OXFORD Thetha

IBANGA 3

Teaching Notes

IsiXhosa

Second Additional Language

IIAL
INCREMENTAL INTRODUCTION OF AFRICAN LANGUAGES

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These Teaching Notes may be printed and photocopied for use with the Thetha 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:

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

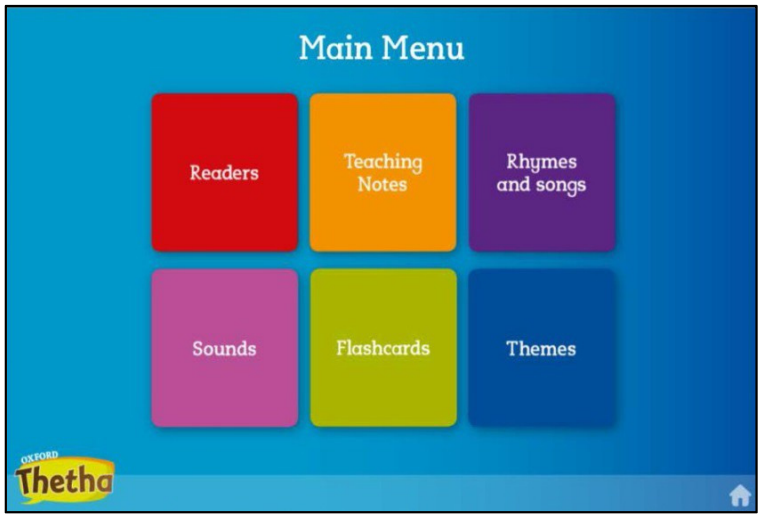
Readers

The four Grade 3 Second Additional Language Readers are based on topics related to the CAPS themes. 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 promote reading skills.

The Readers have a repetitive structure to reinforce vocabulary and grammatical structures. An activity related to each story is included at the end of each 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.

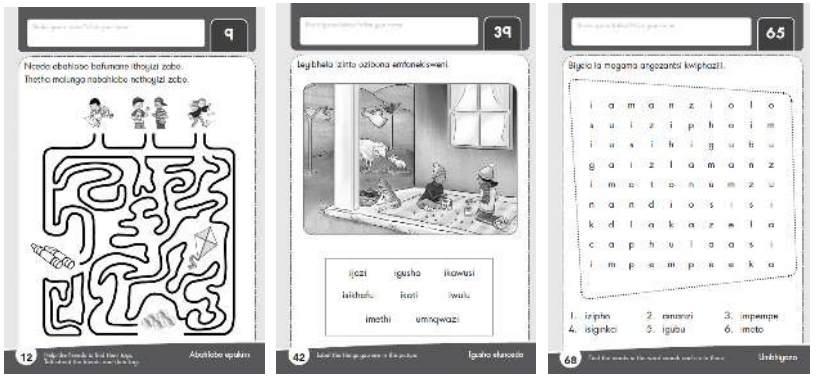


You will need a good set of PC speakers to play the audio content so that you class can hear it clearly. The USB flash drive needs to be inserted into your laptop or PC while you are using it.

Note: You will not be able to copy anything off the flash drive, but some material (worksheets and Teaching Notes) can 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.

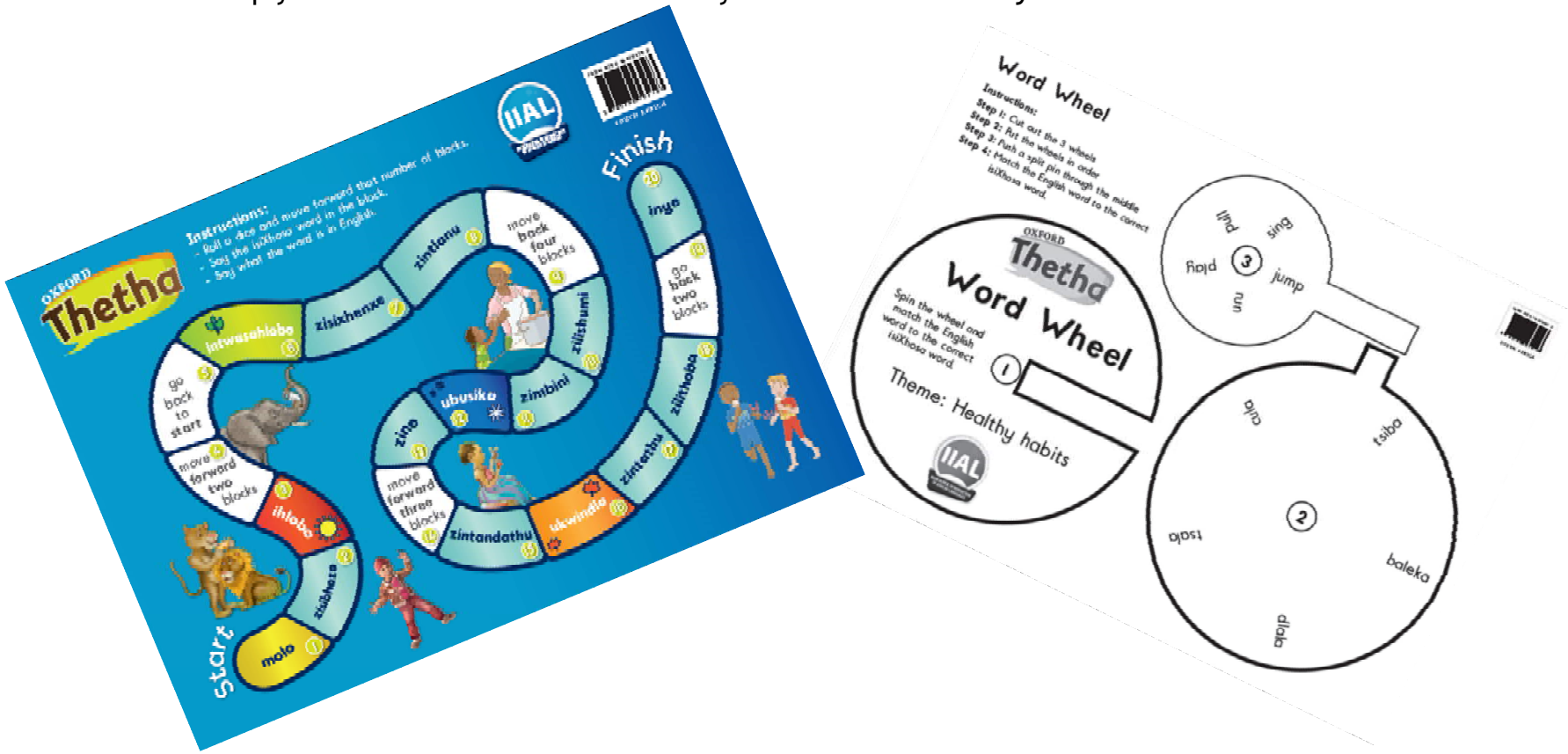
- **Teaching Notes** provide you with the tools to use the Readers and other components to their full potential. The Teaching Notes include:
  - guidance on how to develop and conduct your lesson plans according to the CAPS time allocation, using the *Thetha* resources
  - information on how to introduce 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 learners' knowledge of isiXhosa words.

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



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 milk in their Home Language. We build on this prior knowledge by providing the isiXhosa word for "milk". 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 children 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 children 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

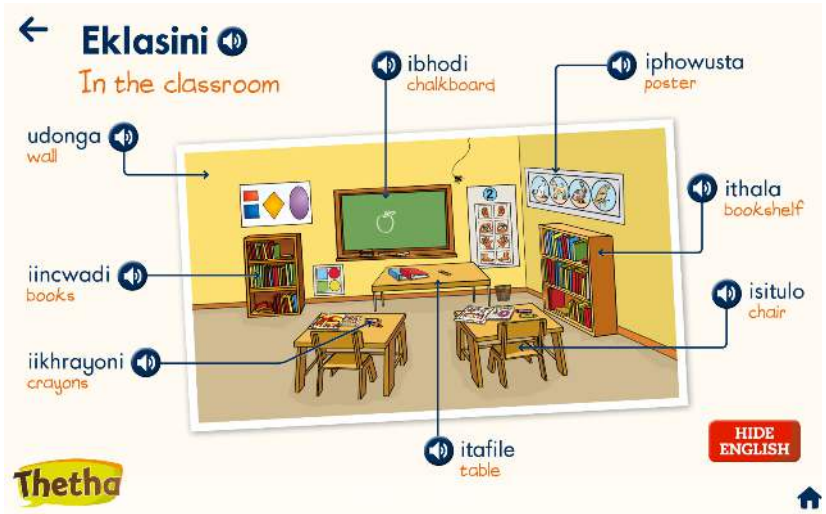
What is Shared Reading?

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.)

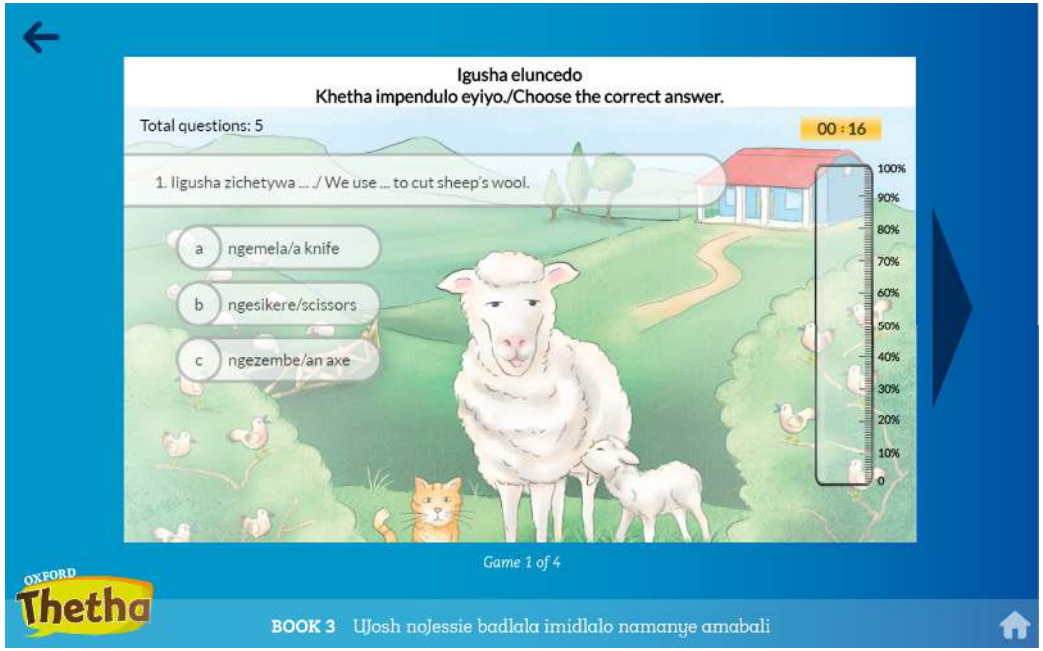
How Thetha supports Shared Reading

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 Grade 3 Second Additional Language?

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 Grade 3 Second Additional Language

The language skills for Grade 3 are set out in the table below. All these language skills have been integrated into the *Thetha* lesson plans provided in the rest of these Teaching Notes. You can print out copies of this Quarterly Checklist by navigating to the "Printables" folder on the flash drive.

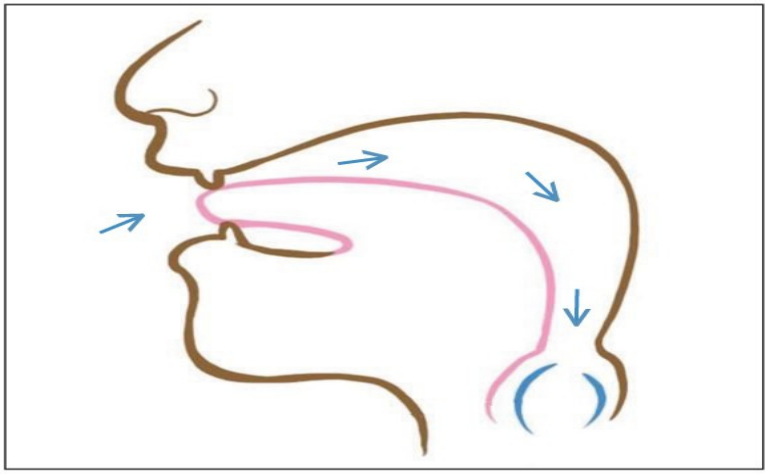
IsiXhosa Second Additional Language Grade 3	**Learner's Name:**		
Quarterly Checklist	**Term/Date:**		
LISTENING AND SPEAKING		**Yes**	**Not yet**
Listening and Speaking			
Responds to simple greetings using language chunks (e.g. good morning, *molo*, *sawubona*).			
Responds to simple greetings and farewells confidently.			
Sings simple songs (songs related to the chosen topic or theme) and does actions with guidance (with teacher, in pairs and small groups).			
Memorises and recites simple poems and action songs related to chosen themes with the teacher, in pairs and in small groups.			

Responds to commands (e.g. stand up, sit down).		
Responds physically to simple classroom instructions (e.g. clap your hands/stamp your feet) 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, excuse me).		
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 and responds to short, simple stories told and read by the teacher with enjoyment and joins in choruses at the appropriate time.		
Makes meaning of the visual text.		
Answers simple literal questions about the story with short answers (who, what, where).		
Tells parts of the story with teacher's support.		
Dramatises the story.		
Development of concepts, vocabulary and language structures		
Responds to simple requests, commands and instructions.		
Uses language chunks confidently.		
Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g personal pronouns (I, my, we, etc.).		
Understands and uses verbs in simple conversations.		
Continues to build and model the acquired vocabulary and language chunks in simple dialogues.		

