



Teaching Notes

IsiXhosa

Second Additional Language



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These Teaching Notes may be printed and photocopied for
use with the Theta series for Second Additional Language.

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Introduction

Welcome to *Thetha* (Speak), the exciting series from Oxford University Press South Africa. *Thetha* has been developed especially for the Second Additional Language (SAL) learner and is aligned to the Foundation Phase Second Additional Language (SAL) CAPS. *Thetha* offers a simple and easy-to-use set of Readers, as well as a comprehensive Digital Classroom Resource Pack for teachers. Learning a new language should be a fun and enriching experience. These teaching resources have been designed to help you take your learners on an exciting journey of learning a new language.

What is included in the *Thetha* series?

Thetha consists of the following components to ensure that you have everything you need to teach isiXhosa Second Additional Language with confidence:

- eight printed Readers (two per term)
- a Digital Classroom Resource Pack that includes Big Books, Teacher's Notes, songs and rhymes, worksheets and flashcards for you to use in your classroom
- two printed vocabulary board games.

Readers

The eight Grade 1 Second Additional Language Readers are based on themes suggested in the Department of Basic Education's Grade 1 lesson plans for Second Additional Language. They also promote social cohesion and a respect for indigenous knowledge systems. They provide CAPS-paced progression to gradually develop learners' emergent literacy skills. Beautiful and bright illustrations accompany each story to engage learners and to promote reading skills.

The Readers have a repetitive structure to reinforce vocabulary and grammatical structures. An activity is included at the end of each story of the Reader to engage learners and build comprehension and vocabulary skills.



Digital Classroom Resource Pack



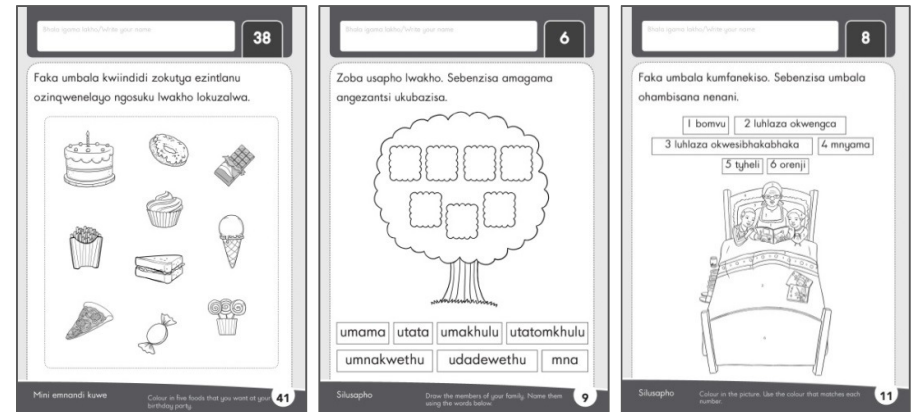
The *Thetha* Digital Classroom Resource Pack is an offline digital resource. It is available on a USB flash drive and can be used on any laptop or PC.

You will need a good set of PC speakers to play the audio content so that you class can hear it clearly. The USB flash drive needs to be inserted into your laptop or PC while you are using it.

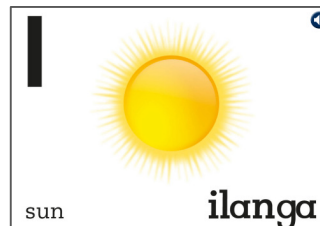
Note: You will not be able to copy anything off the flash drive, but some material (worksheets and Teacher's Notes) is available to be printed.

The Digital Classroom Resource Pack contains the following resource material:

- **Front-of-class interactive eBooks** with audio support and vocabulary support
- **Interactive games** to support vocabulary and comprehension skills in each Reader. The games are based on the stories in the Readers
- **Printable worksheets** that contain various tasks based on the Readers to reinforce vocabulary and comprehension skills. Instructions are provided in both English and isiXhosa



- An **Audio pronunciation guide** to help you and the learners to pronounce isiXhosa phonics



- **Flashcards with audio support** to develop vocabulary and pronunciation skills:
 - audio-enabled flashcards with vocabulary words in isiXhosa and English
 - audio-enabled flashcards with simple greetings in isiXhosa and English
 - audio-enabled flashcards with simple everyday phrases in isiXhosa and English
- Theme posters with vocabulary support are linked to the themes covered in the Readers and can be used to reinforce vocabulary taught. The pictures with audio-enabled captions can be displayed in both isiXhosa and English
- **Teacher's Notes** provide you with the tools to use the Readers and other components to their full potential. The Teacher's Notes include:
 - guidance on how to develop and conduct your lesson plans according to the CAPS time allocation, using the *Thetha* resources
 - information on how to introduce a Second Additional Language in the classroom
 - information on how to support learners who are learning a Second Additional Language
 - information on how to approach reading using different reading strategies for Second Additional Language.

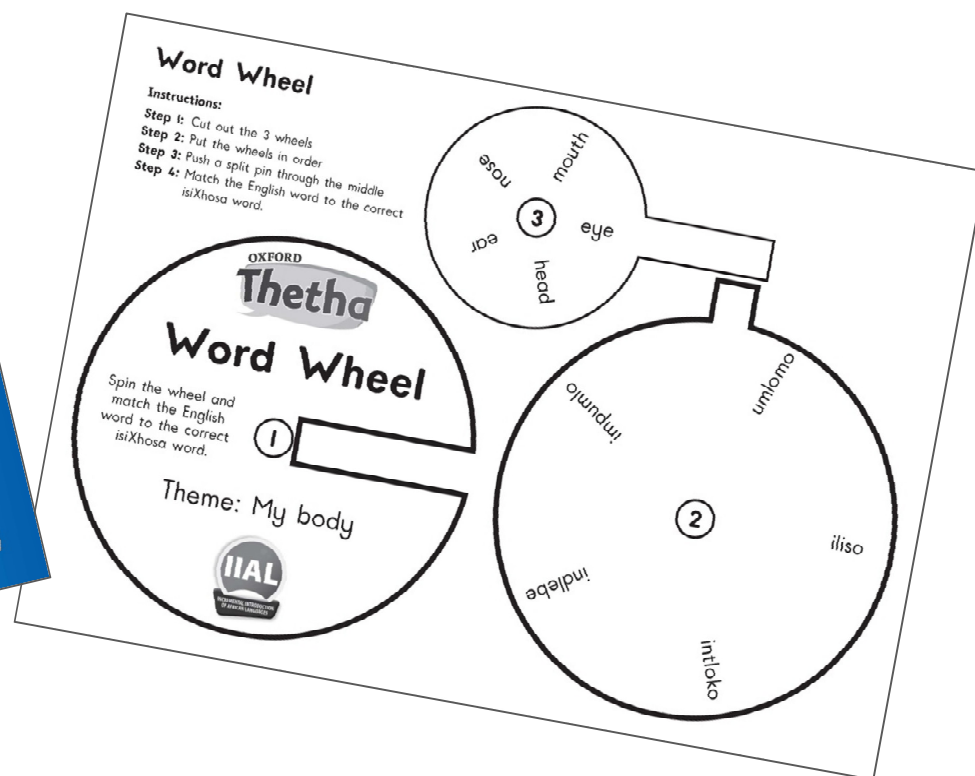
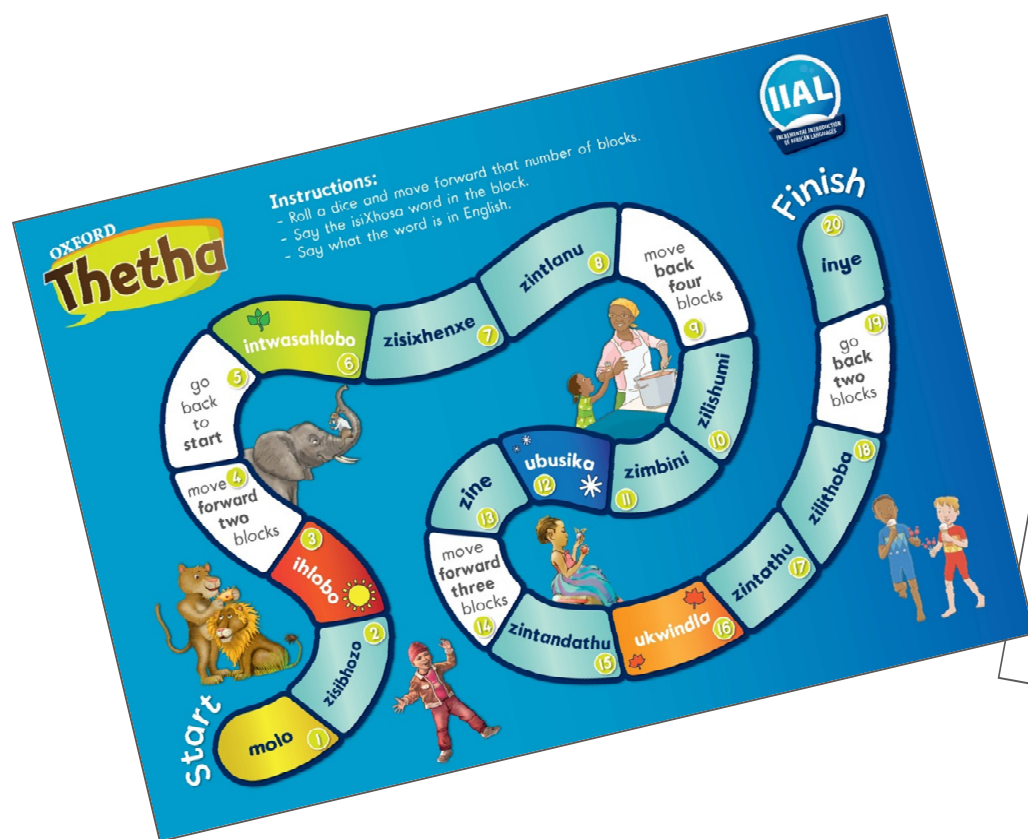


Vocabulary board games

As part of the *Thetha* offering, two board games are available per grade in order to encourage the acquisition of isiXhosa vocabulary.

The first board game reinforces numbers 1 to 10 and the seasons.

The word wheel will help your class to learn basic vocabulary for the theme *My body*.



Learning a Second Additional Language (SAL)

Why teach learners a Second Additional Language?

The new democratic South Africa is a linguistically and culturally diverse nation. The country's linguistic diversity is acknowledged and valued in our Constitution, which recognises eleven official languages. In the interests of effective social cohesion, it is therefore important to be able to communicate across language barriers. Learning to communicate in a Second Additional Language contributes significantly to being able to understand and respect cultural diversity and helps to foster social cohesion and inclusivity. The focus of the Second Additional Language is thus communicative language teaching and the development of Basic Interpersonal Communicative Skills (BICS). According to the Department of Basic Education, the focus of Second Additional Language learning is mainly on listening and speaking activities which include learning greetings, responding to instructions, making requests, using formulaic language and participating in simple dialogues.

The importance of oral language

When learners start to learn a Second Additional Language, they need to build a strong oral foundation. They need to hear a lot of simple, spoken language in context. Listening to the teacher tell and read stories from illustrated books is a good way of doing this as it also supports emergent literacy development. As the learners' understanding grows, they need many opportunities to speak the language in simple ways. Oral language permeates every facet of the curriculum and is therefore central to the language learning experience.

Providing a supportive, scaffolded learning environment

Learning to communicate in a new language requires a lot of support. Socio-cultural theory provides opportunities for learners to learn together through being collaboratively active in the learning process. According to this theory, knowledge is constructed socially through interaction and is shared by individuals. This knowledge is then internalised as the learner begins to understand and make sense of the new language and develop the confidence to communicate in the new language.

This social learning activity is mediated by a “more knowledgeable other”, such as the teacher or even peers that may have more knowledge. As the teacher, you need to acknowledge learners’ existing skills and prior knowledge and then provide them with support to gain new knowledge.

What prior knowledge do learners have?

