



Stellar Home Language

Ukuxhaswa kokupuhla kolwimi kunye nokufundisa ukufunda nokubhala kwiBanga R

IsiKhokelo sooTitshala somjikelo weeveki ezimbini

TITSHALA OBEKEKILEYO

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

Uphuhliso lolwimi olusisiseko nokufunda nokubhala

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

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

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

Inkqubo yethu

iStellar inikeza izimvo zethiyor nezenzekayo ukunceda ukwakha ulwimi olutyebileyo eklasini oluxhasa uphuhliso lokufunda nokubhala okusisiseko. Inkqubo iyiliwe emva koko yahlaziya ngokwengxelo evela kootitshala nabaqequeshi beBanga R.

Imathiriyeli yeklasi kaStellar

Esi sikhokelo sooTitshala sesinye seseti yezikhokelo zokufundisa uLwimi lwaseKhaya, ngasinye ‘sibonisa’ ibali elitsha! Isikhokelo sooTitshala ngasinye sinenkqubo yeeveki ezimbini zomsebenzi odityanisiweyo wokufundisa ulwimi lwaseKhaya kwiklasi yeBanga R yonke imihla.

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

Uqequesho leStellar

Uqequesho lootitshala kwinkqubo kaStellar, kukho iseti yeencwadi zomsebenzi olubonisa zonke izinto ezahlukaneyo zenqubo ngelixa ungena nzulu ekuqondeni ukubaluleka kwento nganye.

Amabali enu

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

Dibana noStella

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

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

Two weeks planned

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.

The collage illustrates the variety of activities included in the book, such as:

- Storytelling and building vocabulary:** Activities include introducing new words, discussing meanings, and drawing related objects.
- Introducing a letter from the story:** Activities include identifying letters in the title, forming letters, and drawing related objects.
- Drawing and emergent writing (teacher-guided):** Activities involve drawing and writing based on the story.
- My favourite part of the story:** Activities include writing about favorite parts of the story and drawing them.

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 spread shows the following content:

- Story:** 'Bushbuck's visitor' (Illustrated by a lion and a bushbuck).
- Vocabulary List:** Words like bushbuck, elephant, frog, friend, house, door, stick, rain, marks, sun, bright, green, brown, yellow, blue, white, dark, leave, close, swing, smile, laugh, help, call, biggest, bracelet, surprise, trick.
- Musical Score:** A musical score for 'Bushbuck's visitor' with lyrics: "If you should meet a Bushbuck walking down the street, What would you do? What would you say? I'd say, 'Good morning, Bushbuck, how do you do? I'm pleased to meet you, Elephant, and may I dance with you?' (Children hook arms and dance in pairs.)
- Activity:** Children are encouraged to draw and dance to the music.

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*.

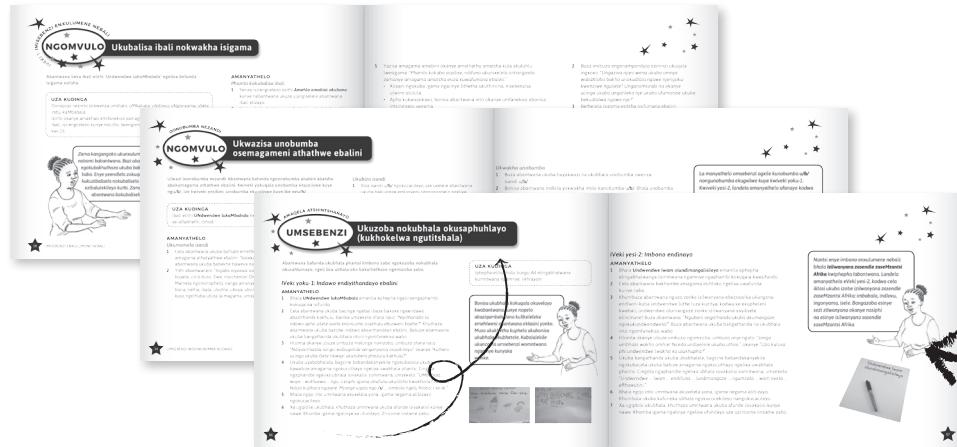


Ukwaziswa kuStellar

Isetyenziswa njani le ncwadi

Isicwangciso seeveki ezimbini: Iweki yoku-1					
UMSEBENZI	UMVULO	ULWESIBINI	ULWESITHATHU	ULWESINE	ULWEISHILANU
BONINA UZE UBALISE	Yorwabala ambalu ambawala uze uwabale	Yorwabala ambalu ambawala uze uwabale	Ilbhoksi zooburba	Ukubala izandi okulitse kuto	Yorwabala ambalu ambawala uze uwabale
IMISEBENZI YEKASI YONKE YOONOBUMBA NEZANDI	Balha bali dikelokela. Ukubala uzeufumba osengameni otthawhe eluthu u/v	Ukubala osundama (imewebala yekesiwa ulu-mwo ezimbini)	Ukubala bali nökwaswa komadlo	Ukubala imfimfeso régulatadefelana kreyo (ukuboktewa ngitshala)	Ukubala rjokohada reduksa
IMISEBENZI YEKASI YONKE ESEKELWE EBALINI	Ukubala bali nökwaswa legume	Ukubala bali nökwaswa	Ispela leku-1	Ispela leku-2 (Ukufundela)	Ispela leku-3 (Ukuzoholaha okusaphulyo (ukuhokela ngitshala))
IMISEBENZI YAMAQALA ATSHINTSHANAYO	Ispela leku-4 (Ukubala zoonobumba nemidalo) Ispela leku-5 (Ukubala rjokohada nemidalo)	Ispela leku-2 (Ukuzoholaha okusaphulyo (ukuhokela ngitshala)) Ispela leku-3 (Ukubala zoonobumba u/b/ (ukuhokela ngitshala))	Ispela leku-1	Ispela leku-2 (Ukuzoholaha okusaphulyo (ukuhokela ngitshala)) Ispela leku-3 (Ukubala zoonobumba u/b/ (ukuhokela ngitshala))	Ispela leku-2 (Ukuzoholaha okusaphulyo (ukuhokela ngitshala))
IKESHA LEBALI	Funda incendu entsha ukwaza yonke imbla	Funda incendu entsha ukwaza yonke imbla	Ispela leku-4 (Ukubala rjokohada nemidalo) Ispela leku-5 (Ukubala zoonobumba nemidalo)	Ispela leku-4 (Ukubala rjokohada nemidalo) Ispela leku-5 (Ukubala zoonobumba u/b/ (ukuhokela ngitshala))	Ispela leku-4 (Ukubala rjokohada nemidalo) Ispela leku-5 (Ukubala zoonobumba u/b/ (ukuhokela ngitshala))
Funda incendu entsha ukwaza yonke imbla					

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

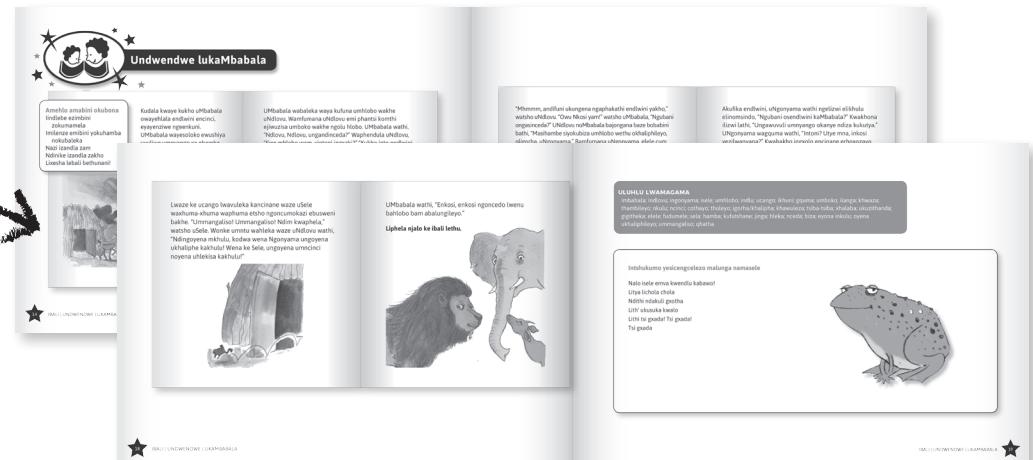


Fumana indlela yakho ngokulula ngokuthi ujunge amagama amacandelo emantla nasekupheleni kwephepha ngalinye.

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

Ukuba ulandela isicwangciso, uya kube uqukumbela yonke into oyidingayo yokufundisa uLwimi lwaseKhaya ngendalela yeCAPS.

Abantwana baza kufumana ngokulinganayo imisebenzi yeklasi yonke neyamaqela, eminye yayo bay aku zuenzela bodwa ngaphandle kokuncediswa; kweminye bay aku khokelwa ngutitshala.



Imisebenzi yahlulwe yaba ngamacandelo amathathu, icandelo ngalinye linentshayelelo yalo:

1. **Imisebenzi yoonobumba nezandi**
2. **Imisebenzi esekelwe ebali**
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 usisebenzia phi isixhobo ngasinye somsebenzi.

Ukwakhiwa kwebhokisi yezixhobo

Ehubeni kuza kufuneka uzakhele ibhokisi yakho yezixhobo zomsebenzi ufundise inkqubo kaStellar. Ezinye zezi zixhobo zomsebenzi zimalunga nebali kwisikhokelo ngasinye. Sikuqale ngoonopopi, imifanekiso elandeelanayo neNcwadi eNkulu kwipakethe yebali ngalinye, kune nethemplayiti yokwenza iincwadana. Abantwana baza kuzonwabela izinto oza kuzisebenzisa xa ubalisa ibali kune 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 kune neemagazini zekona yakho neepowusta zodonga lwakho.

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

Sicebisa ukuba uqinisekise ukuba yonke into ilungile ngaphambi kokuba ugale 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 kune nempumelelo, kwakune 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, kwakune neengcamango zakho onazo nendlela oya kuthi uziphendule ngayo.

Ngaphezulu kokujonga okuqhube kayo imihla ngemihla, maninzi amathuba ovavanyo akhelwe kumjikelo weeveki ezimbini zikaStellar akunika ithuba lokujolisa kwinkqubo yomfundu ngamnye. Oku kuukuka:

- 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, kune nomsebenzi wesibini wokulandeelanisa imifanekiso (ubizwa ngokuba kukubeka imifanekiso ngokulandeelana 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 inikezelia ngemisebenzi ehleliweyo ngamaxhesha ahlukeneyo emini. Kubalulekile ukuba umamele, uphendule izinto ezithandwa ngabantwana bakho. Amaxesha otshintsho, bonisa uxele, amaxesha okutya kune nesangqa sasekuseni, zonke zinika amathuba amahle okwakha ulwimi ngokubuza imibuzo, unlike izimvo kune neencoko. Kwphepha 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 njengenkubo 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 ukusixeleta ukuba uze nantoni? Emva koko, iza kuba nguSean alandelwe nguJane."
- 4 "Qinisekisa umntwana ngento ayikhethileyo ngokuthi wabelana naye ngemvakalelo zakho. Umzekelo: "Ndiyakuthanda ukuchola-chola amaqokobhe; andikhumbuza ihlobi!"
- 5 Mamelisisa kakuhle umntwana othethayo. Mjonge emehlwani. Sebenzisa igama lakhe rhoqo ukuqinisekisa indima yakhe kulo msebenzi.
- 6 Phinda ucacise izinto abazithethayo ngezinto zabo. Funa ulwazi ngokubuza imibuzo ethe ngqo umamele kakuhle iimpendulo zabo. Buza ukuba ukhona na omnye onombuzo.
- 7 Bakugqiba abantwana ukuthetha ngento yabo, buza imibuzo ekhawulezileyo ukhangele ukuba bayakhumbula na kwaye bayaqonda na:
 - Ngubani osixelete?
 - U... wayifumana phi i... yakhe?
 - Omnye umntu kwiqela makachaze ukuba kutheni iqaga liphulukana neentsiba zalo nje. Usasikhumbula isizathu?

Ixesha lebali: Ukufunda ukhwaza uzonwabisa

Inqubo 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 kulantela. Sifuna abantwana 'bangene ebalini' ngokupheleleyo – batsalwe bubuhle bebali kwaye bonwabele ubuncwane beencwadi.

Kumjikelo weveki ezimbini zokuhlohlha zikaStellar, siphakamisa ukuba ukufunda ukhwaza kwenzeke ekupheleni kwemini. Kufuneka ucwangcise kwanethuba ulandeleanise 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, ungafula ukuwutsiba umfanekiso okanye ume esiqingatheni sebali!)
- 3 Dibanisa ibali kulwazi namava abantwana.
- 4 Yazisa amagama ambalwa angundoqo ebalini.
- 5 Funda isihloko sebali negama lombhalo 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 kwenze ka 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

Kungenze ka 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 lokuhlohlha esikolweni, abafundi abathetha ulwimi lwesibini baza kuzuza xa besiva ibali elinye ngolwimi lwabo. Ukuba uziva ungazithembanga ukabalisa ibali ngale ndlela, ungamema umzali azokubalisa ibali ngolwimi lwabo. linguqulelo 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 bankqenkqeze phambili! Siyakukhuthaza ukuba wonwabele ukusebenzisa amagama ebali, ukuze uzakhele olwaho ulwazi lwezinye ilwimi. Zama ukwazisa amagama esigama aphuma kumabali kaStellar akwiilwimi ezahlukeneyo ukuqinisekisa ukuqonda kwabo bafundi abathetha ulwimi lwesibini, wandise nolwazi lwabantwana abathetha ulwimi olunye.

Abazali

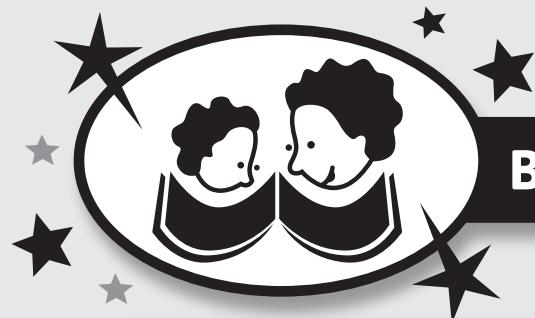
Kubalulekile kakhulu kubazali ukuba bathathe inxaxheba kwimfundu yabantwana babo, ingakumbi xa bebancinci abantwana babo. Xa abazali bekuvumela okwenzeka esikolweni, loo nto inceda abantwana babo ukuba babambe izinto ezimbini ezibalulekileyo kwilizwe labo – indima yesikolo nendima yasekhaya.

IsiKhokelo sooTitshala seentlanganiso zabazali siyilelwé ukunceda abazali ukuba babe nomdla kwiklasi yakho yeBanga R, ingakumbi ngokwenza kwakho umsebenzi kaStellar wokupuhhlisa 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 yinguqulelo yesiNgesi esuka kwisiXhosa. Amaphepha esiNgesi anombala ongwevu emva kwamagama ukwenzela ukuba uwafumane ngokulula.





Bushbuck's visitor

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 was a bushbuck, and he lived in a little house made of sticks. Bushbuck always left his door open when he went out. One day, Bushbuck went out to the river to drink some water, and he left his door open as always. He was walking back to his house when he noticed that his door was closed. Bushbuck was worried, and he said in his quiet Bushbuck voice, "Who is in my house?" He listened and waited. Somebody answered in a deep voice, "Do not open the door or I will eat you!" Bushbuck was very frightened.

Bushbuck ran to find his friend Elephant. He found Elephant standing under a tree, swinging his trunk like this. Bushbuck said, "Elephant, Elephant, can you help me?" Elephant replied, "Yes, my friend, what's the matter?" "There's someone in my house and he says he's going to eat me," said Bushbuck.

So Elephant and Bushbuck went back to the house. Elephant walked in his slow Elephant way. Bushbuck ran in his quick, jumpy Bushbuck way. When they got back to the house, Elephant said in his slow Elephant voice, "Who is in Bushbuck's house?" The deep voice answered, "Do not open the door or I will eat you!"



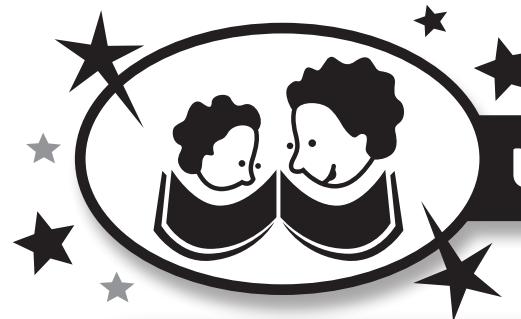
"Mmmmm, I don't want to go inside your house," said Elephant. "Oh my!" said Bushbuck. "Who can help us?" Elephant and Bushbuck looked at each other and they both said, "Let's go and call our brave friend, Lion." They found Lion, fast asleep in the warm sun. Elephant called

to Lion, "Lion, Lion, can you help us?" Lion said, "Yes, my friend, what's the matter?" "There is somebody in Bushbuck's house and he says he is going to eat us," said Elephant. Lion threw back his head and roared. Then he got up and walked to Bushbuck's house in his proud, lionish way.



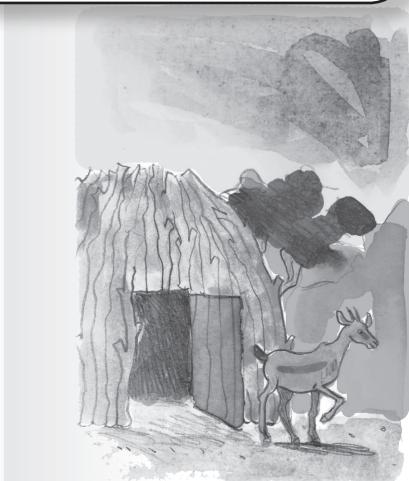
When he got to the house, he said in his loud, angry voice, "Who is in Bushbuck's house?" Again, the voice said, "Do not open the door or I will eat you!" Lion roared and said, "What? Eat me, the King of the animals?" Then there was a little scuffling noise, like this, and a little giggling noise, like this.





Undwendwe lukaMbaba

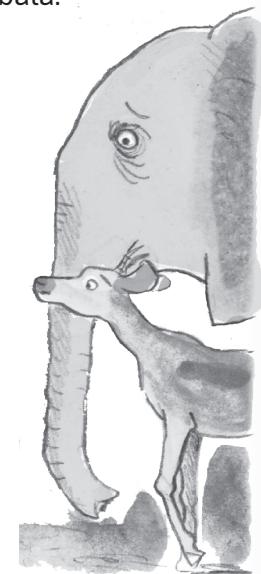
Amehlo amabini okubona
lindlebe ezimbini
zokumamela
Imilenze emibini yokuhamba
nokubaleka
Nazi izandla zam
Ndinike izandla zakho
Lixesha lebali bethunani!



Kudala kwaye kukho uMbabala
owayehlala endlwini encinci,
eyayenziwe ngeenkuni.
UMbabala wayesoloko ewushiya
uvuliwe umnyango xa ehamba.
Ngenye imini, uMbabala waya
emlanjeni eye kusela amanzi,
wawushiya umnyango wakhe
uvuliwe. Wathi xa ebuyela
endlwini waqaphela ukuba
umnyango wakhe uvalekile.
UMbabala wabanexhala
waze ngelizwi eliphantsi
leMbaba wathi, "Ngubani
osendlwini yam?" Wamamela,
walinda. Kwaphendula into
enelizwi elingqokolayo.
"Ungawuvuli umnyango okanye
ndiza kukutya!" UMbabala
woyika kakhulu.