EMERGENT LITERACY	Yes	Not yet
Phonological awareness		
Segments spoken words into syllables and blends them together again and uses syllable cards to build words (look, say, do).		
Identifies the sounds at the beginning and at the end of spoken words and the number of sounds in each syllable in familiar words.		
Claps individual sounds (phonemes) in spoken words.		
Identifies some more initial sounds which may be different in the Second Additional Language from the Home Language.		
Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language.		
SHARED READING		
Listens to the stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster for enjoyment and joins in choruses at the appropriate time.		
Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher.		
Answers and makes meaning of simple literal questions about the story with short answers (where, what, who, how).		
Points and names things that are in the pictures in response to questions from the teacher and peers (e.g. What is this?).		
Recognises and reads some common words in the Second Additional Language print in the classroom, e.g. wall display.		
Reads the Shared reading text covered in Term 1 and 2 fluently and in small groups.		
With the help of the teacher, retells parts of the story in pairs.		

Click sounds pronunciation

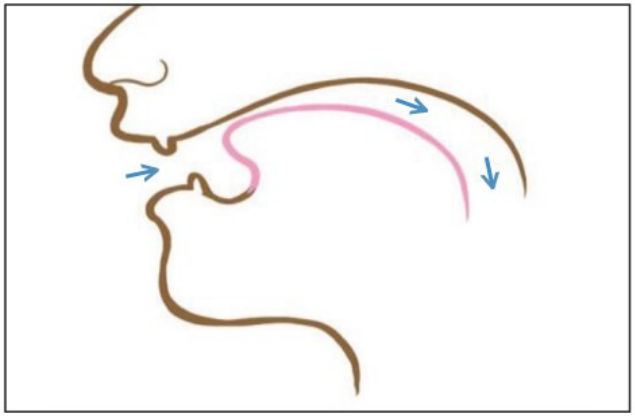
/c/ is the dental click. To pronounce it, the tongue tip touches the upper teeth. The sides of the tongue suck against the roof of the mouth. The jaw is slightly open. The body of the tongue is lowered; the tongue tip is drawn away from the teeth and the air from outside is drawn into the mouth to pronounce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

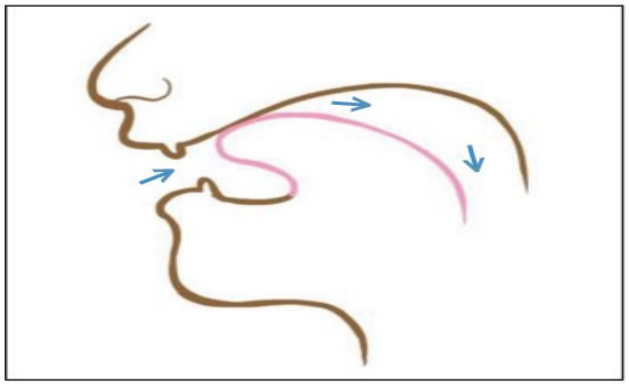
/q/ is the palatal click. To pronounce it, the tongue touches the palate then sucks against the roof of the mouth. The jaw is now slightly open. The body of the tongue is lowered; the tongue tip is drawn away from the palates and the air from outside is drawn into the mouth to pronounce the palatal click. This voiceless click sound (you do not use your voice, only the tongue sound) can be compared to the popping sound of a cork when opening a champagne bottle.



Making the /q/ sound

IsiXhosa		English	
Isinye	**Isininzi**	**Singular**	**Plural**
Iqaqa	Amaqaqa	Skunk	Skunks
Qiqa	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 (alveolus). The sides of the tongue suck against the roof of the mouth. The jaw is now 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; that is the reason why the term "lateral" is used. This voiceless click sound can be compared to the sound a person makes when they are 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
Xova	Xovani	Kneed	Kneed

These sounds seem quite difficult to pronounce if you are not an isiXhosa Home Language speaker. However, with a little bit of practise and help, you will get it right.

Click sounds	IsiXhosa examples	Help to pronounce the clicks
dental clicks: **c** **chw** **gc** **ngc** **nc**	 i**c**i**c**i (earring) **chwechw**a (tip-toe) **gc**ina (keep) i**ngc**a (grass) **nc**eda (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**	 i**x**o**x**o (frog) **xh**ola (poke) i**gx**alaba (shoulder) i**ngx**owa (sack) i**nx**ele (left-handed),	Press your tongue against the top of your mouth wall (palate) and against the side of your side teeth from where the sound will come from, and suck from your side teeth.

Palato-alveolar clicks: **q** **qh** **gq** **ngq** **nq**	 i**q**a**q**a (skunk) i**qh**awe (hero) u**gq**aphu (skipping rope) in**gq**ondo (mind) **nq**anda (prevent)	Press your tongue against your palate and pull it away as though you are sucking air from your palate with your tongue.

Practical lesson plans: Using *Thetha* in your Grade 3 Second Additional Language classroom

The lesson plans are arranged into themes in line with the themes in the DBE's Grade 3 Second Additional Language lesson plans. The Readers are based on these themes.

Term	Week	SAL CAPS theme	Lesson plan theme	Story title	Song	Rhyme	Poster	Flashcards
Term 1	1–3	Me and My body	Me and my body	*Umzimba wam (My body)*		✓ ✓	✓	✓
	4–6	Friends	Friends	*Abahlobo epakini (Friends in the park)*	✓	✓	✓	✓
	7–10	My home	Family and home	*Amatombazana ayancedisa ekhaya (The girls help at home)*	✓	✓	✓	✓
				Ikhaya likeBhere (Bear's home)			✓	✓
Term 2	11–13	Shopping	Shopping	*Bethnge ntoni ekolphini? (What did they buy in town?)*			✓	✓
	14–16	At school	At school	*UMimi esikolweni (Mimi at school)*		✓ ✓	✓ ✓	✓
	17–20	Weather	Weather and seasons	*USinethemba eThekwini (Sinethemba in Durban)*			✓	✓
		Seasons		*UMpuku namaxesha onyaka (Mouse and the seasons)*			✓	✓

Term	Week	SAL CAPS theme	Lesson plan theme	Story title	Song	Rhyme	Poster	Flashcards
Term 3	21–23	The farm	Farm	*Igusha eluncedo (The helpful sheep)*	✓	✓	✓ ✓	✓
	24–26	Sports	Sport	*Ujosh noJessie baklala imidlalo (Josh and Jessie play sport)*			✓	✓
	27–28	Animals	Animals	*Ingonyama, inkosi yezilwanyana (Lion, king of the animals)*	✓ ✓		✓ ✓	✓
	29–30	Food	Food	*UTozi uncedisa efama (Tozi helps at the farm)*		✓	✓	✓
Term 4	31–33	Transport	Transport	*Ibhayisekile kaJabu (Jabu's bicycle)*		✓	✓	✓
	34–36	Celebrations	Celebrations	*Umbhiyozo (A celebration)*		✓ ✓	✓	✓
	37–40	People who help us	People who help	*Lumka Hoza! (Be careful, Hoza!)*	✓		✓	✓
				Ngubanie oza kunceda izilwanyana? (Who will help the animals?)	✓		✓	

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

TERM 1 • WEEK 1

Theme: Me and my body
Reader title: *Amantombazana ayancedisa ekhaya namanye amabali*
Story title: *Umzimba wam (My body)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Stand in a circle on the mat with your learners. Remind them that the first thing they need to do before every lesson is to greet each other in isiXhosa.
- Do they still remember the song *Molweni/Good morning* from the previous grades?

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?

- Let your learners repeat the song, making movements with their bodies.

Vocabulary

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

- mo-lo (to one person)
- mo-lwe-ni (to more than one person)
- u-nja-ni (to one person)
- ndi-phi-li-le
- ni-nja-ni (to more than one person)
- si-phi-li-le

You can also look through the flashcard pack for other easier words that you want your learners to know. Make simple flashcards of these words and put them up on the walls of your classroom.

Main activity

- Once learners have practised the greetings as part of their vocabulary, let them use it in a conversation.
- Let your learners repeat the words until they are confident in using them.
- Have the two puppets in your hand and show them to your learners. You can use any puppets you have in your classroom or you can make simple puppets using old socks. Name your puppets with the names of the main characters from the story, that is, Vuyo and his mother.
- Use these two puppets to remind your learners about greetings in isiXhosa. Show your learners the puppets and tell them that the puppets are their friends who will help them learn isiXhosa. Also tell them that these two friends can only speak and understand the isiXhosa language, therefore it is important for them to try their best to speak isiXhosa so that the puppets can understand.

- Make sure that your learners listen carefully while you speak slowly to them in a clear voice. Encourage learners to ask questions when they are not sure about something. This will make eventually help them to feel more comfortable and will in turn improve their isiXhosa speaking skills.
    - Stand 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.
    - The learners should repeat after you, but use their own names.

Molo.	Hello.
Molo.	Hello.
Unjani?	How are you?
Ndiphilile.	I am fine.
Ungubani igama lakho?	What is your name?
Igama lam ndingu … . (*Say your name*)	My name is … . (*Say your name*)
Ufunda bani?	Which grade are you in?
Ndifunda uGreyidi 3.	I am in Grade 3.

Let your learners do this three to four times before they switch roles. Compliment the learners who did well and keep encouraging the learners who are trying.

Closing activity

- Let learners choose their partners, face each other and greet each other.
- You can also let them switch partners and do the same activity again.

TERM 1 • WEEK 2

Theme: Me and my body
Reader title: *Amantombazana ayancedisa ekhaya namanye amabali*
Story title: *Umzimba wam (My body)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the rhyme *Umzimba wam/My body*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Tell the 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.
- Now they must get ready to do the rhyme *Umzimba wam/My body* in English and isiXhosa. Play the video or say the rhyme yourself. Make sure that your learners repeat the rhyme after you and act while doing the rhyme.
- Here is the rhyme:

Umzimba wam	**My body**
Lo ngumzimba wam	This is my body
Libhongo lam eli	I am proud of it
Ndihlala ndiwucoca	I always keep it clean
Ndihlala ndiwuthanda	I love it
Ndimhle ngapha, ndimhle nangapha, ndimhle ngapha.	I am beautiful, beautiful, beautiful.

Vocabulary

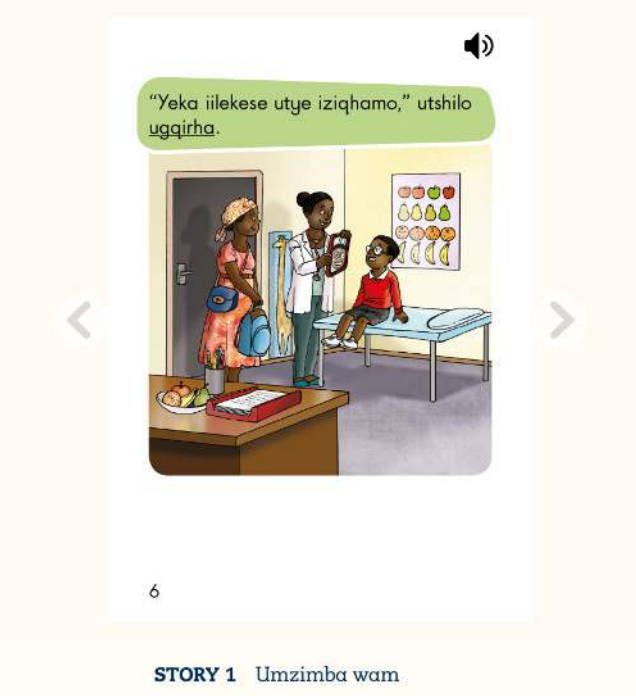
- Find the theme *Umzimba wam/My body*. Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.
- Let the learners point to and describe the body parts in isiXhosa.
- Do this activity two to three times.

Main activity

- Find the story *Umzimba wam/My body*. Navigate to <Readers><Term 1><Read><Story 1>.
- Show the learners the pictures in the story and ask them questions about them. They can answer in English. Ask the learners questions like:
  - What can you see in the pictures?
  - What do you do to keep your body clean?
  - What do you eat to keep your body healthy?

Closing activity

- Find the Reader *Amantombazana ayancedisa ekhaya namanye amabali*. Navigate to <Readers><Term 1><Worksheets> <Find the worksheet of your choice>.
- You can use Worksheet 3 on page 6 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.



TERM 1 • WEEK 3

Theme: Me and my body

Reader title: *Amantombazana ayancedisa ekhaya namanye amabali*

Story title: *Umzimba wam (My body)*

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

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.
- Let your learners do the rhyme *Umzimba wam/My body* again. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Here is the rhyme:

Umzimba wam	**My body**
Lo ngumzimba wam	This is my body
Libhongo lam eli	I am proud of it
Ndihlala ndiwucoca	I always keep it clean
Ndihlala ndiwuthanda	I love it
Ndimhle ngapha, ndimhle nangapha, ndimhle ngapha.	I am beautiful, beautiful, beautiful.

