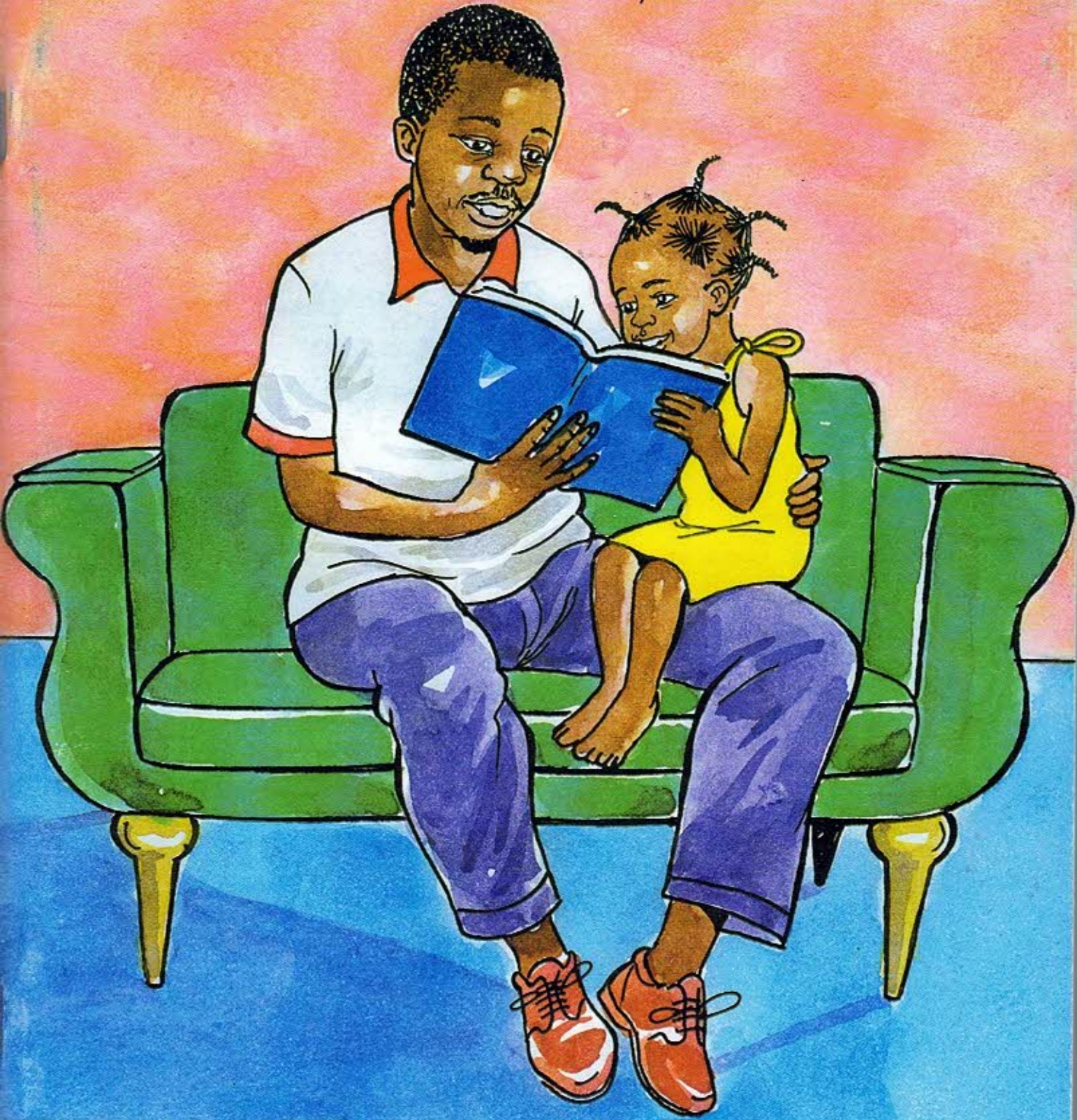




REPUBLIC OF MALAWI

# ECD MMERA MPOYAMBA GAMES, STORIES AND SONGS



Ministry Of Gender, Children, Disability and Social Welfare  
Private Bag 330, Capital City: Lilongwe 3

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## **Dedication**

This Mmera Mpoyamba ECD songs, stories and game book is dedicated to all children and the elderly of Malawi. Grannies are a valuable resource to the holistic development of all children. Therefore, they deserve respect, reverence and protection.

## **Acronyms and Abbreviations**

ECDE	: Early Childhood Development Education
CBO	: Community Based Organisations
CBCC	: Community Based Childcare Centre
IECDE	: Inclusive Early Childhood Development Education



# Foreword

Many countries in Africa, including Malawi, and across the globe are seeking to improve their services and policies affecting, young children and their families. As the basis for developing appropriate services and policies, the development of these Mmera Mpoyamba ECD songs, stories and games book is considered an essential a foot forward for ECD in Malawi.

Malawi has a national ECD policy developed in 2003, revised in 2006, then revised in 2015. Later a National Strategic Plan was put in place and launched in 2009 and revised in 2015 to ensure coordinated and smooth delivery of ECD services. However, one of the glaring gaps over the years has been having local songs, stories and games to ensure service providers address the expected child outcomes in the process of implementing the ECD policy and the National ECD Strategic Plan.

Therefore, ensuring songs, stories and games book is in place within Malawi is an important government priority since the book is the basis for ensuring holistic care, stimulation, development and protection of all children in Malawi. For instance, I know that while the ECD songs, stories and games book will be used by caregivers, mentors, helpers, parents and professionals working with young children, they present a basis for deepening ECD services that support early childhood development in Malawi. It must be admitted that grannies, caregivers, and parents have made a great contribution to this songs, stories and games book.

I call upon all ECD stakeholders, ministries, departments, development partners, NGOs, FBOs, CBCCs, parents, caregivers, mentors, helpers and all Malawians to take the songs, stories and games book seriously by utilising, supporting and fully using them so that we can accord all our children a fair and comfortable start in life. Children are a great asset of this nation today and tomorrow. Let us invest in them! May God almighty bless all children, parents, grannies and caregivers in Malawi so that we may have a better life today and in the future.

Honourable Dr. Jean Kalirani, MP

**Minister of Gender, Children, Disability and Social Welfare**

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# Preamble

Malawi launched the National Policy for ECD which states, "The National Policy on ECD aims at promoting the provision of high quality ECD services to the Malawian children to ensure their survival, growth and development that would lead to their active participation in national development. This will be achieved by empowering the household, the community, institutions and harmonized efforts of organizations to effectively provide the required basic and essential Early Childhood Development services that will uphold human dignity". As part of the implementation of the Policy the ECD Songs, Stories and Games Book was developed targeting children 0-5 years in order to enhance the quality and effectiveness of ECD services, particularly for ECD centers to provide the best starting life for all the children.

ECD Songs, Stories and Games Book has been developed in a collaborative process receiving contribution from various Malawi cultures, caregivers, sectors and stakeholders to ensure the content adequately covered the different dimension of the whole child. The process of developing the ECD Songs, Stories and Games Book was a true sign of an inclusive approach to integrated early childhood development. The ECD Songs, Stories and Games Book is developed to be utilized by a cross section of ECD workers and caregivers at ECD service points. It is hoped that all service providers and duty bearers addressing the needs of children will use it. The ECD Songs, Stories and Games Book can also be used as a resource material for Preparatory Classes Level within the primary education system. The ECD Songs, Stories and Games Book will empower those working with children to promote and support the linkage between the different dimensions of the whole child and the accomplishment of milestone in the child's development.

The ECD Songs, Stories and Games Book is reflective of existing care practices within Malawi. We are aware that organizations, caregivers and parents may certainly know a great deal about the different needs of all children that are presented in it. However, it is designed to draw the attention of organizations, ECD workers, sponsors, caregivers, parents, peers and other ECD service providers on ways of influencing the development of the whole child. As we know there are universal norms as to when children achieve various milestones, however it is important to note that children may develop at different rates. As Malawi continues to provide quality and effective services and programs for children in the early years it takes into account the principles for ECD that are the foundation for ensuring the survival, growth, protection, stimulation and development of all.

The principles are as follows:

**Development is holistic:** Children's minds and bodies are growing and developing in so many different ways. As the child is learning to use their senses, understand their world around them, begin to use their physical bodies and understand their emotions and express their needs happening simultaneously. Progress in one area effects progress in another. To ensure the best start in life for all children, services and programs cannot be compartmentalized into health, nutrition, early learning and stimulation, emotional and spiritual development or protection, rather they need to be interwoven to support the development of the "whole" child.

**Development begins prenatally and learning begins at birth:** From the time of conception children's minds, bodies and chemistry are developing. During this crucial stage

of development the child's ability to later learn, to thrive to grow and be healthy can be greatly influenced. It is important to ensure that the mothers health and well-being is given adequate attention and they receive the proper care needed to promote safe motherhood.

**Children's development is cumulative in nature and not necessarily progressive.**

The earlier attention is given to the child's health, nutritional and development needs, the better! The early years are critical in terms of the child's long-term development and the earlier that attention is given to the child's development process, the more likely that problems can be prevented.

**Children are active participants in their own development and learning.** Learning involves the child's construction of knowledge, not the adults imposition of information onto the child. It is of great importance for all children to have opportunities to develop their own knowledge and awareness of themselves and the world around them through exploration, interaction with materials, and imitation of positive role models. All children need to learn by doing, this is the key to a child-centered approach!

**Development and learning occur as a result of the child interacting with people and objects in his or her environment.** Learning and development are fostered by parents and caregivers providing inclusive opportunities such as a healthy environment, providing space and materials to help children learn through play and exploration, whether in the home or at the center. Parents and caregivers need to nurture, stimulate, talk to and play with all their children.

**All children live within a context** (family/community/culture) and their needs are most effectively addressed in relation to that context. The child's well being is closely interlinked to the well being of the child's family and community in which they grow up in. Support to families and communities help support the development of all children.

These ECD principles outlined here are in line and adapted with International ECD Programming Guide and Malawians are encouraged to use the ECD Songs, Stories and Games Book as tools for implementing ECD programmes at organizational, institutional, global, regional, national, district, community and household levels. United we stand, divided we fall. We all need to be united in a harmonized way with the Ministry's leadership for the best start in life for all the children.

Dr. Esmie Tamanda Kainja

**SECRETARY FOR GENDER, CHILDREN, DISABILITY AND SOCIAL WELFARE**



## 1.0 Introduction

Children's literacy development begins long before formal instruction in reading and writing. From the very beginnings of life, children are absorbing the signals, sounds and rhythms of meaning as caregivers cuddle and respond to their infants' coos and cries. Within the first year, all children will begin to imitate sounds, signals, recognize familiar voices, and engage in shared communication with their first books. Satisfying and interpersonal experiences with stories and pictures may captivate their interest and imagination. These are the roots of early literacy. However, the successful acquisition of reading and writing in early childhood depends on a solid background in oral and sign language skills. Oral and sign language is an interactive and social process, and music is a natural way for children to experience rich language in a pleasurable way. Young children seem to be naturally "wired" for sound and rhythm. Besides providing enjoyment, music can play an important role in language and literacy development. Toddlers can begin to experiment with grammatical rules and various rhyming patterns in songs and other written and tactile text. Music has always been a way for children to remember stories and learn about the world around them. Using music as a stimulus can effect one's emotions and make information easier to remember. Music also creates an environment that is conducive to learning. It can reduce stress, increase interest, and set the stage for listening and learning. The similarities between literacy acquisition and musical development are many. Therefore, teaching that combines music with all language arts instruction can be the most effective (Davies, 2000).

A child's initial introduction to patterned text often first occurs in songs, chants, and rhymes that are repeated over and over again throughout childhood. Once children become familiar with this patterning, they are excited and able to participate in shared reading, writing and other oral and sign language experiences. Concepts about print become more meaningful, and conventions of print are learned in context (Jalongo & Ribblett, 1997). Good first teaching is based on using what children already know, and the influence of music on learning is clear. It is therefore important that caregivers should be motivated to incorporate inclusive music, rhymes, chants, rhythm and songs in the classroom. This can only be done if there are story and song books available for caregivers to use in ECD centres; hence the proposal to develop inclusive and integrated books for ECD caregivers and children.

## 2.0 Justification for ECD Songs, Stories and Games

Research has shown that long before formal schooling begins, considerable variations in patterns of early literacy development are likely to be evident, based on the availability of books and other print resources in communities and child-care centers (Neuman, 1999). Children who are regularly exposed to book experiences, become more familiar with the uses of decontextualized language, demonstrating how basic mental processes and activities become integrated through experience. Unfortunately, children who learn to read early come from elite families where there are books, and where they are read to often (Elley, 1989; Leung & Pikulski, 1990). Considering that most Malawian children come from poor and low-income environments, such atmospheres may not necessarily support optimal literacy development. This implies that most children lack early exposure and experiences with print. Consequently majority of the children are less likely to be skilled at the initial acquisition process, less likely to



become involved in reading-related activities, and less motivated to read. Given such differential access to reading and writing materials early in life, some children are likely to come to school better prepared for the ways of learning and thinking that are nurtured in school than others; beginning the spiraling effect of the rich-get-richer, poor-get poorer phenomenon.

Assenting with the observations above, the World Bank research on protecting early childhood development (2012) indicated that very few Malawian homes have literacy materials that could speed up the process of early literacy development and language decontextualization in children. Understanding that early experiences provide a critical foundation for such developments and other subsequent cognitive development, the ministry of Gender, Children, Disability and Social Welfare would therefore like to indulge in the development of low cost early literacy materials such as story and songs that are contextualised and relevant for our children in Malawi. This is because the country has understood that inclusive and integrated stimulating experiences with books and songs have facilitative consequences for literacy development.

### **3.0 Why are Stories and Songs Important for Children?**

Stories play a vital role in the growth and development of all children. The books they read and the characters they get to know can become like friends. It's also good for all children to understand that books are a useful source of information and that good reading skills are important for success in their future lives. Reading also helps all children with their confidence levels, coping with feelings, language and learning. Music on the other hand creates an environment that is conducive to learning as it can effect one's emotions and make information easier to remember. This is why the importance of the two cannot be over emphasized. Research however has noted that stories do boost the following:

#### **3.1 Confidence**

Children who can read well are more likely to have higher confidence levels. This will benefit them in school as they be able to participate fully in activities. Another part of building confidence and self-esteem is knowing where they fit into the world. Stories can help with this process by showing all children what people's lives are like where they live and in other parts of the world.

#### **3.2 Language and Learning**

Stories are a great way to introduce new words and ideas into a child's language – starting with inclusive picture books (enlarging pictures and selection of bright colours for those with low vision) for the very young, working up to more complex novels for teenagers. Stories can help children learn about concepts such as shape, size, space and colour, up and down, inside and outside, numbers and the names of objects. They can also teach children about everyday tasks, such as how to brush their teeth, taking care of animals, cleaning and tidying and preparing food.

Stories are also useful for teaching more complex ideas, such as the importance of sharing, the passage of time, compassion for others. They can be useful when trying to explain traumatic events, such as family break-ups and bereavement. Fiction based on real-life can also help



children with their own life experience – it shows them how diverse the world is and that some people's lives are vastly different to theirs. And what is so great about learning through stories is that the process is done in a natural way. There's no actual teaching involved at all, they learn from simply reading and signaling the story.

### 3.3 Relaxation

Reading and signaling stories can be helpful for relaxation, before bedtime for example. They allow all children to forget the stresses and strains of the day and indulge in fantasy for a while. The soothing familiarity of a much-loved story, the rhyming and repetition in a picture book, plus the sense of security that time spent reading together can foster, and help the child to relax.

### 3.4 Development of Imagination

Stories help to develop a child's imagination by introducing new ideas into their world – ideas about fantastical worlds, other planets, different points in time and invented characters. It will encourage the children to realize that they can, and should, imagine anything they want. The beauty of stories is that they can be super realistic or incredibly fantastical. They can be reading about children growing up in exactly the same situation as them one minute and about another species, Kalulu the Hare holidaying on Jupiter for example, the next.

### 3.5 Coping with Feelings

When children read stories that contain feelings it can help them understand and accept their own feelings. It helps them understand that there are other children who feel the same way and they are not alone. This helps the child understand that feelings are normal and should be expressed. Watching their responses to the feelings of the characters in the stories will give you some idea of how a child feels about certain situations and emotions. For example, how the child responds to the character in the story feeling sad or scared will give you some idea of how the child thinks.

### 3.6 A stronger relationship with adults

As your child grows older, he will be on the move: playing, running, moving and constantly exploring his environment. Snuggling up with a book lets the two of you slow down and recaptures that sweet, cuddly time you enjoyed when he was a baby. Instead of being seen as a chore or a task, reading will become a nurturing activity that will bring the two of you closer together.



### **3.7 Academic Excellence**

One of the primary benefits of reading to toddlers and preschoolers is a higher aptitude for learning in general. Numerous studies have shown that children who are exposed to reading before preschool are more likely to do well in all facets of formal education. After all, if a child struggles to put together words and sentences, it will be almost a night mare to expect such child to grasp the math, science, and social concepts that will be presented with when he begins primary school.

### **3.8 Development of Logical Thinking Skills**

Another illustration of the importance of reading to children is their ability to grasp abstract concepts, apply logic in various scenarios, recognize cause and effect, and utilize good judgment. As your toddler or preschooler begins to relate the scenarios in books to what is happening in his own world, he will become more excited about the stories you share.

### **3.9 Enhanced Concentration and Discipline.**

Toddlers may initially struggle and become distracted during story time, but eventually they will learn to stay put for the duration of the book. Along with reading comprehension comes a stronger self-discipline, longer attention span, and better memory retention, all of which will serve the child well when she/he enters school.

## **4.0 Changing the ECD Trajectory**

In a bid to change the current scenario, the Ministry of Gender, Children, Disability and Social Welfare, would like to involve parents in family literacy activities, engage caregivers, grannies and early primary teachers in early literacy development, and provide the necessary resources for all children to become involved in quality literacy experiences with books in child care and other early childhood settings. One of the strategies to meet this goal is provide parents and caregivers with inclusive books, reading strategies, and skills with the goal of encouraging frequent storybook reading and cognitively challenging talk with children. The upcoming story and song book development workshop aim at developing culturally acceptable story books for Malawian children. Though varying in scope and design, these books will provide opportunity for parents/caregivers and children to engage with books.

## **5.0 Objectives of ECD Songs, Games and Story Book**

### **5.1 Major Objective:**

The major objective of songs, stories and games book is to scale up implementation of the National integrated ECD Policy for quality, equitable and inclusive ECD services using indigenous knowledge and skills in Malawi.

### **5.2 Specific Objectives:**

The book is aimed at achieving the following specific objectives:

- a) To develop songs, game and story book for IECD activities at the grassroots.
- b) To align songs, games and stories to the child development milestones, domains and stimulation areas in IECD.



- c) To share skills and knowledge on IECD activities with a focus on songs, games and stories amongst caregivers and other IECD workers.
- d) To develop a documentary for IECD activities with a focus on songs and stories for children in Malawi.
- e) To encourage caregivers, teachers, grannies, nannies and other IECD workers develop child care and stimulation materials locally.
- f) To share inclusive guides and IECD materials to caregivers.

### 5.3 The Book Outputs:

The book will achieve the following inclusive outputs:

- a) Outlined IECD song, game and story book.
- b) Aligned ECD song, games and stories to the child development milestones, domains and stimulation areas.
- c) Shared skills and knowledge on ECD activities with a focus on songs, games and stories amongst caregivers and other ECD workers.
- d) Documentary for ECD activities with a focus on songs, games and stories for children in Malawi.
- e) Caregivers and other ECD workers motivated to develop child care and stimulation materials locally.
- f) An ECD Songs, Games and Story Book.