UMbabala wabaleka waya kufuna umhlobo wakhe
uNdlovu. Wamfumana uNdlovu emi phantsi komthi
ejiwuzisa umboko wakhe ngolu hlobo. UMbabala wathi,
"Ndlovu, Ndlovu, ungandinceda?" Waphendula uNdlovu,
"Ewe mhlobo wam, yintoni ingxaki?" "Kukho into endlwini
yam ethi izi kunditya," watsho uMbabala.

Ngoko ke uNdlovu noMbaba
babuyela endlwini. UNdlovu
wahamba ngoko kucothoza
kwakhe kwendlovu. UMbabala
wabaleka ngalaa ndlela yakhe
ikhawulezayo, itsibatsibayo
yeMbaba. Bakufika endlwini
yeMbaba, uNdlovu watsho
ngelizwi elicothayo leNdlovu
wathi. "Ngubani osendlwini
kaMbaba?" Ilizwi elikhulu
elingqokolayo lathi, "Ungawuvuli
umnyango okanye ndiza kukutya!"



"Mhmmm, andifuni ukungena ngaphakathi endlwini yakho," watsho uNdlovu. "Owu Nkosi yam!" watsho uMbabala, "Ngubani ongasinceda?" UNdlovu noMbabala bajongana baze bobabini bathi, "Masihambe siyokubiza umhlobo wethu okhaliphileyo, oligorha, uNgonyama." Bamfumana uNgonyama, elele cum elangeni elishushu. UNdlovu wabiza uNgonyama wathi,

"Ngonyama, Ngonyama, ungasinceda?"
UNgonyama wathi,
"Ewe mhlobo wam,
yintoni ingxaki?"
"Kukho umntu endlwini
kaMbabala, uthi uza
kusitya," watsho uNdlovu.
UNgonyama waqethukisa
intloko wagquma. Waze
waphakama wahamba
waya endlwini kaMbabala
enyantsula ngokuzithanda
kwengonyama.



Akufika endlwini, uNgonyama wathi ngelizwi elikhulu elinomsindo, "Ngubani osendlwini kaMbabala?" Kwakhona ilizwi lathi, "Ungawuvuli umnyango okanye ndiza kukutya." UNgonyama wagquma wathi, "Intoni? Utye mna, inkosi yezilwanyana?" Kwabakho ingxolo encinane erhoxozayo enjengale kune nengxolo encinane egigithekayo njengale.

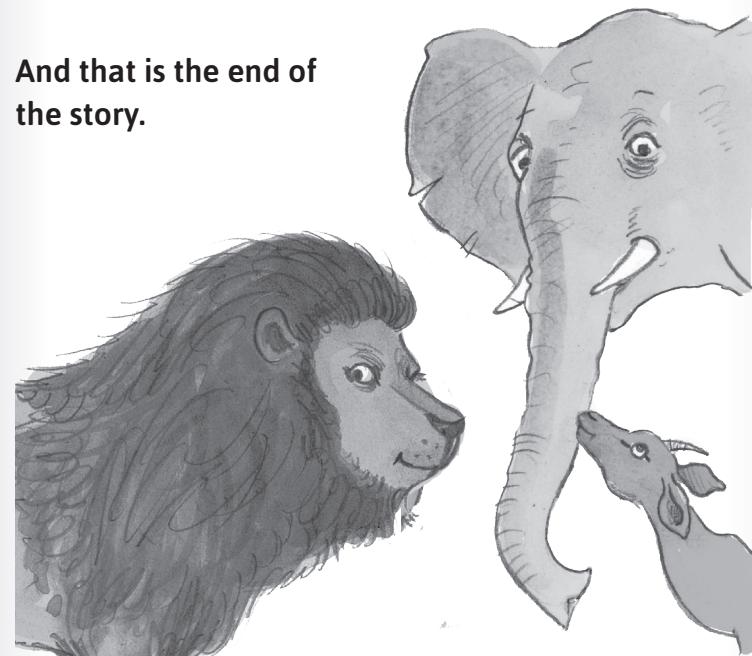


Then the door opened slowly and Frog hopped out with a big smile on his face. "Surprise! Surprise! It's only me," said Frog. Everyone laughed and Elephant said, "I am the biggest, but Lion, you are the bravest! And you, Frog, you are the smallest and the funniest of us all!"



Bushbuck said, "Thank you, thank you for your help, my good friends."

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



VOCABULARY LIST

bushbuck; elephant; lion; frog; friend; house; door; stick; roar; trunk; sun; loud; soft; big; small; fast; slow; quiet; brave; quick; jumpy; worried; proud; giggle; asleep; warm; drink; leave; close; swing; smile; laugh; help; call; biggest; bravest; surprise; trick

Recitation about the frog

Here is a frog behind my father's house

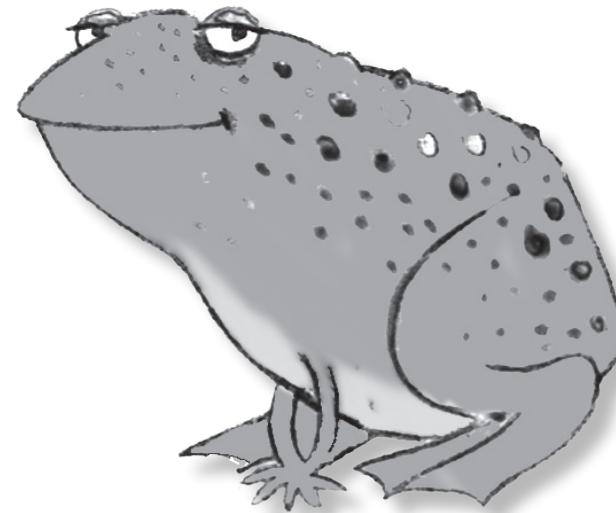
It eats while plucking

When I chased it away

When it leaves it jumps

It jumps up and down!

Up and down!



Lwaze ke ucango lwavuleka kancinane waze uSele waxhuma-xhuma waphuma etsho ngoncumokazi ebusweni bakhe. "Ummangaliso! Ummangaliso! Ndim kwaphela," watsho uSele. Wonke umntu wahleka waze uNdlovu wathi, "Ndingoyena mkhulu, kodwa wena Ngonyama ungojena ukhaliphe kakhulu! Wena ke Sele, ungojena umncinci noyena uhlekisa kakhulu!"



UMbabala wathi, "Enkosi, enkosi ngoncedo lwenu bahlobo bam abalungileyo."

Liphela njalo ke ibali lethu.



ULUHLU LWAMAGAMA

Imbabala; indlovu; ingonyama; isele; umhlobo; indlu; ucango; ikhuni; gquma; umboko; ilanga; khwaza;
thambileyo; nkulu; ncinci; cothayo; thuleyo; igorha/khalipha; khawuleza; tsiba-tsiba; xhalaba; ukuzithanda;
gigitheka; elele; fudumele; sela; hamba; kufutshane; jinga; hleka; nceda; biza; eyona inkulu; oyena
ukhaliphileyo; ummangaliso; qhatha

Intshukumo yesicengcelezo malunga namasele

Nalo isele emva kwendlu kabawo!

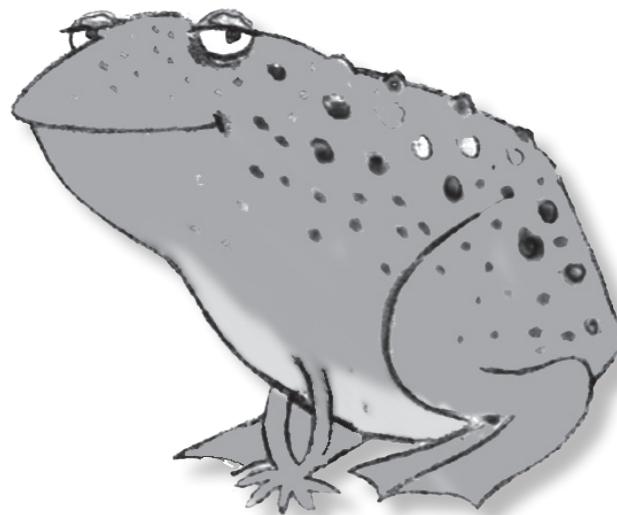
Litya lichola chola

Ndithi ndakuli gxotha

Lith' ukusuka kwalo

Lithi tsi gxada! Tsi gxada!

Tsi gxada





Two-week planner: Week 1

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



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



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Isicwangciso seeveki ezimbini: IVEKI YOKU-1

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



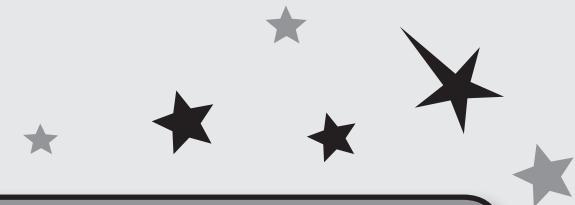
ULWESITHATHU	ULWESINE	ULWESIHLANU
Yonwabela amabali ambalwa uze uwabalise	Yonwabela amabali ambalwa uze uwabalise	Yonwabela amabali ambalwa uze uwabalise
libhokisi zoonobumba	Ukumamela izandi ekujoliswe kuzo	Ukudibanisa nokwahlula (amalungu)
Ukubalisa ibali nokulinganisa	Ukubeka imifanekiso ngokulandelelana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



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Two-week planner: Week 2

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



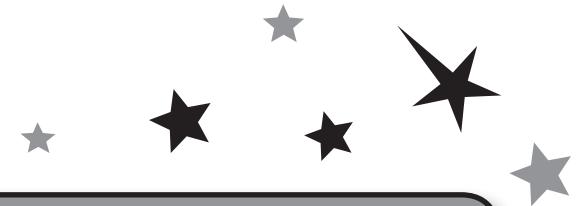
WEDNESDAY	THURSDAY	FRIDAY
Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.	Enjoy a few show and tell presentations.
Letter boxes	Listening for sounds in words	Blending and segmenting (syllables and CVC)
Read and do	Shared writing and reading	Listen and do
Group 1 Letter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

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Isicwangciso seeveki ezimbini: IVEKI YESI-2

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



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



Introduction to letters and sounds activities

The world of letters and sounds

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

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

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

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

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

Teaching letters and sounds

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

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

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



Resources to make for the letters and sounds activities

Play dough mats

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

Whiteboards

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

A set of letter boxes

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

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



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



Intshayelelo kwimisebenzi emalunga noonobumba nezandi

Ilizwe loonobumba nezandi

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

Asikholelwa ekubenitumtwana okwiBanga R makafunde ngokunkqaya okanye acengceleziswe oonobumba, akope oonobumba ebhodini, okanye afundiswe ukubhala oonobumba phakathi kwemigca esephepheni okanye ababhale ngepensile ephepheni. Ngokwenqubo 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, uphandlwazi 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 ukuwabhalo. Icandelo loonobumba nezandi kule nkqubo yakwaStellar, ikuwa imisebenzi emininzi eyenziwa ngomlomo ukunceda kupuhhliswe ulwazi lwabantwana ukuze bakuqonde ukusebenzia izandi.

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

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

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

Isishwankathelo seli candelo

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

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

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

yakho yemihla ngemihla, ingakumbi ngexesha lokudlala phandle nangexesha lotshintsho (ixesha lokuma emgenci xa abantwana besiya ngasese; ukulungiselela ixesha lokuty, 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 abashicilelwego njengesikhokelo xa besenza oonobumba bentlama yokudlala. limethi ezenziwe ngentlama yokudlala nazo zingakhutshelwa zize zishicilelwego kwiiwebhusayithi ezifana nale www.sparklebox.co.uk.

libhodi ezimhlophe

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

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 bealfabhethi 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 umncamathelese 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 three new letters linked to words from the story. In Week 1, the focus letter is **b**, and in Week 2, the focus letter is **h**.

YOU WILL NEED

Tell the story of *Bushbuck's visitor* on page 12; big alphabet chart; board

Week 1: Introducing b**STEPS****Listening for sounds**

- 1 Ask the children to sit on the mat and listen carefully to you. Say these words from the story: "run, come back, both, face".
- 2 Say to the children: "Can you hear what sound these words start with: face, both, run? Yes, you are right, they start with the sound /b/. Here are some more words that start with /b/: make fire, colour, see, hit, beauty, wool, life." (Emphasise the beginning sound as you say these words, for example: "life, colour").

Saying the sound

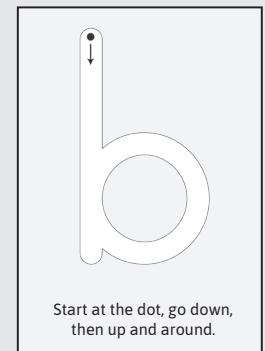
- 1 Say the sound /b/ clearly and tell the children to watch your mouth.
- 2 Ask the children to say the sound /b/: "**b-b-b-b-b**". Make this fun: say it softly, loudly, to the wall, to the ceiling and to each other. Make sure the children say the sound of the letter.
- 3 Teach the children an action associated with the sound. For example: the children shiver like they are angry, saying: "**b-b-b-b-b**".

Thinking of words beginning with the sound

- 1 Ask if anyone's name starts with /b/ or if any other words start with the sound /b/.

Forming the letter

- 1 Ask the children if they know how to write a letter that makes the sound /b/.
- 2 Show the children how to form the letter **b**. Write a large letter on the board as you say the letter formation instruction: "Start at the dot, go down, then up and around"
- 3 Let the children practise the 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 **b** on the alphabet chart. Explain that this letter also has a name: 'bee'. This will help them to link the sounds they are learning with the letter names and the alphabet song.



These steps activities focus on the letter /b/ which is the letter that we focus on in Week 1.

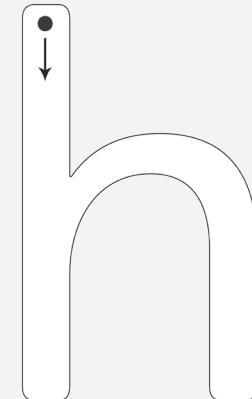
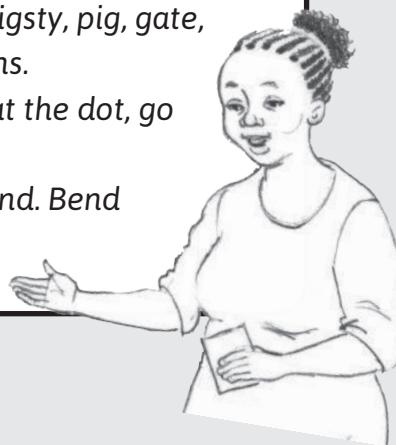
In Week 2, follow the same steps but focus on the letter /h/.

Here are some ideas:

Say these words that begin with the sound /h/: pigsty, pig, gate, bow, neat freak, go, no, take care, congratulations.

When you form /h/ with the children say: "Start at the dot, go down, half way up, over and down."

Show children an action associated with the sound. Bend over as if you are chasing flies, saying: "h-h-h-h".



Start at the dot, go down, half way up, over and down.



Ukwazisa unobumba osemagameni athathwe ebalini

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

UZA KUDINGA

Ibali elithi **UNDwendwe lukaMbabala** kwiphepha le-14, itshathi ye-alfabhethi; ibhodi

AMANYATHELO

Ukumamela isandi

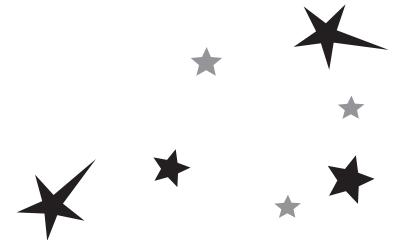
- 1 Cela abantwana ukuba bahlale emethini baze bamamele kuwe. Biza amagama athatyathwe ebalini: "baleka, buyela, bobabini, ubuso." Buza abantwana ukuba babekhe baweva na la magama ngaphambili.
- 2 Yithi ebantwaneni: "Ingaba niyasiva isandi ekujoliswe kuso: b-b-baleka, b-b-buyela, ub-b-buso. Ewe, niyicanile! Onke la magama ajolise kwisandi u/b/. Mamela ngononophelo, nanga amanye amagama anonobumba u/b/: basa, bona, betha, ibala, ubuhle, uboya, ubomi." (Gxininisa kwisandi ekujoliswe kuso ngethuba ubiza la magama, umzekelo:"ub-b-bomi, ib-b-bala."

Ukubiza isandi

- 1 Biza isandi u/b/ ngokucacileyo uze uxelele abantwana ukuba bakujonge emlonyeni ngononophelo ngelixa ubiza isandi.
- 2 Bacele abantwana ukuba bakulinganise babize isandi u/b/: **b-b-b-b**. Kwenze oku kunike umdra: sibize isandi uthethele phantsi, ukhwaze, usibizele eludongeni, uthethe nesilingi ze niphinde nisebezelane omnye nomnye. Qinisekisa ukuba abantwana babiza isandi sikanobumba hayi igama likanobumba ('ba').
- 3 Fundisa abantwana intshukumo ehambelana nesandi. Umzekelo: abantwana bangenza ngathi banomsindo ngeli lixa besithi "**b-b-b-bibithea**".

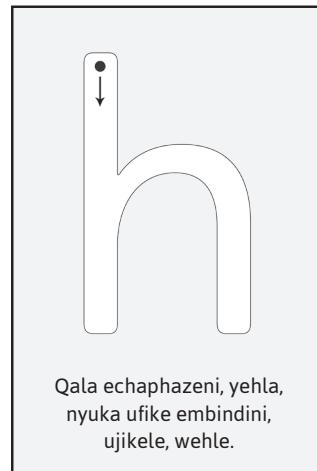
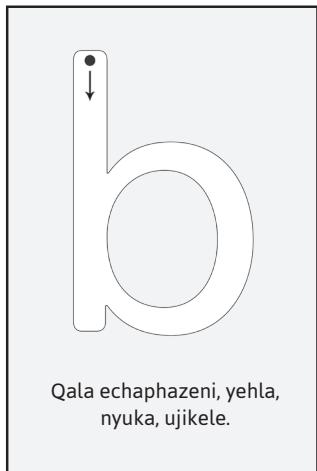
Ukucinga amagama aqala ngesandi esifanayo

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



Ukwakha unobumba

- 1 Buza abantwana ukuba bayakwazi na ukubhala unobumba owenza isandi u/**b/**.
- 2 Bonisa abantwana indlela yokwakha imilo kanobumba u/**b/**. Bhala unobumba kakhulu ebhodini ngelixa umbiza unobumba: "Qala echaphazeni, yehla, nyuka, ujikele."
- 3 Bayeke abantwana baziqhelanise nokwakha unobumba emoyeni, emethini nasezandleni zabo, njalo njalo.



La manyathelo omsebenzi agxile kunobumba u/**b/** nongunobumba ekugxilwe kuye kwiveki yoku-1.

Kwiveki yesi-2, landela amanyathelo afanayo kodwa uxile kunobumba u/**h/**.

Nazi ezinye iimbono:

- Biza la amagama asebalini aqala ngesandi u/**h/**: ihoko, ihagu, iheke, uhadi.
- Amanye amagama: u/**h/**: ihomba, hamba, hayi, hoyo, halala.
- Xa usakha u/**h/** nabantwana yithi: "Qala echaphazeni, yehla, nyuka, urike embindini, ujikele, wehle."
- Fundisa abantwana iintshukumo ezinxulumene nesandi. Umzekelo: Goba wenze ngathi uhesha iimpukane uthi, "**h-h-h-hesha**".



Ukunkulumana unobumba kwitshati ye-alfabhethi

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



Forming the letter (multisensory activities)

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

STEPS

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

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

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

**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.



Ukwakha unobumba (imisebenzi esebezisa iziva-mvo ezininzi)

Ulwazi loonobumba nezandi: Abantwana bafunda ukwakha unobumba ekujoliswe kuye ngokusebenzia izinto ezahlukenyoyezisebenzia iziva-mvo zabo ezibanceda ekukhumbuleni imilo yonobumba.

