Uhlelo Lokwenza Ngcono Ulimi Ebangeni R
Grade R Language Improvement Programme

Umhlahlandlela Wemisebenzi
Activity Guide

Ithemu 4
Term 4

IsiZulu I English

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★ Umlayezo Ovela KuMphathi Womnyango

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

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GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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

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

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

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

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

Yours Sincerely

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

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Isingeniso

Umhlahlandlela Womsebenzi weThemu 4

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

Qaphela lokhu okulandelayo:

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

Imithombo

Nansi imibono yezindaba, izindikimba zazo, kanye nezinhlamvu zokuqashelwa kuThemu 4.

Indaba	Indikimba	Imisindo okuzogxilwa kuyo
UDayina nezilwane zakhe	Izinyoni	**d** no-**k**
UKhipha nenkulisa	Izilwane zasendle	**q** no-**b**
Imbabala nesivakashi	Isilwane esisodwa sasendle	**v** no-**w**
Indaba kaZanele	Ezemidlalo	**l** no-**g**

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

Izinto Ozozidingela Isifundo Solimi

Kumhlahlandlela Womsebenzi weThemu ngayinye uzothola izinto ozozidinga ezifana nalokhu:

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

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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
Dina and her animals	Birds	**d** and **k**
Keeper and his nursery	Wild animals	**q** and **b**
Bushbuck's visitor	One wild animal	**v** and **w**
Zanele's story	Sport	**l** and **g**

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)*.

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Izinsiza ozoziqoqa noma uzithenge

- izinto okumele ziqoqwe ezihambisana nendaba ezizosetshenziswa uma kuxoxwa indaba, ukudlala ngokuzenzisa kanye nokulingisa
- izinto ebesezilahliwe zobuciko kanye nezokwakha: amapuleti ephepha, imbewu yenyoni noma izimbewu ezixubile, izinsimbi noma izivalo zezigubhu zikapulasitiki, amabhokisi amaqanda, izivalo zojeke, indwangu, iphepha langasese; izimfologo zepulasitiki, huphi, ikhadibhodi elivuselelwe, iphephandaba, izinti zo-ayisikhilimu, izihlilingi, amapomu-pomu noma amabhola amancane anemibala, izitshana zeyogathi, ithishu, izindingilizi, umucu wokumoma, iribhoni noma intambo, iwuli (omnyama, obomvu, oluhlaza satshani, ophuzi, oluhlaza okwesibhakabhaka)
- izinto ezishicilelwe ezimayelana nendaba ngayinye: izincwadi zezithombe, amapheshana okuthenga, amaphephabhuku kanye namaphosta
- inhlanganisela yamakhrayoni asamafutha, upende, kanye namabhulashi okupenda, isikele, amakoki namapeni okumaka ebhodini elimhlophe, iglu, ingcino yamapulangwe noma eyokwakha
- iphepha eliyi-A4, ikhadibhodi kanye nephepha leshadi elipheqekayo, iphepha elinamabala
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha endabeni ngayinye
- Izinto zasemabhokisini ezinhlamvu, isikhwama, amadayisi nezokubala, ifulegi laseNingizimu Afrika
- ubumba lokudlala noma ubumba
- amakhadi ezithombe

Ukulungiselela indaba ngayinye

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

Uhlelo Lwansuku Zonke Lokufundisa Ulimi Lwasekhaya Ebangeni R

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

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

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

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Resources to collect or buy

- props and costumes related to the story to use during storytelling, pretend play and role play
- scrap materials for art and construction activities: paper plates, 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)
- printed materials connected to each story: picture books, shopping flyers, magazines and posters
- jumbo wax crayons, paints and paintbrushes, scissors, glue, craft glue, kokis and whiteboard markers
- A4 paper, cardboard and flipchart paper, coloured paper
- 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
- picture cards

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.

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Uhlelo lwamasonto amabili olimini lwasekhaya

Isonto 1

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

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The Home Language two-week cycle

Week 1

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

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Isonto 2

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

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Week 2

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	**More sequencing pictures** Learners consolidate their story knowledge by sequencing pictures more independently.	**Shared reading – Big Book** Learners listen to a familiar story being read as the teacher models the reading process.	**Learning to listen** Learners listen carefully and follow verbal instructions.	**Read and do** Learners interpret written and picture cues.	**Make, draw and write** Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.
Letter and sound activities	**Introducing a sound from the story** Learners are introduced to a focus sound linked to words from the story.	**Forming the letter** Learners form the focus letter using different materials which give them a rich sensory experience.	**Letter boxes** Learners see, hold and talk about objects and pictures that start with the focus sound.	**Listening for focus sounds** Learners identify focus sounds in words.	**Blending and segmenting** Learners blend sounds to make words and break up words into sounds.

Small group activities	Monday	Tuesday	Wednesday	Thursday	Friday
	Stella indicates which small group activities are teacher-guided each day.				
The blue group	***Activity 1:*** **Drawing and emergent writing** Learners record their ideas through drawing and emergent writing.	***Activity 2:*** **Puzzles and games** Learners do puzzles and play language games.	***Activity 3:*** **Independent reading** Learners read independently and enjoy books and other printed material.	***Activity 4:*** **Fine motor skills and handwriting** Learners do fine motor activities and practise forming letters.	***Activity 5:*** **Pretend play** Learners build on the story language and theme through pretend play.
The green group	***Activity 5:*** **Pretend play**	***Activity 1:*** **Drawing and emergent writing**	***Activity 2:*** **Puzzles and games**	***Activity 3:*** **Independent reading**	***Activity 4:*** **Fine motor skills and handwriting**
The yellow group	***Activity 4:*** **Fine motor skills and handwriting**	***Activity 5:*** **Pretend play**	***Activity 1:*** **Drawing and emergent writing**	***Activity 2:*** **Puzzles and games**	***Activity 3:*** **Independent reading**
The red group	***Activity 3:*** **Independent reading**	***Activity 4:*** **Fine motor skills and handwriting**	***Activity 5:*** **Pretend play**	***Activity 1:*** **Drawing and emergent writing**	***Activity 2:*** **Puzzles and games**
The purple group	***Activity 2:*** **Puzzles and games**	***Activity 3:*** **Independent reading**	***Activity 4:*** **Fine motor skills and handwriting**	***Activity 5:*** **Pretend play**	***Activity 1:*** **Drawing and emergent writing**

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Uhlelo lwemisebenzi yokwenziwa olulungiswe ngokwe-CAPS

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

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

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Programme activities are CAPS aligned

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

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

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Uhlelo lokufundisa lwamasonto amabili	Imisebenzi yekilasi lonke ebhekiswe endabeni	Amakhono olimi ngokwe-CAPS	Uhla lwezinto zokuqinisekiswa	Irubhrikhi Yokuhlola
Isonto 1 no-2: UMsombuluko	Ukwethula umsindo othathwe endabeni	Imisindo		**Irubhrikhi 1 Imisindo, Ukufunda Nokubuka:** Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo
ULwesibili	Ukwakha uhlamvu	Ukubhala kahle	Uyazakha izinhlamvu ngezindlela ezahlukene esebenzisa ukupenda ngeminwe, ukupenda ngamabhulashi, ngamakhrayoni asamafutha, njll. esukela lapho kufanele khona athathe inkombandlela efanele	**Irubhrikhi 1 Ukubhala kahle ngesandla kokuqala:** Uyathuthuka ngamakhono okunyakazisa izicubu ezincane kanye nokusebenzisa umzimba
ULwesithathu	Amabhokisi ezinhlamvu	Imisindo	Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo ikakhulu abangasekuqaleni kwegama	**Irubhrikhi 1 Imisindo, Ukufunda Nokubuka:** Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo
ULwesine	Ukulalela imisindo okugxilwe kuyo	Imisindo		**Irubhrikhi 2 Imisindo, Ukufunda Nokubuka:** Uqala ukuqonda ukuthi amagama akhiwa ngemisindo: uyawethula umsindo wokuqala osegameni lakhe
ULwesihlanu	Ukuhlanganisa nokuhlukanisa	Imisindo	Uyakwazi ukwehlukanisa amalunga emagameni amalunga-maningi: uyakusebenzisa ukushaya izandla noma isigubhu elungeni ngalinye egameni noma ahlonze inani lamalunga (eshaya izandla) uma ekilasini kusetshenziswa amagama abafundi	

Uhlelo lokufundisa lwamasonto amabili	Imisebenzi yekilasi lonke ebhekiswe endabeni	Amakhono olimi ngokwe-CAPS	Uhla lwezinto zokuqinisekiswa	Irubhrikhi Yokuhlola
Isonto 1 no-2: UMsombuluko	Ukudweba nokubhala okuvelayo	Ngesandla kokuqala	Wenza sengathi uyabhala wenza imidwebo engewona amagama. 'Bafunda'imibhalo yabo.' bafunda' abakubhale noma kanjani ngemidwebo Amakhrayoni uwabamba ngendlela efanele esebenzisa indlela elbanjwa ngayo ipensela	**Irubhrikhi 2 Ukubhala kahle ngesandla kokuqala:** Uyazidweba izithombe eziveza umqondo oqavile ezindabeni, emaculweni noma emilolozelweni **Irubhrikhi 3:** Uyakuqonda ukuthi ukubhala kanye nokudweba yizinto ezingafani: ukwenza sengathi uyabhala uyakwenza ngemigqa egobile
ULwesibili	Amaphazili nemidlalo	Imisindo Ukulalela nokukhuluma	Sebenzisa ulimi ukucabanga nokuthola isisusa: ifanisa izinto ezihamba ndawonye bese iqhathanise izinto ezahlukene	**Irubhrikhi 1 Imisindo, Ukufunda Nokubuka:** Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo
ULwesithathu	Ukufunda ngokuzimela	Ukufunda nokubuka	"Ufunda" izincwadi ukuzijabulisa ngokuzimela kumtapo wezincwadi noma kwikhona lokufunda ekilasini Ubamba incwadi ngendlela efanele bese uphenya amakhasi ngendlela efanele	**Irubhrikhi 3 Imisindo, Ukufunda Nokubuka:** Uyakwazi ukwakha indaba yakhe "ngokufunda" izithombe
ULwesine	Amakhono omzimba nokubhala ngesandla	Ukubhala kahle	Uyazakha izinhlamvu ngezindlela ezahlukene esebenzisa ukupenda ngeminwe, ukupenda ngamabhulashi, ngamakhrayoni asamafutha, njll. esukela lapho kufanele khona athathe inkombandlela efanele Uyazikopisha izinhlamvu azaziyo ezisegameni lakhe emsebenzini wokubhala: uyakopisha igama lakhe Uthuthukisa ukulawula izicubu ezincane, esebenzisa isikelo ukusika amaphepha, imifanekiso, izimo, *njll.*	**Irubhrikhi 1 Ukubhala kahle ngesandla kokuqala:** Uyathuthuka ngamakhono okunyakazisa izicubu ezincane kanye nokusebenzisa umzimba
ULwesihlanu	Ukulingisa kokuzenzisa	Ukulalela nokukhuluma Ngesandla kokuqala	Uyakulingisa ukubhala emidlalweni: uyayithatha imilayezo yocingo, abhale ithikithi lomgwaqo, njll. Uyakukopisha okushicilelwe okuseduze kwakhe ngenkathi edlala	

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

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UDayina nezilwane zakhe

Indaba

UDayina yintombazanyana ethanda izilwane kakhulu, kanti nazo ziyamthanda. Uhlala nonina noyise kanye nomfowabo edolobheni elincane. Banembuzi, izinkukhu ezimbili kanye nekati. UDayina uyazinakekela zonke izilwane. Ngaphambi kokuya esikoleni noma isikole sesiphumile, uDayina uzipha ukudla adlale nazo izilwane. Nezinyoni ezethuka zihlala eduze kwakhe uyazipha ukudla.

Ngelinye ilanga uDayina wayedlala nabangane bakhe esikoleni. Wezwa izingane zimemeza zihleka ngakolunye uhlangothi lwegceke lesikole. Waqalaza, wabona into eyesabisayo. Kunamajuba ayezifunela ukudla ehamba phansi, iqeqebana lezingane lawajikijela ngamatshe.

"Musani ukwenza into enjalo!" kumemeza uDayina egijima eya ezinganeni. "Musani ukwenza into enjalo emajubeni, nizowalimaza!" Abangane bakaDayina nabo bawelela ngaphesheya kwegceke begijima kanye naye. Zasuka zabaleka izingane ezingezwa uma zibona beza kuzona.

Kuthe uma amajuba ezwa lowo msindo ethuka azama ukundiza abaleke. UDayina nabangane bakhe bathola ukuthi amajuba amabili awakwazi ukundiza ngoba amaphiko awo ayelimele. Weqa uDayina wawacosha ngokucophelela. Ayethuke kakhulu amajuba. "Ningesabi," kusho uDayina. "Ngizoninakekela nize nibe ngcono." Wawathatha waya nawo ekhaya.

Wafika waxoxela onina benoyise ukuthi kwenzekeni esikoleni. Bathukuthela ukuzwa ukuthi abantwana balimaze amajuba. UDayina wathola ibhokisi elincane wawafaka phakathi amajuba ukuba afudumale aphephe. Wawapha ukudla namanzi. Emva kwezinsukwana ezimbalwa amaphiko ayekade elimele aphola. UDayina waphuma nawo wawadedela ukuthi andize.

Bajabula abangane bakaDayina ukuzwa ukuthi amajuba amabili apholile aze akwazi ukundiza. "Siyaziqhenya ngawe, Dayina," kusho bona. "Uziphatha kahle kakhulu izilwane."

"Ngiyazithanda izilwane," kusho uDayina kubo. "Izilwane ziwusizo kithi kanti futhi zingabangane bethu. Kumele sizivikele siphinde sizinakekele."

Iphela lapha indaba.

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★ 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.

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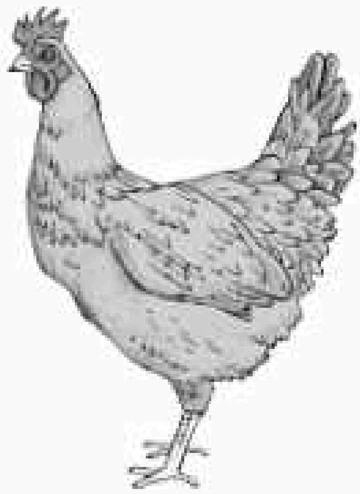
Iculo



UDayina wayenomusa, enomusa, enomusa,
UDayina wayenomusa
Wasiz' amajuba

Waya nawo ekhaya, ekhaya, ekhaya
Waya nawo ekhaya,
Eyowanakekela

Avuka athi qingqo, athi qingqo, athi qingqo
A avuka thi qingqo,
Asuka andiza

Masinak' izilwane, izilwane, izilwane
Masinak' izilwane
Nazo ziyasiza.

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

Amagama amasha endabeni

Amagama awukhiye:	**isilwane**	**unomusa**	**ukunakekela**	**ukulimaza**	**inyoni yasendle**	**ijuba**
Amagama ongeziwe:	kufudumele	kuphephile	jikijela	itshe	limaza	ndiza
	kwethukile	kuyesaba	vikela	iphiko	uthukuthele	ngokucophelela

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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

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Nakhu ozokudinga:

- Indaba: *UDayina nezilwane zakhe*
- Amaphaphethi: UDayina, izilwane (imbuzi, ikati, izinkukhu), Abangani bakaDayina, umntwana ongenalo uzwelo, amajuba
- Okudingeka eshashalazini: ibhokisi, ukudla kwezinyoni
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha

Isonto 1 Usuku 1

Umsebenzi wekilasi lonke

Nginyakazisa iminwe yami

Nginyakazisa iminwe yami
Nginyakazisa izinzwane zami
Nginyakazisa amahlombe ami
Manje-ke ishaya izandla!
Yonke iminyakazo iqhumile kimi
Futhi sengithule du!

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

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

1 Ngaphambi kokuxoxa indaba

1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.

1.2 Fanisa indaba nempilo yabafundi: *"Wake wazibona izinyoni lapho ohlala khona noma esikoleni? Uyazi yini ukuthi hlobo luni lwezinyoni? Unazo yini izilwane ozinakekelayo ekhaya kini?"*

1.3 Yithi: *"Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba."* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Uma unencwadi ekhuluma ngezinyoni, ungababonisa isithombe sejuba bese ukhomba izimpiko zalo kanye nezinye izitho zomzimba walo (izimpaphe, umlomo).

2 Ngenkathi uxoxa indaba

2.1 Yixoxe ngomdlandla, uguqule izwi njalo.

2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.

2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenye yendaba ngokubabuza imibuzo enezimpendulo eziningi, efana nokuthi: *"Ucabanga ukuthi uDayina wazizwa kanjani uma ebona abantwana bejikijela Amajuba ngamatshe? Ucabanga ukuthi uDayina uzokwenzenjani ukusiza amajuba?"*

3 Emva kokuxoxa indaba

3.1 Buza abafundi uthi: *"Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenye ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba? Ucabanga ukuthi uDayina waba nesibindi? Wena ucabanga ukuthi wawu ngenzenjani uma ubona abantwana bejikijela izinyoni ngamatshe?"*

Ukwethula umsindo othathwe endabeni

1. Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *"UDayina, eduze, wawadedela, afudumale. Uyayizwa imisindo okugxilwe kuyo nedolobha: "U**D**ayina, e**d**uze, wawa**d**e**d**ela, afu**d**umale? Yebo, uqinisile! Wonke anomsindo /**d**/."*
2. *"Lalelisisa, nanka amagama aqala ngomsindo /**d**/: dansa, donsa, dudula, idayisi, iduku, idami, idube, idada, idolo, udobo, idayimane, udokotela."* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
3. Yisho lo msindo /**d**/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
4. Cela abafundi ukuthi basho lo msindo /**d**/: "**d-d-d**". Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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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.

2.2 Do actions and make use of the puppets and props.

2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"How do you think 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: *"UDayina, eduze, wawadedela, afudumale. Can you hear the focus sound: UDayina, eduze, wawadedela, afudumale? Yes, you are right! They all have the sound /**d**/."*
2. *"Listen carefully, here are some more words with /**d**/: dansa, donsa, dudula, idayisi, iduku, idami, idube, idada, idolo, udobo, idayimane, udokotela".* (Emphasise the focus sound as you say these words.)
3. Say the sound /**d**/ clearly and tell learners to watch your mouth carefully.
4. Ask learners to say the sound /**d**/: "**d-d-d**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

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Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo

Isonto 1 Usuku 2

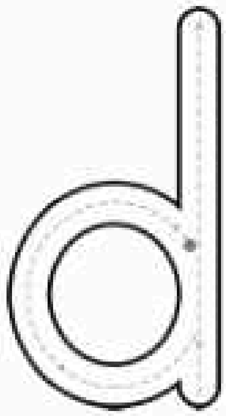
Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokucula

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

Ukwakha uhlamvu

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



Imisebenzi yokwenziwa ngamaqembu amancane

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

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Week 1 Day 2

You will need:

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

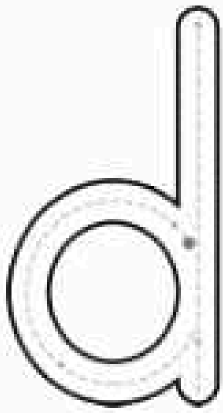
Whole class activities

Storytelling and singing

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

Forming the letter

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

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Nakhu ozokudinga:

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

Isonto 1 Usuku 3

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokuyidlala

1. Cula iculo.
2. Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: Babuze ukuthi ngabe bayalikhumbula yini elinye igama elisho "ukuthuka" (ukusaba) futhi iliphi igama elasetshenziswa ukuchaza okwenzeka emaphikweni amajuba (aye limele). Cela abafundi ukuthi bakubonise ukuthi bengawaphatha kanjani amajuba ngobumnene.
3. Khetha abafundi abazoba ngabadlali endabeni.
4. Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
5. Chazela abafundi ukuthi wena (thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
6. Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
7. Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

UStella uthi:

Sebenzisa isivalo sebhokisi lezinhlamvu lihambisane nesidwashi noma nohlamvu olwakheke njengegwebu ukukhombisa abafundi ukuthi uhlamvu luthintwa kanjani. Abafundi abaningi bayathuthuka ngokuthinta utho okwenza ukuthi bakukhumbule ukwakheka kwezinhlamvu.

Amabhokisi ezinhlamvu

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

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

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

Week 1 Day 3

Whole class activities

Storytelling and role play

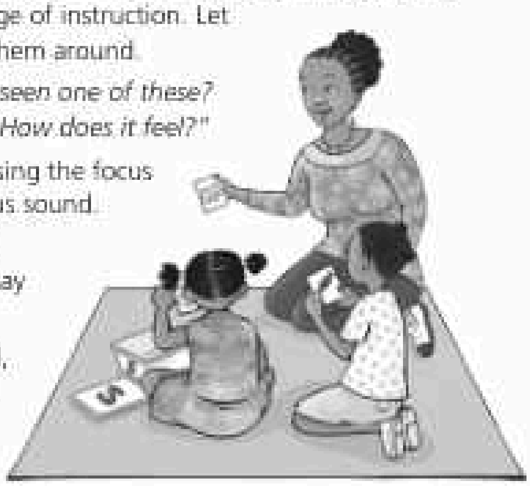
1. Sing the song.
2. Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask them if they can remember another word for "frightened" (scared) and what word was used to describe what happened to the birds' wings (they were hurt). Ask learners to show you how they would pick up a bird gently.
3. Choose learners to play the characters in the story.
4. Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
5. Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
6. Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
7. If there is time, you may want to repeat the role play with different learners.

Stella says:

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

Letter boxes

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



Small group activities

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

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Isonto 1 Usuku 4

Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo

UStella uthi:

Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

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

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

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

Ukulalela imisindo okugxilwe kuyo

1. Chazela abafundi ukuthi kumele bacule iculo futhi kumele beqhaphelisise imisindo esekugcineni kwamagama (ushuni: "uMary wayenewundlu elincane").
   - UThisha: *"Yimuphi umsindo oqeda lamagama, oqeda lama gama, oqeda lama gama? Yimuphi umsindo oqeda lamagama: iduku, ebusuku nebhuku."* (UThisha uqhweba abafundi ukuba baphendule.)
   - Abafundi basho umsindo osekugcineni kwegama, isibonelo: /**ku**/. (uThisha wenza uphawu lokumisa isithupha.)
   - UThisha: *"/**ku**/ umsindo oqeda lamagama, oqeda lamagama, oqeda lamagama! /**ku**/ umsindo oqeda lamagama: iduku, ebusuku nebhuku."*
2. Sebenzisa lamagama kulomsebenzi:
   - /**la**/: i-apula, rula, lala, bala, cela, cula, ivila, ikhala, igula, jikijela, jula, iketela, ilamula, udokotela
   - /**ti**/: idoti, ikati, umati, inaliti, usawoti
   - /**na**/: funa, wena, bona, unana, usana, ibhanana
   - /**ma**/: yima, luma, lima, umama
   - /**ne**/: izambane, icikicane, isambane, uvemvane, ubhejane, imfene
   - /**ba**/: ubaba, ijuba, usiba, isifuba
   - /**ni**/: ipani, iveni, ipentshini, inyoni, ipeni
   - /**si**/: ujusi, unesi, usisi, amasi, isokisi, ubisi, idayisi, inyosi

Umsebenzi wamaqembu amancane

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

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You will need:

- Big sequence pictures

Stella says:

These are useful questions to ask about each picture:

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

Week 1 Day 4

Whole class activities

Sequencing pictures

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

Listening for focus sounds

1. Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words *(tune: "Mary had a little lamb")*.
   - Teacher: *"What's the syllable that ends these words, ends these words, ends these words? What's the syllable that ends these words: iforogo, irogo, begodu negogo."* (Teacher signals for learners to respond.)
   - Learners say the syllable that ends the word, for example: /**ku**/. (Teacher gives thumbs-up sign.)
   - Teacher: *"/**ku**/ is the syllable that ends these words, ends these words, ends these words! /**ku**/ is the syllable that ends these words: iforogo, irogo, begodu negogo."*
2. Use these words for this activity:
   - /**la**/: i-apula, rula, lala, bala, cela, cula, ivila, ikhala, igula, jikijela, jula, iketela, ilamula, udokotela
   - /**ti**/: idoti, ikati, umati, inaliti, usawoti
   - /**na**/: funa, wena, bona, unana, usana, ibhanana
   - /**ma**/: yima, luma, lima, umama
   - /**ne**/: izambane, icikicane, isambane, uvemvane, ubhejane, imfene
   - /**ba**/: ubaba, ijuba, usiba, isifuba
   - /**ni**/: ipani, iveni, ipentshini, inyoni, ipeni
   - /**si**/: ujusi, unesi, usisi, amasi, isokisi, ubisi, idayisi, inyosi

Small group activities

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

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Nakhu ozokudinga:
• Ikhasi **lomsebenzi weziMpaphe** izotholwa umfundi ngamunye, amakhrayoni, isikele, iphepha leshadi elipheqekayo, iglu • Amaqoqo ezinhlamvu ahlobene nendaba: inkukhu, isilwane, ukudlisa, ukudlala, inkundla yokudlala, kubi, ememeza, ehleka, ongenamusa, ukuphonsa, abantwana, vikela

Isonto 1 Usuku 5

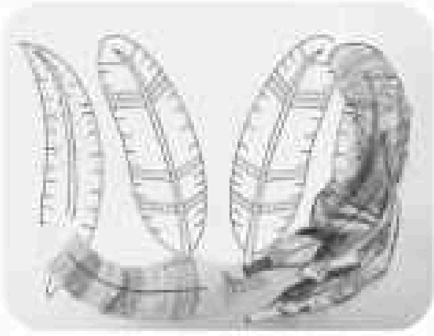
Umsebenzi wekilasi lonke

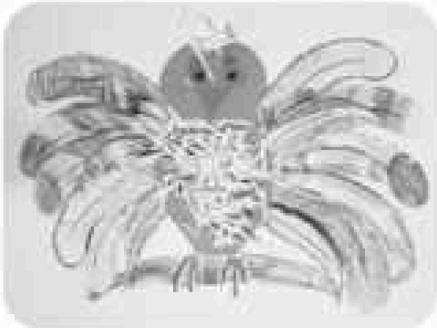
Yakha, udwebe bese uyabhala

1 Chazela abafundi ukuthi bazokusiza wenze inyoni enkulu ephepheni leshadi elipheqekayo. Qala ngokudweba umzimba wenyoni nekhanda layo maphakathi nendawo kwephepha leshadi elipheqekayo (kungadingeka ukuba udwebe izinyoni ezimbili).

2 Nikeza umfundi ngamunye izimpamphe ezihlukene bese uyabakhuthaza ukuba bafake umbala kuzo bese beyazi sika. Manjalo-ke sebengasebenzisa izikele zabo ukusika kahle amacele ezimpaphe.

3 Bonisa abafundi ukuthi zinamatheliswa kanjani izimpaphe emzimbeni wenyoni oseshadini elipheqekayo ukuze kwakheke uphiko langakwesokunxele nelangakwesokudla.





Ukuhlanganisa nokuhlukanisa (amalunga)

1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukaniswa kanjani amalunga awo, isibonelo: **vi | ke | la**.

2 Cela abafundi ukuthi baviliyele ngelunga ngalinye: **vi** (isinyathelo esisodwa) **ke** (isinyathelo esisodwa) **la** (isinyathelo esisodwa). Nikeza abafundi okuxukuzwayo noma izigubhu ukuba bakuxukuze noma bashaye izigubhu.

3 Yisho amanye amagama anamalunga amaningi avela endabeni ngenkathi abafundi beviliyela ngelunga ngalinye. Khuthaza abafundi ukuthi babale inani lamalunga emagameni (isibonelo: "vikela" unamalungu amathathu).

Umsebenzi wamaqembu amancane

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

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Week 1 Day 5

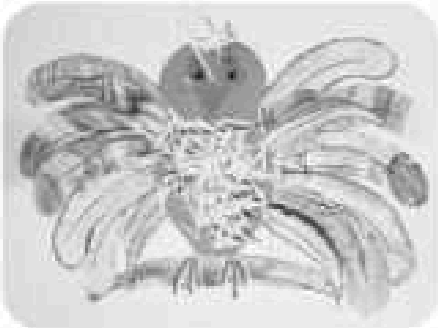
You will need:

- 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, isilwane, ukudlisa, ukudlala, inkundla yokudlala, kubi, ememeza, ehleka, ongenamusa, ukuphonsa, abantwana, vikela

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: **vi | ke | la**.
2. Ask learners to march for each syllable: **vi** (one step) **ke** (one step) **la** (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 word (for example: "vikela" has three syllables).

Small group activities

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

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Imisebenzi yokwenziwa ngamaqembu Isonto 1

<table>
<thead>
<tr><th>Nakhu ozokudinga</th><th>Imisebenzi</th></tr>
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<tbody>
<tr>
<td>

- Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye
- Inhlanganisela yamakhrayoni asamafutha

Ngalesi sikhathi sonyaka, abafundi bafanele babe nokuzethemba ngokubhala ngabo uqobo. Ungakhathazeki uma bethola kala sebebhala uhide lwezinhlamvu ezingahlukaniswe nangezikhala.

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***Umsebenzi 1:* Ukudweba nokubhala okuvelayo**

1. Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo.
2. Cela abafundi ukuthi bawakhombe amagama esihloko ngenkathi uwafunda.
3. Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe.
4. Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni.
5. Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe.
6. Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo.
7. Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo.
8. Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini ushintsho emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace.
9. Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.

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- Umdlalo webhodi amagama amabili wezinyoni
- Amadayisi amabili kanye nezinto zokubala

Uma abafundi bekuthola kunzima ngokwamba ukudlala imidlalo ngabanye, kungaba umbono omuhle ukubiza abanye babazali ukuze bazosiza kulomsebenzi wamaqembu amancane. Dlalani lomdlalo kuqala nabazali ngaphambi kosuku lwesikole, ukuze bazizwe benokuzethemba uma sebesebenza nabafundi.

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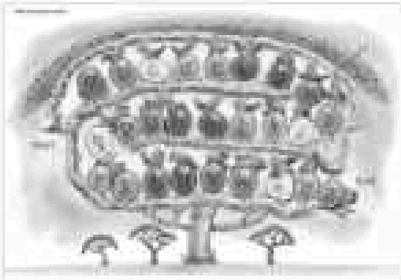
***Umsebenzi 2:* Amaphazili nemidlalo**

1. Beka umdlalo webhodi kumata nabafundi ababili noma abathathu bahlale bawuzungeze.
2. Chazela abafundi ngemithetho:
   - Abafundi kumele babeke izinto zabo zokubala endaweni yokuQala.
   - Umfundi ngamunye uthola ithuba lokhuphonsa idayisi bese ehambisa izinto zokubala ngenombolo efanele yezikhala ezisebhodini.
   - Uma bema la kukhona uhlamvu, kumele basho umsindo walelohlamvu bese babiza into eqala ngalowo msindo.
   - Umfundi wokuqala ozofinyelela ekuGcineni kwebhodi uyena ozobe edle umhlanganiso bese-ke uphela kanjalo umdlalo.



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- Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi

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***Umsebenzi 3:* Ukufunda ngokuzimela**

1. Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa.
2. Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda.
3. Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda.
4. Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.

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Small group activities for Week 1

<table>
<tr><th>You will need</th><th>Activities</th></tr>
<tr><td>

- A blank A4 page for each learner
- Jumbo wax crayons

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.

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***Activity 1*: Drawing and emergent writing**

1 Write the title of the story at the top of each learner's blank page before the lesson.
2 Ask learners to point to the words of the title as you read them together.
3 Ask learners what part of the story they liked best. Give some suggestions.
4 Encourage learners to draw their favourite part of the story.
5 Make a comment or ask each learner to tell you about their drawing.
6 Ask learners if they would like to write something about their picture or if they would like you to write for them.
7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence.
8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.
9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.

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- Two **Word bird game boards**
- Two dice and counters

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.

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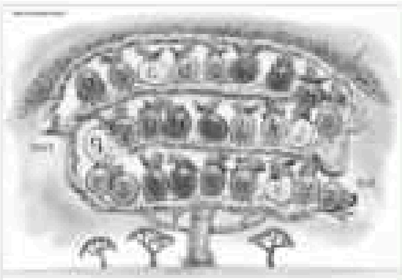
***Activity 2*: Puzzles and games**

1 Place the game board on the mat with two to three learners seated around it.
2 Explain the rules to the learners:
   - Learners put their counters on *Start*.
   - Each learner takes a turn to throw the die and moves the counter the correct number of spaces on the board.
   - When they land on a letter, they must say the sound that letter makes and name something that begins with that sound.
   - The first learner to reach the *End* of the board is the winner and the game is over.



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- Books, magazines, folded little books, Big Books and leaflets

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***Activity 3*: Independent reading**

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

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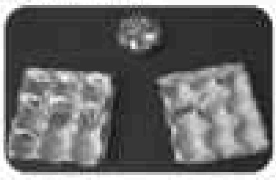
Nakhu ozokudinga	Imisebenzi
• Imbewu yenyoni noma izimbewu ezixubile • Umfundi ngamunye uzothola ibhokisi elilodwa lamaqanda 	***Umsebenzi 4:* Amakhono omzimba nokubhala ngesandla** **1** Chazela abafundi ukuthi kumele bahlele izimbewu nokuzinhlamvana okwahlukahlukene ekudleni kwenyoni. **2** Emva komsebenzi, ungakhuthaza abafundi ukuthi babekele izinyoni zasendle imbewu yezinyoni bese beyazibuka zidla izimbewu.
• Okudingeka eshashalazini: amathoyizi athambile noma izithombe zezilwane ezifuywa emakhaya, ubhaskedi, izitsha, i-stethoskopu, amabhulashi wezilwane, ukhololo, isivalo, ucingo, izinsiza kusebenza zikadokotela (isibonelo: itemomitha), amakhrayoni noma amapeni azokwenziwa imijovo, ibhokisi elingenalutho lamaphilisi, izingubo zokugqoka zomhlengikazi noma udokotela, incwadi yokubhalela nepeni lomsizi	***Umsebenzi 5:* Ukulingisa kokuzenzisa** **1** Yana engosini yokwenza sengathi kuyadlalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha. **2** Khuluma ngokuthi siya kanjani kudokotela uma sigula. Buza abafundi ukuthi likhona yini igama lodokotela wekhethelo lapho izilwane ezigulayo ziyiswa khona (udokotela wezilwane). Bachazele ukuthi bazokwenza sengathi bangodokotela bezilwane basebenza endaweni yokugcina izilwane. Esikhathini esiningi, izilwane ziba nokwesaba uma ziyiswa kudokotela, ngakho-ke abafundi kumele babe nobumnene nozwelo ezilwaneni ezivakashela "endaweni yokugcina ezilwane". **3** Chaza ukuthi emtholampilo wezilwane, kudingeka ukuba ulinde egunjini lokulinda nesilwane sakho osifuyile kuze kufike isikhathi sokuthi owamukela izihambi abize igama lakho. Lapho-ke usungachaza ukuthi yini inkinga yesilwane sakho asifuyile. Umsizi uzobhala igama lakho bese eyakwazisa uma sekuyithuba lakho lokuthi uyobona udokotela wezilwane. **4** Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. Isibonelo: Ungahamba uye koWamukela izihambi ufike uthi *"Sawubona, igama lami nginguNksz. Zama. Ngilapha nomthiyane wami omncanyana. Igama lakhe uBaby. Uyagula kakhulu."*

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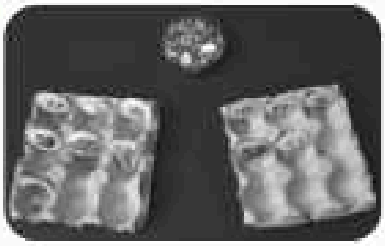
You will need	Activities
• Bird seed or a mix of seeds • One egg box per learner 	***Activity 4*: Fine motor skills and handwriting** 1 Explain to learners that they must sort the different seeds and grains in the bird food. 2 After the activity, you can encourage learners to put out bird seed for wild birds and watch the birds eating the seeds.
• Props: soft toys or pictures of pets, baskets or beds for the animals, blankets, bowls, stethoscope, grooming-brushes, collar, lead, telephone, a doctor's instruments (for example: a thermometer), crayons or pens for injections, an empty pill box, nurse or doctor's clothes, a notebook and pencil	***Activity 5*: Pretend play** 1 Lead the group to the pretend play corner and show them the new props. 2 Talk about how we go to the doctor when we are sick. Ask learners if they know the name of a special kind of doctor that sick animals go to (a vet). Explain to them that they are going to pretend to be a vet working at an animal shelter. Animals are often very scared when they go to the vet, so learners must be very gentle and kind to animals who visit the "animal shelter". 3 Explain that at the vet, you need to wait in a waiting room with your pet until the receptionist calls your name. You can then explain what is wrong with your pet. The receptionist will write down your name and tell you when it is your turn to see the vet. 4 Visit the corner at least once to observe and encourage the learners' pretend play. For example, you could walk up to the receptionist and say: *"Hello, my name is Ms Zama. I am here with my tiny kitten. Her name is Baby. She is very sick."*

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Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhophi kanye nezincwajana ezigoqiwe zomfundi ngamunye
- Ikhophi yezithombe zombala omnyamanomhlophe ezilandelanayo zomfundi
- Iphepha elingu-A4 lomfundi ngamunye, isikelo, iglu

Isonto 2 Usuku 1

Umsebenzi wekilasi lonke

Okunye ukulandelanisa izithombe

1. Qala ngabafundi abahlezi kumata. Khetha abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).
2. Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.
3. Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: *"Ngubani okhumbula into eyenzeka ngokulandelayo?"*
4. Uma sewulandelanise kahle izehlakalo zendaba, abafundi kumele baphindele ematafuleni abo.
5. Buza/Cela abafundi ukuthi basike izithombe ezingenamibala, uzihlele ngokulandelana kwazo bese uzinamathisela ekhasini elingenalutho. Zungeza/ hambahamba ekilasini usize lapho kudingeka khona. Lomsebenzi uwusizo ekuhloleni amakhono abafundi lokubona imiphumela yendaba ngokulandelana kwayo.
6. Uma abafundi sebeqedile umsebenzi wezithombe, nikeza umfundi ngamunye incwadi encane. Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.
7. Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.