Learning other languages builds on a child’s foundation of oral language. From a very early stage, children learn language as infants within a specific family and culture. They can speak their Home Language fluently, and already know several thousand words. This knowledge of language should be seen as an asset when learning a whole new vocabulary. When the child comes to school knowing their Home Language, they come with a wealth of oral language and an ability to communicate. Once children can read and write in their Home Language, they have knowledge that can be transferred as a basis from which the Second Additional Language is built. So, this prior knowledge should be used as a link to understand concepts in the Second Additional Language.

Examples of prior knowledge that children bring to the learning of a Second Additional Language include:

- **phonological awareness** – the ability to segment and blend syllables and sounds
- **orthographic awareness** – the understanding that marks on the page represent sounds
- **alphabetic awareness** – the understanding that letters represent sounds and that letters combine to form words and sentences
- the understanding that **print carries meaning** and that reading is about getting meaning from print
- some **concepts of print**, for example, that we read from left to right
- **habits and attitudes about reading and writing** – if learners are confident reading and writing in their Home Language, they can transfer these strategies to reading and writing in their Second Additional Language
- **content knowledge** – content mastered in one language transfers to another language, so if a theme is covered in the Home Language, it provides a foundation for literacy development in the Second Additional Language.

Although learners come to the Second Additional Language class with this wealth of prior language knowledge, remember that the main aim is to enable them to communicate meaningfully in a new language.

The Zone of Proximal Development (ZPD) and scaffolding

The Zone of Proximal Development, or ZPD, refers to the difference between what a learner can do without help and what they will be able to do with help. It is the area between what the learner knows and can do and the area that they need to reach. For example, the child may know and understand the meaning of the word “sit” (prior knowledge), but does not yet know the word for “sit” in the Second Additional Language. It is in this area that you help the child to learn the word so that they will be able to recognise and understand it when it is heard in the Second Additional Language.

Scaffolding is directly related to the Zone of Proximal Development. Scaffolding refers to the support mechanisms that help a learner to perform a task successfully within the ZPD - the area where the learner cannot function independently without support, for example correct pronunciation of a word, or being able to structure a sentence meaningfully in the Second Additional Language. Typically, this process is facilitated by a more competent individual such as the teacher or a peer. Scaffolding refers to the activities and strategies that you as the teacher use to guide the child to recognise and understand the new word in context by linking it with the learner’s prior knowledge.

The *Thetha* resources are designed to provide scaffolded learning experiences for Second Additional Language learners. The example on the right is a page from an interactive eBook on the Digital Classroom Resource Pack. In this example, the learners already understand the concept of bread in their Home Language. We build on this prior knowledge by providing the isiXhosa word for “bread”. We then scaffold this new knowledge by providing an audio pronunciation. We also help bridge the gap between the prior and the new knowledge by providing the meaning of the word in English, along with a picture. All of the *Thetha* resources follow this approach.



Classroom management for Second Additional Language

Classroom management in the Foundation Phase should include structure and predictable routine. Classroom management plays a significant role in creating a safe and secure environment in which learners can feel confident to express themselves. However, in teaching a Second Additional Language, it is also essential to recognise cultural diversity.

How to manage your classroom in a culturally-responsive way

The goal of classroom management should be to create an environment in which the learners behave appropriately. Remember that your learners should not behave well simply because they fear punishment or because there is a prospect of receiving a reward. They should rather behave appropriately because they respect each other. To achieve that goal, you should consider that:

- a teacher should first recognise their own biases
- they should know the learners' cultural backgrounds
- it is important to understand the broader social, economic, and political context in which the class is situated
- the teacher should be able and willing to use culturally-appropriate management strategies
- they should commit to building a caring and accepting classroom atmosphere.

In order for your learners to respect the new language that they are learning, you as the teacher need to project respect for the language. The learners will follow your example. To create a caring and inclusive environment, all the learners need to feel valued, trusted and supported by you and their peers.

Negotiating rules for your Second Additional Language classroom

The learners need to develop a positive attitude towards the target language or towards a teacher who may be a non-native speaker. Here are some possible rules that the teacher can negotiate with the class:

- Everybody should respect each other while they are talking.
- Respect the teacher's authority.
- Everybody should encourage one another.
- Disrespectful behaviour is unacceptable. (Let the class come up with examples, for example, "We do not laugh when someone makes a mistake.")
- Everybody should participate, but will never be forced to if they don't want to. Respect shyness as these learners need to develop confidence over time.

The rules should be:

- clear
- specific
- comprehensive
- enforceable
- displayed in the class
- repeated to learners regularly.

Rules must be written in a positive way. Avoid using "don'ts", for example, "I will not shout out answers" instead of "Don't shout out answers". All learners must understand the rules and the reasons for having them.

Seating arrangements

- Arrange the learning space in a way that facilitates learning and communication.
- You as the teacher must be able to observe and control the whole class.
- All the learners must be comfortable, even when they are on the carpet.
(This will limit fidgeting.)
- All learners must be able to see the pictures and words or sentences in the Big Book.
- Learners with a sensory difficulty or disability need to sit closer to you.
- Be aware of learners with physical difficulties or disabilities.
 - Create space for wheelchairs.
 - Have cushions on the floor for the learners who find it difficult to sit flat.
 - Some learners might need to sit on chairs while the rest of the class sits flat on the carpet.

Managing large classes

Large classes are a reality in many schools in developing countries like South Africa. In the Foundation Phase, effective classroom management is essential and is based on your ability as a teacher to successfully create a well-managed, well-structured classroom environment so that learning can happen. Teaching a group of learners with diverse needs, behaviours and attention spans can be very challenging. Many teachers have developed innovative strategies to help them handle large classes, for example:

- be well prepared for the day
- have a timetable (structure of the day-to-day activities)
- small group work
- work stations (rotating activities)
- rotating specific roles and responsibilities (for example, everyone will get a turn every week to do something)

- plan for peer support
- be consistent with punishment and rewards
- be constantly aware of learners with sensory and physical difficulties or disabilities.

Making use of learners who speak the language already

It is very likely that some of your learners will already be able to speak the Second Additional Language. They may even be Home Language speakers. Ask these learners to be your “helper teachers” during your Second Additional Language lessons. Let them help their peers and model the correct pronunciation of words.



Shared Reading

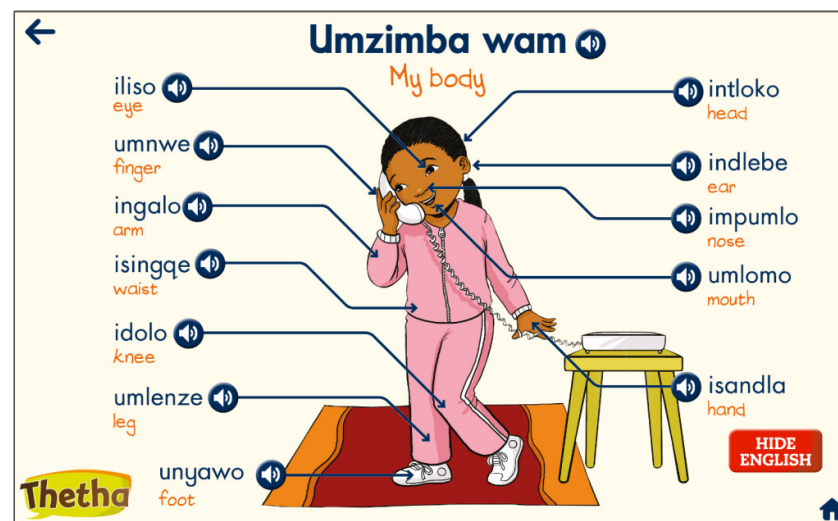
What is Shared Reading?

Shared Reading is the dominant reading methodology that is used to develop reading skills in the Second Additional Language from Grade 1 onwards. Shared Reading is important for language and literacy development. The purpose of Shared Reading in Grades 1 to 3 is to expose learners to their Second Additional Language in a meaningful way and in a supportive context. Shared Reading also develops learners' emergent literacy in the Second Additional Language. (Emergent literacy refers to the skills that are important to start understanding a new language, such as recognising certain sounds and linking them to letters (phonemic awareness), and recognising words heard in a conversation.)

How Thetha supports Shared Reading

The *Thetha* Digital Classroom Resource Pack is expertly designed to encourage shared reading activities. It includes the following resources that can be used for Shared Reading:

- **Theme posters:** *Thetha* theme posters can be used to introduce learners to the theme of the story that will be read. *Thetha* theme posters have clear, colourful illustrations that will enable the learners to talk about the theme. Talking about the posters in class will help to develop your learners' oral language skills in context and their vocabulary linked to that particular theme. You can turn the English captions on and off and you can click on the audio buttons to hear the correct pronunciation of words.



- **Interactive eBooks:** After the theme discussion, you can introduce the interactive class Reader to your learners. The *Thetha* interactive Readers expose learners to the Second Additional Language in a meaningful context through theme-based stories. The Readers have colourful illustrations that will attract and engage the learners. The teacher can engage the learners by discussing the pictures in the Reader through “picture walk and talk” activities and allowing learners to describe what they see. You can also encourage your learners to tell their own stories that may be linked to the pictures. Learners’ listening and emergent literacy skills are developed through listening to the stories and recognising some words that will be read and correctly pronounced for them.
- **Audio flashcards:** The audio flashcards are an essential component that you can use for vocabulary support and development. The words on the flashcards (taken from the stories) are accompanied by pictures that help the learners with word meaning. The flashcards also help with pronunciation, giving learners the confidence to say the words themselves. Before reading, you can introduce the story by teaching vocabulary using the audio flashcards. After reading the story, you can help your learners to practise and revise the words.
- **Interactive games:** After reading the story, the *Thetha* interactive games can be played to support the learners’ development of vocabulary and comprehension skills.





Shared Reading: Before reading

Before reading, you can ask the learners to:

- describe what they see on the cover of the book
- make predictions about the story (What will happen? How will the story end?)
- say what they see on each page
- predict what will happen on the next page
- describe characters (short, tall, small, pretty, etc.)
- explain events (What is happening here?).

It is important to re-use words in simple and short sentences (three to four words) at a time.

Shared Reading: During reading

During reading, learners should be encouraged to ask the meaning of words as they listen and make sense of the story content.

Shared Reading: After reading

After reading, learners' communication skills can be developed by:

- talking about their initial predictions
- discussing what happened in the story
- asking them to think of something that the story made them think of (associations)
- creating a role-play of the story
- telling each other what they have learnt from the story or how the story made them feel (affective)
- drawing a picture about what stood out for them in the story, and then to show and tell their group or class about it.

Teaching a Second Additional Language using Total Physical Response (TPR)

Total Physical Response (TPR) refers to the total immersion in the language. During Total Physical Response, you, as the teacher, explain something while modelling actions, which the learners then mimic. You will also give simple instructions that the learners have to respond to physically. For example, you say, “Come here, Thembi,” with an accompanying gesture. Thembi responds by coming towards you. This method has the advantage that you can immediately see whether or not Thembi understands. You can provide feedback such as, “Well done, Thembi,” or you can repeat the instruction more slowly with the gesture emphasised more strongly.

With Total Physical Response, try to use the Second Additional Language throughout the lesson. During the lesson, encourage your learners to speak to you and their classmates as much as possible in the Second Additional Language. It is important that the learners hear the correct words and pronunciation before they can be expected to speak or understand. The learners should soon become comfortable in using the Second Additional Language in basic communication. It is very important that the learners listen to their classmates without laughing when they make mistakes. Explain that everyone makes mistakes and that it is not kind to laugh at each other. Encourage your learners to ask and answer simple questions about the story after having read it. Start by modelling certain questions and answers that can be asked about the story.

Developing comprehension skills in a Second Additional Language

In the Second Additional Language, the focus is on visual, oral, numerical and textual comprehension skills. These are developed as you ask questions that enable your learners to engage with the text. Begin with simple questions that are related to visuals and real objects (fruit, clothes, etc.). Comprehension can be further enhanced through learners:

- drawing pictures related to the story
- role-playing
- retelling the story in small groups
- making up their own stories using the concepts from the Reader
- using concepts from the Reader to create songs and rhymes.

