



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 sixhasa ukufunda 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 nekhawudi (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 yeKlasini 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 kwiklasini yeBanga R yonke imihla.

Isikhokelo sootitshala seentlanganiso 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 kwiklasini yeBanga R. Ootitshala bayamteketisa bembiza u*Stella*!

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



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	WEDNESDAY	THURSDAY	FRIDAY
SHOW AND TELL	Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.	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 (b)	Forming the letter (multisensory activities)	Letter boxes	Listening for beginning and end sounds	Blending and segmenting (syllables)
WHOLE CLASS STORY-BASED ACTIVITIES	Storytelling and building vocabulary	Storytelling and singing	Storytelling and role play	Sequencing pictures	Shared writing and reading
ROTATION GROUP ACTIVITIES	Group 1 Practising the letter (b) (Art and construction)	Group 1 Creative play (Art and construction)	Group 1 Letter puzzles and games	Group 1 Independent reading	Group 1 Drawing and emergent writing (teacher-guided)
	Group 2 Drawing and emergent writing (teacher-guided)	Group 2 Practising the letter (b)	Group 2 Creative play (Art and construction)	Group 2 Letter puzzles and games	Group 2 Independent reading
	Group 3 Independent reading	Group 3 Drawing and emergent writing (teacher-guided)	Group 3 Practising the letter (b)	Group 3 Creative play (Art and construction)	Group 3 Letter puzzles and games
	Group 4 Letter puzzles and games	Group 4 Independent reading	Group 4 Drawing and emergent writing (teacher-guided)	Group 4 Practising the letter (b)	Group 4 Creative play (Art and construction)
	Group 5 Creative play (Art and construction)	Group 5 Letter puzzles and games	Group 5 Independent reading	Group 5 Drawing and emergent writing (teacher-guided)	Group 5 Practising the letter (b)
STORY TIME	Read a new book about every day.	Read a new book about every day.	Read a new book about every day.	Read a new book about every day.	Read a new book about 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 96). 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

UMISEBENZI	UMYULO	ULWESIBINI	ULWESITHATHU	ULWESINE	ULWESHLANU
BONISA UZE UBALISE	Yomabala amabali amabala uze ubalise	Yomabala amabali amabala uze ubalise	Yomabala amabali amabala uze ubalise	Yomabala amabali amabala uze ubalise	Yomabala amabali amabala uze ubalise
IMISEBENZI YEKLASI YONKE YOONOBUMBA NEZANDI	Balisa ibali okubhalwa lithixo unombumba semagangeni athathwe ebali uyi/	Ubhalisa unombumba (Ubhalisa unombumba lithixo-mvo ezininzi)	Ubhalisa unombumba (Ubhalisa unombumba lithixo-mvo ezininzi)	Ubhalisa unombumba (Ubhalisa unombumba lithixo-mvo ezininzi)	Ubhalisa unombumba (Ubhalisa unombumba lithixo-mvo ezininzi)
IMISEBENZI YEKLASI YONKE ESKELWE EBALINI	Ubhalisa ibali nokwakha isigama	Ubhalisa ibali nokwakha isigama	Ubhalisa ibali nokwakha isigama	Ubhalisa ibali nokwakha isigama	Ubhalisa ibali nokwakha isigama
IMISEBENZI YAMAQELA ATSHINTSHANAYO	Iqela leku-1 Ukuzibiza nomabala uyi/	Iqela leku-1 Umabala oyalayo (Ukufakala)	Iqela leku-1 Ukuzibiza nomabala uyi/	Iqela leku-1 Umabala oyalayo (Ukufakala)	Iqela leku-1 Umabala oyalayo (Ukufakala)
	Iqela leku-2 Ukuzibiza nokubhalwa okusaphuhlayo (Ubhalisa unombumba uyi/)	Iqela leku-2 Ukuzibiza nokubhalwa okusaphuhlayo (Ubhalisa unombumba uyi/)	Iqela leku-2 Ukuzibiza nokubhalwa okusaphuhlayo (Ubhalisa unombumba uyi/)	Iqela leku-2 Ukuzibiza nokubhalwa okusaphuhlayo (Ubhalisa unombumba uyi/)	Iqela leku-2 Ukuzibiza nokubhalwa okusaphuhlayo (Ubhalisa unombumba uyi/)
	Iqela leku-3 Ukuzibiza nokubhalwa okusaphuhlayo (Ubhalisa unombumba uyi/)	Iqela leku-3 Ukuzibiza nokubhalwa okusaphuhlayo (Ubhalisa unombumba uyi/)	Iqela leku-3 Ukuzibiza nokubhalwa okusaphuhlayo (Ubhalisa unombumba uyi/)	Iqela leku-3 Ukuzibiza nokubhalwa okusaphuhlayo (Ubhalisa unombumba uyi/)	Iqela leku-3 Ukuzibiza nokubhalwa okusaphuhlayo (Ubhalisa unombumba uyi/)
	Iqela leku-4 Iqhaliso zomabala nemabala	Iqela leku-4 Umabala oyalayo (Ukufakala)	Iqela leku-4 Iqhaliso zomabala nemabala	Iqela leku-4 Umabala oyalayo (Ukufakala)	Iqela leku-4 Umabala oyalayo (Ukufakala)
	Iqela leku-5 Umabala oyalayo (Ukufakala)	Iqela leku-5 Iqhaliso zomabala nemabala	Iqela leku-5 Umabala oyalayo (Ukufakala)	Iqela leku-5 Iqhaliso zomabala nemabala	Iqela leku-5 Umabala oyalayo (Ukufakala)
IXESHA LEBALI	Funda incwadi ethula ulwazi yonke imihla	Funda incwadi ethula ulwazi yonke imihla	Funda incwadi ethula ulwazi yonke imihla	Funda incwadi ethula ulwazi yonke imihla	Funda incwadi ethula ulwazi 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.

The collage shows several pages from the Stellar workbook. Key sections include:

- UKUBALISA IBALI NOKWAKHA ISIGAMA:** Instructions on how to count and create words from syllables.
- UKUZIBIZA UNOMBUMBA OSEMGAMENI ATHATHE EBALINI:** Exercises for identifying and writing words.
- UKUZIBIZA NOKUBHALWA OKUSAPHULHAYO (UBHALISA UNOMBUMBA UYI/):** Exercises for writing words from syllables.
- UKUZIBIZA NOKUBHALWA OKUSAPHULHAYO (UBHALISA UNOMBUMBA UYI/):** Exercises for writing words from syllables.
- UKUZIBIZA NOKUBHALWA OKUSAPHULHAYO (UBHALISA UNOMBUMBA UYI/):** Exercises for writing words from syllables.

Fumana indlela yakho ngokulula ngokuthi ujonge amagama amacandelo emantla nasekupheleni kwephepha ngalinye.

Njengoko ulungiselela ukufundisa umjikelo weeveki ezimbini, qala ngesiCwangciso 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.

The collage shows several pages from the Stellar workbook focusing on music and reading:

- USpoti uya evenkileni:** A page with a musical score and illustrations of children playing.
- ULUHLU LWESIGAMA:** A page with a musical score and illustrations of children playing.
- UKUZIBIZA NOKUBHALWA OKUSAPHULHAYO (UBHALISA UNOMBUMBA UYI/):** A page with a musical score and illustrations of children playing.
- UKUZIBIZA NOKUBHALWA OKUSAPHULHAYO (UBHALISA UNOMBUMBA UYI/):** A page with a musical score and illustrations of children playing.

Imisebenzi yahlulwe yaba ngamacandelo amathathu, icandelo ngalinye linentshayeleyo 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 usebenzisa 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. Sikuqale ngoonopopi, imifanekiso elandelelanayo neNcwadi eNkulu kwipakethe yebali ngalinye, kunye nethemphoyiti 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 96). Esi sikhokelo sinika iithemphoyithi 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 njengenqubo 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 iqaaq 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 neependulo 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 ebalu, 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.

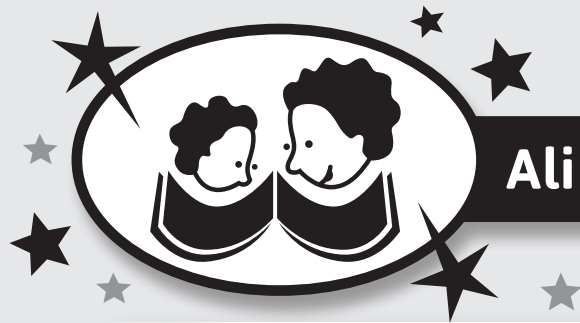
Siyenze le ncwadi ngokuthi sitshintshatshintshe amaphepha esiXhosa nesiNgesi. Ootitshala abaninzi bayicacisile into yokuba nangona befundisa isiXhosa njengoLwimi LwaseKhaya, bona bafundiswa ngesiNgesi, loo nto yabenza ukuba baqhele isigama sokufunda nokubhala sesiNgesi. Bayifumana iluncedo into yokufumaneka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





Ali and the paint

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!



Once upon a time, Mr and Mrs Ibrahim owned a shop. They worked in the shop every day. One day Mrs Ibrahim came home from work. She had two presents in her bag – one for Musa and one for his little brother, Ali.

She took one present out of her bag. It was a big, round shape. Mommy read the card. It said: “Dear Ali, Love from Mommy and Daddy.” What do you think was in the present? Ali opened his present. Yes, it was a ball; a lovely red ball! Ali said: “Thank you, Mommy!” and he took the ball and went out to play with his friends.

Mommy read the card on the other present. It said: “Dear Musa, Love from Mommy and Daddy”. Musa looked at his present. It was a rectangle shape. He took the rectangular present and opened it and this is what he found. There was a paintbrush and four jars of paint – red, yellow, blue and green! Musa was so happy because he loved to paint pictures. He said: “Thank you, Mommy. I am so happy. I will paint a picture for you and one for Daddy.”

When he had finished painting, Musa put the paints back in the box and put the box on the table. Where did he put the paints? Yes! In the box, on the table. Musa went out to play with his friends.



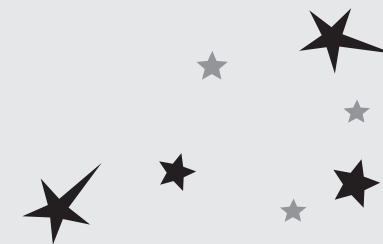
While he was out, something happened. Listen – I will tell you. Little Ali came inside and he saw the rectangular box on the table. He wanted to see what was inside the box. So, he pushed the chair next to the table and... what do you think he did? Yes! He climbed onto the chair and then he climbed onto the table. Now, what do you think he did? Yes! He opened the box and took out the red paint, the blue paint and the green paint.



And then do you know what he did? Ali opened the green paint and he rubbed it on his nose. Show me your nose and show me how he rubbed green paint on his nose. Then he opened the red paint and he rubbed the red paint on his tummy. Show me how you rub red paint on your tummy. Mmmm! It felt so good! Then he opened the blue paint and he rubbed the blue paint all over his toes. Can you wiggle your toes?



Now, little Ali had green paint on his... nose; red paint on his... tummy; and blue paint on his... toes. He waved his hands like this and he laughed and laughed. Do you know what colour paint was left in the box? Yes! The





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



Kudala-dala uMnumzana noNkosikazi Ibrahim babenevenkile. Babesebenza evenkileni yonke imihla. Ngenye imini uNkosikazi Ibrahim, wafika ekhaya evela emsebenzini. Wayenezipho ezimbini ebhegini yakhe – esinye isesikaMusa esinye isesikabhuti wakhe omncinane, u-Ali. Wakhupha isipho esinye ebhegini yakhe. Yayiyinto enkulu engqukuva. UMama wafunda ikhadi. Lalisithi, “Ali othandekayo, Ngothando, nguMama kunye noTata wakho.” Nicinga ukuba sasiyintoni esi sipho? U-Ali wasivula isipho. Ewe, yayiyibhola; ibhola ebomvu ethandekayo! U-Ali wathi: “Enkosi Mama!” Waze wayithatha ibhola waya kudlala nabahlobo bakhe.

Umama wafunda ikhadi elikwisipho. Lalisithi: “Musa othandekayo, Ngothando, nguMama kunye noTata wakho”. UMusa wajonga isipho sakhe. Sasimile okoxande. Wathatha isipho esimile okoxande waze wasivula waze wafumana le nto. Kwakukho ibrashi yokupeyinta kunye neejokhwe ezine zepeyinti – ebomvu, etyheli, ezuba neluhlaza! UMusa wayonwabe kakhulu kuba wayekuthanda ukupeyinta imifanekiso. Wathi: “Enkosi, Mama. Ndonwabe kakhulu. Ndiza kupeyinta umfanekiso wakho nokaTata.”

Wathi akugqiba ukupeyinta uMusa, wabuyisela iipeyinti ebhokisini yazo waze wabeka ibhokisi etafileni. Uzibeke phi iipeyinti? Ewe! Ebhokisini ephezu kwetatile. UMusa wahamba wayokudlala nabahlobo bakhe.



Ngelixa angekhoyo kwabakho into eyenzekayo. Mamelani – ndiza kunixelela. U-Ali omncinane wangena ngaphakathi endlwini waze wabona ibhokisi eluxande phezu kwetafile. Wayefuna ukubona ukuba yintoni na engaphakathi kuyo. Ngoko, watyhala isitulo esisecaleni kwetafile, kwaze ... Nicinga ukuba wenze ntoni? Ewe, wakhwela phezu kwesitulo waze waqabela phezu kwetafile. Ngoku nicinga ukuba wenze ntoni? Ewe! Wavula ibhokisi waze wakhupha ipeyinti ebomvu, ebhlowu okanye ezuba kunye nepeyinti eluhlaza.



Niyayazi ukuba wenza ntoni? U-Ali wavula ipeyinti eluhlaza waze wayiqaba empumleni yakhe. Ndibonise indlela ayiqabe ngayo ipeyinti empumleni yakhe. Waze wavula ipeyinti ebomvu wayiqaba esuswini sakhe. Ndibonise indlela eqatywa ngayo ipeyinti esuswini sakhe. Mhmmm! Kwakumnandi kuye! Wavula nepeyinti ezuba waze wayiqaba kuyo yonke indawo ezinzwaneni zakhe. Ningakwazi ukushukumisa iinzwane zenu?

Ngoku, u-Ali omncinane wayenepeyinti eluhlaza e... mpumleni yakhe. Ipeyinti ebomvu e...suswini sakhe. Kunye nepeyinti ezuba e...zinzwaneni zakhe. Wawangawangisa izandla zakhe ngolu hlobo, waze wahleka, wahleka. Niyayazi ukuba inombala onjani ipeyinti eshiyeke ebhokisini? Ewe!

yellow paint was left in the box. But Ali did not take the yellow paint because just then Mrs Ibrahim came in and she saw him.

Ali laughed and clapped his hands. Mrs Ibrahim said: "Ali! What are you doing?" And then she smiled and said: "Your nose is green. Your tummy is red. Your toes are blue. And I love you!"

Mrs Ibrahim took Ali outside and she washed his nose. She washed his tummy. She washed his toes. She put the paints inside the cupboard so Ali could not get them again.

And that is the end of the story.



VOCABULARY LIST

blue; green; yellow; red; nose; tummy; toes; chair; table; paint; ball; box; present; climb; open; laugh; wash; rub; clap; wiggle; inside; outside; onto; in; on; next to; round; rectangle

Your nose is green;

Your tummy is red;

Your toes are blue –

And I love you!

Ali paints the apple

To the tune of "The wheels on the bus ..."

A - li paints the ap - ple and it's red, red, red, red, red, red, red, red, red,

6 red, red, red, red. A - li paints the ap - ple and it's

11 red, red, red Well done, A - li!



Ali paints the apple and it's red,
red, red,
red, red, red,
red, red, red.

Ali paints the apple and it's red,
red, red
Well done, Ali!

Ali paints the sky and it's blue,
blue, blue,
blue, blue, blue,
blue, blue, blue.

Ali paints the sky and it's blue,
blue, blue,
Well done, Ali!