Ukwethula umsindo othathwe endabeni

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

Umsebenzi wamaqembu amancane

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.

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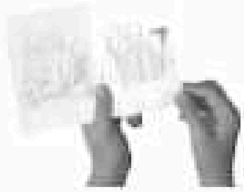
You will need:

- 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: *"kakhulu, kanti, kanye, kubo. Can you hear the focus sound: **k**a**k**hulu, **k**anti, **k**anye? Yes, you are right! They all have the sound /**k**/."*
2. *"Listen carefully, here are some more words with /**k**/: kodwa, ikati, ikota, ikamela, iketela, ikamu, ukolo, ikewu, ikepisi, ikalikuni, ikamela, ikalishi."* (Emphasise the focus sound as you say these words.)
3. Say the sound /**k**/ clearly and tell learners to watch your mouth carefully.
4. Ask learners to say the sound /**k**/: "**k-k-k**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

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Nakhu ozokudinga:

- Incwadi Enkulu: *UDayina nezilwane zakhe*
- Amanzi asezitsheni zokuphatha nebhulashi lokupende kuzotholwa umfundi ngamunye

Isonto 2 Usuku 2

Umsebenzi wekilasi lonke

Ukufunda ngokubambisana – Incwadi Enkulu

1 Khuthaza abafundi ukuthi babuke ikhava, bese bekhuluma ngalokho abakubonayo nababona ukuthi bayakwazi.

2 Fundela ikilasi isihloko sendaba. Khomba igama ngalinye ngenkathi ufunda. Sifunde futhi isihloko, bese ucela abafundi ukuthi basifunde kanye nawe.

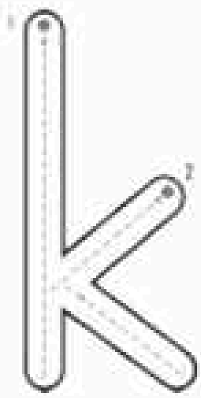
3 Siza abafundi ukuthi balandele izithombe encwadini yonke, baxoxe ngazo, bese ubakhuthaza ukuthi babuze imibuzo.

4 Khomba izinombolo zekhasi, ukhulume ngokuthi iyiphi inamba ezolandela.

5 Uma "sewuyiphenyaphenyile" yonke incwadi, buyela ekuqaleni uyofunda isihloko futhi. Bese uphenya amakhasi ufunde umusho ngamunye ngezwi elicacile owazalwa nalo. Khomba igama ngalinye ngenkathi ufunda.

6 Phinda uyifunde incwadi ukhuthaze abafundi ukuthi "bafunde" kanye nawe.

Ukwakha uhlamvu



1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /**k**/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /**k**/.

2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi bakama izinwele ngesikhathi bethi: "**k-k-kama**".

3 Bonisa abafundi ukuthi uhlamvu **k** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: *"Qala echashazini, wehle njalo. Yeqa, dweba ungene udwebe uphume."*

4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.

5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, iya ngaphandle bese unika umfundi ngamunye isitsha sokuphatha esinamanzi nebhulashi lokupenda. Abafundi bengadweba uhlamvu ngamanzi ophahleni izikhathi eziningi.

6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

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

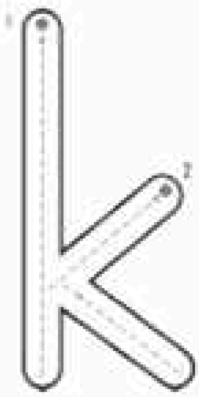
Week 2 Day 2

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

Small group activities

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

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Isonto 2 Usuku 3

Nakhu ozokudinga:

- Imisindo yezinyoni ekhala komakhala ekhukhwini.
- Izithombe zezinhlobo ezahlukene zezinyoni
- Isibuko esincane
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **k**: ikati, ikota, ikamela, iketela, ikamu, ukolo, ikewu, ikepisi, ikalikuni

Umsebenzi wekilasi lonke

Ukuzejwayeza ukulalela

1 Hlalisa abafundi babeyisikokelo beese uyabacela ukuthi bavale amehlo balalelisise ukuthi ingabe bayazizwa izinyoni ngaphandle. Buza kubafundi ukuthi ingabe kukhona inyoni abayaziyo uma izinyoni zibizana ngomsindo wezinyoni ezahlukahlukene

2 Abafundi kumele balalele ngokucophelela njengoba udlala imisindo eyahlukene yezinyoni kumakhala ekhukwini wakho noma wenze imisindo ehlukahlukene yezinyoni. (Qala ngemisindo ejwayelekile, owedada, oweqhude, owesikhova, owenkukhu, i-hadeda.). Khuthaza abafundi ukuthi balalele ngokucophelelela futhi bazame ukusho igama lenyoni.

3 Qhubeka nalomsebenzi ngokuxoxa ngezithombe zezinyoni ezahlukahlukene bese ubeka izithombe zezinyoni maphakathi nesiyingi zibheke phansi.

4 Umfundi kumele athathe ikhadi bese ezama ukwenza umsindo wenyoni bese eyayichaza. Abanye abafundi kumele baqagele inyoni esekhadini, umfundi oyiqagele kuqala kumele anikwe ithuba lokuthi athathe ikhadi esiyingini.

5 Ukuze lokhu kube lula kubafundi abanamahloni, bangenza umsebenzi ngababili.

Amabhokisi ezinhlamvu

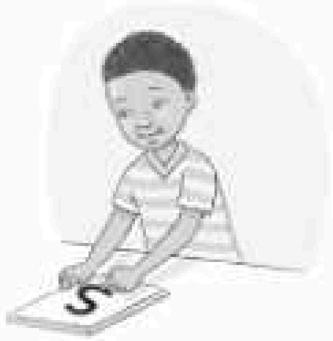
1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.

2 Buza imibuzo ephathelene nezinto: *"Uke wayibona into efana nale? Senzani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?"*

3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.

4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelela umsindo okugxilwe kuwo.

5 Uma abafundi sebezejwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *"Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu **k**."* Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.



Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

- Bird calls to play from a phone
- Pictures of different kinds of birds
- A letter box containing objects or pictures of objects that have the focus sound **k**: ikati, ikota, ikamela, iketela, ikamu, ukolo, ikewu, ikepisi, ikalikuni

Week 2 Day 3

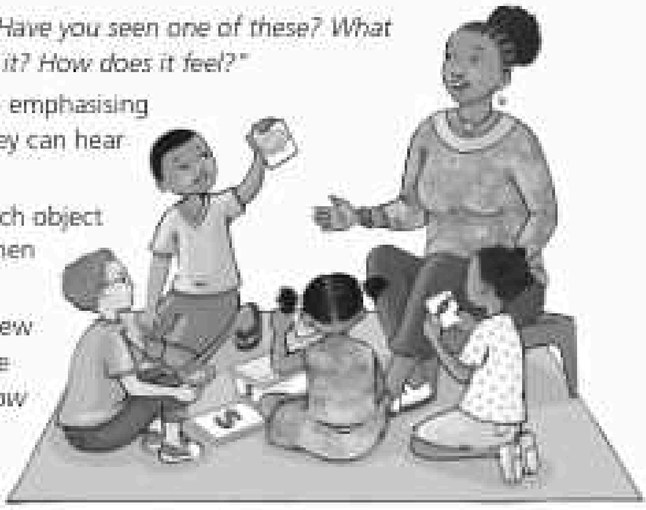
Whole class activities

Learning to listen

1. Seat learners in a circle and ask them to close their eyes and listen carefully to see if they can hear any birds outside. Ask learners if they know any bird calls (the sounds that different birds make).
2. Learners must listen carefully as you play different bird calls on your phone or make the sounds of different birds. (Start with calls that are likely to be familiar: a duck, a rooster, an owl, a chicken, a hadeda.) Encourage learners to listen carefully and try to say the name of the bird.
3. Extend this activity by discussing the pictures of different birds and then placing pictures face down in the middle of the circle.
4. A learner must take a card and try to make the sound of the bird and then describe the bird. The other learners have to guess the bird on the card. The learner who guesses first has a chance to go in the middle and take a card.
5. To make this easier for shy learners, they can do the activity in pairs.

Letter boxes

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



Small group activities

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

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Nakhu ozokudinga:

- Ikhophi yomfundi ngamunye yekhasi lomsebenzi **wokuFunda nokwenza**
- Inhlanganisela yamakhrayoni asamafutha

Isonto 2 Usuku 4

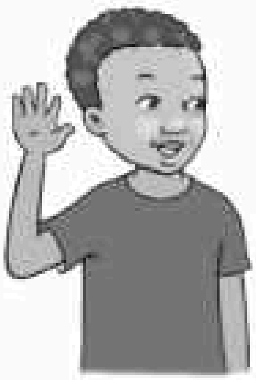
Umsebenzi wekilasi lonke

Funda bese wenza

1. Tshela abafundi ukuthi babheke uhlu olusekhasini lomsebenzi bese bekhuluma ngabakubonayo (izinombolo, izithombe namagama).
2. Khumbuza abafundi ukuthi "bazofunda" umuqga nomugqa bese benza lokho okushiwoyo.
3. Zama ukugwema ukufunda uhlu kanye nabafundi, kodwa ubukhuthaze ukuthi bafunde lonke uhlu ngaphambi kokuthi uqale ukudweba.
4. Hamba ubuka njengoba abafundi benza umsebenzi ubaseke lapho kudingeka khona.
5. Khumbuza abafundi ukuthi babheke uhlu futhi emuva kokuba sebeqedile "ukufunda" kanye nokudweba, bese beyathikha uma ngabe sebeqede ulayini ngamunye Womsebenzi.

Ukulalela imisindo okugxilwe kuyo

1. Chazela abafundi ukuthi kumele bacule iculo futhi kumele beqhaphelisise imisindo esekugcineni kwamagama (ushuni: "uMary wayenewundlu elincane").
   - UThisha: *"Yimuphi umsindo oqeda lamagama, oqeda lama gama, oqeda lama gama? Yimuphi umsindo oqeda lamagama: iduku, ebusuku nebhuku."* (UThisha uqhweba abafundi ukuba baphendule.)
   - Abafundi basho umsindo osekugcineni kwegama, isibonelo: /**ku**/. (UThisha wenza uphawu lokumisa isithupha.)
   - UThisha: *"/**ku**/ umsindo oqeda lamagama, oqeda lamagama, oqeda lamagama! /**ku**/ umsindo oqeda lamagama: iduku, ebusuku nebhuku."*
2. Sebenzisa lamagama kulomsebenzi:
   - /**la**/: i-apula, rula, lala, bala, cela, cula, ivila, ikhala, igula, jikijela, jula, iketela, ilamula, udokotela
   - /**ti**/: idoti, ikati, umati, inaliti, usawoti
   - /**na**/: funa, wena, bona, unana, usana, ibhanana
   - /**ma**/: yima, luma, lima, umama
   - /**ne**/: izambane, icikicane, isambane, uvemvane, ubhejane, imfene
   - /**ba**/: ubaba, ijuba, usiba, isifuba
   - /**ni**/: ipani, iveni, ipentshini, inyoni, ipeni
   - /**si**/: ujusi, unesi, usisi, amasi, isokisi, ubisi, idayisi, inyosi



Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

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

Week 2 Day 4

Whole class activities

Read and do

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

Listening for focus sounds

1. Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words *(tune: "Mary had a little lamb")*.
   - Teacher: *"What's the syllable that ends these words, ends these words, ends these words? What's the syllable that ends these words: iduku, ebusuku nebhuku."* (Teacher signals for learners to respond.)
   - Learners say the syllable that ends the word, for example: /**ku**/. (Teacher gives thumbs-up sign.)
   - Teacher: *"/**ku**/ is the syllable that ends these words, ends these words, ends these words! /**ku**/ is the syllable that ends these words: iduku, ebusuku nebhuku."*
2. Use these words for this activity:
   - /**la**/: i-apula, rula, lala, bala, cela, cula, ivila, ikhala, igula, jikijela, jula, iketela, ilamula, udokotela
   - /**ti**/: idoti, ikati, umati, inaliti, usawoti
   - /**na**/: funa, wena, bona, unana, usana, ibhanana
   - /**ma**/: yima, luma, lima, umama
   - /**ne**/: izambane, icikicane, isambane, uvemvane, ubhejane, imfene
   - /**ba**/: ubaba, ijuba, usiba, isifuba
   - /**ni**/: ipani, iveni, ipentshini, inyoni, ipeni
   - /**si**/: ujusi, unesi, usisi, amasi, isokisi, ubisi, idayisi, inyosi

Small group activities

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

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Nakhu ozokudinga:

- Iphepha leshadi eliphenywayo
- Inhlanganisela yamakhrayoni asamafutha
- Amaqoqo ezinhlamvu ahlobene nendaba: inkukhu, izilwane, ukudlisa, ukudlala, inkundla yokudlala, kubi, ememeza, ehleka, ongenamusa, ukuphonsa, abantwana, vikela

Isonto 2 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

1 Chazela abafundi ukuthi udinga usizo lwabo ukwenza ama-phosta azobekwa esikoleni sonke azokwazisa abantu ukuthi kungani kumele babe nesihe ezilwaneni futhi bazinakekele.
2 Babuze ukuthi ukhona yini ukhumbulayo ukuthi uDayina wathini ngezilwane njengoba lokhu kungaba yinto ongayibhala kwi-phosta. Isibonelo: *"Izilwane ziwusizo kithina futhi zingabangani bethu. Kumele sizivikele futhi sizinakekele."*
3 Buza abafundi ukuthi bayathanda yini ukubhala lokhu kwi-phosta noma baneminye imibono. Isibonelo: Yiba nesihe ezilwaneni. Nakekela izilwane ezifuywayo. Ungahlukumezi izilwane.
4 Xoxani ukuthi yini okudingeka kweenziwe ngabantu ukunakekela izilwane kahle bese nivumelana ngokuzobhalwa. Isibonelo: Qinisekisa ukuthi izilwane ezifuywayo zinamanzi ahlanzekile nsukuzonke, zidinga ukudla njengawe,ungajikijeli izilwane ngamatshe noma uzishaye.
5 Enza ama-phosta ambalwa anamagama afunwa ngafundi. Nikeza abafundi ama-phosta bese uyawanamathisela ngaphandle kwekilasi ukuze nabanye babone.

Ukuhlanganisa nokuhlukanisa (amalunga)

1 Cela abafundi ukuthi bahlale kumata. Phimisela igama elilodwa kulawa asohlwini lwamagama anamalunga amaningi, uveze ukuthi ahlukaniswa kanjani amalunga awo, isibonelo: **i | zi | lwa | ne**.
2 Cela abafundi ukuthi baviliyele ngelunga ngalinye: **i** (isinyathelo esisodwa) **zi** (isinyathelo esisodwa) **lwa** (isinyathelo esisodwa) **ne** (isinyathelo esisodwa). Nikeza abafundi okuxukuzwayo noma izigubhu ukuba bakuxukuze noma bashaye izigubhu.
3 Yisho amanye amagama anamalunga amaningi avela endabeni ngenkathi abafundi beviliyela ngelunga ngalinye. Khuthaza abafundi ukuthi babale inani lamalunga emagameni (Isibonelo: "izilwane" zinamalungu zine).

Umsebenzi wamaqembu amancane

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

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Week 2 Day 5

You will need:

- A piece of flipchart paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: inkukhu, izilwane, ukudlisa, ukudlala, inkundla yokudlala, kubi, ememeza, ehleka, ongenamusa, ukuphonsa, abantwana, vikela

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

Small group activities

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

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Imisebenzi yokwenziwa ngamaqembu Isonto 2

Nakhu ozokudinga	Imisebenzi
• Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye • Inhlanganisela yamakhrayoni asamafutha • Izithombe zezinyoni ezahlukahlukene 	***Umsebenzi 1:* Ukudweba nokubhala okuvelayo** **1** Chazela abafundi ukuthi kumele babuke ngokucophelela izinhlobo ezehlukene zezinyoni (imibala eyahlukahlukene, ukuma kwemilomo yazo, imilenze emide noma emifishane, imisila emide noma emifishane). **2** Uma ngabe sebezibukile izithombe zezinyoni, kumele badwebe baphinde bahlobise inyoni abayithandayo. Bakhuthaze ukuthi bazame ukuthi babhale amalebula ezingxenye ezahlukene ezinyoni (izimpiko, imilenze, imilomo, imisila).
• Umdlalo webhodi amagama amabili wezinyoni • Amadayisi amabili kanye nezinto zokubala *Ukunweba lomdlalo, beka wonke amakhadi ezithombe anezinhlamvu zokubhala uwabhekise phezulu etafuleni lapho khona umfundi azobeka isandla sakhe kuhlamvu, kumele bathole isithombe esiqala ngalolohlamvu.*	***Umsebenzi 2:* Amaphazili nemidlalo** **1** Beka umdlalo webhodi kumata nabafundi ababili noma abathathu bahlale bawuzungeze. **2** Chazela abafundi ngemithetho: • Abafundi kumele babeke izinto zabo zokubala endaweni yokuQala. • Umfundi ngamunye uthola ithuba lokhuphonsa idayisi bese ehambisa izinto zokubala ngenombolo efanele yezikhala ezisebhodini. • Uma bema la kukhona uhlamvu, kumele basho umsindo walelohlamvu bese babiza into eqala ngalowo msindo. • Umfundi wokuqala ozofinyelela ekuGcineni kwebhodi uyena ozobe edle umhlanganiso bese-ke uphela kanjalo umdlalo.
• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	***Umsebenzi 3:* Ukufunda ngokuzimela** **1** Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. **2** Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. **3** Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. **4** Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.

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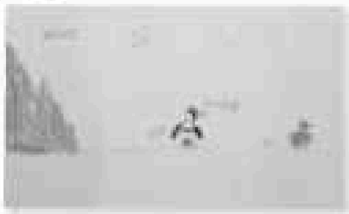
Small group activities for Week 2

You will need	Activities
• A blank A4 page for each learner • Jumbo wax crayons • Pictures of different types of birds 	***Activity 1*: Drawing and emergent writing** **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). **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). 
• Two **Word bird game boards** • Two dice and counters *To extend this game, put all the letter picture cards face up on the table so that when a learner lands on a letter, they have to find a picture that starts with that letter.*	***Activity 2*: Puzzles and games** **1** Place the game board on the mat with two to three learners seated around it. **2** Explain the rules to the learners: • Learners put their counters on *Start*. • Each learner takes a turn to throw the die and moves the counter the correct number of spaces on the board. • When they land on a letter, they must say the sound that letter makes and name something that begins with that sound. • The first learner to reach the *End* of the bird is the winner and the game is over.
• Books, magazines, folded little books, Big Books and leaflets 	***Activity 3*: Independent reading** **1** Lead the group to the book corner or give the group a pile of books. **2** To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. **3** Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. **4** Visit the corner to observe and encourage the learners' reading.

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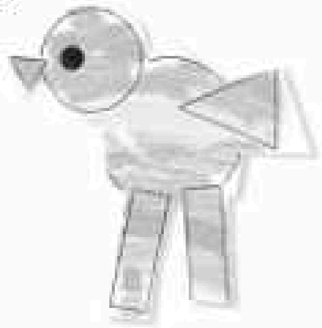
Nakhu ozokudinga	Imisebenzi
• Ikhophi yekhasi lomsebenzi **wokuma wezinyoni** zomfundi ngamunye • Inhlanganisela yamakhrayoni asamafutha, isikelo neglu 	*Umsebenzi 4:* **Amakhono omzimba nokubhala ngesandla** **1** Chazela abafundi ukuthi kumele bafake imibala bese besika ngokuma kwenyoni bese benamathisela ekhasini ukwenza inyoni. **2** Cela abafundi ukuthi bafake izinyawo baphinde badwebe ingemuva. 
• Okudingeka eshashalazini: amathoyizi athambile noma izithombe zezilwane ezifuywa emakhaya, ubhaskedi, izitsha, i-stethoskopu, amabhulashi wezilwane, ukhololo, isivalo, ucingo, izinsiza kusebenza zikadokotela (isibonelo: itemomitha), amakhrayoni noma amapeni azokwenziwa imijovo, ibhokisi elingenalutho lamaphilisi, izingubo zokugqoka zomhlengikazi noma udokotela, incwadi yokubhalela nepeni lomsizi	*Umsebenzi 5:* **Ukulingisa kokuzenzisa** **1** Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 lapho bebevakashele indawo evikela izilwane noma udokotela wezilwane. **2** Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa.

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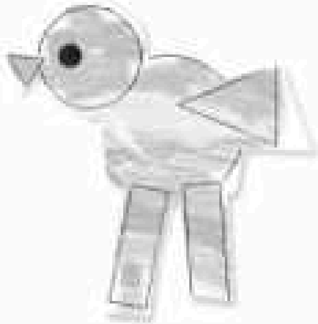
You will need	Activities
• A photocopy of the **Bird shape activity page** for each learner • Jumbo wax crayons, scissors, glue 	***Activity 4*: Fine motor skills and handwriting** 1 Explain to learners that they must colour in and cut out the shapes, and then stick them on the page to make a bird. 2 Ask learners to add the bird's feet and draw the background. 
• Props: soft toys or pictures of pets, baskets or beds for the animals, blankets, bowls, stethoscope, grooming-brushes, collar, lead, telephone, a doctor's instruments (for example: a thermometer), crayons or pens for injections, an empty pill box, nurse or doctor's clothes, a notebook and pencil	***Activity 5*: Pretend play** 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working at or visiting an animal shelter or vet. 2 Visit the corner at least once to observe and encourage the learners' game.

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★ UKhipha nenkulisa

Indaba

Le ndaba imayelana nendoda enomusa okuthiwa nguKhipha. UKhipha unendawo ayakhile lapho egcina khona abantwana bezilwane. Le ndawo uyibiza ngenkulisa. Kule ndawo yakhe abantu baletha izilwane zasendle ezingenabo abazali ukuba zizonakekelwa. Yizilwane ezincane kakhulu, ezingakwazi ukuzinakekela ngokwazo, ngakho impilo yazo endle ingaba yingozi.

UKhipha nabasizi bakhe banakekela abantwana bezilwane baze bakhule ngokwanele, bazihlalele ngokwabo endle. Abasizi bakhe bayaye baziqaphele izilwane. Bazipha ukudla, bazihlalise endaweni efudumele. Uma lezi zilwane kwenzeka zigule, abasizi bazinakekela baziphe nemithi yokuzelapha.

Ngelinye ilanga uKhipha kwaba khona akuzwa ezindabeni. Kwakunendlovu eyayizofika enkulisa. Yayigula, izacile futhi idangele, ingenabo nabazali abazoyinakekela. Lo mntwana wendlovu wafika enkulisa ngeloli, egibele ngemuva. UKhipha nomsizi bamehlisa ngesineke umntwana. Bamupha igama elithi nguQondeni.

Okokuqala, uQondeni wayengafuni ukudla, ekhetha ukuzilalela ezingutsheni zakhe. UKhipha nabasizi bakhe abazange balilahle ithemba. Baqhubeka bemnakekela nsuku zonke; naye waqala ukukhula ngamandla. Ngelinye ilanga uKhipha wathi: "Ngicabanga ukuthi uQondeni sekufanele aphumele ngaphandle ayodlala nezinye izilwane."

Waqala wazizwa ekhathele uQondeni, enza yonke into kancane. Washesha ukujwayela ukudlala. Abangane abakhulu bakhe kwakuyindlulamithi kanye nomntwana kabhejane. Wayedlala nabo ibhola uma bendawonye. UKhipha wayebabuka ahleke. "Ngelinye ilanga nizoba ngompetha bebhola lezinyawo!" kusho uKhipha.

Nakuba uQondeni ayethanda ukudlala nabangane, wayethanda kakhulu ukuphaxazisa amanzi! Ngesinye isikhathi wayeze athele uKhipha uqobo ngamanzi esebenzisa umboko wakhe. Kwakungamkhathazi lokhu uKhipha; wayejabulela ukubona uQondeni ezifundisa ukusebenzisa umboko njengezinye izindlovu.

"Sekuseduze ukuthi uQondeni abuyele ezindlovini zasendle futhi," kucabanga uKhipha ejabule.

Iphela lapha indaba.

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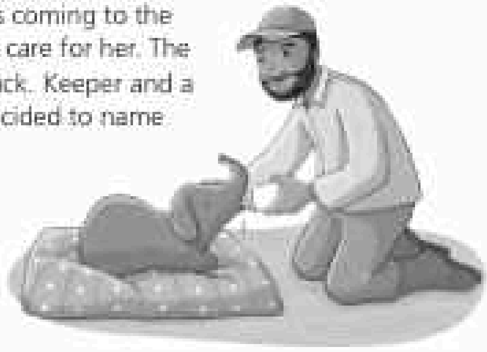
Keeper and his nursery

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.

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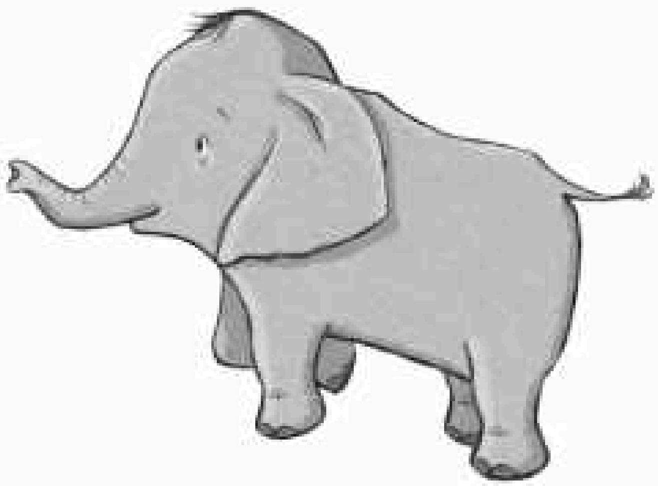
Iculo

Um' ungahlangana nendlovu ehlobo,
Ungenzani ungenzani, ungenzani kuyo?
Ngingathi: "Sawubona, Ndlovu, unjani?
Masijabule, dansa nami!"

Um' ungahlangana nobhejane ehlobo,
Ungenzani ungenzani, ungenzani kuyo?
Ngingathi; "Sawubona, Bhejane, unjani?
Masijabule, dansa nami!"

Um' ungahlangana nendlulamithi ehlobo,
Ungenzani ungenzani, ungenzani kuyo?
Ngingathi: "Sawubona, Ndlulamithi, unjani?
Masijabule, dansa nami!"



(Licule ngendlela yeculo elithi "Nampaya omame bethwel' imithwalo" noma ngendlela yakho.)

Amagama amasha endabeni

Amagama awukhiye:	**izilwane zasendle**	**umzali**	**intandane**	**indlovu**	**indlulamithi**	**ubhejane**
Amagama ongeziwe:	ngamandla	uzacile	ukulahla ithemba	umboko	ukuphaxazisa	ukuchela
	umsizi	umuthi	kufudumele	abangane	ukhathele	ukwenza kancane

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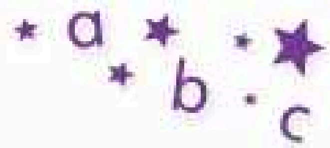
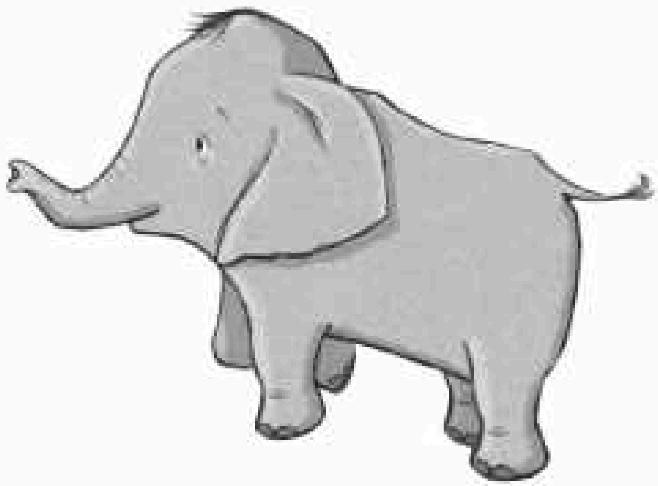


Song

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

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Nakhu ozokudinga:

- Indaba: *UKhipha nenkulisa*
- Amaphaphethi: UKhipha, uQondeni indlovu, umntwana kabhejane, umntwana wendlulamithi
- Okudingeka eshashalazini: ingubo, ibhodlela lomntwana, ibhodlela lomuthi elingenalutho, ibhola
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha

Isonto 1 Usuku 1

Umsebenzi wekilasi lonke

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

Nginyakazisa iminwe yami
Nginyakazisa iminwe yami
Nginyakazisa izinzwane zami
Nginyakazisa amahlombe ami
Manje-ke ishaya izandla
Yonke iminyakazo isiphelele kimi
Futhi sengithule du!

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

1 Ngaphambi kokuxoxa indaba

1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.

1.2 Fanisa indaba nempilo yabafundi: *"Ngabe ukhona yini obone umntwana wendlovu, indlulamithi noma ubhejane okwangempela noma kumabonakude? Wake wasithola yini isilwane esilimele noma esigulayo futhi yini owayenza ukusiza leso silwane?"*

1.3 Yithi: *"Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba."* Xoxa ngamagama abalulekile asemagameni amasha. Buza abafundi ukuthi ngabe bakebalizwa yini igama elithi "intandane" bese uyachaza ukuthi kusho umuntu noma isilwane esinganabazali.

2 Ngenkathi uxoxa indaba

2.1 Yixoxe ngomdlandla, uguqule izwi njalo.

2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.

2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenye yendaba ngokubabuza imibuzo enezimpendulo eziningi, efana nokuthi: *"Yini ocabanga ukuthi uKhipha nabasizi bengayenza ukuze banakekele abantwana bezilwane? UKhipha naba sizi bazizwa kanjani uQondeni eseba namandla? Kungani uKhipha engathukuthelanga uma uNandi emthela ngamanzi?"*

3 Emva kokuxoxa indaba

3.1 Buza abafundi uthi: *"Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenye ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba? Ucabanga ukuthi ungasebenza enkulisa yezilwane kaKhipha? Kunganí/kungavimbani?"*

Ukwethula umsindo othathwe endabeni

1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *"baziqaphele, waqala, uqobo, uQondeni. Uyayizwa imisindo okugxilwe kuyo: bazi**q**aphele, wa**q**ala, u**q**obo, u**Q**ondeni? Yebo, uqinisile! Wonke anomsindo /**q**/."*

2 *"Lalelisisa, nanka amagama aqala ngomsindo /**q**/: qabula, iqanda, iqude, iqabunga, iqaqa, iqebelengwane, iqembu."* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)

3 Yisho lo msindo /**q**/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.

4 Cela abafundi ukuthi basho lo msindo /**q**/: "**q-q-q**" Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

- Story: *Keeper and his nursery*
- Puppets: Keeper, Nandi the elephant, baby rhino, baby giraffe
- Props: a blanket, a baby's bottle, an empty medicine bottle, a ball
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

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

I wiggle my fingers

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

Storytelling and building vocabulary

1 Before you tell the story

1.1 Tell learners the title of the story and introduce the characters using the puppets.

1.2 Relate the story to learners' lives by asking: *"Has anyone ever seen a baby elephant, giraffe or rhino in real life or on television? Have you ever found an animal that is hurt or sick and what did you do to help that animal?"*

1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list. Ask learners if they have ever heard the word "orphan" and explain that this means a person or animal who has no parents.

2 While you tell the story

2.1 Tell the story in a lively way and use different voices.

2.2 Do actions and make use of the puppets and props.

2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think 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: *"baziqaphele, waqala, uqobo, uQondeni. Can you hear the focus sound: bazi**q**aphele, wa**q**ala, u**q**obo, u**Q**ondeni? Yes, you are right! They all have the sound /**q**/."*
2. *"Listen carefully, here are some more words with /**q**/: qabula, iqanda, iqude, iqabunga, iqaqa, iqebelengwane, iqembu."* (Emphasise the focus sound as you say these words.)
3. Say the sound /**q**/ clearly and tell learners to watch your mouth carefully.
4. Ask learners to say the sound /**q**/: "**q-q-q**". 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.

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Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo

Isonto 1 Usuku 2

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokucula

1 Qala ngokukhumbuza abafundi incazelo yamagama owethule ngoSuku-1.

2 Phinda uxoxe indaba ngamaphaphethi. Buza imibuzo ngenkathi uxoxa indaba. Khuthaza abafundi ukuthi baqagele ukuthi yini ezokwenzeka ngokulandelayo endabeni.

3 Tshela abafundi ukuthi uzobafundisa iculo elisha elizohambisana nendaba.

4 Yisho imigqa embalwa yeculo ngokucacile, usho ngokungasheshi, bese ucela abafundi ukuthi bangene bacule kanye nawe. Kungaba lukhuni khona kubafundi ukukhumbula amagama, ngakho bafundise ngezingxenyana ezincane zeculo.

5 Yiba nezithombe kanye nezinto zeshashalazi ukusiza abafundi ukuthi baluqonde ulimi lweculo.

6 Fundisa abafundi iminyakazo yeculo, kube umdlalo omnandi ukulicula ngezilimi ezahlukene.

Ukwakha uhlamvu

1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /**q**/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /**q**/.

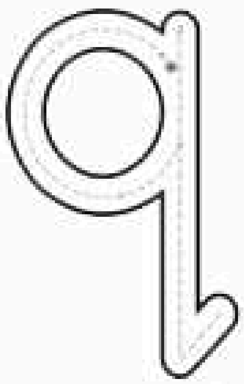
2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza isimo se**qanda** ngezandla zabo bese benza sengathi baliphihlizela epanini.

