

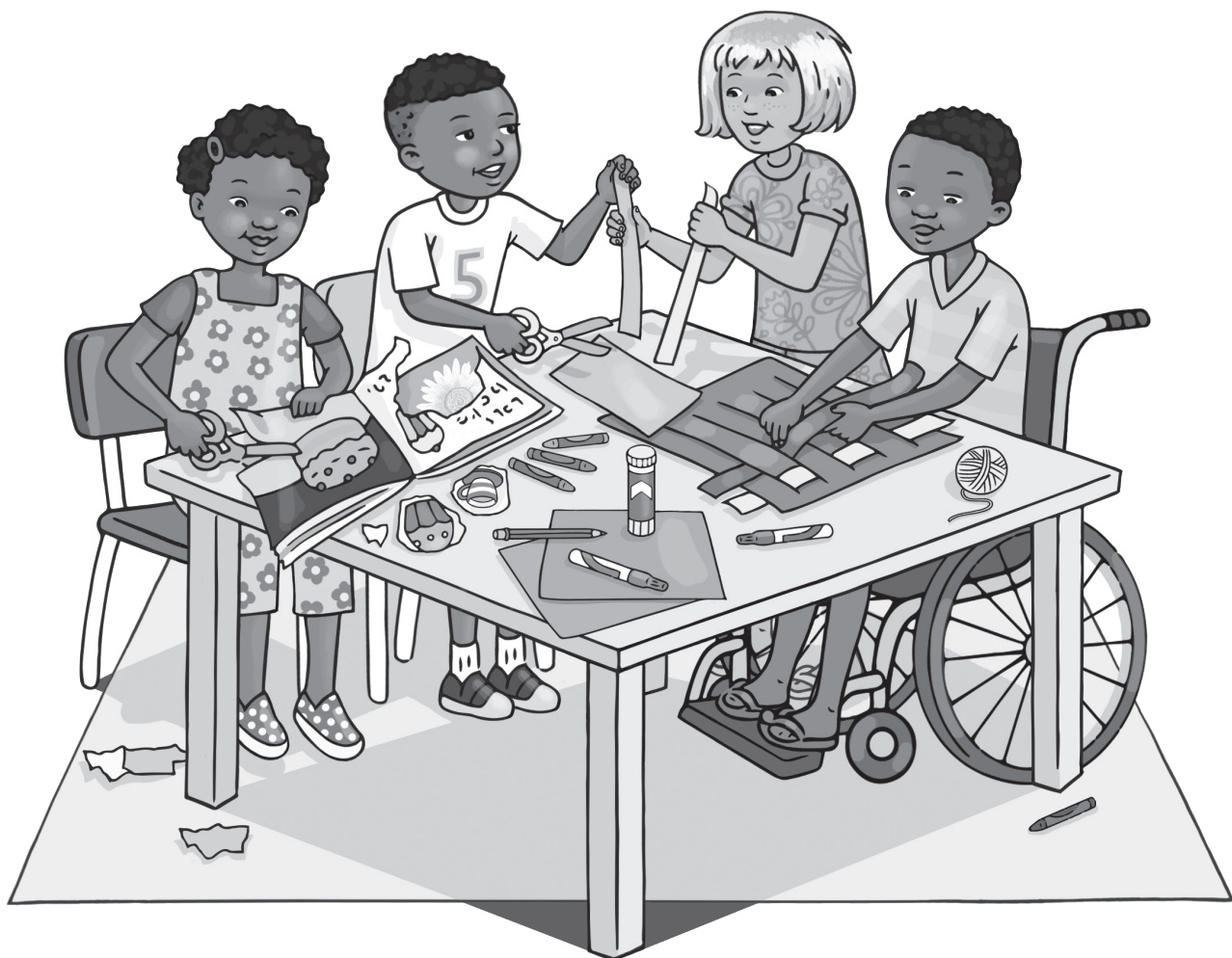


Lenaneo le Ntlafaditsweng
la Puo la Kereiti ya R

Grade R Language
Improvement Programme

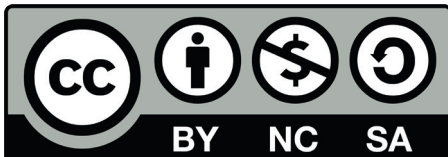
Tataiso ya Diketsahalo Activity Guide

Kotara ya 1
Term 1



Sesotho | English





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★ Molaetsa ho tswa ho Hlooho ya Lefapha



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

Welcome to the training of the Grade R teachers/practitioners. The Gauteng Department of Education (GDE) has prioritized Early Childhood Development as its Strategic Goal 1. This is to ensure that we can lay a solid foundation and seamless transitioning of learners to Grade 1.

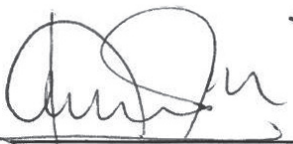
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning. This is in response to a study that reported that 65% of children across South Africa have not mastered the skills required to be able to succeed in Literacy and Numeracy when entering Grade 1. This project is intended to support the Grade R practitioners/teachers to address this challenge.

The Department's expectation is that you are ready to learn and be a more empowered Grade R teacher/practitioner. Your commitment to the training process and thereafter the implementation of lessons learnt in your classroom will contribute to the improvement of Grade R learner readiness for Grade 1.

We trust that this intervention will help enhance your potential, innovation and creativity as you lay an important foundation for learning of our children. This project would not have been possible without the support of our partners. The GDE is grateful for the support of the GEDT, Zenex Foundation and USAID who contributed to this initiative.

I trust you will learn a great deal from this training programme and improve the learning experience of the young children in your care.

Yours Sincerely


MR EDWARD MOSUWE
HEAD OF DEPARTMENT
DATE: 3/6/2020

Tataiso ya Diketsahalo ya Kotara ya 1

Puo ya lapeng, Tataiso ya Diketsahalo ya Kotara ya 1 e fana ka popeho ya mokgwa-thupelo puong ya lapeng kotareng ya pele Kereiteng ya R. Mesebetsi e itshetlehile ho dipale mme di bopilwe ho ya ka tsamaiso ya dithuto tse potolohang dibeke tse pedi paleng engwe le engwe.

Hlokomela tse latelang:

- ★ lenane la dintho tseo o di hlohang ho lokisetsa tsamaiso ya dithuto tse potolohang beke tse pedi
- ★ mmapa wa tsamaiso ya mesebetsi ya ka mehla ho potoloha bekeng tse pedi
- ★ leqephe la tekanyetso e tswelang e itshetlehleng mosebetsing wa kotara kaofela e ka sebediswang ho hatisa tswelopele ya moithuti ka mong kotareng
- ★ ruburiki ya tekanyetso
- ★ leqephe la mesebetsi ya diketso e ka hatsiwa, dibukana le ditempoleite tsa ditlhaku.

Kopano le Stella

O tla hlokomela hore ho na le mosuwetsana ka nako tsohle bukeng ena ya Tataiso ya Diketsahalo. O tla o tsamaisa tsela a o tataise leetong lena la hao la ho ithuta ebile o tla o eletsa ho ya ka dilemo tsa boitemohelo ba hae phaposing ena ya Kereite R. O na le lebitso le bohlokwa:



Strengthening the Teaching of Early Language and Literacy for All.

Disebediswa

Mona ke kakaretso ya dipale, kopano ya mookotaba/dihlooho le tsepamiso ya maikutlo ditlhakung tsa Kotara ya 1.

Pale	Mookotaba	Tsepamiso ya maikutlo ditlhakung le medumong
Mose o Motala	Nna; Kwa sekolong	–
Matha, Lindi, Matha!	Nna; Mmele wa me le go tshela ke itekanetse	r le o
Ali le pente	Mmele wa me; Dipopego le mebala	d le i
Letsatsi le letle	Selemo; Mmele wa me le go tshela ke itekanetse	j le e
Mosuwetsana Akinyi	Mo teng ga phaposiborutelo; Mebala; Malatsi a beke	p le a

O tla hloka ho bopa dithusathuto tsa hao ha nako e ntse e ya ho ruta lenaneo leo. Tse ding o tla di newa jwalo ka karolo ya lenaneo, tse ding o tlamehile ho di bokella mme tse ding o di etse ka bowena. Re o kgothaletsa hore o hlophise lenaneo la dithuto qalong ya beke engwe le engwe mme o hlophise disebediswa tsohle tseo o tlang ho di hloka pele ho nako. Etsa bonnete hore dintho tsohle di beilwe ka mananeo ho qala thuto, hore o tle o be le nako e lekaneng le baithuti.

Pakana ya disebediswa tsa puo

Ha mmoho le Tataiso ya Diketsahalo ya Kotara o tla amohela disebediswa tsena ka hare ho pakana:

- ★ dipopi tsa pale engwe le engwe
- ★ tatelano ya ditshwantsho tsa pale engwe le engwe
- ★ Buka e Kgolo ya pale engwe le engwe
- ★ dipapadi le malepa (tseo o hlohang ho di seha e leng maitokisetso a matle a thuto).

★ Introduction

The Term 1 Activity Guide

The Home Language Term 1 Activity Guide offers a structure for teaching Home Language in the first term of Grade R. The activities are based on stories and structured according to a two-week teaching cycle for each story.

Look out for the following:

- ★ a list of what you need to prepare for each two-week story cycle
- ★ a two-week cycle that maps out activities for each day
- ★ a continuous assessment page based on the term's activities to record each learner's progress
- ★ assessment rubrics
- ★ photocopiable activity pages, little books and letter templates.

Meet Stella

You will see that there is a teacher present throughout this Activity Guide. She will keep you company on your learning journey and will often give advice based on her years of experience in the Grade R classroom. She has a special name:



Strengthening the Teaching of Early Language and Literacy for All.

Resources

Here is an overview of the stories, related themes and focus letters/sounds for Term 1.

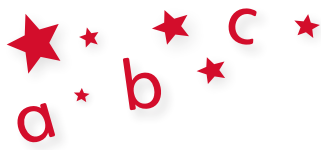
Story	Theme	Focus letters/sounds
The green dress	Me; At school	–
Run Lindi Run	Me; My body and healthy living	r and o
Ali and the paint	My body; Shapes and colours	d and i
A beautiful day	Summer; My body and healthy living	j and e
Teacher Akinyi	In the classroom; Colours; Days of the week	p and a

You will need to build up your own resources over time to teach the programme. Some are given to you as part of the programme, some you need to collect and some you can make yourselves. We suggest that you plan your lessons at the beginning of each week and prepare all the materials you will need in advance. Make sure everything is set up before you start your lessons, so you can make the most of your time with learners.

Language resource pack

With each Term Activity Guide you will receive a resource pack containing:

- ★ puppets for each story
- ★ sequence pictures for each story
- ★ a Big Book for each story
- ★ games and puzzles (*which will need to be cut up and prepared*).