### 5.4 Seven principles that will make practically any song work better

The seven principles apply to most successful songs, regardless of genre. Download "The Essential Secrets of Songwriting" 6 eBook Bundle, and get "From Amateur to Ace: Writing Songs Like a Pro" free. All successful songs, whether you're talking about ones written 100 years ago or today, take listeners on musical journeys that are remarkably similar. In fact, research shows that the main difference between old songs and new ones is a difference in performance style, not compositional substance. Because of that, it's possible to make generalizations across practically any and all styles, and discover that the things that improve a song in one genre are the same kinds of things that would improve a song in another. It's why it is possible to speak of guiding principles that apply to all songwriting, whether your genre of choice is metal or folk, or anything in between.

**Here are seven principles that will always be important to the success of your music:**

1. Good music needs contrast. Contrast simply means the careful and clever placement of opposites in music. For example, songs often benefit from loud sections contrasted with softer ones. But loudness is only one possibility, and in some genres may not be an important one. There are others, though: high-pitched melodies contrasted with lower-pitched ones, faster versus slower rhythms, and strong versus fragile chord progressions. All songs need something that displays contrast.
2. Energy needs to build. A good song contours the energy such that the end of a song is every bit as energetic as the beginning, and often more so. Sometimes, energy will translate as basic loudness: the ends of songs are often louder than the beginnings. But there are other ways to build energy, even including how a story unfolds in the lyric, and how instruments are added through the course of the song.

3. Chords need to become stronger and more predictable in a chorus. A “strong” progression means that the key of the song becomes very obvious. So while Dm Em Bb F may be slightly vague, tonally, it works brilliantly in a verse. A progression like C F Dm G C is stronger, more predictable, and works very well in a chorus. Stick to these kinds of progressions in a chorus, and your music becomes more easily remembered.
4. Chords need to change at regular intervals. You’ll notice that the best music chooses a pattern of frequency (called the harmonic rhythm) for chord changes. For example, many songs will hold on to a chord for 4 beats or 8 beats, before changing to the next one. You can change throughout your song, but audiences enjoy music when there is a predictability of when chords will change.
5. Melody, chords and lyrics all work together as an important partnership. No one element of a song exists in a vacuum. If you want your lyric to have more emotional punch, for instance, you’ll want to think about where in the melody you place important, emotional words. Words high in pitch are often heard as more emotional and have more impact. Similarly, words will sound stronger and be more easily remembered if they are accompanied by tonally strong chords. This 3-part alliance of melody, chords and lyrics is really what songwriting is all about.
6. Allow your lyrics to progress naturally from observational to emotional. Verse lyrics need to relate a story, while chorus lyrics need to describe the emotional impact of that story. Getting this wrong account for many songs that seem weak or ineffective.
7. Give the listener something to easily remember. Not every song needs an obvious hook, and there are many examples of hit songs that don’t have a repetitive hook that stands out (“Penny Lane”, for example). But in any case, the audience needs to remember something about your song. (Gary Ewer)

## **Basic principles of teaching local language to children**

Malawian children have lots of fun while continuing to learn and play in local language. But don’t just take our word for it. We feel confident that you will note how people stand by their results. Behind every successful lesson there is the implementation of guiding principles, which are as follows:

### **1. The ability to understand**

Children understand basic meanings of their native language significantly before they are able to express themselves. Teaching a local language to young children is derived from the same principle. Children react to certain instigators expressed in a language without having to form any sort of message. Foreign languages are acquired just as naturally as their native language; children understand the sense of the statement as a whole. The caregiver and teacher continue to stimulate and motivate by using gestures, pictures, puppets and miming etc.

### **2. The use of songs, stories, games and movement**

Methods of experiential and cooperative learning via games, songs, stories and such activities, which are based on the direct experience of children, support children’s curiosity and desire to discover. The greatest motivation to communicate is often created while playing games, songs and stories. We create suitable conditions for teaching when the games, songs and stories are fun and exciting and are created so that they enable all children to participate. Movement is an important tool of non-verbal communication and creating a relaxed learning environment.



#### ***Factors to consider in the songs***

Every care giver should make sure materials related to songs for demonstrations and be used are available.

Every care giver should tell the children the title of the song and explain the activity that will follow the song

The caregiver should note that those children with disabilities should be supported to do what they can do in the songs

#### ***Factors to consider in the stories***

Let the children tell their stories

Ask the audience to respond where the story needs to be responded

Teach the children to use gestures for those with problems of hearing to grasp what is in the story

Bring the materials that are in the required in the stories and ask those children with visual impairment to touch the objects or materials to have a feel

#### ***Factors to consider in the games***

The teacher or care givers should make sure the playing environment is safe to all children whether in door or out door

Let the children feel the play materials before the games

Teacher or care giver should demonstrate first with few children before the whole class take the floor.

Balls for those with visual impairment should have bells inside.

Make sure there are enough materials for an activity so that all children have access to participation.

#### ***Factors to consider in the Folk tales***

The teacher or the caregiver should give instructions before the folk tales lesson starts

Teacher or caregiver should narrate his or her folk tale, let the children listen attentively

Ask some questions from the tale.

### **3. Indirect learning through games, songs and stories**

Language is not separable from the reality children are experiencing. They like to imitate words from songs and scenes from stories, and also imitate characters and people in terms of their manners of expression.

They enjoy fairytales, rhymes, riddles, and new sounds that they can discover in themselves. In this form, children engage the same part of their minds, which they use to develop their mother tongue. It is an indirect form of learning and also one of the most effective.

### **4. Developing imagination**

Children live scenes and stories to the maximum. Teachers help to create a relaxed fairytales like environment. The well-developed children's fantasy enables children to work with stories, fairytales or songs in a foreign language just as in their mother tongue.

### **5. Activation of all senses**

Cognitive development of children is based on engaging all senses. The mother tongue is

# CHILD DEVELOPMENT WHEEL

## I CAN:





acquired by the child via multi-sense motivational factors, which is the same way that we have to approach teaching young learners foreign language skills. In addition, when children are learning a language they practice manipulation activities, constructive and graphic activities, sense and psychomotor games and games with music and movement to music can be used.

## **6. Alternating activities**

Children concentrate for short periods at a time, which is why learning has to be lively and a mix of games and movement. It is recommended to alternate activities every five to ten minutes, and to organise games, and stimulating or relaxing activities according to need. It is a good idea to use games often, which are familiar to children as it increases their self-confidence.

## **7. Strengthening Malawi Games, Songs and Stories**

Children gain the necessary self-confidence through repetition. Children need to confirm the meaning of the message in the foreign language. It is necessary to realise that the process of absorbing a language before the child is capable of producing the language may be a lengthy one. The possible stress resulting from vocalisation of new language can be eliminated by repeating through games, songs, stories and rhymes in groups or various fun forms of drills.

## **8. Individual approach**

The parents, caregivers, nannies and teachers must devote as much individual attention as possible to each child. An important process of learning is encouraging and commending the children for their efforts. They should foster all forms of individual communication and praise effort while correcting in a positive manner. Correction should not discourage the child's "have a go" mentality which the teacher is always trying to build by and harness.

# ECD SONGS FROM ALL DISTRICTS

## LOMWE SONGS

### 1. NAMULEPE

Mmodzi : Namulepe x2

Onse : Eeee

Onse : Namelere Waphwanya omunthole x2

### 2. KONGOLO

Kongoro wene kongoro x2

Ankhawoh ntare enjavelhe yahudhelhe

M'midho murach weyfano ohalha

Vate otchaka mvithe nnamwani.

Kongoro wene kongolo x2

### 3. OLLA MUTTHATHI

Ollah mutthathi

Wanyingala phudha onaka x2

### 4. ETHETCHE

Ethetche yoriheyah x2

Yoriheya x3

### 5. HANDA

Mmodzi : Handa, handa, handa,

Onse : Handaaaaah

Mmodzi : Alezi mohera phoama

Onse : Handa

Mmodzi : Monikurera ekomahuli nimwinereh,

Onse : Handa

Mmodzi : Handa handa handa

Onse : Handaaaaah

### 6. MWANAMUNAKA

Mwana munaka eeee! x2

Kanulhelha esukulu tielha mmido muraach

omukuse mwaana oyeena osukulu

Ahudhelhe otsoriha wambeelha one mpaka ten

Olhelho ngoona ngoona ngoona

Olhelho ngoona mmidho murachi

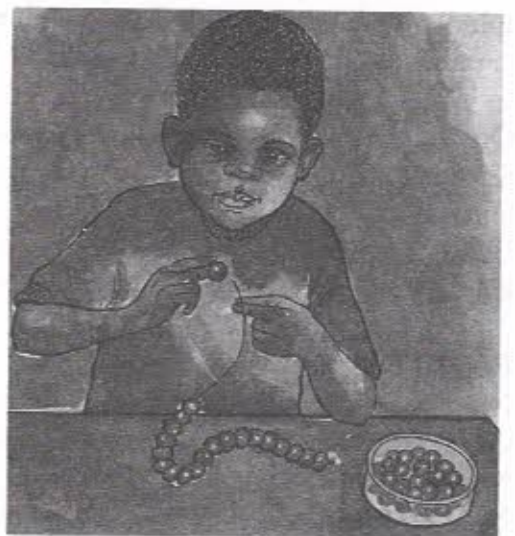
### 7. ATSUPHAYIH APWIYA (YESU)

Atsuphayih apwiya anceta mokhoterh x2

Oreto Ohinase Orareh Maduuh

Encyeteta mokhoterah.

Phara muru nyingara vavoh , 1 - 2

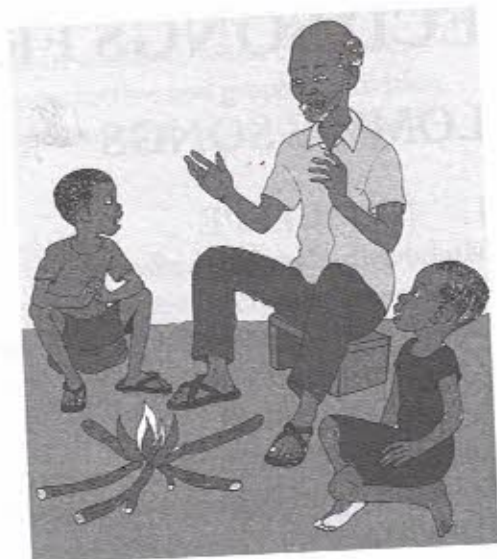




Phara muru nyingara vavoh	3 - 4
Phara mathuriyah nyingarah Vavoh	5 - 6
Phara yuunu nyingara vavoh	7- 8
Phara makuthaa nyingara vavoh	9- 10

### 8. MWANAA

Mwanora kiyenawo nawoni miyoh lolo x2  
 ALOLO ALOLO ALOLO  
 Eniwah Eloo Miyoh Lolo  
 ALOLO ALOLO ALOLO  
 Mmido Murutchi.



### 9. NTHANO ZA ANA

Nthano ya m'mawa : Zakeyu  
 Mmodzi : Padangokhala  
 Padali bamboo wina dzina lake Zakeyu  
 Anali wamfupi nsinkhu  
 Anakwera mu mtengo  
 Amafunu amuone Yesu  
 Ambuye Yesu anati  
 Zakeyu tsika mumtengo  
 Lero ndikadya kunyumba kwako  
 Kaphuleni mbatata

All: Tili tonse  
 All: Tili tonse  
 All: Tilitonse  
 All: Tili tonse  
 All: Tili tonse  
 All: Tili tonse  
 All: Tili tonse  
 All: Tili tonse  
 All: Yapsyerera

#### Nyimbo

Tsika iwe Zakeyu tsika mumwene Yesu x2  
 Lerori ndikadya kunyumba kwako x2  
 Tsika tsika Zakeyu Tsika x2

### 10. ETTHANO ERAH N'DDINAH NAYE NAMUSYANYA

Mvali athiyana apindi mmooda ari ndi anamwari aruru mmoda apindi orah ali ndinamwari apindi oli ndinamwari apindi amurarah mukhuwaye awarumihe anamwani orah omidyazo muratchi, wohiwa mukhwaka.

Oriye a akhota miyano nginakhwera kokoma kinayaomata kinaya akawire otheke. Nhlapo nimoda mukhuwaye awiwa unda athamaka ahaphwanya anamwani apindi akhuwire mewa undaaa.

Unandalelati miyano kawulera oyerina mmiddo mutchi weyano wakhota awamvana mvithei kiipe ntchipo kayipaka wakhula wiwa mwereke namusanya mohiwa ceu

#### ECHIPO

Ngiri Ngiri Namusanya venyavo namusanya x2  
 Onohwaretheeee veyaro namusanya achier  
 Mundawooo venyavo namusanya  
 Ngiri ngiri namusanya venuyaro namasanya.

## 11. NTHANO YA M'MAWA YOCHOKERA M'BAIBULO

### Nthano ya Yobu

Mmodzi : Padangokhala	All : Tili tonse
Padali bambo wina dzina lake Yobu	: Tili tonse
Anali ndi ana komanso chuma chambiri	: Tilitonse
Patapita masiku Yobu anadwala, chuma	
Chinatha komanso ana ake anatha	: Tili tonse
Mkazi wake anamuza Yobu kuti	
Atukwane Mulung koma Yobe anakana	: Tili tonse
Kaphuleni mbatata	: Yapsyerera

### Nyimbo

Yobu chuma chake chinatha! Komaa sanaiwale Mulungu.

Yobu ana ake anatha! Koma sanaiwalcee Mulungu.

### Chorus

Yobu m'bale wanga

Yobu wokondeka koma sanaiwale Mulungu

Be smile Ishmayelo

Ishimayelo x3 tikondwere anafe

121 Talalala x2

121 Ta -----talala x2

## 12. MAGEMU

The smile; smile; smile

Tikondwere anafe

Is talalala x2

Is ta-ta-talalalala x2

Chibisaliro chansalu

Sewero loyenda mumzere mwana tamanga ku maso

Mpira wa miyendo

Together about together out x2

I'm in Yes, I'm in yes, I'm in yes

I'm in No!!



# SENA SONGS

## Nyimbo

### 1. MAIEDE

Maide, maiede maiede eee maiede aemaiedecce  
Maiede taphunjira kuwerenga ccc maiede aemaiede eee  
Maiede taphunjira posi eee maiede aemaiede eee  
Maiede taphunjira pili eee maiede aemaiede eee  
Maiede taphunjira tatu ecc maiede aemaiede eee  
Maiede taphunjira nayi ccc maiede acmaiede eee  
Maiede taphunjira shanu ecc maiede acmaiede eee

### 2. CHIGOGODA

Chigogoda chauma chauma udyo, nafuna A  
A gwene anaiwe pa mtima  
Nafuna B - B gwene anaiwe pa mtima  
Nafuna C- C gwene anaiwe pa mtima  
Nafuna D- D gwene anaiwe pa mtima  
Nafuna E- E gwene anaiwe pa mtima

### 3. PAKUTONA

Takwata muti talemba jogo pya malife  
Takwata mwala mbati ponya bwalo mwa jogo  
Mbatit chotchomila na mwendo mbati gwinya mwala

*Domain* : Physical  
*Learning area* : Outdoor

### 4. MBALAME

M'boji : Mbalame za dona za  
ontchene : Tselegunde  
m'boji : Zadya mpunga  
ontchene : Tselegunde  
m'boji : Mpunga wa bwana  
ontchene : tsekudedele  
Tselegunde x2

### 5. APHALE

Aphale na atchikana oiyaye x3  
Mungokhonda phunjila muna tcherenga  
Aphale sukulu yadidi oie eyee  
Aphale munaja mueleli oie eye



## 6. UKU KUJULU

- M'boji : Ukokujulu  
Ontchene : Uko kujulu zamadenga  
M'boji : Kuna Mulungu  
Ontchene : Kuna Mulungu zamadenga  
M'boji : Uko kuphili  
Ontchene : Uko kuphili zamadenga  
M'boji : Kuna Mulungu  
Ontchene : Kuna Mulungu zamadenga  
M'boji : Kuna miti  
Ontchene : Kuna miti zamadenga  
M'boji : Kuna Mulungu  
Ontchene : Kuna Mulungu zamadenga  
M'boji : Apa pantchi  
Ontchene : Pana anthu zamadenga  
M'boji : Kuna Mulungu  
Ontchene : Kuna Mulungu zamadenga

*Chorus*

Mai mai zamadenga x3

## MAGEMU

### 1. NYANGA

- M'boji : Nyanga x3  
Ontchene : Nyanga  
M'boji : Nyanga ng'ombe .....  
Ontchene : Nyanga  
M'boji : Nyanga ya galu,  
Ontchene : Nyanga  
M'boji : Nyanga ya mbuzi

### 2. PA PA PA

Pa pa pa – Lero wadya mazai angasi - anayi  
Ine wasiyila angasi – awiri  
Jongololo kwiyo kwiyo kwiyo

### 3. TIMBAKWATA

Timbakwata miyala timbaikha pa njenje, timbayimba kuponya mwala m'julu mbiti  
Agampha mbiti –  
Imba nyimbo ndayenda kumunda ndapeza mbalame yofila mulomo.

*Domain* : Physical  
*Learning area* : Outdoor



# TUMBUKA AND TONGA SONGS

## 1. SONO TIWERENGE

Sono tiwerenge takaryenge nsima x2  
Kula kukaya tikaryenge nsima x2  
Nsima, nsima ya pa ntchungu kunowa  
Nsima, nsima ya pa ntchuna kunowa.

## 2. ZGAMA ZGAMA

Mmodzi : Zgama, Zgama  
All : Yelerelere zgama x2  
Mmodzi : Zgama kunowa  
All : Yelerelere zgama  
Mmodzi : Zikunowera mchere  
All : Yelerelere zgama  
Mmodzi : Mchere wotchezeka  
All : Yelerelere zgama  
Mmodzi : Wundani  
Kuti waaaa kuti waaa x4

## 3. LINGU LINGU

Lingu - Lingu x2  
Talingula - Talingula x2  
Ine Lingu  
Walingula *as many as you can*

## 4. ECD

Mmodzi : ECD, ECD  
Onse : ECD, ECD, ECD Yelere ECD x3  
: Yelere ECD iiii yelere ECD  
: Tivinepo tivinepo  
: Tivinepo tivinepo tivinepo  
: Yelere tivinepo Yelere tivinepo

## 5. KATUNDULU

Zenga mnthowa titi mbulanda  
*As many as you can its like Ogode*

## 6. ECD - ECD

ECD x2

One : We can Stand  
All : We can stand  
One : 24 hours  
All : 24 hours  
One : No food

- All : No food
- One : No Water
- All : No water
- One : Not mamalala x 2
- All : Not mamalala
- One : Not wedewede x2

### 7. LUNDI LUNDI

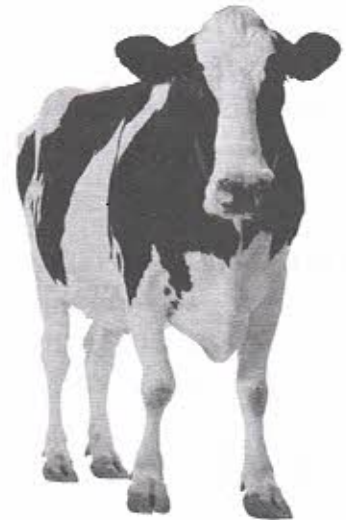
Lundi, Lundi as many as you can  
Kamtorere Lundi

### 8. NG'OMBE

Ng'ombe, ng'ombe  
Waiona ikwenda ng'ombe  
Waiona moooooooooo  
Mbuzi - Meeeee waiona ikwenda ng'ombe

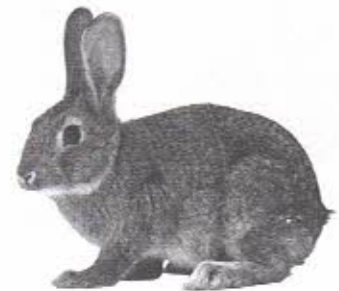
### 9. MWATIONA

Mwationa tonse x 2  
Ece tipenja kuvina x2  
Aviniyepo, aviniyepo mwana aziwa chaa aziwa chaakuvina



### 10. KALULU

- (a) Kalulu mzenje x2 Wagona x2
- Ise tayuka awona tivina x2
- (b) Kalulu mzenje x2 Wagona
- Ise tayuka awona tiyenda x 2



### 11. NJUCHIZO

Mmodzi: Juchizo x 2  
Mmodzi: Ayiyayaye zandiluma  
Mmodzi: Zikoti apa  
          Zitati apa  
          Zikati apa

Sendere Sendere heee  
Ayiyayaye zandiluma

Zandiluma



### 12. UKASI

Mmodzi: Ukasi – Ukasi x 2  
          Wandikutha x 2  
          Kotu kotu x 3



### 13. ABULU

Abulu ee lusungu tanyinu

Viye eee

Atondeka kuwerenga nanga ndi a e i o u

### 14. ICHI NTCHICHI

Ichi ntchichi mwawana

a a

e e

i i Werezgani kawiri

o o

u u

### 15. THITHI

Mmodzi : Thithi ka thithi

Onse : Kamba ka thithi ndatuliya pa mzimba  
Kamba ka thithi.

