Stellar Home Language

Ukuxhaswa kokuphuhla kolwimi kunye nokufundisa ukufunda nokubhala kwiBanga R

IsiKhokelo sooTitshala somjikelo weeveki ezimbini

Inkqubo yelitherasi yabantwana abancinci kaWordworks

UFudo neqokobhe lakhe

TITSHALA OBEKEKILEYO

I*Wordworks* ngumbutho ongenzi nzuzo owasekwa ngowama-2005 ukuxhasa uphuhliso lolwimi olusisiseko kunye nokufunda nokubhala. Inkqubo i*Stellar* yayilwa yi*Wordworks* ukuxhasa ootitshala beBanga R kwindima yabo ebalulekileyo yokufundisa ulwimi nesiseko sokufunda nokubhala. Sijolise kwiBanga R ngoba ubungqina bubonisa ukuba isakhono solwimi olusisiseko noluluqilima 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 nekhowudi (ulwazi lwefonoloji nolwazi lwezandi zonobumba).

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

Inkqubo yethu

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

Imathiriyeli yeklasi 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 kwiklasi yeBanga R yonke imihla.

Isikhokelo sooTitshala seentlanganiso zabazali siyakunceda ukuba uncedise abazali ekuxhaseni ukufundwa kolwimi ekhaya.

Uqeqesho leStellar

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

Amabali enu

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

Dibana noStella

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

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

Iminqweno yethu emihle,

U*Stella* neqela le*Wordworks*

CONTENTS

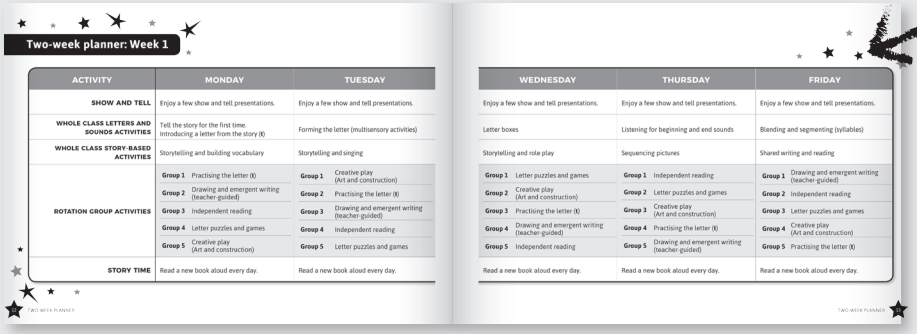
Introduction to Stellar	4
Tortoise ands his shell	12
Two-week planner	20
Introduction to letters and sounds activities	28
Letters and sounds activities	32
Introduction to story-based activities	52
Story-based activities	56
Introduction to Rotation group activities	80
Rotation group activities	84

ISIQULATHO

Ukwaziswa kuStellar	6
UFudo neqokobhe lakhe	14
Isicwangciso seeveki ezimbini	22
Intshayelelo kwimisebenzi emalunga noonobumba nezandi	30
Imisebenzi yoonobumba nezandi	34
Intshayelelo ngemisebenzi esekelezelwe emabalini	54
Imisebenzi enxulumene nebali	58
Intshayelelo kwimisebenzi yamaqela atshintshanayo	82
Imisebenzi yamaqela atshintshanayo	86
Izixhobo zokufunda	100

Introduction to Stellar

How to use this book

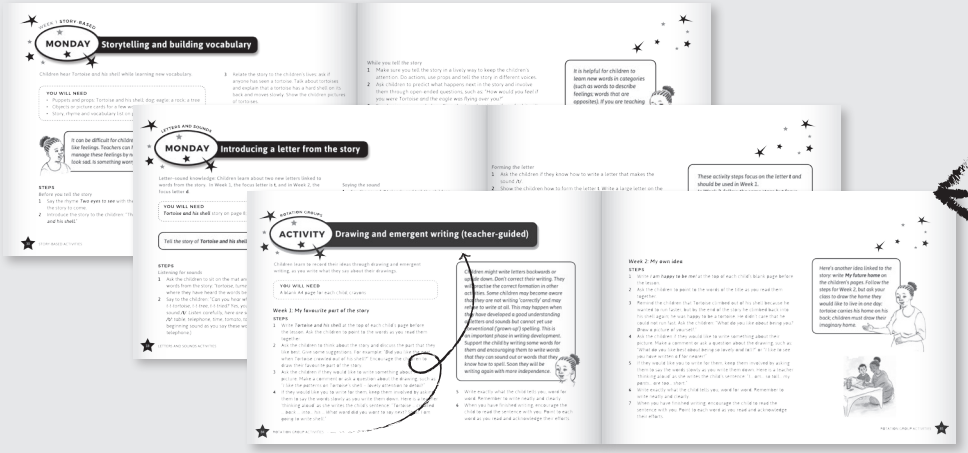


Two-week planner: Week 1

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

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

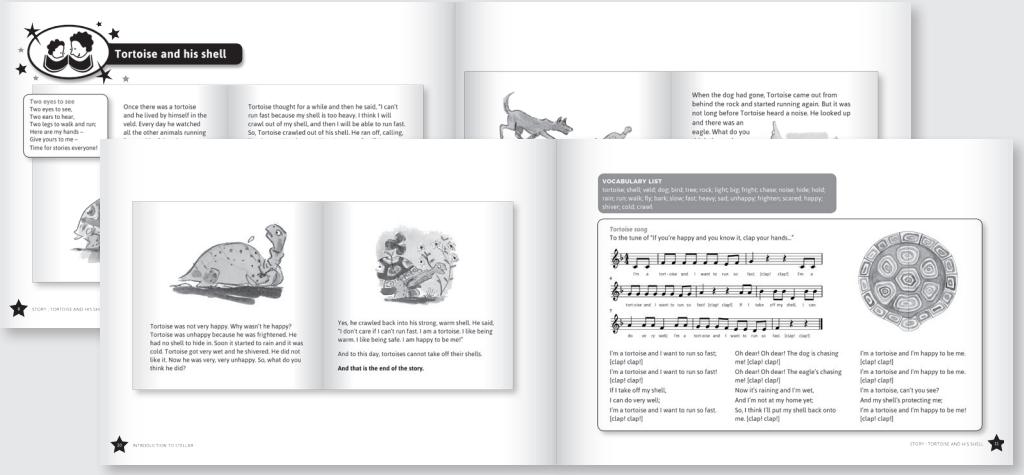
Be sure to tell the story at the very beginning of the two-week cycle, before you do any of the activities.



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

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

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



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

Letters and sounds activities
Story-based activities
Rotation group activities

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

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

Building up a toolkit

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

You will always need colourful crayons, paints and paintbrushes, scissors and glue, and paper for children to draw on. You can make simple sand trays, white boards and play dough (recipe and method on page 100). 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.

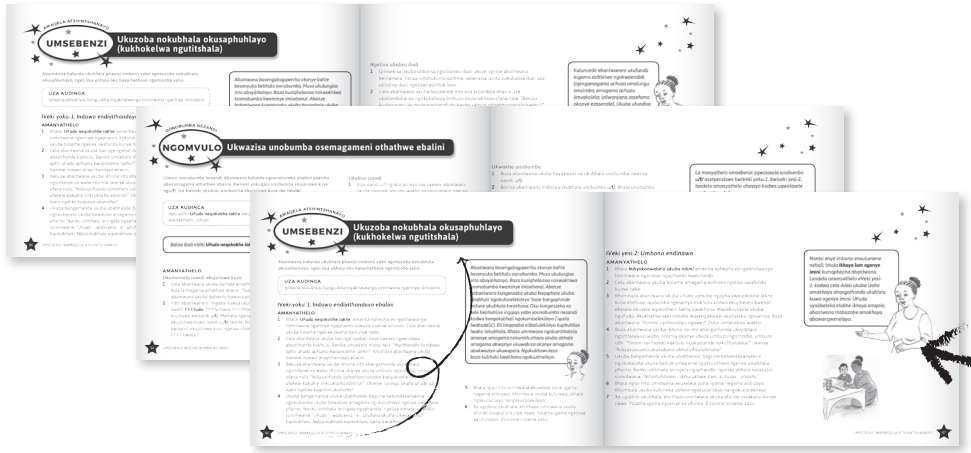
Language learning opportunities throughout the day

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

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

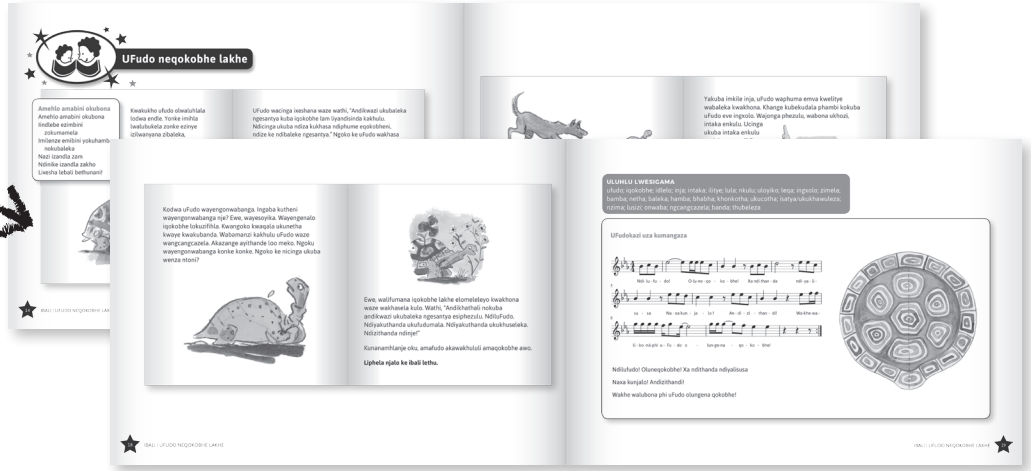


Fumana indlela yakho ngokulula ngokuthi ujonge amagama amacandelo emantla nasekupheleni kwephepha ngalinye.

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 uqukumbela yonke into oyidingayo yokufundisa uLwimi lwaseKhaya ngendlela yeCAPS.

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



Imisebenzi yahlulwe yaba ngamacandelo amathathu, icandelo ngalinye linentshayelelo yalo:

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

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

Ukwakhiwa kwebhokisi yezixhobo

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

Uya kusoloko udinga iikhrayoni ezimibala-bala, iipeyinti neebhrashi zokupeyinta, izikere neglu, kunye namaphepha okuzoba abantwana. Ungenza iitreyi zesanti ezilula, iibhodi ezimhlophe, nentlama yokudlala (iresiphi nemethodi zikwiphepha le-100). Esi sikhokelo sinika iithempleyithi zokwenza iiphazile, imidlalo yebhodi namakhadi oonobumba kunye namaphepha omsebenzi ambalwa alungiselelwe wena ukuba uwakopele abantwana. Ukuba awukwazi ukuwafotokopa, khululeka wenze utshintsho kumsebenzi okanye usebenzise ezinye ezikwisikhokelo.

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

Uvavanyo

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

Ngaphezulu kokujonga okuqhubekayo imihla ngemihla, maninzi amathuba ovavanyo akhelwe kumjikelo weeveki ezimbini zika*Stellar* 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 ka*Stellar* 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.

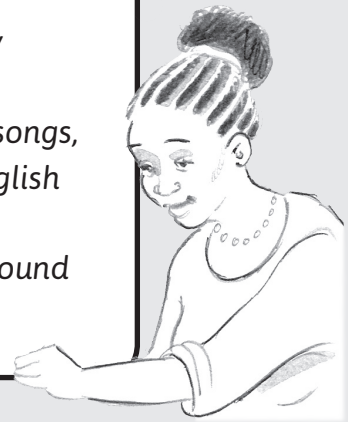
In some of the Stellar activities, we encourage you to work with words from more than one language. This gives you the opportunity to talk with your children about our multilingual world. It also allows you to acknowledge the contribution of children who bring language diversity to your classroom – give 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 ukuchola-chola 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 ngokubuza 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 lebali: Ukufunda ukhwaza uzonwabisa

Inkqubo ka*Stellar* 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 zika*Stellar*, 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 i*Stellar* 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 le*Stellar* 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 yakwa*Wordworks*.

Kweminye imisebenzi ka*Stellar*, 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 bankqenkqeze 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.

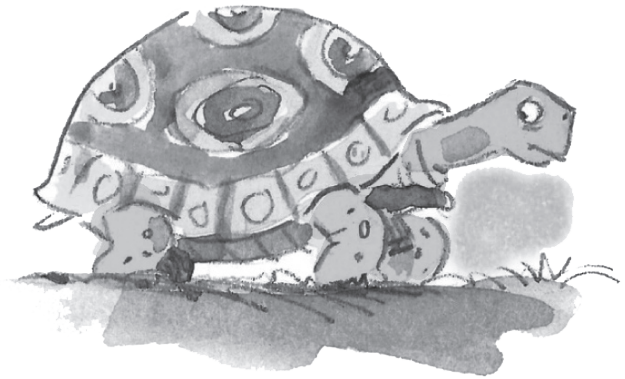
IsiKhokelo sooTitshala seentlanganiso zabazali siyilelwe ukunceda abazali ukuba babe nomdla kwiklasi yakho yeBanga R, ingakumbi ngokwenza kwakho umsebenzi ka*Stellar* wokuphuhlisa ulwimi.

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.

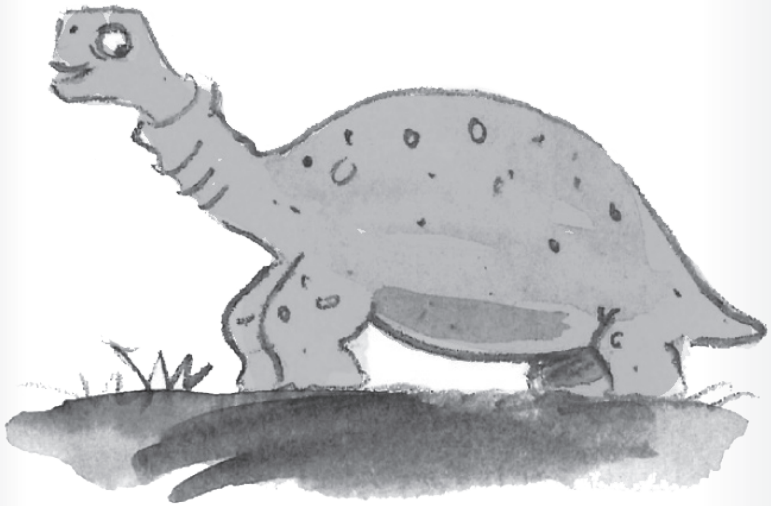
Tortoise and his shell

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

Once there was a tortoise and he lived by himself in the veld. Every day he watched all the other animals running fast, and he felt unhappy because he was so slow. Tortoise was sad because he could not run fast like the other animals. He could only walk very slowly.



Tortoise thought for a while and then he said, “I can’t run fast because my shell is too heavy. I think I will crawl out of my shell, and then I will be able to run fast. So, Tortoise crawled out of his shell. He ran off, calling, “Look at me! Look at me! Now I can run fast!” He was very happy.



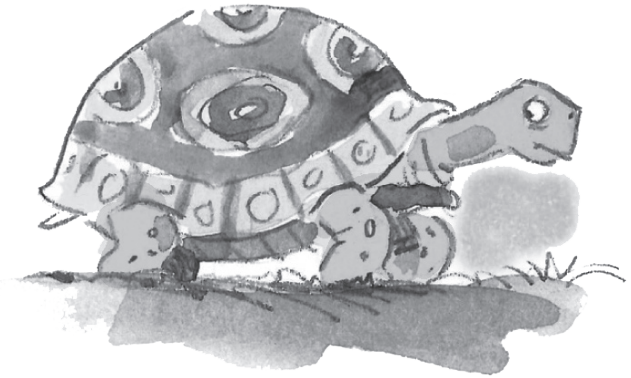
But, what do you think happened? Tortoise was running down the path when he bumped into a scary dog. Tortoise got a big fright! He stopped, turned around and ran away as fast as he could. What do you think Tortoise was thinking? Yes, he thought the dog was going to chase him. And the dog did chase after him, barking like this as he went, “Woof-woof-woof!” Tortoise was very frightened. He ran off the path and hid behind a big rock. The dog did not see Tortoise hiding, and ran on.

When the dog had gone, Tortoise came out from behind the rock and started running again. But it was not long before Tortoise heard a noise. He looked up and there was an eagle. What do you think the eagle was thinking? Yes, the eagle wanted to eat Tortoise. Again, Tortoise ran away as fast as he could. He saw a tree with a hole in it, and he quickly ran into the hole. Tortoise waited for the eagle to fly away, then he came out of the hole.

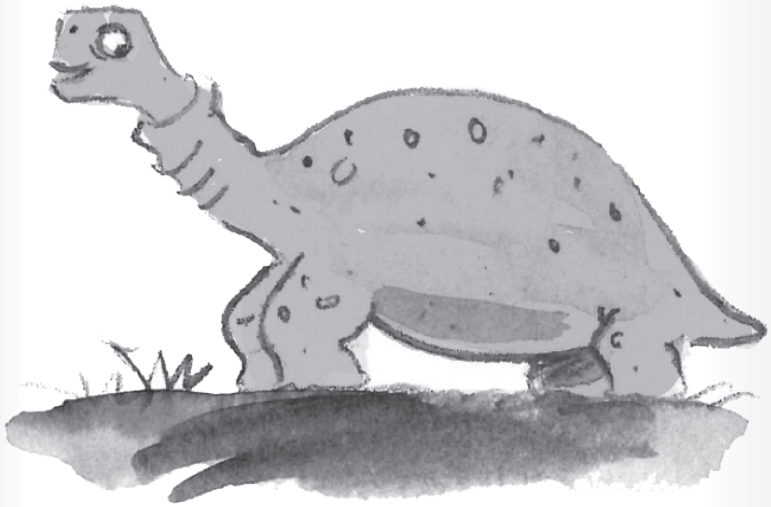
UFudo neqokobhe lakhe

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

Kwakukho ufudo olwaluhlala lodwa endle. Yonke imihla lwalubukela zonke ezinye izilwanyana zibaleka, laze lakhathazeka kuba lona lalicotha. UFudo wayekhathazekile kuba yena wayengakwazi ukubaleka njengezinye izilwanyana. Wayehamba kancinane kakhulu.



UFudo wacinga ixeshana waze wathi, “Andikwazi ukubaleka ngesantya kuba iqokobhe lam liyandisinda kakhulu. Ndicinga ukuba ndiza kukhasa ndiphume eqokobheni, ndize ke ndibaleke ngesantya.” Ngoko ke uFudo wakhasa waphuma eqokobheni. Wabaleka, ekhwaza esithi, “Ndijonge, ndijonge, ngoku ndiyakwazi ukubaleka ngesantya!” Wayonwabile kakhulu.