Disebediswa tsa ho bokellwa kapa ho rekwa

- ★ disebediswa le diaparo tse tsamaisanang le pale ka nako ya ho pheta pale, ho papala pale le maiketsetso
- ★ makumane dintho tse setseng tsa mesebetsi ya botaki
- ★ dintho tse hatsitsweng tse ka kopangwang le pale engwe le engwe: dibuka tsa ditshwantsho, dipampiri tsa mabenkeleng, dimakasini, le dipampiri tsa phatlalatso
- ★ dikerayone tsa mafura tsa jumbo, pente le maborosolo a ho penta
- ★ dikere, dikgomaretsi le kgole
- ★ pampiri ya A4, karete ya lebokoso, pampiri e kgolo ya ho ngolla
- ★ dimakasini le dibukana tsa ho reka
- ★ ditshelo tsa polastiki tsa (yoghurt/yokate, mafura le ya lebejanapo)
- ★ mokotlananawa wa ho kenya dintho tsohle
- ★ pitsa e nyane ya ho jala le disata tsa ho jala
- ★ dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswa a pale engwe le engwe
- ★ dintho tsa lebokose la ditlhaku

Ditukisetso tsa pale engwe le engwe

- ★ Lokisa dipopi ka ho di kgomaretsa ho dithutswana kapa moqolo wa ntlwaneng.
- ★ Bokella ditlatsetso tsa ho pheta pale, ho iketsisa eka oa papala le ketsetso ya papadi.
- ★ Hatisa/kopisa leqephe la mesebetsi wa moithuti emong le emong.
- ★ Lokisa dipapadi le malepa o di boloke ka hara dipakete kapa setshelong.
- ★ Etsa hlama ya ho papala le moo ho papallwang teng ka yona (rasepe e kentswe le maqephe a mesebetsi ya diketso).
- ★ Hatisa o mene bukana ya moithuti ka mong (ditaello di kentswe le maqephe a mesebetsi ya diketso).
- ★ Etsa mabokose a ditlhaku a mabedi a pale engwe le engwe: Tlatsa ditshelo tsa lebejanapo ka dintho (ditshwantsho tsa dintho) tse qalang ka modumo o itseng. Mohlala, lebokose la /s/ le be le dintho tsa mabitso a modumo o qalang ka /s/. Sebedisa lenane la mantswe ho o thusa ho kgetha dintho. Ngola lebokose la ditlhaku le leng le le leng o sebedise kgatiswana ya tlhaku. Ke kgopolo e ntle ho hatisa ditlhaku leseleng la boya le ho pampiri ya santa hore baithuti ba kgone ho utlwa sebopeho sa tlhaku.

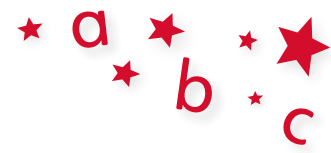
Ho ruta Puo ya lapeng ho Kereite R lenaneo la kamehla

Puo ya lapeng e tsepamisa maikutlo ho sehlopha kaofela le ho mesebetsi ya dihlopha tse nyane kamehla. Mesebetsi ya diketso e hlophisitswe ka tsela tse fapaneng:

- ★ Titjhare o etella pele thuto ho tswa ka pele phaposeng.
- ★ Titjhare o dula le sehlopha se senyane ho tataisa le ho kenella/kopanela hare le baithuti ka hloko.
- ★ Titjhare o hlalosa le ho hlakisa mesebetsi mme o kopa baithuti ho sebetse ka boikemelo dihlopheng.

Mmapa wa tsamaiso ya mesebetsi ya ka mehla ho potoloha bekeng tse pedi. Mesebetsi e etseditswe ho bopa le ho matlafatsa puo ya pale, le ho ntshetsa pele tsebo le mehopolo ya bohlokwa moeelong wa pale. Sebopeho sa tsamaiso ya ho potoloha beke tse pedi e ya iphetapheta. Tlwaelo eba setlwaedi mme ho ba molemo ho titjhare le ho baithuti. Titjhare o ba le boitshepo ho ruta ka tsela ena mme baithuti ba ikutlwa ba sireletsehile ha ba tseba se lebelletsweng ho bona.





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ scrap materials for art and construction activities
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ jumbo wax crayons, paints and paintbrushes
- ★ scissors, glue and string
- ★ A4 paper, cardboard and flipchart paper
- ★ magazines and shopping brochures
- ★ plastic containers (yoghurt, margarine and ice-cream tubs)
- ★ a beanbag or a block
- ★ small containers (you can use the bottom half of a plastic bottle) and seeds to plant.
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes.

Preparation for each story

- ★ Prepare the puppets by sticking them on sucker sticks or toilet rolls.
- ★ Collect props for storytelling, role play and pretend play.
- ★ Photocopy the activity pages for each learner.
- ★ Prepare the games and puzzles and store in a packet or container.
- ★ Make playdough and playdough mats (recipe included with the activity pages).
- ★ Photocopy and fold a little book for each learner (instructions in the activity pages).
- ★ Make two letter boxes for each story: Fill empty ice-cream containers with objects (or pictures of objects) that start with a specific sound. For example, the **s** box will contain objects whose names begin with the sound /s/. Use the word lists to help you choose items for the boxes. Label each letter box using the letter templates. It is a good idea to trace the templates onto felt, foam or sandpaper so that children can feel the shape of the letter.

Teaching Home Language in the Grade R daily programme

The Home Language focus time includes whole class and small group activities every day. Activities are organised in different ways:

- ★ The teacher leads from the front of the class.
- ★ The teacher sits with a small group to guide and engage carefully with learners.
- ★ The teacher explains an activity and asks learners to work more independently in groups.






The two-week cycle on the next page maps out activities for every day, for two weeks. The activities are designed to build on and reinforce the language of the story, and develop important literacy concepts within a meaningful story context. The structure is repeated for each two-week cycle. This routine becomes familiar and benefits both teachers and learners. Teachers become confident to teach in this way and learners feel secure when they know what is expected of them.





Puo ya lapeng ho potolohang beke tse pedi






Beke 1

Diketsahalo tsa tlelase yohle	Mantaha	Labobedi	Laboraro	Labone	Labohlano
Mesebetsi e itshetlehileng paleng	Ho bua pale le ho eketsa tlotlontswe Baithuti ba utlwa pale la pele ebile ba ithuta tlotlontswe e ntjha.	Ho bua pale le ho bina Baithuti ba mamela pale hape ebile ba bina pina e tsamaisanang le pale.	Ho bua le ho papala pale Baithuti ba nka ketsiso tse fapaneng ebile ba sebedisa puo ya pale ka bo bona ha pale e ntse e tlahiwa.	Ditshwantsho tsa tatelano Baithuti ba bolela pale hape ka tshbediso ya ditshwantsho.	Bopa, thala obe o ngole Baithuti ba hlahisa kgopolo tsa bona ka pale le ka ho bopa dintho, ho taka setshwantsho kapa ho nka karolo ho ngoleng mmoho.
Mosebetsi wa tlhaku le modumo	Tsebiso ya modumo hotswa paleng Baithuti ba tsebiswa tsepamiso ya maikutlo ho modumo le tlhaku e hokahanang le mantswa a tswang paleng.	Ho bopa tlhaku Baithuti ba bopa tlhaku e ho tsepamiseditsweng maikutlo ho yona ka dintho/thepa tse/e fapaneng mme se se ba fa boiphihlelo le kelello e ruileng.	Mabokoso a ditlhaku Baithuti ba bona, ba tshwara le ho pheta ka dintho le ditshwantsho tse qalang ka modumo o maikutlo a tsepametseng ho ona.	Mamela modumo o ho tsepamiseditsweng Baithuti ba ela hloko modumo o maikutlo a tsepametseng ho ona mantsweng.	Ho kopanya le ho kgaohanya Baithuti ba kopanya medumo ho bopa mantswa ba be ba kgaohanye mantswa ka medumo.
Diketsahalo tsa dihlotshwana	Mantaha	Labobedi	Laboraro	Labone	Labohlano
Mosuwetsana Stella o hlokomedisa hore ke sehlophana sefe se tataiswang ke titjhene kamehla.					
Sehlopha se botala ba lehodimo	Mosebetsi wa 1: Ho taka le mongolo wa sethatho 	Mosebetsi wa 2: Malepa le dipapadi	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho papala boiketsiso
	Baithuti ba hatisa mehopollo ya bona ka ho taka le mongolo wa sethatho.	Baithuti ba etsa malepa le ho papala dipapadi tsa puo.	Baithuti ba bala ka boikemelo le ho natefelwa ke dibuka le mohatiso wa dintho tse bonahalang.	Baithuti ba etsa mesebetsi ya mesifa e menyane le ho ikwetlisa ho bopa ditlhaku.	Baithuti ba aha puo ya pale ka sehloho ka ho etsa eka ba ya papala.
Sehlopha se setala	Mosebetsi wa 5: Ho papala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho 	Mosebetsi wa 2: Malepa le dipapadi	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong
Sehlopha se sesehla	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho papala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho 	Mosebetsi wa 2: Malepa le dipapadi	Mosebetsi wa 3: Ho ikemela ho baleng
Sehlopha se sefubedu	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho papala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho 	Mosebetsi wa 2: Malepa le dipapadi
Sehlopha se peresa	Mosebetsi wa 2: Malepa le dipapadi	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho papala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho 



The Home Language two-week cycle

Week 1

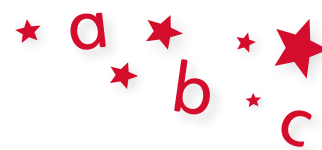
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	Storytelling and building vocabulary	Storytelling and singing	Storytelling and role play	Sequencing pictures	Make, draw and write
	Learners hear the story for the first time while learning new vocabulary.	Learners listen to the story again and sing a song related to the story.	Learners take on different roles and use the story language themselves, while the story is narrated.	Learners retell the story by using pictures.	Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.
Letter and sound activities	Introducing a sound from the story	Forming the letter	Letter boxes	Listening for focus sounds	Blending and segmenting
	Learners are introduced to a focus sound linked to words from the story.	Learners form the focus letter using different materials which give them a rich sensory experience.	Learners see, hold and talk about objects and pictures that start with the focus sound.	Learners identify focus sounds in words.	Learners blend sounds to make words and break up words into sounds.
Small group activities	Monday	Tuesday	Wednesday	Thursday	Friday
Stella indicates which small group activities are teacher-guided each day.					
The blue group	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play
	Learners record their ideas through drawing and emergent writing.	Learners do puzzles and play language games.	Learners read independently and enjoy books and other printed material.	Learners do fine motor activities and practise forming letters.	Learners build on the story language and theme through pretend play.
The green group	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting
The yellow group	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading
The red group	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games
The purple group	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 