Ali paints the tree and it's green,
green, green,
green, green, green,
green, green, green.

Ali paints the tree and it's green,
green, green,
Well done, Ali!

Ali paints the sun and it's yellow,
yellow, yellow,
yellow, yellow, yellow,
yellow, yellow, yellow.

Ali paints the sun and it's yellow,
yellow, yellow,
Well done, Ali!

Ipeyinti etyheli yayishiyeke ebhokisini. Kodwa u-Ali zange ayithathe ipeyinti etyheli kuba kanye ngelo xesha uNkskz Ibrahim wangena wambona.

U-Ali wahleka waqhamba izandla zakhe. UNkskz Ibrahim wathi, "Ali! Wenza ntoni?" Waze wancuma wathi, "Impumlo yakho iluhlaza. Isisu sakho sibomvu. Iinzwane zakho zizuba ngombala. Kwaye ke ndiyakuthanda!"

UNkskz Ibrahim wathatha u-Ali wamkhuphela ngaphandle waze wamhlamba impumlo yakhe. Wamhlamba isisu sakhe. Wamhlamba neenzwane zakhe. Wafaka ipeyinti ngaphakathi ekhabhathini ukuze u-Ali angafikeleli kuzo kwakhona.

Liphela njalo ibali lethu.



ULUHLU LWESIGAMA

umbala ozuba; umbala oluhlaza; umbala otyheli; umbala obomvu; impumlo; isisu; iinzwane; isitulo; itafile; ipeyinti; ibhola; ibhokisi; isipho; nyuka; vula; hleka; hlamba; khuhla; qhwaba; shukumisa; ngaphakathi; ngaphandle; phezu kwe; phakathi; phezu; kufutshane ne; ngqukuva; luxande

Impumlo yakho iluhlaza;

Isisu sakho sibomvu;

Iinzwane zakho zizuba –

Kwaye ke ndiyakuthanda

U-Ali upeyinta i-apile

(Ngokwala tshanti ethi “Amavili ebhasi ayajikeleza...”)

U - A - li u - peyint' a - ma - a - pi - le bom - vu

5
A - pi - le bom - vu A - pi - le bom - vu A - li u -

10
peyint' - a - ma - a - pi - le bom - vu Wen - ze ka - ku - hle!



U-Ali upeyint' ama-apile bomvu
Apile bomvu
Apile bomvu
U-Ali upeyint' ama-apile bomvu
Wenze kakuhle!

U-Ali upeyint' isibhakabhaka zuba
Bhakabhaka zuba
Bhakabhaka zuba
U-Ali upeyint' isibhakabhaka zuba
Wenze kakuhle!

U-Ali upeyint' umthi luhlaza
UMthi luhlaza
UMthi luhlaza
U-Ali upeyint' umthi luhlaza
Wenze kakuhle!

U-Ali upeyint' ilamuni tyheli
Lamuni tyheli
Lamuni tyheli
U-Ali upeyint' ilamuni tyheli
Wenze kakuhle!

Two-week planner: Week 1

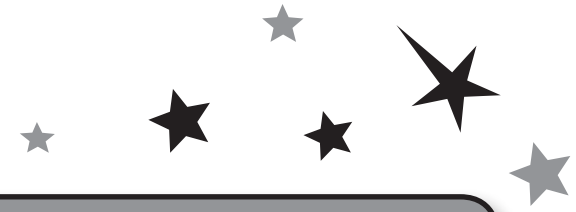
ACTIVITY	MONDAY	TUESDAY
SHOW AND TELL	Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.
WHOLE CLASS LETTERS AND SOUNDS ACTIVITIES	Tell the story for the first time. Introducing a letter from the story (p)	Forming the letter (multisensory activities)
WHOLE CLASS STORY-BASED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

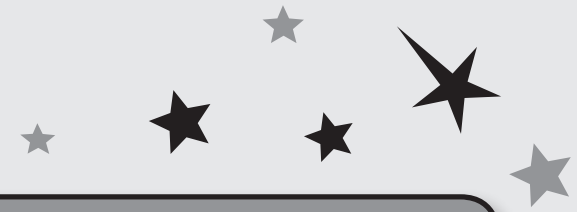
UMSEBENZI	UMVULO	ULWESIBINI
BONISA UZE UBALISE	Yonwabela amabali ambalwa uze uwabalise	Yonwabela amabali ambalwa uze uwabalise
IMISEBENZI YEKLASI YONKE YOONOBUMBA NEZANDI	Balisa ibali okokuqala. Ukwazisa unobumba osemagameni othathwe ebalini u/p/	Ukwakha unobumba (imisebenzi ezisebenzisa iziva-mvo ezininzi)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

Two-week planner: Week 2

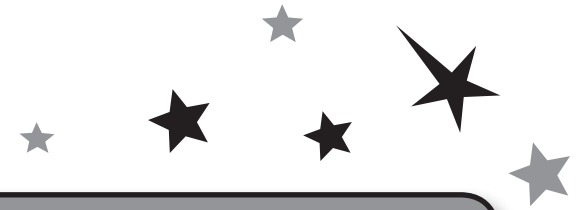
ACTIVITY	MONDAY	TUESDAY
SHOW AND TELL	Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.
WHOLE CLASS LETTERS AND SOUNDS ACTIVITIES	Introducing a letter from the story (e)	Forming the letter (multisensory activities)
WHOLE CLASS STORY-BASED ACTIVITIES	More sequencing pictures	Shared reading: Big Book
ROTATION GROUP ACTIVITIES	Group 1 Practising the letter (e)	Group 1 Creative play (Fantasy play)
	Group 2 Drawing and emergent writing (teacher-guided)	Group 2 Practising the letter (e)
	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 (e)	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 (e)	Group 4 Creative play (Fantasy play)
Group 5 Independent reading	Group 5 Drawing and emergent writing (teacher-guided)	Group 5 Practising the letter (e)
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/e/	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/e/	Iqela loku-1 Umdlalo oyilayo (Ukudlalisa)
	Iqela lesi-2 Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)	Iqela lesi-2 Ukuziqhelanisa nonobumba (e)
	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/e/	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/e/	Iqela lesi-4 Umdlalo oyilayo (Ukudlalisa)
Iqela lesi-5 Ukuzifundela	Iqela lesi-5 Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)	Iqela lesi-5 Ukuziqhelanisa nonobumba u/e/
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 acengceleziswe 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 lusixelela 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 abanokufunda 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 zekharithulam 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 ukhule 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 ezingqongileyo.

Izixhobo zokwenza imisebenzi yoonobumba nezandi

limethi ezenziwe ngentlama yokudlala

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

libhodi 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 iithemphoyithi 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.



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

YOU WILL NEED

Ali and the paint story on page 12; big alphabet chart; board

Tell the story of *Ali and the paint* 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: “*paint, inside, above*”. Ask the children where they have heard the words before.
- 2 Say to the children: “*Can you hear what sound these words start with: inside, paint, above? Yes, you are right! They start with the sound /p/. Listen carefully, here are some more words that start with /p/: puppet, porridge, park, pencil.*” (Emphasise the beginning sound as you say these words, for example: p-p-puppet, p-p-paint.)

Saying the sound

- 1 Say the sound /p/ clearly and tell the children to watch your mouth carefully as you make the sound.
- 2 Ask the children to say the sound /p/: “**p-p-p-p**”. 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 pack the poles while saying “**p-p-p-p**”.

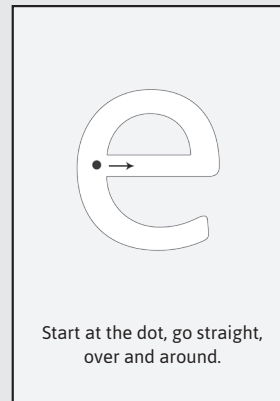
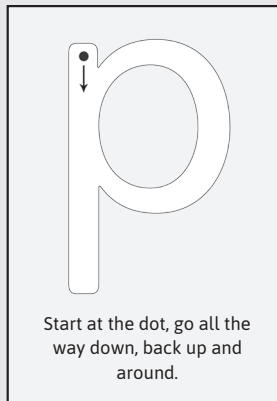
Thinking of words beginning with the sound

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



Forming the letter

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



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

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

Here are some ideas:

- Say these words from the story that start with the sound /e/: bucket, porridge, onion.
- Other /e/ words: stone, white one, peas, good.
- When you form **e** with the children say: "Start at the dot, go straight, over and around."
- Teach the children an action associated with the sound. For example: bow your head and say "y-e-e-e-s".



Linking the letter to the alphabet chart

- 1 If you have an alphabet chart in your class, show the children the letter **p** on the alphabet chart. Explain that this letter also has a name: 'bee'. This will help them to link the sounds they are learning with the letter names and the alphabet song.

NGOMVULO Ukwazisa unobumba osemagameni athathwe ebalini

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

UZA KUDINGA

Ibali elithi **U-Ali nepeyinti** kwiphepha le-14; itshathi enkulu ye-alfabhethi; ibhodi

Balisa ibali elithi U-Ali nepeyinti elikwiphepha le-14.



AMANYATHELO

Ukumamela izandi ekujoliswe kuzo

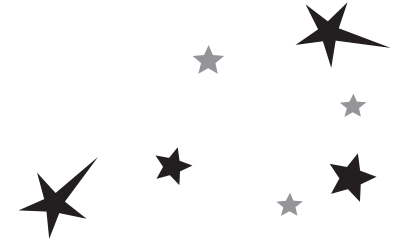
- 1 Cela abantwana ukuba bahlale emethini baze bakumamele ngenyameko. Biza la magama athathwe ebalini: “ipeyinti, phakathi.” Buza abantwana ukuba babekhe baweva phi na la magama ngaphambili.
- 2 Yithi ebantwaneni: “Ingaba niyeva ukuba kula magama kujoliswe kwesiphi isandi: ippppppeyinti? Ewe, kunjalo! Onke la magama aqala ngesandi u/p/. Mamela ngenyameko, nanga amanye amagama aqala ngesandi u/p/: upopayi, ipapa, ipaka, ipensile. (Gxininisa kwisandi ekujoliswe kuso ngeli lixa ufunda la magama, umzekelo: p-p-p-p-upopayi, p-p-p-p-ipeyinti.

Ukubiza izandi

- 1 Biza isandi u/p/ngokucacileyo uze uxelele abantwana ukuba bajonge umlomo wakho ngononophelo ngelixa ubiza isandi.
- 2 Cela abantwana ukuba babize isandi u/p/ kaninzi: “p-p-p-p-p”. Kwenze oku kubonwabise: thethela phantsi, khwaza, thethela uludongeni, thethela isilingini niphinde nixelelane. Qinisekisa ukuba abantwana babiza isandi sika/p/ endaweni yokubiza igama likanobumba [pii].
- 3 Fundisa abantwana iintshukumo ezinxulumene nesandi. Umzekelo: yenza ngathi uyapakisha uthi: p-p-p-pakisha iipali.

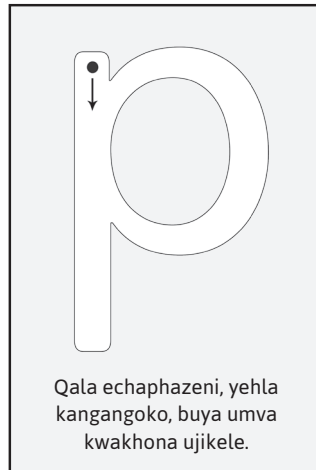
Ukucinga amagama aqala ngesandi esifanayo

Buza abantwana ukuba bakhona na abanamagama aqala ngo/p/ okanye ubacele ukuba bacinge ngamanye amagama aqala ngo/p/.



Ukwakha unobumba

- 1 Buza abantwana ukuba bayakwazi na ukubhala unobumba owenza isandi u/p/.
- 2 Bonisa abantwana indlela yokubhala unobumba u/p/. Bhala unobumba omkhulu ebhodini uze ucinezele phezu kwemilo ngelixa usithi: "Qala echaphazeni, yehla kangangoko, buya umva kwakhona ujikele."
- 3 Bavumele abantwana ukuba baziqhelanise nokwakha unobumba emoyeni, emethini, ezandleni zabo, njalo njalo.



Qala echaphazeni, yehla kangangoko, buya umva kwakhona ujikele.



Qala echaphazeni, hamba ngqo, uye ngaphaya, ujikele.

Ukunxulumanisa unobumba kwitshati ye-alfabhethi

Ukuba unetshati ye-alfabhethi eklasini yakho, bonisa abantwana unobumba u/p/ kwitshati ye-alfabhethi. Oku kuza kunceda udibanise izandi abazifundayo ngamagama oonobumba kunye nengoma ye-alfabhethi.

La manyathelo omsebenzi agxile kunobumba u/p/ nongunobumba ekugxilwe kuye kwiveki yoku-1. Kwiveki yesi-2, landela amanyathelo afanayo kodwa ugxile kunobumba u/e/.

Nazi ezinye iimbono:

- Biza la amagama asebalini aqala ngesandi u/e/: i-emele, inembe, itswele
- Amanye amagama: u/e/ elitye, emhlophe, ertyisi, elihle.
- Xa usakha u/e/ nabantwana yithi: "Qala echaphazeni, hamba ngqo, uye ngaphaya, ujikele."
- Fundisa abantwana iintshukumo ezinxulumene nesandi. Umzekelo: Nqwala intloko ngokuvumayo usithi, "e-e-e-ewe".



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 (/p/).
- 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 **p** in Week 1: “Start at the dot, go all the way down, back up and around.” In Week 2, say the following as you show the children how to form the letter **e**: “Start at the dot, go straight, over and around.”
- 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 **p**.

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



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 in water on the bricks/wall/paving.
- 3 Encourage the children to say the sound the letter makes as they write the letter.

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.



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 ekukhumbuleni imilo yonobumba.

AMANYATHELO

- 1 Qala ngokubabonisa indlela yokubhala unobumba u/p/: buza abantwana ukuba bayawakhumbula na amagama aqala ngonobumba u/p/.
- 2 Bonisa abantwana indlela yokwakha lo nobumba. Bhala unobumba kakhulu ebhodini okanye emoyeni. Yitsho oku kulandelayo ngethuba ubonisa indlela akhiwa ngayo u/p/ kwiveki yokuqala: "Qala echaphazeni, yehla kangangoko, buya umva kwakhona ujikele." Kwiveki yesibini, yitsho oku kulandelayo ngethuba ubonisa abantwana indlela akhiwa ngayo u/e/: "Qala echaphazeni, hamba ngqo, uye ngaphaya, ujikele."
- 3 Vumela abantwana ukuba baziqhelanise nokwakha lo nobumba emoyeni, emethini, emqolo yomnye komnye 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, sijolisa kunobumba **p**.

KwiVeki yesi-2, sijolisa kunobumba **e**.



Oonobumba betshokhwe

UZA KUDINGA

Iqhekeza elikhulu letshokhwe

AMANYATHELO

- 1 Phumani phandle uze unike umntwana ngamnye iqhekeza elikhulu letshokhwe.
- 2 Bacele abantwana ukuba babhale unobumba kakhulu ngetshokhwe eziteneni/eludongeni/kwipayivingi.
- 3 Bakhuthaze abantwana ukuba batsho isandi unobumba asenzayo njengoo bebhala unobumba.



Oonobumba bamanzi

UZA KUDINGA

Amanzi; iibhrashi zokupeyinta

AMANYATHELO

- 1 Phumani phandle uze unike umntwana ngamnye isikhongozeli esinamanzi kunye nebhrashi yokupeyinta.
- 2 Cela abantwana ukuba bapeyinte unobumba kakhulu ngamanzi eziteneni/eludongeni ngaphandle.
- 3 Khuthaza abantwana ukuba bacule itshanti yokwakha oonobumba ngelixa bebhala.

