



# Stellar Home Language

Ukuxhaswa kokuphuhla kolwimi kunye nokufundisa ukufunda nokubhala kwiBanga R

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**IsiKhokelo sooTitshala somjikelo weeveki ezimbini**

## TITSHALA OBEKEKILEYO

IWordworks ngumbutho ongenzi nzuzo owasekwa ngowama-2005 ukuxhasa uphuhliso lolwimi olusisiseko kunye nokufunda nokubhala. Inkqubo iStellar yayilwa yiWordworks ukuxhasa ootitshala beBanga R kwindima yabo ebalulekileyo yokufundisa ulwimi nesiseko sokufunda nokubhala. Sijolise kwiBanga R ngoba ubungqina bubonisa ukuba isakhono solwimi olusisiseko noluluhliso limala sixhasa ukufunda okulandelayo ekuhambeni kwexesha.

### **Uphuhliso lolwimi olusisiseko nokufunda nokubhala**

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

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

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

### **Inkqubo yethu**

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

### **Imathiriyeli yeklasu kaStellar**

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

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

### **Uqeqesho leStellar**

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

### **Amabali enu**

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

### **Dibana noStella**

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

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



Iminqweno yethu emihle,

UStella neqela leWordworks

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# Introduction to Stellar

## How to use this book

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

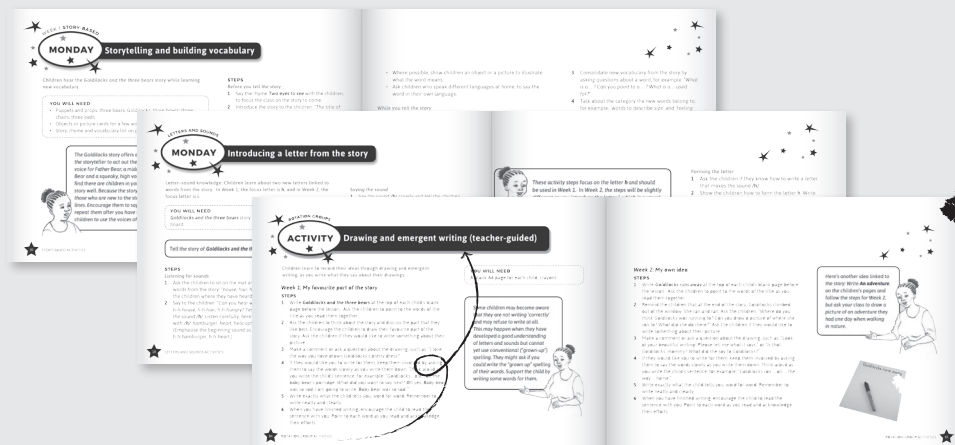
Each *Stellar Teacher's Guide* stars one story, which you will find on page 12, together with a verse, a song or poem and a vocabulary list. Refer to this story at the front of the book whenever you need to.

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

Iswangciso seeviki ezimbini: Ivekhi yoku-1					
UMSEBENZI	UMVULO	ULWESIBINI	ULWESITHATHU	ULWESINE	ULWESIHLANU
<b>BONISA UZE UHALISE</b>  Yonabela amabali amabusa uze ubhalise  <b>HISBENZI YEPALASI YONKE</b> <b>YONOBUSHA NEZANDI</b>  <b>HISBENZI YEPALASI YONKE</b> <b>ECKILE EBALINI</b>	Yonabela amabali amabusa uze ubhalise  Balisela ibali okugqibela. Ukwelula umbono mngamengeni okufanele ezibini uM  Ukufakela ibali nokubeka isigame  <b>Iqepha lobali-1</b> Ukuphazisa nokumbona uM  <b>Iqepha lobali-2</b> Ukubala nokubala okuphazilayo (bushushane ngqithisela)  <b>Iqepha lobali-3</b> Ukufakela  <b>Iqepha lobali-4</b> Iqaphaza zonombutha nemidalo  <b>Iqepha lobali-5</b> Umfundo oluphele (Ilogizika nokubeka)	Yonabela amabali amabusa uze ubhalise  Ukwelula umbono (Ukwelula ezibini okanye olisa mke ezibini)  Ukufakela ibali nokubeka  <b>Iqepha lobali-1</b> Umfundo oluphele (Ukufakela)  <b>Iqepha lobali-2</b> Ukuphazisa nokumbona uM  <b>Iqepha lobali-3</b> Ukubala nokubala okuphazilayo (bushushane ngqithisela)  <b>Iqepha lobali-4</b> Ukufakela  <b>Iqepha lobali-5</b> Iqaphaza zonombutha nemidalo	Yonabela amabali amabusa uze ubhalise  <b>Ibhokisi zonombutha</b>  Ukufakela ibali nokubeka komfundo  <b>Iqepha lobali-1</b> Iqaphaza zonombutha nemidalo  <b>Iqepha lobali-2</b> Umfundo oluphele (Ilogizika nokubeka)  <b>Iqepha lobali-3</b> Ukuphazisa nokumbona uM  <b>Iqepha lobali-4</b> Ukubala nokubala okuphazilayo (bushushane ngqithisela)  <b>Iqepha lobali-5</b> Ukufakela	Yonabela amabali amabusa uze ubhalise  Ukumamela izandi okugqibela kuzo  Ukubeka imfundo yokuqalutshintshela  <b>Iqepha lobali-1</b> Ukufakela  <b>Iqepha lobali-2</b> Iqaphaza zonombutha nemidalo  <b>Iqepha lobali-3</b> Umfundo oluphele (Ilogizika nokubeka)  <b>Iqepha lobali-4</b> Ukuphazisa nokumbona uM  <b>Iqepha lobali-5</b> Ukubala nokubala okuphazilayo (bushushane ngqithisela)	Yonabela amabali amabusa uze ubhalise  Ukufakela nokubala nokufunda  <b>Iqepha lobali-1</b> Ukubala nokubala okuphazilayo (bushushane ngqithisela)  <b>Iqepha lobali-2</b> Ukufakela  <b>Iqepha lobali-3</b> Iqaphaza zonombutha nemidalo  <b>Iqepha lobali-4</b> Umfundo oluphele (Ilogizika nokubeka)  <b>Iqepha lobali-5</b> Ukubala nokubala okuphazilayo (bushushane ngqithisela)  <b>Iqepha lobali-6</b> Ukufakela nokubala okuphazilayo (bushushane ngqithisela)
<b>HISBENZI YAMALALA</b> <b>ZEKHINTSHAYO</b>					
<b>IZESHA LEBALI</b>	Funda incazi entsha ukhazisa yonke imibhalo	Funda incazi entsha ukhazisa yonke imibhalo	Funda incazi entsha ukhazisa yonke imibhalo	Funda incazi entsha ukhazisa yonke imibhalo	Funda incazi entsha ukhazisa yonke imibhalo

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

[illegible]

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.*

[illegible]

Imisebenzi yahlulwe yaba ngamacandelo  
amathathu, icandelo ngalinye linentshayeleyo yalo:

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

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

## **Ukwakhiwa kwebhokisi yezixhobo**

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

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

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

## **Uvavanyo**

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

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

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

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

## **Amathuba okufunda ulwimi imini yonke**

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



## Show and tell

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

### STEPS

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



### Rules for Show and tell:

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

## Story time: Reading aloud for enjoyment

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

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

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

### STEPS

#### Before reading

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

#### During reading

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

#### After reading

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



## Supporting multilingualism

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

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

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

## Parents

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

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

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

*The English pages in this book are a translation of the isiXhosa pages: they are not simply a copy of the English Teacher's Guides. In other words, the songs, vocabulary, letters and sounds are English translations of the isiXhosa.*

*The English pages have a grey background so you can spot them easily.*



## **UkuBonisa uze uxele**

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

### **AMANYATHELO**

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

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

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

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

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

### **AMANYATHELO**

#### **Phambi kokufunda**

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

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

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



### **Ngexesha lokufunda**

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

### **Emva kokufunda**

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

### **Ukuxhasa ukwaziwa kweelwimi ezininzi**

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

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

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

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

### **Abazali**

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

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

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

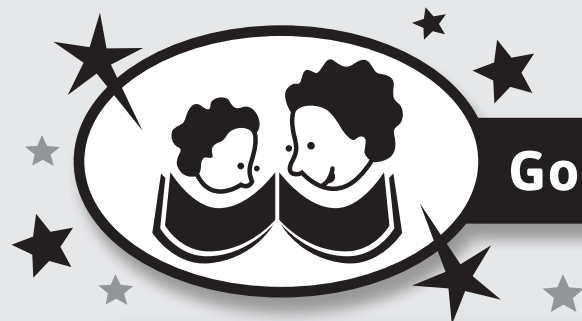
*Amaphepha esiNgesi kule ncwadi ayinguqulelo yamaphepha esiXhosa: awayiyo ikopi yesiKhokelo sooTitshala sesiNgesi.*

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

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







## Goldilocks and the three bears

### Two eyes to see

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



Once upon a time there were three bears: Father Bear, Mother Bear and Baby Bear. Father Bear was very big. Baby Bear was very small. Mother Bear was not very big and not very small – she was middle-sized. The three bears lived in a little house in the forest.

Every day, the bears ate porridge for breakfast. One day, Father Bear said in his deep Father Bear voice, "Our porridge is too hot. We can go and walk in the forest while it is getting cool." So, the three bears went out for a walk in the forest. At the same time, somebody else was walking in

the forest – a little girl with golden hair. Do you know her name? It was Goldilocks. She was called Goldilocks because her locks of hair were the colour of gold.

Goldilocks saw the bears' house. She walked up the path and knocked on the door. "Knock-knock-knock!" There was no answer. She peeped in through the window – it looked very nice inside. She rang the bell, but there was no answer. So, do you know what Goldilocks did? Yes, she walked into the bears' house! Oh, Goldilocks!

Goldilocks saw the porridge on the table. There was a big bowl for Father Bear, a middle-sized bowl for Mother Bear and a small bowl for Baby Bear. Goldilocks was very hungry. First, she tasted Father Bear's porridge, but she did not like it because it was too salty. "I don't like this porridge; it's too salty," Goldilocks said. Then she tasted Mother Bear's porridge, but she did not like it at all because it was

too sweet – there was too much sugar in it. “I don’t like this porridge; it’s too sweet,” Goldilocks said. Next, she tasted Baby Bear’s porridge. “Mmm,” she said, “I like this porridge; it is just right!” And she ate all Baby Bear’s porridge.

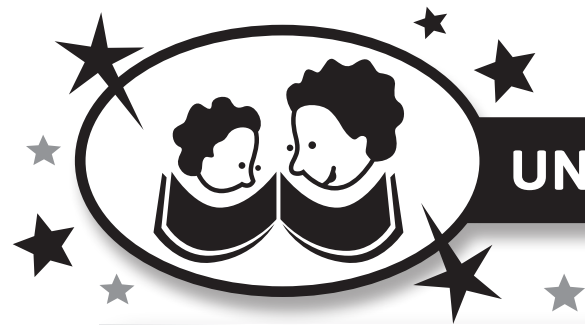
Goldilocks looked around and she saw three chairs. First, she sat in Father Bear’s chair, but it was too hard. She got off the chair and said, “I don’t like this chair; it’s too hard.” Next, Goldilocks sat in Mother Bear’s chair, but it was too soft. She got off the chair and said, “I don’t like this chair; it’s too soft.” And then Goldilocks sat on Baby Bear’s chair, and it was just right. She said, “I like this chair; it’s just right!” And then do you know what happened? The chair broke because Goldilocks was much too heavy!



Goldilocks was tired now, and she wanted to sleep. Where was she going to sleep? Can she sleep on the table? No! Can she sleep on Baby Bear’s chair? No! Why? Because it is broken. Do you know where she is going to sleep? Goldilocks looked for a bed to sleep in. She found the bedroom and there she saw three beds. Father Bear’s bed was very big. Mother Bear’s bed was middle-sized and Baby Bear’s bed was very small.

Goldilocks got into Father Bear’s bed, but it was too hard. She climbed off the bed and said, “I don’t like this bed; it is too hard.” Next, Goldilocks got onto Mother Bear’s bed, but it was too soft. She climbed off and said, “I don’t like this bed; it is too soft.” And then Goldilocks got onto Baby Bear’s bed. She lay down and pulled the blanket up and said, “I like this bed; it’s just right!”





## UNwelezelanga namabhere amathathu

### Amehlo amabini okubona

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



Kudala-dala, kwaye kukho  
amabhere amathathu: UTata  
uBhere, uMama uBhere kunye  
noBhabha uBhere. UTata  
uBhere wayemkhulu kakhulu;  
uBhabha uBhere wayemncinane  
kakhulu kwaye uMama uBhere  
wayengamkhulwanga kakhulu  
kwaye engamncincanga  
kakhulu – wayephakathi nje.  
La mabhere mathathu ayehlala  
kwindlwana encinane ehlathini.

Yonke imihla amabhere  
ayesidla isidudu njengesidlo  
sakusasa. Ngenye imini uTata  
uBhere etsho ngelizwi lakhe  
elingqokolayo wathi, “Isidudu  
sethu siyatshisa. Singake siye  
kuhamba-hamba ehlathini ngoku  
sisapholayo.” Ngoko ke amabhere  
amathathu aphuma ahamba-

hamba ehlathini. Kwangaxeshanye, kwakukho umntu  
owayehamba ehlathini – intwazana encinane eneenwele  
zegolide. YayinguNwelezelanga. Wayebizwa ngokuba  
nguNwelezelanga kuba iinwele zakhe zazigolide ngombala.

UNwelezelanga wabona indlu yamabhere. Wenyuka  
ngendlela waza wankqonkqoza emnyango. “Nkqo-nkqo-  
nkqo”. Akuzange kubekho mpendulo. Wakroba efestileni  
– kukhangeleka kukuhle kakhulu ngaphakathi. Wabetha  
intsimbi yasemnyango – kodwa zange kuphendulwe. Ngoko  
ke, ingaba niyayazi into eyenziwa nguNwelezelanga?  
Ewe, wangena endlwini yamabhere! Owu uNwelezelanga!

UNwelezelanga wabona isidudu etafileni. Kwakukho isitya  
esikhulu sikaTata uBhere, isitya esiphakathi sikaMama  
uBhere kunye nesitya esincinane sikaBhabha uBhere.  
Wayelambile uNwelezelanga waze waqala ngokungcamla  
isidudu sikaTata uBhere, kodwa zange asithande kuba  
sasinyuwa eninzi. “Andisithandi esi isidudu, sinetyuwa  
eninzi,” watsho uNwelezelanga. Wangcamla isidudu  
sikaMama uBhere, kodwa akazange asithande konke  
konke kuba sasiswiti kakhulu – sasineswekile eninzi.

“Andisithandi esi sidudu, siswiti kakhulu,” watsho uNwelezelanga. Emva koko wangcamla isidudu sikaBhabha uBhere. “Mhmmm,” watsho, “Ndiyasithanda esi sidudu, silungile!” Waze wasitya sonke isidudu sikaBhabha Bhere.

UNwelezelanga wajonga-jonga wabona izitulo ezintathu. Okokuqala, wahlala esitulweni sikaTata uBhere, kodwa sasiqine nka. Wehlika esitulweni wathi, “Andisithandi esi situlo, siqine kakhulu.” Waphinda uNwelezelanga wachopha esitulweni sikaMama uBhere, kodwa sasithambe kakhulu. Wehlika esitulweni wathi, “Andisithandi esi situlo, sithambe kakhulu.” Waze ke uNwelezelanga wachopha esitulweni sikaBhabha uBhere, wathi sona esi sifanelekile. Wathi, “Ndiyasithanda esi situlo, silungile!” Ke ngoku niyayazi into eyenzekayo? Isitulo sophuka kuba uNwelezelanga wayenzima kakhulu!



UNwelezelanga wayediniwe ngoku, kwaye wayefuna indawo yokulala. Wayeza kulala phi? Angalala etafileni? Hayi! Angalala esitulweni sikaBhabha Bhere? Hayi! Kuba sophukile. Niyayazi ukuba uza kulala phi? UNwelezelanga wakhangela ibhedi awayeza kulala kuyo. Wafumana igumbi lokulala waze wabona iibhedi ezintathu. Ibhedi kaTata uBhere yayinkulu kakhulu. Ibhedi kaMama uBhere yayiphakathi nje yaze yona ekaBhabha Bhere yaba ncinci kakhulu.

UNwelezelanga wangena ebhedini kaTata uBhere kodwa yayiqine kakhulu. Wagxidika ebhedini wathi, “Andiyithandi le bhedi, iqine kakhulu.” UNwelezelanga wakhwela ebhedini kaMama uBhere kodwa yayithambe kakhulu. Wagxidika wathi, “Andiyithandi le bhedi, ithambe kakhulu.” Waze ke uNwelezelanga wakhwela ebhedini kaBhabha Bhere. Waye walala kuyo watsala ingubo wathi, “Ndiyayithanda le bhedi, ilungile!”



Goldilocks closed her eyes and went to sleep. While Goldilocks was asleep, the three bears came home. They were hungry. Father Bear looked at his bowl of porridge. He was cross and said in his deep Father Bear voice, "Who's been eating my porridge?" Mother Bear looked at her porridge. She was cross and she said, "Who's been eating my porridge?" Baby Bear looked at his porridge. He was very cross and he said, "Who's been eating my porridge?" Then he said, "It's all gone!"

The bears looked at their chairs. Father Bear said, "Who's been sitting on my chair?" Mother Bear said, "Who's been sitting on my chair?" Baby Bear looked at his chair and said, "Who's been sitting on my chair? And look, it's broken!"

The bears went into the bedroom. Father Bear looked at his bed and said, "Who's been sleeping in my bed?" Mother Bear looked at her bed and said, "Who's been

sleeping in my bed?" Baby Bear looked at his bed and said, "Who is sleeping in my bed?" He looked again and cried, "There she is!"

Goldilocks got such a fright! She jumped out of bed and ran to the window. She climbed out of the window, and she ran and ran and ran. The three bears never saw Goldilocks again.

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





### VOCABULARY LIST

girl; bear; forest; house; door; bell; window; chair; bed; blanket; table; bowl; spoon; porridge; breakfast; eat; taste; sleep; climb; walk; run; fall; sweet; salty; hungry; tired; cross; golden; broken; big; small; middle-sized; hot; cold; soft

#### *Goldilocks went for a walk*

Goldilocks went for a walk

Goldilocks went for a walk

She walked and walked

She saw the bears' house.