Beke 2

Diketsahalo tsa tlelase yohle	Mantaha	Labobedi	Laboraro	Labone	Labohlano
Mesebetsi e itshetlehileng paleng	Tatelano ya ditshwantsho hape	Padisommoho – Buka e Kgolo	Ho ithuta ho mamela	Bala o be o etse	Bopa, thala obe o ngole
	Baithuti ba kopanya tsebo ya bona ya pale ka ho etsa tatellano ya ditshwantsho ka bonngwe.	Baithuti ba mamela pale e tlwaelehileng e balwa ke titjhere a etsa mohlala wa tsebetso ya ho bala kapa mokgwa wa ho bala.	Baithuti ba mamela ka hloko le ho latela ditaello tsa molomo.	Baithuti ba toloka se ngotsweng le dintlha ka ditshwantsho.	Baithuti ba hlahisa kgopolo tsa bona ka pale le ka ho etsa dintho, ho taka setshwantsho kapa ho nka karolo ho ngoleng mmoho.
Mosebetsi wa tlhaku le modumo	Tsebiso ya modumo hotswa paleng	Ho bopa tlhaku	Mabokoso a ditlhaku	Mamela modumo o ho tsepamiseditsweng	Ho kopanya le ho kgaohanya
	Baithuti ba ithuta tsepamiso ya maikutlo ho modumo le tlhaku e hokahanang le mantswe a tswang paleng.	Baithuti ba bopa tlhaku e ho tsepamiseditsweng maikutlo ho yona ka dintho/thepe tse/e fapaneng mme se se ba fa boiphihlele le keello e ruileng.	Baithuti ba bona, ba tshwara le ho pheta ka dintho le ditshwantsho tse qalang ka modumo o maikutlo a tsepametseng ho ona.	Baithuti ba ela hloko modumo o maikutlo a tsepametseng ho ona mantsweng.	Baithuti ba kopanya medumo ho bopa mantswe ba be ba kgaohanye mantswe ka medumo.
Diketsahalo tsa dihlotshwana	Mantaha	Labobedi	Laboraro	Labone	Labohlano
Mosuuvetsana Stella o hlokomedisa hore ke sehlophana sefe se tataiswang ke titjhere kamehla.					
Sehlopa se botala ba lehodimo	Mosebetsi wa 1: Ho taka le mongolo wa sethatho	Mosebetsi wa 2: Malepa le dipapadi	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho bapala boiketsiso
	Baithuti ba hatisa mehopollo ya bona ka botaki le mongolo wa sethatho.	Baithuti be etsa malepa mme ba bapala dipapadi tsa puo.	Baithuti ba bala ka boikemelo mme ba kgahlwa ke dibuka le dintho tse hatisisweng/ tse ngotsweng.	Baithuti ba etsa boikwetliso ba mesifa e mesesane ka ho bopa ditlhaku.	Baithuti ba bopa puo ya pale ka mookotaba ba etsa eka ba bapala.
Sehlopha se setala	Mosebetsi wa 5: Ho bapala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho	Mosebetsi wa 2: Malepa le dipapadi	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong
Sehlopha se sesehla	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho bapala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho	Mosebetsi wa 2: Malepa le dipapadi	Mosebetsi wa 3: Ho ikemela ho baleng
Sehloha se sefubedu	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho bapala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho	Mosebetsi wa 2: Malepa le dipapadi
Sehlopha se peresa	Mosebetsi wa 2: Malepa le dipapadi	Mosebetsi wa 3: Ho ikemela ho baleng	Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mosebetsi wa 5: Ho bapala boiketsiso	Mosebetsi wa 1: Ho taka le mongolo wa sethatho



Week 2

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	More sequencing pictures Learners consolidate their story knowledge by sequencing pictures more independently.	Shared reading – Big Book Learners listen to a familiar story being read as the teacher models the reading process.	Learning to listen Learners listen carefully and follow verbal instructions.	Read and do Learners interpret written and picture cues.	Make, draw and write Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.
Letter and sound activities	Introducing a sound from the story Learners are introduced to a focus sound linked to words from the story.	Forming the letter Learners form the focus letter using different materials which give them a rich sensory experience.	Letter boxes Learners see, hold and talk about objects and pictures that start with the focus sound.	Listening for focus sounds Learners identify focus sounds in words.	Blending and segmenting Learners blend sounds to make words and break up words into sounds.
Small group activities	Monday	Tuesday	Wednesday	Thursday	Friday
Stella indicates which small group activities are teacher-guided each day.					
The blue group	Activity 1: Drawing and emergent writing Learners record their ideas through drawing and emergent writing.	Activity 2: Puzzles and games  Learners do puzzles and play language games.	Activity 3: Independent reading Learners read independently and enjoy books and other printed material.	Activity 4: Fine motor skills and handwriting Learners do fine motor activities and practise forming letters.	Activity 5: Pretend play Learners build on the story language and theme through pretend play.
The green group	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games 	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting
The yellow group	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games 	Activity 3: Independent reading
The red group	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games 
The purple group	Activity 2: Puzzles and games 	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing



Lenaneo la mesebetsi e tsamaisanang le SLKT

Tafole e e bontsha kamoo mesebetsi ya beke tse pedi ho potoloha e bopang tsebo e itseng ya puo ho ya ka SLKT, ebile e bontsha kamoo o ka sebedisang mesebetsi eo ho hlahloba tswelopele ya baithuti kgahlanong le ditekanyetso tsa tekolo ya SLKT.

Matsatsi a beke tse pedi ho potoloha	Hlakiso ya pale sehlopheng kaofela	Tsebo ya puo ho tswa ho SLKT	Lethathamo la tekolo	Ruburiki ya tekolo
			(e nkilwe hotswa ho ditekanyetso tsa tekolo ya SLKT)	
Beke 1: Mantaha	Ho bua pale le ho eketsa tlotlontswe	Ho mamela le ho bua	Mamela dipale tse kgutshwanyana ka kgahleho mme o kene ka khorase kapa mohoo ka nako e tshwanetseng Botsa dipotso	
Labobedi	Ho bua pale le ho bina	Ho mamela le ho bua	Bina dipina tse bonolo o bopa diketso tsa morethetho (ka thuso)	
Laboraro	Ho bua le ho bapala pale	Ho mamela le ho bua	Ho bapala dikarolo tse itseng tsa pale, pina kapa thothokiso	
Labone	Ditshwantsho tsa tatelano	Ho mamela le ho bua		Ho mamela le ho bua Ruburiki ya 1: Ho bua pale le ho e pheta ka mantswe a hao
Labohlano	Bopa, thala obe o ngole	Ho mamela le ho bua Mongolo wa sethatho	Tlatsetsa mehopollo ka ho taka dipolelo tse ngotsweng phaposing Taka kapa penta ditshwantsho ho fetisa melaetsa	
Beke 2: Mantaha	Tatelano ya ditshwantsho hape	Ho mamela le ho bua Ho bala le ho boha		Ho mamela le ho bua Ruburiki ya 2: Ho hlophisa dihlopha tsa ditshwantsho ka tsela e ka bopang pale ka dipolelo tsa hlahanyo le tatelano ya diketsahalo ha o bolela le ho pheta pale e qapilweng
Labobedi	Padisommoho – Buka e Kgolo	Ho bala le ho boha	Sehlopha kaofela se bala le mosuwetsana mantswe a hodisitweng a dithothokiso, dibuka tse kgolo, le diphousetara	
Laboraro	Ho ithuta ho mamela	Ho mamela le ho bua	Ho mamela ditaelo tse bonolo le ho bopa diketso	
Labone	Bala o etse	Ho bala le ho boha	Moithuti o eellwa lebitso la hae le a baithuti ba bang ka phaposing	
Labohlano	Bopa, thala obe o ngole	Ho mamela le ho bua Mongolo wa sethatho	Tlatsetsa mehopollo ka ho taka dipolelo tse ngotsweng phaposing Taka kapa penta ditshwantsho ho fetisa melaetsa	



Programme activities are CAPS aligned

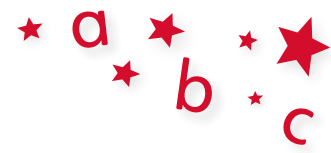
This table shows how the activities of the two-week cycle build specific CAPS language skills, and shows how you can use these activities to assess learner progress against CAPS assessment criteria.

Two-week cycle	Whole class story-based activities	CAPS language skills	Assessment checklist	Assessment rubric
			(derived from the CAPS assessment criteria)	
Week 1: Monday	Storytelling and building vocabulary	Listening and speaking	Listens to short stories with enjoyment and joins in choruses at the appropriate time Asks questions	
Tuesday	Storytelling and singing	Listening and speaking	Sings simple songs and does actions (with help)	
Wednesday	Storytelling and role play	Reading and viewing	Acts out part of a story, song or rhyme	
Thursday	Sequencing pictures	Listening and speaking		Listening and Speaking Rubric 1: Tells stories and retells stories in own words
Friday	Make, draw and write	Listening and speaking Emergent writing	Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages	
Week 2: Monday	More sequencing pictures	Listening and speaking Reading and viewing		Listening and Speaking Rubric 2: Arranges a set of pictures in such a way that they form a story and a logical sequence of events when verbalised and relates the story created
Tuesday	Shared reading – Big Book	Reading and viewing	“Reads” enlarged texts such as poems, Big Books and posters as a whole class with the teacher	
Wednesday	Learning to listen	Listening and speaking	Listens to simple instructions and acts on them	
Thursday	Read and do	Reading and viewing	Recognises own name and some names of other learners	
Friday	Make, draw and write	Listening and speaking Emergent writing	Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages	



