



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

**Foundation phase
Just-in-Time Training Workshop 6
April/May 2016**

Participants' Handout

**isiZulu Home Language
and
EFAL**



Jika iMfundo
what I do matters

Endorsed by:



SESSION 1: INTRODUCTION TO THE WORKSHOP

SESSION 2: EFAL: PHONICS

In this session, the facilitator will:

- Give you some background as to why it is important to teach English phonics.
- Demonstrate the different phonic sounds and ask you to practise saying them
- Practise breaking words into sounds and building words from sounds with you
- Demonstrate Grade 1, 2 and 3 phonic lessons
- Ask you to read two pages from a Grade 3 reader using decoding skills
- Ask you to write a few words using decoding skills

It is a very practical session where most of the session is spent on practising the sounds in different ways.

SESSIONS 3: HL SHARED READING

In these sessions the facilitator will:

- Discuss the skills expected from Grade 1 learners using Big Books
- Discuss the skills expected from Grade 2 and 3 learners using the DBE Workbooks
- Demonstrate Shared Reading lessons from the lesson plans
- Discuss the skills expected from Grade 2 and 3 learners in relation to photographs and advertisements
- Demonstrate lessons using photographs and advertisements
- Ask you to demonstrate a few lessons

These sessions are structured around input and a number of practical activities, as shown below.

SESSION 2: EFAL PHONICS

➤ Activity 1 (20 minutes): Practise phonic sounds

You will practise saying the sounds that are taught to learners. If you are unsure of how to say a sound it often helps to remember a word that begins with that sound.

Short vowels: a (apple, ant); e (elephant, egg); i (in, ink); o (orange, on); u (up, umbrella)

Consonant digraphs: sh, ch, th, ng, ck, qu

Long vowels/diphthongs: A – a...e (made); ai (brain); ay (play)

E – ee...e (cheese; ea (dream); ee (sleep); y (plenty); ey (key)

I - i...e (line); igh (fight); ie (pie) y (cry)

O – o...e (bone); oa (boat); ow (blow); oe (toe)

U – u...e (huge); ew (blew); ue (blue)

NB: Remember, you can also listen to the Phonics CD.

➤ **Activity 2 (15 minutes): Breaking words into their phonic sounds**

You will break the following words into their sounds: fat; bin; bet; pot; cup; ship; long; chip; then; quick; spade; brain; spray; dream; sleep; plenty; spine; fight; pie; cry; bone; boat; blow; flute; flew; clue; crash; bunch; quack.

➤ **Activity 3 (1 hour): Term 2 phonic lessons**

Grade 1 (20 minutes): In Grade 1 Term 2 during phonic lessons learners begin to identify different initial sounds in words; identify some rhyming words; clap out syllables in words and segment sentences into individual words. Two of these skills will be practised with you - begin to identify different initial sounds in words and clap out syllables in words. The facilitator will be the teacher and you will be the learners. The part of the lessons being demonstrated are below. In Grade 1 learners don't learn to read and write the letters they just listen to the sounds.

Grade 1 Term 2 Week 3 Day 2 Activity 1

- Explain to the learners in the LoLT that they must listen very carefully to the words that you say and try to tell you what sound they hear first in the word, the beginning sound. Revise the **b, m, c, g** sounds.
- Point to the boy in the *School* poster and ask a learner what sound does **boy** start/begin with? Do the same with **book, boot, blue, black, ball, mom, man, kick, girl** and **go**.

Grade 1 Term 2 Week 4 Day 2 Activity 1

- Explain to the learners in the LoLT that words are divided into parts and that we are going to clap for each part of the word. Tell them you are going to show them how to do it before they have to do it.
- Show the object and say: **apple** and clap **ap ple**. Repeat this. Repeat it again with the learners.
- Follow the same procedure for: **banana – ba na na; carrot – car rot; teacher – tea cher; pencil – pen cil; open – o pen; people – pe ple; baby – ba by**. Repeat three times with the learners.
- Ask individual learners to clap the parts of the words.