AMANYATHELO

- 1 Qala ngokubonisa indlela yokubhala unobumba ekujoliswe kuye: buza abantwana ukuba bayawakhumbula na amagama aqala ngonobumba ekujoliswe kuye. Khumbula ukutsho isandi unobumba asenzayo (**/b/**) likanobumba ('ba').
- 2 Bonisa abantwana indlela yokwakha lo nobumba. Bhala unobumba omkhulu ebhodini okanye emoyeni. Yitsho oku kulandelayo njengoko ubumba unobumba **/b/** kwiveki yoku-1: "Qala echaphazeni, yehla, nyuka, ujikele." Yitsho oku kulandelayo njengoko ubumba unobumba **/h/** kwiveki yesi-2: "Qala echaphazeni, yehla, nyuka ufiye embindini, ujikele, wehle." Yitsho oku kulandelayo njengoko ubonisa abantwana ukuba ubunjwa njani unobumba: "Qala echaphazeni, yehla, nyuka ufiye embindini, ujikele, wehle."
- 3 Vumela abantwana ukuba baziqhelanise ukwakha lo nobumba emoyeni, emethini, emqolo omnye komnye okanye ezandleni zabo.
- 4 Emva kokuba ubabonisile indlela yokubhala lo nobumba, khetha komnye wale misebenzi uze unike abantwana ukuba bazenzele ngokwabo oonobumba ngokusebenzia iintshukumo ezinkulu okanye ukusebenzia iziva-mvo zabo ezininzi kangangoko.

Kwiveki yoku-1, sijolisa kunobumba **/b/**.

Kwiveki yesi-2, sijolisa kunobumba **/e/**.



Oonobumba betshokhwe

UZA KUDINGA

Iqhekeza elikhulu letshokhwe

AMANYATHELO

- 1 Phumaniphandle uze unike umntwana ngamnye iqhekeza letshokhwe enkulu.
- 2 Bacele abantwana ukuba babhale unobumba ngetshokhwe eziteneni/eludongeni/ kwpheyivingi.
- 3 Bakhuthaze abantwana ukuba batsho isandi esenziwa ngunobumba ngelixa bebhala unobumba.



Oonobumba bamanzi

UZA KUDINGA

Amanzi; iibrashi zokupeyinta

AMANYATHELO

- 1 Phumanzi phandle uze unike umntwana ngamnye isikhongozeli esinamanzi kune nebhrashi yokupeyinta.
- 2 Bacele abantwana ukuba bapeyinte unobumba omkhulu ngamanzi eziteneni/eludongeni/kwipheyivingi.
- 3 Bakhuthaze abantwana ukuba batsho isandi esenziwa ngunobumba ngeli lixa bebhala.



Oonobumba besanti

UZA KUDINGA

litreyi/iibhokisi; isanti okanye indawo enesanti phandle

AMANYATHELO

- 1 Yahlula abantwana babe ngamaqela amancinci uze unike iqela ngalinye itreyi yesanti. Kungenjalo, phumanzi niye endaweni enesanti.
- 2 Bacele abantwana ukuba babhale unobumba esantini ngeminwe yabo okanye ngesetyana elincinci.
- 3 Bakhuthaze abantwana ukuba babize isandi esenziwa ngunobumba ngelixha bebhala unobumba.





Play dough letters

YOU WILL NEED

Play dough; play dough mats

STEPS

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



Whiteboard letters

YOU WILL NEED

Whiteboards; marker pens; pieces of cloth

STEPS

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



Oonobumba abenziwa ngentlama yokudlala

UZA KUDINGA

Intlama yokudlala (iresiphi ikwiphepha le-100); imethi zentlama yokudlala

AMANYATHELO

- 1 Nika umntwana ngamnye ibhola yentlama yokudlala. Bacele abantwana ukuba bayiqengqe intlama yokudlala ibe ziimilo zesoseji ezinde.
- 2 Faka iikopi zeethemplayithi zoonobumba kwisingxobo seplastiki. Bonisa abantwana indlela yokwenza unobumba usebenzisa intlama yokudlala usebenzisa unobumba oshicilelwego njengesikhokelo.
- 3 Bakhuthaze ukuba batreyle phezu kukanobumba wentlama yokudlala ngeminwe ngeli xesha besitsho isandi esenziwa ngunobumba.



Oonobumba bebhodi emhlophe

UZA KUDINGA

libhodi ezimhlophe; iikhoki; iziqwentshu zamalaphu

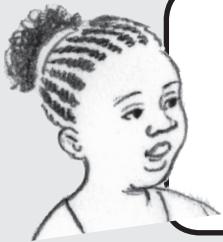
AMANYATHELO

- 1 Nika umntwana ngamnye ibhodi emhlophe umvumele ukuba abhale unobumba ngelixa esitsho isandi esenziwa ngunobumba.
- 2 Abantwana bangawuphinda lo msebenzi izihlandlo ezininzi. Ekuqaleni komsebenzi bakhuthaze ukuba babhale abaggiba iphepha lonke. Xa sebeqinisekile, bangazama ukubhala oonobumba abancinci.



WEDNESDAY**Letter boxes**

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



The Activity steps below focus on the letter 'b' and should be used in Week 1. In Week 2, choose any of the letter boxes you have used so far, and use the opportunity to revise letters by sorting and comparing.

YOU WILL NEED

A letter box containing objects or pictures that start with 'b': face, milk, honey, red

STEPS**Naming objects**

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

Listening for beginning sounds

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

Linking the sound with a letter

- 1 Once the children have practised the new sound, then show them the letter on the letter box and say: "This is how we write b.". 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: "Nomsa, can you find something that starts with the sound /b/?" The child must name the object, say the beginning sound and place 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.



Amanyathelo oMsebenzi angezantsi agxile kunobumba /b/ kwaye kufuneka asetyenziswe kwiVeki yoku-1. Kwaveki yesi-2, khetha nayiphi na ibhokisi yoonobumba obukhe wayisebenzisa ngaphambili, uze usebenzise eli thuba ukubakhumbuza ukuba baziqhelanise kwakhona noonobumba ngokuthi babamise ngendlela eyiyo kanjalo babathelekise.

UZA KUDINGA

Ibhokisi yoonobumba enezinto okanye imifanekiso yezinto eziqala ngo/b/: ubuso; ubisi; ubusi; ibuzi; bomvu.

AMANYATHELO**Ukubiza izinto ngamagama**

- 1 Cela abantwana ukuba bahlale emethini uze ubavumele bazibambe izinto okanye imifanekiso yezinto baze bayidlulise kwabanye.
- 2 Buza imibuzo ngezinto: "Nikhe nayibona enye yezi? Siyisebenzisa entwenini le nto?"

Ukumamela izandi ekujoliswe kuzo emagameni

- 1 Qwalasela kwakhona amagama ngeli xa kugxininisa kwisandi ekujoliswe kuso egameni, umzekelo: ub-b-buso, b-b-bomvu, ub-b-bisi.
- 2 Bakhuthaze abantwana ukuba bagxininise ekuqaleni kwesandi xa belibiza igama. Sebenzisa isipili ukuze bajonge ukuba imilomo yabo ishukuma njani xa besenza esi sandi.

Ukunxulumanisa isandi kune nonobumba

- 1 Nje abantwana sele beziqhelanisile nesandi esitsha, babonise ke ngoku unobumba osebhokisini uze uthi: "Le yindlela esibhala ngayo u/b/. Bayeke abantwana batreyise phezu kukanobumba esesicikweni ngeminwe yabo."

Ukusebenza ngoonobumba abangaphezulu kwesinye

- 1 Ngoku, dibanisa izinto ukusuka kwezimbini okanye iibhokisi zoonobumba ezingaphezulu uze uzondlale emgangathweni okanye etafileni.
- 2 Cela abantwana ukuba bafune izinto ngesandi esinye kwezi.. Umzekelo: "Lilitha, ungayifumana into eqala ngesandi esingu/b/?" Umntwana makayibize ngegama into, aze abize isiqalo sesandi. Umzekelo: "Ndinobuso; ubuso bunesandi u/b/." Umntwana makabeke into ebhokisini kanobumba echanekileyo.

THURSDAY**Listening for sounds in words**

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



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

YOU WILL NEED

Pictures or objects with the same ending sounds. You can add more objects or picture cards from the lists below:

/a/: knife, duck (other words that end with /a/ - bread, medicine, run, sheep, drink, egg)

/e/: gate (other words that ends with /e/ - scissors, frog, table, bucket)

/i/: earring, cat (mug, milk)

/o/: car, tortoise (yo-yo, knee, door)

/u/: tap, pig (drum, wool)



STEPS

- 1 Select two pairs of picture cards or objects ending with the same sound. Ask four children to stand in front of the class. Give each child a picture or object to hold up so all the children can see. Ask the children to help you name the pictures or objects.
- 2 Say the name of each picture or object slowly, while emphasising the sounds in the words, particularly the end sound.
- 3 Ask the children in the class to help you decide which two objects or pictures end with the same sound. The children holding these pictures must move and stand next to each other.
- 4 Once the children are familiar with this game, try the following variation: Make sure you have enough objects or pictures so that you can give each child one. Explain to the children that they must find other children whose objects or pictures have the same end sound.



If you do not have pictures that you could use in this activity, here is another activity.

Sing these words with this chant: "Mary had a little lamb."

An adult: "Which is the last sound in these words,
The last sound in these words,
The last sound in these words?

Which is the last sound in these words: cut, open
[Read the two words in the above list.]"

Children: /a/

An adult: [Show a thumbs up sign and sing:]

The last sound in these words,

The last sound in these words!

/a/ is the last sound in these words:
drama, jam



NGOLWESINE

Ukumamela izandi ekujoliswe kuzo

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



Qala umsebenzi wanamhlanje wokumamela ngokuthi:
"Masivaleni amehlo sithule imizuzwana ngeli xesha
simamele ngenyameko izandi ezisingqongileyo."

UZA KUDINGA

Imifanekiso okanye izinto ezinesandi sokuggibela esifanayo. Ungongeza izinto okanye amakhadi emifanekiso ezininzi owafumana kuluhlu olungezantsi.

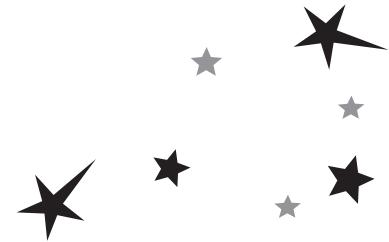
/a/: imela; idada (amanye amagama aphela ngo-/a/
isonka; iyeza; baleka; igusha; sela; iqanda)

/e/: iheke (amanye amagama aphela ngo-/e/-
isikere; iselete; itafile; i-emele)

/i/: icici; ikati (imagi; ubisi)

/o/: imoto; ufudo (iyoyo; idolo; ucango)

/u/: itephu; ihagu (igubu; iwulu)



AMANYATHELO

- 1 Khetha izibini ezimbini zamakhadi emifanekiso okanye izinto eziphele ngesandi esifanayo. Cela abantwana abane ukuba bame phambi kweklasi. Nika umntwana ngamnye umfanekiso okanye into ukuba ayiphakamise ukwenzela ukuba bonke abantwana bayayibona. Bacele abantwana ukuba bancedise ukubiza amagama emifanekiso okanye ezinto.
- 2 Biza igama lomfanekiso okanye lento nganye ngokucothayo, ngelixa ugxininisa kwizandi amagama, ingakumbi ekupheleni kwesandi.
- 3 Bacele abantwana eklasini bakuncedise ukuthatha isiggibo sokuba zeziphi izinto ezimbini okanye imifanekiso ephela ngesandi esifanayo. Abantwana abaphethe le mifanekiso mabame kunye.
- 4 Kanye nje ukuba abantwana baqalise ukuphawula isandi samagama, sibize isandi kancinci nangokucacileyo ngeli lixa ugxininisa kwintshukumo yomlomo wakho. Bayeke abantwana bakujonge ngocoselelo bakope iintshukumo zomlomo wakho njengoko ubiza isandi. Ukuba kuyenzeka, bayeke bajonge esipilini, bejonge imilomo yabo njengoko bebiza isandi.



Ukuba awunayo imifanekiso onokuyisebenza kulo msebenzi, nanku omnye umsebenzi.

Cula la mazwi ngale tshanti ithi "Mary had a little lamb."

Umntu omdala: "Sesiphi isandi sokugqibela kula magama,

Sokugqibela kula magama,

Sokugqibela kula magama?

Sesiphi isandi sokugqibela kula magama: sika, vula [Funda amagama amabini kolu luhlu lungentla.]

Abantwana: /a/

Umntu omdala: [Misa uphawu lobhontsi uze ucu:]

Sokugqibela kula magama,

Sokugqibela kula magama!

u-/a/ sisandi sokugqibela kula magama: idrama, jama



Blending and segmenting (syllables and CVC)

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

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.



What am I saying? (multisyllabic words)

YOU WILL NEED

Multisyllabic words relating to the story: bushbuck; elephant; animals; surprise; little; angry; open; worried; scuffling; giggling

STEPS

- 1 Choose a word from the list and say the word slowly in syllables. For example: bushbuck.
- 2 Ask the children: “What word am I saying? **bush** | **buck**.” They must put the syllables together to make a word.
- 3 Repeat the steps above with the other words on the list, and then include some words from other languages spoken by children in your class.

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

Xhosa: indlovu (elephant); kugquma (roar); umboko (trunk); ukukhalipha (brave); ukugigitheka (giggle); ukuzingca (proud); isele (frog); uxhalabile (worried); iqhinga (trick); umhlolo (friend)

Afrikaans: bosbok (bushbuck); besoeker (visitor); huisie (house); bekommerd (worried); luister (listen); antwoord (answer); hardloop (run); olifant (elephant); geskuifel (moved); padda (frog)

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



What am I saying? (CVC words)

YOU WILL NEED

A small bag containing CVC picture cards or objects

STEPS

- 1 Hold the bag in your hand and choose a picture card from the bag but keep it hidden from the children.
- 2 Say the sounds in the word slowly, emphasising each sound. For example: /c/ → /a/ → /t/.
- 3 Ask the children: "What is a /c/ → /a/ → /t/?" They must put the sounds together to make a word.
- 4 Show the picture card or object to the children and say: "Yes, I have a cat!"
- 5 Continue taking cards or objects out of the bag and repeat the steps above.
- 6 Let the children take turns to choose a card or object from the bag and repeat the same steps.

Remember that children will need much practice blending the syllables in words before they will be able to blend individual sounds.



★ NGOLWESIHLANU ★**Ukudibanisa nokwahlula (amalungu QSQS)**

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

Kanye nje ukuba abantwana bakwazi ukuwacazulula amagama abe ngamalungu ngokulula, bangaqala ngemisebenzi ejolise kwisandi ngasinye kumagama amafutshane. Izakhono ezifunekayo zezinenkubela-phambili, nangona amagama emafutshane nje. Kungabanzimela abantwana ukuva isandi ngasinye kumagama amafutshane.

**Ndithini? (amagama anamabinza amaninzi)****UZA KUDINGA**

Amagama anamabinza amaninzi anxulumene nebali: imbabala; indlovu; ingonyama; izilwanyana; ukungqokola; qethukisa

AMANYATHELO

- 1 Chonga igama kuluhlu uze ulibize ngokucotha ngokwamabinza.
Umzekelo: "**imbabala**."
- 2 Buza abantwana "Lithini igama endilibizayo? **i | mba | ba | la**." Kufuneka bahlanganise amalungu ukwenza igama.
- 3 Phinda la manyathelo angasentla usebenzisa amanye amagama aseluhlwin, emva koko ufake namagama akwezinye iilwimi ezithethwa ngabantwana abaseklasini yakho.

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

English: elephant (indlovu); roar (ukugquma); trunk (umboko); brave (ukukhalipha); giggle (ukugigitheka); proud (ukuzingca); frog (isele); worried (uxhalabile); trick (iqhingga); friend (umhlobo)

Afrikaans: bosbok (bushbuck); besoeker (visitor); huisie (house); bekommerd (worried); luister (listen); antwoord (answer); hardloop (run); olifant (elephant); geskuifel (moved); padda (frog)

Ukuba abantwana abaseklasini yakho bayakwazi ukuthetha ezinye iilwimi, bacele bakunike igama elithathwe ebalini ngolwimi lwabo.



Ndithini? (Amagama aneqabane-isikhamoto-iqabane-isikhamoto – QSQS)

UZA KUDINGA

Ibhegi encinane ephethe amakhadi anemifanekiso anamagama aqala ngeqabane-isikhamoto-iqabane-isikhamoto

AMANYATHETO

- 1 Bamba ibhegi ngesandla uze ukhethe ikhadi lomfanekiso kuyo kodwa ubafihlele abantwana.
- 2 Biza izandi egameni ngokucothayo ugxininisa kwisandi ngasinye. Umzekelo: “**i - k - a - t - i**.”
- 3 Buza abantwana ukuba: “Yintoni **i - k - a - t - i**?“ Kufuneka badibaniye izandi ukwenza igama.
- 4 Bonisa abantwana ikhadi lomfanekiso okanye into uze uthi: “Ewe, ndinekati!”
- 5 Qhubekaka ngokukhupha amakhadi okanye izinto ebhegini uze uphinde amanyathelo angasentla.
- 6 Bayeke abantwana ukuba batshintshiselane ngokukhetha ikhadi okanye into ebhegini baze baphinda-phinde amanyathelo afanayo.

Khumbula ukuba abantwana kuza kufuneka ukuba baziqhelanise nokudibaniye amabinzane emagameni phambi kokuba bakwazi ukudibaniye izandi ezizimeleyo.



Introduction to story-based activities

Moving from oral to written language

Storytelling (Monday, Week 1)

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

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

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

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

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

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

Writing inspired by the story (Friday, Week 1)

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

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

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



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

Read and do (Wednesday, Week 2)

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

Listening (Friday, Week 2)

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

Using story-based activities to build vocabulary

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

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

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



Intshayelelo ngemisebenzi esekelezelwe emabalini

Ukuqala kulwimi oluthethwayo okanye lomlomo ukuya kolubhalwa phantsi

Ukubalisa amabali (ngоМvulo, kwiVeki yoku-1)

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

Ukucula nokulinganisa (ngоЛwesibini nangoLwesithathu, kwiVeki yoku-1)

Emva kokuba bebaliselwe ibali, abantwana baza kunikwa ithuba lokuba bacule ingoma emalunga nebali elo. Ukucula iingoma yindlela entle yokupuhhlisa 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 esildelayo ebalini

Ukulandelelanisa iziganeko ezenzeka ebalini (ngоЛwesine, kwiveki yoku-1; ngоМvulo kwiVeki yesi-2)

Bakuba abantwana belivile ibali libaliswa, ze bathathe inxaxheba ekuculenii nasekulinganiseni, loo nto yenza ukuba babe nethuba lokucinga banzi ngeziganeko ezenzeka ebalini kwakunye nokulandelelanisa 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 ezilandeleanayo, 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 yokuqhuma 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 (ngоЛwesihlanu 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 (ngоЛwesihlanu 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 isebeenzisa 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 abalihelileyo, ntonje liza kube lishicilelwe ephepheni. Xa ufunda kwiNcwadi eNkulu, baza kubona indlela amagama asephepheni ahambelana ngayo namagama owasebenzisayo xa uthetha. Ibalu eliseNcwadini eNkulu lenziwe ukuba lifundeke lula, ukuze abantwana bazithembe xa bezama ukuzifundela ngokwabo. Oku kubanika ulovo lokuba ngumfundu – nokuba bacengceleza amagama asencwadini abawazi ngentloko.