Vocabulary

- Find the story *Umzimba wam/My body*. Navigate to <Readers><Term 1><Read><Story 1>.
- On each page, click on the underlined word. Let the learners listen.
- Pause the audio and let them try to say the pop-up word two to three times.
- Here are the words:
  - ii-le-ke-se
  - i-zi-qha-mo
  - vu-ka
  - u-ya-gu-la
  - u-gqi-rha
  - ndi-ya-ku-tha-nda

Main activity

- Find the story *Umzimba wam/My body*. Navigate to <Readers><Term 1><Read><Story 1>.
- Do a picture walk with the learners and read the story to them. Encourage them to read along with you.
- Read the story to the learners and let them repeat it after you. Read slowly and clearly so that they can hear you.

Closing activity

- Find the Reader *Amantombazana ayancedisa ekhaya namanye amabail*. Navigate to <Readers><Term 1><Games> <Game 1>.
- Let the learners play the games for this story as a class or in groups.

TERM 1 • WEEK 4

Theme: Friends
Reader title: *Amantombazana ayancedisa ekhaya namanye amabali*
Story title: *Abahlobo epakini (Friends in the park)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

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.
- Find the rhyme *Umhlobo wam*/*My friend*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Here is the rhyme:

Umhlobo wam	**My friend**
Mna ndinomhlobo	I have a friend
Igama lakhe nguToki	His name is Toki
Hawu! Hawu! Hawu!	Woof! Woof! Woof!
Utsho ekhonkotha	He is barking
Hawu! Hawu! Hawu!	Woof! Woof! Woof!
Iyho! Uyandithanda	Oh! He loves me
Iyho! Ndiyamthanda.	Oh! I love him.

Vocabulary

Let your learners repeat the following words:

- e-pa-ki-ni
- u-ji-ngi
- kum-nan-di
- a-ma-khwe-nkwe
- a-ma-ntom-ba-za-na
- ba-tye i-lan-tshi

Main activity

- Find the story *Abahlobo epakini/Friends in the park*. Navigate to <Readers><Term 1 ><Read><Story 2>.
- Do a picture walk with your learners and read the story to them. Encourage them to read with you.

Closing activity

- Find the Reader *Amantombazana ayancedisa ekhaya namanye amabali*. Navigate to <Readers><Term 1><Find the worksheet of your choice>.
- You can use Worksheet 10 on page 13 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.

Bhala igama lakho/Write your name

10

Zoba umfanekiso wepaki ongafisa ukudlala kuyo.
Thetha malunga nomfanekiso wakho.

Abahlobo epakini

Draw a picture of a park where you want to play. Talk about your picture.

13

TERM 1 • WEEK 5

Theme: Friends

Reader title: *Amantombazana ayancedisa ekhaya namanye amabali*

Story title: *Abahlobo epakini (Friends in the park)*

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

Introduction (Listening and speaking)

- Find the rhyme *Umhlobo wam/My friend*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Use the video to teach the learners this rhyme.
- Let them repeat this rhyme two to three times.

Vocabulary

- Find the story *Abahlobo epakini/Friends in the park*. Navigate to <Readers><Term 1><Read><Story 2>.
- Remind your learners of the pop-up words from the story. Encourage them to practise these words in pairs, stamping their feet with each syllable.
- Do this activity two to three times.

- Here are the words:
  - e-pa-ki-ni
  - u-ji-ngi
  - kum-nan-di
  - a-ma-khwe-nkwe
  - a-ma-ntom-ba-za-na
  - ba-tye i-lan-tshi

Main activity

- Find the story *Abahlobo epakini/Friends in the park*. Navigate to <Readers><Term 1><Read><Story 2>.
- Do a picture walk with your learners and read the story to them. Encourage them to read with you. Then ask them the following questions:
  - What games are the two girls playing?
  - What games did the boys play with the girls?
  - Do you play in a park sometimes?

Closing activity

- Find the story *Abahlobo epakini/Friends in the park*. Navigate to <Readers><Term 1><Read><Story 2>.
- If you feel that your learners understood what you read to them, turn to page 16 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity.

TERM 1 • WEEK 6

Theme: Friends
Reader title: *Amantombazana ayancedisa ekhaya namanye amabali*
Story title: *Abahlobo epakini (Friends in the park)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the rhyme *Umhlobo wam/My friend*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Use the video to teach the learners this rhyme.

Vocabulary

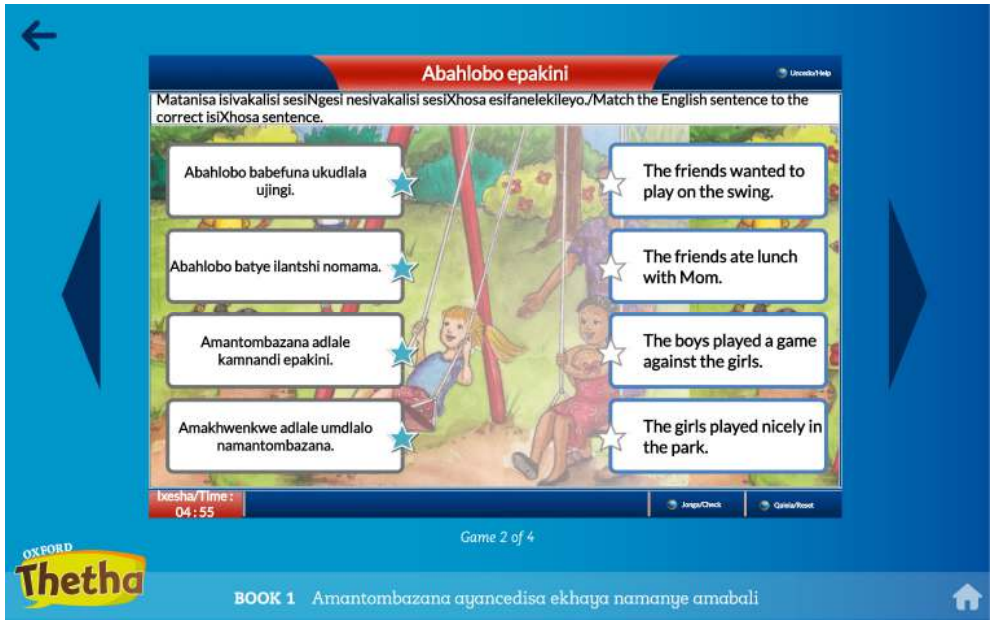
- Tell the learners to clap their hands when repeating the following words from the story after you:
  - e-pa-ki-ni
  - u-ji-ngi
  - kum-nan-di
  - a-ma-khwe-nkwe
  - a-ma-ntom-ba-za-na
  - ba-tye i-lan-tshi
- The learners can repeat this activity until they understand the words.

Main activity

- Find the story *Abahlobo epakini/Friends in the park*. Navigate to <Readers><Term 1 ><Read><Story 2>.
- Do a picture walk with your learners.
- Remind them about the story you read with them in the previous lesson. Let them say what they remember about the story. It doesn't matter if the order is not correct.
- Let them read the story with you again.

Closing activity

- Find the Reader *Amantombazana ayancedisa ekhaya namanye amabali*. Navigate to <Readers><Term 1><Games> <Game 2>.
- Let the learners play the games for this story as a class or in groups.



TERM 1 • WEEK 7

Theme: My home
Reader title: *Amantombazana ayancedisa ekhaya namanye amabali*
Story title: *Amantombazana ayancedisa ekhaya (The girls help at home)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the theme *lindidi zezindlu/Different homes*. Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.
- Let the learners listen to the pronunciation of each word. Let them say it two or three times with you.

Vocabulary

- Find the story *Amantombazana ayancedisa ekhaya/The girls help at home*. Navigate to <Readers><Term 1><Read> <Story 3>.
- Remind your learners about the pop-up words from the story. Encourage them to practise these words in pairs, stamping their feet with each syllable:
  - igumbi
  - ngaphantsi kwebhedi
  - ekhitshini
  - bancedise
  - etafileni
  - izitya

Main activity

- Find the story *Amantombazana ayancedisa ekhaya/The girls help at home*. Navigate to <Readers><Term ><Read> <Story 3>.
- Do a picture walk with your learners and ask them to tell you what they see in each picture.
- Encourage your learners to speak isiXhosa when doing this activity.

Closing activity

- Find the Reader *Amantombazana ayancedisa ekhaya namanye amabali*. Navigate to <Readers><Term 1><Find the worksheet of your choice>.
- You can use Worksheet 12 on page 15 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.

TERM 1 • WEEK 8

Theme: My home

Reader title: *Amantombazana ayancedisa ekhaya namanye amabali*

Story title: *Amantombazana ayancedisa ekhaya (The girls help at home)*

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

Introduction (Listening and speaking)

- Find the rhyme *Igama lam/My name*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Use the video to teach the learners the rhyme.
- Here is the rhyme:

Igama lam	**My name**
Igama lam, ndinguLona	My name is Lona
Iyho! Iyho!	Iyho! Iyho!
Ifani yam, ndinguZathu	My surname is Zathu
Ngamehlo am, ndiyabona	I see with my eyes
Iyho! Iyho!	Iyho! Iyho!
Ngomlomo wam, ndiyacula	I sing with my mouth
Iyho! Iyho!	Iyho! Iyho!

Ngesandla sam, ndiyazoba Iyho! Iyho! Ngeenyawo zam, ndiyahamba Iyho! Iyho! Umzimba wam, ndiyawuthanda Iyho! Iyho!	I draw with my hands Iyho! Iyho! I walk with my legs Iyho! Iyho! I love my body Iyho! Iyho!

Vocabulary

- Find the story *Amantombazana ayancedisa ekhaya/The girls help at home*. Navigate to <Readers><Term 1><Read> <Story 3>.
- Encourage your learners to practise these words in pairs, stamping their feet with each syllable:
  - igumbi
  - ngaphantsi kwebhedi
  - ekhitshinii
  - bancedise
  - etafileni
  - izitya

Main activity

- Find the story *Amantombazana ayancedisa ekhaya/The girls help at home*. Navigate to <Readers><Term 1><Read> <Story 3>.
- Do a picture walk with the learners and read the story to them. Encourage them to read with you.

Closing activity

- If you feel that your learners understood what you read to them, turn to page 16 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity.

TERM 1 • WEEK 9

Theme: My family

Reader title: *Amantombazana ayancedisa ekhaya namanye amabali*

Story title: *Ikhaya likeBhere (Bear's home)*

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

Introduction (Listening and speaking)

- Find the theme *Amanani/Numbers*. Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.
- Help your learners to recite the numbers from 1 to 30.

Vocabulary

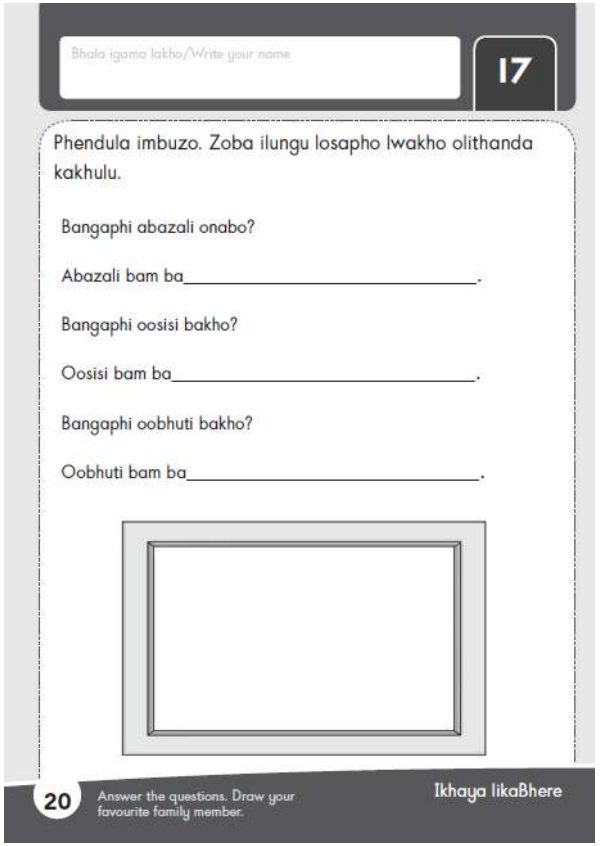
- Find the story *Ikhaya likeBhere/Bear's home*. Navigate to <Readers><Term 1><Read><Story 1>.
- On each page, click on the underlined word. Let the learners listen. Pause the audio and let them try to say the pop-up word two to three times.
- Here are the words:
  - ikhaya lethu
  - egadini
  - usapho
  - lucoce ikhaya
  - elorini
  - bantwana bam

Main activity

- Find the story *Ikhaya likeBhere/Bear's home*. Navigate to <Readers><Term 1><Read><Story 4>.
- Do a picture walk with the learners and read the story to them. Encourage them to read with you.

Closing activity

- Find the Reader *Amantombazana ayancedisa ekhaya namanye amabali*. Navigate to <Readers><Term 1><Find the worksheet of your choice>.
- You may use Worksheet 17 on page 20 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.


Bhala igama lakho/Write your name

17

Phendula imbuzo. Zoba ilungu losapho lwakho olithanda kakhulu.

Bangaphi abazali onabo?

Abazali bam ba_____.

Bangaphi oosisi bakho?

Oosisi bam ba_____.

Bangaphi oobhuti bakho?

Oobhuti bam ba_____.