## MAGEMU

#### 1. MLAKITO

Mmodzi : Mlakito

Onse : Nyerete

Mmodzi : Mukopachi

Onse : Nkhalamu

Mmodzi : Zilinkhu

Onse : Izo

#### 2. SIERERA

Sierera Sierera

One should kneel down with object on the head then  
other on a circle moving near her/him Sierera

# ZOMBA GROUP

## NYIMBO

### 1. KUYENDA KWA NYERERE

Age: 3 – 5 years

Aim : Yolandilira ana pa CBCC  
: Kutakasula minyewa ikulu ikulu ya wana  
: Kuphunzitsa wana kudziwa maina anyama

Chorus : Kuyenda ndi Dodoma x 2

Mmodzi : Kuyenda ndi Dodoma

Onse : Kuyenda ndi Dodoma x 2

Onse : Kuyenda ndi Dodoma

Mmodzi : Kuyenda kwa nyerere x 2 Kuyenda ndidodoma

Onse : Kuyenda ndi Dodoma

Mmodzi : Kuyenda kwa nyerere x 2 kuyenda ndi Dodoma

Onse : Kuyenda ndi Dodoma

### 2. KAMBALAME KAMALIRA

Age : 4 – 5 years

Aim : Kuphunzitsa mwana kudziwa zachilengedwe  
: Kuphunzira kuwerenga manambala 1 – 5

Mmodzi : Kambalame kamalira mumtengo x 2

Onse : Mumtengo!

Mmodzi : Kambalame kamalira mumtengo x 2

Onse : Mumtengo

Chorus : Kambalame kamalira mumtengo

Onse : Oh!! Kamalira mumtengo

Mmodzi : Oh!! Kamalira 12345 x 2

Onse : Mumtengo



### 3. ZIWALO ZANGA

Age : 3 – 5 years

Aim : Kuphunzitsa ana ziwalo za thupi  
: Kutakasula minyewa ya ing'ono ndi ya ikulu  
: Kudziwa ziwalo chiyankhulo cha chizungu

Mmodzi : My Head x 2

Onse : My head ndi mutu wanga x 2

Chorus : My head ndi mutu x 2

Mmodzi : My head ndi mutuu!

Mmodzi : My eye x 2

Chorus : Leader: Eye ndi dosoo!

Leader : My eye ndi doso

Mmodzi : My mouth x 2

Chorus

Leader : My mouth ndi kamwa

Leader : My mouth ndi kamwa

Onse : Ayeee!

Onse : Wangaaaa!

Onse : My eye ndi diso langa x 2

All : Ayeeee

All : Langaaaa!!

Onse : My mouth ndi kamwa yanga

All : Ayeeee!

All : Yangaaa!



#### 4. TISEWERE PAMODZI

- Age : 3 – 5 years  
Aim : Kuphunzitsa ana kukhalira limodzi  
: Kutakasuka ana minyewa ikulu- ikulu  
Mmodzi : Tisewere pamodzi tikondane x 2  
Onse : Tisewere pamodzi tikondane  
Mmodzi : Tisewere pamodzi tikondane x 2  
Chorus  
Onse : Iwe! Ndi inc  
Mmodzi : Ndichako ndi changa x 2  
Onse : Tisewere pamodzi tikondane

#### 5. NGATI MULI OKONDWA

- Aim : Kutakasula minyewa ing'ono ing'ono ndi ya ikulu  
Mmodzi : Ngati muli okondwa ombani manja x 2  
Onse : Phwaaa! (kuomba manja kawiri)  
Mmodzi : Ngati muli okondwa nenani Amen x 2  
Onse : Amen  
Mmodzi : Ngati muli okondwa seklerani x 2  
Onse : Hee! Hee!  
Mmodzi : Ngati muli okondwa dumphani x 2  
Onse : (Kudumpha kawiri)  
Mmodzi : Ngati muli okondwa mufuna kusonyeza  
Onse : Ngati muli okondwa nenani Amen!  
Onse : Amen

### NTHANO

#### 1. SAMSON ATHA NKANGO

- Age : 3 – 5 years  
Aim : Kuphunzitsa ana kukula munzeru  
: Kuthandiza ana kudziwa nkhani za Baibulo  
: Kutakasula minyewa ing'ono-ing'ono

Woyambitsa : Samson apha mkango

Mmodzi : Padangokhala

Onse: Tiritonse

Mmodzi : Padali munthu wina dzina lake Samson

Onse: Tiri tonse

Mmodzi : Samson adali munthu wamphamvu kwambiri

Onse: Tiri tonse

Mmodzi : Tsiku lina Samson adali paulendo pamodzi ndi makolo ake

Onse : Ali munjira Samson adapambuka pa thengo

Mmodzi : Tiri tonse

Onse : Pathengopo adakumana ndi mkango ndipo mkango udafuna kumudya koma

Samson adangwira kukamwa naukhadzula

Onse: Wuuuu! K

Mmodzi : Zitatero adapitiriza ulendo koma sadaudze makolo ake chomwe

chidachitikacho

Onse: Tiri tonse

- Mmodzi : Pobwerera Samson adapambuka pathengo pomwe adapha mkango-  
 uja, napeza nkamwa mwa mkango muli uchi naufuula uchiwo  
 nadya iye pamodzi ndi makolo ake Onse: Tiri tonse  
 Mmodzi : Kandiphulireni mbatata zanga Onse: Zapselera

## 2. MITUNDU YA NYAMA

- Age : 3 - 5 years  
 Aim : Kuphunzitsa ana kudziwa zinthu zachilengedwe  
 Kuphunzitsa ana kukhala wochenjera  
 Oyambitsa: Mitundu ya nyama

## 3. NYAMA ZAKUTHENGO

- Mmodzi : Padangokhala Onse: Tiri tonse  
 Mmodzi : Padali nyama zakuthengo Onse: Tiri tonse  
 Mmodzi : Nyamadzi maina ake ndi monga Kalulu, Njovu,  
 Mkango ndi zina Onse: Tiri tonse  
 Mmodzi : Nyamadzi zidaganiza zokumba chitsime Onse: Tiri tonse  
 Mmodzi : Nyamazi zidapanga lamulo loti wosakumba asamwe Onse: Tiri tonse  
 Mmodzi : Nyamazo zidasankha mkango kukhala mfumu yawo.  
 Ndipo zinapita kukakumba chitsimecho nyama zonse Onse: Tiri tonse  
 Mmodzi : Koma kalulu sadapite nawo ati iye ndi wochenjera  
 ndipo nyama zidasankha njovu kukhala  
 mulonda pachitsimepo Onse: Tiri tonse  
 Mmodzi : Ndipo kalulu, tsiku lina ludzu lidamuwawa nafuna  
 kumwa madzi ndipo adaganiza zopita kuchitsimecho  
 uku atatenga nthochi. Onse: Tiri tonse  
 Mmodzi : Koma njovu itawona nthochiyo njala idamuwawa  
 namuuzza kalulu kuti amugaire  
 nthochiyo ndipo kalulu amati pafunika tisithane kuti inenso Onse: Tiri tonse  
 Mmodzi : Koma njovu itawona nthochiyo njala idamuwawa  
 namuuzza kalulu kuti amugaire  
 nthochiyo ndipo kalulu amati pafunika tisithane kuti inenso Onse: Zapselera  
 Mmodzi : Kandipulireni mbatata

## 4. PEMPHERO

- Age : 3 - 5 years  
 Aim : Kuthandizira ana kukula muuzimu  
 : Kuphunzitsa ana kukhala opemphera nthawi zonse.  
 Oyambitsa : Pemphero

### Nthano

- Mmodzi : Padangokhala Onse: Tiri tonse  
 Padali ana atatu maina awo ndi Pemphero, Wyson ndi Esther Onse: Tiri tonse  
 Pemphero amakonda kupemphera koma Wyson  
 ndi Esther samapemphera Onse: Tiri tonse  
 Tsiku lina pemphero ali panjira adakumana ndi anthu  
 achiwembu nafuna kumupha Onse: Tiri tonse  
 Koma Pemphero adaudza anthuwo kuti amuleke agwade pansu Onse: Tiri tonse



Mmodzi : ndipo iye adayamba kupemphera ndipo anthu anja atamva  
 izi anaganiza zomusiya Pemphero osamupha Onse: Tiri tonse  
 Atamusiya Pemphero anayamba ulendo wobwerera kwawo Onse: Tiri tonse  
 Kandiphulireni mbatata yanga Onse: Yapsrera

## 5. CHIKANGAUDE

Age: 4 – 5 years

Aim: Kawaphunzitsa ana kukhala omvera kuphunzitsa ana kudziwa za chikhalidwe

Oyambitsa: Chingaude

### NTHANO

Mmodzi : Padangokhala Onse: Tiri tonse

Panali munthu wina dzina lake chikangaude Onse: Tiri tonse

Tsiku line anafika pakhomo pena napezapo ana awiri Onse: Tiri tonse

Chikangaude anaudza ana aja kuti atulutse katundu yense

wa nyumbamo kuti amupatse iye adzimangirira ndi kumavina Onse: Tiri tonse

Mmodzi : Ndipo ana aja anatenga katundu namupatsa chikangaude  
 iye navina pakhomopo. Onse: Tiri tonse

Mmodzi : Chikangaude anawautsa ana anja kuti abwerezenso  
 kumupatsa katunduyo Onse: Tiri tonse

Mmodzi : Atamupatsa katunduyo chikangaude adathawa naye Onse: Tiri tonse

Mmodzi : Makolo awo pobwera anapeza katundu nawo wanyumba palibe Onse: Tiri tonse

Mmodzi : Kandiphulileni mbatata yanga Onse: Yapscler

## GAMES

### 1. ANKHANDWE

Age: 4-5 years

Aim: Kuphunzitsa ana kudziwa nthawi  
 Kutakasula mnyewa ikulu-ikulu

Mmodzi: Ankhandwe

Onse: Ankhandwe nthawi iri bwanji?

Mmodzi: 6:00 m'mawa

Onse: Ankhandwe nthawi iri bwanji?

Mmodzi: 7:00 m'mawa

Onse: Ankhandwe nthawi iri bwanji?

Mmodzi: 12:00 masana

Onse: Nkhandwe igwire chakudya

## 2. GAME 2 SIPO-SIPOSI

Age : 4-5 years

Aim : Kuphunzitsa mwana kukula munzeru

: Kuthandiza ana kukhala pa ubale wina ndi nzake

Mmodzi: Sipo-siposi x 2

Onse: Zakaliya

Mmodzi: Sipo-siposi

Onse: Zakaliya

Mmodzi: Ndimafuna wanga

Onse: Zakaliya

Mmodzi: Wosuka mbale ndi mapoti womwe

Onse: Zakaliya

Mmodzi: Pamwezi kalo

Onse: Zakaliya

Mmodzi: E!! zuka tiyende

Onse: Zakaliya

## 3. KUGWETSA

Age : 4 – 5 years

Aim : Kuphunzitsa mwana kutakasula munyewa ikulu-ikulu

: Kulimbitsa ubale wa ana

Mmodzi : Kugwetsa x 2

Onse : Kugwetsa x 2

Mmodz : Ndikufuna ndikagwese x 2

Onse : Ndikufuna ndikagwese

Mmodzi : Kasalu kanga yaka

Onse : Kasalu kanga yaka

Mmodzi : Kumbuyo kwa kamwana

Onse : Kumbuyo kwa kamwana

Onse awiri kuthamangitsana mosemphana ndi kukangamirana malo amodzi

## YAO SONGS

### 1. MBWAJI JACHENI JILIRE MATEMBA

X 2

Tujikale palutumbo naga jilire matemba x 2

Shegu matemba agoooo!!!! x 2

### 2. MANGINA

X 2

Mkamulane eee mangina

Mkutulane ccc mangina

Mkamulane ya-ya-ya mkamulane eee mangina

Mkamulane ya-ya-ya mkamulane eee mangina

### 3. SINGILIKITI X 2 YA-YA-YA X 2

Kwapi mkuja?

Kutola singilikiti jakupita nchibwatira

Bwati, ndogandoga ndoga-ndoga bwati x 2

Kaulugo ateleche bwati



#### 4. A MERY KWENDE MANYANE X 2

Anganga akundekasya, kusukulu nkasinyaula,  
Nambo kwende tukatwe x 2

A Joni kwende manyane x 2  
Anganga akundekasya, kusukulu n'kasin'jaula  
Nambo kutega ulimbo x 2

#### 5. CHIBELEMUDA X 2

Eee changanga  
Eee chibelemuda  
Eee changanga

#### 6. ANGALI X 2

Kwende kuchaka x 2  
Angali x 2  
Kwende kuchaka x 2  
Angali, yatesile angali x 2  
Angali, kukwera pa njinga  
Eee angali agwire

### GAMES

1. Bikoko: Kugwila chingwe anthu awiri, ena ndikumadumpha
2. Champion Game: Kuyala mitengo pansu ndikumadumpha
3. Kutola Nambala yomwe yatchulidwa pa nthawiyo
4. Kajuwa-juwa/Ndoto asagule
5. Lingu x 2           Nalingule  
Lingu x 2           Nalingule  
Lingu Nalingule Lingu Nalingule

### NTCHEU GROUP – NYIMBO

#### 1. MZAMA

Age	:	4 – 5 years	
Mmodzi	:	Mzama x2	Onse: e!e!e!e! Mzama
Mmodzi	:	Mzama kuchita kudula	Eeeee Mzama
Onse	:	Ngati mtedza wa mbeu	Eeeee Mzama
Chorus	:	Khutchula kuti waaa x 5	Eeeee Mzama

## 2. FOLLOW THE LEADER

Age: 4 – 5 years  
Leader : Follow x 3  
All: Follow the leader x 3

*Chorus* I jump, jump, I jump  
I walk, I walk, I walk  
I dance x 3  
I ran x 3  
I sit x 3  
I stand x 3

## 3. CHINKHUKU CHANGACHI

Age : 3 – 5 years  
Mmodzi : Chinkhuku changachi      Onse: A eee chosunga wana  
Mmodzi : Chinkhuku changachi      Onse: A eee chokondweretsa wana  
Chorus : Chikadzati phi, phi, phi  
Chikadzati palasu, palasu, njo!  
A eee cholera wana

## 4. CHINANGWA CHANGA

Age : 4 – 5 years  
Mmodzi : Chinangwa  
Onse : Chinangwa changa ndinayika mlichero ndapeza palibe wanditengera khoswe  
Chorus : Khoswe x 3  
Wantengera khoswe

## 5. BWAMPINI

Age : 3 – 5 years  
Mmodzi : Bwampii, Bwampini x 2      Onse: Amatukula matakoko  
Mmodzi : Amaba chimanga x 2      Onse: Mumugayire chimodzi  
*Chorus* : Bini, Bini  
Thako, thako

## 6. AIKA NKHWANGWA PA TEBULO

Age : 4 – 5 years (1 Ngoma style)  
Mmodzi : Aika nkhwangwa pa tebulo      Onse: Aika nkhwangwa pa tebulo a!e!e  
Mmodzi : Aika nkhwangwa pa tebulo      Onse: Yawatema wena, yatema x 3  
Aika nkhwangwa pa tebulo a eee x 3





## 5. KALULU MSAMAYENDENAYE M'THENGO

Mmodzi : Kalulu m'samayende naye Mithengo kalulu ngwabodza!  
Onse : Kalulu msamayende m'thengo Kalulu ngwabodza x 2

### *Chorus*

Mmodzi : Owo kalulu Onse: Mchitsamba  
Mmodzi : Nesa Onse: Adamthyola mwendo x 4

*Learning Area:* Nature Area and Dramatic Area

*Development Domain:* Physical, Social and Emotional, Moral, Approaches towards learning.

## 6. SATO ILI KUBWERA LERO KUMOWA

Mmodzi : Nsato oo  
Onse : Ili kubwera lero kumowa x 2

### *Chorus*

Mmodzi : Mwana wanga Onse: Mmmmmmm  
Mmodzi : Woyera Onse: Mmmmmmm  
Mmodzi : Ngati nsato Onse: Mmmmmmm  
Mmodzi : Nsato ooo Onse: Ili kubwera lero kumowa

### *Chorus*

*Learning Area* : Nature and Dramatic Area

*Development* : Social and Emotional, physical, Cognitive

## 7. ANYAMATA NDI WOCHENJERA

Atsikana	:Anyamata, anyamata ngochenjera aaa	Anyamata	:	Bodza aaaa
Atsikana	:Atidyera, atidyera nsima yathu	Anyamata	:	Bodza
Atsikana	:Nsima yathu, Nsimba yathu yophika tokha	Anyamata	:	Nsima yathu,
Atsikana	:Nsimba yathu yophika tokha	Anyamata	:	Bodza
Anyamata	:Atsikana, atsikana bodza mulekee	Atsikana	:	Indeee
Anyamata	:Nsimba yanu, Nsima yanu mwadya nokha	Atsikana	:	Indeee
Anyamata	:Ndiwo muziti, ndiwo muziti ndi anyamata	Atsikana	:	Indee

*Learning Area:* Music Area

*Development Domains:* Language, Physical

## 8. LOWEZA MULAMU

Mmodzi : Lowedza Mulamuuu Onse: Lowedza aye Lowedza x 2  
Mmodzi : Nsima naphika Onse: Loweruka aye Lowedza  
Mmodzi : Ndiwo mtolirooo Onse: Lowedza aye Lowedza  
Mmodzi : Mtoliro kukoma Onse: Lowedza aye Lowedza



*Chorus*

Mmodzi :	Bekeshu, Bekeshu	Onse: Bekeshu x 2
Mmodzi :	Wakutuma ndani?	Onse: Bekeshu
Mmodzi :	Kuti ubekeshule	Onse: Bekeshu
Mmodzi :	Mwana wachipongwe	Onse: Bekeshu
Mmodzi :	Wadzadzitsa mchere	Onse: Bekeshu
Mmodzi :	Pamodzi ndi tsabola	Onse: Bekeshu
Mmodzi :	Bekeshu, Bekeshu	Onse: Bekeshu

*Learning Area:* Nature  
*Development Domain:* Physical Moral

## 9. GONA MARIA

Mmodzi :	Gona Maria, Gona maria	Onse: Aye, aye gona maria x 2
Mmodzi :	Ndigona chotele gona maria	Aye aye
	Pena chotele gona maria aye aye	
	Ndigona ndigona ahaaa aye aye gona maria	

*Learning Area* : Dramatic Area  
*Development Domain:* Physical Approaches towards learning.

