



Stellar Home Language

Ukuxhaswa kokuphuhla kolwimi kunye nokufundisa ukufunda nokubhala kwiBanga R

IsiKhokelo sooTitshala somjikelo weeveki ezimbini

TITSHALA OBEKEKILEYO

I*Wordworks* ngumbutho ongenzi nzuzo owasekwa ngowama-2005 ukuxhasa uphuhliso lolwimi olusisiseko kunye nokufunda nokubhala. Inkqubo i*Stellar* yayilwa yi*Wordworks* ukuxhasa ootitshala beBanga R kwindima yabo ebalulekileyo yokufundisa ulwimi nesiseko sokufunda nokubhala. Sijolise kwiBanga R ngoba ubungqina bubonisa ukuba isakhono solwimi olusisiseko noluluhliso liphakathi nokufunda okulandelayo ekuhambeni kwexesha.

Uphuhliso lolwimi olusisiseko nokufunda nokubhala

Ukuze ube nako ukufunda nokubhala, abantwana badinga amathuba okwakha ulwazi lwabo nokuqonda kwizinto ezimbini ezingundoqo:

- Izakhono zolwimi (ukumamela, ukuthetha, isigama nokuqonda)
- Izakhono ezimalunga nekhawulo (ulwazi lwefonoloji nolwazi lwezandi zonobumba).

Kwakhona, abantwana badinga amathuba amaninzi okubona indlela ekusebenza ngayo ukufunda nokubhala, kunye nendlela le imigaqo iza kuboniswa ngayo ngootitshala. Kufuneka bafunde baze bonwabele iincwadi, basebenzise ukuzoba kunye nokubhala okusisiseko besabelana ngezimvo zabo.

Inkqubo yethu

I*Stellar* inikeza izimvo zethiyori nezenzekayo ukunceda ukwakha ulwimi olutyebileyo eklasini oluxhasa uphuhliso lokufunda nokubhala okusisiseko. Inkqubo iyiliwe emva koko yahlaziywa ngokwengxelo evela kootitshala nabaqeqeshi beBanga R.

Imathiriyeli yeklasu kaStellar

Esi sikhokelo sootitshala sesinye seseti yezikhokelo zokufundisa uLwimi lwaseKhaya, ngasinye 'sibonisa' ibali elitsha! Isikhokelo sootitshala ngasinye sinenkqubo yeeveki ezimbini zomsebenzi odityanisiweyo wokufundisa ulwimi lwaseKhaya kwiklasu yeBanga R yonke imihla.

Isikhokelo sootitshala seentlanganiselo zabazali siyakunceda ukuba uncedise abazali ekuxhaseni ukufundwa kolwimi ekhaya.

Uqeqesho leStellar

Uqeqesho lootitshala kwinkqubo ka*Stellar*, kukho iseti yeencwadi zomsebenzi olubonisa zonke izinto ezahlukeneyo zenkqubo ngelixa ungena nzulu ekuqondeni ukubaluleka kwento nganye.

Amabali enu

Siyayazi ukuba ootitshala banobuchule bokusebenzisa nantoni na efumanekayo kubo. Siyakukhuthaza ukuba wenze utshintsho kwesi sikhokelo ukuze silungele indawo okuyo kunye nezixhobo zomsebenzi ozifumanayo. Xa usiqhela isikhokelo seeveki ezimbini senkqubo ka*Stellar*, uya kukwazi ukusebenzisa ezakho iincwadi zamabali namabali angabhalwanga ncwadini njengeziseko zokufundisa ulwimi nokuphuhla kokufunda nokubhala.

Dibana noStella

Uza kubona ukuba kukho utitshala okhoyo kuso sonke esi sikhokelo sootitshala. Uza kuhlala enawe kwindlela oza kuyihamba, uza kumana ekunika iingcebiso ezisekelwe kwiminyaka yakhe yamava kwiklasu yeBanga R. Ootitshala bayamteketisa bembiza u*Stella*!

Siyathemba ukuba uyakonwabela ukusebenzisa le nkqubo. Uya kubanika abafundi bakho beBanga R esona sipho sibalulekileyo.



Iminqweno yethu emihle,

U*Stella* neqela le*Wordworks*

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Introduction to Stellar

How to use this book

Two-week planner: Week 1		
ACTIVITY	MONDAY	TUESDAY
SHOW AND TELL	Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.
WHOLE CLASS LETTERS AND SOUNDS ACTIVITIES	Tell the story for the first time, introducing a letter from the story (a).	Forming the letter (multisensory activities)
WHOLE CLASS STORY-BASED ACTIVITIES	Storytelling and building vocabulary	Storytelling and singing
ROTATION GROUP ACTIVITIES	Group 1 Practising the letter (a)	Group 1 Creative play (art and construction)
	Group 2 Drawing and emergent writing (teacher-guided)	Group 2 Practising the letter (a)
	Group 3 Independent reading	Group 3 Drawing and emergent writing (teacher-guided)
	Group 4 Letter puzzles and games	Group 4 Independent reading
	Group 5 Creative play (art and construction)	Group 5 Letter puzzles and games
STORY TIME	Read a new book aloud every day.	Read a new book aloud every day.

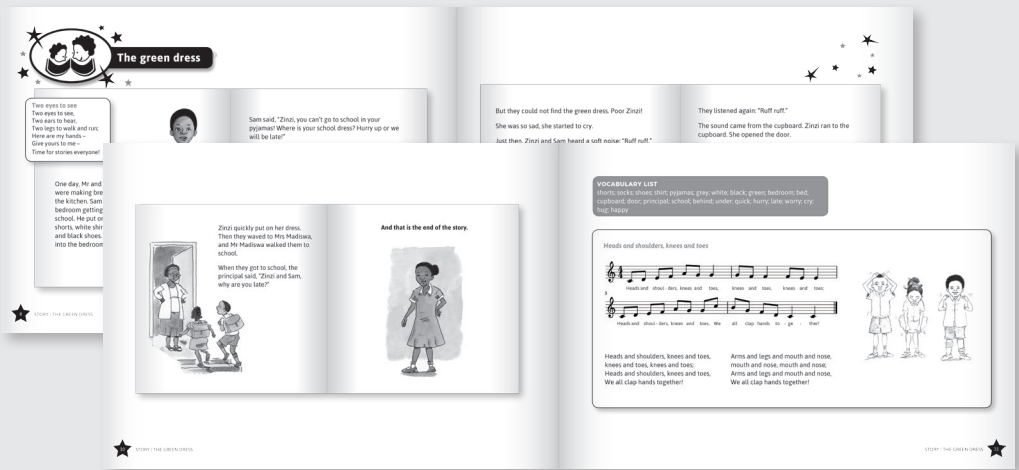
Each *Stellar Teacher's Guide* stars one story, which you will find on page 12, together with a verse, a song or poem and a vocabulary list. Refer to this story at the front of the book whenever you need to.

Be sure to tell the story at the very beginning of the two-week cycle, before you do any of the activities.

As you prepare for teaching a two-week cycle, start with the Two-week planner (page 20). It maps out all the activities you will do, every day, for two weeks.

If you follow the planner, you will be covering everything you need for good Home Language teaching in line with CAPS.

Children will have a balance of whole class and small group activities, some of which they do independently; others are teacher-led.



The activities have been divided into three sections, each with its own introduction:

Letters and sounds activities
Story-based activities
Rotation group activities

Find your way easily by looking at the section names at the top and bottom of each page.

We give you two kinds of **Resources** at the end of the book: teacher resources and photocopiable resources for the children. The footer text tells you where to use each resource.

Building up a toolkit

You will need to build up your own toolkit of resources over time to teach the Stellar programme. Some of these resources relate to the story in each guide. We have started you off with puppets, sequence pictures and a Big Book in each Story Pack, as well as a template to make little books. We know that as a creative teacher you will plan ahead to make and collect other resources to support the Stellar story. Children will enjoy props during storytelling and costumes for fantasy play, and you will need scrap materials for art and construction activities. Remember how important it is for children to see printed materials connected to the story: look out for picture books, shopping flyers and magazines for your book corner and posters for your walls.

You will always need colourful crayons, paints and paintbrushes, scissors and glue, and paper for children to draw on. You can make simple sand trays, white boards and play dough (recipe and method on page 94). This guide provides templates to make your own puzzles, game boards and letter cards as well as a few activity pages for you to photocopy for your children. If you cannot make photocopies, feel free to adapt the activity or to use the other options given to you in the guide.

We suggest that you make sure everything is set up before you start lessons, so you can make the most of your lesson time.

Assessment

Assessment in Grade R is informal, which means it is particularly important for you to remain aware of each child's language and literacy strengths, challenges and progress, as well as their levels of confidence and enjoyment throughout Home Language lessons. We encourage you to keep notes about each child and jot down significant learning events, challenges being experienced at the time, together with any ideas you have for how you might respond. In addition to daily observations, there are many assessment opportunities built into the Stellar two-week cycle which give you the opportunity to focus on individual children's progress.

These include:

- rotation group activities: you will spend focused time with individual children as you support their drawing and emergent writing.
- paper-based activities: children will produce their own paper-based work in the *Rainbow letter* activity, the *Read and do* activities, and the second sequence picture activity (called *More sequencing pictures*).

It is vitally important that children never feel that you are assessing them or their work. Young children find it almost impossible to learn in an environment where they feel frightened, anxious or insecure. Your job is to build their confidence together with their skills and knowledge so they can show you their very best work.

Language learning opportunities throughout the day

The Stellar programme gives structured activities for different parts of the day. However, we know that language learning happens all day in classrooms where teachers are responsive to children and allow rich to-and-fro conversations. It is so important for you to be responsive to what interests your children. Transition times, show and tell, snack times and morning ring all provide excellent opportunities to build language through questions, comments and conversations. On the next page, we give ideas for how you can maximise language learning during two much-loved Grade R activities – *Show and tell* and *Story time*.



Ukwaziswa kuStellar

Isetyenziswa njani le ncwadi

Isicwangciso seeveki ezimbini: Iveki yoku-1		
UMISEBENZI	UMVULO	ULWESIBINI
BONISA UZE UBALISE	Yonwabela amabali amabala uze ubalise	Yonwabela amabali amabala uze ubalise
IMISEBENZI YEKLASI YONKE YOONOBUMBA NEZANDI	Balisa ibali okusobala ukusobala unobumba osemagameni okuthwe ebalini uM/	Ukubala unobumba (imisebenzi ezimbini okuthwe ebalini uM/)
IMISEBENZI YEKLASI YONKE OKULWE EBALINI	Ukubalisa ibali nokwakha isigama	Ukubalisa ibali nokwakha
IMISEBENZI YAMAQELA ATSHINTSHANAYO	Iyela leli-1 Ukusobala nokwakha uM/	Iyela leli-1 Umdlalo oyilayo (Ukudlalisa)
	Iyela leli-2 Ukusobala nokwakha ukusobala ngokuthwe ngokuthwe	Iyela leli-2 Ukusobala nokwakha
	Iyela leli-3 Ukusobala nokwakha uM/	Iyela leli-3 Ukusobala nokwakha ukusobala ngokuthwe ngokuthwe
	Iyela leli-4 Iyela nokwakha nokwakha	Iyela leli-4 Ukusobala nokwakha
	Iyela leli-5 Umdlalo oyilayo (Ukudlalisa)	Iyela leli-5 Iyela nokwakha nokwakha
IXESHA LEBALI	Funda incwadi emntsha ukhaya yonke imihla	Funda incwadi emntsha ukhaya yonke imihla

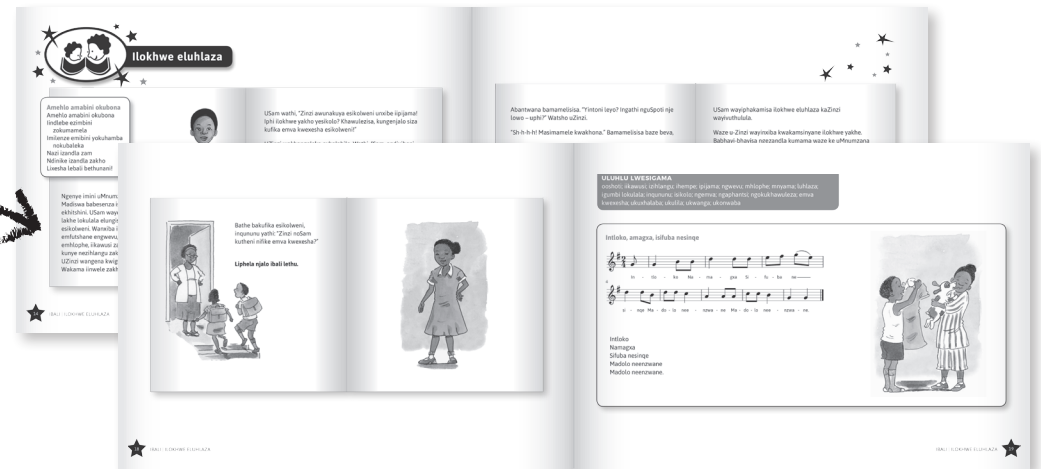
Isikhokelo sikaStellar ngasinye sooTitshala sinebali elinye, oza kulifumana kwiphepha lesi-14, kunye nevesi, iculo noluhlu lwesigama. Sebenzisa eli bali elisekuqaleni kwencwadi ngalo lonke ixesha ufuna.



Njengoko ulungiselela ukufundisa umjikelo weeveki ezimbini, qala ngesi**Cwangciso seeveki ezimbini** (esikwiphepha le-22) Yalathisa yonke imisebenzi oza kuyenza, yonke imihla, iiveki ezimbini.

Ukuba ulandela isicwangciso, uya kube uqokumbela yonke into oyidingayo yokufundisa uLwimi lwaseKhaya ngendlela yeCAPS.

Abantwana baza kufumana ngokulinganayo imisebenzi yeklassi yonke neyamaqela, eminye yayo baya kuzenzela bodwa ngaphandle kokuncediswa; kweminye baya kukhokelwa ngutitshala.



Imisebenzi yahlulwe yaba ngamacandelo amathathu, icandelo ngalinye linentshayelelo yalo:

1. Imisebenzi yoonobumba nezandi
2. Imisebenzi esekelwe ebalini
3. Imisebenzi yamaqela atshintshanayo

Sikunika iindidi ezimbini **zeziXhobo zomsebenzi** ekupheleni kwencwadi: izixhobo zomsebenzi zikatitshala kunye nezixhobo zomsebenzi zabantwana ezinokufotokotshwa. Umbhalo omncinci osezantsi kwiphepha uyakuxelela ukuba usisebenzisa phi isixhobo ngasinye somsebenzi.

Ukwakhiwa kwebhokisi yezixhobo

Ethubeni kuza kufuneka uzakhele ibhokisi yakho yezixhobo zomsebenzi ufundise inkqubo kaStellar. Ezinye zezi zixhobo zomsebenzi zimalunga nebali kwisikhokelo ngasinye. Sikusale ngoonopopi, imifanekiso elandelelanayo neNcwadi eNkulu kwipakethe yebali ngalinye, kunye nethempleyiti yokwenza iincwadana. Abantwana baza kuzonwabela izinto oza kuzisebenzisa xa ubalisa ibali kunye neempahla zokudlalisa, uza kudinga imathiriyeli endala xa usenza imisebenzi yobugcisa neyokwakha. Khumbula ukuba kubaluleke kangakanani na ebantwaneni ukubona imathiriyeli ebhaliweyo enxulumene nebali: khangela iincwadi ezinemifanekiso, amaphetshana abhalwe izinto ezithengiswayo kunye neemagazini zekona yakho neepowusta zodonga lwakho.

Uya kusoloko udinga iikhrayoni ezimibala-bala, iipeyinti neebhrashi zokupeyinta, izikere neglu, kunye namaphepha okuzoba abantwana. Ungenza iitreyi zesanti ezilula, iibhodi ezimhlophe, nentlama yokudlala (iresiphi nemethodi zikwiphepha 94). Esi sikhokelo sinika iithempleyithi zokwenza iiphazile, imidlalo yebhodi namakhadi oonobumba kunye namaphepha omsebenzi ambalwa alungiselelwe wena ukuba uwakopele abantwana. Ukuba awukwazi ukuwafotokopa, khululeka wenze utshintsho kumsebenzi okanye usebenzise ezinye ezikwisikhokelo.

Sicebisa ukuba uqinisekise ukuba yonke into ilungile ngaphambi kokuba uqale ngezifundo, ukwenzela ukuba ulisebenzise kakuhle ixesha lakho lesifundo.

Uvavanyo

Amanqaku ovavanyo kwiBanga R awabalwa, loo nto ithetha ukuba kubalulekile kakhulu kuwe ukuba uhlale uwazi amandla okubhala nokufunda omntwana ngamnye, imingeni kunye nempumelelo, kwakunye namanqanaba abo okuzithemba nokonwabela njalo izifundo zoLwimi lwaseKhaya. Siyakukhuthaza ukuba ugcine amanqaku ngomntwana ngamnye, ubhale phantsi inkqubela egqamileyo kwizifundo zabo, imingeni abadibene nayo ngelo xesha, kwakunye neengcamango zakho onazo nendlela oya kuthi uziphendule ngayo. Ngaphezulu kokujonga okuqhubekayo imihla ngemihla, maninzi

amathuba ovavanyo akhelwe kumjikelo weeveki ezimbini zikaStellar akunika ithuba lokujolisa kwinkqubo yomfundi ngamnye. Oku kuquka:

- Imisebenzi yamaqela atshintshanayo: uza kuchitha ixesha lakho nomntwana ngamnye xa uxhasa ukuzoba nokubhala okusaphuhlayo.
- Imisebenzi emalunga nephepha: abantwana baza kuvelisa imisebenzi yabo emalunga nephepha kumsebenzi wonobumba woMnyama, imisebenzi yokuFunda uze wenze, kunye nomsebenzi wesibini wokulandelelanisa imifanekiso (ubizwa ngokuba kukubeka imifanekiso ngokulandelelana kwayo kuyaqhutywa).

Kubaluleke kakhulu ukuba abantwana bangaze bazive ukuba uyabavavanya kumsebenzi wabo. Abantwana abancinci bakufumana kunzima ukufunda kwindawo apho baziva besoyika, bexhalabile okanye bengakhuselekanga.

Amathuba okufunda ulwimi imini yonke

Inkqubo kaStellar inikezela ngemisebenzi ehleliweyo ngamaxesha ahlukeneyo emini. Kubalulekile ukuba umamele, uphendule izinto ezithandwa ngabantwana bakho. Amaxesha otshintsho, bonisa uxele, amaxesha okutya kunye nesangqa sasekuseni, zonke zinika amathuba amahle okwakha ulwimi ngokubuza imibuzo, unike izimvo kunye neencoko. Kwiphepha elilandelayo, sinika iingcebiso ngendlela yokwandisa ukufundwa kolwimi ngexesha lemisebenzi ethandwa kakhulu yeBanga R – Ixesha leBali nokuBonisa uze uxele.



Show and tell

Show and tell is a much-loved part of the daily programme in Grade R. Children bring something from home to share with their class: it can be anything from a photograph of a family member to a story book to an autumn leaf newly fallen. It is important that this does not become a time for children to show off new possessions like clothes or expensive toys.

STEPS

- 1 Children sit in a circle with you. (This can be the whole class, or a small group depending on how you structure this activity.)
- 2 Begin: *"Aren't we lucky! Three children have brought something for Show and Tell today. Let's sit quietly and listen attentively."*
- 3 Ask each child to tell the group about what they have brought.
- 4 Affirm the child's choice of object. For example: *"I love picking up shells; they remind me of summer!"*
- 5 Listen actively to the child speaking. Make eye contact.
- 6 Repeat and then elaborate on what they say about their object.
- 7 Draw them out by asking specific questions and listen carefully to their answers. Ask if anyone else has a question.
- 8 Once all the children have spoken about their object, do a quick memory and comprehension quiz:
 - *Who told us about ... ?*
 - *Where did ... get her ... ?*
 - *Someone in the group explained why ... Can you remember the reason?*



Rules for Show and tell:

- Take turns to talk.
- Look at the person speaking.
- Listen carefully to what each person is saying and think about it.

Story time: Reading aloud for enjoyment

The Stellar programme is story-based. We have written simple stories and adapted folk tales as the basis for learning activities over two weeks.

It is also important for children to hear stories for pure enjoyment. There needs to be time in the day when children are read stories with rich language and beautiful illustrations, with no expectations or activities. We want children to truly 'be in the moment' – to become absorbed in a story and to experience the magic of books.

We propose that reading aloud happens at the end of every day. You will need to plan ahead to line up a selection of storybooks that you and the children will love. See our website for some recommendations.

STEPS

Before reading

- 1 Show children the cover of the book. Ask them to predict what the story will be about.
- 2 Take a picture walk through the book, looking at the pictures and predicting the story. (If the story has a delightful surprise, you may want to skip the picture walk or stop half way through!)
- 3 Link the story to the children's own knowledge and experience.
- 4 Introduce a few key words from the story.
- 5 Read the title of the story and the name of the author and illustrator.

During reading

- 1 Read with expression, using different voices for different characters.
- 2 Keep eye contact with the children.
- 3 Use dramatic pauses to make the story exciting.
- 4 Show the children the pictures as you read each page.
- 5 Keep the children involved by asking them, *"What do you think will happen now?"*
- 6 Enjoy the experience of sharing the story with your children.

After reading

- 1 Simply enjoy the magic of a shared story.
- 2 Discuss which character or part of the story they liked the most.

Supporting multilingualism

It is likely that the children in your class speak a wealth of different languages at home. This means that some children's mother tongue is different from the Home Language chosen by the school. Although Stellar is a Home Language programme, we know that all children benefit from rich multilingual teaching spaces. Wherever possible, we encourage you to allow children to use their own language with peers, while they are building confidence using the new language of the classroom. Early in the school year, children who speak more than one language can be invited to assist with translating your instructions and children's responses. The voices of young children should never be silenced because they are not yet able to speak the language of the classroom. A second language should always build on the first, rather than replace it.

Although you will introduce the Stellar story in the language of instruction at the school, second language learners will benefit from hearing the same story in their own language. If you don't feel confident telling the story in this way, you could invite a parent to tell the story to the class in their language. Translations of the stories are free to download from the Wordworks website.

In some of the Stellar activities, we encourage you to work with words from more than one language. This gives you the opportunity to talk with your children about our multilingual world. It also allows you to acknowledge the contribution of children who bring language diversity to your classroom – give them a chance to shine! We encourage you to have fun with words from the story, and build your own knowledge of other languages. Try to introduce some vocabulary words from the Stellar stories in different languages to ensure comprehension for those learning a second language, and to broaden the knowledge base of your monolingual children.

Parents

It's very important for parents to be involved in their children's learning, particularly when children are young. When parents are positive about what happens at school, this helps children hold two very important parts of their world together – the home part and the school part.

The *Stellar Teacher's Guide for parent meetings* has been developed to help you get parents interested in your Grade R classroom, especially with your implementation of the Stellar Home Language programme.

We made this book with alternating isiXhosa and English pages. Many teachers have explained that although they are teaching isiXhosa Home Language, their training was in English, so they were often more familiar with the literacy terminology in English. They found it helpful to have access to both languages.

The English pages in this book are a translation of the isiXhosa pages: they are not simply a copy of the English Teacher's Guides. In other words, the songs, vocabulary, letters and sounds are English translations of the isiXhosa. The English pages have a grey background so you can spot them easily.



UkuBonisa uze uxele

UkuBonisa uze uxele uthandwa kakhulu njengenkqubo yemihla ngemihla yeBanga R. Abantwana baza nento ekhaya abaza kwabelana nayo neklasi: ingayiyo nantoni na njengefoto yelungu losapho ukuya kwincwadi yamabali ukuya kwigqabi elisandul' ukuwa emthini eKwindla. Kubalulekile ukuba eli xesha ingabi lixesha apho abantwana babonisa ngezinto zabo ezintsha ezifana nempahla nezinto zokudlala zamaxabiso aphezulu.

AMANYATHELO

- 1 Abantwana bahlala kwisangqa nawe. (Ingayiklasi yonke, okanye iqela elincinci ngokwendlela umsebenzi ohlelwe ngayo.)
- 2 Qala: *"Sinethamsanqa! Abantwana abathathu bazise izinto zikaBonisa uze uxele namhlanje. Masihlale phantsi simamelisise"*
- 3 Cela umntwana ngamnye axelele iqela into aze nayo: *"Khwezi, ungangowokuqala ukusixelela ukuba uze nantoni? Emva koko, iza kuba nguSean alandelwe nguJane."*
- 4 *"Qinisekisa umntwana ngento ayikhethileyo ngokuthi wabelana naye ngemvakalelo zakho. Umzekelo: "Ndiyakuthanda ukucholachola amaqokobhe; andikhumbuza ihlobo!"*
- 5 Mamelisisa kakuhle umntwana othethayo. Mjonge emehlweni. Sebenzisa igama lakhe rhoqo ukuqinisekisa indima yakhe kulo msebenzi.
- 6 Phinda ucacise izinto abazithethayo ngezinto zabo. Funa ulwazi ngokubuzo imibuzo ethe ngqo umamele kakuhle iimpendulo zabo. Buza ukuba ukhona na omnye onombuzo.
- 7 Bakugqiba abantwana ukuthetha ngento yabo, buza imibuzo ekhawulezileyo ukhangele ukuba bayakhumbula na kwaye bayaqonda na:
 - Ngubani osixelele
 - U... wayifumana phi i... yakhe?
 - Omnye umntu kwiqela makachaze ukuba kutheni iqaqa liphulukana neentsiba zalo nje. Usasikhumbula isizathu?

Ixesha leballi: Ukufunda ukhwaza uzonwabisa

Inkqubo kaStellar isekelwe ebalini. Sibhale amabali alula salungisa iintsomi njengeziseko zemisebenzi yokufunda ngexesha elingangeveki ezimbini.