20 Answer the questions. Draw your favourite family member.

Ikhaya likaBhere

TERM 1 • WEEK 10

Theme: My family

Reader title: *Amantombazana ayancedisa ekhaya namanye amabali*

Story title: *Ikhaya likeBhere (Bear's home)*

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

Introduction (Listening and speaking)

- Find the song *UBhere/Bear*. Navigate to <Rhymes and Songs><Songs><Click through to find the correct song>.
- Learners sing together with their teacher while moving their bodies.
- Here is the song:

UBhere	**Bear**
Bonani nank' uBhere	Look, here is Bear
Ucoc' ikhaya lakhe	Cleaning her home
Nabantwana bakhe bonke	Together with her children
Bakhuph 'inkunkuma	They are collecting the dirt
Bayifak' emgqomeni	They put the dirt in the dust bin
Bayifak' emgqomeni	They put the dirt in the dust bin
Lihle licocekile	It is beautiful and clean.

Vocabulary

- Find the story *Ikhaya likeBhere/Bear's home*. Navigate to <Readers><Term 1><Read><Story 4>.
- Let the learners listen to the audio again.
- Pause the audio after each pop-up word. Let the learners try to say the pop-up word two to three times.
- Do this until they finish listening to the story.
- Encourage them to stamp their feet with each syllable.
- Here are the words:
    - ikhaya lethu
    - egadini
    - usapho
    - lucoce ikhaya
    - elorini
    - bantwana bam

Main activity

- Find the story *Ikhaya likeBhere/Bear's home*. Navigate to <Readers><Term 1><Read><Story 4>.
- Read the story aloud to your learners two to three times. Encourage them to read after you. Let those who can read on their own try to read for you.

Closing activity

- Find the Reader *Amantombazana ayancedisa ekhaya namanye amabali*. Navigate to <Readers><Term 1><Games> <Game 4>.
- Let the learners play the games for this story as a class or in groups.

TERM 2 • WEEK 1

Theme: Shopping

Reader title: *UMpuku namaxesha onyaka namanye amabali*

Story title: *Bathenge ntoni edolophini? (What did they buy in town?)*

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

Introduction (Listening and speaking)

- Find the song *Singabahlobo/We are friends*. Navigate to <Rhymes and Songs><Songs><Click through to find the correct song>.
- Tell the learners to make a circle. Make sure that your puppets are close by so that the learners remember to try to speak isiXhosa.
- Remind or ask your learners which words are used when greeting and tell them to greet holding hands.
- Now they must sing the song. Play the video or sing the song yourself. Make sure that they act while they sing.
- Here is the song:

Singabahlobo	**We are friends**
Uyandithanda ndiyakuthanda	I love you, you love me
Singabahlob' abonwabileyo	We are happy friends
Siyangana, siphuzane sithandane	We hug and kiss, loving each other
Kungoko singabahlobo.	That is why we are friends.

Vocabulary

- Tell the learners to clap their hands when repeating the following words from the story after you.
- Let them repeat this activity until they understand the words.
- Here are the words:
  - edolophini
  - izipho
  - bazonwabele
  - uthenge
  - evenkileni
  - izihlangu

Main activity

- Find the story *Bathenge ntoni edolophini?/What did they buy in town?* Navigate to <Readers><Term 2><Read><Story 1>.
- Do a picture walk with your learners and explain to them what is happening on each page.
- When reading the story, let the learners repeat the words after you.
- Do this activtiy two to three times.

Closing activity

- Find the Reader *Bathenge ntoni edolophini?/What did they buy in town?*. Navigate to <Readers><Term 2><Find the worksheet of your choice>.
- You can use Worksheet 20 on page 23 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.

TERM 2 • WEEK 2

Theme: Shopping
Reader title: *UMpuku namaxesha onyaka namanye amabali*
Story title: *Bathenge ntoni edolophini? (What did they buy in town?)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the story *Bathenge ntoni edolophini?/What did they buy in town?* Navigate to <Readers><Term 2><Read><Story 1>.
- Ask your learners what they think the story will be about, based on the title of the story: *Bathenge ntoni edolophini?*
- Ask your learners the following questions:
  - Do you go shopping with your mom and dad?
  - What do you usually buy?
  - Do you like to go shopping?

Vocabulary

- Find the story *Bathenge ntoni edolophini?/What did they buy in town?* Navigate to <Readers><Term 2><Read><Story 1>.
- Let your learners listen to the audio. Pause the audio after each pop-up word. Let the learners try to say the pop-up word two to three times. Do this until they finish listening to the story.

- Here are the words:
  - edolophini
  - izipho
  - bazonwabele
  - uthenge
  - evenkileni
  - izihlangu

Main activity

- Find the story *Bathenge ntoni edolophini?/What did they buy in town?* Navigate to <Readers><Term 2><Read><Story 1>.
- Do a picture walk with your learners. Look at the pictures that are on each page. Encourage the learners to tell you what they can see happening in each picture. They can say it in English. Encourage learners who can speak isiXhosa to do so.
- Read the story to your learners and tell them to listen carefully to the story as they will read it with you the next time. Encourage those who can to read with you.

Closing activity

- Find the Reader *UMpuku namaxesha onyaka namanye amabali*. Navigate to <Readers><Term 2><Games><Game 1>.
- Let the learners play the games for this story as a class or in groups.

TERM 2 • WEEK 3

Theme: Shopping
Reader title: *UMpuku namaxesha onyaka namanye amabali*
Story title: *Bathenge ntoni edolophini? (What did they buy in town?)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the story *Bathenge ntoni edolophini?/What did they buy in town?* Navigate to <Readers><Term 2><Read><Story 1>.
- Do a picture walk with your learners.
- Let them point to and name the following things in the pictures:
  - iflegi
  - izipho
  - ubhuti
  - utata
  - itafile
  - utatomkhulu
- Encourage them to speak in isiXhosa.

Vocabulary

- Find the story *Bathenge ntoni edolophini?/What did they buy in town?* Navigate to <Readers><Term 2><Read><Story 1>.
- Let the learners listen to the story again. They must listen carefully to the pop-up words.
- The learners must repeat every pop-up word two or three times.
- Let them clap their hands with each syllable.
- Here are the words:
  - edolophini
  - izipho
  - bazonwabele
  - uthenge
  - evenkileni
  - izihlangu

Main activity

- Find the story *Bathenge ntoni edolophini?/What did they buy in town?* Navigate to <Readers><Term 2><Read><Story 1>.
- Do a picture walk with the learners and read the story to them. Encourage them to read along with you.

Closing activity

- Find the story *Bathenge ntoni edolophini?/What did they buy in town?* Navigate to <Readers><Term 2><Read><Story 1>.
- 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.

TERM 2 • WEEK 4

Theme: At school
Reader title: *UMpuku namaxesha onyaka namanye amabali*
Story title: *UMimi esikolweni (Mimi at school)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the rhyme *Esikolweni/My school*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Let your learners say the rhyme with you while moving their bodies.
- Here is the rhyme:

Esikolweni	**At school**
Phaya esikolweni	At school
Kukho abantwana kunye nootitshala	There are children
Yiva bayafunda	Listen, they are reading
Thath' ezakh' incwadi siyofunda nabo	Take your books and read with them
Sithi a, e, i, o, u. La, le, li, lo, lu.	Say: a, e, i, o, u. La, le, li, lo, lu.

Vocabulary

- Tell your learners to look around the classroom. Let them point to and explain the following things:
  - idesika
  - itafile
  - situlo
  - ibhodi
  - itshokhwe
  - incwadi

Main activity

- Find the story *UMimi esikolweni/Mimi at school*. Navigate to <Readers><Term 2><Read><Story 2>.
- Do a picture walk with your learners. Look at the pictures that are on each page. Encourage the learners to tell you what is happening in each picture. They can say it in English. Encourage those who can speak isiXhosa to do so.
- Read the story to your learners and tell them to listen carefully to the story as they will read it with you the next time. Encourage those who can to read with you.
- Ask them the following questions:
  - What do you see in the pictures?
  - Which things in the pictures do you have at your school?

Closing activity

- Find the Reader *UMpuku namaxesha onyaka namanye amabali*. Navigate to <Readers><Term 2><Find the worksheet of your choice>.
- You can use Worksheet 26 on page 29 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.

TERM 2 • WEEK 5

Theme: At school
Reader title*: UMpuku namaxesha onyaka namanye amabali*
Story title: *UMimi esikolweni (Mimi at school)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

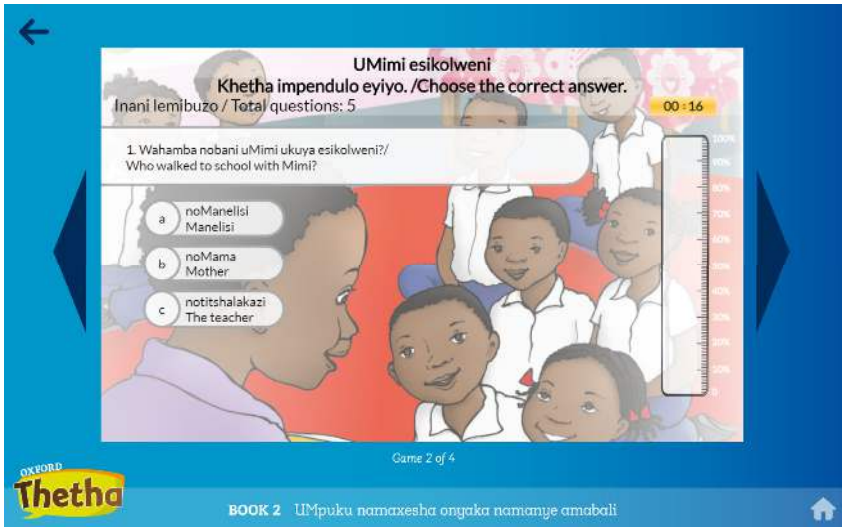
Introduction (Listening and speaking)

- Find the rhyme *Esikolweni/At school*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Let the learners stand in a circle and get ready to do the rhyme.
- Do the rhyme together with the learners and remind them to move their bodies.
- Here is the rhyme:

Isikolo sam	**My school**
Isikolo sam, sisipili sam	My school is a reflection of me
Isikolo sam yimpumelelo yam	I succeed here
Ndifumana uthando kootitshala bam	My teacher loves me
Ndifumana ulwazi kootitshala bam	I learn from my teacher
Enkosi bazali ngokundisa esikolweni.	Thank you parents for sending me to school.

Vocabulary

- Find the story *UMimi esikolweni/Mimi at school*. Navigate to <Readers><Term 2><Read><Story 2>.
- Let the learners listen to the story again. They must listen carefully to the pop-up words.
- They must repeat every pop-up word two or three times.
- Here are the words:
  - egeyithini
  - ipeni
  - wabala
  - masidlale
  - ndinifundele ibali
  - ubhaka



Main activity

- Find the story *UMimi esikolweni/Mimi at school*. Navigate to <Readers><Term 2><Read><Story 2>.
- Do a picture walk with the learners. Tell them to listen carefully to the story you are going to read to them.
- Read the story aloud and slowly to them. Read the story to them two or three times.
- Ask the learners if there are any words that they can recall from the story. Let them say those words.

Closing activity

- Find the Reader *UMpuku namaxesha onyaka namanye amabali*. Navigate to <Readers><Term 2><Games><Game 2>.
- Let the learners play the games for this story as a class or in groups.

TERM 2 • WEEK 6

Theme: At school
Reader title: *UMpuku namaxesha onyaka namanye amabali*
Story title: *UMimi esikolweni (Mimi at school)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the story *UMimi esikolweni/Mimi at school*. Navigate to <Readers><Term 2><Read><Story 2>.
- Do a picture walk with the learners and tell them what is happening on each page.
- Let them repeat after you.
- Do this activity two to three times.

Vocabulary

- Find the story *UMimi esikolweni/Mimi at school*. Navigate to <Readers><Term 2><Read><Story 2>.
- Let the learners listen to the story again. They must listen carefully to the pop-up words.
- They must repeat every pop-up word two or three times.
- Let them clap their hands with each syllable.

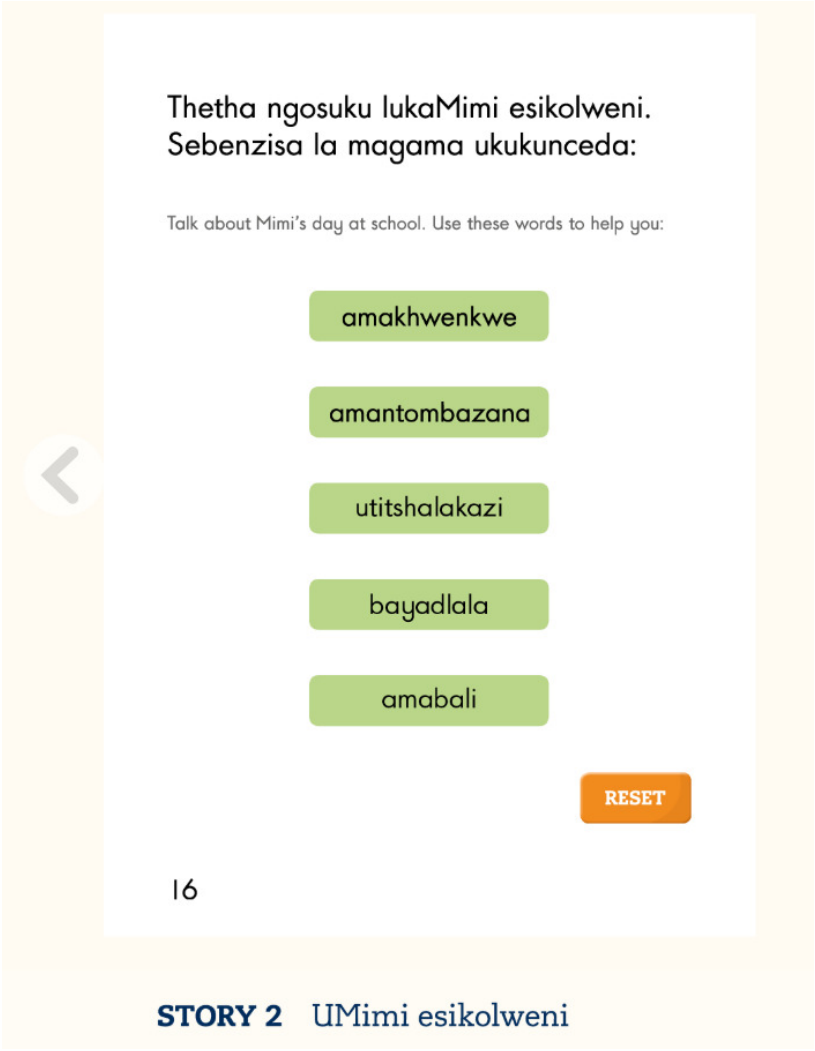
- Here are the words:
  - egeyithini
  - ipeni
  - wabala
  - masidlale
  - ndinifundele ibali
  - ubhaka

Main activity

- Find the story *UMimi esikolweni/Mimi at school*. Navigate to <Readers><Term 2><Read><Story 2>.
- Do a picture walk with the learners again. Read the story to them.
- Encourage those who can to try to read with you. Do this activity two to three times.