3 Bonisa abafundi ukuthi uhlamvu **q** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: *"Qala echashazini, jikeleza, khuphuka, yehla ubuye ukhuphuke."*

4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.

5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.

6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

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

Week 1 Day 2

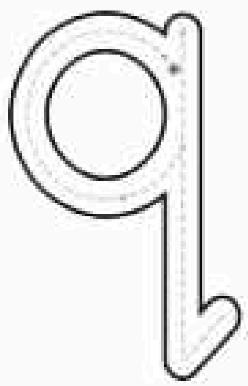
Whole class activities

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



Small group activities

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

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Nakhu ozokudinga:

- Okudingeka eshashalazini namaphaphethi asendabeni
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **q**: iqanda, iqude, iqabunga, iqaqa, iqebelengwane, iqembu

Isonto 1 Usuku 3

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokuyidlala

1. Cula iculo.
2. Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: UKhipha akayekanga ukukhathalela uQondeni ngesikhathi elala futhi angafuni ukudla. Imaphi amagama endabeni asho ukuthi babelokhu bezamile? *(abalilahlanga ithemba)*
3. Khetha abafundi abazoba ngabadlali endabeni.
4. Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
5. Chazela abafundi ukuthi wena (thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
6. Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
7. Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

Amabhokisi ezinhlamvu

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

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **q**: iqanda, iqude, iqabunga, iqaqa, iqebelengwane, iqembu

Week 1 Day 3

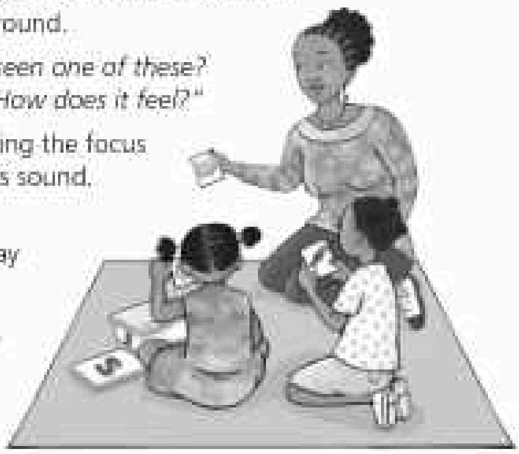
Whole class activities

Storytelling and role play

1. Sing the song.
2. Ask learners if they can remember the meaning of words from the vocabulary list. For example: Keeper didn't stop caring for Nandi when she slept and didn't want to eat. What words from the story mean they kept on trying? (They didn't give up.)
3. Choose learners to play the characters in the story.
4. Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
5. Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
6. Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
7. If there is time, you may want to repeat the role play with different learners.

Letter boxes

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



Small group activities

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

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Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhadi ezithombe
- Izitsha ezinhlanu, uhlamvu nekhadi lesithombe elizonamatheliswa esitsheni

UStella uthi:

Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

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

Isonto 1 Usuku 4

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

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

Ukulalela imisindo okugxilwe kuyo

1. Nikeza umfundi ngamunye ikhadi lezithombe. Bacele ukuthi baqambe isithombe bese besho igama ngokunensa kakhulu. Laba abanye abafundi kumele bezame ukuthola umsindo kwegama. Isibonelo: Igama elithi "iqanda" lino msindo /**q**/.
2. Uma umfundi ngamunye esethole ithuba lokusho igama lesithombe sakhe nomsindo usutholakele, bonisa abafundi izitsha ezinhlanu, ngasinye siqukethe uhlamvu kanye nekhadi lesithombe. Abafundi kumele bathathe isinqumo sokuthi bazowabeka kuphi amakhadi ezithombe. Isibonelo: Uma benesithombe "seqanda", kumele besifake esitsheni nomsindo **q**.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

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

Stella says:

These are useful questions to ask about each picture:

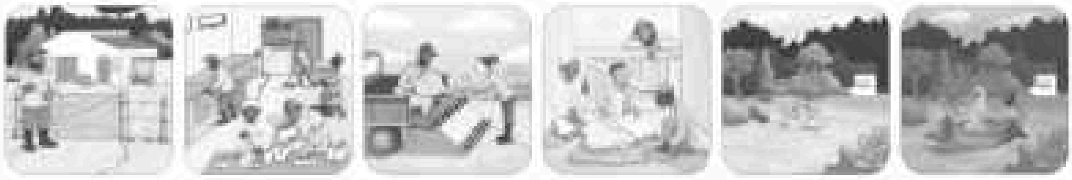
- *"Who can you see?"* (characters)
- *"What is he/she/it doing?"* (verbs and actions)
- *"What else can you see?"* (looking again)
- *"Where is the ...?"* (naming places/position)
- *"Why do you think ...?"* (creative thinking, expressing opinions)

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. 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 "iqanda" has the focus sound /**q**/.
2. When each learner has had a turn to say the name of their picture and the focus sound has been identified, show learners the five containers, each containing a letter and picture card. Learners must decide where to put their picture card. For example: If they have a picture of a "seqanda", they would need to place it in the container with the **q** sound.

Small group activities

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

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Isonto 1 Usuku 5

Nakhu ozokudinga:

- Iphepha leshadi eliphegekayo
- Izithombe zezilwane zasendle
- Umfundi ngamunye: Iphepha le A4 eligoqwe kathathu, ucezwana lekhadibhodi elivuselelwe kabusha lagoqwa ingxenye, izinsimbi ezimbili noma izivalo zezigubhu zikapulasitiki, indwangu yokuhlobisa
- Inhlanganisela yamakhrayoni asamafutha, isikele, ingcino yamapulangwe noma eyokwakha

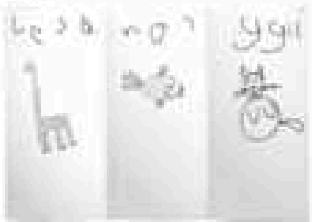
Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

1 Bonisa abafundi izithombe zezilwane zasendle bese uchaza ukuthi zibukeka kanjani: Ngabe zinamabala (amangwe, izingulule, izimpangele, izindlulamithi), imithende (izilo, amadube, izinyoka) noma ezingenamabala (amabhubesi, izindlovu, obhejane)?

2 Bese ucela abafundi ukuthi bakusize uhlele izilwane ngamaqembu. Bhala amagama "amabala", "imithende", "ezingenamabala" ezingcezwini zephepha eliphegekayo. Nikeza abafundi ithuba lokukhetha izilwane bese bezinamathisela ngaphansi kwesihloko esilungile ngenhlaka.

3 Nikeza umfundi ngamunye iphepha le A4 eligoqwe kathathu. Kumele bazame ukubhala izihloko phezulu ephepheni: amabala, imithende, ezingenamabala. Kumele-ke badwebe izilwane ezimbili ngaphansi kwesihloko ngasinye.



Ukuhlanganisa nokuhlukanisa (amalunga)

1 Umfundi ngamunye kumele aqale ngokwenza ingwenya. Kumele agoqe ingxenye yezingcezu ezincane ngobubanzi bekhadi bese eyazihlobisa ukuze zibukeke njenge ngwenya. Bese-ke benamathisela izivalo zezigubhu ngaphakathi kwekhadi lapho okuzobe kunamazinyo engwenya.

2 Abafundi bengawuvula baphinde bawuvale umlomo wengwenya baphinde balalele umsindo owenziwa "amazinyo".

3 Uma eseyenzile ingwenya yakhe, engayisebenzisa ukwehlukanisa amagama abe amaqoqo ezinhlamvu. Isibonelo: i-ngwe-nya = amalunga ama-3 ongwaqabathwa.

4 Bonisa abafundi izithombe zezilwane zasendle, biza izilwane ngamagama azo bese uyabakhuthaza ukuthi bathole ungwaqabathwa welunga ngalinye:
i-ndlo-vu-da-wa-na = ongwaqabathwa aba-6, i-ndlo-vu = ongwaqabatwa aba-3,
i-nka-wu = ongwaqabatwa aba-3, u-bhe-ja-ne = ongwaqabathwa aba-4,
i-mvu-bu = ongwaqabathwa aba-3, i-nyo-ka = ongwaqabathwa aba-3,
i-mba-ba-la = ongwaqabathwa aba-4.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

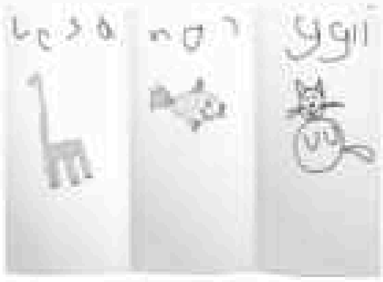
- Flipchart paper
- Pictures of wild animals
- For each learner: an A4 page folded in three, a small strip of recycled cardboard folded in half, two metal or plastic bottle tops, fabric to decorate
- Jumbo wax crayons, scissors, wood or craft glue

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-da-wa-na = 6 clicks, i-ndlo-vu = 3 clicks, i-nka-wu = 3 clicks, u-bhe-ja-ne = 4 clicks; i-mvu-bu = 3 clicks, i-nyo-ka = 3 clicks, i-mba-ba-la = 4 clicks.

Small group activities

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

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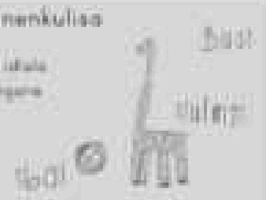
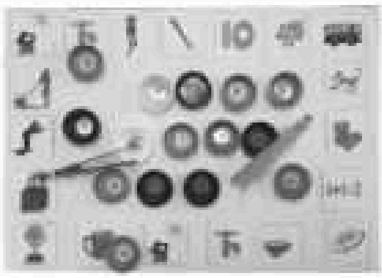
Imisebenzi yokwenziwa ngamaqembu Isonto 1

Nakhu ozokudinga	Imisebenzi
• Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye • Inhlanganisela yamakhrayoni asamafutha UKhipha nenkulisa  *Ngalesi sikhathi sonyaka, abafundi bafanele babe nokuzethemba ngokubhala ngabo uqobo. Ungakhathazeki uma bethola/akala sebebhala uhide lwezinhlamvu ezingahlukanisiwe nangezikhala*	***Umsebenzi 1:* Ukudweba nokubhala okuvelayo** **1** Bhala ishloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo. **2** Cela abafundi ukuthi bawakhombe amagama esihloko ngenkathi uwafunda. **3** Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe. **4** Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni. **5** Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe. **6** Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo. **7** Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. **8** Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace. **9** Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.
• Amakhadi ezithombe- imisindo emaphakathi inamatheliswe ngenhlaka emakhoneni ocezu lwephepha le A3 noma ikhadi • Izivalo zezigubhu ezibhalwe onkamisa ngaphakathi kwazo (uma kunezithombe ezinhlanu ezino **d**, kumele kube nezivalo ezinhlanu ezino **d** ubhalwe phakathi kwazo.) • Udlawana (Lokhu kungakhiwa ngezinti ezimbili zo-ayisikhilimu, isihlilingi kanye nopomu-pomu ngaphakathi kwezinti.)	***Umsebenzi 2:* Amaphazili nemidlalo** **1** Chazela abafundi ukuthi kumele basebenzise udlawana ukuze bacoshe isivalo esinohlamvu bese beyabheka ukuthi bengasithola yini isithombe esinalowo msindo. Isibonelo: Uma becoshe u **d**, kumele bathole isithombe esinmsindo /**d**/ njengo "idada", "idolo", "idayisi", noma "udokotela". **2** Bese ke kumele babeke isivalo phezu kwekhadi lesithombe. Kumele baqhubeke kuze kube zonke izithombe ziba nesivalo. 
• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	***Umsebenzi 3:* Ukufunda ngokuzimela** **1** Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. **2** Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. **3** Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. **4** Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.

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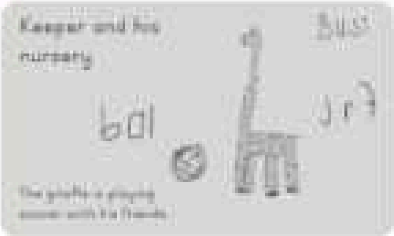
Small group activities for Week 1

You will need

- A blank A4 page for each learner
- Jumbo wax crayons



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.

Activities

***Activity 1*: Drawing and emergent writing**

1. Write the title of the story at the top of each learner's blank page before the lesson.
2. Ask learners to point to the words of the title as you read them together.
3. Ask learners what part of the story they liked best. Give some suggestions.
4. Encourage learners to draw their favourite part of the story.
5. Make a comment or ask each learner to tell you about their drawing.
6. Ask learners if they would like to write something about their picture or if they would like you to write for them.
7. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence.
8. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.
9. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.

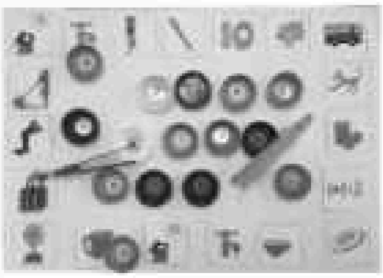
You will need

- Picture cards – stuck with Prestik around the edges of an A3 piece of paper or card
- Bottle tops with a letter written inside the lid (If there are five pictures with a **d**, there must be five bottle tops with a **d** written inside the lid.)
- Tweezers (These can be made from two ice-cream sticks, an elastic band and a pompom between the sticks.)

Activities

***Activity 2*: Puzzles and games**

1. Explain to learners that they must use the tweezers to pick up a bottle top letter and see if they can find a picture with that sound. For example: If they pick up **d**, they must find a picture with a **/d/** sound such as "idada", "idolo", "idayisi", noma "udokotela".
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.



You will need

- Books, magazines, folded little books, Big Books and leaflets

Activities

***Activity 3*: Independent reading**

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

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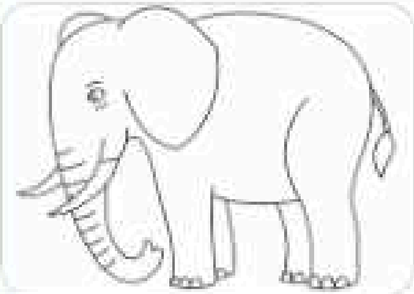
Nakhu ozokudinga	Imisebenzi
• Ikhophi yekhasi **lomsebenzi weNdlovu** uzotholwa umfundi ngamunye, iphephandaba elizodatshulwa, ingcino namakhoki amnyama 	*Umsebenzi 4:* **Amakhono omzimba nokubhala ngesandla** **1** Abafundi kumele badabule iphephandaba libe izingcezwana bese bezinamathisela endlovini yabo. Uma indlovu yabo isiphelele bengasebenzisa amakhokhi amnyama ukudweba indlebe kanye neso. **2** Bengahlobisa ingemuva uma sebeqedile noma besike indlovu bese-ke bonke abafundi benze umhlambi wezindlovu ocezwini lwephepha leshadi elipheqekayo.
• Okudingeka eshashalazini: ithileyi noma ibhokisi lekhadibhodi elingajulile, isihlabathi, izinti zokwakha ufenisi, izivalo zezigubhu eziluhlaza okwesibhakabhaka zizoba amanzi, amatshe, amacembe, izingcezu zezindwangu okwezingubo, izilwane zase ndle ezenziwe ngopulasitiki noma zanamathiselwa ekhadini	*Umsebenzi 5:* **Ukulingisa kokuzenzisa** **1** Yana engosini yokwenza sengathi kuyadlalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha. **2** Bachazele ukuthi bazokwenza inkulisa yezilwane ezingenabazali. Kumele benze isiqiniseko sokuthi kukhona amanzi nokudla kwezilwane, nethunzi elizozenza zihlale zipholile. Kumele futhi benze isiqiniseko sokuthi kubiywe ngofenisi ukuthi amabhubhesi nezinye izilwane ezidla inyama zingafinyeleli lapho okunezilwane ezidla utshani. Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa.

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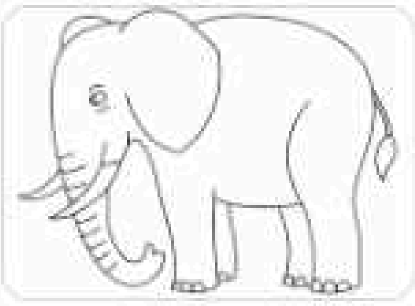
You will need	Activities
• A photocopy of the **Elephant activity page** for each learner, newspaper to tear, glue, black kokis	***Activity 4*: Fine motor skills and handwriting** **1** Learners must tear the newspaper into small pieces and then stick them onto their elephant. Once their elephant is complete they can use the black koki to trace over the ear and draw an eye. **2** 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. 
• 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	***Activity 5*: Pretend play** **1** Lead the group to the pretend play corner and show them the new props. **2** Explain to them that they are going to 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.

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Nakhu ozokudinga:

- Ikhophi yezithombe zombala omnyamanomhlophe ezilandelanayo zomfundi
- Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye

Isonto 2 Usuku 1

Umsebenzi wekilasi lonke

Okunye ukulandelanisa izithombe

1 Qala ngabafundi abahlezi kumata. Khetha abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).

2 Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.

3 Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: *"Ngubani okhumbula into eyenzeka ngokulandelayo?"*

4 Uma sewulandelanise kahle izehlakalo zendaba, abafundi kumele baphindele ematafuleni abo.

5 Buza/Cela abafundi ukuthi basike izithombe ezingenamibala, uzihlele ngokulandelana kwazo bese uzinamathisela ekhasini elingenalutho. Zungeza/ hambahamba ekilasini usize lapho kudingeka khona. Lomsebenzi uwusizo ekuhloleni amakhono abafundi lokubona imiphumela yendaba ngokulandelana kwayo.

6 Uma abafundi sebeqedile umsebenzi wezithombe, nikeza umfundi ngamunye incwadi encane. Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.

7 Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.

Ukwethula umsindo othathwe endabeni

1 Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *"baletha, bazipha, 'nabasizi bakhe banakekela abantwana bezilwane baze bakhule ngokwanele, bazihlalele ngokwabo endle'. Uyayizwa imisindo okugxilwe kuyo: 'na**b**asizi **b**akhe **b**anakekela a**b**antwana **b**ezilwane **b**aze **b**akhule ngokwanele, **b**azihlalele ngokwa**b**o endle'? Yebo, uqinisile! Wonke anomsindo /**b**/."*

2 *"Lalelisisa, nanka amagama aqala ngomsindo /**b**/: buza, bona, beka, bala, ubuso, bomvu, ubaba, ubisi, ubulawu, ubumba, isibuko, isibungu."* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama).

3 Yisho lo msindo /**b**/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.

4 Cela abafundi ukuthi basho lo msindo /**b**/: "**b-b-b**". Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Umsebenzi wamaqembu amancane

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.

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You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

1. Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
2. Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
3. Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: *"Who can remember what happened next?"*
4. Once you have sequenced the story, learners must move to their tables.
5. Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
6. Once learners have completed their sequence pictures, give each learner a little book.
7. If there is time, they should "read" their little book to a partner in the class.
8. Learners can take the books or sequence pictures home to read with their families.

Introducing a sound from the story

1. Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"baletha, bazipha, 'nabasizi bakhe banakekela abantwana bezilwane baze bakhule ngokwanele, bazihlalele ngokwabo endle'. Can you hear the focus sound: 'na**b**asizi **b**akhe **b**anakekela a**b**antwana **b**ezilwane **b**aze **b**akhule ngokwanele, **b**azihlalele ngokwa**b**o endle'? Yes, you are right! They all have the sound /**b**/."*
2. *"Listen carefully, here are some more words with /**b**/: buza, bona, beka, bala, ubuso, bomvu, ubaba, ubisi, ubulawu, ubumba, isibuko, isibungu."* (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.

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Nakhu ozokudinga:

- Incwadi Enkulu: *UKhipha nenkulisa*
- Amanzi asezitsheni zokuphatha nebhulashi lokupende kuzotholwa umfundi ngamunye

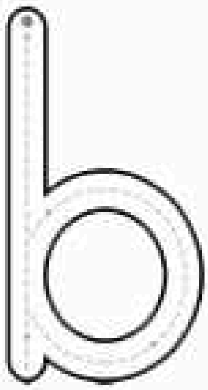
Isonto 2 Usuku 2

Umsebenzi wekilasi lonke

Ukufunda ngokubambisana – Incwadi Enkulu

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

Ukwakha uhlamvu



1. Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /**b**/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /**b**/.
2. Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi bayagodolo futhi bayaqhaqhazela ngesikhathi benyakazisa izindebe zomlomo: "**b-b-banda**".
3. Bonisa abafundi ukuthi uhlamvu **b** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: *"Qala echashazini, yehla, khuphuka, jikeleza."*
4. Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
5. Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, iya ngaphandle bese unika umfundi ngamunye isitsha sokuphatha esinamanzi nebhulashi lokupenda. Abafundi bengadweba uhlamvu ngamanzi ophahleni izikhathi eziningi.
6. Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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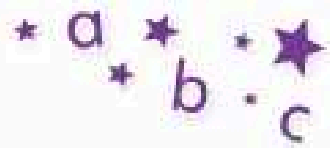


You will need:

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

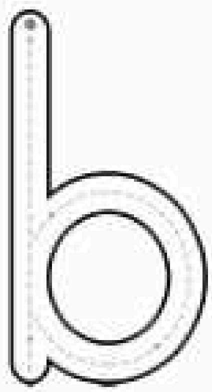
Week 2 Day 2

Whole class activities

Shared reading – Big Book

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

Forming the letter



1. Remind learners of the focus sound. Ask learners if anyone's name starts with /**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 moving their lips and saying: "**b-b-banda**".
3. Show learners how to write the letter **b**. Praise their attempts, then write a large letter on the board or in the air while saying the following: *"Start at the dot, go down, half way up again, and then around."*
4. Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
5. Once you have modelled how to write the letter, go outside and 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.

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Nakhu ozokudinga:

- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe ezinto ngomsindo **b**: ubuso, bomvu, ubaba, ubisi, ubulawu, ibumba, uboya

Isonto 2 Usuku 3

Umsebenzi wekilasi lonke

Ukuzejwayeza ukulalela

1. Abafundi kumele benze indilinga bese beyalalelisisa njengoba ubanika imiyalo. Uma uthi "UKhipha uthi", kumele benze lokho okushoyo. Uma ungasho ukuthi "UKhipha uthi", kumele bame benganyakazi. Isibonelo:
   - ★ UKhipha uthi, *"Shaya izinyawo phansi njengendlovu."*
   - ★ *"Sisiza okwenyoka"*.
   - ★ UKhipha uthi, *"Zelule njengebhubesi"*
   - ★ UKhipha uthi, *"Ngxumisa okwenyamazane"*.
   - ★ *"Ndiza njengokhozi"*
   - ★ Umgcina uthi, *"Hlafunisa okwendlulamithi"*.
   - ★ UKhipha uthi, *"Zamulisa okwe mvubu."*
2. Manje yithi: *"Ngizokunikeza izinkomba bese uzama ukuqagela ukuthi yisiphi isilwane sasendle engisicabangayo."*
3. Lalelisisa kahle zonke izinkomba ngaphambi kokuzama ukuqagela. Beka isandla sakho ekhanda uma ucabanga ukuthi uyayazi impendulo. Isibonelo: *"Ngifuna isilwane esikhulu esimpunga esinamadlebe amakhulu nekhala elide."*
4. Qhubeke nezinye izibonelo bese ubuza ukuthi ukhona yini umfundi ongathanda ukuzama ukunikeza izinkomba.

Amabhokisi ezinhlamvu

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

Imisebenzi yokwenziwa ngamaqembu amancane

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

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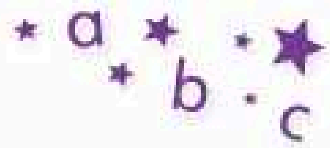


You will need:

- A letter box containing objects or pictures of objects that have the focus sound **b**: ubuso, bomvu, ubaba, ubisi, ubulawu, ubumba, uboya

Week 2 Day 3

Whole class activities

Learning to listen

1 Learners stand in a circle and listen carefully as you give them instructions. If you say "Keeper says", they must do what you say. If you don't say "Keeper says", they must stand still. For example:

- Keeper says, *"Stomp like an elephant."*
- *"Slither like a snake."*
- Keeper says, *"Stretch like a lion."*
- Keeper says, *"Jump like a springbok."*
- *"Fly like an eagle."*
- Keeper says, *"Chew like a giraffe."*
- Keeper says, *"Yawn like a hippo."*

2 Now say: *"I am going to give you some clues and you must try and guess which wild animal I am thinking of."*

3 Listen carefully to all of the clues before you try and guess. Put your hand on your head if you think you know the answer. For example: *"I am looking for an animal that is large and grey with big ears and a long nose."*

4 Continue with other examples and ask if any of the learners would like to try giving clues.

Letter boxes

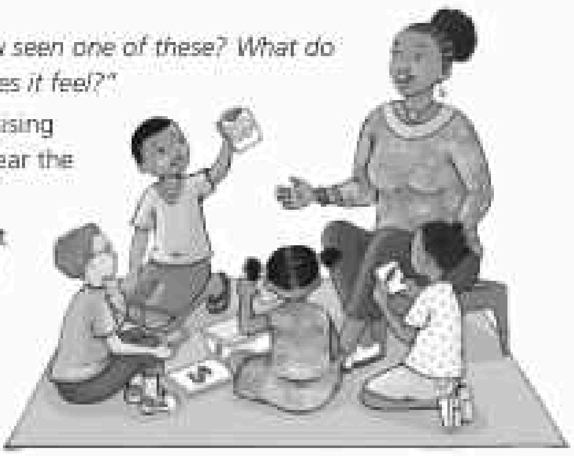
1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language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

2 Ask questions about the objects: *"Have you seen one of these? What do we use this for? What colour is it? How does it feel?"*

3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.

4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.

5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write **b**."* Let some learners trace over the letter on the lid with their fingers.



Small group activities

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

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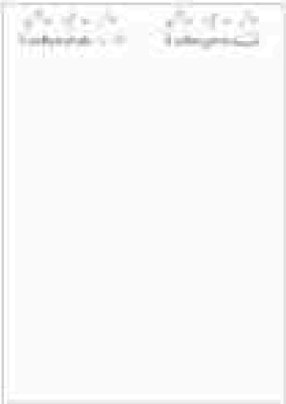
Nakhu ozokudinga:

- Ikhophi yekhasi-1 kanye no-2 lomsebenzi **wokuFunda nokwenza** womfundi
- Inhlanganisela yamakhrayoni asamafutha
- Isikelo neglu
- Amakhadi ezithombe
- Izitsha ezinhlanu, uhlamvu nekhadi lesithombe elizonamatheliswa esitsheni



Isonto 2 Usuku 4

Umsebenzi wekilasi lonke

Funda bese wenza

1. Nikeza umfundi ngamunye ikhasi lokuqala lokufunda nokwenza umsebenzi onamakholomu amabili nekhasi lesibili lokufunda nokwenza uomsebenzi ngezilwane.
2. Cela abafundi ukuthi babheke zonke izilwane bese bekhuluma ngalokho izilwane ezikudlayo. Isibonelo: amabhubesi adla inyama ingakho ebizwa ngokuthi izidlanyama, izindlulamithi zidla amaqabunga nezinyamazane zidla utshani ngakho ke zibizwa ngezidlazitshalo.
3. Tshela abafundi ukuthi mababheke ekhasini 1 elithi funda bese wenza umsebenzi onamakholomu ebese bekhuluma ngabakubonayo (izimpawu, izithombe namagama). Babonise lapho kubhalwe khona ukuthi "izidlatshani" kanye ne"zidlanyama". (Khomba isithombe samaqabunga notshani eduze kwegama elithi "isidlatshani" kanye nesithombe senyama eduze kwegama "isidlanyama".)
4. Tjela ebafundzi kutsi nyalo batawenta umsebenti lojabulisako "funda bese wenza". Kumele "bafundze" umugca ngamunye bese benta loko lokushoko.
5. Fundani isihloko sokuqala ndawonye. Tshela abafundi ukuthi bafake imibala bese besika indlulamithi. Babuze ukuthi bacabanga ukuthi kumele bayinamathisele kuphi indlulamithi (ngaphansi kwesihloko esithi: isidlazitshalo)
6. Tshela abafundi ukuthi bathole ezinye izithombe zezilwane ezidla utshani bese bezifaka imibala, bazisike besebeyazinamathisela. Buza ukuthi kukhona yini umfundi okwazi "ukufunda "isihloko esilandelayo. Kumele bafake imibala baphinde benamathisele izilwane ezidla inyama.
7. Abafundi kufanele baqhubeke ngalendlela kuze kuqinisekiswe ukuthi zonke izithombe zinamathiselwe kwikholomu efanele.

Ukulalela imisindo okugxilwe kuyo

1. Nikeza umfundi ngamunye ikhadi lezithombe. Bacele ukuthi baqambe isithombe bese besho igama ngokunensa kakhulu. Laba abanye abafundi kumele bezame ukuthola umsindo kwegama. Isibonelo: Igama elithi "**iqanda**" lino msindo /**q**/.
2. Uma umfundi ngamunye esethole ithuba lokusho igama lesithombe sakhe nomsindo usutholakele, bonisa abafundi izitsha ezinhlanu, ngasinye siqukethe uhlamvu kanye nekhadi lesithombe. Abafundi kumele bathathe isinqumo sokuthi bazowabeka kuphi amakhadi ezithombe. Isibonelo: Uma benesithombe "seqanda", kumele besifake esitsheni nomsindo **q**.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

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

Week 2 Day 4

Whole class activities

Read and do

1 Give each learner a **Read and do activity page 1** with two columns and a **Read and do activity page 2** with animals.

2 Ask learners to look at all the animals and talk about what they eat. For example: Lions eat meat so they are called carnivores, giraffes eat leaves and buck eat grass and so they are called herbivores.

3 Tell learners to look at the **Read and do activity page 1** with columns and talk about what they see (symbols, pictures and words). Show them where it says "gomintjalo" and "gominyama". (Point to the picture of leaves and grass next to the word "gomintjalo" and the picture of meat next to the word "gominyama".)

4 Explain to learners that they are now going to do a fun activity called "read and do". They must read each heading and do what it says.

5 Read the first heading together. Tell learners to colour in and cut out the giraffe. Ask them where they think they should stick the giraffe (under the heading: ngomintjalo).

6 Tell learners to find other pictures of herbivores to colour in, cut out and paste. Ask if any of the learners can "read" the next heading. They must colour in, cut out and paste the animals that are carnivores.

7 Learners must continue in this way until every picture has been pasted in the correct column.

Listening for focus sounds

1 Give each learner a picture card. Ask them to name the picture and then say the word very slowly. The other learners must try to identify the focus sound. For example: The word "**iqanda**" has the sound /**q**/.

2 When each learner has had a turn to say the name of their picture and the focus sound has been identified, show learners the five containers, each containing a letter and picture card. Learners must decide where to put their picture card. For example: If they have a picture of a "seqanda", they would need to place it in the container with the **q** sound.

Small group activities

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

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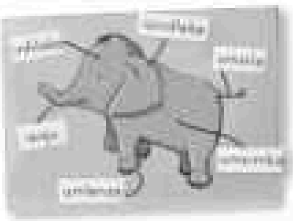
Isonto 2 Usuku 5

Nakhu ozokudinga:

- Iphaphethi yendlovu, ishadi lephepha, izicucu zephepha/ amakhadi okulebula, umaka wokubhala emabhodini amhlophe
- Izithombe zezilwane zasendle
- Kumfundi ngamunye: ingwenya eyenziwe ngekhadibhodi esontweni elilodwa



Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

1. Faka iphaphethi yendlovu noma isithombe sendlovu maphakathi ephepheni elikhulu.
2. Cela abafundi ukuthi babelane ngamaqiniso ahehayo abawaziyo ngezindlovu. Ungakhuthaza lengxoxo ngokubuza ukuthi zihlala kuphi izindlovu (ehlathini) nokuthi zidlani (amaqabunga, utshani).
3. Buza abafundi ukuthi bangazisho yini izingxenye zomzimba wendlovu. Khetha umfundi ngamunye ozokhuphuka akhombe ingxenye efanele yomzimba (ikhanda, umzimba, umsila, umlenze, umboko (ikhala), izindlebe)
4. Yisho kubafundi ukuthi ungathanda ukuthi bakusize ukufaka amalebula esithombeni sendlovu. Qala ngokukhomba emsileni bese udweba umugqa ukusuka emsileni uye kwesokudla esithombeni. Thatha ucezu lwekhadi ulinamathisele ephepheni le-prestik, eduze kolayini lapho udwebe umsila khona. Manje ithi kubafundi: *"Ubani ongangisiza ngiqale ukubhala igama elthi 'umsila'? Yebo, kuqala umsindo /**u**/ futhi indlela esibhala ngayo u-**u**."* Qhubeka ubhale lonke igama "umsila' ngaphandle kokucela abafundi ukuthi basho uhlamvu ngalunye.
5. Qhubeka ngokulebula ikhanda lendlovu, umzimba, umsila, umlenze, umboko nezindlebe. Njalo uma ubhala igama, cela abafundi ukuthi bakusize ulalele umsindo wokuqala bese ubhala uhlamvu olufanele. Khumbula ukubhala ngosonhlamvukazi. Ungalikhiphi lonke igama njengoba amaningi alamagama engaphimiseki kalula. Ngxila kumsindo osekuqaleni nasohlamvini.
6. Namathisela isithombe esinelebula odongeni bese ubheka ukuthi abafundi baqala kanjani ukufunda amalebula.

Ukuhlanganisa nokuhlukanisa (amalunga)

1. Besebenzisa ingwenya yabo, abafundi bangahlukanisa amagama abe amaqoqo ezinhlamvu. Isibonelo: i-ngwe-nya = amalunga ama-3 ongwaqabathwa.
2. Bonisa abafundi izithombe zezilwane zasendle, biza izilwane ngamagama azo bese uyabakhuthaza ukuthi bathole ungwaqabathwa welunga ngalinye:
   i-ndlo-vu-da-wa-na = ongwaqabathwa aba-6, i-ndlo-vu = ongwaqabatwa aba-3,
   i-nka-wu = ongwaqabatwa aba-3, u-bhe-ja-ne = ongwaqabathwa aba-4,
   i-mvu-bu = ongwaqabathwa aba-3, i-nyo-ka = ongwaqabathwa aba-3,
   i-mba-ba-la = ongwaqabathwa aba-4.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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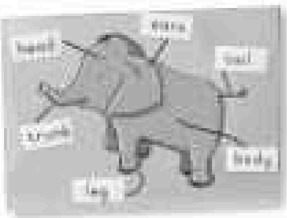
Week 2 Day 5

You will need:

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



Whole class activities

Make, draw and write

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

Blending and segmenting (syllables and phonemes)

1. Using their crocodile, learners can break words into syllables. For example: i-ngwe-nya = 3 clicks.
2. Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: i-ndlo-vu-da-wa-na = 6 clicks, i-ndlo-vu = 3 clicks, i-nka-wu = 3 clicks, u-bhe-ja-ne = 4 clicks, i-mvu-bu = 3 clicks, i-nyo-ka = 3 clicks, i-mba-ba-la = 4 clicks.