Kubalulekile kwakhona ukuba abantwana beve amabali okuzonwabisa kuphela. Kufuneka kubekho ixesha emini apho abantwana bafundelwa khona amabali anolwimi olutyebileyo kunye nemifanekiso emihle, kungekho kulindeleka komsebenzi oza kulandela. Sifuna abantwana 'bangene ebalini' ngokupheleleyo – batsalwe bubuhle bebali kwaye bonwabele ubuncwane beencwadi.

Kumjikelo weveki ezimbini zokuhlohla zikaStellar, siphakamisa ukuba ukufunda ukhwaza kwenzeke ekupheleni kwemini. Kufuneka ucwangcise kwangethuba ulandelelanise iincwadi zamabali ozikhethileyo oza kuzithanda wena nabantwana bakho. Jonga ezinye iingcebiso kwiwebhusayithi yethu.

AMANYATHELO

Phambi kokufunda

- 1 Bonisa abantwana iqweqwe lencwadi. Bacele ukuba baqikelele ukuba ibali lingantoni na.
- 2 Babonise imifanekiso yonke esencwadini, kujongwe imifanekiso ze kuqikelelwe ibali. (Ukuba ibali linento emangalisa kamnandi, ungafuna ukuwutsiba umfanekiso okanye ume esiqingatheni sebali!)
- 3 Dibanisa ibali kulwazi namava abantwana.
- 4 Yazisa amagama ambalwa angundoqo ebalini.
- 5 Funda isihloko sebali negama lombhali nelomzobi.

Imigaqo kaBonisa uze uxele:

- Tshintshisanani ngokuthetha
- Jonga umntu othethayo
- Mamelisisa into ethethwa ngumntu ngamnye uze ucinge ngayo



Ngexesha lokufunda

- 1 Funda usebenzisa amalungu omzimba, usebenzise amazwi ahlukeneyo kubalinganiswa abahlukeneyo.
- 2 Jongana ngqo nabantwana.
- 3 Sebenzisa ukunqumama okukhulu ukwenzela ibali libe nomdla.
- 4 Bonisa abantwana imifanekiso kwiphepha ngalinye xa ufunda.
- 5 Gcina abantwana bebandakanyekile ngokubabuza “Ucinga ukuba kuza kwenzeka ntoni ngoku?”
- 6 Yonwabela amava okwabelana ngebali nabantwana bakho.

Emva kokufunda

- 1 Ngokulula yonwabela ubugqi bebali ekwabelanwa ngalo.
- 2 Xoxani okokuba ngowuphi umlinganiswa okanye indawo yebali abayithande kakhulu.

Ukuxhasa ukwaziwa kweelwimi ezininzi

Kungenzeka ukuba abantwana eklasini yakho bathetha iilwimi ezininzi ezahlukeneyo emakhaya. Loo nto ithetha ukuba, abanye banolwimi lukamama olungafaniyo noLwimi lwaseKhaya abalikhetha esikolweni. Nangona iStellar iyinkqubo yoLwimi lwaseKhaya, siyayazi ukuba abantwana bayazuza kubutyebi bokusetyenziswa kwelwimi ezininzi kwiindawo zokufunda. Xa kukho indlela, siyakukhuthaza ukuba uvumele abantwana basebenzise ulwimi lwabo nabalingane babo, ngexesha besakha ukuzithemba ekusebenziseni ulwimi olutsha lwaseklasini. Ekuqaleni konyaka, abantwana abathetha ngaphezulu kolwimi olunye bangamenywa ukuba baze kuncedisa ukutolika imiyalelo yakho kunye neempendulo zabantwana. Amazwi abantwana abancinci kufuneka angaze athuliswe ngenxa yokuba bengakwazi ukuthetha ulwimi lwaseklasini. Ulwimi lwesibini kufuneka lwakhiwe kulwimi lokuqala ngawo onke amaxesha, kunokuba lusetyenziswe endaweni yalo.

Nangona uza kwazisa ibali leStellar ngolwimi lokuhlohla esikolweni, abafundi abathetha ulwimi lwesibini baza kuzuza xa besiva ibali elinye ngolwimi lwabo. Ukuba uziva ungazithembanga ukubalisa ibali ngale ndlela, ungamema umzali azokubalisa ibali ngolwimi lwabo. Iinguqulelo zamabali zifumaneka simahla kwiwebhusayithi yakwaWordworks.

Kweminye imisebenzi kaStellar, siyakukhuthaza ukuba usebenze ngamagama aphuma kwiilwimi ezininzi. Loo nto ikunika ithuba lokuba uthethe nabantwana bakho ngelwimi ezininzi zehlabathi.

Kwakhona ikwenza uvume igalelo labantwana abaza neelwimi ezahlukeneyo eklasini yakho – banike ithuba lokuba bankqenqeze phambili! Siyakukhuthaza ukuba wonwabele ukusebenzisa amagama ebali, ukuze uzakhele olwakho ulwazi lwezinye iilwimi. Zama ukwazisa amagama esigama aphuma kumabali kaStellar akwiilwimi ezahlukeneyo ukuqinisekisa ukuqonda kwabo bafundi abathetha ulwimi lwesibini, wandise nolwazi lwabantwana abathetha ulwimi olunye.

Abazali

Kubalulekile kakhulu kubazali ukuba bathathe inxaxheba kwimfundo yabantwana babo, ingakumbi xa bebancinci abantwana babo. Xa abazali bekuvumela okwenzeka esikolweni, loo nto inceda abantwana babo ukuba babambe izinto ezimbini ezibalulekileyo kwilizwe labo – indima yesikolo nendima yasekhaya.

IsiKhokelo sooTitshala seentlanganiso zabazali siyilelwe ukunceda abazali ukuba babe nomdla kwiklasi yakho yeBanga R, ingakumbi ngokwenza kwakho umsebenzi kaStellar wokuphuhlisa ulwimi.

Siyenze le ncwadi ngokuthi sitshintshatshintshe amaphepha esiXhosa nesiNgesi. Ootitshala abaninzi bayicacisile into yokuba nangona befundisa isiXhosa njengoLwimi lwaseKhaya, bona bafundiswa ngesiNgesi, loo nto yabenza ukuba baqhele isigama sokufunda nokubhala sesiNgesi. Bayifumana iluncedo into yokufumaneka kwezi lwimi zombini.

Amaphepha esiNgesi kule ncwadi ayinguqulelo yamaphepha esiXhosa: awayiyo ikopi yesiKhokelo sooTitshala sesiNgesi.

Ngamanye amagama, iingoma, isigama, oonobumba nezandi yinguquleleo yesiNgesi esuka kwisiXhosa.

Amaphepha esiNgesi anombala ongwevu emva kwamagama ukwenzela ukuba uwafumane ngokulula.





The green dress

Two eyes to see

Two eyes to see,
Two ears to hear,
Two legs to walk and run;
Here are my hands –
Give yours to me –
Time for stories everyone!

One day, Mr and Mrs Madiswa were making breakfast in the kitchen. Sam was in his bedroom getting dressed for school. He put on his grey shorts, white shirt, grey socks and black shoes. Zinzi walked into the bedroom.



Sam said, "Zinzi, you can't go to school in your pyjamas! Where is your school dress? Hurry up or we will be late!"

Zinzi looked worried. She said, "Sam, I can't find my green dress."

Where is it?

Zinzi and Sam looked under the bed.

Where is it?

They looked behind the door.



But they could not find the green dress. Poor Zinzi!

She was so sad, she started to cry.

Just then, Zinzi and Sam heard a soft noise: "Ruff ruff."



The children listened carefully. "What is that? It sounds like Spot. Where is he?" Zinzi said.

"Shhhh! Let's listen again." They listened carefully and heard: "Ruff ruff."

Sam said, "That is Spot! But where is Spot?"

They listened again: "Ruff ruff."

The sound came from the cupboard. Zinzi ran to the cupboard. She opened the door.

There was Spot in the cupboard. He was lying on Zinzi's dress! Zinzi picked up Spot and hugged him. She was very happy.

Sam picked up Zinzi's green dress and shook it like this.





Amehlo amabini okubona

Amehlo amabini okubona
lindlebe ezimbini
zokumamela
Imilenze emibini yokuhamba
nokubaleka
Nazi izandla zam
Ndinike izandla zakho
Lixesha leballi bethunani!

Ngenye imini uMnumzana noNkosikazi
Madiswa babesenza isidlo sakusasa
ekhitshini. USam wayesegumbini
lakhe lokulala elungiselela ukuya
esikolweni. Wanxiba ibhulukhwe yakhe
emfutshane engwevu, ihempe yakhe
emhlophe, iikawusi zakhe ezingwevu
kunye nezihlangu zakhe ezimnyama.
UZinzi wangena kwigumbi lokulala.
Wakama iinwele zakhe.



USam wathi, "Zinzi awunakuya esikolweni unxibe iipijama!
Iphi ilokhwe yakho yesikolo? Khawulezisa, kungenjalo siza
kufika emva kwexesha esikolweni!"

UZinzi wakhangeleka exhalabile. Wathi, "Sam, andiyiboni
ilokhwe yam eluhlaza."

Ingaba iphi? UZinzi noSam
bakhangelela phantsi kwebhedi.

Ingaba iphi?

Bajonga emva kocango.

Kodwa abazange bayifumane
ilokhwe eluhlaza. Usizana
olunguZinzi torhwana,
lwakhathazeka kakhulu, de
lwalila. Kwangoko, uZinzi
noSam beva ingxolo isitsholo
phantsi: "Awu! Awu!"



Abantwana bamamelisisa. “Yintoni leyo? Ingathi nguSpoti nje lowo – uphi?” Watsho uZinzi.

“Sh-h-h-h! Masimamele kwakhona.” Bamamelisisa baze beva,

“Awu! Awu!” “NguSpoti lowo! Kodwa uphi uSpoti?”



Bamamela kwakhona
“Awu! Awu!”

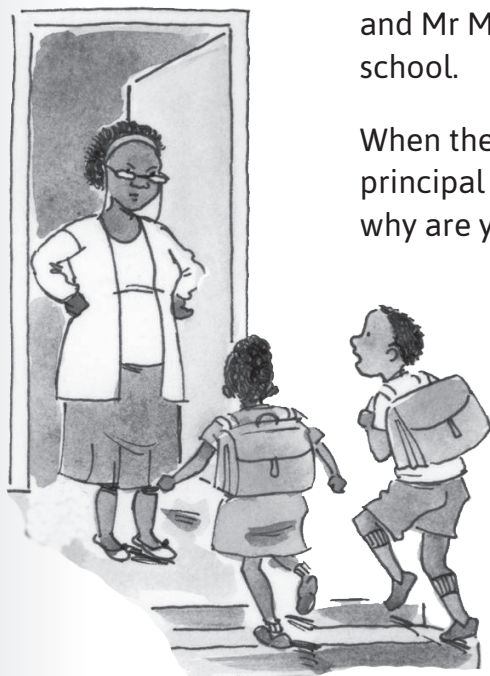
Ingxolo yayivela ekhabhathini.
UZinzi wabaleka wasondela
ekhabhathini, wavula ucango.

Nanko uSpoti ekhabhathini.
Wayelele phezu
kwelokhwe kaZinzi! UZinzi
wamphakamisa uSpoti
wamanga. Wayevuya kakhulu.

USam wayiphakamisa ilokhwe eluhlaza kaZinzi
wayivuthulula.

Waze u-Zinzi wayinxiba kwakamsinyane ilokhwe yakhe.
Babhayi-bhayisa ngezandla kumama waze ke uMnumzana
Madiswa wabakhapha
ukuya esikolweni!





Zinzi quickly put on her dress.
Then they waved to Mrs Madiswa,
and Mr Madiswa walked them to
school.

When they got to school, the
principal said, "Zinzi and Sam,
why are you late?"

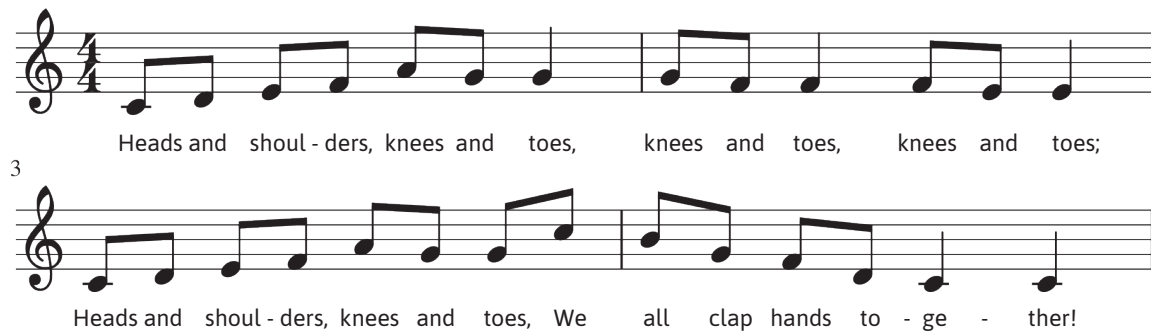
And that is the end of the story.



VOCABULARY LIST

shorts; socks; shoes; shirt; pyjamas; grey; white; black; green; bedroom; bed; cupboard; door; principal; school; behind; under; quick; hurry; late; worry; cry; hug; happy

Heads and shoulders, knees and toes

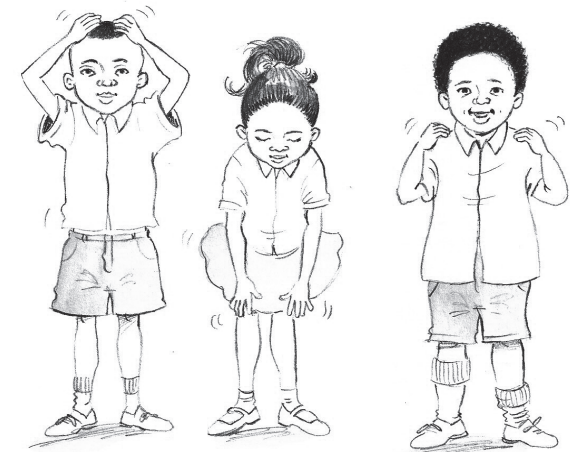


Heads and shoul - ders, knees and toes, knees and toes, knees and toes;

3
Heads and shoul - ders, knees and toes, We all clap hands to - ge - ther!

Heads and shoulders, knees and toes,
knees and toes, knees and toes;
Heads and shoulders, knees and toes,
We all clap hands together!

Arms and legs and mouth and nose,
mouth and nose, mouth and nose;
Arms and legs and mouth and nose,
We all clap hands together!





Bathe bakufika esikolweni,
inqununu yathi: "Zinzi noSam
kutheni nifike emva kwexesha?"

Liphela njalo ibali lethu.



ULUHLU LWESIGAMA

ooshoti; iikawusi; izihlangu; ihempe; ipijama; ngwevu; mhlophe; mnyama; luhlaza;
igumbi lokulala; inqununu; isikolo; ngemva; ngaphantsi; ngokukhawuleza; emva
kwexesha; ukuxhalaba; ukulila; ukwanga; ukonwaba

Intloko, amagxa, isifuba nesinqe



4

In - tlo - ko Na - ma - gxa Si - fu - ba ne —

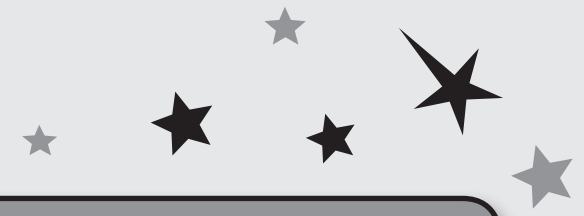
si - nqe Ma - do - lo nee - nzwa - ne Ma - do - lo nee - nzwa - ne.

Intloko
Namagxa
Sifuba nesinqe
Madolo neenzwane
Madolo neenzwane.



Two-week planner: Week 1

ACTIVITY	MONDAY	TUESDAY
SHOW AND TELL	Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.
WHOLE CLASS LETTERS AND SOUNDS ACTIVITIES	Tell the story for the first time. Introducing a letter from the story (k)	Forming the letter (multisensory activities)
WHOLE CLASS STORY-BASED ACTIVITIES	Storytelling and building vocabulary	Storytelling and singing
ROTATION GROUP ACTIVITIES	Group 1 Practising the letter (k)	Group 1 Creative play (Art and construction)
	Group 2 Drawing and emergent writing (teacher-guided)	Group 2 Practising the letter (k)
	Group 3 Independent reading	Group 3 Drawing and emergent writing (teacher-guided)
	Group 4 Letter puzzles and games	Group 4 Independent reading
	Group 5 Creative play (Art and construction)	Group 5 Letter puzzles and games
STORY TIME	Read a new book aloud every day.	Read a new book aloud every day.



WEDNESDAY	THURSDAY	FRIDAY
Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.
Letter boxes	Listening for sounds in words	Blending and segmenting (syllables)
Storytelling and role play	Sequencing pictures	Shared writing and reading
Group 1 Letter puzzles and games	Group 1 Independent reading	Group 1 Drawing and emergent writing (teacher-guided)
Group 2 Creative play (Art and construction)	Group 2 Letter puzzles and games	Group 2 Independent reading
Group 3 Practising the letter (k)	Group 3 Creative play (Art and construction)	Group 3 Letter puzzles and games
Group 4 Drawing and emergent writing (teacher-guided)	Group 4 Practising the letter (k)	Group 4 Creative play (Art and construction)
Group 5 Independent reading	Group 5 Drawing and emergent writing (teacher-guided)	Group 5 Practising the letter (k)
Read a new book aloud every day.	Read a new book aloud every day.	Read a new book aloud every day.

Isicwangciso seeveki ezimbini: Iveki yoku-1

UMSEBENZI	UMVULO	ULWESIBINI
BONISA UZE UBALISE	Yonwabela amabali ambalwa uze uwabalise	Yonwabela amabali ambalwa uze uwabalise
IMISEBENZI YEKLASI YONKE YOONOBUMBA NEZANDI	Balisa ibali okokuqala. Ukwazisa unobumba osemagameni othathwe ebalini u/k/	Ukwakha unobumba (imisebenzi ezisebenzisa iziva-mvo ezininzi)
IMISEBENZI YEKLASI YONKE EGXILE EBALINI	Ukubalisa ibali nokwakha isigama	Ukubalisa ibali nokucula
IMISEBENZI YAMAQELA ATSHINTSHANAYO	Iqela loku-1 Ukuziqhelanisa nonobumba u/k/	Iqela loku-1 Umdlalo oyilayo (Ukudlalisa)
	Iqela lesi-2 Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)	Iqela lesi-2 Ukuziqhelanisa nonobumba
	Iqela lesi-3 Ukuzifundela	Iqela lesi-3 Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)
	Iqela lesi-4 Iiphazile zoonobumba nemidlalo	Iqela lesi-4 Ukuzifundela
	Iqela lesi-5 Umdlalo oyilayo (Ubugcisa nokwakha)	Iqela lesi-5 Iiphazile zoonobumba nemidlalo
IXESHA LEBALI	Funda incwadi entsha ukhwaza yonke imihla	Funda incwadi entsha ukhwaza yonke imihla



ULWESITHATHU	ULWESINE	ULWESIHLANU
Yonwabela amabali ambalwa uze uwabalise	Yonwabela amabali ambalwa uze uwabalise	Yonwabela amabali ambalwa uze uwabalise
libhokisi zoonobumba	Ukumamela izandi ekujoliswe kuzo	Ukudibanisa nokwahlula (amalungu)
Ukubalisa ibali nokulinganisa	Ukubeka imifanekiso ngokulandelelana kwayo	Ukubhala nokufunda kunye
Iqela loku-1 liphazile zoonobumba nemidlalo	Iqela loku-1 Ukuzifundela	Iqela loku-1 Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)
Iqela lesi-2 Umdlalo oyilayo (Ubugcisa nokwakha)	Iqela lesi-2 liphazile zoonobumba nemidlalo	Iqela lesi-2 Ukuzifundela
Iqela lesi-3 Ukuziqhelanisa nonobumba u/k/	Iqela lesi-3 Umdlalo oyilayo (Ubugcisa nokwakha)	Iqela lesi-3 liphazile zoonobumba nemidlalo
Iqela lesi-4 Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)	Iqela lesi-4 Ukuziqhelanisa nonobumba u/k/	Iqela lesi-4 Umdlalo oyilayo (Ubugcisa nokwakha)
Iqela lesi-5 Ukuzifundela	Iqela lesi-5 Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)	Iqela lesi-5 Ukuziqhelanisa nonobumba u/k/
Funda incwadi entsha ukhwaza yonke imihla	Funda incwadi entsha ukhwaza yonke imihla	Funda incwadi entsha ukhwaza yonke imihla

Two-week planner: Week 2

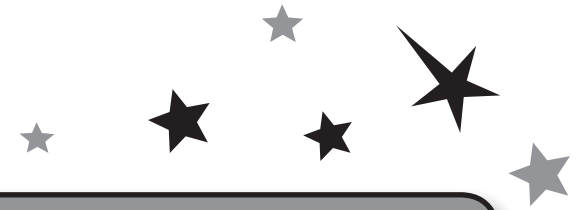
ACTIVITY	MONDAY	TUESDAY
SHOW AND TELL	Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.
WHOLE CLASS LETTERS AND SOUNDS ACTIVITIES	Introducing a letter from the story (a)	Forming the letter (multisensory activities)
WHOLE CLASS STORY-BASED ACTIVITIES	More sequencing pictures	Shared reading: Big Book
ROTATION GROUP ACTIVITIES	Group 1 Practising the letter (a)	Group 1 Creative play (Fantasy play)
	Group 2 Drawing and emergent writing (teacher-guided)	Group 2 Practising the letter (a)
	Group 3 Independent reading	Group 3 Drawing and emergent writing (teacher-guided)
	Group 4 Letter puzzles and games	Group 4 Independent reading
	Group 5 Creative play (Fantasy play)	Group 5 Letter puzzles and games
STORY TIME	Read a new book aloud every day.	Read a new book aloud every day.



WEDNESDAY	THURSDAY	FRIDAY
Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.
Letter boxes	Listening for sounds in words	Blending and segmenting (syllables)
Read and do	Shared writing and reading	Listen and do
Group 1 Letter puzzles and games	Group 1 Independent reading	Group 1 Drawing and emergent writing (teacher-guided)
Group 2 Creative play (Fantasy play)	Group 2 Letter puzzles and games	Group 2 Independent reading
Group 3 Practising the letter (a)	Group 3 Creative play (Fantasy play)	Group 3 Letter puzzles and games
Group 4 Drawing and emergent writing (teacher-guided)	Group 4 Practising the letter (a)	Group 4 Creative play (Fantasy play)
Group 5 Independent reading	Group 5 Drawing and emergent writing (teacher-guided)	Group 5 Practising the letter (a)
Read a new book aloud every day.	Read a new book aloud every day.	Read a new book aloud every day.

Isicwangciso seeveki ezimbini: Iveki yesi-2

UMSEBENZI	UMVULO	ULWESIBINI
BONISA UZE UBALISE	Yonwabela amabali ambalwa uze uwabalise	Yonwabela amabali ambalwa uze uwabalise
IMISEBENZI YEKLASI YONKE YOONOBUMBA NEZANDI	Ukwazisa unobumba osemagameni othathwe ebalini u/a/	Ukwakha unobumba (imisebenzi ezisebenzisa iziva-mvo ezininzi)
IMISEBENZI YEKLASI YONKE EGXILE EBALINI	Ukubeka imifanekiso ngokulandelelana kwayo kuyaqhutywa	Ukufunda kunye: iNcwadi eNkulu
IMISEBENZI YAMAQELA ATSHINTSHANAYO	Iqela loku-1 Ukuziqhelanisa nonobumba u/a/	Iqela loku-1 Umdlalo oyilayo (Ukudlalisa)
	Iqela lesi-2 Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)	Iqela lesi-2 Ukuziqhelanisa nonobumba (a)
	Iqela lesi-3 Ukuzifundela	Iqela lesi-3 Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)
	Iqela lesi-4 Iiphazile zoonobumba nemidlalo	Iqela lesi-4 Ukuzifundela
	Iqela lesi-5 Umdlalo oyilayo (Ukudlalisa)	Iqela lesi-5 Iiphazile zoonobumba nemidlalo
IXESHA LEBALI	Funda incwadi entsha ukhwaza yonke imihla	Funda incwadi entsha ukhwaza yonke imihla



ULWESITHATHU	ULWESINE	ULWESIHLANU
Yonwabela amabali ambalwa uze uwabalise	Yonwabela amabali ambalwa uze uwabalise	Yonwabela amabali ambalwa uze uwabalise
libhokisi zoonobumba	Ukumamela izandi ekujoliswe kuzo	Ukudibanisa nokwahlula (amalungu)
Ukufunda nokwenza	Ukubhala nokufunda kunye	Ukumamela nokwenza
Iqela loku-1 liphazile zoonobumba nemidlalo	Iqela loku-1 Ukuzifundela	Iqela loku-1 Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)
Iqela lesi-2 Umdlalo oyilayo (Ukudlalisa)	Iqela lesi-2 liphazile zoonobumba nemidlalo	Iqela lesi-2 Ukuzifundela
Iqela lesi-3 Ukuziqhelanisa nonobumba u/a/	Iqela lesi-3 Umdlalo oyilayo (Ukudlalisa)	Iqela lesi-3 liphazile zoonobumba nemidlalo
Iqela lesi-4 Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)	Iqela lesi-4 Ukuziqhelanisa nonobumba u/a/	Iqela lesi-4 Umdlalo oyilayo (Ukudlalisa)
Iqela lesi-5 Ukuzifundela	Iqela lesi-5 Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)	Iqela lesi-5 Ukuziqhelanisa nonobumba u/a/
Funda incwadi entsha ukhwaza yonke imihla	Funda incwadi entsha ukhwaza yonke imihla	Funda incwadi entsha ukhwaza yonke imihla



Introduction to letters and sounds activities

The world of letters and sounds

We know from research that children who know something about letters and the sounds they make are likely to learn to read and write more easily than children who have limited letter–sound knowledge. However, we are not suggesting that children in Grade R should be taught about letters in a formal way. The Stellar programme includes many fun, age-appropriate ways to build children’s knowledge of letters.