Closing activity

- Find the story *UMimi esikolweni/Mimi at school*. Navigate to <Readers><Term 2><Read><Story 2>.
- If you feel that your learners understood what you read to them, turn to page 16 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity.



TERM 2 • WEEK 7

Theme: Weather

Reader title: *UMpuku namaxesha onyaka namanye amabali*

Story title: *USinethemba eThekwini (Sinethemba in Durban)*

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

Introduction (Listening and speaking)

- Find the rhyme *Siyabhiyoza/We are celebrating*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Do the rhyme together with your learners and remind them to move their bodies.
- Here is the rhyme:

Siyabhiyoza	**We are celebrating**
Yiyiyi-iiiii. Halala!	Yiyi-iiiii (*ululating*)
Yimini yeemini	It is the day of days
Siyabhiyoza! Siyabhiyoza!	We are celebrating! We are celebrating!
Sinxibe izinxibo	We are wearing our special clothes
Yizani ma-Afrika	Come Africans
Ma-afrika niyamenywa!	Africans, you are invited
Halala-a-a-a!	We are celebrating!

Vocabulary

- Find the vocabulary flashcards. Navigate to <Flashcards><Words> from the main menu of the Digital Classroom Resource Pack.
- Go through the words and play the audio. Let your learners repeat the following words:
  - kushushu
  - kuyabanda
  - kuyanetha
  - kukho umoya
  - kukho isitshi
  - kusibekele
  - iindudumo
  - imibane
  - inkungu

Main activity

- Find the story *USinethemba eThekwini/Sinethemba in Durban*. Navigate to <Readers><Term 2><Read><Story 3>.
- Do a picture walk with your learners. Tell them to listen carefully to the story that you are going to read to them. Read the story aloud and slowly to the learners.
- Read the story to them two or three times.
- Ask them if they can recall any words from the story. Let them say those words.

Closing activity

- Find the Reader *UMpuku namaxesha onyaka namanye amabali*. Navigate to <Readers><Term 2><Games><Game 3>.
- Let the learners play the games for this story as a class or in groups.

TERM 2 • WEEK 8

Theme: Weather
Reader title: *UMpuku namaxesha onyaka namanye amabali*
Story title: *USinethemba eThekwini (Sinethemba in Durban)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the story *USinethemba eThekwini/Sinethemba in Durban*. Navigate to <Readers><Term 2><Read><Story 3>.
- Do a picture walk with the learners again.
- Ask your learners to tell you about their visits with families. Encourage them to speak in isiXhosa.

Vocabulary

- Find the story *USinethemba eThekwini/Sinethemba in Durban*. Navigate to <Readers><Term 2><Read><Story 3>.
- Let the learners listen carefully to the pop-up words.
- They must repeat every pop-up word two or three times.
- Let them clap their hands with each syllable.

- Here are the words:
  - kuyabanda
  - ndiyamanga
  - ishushu
  - imozulu
  - izilwanyana
  - ukuqubha

Main activity

- Find the story *USinethemba eThekwini/Sinethemba in Durban*. Navigate to <Readers><Term 2><Read><Story 3>.
- Do a picture walk with the learners again. Read the story to them.
- Encourage those who can to try to read with you.
- Do this activity two to three times.

Closing activity

- Find the Reader *UMpuku namaxesha onyaka namanye amabali*. Navigate to <Readers><Term 2><Find the worksheet of your choice>.
- You can use Worksheet 32 on page 35 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.

TERM 2 • WEEK 9

Theme: Seasons

Reader title: *UMpuku namaxesha onyaka namanye amabali*

Story title: *UMpuku namaxesha onyaka (Mpuku and the seasons)*

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

Introduction (Listening and speaking)

- Find the rhyme *Siyabhiyoza/We are celebrating*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Do the rhyme together with your learners and remind them to move their bodies.
- Here is the rhyme:

Siyabhiyoza	**We are celebrating**
Yiyiyi-iiiii. Halala!	Yiyi-iiiii (*ululating*)
Yimini yeemini	It is the day of days
Siyabhiyoza! Siyabhiyoza!	We are celebrating! We are celebrating!
Sinxibe izinxibo	We are wearing our special clothes
Yizani ma-Afrika	Come Africans
Ma-afrika niyamenywa!	Africans, you are invited
Halala-a-a-a!	We are celebrating!

Vocabulary

- Find the theme *Amazesha anyaku/Seasons*. Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.
- Help your learners to read the following words:
  - ihlobo
  - ukwindla
  - ubusika
  - intwasahlobo
- Do this activity two to three times.

Main activity

- Find the story *UMpuku namaxesha onyaka/Mpuku and the seasons*. Navigate to <Readers><Term 2><Read><Story 4>.
- Do a picture walk with your learners. Tell them to listen carefully to the story that you are going to read to them. Read the story aloud and slowly.
- Read the story two or three times.
- Ask the learners if they can recall any words from the story. Let them say those words.

Closing activity

- Find the Reader *UMpuku namaxesha onyaka namanye amabali*. Navigate to <Readers><Term 2><Find the worksheet of your choice>.
- You can use Worksheet 35 on page 38 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.

TERM 2 • WEEK 10

Theme: Seasons

Reader title: *UMpuku namaxesha onyaka namanye amabali*

Story title: *UMpuku namaxesha onyaka (Mpuku and the seasons)*

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

Introduction (Listening and speaking)

- Find the rhyme *Siyabhiyoza/We are celebrating*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Do the rhyme together with your learners and remind them to move their bodies.

Vocabulary

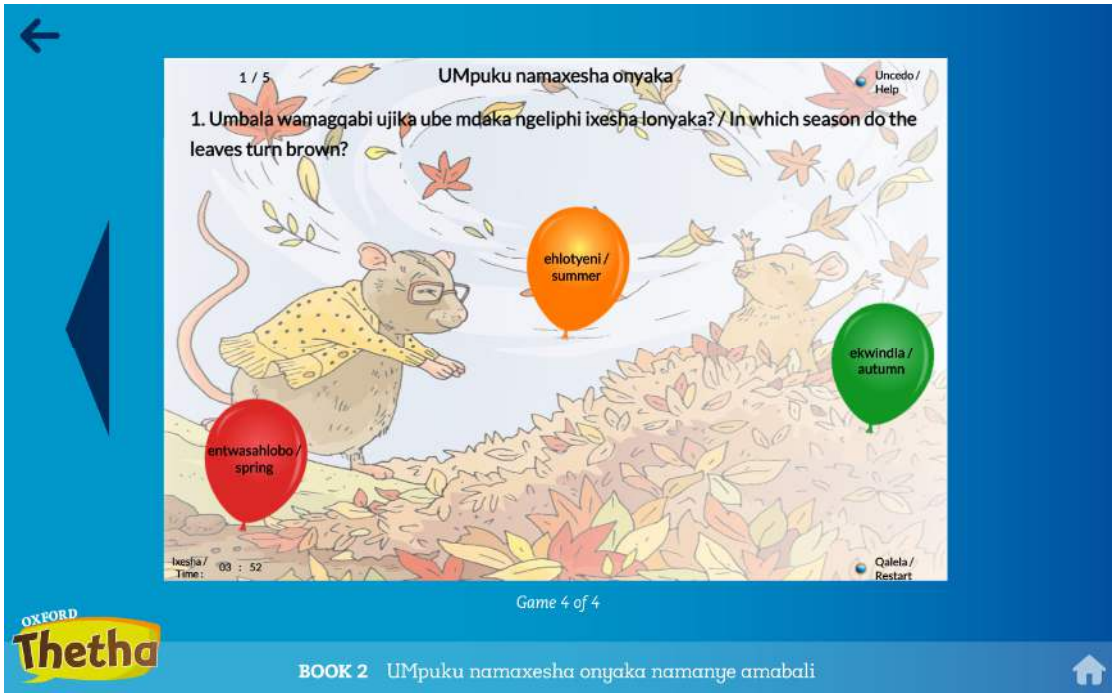
- Find the story *UMpuku namaxesha onyaka/Mpuku and the seasons*. Navigate to <Readers><Term 2><Read><Story 4>.
- On each page, click on the underlined word. Let the learners listen. Pause the audio and let them try to say the pop-up word two to three times.
- Here are the words:
  - babexakekile
  - ehlotyeni
  - ekwindla
  - entwasahlobo
  - ubusika
  - lixesha lonyaka

Main activity

- Find the story *UMpuku namaxesha onyaka/Mpuku and the seasons*. Navigate to <Readers><Term 2><Read><Story 4>.
- Do a picture walk with your learners and then read the story to them. Encourage them to read along with you.
- Support the learners who struggle with the clicks. You can find the click sounds pronunciation in the introduction to these Teaching Notes.

Closing activity

- Find the Reader *UMpuku namaxesha onyaka namanye amabali*. Navigate to <Readers><Term 2><Games><Game 4>.
- Let the learners play the games for this story as a class or in groups.



TERM 3 • WEEK 1

Theme: The farm

Reader title: *UJosh noJessie badlala imidlalo namanye amabali*

Story title: *Igusha eluncedo (The helpful sheep)*

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

Introduction (Listening and speaking)

- Find the theme *Efama/At the farm*. Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.
- Remind your learners to greet each other before every lesson. They must also greet their teacher.
- Remind them that they have friends who can speak only isiXhosa, so they must always try to speak isiXhosa.
- Let the learners look at the theme.
- Show them the different kinds of animals found on a farm.
- Let them repeat the words after you.
- Do this activity two to three times.

Vocabulary

- Find the theme *Efama/At the farm*. Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.
- Tell your learners to look at the theme again. Ask them to say the words after you.
- Do this activity two to three times.

- Here are the words:
  - inkomo (cow)
  - igusha (sheep)
  - ibhokwe (goat)
  - ihagu (pig)
  - inkukhu (chicken)
  - ikati (cat)
  - inja (dog)
  - idada (duck)

Main activity

- Find the story *Igusha eluncedo/The helpful sheep*. Navigate to <Readers><Term 3><Read><Story 1>.
- Do a picture walk with your learners, and explain to them what is happening in each picture.
- When reading the story, let the learners repeat the words after you.
- Do this activity two to three times.

Closing activity

- Find the Reader *UJosh noJessie badlala imidlalo namanye amabali*. Navigate to <Readers><Term 3><Games> <Game 1>.
- Let the learners play the games for this story as a class or in groups.

TERM 3 • WEEK 2

Theme: The farm

Reader title: *UJosh noJessie badlala imidlalo namanye amabali*

Story title: *Igusha eluncedo (The helpful sheep)*

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

Introduction (Listening and speaking)

- Find the story *Igusha eluncedo/The helpful sheep*. Navigate to <Readers><Term 3><Read><Story 1>.
- Do a picture walk with your learners.
- Read the title of the story and let the learners repeat after you.
- Do this activity two to three times.

Vocabulary

- Find the story *Igusha eluncedo/The helpful sheep*. Navigate to <Readers><Term 3><Read><Story 1>.
- On each, page click on the underlined word. Let the learners listen. Pause the audio and let them try to say the pop-up word two to three times.
- Here are the words:
  - ndihlala efama
  - asebenza efama
  - amadoda
  - izandla
  - efektri
  - iimpahla ezishushu

Main activity

- Find the story *Igusha eluncedo/The helpful sheep*. Navigate to <Readers><Term 3><Read><Story 1>.
- Do a picture walk with your learners. Tell them to listen carefully to the story that you are going to read to them.
- Read the story aloud and slowly.
- Read the story two to three times.
- Ask them if they can recall any of the words from the story. Let them say those words.
- Encourage your learners to speak isiXhosa when saying the words.

Closing activity

- Find the story *Igusha eluncedo/The helpful sheep*. Navigate to <Readers><Term 3><Read><Story 1>.
- 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.

TERM 3 • WEEK 3

Theme: The farm
Reader title: *UJosh noJessie badlala imidlalo namanye amabali*
Story title: *Igusha eluncedo (The helpful sheep)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the story *Igusha eluncedo/The helpful sheep*. Navigate to <Readers><Term 3><Read><Story 1>.
- Do a picture walk with your learners. Remind them of the characters in the story and the events happening.
- Let them tell you in isiXhosa what they remember about the pictures.

