



# Stellar Home Language

Ukuxhaswa kokuphuhla kolwimi kunye nokufundisa ukufunda nokubhala kwiBanga R

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**IsiKhokelo sooTitshala somjikelo weeveki ezimbini**

## TITSHALA OBEKEKILEYO

IWordworks ngumbutho ongenzi nzuzo owasekwa ngowama-2005 ukuxhasa uphuhliso lolwimi olusisiseko kunye nokufunda nokubhala. Inkqubo iStellar yayilwa yiWordworks ukuxhasa ootitshala beBanga R kwindima yabo ebalulekileyo yokufundisa ulwimi nesiseko sokufunda nokubhala. Sijolise kwiBanga R ngoba ubungqina bubonisa ukuba isakhono solwimi olusisiseko noluluhliso limala 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 nekhawulo (ulwazi lwefonoloji nolwazi lwezandi zonobumba).

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

### **Inkqubo yethu**

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

### **Imathiriyeli yeklasu kaStellar**

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

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

### **Uqeqesho leStellar**

Uqeqesho lootitshala kwinkqubo kaStellar, 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 kaStellar, uya kukwazi ukusebenzisa ezakho iincwadi zamabali namabali angabhalwanga ncwadini njengeziseko zokufundisa ulwimi nokuphuhla kokufunda nokubhala.

### **Dibana noStella**

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

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



Iminqweno yethu emihle,

UStella neqela leWordworks

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# Introduction to Stellar

## How to use this book

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


Each *Stellar Teacher's Guide* stars one story, which you will find on page 14, 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.




Two eyes to see,  
Two eyes to see.  
Two legs to walk and run,  
Two legs to walk and run,  
Give yours to me –  
Give yours to me –  
Time for stories everyone!


Zinzi and Sam live with their father and mother. They have a little dog called Spot. Everybody loves Spot. Just


Spot ran after them. He loves to go to the shop too! He especially loves to go when Mr Ibrahim has made pies.






Just then there was a knock on the door. Zinzi opened the door and there was Musa! He was carrying Spot! They all said, "Oh thank you, Musa. You are a real friend!" Musa told them that he had found Spot in the shop, eating the crumbs on the floor.

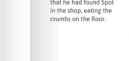





Zinzi and Sam picked up Spot and gave him a big hug.


And that is the end of the story.







Spot, the doggie, went with them,  
went with them,  
Spot, the doggie, went with them,  
went with them,  
When they got back home again,  
home again,  
When they got back home again,  
home again,  
Mama said "Where is Spot?"






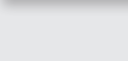
Sam and Zinzi went shopping,  
went shopping,  
Sam and Zinzi went shopping,  
went shopping,  
To buy their Mama's food.



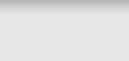


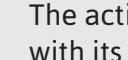
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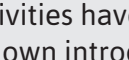



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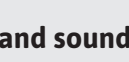


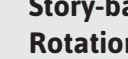
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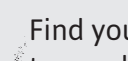
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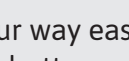


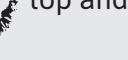
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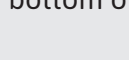


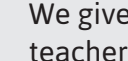
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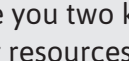


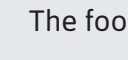
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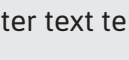


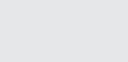
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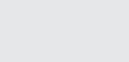


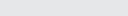
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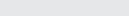


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The activities have been divided into three sections, each with its own introduction:

**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 98). This guide provides templates to make your own puzzles, game boards and letter cards as well as a few activity pages for you to photocopy for your children. If you cannot make photocopies, feel free to adapt the activity or to use the other options given to you in the guide.

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

## Assessment

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

These include:

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

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

## Language learning opportunities throughout the day

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

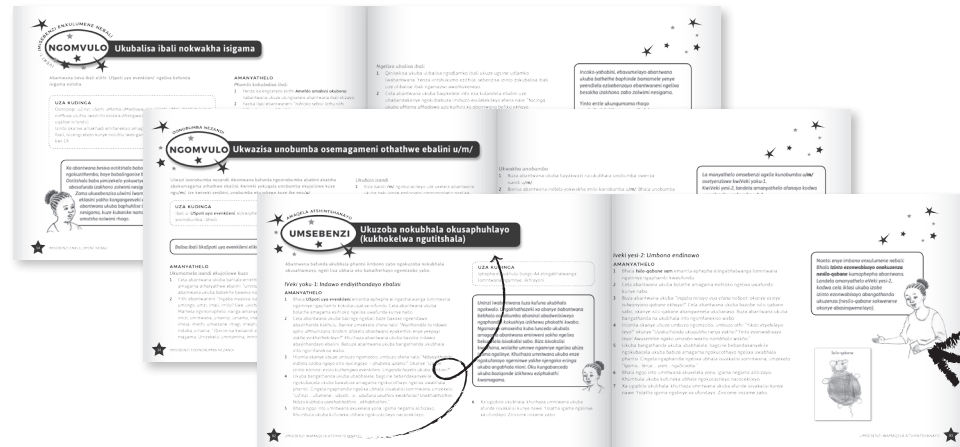


# Ukwaziswa kuStellar

## Isetyenziswa njani le ncwadi

| Isicwangciso seeveki ezimbini: Iveki yoku-1       |  |   |
|---|--|---|
| UMISEBENZI  | UMVULO   | ULWESIBINI  |
| <b>BONISA UZE URALISE</b>                         | Yonabela amabali amabala uze wabalise                          | Yonabela amabali amabala uze wabalise                   |
| <b>IMISEBENZI YEKLASI YONKE YONOBUMBA NEZANDI</b> | Isilisa ibali okokuba Ukwaziswa unombani othathwe ebalini u/m? | Ukwaziswa unombani (unombani ezidibanisa iiveki ezi-22) |
| <b>IMISEBENZI YEKLASI YONKE ESIXESHA LESALI</b>   | Ukwaziswa ibali nokwakha isigama                               | Ukwaziswa ibali nokwakha isigama                        |
| <b>IMISEBENZI YAMAQELA ATSHINTSHANAYO</b>         |  |   |
| Iyela leku-1                                      | Ukwaziswa nomdumba u/m?  | Iyela leku-1  |
| Iyela leku-2                                      | Ukwaziswa nokubhala okusaphuhlayo (ukhokolewa ngutshala)       | Iyela leku-2  |
| Iyela leku-3                                      | Ukwaziswa nokubhala okusaphuhlayo (ukhokolewa ngutshala)       | Iyela leku-3  |
| Iyela leku-4                                      | Iyela leku-4   | Iyela leku-4  |
| Iyela leku-5                                      | Ukwaziswa nokubhala okusaphuhlayo (ukhokolewa ngutshala)       | Iyela leku-5  |
| <b>IXESHA LESALI</b>                              | Funda iincwadi emibini ukhazisa yonke imibini                  | Funda iincwadi emibini ukhazisa yonke imibini           |

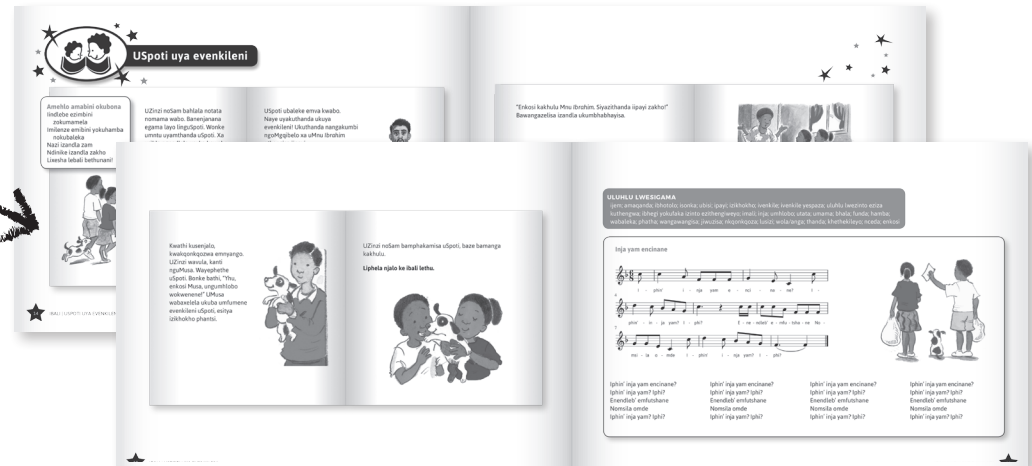
Isikhokelo sikaStellar ngasinye sooTitshala sinebali elinye, oza kulifumana kwiphepha lesi-14, kunye nevesi, iculo noluhlu lwesigama. Sebenzisa eli bali elisekuqaleni kwencwadi ngalo lonke ixesha ufuna.



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

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

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



Imisebenzi yahlulwe yaba ngamacandelo amathathu, icandelo ngalinye linentshayeleyo yalo:

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

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

## **Ukwakhiwa kwebhokisi yezixhobo**

Ethubeni kuza kufuneka uzakhele ibhokisi yakho yezixhobo zomsebenzi ufundise inkqubo kaStellar. Ezinye zezi zixhobo zomsebenzi zimalunga nebali kwisikhokelo ngasinye. Sikufanele ngoonopopi, imifanekiso elandelelanayo neNcwadi eNkulu kwipakethe yebali ngalinye, kunye nethemphoyithi 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 lama-98). 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 njengenkqubo yemihla ngemihla yeBanga R. Abantwana baza nento ekhaya abaza kwabelana nayo neklasi: ingayiyo nantoni na njengefoto yelungu losapho ukuya kwincwadi yamabali ukuya kwigqabi elisandul' ukuwa emthini eKwindla. Kubalulekile ukuba eli xesha ingabi lixesha apho abantwana babonisa ngezinto zabo ezintsha ezifana nempahla nezinto zokudlala zamaxabiso aphezulu.

### **AMANYATHELO**

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

## **Ixesha leballi: Ukufunda ukhwaza uzonwabisa**

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

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

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

### **AMANYATHELO**

#### **Phambi kokufunda**

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

#### **Imigaqo kaBonisa uze uxele:**

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



### **Ngexesha lokufunda**

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

### **Emva kokufunda**

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

### **Ukuxhasa ukwaziwa kweelwimi ezininzi**

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

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

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

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

### **Abazali**

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

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

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

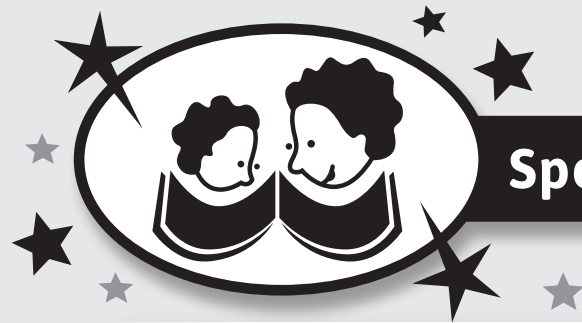
*Amaphepha esiNgesi kule ncwadi ayinguqulelo yamaphepha esiXhosa: awayiyo ikopi yesiKhokelo sooTitshala sesiNgesi.*

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

*Amaphepha esiNgesi anombala ongwevu emva kwamagama ukwenzela ukuba uwafumane ngokulula.*







## Spot goes to the shop

### 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!



Zinzi and Sam live with their father and mother. They have a little dog called Spot. Everybody loves Spot. Just down the road from their house is a spaza shop. This is Mr Ibrahim's shop.

One Saturday, Mama Madiswa said, "Zinzi and Sam, please go to the shop. I need some bread, eggs, butter, milk and jam." Zinzi and Sam love to go to the shop for their mother so they said, "Yes, Mama." First, they wrote a shopping list, then their mother gave them some money, and then off they went!

Spot ran after them. He loves to go to the shop too! He especially loves to go when Mr Ibrahim has made pies.

The shopkeeper, Mr Ibrahim said, "Good day, Zinzi and Sam. And how are you, Spot?" The children said, "Good day to you, Mr Ibrahim". Spot wagged his tail. Then the children looked at their shopping list. They asked, "Please can we have a loaf of bread, six eggs, butter, milk and jam?"

Mr Ibrahim put everything in a packet and he also put one





of his special pies in the packet for them. They gave him the money and said, "Thank you very much, Mr Ibrahim. We love your pies!" And they waved goodbye.



Zinzi and Sam walked home, but they were talking so much that they did not notice that Spot was not with them. When they got home, their mother said, "Zinzi! Sam! Where is Spot?" Oh my! Spot had not followed them home. The children were very sad. Where do you think Spot is?



### Amehlo amabini okubona

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



UZinzi noSam bahlala notata nomama wabo. Banenjanana egama layo linguSpoti. Wonke umntu uyamthanda uSpoti. Xa usihla ngendlela usuka kowabo, kukho ivenkile yespaza. Le yivenkile kaMnumzana Ibrahim.

Ngomnye uMgqibelo, uMama uMadiswa wathi, "Zinzi noSam khanincede niye evenkileni. Ndifuna isonka, amaqanda, ibhotolo, ubisi kunye nejem." UZinzi noSam bayakuthanda ukuthunywa ngumama wabo evenkileni, bathi, "Ewe Mama." Baqale ngokubhala uluhlu lwezinto abaza kuzithenga, waze umama wabo wabanika imali, bahamba ke!

USpoti ubaleke emva kwabo. Naye uyakuthanda ukuya evenkileni! Ukuthanda nangakumbi ngoMgqibelo xa uMnu Ibrahim ethengisa iipayi.

Evenkileni, uMnu Ibrahim uthe, "Molweni Zinzi noSam. Unjani Spoti?" Abantwana bathi, "Molo nawe Mnumzana Ibrahim." USpoti ujiwuzise umsila. Baze abantwana bajonga uluhlu lwezinto abaza kuzithenga. Bathe, "Sicela ilofu yesonka, amaqanda amathandathu, ibhotolo, ubisi kunye nejem."

UMnumzana Ibrahim wafaka yonke into eplastikini waze wabafakela enye yeepayi zakhe ezikhethekileyo kule plastiki. Bamnike imali bathi,



“Enkosi kakhulu Mnu Ibrahim. Siyazithanda iipayi zakho!”  
Bawangazelisa izandla ukumbhahayisa.



UZinzi noSam bahamba babuyela ekhaya, kodwa babencokola kakhulu kangangokuba zange baqaphele ukuba uSpoti akahambi nabo. Bathe bakufika ekhaya, umama wabo wathi, “Zinzi! Sam! Uphi uSpoti?” Owu Nkosi yam, uSpoti khange abalandele ukuya ekhaya. Abantwana bakhathazeka kakhulu. Nicinga ukuba uphi uSpoti?

Just then there was a knock on the door. Zinzi opened the door and there was Musa. He was carrying Spot! They all said, "Oh thank you, Musa. You are a real friend!" Musa told them that he had found Spot in the shop, eating the crumbs on the floor.



Zinzi and Sam picked up Spot and gave him a big hug.

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





### VOCABULARY LIST

jam; eggs; butter; bread; milk; pie; crumbs; shop; spaza shop; shopping list;  
shopping bag; money; dog; friend; father; mother; write; read; walk; ran; carry;  
wave; wag; knock; sad; hug; love; special; please; thank you

#### ***My small dog***

To the tune of "Mary had a little lamb ..."

Where is my small dog,  
Where is my small dog?  
With small ears and long tail  
Where is my small dog?



Kwathi kusenjalo,  
kwakqonkqozwa emnyango.  
UZinzi wavula, kanti  
nguMusa. Wayephethe  
uSpoti. Bonke bathi, “Yhu,  
enkosi Musa, ungumhlobo  
wokwenene!” UMusa  
wabaxelela ukuba umfumene  
evenkileni uSpoti, esitya  
izikhokho phantsi.



UZinzi noSam bamphakamisa uSpoti, baze bamanga  
kakhulu.

**Liphela njalo ke ibali lethu.**





## ULUHLU LWESIGAMA

ijem; amaqanda; ibhotolo; isonka; ubisi; ipayi; izikhokho; ivenkile; ivenkile yespaza; uluhlu lwezinto eziza kuthengwa; ibhegi yokufaka izinto ezithengiweyo; imali;inja; umhlobo; utata; umama; bhala; funda; hamba; wabaleka; phatha; wangawangisa; jiwuzisa; nkqonkqoza; lusizi; wola/anga; thanda; khethekileyo; nceda; enkosi

### Inja yam encinane

4

1 - phin' i - nja yam e - nci - na - ne? I -

7

phin' - in - ja yam? I - phi? E - ne - ndleb' e - mfu - tsha - ne No -

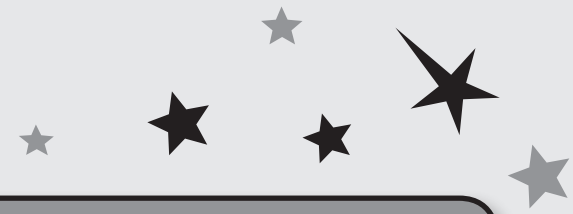
msi - la o - mde I - phin' i - nja yam? I - phi?

Iphin'inja yam encinane?  
Iphin'inja yam? Iphi?  
Enendleb'emfutshane  
Nomsila omde  
Iphin'inja yam? Iphi?