## 10. LONDON BRIDGE IS FALLING DOWN

London bridge is falling down,  
Falling down, falling down,  
London bridge is falling down  
And my fair is ready.  
My fair ready, ready, ready,  
My fair ready, ready,  
My fair ready.

## GAMES

### 1. TABWERA KUTOLA MTEDZA

Group 1 : Tabwera kutola mtedza, kutola mtedza,  
Kutola mtedza  
Tabwera kutola mtedza patsiku lachisanu

Group 2 : Mudzatola yani yani yani  
Mudzatola yani patsiku lachisanu

Group 1 : Tidzatola Mada, mada, mada  
Tidzatola Mada, patsiku lachisanu

Group 2 : Akokane ndi yani ndi yani ndiyani  
Akokane ndi yani patsiku lachisanu

Group 1 : Akokane ndi Joni ndi Joni ndi Joni  
Akokane ndi Joni patsiku lachisanu

Onse: Ayambe kukokana, kukokana, kukokana  
Ayambe kukokana, kukokana, patsiku lachisanu

Mmodzi : Moto, wayaka, wazima, go

Loosing Group: Mayo mayo mayo mayo mayo  
Mayo mayo mayo mayo mayo

Winning Group: Mwadya phutsi, mwadya phutsi,  
Mwadya phutsi, mwadya phutsi

Patsiku lachisanu

*Learning Area:* Nature

*Development Domain:* Physical, Social and Emotional

## 2. FRY, FRY

Mmodzi : Fry Fry                      Onse: My Jingle Fry

Mmodzi : Fry Fry                      Onse: My Jingle Fry

Mmodzi : Mbalame ziwuluka  
Ndege ziwuluka  
Anthu awuluka

*Learning Area:* Imaginative Area

*Development Domain:* Physical Cognitive

## 3. KACHERE

Mmodzi : Kachere                      Onse :                      Sanapse x 3

Mmodzi : Kachere                      Onse :                      Wapsa

*Learning Area:* Nature Area

*Development Domain:* Cognitive, Approaches towards learning, moral.

## 4. CHIMBWANDALALA

Mmodzi : Chibwandalala, Chibwandalala

Onse : Aye Chibwandalala

Onse : Chibwandalala chibwandalala  
Chibwandalala aye chibwandalala

## NTHANO

### 1. ANGULA NDENDE

Mmodzi :	Panangokhala	Onse: Tili tonse x 2
Mmodzi :	Padali padali	Onse: Tili tonse
Mmodzi :	Panali Amayi	Onse: Tilitonse
Mmodzi :	Amayi anambeleka mwana wawo kupita kumunda kukatchola mondokwa	Onse: Tilitonse
Mmodzi :	Potchola mondokwa amayi anagoneka mwana pamzere	Onse: Tilitonse
Mmodzi :	Pomaliza amayi anayiwala mwana pamzere, iwo mkumapita kunyumba	Onse: Tilitonse
Mmodzi :	Apusi anampeza mwana uja ndi mkumtenga	Onse: Tilitonse
Mmodzi :	Apusi aja anamsemera kalimba mwana uja ndiye amayimba	Onse: Tilitonse

## NYIMBO

### 1. NANGULA NDENDE

Onse :	Nangula ndende, nangula ndee mayi wanga nangula ndende	
Onse :	Nangula ndende x2	
Mmodzi :	Anyani aja anafika ndi mwana kumudzi (Akuyimbabe)	Onse: Tilitonse
Mmodzi :	Anyani (Apusi) analamula makolo a mwana kuti apereke nkhekwe yachimanga	

*Learning Area:* Nature Area, Music Area  
*Development Domain:* Physical, Social and Emotional

## NTHANO

### 1. MEMEME M'BUSHA WATHU

Mmodzi :	Panangokhala	Onse : Tilitonse x 2
Mmodzi :	Panali ana a zaka 5	Onse: Tilitonse
Mmodzi :	Mwana wina samapita ku sukulu, amakakusa mbuzi	Onse: Tilitonse
Mmodzi :	Ali kokusa mbuzi anaona maye mumtengo	Onse: Tilitonse
Mmodzi :	Mwana uja anakwera mumtengo	Onse: Tilitonse
Mmodzi :	Mwana uja anagwa ndi kuthyola msana	Onse: Tilitonse
Mmodzi :	Mbuzi zitaona, zinanyamuka ndi kumayimba	

#### *Chorus*

Mmodzi :	Mememe m'busa wanga ine	Onse: Memememe
Mmodzi :	Amati akwere mwamba	Onse: Memememe
Mmodzi :	Kukathyola zitsapo	Onse: Memememe
Mmodzi :	Mbuzi zija zinakafika kumudzi zikuyimba mpaka mudzi onse unazilondola	Onse: Memememe
Mmodzi :	Atafika anapeza mwana uja atafa	Onse: Tilitonse
Mmodzi :	Mbuzi zija zinakamira kunyamula maliro	Onse: Tilitonse



Mmodzi : Mbuji zija zinakayika maliro  
Phulani mbata

Onse: yapyerera

*Learning Area:* Nature area, Imaginative and music area.

*Development Domain:* Cognitive moral, Social

## GENERAL ECD SONGS AND RHYMES

### 1. PA MCHENGA

Mtsogoleri : Pamchenga

Onse: Pamchenga timatere posewera (x 2)

*Chorus*

Mtsogoleri: Uyu ndani?

Onse: a!

Mtsogoleri: Uyu ndani?

Onse: e!

Mtsogoleri: Uyu ndani?

Onse: i!

Mtsogoleri: Uyu ndani?

Onse: o!

Mtsogoleri: Uyu ndani?

Onse: u!

Mtsogoleri: Pamchenga,

Pamchenga timatere posewera (x 2)

### 2. PA MCHENGA (2)

Mtsogoleri : Pamchenga

Onse : Pamchenga timatere posewera(x 2)

a, ali mchimbuyo

e, e, ali mchipinda

i, i, i mchindodo

o, o, o mchidzira

u, u mchikapu chamadzi

Mtsogoleri : Pamchenga

Onse : Pamchenga timatere posewera(x 2)

### 3. GALU UYU WANDANI

One : Galu uyu wandani?

All : Wadya Matemba!!!!!! (X2)

All : Timcheke pamimba ngati wadya matemba (X2)

Cheke!

matumbo kuti fwa!

matemba kuti waaa!

#### 4. TIWERENGE MANAMBALA

Mtsogoleri : Tiwerenge! Onse: Manambala!!!!!! (X2)  
Tiphunzire kuwerenga manambala  
1! 2! 3, 4, 5! 6! 7! 8, 9, 10!

#### 5. KALULU VINA

Mtsogoleri : Kalulu vina! Onse: Ayee!!!  
Mtsogoleri : Kalulu Vina! Onse: Vina vina Pamchenga  
Verse 2: kalulu jowa  
Verse 3: Kalulu Nyada

Taphunzira kuwerenga manambala (X2)

#### 6. FULU CHIGOBA PA MSANA

Mtsogoleri : Fulu! Onse: Chigoba pa msana chigoba (X2)  
Mtsogoleri : Madeee! Onse: liyaya made liyaya!!!!!! (X2)

#### 7. KODI NONSE MWASAMBA

Mtsogoleri : Kodi nonse mwasamba???

Onse: Inde tasamba!!! (X2)

Aphunzitsi bwerani mudzaone nokha  
Ngati mupeze wina sanasambe  
Muyenera kumchotsa samvera lamulo  
Inde inde tonsefe tiyenera kusamba

Verse 2: Kodi nonse mwapesa???

Verse 3: Kodi nonse mwawenga???

Verse 4: Kodi nonse mwachapa???

#### 8. TISAMBE MMAMBE

*Verse 1*  
Mtsogoleri : Tisambe, tisambe!!! Onse: Tisambe Mmanja!!!! (X2)  
Tisanadye chakudya  
Tisambe mmanja (X2)

*Verse 2*  
Mtsogoleri : Tisambe, tisambe!!! Onse: Tisambe Mmanja!!!! (X2)  
Tikachoka kuchimbudzi  
Tisambe mmanja (X2)

Mtsogoleri : Mbalame!!!! Onse: zimauluka!! (X10)

#### 9. GO! GO! KUYENDA KWA NKHALAMBA

Mtsogoleri : Go! Go! Onse: Kuyenda kwa nkhalamba go!!!! (X2)  
Mtsogoleri : Amayi andituma Onse: Kuyenda kwa nkhalamba go!!!!  
Mtsogoleri : Nkagule shuga Onse: Kuyenda kwa nkhalamba go!!!!  
Mtsogoleri : Shuga wa mphala Onse: Kuyenda kwa nkhalamba go!!!!

## 10. WABWERA LERO NDANI?

Mtsogoleri : Wabwera lero ndani?      Onse: wabwera lero "a" wadzigomera!!!! (X2)  
Iweyo! Iweyo! Iweyo!  
Wadzigomera (X2)  
*Note – ikhoza kupitilira mpaka pa lembo lirilonse*

## 11. KAPHALA KUKWELERA AKA

Mtsogoleri : Kaphala kukwelera eeeeeh!  
Nsinjiro zili mmwemo  
Sambani mmanja!  
Onse: kaphala kukwelera eeeeeh!  
Nsinjiro zili mmwemo  
Sambani mmanja!

## 12. CHIDYA MKUTE

Mtsogoleri: Chidya mkute eeeh!! X2  
Uli pakhonde eeeh!  
Taona ife kunyada!!!!  
Onse: Chidya Mkute eeeh! X2  
Uli pakhonde eeeh!  
Taona ife kunyada!!!!

## 13. MWANA ALI PAKHONDE SANGAMDZIWE A

Mtsogoleri: mwana ali pa khonde sangamdziwe aaa  
Onse: mwana ali pa khonde sangamdziwe aaa (X2)  
Mtsogoleri: sangamdziwe a!  
Onse: sangamdziwe aaa!!!!  
Mwana ali pa khonde sangamdziwe aaaa  
Verse 2  
Mtsogoleri: kusukulu mkwabwino taphunzira kuwerenga  
Onse: kusukulu mkwabwino taphunzira kuwerenga  
Mtsogoleri: Taphunzira aaa      Onse: Taphunzira aaa!!!!  
Mwana ali pa khonde sangamdziwe aaaa

## 14. LAFIKA DZINJA

Mtsogoleri: Lafika dzinja      Onse: Tisangalale tiana tisangalale (X2)  
Mtsogoleri: Tidye  
Tidye maungu, mphonda, chimanga  
Ndi zipwete pwete pwete  
Tisangalale tiana tisangalale



## 15. ENA SADYA THERERE

Onse motsatizana ngati mwana joni walira  
Ena sadya therere ceeh  
Tikathyole ndiwo zanzi kudimba aa (X2)  
yayayaiiii therere ee (X2)

## 16. KWICHI KWICHI KUYENDA KWA SITIMA

Mtsogoleri: kwichi kwichi kuyenda kwa sitima leroo	Onse: kuyenda kwa sitima
Mtsogoleri: kwichi kwichi kuyenda kwa sitima leroo	Onse: kuyenda kwa sitima
Mtsogoleri: Ooooh lero	Onse: Kuyenda kwa sitima
Mtsogoleri: Oooooh Lero!!!	Onse: Kuyenda kwa sitima

## 18. TISEWERE PAMODZI

Mtsogoleri : Tisewere pamodzi tikondane	Onse: tisewere pamodzi tikondane (X2)
Ndi iwe ndi ine	
Ndi chako ndi changa	
Tisewele pamodzi tikondane	

## 19. KUYENDA KWA NYERERE

Mtsogoleri :kuyenda kwa nyerere, kwa nyerere, iyenda ni Dodoma  
Onse: Iyenda ni Dodoma  
Mtsogoleri :kuyenda kwa nyerere, kwa nyerere, iyenda ni Dodoma  
Onse: Iyenda ni Dodoma  
Mtsogoleri :iyenda ni Dodoma  
Onse: iyenda nidodoma (X2)

## 20. ZIWALO ZANGAZI

Onse pamodzi  
Ziwalo zangazi, ziwalo zangazi  
Ziwalo zangazi, ziwalo zangazi  
Mutu wangawu ndi maganiza nawo  
Mphuno yangayi ndimanunkhiza nayo  
Pakamwa pangapa ndi maseka napo  
Hehehehe!!!  
Ziwalo zangazi, ziwalo zangazi

## 21. MANJA MMWAMBA

Mtsogoleri : Manja mmwamba	Onse: Manja mmwamba (X2)
Mtsogoleri : Manja pamutu manja	Onse: Manja pamutu manja
Mtsogoleri : Manja mmapewa manja	Onse: Manja mmapewa manja
Mtsogoleri : Manja Mchiuno manja	Onse: Manja Mchiuno manja
Mtsogoleri : Tikhale chete	

## 22. MY HEAD

Mtsogoleri	:	My head	Onse:	My head ndi mutu wanga (X2)
Mtsogoleri	:	My head ndi mutu	Onse:	Ayeeech!
Mtsogoleri	:	My head	Onse:	Wanga
		Verse 2: My neck		
		Verse 3: My face		
		Verse 4: My hand		

## 23. A IWE Aaaa

Mtsogoleri	:	A iwe a	Onse:	A iwe aaaa
Mtsogoleri	:	Takumana pano panjira	Onse:	Takumana pano panjira
		A Iwe a a		
		A Iwe a a		
		<i>Note: ipitilire mpaka U</i>		

## 24. FOLLOW THE LEADER

Mtsogoleri	:	Follow, follow follow	Onse:	follow the leader (X2)
Mtsogoleri	:	I jump, I jump, I jump	Onse:	I jump, I jump, I jump
Mtsogoleri	:	I run, I run, I run	Onse:	I run, I run, I run
Mtsogoleri	:	I sit, I sit, I sit	Onse:	I sit, I sit, I sit.

## 25: MWEZI UWALE

Mtsogoleri	:	Mwezi uwale	Onse:	tisewele tiimbe( X2)
		Atsikana amagwira ntchito		
		Ntchito yake yakupeta mphale		

- 1 Wanena bwino
- 2 Thumba lamchere
- 3 Filiwiro
- 4 Fotokoza
- 5 Fafaniza
- 6 Sikimiza
- 7 Semampini
- 8 Weta ng'ombe
- 9 Nailoni
- 10 Telalini

## 26. SUNDAY, MONDAY

Sunday, Monday, Tuesday, Wednesday  
Thursday, Friday  
Saturday

## 27. NZAMA - NZAMA

Mtsogoleri	:	Nzama nzama	Onse:	Yerererere nzama x2
Mtsogoleri	:	Nzama achita kugula	Onse:	Yerererere nzama
Mtsogoleri	:	Ngati mtedza wa mbewu	Onse:	Yerererere nzama
Mtsogoleri	:	Zikapsya Kuti wa x3	Onse:	Yerererere nzama

## 28. ZAMADENGA

Mtsogoleri	:	Uko kumwamba	Onse:	Uko kumwamba zamadenga
Mtsogoleri	:	Kuli mitambo	Onse:	Kuli mitambo zamadenga
Mtsogoleri	:	Apa pansi	Onse:	Apa pansi zamadenga
Mtsogoleri	:	Pali nyerere	Onse:	Pali nyerere zamadenga

*Chorus*

Mtsogoleri	:	Mayo-mayo	Onse:	Zamadenga
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## 29. CHULE ADAFERA PADAMBO

Gulu loyamba	:	Chule adafera padambo
Gulu Lachiwiri	:	Bwerani mudzaone
Gulu loyamba:		Ife sitidya chule
Gulu Lachiwiri:		Nanga muneneranji
Gulu loyamba:		Ngati mufuna za nkondo
Gulu Lachiwiri:		Bwerani timenyane x3

*Chorus*

Gulu loyamba	:	Nkhondo lero
Gulu Lachiwiri	:	Zaize, zaizeize

## 30. AJIVA AJA

Mtsogoleri	:	Ajiva ja.....ajiva ja	Onse:	Ajiva..ja	x2
Mtsogoleri	:	Manja m'mwamba.....ajiva..ja	Onse:	Ajiva...ja	
Mtsogoleri	:	Mwendo m'mwamba.....ajiva..ja	Onse:	Ajiva...ja	

*Oyambitsa nyimbo atchule ziwalo zapathupi zosiyanasiyana poyambitsa nyimboyi ndipo omutsatira azipanga zimene oyambitsayo akunena.*





### 35. NKHULULU FURA

Mtsogoleri : Nkhululu fura eyaye suja umafula panchenga eyaye  
Onse : Nkhululu fura eyaye suja umafula panchenga eyaye

#### *Chorus*

Suja umafula panchenga eyaye  
Suja umafula panchenga eyaye

### 36. ALUBALUBALU

Alubalubalu.....x4  
Patsiku lomariza  
Ponya mwendo m'mkati,  
Ponya mwendo m'mbuyo  
Gwedezagwedeza pang'ono ndikuzungulira.

### 37. GONA MWANA

Gona mwana x2  
Mabalame zonse zagona munzisa zawo zazing'ono,  
Gona mwanax2

### 38. KALULU USAMAYENDE NAYE

Mtsogoleri: Kalulu usamayende naye nthengo angakuuze bodzax2  
Onse: Kalulu usamayende naye nthengo angakuuze bodzax2  
Chorus: Kalulu ali pachitsamba nzake odantchola mwendox4

### 39. APHUNZITSI TIWELUTSE

Mtsogoleri : Aphunzitsi tiwelutseni      Onse: Njala ikuwawa  
Mtsogoleri : Mukapanda kutiwelutsa      Onse: Tikuferani

### 40. SELA MWANAWATICHA

Sela sela sela, sela mwana watichax2  
Ndimakonda we Sela mwana wa ticha x2

#### *Chorus*

Ndikonda wesera, sela mwana waticha.

#### 41. KHALA CHETE

Khala mwana wabwino  
Manja wali wali mwana wabwino

#### 42. ALOWE 'A'

Alowe 'a' x2            Eee 'a' allowex2

*Chorus*

Amavina amavinax2    Eee 'a' allowex2

#### 43. BYE BYE ANANU

Bye bye ananu x2  
Bye bye alezi x2

*Chorus*

Ife lero takondwa x2  
Ife lero takondwa x2

#### 44. THIS IS THE WAY WE WASH OUR HANDS.

This is the way we wash our hands  
We wash our handsx2  
This is the way we wash our hands  
Early in the morning

*Mention Teeth, Face as you proceed with other verses.*

#### 45. I TAKE A BALL

I take a ballx2    I put here

#### 46. DO AS I DO.

Do do as I do!            Don't worry!

#### 47. MLEZI

Onse Pamodzi  
Mlezi tisamalire bwino            x2  
Kuno Kusukulu x2  
Palamoto uti phikire mphala x2  
Njala yawawa.



#### 48. GOME

Mtsogoleri : Gome gome \*2  
Mtsogoleri : Alezi wanga gome  
Kuphika ka phala, gome  
Kutipatsa anafe gome  
ndagomera

Onse : Ayeee Gome  
Ndawagomera Gome

#### 49. MAGAWO AMTENGO

Magawo magawo a mtengo  
ndi atatu \*2

##### *Chorus*

Gawo loyamba mizu  
Gawo lachiwiri ndi thuthu  
Gawo lachitatu ndi masamba  
Magawo, magawo a mtengo  
ndi atatu

#### 50. P.O.BOX

Mtsogoleri : P. O BOX Lilongwe eh \*2  
Onse : P.O. Box Lilongwe eh x2

##### *Chorus*

Onse pamodzi  
Lilongwe-e h Lilongwe -eh  
P.O.Box Lilongwe eeh

Lilongwe -eh Lilongwe-eh

#### 51. KASUKULU KA LIKWATHU

Mtsogoleri : Kasukulu kalikwathu  
Onse : Kaulesi kanagwa x2

##### *Chorus*

Makolo athu  
Amachita dala e! e! e! e! e! e1 \*2  
Makolo athu amachita kanagwa

#### 52. AVIVI

Mtsogoleri : Inu avivi tiyeni Onse: Ulendo uja walelo tikamele mapika \*2

##### *Chorus*

Anabwera nalira  
Anabwela nalira andimana mapiko x2



## 59. KACHULE KAMDAMBO

Mtsogoleri : Kachule ka mdambo  
Kayamba kudzitama,

Onse: Kanaona ng'ombe zilipaja

*Chorus*

Ng'ombe zinalira, ng'ombe  
Ng'ombe zinalira, ng'ombe  
Ng'ombe aye aye

## 60. CHITEDZE CHITEDZE

Chiteze Chiteze  
Chandiyabwa chandiyabwa  
Apanso Chandiyabwa Apa Chandiyabwa

## 61. BWELEKENI KOPE, PESULO, LULA

Mtsogoleri : Bwelekni, kope, pesulu lula  
Kusukulu kwaitana

Onse : inde

Mtsogoleri : Kusukulu kwaitana

Onse: Inde

## 62. WELCOME

Well come x5 to all of you  
We happy today x3 to see you.