How *Thetha* supports the CAPS curriculum for Second Additional Language

Time allocation for languages in the Foundation Phase

Grade	Home Language	First Additional Language	Second Additional Language
Grade 1	7/8 hours	2/3 hours	1 hour
Grade 2	7/8 hours	2/3 hours	1 hour
Grade 3	7/8 hours	3/4 hours	1 hour

Schools are encouraged to use creative ways in which to include the one hour of Second Additional Language teaching per week in Grades 1 to 3. The Department of Basic Education has put forward the following suggestions:

- Extend the school day to accommodate 4 periods x 15 minutes for Second Additional Language per week (Monday to Thursday).
- Extend the school day to accommodate 3 periods x 20 minutes for Second Additional Language per week (Monday to Wednesday).
- Extend the school day to accommodate 2 periods x 30 minutes for Second Additional Language per week (for example, Monday and Tuesday).

The teacher provisioning model will also influence the timetable arrangements for Second Additional Language.

How does Second Additional Language affect promotion and progression in the Foundation Phase?

The Second Additional Language will not be considered for promotion and progression purposes.

How should you record and report on Second Additional Language Grade 1?

Learner progress in the Second Additional Language needs to be tracked in the form of quarterly checklists, observation notes, etc. Schools and teachers are encouraged to report on their learners' performance in the Second Additional Language in quarterly learner reports.

Overview of the language skills to be taught in Second Additional Language Grade 1

The language skills for Grade 1 are set out in the table below. All of these language skills have been integrated into the *Thetha* lesson plans provided in these Teaching Notes. You can print out copies of this Quarterly Checklist by navigating to the "Printables" folder on the flash drive.

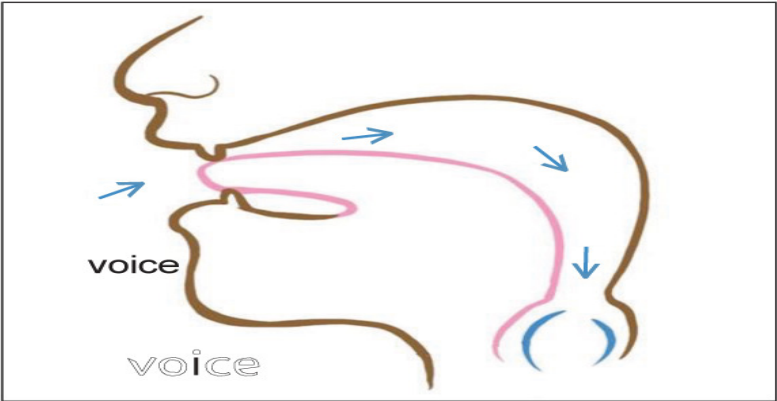
IsiXhosa Second Additional Language Grade 1	Learner's Name:		
Quarterly Checklist	Term/Date:		
LISTENING AND SPEAKING		Yes	Not yet
Listening and Speaking			
Responds to simple greetings using language chunks (e.g. Good morning, <i>molo</i> , <i>sawubona</i>).			
Responds to simple greetings and farewells.			
Sings simple songs (linked to the chosen theme or topic) and does actions with guidance (with teacher, in pairs and in small groups).			
Recites simple poems related to chosen themes with the teacher, in pairs and in small groups.			
Responds to commands (e.g. Stand up, sit down).			
Follows simple classroom instructions (e.g. Clap your hands) with teacher and in pairs.			
Points to objects in the classroom or in a picture (e.g. Show me the chair. Point to the ...).			

Plays language games (e.g. Simple Simon says: Touch your head, etc.) with teacher and in pairs.		
Uses some formulaic language (e.g. Please, thank you).		
Role-plays greeting (two sentences) in pairs and in small groups (e.g. Good Morning Thando. How are you?; Good morning Thando. I am fine).		
Begins to develop oral (listening and speaking) vocabulary using themes or topics.		
Storytelling		
Listens to short, simple stories told by the teacher.		
Listens to short, simple stories told by the teacher and repeats language chunks at the appropriate time.		
Points out and names objects in the pictures.		
Development of concepts, vocabulary and language structures		
Responds to greetings and commands.		
Repeats some language chunks confidently.		
Begins to develop some oral vocabulary.		
EMERGENT LITERACY	Yes	Not yet
Phonological awareness		
Claps out words in action songs, poems and short spoken sentences (<i>Ek skop die bal, realeboga, ngiyathokoza, enkosi</i> , etc.).		
Claps out syllables in key sounds in spoken words (<i>Sa-wu-bo-na; du-me-lang; mo-lo; goei-e-mô-re</i> ; etc.), songs, poems, stories.		
Claps hands/clicks fingers/jumps/stamp feet on syllables in words, songs, poems, stories (e.g. <i>Si-ya-bon-ga</i>).		
Hears repeated sounds (in word play).		

Identifies the sounds at the beginning of spoken words (e.g. <i>Inhloko</i> , <i>ikhanda</i> , <i>neus</i> , etc.).		
Segments spoken words by clapping on each syllable (e.g. words from the story).		
Shared reading		
Listens to stories (storytelling of simple stories linked to the theme) with resources such as Big Books, visuals, puppets, etc.		
Engages with visuals in Big Books and conversational posters with the teacher.		
After repeated visual engagements, repeats key vocabulary (e.g. Look hear, say and do).		
After repeated storytelling, repeats language chunks.		
Listens to the story told while following the teacher and looking at the pictures.		
Identifies objects in the pictures (e.g. Show me Thandi's teacher. Point to ...).		
Talks about the pictures in the story using the SAL as much as possible, but in the Home Language where necessary.		
Participates in story lessons by repeating key vocabulary and engaging with visuals in pairs and in small groups.		
After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and in small groups.		
Learns some oral vocabulary from visual texts (e.g. Big Books, posters, etc.).		
Participates in story lessons by responding to simple oral questions.		

Click sounds pronunciation

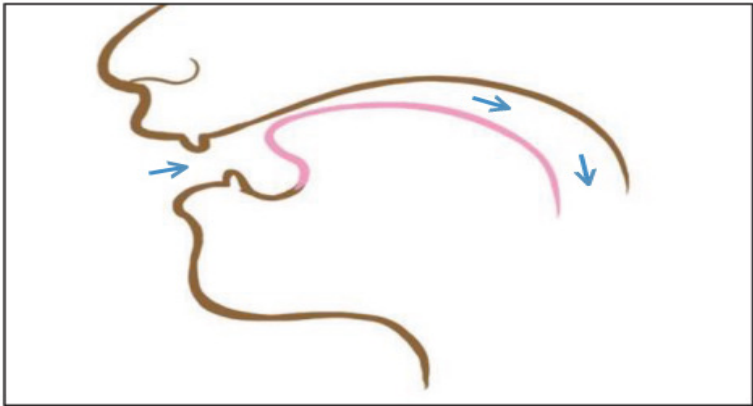
/c/ is the dental click. To pronounce it, the tongue tip touches the upper teeth. The sides of the tongue suck against the roof of the mouth. The jaw is slightly open. The body of the tongue is lowered; the tongue tip is drawn away from the teeth and the air from outside is drawn into the mouth to pronounce the dental click.



Making the /c/ sound

IsiXhosa		English	
Isinye	Isininzi	Singular	Plural
Cela	Celani	Ask	Ask
Cula	Culani	Sing	Sing
Icici	Amacici	Earring	Earrings
Cinga	Cingani	Think	Think

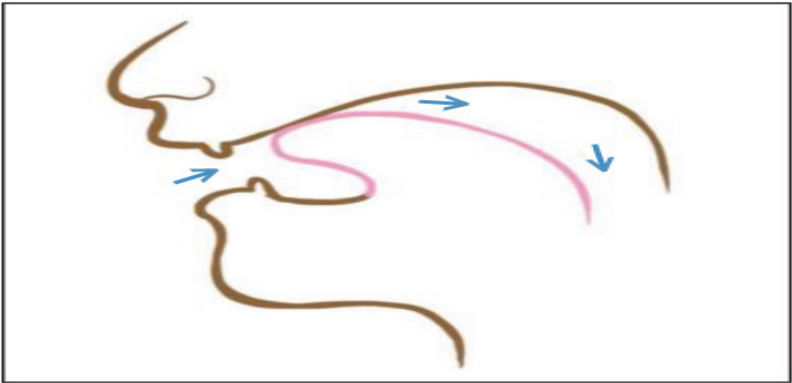
/q/ is the palatal click. To pronounce it, the tongue touches the palate then sucks against the roof of the mouth. The jaw is slightly open. The body of the tongue is lowered; the tongue tip is drawn away from the palate and the air from outside is drawn into the mouth to pronounce the palatal click.



Making the /q/ sound

IsiXhosa		English	
Isinye	Isininzi	Singular	Plural
Iqaqa	Amaqqa	Skunk	Skunks
Qiqqa	Qiqani	Understand	Understand
Qala	Qalani	Start	Start
Iqanda	Amaqanda	Egg	Eggs

/x/ is the alveolateral click. To pronounce it, the tongue tip touches the teeth ridge. The sides of the tongue suck against the roof of the mouth. The jaw is slightly open. The body of the tongue is lowered; the tongue tip is drawn away from the teeth ridge and the air is drawn in at the one side of the tongue. This click sound can be compared to the sound a person is making when he/she is irritated or annoyed.



Making the /x/ sound

IsiXhosa		English	
Isinye	Isininzi	Singular	Plural
Xoxa	Xoxani	Discuss	Discuss
Ixoxo	Amaxoxo	Frog	Frogs
Xuba	Xubani	Mix	Mix
Xola	Xolani	Forgive	Forgive

These seem quite difficult to pronounce if you are not a isiXhosa mother-tongue speaker but keep trying, you will get it right:

Click sounds	IsiXhosa examples	Help to pronounce the clicks
dental clicks: c chw gc ngc nc	icici (earring) chwechwa (tip-toe) gcina (keep) ingca (grass) nceda (help)	Press the tip of your tongue against your front teeth and then take it away quickly. This will feel like you are sucking something out of your front teeth.
lateral clicks: x xh gx ngx nx	ixoxo (frog) xhola (poke) igxalaba (shoulder) ingxowa (sack) inxele (left-handed),	Press your tongue against your palate and against your teeth on the sides and suck from your side teeth.
Palato-alveolar clicks: q qh gq ngq	iqaqqa (skunk) iqhawwe (hereo) ugqaphu (skipping rope), ingqondo (mind)	Press your tongue against your palate and pull it away as though you want to suck something off your palate with your tongue.

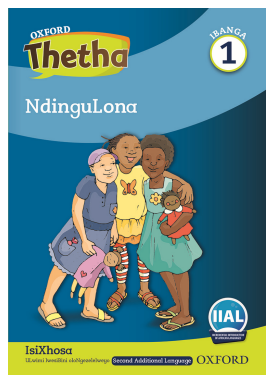
Practical lesson plans: Using *Thetha* in your Second Additional Language classroom

The lesson plans are arranged into themes in line with the themes in the DBE's Grade 1 Second Additional Language lesson plans. The Readers are based on these themes. Lesson plans for the first five weeks of each term will be based on the first Reader for that term. Lesson plans for the second five weeks of each term will be based on the second Reader for that term.

Term	Week	SAL CAPS theme	Lesson plan theme	Story title	Song	Rhyme	Poster	Flashcards
Term 1	1–5	Me and my body	Me	<i>NdinguLona (I am Lona)</i>	✓	✓	✓	✓
		Greetings						✓
	6–10	My family	My family	<i>Silusapho (We are family)</i>	✓	✓	✓	✓
		My home			✓	✓	✓	✓
		Animals						✓
		Sports						✓
Term 2	11–15	Friends	Friends	<i>Singabahlobo (We are friends)</i>	✓	✓	✓	✓
		Animals						✓
	16–20	At school	At school	<i>Esikolweni (At school)</i>	✓	✓	✓	✓
Term 3	21–25	Food	Food	<i>Ukutya kwehu (Our food)</i>	✓	✓	✓	✓
	26–30	Clothes	Clothes	<i>limpahla zethu (Our clothes)</i>	✓	✓	✓	✓
		Weather						✓
Term 4	31–35	People who help us	People who help us	<i>USanele nonesi (Sanele and the nurse)</i>	✓	✓	✓	✓
	36–40	Celebrations	Celebrations	<i>Mini emnandi kuwe (Happy birthday to you)</i>	✓	✓	✓	✓

Note: The lesson plans for the first Reader are very detailed. The lesson plans for the remaining Readers are less detailed, as the same pattern should be followed for each one.