## Two-week planner: Week 1

| ACTIVITY   | MONDAY   | TUESDAY   |
|--|--|---|
| <b>SHOW AND TELL</b>                             | Enjoy a few show and tell presentations.   | Enjoy a few show and tell presentations.                        |
| <b>WHOLE CLASS LETTERS AND SOUNDS ACTIVITIES</b> | Tell the story for the first time.<br>Introducing a letter from the story ( <b>m</b> ) | Forming the letter (multisensory activities)                    |
| <b>WHOLE CLASS STORY-BASED ACTIVITIES</b>        | Storytelling and building vocabulary   | Storytelling and singing  |
| <b>ROTATION GROUP ACTIVITIES</b>                 | <b>Group 1</b> Practising the letter ( <b>m</b> )                                      | <b>Group 1</b> Creative play<br>(Art and construction)          |
|  | <b>Group 2</b> Drawing and emergent writing<br>(teacher-guided)                        | <b>Group 2</b> Practising the letter ( <b>m</b> )               |
|  | <b>Group 3</b> Independent reading   | <b>Group 3</b> Drawing and emergent writing<br>(teacher-guided) |
|  | <b>Group 4</b> Letter puzzles and games  | <b>Group 4</b> Independent reading                              |
|  | <b>Group 5</b> Creative play<br>(Art and construction)                                 | <b>Group 5</b> Letter puzzles and games                         |
| <b>STORY TIME</b>                                | 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                                   |
| <b>Group 1</b> Letter puzzles and games                      | <b>Group 1</b> Independent reading                           | <b>Group 1</b> Drawing and emergent writing (teacher-guided) |
| <b>Group 2</b> Creative play (Art and construction)          | <b>Group 2</b> Letter puzzles and games                      | <b>Group 2</b> Independent reading                           |
| <b>Group 3</b> Practising the letter (m)                     | <b>Group 3</b> Creative play (Art and construction)          | <b>Group 3</b> Letter puzzles and games                      |
| <b>Group 4</b> Drawing and emergent writing (teacher-guided) | <b>Group 4</b> Practising the letter (m)                     | <b>Group 4</b> Creative play (Art and construction)          |
| <b>Group 5</b> Independent reading                           | <b>Group 5</b> Drawing and emergent writing (teacher-guided) | <b>Group 5</b> Practising the letter (m)                     |
| 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   |
|--|--|--|
| <b>BONISA UZE UBALISE</b>                          | Yonwabela amabali ambalwa uze uwabalise                                      | Yonwabela amabali ambalwa uze uwabalise                                      |
| <b>IMISEBENZI YEKLASI YONKE YOONOBUMBA NEZANDI</b> | Balisa ibali okokuqala. Ukwazisa unobumba osemagameni othathwe ebalini u/m/  | Ukwakha unobumba (imisebenzi ezisebenzisa iziva-mvo ezininzi)                |
| <b>IMISEBENZI YEKLASI YONKE EGXILE EBALINI</b>     | Ukubalisa ibali nokwakha isigama   | Ukubalisa ibali nokucula   |
| <b>IMISEBENZI YAMAQELA ATSHINTSHANAYO</b>          | <b>Iqela loku-1</b> Ukuziqhelanisa nonobumba u/m/                            | <b>Iqela loku-1</b> Umdlalo oyilayo (Ukudlalisa)                             |
|  | <b>Iqela lesi-2</b> Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala) | <b>Iqela lesi-2</b> Ukuziqhelanisa nonobumba u/m/                            |
|  | <b>Iqela lesi-3</b> Ukuzifundela   | <b>Iqela lesi-3</b> Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala) |
|  | <b>Iqela lesi-4</b> Iiphazile zoonobumba nemidlalo                           | <b>Iqela lesi-4</b> Ukuzifundela   |
|  | <b>Iqela lesi-5</b> Umdlalo oyilayo (Ubugcisa nokwakha)                      | <b>Iqela lesi-5</b> Iiphazile zoonobumba nemidlalo                           |
| <b>IXESHA LEBALI</b>                               | Funda incwadi entsha ukhwaza yonke imihla                                    | Funda incwadi entsha ukhwaza yonke imihla                                    |



| ULWESITHATHU   | ULWESINE   | ULWESIHLANU  |
|--|--|--|
| Yonwabela amabali ambalwa uze uwabalise                                      | Yonwabela amabali ambalwa uze uwabalise                                      | Yonwabela amabali ambalwa uze uwabalise                                      |
| libhokisi zoonobumba   | Ukumamela izandi ekujoliswe kuzo   | Ukudibanisa nokwahlula (amalungu)  |
| Ukubalisa ibali nokulinganisa  | Ukubeka imifanekiso ngokulandelelana kwayo                                   | Ukubhala nokufunda kunye   |
| <b>Iqela loku-1</b> Imidlalo yamagama neephazile                             | <b>Iqela loku-1</b> Ukuzifundela   | <b>Iqela loku-1</b> Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala) |
| <b>Iqela lesi-2</b> Umdlalo oyilayo (Ubugcisa nokwakha)                      | <b>Iqela lesi-2</b> Iiphazile zoonobumba nemidlalo                           | <b>Iqela lesi-2</b> Ukuzifundela   |
| <b>Iqela lesi-3</b> Ukuziqhelanisa nonobumba u/m/                            | <b>Iqela lesi-3</b> Umdlalo oyilayo (Ubugcisa nokwakha)                      | <b>Iqela lesi-3</b> Imidlalo yamagama neephazile                             |
| <b>Iqela lesi-4</b> Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala) | <b>Iqela lesi-4</b> Ukuziqhelanisa nonobumba u/m/                            | <b>Iqela lesi-4</b> Umdlalo oyilayo (Ubugcisa nokwakha)                      |
| <b>Iqela lesi-5</b> Ukuzifundela   | <b>Iqela lesi-5</b> Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala) | <b>Iqela lesi-5</b> Ukuziqhelanisa nonobumba u/m/                            |
| 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  |
|--|--|--|
| <b>SHOW AND TELL</b>                             | Enjoy a few show and tell presentations.                     | Enjoy a few show and tell presentations.                     |
| <b>WHOLE CLASS LETTERS AND SOUNDS ACTIVITIES</b> | Introducing a letter from the story ( <b>u</b> )             | Forming the letter (multisensory activities)                 |
| <b>WHOLE CLASS STORY-BASED ACTIVITIES</b>        | More sequencing pictures                                     | Shared reading: Big Book                                     |
| <b>ROTATION GROUP ACTIVITIES</b>                 | <b>Group 1</b> Practising the letter ( <b>u</b> )            | <b>Group 1</b> Creative play (Fantasy play)                  |
|  | <b>Group 2</b> Drawing and emergent writing (teacher-guided) | <b>Group 2</b> Practising the letter ( <b>u</b> )            |
|  | <b>Group 3</b> Independent reading                           | <b>Group 3</b> Drawing and emergent writing (teacher-guided) |
|  | <b>Group 4</b> Letter puzzles and games                      | <b>Group 4</b> Independent reading                           |
|  | <b>Group 5</b> Creative play (Fantasy play)                  | <b>Group 5</b> Letter puzzles and games                      |
| <b>STORY TIME</b>                                | Read a new book aloud every day.                             | Read a new book aloud every day.                             |

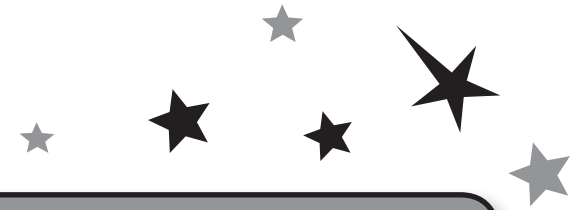


| WEDNESDAY  | THURSDAY   | FRIDAY   |
|--|--|--|
| Enjoy a few show and tell presentations.                     | Enjoy a few show and tell presentations.                     | Enjoy a few show and tell presentations.                     |
| Letter boxes   | Listening for sounds in words                                | Blending and segmenting (syllables)                          |
| Read and do  | Shared writing and reading                                   | Listen and do  |
| <b>Group 1</b> Letter puzzles and games                      | <b>Group 1</b> Independent reading                           | <b>Group 1</b> Drawing and emergent writing (teacher-guided) |
| <b>Group 2</b> Creative play (Fantasy play)                  | <b>Group 2</b> Letter puzzles and games                      | <b>Group 2</b> Independent reading                           |
| <b>Group 3</b> Practising the letter (u)                     | <b>Group 3</b> Creative play (Fantasy play)                  | <b>Group 3</b> Letter puzzles and games                      |
| <b>Group 4</b> Drawing and emergent writing (teacher-guided) | <b>Group 4</b> Practising the letter (u)                     | <b>Group 4</b> Creative play (Fantasy play)                  |
| <b>Group 5</b> Independent reading                           | <b>Group 5</b> Drawing and emergent writing (teacher-guided) | <b>Group 5</b> Practising the letter (u)                     |
| 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   |
|--|--|--|
| <b>BONISA UZE UBALISE</b>                          | Yonwabela amabali ambalwa uze uwabalise                                      | Yonwabela amabali ambalwa uze uwabalise                                      |
| <b>IMISEBENZI YEKLASI YONKE YOONOBUMBA NEZANDI</b> | Ukwazisa unobumba osemagameni othathwe ebalini u/u/                          | Ukwakha unobumba (imisebenzi ezisebenzisa iziva-mvo ezininzi)                |
| <b>IMISEBENZI YEKLASI YONKE EGXILE EBALINI</b>     | Ukubeka imifanekiso ngokulandelelana kwayo kuyaqhutywa                       | Ukufunda kunye:: iNcwadi eNkulu  |
| <b>IMISEBENZI YAMAQELA ATSHINTSHANAYO</b>          | <b>Iqela loku-1</b> Ukuziqhelanisa nonobumba u/u/                            | <b>Iqela loku-1</b> Umdlalo oyilayo (Ukudlalisa)                             |
|  | <b>Iqela lesi-2</b> Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala) | <b>Iqela lesi-2</b> Ukuziqhelanisa nonobumba (u)                             |
|  | <b>Iqela lesi-3</b> Ukuzifundela   | <b>Iqela lesi-3</b> Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala) |
|  | <b>Iqela lesi-4</b> Imidlalo yamagama neephazile                             | <b>Iqela lesi-4</b> Ukuzifundela   |
|  | <b>Iqela lesi-5</b> Umdlalo oyilayo (Ukudlalisa)                             | <b>Iqela lesi-5</b> Imidlalo yamagama neephazile                             |
| <b>IXESHA LEBALI</b>                               | 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   |
| <b>Iqela loku-1</b> Imidlalo yamagama neephazile                             | <b>Iqela loku-1</b> Ukuzifundela   | <b>Iqela loku-1</b> Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala) |
| <b>Iqela lesi-2</b> Umdlalo oyilayo (Ukudlalisa)                             | <b>Iqela lesi-2</b> Imidlalo yamagama neephazile                             | <b>Iqela lesi-2</b> Ukuzifundela   |
| <b>Iqela lesi-3</b> Ukuziqhelanisa nonobumba u/u/                            | <b>Iqela lesi-3</b> Umdlalo oyilayo (Ukudlalisa)                             | <b>Iqela lesi-3</b> Imidlalo yamagama neephazile                             |
| <b>Iqela lesi-4</b> Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala) | <b>Iqela lesi-4</b> Ukuziqhelanisa nonobumba u/u/                            | <b>Iqela lesi-4</b> Umdlalo oyilayo (Ukudlalisa)                             |
| <b>Iqela lesi-5</b> Ukuzifundela   | <b>Iqela lesi-5</b> Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala) | <b>Iqela lesi-5</b> Ukuziqhelanisa nonobumba u/u/                            |
| 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 o 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](http://www.sparklebox.co.uk).

### Whiteboards

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

### A set of letter boxes

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

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



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



# Intshayelelo kwimisebenzi emalunga noonobumba nezandi

## ***Ilizwe loonobumba nezandi***

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

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

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

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

## ***Isishwankathelo seli candelo***

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

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

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

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

## **Izixhobo zokwenza imisebenzi yoonobumba nezandi**

### **Imethi ezenziwe ngentlama yokudlala**

Faka iikopi zethemphile yoonobumba ekwiziXhobo kwizingxobo zeplastiki. Abantwana bangasebenzisa oonobumba abashicilelweyo njengesikhokelo xa besenza oonobumba bentlama yokudlala. Imethi ezenziwe ngentlama yokudlala nazo zingakhutshelwa zize zishicilelwe kwiiwebhusayithi ezifana nale [www.sparklebox.co.uk](http://www.sparklebox.co.uk).

### **Iibhodi ezimhlophe**

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

### **Iseti yeebhokisi zoonobumba**

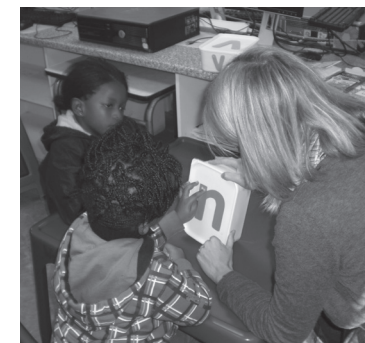
Zalisa izikhongozeli ze-ayisikhrimu ezingenanto ngezinto (okanye ngemifanekiso yezinto) eziqala ngesandi esithile. Umzekelo, ibhokisi /f/ iza kuba nezinto ezinamagama aqala ngesandi u/f/.

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

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



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





## MONDAY

## Introducing a letter from the story

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

**YOU WILL NEED**

*Spot goes to the shop* story on page 12; big alphabet chart; board

Tell the story of *Spot goes to the shop* 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: “a person, Musa”. Ask the children where they have heard the words before.
- 2 Say to the children: “Can you hear what sound these words start with: m-m-money, t-t-tree, m-m-mother? Yes, you are right, they start with the sound /m/. Listen carefully, here are some more words that start with /m/: trees, houses, child, magistrate, mother, mango, car, fire, matches, knife, mat, ring, mug, map, mask, wind, cream, dirty.” (Emphasise the beginning sound as you say these words, for example: m-m-mother, t-t-tree.)

**Saying the sound**

- 1 Say the sound /m/ clearly and tell the children to watch your mouth carefully as you make the sound.
- 2 Ask the children to say the sound /m/: m-m-m-m-m. 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 and not the letter name **m** (‘em’).
- 3 Teach the children an action associated with the sound. For example: the children can rub their tummies while saying “m-m-m-mnandi”.

**Thinking of words beginning with the sound**

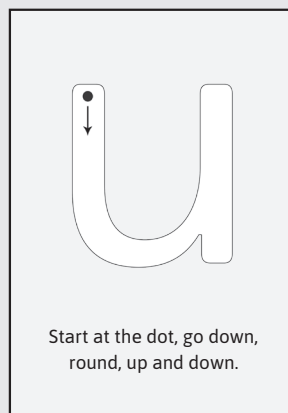
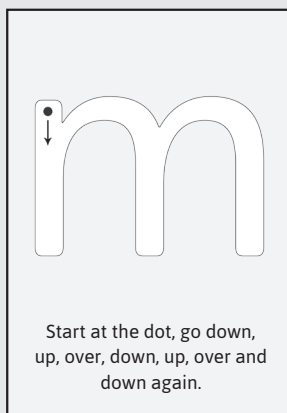
- 1 Ask the children if anyone’s name starts with /m/. Can they think of any other words that start with the sound /m/?





### Forming the letter

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



### Linking the letter to the alphabet chart

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

These activity steps focus on the letter **m** and should be used in Week 1.

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

- Emphasise the words from the story that start with the sound /u/: list, Sir, Musa, song, Spot, thousand, bottle.
- Other /u/ words: paper, party, pasta, peanuts, pear, pets, pig, puppy.
- When you form **u** with the children say: "Start at the dot, go down, round, up and down."
- Teach the children an action associated with the sound. They could say: "Who are you asking? **u-u-u-u**".
- If you have an alphabet chart in your class, show the children the letter **u** on the alphabet chart.





# NGOMVULO Ukwazisa unobumba osemagameni othathwe ebalini

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

## UZA KUDINGA

Ibali u-**USpoti uya evenkileni** elikwiphepha le-14; itshathi enkulu yoonobumba; ibhodi

Balisa ibali likaSpoti uya evenkileni elikwiphepha le-14.



## AMANYATHELO

### Ukumamela isandi ekujoliswe kuso

- 1 Cela abantwana ukuba bahlale emethini baze bamamele kuwe. Biza amagama athatyathwe ebalini: *“umntu, uMusa, umnumzana.”* Buza abantwana ukuba babekhe baweva na la magama ngaphambili.
- 2 Yithi ebantwaneni: *“Ingaba niyasiva isandi ekujoliswe kuso na: imela, umongo, umzi, imali, imilo? Ewe, uyichanile! Onke ajolise kwisandi u/**m/**. Mamela ngononophelo, nanga amanye amagama anonobumba u/**m/**: imithi, imizi, umntwana, umantyi, umama, imengo, imoto, umama, umlilo, imatshisi, imela, imethi, umsesane, imagi, imephu, imaskhi, umoya, msobo, mthubi, mdaka, umama..”* (Gxininisa kwisandi ekujoliswe kuso ngethuba ubiza la magama. Umzekelo: ummamma, immithi.)

### Ukubiza isandi

- 1 Biza isandi **/m/** ngokucacileyo uze uxelele abantwana ukuba bakujonge emlonyeni ngononophelo ngelixa ubiza isandi.
- 2 Bacele abantwana ukuba bakulinganise babize isandi **/m/**: **mmmm**. Kwenze oku kunike umdla. Sibize isandi uthethele phantsi, ukhwaze, usibizele eludongeni, uthethe nophahla ze niphinde nisebezelane omnye nomnye. Qinisekisa ukuba abantwana babiza isandi sikanobumba.
- 3 Fundisa abantwana iintshukumo ezinxulumene nesandi. Umzekelo: Abantwana bangenza ngathi babetha izisu zabo ngeli lixa besithi, **“m-m-m-mnandi”**.

### Ukwenza uluhlu lwamagama anesandi sokuqala esifanayo

- 1 Buza abantwana ukuba ngoobani abanamagama aqala ngo/**m/**. Bangawacinga na amanye amagama abawaziyo aqala ngesandi u/**m/**.



### Ukwakha unobumba

- 1 Buza abantwana ukuba bayakwazi na ukubhala unobumba owenza isandi u/**m**/.
- 2 Bonisa abantwana indlela yokwakha imilo kanobumba u/**m**/ . Bhala unobumba kakhulu ebhodini ngelixa ucula itshanti yokwakha unobumba: “Qala echaphazeni, yehla, nyuka, yiya ngaphaya, yehla, nyuka, yiya ngaphaya, wehle kwakhona.”
- 3 Bayeke abantwana baziqhelanise nokwakha unobumba emoyeni, emethini nasezandleni zabo, njalo njalo.



### Ukunxulumanisa unobumba kwitshati ye-alfabhethi

- 1 Ukuba unayo itshati ye-alfabhethi eklasini yakho, bonisa abantwana unobumba u-**m**/ kwitshati ye-alfabhethi.

La manyathelo omsebenzi agxile kunobumba u/**m**/ osetyenziswe kwiVeki yoku-1.  
KwiVeki yesi-2, landela amanyathelo afanayo kodwa uqwalasele unobumba u/**u**/.

Nazi ezinye iimbono.

- Gxininisa amagama athathwe ebalini anesandi u/**u**/: uluhlu, uMnu, uMusa, yhu.
- Amanye amagama anesandi u/**u**/: ikhulu, iculo, umngxu, uluhlu, uSpoti
- Xa nisenza u/**u**/ kunye nabantwana, yithi: “Qala echaphazeni, yehla, jikela, nyuka, wehle.”
- Fundisa abantwana intshukumo ehambisana nesi sandi. Bangashentsa kwisingqisho: “Ubuza bani? Uthi **u-u-u-u!**”
- Ukuba unetshathi ye-alfabhethi eklasini yakho, babonise abantwana unobumba u/**u**/ etshathini ye-alfabhethi.