Vocabulary

- Find the story *Igusha eluncedo/The helpful sheep*. Navigate to <Readers><Term 3><Read><Story 1>.
- On each page, click on the underlined word. Let the learners listen. Pause the audio and let them try to say the pop-up word two to three times.
- Here are the words:
  - ndihlala efama
  - asebenza efama
  - amadoda
  - izandla
  - efektri
  - iimpahla ezishushu

Main activity

- Find the story *Igusha eluncedo/The helpful sheep*. Navigate to <Readers><Term 3><Read><Story 1>.
- Do a picture walk with your learners, and then read the story to them. Encourage them to read along with you.
- Ask the following questions:
  - Do you live on a farm, or have you been to a farm?
  - What do we get from chickens?
  - What two things do we get from cows?
  - What does a cat do on a farm?

Closing activity

- Find the Reader *UJosh noJessie badlala imidlalo namanye amabali*. Navigate to <Readers><Term 3><Find the worksheet of your choice>.
- You can use Worksheet 42 on page 45 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.

TERM 3 • WEEK 4

Theme: Sports
Reader title: *UJosh noJessie badlala imidlalo namanye amabali*
Story title: *UJosh noJessie badlala imidlalo (Josh and Jessie play sport)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the theme *Imidlalo yazeMzantsi Afrika/South African sport*. Navigate to <Themes> from the main menu of the Digital Classroom Resource Pack.
- Let the learners read all the names of the different sports.
- Ask learners which sports they play.
- Encourage them to speak in isiXhosa.

Vocabulary

- Find the vocabulary flashcards. Navigate to <Flashcards><Words> from the main menu of the Digital Classroom Resource Pack.

- Go through the words and play the audio. Let your learners repeat the following words two to three times.
- Here are the words:
  - ukuqubha
  - iindadi
  - ikarati
  - amaqela emidlalo
  - iimbaleki
  - umdaniso
  - abadlali

Main activity

- Find the story *UJosh noJessie badlala imidlalo/Josh and Jessie play sport*. Navigate to <Readers><Term 3><Read> <Story 2>.
- Do a picture walk with your learners.
- In isiXhosa, explain to them what is happening in each picture.
- Let them repeat the words after you.
- Do this activity two to three times.

Closing activity

- Find the Reader *UJosh noJessie badlala imidlalo namanye amabali*. Navigate to <Readers><Term 3><Find the worksheet of your choice>.
- You can use Worksheet 43 on page 46 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.

TERM 3 • WEEK 5

Theme: Sports
Reader title: *UJosh noJessie badlala imidlalo namanye amabali*
Story title: *UJosh noJessie badlala imidlalo (Josh and Jessie play sport)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the song *Iitshomi ezinthathu/Three friends*. Navigate to <Rhymes and Songs><Songs><Click through to find the correct song>.
- Sing the song together with the learners and remind them to move their bodies.
- Here is the song:

Iitshomi ezintathu	**Three friends**
Iitshomi ezintathu	Three friends
Zingamaqhawe	They are heroes
Zinceda abantu	They help people
Zinceda abantu.	They help people.

Vocabulary

- Find the story *UJosh noJessie badlala imidlalo/Josh and Jessie play sport*. Navigate to <Readers><Term 3><Read> <Story 2>.
- Let the learners listen to the audio. Remind them to listen carefully to the pop-up words. Pause the audio after every pop-up word. Tell them to repeat the pop-up words two or three times.
- Here are the words:
    - ukuqubha
    - iibhayisekile
    - ibhola ekhatywayo
    - amaqela
    - bayandanisa
    - ukubaleka

Main activity

- Find the story *UJosh noJessie badlala imidlalo/Josh and Jessie play sport*. Navigate to <Readers><Term 3><Read> <Story 2>.
- Do a picture walk with your learners again. Tell them to listen carefully to the story that you are going to read to them. Read the story aloud and slowly.
- Read the story two to three times.
- Ask the learners if they can recall any of the words from the story. Let them say those words.

Closing activity

- Find the story *UJosh noJessie badlala imidlalo/Josh and Jessie play sport*. Navigate to <Readers><Term 3><Read> <Story 2>.
- If you feel that your learners understood what you read to them, turn to page 16 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity.

TERM 3 • WEEK 6

Theme: Sports
Reader title: *UJosh noJessie badlala imidlalo namanye amabali*
Story title: *UJosh noJessie badlala imidlalo (Josh and Jessie play sport)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the story *UJosh noJessie badlala imidlalo/Josh and Jessie play sport*. Navigate to <Readers><Term 3><Read> <Story 2>.
- Do a picture walk with the learners. Remind them of the characters in the story and the events happening.
- Let them tell you in isiXhosa what they remember about the pictures.

Vocabulary

- Let your learners listen to the audio. Pause the audio after each pop-up word. Let the learners try to say each pop-up word. Do this until they have finished listening to the story.
- Let the learners clap with each syllable. Do this activity two to three times.
- Here are the words:
  - ukuqubha
  - iibhayisekile
  - ibhola ekhatywayo
  - amaqela
  - bayandanisa
  - ukubaleka

Main activity

- Find the story *UJosh noJessie badlala imidlalo/Josh and Jessie play sport*. Navigate to <Readers><Term 3><Read> <Story 2>.
- Do a picture walk with the learners, and then read the story to them. Encourage them to read with you.
- Ask the following questions:
  - What sport did Jessie not like?
  - What is your favourite sport?

Closing activity

- Find the Reader *UJosh noJessie badlala imidlalo namanye amabali*. Navigate to <Readers><Term 3><Games> <Game 2>.
- Let the learners play the games for this story as a class or in groups.

TERM 3 • WEEK 7

Theme: Animals

Reader title: *UJosh noJessie badlala imidlalo namanye amabali*

Story title: *Ingonyama, inkosi yezilwanyana (Lion, king of the animals)*

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

Introduction (Listening and speaking)

- Find the song *Ungonyama yinkosi/Lion is the king*. Navigate to <Rhymes and Songs><Songs><Click through to find the correct song>.
- Play the video or sing the song yourself. Make sure they sing after you and act while they sing.
- Here is the song:

Ungonyama yinkosi	**Lion is the king**
Ungonyama yinkosi	The lion is the king
Ungonyama yinkosi	The lion is the king
Ungonyama yinkosi	The lion is the king
Yezilwanyana, yezilwanyana	Of animals, of animals
Mbon'elawul' ihlathi	Look, he rules in the jungle
Mbon'elawul' ihlathi	Look, he rules in the jungle
Mbon'elawul' ihlathi	Look, he rules in the jungle
Lezilwanyana, lezilwanyana.	Of animals, of animals.

Vocabulary

- Find the story *Ingonyama, inkosi yezilwanyana/Lion, king of the animals*. Navigate to <Readers><Term 3><Read><Story 3>.
- Let the learners listen to the audio. Pause the audio after each pop-up word. Let the learners try to say the pop-up word two to three times. Do this until they finish listening to the story.
- Here are the words:
  - ezi ngonyama
  - ziphila kwiqela
  - zinamazinyo amakhulu abukhali
  - iingcuka
  - zitya inyama
  - unongada wezilwanyana

Main activity

- Find the story *Ingonyama, inkosi yezilwanyana/Lion, king of the animals*. Navigate to <Readers><Term 3><Read><Story 3>.
- Do a picture walk with your learners. Tell them to listen carefully to the story that you are going to read to them.
- Read the story aloud and slowly.
- Read the story to the learners two to three times.
- Ask them if they can recall any of the words from the story. Let them say those words.

Closing activity

- Find the Reader *UJosh noJessie badlala imidlalo namanye amabali*. Navigate to <Readers><Term 3><Games> <Game 3>.
- Let the learners play the games for this story as a class or in groups.

TERM 3 • WEEK 8

Theme: Animals

Reader title: *UJosh noJessie badlala imidlalo namanye amabali*

Story title: *Ingonyama, inkosi yezilwanyana (Lion, king of the animals)*

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

Introduction (Listening and speaking)

- Find the story *Ingonyama, inkosi yezilwanyana/Lion, king of the animals*. Navigate to <Readers><Term 3><Read><Story 3>.
- Do a picture walk with the learners. Remind them of the characters in the story and the events happening.
- Let them tell you in isiXhosa what they recall about the pictures.

Vocabulary

- Let the learners listen to the audio. Pause the audio after each pop-up word. Let them try to say the pop-up word. Do this until they finish listening to the story.
- Let the learners clap with each syllable. Do this activity two to three times.
- Here are the words:
  - ezi ngonyama
  - ziphila kwiqela
  - zinamazinyo amakhulu abukhali
  - iingcuka
  - zitya inyama
  - unongada wezilwanyana

Main activity

- Find the story *Ingonyama, inkosi yezilwanyana/Lion, king of the animals*. Navigate to <Readers><Term 3><Read><Story 3>.
- Do a picture walk with the learners again, and then read the story to them.

Closing activity

- Find the story *Ingonyama, inkosi yezilwanyana/Lion, king of the animals*. Navigate to <Readers><Term 3><Read><Story 3>.
- If you feel that your learners understood what you read to them, turn to page 24 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity.

TERM 3 • WEEK 9

Theme: Food
Reader title: *UJosh noJessie badlala imidlalo namanye amabali*
Story title: *UTozi uncedisa efama (Tozi helps at the farm)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the rhyme *Ukutya/Food*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Tell the 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.
- Play the video or do the rhyme yourself. Make sure your leatrners repeat the rhyme after you and act while they do it.
- Here is the rhyme:

Ukutya	**Food**
Mhh kumnandi ukutya	Mmm! food is delicious
Mam' upheke ntoni?	Mom, what have you cooked?
Nced' undiphakele	Please dish up for me
Nced' undiphakele	Please dish up for me
Ndafa yindlala	I am hungry
Mhh! kumnandi ukutya.	Mmm! Food is delicious.

Vocabulary

- Find the story *UTozi uncedisa efama/Tozi helps at the farm*. Navigate to <Readers><Term 3><Read><Story 4>.
- Let them listen to the audio. Pause the audio after each pop-up word. Let them try to say the pop-up word two to three times. Do this until they finish listening to the story.
- Here are the words:
  - yifama yethu
  - usenga inkomo
  - eli lithole
  - siphunga iti
  - ubisi
  - izinto ezenziwe ngobisi

Main activity

- Find the story *UTozi uncedisa efama/Tozi helps at the farm*. Navigate to <Readers><Term 3><Read><Story 4>.
- Do a picture walk with your learners. Tell them to listen carefully to the story that you are going to read to them.
- Read the story aloud and slowly.
- Read the story two to three times.
- Ask the learners if they can recall any of the words from the story. Let them say those words.

Closing activity

- Find the Reader *UJosh noJessie badlala imidlalo namanye amabali*. Navigate to <Readers><Term 3><Games> <Game 4>.
- Let the learners play the games for this story as a class or in groups.

TERM 3 • WEEK 10

Theme: Food
Reader title: *UJosh noJessie badlala imidlalo namanye amabali*
Story title: *UTozi uncedisa efama (Tozi helps at the farm)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Divide your learners into small groups. Each group must tell the rest of the class about a sport they like.
- Encourage them to speak in isiXhosa.

Vocabulary

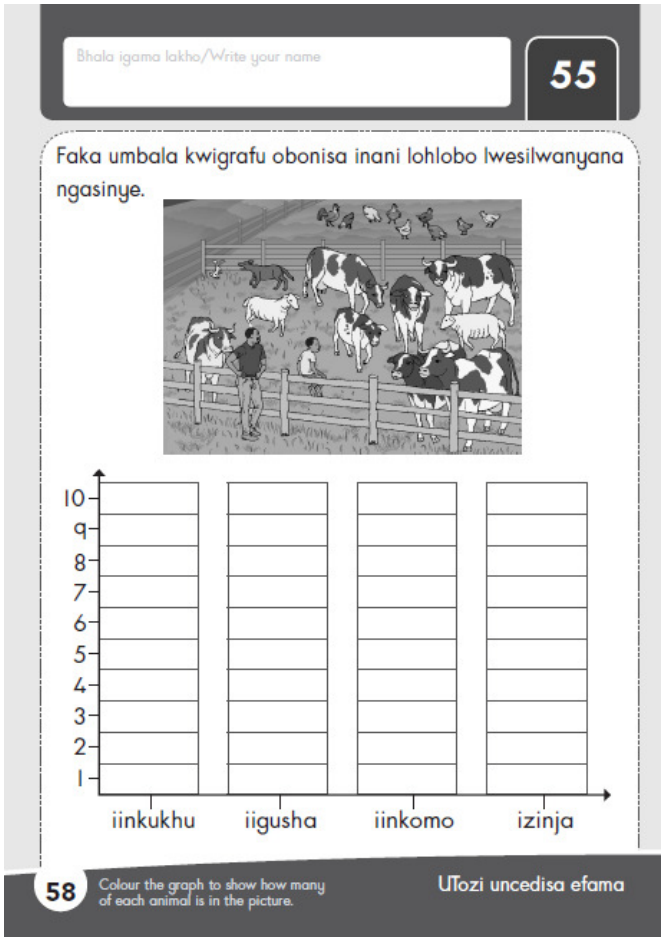
- Find the story *UTozi uncedisa efama/Tozi helps at the farm*. Navigate to <Readers><Term 3><Read><Story 4>.
- Let the learners listen to the audio again. Pause the audio after each pop-up word. Let them try to say the pop-up word. Do this until they finish listening to the story.
- Let the learners clap with each syllable. Do this activity two to three times.
- Here are the words:
  - yifama yethu
  - usenga inkomo
  - eli lithole
  - siphunga iti
  - ubisi
  - izinto ezenziwe ngobisi

Main activity

- Find the story *UTozi uncedisa efama/Tozi helps at the farm*. Navigate to <Readers><Term 3><Read><Story 4>.
- Do a picture walk with your learners, and then read the story to them.
- Encourage the learners to read along with you.