Practical lesson plans: Term 1



TERM 1 • WEEK 1

Theme: Me

Book title: *NdinguLona (I am Lona)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on



Introduction (Listening and speaking)

Use two puppets to teach your learners greetings in isiXhosa. You can use any puppets you have in your classroom, or you can make simple puppets using old socks. Show your learners the puppets and tell them that the puppets are their friends who will help them to learn isiXhosa. Also, tell them that these two friends can only speak and understand isiXhosa, so it is important for them to try their best to speak isiXhosa so that the puppets can understand them. Give your puppets familiar, short names so that your learners can pronounce them easily.

Make sure that your learners listen to you carefully while you speak to them slowly and in a clear voice. Encourage your learners to feel comfortable to speak and ask questions when they are not sure so that they can improve their isiXhosa speaking skills.

Main activity

- Find the greetings flashcards. (Navigate to <Flashcards> <Phrases> from the main menu of the Digital Classroom Resource Pack.) Go through the greetings and play the audio. Let your learners repeat the words.
- Sit with your learners in a circle on the mat so that you can see every learner. Your puppets must face each other and be ready to greet each other. Instruct two learners to pair up and look at each other so that they can copy what the puppets do.
- Tell the learners to hold each other's right hands while looking at each other and smiling.

- The learners should repeat after you, but use their own names.

ISiXhosa	English
Molo Lisa.	Hello Lisa.
Molo Lona.	Hello Lona.
Unjani?	How are you?
Ndiphilile. Unjani wena?	I am fine. How are you?
Ndiphilile nam.	I am fine too.

- Let your learners do repeat this three or four times. Then they can switch roles. Compliment the learners who did well and encourage those who are trying.

Vocabulary

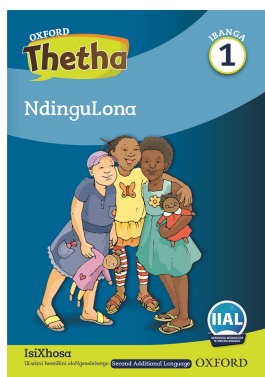
Tell your learners to clap their hands while saying the following words:

- mo-lo (Hello – to one person)
- mo-lwe-ni (Hello – to more than one person)
- u-nja-ni (How are you? – to one person)
- ndi-phi-li-le (I am well)
- ni-nja-ni (How are you? – to more than one person)
- si-phi-li-le (We are well).

You can also look through the flashcard pack for other easy words with a few sounds that you want your learners to learn. Make simple flashcards of these words and put them up on the walls of your classroom.

Closing activity

- Let learners draw two people greeting each other.
- Help them to write *molo* in a speech bubble.



TERM 1 • WEEK 2

Theme: Me

Book title: *NdinguLona (I am Lona)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Find the song *Molweni/Good morning*. (Navigate to <Rhymes and songs> <Songs> from the main menu of the Digital Classroom Resource Pack.)
- Tell your learners to make a circle. Make sure that your puppets are close by so that the learners remember to try their best to speak isiXhosa.
- Remind or ask your learners which words are used when greeting, and tell them to greet holding hands.
- Then, they must get ready to sing a greeting song in English and in isiXhosa. Play the video or sing the song yourself. Make sure that the learners sing after you and act while they sing. Here is the song:

IsiXhosa	English
Molweni	Good morning
Molweni, molweni	Good morning, good morning
Ninjani?	How are you?
Molweni, molweni	Good morning, good morning
Niyaphila na?	How do you do?

Main activity

- Find the book *NdinguLona/I am Lona*. (Navigate to <Readers> <Term 1> <Book 1> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Show the learners the cover and ask them questions about it. They can answer in English. Ask them questions like:
 - What do you see in the picture?
 - What are the children doing?
- Now show them a flashcard of the story title. You can make this flashcard yourself using paper or cardboard. For example:

NdinguLona.
I am Lona.

- Read the story title to your learners and let them repeat it after you. Read slowly and clearly so that they can hear you.

Vocabulary

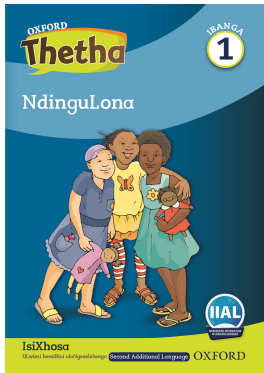
Tell your learners to clap their hands while saying the following words:

- u-ku-cula (to sing)
- u-ku-zoba (to) draw
- u-ku-dlala(to play)
- u-ku-funda (to learn).

You can also look through the flashcard pack for other easy words with a few sounds that you want your learners to learn. Make simple flashcards of these words and put them up on the walls of your classroom.

Closing activity

Let learners sit in pairs facing each other, singing the song *Molweni/Good morning*.



TERM 1 • WEEK 3

Theme: Me

Book title: *NdinguLona (I am Lona)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Remind your learners to greet their two puppet friends before they continue with the lesson. The puppets must also greet each other.
- Ask learners to remind you about the story title and to repeat it.

Main activity

- Find the book *NdinguLona/I am Lona*. (Navigate to <Readers> <Term 1> <Book 1> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Show your learners the pictures in the book and ask them questions about the pictures. They can answer in English. Ask them questions like:
 - Name the things you see in the pictures.
 - Which of the things in the pictures do you have at home?
 - If you had money, which things would you buy for yourself? Why?

Vocabulary

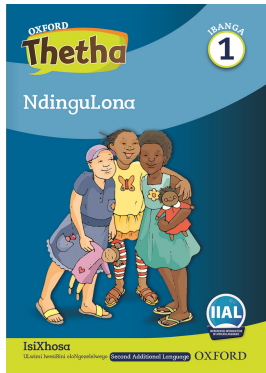
Tell the learners to clap hands while repeating the following words after you:

- u-ku-cula (to sing)
- u-ku-zoba (to draw)
- u-ku-bulisa (to greet)
- u-ku-dlala (to play)
- u-ku-funda (to learn)
- u-ku-lala (to sleep).

You can also look through the flashcard pack for other easy words with a few sounds that you want your learners to learn. Make simple flashcards of these words and put them up on the walls of your classroom.

Closing activity

- Ask your learners to say what is happening on each page of the story.
- Encourage your learners to use some of the isiXhosa vocabulary that they have learnt.



TERM 1 • WEEK 4

Theme: Me

Book title: *NdinguLona (I am Lona)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Tell your learners about the friends, Lona and Lisa, who are visiting, and who can only speak and understand isiXhosa. Your learners must greet them. They must stand up and be ready to say a rhyme.
- Find the rhyme *Igama lam/My name*. (Navigate to <Rhymes and songs> <Rhymes> from the main menu of the Digital Classroom Resource Pack.)
- Use the video to teach your learners this rhyme:

IsiXhosa	English
Igama lam	My name
Igama lam, ndinguLona	My name is Lona.
Ifani yam, ndinguZathu	My surname is Zathu.
Ngamehlo am, ndiyabona	I see with my eyes.
Ngomlomo wam, ndiyacula	I sing with my mouth.
Ngesandla sam, ndiyazoba	I draw with my hands.
Ngeenyawo zam, ndiyahamba	I walk with my feet.
Umzimba wam, ndiyawuthanda	I love my body.

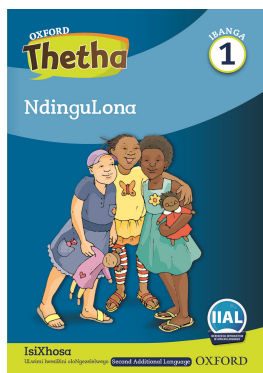
- Find the them poster *Umzimba wam/My body*. (Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.)
- Use the poster to go over some of the vocabulary in the rhyme:
 - amehlo (eyes) – Iliso is the singular)
 - umlomo (mouth)
 - isandla (hand)
 - iinyawo (feet)
 - umzimba (body).

Main activity

- Tell your learners to open their Readers. Let them turn the pages and discuss each picture. Ask them what they think is happening on every page. Make sure you get different learners to answer your questions.
- Find the book *NdinguLona/I am Lona*. (Navigate to <Readers> <Term 1> <Book 1> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Start on page 2 and play the audio for each page. Click on the underlined words to show their meanings. Play the audio of the words and let the learners repeat the words. Discuss the meaning of each short sentence.
- Read the words again very slowly, and let the learners listen and follow in their Readers.
- Ask a learner to explain in English what the words on each page mean.

Closing activity

- If you feel that your learners understood what you read to them, turn to page 8 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity. You can also do the activity with the whole class, using the interactive activity on page 8 of the eBook.



TERM 1 • WEEK 5

Theme: Me

Book title: *NdinguLona (I am Lona)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, worksheets

Introduction (Listening and speaking)

- Tell the learners to stand in front of the classroom and greet you and the other learners. For example: *Molo Titshala* (Hello teacher); *Molo Lona* (Hello Lona); *Molweni bafundi* (Hello learners).
- Teach the learners to introduce themselves in a simple way. For example: *NdinguLona*. (I am Lona.)
- Now teach the learners to say something that they like. Choose nouns from the story. For example: *Ndithanda ...* (I like ...)
 - iiapile (apples)
 - abahlobo (friends)
 - iilekese (sweets)
 - isiXhosa (Xhosa)
 - uLona (Lona).
- If your learners want to say something that they like to do, then the sentence needs to be in this format: *Ndithanda uku ...* (I like to ...) Choose verbs from the story. For example:
 - ukucula (to sing)
 - ukudlala (to play)
 - ukuzoba (to draw)
 - ukulala (to sleep).

Main activity

Remind your learners about the story you read in the previous lesson. Let the learners say what they remember about the story. It doesn't matter if the order is not correct.

Vocabulary

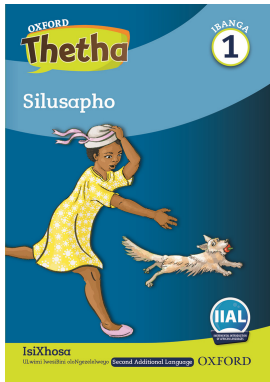
Revise all the words you have taught so far. Say the words and let your learners repeat them while clapping the syllables. Use the flashcards in the Digital Classroom Resource Pack and the flashcards you have put up on the walls of your classroom. Try to say some words in isiXhosa and or in English and see whether or not your learners can say the words in the other language.

Guided reading

Let your learners look at the Reader again. Ask them to say what Lona does on each page. They must speak as if they are reading to you.

Closing activity

- Find the games for the book *NdinguLona/I am Lona*. (Navigate to <Readers> <Term 1> <Book 1> <Games> from the main menu of the Digital Classroom Resource Pack.)
- Let the learners play the games for this story as a class or in groups.
- Find the worksheets for the book *NdinguLona/I am Lona*. (Navigate to <Readers> <Term 1> <Book 1> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- You will need Worksheet 4 on page 7.
- Let your learners complete the worksheet alone or in pairs.



TERM 1 • WEEK 6

Theme: My family

Book title: *Silusapho (We are family)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, magazines

Introduction (Listening and speaking)

- Find the song *Singabahlobo/We are friends*. (Navigate to <Rhymes and songs> <Songs> from the main menu of the Digital Classroom Resource Pack.) Replace the words *Singabahlobo* (We are friends) with *Silusasapho* (We are family).
- Ask the learners questions about their families – allow them to use English when they respond.