She entered without knocking.

Mmm; three dishes of porridge:

Daddy bear's

Mommy bear's

And Baby bear's.

She tasted all of them!

She finished baby bear's!

Mmm; it is very tasty.



UNwelezelanga wavala amehlo akhe, walala. Wathi esalele uNwelezelanga, afika amabhere amathathu. Ayelambile. UTata uBhere wajonga esityeni sakhe sesidudu. Wacaphuka wathi, ngelizwi elingqokolayo likaTata uBhere, “Ngubani obemana esitya isidudu sam?” UMama uBhere wajonga isidudu sakhe. Wacaphuka wathi, “Ngubani obemana esitya isidudu sam?” UBhabha Bhere wajonga esidudwini sakhe. Wacaphuka, waze wathi, “Ngubani obemana esitya isidudu sam?” Waphinda wathi, “Siphelile tu!”

Amabhere ajonga izitulo zawo. UTata uBhere wathi, “Ngubani obemana echopha esitulweni sam?” UMama uBhere wathi, “Ngubani obemana echopha esitulweni sam?” UBhabha Bhere wajonga esitulweni sakhe wathi, “Ngubani obemana echopha esitulweni sam ... khawujonge... sophukile!”

Amabhere aya kwigumbi lokulala. UTata uBhere wajonga ibhedi yakhe, wathi, “Ngubani obemana elala ebhedini yam?” UMam’ uBhere wajonga ebhedini yakhe wathi,

“Ngubani obemana elala ebhedini yam?” UBhabha Bhere ukhangele ebhedini yakhe wathi, “Ngubani obemane elala ebhedini yam?” Wajonga kwakhona, wathi, “Nanku!”

UNwelezelanga waye woyika ngeyona ndlela, waxhuma ebhedini wabaleka waya efestileni. Waphuma ngefestile wabaleka, wabaleka, wabaleka. Amabhere amathathu zange aphinde ambone uNwelezelanga.

**Liphela njalo ke ibali lethu.**





## ULUHLU LWESIGAMA

intombazana; ibhere; ihlathi; umnyango; intsimbi; ifestile; isitulo; ibhedi; ingubo; itafile; isitya; icephe; isidudu; isidlo sakusasa; yitya; ngcamla; lala; nyuka; hamba; baleka; yiwa; iswiti; inetyuwa; lamba; dindwa; caphuka; igolide; nkulu; ncinci; phakathi; shushu; banda; thambileyo

### Umbongo kaNwelezelanga

UNwelezelanga wathatha uhambo

UNwelezelanga wathatha uhambo

Wahamba wahamba

Wabona indlu yamabhere

Wangena phakathi engankqonkqozanga.

Mmhm izidudu ezithathu

Esika tat' ubhere

NoMam' ubhere

Nomntwan' ubhere

Wazingcamla zonke!

Wasigqiba esomntwana!

Mmhm sincamise ngencasa.



## Two-week planner: Week 1

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



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

## Isicwangciso seeveki ezimbini: Iveki yoku-1

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



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

## Two-week planner: Week 2

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

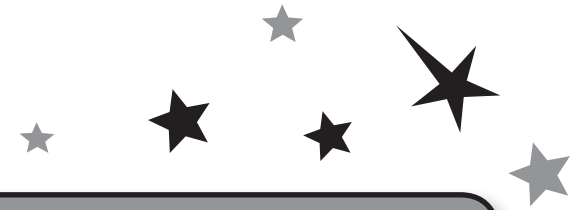


WEDNESDAY	THURSDAY	FRIDAY
Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.
Letter boxes	Listening for sounds in words	Blending and segmenting (syllables and CVC)
Read and do	Shared writing and reading	Listen and do
<b>Group 1</b>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



## Isicwangciso seeveki ezimbini: Iveki yesi-2

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



ULWESITHATHU	ULWESINE	ULWESIHLANU
Yonwabela amabali ambalwa uze uwabalise	Yonwabela amabali ambalwa uze uwabalise	Yonwabela amabali ambalwa uze uwabalise
libhokisi zoonobumba	Ukumamela izandi ekujoliswe kuzo	Ukudibanisa nokwahlula (amalungu QSQS)
Ukufunda nokwenza	Ukubhala nokufunda kunye	Ukumamela nokwenza
<b>Iqela loku-1</b> Iiphazile zoonobumba nemidlalo	<b>Iqela loku-1</b> Ukuzifundela	<b>Iqela loku-1</b> Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)
<b>Iqela lesi-2</b> Umdlalo oyilayo (Ukudlalisa)	<b>Iqela lesi-2</b> Imidlalo yamagama neephazile	<b>Iqela lesi-2</b> Ukuzifundela
<b>Iqela lesi-3</b> Ukuziqhelanisa nonobumba u/s/	<b>Iqela lesi-3</b> Umdlalo oyilayo (Ukudlalisa)	<b>Iqela lesi-3</b> Iiphazile zoonobumba nemidlalo
<b>Iqela lesi-4</b> Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)	<b>Iqela lesi-4</b> Ukuziqhelanisa nonobumba u/s/	<b>Iqela lesi-4</b> Umdlalo oyilayo (Ukudlalisa)
<b>Iqela lesi-5</b> Ukuzifundela	<b>Iqela lesi-5</b> Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)	<b>Iqela lesi-5</b> Ukuziqhelanisa nonobumba u/s/
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](http://www.sparklebox.co.uk).

### Whiteboards

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

### A set of letter boxes

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

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



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



# Intshayelelo kwimisebenzi emalunga noonobumba nezandi

## ***Ilizwe loonobumba nezandi***

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

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

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

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

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

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

## ***Isishwankathelo seli candelo***

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

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

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

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

## **Izixhobo zokwenza imisebenzi yoonobumba nezandi**

### ***limethi 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](http://www.sparklebox.co.uk).

### ***libhodi ezimhlophe***

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

### ***Iseti yeebhokisi zoonobumba***

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

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

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



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





## MONDAY

## Introducing a letter from the story

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

**YOU WILL NEED**

*Goldilocks and the three bears* story on page 12; big alphabet chart; board

Tell the story of *Goldilocks and the three bears* 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: “*spoon, clean, angry*”. Ask the children where they have heard the words before.
- 2 Say to the children: “*Can you hear what sound these words start with: spoon, angry? Yes, you are right, they start with the sound /c/. Listen carefully, here are some more words that start with /c/: door, spoon, clean, earring, wire, hymn, piece.*” (Emphasise the beginning sound as you say these words, for example: spoon, ask, door.)

*Saying the sound*

- 1 Say the sound /c/ clearly and tell the children to watch your mouth carefully as you make the sound.
- 2 Ask the children to say the sound /c/: **c-c-c-c**. Make this fun: say it softly, loudly, to the wall, to the ceiling and to each other. Make sure the children are saying the sound of the letter.
- 3 Teach the children an action associated with the sound. For example: the children can flap their hands in front of their mouths saying: “**c-c-c-c**.”

*Thinking of words beginning with the sound*

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





*Stella says:*

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

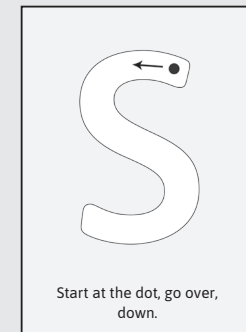
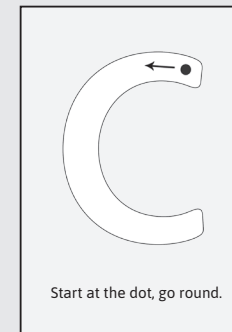
*In Week 2, follow the same steps but focus on the letter /s/.*

- *Emphasise the words from the story that start with the sound /s/: drink, soup, breakfast*
- *Other /s/ words: porridge, dish, soap, thief, stomach*
- *When you form /s/ with the children say: "Start at the dot, go over, down."*
- *Teach the children an action associated with the sound. For example: move like a shongologo/millipede and say "s-s-s-s".*
- *If you have an alphabet chart in your class, show the children the letter s on the alphabet chart.*



### **Forming the letter**

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



### **Linking the letter to the alphabet chart**

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



## NGOMVULO

# Ukwazisa unobumba osemagameni othathwe ebalini

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

### UZA KUDINGA

Ibali elithi **UNwelezelanga namabhere amathathu** kwiphepha le-14, itshathi enkulu ye-alfabhethi; ibhodi



Balisa ibali elithi **UNwelezelanga namabhere amathathu** akwiphepha le-14.

### AMANYATHELO

#### Ukumamela isandi

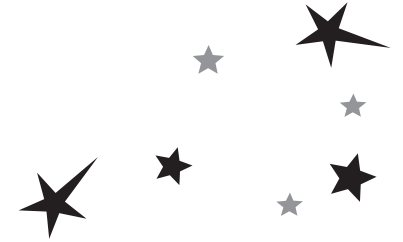
- 1 Cela abantwana ukuba bahlale emethini baze bamamele kuwe. Biza amagama athatyathwe ebalini: “icephe, coca, wacaphuka.” Buza abantwana ukuba babekhe baweva na la magama ngaphambili.
- 2 Yithi ebantwaneni: “Ingaba niyasiva isandi ekujoliswe kuso: cccccoca, icccccephe, ccccaphuka. Ewe, uyichanile! Onke ajolise kwisandi u/c/. Mamela ngononophelo, nanga amanye amagama anonobumba u/c/: ucango, icephe, coca, icici, ucingo, iculo, ucango, iceba.” (Gxininisa kwisandi ekujoliswe kuso ngethuba ubiza la magama, umzekelo: “icccccephe, ccccccela, u-ccccccango.”

#### Ukubiza isandi

- 1 Biza isandi u/c/ ngokucacileyo uze uxelele abantwana ukuba bakujonge emlonyeni ngononophelo ngelixa ubiza isandi.
- 2 Bacele abantwana ukuba bakulinganise baze babize isandi u/c/: c-c-c-c-c. Kwenze oku kunike umdla. Sibize isandi uthethele phantsi, ukhwaze, usibizele eludongeni uthethe nesilingi ze niphinde nisebezelane omnye nomnye. Qinisekisa ukuba abantwana babiza isandi sikanobumba.
- 3 Fundisa abantwana intshukumo ehambelana nesandi. Umzekelo: abantwana bangakhomba ngocikicane besithi: “cccccc.”

#### Ukwenza uluhlu lwamagama anesandi sokuqala esifanayo

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



### Ukwakha unobumba

- 1 Buza abantwana ukuba bayakwazi na ukubhala unobumba owenza isandi u/**c**/.
- 2 Bonisa abantwana indlela yokubhala unobumba u/**c**/ . Bhala unobumba omkhulu ebhodini uze ucinezele phezu kwemilo ngelixa usithi: “Qala echaphazeni, ujikele.”
- 3 Bavumele abantwana ukuba baziqhelanise nokwakha unobumba emoyeni, emethini, ezandleni zabo, njalo njalo.



### Ukunxulumanisa unobumba kwitshati ye-alfabhethi

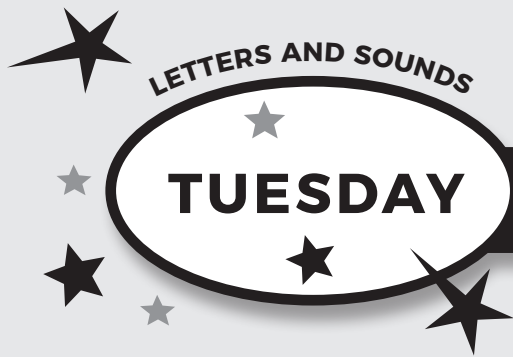
Ukuba unetshati ye-alfabhethi eklasini yakho, bonisa abantwana unobumba u/**c**/ kwitshati ye-alfabhethi. Oku kuza kunceda udibanise izandi abazifundayo ngamagama oonobumba kunye nengoma ye-alfabhethi.

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

Nazi ezinye iimbono:

- Biza la amagama asebalini aqala ngesandi u/**s**/: sela, isuphu, isidlo, sakusasa.
- Amanye amagama: u/**s**/ isidudu, isitya, isepha, isela, isisu.
- Xa usakha u/**s**/ nabantwana yithi: “Qala echaphazeni, yiya ngaphaya, wehle.”
- “Fundisa abantwana iintshukumo ezinxulumene nesandi. Umzekelo: “Jikajika umzimba uhambe okwesongololo uthi “**s-s-s-songololo**.”





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 that helps them to remember the shape of the letter.

### STEPS

- 1 Begin by modelling how to write the focus letter: ask the children if they can remember words that start with the focus letter. (Remember to say the sound the letter makes (/c/).
- 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 **s** in Week 1: "Start at the dot, go over, down." In Week 2, say the following as you show the children how to form the letter **c**: "Start at the dot, go round."
- 3 Let the children practise the letter formation in the air, on the carpet, on each other's backs or on their hands.
- 4 Once you have modelled how to write the letter, choose from the following activities to give children the experience of forming these letters using big movements and as many of their senses as possible.

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

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



### 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.



## Sand letters

### YOU WILL NEED

Sand trays or a sandy area outside

### STEPS

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



# NGOLWESIBINI

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

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

### AMANYATHELO

- 1 Qala ngokubabonisa indlela yokubhala unobumba ekugxilwe kuye: buza abantwana ukuba bayawakhumbula na amagama aqala ngonobumba ekugxilwe kuye. Khumbula ukubiza isandi esenziwa ngonobumba (/c/)
- 2 Bonisa abantwana indlela yokwakha unobumba. Bhala unobumba kakhulu ebhodini okanye emoyeni. Yithi oku kulandelayo njengoko ubonisa indlela yokubhala unobumba u-c kwiVeki yoku-1: "Qala echaphazeni, ujikele." KwiVeki yesi-2, yitsho oku kulandelayo njengoko ubonisa abantwana ukuba unobumba u-s ubhalwa njani: "Qala echaphazeni, yiya ngaphaya, wehle."
- 3 Vumela abantwana ukuba baziqhelanise nokwakha lo nobumba emoyeni, emethini, emqolo omnye komnye okanye ezandleni zabo.
- 4 Emva kokuba ubabonise 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 yokuqala, unobumba ekugxilwe kuye ngu/c/.

Kwiveki yesibini, unobumba ekugxilwe kuye ngu/s/.



### 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 ngaphandle.
- 3 Bakhuthaze abantwana ukuba babize isandi sonobumba ngelixesha bebhala unobumba.





## Oonobumba bamanzi

### UZA KUDINGA

Amanzi; iibrashi zokupeyinta

### AMANYATHELO

- 1 Phumani phandle uze unike umntwana ngamnye isikhongozeli esinamanzi kunye nebhrashi yokupeyinta.
- 2 Bacele abantwana ukuba bapeyinte unobumba kakhulu ngamanzi eziteneni/eludongeni ngaphandle.
- 3 Bakhuthaze abantwana ukuba babize isandi esenziwa ngunobumba njengojo bebhala unobumba nje.



## Oonobumba besanti

### UZA KUDINGA

Itreyi yesanti okanye indawo enesanti phandle

### AMANYATHELO

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





## 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.





## Oonobumba abenziwa ngentlami yokudlala

### UZA KUDINGA

Intlami yokudlala (iresiphi kwiphepha le-100); neemethi

### AMANYATHELO

- 1 Nika umntwana ngamnye ibhola yentlami yokudlala uze ubacele ukuba bayiqengqe intlami yokudlala ibe 'yisoseji' ende.
- 2 Faka iikopi zeethempleyithi zoonobumba kwisingxobo seplastiki. Bonisa abantwana indlela yokwenza unobumba usebenzisa intlami yokudlala usebenzisa unobumba oshicilelelweyo njengesikhokelo.
- 3 Bacele abantwana ukuba benze unobumba besebenzisa intlami yokudlala. Bakhuthaze ukuba batreyise phezu kukanobumba wentlami yokudlala ngeminwe yabo baze bacule netshanti yokwakha unobumba.



## Oonobumba bebhodi emhlophe

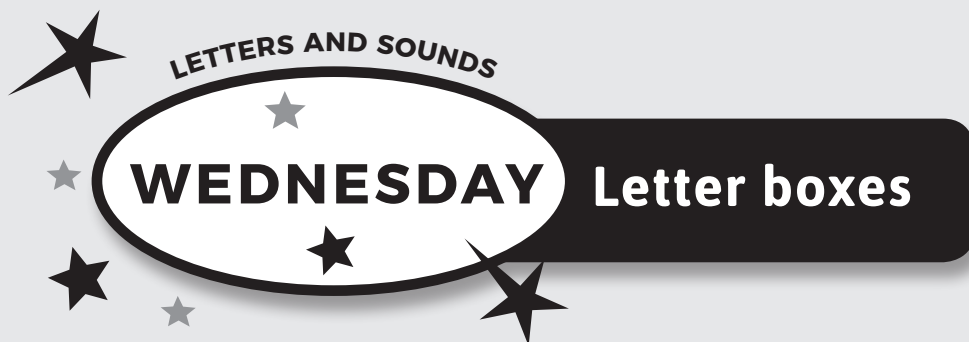
### UZA KUDINGA

libhodi ezimhlophe; iikoki; iziqwentshu zamalaphu

### AMANYATHELO

- 1 Nika umntwana ngamnye ibhodi emhlophe uze ubavumele ukuba babhale unobumba ngelixa bebiza isandi esenziwa ngunobumba xa umbhala.
- 2 Abantwana bangawuphinda-phinda lo msebenzi izihlandlo ezininzi. Ekuqaleni komsebenzi, bakhuthaze ukuba babhale oonobumba abazalisa iphepha lonke. Nje ukuba bazithembe, bangazama ukubhala oonobumba abancinci.





**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 containing objects or pictures of objects that start with the following letters:

Week 1 **c**: hymn, lizard, earring, spoon, door, wire, church, clean, sing

In Week 2, choose any of the letter boxes you have used so far, and revise letters by sorting and comparing.

### **STEPS**

#### ***Naming objects***

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

#### ***Listening for beginning sounds***

- 1 Say to the children: *"Listen to this word: h-h-hand. Can you hear what sound 'hand' 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, show them the letter on the letter box and say: *"This letter is how we write c".* 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: *"Caitlin, can you find something that starts with the sound /c/?"* The child must name the object, say the beginning sound and place the object in the correct letter 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.