Kodwa niyayazi ukuba kwenzeka ntoni? UFudo wayebaleka esihla ngendlela waze wangqubana nenja eyoyikekayo. UFudo woyika kakhulu! Wema, wajika waze wabaleka kakhulu kangangoko wayenokwazi. Ucinga ukuba uFudo wayecinga ntoni? Ewe, wayecinga ukuba inja iza kumleqa. Ngokwenene inja yamleqa, ihamba ikhonkotha ngolu hlobo: “Hawu-hawu-hawu!” UFudo wayesoyika kakhulu. Wabaleka wehla ngendlela wazimela emva kwelitye elikhulu. Inja ayizange imbone apho azimele khona uFudo, yaze yona yaqhubeka imleqa.

Yakuba imkile inja, uFudo waphuma emva kwelitye wabaleka kwakhona. Khange kubekudala phambi kokuba uFudo eve ingxolo. Wajonga phezulu, wabona ukhozi, intaka enkulu. Ucinga ukuba intaka enkulu yayicinga ntoni? Ewe, intaka enkulu yayifuna ukutya uFudo. Kwakhona, uFudo wabaleka ngamandla kangangoko anako. Wabona umthi onomngxunyana, waze waya kungena kuloo mngxuma. UFudo walinda intaka ukuba ibhabhe imke. Emva koko waphuma emngxunyeni.

Tortoise was not very happy. Why wasn't he happy? Tortoise was unhappy because he was frightened. He had no shell to hide in. Soon it started to rain and it was cold. Tortoise got very wet and he shivered. He did not like it. Now he was very, very unhappy. So, what do you think he did?

Yes, he crawled back into his strong, warm shell. He said, "I don't care if I can't run fast. I am a tortoise. I like being warm. I like being safe. I am happy to be me!"

And to this day, tortoises cannot take off their shells.

And that is the end of the story.

VOCABULARY LIST
tortoise; shell; veld; dog; bird; tree; rock; light; big; fright; chase; noise; hide; hold; rain; run; walk; fly; bark; slow; fast; heavy; sad; unhappy; frighten; scared; happy; shiver; cold; crawl

Tortoise will surprise you
To the tune of "If you're happy and you know it, clap your hands..."

I'm a tortoise that has a shell

If I want I remove it

Although it's like that, I do not like myself

Have you ever seen a tortoise without a shell?

Kodwa uFudo wayengonwabanga. Ingaba kutheni wayengonwabanga nje? Ewe, wayesoyika. Wayengenalo iqokobhe lokuzifihla. Kwangoko kwaqala ukunetha kwaye kwakubanda. Wabamanzi kakhulu uFudo waze wangcangcazela. Akazange ayithande loo meko. Ngoku wayengonwabanga konke konke. Ngoko ke nicinga ukuba wenza ntoni?

Ewe, walifumana iqokobhe lakhe elomeleleyo kwakhona waze wakhasela kulo. Wathi, “Andikhathali nokuba andikwazi ukubaleka ngesantya esiphezulu. NdiluFudo. Ndiyakuthanda ukufudumala. Ndiyakuthanda ukukhuseleka. Ndizithanda ndinje!”

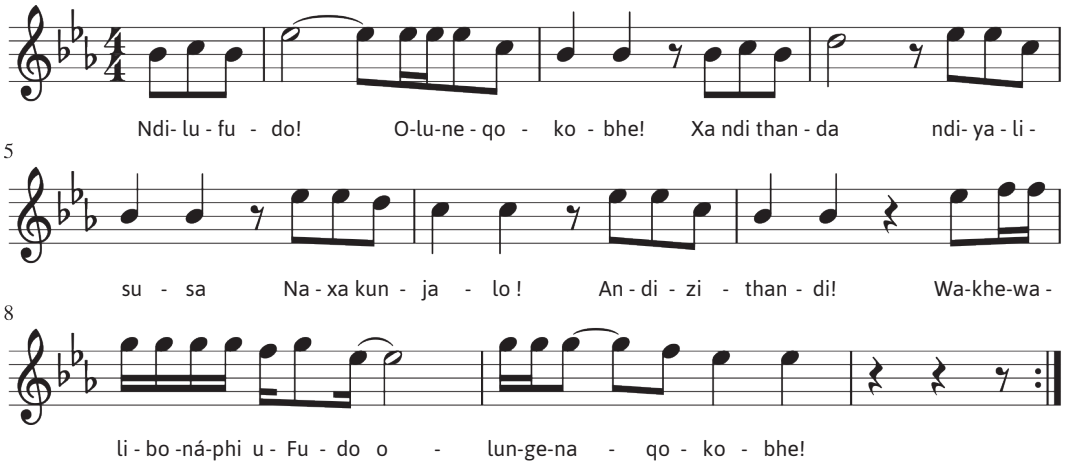
Kunanamhlanje oku, amafudo akawakhululi amaqokobhe awo.

Liphela njalo ke ibali lethu.

ULUHLU LWESIGAMA

ufudo; iqokobhe; idlelo; inja; intaka; ilitye; lula; nkulu; uloyiko; leqa; ingxolo; zimela; bamba; netha; baleka; hamba; bhabha; khonkotha; ukucotha; isatya/ukukhawuleza; nzima; lusizi; onwaba; ngcangcazela; banda; thubeleza

UFudokazi uza kumangaza



Ndilufudo! Oluneqokobhe! Xa ndithanda ndiyalisusa

Naxa kunjalo! Andizithandi!

Wakhe walubona phi uFudo olungena qokobhe!

Two-week planner: Week 1

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

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

Isicwangciso seeveki ezimbini: Iveki yoku-1

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

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

Two-week planner: Week 2

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

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

Isicwangciso seeveki ezimbini: Iveki yesi-2

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

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

Introduction to letters and sounds activities

The world of letters and sounds

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

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

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

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

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

Teaching letters and sounds

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

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

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

Resources to make for the letters and sounds activities

Play dough mats

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

Whiteboards

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

A set of letter boxes

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

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

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

Intshayelelo kwimisebenzi emalunga noonobumba nezandi

Ilizwe loonobumba nezandi

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

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

Ngaphaya kokufunda ngobudlelwane phakathi koonobumba nezandi, uphandolwazi lubonakalisa ukuba kubaluleke kakhulu ukuba abantwana bazazi izandi zolwimi oluthethwayo (ulwazi ngefonetiki). Ukuba abantwana abakufundiswa ukuqwalasela izandi kulwimi oluthethwayo, basenokuyazi into abafuna ukuyibhala kodwa bangakwazi ukuva isandi samagama ukwenzela ukuba bakwazi ukuwabhala. Icandelo loonobumba nezandi kule nkqubo yakwaStellar, iquka imisebenzi emininzi eyenziwa ngomlomo ukunceda kuphuhliswe 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 abanokukufunda ngamagama kuzo zonke iilwimi – nendlela ekumnandi ngayo ukudlala ngamagama!

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

Isishwankathelo seli candelo

Inkqubo yakwa*Stellar* 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

Iimethi ezenziwe ngentlama yokudlala

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

Iibhodi ezimhlophe

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

Iseti yeebhokisi zoonobumba

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

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

*Akuyomfuneko ukwenzela bonke oonobumba be-alfabhethi 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.*

LETTERS AND SOUNDS

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 f, and in Week 2, the focus letter o.

YOU WILL NEED
Tortoise and his shell story on page 12; big alphabet chart; board

*Tell the story of **Tortoise and his shell** 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: "*receive, hide, blow your nose.*" Ask the children where they have heard the words before.

2 Say to the children: "*Can you hear what sound these words start with: hide, receive? Yes, you are right, they start with the sound **/f/**. Listen carefully, here are some more words that start with **/f/**: window, likeness, insert, blow your nose.*" (Emphasise the beginning sound as you say these words.)

Saying the sound

1 Say the sound **/f/** clearly and tell the children to watch your mouth carefully as you make the sound.

2 Ask the children to say the sound **/f/: f-f-f-f**. Make this fun: say it softly, loudly, to the wall, to the ceiling and to each other. Make sure the children are saying the sound of the letter.

3 Teach the children an action associated with the sound. For example: the children pretend to be a snake hissing, saying "**f-f-f-f**".

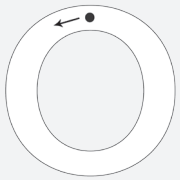
Thinking of words beginning with the sound

1 Ask the children if anyone's name starts with **/f/** or if they can think of any other words that start with the sound **/f/**.

Forming the letter

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

Start at the dot, go over and all the way down. Lift and cross in the middle.



Start at the dot, go around.

Linking the letter to the alphabet chart

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

*These activity steps focus on the letter **f** and should be used in Week 1.*
*In Week 2, follow the same steps but focus on the letter **o**.*

- *Emphasise the words from the story that start with the sound.*
- *Other **/o/** words: slow, then, type, this one.*
- *When you form **o** with the children say: "Start at the dot, go round."*
- *Teach the children an action associated with the sound. They can nod their head up and down in agreement, saying: "**o-o-o-o**".*
- *If you have an alphabet chart in your class, show the children the letter **o** on the alphabet chart.*

OONOBUMBA NEZANDI

NGOMVULO Ukwazisa unobumba osemagameni othathwe ebalini

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

UZA KUDINGA
Ibali elithi ***UFudo neqokobhe lakhe*** kwiphepha le-14; itshathi enkulu yealfabhethi; ibhodi

*Balisa ibali elithi **UFudo neqokobhe lakhe** elikwiphepha le-14.*

AMANYATHELO

Ukumamela izandi ekujoliswe kuzo

1. Cela abantwana ukuba bahlale emethini baze bakumamele ngenyameko. Biza la magama athathwe ebalini: "*fudo, fumana, fihla, finya.*" Buza abantwana ukuba babekhe baweva phi na la magama ngaphambili.
2. Yithi ebantwaneni: "Ingaba niyeva ukuba kula magama kujoliswe kwesiphi isandi: **f-f-f-fudo**, f-f-f-fumana, f-f-f-fihla. Ewe, kunjalo, kuwo onke la magama kujoliswe kwisandi u**/f/**. Mamela ngenyameko, nanga amanye amagama ekujoliswe kuwo isandi u **/f/**: festile, fanisa, fakela, fukama, finya. (Ngxininisa kwisandi ekujoliswe kuso ngelixa ufunda la magama, umzekelo: f-f-f-f-finya, f-f-f-f-fakela.)

Ukubiza izandi

1. Biza isandi u/f/ngokucacileyo uze uxelele abantwana ukuba bajonge umlomo wakho ngononophelo ngelixa ubiza isandi.
2. Cela abantwana ukuba babize isandi u**/f/** kaninzi: **f-f-f-f**. Qinisekisa ukuba oku kuyonwabisa: thethela phantsi, khwaza, xelela udonga, xelela isilingi niphinde nixelelane. Qinisekisa ukuba abantwana babiza isandi sika-**/f/** endaweni yokubiza igama likanobumba.
3. Fundisa abantwana intshukumo ehambelana nesandi. Umzekelo: abantwana bangenza ingathi barhubuluza okwenyoka ngelixa besithi: **f-f-f-futha**. (inyoka iyafutha)

Ukwenza uluhlu lwamagama anesandi sokuqala esifanayo

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

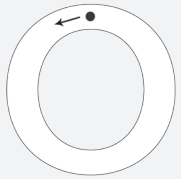
Ukwakha unobumba

1 Buza abantwana ukuba bayakwazi na ukubhala unobumba owenza isandi u**/f/**.

2 Bonisa abantwana indlela yokubhala unobumba u**/f/**. Bhala unobumba kakhulu ebhodini uze ucinezele phezu kwemilo ngelixa ubiza isandi sonobumba: "*Qala echaphazeni, ujikele kancinci, wehle. phakamisa isandla, krwela umgca onqamlezayo embindini.*"

3 Bavumele abantwana ukuba baziqhelanise nokwakha unobumba emoyeni, emethini, ezandleni zabo njalo njalo.

Qala echaphazeni, ujikele kancinci, wehle. Phakamisa isandla, krwela umgca onqamlezayo embindini.



Qala echaphazeni, ujikele.

Ukunxulumanisa unobumba kwitshati ye-alfabhethi

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

*La manyathelo omsebenzi aqwalasela unobumba u**/f/** osetyenziswe kwiVeki yoku-1. Kwiveki yesi-2, landela amanyathelo afanayo kodwa uqwalasele unobumba u**/o/**.*

Nazi ezinye iimbono:

- *Gxininisa kumagama athathwe ebalini anesandi u**/o/**: olwaluhlala, lona, lodwa.*
- *Amanye amagama anesandi u**/o/**: cotha, ngoko, hlobo, loo.*
- *Xa nisenza u**/o/** nabantwana yithi: "Qala echaphazeni, ujik ele".*
- *Fundisa abantwana intshukumo ehambisana nesi sandi. Bangaxhentsa kwisingqisho: /**o**/: **"o-o-o-o; ndiyaqonda**."*
- *Ukuba unetshathi ye-alfabhethi eklasini yakho, bonisa abantwana unobumba etshathini.*

LETTERS AND SOUNDS

TUESDAY 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.

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

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

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 (/**f**/).

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 **f** in Week 1: "*Start at the dot, go over and all the way down. Lift and cross in the middle.*" In Week 2, say the following as you show the children how to form the letter **o**: "*Start at the dot, go down, up, over 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.

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 /**f**/ sound at the start of the word tree), they need to learn that the sound /**f**/ is written as a letter that looks like this: **f**. They need to understand the link between the sound they hear and a letter they see in print. Today's activities link the oral practice of a new sound to how the corresponding letter looks and feels.*

Sand letters

YOU WILL NEED
Sand trays; sand 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.

OONOBUMBA NEZANDI

NGOLWESIBINI

Ukwakha unobumba (imisebenzi esebenzisa iziva-mvo ezininzi)

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

AMANYATHELO

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

*KwiVeki yoku-1, kujoliswa kunobumba u**/f/**.*

*KwiVeki yesi-2, kujoliswe kunobumba u**/o/**.*

Oonobumba betshokhwe

UZA KUDINGA

Iqhekeza elikhulu letshokhwe

AMANYATHELO

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

Oonobumba bamanzi

UZA KUDINGA
Amanzi; iibhrashi zokupeyinta

AMANYATHELO

1. Phumani phandle uze unike umntwana ngamnye isikhongozeli esinamanzi kunye nebhrashi yokupeyinta.
2. Bacele abantwana ukuba bapeyinte unobumba kakhulu izihlandlo ezininzi ngamanzi eziteneni/eludongeni/kwipavmente.
3. Bakhuthaze abantwana ukuba babize isandi esenziwa ngunobumba ngelixa bebhala unobumba.

*Bakuba abantwana besiva izandi emagameni athethwayo (njengesandi u**/f/** ekuqaleni kwegama ufihla), kufuneka bafunde ukuba isandi u**/f/** sibhalwa njengonobumba kanje: **f**.*

Kufuneka baqonde unxulumano phakathi kwesandi abasivayo kunye nonobumba obhaliweyo abambonayo. Imisebenzi yanamhlanje inxulumanisa ukuziqhelanisa ngomlomo nesandi esitsha kwanendlela ajongeka ngayo navakala ngayo unobumba waso.

Oonobumba besanti

UZA KUDINGA
Itreyi/ibhokisi enamacala okanye indawo enesanti ngaphandle

AMANYATHELO

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

Play dough letters

YOU WILL NEED
Play dough (recipe on page 100); play dough mats

STEPS

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

Whiteboard letters

YOU WILL NEED
Whiteboards; marker pens; pieces of cloth

STEPS

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

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

Oonobumba abenziwa ngentlama yokudlala

UZA KUDINGA
Intlama yokudlala (iresiphi kwiphepha le-100); iimethi ezenziwe ngentlama yokudlala

AMANYATHELO

1. Nika umntwana ngamnye ibhola yentlama yokudlala uze ubacele ukuba bayiqengqe 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
Iibhodi ezimhlophe; iikhoki; iziqwentshu zamalaphu

AMANYATHELO

1. Nika umntwana ngamnye ibhodi emhlophe umvumele ukuba abhale unobumba ngelixa ebiza isandi esenziwa ngunobumba.
2. Abantwana bangawuphinda-phinda lo msebenzi izihlandlo ezininzi. Ekuqaleni komsebenzi, bakhuthaze ukuba babhale oonobumba abazalisa iphepha. Nje ukuba bazithembe, bangazama ukubhala oonobumba abancinci.

Ukubhala kakuhle oonobumba ngumsebenzi okwikharityhulam yeBanga lokuQala, ngoko ke akubalulekanga ukuba abantwana bababhale ngokuchanekileyo besekwiBanga 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 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 **f**: tortoise, readm hide, receive, leather, calabash, farm, window, insert, blow your nose, forcefeed
Week 2 **o**: morning, always, that one, absent, conserve, sharpen, mouth, marrow, loner

STEPS

Naming objects

1 Ask the children to sit on the mat and let them hold the objects or pictures of objects and pass them around.
2 Ask questions about the objects: "*Have you seen one of these? What do we use this for?*

Listening for beginning sounds

1 Say to the children: "*Listen to this word: hide. Can you hear what sound 'hide' 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* ***f****.*". Let the children trace over the letter on the lid with their fingers.

Working with more than one letter

1 Now, combine objects from two or more letter boxes and spread them on the floor or table.
2 Ask children to find objects that start with one of the sounds. For example: "*Eddie, can you find something that starts with the sound* ***/f/****?*" The child must name the object, say the beginning sound and place the object in the correct box.
3 You can also give each child an object and then say one of the sounds. Ask all those children who have an object starting with that sound to come forward and put the object in the correct letter box.

OONOBUMBA NEZANDI

NGOLWESITHATHU Iibhokisi 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

f: ufudo, funda, fihla, fumana, ufele, ifile, ifatyi, ifama, ifestile,fakela, finya, funza, fola, fika, fowuna, ukufa

IVeki yesi-2

o: molo, oko, lowo, lona, lova, londoloza, lola, umlomo, umongo, ilolo

AMANYATHELO

Ukubiza izinto ngamagama

1. Cela abantwana ukuba bahlale emethini uze ubavumele bazibambe izinto okanye imifanekiso baze bayidlulisele kwabanye.
2. Buza imibuzo ngezinto: "*Nikhe nayibona enye yezi zinto? Siyisebenzisa entwenini le nto? Injani ngombala? Ivakala kanjani xa uyibambile?*"

Ukumamela izandi ekujoliswe kuzo emagameni

1. Yithi ebantwaneni: "Mamelani eli gama: f-f-f-f-fihla. Niyeva ukuba egameni elithi 'fihla' kujoliswe kwesiphi 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**/f/**. Bayeke abantwana ukuba batreyise phezu kukanobumba obhalwe esicikweni sebhokisi ngeminwe yabo."

Ukusebenza ngoonobumba abangephezulu kwesinye

1. Ngoku, dibanisa izinto ezimbini nangaphezulu kwibhokisini yoonobumba uze uzondlale emgangathweni okanye etafileni.
2. Cela abantwana ukuba bakhangele into enesandi esifana neso nisebenza ngaso. Umzekelo: "Olona, ungayifumana into enesandi esingu**/f/**?" Umntwana makayibize ngegama into, aze abize isandi ekujoliswe kuso. Umzekelo: "Ndinefolokhwe; ifolokhwe inesandi u**/f/**." Umntwana makaxele into , abize isandi ekujoliswe kuso aze afake into kwibhokisini echanekileyo.
3. Usenokunika umntwana ngamnye into uze ubize esinye sezandi. Cela bonke abantwana abanezinto ezinezandi enisebenza ngazo ukuba beze ngaphambili baze babeke izinto kwibhokisi kanobumba echanekileyo.