Main activity

- Find the book *Silusapho/We are family*. (Navigate to <Readers> <Term 1> <Book 1> <Read> from the main menu of the Digital Classroom Resource Pack.) Read aloud with your class in English and in isiXhosa.
- Practise these words. Tell learners to clap their hands while saying the following words:
 - utata (father)
 - umama (mother)
 - umntakwethu (brother)
 - udadewethu (sister)
 - usapho (family)
 - igadi (garden)
 - umakhulu (grandmother)
 - utatomkhulu (grandfather).

Closing activity

- Find the worksheets for the book *Silusapho/We are family*. (Navigate to <Readers> <Term 1> <Book 1> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners do Worksheet 6 on page 9.

Instructions:
Draw the members of your family. Name them using the words below.

Zoba usapho lwakho. Sebenzisa amagama angezantsi ukubazisa.

umama utata umakhulu utatomkhulu
umnakwethu udadewethu mna

How to print these pages
1. Open your file explorer.
2. Find the folder called "printables" and browse to the workbook.
3. Open the file and print.

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READER 2 Silusapho



TERM 1 • WEEK 7

Theme: My family

Book title: *Silusapho (We are family)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Start with greetings. (Use the lesson plans for Term 1 Weeks 1 to 5 for more guidance on greetings.)
- Then ask your learners to sing a family song.
- Talk about families, asking the following questions:
 - How many members are there in your family?
 - Why do you love your family?
 - What activities do you do together as a family?

Main activity

- Find the book *Silusapho/We are family*. (Navigate to <Readers> <Term 1> <Book 2> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Show the learners the cover and ask questions about it. They can answer in English. Ask them questions like:
 - What do you see in the picture?
 - What is the girl in the picture doing?
 - Why is the dog running?
- Read the title of the book aloud in English and in isiXhosa, with your learners.

Vocabulary

Tell your learners to clap their hands while saying the following words:

- u-sa-pho (family)
- u-ta-ta (father)
- u-ma-ma (mother)
- u-da-de-we-thu (sister)
- u-mna-kwe-thu (brother).

Closing activity

- In pairs, let your learners tell each other who the members of their family are.
- Encourage them to speak in isiXhosa if they can, for example:
 - Utata wam nguJohn. (My father is John.)
 - Umama wam nguMary. (My mother is Mary.)
 - Udadewethu wam nguTammy. (My sister is Tammy.)
 - Umnakwethu wam nguKyle. (My brother is Kyle.)



TERM 1 • WEEK 8

Theme: My family

Book title: *Silusapho (We are family)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Start with greetings.
- Ask learners to sing a family song.
- Ask learners to remind you about the story title.

Main activity

- Find the book *Silusapho/We are family*. (Navigate to <Readers> <Term 1> <Book 2> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Show your learners the pictures in the book and ask them questions like:
 - What do you see in the pictures?
 - Do you have a puppet?
 - How do you help your family at home?

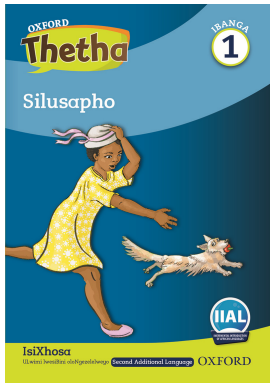
Vocabulary

Tell your learners to clap their hands while saying the following words:

- i-ga-di (garden)
- i-nja (dog)
- u-Li-vi-we (Liviwe)
- u-Li-na-ko (Linako)
- u-sa-pho (family).

Closing activity

- Give your learners a piece of A4 paper and let them draw their family homes.
- They must write *Indlu yam* (My house) at the top of the page.



TERM 1 • WEEK 9

Theme: My family

Book title: *Silusapho (We are family)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Start with greetings.
- Find the theme poster *Amani/Numbers*. (Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.) Say the numbers together in both isiXhosa and in English.
- Ask learners to remind you about the story title.

Main activity

- Find the book *Silusapho/We are family*. (Navigate to <Readers> <Term 1> <Book 2> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Start on page 2 and play the audio on each page. Click on the underlined words to show their meanings. Let your learners repeat the words.
- Ask the learners to explain in English what the words on each page mean.

Closing activity

- If you feel that your learners understood what you read to them, turn to page 8 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity.
- You can also do the activity with the whole class using the interactive activity on page 8 of the eBook.



TERM 1 • WEEK 10

Theme: My family

Book title: *Silusapho (We are family)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Start with greetings.
- Find the theme poster *Amani/Numbers*. (Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.) Say the numbers together in both isiXhosa and in English.
- Ask learners to remind you about the story.
- Ask them to tell you how many family members there are. Encourage them to use the isiXhosa word.
- Ask them to tell you how many pets the family has. Encourage them to use the isiXhosa word.

Main activity

Remind your learners about the story you read in the previous lesson. Let them say what they remember about the story. It doesn't matter if the order is not correct.

Vocabulary

Revise all the words you have taught so far. Say the words and let your learners repeat them while clapping the syllables. Use the flashcards in the Digital Classroom Resource Pack and the flashcards you have put up on the walls of your classroom. Try to say some words in isiXhosa and or in English and see whether or not your learners can say the words in the other language.

Guided reading

Ask learners to look at the Reader again. They must say what the family is doing on each page. They must speak as if they are reading to you.

Closing activity

- Find the games for the book *Silusapho/We are family*. (Navigate to <Readers> <Term 1> <Book 2> <Games> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners play the games for this story as a class or in groups.
- Find the worksheets for the book *Silusapho/We are family*. (Navigate to <Readers> <Term 1> <Book 2> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- Print Worksheet 10 on page 13.
- Let your learners complete the worksheet on their own or in pairs.

←

Instructions:
Match each name to the correct person or animal.

Matanisa igama ngalinye nomntu okanye isilwanyana esisefotweni.

ulinako uliviwe inja

umama utata umakhulu

Silusapho Match each name to the correct person or animal. 13

How to print these pages
1. Open your file explorer.
2. Find the folder called "printables" and browse to the workbook.
3. Open the file and print.

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READER 2 Silusapho

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Practical lesson plans: Term 2



TERM 2 • WEEK 1

Theme: Friends

Book title: *Singabahlobo (We are friends)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Find the greetings flashcards. (Navigate to <Flashcards> <Phrases> from the main menu of the Digital Classroom Resource Pack.) Go through the greetings and play the audio if your learners need to hear it again. Let your learners repeat the words.
- Sit on the mat in a circle with your learners so that you can see all of them. Use your isiXhosa puppets. Remember that the puppets must face each other and be ready to greet each other. Instruct two learners to pair up and look at each other so that they can copy what the puppets do.
- The learners should repeat after you, but use their own names.

IsiXhosa	English
Molo.	Hello.
Unjani?	How are you?
Ndiphilile.	I am fine.
Unjani wena?	How are you?
Ndiphilile nam.	I am fine too.
NdinguBabalwa.	I am Babalwa.
Ngubani igama lakho?	What is your name?
NdinguBabalo.	I am Babalo.

- Let your learners repeat this three or four times. Then they can switch roles. Compliment the learners who did well and encourage those who are trying.

Main activity

- Find the book *Singabahlobo/We are friends*. (Navigate to <Readers> <Term 1> <Book 2> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Read aloud with your learners in English and in isiXhosa.

Closing activity

- Find the worksheets for the book *Singabahlobo/We are friends*. (Navigate to <Readers> <Term 2> <Book 2> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners do Worksheet 11 on page 14.



TERM 2 • WEEK 2

Theme: Friends

Book title: *Singabahlobo (We are friends)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, magazines

Introduction (Listening and speaking)

- Find the song *Singabahlobo/We are friends*. (Navigate to <Rhymes and songs> <Songs> from the main menu of the Digital Classroom Resource Pack.) Sing the song with your class.
- Ask questions about friends. Allow learners to use English in their responses:
 - What is a friend?
 - Do you have a friend?
 - What is their name?
 - What games do you play together?

Main activity

- Find the book *Singabahlobo/We are friends*. (Navigate to <Readers> <Term 2> <Book 3> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Show the learners the cover and ask questions about it. They can answer in English. Ask them questions like:
 - What do you see in the picture?
 - What are the girls doing in the picture?
 - What are the colours of their clothes?
 - What do you think they are going to play?

- Read the title of the book aloud with your learners in English and in isiXhosa.

Vocabulary

Tell your learners to clap their hands while saying the following words:

- a-ba-hlo-bo (friends)
- u-no-che-le (hopscotch)
- siyabaleka (we run)
- umnyama (rainbow).

Closing activity

- In pairs, let your learners tell each other who their friends are and which games they play most.
- Encourage them to speak in isiXhosa if possible. For example:
 - Abahlobo bam ngu ... (My friends are ...)
 - Sidlala ... (We play ...).



TERM 2 • WEEK 3

Theme: Friends

Book title: *Singabahlobo (We are friends)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, magazines

Introduction (Listening and speaking)

- Find the rhyme *Igama lam/My name*. (Navigate to <Rhymes and songs> <Rhymes> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners form a circle with one learner in the middle to lead a game.
- The learner in the middle needs to tell the other learners what she does with her body parts. For example:
 - *Ngomlomo wam, ndiyathetha*. (With my lips, I talk.)
 - *Ngeenyawo zam, ndikhaba ibhola*. (With my feet, I kick a ball.)
 - *Ngeenyawo zam, ndiyabaleka*. (With my feet, I run.)

Main activity

- Find the book *Singabahlobo/We are friends*. (Navigate to <Readers> <Term 2> <Book 3> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Show the learners the pictures in the book and ask questions like:
 - What do you see in the pictures?
 - What are the friends doing?
 - What games are the friends playing?

Vocabulary

Tell your learners to clap their hands while saying the following words:

- a-ba-hlo-bo (friends)
- u-no-che-le (hopscotch)
- si-ya-ba-le-ka (we run)
- u-m-nya-ma (rainbow).

Closing activity

Take the learners outside and let them play a few of the games they have seen in the Reader.



TERM 2 • WEEK 4

Theme: Friends

Book title: *Singabahlobo (We are friends)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

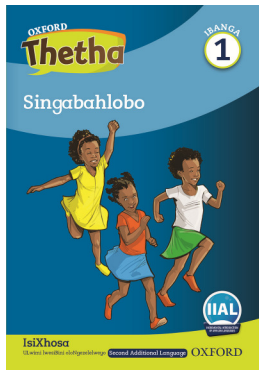
- Start with greetings.
- Find the theme poster *Amaxesha onyaka/Seasons*. (Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.) Together with your class, say the names of the seasons in both isiXhosa and in English.
- Ask your learners what they like to do with their friends during each season.

Main activity

- Find the book *Singabahlobo/We are friends*. (Navigate to <Readers> <Term 2> <Book 3> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Start on page 2 and play the audio on each page. Click on the underlined words to show their meanings. Let the learners repeat the words.
- Ask the learners to explain in English what the words on each page mean.

Closing activity

- If you feel that your learners understood what you read to them, turn to page 8 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity.
- You can also do the activity with the whole class using the interactive activity on page 8 of the eBook.



TERM 2 • WEEK 5

Theme: Friends

Book title: *Singabahlobo (We are friends)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Sing the song *Singabahlobo/We are friends*. (Navigate to <Rhymes and songs> <Songs> from the main menu of the Digital Classroom Resource Pack.)

Main activity

- Remind your learners about the story you read in the previous lesson.
- Let the learners say what they remember about the story. It doesn't matter if the order is not correct.

Vocabulary

Revise all the words you have taught so far. Say the words and let your learners repeat them while clapping the syllables. Use the flashcards in the Digital Classroom Resource Pack and the flashcards you have put up on the walls of your classroom. Try to say some words in isiXhosa and or in English and see whether or not your learners can say the words in the other language.

Guided reading

Ask learners to look at the Reader again on their own. Then they must say what the friends are doing on each page. They must speak as if they are reading to you.

Closing activity

- Find the games for the book *Singabahlobo/We are friends*. (Navigate to <Readers> <Term 2> <Book 3> <Games> from the main menu of the Digital Classroom Resource Pack.)
- Let learners play the games for this story as a class or in groups.
- Find the worksheets for the book *Singabahlobo/We are friends*. (Navigate to <Readers> <Term 2> <Book 3> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- Print Worksheet 12 on page 15.
- Let the learners complete the worksheet on their own or in pairs.