# NGOLWESITHATHU libhokisi zoonobumba

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

## UZA KUDINGA

Isipili esincinci; iibhokisi ezimbini zoonobumba ezinezinto okanye imifanekiso eqala ngaba nobumba balandelayo:  
Iveki yoku-1 **c**: iculo, icikilise, icici, icephe, ucango, ucingo, icawe, coca, cula  
Kwiveki yesi-2, khetha nayiphi na ibhokisi yoonobumba obukhe wayisebenzisa ngaphambili, uze ubakhumbuze oonobumba ngokuthi babamise ngendlela eyiyo kanjalo babathelekise.

## AMANYATHELO

### Ukubiza izinto ngamagama

- 1 Cela abantwana ukuba bahlale emethini uze ubavumele bazibambe izinto okanye imifanekiso baze bayidlulise kwabanye njengoko bezibiza nganye nganye.
- 2 Buza imibuzo emalunga nezinto, umzekelo: "Nikhe nayibona enye yezi? Siyisebenzisa entwenini le nto? Injani ngombala? Ivakala kanjani xa uyibambile?"

### Ukumamela izandi ekujoliswe kuzo emagameni

- 1 Yithi ebantwaneni: "Mamelani eli gama: ccccula. Niyeva ukuba kwigama elithi 'cula' kujoliswe kwesiphi isandi? Sesiphi isandi ekujoliswe kuso kweli gama?"
- 2 Bakhuthaze abantwana ukuba bagxininise kwisandi ekujoliswe kuso xa belibiza igama.

### Ukunxulumanisa isandi kunye nonobumba

- 1 Xa abantwana sele beziqhelanisile nesandi esitsha, babonise ke ngoku unobumba osebhookisini uze uthi: "Lo nobumba yindlela esimbhala ngayo u/c/". Bayeke abantwana ukuba batreyise phezu kukanobumba obhalwe esicikweni sesikhafuthina ngeminwe yabo."

### Ukusebenza ngoonobumba abangephezulu kwesinye

- 1 Ngoku, dibanisa izinto ezisebhokisini yoonobumba ezimbini okanye ngaphezulu uze uzondlale emgangathweni okanye etafileni.
- 2 Cela abantwana ukuba bakhangele into enesandi esifana neso nisebenza ngaso. Umzekelo: "Khaka, ungayifumana into enesandi esingu/c/?" Umntwana makayibize ngegama into, aze abize isandi ekujoliswe kuso. Umzekelo: "Ndinecici; icici linesandi u/c/." Umntwana makayibize ngegama into, abize isandi sokuqala aze abeke unobumba ochanekileyo ebhookisini.
- 3 Usenokunika umntwana ngamnye into uze ubize esinye sezandi. Cela bonke abantwana abanezinto ezinezandi enisebenza ngazo ukuba beze ngaphambili baze babeke izinto kwibhookisi kanobumba echanekileyo.



# THURSDAY

## Listening for sounds in words

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

Use only four of these words 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.

/k/, /p/, /m/, /l/, /f/, /c/, /s/, /bh/, /z/, /b/, /v/

/k/: kettle, sock, cup, cake, comb, wheelbarrow, alarm clock, washing basin

/p/: pencil, plate, paint, pepper, pocket, post, pen, pan, pyjama, pear, pills

/m/: mango, car, mother, matches, knife, mat, ring, maize, mug, money, map

/l/: ladder, sun, loner, member, cloth, village, dress

/f/: phone, barrel/cask, fork, dishcloth, surname, file, farm

/c/: earring, door, corrugated iron, fence, side

/s/: soap, stomach, thief, bread, safe, dish

/bh/: goat, ball, balloon, bible, butter

/z/: nail, axe, toe, tooth, fireplace, draw, yawn, roam

/b/: face, milk, honey, brush, rat, winter, red

/v/: vuvuzela/horn, close, open, van, two-wheeled delivery cart, watermelon, ripen

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





## What sound do you hear?

### STEPS

- 1 Ask the children to sit quietly on the carpet and cup their ears with their hands. Explain that you are going to say four words. 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.

- 2 Now say this rhyme together and read out four of the words from one of the lists:

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

Teacher: "cat, clock, comb, washing-basin"

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

Children: /k/



# NGOLWESINE

## Ukumamela izandi ekujoliswe kuzo

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

Sebenzisa amagama amane ngexesha kula kumsebenzi. Buyela rhoqo kwa kwesa sandi kangangoko ufuna: usebenzisa iindibaniso ezahlukileyo zamagama ukugcina umdla wabo:

/k/, /p/, /m/, /l/, /f/, /c/, /s/, /bh/, /z/, /b/, /v/

/k/: iketile, ikawusi, ikomityi, ikeyiki, ikama, ikiriva, ikloko, ikomu

/p/: ipensile, ipleyiti, ipeyinti, ipepile, ipokotho, iposi, ipeni, ipani, ipijama, ipere, ipilisi

/m/: imengo, imoto, umama, imatshisi, imela, imethi, umsesane, umbona, imagi, imali, imephu

/l/: ileli, ilanga, ilolo, ilungu, ilaphu, ilali, ilokhwe

/f/: ifowuni, ifaty, ifolokhwe, ifadukhwe, ifani, ifayile, ifama

/c/: icici, ucango, icangci, ucingo, icala

/s/: isepha, isisu, isela, isonka, isefu, isitya

/bh/: ibhokhwe, ibhola, ibhaloni, ibhayibhile, ibhotolo

/z/: uziph, izembe, uzwane, izinyo, iziko, zoba, zamla, zula

/b/: ubuso, ubisi, ubusi, ibhrashi, ibuzi, ubusika, bomvu

/v/: ivuvuzela, vala, vula, iveni, ivantyi, ivatala, ivuthiwe

Qala umsebenzi wokumamela ngokuthi: "Masicimeleni sithule imizuzwana ngeli xesha simamele ngenyameko izandi ezisingqongileyo."



## Sesiphi isandi osivayo?

### AMANYATHELO

- 1 Cela abantwana ukuba bahlale ngokuthe cwaka emethini babeke izandla zabo ezindlebeni baze bamamele ngenyameko.
- 2 Chaza ukuba uza kubiza amagama abe mane uze uthi wakugqiba ukubiza onke amagama, abantwana baphakamise izandla ukuba bayasazi isandi abasivayo ekuqaleni kwamagama onke.

Utitshala nabantwana: *"Mamela, mamela, ngokuvakalayo nangokucacileyo, sesiphi isandi ekujoliswe kuso enisivayo?"*

Utitshala: *"ikati, ikloko, ikama, ikomu"*

Utitshala nabantwana: *"Ndixeleleni, ndixeleni, nive ntoni?"*

Abantwana: */k/*



FRIDAY

## Blending and segmenting (syllables and CVC)

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

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

#### **YOU WILL NEED**

A small bag with puppets or picture cards for any of the multisyllabic words relating to the story (forest; porridge; window; salty; Goldilocks; broken; bedroom; blanket; eating; sitting); Say-it-and-move-it board (page 103); counters; Prestik

#### **STEPS**

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



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.



### Say-it-and-move-it (CVC words)

#### YOU WILL NEED

A small bag with CVC picture cards (such as bus, pen, dog); a board or piece of paper; counters

#### STEPS

- 1 Begin by drawing a large rectangle and ask a child to select a CVC picture card out of a bag and stick it in the large rectangular space. Draw the correct number of blocks under the picture. For example, the word 'cat' has three sounds – c - a - t – so you would need to draw three blocks.
- 2 Now ask the child to name the picture and stretch the word, or say it slowly, to help them to hear each sound in the word. Help them to move a counter into a small block each time they say a sound.
- 3 Continue the activity and let children take turns to listen to a word and move the counters for each sound that they hear.

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

**Xhosa:** intombazana (girl); isidlo sakusasa (breakfast); inetyuwa (salty); ukungcamla (taste); isidudu (porridge); ingubo (blanket); ihlathi (forest); bugolide (golden); ifestile (window); lala (sleep)

**Afrikaans:** venster (window); dogtertjie (girl); gesellig (sociable); slaapkamer (bedroom); ontbyt (breakfast); klokkie (bell); antwoord (answer); honger (hungry); stukkend (broken); hardloop (run)

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





# NGOLWESIHLANU

## Ukudibanisa nokwahlula (amalungu)

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

### *Yibize uyihambise (amagama anamalungu amaninzi)*

#### UZA KUDINGA

Ibhegi encinci yelaphu enoonopopi, amakhadi anemifanekiso/izinto ezinamagama anamalungu amaninzi athathwe ebalini (amabhere, amathathu, isidudu, intwazana, sincinane, ehlathini, ngaphakathi), ibhodi ebonisa amagama amakabizwe; (iphepha le-103); ibhodi; izixhobo zokubala, iprestiki



#### AMANYATHELO

- 1 Zizobebe eyakho ibhodi ethi **Yibize uyihambise** kwisiqwenga sephepha okanye ebhodini yeklasi yakho.
- 2 Qala ngokuzoba uxande olukhulu uze ucele umntwana ukuba akhethe ikhadi elinegama elinamalungu amaninzi ebhegini yelaphu uyincamathelise eskwereni esikhulu. Zoba inani elichanekileyo leebhloko ezantsi komfanekiso. Umzekelo: igama elithi 'a-ma-bhe-re' linamalungu amane, ngoko ke kuya kufuneka uzobe iibhloko ezine.
- 3 Ngoku cela umntwana ukuba awubize ngegama umfanekiso okanye into kwaye mkhuthaze ukuba alitsale igama, okanye alibize ngokucothayo, ukuze eve ilungu ngalinye elisegameni. Mnike inani elichanekileyo lezixhobo zokubala kwibhloko ukuze ahambise ityeli ngalinye ebiza ilungu legama.
- 4 Qhubekeka nomsebenzi uze uvumele abantwana ukuba batshintsha-tshintshane ngokukhetha amakhadi nokuhambisa izixhobo zokubala.





*Xa abantwana sebekwazi ukuwacazulula amagama anamalungu amaninzi ngokulula, bangaqalisa ukwenza imisebenzi egxile kwizandi ezisemagameni amafutshane. Izakhono ezifunekayo zikwinqanaba eliphakamileyo, nangona amagama emafutshane. Kunganzima ukuba abantwana basive isandi ngasinye emagameni amafutshane.*

## **Yibize uyihambise (amagama aneqabane-isikhamiso-iqabane-isikhamiso – QSQS)**

### **UZA KUDINGA**

Ibhegi encinci enekhadi lemifanekiso elinamagama anamaqabane-isikhamiso-iqabane-isikhamiso (anjengala: icici, umama, utata); ibhodi okanye isiqwenga sephepha; izixhobo zokubala

### **AMANYATHELO**

- 1 Qala ngokuzoba isikwere esikhulu uze ucele umntwana ukuba akhethe ikhadi elinamagama aneqabane-isikhamiso-iqabane-isikhamiso ebhegini alincamathelise eskwereni esikhulu. Zoba inani elichanekileyo leebhloko ezantsi komfanekiso. Umzekelo: igama elithi **ikati** linamalungu amahlanu, ngoko ke, kuya kufuneka uzobe iibhloko ezintlanu.
- 2 Ngoku cela umntwana ukuba awubize ngegama umfanekiso okanye into kwaye mkhuthaze ukuba alitsale igama, okanye alibize ngokucothayo, ukuze eve isandi ngasinye egameni. Mncedise ukuhambisa izixhobo zokubala

kwibhloko isihlandlo ngasinye esibiza isandi.

- 3 Qhubekela nomsebenzi uze uvumele abantwana ukuba batshintsha-tshintshane ngokukhetha amakhadi nokuhambisa izixhobo zokubala.

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

**English:** girl (intombazana); breakfast (isidlo sakusasa); salty (inetyuwa); taste (ukungcamla); porridge (isidudu); blanket (ingubo); forest (ihlathi); golden (bugolide); window (ifestile); sleep (lala)

**Afrikaans:** venster (ifestile); dogtertjie (intombazana); ontbyt (isidlo sakusasa); klokkie (intsimbi); honger (ukulamba); hardloop (baleka); stukkend (ukophuka); antwoord (impendulo)

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





# Introduction to story-based activities

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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



# Intshayelelo ngemisebenzi esekelezwe emabalini

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

Nangona imisebenzi ekwabelwana ngayo ikhokelwa ngutitshala, abantwana bazuba 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)***

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

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

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

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

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

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



Children hear the *Goldilocks and the three bears* story while learning new vocabulary.

### YOU WILL NEED

- Puppets and props: three bears; Goldilocks; three bowls; three chairs; three beds
- Objects or picture cards for a few words from the vocabulary list
- Story, rhyme and vocabulary list on pages 12–19.

*The Goldilocks story offers a wonderful opportunity for the storyteller to act out the different voices – a big, deep voice for Father Bear; a middle-sized voice for Mother Bear and a squeaky, high voice for Baby Bear. You may find there are children in your class who know this story well. Because the story is built on repetition, even those who are new to the story will quickly pick up the lines. Encourage them to say the words with you, or to repeat them after you have said the lines. Encourage the children to use the voices of different characters.*



### 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 **Goldilocks and the three bears**.*”
- 3 Introduce the characters, for example: “*This is Goldilocks. These are the three bears: Father Bear, Mother Bear and Baby Bear.*” Ask the children to say good morning to them.
- 4 Make up voices for the different characters. Talk about the size of the bears: Which is the biggest, middle-sized and smallest bear? Talk about Goldilocks and ask the children why they think she is called Goldilocks.
- 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: *"Which bed do you think Goldilocks is going to go to sleep in? Father Bear's bed, Mother Bear's bed or Baby Bear's bed?"*
- 3** Emphasise new vocabulary. Give short explanations if you feel it will help the children to understand the story. Ask if anyone can remember the meaning of a new word.

### **After you tell the story**

- 1** Ask questions to check and consolidate children's understanding, such as: *"Do you remember why Goldilocks didn't like Mother Bear's porridge?"* Praise and elaborate on even the simplest answers. For example: *"Yes, that's right, Goldilocks thought it was too sweet – Mother Bear liked lots of sugar in her porridge."*
- 2** Ask open ended questions to stimulate discussion: *"What do you think Goldilocks could do to make Baby Bear feel better?"*

- 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: 'words to describe size' and 'feeling words'.

*The first time children hear a story, they remember simple things, such as who the characters are. They may remember a few words or a phrase from the story. The more the children hear the story, the more they are able to grasp detail. Hearing the story language repeatedly allows the children to understand the sequence of the story and make predictions. The children are also able to relate to the characters with feeling and understanding.*





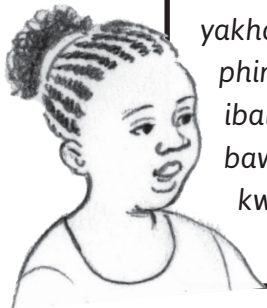
## Ukubalisa ibali nokwakha isigama

Abantwana beva ibali elithi *'UNwelezela namabhere amathathu* ngelixa befunda isigama esitsha.

### UZA KUDINGA

Oonopopi nezinto zokwenza umdlalo: amabhere amathathu; uNwelezela; izitya ezintathu; izitulo ezintathu; iibhedi ezintathu. Izinto okanye amakhasi emifanekiso yamagama ambalwa kuluhlu lwesigama ibali; isicengcelezo kunye noluhlu lwesigama kwiphepha i-12 ukuya kwi-19.

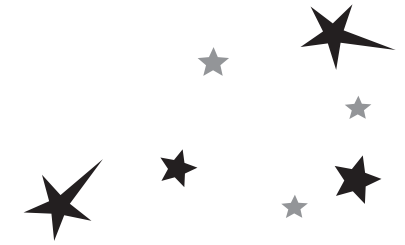
Ibali lika Nwelezela lisinika amathuba amahle njengoonobalisa ukuba sisebenzise amazwi awohlukeneyo – ilizwi elikhulu, elingqokolayo likaTata uBhere, ilizwi eliphakathi lika Mama uBhere nelizwi elitswinayo, eliphezulu likaBhabha Bhere. Ungafumanisa ukuba bakhona abantwana eklasini yakho abalaziyo eli bali. Ngoba ibali lakhiwe kuphinda-phindo, kangangokuba nabo bantwana baqalayo ukuliva ibali baza kukhawuleza baweve amazwi. Bakhuthaze ukuba bawabize kunye nawe amagama, okanye bawabize emva kwakho. Khuthaza abantwana ukuba basebenzise amazwi abalinganiswa.



### 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 UNwelezela namabhere amathathu."*
- 3 Yazisa abalinganiswa, umzekelo: *"Lo nguNwelezela. La ngamabhere amathathu: uTata uBhere, uMama uBhere noBhabha Bhere."* Cela abantwana ukuba bababulise.
- 4 Yenza amazwi abalinganiswa abohlukileyo. Ncokolani ngobungakanani bamabhere: Leliphi ibhere elikhulu, leliphi eliphakathi ze ibe leliphi elincinci? Ncokolani ngoNwelezela uze ubuze abantwana ukuba bacinga ukuba kutheni le nto ebizwa ngokuba nguNwelezela nje.
- 5 Yazisa amagama amabini okanye amathathu amatsha kula akuluhlu lwesigama: *"Phambi kokuba siqalise, ndifuna ukunixeela iintsingiselo zamanye amagama amatsha esiza kudibana nawo ebalini."*
  - Xoxani ngokuba igama ngalinye lithetha ukuthini na, usebenzise amagama alula.
  - Apho kuyimfuneko khona, bonisa abantwana into okanye umfanekiso obonisa intsingiselo yegama.
  - Cela abantwana abathetha ezinye ilwimi kumakhaya abo 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 ngamazwi awohlukeneyo.
- 2** Cela abantwana ukuba baqikelele into eza kulandela ebalini uze ubabandakanye ngokubabuza imibuzo evulelekileyo efana nale: “Yeyiphi ibhedi enicinga ukuba uNwelezelanga uza kulala kuyo?” Kwibhedi katata uBhere, kwibhedi kaMama uBhere okanye kwibhedi kaBhabha Bhere?”
- 3** Gxininisa isigama esitsha. Nika iinkcazelo ezimfutshane ukuba ubona ngathi oku kuza kubanceda abantwana ukuba baliqonde ibali. Buza ukuba ingaba ukhona na umntu oyikhumbulayo inkcazelo yegama elitsha.