LETTERS AND SOUNDS

THURSDAY Listening for sounds in words

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

What sound do you hear?

Use only four of the words from the grey box at a time in the activity. Go back to the same sound as often as you need to, using different combinations of words to keep it interesting.

Give children many opportunities to practise saying a new sound and give them time to get used to forming the sound in their mouths. Make this fun! For example: ask them to say the sound in a soft and loud voice, say the sound in a friend's ear, say the sound to the wall and to the roof.

YOU WILL NEED

Sentences that focus on these sounds:

/bh/, /b/, /z/, /h/, /t/, /g/, /d/, /j/, /w/, /x/, /kh/

/**bh**/: whip the sorghum
/**b**/: count; colours
/**z**/: move around; hunt; try; stir; stay calm; be patient
/**h**/: chase away; fly
/**t**/: shake; indulgent sweet talk
/**g**/: granny is aging
/**d**/: swim in the dam
/**j**/: twist the cord
/**w**/: wool
/**x**/: peel the orange
/**kh**/: lick the aloe

STEPS

1 Ask the children to sit quietly on the carpet and cup their ears with their hands to listen carefully. Explain that you are going to say four words and when you have finished saying all the words, the children can put their hands up if they know what sound they heard at the *beginning* of all the words.

Teacher and children: "*Listen, listen, loud and clear, what's the* ***first*** *sound that you hear?*"

Teacher: "*farm, hide, queen, funnel*"

Teacher and children: "*Tell me, tell me, what do you hear?*"

Children: **/f/**

2 Once children have identified the beginning sound of the words, say the sound slowly and clearly while emphasising the movement of your mouth. Let the children watch you carefully and copy your mouth movements as you pronounce the sound. If possible, let them look in a mirror, watching their mouths as they say the sound.

OONOBUMBA NEZANDI

NGOLWESINE

Ukumamela izandi ekujoliswe kuzo

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

Sesiphi isandi osivayo

Sebenzisa kuphela amagama amane akwibhokisi emdaka ngexesha emsebenzini ngamnye. Buyela umva ujolise kwisandi esinye kangangoko unako, sebenzisa amagama amaninzi ukugcina umdla.

Nika abantwana amathuba amaninzi okuziqhelisa nokubiza isandi esitsha uze ubanike ixesha lokuqhela ukwenza isandi emilonyeni yabo. Kwenze oku konwabise! Umzekelo: bacele batsho isandi ngelizwi elizolileyo nangokukhwaza, sebezela umhlobo endlebeni, bizela isandi eludongeni naseluphahleni.

UZA KUDINGA

Izivakalisi ezinezi zandi ekujoliswe kuzo:
/bh/; /z/; /b/; /h/; /t/; /g/; /d/; /j/; /w/; /x/; /kh/
/bh/: bhula mazimba
/z/: zula; uzingela; zama zamisa; zola; zingisa
/b/: bala; mabala;
/h/: hesha; uhodoshe
/t/: tatazela iteketa
/g/: ugogo ugugile
/d/: dada edamini
/j/: jija ijijo
/w/: wulula iwulu
/x/: xobul' ixolo
/kh/: khotha ikhala

AMANYATHELO

1 Cela abantwana ukuba bahlale ngokuthe cwaka emethini babeke izandla zabo ezindlebeni baze bamamele ngenyameko. Chaza ukuba uza kubiza amagama abe mane uze uthi wakugqiba ukubiza onke amagama, abantwana baphakamise izandla ukuba bayasazi isandi ekujoliswe kuso kula magama.

Utitshala nabantwana: "*Mamelani, mamelani, ngokuvakalayo nangokucacileyo, sesiphi isandi ekujoliswe kuso enisivayo?*'
Utitshala: *ifama, fihla, fola, fanela*
Utitshala nabantwana: "*Ndixeleleni, ndixeleleni, niva ntoni?*'
Abantwana: **/f/**

2 Bakuba abantwana besichongile isandi ekujoliswe kuso egameni, sibize isandi eso ngokucothayo nagokucacileyo ngelixa ugxininisa kwintshukumo yomlomo wakho. Bavumele abantwana bakubukele ngenyameko baze bakope intshukumo yomlomo wakho ngelixa ubiza isandi. Ukuba kunokwenzeka, mabajonge esipilini, babukele imilomo yabo ngelixa bebiza isandi.

LETTERS AND SOUNDS

FRIDAY

Blending and segmenting (syllables and CVC)

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

*In Week 1 play **Jumping frog (multisyllabic)** using words. If you believe your class needs more practice with this, repeat this activity in Week 2. It is very important that you don't move onto **Jumping frog (CVC words)** until your children are confident with multisyllabic words.*

Jumping frog (multisyllabic words)

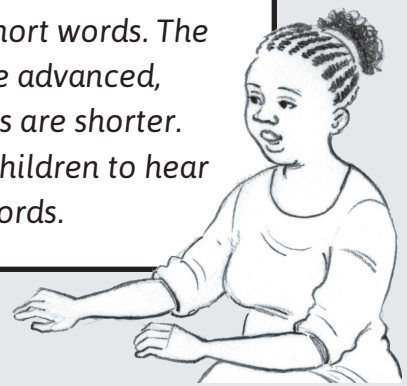
YOU WILL NEED

Multisyllabic words relating to the story: animal; tortoise; eagle; heavy; frightened; happy; unhappy; running; thinking; shivered

STEPS

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

Once children can break up words into syllables with ease, they can begin activities that focus on individual sounds in short words. The skills needed are more advanced, even though the words are shorter. It can be difficult for children to hear each sound in short words.

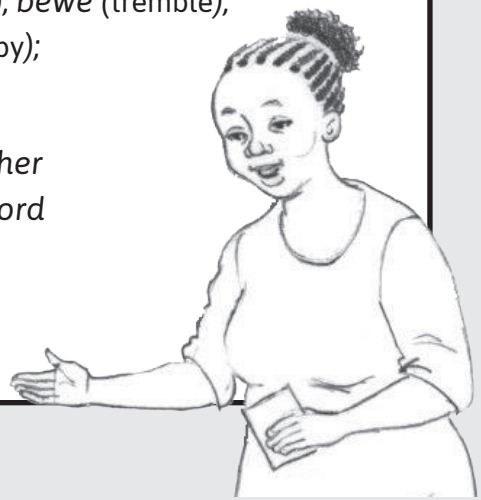


This activity can be done in any language, as the activity focuses on children learning the skill of breaking words into syllables. To help promote multilingualism and affirm children's home languages, try this activity with a few of these multisyllabic words. Ask children to help with your pronunciation if needed.

***Xhosa**: iqokobhe* (shell)*; imvula* (rain)*; ukuthubeleza* (crawl)*; idlelo* (veld)*; ukubhabha* (fly)*; ingxolo* (noise)*; ngokucothayo* (slow)*; ngokukhawuleza* (faster)*; ukungcangcazela* (shiver)*; zimela* (hide)

***Afrikaans**: skilpad* (tortoise)*; arend* (eagle)*; alleen* (alone)*; vinnig* (quick)*; hardloop* (run)*; hartseer* (sad)*; bewe* (tremble)*; vreeslik* (terrible)*; ongelukkig* (unhappy)*; lawaai* (noise)

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



Jumping frog (CVC words)

YOU WILL NEED
Pictures or objects for CVC words (for example: bus, pen, dog)

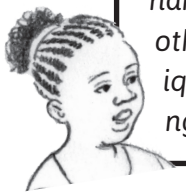
STEPS

1. Hold up a picture card/object and ask the children to name it. For example: "*It is fifi.*"
2. Sound it out slowly for the children **/f/ - /i/ - /f/ - /i/**.
3. Let the children sound the word out slowly, saying each sound in the word.
4. Ask the 'frog' to jump for each of the sounds in the word.
5. Ask the children to put the sounds together and say the whole word. For example: "**/f/ - /i/ - /f/ - /i/** *says 'fifi'*."
6. Let the children have a turn to choose a picture card and say the sounds as the 'frog' jumps for each sound.

NGOLWESIHLANU Ukudibanisa nokwahlula (amalungu QSQS)

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

*KwiVeki yoku-1, dlala umdlalo othi **isele elitsiba-tsibayo** elinamagama anamalungu amaninzi. Ukuba ukholelwa ekubeni iklasi yakho idinga ukuziqhelanisa noku, phinda-phinda lo msebenzi nakwiVeki yesi-2. Kubaluleke kakhulu ukuba ungagqitheli kumdlalo othi **isele elitsiba-tsibayo** (amagama aneqabane-isikhamiso-iqabane-isikhamiso – QSQS) bade abantwana bakho bazithembe ngokukhupha amalungu emagameni anamalungu amaninzi.*



Isele elitsibatsibayo (amagama anamalungu amaninzi)

UZA KUDINGA

Amagama anamalungu amaninzi anxulumene nebali: kakhulu, izilwanyana, iyasinda, yaqhubeka, wayecinga

AMANYATHELO

1. Cela abantwana ukuba bahlale emethini uze ukhethe umntwana omnye abe 'lisele'.
2. Biza igama libe linye kuluhlu lwakho uze ubabonise indlela yokulicazulula libe ngamalungu amaninzi. Umzekelo: kakhulu ungalibiza ngokucacileyo **ka/ khu /lu**
3. Cela 'isele' litsiba-tsibe kwisandi ngasinye: **ka** (umtsi omnye) **khu** (umtsi omnye) **lu** (umtsi omnye).
4. Cela abantwana ukuba bazidibanise zonke izandi ukwenza igama elipheleleyo. U-**ka/ khu /lu**' uthi '**kakhulu**.'
5. Cela 'isele' ukuba litsiba-tsibe kwakhona. Kwesi isihlandlo, abantwana baza kuqhwaba ngexesha ngalinye 'isele' lisenza umtsi emva koko bonke balibize igama.
6. Vumela abantwana ukuba batshintshiselane ngokumamela igama ngalinye kula akuluhlu olungasentla baze balicazulule libe ngamalungu. 'Isele' malitsiba-tsibe kwilungu ngalinye ngelixa iklasi iqhwaba izandla.

Xa abantwana sebekwazi ukukwahlukanisa amagama anamalungu amaninzi ngokulula, bangaqalisa ukwenza imisebenzi ejolise kwizandi ezisemagameni amafutshane. Izakhono ezifunekayo zikwinqanaba eliphakamileyo, nangona amagama emafutshane. Kunganzima ukuba abantwana basive isandi ngasinye kumagama amafutshane.

Isele elitsibatsibayo (amagama aneqabane-isikhamiso-iqabane-isikhamiso – QSQS)

UZA KUDINGA
Imifanekiso okanye izinto zamagama angoononye (umzekelo: sisi, mama, sana)

AMANYATHELO

1. Phakamisa ikhadi lemifanekiso/lezinto uze ucele abantwana ukuba bayithiye igama. Umzekelo: 'Lo ngufifi'.
2. Biza izandi zegama ngokucothayo ukuze abantwana bazive **/f/ /i/ /f/ /i/.**
3. Nika abantwana ithuba lokuba bazibize nabo izandi ezisegameni ngokucothayo, bebiza isandi ngasinye esisegameni.
4. Cela 'isele' ukuba litsiba-tsibe xa kubizwa isandi ngasinye esisegameni.
5. Cela abantwana ukuba bazidibanise kwakhona izandi baze balibize lonke igama. Umzekelo: **/f/ /i/ /f/ /i/** uxela 'ufifi'.
6. Bavumele abantwana ukuba batshintshiselane ngokukhetha imifanekiso baze babize izandi ngelixa isele litsiba-tsiba xa kubizwa isandi ngasinye.

Lo msebenzi ungenziwa nangoluphi na ulwimi, njengomsebenzi onjongo ikukuba abantwana bafunde isakhono sokwahlula amagama abe ngamalungu azimeleyo. Ukunceda ukukhuthaza ukusebenzisa iilwimi ezininzi kananjalo nokuqinisa ulwazi lwabantwana lolwimi lwasekhaya, zama lo msebenzi ngala magama ambalwa anamalungu amaninzi. Cela abantwana ukuba bakuncede ngendlela abizwa ngayo.

***English**: (shell)* iqokobhe; *(rain)* imvula; *(crawl)* ukuthubeleza; *(veld)* idlelo; *(fly)* ukubhabha; *(noise)* ingxolo; *(slow)* ngokucothayo; *(faster)* ngokukhawuleza; *(shiver)* ukungcangcazela; *(hide)* zimela

***Afrikaans**: (skilpad)* ufudo; *(arend)* ukhozi; *(vinning)* ngokukhawuleza; *(hardloop)* baleka; *(hartseer)* intliziyo ebuhlungu; *(ongelukkig)* ukungonwabi

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

Introduction to story-based activities

Moving from oral to written language

Storytelling (Monday, Week 1)

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

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

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

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

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

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

Writing inspired by the story (Friday, Week 1)

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

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

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

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

Read and do (Wednesday, Week 2)

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

Listening (Friday, Week 2)

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

Using story-based activities to build vocabulary

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

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

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

Intshayelelo ngemisebenzi esekelezelwe emabalini

Ukuqala kulwimi oluthethwayo okanye lomlomo ukuya kolubhalwa phantsi

Ukubalisa amabali (ngoMvulo, kwiVeki yoku-1)

I*Stellar* 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; ungalijongi iphepha xa ubabalisela ibali.

Ukucula nokulinganisa (ngoLwesibini nangoLwesithathu, kwiVeki yoku-1)

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

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

Bakuba abantwana belivile ibali libaliswa, ze bathathe inxaxheba ekuculeni nasekulinganiseni, loo nto yenza ukuba babe nethuba lokucinga banzi ngeziganeko ezenzeka ebalini kwakunye nokulandelelaniswa kakuhle kweziqendu zazo. Ukubalisa ibali ngokulandelelanisa iziganeko kakuhle sisakhono esibalulekileyo, kwaye yinto leyo enokuba nzima ebantwaneni abancinci. Xa abantwana beyiqonda into yokuba amabali abaliswa ngokweziganeko ezilandelelanayo, loo nto ibenza bakwazi ukwenza amabali abo abe nesiqalo, isiqu kunye nesiphelo. Bafunda ukuba bazibuze ukuba “yintoni endifuna ilandele?” Ukulandelelanisa iziganeko ezisebalini kuqala apha kuwe xa ukhokela abantwana njengotitshala wabo, ubabonisa indlela yokuqhuba iincoko zabo malunga nesiqalo sebali kwakunye nokulandelayo. Ekuqaleni usebenzisa imifanekiso emikhulu enemibala ngemibala egcwalise igumbi lonke lokufundela. Ethubeni kuye kukhuthazwe abantwana ukuba balandelelanise iziganeko ngokwabo. Oku kukunika ithuba elihle lokwenza uvavanyo lomsebenzi wabantwana.

Ukubhala kukhuthazwa libali (ngoLwesihlanu kwiVeki yoku-1)

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

Ukwabelana ngokufunda (ngoLwesihlanu kwiVeki yoku-1)

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

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

Funda uze wenze (ngoLwesithathu kwiVeki yesi-2)

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

Ukumamela (ngoLwesihlanu kwiVeki yesi-2)

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

Ukusebenzisa imisebenzi esekelezelwe 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 i*Stellar*, 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 kumdla abanawo abantwana ngokukhuthaza umtsalane kwiintsingiselo zamagama eklasini yakho. Le yenye yeendlela ezibalulekileyo ezisisiseko sokwenza isincoko.

WEEK 1 STORY-BASED

MONDAY Storytelling and building vocabulary

Children hear *Tortoise and his shell* while learning new vocabulary.

YOU WILL NEED

- Puppets and props: Tortoise and his shell; dog; eagle; a rock; a tree
- Objects or picture cards for a few words from the vocabulary list
- Story, rhyme and vocabulary list on pages 12–19.

It can be difficult for children to grasp abstract concepts like feelings. Teachers can help children understand and manage these feelings by naming them. For example: "You look sad. Is something worrying you?"

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 **Tortoise and his shell.***"

3 Relate the story to the children's lives: ask if anyone has seen a tortoise. Talk about tortoises and explain that a tortoise has a hard shell on its back and moves slowly. Show the children pictures of tortoises.

4 Introduce the characters, for example: "*This is Tortoise. This is a dog and this is an eagle. The animals live in the veld. In the veld, there are trees and rocks.*" Ask the children to say good morning to the animals.

5 Introduce two or three new words from the vocabulary list: "*Before we begin, I want to tell you the meanings of some new words which we will find in the story.*"
   - Discuss what each word means, using simple words.
   - 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.

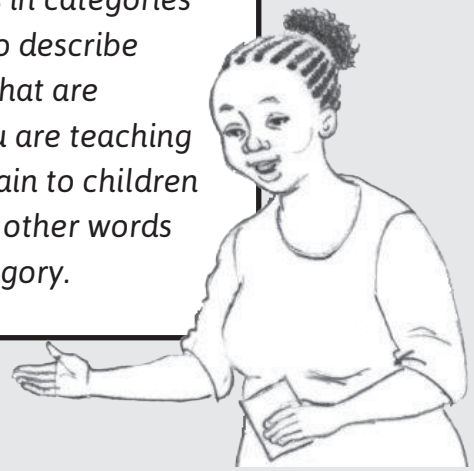
While you tell the story

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: "*How would you feel if you were Tortoise and the eagle was flying over you?*"
3. Emphasise new vocabulary. Give short explanations if you feel it will help the children to understand the story. Ask if anyone can remember the meaning of a new word.

After you tell the story

1. Ask questions to check and consolidate children's understanding, such as: "*What did Tortoise do when he saw the eagle?*" Praise and elaborate on even the simplest answers. For example: "*Yes, that's right. Tortoise was very frightened of the eagle. He thought it might swoop down and eat him up! So he ran and he hid in a hole in a tree.*"
2. Ask open-ended questions to stimulate discussion: "*In the end, why was Tortoise happy to crawl back into his shell?*"
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: 'opposites' and 'feeling words'.

It is helpful for children to learn new words in categories (such as words to describe feelings; words that are opposites). If you are teaching new words, explain to children how they link to other words in the same category.



IVEKI 1: IMISEBENZI ENXULUMENE NEBALI

NGOMVULO Ukubalisa ibali nokwakha isigama

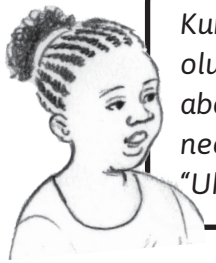
Abantwana beva ibali elithi '*Ufudo neqokobe lakhe*' okokuqala ngeli lixa befunda isigama esitsha.

UZA KUDINGA

Oonopopi nezinto zokwenza umdlalo: Ufudo neqokobhe lakhe; inja; ukhozi; ilitye; umthi

Izinto okanye amakhadi amagama ambalwa akuluhlu lwesigama

Ibali; isicengcelezo kunye noluhlu lwesigama esikwiphepha i-12 ukuya kwi-19.