## Forming the letter (multisensory activities)

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

**STEPS**

- 1 Begin by modelling how to write the focus letter: ask the children if they can remember words that start with the focus letter. (Remember to say the sound the letter makes (/m/) and not the name of the letter ('em').)
- 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 **m** in Week 1: "Start at the dot, go down, up, over, down, up, over and down again." In Week 2, say the following as you show the children how to form the letter **u**: "Start at the dot, go down, round, up and down."
- 3 Let the children practise the letter formation in the air, on the carpet, on each other's backs or on their hands.
- 4 Once you have modelled how to write the letter, choose from the following activities to give children the experience of forming these letters using big movements and as many of their senses as possible.

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

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

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

A large piece of chalk

**STEPS**

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



## Water letters

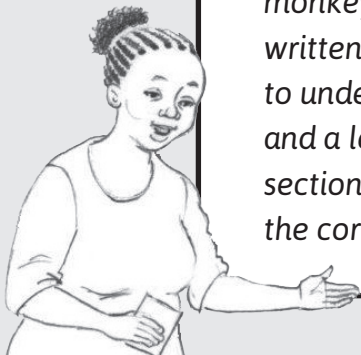
### YOU WILL NEED

Water; paintbrushes

### STEPS

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

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



## Sand letters

### YOU WILL NEED

Sand trays or a sandy area outside

### STEPS

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



# NGOLWESIBINI

## Ukwakha unobumba (imisebenzi esebenzisa iziva-mvo ezininzi)

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

### AMANYATHELO

- 1 Qala ngokubabonisa indlela yokubhala unobumba ekujoliswe kuye: buza abantwana ukuba bayawakhumbula na amagama aqala ngonobumba ekujoliswe kuye.
- 2 Bonisa abantwana indlela yokwakha lo nobumba. Bhala unobumba kakhulu ebhodini okanye emoyeni.
- 3 Vumela abantwana ukuba baziqhelanise nokwakha lo nobumba emoyeni, emethini, emqolo komnye nomnye okanye ezandleni zabo.
- 4 Emva kokuba ubabonisile indlela yokubhala lo nobumba, khetha komnye wale misebenzi uze unike abantwana ukuba bazenzele ngokwabo oonobumba ngokushukumisa umzimba okanye ngokusebenzisa iziva-mvo zabo ezininzi kangangoko.

Kwiveki yokuqala, jolisa kunobumba u/m/.

Kwiveki yesibini unobumba ekujoliswa kuye ngu/u/.



### Oonobumba betshokhwe

#### UZA KUDINGA

Iqhekeza elikhulu letshokhwe

### AMANYATHELO

- 1 Phumani phandle uze unike umntwana ngamnye iqhekeza elikhulu letshokhwe.
- 2 Bacele abantwana ukuba babhale nobumba kakhulu ngetshokhwe eziteneni/eludongeni/kwipheyivingi.
- 3 Bakhuthaze abantwana ukuba babize isandi esenziwa ngunobumba ngelixa bebhala.





## 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/kwipheyivingi.
- 3 Khuthaza abantwana ukuba babize isandi esenziwa ngunobumba ngelixa bebhala.



Nje ukuba abantwana bazive izandi kumagama athethwayo (ezifana nesandi *u/m/* ekuqaleni kwegama *uMusa*), kufuneka bafunde ukuba isandi *u/m/* sibhalwa njengonobumba ofana nalo: **m**. Kufuneka baqonde unxulumano phakathi kwesandi abasivayo kunye nonobumba obhaliweyo. Imisebenzi kweli candelo inxulumanisa ukuziqhelanisa ngomlomo nesandi esitsha kwindlela unobumba ohambelana naso akhangeleka navakala ngayo.



## Oonobumba besanti

### UZA KUDINGA

litreyi zesanti okanye indawo enesanti phandle

### AMANYATHELO

- 1 Yahlula abantwana babe ngamaqela amancinci uze unike iqela ngalinye itreyi enesanti. Okanye, phuma nabo phandle niye endaweni enesanti.
- 2 Cela abantwana ukuba babhale unobumba kakhulu esantini ngeminwe yabo okanye ngesetyana elincinci.
- 3 Khuthaza abantwana ukuba babize isandi esenziwa ngunobumba ngelixa bebhala.





## Play dough letters

### YOU WILL NEED

Play dough (recipe on page 98); play dough mats

### STEPS

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



## Whiteboard letters

### YOU WILL NEED

Whiteboards; marker pens; pieces of cloth

### STEPS

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

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



## Oonobumba abenziwa ngentlama yokudlala

### UZA KUDINGA

Intlama yokudlala (iresiphi kwiphepha lama-98); imethi

### AMANYATHELO

- 1 Nika umntwana ngamnye ibhola yentlama yokudlala uze umcele ukuba ayiqengqe intlama yokudlala ibe 'ziisoseji' ezinde.
- 2 Faka iikopi zeethempleyithi zoonobumba kwisingxobo seplastiki. Bonisa abantwana indlela yokwenza unobumba usebenzisa intlama yokudlala usebenzisa unobumba oshicilelweyo njengesikhokelo.
- 3 Bacele abantwana ukuba benze unobumba besebenzisa intlama yokudlala. Bakhuthaze ukuba batreyise phezu kukanobumba wentlama yokudlala ngeminwe yabo baze babize isandi esenziwa ngunobumba.



## Oonobumba bebhodi emhlophe

### UZA KUDINGA

Ibhodi ezimhlophe; iikhoki; iziqwentshu zamalaphu

### AMANYATHELO

- 1 Nika umntwana ngamnye ibhodi emhlophe uze uvumele abantwana ukuba babhale unobumba ngelixa bebiza isandi esenziwa ngunobumba.
- 2 Abantwana bangawuphinda-phinda lo msebenzi izihlandlo ezininzi. Ekuqaleni komsebenzi, bakhuthaze ukuba babhale oonobumba bagcwalise ibhodi yonke. Xa sele beqhelile, bangabhala oonobumba abancinci.

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



# 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 the objects that start with the following letters:

**Week 1 m:** mask; mirror; make up; marbles; mermaid; monkey; mango; magnifying glass

**Week 2 u:** list, stalk, skin, sea, steam, milk, wool

### 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 as you name each one.
- 2 Ask questions about the objects: "Have you seen one of these? What do we use this for? What colour is it? How does it feel?"

#### Listening for beginning sounds

- 1 Say to the children: "Listen to this word: m-m-mirror. Can you hear what sound 'mirror' starts with? What is the first sound of the word?"
- 2 Encourage the children to emphasise the beginning sound when they say a word.

#### 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 **m**." 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

**m:** umona; imela; imoto; imali; umoya; amafu; amalaphu; amehlo; amanzi

Iveki yesi-2

**u:** kat; uluhlu; uluthi; ulusu; ulwandle; ulophu; ubisi; uboya

## AMANYATHELO

### Ukubiza izinto ngamagama

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

### Ukumamela izandi ekujoliswe kuzo emagameni

- 1 Yithi ebantwaneni: "Mamelani eli gama: u-m-m-mona. Niyeva ukuba igama elithi mona ukuba liqala ngasiphi isandi? Sesiphi isandi ekujoliswe kuso kweli gama?"
- 2 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 Xa abantwana sele beziqhelanisile nesandi esitsha, babonise ke ngoku unobumba osebhokisini uze uthi: "Lo nobumba yindlela esisibhala ngayo isandi u/m/. Bayeke abantwana ukuba batreyise phezu kukanobumba obhalwe esicikweni sesikhafuthina ngeminwe yabo."

Usenokusebenzisa iihulahupu emsebenzini wokuhlela. Beka isiciko sebhokisi yoonobumba okanye ikhadi likanobumba esizikithini sehulahupu. Oku kuza kunceda abantwana ukuba babone izinto ezihambisana kunye nonobumba.





## THURSDAY

## Listening for sounds in words

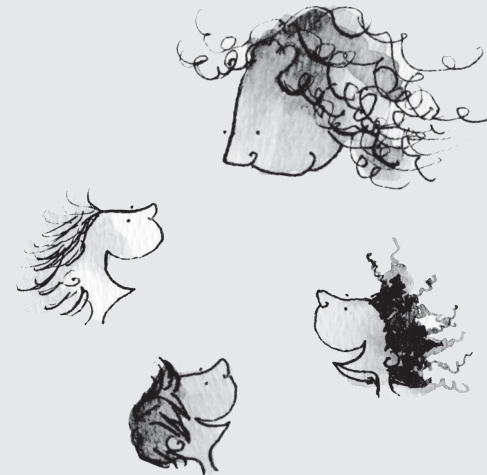
**Phonological awareness:** Children learn to hear and identify beginning and end sounds in words.

### *I spy with my little eye*

#### STEPS

- 1 Ask the children to sit on the mat and listen very carefully to you.
- 2 Identify something in the classroom 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 *ifestile*, say: *"I spy with my little eye something that begins with the sound /f/."*
- 3 Children must look for things that start with that sound. If they guess 'ifestile' correctly, it is their turn to look for something and say: *"I spy..."*.
- 4 If a child names something else starting with the sound /f/, you can say: *"Yes, you are right, 'ifestile' does start with the sound /f/, but I am thinking of something else that starts with /f/."*
- 5 If children struggle with this at first, you can give them clues in addition to the beginning sound. For example, for *ucango* you could say: *"I spy something beginning with /c/. It is something that you can open and close."*

*I spy with my little eye* is an excellent game to help children to start hearing beginning sounds in words. Remember to say the beginning sound, and not the name of the letter. For example, 'table' starts with the sound /t/ and not with the letter t ('tee').





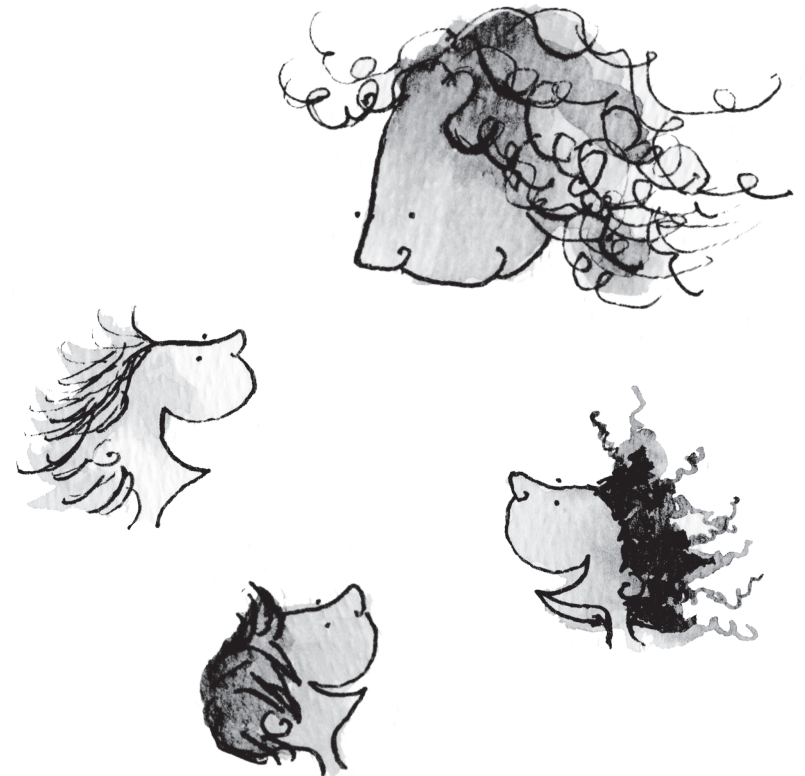
## NGOLWESINE

## Ukumamela izandi ekujoliswe kuzo

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

**Ngeliswa lam ndibona****AMANYATHELO**

- 1 Cela abantwana ukuba bahlale emethini baze bakumamele ngenyameko.
- 2 Khetha into eklasini uze ungabaxeleli abantwana oko ukucingayo, emva koko ngokucace gca, krobisa abantwana ngokubanika isandi ekujoliwe kuso egameni lento leyo. Umzeleko: Ukuba ucinga 'ngemali' yithi: "Ngeliswa lam ndibona into enegama elinesandi u/**m**".
- 3 Abantwana mabakhangele izinto ezineso sandi. Ukuba baqashela 'imali' ngokuchanekileyo; lityeli labo lokujonga into baze bathi: "Ndibona..."
- 4 Ukuba umntwana ubona enye into enesandi u/**m**/, ungathi: "Ewe, unyanisile, ku 'imela' kujoliswe kwisandi u/**m**/, kodwa ndicinga enye into eqala ngo/**m**/."
- 5 Ukuba abantwana bayasokola ekuqaleni, usenokubakrobisa ngokugqitha kwisandi ekujoliswe kuso. Umzekelo, ngemali usenokuthi: "Ngeliswa lam ndibona into enasandi u/**m**". Yinto esetyenziswa nasevenkileni xa uyokuthenga."



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: butter; spaza; money; shopkeeper; packet; little; packet; children; everything; Ma Madiswa  
A small bag with pictures or objects for any of the multisyllabic words relating to the story; **Say-it-and-move-it** board (page 101); counters and Prestik

**Say-it-and-move-it (multisyllabic words)****STEPS**

- 1 Draw your own **Say-it-and-move-it** board on a piece of paper or on a board in your classroom.
- 2 Begin by drawing a large rectangle and ask a child to select a multisyllabic picture card out of the cloth bag and stick it in the large rectangular space. Draw the correct number of blocks under the picture. For example, the word 'bu-tter' has two syllables, so you would need to draw two blocks.
- 3 Now ask the child to name the picture and stretch the word, or say it slowly, to help them to hear each syllable in the word. Give them the correct number of counters and help them to move a counter into a small block each time they say a syllable.

- 4 Continue the activity and let children take turns to listen to a word and move the counters for each syllable that they hear.

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

**Xhosa:** ivenkile (shop); amaqanda (eggs); nkqonkqoza (knock); ukwanga (hug); umhlobo (friend); ibhotolo (butter); funda (read); hamba (walk); baleka (run); ubisi (milk)

**Afrikaans:** hondjie (puppy); spazawinkel (spaza shop); Saterdag (Saturday); asseblief (please); inkopielys (shopping list); pasteitjies (pies); konfyt (jam); gesels (speak); ontsteld (upset); krummel (crumb)

*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: injanana; ivenkile; umnyango; izikhokho; amaqanda; abantwana; uMama Madiswa  
Ibhegi encinci enemifanekiso okanye /izinto ezinamagama anamalungu amaninzi athathwe ebalini; ibhodi ebonisa amagama amakabizwe ahanjiswe; (iphepha le-101); iimbotyi/izixhobo zokubala; iprestiki

### Yibize uyihambise (amagama anamalungu amaninzi)

#### AMANYATHELO

- 1 Sebenzisa lo mzekelo ongasezantsi ukukunceda uzobe ibhodi ethi **Yibize uyihambise** kwisiqwenga setshati yephepha okanye ebhodini yeklasi yakho. (Lo msebenzi usebenza ngcono ebhodini enguzibuthe enezixhobo zokubala, kodwa ungasebenzisa iprestiki uze uncathelise izixhobo zokubala ebhodini okanye ephepheni elikhulu.)
- 2 Qala ngokuzoba uxande olukhulu uze ucele umntwana ukuba akhethe ikhadi elinegama elinamalungu amaninzi ebhegini yelaphu uyincathelise eskwereni esikhulu. Zoba inani elichanekileyo leebhloko ezantsi komfanekiso. Umzekelo: igama elithi 'i-nja-na-na' linamalungu amane, ngoko ke kuya kufuneka uzobe iibhloko ezine.
- 3 Ngoku cela umntwana ukuba awubize ngegama umfanekiso okanye into kwaye mkhuthaze ukuba alitsale igama, okanye alibize ngokucuthayo,

ukuze eve ilungu ngalinye elisegameni. Mnike inani elichanekileyo lezixhobo zokubala kwibhloko ukuze ahambise ityeli ngalinye ebiza ilungu legama.

- 4 Qhubeka nomsebenzi uze uvumele abantwana ukuba batshintsha-tshintshane ngokukhetha amakhadi nokuhambisa izixhobo zokubala.

*Ukunceda ukukhuthaza ukusebenzisa iilwimi ezininzi kananjalo nokuqinisa ulwazi lwabantwana lolwimi lwasekhaya, zama lo msebenzi ngamagama ambalwa anamalungu amaninzi. Cella abantwana ukuba bakuncede ngendlela abizwa ngayo ukuba kuyimfuneko!*

**English:** (shop) ivenkile (eggs) amaqanda; (knock) nkqonkqoza; (hug) ukwanga; (friend) umhlobo; (butter) ibhotolo; (read) funda; (walk) hamba; (run) baleka; (milk) ubisi

**Afrikaans:** (hondjie) injana; (Saterdag) uMgqibelo; (konfyet) ijem; (spazawinkel) isipaza; (ontseld) khathazeka; (krummel) imvuthuluka

*Ukuba abantwana abaseklasini yakho bathetha ezinye iilwimi, bacele bakunike igama olithathe ebalini ngolwimi lwabo.*





# Introduction to story-based activities

## ***Moving from oral to written language***

### ***Storytelling (Monday, Week 1)***

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

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

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

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

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

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

### ***Writing inspired by the story (Friday, Week 1)***

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

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

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



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

### ***Read and do (Wednesday, Week 2)***

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

### ***Listening (Friday, Week 2)***

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

### ***Using story-based activities to build vocabulary***

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

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

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





# Intshayelelo ngemisebenzi esekelezwe emabalini

## ***Ukuqala kulwimi oluthethwayo okanye lomlomo ukuya kolubhalwa phantsi***

### ***Ukubalisa amabali (ngoMvulo, kwiVeki yoku-1)***

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

### ***Ukucula nokulinganisa (ngoLwesibini nangoLwesithathu, kwiVeki yoku-1)***

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

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

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

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

### ***Ukubhala kukhuthazwa libali (ngoLwesihlanu kwiVeki yoku-1)***

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

### ***Ukwabelana ngokufunda (ngoLwesihlanu kwiVeki yoku-1)***

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





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

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

### ***Funda uze wenze (ngoLwesithathu kwiVeki yesi-2)***

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

### ***Ukumamela (ngoLwesihlanu kwiVeki yesi-2)***

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

### ***Ukusebenzisa imisebenzi esikelezwe ebalini ukwandisa isigama***

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

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

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

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

Children hear the *Spot goes to the shop* story while learning new vocabulary.