## 63. NYUNYA- NYUNYA

Mtsogoleri Nyunya - nyunya nya \*2

Onse: See nyunya -sec nyunya sece \*2

*Chorus*

Mtsogoleri Madeya kutha ndiwo

Mtsogoleri: Mgaiwa kukoma

Onse: See

Onse: Sec.

## 64. TISANGALALE.

Tisangalale eech

Lero taonana x2

*Chorus.*

Tiasangalale e! e x2

Tivine vine ech

Lero taonana x2



## 65. SILO BELU

Silo belu x2

Lalira  
ndinalekalanji kufika kale aphunzitsi sanafike  
Lalira  
belu lalira 1, 2, lalira  
3,4 lalira, Lalira belu ngenge

## 66. ZILA NYAMA

Zila nyama \*3  
Paku hagana  
Nakujumphana

Zila nyama !  
Nakuwelela  
Zila nyama

## 67. PA CBCCC PAFUNIKA ZITI

Pa CBCC pa funika ziti?  
Pa CBCC pafunika izi  
Choyamba mchiyani  
Nyumba , Khitchini , Chimbudzi , bafa, Dzenje  
Lazinyalala, thandala ndi zida  
Pa CBCC pafunika izi

## 68. TSOPANO TATHA KU PHUNZIRA

Tsopano tatha kuphunzira      Tsopano tatha kuphunzira  
    Tiyeni                              Tiyeni Kunyumba tikadye nsima x2  
    Amayi                                Amayi abwelako kumunda kuja.

## 69. ANTHU OSAPHUNZIRA

Mtsogoleri (Anthu osaphunzira)      Onse:      (Kwawo kunyada) x2  
    Atenga pensulo  
    Aika pamutu  
    Kulemba sadziwa (Ooo! Zachisoni)\*2  
    Eee! Taona! Eee! Anzako  
    Eee! Kunyadira sukulu yokongola (yapanchenga)

## 70. TIKADAKHALA TONSE

(Tikadakhala tonseeee!                              Tonse Pamodzi) x2  
(Tikadakhala tonse tikadachita zodabwitsa) x2      (Tsono tili tonse!  
Tonse pamodzi) x2                                      (Tsono tili tonse tichita zodabwitsa) x2

## 71. NAMKHOLOWA LIMANDAMANDA

Namkholowa limandamanda taleka ntalawa x2  
Aeya ce Taleka ntalawa x2

## 72. LULULU MWANA

Lululu mwanaaa x2                      Mwana womvera salira  
Mwana womvera salira aaaee! Lululu mwana !

## 73. SOFIYA NSAPATO YOKONGOLA

Sofiya  
nsapatokongola sofiya  
Mukandigulire  
Sapato yokongola sofiya  
Ayamba sofiyaia  
Hamba sofiya  
Dintinti ntinti nti  
Sofiya tavina  
Dintinti ntinti nti

## 74. (IFE NDIFE TIANA

Ife ndife tiana tiana tochepa  
Timadziwa kuwerenga  
1 mpakana 10) x2  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

## 75. MWANA WANGA JOHN

Mwana wanga John walankhula chingelezi!  
Mwana wanga John walankhula chingelezi!  
Doooo! Dodolido  
Eeeeeee!  
Dodolido dodolido Mwanawanga John  
Mwana wanga John walankhula chingelezi!

## 76. OLD MACDONALD\*\*\*\* HAD A FARM

*Verse 1*  
Old Macdonald had a farm  
Eeeee iiiiii eeeee iiiii ooooooooooh!  
On his farm he had some ducks  
Eeeee iiiiii eeeee iiiii ooooooooooh  
With a quack quack here  
and a quack quack there  
here a quack, there a quack, everywhere quack quack

*Verse 2*

On his farm he had some cows  
Eeeee iiiiii eeee iiiii ooooooooooh  
With a Moo moo here  
And a moooo moooo there

*Verse 3*

On his farm he had some goats  
With a meeee meeee here  
And a meeee meeee there

## 77. LITTLE BROTHER

(Little brother) x2 (Come here come) x2 (Come and ring the bell) x2 (Ding! Dong! Ding!) x2

## 78. KUSUKULU KWABWINO

Kusukulu kwabwino taphunzira a  
Ndim'bale wake dzina lake e  
Ndim'bale wake dzina lake i  
Ndim'bale wake dzina lake o  
Ndim'bale wake dzina lake u

## 79. GO-GO-GO TIMAYENDA -GO

Go-go-go timayenda -go x2, Ndinsapato zolemela-go-go-go (*repeat several times*)

## 80. CBCC TIMANYADIRA

CBCC timanyadira x2, Poyenda ndi pogona timanyadira x2 (*repeat several times*)

## 81. NYIMBO ZAKE ZABWINO

Amayimba motsatizana ngati mwana John walira  
Nyimbooo! Zake zabwino  
Nyimbo! Zakezabwino  
Amayimba Bulu pakudya udzu

## 82. NDANI WATAYA

Ndani wataya bandi ya mwana,  
Vundukula manja tiwone watola,  
Mayi kaya! Mayi kaya



### 83. TOWERA

Towera iwe!	Towera
Kuscri kwa Phiri paja	Towera
Kuli mayi mmodzi	Towera
Wavala nsalu zinai	Towera
Sikisi ndi mpango	Towera
Yamba ndiwe	Ah- iyee -aye Towera

### 84. BILIMANKHWE

Bilimankhwe, bilimankhwe, maso adatupa ninji  
Kwathu maliro nsamaseke ana inu kwaela mbe mbe mbceee!

### 85. KHWANGWALA WAVALA JEKETE LOKUDA

(Khwangwala Wavala jekete lakuda) x2  
Musamanyade eeeceee!!      Musamanyade ngati ndinu amaluwa!!

### 86. AWO ALEZI

(Awo alezi asesewera ndi ana      Tawalekani asasa nyerere) x2  
(Sasa nyerere zikuluma) x6

### 87. BONGOLOLO MIYENDO KHUMIKHUMI

Bongolo miyendo khumikhumi wafera panjera  
Pansana ng'aning'ani  
Kumimba psuuuu!

### 88. GOOD BYE

All together  
We say goodbye  
But not forever      x2  
We know that one day  
We shall meet again      x2  
Goodbye, goodbye but not forever

### 89. INU ALEZI TIKULEKANA

Inu Alezi x3      Tikulekana  
Tinafuna kukhala ananu koma nthawi sikutilola.

# ECD SONGS FROM ALL DISTRICTS

## THYOLO AND PHALOMBE DISTRICT

### 13. NAMULEPE

Mmodzi : Namulepe x2

Onse : Eccc

Mmodzi : Namulepe x2

Onse : Nameclere Waphwanya omunthole x2

### 14. KONGOLO

Kongoro wene kongoro x2

Ankhawoh ntare enjavelhe yahudhelhe

M'midho murach weyfano ohalha

Vate otchaka mvithe nnamwani.

Kongoro wene kongolo x2

### 15. ORA MUTATCHI

Orah mutathi wanyingala phudha onaka x2

### 16. ETHETCHE

Ethetche yoriheyah x2

Yoriheya x3

### 17. HANDA

Mmodzi : Handa, handa, handa,

Onse : Handaaaaaah

Mmodzi : Alezi mohera phoama

Onse : Handa

Mmodzi : Monikurera ekomahuli nimwinereh,

Onse : Handa

Mmodzi : Handa handa handa

Onse : Handaaaaaah

### 18. MWANAMUNAKA

Mwana munaka eeee! x2

Kanulhelha esukulu tielha mmido muraach

omukuse mwaana oyeena osukulu

Ahudhelhe otsoriha wambeelha *one mpaka ten*

Olhelho ngoona ngoona ngoona

Olhelho ngoona mmidho murachi

### 19. ATSUPHAYIH APWIYA (YESU)

Atsuphayih apwiya aneeta mokhoterh x2

Oreto Ohinase Orareh Maduuh

Eneyeteta mokhoterah.

Phara muru nyingara vavoh 1 - 2

Phara muru nyingara vavoh 3 - 4

Phara mathuriyah nyingarah Vavoh 5 - 6

Phara yuunu nyingara vavoh 7- 8

Phara makuthaa nyingara vavoh 9- 10

## 20. MWANAA

Mwanora kiyenawo nawoni miyoh lolo x2  
ALOLO ALOLO ALOLO  
Eniwah Eलो Mीyoh Lolo  
ALOLO ALOLO ALOLO  
Mmido Murutchi.

## 21. NTHANO ZA ANA

Nthano ya m'mawa	: Zakeyu	All: Tili tonse
Mmodzi	: Padangokhala	All: Tili tonse
	: Padali bamboo wina dzina lake Zakeyu	All: Tilitonse
	: Anali wamfupi nsinkhu	All: Tili tonse
	: Anakwera mu mtengo	All: Tili tonse
	: Amafuna amuone Yesu	All: Tili tonse
	: Ambuye Yesu anati	All: Tili tonse
	: Zakeyu tsika mumtengo	All: Tili tonse
	: Lero ndikadya kunyumiba kwako	All: Tili tonse
	: Kaphuleni mbatata	All: Yapsyerera

## Nyimbo

Tsika iwe Zakeyu tsika mumwene Yesu x2  
Lerori ndikadya kunyumba kwako x2  
Tsika tsika Zakeyu Tsika x2

## ENTHANO ERAH N'DDINAH NAYE

### NAMUSYANYA

Mvali athiyana apindi mmooda ari ndi anamwari aruru mmoda apindi orah ali ndinamwari apindi oli ndinamwari apindi amurarah mukhuwaye awarumihe anamwani orah omidyazo muratchi, wohiwa mukhwaka.  
Oriye a akhota miyano nginakhwera kokoma kinayaomata kinaya akawire otheka.  
Nhlapo nimoda mukhuwaye awiwa unda athamaka ahaphwanya anamwani apindi akhuwire mewa undaaa. Unandalelati miyano kawulera oyerina mmiddo mutchi weyano wakhota awamvana mvithei kiipe ntchipo kayipaka wakhula wiwa mwereke namusanya mohiwa eeu

### NTCHIPO

Ngiri Ngiri Namusanya venyavo namusanya x2  
Onohwaretheeee veyaro namusanya achier  
Mundawooo venyavo namusanya  
Ngiri ngiri namusanya venuyaro namasanya.



# NTHANO YA M'MAWA YOCHOKERA M'MBAIBULO

## 1. Nthano ya Yobu

Mmodzi	: Padangokhala	All	: Tili tonse
	: Padali bambo wina dzina lake Yobu		: Tili tonse
	: Anali ndi ana komanso chuma chambiri		: Tilitonse
	Patapita masiku Yobu anadwala, chuma		
	Chinatha komanso ana ake anatha		: Tili tonse
	Mkazi wake anamuza Yobu kuti		
	Atukwane Mulung koma Yobe anakana		: Tili tonse
	Kaphuleni mbatata		: Yapsyerera

## Nyimbo

Yobu chuma chake chinatha! Komaa sanaiwale Mulungu.  
Yobu ana ake anatha! Koma sanaiwaleee Mulungu.

### *Chorus*

Yobu m'bale wanga  
Yobu wokondeka koma sanaiwale Mulungu

Be smile Ishmayelo  
Ishmayelo x3 tikondwere anafe  
121 Talalala x2  
121 Ta -----talala x2

## MAGEMU

The smile; smile; smile  
Tikondwere anafe  
Is talalala x2  
Is ta-ta-talalalala x2

22. Chibisaliro chansalu
23. Sewero loyenda mumzere mwana tamanga ku maso
24. Mpira wa miyendo
25. Together about together out x2
26. I'm in Yes, I'm in yes, I'm in yes  
I'm in No!!

# NSANJE DISTRICT

## NYIMBO

### 7. MAIEDE

Maide, maide maide eee maide aemaideccc  
Maide taphunjira kuwerenga eee maide acmaide eee  
Maide taphunjira posi eee maide acmaide eee  
Maide taphunjira pili eee maide acmaide eee  
Maide taphunjira tatu eee maide aemaide eee  
Maide taphunjira nayi ccc maide aemaide eee  
Maide taphunjira shanu eee maide aemaide eee

### 8. CHIGOGODA

Chigogoda chauma chauma udyo, nafuna A  
A gwene anaiwe pa mtima  
Nafuna B – B gwene anaiwe pa mtima,  
Nafuna D- D gwene anaiwe pa mtima,

Nafuna C- C gwene anaiwe pa mtima  
Nafuna E- E gwene anaiwe pa mtima

### 9. PAKUTONA

Takwata muti talemba jogo pya malife  
Takwata mwala mbati ponya bwalo mwa jogo  
Mbate tchotchomila na mwendo mbati gwinya mwala

*Domain* : Physical

*Learning area* : Outdoor

### 10. MBALAME

Mmodzi : Mbalame za dona za  
All : Tselegunde  
Mmodzi : Zadya mpunga  
All : Tselegunde  
Mmodzi : Mpunga wa bwana  
All : Tsekudele  
Tselegunde x2

### 11. APHALE

Aphale na ntchikana oiyaye x3, Mungokhonda phunjila muna ntcherenga  
Aphale sukulu yadidi oie eye, Aphale munaja mueleli oie eye

## 12. UKU KUJULU

- Mmodzi : Ukokujulu  
All : Uko kujulu zamadenga  
Mmodzi : Kuna Mulungu  
All : Kuna Mulungu zamadenga  
Mmodzi : Uko kuphili  
All : Uko kuphili zamadenga  
Mmodzi : Kuna Mulungu  
All : Kuna Mulungu zamadenga  
Mmodzi : Kuna miti  
All : Kuna miti zamadenga  
Mmodzi : Kuna Mulungu  
All : Kuna Mulungu zamadenga  
Mmodzi : Apa patchi  
All : Pana anthu zamadenga  
Mmodzi : Kuna Mulungu  
All : Kuna Mulungu zamadenga

*Chorus*

Mai mai zamadenga x3

## MAGEMU

### 4. NYANGA

- Mmodzi : Nyanga x3  
All : Nyanga  
Mmodzi : Nyanga ng'ombe .....  
All : Nyanga  
Mmodzi : Nyanga ya galu,  
All : Nyanga  
Mmodzi : Nyanga ya mbuzi

### 5. PA PA PA

Pa pa pa – Lero wadya mazai angasi - anayi  
Ine wasiyila angasi – awiri  
Jongololo kwiyo kwiyo kwiyo

### 6. TIMBAKWATA

Timbakwata miyala timbaikha pa njenje, timbayimba kuponya mwala julu mbiti  
Agampha mbiti –  
Imba nyimba ndayenda kumunda ndapeza mbalame yofila mulomo.

*Domain* : Physical

*Learning area* : Outdoor



# MZIMBA AND NKHATABAY

## Tumbuka and Tonga Songs

### 16. SONO TIWERENGE

Sono tiwerenge takaryenge nsima x2  
Kula kukaya tikaryenge nsima x2  
Nsima, nsima ya pa ntchunga kunowa  
Nsima, nsima ya pa ntchuna kunowa.

### 17. ZGAMA ZGAMA

Mmodzi : Zgama, Zgama  
All : Yelerelere zgama x2  
Mmodzi : Zgama kunowa  
All : Yelerelere zgama  
Mmodzi : Zikunowera mchere  
All : Yelerelere zgama  
Mmodzi : Mchere wotchezeka  
All : Yelerelere zgama  
Mmodzi : Wundani  
Kuti waaaa kuti waaa x4

### 18. LINGU LINGU

Lingu – Lingu x2  
Walingula x 2  
Ine Lingu  
Walingula *as many as you can*

### 19. ECD

Mmodzi : ECD, ECD  
Onse : ECD, ECD, ECD  
: Yelere ECD x3  
: Yelere ECD iiiii yelere ECD

Tivinepo tivinepo  
Tivinepo tivinepo tivinepo  
Yelere tivinepo Yelere tivinepo

### 20. KATUNDULU

Zenga mnthowa titi mbulanda  
As many as you can its like Ogode

## 21. ECD – ECD

### ECD X2

- One : We can Stand
- All : We can stand
- One : 24 hours
- All : 24 hours
- One : No food
- All : No food
- One : No Water
- All : No water
- One : Not mamalala x 2
- All : Not mamalala
- One : Not wedewede x2

## 22. LUNDI LUNDI

Lundi, Lundi as many as you can  
Kamtorere Lundi

## 23. NG'OMBE

Ng'ombe, ng'ombe  
Waiona ikwenda ng'ombe  
Waiona moooooooooo  
Mbuzi - Meceeee waiona ikwenda ng'ombe

## 24. MWATIONA

Mwationa tonse x 2  
Eee tipenja kuvina x2  
Aviniyepo, aviniyepo mwana aziwa chaa aziwa chaakuvina

## 25. KALULU

- (c) Kalulu mzenje x2  
Wagona x2  
Ise tayuka awona tivina x 2
- (d) Kalulu mzenje x2

Wagona  
Ise tayuka awona tiyenda

## 26. NJUCHIZO

Mmodzi : Juchizo x 2  
Mmodzi : Ayiyayaye zandiluma  
Mmodzi : Zikoti apa  
          Zitati apa                   Zandiluma  
          Zikati apa  
          Sendere Sendere heee  
          Ayiyayaye zandiluma

## 27. UKASI

Mmodzi : Ukasi – Ukasi x 2  
          Wandikutha x2  
          Kotu kotu  
          Kotu kotu  
          Kotu kotu

## 28. ABULU

Abulu ee lusungu tanyinu  
Viye eee  
Atondeka kuwrenga nanga ndi a e i o u

## 29. ICHI NTCHICHI

Ichi ntchichi mwawana  
a a  
e e  
i i Werezgani kawiri  
o o  
u u

## 30. THITHI

Mmodzi : Thithi ka thithi  
Onse : Kamba ka thithi  
ndatuliya pa mzimba  
Kamba ka thithi.

## MAGEMU

### 4. MLAKITO

Mmodzi : Mlakito  
Onse : Nyerete  
Mmodzi : Mukopachi  
Onse : Nkhalamu  
Mmodzi : Zilinkhu  
Onse : Izo

### 5. SIERERA

Sierera Sierera  
*One should kneel down with object on the head then  
other on a circle moving near her/him Sierera*



# ZOMBA GROUP – NYIMBO

## 1. KUYENDA KWA NYERERE

Age: 3 – 5 years

Aim : Yolandilira ana pa CBCC  
: Kutakasula minyewa ikulu ikulu ya wana  
: Kuphunzitsa wana kudziwa maina anyama

Mmodzi : Kuyenda kwa nyerere x 2 Kuyenda ndidodoma

Onse : Kuyenda ndi Dodoma

Mmodzi : Kuyenda kwa nyerere x 2 kuyenda ndi Dodoma

Onse : Kuyenda ndi Dodoma

### *Chorus*

Kuyenda ndi Dodoma x 2

Mmodzi : Kuyenda ndi Dodoma

Onse : Kuyenda ndi Dodoma x 2

Onse : Kuyenda ndi Dodoma

## 2. KAMBALAME KAMALIRA

Age : 4 – 5 years

Aim : Kuphunzitsa mwana kudziwa zachilengedwe  
: Kuphunzira kuwerenga manambala 1 – 5

Mmodzi : Kambalame kamalira mumtengo x 2

Onse : Mumtengo!