Funda uze wenze (ngolwesithathu kwiVeki yesi-2)

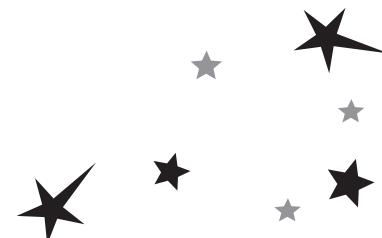
Nangona imisebenzi ekwabelwana ngayo ikhokelwa ngutitshala, abantwana bazuza into xa bezama ‘ukufunda’ baziqondole ukuba umbhalo uthini. Inkubo yokuFunda uze wenze, inika abantwana ithuba lokufunda imifanekiso neempawu balandele okuboniswa ziimpawu ezo. Eli lelineyé ithuba lovavanyo.

Ukumamela (ngolwesihlanu kwiVeki yesi-2)

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

Ukusebenza imisebenzi esekelezewa 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 ezininki 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 kungadlulelw komnye umxholo okanye kwelinje ibali bengekabinalo ithuba lokupuhhlisa ulwazi lwamagama amatsha olunzulu noluhlala ixesha elide engqondweni.

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

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

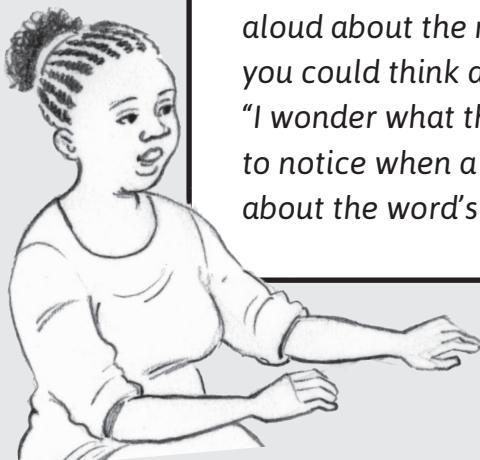
MONDAY

Storytelling and building vocabulary

Children hear the *Bush buck's visitor* story while learning new vocabulary.

YOU WILL NEED

- Puppets and props: Bushbuck; Elephant; Lion; Frog; Bushbuck's house
- Objects or picture cards for a few words from the vocabulary list
- Story, rhyme and vocabulary list on pages 12–19.



Help children to become 'word conscious' by thinking aloud about the meanings of new words. For example, you could think aloud while reading a story and say: "I wonder what that new word means?" Help children to notice when a new word is used and listen for clues about the word's meaning.

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 ***Bushbuck's visitor***."
- 3 Relate the story to the children's lives. Ask if anybody has seen wild animals in a game reserve or on TV. Talk about the difference between domestic (pet), farm and wild animals
- 4 Introduce the characters, for example: "This is *Bushbuck* and these are his friends, *Elephant* and *Lion*." Talk about the different ways animals move. Encourage the children to walk like a bushbuck, in a quick, jumpy sort of way; like an elephant, slowly waving his trunk from side to side; and like a lion with his head up like a king. (Don't introduce Frog at the beginning otherwise the children will know what happens in the story!)



- 5 Introduce two or three new words from the vocabulary list: “*Before we begin, I want to tell you the meanings of some new words which we will find in the story*”
 - Discuss what each word means, using simple language.
 - Where possible, show children an object or a picture to illustrate what the word means.
 - Ask children who speak different languages at home, to say the word in their own language.

While you tell the story

- 1 Make sure you tell the story in a lively way to keep the children’s attention. Do actions, use props and tell the story in different voices.
- 2 Ask children to predict what happens next in the story and involve them through open-ended questions, such as: ““Who do you think Elephant and Bushbuck are going to call to help them?””
- 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: “Who did Bushbuck first ask for help?” Praise and elaborate on even the simplest answers. For example: “Yes, that’s right, he asked Elephant.”

- 2 Ask open ended questions to stimulate discussion: “How would you feel if one of your friends played a trick on you like Frog did? Would you be angry or do you think you would laugh once you knew it was a trick?”
- 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: ‘wild animals’.

Children will learn a new word when they are interested in the meaning of the word. By exposing children to stories with unusual words, we can help them develop an interest in knowing these words. Once they understand the words they will begin to use them in their communication with others.



**NGOMVULO**

Ukubalisa ibali nokwakha isigama

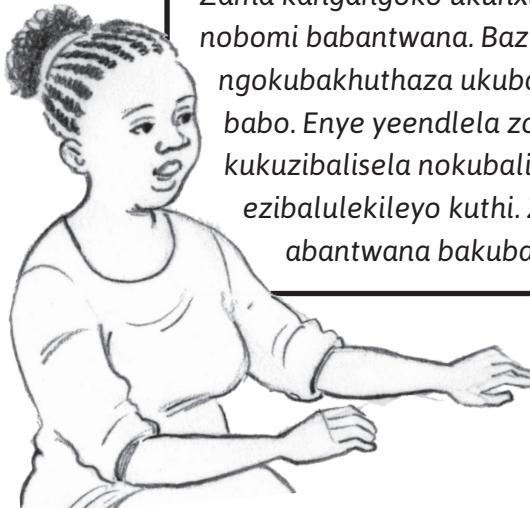
Abantwana beva ibali elithi 'Undwendwe lukaMbabala' ngelixa befunda isigama esitsha.

UZA KUDINGA

Oonopopi nezinto zokwenza umdlalo: uMbabala; uNdlovu; uNgonyama; uSele; indlu kaMbabala

Izinto okanye amakhasi emifanekiso yamagama ambalwa akuluhlu lwesigama ibali, isicengcelezo kunye noluhlu lwesigama esikumapheda i-12 ukuya kwi-19.

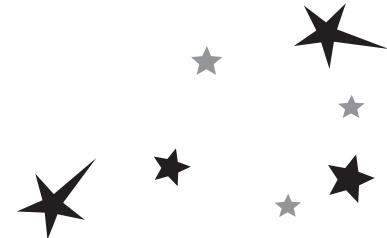
Zama kangangoko ukunxulumanisa into oyenzayo kunye nobomi babantwana. Bazi abantwana eklasini yakho ngokubakhuthaza ukuba bakuxelele amabali ngobomi babo. Enye yeendlela zokuqonda ilizwe esiphila kulo kukuzibalisela nokubalisela abanyeabantu ngezinto ezibalulekileyo kuthi. Zama ukufumana amathuba okuba abantwana bakubaliseli ngamabali abo.



AMANYATHELO

Phambi kokubalisa ibali

- 1 Yenza isicengcelezo esithi **Amehlo amabini okubona** kunye nabantwana ukuze ulungiselele abantwana ibali elizayo.
- 2 Yazisa ibali ebantwaneni: "Isihloko sebali lethu sithi **Undwendwe lukaMbabala**."
- 3 Nxulumanisa ibali nobomi babantwana. Buza ukuba ngaba ukhona na umntwana owakhe wazibona na izilwanyana zasendle kwindawo yezilwanyana okanye kumabonakude. Ncokolani ngomahluko phakathi kwezilwanyana zasekhaya (izilo-qabane), izilwanyana zasefama kunye nezilwanyana zasendle
- 4 Yazisa abalinganiswa, umzekelo: "Lo nguMbabala. Aba ngabahlobo bakhe, uNdlovu noNgonyama." Ncokolani ngendlela ezahlukileyo izilwanyana ezihamba ngayo. Khuthaza abantwana ukuba bahambe njengembabala, ngendlela ekhawulezayo netsibatsibayo; njengendlovu, icotha imane ijiwuzisa umboko wayo ngapha nangapha; njengengonyama nentloko yayo eqethukileyo okwenkosi. (Musa ukumazisa uSele ekuqaleni kungenjalo uza kusuke ulidize ibali kubo!)



- 5 Yazisa amagama amabini okanye amathathu amatsha kula akuluhlu lwesigama: "Phambi kokuba siqalise, ndifuna ukunixeleta iintsingiselo zamanye amagama amatsha esiza kuwafumana ebalini."
 - Xoxani ngokuba igama ngalinye lithetha ukuthini na, nisebenzisa ulwimi olulula.
 - Apho kukwazekayo, bonisa abantwana into okanye umfanekiso obonisa intsingiselo yegama.
 - Cela abantwana abathetha iilwimi ezahlukileyo emakhaya ukuba batsho igama ngolwimi lwabo.

Ngelixesha ubalisa ibali

- 1 Qinisekisa ukuba ulibalisa ngodlamko ibali ukuze ugcine abantwana bemamele. Yenza iintshukumo, sebenzisa izinto zokubalisa ibali uze ulibalise ibali ngamazwi awohlukaneyo.
- 2 Cela abantwana ukuba baqikelele into eza kulandela ebalini uze ubabandakanye ngokubabuza imibuzo engenampendulo ezininzi efana nale: "Nicinga ukuba uNdlovu noNgonyama baza kubiza bani ukuba aze kubanceda?"
- 3 Gxininisa isigama esitsha. Nika iinkcazeloz ezmifutshne ukuba ubona ngathi oku kuza kubanceda abantwana ukuba baliqonde ibali. Buza ukuba ingaba ukhona na umntu oyikhumbulayo inkcazeloz yegama elitsha.

Emveni kokubaliswa kwebali

- 1 Buza imibuzo ukuhlolola nokubethelela ukuqonda kwabantwana, ngolu hlolo: "Ingaba uMbabala ulucele kubani uncedo kuqala?" Ncoma uze utyatyadule kwezona mpPENDULO ZILULA. Umzekelo: "Ewe, kulungile. Ucele uNdlovu!"

- 2 Buza imibuzo engenampendulo ezininzi ukuqala ingxoxo: "Ungaziva njani wena ukuba omnye wabahlobo bakho unokudlala ngawe njengoku kwensiwe nguSele? Uganomsindo na okanye ucinga ukuba ungahleka nje ukuba ufumanise ukuba bekudlalwa ngawe nje?"
- 3 Bethelela isigama esitsha osifumana ebalini ngokubuza imibuzo ngamagama, umzekelo: "Yintoni i...? Ungayolatha i...? Isetyenziswa entwenini i...?"
- 4 Thetha ngodidi amagama amatsha akulo, umzekelo: 'izilwanyana zasendle'.

Abantwana baza kufunda igama elitsha xa benomdla kwintsingiselo yegama. Ngokubakrobisa abantwana kumabali anamagama angaqhelekanga, singabanceda baphuhlise umdla ekuwazini la magama. Nje ukuba bawaqonde amagama baza kuqalisa ukuwasebenzisa kunxibeletwano lwabo nabanye.



TUESDAY**Storytelling and singing**

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

YOU WILL NEED

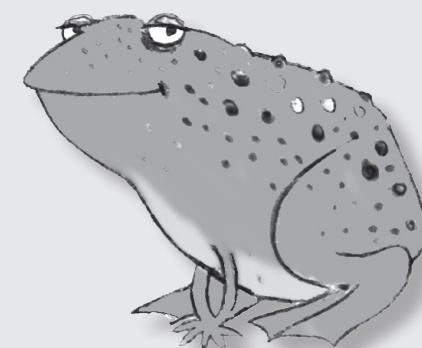
Words and music for the recitation about a frog (page 17).



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

STEPS

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





NGOLWESIBINI

Ukubalisa ibali nokucula

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

UZA KUDINGA

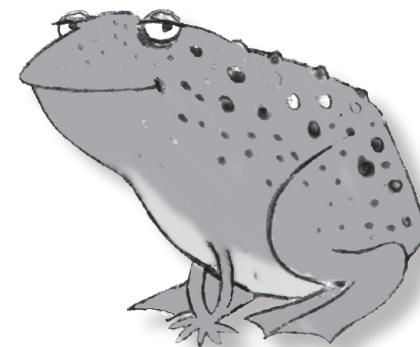
Amagama **akwisicengcelezo sombongo kaMbabala** (kwiphepha le-19) kwisicengcelezo esithi 'Isele ...'



Yenza isicengcelezo yonke imihla! Khumbula ukwenza iintshukumo. Bayeke abantwana bayicule ingoma ngamaxeshha athile emini, afana naxa belinde emethini okanye beme emgenci ngaphandle emva kwekhefu.

AMANYATHELO

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



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; items of clothing or accessories for the animals to wear; a table to use as a house



Monitor that all the children are given a fair chance to speak and act, regardless of their skills or personality type.

STEPS

- 1 Say the recitation on page 17.
- 2 Choose four children to play the characters in the story (Bushbuck; Elephant; Lion; Frog).
- 3 Talk about each character in the story. Tell the children who they are going to be in the role play.
- 4 Discuss the props that will be used to tell the story.
- 5 Explain to the children that you (the teacher) are going to be the storyteller, also known as the narrator. The acting children are going to act out everything you say. Help them to organise where they are going to stand.

- 6 Start the story like this: "Once upon a time there was a Bushbuck and he lived in a little house. His house was made of sticks. Bushbuck always left his door open when he went out." The child acting as Bushbuck pretends to walk away from his house.
- 7 Continue telling the story in this way. The children do the actions to match the narrator's words.
- 8 The rest of the class watches the role play.
- 9 Organise the class into groups of five. Help the children decide who is going to play each character and the narrator.
- 10 Give the children time to practise the role play as a small group.
- 11 If there is time, let some of the groups present their role play to the class.

The role-play activities are a wonderful way for children to learn to work in groups and to learn to trust each other. Our role as teachers is to create this space of trust and acceptance in the classroom.



NGOLWESITHATHU

Ukubalisa ibali nokulinganisa

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

UZA KUDINGA

Oonopopi; izinto zokunxiba okanye izinto zokuhombisa eziza kunxitywa zizilwanyana; itafile enokusetyenziswa njengendlu



Qwalasela ukuba abantwana bafumana amathuba alinganayo okuthetha nokwenza, ngokungaxhomekeki kwizakhono zabo okanye kwindlela abangayo.

AMANYATHELO

- 1 Cula **ingoma kaMbabala** (kwiphepha le-19).
- 2 Khetha abantwana abane ukuba badlale indawo yabalinganisa abasebalini (uMbabala; uNdlovu; uNgonyama; uSele).
- 3 Ncokolani ngomlinganisa ngamnye osebalini. Xeleta umntwana ngamnye ukuba uza kuba ngubani na ebalini.
- 4 Xoxani ngezinto neempahla zomdlalo eziza kusetyenziswa ebalini.
- 5 Bachazele abantwana ukuba wena (titshalakazi) uza kuba ngunobalisa uze ubancede ukuba bacwangcise iindawo abaza kuhlala kuzo. Abantwana abaza kndlala baza kwenza yonke into oyithethayo. Bancedise ukulungiselela ukuba baza kuma phi.

- 6 Qalisa ukubalisa ibali: "Kudala-dala kwakukho uMbabala owayehlala endlwini encinci. Indlu yakhe yayenziwe ngamakhuni. UMbabala wayesoloko ewushiya umnyango uvuliwe xa aphumayo." Umntwana odlala indawo kaMbabala wenza ngathi uyahamba endlwini yakhe.
- 7 Qhubekka ngokubalisa ibali ngale ndlela. Abantwana benza intshukumo ehambelana namazwi athethwa ngunobalisa.
- 8 Abanye abantwana eklasini baza kube bebukele umdlalo.
- 9 Cwangcisa iklasi ibe ngamaqela anabantwana abahlanu. Ncedisa abantwana ukuba bagqibe ukuba ngubani oza kndlala umlinganisa ngamnye nokuba ngubani oza kuba ngunobalisa.
- 10 Banike abantwana ixesha lokuziqhelanisa nomdlalo ngokwamaqela amancinci.
- 11 Ukuba likhona ixesha, wayeke amanye amaqela abonise umdlalo wawo eklasini.

Imisebenzi yokulingisa imidlalo yindlela elungileyo yokwenza abantwana ukuba basebenze ngokwamaqela aphi bathi bafunde ukuthembana. Indima yethu singootitshala kukudala indawo yokuthembana nokwamkelana eziklasini zethu.



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 recitation on page 17.
- 2 Choose one of the sequence pictures and hold it up.
- 3 Ask the children what they see and talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so the children can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask the children: “Are the pictures in the correct order?”
- 6 Ask the children to point out the picture for the beginning of the story.

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)



- 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.



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

UZA KUDINGA

Imifanekiso emikhulu elandelelanayo
(kwiphepha le-106)



AMANYATHELO

- 1 Cula **ingoma kaMbabala** (kwiphepha le-19).
- 2 Khetha omnye wemifanekiso elandelelanayo uze uwuphakamise.
- 3 Buza abantwana ukuba babona ntoni na uze uncokole nabo nzulu
ngalo mfanekiso.
- 4 Emva kokuba nioxo ngomfanekiso ngamnye, wuncamathelese ebhodini
ukuze abantwana bawubone. Qinisekisa ukuba imifanekiso iyalandeletana
kweli nqanaba lomsebenzi.
- 5 Emveni kokuba nincokolile ngemifanekiso, buza abantwana: "Ingaba
imifanekiso ibekwe ngokulandeletana?"

Le yimibuzo eluncedo onokuyibuzza
ngomfanekiso ngamnye:

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



- 6 Cela abantwana ukuba bakukhombele umfanekiso
obonisa ukuqala kwebali.
- 7 Wena kanye 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 kwenzeke ebalini?"
- 9 Xa imifanekiso sele ibekwe ngokulandeletana, mema
abantwana abambalwa ukuba balibalise kwakhona
ibali ngokulandeletana kweziganeko okuchanekileyo.
- 10 Ukuba unexesha elaneleyo, xuba amakhasi kwakhona
uze uwuphinde lo msebenzi.

FRIDAY**Shared writing and reading**

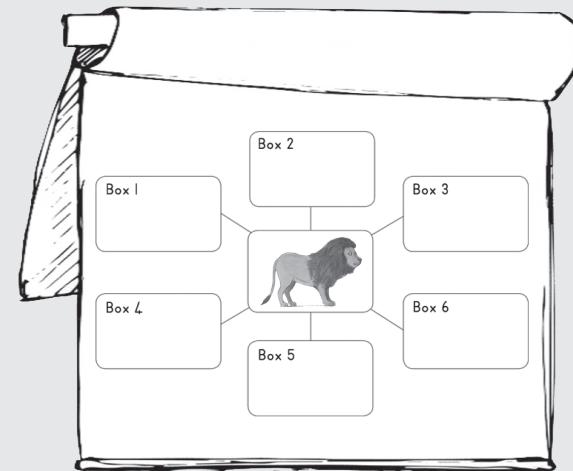
Children learn how their words and ideas can be recorded as you model the writing of *Bushbuck's visitor*.

YOU WILL NEED

A large sheet of paper with a space in the middle and six bubbles drawn in a mind map format; the puppets; a thick black marker.

STEPS

- 1 Say to the children: "Today we are going to write our own story about some of the animals in the story. To start, let's choose which animal to write about." Show the children the pictures of the animals from the story. Once you have chosen which animal to write about, place the picture of the animal in the middle of the paper.
- 2 Use the following questions to guide the story writing process:
 - **Box 1:** Ask the children to think of a name for the animal and write its name down.
 - **Box 2:** Ask the children for ideas about where the animal lives. Describe this place in a sentence.
 - **Box 3:** Discuss what the animal likes to eat. Once you have agreed, write this down.



- 3 Now read the story to the children using the boxes to help you. If there is time, you can ask some of the children to illustrate the story. Stick the story on the wall.
- **Box 4:** Ask the children for ideas about something the animal did one day. Choose one of the ideas to write down.
- **Box 5:** Talk about what happened next; write the children's words.
- **Box 6:** Discuss with the children how they think the story ended; write this sentence.