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



Oonobumba besanti

UZA KUDINGA

litreyi zesanti okanye indawo enesanti phandle

AMANYATHELO

- 1 Yahlula abantwana babe ngamaqela amancinci uze unike iqela ngalinye itreyi enesanti. Kungenjalo, phuma phandle nabantwana niye endaweni enesanti.
- 2 Cela abantwana ukuba babhale unobumba omkhulu esantini ngeminwe yabo okanye ngesetyana elincinci.
- 3 Khuthaza abantwana ukuba batsho isandi unobumba asenzayo ngelixa bebhala unobumba.





Play dough letters

YOU WILL NEED

Play dough (recipe on page 96); 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 to 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.

Ask the children to collect objects and pictures from home that start with the sound /p/. Before you put each object in the letterbox, introduce it to the class, and let the children touch it, name it and talk about it.





Oonobumba abenziwa ngentlami yokudlala

UZA KUDINGA

Intlami yokudlala (iresiphi kwiphepha lama-96); neemethi zentlami yokudlala

AMANYATHELO

- 1 Nika umntwana ngamnye ibhola yentlami yokudlala. Cela abantwana ukuba bayiqengqe intlami yokudlala ibe ziimilo 'zesoseji' ende.
- 2 Faka iikopi zeethemplyithi zoonobumba kwisingxobo seplastiki. Bonisa abantwana indlela yokwenza unobumba usebenzisa intlami yokudlala usebenzisa unobumba oshicilelweyo njengesikhokelo.
- 3 Khuthaza abantwana ukuba bazenzele ababo oonobumba baze batreyise phezu kukanobumba wentlami yokudlala ngeminwe yabo ngelixa besitsho isandi unobumba asenzayo.



Oonobumba bebhodi emhlophe

UZA KUDINGA

libhodi ezimhlophe; iikhoki; iziqwentshu zamalaphu

AMANYATHELO

- 1 Nika umntwana ngamnye ibhodi emhlophe uze ubavumele ukuba babhale unobumba ngelixa besitsho isandi unobumba asenzayo.
- 2 Abantwana bangawuphinda-phinda lo msebenzi amatyeli amaninzi. Ekuqaleni komsebenzi, bakhuthaze ukuba babhale oonobumba bagcwalise ibhodi yonke. Xa sele beqhelile, bangabhala oonobumba abancinci.

Cela abantwana ukuba baxoxe ngomfanekiso.



LETTERS AND SOUNDS

WEDNESDAY Letter boxes

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 p: paint; pie; pencil; post; parcel; park; paper; peacock; porridge; pole; peach; pineapple; whistle

Week 2 e: bucket; onion; soup

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: p-p-paint, p-p-porridge.
- 2 Say to the children: *“Listen to this word: p-p-paint. Can you hear what sound ‘paint’ 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, then show them the letter on the letter box and say: *“This is how we write p.”* 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!).

NGOLWESITHATHU libhokisi zoonobumba

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

UZA KUDINGA

Isipili esincinci; iibhokisi ezimbini zoonobumba ezinezinto okanye imifanekiso eqala ngaba nobumba balandelayo:

Iveki yoku-1 **p**: ipeyinti, ipayi, ipensile, iposi, ipasela, ipaka, ipikoko, ipapa, ipali, ipesika, ipayina

Iveki yesi-2 **e**: i-emele, itswele, inembe

AMANYATHELO

Ukubiza izinto ngamagama

- 1 Cela abantwana ukuba bahlale emethini uze ubavumele bazibambe izinto okanye imifanekiso baze bayidlulise kwabanye.
- 2 Babuze amagama ezinto ngesiXhosa. Ukuba kukho abantwana eklasini yakho abanolwimi lwasekhaya olungesiso isiXhosa, bacele ukuba bakuxelele ukuba bathi yintoni lento ngolwimi lwakumakwabo. Emva koko, libize kwakhona igama lento ngesiXhosa.
- 3 Buza imibuzo engezinto, umzekelo: "Nikhe nayibona enye yezi? Siyisebenzisa entwenini le nto? Injani ngombala? Ivakala njani xa uyibambile?"

Ukumamela izandi ekujoliswe kuzo

- 1 Qwalasela kwakhona amagama ezinto nabantwana ngelixa ugxininisa kwisandi ekujoliswe kuso, umzekelo: p-p-p-p-ipeyinti, p-p-p-ipapa.
- 2 Yithi ebantwaneni: "Mamelani eli gama: p-p-p-p-peyinta. Niyeva ukuba sesiphi isandi eli gam lithi 'peyinta' liqala ngaso? Sesiphi isandi sokuqala segama?"
- 3 Bakhuthaze abantwana ukuba bagxininise kwisandi ekujoliswe kuso xa belibiza igama. Sebenzisa isipili ukuze bajonge inkangeleko yemilomo yabo xa besenza esi sandi.

Ukunxulumanisa isandi kunye nonobumba

- 1 Kanye nje abantwana beziqhelanisile nesandi esitsha, babonise unobumba osebhookisini uze uthi: "Le yindlela esisibhala ngayo isandi u/p/." Bayeke abantwana batreyise phezu kukanobumba obhalwe esicikweni sebhokisi ngeminwe yabo.
- 2 Babonise abantwana indlela 'yokubhala' unobumba ngeminwe yabo, emoyeni, ezandleni zabo okanye emqolweni womntwana. Abantwana bangabenza oonobumba nangemizimba yabo uqaphele ukuba abanye oonobumba kulula ukubenza ngomzimba womnye.

THURSDAY

Listening for sounds in words

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



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

I spy with my little eye ... something from the story

YOU WILL NEED

Puppets from the story or objects or pictures of some of the things from the story displayed where the children can clearly see them

STEPS

- 1 Ask the children to sit on the mat and listen carefully to you. Tell them that you are going to play '**I spy**' with objects that come from the story of **Ali and the paint**. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling the children what you are thinking of. Then, very clearly, give the children the first sound of the word as a clue. For example: if you are thinking of 'pencil', say: "I spy with my little eye something that starts with /p/".
- 3 Children must look at the display for things that start with that sound. If they guess 'pencil' correctly, it is their turn to look for something and say: "I spy..."

I spy with my little eye is an excellent game to help children to start focusing on and hearing beginning sounds in words. Remember to say the beginning sound, and not the name of the letter. For example, for 'pencil' say the sound /p/.



NGOLWESINE Ukumamela izandi namagama

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



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

Ngeliswa lam ndibona ... into ethathwe ebalini

UZA KUDINGA

Oonopopi abavela ebalini okanye izinto okanye imifanekiso yezinto ezisebalini ezibekwe apho abantwana banokuzibona khona.

AMANYATHELO

- 1 Cela abantwana ukuba bahlale emethini baze bakumamele ngenyameko. Baxebele ukuba niza kudlala umdlalo othi **Ngeliswa lam ndiyabona** ngezinto ezivela ebalini elithi **U-Ali kunye nepeyinti**. Bavumele ukuba bajonge oonopopi ababonisiweyo, izinto kunye nemifanekiso.

- 2 Khetha into ebalini ngaphandle kokubaxebele abantwana okokuba ucinga ntoni. Emva koko, ngokucacileyo, krobisa abantwana ngokubanika isandi sokuqala segama. Umzekelo: Ukuba ucinga ‘ipeyinti’ yithi: “Ngeliswa lam ndibona into enegama elinesandi **u/p/**”
- 3 Abantwana ku funeka bajonge kumboniso izinto eziqala ngesi sandi. Ukuba baqashela “ipeyinti” ngokuchanekileyo; lithuba labo lokujonga into baze bathi: “Ndibona...”

Umdlalo othi, “**Ngeliswa lam ndibona...**” ngumdlalo obalaseleyo kakhulu wokunceda abantwana ukuba bagxile kwizandi kuwo baze beve izandi kumagama. Khumbula ukubiza isandi sokuqala ekujoliswe kuso. Umzekelo: kwi’pensile’ biza isandi **/p/**.



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: rectangle; table; paintbrush; present; stomach; cupboard; paper; yellow

Jumping frog (multisyllabic words)**STEPS**

- 1 Ask the children to sit on the mat and choose one child to be the 'frog'.
- 2 Say one of the words from the list and model how to break it into syllables. For example, for paint: say **paint** clearly.
- 3 Ask the 'frog' to jump for each of the syllables.
- 4 Ask the children to put the syllables together to say a word: **paint**.
- 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.

Xhosa: isitulo (chair); itafile (table); ipeyinti (paint); ibhola (ball); impumlo (nose); ibhokisi (box); isipho (gift); hleka (laugh); qhwaba (clap); hlamba (wash)

Afrikaans: winkel (shop); geskenk (gift); liefde (love); pakkie (package); reghoekig (square); prentjie (picture); skilder (paint); verfkwas (paintbrush); neusie (nose); glimlag (smile)

If the children in your class speak other languages, ask them to give you a 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: isitulo; itafile; ipeyinti; impumlo; ibhokisi; umfanekiso; umbala; iphepha; zuba; isisu; isipho

Isele elitsiba-tsibayo (amagama anamalungu amaninzi)

AMANYATHELO

- 1 Cela abantwana ukuba bahlale emethini uze ukhethe umntwana omnye abe 'lisele'.
- 2 Biza igama elinye kuluhlu lwakho lwamagama uze ubabonise indlela yokulicazulula libe ngamalungu amaninzi. Umzekelo: ipeyinti ungalibiza ngokucacileyo **pe | yi | nti**
- 3 Cela 'isele' litsiba-tsibe kwisandi ngasinye: **pe** (umtsi omnye) **yi** (umtsi omnye) **nti** (umtsi omnye).
- 4 Cela abantwana ukuba bazidibanise zonke izandi ukwenza igama elipheleleyo: "**pe-yi-nti**" = '**peyinti**.'
- 5 Cela 'isele' ukuba litsiba-tsibe kwakhona. Kwesi sihlandlo, abantwana baza kuqhweba ngexesha ngalinye 'isele' lisenza umtsi emva koko bonke balibize igama.
- 6 Bavumele abantwana ukuba batshintshiselane ngokumamela igama ngalinye kwaseluhlwini olungasentla baze balicazulule libe ngamalungu. 'Isele' malitsiba-tsibe kwilungu ngalinye ngelixa iqhweba izandla.

Ukunceda ukukhuthaza ukusebenzisa iilwimi ezininzi kananjalo nokuqinisa ulwazi lolwimi lwasekhaya lwabantwana, zama lo msebenzi ngala magama ambalwa. Cela abantwana ukuba bakuncedise ngendlela abizwa ngayo.

English: isitulo (chair); itafile (table); ipeyinti (paint); ibhola (ball); impumlo (nose); ibhokisi (box); isipho (gift); hleka (laugh); qhwaba (clap); hlamba (wash)

Afrikaans: ivenkile (winkel); isipho (geskenke); uthando (liefde); ipasile (pakkie); isikwere (reghoekig); umfanekiso (prentjie); umzobo (skilder); ibhrashi yokupeyinta (verfkwes); impumlo (neusie); uncumo (glimlag)

Ukuba abantwana abaseklasini yakho bathetha ezinye iilwimi, bacele bakunike igama 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 esekelezelwe 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 ebabalisele 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; ungalijongi iphepha xa ubabalisele 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 lomisebenzi 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 misebenzi 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 esekelezwe 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

kuwe 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 *Ali and the paint* story while learning new vocabulary.

YOU WILL NEED

- Puppets and props: Musa, Ali and Mrs Ibrahim; four jars of paint; a red ball or picture of a ball; a box; a paint brush
- Objects or picture cards for a few words from the vocabulary list
- Story, rhyme and vocabulary listed on pages 12–19.

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 **Ali and the paint**.”
- 3 Relate the story to the children’s lives: talk about the children’s families and discuss the ages of their siblings.
- 4 Introduce the characters, for example: “This is Mommy/Mrs Ibrahim, Ali’s mother. This is Musa, Ali’s brother, and this is Ali.” Ask the children to say good morning to them. Ask the children: “Who do you think is the youngest? Why do you think this? How old are Musa and Ali?.” (Musa is 8 years old and Ali is 3 years old.)

In this story, there are many opportunities to demonstrate the meanings of ‘position words’ such as: *in, on, next to, onto*. While you tell the story, use the puppets and props to show what these words mean. Later, ask the children to follow instructions using these words.

For example: “Ben, will you pretend you are Ali? Push the chair next to the table. Now, climb onto the chair. Now, climb onto the table.”



- 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.



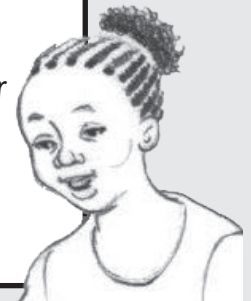
While you tell the story

- 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 what Ali's Mommy is going to do when she sees what he has done?"
- 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: "What did Ali do when Musa went outside to play?" Praise and elaborate on even the simplest answers. For example: "Yes, that's right. Ali wanted to see what was in the rectangular box. He climbed onto the chair and then he climbed up on the table to get the paints."
- 2 Ask open ended questions to stimulate discussion: "Have you ever got up to mischief like Ali? What did you do? What did your Mommy do?"
- 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?"
- 4 Talk about the category the new words belong to, for example: 'colour words' or 'position words'.

Children learn language skills and vocabulary from listening to stories, even if they are not fluent in that language. It is important that all children feel proud of their language and background while being encouraged to learn the language of instruction.



Ukubalisa ibali nokwakha isigama

Abantwana beva ibali elithi ‘U-Ali nepeyinti’ ngelixa befunda isigama esitsha.

UZA KUDINGA

Oonopopi nezinto zokwenza umdlalo: UMusa; u-Ali noNkskz Ibrahim; iijokhwe ezine zepeyinti; ibhola ebomvu okanye umfanekiso webhola; ibhokisi; ibrashu yokupeyinta
Izinto okanye amakhasi emifanekiso amagama amatsha ambalwa aphuma kuluhlu lwesigama
Ibali, isicengcelezo kunye noluhlu lwesigama esikwiphepha i-12 ukuya kwi-19.

AMANYATHELO

Phambi kokubalisa ibali

- 1 Yenza isicengcelezo esithi **Amehlo amabini okubona** nabantwana, ukuze ulungiselele abantwana ibali elizayo.
- 2 Yazisa ibali ebantwaneni: “*Isihloko sebali lethu sithi U-Ali nepeyinti.*”
- 3 Nxulumanisa ibali nobomi babantwana: ncokolani ngezinto abazinxibayo esikolweni, indlela abanxiba ngayo kusasa nendlela abalandelelanisa ngayo izinto abazenzayo.
- 4 Yazisa abalinganiswa, umzekelo: “*Lo nguMama/uNkskz Ibrahim, umama ka-Ali. Lo nguMusa, ubhuti ka-Ali ze lo ibe ngu-Ali.*” Cela abantwana ukuba bababulise. Buza ebantwaneni: “*Ngubani enicinga ukuba ngomncinane? Kutheni nicinga njalo nje? Badala kangakanani uMusa no-Ali? (UMusa uneminyaka esi-8 aze u-Ali abe neminyaka emi-3 ubudala.)*”

Kweli bali, maninzi amathuba okubonisa iintsingiselo zamagama. Ungagqalisela kwizalathandawo okanye ‘amagama endawo’ afana nala: phezu, ngaphakathi, ecaleni. Yenza intshukumo ngala magama usebenzise oonopopi kunye nezinto zokwenza imidlalo ngelixa ubalisa ibali. Kamva, ungacela abantwana ukuba balandele imiyalelo besebenzisa la magama. Umzekelo: “*Benjamin ungakwazi ukwenza ngathi ungu-Ali? Cinga ngendlela ofuna ukufikelela ngayo kwiipeyinti eziphezu kwetafile. Tyhala isitulo esisecaleni kwetafile. Ngoku, qabela phezu kwesitulo. Ngoku, khwela phezu kwetafile.*”



- 5 Yazisa amagama amabini okanye amathathu amatsha kula akuluhlu lwesigama: “*Ngaphambi kokuba siqalise, ndifuna ukunixelela iintsingiselo zamanye amagama amatsha esiza kudibana nawo ebalini.*”
 - Xoxani ngentsingiselo yegama ngalinye, usebenzise ulwimi olulula.
 - Ukuba kunokwazeka, bonisa abantwana into okanye umfanekiso obonisa intsingiselo yegama.
 - Cela abantwana abathetha iilwimi ezahlukeyo emakhaya ukuba bachaze igama ngolwimi lwabo.