Remember that in Shared Reading lessons it is important to decode (sound out) some words so that learners begin to hear how to analyse and synthesize words. This will be demonstrated to you by using the Big Book *Too Small pages 2 and 3*.

Grade 2 (20 minutes): In Grade 2 Term 2 during phonic lessons learners identify letter-sound relationships of all single letters, recognise common endings in words; build up and break down simple words with a single consonant into onset and rime and distinguish aurally between long and short vowels. Two of these skills will be practised with you - identify letter-sound relationships of all single letters and build up and break down simple words with a single consonant into onset and rime. The lessons being demonstrated are below.

Grade 2 Term 2 Week 1 Day 2 Activity 1

- Settle the class so that you have their attention.
- Say the sound **r** a few times and get the learners to repeat it.
- Show the learners the flashcard of the sound and repeat it a few times.
- Ask different groups and individual learners to read the sound.
- Show learners the pictures or real objects that use the sound, and ask learners to name these items e.g. **ran, red**.
- Ask learners if they can identify other words that use that sound – repeat the words emphasising the sound.
- Follow the same procedure for the **v** sound. Words that begin with **v** – **van, vet**.
- Write the letters **b, a, c, d, e, f, g, h, i, l, m, n, o, p, r, s, t, v** on the board
- Ask the learners to give a word that has three of these sounds in it.
- Write the words on the board – **vet, red, ran, fig, rot**. Explain the meaning of these words.
- Break the words into their sounds with the learners: **v-e-t; r-e-d; r-a-n; f-i-g; r-o-t**.
- Ask individual learners to break the words down into their sounds: **v-e-t; r-o-t; r-e-d; r-a-n; f-i-g**.

Grade 2 Term 2 Week 6 Day 2 Activity 1

- Settle the class so that you have their attention.
- Write the following words on the board: **mat, sat, bat, cat, rat**.
- Ask the learners to look at the words and tell you what all the words have; what is the same? They all have **-at**.
- Rewrite the words separating the first consonant from the rhyming part of the word: **m-at; s-at; b-at; c-at; f-at; r-at**. Tell the learners that you are writing the first letter separate from the part that is the same.
- Ask again: **What is the same in all these words?**
- Learners answer: **The words all end with -at.**
- Ask: **What is different in all these words?**
- Learners answer: The beginning letter/sound is different.
- Say: **These are rhyming words – they all end with the same sound.**
- Follow the same procedure with the following words. Ask individual learners to come and break the words into consonant and rime, i.e. separate the part that is different from the parts that are the same in each word in the list.
 - sit, hit, bit; s-it; h-it; b-it
 - pot, lot, not p-ot; l-ot; n-ot
 - bed, red, fed b-ed; r-ed; f-ed
 - cut, nut, hut c-ut; n-ut; h-ut.

Grade 3 (20 minutes): In Grade 3 Term 2 during phonic lessons learners recognise at least three new vowel digraphs, recognise silent 'e' in words, build and sound out words using sounds learnt, uses consonant blends to build up and break down words, recognises known rhyming words and distinguishes between long and short vowels. All of these skills will be practised with you. The lessons demonstrated are below.

Grade 3 Term 2 Week 5 Day 2 Activity 1

- Settle the class so that you have their attention.
- Say: **The A sound has a number of ways that it can be written. Listen to these words. They all have the A sound in them but they are written differently: made, train, play.**
- Tell the learners to listen to the sounds in the words. Sound out: **m-A-d (e); t-r-A (ai)-n; p-l-A (ay).**
- Say: **First we will learn the A sound with the silent e.**
- Write the word **mad** on the board. Ask the learners to read it.
- Write **made** underneath it.
- Point to **e** at the end of *made* and tell the learners that the e makes a sound change to **A** sound.
- Do the following examples with the learners, showing them how the **e** changes the sound **a** to **A**: **cake, spade, grapes, taste, waste**
- Show the learners the picture or real object so that they understand the meaning of the words.
- Break the words into their sounds with the learners, e.g. **c-A-k(e); s-p-A-d(e); m-A-d(e);**
- Write the words on the board: **made, cake, spade, grapes, taste.**
- Ask individual learners to break the words into their sounds.
- Show the learners the words that rhyme, i.e. words that end with the same sounds: **spade** and **made**
- Ask if any learner can give another word that rhymes with any of these words, e.g. **cake.**