NGOLWESIHLANU

Ukubhala nokufunda kunye

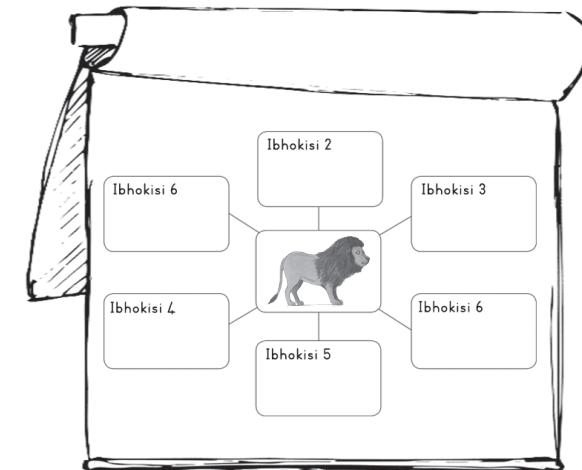
Abantwana bafunda ukuba amagama kunye neembono zabo zingabhalwa phantsi ngethuba ubonisa ukubhalwa kwebali elithi ‘**Undwendwe lukaMbabala**’.

UZA KUDINGA

Iphepha elikhulu elinesikhewu embindini kunye nezangqa zentetho ezizotye okwemephu yengqondo; oonopopi bezilwanyana ezisebalini elithi ‘**Undwendwe lukaMbabala**’; ikoki enkulu emnyama.

AMANYATHELO

- Yithi ebantwaneni: “Namhlanje siza kubhala ibali lethu ngesinye sezilwanyana ezisebalini. Masiqaleni ngokukhetha isilwanyana esiza kubhala ngaso.” Bonisa abantwana imifanekiso yezilwanyana ezisebalini. Kanye nje ukuba nithathe isiggibo ngesilwanyana eniza kubhala ngaso, beka umfanekiso wesilwanyana embindini wephepha.
- Sebenzisa le mibuzo ilandelayo njengesikhokelo sokubhala ibali:
 - Ibhokisi 1:** Cela abantwana ukuba bacinge ngegama lesilwanyana baze balibhale phantsi.
 - Ibhokisi 2:** Cela abantwana ukuba bakunike iimbono zabo malunga nokuba sihlala phi na isilwanyana. Yichazeni le ndawo ngesivakalisi.
 - Ibhokisi 3:** Xoxani ngento ethanda ukutyiwa sesi silwanyana. Xa nivumelene, yibhaleni phantsi.



- Ibhokisi 4:** Cela abantwana ukuba bakunike iimbono zabo malunga nento eyathi yenziwa sesi silwanyana ngenye imini. Khetha imbono ibe nye uyibhale phantsi.
- Ibhokisi 5:** Xoxani ngento elandelayo eyenzekayo uze ubhale phantsi into ethethwa ngabantwana.
- Ibhokisi 6:** Xoxa nabantwana ngokuba bacinga ukuba ibali liphele njani, bhala esi sivakalisi.
- Ngoku fundela abantwana eli bali usebenzise iibhokisi ukukunceda. Ukuba likhona ixesha, ungabacela abanye babantwana ukuba bazobe ibali. Lixhome eludongeni ibali.

MONDAY**More sequencing pictures**

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

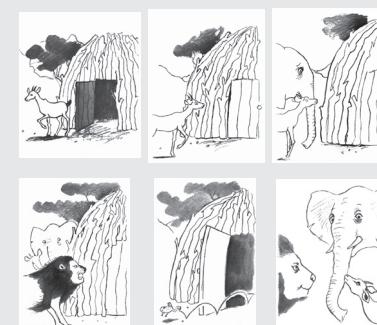
YOU WILL NEED

- Sequence pictures in the Story Pack
- A black and white photocopy of small sequence pictures for each child (page 105); additional white paper for each child; scissors; glue
- Photocopied and folded little book for each child (page 106).
- Set up the tables beforehand with a black and white set of pictures for each child and enough pairs of scissors and glue for all the children to use.

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

**STEPS****On the mat**

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





At their tables

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





Ukubeka imifanekiso ngokulandelelana kwayo kuyaqhutywa

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

UZA KUDINGA

- Landelelanisa imifanekiso ekumqulu webali
- Landelelanisa imifanekiso emincinci efotokotshiwyo yomntwana ngamnye; iphepha elongzelelwego elimhlophe lomntwana ngamnye; izikere; iglu
- Incwadi encinci efotokotshiwyo yomntwana ngamnye (kwiphepha le-106). Lungisa iitafile zabantwana kwanethuba uze ubekelé umntwana ngamnye imifanekiso emhlophe namnyama, izikere ezaneleyo kanye neglu eza kusetyenziswa ngabo bonke abantwana.

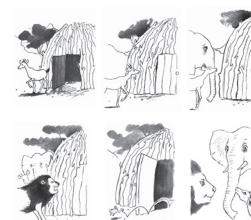


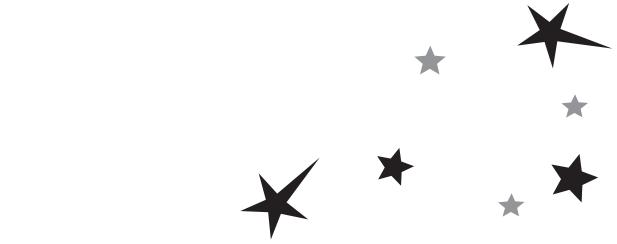
Kopela umntwana ngamnye incwadi encinci ngaphambi kwesifundo. Zisonge zonke iincwadi ezincinci phambi kokuba uze nazo eklasini. Lo msebenzi uza kubanzimela kakhulu abantwana ekuqaleni konyaka kwaye ube yinkcitha xesha ukuba oku ukwenza ngexesha lesifundo.

AMANYATHELO

Emethini

- 1 Qala umsebenzi abantwana behleli emethini. Khetha abantwana abaza kuma phambi kweklasi, emnye kubo ephethe imifanekiso enombala yolandeelaniso. Qinisekisa ukuba imifanekiso ayibekwanga ngokulandelelana kwayo.
- 2 Babuze abantwana ukuba imifanekiso ilandelelana ngokuchanekileyo na. Bacele ukuba bakhombe ukuba ngowuphi umfanekiso ekufanele ukuba usekuqaleni kwebali.
- 3 Nikunye njengeqela, hambisa abantwana abaphethe imifanekiso de ibali linike intsingiselo. Buza abantwana imibuzo efana nale: "Yintoni eyenzekileyo mva? Ngubani osayikhumbulayo into elandelayo ebalini?"
- 4 Emveni kokuba nililandelelanisile ibali nisebenzisa imifanekiso enombala, kuza kufuneka abantwana babuye lezitafileni zabo bahlale ngokwamaqela amancinci.





Ezitafileni zabo

- 1** Cela abantwana ukuba basike imifanekiso emhlophe namnyama, bayibeke ngokulandelelana kwayo ze bayincamatelise kwiphepha elingabhalwanga. Hamba-hamba apha eklasini ubancedise apha kuyimfuneko khona. Lo msebenzi uluncedo ekuhloleni isakhono sabantwana sokubeka izehlo eziphambili zebali ngokokulandelelana kwazo okuchanekileyo.
- 2** Xa abantwana begqibile ukusebenza ngemifanekiso yolandelelwaniso, nika umntwana ngamnye incwadi encinci. Bakhuthaze ukuba bajonge iqweqwé lencwadi uze ufunde isihloko sencwadi nabo.
- 3** Bonisa abantwana imifanekiso yonke yencwadi encinci, ubancedisa ukuba baqaphele ukuba imifanekiso esencwadini iyafana nale yolandelelwaniso.
- 4** Ukuba likhona ixesha, umntwana kufuneka 'afundele' umntu ahleli naye incwadi yakhe encinci.
- 5** Khuthaza abantwana ukuba bagoduke nazo iincwadi bayokufunda kunye neefemeli zabo.



TUESDAY

Shared reading: Big Book

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

YOU WILL NEED

Bushbuck's visitor Big Book



Point out letters the children have learnt and encourage them to identify letters in the title or sentences. The more letters the children know the more they will be able to start to make sense of the text independently.

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.

Interactive conversations that happen after story reading, when the teacher and children discuss the links between the story and real life, help children comprehend the story better and also make the experience personal, increasing the children’s motivation to listen and participate.



NGOLWESIBINI

Ukufunda kanye: Incwadi enkulu

Abantwana bafunda ngokufunda ibali elibhaliwego eliqhelekileyo ngethuba ubabonisa inkqubo yokufunda.

UZA KUDINGA

INCwadi eNkulu ethi '**Undwendwe lukaMbabala'**



Yolatha unobumba abantwana abamfundileyo ubakhuthaze ukuba bamchonge kwisihloko okanye kwizivakalisi. Bafundise abantwana ukuba benze unxulumaniso phakathi koonobumba ababaziyo nabababonayo encwadini. Xa besazi oonobumba abaninzi abantwana, kuxa beza kuba nakho ukuqonda izinto ngokunokwabo nangaphandle kwetekisi.

AMANYATHELO

- 1 Yenza **isicengcelezo** esithi: **Amehlo amabini okubona** (kwiphepha le-14) kanye nabantwana, ukwenzela ukuba balungele ibali elizayo.
- 2 Bakhuthaze abantwana ukuba bajonge umfanekiso oseqweqwani nokuba bancokole ngento abayibonayo nabayinakanayo.
- 3 Fundela iklesi isihloko sebali. Yolatha igama ngalinye ngelixa ufunda. Lifunde kwakhona uze ucele abantwana ukuba balifunde kanye nawe.
- 4 Tyhila incwadi uze ubonise abantwana imifanekiso yonke esencwadini, nioxo nzulu ngayo imifanekiso njengoko niyibuka uze uvumele abantwana ukuba babuze imibuzo.

- 5 Bavumele abantwana ukuba bancokole ngebalibaze benze unxulumanano nolwimi kanye namava weveki ephelileyo.
- 6 Yolatha iinombolo zamaphepha njengoko uqhubekaka uze uxele ukuba leliphi inani eliza kulandela.
- 7 Xa sele 'ubabonise' yonke incwadi, buyela umva uye ekuqaleni uze ufunde isihloko kwakhona.
- 8 Tyhila amaphepha uze ufunde isivakalisi ngasinye ngelizwi elicacileyo, elingangxamanga neliqhelekileyo.
- 9 Yolatha igama ngalinye njengoko ufunda.
- 10 Yolatha nawuphi na unobumba abantwana abanokumazi uze ugxininise kunobumba ochongelwe eli bali.
- 11 Yifunde kwakhona incwadi uze ukhuthaze abantwana ukuba 'bafunde' kanye nawe.

Incoko ekhoyo emva kokufundwa kwebali, apho uitshala nabantwana bexoxa ngonxulumanophakathi kwebali nobomi bokwenene, incedaabantwana ukuba baliqonde ngcono ibali kwaye ibenza bazine ngathi basebalini, isandisanenkuthalo yabantwana yokumamela kanye nokuthatha inxaxheba.



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 107);
coloured crayons/pencils; scissors; glue



The longer list of instructions will challenge the children's planning skills, as they will need to consider how to fit everything onto the page. Discuss this with the children before they begin. You can photocopy the activity page onto A3 paper for children with spatial difficulties.



STEPS

- 1 Children should be seated in small groups at their tables. Each child needs their own activity page.
- 2 Tell the children to look at the list on the page and to talk about what they see (numbers, pictures and words).
- 3 Remind the children that they are going to 'read' each line and then do what it says.

- 4 Try to avoid reading the list with the children, but encourage them to read through the whole list before starting to draw.
- 5 Encourage the children to work as a group and to work out the instructions together.
- 6 Walk around as children are working and give support where necessary.
- 7 Remind the children to check the list again after they have finished 'reading' and drawing and to put a tick next to each line when they have done that task. Ticking the list at the end of the activity is an important self-evaluation task, giving the children control over their learning and their final product.

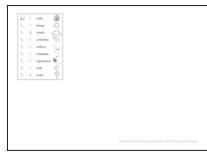


NGOLWESITHATHU Funda uze wenze

Abantwana bafunda ukutolika amakhadi abhaliwego nanemifanekiso balandele imiyalelo.

UZA KUDINGA

Iphepha lokusebenzela elifotokotshelwe umntwana ngamnye (iphepha le-107); iikhayoni/iipensile; izikere; iglu



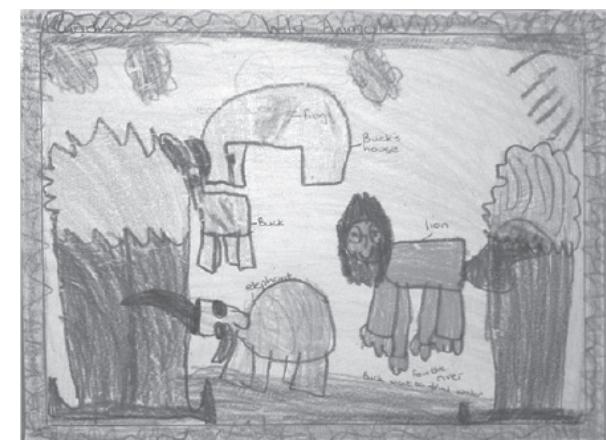
Uluhlu olude lwemiyalelo luza kuba ngumngeni kwizakhono zokucwangcisa zabantwana, kuba kuza kufuneka bacinge ngendlela yonke into eza kungena ngayo ephepheni. Yixoxe le nto nabantwana phambi kokuba baqalise. Ungakopela abantwana abasafumana ubunzima ekucwangiseni iphepha lokusebenzela iphepha elibukhulu bungu-A3.



AMANYATHELO

- 1 Abantwana kufuneka bahlaliswe ngokwamaqela amancinane ezitafileni zabo. Umntwana ngamnye udinga iphepha lakhe lokusebenzela.
- 2 Baxeleta abantwana ukuba bajonge uluhlu olukwiphepha uze uthethe nabo ngento abayibonayo (amanani, imifanekiso namagama).

- 3 Bakhumbuze abantwana ukuba baza 'kufunda' umgca ngamnye baze benze okuthiwa mabakwenze.
- 4 Zama ukungawafundi amagama kunye nabantwana, kodwa bakhuthaze ukuba bafunde lonke uluhlu ngaphambi kokuba baqalise ukuzoba
- 5 Bakhuthaze abantwana ukuba basebenze ngokwamaqela baze bafumane imiyalelo kunye.
- 6 Hamba-hamba phakathi kwabantwana njengoko besebenza uze uncedise apho kuyimfuneko khona.
- 7 Bakhumbuze abantwana ukuba balujonge uluhlu kwakhona emva kokuba begqibile 'ukufunda' nokuzoba baze bakorekishe ecaleni komgca ngamnye xa bewugqibile loo msebenzi.



THURSDAY**Shared writing and reading**

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

YOU WILL NEED

Lion puppet or cut-out picture of a lion; a large piece of paper; Prestik; pieces of white cardboard; a thick black marker

STEPS

- 1 Put the lion puppet or cut-out picture in the middle of the large page.
- 2 Ask the children to share any interesting facts they know about lions. You can stimulate discussion by asking where lions live (in the bush in Africa) and what they eat (zebra, impala and other animals). Introduce new words like carnivore, a pride of lions, mammal, cub and so on.
- 3 Ask the children if they can name the parts of the lion's body. Choose individual children to come up and point to the correct part of the body (head, mane, body, tail, leg, paw).
- 4 Say to the children that you would like their help labelling the picture

of the lion. Begin by pointing to the tail and drawing a line from the tail to the right-hand side of the picture. Pick up a piece of card and stick it with Prestik on the piece of paper, next to the line you drew from the tail. Now say to the children: "Who can help me start writing the word 'tail'? Yes, it starts with the sound /t/ and this is the way we write a t." Continue writing the rest of the word 'tail' without asking the children to sound out each letter.

- 5 Continue labelling the lion's head, mane, body, leg and paw. Each time you write a word, ask the children to help you listen for the beginning sound and write the corresponding letter. Remember to write in lower case. Don't sound out the whole word as many of these words are difficult to sound out fully in English. Just focus on the beginning sound and letter.
- 6 Stick up the labelled picture on the wall and watch how children begin reading the labels.



Ukubhala nokufunda kunye

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

UZA KUDINGA

Unopopi wengonyama okanye umfanekiso osikiweyo wengonyama; isiqwenga esikhulu sephepha; iPrestiki; amakhadibhodi amancinci; ikhoki enkulu emnyama

AMANYATHELO

- 1 Beka unopopi wengonyama okanye umfanekiso osikiweyo embindini wephepha elikhulu.
- 2 Cela abantwana babelane ngezinto ezinika umdla abazaziyo ngeengonyama. Ungabenza babe nomdla kwingxoxo ngokubabuza ukuba zihlala phi iingonyama (ehlathini e-Afrika) nokuba zitya ntoni (amaqwarhashe, impala nezinye izilwanyana). Yazisa amagama amatsha afana nala: izidla-nyama, igquba leengonyama, izilwanyana ezanyisayo, umntwana wengonyama, njalo njalo.
- 3 Babuze abantwana ukuba bayakwazi ukunika amagama amalungu omzimba wengonyama. Khetha umntwana ngamnye ukuba aphakame azokukhomba ilungu lomzimba (intloko, umzimba, umsila, umlenze, iimpuphu).

- 4 Xelela abantwana ukuba ungathanda uncedo lwabo ekufakeni iilebhuli emfanekisweni wengonyama. Qala ngokukhomba umsila wengonyama uze uzobe umgca osuka emsileni oya kwicala lasekunene lomfanekiso. Thatha ikhadi elincinci ulincamathele ngePrestiki kwiphepha elikhulu, kufutshane nomgca owuzobileyo osuka emsileni wengonyama. Ngoku yithi: "Ngubani oza kundincedisa ukuqalisu ukubhala igama elithi 'umsila'? Ewe, liqala ngesandi **u/m/** kwaye le yindlela esibhala ngayo **u-m-**" Qhubekaka ngokubhala lonke igama elithi 'msila' ngaphandle kokucela abantwana ukuba babize unobumba ngamnye egameni.
- 5 Qhubekaka ngokufakela amagama entloko, kwisingci, kumzimba, kumlenze neempuphu zengonyama. Ngalo lonke ixesha ubhala igama, cela abantwana ukuba bakuncedise ukumamela isandi sokuqala uze ubhale unobumba ohambelana naso. Ungalibali ukubhala ngoonobumba abancinci. Musa ukubiza zonke izandi zegama njengoko amagama amaninzi anezandi ezintsonkothileyo kubantwana abakweli bakala. Gxila kuhela kwisandi sokuqala nesokugqibela.
- 6 Xhoma umfanekiso ofakwe amagama eludongeni uze ubukele abantwana xa beqalisa ukufunda iilebhuli.

FRIDAY**Listen and do**

Children learn to listen carefully and follow verbal instructions.

YOU WILL NEED

Bell; musical instruments; noise makers

STEPS

- 1 Begin today's listening activity by saying: "I want you to close your eyes, then I am going to make a sound. I want you to listen carefully and put up your hand if you can tell me what sound it is." Make sounds such as knocking on the table, clapping your hands, ringing a small bell, clicking your fingers, playing a note on a musical instrument. Once you have made the sounds and the children have identified them, make a sequence of five sounds. Then repeat the sequence, but leave one sound out – the children must identify the missing sound.
- 2 Say to the children: "Now that we have practised listening carefully, I am going to say some words and you must tell me which one is the odd one out. Listen carefully to all the words before you try and guess. Put your hand on your head if you think you know the answer." After each list of words, ask one child to give you the answer.