Closing activity

- Find the Reader *UJosh noJessie badlala imidlalo namanye amabali*. Navigate to <Readers><Term 3><Find the worksheet of your choice>.
- You can use Worksheet 55 on page 58 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.



TERM 4 • WEEK 1

Theme: Transport

Reader title: *Ngubani oza kunceda izilwanyana? namanye amabali*

Story title: *Ibhayisekile kaJabu (Jabu's bicycle)*

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

Introduction (Listening and speaking)

- Take your learners to the mat. Remind them that they need to greet each other in isiXhosa.
- Find the rhyme *Lumka/Be careful*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Play the video or do the rhyme yourself. Make sure they repeat the rhyme after you and act while they do it.
- Here is the rhyme:

Lumka	**Be careful**
Pipi-i-i-ip! Pipi-i-i-ip!	Beep beep! Beep beep!
Phumani bantwana	Children, come out
Yizani nemithwalo, ifikile ibhasi	Come with your bags, here is the bus
Jonga ngasekunene	Look to the right
Jonga ngasekhohlo	Look to the left
Lumka, lumka.	Be careful! Be careful!
Wela ke ngoku	Cross, cross.
Wela ke ngoku	Cross, cross.

Vocabulary

- Find the theme *Izinto zokuhamba/Transport*. Navigate to <Themes> from the main menu of the Digital Classroom Resource.
- Go through all the types of transport shown and listen to the pronunciation of the words.
- Let the learners tell you about the types of transport that they have used.
- Encourage them to speak in isiXhosa.
- Here are the words:
    - inqwelomoya
    - ihashe
    - inqanawe
    - uloliwe
    - iinyawo
    - ibhasi
    - iteksi
    - ibhayisekile
    - imoto

Main activity

- Find the story *Ibhayisekile kaJabu/Jabu's bicycle*. Navigate to <Readers><Term 4><Read><Story 1>.
- Do a picture walk with your learners. Tell them to listen carefully to the story that you are going to read to them.
- Read the story aloud and slowly to them.
- Read the story two to three times.
- Ask the learners if they can recall any words from the story. Let them say those words.

Closing activity

- Find the Reader *Ngubani oza kunceda izilwanyana? namanye amabali*. Navigate to <Readers><Term 4><Find the worksheet of your choice>.
- You can use Worksheet 59 on page 62 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.

TERM 4 • WEEK 2

Theme: Transport
Reader title: *Ngubani oza kunceda izilwanyana? namanye amabali*
Story title: *Ibhayisekile kaJabu (Jabu's bicycle)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the rhyme *Lumka/Be careful*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Let the learners do the rhyme with you while moving their bodies.
- Here is the rhyme:

Lumka	**Be careful**
Pipi-i-i-ip! Pipi-i-i-ip!	Beep beep! Beep beep!
Phumani bantwana	Children, come out
Yizani nemithwalo, ifikile ibhasi	Come with your bags, here is the bus
Jonga ngasekunene	Look to the right
Jonga ngasekhohlo	Look to the left
Lumka, lumka.	Be careful! Be careful!
Wela ke ngoku	Cross, cross.
Wela ke ngoku.	Cross, cross.

Vocabulary

- Find the story *Ibhayisekile kaJabu/Jabu's bicycle*. Navigate to <Readers><Term 4><Read><Story 1>.
- Remind your learners about the pop-up words from the story. Encourage them to practise these words in pairs, stamping their feet with each syllable:
  - ndicela undilungiselele
  - imoto
  - licebo elihle
  - nceda
  - musa ukulila
  - ngeambulensi
- Do this activity two to three times.

Main activity

- Find the story *Ibhayisekile kaJabu/Jabu's bicycle*. Navigate to <Readers><Term 4><Read><Story 1>.
- Read the story aloud two to three times. Encourage your learners to read the words after you. Let the learners who can read on their own try to read for you.

Closing activity

- Find the story *Ibhayisekile kaJabu/Jabu's bicycle*. Navigate to <Readers><Term 4><Read><Story 1>.
- 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.

TERM 4 • WEEK 3

Theme: Transport
Reader title: *Ngubani oza kunceda izilwanyana? namanye amabali*
Story title: *Ibhayisekile kaJabu (Jabu's bicycle)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the vocabulary flashcards. Navigate to <Flashcards><Words> from the main menu of the Digital Classroom Resource Pack.
- Go through the words and play the audio. Let your learners repeat the words two to three times.
- Here are the words:
  - ibhasi
  - ibhayisekile
  - inqwelomoya
  - ilori
  - uloliwe
  - imoto
- Ask learners which kind of transport they used most often.
- Encourage them to speak in isiXhosa.

Vocabulary

- Find the story *Ibhayisekile kaJabu/Jabu's bicycle*. Navigate to <Readers><Term 4><Read><Story 1>.
- Remind your learners about the pop-up words from the story. Encourage them to practise these words in pairs, stamping their feet with each syllable:
  - ndicela undilungiselele
  - imoto
  - licebo elihle
  - nceda
  - musa ukulila
  - ngeambulensi
- Do this activity two to three times.

Main activity

- Find the story *Ibhayisekile kaJabu/Jabu's bicycle*. Navigate to <Readers><Term 4><Read><Story 1>.
- Read the story aloud to your learners two to three times. Encourage them to read along after you.
- Let the learners who can read on their own try to read for you.

Closing activity

- Find the Reader *Ngubani oza kunceda izilwanyana? namanye amabali*. Navigate to <Readers><Term 4><Games> <Game 1>.
- Let the learners play the games for this story as a class or in groups.

TERM 4 • WEEK 4

Theme: Celebrations

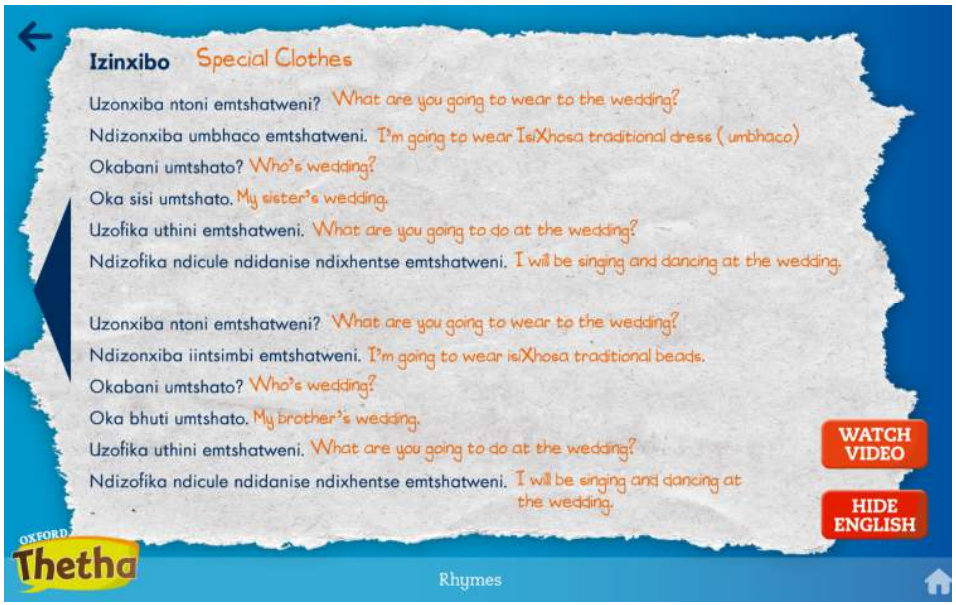
Reader title: *Ngubani oza kunceda izilwanyana? namanye amabali*

Story title: *Umbhiyozo (A celebration)*

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

Introduction (Listening and speaking)

- Find the rhyme *Izinxibo/Special clothes*. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Let your learners stand in a circle and get ready to do the rhyme.
- Do the rhyme with the learners and remind them to move their bodies.



- Here is the rhyme:

Izinxibo	**Special clothes**
Uzonxiba ntoni emtshatweni?	What are you going to wear to the wedding?
Ndizonxiba umbhaco emtshatweni.	I'm going to wear an isiXhosa traditional dress. (*umbhaco*)
Okabani umtshato?	Who's wedding?
Oka sisi umtshato.	My sister's wedding.
Uzofika uthini emthsatweni?	What are you going to do at the wedding?
Ndizofika ndicule ndidanise ndixhentse emtshatweni.	I will be singing and dancing at the wedding.
Uzonxiba ntoni emtshatweni?	What are you going to wear to the wedding?
Ndizonxiba iintsimbi emtshatweni.	I'm going to wear isiXhosa traditional beads.
Okabani umtshato?	Who's wedding?
Oka bhuti umtshato.	My brother's wedding.
Uzofika uthini emthsatweni?	What are you going to do at the wedding?
Ndizofika ndicule ndidanise ndixhentse emtshatweni.	I will be singing and dancing at the wedding.

Vocabulary

- Find the theme *Imbhiyozo/Celebrations*. Navigate to <Themes> from the main menu of the Digital Classroom Resource.
- Let the learners describe and discuss the musical instruments that are in the theme.
- Encourage them to speak in isiXhosa.
- Help the learners who are still struggling to speak isiXhosa.
- Do this activity two to three times.

- Here are the words:
  - unomathotholo
  - isiginkci
  - iinkatshaza
  - ixilongo
  - igubu
  - ipiyano
  - imarimba
  - ixilongo
  - impempe

Main activity

- Find the story *Umbhiyozo/A celebration*. Navigate to <Readers><Term 4><Read><Story 2>.
- Read the title of the story and let your learners repeat the title after you.
- Explain to the learners what the story is about before asking the following questions:
  - Have you ever been to a celebration like this?
  - Do you like dancing?
  - What musical instrument would you like to play?

Closing activity

- Find the Reader *Ngubani oza kunceda izilwanyana? namanye amabali*. Navigate to <Readers><Term 4><Find the worksheet of your choice>.
- You can use Worksheet 64 on page 67 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.

TERM 4 • WEEK 5

Theme: Celebrations

Reader title: *Ngubani oza kunceda izilwanyana? namanye amabali*

Story title: *Umbhiyozo (A celebration)*

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

Introduction (Listening and speaking)

- Find the rhyme Siyabhiyoza/We are celebrating. Navigate to <Rhymes and Songs><Rhymes><Click through to find the correct rhyme>.
- Let the learners stand in a circle and get ready to do the rhyme.
- Remind them to move their bodies while doing the rhyme.
- Here is the rhyme:

Siyabhiyoza	**We are celebrating**
Yiyiyi-iiiii. Halala!	Yiyi-iiiii (*ululating*)
Yimini yeemini	It is the day of days
Siyabhiyoza! Siyabhiyoza!	We are celebrating! We are celebrating!
Sinxibe izinxibo	We are wearing our special clothes
Yizani ma-Afrika	Come Africans
Ma-afrika niyamenywa!	Africans, you are invited
Halala-a-a-a!	We are celebrating!

Vocabulary

- Find the story *Umbhiyozo/A celebration*. Navigate to <Readers><Term 4><Read><Story 2>.
- Let the learners listen to the audio. Pause the audio after each pop-up word. Let the learners try to say the pop-up word two to three times. Do this until they finish listening to the story.
- Here are the words:
  - ngumbhiyozo
  - amaqela omdaniso
  - wamagubu
  - ngumbhiyozo
  - amaqela omdaniso
  - wamagubu

Main activity

- Find the story *Umbhiyozo/A celebration*. Navigate to <Readers><Term 4><Read><Story 2>.
- Do a picture walk with your learners. Tell them to listen carefully to the story that you are going to read to them. Read the story aloud and slowly. Do this two to three times.
- Ask the learners if they can recall any of the words from the story. Let them say those words.

Closing activity

- Find the story *Umbhiyozo/A celebration*. Navigate to <Readers><Term 4><Read><Story 2>.
- If you feel that your learners understood what you read to them, turn to page 16 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity.

TERM 4 • WEEK 6

Theme: Celebrations

Reader title: *Ngubani oza kunceda izilwanyana? namanye amabali*

Story title: *Umbhiyozo (A celebration)*

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

Introduction (Listening and speaking)

- Find the theme *Imibhiyozo/Celebrations*. Navigate to <Themes> from the main menu of the Digital Classroom Resource.
- Let your learners repeat the names of the musical instruments. They must repeat this activity two to three times.
- Let them pretend to play all the different instruments, while trying to make the sound that the instrument makes.
- Ask learners who are confident enough to come to the front of the class and form a band, playing different instruments.