←

Instructions:
Match each word
to the correct
picture.

Matanisa igama ngalinye nomfanekiso.

unochele

upuca

iphazili

umnyama

Singabahlobo Match each word to the correct picture. 15

How to print these pages
1. Open your file explorer.
2. Find the folder called "printables" and browse to the workbook.
3. Open the file and print.

OXFORD
Thetha

READER 3 Singabahlobo

↑



TERM 2 • WEEK 6

Theme: At school

Book title: *Esikolweni (At school)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Find the rhyme *Esikolweni/At school*. (Navigate to <Rhymes and songs> <Rhymes> from the main menu of the Digital Classroom Resource Pack.)
- Play the video and say the rhyme together.
- Ask your learners questions about school. Let them answer English.

Main activity

- Find the book *Esikolweni/At school*. (Navigate to <Readers> <Term 2> <Book 4> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Show the learners the cover and ask questions about it. They can answer in English, but encourage them to speak isiXhosa if they can. Ask them questions like:
 - What do you see in the picture?
 - What are the people in the picture doing?
- Read the title of the book aloud with them in isiXhosa. Explain the meaning of the title to them.
- Ask them to tell you what makes them happy at school.

Vocabulary

Tell your learners to clap their hands while saying the following words:

- i-si-ko-lo (school)
- u-ti-tsha-la-ka-zi (teacher – female)
- i-kla-si (class)
- si-zo-ba (we draw)
- si-cu-la (we sing).

Closing activity

- Each learner must get a blank piece of A4 paper.
- Ask them to draw their school.
- They can write *Isikolo sam* (My school) at the top of the page.



TERM 2 • WEEK 7

Theme: At school

Book title: *Esikolweni (At school)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Find the theme poster *Amani/Numbers*. (Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.)
- Practise counting with the learners.

Main activity

- Find the book *Esikolweni/At school*. (Navigate to <Readers> <Term 2> <Book 4> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Start on page 2 and play the audio on each page. Click on the underlined words to show their meanings.
- Ask your learners to explain in English what the words on each page mean.

Vocabulary

Tell your learners to clap their hands while saying the following words:

- u-ti-tsha-la-ka-zi (teacher – female)
- ta-fi-le (table)
- i-si-ko-lo (school).

Closing activity

- Find the worksheets for the book *Esikolweni/At school*. (Navigate to <Readers> <Term 2> <Book 4> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners do Worksheet 17 on page 20.

←

Instructions:
Help him get to school.

Shata igama lakho/write your name

17

Mncede afike esikolweni.



20 Help him get to school. Esikolweni

How to print these pages

1. Open your file explorer.
2. Find the folder called "printables" and browse to the workbook.
3. Open the file and print.

OXFORD
Thetha

READER 4 Esikolweni

🏠



TERM 2 • WEEK 8

Theme: At school

Book title: *Esikolweni (At school)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Find the rhyme *Esikolweni/At school*. (Navigate to <Rhymes and songs> <Rhymes> from the main menu of the Digital Classroom Resource Pack.) Say it together with your class.
- Ask your learners who their friends at school are.
- What games do they like to play with their friends at school?

Main activity

- Find the book *Esikolweni/At school*. (Navigate to <Readers> <Term 2> <Book 4> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Ask your learners to look at the Reader again. They must say what the teachers and the learners are doing on each page. They must speak as if they are reading to you.

Closing activity

- If you feel that your learners understood what you read to them, turn to page 8 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity.
- You can also do the activity with the whole class using the interactive activity on page 8 of the eBook.



TERM 2 • WEEK 9

Theme: At school

Book title: *Esikolweni (At school)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Find the phrases flashcards. (Navigate to <Flashcards> <Phrases> from the main menu of the Digital Classroom Resource Pack.) Use the phrases to have a conversation about school.
- Learners must talk to each other using the phrases. Encourage them to use isiXhosa. Support those who are still struggling.

Main activity

- Find the book *Esikolweni/At school*. (Navigate to <Readers> <Term 2> <Book 4> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Ask your learners to look at the Reader attentively so that they don't disturb each other. Let them explain what happens on each page of the story. They must speak as if they are reading to you.

Closing activity

- Find the games for the book *Esikolweni/At school*. (Navigate to <Readers> <Term 2> <Book 4> <Games> from the main menu of the Digital Classroom Resource Pack.)
- Let the learners play the games for this story as a class or in groups.



TERM 2 • WEEK 10

Theme: At school

Book title: *Esikolweni (At school)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Find the theme poster *lintsuku zeveki/Days of the week*. (Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.)
- Go through the days of the week and play the audio.
- Let the learners repeat after you until they are comfortable to say the days of the week themselves.

Main activity

- Remind learners about the story you read in the previous lesson.
- Let the learners say what they remember about the story. It doesn't matter if the order is not correct.

Vocabulary

Revise all the words you have taught so far. Say the words and let your learners repeat them while clapping the syllables. Use the flashcards in the Digital Classroom Resource Pack and the flashcards you have put up on the walls of your classroom. Try to say some words in isiXhosa and or in English and see whether or not your learners can say the words in the other language.

Guided reading

- Find the book *Esikolweni/At school*. (Navigate to <Readers> <Term 2> <Book 4> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Ask your learners to look at the Reader again and explain what is happening on each page. They must speak as if they are reading to you.

Closing activity

- Find the games for the book *Esikolweni/At school*. (Navigate to <Readers> <Term 2> <Book 4> <Games> from the main menu of the Digital Classroom Resource Pack.)
- Let the learners play the games for this story as a class or in groups.
- Find the worksheets for the book *Esikolweni/At school*. (Navigate to <Readers> <Term 2> <Book 4> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners do Worksheet 20 on page 23.

The screenshot displays a digital interface for the Oxford Thetha Grade 1 Teaching Notes. The main content area shows a worksheet titled 'Esikolweni' with the page number '20' in the top right corner. The worksheet includes a section for 'Instructions: Number the pictures to put them in the correct order.' and a grid of four black and white illustrations of children in a classroom setting. Below the grid, the text 'Landeletanisa imifanekiso ngakwebali. Faka inani.' is visible. A sidebar on the right provides instructions on how to print the pages. The bottom of the interface features the 'OXFORD Thetha' logo and the text 'READER 4 Esikolweni'.

←

Instructions:
Number the pictures to put them in the correct order.

20

Landeletanisa imifanekiso ngakwebali.
Faka inani.

Esikolweni

23

OXFORD Thetha

READER 4 Esikolweni

How to print these pages
1. Open your file explorer.
2. Find the folder called "printables" and browse to the workbook.
3. Open the file and print.

Practical lesson plans: Term 3



TERM 3 • WEEK 1

Theme: Food

Book title: *Ukutya kwethu (Our food)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, magazines

Introduction (Listening and speaking)

- Start with greetings.
- Find the phrases flashcards. (Navigate to <Flashcards> <Phrases> from the main menu of the Digital Classroom Resource.)
- Play the audio to remind your learners about the pronunciation of certain words.

Main activity

Group your learners into pairs and let them role-play using phrases.

Learner 1: Molo. (Hello.)

Learner 2: Ewe. (Yes.)

Learner 1: Ungubani igama lakho? (What is your name?)

Learner 2: Igama lam ndinguHenry. (My name is Henry.)

Learner 1: Unjani Henry? (How are you, Henry?)

Learner 2: Ndiyaphila. (I am well.)

Learner 1: Uthanda ukutya ntoni? (What do you like to eat?)

Learner 2: Ndithanda inyama. (I like meat.)

Vocabulary

Tell your learners to clap their hands while saying the following words:

- i-nya-ma (meat)
- i-so-nka (bread)
- a-ma-rhe-wu (mageu)
- i-ro-ti (roti)
- ii-mo-pa-ne (mopane worms).

Closing activity

- Each learner must get a blank piece of A4 paper.
- Ask them to draw any traditional food that they would like to taste.
- If they are struggling with their drawings, allow them to cut pictures out of magazines.



TERM 3 • WEEK 2

Theme: Food

Book title: *Ukutya kwethu* (Our food)

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, magazines

Introduction (Listening and speaking)

- Start with greetings.
- Find the song *Singabahlobo/We are friends*. (Navigate to <Rhymes and songs> <Songs> from the main menu of the Digital Classroom Resource Pack.)
- Play the video and dance together as class.

Main activity

- Find the book *Ukutya kwehu/Our food*. (Navigate to <Reader> <Term 3> <Book 5> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Show your learners the cover and ask questions about it. They can answer in English, but encourage them to speak in isiXhosa if they can. Ask them questions like:
 - What do you see in the picture?
 - What are the people in the picture doing?
- Read the title of the book aloud with your learners in isiXhosa. Explain the meaning of the title.
- Then, show your learners flashcards of the words in the story title. For example:

<i>ukutya</i> food	<i>kwethu</i> our
-----------------------	----------------------

Vocabulary

Revise all the words you have taught so far. Say the words and let your learners repeat them while clapping the syllables. Use the flashcards in the Digital Classroom Resource Pack and the flashcards you have put up on the walls of your classroom. Try to say some words in isiXhosa and or in English and see whether or not your learners can say the words in the other language.

Closing activity

- Make flashcards containing the words of the story title and place them in the incorrect order.
- Ask your learners to put them in the correct order.
- They should try to read each word as they choose it.



TERM 3 • WEEK 3

Theme: Food

Book title: *Ukutya kwethu (Our food)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, magazines

Introduction (Listening and speaking)

- Start with greetings.
- Talk about different foods. Bring pictures from magazines of examples of different foods.
- Ask the learners questions about:
 - healthy food
 - junk food
 - traditional food.

Main activity

- Find the book *Ukutya kwehu/Our food*. (Navigate to <Readers> <Term 3> <Book 5> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Start on page 2 and play the audio on each page. Click on the underlined words to show their meanings. Let the learners repeat the words.
- Ask the learners to explain in English what the words on each page mean.

Vocabulary

Revise all the words you have taught learners so far. Say the words and let the learners repeat them while clapping the syllables. Use the flashcards in the digital resource and the flashcards you have put up on the walls of your classroom. Try to say some words in isiXhosa/English and see whether your learners can say the word in the other language.

Closing activity

- Find the games for the book *Ukutya kwehu/Our food*. (Navigate to <Readers> <Term 3> <Book 5> <Games> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners play the games for this story on their own or in pairs.



TERM 3 • WEEK 4

Theme: Food

Book title: *Ukutya kwethu (Our food)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Find the theme poster *Amani/Numbers*. (Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.) Use the audio to remind your learners how to count in isiXhosa.
- Together, count different objects so that your learners know how to use different isiXhosa prefixes in counting. For example:

IsiXhosa	English
Isonka sinye	One loaf of bread
Izonka zimbini	Two loaves of bread
Iroti inye	One roti
Iiroti zimbini	Two rotis

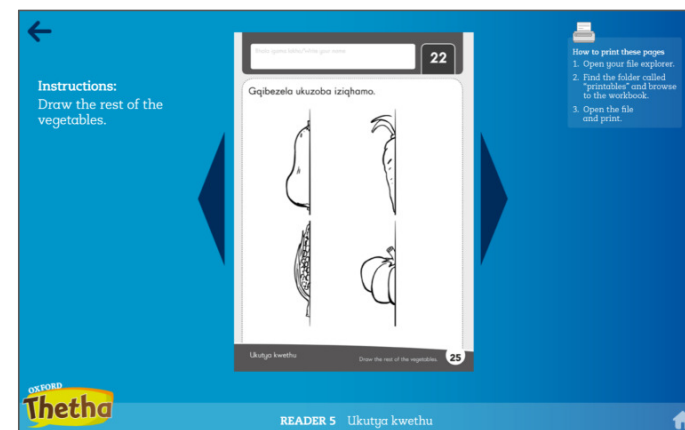
Main activity

- Find the book *Ukutya kwehu/Our food*. (Navigate to <Readers> <Term 3> <Book 5> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Start on page 2. Look at the pictures and select the things in them that the learners know in isiXhosa.
- Then count in isiXhosa. Tell your that the counting words change depending on what they are counting. Help them to use the correct prefixes. For example:

	IsiXhosa	English
Page 2	Utitshalakazi mnye	One teacher
Page 2	Abafundi bathandathu	Six learners
Page 3	Iroti zine	Four rotis
Page 4	Umama mnye	One mother
Page 5	Utata mnye	One father
Page 6	Isitulo snye	One chair
Page 7	Itafile inye	One table

Closing activity

- Find the worksheets for the book *Ukutya kwehu/Our food*. (Navigate to <Readers> <Term 3> <Book 5> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners do Worksheet 22 on page 25.