We don’t believe Grade R children should be drilled or chant the alphabet, copy letters from a board or practise writing letters between lines or on paper with a pencil. In the Stellar programme, children learn how to form letters through big movements and through experiences that involve all of their senses. We know that children learn best when something has meaning to them, so we take care to link letters and sounds to stories – and to new words, pictures and objects. Children learn about language while building their knowledge of letters.

In addition to learning about the relationships between letters and sounds, research has shown that it is vital for children to become aware of sounds in spoken language (phonological awareness). If children don’t learn to pay attention to sounds in spoken language, they might know what they want to write, but not be able to hear the sounds in words in order to write them. The letters and sounds section of the Stellar programme includes many oral activities that help children to develop this awareness.

We have included multilingual lists of words from the story in an activity to develop children’s ability to break words up into syllables, and to blend syllables to make words. Research tells us that young children who learn to pay attention to sounds in words in one language can transfer this skill to another language. Most importantly, children come to know that there is so much to learn about words from all languages – and so much fun to be had while playing with words!

Spending time on these activities will take Grade R children on a journey of exploration into the world of letters and sounds, which will ensure that they are well-prepared to meet the demands of the Grade 1 curriculum.

Teaching letters and sounds

The Stellar programme focuses on a new letter every week. The letters that have been selected for each story are different for each language because they are linked to words in the story. It is ideal to introduce a new letter by linking it to words from a familiar story, but if you must teach letters in a different order, you can still make use of the ideas for teaching letters in the Stellar Programme.

We suggest that you plan for the letters and sounds activities to take approximately 15 minutes every day. We have given you activities to use from Monday to Friday. The Week 1 activities are repeated in Week 2, with a focus on a new letter.

The whole class usually does these activities together at the beginning of the daily programme. However, you can focus on letters and sounds at any time in your everyday routine, particularly during outdoor play and transition times (lining up outside the toilet; preparing for lunch time and so on). Use opportunities to point out letters in the environment and ask children what letters they see around them. This helps children to see how we use letters as clues to read things around us.



Resources to make for the letters and sounds activities

Play dough mats

Put copies of the letter templates in the **Resources** into plastic sleeves. Children can use the printed letter as a guide when forming play dough letters. Play dough mats can also be downloaded and printed from websites such as www.sparklebox.co.uk.

Whiteboards

Insert a piece of cardboard or paper into a plastic sleeve. Children can use a whiteboard marker to practise 'writing' big letters. These can be cleaned easily with a cloth or tissue.

A set of letter boxes

Fill empty ice-cream containers with objects (or pictures of objects) that start with a specific sound. For example, the **g** box will contain objects whose names begin with the sound /g/.

Use the word lists to help you choose items for the boxes. Label each letter box using the letter templates. It is best to trace letters onto a sensory material like felt, sandpaper or corrugated cardboard. Cut out the letter and stick it onto the lid of the letter box. Stick a smaller letter on the side of the box so that you can easily identify the box you need when the letter boxes are stacked on a shelf.



*It is not necessary to make a letter box for every letter of the alphabet. Finding appropriate objects for the letters **q**, **x**, **y** and **z** can be difficult and children will learn these letters as they encounter them in print when they are learning to read. Very few words begin with vowels in English, and vowels make different sounds in different words, so letter boxes are not a good way to introduce vowels.*



Intshayelelo kwimisebenzi emalunga noonobumba nezandi

Ilizwe loonobumba nezandi

Ngokophandolwazi, siyayazi into yokuba abantwana abanolwazi ngoonobumba nezandi ezenziwa ngoonobumba banethuba elihle lokwazi msinyane ukufunda nokubhala ngaphezu kwabantwana abanolwazi oluncinane ngoonobumba kunye nezandi. Inkqubo yakwaStellar, iqukanisa iindlela ezahlukeneyo ezimnandi, ezilungele abantwana kwaye zancedise ekufundiseni umntwana ukuze abe nolwazi ngoonobumba.

Asikholelwa ekubeni umntwana okwiBanga R makafunde ngokunkqaya okanye acengeleziswe oonobumba, akope oonobumba ebhodini, okanye afundiswe ukubhala oonobumba phakathi kwemigca esephepheni okanye ababhale ngepensile ephepheni. Ngokwenkqubo yakwaStellar, abantwana bafunda ukwenza oonobumba ngeentshukumo ezinkulu, ngamava nangeendlela zonke zokuva. Siyayazi ukuba abantwana bafunda ngcono xa into inentsingiselo kubo, ngoko ke siyaqinisekisa ukuba sidibanisa oonobumba nezandi emabalini – nakumagama amatsha, imifanekiso nezinto ezibambekayo. Abantwana bafunda ulwimi ngokwakha ulwazi abanalo ngoonobumba.

Ngaphaya kokufunda ngobudlelwane phakathi koonobumba nezandi, uphandolwazi lubonakalisa ukuba kubaluleke kakhulu ukuba abantwana bazazi izandi zolwimi oluthethwayo (ulwazi ngefonetiki). Ukuba abantwana abakufundiswa ukuqwalasela izandi kulwimi oluthethwayo, basenokuyazi into abafuna ukuyibhala kodwa bangakwazi ukuva isandi samagama ukwenzela ukuba bakwazi ukuwabhala. Icandelo loonobumba nezandi kule nkqubo yakwaStellar, iquka imisebenzi emininzi eyenziwa ngomlomo ukunceda kuphuhlise ulwazi lwabantwana ukuze bakuqonde ukusebenzisa izandi.

Sidibanise uluhlu lwamagama eelwimi ngeelwimi asebalini kumsebenzi wokuphuhlisa isakhono somntwana sokwahlula amagama ngokwendlela abizwa ngayo amagama lawo, adibanise indlela abizwa ngayo amagama ukuze azakhele igama ngokwakhe. Uphandolwazi lusixelesa ukuba abantwana

abancinane abafundiswa ukuqwalasela izandi zamagama koloo lwimi bafundiswa lona, baye bakwazi ukusebenzisa eso sakhono nakolunye ulwimi. Okona kubalulekileyo kukuba abantwana batsho baqonde ukuba kuninzi abanokukufunda ngamagama kuzo zonke iilwimi – nendlela ekumnandi ngayo ukudlala ngamagama!

Xa abantwana beBanga R bechitha ixesha kule misebenzi, baye bafane nomhambi ohamba ehlola ilizwe loonobumba nezandi, nto leyo ebona bakulungele kakuhle ukuqubisana neemfuno zekharithyulam yeBanga lokuQala.

Isishwankathelo seli candelo

Inkqubo yakwaStellar ijolisa kunobumba omtsha qho ngeveki. Oonobumba abakhethiweyo kwibali ngalinye bahlukile kulwimi ngalunye ngoba banxulumene namagama ebalini. Kubalulekile ukwazisa unobumba omnye ngokumdibanisa namagama aphuma kwibali eliqhelekileyo, kodwa ukuba isikolo sakho sifuna ukuba ufundise oonobumba ngendlela eyahlukileyo, ungazisebenzisa iimbono zokufundisa oonobumba kwiNkqubo yeStellar.

Sicebisa ukuba ubeke bucala ixesha elingangemizuzu eli-15 yonke imihla. Sikunikile izinto zokwenza onokuzisebenzisa ukuqala ngoMvulo ukuya kuma ngoLwesihlanu. Imisebenzi yeveki yokuqala ibuya iphinde yenziwe kwiveki yesi-2, qha kujoliswa kunobumba omtsha.

Iklasi yonke isoloko iyenza kunye le misebenzi pha ekuqaleni kwenkqubo yosuku. Noxa sisitsho nje, uyakwazi ukuba ugxile kwizandi noonobumba nanini na kwinkqubo

yakho yemihla ngemihla, ingakumbi ngexesha lokudlala phandle nangexesha lotshintsho (ixesha lokuma emgceni xa abantwana besiya ngasese; ukulungiselela ixesha lokutya, njalo njalo). Sebenzisa amathuba onawo wolathele abantwana oonobumba kwindawo eziningqongileyo.

Izixhobo zokwenza imisebenzi yoonobumba nezandi

Imethi ezenziwe ngentlama yokudlala

Faka iikopi zethempleyithi yoonobumba ekwiziXhobo kwizingxobo zeplastiki. Abantwana bangasebenzisa oonobumba abashicilelweyo njengesikhokelo xa besenza oonobumba bentlama yokudlala. Imethi ezenziwe ngentlama yokudlala nazo zingakhutshelwa zize zishicilelwe kwiiwebhusayithi ezifana nale www.sparklebox.co.uk.

Iibhodi ezimhlophe

Faka isiqwenga sekhadibhodi okanye sephepha kwisingxobo seplastiki. Abantwana bangasebenzisa ikhokhi yokubhala kwibhodi emhlophe ukuziqhelanisa 'nokubhala' oonobumba abakhulu. Oku kungacocwa ngokulula ngelaphu okanye ngesicubu.

Iseti yeebhokisi zoonobumba

Zalisa izikhongozeli ze-ayisikhrimu ezingenanto ngezinto (okanye ngemifanekiso yezinto) eziqala ngesandi esithile. Umzekelo, ibhokisi /f/ iza kuba nezinto ezinamagama aqala ngesandi u/f/.

Sebenzisa uluhlu lwamagama ukukunceda ekukhetheni izinto eziza kufakwa ezibhokisini. Leyibhelisha ibhokisi yonobumba ngamnye usebenzisa iithempleyithi zoonobumba. Kulungile ukutreyisa oonobumba kwimathiriyeli

Akuyomfuneko ukwenzela bonke oonobumba be-alfabethi iibhokisi zoonobumba. Ukufumana izinto ezifanelekileyo zoonobumba **q, x, y** no **x** kunganzima kwaye abantwana baza kufunda aba noobumba ngokubabona bebhaliwe ngaphambi kokuba bafunde ukufunda. EsiXhoseni uninzi lwezibizo luqala ngesikhamiso ngoko ke, kufuneka sigxile kwiqabane lokuqala – isandi ekujoliswe kuso. Ngoko ke, angeke kwenze ngqiqo ukuba kwenziwe iibhokisi zoonobumba besikhamiso.



yengqondo efana nofele, isigudisi-mthi okanye ikhadibhodi. Sika unobumba uze umncamathelise kwisiciko sebhokisi yonobumba. Ncamathelisa unobumba omncinci kwicala lebhokisi ukwenzela ukuba niyibone ngokulula ibhokisi eniyifunayo xa iibhokisi zoonobumba zipakishwe eshelufini.



MONDAY

Introducing a letter from the story

Letter–sound knowledge: Children learn about two new letters linked to words from the story. In Week 1, the focus letter is **k**, and in Week 2, the focus letter is **a**.

YOU WILL NEED

The green dress story on page 12; big alphabet chart; board

Tell the story of *The green dress* on page 12.



STEPS

Listening for sounds

- 1 Ask the children to sit on the mat and listen carefully to you. Say these words from the story: “socks, bedroom”. Ask the children where they have heard the words before.
- 2 Say to the children: “Can you hear what sound these words start with: cup, cake, comb, wheelbarrow, clock, washing-basin? Yes, you are right! They start with the sound /k/. Listen carefully, here are some more words that start with /k/: cat, cap, kettle, wheelbarrow, cup, washing-basin, tuckey.” (Emphasise the beginning sound as you say these words, for example: “cccat, kkkettle”.)

Saying the sound

- 1 Say the sound /k/ clearly and tell the children to watch your mouth carefully as you make the sound.
- 2 Ask the children to say the sound /k/: “kkkk”. Make this fun: say it softly, loudly, to the wall, to the ceiling and to each other. Make sure the children are saying the sound of the letter.
- 3 Teach the children an action associated with the sound. For example: the children can pretend to be combing their hair “k-k-k-k”.

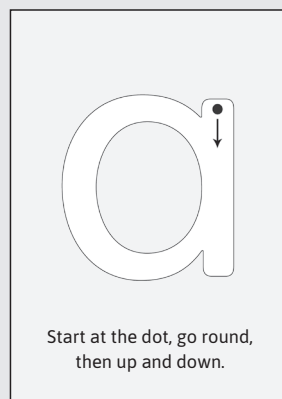
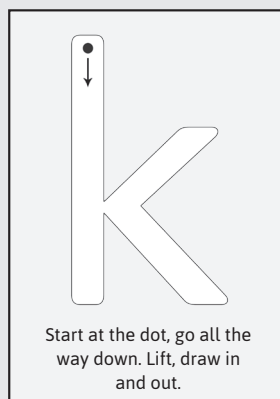
Thinking of words beginning with the sound

- 1 Ask the children if anyone’s name starts with /k/ or if they can think of any other words that start with the sound /k/.



Forming the letter

- 1 Ask the children if they know how to write a letter that makes the sound /k/.
- 2 Show the children how to form the letter **k**. Write a large letter on the board as you say: "Start at the dot, go over to the left, down, to the right and around to the left again."
- 3 Let the children practise the letter formation in the air, on the carpet, on their hands and so on.



Linking the letter to the alphabet chart

- 1 If you have an alphabet chart in your class, show the children the letter **k** on the alphabet chart. This will help them to link the sounds they are learning with the letter names and the alphabet song.

These activity steps focus on the letter **k** which is the focus in Week 1.

In Week 2, follow the same steps but focus on the letter **a**.

- The sound that Spot makes in the story is a good way of introducing this letter.
- Emphasise the beginning sound as you say these words beginning with /a/: milk, water, let down, eyes, tomorrow.
- When you form **a** with the children say: "Start at the dot, go down, up and over to the right."
- Teach the children an action associated with the sound. For example: open both your hands and say: "I don't know, **a-a-a-a**."
- If you have an alphabet chart in your class, show the children the letter **a** on the alphabet chart.





NGOMVULO Ukwazisa unobumba osemagameni athathwe ebalini

Ulwazi loonobumba nezandi: Abantwana bafunda ngoonobumba ababini abatsha abakumagama athathwe ebalini. Kwiveki yokuqala unobumba ekujoliswe kuye ngu/**k/**, ize kwiveki yesibini, unobumba ekujoliswe kuye ibe ngu/**a/**.

UZA KUDINGA

Ibali elithi **Ilokhwe eluhlaza** kwiphepha le-14, itshathi ye-alfabhethi; ibhodi

Balisa ibali elithi **Ilokhwe eluhlaza** elikwiphepha le-14.



AMANYATHELO

Ukumamela isandi ekujoliswe kuso

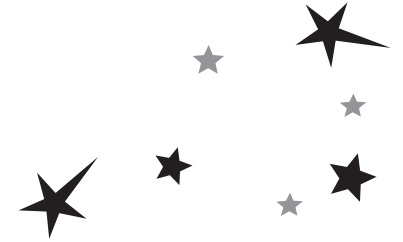
- 1 Cela abantwana ukuba bahlale emethini baze bamamele kuwe. Biza amagama athatyathwe ebalini: “ikawusi, ikamere”. Buza abantwana ukuba babekhe baweva na la magama ngaphambili.
- 2 Yithi ebantwaneni: “Ingaba niyasiva isandi ekujoliswe kuso: iketile, ikawusi, ikomityi, ikeyiki, ikama, ikiriva, ikomu. Ewe, uyichanile! Onke ajolise kwisandi u/**k/**. Mamela ngononophelo, nanga amanye amagama anesandi ekujoliswe kuso esingu/**k/**: ikati, ikarikuni, ikepusi, iketile, ikiriva, ikomityi, ikomu.” Gxininisa kwisandi ekujoliswe kuso ngethuba ubiza la magama, umzekelo: “k-k-k-ikati, k-k-k-ikepusi”.

Ukubiza isandi

- 1 Biza isandi u/**k/** ngokucacileyo uze uxelele abantwana ukuba bakujonge emlonyeni ngononophelo xa ubiza isandi.
- 2 Bacele abantwana ukuba bakulinganise babize isandi u/**k/**: **kkkkk**. Kwenze oku kunike umdla. Sibize isandi uthethele phantsi, ukhwaze, usibizele eludongeni uthethe nophahla ze niphinde nisebezelane omnye nomnye. Qinisekisa ukuba abantwana babiza isandi sikanobumba.
- 3 Fundisa abantwana intshukumo ehambelana nesandi. Umzekelo: abantwana bangenza ngathi bakama iinwele zabo ngelixa besithi “**k-k-k-k**”.

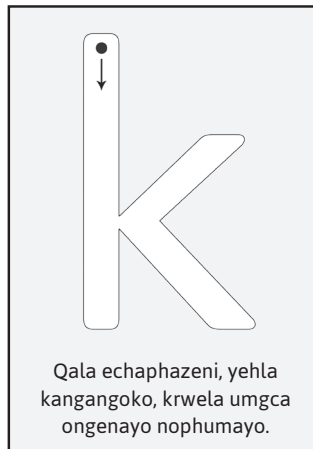
Ukucinga amagama aqala ngesandi

- 1 Buza abantwana ukuba ngoobani abanamagama aqala ngo/**k/** okanye akhona na amanye amagama abawaziyo aqala ngesandi u/**k/**.



Ukwakha unobumba

- 1 Buza abantwana ukuba bayakwazi na ukubhala unobumba owenza isandi u/**k**/.
- 2 Bonisa abantwana indlela yokwakha imilo kanobumba u/**k**/ . Bhala unobumba u-/**k**/ kakhulu ebhodini ngelixesha usithi: “Qala kwichaphaza, yehla kangangoko, krwela umgca ongenayo nophumayo.”
- 3 Bayeke abantwana baziqhelanise nokwakha unobumba emoyeni, emethini nasezandleni zabo, njalo njalo.



Ukunxulumanisa unobumba kwitshati ye-alfabhethi

- 1 Ukuba unetshati ye-alfabhethi eklasini yakho, bonisa abantwana unobumba u/**k**/ kwitshati ye-alfabhethi. Chaza ukuba lo nobumba ukwanalo igama esiNgesini: **'kheyi'**. Oku kuza kubanceda ukudibanisa izandi abazifundayo ngamagama oonobumba kunye nengoma ye-alfabhethi.

Amanyathelo omsebenzi agxininise kunobumba u/**k**/ ekujoliswe kuye kwiVeki yoku-1.
KwiVeki yesi-2, landela amanyathelo afanayo kodwa ugxininise kunobumba u/**a**/.

Nazi ezinye iimbono:

- Gxininisa kumagama asebalini ekujoliswe kuwo isandi u/**a**/: amasi, amanzi, amalahle, amehlo, amawa.
- Xa usakha u/**a**/ nabantwana yithi: Qala echaphazeni, jikeleza unyuke wehle.
- Fundisa abantwana iintshukumo ezinxulumene nesandi. Umzekelo: Vula izandla zakho uthi: **“a-a-a-andazi.”**
- Ukuba unayo itshathi ye-alfabhethi eklasini yakho, bonisa abantwana unobumba u/**a**/ etshathini.



Forming the letter (multisensory activities)

Letter–sound knowledge: Children learn to form the focus letters using different materials which give them a rich sensory experience that helps them to remember the shape of the letter.

STEPS

- 1 Begin by modelling how to write the focus letter: ask the children if they can remember words that start with the focus letter. Remember to say the sound the letter makes (/k/).
- 2 Show the children how to form the letter. Write a large letter on the board or in the air. Say the following as you model forming the letter **k** in Week 1: “Start at the dot, go all the way down. Lift, draw in and out.” In Week 2, say the following as you show the children how to form the letter **a**: “Start at the dot, go round, then up and down.”
- 3 Let the children practise the letter formation in the air, on the carpet, on each other’s backs or on their hands.
- 4 Once you have modelled how to write the letter, choose from the following activities to give children the experience of forming these letters using big movements and as many of their senses as possible.

In Week 1, the focus letter is **k**.

In Week 2, the focus letter is **a**.

**Chalk letters****YOU WILL NEED**

A large piece of chalk

STEPS

- 1 Go outside and give each child a piece of large chalk.
- 2 Ask the children to write a letter in chalk on the bricks/wall/paving.
- 3 Encourage the children to say the sound the letter makes as they write the letter.



Water letters

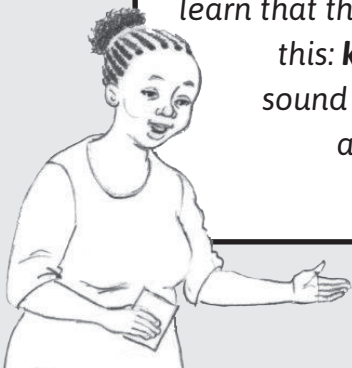
YOU WILL NEED

Water; paintbrushes

STEPS

- 1 Go outside and give each child a container with water and a paintbrush.
- 2 Ask the children to paint a letter many times in water on the bricks/ wall/paving.
- 3 Encourage the children to say the sound the letter makes as they write the letter.

*Once children can hear sounds in spoken words (such as the /k/ sound at the start of the word snake), they need to learn that the sound /k/ is written as a letter that looks like this: **k**. They need to understand the link between the sound they hear and a letter they see in print. Today's activities link the oral practice of a new sound to how the corresponding letter looks and feels.*



Sand letters

YOU WILL NEED

Sand trays or a sandy area outside

STEPS

- 1 Divide the children into small groups and give each group a sand tray. Alternatively, take the children outside to a sandy area.
- 2 Ask the children to write a letter in the sand with their finger or a small twig.
- 3 Encourage the children to say the sound the letter makes as they write the letter.



NGOLWESIBINI

Ukwakha unobumba (imisebenzi esebenzisa iziva-mvo ezininzi)

Ulwazi loonobumba nezandi: Abantwana bafunda ukwakha unobumba ekujoliswe kuye ngokusebenzisa izinto ezahlukeneyo nezisebenzisa iziva-mvo zabo ezibanceda ukukhumbula imilo yonobumba.

AMANYATHELO

- 1 Qala ngokubabonisa indlela yokubhala unobumba ekujoliswe kuye: buza abantwana ukuba bayawakhumbula na amagama aqala ngonobumba ekujoliswe kuye. Khumbula ukubiza isandi esenziwa ngunobumba /k/.
- 2 Bonisa abantwana indlela yokwakha lo nobumba. Bhala unobumba kakhulu ebhodini okanye emoyeni. Biza oku kulandelayo njengoko ubumba unobumba kwiVeki yoku-1: "Qala echaphazeni, yehla kangangoko, krwela umgca ongenayo nophumayo." KwiVeki yesi-2 yitsho oku kulandelayo njengoko ubumba unobumba /a/: "Qala echaphazeni, jikeleza unyuke wehle."
- 3 Vumela abantwana wukuba baziqhelanise ukwakha lo nobumba emoyeni, emethini, emqolo womnye nomnye okanye ezandleni zabo.
- 4 Emva kokuba ubabonisile indlela yokubhala lo nobumba, khetha komnye wale misebenzi uze unike abantwana ukuba bazenzele ngokwabo oonobumba ngokushukumisa umzimba okanye ukusebenzisa iziva-mvo zabo ezininzi kangangoko.

KwiVeki yoku-1, umgqalisela ukunobumba u-k.
KwiVeki yesi-2, umgqalisela ukunobumba u-a.



Oonobumba betshokhwe

UZA KUDINGA

Iqhekeza elikhulu letshokhwe

AMANYATHELO

- 1 Phumani phandle uze unike umntwana ngamnye itshokhwe enkulu.
- 2 Bacele abantwana ukuba babhale unobumba kakhulu ngetshokhwe eziteneni/eludongeni kwiphavmente.
- 3 Bakhuthaze abantwana ukuba babize isandi esenziwa ngunobumba ngelixesha bebhala unobumba.



Oonobumba bamanzi

UZA KUDINGA

Amanzi; iibrashi zokupeyinta

AMANYATHELO

- 1 Phumani phandle uze unike umntwana ngamnye isikhongozeli esinamanzi kunye nebhrashi yokupeyinta.
- 2 Bacele abantwana ukuba bapeyinte unobumba izihlandlo ezininzi ngamanzi eziteneni/eludongeni/phavmente.
- 3 Bakhuthaze abantwana ukuba basitsho isandi sikanobumba ngelixesha bewubhala unobumba.

Bakuba abantwana beziva izandi emagameni athethwayo (njengesandi *u/k/* ekuqaleni kwegama 'ukama'), kufuneka bafunde ukuba isandi *u/k/* sibhalwa njengonobumba ngolu hlobo:

k. Kufuneka baqonde unxulumano phakathi kwesandi abasivayo kunye nonobumba obhaliweyo abambonayo. Imisebenzi ekwesi sahlulo inxulumanisa ukuziqhelanisa ngomlomo isandi esitsha nendlela ajongeka ngayo navakala ngayo unobumba waso.



Oonobumba besanti

UZA KUDINGA

litreyi zesanti okanye indawo enesanti phandle

AMANYATHELO

- 1 Yahlula abantwana babe ngamaqela amancini uze unike iqela ngalinye itreyi yesanti. Kungenjalo, khupha abantwana niye phandle kwindawo enesanti.
- 2 Bacele abantwana ukuba babhale unobumba ngeminwe yabo okanye ngesetyana elincinci esantini.
- 3 Bakhuthaze abantwana ukuba bacule itshanti yokwakha oonobumba ngelixa bebhala.





Play dough letters

YOU WILL NEED

Play dough; play dough mats

STEPS

- 1 Give each child a ball of play dough. Ask the children to roll the play dough into long sausage shapes.
- 2 Put copies of the letter templates in a plastic sleeve. Show the children how to form a letter out of play dough using the printed letter as a guide.
- 3 Encourage the children to make their own letter and trace over the play dough letter with their finger while saying the sound the letter makes.



Whiteboard letters

YOU WILL NEED

Whiteboards; marker pens; pieces of cloth

STEPS

- 1 Give each child a whiteboard and let them write the letter while saying the sound the letter makes.
- 2 The children can repeat this many times. At the beginning of the activity, encourage them to write letters that take up the whole page. Once they feel confident, they can try writing smaller letters.

Formal handwriting practice is part of the Grade 1 curriculum; it is not appropriate for Grade R learners. However, it is important that children are taught how to form letters correctly. You can do this in a relaxed and fun way by using these creative, multisensory activities and encouraging children to write letters as big as they can.