### **Emveni kokubaliswa kwebali**

- 1** Buza imibuzo ukuhlola nokubethelela ukuqonda kwabantwana, ngolu hlobo: “Nisakhumbula ukuba kutheni ukuze uNwelezelanga angasithandi isidudu sikaMama uBhere?” Ncoma uze utyatyadule kwezona mpendulo zilula. Umzekelo: “Ewe, kulungile, uNwelezelanga wayecinga ukuba sasiswiti kakhulu – uMama uBhere wayeyithanda iswekile eninzi kwisidudu sakhe.”
- 2** Buza imibuzo evulelekileyo ukuqala ingxoxo: “Ucinga ukuba uNwelezanga angenza ntoni ukwenza uBhabha Bhere azive ngcono?”
- 3** Bethlela isigama esitsha ebalini ngokubuza imibuzo ngamagama, umzekelo: “Yintoni i...? Ungandolathela i...? Isetyenziswa entwenini i...?”
- 4** Thetha ngohlobo lwegama elitsha elifana neli yeka, umzekelo: ‘amagama achaza ubukhulu’ kunye ‘namagama oluvo’.

*Xa abantwana besiva ibali okokuqala, baye bakhumbule izinto ezilula, ezifana nokuba ngobani abalinganiswa. Bangakhumbula amagama ambalwa okanye amabinzana aphuma ebalini. Ukuva ulwimi lwebali rhoqo kwenza abantwana bakufumanise kulula ukuqonda ukulandelelana kweziganeko zebali nokwenza uqikelelo. Xa abantwana beliva rhoqo ibali, kokukhona bekwazi ukubamba iinkcukacha ezintsokothileyo ebalini, emagameni nakumabinzana. Abantwana nabo baye bakwazi nokuyiqonda indlela abalinganiswa abaziva ngayo ngokugocagoca ezabo iimvakalelo nokuqonda.*

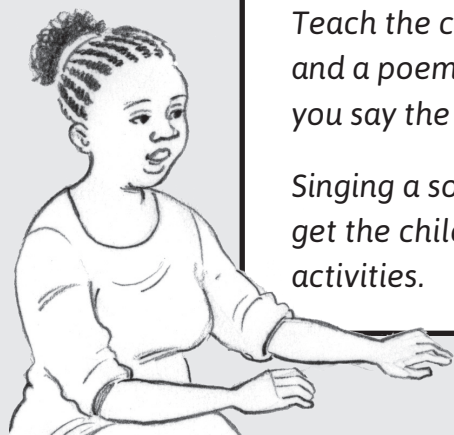


# TUESDAY Storytelling and poetry

Children learn the language of the story by listening to the story again and saying a poem related to the story.

## YOU WILL NEED

**Goldilocks poem** on page 17



Teach the children the difference between a song and a poem. You can sing the words of a song and you say the words in a poem.

Singing a song or saying a poem is a good way to get the children's attention after break or noisy activities.

## 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 Say the poem to the children. Encourage the children to make links between the poem and the story.
- 3 Teach the poem in small parts. It may be difficult for the children to remember all the words at once.
- 4 Teach the children the actions for the poem.



# NGOLWESIBINI Ukubaliswa kwebali nombongo

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

## UZA KUDINGA

*Umbongo kaNwelezelanga* kwiphepha le-19

Fundisa abantwana umahluko phakathi kwengoma nombongo. Uyawacula amazwi engoma ze uwabize/ uwathethe amagama ombongo.

Ukucula ingoma okanye ukwenza umbongo yindlela elungileyo yokufumana isihoyo sabantwana emva kwekhefu lokutya okanye kwemisebenzi enengxolo.



## AMANYATHELO

- 1 Balisa ibali kwakhona usebenzisa oonopopi. Buza imibuzo ngelixa ubalisa ibali. Khuthaza abantwana ukuba baqikelele into eza kulandela ebalini.
- 2 Yenza umbongo ngelixa abantwana bemamele. Khuthaza abantwana ukuba benze unxibelelwano phakathi kombongo nebali.
- 3 Fundisa umbongo kancinci kancinci – kungabanzimela abantwana ukukhumbula onke amazwi engoma ngexesha elinye.
- 4 Fundisa abantwana iintshukumo ezihamba nomgca ngamnye wengoma.





## WEDNESDAY Storytelling and role play

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

## YOU WILL NEED

Puppets; three different-sized bowls and spoons; three different-sized chairs; three different-sizes blankets/tables; a dress for Goldilocks; any other items that will make the story real



*Encourage the children to speak while doing the actions. Some children can become so involved in the physical acting that they forget to talk.*

## STEPS

- 1 Say the ***Goldilocks poem*** (page 17).
- 2 Choose four children to play the characters in the story (Goldilocks; Father Bear; Mother Bear; Baby Bear).
- 3 Talk about each character in the story. Tell the children who they are going to be in the story.
- 4 Discuss the props that will be used to tell the story. Set out the bowls, chairs and 'beds' in front of the class. Let the children put on clothing items before they start acting out the story.

- 5 Explain to the children that you (the teacher) are going to be the storyteller, also known as the narrator. The acting children are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start the story like this: *"Once upon a time there was a little house in the forest. Three bears lived in the little house. There was a big Father Bear, a middle-sized Mother Bear and a small Baby Bear."* The children acting as the bears pretend to be big, middle-sized and small.
- 7 Continue telling the story in this way. The children will do the actions to match the narrators' words. *"A little girl with golden hair was walking through the forest."* The child acting as Goldilocks pretends to be walking in the forest.
- 8 The rest of the class watches the role play.
- 9 Now, organise the class into groups of five (one child is the narrator). Help the children decide who is going to play each character and the narrator.
- 10 Let the children have time to practise the role play as a group. 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, izitya ezintathu ezinobukhulu obahlukeneyo namacephe; izitulo ezintathu ezinobukhulu obahlukeneyo; iingubo/iitafle ezintathu ezinobukhulu obahlukeneyo; ilokhwe kaNwelezelanga; nezinye izinto eziza kulenza ibali liphile.



*Khuthaza abantwana ukuba bathethe ngelixa besenza intshukumo. Abanye abantwana basuke benze iintshukumo kakhulu xa belingisa balibale ukuthetha.*

## AMANYATHELO

- 1 Bonga **umbongo kaNwelezelanga** (kwiphepha le-19).
- 2 Khetha abantwana abane ukuba badlale indawo yabalinganiswa abasebalini (uNwelezelanga, uTata uBhere, uMama uBhere noBhabha Bhere).
- 3 Ncokolani ngomlinganiswa ngamnye osebalini. Xelela umntwana ngamnye ukuba uza kuba ngubani na ebalini.
- 4 Xoxani ngezinto neempahla zomdlalo eziza kusetyenziswa ebalini. Lungisa izitya, izitulo 'neebhed' phambi kweklasi. Bayeke abantwana banxibe iimpahla phambi kokuba baqalise ukulingisa ibali.

- 5 Bachazele abantwana ukuba wena (titshalakazi) uza kuba ngunobalisa uze ubancede ukuba bacwangcise iindawo abaza kuhlala kuzo.
- 6 Qalisa ukubalisa ibali: *"Kwaye kukho indlu encinci ehlathini. Amabhere amathathu ayehlala kule ndlu. Kwakukho uTata uBhere omkhulu, uMama uBhere ophakathi kunye nomntwana omncinci uBhabha Bhere."* Abantwana abadlala indawo yamabhere mabenze ngathi bakhulu, baphakathi, bancinci.
- 7 Qhubeka nokubalisa ibali ngale ndlela. Abantwana baza kwenza intshukumo ehambelana namazwi athethwa ngunobalisa. *"Intombazana encinane eneenwele ezibugolide yayihamba ehlathini."* Umntwana odlala indawo kaNwelezelanga wenza ngathi uhamba ehlathini.
- 8 Abanye abantwana eklasini baza kube bebukele umdlalo.
- 9 Ngoku, ukuba ucinga ukuba abantwana balungile, cwangcisa iklasi ibe ngamaqela anabantwana abahlanu (umntwana omnye uza kuba ngunobalisa). Ncedisa abantwana ukuba bakhetha ukuba baza kudlala owuphi na umlinganiswa
- 10 Banike ixesha lokuziqhelanisa nomdlalo abantwana ngokweqela. Ukuba likhona ixesha usengawuphinda kwakhona umdlalo usebenza nabantwana abohlukeneyo.

# 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 Say the **Goldilocks poem**.
- 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?"

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)



- 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.

## Ukubeka imifanekiso ngokulandelelana kwayo kukhokelwa ngutitshala

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



Xubani imifanekiso nize nizame ukubalisa ibali ngala makhadi axutya-xutyiweyo – Iza kubahlekisa abantwana le nto! Eli bali lisileyo liza kuninceda ukuba niwalandelelanise kakuhle amakhasi ngendlela enika intsingiselo.

### UZA KUDINGA

Imifanekiso emikhulu elandelelanayo



### AMANYATHELO

- 1 Bonga **umbongo kaNwelezelanga** (kwiphepha le-19).
- 2 Khetha umfanekiso uze uwuphakamise.
- 3 Buza abantwana ukuba babona ntoni na uze uncokole nabo nzulu ngalo mfanekiso.
- 4 Ngelixa nixoxa ngomfanekiso ngamnye, wuncamathelise ebhodini ukuze abantwana bawubone.
- 5 Emveni kokuba nincokolile ngemifanekiso, buza abantwana: “Ingaba imifanekiso ibekwe ngokulandelelana kwayo na?”
- 6 Cela abantwana ukuba bakolathele umfanekiso obonisa ukuqala kwebali.

Le yimibuzo eluncedo enokubuzwa ngemifanekiso:

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



- 7 Wena kunye nabantwana, hlenga-hlengisani imifanekiso ukuze ibali linike intsingiselo evakalayo.
- 8 Babandakanye abantwana ngalo lonke ixesha. Buza imibuzo efana nale: “Yintoni eye yalandela? Ngubani okhumbulayo into elandelayo eza kwenzeka ebalini?”
- 9 Xa imifanekiso sele ibekwe ngokulandelelana kwayo, mema abantwana abambalwa ukuba balibalise kwakhona ibali ngokulandelelana kweziganeko okuchanekileyo.
- 10 Ukuba unexesha elaneleyo, xuba amakhasi kwakhona uze uwuphinde lo msebenzi.

FRIDAY

## Shared writing and reading

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

**YOU WILL NEED**

Large sheet of paper; large envelope; postage stamps; markers; blank paper and envelopes for the children; pencil crayons

**STEP 1**

- 1 Retell the story.
- 2 Discuss the idea of an apology with the class: "Why do we say sorry? When do we say sorry? How do we say sorry?"
- 3 Talk about Goldilocks' actions in the story: "Was it good manners to enter the bears' home when they were not there? Was it good manners to eat the food, break the furniture, sleep on the beds? Was it good manners to run away when the bears came home?"
- 4 Discuss the value of respecting other peoples' things in the classroom. Relate the story to the children's daily experiences of sharing a classroom with other children.
- 5 Ask the children how Goldilocks should have behaved.
- 6 Explain that Goldilocks wants to write a letter to the bears to say sorry for the way she behaved in their house.
- 7 Tell the children they are going to help you write a letter.

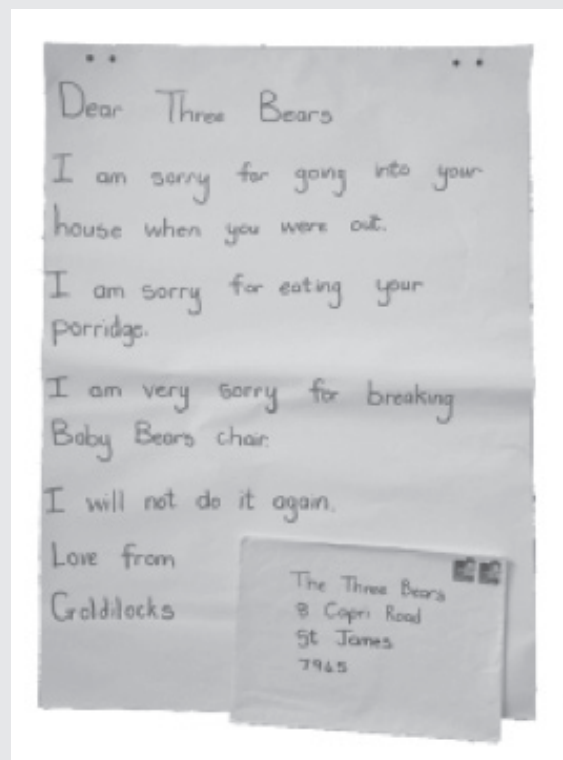
When you are talking about Goldilocks' behaviour in the story, try to avoid judgemental comments like: "Goldilocks was bad." Rather create questions that will encourage the children to think about the consequences of Goldilocks's actions. For example: "Do you think it is safe for Goldilocks to enter a house when no one is home?" "How do you think the Bears felt when they realised someone had been in their home?" This type of questioning gives the children an opportunity to consider the impact of their actions on themselves and the lives of others.



## STEP 2

- 1 Attach a large sheet of paper to the board.
- 2 Talk about how to start a letter. Write "Dear Bears".
- 3 Ask the children: "What do you think Goldilocks should say to the bears?"
- 4 Listen to the children's ideas and write them in a simple way.
- 5 When the letter has been written, talk about how to end a letter. Write "Love from Goldilocks" at the end of the letter.
- 6 Read the letter together, pointing to each word as the class reads along with you.
- 7 Discuss how to send the letter by post. If children have other ideas for sending the letter, discuss the advantages and disadvantages of these ideas. For example, an email will be much quicker than a letter.
- 8 The letter will need to be folded and put into an envelope. Discuss the practicalities of posting letters, including: writing the address on the front of the envelope, sticking stamps on the envelope and posting the letter. (If it is possible, take the children to a post box to enjoy the experience of posting the letter.)
- 9 Send a 'reply' letter to the class from the bears. (You can post the letter to the school.)

Give the children space to explore their thinking without judging their responses.





# NGOLWESIHLANU

## Ukubhala nokufunda kunye

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

### UZA KUDINGA

Iphepha elikhulu; imvulophu enkulu; izitampu, iikhoki; iphepha elimnyama neemvulophu zabantwana; iikhrayoni ezizipensile

### AMANYATHELO

- 1 Balisa ibali kwakhona.
- 2 Xoxa nabantwana ngomba wokucela uxolo: "Kutheni sicela uxolo? Silucela nini uxolo? Silucela njani uxolo?"
- 3 Ncokolani ngezenzo zikaNwelezelanga ebalini: "Ingaba ebebonise imbeko uNwelezelanga ngokungena endlwini yamabhere ngelixa engekho? Ingaba ubonise imbeko ngokutya ukutya, ophule ifenitshala, nangokulala ezibhedini zawo? Ingaba ebebonakalise imbeko ngokubaleka ngelixa amabhere efika ekhaya?"
- 4 Xoxani ngokubaluleka kokuhlonipha izinto zabanye abantu eklasini. Nxulumanisa ibali nobomi babantwana bamihla klasini xa bekunye nabanye.
- 5 Cela abantwana ukuba bakubonise indlela ebekufanele aziphathe ngayo uNwelezelanga.
- 6 Chaza ukuba uNwelezelanga ufuna ukubhalela amabhere ileta yokuxolisa ngendlela athe waziphatha ngayo endlwini yawo.
- 7 Xeleta abantwana ukuba baza kukuncedisa ukubhala ileta.

Xa uthetha ngendlela aziphethe ngayo uNwelezelanga ebalini, zama ukuphepha iintetho ezingwebayo ezifana nezi, "UNwelezelanga akalunganga." Endaweni yoko yila imibuzo eza kukhuthaza abantwana ukuba bacinge ngeziphumo zezenzo zikaNwelezelanga. Umzekelo, "Nicinga ukuba ebekhuselekile na uNwelezelanga ngokungena endlwini kungekho bantu?" "Nicinga ukuba amabhere azive njani akufika kukho umntu abangamaziyo endlwini yawo?" Olu hlobo lokubuza lunika abantwana ithuba lokuba bazicingele imiphumela yezenzo zabo ebomini babanye abantu.





## AMANYATHELO

- 1 Ncamathelisa iphepha elikhulu ebhodini phambi kwabantwana.
- 2 Ncokolani ngendlela eqalwa ngayo ileta. Bhala “MaBhere athandekayo”.
- 3 Buza abantwana: “Nicinga ukuba kufanele athini uNwelezelanga emabhereni?”
- 4 Mamela iimbono zabantwana uze uzibhale ngendlela elula.
- 5 Xa ileta ibhaliwe, ncokola nabo ngendlela yokuyiqukumbela ileta. Bhala “Isuka kuNwelezelanga, ngothando” ekupheleni kweleta.
- 6 Fundani ileta kunye, nolashe igama ngalinye ngelixa iklasi ifunda kunye nawe.
- 7 Xoxani ngendlela yokuthumela ileta ngeposi. Ukuba abantwana banezinye iimbono ngokuthumela ileta, xoxa kunye nabo ngenzuzo nelahleko yezi mbono. Umzekelo, i-imeyili ingakhawuleza kakhulu kuneleta.
- 8 Ileta kufuneka isongwe ifakwe kwimvulophu. Xoxa nabo ngendlela yokuposa ileta, equka: ukubhalwa kwedilesi ngaphandle emvulophini, ukuncanyatheliswa kwezitampu emvulophini nokuposwa kweleta. (Ukuba kuyakwazeka, thatha abantwana ubase eposini nize nikonwabele ukuposa ileta kunye.)
- 9 Thumela ‘impendulo’ yeleta evela emabhereni kwiklasi yakho. (Ungayiposela esikolweni ileta.)

Nika abantwana ithuba lokuhlola iingcinga zabo ngaphandle kokugweba iimpendulo zabo.



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



*There are 11 sequence pictures in this story and because it is so long, the sequencing activity may challenge children with planning and spatial difficulties. Let these children work with a child who has stronger skills in these areas. There is no little book for this story because it is so long.*

#### YOU WILL NEED

- Sequence pictures in the Story Pack
- A black and white photocopy of small sequence pictures for each child (page 105)
- A blank piece of paper for each child; scissors; glue
- 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.