Kungaba nzima ukuba abantwana bakwazi ukufunda ulwazi olunzima olufana nolweemvakalelo. Ootitshala bangabancedisa abantwana ukuba baqonde futhi bakwazi ukumelana neemvakalelo zabo ngokuthi zithiywe amagama. Umzekelo: "Ukhangeleka ulusizi. Ingaba ikhona into ekuxhalabisayo?"

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 '**UFudo neqokobhe lakhe**'.*"

3 Nxulumanisa ibali nobomi babantwana: Buza ukuba ukhona na umntu okhe walubona ufudo. Ncokolani ngamaqokobhe uze uchaze ukuba ufudo luneqokobhe elomeleleyo emhlana kwaye luhamba ngokucothayo. Bonisa abantwana umfanekiso wofudo.

4 Yazisa abalinganiswa, umzekelo: "*Lo nguFudo. Le yinja ze eli ibe lukhozi. Ezi zilwanyana zihlala emadlelweni. Emadlelweni kukho imithi namatye.*" Cela abantwana ukuba babulise zonke izilwanyana.

5 Yazisa amagama amabini okanye amathathu amatsha kula akuluhlu lwesigama: "*Phambi kokuba siqalise, ndifuna ukunixelela 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 ezahlukeneyo emakhaya ukuba bachaze igama ngolwimi lwabo.

Ngelixa ubalisa ibali

1 Qinisekisa ukuba ulibalisa ngodlamko ibali ukuze ugcine abantwana bemamele. Yenza iintshukumo ezithile, sebenzisa izinto zokubalisa ibali uze ulibalise ibali ngelizwi alahlukileyo.

2 Cela abantwana ukuba baqikelele into eza kulandela ebalini uze ubabandakanye ngokubabuza imibuzo evulelekileyo efana nale: "*Beniza kuziva njani ukuba beningamafudo kwaye ukhozi ebhabha ngentla kwenu?*"

3 Gxininisa isigama esitsha. Nika iinkcazelo ezimfutshne 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: "*Wenze ntoni uFudo xa ebona ukhozi?*" Ncoma uze utyatyadule kwezona mpendulo zilula. Umzekelo: "*Ewe, kulungile. UFudo wayeloyika kakhulu ukhozi. Wayecinga ukuba luza kundandela ezantsi lize limxhwile, limtye! Ngoko ubalekile wazifihla emngxunyeni.*"

2 Buza imibuzo evulelekileyo ukuqala ingxoxo: "*Ekugqibeleni, kwakutheni ukuze uFudo onwabele ukuthubeleza phantsi kweqokobhe lakhe?*"

3 Bethelela isigama esitsha ebalini ngokubuza imibuzo ngamagama, umzekelo: "*Yintoni i...? Ungandolathela i....? Isetyenziswa entwenini i...?*"

Kuluncedo ebantwaneni ukufunda isigama esihlelwe ngokweendidi (njengamagama achaza amalungu omzimba; amagama achaza iimvakalelo; izilwanyana zasefama okanye ezasendle). Ukuba ufundisa amagama amatsha, chazela abantwana ukuba anxulumene njani namanye amagama.

WEEK 1 STORY-BASED

TUESDAY Storytelling and singing

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

YOU WILL NEED
Words and music for the song ***Tortoise song*** (page 17)

One clever teacher asked the children to wear their backpacks for their shells when they were being tortoises.
Doing actions while singing the songs helps children remember the words. It also helps them to develop gross and fine motor skills, co-ordination and awareness of their body in space.

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 dificult for the children to remember the all the words at once.
4. Teach the children the actions for the song.

NGOLWESIBINI Ukubalisa ibali nokucula

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

UZA KUDINGA

Amagama namazwi engoma yoFudo ekwiphepha le-19 (iculwa ngetshanti yengoma yesiNgesi ethi *If you're happy and you know it, clap your hands*)

Omnye utitshalakazi okrelekrele wacela abantwana ukuba banxibe oobhaka babo ukwenza amaqokobhe ngelixa bezenza amafudo. Ukwenza intshukumo ngelixa kuculwa iingoma kunceda abantwana ukuba bawakhumbule amagama. Kuyabanceda nokuba baqinise izihlunu zabo ezinkulu nezihlunu ezincinane, baphuhlise nokusebenzisana kwamalungu omzimba nokuqaphela indlela imizimba yabo esebenza ngayo endaweni.

AMANYATHELO

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

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; cloth/material for the tortoise's shell and dog's fur; feathers for the eagle; an object to use as a rock; any other items that will make the story real

You may find your 'quieter' children become more confident during role-play activities. Ensure that their attempts to participate and speak up are supported and encouraged.

STEPS

1. Sing ***Tortoise song*** (page 17).
2. Choose three children to play the characters in the story (Tortoise; dog; eagle).
3. Talk about each character in the story. Tell the children who they are going to be in the role play.
4. Ask the children for ideas for props that can be used to tell the story.
5. Start the story like this: "*Once upon a time there was a little tortoise. Tortoise lived in the veld by himself. Tortoise was sad because he was so slow.*" The child acting as Tortoise pretends to be walking slowly around the veld.
6. Continue telling the story in this way. The children will do the actions to match the narrator's words.
7. The rest of the class watches the role play.
8. Now, if you think your children are ready, organise the class into groups of four (one child is the narrator). Help the children decide who is going to play each character and the narrator.
9. Let the children have time to practise the role play as a small group.
10. If there is time, let some of the groups present their role play to the class.

NGOLWESITHATHU Ukubalisa ibali nokulinganisa

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

UZA KUDINGA

Oonopopi; ilaphu/imathiriyeli yokwenza iqokobhe lofudo nofele lwenja; iintsiba zokwenza ukhozi; into eza kuba lilitye elikhulu; nezinye izinto zokwenza ibali liphile

Ungafumanisa ukuba abantwana bakho 'abathuleyo' ngoku banokuzithemba ngelixa kusenziwa imisebenzi yokulingisa imidlalo. Qinisekisa ukuba uyazixhasa kwaye uyazikhuthaza iinzame zabo zokuthatha inxaxheba nokuthetha

AMANYATHELO

1 Cula ***Ingoma kaFudo*** (kwiphepha le-19).
2 Khetha abantwana abathathu ukuba badlale indawo yabalinganiswa abasebalini (uFudo; inja; ukhozi).
3 Ncokolani ngomlinganiswa ngamnye osebalini. Xelela umntwana ngamnye ukuba uza kuba ngubani na ebalini.
4 Cela abantwana ukuba banike iimbono zabo malunga nezinto zokwenza umdlalo ezinokusetyenziswa ukubalisa ibali.
5 Qalisa ukubalisa ibali olu hlobo: "*Kudala-dala, kwaye kukho ufudo oluncinane. UFudo wayehlala yedwa emadlelweni. UFudo wayelusizi kuba wayehamba ngokucothayo.*" Umntwana odlala indawo kaFudo wenza ngathi uhamba kancinci edlelweni.
6 Qhubekeka nokubalisa ibali ngale ndlela. Abantwana baza kwenza intshukumo ehambelana namazwi athethwa ngunobalisa.
7 Abanye abantwana eklasini baza kube bebukele umdlalo.
8 Ngoku, ukuba ucinga ukuba abantwana balungile, cwangcisa iklasi ibe ngamaqela anabantwana abane (umntwana omnye uza kuba ngunobalisa). Ncedisa abantwana ukuba bakhethe ukuba baza kudlala indawo yowuphi umlinganiswa.
9 Banike ixesha lokuziqhelanisa nomdlalo abantwana ngokweqela.
10 Ukuba likhona ixesha, vumela amanye amaqela ukuba enzusengawuphinda kwakhona umdlalo usebenza nabantwana abohlukeneyo.

WEEK 1 STORY-BASED

THURSDAY Sequencing pictures

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

Jumble up the pictures and try to tell the story in this sequence – the children will find it very funny! The silly story will help to make the correct sequence obvious and meaningful for them.

YOU WILL NEED

Big sequence pictures in the Story Pack

STEPS

1. Sing the ***Tortoise song***.
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?*"
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.

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)

NGOLWESINE

Ukubeka imifanekiso ngokulandelelana kwayo kukhokelwa ngutitshala

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

Xuba imifanekiso uze uzame ukubalisa ibali ngala makhadi axutyiweyo – iza kubahlekisa abantwana le nto! Eli bali lisileyo liza kuninceda ukuba niwalandelelanise kakuhle amakhadi ngendlela enika intsingiselo.

UZA KUDINGA

Imifanekiso emikhulu elandelelanayo

AMANYATHELO

1. Cula ***Ingoma kaFudo*** (kwiphepha le-19).
2. Khetha umfanekiso uze uwuphakamise.
3. Buza abantwana ukuba babona ntoni na uze uncokole nabo nzulu ngalo mfanekiso.
4. Nakuba nixoxile ngomfanekiso ngamnye, wuncamathelise ebhodini ukuze abantwana bawubone. Qinisekisa ukuba imifanekiso ayilandelelani kweli nqanaba lomsebenzi.
5. Emveni kokuba nincokolile ngemifanekiso, buza abantwana: "*Ingaba imifanekiso ibekwe ngokulandelelana kwayo na?*"
6. Cela abantwana ukuba bolathe umfanekiso obonisa ukuqala kwebali.
7. Sebenzani kunye ukuhlenga-hlengisani imifanekiso ukuze ibali linike intsingiselo evakalayo.
8. Babandakanye abantwana kule nkqubo. Buza imibuzo efana nale: "*Yintoni eye yalandela? Ngubani okhumbulayo into elandelayo eza kwenzeka ebalini?*"
9. Xa imifanekiso sele ibekwe ngokulandelelana, mema abantwana abambalwa ukuba balibalise kwakhona ibali ngokulandelelana kweziganeko okuchanekileyo.
10. Ukuba unalo ixesha elaneleyo, xuba amakhadi kwakhona uze uwuphinde lo msebenzi.

Le yimibuzo eluncedo onokuyibuza ngomfanekiso ngamnye:

- 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)

WEEK 1 STORY-BASED

FRIDAY Shared writing and reading

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

YOU WILL NEED
An A4 blank page for each child; crayons; pictures of animals and objects that move at different speeds; books

Prepare the A4 page for each child before the lesson. Draw a line down the centre of the page. In neat, clear handwriting, write the words 'fast' and 'slow' at the top of each column. Remember to write the words in lower case.

STEPS

1. Talk about the difference between fast and slow. Show the children pictures of animals and objects that move at different speeds.
2. Let the children do activities quickly or slowly in the classroom/outside. For example: walk slowly; run fast; crawl slowly; spin fast.
3. Ask the children to think about things that are fast and slow.
4. Write 'fast' and 'slow' on the board.
5. Make a list of the children's ideas in two columns on the board: one for fast objects and one for slow objects.
6. Read the list together.
7. Talk about the dividing line on the children's page and link it to the list you wrote on the board.
8. Ask the children to read with you as you point to the words 'fast' and 'slow'.
9. Say the sound **/kh/** and ask the children to point to the letter **kh** on their page. Say the sound **/c/** and ask the children to find the letter **c** on the page.
10. Tell the children they are going to draw pictures of things that move fast on one side of the page under the word 'fast' and things that move slowly on the other side, under the word 'slow'.
11. Encourage the children to 'write' a word for each of their pictures, using pretend or invented spelling. Or you can write the words as the children explain their drawings to you. (You may want to remove your list from the board as you don't want the children copying.)

NGOLWESIHLANU Ukubhala nokufunda kunye

Abantwana bafunda ukuba amagama kunye neembono zabo zingabhalwa phantsi ngethuba ubonisa ukubhalwa koluhlu.

UZA KUDINGA
Iphepha elibukhulu bungu-A4 elingabhalwanga lomntwana ngamnye; iikhrayoni; imifanekiso yezilwanyana nezinto ezihamba ngesantya esahlukeneyo; iincwadi

Lungisa iphepha elibukhulu bungu-A4 lomntwana ngamnye phambi kwesifundo. Zoba umgca embindini wephepha. Ngombhalo ococekileyo, bhala amagama 'isantya' nelithi 'ukucotha' emantla ekholamu nganye. Khumbula ukubhala amagama ngoonobumba abancinci.

AMANYATHELO

1 Thethani ngomahluko ophakathi kokukhawuleza nokucotha. Bonisa abantwana imifanekiso yezilwanyana nezinto ezihamba ngezantya ezahlukeneyo.
2 Bayeke abantwana benze imisebenzi ngokhawuleza okanye ngokucothayo eklasini/phandle. Umzekelo: hamba ngokucothayo; baleka ngesantya; khasa ngokucothayo; jikeleza ngokukhawuleza.
3 Cela abantwana ukuba bacinge ngezinto ezikhawulezayo nezicothayo.
4 Bhala 'khawuleza' kunye 'cotha' ebhodini.
5 Yenza uluhlu lweembono zabantwana kwiikholamu ezimbini ebhodini: enye ibe yeyezinto ezikhawulezayo ize enye ibe yeyezinto ezicothayo.
6 Fundani uluhlu kunye.
7 Ncokolani ngomgca owahlulayo ephepheni lomntwana uze uwunxulumanise nomgca okuluhlu obulibhale ebhodini.
8 Cela abantwana ukuba bafunde kunye nawe ngelixa usolatha amagama 'ukhawuleza' no'cothayo'.
9 Biza isandi u**/kh/** uze ucele abantwana ukuba bakhombe isandi u**/kh/** ephepheni labo. Biza isandi u**/c/** uze ucele abantwana ukuba bakhangele unobumba u**/c/** ephepheni labo.
10 Xelela abantwana ukuba baza kuzoba imifanekiso yezinto ezikhawulezayo kwelinye icala lephepha phantsi kwesihloko esithi 'ezikhawulezayo' baze bazobe izinto ezicothayo kwelinye icala lephepha phantsi kwesihloko esithi 'ezicothayo'.
11 Khuthaza abantwana ukuba 'babhale' igama lomfanekiso ngamnye, besebenzisa upelo abaziqambele lona. Okanye ungababhalela amagama ngelixa abantwana bekuchazela ngemifanekiso yabo. (Usengathanda ukususa uluhlu lwakho ebhodini xa ungafuni abantwana ukuba bakope.)

WEEK 2 STORY-BASED

MONDAY More sequencing pictures

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

Photocopy a little book for each child before the lesson. Fold all the little books in advance.

YOU WILL NEED

- Big sequence pictures in the Story Pack
- A black and white photocopy of small sequence pictures for each child (page 104); additional white paper for each child; scissors; glue
- Photocopied and folded little book for each child (page 105)
- Set up the tables beforehand with a set of black and white pictures for each child and enough pairs of scissors and glue for all the children to use.

STEPS

On the mat

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

At their tables

1. Ask the children to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the children's ability to put the main events of the story in the correct order.
2. Once children have completed their sequence pictures, give each child a little book. Encourage them to look at the cover and read the title of the story with them.
3. Take the children on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
4. If there is time, children should 'read' their little book to a partner in the class.
5. Encourage the children to take the books home to read with their families.

Many parents have noticed that the little books create opportunities for talking and having fun with their children. Books can help families to bond!

After the children have pasted the sequence pictures into their books in the correct order, encourage them to 'write' a word or sentence for one or more of the pictures.

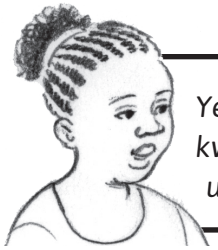
IMISEBENZI ENXULUMENE NEBALI

IVEKI 2:

NGOMVULO

Ukubeka imifanekiso ngokulandelelana kwayo kuyaqhutywa

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



Yenza ikopi yencwadi encinci yomntwana ngamnye ngaphambi kwesifundo. Zisonge zonke iincwadi ezincinci phambi kokuba uze nazo eklasini.

UZA KUDINGA

- Imifanekiso emikhulu elandelelanayo
- Imifanekiso yolandelelwaniso emincinci ekotshiweyo yomntwana ngamnye; iphepha elongezelelweyo elimhlophe lomntwana ngamnye; izikere; iglu
- Incwadi encinci ekotshiweyo yaza yasongwa yomntwana ngamnye (kwiphepha 105)
- Lungisa iitafile zabantwana kwangethuba ubeke imifanekiso emhlophe namnyama yomntwana ngamnye nezikere ezaneleyo kunye neglu eza kusetyenziswa ngabo bonke abantwana.

AMANYATHELO

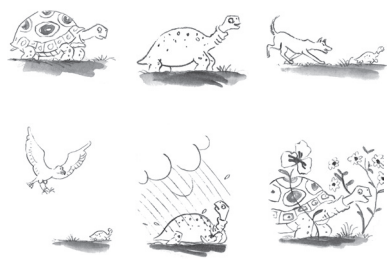
Emethini

1 Qala ngomsebenzi wasemethini. Khetha abantwana abaza kuma phambi kweklasi, emnye kubo ephethe imifanekiso enombala yolandelelaniso. Qinisekisa ukuba imifanekiso ayibekwanga ngokulandelelana kwayo.

2 Cela abantwana ukuba babeke imifanekiso ngokulandelelana kwayo. Bacele ukuba bolathe umfanekiso ekufanele ukuba usekuqaleni kwebali.

3 Sebenzani kunye njengeqela, lungelelanisani abantwana abaphethe imifanekiso de ibali linike intsingiselo. Buza imibuzo efana nale: "*Yintoni eza kulandela? 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, bayihlenga-hlengise ngokulandelelana kwayo baze bayincamathelise kwiphepha elingabhalwanga. Hamba-hamba apha eklasini ubancedise apho kuyimfuneko khona. Lo msebenzi uluncedo xa usenza uhlolo kubantwana lokubeka izehlo eziphambili zebali ngokokulandelelana kwazo.

2 Xa abantwana begqibile ukusebenza ngemifanekiso yolandelelwaniso, nika umntwana ngamnye incwadi encinci. Bakhuthaze ukuba bajonge iqweqwe lencwadi uze ufunde isihloko sebali kunye nabo.

3 Bonisa abantwana mifanekiso yonke yencwadi encinci, ubancedise ukuba baqaphele ukuba imifanekiso esencwadini iyafana nale yolandelelwaniso.

4 Ukuba likhona ixesha, umntwana kufuneka 'afundele' umntwana ahleli naye incwadi yakhe encinci.

5 Bakhuthaze ukuba bagoduke nazo iincwadi bayokuzifundela iintsapho zabo.

Emva kokuba abantwana begqibile ukuncamathelisa imifanekiso yabo yokulandelelanisa ibali ngokuchanekileyo, bakhuthaze ukuba 'babhale' igama okanye isivakalisi ngomfanekiso omnye okanye engaphezulu.

Abazali abaninzi baqaphele ukuba iincwadi ezincinci zidala amathuba encoko nokonwaba phakathi kwabo nabantwana babo. Iincwadi zincedisa iintsapho ukuba zisondelelane zifuthelane!