Oonobumba bentlama yokudlala

UZA KUDINGA

Intlama yokudlala (iresiphi kwiphepha lama-94); iimethi

AMANYATHELO

- 1 Nika umntwana ngamnye ibhola yentlama yokudlala. Cela abafundi ukuba bayiqengqe intlama yokudlala ibe 'yisoseji' ende.
- 2 Faka iikopi zeethempleyithi zoonobumba kwisingxobo seplastiki. Bonisa abantwana indlela yokwenza unobumba ngentlama yokudlala usebenzisa unobumba oshicilelweyo njengesikhokelo.
- 3 Bakhuthaze abantwana ukuba bazenzele owabo unobumba betreyisa phezu kukanobumba wentlama yokudlala ngeminwe yabo ngelixa bebiza isandi esenziwa ngunobumba.



Oonobumba bebhodi emhlophe

UZA KUDINGA

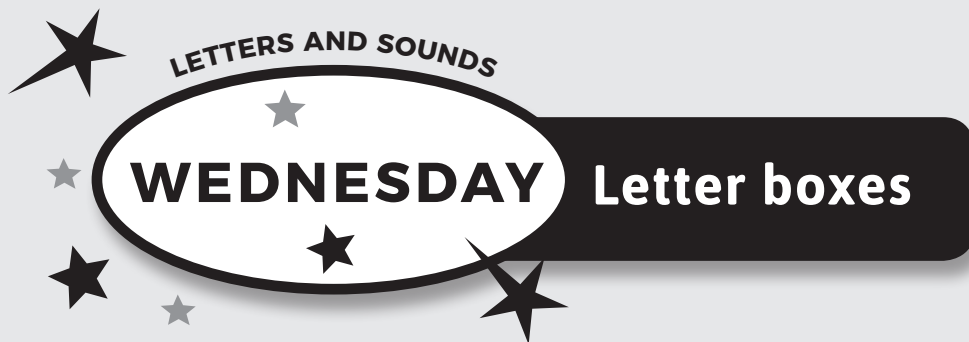
libhodi ezimhlophe; iikhoki; iziqwentshu zamalaphu

AMANYATHELO

- 1 Nika umntwana ngamnye ibhodi emhlophe ubavumele babhale unobumba ngelixa bebiza isandi esenziwa ngunobumba.
- 2 Abantwana bangawuphinda-phinda lo msebenzi izihlandlo ezininzi. Ekuqaleni komsebenzi, bakhuthaze babhale oonobumba abazalisa iphepha. Xa beziva ukuba bazithembile, bangazama ukubhala oonobumba abancinci.

Ukubhala kakuhle oonobumba ngumsebenzi okwikharityhulam yeBanga loku-1, ngoko ke, akubalulekanga ukuba abantwana bababhale ngokuchanekileyo kwiBanga R. Kodwa, kubalulekile ukuba abantwana bafundiswe kakuhle indlela yokubakha oonobumba. Ungakwenza oku ngendlela engabafakeli uxinzelelo abantwana nangendlela eyonwabisayo usebenzisa imisebenzi esebenzisa iziva-mvo ezininzi ezahlukeneyo ukubakha, kwaye ukhuthaze abantwana ukuba babhale kakhulu kangangoko banakho.





Letter-sound knowledge: The children build their knowledge of the focus letters by linking them to the beginning sounds of the names of objects.

YOU WILL NEED

Small mirror; two letter boxes (see page 29) containing objects or pictures of objects that start with the following letters:

Week 1 k: cat; kettle; socks; cup; cake; comb; wheelbarrow; clock; washing-basin; coffee; cupboard; bedroom

Week 2 a: children; eggs; mother; apples; alarm; iron; amasi; water; cloths; girls; men; people

STEPS

Naming objects

- 1 Ask the children to sit on the mat and let them hold the objects or pictures of objects and pass them around.
- 2 Ask them for the names of the objects in English. If there are children whose first language is not English, ask them to tell the class what they call the object in their home language. Then give the word in English.
- 3 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?"*

Listening for beginning sounds

- 1 Revise the names of the objects while emphasising the beginning sound, for example: kettle, cake, cup.
- 2 Say to the children: *"Listen to this word: sssnake. Can you hear what sound 'kettle' starts with? What is the first sound of the word?"*
- 3 Encourage the children to emphasise the beginning sound when they say a word. Use a mirror so that they can see how their mouths move when they make the sound.

Linking the sound with a letter

- 1 Once the children have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write k".* Let the children trace over the letter on the lid with their fingers.
- 2 Demonstrate to the children how to 'write' the letter with their finger: in the air, on their hands and on a child's back. The children can also make letters with their bodies (note that some letters are easier than others to form with one's body!).

OONOBUMBA NEZANDI NGOLWESITHATHU libhokisi zoonobumba

Ulwazi loonobumba nezandi: Abantwana bakha ulwazi lwabo lukanobumba ekujoliswe kuye ngokumnxulumanisa nezandi zokuqala zamagama ezinto.

UZA KUDINGA

Isipili esincinci; iibhokisi ezimbini (bona iphepha le-31) zoonobumba ezinezinto okanye imifanekiso yezinto eziqala ngaba nobumba balandelayo:
Iveki yoku-1 k: ikati; iketile; ikawusi; ikomityi; ikeyiki; ikama; ikiriva; ikloko; ikomu; ikofu; ikayo; ikalika; ikamire; ikafu; ikoyi
Iveki yesi-2 a: abantwana; amaqanda; umama; ama-apile; i-alamu; i-ayini; amasi; amanzi; amalaphu; amantombazana; amadoda; abantu

AMANYATHELO

Ukubiza izinto ngamagama

- 1 Cela abantwana ukuba bahlale emethini uze ubavumele bazibambe izinto okanye imifanekiso baze bayidlulisele kwabanye.
- 2 Bacele abantwana ukuba bakuxelele igama lento ngesiXhosa. Ukuba kukho abantwana eklasini yakho abanolwimi lwasekhaya olungesiso isiXhosa, bacele ukuba bakuxelele ukuba bathi yintoni lento ngolwimi lwakumawabo. Emva koko, libize kwakhona igama lento ngesiXhosa.
- 3 Buza imibuzo ngezinto: "Nikhe nayibona enye yezi? Siyisebenzisa entwenini le nto? Unjani umbala wayo? Ivakala njani xa uyibambile?"

AMANYATHELO

Ukumamela izandi ekujoliswe kuzo emagameni

- 1 Qwalasela kwakhona amagama ezinto ngelixa ugxininisa kwisandi ekujoliswe kuso egameni, umzekelo: k ka ketile, k ka kawusi, k ka komityi.
- 2 Yithi ebantwaneni: "Mamelani eli gama: ikkkkkketile. Niyeva na ukuba i-'ketile' iqala ngesiphi isandi? Sesiphi isandi endisicacisayo xa ndisibiza?"
- 3 Bakhuthaze abantwana ukuba bagxininise ekuqaleni kwesandi ekujoliswe kuso xa belibiza igama. Sebenzisa isipili ukuze bajonge inkangeleko yemilomo yabo xa besenza esi sandi.

AMANYATHELO

Ukunxulumanisa isandi kunye nonobumba

- 1 Kanye nje ukuba abantwana beziqhelanisile nesandi esitsha, babonise ke ngoku unobumba osebhokisini uze uthi: "Siwubhala olu hlobo lo nobumba /k/. Bayeke abantwana ukuba batreyise phezu kukanobumba obhalwe esicikweni sesikhafuthina ngeminwe yabo."
- 2 Babonise abantwana indlela 'yokubhala' unobumba ngomnwe wabo: emoyeni, ezandleni zabo nakumqolo womnye umntwana. Abantwana kwakhona bangabenza oonobumba nangemizimba yabo (qaphela abanye oonobumba kulula ukubenza ngomzimba womnye kunabanye!)

THURSDAY

Listening for sounds in words

Phonological awareness: Children learn to hear and identify beginning and end sounds in words.

YOU WILL NEED

Bean bag or block



Begin today's listening activities by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us."

Listen to your name

STEPS

- 1 The children sit in a circle and pass the bean bag or block around. The child holding the object says their name while everyone listens.
- 2 Ask the class what sound the name starts with. Once the children have answered, repeat the name and the sound, like this: "Yes, Sindi's name starts with the sound /s/." The child can then pass the object.
- 3 Play some music in the background while the children pass the object around the circle. Stop the music every now and again, and the child holding the object must say their name and the sound their name starts with.

- 4 When the group needs a change of pace, sing the following song to the tune of ***If you're happy and you know it.***

If your name begins with /k/, then stand up;

If your name begins with /k/, then stand up;

If your name begins with /k/, stand up and take a bow;

If your name begins with /k/, then stand up.

- 5 Repeat with different sounds and movements, such as 'clap your hands', 'turn around' and so on.

Once your children become familiar with this rhyme, you can sing or say it at different times of the day to get the children's attention or to give an instruction: "If your name begins with /k/, please fetch your lunch. If your name begins with /a/, sit at your table. If your name begins with /l/, line up at the door," and so on.



NGOLWESINE

Ukumamela izandi namagama

Ingqiqo ngokwakhiwa kwamagama ngezandi: Abantwana bafunda ukuva isandi sokuqala nesokugqibela emagameni.

UZA KUDINGA

Umqamelo okanye ibhloko



Qala umsebenzi wanamhlanje wokumamela ngokuthi:
“Masicimeleni sithule imizuzwana ngeli xesha simamele
ngenyameko izandi ezisingqongileyo.”

Mamela igama lakho

AMANYATHELO

- 1 Abantwana mabahlale benze isangqa baze bagqithiselane ngomqamelo okanye ibhloko. Umntwana ophethe into ubiza igama ngeli lixa abanye bemamele ngenyameko.
- 2 Buza iklasi ukuba sesiphi isandi igama eliqala ngaso. Kanye nje abantwana bakuphendule, phinda igama nesandi ngolu hlobo: “Ewe, igama likaKonke liqala ngesandi u/k/”. Umntwana ke ngoku angayigqithisa into.
- 3 Khalisa umculo kancinane. Ngamanye amaxesha wucime umculo. Umntwana ophethe into makabize igama lakhe kunye nesandi eliqala ngaso.

- 4 Xa iqela lifuna ukutshintsha isantya, culani le ngoma ngala tshanti yengoma ethi **“If you’re happy and you know it”**

Ukub’ igama lakho liqala ngo/k/ phakama

Ukub’ igama lakho liqala ngo/k/ phakama

Ukub’ igama lakho liqala ngo/k/ phakama uthobe

Ukub’ igama lakho liqala ngo/k/ phakama

- 5 Phinda usebenzise izandi ezahlukileyo kwanentshukumo ekwanjalo, into efana nokuthi, ‘qhwaba izandla’, ‘jika’, ‘yima emgceni’, ‘thatha ukutya kwakho’, njalo njalo.

Kanye nje abantwana bakho sebesiqhelile esi singqisho, ungasicula okanye usisebenzise ngamaxesha ohlukeneyo osuku ukutsala umdla wabantwana kunye nokunika imiyalelo: “Ukuba igama lakho liqala ngo/k/ – hamba uyokuthatha ukutya kwakho. Ukuba igama lakho liqala ngo/a/ – hamba uyokuhlala etafileni yakho. Ukuba igama lakho liqala ngo/l/ yima emnyango,” njalo njalo.



FRIDAY

Blending and segmenting (syllables)

Phonological awareness: Children learn to blend syllables to make words and segment words into syllables.

YOU WILL NEED

Multisyllabic words relating to the story: pyjamas; breakfast; kitchen; bedroom; principal; hug; accompany

Jumping frog (multisyllabic words)**STEPS**

- 1 Ask the children to sit on the mat and choose one child to be a 'frog'.
- 2 Say one of the words from the list and model how to break it into syllables. For example, for bedroom: say clearly **bed | room**
- 3 Ask the 'frog' to jump for each of the syllables: **bed** (one jump) **room** (one jump).
- 4 Ask the children to put the syllables together to say a word: **bed | room = bedroom.**
- 5 Ask the 'frog' to hop again. This time the children will clap each time the 'frog' jumps. Then the class will say the word together.
- 6 Let the children take turns to listen to each of the ten words from the list above and break it into syllables. The 'frog' must hop the syllables while the class claps.

To help promote multilingualism and affirm children's home languages, try this activity with a few of these multisyllabic words. Ask children to help with your pronunciation if needed!

Xhosa: ilokhwe (dress); inqununu (principal); ooshoti (shorts); izihlangu (shoes); igumbi lokulala (bedroom); ihempe (shirt); ikhabhathi (cupboard); ucango (door); likawusi (socks); isikolo (school)

Afrikaans: ontbyt (breakfast); kombuis (kitchen); slaapkamer (bedroom); nagklere (pyjamas); skoene (shoes); bekommerd (worried); ontsteld (upset); luister (listen); hardloop (run); drukkies (hug)

If the children in your class speak other languages, ask them to give you a multisyllabic word from the story in their language.



NGOLWESIHLANU

Ukudibanisa nokwahlula (amalungu)

Ingqiqo ngokwakhiwa kwamagama ngezandi: Abantwana bafunda ukudibanisa amalungu bawenze amagama baze bohlule amagama bawenze amalungu.

UZA KUDINGA

Amagama anamalungu amaninzi anxulumene nebali: abantwana; inqununu; kamire; ekhitshini; ipijama; wabakhapha; kusasa; wamanga

Isele elitsiba-tsibayo (amagama anamalungu amaninzi)

AMANYATHELO

- 1 Cela abantwana ukuba bahlale emethini uze ukhethe umntwana omnye abe 'lisele'.
- 2 Biza igama libe linye kuluhlu lwakho uze ubabonise indlela yokulicazulula libe ngamalungu amaninzi. Umzekelo: kamire ungalibiza ngokucacileyo /ka/mi/re-.
- 3 Cela 'isele' litsiba-tsibe kwisandi ngasinye: **ka** (umtsi omnye) **mi** (umtsi omnye) **re** (umtsi omnye).
- 4 Cela abantwana ukuba bazidibanise zonke izandi ukwenza igama elipheleleyo. U-ka/mi/re- = kamire.'
- 5 Cela 'isele' ukuba litsiba-tsibe kwakhona. Kweli ityeli, abantwana baza kuqhwaba ixesha ngalinye 'isele' lisenza umtsi emva koko bonke balibize igama.
- 6 Ngoku vumela abantwana ukuba batshintshiselane ngokumamela igama ngalinye kwaseluhlwini olungasentla baze balicazulule libe ngamalungu. 'Isele' malitsibatsibe kwilungu ngalinye ngelixa iklasi iqhwaba izandla.

Ukunceda ukukhuthaza ukusetyenziswa kweelwimi ezininzi nokuqinisa ulwimi lwasekhaya lwabantwana, zama lo msebenzi ngamagama anamalungu amaninzi ambalwa. Cela abantwana ukuba bakuncedise ngendlela owabiza ngayo:

English: dress (ilokhwe); principal (inqununu); shorts (ooshoti); shoes (izihlangu); bedroom (igumbi lokulala); shirt (ihempe); cupboard (ikhabhathi); door (ucango); socks (iikawusi); school (isikolo)

Afrikaans: ontbyt (isidlo sakusasa); kombuis (ikhithshi); slaapkamer (igumbi lokulala); nagklere (ipijama); skoene (izihlangu); bekommerd (ukuba nexhala); ontsteld (ukuba nomsindo); luister (mamela); hardloop (baleka); drukkie (ukwanga)

Ukuba abantwana abaseklasini yakho bathetha ezinye iilwimi, bacele bakunike igama elinamabinza amaninzi abalithathe ebalini ngolwimi lwabo.





Introduction to story-based activities

Moving from oral to written language

Storytelling (Monday, Week 1)

Stellar is a story-based programme that takes children on a journey from spoken to written language. The children's first encounter with the story is when they hear the story being told by their teacher with puppets to make the characters come alive. Although you will have the printed version of the story, please understand that it is a script to guide you, rather than a text to be read to the children. It is important that you speak directly to the children as you tell them the story, rather than focusing on the printed words.

Singing and role play (Tuesday and Wednesday, Week 1)

After hearing the story being told, children will have a chance to sing a song related to the story. Songs are a wonderful way to develop language skills and some children find it easier to remember new language through melody, rhythm and rhyme. After singing, children participate in role playing the story as it is narrated. This gives them a chance to participate in the telling of the story in an active way and use the words and phrases of the different characters. It also requires them to think about the story sequence – what happens next.

Story sequencing (Thursday, Week 1; Monday, Week 2)

Once children have heard the story being told, and participated in singing and acting out the story, they have an opportunity to think carefully about the events in the story and to sequence these in the correct order. Telling a story in the correct sequence is a very important skill, and something that can be challenging for young children. When children understand that stories are made up of sequenced events, they are able to plan their own stories to have a beginning, middle and end. They learn to ask themselves, "What do I want to happen next?"

The sequencing of the events in the story is first led by you as the teacher, as you guide children's conversations about how the story started and what came next. At first you work with big colourful pictures in the whole class. Later on, the children are encouraged to sequence the events more independently. This provides a useful assessment opportunity.

Writing inspired by the story (Friday, Week 1)

Building on the oral telling of the story, the singing, role play and sequencing of events, children have a chance to discuss their ideas related to something in the story, and then see how these ideas can be written down. This activity begins with rich discussions and sharing of ideas, with contributions from as many children as possible. As you model the writing process, using the children's words and ideas, they see that what we say can be written down. This will give them the confidence to start trying to write themselves – even if they begin with scribbles and made-up letters!

Shared reading (Friday, Week 1; Tuesday, Week 2)

Shared writing provides an ideal text for shared reading as the text contains ideas and words that are very familiar to the children. It is important to take the time to read over the text you have written together, pointing to each word as you read so that children start noticing how our speech is made up of different words, with spaces between each word.



In addition to reading the texts they have co-written with you, children will have another opportunity to see how reading works when you read the Big Book in the second week. Here they will encounter the same, familiar story but in print form. When you read the Big Book to them they will see how words on a page link with the words you say. The story in the Big Book is a simplified version, so that children feel confident to try to 'read' it themselves. This gives them the experience of being a reader – even if they are just reciting the words in the book from memory.

Read and do (Wednesday, Week 2)

While shared reading activities are teacher-led, children benefit from trying to 'read' and make sense of text themselves. The Read and do activity gives children a chance to read pictures and symbols and follow what the symbols tell them to do. This provides another assessment opportunity.

Listening (Friday, Week 2)

The two-week cycle of story-based activities ends with a whole class listening activity to support the development of children's ability to pay attention, follow instructions and understand what they hear.

Using story-based activities to build vocabulary

Some teachers have initially been concerned that it may become boring for children if the activities for two weeks are based on one story. However, teachers have repeatedly reported the benefit of having so many ways for children to engage with new language. We know that in order to learn new vocabulary and make it their own, children need to hear and use words often and in different contexts. Children often understand words before they have the confidence to use them, so it is important that we do not move on to another theme or story before they have had the chance to develop a deep and lasting knowledge of new words.

Although children will learn new language and word meanings through all of the activities in the Stellar programme, we have selected new words from each story for you to focus on. These are listed on the last page of the story section under the heading Vocabulary list. The list includes a combination of common, everyday words and more difficult words. As a teacher, you know your children best, so choose to focus on words that are appropriate for the children in your class. Be especially aware of what will be helpful for children who are learning in a second language, and remember to extend children whose basic vocabulary is strong.

When you are working through the activities with the children, remember to draw their attention to the words you have introduced. Ask them what they know about these words, and how they say a particular word in their own language. Build on children's natural curiosity by encouraging an interest in word meanings in your class. This is one of the most important building blocks for comprehension.



Intshayelelo ngemisebenzi esekelezwe emabalini

Ukuqala kulwimi oluthethwayo okanye lomlomo ukuya kolubhalwa phantsi

Ukubalisa amabali (ngoMvulo, kwiVeki yoku-1)

IStellar yinkqubo yokubalisa amabali ngokuthatha abantwana ibahambise kuhambo lokufunda ngolwimi oluthethwayo uyokutsho kolubhalwayo. Abantwana baqala ukudibana namabali xa utitshala wabo ebabalisela ngokuthi asebenzise oonopopi ukwenzela ukuba abantwana babe nomdla kubalinganiswa abasencwadini. Nangona uza kusebenzisa ibali elishicelelwe ephepheni, yazi ukuba ngumbhalo nje lowo osisikhokelo, akufunekanga ubafundele kuwo abantwana. Kubalulekile ukuba uthethe ngqo nabantwana; ungaliyongi iphepha xa ubabalisela ibali.

Ukucula nokulinganisa (ngoLwesibini nangoLwesithathu, kwiVeki yoku-1)

Emva kokuba bebaliselwe ibali, abantwana baza kunikwa ithuba lokuba bacule ingoma emalunga nebali elo. Ukucula iingoma yindlela entle yokuphuhlisa isakhono somntwana sokusebenzisa ulwimi kwaye abanye abantwana balufunda lula ulwimi olutsha ngengoma, ngesingqi nangeentsomi. Emva kokuba ubaculise ingoma, abantwana kufuneka balinganise abantu abakweli bali libaliswayo. Oku kunika abantwana ithuba lokuthatha inxaxheba ekubaliseni ibali ngokuthi babe yinxalenye yalo basebenzise amazwi abalinganiswa abasebalini. Loo nto ibakhokelela ekubeni bacinge ngokulandelelana kweziganeko – oko kukuthi, yintoni isiganeko esilandelayo ebalini

Ukulandelelanisa iziganeko ezenzeka ebalini (ngoLwesine, kwiveki yoku-1; ngoMvulo kwiVeki yesi-2)

Bakuba abantwana belivile ibali libaliswa, ze bathathe inxaxheba ekuculeni nasekulinganiseni, loo nto yenza ukuba babe nethuba lokucinga banzi ngeziganeko ezenzeka ebalini kwakunye nokulandelelaniswa kakuhle kweziqendu zazo. Ukubalisa ibali ngokulandelelanisa iziganeko kakuhle sisakhono esibalulekileyo, kwaye yinto leyo enokuba nzima ebantwaneni abancinci. Xa abantwana

beyiqonda into yokuba amabali abaliswa ngokweziganeko ezilandelelanayo, loo nto ibenza bakwazi ukwenza amabali abo abe nesiqalo, isiqu kunye nesiphelo. Bafunda ukuba bazibuze ukuba “yintoni endifuna ilandele?” Ukulandelelanisa iziganeko ezisebalini kuqala apha kuwe xa ukhokela abantwana njengotitshala wabo, ubabonisa indlela yokuqhuba iincoko zabo malunga nesiqalo sebali kwakunye nokulandelayo. Ekuqaleni usebenzisa imifanekiso emikhulu enemibala ngemibala egcwalise igumbi lonke lokufundela. Ethubeni kuye kukhuthazwe abantwana ukuba balandelelanise iziganeko ngokwabo. Oku kukunika ithuba elihle lokwenza uvavanyo lomsebenzi wabantwana.

Ukubhala kukhuthazwa libali (ngoLwesihlanu kwiVeki yoku-1)

Xa ekubaliseni amabali wongeza ukucula, ukulinganisa nokulandelelanisa iziganeko, abantwana baba nethuba lokuthetha ngezimvo zabo malunga nento ethile esebalini, emva koko, kujongwe ukuba kungenziwa ntoni na ukuze ezi zimvo zabo zibhalwe phantsi. Lo msebenzi uqala ngokuba kuxoxwe banzi ngebali nangezimvo zabantwana, ku kuquka negalelo labantwana bonke, ukuba ikhona indlela.

Ukwabelana ngokufunda (ngoLwesihlanu kwiVeki yoku-1)

Ukwabelana ngokubhala kulithuba elihle lokwabelana ngokufundiswa ukuba umbhalo usebenzisa izimvo kunye namazwi abawaqhelileyo abantwana. Kubalulekile ukuba nizinike ithuba lokufunda into eniyibhale kunye, ubolathele



igama ngalinye xa ubafundela, kubekho umgama phakathi kwamagama, ukuze abantwana bayiqonde kakuhle into yokuba indlela esithetha ngayo isebenzisa amagama.

Ngaphezu kokufunda umbhalo owubhale kunye nabantwana, kwiveki yesibini baza kufumana elinye ithuba lokubona ukuba kwenziwa njani xa kufundwa iNcwadi eNkulu. Ukufika kwelo lixa baza kubaliselwa ibali abaliqhelileyo, ntonje liza kube lishicilelwe ephepheni. Xa ufunda kwiNcwadi eNkulu, baza kubona indlela amagama asephepheni ahambelana ngayo namagama owasebenzisayo xa uthetha. Ibali eliseNcwadini eNkulu lenziwe ukuba lifundeke lula, ukuze abantwana bazithembe xa bezama ukuzifundela ngokwabo. Oku kubanika uluvo lokuba ngumfundi – nokuba bacengceleza amagama asencwadini abawazi ngentloko.

Funda uze wenze (ngoLwesithathu kwiVeki yesi-2)

Nangona imisebenzi ekwabelwana ngayo ikhokelwa ngutitshala, abantwana bazuza into xa bezama ‘ukufunda’ baziqondele ukuba umbhalo uthini. Inkqubo yokuFunda uze wenze, inika abantwana ithuba lokufunda imifanekiso neempawu balandele okuboniswa ziimpawu ezo. Eli lelinye ithuba lovavanyo.

Ukumamela (ngoLwesihlanu kwiVeki yesi-2)

Umjikelo weeveki ezimbini wemisebenzi esekelwe ekubaliseni amabali ugqityezelwa ngomsebenzi weklasi wokumamela, ukwenzela ukuphuhlisa isakhono sabantwana sokuqwalasela, ukulandela imiyalelo, nokuqonda into abayimameleyo.

Ukusebenzisa imisebenzi esikelezwe ebalini ukwandisa isigama

Abanye ootitshala baba nexhala lokuba abantwana baza kudikwa kukwenza imisebenzi yebali elinye iiveki zide zibe mbini. Kodwa ke, ootitshala bamane bebalisa ngendlela eluncedo ngayo ukuba neendlela ezininzi zokwenza abantwana basebenzise ulwimi olutsha. Kuyaziwa ukuba ukuze abantwana bafunde uluhlu lwamagama baze bawenze awabo, kufuneka baweve

kwaye bawasebenzise kaninzi amagama nakwiimeko ezahlukeneyo. Abantwana bakhawuleza bawaqonde amagama phambi kokuba baqiniseke ngokuwasebenzisa. Ngoko ke, kubalulekile ukuba kungadlulelwa komnye umxholo okanye kwelinye ibali bengekabinalo ithuba lokuphuhlisa ulwazi lwamagama amatsha olunzulu noluhlala ixesha elide engqondweni.