## Ukubeka imifanekiso ngokulandelelana kwayo kuyaqhutywa

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



Kukho amakhadi ali-11 okubeka imifanekiso ngokulandelelan kweli bali kuba lide, abantwana abasokoliswa kukucwangcisa nabaneengxaki zokubona iindawo bangawufumanisa lo msebenzi unzima. Bayeke aba bantwana basebenze nabantwana abasele beziphuhlile ezi zakhono kule misebenzi. Ayikho incwadi encinci kweli bali kuba lide.

### UZA KUDINGA

- Imifanekiso yolandelelaniso ekuMqulu weBali;
- Ikopi encinci emnyama namhlophe (kwiphepha le-105).
- Isiqwenga sephepha elingena nto lomntwana ngamnye; izikere; iglu;
- Lungisa iitafle 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 enemibala yolandelelwaniso. Qinisekisa ukuba imifanekiso ayibekwanga ngokulandelelana kwayo.
- 2 Buza abantwana ukuba imifanekiso iyalandelelana na. Bacele ukuba bolathe umfanekiso ekufanele ukuba usekuqaleni kwebali.
- 3 Sebenzani kunye njengeqela, hamba-hambisa abantwana abaphethe imifanekiso de ibali linike intsingiselo. Buza abantwana imibuzo efana nale: "Yintoni eza kulandela? Ngubani osayikhumbulayo into elandelayo ebalini?"
- 4 Kanye nje ukuba nililandelelanisile ibali nisebenzisa imifanekiso enombala, kuza kufuneka abantwana babuyele ezitafileni zabo bahlale ngokwamaqela amancinci.

#### Ezitafileni

- 1 Cela abantwana ukuba basike imifanekiso emhlophe namnyama, bayibeke ngokulandelelana kwayo ze bayincamathelise kwiphepha elingabhalwanga. Hamba-hamba ubancedise apho kuyimfuneko. Lo msebenzi uluncedo xa usenza uhlolo.

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

*Children don't learn words simply by hearing someone say them or by learning them off a list. Children learn new words by actively engaging in many different activities, such as having a conversation, completing a task that encourages them to use the new words, listening to and telling stories, and reading books.*



### YOU WILL NEED

***Goldilocks and the three bears*** 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 see and recognise.
- 3 Read the title of the story to the class. Point to each word as you read. Read it again and ask the children to read with you.

- 4 Take the children on a picture walk through the book, discussing the pictures in detail and allowing children to ask questions.
- 5 Allow the children to talk about the story and make connections to the language and experiences from the week before.
- 6 Point out the page numbers as you go and talk about what number will come next.
- 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.



Abantwana bafunda ngokufunda ibali elibhaliweyo eliqhelekileyo ngethuba ubabonisa inkqubo yokufunda.



Abantwana abawafundi amagama ngokumamela nje umntu ewabiza okanye ngokuwankqaya kuluhlu. Abantwana bafunda amagama amatsha ngokuzibandakanya nokuthatha inxaxheba kwimisebenzi emininzi eyahlukeneyo, efana nokuncokola, ukwenza umsebenzi obakhuthazayo ukuba basebenzise amagama amatsha, ukumamela nokubalisa amabali nokufunda iincwadi.

### UZA KUDINGA

INcwadi eNkulu ethi **UNwelezelanga namabhere amathathu**

### 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 abayibonayo nabayinakanayo.
- 3 Fundela abafundi eklasini isihloko sebali. Khomba igama ngalinye njengoko ufunda. Sifunde kwakhona uze ucele abantwana ukuba basifunde kunye nawe.

- 4 Tyhila incwadi uze ubonise abantwana imifanekiso esencwadini yonke, nixoxe nzulu ngayo imifanekiso njengoko niyibuka.
- 5 Bavumele abantwana ukuba bancokole 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.



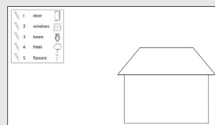
# WEEK 2 STORY-BASED

## 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



### 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 a door but don't tell them where to draw the door.
- 5 Ask if any of the children can 'read' what to do next on the list; it is to draw two windows.
- 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 one door? If you have, then tick that on your list."
- 8 Continue checking and ticking each instruction until the end of the list.

*Being a successful reader means being able to decode printed words into spoken language and being able to understand the meaning of those words. The more words children know and understand, the easier it will be for them to read. This activity encourages the children to 'read' words and pictures that they know from the story.*



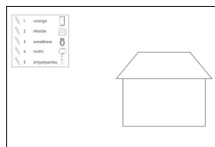


## NGOLWESITHATHU Funda uze wenze

Abantwana bafunda ukutolika amakhadi abhaliweyo nanemifanekiso balandele imiyalelo baza kukonwabela ukufunda ezi tekisi kunye nawe kuba nabo babe nenxaxheba ekuzibhaleni.

### UZA KUDINGA

Iphepha lokusebenzela elikotshelwe umntwana ngamnye (kwiphepha le-106); iikhrayoni/iipensile ezimibala-bala



### AMANYATHELO

- 1 Xelela abantwana ukuba bajonge kuluhlu olukwiphepha lomsebenzi uze uthethe nabo ngento abayibonayo (amanani, imifanekiso namagama).
- 2 Cella 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 besebenzisa indawo engenanto ephepheni.
- 4 Fundani umgca wokuqala kunye kwakhona. Xelela abantwana ukuba bazobe ucango kodwa musa ukubaxelela ukuba baluzobe phi ucango.
- 5 Buza ukuba bakhona na abantwana abakwaziyo 'ukufunda' into elandelayo ekufuneka beyenzile kuluhlu; kufuneka bazobe iifestile ezimbini. Qhubeka ngalendlela ngayo yonke imiyalelo.
- 6 Ngoku funda umyalelo ngamnye kwakhona uze uthi ebantwaneni: "Ingaba niluzobile ucango olunye? Ukuba wenze njalo, korekisha kuluhlu lwakho."
- 7 Qhubeka ngokuhlola nokukorekisha umyalelo ngamnye de ufikelele esiphelweni soluhlu.

Ukuba ngumfundi onempumelelo kuthetha ukuba uyakwazi ukucazulula amagama ashicilelweyo uwase kulwimi oluthethwayo nokwazi ukuqonda intsingiselo yawo. Xa abantwana besazi kwaye bewaqonda amagama amaninzi, kuba lula kubo ukufunda. Lo msebenzi ukhuthaza abantwana ukuba 'bafunde' amagama nemifanekiso abayaziyo ebalini.



## THURSDAY

## Shared writing and reading

Children learn how their words and ideas can be recorded as you model writing signs.

**YOU WILL NEED**

Recycled cardboard in different sizes; a thick black marker

**STEPS**

- 1 Say to the children: *"In the story of Goldilocks, do you think the bears will think about putting a sign on their door that says: 'No entry for naughty girls!?' Or maybe Baby Bear might put a sign next to his bed that says: 'For Baby Bear only'. Do you think Goldilocks would read these signs if she visited the bears' house again?"*
- 2 Now ask the children if they have noticed any signs at their house or on the gate at school, in the corridor or on the door of the classroom? What signs are there on the road from their house to school?
- 3 Then say: *"We are going to make some signs for our classroom and around the school. Can you help me think of signs that would be useful?"* Discuss a few ideas with the children. Now take the pieces of cardboard, put them up on the wall and write the children's words for the signs.

- 4 Here are some ideas for signs that you could suggest to the children if they are having difficulty getting started: 'Welcome to our classroom'; 'Please throw away your litter'; 'Don't run in the passage'; 'Be kind'; 'No shouting'.
- 5 Leave space for illustrations. The children can draw pictures giving clues about what the signs say.
- 6 Ask the children to stick the signs up around the classroom and surrounding areas.



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

### UZA KUDINGA

Ikhadibhodi esetyenzisiweyo kwakhona ebukhulu obungalinganiyo; ikhoki enkulu emnyama

### AMANYATHELO

- 1 Yithi ebantwaneni: "Ebalini likaNwelezelanga, ingaba nicinga ukuba amabhere aza kubeka emnyango umqondiso othi: 'Amantombazana agezayo akavumelekanga angene!?' Okanye uBhabha Bhethu uza kubeka umqondiso ecaleni kwebhedi yakhe othi: 'Le bhedi yekaBhabha Bhethu kuphela'. Ingaba nicinga ukuba uNwelezelanga uza kuyifunda le miqondiso xa ephinde watyelela le ndlu kwakhona?"
- 2 Ngoku buza abantwana ukuba ikhona na imiqondiso abayibonayo na emakhaya okanye esangweni lesikolo, epasejini okanye ecangweni leklasi? Yeyiphi imiqondiso ekhoyo endleleni esuka ekhaya eza esikolweni?
- 3 Emva koko yithi: "Siza kwenza imiqondiso apha eklasini nesiza kuyibeka esikolweni siphela. Ningandincedisela ukucinga ngemiqondiso eza kuba luncedo?" Xoxa ngeembono ezimbalwa nabantwana. Ngoku thatha amacwecwe ekhadibhodi, uwabeke eludongeni uze ubhale izinto ezicetyiswa ngabantwana ngemiqondiso. Nazi ezinye iimbono malunga nemiqondiso

onokuzicebisa abantwana ukuba bafumana ubunzima ukuqalisa lo msebenzi: 'Wamkelekile eklasini yethu'; 'Nceda ulahle izinto zakho ezimdaka emgqomeni'; 'Musa ukubaleka epasejini'; 'Yiba nobubele'; 'Akungxolwa'.

- 4 Shiya isikhewu sokwenza imizobo. Abantwana baza kuzoba imifanekiso ekunika ukhondo ngento ethethwa yimiqondiso yabo.
- 5 Cela abantwana ukuba baxhome imiqondiso eklasini yonke nakwiindawo ezingqonge iklasi yenu.



WEEK 2 STORY-BASED

# FRIDAY

## Listen and do

Children learn to listen carefully and follow verbal instructions.

### YOU WILL NEED

A scarf to use as a blindfold

### Listen to the clues

#### STEPS

- 1 Begin today's listening activity by saying: *"Listen carefully and then copy the sounds I make."* Clap a sequence/rhythm with your hands, or use a musical instrument like a drum or xylophone if you have one. The children should copy you:
  - Clap tap-tap clap tap-tap
  - Tap-tap-tap clap tap-tap-tap clap
  - Clap tap-tap clap clap
- 2 Say to the children: *"Now I am going to give you some clues and you must try to guess what I am saying. Listen carefully to all the clues before you try and guess. Put your hand on your head if you think you know the answer."* Here are the clues:
  - *"I am thinking of the food that Goldilocks ate when she went to the three bears' house."* (porridge)
  - *"I am thinking of a food that is very healthy for you. It is orange and long and thin. It grows underground."* (a carrot)

- *"I am thinking of something yellow that you can spread on your bread."* (butter or margarine)
- *"I am thinking of something we use to make sandwiches. You can also put it in a toaster."* (bread)
- *"I am thinking of something sweet. It is made from fruit. You can put it on your bread or toast."* (jam)

These listening activities require children to process complex language and make inferences rather than just following an instruction. We are helping children to become active listeners and developing their critical thinking skills.



# NGOLWESIHLANU Mamela uze wenze

Abantwana bafunda ukumamela ngononophelo kwaye balandele imiyalelo ethethwayovaa.

## UZA KUDINGA

Isikhafu oza kusisebenzisela ukugquma amehlo.

## Mamela imikhondo

### AMANYATHELO

- Qalisa umsebenzi wanamhlanje wokuphulaphula ngokuthi: "Mamelisisani ze nilinganise izandi endizenzayo." Qhwaba isingqisho ngezandla zakho, okanye usebenzise isixhobo somculo esifana negubu okanye impempe okanye isikhaliso esinamanqwanqwa abethwayo ukuba unaso. Abantwana mabakulinganise:
  - Qhwaba ngqisha-ngqisha qhwaba ngqisha-ngqisha
  - Ngqisha-ngqisha-ngqisha qhwaba ngqisha-ngqisha-ngqisha qhwaba qhwaba
  - Qhwaba ngqisha-ngqisha-ngqisha qhwaba
- Yithi ebantwaneni: "Ngoku ndiza kuninika imikhondo kwaye nina kuza kufuneka niqashele into endiyithethayo. Mamelisisani yonke imikhondo phambi kokuba ningxame ngokuqashela. Beka isandla sakho entloko ukuba ucinga ukuba uyayazi impendulo." Nantsi ke imikhondo:
  - "Ndicinga ngokutya akutyileyo uNwelezelanga ngelixa eye endlwini yamabhere amathathu." (isidudu)

- "Ndicinga ngokutya okusempilweni ekumele ukuba uyakutya. Ku-orenji ngombala kwaye kude kubhityile. Kukhula phantsi komhlaba." (umnqathe)
- "Ndicinga ngento emthubi onokuyiqaba esonkeni sakho. (ibhotolo okanye imajerini)
- "Ndicinga ngento esiyisebenzisayo ukwenza iisangweji. Uyakwazi ukuyirhawula." (sisonka)
- "Ndicinga ngento eswiti. Yenziwe ngeziquhamo. Ungayiqaba esonkeni sakho okanye esonkeni esirhawuliweyo." (ijem)

Le misebenzi imamelisayo ifuna abantwana baqhele ulwimi oluntsokothileyo endaweni yokulandela nje umyalelo. Sinceda abantwana ukuba bamamele ngomdla baphuhlise nezakhono zabo zobungqondi.





# 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 uncdo. Ukuzilawula nokusebenza nabanye abantu emaqeleni sisakhono esiya kubanceda ubomi babo bonke.

### **Imithetho ebalulekileyo**

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

Nanga amanye amacebiso:

### **Imigaqo yendawo yokudlalisa**

Niyabelana kwaye niphane amathuba okudlala

Anisayi kutyhalana okanye nitsalane

Izandla kuFuneka zicoceke

Ziphathe kakuhle iimpahla, oonopopi okanye iincwadi ezisetyenziswayo

Ningakhathazani

Thethelani phantsi

Qoqoshani nakugqiba ukuFunda okanye ukudlala.

## **Imisebenzi etshintshanayo**

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

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

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

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

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





## **Isishwankathelo semisebenzi**

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

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

### **Umdlalo oyilayo**

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

### **Ubugcisa nokwakha**

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

### **Ukudlalisa**

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

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

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

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

### **Imidlalo yoonobumba neephazile**

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

### **Ukuziqhelanisa noonobumba**

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

### **Ukuzifundela**

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

## ACTIVITY

## Drawing and emergent writing (teacher-guided)

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

### Week 1: My favourite part of the story

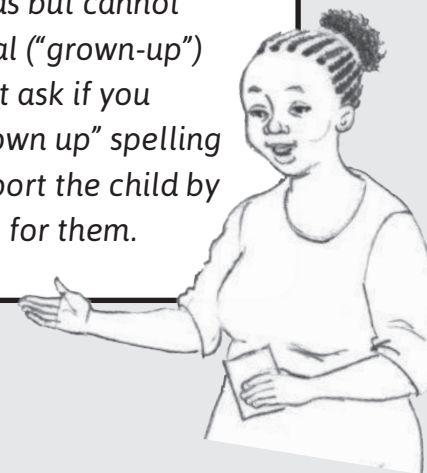
#### STEPS

- 1 Write **Goldilocks and the three bears** at the top of each child's blank page before the lesson. Ask the children to point to the words of the title as you read them together.
- 2 Ask the children to think about the story and discuss the part that they like best. Encourage the children to draw their favourite part of the story. Ask the children if they would like to write something about their picture.
- 3 Make a comment or ask a question about the drawing, such as: *"I love the way you have drawn Goldilocks's pretty dress!"*
- 4 If they would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write the child's sentence, for example: *"Goldilocks... ate... all the baby bear's porridge. What did you want to say next? Oh yes, Baby bear was so sad. I am going to write 'Baby bear was so sad.'"*
- 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.

#### YOU WILL NEED

A blank A4 page for each child; crayons

*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. They might ask if you could write the "grown up" spelling of their words. Support the child by writing some words for them.*

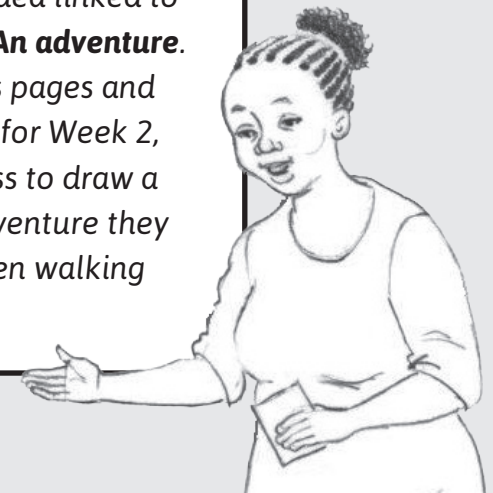


## Week 2: My own idea

### STEPS

- 1 Write **Goldilocks runs away** at the top of each child's blank page before the lesson. Ask the children to point to the words of the title as you read them together.
- 2 Remind the children that at the end of the story, Goldilocks climbed out of the window. She ran and ran. Ask the children: "Where do you think Goldilocks was running to? Can you draw a picture of where she ran to? What did she do there?" Ask the children if they would like to write something about their picture.
- 3 Make a comment or ask a question about the drawing, such as: "Look at your beautiful writing! Please tell me what it says." or "Is that Goldilocks' mommy? What did she say to Goldilocks?"
- 4 If they would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write the child's sentence, for example: "Goldilocks ran ... all ... the way ... home."
- 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.

Here's another idea linked to the story: Write **An adventure** on the children's pages and follow the steps for Week 2, but ask your class to draw a picture of an adventure they had one day when walking in nature.