#### YOU WILL NEED

- Puppets and props: Zinzi; Sam; Mama Madiswa; Spot the dog; Mr Ibrahim and Musa; shopping list (write out before the lesson)
- Objects or picture cards for a few words from the vocabulary list
- Story, rhyme and vocabulary list on pages 12–19.

When children hear their teachers using the story language with confidence, they will mimic them and adopt the same style. Teachers become language models for children who are still learning language skills and vocabulary.

Try to use the story language and vocabulary regularly during the day and over the entire two weeks. This will help the children build their language skills and vocabulary, and will give them opportunities to use the new words and language more often.



#### 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 **Spot goes to the shop**.”
- 3 Relate the story to the children’s lives: “This story is about a dog called Spot. Who has got a dog at home? What is your dog’s name?”
- 4 Introduce the characters: “This is Zinzi and her brother Sam. This is Mama Madiswa, and this is the dog, Spot. Mr Ibrahim is the shopkeeper and Musa is his son.” Help the children link the characters to **Ali and the paint** and **The green dress**: “Do you remember Musa? He is Ali’s brother.”
- 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 mean.
  - 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: *"What do you think Mama Madiswa is going to say when the children get home without Spot?"*
- 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: *"Why didn't Spot notice when the children left?"* Praise and elaborate on even the simplest answers. For example: *"Yes, that's right. Spot was hungry. Spot was so busy eating the crumbs on the floor of the shop that he didn't see the children leave to go home."*
- 2 Ask open ended questions to stimulate discussion: *"If Musa hadn't brought Spot home, what would Zinzi and Sam have done?"*
- 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 'kinds of food' and 'feeling words'.

*Two-way conversations, which allow children to talk as well as listen, are one of the best ways for children to build language skills and vocabulary.*

*It's a good idea to pause expectantly and often when communicating with children. This will give them time to process the information and understand that you are wanting them to join in and participate.*





## Ukubalisa ibali nokwakha isigama

Abantwana beva ibali elithi 'USpoti uya evenkileni' ngelixa befunda isigama esitsha.

### UZA KUDINGA

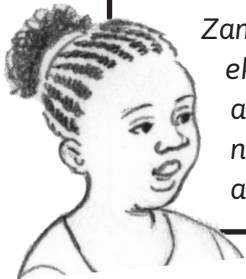
Oonopopi: uZinzi; uSam; uMama uMadiswa;inja uSpoti; uMnu Ibrahim kunye noMusa; uluhlu lwezinto eziza kuthengwa (lubhale ngaphambi kokuba uqalise isifundo)

Izinto okanye amakhadi emifanekiso amagama ambalwa kuluhlu lwesigama ibali, isicengcelezo kunye noluhlu lwesigama esikwiphepha i-12 ukuya kwi-19

*Xa abantwana besiva ootitshala babo besebenzisa ulwimi lwamabali ngokuzithemba, baye babalinganise baze bathethe njengabo.*

*Ootitshala baba yimizekelo yokusetyenziswa kolwimi ebantwaneni abasafunda izakhono zolwimi nesigama.*

*Zama ukusebenzisa ulwimi lwamabali nesigama rhoqo eklasini yakho kangangeeveki ezimbini. Oku kuza kubanceda abantwana ukuba baphuhlise izakhono zabo zolwimi nesigama, kuze kubanike namathuba okusebenzisa amagama amatsha nolwimi rhoqo.*



### 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 '**USpoti uya evenkileni**'."
- 3 Nxulumanisa ibali kubomi babantwana: "Eli bali limalunga nenja egama linguSpoti. Ngubani onenja ekhaya? Ngubani igama lenja yakho?"
- 4 Yazisa abalinganiswa: "Lo nguZinzi kunye nomnakwabo uSam. Lo nguMama uMadiswa, ze le ibe yinja, uSpoti. UMnu Ibrahim ngunovenkile yaye uMusa ngunyana wakhe." Ncedisa abantwana ukuba banxulumanise abalinganiswa abakula mabali **U-Ali nepeyinti** nelithi **Ilokhwe eluhlaza**. "Nisamkhumbula uMusa? Ngumntakwabo Ali."
- 5 Yazisa amagama amabini okanye amathathu amatsha kula akuluhlu lwesigama: "Phambi kokuba siqalise, ndifuna ukunixelesa iintsingiselo zamanye amagama amatsha esiza kudibana nawo ebalini."
  - Xoxani ngokuba igama ngalinye lithetha ukuthini na, usebenzise amagama alula.
  - Apho kukwazekayo, bonisa abantwana into okanye umfanekiso obonisa intsingiselo yegama.
  - Cela abantwana abathetha iilwimi ezahlukeyo ekhaya, ukuba bachaze igama ngolwimi lwabo.

### Ngelixa ubalisa ibali

- 1 Qinisekisa ukuba ulibalisa ngodlamko ibali ukuze ugcine udlamko lwabantwana. Yenza iintshukumo ezithile, sebenzisa izinto zokubalisa ibali uze ulibalise ibali ngamazwi awohlukeneyo.
- 2 Cela abantwana ukuba baqikelele into eza kulandela ebalini uze ubabandakanye ngokubabuza imibuzo evulelekileyo efana nale: “Nicinga ukuba uMama uMadiswa uza kuthini xa abantwana befika ekhaya ngaphandle kukaSpoti?”
- 3 Gxininisa kwisigama esitsha. Nika iinkcazelo ezimfutshane ukuba ubona ngathi oku kuza kubanceda abantwana ukuba baliqonde ibali. Buza ukuba ingaba ukhona na umntu oyikhumbulayo inkcazelo yegama elitsha.

### Emveni kokubaliswa kwebali

- 1 Buza imibuzo ukuhlola nokubethelela ukuqonda kwabantwana, ngolu hlobo: “Ingaba kutheni uSpoti engaqaphelanga xa abantwana behamba?” Ncoma uze utyatyadule kwezona mpendulo zilula. Umzekelo: “Ewe, kulungile. USpoti wayelambile. USpoti wayexakekile esitya iinguqu zezonka phantsi kangangokuba akazange ababone abantwana xa begoduka.”
- 2 Buza imibuzo evulelekileyo ukuqala ingxoxo: “Ukuba uMusa wayengamzisanga uSpoti kokwabo, nicinga ukuba babeza kwenza ntoni uZinzi noSam?”
- 3 Bethelela isigama esitsha ebalini ngokubuza imibuzo ngamagama, umzekelo: “Yintoni i... Ungandolathela i... Isetyenziswa entwenini i...?”
- 4 Thetha ngohlobo lwamagama amatsha, umzekelo ‘iintlobo zokutya’ kunye ‘namagama emvakalelo’.

*Incoko-yababini, ebavumelayo abantwana ukuba bathethe baphinde bamamele yenye yeendlela ezisebenzayo ebantwaneni ngelixa besakha izakhono zabo zolwimi nesigama.*

*Yinto entle ukunqumama rhoqo ngokulindelekileyo xa unxibelelana nabantwana. Oku kubanika ithuba lokwetyisa ulwazi nengqiqo yokuba ufuna ukuba bangenelele bathathe inxaxheba.*

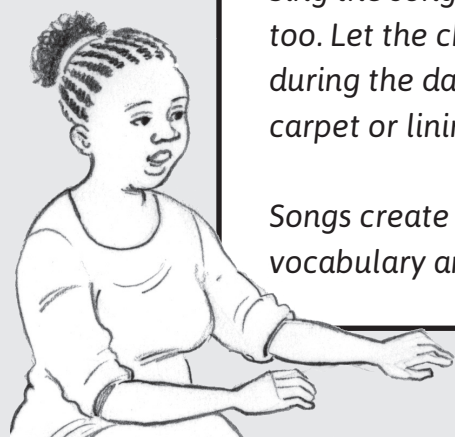




Children learn the language of the story by listening to the story again and singing a song related to the story.

**YOU WILL NEED**

Words and music for *Spot's song* (page 17)



*Sing the song every day! Remember to do the actions too. Let the children sing the song at certain times during the day, such as when they are waiting on the carpet or lining up outside the door 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 nebali.

## UZA KUDINGA

Amazwi engoma ethi **Ingoma kaSpoti** kwiphepha le-19



Cula ingoma yonke imihla! Ukhumbule nokwenza intshukumo ehambelana nayo. Bavumele abantwana ukuba bayicule ingoma nanini na ngexesha lesikolo, xa belinde emethini okanye befole ngasemnyango xa bebuya kwisidlo sasemini.

Ingoma zidala amathuba okubethelela isigama nolwimi olutsha ngendlela eyonwabisayo kunye nebandakanyayo.

## 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 – kunganzima ukuba abantwana bawakhumbula onke amazwi engoma zisuka.
- 4 Fundisa abantwana iintshukumo ezihamba nengoma.



# WEEK 1 STORY-BASED

## WEDNESDAY Storytelling and role play

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

### YOU WILL NEED

Puppets; a table; a loaf of bread/empty bread packet; an egg box; butter containers; a milk bottle; a jam tin; a hand-written shopping list

### STEPS

- 1 Sing *Spot's song*.
- 2 Choose six children to play the characters in the story (Mama Madiswa; Sam; Zinzi; Mr Ibrahim; Spot; Musa).
- 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 in telling the story.
- 5 Tell the children who is going to be the storyteller, also known as the narrator. The acting children are going to act out everything the narrator says. Help them to organise where they are going to stand.
- 6 Start the story like this: *"One Saturday, Mama Madiswa was busy writing a shopping list in the kitchen. She called the children and asked them: 'Please will you two walk to the shop and buy the things on my list?'"* The child playing the role of Mama Madiswa does the actions and says the words.

- 7 Continue telling the story in this way. The children will do the actions to match the narrator's words. *"First, they wrote a shopping list, then their mother gave them some money, and then off they went!"* The children playing the role of Sam and Zinzi head off to the shop.
- 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.



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

#### UZA KUDINGA

Oonopopi; itafile; ilofu yesonka/iplastiki yesonka engenanto; ibhokisi yamaqanda; izitya zebhotolo; ibhotile yobisi; itoti yejem; uluhlu lwezinto eziza kuthengwa olubhalwe ngesandla

#### AMANYATHELO

- 1 Cula **ingoma kaSpoti**.
- 2 Khetha abantwana abathandathu ukuba badlale indawo yabalinganiswa abasebalini (uMama uMadiswa; uSam; uZinzi; uMnu Ibrahim; uSpoti; uMusa).
- 3 Ncokolani ngomlinganiswa ngamnye osebalini. Xelela umntwana ngamnye ukuba uza kuba ngubani na ebalini.
- 4 Xoxani ngezinto neempahla zomdlalo eziza kusetyenziswa ebalini.
- 5 Baxebele abantwana ukuba ngubani oza kuba ngunobalisa. Abantwana abaza kuba ngabalinganiswa baza kwenza yonke into abayixelelwa ngunobalisa. Bancedise balungise indawo abaza kuma kuyo.
- 6 Qalisa ukubalisa ibali olu hlobo: "Ngomnye uMgqibelo, uMama uMadiswa wayexakekile ebhala uluhlu lwezinto eziza kuthengwa ekhitshini. Wakhwaza abantwana, wabathuma: "Ningandiyela evenkileni niyokundithengela izinto ezibhalwe kolu luhlu?" Umntwana odlala indawo kaMama uMadiswa wenza intshukumo njengoko ethetha amazwi.

- 7 Qhubeka ngokubalisa ibali ngale ndlela. Abantwana baza kwenza intshukumo ehambelana namazwi athethwa ngunobalisa. "Kuqala, babhala uluhlu lwezinto eziza kuthengwa, emva koko umama wabo wabanika imali, baze bahamba!" Abantwana abadlala indima kaSam noZinzi baza kuya evenkileni.
- 8 Abanye abantwana eklasini baza kubukela umdlalo.
- 9 Ukuba likhona ixesha, usengawuphinda kwakhona umdlalo usebenza abanye abantwana.



# 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 **Spot's song** (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 kaSpoti** (kwiphepha le-19).
- 2 Khetha imifanekiso elandelelanayo uze uyiphakamise.
- 3 Buza abantwana ukuba babona ntoni na uze uncokole nabo nzulu ngalo mfanekiso:
- 4 Emva kokuba nixoxe ngomfanekiso ngamnye, wuncamathelise ebhodini ukuze abantwana bawubone. Qinisekisa ukuba imifanekiso ayilandelelani kweli nqanaba lomsebenzi.
- 5 Emveni kokuba nincokole ngemifanekiso, buza abantwana: *"Ingaba imifanekiso ibekwe ngokulandelelana kwayo na?"*
- 6 Cela abantwana ukuba bakolathele umfanekiso obonisa ukuqala kwebali.
- 7 Sebenzani kunye ukuhlenga-hlengisa imifanekiso ukwenzela ukuba ibali linike intsingiselo evakalayo.
- 8 Babandakanye abantwana ngalo lonke ixesha. Buza imibuzo efana nale: *"Yintoni eye yalandela? Ngubani okhumbulayo into elandelayo eza kwenzeka ebalini?"*

Le yimibuzo enokuba luncedo onokuyibuza malunga nomfanekiso:

- "Nibona bani?" (abalinganiswa)
- "**Wenza** okanye **yenza** 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 amakhadi kwakhona uze uwuphinde lo msebenzi.



FRIDAY

## Shared writing and reading

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

**YOU WILL NEED**

A large sheet of paper; marker pens; an A4 blank page for each child and crayons

**STEPS**

- 1 Write the title, 'My shopping list', at the top of each child's page before the lesson. Read the title together as the children point to each word.
- 2 Retell the story using the puppets.
- 3 Talk about different kinds of shops and what we buy at a grocery store, a clothing shop, a toyshop, a bookshop and so on.
- 4 Let the children share their personal shopping experiences.
- 5 Create a scenario, such as shopping for supper or a birthday party.
- 6 Tell the children that the class is going to make a shopping list together. Ask the children to give suggestions of what to buy for the occasion.
- 7 As the children make suggestions, write the words on the paper in a list. Draw a simple picture to illustrate each item.
- 8 When a list has been created, read it together with the class.

*Always encourage children's efforts to 'write', whether they are using odd letters, scribbles or numbers. As they begin to understand that spoken words can be written down on paper, they will try to represent sounds in words with letters. This is called invented spelling and it is an important step in learning to write.*



- 9 Explain to the children that they are going to make their own shopping list. (You may want to remove your list as you don't want the children copying.)
- 10 Tell the children to draw the items they would like to buy at the shop. Encourage the children to 'have-a-go' and 'write' the words to match their drawings, using pretend or invented spelling.
- 11 Let the children sit in pairs and 'read' their shopping lists to each other.



# NGOLWESIHLANU

## Ukubhala nokufunda kunye

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

### UZA KUDINGA

Iphepha elikhulu; iikhrayoni; iphepha le-A4 elingabhalwanga zomntwana ngamnye

### AMANYATHELO

- 1 Libalise kwakhona ibali usebenzisa oonopopi.
- 2 Ncokolani ngeentlobo-ntlobo zeevenkile nezinto esizithengayo kwivenkile yegrosari, kwivenkile yeempahla, kwivenkile yezinto zokudlala, kwivenkile yeencwadi, njalo njalo.
- 3 Bayeke abantwana babelane ngamava abo okuya kuthenga.
- 4 Yenza imeko efunisa ukuba kuyiwe kuthengwa, efana nokuthenga isidlo sangokuhlwa okanye izinto zetheko lokuzalwa.
- 5 Xelela abantwana ukuba iklasi iza kubhala izinto eziza kuthengwa kunye. Cela abantwana ukuba bakunike iingcebiso zezinto emazithengelwe isiganeko eso.
- 6 Njengoko abantwana bekunika iingcebiso nje, bhala amagama ephepheni kuluhlu. Zoba umfanekiso olula ukubonisa into nganye.
- 7 Xa uluhlu lugqityiwe, lufundeni kunye neklasi.
- 8 Bhala isihloko, 'Uluhlu lwam lwezinto ezithengwayo', ngentla ephepheni lomntwana ngamnye ngaphambi kokuba uqalise isifundo. Fundani isihloko kunye nabantwana ngelixa abantwana besolatha igama ngalinye.

Zikhuthaze rhoqo iinzame zabantwana 'zokubhala', nokuba basebenzisa oonobumba abangaqhelekanga, amarhoqololo okanye amanani. Njengoko beqala ukuqonda ukuba amagama athethwayo angabhalwa ephepheni, baza kuzama ukubonisa izandi zamagama ngoonobumba. Oku kwaziwa ngokuba lupelo oluqanjweyo kwaye linyathelo elibalulekileyo lokufunda ukubhala.



- 9 Bachazele abantwana ukuba baza kubhala uluhlu lwabo lwezinto ezithengwayo. (Mhlawumbi ungalisusa uluhlu lwakho ukuze bangakopi abantwana.)
- 10 Xelela abantwana ukuba bazobe izinto abangathanda ukuzithenga evenkileni. Khuthaza abantwana ukuba 'babhale nje' yaye 'babhale' amagama ahambelana nemizobo yabo, besenza ngathi okanye basebenzise upelo oluqanjweyo.
- 11 Bayeke abantwana bahlale ngababini baze 'bafundelane' uluhlu lwabo lwezinto ezithengwayo.

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 102) for each child; additional white paper for each child; scissors; glue;
- Photocopied and folded little book for each child (page 103).
- 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.



*Prepare all the little books in advance. At this stage of the year, it is likely to be too difficult for the children to fold their own little books and it will waste valuable teaching time if you do it during the lesson.*

### 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.



The ***Stellar Teacher's guide for parent meetings*** includes guidelines for showing parents how to make a little book. In this way, you are encouraging the family to get involved in creating 'reading' and 'writing' opportunities at home for the children.



## Ukubeka imifanekiso ngokulandelelana kwayo kuyaqhutywa

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

### UZA KUDINGA

- Imifanekiso yolandelelaniso ekuMqulu weBali;
- Ikopi emnyama namhlophe yemifanekiso elandelelanayo emincinci (iphepha le-102) yomntwana ngamnye; iphepha elongezelelweyo elimhlophe lomntwana ngamnye; izikere; iglu;
- Incwadi encinci ekotshiweyo yaza yasongwa yomntwana ngamnye (kwiphepha lama-103).
- Lungisa iitafile zabantwana kwangethuba ubeke imifanekiso emnyama namhlophe yomntwana ngamnye nezikere ezaneleyo kunye neglu eza kusetyenziswa ngabo bonke abantwana.



Zilungise iincwadi ezincinci ngethuba. Kweli nqanaba lonyaka, kunganzima ebantwaneni ukuzisongela ezabo iincwadi ezincinci kwaye kungachitha ixesha elibalulekileyo lokufundisa ukuba ungakwenza oku ngexesha lesifundo.