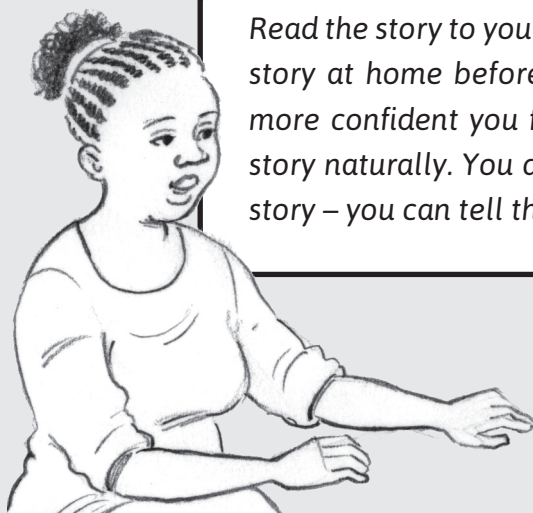
Nangona abantwana befunda ulwimi olutsha namagama amatsha nentsingiselo yawo ngokuba benze imisebenzi yenkqubo iStellar, sikhethe amagama amatsha kwibali ngalinye ukwenzela ukuba sijolise kuwo. Loo magama, abhalwe kwiphepha lokugqibela lecandelo lamabali phantsi kwesihloko esithi *Uluhlu lwesigama*. Olu luhlu luquka amagama axhaphakileyo, asetyenziswa rhoqo kunye namagama anzima. Njengotitshala wabo, ubazi ngcono abantwana bakho, ngoko ke, khetha ukujolisa kumagama afanele abantwana beklasi yakho. Qaphela ingakumbi amagama anokunceda abantwana abafunda ulwimi lwesibini, ukhumbule ukuba wongezelele nakwabo banoluhlu olubanzi lwamagama olwimi lwesibini.

Xa usenza lemisebenzi nabantwana, uze ukhumbule ukubafundisa ukuba bawaqwalasele amagama obafundise wona. Babuze ukuba bazi ntoni na ngala magama, nokuba balisebenzisa njani igama elithile kulwimi lwabo lwenkobe. Yongeza kumdlala abanawo abantwana ngokukhuthaza umtsalane kwiintsingiselo zamagama eklasini yakho. Le yenye yeendlela ezibalulekileyo ezisisiseko sokwenza isincoko.

Children hear *The green dress* story while learning new vocabulary.

YOU WILL NEED

- Puppets and props: Zinzi; Sam; Mr and Mrs Madiswa; Spot; a green dress; pyjamas; cupboard (you can use an old box)
- Objects or picture cards for a few words from the vocabulary list
- Story, rhyme and vocabulary listed on pages 12–19.



Read the story to yourself a few times. Practise telling the story at home before doing it in front of the class. The more confident you feel, the easier it will be to tell the story naturally. You don't have to learn the words of the story – you can tell the story in your own words.

STEPS

Before you tell the story

- 1 Say the rhyme **Two eyes to see** with the children, to focus the class on the story to come.
- 2 Introduce the story to the children: “The title of our story is **The green dress**.”
- 3 Relate the story to the children’s lives: talk about what they wear to school, how they get dressed in the morning and the order in which they do things.
- 4 Introduce the characters, for example: “This is Zinzi.” (Show Zinzi in her green dress.) “This is Sam, Zinzi’s brother. These are their parents, Mr and Mrs Madiswa.” Ask the children to say good morning to them.
- 5 Introduce two or three new words from the vocabulary list: “Before we begin, I want to tell you the meanings of some new words which we will find in the story.”
 - Discuss what each word means, using simple language.
 - Where possible, show children an object or a picture to illustrate what the word means.
 - Ask children who speak different languages at home, to say the word in their own language.

While you tell the story

- 1 Make sure you tell the story in a lively way to keep the children's attention. Do actions, use props and tell the story in different voices.
- 2 Ask children to predict what happens next in the story and involve them through open-ended questions, such as: *"I wonder how Zinzi felt when they were on their way to school?"*
- 3 Emphasise new vocabulary. Give short explanations if you feel it will help the children to understand the story. Ask if anyone can remember the meaning of a new word.

After you tell the story

- 1 Ask questions to check and consolidate children's understanding, such as: *"Do you remember why Sam and Zinzi were late?"* Praise and elaborate on even the simplest answers. For example: *"Yes, that's right. They were late because Zinzi couldn't find her green dress. Then they heard Spot barking and found him in the cupboard. He was lying on the green dress!"*
- 2 Ask open ended questions to stimulate discussion: *"What could Zinzi and Sam do to be early for school tomorrow?"*
- 3 Consolidate new vocabulary from the story by asking questions about a word, for example: *"What is a ... ? Can you point to a ... ? What is a ... used for?"*

A child's vocabulary is the number of words the child understands (receptive vocabulary) and can say (expressive vocabulary). Children often understand words before they can say them. The more words a child knows, the easier it will be for him or her to understand spoken and written language.



Ukubalisa ibali nokwakha isigama

Abantwana beva ibali elithi 'Ilokhwe eluhlaza' ngeli lixa befunda isigama esitsha.

UZA KUDINGA

Oonopopi kunye nezinto zokwenza umdlalo: uZinzi; uSam; uMnumzana noNkosikazi Madiswa; uSpoti; ilokhwe eluhlaza okanye isiqwenga selaphu; iipijama; ikhabhathi (ningasebenzisa ibhokisi endala)
Izinto okanye amakhasi emifanekiso yamagama ambalwa kuluhlu lwesigama Iballi; isicengcelezo kunye noluhlu lwesigama olukwiphepha i-12 ukuya kwi-19.



Funda ibali izihlandlo ezimbalwa. Ziqhelanise nokubalisa ibali ekhaya phambi kokuba ulibalisele abantwana eklasini. Okungona uzithemba, kokukhona kubalula ngokubalula ukulibalisa ibali njengonobalisa wokwenene.
Akunyanzelekanga ukuba unqayye amagama asebalini
– ungalibalisa ibali usebenzisa awakho amazwi.

AMANYATHELO

Phambi kokuba ubalise ibali

- 1 Yenza isicengcelezo esithi '**Amehlo amabini okubona**' kunye nabantwana ukubuyisela ingqondo zeklasi ebalini elizayo.
- 2 Yazisa ibali ebantwaneni: "**Isihloko sebali lethu sithi Ilokhwe eluhlaza.**"
- 3 Nxulumanisa ibali nobomi babantwana: Ncokolani ngezinto abazinxibayo esikolweni, indlela abanxiba ngayo kusasa nendlela abalandelelanisa ngayo izinto abazenzayo.
- 4 Yazisa abalinganiswa, umzekelo: "Lo nguZinzi." (Bonisa uZinzi enxibe ilokhwe yakhe eluhlaza.) "Lo nguSam, umntakwabo Zinzi. Aba ngabazali, uMnu noNkskz Madiswa." Cela abantwana ukuba bababulise.
- 5 Yazisa amagama amabini okanye amathathu amatsha kula akuluhlu lwesigama: "Phambi kokuba siqalise, ndifuna ukunixeela iintsingiselo zamanye amagama amatsha esiza kudibana nawo ebalini."
 - Xoxani ngokuba igama ngalinye lithetha ukuthini na, usebenzise ulwimi olulula.
 - Apho kunokwenzeka, bonisa abantwana into okanye umfanekiso obonisa intsingiselo yegama.
 - Cela abantwana abathetha iilwimi ezahlukeneyo emakhaya ukuba bachaze igama ngolwimi lwabo.

Ngelixa ubalisa ibali

- 1 Qiniseka ukuba ulibalisa ngodlamko ibali ukuze ugcine abantwana bemamele. Yenza iintshukumo ezithile, sebenzisa izinto zokubalisa ibali uze ulibalise ibali ngamazwi awohlukeneyo.
- 2 Cela abantwana ukuba baqikelele into eza kulandela ebalini uze ubabandakanye ngokubabuzisa imibuzo evulelekileyo efana nale: “Ndinomdla wokwazi ukuba wayeziva njani uZinzi ngelixa besiya esikolweni?”
- 3 Gxininisa isigama esitsha. Nika iinkcazelo ezimfutshane ukuba ubona ngathi oku kuza kubanceda abantwana ukuba baliqonde ibali. Buza ukuba ingaba ukhona na umntu oyikhumbulayo inkcazelo yegama elitsha.

Emveni kokubaliswa kwebali

- 1 Buza imibuzo ukuhlola nokubethelela ukuqonda kwabantwana, ngolu hlobo: “Nisakhumbula ukuba kwakutheni ukuze uZinzi noSam bahambe emva kwexesha?” Ncoma uze utyatyadule nakwezona mpendulo zilula. Umzekelo: “Ewe, kulungile. Bahamba emva kwexesha kuba uZinzi ebengayiboni ilokhwe yakhe eluhlaza. Baza ke ethubeni beva uSpoti ekhonkotha, bamfumana ekhabhathini. Wayelele phezu kwelokhwe eluhlaza!”
- 2 Buza imibuzo evulelekileyo ukuqala ingxoxo: “Yintoni uZinzi noSam ababenokuyenza ukuze bafike kwangethuba esikolweni ngemini elandelayo?”
- 3 Bethelela isigama esitsha esiphuma ebalini ngokubuzisa imibuzo emalunga namagama, umzekelo: “Yintoni ... Ungolatha kuyol ... Isetyenziswa entwenini i...?”

Isigama somntwana linani lamagama umntwana awaqondayo (awevayo) kunye nakwaziyo ukuwathetha (awakhuphayo xa ethetha). Abantwana basoloko bewaqonda amagama phambi kokuba bawabize. Xa umntwana esazi amagama amaninzi, kulula kakhulu kuye ukuba aqonde ulwimi oluthethwayo nolubhalwayo.



TUESDAY

Storytelling and singing

Children learn the language of the story by listening to the story again and singing a song related to the story.

YOU WILL NEED

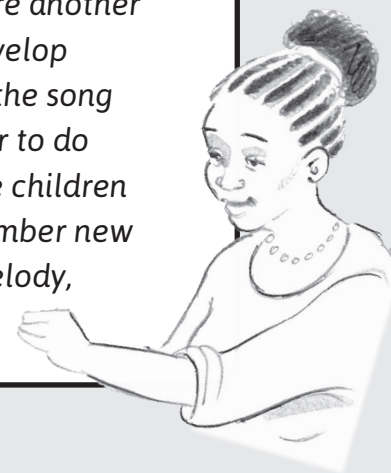
Words and music for the song *Heads and shoulders, knees and toes* (page 17)

STEPS

- 1 Re-tell the story using the puppets. Ask questions as you tell the story. Encourage the children to predict what will happen next.
- 2 Sing the song to the children.
- 3 Teach the song in small parts – it may be difficult for the children to remember all the words at once.
- 4 Teach the children the actions for the song.



The first time children hear a story, they remember simple things, such as who the characters are and a few words or a phrase from the story. The more the children hear the story, the more they can grasp detail in the story, as well as more words and phrases. Songs are another wonderful way to develop language skills. Sing the song every day! Remember to do the actions too. Some children find it easier to remember new language through melody, rhythm and rhyme.



Ukubalisa ibali nokucula

Abantwana bafunda ulwimi elibaliswa ngalo ibali ngokumamela ibali okwesibini kwaye bacule ingoma enxulumene nebali.

UZA KUDINGA

Amazwi engoma ethi **Intloko amagxa, madolo nenzwane** (ekwiphepha le-19)

AMANYATHELO

- 1 Balisa ibali kwakhona usebenzisa oonopopi. Buza imibuzo ngelixa ubalisa ibali. Khuthaza abantwana ukuba baqikelele into eza kulandela ebalini.
- 2 Culela abantwana ingoma.
- 3 Fundisa ingoma kancinci kancinci – kungabanzimela abantwana ukukhumbula onke amazwi engoma ngexesha elinye.
- 4 Fundisa abantwana iintshukumo zengoma.



Okokuqala abantwana besiva ibali, bakhumbula izinto ezilula kulo, ezifana nokuba yayingoobani abalinganiswa kunye namagama ambalwa okanye amabinzana ambalwa ebalini. Okukaninzi abantwana beliva ibali, kokukhona bezibamba iinkcukacha ezininzi kulo, namanye amagama namabinzana. Ingoma zezinye zendlela ezilungileyo zokuphuhlisa izakhono zolwimi. Cula ingoma yonke imihla! Khumbula nokwenza iintshukumo ezihambelana nengoma. Abanye abantwana bakufumanisa kulula ukukhumbula ulwimi olutsha xa bevuma ingoma, besiva isingqi nesingqisho sengoma.



WEDNESDAY

Storytelling and role play

Children take on different roles and use the story language themselves while the story is narrated.

YOU WILL NEED

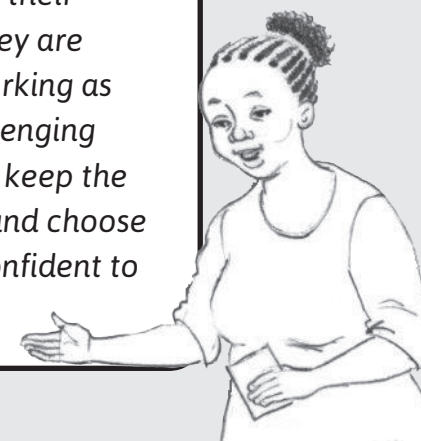
Puppets; a green dress or piece of green material; cupboard (same box you used on Monday)

STEPS

- 1 Sing *Heads and shoulders, knees and toes*.
- 2 Choose five children to play the characters in the story (Sam; Zinzi; Mr Madiswa; Mrs Madiswa; Spot).
- 3 Talk about each character in the story. Tell the children who they are going to be in the role play.
- 4 Discuss the props that will be used to tell the story.
- 5 Explain to the children that you (the teacher) are going to be the storyteller, also known as the narrator. The acting children are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start the story like this: "One day, Mr and Mrs Madiswa were making breakfast in the kitchen." The children playing the role of the parents pretend to cook.

- 7 Continue telling the story in this way. The children do the actions to match the narrator's words: "Sam was in his bedroom getting dressed for school." Sam pretends to be putting on his clothes, and so on.
- 8 The rest of the class watches the role play.
- 9 If there is time, you may want to repeat the role play with different children.

Acting out a story helps children understand the story language on a personal level. Let the children use their own words when they are acting the story. Working as a team can be challenging early in the year, so keep the activity structured and choose children who are confident to take on roles.



NGOLWESITHATHU Ukubalisa ibali nokulinganisa

Abantwana bathatha iindawo ezahlukeneyo ebalini baze basebenzise ulwimi ngokwabo, ngelixa kubaliswa ibali.

UZA KUDINGA

Oonopopi; ilokhwe eluhlaza okanye isijungqu semathiriyeli eluhlaza; ikhabhathi (sebenzisa la bhokisi ubuyisebenzise ngoMvulo)

AMANYATHELO

- 1 Cula ingoma ethi **Intloko, amagxa, madolo neenzwane**.
- 2 Khetha abantwana abahlanu ukuba badlale indawo yabalinganiswa abasebalini (uSam; uZinzi; uMnu Madiswa; uNkskz Madiswa; uSpoti).
- 3 Ncokolani ngomlinganiswa ngamnye osebalini. Xelela umntwana ngamnye ukuba uza kuba ngubani na ebalini.
- 4 Xoxani ngezinto neempahla zomdlalo eziza kusetyenziswa ebalini.
- 5 Bachazele abantwana ukuba wena (titshalakazi) uza kuba ngunobalisa. Abantwana abathatha inxaxheba baza kwenza yonke into oyithethayo. Bancede ukuba bacwangcise indawo abaza kuma kuyo.
- 6 Qalisa ibali olu hlobo: "Ngenye imini uMnu noNkosikazi uMadiswa babesenza isidlo sakusasa ekhithshini." Abantwana abadlala indawo kaMnu noNkskz Madiswa baza kwenza ingathi bayapheka.

- 7 Qhubekeka ngokubalisa ibali ngale ndlela. Abantwana kufuneka benze intshukumo ehambelana namazwi athethwa ngunobalisa. "USam wayesegumbini lakhe lokulala elungiselela ukuya esikolweni." USam wenza ingathi unxiba iimpahla zakhe, njalo njalo.
- 8 Abanye abantwana eklasini baza kube bebukele umdlalo.
- 9 Ukuba likhona ixesha, usengawuphinda kwakhona umdlalo usebenzisa abantwana abohlukeneyo.

Ukulinganisa ibali yindlela encedisa abantwana ekuqondeni ulwimi lwebali ngokwabo. Bavumele abantwana ukuba basebenzise amazwi abo xa besenza umdlalo ngebali. Ukusebenzisana njengeqela kungangumngeni ekuqaleni konyaka, ngoko bacwangcisele kakuhle umsebenzi abantwana uze ukhethe abantwana abazithembileyo ukudlala indima ebalini.



THURSDAY Sequencing pictures

Children learn that stories are made up of a sequence of events by re-telling the story using pictures.

YOU WILL NEED

Big sequence pictures in the Story Pack



STEPS

- 1 Sing **Heads and shoulders, knees and toes** (page 17).
- 2 Choose one of the sequence pictures and hold it up.
- 3 Ask the children what they see and talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so the children 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 the children: "*Are the pictures in the correct order?*"
- 6 Ask the children to point out the picture for the beginning of the story.
- 7 Work together to rearrange the sequence of the pictures so the story makes sense.
- 8 Keep the children actively involved in this process. Ask questions like: "*What happened next? Who can remember the next part of the story?*"

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)



- 9 When the pictures are in the correct order, invite a few children to retell the story in the correct sequence.
- 10 If you have extra time, muddle up the order again and repeat the activity.

Ukubeka imifanekiso ngokulandelelana kwayo kukhokelwa ngutitshala

Abantwana bafunda ukuba ibali lenziwe ziziganeko ezilandelanayo ngokubalisa ngokutsha ibali besebenzisa imifanekiso.

UZA KUDINGA

Imifanekiso emikhulu elandelelanayo



AMANYATHELO

- 1 Cula ingoma ethi **Intloko amagxa, madolo neenzwane** (ekwiphepha le-19).
- 2 Khetha umfanekiso uze uwuphakamise.
- 3 Buza abantwana ukuba babona ntoni na uze uncokole nabo nzulu ngalo mfanekiso:
- 4 Kanye nje nixoxe ngomfanekiso ngamnye, wuncamathelise ebhodini ukwenzela ukuba abantwana bawubone.
- 5 Emveni kokuba nincokolile ngemifanekiso, buza abantwana: “Ingaba imifanekiso ibekwe ngokulandelelana kwayo na?”
- 6 Cela abantwana ukuba bolathe umfanekiso obonisa ukuqala kwebali.
- 7 Sebenzani kunye ukuhlenga-hlengisa imifanekiso ukuze ibali linike intsingiselo evakalayo.
- 8 Babandakanye abantwana ngalo lonke ixesha kule nkqubo. Buza imibuzo efana nale: “Kwalandela ntoni? Ngubani okhumbula indawo elandelayo ebalini?”

Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

- *Ngoobani enibabonayo?* (abalinganiswa)
- *Wenza ntoni?* (izenzi kunye nentshukumo)
- *Yintoni enye eniyibonayo?* (wujongeni kwakhona)
- *lphi...?* (chaza amagama eendawo okanye indawo apho into ikhoyo)
- *Kutheni nicinga ukuba...?* (ukucinga okuyiliweyo, ukunika iimbono)



- 9** Xa imifanekiso sele ibekwe ngokulandelelana, mema abantwana abambalwa ukuba balibalise kwakhona ibali ngokulandelelana kweziganeko okuchanekileyo.
- 10** Ukuba unexesha elaneleyo, xuba-xuba ulandelelwano kwakhona uze uwuphinde lo msebenzi.

Children learn how their words and ideas can be recorded as you model the writing of *The green dress*.

YOU WILL NEED

A large piece of paper with the heading *The green dress*; a thick black marker pen

STEPS

- 1 Retell the story using the puppets.
- 2 Explain to the children that you are going to write *The green dress* story. Say to them: *"I need your help to remember what happened so that we can write the story ourselves. Let's think together: Who are the children in the story? Where did the story begin?"* Once the children have shared ideas about the beginning of the story, discuss and agree on what they want to say and write down their words. If you would like to, you can begin with the words 'Once upon a time' or 'One day'.
- 3 Say to the children: *"Now that we have written the beginning of our story, who can remember what happened in the middle?"* If children can't remember the detail, give some suggestions or clues. You will need a few sentences to summarise the middle of the story. Write down their words, then go back and read the story from the beginning.

- 4 Now say: *"Now we need to think how the story ended. Who can tell me what to write for the end of the story?"* Write down the children's words and then finish with the words: 'The End'. Read the story from the beginning, pointing to the words as you read.
- 5 If there is time, you can ask some of the children to illustrate the story. Stick the story on the wall. You may like to share your class's story with another class.



Ukubhala nokufunda kunye

Abantwana bafunda ukuba amagama kunye neembono zabo zingabhalwa phantsi ngethuba ubonisa ukubhalwa kwebali elithi **Ilokhwe eluhlaza**.

UZA KUDINGA

Isiqwenga sephepha elinesihloko esithi **Ilokhwe eluhlaza**; ikhoki enkulu emnyama

AMANYATHELO

- 1 Balisa ibali kwakhona usebenzisa oonopopi.
- 2 Chazela abantwana ukuba niza kubhala ibali elithi **Ilokhwe eluhlaza**. Yithi kubo: "Ndidinga uncedo lwenu ukuze ndikhumbule izinto ezenzekileyo ukuze silibhale ngokwethu ibali. Masicingeni kunye: Ngoobani abantwana abasebalini? Liqale phi kanene ibali?" Emveni kokuba abantwana babelene nawe ngeembono zabo ngesiqalo sebali, xoxani nize nivumelane ngento abafuna ukuyithetha uze ubhale phantsi into abayithethayo. Ukuba uyathanda, ungaqala ngamagama athi. 'Kudala-dala' okanye 'Ngenye imini'.
- 3 Yithi ebantwaneni: "Njengokuba sigqibile ukubhala isiqalo sebali, ngubani okhumbulayo into eyenzekileyo esiqwini sebali?" Ukuba abantwana abazikhumbuli iinkcukacha, banike iingcebiso nemikhondo. Uza kudinga izivakalisi ezimbalwa ukushwankathela isiqu sebali. Bhala phantsi amagama abawabizayo, uze ufunde ibali kwakhona ukusuka ekuqaleni.

- 4 Ngoku yithi: "Ngoku kufuneka sicinge ukuba ibali liphele njani. Ngubani onokundixelela emandikubhale kwisiphelo sebali?" Bhala phantsi amagama abizwa ngabantwana uze ugqibezele ngala magama: 'Isiphelo'. Fundani ibali kunye ukusukela ekuqaleni, uwolatha amagama njengoko ufunda.
- 5 Ukuba lisekhona ixesha, ungabacela abantwana ukuba bazobe umfanekiso webali. Ncamathelisa ibali eludongeni. Ungathanda ukwabelana ngebali lekasi yakho nenye iklasi.



MONDAY

More sequencing pictures

Children consolidate their own story knowledge by sequencing pictures more independently.

YOU WILL NEED

- Big sequence pictures in the Story Pack
- A black and white photocopy of small sequence pictures for each child (page 98); additional white paper for each child; scissors; glue.
- Photocopied and folded little book for each child (page 99).

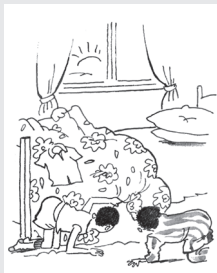


Set up the tables beforehand with a set of black and white pictures for each child and enough pairs of scissors and glue for all the children to use.

STEPS

On the mat

- 1 Begin with the children sitting on the mat. Choose children to stand in front of the class, each holding one of the colour sequence pictures. Make sure that the pictures are not in the correct order.
- 2 Ask the children if the pictures are in the right order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, move the children that are holding the pictures until the story makes sense. Ask questions such as: "What happened next? Who can remember the next part of the story?"
- 4 Once you have sequenced the story using the colour pictures, children will need to move to their tables and sit in small groups.



At their tables

- 1 Ask the children 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 children's ability to put the main events of the story in the correct order.
- 2 Once children have completed their sequence pictures, give each child a little book. Encourage them to look at the cover and read the title of the story with them.
- 3 Take the children on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 4 If there is time, children should 'read' their little book to a partner in the class.
- 5 Encourage the children to take the books home to read with their families.



Photocopy a little book for each child before the lesson. Fold all the little books in advance. This task is likely to be too difficult for the children at the start of the year and will waste valuable teaching time if you do it during the lesson.



Ukubeka imifanekiso ngokulandelelana kwayo kuyaqhutywa

Abantwana baqinisa ulwazi olulolwabo lwamabali ngokuzibekela imifanekiso ngokulandelelana kwayo ngaphandle koncedo.

UZA KUDINGA

- Imifanekiso emikhulu elandelelanayo
- Imifanekiso elandelelanayo emincinci efotokotshiweyo yomntwana ngamnye (iphepha lama-98); iphepha elongezelelweyo elimhlophe lomntwana ngamnye; izikere; iglu
- Incwadi encinci efotokotshiweyo yomntwana ngamnye (kwiphepha lama-99)
- Lungisa iitafile zabantwana kwangethuba ubeke imifanekiso emhlophe namnyama yomntwana ngamnye, izikere ezaneleyo kunye neglu eza kusetyenziswa ngabo bonke abantwana.