Small group activities

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

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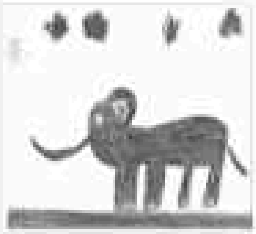
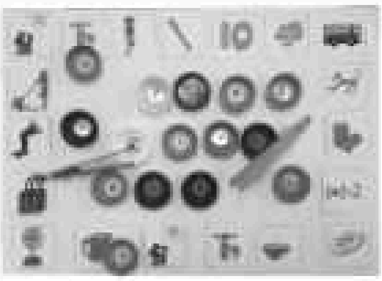
Imisebenzi yokwenziwa ngamaqembu Isonto 2

Nakhu ozokudinga	Imisebenzi
• Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye • Izithombe zezilwane zasendle, izithombe zasendle ezakhiwe ngopulasitiki noma izincwadi ezinezithombe zezilwane zasendle • Inhlanganisela yamakhrayoni asamafutha	***Umsebenzi 1:* Ukudweba nokubhala okuvelayo** 1 Abafundi kumele babheke izilwane bese bethatha isinqumo sokuthi yisiphi isilwane sasendle abasithandayo. 2 Kumele badwebe isithombe saleso silwane njengomhlahlandlela.Kufanele bacabange ukuthi isilwane sihlala kuphi bese bedweba amaqabunga, isihlahla kanye notshani ukutshengisa ukuthi isilwane sihlalaphi kanye nokuthi yini esithanda ukuyidla. 
• Amakhadi ezithombe – imisindo emaphakathi inamathelisiwe ngenhlaka emakhoneni ocezu lwephepha le A3 noma ikhadi • Izivalo zezigubhu ezibhalwe onkamisa ngaphakathi kwazo (Uma kunezithombe ezinhlanu ezino **d**, kumele kube nezivalo ezinhlanu ezino **d** ubhalwe phakathi kwazo.) • Udlawana (Lokhu kungakhiwa ngezinti ezimbili zo-ayisikhilimu, isihlilingi kanye nopomu-pomu ngaphakathi kwezinti.)	***Umsebenzi 2:* Amaphazili nemidlalo** 1 Chazela abafundi ukuthi kumele basebenzise udlawana ukuze bacoshe isivalo esinohlamvu bese beyabheka ukuthi bengasithola yini isithombe esinalowo msindo. Isibonelo: Uma becoshe u"**d**", kumele bathole isithombe esinmsindo /**d**/ njengo "idada", "idolo", "idayisi", noma "udokotela". 2 Bese ke kumele babeke isivalo phezu kwekhadi lesithombe. Kumele baqhubeke kuze kube zonke izithombe ziba nesivalo. 
• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	***Umsebenzi 3:* Ukufunda ngokuzimela** 1 Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. 2 Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. 3 Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. 4 Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.

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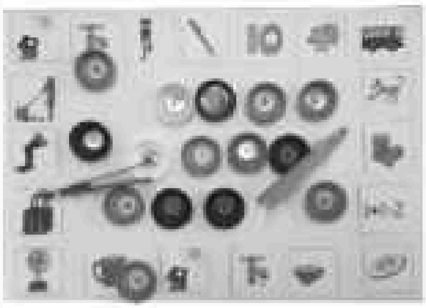
Small group activities for Week 2

You will need	Activities
• A blank A4 page for each learner • Pictures of wild animals, plastic wild animals or books with pictures of wild animals • Jumbo wax crayons	***Activity 1*: Drawing and emergent writing** **1** Learners must look at the animals and decide which is their favourite wild animal. **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.
• Picture cards – stuck with Prestik around the edges of an A3 piece of paper or card • Bottle tops with a letter written inside the lid (If there are five pictures with a **d**, there must be five bottle tops with a **d** written inside the lid.) • Tweezers (These can be made from two ice-cream sticks, an elastic band and a pompom between the sticks.)	***Activity 2*: Puzzles and games** **1** Explain to learners that they must use the tweezers to pick up a bottle top letter and see if they can find a picture with that sound. For example: If they pick up **d**, they must find a picture with an /**d**/ sound such as "idada", "idolo", "idayisi", noma "udokotela". **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. 
• Books, magazines, folded little books, Big Books and leaflets 	***Activity 3*: Independent reading** **1** Lead the group to the book corner or give the group a pile of books. **2** To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. **3** Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. **4** Visit the corner to observe and encourage the learners' reading.

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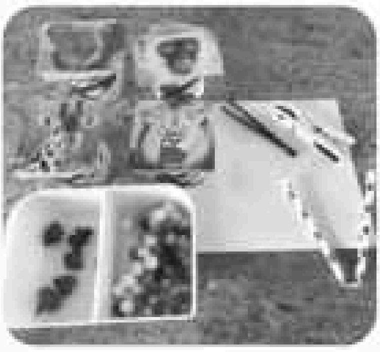
Nakhu ozokudinga	Imisebenzi
• Izidlawana, amabhola amancane anemibala noma iphepha elisongwe laba ibhola elinemibala ehlukene noma izingcezu ezithintekayo/indwangu enemibala eyahlukene • Izithombe zobuso bezilwane zasendle nomgodi lapho kukhona umlomo wayo, namathelisa ezinkomishini ze-yogathi noma ezitsheni ezincane	***Umsebenzi 4:* Amakhono omzimba nokubhala ngesandla** 1 Chazela abafundi ukuthi kumele basebenzise okokudlela ukucosha amabhola amancane baphakele izilwane. Ibhubesi lidla inyama (faka okubomvu), indlulamithi idla amaqabunga (faka okuluhlaza okotshani), indlovu nayo idla amaqabunga, inkawu idla izithelo (faka okusawolitshi noma okuphuzi noma okunsomi). 
• Okudingeka eshashalazini: ithileyi noma ibhokisi lekhadibhodi elingajulile, isihlabathi, izinti zokwakha ufenisi, izivalo zezigubhu eziluhlaza okwesibhakabhaka zizoba amanzi, amatshe, amacembe, izingcezu zezindwangu okwezingubo, izilwane zase ndle ezenziwe ngopulasitiki noma zanamathiselwa ekhadini	***Umsebenzi 5:* Ukulingisa kokuzenzisa** 1 Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 lapho benza inkulisa yezilwane eziyizintandane. 2 Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa.

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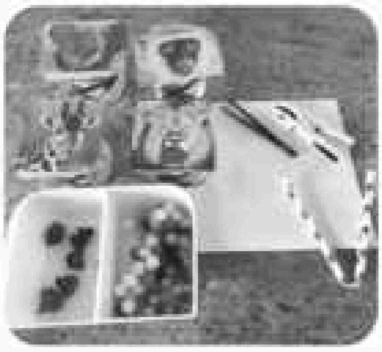
You will need	Activities
• Tweezers, small coloured balls or paper rolled up into balls of different colours or pieces of felt/fabric in different colours • Pictures of wild animals' faces with a hole cut out where the mouth is, stuck onto yoghurt cups or small containers	***Activity 4*: Fine motor skills and handwriting** 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). 
• 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	***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 made a nursery for orphaned animals. 2 Visit the corner at least once to observe and encourage the learners' game.

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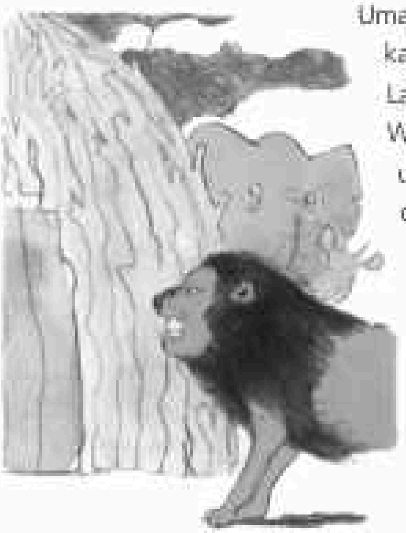
Imbabala nesivakashi

Indaba

Kwesukela, uMbabala owayehlala endlini encane eyayakhiwe ngezintingo. Wayevame ukushiya umnyango wendlu ungavaliwe uma ehamba. Ngelinye ilanga wahamba waya emfuleni iyophuza amanzi, washiya umnyango ungavaliwe njengenjwayelo. Uma ibuya wabona ukuthi umnyango usuvaliwe. Wakhathazeka uMbabala, wazizwa seyisho ngezwi elithambile lembabala wathi: "Ngubani osendlini yami?" Wama walalela.
Kwaphendula umuntu othile ngezwi elindondayo, wathi: "Ungalingi uvule umnyango, ngizokudla!" Wethuka kakhulu uMbabala.

Wasuka ngejubane wayofuna umngane wakho uNdlovu. Wathola uNdlovu emi ngaphansi kwesihlahla, ilokhu inyakazisa umboko. UMbabala wathi: "Ndlovu, ungangisiza?"
Waphendula uNdlovu: "Yebo, mngane wami, kwenzenjani?"
UMbabala wathi: "Kukhona umuntu osendlini yami othi ufuna ukungidla."
Base behambisana uNdlovu benoMbabala beya endlini yembabala. UNdlovu wazidavuzela kancane nje. UMbabala wasuka ngejubane, ehamba egxuma aye phezulu. Uma befika, uNdlovu washo ngezwi elinensayo lezindlovu wathi: "Ngubani osendlini kaMbabala?"
Kwaphendula izwi elindondayo lathi: "Ungalingi uvule umnyango, ngizokudla!"

"Ngeke ngingene endlini yakho," kusho uNdlovu ebonakala ukuthi uyesaba.
"Bakithi!" kusho uMbabala. "Ngubani ozongisiza?"
Bathula bacabanga bobabili oMbabala benoNdlovu, base bethi: "Masiyobiza umngane wethu onesibindi, uBhubesi."
Bathola uBhubesi elele ethamele ilanga ematsheni.
Kwamemeza uNdlovu: "Bhubesi, Bhubesi, ungasisiza?" UBhubesi wathi: "Yebo, mngane wami, kwenzenjani?"
UNdlovu wathi: "Kunomuntu osendlini kaMbabala, uthi ufuna ukusidla." UBhubesi wabhonga kakhulu, wavuka wasukuma waqonda endlini kaMbabala ehamba ngokukhukhumala njengeBhubesi.



Uma efika endlini, asho ngezwi eliphakeme nelinolaka, athi: "Ngubani osendlini kaMbabala?"
Laphinda futhi izwi elindondayo lathi: "Ungalingi uvule umnyango, ngizokudla."
Wabhonga uBhubesi, wathi: "Ini? Uzodla mina? Mina inkosi yezilwane?" kwezwakala umsindo wobufohlofohlo ngaphakathi endlini, kanye nomunye umsindo onsinsithekayo.

Kwavuleka umnyango kancane, kwaphuma isele lizigxumela limamatheka. "Naze nethuka bo! Yimina. Bengidlala ngani!" kusho uSele.
Zahleka izilwane, uNdlovu wayesethi: "Ngimkhulu, nginguBhubesi, nginesibindi esikhulu! Wena Sele, umncane unamahlaya angaphezu kwawethu!"
UMbabala wathi: "Ngiyabonga usizo lwenu, bangane bami abahle."

Iphela lapha indaba.

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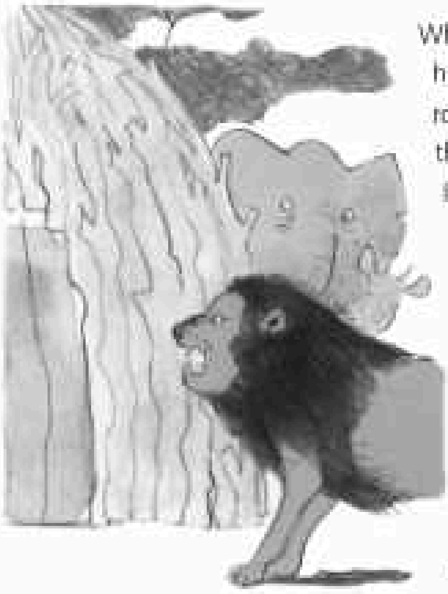
★ Bushbuck's visitor

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.

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Iculo

Um' ungahlangana nembabala yehla,
Ungenzani, ungenzani? Ungenzani nempela?
Ngingathi: "Sawubona, Mbabala, unjani?
Ngajabula! Dansa nami?"
(Abafundi badansa ngababili.)

Um' ungahlangana nendlovu yehla,
Ungenzani, ungenzani? Ungenzani nempela?
Ngingathi: "Sawubona, Ndlovu, unjani?
Ngajabula! Dansa nami?"
(Abafundi badansa ngababili.)

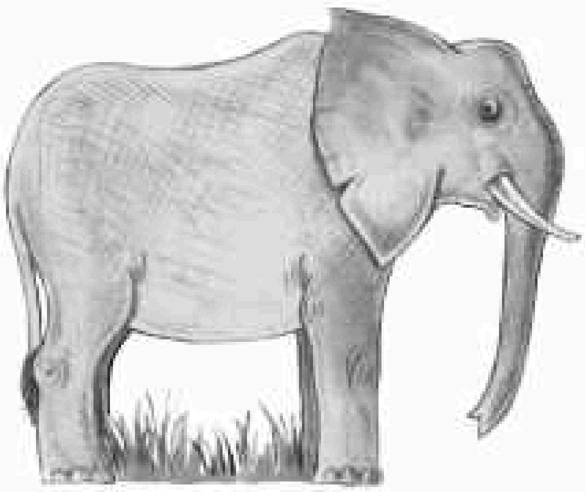
Uma' ungahlangana nebhubesi lehla,
Ungenzani, ungenzani? Ungenzani nempela?
Ngingathi: "Sawubona, Bhubesi, unjani?
Ngajabula! Dansa nami?"
(Abafundi badansa ngababili.)

Um' ungahlangana nesele ligxuma,
Ungenzani, ungenzani? Ungenzani nempela?
Ngingathi: "Sawubona, Sele, unjani?
Ngajabula! Dansa nami?"
(Abafundi badansa ngababili.)

(Licule ngendlela yeculo elithi: Uma ungahlangana nendlovu?)

Amagama amasha endabeni

Amagama awukhiye:	imbabala	indlovu	ibhubesi	isele	isibindi	ukwethusa
Amagama ongeziwe:	vula	vala	qinela	wethukile	uyesaba	uyahlekisa
	nsinsitheka	totoba	umngane	umsindo	uthulile	uthukuthele



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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.)

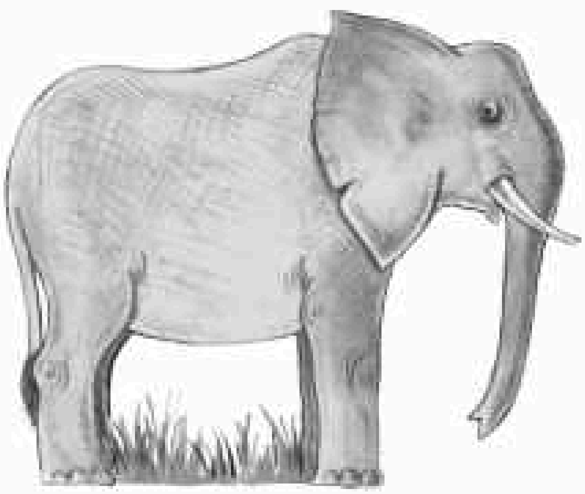
If you should meet a lion walking down the street,
What would you do? What would you say?
I'd say: "Good morning, Lion, how do you do?
I'm pleased to meet you, Lion, and may I dance with you?"
(Learners dance in pairs.)

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



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Nginyakazisa iminwe yami

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

Nakhu ozokudinga:

- Indaba: *Imbabala nesivakashi*
- Amaphaphethi: Mbabala, Ndlovu, Bhubesi, Sele, indlu yeMbabala
- Okudingeka eshashalazini: isilwane ngasinye sizothola isamfonyo noma ibhande lasekhanda, ibhokisi elikhulu, noma itafula elizoba indlu yeMpunzi
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha

Isonto 1 Usuku 1

Umsebenzi wekilasi lonke

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

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

1 Ngaphambi kokuxoxa indaba

1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.

1.2 Fanisa indaba nempilo yabafundi: Buza ukuthi ngabe ukhona yini owake wabona izilwane zasendle esiqiwini noma kumabonakude. Khuluma ngomehluko Phakathi kwezilwane ezifuywayo emakhaya, emapulazini kanye nezilwane zasendle.

1.3 Yithi: *"Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba."* Xoxa ngamagama abalulekile asemagameni amasha. Bonisa abafundi izithombe ezidlaliswayo noma izithombe zezilwane ezisezi ncwadini noma emabhukwini ezithombe. Khuluma ngezindlela ezahlukahlukene izilwane ezinyakaza ngayo. Cela abafundi ukuthi bahambe njengo mbabala (ngokushesha, ngokugxuma-gxuma); njenge ndlovu (ivayizelisa umboko wayo); njenge bhubesi futhi liphakamise ikhanda lalo njenge nkosi. (Musa ukukhuluma ngeselesele ngasekuqaleni ngoba abafundi bazokwazi ukuthi kwenzakalani endabeni!)

2 Ngenkathi uxoxa indaba

2.1 Yixoxe ngomdlandla, uguqule izwi njalo.

2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.

2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenye yendaba ngokubabuza imibuzo enezimpendulo eziningi, efana nokuthi: *"Ucabanga ukuthi uNdlovu noMbabala bazobiza bani ukuzoba siza? Ubani ocabanga ukuthi usendlini?"*

3 Emva kokuxoxa indaba

3.1 Buza abafundi uthi: *"Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenye ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba? Ungazizwa kanjani uma omunye wabangani bakho bekwakhele iqhinga njengoba uselesele enzile? Ubungacasuka noma ubungabona zisuka nje ukuthi kukhona okwakhele iqhinga?"*

Ukwethula umsindo othathwe endabeni

1. Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *"isivakashi, yayivame, ungavaliwe, usuvaliwe, uvule, wavuka, kwavuleka. Uyayizwa imisindo okugxilwe kuyo: isi**v**akashi, u**v**ule, wa**v**uka? Yebo, uqinisile! Wonke anomsindo /**v**/."*
2. *"Lalelisisa, nanka amagama aqala ngomsindo /**v**/: vakasha, vala, uvemvane, iveni, ivasi, iliva, ivazi, isivalo."* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
3. Yisho lo msindo /**v**/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
4. Cela abafundi ukuthi basho lo msindo /**v**/: "**v-v-v**" Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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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 I 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.

2.2 Do actions and make use of the puppets and props.

2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"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: *"isivakashi, yayivame, ungavaliwe, usuvaliwe, uvule, wavuka, kwavuleka. Can you hear the focus sound: isi**v**akashi, u**v**ule, wa**v**uka? Yes, you are right! They all have the sound /**v**/."*
2. *"Listen carefully, here are some more words with /**v**/: vakasha, vala, uvemvane, iveni, ivasi, iliva, ivazi, isivalo."* (Emphasise the focus sound as you say these words.)
3. Say the sound /**v**/ clearly and tell learners to watch your mouth carefully.
4. Ask learners to say the sound /**v**/: "**v-v-v**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

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Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umculo kanye nezithombe/nezidingeka eshashalazini okomculo

Isonto 1 Usuku 2

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokucula

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

Ukwakha uhlamvu

1. Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /**v**/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /**v**/.
2. Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengamisa izandla zabo okwesimo esiwu '**v**' bese bezinyakazisa bezisa phansi naphezulu njengezimpiko zem**vemvane**.
3. Bonisa abafundi ukuthi uhlamvu **v** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: *"Qala echashazini, yehla ukhuphuke."*
4. Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
5. Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu emhlabathini ngokhuni.
6. Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

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

Week 1 Day 2

Whole class activities

Storytelling and singing

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

Forming the letter

1. Remind learners of the focus sound. Ask learners if anyone's name starts with /**v**/ or if they can think of any other words that start with the sound /**v**/.
2. Teach learners an action associated with the sound. For example: Learners can put their hands into a '**v**' shape and move them up and down like a butterfly's wings (**vemvane**).
3. Show learners how to write the letter **v**. Praise their attempts, then write a large letter on the board or in the air while saying the following: *"Start at the dot, go down and up."*
4. Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their 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.

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Nakhu ozokudinga:

- Okudingeka eshashalazini namaphaphethi asendabeni
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **v**: uvemvane, iveni, ivasi, ivazi, uviniga, ivesti

Isonto 1 Usuku 3

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokuyidlala

1. Cula iculo.
2. Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: Bacele ukuthi basho okuthile ngezwi eliphansi njengo mbabala, bese-ke besho ngezwi elindodayo njenge selesele ngekhathi lidlala ngezinye izilwane, bese besho ngezwi elikhulu elinentukuthelo njengele bhubesi.
3. Khetha abafundi abazoba ngabadlali endabeni.
4. Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
5. Chazela abafundi ukuthi wena (thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
6. Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
7. Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

Amabhokisi ezinhlamvu

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

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:
• Puppets and props for the story • A letter box containing objects or pictures of objects that have the focus sound **v**: uvemvane, iveni, ivasi, ivazi, uviniga, ivesti

Week 1 Day 3

Whole class activities

Storytelling and role play

1. Sing the song.
2. Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask them to say something to their friend in a **soft** voice like bushbuck, then in a **deep** voice like the frog when he was tricking the animals, then in a **loud**, **angry** voice like a lion.
3. Choose learners to play the characters in the story.
4. Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
5. Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
6. Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
7. If there is time, you may want to repeat the role play with different learners.

Letter boxes

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

Small group activities

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

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Isonto 1 Usuku 4

Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo

UStella uthi:

Lena yimibuzo ewusizo engabuzwa ngesithombe ngasinye:

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

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

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

Ukulalela imisindo okugxilwe kuyo

1. Chazela abafundi ukuthi kumele bacule iculo futhi kumele beqhaphelisise imisindo esekugcineni kwamagama (ushuni: "uMary wayenewundlu elincane").
   - UThisha: *"Yimuphi umsindo oqeda lamagama, oqeda lama gama, oqeda lama gama? Yimuphi umsindo oqeda lamagama: biza, phuza, neroza."* (UThisha uqhweba abafundi ukuba baphendule.)
   - Abafundi basho umsindo osekugcineni kwegama, isibonelo: /**za**/. (UThisha wenza uphawu lokumisa isithupha.)
   - UThisha: *"/**za**/ umsindo oqeda lamagama, oqeda lamagama, oqeda lamagama! /**za**/ umsindo oqeda lamagama: biza, phuza, neroza."*
2. Sebenzisa lamagama kulomsebenzi:
   - /**la**/: lola, vala, vula, qala, wela, bila, ikhala, igula, jikijela, jula, ikamela, ifasitela, itafula, ikamela
   - /**si**/: igagasi, irayisi, unesi, ivasi, umalusi, utamatisi, ivosi, ibhubesi
   - /**lo**/: idolo, ifosholo, isivalo, iculo, ucilo, iqolo, isitulo, ijingijolo, umlilo, inombolo, ihholo, uvolo, ingalo, izolo
   - /**le**/: ulele, isele, iijele, upelepele, iwele, isitebele, ipensele, uhele, icele , isikwele
   - /**mu**/: idamu, ikamu, ijamu, ixamu, ifilimu, i-alamu, ikamu
   - /**li**/: iloli, ijeli, igoli, idoli, idili, imali, isipikili, iwuli, imbali, iwinkili
   - /**zi**/: umuzi, ivazi, yazi, ijezi, ijozi, ipulazi, iyambazi, imbuzi, ushizi, phuzi
   - /**ka**/: yeka, vuka, uzuka, baleka, inyoka

Imisebenzi yokwenziwa ngamaqembu amancane

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

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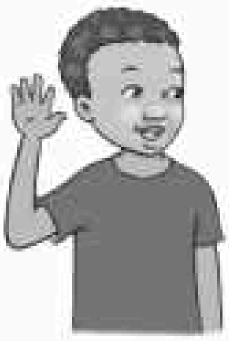
You will need:

- Big sequence pictures

Stella says:

These are useful questions to ask about each picture:

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



Week 1 Day 4

Whole class activities

Sequencing pictures

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

Listening for focus sounds

1. Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words *(tune: "Mary had a little lamb").*
   - Teacher: *"What's the syllable that ends these words, ends these words, ends these words? What's the syllable that ends these words: biza, phuza, neroza."* (Teacher signals for learners to respond.)
   - Learners say the syllable that ends the word, for example: /**za**/. (Teacher gives thumbs-up sign.)
   - Teacher: *"/**za**/ is the syllable that ends these words, ends these words, ends these words! /**za**/ is the syllable that ends these words: biza, phuza, neroza."*
2. Use these words for this activity:
   - /**la**/: lola, vala, vula, qala, wela, bila, ikhala, igula, jikijela, jula, ikamela, ifasitela, itafula, ikamela
   - /**si**/: igagasi, irayisi, unesi, ivasi, umalusi, utamatisi, ivosi, ibhubesi
   - /**lo**/: idolo, ifosholo, isivalo, iculo, ucilo, iqolo, isitulo, ijingijolo, umlilo, inombolo, ihholo, uvolo, ingalo, izolo
   - /**le**/: ulele, isele, iijele, upelepele, iwele, isitebele, ipensele, uhele, icele , isikwele
   - /**mu**/: idamu, ikamu, ijamu, ixamu, ifilimu, i-alamu, ikamu
   - /**li**/: iloli, ijeli, igoli, idoli, idili, imali, isipikili, iwuli, imbali, ivinkili
   - /**zi**/: umuzi, ivazi, yazi, ijezi, ijozi, ipulazi, iyambazi, imbuzi, ushizi, phuzi
   - /**ka**/: yeka, vuka, uzuka, baleka, inyoka

Small group activities

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

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Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Iphepha leshadi eliphenywayo, ipeni lokumaka
- Isikhwama esincane esinezithombe noma izinto zezilwane zesandle ezinamagama amalunga-maningi asuselwa endabeni

Isonto 1 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

1 Tshela abafundi ukuthi: *"Namuhla sizobhala indaba yethu ngesinye sezilwane esisendabeni. Masikhethe ukuthi isiphi isilwane esizobhala ngaso."* Bonisa abafundi izithombe zezilwane ezisendabeni. Uma usukhethile isilwane ozobhala ngaso, beka isithombe sesilwane maphakathi nephepha.

2 Sebenzisa lemibuzo elandeyo njengomhlahlandela wokubhalwa kwendaba:

- ★ Cela abafundi ukuthi bacabange igama elizonikwa isilwane bese ubhala phansi igama laso.
- ★ Cela imibono yabafundi ngokuthi isilwane sihlala kuphi nendawo. Bhala umusho uchaza ngaleyo ndawo.
- ★ Khulumani ngokuthi isilwane sithanda ukudlani. Uma senivumelene, kubhaleni phansi.
- ★ Cela imibono yabafundi ngento eyake yenziwa isilwane ngolunye usuku. Khetha umbono owodwa bese uwubhala phansi.
- ★ Khuluma ngokuthi kuzokwenzakalani kokulandelayo; bhala amagama womfundi.
- ★ Xoxa ngokuthi bacabanga ukuthi indaba iphela kanjani.

3 Manje-ke fundela abafundi indaba usebenzisa amabhokisi ukuze azokusiza. Uma kukhona isikhathi esanele ungacela abanye babafundi ukuthi benze imifanekiso ngendaba. Namathisela iphepha leshadi elipheqekayo elinendaba odongeni.

Ukuhlanganisa nokuhlukanisa (amalunga)

1 Bonisa abafundi izithombe zezilwane zesandle. Cela abafundi ukuthi bakusize uqambe isithombe ngasinye bese uzinamathisela odongeni noma uzibeke phansi kukhaphethi ukuze bonke abafundi bazokwazi ukuzibona.

2 Faka izithombe esikhwameni. Khetha umfundi bese umcela ukuthi akhiphe isithombe esisodwa esikhwameni. Kufanele azame ukusho igama lesilwane sesandle ngokunensa, alinqamule libe ngamaqoqo ezinhlamvu.

3 Laba abanye abafundi kufanele balalele ukuthi kuthiwani, bese behlanganisa amaqoqo ezinhlamvu ukwenza igama.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

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

Week 1 Day 5

Whole class activities

Make, draw and write

1 Say to learners: *"Today we are going to write our own story about one of the animals in the story. Let's choose which animal to write about."* Show learners the pictures of the animals from the story. Once you have chosen which animal to write about, place the picture of the animal in the middle of the paper.

2 Use the following questions to guide the story writing process:
- ★ Ask learners to think of a name for the animal and write down its name.
- ★ Ask learners for ideas about where the animal lives. Describe this place in a sentence and write it down.
- ★ Discuss what the animal likes to eat. Once you have agreed, write this down.
- ★ Ask learners for ideas about something the animal did one day. Choose one of the ideas to write down.
- ★ Talk about what happened next; write the learners' words.
- ★ Discuss how they think the story ended; write this sentence.

3 Now read the story to the learners using the boxes to help you. If there is time, you can ask some of the learners to illustrate the story. Stick the flipchart paper with the story on the wall.

Blending and segmenting (syllables)

1 Show learners the pictures of wild animals. Ask learners to help you name each picture and stick the pictures on the wall or place them on the carpet so that all the learners can see them.

2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures out of the bag. They must try and say the name of the wild animal slowly, breaking it into syllables.

3 The other learners must listen to what they are saying, and blend the syllables together to make the word.

Small group activities

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

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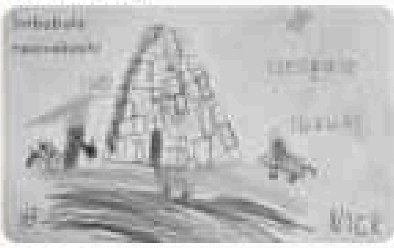
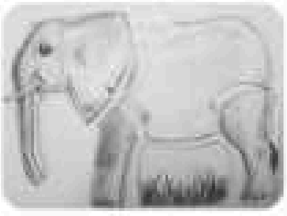
Imisebenzi yokwenziwa ngamaqembu Isonto 1

Nakhu ozokudinga	Imisebenzi
• Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye • Inhlanganisela yamakhrayoni asamafutha  *Ngalesi sikhathi sonyaka abafundi bafanele babe nokuzethemba ngokubhala ngabo uqobo. Ungakhathazeki uma bethokala sebebhala ubide lwezinhlamvu ezingahlukaniswe nangezikhala*	***Umsebenzi 1:* Ukudweba nokubhala okuvelayo** **1** Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo. **2** Cela abafundi ukuthi bawakhombe amagama esihloko ngenkathi uwafunda. **3** Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe. **4** Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni. **5** Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe. **6** Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo. **7** Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. **8** Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini uguquko emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace. **9** Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.
• **Amaphazili namaphaphethi** • Indaba yezithombe ezidlaliswayo • Iphepha le-A4 • Inhlanganisela yamakhrayoni asamafutha	***Umsebenzi 2:* Amaphazili nemidlalo** **1** Chazela abafundi ukuthi kumele baqale bahlele izingcezu ngemibala yesilwane ngasinye esisendabeni. Babonise amanye wamalunga omzimba (umboko, imilenze, amadlebe) uchaze ukuthi kumele babuke izithombe ezidlaliswayo ukuze bezokwazi ukuhlanganisa umzimba wonke. **2** Uma sebeqedile ukwenza iphazili yezilwane, sebengakhetha isilwane esisodwa abazosidweba. 
• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	***Umsebenzi 3:* Ukufunda ngokuzimela** **1** Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. **2** Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. **3** Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. **4** Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.

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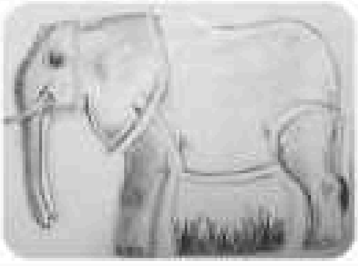
Small group activities for Week 1

You will need	Activities
• A blank A4 page for each learner • Jumbo wax crayons *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.*	***Activity 1*: Drawing and emergent writing** **1** Write the title of the story at the top of each learner's blank page before the lesson. **2** Ask learners to point to the words of the title as you read them together. **3** Ask learners what part of the story they liked best. Give some suggestions. **4** Encourage learners to draw their favourite part of the story. **5** Make a comment or ask each learner to tell you about their drawing. **6** Ask learners if they would like to write something about their picture or if they would like you to write for them. **7** If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. **8** Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. **9** When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
• **Puppet puzzles** • Story puppets • A4 paper • Jumbo wax crayons	***Activity 2*: Puzzles and games** **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. **2** Once they have completed the animal puzzles, they can choose one animal to draw. 
• Books, magazines, folded little books, Big Books and leaflets 	***Activity 3*: Independent reading** **1** Lead the group to the book corner or give the group a pile of books. **2** To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. **3** Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. **4** Visit the corner to observe and encourage the learners' reading.

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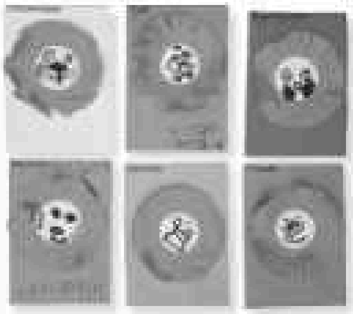
Nakhu ozokudinga	Imisebenzi
• Isithombe esidlaliswayo sebhubesi noma isithombe seduna lebhubesi elinomhlwenga • Umfundi ngamunye: ucezu lwephepha le-A5, iphepha elinombala osawolintshi, ophuzi ukudweba nokusika izindingilizi, isikele, amakhrayoni amnyama noma amakhokhi, kungaba iphepha langasese noma ucezu lwephepha le-A5, izimo eziyidingilizi zokulandela uma udweba 	*Umsebenzi 4:* **Amakhono omzimba nokubhala ngesandla** **1** Bonisa abafundi isithombe esidlaliswayo sebhubesi noma isithombe sebhubesi bese-ke uyabuza ukuthi ngabe ukhona yini owaziyo ukuthi loboya obusebusweni bebhubesi bubizwa ngani (umhlwenga). **2** Chazela abafundi ukuthi bazokwenza ubuso bebhubesi besebenzisa izimo eziyindingilizi zamaphepha. **3** Kumele baqale ngokusika izindingilizi ezimbili. Bengadweba belandelela ngekopi ukwenza izimo zezindingilizi ezinkulu, bese-ke basebenzisa igobolondo lephepha langasese ukudweba belandelela igobolondo lephepha langasese ukwenza izindingilizi ezincane. Kumele banamathisele izindingilizi ezincane maphakathi nezindingilizi ezinkulu bese bedweba ikhala, umlomo, amehlo namadevu ebhubesi. Sebengasika-ke emaceleni endingilizi enkulu ukwenza umhlwenga. Uma sebeqedile, benganamathisela ibhubesi ephepheni elingenalutho noma ungabasiza ukuthi bakuqhanele egobolondweni lephepha langasese.
• Okudingeka eshashalazini: isibani, imiqamelo, izikhwama zokulala, umlilo wokuzakhela onezingodo, amaphepha anemibala esawolintshi nophuzi nobomvu ukwenza umlilo, izithombe ezahlukahlukene zemikhondo yezinyawo ukwenza imilobo ezungeze ithende, incwadi yokubhalela nepeni lomsizi ukubhala amagama emisindo yezilwane abazobe beyizwa ngesikhathi bekhempile	*Umsebenzi 5:* **Ukulingisa kokuzenzisa** **1** Yana engosini yokwenza sengathi kuyadlalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha. **2** Bachazele ukuthi bazokwenza sengathi baya ekhempini yasebusuku esiqiwini. Kumele bakhe amathende besebenzisa izihlalo kanye nezingubo zokulala. Abanye babafundi bengenza sengathi bayizilwane ezahlukahlukene bese benza imisindo yezilwane ekhempini, isibonelo, ibhubesi libhonga ngokwesabisa, indlovu edla amacembe. Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa.

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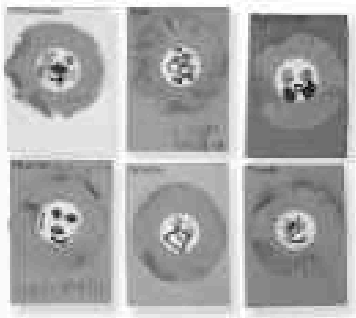
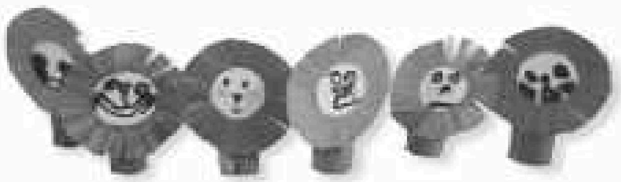
You will need	Activities
• The lion puppet or a picture of a male lion with a mane • For each learner: an A5 piece of paper, orange or brown and yellow paper to draw and cut out circles, scissors, black crayons or kokis, either a toilet roll or an A5 piece of paper, circular shapes to trace around 	***Activity 4*: Fine motor skills and handwriting** **1** Show learners the lion puppet or a picture of a lion and ask if anyone knows what the fur around a lion's face is called (a mane). **2** Explain to the learners that they are going to make a lion's face using the circles of paper. **3** They must start by cutting out two circles. They can trace around a tin for a bigger circle, and trace around a toilet roll for a smaller circle. They must stick the smaller circle in the middle of the bigger circle and draw the lion's nose, mouth, eyes and whiskers. Then they can cut around the edge of the bigger circle to make a mane. When they have finished, they can stick the lion on their blank page or you can help them staple it onto a toilet roll. 
• Props: torches, pillows, sleeping bags, a pretend campfire with logs and coloured paper in orange, yellow and red to make a fire, pictures of different animal footprints to make tracks around the tent, a blanket or fabric to make a tent, a notebook and pencil to write down the names of the animal noises they hear while they are camping	***Activity 5*: Pretend play** **1** Lead the group to the pretend play corner and show them the new props. **2** Explain to them that they are going to pretend to go on a night time camp in a game reserve. They must make tents using chairs and blankets. Some learners can pretend to be different animals making noises around the camp, for example, a lion roaring and creeping around, an elephant eating leaves. Visit the corner at least once to observe and encourage the learners' pretend play.