Ngelixa ubalisa ibali

- 1 Qinisekisa ukuba ulibalisa ngodlamko ibali ukuze ugcine abantwana benomdla. Yenza iintshukumo, sebenzisa izinto zokubalisa ibali uze ulibalise ibali usebenzisa ilizwi alahlukeneyo.
- 2 Cela abantwana ukuba baqikelele into eza kulandela ebalini uze ubabandakanye ngokubabuza imibuzo evulelekileyo, efana nale: *“Ndinomdla wokwazi ukuba uza kuthini umama ka-Ali xa ebona into ayenzileyo?”*
- 3 Gxininisa isigama esitsha. Nika iinkcazelo ezimfutshane ukuba ubona ingathi oku kungabanceda abantwana ukuba baliqonde ibali. Buza ukuba ingaba ukhona na oyikhumbulayo intsingiselo yegama elitsha.

Emveni kokubaliswa kwebali

- 1 Buza imibuzo ukuhlola nokubethelela ukuqonda kwabantwana, ngolu hlobo: *“Wenze ntoni u-Ali emva kokuba uMusa ephumile wayokudlala phandle?”* Ncoma uze utyatyadule kwezona mpendulo zilula. Umzekelo: *“Ewe, kulungile. U-Ali ebefuna ukubona ukuba yintoni esebhokisini eluxande. Wakhwela esitulweni waze wakhwela phezu kwetafile ukuze afikelele kwiipeyinti.”*
- 2 Buza imibuzo evulelekileyo ukuqala ingxoxo: *“Nakhe nenza into esileyo njengo-Ali? Nenza ntoni? Wathini umama wakho akuyibona loo nto?”*
- 3 Bethelela isigama esitsha esisuka ebalini ngokubuza imibuzo ngamagama, umzekelo: *“Yintoni i...? Ungolatha i....? Isetyenziswa entwenini i...?”*
- 4 Thetha ngohlelo amagama amatsha afanele ukuba kulo, umzekelo: *‘amagama emibala okanye ‘izalatha ndawo’.*

Abantwana bafunda izakhono zolwimi ezintsha nesigama ngokumamela amabali, nokuba abakalwazi ngokupheleleyo olo lwimi. Kubalulekile ukuba bonke abantwana bazive kamnandi kwaye bazingce ngolwimi lwabo nemvelaphi yabo ngelixa bekhuthazwa ukuba mabafunde ulwimi ekufundiswa ngalo.



TUESDAY Storytelling and singing

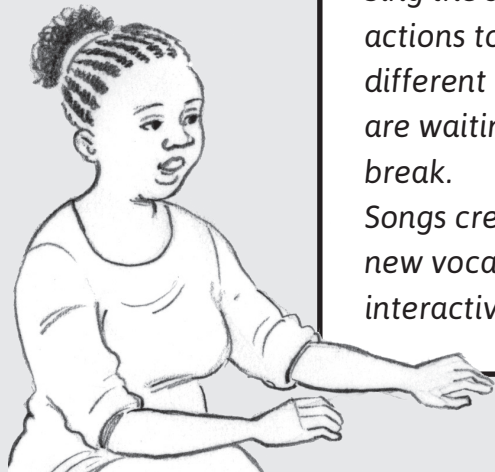
Children learn the language of the story by listening to the story again and singing a song related to the story.

YOU WILL NEED

Words and music for the song *Ali paints the apple ...* (page 17)

Sing the song every day! Remember to do the actions too. Let the children sing the song at different times of the day, such as when they are waiting on the carpet or lining up after break.

Songs create opportunities for reinforcing new vocabulary and language in a fun and interactive way.



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 each line of the song.



NGOLWESIBINI Ukubalisa ibali nokucula

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

UZA KUDINGA

Amazwi engoma ethi **U-Ali upeyinta i-apile** (kwiphepha le-19) (iculwa ngala tshanti yale ngoma **The wheels on the bus**)



Culani ingoma yonke imihla! Khumbula nokwenza iintshukumo. Bavumele abantwana bayicule ingoma ngamaxesha awohlukeneyo ngemini yesikolo, afana naxa belinde emethini okanye beme emgceci ngexesha lekhefu. Iingoma zidala amathuba okubethelela isigama esitsha nolwimi ngendlela eyonwabisayo nebabandakanyayo abantwana.

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 – ukukhumbula onke amazwi engoma ngaxesha nye kungabanzimela abantwana.
- 4 Fundisa abantwana iintshukumo ezihamba nomgca ngamnye wengoma.



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; colour paint pots; a paintbrush; a box; a ball; a table; a chair

STEPS

- 1 Sing **Ali paints the apple...** (page 17).
- 2 Choose three children to play the characters in the story (Ali; Musa; Mrs Ibrahim).
- 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: "Once upon a time, Mr and Mrs Ibrahim owned a shop. They worked in the shop every day. One day, Mrs Ibrahim came from work and she had two presents, one for Musa and one for Ali." The child acting as Mrs Ibrahim pretends to give a present to Musa and Ali.

- 7 Continue telling the story in this way. The children do the actions to match the narrator's words: "Ali pushed the chair next to the table." Ali pretends to push the chair, 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.

The more children hear the story language, the more confident they will become about using new vocabulary and phrases. Children will be able to incorporate this new language into their own speech as they act out the story. Later they will use it in other situations.



NGOLWESITHATHU Ukubalisa ibali nokulinganisa

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

UZA KUDINGA

Oonopopi; iimbiza zepeyinti ezinemibala; ibrashu yokupeyinta; ibhokisi; ibhola; itafile; isitulo

AMANYATHELO

- 1 Cula ingoma ethi **U-Ali upeyinta i-apile** (kwiphepha le-19).
- 2 Khetha abantwana abathathu abaza kudlala indawo yabalinganiswa abasebalini (u-Ali; uMusa; uNkskz Ibrahim).
- 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 abalinganisayo baza kwenza yonke into othi mabayenze. Bancede ukuba balungise iindawo abaza kuma kuyo.
- 6 Qalisa ibali olu hlobo: "Kudala-dala, uMnu noNkosikazi Ibrahim babe nevenkile. Babesebenza evenkileni yonke imihla. Ngenye imini, uNskz Ibrahim webuya emsebenzini ephethe izipho ezimbini, esinye yayisesikaMusa, esinye isesika-Ali." Umntwana odlala indawo kaNkskz Ibrahim wenza ngathi unika uMusa no-Ali izipho zabo.

- 7 Qhubeka nokubalisa ibali ngale ndlela. Abantwana baza kwenza iintshukumo ezihambelana namazwi kanobalisa: "UMusa wayesekamireni yakhe elungiselela ukuya esikolweni." UMusa wenza ingathi unxiba impahla yesikolo, njalo njalo.
- 8 Ingxenywe yabantwana eklasini iza kube ibukele umdlalo.
- 9 Ukuba likhona ixesha, usengawuphinda kwakhona umdlalo udlala nabanye abantwana abohlukileyo.

Ekungona abantwana besiva ulwimi lwasebalini lonke ixesha, kokungona besiya bezithemba ngokusebenzisa isigama esitsha namabinzana. Abantwana baza kukwazi ukufakela olu lwimi lutsha kwintetho yabo njengoko belinganisa ibali. Kamva baza kuyisebenzisa kwezinye iimeko.



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

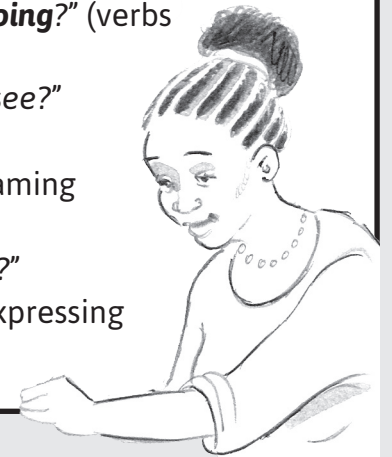


STEPS

- 1 Sing **Ali paints the apple ...** (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

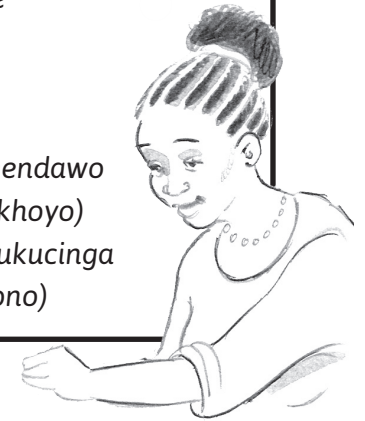


AMANYATHELO

- 1 Cula ingoma ethi **U-Ali upeyinta i-apile** (kwiphepha le-19).
- 2 Khetha omnye wemifanekiso elandelelanayo uze uwuphakamise.
- 3 Buza abantwana ukuba babona ntoni na uze uncokole nabo nzulu ngalo mfanekiso.
- 4 Ngelixa nixoxa ngomfanekiso ngamnye, wuncamathelise ebhodini ukuze 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 Wena kunye nabantwana, hlenga-hlengisani imifanekiso ukuze ibali linike intsingiselo evakalayo.
- 8 Babandakanye abantwana ngalo lonke ixesha. Buza imibuzo efana nale: *“Yintoni eyenzekayo kamva? Ngubani oyikhumbulayo into elandelayo eza kwenzeka ebalini?”*

Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

- Nibona bani? (abalinganiswa)
- Wenza ntoni? (izenzi kunye nentshukumo)
- Yintoni enye eniyibonayo? (wujongeni kwakhona)
- Iphi i...? (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 amakhasi kwakhona uze uwuphinde lo msebenzi.

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

YOU WILL NEED

An A4 photocopy of the activity page per child (page 100); coloured pencils/crayons; scissors; one box covered with wrapping paper with a written gift card attached to it; one box covered with wrapping paper with no gift card; one blank gift card

STEPS

- 1 Retell the story using the puppets.
- 2 Show the 'present' with the written card attached. Read the card: "Dear Ali Love from Mommy and Daddy". Ask the children to think about why we give gift cards with presents.
- 3 Show the 'present' with no card. Ask the children whose present it is. (It is Musa's.) We think it is Musa's but we don't know because the present doesn't have a gift card attached.
- 4 Ask the children to help you think about words for the gift card. (Use a blank commercial gift card or make one with a piece of blank paper.) Talk about how to start a card and how to finish it. Think aloud as you write the children's ideas in the card.
- 5 Give each child an activity page and show the children how to fold the page on the dotted line. Ask the children to imagine that this is a present for them. Show them the wrapping paper and gift tag.

For some children, Grade R is the first time they will do a drawing activity. For others, their prior experience may have been very limited. And for some children, drawing can be a very challenging task. These children will need much encouragement to trust their ability to draw. Never criticise – always praise a child's effort.



- 6 Talk about some ideas. Give them a few minutes to think about a present they would like.
- 6 Tell the children to draw their present on the blank side of the paper.
- 7 Let the children colour in the wrapping paper. While the children are busy, walk around and ask each child who their present is from and write on the gift tag. For example: put "To Lolo Love from Mommy".
- 8 When the children are finished, put them in pairs and let them show and tell each other about their presents.

NGOLWESIHLANU Ukubhala nokufunda kunye

Abantwana bafunda indlela amagama kunye neembono zabo zingabhalwa phantsi ngayo ngethuba ubonisa indlela yokubhala amakhadi ezipho.

UZA KUDINGA

Iphepha elifotokotshiweyo lokusebenzela elibukhulu bungu-A4 lomntwana ngamnye (iphepha le-100); iikhrayoni ezimibala-bala; izikere; ibhokisi enye ekhavarishwe ngephepha lokusongela izipho nelinekhadi lokubhala umyalelo kulo; ikhadi lesipho elingabhalwanga

AMANYATHELO

- 1 Balisa ibali kwakhona usebenzise oonopopi.
- 2 Bonisa 'isipho' esinomyalelo obhalwe ekhadini elihamba naso. Funda ikhadi: "Ali Othandekayo, Ngothando, uMama noTata wakho". Cela abantwana ukuba bacinge ngokuba kutheni sihambisa amakhadi emiyalezo kunye nezipho.
- 3 Bonisa 'isipho' ngaphandle kwekhadi. Buza abantwana ukuba sisipho sikabani na esi. (SesikaMusa.) Sicinga ukuba isipho sesikaMusa kuba asinalo ikhadi lemyalezo elihamba naso.
- 4 Cela abantwana ukuba bakuncedise ukuba ucinge ngamazwi ekhadi lomyalezo. (Sebenzisa ikhadi elemiyalezo elithengiweyo okanye nilenze ngesiqwentshu sephepha elingabhalwanga.) Ncokolani ngendlela yokuliqala ikhadi nendlela yokuligqibezela. Cingela ngaphandle ngelixa ubhala iingcinga zabantwana phantsi.
- 5 Nika umntwana ngamnye iphepha lokusebenzela uze ubabonise abantwana indlela yokuligoba emgceni onamachaphaza. Cela abantwana ukuba benze ingathi esi sisipho sabo. Babonise iphepha lokusisongela kunye nethegi yesipho.

Ekugqaleni konyaka abantwana baza kudinga inkxaso yakho kwaye bafune ukuba ubakhokele ngelixa bezama ukuziqhelanisa nendlela ekwenziwa ngayo. Nika abantwana imiyalelo embalwa uze ulinde de yonke iklasi ibe igqibile phambi kokuba ubanike omnye umyalelo. Xa imiyalelo yakho ibaxhasa yaye ibakhokela ngokungangxamanga, kubalula ukuba abantwana babe nokuzithemba. Ungalibali ukusoloko ubancoma rhoqo kwiinzame zabo!



Ncokola nabo ngezinye iingcamango zabo.

Banike imizuzu embalwa ukuba bacinge ngesipho abangasithanda.

- 6 Xelesa abantwana ukuba bazobe izipho zabo kwicala elingenanto lephepha
- 7 Bayeke abantwana bafake imibala kwiphepha lokusongela. ngelixa abantwana bexakekile, hamba-hamba uze ubuze umntwana ngamnye ukuba isipho sivela phi uze ubhale ithegi yesipho. umzekelo: *KuMusa ngoThando isuka kuMama.*
- 8 Xa abantwana begqibile, babeke ngezibini uze ubayeke babonisane baze baxelelane ngezipho zabo.

MONDAY More sequencing pictures

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

YOU WILL NEED

- Sequence pictures in the Story Pack
- A black and white photocopy of small sequence pictures (page 101) for each child; additional white paper for each child; scissors; glue
- Photocopied and folded little book for each child (page 102)
- 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.



Children will expand their vocabulary by saying as well as hearing new words. Reading this little book at home will give the children many opportunities to say the new words they have learnt from the story.



Ukubeka imifanekiso ngokulandelelana kwayo kuyaqhutywa

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

UZA KUDINGA

- Imifanekiso elandelelanayo ekumqulu webali;
- Ikopi yemifanekiso elandelelanayo emincinci emnyama namhlophe yomntwana ngamnye (iphepha le-101); iphepha elongezelelweyo elimhlophe lomntwana ngamnye; izikere; iglu;
- Incwadi encinci efotokotshiweyo yomntwana ngamnye (kwiphepha le-102).
- Lungisa iitafile zomntwana ngamnye kwangethuba ubeke iseti yemifanekiso emnyama namhlophe nezikere ezaneleyo kunye neglu eza kusetyenziswa ngabo bonke abantwana.