WEEK 2 STORY-BASED

TUESDAY Shared reading: Big Book

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

It is best to talk about the different parts of a book at the beginning or end of the story. It is important to keep the flow of the story without constant interruptions, so that the children can comprehend the storyline and enjoy the process.

YOU WILL NEED
Tortoise and his shell Big Book

STEPS

1. Say the rhyme ***Two eyes to see*** (page 12) 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 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.
5. Allow the children to ask questions about the story and make connections to the language and experiences from the week before.
6. Point out the page numbers as you go and talk about what number will come next.
7. When you have 'walked' through the whole book, go back to the beginning and read the title again.
8. Turn the pages and read each sentence in a clear, steady and natural voice.
9. Point to each word as you read.
10. Point out any letters the children may know and reinforce the focus letters for this story.
11. Read the book again and encourage the children to 'read' with you.

NGOLWESIBINI Ukufunda kunye: Incwadi enkulu

Abantwana bafunda ngokufunda ibali elibhaliweyo eliqhelekileyo ngethuba ubabonisa inkqubo yokufunda.

Kubalulekile ukuthetha ngeendawo ezahlukeneyo zencwadi ekuqaleni okanye ekupheleni kwebali. Kubalulekile ukuligcina liqhubekeka ibali ungamane uliphazamisa, ukwenzela ukuba abantwana baliqonde indlela eliphuhla ngayo futhi balonwabele.

UZA KUDINGA

INcwadi eNkulu ethi ***UFudo neqokobhe lakhe***

AMANYATHELO

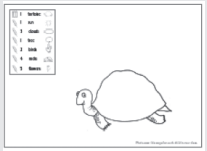
1. Yenza **isicengcelezo** esithi: ***Amehlo amabini okubona*** (kwiphepha le-14) ukwenza abantwana ukuba balungele ibali elizayo.
2. Bakhuthaze abantwana ukuba bajonge umfanekiso oseqweqweni nokuba bancokole ngento abayinakanayo.
3. Funda isihloko sebali eklasini. Yolatha igama ngalinye ngelixa ufunda. Sifunde kwakhona uze ucele abantwana ukuba basifunde kunye nawe.
4. Tyhila incwadi uze ubonise abantwana imifanekiso esencwadini yonke, nixoxa nzulu ngemifanekiso.
5. Bavumele abantwana ukuba babuze imibuzo ngebali benze nonxulumaniso nolwimi kunye namava eveki ephelileyo.
6. Yolatha iinombolo zamaphepha ngelixa uqhubekeka utyhila amaphepha encwadi nincokole nangenombolo yephepha elandelayo.
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 oonobumba nezandi abantwana abasele bezazi uze ugxininise kunobumba ochongelwe eli bali kunye nesandi sakhe.
11. Yifunde kwakhona incwadi uze ukhuthaze abantwana ukuba ‘bafunde’ kunye nawe.

WEEK 2 STORY-BASED

WEDNESDAY Read and do

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

YOU WILL NEED
An activity page photocopied per child (page 106); coloured crayons/pencils



Remember, it is not important how or where on the paper the children choose to draw. Each child will interpret the text differently. The children's choices will give you insight into their thinking and development.

STEPS

1. Tell the children to look at the list on the activity page and to talk about what they see (numbers, pictures and words).
2. Ask the children to look at the first line and 'read' what it says. Then read each of the lines together.
3. Tell the children they are now going to do a fun activity called 'read and do'. They must read each line and do what it says using the blank space on the page.
4. Read the first line together again. Tell the children to draw and colour in a tortoise but don't tell them where to draw the tortoise.
5. Ask if any of the children can 'read 'what to do next on the list; they must draw a sun.
6. Continue in this way with each of the instructions.
7. Now read each of the instructions again and say to the children: "*Have you drawn and coloured in one tortoise? If you have, then tick that on your list.*"
8. Continue checking and ticking each instruction until the end of the list.

Children's interest in reading is encouraged and developed when they have many encounters with print daily. This activity encourages children to interact with print independently by using picture clues, numbers and some of the letters in words.

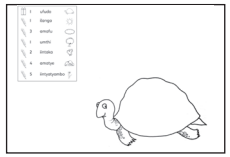
IVEKI 2: IMISEBENZI ENXULUMENE NEBALI

NGOLWESITHATHU Funda uze wenze

Abantwana bafunda ukutolika amakhadi abhaliweyo nanemifanekiso belandela imiyalelo.

UZA KUDINGA

Iphepha lomsebenzi elifotokotshelwe umntwana ngamnye (iphepha le-106); iikhrayoni/iipensile ezimibala-bala



Khumbula, akubalulekanga ukuba abantwana bafuna ukuzoba njani, phi ephepheni. Umntwana ngamnye uza kuwuqonda ngokwahlukileyo umbhalo. Indlela abakhetha ukwenza izinto ngayo abantwana iza kukubonisa indlela abacinga ngayo nabaphuhla ngayo.

AMANYATHELO

1. Xelela abantwana ukuba bajonge kuluhlu olukwiphepha lomsebenzi uze uthethe nabo ngento abayibonayo (amanani, imifanekiso namagama).
2. Cela abantwana ukuba bajonge umgca wokuqala baze 'bafunde' into ebhaliweyo. Emva koko fundani kunye umgca ngamnye.
3. Xelela abantwana ukuba ngoku baza kwenza umsebenzi owonwabisayo obizwa ngokuba ngu-'*Funda uze wenze*'. Kufuneka bafunde umgca ngamnye baze benze into etshiwoyo kwindawo engenanto ephepheni.
4. Fundani umgca wokuqala kunye kwakhona. Xelela abantwana ukuba bazobe baze bafake umbala kufudo kodwa musa ukubaxelela ukuba baluzobe phi ufudo.
5. Buza ukuba bakhona na abantwana abakwaziyo 'ukufunda' into elandelayo ekufuneka beyenzile kuluhlu; kufuneka bazobe ilanga.
6. Qhubekeka ngale ndlela ngomyalelo ngamnye.
7. Ngoku funda umyalelo ngamnye kwakhona uze uthi ebantwaneni: "*Ingaba niluzobile ufudo olunye? Ukuba wenze njalo, korekisha kuluhlu lwakho.*"
8. Qhubekeka ngokuhlola nokukorekisha umyalelo ngamnye de ufikelele esiphelweni soluhlu.

Umdla wabantwana ekufundeni kukhuthazwa yaye kuyaphuhliseka xa besebenza ngokushicilelweyo yonke imihla. Lo msebenzi ukhuthaza abantwana ukuba banxibelelane ngokushicilelweyo ngokuzimeleyo besebenzisa uncedo lwemifanekiso, amanani kunye nabanye oonobumba bamagama.

WEEK 2 STORY-BASED

THURSDAY Shared writing and reading

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

YOU WILL NEED

Pieces of paper with your name and the children's names written down the left-hand side of the page; a thick black marker

STEPS

1 Begin by talking about the tortoise from the story. In the beginning of the story, Tortoise didn't want his shell, but at the end of the story he realised that his shell was very useful and made him unique and special. He was proud of his shell.

2 Talk about something that makes you special and unique. (Think of physical characteristics such as long or curly hair, being short or tall, talents such as being able to play sport or sing well and personality characteristics such as being a brave or a kind person).

3 Now point to the names of children written on the paper. Begin with your name and ask the children what they think makes you special. Write down their words and read to the class, for example: "*Miss de Vries is very funny and kind and she makes us happy.*"

4 Now look at the next name on the list. Ask the children whose name it is: hopefully each child will be able to identify their own name. Ask the children in the class to think of things that make each child special.

5 Make a sentence with the words the children give you and write it next to each child's name. Add your own words to ensure that each child feels their special qualities are acknowledged. Read each sentence back to the class, pointing to each word.

6 Stick the list on the wall. Children will soon be 'reading' the words that other children chose to describe them.

NGOLWESINE Ukubhala nokufunda kunye

Abantwana bafunda indlela amagama kunye neembono zabo ezingabhalwa phantsi ngayo ngethuba ubonisa indlela yokubhala izivakalisi.

UZA KUDINGA
Iziqwenga zamaphepha abhalwe igama lakho namagama abantwana abhalwe ekhohlo ephepheni; ikhoki enkulu emnyama

AMANYATHELO

1. Qalani ngokuthetha ngofudo olusebalini. Ekuqaleni kwebali, uFudo ebengalifuni iqokobhe lakhe, kodwa ekupheleni kwebali uye wabona ukuba iqokobhe lakhe liluncedo kakhulu kwaye limenze waba sisilwanyana esisodwa nesikhethekileyo. Wayeneqhayiya ngeqokobhe lakhe.
2. Ncokolani malunga nezinto ezinenza nibonakale ngokukodwa ningabakhethekileyo. (Cingani ngeempawu ezizodwa eninazo ezifana neenwele ezinde okanye ezijikojiko, ukuba mfutshane okanye ukuba mde, iziphiwo eninazo ezifana nokukwazi ukudlala imidlalo okanye ukucula kunye nezinye iimpawu ezifana nokukhalipha okanye ukuba ngumntu olungileyo).
3. Ngoku yolatha emagameni abantwana abhalwe ephepheni. Qala ngegama lakho uze ubuze abantwana ukuba yintoni ekwenza ube ngumntu okhethekileyo. Bhala phantsi amagama abo ze uwafundele iklasi, umzekelo: "*UMisi Tyulu uyahlekisa yaye ulungile, uyasonwabisa.*"
4. Ngoku jonga igama elilandelayo kuluhlu. Buza abantwana ukuba ligama likabani na: ngethemba lokuba umntwana ngamnye uyakwazi ukwalatha igama lakhe. Cela abantwana eklasini ukuba bacinge ngezinto ezenza umntwana ngamnye abe ngokhethekileyo.
5. Yenza isivakalisi ngamagama abantwana abakunika wona uze uzibhale ecaleni kwegama lomntwana ngamnye. Yongeza awakho amagama ukuqinisekisa ukuba umntwana ngamnye uva kamnandi kuba izinto ezithethwayo ngaye uyazingqina. Funda isivakalisi ngasinye usolatha igama ngalinye ngelixa ufunda.
6. Luxhome eludongeni uluhlu. Abantwana baza 'kuwafunda' amagama abachazwe ngawo ngabanye abantwana.

WEEK 2 STORY-BASED

FRIDAY Listen and do

Children learn to listen carefully and follow verbal instructions.

Set the tone for these listening activities by saying the following while the children do the actions: "Before we start listening, let's get ready: Shake out all your jiggles; rub your ear lobes to wake up your ears; then rest your hands in your lap."

STEPS

1 Settle all the children on the mat and ask them to sit very quietly.

2 Choose one child and say: "*I want you to close your eyes and listen very carefully.*"

3 Choose another child to hide somewhere in the room and make an animal noise, repeating it regularly. The rest of the children must keep very quiet.

4 Explain to the child with their eyes closed that they must ask: "*Where are you?*" The animal-child must reply by making an animal noise.

5 The child sitting with eyes closed must identify where the animal noise is by pointing, then saying the name of the animal.

6 Now say to the children: "*In the story about the tortoise, do you remember how Tortoise tried to hide from the eagle? Can you hide under your table? Now, climb out. Can you stand up and see how tall you can be?*"

7 Now say: "*Can you do this?*":
- *"Stand on your left foot."*
- *"Put your hands on your head."*
- *"Touch your toes."*
- *"Put your hands over your ears."*
- *"Click your fingers."*
- *"Stand on your toes."*
- *"Put your hands on your hips."*

8 Say to the children: "*Now I am going to say some things; you must listen carefully and only do the actions that you can do. Some of them are impossible!*"
- *"Fold your arms."*
- *"Balance on one foot."*
- *"Wink your toes."*
- *"Stomp your feet.*
- *"Balance on one ear."*
- *"Turn your head."*
- *"Blink your eyes."*
- *"Clap your hands."*
- *"Stamp your cheeks."*
- *"Click your fingers."*
- *"Put your hands on your hips."*

NGOLWESIHLANU Mamela uze wenze

Abantwana bafunda ukumamela ngononophelo kwaye belandela imiyalelo ethethwayo.

Lungiselela le misebenzi yokumamela ngokutsho oku kulandelayo ngelixa abantwana besenza iintshukumo: "Phambi kokuba siqale ukumamela, masizilungiseleleni: Shukumisa wonke umzimba wakho; hlikihla amadlebe akho ukuze iindlebe zakho ziphakame uze ubeke izandla zakho emathangeni akho."

AMANYATHELO

1 Hlalisa abantwana emethini uze ubacele ukuba bahlale ngokuzolileyo.

2 Khetha umntwana abe omnye uthi: "*Ndingathanda ukuba uvale amehlo akho umamele kakuhle.*"

3 Khetha omnye umntwana ukuba azimele endaweni ethile egumbini enze isandi sesilwanyana, amane esiphinda-phinda. Abanye abantwana bona kufuneka bathule bathi cwaka.

4 Chazela umntwana ovale amehlo ukuba makabuze: "*Uphi?*" Umntwana osisilwanyana makaphendule ngokwenza isandi esenziwa sisilwanyana.

5 Umntwana ohleli phantsi ovale amehlo makaqashele ukuba isandi sivela kweliphi na icala ngokolatha nangokubiza igama lesilwanyana.

6 Ngoku yithi: "*Ebalini likaFudo, nisakhumbula indlela uFudo azame ngayo ukuzimela ukhozi? Ningakwazi ukuzimela ezitafileni zenu? Ngoku phumani. Ningema ngeenyawo sibone ukuba nibade kangakanani*"

7 Ngoku yithi: "Ningenza ezi zinto zilandelayo?"
- "*Ningama ngomlenze omnye wasekhohlo?*"
- "*Ningabeka izandla zenu entloko?*"
- "*Ningabamba iinzwane zenu?*"
- "*Ningabeka izandla zenu ngaphaya kweendlebe zenu?*"
- "*Ningankqakrazisa iminwe yenu?*"
- "*Ningema ngeenzwane?*"
- "*Ningabeka izandla zenu kwiinyonga.*"

8 Yithi ebantwaneni: "*Ngoku ndiza kubiza izinto, kufuneka nimamelisise nize nenze iintshukumo enikwazi ukuzenza. Ezinye azikwazeki tu!*"
- "*Songa iingalo zakho.*"
- "*Yima ngomlenze omnye.*"
- "*Shukumisa iinzwane zakho.*"
- "*Ngqisha ngeenyawo zakho.*"
- "*Yima ngendlebe enye.*"
- "*Jika intloko yakho.*"
- "*Qhwanyaza ngamehlo akho.*"
- "*Qhwaba izandla zakho.*"
- "*Ngqisha ngezidlele zakho.*"
- "*Nqakrazisa iminwe yakho.*"
- "*Beka izandla zakho kwiinyonga zakho.*"

Introduction to rotation group activities

Helping children to work independently and in groups

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

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

The importance of rules

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

Here are some suggestions:

Rules for fantasy play area

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

Rotating the activities

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

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

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

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

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

Overview of the activities

Drawing and emergent writing (teacher-guided)

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

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

Creative play

Art and construction (Week 1)

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

Fantasy play (Week 2)

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

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

Letter puzzles and games

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

Practising the letter

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

Independent reading

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

Intshayelelo kwimisebenzi yamaqela atshintshanayo

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

Ukunceda abantwana ukuba basebenze ngokuzimela nakumaqela

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

Imithetho ebalulekileyo

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

Nanga amanye amacebiso:

Imigaqo yendawo yokudlalisa

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

Imisebenzi etshintshanayo

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

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

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

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

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

Isishwankathelo semisebenzi

Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)

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

Umdlalo oyilayo

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

Ubugcisa nokwakha

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

Ukudlalisa

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

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

Abanye abantwana baza kusokola xa kufuneke benze uthetha-thethwano nabanye ngendima nokulandelelanisa iziganeko xa bedlala. Zinike ixesha uhlale nabo uze ubabonise, usebenzisane nabo baneentloni zokuba yinxalenye yomdlalo. Ukuba ubona abantwana abangadlali kakuhle xa bekunye, baqwalasele umzuzwana ujonge ukuba kuqhubeka ntoni. Khetha indima efanelekileyo ungene kwikona yolinganiso njengomlinganisi ukhangele ukuba awunakubanceda badlale kakuhle.

Imidlalo yoonobumba neephazile

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

Ukuziqhelanisa noonobumba

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

Ukuzifundela

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

ROTATION GROUPS

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 ***Tortoise and his shell*** at the top of each child's page before the lesson. Ask the children to point to the words 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 Tortoise crawled out of his shell?*" Encourage the children to draw their favourite part of the story.
3. Ask the children if they would like to write something about their picture. Make a comment or ask a question about the drawing, such as: "*I like the patterns on Tortoise's shell – lovely attention to detail!*"
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. Here is a teacher 'thinking aloud' as she writes the child's sentence: "*Tortoise … crawled … back … into… his … What word did you want to say next? Shell. I am going to write shell.*"

Children might write letters backwards or upside down. Don't correct their writing. They will practise the correct formation in other activities. Some children may become aware that they are not writing 'correctly' and may refuse to write at all. This may happen when they have developed a good understanding of letters and sounds but cannot yet use conventional ('grown-up') spelling. This is an important phase in writing development. Support the child by writing some words for them and encouraging them to write words that they can sound out or words that they know how to spell. Soon they will be writing again with more independence.

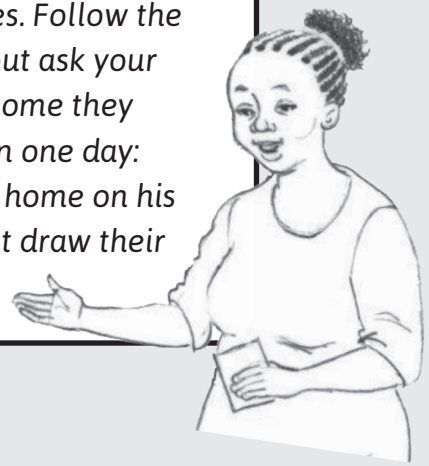
5. Write exactly what the child tells you, word for word. Remember to write neatly and clearly.
6. When you have finished writing, encourage the child to read the sentence with you. Point to each word as you read and acknowledge their efforts.

Week 2: My own idea

STEPS

1. Write ***I am happy to be me!*** at the top of each child's blank page before the lesson.
2. Ask the children to point to the words of the title as you read them together.
3. Remind the children that Tortoise climbed out of his shell because he wanted to run faster, but by the end of the story he climbed back into his shell again; he was happy to be a tortoise. He didn't care that he could not run fast. Ask the children: "*What do you like about being you? Draw a picture of yourself.*"
4. Ask the children if they would like to write something about their picture. Make a comment or ask a question about the drawing, such as: "*What do you like best about being so lovely and tall?*" or "*I like to see you have written a **f** for nearer!*"
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. Here is a teacher 'thinking aloud' as she writes the child's sentence: "*I… am… so tall… my pants… are too… short.*"
6. Write exactly what the child tells you, word for word. Remember to write neatly and clearly.
7. When you have finished writing, encourage the child to read the sentence with you. Point to each word as you read and acknowledge their efforts.