Vocabulary

- Find the story *Umbhiyozo/A celebration*. Navigate to <Readers><Term 4><Read><Story 2>.
- Remind learners about the pop-up words from the story. Encourage them to practise these words in pairs, clapping their hands with each syllable.
- Here are the words:
  - ngumbhiyozo
  - amaqela omdaniso
  - wamagubu

- ngumbhiyozo
- amaqela omdaniso
- wamagubu

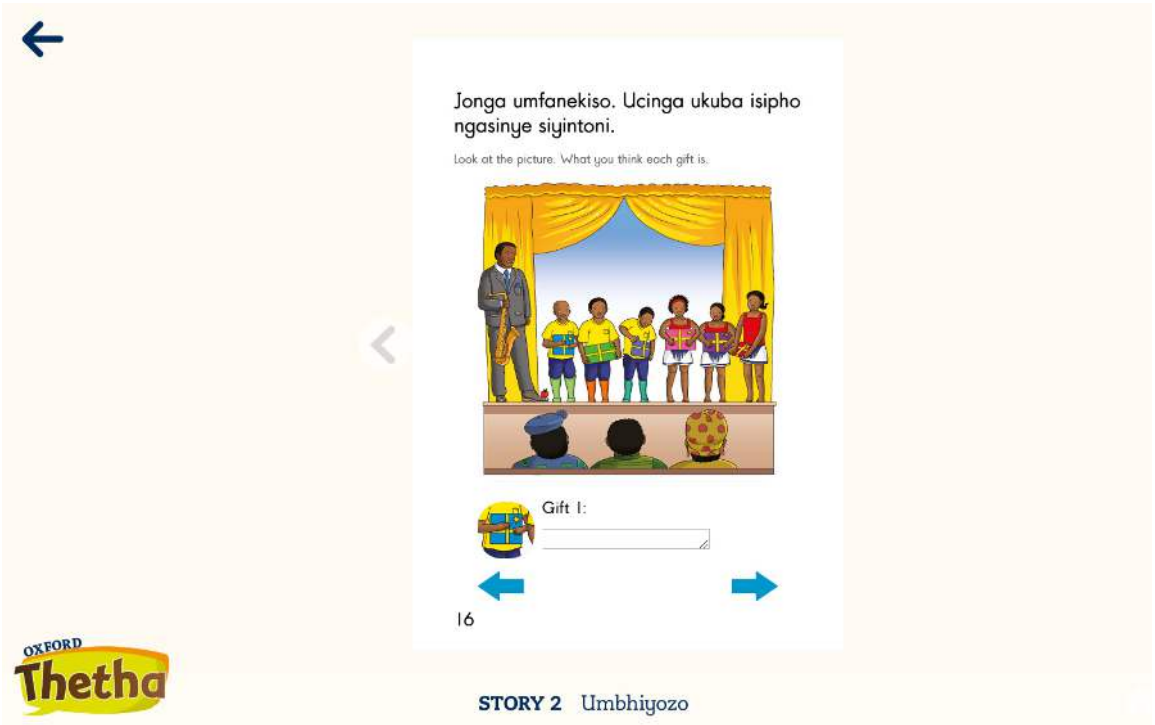
- Do this activity two to three times.

Main activity

- Find the story *Umbhiyozo/A celebration*. Navigate to <Readers><Term 4><Read><Story 2>.
- Do a picture walk with your learners, and then read the story to them. Encourage them to read along with you.

Closing activity

- Find the Reader *Ngubani oza kunceda izilwanyana? namanye amabali*. Navigate to <Readers><Term 4><Games><Game 2>.
- Let the learners play the games for this book as a class or in groups.



TERM 4 • WEEK 7

Theme: People who help us
Reader title: *Ngubani oza kunceda izilwanyana? namanye amabali*
Story title: *Lumka Hoza! (Be careful, Hoza!)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the theme *Imibhiyozo/Celebrations*. Navigate to <Themes> from the main menu of the Digital Classroom Resource.
- Let your learners repeat all the names of the musical instruments.
- The musical instruments are:
  - unomathotholo
  - isiginkci
  - iinkatshaza
  - ixilongo
  - igubu
  - ipiyano
  - imarimba
  - ixilongo
  - impempe

Vocabulary

- Find the story *Lumka Hoza!/Be careful, Hoza!* Navigate to <Readers><Term 4><Read><Story 3>.
- Let your learners listen to the story for the first time while you read it to them. Play the audio and tell them to listen attentively to the pop-up words. Pause the audio after every pop-up word. Let them repeat the pop-up words two to three times.
- Here are the words:
    - amanzi ayabila
    - amanzi ashushu
    - ndifowunela
    - nomama wakhe
    - izinto ezishushu
    - kufuneka ndibamamele

Main activity

- Find the story *Lumka Hoza!/Be careful, Hoza!* Navigate to <Readers><Term 4><Read><Story 3>.
- Do a picture walk with your learners. Tell them to listen carefully to the story that you are going to read to them.
- Read the story aloud and slowly.
- Read the story to your learners two to three times.
- Ask them if they can recall any of the words from the story. Let them say those words.

Closing activity

- Find the Reader *Ngubani oza kunceda izilwanyana? namanye amabali*. Navigate to <Readers><Term 4><Find the worksheet of your choice>.
- You can use Worksheet 67 on page 70 of the printed workbook.
- Let the learners complete the worksheet alone or in pairs.

TERM 4 • WEEK 8

Theme: People who help us
Reader title: *Ngubani oza kunceda izilwanyana? namanye amabali*
Story title: *Lumka Hoza! (Be careful, Hoza!)*
Resources: puppets, vocabulary flashcards, Digital Classroom Resource Pack, A4 paper for learners to draw on

Introduction (Listening and speaking)

- Find the Find the story *Lumka Hoza!/Be careful, Hoza!* Navigate to <Readers><Term 4><Read><Story 3>. Navigate to <Readers><Term 4><Read><Story 3>.
- Do a picture walk with your learners.
- Let them look at the pictures again and tell you what is happening in each one.
- Encourage them to speak in isiXhosa.
- Complement those who are able to speak in isiXhosa and help those who are still struggling.

Vocabulary

- Let your learners listen to the story again. Play the audio and tell them to listen attentively to the pop-up words. Pause the audio after every pop-up word. Let the learners repeat the pop-up words two to three times.

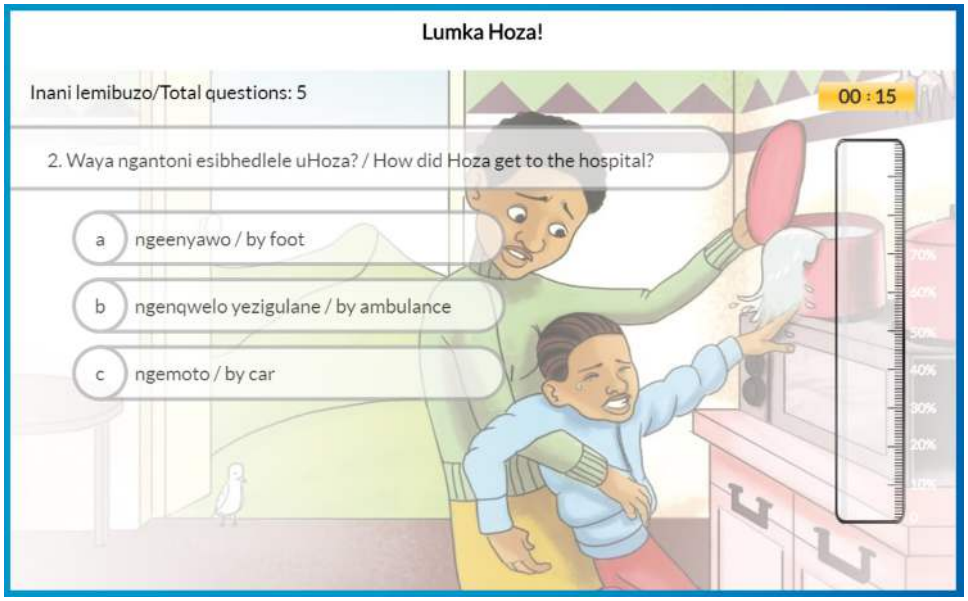
- Here are the words:
  - amanzi ayabila
  - amanzi ashushu
  - ndifowunela
  - nomama wakhe
  - izinto ezishushu
  - kufuneka ndibamamele

Main activity

- Find the story *Lumka Hoza!*/*Be careful, Hoza!* Navigate to <Readers><Term 4><Read><Story 3>.
- Do a picture walk with your learners, and then read the story to them. Encourage them to read along with you.

Closing activity

- Find the Reader *Ngubani oza kunceda izilwanyana? namanye amabali*. Navigate to <Readers><Term 4> <Games><Game 3>.
- Let the learners play the games for this story as a class or in groups.



TERM 4 • WEEK 9

Theme: People who help us

Reader title: *Ngubani oza kunceda izilwanyana? namanye amabali*

Story title: *Ngubani oza kunceda izilwanyana? (Who will help the animals?)*

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

Introduction (Listening and speaking)

- Find the story *Ngubani oza kunceda izilwanyana?/Who will help the animals?* Navigate to <Readers><Term 4> <Read><Story 4>.
- Do a picture walk with your learners.
- Tell them what is happening on each page and let them repeat what you say.
- Do this activity two to three times.

Vocabulary

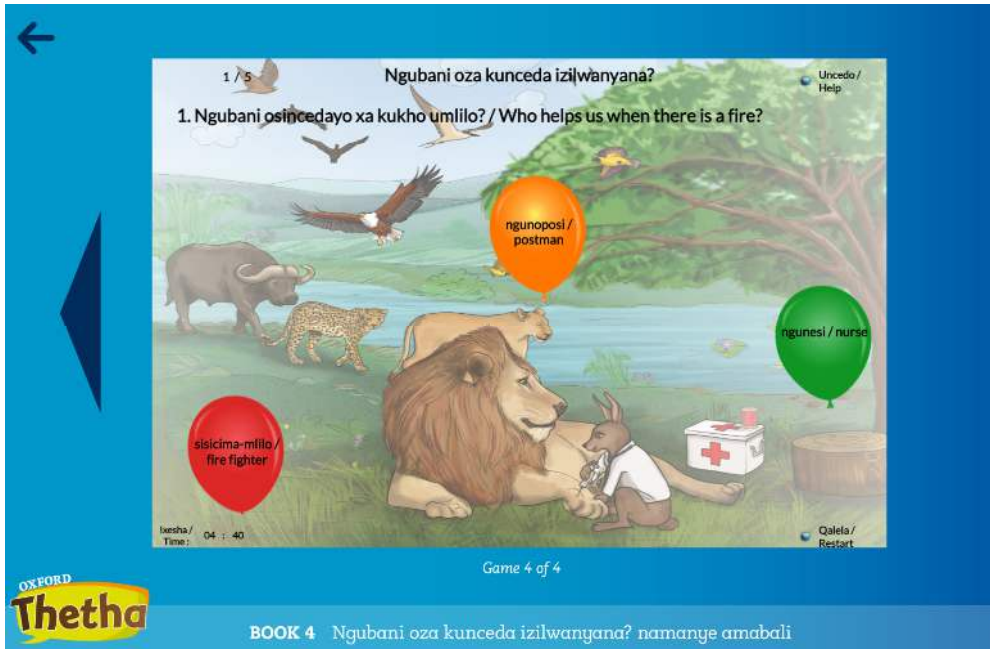
- Let the learners say these words after you:
  - ugqirha wezilwanyana
  - izilwanyana ezigulayo
  - iliso lam
  - unyawo lwam lubuhlungu
  - enkosi ngokundinceda
  - musa ukoyika

Main activity

- Find the story *Ngubani oza kunceda izilwanyana?/Who will help the animals?* Navigate to <Readers><Term 4> <Read><Story 4>.
- Do a picture walk with your learners. Tell them to listen carefully to the story that you are going to read to them.
- Read the story aloud and slowly.
- Read the story to them two to three times.
- Ask the learners if they can recall any of the words from the story. Let them say those words.

Closing activity

- Find the Reader *Ngubani oza kunceda izilwanyana? namanye amabali*. Navigate to <Readers><Term 4><Games> <Game 4>.
- Let the learners play the games for this story as a class or in groups.



TERM 4 • WEEK 10

Theme: People who help us

Reader title: *Ngubani oza kunceda izilwanyana? namanye amabali*

Story title: *Ngubani oza kunceda izilwanyana? (Who will help the animals?)*

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

Introduction (Listening and speaking)

- Find the story *Ngubani oza kunceda izilwanyana?/Who will help the animals?* Navigate to <Readers><Term 4> <Read><Story 4>.
- Do a picture walk with your learners.
- Let them tell you what is happening in each picture. Help them if they are still struggling.
- Do this activity two to three times.

Vocabulary

- Let the learners listen to the story again. Play the audio and tell them to listen attentively to the pop-up words. Pause the audio after every pop-up word. Let learners repeat the pop-up words two to three times, stamping their feet with each syllable.

- Here are the words:
    - ugqirha wezilwanyana
    - izilwanyana ezigulayo
    - iliso lam
    - unyawo lwam lubuhlungu
    - enkosi ngokundinceda
    - musa ukoyika

Main activity

- Find the story *Ngubani oza kunceda izilwanyana?/Who will help the animals?* Navigate to <Readers><Term 4><Read><Story 4>.
- Do a picture walk with your learners, and then read the story to them. Encourage them to read with you.
- Ask the following questions:
    - What was wrong with Elephant?
    - What was wrong with Lion?
    - Who was scared to go to the vet?

Closing activity

- Find the story *Ngubani oza kunceda izilwanyana?/Who will help the animals?* Navigate to <Readers><Term 4><Read><Story 4>.
- If you feel that your learners understood what you read to them, turn to page 32 of the Reader.
- Read the instructions and explain to them what they need to do to complete the activity.