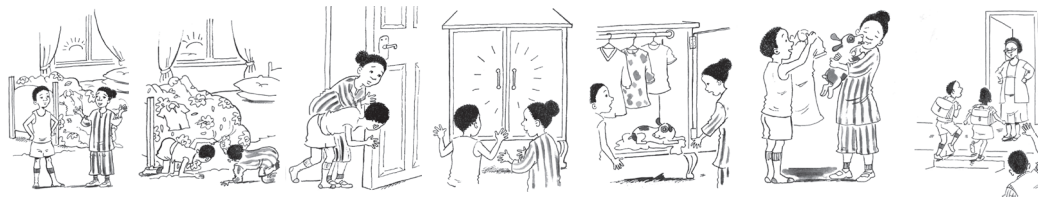


Lungiselela umntwana ngamnye itafile ngaphambi kwexesha iseti yemifanekiso emnyama namhlophe nezikere ezaneleyo neglu yabo bonke.

AMANYATHELO

Emethini

- 1 Qala ngomsebenzi wasemethini. Khetha abantwana abaza kuma phambi kweklasi, emnye kubo ephethe imifanekiso elandelelanyo enombala. Qinisekisa ukuba imifanekiso ayibekwanga ngokulandelelana.
- 2 Buza abantwana ukuba imifanekiso ibekwe ngokulandelelana kwayo na. Bacele ukuba bolathe umfanekiso ekufanele ukuba sekuqaleni kwebali.
- 3 Sebenzani kunye njengeqela, tshintsha-tshintsha abantwana abaphethe imifanekiso de ibali linike intsingiselo. Buza imibuzo efana nale: “Yintoni elandelayo eyenzekayo? Ngubani osayikhumbulayo into elandelayo ebalini?”
- 4 Emveni kokuba nililandelelanisile ibali nisebenzisa imifanekiso emibala-bala, abantwana kuza kufuneka babuyele ezitafileni zabo bahlale ngokwamaqela amancinci.



Ezitafileni zabo

- 1 Cela abantwana ukuba basike imifanekiso emnyama namhlophe, bayibeke ngokulandelelana kwayo ze bayincamathelise kwiphepha elingabhalwanga. Hamba-hamba apha eklasini ubancede apho kuyimfuneko khona. Lo msebenzi uluncedo xa usenza uhlobo lobugcisa babantwana ukubeka izehlo ezibalulekileyo zebali ngendlela eyiyo.
- 2 Kanye nje ukuba abantwana bagqibe ukulandelelanisa imifanekiso, nika umntwana ngamnye incwadi encinci. Bakhuthaze ukuba bajonge iqweqwe lencwadi uze ufunde isihloko sencwadi nabo.
- 3 Bonisa abantwana mifanekiso yonke esencwadini encinci, ubanceda ukuba baqaphele ukuba imifanekiso esencwadini iyafana nale mifanekiso ilandelelanayo.
- 4 Ukuba likhona ixesha, umntwana kufuneka 'afundele' umntu ahleli naye incwadi yakhe encinci.
- 5 Bakhuthaze abantwana ukuba bagoduke nazo iincwadi bayokuzifundela iintsapho zabo.



Yenzela umntwana ngamnye ikopi yencwadi encinci ngaphambi kwesifundo. Zisonge zonke iincwadi ezincinci phambi kokuba uze nazo eklasini. Lo msebenzi uza kubanzimela kakhulu abantwana ekuqaleni konyaka kwaye ube yinkcitha xesha ukuba oku ukwenza ngexesha lesifundo.



Children learn about reading a familiar story in print as you model the reading process.

YOU WILL NEED

The green dress Big Book

STEPS

- 1 Say the rhyme **Two eyes to see** with the children, to focus the class on the story to come.
- 2 Encourage the children to look at the cover picture and talk about what they see and recognise.
- 3 Read the title of the story to the class. Point to each word as you read. Read it again and ask the children to read with you.
- 4 Take the children on a picture walk through the book, discussing the pictures and allowing children to ask questions.
- 5 Allow the children to talk about the story and make connections to the language and experiences from the week before.
- 6 Point out the page numbers as you go and talk about what number will come next.
- 7 When you have 'walked' through the whole book, go back to the beginning and read the title again.
- 8 Turn the pages and read each sentence in a clear, steady and natural voice.

- 9 Point to each word as you read.
- 10 Point out any letters the children may know and reinforce the focus letters for this story.
- 11 Read the book again and encourage the children to 'read' with you.

A 'picture walk' is like taking your class on a step-by-step visual tour of a story book you are about to read to them – without reading any words. Here is how you do it. Begin by looking at the cover. Page through the book slowly, as far as you think is helpful, showing the children the illustrations. Discuss what the pictures tell you about the characters and the context. Encourage children to ask questions. Discuss new vocabulary, ideas and information that will help the children to understand the story when you read it to them.



Ukufunda kunye: Incwadi enkulu

Abantwana bafunda ngokufunda ibali elibhaliweyo eliqhelekileyo ngethuba ubabonisa inkqubo yokufunda.

UZA KUDINGA

Incwadi eNkulu ethi **Ilokhwe eluhlaza**

AMANYATHELO

- 1 Yenza isicengcelezo esithi: **Amehlo amabini okubona** kunye nabantwana, ukwenza abantwana ukuba balungele ibali elizayo.
- 2 Bakhuthaze abantwana ukuba bajonge umfanekiso oseqweqweni baze bancokole ngento abayibonayo nabayinakanayo.
- 3 Fundela abafundi eklasini isihloko sebali. Yolatha igama ngalinye xa ufunda. Sifunde kwakhona isivakalisi uze ucele abantwana ukuba basifunde kunye nawe.
- 4 Jonga imifanekiso esencwadini yonke kunye nabantwana, nixoxe nzulu ngayo imifanekiso njengoko niyibuka uze ubavumele abantwana babuze imibuzo.
- 5 Bavumele abantwana ukuba bancokole ngebali benze nonxulumaniso kulwimi kunye namava evekhi ephelileyo.
- 6 Yolatha amanani amaphepha ngelixa uqhubekeka utyhila amaphepha encwadi uxele ukuba lelaphi inani elilandelayo.
- 7 Xa sele 'ubabonise' yonke incwadi, buyela ekuqaleni uze ufunde isihloko kwakhona.

- 8 Tyhila amaphepha uze ufunde isivakalisi ngelizwi elicacileyo, elingangxamanga neliqhelekileyo.
- 9 Yolatha igama ngalinye ngelixa ufunda.
- 10 Yolatha nabaphi na oonobumba nezandi abantwana abasele bezazi uze ugxininise kunobumba ochongelwe eli bali.
- 11 Yifunde kwakhona incwadi uze ukhuthaze abantwana ukuba 'bafunde' kunye nawe.



WEEK 2 STORY-BASED

WEDNESDAY Read and do

Children learn to interpret written and picture cues and follow instructions.

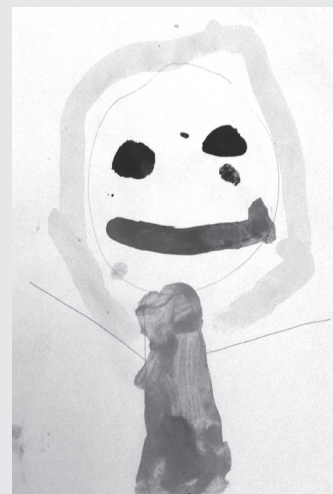
YOU WILL NEED

Large sheets of white card/paper; write each child's name on the top left-hand corner of each page; coloured paint; brushes and tubs; full-length mirror (if possible)

STEPS

- 1 Show the children the large sheets of paper and encourage them to 'read' their names. Support children who are unable to recognise their name.
- 2 Ask them what picture they think should be under their name: the answer is a picture of themselves, of course!
- 3 Discuss how they are going to use the whole page to paint a picture of themselves and the clothes they are wearing.
- 4 Sing **Heads and shoulders, knees and toes** to focus their attention on parts of their body.
- 5 Let the children look at themselves in a full-length mirror.
- 6 Encourage the children to point to the different parts of their body and the clothes they are wearing.
- 7 Encourage them to use many different colours in their painting.
- 8 Display the dry paintings around the classroom.

Some children find it very difficult to use the whole page. This will improve as they mature during the year. Praise and support their efforts. Even the smallest encouragement and suggestion will increase their confidence. Keep in mind that some children may not want to talk about their painting until it is finished.



NGOLWESITHATHU Funda uze wenze

Abantwana bafunda ukutolika amakhadi abhaliweyo nanemifanekiso belandela imiyalelo.

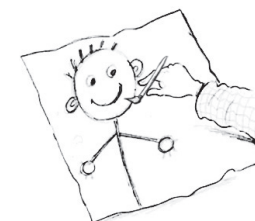
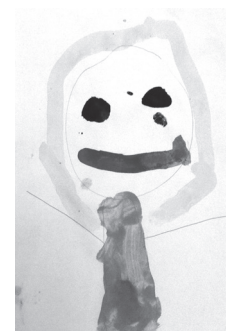
UZA KUDINGA

Amaphepha/amakhadi amakhulu amhlophe; bhala igama lomntwana ngamnye ngentla kwicala lasekhohlo ephepheni; ipeyinti emibala-bala; iibhrashi kunye nezikhongozeli; isipili eside esibonisa umzimba wonke (ukuba unakho)

AMANYATHELO

- 1 Bonisa abantwana amaphepha amakhulu uze ubakhuthaze ukuba 'bafunde' amagama abo. Xhasa abantwana abangekakwazi ukuwaqaphela amagama abo.
- 2 Babuze ukuba ngowuphi umfanekiso ekufanele ukuba usezantsi kwegama labo: impendulo ngokuqinisekileyo iza kuba ngumfanekiso wabo!
- 3 Xoxa nabo ngendlela abaza kulisebenzisa ngayo iphepha elikhulu ukupeyinta imifanekiso yeziqu zabo neempahla abazinxibileyo.
- 4 Cula ingoma ethi **Intloko amagxa, madolo neenzwane** ukubuyisela iingqondo zabo kumalungu abo omzimba.
- 5 Bayeke abantwana bazibuke iziqu zabo ezipheleleyo esipilini eside.
- 6 Khuthaza abantwana ukuba bolathe iindawo ezahlukeyo zemizimba yabo kunye neempahla abazinxibileyo.
- 7 Bakhuthaze ukuba basebenzise imibala emininzi eyahlukileyo ukupeyinta iziqu zabo.
- 8 Xhoma imifanekiso eyomileyo eludongeni eklasini yakho.

'Ukuhamba ubuka imifanekiso' kufana nokuthatha iklasi yakho kumanyathelo ngamanyathelo okhenketho olubonakalayo lwencwadi yamabali oza kuyifunda kunye nabo – ngaphandle kokufunda nawaphi amagama. Oku kwenzeka olu hlobo. Qala ngokujonga umphandle wencwadi. Tyhila incwadi ngokucotha, ngesantya ocinga ukuba singaluncedo, ubonisa abantwana imizobo. Xoxa ngokuba imifanekiso inixelela ntoni ngabalinganiswa kunye nemeko zabo. Khuthaza abantwana ukuba babuze imibuzo. Xoxa ngesigama esitsha, iingcebiso kunye nolwazi oluza kuba luncedo ebantwaneni ukuba baliqond ibali xa ubafundela lona.



THURSDAY

Shared writing and reading

Children learn how their words and ideas can be recorded as you model the writing of a list.

YOU WILL NEED

A piece of paper; a thick black marker pen

STEPS

- 1 Begin with a discussion about being late. Use these questions to generate ideas:
 - “Do you remember when Zinzi and Sam were late for school in the story?”
 - “Can you remember a time when you were late?”
 - “What made you late?”
 - “How did you feel?”
 - “What happened next?”
 - “What are the kinds of things we can do to help us to be on time?”
- 2 Say to the children: “Let’s make a list of these things that help us not to be late. We need to write a heading for this list. What should we write? ‘Things we can do to help us be on time; Tips for being on time; What you can do to stop being late?’”
- 3 Agree on a heading and write it on a piece of paper. Say each word as you write it.

- 4 Then ask the children what you should write for tip number one. Try to write the children’s words as they say them, or say the words back to them carefully and negotiate any changes. Once you have written the first tip, read the sentence back to the children and ask for more suggestions.
- 5 Stick the list on the wall so that children can see their words written down. Read the whole list to the class, pointing to each word as you read it.
- 6 You may like to ask another teacher if you could share your class’s tips with their class.



Abantwana bafunda indlela amagama kunye neembono zabo zingabhalwa phantsi ngayo ngethuba ubonisa indlela yokubhala uluhlu lwezinto.

UZA KUDINGA

Iphepha elikhulu; ikhoki enkulu emnyama

AMANYATHELO

- 1 Qala ingxoxo malunga nokufika emva kwexesha. Sebenzisa le mibuzo ukuphuhlisa iingcinga:
 - "Usakhumbula ngela xesha uSam noZinzi bebefike emva kwexesha esikolweni?"
 - "Uyalikhumbula ixesha apho wafika emva kwexesha endaweni?"
 - "Yayiyintoni eyayikwenze ukuba uhambe emva kwexesha?"
 - "Waziva njani?"
 - "Kwenzeka ntoni emva koko?"
 - "Ziintoni esinokuzenza ukuze sifike kwangethuba endaweni?"
- 2 Yithi ebantwaneni: "Masenzeni uluhlu lwezinto ezingasinceda ukuze singagfiki emva kwexesha. Kufuneka sibhale isihloko solu luhlu. Kufuneka sibhale ntoni? 'Izinto ezinokusinceda ukuba silenze ixesha; lingcebiso ngokufika ngexesha; Yintoni onokuyenza ukwenzela ungafiki emva kwexesha?'"

- 3 Vumelanani ngesihloko uze usibhale ephepheni. Biza igama ngalinye njengoko ubhala.
- 4 Emva koko, cela abantwana bakuxelele ukuba ubhale ntoni kwingcebiso yokuqala. Zama ukubhala into ethethwa ngabantwana ngobunjalo bayo, okanye yiphinde into abayithethileyo ngobunono nize nixoxe ngendlela engcono yokuyitsho. Emveni kokuba uyibhalile ingcebiso yokuqala, fundela abantwana isivakalisi uze ucele ezinye iingcebiso.
- 5 Ncamathelisa uluhlu eludongeni ukuze abantwana bawabone amagama abhalwe phantsi. Bafundele yonke into ekuluhlu, ukhombisa igama ngalinye olifundayo.
- 6 Usengakuthanda ukucela nomnye utitshala osebenza naye ukuba wabelane neklasi yakhe ngeengcebiso zabafundi bakho.



FRIDAY

Listen and do

Children learn to listen carefully and follow verbal instructions.

YOU WILL NEED

Per child: an activity page (page 100); four coloured crayons (red, green, yellow and blue)



Begin today's listening activity by saying: "Do you remember when the children heard Spot barking from inside the cupboard? They must have listened very carefully to hear him. Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us."

STEPS

- 1 Seat children at tables and settle everyone down so that the class is quiet and calm.
- 2 Say the name of each colour and ask the children to pick up the matching crayon in front of them. Speak in a clear, steady voice.
- 3 Talk about what they see on the page (a cap, a dress, a pair of shoes and a pair of shorts).

- 4 Now give the instructions slowly and clearly:
 - "Pick up your red crayon. Look at the cap. Colour the cap red."
 - "Pick up your green crayon. Look at dress. Colour the dress green."
 - "Pick up your yellow crayon. Look at the shoes. Colour the shoes yellow."
 - "Pick up your blue crayon. Look at the shorts. Colour the shorts blue."

Here's another listening activity if you have some extra time. Tell the children you are going to say some words. They must listen carefully and put their hand up every time they hear a specific word such as 'dress' in this example: pants shirt **dress** socks shoes jacket **dress** tie vest **dress** scarf **dress**.

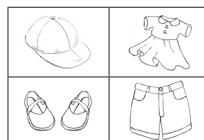


NGOLWESIHLANU Mamela uze wenze

Abantwana bafunda ukumamela ngononophelo kwaye belandela imiyalelo ethethwayo.

UZA KUDINGA

Iphepha lokusebenzela lomntwana ngamnye (kwiphepha le-100); iikhrayoni ezimibala-bala ezine (ezibomvu, eziluhlaza, ezimthubi nezizuba)



Qalisa umsebenzi wanamhlanje wokumamela ngokuthi: “Niyakhumbula ngela xesha abantwana bebemve ekhonkotha ekhabhathini uSpoti? Kufanele ukuba bebemamelisise ngobunono ukuze bamve. Masivaleni amehlo ethu sithule sithi cwaka imizuzwana embalwa ngelixa simamela ngononophelo izandi esizivayo kwindawo esingqongileyo.”

AMANYATHELO

- 1 Hlalisa wonke umntwana phantsi ukuze kuthuleke kubekho ucwangco eklasini.
- 2 Biza igama lombala ngamnye uze ucele abantwana ukuba bakhethe iikhrayoni ehambelana nelo gama kweziphambi kwabo. Thetha ngelizwi elicacileyo nelingangcazeliyo.
- 3 Ncokola nabo ngento abayibona ephepheni (ikepusi, ilokhwe, izihlangu kunye noshoti).

- 4 Ngoku nika imiyalelo ngokucuthayo nangokucacileyo:
 - “Thatha iikhrayoni yakho ebomvu. Jonga ikepusi. Faka ikepusi umbala obomvu”.
 - “Thatha iikhrayoni yakho eluhlaza. Jonga ilokhwe. Faka ilokhwe umbala oluhlaza.”
 - “Thatha iikhrayoni yakho etyheli. Jonga izihlangu. Zifake umbala otyheli.”
 - “Thatha iikhrayoni yakho ezuba. Jonga ushoti. Mfake umbala ozuba.”

Nanku omnye umsebenzi wokumamela ukuba unexesha elinzi. Xelela abantwana ukuba uza kubiza amagama athile. Kufuneka bamamelisise baze banyuse isandla ngalo lonke ixesha besiva igama elithi ‘lokhwe’.

Ngoku funda ngokucuthayo: ibhulukhwe ihempe **ilokhwe** iikawusi izihlangu ibhatyi **ilokhwe** iqhina ivesti **ilokhwe** isikhafu **ilokhwe**.



Introduction to rotation group activities

Helping children to work independently and in groups

There are five group activities for each story. These activities are repeated in the second week, with some new activities added in Week 2.

Before beginning the activities, talk to the whole class about what they will do in each activity. The children might find it difficult to work independently and manage themselves initially, but as they become familiar with each other, the classroom rules and the activities, you will find they need less guidance.

The importance of rules

Negotiate some rules for rotation group activities. Allowing the children to come up with some suggestions will help them to take pride in the rules. Make sure the rules are clearly displayed and include drawings next to the written words as a reminder to children.

Here are some suggestions:

Rules for Fantasy play area

- Share and take turns
- Don't push or pull each other
- Clean hands
- Take good care of our dress-up clothes and props
- Don't hurt each other's feelings
- Talk in quiet voices
- Tidy up after playing

Rotating the activities

Children will do a different activity each day, so by the end of the week they will have done all five activities. Plan carefully and prepare everything in advance.

You may choose to begin the year with all the children doing the same activity on one day, and then another activity on the next day. This will reduce your daily preparation and allow you to give instructions to all the children at the same time.

However, as soon as you feel your class is ready, we advise that you rotate the groups between activities, with each group doing a different activity on a day.

Our two-week planner (page 20) shows how each group does all the activities in a week.

*Four of the groups will be busy with activities that need less teacher guidance so that you can focus on the group that is doing **Drawing and emergent writing (teacher-guided)**. Therefore you will be able to interact meaningfully with each of the groups in a week, giving you an opportunity to connect with the children and assess their individual progress.*





Overview of the activities

Drawing and emergent writing (teacher-guided)

Focus your time on the group doing this activity as this group is likely to need the most support. You might need to help children decide what they want to draw, and guide them with prompts without telling them how to draw! Talk with them about their drawings and encourage them to 'write' something themselves or tell you what to write on their behalf.

Display the pictures at the children's eye level around the classroom. Don't choose only the most advanced work to display. It is important to affirm every child's work throughout the year. Once all the children have done this activity, you could bind all the drawings together to make a class book which the children can 'read'.

Creative play

Art and construction (Week 1)

Encourage children to talk with each other about what they are making and how it links to the story. You can give the children freedom with a wide range of materials or you can structure the activity by providing selected materials.

Fantasy play (Week 2)

Fantasy play can be noisy, but remember that when children play in this way, they have to negotiate roles and explain what they are doing. They also learn about representation - that one thing can stand for another. This will help them to understand that the writing on a page stands for the words we speak.

Some children might find it difficult to negotiate with others for roles and the sequence of events as they play. Try spending time with them guiding their play and interacting with children who are shy to join in.

Letter puzzles and games

Set up the puzzles and games before the lesson. The children might find it difficult to play the games independently at the beginning of the year. You may want to play one game with the whole class a few times before setting it up as a small group rotation activity. You may like to invite some parents to help manage the game activity.

Practising the letter

Children need regular practice to become confident with the letters of the alphabet. This activity gives children the practice they need to form letters correctly and connect a letter to the sound it makes and to objects that begin with that sound. Begin by setting up one activity for the group. As the year progresses and children become familiar with the activities, you can set up more than one activity.

Independent reading

Choose different types of storybooks, picture books, magazines, shopping brochures, picture dictionaries, atlases, non-fiction and recipe books for the children to 'read'. Include reading material that reflects the different languages and cultures in your class. Include content that connects with the theme of the story. Include copies of the Big Book, little books and sequence pictures. If you are able to spend some time with this group during rotation activities, you might try sitting next to a child and saying, "That looks like a lovely book. Can you read some of it to me?"

Intshayelelo kwimisebenzi yamaqela atshintshanayo

Kukho imisebenzi emihlanu yeqela ebalini ngalinye. Le misebenzi iphinda yenziwe kwiveki yesibini, kuze kubekho eminye imisebenzi eyongezwayo kwiveki yesi-2.

Ukunceda abantwana ukuba basebenze ngokuzimela nakumaqela

Phambi kokuba kuqaliswe imisebenzi, xeleta iklasi yonke ukuba iza kwenza ntoni kumsebenzi ngamnye. Abantwana basenokufumana ubunzima ekuqaleni xa umntwana esebenza yedwa kwaye eziphethe, kodwa njengokuba besiya bebuqhelana nemithetho nemisebenzi yasegumbini lokufundela, ethubeni kuye kufumaniseke ukuba abasalufuni kakhulu uncdo. Ukuzilawula nokusebenza nabanye abantu emaqeleni sisakhono esiya kubanceda ubomi babo bonke.

Imithetho ebalulekileyo

Xoxani ngeminye imithetho. Bavumele abantwana ukuba nabo bacebise ngemithetho emayisetyenziswe ukwenzela ukuba babe nebhongo ngemithetho. Qinisekisa ukuba imithetho ibekwe endaweni ebonakalayo kwaye inemizobo ebekwe ecaleni kwamagama abhaliweyo akhumbuza umntwana ngemithetho.

Nanga amanye amacebiso:

Imigaqo yendawo yokudlalisa

- Niyabelana kwaye niphane amathuba okudlala
- Anisayi kutyhalana okanye nitsalane
- Izandla kuFuneka zicoceke
- Ziphathe kakuhle iimpahla, oonopopi okanye iincwadi ezisetyenziswayo
- Ningakhathazani
- Thethelani phantsi
- Qoqoshani nakugqiba ukufunda okanye ukudlala.

Imisebenzi etshintshanayo

Abantwana baza kwenza imisebenzi eyahlukileyo yonke imihla, ngoko ke, ekupheleni kweveki baya kugqiba imisebenzi emihlanu yonke. Cwangcisa kakuhle ulungiselele yonke into kwangethuba.

Ungakhetha ukuqala unyaka ngokubenzisa bonke umsebenzi ofanayo ngolunye usuku baze ngolunye usuku benze omnye umsebenzi. Oku kuza kukucuthela umsebenzi wamalungiselo utsho ube nethuba lokunika imiyalelo kubo bonke abantwana ngexesha elinye.

Nangona kunjalo, xa iklasi yakho ikulungela ukwenza imisebenzi yayo, sicebisa ukuba amaqela mawajikeleze phakathi kwemisebenzi, iqela ngalinye lenze imisebenzi eyahlukeneyo ngosuku.

Isicwangciso sethu seeveki ezimbini (iphepha lama-22) sibonisa ukuba iqela ngalinye lingawenza umsebenzi ngeveki enye.

*Imisebenzi yojikelezo iyilwe ngendlela elungiselela ukuba amaqela amane akwazi ukuzenzela imisebenzi edinga utitshala kancinane ukwenzela ukuba uchithe ixesha kwiqela elenza umsebenzi **wokuZoba nokubhala okusaphuhlayo** (kukhokelwa ngutitshala). Oku kuza kuthetha ukuba uza kunxibelelana kakuhle neqela ngalinye ngeveki, oko kukunika ithuba lokunxibelelana nabantwana ubone inkqubela yomntwana ngamnye.*





Isishwankathelo semisebenzi

Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)

Ixesha lakho elininzi kufuneka ulichithe neqela elenza lo msebenzi kuba eli qela lelona liza kufuna inkxaso kakhulu. Mhlawumbi kuza kufuneka ubancedise abantwana bathathe isigqibo ngento abafuna ukuyizoba, ubakhokele ngokubanika inkuthazo kodwa ungabaxeleli ukuba bazobe njani!

Umdlalo oyilayo

Iqela elenza lo msebenzi liza kwenza umsebenzi wobugcisa nokwakha kwiVeki yoku-1 kuze kwiVeki yesi-2 ibe kukudlalisa. Ukwenziwa kwamalungiselelo ngononophelo ngundoqo wokuphumelela kwalo msebenzi weqela.

Ubugcisa nokwakha

Khuthaza abantwana ukuba bahlale izinto zokwakha kwaye babaliselane ngezinto abazakhayo nokuba zingena ndawoni ebalini. Ungabayeka abantwana bakhululeke, benze nantoni na ngezi zinto zokwakha okanye ubacwangcisele ngokwakho imisebenzi amabayenze ngokubanika izinto zokwakha ezikhethwe nguwe.