Matsatsi a beke ho potoloha	Hlakiso ya pale sehlopheng kaofela	Tsebo ya puo ho tswa ho SLKT	Lethathamo la tekolo	Ruburiki ya tekolo
Beke 1 le 2: Mantaha	Tsebisu ya modumo hotswa paleng	Medumo		Medumo, ho bala le ho boha Ruburiki ya 1: O elellwa ka kutlo le pono ditumammoho le ditumanosi
Labobedi	Ho bopa tlhaku	Mongolo	Bopa ditlhaku a ferefa ka monwana, ka borosolo, dikerayone tsa mafura jj. a qala sebakeng se nepahetseng a latela ditshupasebaka ka nepo	Mongolo wa sethatho le mongolo wa letsoho Ruburiki ya 1: Ntshetsa pele bokgoni ba motsamao wa mesifa e menyane ho matlafatsa letsoho
Laboraro	Mabokoso a ditlhaku	Medumo	O elellwa ka kutlo le pono ditumammoho le ditumanosi haholo-holo qalong ya lentsewe	Medumo, ho bala le ho boha Ruburiki ya 1: O elellwa ka kutlo le pono ditumammoho le ditumanosi
Labone	Mamela o ho tsepamiseditsweng	Medumo		Medumo, ho bala le ho boha Ruburiki ya 2: Qala ho elellwa hore mantswe a entswe ka medumo: o fa ditlhaku tse qalang mabitsa a bona
Labohlano	Ho kopanya le ho kgaohanya	Medumo	Arola mantswe a dinoko tse ngata ho dinoko: sebedisa ho opa diatla kapa ho otlala meropa ka noko enngwe le enngwe lentsewe kapa o tsebahatse hore dinoko di kae (opa diatla) mabitsong a bana ka phaposing	
Matsatsi a beke tse pedi ho potoloha	Diketsahalo tsa dihlotshwana	Tsebo ya puo hotswa ho SLKT	Lethathamo la tekolo	Ruburiki ya tekolo
Beke 1 le 2: Mantaha	Ho taka le mongolo wa sethatho	Mongolo wa sethatho	O bopa boiteko ho ngola ditlhaku a sebedisa mongolo o otlohlileng, ho kgwaritsa mme a bala mongolo wa hae: o bala hore mongolo o otlohlileng o reng Ho tshwara kerayone le pentshele ka nepo	Mongolo wa sethatho le mongolo wa letsoho Ruburiki ya 2: Taka ditshwantsho ho fetisa molaetsa wa bohlokwa ka pale Ruburiki ya 3: Utlwisisa hore ho ngola le ho taka ho fapanene; o iketsisa eka o ngola a sebedisa mongolo o otlohlileng
Labobedi	Malepa le dipapadi	Medumo Ho mamela le ho bua	Sebedisa puo ho nahana le ho beha mabaka: ho bapisa dintho tse tsamayang mmoho le ho tshwantsha dintho tse fapaneng	Medumo, ho bala le ho boha Ruburiki ya 1: O elellwa ka kutlo le pono ditumammoho le ditumanosi
Laboraro	Ho ikemela ho baleng	Ho bala le ho boha	Ipalla ka bo yena dibuka ka monyaka hotswa pokellong ya dibuka ka phaposing sekgutlong sa ho bala Tshwara buka ka tsela e nepahetseng a phetla maqephe ka nepo	Medumo, ho bala le ho boha Ruburiki ya 3: O qapa pale ya hae ka ho bala ditshwantsho
Labone	Bokgoni ba ho sebedisa mesifa e mesesane mongolong	Mongolo	Moithuti o bopa ditlhaku a ferefa ka monwana, ka borosolo, dikerayone tsa mafura jj. a qala sebakeng se nepahetseng a latela ditshupasebaka ka nepo Kopisa ditlhaku tse a di tsebang lebitsong la hae ho emela hongola: O kopisa lebitso la hae Ntshetsa pele ho tsamaisa mesifa e menyane ka ho sebedisa sekere ho seha ditshwantsho le dibopeho tse sehelleltsweng mola o motenya jj	Mongolo wa sethatho le mongolo wa letsoho Ruburiki ya 1: Ntshetsa pele bokgoni ba motsamao wa mesifa e menyane ho matlafatsa letsoho
Labohlano	Ho bapala boiketsiso	Ho mamela le ho bua Mongolo wa sethatho	Ketsiso ya sebakadi ka mongolo wa sebaka: o nka molaetsa ka mohala, o ngola tefiso ya sephethephethe jj. Kopisa mongolo hotswa tikolohong ka papadi	





Two-week cycle	Whole class letters and sounds activities	CAPS language skills	Assessment checklist	Assessment rubric
Week 1 and 2: Monday	Introducing a sound from the story	Phonics		Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels
Tuesday	Forming the letter	Handwriting	Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction	Emergent Writing and Handwriting Rubric 1: Develops small muscle skills and fine motor skills
Wednesday	Letter boxes	Phonics	Recognises aurally and visually some initial consonants and vowels especially at the beginning of a word	Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels
Thursday	Listening for focus sounds	Phonics		Phonics, Reading and Viewing Rubric 2: Begins to recognise that words are made up of sounds: gives the beginning sound of own name
Friday	Blending and segmenting	Phonics	Divides multisyllabic words into syllables: uses clapping or drum beats on each syllable in the word or identifies the number of syllables (claps) in the names of the learners in the class	
Two-week cycle	Small group activities	CAPS language skills	Assessment checklist	Assessment rubric
Week 1 and 2: Monday	Drawing and emergent writing	Emergent writing	Makes an attempt to write letters using squiggles, scribbles, etc. and "reads" own writing: "reads" what squiggles say Holds crayons correctly using an acceptable pencil grip	Emergent Writing and Handwriting Rubric 2: Draws pictures capturing main idea of the stories, songs or rhymes Rubric 3: Understands that writing and drawing are different: pretend writing represented using squiggles
Tuesday	Puzzles and games	Phonics Listening and speaking	Uses language to think and reason: matches things that go together and compares things that are different.	Phonics, Reading and Viewing Rubric 1: Recognises aurally and visually some consonants and vowels
Wednesday	Independent reading	Reading and viewing	"Reads" independently books for pleasure in the library or classroom reading corner Holds the book the right way up and turns pages correctly	Phonics, Reading and Viewing Rubric 3: Makes up own story by "reading" the pictures
Thursday	Fine motor skills and handwriting	Handwriting	Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction Copies known letters in own name to represent writing: copies own name Develops fine motor control using scissors to cut out bold outlined pictures, shapes, etc.	Emergent Writing and Handwriting Rubric 1: Develops small muscle skills and fine motor skills
Friday	Pretend play	Listening and speaking Emergent writing	Role-plays writing in play situations: takes a telephone message, writes a traffic fine, etc. Copies print from the environment while playing	



★ Mose o Motala

Pale

Pale ya rona ya kajeno e ka ngwanana ya bitswang Zinzi Madiswa. O ne a ka ba dilemo tse tshelatseng. Enwa ke moholwane wa hae Sam ya nang le dilemo tse leshome. Ba dula lehaeng le lenyane le mme wa bona, ntate le ntjanyana e bitswang Sepoti. Aterese ya ntlo ya bo bona ke nomoro 7 mmileng wa Pokela, Masiphumelele.

Sam le Zinzi ba kena sekolong se le seng. Hoseng ho hong le ho hong mme wa bona o ba etsesa motoho ka lebesa e leng dijo tsa hoseng. Ka mora dijo tsa hoseng, ba ya sekolong na o batla ho utlwa hore ho ile ha etsahala eng ka le leng la matsatsi ha ba ne ba itokisetsa ho ya sekolong?

Ka tsatsi le leng hoseng, ha Sam a ntse a tena diaparo tsa sekolo, mme o ne a ntse a etsa dijo tsa hoseng. Sam a tena borukgwe ba hae bo bokgutshwane bo bosehla, hempe e tshweu, dikausu tse tshela le dieta tse ntsho. Zinzi o ne a ntse a tenne dipijama a tshwenyehile haholo. Sam a mo sheba a re: "Zinzi, o keke wa ya sekolong ka dipijama tsa hao! O kae mose wa hao wa sekolo? Phakisa, e seng jwalo, re tlo fihla ka mora nako!"

"Ke ya tseba hore re morao Nakong," a rialo. "Empa ha ke bone mose wa ka o motala. Ebe o kae?" Ba shebile tlasa bethe le kamora lemati, empa ha ba ka ba o fumana mose o motala.



Oh moratuwa, hle Zinzi! Zinzi o kgathatsehile haholo ebile o ikutlwa eka a ka lla. Ka nako yona eo, Zinzi le Sam ba utlwa lerata. "Hou hou!" Ene e utlwahalla fatshe mme ba lokela ho mamela ka hloko. "Ke eng seo? Ho utlwahala eka ke Sepoti. E ho kae?" ho botsa Zinzi.

"Shh! Ha re mamele hape," ho rialo Zinzi. Ba mamela hape ka hloko ba utlwa: "Hou hou!" Sam a re: "Ke Sepoti! Empa e ho kae?" Ba mamela hape. "Hou hou!"

Modumo o tswa rakeng e leng ganng. Zinzi a mathela rakeng a bula lemati. A fumana Sepoti kahara raka, ao tjihe, e bothile hodima mose!

Zinzi a phahamisa Sepoti a re: "Sepoti, o kene jwang ka rakeng? Atjihe, sheba mose wa ka!" Sam a phahamisa mose o motala a o hlohlora. Zinzi a sheba mose wa hae a qala ho ikutlwa a le kgotso.

Zinzi a apara mose wa hae yaba mmoho ba ja dijo tsa bona tsa hoseng (borakafese) kapele. Ba hlapa matsoho a bona ba kenya dimaske tsa bona ba dumedisisa ba re "Salang hantle". Zinzi le Sam ba matha ka lebelo le leholo mme ba fihla ka nako eo tshepe ya sekolo e llang hore bana ba eme moleng. Ba ne ba thabile haholo hore ha ba ka ba fihla ka mora nako.

Ke pheletso ya pale.



★ The green dress

Story

Our story today is about a little girl called Zinzi Madiswa. She is nearly six years old. This is her brother Sam and he is ten years old. They live in a small house with their mother and father and a little dog called Spot. Their address is 7 Pokela Road, Masiphumelele.

Sam and Zinzi go to the same school. Every morning Ma makes them porridge with milk for breakfast. After breakfast, they walk to school. Do you want to hear what happened one day when they were getting ready for school?

One morning Sam was getting dressed for school while Ma was busy making breakfast. Sam put on his grey shorts, white shirt, grey socks and black shoes. Zinzi was still in her pyjamas and she was very worried. Sam looked at her and said: "Zinzi, you can't go to school in your pyjamas! Where is your school dress? Hurry up or we'll be late!"

"I know it's late," she said. "But I can't find my green dress." Where could it be?" They looked under the bed and behind the door, but they could not find the green dress.

Oh dear, poor Zinzi! She was so worried and felt like crying. Just then, Zinzi and Sam heard a noise. "Ruff ruff." It was very soft and they had to listen carefully. "What is that? It sounds like Spot. Where is he?" Zinzi asked.

"Shh! Let's listen again," Zinzi said. They listened carefully and heard: "Ruff ruff." Sam said: "That's Spot! But where is he?" They listened again. "Ruff ruff." The sound came from the cupboard in the passage. Zinzi ran to the cupboard and opened the door. She found Spot inside the cupboard and, oh no, he was lying on her dress!

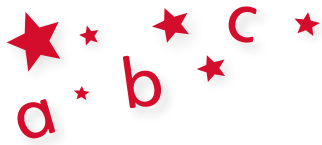


Zinzi picked up Spot and said: "Spot, how did you get locked in the cupboard? And, oh no, look at my dress!" Sam picked up the green dress and shook it like this. Zinzi looked at her dress and she began to feel much better.

Zinzi put on her dress and then the children ate their breakfast very quickly. They washed their hands, put on their masks and waved goodbye. Zinzi and Sam ran to school as fast as they could and got there just as the school bell was ringing for the children to line up. They were so happy that they were not late!

And that is the end of the story.





Pina

Zinzi ha a bone mose wa hae
 Zinzi ha a bone mose wa hae
 Zinzi ha a bone mose wa hae
 O nahana hore e be o hokae?

Ebe o ka tlasa bethe?
 Ebe o ka tlasa bethe?
 Ebe o ka tlasa bethe?
 O nahana hore e be o hokae?

Ebe o ka mora lemati?
 Ebe o ka mora lemati?
 Ebe o ka mora lemati?
 O nahana hore e be o hokae?

Shh, a o utlwa lerata leo?
 Shh, a o utlwa lerata leo?
 Shh, a o utlwa lerata leo?
 O nahana hore ke eng?

Ha re lebelle ka rakeng/khabotong
 Ha re lebelle ka rakeng/khabotong
 Ha re lebelle ka rakeng/khabotong
 O nahana re fumane mang?

Re fumane Sepoti hodima mose
 Re fumane Sepoti hodima mose
 Re fumane Sepoti hodima mose
 Zinzi le Sam ba thabile!

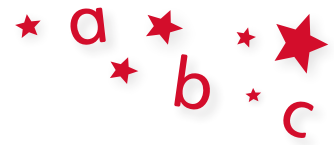


(Bina jwaloka "Here we go loop-de-loop" kapa o qape pina ya hao.)

