinganiswa ngokuthi usebenzise iipapethi.
- 1.2 Khawukhe uzame ukunxulumanisa ibali kunye nobomi babafundi ngokubuza le mibuzo: *“Ingaba ukhona umntu oyindoda okanye owasetyhini ongumdlali obalulekileyo omaziyo? Ingaba udlala wuphi umdlalo? Ingaba ukhona umntu omaziyo owakhe wafumana imbasa ngenxa yokuqhuba kakuhle emidlalweni? Wawukhe weva ngemidlalo yeeOlimpikhi okanye eyeParalimpikhi?”*
- 1.3 Yithi: *“Phambi kokuba siqalise, ndifuna ukuqala ndinixelele iintsingiselo zamagama athile amatsha esiza kuwafumana apha ebalini.”* Xoxani ngamagama abalulekileyo akuluhlu lwesigama, uze ubabonise into okanye umfanekiso ngenjongo zokubabonisa ukuba ithini na intsingiselo yegama. Umzekelo: Babonise imbasa okanye umfanekiso womntu ome eqongeni efumana imbasa. Chaza ukuba iimbasa ngamabhaso owafumanayo xa kukho ukhuphiswano oluza kubonisa ukuba nguwuphi oyena mntu ungcono kwimidlalo.

#### 2 Ngexesha ebalisa ibali

- 2.1 Balisa ibali ngendlela enomdla futhi utshintshatshintshe ilizwi. Yenza izijekulo uze usebenzise iipapethi kunye nepropu.
- 2.2 Bacele abafundi ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini uze umana ubabuza imibuzo engenampendulo ichanekileyo enye efana nale: *“Ucinga ukuba yintoni eyenza ukuba isikolo sibe yindawo ekhethekileyo kuZanele? Ucinga ukuba waziva njani xa ugqirha emxelela ukuba uza kuhamba ngesitulo esiqhutywayo ubomi bakhe bonke?”*

#### 3 Emva kokubalisa ibali

- 3.1 Buza abafundi le mibuzo: *“Uthande ntoni kweli bali? Yintoni ongakhange uyithande kweli bali? Yiyiphi eyona ndawo uyithande kakhulu kweli bali? Yiyiphi imibuzo onayo ngeli bali?”*

### Ukwazisa abafundi isandi esiphuma ebalini

- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *“Zanele, ezininzi, ndaziva, umzimba. Ingaba uyasiva isandi ekugxilwe kuso: Zanele, ezininzi, ndaziva, umzimba? Ewe, uchanile! Onke la magama anesandi u /z/.”*
- 2 *“Phulaphula ngenyameko, nanga amanye amagama agxile ku /z/: izembe, izulu, zine, izamiso.”* (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u /z/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /z/: *“z-z-z”*. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

### Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





### 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.

### 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 this word from the story: *"Zanele, ezininzi, ndaziva, umzimba. Can you hear the focus sound: Zanele, ezininzi, ndaziva, umzimba? Yes, you are right! They all have the sound /z/."*
- 2 *"Listen carefully, here are some more words with /z/: izembe, izulu, zine, izamiso."* (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.

#### 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!



### Izinto ekufuneka unazo:

- Iipapethi ezimalunga nebali
- Umhobe wesizwe orekhodishiweyo kunye neepropu okanye imifanekiso emalunga nengoma (umfanekiso weflegi yoMzantsi Afrika okanye iflegi yokwenyani).



## Iveki yoku-1 Usuku lwesi-2

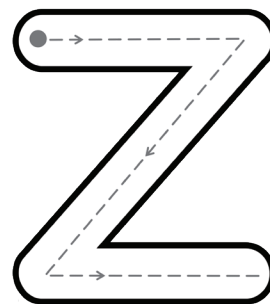
### Imisebenzi yeklasi yonke

#### Ukubalisa ibali nokucula

- 1 Qala ukhumbuze abafundi ngentsingiselo yamagama obaxelele ngawo kuSuku loku-1.
- 2 Phinda ubalise ibali kwakhona usebenzisa iipapethi. Ngelixa ubalisa ibali, babuze imibuzo. Bakhuthaze ukuba baqikelele ukuba kuza kwenzeka ntoni ebalini.
- 3 Chazela abafundi ukuba uza kubafundisa ingoma entsha ehambelana kunye nebali. Yingoma ekhethekileyo ke le kwaye kufuneka beme bathi tse futhi bazingce xa becula le ngoma.
- 4 Dlala umhobe wesizwe orekhodishiweyo uze ukhuthaze abafundi ukuba bacule nabo ngelixa udlalwayo.
- 5 Ningazonwabisa nangokucula ngeelwimi ezininzi.

#### Ukwakhiwa konobumba

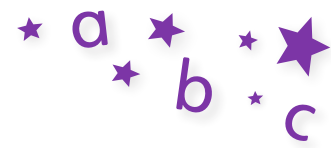
- 1 Bakhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona umntu kubo onegama elinesandi u /z/ okanye ungabacela ukuba bacinge ngamanye amagama agxile kwesi sandi u /z/.
- 2 Fundisa abafundi iintshukumo okanye izijekulo ezinxulumene kunye nesandi. Umzekelo: Abafundi bangazulazula eklasini baze bathi "z-z-z-zula-z-z-zula".
- 3 Babonise abafundi indlela abhalwa ngayo lo nobumba /z/. Bhala unobumba omkhulu ebhodini okanye emoyeni ngexesha nithetha nisenjenje: "Qala echaphazeni, krwela umgca oya ekunene, yehla uxwese, uphinde uye ekunene."
- 4 Banike ithuba lokuziqhelanisa nokwakha unobumba emoyeni abafundi, bangamakha kwikhaphethi, umntu ngamnye usenokumakha kumqolo womnye umntu okanye ezandleni. Basenokuzama nokusebenzisa imizimba yabo bakhe lo nobumba.
- 5 Wakuba ubabonisile indlela yokubhalwa konobumba, ungaphuma nabo phandle abafundi uze ubakhuthaze ukuba basebenzise uluthi babhale ngalo unobumba esantini baze bahambe phezu konobumba abambhalileyo.
- 6 Bakhuthaze abafundi ukuba basibize isandi esenziwa ngunobumba ngeli xesha bambhalayo unobumba.



### Imisebenzi yamaqela amancinci

Khumbuzwa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





#### 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

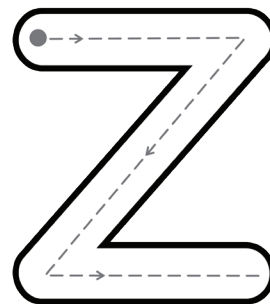
### Whole class activities

#### 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 /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 roam around inside the class while saying "**z-z-z-zula-zula**".
- 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 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.



#### Izinto ekufuneka unazo:

- lipapethi ezimalunga nebali
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u z: kaZanele, izele, izangqa, izembe, izikolo, iziko, izindlu, izitulo izitya, izipho, izipili



## Iveki yoku-1 Usuku lwesi-3

### Imisebenzi yeklassi yonke

#### Ukubalisa nokulinganisa ibali

- 1 Culani ingoma.
- 2 Khawukhe ubabuze abafundi ukuba ingaba basazikhumbula na iintsingiselo zamagama akuluhlu lwesigama. Umzekelo: "Wayeziva njani uZanele ngexesha esesibhedlele?" (wayediniwe egula). "Ingaba waziva njani uZanele nabazali bakhe xa oogqirha babesenza uvavanyo?" (babekhathazekile futhi besoyika). "Ingaba waziva njani uZanele xa wayephumelela imbasa yegolide?" (wonwaba futhi wazingca kakhulu)
- 3 Khetha abafundi abaza kudlala indawo yabalinganiswa abasebalini.
- 4 Ncokolani ngomlinganiswa ngamnye osebalini. Baxebele abafundi ukuba baza kuba ngabaphi abalinganiswa xa belinganisa ibali uze ubabonise nepropu eziza kusetyenziswa ukubalisa ibali.
- 5 Bacacisele abafundi ukuba wena (titshala) uza kuba ngumbalisi webali, obizwa ngokuba ngunobalisa. Abafundi abaza kudlala umdlalo wokulinganisa ibali kwaye bona baza kulinganisa yonke into oyithethayo. Bancedise bakhangele iindawo abaza kuma kuzo.
- 6 Qalisa ke ngoku ubalise ibali kwaye ubakhuthaze abafundi ukuba benze izijekulo ezihambelana namagama owasebenzisa ngelixa ubalisa. Ngeli xesha ke iklasi yona kufuneka ibukele umdlalo wokulinganisa ibali.
- 7 Ukuba liyavuma ixesha, ningawuphinda umdlalo wokulinganisa ibali usebenzise abanye abafundi.

#### Ibhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: "Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?"
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo.
- 6 Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- 7 Bacele abafundi ukuba bakhangele izinto ezigxile kwesinye sezandi. Umzekelo: "Khawukhangele into egxile kwisandi u /z/?" Umfundi kufuneka abize igama lento, atsho isandi egxile kuso aze ayibeke into leyo kwibhokisi kanobumba ochanekileyo.



### Imisebenzi yamaqela amancinci

Khumbuzwa abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.







#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **z**: kaZanele, izele, izangqa, izembe, izikolo, iziko, izindlu, izitulo



## Week 1 Day 3

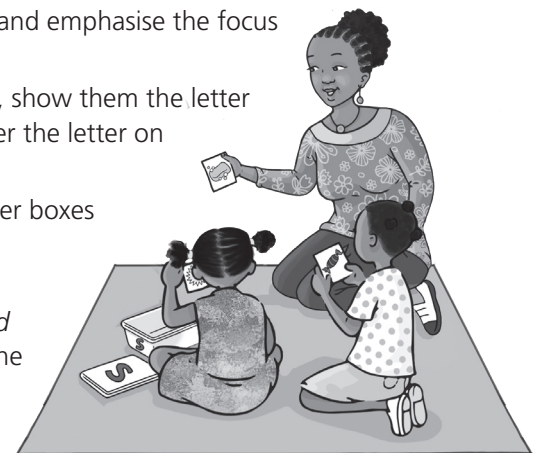
### Whole class activities

#### 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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: "Can you find something that starts with the sound /z/?" The learner must name the object, say the focus sound and place the object in the correct letter box.



### Small group activities

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





### Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza lulandelelaniswa
- Amakhadi anemifanekiso
- Izangqa ezihlanu zeOlimpikhi ezenziwe ngeetoti ze zagqunywa ngamaphepha anombala (imibala yeOlimpikhi: omnyama, obomvu, oluhlaza, omthubi, ozuba) ze kwancanyatheliswa ngaphambili kwitoti nganye ikhadi elinomfanekiso kunye nekhadi elinonobumba

### UStella uthi:



Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

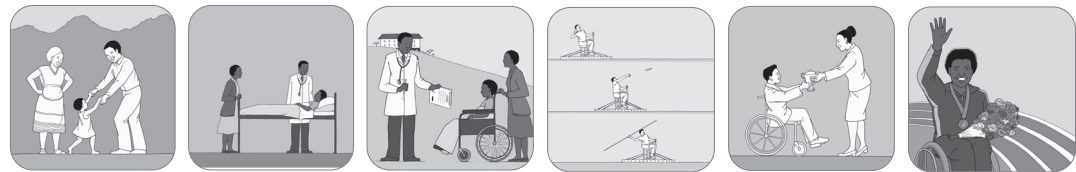
- "Ubona bani?" (abalinganiswa)
- "Wenza ntoni?" (izenzi neentshukumo)
- "Yiyiphi enye into oyibonayo?" (ukujonga kwakhona)
- "Iphi i...?" (ukubiza amagama eendawo)
- "Ucinga ukuba kutheni...?" (ukucinga okubonisa isakhono sokuyila, ukuvakalisa izimvo)

## Iveki yoku-1 Usuku lwesi-4

### Imisebenzi yeklassi yonke

#### Ukulandelelanisa imifanekiso

- 1 Culani ingoma kwakhona.
- 2 Chazela abafundi amagama amatsha akuluhlu lwesigama.
- 3 Khetha umfanekiso ube mnye kuleyo iza kulandelelaniswa uze uwuphakamise. Babuze abafundi ukuba babona ntoni nize nincokole banzi ngezinto ezisemfanekisweni.
- 4 Xa senixoxile ngomfanekiso ngamnye, wuncamathisele ebhodini ukuze abafundi bawubone. Qinisekisa ukuba imifanekiso awuyilandelelanisi ngendlela echanekileyo xa uyibeka ebhodini.
- 5 Emva kokuncokola ngemifanekiso yonke, babuze abafundi: "Ingaba imifanekiso ilandelelana ngendlela echanekileyo?"
- 6 Cela abafundi ukuba bakhombe umfanekiso obonisa isiqalo sebali. Sebenzani kunye nizame ukulandelelanisa imifanekiso ngendlela eyiyo khonukuze ibali libe nentsingiselo.
- 7 Qinisekisa ukuba abafundi bathatha inxaxheba kulo msebenzi. Ungababuza imibuzo efana nale: "Yintoni eza kwenzeka emva koku? Ngubani oyikhumbulayo indawo yebali eza kulandela?"
- 8 Xa imifanekiso ilandelelaniswe ngendlela echanekileyo, cela abafundi abambalwa ukuba balibalise kwakhona ibali balandelelanise iziganeko ngendlela echanekileyo.



#### Ukuphulaphula izandi ekugxilwe kuzo

- 1 Nika umfundi ngamnye ikhadi elinomfanekiso. Kufuneka ke babize igama lento esemfanekisweni wabo baze babize igama ngokuzekelela. Abanye abafundi kufuneka bachaze izandi eligxile kuso igama. Umzekelo: Igama "izinti" linesandi u /z/.
- 2 Xa umfundi ethe wafumana ithuba lokubiza igama lento esemfanekisweni kwaye sele besichongile izandi ekugxilwe kuso, bonisa abafundi izangqa zeOlimpikhi ezenziwe ngeetoti. Bachazele ukuba mabajonge unobumba obhalwe kwitoti nganye baze bagqibe ukuba balibeke phi na ikhadi labo elinomfanekiso. Umzekelo: Ukuba banomfanekiso wezinti "izinti", kuza kufuneka ukuba bawubeke kwitoti enesandi u "z".



### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.



### 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

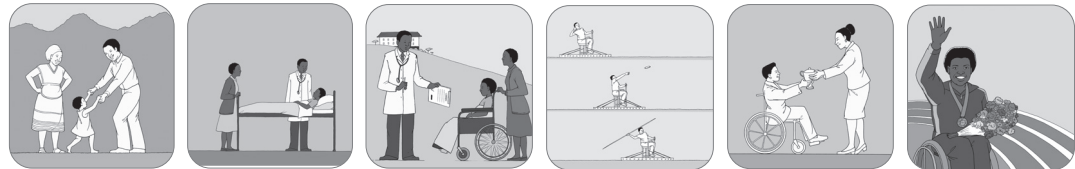
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures 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 "izinti" has the sound /z/.
- 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 "izinti", they would need to place it in the tin with the "z" sound.



### Small group activities

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





### Izinto ekufuneka unazo:

- Umfundi ngamnye makabe nentlama yokudlala okanye udongwe aza kwenza ngalo imbasa ezintathu (eyegolide, eyesilivere kunye neyebronzi), iribhoni okanye umtya.
- Amakhadi anemifanekiso
- Ibhegi okanye isingxobo somqamelo, izinto ezisetyenziswa kwimidlalo eyahlukileyo okanye imifanekiso yabantu bedlala imidlalo eyahlukileyo

## Iveki yoku-1 Usuku lwesi-5

### Imisebenzi yeklasi yonke

#### Yenza, zoba uze ubhale

- 1 Umfundi ngamnye kufuneka abe nebhola yentlama yokudlala okanye yodongwe. Chazela abafundi ukuba baza kwenza iimbasa ngentlama yokudlala okanye ngodongwe.
- 2 Kufuneka baqale baqengqele intlama yokudlala okanye udongwe balwenze lube sicaba. Bangasebenzisa isiciko sebhotole yejem basike izangqa baze basebenzise uluthi lokufunxa isiselo benze umngxunyana kumntla wembasa.
- 3 Iimbasa zingabekwa elangeni ukuze zome ze emva koko abafundi bazipeyinte bandule ukufakela iiribhoni okanye imitya kwimngxunyana.



### Ukuxuba nokwahlula amagama (ngokwamalungu)

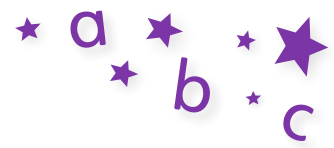
- 1 Faka amakhadi anemifanekiso okanye izinto ebhegini okanye kwisingxobo somqamelo.
- 2 Qalisa umsebenzi ngokufaka isandla sakho ebhegini, ukhethe into ube sele ubiza isandi khonukuze abafundi bakwazi ukuqashela. Umzekelo: "Ndino 'i-bho-la' (okanye i-bh-o-l-a) esandleni sam. Ingaba yintoni le?"
- 3 Umfundi wokuqala okwazileyo ukuqashela uza kuqhuba uze umncedise akhethe ikhadi elilandelayo okanye into aza kubiza izandi zayo utitshala.
- 4 Wakuba ukhuphe amakhadi okanye izinto ezisibhozo, ncamathisela amakhadi edongeni okanye uwabeke emethini khonukuze abafundi bawabone. Emva koko yithi: "Ndikhangela i-bho-la. Ngubani onokundikhangelela?"
- 5 Phindisela ikhadi okanye into nganye ebhegini. Emva koko babuze abafundi ukuba ingaba ukhona na kubo onqwenela ukukhetha into aze abize izandi zayo ukuze abanye abafundi bakwazi ukuqashela loo nto isesandleni sakhe.



### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





#### 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.



### 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: *"I have a 'i-bho-la' (okanye i-bh-o-l-a) in my hand. What is it?"*
- 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: *"I am looking for the 'i-bho-la' to put away. Who can find it for me?"*
- 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.





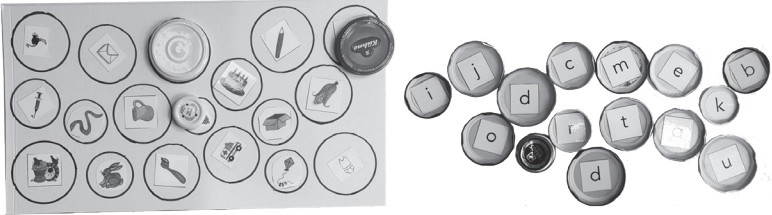



## Imisebenzi yamaqela amancinci yeVeki yoku-1

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> <li>• Umfundi ngamnye makabe nephepha elinguA4</li> <li>• Ikhrayoni ezinkulu zewax</li> </ul> <div data-bbox="197 664 586 900"> <p>Ibali lika Zanele Prisha</p> </div> <div data-bbox="215 917 574 1237"> <p>Ngeli xesha lonyaka, umfundi umele ukuba uzithembile ngakumbi xa ezama ukuzibhalela. Ungaxhalabi ke xa abanye abafundi bebhala udederhu loonobumba abangenazithuba phakathi kwabo.</p> </div>	<p><b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/okusakhulayo</b></p> <ol style="list-style-type: none"> <li>1 Bhala isihloko sebali phezulu kwiphepha ngalinye lomfundi phambi kokuba siqale isifundo.</li> <li>2 Cela abafundi bakhombe amagama esihloko sebali njengokuba niwafunda kunye.</li> <li>3 Babuze abafundi ukuba yiyiphi eyona ndawo bayithande kakhulu ebalini.</li> <li>4 Bakhuthaze ukuba bazobe eyona ndawo bayithande kakhulu ebalini abafundi.</li> <li>5 Khawukhe uphawule ke ngemifanekiso yabo okanye ucele umfundi ngamnye ukuba akuchazele ngomfanekiso wakhe.</li> <li>6 Babuze abafundi ukuba ingaba bayafuna na ukubhala into ethile ngomfanekiso wabo okanye bangathanda ukuba wena ubabhalele.</li> <li>7 Ukuba abafundi banqwenela ukuba ubabhalele, qinisekisa ukuba nabo bathatha inxaxheba ngokubayalela ukuba babize amagama owabhalayo ngokucotha ngethuba uwabhala. Cinga ngokukhwaza njengokuba ubhala izivakalisi zabo.</li> <li>8 Bhala kanye le nto uyixelelwa ngabafundi, igama negama, okanye babuze ukuba ingaba bayavumelana na nesivakalisi phambi kokuba utshintshe amagama abakunike wona. Uze ukhumbule ukubhala cacileyo nangokucocekileyo.</li> <li>9 Wakugqiba ukubhala, bakhuthaze abafundi ukuba bafunde isivakalisi kunye nawe. Khomba igama ngalinye njengokuba ufunda uze uyincome imizamo yabo.</li> </ol>
<ul style="list-style-type: none"> <li>• Amakhadi anemifanekiso emalunga noonobumba, oonobumba abahambelana nomfanekiso ngamnye ababhalwe ngaphakathi kwiziciko zezipoponi nezeebhotile ezinobukhulu obahlukileyo</li> <li>• Ikhadi elikhulu elinemizobo yeziciko ezotywe emakhadini</li> </ul>	<p><b>Umsebenzi wesi-2: Iphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Chazela abafundi ukuba bakhethe isiciko, biza isandi sikanobumba uze ujonge ukuba banako na ukufumana umfanekiso kwisangqa esihambelana neso sisekhadini.</li> <li>2 Bakuba bewufumene umfanekiso, kufuneka babeke isiciko phezu komfanekiso de yonke imifanekiso ibe yogqunywiwe.</li> </ol> <div data-bbox="701 1464 1465 1680"> </div>
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana</li> </ul> <div data-bbox="279 1844 522 2162"> </div>	<p><b>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</b></p> <ol style="list-style-type: none"> <li>1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela.</li> <li>2 Vula incwadi uyityhile ngelixa ubonisa abafundi indlela yokuphatha amaphepha nokutyhila incwadi ngenyameko. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba umfundi ngamnye akhethe into aza kuyonwabela xa eyifunda.</li> <li>3 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda.</li> <li>4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.</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>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>Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</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>Visit the corner to observe and encourage the learners' reading.</li> </ol>



**Izinto ekufuneka unazo**

- Izangqa zeOlimpikhi ezisikwe emakhadini okanye kwiipleyiti zephepha, iglu nezikere
- Amaphepha anemibala (mnyama, bomvu, luhlaza, zuba) aza kukrazulwa ngabafundi bawancamathisele kwizangqa

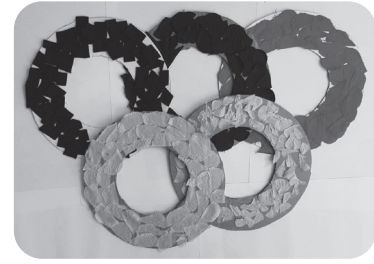


Izangqa zeOlimpikhi zimele amazwekazi amahlanu omhlaba: iMelika, iYurophu, iAsia, iAfrika kunye neOceania.

**Imisebenzi**

**Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla**

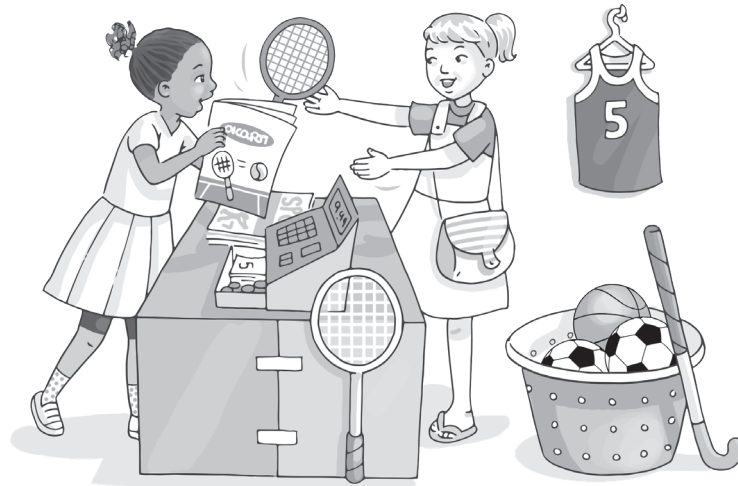
- 1 Nika umfundi ngamnye isangqa kunye nephepha elinombala. Chazela abafundi ukuba kufuneka bakrazule iphepha baze balincamathisele kwizangqa seOlimpikhi.
- 2 Bakuba begqibile, bangawahlela ngokwemibala yezangqa ezihlanu zeOlimpikhi baze bazincamathisele izangqa kudonga lweklasi.



- Iipropu: ifoni, umatshini wokubhatalisa, izinto ezahlukileyo zemidlalo ezifana neebhola, iimpahla, izihlangu, amarakethi okanye amaphini ehokhi, iimagazini zemidlalo (ezifumaneka felefele) imifanekiso yezinto zokudlala neempahla

**Umsebenzi wesi-5: Umdlalo wokulinganisa**

- 1 Khokela iqela liye kwikona yemidlalo yokulinganisa uze ubabonise iipropu ezintsha. Bachazele ukuba baza kwenza ngathi basebenza kwivenkile ethengisa izixhobo zemidlalo okanye batyelele kuyo.
- 2 Yiya ekoneni kube kanye ubuncinane, uze uqwalasele futhi ukhuthaze 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

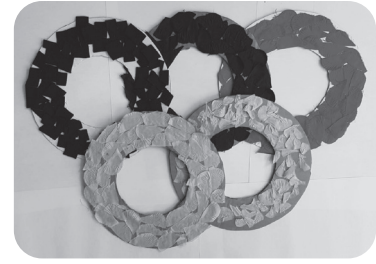


*The Olympic rings stand for the five continents of the world: Europe, Asia, Africa, the Americas and Oceania.*

### Activities

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

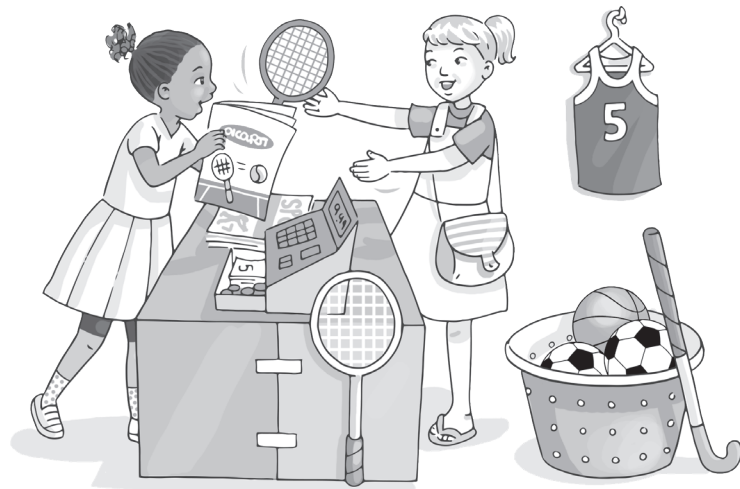
- 1 Give each learner a ring and a sheet of coloured paper. Explain that they must tear the paper and stick it onto the Olympic ring.
- 2 Once they are finished, they can sort into the five Olympic ring colours and stick the Olympic ring symbol on the wall in the classroom.



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





### Izinto ekufuneka unazo:

- Imifanekiso emikhulu eza kulandelelaniswa
- Umfundi ngamnye kufuneka abe nekopi yencwadi encinci esele isongiwe
- Umfundi ngamnye makabe nekopi **yemifanekiso enombala omnyama namhlophe eza kulandelelaniswa**
- Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4, isikere neglu

## Iveki yesi-2 Usuku loku-1

### Imisebenzi yeklassi yonke

#### Eminye imifanekiso eza kulandelelaniswa



- 1 Qala usebenze nabafundi abasemethini. Khetha abafundi abaza kuma phambi kweklassi, umfundi ngamnye aphaathe omnye wemifanekiso enombala eza kulandelelaniswa (ingalandelelani ngokuchanekileyo).
- 2 Babuze abafundi ukuba ingaba imifanekiso ilandelelana ngokuchanekileyo na. Bayalele ukuba bakhombe umfanekiso ofanele ukuba sekuqaleni kwebali.
- 3 Nisebenza kunye niliqela, cela abafundi abaphethe imifanekiso ukuba bajikeleze de ibali livakale kakuhle. Ungabuza imibuzo efana nale: *"Ngubani okhumbulayo ukuba kwenzekwe ntoni emva koku?"*
- 4 Nakuba nigqibile ukulandelelanisa ibali ngokuchanekileyo, abafundi bangabuyela ezitafileni zabo.
- 5 Bacele abafundi ukuba basike imifanekiso emnyama namhlophe, bayilandelelanise ngendlela echanekileyo baze bayincamathisele ngeglu kwiphepha elingabhalwanga. Jikeleza eklassini uze uncedise xa kukho imfuneko. Lo msebenzi uluncedo kakhulu xa ufuna ukuhlola isakhono sabafundi sokulandelelanisa iziganeko zebali ngendlela echanekileyo.
- 6 Bakugqiba ukulandelelanisa imifanekiso, nika umfundi ngamnye incwadi encinci. Ukuba ixesha lisekhona, abafundi "banokufundela" iqabane eliseklassesini incwadi encinci.
- 7 Abafundi bangagoduka nazo iincwadi okanye imifanekiso eza kulandelelaniswa ukuze bafunde neentsapho zabo.



#### Ukwazisa abafundi isandi esiphuma ebalini



- 1 Cela abafundi ukuba bahlale emethini bakuphulaphule ngenyameko. Biza la magama aphuma ebalini: *"Iethu, ilizwe, lam. Ingaba uyasiva isandi ekugxilwe kuso: Iethu, ilizwe, lam? Ewe, uchanile! Onke la magama anesandi u III."*
- 2 *"Phulaphula ngenyameko, nanga amanye amagama agxile ku III: ilokhwe, ileli, ilali, ilolo."* (Gxininisa xa ubiza isandi eligxile kuso igama, njengokuba uwabiza la magama.)
- 3 Biza isandi u /I/ ngokucacileyo uze ubacele abafundi ukuba bakujonge emlonyeni xa usibiza.
- 4 Bacele abafundi ukuba basibize isandi esingu /I/: **"I-I-I"**. Wenze wonwabise ke lo msebenzi: Sibize ngelizwi eliphantsi, ngokukhwaza, sibize ujonge edongeni, ujonge kwisilingi niphinde nisibize nijongene.

### Imisebenzi yamaqela amancinci

Chazela abafundi ukuba ngemini nganye baza kusebenza kumaqela amancinci. Chaza uze ubabonise indlela owenziwa ngayo umsebenzi ngamnye ubacacisele nangendlela abaza kutshintshatshintsha ngayo. Bachazele nangokuba iza kuhamba njani inkqubo yokucoca.





#### 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. Say these words from the story: "lethu, ilizwe, lam. Can you hear the focus sound: **lethu, ilizwe, lam?** Yes, you are right! The focus sound is **ll**."
- 2 "Listen carefully, here are some more words with **ll**: ilokhwe, ileli, ilali, ilolo." (Emphasise the focus sound as you say these words.)
- 3 Say the sound **ll** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **ll**: "ll-ll". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





### Izinto ekufuneka unazo:

- iNcwadi eNkulu: *Ibali likaZanele*
- Umfundi ngamnye makabe namanzi akwisikhongozeli kunye nebhrashi yokupeyinta

## Iveki yesi-2 Usuku lwesi-2

### Imisebenzi yeklassi yonke

#### Ukufunda kunye notitshala – iNcwadi eNkulu



- 1 Khuthaza abafundi ukuba bajonge umfanekiso okwinqweneqwe lencwadi baze bancokole ngezinto abazibonayo nabazinkanayo.
- 2 Fundela iklasi isihloko sebali. Khomba igama ngalinye njengokuba ufunda. Phinda usifunde kwakhona uze ucele abafundi bafunde kunye nawe.
- 3 Jonga imifanekiso yebali kunye nabafundi encwadini, nixoxe ngayo kwaye ubakhuthaze abafundi ukuba babuze imibuzo.
- 4 Khomba inani elibonisa iphepha lencwadi nize nincokole ngenani eliza kulandela.
- 5 Xa sele "niyijonge" yonke imifanekiso esencwadini, phindela ekuqaleni kwencwadi uze uphinde ufunde isihloko kwakhona. Tyhila ke ngoku amaphepha uze ufunde isivakalisi ngasinye ngelizwi elicacileyo nelivakalayo. Khomba igama ngalinye njengokuba ufunda.
- 6 Phinda uyifunde kwakhona incwadi uze ubakhuthaze abafundi ukuba "bafunde" kunye nawe.

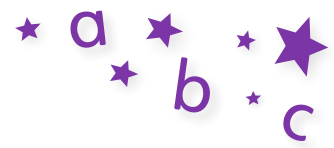
#### Ukwakhiwa konobumba

- 1 Khawukhe ukhumbuze abafundi ngesandi ekugxilwe kuso. Babuze ukuba ingaba ukhona na kubo umfundi onegama eliqala ngesandi u /l/ okanye ubacele bacinge ngamanye amagama agxile kwisandi u /l/.
- 2 Fundisa abafundi isijekulo okanye intshukumo ehambelana nesandi. Umzekelo: Abafundi bangadibanisa izandla ze babeke iintloko zabo kuzo benze ngathi balele baze bathi "lala".
- 3 Khawubabonise abafundi ukuba ubhalwa njani unobumba u "l". Yincome imizamo yabo uze ubhale unobumba omkhulu ebhodini okanye emoyeni uthetha oku kulandelayo: "Qala echaphazeni, yehla."
- 4 Cela abafundi baziqhelanise nokwakha unobumba emoyeni, kwikhaphethi, umfundi ngamnye abhale unobumba kumqolo womnye umfundi okanye ezandleni zabo. Bangasebenzisa nemizimba yabo bakhe unobumba.
- 5 Xa sele ubabonisile indlela yokubhala unobumba, phumani phandle uze unike umfundi ngamnye isikhongozeli esinamanzi kunye nebhrashi yokupeyinta. Abafundi bangabhala unobumba kwindawo esanyentiweyo ngamanzi kunye nebhrashi.
- 6 Bakhuthaze ukuba babize isandi esenziwa ngunobumba njengokuba bembhala unobumba.

### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





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



#### Small group activities

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



### Izinto ekufuneka unazo:

- Ibali likaZanele elirekhodishwe nguSindiwe Magona (*ungalifumana apha: <https://www.youtube.com/watch?v=xioDIWKHFJs>*)
- Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u I: ilaphu, ilekese, ileli, iliso, ilanga, uloliwe, ilokhwe, ulovane, ilori, ilitye

## Iveki yesi-2 Usuku lwesi-3

### Imisebenzi yeklassi yonke

#### Ukufunda ukuphulaphula

- 1 Cela abafundi ukuba bahlale benze isangqa uze uthi mabacimele baphulaphule ngenyameko izandi kwindawo abakuyo. Baxebele ukuba balungise iindlebe zabo baziphulule balungiselele ukuphulaphula ngenyameko.
- 2 Bachazele ukuba uza kubadlalela ibali elide likaZanele. Kufuneka ke baphulaphule ngenyameko babone ukuba bakhumbula ntoni kwibali ububabalisele lona.
- 3 Dlala ibali elirekhodishiweyo uze ubancome abafundi ngokuphulaphula kakuhle.
- 4 Lakuphela ibali, babuze abafundi ukuba yiyiphi eyona nto bayithande kakhulu kweli bali likaZanele lide.
- 5 bachazele abafundi ukuba bangacela abazali babo ukuba balifumane kwi-intanethi ibali baze baliphulaphule emakhaya.

#### Ibhokisi zoonobumba

- 1 Cela abafundi ukuba bahlale emethini uze ubabonise izinto kunye nemifanekiso ekwibhokisi kanobumba. Babonise unobumba, into okanye umfanekiso ube mnye ngexesha. Bacele abafundi ukuba babize amagama ezinto. Ukuba kukho abafundi abathetha ulwimi olwahlukileyo kolo lweklasi, bacele baxebele iklasi ukuba bayibiza njani ngolwimi lwabo lwasekhaya into leyo. Emva koko ke yibize ngolwimi ekufundiswa ngalo into leyo. Bebonke banike ithuba lokukhe baziphathe izinto okanye imifanekiso ze bayigqithisele nakwabanye.
- 2 Babuze imibuzo ngezi zinto: *“Ingaba wawukhe wayibona enye yezi zinto? Siyisebenzisa njani? Unjani umbala wayo? Ivakala njani esandleni xa uyibamba?”*
- 3 Biza amagama ezi zinto uze ugxininise kwisandi into egxile kuso. Babuze abafundi ukuba ingaba bayasiva na isandi ekugxilwe kuso.
- 4 Bacele abafundi babize igama lento nganye baze bagxininise isandi egxile kuso into nganye xa bebiza amagama.
- 5 Bakube beziqhelanise ngokwaneleyo nesandi esitsha, babonise unobumba okwibhokisi kanobumba. Nika abafundi abathile ithuba lokutreyisa ngeminwe yabo lo nobumba usesicikweni sebhokisi ngeminwe yabo.
- 6 Ngoku ke xuba izinto ozithathe kwiibhokisi ezimbini nangaphezulu uze uzidwelise phantsi okanye phezu kwetafile.
- 7 Nika abafundi abathile izinto baze babize esinye sezandi. Cela bonke abafundi abaphethe into egxile kweso sandi ukuba beze ngaphambili baze babeke into leyo kwibhokisi yoonobumba echanekileyo.



### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





### 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 start with I: ilaphu, ilekese, ileli, iliso, ilanga, uloliwe, ilokhwe, ulovane, ilori, ilitye

## Week 2 Day 3

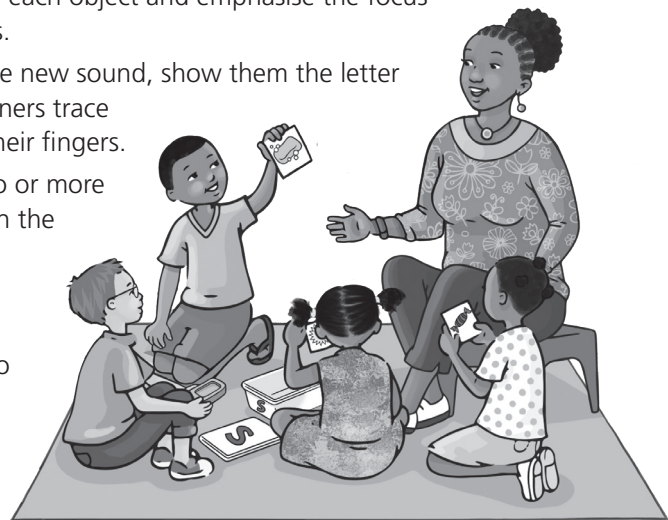
### Whole class activities

#### 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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Give some of the learners an object and then say one of the sounds. Ask all the learners who have an object starting with that sound to come forward and put the object in the correct letter box.



### Small group activities

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



### Izinto ekufuneka unazo:

- Umfundi ngamnye kufuneka abe nekopi **yephepha lomsebenzi othi Funda uze wenze**
- Iikhrayoni ezinkulu zewax
- Amakhadi anemifanekiso
- Izangqa ezihlanu zeOlimpikhi ezenziwe ngeetoti ze zagqunywa ngamaphepha anombala (imibala yeOlimpikhi: omnyama, obomvu, oluhlaza, omthubi, ozuba) ze kwancanyatheliswa ngaphambili kwitoti nganye ikhadi elinomfanekiso kunye nekhadi elinonobumba

## Iveki yesi-2 Usuku lwesi-4

### Imisebenzi yeklassi yonke

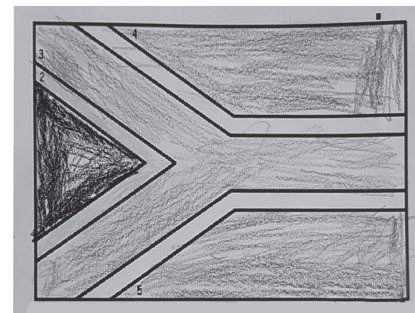
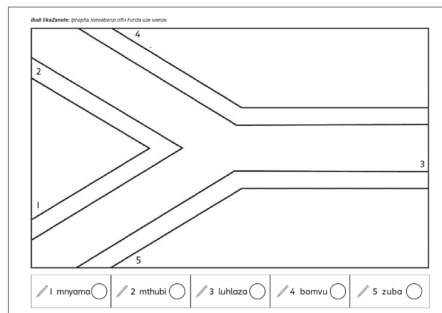
#### Funda uze wenze

- 1 Khawukhe ubuze abafundi ukuba bayawukhumbula na umfanekiso **okwiphepha labo lomsebenzi othi Funda uze wenze**. Ngumfanekiso weflegi yoMzantsi Afrika kwaye baza kuyifaka imibala. Bacele ukuba bajonge kwithebhile esezantsi ephepheni baze bancokole ngezinto abazibonayo (amanani, imifanekiso namagama).
- 2 Khumbuza abafundi ukuba baza "kufunda" ibhloko nganye baze benze oku kuthethwa kwibhloko.
- 3 Lo ngumsebenzi othi "faka umbala ngokwenani". Funda ibhloko yokuqala nabafundi uze ubacele ukuba bafake umbala omnyama kwisangqa. Emva koko, jongani kwibhloko yesibini nize nifake umbala omthubi kwisangqa. Bonisa abafundi ibhloko nganye uze ubacele ukuba bafake umbala kwisangqa. Bakugqiba ukuyenza loo nto, bachazele ukuba qho xa bebona inani elingu-1 kwiflegi, kufuneka bafake umbala omnyama, xa bebona inani u-2 kufuneka bafake umbala omthubi. Abafundi kufuneka baqhubeke de iflegi yonke ibe nemibala.
- 4 Jikeleza njengokuba besebenza abafundi ubaxhase xa kukho imfuneko.
- 5 Khumbuza abafundi ukuba bajonge itheyibhile kwakhona bakugqiba "ukufunda" nokufaka imibala baze bafake uphawu (✓) kwibhloko nganye xa bewugqibile umsebenzi.

### UStella uthi:



Ukuba kwiklassi yakho unabafundi abavela kwamanye amazwe, babuze ukuba ingaba banayo na iflegi yamazwe abo abanokuza nayo eklasini okanye bakhangele umfanekiso weflegi babonise abanye abafundi eklasini.



### Ukuphulaphula izandi ekugxilwe kuzo

- 1 Nika umfundi ngamnye ikhadi elinomfanekiso. Kufuneka ke babize igama lento esemfanekisweni wabo baze babize igama ngokuzekelela. Abanye abafundi kufuneka bachaze izandi eligxile kuso igama. Umzekelo: Igama "ileli" linesandi u //.
- 2 Xa umfundi ethe wafumana ithuba lokubiza igama lento esemfanekisweni kwaye sele besichongile izandi ekugxilwe kuso, bonisa abafundi izangqa zeOlimpikhi ezenziwe ngeetoti. Bachazele ukuba mabajonge unobumba obhalwe kwitoti nganye baze bagqibe ukuba balibeke phi na ikhadi labo elinomfanekiso. Umzekelo: Ukuba banomfanekiso weliso lendlovu "iliso", kuza kufuneka ukuba bawubeke kwitoti enesandi u //.

### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.







### 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 vowel letter and picture card stuck on the front of each tin

## Week 2 Day 4

### Whole class activities

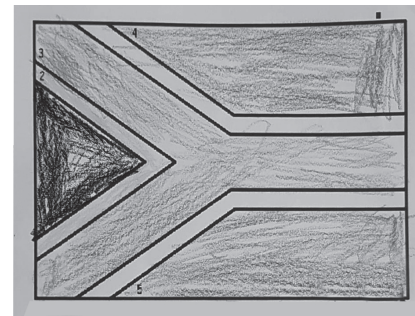
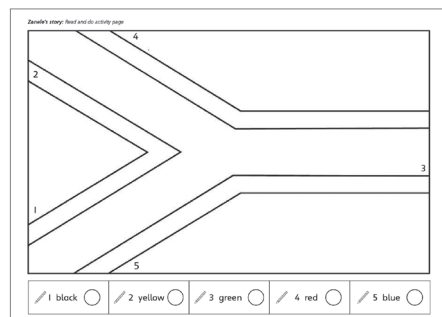
#### Read and do

- 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. For example: The word “ileli” has the focus sound /l/.
- 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 “iliso”, they would need to place it in the tin with the “l” sound.



### Small group activities

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





### Izinto ekufuneka unazo:

- Isiqwengana sephepha leflipchart, ikhoki yokubhala kwiwhiteboard
- Imifanekiso okanye ividiyo zabantu abadlala imidlalo eyahlukileyo
- Iikhayoni ezinkulu zewax
- Amakhadi anemifanekiso SQSQS (amakhadi anemifanekiso amagama apelwa ngesikhamiso-iqabane-isikhamiso-iqabane-isikhamiso)
- Ibhegi okanye isingxobo somqamelo, izinto ezisetyenziswa kwimidlalo eyahlukileyo okanye imifanekiso yabantu bedlala imidlalo eyahlukileyo

## Iveki yesi-2 Usuku lwesi-5

### Imisebenzi yeklassi yonke

#### Yenza, zoba uze ubhale

- 1 Bonisa abafundi imifanekiso okanye ividiyo zabantu abadlala imidlalo eyahlukileyo. Babuze ukuba ingaba nguwuphi umdlalo abaye bonwabela ukuwubukela okanye nguwuphi abanqwenela ukuwufunda.
- 2 Ncokolani ngokhuphiswano lomdlalo eninokuba nalo esikolweni sakho. Xoxani ngokuba nguwuphi eninokuwudlala kwaye kufuneka nibe nantoni kolu khuphiswano. Nazi iingcebiso: ukuphosa ingxowana zeembotyi ebhakethini, ukuhamba kwiplanga, ukujonga ukuba ungatsiba kangakanani.
- 3 Cela abafundi ukuba bakuncede nibhale isimemo esiya kwinqununu, esiyicelayo ukuba ize kukhuphiswano lwemidlalo ize inikezele neembasa. Ncokolani ngendlela eniza kusiqala ngayo esi simemo: "... obekekekileyo. Sicela ube khona kukhuphiswano." Xoxani ngezinto ekumele nizibhale kwisimemo: igama lokhuphiswano, umhla, ixesha nendawo.
- 4 Khetha abafundi ababini abaza kuhambisa ileta baze bacele inqununu ukuba iyiphendule ileta. Fundela iklassi impendulo yenqununu.
- 5 Lungiselelani imini yomdlalo nize nicele inqununu ukuba inike umfundi ngamnye imbasa (ningasebenzisa iimbasa ebebenziwe ngumfundi ngamnye ngentlamba yokudlala).

#### Ukuxuba nokwahlula amagama (ngokwamalungu)

- 1 Faka amakhadi anemifanekiso okanye izinto ebhegini okanye kwisingxobo somqamelo.
- 2 Qalisa umsebenzi ngokufaka isandla sakho ebhegini, ukhethe into ube sele ubiza isandi khonukuze abafundi bakwazi ukuqashela. Umzekelo: "Ndino 'i-bho-la' (okanye i-bh-o-l-a) esandleni sam. Ingaba yintoni le?"
- 3 Umfundi wokuqala okwazileyo ukuqashela uza kuqhuba uze umncedise akhethe ikhadi elilandelayo okanye into aza kubiza isandi sayo utitshala.
- 4 Wakuba ukhuphe amakhadi okanye izinto ezisibhozo, ncamathisela amakhadi edongeni okanye uwabeke emethini khonukuze abafundi bawabone. Emva koko yithi: "Ndikhangela i-bho-la. Ngubani onokundikhangela?"
- 5 Phindisela ikhadi okanye into nganye ebhegini. Emva koko babuze abafundi ukuba ingaba ukhona na kubo onqwenela ukukhetha into aze abize izandi zayo ukuze abanye abafundi bakwazi ukuqashela loo nto isesandleni sakhe.

### UStella uthi:



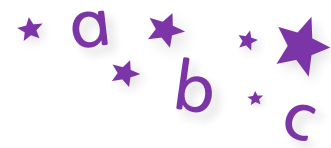
Abafundi bangasokola ekuqaleni kuba ukuphulaphula izandi ezizimele zodwa (izandi) zamagama.



### Imisebenzi yamaqela amancinci

Khumbuza abafundi ngemisebenzi yamaqela amancinci, ngemithetho yomsebenzi ngamnye kunye nenkqubo eza kulandelwa xa kucocwa.





### 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
- Picture cards – middle sounds
- 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: "I have a 'i-bho-la' (okanye i-bh-o-l-a) in my hand. What is it?"
- 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: "I am looking for the 'i-bho-la' to put away. Who can find it for me?"
- 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

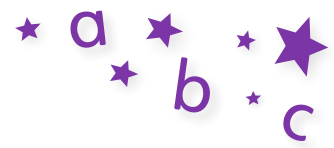
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




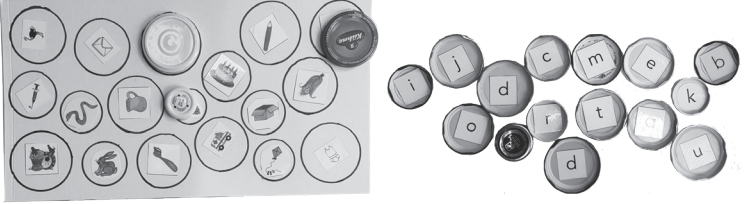

## Imisebenzi yamaqela yeVeki yesi-2

Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> <li>• Umfundi ngamnye makabe nephepha elingabhalwanga elinguA4</li> <li>• likhrayoni ezinkulu zewax</li> <li>• Imifanekiso yemidlalo eyahlukileyo ekuza kuxoxwa ngayo (okanye iividiyo xa ikhona indlela), umzekelo: <i>igymnastics</i>, ukudada, ibhola ekhatywayo, umbhoxo, ihokhi, <i>ijavelin</i>, ukukhwela iibhayisekile, ukubaleka, umdyarho wamahashe, umdlalo wentenetya</li> </ul>	<p><b>Umsebenzi woku-1: Ukuzoba nokubhala okusavelayo/khulayo</b></p> <ol style="list-style-type: none"> <li>1 Abafundi kufuneka bajonge imifanekiso yemidlalo eyahlukileyo baze bagqibe ukuba nguwuphi abanqwenela ukuwufunda.</li> <li>2 Kufuneka bazobe umfanekiso wabo bedlala loo mdlalo baze bazame ukubhala igama lomdlalo ezantsi komfanekiso.</li> </ol> 
<ul style="list-style-type: none"> <li>• Amakhadi anemifanekiso emalunga noonobumba, oonobumba abahambelana nomfanekiso ngamnye ababhalwe ngaphakathi kwiziciko zezipozoni nezeebhotile ezinobukhulu obahlukileyo</li> <li>• Ikhadi elikhulu elinemizobo yeziciko ezotywe emakhadini</li> </ul>	<p><b>Umsebenzi wesi-2: liphazili nemidlalo</b></p> <ol style="list-style-type: none"> <li>1 Chazela abafundi ukuba bakhethe isiciko, biza isandi sikanobumba uze ujonge ukuba banako na ukufumana umfanekiso kwisangqa esihambelana neso sisekhadini.</li> <li>2 Bakuba bewufumene umfanekiso, kufuneka babeke isiciko phezu komfanekiso de yonke imifanekiso ibe igqunyiwe.</li> </ol> 
<ul style="list-style-type: none"> <li>• Iincwadi, iimagazini, iincwadi ezincinci ezisongiweyo, iincwadi eziNkulu kunye namaphetshana</li> </ul> 	<p><b>Umsebenzi wesi-3: Ukufunda ngokuzimela/komfundi eyedwa</b></p> <ol style="list-style-type: none"> <li>1 Khokela iqela niye kwikona eneencwadi okanye usenokulinika isixa seencwadi iqela.</li> <li>2 Vula incwadi uyityhile ngelixa ubonisa abafundi indlela yokuphatha amaphepha nokutyhila incwadi ngenyameko. Bonisa abafundi eminye imifanekiso uze ubakhuthaze ukuba umfundi ngamnye akhethe into aza kuyonwabela xa eyifunda.</li> <li>3 Xa niza kuqala, kusenokufuneka ukuba ubancedise abafundi bakhethe incwadi, imagazini okanye iphetshana abanqwenela ukulifunda.</li> <li>4 Yiya ekoneni khonukuze ubaqwalasele futhi ubakhuthaze abafundi xa befunda.</li> </ol>