TERM 3 • WEEK 5

Theme: Food

Book title: *Ukutya kwethu (Our food)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, aprons, ingredients for dough

Introduction (Listening and speaking)

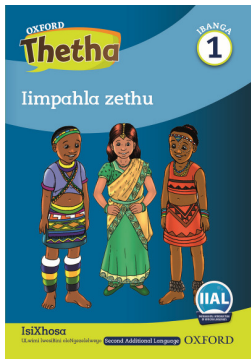
- Find the theme poster *lintsuku zeveki/Days of the week*. (Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.)
- Go through the days of the week and play the audio.
- Let the learners repeat after you, until they are comfortable to say the days of the week themselves.

Main activity

- Find the book *Ukutya kwehu/Our food*. (Navigate to <Readers> <Term 3> <Book 5> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Ask your learners to look at the Reader and say what is happening on each page. They must speak as if they are reading to you.

Closing activity

- Ask your learners to bring aprons or something else to cover their clothes with them to class, as they will be learning how to make dough.
- Let the learners work in pairs.
- Help them to make dough for the bread that Nono makes in the story.



TERM 3 • WEEK 6

Theme: Clothes

Book title: *Iimpahla zethu (Our clothes)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Ask questions about different clothes. Allow your learners to use English, but encourage them to answer in isiXhosa:
 - What clothes do you wear to school?
 - What clothes do you wear for sleeping?
 - What clothes do you wear to a party?
 - What clothes do you wear for a wedding?

Main activity

- Find the rhyme *Izinxibo/Special clothes*. (Navigate to <Rhymes and songs> <Rhymes> from the main menu of the Digital Classroom Resource Pack.)
- Play the video and say the rhyme together with your class.
- Repeat it until your learners are confident saying it on their own.

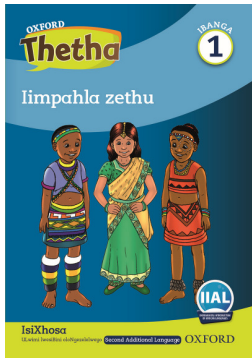
Vocabulary

Tell your learners to clap their hands while saying the following words:

- i-he-mpe (shirt)
- i-zi-hlan-gu (shoes)
- i-dya-si (jacket)
- u-m-bha-co (isiXhosa traditional dress)
- i-sa-ri (Indian garment).

Closing activity

- Let your learners sit and face each other in pairs to say the rhyme *Izinxibo/Special clothes*.
- One learner will ask the questions in the rhyme, and the other will give responses.



TERM 3 • WEEK 7

Theme: Clothes

Book title: *limpahla zethu* (Our clothes)

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, magazines

Introduction (Listening and speaking)

- Start with greetings.
- Find the rhyme *Izinxibo/Special clothes*. (Navigate to <Rhymes and songs> <Rhymes> from the main menu of the Digital Classroom Resource Pack). Play the video and say the rhyme together.

Main activity

- Find the theme poster *Imibhiyozo/Celebrations*. (Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack).
- Use the poster to introduce your learners to the vocabulary they will need to enjoy the Reader *limpahla zethu/Our clothes*.

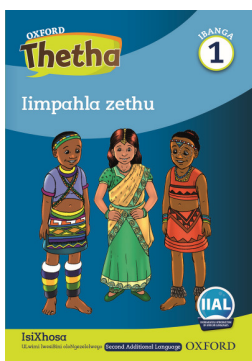
Vocabulary

Tell your learners to clap their hands while saying the following words:

- u-m-bha-co (isiXhosa traditional dress)
- i-sa-ri (sari)
- ii-ntsi-mpi (beads)
- u-m-nqwa-zi (hat)
- u-ku-nxi-ba (to wear).

Closing activity

- To celebrate their cultures, allow learners to wear traditional clothes to school. They must explain what they are wearing.



TERM 3 • WEEK 8

Theme: Clothes

Book title: *Iimpahla zethu (Our clothes)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, magazines

Introduction (Listening and speaking)

- Find the theme poster *Imibhiyozo/Celebrations*. (Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack).
- Revise the words and say them together.

Main activity

- Find the book *Iimpahla zethu/Our clothes*. (Navigate to <Readers> <Term 3> <Book 8> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Show your learners the cover and ask them questions about it. They can answer in English, but encourage them to speak in isiXhosa. Ask them questions like:
 - What do you see in the picture?
 - What are the people in the picture doing?
- Read the title of the book aloud with your learners in isiXhosa.

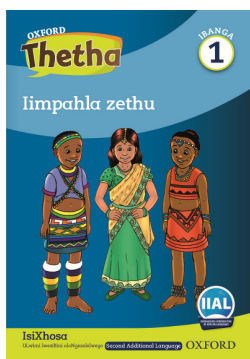
Vocabulary

Tell your learners to clap their hands while saying the following words:

- i-si-Zu-lu (Zulu)
- i-si-Nde-be-le (Ndebele)
- a-be-Tswa-na (Tswana)
- a-ma-Ndi-ya (Indians).

Closing activity

- Let your learners make posters by cutting out pictures from magazines of people wearing different traditional clothes.
- Encourage them to talk about their posters in isiXhosa if they can.



TERM 3 • WEEK 9

Theme: Clothes

Book title: *limpahla zethu* (*Our clothes*)

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, magazines

Introduction (Listening and speaking)

- Find the rhyme *Izinxibo/Special clothes*. (Navigate to <Rhymes and songs> <Rhymes> from the main menu of the Digital Classroom Resource Pack).
- Play the video, listen to and repeat the rhyme together.

Main activity

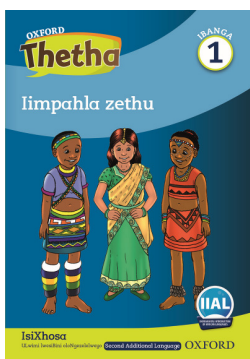
- Find the book *limpahla zethu/Our clothes*. (Navigate to <Readers> <Term 3> <Book 8> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Start on page 2 and play the audio on each page. Click on the underlined words to show their meanings. Let the learners repeat the words.
- Ask the learners to explain in English what the words on each page mean.

Vocabulary

Revise all the words you have taught so far. Say the words and let your learners repeat them while clapping the syllables. Use the flashcards in the Digital Classroom Resource Pack and the flashcards you have put up on the walls of your classroom. Try to say some words in isiXhosa and or in English and see whether or not your learners can say the words in the other language.

Closing activity

- Find the games for the book *limpahla zethu/Our clothes*. (Navigate to <Readers> <Term 3> <Book 6> <Games> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners play the games for this story on their own or in pairs.



TERM 3 • WEEK 10

Theme: Clothes

Book title: *Iimpahla zethu (Our clothes)*

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, magazines

Introduction (Listening and speaking)

- Find the rhyme *Izinxibo/Special clothes*. (Navigate to <Rhymes and songs> <Rhymes> from the main menu of the Digital Classroom Resource Pack.)
- Play the video, listen to and repeat the rhyme together.

Main activity

- Find the book *Iimpahla zethu/Our clothes*. (Navigate to <Readers> <Term 3> <Book 6> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Ask your learners to explain what is happening on each page of the Reader. They must speak as if they are reading to you.

Vocabulary

Revise all the words you have taught so far. Say the words and let your learners repeat them while clapping the syllables. Use the flashcards in the Digital Classroom Resource Pack and the flashcards you have put up on the walls of your classroom. Try to say some words in isiXhosa and or in English and see whether or not your learners can say the words in the other language.

Closing activity

- If you feel that your learners understood what you read to them, turn to page 8 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity.
- You can also do the activity with the whole class using the interactive activity on page 8 of the eBook.

Practical lesson plans: Term 4



TERM 4 • WEEK 1

Theme: People who help us

Book title: *USanele nonesi* (Sanele and the nurse)

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Ask your learners questions about people who help us. Allow them to use English, but encourage them to answer in isiXhosa if they can:
 - Have you ever needed help?
 - Did you receive the help you needed?
 - How did you feel?

Main activity

- Find the song *Abantu abasincedayo/People who help us*. (Navigate to <Rhymes and songs> <Songs> from the main menu of the Digital Classroom Resource Pack).
- Play the video and sing the song together with your class. Repeat it until your learners are confident.
- If your learners struggle with some of the words, go through the vocabulary below before signing the song.

Vocabulary

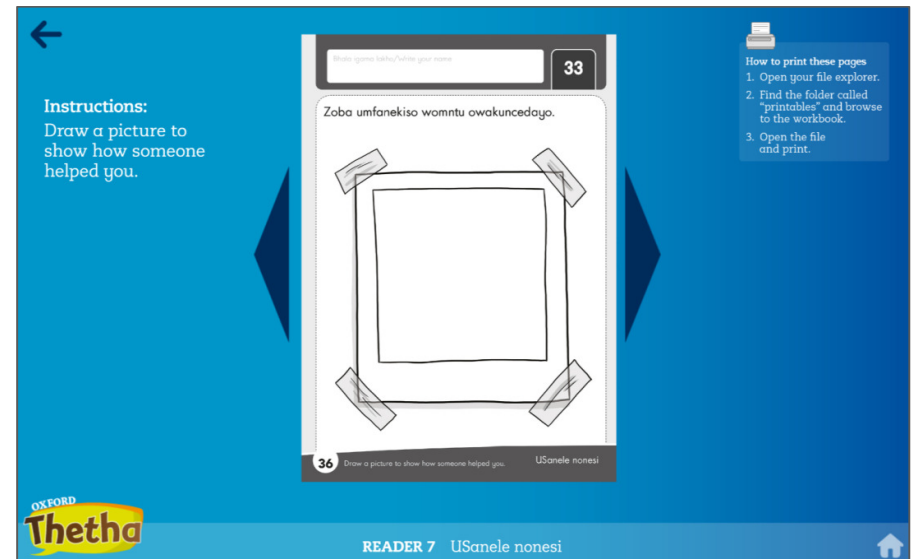
Tell your learners to clap their hands while saying the following words:

- mo-ngi-ka-zi (nurse)
- ti-tsha-la-ka-zi (teacher – female)
- ma-po-li-sa (police)
- u-nce-do (help).

These words are going to help them when singing the song *Abantu abasancedayo/People who help us*.

Closing activity

- Find the worksheets for the book *USanele nonesi/Sanele and the nurse*. (Navigate to <Readers> <Term 4> <Book 7> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners do Worksheet 33 on page 36.





TERM 4 • WEEK 2

Theme: People who help us

Book title: *USanele nonesi* (Sanele and the nurse)

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Find the song *Abantu abasincedayo/People who help us*. (Navigate to <Rhymes and songs > <Songs> from the main menu of the Digital Classroom Resource Pack). Sing the song with your class.
- Support those learners who are still struggling with some words.

Main activity

- Find the theme poster *Abantu abasincedayo/People who help us*. (Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack).
- Go through the words with your learners, supporting those who are struggling with the new isiXhosa words.

Vocabulary

Tell your learners to clap their hands while saying the following words:

- u-lo-li-we (train)
- u-m-qhu-bi (driver)
- u-gqi-rha (doctor)

- i-nqa-na-we (ship)
- u-ne-si (nurse)
- i-si-bhe-dle-la (hospital).

Closing activity

- Find the worksheets for the book *USanele nonesi/Sanele and the nurse*. (Navigate to <Readers> <Term 4> <Book 7> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners do Worksheet 32 on page 35.