AMANYATHELO

Emethini

- 1 Qala ngabantwana abahleli emethini. Khetha abantwana abaza kuma phambi kweklasi, omnye nomnye ephethe imifanekiso enombala elandelelanayo. Qinisekisa ukuba imifanekiso ayibekwanga ngokulandelelana kwayo.
- 2 Buza abantwana ukuba imifanekiso iyalandelelana na. Bacele ukuba bolathe umfanekiso ekufanele ukuba usekuqaleni kwebali.
- 3 Beliqela, hamba-hambisa abantwana abaphethe imifanekiso de ibali linike intsingiselo. Buza abantwana imibuzo efana nale: "Kwenzeka ntoni kamva? Ngubani osayikhumbulayo into elandelayo ebalini?"
- 4 Emveni kokuba nililandelelanisile ibali nisebenzisa imifanekiso enombala, kuza kufuneka abantwana babuyele ezitafileni zabo bahlale ngokwamaqela amancinci.



Ezitafileni

- 1 Cela abantwana ukuba basike imifanekiso emnyama namhlophe, bayibeke ngokokulandelelana kwayo ze bayincamathelise kwiphepha elingabhalwanga. Hamba-hamba ubancedise apho kuyimfuneko khona. Lo msebenzi uluncedo ekuhloleni ubugcisa babantwana bokudwelisa izehlo eziphambili zebali ngendlela echanekileyo.
- 2 Kanye nje abantwana bagqibe ukulandelelanisa imifanekiso, nika umntwana ngamnye incwadi encinci. Bakhuthaze abantwana ukuba bajonge iqweqwe lencwadi uze ufunde isihloko sebali nabo.
- 3 Bonisa abantwana imifanekiso yonke yencwadi encinci, ubancedise baqaphele ukuba imifanekiso esencwadini iyafana nale ilandelelanayo.
- 4 Ukuba likhona ixesha, abantwana ukufuneka 'bafundele' abahlobo babo abahleli nabo iincwadi zabo ezincinci.
- 5 Bakhuthaze ukuba bagoduke nazo iincwadi bayokuzifundela iifemeli zabo.



Abantwana baza kusandisa isigama sabo ngokubiza nokuva amagama amatsha. Ukufunda le ncwadi incinci ekhaya kuza kunika abantwana amathuba amaninzi okubiza amagama amatsha abawafundileyo ebalini.



TUESDAY Shared reading: Big Book

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

YOU WILL NEED

Ali and the paint 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.

Take your time reading the story. Pause often and give the children time to discuss the pictures and words as you read.

Children can participate in the process of reading long before they can read independently. Each time an adult reads a book with them, they 'read' the pictures, they hear the same or similar words in the same order and begin to get an idea of what it means to be a reader.



- 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.

NGOLWESIBINI Ukufunda kunye: Incwadi enkulu

Abantwana bafunda ngokufunda ibali elibhaliweyo eliqhelekileyo ngethuba ubabonisa inkqubo yokufunda.

UZA KUDINGA

INCwadi eNkulu ethi **U-Ali nepeyinti**

AMANYATHELO

- 1 Yenza **isicengcelezo** esithi: **Amehlo amabini okubona** ukwenza abantwana ukuba balungele ibali elizayo.
- 2 Bakhuthaze abantwana ukuba bajonge umfanekiso oseqweqweni nokuba bancokole ngento abayibonayo nabayinakanayo.
- 3 Fundela abafundi eklasini isihloko sebali. Khomba igama ngalinye ngelixa ufunda. Sifunde kwakhona isivakalisi uze ucele abantwana ukuba basifunde kunye nawe.
- 4 Tyhila incwadi uze ubonise abantwana imifanekiso yonke esencwadini, nixoxe nzulu ngemifanekiso njengoko niyibuka uze uvumele abantwana ukuba babuze imibuzo.
- 5 Bavumele abantwana ukuba bancokole ngebali benze nonxulumaniso nolwimi kunye ngamava eveli ephelileyo.
- 6 Yolatha amanani amaphepha ngelixa uqhubekeka utyhila amaphepha encwadi nincokole ngokuba leliphilini inani elilandelayo.
- 7 Xa sele 'ubabonise' yonke incwadi, buyela umva ekuqaleni kwencwadi uze ufunde isihloko kwakhona.
- 8 Tyhila amaphepha uze ufunde isivakalisi ngelizwi elicacileyo, elingangxamanga neliqhelekileyo.

Thatha ixesha lakho elaneleyo ufunda ibali. Nqumama rhoqo uze unike abantwana ixesha lokuxoxa ngemifanekiso namagama ngelixa ufundayo.

Abantwana bangathatha inxaxheba kwinkqubo yokufunda ixesha elide ngaphambi kokuba bakwazi ukuzifundela ngokuzimeleyo. Ngalo lonke ixesha umntu omdala efunda incwadi kunye nabo, 'bafunda' imifanekiso, beva amagama abawaziyo okanye aqhelekileyo nendlela alandelelana ngayo baze baqalise ukufumanisa ukuba kuthetha ukuthini na ukuba ngumfundi.



- 9 Yolatha igama ngalinye ngelixa ufunda.
- 10 Yolatha oonobumba nezandi abantwana abasele bezazi uze ugxininise kunobumba ochongelwe eli bali kunye nesandi sakhe.
- 11 Yifunde kwakhona incwadi uze ukhuthaze abantwana ukuba 'bafunde' kunye nawe.

WEDNESDAY Read and do

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

YOU WILL NEED

Four large pieces of white cardboard or paper (labelled 'red', 'blue', 'green' and 'yellow'); write these words on the corresponding colour cards; a picture of an object in that colour on each piece of cardboard; magazines; scissors and glue

STEPS

- 1 Show the children the four boards and ask them to 'read' the colour word on each board. Make a connection to the paint colours in the story. Ask the children which colour does not feature in the story.
- 2 Talk about the example pictures and how they match the colour.
- 3 Explain that each child must find one colour picture to paste on each of the colour boards.
- 4 Demonstrate how to look through a magazine to find pictures to match the four colours.
- 5 Explain that when the children have found a picture matching one of the colours, they must cut it out.
- 6 When they have had enough time, ask all the children with pictures that match the colour red to raise their hands. Ask a child to collect these pictures and help you to glue them on the matching board. Talk about the board, naming the objects and giving credit to the children. Say something like: "Look – a shiny red car! Who found this picture? Well done Sara!"
- 7 Go through the same process with the other colours.

When you have completed the activity, you will have four bright posters representing different colours. It is valuable for children to see their work displayed with pride, as it gives them a sense of ownership in the learning environment.



NGOLWESITHATHU Funda uze wenze

Abantwana bafunda ukutolika amakhadi abhaliweyo nanemifanekiso balandele imiyalelo.

UZA KUDINGA

Amaphepha amane amakhulu okanye ikhadibhodi (abhalwe 'bomvu', 'buba', 'buhlaza' kunye no'tyheli'); bhala la magama kumakhadi anombala ohambelanayo; umfanekiso wento enalo mbala kwikhadibhodi nganye; iimagazini; izikere neglu

AMANYATHELO

- 1 Bonisa abantwana iikhadibhodi ezine uze ubacele ukuba 'bafunde' igama lombala kwibhodi nganye. Yenza unxulumano kwimibala yepeyinti esebalini.
- 2 Ncokolani ngemifanekiso eyimizekelo nendlela ehambelana ngayo nombala.
- 3 Chaza ukuba umntwana ngamnye kufuneka afumane umfanekiso onombala omnye aza kuwuncamathelisa kwibhodi embala-bala nganye.
- 4 Babonise indlela yokujonga kwimagazini ukufumana imifanekiso ehambelana nemibala emine.
- 5 Chaza ukuba xa bantwana beyifumene imifanekiso ehambelana nombala ngamnye, kufuneka bawusike.

Xa sele uwugqibile umsebenzi, uza kuba sowuneepowusta eziqhakazileyo ezibonisa imibala eyahlukeneyo. Yinto exabiseke kakhulu ebantwaneni eyokubona umsebenzi wabo uxhonywe ngebhongo, kuba ibenza bazive benebango lendawo yokufundela.



- 6 Xa sele befumene ixesha elininzi, bacele bonke abantwana abanemifanekiso e nombala obomvu ukuba baphakamise izandla zabo. Cela umntwana ukuba aqokelele imifanekiso aze akuncedise ukuyincamathelisa kwikhadibhodi efanayo. Ncokolani ngebhodi, ninike izinto amagama uze ubancome abantwana. Thetha into efana nale: "Jongani – imoto ebomvu ebengezelayo! Ngubani ofumene lo mfanekiso? Wenze kakuhle Mbali!"
- 7 Qhuba nale nkqubo ifanayo nangeminye imibala.

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

YOU WILL NEED

A piece of paper; a thick black marker pen

STEPS

- 1 Begin by talking about Ali's little brother and how he got up to mischief with the paint. Then ask who in the class has little children in their family. Ask the children to tell a story about mischief that their younger brothers, sisters or cousins got up to. Or they could tell a story about when they were playful and naughty when they were smaller. You might need to tell your own short story about a young child in your family that did something funny. Try to avoid stories where children did dangerous things or were severely punished for their mischievousness.
- 2 Once you have heard some of the children's stories, discuss with the children which of the stories you will write as a class story. The child who told the story can lead, but welcome contributions from other children too. Start by asking the children to think of a title for their story. Listen to a few suggestions and then agree on what you will write, saying each word as you write it.
- 3 Then say: "Let's begin with the characters or the people in the story. What were their names? Who can remember where the story took place?" Discuss and agree before writing down the children's words. You may begin with the words 'Once upon a time' or 'One day'.
- 4 Say to the children: "Now that we have written the beginning of our story, who can remember what happened in the middle? There was a problem, wasn't there? Stories often have a problem in the middle – this is what makes the story exciting!" Write down the children's words, then go back and read the story from the beginning.
- 5 Then say: "Now we need to think how the story ended – who can remember how the problem was solved?" Write down the children's words and then finish with the words: 'The End'. Read the story from the beginning, pointing to each word as you read.
- 6 If there is time, you can ask some of the children to illustrate the story. Stick the story on the wall.

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

UZA KUDINGA

Iphepha elikhulu letshati; ikhoki enkulu emnyama

AMANYATHELO

- 1 Qalani ngokuncokola ngobhuti kaMusa omncinane, u-Ali, nendlela azibone esengxakini ngayo nepeyinti. Emva koko buza abantwana eklasini ukuba ngubani ekukho umntwana omncinci kokwabo. Cela abantwana ukuba babalise ngendlela abantwana bakumakwabo abancinci abaye bamoshe ngayo. Okanye bangabalisa ibali elingabo nokuthanda kwabo ukudlala nokugeza ngelixa babese bancinci kunoku. Kungenzeka kufuneke ukuba ubalise elakho ibali elifutshane elimalunga nomntwana omncinci efemelini yakho naye owathi wamosha. Zama ukungabalisi amabali apho abantwana babenze into eyingozi okanye apho babohlwaye kanobom ngokumosha abakwenzileyo.
- 2 Emveni kokuba uwevile amanye amabali abantwana, xoxa nabantwana ukuba ngawaphi kula mabali eniza kuwabhala njengamabali eklasi. Umntwana obalise ibali angabakhokela abanye, kodwa azamkele iimbono zabanye abantwana. Qalisa ngokucela abantwana ukuba bacinge ngesihloko sebali labo. Mamela iingcebiso ezimbalwa nize nivumelane ngesihloko eniza kusibhala, ubize igama ngalinye ngelixa ubhala.

- 3 Emva koko yithi: *“Masiqale ngabalinganiswa okanye abantu abasebalini. Ngoobani kanene amagama abo? Ngubani okhumbulayo apho ibali lenzeke khona?”* Xoxani nivumelane phambi kokuba ubhale phantsi amagama abantwana. Ungaqala ngala magama: ‘Kudala dala’ okanye ‘Ngenye imini’.
- 4 Yithi ebantwaneni: *“Njengokuba sesisibhalile isiqalo sebali, ngubani osayikhumbulayo into eyenzeke esiqwini sebali? Bekukho ingxaki, andithi? Amabali asoloko esiba nengxaki eziqwini zawo – le yeyona nto eyenza amabali ukuba onwabise!”* Bhala phantsi into ethethwa ngabantwana, uze emva koko ubuyele umva ulifunde ibali ukusukela ekuqaleni.
- 5 Emva koko yithi: *“Ngoku kufuneka sicinge ngendlela ibali eliphele ngayo – ngubani osayikhumbulayo indlela ibali elisonjululwe ngayo?”* Bhala phantsi into ethethwa ngabantwana uze ugqibezele ngala magama: ‘Isiphelo’. Funda ibali ukusukela ekuqaleni, yolatha igama ngalinye njengoko ufunda.
- 6 Ukuba kukho ixesha, ungabacela abantwana ukuba benze imizobo yebali. Lixhome eludongeni ibali.

FRIDAY

Listen and do

Children learn to listen carefully and follow verbal instructions.



Remember to give one instruction at a time. Keep a steady pace but let everyone finish before giving the next instruction.

YOU WILL NEED

Per child: a blank page; four coloured crayons (red, green, yellow and blue)

STEPS

- 1 Seat children at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us."
- 3 Now hold up each crayon and say the name of the colour. Ask the children to pick up the matching crayon in front of them. Speak in a clear, steady voice.
- 4 Now give the instructions slowly and clearly:

- "Pick up your red crayon. Draw a red circle."
- "Pick up your green crayon. Draw a green triangle."
- "Pick up your yellow crayon. Draw a yellow square."
- "Pick up your blue crayon. Draw a blue rectangle."

Here is another listening activity. Select a group of four children. Say to the children: "Listen carefully and follow these instructions":

- "Stand up; lift one leg; hop to the door; say Boo!"
- "Put your hands on your hips; turn around; wink at your friend; sit down."



NGOLWESIHLANU Mamela uze wenze

Abantwana bafunda ukumamela ngononophelo kwaye balandele imiyalelo ethethwayo.



Khumbula ukunika umyalelo omnye ngexesha. Musa ukungxama kodwa ungacothia ubayeke bonke abantwana bagqibe phambi kokuba unike umyalelo olandelayo.

UZA KUDINGA

Iphepha lokusebenzela lomntwana ngamnye; iikhrayoni ezine ezimibalabala (ezibomvu, eziluhlaza, ezimthubi nezizuba)

AMANYATHELO

- 1 Hlalisa wonke umntwana phantsi ukwenzela ukuba kuthuleke kubekho ucwangco eklasini.
- 2 Qalisa umsebenzi wokuphulaphula ngokuthi: “Masivaleni amehlo ethu sithi cwaka imizuzu embalwa ngelixa simamela ngobunono izandi ezisingqongileyo.”
- 3 Biza igama lombala ngamnye uze ucele abantwana ukuba bakhethe iikhrayoni ehambelana nelo gama kweziphambi kwabo. Ncokola nabo ngento abayibonayo ephepheni (ikepusi, ilokhwe, izihlangu noshoti).

- 4 Ngoku nika imiyalelo ngokucothayo nangokucacileyo:
 - “Thatha iikhrayoni yakho ebomvu. Jonga ikepusi. Yifake umbala ebomvu”.
 - “Thatha iikhrayoni yakho eluhlaza. Jonga ilokhwe. Yifake umbala oluhlaza.”
 - “Thatha iikhrayoni yakho etyheli. Jonga izihlangu. Zifake umbala otyheli.”
 - “Thatha iikhrayoni yakho ezuba. Jonga ushotwana. Mfake umbala ozuba.”

Nanku omnye umsebenzi wokumamela. Khetha iqela labantwana. Yithi ebantwaneni: “Mamelani ngobunono nize nilandele imiyalelo”:

- “Yimani ngeenyawo; phakamisani umlenze omnye; ngcilezani ukuya emnyango; yithani wha-a-a-a!”
- “Bekani izandla zenu kwiinyonga zenu; jikelezani; qobela umhlobo wakho iliso; hlalani phantsi.”