Ukudlalisa

Kungenzeka kubekho ingxolo enkulu xa kudlalwa imidlalo yokudlalisa, qha khumbula ukuba kufuneka kubekho ukuthetha-thethana phakathi kwakho nabo, malunga nendima abafuna ukuyidlala kwaye bayicacise ngokwabo into abayenzayo. Bafunda kwakhona ngokumela.

- Qokelela imathiriyeli enokusetyenziswa kwakhona, umzekelo: amacephe neefolokhwe zepasitiki, impahla endala, iminqwazi nobucwebe bokuzihombisa. Xa usakha le kona yakho, abantwana mababe yinxalenye yoko ukwenzayo.
- Phambi kokuba kuqale iveki, lungisa oonopopi bakho ocinga ukuba baza kukhuthaza abantwana bavakalelwe libali.

Abanye abantwana baza kusokola xa kufuneke benze uthetha-thethwano nabanye ngendima nokulandelelanisa iziganeko xa bedlala. Zinike ixesha uhlale nabo uze ubabonise, usebenzisane nabo baneentloni zokuba yinxalenye

yomdlalo. Ukuba ubona abantwana abangadlali kakuhle xa bekunye, baqwalasele umzuzwana ujonge ukuba kuqhubeka ntoni. Khetha indima efanelekileyo ungene kwikona yolinganiso njengomlinganisi ukhangele ukuba awunakubanceda badlale kakuhle.

Imidlalo yoonobumba neephazile

Yenza iipakethi ezinezixhobo zokwenza imisebenzi usebenzise ithempleyithi ekwindawo yeziXhobo. Abantwana basenokufumana ubunzima xa bezidlalela le midlalo bodwa ekuqaleni konyaka. Kungenzeka kufuneke udlale umdlalo ube mnye neklasi yonke.

Ukuziqhelanisa noonobumba

Kufuneka abantwana bafumane uqeqesho lokusebenzisa oonobumba rhoqo ukuze bakwazi ukubasebenzisa ngokuzithemba. Lo mdlalo unika abantwana ithuba lokuba baqhele ukusebenza kwaye bakhe oonobumba ngendlela efanelekileyo, bakwazi ukudibanisa unobumba nesandi sakhe kunye nezinto eziqala ngesandi saloo nobumba.

Ukuzifundela

Kubalulekile ukuba ube nekona yokufundela enako konke okufunekayo, enomtsalane ukuze ikhuthaze abantwana ukuba bafunde. Khetha iincwadi zamabali abantwana eziziintlobo ezahlukeneyo, iincwadi ezinemifanekiso, imagazini, izichazi-magama ezinemifanekiso, iincwadi zesikhokelo neeresiphi. Ukuba unalo ixesha onokulichitha neliqela xa kusenziwa imisebenzi yojikelezo, uze ukhe uhlale ecaleni komntwana uze uthi “Yakhangeleka ntle ke laa ncwadi. Ungandifundela indawana pha kuyo?”

ACTIVITY

Drawing and emergent writing (teacher-guided)

Children learn to record their ideas through drawing and emergent writing, as you write what they say about their drawings.

YOU WILL NEED

A blank A4 page for each child; crayons

Week 1: My favourite part of the story

STEPS

- 1 Write *The green dress* at the top of each child's blank page before the lesson.
- 2 Ask the children to point to the words of the title as you read them together.
- 3 Ask the children what part of the story they liked best. Give some suggestions. For example: "Did you like the part when Zinzi found Spot in the cupboard?" Encourage the children to draw their favourite part of the story.
- 4 Make a comment or ask a question about the drawing, such as: "I like the way you are using different colours and filling your page." or "Oh my goodness, look at Spot lying on the dress! How does Zinzi feel now?"
- 5 Ask the children if they would like to write something about their picture or if they would like you to write for them. If they would like you to write for them, keep them involved by asking them to say the words slowly as you write them down.
- 6 Think aloud as you write the child's sentence, for example: "Zinzi... found... Spot... in... the... What word did you want to say next? Cupboard. I am going to write cupboard."
- 7 Write exactly what the child tells you, word for word, or ask the child if they agree before making any changes to their wording. Remember to write neatly and clearly.
- 8 When you have finished writing, encourage the child to read the sentence with you. Point to each word as you read and acknowledge their efforts.



Week 2: My own idea

STEPS

- 1 Write **My favourite breakfast** at the top of each child's blank page before the lesson.
- 2 Ask the children to point to the words of the title as you read them together.
- 3 Remind the children that Zinzi and Sam left for school without eating any breakfast, because they were late. Ask the children: "What is your favourite breakfast?" Ask the children to draw their favourite breakfast.
- 4 Make a comment or ask a question about the drawing, such as: "Wow, I like your big spoon!" or "How do you stop your mouth from burning when you eat hot porridge?"
- 5 Ask the children if they would like to write something about their picture or if they would like you to write for them. If they would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write the child's sentence: "I... like... hot... food... in... my... tummy."
- 6 Write exactly what the child tells you, word for word. Remember to write neatly and clearly.
- 7 When you have finished writing, encourage the child to read the sentence with you. Point to each word as you read and acknowledge their efforts.

Here's another idea linked to the story:
Write **My favourite clothes** on the children's pages. Follow the steps for Week 2, but ask your class to draw the clothes they really like to wear.





Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)

Abantwana bafunda ukubhala phantsi iimbono zabo ngokuzoba nokubhala okusahlumayo, ngeli lixa ubhala oko bakuthethayo ngemizobo yabo.

UZA KUDINGA

Iphepha elubukhulu bungu-A4 elingabhalwana lomntwana ngamnye; iikhrayoni

IVeki yoku-1: Indawo endiyithandayo ebalini

AMANYATHELO

- 1 Bhala **Ilokhwe eluhlaza** emantla ephepha elingabhalwanga nto lomntwana ngamnye phambi kokuba uqalise isifundo.
- 2 Cela abantwana ukuba bolathe amagama esihloko njengoko uwafunda kunye nabo.
- 3 Buza abantwana ukuba yeyiphi indawo ebalini abayithande kakhulu. Nika ezinye iingcebiso. Umzekelo: "Niyithandile la ndawo apho uZinzi afumana khona uSpoti ekhabhathini?" Khuthaza abantwana ukuba bazobe indawo abayithandayo ebalini.
- 4 Hlomla okanye ubuze umbuzo ongomzobo, umbuzo ofana nalo: "Ndiyayithanda indlela eniyicula ngayo imibala nenigcwalisa ngayo amaphepha enu." Okanye "Yho bantu, jonga uSpoti ulele phezu kwelokhwe! Uziva njani uZinzi ngoku?"

- 5 Babuze abantwana ukuba bangathanda ukubhala ntoni ngomfanekiso wabo okanye ukuba bangathanda ukuba ubabhalele. Ukuba bangathanda ukuba ubabhalele, bagcine bebandakanyekile ngokubacela ukuba bawabize amagama ngokucothayo ngelixa uwabhala phantsi.
- 6 Cingela ngaphandle ngelixa ubhala isivakalisi somntwana, umzekelo: "UZinzi ... ufumene... uSpoti... e... ubufuna ukuthini kwakhona? Khabhathi. Ndiza kubhala khabhathi."
- 7 Bhala ngqo into umntwana akuxelela yona, igama negama alibizayo. Khumbula ukubhala ngokucocakileyo nangokucacileyo.
- 8 Xa ugqibile ukubhala, khuthaza umntwana ukuba afunde isivakalisi kunye nawe. Yolatha igama ngalinye xa ufundayo. Zincome iinzame zabo.



Iveki yesi-2: Umbono endinawo

AMANYATHELO

- 1 Bhala **Isidlo sam sakusasa endisithandayo** emantla kwiphepha elingabhalwanga lomntwana ngamnye phambi kwesifundo.
- 2 Cela abantwana bolathe amagama esihloko ngelixa uwafunda kunye nabo.
- 3 Khumbuza abantwana ukuba uZinzi noSam baye esikolweni bengakhange basidle isidlo sabo sakusasa, kuba bebeshiywa lixesha. Buza abantwana: “Sesiphi isidlo senu sakusasa enisithandayo?” Cela abantwana ukuba bazobe isidlo sabo sakusasa abasithandayo.
- 4 Hlomla okanye ubuze umbuzo ngomzobo, umbuzo othi: “Whowu, ndiyalithanda icephe lakho elikhulu!” okanye “Ungawupholisa njani umlomo wakho xa utshiswa yipapa eshushu oyityayo?”
- 5 Buza abantwana ukuba bangathanda na ukubhala into ngomfanekiso wabo okanye ukuba bangathanda na ukuba ubabhalele. Ukuba bangathanda ukuba ubabhalele, bagcine bebandakanyekile ngokubacela ukuba babize amagama ngokucothayo ngelixa uwabhala phantsi. Cingela ngaphandle ngelixa ubhala isivakalisi somntwana, umzekelo: “Ndi... thanda... ukutya... okushushu... esuswini ... sam.”
- 6 Bhala ngqo into umntwana akuxelela yona, igama negama alibizayo. Khumbula ukuba kufuneka ubhale ngokucacileyo nacocekileyo.
- 7 Xa ugqibile ukubhala, khuthaza umntwana ukuba afunde isivakalisi kunye nawe. Yolatha igama ngalinye xa ufundayo. Zincome iinzame zabo.

Nantsi enye imbono enxulumene nebali: bhala **iimpahla endizithandayo** kumaphepha abantwana. Landela amanyathelo eVeki yesi-2, kodwa cela iklasi ukuba izobe iimpahla abathanda ukuzinxiba.



ROTATION GROUPS **ACTIVITY** Creative play

Children build on the story language and theme through pretend play and art and construction activities.

YOU WILL NEED

Play dough (recipe on page 94); play dough mats

Week 1: Art and construction

STEPS

- 1 Give each child a ball of play dough and tell them they are going to make play dough people!
- 2 Revise the parts of the body that their person will need: a head, a neck, a body, two arms, two hands, two legs, two feet, two ears, two eyes, a nose, a mouth and hair.
- 3 Help the children get started; for example, say: "Break off a small piece of play dough and roll it into a ball to make the head. Now you can carry on making the body."

At this stage children are developing their understanding of the physical body. Some children will find it easy to draw, paint and make a body shape, while other children will find this task difficult. Naming the parts of the body and working with different materials to create a body image will help children expand their understanding of their physical body and the world around them.



Week 2: Fantasy play

STEPS

- 1 Lead the group to the fantasy corner and settle them down quickly.
- 2 Read the rules for the fantasy corner to the children.
- 3 Show the children the new props in the fantasy corner this week. Talk about how school children like Sam and Zinzi wear uniforms to go to school. What clothes do grownups wear when they go to work? Are any of those clothes in the fantasy corner? What clothes and equipment can they see? If they wore these clothes, what work might they do?
- 4 Say: "Today you are going to play **Going to work**".
- 5 Tell the children they can play altogether or in smaller groups. They can choose who they want to be.
- 6 Now start them off by saying: "It is time to get dressed and get ready for work. You can help each other because you live close by. You are all going to travel to work in the bus. This child (Eddie) is going to be the bus driver. Who is going to help him/her to make bus tickets?"
- 7 Visit the corner at least once to observe and encourage the children's game. For example, if they are all in the 'bus', you could join in and say: "Bus, wait for me! I am going to Claremont. I am going for an interview for a job. Where are you going?"

YOU WILL NEED

The following props: a range of clothes, accessories and equipment that children will associate with different jobs, especially those that the children will be familiar with; an area of the fantasy corner set out to represent a bus; paper, crayons and scissors to make tickets





UMSEBENZI Umdlalo oyilayo (Ukudlalisa)

Abantwana bafunda kulwimi nomxholo webali ngokudlalisa nakwimisebenzi yobugcisa nokwakha.

UZA KUDINGA

Intlama yokudlala iresiphu ekwiphepha lama-94; iimethi ezenziwe ngentlami yokudlala

IVeki yoku-1: Ubugcisa nokwakha

AMANYATHELO

- 1 Nika umntwana ngamnye ibhola yentlami uze ubaxelele ukuba baza kwenza abantu bentlami yokudlala!
- 2 Bakhumbuze kwakhona ngamalungu omzimba umntu wabo aza kuwadinga: intloko, intamo, umzimba, iingalo ezimbini, izandla ezimbini, imilenze emibini, iinyawo ezimbini, iindlebe ezimbini, amehlo amabini, impumlo, umlomo, neenwele.
- 3 Ncedisa abantwana ukuba baqale; umzekelo, yithi: "Qhekeza intwana encinane yentlami yokudlala uyiqengqe ide ibe yibhola ukwenza intloko. Ngoku ungaqhubekeka ngokwenza umzimba."

Kweli nqanaba, abantwana baphuhlisa ukuqonda kwabo imizimba yabo. Abanye abantwana baza kukufumana kulula ukuzoba, ukupeyinta nokwenza imilo yomzimba, ngelixa abanye bekufumanisa oku kungumsebenzi onzima. Ukubiza ngamagama amalungu omzimba nokusebenzisa izixhobo ezahlukeneyo ukwenza imilo yomzimba kuza kunceda abantwana ukuba bandise ingqiqo yabo ngemizimba yabo nangelizwe elibangqongileyo.



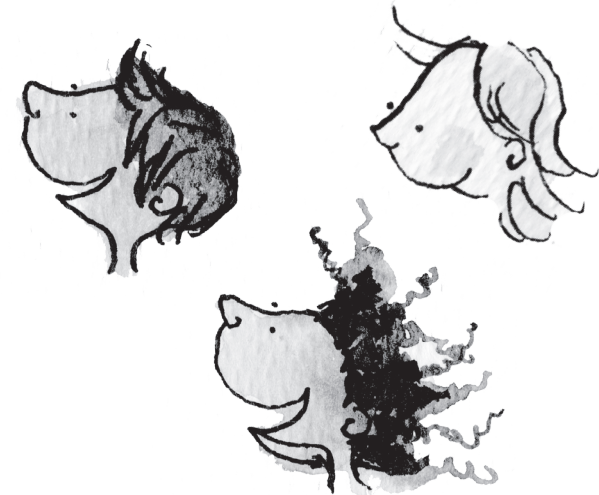
IVeki yesi-2: Ukudlalisa

AMANYATHELO

- 1 Khokela iqela ekoneni yokudlala uze ubahlalise phantsi ngokukhawuleza.
- 2 Fundela abantwana imithetho yekona yokudlalisa.
- 3 Bonisa abantwana izinto ezintsha zokudlala ezikwikona yokudlala kule veki. Ncokola ngendlela abantwana besikolo abafana noSam noZinzi abanxiba ngayo iyunifomu xa besiya esikolweni. Ziimpahla ezinjani ezinxitywa ngabantu abadala xa besiya emsebenzini? Ingaba ezo mpahla zikhona na ekoneni yokudlalisa? Ingaba babona iimpahla nezixhobo ezinjani? Ukuba bangazinxiba ezi mpahla, bangaba ngabantu abenza msebenzi mni na?
- 4 Yithi: “Namhlanje niza kudlala **Ukuya emsebenzini**”.
- 5 Xelela abantwana ukuba bangadlala kunye okanye kumaqela amancinane. Bangazikhethelela ukuba bafuna ukuba ngoobani.
- 6 Ngoku baqalise ngokuthi: “*Lixesha lokuba ninxibe nizilungiselele ukuya emsebenzini. Ningancedisana kuba nihlala kufutshane omnye komnye. Nonke niza kuhamba ngebhasi ukuya emsebenzini. Lo mntwana uza kuba ngumqhubi webhasi. Ngubani oza kumncedisa ukwenza amatikiti ebhasi?*”
- 7 Tyelela ikona nokuba kukanye ukuyokuhlola nokukhuthaza abantwana kumdlalo abawenzayo. Umzekelo, ukuba bonke ‘basebhasini’, ungabajoyina uze uthi: “Bhasi, yima! Ndiya eClaremont. Ndiya kudliwano-ndlebe lomsebenzi. Uyaphi?”

UZA KUDINGA

Ezi zinto zokudlala zilandelayo: iimpahla ezahlukeneyo, izacholo kunye nezixhobo abantwana abaza kuzayamanisa nemisebenzi eyahlukeneyo, ingakumbi leyo abantwana bayiqhelileyo; indawo yokudlalisa yabantwana eyenziwe ukuba ibe yibhasi; iphepha, iikhrayoni kunye nezikere ukwenza amatikiti



ACTIVITY

Letter puzzles and games

Children consolidate their letter–sound knowledge as they do puzzles and play games.

YOU WILL NEED

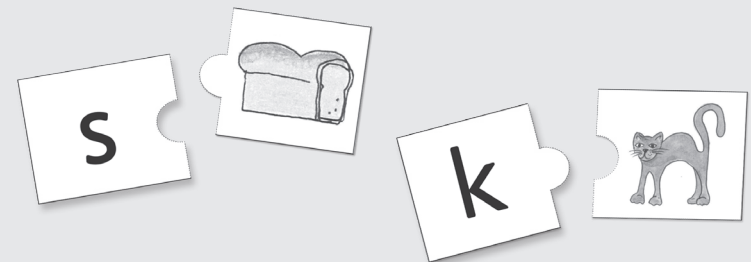
A set of letter puzzles (pages 101 and 102)

Letter puzzles

STEPS

- 1 Pick up a puzzle piece with a letter on it and say the sound that the letter makes. Show the children how you look for a picture that starts with that sound: *"This letter makes the sound /k/; let's look for a picture that starts with /k/... look there is a snake!"* Try and fit the pieces together. Show the children how they fit.
- 2 You could also begin by picking up a picture, naming it, saying the beginning sound and then looking for the corresponding letter: *"Here is a butterfly... butterfly starts with /a/. Let's look for a letter that says /a/."*
- 3 Repeat this process, but choose a picture that is incorrect and show the children that the puzzle pieces do not fit.

Those children who don't know any letters or their sounds can begin by just trying to fit the puzzle pieces together. This will slowly build awareness of letters and beginning sounds in words. Encourage children to work in pairs so that they can learn from each other.



UMSEBENZI

Iiphazile zoonobumba nemidlalo

Abantwana baqinisa ulwazi lwabo loonobumba nezandi xa besenza iiphazile bedlala nemidlalo.

UZA KUDINGA

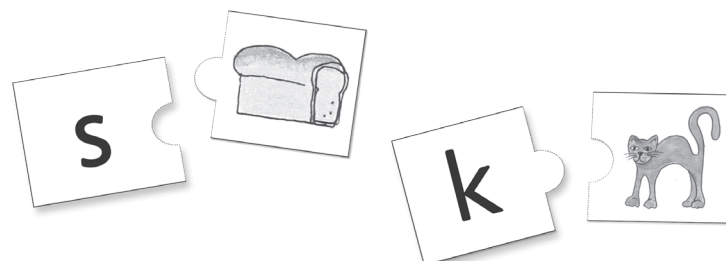
Iseti yeephazile zoonobumba (kwiphepha le-101-102)

Iiphazile zoonobumba

AMANYATHELO

- 1 Thatha iceba le phazile elinonobumba kulo uze ubize isandi unobumba asenzayo. Bonisa abantwana indlela okhangela ngayo umfanekiso oqala ngeso sandi: "Lo nobumba wenza isandi u/**k**/; masikhangele umfanekiso oqala ngo/**k**/... jonga nantsi ikiriva!" Zama ukudibanisa amaceba onke. Bonisa indlela adibana ngayo.
- 2 Usengaqa ngokuthatha umfanekiso, uwunike igama, uchaze unobumba wokuqala uze ukhangele unobumba ohambelana nawo: "Nali i-apile... igama elithi i-apile liqala ngo/**a**/. Masikhangeleni unobumba owenza isandi u/**a**/.
- 3 Phinda-phinda ngolu hlobo, kodwa khetha umfanekiso ongachanekana ubonise abantwana ukuba amaceba ephazile akadibani.

Abo bantwana bangabaziyo oonobumba okanye izandi bangaqalisa ngokudibanisa amaceba ephazile. Oku kuza kuphuhlisa ingqiqo ngoonobumba kunye nezandi zokuqala emagameni kancinci kancinci. Khuthaza abantwana ukuba basebenze ngababini ukuze bakwazi ukufunda omnye komnye.



ACTIVITY

Practising the letter

Children work independently to practise the formation of the focus letters and draw objects that start with the focus sounds.

YOU WILL NEED

An activity page per child with a letter written on the page (photocopy the activity page on page 96 or write the letter as large as possible on pieces of paper); coloured pencils or crayons (six to eight different colours)

Rainbow letters

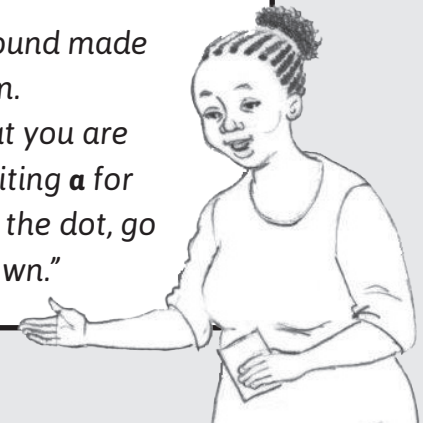
STEPS

- 1 In Week 1, practise the letter **k**. Point to the letter **k** and say: "Do you remember this letter? It makes the sound /**k**/ like in cat, clock, and cake." Ask the children to say **kkkk** with you.
- 2 Ask the children to trace the shape of the letter with their fingers, starting from the dot: *Start at the dot, go all the way down. Lift, draw in and out.*
- 3 Explain to the children that they will be making rainbow letters. This means they will write over the letter on their page – each time in a different colour.
- 4 Ask the children to think of things that start with the sound /**k**/ and to draw as many /**k**/ pictures as they can on their page.

In Week 2, follow the same steps, but focus on the letter **a**. Here are some ideas:

Introduce /**a**/ as the sound made by the letter /**a**/ in Sam.

Remember to say what you are doing if you model writing **a** for the children: "Start at the dot, go round, then up and down."



UMSEBENZI

Ukuziqhelanisa nonobumba

Abantwana ngaphandle koncedo beziqhelanisa nokubhala izandi ekujoliswe kuzo kunye nokuzoba izinto ezinesandi ekujoliswe kuso.

UZA KUDINGA

Iphepha lokusebenzela lomntwana ngamnye elinonobumba obhaliweyo kulo (yenza ikopi yephepha lokusebenzela ekwiphepha le-96 okanye ubhale isandi kakhulu kwisiqwenga sephepha); iikhrayoni ezimibala-bala (imibala eyahlukeneyo emithandathu ukuya kwesibhozo)

Oonobumba bomnyama

AMANYATHELO

- 1 KwiVeki yoku-1, ziqhelaniseni nonobumba u-**k** kunye nesandi u-**/k/** (njengo k ka kati, k ka kati no-k ka klolo). Khomba kunobumba u-**k** uze uthi: "Usamkhumbula lo nobumba? Wenza isandi u-**/k/** njengakukkkkkkkati, kkkkkloko nokkkkkklolo." Cela abantwana ukuba babize u-**kkkkk** kunye nawe. "Qala echaphazeni, yehla kangangoko, krwela umgca ongenayo nophumayo."
- 2 Cela abantwana ukuba batreyise imilo kanobumba ngeminwe yabo, ukusukela kwichaphaza.
- 3 Chazela abantwana ukuba baza kwenza oonobumba bomnyama. Oku kuthetha ukuba baza kumbhala unobumba kaninzi ephepheni labo – emnye kubo aqale ngombala owahlukileyo.
- 4 Cela abantwana ukuba bacinge ngezinto eziqala ngesandi u-**/k/** baze bazobe imifanekiso eqala ngo-**/k/** kangangoko banakho emaphepheni abo.

KwiVeki yesi-2, landela amanyathelo afanayo, kodwa gxila kunobumba u-**a**. Nazi iimbono ezithile.

Isandi esenziwa ngunobumba u-**a** kaSam ebalini yindlela elungileyo yokwazisa unobumba: Khumbula ukuxela into oyenzayo ukuba ubonisa abantwana indlela yokubhala u-**/a/** "Qala echaphazeni, jikeleza unyuke wehle."



ACTIVITY Independent reading

Children learn to read independently and enjoy books and other printed material.

STEPS

- 1 Lead the group to the book corner and settle them down quickly.
- 2 Read the rules for the book corner to the children.
- 3 Show the children what is new in the book corner this week. Ask them: *"Why do you think I have chosen these books/magazines/leaflets?"*
- 4 Spend a few minutes motivating and helping children to choose something they would like to read.
- 5 Visit the corner at least once to observe and encourage the children's reading.

You could also put **The green dress** Big Book and sequence cards in the book corner. Some children will value the opportunity to read and retell the familiar story.



UMSEBENZI Ukuzifundela

Abantwana bafunda ukuzifundela ngokunokwabo baze bonwabele iincwadi nezinye izinto ezibhaliweyo.

AMANYATHELO

- 1 Khokelela iqela ekoneni yeencwadi uze ubahlalise phantsi ngokukhawuleza.
- 2 Fundela abantwana imithetho yekona yeencwadi.
- 3 Bonisa abantwana ukuba yintoni entsha ekoneni yeencwadi kule veki. Babuze: "Kutheni nicinga ukuba ndikhethe ezi ncwadi/magazini/la maphetshana?"
- 4 Chitha imizuzu embalwa ukhuthaza yaye uncedisa abantwana ukuba bakhethe into abangathanda ukuyifunda.
- 5 Tyelela ikona yeencwadi nokuba kukanye ukuhlola nokukhuthaza abantwana ngelixa befunda.



Usengabeka iNcwadi eNkulu ethi **Ilokhwe eluhlaza** kunye namakhasi alandelelanayo kwikona yeencwadi. Abanye abantwana baza kulixabisa ithuba lokufunda nokubalisa kwakhona ibali abalaziyo.



Izixhobo zokufunda

Iresiphu yentlama yokudlala

UZA KUDINGA

likomityi ezi-2 zomgubo wokuxova; ikomityi e-1 yetyuwa; iikomityi ezi-2 zamanzi; amatispuni ama-2 e-oli; amatispuni ama-4 omgubo wekhrimu emuncu (ufumaneka kwiivenkile ezinkulu nasekhemesti); idayi yokutya

AMANYATHELO

- 1 Xuba zonke izithako uze upheke de intlama isuke emacaleni embiza.
- 2 Yivalele intlama esikhafutineni esivaleka gingci singangeni umoya xa sele ipholile.