Grade 3 Term 2 Week 6 Day Activity 1

- Settle the learners so that they are facing the front and listening to you.
- Show them the **ai** flashcard and tell them that these two letters say **A**.
- Tell them to listen for the **A** sound in these words: **rain, brain, drain, paint.**
- Say the words again and sound them out: **r-ai-n; d-r-ai-n; p-ai-n-t, b-r-ai-n.**
- Write the words on the board: **rain, brain, paint, drain.**
- Tell the learners to sound out the words, e.g. **r-ai (A)-n; b-r-ai (A)-n; p-ai (A)-n-t; d-r-ai(A)-n**
- Follow the same procedure with **ay**.
- Show them the **ay** flashcard and tell them that these two letters say **A**.
- Tell them to listen for the **A** sound in these words: **play, clay, spray.**
- Say the words again and sound them out: **p-l-A(ay); c-l-A(ay); s-p-r-A(ay).**
- Write the words on the board: **play, clay, spray.**
- Tell the learners to sound out the words.
- Show the learners the words that rhyme, i.e. words that end with the same sounds: **rain, drain** and **brain; play, clay, spray.**

➤ **Activity 4 (20 minutes): Sounding out (decoding) words when reading**

In your groups you will take it in turn to read a page from the Grade 3 graded reader *Look at the Animals*. Any word that is a phonic word you must sound out and then say the word. Sight words e.g. the, me, you can just read without sounding them out. Remember a sight word is a word that can't be sounded out. It just has to be learnt as a whole word.

➤ **Activity 5 (20 minutes): Sounding out (decoding) words when spelling**

You will write a few words. Before you write a word you must sound it out and write down the letter or letters that correspond to that sound. Your facilitator will demonstrate this.

SESSION 3: HL SHARED READING

Grade 1: In Grade 1 Big Books are used for most Shared Reading lessons. In Term 2 the learners are expected to be able to use pictures to predict what the story is about, interpret pictures to make up their own story, use clues and pictures in the text for understanding, discuss the story identifying the main idea and main characters, answers questions including higher order questions and discuss the use of capital letters and full stops.

➤ **Activity 6 (a) (15 minutes): Predicting what the story is about and discussing the main idea and characters of the story.**

In your group discuss how you could get the learners to predict what the story may be about and how you would explain the main idea and main characters to the learners. A few participants will be asked to share your ideas.

A lesson plan activity will be demonstrated by the facilitator. The facilitator will be the teacher and you will be the learners.

➤ **Activity 6 (b) (30 minutes): Higher order questions**

A lesson will be demonstrated to you and you will need to identify the higher order questions and to say why they are higher order questions. Refer to the questions below.

- What happened because Mangi pretended his bike was a rocket?
- What could have happened when he pretended he was driving to the hospital?
- How would you describe Mangi? What kind of a boy was he? (full of fun; great imagination; takes risks etc.)
- Do you know anyone like Mangi? Are any of you like Mangi? How?

- Did you like the story? Why? Why not?
- Kwenzakalani ngenkathi uMangi enza sengathi ibhayisikili lakhe liyi rocket?
- Kwakungenzekani lapho enza sengathi ushayela uya esibhedlela?
- Ungamchaza kanjani uMangi? Uwuhlobo luni lo mfana? (uyahlekisa, ucabanga ngokujula, uyaqunga isibindi)
- Kukhona omaziyo ofana noMangi? Bakhona phakathi kwenu abefana noMangi? Kanjani?
- Niyithandile yini le ndaba? Kungani niyithandile noma ningayithandanga

Grade 2 and 3 DBE Workbooks: In Grade 2 the DBE Workbook stories are used to teach the learners how to discuss cause and effect relations, identify main characters and settings. In Grade 3 they are used to discuss the sequence of events, setting, cause and effect relations and answer higher order questions.