- bushbuck; bird; (chocolate); lion
- heads; shoulders; knees; (books)
- dress; jacket; shoes; (sugar)
- shark; (bee); whale; dolphin
- carrot; potato; (chair); cabbage

- 3 Now say to the children: "I am going to give you some clues and you must try and guess which wild animal I am thinking of. Listen carefully to all of the clues before you try and guess. Put your hand on your head if you think you know the answer." After each list of words, ask one child to give you the answer.

- "I have big ears. I have a long trunk." (elephant)
- "I have a mane. I roar. I am a predator." (lion)
- "I like to eat grass. I have hooves." (buck)
- "I eat the leaves at the top of the trees. I have very long legs and a long neck." (giraffe)
- "I live in rivers. I have sharp teeth and a long tail." (crocodile)
- "I can swing from trees by my tail. I like to eat bananas." (monkey)

NGOLWESIHLANU

Mamela uze wenze

Abantwana bafunda ukumamela ngononophelo kwaye balandele imiyalelo ethethwayo.

UZA KUDINGA

Intsimbi; isixhobo somculo; into eyenza ingxolo

AMANYATHELO

- 1 Qalisa umsebenzi wanamhlanje wokuphulaphula ngokuthi: “Ndifuna nivale amehlo enu, mna ndiza kwenza isandi. Ndifuna nimamele ngononophelo nize niphakamise isandla ukuba niyasazi ukuba sesantoni eso sandi.” Yenza izandi ezinje ngokunkqonkqoza etafileni, ukuqhwaba izandla zakho, ukukhalisa intsimbi encinane, ukunqakrazisa iminwe yakho, ukudlala iinowuthi zomculo kwisixhobo somculo. Emva kokuba uzenzile izandi nabantwana bazinakana, yenza uluhlu lwezandi ezintlanu ezilandelelanayo. Phinda ulibize olu luhlu lwezandi ezilandelelanayo, kodwa ushiye isandi ngabom – abantwana mabakuxelele isandi osishiyileyo.
- 2 Yithi ebantwaneni: “Ndiza kubiza amagama athile nize nina nindixelete ukuba leliphi elingafanelanga ukuba kune namanye. Mamelisisani onke amagama phambi kokuba nizame ukuqashela. Beka isandla sakho ebunzi ukuba ucinga ukuba uyayazi impendulo.” Emva koluhlu ngalinye lwamagama, cela umntwana omnye akunike impendulo.
 - imbabala, intaka, itshokolethi, ingonyama
 - iintloko, amagxa, amadolo, iincwadi
 - ilokhwe, idyasi, izihlangu, iswekile

- 3 Ngoku yithi ebantwaneni: “Ndiza kunipha imikhondo embalwa ze nina nizame ukuqashela ukuba sesiphi isilwanyana sasendle endithetha ngaso. Mamelisisani yonke imikhondo phambi kokuba nizame ukuqashela. Beka isandla entloko ukuba ucinga ukuba uyayazi impendulo.” Emva koluhlu ngalunye lwamagama, cela umntwana omnye anike impendulo.

“Ndineendlebe ezinkulu. Ndinomboko omde.” (indlovu)

“Ndinesingci. Ndiyagquma. Nditya ezinye izilwanyana.” (ingonyama)

“Ndiyakuthanda ukutya ingca. Ndineentupha.” (imbabala)

“Nditya amaggabi phezulu emithini. Ndinemilenze emide nentamo ende.” (indlulamthi)

“Ndihlala emilanjeni. Ndinamazinyo atsolo nomsila omde.” (ingwenya)

“Ndiddlala ujingi emithini ngomsila wam. Ndiyakuthanda ukutya iibhanana.” (inkawu)

Ukongeza ekwenzeni izandi amabazimamele abantwana, ungakhuphela izandi zezilwanyana ezimbalwa kwifowuni yakho.



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 iphindya yensiwe kwiveki yesibini, kuze kubekho eminye imisebenzi eyongezwayo kwiveki yesi-2.

Ukunceda abantwana ukuba basebenze ngokuzimela nakumaqela

Phambi kokuba kuqualiswe imisebenzi, xeleta iklasi yonke ukuba iza kwenza ntoni kumsebenzi ngamnye. Abantwana basenokufumana ubunzima ekuqaleni xa umntwana esebezena yedwa kwaye eziphetha, kodwa njengokuba besiya bebuqhelana nemithetho nemisebenzi yasegumbini lokufundela, ethuben'i kuye kufumaniseke ukuba abasalufuni kakhulu uncedo. Ukuzilawula nokusebenza nabanye abantu emaqeleni sisakhono esiya kubanceda ubomi babo bonke.

Imithetho ebalulekileyo

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

Nanga amanye amacebiso:

Imigaqo yendawo yokudlala

- Niyabelana kwaye niphane amathuba okudlala
- Anisayi kutyhalana okanye nitsalane
- Izandla kufuneka zicoceke
- Ziphathe kakuhle iimpahlala, 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 bay a kuggiba imisebenzi emihlanu yonke. Cwangcisa kakuhle ulungiselele yonke into kwanethuba.

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 eyahlukeneoyo 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 isiqqibo ngento abafuna ukuyizoba, ubakhokele ngokubanika inkuthazo kodwa ungabaxeleti ukuba bazobe njani!

Umdlalo oyilayo

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

Ubugcisa nokwakha

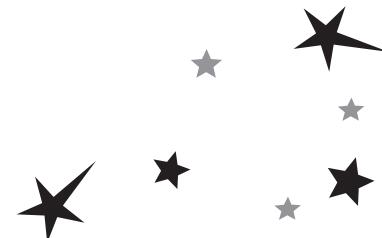
Khuthaza abantwana ukuba bahlole izinto zokwakha kwaye babaliselane ngezinto abazakhayo nokuba zingena ndawoni ebalini. Ungabayeka abantwana bakhululeke, benze nantoni na ngezi zinto zokwakha okanye ubacwangcisele ngokwakho imisebenzi amabayenze ngokubanika izinto zokwakha ezikhethwe nguwe.

Ukulalisa

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

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

Abanye abantwana baza kusokola xa kufuneke benze uthetha-thethwano nabanye ngendima nokulandeelanisa iziganeko xa bedlala. Zinike ixesha uhlale nabo



uze ubabonise, usebenzisane nabo baneentloni zokuba yinxalenye yomdlalo. Ukuba ubona abantwana abangadlali kakuhle xa bekunye, baqwalasele umzuzwana ujunge ukuba kuqhubeka ntoni. Khetha indima efanelekileyo ungene kwikona yoltinganiso njengomlinganisi ukhangale 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 uqequesho lokusebenzisa oonobumba rhoqo ukuze bakwazi ukubasebenzisa ngokuzithembu. 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 eziziintlobu ezahlukenyero, iincwadi ezinemifanekiso, imagazini, izichazi-magama ezinemifanekiso, iincwadi zesikhokelo neeresiphi. Ukuba unalo ixesha onokulichitha neliqela xa kusenziwa imisebenzi yojikelez, 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

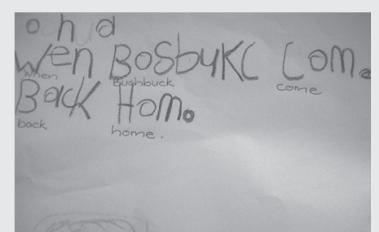
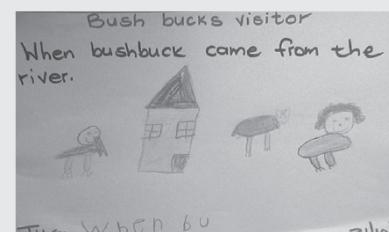
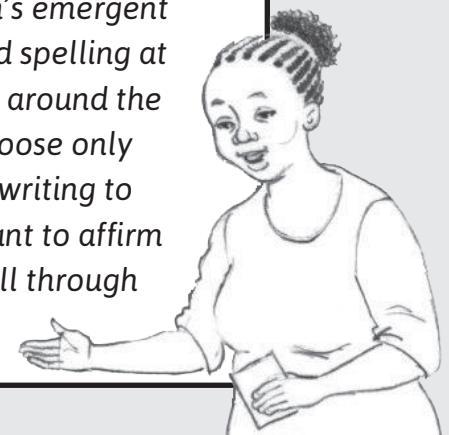
STEPS

- 1 Write **Bushbuck's visitor** at the top of each page before the lesson. Ask the children to point to the words of the title as you read them together.
- 2 Ask the children to think about the story and discuss the part that they like best. Give some suggestions. For example: "Did you like the part when Frog hopped out with a big smile on his face?" 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 big golden mane you have drawn for Lion."
- 4 If you 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: "Bushbuck ... was „scared ... by ... What word did you want to say next? Sun. I am going to write sun."
- 5 Write exactly what the child tells you, word for word, 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

Display the children's emergent writing and invented spelling at the child's eye level around the classroom. Don't choose only the most advanced writing to display. It is important to affirm every child's work all through the year.





Week 2: My own idea

STEPS

- 1 Write **My surprise visitor** at the top of each page before the lesson.
- 2 Ask the children to point to the words of the title as you read them together.
- 3 Remind the children that all the animals were scared to go in the house because the visitor said he would eat them; but then at the end of the story, the surprise visitor is a little frog! Ask the children: "Who would you like to come and give you a surprise visit?". Encourage them to draw a picture of a surprise visitor. Ask the children if they would like to write something about their picture.
- 4 Make a comment or ask a question about the drawing, such as: "Look at your beautiful writing! Please tell me what it says." or "What will you do with your visitor"
- 5 If they would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write the child's sentence, for example: "My surprise ... visitor ... is ... my cousin ... from Gauteng."
- 6 Write exactly what the child tells you, word for word. Remember to write neatly and clearly.
- 7 When you have finished writing, encourage the child to read the sentence with you. Point to each word as you read and acknowledge their efforts.

Here's another idea linked to the story: write **Wild animals from South Africa** on the children's pages. Follow the steps for Week 2, but ask your class to draw and write about a wild animal that lives in South Africa. Ask the children to tell you the names of the animals in the story: bushbuck, elephant, lion and frog. They may draw one of these animals or any other South African wild animal.



Ukuzoba nokubhala okusaphuhlayo (kukhokelwa ngutitshala)

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

I Veki yoku-1: Indawo endiyithandayo ebalini

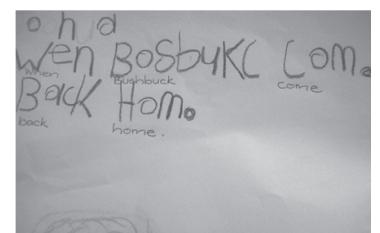
AMANYATHELO

- 1 Bhala **UNdwendwe lukaMbabala** emantla ephepha ngalinyengaphambi kokuqalisa isifundo.
- 2 Cela abantwana ukuba bacinge ngebali baze baxoxe ngeendawo abazithande kakhulu. Banike umzekelo ofana nalo: "Niyithandile la ndawo apho uSele avela enoncumo olukhulu ebusweni bakhe?" Khuthaza abantwana ukuba bazobe indawo abayithandayo ebalini. Babuze abantwana ukuba bangathanda ukubhala ntoni ngomfanekiso wabo
- 3 Hlomla okanye ubuze umbuzo malunga nomzobo, umbuzo ofana nalo: "Ndiyasithanda isingci esibugolide sengonyama osizobileyo" okanye "Kutheni ucinga ukuba iSele likwazi ukutsibela phezulu kakhulu?"
- 4 Ukuba uyababhalela, bagcine bebandakanyekile ngokubacela ukuba bawabize amagama ngokucothayo ngelixa uwabhala phantsi. Cingela ngaphandle ngelixa ubhala isivakalisi somntwana, umzekelo: "UMbabala... waye... wothuswa.... ngu...Leliphi igama obufuna ukulitsho kwakhona? Isele. Ndiza kubhala ngusele. Mjonge uqala ngo /s/ ... simbala ngolu hlobo: i-se-le."
- 5 Bhala ngqo into umntwana akuxelela yona, igama negama alibizayo ngokucacileyo.
- 6 Xa ugqibile ukubhala, khuthaza umntwana ukuba afunde isivakalisi kunye nawe. Khomba igama ngalinye xa ufundayo. Zincome iinzame zabo.

UZA KUDINGA

Iphepha elibukhulu bungu-A4 elingabhalwana kumntwana ngamnye; iikhrayoni

Bonisa ukubhala kokuqala okuvelayo
kwabantwana kune nopeko
abaziqambele lona kufikeleleke
emehlweni abantwana eklasini yonke.
Musa ukukhetha kuphela ukubonisa
ukubhala okubhetete. Kubalulekile
ukuncoma umsebenzi womntwana
ngamnye kunyaka
wonke.



eVeki yesi-2: Imbono endinayo

AMANYATHETO

- 1 Bhala **Undwendwe lwam olundimangalisileyo** emantla ephepha elingabhalwanga lomntwana ngamnye ngaphambi kokuqala kwesifundo.
- 2 Cela abantwana bakhombe amagama esihloko ngelixa uwafunda kunye nabo.
- 3 Khumbuza abantwana ngazo zonke izilwanyana ebezisoyika ukungena endlwini kuba undwendwe luthe luza kuzitya; kodwa ke ekupheleni kwebali, undwendwe olumangaze zonke izilwanyana yayilisele elincinane! Buza abantwana: "Ngubani ongathanda ukuba akumangaze ngokukundwendwela?" Buza abantwana ukuba bangathanda na ukubhala into ngomfanekiso wabo
- 4 Hlomla okanye ubuze umbuzo ngomzobo, umbuzo onje ngalo: "Jonga umbhalo wakho omhle! Nceda undixelete ukuba uthini." okanye "Uza kulusa phi undwendwe lwakho xa ulukhupha?"
- 5 Ukuba bangathanda ukuba ubabhalele, bagcine bebandakanyekile ngokubacela ukuba babize amagama ngokucothayo ngelixa uwabhala phantsi. Cingela ngaphandle ngelixa ubhala isivakalisi somntwana, umzekelo: "Undwendwe ... lwam ...endifuna ... lundimangaze ... ngumzala ... wam ovela ... eRhawutini."
- 6 Bhala ngqo into umntwana akuxelela yona, igama negama alibizayo. Khumbula ukuba kufuneka ubhale ngokucocekileyo nangokucacileyo.
- 7 Xa ugqibile ukubhala, khuthaza umntwana ukuba afunde isivakalisi kunye nawe. Khomba igama ngalinye ngelixa ufundayo uze uzincome iinzame zabo.

Nantsi enye imbono enxulumene nebali:
bhala **Izilwanyana zasendle zaseMzantsi Afrika** kwiphepha labantwana. Landela amanyathelo eVeki yesi-2, kodwa cela iklasi ukuba izobe izilwanyana zasendle zaseMzantsi Afrika: imbabala, indlovu, ingonyama, isele. Bangazoba esinye sezi zilwanyana okanye nasiphi na esinye isilwanyana sasendle saseMzantsi Afrika



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; recycled materials; glue; scissors; paint and paintbrushes

Week 1: Art and construction**STEPS**

- 1 Tell the children to look carefully at everything that has been set out on the table and talk about the objects they see.
- 2 Explain to the children that they are going to make a frog.
- 3 Tell them they can design the frog any way they want to.
- 4 Explain that they can use any of the objects on the table for the frog.
- 5 Encourage the children to make a body, eyes, mouth, tongue and legs for their frog.
- 6 Create time for the children to talk about their frogs in pairs.
- 7 Display the frogs around the classroom when they are complete.

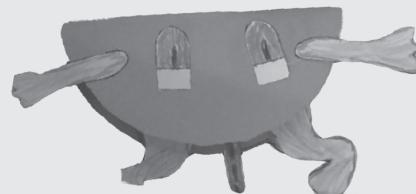
You can give the children freedom by providing a wide range of materials or you can structure the activity by providing selected materials. Always remember to give the children choice about how they make their creations however, even if the materials are prescribed. Remember as children grow up they will need to be able to work independently, so ensure that they are able to 'make a plan' and create a frog without needing teacher support.



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: plastic animals; face masks for different animals; old socks to make animal puppets



UMSEBENZI**Umdlalo oyilayo (Ukudlalisa)**

Abantwana bafunda kulwimi nomxholo webali ngokudlalisa nakwimisebenzi yobugcisa nokwakha.

UZA KUDINGA

Amaphepha asetyenzisiweyo; ikhadibhodi; izinto ezinokusetyenziswa kwakhona; iglu; izikere; ipeyinti neebrashi zokupeyinta

Iveki yoku-1: Ubugcisa nokwakha**AMANYATHELO**

- 1 Xelela abantwana ukuba bajonge ngobunono yonke into ebekwe phezu kwetafile ze bathethe ngezinto abazibonayo.
- 2 Cacisela abantwana ukuba baza kwenza isele.
- 3 Baxelete ukuba bayile amasele abo ngendlela abathanda ngayo.
- 4 Bachazele ukuba bangasebenzisa nantoni na esetafileni ukwenza amasele
- 5 Khuthaza abantwana ukuba benze umzimba, amehlo, umlomo, ulwimi kunye nemileze yamasele.
- 6 Yenza ixesha lokuba abantwana bathethe ngamasele abo ngababini.
- 7 Yenza umboniso wamasele eklasini yonke xa eqqityiwe.

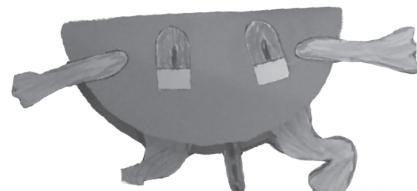
Ungabanika abantwana inkululeko ngokubabonelela ngeentlobo zezixhobo ezininzi okanye ungawucwangcisa umsebenzi ngokubanika izixhobo ozikhetho ngokwakho. Khumbula rhoqo ukunika abantwana amathuba okuzikhethela ukuba baza kubenza njani ubugcisa babo, nangona beyalelwé ukuba basebenzise eziphi izixhobo. Khumbula ukuba njengokuba abantwana behkula, kufuneka bakwazi ukuzisebenzela ngokunokwabo, ngoko qinisekisa ukuba bayakwazi 'ukucwangcisa' nokuyila isele labo bengading nkxaso katitshala.



IVeki yesi-2: Ukudlalisa

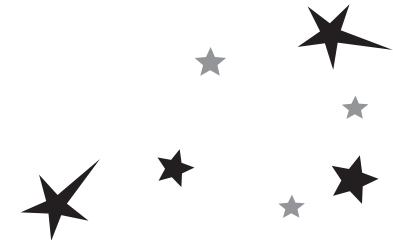
AMANYATHELO

- 1 Chazela iqela ukuba kukho izinto ezininzi ezithandekayo zokudlala ekoneni kwaye kufuneka bazine bekhululekile bonwabele ukudlala kunye. Bangadlala nawuphi na umdlalo abawuthandayo ukuba nje bayayikhumbula imithetho yekona yokudlalisa.
- 2 Cela inkokheli yeqela ukuba ise iqela kwikona yokudlalisa.
- 3 Tyelela ikona okungenani kanye ukuhlola nokukhuthaza umdlalo wabantwana.