# UMSEBENZI

## Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)

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

### IVeki yoku-1: Indawo endiyithandayo ebalini

#### AMANYATHELO

- 1 Bhala **UNwelezelanga namabhere amathathu** emantla ephepheni elingabhalwanga lomntwana ngamnye phambi kokuba uqalise isifundo. Cela abantwana ukuba bakhombe amagama esihloko ngelixa uwafunda kunye nabo.
- 2 Cela abantwana ukuba bacinge ngebali baze baxoxe ngeendawo abazithande kakhulu. Banike umzekelo ofana nalo: Khuthaza abantwana ukuba bazobe eyona ndawo bayithandayo ebalini. Babuze abantwana ukuba bangathanda ukubhala ngomfanekiso wabo
- 3 Hlomla okanye ubuze umbuzo ngomzobo, umbuzo ofana nalo: "Ndiyayithanda indlela ozobe ngayo ilokhwe entle kaNwelezelanga!"
- 4 Ukuba bangathanda ukuba ubabhalele, babandakanye ngokubacela ukuba bawabize amagama ngokucuthayo ngelixa uwabhala phantsi. Cingela ngaphandle ngelixa ubhala isivakalisi somntwana, umzekelo: "UNwelezelanga... utye... yonke ipapa kaBhabha Bhere. Yeyiphi enye into obufuna ukuyitsho? Owu ewe, uBhabha Bhere ebelusizi. Ndiza kubhala 'uBhabha Bhere ebelusizi.'"
- 5 Bhala ngqo into umntwana akuxelela yona, igama negama alibizayo. Khumbula ukuba kufuneka ubhale ngokucacileyo nacocekileyo.
- 6 Xa ugqibile ukubhala, khuthaza umntwana ukuba afunde isivakalisi kunye nawe. Yolatha igama ngalinye xa ufundayo. Zincome iinzame zabo.

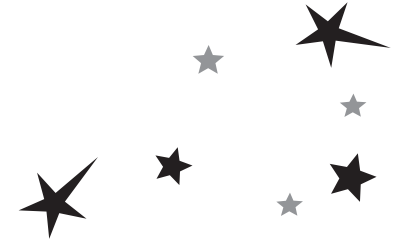
#### UZA KUDINGA

Iphepha elubukhulu bungu-A4 elingabhalwanga lomntwana ngamnye; iikhrayoni

Abantwana basengaqaphela ukuba ababhali 'ngokuchanekileyo' kwaye bangangafuni tu ukubhala. Oku kungenzeka xa sele bephuhlise ingqiqo yabo yoonobumba nezandi kodwa bengekabhali ngokumiselekileyo ('upelo lwabadala'). Bangakucela ukuba ungabhala upelo 'lwabadala' lwamagama abo. Xhasa umntwana ngokumbhalela amanye amagama.







## Iveki yesi-2: Umbono endinawo

### AMANYATHELO

- 1 Bhala **UNwelezelanga uyabaleka** emantla kwiphepha elingabhalwanga lomntwana ngamnye phambi kwesifundo. Cela abantwana ukuba bolathe amagama esihloko ngelixa uwafunda kunye nabo.
- 2 Khumbuza abantwana ukuba ekupheleni webali uNwelezelanga waphuma ngefestile. Wabaleka, wabaleka, wabaleka. Buza abantwana: “Nicinga ukuba ebebaleka esiyaphi uNwelezelanga? Ningawuzoba umfanekiso wendawo abalekela kuyo? Ufike wenza ntoni apho?” Buza abantwana ukuba bangathanda na ukubhala into ngomfanekiso wabo
- 3 Hlomla okanye ubuze umbuzo ngomzobo, umbuzo othi: “Jonga indlela obhale kakuhle ngayo!” Nceda undixelele ukuba uthetha ukuthini” okanye “Ingaba ngumama kaNwelezelanga lowo? Utheni kuNwelezelanga?”
- 4 Ukuba bangathanda ukuba ubabhalele, babandakanye ngokubacela ukuba babize amagama ngokucothayo ngelixa uwabhala phantsi. Cingela ngaphandle ngelixa ubhala isivakalisi somntwana, umzekelo: “UNwelezelanga... ubaleke....de...wayokufika...ekhaya.”
- 5 Bhala ngqo into umntwana akuxelela yona, igama negama alibizayo. Khumbula ukuba kufuneka ubhale ngokucacileyo nacocekileyo.
- 6 Xa ugqibile ukubhala, khuthaza umntwana ukuba afunde isivakalisi kunye nawe. Yolatha igama ngalinye xa ufundayo. Zincome iinzame zabo.

Nantsi enye imbono enxulumene nebali: ibali **Udelo-ngozi** kumaphepha abantwana. Landela amanyathelo eVeki yesi-2, kodwa cela iklasi ukuba izobe umfanekiso wodelo-ngozi ababenalo ngenye imini ngelixa babezihambela emathafeni.



# ROTATION GROUPS **ACTIVITY** Creative play

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

## YOU WILL NEED

Scrap paper; cardboard scraps and boxes; magazines; scissors; glue

## Week 1: Art and construction

### STEPS

- 1 Tell the children to look carefully at everything that has been set out on the table and to talk about the objects they can see.
- 2 Explain to the children that they are going to build a little house.
- 3 Tell them that they can design the house any way they want to.
- 4 Explain that they can use any of the items and objects on the table for the house.
- 5 Remind the children that the house will need walls, a roof, a door and windows.
- 6 The children can draw/cut out furniture from magazines for the inside of the house and create a garden outside the house.
- 7 Create time for the children to talk about their houses in pairs.
- 8 Display the houses around the classroom when they are complete.





## Week 2: Fantasy play

### STEPS

- 1 Explain to the group that there are lots of lovely props in the corner and they should feel free to have fun playing together. They can play any game they like as long as they remember the rules of the fantasy corner.
- 2 Ask the group leader to take the group to the fantasy corner.
- 3 Visit the corner at least once to observe and encourage the children's game.

### YOU WILL NEED

The following props: table; chairs; pots; dishes; spoons; masks for the three bears; clothes/ accessories for Goldilocks and friends



# AMAQELA ATSHINTSHANAYO **UMSEBENZI** Umdlalo oyilayo

Abantwana bafunda kulwimi nomxholo webali ngokudlalisa nakwimisebenzi yobugcisa nokwakha.

## **UZA KUDINGA**

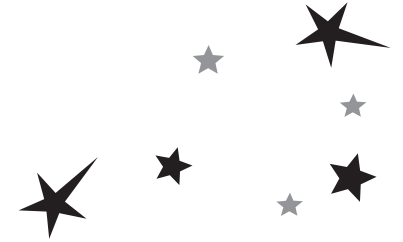
Amaphepha asetyenzisiweyo; ikhadibhodi esetyenzisiweyo neebhokisi; iimagazini; izikere; iglu

## **IVeki yoku-1: Ubugcisa nokwakha**

### **AMANYATHELO**

- 1 Xelela abantwana ukuba bajonge ngobunono yonke into ebekwe phezu kwetafile ze bathethe ngezinto abazibonayo.
- 2 Baxebele ukuba baza kwakha indlu encinci.
- 3 Baxebele ukuba bayile indlu ngendlela abathanda ngayo.
- 4 Bachazele ukuba bangasebenzisa nantoni na esetafileni ukwakha indlu.
- 5 Khumbuza abantwana ukuba indlu iza kudinga iindonga, uphahla neefestile.
- 6 Abantwana bangazoba/basike ifenitshala yendlu kwiimagazini baze benze igadi ngaphandle.
- 7 Yenza ixesha lokuba abantwana bathethe ngezindlu zabo.
- 8 Yenza umboniso wezindlu eklasini xa zigqityiwe ukwenziwa.





## **Iveki yesi-2: Ukudlalisa**

### **AMANYATHELO**

- 1** Chazela iqela ukuba kukho izinto ezininzi ezithandekayo zokudlala ekoneni kwaye kufuneka bazive bekhululekile ukuzonwabisa ngokudlala kunye. Bangadlala nawuphi na umdlalo abawuthandayo ukuba nje bayayikhumbula imithetho yekona yokudlalisa.
- 2** Cela umkhokeli weqela ukuba ase iqela kwikona yokudlalisa.
- 3** Tyelela ikona okungenani kanye ukuhlola abantwana yaye ubakhuthaze ukuba badlale umdlalo wabantwana.

### **UZA KUDINGA**

Ezi zinto zilandelayo: itafile; izitulo; iimbiza; izitya; amacephe; iimaski zamabhere amathathu; iimpahla/ nezacholo zikaNwelezela nabahlobo bakhe



# ACTIVITY

## Letter puzzles and games

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

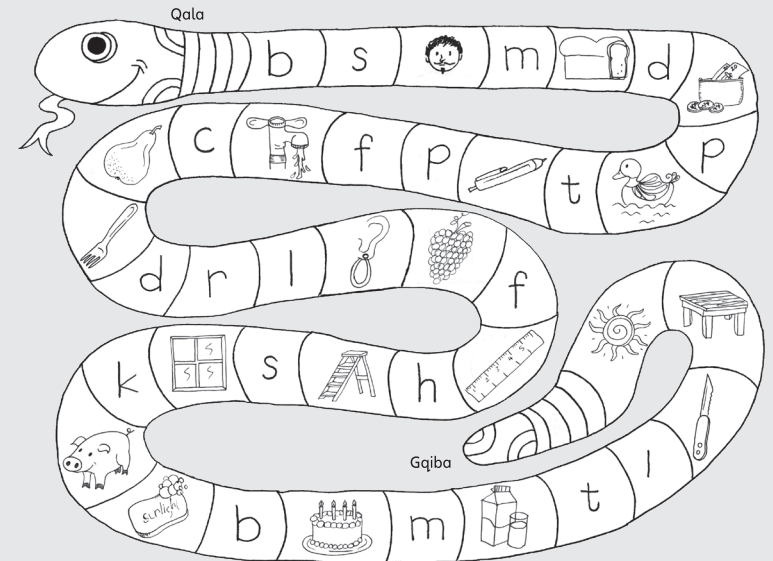
### Letter snake game

#### 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.





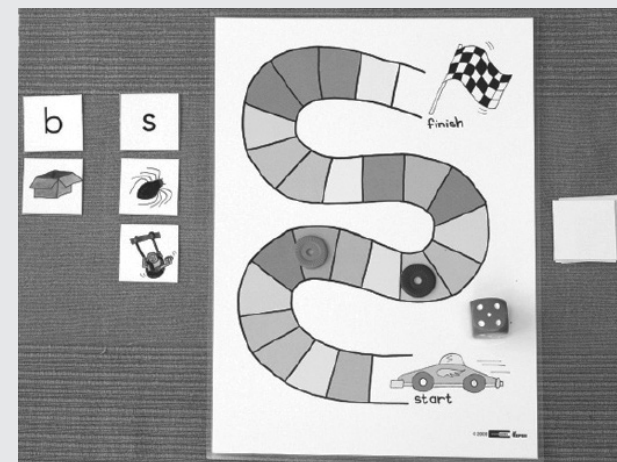
## Racing car game

### 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 large 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
- 4 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.



# UMSEBENZI

## liphazile zoonobumba nemidlalo

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

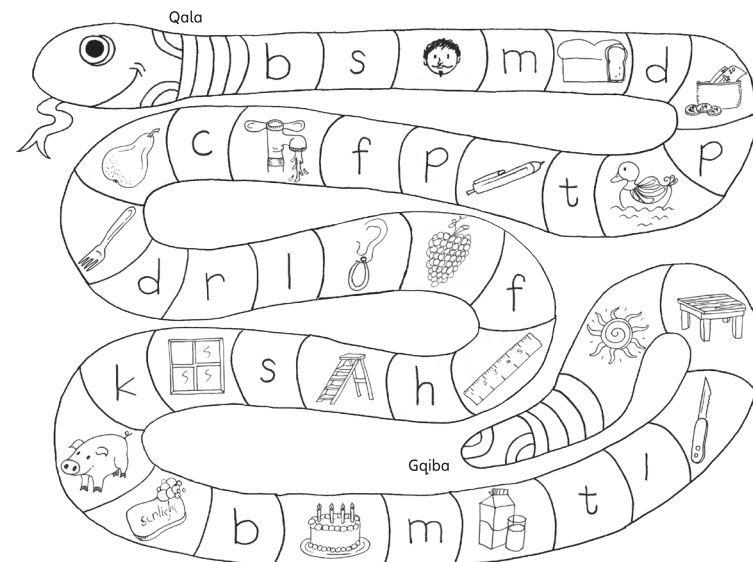
### Umdlalo wenyoka yoonobumba

#### UZA KUDINGA

libhodi zomdlalo wenyoka yoonobumba (ubukhulu obungu-A3 ukuba kuyakwazeka); amadayisi amabini amakhulu

#### AMANYATHELO

- 1 Beka ibhodi enkulu emethini phakathi kwabantwana ababini okanye abathathu abayingqongileyo.
- 2 Cacisela abantwana imithetho yomdlalo:
  - Abantwana baqalisa ukubeka izinto zabo zokubala kwintloko wenyoka.
  - Abantwana bayatshintshiselana ukujula idayisi ze 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 Xa abantwana sele bewudlalile umdlalo izihlandlo ezimbalwa, ungazisa umthetho omtsha: ukuba bafikelela emfanekisweni, mabayibize ngegama into ekuwo, babize isandi sokuqala ze babuye umva besiya kunobumba ohambelana nawo.



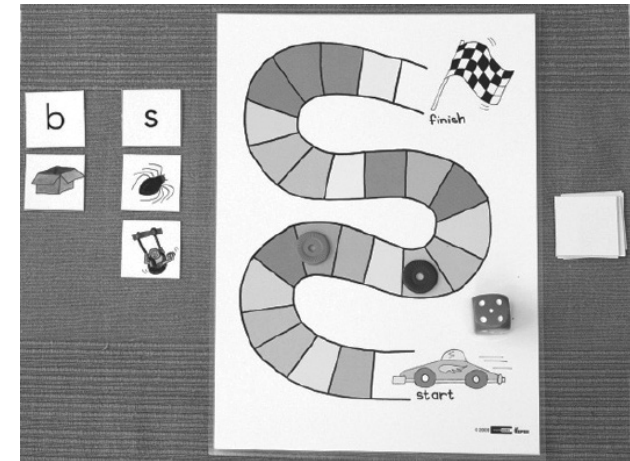
## Umdlalo wokhuphiswano lweemoto

### UZA KUDINGA

libhodi ezimbini zomdlalo wokhuphiswano lweemoto (A3 ukuba kuyakwazeka) (iphepha le-108); iiseti ezimbini zamakhadi oonobumba nemifanekiso (aprintwe kwiphepha elingu-A3 ukuba kuyakwazeka) (iphepha 110–112); amadayisi amabini nezinto zokubala

### AMANYATHELO

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





## ACTIVITY

## Practising the letter

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

### Little letter books

#### STEPS

- 1 Point to the letter **c** on the letter card and say: "Do you remember this letter? It makes the sound /c/ like in door, spoon, angry."
- 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 **c** on the front cover of their little book.
- 3 Encourage them to say the sound /c/ again. Ask the children to draw things that start with /c/ 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.

#### YOU WILL NEED

An A4 blank page folded into a little book for each child (see page 100); a letter card for each child in the group; coloured pencils or crayons (six to eight different colours)

*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 101 or write the letter as large as possible on a piece of paper.*

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

*In Week 2, follow the same steps, but focus on the letter **s** and the sound /i/ like in chair, porridge.*



# UMSEBENZI

## Ukuziqhelanisa nonobumba

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

### Iincwadi ezincinci zoonobumba

#### AMANYATHELO

- 1 Yolatha kunobumba u-c uze uthi: "Usamkhumbula lo nobumba? Wenza isandi u-/c/ njengakucucccango, cccccephe, ccccapuka." Cela abantwana ukuba babize u-cccccc kunye nawe.
- 2 Nika umntwana ngamnye incwadana esongiweyo (engena nto) uze ubaxebele ukuba baza kuzenzela ezabo iincwadana zoonobumba. Bacele ukuba babhale unobumba /c/ kuqweqwe leencwadana zabo.
- 3 Bakhuthaze ukuba batsho isandi /c/ kwakhona. Bacele bazobe izinto eziqala ngo-/c/ kwiphepha ngalinye encwadini.
- 4 Ukuba likhona ixesha, cela abantwana ukuba bakunike igama lomfanekiso ngamnye, uze ubhale igama kwiphepha ngalinye.
- 5 Xa abantwana begqibile, bayeke bahlale ngababini uze 'bafundelane' iincwadi.
- 6 Cela abantwana ukuba bagoduke nencwadi yabo encinane 'bayokufundela' iifemeli zabo emakhaya.

#### UZA KUDINGA

Iphepha lokusebenzela lomntwana ngamnye elinonobumba obhaliweyo kulo (yenza ikopi yephepha lokusebenzela kwiphepha le-106 okanye ubhale isandi kakhulu ephepheni); iikhrayoni ezimibala-bala (imibala eyahlukeneyo emithandathu ukuya kwesibhozo)

Ukuba ucinga ukuba abafundi bakho baza kuzuzana nto kumsebenzi woonobumba boMnyama kwakhona, sicebisa ukuba uwenze phambi kokuba benze le ncwadana encinane. Fotokopa umsebenzi kwiphepha le-101 okanye ubhale unobumba abe mkhulu kangangoko.

Amanyathelo omsebenzi ajolise kunobumba u-c kwaye kufuneka isetyenziswe kwiVeki yoku-1. KwiVeki yesi-2, landela amanyathelo afanayo, kodwa gxila kunobumba u-s kwaye isandi /s/ sifana no-ssssitulo, ssssidudu.



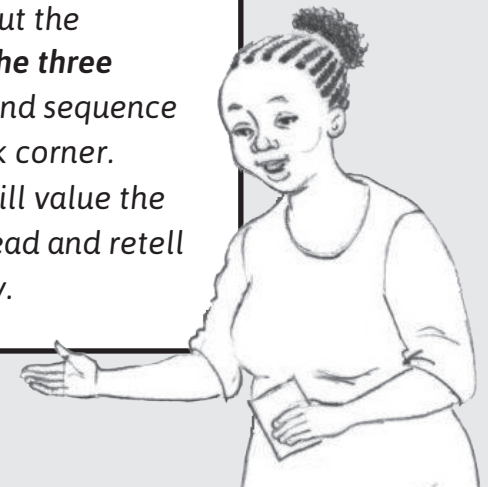
# ACTIVITY Independent reading

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 **Goldilocks and the three bears** Big Book and sequence cards in the book corner. Some children will value the opportunity to read and retell the familiar story.