- **Activity 7 (30 minutes):** Discuss with a partner what cause and effect relations are. A few participants will be asked to give feedback.

Two lessons will be demonstrated to you. These lessons are below.

Grade 2 Term 2 Week 2 Day 4 Activity 5 and Grade 3 Term 2 Week 2 Day 2

Activity 4. (15 minutes)

- Ask learners to turn to page 106 in DBE Workbook.
- Quickly read the story again to the learners in a clear, audible voice.
- Remind the learners that often when we do something or don't do something there are consequences.
- Ask a few learners: **She had lots of blankets. Why did she have lots of blankets? Because it was very cold.**
 - She hurt her fingers. Why did she hurt her fingers? Because the snow was very cold.**
 - She did not have gloves. What happened because she did not have gloves? She put socks on her hands.**
- Cela abafundi bavule ekhasini 106, encwadini ye-DBE.
- Sheshisa ufundele abafundi indaba ngezwi elicacile nelizwakalayo.
- Chazela abafundi ukuthi imvama yezindaba ziba nomlingiswa omkhulu, okuwukuthi umuntu indaba engaye.
- Buza lokhu: **Ingobani le ndaba? Ubani umlingiswa omkhulu? (intombazane)**
- Chazela abafundi ukuthi izindaba ziba nendawo noma izindawo lapho indaba yenzeka khona, okuwukuthi isizinda.
- Buza lokhu: **Yenzeka kuphi le ndaba? (phezulu ezintabeni zoKhahlamba; phandle eqhweni)**
- Buza lokhu: **Uyithandile yini le ndaba? Kungani?**
- Chazela abafundi futhi ukuthi imvama yezindaba ziba nomlingiswa omkhulu, okuwukuthi umuntu indaba engaye kanye nesizinda, okuwukuthi indawo noma izindawo lapho indaba yenzeka khona. Kungabakhona izindawo ezingaphezulu kweyodwa lapho indaba yenzeka khona.

- Khumbuza abafundi ukuthi ngokuvamile uma singenzi noma senza into ethile, kuba nomphumela.
 - Buza abafundi lokhu: **Wayenezingubo zokulala eziningi. Kungani wayenezingubo zokulala eziningi? Ngoba kwabe kumakhaza. Wayeneminwe ebuhlungu. Kungani wayeneminwe ebuhlungu? Ngoba iqhwa labe libanda kakhulu. Wayengenawo amagilavu. Yini eyenzeka ngoba engenawo amagilavu? Wafaka amasokisi ezandleni zakhe.**
- Ask learners to turn to page 74 in DBE workbooks.
 - Say: **It was cold on the mountain so we had to wear jackets and hats. What happened as a result of it being cold on the mountain? (We wore jackets and hats)**
A kind man helped us to put Lebo's wheelchair onto the cable car. What happened as a result of his kind action? (Lebo was able to enjoy the cable car trip.)
- Ask different learners the questions.
 - Explain to the learners at the end of the lesson that often one action or event causes another. It has an effect on something, or results in something happening or not happening... It was cold on Table Mountain. The effect of this was that the children had to wear jackets and hats. The man helped Lebo. The effect of this was that she was able to go up the cable car.
- Cela abafundi bavule ikhasi 74 ezincwadini ze- DBE.
 - Bakhumbuze ukuthi indaba isitshela lokho okwenzekile ngokulandelana kwakho.
 - Cela abafundi bakutshela ukuthi kwenzekani kulendaba balandelanise okwenzekile. Qiniseka ukuthi balandelisa kahle indaba.
 - Ithi: okunye, indaba inendawo lapho yenzeke khona. Yenzeke kuphi le ndaba? (Entabeni yetafula nasendaweni yezilwane zasemanzini.)
 - Ithi: **Bekubanda entabeni ngakho kudingeke sigqoke amajakhethi nezigqoko. Kwenzekani uma sithola ukuthi kuyaband entabeni?** (Siye sagqoka amajakhethi nezigqoko). **Indoda enomusa yasisiza ukugibelisa inqola ka Lebo enqoleni ehamba ngekhebuli. Kwenzekani ngenxa yalesenzo esilungile?** (uLebo waluthokozela uhambo lwenqola ehamba ngekhebuli)
 - Buza abafundi abahlukene imibuzo. Chazela abafundi ukuthi kuvamisile ukuthi isenzo esisodwa sibange esinye noma sibangele ukuthi kwenzeke okunye noma kungenzeki okunye. Isib. Bekubanda entabeni. Lokhu kubangele ukuthi abantwana bagqoke amajakhethi nezigqoko. Indoda isize uLebo. Lokhu kubangele ukuthi uLebo akwazi ukuhamba ngenqola ehamba ngekhebuli.
- **Activity 8 (15 minutes):** Each group will be given 4 or 5 advertisements. Your group must choose 2 adverts that you think would be the best for Grade 2 or 3 learners in order to achieve the following skills: in Grade 1 Term 1 they learn how to interpret pictures such as an advertisement or photograph to make up their own story. In Term 2 learners are expected to be able to use visual cues to identify the purpose of advertisements and the intended audience. In Term 4 they are expected to be able to express a personal response to the advertisements. In Grade 3 Term 1 learners use visual cues to talk about a photograph and discuss where it was taken and what it is about. In Term 2 they