Mmodzi : Kambalame kamalira mumtengo x 2

Onse : Mumtengo

### *Chorus*

Kambalame kamalira mumtengo

Onse : Oh!! Kamalira mumtengo

Mmodzi : Oh!! Kamalira 12345 x 2

Onse : Mumtengo

## NYIMBO

### 3. ZIWALO ZANGA

Age : 3 – 5 years

Aim : Kuphunzitsa ana ziwalo za thupi

: Kutakasula minyewa ya ing'ono ndi ya ikulu

: Kudziwa ziwalo chiyankhulo cha chizungu

Mmodzi : My Head x 2  
Onse : My head ndi mutu wanga x 2

*Chorus*

My head ndi mutu x 2  
Onse : Ayeee!  
Mmodzi : My head ndi mutuu!  
Onse : Wangaaaa!

Mmodzi : My eye x 2  
Onse : My eye ndi diso langa x 2

*Chorus*

Leader : Eye ndi dosoo!  
All : Ayecce  
Leader : My eye ndi doso  
All : Langaaa!!  
Mmodzi : My mouth x 2  
Onse : My mouth ndi kamwa yanga

*Chorus*

Leader : My mouth ndi kamwa  
All : Ayeeee!  
Leader : My mouth ndi kamwa  
All : Yangaaa!

#### 4. TISEWERE PAMODZI

Age : 3 – 5 years  
Aim : Kuphunzitsa ana kukhalira limodzi  
: Kutakasuka ana minyewa ikulu- ikulu

Mmodzi : Tisewere pamodzi tikondane x 2  
Onse : Tisewere pamodzi tikondane  
Mmodzi : Tisewere pamodzi tikondane x 2

*Chorus*

Onse : Iwe! Ndi ine  
Mmodzi : Ndichako ndi changa x 2  
Onse : Tisewere pamodzi tikondane

## 5. NGATI MULI OKONDWA

Aim : Kutakasula minyewa ing'ono ing'ono ndi ya ikulu

Mmodzi : Ngati muli okondwa ombani manja x 2

Onse : Phwaaa! (kuomba manja kawiri)

Mmodzi : Ngati muli okondwa nenani Amen x 2

Onse : Amen

Mmodzi : Ngati muli okondwa sekelerani x 2

Onse : Hee! Hee!

Mmodzi : Ngati muli okondwa dumphani x 2

Onse : (Kudumpha kawiri)

Mmodzi : Ngati muli okondwa mufuna kusonyeza

Onse : Ngati muli okondwa nenani Amen!

Onse : Amen

## NTHANO 1

### SAMSON ATHA NKANGO

Age : 3 – 5 years

Aim : Kuphunzitsa ana kukula munzeru  
: Kuthandiza ana kudziwa nkhani za Baibulo  
: Kutakasula minyewa ing'ono-ing'ono

Woyambitsa : Samson apha mkango

## NTHANO

Mmodzi : Padangokhala

Onse : Tiritonse

Mmodzi : Padali munthu wina dzina lake Samson

Onse : Tiri tonse

Mmodzi : Samson adali munthu wamphamvu  
kwambiri

Onse : Tiri tonse

Mmodzi : Tsiku lina Samson adali paulendo pamodzi  
ndi makolo ake

Onse : Ali munjira Samson adapambuka pa thengo

Mmodzi : Tiri tonse

Onse : Pathengopo adakumana ndi mkango ndipo  
mkango udafuna kumudya koma Samson  
adangwira kukamwa naukhadzula



Onse : Wuuuu! Khadzu  
 Mmodzi : Zitatero adapitiriza ulendo koma sadaudze  
 makolo ake chomwe chidachitikacho  
 Ones : Tiri tonse  
 Mmodzi : Pobwerera Samson adapambuka pathengo  
 pomwe adapha mkango uja, napeza  
 nkamwa mwa mkango muli uchi naufuula  
 uchiwo nadya iye pamodzi ndi makolo ake  
 Mmodzi : Kandiphulireni mbatata zanga  
 Onse : Zapselera

## NTHANO 2

### 1. MITUNDU YA NYAMA

Age : 3 – 5 years  
 Aim : Kuphunzitsa ana kudziwa zinthu zachilengedwe  
 : Kuphunzitsa ana kukhala wochenjera

Oyambitsa : Mitundu ya nyama

## NTHANO

Mmodzi : Padangokhala  
 Onse : Tiri tonse  
 Mmodzi : Padali nyama zakuthengo  
 Onse : Tiri tonse  
 Mmodzi : Nyamadzi maina ake ndi monga Kalulu, Njovu, Mkango ndi zina  
 Onse : Tiri tonse  
 Mmodzi : Nyamadzi zidaganiza zokumba chitsime  
 Onse : Tiri tonse  
 Mmodzi : Nyamazi zidapanga lamulo loti wosakumba asamwe  
 Onse : Tiri tonse  
 Mmodzi : Nyamazo zidasankha mkango kukhala mfumu yawo.  
 ndipo zinapita kukakumba chitsimecho nyama zonse  
 Onse : Tiri tonse  
 Mmodzi : Koma kalulu sadapite nawo ati iye ndi wochenjera  
 ndipo nyama zidasankha njovu kukhala mulonda pachitsimepo  
 Onse : Tiri tonse  
 Mmodzi : Ndipo kalulu, tsiku lina ludzu lidamuwawa nafuna  
 kumwa madzi ndipo adaganiza zopita kuchitsimecho uku  
 atatenga nthochi.  
 Onse : Tiri tonse  
 Mmodzi : Koma njovu itawona nthochiyo njala idamuwawa  
 namuuzza kalulu kuti amugaire nthochiyo ndipo kalulu amati  
 pafunika tisithane kuti inenso ndimwe nawo madzi ndipo  
 Zidatero  
 Onse : Tiri tonse  
 Mmodzi : Kandiphulireni mbatata  
 Onse : Zapselera

## NTHANO

### 3. PEMPHERO

Age : 3 – 5 years

Aim : Kuthandizira ana kukula muuzimu  
: Kuphunzitsa ana kukhala opemphera nthawi zonse.  
Oyambitsa : Pemphero

## NTHANO

Mmodzi : Padangokhala

Onse : Tiri tonse

Mmodzi : Padali ana atatu maina awo ndi Pemphero, Wyson ndi Esther .

Onse : Tiri tonse

Mmodzi : Pemphero amakonda kupemphera koma Wyson ndi Esther  
Samapemphera

Onse : Tiri tonse

Mmodzi : Tsiku lina Pemphero ali panjira adakumana ndi anthu  
Achiwembu nafuna kumupha

Onse : Tiri tonse

Mmodzi : Koma Pemphero adaudza anthuwo kuti amuleke agwade pansi

Onse : Tiri tonse

Mmodzi ndipo iye adayamba kupemphera ndipo anthu anja atamva izi  
anaganiza zomusiya Pemphero osamupha

Onse : Tiri tonse

Mmodzi : Atamusiya Pemphero anayamba ulendo wobwerera kwawo

Onse : Tiri tonse

Mmodzi : Kandiphulireni mbatata yanga

Onse : Yapsrera

## NTHANO

### 5. CHIKANGAUDE

Age : 4 – 5 years

Aim : Kawaphunzitsa ana kukhala omvera  
: Kuphunzitsa ana kudziwa za chikhalidwe

Oyambitsa : Chingaude

## NTHANO

Mmodzi : Padangokhala

Onse : Tiri tonse

Mmodzi : Panali munthu wina dzina lake chikangaude

Onse : Tiri tonse

Mmodzi : Tsiku line anafika pakhomo pena napezapo ana awiri

Onse : Tiri tonse

Mmodzi : Chikangaude anaudza ana aja kuti atulutse katundu yense  
 wa nyumbamo kuti amupatse iye adzimangirira ndi kumavina  
 Onse : Tiri tonse  
 Mmodzi : Ndipo ana aja anatenga katundu namupatsa chikangaude  
 iye navina pakhomopo.  
 Onse : Tiri tonse  
 Mmodzi : Chikangaude anawautsa ana anja kuti abwerezense  
 Kumupatsa katunduyo  
 Onse : Tiri tonse  
 Mmodzi : Atamupatsa katunduyo chikangaude adathawa naye  
 Onse : Tiri tonse  
 Mmodzi : Makolo awo pobwera anapeza katundu nawo wanyumba palibe  
 Onse : Tiri tonse  
 Mmodzi : Kandiphulileni mbatata yanga  
 Onse : Yapselera

## GAME

### 1. ANKHANDWE

Age : 4-5 years  
 Aim : Kuphunzitsa ana kudziwa nthawi  
 : Kutakasula mnyewa ikulu-ikulu

Mmodzi : Ankhandwe  
 Onse : Ankhandwe nthawi iri bwanji?  
 Mmodzi : 6:00 m'mawa  
 Onse : Ankhandwe nthawi iri bwanji?  
 Mmodzi : 7:00 m'mawa  
 Onse : Ankhandwe nthawi iri bwanji?  
 Mmodzi : 12:00 masana  
 Onse : Nkhandwe igwire chakudya

### 3. KUGWETSA

Age : 4 - 5 years  
 Aim : Kuphunzitsa mwana kutakasula munyewa ikulu-ikulu  
 : Kulimbitsa ubale wa ana

Mmodzi : Kugwetsa x 2  
 Onse : Kugwetsa x 2  
 Mmodzi : Ndikufuna ndikagwese x 2  
 Onse : Ndikufuna ndikagwese  
 Mmodzi : Kasalu kanga yaka

### 2. SIPO-SIPOSI

Age : 4-5 years  
 Aim : Kuphunzitsa mwana kukula munzeru  
 : Kuthandiza ana kukhala pa  
 ubale wina ndi nzake

Mmodzi : Sipo-siposi x 2  
 Onse : Zakaliya  
 Mmodzi : Sipo-siposi  
 Onse : Zakaliya  
 Mmodzi : Ndimafuna wanga  
 Onse : Zakaliya  
 Mmodzi : Wosuka mbale ndi mapoti womwe  
 Onse : Zakaliya  
 Mmodzi : Pamwezi kalo  
 Onse : Zakaliya  
 Mmodzi : E!! zuka tiyende  
 Onse : Zakaliya



Onse : Kasalu kanga yaka  
Mmodzi : Kumbuyo kwa kamwana  
Onse : Kumbuyo kwa kamwana  
Onse awiri kuthamangitsana mosemphana  
Ndi kukangamirana malo amodzi

## MANGOCHI/MACHINGA NYIMBO

### 7. MBWAJI JACHENI JILIRE MATEMBA

Mbwaji jacheni jilire matemba x 2  
Tujikale palutumbo naga jilire matemba x 2  
Shegu matemba agoooo!!!! x 2

### 8. MANGINA

Mangina x 2  
Mkamulane eee mangina  
Mkutulane eee mangina  
Mkamulane ya-ya-ya mkamulane eee mangina  
Mkamulane ya-ya-ya mkamulane eee mangina

### 9. SINGILIKITI

Singilikiti x 2 ya-ya-ya x 2  
Kwapi mkuja?  
Kutola singilikiti jakupita nchibwatira  
Bwati, ndogandoga ndoga-ndoga bwati x 2  
Kaulugo ateleche bwati

### 10. A MERY KWENDE MANYANE

A mery kwende Manyane x 2  
Anganga akundekasya, kusukulu nkasinyaula,  
Nambo kwende tukatwe x 2

A Joni kwende manyane x 2  
Anganga akundekasya, kusukulu n'kasin'jaula  
Nambo kutega ulimbo x 2

## 11. CHIBELEMUDA

Chibelemuda x 2  
Ece changanga  
Ece chibelemuda  
Ece changanga

## 12. ANGALI

Angali x 2  
Kwende kuchaka x 2  
Angali x 2  
Kwende kuchaka x 2  
Angali, yatesile angali x 2  
Angali, kukwera pa njinga  
Ece angali agwire

## GAMES

### 6. BIKOKO: KUGWILA CHINGWE ANTHU AWIRI, ENA NDIKUMADUMPHA

### 7. CHAMPION GAME: KUYALA MITENGO PANZI NDIKUMADUMPHA

### 8. KUTOLA NAMBALA YOMWE YATCHULIDWA PA NTHAWIYO

### 9. KAJUWA-JUWA/NDOTO ASAGULE

### 10. LINGU

Lingu x 2  
Nalingule  
Lingu x 2  
Nalingule  
Lingu Nalingule  
Lingu Nalingule

## NTCHEU GROUP – NYIMBO

### 7. MZAMA

Age : 4 – 5 years  
Mmodzi : Mzama x2  
Onse : e!e!e!e! Mzama  
Mmodzi : Mzama kuchita kudula  
Eeeee Mzama  
Onse : Ngati mtedza wa mbeu  
Eeeee Mzama  
Chorus : Khutchula kuti waaa x 5  
Eeeee Mzama

## 8. FOLLOW THE LEADER

Age : 4 – 5 years  
Leader : Follow x 3  
All : Follow the leader x 3  
Chorus : I jump, jump, I jump  
          I walk, I walk, I walk  
          I dance x 3  
          I ran x 3  
          I sit x 3  
          I stand x 3

## 9. CHINKHUKU CHANGACHI

Age : 3 – 5 years  
Mmodzi : Chinkhuku changachi  
Onse : A eee chosunga wana  
Mmodzi : Chinkhuku changachi  
Onse : A eee chokondweretsa wana  
Chorus : Chikadzati phi, phi, phi  
          Chikadzati palasu, palasu, njo!  
          A eee cholera wana

## 10. CHINANGWA CHANGA

Age : 4 – 5 years  
Mmodzi : Chinangwa  
Onse : Chinangwa changa ndinayika mlichero ndapeza palibe  
          wanditengera khoswe

*Chorus*

Khoswe x 3  
Wantengera khoswe

## 11. BWAMPINI

Age : 3 – 5 years  
Mmodzi : Bwampii, Bwampini x 2  
Onse : Amatukula matakō  
Mmodzi : Amaba chimanga x 2  
Onse : Mumugayire chimodzi

*Chorus*

Bini, Bini  
Thako, thako



## 12. AIKA NKHWANGWA PA TEBULO

- Age : 4 – 5 years (1 Ngoma style)
- Mmodzi : Aika nkhwangwa pa tebulo  
Onse : Aika nkhwangwa pa tebulo a!e!e  
Mmodzi : Aika nkhwangwa pa tebulo  
Onse : Yawatema wena, yatema x 3  
Aika nkhwangwa pa tebulo a cee x 3

## DOWA/NTCHISI – NYIMBO

### 11. KAYERA KAYERA

- Mmodzi : Kayera kayera aa  
Onse : Ali mbale katapemooo  
Ali kwa amake A, A Katapemo  
Ali kwa make A, A Katapemo  
Ali m'mbale kayera, ali mbale Kayera  
*Continue with all alphabetic letters*

*Learning Areas:* Book or Reading Area

*Domains:* Physical, Language, Social

### 12. ALOWE A

- Mmodzi : Alowe A  
Onse : Eee Alowe x 2  
Mmodzi : Amavina  
Onse : Eeee A alowe

*Learning Area:* Books or Reading Area

*Development Domain:* Language, Physical

### 13. THELERE LANGA

- Mmodzi : Owo thelere langa  
Onse : Ndaliona lili kundevu x 2  
Mmodzi : Sujaa  
Onse : Suja m'mati simkudya thelere  
Eee ndaliona lilikundevu x 2  
Mmodzi : Owo chisoso change  
Onse : Ndachiona chili kundevu x 2  
Mmodzi : Suja m'mati  
Onse : Suja m'mati msikudya chisoso  
Ndachiona chili kundevu  
*Continue with all local vegetables*

*Learning Area:* Nature Area

*Development Domain:* Cognitive, Language, physical, social

## 14. MBALAME ZIMAUUKA

- Onse : Mbalame zimaulukaa  
Zimaulukaa, Zimaulukaaa  
Mbalame zimaulukaaa aa  
Kutamanda Ambuye
- Onse : Mitengoo, mitengo imagwedezeka  
Imagwedezeka  
Mitengo imagwedezeka kutama Ambuye
- Anafe : Anafe timawomba m'manja, timawomba m'manja  
Timawomba m'manja.  
Anafe timawomba m'manja kutamanda Ambuye

*Learning Area:* Spiritual Area

*Development Domain:* Social, Language, Cognitive, Approaches towards learning

## 15. KALULU MSAMAYENDENAYE M'THENGO

- Mmodzi : Kalulu m'samayende naye  
Mithengo kalulu ngwabodza!
- Onse : Kalulu msamayende m'thengo  
Kalulu ngwabodza x 2

*Chorus*

- Mmodzi : Owo kalulu  
Onse : Mchitsamba  
Mmodzi : Nesa  
Onse : Adamthyola mwendo x 4

*Learning Area:* Nature Area: Dramatic Area

*Development Domain:* Physical, Social and Emotional, Moral, Approaches towards learning.

## 16. SATO ILI KUBWERA LERO KUMOWA

- Mmodzi : Nsato oo  
Onse : Ili kubwera lero kumowa x 2

*Chorus*

- Mmodzi : Mwana wanga  
Onse : Mmmmmmm  
Mmodzi : Woyera  
Onse : Mmmmmmm  
Mmodzi : Ngati nsato  
Onse : Mmmmmmm  
Mmodzi : Nsato ooo  
Onse : Ili kubwera lero kumowa  
*Back to chorus*

*Learning Area:* Nature : Dramatic Area

*Development:* Social and Emotional, physical, Cognitive

## 17. ANYAMATA NDI WOCHENJERA

Atsikana	:	Anyamata, anyamata ngochenjera aaa
Anyamata	:	Bodza aaaa
Atsikana	:	Atidyera, atidyera nsima yathu
Anyamata	:	Bodza
Atsikana	:	Nsima yathu, Nsimba yathu yophika tokha
Anyamata	:	Nsima yathu, Nsimba yathu yophika tokha
Anyamata	:	Bodza
Anyamata	:	Atsikana, atsikana bodza mulekee
Atsikana	:	Indecc
Anyamata	:	Nsimba yanu, Nsima yanu mwadya nokha
Atsikana	:	Indecc
Anyamata	:	Ndiwo muziti, ndiwo muziti ndi anyamata
Atsikana	:	Indec

*Learning Area:* Music Area

*Development Domains:* Language, Physical

## 18. LOWEZA MULAMU

Mmodzi	:	Lowedza Mulamuuu
Onse	:	Lowedza aye Lowedza x 2
Mmodzi	:	Nsima naphika
Onse	:	Loweruka aye Lowedza
Mmodzi	:	Ndiwo mtolirooo
Onse	:	Lowedza aye Lowedza
Mmodzi	:	Mtoliro kukoma
Onse	:	Lowedza aye Lowedza

*Chorus*

Mmodzi	:	Bekeshu, Bekeshu
Onse	:	Bekeshu x 2
Mmodzi	:	Wakutuma ndani?
Onse	:	Bekeshu
Mmodzi	:	Kuti ubekeshule
Onse	:	Bekeshu
Mmodzi	:	Mwana wachipongwe
Onse	:	Bekeshu
Mmodzi	:	Wadzadzitsa mchere
Onse	:	Bekeshu
Mmodzi	:	Pamodzi ndi tsabola
Onse	:	Bekeshu
Mmodzi	:	Bekeshu, Bekeshu
Onse	:	Bekeshu

*Learning Area:* Nature

*Development Domain:* Physical Moral



## 19. GONA MARIA

Mmodzi : Gona Maria, Gona maria  
Onse : Aye, aye gona maria x 2  
Mmodzi : Ndigona chotele gona maria  
Aye aye  
Pena chotele gona maria aye aye  
Ndigona ndigona ahaaa aye aye gona maria

*Learning Area:* Dramatic Area

*Development Domain:* Physical Approaches towards learning.