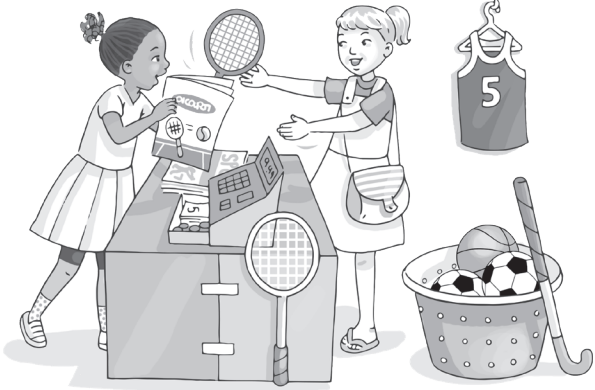




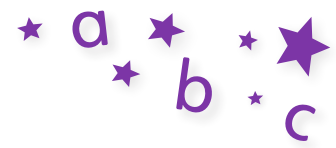
## Small group activities for Week 2


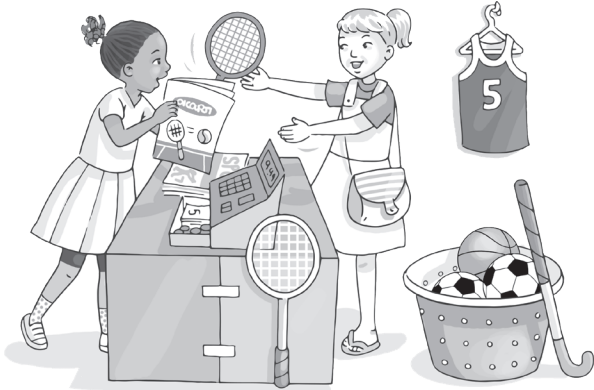
You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> <li>• Pictures of different types of sport to discuss (or video clips if possible), for example: gymnastics, swimming, soccer, rugby, hockey, javelin, cycling, running, 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>• 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 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>



Izinto ekufuneka unazo	Imisebenzi
<ul style="list-style-type: none"> <li>Izangqa zeOlimpikhi ezisikwe emakhadini, iglu, izikere, iwulu enemibala yezangqa zeOlimpikhi</li> </ul>	<p><b>Umsebenzi wesi-4: Izakhono zokusebenzisa izihlunu ezincinci nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>Nika umfundi ngamnye okwiqela lokuqala isangqa uze uchaze ukuba kufuneka bahlohle iwulu kumngxuma osesizikithini ze bajikeleze isangqa ngewulu. Mabaqhubeke besenza oku de kuphele ixesha lomsebenzi wamaqela amancinci. Kusuku olulandelayo, abafundi abakwiqela elilandelayo bayaqhubeka ngokuhlohla iwulu baze basijikeleze ngayo izangqa.</li> <li>Ekupheleni kweveki, izangqa ezigqityiweyo zingabekwa oku komqondiso weOlimpikhi ze zincanyathiselwe edongeni lweklasi.</li> </ol> 
<ul style="list-style-type: none"> <li>Ilipropu: ifoni, umatshini wokubhatalisa, izinto ezahlukileyo zemidlalo ezifana neebhola, iimpahla, izihlangu, amarakethi okanye amaphini ehokhi, iimagazini zemidlalo (ezifumaneka felefele) imifanekiso yezinto zokudlala neempahla</li> </ul>	<p><b>Umsebenzi wesi-5: Umdlalo wokulinganisa</b></p> <ol style="list-style-type: none"> <li>Bakhumbuze abafundi ngeepropu ezikwikona yomdlalo wokulinganisa uze ubakhuthaze ukuba baqhubeke nomsebenzi ebebwenze kwiVeki yokuqala xa bebedlala umdlalo wokusebenza okanye wokutyelela kwivenkile ethengisa izixhobo zemidlalo bethenga okanye bethengisa izixhobo nempahla yemidlalo.</li> <li>Yiya ekoneni kube kanye ubuncinane, uze uqwalasele futhi ukhuthaze umdlalo wabafundi.</li> </ol> 





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> 
<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> 











# ★ Term 4: Exemplar record of continuous assessment (checklist)

<ul style="list-style-type: none"> <li>✓ Achieved</li> <li>• Almost</li> <li>✗ Not yet</li> </ul>	Listening and Speaking	Phonics, Reading and Viewing	Handwriting and Emergent writing																		
Date	Listens to a complex string of instructions and acts on them.	Listens to longer stories and shows understanding by answering questions related to the story.	Listens to longer stories and performs actions on own with confidence.	Listens to longer stories and asks for explanations or looks to books for explanations.	Uses language to think and reason. Matches things that go together, and compares things that are different.	Divides multisyllabic words into syllables.	Relates sounds to letters and words and understands that words consist of more than one sound – done orally.	Holds the book the right way up and turns pages correctly. Discusses book handling and care.	Acts out a story, song or rhyme.	Begins to 'read' high frequency words seen in the classroom, at school and in the community.	'Reads' books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books.	Joins in the shared reading of texts with increasing confidence and enjoyment.	Develops fine motor control using scissors to cut out bold outlined pictures, shapes etc.	Holds crayons using an acceptable pencil grip, demonstrates left/right hand dominance and writes using a good writing position.	Forms letters in various ways using finger painting, paint brushes, wax crayons etc starting at the right point and following the correct direction.	Contributes ideas and sentences to a class piece of writing: child dictates as the teacher writes.	Draws pictures to convey a message about a personal experience and uses this as a starting point for writing.	Makes an attempt to write letters using squiggles, scribbles and 'reads' own writing: 'reads' what squiggles say.	Role-plays writing in play situations: makes greeting cards, writes letters etc. Copies print from the environment while playing.		
Date																					
Names																					

# ★ IRubrikhi yoku-1 neyesi-2 Ukuphulaphula nokuthetha

Izinto eziza kuhlolwa	1. Ukungaphumeleli (0 – 29%)	2. Impumelelo esemgangathweni (30 – 49%)	3. Impumelelo eyanelisayo (50 – 74%)	4. Impumelelo esemagqabini (75 – 100%)
<p><b>1 Ubalisa amabali aze aphinde awabalise kwakhona ngamazwi akhe</b></p>	<p>Akakwazi ukubalisa amabali kwaye akakwazi nokuphinda alibalise kwakhona ibali. Ubiza nje amagama ambalwa.</p>	<p>Ukuphinda abalise kwakhona ibali kunzima kuye; uthetha ngeziganeko ezithile; indlela ezilandelelana ngayo ayichanekanga; usebenzisa izivakalisi ezifutshane kunye nesigama esilula.</p>	<p>Uyakwazi ukuphinda abalise ngeziganeko ezininzi ezisebalini eqala ekuqaleni, eze esiqwini aze agqibele ngesiphelo kodwa zona iinkcukacha zimbaleka kakulu; kufuneka umana umkhokela ngolu hlobo: 'kwaze kwathini ke....?', 'kwenzeka ntoni emva koko?' uqalisa ukusebenzisa izivakalisi ezinobudana noko.</p>	<p>Iziganeko zebali zilandelelana kakuhle kwaye linesiqalo, isiqu kunye nesiphelo; abalinganiswa kunye nendawo eliqhubeka kuyo ibali icaciswe kakuhle; iinjongo kunye nendlela abavakalelwa ngayo abalinganiswa ichaziwe; usebenzisa izivakalisi ezide nezimbaxa kwaye usebenzisa nezihlanganisi ezifana nezi 'kwaze kwa'; 'emva koko'; usebenzisa namagama amatsha asebalini.</p>
<p><b>2 Ucwangcisa isethi yemifanekiso yenze ibali eliza kuthi xa libaliswa libe neziganeko ezilandelelana ngendlela echanekileyo kwaye ihambelane nebali</b></p>	<p>Akakwazi ukucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo.</p>	<p>Ucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo kodwa akakwazi ukubalisa ibali.</p>	<p>Ucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo kwaye uyakwazi ukubalisa ibali elilula.</p>	<p>Ucwangcisa isethi yamakhadi ilandelelane ngendlela echanekileyo kwaye uyakwazi ukubalisa ibali anike iinkcukacha ezibalulekileyo.</p>

# ★ 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.

# ★ IRubrikhi yoku-1 ukuya kweyesi-3 Izandi, Ukufunda nokubukela

Izinto eziza kuhlolwa	1. Ukungaphumeleli (0 – 29%)	2. Impumelelo ephakathi (30 – 49%)	3. Impumelelo eyanelisayo (50 – 74%)	4. Impumelelo esemagqabini (75 – 100%)
<b>1 Unakana amaqabane kunye nezikhamiso ngokuziva nangokuzibona</b>	Akakwazi ukunakana nabaphi oonobumba futhi akakwazi nokubiza izandi zaba nobumba.	Uyakwazi ukunakana unobumba om-1 ukuya kwaba-3 aze abize nezandi ezenziwa ngaba nobumba.	Uyakwazi ukunakana oonobumba aba-4 ukuya kwaba-6 aze abize nezandi ezenziwa ngaba nobumba.	Uyakwazi ukunakana oonobumba abasi-7 ukuya kwabasi-8 aze abize nezandi ezenziwa ngaba nobumba.
<b>2 Uqalisa ukuqonda ukuba amagama enziwa zizandi: ubiza isandi sokuqala kwigama lakhe nakwamanye amagama</b>	Akaqondi ukuba amagama enziwa zizandi; akakwazi ukunika isandi esiqalayo kwigama lakhe nakwamanye amagama.	Uyakwazi ukunika isandi sokuqala segama lakhe kodwa uyasokola xa ebuzwa ngezandi zokuqala kwamanye amagama.	Uyakwazi ukunika isandi sokuqala segama lakhe; uyakwazi ukunika isandi esiqalayo samanye amagama.	Lonke ixesha usoloko ekwazi ukunika isandi sokuqala segama lakhe nesamanye amagama.
<b>3 Wenza elakhe ibali ngokuthi afunde imifanekiso</b>	Akakwazi ukusebenzisa imifanekiso ze aqikelele ukuba ibali lithetha ngantoni; uyayichaza imifanekiso esebenzisa ulwimi ekucacayo ukuba lungongophele.	Usebenzisa imifanekiso ukuqikelela aze achaze ibali kodwa ukwenza oku encediswa.	Usebenzisa imifanekiso ukuqikelela ukuba ibali lithetha ngantoni; kodwa uyazama ukusebenzisa 'ilizwi lokufunda'.	Usebenzisa imifanekiso ukuqikelela ukuba ibali lithetha ngantoni; ubonisa ukuqonda ukuba imifanekiso kunye namagama zizinto ezizalanayo, kodwa ezahlukileyo; usebenzisa 'ilizwi lokufunda' ukhomba amagama xa 'efunda'.

# ★ 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”.

# IRubrikhi yoku-1 ukuya kweyesi-3 Ukubhala okusavelayo/khulayo kunye nokubhala ngesandla

Izinto eziza kuhlolwa	1. Ukungaphumeleli (0 – 29%)	2. Impumelelo esemgangathweni (30 – 49%)	3. Impumelelo eyanelisayo (50 – 74%)	4. Impumelelo esemagqabini (75 – 100%)
1 Ukhlulisa izakhono zokusebenzisa izihlunu ezincinci	Uyasokola ukwenza imisebenzi yokomeleza izihlunu ezincinci; uyayibaleka le misebenzi okanye usuka abonakale othukile.	Uyayenza ayigqibe eminye yemisebenzi yokomeleza izihlunu ezincinci kodwa uthatha ixesha elide; Umsebenzi wakhe awuchanekanga.	Uyakwazi ukuyigqiba imisebenzi yokomeleza izihlunu ezincinci; umsebenzi wakhe uye ubangcono kwaye usebenza ngenkuthalo.	Uyenza ngokuzithemba nangokulula ayigqibe imisebenzi yokomeleza izihlunu ezincinci kwaye. Imisebenzi yakhe ichanekile.
2 Uzoba imifanekiso ebonisa ingcinga ephambili yebali	Umzobo wakhe awucacanga okanye ngamarhoqololo nje okanye zizangqa ezinemigca.	Umzobo wakhe uyabonakala kodwa awuhambelani tu nebali, ingoma okanye isicengelezo.	Uzoba umfanekiso onemibala emininzi kwaye umzobo wakhe uhambelana nebali; Imizobo yabalinganiswa abayintloko inezi zinto zilandelayo: imilenze, iingalo, izandla, iinzwane, amehlo, impumlo, umlomo neendlebe.	Uzoba umfanekiso onemibala emininzi, umfanekiso unenkukacha ezibalulekileyo kwaye uhambelana kunye nebali; unabalinganiswa abayintloko abanxityiswe iimpahla.
3 Uyaqonda ukuba ukubhala nokuzoba zizinto ezahlukileyo: Wenza ngathi uyabhala ngokuvelisa amarhoqololo	Akakwazi tu ukuvelisa iingcinga zakhe ngokuzoba okanye ngokubhala.	Uvelisa iingcinga zakhe ngokuzoba kodwa abukho ubungqina bokwenza ngathi uyabhala okanye bokubhala amarhoqololo.	Uyaqonda ukuba ukuzoba nokubhala zizinto ezahlukileyo: wenza ngathi uyabhala ebhala amarhoqololo.	Uyaqonda ukuba ukuzoba aze aqalise 'ukubhala' esebenzisa amarhoqololo kunye noonobumba abakotshiweyo angakopa oonobumba kunye namanani eklasini okanye kwakwimizamo yakhe yokubhala.



# ★ 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.

# ★ Yenziwa njani intlama yokudlala

## Uza kudinga

- ★ ikomityi e-1 yomgubo wengqolowa
- ★ i¼ yekomityi yetyuwa
- ★ i½ yekomityi yamanzi ashushu
- ★ namaqabaza ama-5 esithako sokuguqula umbala wokutya



## Indlela yokwenza

- 1 Dibanisa ityuwa nomgubo wengqolowa.
- 2 Dibanisa i½ yekomityi yamanzi ashushu kunye namaqabaza ama-5 esithako sokutshintsha umbala wokutya.
- 3 Ngokucutha, galela amanzi kumxube womgubo wengqolowa, uzamise ngelixa uwagalelayo. Zamisa de intlama idibane ze uyixove ngezandla zakho zide zonke izithako zidibane kakuhle nomgubo. Ukuba intlama imanzi kakhulu, yongeza omnye umgubo ide iyeke ukuba manzi.
- 4 Waphindaphinde la manyathelo wenze nawuphina omnye umbala owufunayo.

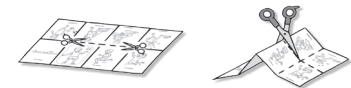
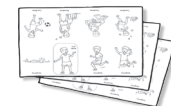
Yenza shushu intlama ngokuyicinezela ezandleni zakho. Yindlela elungileyo ke le yokuqhelisa izihlunu zezandla zomntwana wakho. Yigalele kwizingxobo zeplastiki ze ukuba uyakwazi, uyifake efrijini okanye uyibeke kwindawo ebandayo intlama yakho khonukuze ihlale ihlaziyekile.



# ★ Yenziwa njani incwadi encinci

## Amanyathelo

- 1 Yenza iikopi zencwadi encinci oza kuyisebenzisa.
- 2 Qinisekisa ukuba imifanekiso ijonge phezulu ze ulisonge iphepha libe namacandelo asibhozo.
- 3 Lisonge ke ngoku ehafini, usuke esizikithini uhle.
- 4 Sika phakathi kwicala elingavulekanga njengoko imigca echokoziweyo ikukhokela.
- 5 Libambe iphepha libe phakathi komnwe nobhontsi wakho macala omabini.
- 6 Thoba izandla zakho ze zidibane.
- 7 Zenzele ithala leencwadi ezincinci ngokuzifaka kwibhokisana encinci iincwadi zakho – ibhokisi yejelly ingazigcina kakuhle kakhulu!