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Nakhu ozokudinga:

- Ikhophi yezithombe zombala omnyamanomhlophe ezilandelanayo zomfundi
- Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye

Isonto 2 Usuku 1

Umsebenzi wekilasi lonke

Okunye ukulandelanisa izithombe

1. Qala ngabafundi abahlezi kumata. Khetha abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).
2. Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.
3. Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: *"Ngubani okhumbula into eyenzeka ngokulandelayo?"*
4. Uma sewulandelanise kahle izehlakalo zendaba, abafundi kumele baphindele ematafuleni abo.
5. Buza/Cela abafundi ukuthi basike izithombe ezingenamibala, uzihlele ngokulandelana kwazo bese uzinamathisela ekhasini elingenalutho. Zungeza/ hambahamba ekilasini usize lapho kudingeka khona. Lomsebenzi uwusizo ekuhloleni amakhono abafundi lokubona imiphumela yendaba ngokulandelana kwayo. Uma abafundi sebeqedile umsebenzi wezithombe, nikeza umfundi ngamunye incwadi encane.
6. Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.
7. Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.

Ukwethula umsindo othathwe endabeni

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

Umsebenzi wamaqembu amancane

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.

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You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).

2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.

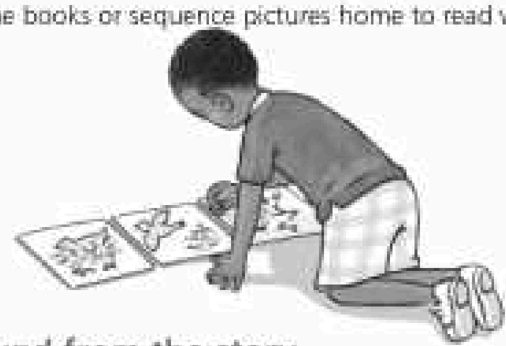
3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: *"Who can remember what happened next?"*

4 Once you have sequenced the story, learners must move to their tables.

5 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.

6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.

7 Learners can take the books or sequence pictures home to read with their families.



Introducing a sound from the story

1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"wathi, washo, wethu. Can you hear the focus sound: **w**athi, **w**asho, **w**ethu? Yes, you are right! The focus sound is /**w**/.*

2 *"Listen carefully, here are some more words with /**w**/: wena, wonke, iwolintshi, amawele, iwashi, iwundlu, iwodulophu, iwuli."* (Emphasise the focus sound as you say these words.)

3 Say the sound /**w**/ clearly and tell learners to watch your mouth carefully.

4 Ask learners to say the sound /**w**/: "**w-w-w**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

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Nakhu ozokudinga:
• Incwadi Enkulu: *Imbabala nesivakashi* • Amanzi asezitsheni zokuphatha nebhulashi lokupende kuzotholwa umfundi ngamunye

Isonto 2 Usuku 2

Umsebenzi wekilasi lonke

Ukufunda ngokubambisana – Incwadi Enkulu

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

Ukwakha uhlamvu

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

Imisebenzi yokwenziwa ngamaqembu amancane

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

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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 they are a little dog and bark softly, loudly, with a high pitch and a deep sound: "**wu-wu-wu**".
3. Show learners how to write the letter **w**. Praise their attempts, then write a large letter on the board or in the air while saying the following: *"Start at the dot, go down, up, down and up."*
4. Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
5. Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
6. Encourage learners to say the sound the letter makes as they write the letter.

Small group activities

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

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Nakhu ozokudinga:

- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **w**: iwolintshi, iwoyela, iwolethi, iwashi, iwundlu, iwodulophu, iwuli

Isonto 2 Usuku 3

Umsebenzi wekilasi lonke

Ukuzejwayeza ukulalela

1 Qala ngomsebenzi wanamuhla wokulalela uchaze ukuthi: *"Ngifuna nivale amehlo enu, bese ngisho umsindo. Ngifuna ulalelisise futhi uphakamise isandla , uma ungangitshela ukuthi umiphi lowomsindo."*

2 Yenza misindo efana nokungqongqoza etafuleni, ukushaya izandla, ukushaya insimbi encane, ukuchofoza iminwe yakho, ukudlala inothi elithile lomculo. Uma usuyenzile lemisindo yenza abafundi ukuthi bayikhombe lemisindo, enza lemisindo ukuthi ilandelane ibemihlanu. Phinda ukulandelana kwemisindo, bese ushiya owodwa ngahandle- abafundi kumele babone ukuthi iyiphi imisindo engekho.

3 Yisho kubafundi ukuthi: *"Manje kumele sizifundise ukulalela ngokucophelela, ngizosho amagama athile bese niyangitshela ukuthi iliphi elingajwayelekile. Lalela ngokucophelela wonke amagama ngaphambi kokuzama ukuqagela. Beka isandla sakho ekhanda uma ucabanga ukuthi uyayazi impendulo."*

- ★ imbabala, isele, ushokoledi, ibhubesi (ushokoledi awusona isilwane)
- ★ amakhanda, izincwadi, amahlombe, amadolo (incwadi ayilona ilunga lomzimba)
- ★ ingubo, ibhantshi, izicathulo, ushukela (ushukela awulona uhlobo lwento yokugqoka)
- ★ ushaka, inyosi, umkhoma, ihlengethwa (inyosi akusona isilwane esihlala emanzini)
- ★ isaqathe, amazambane, isihlalo, iklabishi (isihlalo akusiyo imifino).

Amabhokisi ezinhlamvu

1 Cela abafundi ukuthi bahlale kumata bese ubakhombisa ngamunye izinto noma izithombe ezisebhokisini lezinhlamvu. Babuze amagama ezinto. Uma kunabafundi abakhuluma ezinye izilimi, bacele batshele abanye abafundi ukuthi bazibiza ngani lezi zinto ngezilimi abazikhuluma emakhaya. Bese unikeza igama lento ngayinye ngolimi okufundiswa ngalo. Banike izinto noma izithombe baziphathe bazidlulisele komunye nomunye umfundi.

2 Buza imibuzo ephathelene nezinto: *"Uke wayibona into efana nale? Senzani ngalokhu? Kumbala muni? Kuzwakala kanjani uma ukuthinta?"*

3 Yisho amagama ezinto, ugcizelele umsindo okugxilwe kuwo. Buza abafundi ukuthi bayawuzwa yini umsindo okugxilwe kuwo.

4 Cela abafundi ukuthi basho igama lento ngayinye bese ugcizelela umsindo okugxilwe kuwo.

5 Uma abafundi sebezejwayezile imisindo emisha, bakhombise uhlamvu olusebhokisini lezinhlamvu, bese uthi: *"Lolu hlamvu luveza ukuthi silubhala kanjani uhlamvu **w**."* Cela abambalwa kubafundi ukuthi babhale phezu kwemigqa yohlamvu ngeminwe yabo.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

- A letter box containing objects or pictures of objects that have the focus sound **w**: iwolintshi, iwoyela, iwolethi, iwashi, iwundlu, iwodulophu, iwuli

Week 2 Day 3

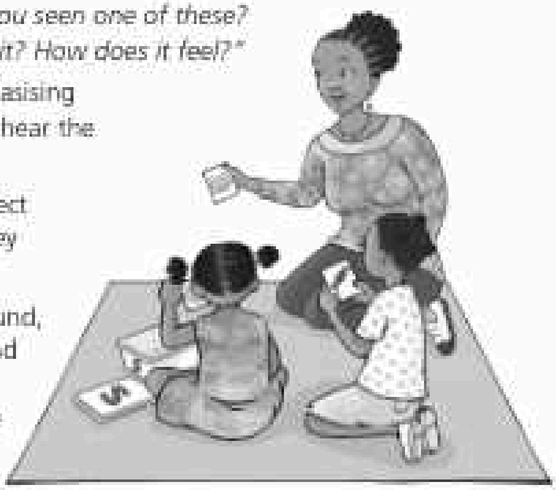
Whole class activities

Learning to listen

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

Letter boxes

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



Small group activities

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

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Nakhu ozokudinga:
• Ikhophi yekhasi lomsebenzi **wokuFunda nokwenza** • Inhlanganisela yamakhrayoni asamafutha

Isonto 2 Usuku 4

Umsebenzi wekilasi lonke

Funda bese wenza

1. Umfundi ngamunye udinga ikhasi lakhe lomsebenzi. Tshela abafundi ukuthi babheke uhlu olusekhasini lomsebenzi bese bekhuluma ngabakubonayo (izinombolo, izithombe namagama).
2. Khumbuza abafundi ukuthi "bazofunda" umugqa nomugqa bese benza lokho okushiwoyo.
3. Zama ukugwema ukufunda uhlu kanye nabafundi , kodwa ubukhuthaze ukuthi bafunde lonke uhlu ngaphambi kokuthi uqale ukudweba.
4. Hamba ubuka njengoba abafundi benza umsebenzi ubaseke lapho kundingeka khona.
5. Khumbuza abafundi ukuthi babheke uhlu futhi emuva kokuba sebeqedile "ukufunda" kanye nokudweba, bese beyathikha uma ngabe sebeqede ulayini ngamunye Womsebenzi.

Ukulalela imisindo okugxilwe kuyo

1. Chazela abafundi ukuthi kumele bacule iculo futhi kumele beqhaphelisise imisindo esekugcineni kwamagama (ushuni: "uMary wayenewundlu elincane").
   - UThisha: *"Yimuphi umsindo oqeda lamagama, oqeda lama gama, oqeda lama gama? Yimuphi umsindo oqeda lamagama: biza, phuza, neroza."* (UThisha uqhweba abafundi ukuba baphendule.)
   - Abafundi basho umsindo osekugcineni kwegama, isibonelo: **/za/**. (UThisha wenza uphawu lokumisa isithupha.)
   - UThisha: *"/**za**/ umsindo oqeda lamagama, oqeda lamagama, oqeda lamagama! /**za**/ umsindo oqeda lamagama: biza, phuza, neroza."*
2. Sebenzisa lamagama kulomsebenzi:
   - /**la**/: lola, vala, vula, qala, wela, bila, ikhala, igula, jikijela, jula, ikamela, ifasitela, itafula, ikamela
   - /**si**/: igagasi, irayisi, unesi, ivasi, umalusi, utamatisi, ivosi, ibhubesi
   - /**lo**/: idolo, ifosholo, isivalo, iculo, ucilo, iqolo, isitulo, ijingijolo, umlilo, inombolo, ihholo, uvolo, ingalo, izolo
   - /**le**/: ulele, isele, iijele, upelepele, iwele, isitebele, ipensele, uhele, icele , isikwele
   - /**mu**/: idamu, ikamu, ijamu, ixamu, ifilimu, i-alamu, ikamu
   - /**li**/: iloli, ijeli, igoli, idoli, idili, imali, isipikili, iwuli, imbali, ivinkili
   - /**zi**/: umuzi, ivazi, yazi, ijezi, ijozi, ipulazi, iyambazi, imbuzi, ushizi, phuzi
   - /**ka**/: yeka, vuka, uzuka, baleka, inyoka

Imisebenzi yokwenziwa ngamaqembu amancane

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

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Week 2 Day 4

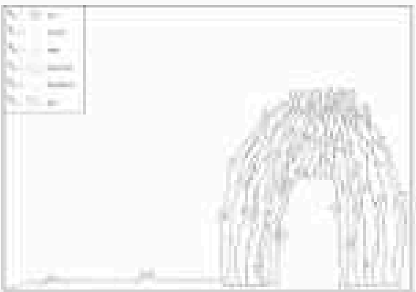
You will need:

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

Whole class activities

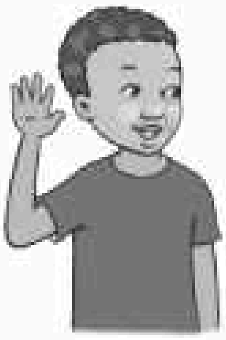
Read and do

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



Listening for focus sounds

1. Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words *(tune: "Mary had a little lamb")*.
   - Teacher: *"What's the syllable that ends these words, ends these words, ends these words? What's the syllable that ends these words: biza, phuza, neroza."* (Teacher signals for learners to respond.)
   - Learners say the syllable that ends the word, for example: /**za**/. (Teacher gives thumbs-up sign.)
   - Teacher: *"/**za**/ is the syllable that ends these words, ends these words, ends these words! /**za**/ is the syllable that ends these words: biza, phuza, neroza."*
2. Use these words for this activity:
   - /**la**/: lola, vala, vula, qala, wela, bila, ikhala, igula, jikijela, jula, ikamela, ifasitela, itafula, ikamela
   - /**si**/: igagasi, irayisi, unesi, ivasi, umalusi, utamatisi, ivosi, ibhubesi
   - /**lo**/: idolo, ifosholo, isivalo, iculo, ucilo, iqolo, isitulo, ijingijolo, umlilo, inombolo, ihholo, uvolo, ingalo, izolo
   - /**le**/: ulele, isele, iijele, upelepele, iwele, isitebele, ipensele, uhele, icele , isikwele
   - /**mu**/: idamu, ikamu, ijamu, ixamu, ifilimu, i-alamu, ikamu
   - /**li**/: iloli, ijeli, igoli, idoli, idili, imali, isipikili, iwuli, imbali, ivinkili
   - /**zi**/: umuzi, ivazi, yazi, ijezi, ijozi, ipulazi, iyambazi, imbuzi, ushizi, phuzi
   - /**ka**/: yeka, vuka, uzuka, baleka, inyoka



Small group activities

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

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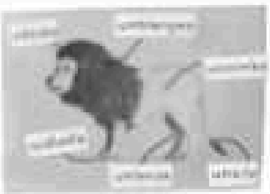
Isonto 2 Usuku 5

Nakhu ozokudinga:

- Iphaphethi yebhubesi, ishadi lamaphepha, izicucu zamaphepha/ amakhadi okulebhelisha, ipeni eliwumaka omnyama lokubhala ebhodini elimhlophe
- Isikhwama esincane esinezithombe noma izinto zezilwane zesandle ezinamagama amalunga-maningi asuselwa endabeni



Umsebenzi weklasi yonke

Yakha, udwebe bese uyabhala

1. Beka iphaphethi yebhubesi noma isithombe sebhubesi maphakathi nekhasi elikhulu.
2. Cela abafundi ukuthi babelane ngamaqiniso ajabulisayo abawaziyo ngamabhubesi. Ungakhuthaza ingxoxo yabo ngokuthi ubuze ukuthi amabhubesi ahlalaphi (ehlathini lase-Afrika) nokuthi adlani (idube, impala kanye nezinye izilwane). Bafundise amagama amasha afana nelithi isidlanyama, umphandu wamabhubesi, izilwane ezincelisayo, ithole, *njinji*. Ungabakhombisa ukuthi ibhubesi lowesilisa nowesifazane ukuthi libukeka kanjani kanye nokuthi amabhubesi esifazane libizwa ngokuthi izinsikazi.
3. Buza kubafundi ukuthi bangakwazi ukusho izingxenye zomzimba webhubesi, khetha umfundi ngamunye ozoza azokhomba ingxenye efanele yomzimba (ikhanda, umhlengwa, umzimba, umsila, umlenze, isidladla).
4. Ungatshela abafundi ukuthi bakusize ukufaka amalebula esithombeni sebhubesi. Qala ngokukhomba emsileni bese udweba umugqa ukusuka kuwona umsila uye ngakwesokudla sesithombe. Thatha ucezu lwekhadi ulinamathelise nge-Prestiki ephepheni, eduze kolayini owudwebile emsileni. Manje yithi kubafundi: *"Ubani ongasiza ukuqala ukubhala igama elithi 'umsila'? Yebo, kuqala ngomsindo /**u**/ iyona indlela okubhalwa ngayo u –**u**"*. Qhubeka ubhale igama elithi "umsila" ngaphandle kokucela abafundi ukuthi baphimisele uhlamvu ngalunye.
5. Qhubeka nokulebula ikhanda lebhubesi, umhlwenga, umzimba, umlenze kanye nezidladla. Njalo uma uzoqala ukubhala igama cela abafundi bakusize ulalele umsindo wokuqala bese ubhala uhlamvu olufanele. Khumbula ukubhala ngosonhlamvukazi. Ungaliphimisi lonke igama njengoba iningi lalamagama kunzima ukuzwakala uma esephelele/engcwele. Vele ungxile kumsindo osekuqaleni kanye nohlamvu.
6. Namathelisa isithombe esinelebula odongeni bese ubheka ukuthi abafundi baqala kanjani ukufunda lawo malebula.

Ukuhlanganisa nokuhlukanisa (amalunga)

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

Imisebenzi yokwenziwa ngamaqembu amancane

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

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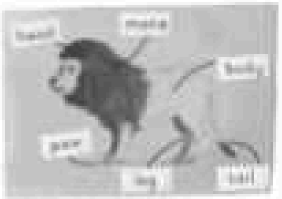
You will need:

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



Week 2 Day 5

Whole class activities

Make, draw and write

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

Blending and segmenting (syllables)

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

Small group activities

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

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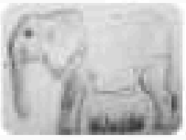
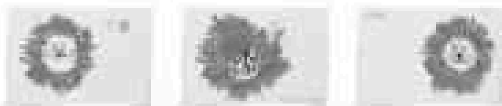
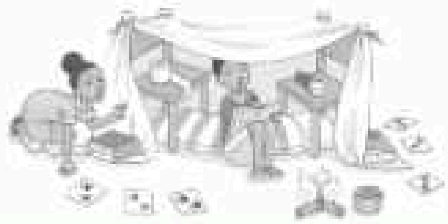
Imisebenzi yokwenziwa ngamaqembu Isonto 2

Nakhu ozokudinga	Imisebenzi
• Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye • Inhlanganisela yamakhrayoni asamafutha 	***Umsebenzi 1:* Ukudweba nokubhala okuvelayo** **1** Nikeza umfundi ngamunye ikhasi elingu -A4 eligoqiwe phakathi nomnyango onqunywe maphakathi nendawo engakwazi ukuvuleka. **2** Bachazele ukthi kumele baqale ngokuhlobisa lapho kuhlala khona imbabala kusukela ngaphandle bese badweba isilwane ngaphakathi. Bakhuthaze ukuthi benze ibhamuza lenkulumo bese "beyabhala" okushiwo isilwane. Babuze ukuthi bangathanda yini ukuthi ubabhalele. **3** Yenza incwadi yekilasi usebenzise wonke amakhasi ahlukene. Abafundi bangafunda incwadi ngesikhathi sokufunda ngabanye. Abafundi bazojabulela ukufunda izindaba zabo kanye nezabanye.
• **Amaphazili namaphaphethi** • Indaba yezithombe ezidlaliswayo • Iphepha le-A4 • Inhlanganisela yamakhrayoni asamafutha 	***Umsebenzi 2:* Amaphazili nemidlalo** **1** Chazela abafundi ukuthi kumele baqale bahlele izingcezu ngemibala yesilwane ngasinye esisendabeni. Babonise amanye wamalunga omzimba (umboko, imilenze, amadlebe) uchaze ukuthi kumele babuke izithombe ezidlaliswayo ukuze bezokwazi ukuhlanganisa umzimba wonke. **2** Uma sebeqedile ukwenza iphazili yeziwane, sebengakhetha isilwane esisodwa abazosidweba.
• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	***Umsebenzi 3:* Ukufunda ngokuzimela** **1** Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. **2** Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. **3** Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. **4** Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.
• Ikhasi elingu-A5 lomfundi ngamunye, upende owolitshi nophuzi, izimfologo zepulasitiki, umaka wepeni wokubhala ebhodini elimhlophe noma ikhokhi 	***Umsebenzi 4:* Izakhono zezihlunu ezincinci nokubhala ngesandla** **1** Chazela abafundi ukuthi bazopenda ubuso bebhubesi besebenzisa imfologo yepulasitiki ukwenza umhlwenga webhubesi. Kumele baqale badwebe undingiliza ophuzi, bese befaka upende owolitshi bajikeleze indilinga. Bangasebenzisa imfologo ukusabalalisa upende nokwenza umhlwenga webhubesi. Abafundi abaqeda ngokushesha bangaqhubeke benze umzimba webhubesi. 
• Okudingeka eshashalazini: isibani, imiqamelo, izikhwama zokulala, umlilo wokuzakhela onezingodo, amaphepha anemibala esawolintshi nophuzi nobomvu ukwenza umlilo, izithombe ezahlukahlukene zemikhondo yezinyawo ukwenza imilobo ezungeze ithende, incwadi yokubhalela nepeni lomsizi ukubhala amagama emisindo yezilwane abazobe beyizwa ngesikhathi bekhempile	***Umsebenzi 5:* Ukulingisa kokuzenzisa** **1** Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 lapho ekade benza engathi baya ekhempini yasebusuku esiqiwini. **2** Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa. 

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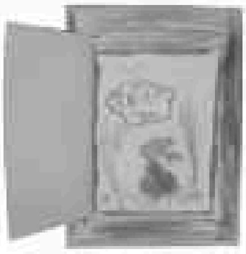
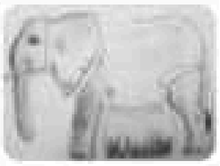
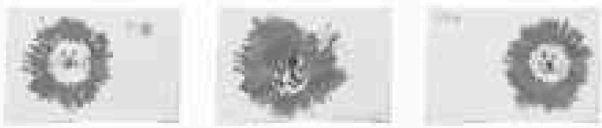
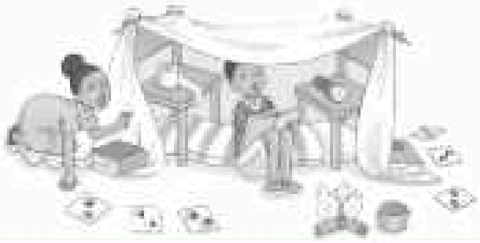
Small group activities for Week 2

You will need	Activities
• A blank A4 page for each learner • Jumbo wax crayons 	***Activity 1*: Drawing and emergent writing** **1** Give each learner an A4 page folded in half with a door cut in the middle of the front that can be opened. **2** Explain to them that they must first decorate Bushbuck's hut from the outside and then they must draw an animal inside the hut. Encourage them to make a speech bubble and "write" what the animal is saying. Ask them if they would like you to write for them. **3** Make a class book using all the different pages. Learners can read through the book during Independent reading time. Learners will enjoy reading their own and other learners' stories.
• **Puppet puzzles** • Story puppets • A4 paper • Jumbo wax crayons 	***Activity 2*: Puzzles and games** **1** Explain to learners that they must first sort the pieces by colour, and then put the pieces together to make each animal from the story. Show them some of the body parts of the animals (trunk, legs, ears) and explain that they must look at the puppet to see where the body parts fit together. **2** Once they have completed the animal puzzles, they can choose one animal to draw.
• Books, magazines, folded little books, Big Books and leaflets 	***Activity 3*: Independent reading** **1** Lead the group to the book corner or give the group a pile of books. **2** To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. **3** Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. **4** Visit the corner to observe and encourage the learners' reading.
• An A5 page for each learner, orange and yellow paint, plastic forks, a black whiteboard marker or koki 	***Activity 4*: Fine motor skills and handwriting** **1** Explain to learners that they are going to paint a lion's face and use a plastic fork to make the lion's mane. They must begin by painting a yellow circle, and then putting some orange paint around the circle. They can use a fork to spread the paint and to make a mane for the lion. Learners who finish quickly could add the body of the lion. 
• 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	***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 going on a night time camp in a game reserve. **2** Visit the corner at least once to observe and encourage the learners' game. 

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Indaba kaZanele

Indaba

Indaba yethu namhlanje imayelana noZanele Situ othanda ezemidlalo ezweni lakhe okuthiwa yiNingizimu Afrika. UZanele uhamba ngesihlalo esinamasondo, aye le nale ngoba akakwazi ukuzihambela. Ake ulalele uZanele esixoxela indaba yakhe.

Sanibona, igama lami ngiinguZanele. Ngazalelwa edolobheni elincane elibizwa nge-Matatiele. Ngangiyintombazanyana encane ehlala izijabulele, kodwa kwathi uma ngiba neminyaka eyishumi nanye ubudala, umzimba wami ngawuzwa uqala ukukhathala nokugula. Ngelinye ilanga ngezwa ukuthi imilenze yami ayisakwazi ukuhamba. Umama nobaba baqala ukukhathazeka, nami ngethuka. Bangithatha bangisa esibhedlela.

Bafika bawuhlola umzimba wami odokotela esibhedlela. Bahlola izinto eziningana ukuzama ukuthola ukuthi kungani ngingakwazi ukuzihambela. Ngangizizwa ngikhathele nsuku zonke ngidinga ukulala amahora ngamahora. Kwadingeka ukuthi ngihlale esibhedlela iminyaka emithathu!

Ngelinye ilanga odokotela baxoxa nomama nobaba: "Siyaxolisa kakhulu, uZanele unesifo sofuba emgogodleni. Ngeke aphinde akwazi ukuzihambela ngaphandle kwesihlalo esinamasondo."

Ake ucabange nawe ukuthi kunjani nje ukwazi ukuthi ngeke uphinde ukwazi ukuzihambela! Ngangithanda kakhulu ukuzibandakanya kwezemidlalo. Yini nje engangingayenza? Umama nobaba bangitholela isikhala esikoleni esikhethekile sezingane ezifana nami. Kwakuyisikole esimatasatasa, othisha bakhona bezama ukusisiza ukuthi sisebenze ngokuncomekayo. Yilapho ngafunda khona ukwenza okuthile kwezemidlalo, nakuba ngangihamba ngesihlalo esinamasondo.

Ngangifisa ukwenza izinto ezincomekayo kwezemidlalo ngoba ngangınothando. Ngangiziqeqesha kanzima nsuku zonke. Ngangingenela imiqhudelwano ngibuye nezindondo kanye nemiklomelo. Ngokusebenza ngokuzikhandla ngangifuna ukudlulela emiqhudelwaneni emikhulu yomhlaba, yona lena ebizwa ngama-Olimpiki.

Qagela-ke ukuthi kwenzekani? Yebo, emva kokusebenza ngokuzikhandla iminyaka eminingi, ngabikelwa ukuthi ngivumelekile ukuya kuma-Olimpiki! Ngaya ngafika ngasebenza kahle kakhulu, ngaze ngathola indondo yegolide. Kwangijabulisa lokhu, kwangenza ngaziqhenya ngayo.

Ngihlala ngisho ngithi: Umuntu angasabi ukuzama ngamandla akhe wonke, angalilahli ithemba. Niyabona manje nonke ukuthi kwenzekani kimi!

Iphela lapha indaba.

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★ 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.

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Iculo

Dlalela abafundi ihubo lesizwe bese ubavumele ukuthi balicule.

Amagama amasha endabeni

Amagama awukhiye:	isihlalo esinamasondo	ezemidlalo	ukuziqeqesha	indondo	ukuziqhenya	isibhedlela
Amagama ongeziwe:	udokotela	ukhathazekile	uyesaba	ukukhathela	ukuhlola	ukuhamba
	imiklomelo	umqhudelwano	ama-Olimpiki	nyakaza	umgogodla	okukhethekile

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Song

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

Vocabulary from the story

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

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Nakhu ozokudinga:

- Indaba: Indaba kaZanele
- Amaphaphethi: UZanele (eyintombazanyana, intombazane esikhulakhulile, umuntu omdala), isihlalo esinamasondo esingenalutho, udokotela
- Okudingeka eshashalazini: indondo, ifulegi laseNingizimu Afrika, ibhokisi lephepha langasese elizokwenziwa umbhede
- Izinto noma amakhadi anezithombe noma amagama athathwe ohlwini lwamagama amasha

Isonto 1 Usuku 1

Nginyakazisa iminwe yami

Nginyakazisa iminwe yami.
Nginyakazisa izinzwane zami.
Nginyakazisa amahlombe ami.
Manje-ke ishaya izandla!
Yonke iminyakazo iqhumile kimi
Futhi sengithule du!

Umsebenzi wekilasi lonke

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

Ukuxoxa indaba nokwakha uhlu lwamagama amasha

1 Ngaphambi kokuxoxa indaba

1.1 Tshela abafundi isihloko sendaba bese wethula abalingiswa usebenzisa amaphaphethi.

1.2 Fanisa indaba nempilo yabafundi: *"Ngabe bakhona yini obaziyo abenza ezemidlalo? Udlala luphi uhlobo lwezemidlalo? Ukhona yini omaziyo othole indondo kwezemidlalo ngokwenzakahle? Wake wezwa yini ngama-Olimpiki noma amaPharalimpiki?"*

1.3 Yithi: *"Ngaphambi kokuthi siqale, ngifuna ukunethulela incazelo yamagama amasha esizowathola kule ndaba."* Xoxa ngamagama abalulekile asemagameni amasha, ukhombise abafundi into ethile noma isithombe, noma wenze okuthile ukubakhombisa ukuthi igama lisho ukuthini. Isibonelo: Babonise indondo noma isithombe somuntu omukela indondo entweni esapulipiti . Bachazele ukuthi izindondo ziyimiklomelo oyitholayo uma kunemincintiswano ukuze kuzobonakala ukuthi ubani obehlula bonke kwezemidlalo.

2 Ngenkathi uxoxa indaba

2.1 Yixoxe ngomdlandla, uguqule izwi njalo.

2.2 Nyakaza uphinde usebenzise amaphaphethi nezinto zeshashalazi.

2.3 Cela abafundi ukuthi baqagele ukuthi kungahle kwenzekeni endabeni ngokulandelayo ubenze babe yingxenye yendaba ngokubabuza imibuzo enezimpendulo eziningi, efana nokuthi: *"Yini ocabaga ukuthi yenza isikole sibe indawo eyigugu kuZanele? Ucabanga ukuthi wazizwa kanjani mhla udokotela emtshela ukuthi usezohamba ngesihlalo esinamasondo impilo yakhe yonke?"*

3 Emva kokuxoxa indaba

3.1 Buza abafundi uthi: *"Yini eniyithandile endabeni? Yini eningayithandanga? Iyiphi ingxenye ebe mnandi kakhulu? Mibuzo mini eninayo ngendaba?"*

Ukwethula umsindo othathwe endabeni

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

Imisebenzi yokwenziwa ngamaqembu amancane

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

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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

I wiggle my fingers

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

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.

2.2 Do actions and make use of the puppets and props.

2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think made the school a special place for Zanele? How do you think she felt when the doctor told her she would be in a wheelchair for the rest of her life?"*

3 After you tell the story

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

Introducing a sound from the story

1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"lakhe, ulalele, ilanga, lena, lokhu. Can you hear the focus sound: **l**akhe, u**l**a**l**e**l**e, i**l**anga? Yes, you are right! They all have the sound /l/."*

2 *"Listen carefully, here are some more words with /l/: lala, luma, linda, luhlaza, ilori, ulamula, uloliwe, ulimi, iladi, umlilo."* (Emphasise the focus sound as you say these words.)

3 Say the sound /l/ clearly and tell learners to watch your mouth carefully.

4 Ask learners to say the sound /l/: "**l-l-l**". 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.

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Nakhu ozokudinga:

- Amaphaphethi asendabeni
- Umsindo oqoshiwe wehubo lezwe laseNingizimu Afrika kanye nokudingeka eshashalazini noma izithombe zeculo (isithombe sefulegi laseNingizimu Afrika noma ifulegi langempela)

Isonto 1 Usuku 2

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokucula

1 Qala ngokukhumbuza abafundi incazelo yamagama owethule ngoSuku-1.

2 Phinda uxoxe indaba ngamaphaphethi. Buza imibuzo ngenkathi uxoxa indaba. Khuthaza abafundi ukuthi baqagele ukuthi yini ezokwenzeka ngokulandelayo endabeni.

3 Tshela abafundi ukuthi uzobafundisa iculo elisha elizohambisana nendaba. Leli iculo libalulekile yingakho kumele bame baqonde futhi bazizwe bezigqaja uma belicula.

4 Dlala umsindo oqoshiwe weculo lesizwe bese ukhuthaza abafundi ukuthi nabo bacule behambisana nawo.

5 Jabulani uma nicula ngezilimi ezahlukahlukene.

Ukwakha uhlamvu

1 Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /l/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /l/.

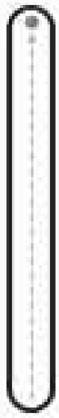
2 Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengaphakamisa ulimi luthinte olwangeni ngesikhathi bethi: "**u-l-l-limi**".

3 Bonisa abafundi ukuthi uhlamvu **l** lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: *"Qala echashazini, yehla."*

4 Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.

5 Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, khuthaza abafundi ukubhala uhlamvu enhlabathini ngokhuni.

6 Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

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

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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

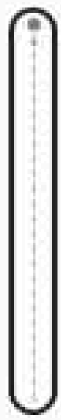
Whole class activities

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



Small group activities

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

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Nakhu ozokudinga:

- Okudingeka eshashalazini namaphaphethi asendabeni
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **l**: luhlaza, ilori, ulamula, ilanga, ulolwe; ulimi, iladi

Isonto 1 Usuku 3

Umsebenzi wekilasi lonke

Ukuxoxa indaba kanye nokuyidlala

1. Cula iculo.
2. Buza abafundi ukuthi bayayikhumbula yini incazelo yamagama asohlwini lwamagama amasha. Isibonelo: UZanele wayezizwa enjani ngesikhathi esesibhedlela? (ekhathele futhi egula) UZanele kanye nomndeni wakhe bazizwa kanjani ngesikhathi odokotela benza ukuhlola? (bekhathazekile futhi benokwesaba) UZanele wazizwa kanjani ngesikhathi ephumelela ethola nendondo yegolide? (ejabule futhi ezigqaja)
3. Khetha abafundi abazoba ngabadlali endabeni.
4. Khuluma kubafundi ngendaba. Tshela abafundi ukuthi bazoba ngobani uma kudlalwa indaba, bese ubakhombisa izinto abazozisebenzisa ukuxoxa indaba.
5. Chazela abafundi ukuthi wena (thisha) uzoba ngumxoxi wendaba, kanti futhi uzokwaziwa njengomlandi. Abafundi abazolingisa bazoyenza yonke into ozoyisho. Basize ukuhlela ukuthi bazokuma kanjani.
6. Qala uxoxe indaba, bese ukhuthaza abafundi ukuthi benze iminyakazo ehambisana namagama, ngenkathi ikilasi lonke libukela kudlalwa.
7. Uma isikhathi sikhona, bangawuphinda umdlalo sewudlalwa ngabanye abafundi.

Amabhokisi ezinhlamvu

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

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

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

Week 1 Day 3

Whole class activities

Storytelling and role play

1 Sing the song.

2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: *"How did Zanele feel when she was in hospital?"* (tired and sick) *"How did Zanele and her parents feel when the doctors were doing tests?"* (worried and scared) *"How did Zanele feel when she won a gold medal?"* (happy and proud)

3 Choose learners to play the characters in the story.

4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.

5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.

6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.