### AMANYATHELO

#### Emethini

- 1 Qala ngabantwana abahleli emethini. Khetha abantwana abaza kuma phambi kweklasi, emnye kubo ephethe imifanekiso enombala elandelelanayo. Qinisekisa ukuba imifanekiso ayibekwanga ngokulandelelana kwayo.
- 2 Cella abantwana ukuba babeke imifanekiso ngokulandelelana kwayo. Bacele ukuba bolathe umfanekiso ofanele ukuba sekuqaleni kwebali.
- 3 Bekunye njengeqela, tshintsha-tshintsha abantwana abaphethe imifanekiso de ibali linike intsingiselo. Buza imibuzo efana nale: "Kwenzeka ntoni mva? 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 emhlophe namnyama, bayibeke ngokulandelelana kwayo ze bayincamathelise kwiphepha elingabhalwanga. Hamba-hamba ubancedise apho kuyimfuneko khona. Lo msebenzi uluncedo xa uhlola abantwana abakwazi ukubeka iziganeko zebali ngokokulandelelana kwazo.
- 2 Xa abantwana begqibile ukusebenza ngemifanekiso elandelelanayo, nika umntwana ngamnye incwadi encinci. Bakhuthaze ukuba bajonge iqweqwe lencwadi uze ufunde isihloko sencwadi kunye nabo.
- 3 Bonisa abantwana mifanekiso yonke yencwadi encinci, ubancedise ukuba baqaphele ukuba imifanekiso esencwadini iyafana nale yolandelelwaniso.
- 4 Ukuba kukho ixesha, umntwana kufuneka 'afunde' umntu ahleli naye incwadi yakhe encinci.
- 5 Bakhuthaze abantwana ukuba bagoduke nazo iincwadi bayokuzifundela iifemeli zabo.



*Isikhokelo sooTitshala sentlanganiso yabazali sakwaStellar siquka izikhokelo zokubonisa abazali ukuba yenziwa njani incwadi encinci. Ngale ndlela ukhuthaza usapho lonke ukuba luzibandakanye ekudaleleni abantwana amathuba 'okufunda' 'nawokubhala' emakhayeni abo.*



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

### YOU WILL NEED

*Spot goes to the shop* 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 in detail 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.

Show the children how to hold the book upright when reading and encourage them to look at the pictures for clues about the story. Talk to the children about the difference between the front and the back of the book and how we read from left to right.



- 7 When you have 'walked' through the whole book, go back to the beginning and read the title again.
- 8 Turn the pages and read each sentence in a clear, steady and natural voice.
- 9 Point to each word as you read.
- 10 Point out any letters the children may know and reinforce the focus letters for this story.
- 11 Read the book again and encourage the children to 'read' with you.



## NGOLWESIBINI

## Ukufunda kunye: Incwadi enkulu

Abantwana bafunda ngokufunda ibali elibhaliweyo eliqhelekileyo ngethuba ubabonisa inkqubo yokufunda.

### UZA KUDINGA

INcwadi eNkulu ethi **USpoti uya evenkileni**

### 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 iklasi isihloko sebali. Yolatha igama ngalinye ngelixa ufunda. Sifunde kwakhona isivakalisi uze ucele abantwana ukuba basifunde kunye nawe.
- 4 Tyhila incwadi uze ubonise abantwana yonke imifanekiso esencwadini, nixoxe nzulu ngayo njengoko niyibuka uze uvumele abantwana babuze imibuzo.
- 5 Bavumele abantwana ukuba bancokole ngebali benze nonxulumaniso kulwimi namava eveki ephelileyo.
- 6 Yolatha iinombolo zamaphepha ngelixa uqhubekeka utyhila amaphepha encwadi nincokole ngokuba leliphi iphepha elilandelayo.

Bonisa abantwana indlela yokubamba incwadi kakuhle bangayigqwethi xa befunda uze ubakhuthaze ukuba bajonge emifanekisweni ukufumana umkhondo. Ncokola nabantwana malunga nomahluko phakathi komphambili wencwadi nomva wencwadi nangokuba sifunda ukusukela ngaphambili ukuya ngemva.



- 7 Xa sele 'ubabonise' yonke incwadi, buyela umva uye ekuqaleni uze ufunde isihloko kwakhona.
- 8 Tyhila amaphepha uze ufunde isivakalisi ngelizwi elicacileyo, elingangxamanga neliqhelekileyo.
- 9 Yolatha igama ngalinye ngelixa ufunda.
- 10 Yolatha nokuba ngabaphi oonobumba abantwana abasele bebazi uze ugxininise kunobumba ochongelwe eli bali kunye nesandi sakhe.
- 11 Yifunde kwakhona incwadi uze ukhuthaze abantwana ukuba 'bafunde' kunye nawe.

# WEEK 2 STORY-BASED

## WEDNESDAY Read and do

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

### YOU WILL NEED

Shopping trolley templates (page 104); shopping brochures; scissors; glue



Ask your local grocery shop for a shopping brochure for each child. Stores are often helpful when they understand the educational purpose. It is best if each child in the class has their own copy of the same brochure.

### STEPS

- 1 Tell the children to look through the shopping brochure.
- 2 Encourage the children to 'read' the labels and name the items they see in the brochure.
- 3 Ask the children to look for something specific in the brochure. (For example: "Can you find any healthy food? Which food do you need to keep in the fridge? Can you find any pictures of vegetables?")
- 4 Tell the children that they must look through the brochure and choose things they would like to 'buy'.

- 5 Explain that they must cut out the items and glue them into their trolley.
- 6 When the group is finished, let them sit in pairs and talk about what is in their trolleys.

Use printed adverts for learning:

- They encourage children to read environmental print.
- They can be used to reinforce beginning sounds in words.
- They can be used to practise hearing syllables in words. (For example: "Let's clap the word broccoli ... bro/cco/li.")
- They can be used to practise letter recognition.
- They can be used to reinforce colours.
- They can be used for maths concepts.
- Meeting 4 in the **Stellar Teacher's Guide for parent meetings** includes an activity with shopping brochures.



## NGOLWESITHATHU Funda uze wenze

Abantwana bafunda ukutolika amakhadi abhaliweyo nanemifanekiso balandele imiyalelo.

### UZA KUDINGA

lithemphoyithi zetroli yokufaka izinto ezithengwayo (iphepha le-104); amaphetshana entengiso; izikere; iglu



Cela ivenkile ekufutshane nawe ukuba ikuphe amaphetshana entengiso unike umntwana ngamnye eklasini yakho. Iivenkile zisoloko ziluncedo xa ziyiqonda injongo yento oyicelayo. Kungangcono ukuba umntwana ngamnye eklasini yakho angafumana ikopi yephetshana lentengiso.

### AMANYATHELO

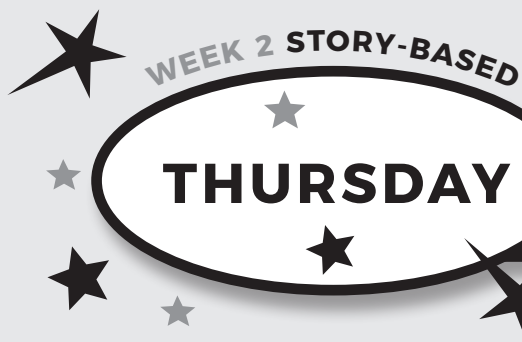
- 1 Xelela abantwana ukuba bajonge iphetshana lentengiso.
- 2 Khuthaza abantwana ukuba 'bafunde' iilebhuli baze babize amagama ezinto ezikwiphepha lentengiso.
- 3 Cela abantwana ukuba bakhangele into ethile kweli phetshana. (Umzekelo: "Ungakufumana ukutya okusempilweni? Kokuphi ukutya ekufuneka ukugcine efrijini? Ungayifumana imifanekiso yemifuno?")
- 4 Xelela abantwana ukuba bajonge iphetshana lentengiso baze bakhethe izinto abangathanda 'ukuzithenga'.

- 5 Bachazele mabasike ezi zinto bazincamathelise kwitroli yabo.
- 6 Xa iqela ligqibile, bayeke bahlale ngababini bancokolelane ngezinto ezikwiitroli zabo.

Amaphetshana entengiso avela kwiivenkile ezinkulu zegrosari nanezinto ezibhabhelayo asinika ubutyebi bamathuba okufunda eklasini yakho:

- Akhuthaza abantwana ukuba bafunde izinto ezishicilelweyo kwiindawo ezisingqongileyo.
- Angasetyenziselwa ukubethelela izandi zokuqala emagameni.
- Angasetyenziselwa ukuziqhelanisa nokuva amalungu amagama. (Umzekelo: "**Masiqhwabeni igama elithi iqanda...i/qa/nda.**")
- Angasetyenziselwa ukuqhelanisa abantwana nokunakana oonobumba.
- Angasetyenziselwa ukubethelela imibala.
- Angasetyenziselwa ukufundisa ingqiqo yemathematiki efana nobungakanani, iimilo nokunakana amanani.
- Intlanganiso kwisiKhokelo sikaTitshala sentlanganiso sakwaStellar siquka umsebenzi onencwadana yentengiso.





## Shared writing and reading

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 with the heading: 'Spot's new adventure'; a thick black marker

### STEPS

- 1 Say to the children: *"Do you think Spot stayed safely at home after he was brought home? No! Spot loves walking about the streets, doesn't he? In fact, Spot went on another adventure the very next day! Where do you think Spot went? What happened to him?"*
- 2 Explain to the children that you are going to write another story about Spot going on an adventure. Say to them: *"Let's write our own story. Let's think together. Does the story begin in the day or the night? Where is Spot? Who is he with?"* Once children have shared ideas about the beginning of the story, discuss and agree on what they want to say. Write down their words. You can begin with the words: 'Once upon a time' or 'One day'.
- 3 Say to the children: *"Now that we have written the beginning of our story, who has ideas of what could happen next?"* Listen to a few ideas then negotiate with the children about the events in the story. Write down the children's words, then go back and read the story from the beginning.
- 4 Then say: *"Now we need to think how the story ended. What happened next to Spot? Who has ideas about what to write for the end of the story?"* Write down the children's words, then finish with the words: 'The End'. Read the story from the beginning, pointing to each word as you read.
- 5 If there is time, you can ask some of the children to illustrate the story. Stick the story on the wall.



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

### UZA KUDINGA

Isiqwenga sephepha elinesihloko esithi: 'Udelo-ngozi olutsha lukaSpoti';  
ikokhi enkulu emnyama

### AMANYATHELO

- 1 Yithi ebantwaneni: "Nicinga ukuba uSpoti uye wahlala phantsi kokhuseleko lwasekhaya emveni kokuba ebuyiselwe ekhaya? Hayi! USpoti uyakuthanda ukuhamba-hamba ezitalatweni, anditsho? Phofu, uSpoti uye waphinda waya kolunye udelo-ngozi ngemini elandelayo! Kwenzeke ntoni kuye?"
- 2 Bachazele abantwana ukuba niza kubhala elinye ibali elimalunga noSpoti esiya kolunye udelo-ngozi. Yithi kubo: "Masibhaleni ibali lethu. Masicingeni kunye. Ingaba ibali liqala ebusuku okanye emini? Uphi uSpoti? Unabani?"  
Xa abantwana begqibile ukwabelana nawe ngeembono zabo ngesiqalo sebali, xoxani nivumelane ngento abafuna ukuyithetha. Bhala phantsi amagama abo. Ungaqala ngala magama: 'Kwathi ke kaloku ngantsomi' okanye 'Ngenye imini'.

- 3 Yithi ebantwaneni: "Njengokuba sisibhalile nje isiqalo sebali, ngubani oneembono ngento elandelayo eza kwenzeka?" Mamela iimbono ezimbalwa zabo nize nixoxe malunga neziganeko zebali. Bhala phantsi into ethethwa ngabantwana uze ubuyele umva ulifunde ibali ukusukela ekuqaleni.
- 4 Emva koko yithi: "Ngoku kufuneka sicinge ngendlela ibali eliphele ngayo. Yintoni elandelayo eyenzekileyo. Ngubani oneembono ngento emasiyibhale ekupheleni kwebali?" Bhala phantsi amagama abantwana, uze ugqibezele ngala magama: 'Isiphelo'. Funda ibali ukusukela ekuqaleni, wolathe igama ngalinye njengoko ufunda.
- 5 Ukuba kukho ixesha, ungabacela abanye abantwana ukuba bazobe imifanekiso yebali. Lixhome eludongeni ibali.



WEEK 2 STORY-BASED

# FRIDAY Listen and do

Children learn to listen carefully and follow verbal instructions.

## YOU WILL NEED

- A few items of food or pictures of food from a shopping brochure
- Items to make sounds (a bell; an instrument; a phone)

## STEPS

- 1 Seat the children in a circle and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: *"I want you to close your eyes, then I am going to make a sound. I want you to listen carefully and put up your hand if you can tell me what sound it is."* Make sounds such as knocking on the table, clapping your hands, ringing a small bell, clicking your fingers and playing a note on a musical instrument. You can also play animal sounds from a cell phone or play the first notes of a song.
- 3 Now pick up four items of food or pictures of food and name each one. After showing the children the items, put them behind your back and ask if anyone can remember what you showed them. Listen to their responses, then try with five items.
- 4 The next activity is to build children's auditory memory by naming items of food without showing the actual items or pictures.

Encourage children to take time to think about what they have heard before rushing to answer.



- Start a story: *"The children went to the shop to buy butter."*
  - The next child in the circle must add another item of food: *"The children went to the shop to buy butter and sugar."*
  - The next child in the circle adds another: *"The children went to the shop to buy butter and sugar and soap..."* Keep it to a maximum of five items in the list; start again after five children.
- 5 Here is another activity to build auditory memory. Say to the children: *"My aunty is very forgetful. She forgets things easily. She went to the supermarket to buy ingredients to bake a chocolate cake. She needed milk, salt, flour, eggs and sugar... When she got home she had bought flour and eggs. What did she forget?"*



# NGOLWESIHLANU

## Mamela uze wenze

Abantwana bafunda ukumamela ngononophelo kwaye balandele imiyalelo ethethwayo.



Khuthaza abantwana ukuba bathathe ixesha ukucinga ngento abayivileyo phambi kokungxamela ukuphendula.

### UZA KUDINGA

Izinto ezimbalwa zokutya okanye imifanekiso yokutya elikwiphetshana lentengiso yokutya.

Izinto zokwenza izandi (intsimbi; isixhobo; ifowuni)

### AMANYATHELO

- 1 Hlalisa abantwana ngokwesangqa baze bonke bahlale phantsi bathi cwaka bazole.
- 2 Qala umsebenzi wanamhlanje wokumamela ngokuthi: "Ndifuna nivale amehlo enu, ngoku ndiza kwenza isandi. Ndifuna nimamele ngononophelo nize niphakamise izandla zenu ukuba ningatsho ukuba sesiphi esi sandi." Yenza izandi ezifana nokunkqonkqoza etafileni, ukuqhwaba izandla, ukubetha intsimbi encinci, ukunkqakraza iminwe kunye nokudlala inowuthi ngesixhobo somculo. Ungadlala kwakhona izandi zezilwanyana ngeselula yakho okanye udlale iinowuthi zokuqala zengoma.

- 3 Ngoku khetha izinto ezine zokutya okanye imifanekiso yokutya uze ubize into etyiwayo nganye. Emva kokubonisa abantwana ezi zinto, zibeke emva kwakho uze ubabuze ukuba ngubani osazikhumbulayo izinto obabonise zona. Mamela iimpendulo zabo, uze uzame ngezinto ezintlanu.
- 4 Umsebenzi olandelayo kukuphuhlisa isakhono sabantwana sokukhumbula into abayivileyo ngokunika amagama ezinto ezityiwayo ngaphandle kokuba ubabonise ezi zinto okanye imifanekiso.
  - Qala ibali: "Abantwana baye evenkilemi bayokuthenga ibhotolo."
  - Umntwana olandelayo okwisangqa makongeze enye into etyiwayo: "Abantwana baye evenkilemi bayokuthenga ibhotolo neswekile."
  - Umntwana olandelayo esangqeni wongeza enye: "Abantwana baye evenkilemi ukuya kuthenga ibhotolo, iswekile nesepha..." Phela kwizinto ezintlanu ezikuluhlu; qala kwakhona emva kwabantwana abahlanu.
- 5 Nanku omnye umsebenzi wokwakha inkumbulo yokuva. Yithi ebantwaneni: "Umakazi wam uyalibala kakhulu. Uzilibala lula izinto. Uye evenkilemi eyokuthenga izithako zokwenza ikeyiki yetshokolethi. Ebedinga ubisi, iityuwa, iflaw, amaqanda kunye neswekile... Uthe xa efika ekhaya wabe ethenge iflaw namaqanda. Ulible ntoni?"

# Introduction to rotation group activities

## **Helping children to work independently and in groups**

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

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

## **The importance of rules**

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

Here are some suggestions:

### **Rules for Fantasy play area**

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

## **Rotating the activities**

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

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

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

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

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





## **Overview of the activities**

### ***Drawing and emergent writing (teacher-guided)***

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

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

### ***Creative play***

#### **Art and construction (Week 1)**

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

#### **Fantasy play (Week 2)**

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

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

### ***Letter puzzles and games***

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

### ***Practising the letter***

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

### ***Independent reading***

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

# Intshayelelo kwimisebenzi yamaqela atshintshanayo

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

## **Ukunceda abantwana ukuba basebenze ngokuzimela nakumaqela**

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

### **Imithetho ebalulekileyo**

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

Nanga amanye amacebiso:

### **Imigaqo yendawo yokudlalisa**

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

## **Imisebenzi etshintshanayo**

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

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

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

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

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







## **Isishwankathelo semisebenzi**

### **Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)**

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

### **Umdlalo oyilayo**

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

### **Ubugcisa nokwakha**

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

### **Ukudlalisa**

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

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

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

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

### **Imidlalo yoonobumba neephazile**

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

### **Ukuziqhelanisa noonobumba**

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

### **Ukuzifundela**

Kubalulekile ukuba ube nekona yokufundela enako konke okufunekayo, enomtsalane ukuze ikhuthaze abantwana ukuba bafunde. Khetha iincwadi zamabali abantwana eziziintlobo ezahlukeneyo, iincwadi ezinemifanekiso, imagazini, izichazi-magama ezinemifanekiso, iincwadi zesikhokelo neeresiphi. Ukuba unalo ixesha onokulichitha neligela 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 ***Spot goes to the shop*** at the top of each child's blank page before the lesson. Ask the children to point to the words of the title as you read them together.
- 2 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 Mr Ibrahim put one of his special pies in the packet for the children?" Encourage the children to draw their favourite part of the story. Ask the children if they would like to write something about their picture or if they would like you to write for them.
- 3 Make a comment or ask a question about the drawing, such as: "You have drawn so many things to buy. Can you tell me what these are?"
- 4 If they would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write the child's sentence for example: "Spot ... went ... to ... the ... What word did you want to say next? Shop. I am going to write shop."