Tlotlontswe ho tswa paleng

Mantswe a sehloohong	mose	motala	tshwenyeho	ka mora nako	lerata	fumana
Mantswe a koketso:	aterese	pijama	dijo tsa hoseng/ borakafese	raka	sheba	mamela
	motoho	Ka mora	ka tlasa	bonolo	potlako	tena





Song

Zinzi can't find her dress
 Zinzi can't find her dress
 Zinzi can't find her dress
 Where do you think it could be?

Is it under the bed?
 Is it under the bed?
 Is it under the bed?
 Where do you think it could be?

Is it behind the door?
 Is it behind the door?
 Is it behind the door?
 Where do you think it could be?

Shh, can you hear that noise?
 Shh, can you hear that noise?
 Shh, can you hear that noise?
 What do you think it could be?

Let's look in the cupboard
 Let's look in the cupboard
 Let's look in the cupboard
 Who do you think we found?

We found Spot on the dress
 We found Spot on the dress
 We found Spot on the dress
 Zinzi and Sam are so happy!



(Sing to the tune of "Here we go loop-de-loop" or use your own tune.)

Vocabulary from the story

Key-words:	dress	green	worry	late	noise	find
Extra words:	address	pyjamas	breakfast	cupboard	look	listen
	porridge	behind	under	soft	hurry	get dressed





O tla hloka:

- Pale: Mose o Motala
- Dipopi: Zinzi, Sam, Monghadi le Mofumahadi Madiswa, Sepoti, mose o motala, dipijama
- Diporopo: mose o motala kapa lesela le letala, diaparo tsa ho robala, lebokose la kgale ho etsa raka
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe

Stella o re:

Ipalle pale makgetlo a mmalwa. Itokisetse ho balla bana pale ka phaposeng, ka ho e pheta-pheta lapeng pele. Ha o itshepa, ho tla ba bobebe ho pheta pale. Ha ho hlokahale hore o ithute mantswe a pale – o ka pheta pale ka mantswe a hao.



Beke 1 Letsatsi 1

Diketsahalo tsa tlelase yohle

Bua raeme ya *Mahlo a mabedi ho bona* ho tliša baithuti mmateng ka nako ya pale.

Ho bua pale le ho eketsa tlotlontswe

1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: Bua ka hore na ba na le lemo tse kae, hore na ba na le banababo bona, moo ba dulang, hore na ba yang jwang sekolong, hore na ba apara eng ha ba ya sekolong.
- 1.3 E re: *"Pele re qala, ke batla ho le fa meelelo ya mantswe a mang a matjha ao re tlišeng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala: Bontsha sefahleho se tshwenyehileng ebe o laela baithuti ho o bontsha hore na ba shebahala jwang ha ba tshwenyehile. E re baithuti ba qapodise lentswe ka puo ya bona ya lapeng haeba ba bua puo e fapaneng lapeng.

2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"Kea Makala hore Zinzi o ne a ikutlwa a le jwang ha ba ne ba le tseleng ya hoya sekolong?"*

3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *"Ke eng e o e ratang ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena?"*

Mahlo a mabedi ho bona

Molomo o le mong ho pheta le ho bina
Mahlo a mabedi ho bona
Ditsebe tse pedi ho utlwa
Maoto a mabedi ho tsamaya le ho matha
Matsoho aka ke ana
Mpontshe a hao —
Ke nako ya dipale ho bohle!

O tla hloka:

- Dipopi tsa pale
- Mmino le ditshwantsho tsa pina



Beke 1 Letsatsi 2

Diketsahalo tsa tlelase yohle

Ho bua pale le ho bina

- 1 Qala ka ho hopotsa baithuti ka hlaloso ya mantswe a o ba tsebisitseng ona ka Letsatsi 1.
- 2 Pheta pale hape o sebedisa dipopi. Botsa dipotso Ha o ntse o bua pale. Kgothatsa baithuti ho hopolela pele se ka etsahalang.
- 3 Bolella baithuti hore o tlo ba ruta pina e ntjha e tsamaisanang le pale ena.
- 4 Bua melana ya pina ka ho hlaka o sa potlaka, ebe o kopa baithuti ho nka karolo ba bine mmoho le wena. Ho ka ba boimanyana hore baithuti ba hopole mantswe ohle, kahoo ba rute pina ka dikarolo.
- 5 Eba le ditshwantsho kapa diporopo kapa o etse diketso ho thusa baithuti ho utlwisa puo e pineng.
- 6 Ruta baithuti diketso tsa pina mme le be le boithabiso le bina ka puo tse fapaneng.





You will need:

- Story: *The green dress*
- Puppets: Zinzi, Sam, Mr and Mrs Madiswa, Spot, green dress, pyjamas
- Props: a green dress or piece of green material, pyjamas, an old box for a cupboard
- Objects or picture cards for words on the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Talk about how old they are, whether they have brothers or sisters, where they live, how they get to school, what they wear to school.
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example: Make a worried face and ask learners to show you how they look when they are worried. Ask learners to say the word in their own language if they speak a different language at home.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"I wonder how Zinzi felt when they were on their way to school?"*

3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"*

Two eyes to see

One mouth to talk and sing,
Two eyes to see,
Two ears to hear,
Two legs to walk and run;
Here are my hands
Give yours to me – time for
stories everyone!

Stella says:



Read the story to yourself a few times. Practise telling the story at home before doing it in front of the class. The more confident you feel, the easier it will be to tell the story naturally. You don't have to learn the words of the story – you can tell the story in your own words.

You will need:

- Puppets for the story
- Music and props or pictures for the song

Week 1 Day 2

Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.





O tla hloka:

- Dipopi tsa pale
- Diporopo: mose of motala kapa sekotwana sa lesela le letala, lebokose la kgale ho etsa raka, diaparo tsa bosiu



Beke 1 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho bua le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlahoso ya mantswe ho tswa lenaneng la tlotlontswa. Mohlala: "Ke mang ya hopolang hore sefahleho sa hae se jwang ha a 'tshwenyehile'?"
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka sebakadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena titjhere) tloba ba sebadisa sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho etsa diketso tse tsamaisanang le mantswe ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano

Stella o re:



Tse ke dipotso tsa bohlokwa tse o ka dibotsang ka ditshwantsho tsena:

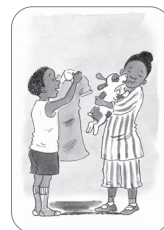
- "O bona mang?" (dibapadi)
- "Ole etsa eng?" (maetsi le diketso)
- "Ke eng se seng se o ka se bonang?" (O sheba hape)
- "E hokae ...?" (bolela tulol boemo)
- "Hobaneng o nahana ...?" (monahano o batsi wa ho hlahisa maikutlo)

Beke 1 Letsatsi 4

Diketsahalo tsa tlelase yohle

Ditshwantsho tsa tatelano

- 1 Bina pina hape.
- 2 Hlahisa mantswe a matjha hotswa lenaneng la tlotlontswa.
- 3 Kgetha se seng sa ditshwantsho tsa tatelano o se phahamise. Botsa baithuti hore ba bona eng, ebe o qoqa ka setshwantsho ka botlalo.
- 4 Hang ha o qoqile ka setshwantsho, se kgomaretse tlapantshong hore baithuti ba se bone. Netefatsa hore ditshwantsho ha di ka tatelano kgatheng lena la tshebetso.
- 5 Ha o se o buile ka ditshwantsho kaofela, botsa baithuti: "Ekaba ditshwantsho di dutse kamokgwa o nepahetseng?"
- 6 Botsa baithuti ho supa setshwantsho se tlang pele. Sebetsang mmoho ho lokisa tatelano ya ditshwantsho hore pale e utlwisisehe.
- 7 Boloka baithuti hore ba nke karolo ka mafolofolo tsamaisong ena. Botsa dipotsa tse kang tse: "Ho etsahetse eng se latelang? Ke mang ya ka hopolang hore ho latela eng paleng?"
- 8 Ha ditshwantsho di le ka tatelano e nepahetseng, mema baithuti ba seng ba kae ho tla pheta pale ka tsela e nepahetseng.





You will need:

- Puppets for the story
- Props: a green dress or piece of green material, an old box for a cupboard, pyjamas



Week 1 Day 3

Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: *"Who can remember how your face looks when you are 'worried'?"*
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

You will need:

- Big sequence pictures

Stella says:



These are useful questions to ask about each picture:

- *"Who can you see?"* (characters)
- *"What is he/she/it doing?"* (verbs and actions)
- *"What else can you see?"* (looking again)
- *"Where is the ...?"* (naming places/position)
- *"Why do you think ...?"* (creative thinking, expressing opinions)

Week 1 Day 4

Whole class activities

Sequencing pictures

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: *"Are the pictures in the correct order?"*
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: *"What happened next? Who can remember the next part of the story?"*
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.





O tla hloka:

- Leqephe le hlwekileng le bileng le ngotswe sehlooho sa pale hodimo le fuwa moithuti e mong le e mong
- Dikerayone tsa mafura tsa *jumbo*

Beke 1 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Ngola sehlooho sa pale hodimo leqepheng le hlwekileng la moithuti e mong le e mong pele ho thuto.
- 2 Bolella baithuti hore ba supe mantswa a sehlooho ha le bala mmoho.
- 3 Botsa baithuti hore ke karolo efe eo ba e ratileng ho fetisisa paleng. Fana ka dikeletso kapa kgothaletso. Mohlala: *"Na o ile wa rata karolo ya pale moo Zinzi a fumaneng Sepoti ka rakeng?"* Kgothalletsa baithuti ho taka karolo eo ba e ratileng paleng.
- 4 Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.
- 5 Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle.
- 6 Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswa butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona. Mohlala: *"Zinzi ... a fumana ... Sepoti ... kahara ... Ke lentswe lefe le latelang? Raka. Ke ilo ngola lentswe 'raka'."*
- 7 Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswa a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng.
- 8 Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorise boiteko ba bona.

Mose o motala wa Zinzi o motle, ke a o rata.





You will need:

- A blank A4 page for each learner with the title of the story written at the top of the page
- Jumbo wax crayons

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Write the title of the story at the top of each learner's blank page before the lesson.
- 2 Ask learners to point to the words of the title as you read them together.
- 3 Ask learners what part of the story they liked best. Give some suggestions. For example: *"Did you like the part when Zinzi found Spot in the cupboard?"* Encourage learners to draw their favourite part of the story.
- 4 Make a comment or ask each learner to tell you about their drawing.
- 5 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture.
- 6 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: *"Zinzi ... found ... Spot ... in ... the ... What word did you want to say next? Cupboard. I am going to write the word 'cupboard'."*
- 7 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.
- 8 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.

I like Zinzi's pretty green dress.