# ★ 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.

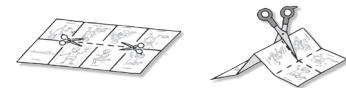
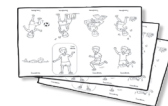


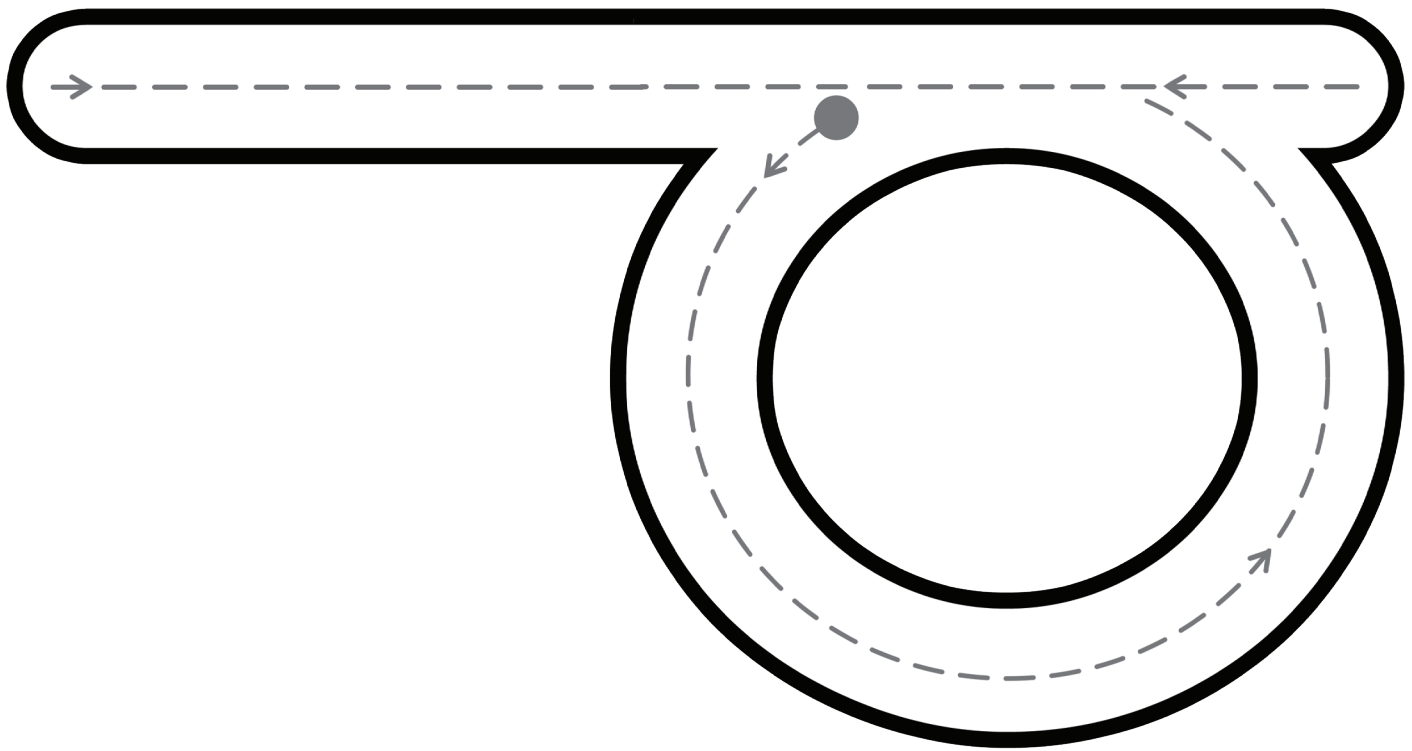
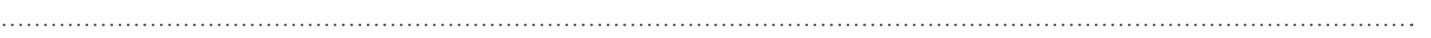
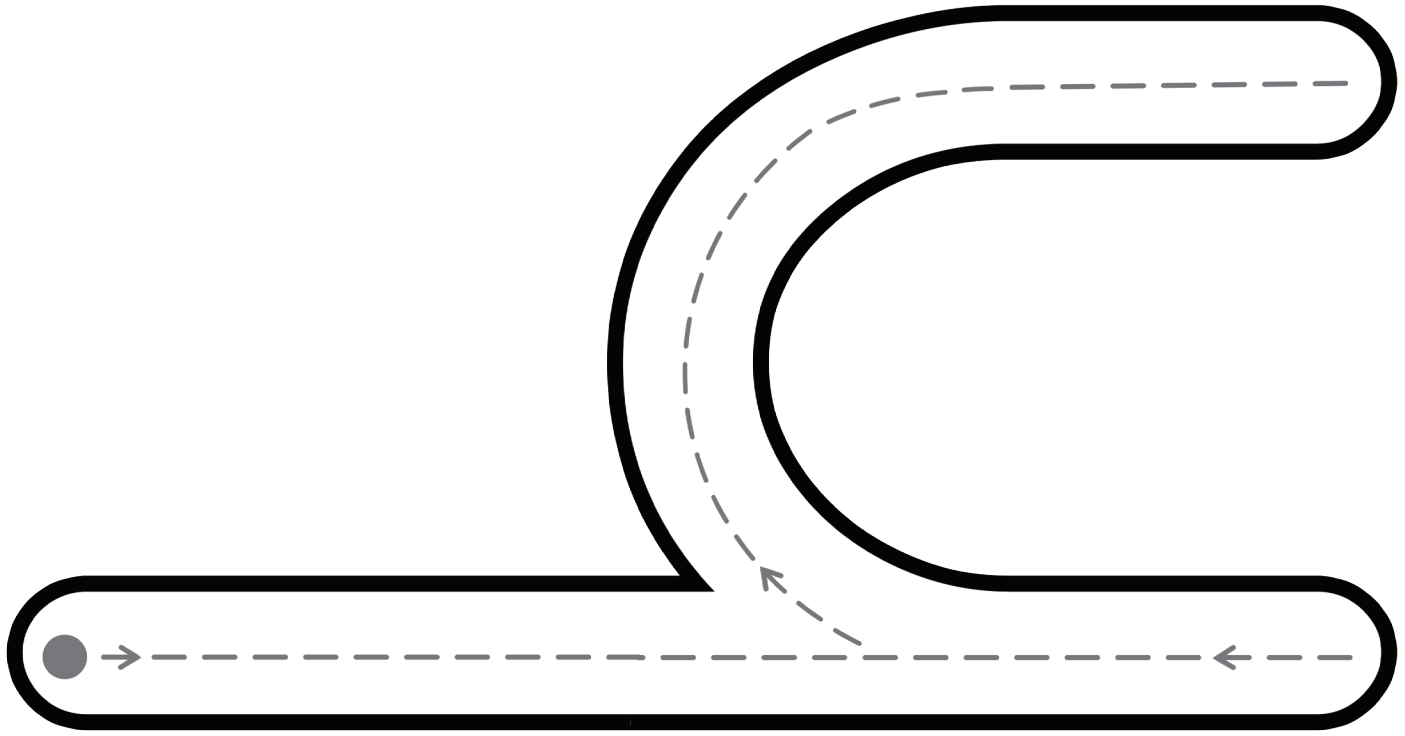
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

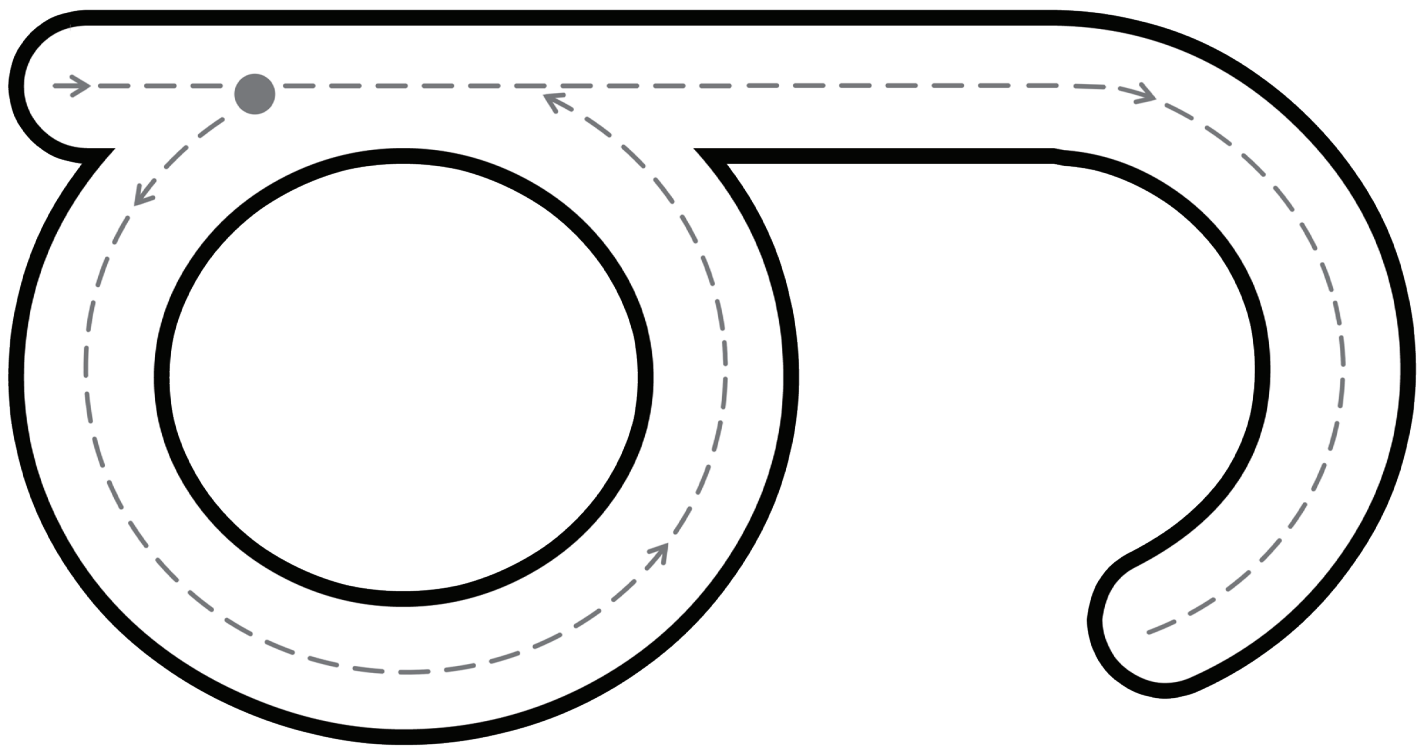
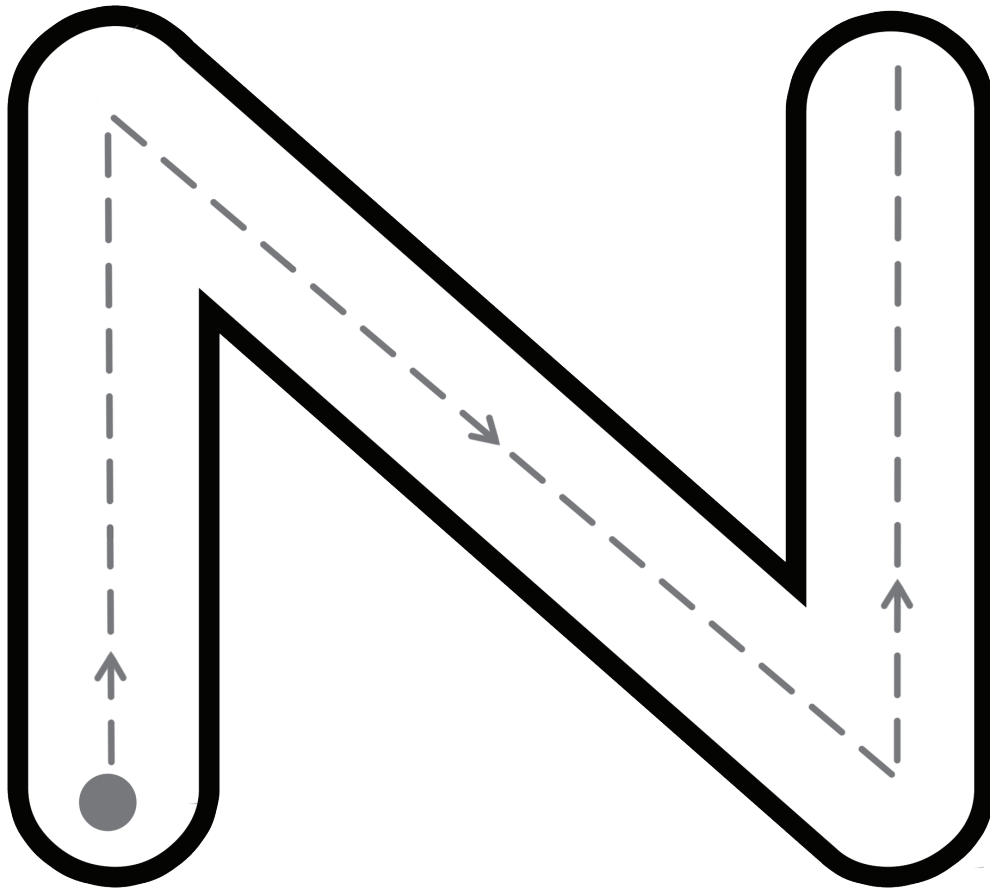
# ★ How to make a little book

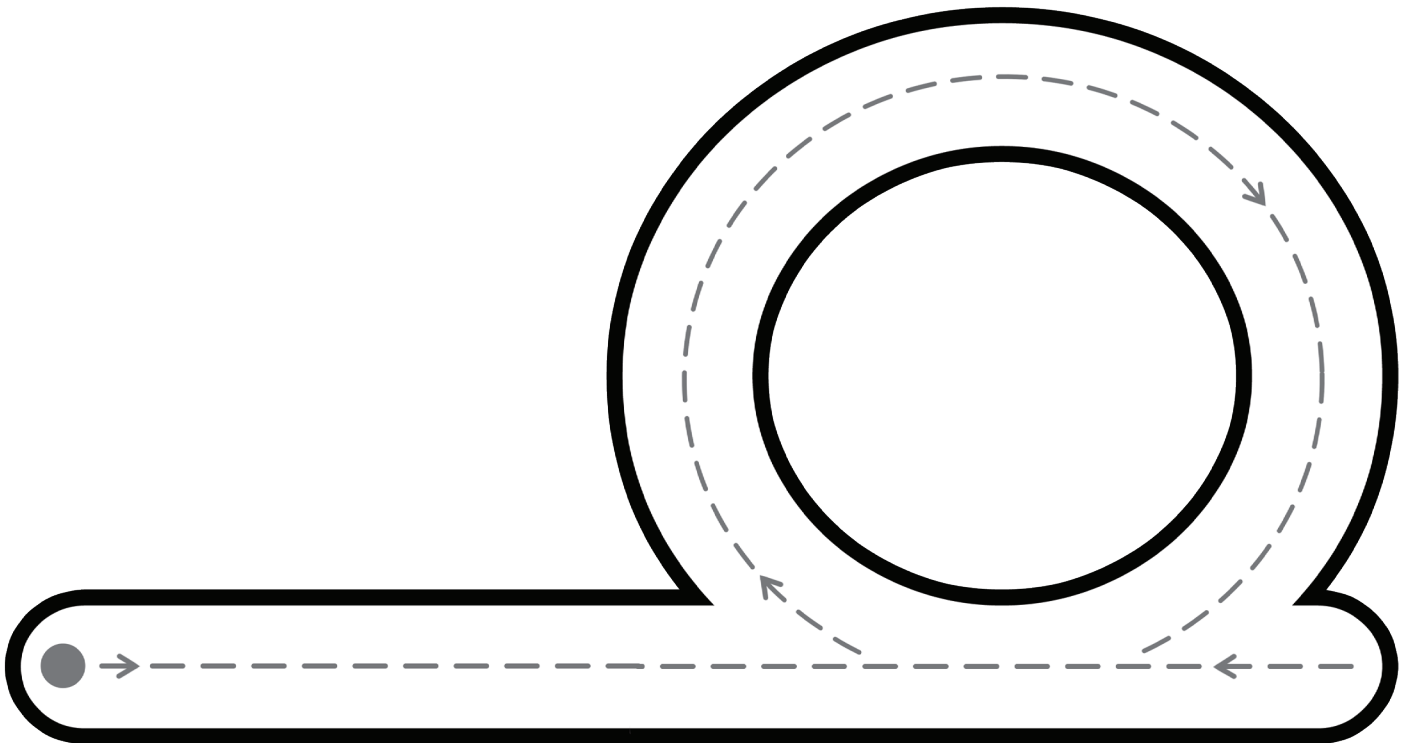
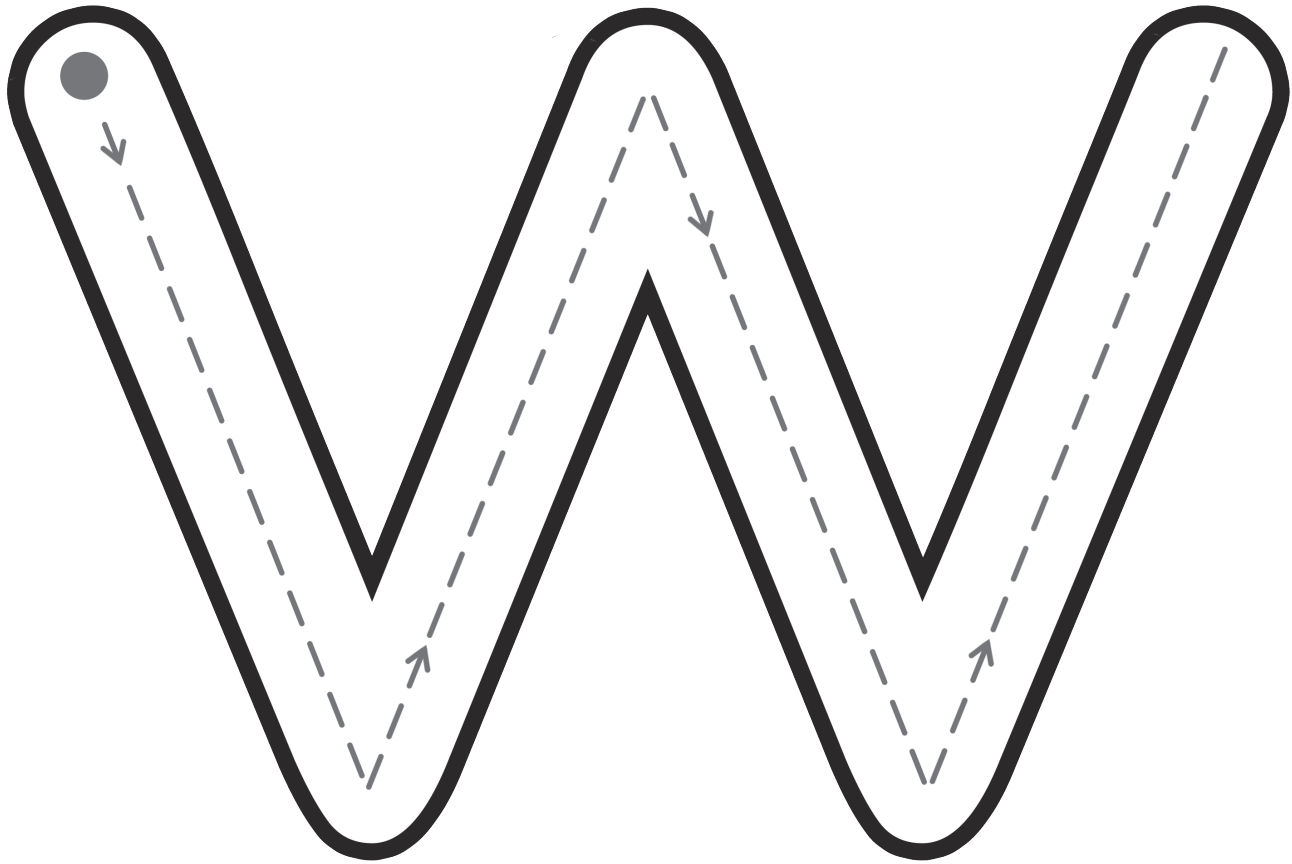
## Steps