# UMSEBENZI Ukuzifundela

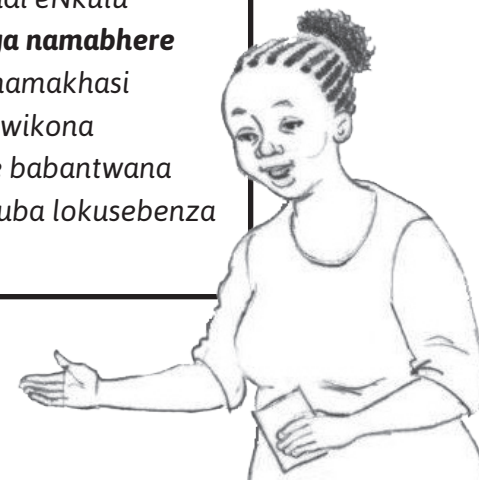
Abantwana bafunda ukuzifundela ngokunokwabo baze bonwabele iincwadi nezinye izinto ezibhaliweyo.

## AMANYATHELO

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



Usengabeka iNcwadi eNkulu ethi **UNwelezelanga namabhene amathathu** kunye namakhasi okulandelelanisa kwikona yeencwadi. Abanye babantwana baza kulixabisa ithuba lokusebenza ngebali abalaziyo.



# Izixhobo zokufunda

## Iresiphu yentlama yokudlala

### UZA KUDINGA

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



### AMANYATHELO

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

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

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



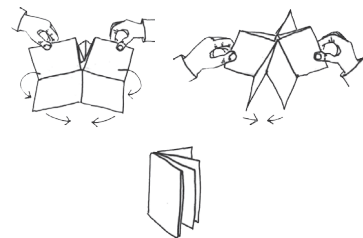
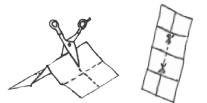
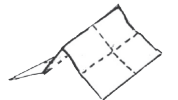
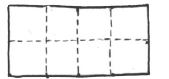
## Indlela yokwenza incwadi encinane

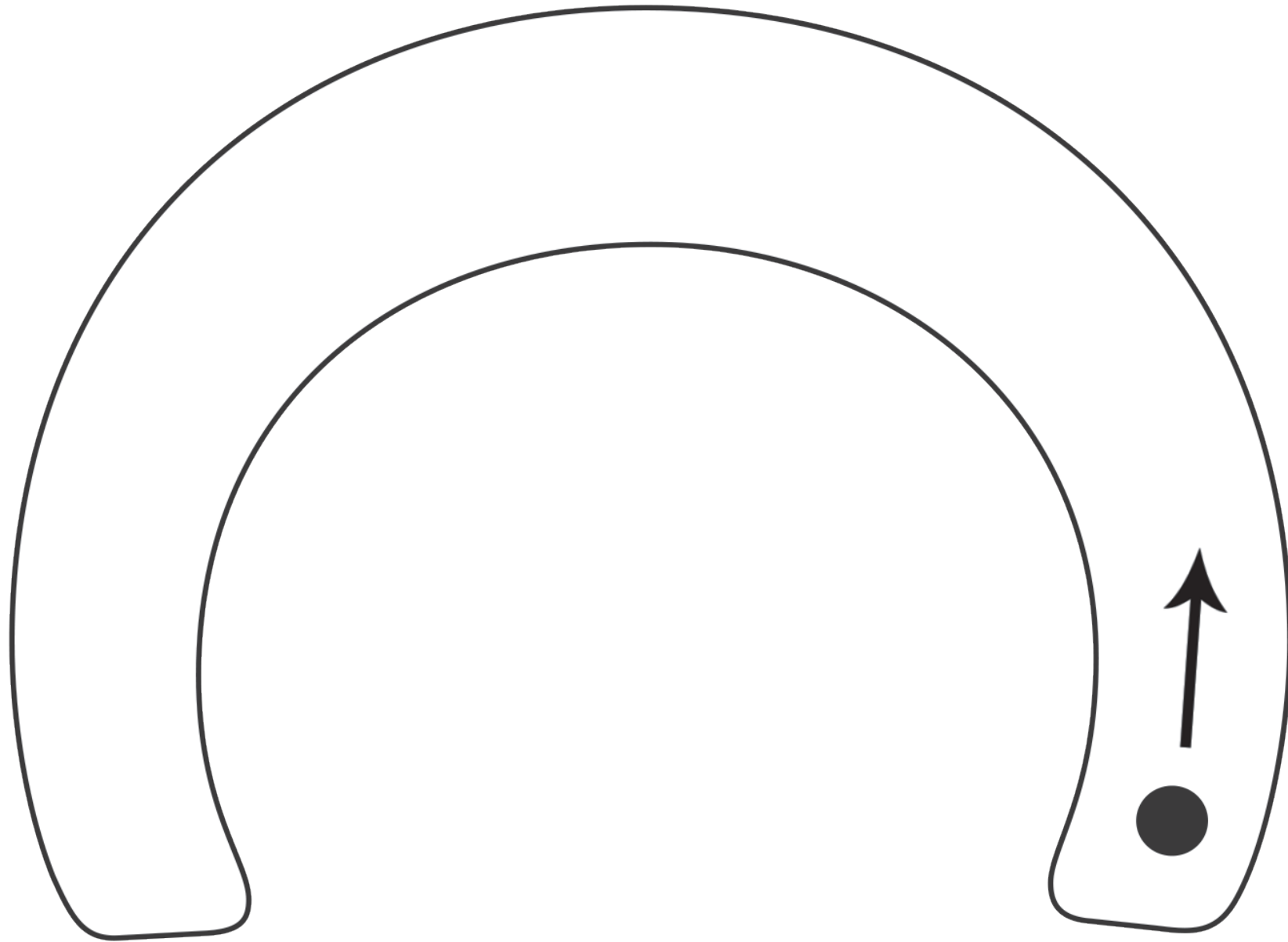
### UZA KUDINGA

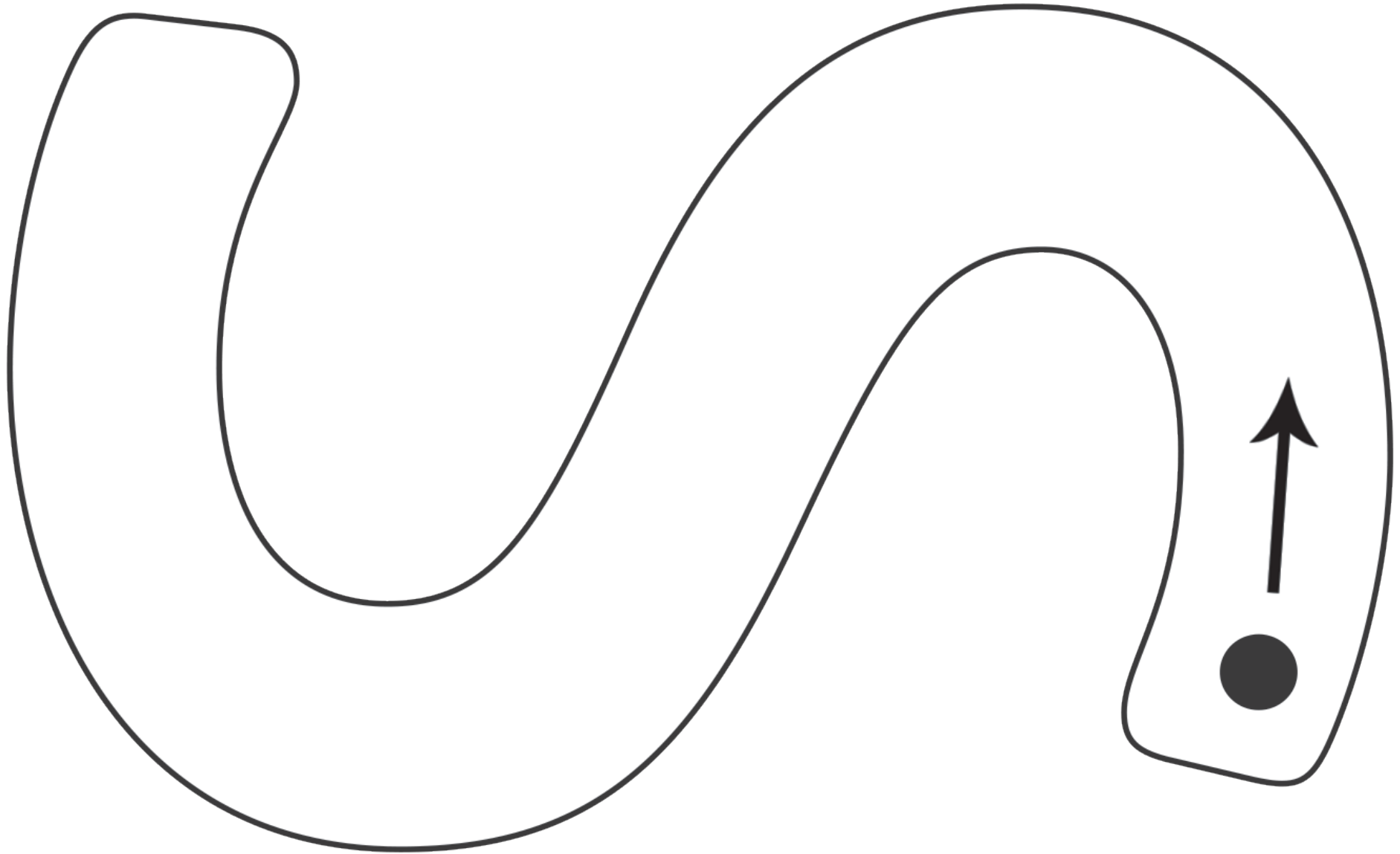
Ifotokopi yencwadi encinci yeli bali

### AMANYATHELO

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



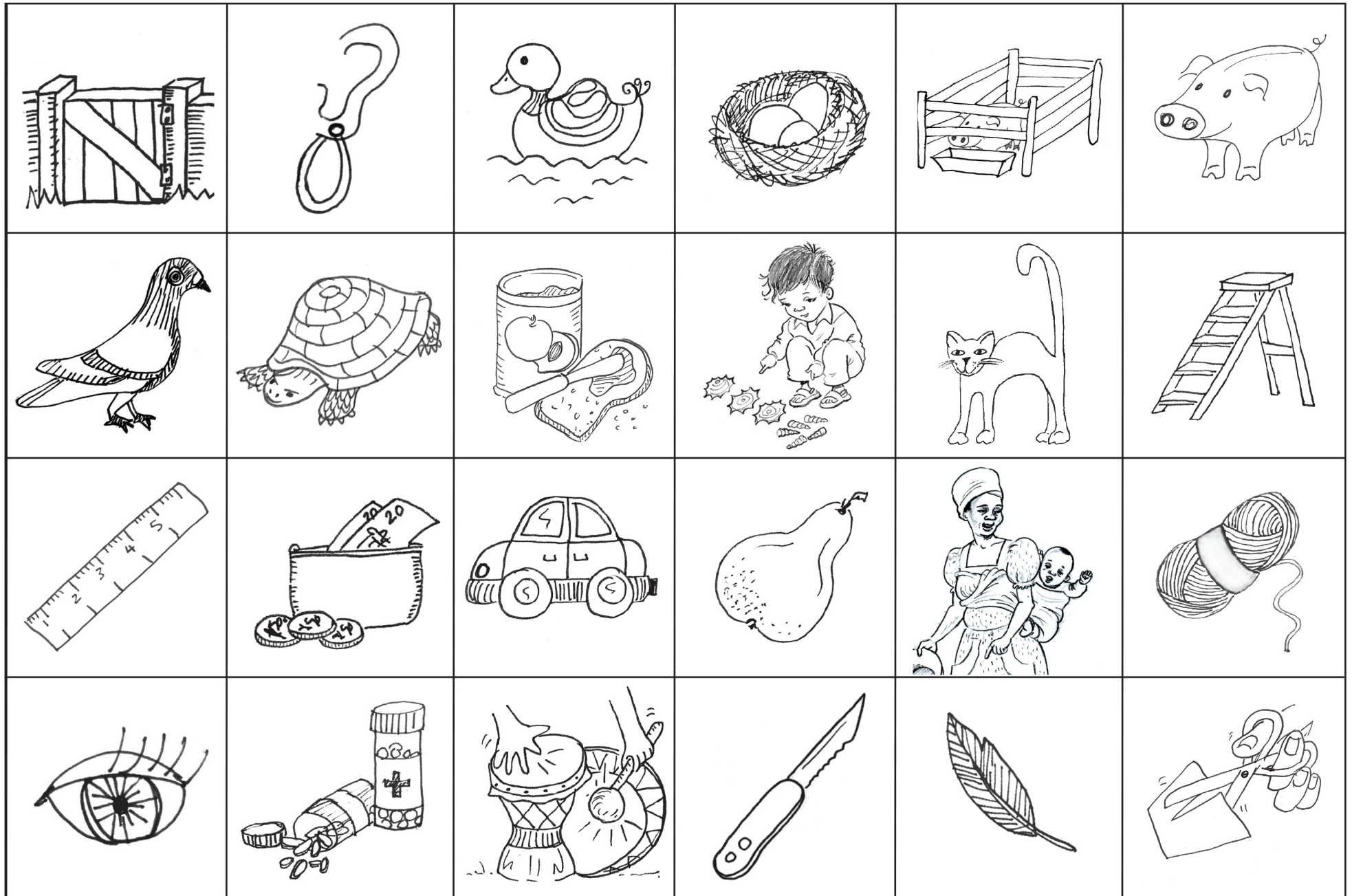




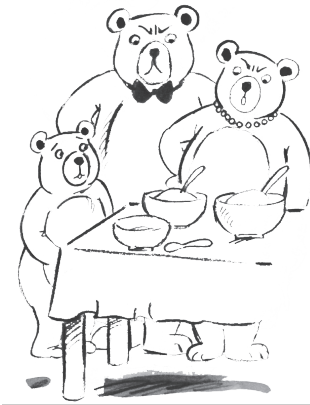
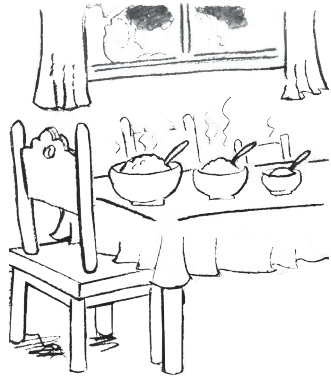
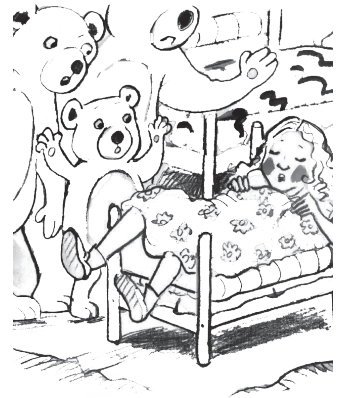
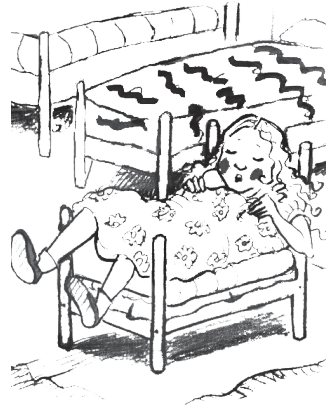
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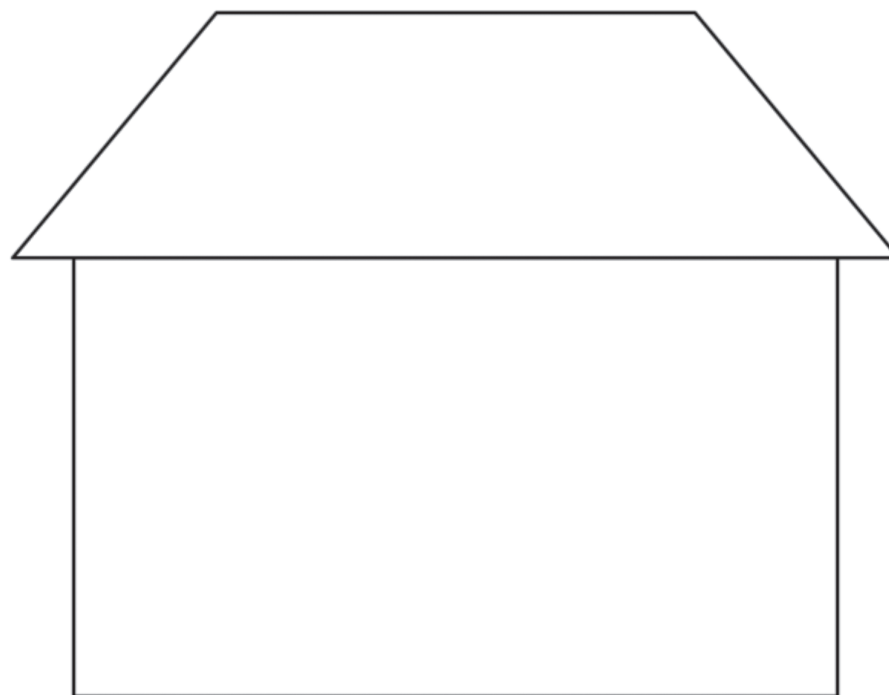