UZA KUDINGA

Ezi zinto zokudlala zilandelayo: izilwanyana zeplastiki; imaski zobuso zezilwanyana ezahlukaneyo; iikawusi ezindala zokwenza izilwanyana ezingoonopopi



ACTIVITY**Letter puzzles and games**

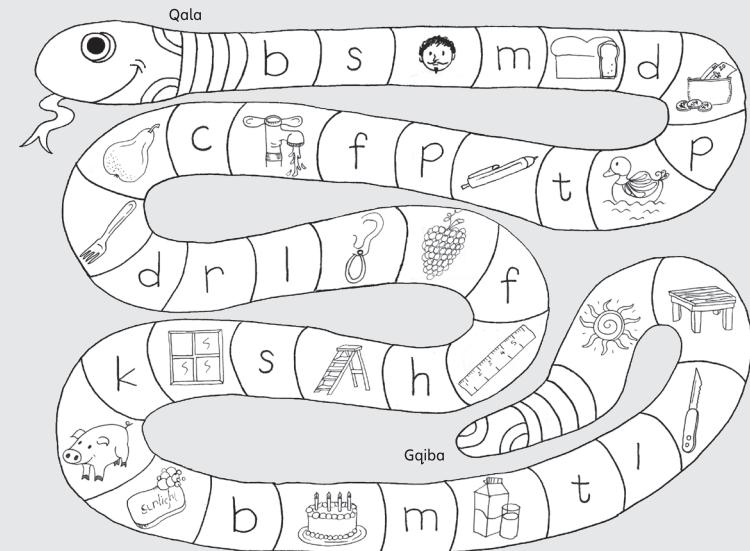
Children consolidate their letter sound knowledge as they do puzzles and play games.

Letter snake game**YOU WILL NEED**

Two letter snake game boards (A3 size if possible, page 108); 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.



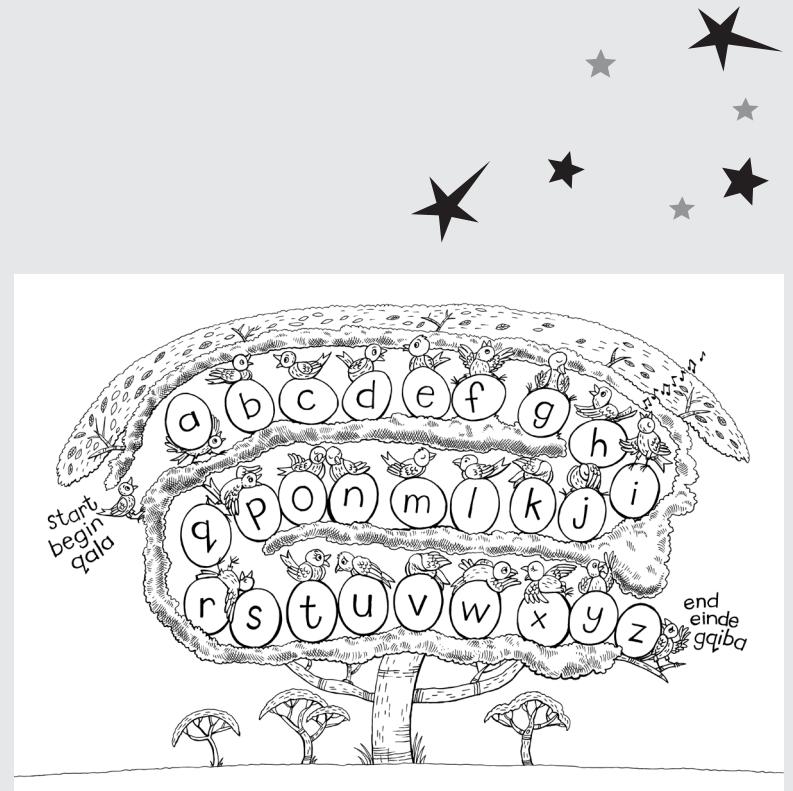
Word bird game

YOU WILL NEED

Two word bird game boards, (A3 if possible, page 109); two dice and counters

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 put their counters on Begin.
 - Each child takes a turn to throw the die and moves the counter the correct number of spaces following the path on the word bird.
 - When they land on a letter, they must say the sound that letter makes and name something that begins with that sound.
 - The first child to reach the end of the bird is the winner and the game is over.



UMSEBENZI**liphazile zoonobumba nemidlalo**

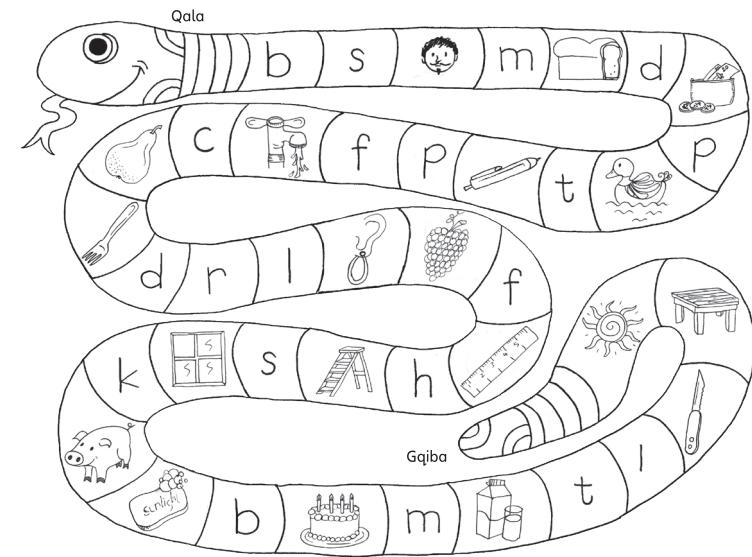
Abantwana baqinisa ulwazi lwabo loonobumba nezandi xa besenza iiphazile bedlala nemidlalo.

Umdlalo wenyoka yoonobumba**UZA KUDINGA**

Ibhodi zomdlalo wenyoka yoonobumba (ubukhulu obungu-A3 ukuba kuyenzeka); amadayisi amabini amakhulu

AMANYATHELO

- 1 Beka ibhodi enkulu emethini phakathi kwabantwana ababini okanye abathathu abahleli ngokuyijikeleza.
- 2 Chazela abantwana imithetho yomdlalo:
 - Abantwana baqalisa ukubeka izinto zabo zokubala kwintloko yenyoka.
 - 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 bafikelele emfanekisweni, mabawubize ngegama umfanekiso, babize isandi sokuqala baze babuye umva besiya kunobumba ohambelana nawo.

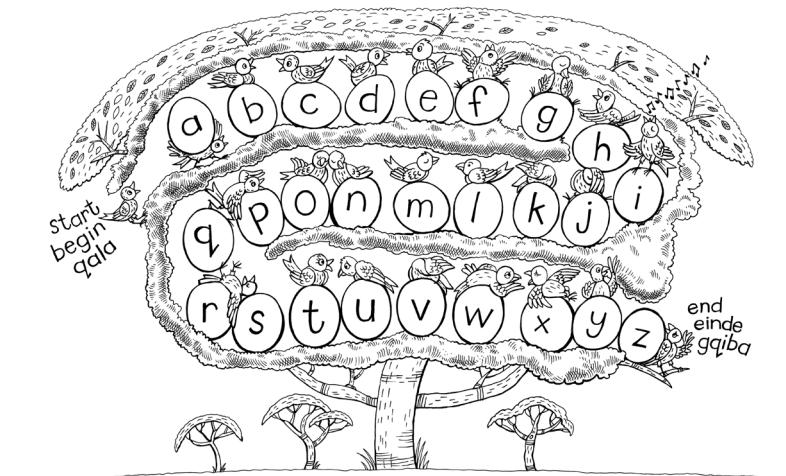
Umdlalo weentaka wamagama

UZA KUDINGA

libhodi ezimbini zomdlalo wamagama weentaka (iphepha elibukhulu bungu-A3 ukuba kuyenzeka) (iphepha le-109); amadayisi amabini nezinto zokubala

AMANYATHELO

- 1 Beka ibhodi enkulu yokudlala emethini phakathi kwabantwana ababini okanye abathathu abayingqongileyo.
- 2 Chazela abantwana ngale mithetho yomdlalo:
 - Abantwana babeka izinto zabo zokubala kuqala.
 - Umntwana ngamnye ufumana ithuba lokujula idayisi aze ahambise into yokubala izithuba ezichanekileyo elandela indlela eya entakeni.
 - Xa befikelela kunobumba, kufuneka babize isandi esenziwa ngunobumba baze babize into eqala ngeso sandi.
 - Umntwana othe wafikelela kuqala kumsila wentaka, nguye ophumeleleyo kwaye ke uyaphela nomdlalo.



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 **b** on the letter card and say, "Do you remember this letter? It makes the sound /b/ like in run, red, put down." Ask the children to say **b-b-b-b-b** with you.
- 2 Ask the children to trace the shape of the letter on the card with their fingers, starting from the dot.
- 3 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 **b** on the front cover of their little book.
- 4 Encourage them to say the sound /b/ again. Then ask them to draw things that start with that sound on each page in the book.
- 5 If there is time, ask the children to give you the name for each picture, and write the word on each page.
- 6 When the children have finished, let them sit in pairs and 'read' the books to each other.
- 7 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 101); letter cards **b** 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, we suggest they do it before they make their little book. Photocopy the activity on page 102 or write the letter as large as possible on a piece of paper.

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

In Week 2, follow the same steps, but focus on /h/ like big, horse and gate.



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

lincwadi ezincinci zoonobumba

AMANYATHELO

- 1 Khomba kunobumba u-**b uze** uthi: "Usamkhumbula lo nobumba? Wenza isandi u-/b/ njengo b ka baleka, b ka bomvu, b ka beka." Cela abantwana ukuba babize u-**bbbb** kunye nawe.
- 2 Cela abantwana ukuba batreyle imilo kanobumba kwikhadi ngeminwe yabo, ukuqala kwichaphaza.
- 3 Nika umntwana ngamnye incwadana esele isongiwe (engenanto) uze ubaxelete ukuba baza kwenza ezabo iincwadi zonobumba ezincinci. Bacele ukuba babhale unobumba u-/b/ kumphandle wencwadi encinci.
- 4 Bakhuthaze ukuba basibize esisandi /b/ kwakhona. Uze ubacele ukuba bazobe izinto eziqala ngesi sandi kwiphepha ngalinye encwadini.
- 5 Ukuba likhona ixesha, cela abafundi ukuba bakunike igama lomfanekiso ngamnye. Baze
- 6 Xa abantwana begqibile, bayeke bahlale ngababini 'bafundelane' iincwadi omnye nomnye.
- 7 Cela abantwana ukuba bagoduke nencwadi yabo encinane 'bayokufundela' iifemeli zabo.

UZA KUDINGA

Iphepha lokusebenzela le-A4 elisongiweyo lomntwana ngamnye (jonga iphepha le-101); ikhadi elinonobumba u-/b/ lomntwana ngamnye kwiqela; iipensile ezimbala-bala okanye iikhrayoni ezimbala-bala (imibala eyahlukeneyo emithandathu ukuya kwesibhozo)

Ukuba ucinga ukuba abafundi bakho baza kuzuza nto kumsebenzi woonobumba boMnyama, sicebisa ukuba uwenze phambi kokuba benze le ncwadana encinane. Fotokopa umsebenzi okwiphepha 102 okanye ubhale unobumba abe mkhulu kangangoko kwisiqwentshu sephepha. Amanyathelo omsebenzi agxile kunobumba u-**b** kwaye kufuneka isetyenziswe kwiVeki yoku-1. KwiVeki yesi-2, landela amanyathelo afanayo, kodwa gxila kunobumba u-**h** **kunye** nesandi u/**h/**, njengo-h kahagu, h ka hagu, h ka hashe kunye no h ka heke. Abantwana bangenza incwadi encinci enye yoonobumba bobabini.



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 **Bushbuck's visitor** 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 ezibhaliwego.

AMANYATHETO

- 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 ndikhethethe ezi ncwadi/magazini/la maphetshana nje?"
- 4 Chitha imizuzu embalwa ukhuthaza yaye uncedisa abantwana ukuba bakhethethe into abangathanda ukuyifunda.
- 5 Tyelela ikona yeencwadi nokuba kukanye ukuhlola nokukhuthaza abantwana ngelixa befunda.



Usengabeka iNcwadi eNkulu ethi **UNdwendwe lukaMbabala** kunye namakhasi alandeleanayo kwikona yeencwadi. Abanye abantwana baza kulixabisa ithuba lokufunda baze babalise ibali abalaziyo



Izixhobo zokufunda

Iresiphu yentlama yokudlala

UZA KUDINGA

likomityi ezi-2 zomgubo wokuxova; ikomityi e-1 yetyuwa; iikomityi ezi-2 zamanzi; amatspuni ama-2 e-oli; amatspuni 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.

Xeleta 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 moyo. Ingakunceda into yokuyahlula-hlula intlama uyisongele ngeza plastiki zokufaka isangweji ukwenzela ukuba umntwana ngamnye abe nebhola yokudlala.



Indlela yokwenza incwadi encinane

UZA KUDINGA

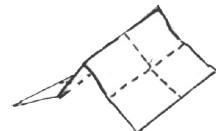
Ifotokopi yencwadi encinci yeli bali

AMANYATHELO

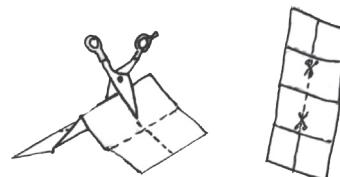
- 1 Songa iphepha elibukhulu bungu-A4 ulenze amacala asibhozo. Livule kwakhona.



- 2 Songa iphepha libe ngamacala amabini/ihafu.

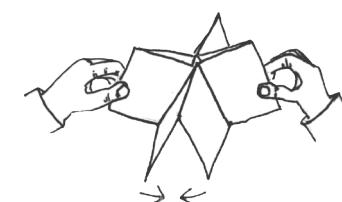
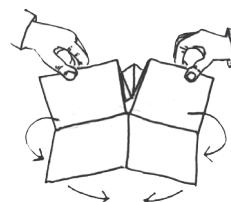


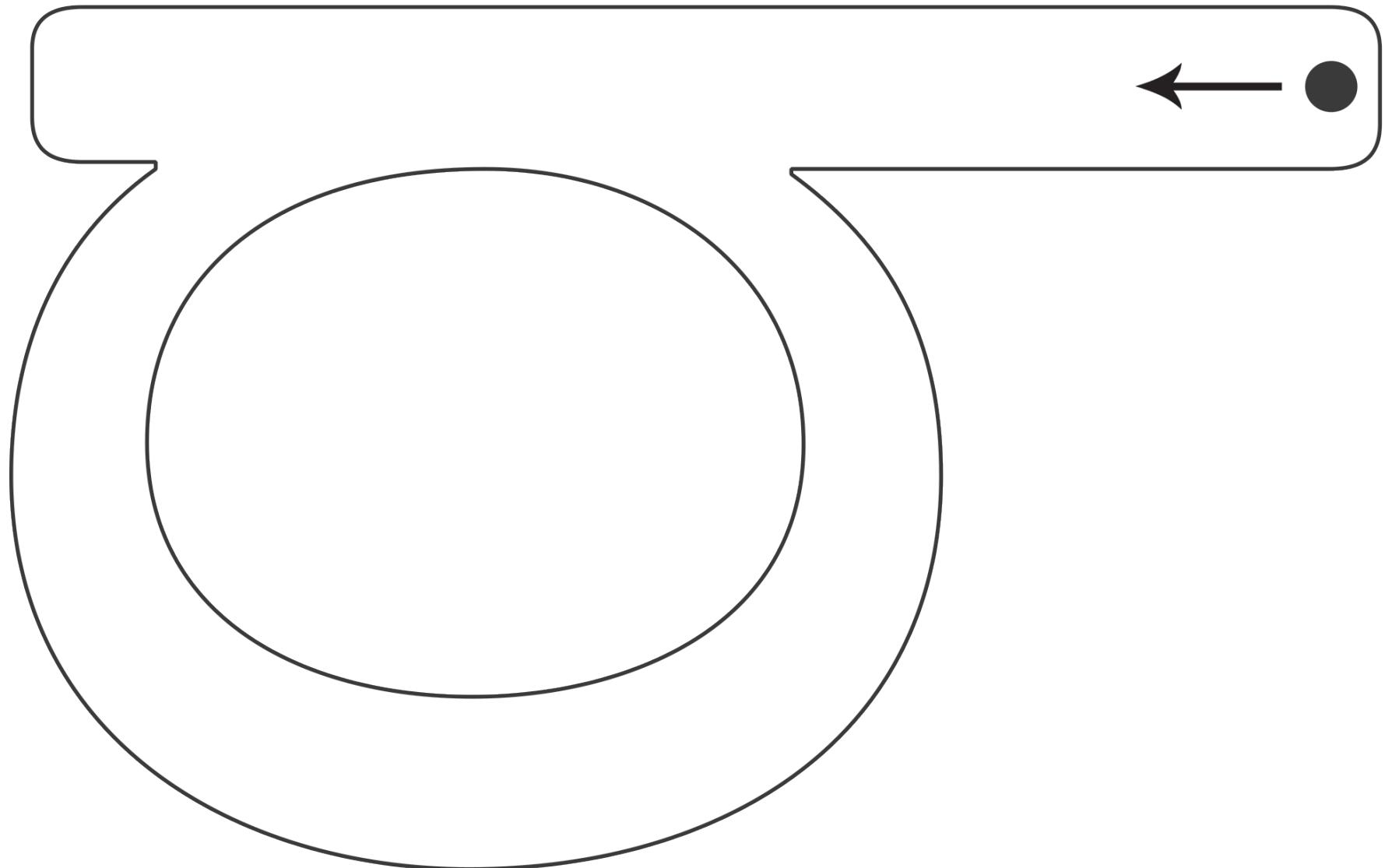
- 3 Lisike embindini [Umfanekiso ukubonisa ukuba ungasika phi.]