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, xelela 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 uncedo. 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 yokudlala

- 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 bahlole 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 kufuneka 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 ithemplyithi ekwindawo yeziXhobo. Abantwana basenokufumana ubunzima xa bezidlalela le midlalo bodwa ekuqaleni konyaka. Kungenzeka kufuneka 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 **Ali and the paint** at the top of each child's 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 to think about the story and discuss the part that they like best. Give some suggestions. For example: "Did you like the part when Ali climbed up to reach the paint?" Encourage the children to draw their favourite part of the story.
- 4 Make a comment or ask a question about the drawing, such as: "Keep trying – you are doing so well" or "Look at that little boy climbing on the chair! What do you think is going to happen next?"
- 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 Thinking aloud as you write the child's sentence for example: "Ali ... climbed ... onto ... the ... What word did you want to say next? Chair. I am going to write chair."
- 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.

As children begin to understand the writing process, they may be more willing to write their own ideas. It is normal for their writing to include scribbles, letters, numbers or shapes. If a child spontaneously scribbles or tries to write, ask them to tell you what they have written and affirm their efforts.





Week 2: My own idea

STEPS

- 1 Write **A funny thing happened to me** 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 Ali climbed up onto the table and painted himself with different colours. Ask the children: "Have you ever done something funny like Ali? What did you do? Can you remember something funny that another little child did?" Ask the children to draw what they did or what happened.
- 4 Make a comment or ask a question about the drawing, such as: "Oh, I cut my mom's curtains when I was little!" or "Gosh that looks funny! What is happening here?"
- 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: "I... cut pictures out of a magazine... I was sitting on my mommy's bed ... and ... I cut ... her blankets by mistake."

Take care not to encourage stories about horrible punishments and consequences; this drawing is about a happy memory of a funny occasion.

Here's another idea linked to the story: write **My dream present** on the children's pages and follow the steps for Week 2, but ask your class to draw a present or gift that they dream of receiving.



- 7 Write exactly what the child tells you, word for word. 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.

UMSEBENZI

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 kumntwana ngamnye; iikhrayoni

IVeki yoku-1: Indawo endiyithandayo ebalini

AMANYATHELO

- 1 Bhala **u-Ali nepeyinti** emantla ephepheni elingabhalwanga lomntwana ngamnye phambi kokuba uqalise isifundo.
- 2 Cela abantwana ukuba bakhombe amagama esihloko ngelixa uwafunda kunye nabo.
- 3 Cela abantwana ukuba bacinge ngebali baze baxoxe ngeendawo abazithande kakhulu. Banike umzekelo ofana nalo: "Niyithandile la ndawo apho u-Ali akhwela esitulweni ezama ukufikelela kwipeyinti?" Khuthaza abantwana ukuba bazobe indawo abayithandayo ebalini.
- 4 Hlomla okanye ubuze umbuzo ngomzobo, umbuzo ofana nalo: "Qhubeka uzame - wenza kakuhle kakhulu" okanye "Jonga la nkwenkwana encinane ekhwela esitulweni! Ucinga ukuba yintoni eza kulandela?"
- 5 Babuze abantwana ukuba bangathanda ukubhala into ngemifanekiso yabo okanye ukuba bangathanda ukuba wena ubabhalele. Ukuba bangathanda ukuba ubabhalele, bagcine bebandakanyekile ngokubacela ukuba bawabize amagama ngokucothayo ngelixa uwabhala phantsi. Cingela ngaphandle

njengoko ubhala isivakalisi somntwana, umzekelo: "U-Ali ... ukhwele... e... Ubufuna ukuthini kwakhona? Esitulweni. Ndiza kubhala esitulweni."

- 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.

Xa abantwana beqalisa ukuyiqonda indlela ekubhalwa ngayo, basengathanda ukuzibhalela ngokwabo iimbono zabo. Yinto eqhelekileyo eyokuba babhale amarhoqololo, oonobumba, amanani okanye iimilo. Ukuba umntwana uyazirhoqozela nje ngokuthanda kwakhe okanye uzama ukubhala, mcele ukuba akuchazele ngento oyibhalileyo uze umncome kwiinzame zakhe. Umzekelo: "Wenze umsebenzi omhle kakhulu ngokubhala ibali lakho. Ungandixelela into oyibhalileyo?"



Iveki yesi-2: Umbono ongowam

AMANYATHELO

- 1 Bhala **Into engaqhelekanga eyandehlelayo** emantla kwiphepha elingabhalwanga lomntwana ngamnye phambi kwesifundo.
- 2 Cela abantwana bakhombe amagama esihloko ngelixa uwafunda kunye nabo.
- 3 Khumbuza abantwana ukuba u-Ali ukhwele phezu kwetafile waze wazipeyinta ngemibala eyahlukeneyo. Buza abantwana: “Nakhe nenza into engaqhelekanga njengo-Ali?” Cela abantwana ukuba bazobe into abayenzayo okanye eyenzekayo.
- 4 Hlomla okanye ubuze umbuzo ngomzobo, umbuzo othi: “Owu, ndasika iikhethini zikamama wam ngokuya ndandimncinci!” okanye “Yho, yakhangeleka ingaqheleanga! Kwenzeka ntoni apha?”
- 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.
- 6 Cingela ngaphandle njengoko ubhala isivakalisi somntwana, umzekelo: “Nda... sika... imifanekiso kwimagazini ndandihleli ebhedini kamama... ndaze... ndasika iingubo zakhe ngempazamo.”
- 7 Bhala ngqo into umntwana akuxelela yona, igama negama alibizayo. Khumbula ukuba kufuneka ubhale ngokucacileyo nacocekileyo.
- 8 Xa ugqibile ukubhala, khuthaza umntwana ukuba afunde isivakalisi kunye nawe. Khomba igama ngalinye xa ufundayo. Zincome iinzame zabo.

Zama kangangoko ukuwakhuthazi amabali amalunga nokohlwaywa okuqatha nezimo zawo; lo mzobo umalunga neenkumbulo ezonwabisayo nesehlo esingaqhelekanga.

Nantsi enye imbono enxulumene nebali:
Bhala **Isipho sam samaphupha** kumaphepha abantwana uze ulandele amanyathelo eVeki yesi-2, kodwa cela iklasi yakho ukuba izobe izipho abanqwenela ukuzifumana.



ACTIVITY Creative play

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

YOU WILL NEED

Pictures or books showing beautiful rainbows; large white pieces of paper; coloured paint

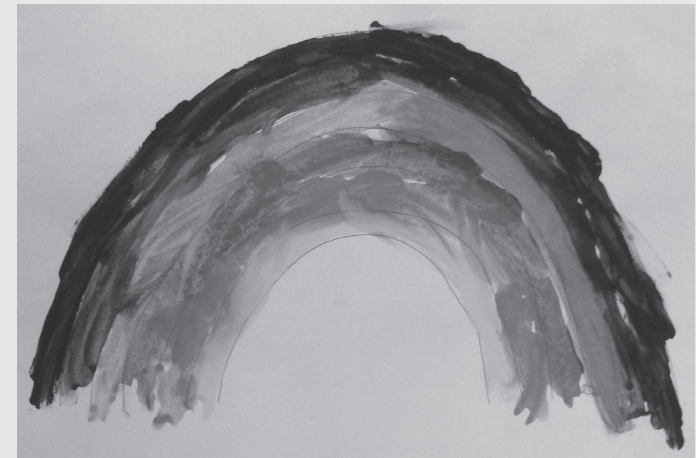
Finger painting encourages the children to identify with Ali's character in the story. It can be a messy activity so make sure that the children are working in a suitable space with easy access to washing up facilities.



Week 1: Art and construction

STEPS

- 1 Ask children to look at pictures of rainbows and to point to the colours of the paint in the story.
- 2 Tell the children that they are going to paint a rainbow on the big piece of paper to make lovely gift wrap.
- 3 Show the children that they will be painting with their fingers, like Ali did in the story.
- 4 Remind the children to use all the colours to make a rainbow, and not just one colour.
- 5 Encourage the children to use the whole page and to paint a big rainbow.



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. Discuss that Sam and Ali were given presents by their Mom. Do the children in your class get presents in their family? Many people give presents when there is a birthday or when it's Christmas or Eid or New Year – or maybe just when there is a party.
- 4 Say: "Today you are going to play **It's a party!**".
- 5 Now start them off by saying: "There is going to be a party and the guests are coming soon! But look, the party is not ready! Is the food all set out? Are the decorations up? Who can help get the gift tags ready? (Point to the crayons). Who is going to help make the muffins? (Point to the play dough)."
- 6 Visit the corner at least once to observe and encourage the children's game. For example, if they have spent some time preparing the party, you could arrive and knock at the door and say "Hello! Here I am! Thank you for inviting me to this lovely party. Oh, wow, everything looks beautiful. I am so hungry, please show me what I can have to eat!"

YOU WILL NEED

The following props: boxes covered in the wrapping paper the children made in Week 1; party equipment such as balloons and streamers, paper plates, paper cups, birthday candles, plastic cool drink bottles, etc.; paper, crayons and scissors; play dough



UMSEBENZI Umdlalo oyilayo

Abantwana bafunda kulwimi nomxholo webali ngokudlalisa nakwimisebenzi yobugcisa nokwakha.

UZA KUDINGA

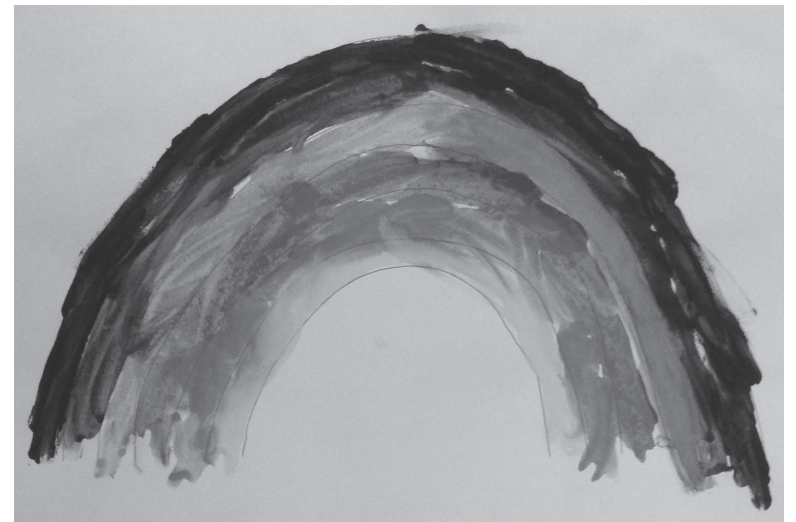
Imifanekiso okanye iincwadi esibonisa umnyama omhle; iziqwenga ezimhlophe ezinkulu zephepha; ipeyinti emibala-bala

IVeki yoku-1: Ubugcisa nokwakha

AMANYATHELO

- 1 Cela abantwana ukuba bajonge emifanekisweni yeminyama ze bakhombe imibala yepeyinti esebalini.
- 2 Xelela abantwana ukuba baza kupeyinta iminyama kwiphepha elikhulu ukuze benze iphepha elihle lokusongela isipho.
- 3 Bonisa abantwana ukuba baza kupeyinta ngeminwe, njengokuba u-Ali enzile ebalini.
- 4 Khumbuza abantwana ukuba basebenzise yonke imibala ukwenza umnyama, hayi umbala omnye kuphela.
- 5 Khuthaza abantwana ukuba basebenzise lonke iphepha nokuba bapeyinte umnyama omkhulu.

Ukupeyinta ngeminwe kukhuthaza abantwana ukuba bazibone befana nomlinganisa u-Ali osebalini. Ngumsebenzi ongcolisayo lo ngoko qinisekisa ukuba abantwana basebenza kwindawo efanelekileyo kwaye bafikelela lula etephini yokuhlamba izandla.



IVeki yesi-2: Ukudlalisa

AMANYATHELO

- 1 Khokela iqela liye ekoneni yokudlalisa uze ubahlalise phantsi ngokukhawuleza.
- 2 Fundela abantwana imithetho yekona yokudlalisa.
- 3 Bonisa abantwana izinto ezintsha zokudlala ezikwikona yokudlalisa kule veke. Ncokola ngendlela uSam no-Ali abebenikwe ngayo izipho ngoomama babo. Ingaba abantwana eklasini yakho baye bazifumane na izipho kwiifemeli zabo? Abantu abaninzi banikezela ngezipho xa kukho umntu ozalwayo okanye xa iyiKrisimesi okanye i-Eid okanye xa ingunyaka omtsha – okanye xa kukho itheko nje.
- 4 Yithi: “*Namhlanje niza kudlala “itheko okanye ipati”.*”
- 5 Ngoku qala ngokuthi: “*Enkosi kuni nonke ngokuza kuncedisa u... [mbize ngegama umntwana]. Kuza kubakho itheko kwaye amandwendwe akhe aza kufika kungekudala! Kodwa jongani, itheko alikalungi! Ingaba konke ukutya kudekiwe? Ingaba kuhonjisiwe? Ngubani oza kuncedisa ukuba iilebhuli zezipho zibhalwe? [Yolatha kwiikhrayoni] Ngubani oza kuncedisa ukwenza iimafini? (Yolatha kwintlama yokudlala)”*”
- 6 Tyelela ikona nokuba kukanye ukuyokuhlola nokukhuthaza abantwana kumdlalo abawenzayo. Umzekelo, ukuba ngaba balichithe lonke ixesha belungiselela itheko na, usengafika unkqonkqoze uthi: “*Molweni! Ndim lo! Enkosi ngokundimemela kweli theko lihle kangaka. Yhu, akusekhle ngako! Ndilambe kakhulu, ncedani nindibonise ukuba nditye ntoni?”*”



UZA KUDINGA

Ezi zinto zokudlala zilandelayo: libhokisi ezikhavarishwe ngephepha lokusongela isipho abantwana abalenzileyo kwiVeki yoku-1; fakela iiribhoni ukuze zikhangeleke izizipho ezinika umdla; izinto zepati ezifana nemicu emide yamaphepha, iipleyiti zamaphepha, iikomityi zamaphepha, amakhandlela osuku lokuzalwa, iibhotile zeplastiki zeziselo ezibandayo, njalo njalo; amaphepha; iikhrayoni nezikere; intlama yokudlala



ACTIVITY Letter puzzles and games

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

YOU WILL NEED

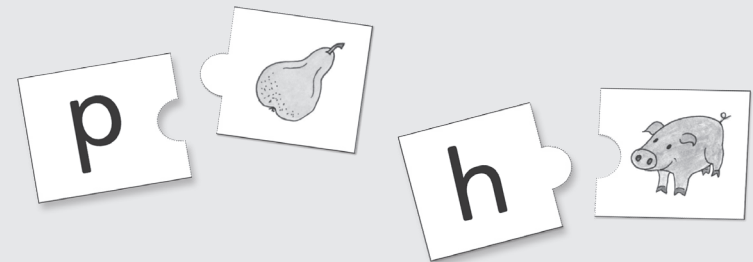
A set of letter puzzles (pages 103 and 104)

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 /p/; let’s look for a picture that starts with /p/... 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 /e/. Let’s look for a letter that says /e/.”*
- 3 Repeat this process, but choose a picture that is incorrect and show the children that the puzzle pieces do not fit.

Two games are available, depending on the levels of the children in your class. Start with the letter puzzles and only if you think your class is ready, introduce the post box game as an extra activity. 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.



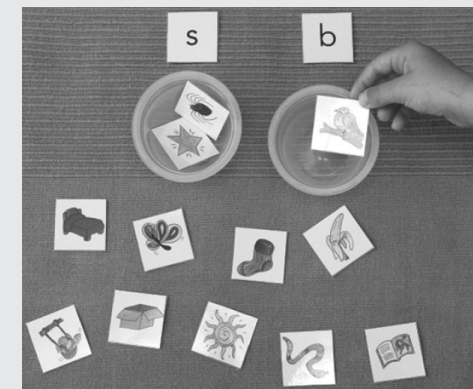
Post box game

YOU WILL NEED

Letters printed on card; picture cards that start with the corresponding sounds – choose two letters that have been taught in class already (page 107); small containers or 'post boxes' (page 105); Prestik

STEPS

- 1 Stick letter cards on the sides of the post boxes.
- 2 Spread the picture cards on the table.
- 3 Explain the rules of the game to the children:
 - Each child has a turn to pick up a picture card. The child holding the picture card must name the object in the picture and say the beginning sound.
 - The group agrees or gently corrects the child.
 - The child now places the picture card in the correct container.
 - The group agrees or gently corrects the child.
 - The game ends when all the cards have been posted.
- 4 If you have time, go through one of the containers with the group, saying the beginning sound of each object and confirming that it was correctly posted.