Xelela abantwana ukuba **bafudumeze** intlama yokudlala ngokumane beyicudisa ezandleni zabo ixeshana elifutshane. Le yindlela elungileyo yokuba abantwana balolonge izihlunu zabo.

Le ntlama yokudlala iza kunigcina ikota yonke nangaphezulu ukuba ihlaliswa kwisiphatho esivaleka gingci kungangeni moya. Ingakunceda into yokuyahlula-hlula intlama uyisongele ngeza plastiki zokufaka isangweji ukwenzela ukuba umntwana ngamnye abe nebhola yokudlala.



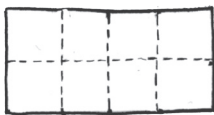
Indlela yokwenza incwadi encinane

UZA KUDINGA

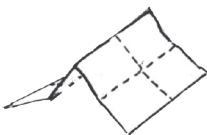
Ifotokopi yencwadi encinci yeli bali

AMANYATHELO

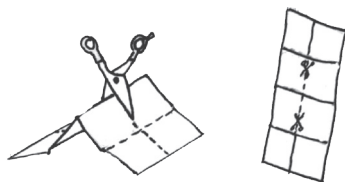
- 1 Songa iphepha elibukhulu bungu-A4 ulenze amacala asibhozo. Livule kwakhona.



- 2 Songa iphepha libe ngamacala amabini/ihafu.

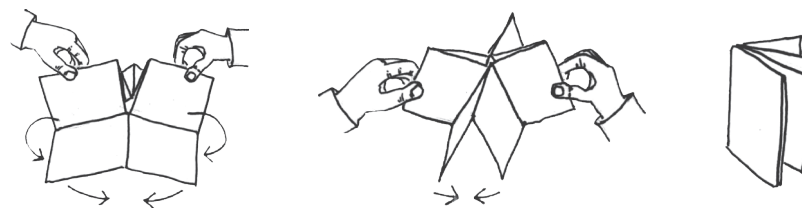


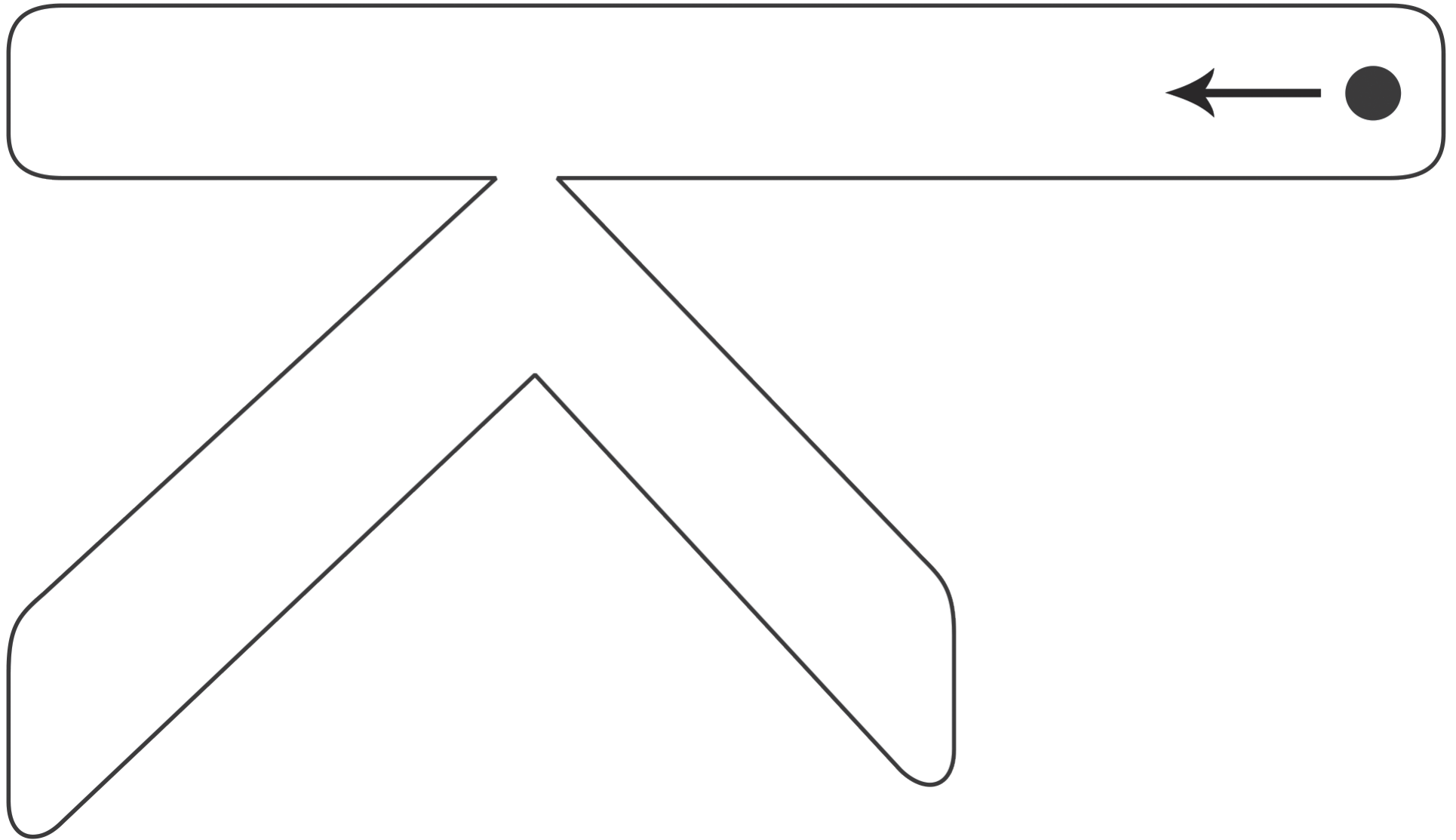
- 3 Lisike embindini [Umfanekiso ukubonisa ukuba ungasika phi.]

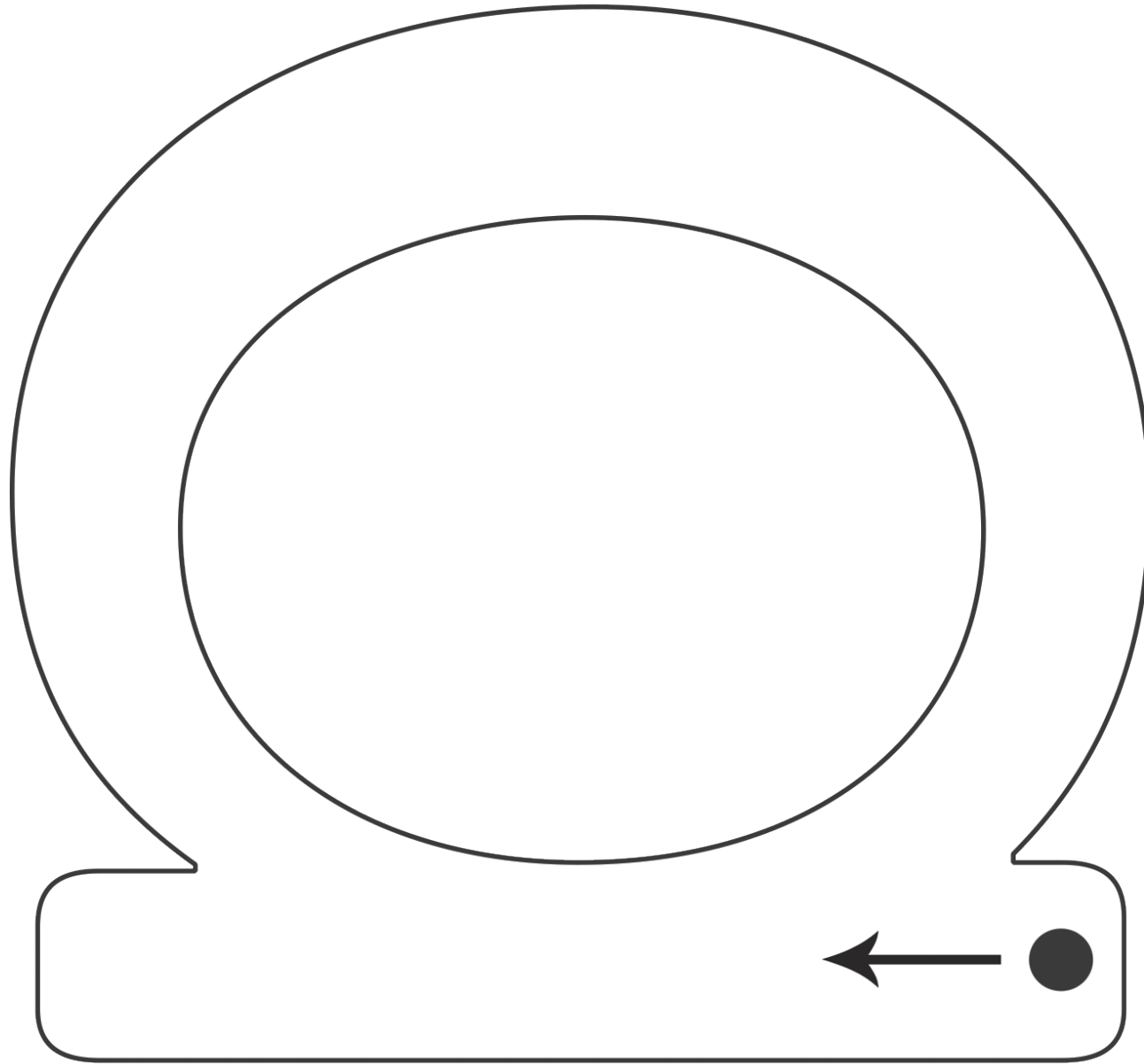


- 4 Libambe phakathi komnwe kunye nobhontsi wakho macala omabini.

- 5 Thoba izandla zakho kunye. Landela izazobe ezingezantsi ukugqibezela incwadi yakho encinane enamaphepha amane.

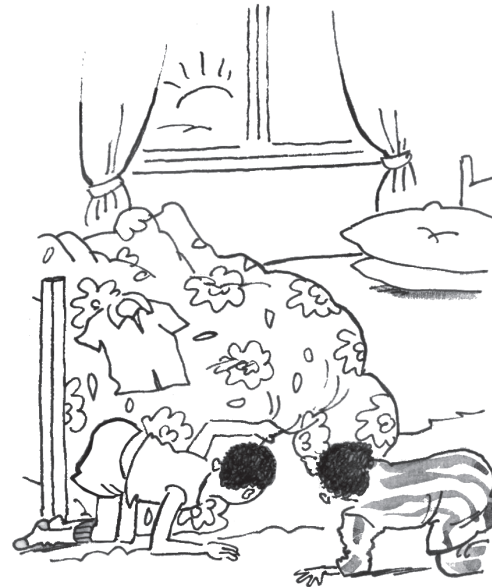






IZIXHOBO EZINOKUFOTOKOTSHWA

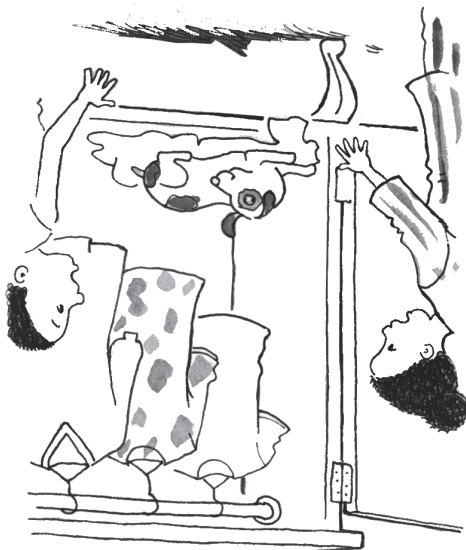
IMISEBENZI YOONOBUMBA NEZANDI: UKWAKHA UNOBUMBA; IIBHOKISI ZOONOBUMBA;
UMSEBENZI WAMAQELA ATSHINTSHANAYO: UKUZIQHELANISA NONOBUMBA



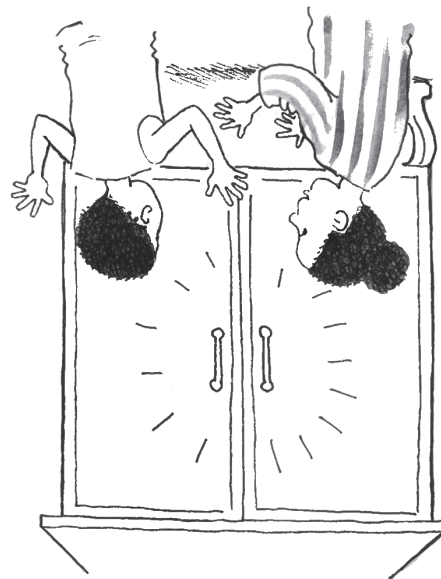
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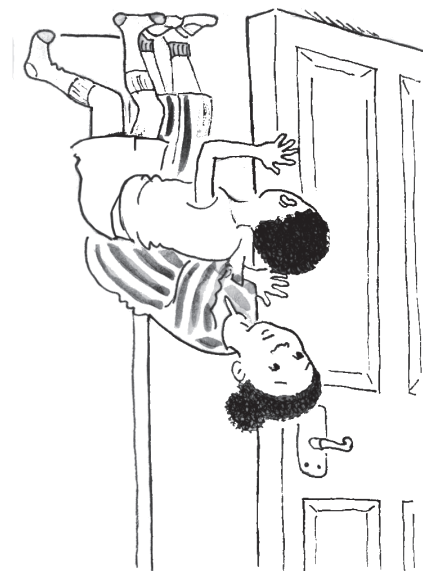
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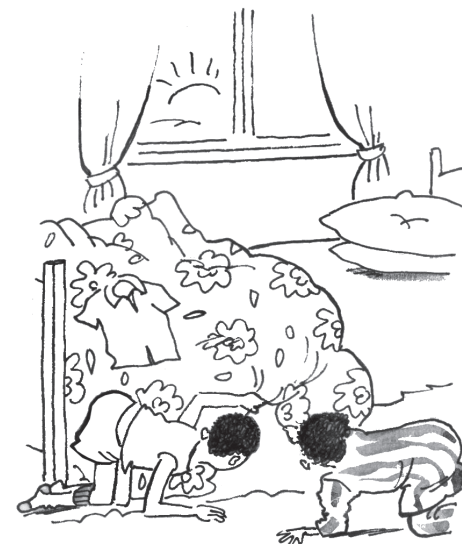
Ilokhwe eluhlaza

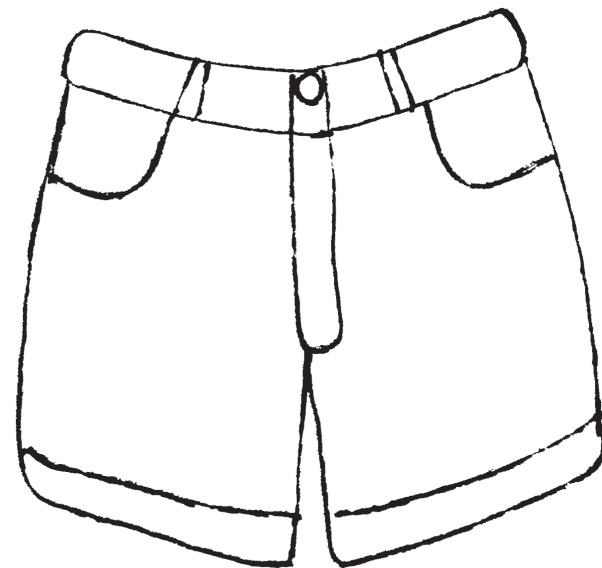
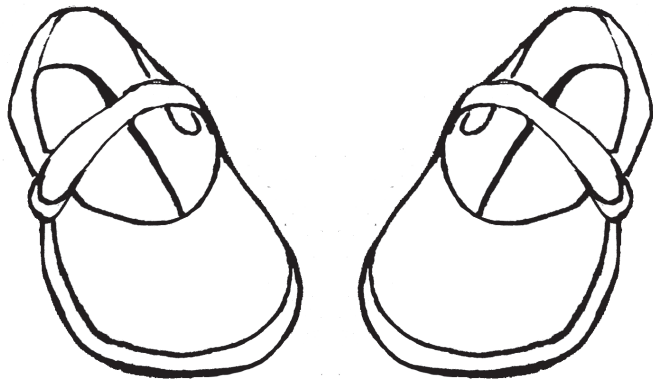
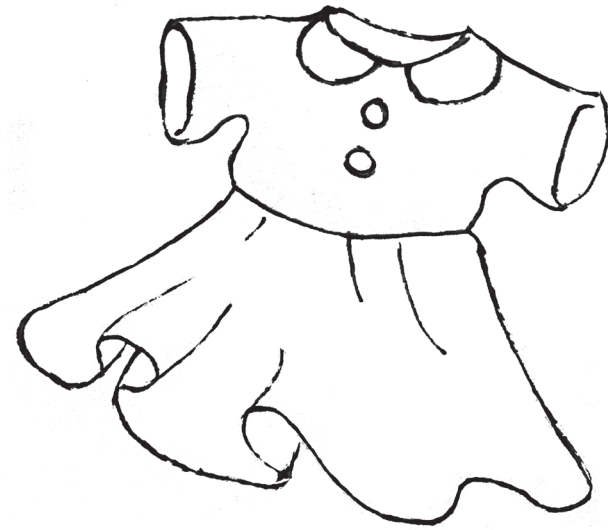
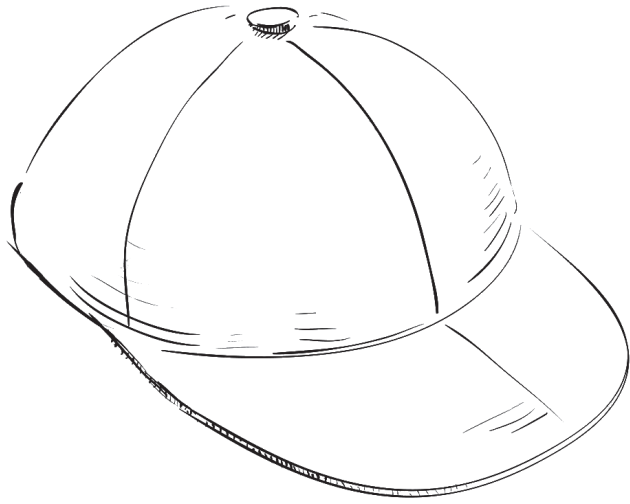


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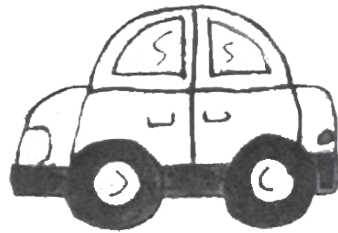


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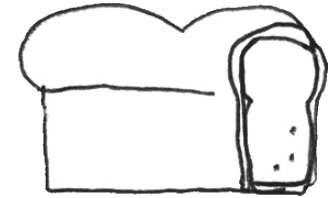




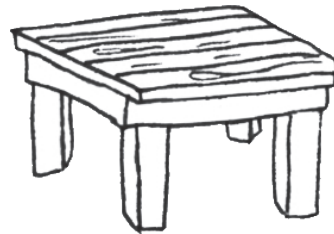
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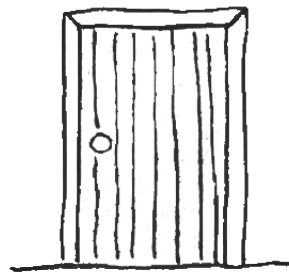
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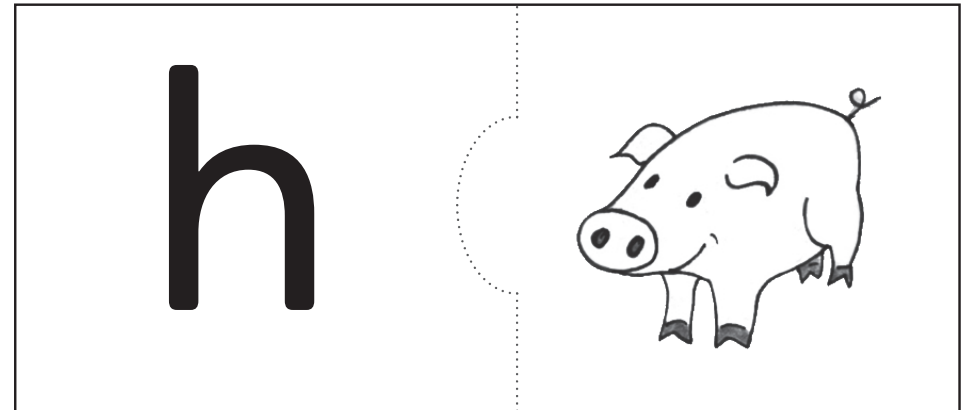
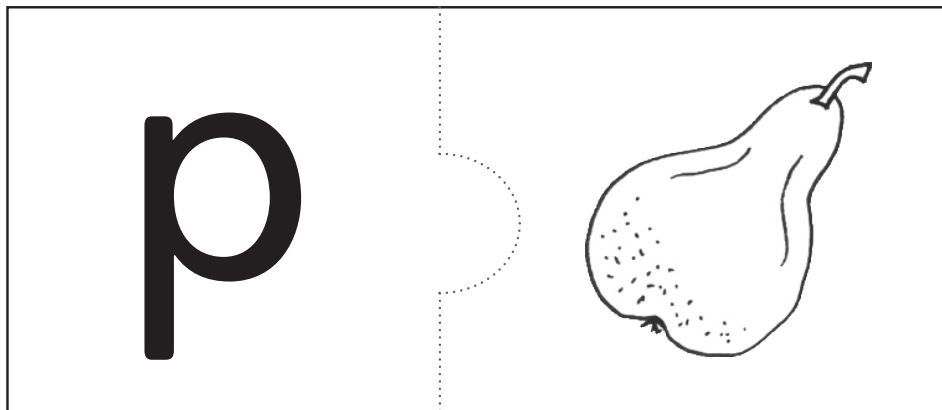
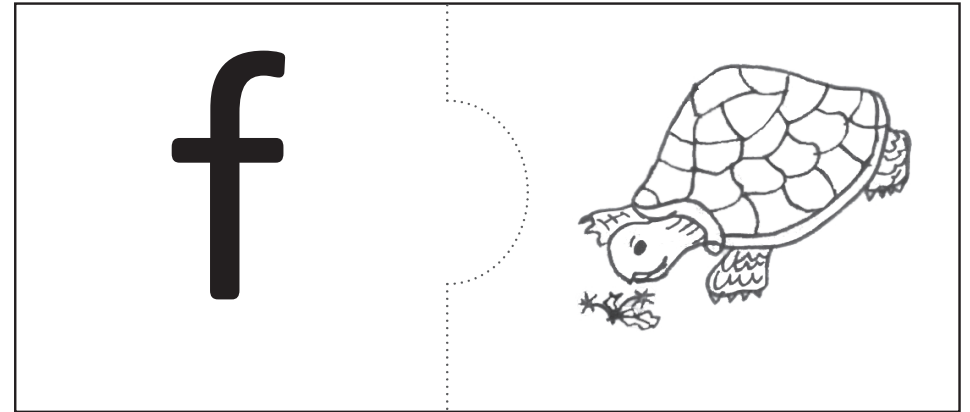
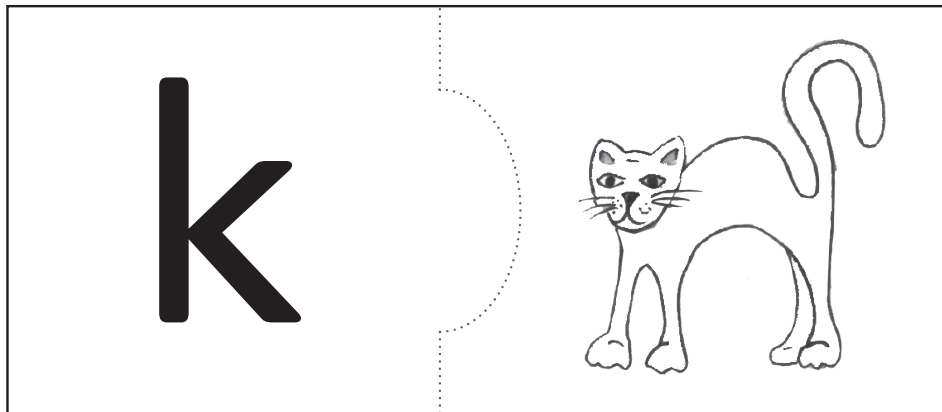
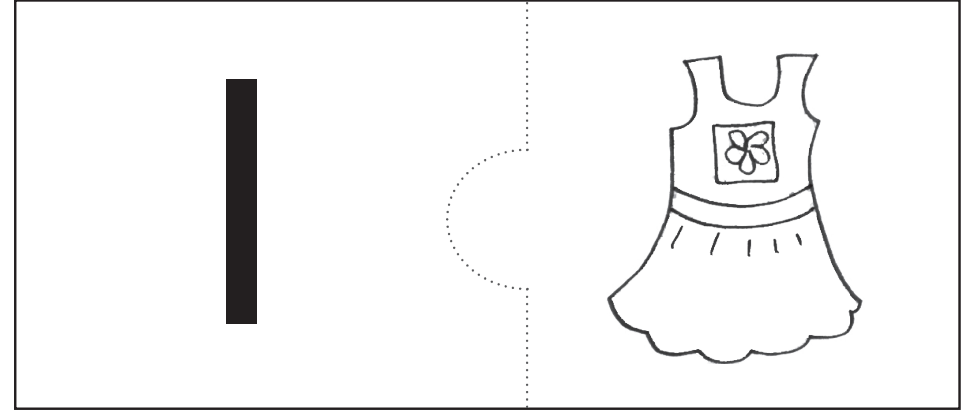


c



d





Amanqaku am

[illegible][illegible]

Amanqaku am

[illegible]This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the page.