use visual cues to identify the purpose of advertisements and the intended audience. In Term 4 they are expected to be able to use visual cues to analyse texts for attitudes and assumptions e.g. who is the advertisement meant to appeal to? Why do you think this?

Discuss the reasons why you chose these adverts. Feedback will be given from a few groups. If you brought advertisements to the workshop use them in this activity.

- **Activity 9 (30 minutes):** A lesson from Grade 2 Term 2 Week 1 Day 2 Activity 4 will be demonstrated. The skill being taught is *uses visual cues to identify the purpose of advertisements and the intended audience*. *Sebenzisa izinto ezibonakalayo ukuthola inhloso yesikhangisi kanye nabantu esibhekiswe kubo.*

You will then demonstrate the lesson. First you must choose an advert that you think would be the most appropriate for this lesson. The lesson is below:

- Choose an advertisement e.g. for coke, chocolates, furniture and make enough copies for the class. The pictures need to clearly show what is being advertised e.g. a picture of a tin/bottle of coke; bar-one chocolate.
 - Settle the learners so that you have their attention.
 - Give each learner or a pair of learners a copy of the advertisement.
 - Ask learners to tell you what they see in the advertisement. Ask several learners to contribute.
 - Ask: **What is this picture advertising? What do they want us to buy?**
 - Ask: **Who do you think will buy this?**
 - Ask: **How do the pictures make people want to buy the product?** For example the people smiling because they are enjoying the can of coke. Point out to the learners how the pictures make people want to buy the product. i.e. the visual cues that tell us that the product makes us feel happy and suggest that we should buy it for this reason
 - Give the learners examples of who may buy this product i.e. the intended audience e.g. child, parents, adults, anyone.
 - At the end of the lesson summarise the following for the learners: every advertisement is trying to sell something to people. This advertisement was selling Advertisements also try to sell to certain people. This advertisement was trying to sell the to all of us or children or parents or adults. Include whichever audience is appropriate for your advertisement.
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- Khetha isikhangisi isibonelo: ese-coke, ushokoleli, ifenisha, bese wenza amakhophi enele abafundi bonke. Izithombe kufanele zikhombise ngokucacile ukuthi yini ekhangiswayo isibonelo: isithombe sekopi noma ibhodlela le-coke, ushokoleli i-BAR ONE.
 - Hlalisa abafundi kahle uqiniseke ukuthi bakunakile futhi bakulalele.
 - Nikeza umfundi ngamunye noma ngababili ikhophi yesikhangisi.
 - Buza abafundi ukuthi babonani kwisikhangisi. Cela abafundi abalidlanzana ukuthi basho.
 - Buza lokhu: **Sikhangisa ngani lesi sithombe? Bafuna ukuthi sithengeni?**