More children will be wanting to write themselves. Don't worry if some children write a long string of letters without spaces. Sometimes it can be helpful to count the child's words on your fingers as they tell you their sentence. Say the sentence again, pointing to each finger as you say each word. Encourage the child to do the same with their fingers as they decide what to write. This may help them understand the spaces between words.



- 5 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.
- 6 When you have finished writing, encourage the child to read the sentence with you. Point to each word as you read and acknowledge their efforts.



## Week 2: My own idea

### STEPS

- 1 Write **My pet** at the top of each child's blank page before the lesson.
- 2 Ask the children to point to the words of the title as you read them together.
- 3 Ask the children: "Do you have a dog like Spot or another kind of pet at home?" Ask the children to draw their pet, or a pet they wish they had. Ask the children if they would like to write something about their picture.
- 4 Make a comment or ask a question about the drawing, such as: "That's a fat cat!" or "Do you like to swim with your dog? That's a fun thing to do! What a beautiful drawing and such good writing."
- 5 If they would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write the child's sentence for example: "My ... dog ... is called ... Fluffy."
- 6 Write exactly what the child tells you, word for word. Remember to write neatly and clearly.
- 7 When you have finished writing, encourage the child to read the sentence with you. Point to each word as you read and acknowledge their efforts.

Here's another idea linked to the story: Write **Fun things to do with a pet** on the children's pages. Follow the steps for Week 2, but ask your class to draw fun activities they would like to do with a (real or imagined) pet.





**UMSEBENZI**

## Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)

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

### IVeki yoku-1: Indawo endiyithandayo ebalini

#### AMANYATHELO

- 1 Bhala **USpoti uya evenkileni** emantla ephephe elingabhalwanga lomntwana ngamnye ngaphambi kokuba uqalise isifundo. Cela abantwana ukuba bolathe amagama esihloko ngelixa uwafunda kunye nabo.
- 2 Cela abantwana ukuba bacinge ngebali baze baxoxe ngeendawo abazithande kakhulu. Banike umzekelo ofana nalo: “Niyithandile la ndawo apho uMnumzana Ibrahim afakela abantwana epakethini enye yeepayi zakhe ezikhethekileyo?” Khuthaza abantwana ukuba bazobe indawo abayithandayo ebalini. Babuze abantwana ukuba bangathanda ukubhala into ngomfanekiso wabo.
- 3 Hlomla okanye ubuze umbuzo ngomzobo, umbuzo ofana nalo: “Ndiyayithanda indlela ozoba ngayo into oyicingayo – qhubeka uzama!” Okanye “Uzobe izinto ezininzi eziza kuthengwa evenkileni. Ungandichazela ukuba ziintoni?”
- 4 Ukuba bangathanda ukuba ubabhalele, bagcine bebandakanyekile ngokubacela ukuba bawabize amagama ngokucuthayo ngelixa uwabhala phantsi. Cingela ngaphandle ngelixa ubhala isivakalisi somntwana, umzekelo: “UZinzi ... ufumene... uSpoti... e... ubufuna ukuthini kwakhona? Usekhabhathini. Ndiza kubhala usekhabhathini... ekhabhathini.”
- 5 Bhala ngqo into umntwana akuxelela yona, igama negama alibizayo. Khumbula ukuba kufuneka ubhale ngokucacileyo nacocekileyo.

#### UZA KUDINGA

Iphepha elibukhulu bungu-A4 elingabhalwanga lomntwana ngamnye; iikhrayoni

Uninzi lwabantwana luza kufuna ukubhala ngokwalo. Ungakhathazeki xa abanye babantwana bebhala oonobumba abaninzi abadwelisiweyo ngaphandle kokushiya izikhewu phakathi kwabo. Ngamanye amaxesha kuba luncedo ukubala amagama abantwana eminweni yakho ngelixa bekuxelela isivakalisi sabo. Biza isivakalisi kwakhona, wolathe umntwana ngamnye ngelixa ubiza igama ngalinye. Khuthaza umntwana ukuba enze ngokufanayo ngeminwe yakhe njengoko ecinga ukuba angabhala ntoni. Oku kungabanceda ukuba baziqonde izikhewu eziphakathi kwamagama.



- 6 Xa ugqibile ukubhala, khuthaza umntwana ukuba afunde isivakalisi kunye nawe. Yolatha igama ngalinye xa ufundayo. Zincome iinzame zabo.

## Iveki yesi-2: Umbono endinawo

### AMANYATHELO

- 1 Bhala **Isilo-qabane sam** emantla ephepha elingabhalwanga lomntwana ngamnye ngaphambi kwesifundo.
- 2 Cela abantwana ukuba bolathe amagama esihloko ngelixa uwafunda kunye nabo.
- 3 Buza abantwana ukuba: “Ingaba ninayoinja efana noSpoti okanye esinye isilwanyana-qabane ekhaya?” Cela abantwana ukuba bazobe isilo-qabane sabo, okanye isilo-qabane abanqwenela ukubanaso. Buza abantwana ukuba bangathanda na ukubhala into ngomfanekiso wabo
- 4 Hlomla okanye ubuze umbuzo ngomzobo, umbuzo othi: “Yikati etyebileyo leyo!” okanye “Uyakuthanda ukuqubha nenja yakho? Yinto eyonwabisayo leyo! Awusemhle ngako umzobo wakho nombhalo wakho,”
- 5 Ukuba bangathanda ukuba ubabhalele, bagcine bebandakanyekile ngokubacela ukuba babize amagama ngokucuthayo ngelixa uwabhala phantsi. Cingela ngaphandle ngelixa ubhala isivakalisi somntwana, umzekelo: “Igama... lenja ... yam... nguScooby.”
- 6 Bhala ngqo into umntwana akuxelela yona, igama negama alibizayo. Khumbula ukuba kufuneka ubhale ngokucacileyo nacocekileyo.
- 7 Xa ugqibile ukubhala, khuthaza umntwana ukuba afunde isivakalisi kunye nawe. Yolatha igama ngalinye xa ufundayo. Zincome iinzame zabo.

Nantsi enye imbono enxulumene nebali:  
Bhala **Izinto ezonwabisayo onokuzenza nesilo-qabane** kumaphepha abantwana. Landela amanyathelo eVeki yesi-2, kodwa cela iklasi ukuba izobe izinto ezonwabisayo abangathanda ukuzenza (nesilo-qabane sokwenene okanye abasingwenelayo).



Isilo-qabane





## ACTIVITY Creative play

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

### Week 1: Art and construction

#### YOU WILL NEED

Recycled boxes; glue; scissors; paint; crayons; kokis/felt tip markers; waste material such as paper or cloth; wooden blocks if available

#### STEPS

- 1 Ask children to choose a box that they will make into a home for a pet. (It can only be for their own pet or an imaginary pet.)
- 2 Talk about different homes for pets and the importance of pets having a safe and warm place to stay.
- 3 Help the children to get started. For example, say: "Does your house have a door? Oh, but your pet needs a door to get into his house! How are you going to make one?"
- 4 When children have finished making their house, suggest that they write their pet's name on the front door of their house.

*If we always give children very neat and well-planned tasks, they never learn to sort, organise and create. Learning in the primary school will require that children need to be able to plan, organise and complete tasks independently. Activities such as this pet-home building task help develop these skills.*



## Week 2: Fantasy play

### YOU WILL NEED

The following props: a table; a collection of empty grocery containers; boxes; shopping bags; paper and pencils

### STEPS

- 1 Lead the group to the fantasy corner and settle them down quickly.
- 2 Read the rules for the fantasy corner to the children.
- 3 Show the children the new props in the fantasy corner this week. Talk about how Sam and Zinzi went to the shop. Point out the grocery containers, boxes, shopping bags and play money.
- 4 Say: "Today you are going to play **Shop-shop**."
- 5 Now start them off by saying: "Who is going to the shop? Who else is going shopping? Remember, you will need to write a shopping list. Who is going to be the shopkeeper? Looks like you are going to be busy today – I hope you are ready for customers!"
- 6 Visit the corner at least once to observe and encourage the children's game. For example, if there are too many children waiting in a queue to see the shopkeeper, you could go up to a group and say: "Hello, I am the shopkeeper's assistant. How can I help you today?"

*Children expand their vocabulary when they hear as well as say words. They are more likely to understand and remember new words when they can hear and use them in a context that is meaningful to them. Playing shop will give the children many opportunities to role play the language and vocabulary from the story, in an informal but meaningful way.*







# UMSEBENZI

## Umdlalo oyilayo (Ukudlalisa)

Abantwana bafunda kulwimi nomxholo webali ngokudlalisa nakwimisebenzi yobugcisa nokwakha.

### IVeki yoku-1: Ubugcisa nokwakha

#### UZA KUDINGA

libhokisi ezisetyenzisiweyo kwakhona; iglu; izikere; iikhrayoni; iikhoki/iikhoki zefeliti; zinto ezilahliweyo ezifana namaphepha okanye amalaphu; iibhloko zeplanga ukuba ziyafumaneka.

#### AMANYATHELO

- 1 Cela abantwana ukuba bakhethe ibhokisi abaza kuyenza indlu yesilo-qabane sabo (isenokuba sisilo-qabane sabo okanye isilo-qabane abasicingayo).
- 2 Ncokolani ngamakhaya awohlukeneyo ezilo-qabane nokubaluleka kokuba izilo-qabane zibe nendawo ekhuselekileyo nefudumeleyo yokuhlala.
- 3 Ncedisa abantwana ukuba baqalise. Umzekelo, yithi: "Ingaba indlu yakho inomnyango? Owu, kodwa isilo-qabane sakho sidinga umnyango wokungena endlwini! Uza kuwenza njani?"
- 4 Xa abantwana begqibile ukwenza izindlu zabo, bacebise ukuba babhale igama lesilo-qabane sabo kumnyango wangaphambili wendlu yabo.

Ukuba sisoloko sinika abantwana umsebenzi ococekileyo nocwangciswe kakuhle, abasokuze bafunde ukuhlela, ukucwangcisa nokuyila. Ukufunda kwizikolo zamabanga aphantsi kulindele ukuba abantwana bakwazi ukucwangcisa, ukulungelelanisa nokugqiba imisebenzi ngokuzimeleyo. Imisebenzi efana nale yokwakha indlu yesilo-qabane iyanceda ekuphuhliseni ezi zakhono.





## IVeki yesi-2: Ukudlalisa

### UZA KUDINGA

Ezi zinto zokudlala zilandelayo: itafile; ingqokelela yeziphatho zegrosari ezingenanto; iibhokisi; iibhegi zokufaka izinto ezithengiweyo; amaphepha neepensile

### AMANYATHELO

- 1 Khokela iqela liye ekoneni yokudlala uze ulihlalise phantsi ngokukhawuleza.
- 2 Fundela abantwana imithetho yekona yokudlalisa.
- 3 Bonisa abantwana izinto ezintsha zokudlala ezikwikona yokudlala kule veki. Ncokola ngokuba uSam noZinzi baye njani evenkileni. Babonise izinto zokufaka igrosari, iibhokisi, iibhegi zokufaka izinto ezithengiweyo nemali yokudlala.
- 4 Yithi: “Namhlanje niza kudlala **ivenkile**.”
- 5 Ngoku qala ngokuthi: “Ngubani oza kuya evenkileni? Ngubani omnye oza kuya kuthenga? Khumbulani ukuba kuza kufuneka nibhale uluhlu lwezinto eziza kuthengwa. Ngubani oza kuba ngunovenkile? Kukhangeleka ngokungathi uza kuxakeka namhlanje - Ndiyathemba ukuba ukulungele ukufika kwabathengi bakho!”
- 6 Tyelela ikona nokuba kukanye ukuyokuhlola nokukhuthaza abantwana kumdlalo abawenzayo. Umzekelo, ukuba kukho abantwana abaninzi abafole emgceni wokuthenga, ungaya eqeleni ufike uthi: “Molweni, ndingumncedisi kanovenkile. Ndinganinceda ngantoni namhlanje?”

Abantwana basandisa isigama sabo xa besiva naxa bewabiza amagama. Kubalula kakhulu ukuwaqonda nokuwakhumbula amagama amatsha xa beweva naxa bewasebenzisa kwimeko enika intsingiselo kubo. Ukudlala ivenkile kuza kunika abantwana amathuba amaninzi okulingisa ulwimi nesigama esisebalini, ngendlela engamiselekanga kodwa enika intsingiselo.



# ACTIVITY

## Letter puzzles and games

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

### Letter puzzles

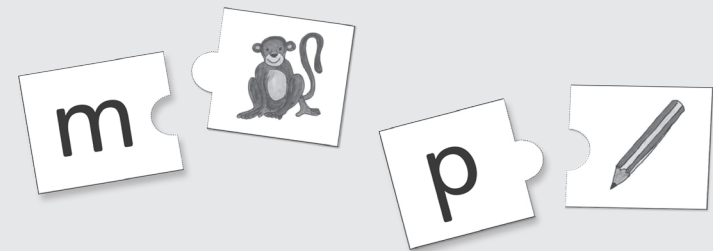
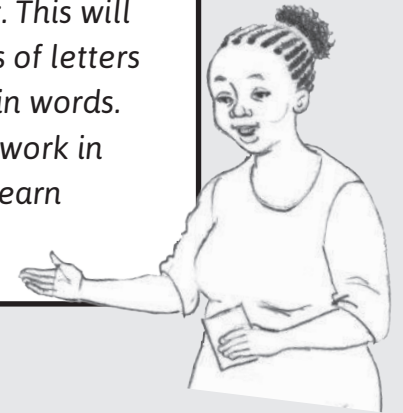
#### YOU WILL NEED

A set of letter puzzles (pages 105 and 106)

#### 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 /m/; let's look for a picture that starts with /m/... look there is a knife!"* 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 honey ... honey starts with /u/. Let's look for a letter that says /u/."*
- 3 Repeat this process, but choose a picture that is incorrect and show the children that the puzzle pieces do not fit.

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



## Post box game

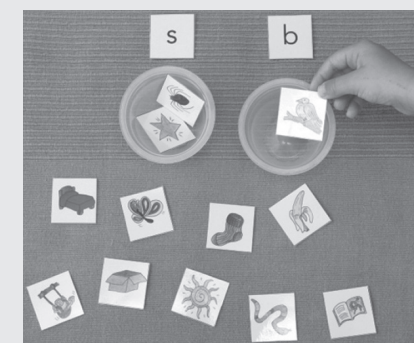
### YOU WILL NEED

Letters printed on card; picture cards that start with the corresponding sounds – choose two or more letters that have been taught in class already (page 109); small containers or 'post boxes' (page 108); Prestik

### STEPS

- 1 Stick letter cards on the sides of the containers/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 for that sound.
  - 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 confirm that it was correctly posted.

Once children know a few letters, set up more than two post boxes. You may give the children a set of pictures of objects that start with three to four different sounds. This will make the post box activity more challenging.



# UMSEBENZI

## liphazile zoonobumba namagama

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

### liphazile zoonobumba

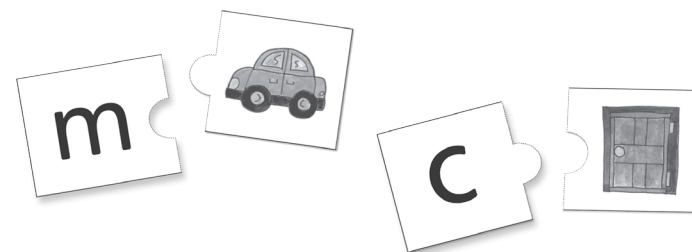
#### UZA KUDINGA

Iseti yeephazile zoonobumba (iphepha le-105)

#### AMANYATHELO

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

Abo bantwana bangabaziyo oonobumba okanye izandi zabo 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

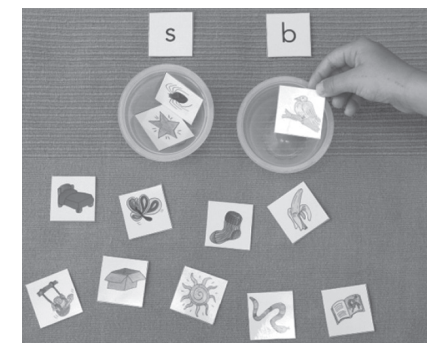
### UZA KUDINGA

Amakhasi abhalwe oonobumba; amakhadi emifanekiso aqala ngezandi ezihambelana nala woonobumba – khetha oonobumba ababini nangaphezulu abasele befundisiwe ekilasini (iphepha 109); izikhongozelo okanye 'iibhokisi zeposi' (iphepha le-108); IPrestik

### AMANYATHELO

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

Kanye nje ukuba abantwana babazi oonobumba abambalwa, beka iibhokisi zokuposa ezingaphezu kwezimbini. Ungabanika abantwana iseti yamakhadi emifanekiso yezinto eziqala ngezandi ezintathu okanye ezine ezahlukeneyo. Le nto iza kwenza umsebenzi webhokisi yokuposa ube nzinyana. Iza kubethelela bonke oonobumba abasele befundisiwe ekilasini.







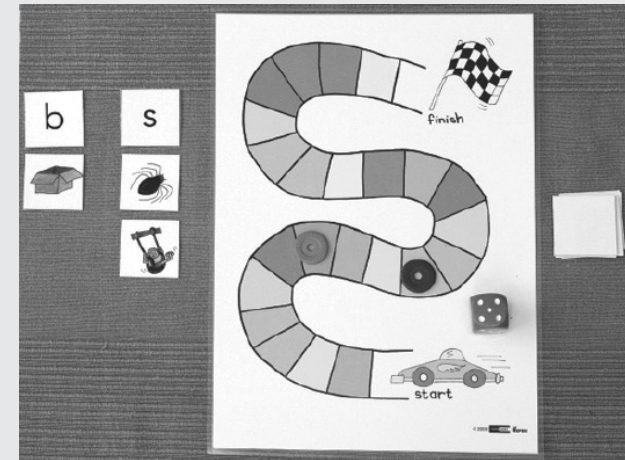
## Racing car game

### YOU WILL NEED

Two racing car game boards (A3 if possible; page 107); two sets of letter and picture cards (printed on A3 if possible; pages 109–112); two dice and counters

### STEPS

- 1 Place the game board on the carpet with two to three children seated around it.
- 2 Put the picture cards in a pile, facing downwards. Put the letter cards face up so the children can see them.
- 3 Explain the rules of the game to the children:
  - Each child has a turn to throw the die and move the counter the correct number of spaces.
  - After moving the counter, the child picks up a picture card from the pile, names the picture and says the beginning sound.
  - The child then puts the picture card next to the correct letter card.
  - The game is over when the first child reaches the flag and is the winner.