## 20. LONDON BRIDGE IS FALLING DOWN

London bridge is falling down,  
Falling down, falling down,  
London bridge is falling down  
And my fair is ready.  
My fair ready, ready, ready,  
My fair ready, ready,  
My fair ready.

## GAMES

### 5. TABWERA KUTOLA MTEDZA

#### *Group 1*

Tabwera kutola mtedza, kutola mtedza,  
Kutola mtedza  
Tabwera kutola mtedza patsiku lachisanu

#### *Group 2*

Mudzatola yani yani yani  
Mudzatola yani patsiku lachisanu

#### *Group 1*

Tidzatola Mada, mada, mada  
Tidzatola Mada, patsiku lachisanu

#### *Group 2*

Akokane ndi yani ndi yani ndiyani  
Akokane ndi yani patsiku lachisanu

#### *Group 1*

Akokane ndi Joni ndi Joni ndi Joni  
Akokane ndi Joni patsiku lachisanu  
Onse : Ayambe kukokana, kukokana, kukokana  
Ayambe kukokana, kukokana, patsiku lachisanu

Mmodzi : Moto, wayaka, wazima, go

Loosing Group: Mayo mayo mayo mayo mayo  
Mayo mayo mayo mayo mayo

Winning Group: Mwadya phutsi, mwadya phutsi,  
Mwadya phutsi, mwadya phutsi  
Patsiku lachisanu

*Learning Area:* Nature

*Development Domain:* Physical, Social and Emotional

## 6. FRY, FRY

Mmodzi : Fry Fry  
Onse : My Jingle Fry

Mmodzi : Fry Fry  
Onse : My Jingle Fry

Mmodzi : Mbalame ziwuluka  
Ndege ziwuluka  
Anthu awuluka

*Learning Area:* Imaginative Area

*Development Domain:* Physical Cognitive

## 7. KACHERE

Mmodzi : Kachere  
Onse : Sanapse x 3  
Mmodzi : Kachere  
Onse : Wapsa

*Learning Area:* Nature Area

*Development Domain:* Cognitive, Approaches towards learning, moral.

## 8. CHIMBWANDALALA

Mmodzi : Chibwandalala, Chibwandalala  
Onse : Aye Chibwandalala  
Onse : Chibwandalala chibwandalala  
Chibwandalala aye chibwandalala

## NTHANO

### 2. ANGULA NDENDE

- Mmodzi : Panangokhala  
Onse : Tili tonse x 2  
Mmodzi : Padali padali  
Onse : Tili tonse  
Mmodzi : Panali Amayi  
Onse : Tilitonse  
Mmodzi : Amayi anambeleka mwana wawo kupita kumunda kukatchola mondokwa  
Onse : Tilitonse  
Mmodzi : Potchola mondokwa amayi anagoncka mwana pamzere  
Onse : Tilitonse  
Mmodzi : Pomaliza amayi anayiwala mwana pamzere, iwo mkumapita kunyumba  
Onse : Tilitonse  
Mmodzi : Apusi anampeza mwana uja ndi mkumtenga  
Onse : Tilitonse  
Mmodzi : Apusi aja anamsemera kalimba mwana uja ndiye amayimba  
Onse : Tilitonse

## NYIMBO

- Onse : Nangula ndende, nangula ndee mayi wanga nangula ndende  
Onse : Nangula ndende x2  
Mmodzi : Anyani aja anafika ndi mwana kumudzi (Akuyimbabe)  
Onse : Tilitonse  
Mmodzi : Anyani (Apusi) analamula makolo a mwana kuti apereke nkhekwe yachimanga

*Learning Area:* Nature Area, Music Area

*Development Domain:* Physical, Social and Emotional

## NTHANO

### 3. MEMEME M'BUSHA WATHU

- Mmodzi :Panangokhala  
Onse :Tilitonse x 2  
Mmodzi :Panali ana a zaka 5  
Onse :Tilitonse  
Mmodzi :Mwana wina samapita ku sukulu, amakakusa mbuzi  
Onse :Tilitonse  
Mmodzi :Ali kokusa mbuzi anaona maye mumtengo  
Onse :Tilitonse  
Mmodzi :Mwana uja anakwera mumtengo



Onse :Tilitonse

Mmodzi :Mwana uja anagwa ndi kuthyola msana

Onse :Tilitonse

Mmodzi :Mbuzi zitaona, zinanyamuka ndi kumayimba

Chorus

Mmodzi :Mememe m'busa wanga ine

Onse :Memememe

Mmodzi :Amati akwere mwamba

Onse :Memememe

Mmodzi :Kukathyola zitsapo

Onse :Memememe

Mmodzi :Mbuzi zija zinakafika kumudzi zikuyimba mpaka mudzi onse unazilondola

Onse :Memememe

Mmodzi :Atafika anapeza mwana uja atafa

Onse :Tilitonse

Mmodzi :Mbuzi zija zinakakamira kunyamula maliro

Onse :Tilitonse

Mmodzi :Mbuzi zija zinakayika maliro Nthano yathera panopa

Onse : Tili tonse

Learning Area: *Nature area, Imaginative and music area.*

Development Domain: *Cognitive moral, Social*

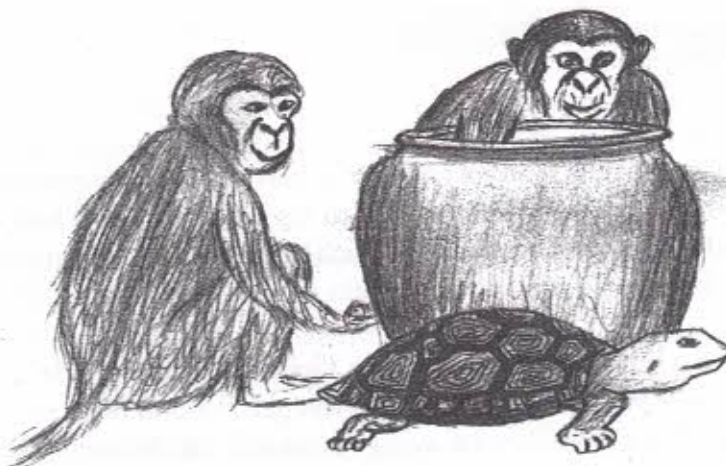
# THE FRIENDSHIP BETWEEN TORTOISE AND MONKEY

Re-told by: *DBV Phiri, from Nkhata-bay*

**Nthanu nthanu mukuti mukuti asala nyanda. Nthanu buli boza buli**

Kalikali munkhweli ndi fuwu angukolana ubwezi. Zuba linyaki mukhweli wangudana mubwezi waki fuwu kuti akachezi kunyumba kwaki. Zuba laphanganu lati lakwana, Fuwu wa ngusoka kuya kunyumba kwamubwezi waki munkhweli. Munkhweli ndi muwoli waki angumulonde umampha limu Fuwu. Muwoli wakumunkhweli angu bika chakulya kuti walyiyi pamoza ndi mubwezi wawu Fuwu. Nyengu yakulyiya yati yakwana, Munkhweli wangumudana Fuwu kuti balyi chakulyacho. Kwene suzgu yenga yakuti, muwoli wa kumunkhweli wanguwika chakulyacho mumumphika utali ndipu Fuwu watondekanga kuti wato chakulyacho. Fuwu wangwese munu ndimunu kunyanyamiya kweni wangutondeka kulya chakulyacho. Munkhweli ndimuwoli waki kuti wanguleka chakulya chakulya cho mpaka chosi chingumala. Fuwu wanguwele kwaki ndi nja

Pachiduduzi 1 (picture 1) Munkhweli ndimuwoli waki watulya ndipu mubwezi wawu fuwu watondeka kulya ndipu wawele kwaki.



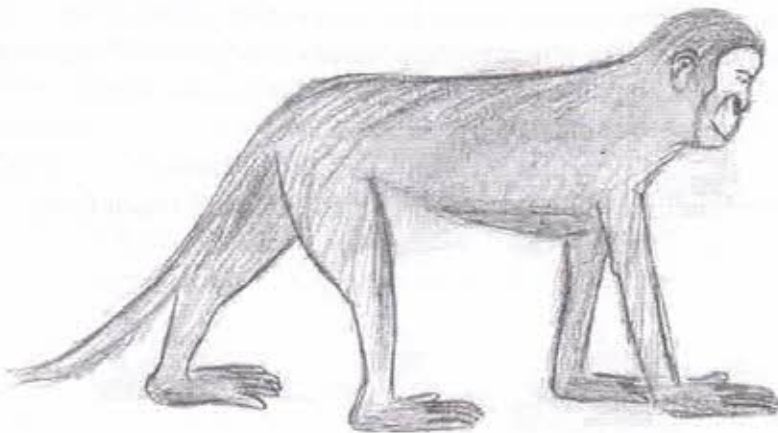
*Fuwu wanguluta kwaki wachitima.*

Pati paka mazuwa ngamanavi, Fuwu nayu wangunozgeka kudana mubwezi waki Munkhweli kuti bakachezgepu. Muwoli waku Fuwu wangunogza chakulya kuti walyeyi umoza ndimubwezi wawu Munkhweli. Nyengu yakulya yati yakwana, Fuwa wangupempha mubwezi waki munkhweli kuti wakasambi mumanja kumusinji kuti walya chakulya. Ndimankhalu, munkhweli waguchimbiriya kumusinji kwachisamba mumanja. Kweni kwachitima munkhweli wangwendemanja pakuwele kunyumba ndipu mumanja mwaki mungufipa wachifika kuchakulya.



*Fuwu ndimuwoli waki watulya ndipu munkweli wamusamba m'manja*

Mubweziwaki Fuwu wangumunene Munkhweli kuti wakasambiso mumanja pakuti mungufipa. Fuwu ndimuwoliwaki wangulutiliya kulya chakulyacho mubwezi wawu Munkhweli wawelenga kumusinji kwachisamba. Fuwu nayu ndimuwoli waki wangulya chakulya chosi ndipu Munkhweli wanguwele kwawu ndinja.



*Munkhweli warwele kwaki ndinja.*

In the story Baboon is mean to tortoise. He puts food in a tall pot so tortoise couldn't reach and tortoise went to his home hungry. When tortoise invited Baboon to his house, he asked him to go and wash his hands at the river before he could start eating. Each time he went, he returned with dirty hands and so he had to go back to wash again and a gain until tortoise finished all the food with his wife.

The story is meant to teach children that selfishness does not help. Goodwill begets goodwill, selfishness begets selfishness. The measure you give is the measure you get. Baboon behaved selfishly towards his friend tortoise and his friend Tortoise avenged himself. In the end both of them did not enjoy their friendship as well as they would.

## THE RACING CONTEST TO MARRY THE CHIEF'S DAUGHTER

*Pandangokhala! Tiri tonse*

Kalekale padali amfumu ndipo anali ndimwana wokongola kwambiri. Nthawi yoti mwana yo akwatiwe itakifika, atate ake ana lengeza zampikisano wo thamanga ndicholinga choti apeze munthu woti akwatire mwana wawo. Munthu wopambana anayenera kuthamanga kwambiri kuposa ena koma osatulusa thukuta. Kalulu ndi Fulu analowa mawo mpikisanowo.



Tsiku lothamanga litafika, mpikisano unayamba ndipo Kalulu anathamanga msanga ndipo anamupambana Fulu uja. Koma tsoka ilo, chifukwa chothamanga msanga Kalulu anafika kumapeto kwaliwiro alithukuta kamukamu. Choncho sanathe kukwatila mwana wamfuu uja.

Fulu anayetsetsa kuthamanga mpaka naye anamaliza liwiro lake. Angakhale Fulu anamaliza liwiro lake mochedwa, kuyerekeza ndi Kalulu, Fulu anapambana mpikisanowo chifukwa analibe thukuta.

Nthanoyi ikutiphunzitsa kuti kuthamanga sikufika koma tikafuna kupambana pachirichonse ife tichita, tichichite bwino bwino osathamangira kuwopa kulakwisa.

**Summary:**

The story is about the racing contest in order to marry the chief's daughter. The winner had to run very fast but...no sweat. Hare and tortoise joined the contest. Hare arrived at the finishing line first but couldn't marry the girl because he sweated.

**Moral:**

The story is meant to teach children to follow instructions in order for them to win and that they need to be slow but sure.

## KALULU NDI MUNYAPA

Padali Kalulu ndi Munyapa.

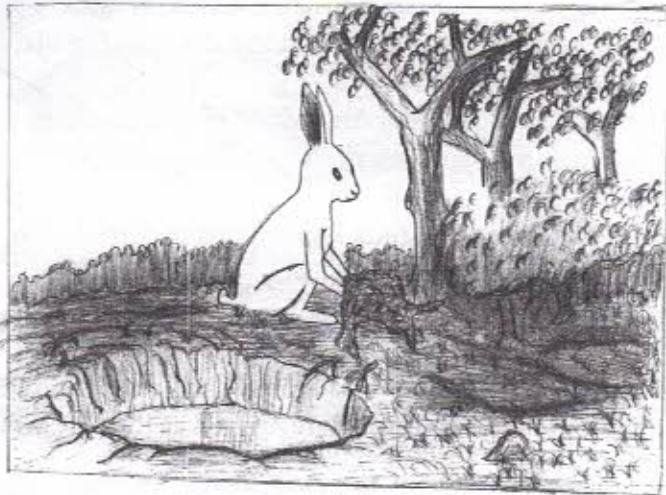
Munyapa ndi Kalulu adapita kumunda kuka kumba nzama. Ndipo atamaliza kukumba nzama zija a nazibweretsa nkuziphika. Ataziphika, kalulu anamusanzika munyapa kuti ndi kupita kudambo ndikukatunga madzi, ndipo ali kudambo kuja, kalulu anavula chikopa chake ndipo anasiya chikopa chake poteropo nkuthamangira kunyumba kunali munyapa kuja nkuyamba kuyimba nyimbo.

Munyapa thawa !thawa kanyama kosenda.

Ndipo munyapa uja anathawadi.

Kalulu anazikhalira nzama zija nkuyamba kuzidya yekha. Atamaliza kudya nzama zija anabwerera kunsinje nkukabvalanso chikopa chake chija. Kalulu anachenjerera munyapa matsiku angapo. Ndipo tsiku lina mnzake wa kalulu anamuza munyapa kuti kanyama

kamazadya nzama kaja ndi kalulu ,amavula chikopa chake nkuchisiya kunsinje kuja.



*kalulu akubvula chikopa nkuchiponya poteropo.*

Ndiye tsikulina kalulu mwachizolowezi anamsanzikanso munyapa kuti wakatunga madzi ndicholinga choti adzadyenso nzama zija yekha. Kalulu adapita kudambo kuja ndipo munyapa anamutsatira pambuyo nkumubisalira. Kalulu anabvulansochikopa chake chija nkuchisiya poteropo ndipo munyapa anatola chikopa chija nkupita nacho kunyumbakuja .Kalulu anadya nzama zija mosabvuta ndipo pobwerera kudambokuja, anapeza chikopa chake palibe pomwe iye anachisiya. Kalulu ana yesesa kufuna chikopa koma sanachipeze. Kalulu anabwerera kunyumba ndipo anapeza munyapa atakhala poterepo ndi chikopa chake m'manja. Choncho kalulu anachita manyazi ndipo anathawila kutchire.

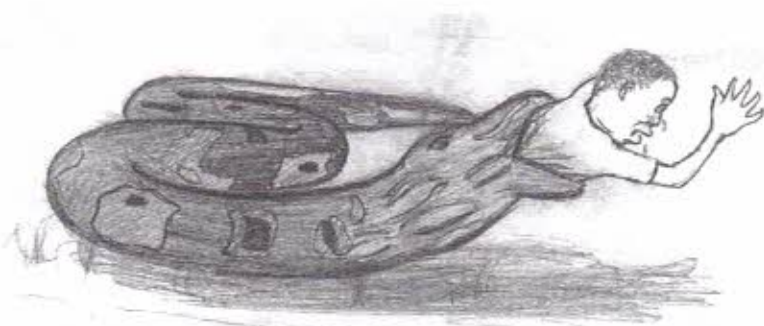
Phunziro : Nthano iyi ikutiphunzitsa kuti tizikhala okhulupirika tikamagwira ntchito limodzi ndi anzathu osati a chinyengo .Anzathu akatitulukira mgwirizano umatha.

Moral: This story is meant to teach children to respect the terms of contract in any endeavour. Kalulu the Hare wanted to cheat his partner. Unfortunately his friend discovered the trick and that spelled the end of their contract and Kalulu the Hare went in hiding.

## MWANA WOSAMVA (A DISOBEDIENT CHILD)

Padangokhala! *Tiri tonse.*

Panali amayi ena anali ndimwana m'modzi. Mwanayu anali wosamvera. Amayi ake akamuuzza kuti ine ndikachoka iwe uzisunga nyumba, iyenso amachoka. Ndiye tsiku lina amayi ake anachokanso ndipo mwachizolowezi anamuwuzza mwana wawo kuti iye asachoke koma mwana uja anachokabe ndipo anapita kukasewera kutali. Amayi aja m'mene amabwera , kuchoka komwe anapita anapeza mwana uja wachokanso. Mwana uja kumene anapita kuja anakabwerako usiku. ndipo pobwerera anakomana ndichinjoka ndipo chinjoka chija chinayamba kumumeza mwana uja. Mwana uja anachita mantha ndipo anayamba kuyimba nyimbo.



*Mwana akudyedwa ndi chinjoka.*

**Nyimbo**

Chondidyachiri kumwedo mayi {mtsogoleri }  
 Chondidya chiri kumwendo {onse }  
 Chondidya chirikumwendo amayi {mtsogoleri }  
 Chondidya chiri kumwendo {onse }  
 Chiri kumwendo amayi {mstogoleri }  
 Chondidya chiri kumwendo {onse }  
 Njoka ija inayamba kumeza mwana uja mpaka mchiunu  
 Ndipo mwana uja anapitiriza kuyimba kuja



*Mwana ali mkamwa mwanjoka mpaka mchiunu*

**Nyimbo**

Chondidya chiri nchiunu mayi {mtsogoleri }  
 Chondidya chirinchiunu {onse}  
 Chondidya chiri nchiunu mayi {mtsogoleri}  
 Chondidya chirinchiunu {onse}  
 Chiri nchiunu amayi { mtsogoleri}  
 Chondidya chiri nchiunu {onse }  
 Njoka ija inapitiriza kumumezabe mwana uja mpaka inafika m'mabele  
 Mwanauja anapitiriza kuimba nyimbo ija.



Chondidya chiri m'maele mayi {mtsogoleri}  
Chondidya chiri m'maele {onse}  
Chondidya chiri m'maele mayi {mtsogoleri}  
Chondidya chiri m'maele mayi {onse}  
Chiri maele mayi {mtsogoleri }  
Chondidya chirimaele {onse}

Chinjoka chija chinapitiriza be kumeza mwana uja mpaka mukhosi. Mwana uja amaimba be mpaka amayi ake omwe anayamba kumutsatira atawona kuchedwa anayamba kumva kuimba kwamwana wawo ndipo

Atafika pafupi ana peza mwana wawo ali mukamwa mwanjoka . Amayi wo anathamangira kumudzi kukaitana anthu kuti awathandize kupulumutsa mwana uja.

Anthu aja anaipha njoka ija ndipo anamtulutsa mwan uja mkamwa mwanjoka.