*Here's another idea linked to the story: write **My future home** on the children's pages. Follow the steps for Week 2, but ask your class to draw the home they would like to live in one day: tortoise carries his home on his back; children must draw their imaginary home.*



AMAQELA ATSHINTSHANAYO

UMSEBENZI

Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)

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

UZA KUDINGA

Iphepha elibukhulu bungu-A4 elingabhalwanga lomntwana ngamnye; iikhrayoni

IVeki yoku-1: Indawo endiyithandayo ebalini

AMANYATHELO

1. Bhala '***UFudo neqokobhe lakhe***' emantla ephepha elingabhalwanga lomntwana ngamnye ngaphambi kokuba uqalise isifundo. Cela abantwana ukuba bolathe ngelixa uwafunda kunye nabo.
2. Cela abantwana ukuba bacinge ngebali baze baxoxe ngeendawo abazithande kakhulu. Banike umzekelo ofana nalo: "*Niyithandile la ndawo apho uFudo aphuma kwiqokobhe lakhe?*" Khuthaza abantwana ukuba bazobe indawo abayithandayo ebalini.
3. Babuze abantwana ukuba ikhona into abangathanda ukuyibhala ngomfanekiso wabo Hlomla okanye ubuze umbuzo ngomzobo, umbuzo ofana nalo: "*Ndiyazithanda iiphatheni ozizobe kwiqokobhe likaFudo – ufakele kakuhle iinkcukacha ezininzi!*" Okanye "*Ucinga ukuba uFudo uzive njani ngelixa kuqalisa ukunetha!*"
4. Ukuba bangathanda ukuba ubabhalele, bagcine bebandakanyekile ngokubacela ukuba bawabize amagama ngokucothayo ngelixa uwabhala phantsi. Nanku utitshala 'ecingela ngaphandle' ngelixa ebhala isivakalisi somntwana: "*UFudo ... wabuyela... e... ubufuna ukuthini kwakhona? Eqokobheni. Ndiza kubhala eqokobheni lakhe kwakhona.*"

Abantwana basengabagqwetha okanye bahle besenyuka bebhala oonobumba. Musa ukulungisa into abayibhalayo. Baza kuziqhelanisa nokwakhiwa koonobumba kweminye imisebenzi. Abanye babantwana kungenzeka ukuba baqaphele ukuba ababhali 'ngokufanelekileyo' baze bangaphinde bafune ukubhala kwakhona. Oku kungenzeka xa sele bephuhlise ingqiqo yabo yoonobumba nezandi kodwa bengekabhali ngokumiselekileyo ('upelo lwabadala'). Eli linqanaba elibalulekileyo kuphuhliso lwabo lokubhala. Xhasa umntwana ngokumbhalela amanye amagama nokumkhuthaza ukuba abhale amagama akwaziyo ukuwabiza okanye amagama abakwaziyo ukuwapela. Ngokukhawuleza baza kubhala kwakhona ngokuzimeleyo.

5. Bhala ngqo into umntwana akuxelela yona, igama negama alibizayo. Khumbula ukuba kufuneka ubhale ngokucacileyo nangokucocekileyo.
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 ***Ndiyakonwabela ukuba ndim!*** emantla ephepha elingabhalwanga lomntwana ngamnye ngaphambi kwesifundo.
2. Cela abantwana ukuba bolathe amagama esihloko ngelixa uwafunda kunye nabo.
3. Khumbuza abantwana ukuba uFudo uphume ngapha kweqokobhe lakhe kuba ebefuna ukubaleka ngesantya esikhulu kodwa ekupheleni kwebali ebesele ebuyele eqokobheni lakhe kwakhona. Wayekuvuyela ukuba nguFudo. Akukhathaliseki nokuba wayengakwazi ukubaleka ngesantya. Buza abantwana: "*Yintoni oyithandayo ngawe?*" Zoba umfanekiso wakho.
4. Buza abantwana ukuba ikhona na into abangathanda ukuyibhala ngomfanekiso wabo. Hlomla okanye ubuze umbuzo ngomzobo, umbuzo othi: "*Yintoni oyithanda kakhulu ngokubamde nokuthandeka?*" okanye "*Ndiyakuvuyela ukukubona ubhala **f** kafutshane!*"
5. Ukuba bangathanda ukuba ubabhalele, bagcine bebandakanyekile ngokubacela ukuba babize amagama ngokucothayo ngelixa uwabhala phantsi. Nanku utitshala 'ecingela ngaphandle' ngelixa abhala isivakalisi somntwana: "*Ndimfutshane... iibhulukhwe zam...zirhuqa... phantsi.*"
6. Bhala ngqo into umntwana akuxelela yona, igama negama alibizayo. Khumbula ukuba kufuneka ubhale ngokucacileyo nangokucocekileyo.
7. Xa ugqibile ukubhala, khuthaza umntwana ukuba afunde isivakalisi kunye nawe. Yolatha igama ngalinye xa ufunda. Zincome iinzame zabo.

*Nantsi enye imbono enxulumene nebali: bhala **Ikhaya lam ngenye imini** kumaphepha abantwana. Landela amanyathelo eVeki yesi-2, kodwa cela iklasi ukuba izobe amakhaya abangathanda ukuhlala kuwo ngenye imini: UFudo uyalibeleka elakhe ikhaya emqolo; abantwana mabazobe amakhaya abawanqwenelayo.*

ROTATION GROUPS

ACTIVITY Creative play

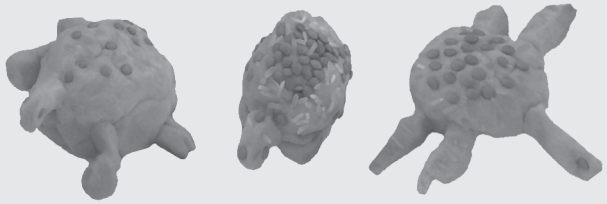
Children build on the story language and theme through pretend play and art and construction activities.

YOU WILL NEED
Play dough (recipe on page 100); beans/coloured lentils

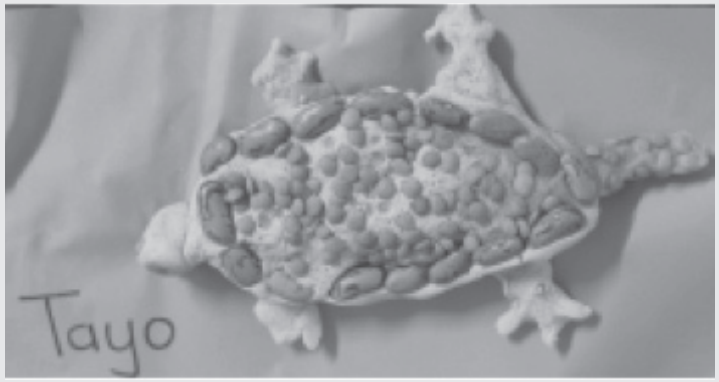
Week 1: Art and construction

STEPS

1. Tell the children to look carefully at everything that has been set out on the table and talk about the objects they can see.
2. Give each child a ball of play dough. Explain to the children that they are going to make a play dough tortoise.
3. Tell them that they can make the tortoise any way they want to.
4. Explain that they can use the beans/lentils on the table to decorate the tortoise.
5. When the children have finished making their tortoises, they must put them in the sun to dry.
6. Create time for the children to talk about their tortoises in pairs.
7. Display the tortoises around the classroom when they are complete.
8. The children can take their tortoise home once it is dry.



Some children who have difficulty with organisation and/or starting a task may become playful and disruptive. Help the children to think about the shape of the tortoise and give them a starting point. Once they get started they tend to become more confident and focused. Try not to direct the whole activity. The children must create their own tortoise.



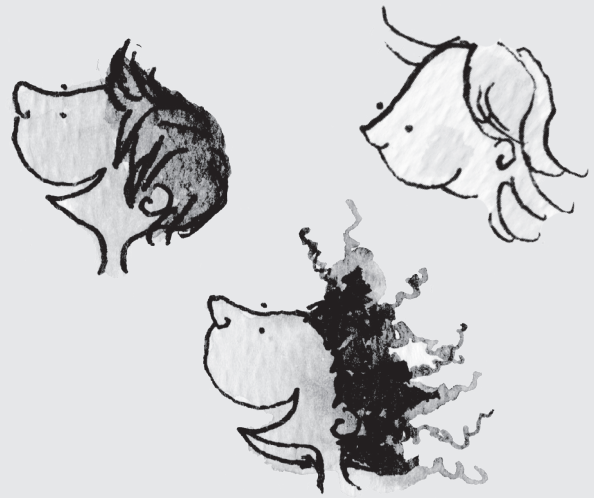
Week 2: Fantasy play

STEPS

1. Ask the group leader to take the group to the fantasy corner and to settle down quickly.
2. Ask the children to tell you the rules of the fantasy corner.
3. Ask the children what new props they see in the fantasy corner. Talk about Tortoise who carries his house on his back because he lives inside his shell. Ask questions to begin a discussion: "*Where did Baby Bird live? In a nest! Where do people live? We live in houses – big houses, small houses, round houses, square houses, tall houses, short houses – all kinds of houses.*"
4. Ask the children what game they think they could play with the props. If they need support, suggest: "How about playing ***house-house***?"
5. Tell the children they can play altogether or in smaller groups. If the children follow your idea, you could begin their play like this: "*Here we are at Sam's house. It is a bit messy inside – you may have to tidy up a bit! I hope everyone will help you!*" Encourage them to go into their house and start to play.
6. Visit the corner at least once to observe and encourage the children's game. For example, if appropriate to their game, pretend to be a neighbour arriving at the house. Knock on the 'door' and see if they invite you in for a cup of tea. Or ask if you can please borrow a cup of milk as you forgot to go to the shop.

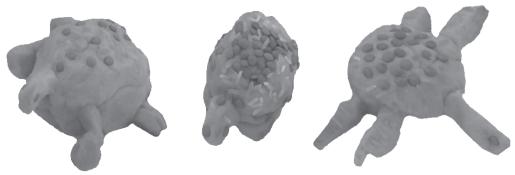
YOU WILL NEED

The following props: some large blankets, sheets or cloths pulled over chairs and tables to make a 'house'. Inside the imaginary house, put a pile of things: pretend kitchen utensils (e.g. plastic cutlery, recycled containers and pots); pretend food (plastic fruit or vegetables, empty food boxes or packets); a pillow; blanket and a doll.



AMAQELA ATSHINTSHANAYO

UMSEBENZI Umdlalo oyilayo (Ukudlalisa)



Abantwana bafunda kulwimi nomxholo webali ngokudlalisa nakwimisebenzi yobugcisa nokwakha.

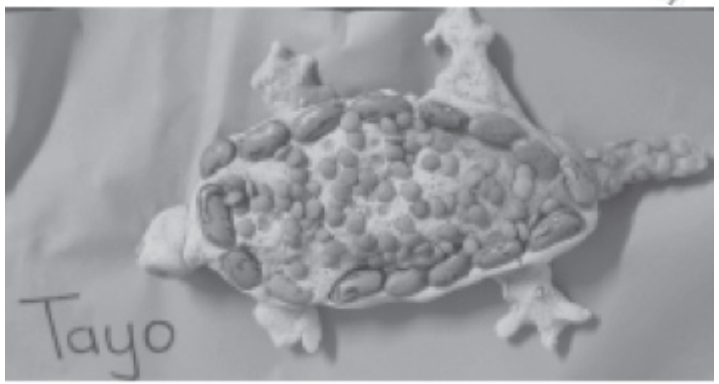
UZA KUDINGA
Intlama yokudlala (iresiphi ekwiphepha le-100); iimbotyi/iilentile ezimibala-bala

IVeki yoku-1: Ubugcisa nokwakha

AMANYATHELO

1. Xelela abantwana ukuba bajonge ngononophelo yonke into ebekwe phezu kwetafile bathethe ngezinto abazibonayo.
2. Nika umntwana ngamnye ibhola yentlama yokudlala. Bachazele ukuba baza kwenza ufudo olwenziwe ngentlama yokudlala.
3. Baxelele ukuba benze ufudo ngendlela abathanda ngayo.
4. Baxelele ukuba bangazisebenzisa iimbotyi/iilentile ezisetafileni ukuhombisa ufudo lwabo.
5. Xa abantwana begqibile ukwenza amafudo abo, kufuneka bawabeke elangeni ukuze ome.
6. Yenza ixesha lokuba abantwana bathethe ngamafudo ngababini.
7. Yenza umboniso wamafudo eklasini xa onke egqityiwe.
8. Abantwana bangagoduka namafudo abo xa omile.

Abanye abantwana abafumana ingxaki ekucwangciseni nasekuqaleni umsebenzi abawunikiweyo basengasuka badlale okanye baphazamise abanye. Ncedisa abantwana ukuba bacinge ngemilo yeqokobhe likafudo uze ubachazele ukuba baqale njani. Xa sele beqalile badla ngokuba nokuzithemba babonise umdla. Zama ukungawukhokeli wonke umsebenzi. Abantwana mabazenzele awabo amafudo.



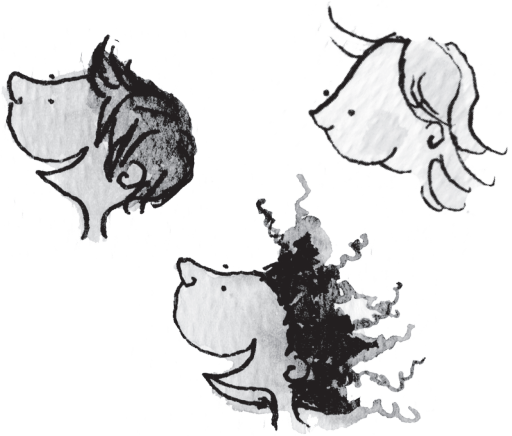
IVeki yesi-2: Ukudlalisa

AMANYATHELO

1. Khokela iqela liye ekoneni yokudlala uze ubahlalise phantsi ngokukhawuleza.
2. Fundela abantwana imithetho yekona yokudlalisa.
3. Buza abantwana ukuba zeziphi izinto ezintsha zokudlala abazibonayo kwikona yokudlalisa. Ncokola ngoFudo obeleka indlu yakhe emqolo kuba ehlala kuyo. Buza imibuzo ukuqala ingxoxo: "*Lalihlala phi iNtshontsho leNtaka? Endlwaneni! Bahlala phi abantu? Sihlala ezindlwini – izindlu ezinkulu, kwizindlu ezincinane, kooronta, kwiingxande, kwizindlu ezinde, kwizindlu ezimfutshane – kwintlobo zonke zezindlu.*"
4. Buza abantwana ukuba ngowuphi na umdlalo abanokuwudlala ngezi zinto zokudlala. Ukuba badinga uncedo cebisa: "***Kunganjani xa sinokudlala izindlu?***"
5. Xelela abantwana ukuba bangadlala kumaqela amancinane kunye. Ukuba abantwana bayayilandela imbono yakho, ningaqala ngolu hlobo: "*Silapha kulo [igama lomntwana enikowabo]. Kumdaka ngaphakathi – kuza kufuneka niqoqoshe! Ndiyathemba ukuba wonke umntu uza kunincedisa!*" Bakhuthaze ukuba bangene endlwini baqalise ukudlala.
6. Tyelela ikona nokuba kukanye ukuyokuhlola nokukhuthaza abantwana kumdlalo abawenzayo. Umzekelo, ukuba kufanelekile emdlalweni wabo, ungenza ingathi ungummelwane oze kutyelela. Nkqonkqoza 'emnyango' ubone ukuba baza kukumema na ukuba uzokuphunga. Okanye buza ukuba ungaboleka iswekile na njengoko ulibele ukuya evenkileni.

UZA KUDINGA

Ezi zinto zokudlala zilandelayo: iingubo ezinkulu, amashiti okanye amalaphu abekwe phezu kwezitulo okanye iitafile ukwenza 'indlu'. Phakathi kwindlu yokudlalisa, beka izinto ezipakishiweyo: izinto zasekhitshini zokudlala (umz. iimela namacephe eplastiki, izikhongozelo ezisetyenziselwa ukuba zibe zizitya neembiza); ukutya kokudlala (iziqhamo nemifuno yeplastiki, iibhokisi okanye iipakethi zokutya ezingenanto); umqamelo; ingubo nonodoli.



ROTATION GROUPS

ACTIVITY Letter puzzles and games

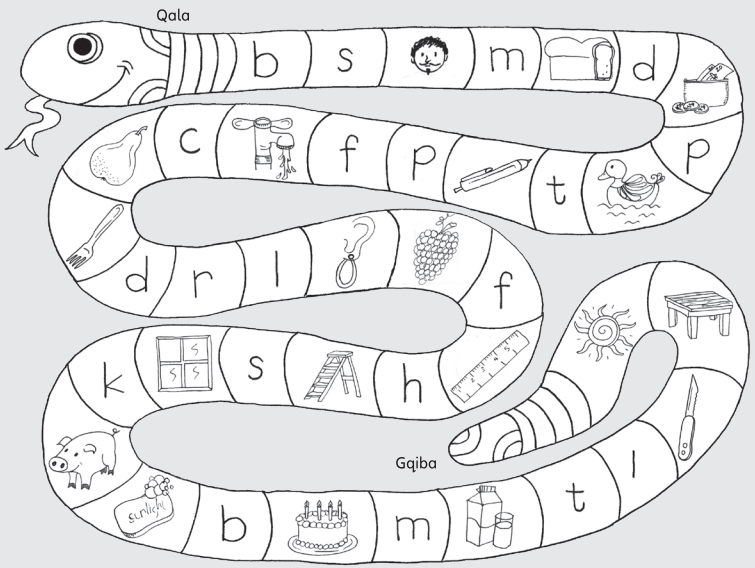
Children consolidate their letter–sound knowledge as they do puzzles and play games.

Letter snake game

YOU WILL NEED
Two letter snake game boards (A3 size if possible; page 107); two large dice

STEPS

1. Place the large game board on the carpet with two to three children seated around it.
2. Explain the rules to the children:
   - Children begin by putting their counters on the snake's head.
   - Children take turns to throw the die and move the counter the correct number of spaces.
   - If they land on a letter, they must say the sound and move their counter forward to a picture that starts with that letter.
   - The first child to reach the end of the snake is the winner and the game is over.
3. Once children have played this game a few times, you can introduce a new rule: if they land on a picture, they must name the picture, say the beginning sound and then move back to the corresponding letter.

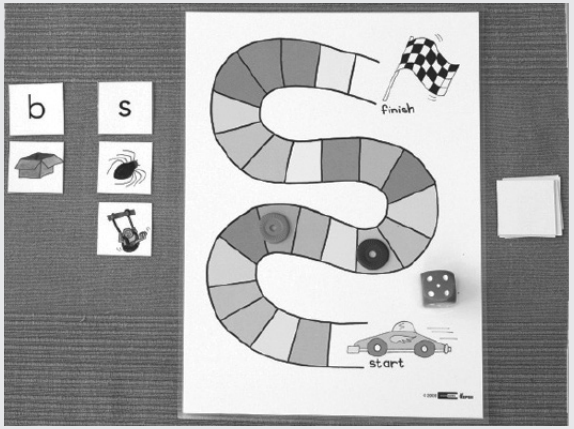


Racing car game

YOU WILL NEED
Two racing car game boards (A3 if possible; page 108); 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 that the children can see them.
3. Explain the rules 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.