Say-it-and-move-it / Sê-dit-en-skuif-dit / Yibize uyiHambise

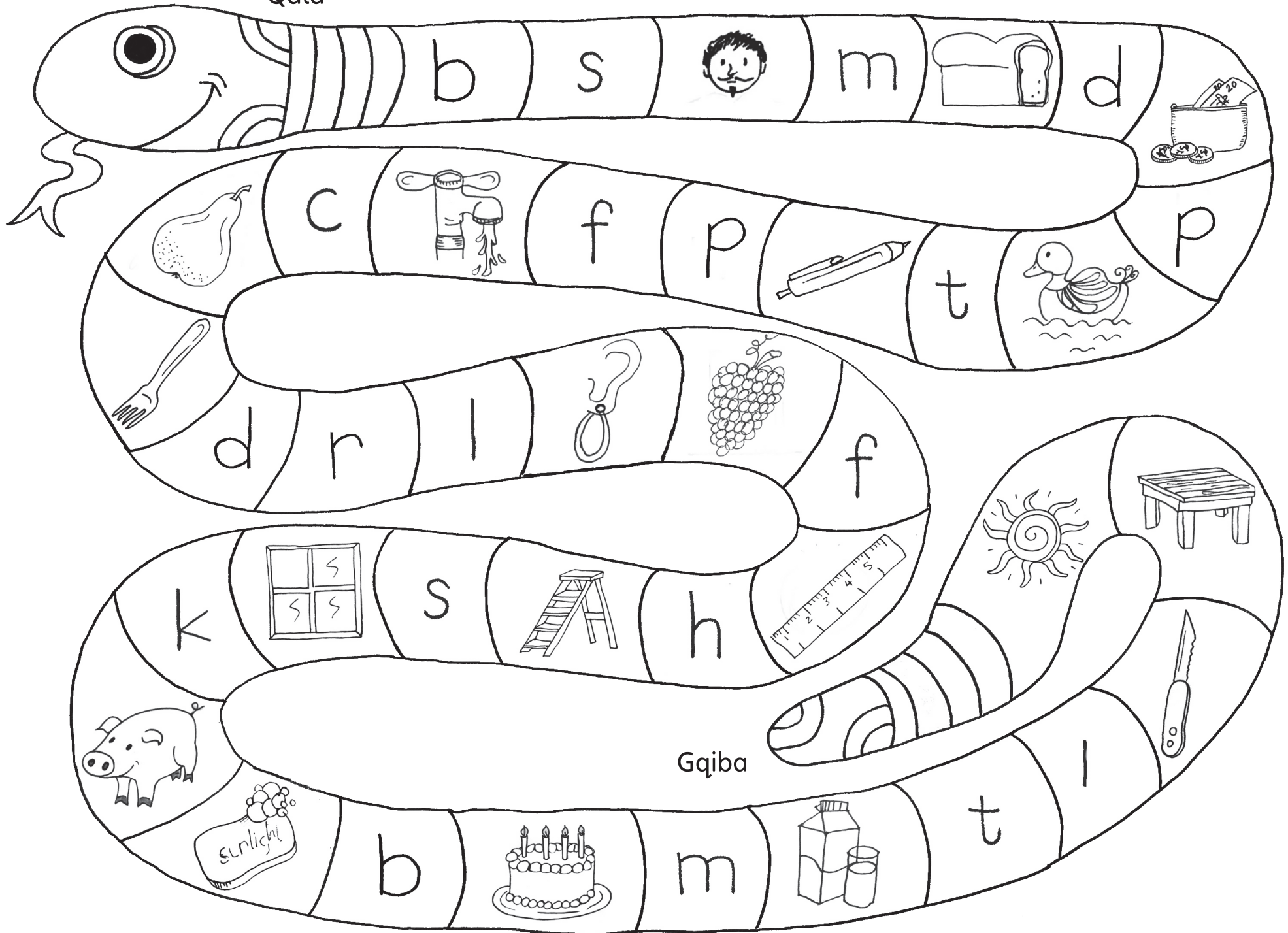



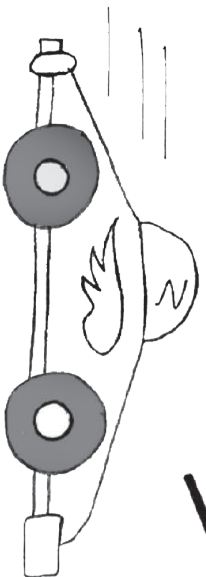




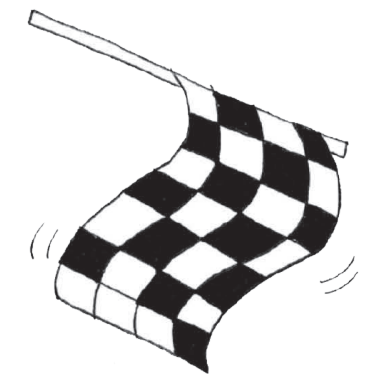
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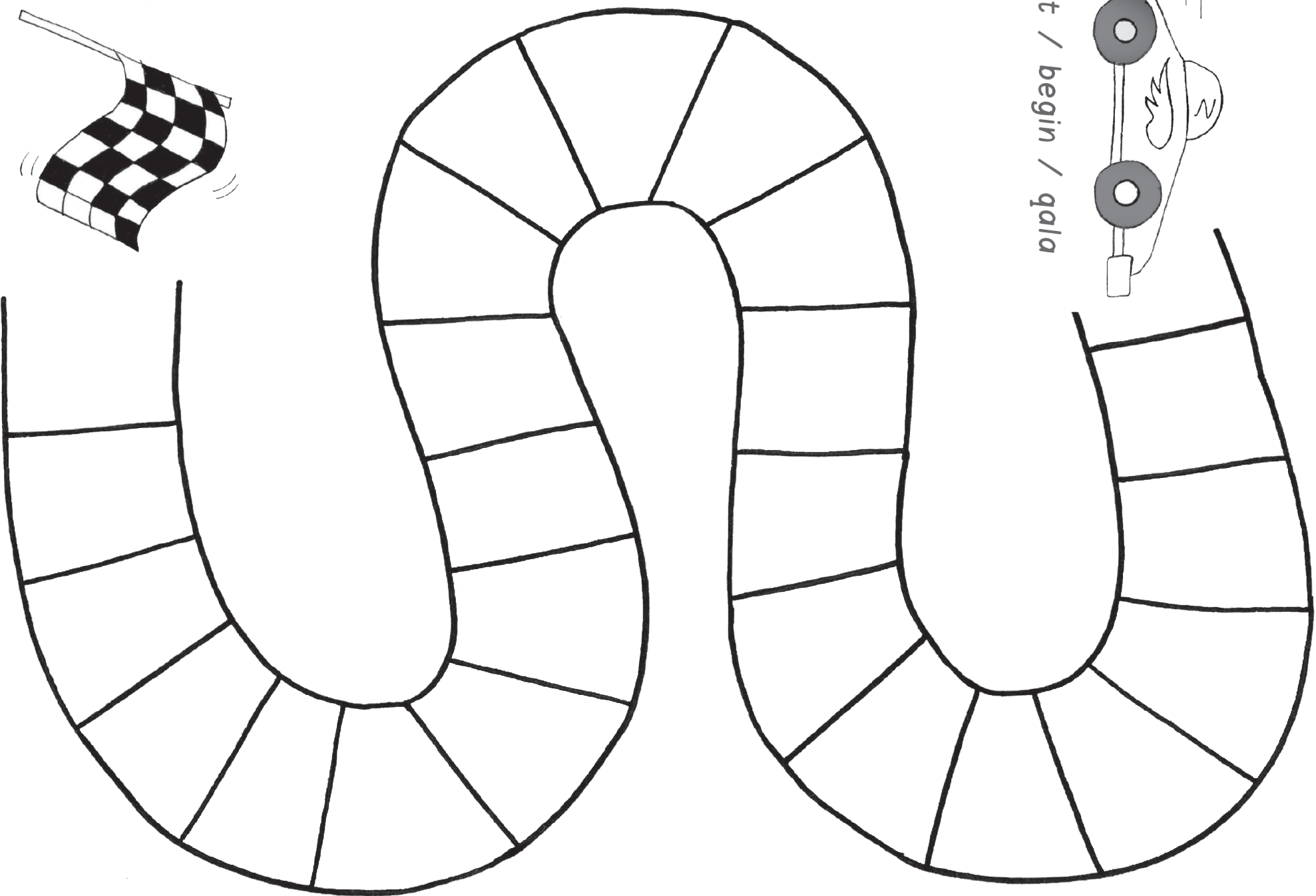


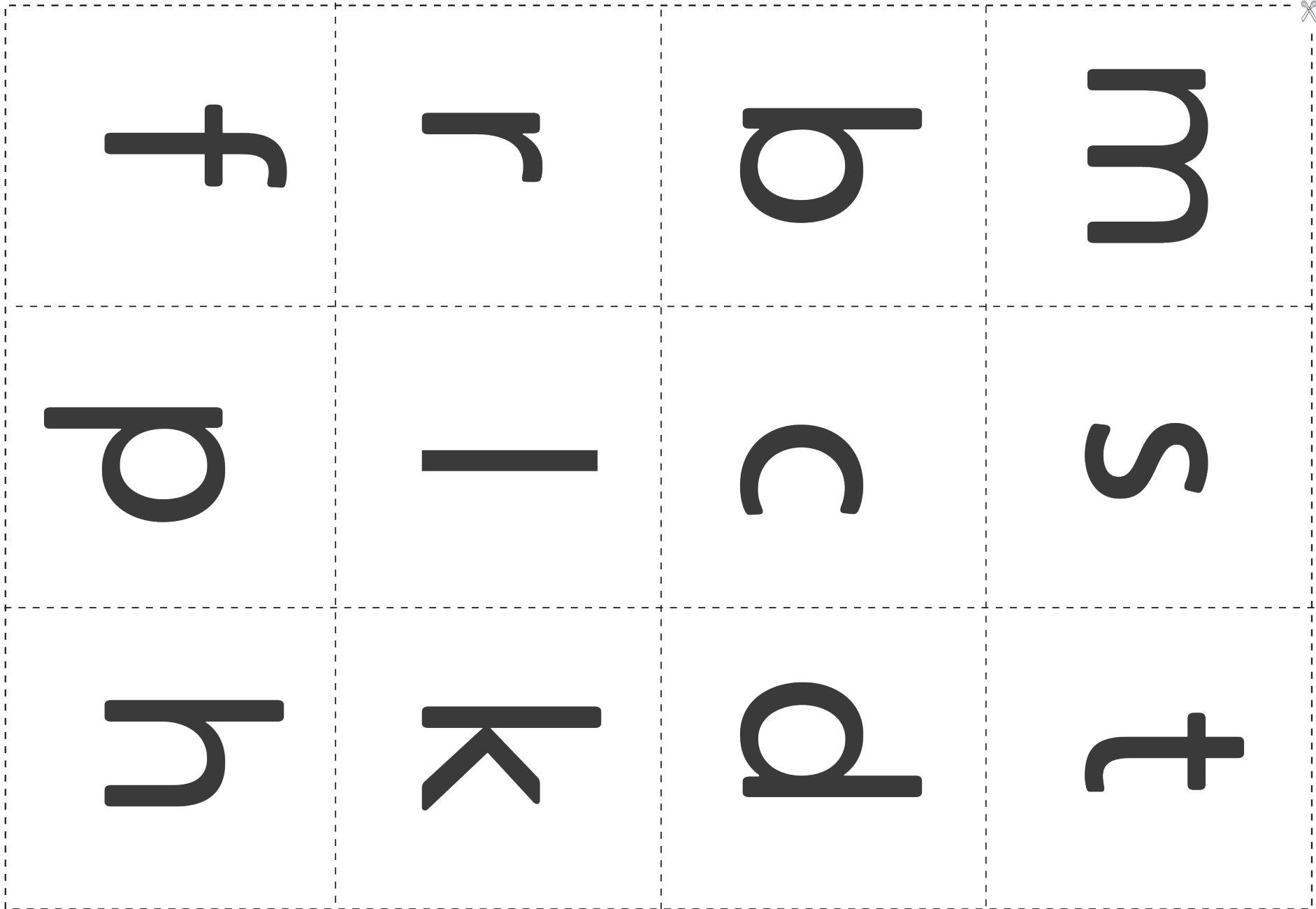


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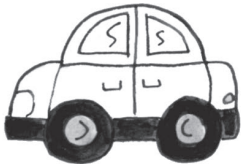
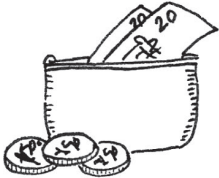


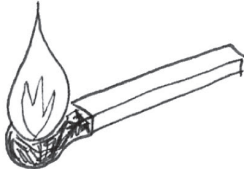

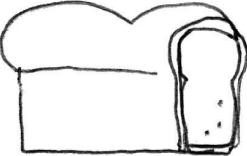




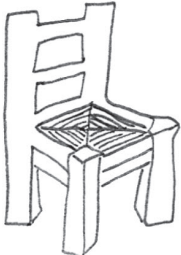



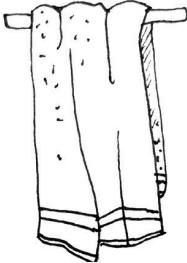


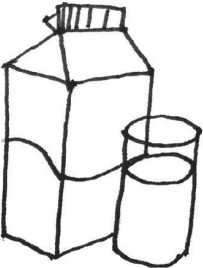







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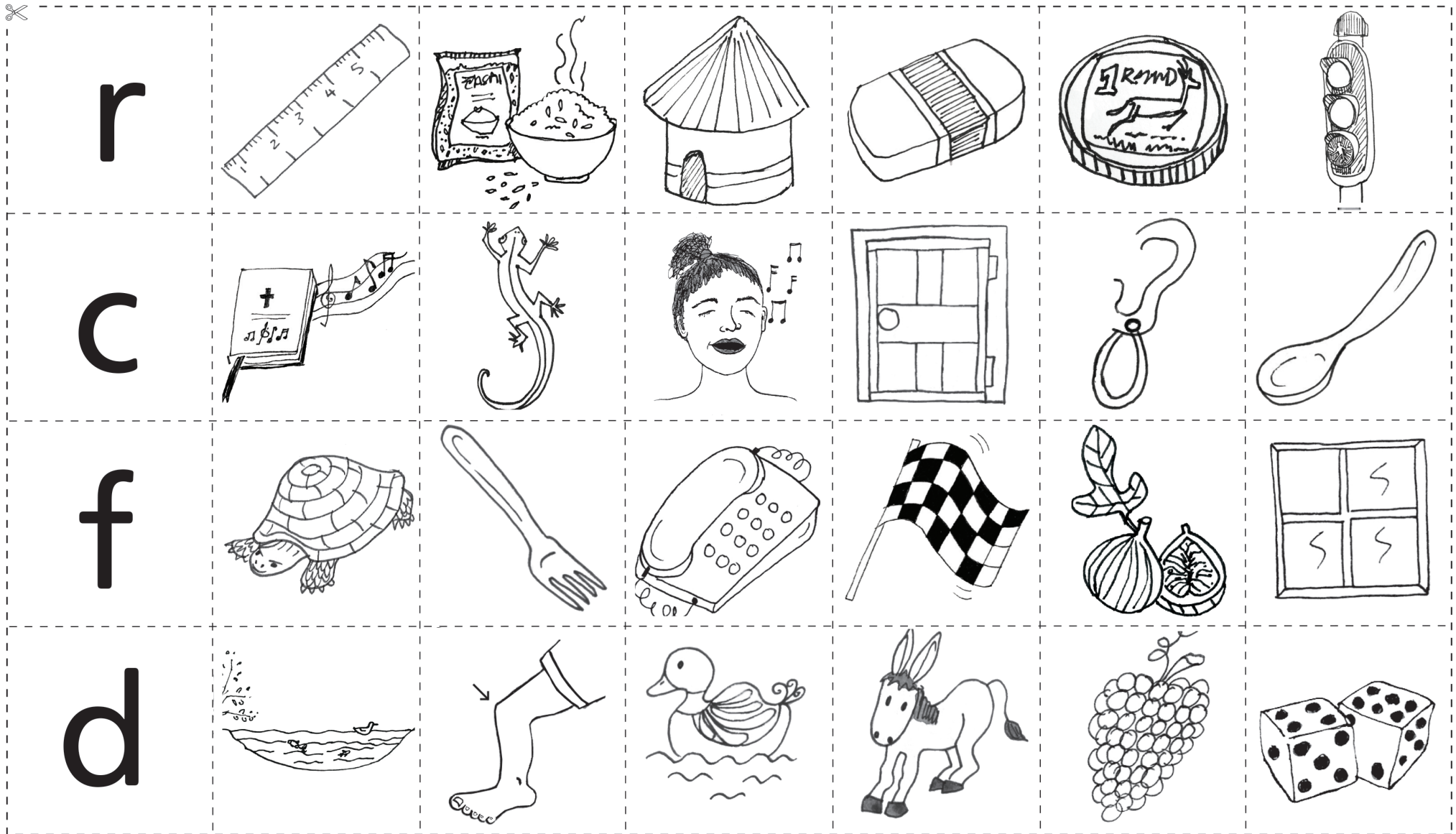






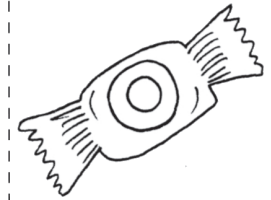
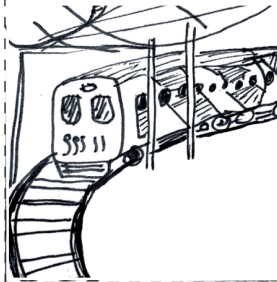
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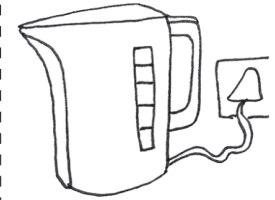
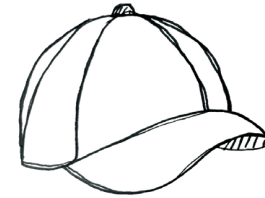
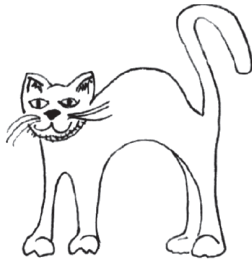




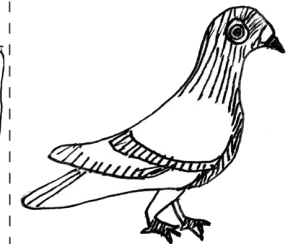
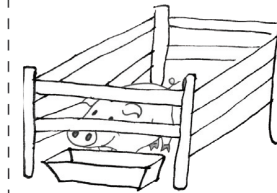
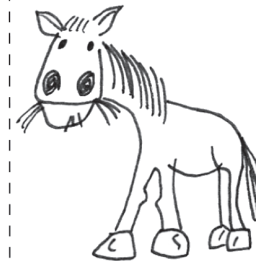
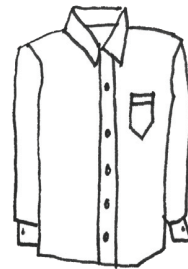
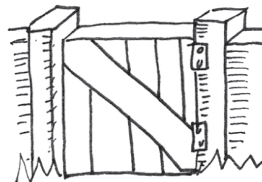
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