- Buza lokhu: **Ubani ocabanga ukuthi uzoyithenga le nto?**
- Buza lokhu: **Izithombe zibenza kanjani abantu ukuthi bafune ukuthenga umkhiqizo?** Isibonelo abantu abamoyizelayo ngoba bethokozela ikani le-coke. Khombisa abafundi ukuthi isithombe sibenza kanjani abantu bafune ukuthenga umkhiqizo, okuwukuthi izinto ezibonakalayo zisazisa ukuthi lo mkhiqizo ukwenza uzizwe wenamile, bese zisipha umqondo wokuthi kufanele sithenge ngalesi sizathu.
- Nikeza abafundi izibonelo zabangase bawuthenge lo mkhiqizo, okuwukuthi abahlosiwe isibonelo: izingane, abazali, abantu abadala, naye wonke umuntu.
- Ekupheleni kwesifundo, yenzela abafundi leli qoqa: sonke isikhangisi sizama ukudayisela abantu into ethile. Lesi sikhangisi besidayisa Isikhangisi futhi sidayisela abantu abathile. Lesi sikhangisi besizama ukudayisa i kithina sonke noma izingane noma abazali noma abantu abadala. Bala wonke umuntu ongase alungele lesi sikhangisi.

- **Activity 10 (20 minutes):** Your group will demonstrate the lesson (Grade 3 Term 4 Week 2 Day 2 Activity 4 below). The skill that is being taught is *uses visual cues to read graphical texts and starts to analyse texts for attitudes and assumptions (Who is advert meant to appeal to? Why do you think this?)*. *Sebenzisa izinto ezibonakalayo ukufunda umdwebo osagrafu kanye nokuhumusha isimo nokuzithathela izinqumo isib. Lesi sikhangiso sisho ukuthini? Kungani usho kanje? Phendula imibuzo enhlobonhlobo ephathelene nemibhalo efundiwe efaka imibuzo esezingeni eliphezulu.*

Choose an advert that you think would be the most appropriate for this lesson. A different person must be the teacher in this lesson. The lesson is below.

- Settle the learners. They should all be able to see the adverts when you show them to the learners.
 - Remind the learners that an advert tries to sell something; it tries to make people buy what it is advertising. Tell the learners that they are going to choose one of the advertisements and say what it is selling, who the advert is trying to sell the product to and why they think the advert is trying to sell to these people or person.
 - Choose an advert yourself first to demonstrate to the learners how they must answer the questions: what is it selling; who is it selling its product to; what makes you think that it is these people or person that the advert is trying to sell its product to?
 - Ask a few individual learners to choose an advert and answer the questions.
 - Give feedback to the learners as this is an assessment activity and the learners need to know if what they are saying is correct or incorrect and how to improve.
 - Tell the rest of the learners that they will get a chance in the next few lessons.
 - Ask learners to bring adverts to the next lesson. They can cut them out of newspapers, magazines or get them from shops.
- Ngaphambi kokuqala isifundo qoqa izikhangisi eziningana uhlale unazo ukuze ukwazi ukuzisebenzisa ezifundweni ezilandelayo noma sewuhlola.
 - Hlalisa kahle abafundi ukuze bakunake futhi bakulalele. Kufanele bonke bakwazi ukubona izikhangiso ngesikhathi uzibonisa abafundi.
 - Khumbuza abafundi ukuthi isikhangiso sizama ukuthengisa okuthile; sizama ukwenza abantu bathenge lokho okukhangiswayo. Tshela abafundi ukuthi bazokhetha esinye sezikhangiso futhi basho ukuthi sithengisa ini, obani isikhangiso esizama ukubathengisela umkhiqizo kanye nokuthi kungani becabanga ukuthi isikhangiso sizama ukuthengisela laba bantu noma umuntu.