AMAQELA ATSHINTSHANAYO

UMSEBENZI Iiphazile zoonobumba nemidlalo

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

Umdlalo wenyoka yoonobumba

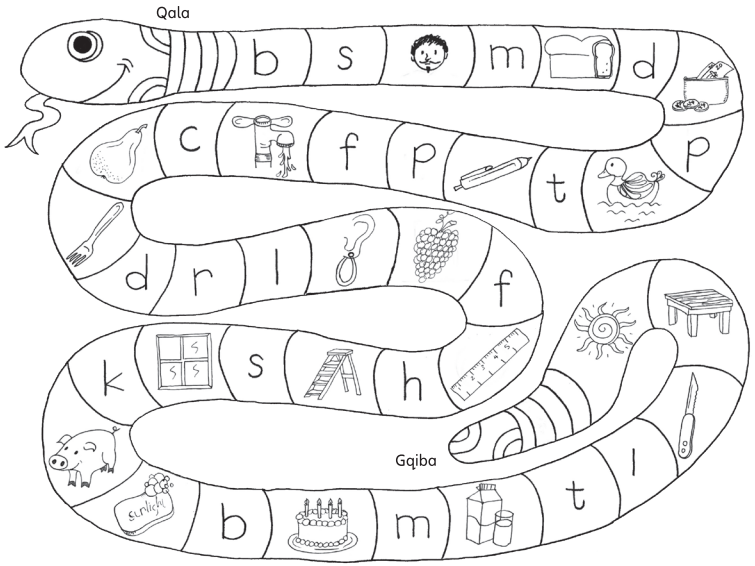
UZA KUDINGA
Iibhodi zomdlalo wenyoka yoonobumba (ubukhulu obungu-A3 ukuba kuyakwazeka); amadayisi amabini amakhulu

AMANYATHELO

1 Beka ibhodi enkulu emethini phakathi kwabantwana ababini okanye abathathu abayingqongileyo.

2 Chazela abantwana imithetho yomdlalo:
- Abantwana baqalisa ukubeka izinto zabo zokubala kwintloko yenyoka.
- Abantwana bayatshintshiselana ukujula idayisi baze bahambise into yokubala ngokwenani leendawo ezifanelekileyo.
- Ukuba bafikelela kunobumba, mababize isandi sikanobumba ze bahambise into yokubala baye phambili kumfanekiso oqala ngalo nobumba.
- Umntwana wokuqala ukufikelela emsileni wenyoka ngophumeleleyo yaye umdlalo uyaphela.

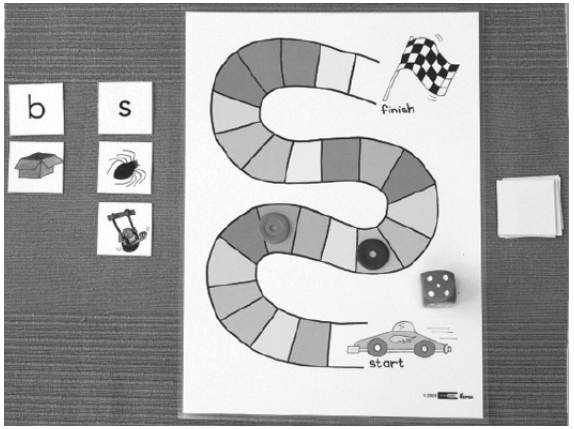
3 Nje ukuba abantwana bawudlalile umdlalo izihlandlo ezimbalwa, ungazisa umthetho omtsha: ukuba bafikelela emfanekisweni, mabayibize ngegama into ekuwo, babize isandi sokuqala ze babuye umva besiya kunobumba ohambelana nawo.



Umdlalo wokhuphiswano lweemoto

UZA KUDINGA

Iibhodi ezimbini zomdlalo wokhuphiswano lweemoto (A3 ukuba kuyakwazeka) (iphepha le-108); iiseti ezimbini zamakhadi oonobumba nemifanekiso (aprintwe kwiphepha elingu-A3 ukuba kuyakwazeka) (iphepha le-109–112); 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 amakazihambe.
   - Emva kokuhambisa into yokubala, umntwana uphakamisa ikhadi lomfanekiso kula apakishiweyo, abize umfanekiso ngegama aze abize nesandi sokuqala.
   - Emva koko umntwana ubeka ikhadi lomfanekiso kufutshane nekhadi likanobumba ochanekileyo. Umdlalo uphela xa umntwana wokuqala efikelela kwiflegi aze abe ngophumeleleyo.

ROTATION GROUPS

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 A4 blank page folded into a little book for each child (see page 101); a letter card for each child in the group; coloured pencils or crayons (six to eight different colours)

Little letter books

STEPS

1. Point to the letter **f** on the letter card and say: "*Do you remember this letter? It makes the sound* ***/f/*** *like in fork, queen.*"
2. Give each child a pre-folded little book (blank) and tell them they are going to make their own little letter book. Ask them to write the letter **f** on the front cover of their little book.
3. Encourage them to say the sound **/f/** again. Ask the children to draw things that start with **/f/** on each page in the book.
4. If there is time, ask the children to give you the name for each picture, and write the word on each page.
5. When the children are finished, let them sit in pairs and 'read' the books to each other.
6. Ask the children to take their little book home to 'read' to their families.

If you think your learners will benefit from doing the Rainbow letters activity again, we suggest they do it before they make their little book. Photocopy the activity on page 102 or write the letter as large as possible on a piece of paper. The activity steps focus on the letter ***f*** *and should be used in Week 1. In Week 2, follow the same steps, but focus on the letter* ***o*** *and the sound* ***/o/*** *like in loner, morning, always.*

AMAQELA ATSHINTSHANAYO

UMSEBENZI Ukuziqhelanisa nonobumba

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

UZA KUDINGA

Iphepha elinobukhulu obuyi-A4 elingenanto lisongwe layincwadana encinci yomntwana ngamnye (bona iphepha le-101); ikhadi elinonobumba lomntwana ngamnye kwiqela; iipensile /iikhrayoni ezimibala-bala (imibala eyahlukeneyo emithandathu ukuya kwesibhozo)

Iincwadi ezincinci zoonobumba

AMANYATHELO

1. Yolatha kunobumba u-**f** uze uthi: "*Usamkhumbula lo nobumba? Wenza isandi u-**/f/** njengakuffffudo, ffffolokhwe, fffffola.*" Cela abantwana ukuba babize u-**ffffff** kunye nawe.
2. Nika umntwana ngamnye incwadana encinci esele isongiwe (engenanto) uze ubaxelele ukuba baza kuzenzela iincwadana zabo ezincinci. Bacele abantwana ukuba babhale unobumba u-**f** kwiqweqwe langaphandle leencwadana zabo.
3. Bakhuthaze ukuba babize isandi u-**/f/** kwakhona. Cela abantwana ukuba bazobe izinto eziqala ngo**/f/** kwiphepha ngalinye lencwadi.
4. Ukuba likhona ixesha, cela abantwana ukuba bakunike igama lomfanekiso ngamnye, uze ubhale igama kwiphepha ngalinye.
5. Xa abantwana begqibile, bayeke bahlale ngezibini baze 'bafundelane' iincwadi omnye nomnye.
6. Cela abantwana ukuba bagoduke nencwadi yabo encinane 'bayokufundela' iintsapho zabo.

*Ukuba ucinga ukuba abantwana bakho baza kuzuza nto ngokwenza umsebenzi woonobumnba boMnyama kwakhona, sicela ukuba bawenze ngaphambi kokuba benze iincwadi zabo ezincinci. Fotokopa umsebenzi okwiphepha le-102 okanye ubhale unobumba abe mkhulu kangangoko ephepheni elikhulu. Amanyathelo omsebenzi ajolise kunobumba u-**f** kwaye kufuneka asetyenziswe kwiVeki yoku-1. KwiVeki yesi-2, landela amanyathelo afanayo, kodwa jolisa kunobumba u-**o** kunye nesandi u-**/o/** njenga ku-m-m-molo, il-l-lolo, o-o-oko. Nazi iimbono ezithile. Isandi esenziwa ngunobumba u-**f** kaFudo ebalini yindlela elungileyo yokwazisa unobumba: Khumbula ukuxela into oyenzayo ukuba ubonisa abantwana indlela yokubhala u-**/f/** "Qala echaphazeni, ujikele kancinci, wehle. Phakamisa isandla, krwela umgca onqamlezayo embindini."*

ROTATION GROUPS

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 ***Tortoise and his shell*** *Big Book and sequence cards in the book corner. Some children will value the opportunity to read and retell the familiar story.*

AMAQELA ATSHINTSHANAYO

UMSEBENZI Ukuzifundela

Abantwana bafunda ukuzifundela ngokunokwabo baze bonwabele iincwadi nezinye izinto ezibhaliweyo.

AMANYATHELO

1. Khokelela iqela 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 **UFudo neqokobhe lakhe** kunye namakhadi okulandelelanisa kwikona yeencwadi. Abanye abantwana baza kulixabisa ithuba lokufunda nokubalisa kwakhona ibali abalaziyo.*

Izixhobo zokufunda

Iresiphu yentlama yokudlala

UZA KUDINGA
Iikomityi 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.*

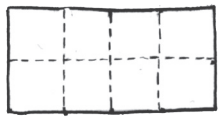
Le ntlama yokudlala iza kunigcina ikota yonke nangaphezulu ukuba ihlaliswa kwisiphatho esivaleka gingci kungangeni moya. Ingakunceda into yokuyahlula-hlula intlama uyisongele ngeza plastiki zokufaka isangweji ukwenzela ukuba umntwana ngamnye abe nebhola yokudlala.

Indlela yokwenza incwadi encinane

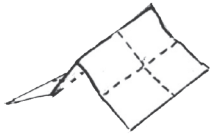
UZA KUDINGA
Ifotokopi yencwadi encinci yeli bali

AMANYATHELO

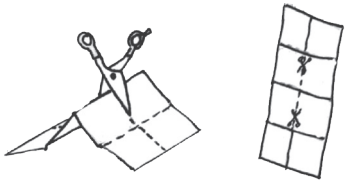
1 Songa iphepha elibukhulu bungu-A4 ulenze amacala asibhozo. Livule kwakhona.



2 Songa iphepha libe ngamacala amabini/ihafu.

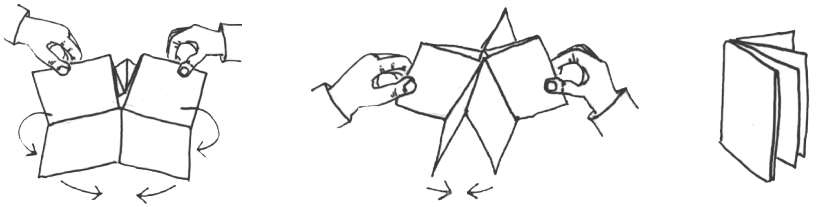


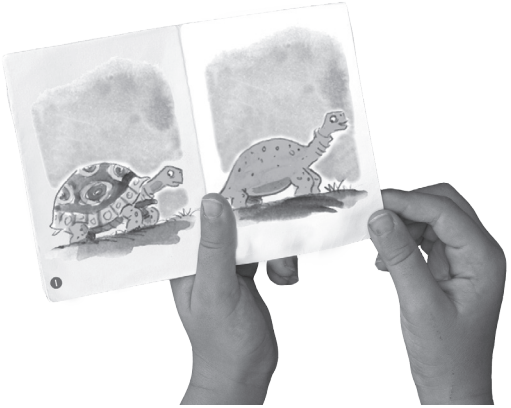
3 Lisike embindini [Umfanekiso ukubonisa ukuba ungasika phi.]



4 Libambe phakathi komnwe kunye nobhontsi wakho macala omabini.

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





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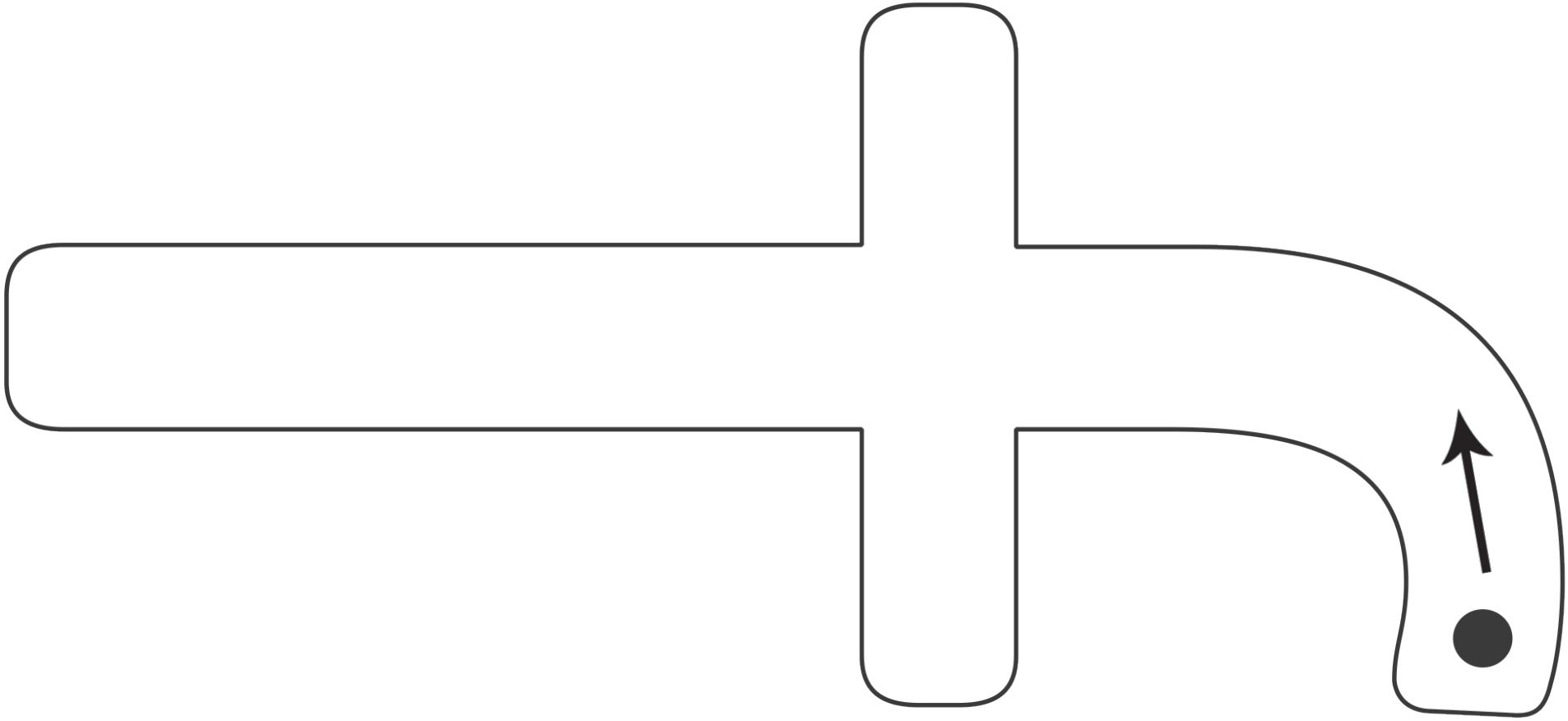

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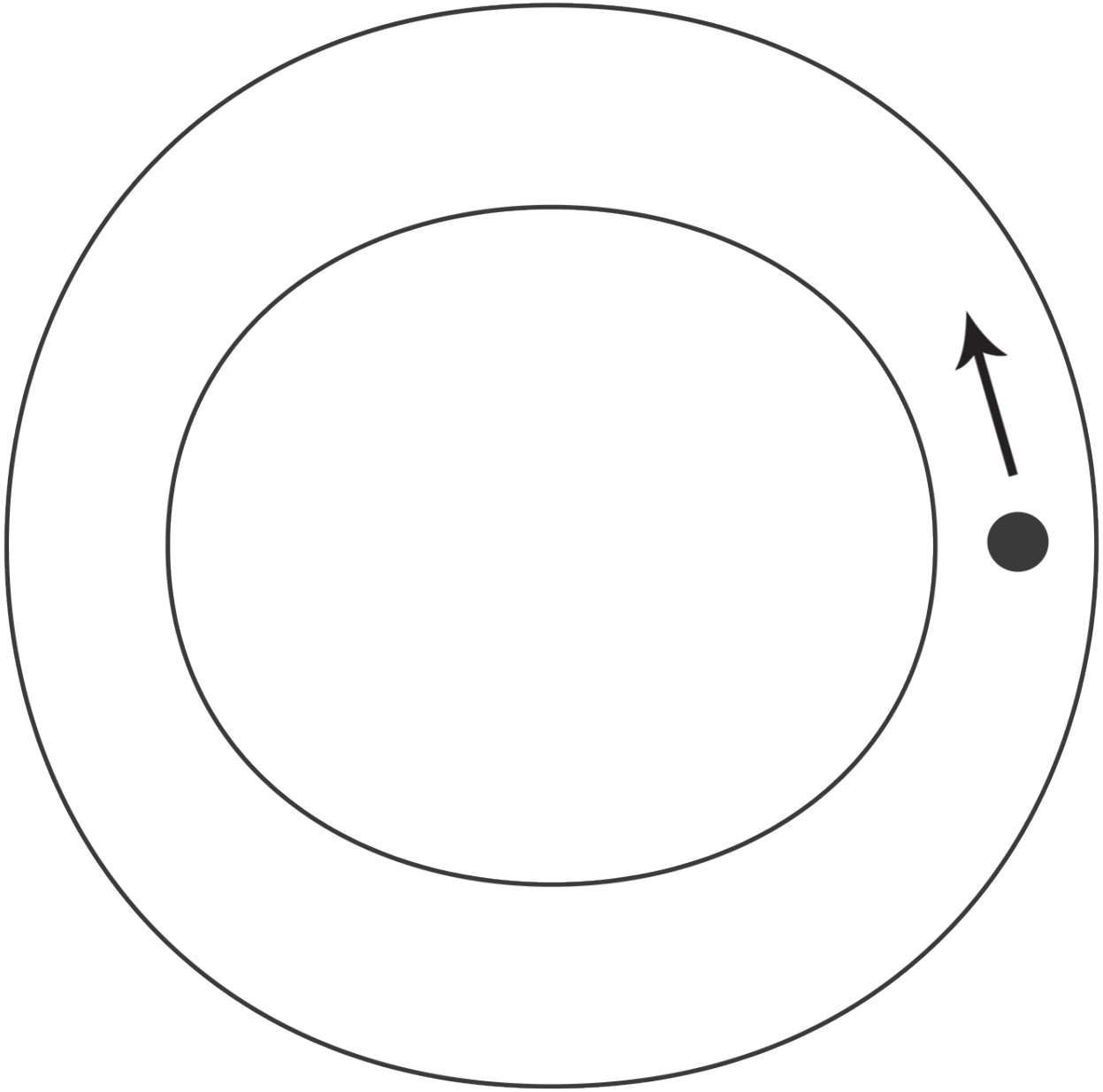