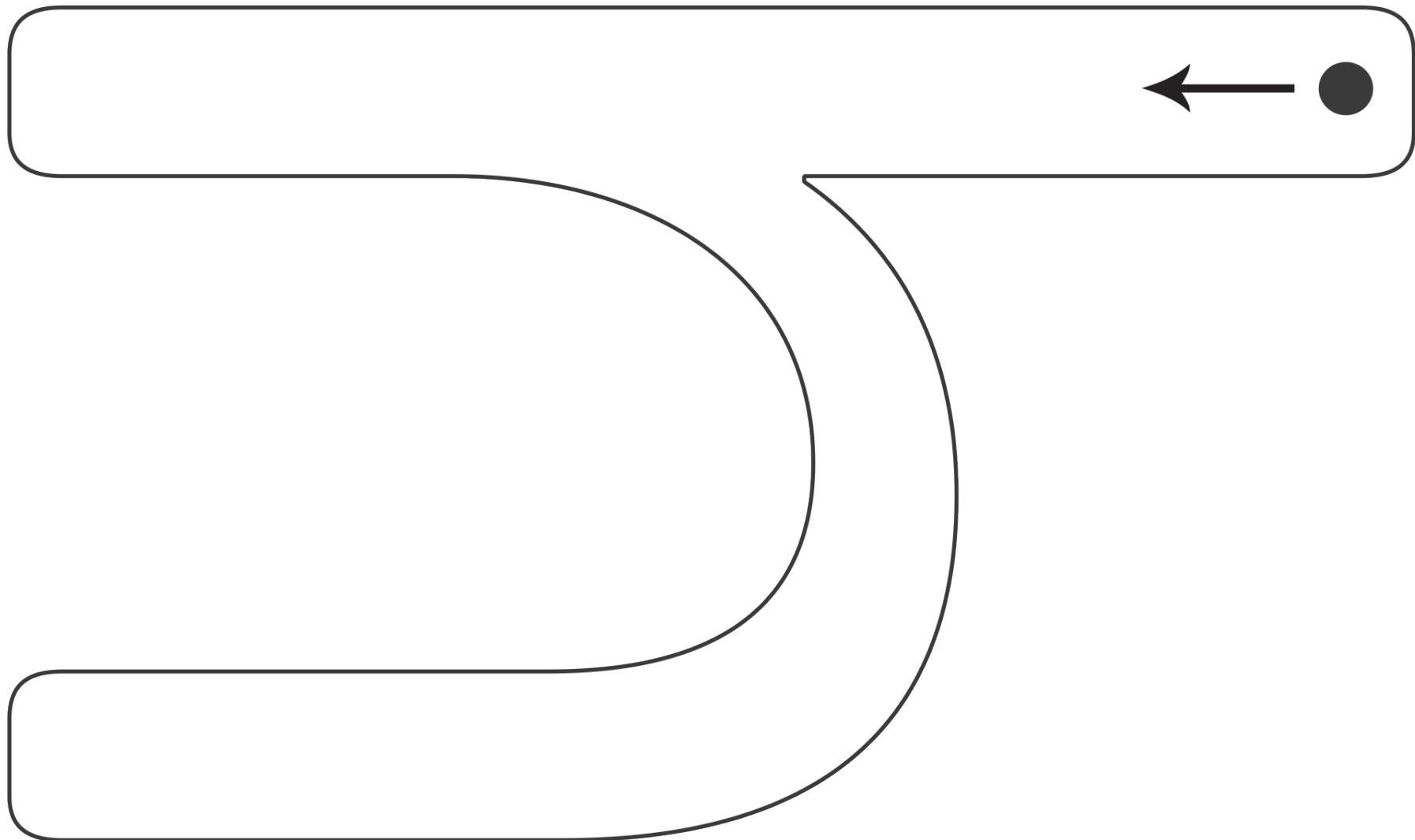


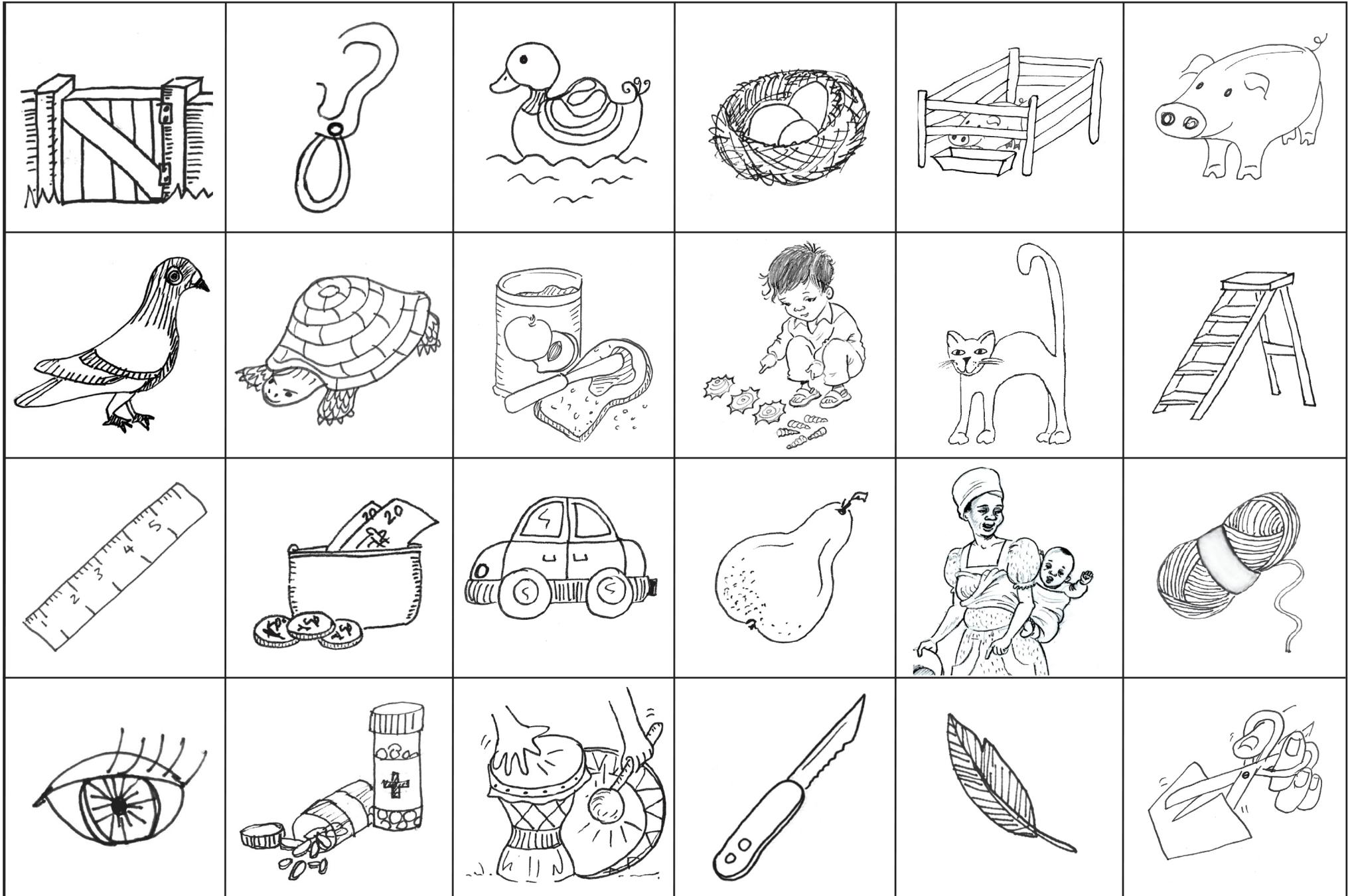
- 4 Libambe phakathi komnwe kunye nobhontsi wakho macala omabini.

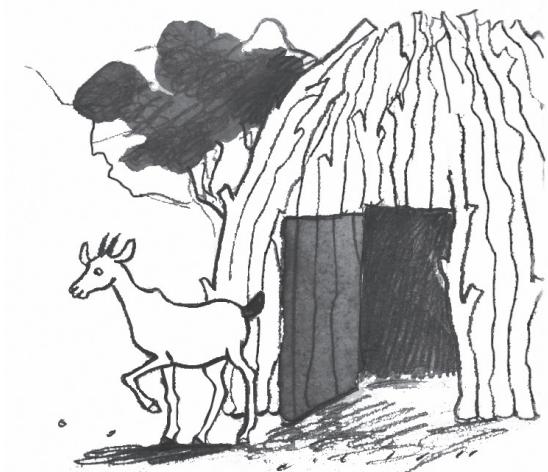
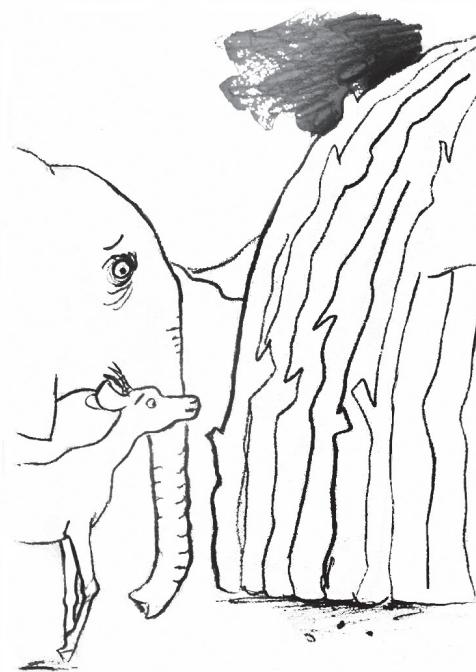
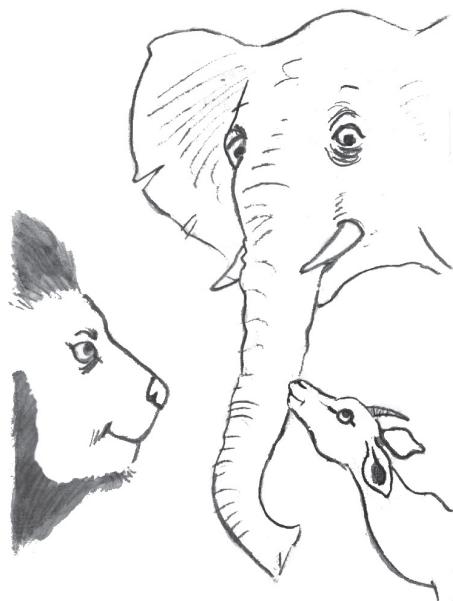
- 5 Thoba izandla zakho kunye. Landela izazobe ezingezantsi ukugqibezela incwadi yakho encinane enamaphepha amane.











7



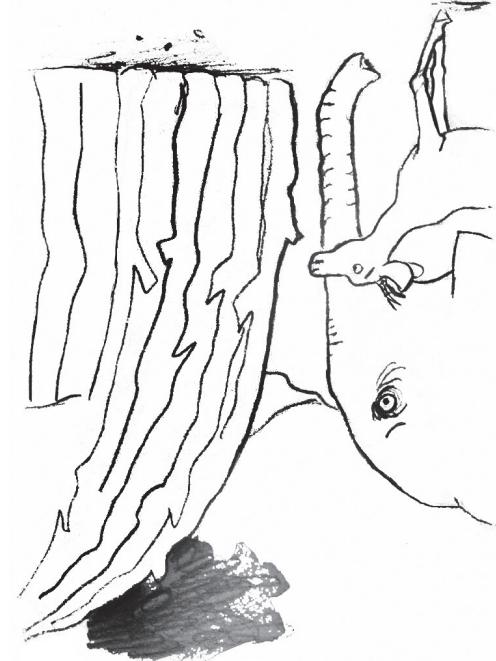
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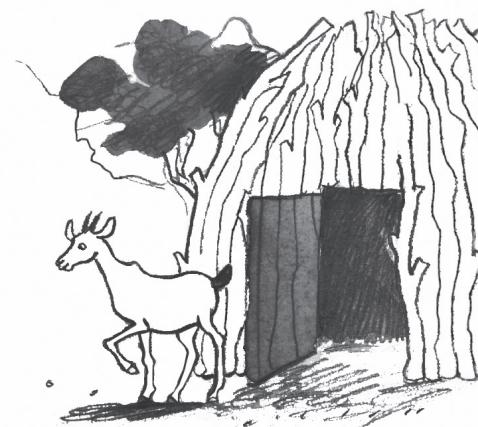


4



Le ncwadi
yeka:

Undwendwe lukaMbabala



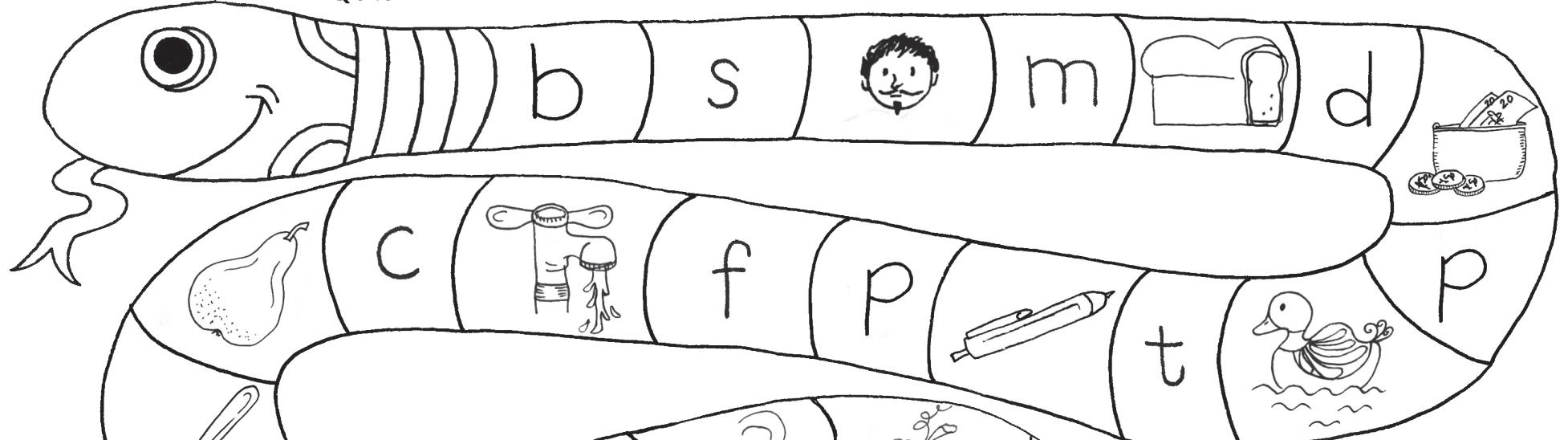
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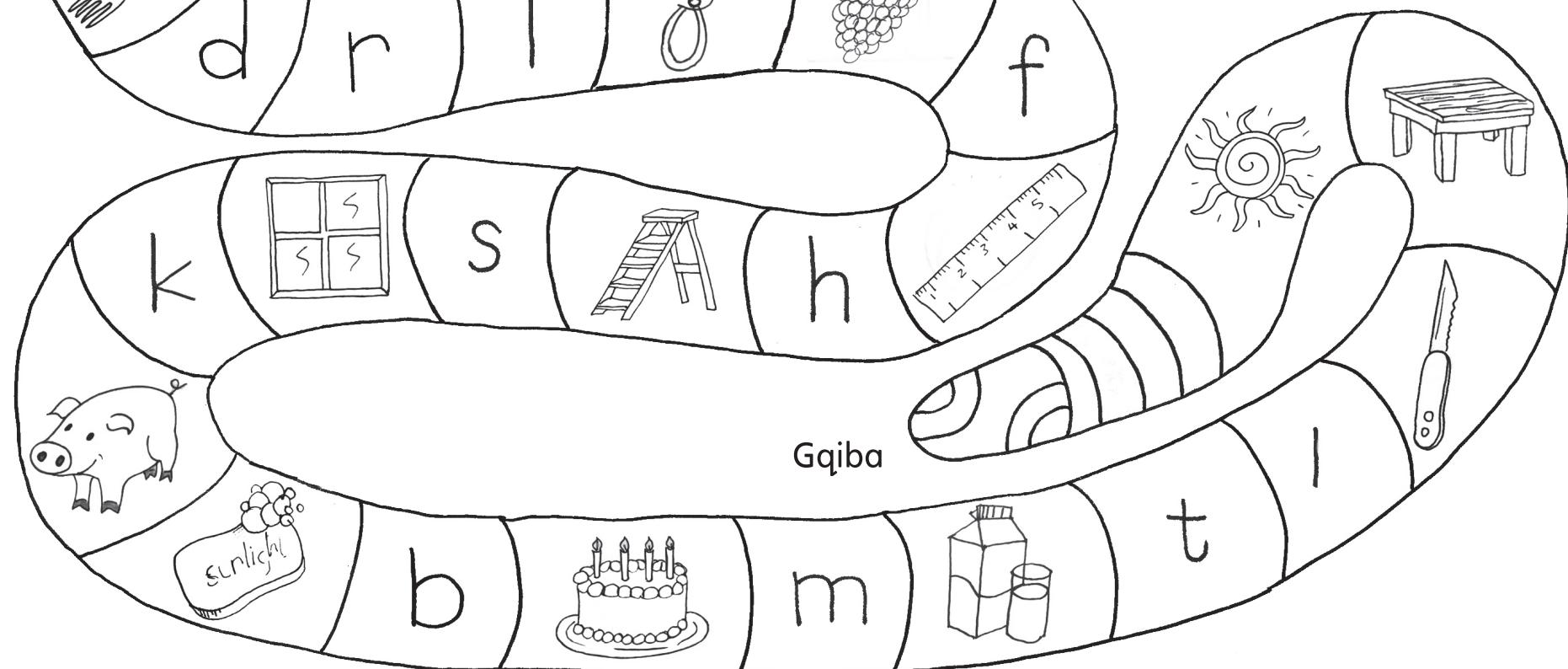
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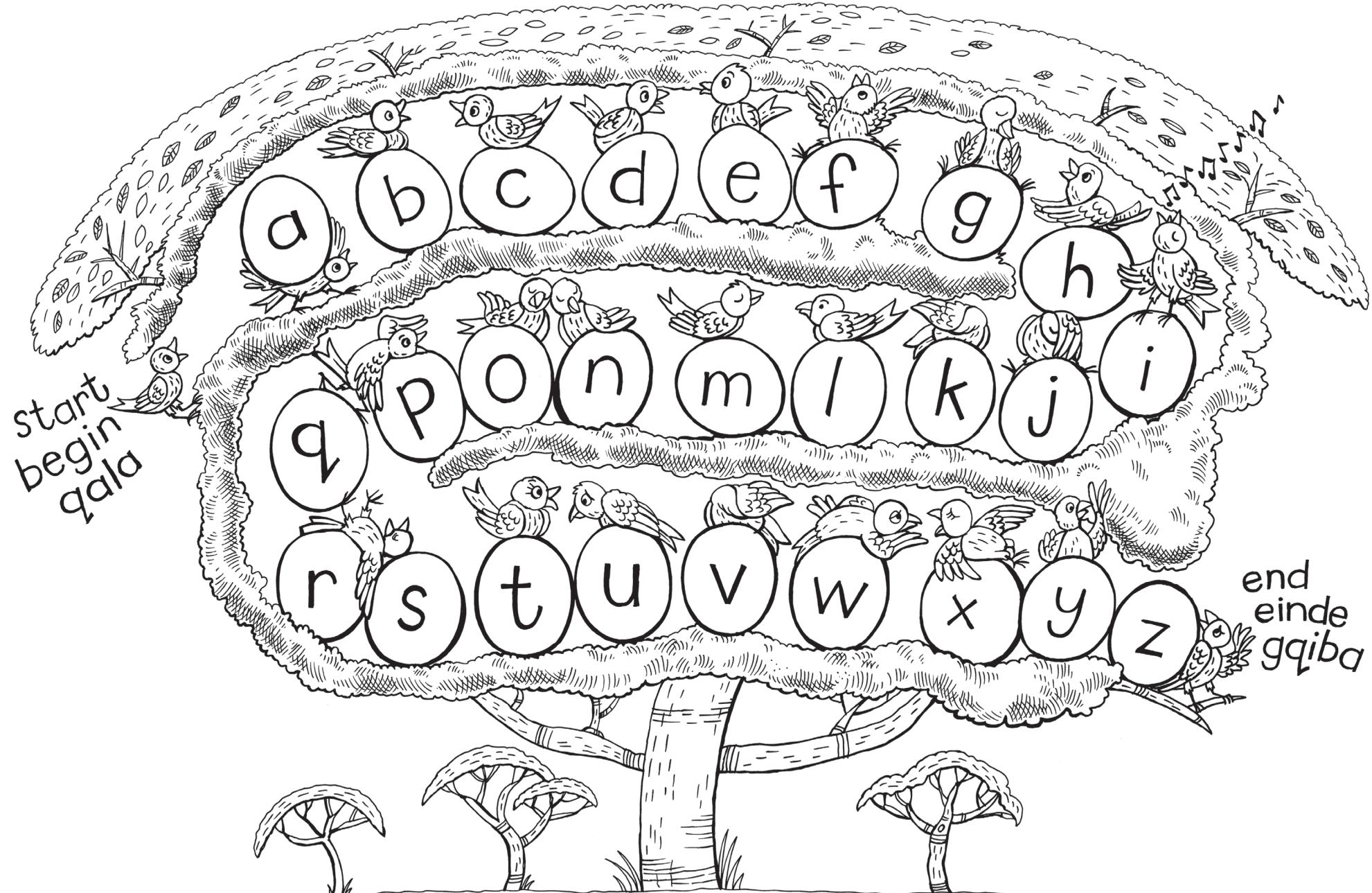


Qala



Gqiba







Amanqaku am



Amanqaku am



Amanqaku am