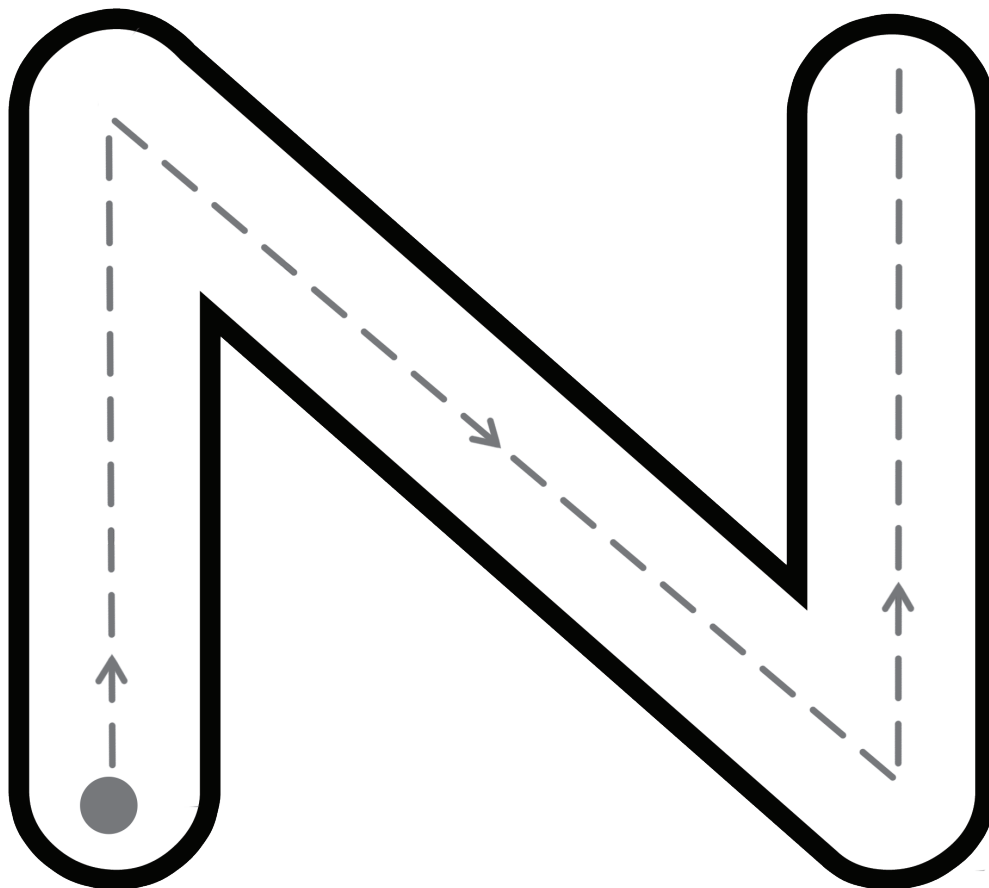
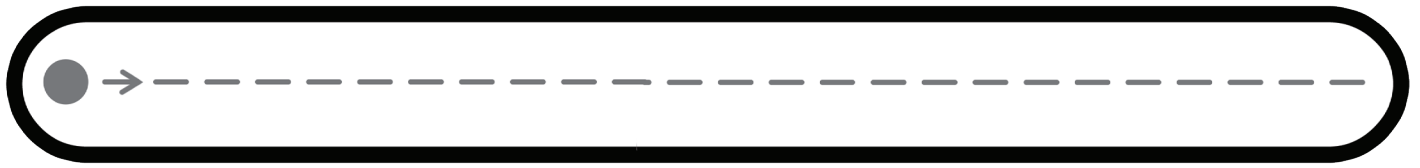
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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





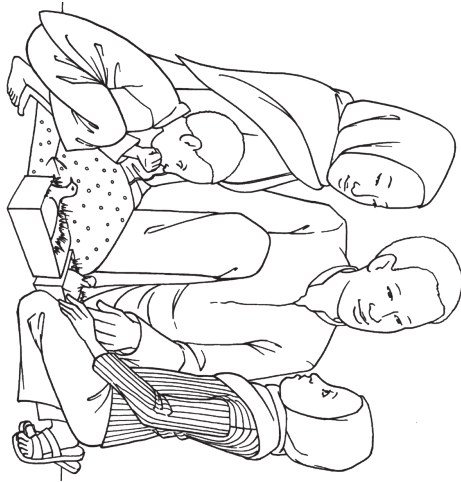








9



5



4

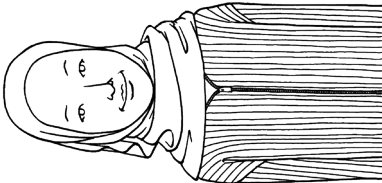


3

Le ncwadi yeka:

.....

UDideka nezilwanyana zakhe

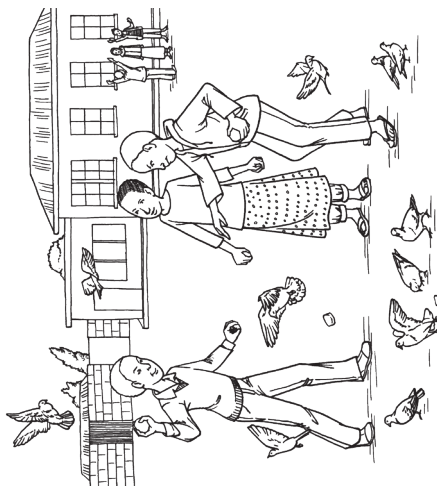


Wordworks  
Creating Literacy in Africa

African Storybook.org



1



2

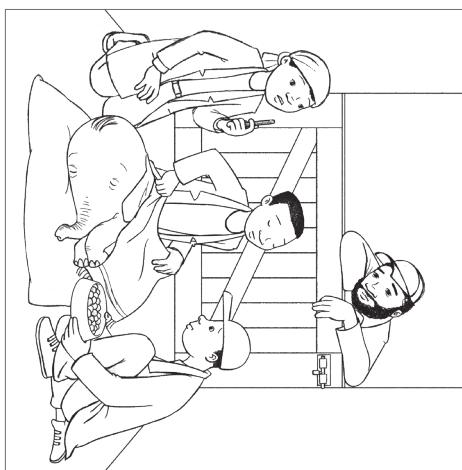




3



4



5



9



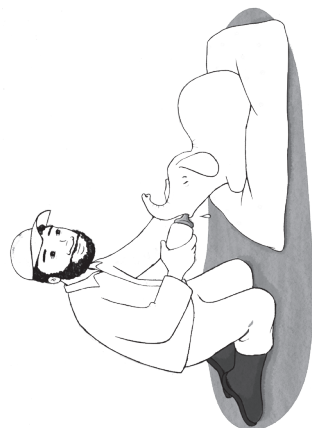
2



1



Igumbi  
likaGogogo



African  
Storybook.org

Wordworks  
Change lives through literacy

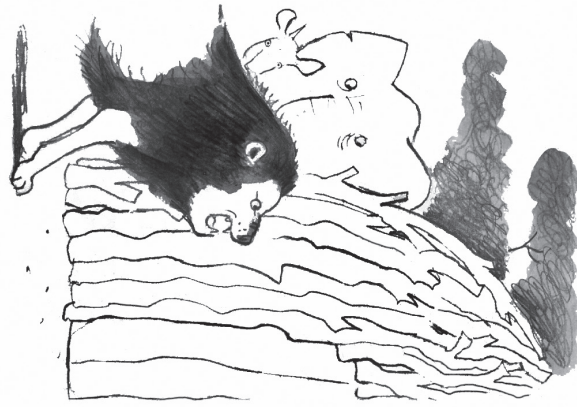
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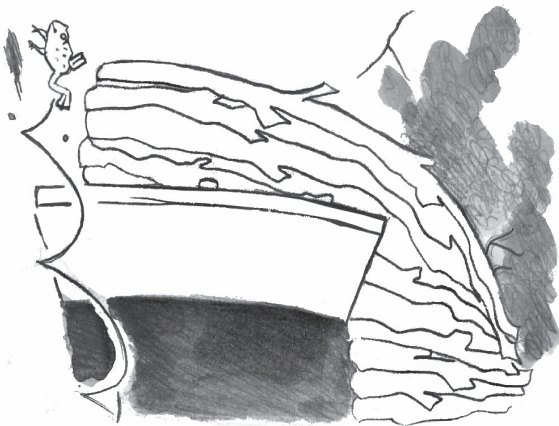




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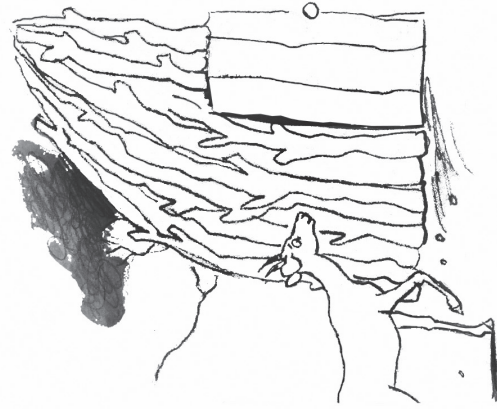
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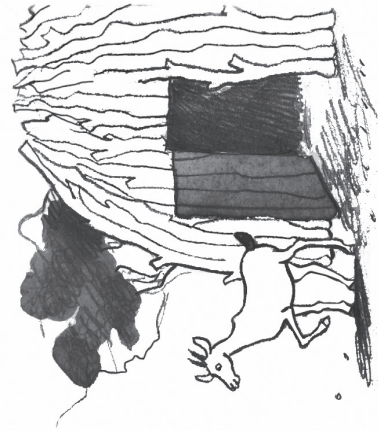
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6



2



1

Undwendwe  
lukaMbabata



**Wordworks**  
Creating the Future Literacy

Le ncwadi yeka:

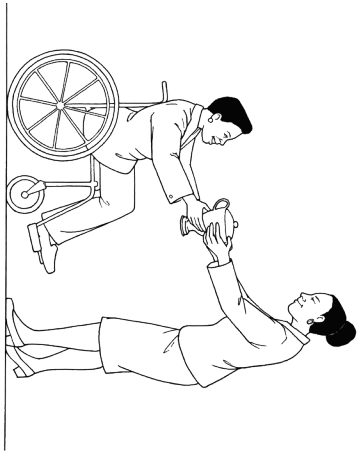
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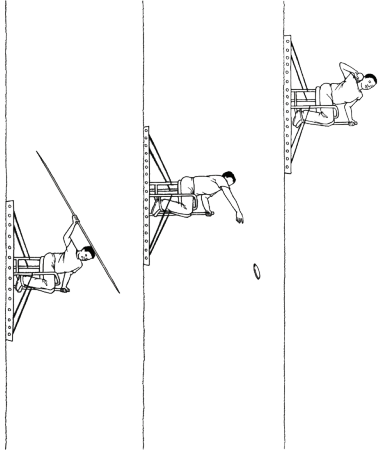
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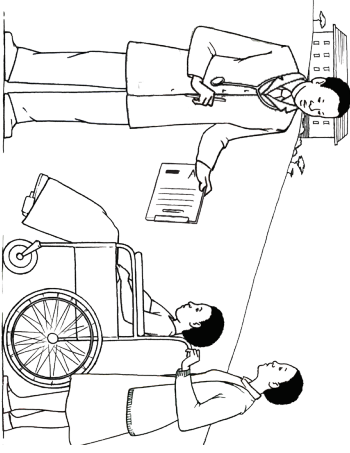
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7



3

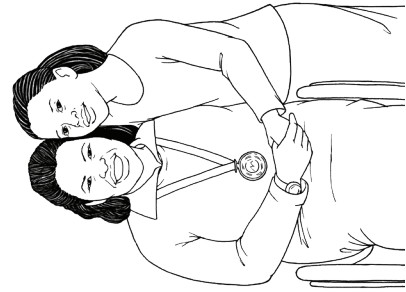


1

Le ncwadi yeka:

.....