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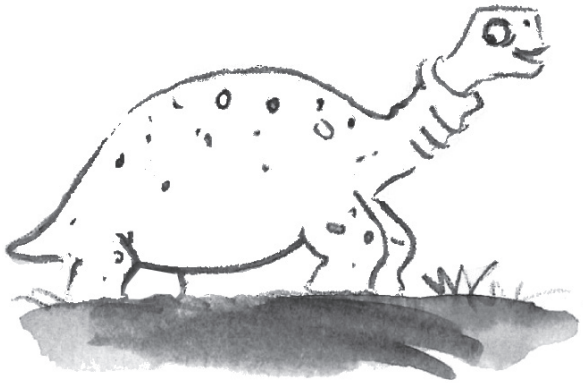

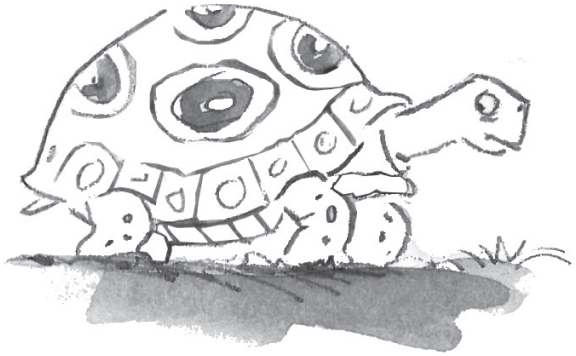

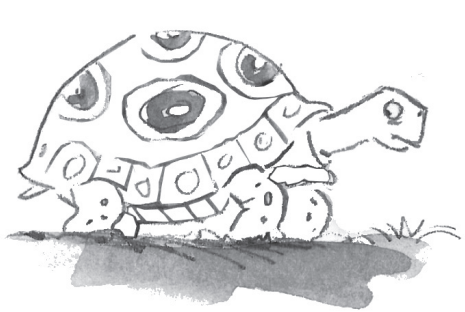

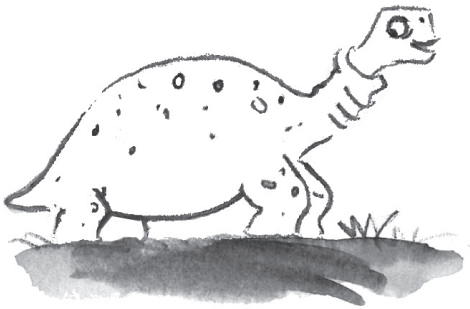

UFudo neqokobhe lakhe

Le ncwadi yeka:

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1	ufudo	
1	ilanga	
3	amafu	
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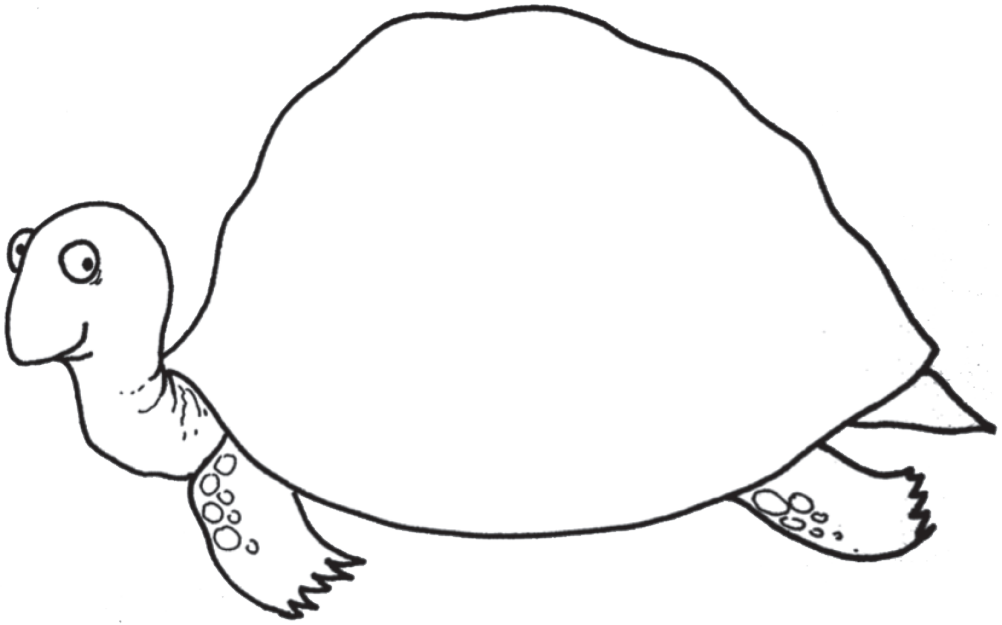
2	iintaka	
4	amatye	
5	iintyatyambo	



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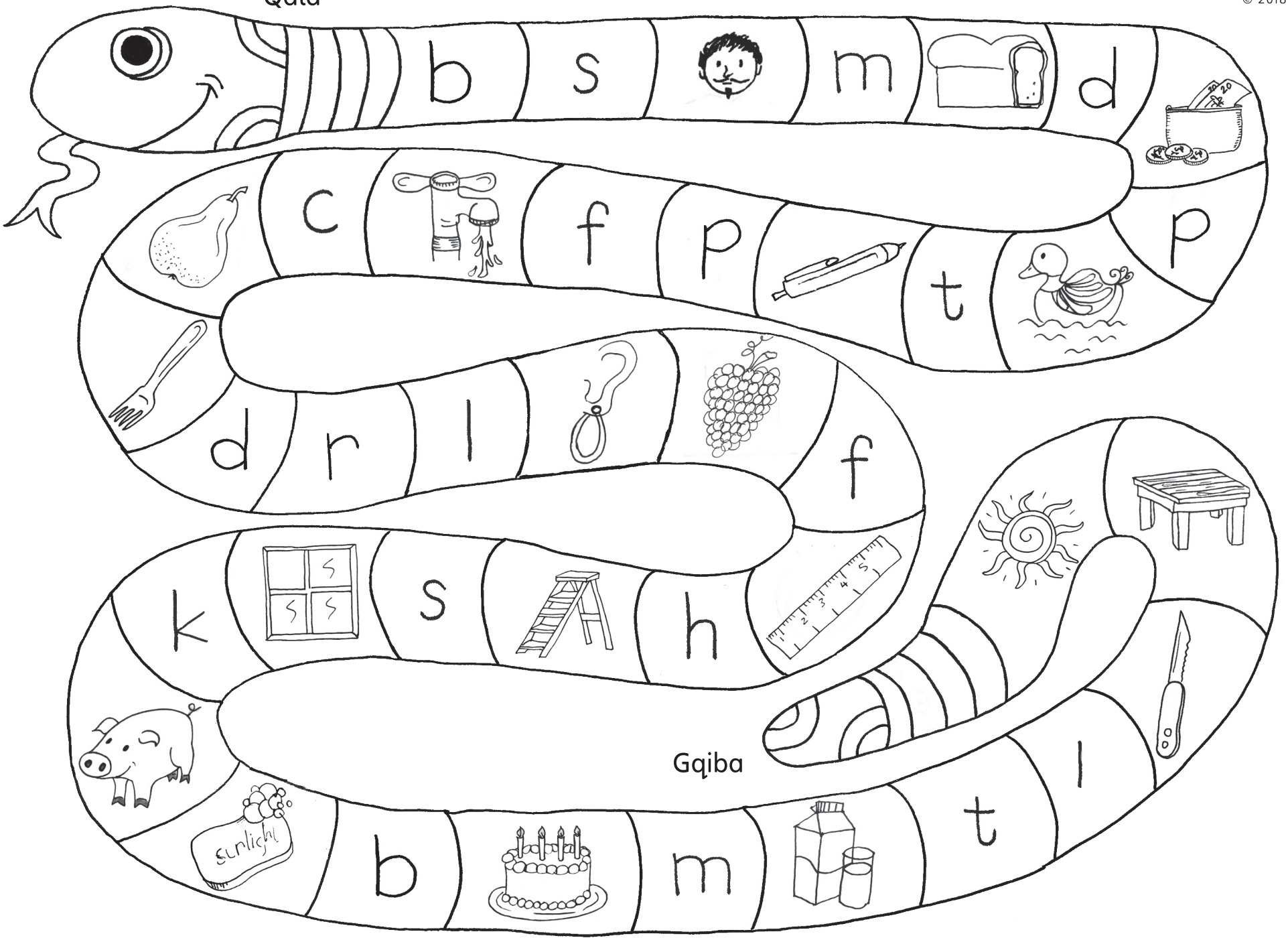
Qala



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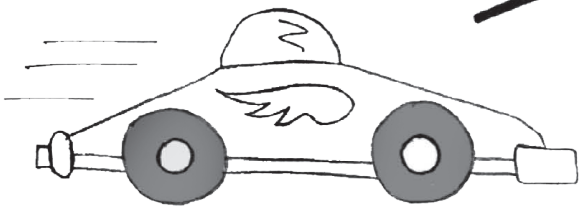

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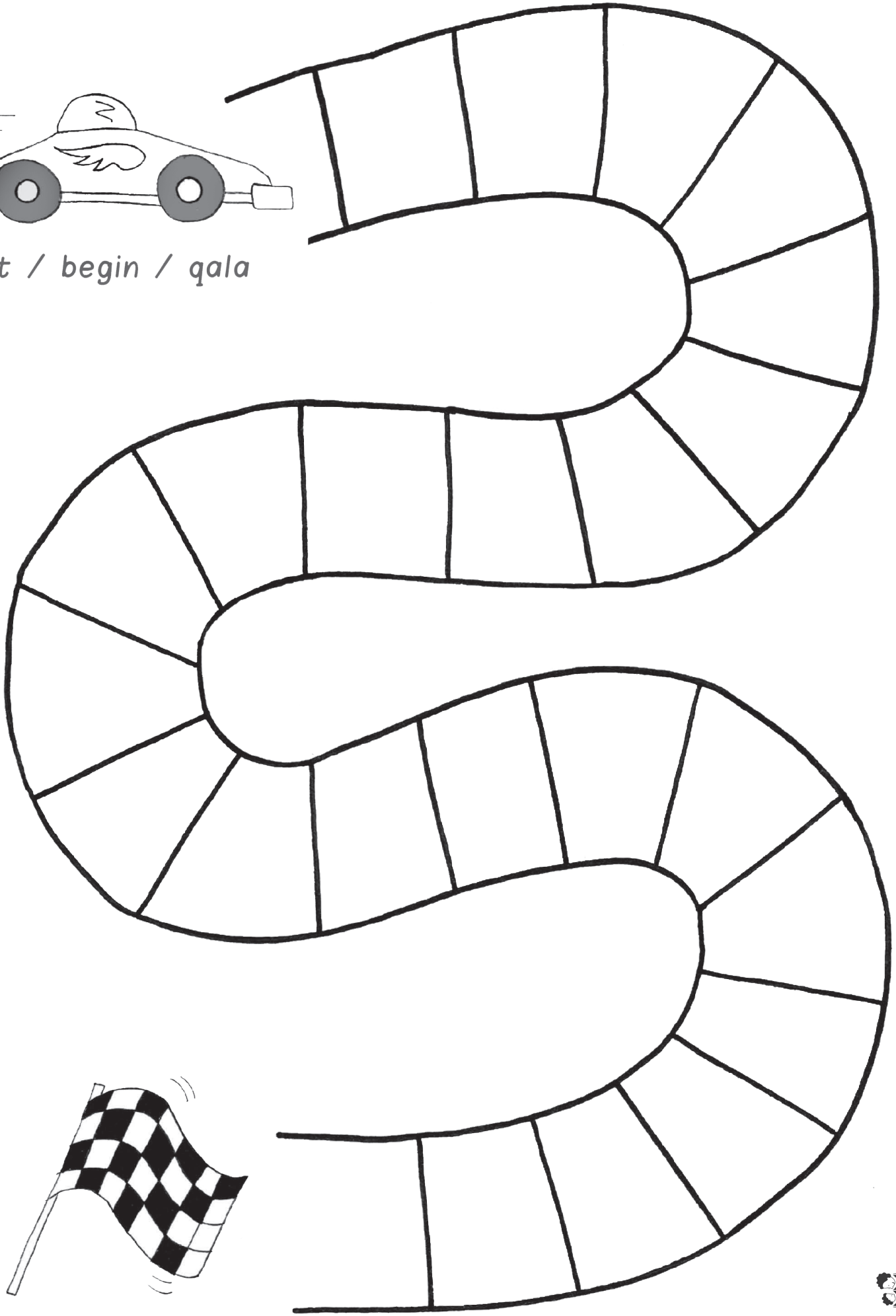

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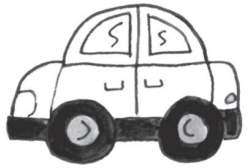
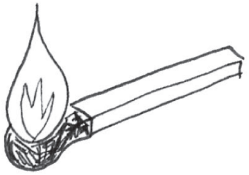
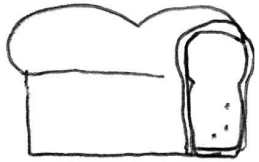
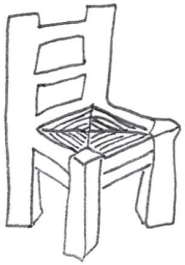
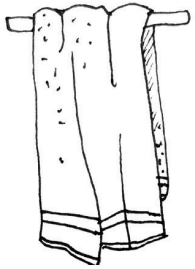
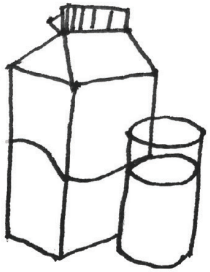
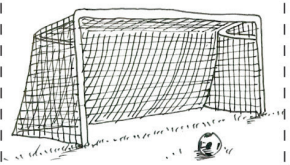
m						
s						
t						
b						

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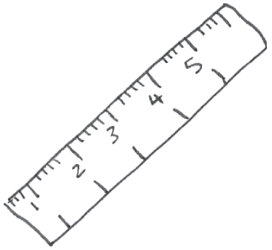
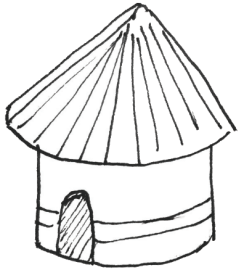
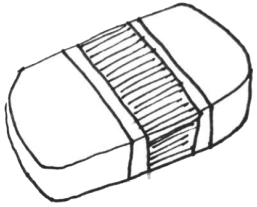
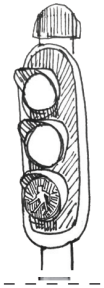
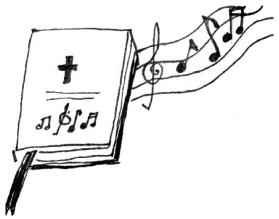
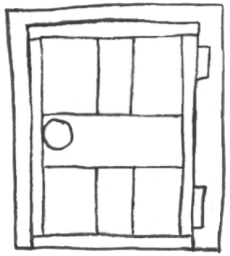
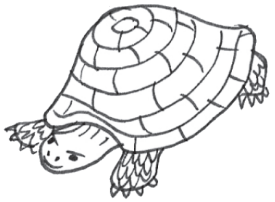
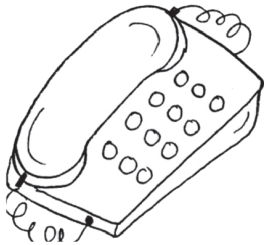
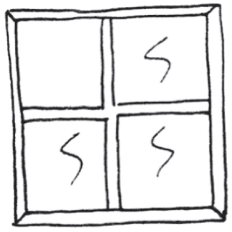
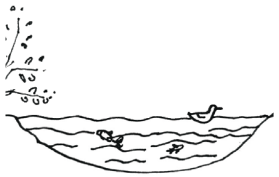
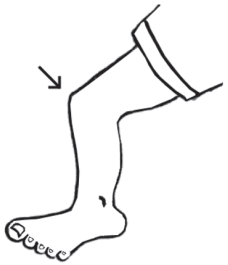
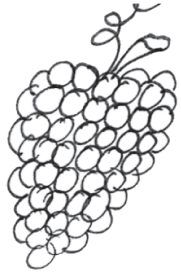
r						
c						
f						
d						

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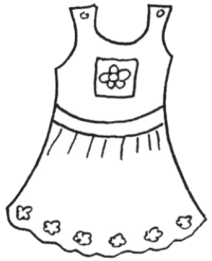
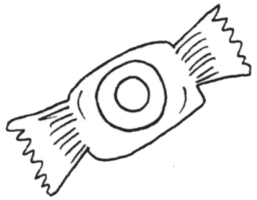
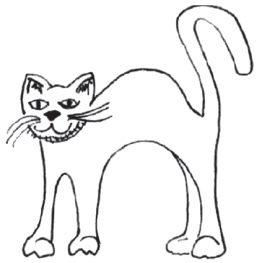
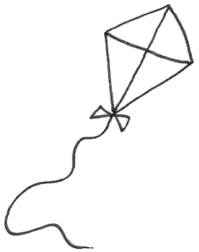
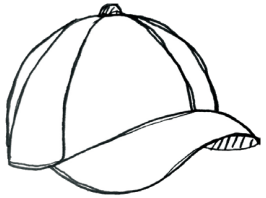
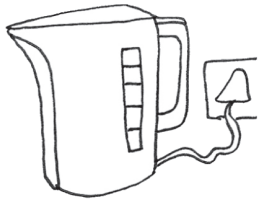
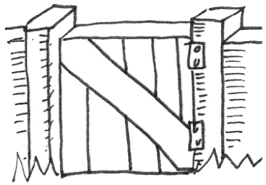
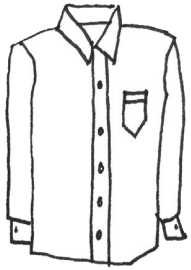
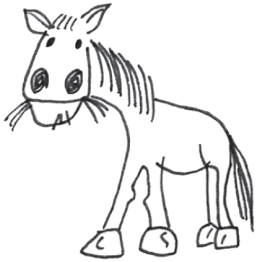
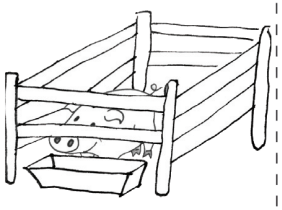
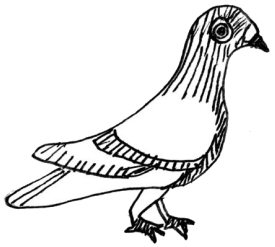
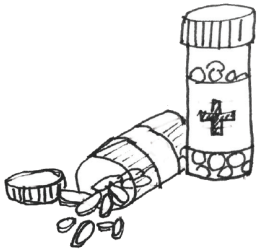
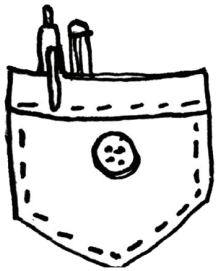
l						
k						
h						
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