- Qala ngokuzikhethela wena isikhangiso ukuze ubonise abafundi indlela okufanele baphendule ngayo imibuzo: sithengisa ini; sithengisela ubani umkhiqizo waso; kungani ucabanga ukuthi yilaba bantu noma umuntu isikhangiso esizama ukumthengisela umkhiqizo waso?
- Cela abafundi abambalwa ngamunye ukuba akhethe isikhangiso bese ephendula imibuzo.
- Nikeza abafundi umbiko njengoba lona kungumsebenzi wokuhlola futhi abafundi badinga ukwazi ukuthi lokho abakushilo kulungile yini noma akulungile kanye nendlela abangathuthusa ngayo.
- Tshela abafundi bonke ukuthi bazothola ithuba ezifundweni ezimbalwa ezilandelayo.
- Cela abafundi ukuba beze nezikhangiso esifundweni esilandelayo. Bangazisika kumaphephandaba, komagazini noma bazithole ezitolo.

➤ **Activity 11 (15 minutes):** A lesson from Grade 3 Term 1 Week 2 Day 2 Activity 4 using a photograph will be demonstrated to you. The skill to be taught is *uses visual clues to talk about a graphical text and discusses what it is about, where it was taken*. *Sebenzisa izinto ezibonakalayo ukufunda umbhalo osagrafu futhi axoxe ngokuthi umayelana nani, uthathwe kuphi.* If you brought your own photographs to the workshop use them in this activity.

- Settle the learners so that you have their attention.
- Give each learner or pair of learners a copy of the photograph.
- Ask 3 different learners to tell you what it is about and where it was taken. Give the learners feedback on what they say – if they have interpreted the photograph correctly tell them this and if not tell them how they have mistaken what the photograph is about and where it was taken. The rest of the learners need to learn from what these 3 learners say. This becomes part of the Shared Reading formal assessment.
- Ask learners to work with a partner and to take turns to tell their partner what they think the photograph is about, and where it was taken.

Ngaphambi kwalesi sifundo: Khetha izithombe ezinezezihloko ezahlukene zezifundo ezahlukene, futhi wenze amakhophi anele abafundi bonke. Kunezifundo zezithombe eziyisi-5 ngakho uzodinga izithombe eziyisi-5 ezahlukene abafundi abazoxoxa ngazo. Futhi uzodinga izithombe ezi-3 ezahlukene zomsebenzi wokuhlola.

- Hlalisa kahle abafundi ukuze bakunake futhi bakulalele.
- Nikeza umfundi ngamunye noma ngababili ikhophi yesithombe salesi sifundo.
- Cela abafundi aba-3 abehlukene bakutshela ukuthi bacabangani ngaso, sathathwa kuphi kanye nokuthi kungani becabanga ukuthi sathathwa lapho. Nikeza abafundi umbiko walokho abakushilo – uma behumushe isithombe kahle batshele kanti uma kungenjalo batshele ukuthi yikuphi lapho benze khona iphutha ngesithombe kanye nokuthi sathathwa kuphi – kodwa yamukela izimpendulo ezehlukile kwezakho uma zinengqondo. Abafundi bonke badinga ukufunda ezimpendulweni zakho kulokho okushiwo yilaba bafundi aba-3. Lokhu kuba yingxenye yokuhlola okuhleliwe Kokufunda Ngokuhlanganyela.
- Cela abafundi ukuba basebenze ngababili futhi bashintshane ekuxoxeleni omunye ngalokho abacabanga ukuthi isithombe simayelana nakho, kanye nokuthi sathathwa kuphi.

SESSION 4: CLOSURE

RESOURCES

EFAL PHONICS: ACTIVITY 3 (a) – TOO SMALL, pp 2-3

‘Mom,’ calls Lebo.

‘Come and look. These clothes are all too small for me!’

‘Let me see,’ says Mom.

EFAL PHONICS: ACTIVITY 4

LOOK AT THE ANIMALS – all the text

Look at the animals.

The cow says, ‘Moo.’

The goat says, ‘Meh, meh.’

The horse says, ‘Neigh.’

The pig says, ‘Grunt.’

The chicken says, ‘Cluck.’

The dog says, ‘Woof.’

The farmer says, ‘Shhh!’