UMSEBENZI

liphazile zoonobumba namagama

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

UZA KUDINGA

Iseti yeephazile zoonobumba (iphepha le-103 nele-104 kwizixhobo)

liphazile zoonobumba

AMANYATHELO

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

Kukho imidlalo emibini exhomekeke kumgangatho wabantwana beklasi yakho. Qala ngeephazile zoonobumba kuphela kwaye xa ucinga ukuba iklasi yakho ikulungele, ngenisa umdlalo weposi njengomsebenzi owongezelelweyo.

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.



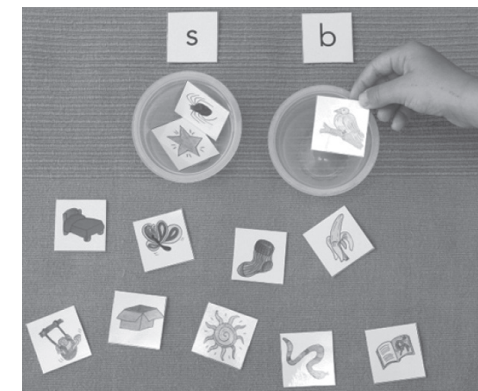
Umdlalo webhokisi yeposi

UZA KUDINGA

Amakhasi abhalwe oonobumba; amakhasi emifanekiso aqala ngezandi ezihambelana nala woonobumba – khetha oonobumba ababini abasele befundisiwe eklasini (iphepha 107); izikhongozelo okanye ‘iibhokisi zeposi’ (iphepha 105); IPrestik

AMANYATHELO

- 1 Ncamathelisa amakhasi oonobumba emacaleni eebhokisi zeposi.
- 2 Beka amakhasi emifanekiso etafileni.
- 3 Chazela abantwana ngemithetho yomdlalo:
 - Umntwana ngamnye ufumana ithuba lakhe lokuthatha ikhasi lomfanekiso. Umntwana ophethe ikhasi lomfanekiso kufuneka abize igama lento esemfanekisweni aze abize isandi sokuqala.
 - Iqela liyamncoma umntwana okanye limlungise kakuhle.
 - Umntwana ngoku ubeka ikhasi lomfanekiso kwisikhongozelo seso sandi.
 - Iqela liyamncoma umntwana okanye liyamlungisa kakuhle.
 - Umdlalo uphela xa onke amakhasi eposiwe.
- 4 Ukuba ninexesha wena neklasi yakho, sebenzani ngazo zonke izikhongozelo nibize izandi zokuqala zezinto ekujoliswe kuzo nize niqinisekise ukuba ithunyelwe kakuhle.



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

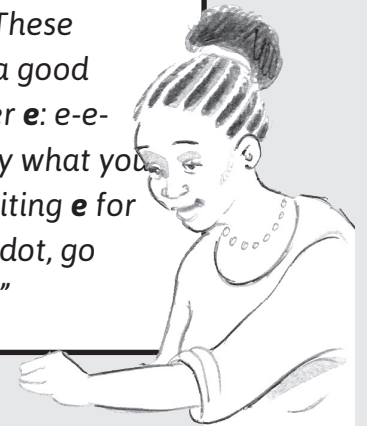
An activity page per child with a letter written on the page (photocopy the activity page on page 98 or write the letter as large as possible on pieces of paper); coloured pencils or crayons (six to eight different colours)

Rainbow letters

STEPS

- 1 In Week 1, practise the letter **p**. Point to the letter **p** and say: "Do you remember this letter? It makes the sound /**p**/ like in *p-p-paint, p-p-party, p-p-park*." Ask the children to say **p-p-p-p-p** 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, back up and around."
- 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 /**p**/ and to draw as many /**p**/ pictures as they can on their page.

The activity steps focus on the letter **p** and should be used in Week 1. In Week 2, follow the same steps, but focus on the letter **e**. These words from the story are a good way to introduce the letter **e**: *e-e-enamel*. Remember to say what you are doing if you model writing **e** for the children: "Start at the dot, go straight, over and around."



UMSEBENZI Ukuziqhelanisa nonobumba

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

UZA KUDINGA

Iphapha lokusebenzela lomntwana ngamnye elinonobumba obhaliweyo kulo (yenza ifotokopi yephapha lokusebenzela kwiphapha 98 okanye ubhale unobumba kakhulu kwiziqwenga zephapha); iikhrayoni ezimibala-bala (imibala eyahlukeneyo emithandathu ukuya kwesibhozo)

Oonobumba bomnyama

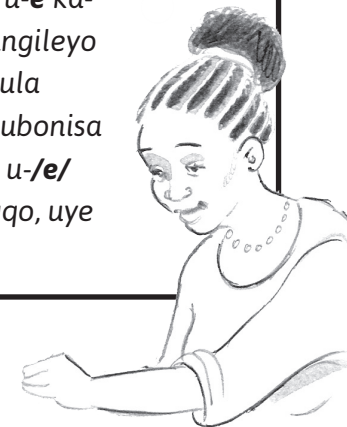
AMANYATHELO

- 1 KwiVeki yoku-1, ziqhelaniseni nonobumba u-**p**. Yolatha unobumba **p** uze uthi: "Usamkhumbula lo nobumba? Wenza isandi u-**/p/** njengakupppeyinti, ppppayinti noppptati." Cela abantwana ukuba babize u-**ppppp** kunye nawe.
- 2 Cela abantwana ukuba batreyise imilo kanobumba ngeminwe yabo, ukusukela kwichaphaza: Qala echaphazeni, yehla kangangoko, buya umva kwakhona ujikele ube ngathi wenza isangqa entloko 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 **/p/** baze bazobe imifanekiso eqala ngo**/p/** kangangoko banakho emaphepheni abo.

Amanyathelo omsebenzi agxile kunobumba u-**p** kwaye kufuneka imisebenzi isetyenziswe kwiVeki yoku-1.

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

Isandi esenziwa ngunobumba u-**e** ka-ebhokisini ebalini yindlela elungileyo yokwazisa unobumba: Khumbula ukuxela into oyenzayo ukuba ubonisa abantwana indlela yokubhala u-**/e/** "Qala echaphazeni, hamba ngqo, uye ngaphaya, ujikele."



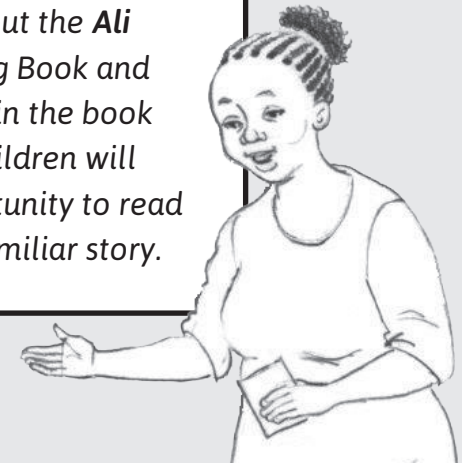
ACTIVITY Independent reading

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 *Ali and the paint* 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 Khokela iqela niye ekoneni yeencwadi uze ubahlalise phantsi ngokukhawuleza.
- 2 Fundela abantwana imithetho yekona yeencwadi.
- 3 Bonisa abantwana into entsha ekoneni yeencwadi kule veki. Babuze: "Nicinga ukuba kutheni 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 **U-Ali nepeyinti** kunye namakhasi okulandelelanisa kwikona yeencwadi. Abanye abantwana baza kulixabisa ithuba lokufunda baze babalise ibali eliqhelekileyo.



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.



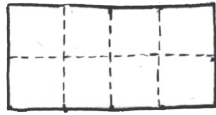
Indlela yokwenza incwadi encinane

UZA KUDINGA

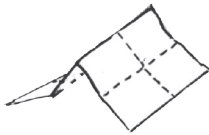
Ifotokopi yencwadi encinci yeli bali

AMANYATHELO

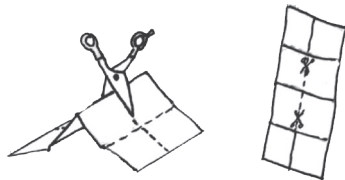
- 1 Songa iphepha elibukhulu bungu-A4 ulenze amacala asibhozo. Livule kwakhona.



- 2 Songa iphepha libe ngamacala amabini/ihafu.

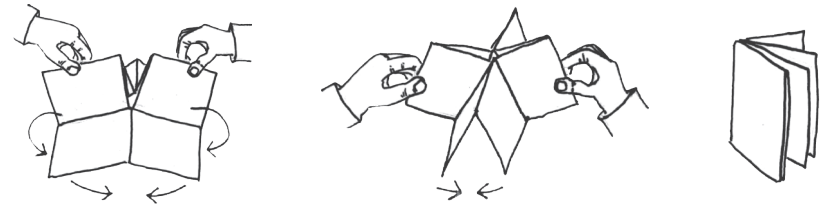


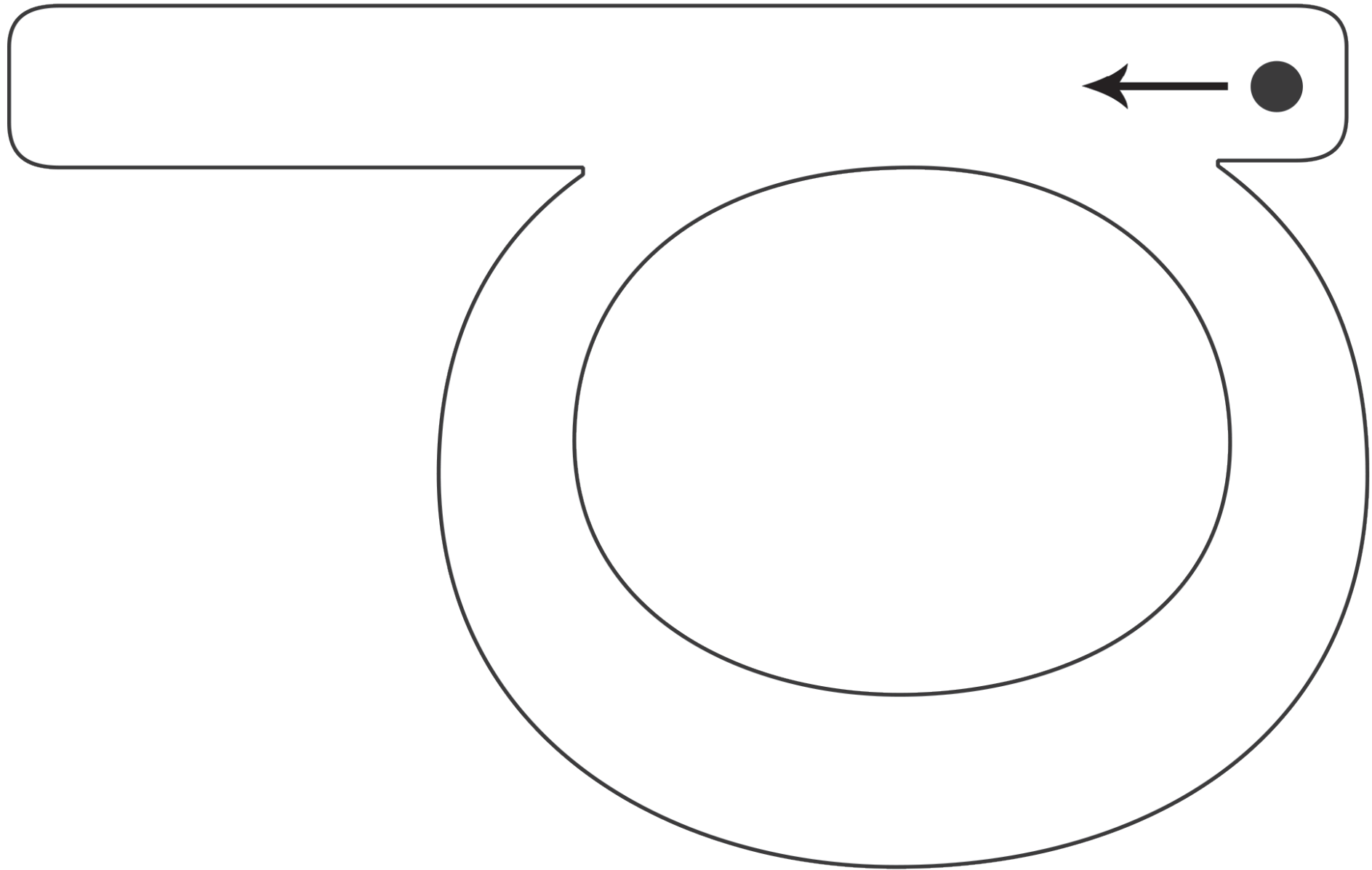
- 3 Lisike embindini [Umfanekiso ukubonisa ukuba ungasika phi.]

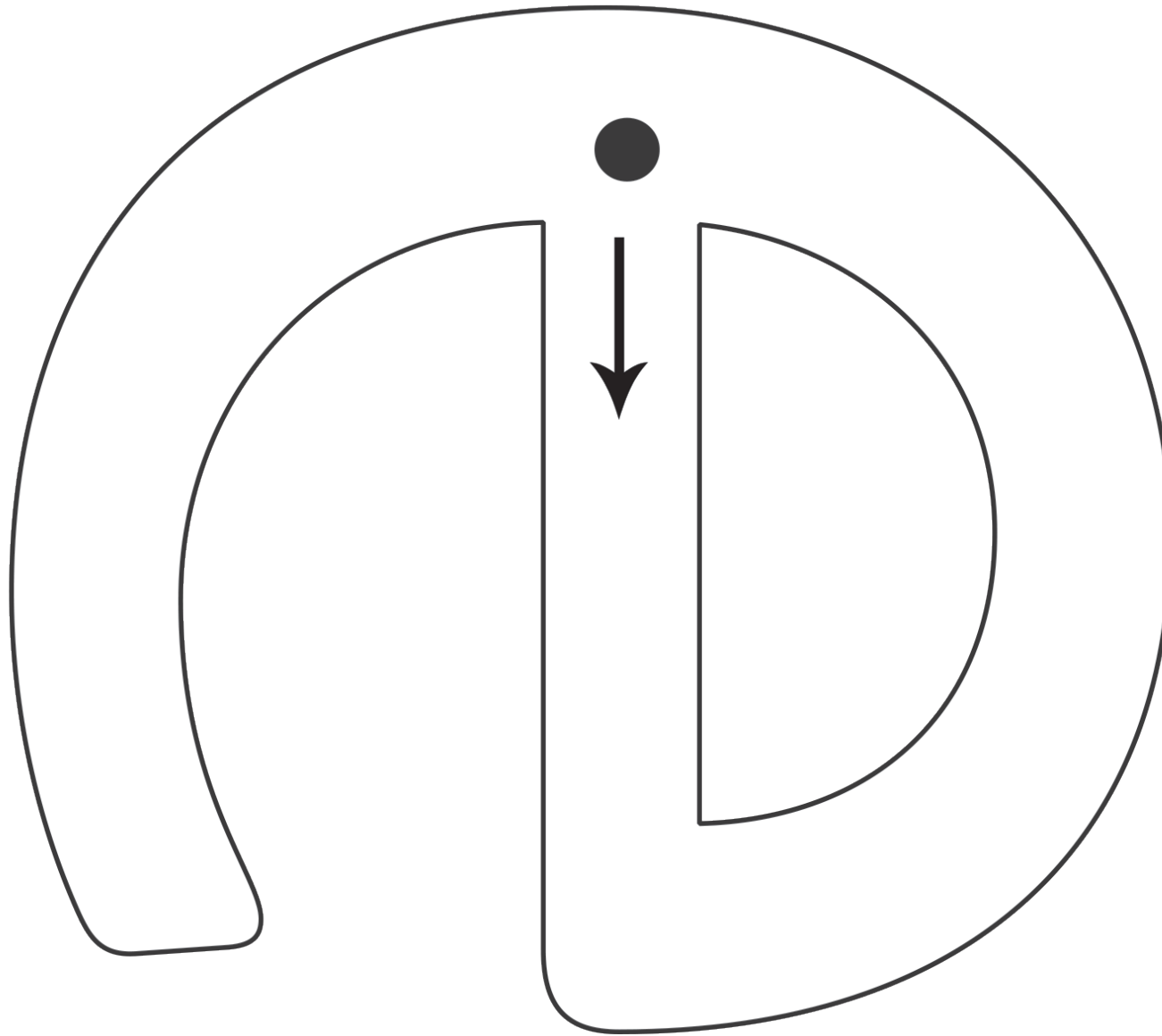


- 4 Libambe phakathi komnwe kunye nobhontsi wakho macala omabini.