Ibali likaZanele



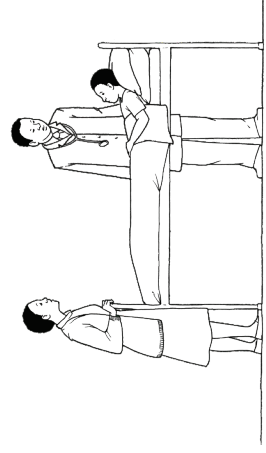
bookdash

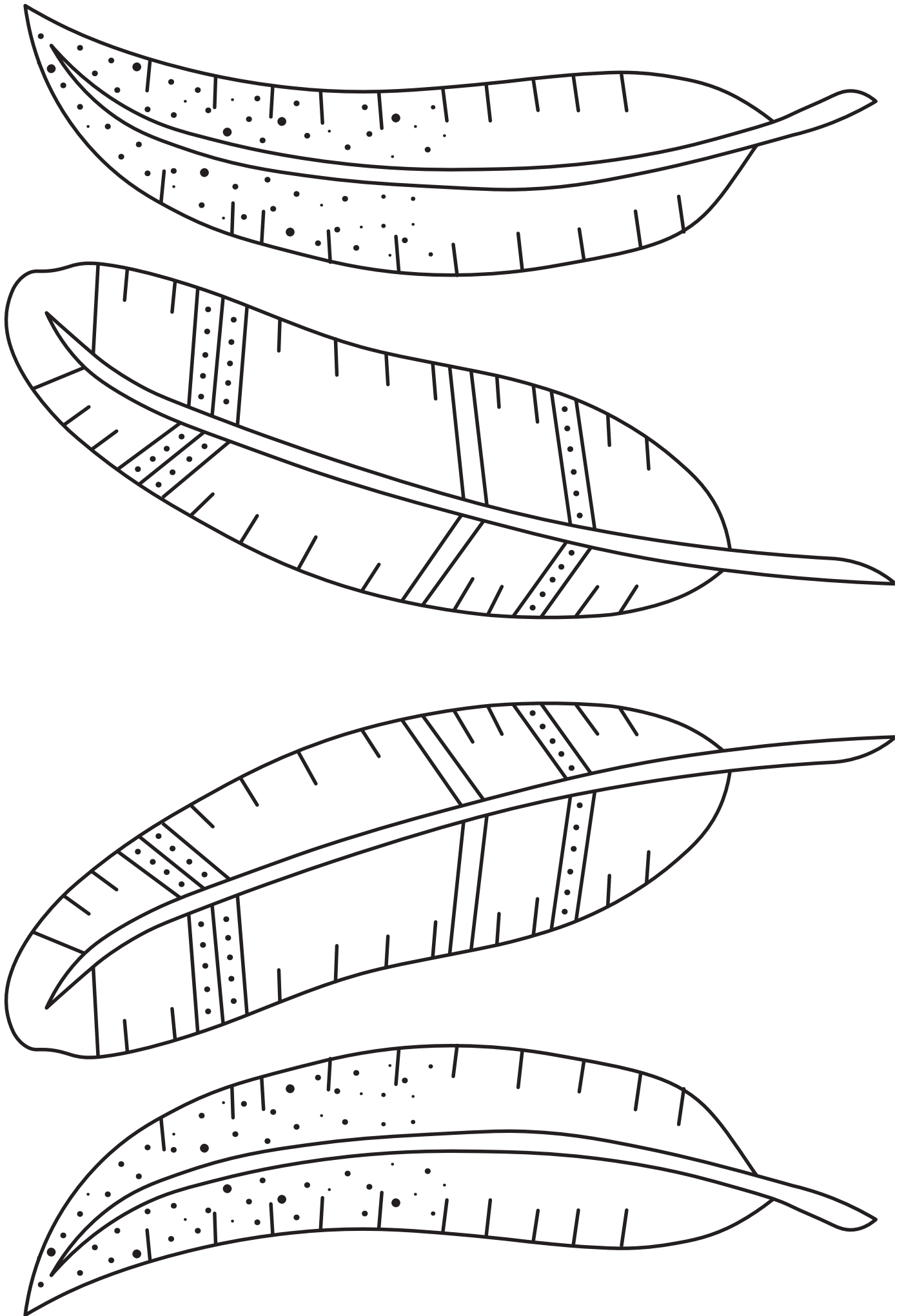


1



2



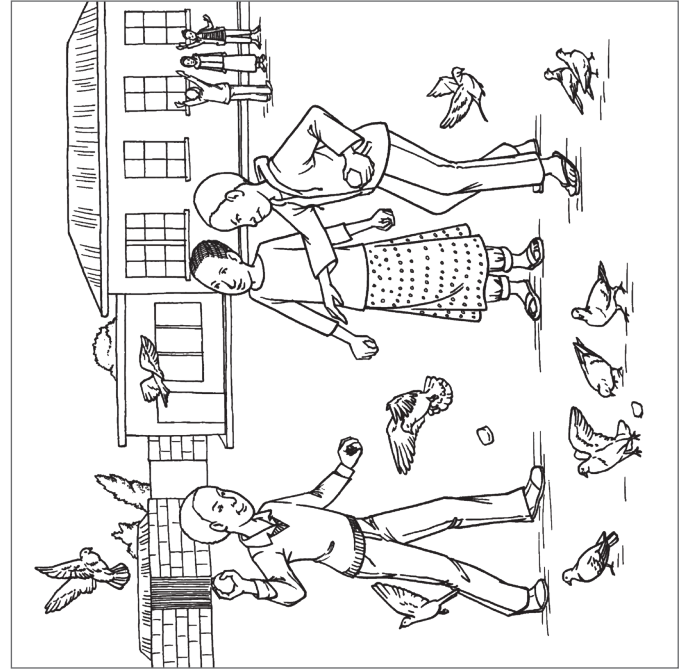
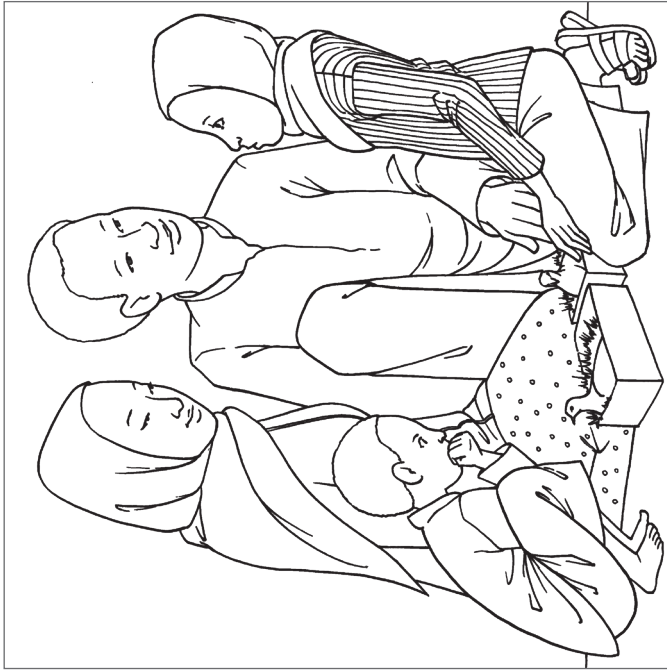


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




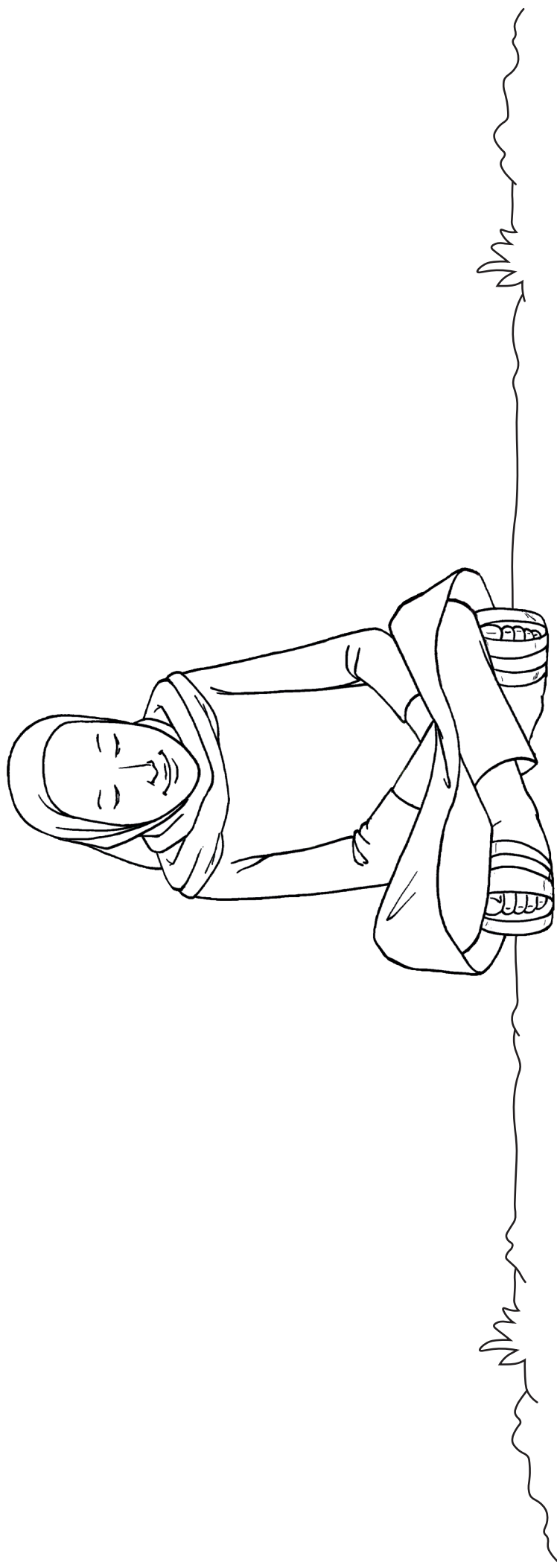
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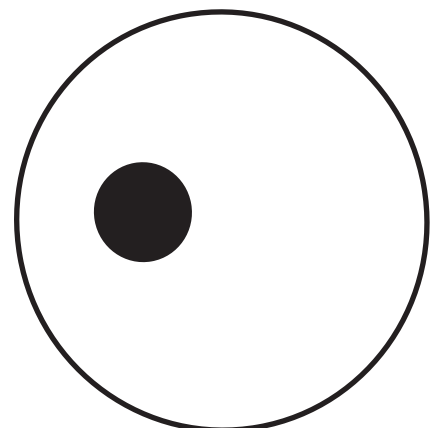
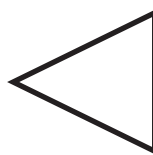
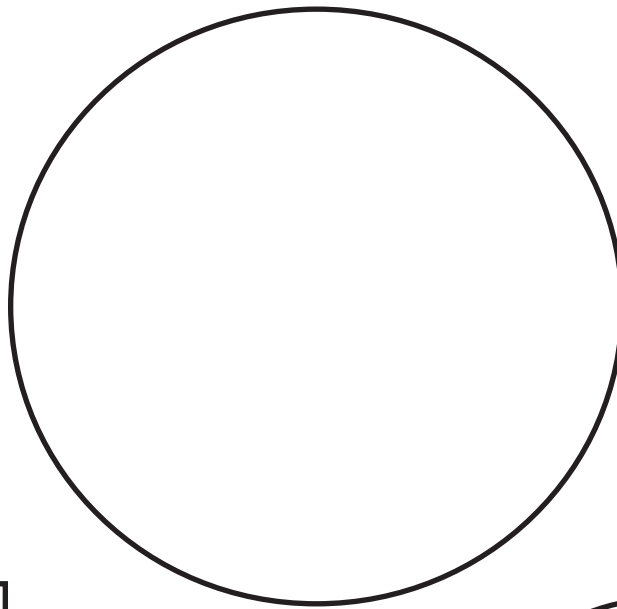
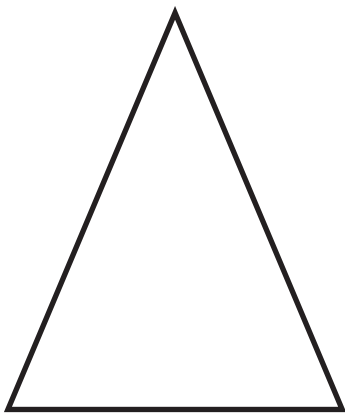
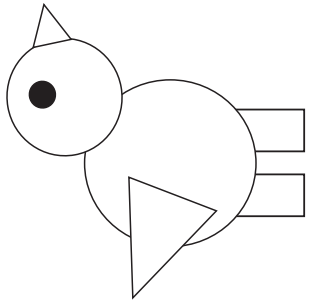




**UDideka nezilwanyana zakhe:** Iphepha lomsebenzi othi Funda uze wenze

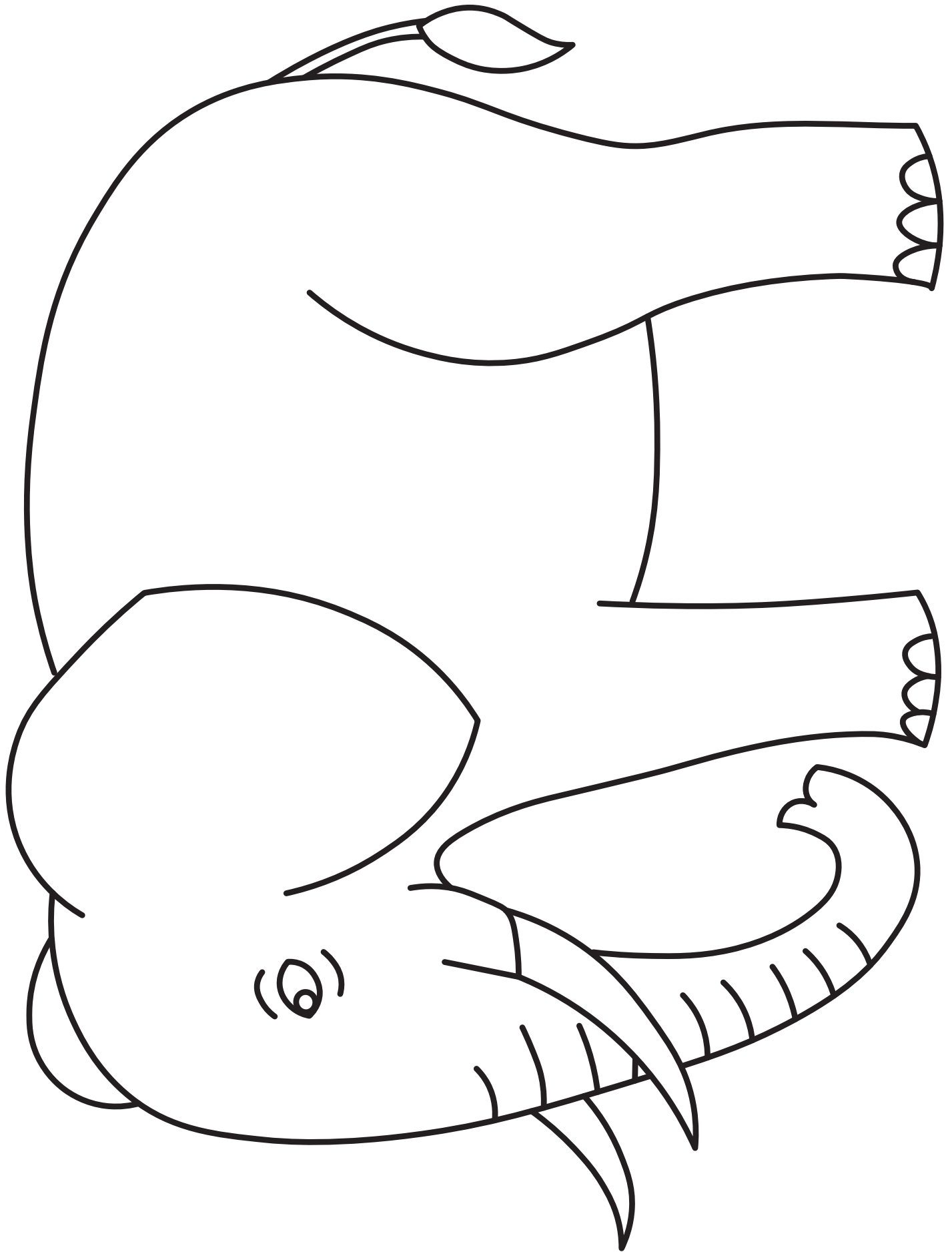
	2		abahlobo
	3		iintaka
	1		umnqwazi
	1		ujingi
	2		iinkukhu