7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

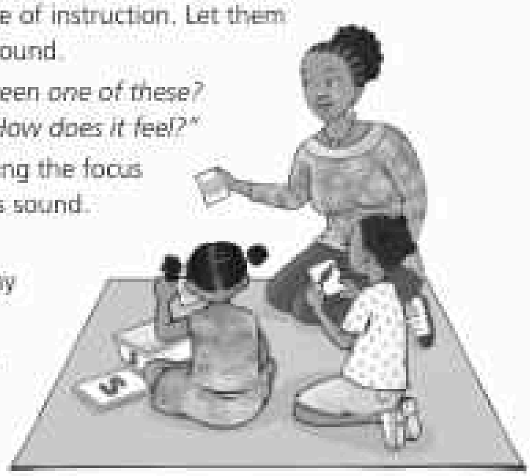
1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language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

2 Ask questions about the objects: *"Have you seen one of these? What do we use this for? What colour is it? How does it feel?"*

3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.

4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.

5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write **l**."* Let some learners trace over the letter on the lid with their fingers.



Small group activities

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

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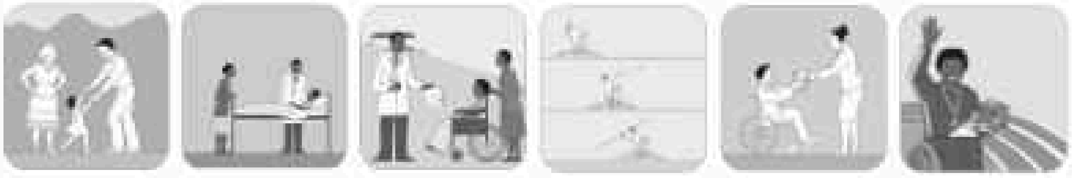
Isonto 1 Usuku 4

Umsebenzi wekilasi lonke

Ukulandelanisa izithombe

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



Ukulalela imisindo okugxilwe kuyo

1. Nikeza umfundi ngamunye ikhadi lesithombe. Kumele baqambe isithombe sabo bese besho igama laso ngokunensa. Laba abanye abafundi kumele bazame ukuthola umsindo emagameni. Isibonelo: igama elithi "ufudu" linomsindo /**f**/.
2. Uma umfundi ngamunye esethole ithuba lokusho igama lesithombe nomsindo sebewutholile, bonisa abafundi izindingilizi ezinembobo ngaphakathi zamakopi ama-Olimpiki. Bachazele ukuthi kumele babheke uhlamvu obhalwe ekopini ngalinye bese bethatha isinqumo sokuthi bazolifaka kuphi ikhadi lezithombe. Isibonelo: uma benesithombe "sefudu", bakuzofanele bayifake ngaphakathi kwekopi nomsindo **f**.

Imisebenzi yokwenziwa ngamaqembu amancane

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

Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhadi ezithombe
- Izindingilizi zama-Olimpiki ezinhlanu ezenziwe ngamakopi ambozwe ngamaphepha anemibala (imibala yama-Olimpiki: omnyama, obomvu, oluhlaza satshani, ophuzi, oluhlaza okwesibhakabhaka) nohlamvu nekhadi lesithombe linamatheliswe ekopini ngalinye

UStella uthi:

Lena yimibuzo evusizo engabuzwa ngesithombe ngasinye:

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

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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

Stella says:

These are useful questions to ask about each picture:

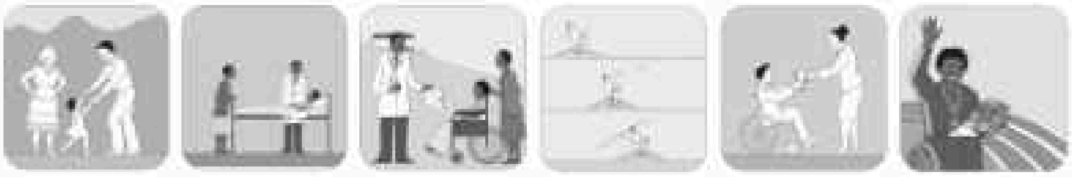
- *"Who can you see?"* (characters)
- *"What is he/she/it doing?"* (verbs and actions)
- *"What else can you see?"* (looking again)
- *"Where is the …?"* (naming places/position)
- *"Why do you think …?"* (creative thinking, expressing opinions)

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. 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 "ufudu" has the sound /**f**/.
2. When each learner has had a turn to say the name of a picture and the focus sound has been identified, show learners the Olympic ring tins. Explain that they must look at the letter written on each tin and decide where to put their picture card. For example: If they have a picture of a "sefudu", they would need to place it in the tin with the **f** sound.

Small group activities

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

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Nakhu ozokudinga:

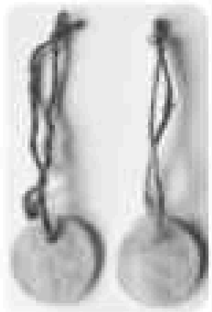
- Umfundi ngamunye athole ubumba lokudlala noma ubumba ukuze azokwakha izindondo ezintathu (igolide isiliva nethusi), isivalo sebhodlela lojamu, umucu wokumoma, upende (golide, siliva, thusi), iribhoni noma intambo
- Amakhadi ezithombe
- Isikhwama noma isikhwama somqamelo, izinto noma izithombe zabantu abenza zemidlalo ehlukile

Isonto 1 Usuku 5

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

1. Umfundi ngamunye uzodinga ibhola lobumba lokudlala noma ubumba. Bachazele ukuthi bazokwakha izindondo besebenzisa ubumba lokudlala noma ubumba.
2. Bazoqala ngokugingqa ubumba lokudlala noma ubumba lube isibaca. Bengasebenzisa isivalo sebhodlela lojamu ukusika izindingilizi kanye nomucu wokumoma ukwenza imbombo ngaphezu kwendondo.
3. Izindondo zingomiswa elangeni bese abafundi bezipenda bazifake izintambo noma amaribhoni ezimbotsheni.



UStella uthi:

Abafundi bengabhekana nenselela uma besaqala njengoba kunzima ukuzwa imisindo ehamba ngayinye (amafonimu) egameni.

Ukuhlanganisa nokuhlukanisa (amalunga namafonimu)

1. Faka amakhadi ezithombe noma izinto esikhwameni noma esikhwameni somqamelo.
2. Qala lomsebenzi ngokufaka isandla sakho esikhwameni, ukhethe okuthile bese wenza umsindo wayo ukuze abafundi baqagele. Isibonelo: *"Ngiphethe i-bh-o-l-a esandleni sami. Kuyini lokho?"*
3. Umfundi ozoqagela kuqala engaqhubeka futhi ngosizo lwakho, khetha ikhadi noma into uthisha azokwenza umsindo wayo.
4. Uma usukhiphe amakhadi ayisishiyagalombili noma izinto, namathisela amakhadi odongeni noma uwabeke kumata ukuze abafundi bezowabona. Bese uthi kubo: *"Ngifuna i-bh-o-l-a engizolisusa. Ubani ongangitholela lona?"*
5. Buyisela ikhadi ngalinye noma into esikhwameni. Bese ubuza kubafundi ukuthi ngabe ukhona yini ongathanda ukukhetha into bese esho umsindo wayo ngegama ukuze abanye bazoqagela ukuthi yini esesandleni.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

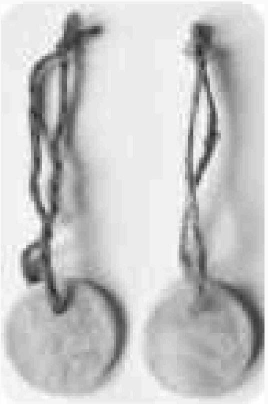
- Playdough or clay for each learner to make three medals (gold, silver and bronze), jam jar lid, drinking straw, paint (gold, silver and bronze), ribbon or string
- Picture cards
- Bag or pillowcase; objects used in different sports or pictures of people doing different sports

Week 1 Day 5

Whole class activities

Make, draw and write

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



Stella says:

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

Blending and segmenting (syllables and phonemes)

1 Put the picture cards or objects into a bag or pillowcase.
2 Start the activity by putting your hand in the bag, choosing something and sounding out for the learners to guess. For example: *"Ngiphethe i-bh-o-l-a esandleni sami. Kuyini lokho?"*
3 The first learner to guess can then have a go and with your help, choose the next card or object for the teacher to sound out.
4 Once you have taken out eight cards or objects, stick the cards on the wall or put them on the mat so that learners can see them. Then say: *"Ngifuna i-bh-o-l-a engizolisusa. Ubani ongangitholela lona?"*
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.

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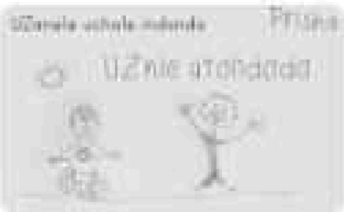
Imisebenzi yokwenziwa ngamaqembu Isonto 1

Nakhu ozokudinga	Imisebenzi
• Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye • Inhlanganisela yamakhrayoni asamafutha  *Ngalesi sikhathi sonyaka, abafundi bafanele babe nokuzethemba ngokubhala ngabo uqobo. Ungakhathazeki uma bethola sebebhala uhlobo lwezinhlamvu ezingahlukaniswe nangezikhala.*	***Umsebenzi 1:* Ukudweba nokubhala okuvelayo** **1** Bhala isihloko sendaba phezulu ekhasini lomfundi elingenalutho ngaphambi kokuthi kuqale isifundo. **2** Cela abafundi ukuthi bawakhombe amagama esihloko ngenkathi uwafunda. **3** Buza abafundi ukuthi bathande kakhulu yiphi ingxenye yendaba. Nikeza imibono nawe. **4** Khuthaza abafundi ukuthi badwebe ingxenye abayithanda kakhulu endabeni. **5** Nikeza imibono yakho noma ucele umfundi ngamunye ukuthi akhulume ngomdwebo wakhe. **6** Buza abafundi ukuthi bayathanda yini ukubhala okuthile ngezithombe zabo noma mhlawumbe bafuna kubhale wena yini ngazo. **7** Uma kungukuthi bafuna kube nguwe obhalayo, babandakanye nabo ngokubacela basho amagama ngesineke ngenkathi uwabhala. Bhala ukhuluma kuyo yonke imisho yabo. **8** Kubhale njengoba kunjalo okushiwo ngabafundi, igama negama, noma ubabuze ukuthi bayalwamukela yini ushintsho emagameni abo ngaphambi kokuthi ulwenze. Khumbula ukubhala kuhlanzeke kucace. **9** Uma sewuqedile ukubhala, bakhuthaze abafundi ukuthi bawufunde kanye nawe umusho. Khomba igama ngalinye ngenkathi ulifunda, bese ubabonga ngemizamo yabo.
• Amakhadi ezithombe anohlamvu, izinhlamvu ezifanisayo ezisesithombeni ngasinye esibhalwe ngaphakathi kwezivalo zojeke noma ezamabhodlela • Ucezu lwekhadi elikhulu elinemidwebo yezivalo zamabhodlela	***Umsebenzi 2:* Amaphazili nemidlalo** **1** Chazela abafundi ukuthi kumele bacoshe isivalo, basho umsindo wohlamvu bese beyabheka ukuthi bengasithola yini isithombe edingilizeni yokufanisa esekhadini. **2** Uma sebethole isithombe esifanayo, kumele babeke isivalo phezu kwesithombe kuze kumbozeke zonke izithombe.
• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	***Umsebenzi 3:* Ukufunda ngokuzimela** **1** Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. **2** Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma iphecana abangathanda ukulifunda. **3** Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. **4** Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.

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Small group activities for Week 1

You will need	Activities
• A blank A4 page for each learner • Jumbo wax crayons *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.*	***Activity 1*: Drawing and emergent writing** **1** Write the title of the story at the top of each learner's blank page before the lesson. **2** Ask learners to point to the words of the title as you read them together. **3** Ask learners what part of the story they liked best. **4** Encourage learners to draw their favourite part of the story. **5** Make a comment or ask each learner to tell you about their drawing. **6** Ask learners if they would like to write something about their picture or if they would like you to write for them. **7** If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. **8** Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. **9** When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
• Letter picture cards, matching letters for each picture written inside different sized lids of jars or bottles • Large piece of card with outlines of the bottle lids drawn on the card	***Activity 2*: Puzzles and games** **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. **2** Once they find the matching picture, they must put the lid over the picture until all the pictures are covered.
• Books, magazines, folded little books, Big Books and leaflets 	***Activity 3*: Independent reading** **1** Lead the group to the book corner or give the group a pile of books. **2** To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. **3** Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. **4** Visit the corner to observe and encourage the learners' reading.

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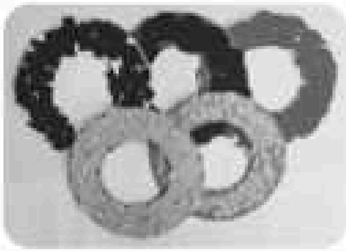
Nakhu ozokudinga	Imisebenzi
• Izindilizi zama-Olimpiki ezisikwe ekhadini noma ephepheni, ipuleti, ingcino, nesikele • Iphepha elinombala (omnyama, obomvu, ophuzi, oluhlaza okwesibhakabhaka) abafundi abangalidabula bese belinamathelisa ezintweni eziyindilinga enembobo ngaphakathi Izindilinga ezinembobo ngaphakathi zama-Olimpiki zimele amazwekazi asemhlabeni: i-Europe, i-Asia, i-Afrika, i-Amerika kanye ne-Oceania.	***Umsebenzi 4:* Amakhono omzimba nokubhala ngesandla** **1** Nikeza umfundi ngamunye indingilizi enembobo ngaphakathi nephepha elinombala. Bachazele ukuthi kumele badabule iphepha bese belinamathelisa endingilizeni enembobo ngaphakathi. **2** Uma sebeqedile, sebengahlela izindilingizi ezinembobo ngaphakathi zama-Olimpiki ezinhlanu bese bezinamathisela odongeni lwegumbi lokufundela njengo phawu. 
• Okudingeka eshashalazini: ucingo, ithili, izinto zezemidlalo ezahlukahlukene njengama bhola, izingubo zokugqoka, izicathulo, irakhethi/amabhethi noma izinduku zokudlala ihokhi, ibhuku zithombe lezemidlalo (azonikezelwa mahhala), izithombe zezinto zezemidlalo kanye nezimpahla zokugqoka	***Umsebenzi 5:* Ukulingisa kokuzenzisa** **1** Yana engosini yokwenza sengathi kuyadlalwa neqembu labafundi, ubabonise impahla yeshashalazi entsha. Bachazele ukuthi bazokwenza sengathi basebenza noma bavakashele esitolo sezemidlalo futhi bathengise noma bathenge izimpahla zezemidlalo. **2** Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa.

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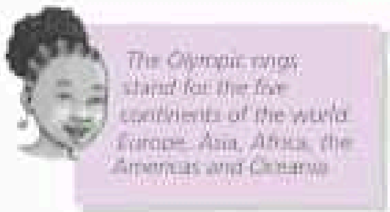
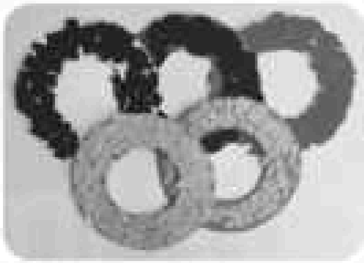
You will need	Activities
• Olympic rings cut out of card or paper plates, glue and scissors • Coloured paper (black, red, green, yellow, blue) that learners can tear and stick onto the rings  	***Activity 4*: Fine motor skills and handwriting** 1 Give each learner a ring and a sheet of coloured paper. Explain that they must tear the paper and stick it onto the Olympic ring. 2 Once they are finished, they can sort into the five Olympic ring colours and stick the Olympic ring symbol on the wall in the classroom. 
• Props: telephone, till, different sports items such as balls, clothes, shoes, rackets/bats or hockey sticks, sports magazines (often given free), pictures of sports items and clothes	***Activity 5*: Pretend play** 1 Lead the group to the pretend play corner and show them the new props. 2 Explain to them that they are going to pretend to work at or visit a sports shop and sell or buy sports equipment. Visit the corner at least once to observe and encourage learners' pretend play.

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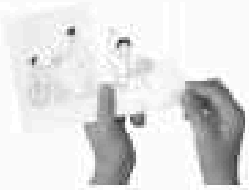
Nakhu ozokudinga:

- Izithombe ezinkulu ezilandelanayo
- Amakhophi kanye nezincwajana ezigoqiwe zomfundi ngamunye
- Ikhophi yezithombe zombala omnyamanomhlophe ezilandelanayo zomfundi
- Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye, iglu, isikele

Isonto 2 Usuku 1



Umsebenzi wekilasi lonke

Okunye ukulandelanisa izithombe

1. Qala ngabafundi abahlezi kumata. Khetha abafundi abahlezi ngaphambili ekilasini, umfundi ngamunye abambe isithombe esinombala ngokulandelana kwayo (nokho angayilandelanisi imibala).
2. Buza abafundi ukuthi izithombe zilandelana ngokwamukelekayo yini. Bacele bakhombe isithombe okumele siveze indaba lapho iqala khona.
3. Cela abafundi bendawonye ukuthi baye le nale nezithombe kuze kuhleleke kahle ukulandelana kwendaba. Buza imibuzo efana nokuthi: *"Ngubani okhumbula into eyenzeka ngokulandelayo?"*
4. Uma sewulandelanise kahle izehlakalo zendaba, abafundi kumele baphindele ematafuleni abo.
5. Buza/Cela abafundi ukuthi basike izithombe ezingenamibala, uzihlele ngokulandelana kwazo bese uzinamathisela ekhasini elingenalutho. Zungeza/ hambahamba ekilasini usize lapho kudingeka khona. Lomsebenzi uwusizo ekuhloleni amakhono abafundi lokubona imiphumela yendaba ngokulandelana kwayo.
6. Uma abafundi sebeqedile umsebenzi wezithombe, nikeza umfundi ngamunye incwadi encane. Uma isikhathi sikhona, abafundi "bangafunda" incwadi encane ngamunye, bayifundele abangane babo ekilasini.
7. Khuthaza abafundi ukuthatha izincwadi baye nazo emindenini yabo emakhaya.

Ukwethula umsindo othathwe endabeni

1. Cela abafundi bahlale phansi kumata balalele okushoyo ngokuqikelela. Yisho la mazwi owathathe endabeni: *"igama, emgogodleni, yegolide, Qagela-ke. Uyayizwa imisindo okugxilwe kuyo: i**g**ama, em**g**o**g**odleni, ye**g**olide? Yebo, uqinisile! Wonke anomsindo /**g**/."*
2. *"Lalelisisa, nanka amagama aqala ngomsindo /**g**/: geza, gijima, igolide ugandaganda, ugogo, igagasi, igula, igusha, isigubhu, igilavu, eGoli."* (Gcizelela imisindo engasekuqaleni ngenkathi usho la magama.)
3. Yisho lo msindo /**g**/ ngokucacile bese utshela abafundi ukuthi babukisise umlomo wakho.
4. Cela abafundi ukuthi basho lo msindo /**g**/: "**g-g-g**". Yenza lokhu kube wumdlalo omnandi: yisholo phansi, phakamisa izwi, wusho ubheke odongeni, wusho uwubhekise kusilingi kanye nakubafundi abanye.

Umsebenzi wamaqembu amancane

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.

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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: *"igama, emgogodleni, yegolide, Qagela-ke. Can you hear the focus sound: i**g**ama, em**g**o**g**odleni, ye**g**olide? Yes, you are right! They all have the sound /**g**/."*
2. *"Listen carefully, here are some more words with /**g**/: geza, gijima, igolide ugandaganda, ugogo, igagasi, igula, igusha, isigubhu, igilavu, eGoli."* (Emphasise the focus sound as you say these words.)
3. Say the sound /**g**/ clearly and tell learners to watch your mouth carefully.
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.

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Nakhu ozokudinga:

- Incwadi Enkulu: *Indaba kaZanele*
- Amanzi asezitsheni zokuphatha nebhulashi lokupende kuzotholwa umfundi ngamunye

Isonto 2 Usuku 2

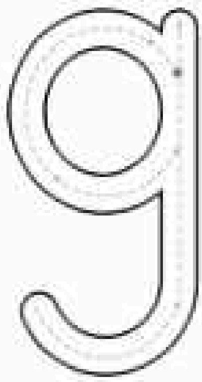
Umsebenzi wekilasi lonke

Ukufunda ngokubambisana – Incwadi Enkulu

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

Ukwakha uhlamvu

1. Khumbuza abafundi ngomsindo okugxilwe kuwo. Buza kubo ukuthi ukhona yini onegama eliqala ngohlamvu /**g**/ noma akhona yini amanye amagama abangawacabanga aqala ngohlamvu /**g**/.
2. Fundisa abafundi iminyakazo ehambisana nomsindo lowo. Isibonelo: Abafundi bengenza sengathi bashaya isigubhu ngesikhathi bethi: "**i-si-gu-bhu**".
3. Bonisa abafundi ukuthi uhlamvu /**g**/ lubhalwa kanjani. Bhala uhlamvu olukhulu ebhodini noma emoyeni ngenkathi usho la mazwi: *"Qala echashazini, jikeleza, uye phezulu, wehle, ujikeleze."*
4. Dedela abafundi bazejwayeze ukwakha uhlamvu emoyeni, kukhaphethi, emhlane womunye nomunye noma ezandleni. Bangazama futhi ukusebenzisa imizimba yabo ukwakha uhlamvu.
5. Uma sewuqedile ukubakhombisa ukuthi uhlamvu lubhalwa kanjani, iya ngaphandle bese unika umfundi ngamunye isitsha sokuphatha esinamanzi nebhulashi lokupenda. Abafundi bengadweba uhlamvu ngamanzi ophahleni izikhathi eziningi.
6. Khuthaza abafundi ukuthi basho umsindo bawenze futhi ngenkathi bebhala uhlamvu.



Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

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

Week 2 Day 2

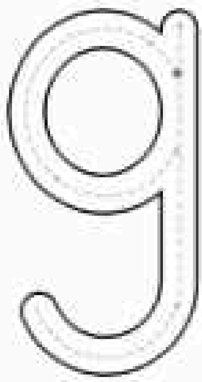
Whole class activities

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 /**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: "**i-si-gu-bhu**".
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 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.

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Nakhu ozokudinga:

- Ukuqoshwa kwengxoxo ende *yendaba kaZanele* leyondaba ifundwe ngu-Sindiswe Magona (ungayilanda lapha: https://www.youtube.com/watch?v=xioDlWKHFJs)
- Ibhokisi lezinhlamvu eliqukethe izinto noma izithombe zezinto ngomsindo **g**: ugandaganda, ugogo, igagasi, igula, igolide, ugange, igusha, igundane, igobolondo, igilavu

Isonto 2 Usuku 3

Umsebenzi wekilasi lonke

Ukuzejwayeza ukulalela

1. Tshela abafundi ukuthi badlale benze isiyingi/undilinga bese ubacela ukuthi bavale amehlo bese belalela ngokucophelela imisindo esiduzane kwabo. Tshela abafundi bahlikihle izindlebe zabo ukuze balungele ukulalela ngokucophelela.
2. Bachazele ukuthi uzobadlalela into eqoshiwe yendaba ende kaZanele ngeSingisi. Kumele balalele ngokucophelela babone ukuthi bakhumbula kangakanani endabeni obatshele yona.
3. Dlalela abafundi lokho okuqoshiwe bese uyabancoma ngokulalela kwabo.
4. Uma ngabe seniyiqedile indaba, ungabuza abafundi ukuthi yini abayithandile kakhulu ngalendaba ende.
5. Tshela abafundi ukuthi bangatshela abazali babo bebalandele indaba bayilalele emakhaya.

Amabhokisi ezinhlamvu

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

Imisebenzi yokwenziwa ngamaqembu amancane

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

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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=xioDlWKHFJs)
- A letter box containing objects or pictures of objects that have the focus sound **g**: ugandaganda, ugogo, igagasi, igula, igolide, ugange, igusha, igundane, igobolondo, igilavu

Week 2 Day 3

Whole class activities

Learning to listen

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

Letter boxes

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

Small group activities

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

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Nakhu ozokudinga:

- Ikhophi yomfundi ngamunye yekhasi lomsebenzi **wokuFunda nokwenza**
- Inhlanganisela yamakhrayoni asamafutha
- Amakhadi ezithombe
- Izindingilizi zama-Olimpiki ezinhlanu ezenziwe ngamakopi ambozwe ngamaphepha anemibala (imibala yama-Olimpiki: omnyama, obomvu, oluhlaza satshani, ophuzi, oluhlaza okwesibhakabhaka) nohlamvu nekhadi lesithombe linamathelisiwe ekopini ngalinye

UStella uthi:

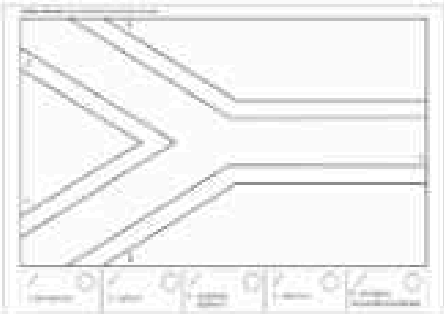
Uma unabafundi abavela kwamanye amazwe ekilasini lakho, babuze ukuthi banalo yini ifulegi lesizwe abangaliletha ekilasini, noma uthole isithombe sefulegi ukhombise abanye abafundi ekilasini.

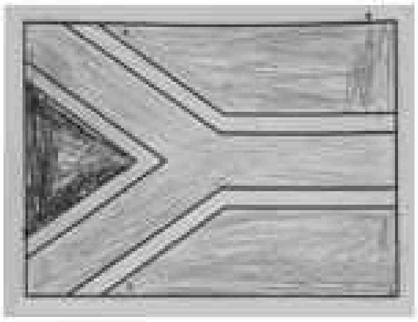
Isonto 2 Usuku 4

Umsebenzi wekilasi lonke

Funda bese wenza

1. Buza abafundi ukuthi ngabe bayasazi yini isithombe esisephepheni lemisebenzi lapho okubhalwe khona ukuthi Funda bese Wenze. Isithombe sefulegi lase Ningizimu Afrika kumele basifake imibala. Bacele ukuba babuke ithebula elingezansi ekhasini bese bekhuluma ngabakubonayo (izinombolo, izithombe namagama).
2. Khumbuza abafundi ukuthi "bazofunda" umuqga nomugqa bese benza lokho okushiwoyo.
3. Lona umsebenzi "wokufaka umbala ngezinombolo". Funda umbhuku wokuqala bese ucela abafundi ukuba bafake umbala omnyama endingilizini. Bese ubheka umbhuku wesibili bese befaka umbala ophuzi. Tshengisa abafundi umbhuku ngamunye bese ubacela ukuba bafake imibala ezindingilizeni. Uma sebekwenzile lokho, bachazele ukuthi uma bebona unombolo 1 efulegini, kumele bafake umbala omnyama, uma bebona unombolo 2, kumele bafake umbala ophuzi. Abafundi kumele baqhubeke baze baqede ukufaka imibala efulegini.
4. Hamba uhlola ngesikhathi abafundi besebenza ubakhuthaze lapho okunesidingo khona.
5. Khumbuza abafundi ukuthi kumele baphinde babheke ithebuli uma sebeqedile "ukufunda" nokufaka imibala, bese befaka uphawu lokuphawula embhukwini ngamunye uma seqedile lomsebenzi.





Ukulalela imisindo okugxilwe kuyo

1. Nikeza umfundi ngamunye ikhadi lesithombe. Kumele baqambe isithombe sabo bese besho igama laso ngokunensa. Laba abanye abafundi kumele bazame ukuthola umsindo emagameni. Isibonelo: igama elithi "ifasitela" linomsindo /f/.
2. Uma umfundi ngamunye esethole ithuba lokusho igama lesithombe nomsindo sebewutholile, bonisa abafundi izindingilizi ezinembobo ngaphakathi zamakopi ama-Olimpiki. Bachazele ukuthi kumele babheke uhlamvu obhalwe ekopini ngalinye bese bethatha isinqumo sokuthi bazolifaka kuphi ikhadi lezithombe. Isibonelo: uma benesithombe "sefasitela", bakuzofanele bayifake ngaphakathi kwekopi nomsindo **f**.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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You will need:

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

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.

Week 2 Day 4

Whole class activities

Read and do

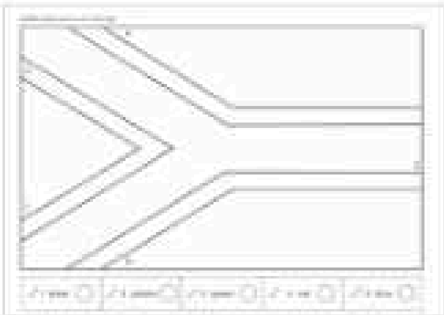
1 Ask learners if they recognize the picture on their **Read and do activity page**. It is a picture of the South African flag and they are going to colour it in. Ask them to look at the table at the bottom of the page and talk about what they see (numbers, pictures and words).

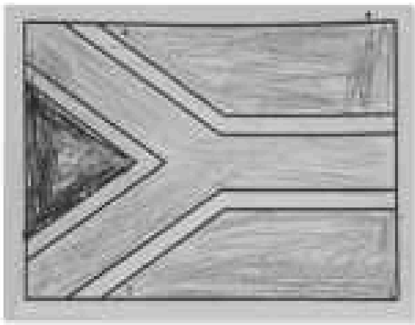
2 Remind learners that they are going to "read" each block and then do what it says.

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.





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 "ifasitela" has the focus sound /**f**/.

2 When each learner has had a turn to say the name of a picture and the focus sound has been identified, show learners the Olympic ring tins. Explain that they must look at the letter written on each tin and decide where to put their picture card. For example: If they have a picture of a "sefasitela", they would need to place it in the tin with the **f** sound.

Small group activities

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

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Isonto 2 Usuku 5

Nakhu ozokudinga:

- Ucezu lweshadi, umaka wepeni wokubhala ebhodini elimhlophe noma ikhokhi ejiyile
- Izithombe noma iziqeshana zama-video abantu abenza izinhlobo ezahlukene zemidlalo
- Inhlanganisela yamakhrayoni asamafutha
- Isikhwama noma isikhwama somqamelo, izinto noma izithombe zabantu abenza zemidlalo ehlukile

Umsebenzi wekilasi lonke

Yakha, udwebe bese uyabhala

1. Khombisa abafundi izithombe noma iziqeshana zama-video abantu abenza izinhlobo ezahlukene zemidlalo. Babuze ukuthi yimuphi umdlalo abathanda ukuwubuka noma abathanda ukuwufunda.
2. Khuluma ngomncintiswano wezemidlalo ongaba nawo esikoleni sakho. Xoxani ukuthi imuphi umdlalo eningawenza nokuthi yini enizoyidinga kulomcitiswano. Nayi eminye imibono: ukuphonsa izikhwama zikabhotshisi ebhakedeni, ukuhamaba unqamule epulangweni, ubone ukuthi ungagxuma kangakanani.
3. Cela abafundi ukuthi bakusize ukubhala isimemo kuthishanhloko ukuthi eze kumcintiswano ukuze azothula izindondo. Khuluma ngokuthi usiqala kanjani isimemo: *"Sawubona …, Sicela uze emcintiswaneni wethu wezemidlalo."* Xoxa ngalokho okudingeka ukubhale esimemweni: igama lomcimbi, usuku, isikhathi kanye nendawo.
4. Khetha abafundi ababili abazohambisa izincwadi bese ucela uthishanhloko ukuthi abhale impendulo. Funda impendulo yakhe ekilasini.
5. Enza amalungiselelo osuku lwezemidlalo bese ucela uthishanhloko ukuthi anikeze umfundi ngamunye indondo (Ungasebenzisa indondo eyenziwe ngenhlama yokudlala eyenziwe ngabafundi.)

UStella uthi:

Ebafundzi bangahle batfole bumatima ekucaleni njengobe kungasilula kuwa umsindvo ngamunye emagameni.

Ukuxuba nokwahlula amagama (amalunga namafonimu)

1. Faka amakhadi ezithombe noma izinto esikhwameni noma esikhwameni somqamelo.
2. Qala lomsebenzi ngokufaka isandla sakho esikhwameni, ukhethe okuthile bese wenza umsindo wayo ukuze abafundi baqagele. Isibonelo: *"Ngiphethe i-bh-o-l-a esandleni sami. Kuyini lokho?"*
3. Umfundi ozoqagela kuqala engaqhubeka futhi ngosizo lwakho, khetha ikhadi noma into uthisha azokwenza umsindo wayo.
4. Uma usukhiphe amakhadi ayisishiyagalombili noma izinto, namathisela amakhadi odongeni noma uwabeke kumata ukuze abafundi bezowabona. Bese uthi kubo: *"Ngifuna i-bh-o-l-a engizolisusa. Ubani ongangitholela lona?"*
5. Buyisela ikhadi ngalinye noma into esikhwameni. Bese ubuza kubafundi ukuthi ngabe ukhona yini ongathanda ukukhetha into bese esho umsindo wayo ngegama ukuze abanye bazoqagela ukuthi yini esesandleni.

Imisebenzi yokwenziwa ngamaqembu amancane

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

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Week 2 Day 5

You will need:

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

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: *"Ngiphethe i-bh-o-l-a esandleni sami. Kuyini lokho?"*
3. The first learner to guess can then have a go and with your help, choose the next card or object for the teacher to sound out.
4. Once you have taken out eight cards or objects, stick the cards on the wall or put them on the mat so that learners can see them. Then say: *"Ngifuna i-bh-o-l-a engizolisusa. Ubani ongangitholela lona?"*
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.

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Imisebenzi yokwenziwa ngamaqembu Isonto 2

Nakhu ozokudinga	Imisebenzi
• Iphepha eliyi-A4 elingabhaliwe lutho lomfundi ngamunye • Inhlanganisela yamakhrayoni asamafutha • Izinhlobo zezithombe ezahlukahlukene zemidlalo okuzoxoxwa ngazo (noma iziqephu zama-video uma kungenzeka), isibonelo: ukuzivocavoca komzimba, ukubhukuda, ibhola lezinyawo, ibhola lombhoxo, ihokhi, umdlalo wokuphonsa, ukuhamba ngebhayisekili, ukugijima, ukugibela ihhashi, ithenisi	***Umsebenzi 1:* Ukudweba nokubhala okuvelayo** **1** Abafundi kumele babheke izithombe zemidlalo eyahlukene bese beyanquma ukuthi imiphi imidlalo abangathanda ukuyifunda. **2** Kumele badwebe isithombe sabo bedlala lowomdlalo bese bebhala igama lomdlalo ngaphansi kwesithombe.
• Amakhadi ezithombe anohlamvu, izinhlamvu ezifanisayo ezisesithombeni ngasinye esibhalwe ngaphakathi kwezivalo zojeke noma ezamabhodlela • Ucezu lwekhadi elikhulu elinemidwebo yezivalo zamabhodlela	***Umsebenzi 2:* Amaphazili nemidlalo** **1** Chazela abafundi ukuthi kumele bacoshe isivalo, basho umsindo wohlamvu bese beyabheka ukuthi bengasithola yini isithombe edingilizeni yokufanisa esekhadini. **2** Uma sebethole isithombe esifanayo, kumele babeke isivalo phezu kwesithombe kuze kumbozeke zonke izithombe.
• Izincwadi, amaphephabhuku, izincwajana ezigoqiwe, Izincwadi Ezinkulu kanye nezikhangisi 	***Umsebenzi 3:* Ukufunda ngokuzimela** **1** Thatha iqembu labafundi uye nalo engosini enamabhuku, noma unike iqembu labafundi amabhuku ambalwa. **2** Ngasekuqaleni, ungabasiza abafundi ukuthi bakhethe incwadi, iphephabhuku noma ipheshana abangathanda ukulifunda. **3** Khombisa ukuthi ibhuku livulwa kanjani, embulwe kanjani futhi amakhasi alo. Khombisa abafundi ezinye zezithombe, ubakhuthaze ukuthi bakhethe izingxenye abazokujabulela ukuzifunda. **4** Iya engosini yamabhuku uyophonsa iso uphinde ukhuthaze abafundi ukuthi bafunde.