←

32

How to print these pages
 1. Open your file explorer.
 2. Find the folder called "printables" and browse to the workbook.
 3. Open the file and print.


Instructions:
Colour in the people that help us. Trace the words.

Faka umbala kubantu abasancedayo. Cinezela amagama.




ipolisa
isicimamlilo
ugqirha wezilwanyana

35



READER 7 USanele nonesi





TERM 4 • WEEK 3

Theme: People who help us

Book title: *USanele nonesi* (Sanele and the nurse)

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Find the rhyme *Igama lam/My name*. (Navigate to <Rhymes and songs> <Rhymes> from the main menu of the Digital Classroom Resource Pack.)
- Say the rhyme together, but change the words as follows to match the theme:

IsiXhosa	English
Igam lam, ndinguSanele.	My name is Sanele.
Iyho! Iyho!	Ow! Ow!
Ngamehlo am, ndiyabona.	I see with my eyes.
Iyho! Iyho!	Ow! Ow!
Ngomlomo wam, ndiyacula.	I sing with my mouth.
Iyho! Iyho!	Ow! Ow!
Ndinale ngalo, ibuhlungu.	My arm is sore.
Iyho! Iyho!	Ow! Ow!

Main activity

- Find the book *USanele nonesi/Sanele and the nurse*. (Navigate to <Readers> <Term 4> <Book 7> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Start on page 2 and play the audio on each page. Click on the underlined words to show their meanings. Let the learners repeat the words.
- Ask the learners to explain in English what the words on each page mean.

Vocabulary

Tell your learners to clap their hands while saying the following words:

- u-no-ga-da (security guard)
- i-xi-lo-ngo (trumpet)
- i-nga-lo (arm)
- u-gqi-rha (doctor).

Closing activity

- Find the games for the book *USanele nonesi/Sanele and the nurse*. (Navigate to <Readers> <Term 4> <Book 7> <Games> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners play the games for this story on their own or in pairs.



TERM 4 • WEEK 4

Theme: People who help us

Book title: *USanele nonesi* (Sanele and the nurse)

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Find the rhyme *Igama lam/My name*. (Navigate to <Rhymes and songs> <Rhymes> from the main menu of the Digital Classroom Resource Pack.)
- Say the rhyme together, but change the words as shown in the lesson plan for Term 4 Week 3.

Main activity

- Find the book *USanele nonesi/Sanele and the nurse*. (Navigate to <Readers> <Term 4> <Book 7> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Ask your learners to look at the Reader and to speak as if they are reading to you. Support those who are struggling.

Vocabulary

Revise all the words you have taught so far. Say the words and let your learners repeat them while clapping the syllables. Use the flashcards in the Digital Classroom Resource Pack and the flashcards you have put up on the walls of your classroom. Try to say some words in isiXhosa and or in English and see whether or not your learners can say the words in the other language.

Closing activity

- If you feel that your learners understood what you read to them, turn to page 8 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity.
- You can also do the activity with the whole class using the interactive activity on page 8 of the eBook.



TERM 4 • WEEK 5

Theme: People who help us

Book title: *USanele nonesi* (Sanele and the nurse)

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Find the song *Abantu abasincedayo/People who help us*. (Navigate to <Rhymes and songs> <Songs> from the main menu of the Digital Classroom Resource Pack).
- Repeat the video until all of your learners are comfortable with singing along to the song.

Main activity


- Find the book *USanele nonesi/Sanele and the nurse*. (Navigate to <Readers> <Term 4> <Book 7> from the main menu of the Digital Classroom Resource Pack.)
- Ask your learners to look at the Reader attentively so that they don't disturb each other. They must speak as if they are reading to you. Support those who are struggling.

Vocabulary

Revise all the words you have taught so far. Say the words and let your learners repeat them while clapping the syllables. Use the flashcards in the Digital Classroom Resource Pack and the flashcards you have put up on the walls of your classroom. Try to say some words in isiXhosa and or in English and see whether or not your learners can say the words in the other language.

Closing activity

- Find the worksheets for the book *USanele nonesi/Sanele and the nurse*. (Navigate to <Readers> <Term 4> <Book 7> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners do Worksheet 35 on page 38.



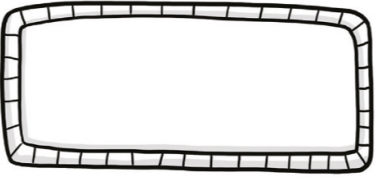

Instructions:
Draw your own ending to the story.

35


35

Bhala igama lakho/Write your name

Gqibezela ibali ngokuthi uzobe esakho isiphelo.




38 Draw your own ending to the story. USanele nonesi




How to print these pages

1. Open your file explorer.
2. Find the folder called "printables" and browse to the workbook.
3. Open the file and print.



READER 7 USanele nonesi





TERM 4 • WEEK 6

Theme: Celebrations

Book title: *Mini emnandi kuwe* (Happy birthday to you)

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Find the phrases flashcards. (Navigate to <Flashcards> <Phrases> from the main menu of the Digital Classroom Resource Pack).
- Play the audio to remind your learners of the phrases.

Main activity

Group your learners into pairs and let them role-play using phrases:

Learner 1: Molo. (Hello.)

Learner 2: Ewe. (Yes.)

Learner 1: Ungubani igama lakho? (What is your name?)

Learner 2: Igama lam ndinguLinda. (My name is Linda.)

Learner 1: Unjani Linda? (How are you, Linda?)

Learner 2: Ndiyaphila. (I am well.)

Learner 1: Mingaphi iminyaka yakho? (How old are you?)

Learner 2: Iminyaka yam isixhenxe. (I am seven.)

Learner 1: Uzelwe nini? (When is your birthday?)

Learner 2: Ndizelwe ngomhla we-10 Juni. (My birthday is on 10 June.)

Vocabulary

Tell your learners to clap their hands while saying the following words:

- i-ke-yi-ki (cake)
- i-nya-ma (meat)
- uku-bha-ka (baking)
- u-ku-cu-la (to sing).

Closing activity

- Find the worksheets for the book *Mini emnandi kuwe/Happy birthday to you*. (Navigate to <Readers> <Term 4> <Book 8> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners do Worksheet 37 on page 40.

The screenshot displays a digital interface for a worksheet. On the left, a blue sidebar contains a back arrow and the text: "Instructions: Draw a picture of the gifts you want for your birthday." The main area shows a worksheet titled "37" with a name field. The text on the worksheet reads: "Zoba izipho onqwenela ukuzifumana ngosuku lwakho lokuzalwa." Below this is a large rectangular frame with a decorative border of triangles. To the left of the frame are three balloons, and at the bottom are illustrations of a birthday cake, a gift box, and two cupcakes. At the bottom left of the worksheet, it says "40 Draw a picture of the gifts you want for your birthday." and at the bottom right, "Mini emnandi kuwe". On the right side of the interface, a box titled "How to print these pages" lists three steps: 1. Open your file explorer. 2. Find the folder called 'printables' and browse to the workbook. 3. Open the file and print. The bottom of the interface features the "OXFORD Theta" logo, the text "READER 8 Mini emandi kuwe", and a home icon.



TERM 4 • WEEK 7

Theme: Celebrations

Book title: *Mini emnandi kuwe* (Happy birthday to you)

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Teach your learners the song *Happy birthday* in IsiXhosa (*Mini emnandi kuwe*).

IsiXhosa	English
Mini emnandi kuwe	Happy birthday
Mini emnandi kuwe	Happy birthday to you
Mini emnandi kuwe	Happy birthday to you
Mini emnandi kuwe Linda Mini	Happy birthday Linda
emnandi kuwe	Happy birthday you

Main activity

- Find the book *Mini emnandi kuwe/Happy birthday to you*. (Navigate to <Readers> <Term 4> <Book 8> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Show your learners the cover and ask them questions about it. They can answer in English, but encourage them to speak in isiXhosa.

- Read the title of the book aloud with them in isiXhosa.
- Explain to them the meaning of the title.
- Now show them flashcards of the words in the story title. For example:

Mini	emnandi	kuwe
------	---------	------

Vocabulary

Tell your learners to clap their hands while saying the following words:

- i-vu-mba (smell)
- ba-tya (they ate)
- bam-cu-la-la (they sang).

Closing activity

- Make flashcards containing the words of the story title and place them in the incorrect order.
- Ask your learners to put them in the correct order.
- They should try to read each word as they choose it.



TERM 4 • WEEK 8

Theme: Celebrations

Book title: *Mini emnandi kuwe* (Happy birthday to you)

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Talk about different foods and presents for birthdays.
- Allow your learners to use English, but encourage them to answer in isiXhosa if they can.

Main activity

- Find the book *Mini emnandi kuwe/Happy birthday to you*. (Navigate to <Readers> <Term 4> <Book 8> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Start on page 2 and play the audio on each page. Click on the underlined words to show their meanings. Let the learners repeat the words.
- Ask the learners to explain in English what the words on each page mean.

Vocabulary

Revise all the words you have taught so far. Say the words and let your learners repeat them while clapping the syllables. Use the flashcards in the Digital Classroom Resource Pack and the flashcards you have put up on the walls of your classroom. Try to say some words in isiXhosa and or in English and see whether or not your learners can say the words in the other language.

Closing activity

- Find the games for the book *Mini emnadi kuwe/Happy birthday to you*. (Navigate to <Readers> <Term 4> <Book 8> <Games> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners play the games for this story on their own or in pairs.



TERM 4 • WEEK 9

Theme: Celebrations

Book title: *Mini emnandi kuwe* (Happy birthday to you)

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Talk about birthdays.
- Find the book *Mini emnandi kuwe* / *Happy birthday to you*. (Navigate to <Readers> <Term 4> <Book 8> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- Together with your class, read the months of the year in isiXhosa.
- Let your learners do Worksheet 40 on page 43.

←

Write your name in your birthday month.

40

Instructions:
Write your name in your birthday month.

How to print these pages

1. Open your file explorer.
2. Find the folder called "printables" and browse to the workbook.
3. Open the file and print.

Mini emnandi kuwe

Write your name in your birthday month.

43

READER 8 Mini emnandi kuwe

Main activity

- Find the book *Mini emnadi kuwe/Happy birthday to you*. (Navigate to <Readers> <Term 4> <Book 8> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Start on page 2 and play the audio on each page. Click on the underlined words to show their meanings.
- Ask the learners to explain in English what the words on each page mean.

Vocabulary

Revise all the words you have taught so far. Say the words and let your learners repeat them while clapping the syllables. Use the flashcards in the Digital Classroom Resource Pack and the flashcards you have put up on the walls of your classroom. Try to say some words in isiXhosa and or in English and see whether or not your learners can say the words in the other language.

Closing activity

- If you feel that your learners understood what you read to them, turn to page 8 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity.
- You can also do the activity with the whole class using the interactive activity on page 8 of the eBook.



TERM 4 • WEEK 10

Theme: Celebrations

Book title: *Mini emnandi kuwe* (Happy birthday to you)

Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack

Introduction (Listening and speaking)

- Start with greetings.
- Ask your learners to sing the birthday song.
- Ask your learners to count.

Main activity

- Find the book *Mini emnandi kuwe/Happy birthday to you*. (Navigate to <Readers> <Term 4> <Book 8> <Read> from the main menu of the Digital Classroom Resource Pack.)
- Ask your learners to explain what is happening on each page of the Reader. They must speak as if they are reading to you.

Vocabulary

Revise all the words you have taught so far. Say the words and let your learners repeat them while clapping the syllables. Use the flashcards in the Digital Classroom Resource Pack and the flashcards you have put up on the walls of your classroom. Try to say some words in isiXhosa and or in English and see whether or not your learners can say the words in the other language.

Closing activity

- Find the worksheets for the book *Mini emnandi kuwe/Happy birthday to you*. (Navigate to <Readers> <Term 4> <Book 8> <Worksheets> from the main menu of the Digital Classroom Resource Pack.)
- Let your learners do Worksheet 38 on page 41.