O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Bukana e menweng hape e kopisitsweng bakeng sa moithuti e mong le emong

Beke 2 Letsatsi 1

Diketsahalo tsa tlelase yohle

Tatelano ya ditshwantsho hape



- 1 Qala ka baithuti ba dutseng mmateng. Kgetha baithuti ba ka emang kapele phaposeng, emong le emong a tshware e le nngwe ya mmala wa ditshwantsho ka tatelano (eseng ka tatelano e nepahetseng).
- 2 Botsa baithuti hore naa ditshwantsho di ka tatelano e nepahetseng. Ba kope hore ba supe setshwantsho se tshwanetseng ho ba qalong ya pale.
- 3 Sehlopha hammoho, botsang baithuti ba tshwereng ditshwantsho hore ba suthe ba tsamae hohle hofihlela pale e etsa moelelo o hlakileng. Botsa dipotso tse tshwanang le e: *“Ke mang yaka hopolang hore ho etsahetseng se latelang”*.
- 4 Hang ha o se o qetile tatelano ya pale, baithuti ba lokela ho kgutlela madulong a bona.
- 5 Efa moithuti emong le emong bukana. Ba kgothaletse ho sheba sekwahelo sa buka (bokantle) ebe o bala sehloho sa pale le bona.
- 6 Tsamaisa baithuti leetong la ditshwantsho bukeng yohle, o ba thuse ho lemoha hore ditshwantsho tse leng bukeng di tshwana le tatelano ya ditshwantsho tse ba di entseng.
- 7 Ha nako e sa le teng, baithuti ba ka balla balekane ba bona dibukana tsa bona ka phaposeng.
- 8 Kgothaletsa baithuti ho nka dibuka ho ya hae ho bala le bamalapa a bona.



O tla hloka:

- Buka e Kgolo: *Mose o Motala*

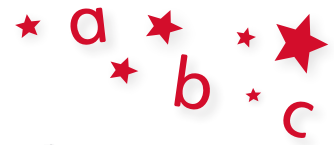
Beke 2 Letsatsi 2

Diketsahalo tsa tlelase yohle

Padisommoho – Buka e Kgolo

- 1 Kgothatsa baithuti ho sheba bokantle ba buka ba bue ka setshwantsho le tse ba di bonang ebile ba di lemoha.
- 2 Balla bana kaofela sehloho sa pale. Supa lentse ka leng ha o ntse o bala. Bala hape o be o kope baithuti ho bala le wena.
- 3 Nka leeto la ditshwantsho bukeng le baithuti, le qoqe ka ditshwantsho mme o ba kgothaletse ho botsa dipotso.
- 4 Supa nomoro ya leqephe mme le buisane ka hore ho latela nomoro mang/efe qepheng le latelang.
- 5 Ha le se le “tsamaile” buka yohle, kgutlelang morao qalong le bale sehloho sa buka hape. Phuthulla leqephe o bale polelo engwe le engwe ka lentse la tlhaho le hlakileng. Supa lentse ka leng (le leng le le leng) ha o ntse o bala.
- 6 Bala buka hape mme o kgothatse baithuti ho “bala” le wena.





You will need:

- Big sequence pictures
- Photocopied and folded little book for each child

Week 2 Day 1

Whole class activities

More sequencing pictures



- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: *"Who can remember what happened next?"*
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can "read" their little book to a partner in the class.
- 8 Encourage learners to take the books home to read with their families.



You will need:

- Big Book: *The green dress*

Week 2 Day 2

Whole class activities

Shared reading – Big Book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have "walked" through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to "read" with you.





O tla hloka:

- Hlama ya ho bapadisa le letlapa le le nyenyane kapa moseme wa moithuti e mong le e mong.

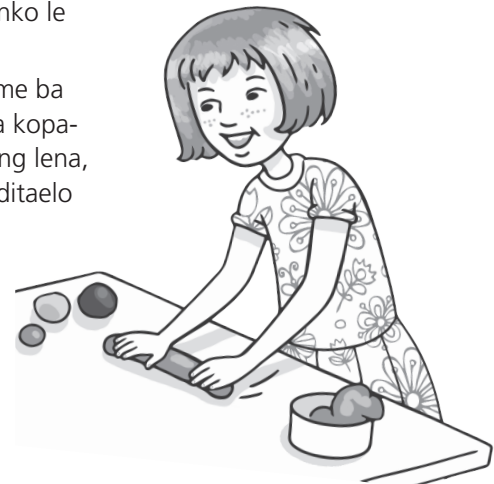


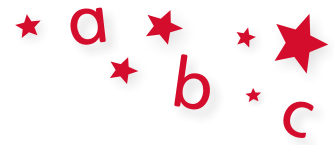
Beke 2 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho ithuta ho mamela

- 1 Dudisa baithuti fatshe ba kgutsitse mme ba emetse ho utlwa.
- 2 Qala mosebetsi wa ho mamela kajeno ka ho re: *"Na le hopola nakong eo Zinzi le Sam ba utlwang Sepoti a bohola ka hara raka? Ba ne ba tshwanetse ba be ba mametse ka hloko hore ba mo utlwe. Ha re kwalleng mahlo re tholeng metsotswana re mamele ka hloko medumo e re potapotileng."* Jwale bolella baithuti ho bula mahlo mme ba bue ka medumo eo ba e utlwileng. Ba bue ka hore ke medumo efe e utlwahalang e le haufi (e dumelang hodimo) mme ke efe e utlwahalang e le hole (bonolo). Bolella baithuti hore ba tliilo etsa tlhakiso moo ba tshwanetseng ho mamela ka hloko seo o se buang.
- 3 Efa moithuti e mong le e mong bolo ya hlama ya ho bapadisa o be o ba bolelle hore ba tliilo etsa batho ba hlama ya ho bapadisa.
- 4 Botsa baithuti hore batho ba bona ba tliilo hloka dikarolo dife tsa mmele: hlooho, mmele, diphaka tse pedi, matsoho a mabedi, meomo e mmedi, maoto a mabedi, ditsebe tse pedi, mahlo a mabedi, nko, molomo le moriri. Supa dikarolo tsa mmele wa hao ha o ntse o di bitsa.
- 5 Jwale fana ka ditaelo tse hlakileng butle mme o bontshe ka hlama ya hao ya ho bapadisa. O tsamaye o kgefutsa pakeng tsa ditaelo hore baithuti ba se nahane hore o a ba tatisa.
 - ★ Kgaola karolo ya hlama ya ho bapadisa mme o e bope ho etsa mmele.
 - ★ Kgaola karolwana ya hlama ya ho bapadisa, e bope o etse bolo ebe o etsa hlooho mme o e behe hodima mmele.
 - ★ Jwale etsa maoto a mabedi mme o a kenye tlasa mmele.
 - ★ Jwale etsa matsoho a mabedi o be o a beha ka mahlakoreng a mmele.
 - ★ Bopa dibolo tse nyenyane ho etsa mahlo.
 - ★ Bopa molomo ka karolo e nngwe. Kenya nko le ditsebe tse pedi.
- 6 Hang ha baithuti ba latetse ditaelo tsa hao mme ba entse motho ka hlama ya ho bapadisa, e re ba kopanyane hlama eo mme ba qale hape. Kgetlong lena, ba ka leka ho iketsetsa ka bobona, kante ho ditaelo tsa hao.





You will need:

- Playdough and a small board or mat for each learner



Week 2 Day 3

Whole class activities

Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin by saying: *"Do you remember when Zinzi and Sam heard Spot barking from inside the cupboard? They must have listened very carefully to hear him. Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us."* Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near/close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Give each learner a ball of playdough and tell them they are going to make playdough people.
- 4 Ask learners what parts of the body their person will need: a head, a body, two arms, two hands, two legs, two feet, two ears, two eyes, a nose, a mouth and hair. Point to the parts of your body as you name them.
- 5 Now give instructions slowly and clearly and demonstrate with your own piece of playdough. Wait between each instruction so that learners do not feel rushed.
 - ★ Break off a piece of playdough and roll it to make a body.
 - ★ Break off a smaller piece of playdough, roll it into a ball to make the head and put it on top of the body.
 - ★ Make two legs and put them under the body.
 - ★ Make two arms and put them on the sides of the body.
 - ★ Roll two more small balls to make eyes.
 - ★ Roll a piece for a mouth. Add a nose and two ears.
- 6 Once learners have followed your instructions and made a playdough person, let them squash the playdough and start again. This time, they can try and make it their own way, without following your instructions.





O tla hloka:

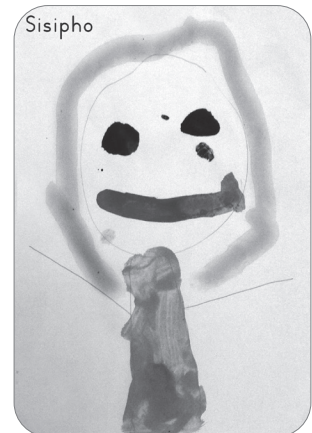
- Maqephe a maholo a masweu a ngotsweng mabitso a moithuti hodimo ka letsohong le letshehadi la leqephe.
- Maqephe a maholo a nang le setshwantsho sa Zinzi a apere mose wa hae o motala. Lebitso la Zinzi le ngotsweng hodimo letsohong le letshehadi.
- Pente ya mebalabala, diborosolo le dinkgwana
- Seipone se seholo (ha ho kgonahala)

Beke 2 Letsatsi 4

Diketsahalo tsa tlelase yohle

Bala o be o etse

- 1 Kopa baithuti ho ema ba latele ditaello tsa hao. Supa karolo ya mmele; mohlala, hlooho ya hao. Botsa moithuti hore na karolo ena ya mmele e bitswang ebe o bitsa lentswe "hlooho".
- 2 Etsa hona ka dikarolo tse fapaneng tsa mebele ya bona: hlooho, moriri, ditsebe, mahlo, nko, molomo, seledu, molala, mahetla, diphaka, ditswe, matsoho, mpa, meomo, mangole, maoto.
- 3 E re ba ame diphaka, meomo, hlooho, ditsebe, ho bona hore na di utlwaleha jwang – na di telele, di tjitja, di bonolo kapa di thata?
- 4 Bontsha moithuti leqephe le nang le setshwantsho sa Zinzi ka mose wa hae o motala. Supa hodimo leqepheng moo ho ngotsweng lebitso la Zinzi.
- 5 Bontsha moithuti maqephe a maholo ebe o ba kgothalletsa ho "bala" mabitso a bona. Thusa moithuti ba sa kgoneng ho elellwa mabitso a bona.
- 6 Ba botse hore na ba nahana hore setshwantsho se tshwanetseng ho ba ka tlasa mabitso a bona ke sefe: Karabo ke ditshwantsho tsa bona!
- 7 Ba bolelle hore ba ilo sebedisa leqephe kaofela ho taka ditshwantsho tsa bona le diaparo tseo ba di apereng.
- 8 E re moithuti ba itjhebe ka seiponeng kapa ba shebe metswalle ya bona ka hloko.