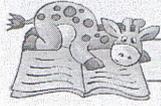
SHARED READING – DBE WORKBOOKS - ACTIVITY 7.

Grade 2.

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Ngike ngalibona iqhwa

Ithemu 2 – Isonto 6



Masifunde



Ngiye ngalithinta. Libanda kuze kube buhlungu iminwe. NoSipoti akakwazanga ukuhamba phezu kwalo ngoba liyabanda. Ugogo uye wathi angifake amasokisi ezandleni. Bengithanda ukudlala eqhweni.

ULindi ubona iqhwa.

Bengivakashela ugogo.

Uhlala le kude ezintabeni.

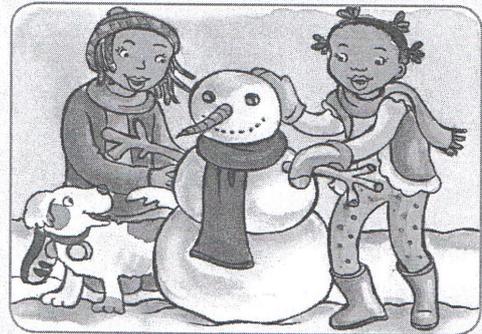
Kuyabanda khona.

Bengilala ngezingubo eziningi.

Ngivuke ngakusasa ngaxwaya.

Ngibone izinto zonke zimhlophe.

Bekuneqhwa ophahleni, kuneqhwa ezihlahleni, kuneqhwa otshanini kanye nasemgwaqweni.

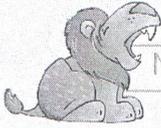


Grade 3.

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INtaba yetafula

Ithemu 2 – Isonto 1-2



Masenzeni lokhu

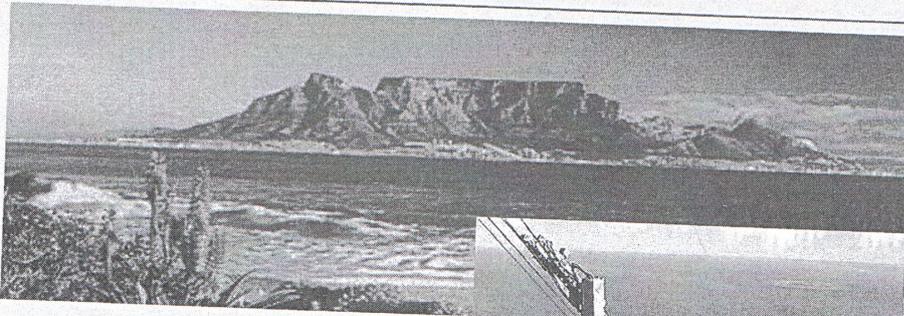
Buka iphephandaba ukhulume ngokubonayo.

Bheka ukuthi abantwana babhaleni ephephandabeni leklasi.

Masikhulume



IZINDABA EZIQAVILE ZESIKOLE

Iklasi
liyakhula

16 Juni 2015

Wonke umuntu uzijabulise ngokugibela INtaba yetafula. Bekubanda entabeni ngakho kudingeke ukuthi sigqoke amjakhethi nezigqoko. Kunendoda enomusa esisize ukugibelisa inqola kaLebo enqoleni ehamba ngekhebuli. Iqale ngokumqhelisa kithina ngoba nguye yedwa oxhwalile. Sesisemoyeni enqoleni sabona izimbila ezincane. Zifana nawonogwaja abakhuluphele. Inqola yekhebuli yathatha imizuzu emihlanu kuphela ukufika phezulu entabeni.



Umoya bewubanda. Sithathe izithombe uma sifika phezulu. Phezulu entabeni bekuqondile nje kungathi yitafula. Ngenkathi sisephezulu entabeni uBebe wawa washaya ngedolo phansi. Walimala. Uma sifika phansi, savakashela izindawo ezimbili ezisolwandle. Sabona izilwane zasemanzini. Sibone izinhlanzi, oshaka, kanye nofudu lwasemanzini.

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