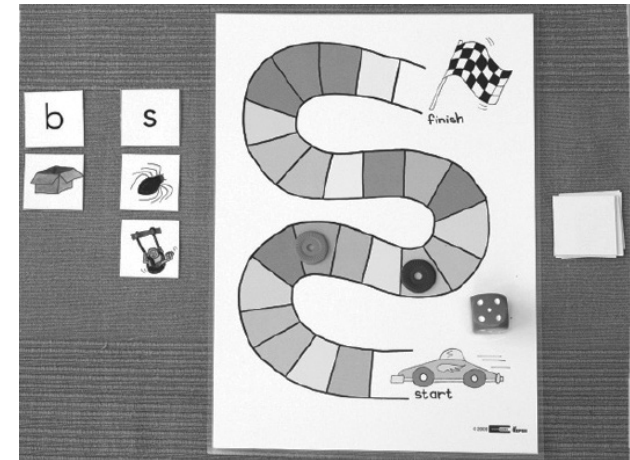
## Umdlalo wokhuphiswano lweemoto

### UZA KUDINGA

libhodi ezimbini zomdlalo wokhuphiswano lweemoto (A3 ukuba kuyakwazeka) (iphepha le-107); iiseti ezimbini zamakhadi oonobumba nemifanekiso (aprintwe kwiphepha elingu-A3 ukuba kuyakwazeka) (iphepha 110–112); amadayisi amabini nezinto zokubala

### AMANYATHELO

- 1 Beka ibhodi yomdlalo emethini phakathi kwabantwana ababini okanye abathathu abayingqongileyo.
- 2 Pakisha amakhadi emifanekiso elinye phezu kwelinye, ajonge phantsi. Sasaza amakhadi oonobumba kufutshane nabantwana ukuze bawabone.
- 3 Chazela abantwana imithetho yomdlalo:
  - Umntwana ngamnye ufumana ithuba lokujula idayisi aze ahambise into yokubala izikhewu emakazihambe.
  - Emva kokuhambisa into yokubala, umntwana uphakamisa ikhadi lomfanekiso kula apakishiweyo, abize umfanekiso ngegama ze abize nesandi sokuqala.
  - Emva koko, umntwana ubeka ikhadi lomfanekiso kufutshane nekhadi likanobumba ochanekileyo.
  - Umdlalo uphela xa umntwana wokuqala efikelela kwiflegi abe ngophumeleleyo.





## 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 99 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 **m** and the sound /**m**/ (like in mmmother, mmmilk and mmmoney).
- 2 Point to the letter **m** and say: "Do you remember this letter? It makes the sound /**m**/ like in Mmmusa, knife and mmmoney." Ask the children to say **mmmmm** with you.
- 3 Ask the children to trace the shape of the letter with their fingers, starting from the dot: "Start at the dot, go down, up, over, down, up, over and down again."

The activity steps focus on the letter **m** and should be used in Week 1.

In Week 2, follow the same steps, but focus on the letter **u**: honey, skin, face. Remember to say what you are doing if you model writing **u** for the children: "Start at the dot, go down, round, up and down."



- 4 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.
- 5 Ask the children to think of things that start with the sound /**m**/ and to draw as many /**m**/ pictures as they can on their page.

# UMSEBENZI

## Ukuziqhelanisa nonobumba

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

### UZA KUDINGA

Iphepha lokusebenzela lomntwana ngamnye elinonobumba obhaliweyo kulo (yenza ikopi yephepha lokusebenzela ekwiphepha le-99 okanye ubhale isandi kakhulu ephepheni); iikhrayoni ezimibala-bala (imibala eyahlukeneyo emithandathu ukuya kwesibhozo)

### Oonobumba bomnyama

#### AMANYATHELO

- 1 KwiVeki yoku-1, ziqhelaniseni nonobumba u-**m** kunye nesandi u/**m**/ (njengo m kaMusa, m ka mali kunye no m ka mela).
- 2 Khomba kunobumba u-**m uze** uthi: "Usamkhumbula lo nobumba? Wenza isandi u-/**m**/ njengakummali, MMMMusa nommmela." Cela abantwana ukuba babize u-**mmmm** kunye nawe.
- 3 Cela abantwana ukuba batreyise imilo kanobumba ngeminwe yabo, ukusukela kwichaphaza. Qala echaphazeni, yehla, nyuka, yiya ngaphaya, yehla, nyuka, yiya ngaphaya, wehle kwakhona."
- 4 Chazela abantwana ukuba baza kwenza oonobumba bomnyama. Oku kuthetha ukuba baza kumbhala unobumba kaninzi ephepheni labo – emnye kubo aqale ngombala owahlukileyo.
- 5 Cela abantwana ukuba bacinge ngezinto eziqala ngesandi u/**m**/ baze bazobe imifanekiso eqala ngo/**m**/ kangangoko banakho emaphepheni labo.

Amanyathelo omsebenzi ajolise kunobumba u-**m** kwaye kufuneka asetenziswe kwiVeki yoku-1.

KwiVeki yesi-2, landela amanyathelo afanayo, kodwa jolisa kunobumba u-u: u-u-ulusu, u-u-ubuso kunye no u-u-ubusi. Nazi iimbono ezithile. Khumbula ukuxela into oyenzayo ukuba ubonisa abantwana indlela yokubhala u-/**u**/ "Qala echaphazeni, yehla, jikela, nyuka, wehle."



# ACTIVITY Independent reading

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

## STEPS

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



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



When children show an interest in books and 'read' out of choice rather than because they have to, it is a clear sign that they are motivated to read. Having an internal motivation to read is a strong predictor of reading success in the higher grades.



# UMSEBENZI Ukuzifundela

Abantwana bafunda ukuzifundela ngokunokwabo baze bonwabele iincwadi nezinye izinto ezibhaliweyo.

## AMANYATHELO

- 1 Khokela iqela niye ekoneni yeencwadi uze ulihlalise 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 nje?"
- 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 **USpoti uya evenkileni** kunye namakhadi okulandelelanisa kwikona yeencwadi. Abanye abantwana baza kulixabisa ithuba lokufunda baze babalise ibali kwakhona.



Xa abantwana bebonisa umdla kwiincwadi no'kufunda'ngokuzithandela kunokunyanzeleka, oko kubonisa ukuba baneempembelelo zokufunda. Ukuba neempembelelo zangaphakathi zokuzifunda kubonisa ukuba yincutshe engummangaliso yokufunda ngempumelelo kumabanga aphezulu.



# Izixhobo zokufunda

## Iresiphu yentlama yokudlala

### UZA KUDINGA

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



### AMANYATHELO

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

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

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



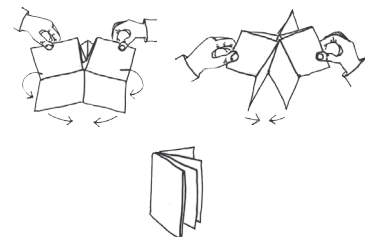
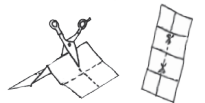
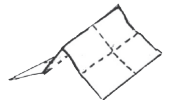
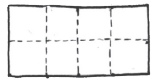
## Indlela yokwenza incwadi encinane

### UZA KUDINGA

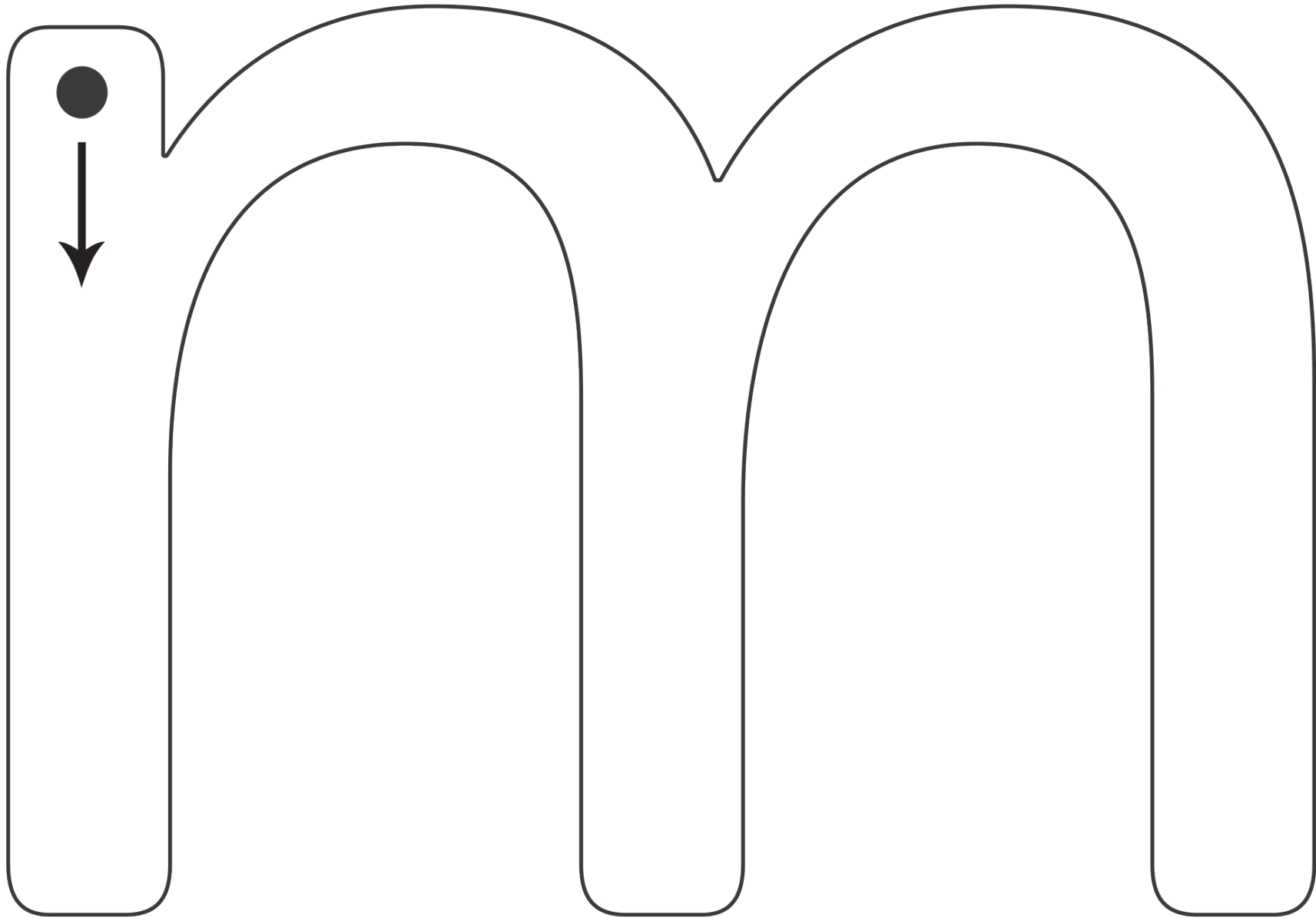
Ifotokopi yencwadi encinci yeli bali

### AMANYATHELO

- 1 Songa iphepha elibukhulu bungu-A4 ulenze amacala asibhozo. Livule kwakhona.
- 2 Songa iphepha libe ngamacala amabini/ihafu.
- 3 Lisike embindini (Umfanekiso ukubonisa ukuba ungasika phi.)
- 4 Libambe phakathi komnwe kunye nobhontsi wakho macala omabini.
- 5 Thoba izandla zakho kunye. Landela izazobe ezingezantsi ukugqibezela incwadi yakho encinane enamaphepha amane..

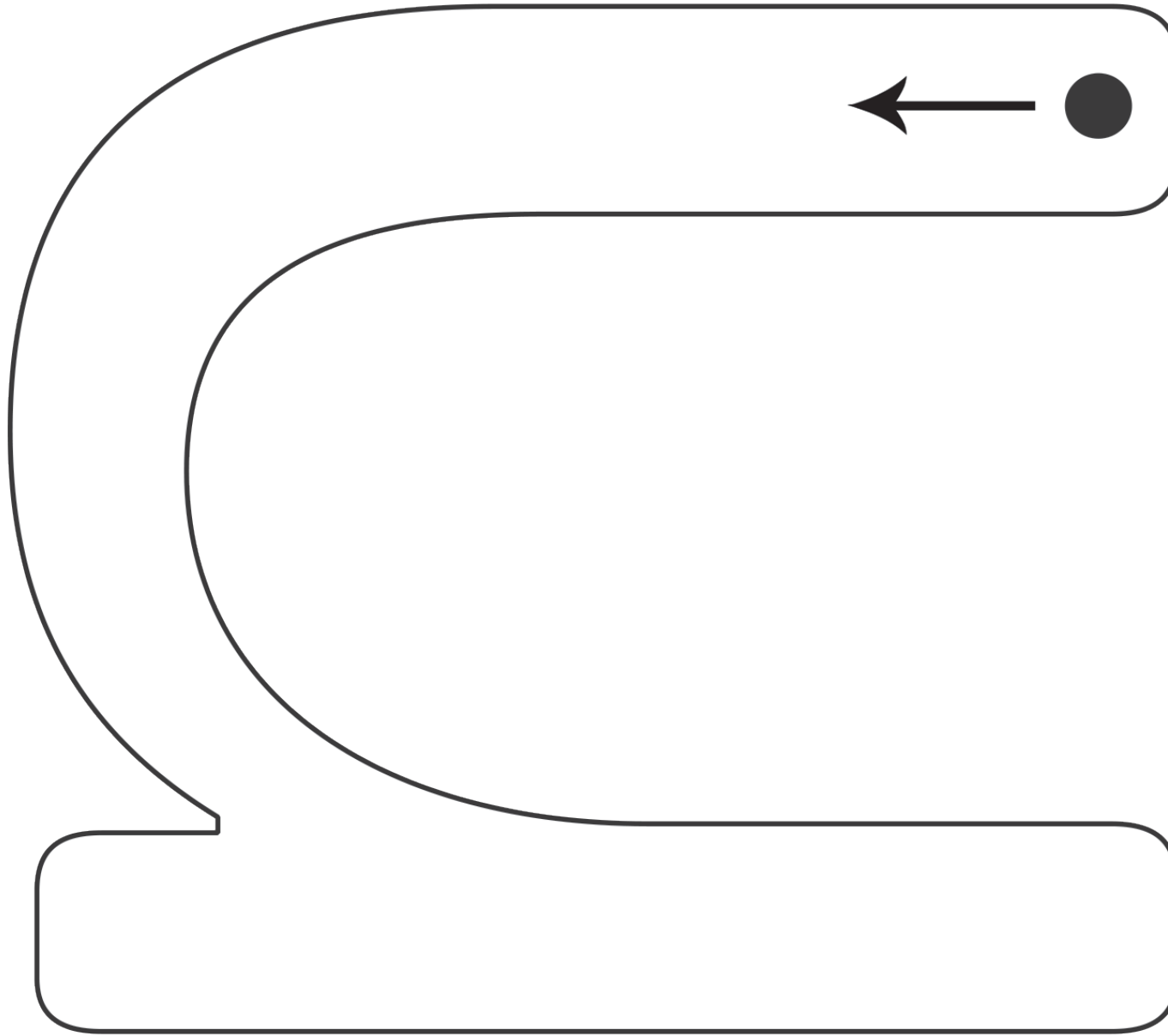






IZIXHOBO EZINOKUFOTOKOTSHWA

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



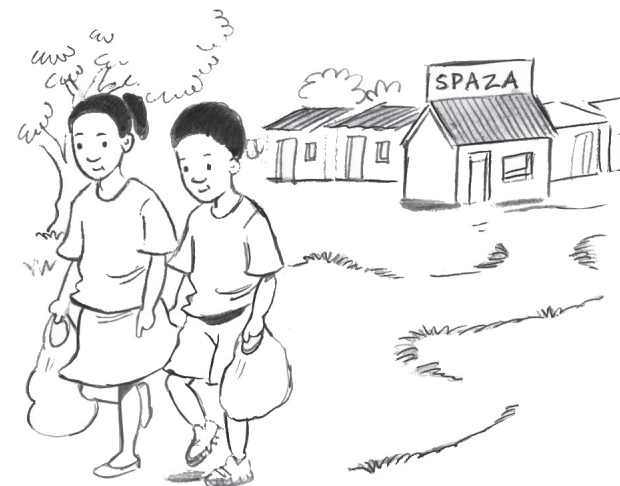
Say-it-and-move-it / Sê-dit-en-skuif-dit / Yibize uyiHambise



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Say-it-and-move-it / Sê-dit-en-skuif-dit / Yibize uyiHambise

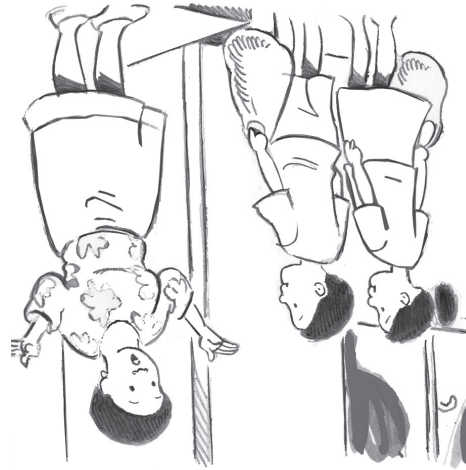
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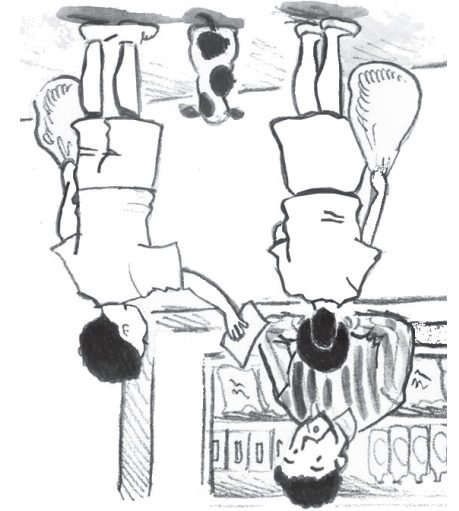
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Le ncwadi  
yeka:

USpoti uya  
evenkileni



2

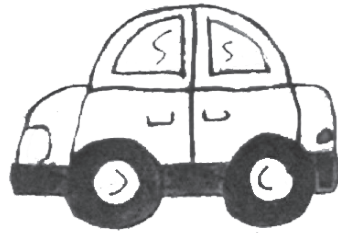


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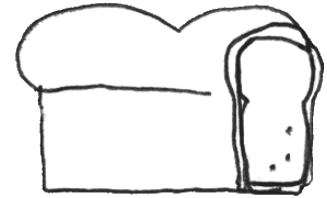




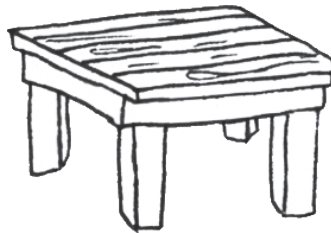
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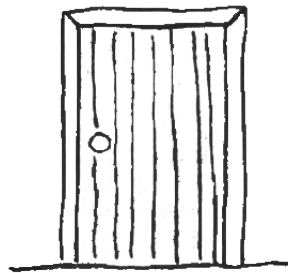
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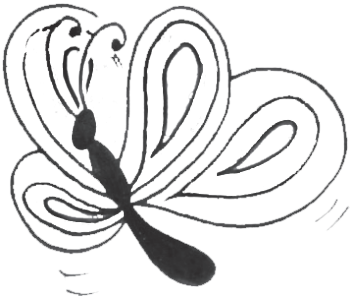
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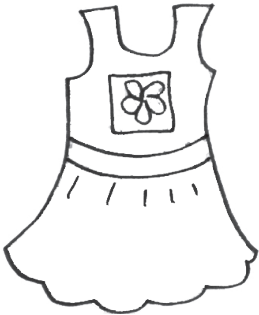
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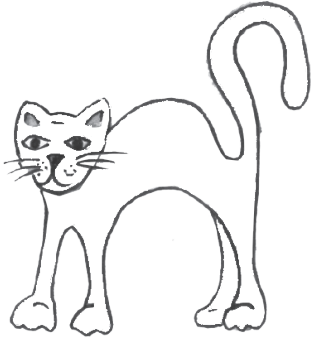
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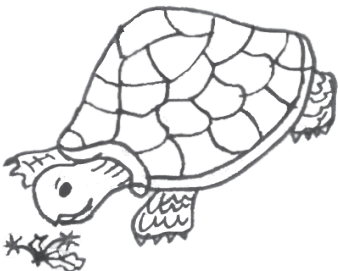
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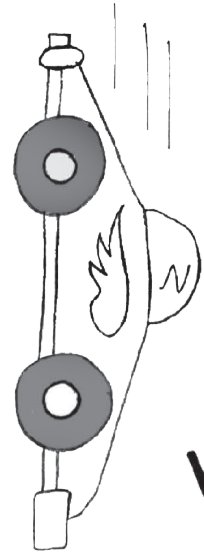


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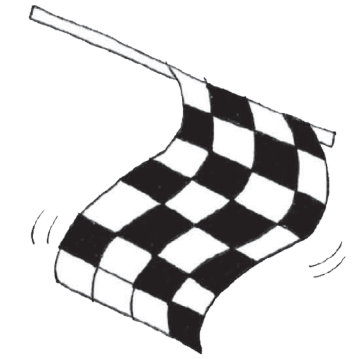


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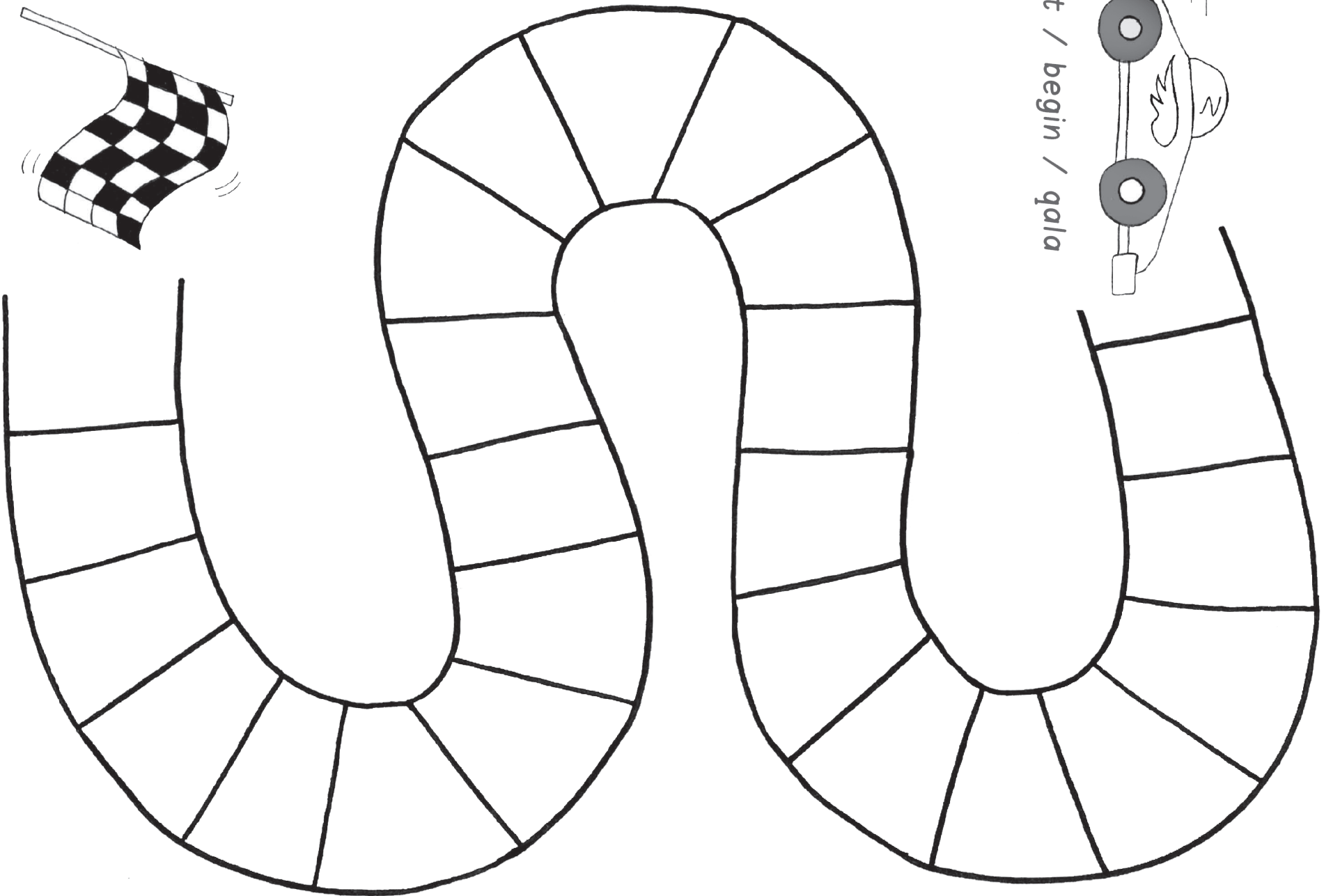




start / begin / qala



end / einde / gqiba





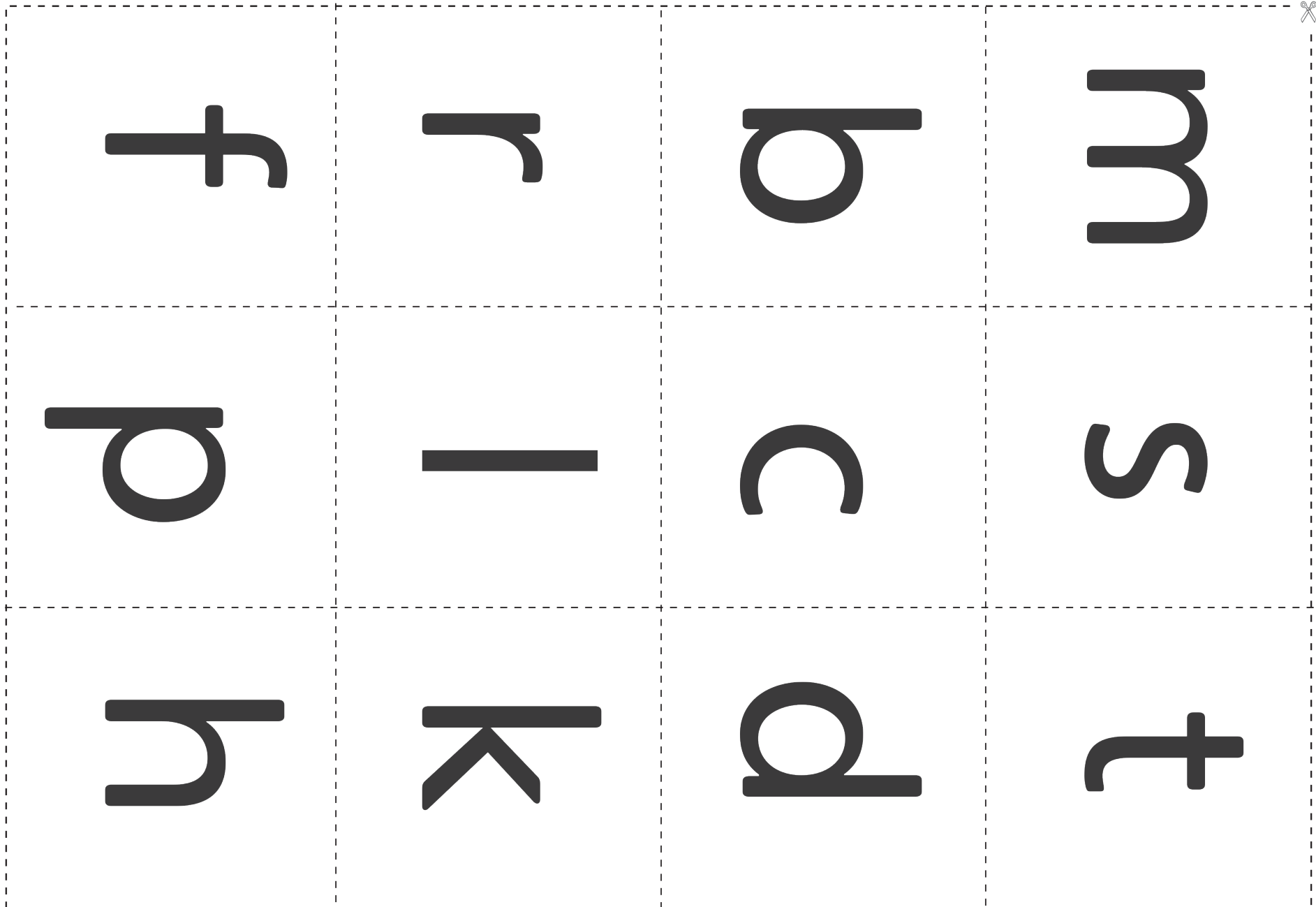
Post box   Posbus  
Ibokhisi yokuposa



Fold back / Vou hier / Yisonge

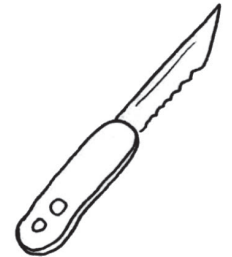
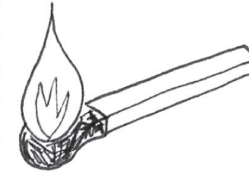
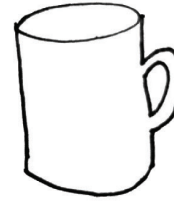
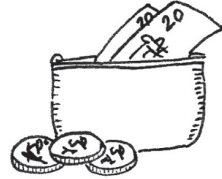
Fold back / Vou hier / Yisonge



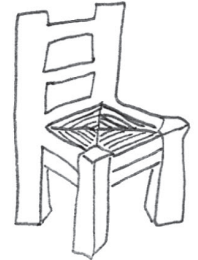
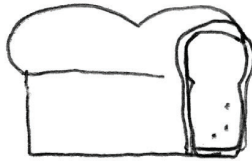




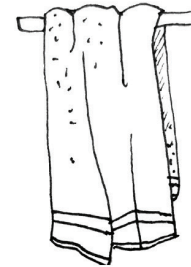
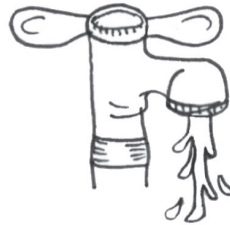
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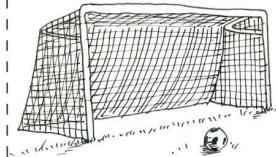
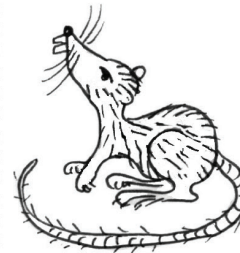
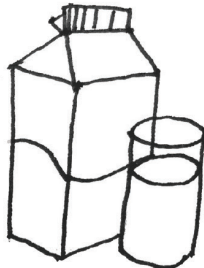
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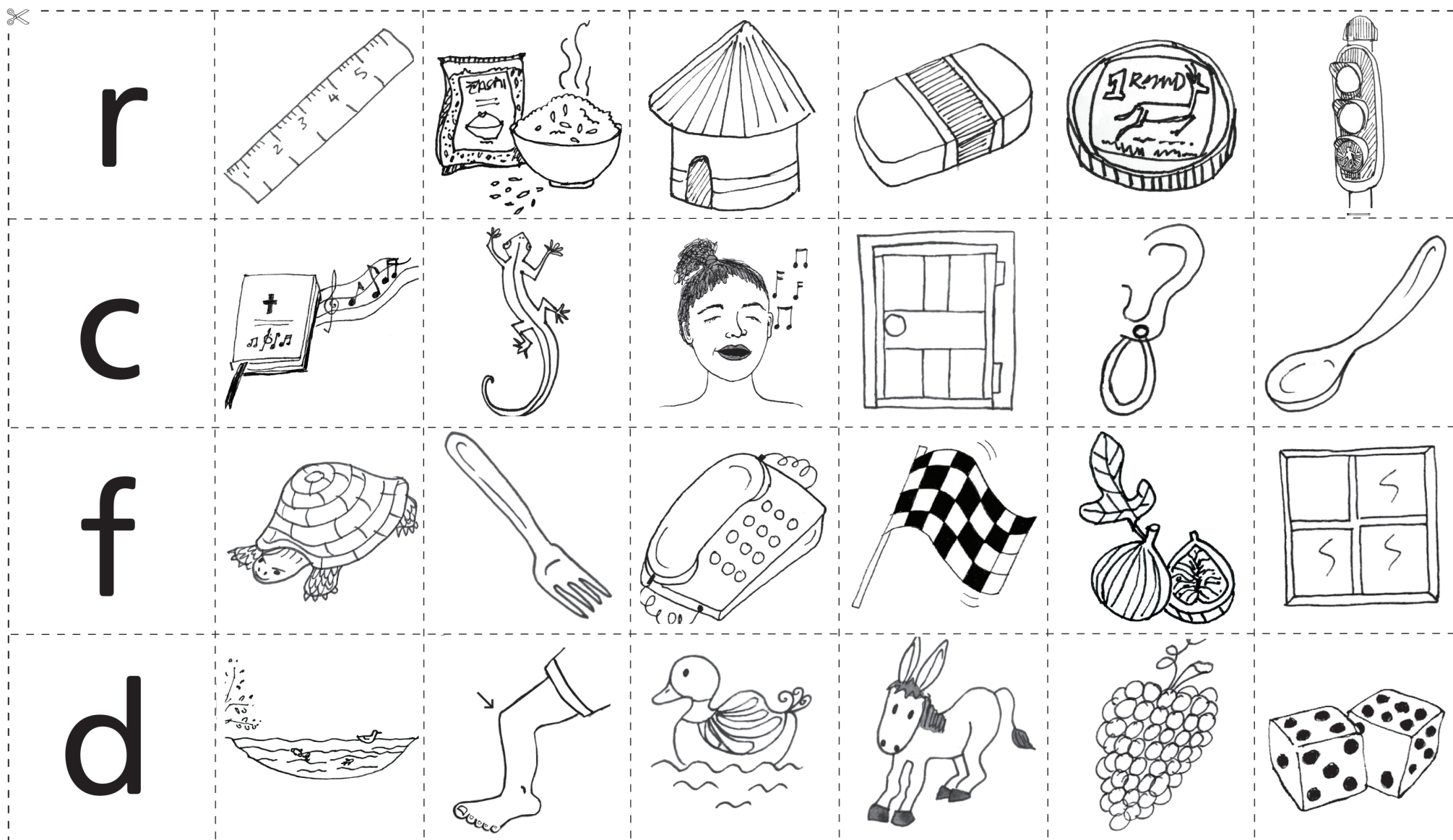
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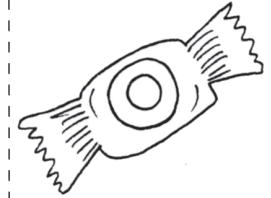
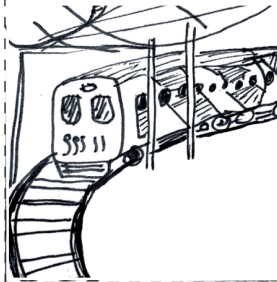




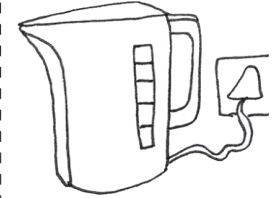
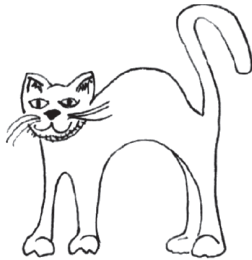




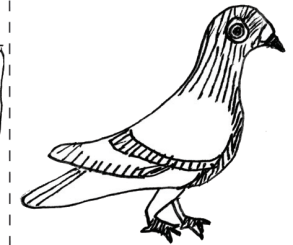
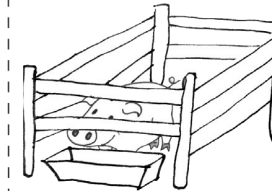
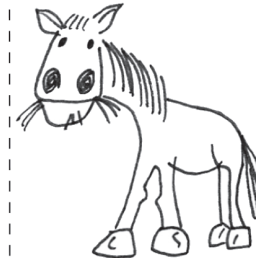
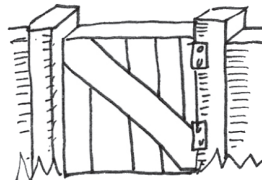
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