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







 Ivela ku:..... Iya ku:.....			



4



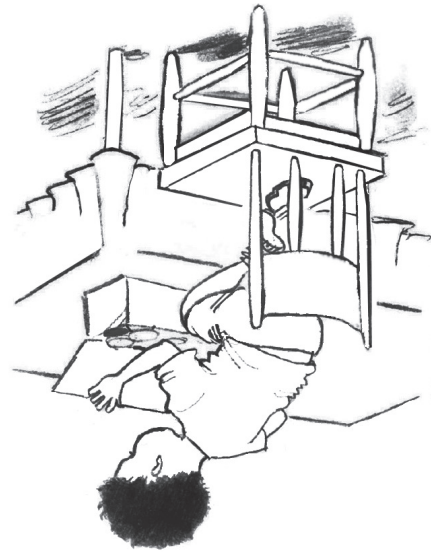
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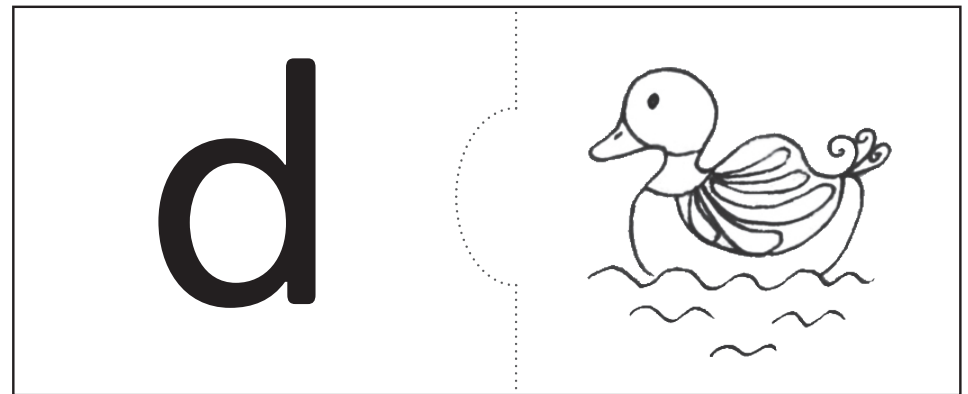
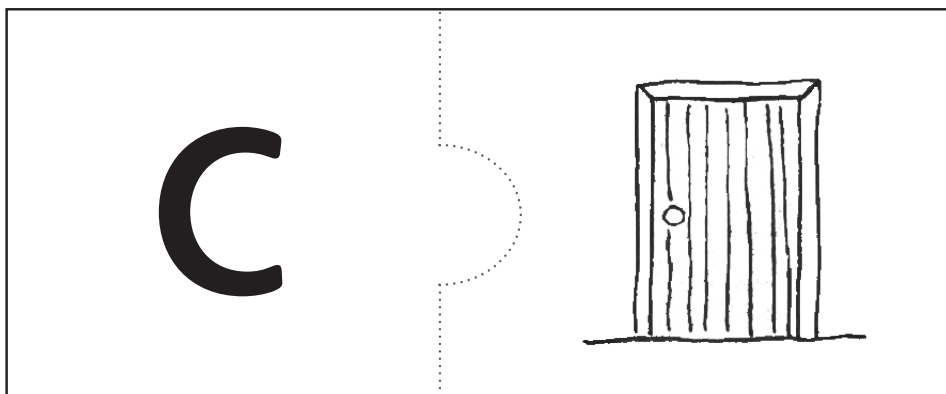
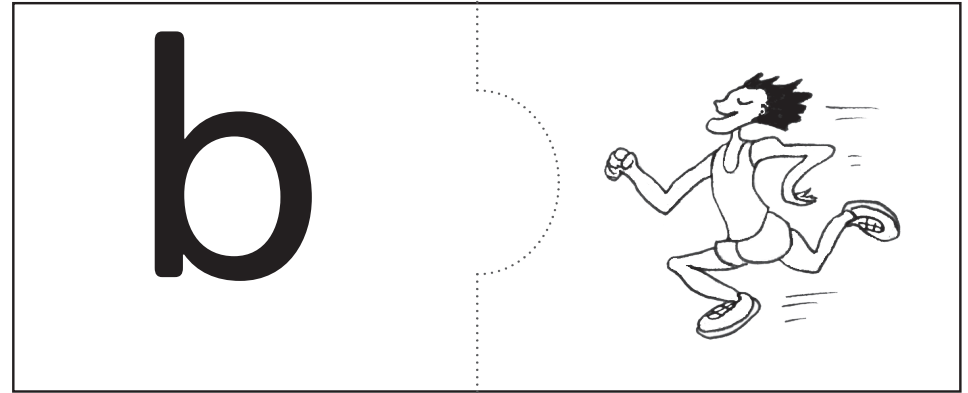
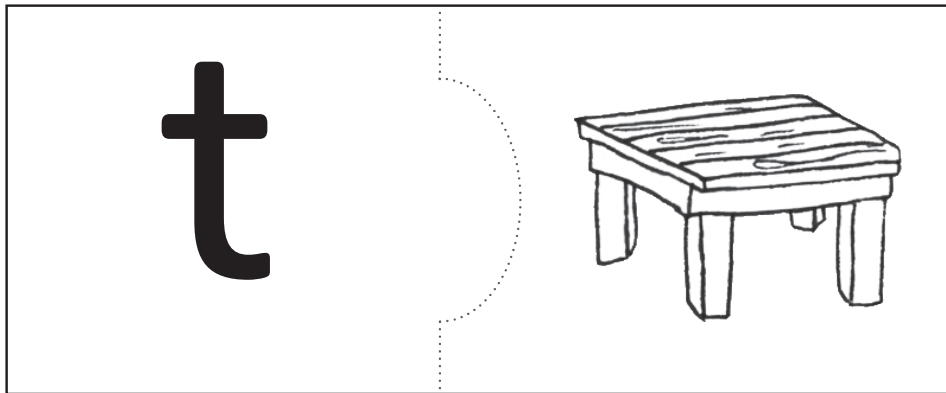
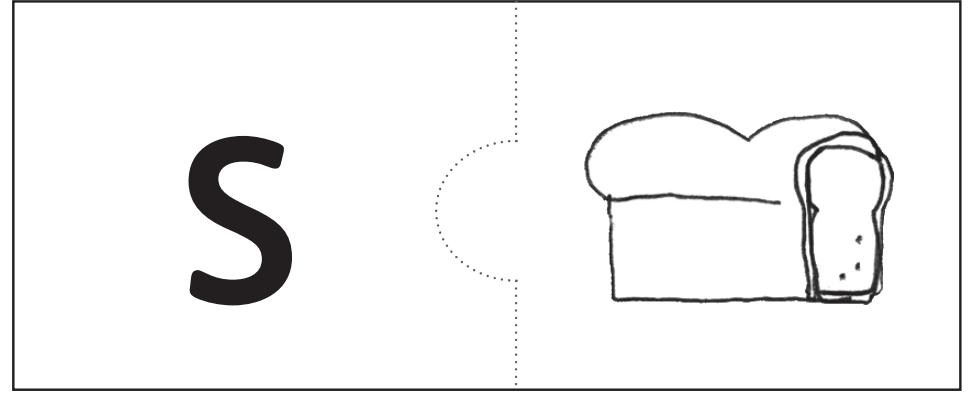
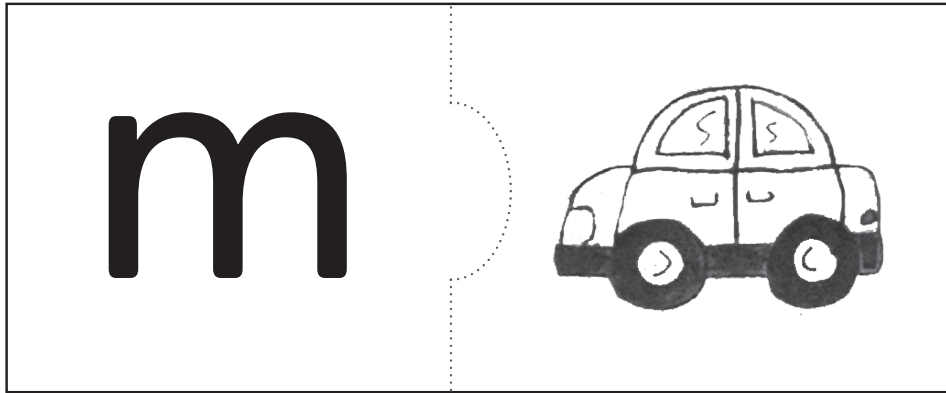
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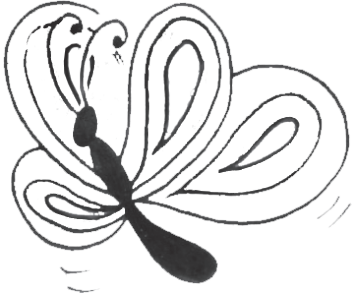


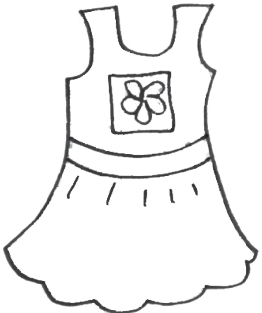

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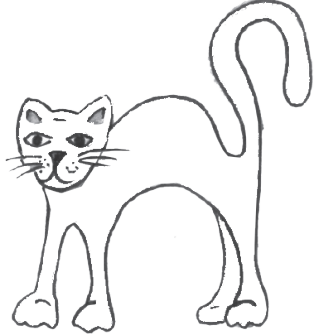


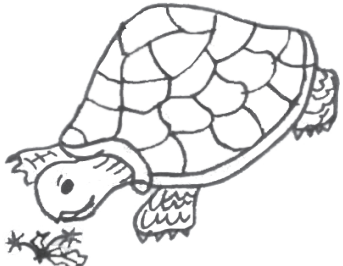
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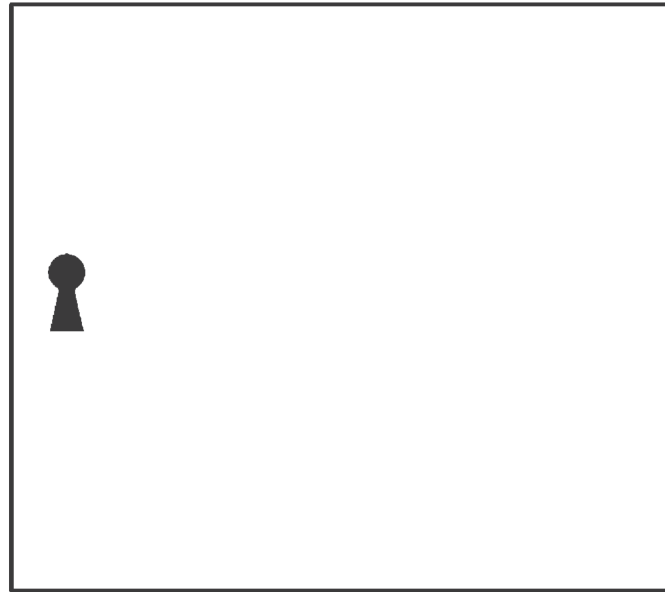
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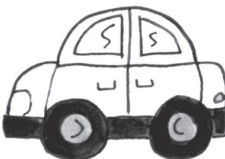
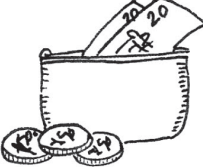


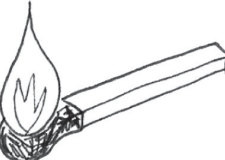

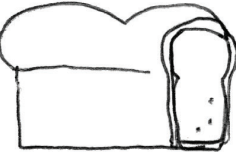




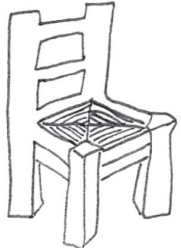



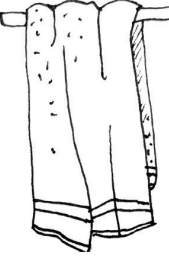


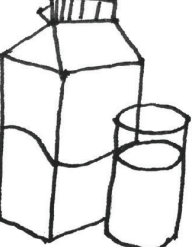





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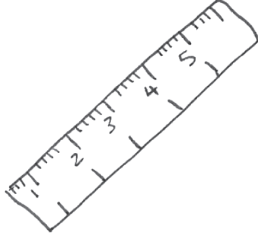

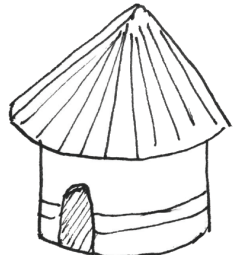
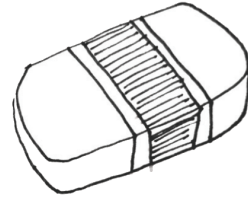

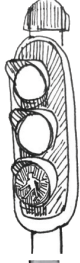






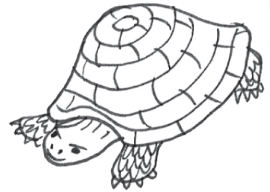

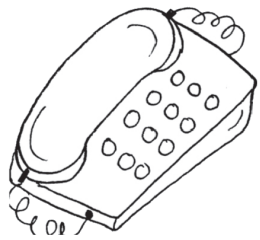


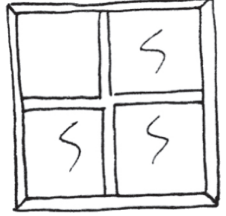
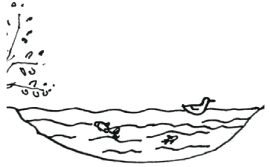
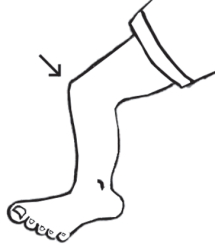




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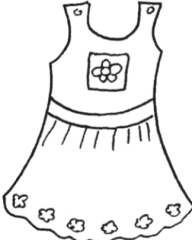

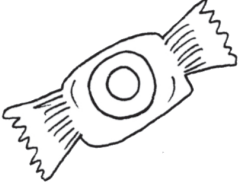
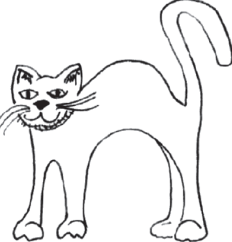




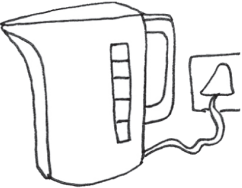

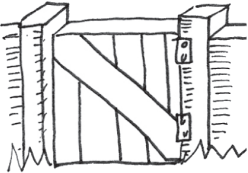
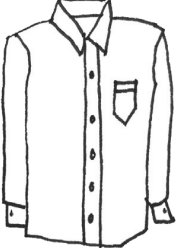

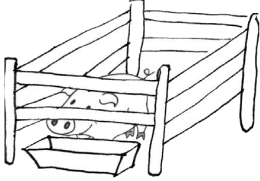

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