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Small group activities for Week 2

You will need	Activities
• A blank A4 page for each learner • Jumbo wax crayons • 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	***Activity 1*: Drawing and emergent writing** **1** Learners must look at the pictures of different sports and decide which sport they would like to learn. **2** They must draw a picture of themselves doing that sport and try to write the name of the sport underneath their picture.
• Letter picture cards, matching letters for each picture written inside lids of jars or bottles • Large piece of card with outlines of the bottle lids drawn on the card	***Activity 2*: Puzzles and games** **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. **2** Once they find the matching picture, they must put the lid over the picture until all the pictures are covered.
• Books, magazines, folded little books, Big Books and leaflets 	***Activity 3*: Independent reading** **1** Lead the group to the book corner or give the group a pile of books. **2** To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. **3** Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. **4** Visit the corner to observe and encourage the learners' reading.

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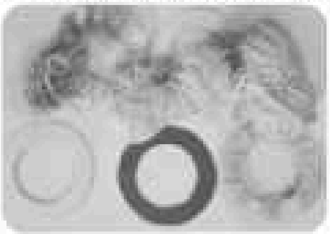
Nakhu ozokudinga	Imisebenzi
• Iziyingi ze-Olimpiki ezisikwe ekhadini, i-glu kanye nesikelo, iwuli eyimibala ye-Olimpiki	***Umsebenzi 4:* Amakhono omzimba nokubhala ngesandla** 1 Nikeza umfundi ngamunye oseqenjini lokuqala indandatho bese uyachaza ukuthi kumele bevimbele iwuli ukuze ingangeni emgodini/embobeni ephakathi nezungeza indandatho. Bangaqhubeka nokwenza lokhu kuze kuphele isikhathi semisebenzi yamaqembu amancane. Ngakusasa, abafundi abaseqenjini elilandelayo baqhubeke nokusonga iwuli kundingiliza/kwindandatho ngokufanayo. 2 Ekupheleni kwesonto, izindilinga eziqediwe zingahlelwa njengophawu lwe-Olimpiki bese ulinamathelisa odongweni lekilasi. 
• Okudingeka eshashalazini: ucingo, ithili, izinto zezemidlalo ezahlukahlukene njengama bhola, izingubo zokugqoka, izicathulo, irakhethi/amabhethi noma izinduku zokudlala ihokhi, ibhuku zithombe lezemidlalo (azonikezelwa mahhala), izithombe zezinto zezemidlalo kanye nezimpahla zokugqoka	***Umsebenzi 5:* Ukulingisa kokuzenzisa** 1 Khumbuza abafundi ngezinto zeshashalazi engosini yokwenza sengathi kuyadlalwa, ubakhuthaze ukuthi bazilungiselele ngeSonto-1 lapho babenza sengathi bayasebenza noma bavakashela isitolo sezemidlalo ukuze bathenge baphinde bathengise izinto zemidlalo kanye nezingubo. 2 Iya engosini uyobukisisa uphinde ukhuthaze abafundi ngengosi yokuzenzisa.

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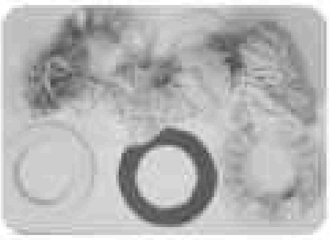
You will need	Activities
• Olympic rings cut out of card, glue and scissors, wool in the colours of the Olympic rings	***Activity 4*: Fine motor skills and handwriting** **1** Give each learner in the first group a ring and explain that they must wind the wool through the hole in the centre and around 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. **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. 
• 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** 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. **2** Visit the corner at least once to observe and encourage the learners' game.

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★ Amanothi

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★ Ithemu 4: Isibonelo serekhodi lokuhlola okuqhubekayo (uhla lokuzoqinisekiswa)

✓ Uphumelele

• Akaphumelelanga

× Ucishe waphumelela

Isigaba	Okubhekwayo	Usuku	Amagama			
Ukulalela nokukhuluma	Uyayilalela imiyalelo eminingi ewubuxhakaxhaka aphinde ayigcine.					
Ukulalela nokukhuluma	Uyazilalela izindaba ezinde akhombise ukuziqonda ngokuthi aphendule imibuzo emayelana nazo izindaba lezo.					
Ukulalela nokukhuluma	Uyawacula amaculo alalele nezinkondlo aphinde azenzele ngokwakhe nangeqholo izenzo ezifanele					
Ukulalela nokukhuluma	Uyayibuza imibuzo acele nezincazelo noma athungathe izincazelo emabhukwini.					
Ukulalela nokukhuluma	Sebenzisa ulimi ukucabanga nokuthola isisusa: ifanisa izinto ezihamba ndawonye bese iqhathanise izinto ezahlukene					
Imisindo, ukufunda nokubuka	Uyawehlukanisa amagama anamalunga amaningi awaveze amalunga.					
Imisindo, ukufunda nokubuka	Uyakwazi ukuveza ubuhlobo emisindweni, ezinhlamvini kanye nasemagameni kanti uyaqonda ukuthi amagama akhiwa yimisindo engaphezu kowodwa – konke lokho ekwenza ngokukhuluma.					
Imisindo, ukufunda nokubuka	Ubamba incwadi ngendlela efanele bese ephenya amakhasi ngendlela efanele. Uyaxoxa ngokuphathwa kanye nokunakekelwa kwamabhuku.					
Imisindo, ukufunda nokubuka	Uyakwazi ukulingisa indaba, iculo noma inkondlo.					
Imisindo, ukufunda nokubuka	Useqala ukukwazi 'ukufunda' amagama avela njalo ekilasini, esikoleni kanye nasemphakathini.					
Imisindo, ukufunda nokubuka	Amabhuku asemtatsheni wolwazi nasekilasini ekhoneni lokufunda, uwafunda ngokuzimela avule namakhasi ngendlela eyiyo, awahloniphe nalawo mabhuku ebe ezifundela nje.					
Imisindo, ukufunda nokubuka	Ukwazi ukuzibandakanya ngeqholo nangokukuthokozela ukufunda imibhalo ngokubambisana aphinde aveze nokukhula kulokhu.					
Ukubhala kahle ngesandla kokuqala	Uthuthukisa ukulawula izicubu ezincane, esebenzisa isikelo ukusika amaphepha, imifanekiso, izimo, njll.					
Ukubhala kahle ngesandla kokuqala	Amakhrayoni uwabamba ngendlela eyamukelekayo yokubamba ipensela, akhombise ukukhuthala kwesandla sokunxele/sokudla bese ebhala emi ngendlela efanele ngokomzimba.					
Ukubhala kahle ngesandla kokuqala	Uyazakha izinhlamvu ngezindlela ezahlukene esebenzisa ukupenda ngeminwe, ukupenda ngamabhulashi, ngamakhrayoni asamafutha, njll. esukela lapho kufanele khona athathe inkombandlela efanele.					
Ukubhala kahle ngesandla kokuqala	Uyasifaka isandla ngemibono nemisho emsebenzini wokubhala ekilasini: ngenkathi kunengane ehola indlela okubhalwa ngayo lapho uthisha ebhala okuthile.					
Ukubhala kahle ngesandla kokuqala	Uyakwazi ukudweba izithombe ukudlulisa umlayezo omayelana nakuzuzile empilweni yakhe bese esebenzisa lokhu njengesiqalo salokho akubhalayo.					
Ukubhala kahle ngesandla kokuqala	Wenza sengathi uyabhala wenza imidwebo engewona amagama, aphinde 'afunde' abakubhale noma kanjani ngemidwebo.					
Ukubhala kahle ngesandla kokuqala	Ukwazi ukulingisa indlela yokubhala emidlalweni yeshashalazi: wakha amakhadi okubingelela, abhala izincwadi, enze nokunye. Ukwazi ukukopisha okubhaliwe ekuthathela ezintweni ezimzungezile ngenkathi edlala.					

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

	Listening and Speaking					Phonics, Reading and Viewing							Handwriting and Emergent writing						
✓ Achieved • Almost • Not yet	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.	Sings songs and rhymes and performs actions on own with confidence.	Asks questions 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 aurally	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																			

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★ Ithemu 2: Ukulalela nokukhuluma Irubhrikhi 1–2

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

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★ 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.

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Ithemu 4: Imisindo, Ukufunda Nokubuka Irubhrikhi 1–3

Indlela yokuhlola	1. Akaphumelelanga (0 – 29%)	2. Uphumelele ngokusezingeni (30 – 49%)	3. Uphumelele ngokwanele (50 – 74%)	4. Uphumelele ngamalengisi (75 – 100%)
1 **Uyababona ongwaqa nawonkamisa abathile ngokukhuluma kanye nangamehlo**	Ukwazi ukubona izinhlamvu ezisukela kolu-0-5 bese esho imisindo eyenziwa yilezi zinhlamvu	Ukwazi ukubona izinhlamvu ezisukela kolu-6-9 bese esho imisindo eyenziwa yilezi zinhlamvu	Ukwazi ukubona izinhlamvu ezisukela kolu-10-17 bese esho imisindo eyenziwa yilezi zinhlamvu	Ukwazi ukubona izinhlamvu ezisukela kolu-18 okanye kuphezulu bese esho imisindo eyenziwa yilezi zinhlamvu
2 **Uqala ukuqonda ukuthi amagama akhiwa ngemisindo: uyawethula umsindo wokuqala osegameni lakhe kanye nakwamanye amagama**	Akakwazi ukusho umsindo ongasekuqaleni kwegama lakhe kanye nakwamanye amagama.	Uyakwazi ukusho umsindo ongasekuqaleni kwegama lakhe kodwa kulukhuni ukusho imisindo engasekuqaleni kwamanye amagama.	Uyakwazi ukusho umsindo ongasekuqaleni kwegama lakhe; uyakwazi futhi ukusho imisindo engasekuqaleni kwamanye amagama.	Ukwazi kahle ukusho umsindo ongasekuqaleni kwegama lakhe kanye nakwamanye amagama.
3 **Uyakwazi ukwakha indaba yakhe "ngokufunda" izithombe**	Akakwazi ukusebenzisa izithombe ukuqagela ukuthi indaba imayelana nani; uchaza izithombe esebenzisa ulimi olunezihibe.	Uyazisebenzisa izithombe ukuqagela ukuthi indaba imayelana nani uma esizwa.	Uyazisebenzisa izithombe ukuqagela ukuthi indaba imayelana nani; angahle abe nalo 'izwi lokufunda.'	Uyazisebenzisa izithombe ukuqagela ukuthi indaba imayelana nani; ukhombisa ukuqonda ukuthi izithombe namagama kuhlobene, kodwa akufani, unalo 'izwi lokufunda'; uyawukhomba umbhalo uma 'ewufunda'.

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

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★ Ithemu 4: Ukubhala kahle ngesandla kokuqala Irubhrikhi 1-3

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

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

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★ Enza ubumba ngenhlama yokudlala

Nakhu ozokudinga

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

Izinyathelo

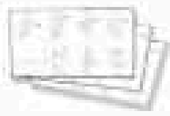
1. Faka u-flour nosawoti.
2. Hlanganisa uhhafu wenkomishi namanzi antukuntuku bese ufaka amaconsi adayi wokudla.
3. Ngokuchophelela hlanganisa amanzi no-flour ube ugovuza. Kuhlanganise, uze u-flour uyaqina lokho kwenza kubonakale ukuthi uhlangene. Uma isihlangene sakunamathela, ungafaka omunye u-flour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

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

★ Enza incurajana

Izinyathelo

1. Enza ama-copy encwajana yakho.



2. Izithombe zakho kumele zibheke phezulu, uzifole, izingxenye eziyisishagalombili. Uphinde uzibuyisele esimweni.

3. Fola uhhafu wepheji, phansi maphakathi.

4. Usike phakathi nendawo, njengoba utshengisiwe ngokuhamba kwama dothi asephepheni.

5. Bamba iphepha ngezandla ezimbili, ikakhulukazi ngesithupha nangomunwe kuzozombili izindawo zephepha.

6. Letha izindla zakho zombili uphinde uziyise phansi.

7. Yenza incwajana encane uyifake kwamanye amabhuku ebhokisi elincane – ibhokisi likajeli lingasebenza kahle!

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★ How to make playdough

You will need

- ★ 1 cup flour
- ★ ¼ cup salt
- ★ ⅓ cup warm water
- ★ 5 drops food colouring

Steps

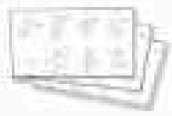
1. Mix together the flour and salt.
2. Mix together ⅓ cup warm water and a few drops of food colouring.
3. Slowly pour the water in the flour mixture, stirring as you pour. Stir until combined, then knead with your hands until the flour is completely mixed in. If the dough is too sticky, add more flour until it doesn't stick at all.
4. Repeat these steps for whatever colour you want to make.

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

★ How to make a little book

Steps

1. Make photocopies of the little book you need.



2. With the pictures facing up, fold the page into eight sections. Unfold.

3. Fold the page in half, down the centre.

4. Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.

5. Hold the page between your finger and your thumb on both sides of the page.

6. Bring your hands down and together.

7. Make a Little book library by storing all your books in a small box – a jelly box works well!

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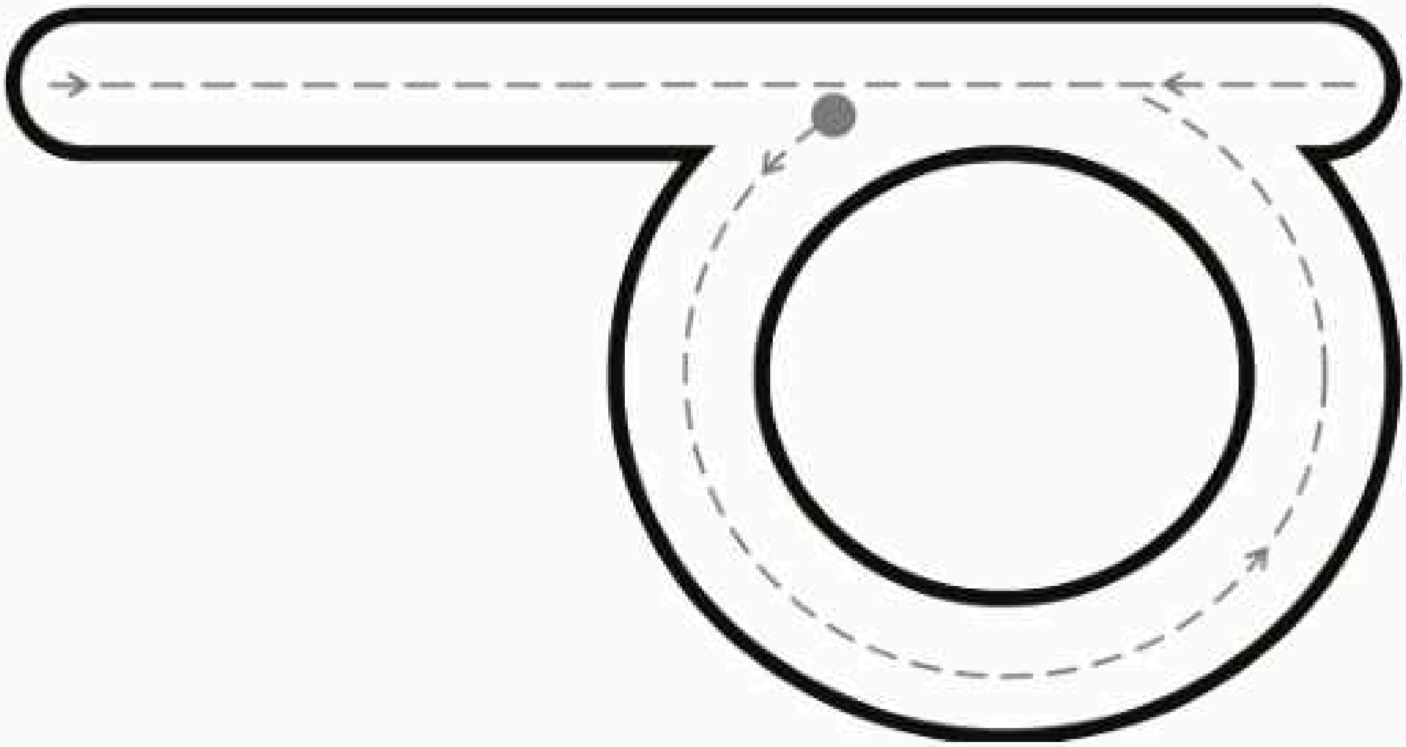

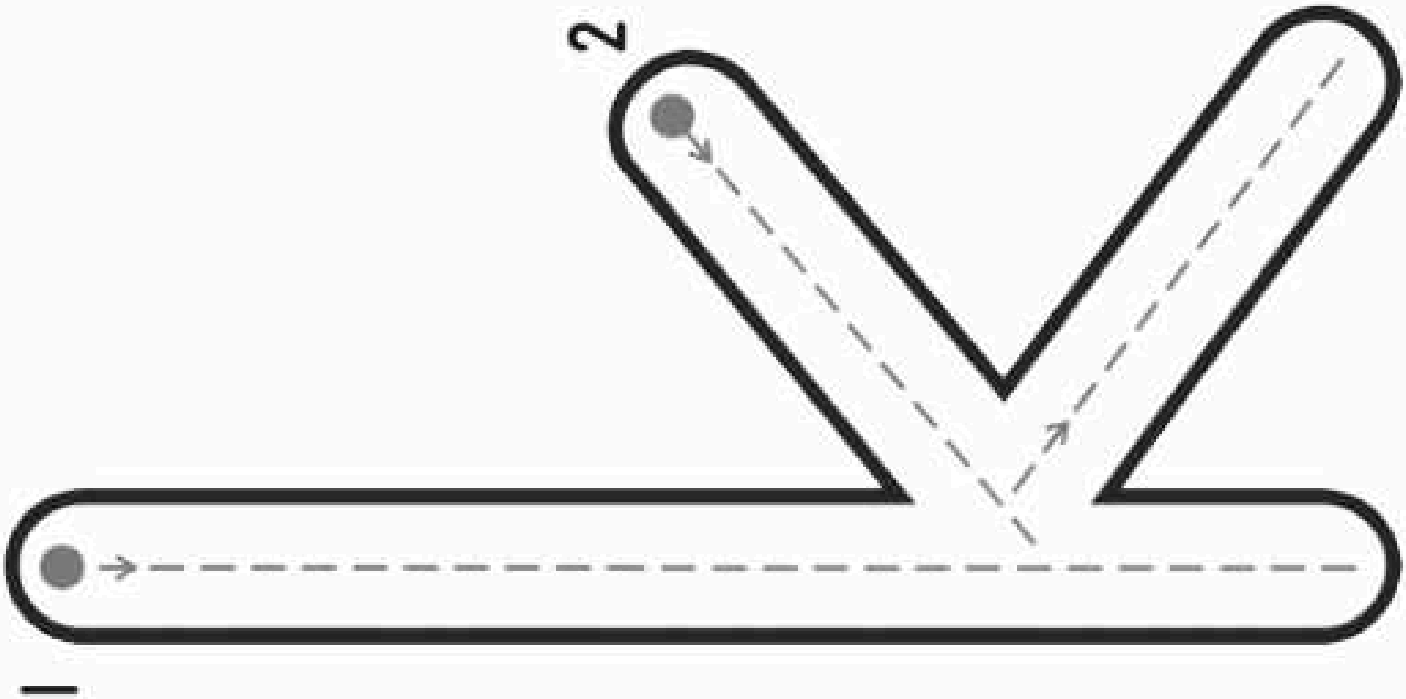

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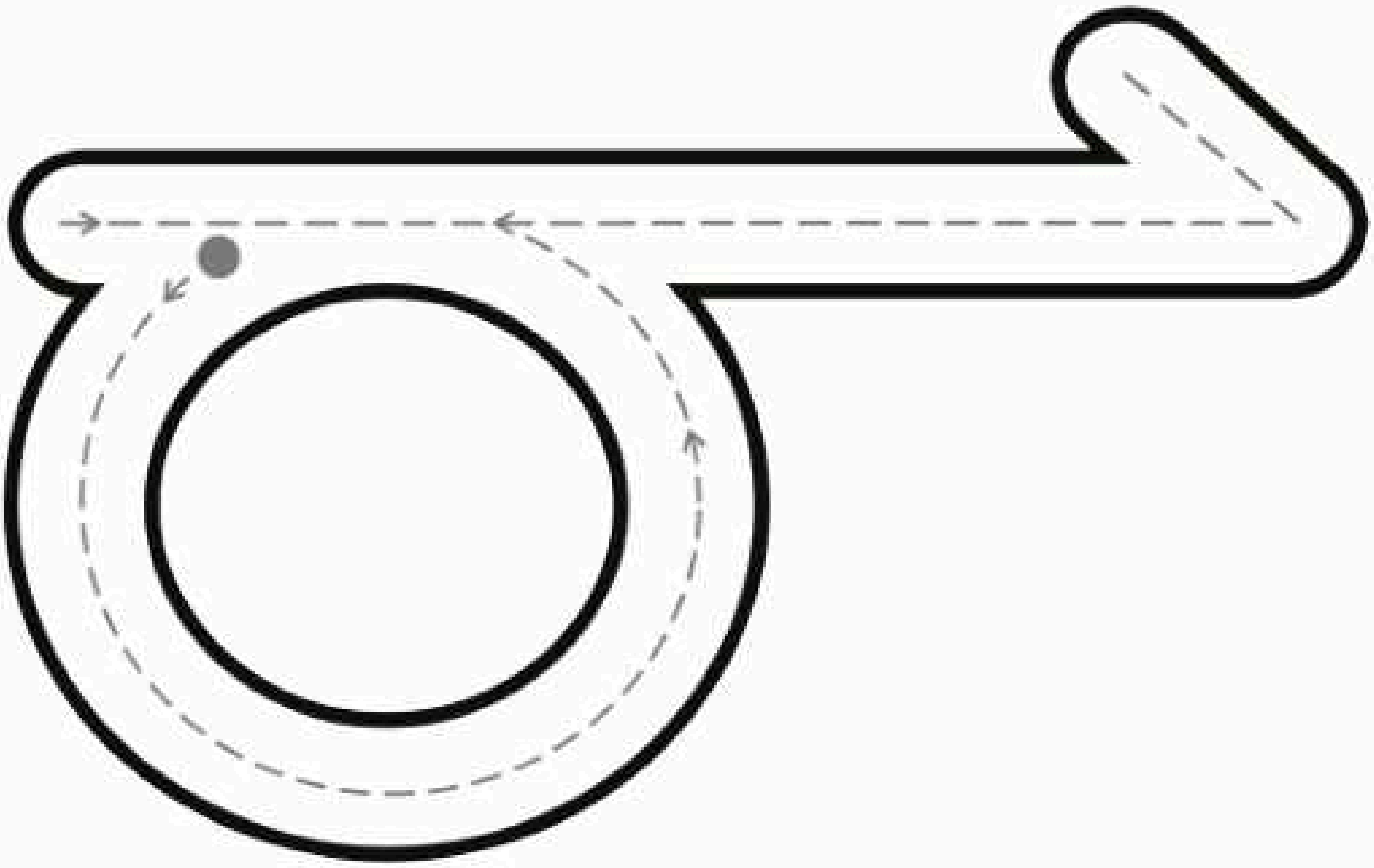

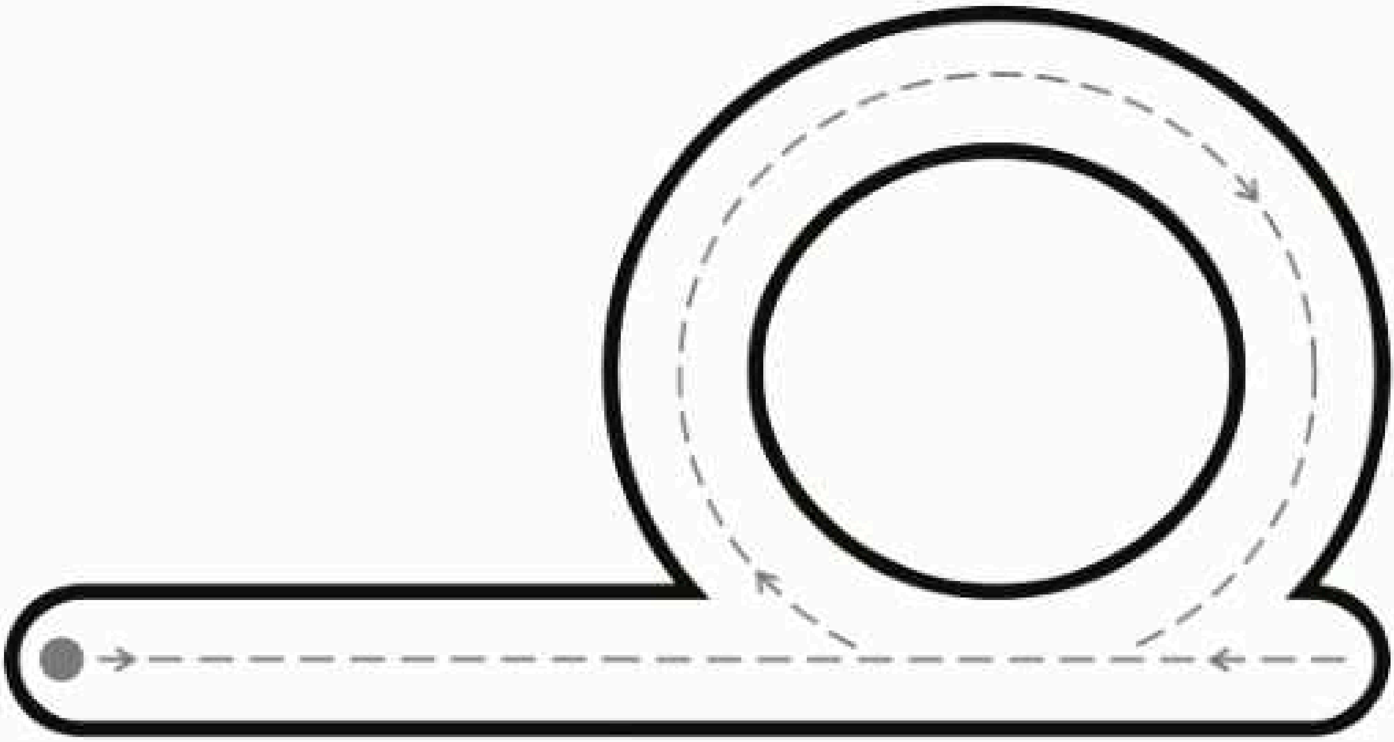

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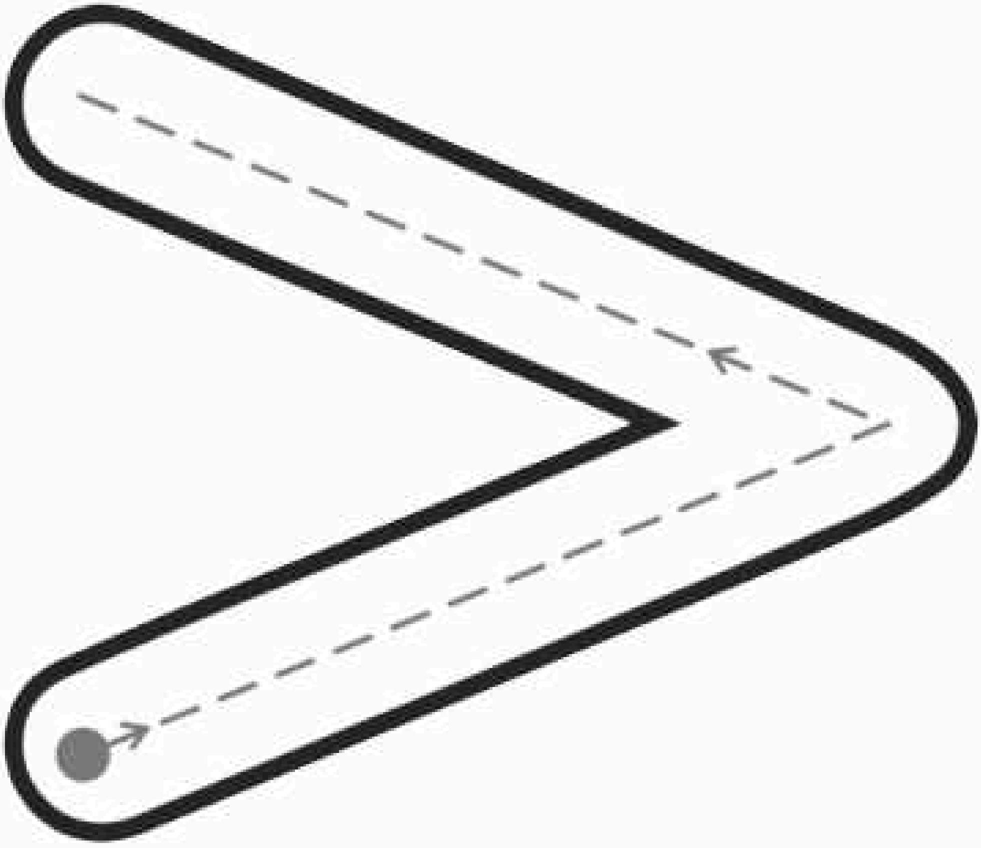

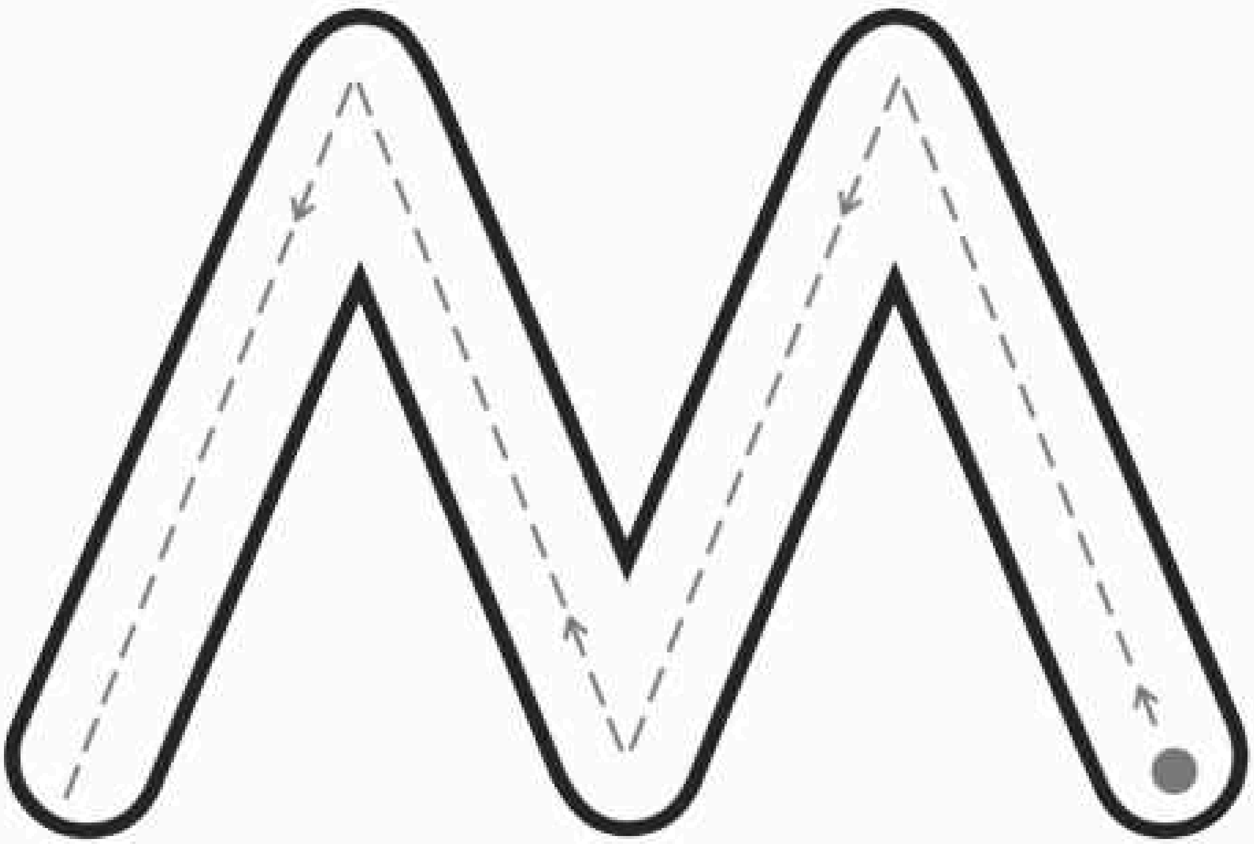

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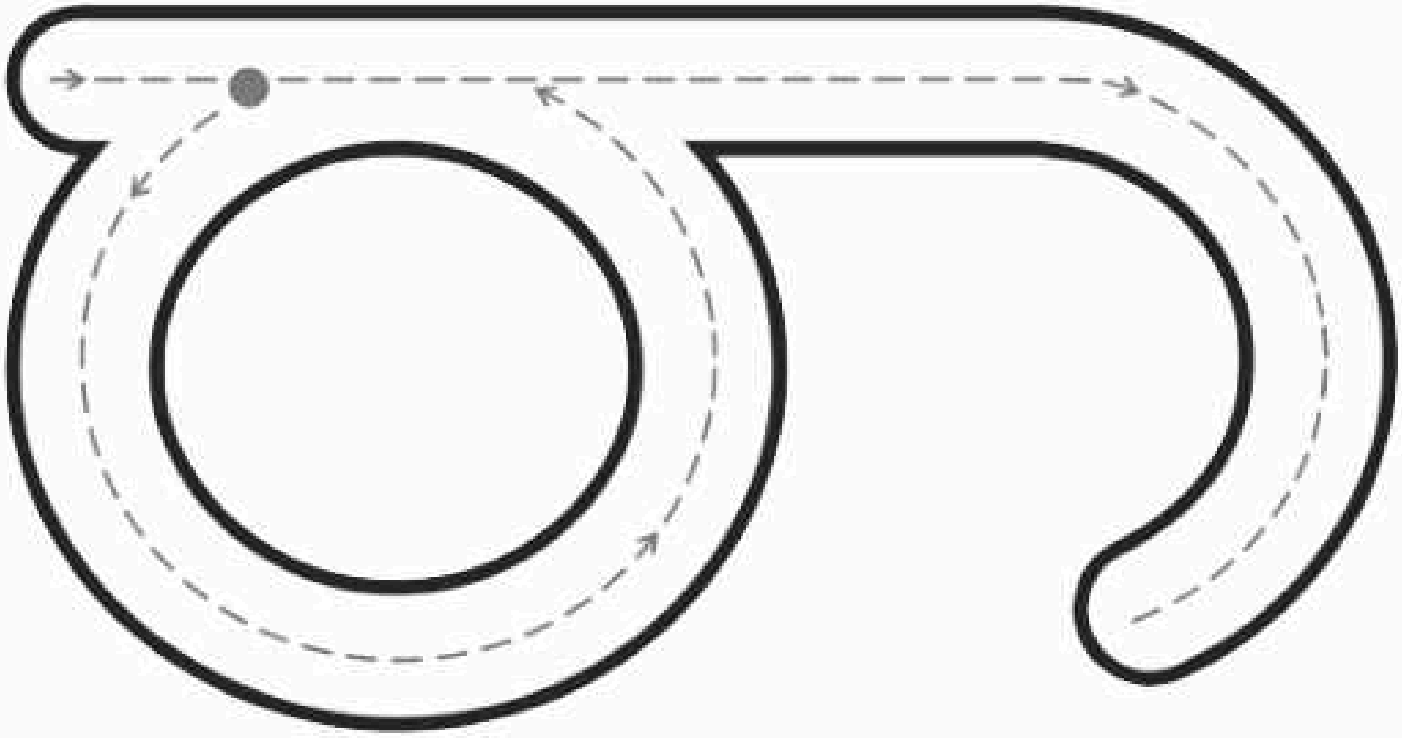

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6

5

4

3

Lencwadi ngeka:

....