O tla hloka:

- Leqephe le hlwekileng la moithuti ka mong
- Dikerayone tsa mafura tsa jumbo
- Dikere
- Mohala o motelele (O tshwanetse o fanyehuwe pele ho thuto ka phaposing jwaloka mohala oo ho anehuwang diaparo ho ona.)
- Diphekse

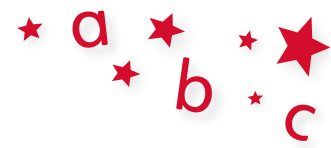
Beke 2 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Kopa moithuti ho ema mme ba latele ditaello tsa hao. Supa seaparo, mohlala, hempe ya hao.
- 2 Botsa moithuti hore na seaparo seo re se bitsang ebe o tjho lentswe "hempe".
- 3 Etsa hona ka diaparo tse fapaneng: dieta, dikausu, mose, borikgwe bo bokgutshwanyane, hempe, jeresi.
- 4 Efa moithuti e mong le e mong leqephe le hlwekileng mme o etse bonnete ba hore dipene tsa mebalabala di tla lekana sehlopha sa baithuti hore ba kgone ho di arolelana.
- 5 Ba hlalose hore ba tshwanetse ho taka seaparo seo ba se ratang haholo mme ba se kgabise ka mmala o nepahetseng.
- 6 Ha ba qetile ho kgabisa diaparo tsa bona, ba tshwanetse ho seha ditshwantsho tseo ba di takileng.
- 7 Ha bohle ba qetile, moithuti ba tshwanetse ho reha diaparo tseo ba di takileng, mabitso, ebe ba o neha tsona hore o di anehe mohaleng oo ho anehuwang diaparo ho ona.





You will need:

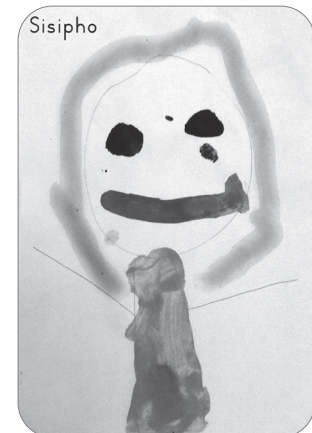
- Large sheets of white paper with each learner's name written on the top left-hand corner of a page
- One large sheet of paper where you have drawn Zinzi in her green dress and Zinzi's name written on the top left-hand corner of the page
- Coloured paint, brushes and tubs
- Full-length mirror (if possible)

Week 2 Day 4

Whole class activities

Read and do

- 1 Ask learners to stand up and follow your lead. Point to a part of your body, for example, your head. Ask learners what we call this part of our body and say the word "head".
- 2 Do this for the different parts of their body: head, hair, ears, eyes, nose, mouth, chin, neck, shoulders, arms, elbows, hands, tummy, legs, knees, feet.
- 3 Let them touch their own arms and legs to see how they feel – are they long, round, soft or hard?
- 4 Show learners a sheet of paper with a drawing of Zinzi in her green dress. Point to the top of the page where Zinzi's name is written.
- 5 Show learners the large sheets of paper and encourage them to "read" their name. Support learners who are unable to recognise their name.
- 6 Ask them what picture they think should be under their name. The answer is a picture of themselves, of course!
- 7 Tell them they are going to use the whole page to paint a picture of themselves and the clothes they are wearing.
- 8 Let learners look at themselves in a full-length mirror or look carefully at their friend.



You will need:

- A blank A4 page for each learner
- Jumbo wax crayons
- Scissors
- A long piece of string (This needs to be hung up in the classroom like a washing line before the lesson.)
- Pegs

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Ask learners to stand up and follow your lead. Point to an item of clothing, for example, your shirt.
- 2 Ask learners what we call this item of clothing and say the word "shirt".
- 3 Do this for the different items of clothing: shoes, socks, skirt, shorts, shirt, jersey.
- 4 Give each learner a blank page and make sure there are enough coloured crayons for a group of learners to share.
- 5 Explain to them that they must draw their favourite item of clothing and colour it in the correct colour.
- 6 After they have coloured in their clothes, they must cut out the picture they have drawn.
- 7 When everyone is finished, learners must name the item of clothing they have drawn and give it to you to hang on the washing line.

★ Matha, Lindi, Matha

Pale

Ene ere, ele ka tsatsi le leng, ho ne ho na le ngwanana ya neng a bitswa Lindi ya neng a dula le mme wa hae, nkgono, le kgaitsemi wa hae, Paul. Lindi o ne a na le mmele o phetseng hantle o tiileng ebile o ne a rata ho papala mofuta e fapaneng ya dipapadi, empa ho tsohle o ne a rata ho matha. O ne a matha ho tloha lapeng la habo ho fihla nokeng. O ne a matha ho tswa nokeng ho ya lebenkeleng. O ne a matha ho tloha lebenkeleng ho ya ha mmangwane eo a mo ratang haholo. "Matha, Lindi, matha!" ho hweletsa metswalle ya hae yohle. Lindi o ne a bile a matha ho tlolela betheng ha a qeta ho borosola meno bosiu.



Ka le leng la matsatsi, mme wa Lindi a re ho yena: "Lindi, ke ya tsebe kamoo o ratang ho matha. Hosane ho tlo ba le peiso ya mabelo e qalang lebenkeleng la Ntate Ibrahim. "Ebe o ka rata ho matha peisong ya mabelo a?"

"E hlile!" ho rialo Lindi. O ne a thabile haholo a ya betheng e sa le nako hore a be le phomolo e tletseng hore a tie lebelong la hosane. Hoseng a tsoha e sa le ka meso, a ja sekotlolo sa motoho o futhumetseng ka lebeso e le borakafese ya hae. E ne e tlo ba letsatsi le tjhesang, mme Lindi a hopola ho nwa metsi pele ho peiso ya mabelo.

Kamora dijo tsa hoseng, Lindi a ya tlase lebenkeleng la Ntate Ibrahim ho kopana le bana bohle ho kgumama moleng, ba ikemisetse lebelo. Ntate Ibrahim a re: "Kgumama, hlomama, itokise, tloha!" A tloha Lindi, a matha! A matha eka moya! A matha, a matha yaka ha a esoka a matha ka mokgwa ona le kgale. "Matha, Lindi, matha!" ho hweletsa Paul, tlolela hodimo le tlase.

Eitse ha a emisa ho matha, Lindi a utlwa emong le emong a mo opela mahofi. A ikutlwa a thabile a le matla. Ntate Ibrahim a tla ho yena a mo fa metlele. "O sebeditse hantle, Lindi! O mathile haholo kamoo o ka kgonang! O ne o le moithuti wa pele ho qeta peisano ya lebelo!"



Ha Lindi a ya hae ka mora peiso ya lebelo, a rwala metlele ya hae e benyang e ntjha. "O sebeditse hantle, Lindi, botle!" A opelwa mahofi ke ba lelapa. Nkgono a re: "Lindi, ke motlotlo ka wena. O ikwetlisetse ho matha mehla yohle jwale o hlotse peisong ya lebelo. O fumane metlele! Mmele wa hao o phetse hantle e bile o matla, ebile ho matha ke talente e kgethehileng, ya bohlokwa ya hao."



Ke pheletso ya pale.

★ Run Lindi Run

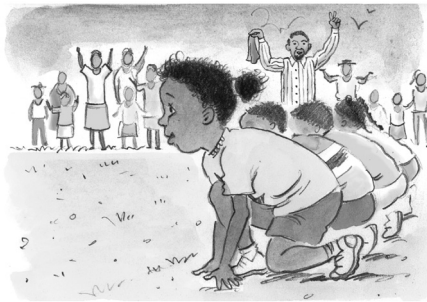
Story

Once upon a time, there was a girl called Lindi who lived with her mother, her granny and her little brother, Paul. Lindi's body was healthy and strong, and she liked to play all sorts of games, but most of all she loved to run. She ran from her house to the river. She ran from the river to the shop. She ran from the shop to her favourite auntie. "Run Lindi run!" shouted all her friends. Lindi even ran and jumped into bed every night, after she had brushed her teeth.

One day, Lindi's mother said to her: "Lindi, I know how much you love to run. Tomorrow there is going to be a race starting at Mr Ibrahim's shop. Would you like to run in the race?"

Of course Lindi said yes! She was very excited and went to bed early so she could have a good rest and be strong for the race. In the morning, she woke up early and ate a bowl of warm porridge with milk for breakfast. It was going to be a hot day, and Lindi remembered to drink some water before the race.

After breakfast, Lindi went down to Mr Ibrahim's shop and joined all the children kneeling in a line, ready to race. Mr Ibrahim said: "On your marks, get set, go!" And off Lindi ran! She ran like the wind! She ran and ran like she had never run before. "Run Lindi run!" shouted Paul, jumping up and down.



When she stopped running, Lindi heard everyone cheering. She felt happy and strong. Mr Ibrahim came up to her and gave her a medal. "Well done, Lindi! You ran as fast as you could! You were the first to finish the race!"



When Lindi went home after the race, she wore her shiny new medal. "Well done, Lindi, well done!" cheered her family. Granny said: "Lindi, I am proud of you. You practise running every day and now you won the race! Your body is healthy and strong, and running is your special talent."

And that is the end of the story.



Pina

Lindi matha kapele ho ya tlase nokeng, ho ya nokeng, ho ya nokeng
 Lindi matha kapele ho ya tlase nokeng,
 Matha, Lindi, matha!

Lindi matha tsela yohle ho ya benkeleng , ho ya lebenkeleng, ho ya lebenkeleng.
 Lindi matha tsela yohle ho ya lebenkeleng
 Matha, Lindi, matha!

Lindi matha haholo o hlole peiso, o hlole peiso, o hlole peiso
 Lindi matha haholo o hlole peiso
 Matha, Lindi, matha!

Lindi o ikutlwa a thabile a le matla a shahlile
 Lindi o ikutlwa a thabile
 Matha, Lindi, matha!

Lindi o motlotlo ka talente e bohlokwa, talente e bohlokwa, talente e bohlokwa
 Lindi o motlotlo ka talente e bohlokwa.
 Matha, Lindi, matha!



(Bina jwaloka "The Wheels on the bus" kapa o qape pina ya hao.)

Tlotlontswe ho tswa paleng

Mantswe a sehloohong	peiso	lethabo / nyakallo	fetsa	mmentlele	ntlha	taboga
Mantswe a koketso:	matla	ikwetlisa	motoho	tshebetso entle	dijo tsa hoseng	phatsimang
	Thaba	lebese	kgethehileng	talente	motlotlo	opela mahofi





Song

Lindi runs fast down to the river, to the river, to the river
Lindi runs fast down to the river
Run Lindi run!

Lindi runs all the way to the shop, to the shop, to the shop
Lindi runs all the way to the shop
Run Lindi run!

Lindi runs fast and wins the race, wins the race, wins the race
Lindi runs fast and wins the race
Run Lindi run!

Lindi feels happy, strong and fit, strong and fit, strong and fit
Lindi feels happy, strong and fit
Run Lindi run!

Lindi is proud of her special talent, special talent, special talent
Lindi is proud of her special talent
Run Lindi run!



(Sing to the tune of "The Wheels on the bus" or use your own tune.)

Vocabulary from the story

Key-words:	race	excited	finish	medal	first	run
Extra words:	strong	practise	porridge	well done	breakfast	shiny
	happy	milk	special	talent	proud	cheer





O tla hloka:

- Pale: *Matha, Lindi, Matha*
- Dipopi: *Lindi, Paul, Monghad Ibrahim, Nkgono wa Lindi, Mme wa Lindi*
- Diporopo: *hempe e tshweu ho sebediswa jwaloka jase ya ralebenkele, kgwele kapa mohala o behwang moo lebelo le fellang teng, metlele*
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswa

Beke 1 Letsatsi 1

Diketsahalo tsa tlelase yohle

Ho bua pale le ho eketsa tlotlontswa

Bua raeme ya *Mahlo a mabedi ho bona* ho tliša baithuti mmateng ka nako ya pale.