***Phunziro:***

Nthano iyi ikutiphunzitsa anafe kuti tidzimvera malangizo amakolo athu kuti tisagwe mumavuto.

***Summary:***

In the story the disobedient child goes out to play far away from home and gets trapped by the big snake. On return from the market the mother doesn't find the daughter at home and decides to follow her. She finds her daughter in trouble and she calls for help and the daughter gets saved.

***Moral:***

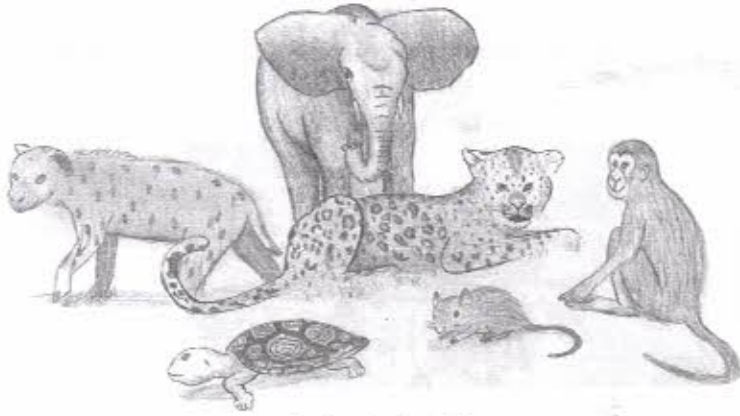
This story is meant to teach children to obey their parents and not to go out by themselves to avoid accidents.

## LEOPARD'S SPOT COUNTING CONTEST

Story from Nthano za Chitonga by *Phelemon K. Chirwa*

Translated by: *Mary Phiri, Chirunga ECD Centre*

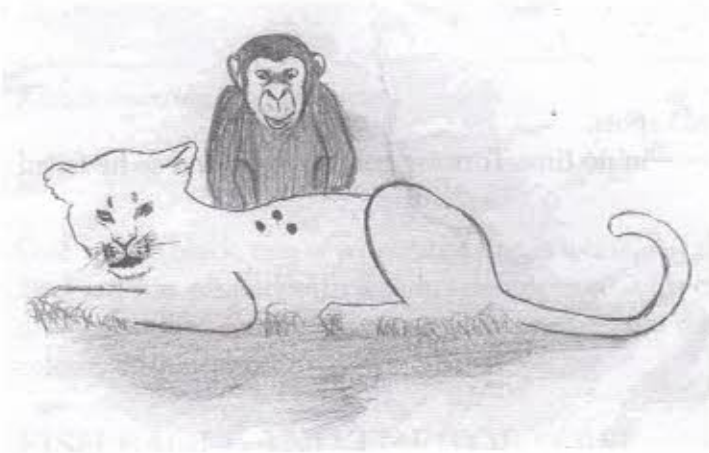
Long ago Leopard brewed some beer for the spot counting contest. The animal that would count all the spots with ease would win the beer. News about the spot counting contest spread in all the forest and the next day all the animals that wanted to join the contest arrived at the ground where the contest would be held.



*A picture of some animals that joined the contest*

Along came Monkey to count the Leopard's spots.

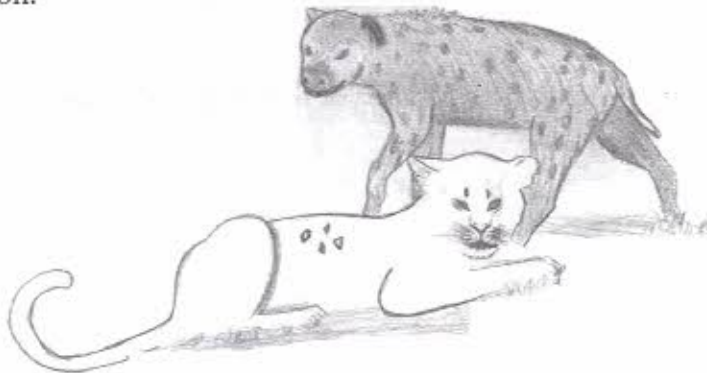
One, two, three, -----in no time Monkey got mixed up and so he failed to count on.



*Monkey counting Leopard's spots*

Along came Hyena to count the Leopard's spots.

One, two, three, four, -----in no time Hyena got mixed up and so he failed to count on.



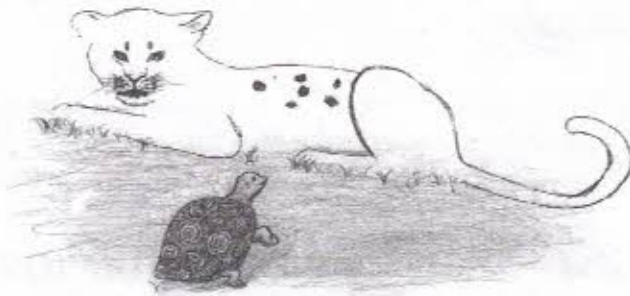
*Hyena counting the leopard's spots*

Along came the Elephant to count the Leopard's spots.  
One, two, three, four, five, -----in no time Elephant got mixed up and so he failed to count on.



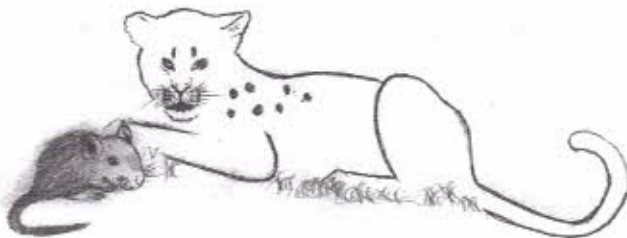
*Elephant counting spots*

Along came tortoise to count the Leopard's spots.  
One, two, three, four, five, six, -----in no time Tortoise got mixed up and so he failed to count on.



*(picture 11) Tortoise counting spots*

Along came Mouse to count the Leopard's spots.  
One, two, three, four, five, six, seven-----in no time Mouse got mixed up and so he failed to count on.



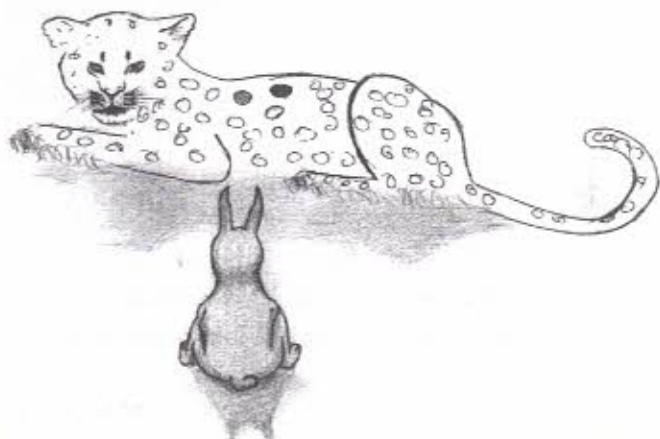
*Mouse counting spots*



Different animals tried their luck but each one failed to count on.

The last to join the contest was Kalulu the Hare and so all the animals wondered whether tiny Kalulu would make it after all the other animals had failed.

Kalulu saved the day because instead of counting spots one by one, Kalulu counted the spots by colour



*Kalulu counting spots by colour*

One spot is black, one is yellow and one is white. All these colours blended make you spotty. Leopard was pleased with Kalulu's description of his colours and Kalulu won all the bet for deciding not to count the spots one by one because they were so many; instead he counted the colours of the spots.

## FISH EAGLE AND THE TORTOISE

Story composed by: *Dickson Vuwa Phiri*  
*Chancellor College, Library*

Once upon a time, fish eagle and tortoise met in a wood and had a chat over their ways of getting food in a world, which could sometimes be very cruel.

"The lakes and rivers sometimes seem to be there just for crocodiles and hippos to swim in" Said fish eagle.

"Mushrooms have become very scarce these days. I wonder who has joined me in harvesting them," said tortoise.

Fish eagle thought tortoise, due to his slow way of walking, was just the right candidate for extinction. Tortoise told fish eagle that he could beat him at a game of speed but fish eagle sharply rebuked tortoise.

"How can a creature without wings possibly think of running faster than I?" "We can try a race to a northern country" suggested fish eagle. So the race started. The fish eagle flapped its mighty wings leisurely as he watched little tortoise crawl slowly by. "Silly little beetle" thought the eagle "How can wings compare with legs".

And off flew the fish eagle peacefully while tortoise covered more ground. Fish eagle took his time sure to win the race. Tortoise continued to cover more ground until he reached the finishing line. Tortoise had won the race. After a while, fish eagle came leisurely sure to have won the race only to discover that Tortoise had reached the finishing line first.

*This story teaches children never to take chances but to work hard till the task is completed, and it also teaches never to write someone off, and to have respect for one another.*

## FUNNY- FACED TURKEY

*Chirunga ECD Centre*

Once upon a time Aunt Harriet had a turkey named Nkhuku – tembo. He says “gobble – gobble.” Nkhuku-tembo was not like the other turkeys because he changed colours. In the morning Nkhuku –tembo is pink and happy to be alive he says, “gobble – gobble”.



*Pink-faced turkey smiling*

In the afternoon, Nkhuku-tembo is angry. His face is blue and he chases small children. He says, “gobble – gobble.”

In the afternoon Nkhuku –tembo is hungry and Aunt Harriet sees that his face is green so she feeds him madeya. He says, “gobble – gobble.”



*Nkhuku-tembo green-faced turkey*

At night Nkhuku-tembo is tired. His face is yellow as he falls asleep. He says, "gibble- gbble".



*Nkhuku Tembo yellow-faced turkey.*

*This story was made up with the aim of teaching children colours, times of the day, that a turkey is a bird and has all the characteristics of living things.*

## **NTHANO YA KAMDOTHI**

Padango khala! *Tiri tonse.*

Panali banja lina linalibe mwana nthawi yaitali. Banjali linapalana ubwenzi ndi chilombo. Chilombo chija chidawauza kuti adzakhala ndimwana wadothi. Tsiku lina chilombocho chinapita kokachezza kubanjalo.

Ndiye chilombo cho chinawauza kuti akateme dongo. Anaumba mwana uja ndipo anamusiya mumsuko matsik atatu. Atakhala mumumsuko matsiku atatu, mwana uja anamuchotsa mumsuko ndipo anyamba kulankhula.

Chilombo chija chinalangiza makolo aja kuti , mwana uyu ndiwopangidwa ndi dothi ndiye sayenera kubvumbwidwa ndi mvula kapena madzi.

Tsiku lina mwana uja anatsanzika makolo ake kupita kokacheza. Makolo ake anamuza kuti ngati mvula iyamba kuli konse iye ali, akadikirire. Mwana uja anbvomera ndipo anapita . Ndiye atacheza nthawi yayitali, mwana uja asanzika kubwerera kawo. Mwasoka ilo mvula inayamba kugwa iye ali munjira. Mvula yo inayamba kugwa kwambiri ndipo amayi ake anayamba kudela nkahawa ndipo anayamba kuimba nyimbo yo muitanira.

### **Nyimbo**

Kamdothiwe thawa mvula  
Kamdothiwe thawa mvula  
Mwana wanga kamdothiwe  
Thawa mvula

Mvula inalimbika kugwa ndipo unayamba nkono wamwana kugwa. Kenaka thupi lonse linathela pompo ndipo linakokoloka. Kupita kutsinje.

Nthano yi ikutiphunzitsa kuti tiyenera kukhala ana omvera . Tidzimvera malangizo anzathu kapena makolo . Tikapanda kumvera tidzasungunuka.

*This is a very popular story, which is told to children to warn them against disobedience.*



# SONGS SUNG IN MOST PRE-SCHOOLS

## PAMCHENGA

Pamchenga ,pamchenga timatero posewela x2  
Ichi nchiyani a  
Ichi nchiyani e  
Pamchenga , pamchenga timatero posewera x2  
Ichinchiyani i  
Ichi nchiyani o  
Pamchenga, pamchenga timatero posewera x2  
Ichi nchiyani u  
Ichi nchiyani a  
Pamchenga pamchenga timatero posewela x2

## MWEZI UWALE

Mwezi uwale tisewele tiyimbe  
Mwezi uwale tisewele tiyimbe  
Mwezi uwale tisewele tiyimbe  
Mwezi uwale tisewele tiyimbe  
1. wanena bwino  
2. thumba lamchele  
3. firi wilo  
4. fotokoza  
5. fafaniza  
6. sikimiza  
7. sema mpini  
8. weta ng'ombe  
9. nailoni  
10. telalini

Mwezi uwale tisewele timbe  
Mwezi uwale tisewere timbe

## TAHINTA

A song from Ghana: *By Felix Agosa*

1

I take my net- ----- Tahinta  
I take my fish trap---- Tahinta  
I take my straw hat---- Tahinta  
I take my paw-paw----- Tahinta  
A juicy paw-paw-----Tahinta  
I am going fishing -----Tahinta  
Whatever happens -----Tahinta  
I will catch a fish  
Tahin Tahin Tahin Tahin Tahinta

2

Good bye father-----Tahinta  
Good bye mother-----Tahinta  
Good bye brother-----Tahinta  
Good bye sister-----Tahinta  
Good bye all-----Tahinta  
I am going fishing -----Tahinta  
What ever happens -----Tahinta  
I will catch a fish  
Tahin Tahin Tahin Tahin Tahinta

3

I'm going fishing -----Tahinta  
I will cast my net-----Tahinta  
I will set a trap-----Tahinta  
In the river Mponda-----Tahinta  
In the river Sadzi-----Tahinta  
In the river Dwangwa-----Tahinta  
In the river Shire -----Tahinta  
Great river Shire-----Tahinta  
What ever happens -----Tahinta  
I will catch a fish  
Tahin Tahin Tahin Tahin Tahinta

## ASILIKALI A YESU

Asilikali a Yesu amayenda monyadira  
Asilikali a Yesu amayenda monyadira  
Ulendo wa kumawa kukalalika mau  
Amayenda monyadira  
Gwira bondo ponda pompo  
One , two  
Gwira bondo ponda pompo  
One , two  
Asilikali a yesu, amayenda monyadira  
Asilikali a Yesu, amayenda monyadira  
Ulendo Wa kumazulo kukalanndira mawu  
Amayenda monyadira  
Gwira bondo ponda pompo  
One, two  
Gwira bondo ponda pompo  
One, two

## CHIDYA NKUTE

Chidya nkute eeeeeeeeeeee! Chidya nkute eeeeeeeeeeee1  
Uli pakhonde eeeeeeeeeeee1, Taona ife kunyada

## TABWERA KUTOLA MTEDZA

Tabwera kutola mtedza! tola mtedza! tola mtedza!  
Tabwera kutola mtedza! Patsiku la Chisanu.

Mudza tola yani ! yani! yani!  
Mudzatola yani! Yani1 yani!  
Mudzatola yani! Patsiku la Chisanu

Tidzatola Wali! Wali! Wali!  
Tidzatola Wali patsiku la Chisanu.  
Akokane ndiyani! ndiyani! ndiyani!  
Akokane ndiyani patsiku lachisanu.

Akokane ndi Thoko! ndi Thoko! ndi Thoko!  
Akokane ndi Thoko patsiku lachisanu.  
Ana akamaliza kutchulana maina kenaka amakhala m'magulu awiri  
Nkumakokana. Yemwe wakokedwa amakalowa gulu lina.

## SONO TIWERENGE

Sono tiwerenge tikalyege sima  
Sono tiwerenge tikalyenge sima  
Kula kukaya tikalyenge sima  
Kula kukaya tikalyenge sima.

## KAMBUZI KALI MKHONDE

Kambuzi kali mkhonde mee!  
Fisi watopa hu wiii!  
Kambuzi kali mkhonde mee!  
Fisi watopa  
Huwii! Mee! mee! Mee!

## GONA MWANA

Gona mwana uleke kulira  
Uleke kulira ,mbalame zones zangona muzitsa zawo zazingono  
Gona mwana



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## RECOMENDATIONS

Care givers needs to be carefull in terms of controlling the children in their construction of the approach for singing their songs e.g *Kodi nonse mwasamba song*.

Language experts are required to edit the content of the songs in all the languages presented in this document.

*Drawings:* Every song should have a picture of demonstrating what the song is talking about  
Every folktale should also have a drawing that can tell the story.

Every song according to its length also defines the age group, other songs are long and requires children who are older than the others

Any activity that requires movements or demonstrations let the care givers instruct the children to follow him.

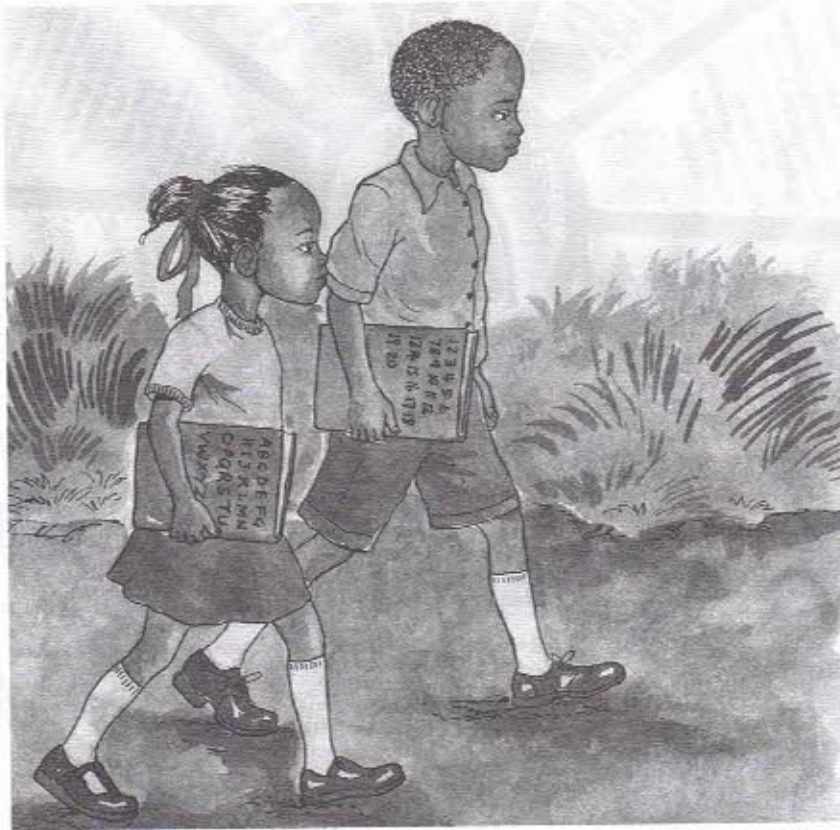
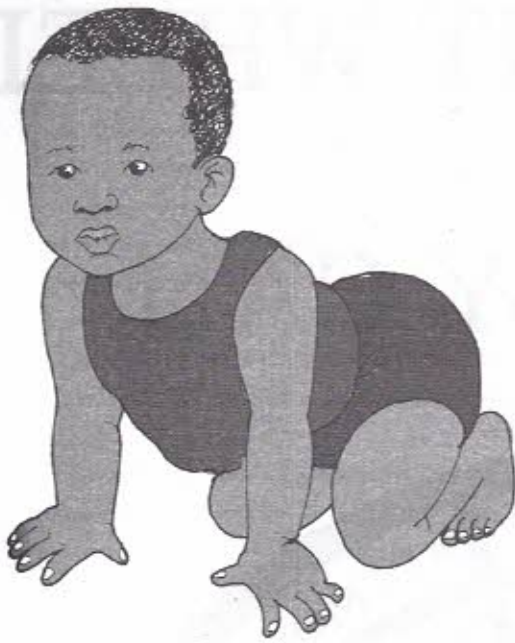


# FAMILY- CHILD DEVELOPMENT WHEEL

## MY FAMILY CAN:







## STAGES OF CHILD DEVELOPMENT



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