UDayina nezilwane zakhe

Wordworks

African Storybook

1

2

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Lencwadi ngeka:

....

UKhipha nenkulisa

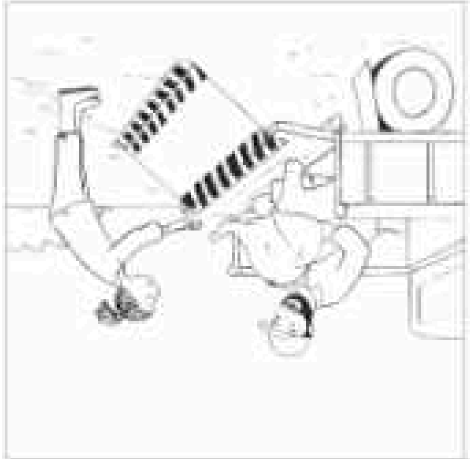
Wordworks

African Storybook

1

2

3



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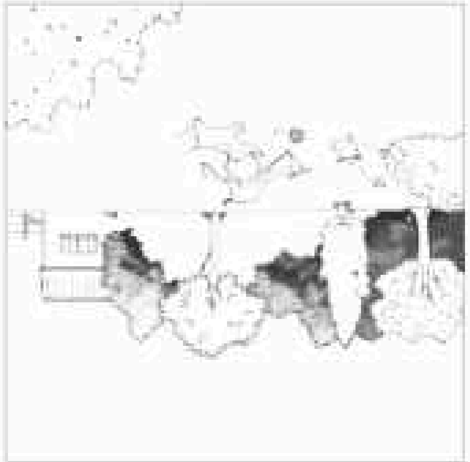

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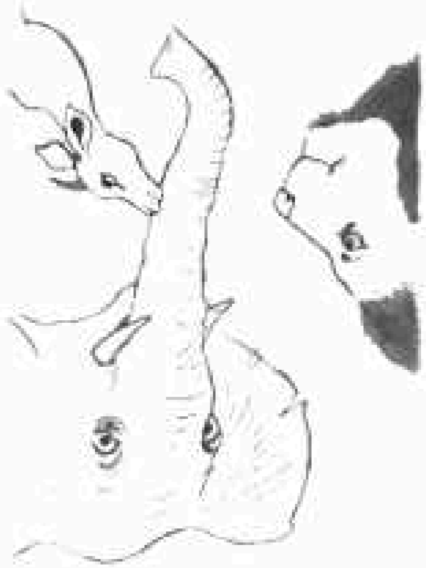

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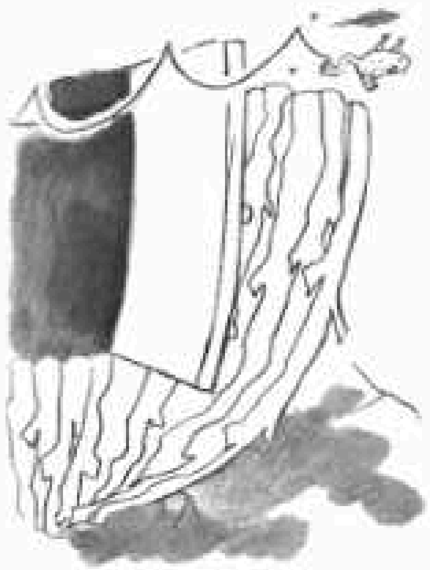


4

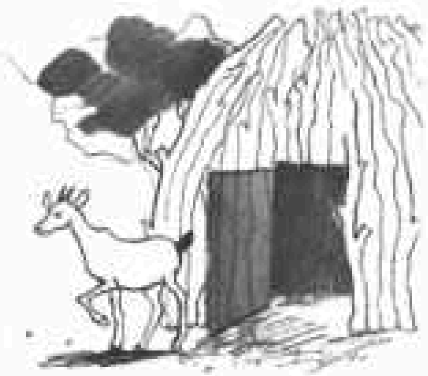
3

Lencwadi ngeka:

....

Imbabala nesivakashi

Wordworks



1

2

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Lencwadi ngeka:

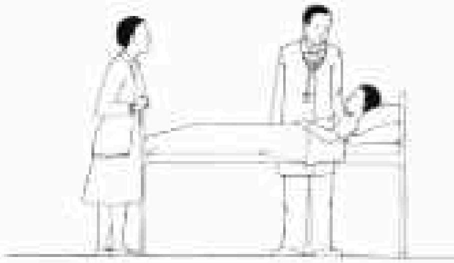
....

Indaba kaZanele

Wordworks

book dash

1



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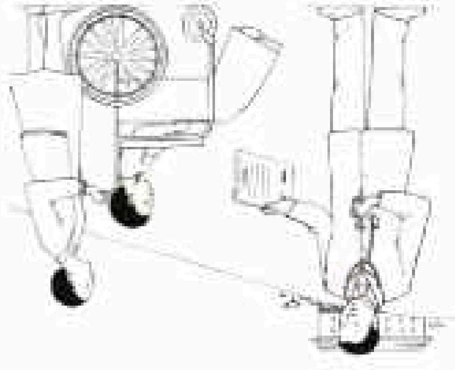

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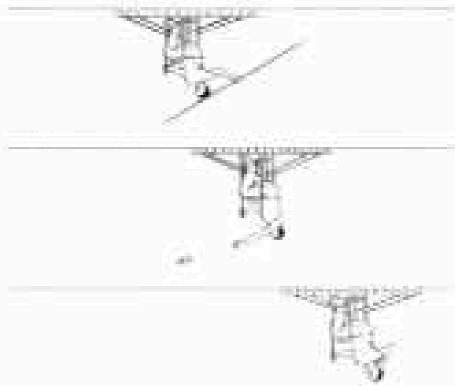

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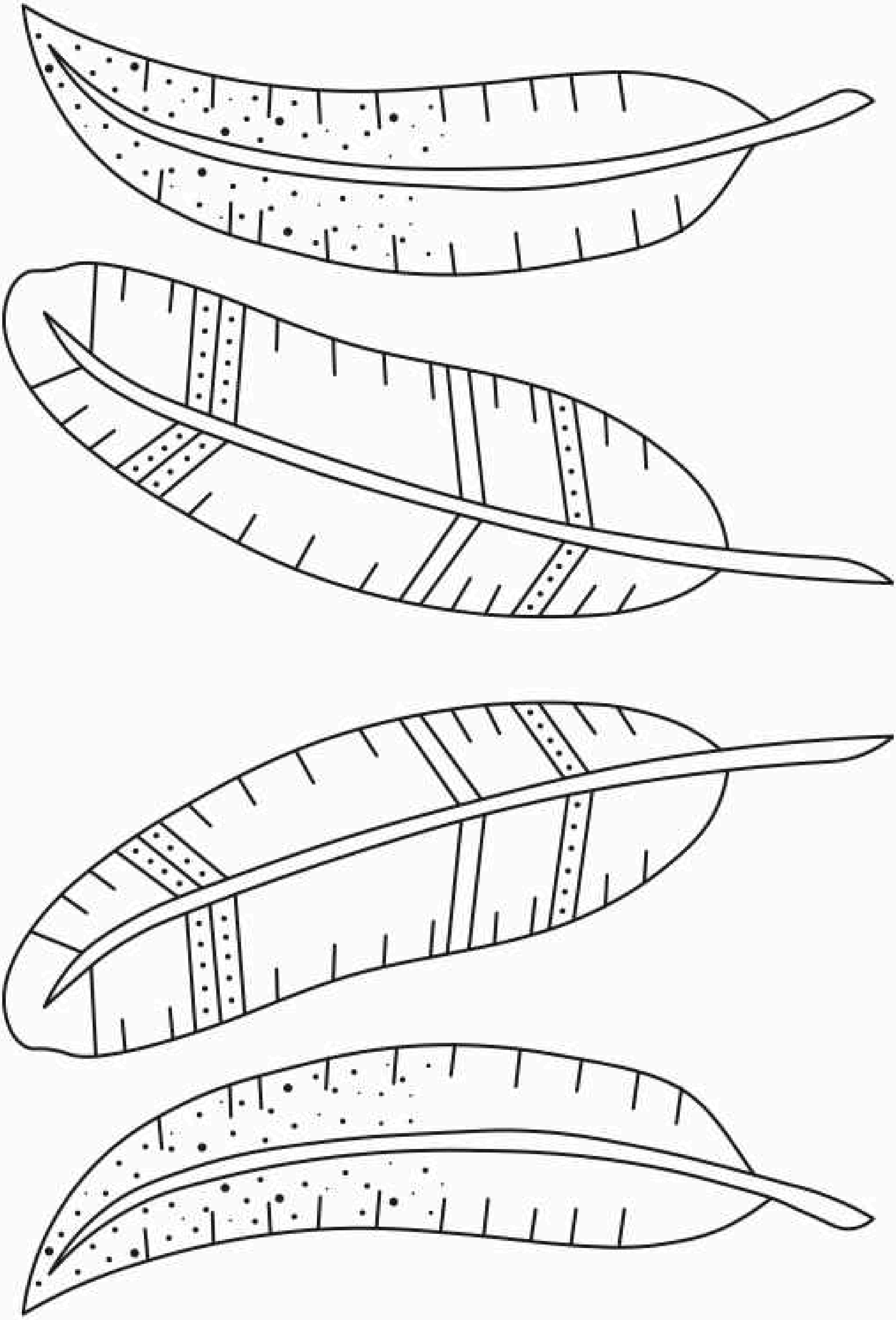

UDayina nezilwane zakhe: *Ikhasi lomsebenzi wephaphe*

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UDayina nezilwane zakhe: *izithombe zombala omnyamanomhlophe ezilandelanayo*

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- 2 abangani
- 3 izinyoni
- 1 isigqoko
- 1 uzwingi (uzamjiki)
- 2 izinkukhu

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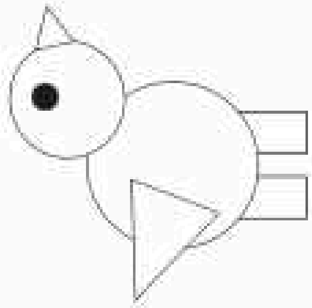
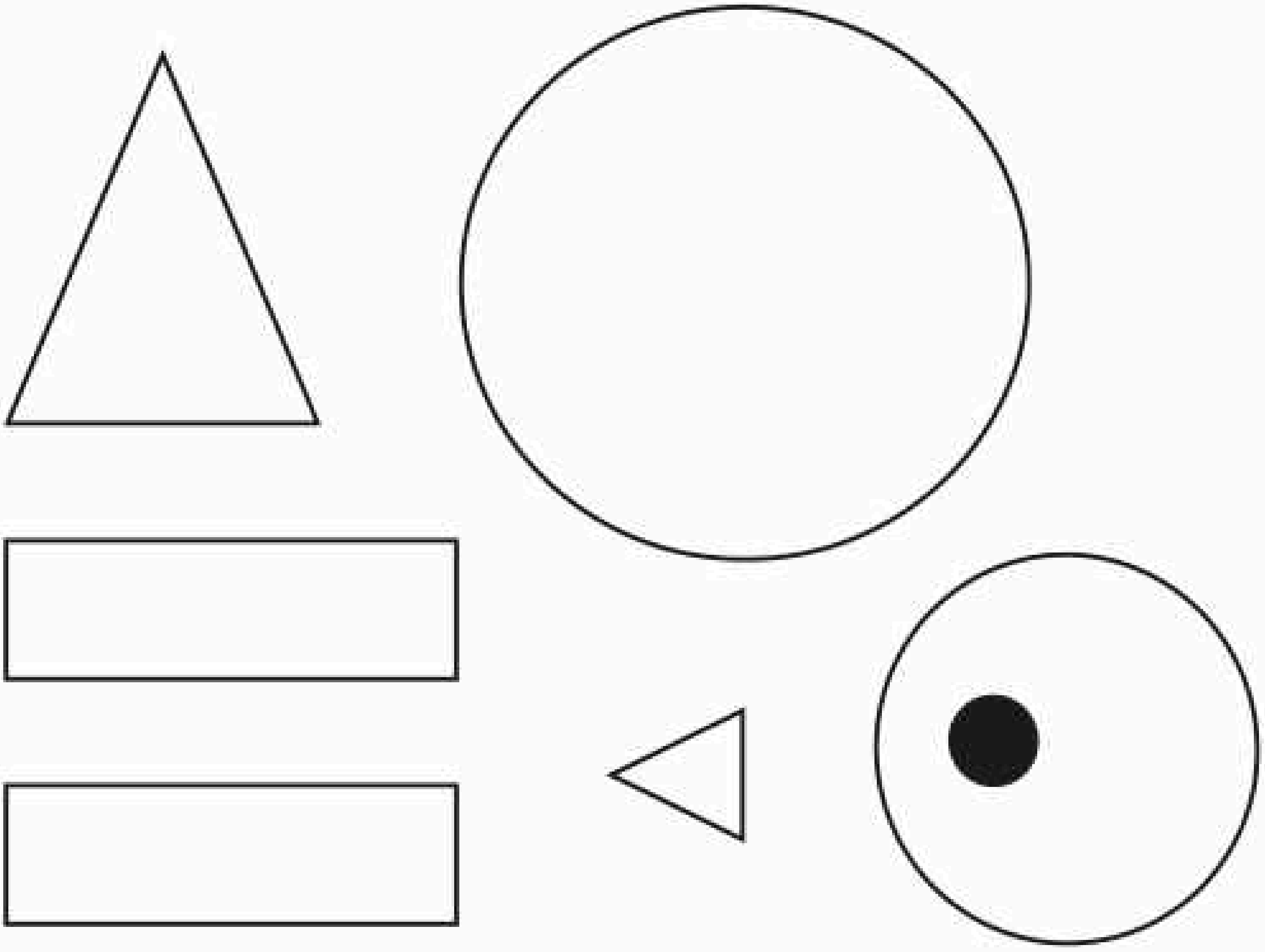


UDayina nezilwane zakhe: *Ikhasi lomsebenzi wokuma wezinyoni*



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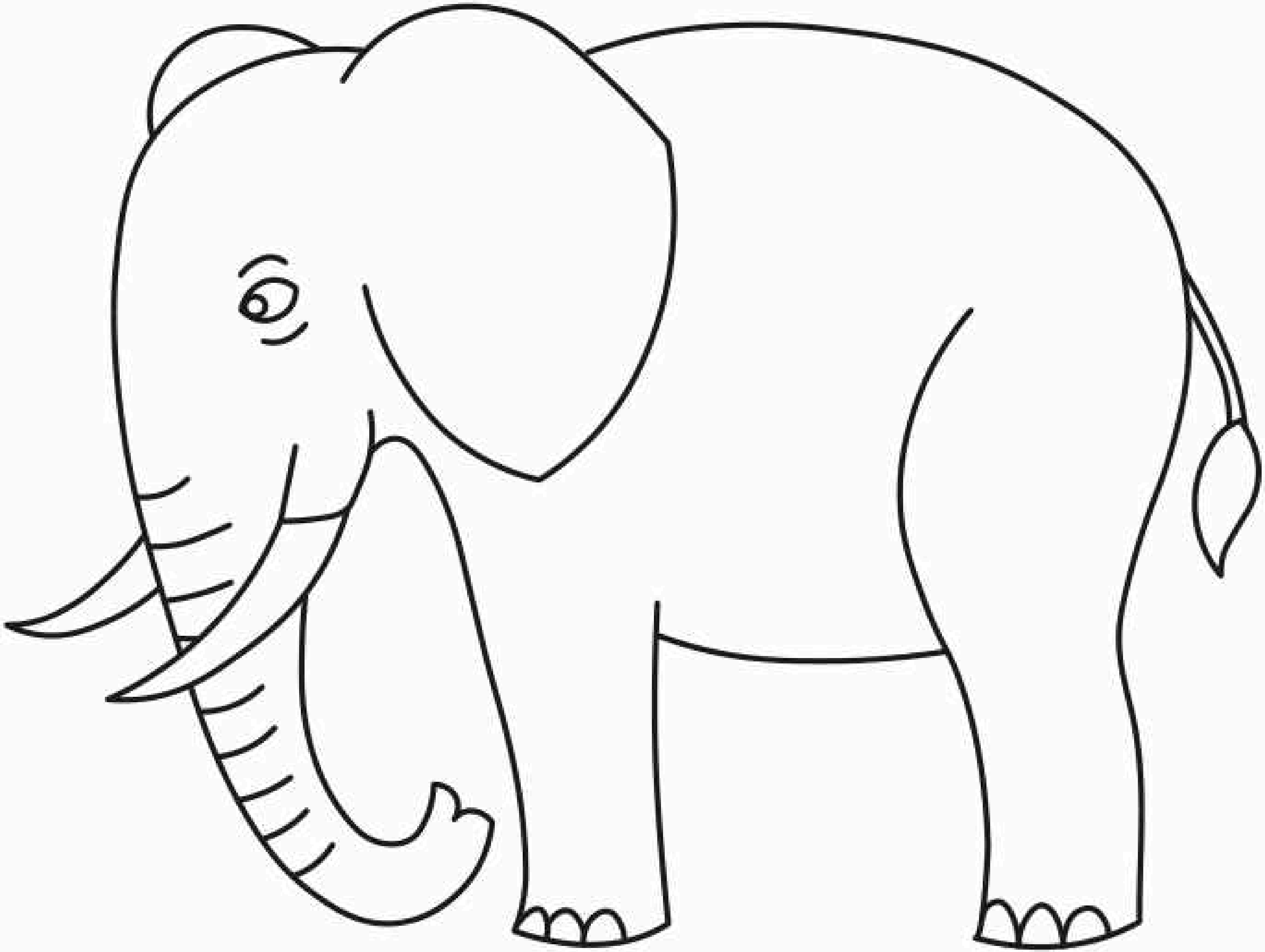
UKhipha nenkulisa: *Ikhasi lomsebenzi wendlovu*



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5 izidlazitshalo

5 zidlanyama

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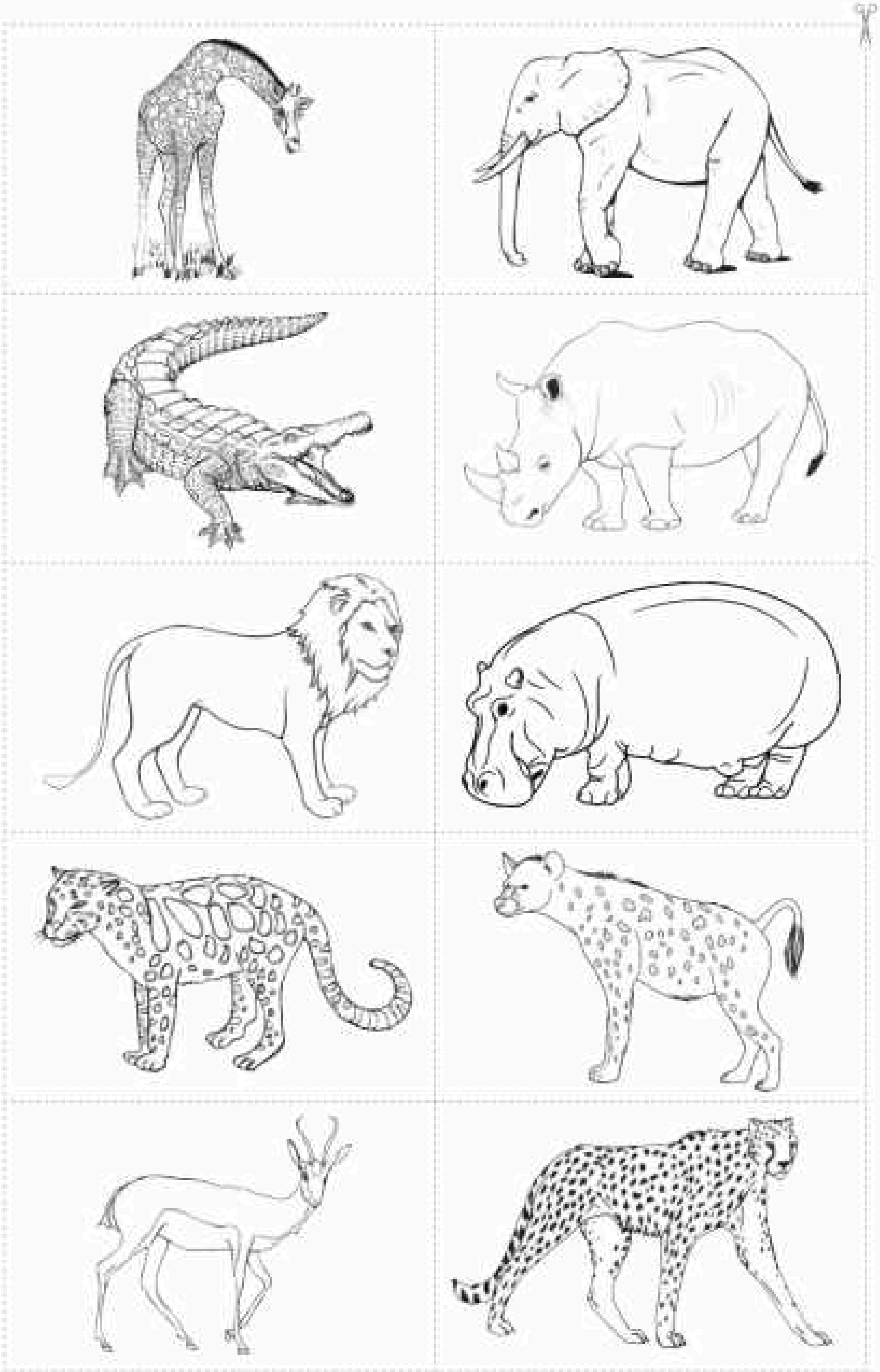
UKhipha nenkulisa: *Ikhasi ye-2 lomsebenzi wokufunda nokwenza*



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UKhipha nenkulisa: *Izithombe zombala omnyamanomhlophe ezilandelanayo*

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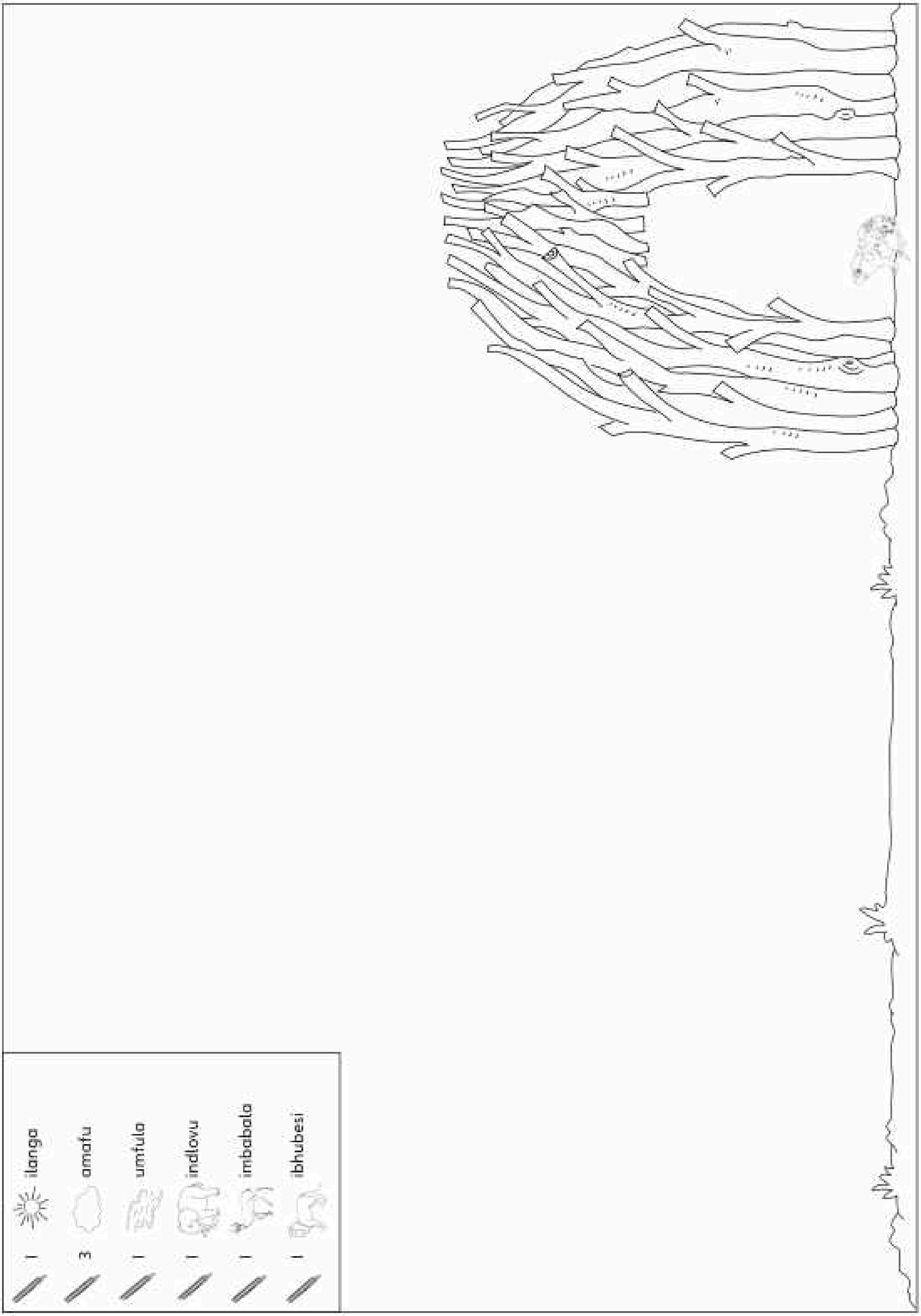
Imbabala nesivakashi: *Ikhasi lomsebenzi wokufunda nokwenza*



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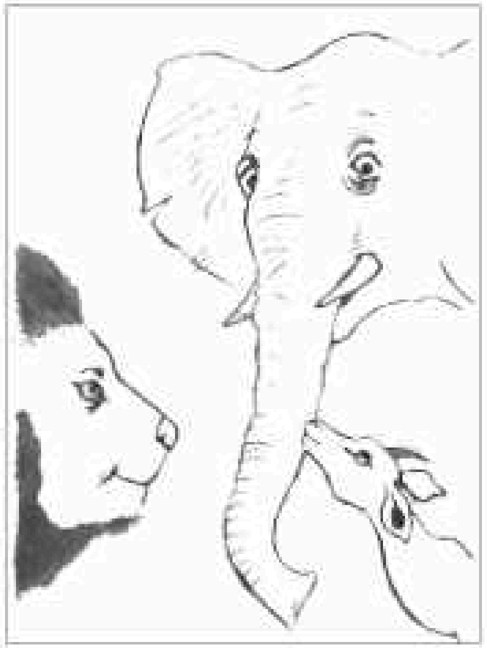
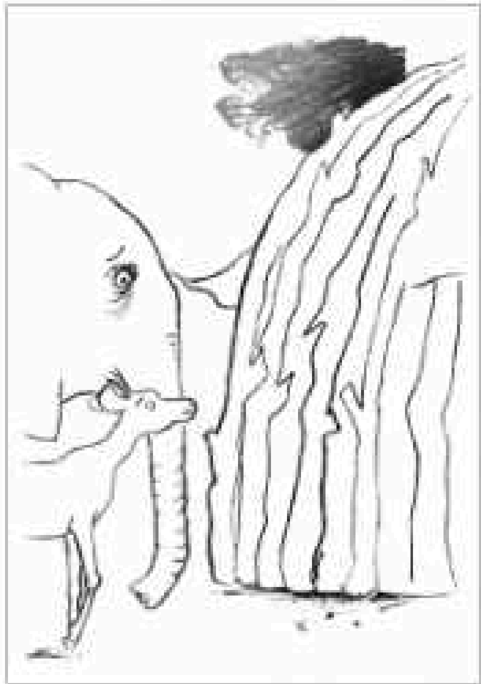
Imbabala nesivakashi: *Izithombe zombala omnyamanomhlophe ezilandelanayo*





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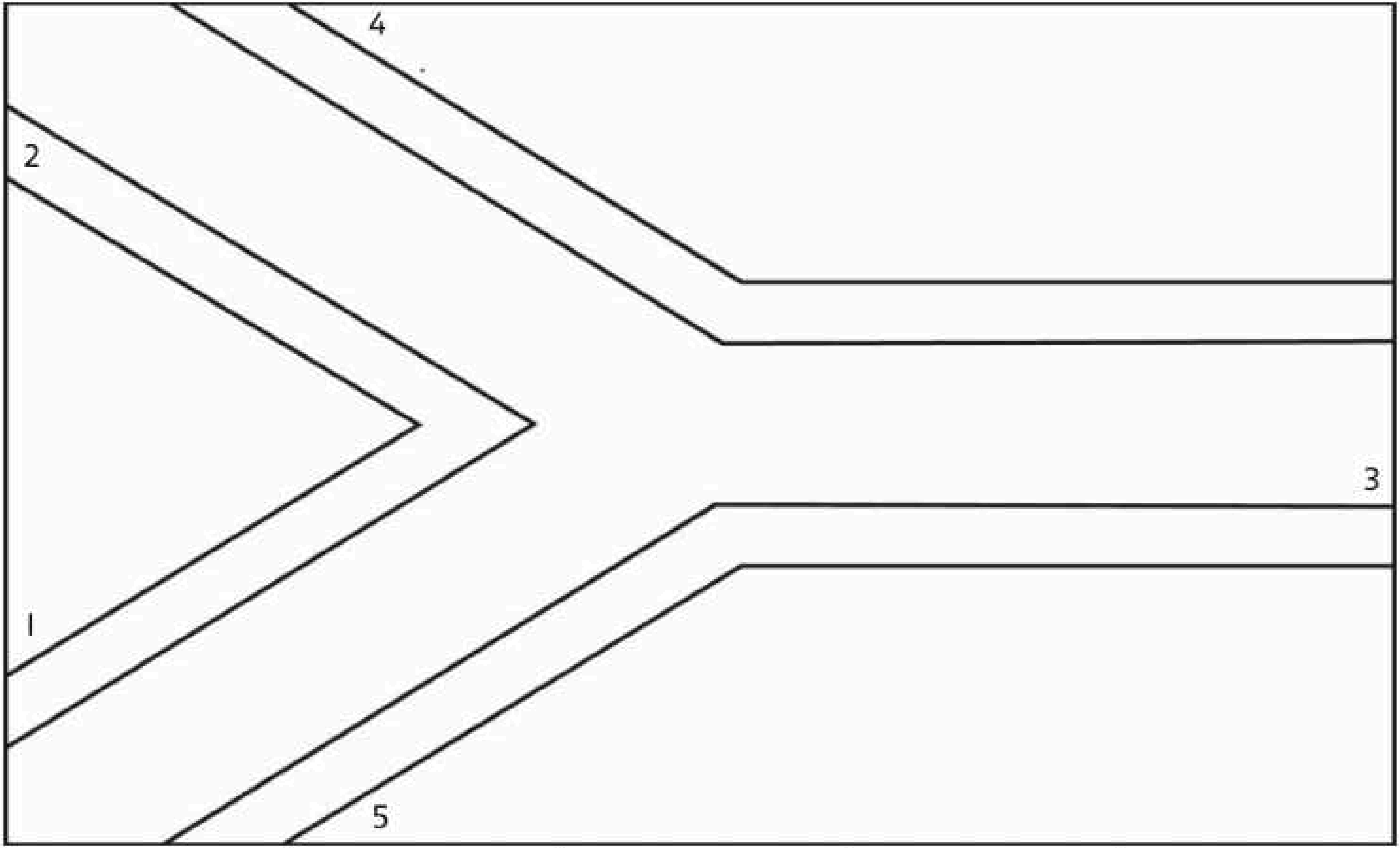

1 omnyama	2 ophuzi	3 oluhlaza satshani	4 obomvu	5 oluhlaza okwesibhakabhaka

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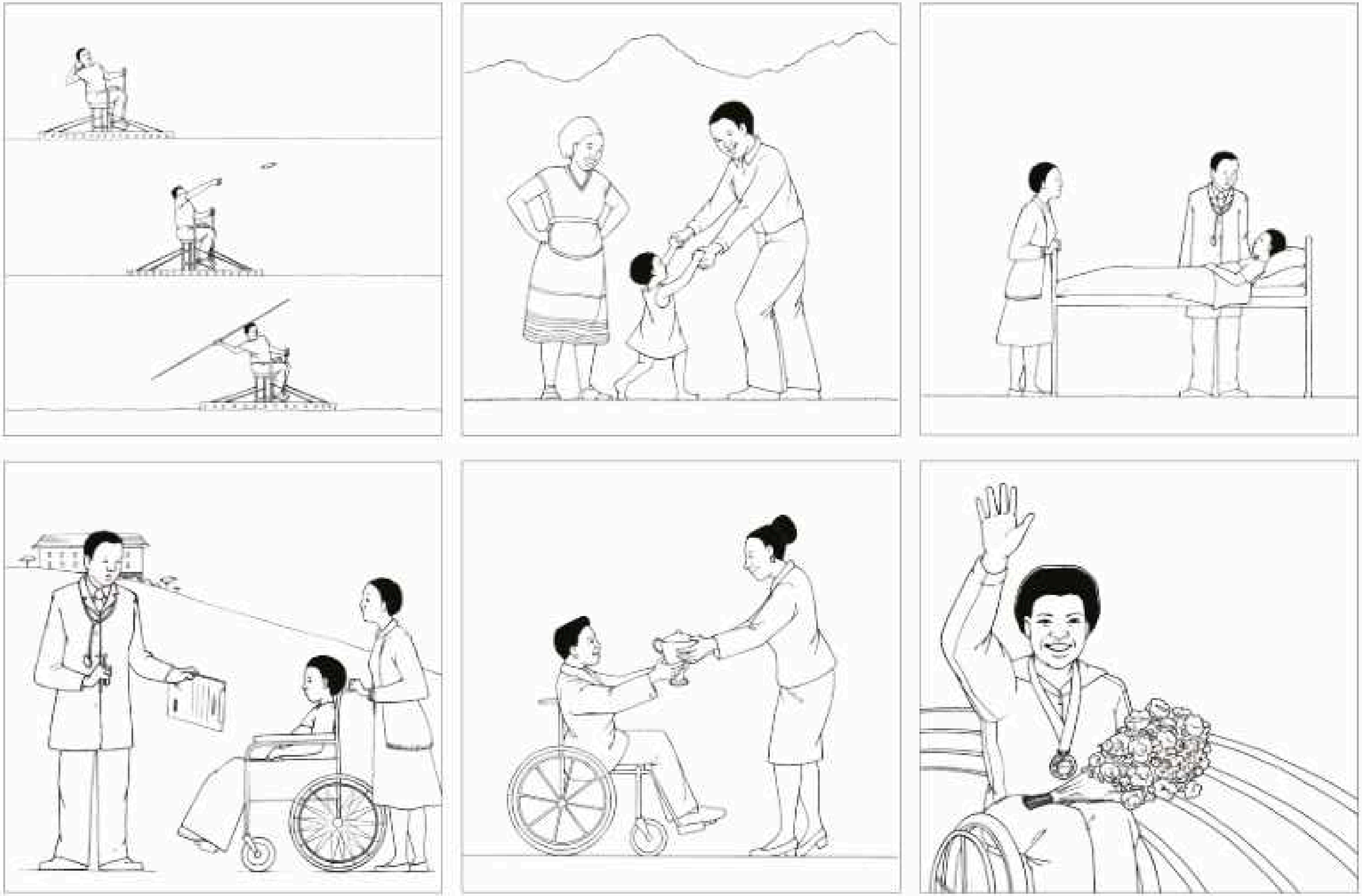
Indaba kaZanele: *Izithombe zombala omnyamanomhlophe ezilandelanayo*



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