*UDideka nezilwanyana zakhe: iphepha lomsebenzi wemilo yentaka*





*Igumbi likaGogogo: Iphepha lomsebenzi wendlovu*



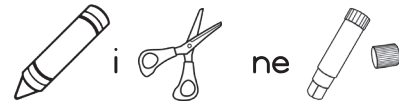




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5 ezitya izityalo 

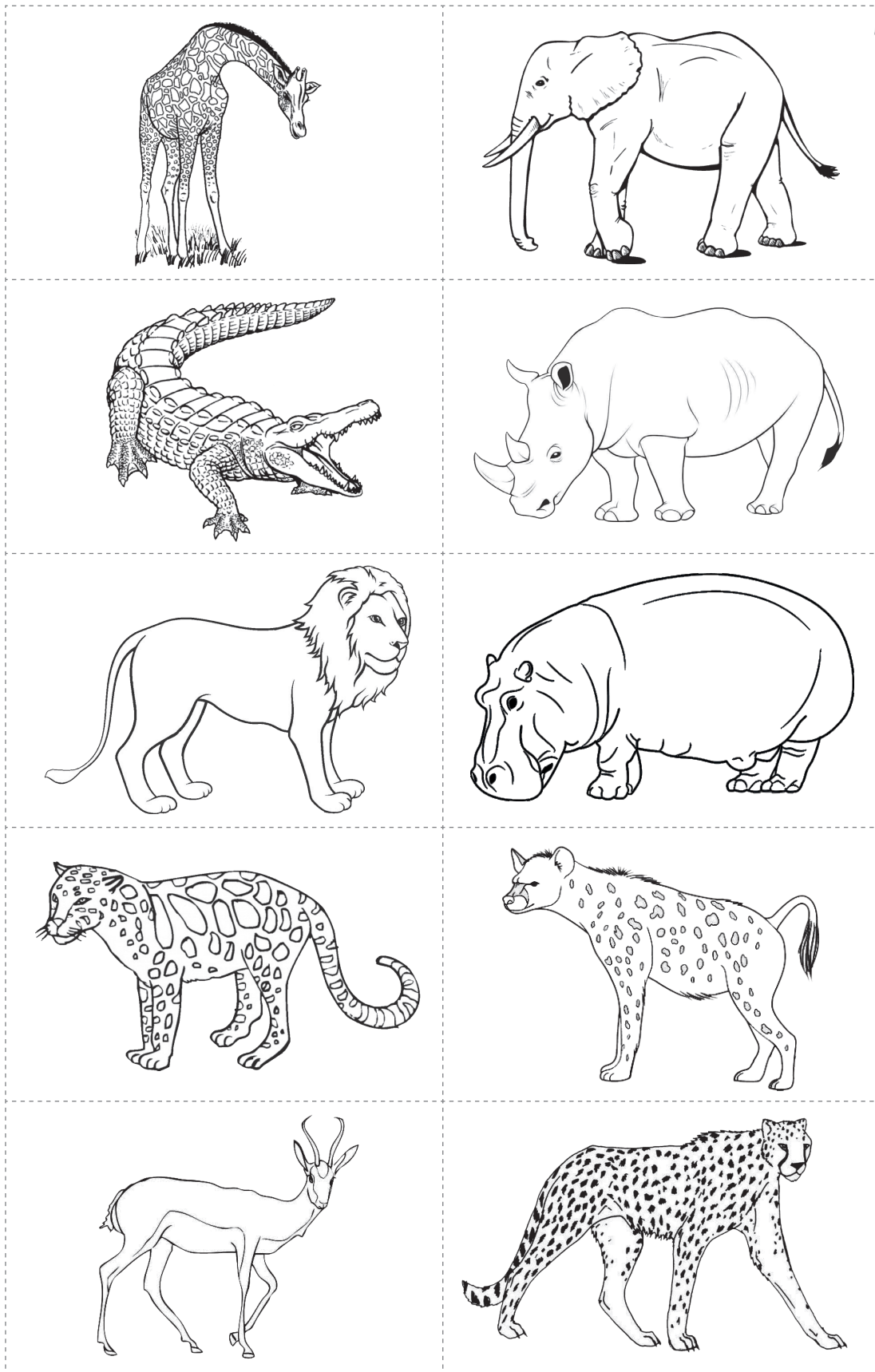


5 ezitya inyama 



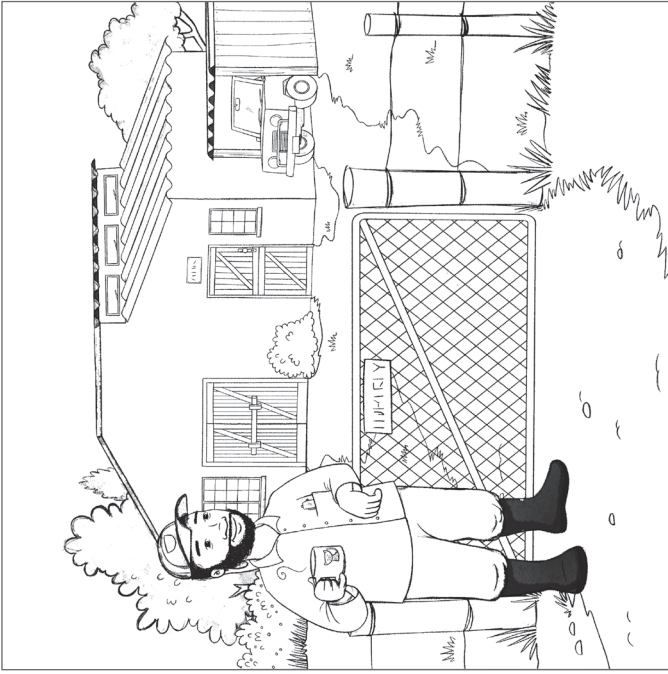
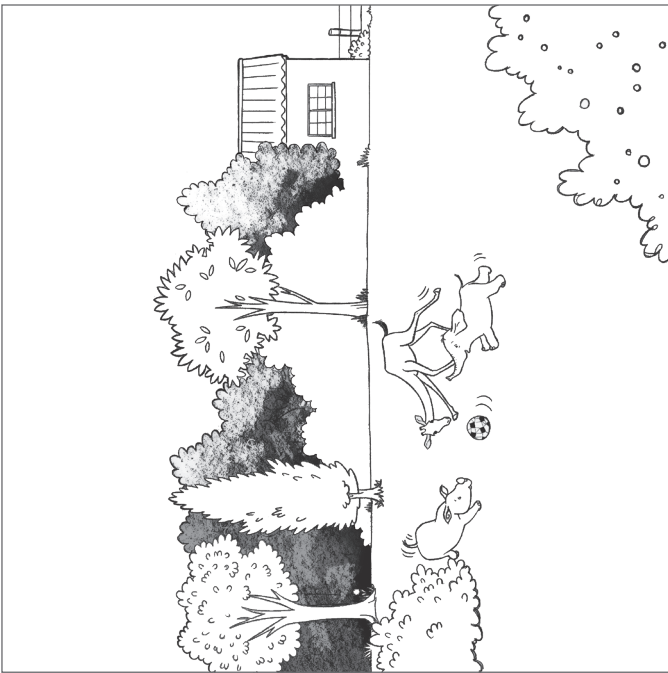
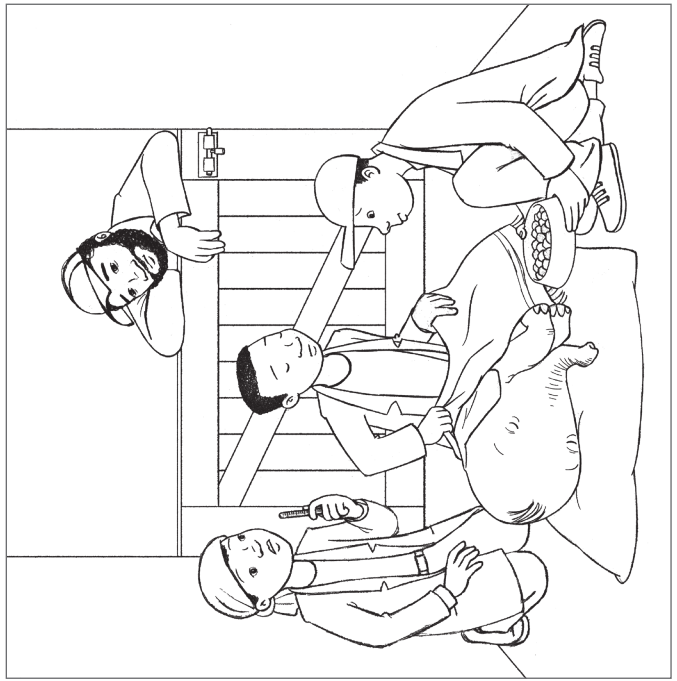


**Igumbi likaGogogo:** Iphepha lesi-2 lomsebenzi othi Funda uze wenze



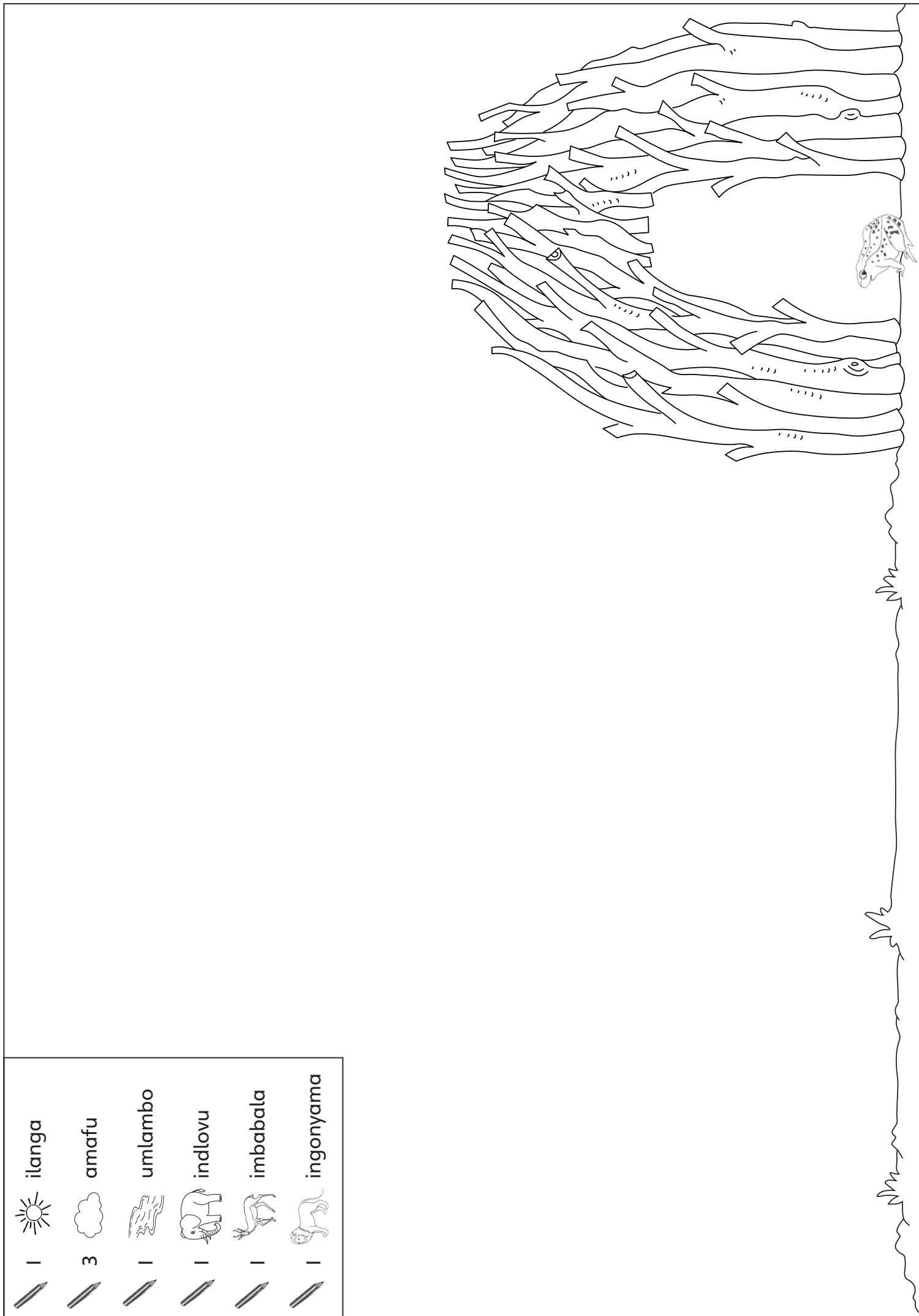














Igumbi lika Gogogo: Imifanekiso emnyama namhlophe eza kulandelelaniswa



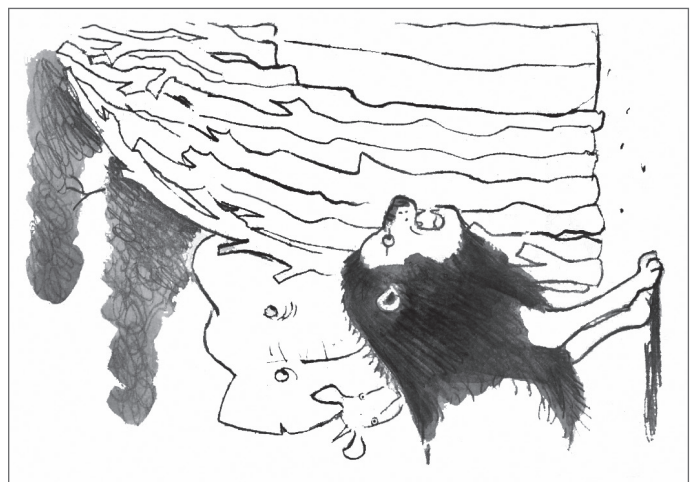
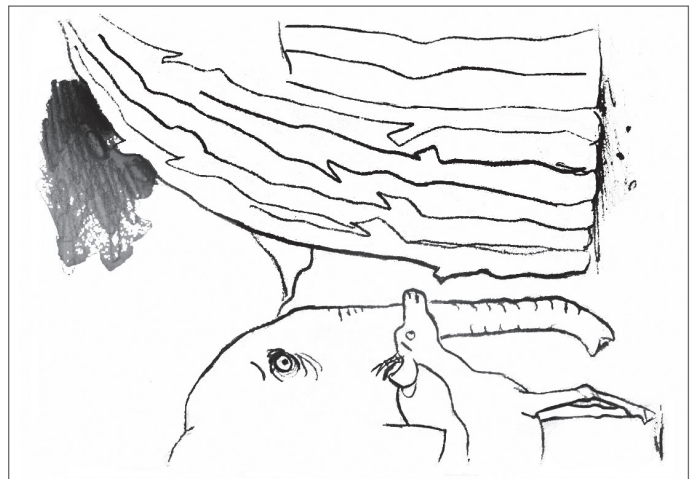
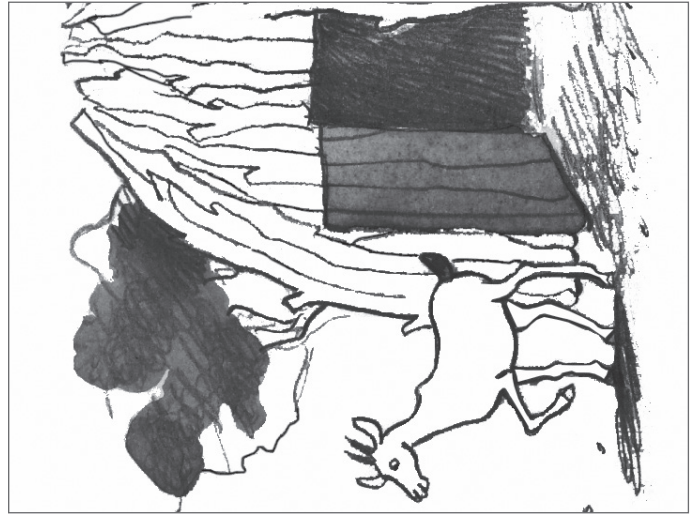
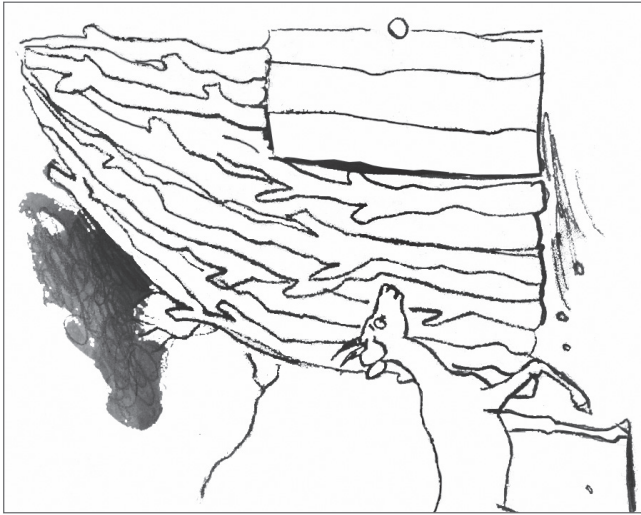


**Undwendwe lukaMbabala:** Iphepha lomsebenzi othi Funda uze wenze



	1		ilanga
	3		amafu
	1		umlambo
	1		indlovu
	1		imbabala
	1		ingonyama



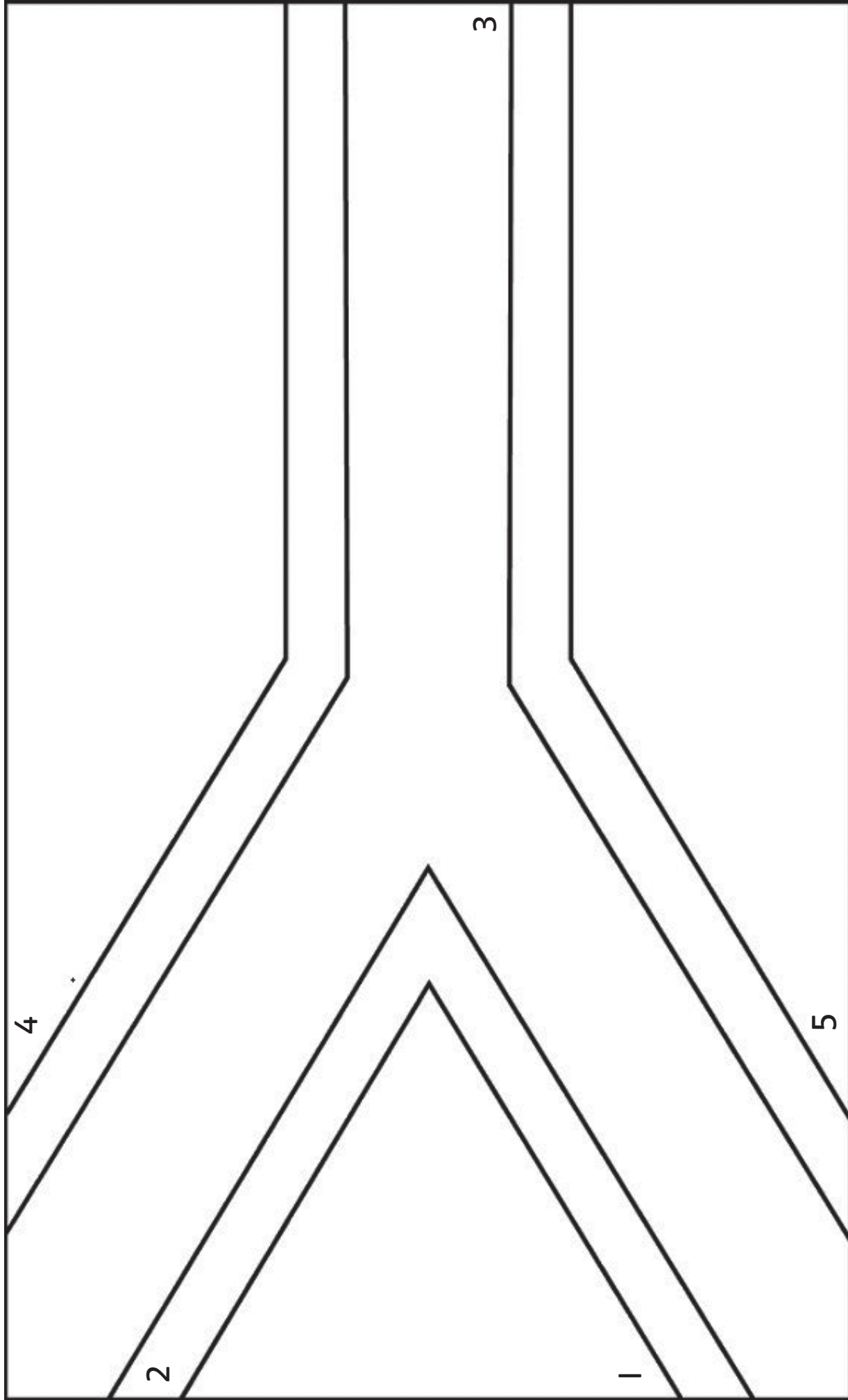


Undwendwe lukaMbabala: Imifanekiso emnyama namhlophe eza kulandelelaniswa





**Ibali likaZanele:** Iphepha lomsebenzi othi Funda uze wenze



 1 mnyama 

 2 mthubi 

 3 luhlaza 

 4 bomvu 

 5 zuba 





**Ibali likazanele:** Imifanekiso emnyama namhlophe eza kulandelelaniswa