Mahlo a mabedi ho bona

Molomo o le mong ho pheta le ho bina
 Mahlo a mabedi ho bona
 Ditsebe tse pedi ho utlwa
 Maoto a mabedi ho tsamaya le ho matha
 Matsoho aka ke ana
 Mpontshe a hao —
 Ke nako ya dipale ho bohle!

1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti ka ho ba botsa o re: *“Ke mang ya ratang ho beisa? O beisa hokae? Na o se o kile wa beisa peisong/lebelong?”*
- 1.3 E re: *“Pele re qala, ke batla ho le fa meelelo ya mantswe a mang a matjha ao re tlileng ho a fumana paleng.”* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswa, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala: Kopa morutwana ho ema pela hao mme a etse eka o beisa le wena (dikgato di se kae!). Bua ka qalo ya lebelo, qetello le hore mohlodi ke mang.

2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *“O nahana hore Lindi o ne a ikutlwa jwang ha a ne a eme moleng ho qala lebelo? O nahana hore o ne a ikutlwa jwang ha a hlola lebelo?”*

3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *“Ke eng e o e ratang ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena? Lindi o ne a tswa pele mabelong. Wena o tswa pele hokae? Wena o ipabola ka eng?”*



Stella o re:

Mantsweng ana: *“monghadi, mahofi, matha, matjeke”, modumo wa sehlooho ke Im/ ebile ke modumo wa pele kapa o qalong ya lentswe. Thutong ena, re entse qeto ya ho sebedisa “modumo wa sehlooho” ho na le modumo o qalang.*



Tsebisu ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *“rata, ratang, re, rialo. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: rata, re, rialo? Ee, o nepile! Kaofela a na le modumo /r/.”*
- 2 *“Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /r/: raha, rapela, reka, roboto, rula, raese, rouse, serurubele, leruarua, ruta.”* (Hatella modumo o qalong ha o ntse o bitsa mantswe).
- 3 Bua modumo /r/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /r/: **“r-r-r”**. Etsa ho swaswa hore o ba qabole: O buelle tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).





You will need:

- Story: *Run Lindi Run*
- Puppets: Lindi, Paul, Mr Ibrahim, Lindi's granny, Lindi's mom
- Props: white shirt for shopkeeper's coat, rope or string for the finishing line, medal
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

Storytelling and building vocabulary

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

Two eyes to see

One mouth to talk and sing,
Two eyes to see,
Two ears to hear,
Two legs to walk and run;
Here are my hands
Give yours to me – time for
stories everyone!



1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives by asking: "Who likes to run? Where do you run? Have you ever run in a race before?"
- 1.3 Say: "Before we begin, I want to tell you the meaning of some new words which we will find in the story." Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example: Ask a learner to stand next to you and pretend to run a race together (just a few steps!). Talk about the start of the race, the finish and who the winner was.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "How do you think Lindi felt when she was lining up to start the race? How do you think Lindi felt when she won the race?"

3 After you tell the story

- 3.1 Ask learners: "What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story? Lindi was good at running. It was her special talent. What are you good at?"

Stella says:



In the words "monghadi, mahofi, matha, matjeke", the focus sound is /m/ and this is also the beginning or first sound in the word. In African languages, the first sound in a word is often a vowel, as all nouns are written with an article that is a vowel. In this programme, we have decided to use the word "focus sound", rather than beginning sound.

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "rata, ratang, re, rialo. Can you hear the focus sound: rata, re, rialo? Yes, you are right! They all have the sound /r/."
- 2 "Listen carefully, here are some more words with /r/: raha, rapela, reka, roboto, rula, raese, rouse, serurubele, leruarua, ruta." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /r/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /r/: "r-r-r". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.



O tla hloka:

- Dipopi tsa pale
- Mmino le ditshwantsho tsa didirisiwa tsa pina



Beke 1 Letsatsi 2

Diketsahalo tsa tlelase yohle

Ho bua pale le ho bina

- 1 Qala ka ho hopotsa baithuti ka hlaloso ya mantswe a o ba tsebisitseng ona ka Letsatsi 1.
- 2 Pheta pale hape o sebedisa dipopi. Botsa dipotso Ha o ntse o bua pale. Kgothatsa baithuti ho hopolela pele se ka etsahalang.
- 3 Bolella baithuti hore o tlo ba ruta pina e ntjha e tsamaisanang le pale ena.
- 4 Bua melana ya pina ka ho hlaka o sa potlaka, ebe o kopa baithuti ho nka karolo ba bine mmoho le wena. Ho ka ba boimanyana hore baithuti ba hopole mantswe ohle, kahoo ba rute pina ka dikarolo.
- 5 Eba le ditshwantsho kapa diporopo kapa o etse diketso ho thusa baithuti ho utlwisisa puo e pineng.
- 6 Ruta baithuti diketso tsa pina mme le be le boithabiso le bina ka puo tse fapaneng.

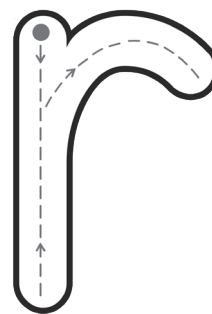
Ho bopa tlhaku

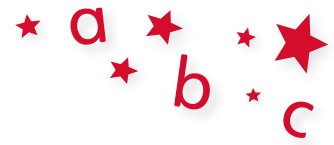
- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /r/ kapa ba ka nahana lentse le qalang ka modumo /r/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa e kare ho na le seo ba se rahang jwalo ka bolo ntse ba re: "raha".
- 3 Bontsha baithuti hore tlhaku r e ngolwa jwang. Ngola tlhaku e kgolo tlapantsong kapa moyeng ontse o bua se latelang: "Qala lethebeng, eya tlase, nyoloha ebe o ya hodimonyana".
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse malebela a ho ngola tlhaku, kgothatsa baithuti ho sebedisa thutswana ho ngola tlhaku mobung.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.

Stella o re:



Boikwetliso ba mongolo ke karolo ya kharikhulamo ya Kereiti 1; ha bo a tshwanela baithuti ba Kereiti R. Leha ho le jwalo, ho bohlokwa hore baithuti ba rutwe ho bopa ditlhaku hantle. Sena o ka se etsa ka mokgwa wa boiketlo o thabisang ka ho sebedisa mesebetsi ya boiqapelo e sebedisang kutlo tsa motho kaofela, o bile o kgothalletsa baithuti ho ngola ditlhaku ka mongolo o moholo.





You will need:

- Puppets for the story
- Music and props or pictures for the song



Week 1 Day 2

Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.

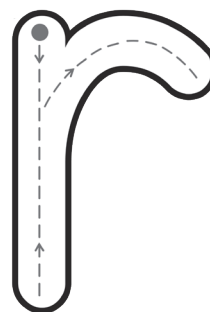
Stella says:



Formal handwriting practice is part of the Grade 1 curriculum; it is not appropriate for Grade R learners. However, it is important that learners are taught how to form letters correctly. You can do this in a relaxed and fun way by using these creative, multisensory activities and encouraging learners to write letters as big as they can.

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /r/ or if they can think of any other words with the sound /r/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to kick a ball while saying: "raha".
- 3 Show learners how to write the letter r. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, up and over."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.





O tla hloka:

- Dipopi tsa pale
- Diporopo: hempe e tshweu ho sebediswa jwaloka jase ya ralebenkele, kgwele kapa mohala o behwang moo lebelo le fellang teng, metlele
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **r**: rula, raese, rouse, robala, rakete, rakebi, ranta, roboto, raseke, raha

Beke 1 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho bua le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswa ho tswa lenaneng la tlotlontswa. Mohlala: *“Ke mang ya ka hopolang seo Lindi a se fumaneng ha a hlola lebelo? Ee, metlele e benyang”*
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka seapadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena tijhere) tloba ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e phetang. Ba thuse ho lokisa moo ba tla ema teng.
- 6 Qala ho pheta pale mme o kgohalletse baithuti ho etsa diketso tse tsamaisanang le mantswa ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

Mabokoso a ditlhaku

- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo ya thupello. Ba dumelle ho tshwara dintho tseo le ditshwantsho ba di fetisetse ho bohle.
- 2 Botsa dipotso ka dintho tseo: *“Le kile la bona engwe ya tse? Re e sebedisa ho bopa eng kapa ho etsa eng? E mmala o jwang? E utlwahala jwang? Kapa e tshwareha jwang?”*
- 3 Bua mabitso a dintho tseo ha o hatella modumo o e ho tsepamiseditsweng maikutlo ho yona. Kopa baithuti ho mamela modumo e ho.
- 4 Kopa baithuti ho bua mabitso a dintho ba hatelle modumo o ho tsepamiseditsweng maikutlo ho ona ha ba bua mantswa.
- 5 Hang ha baithuti ba ikwetlisitse ka modumo o motjha, ba bontshe tlhaku ka bokosong ya ditlhaku mme o re: *“Tlhaku eo e bontsha kamoo re ngolang **r** ka teng.”* Dumella baithuti ho hatisa hodima tlhaku sekwahelong ka menwana ya bona.





You will need:

- Puppets for the story
- Props: white shirt for shopkeeper's coat, rope or string for the finishing line, medal
- A letter box containing objects or pictures of objects that have the focus sound **r**: rula, raese, rouse, robala, rakete, rakebi, ranta, roboto, raseke, raha

Week 1 Day 3

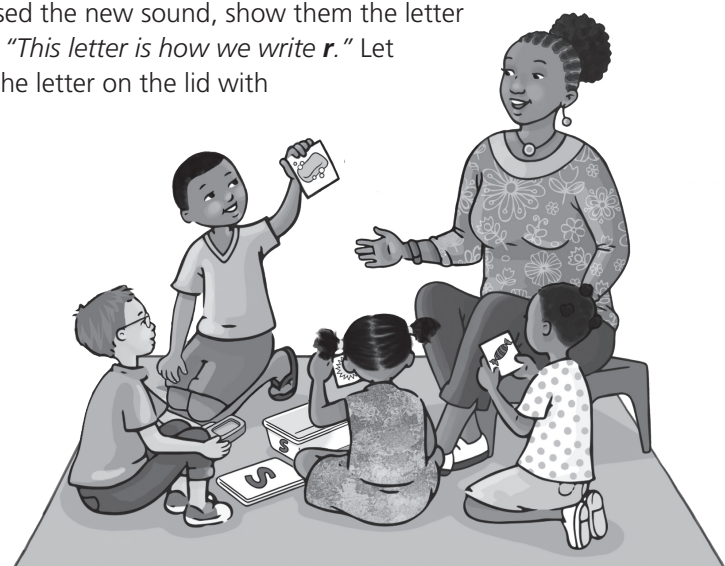
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: *"Who can remember what Lindi got when she won the race? Yes, a shiny medal."*
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: *"Have you seen one of these? What do we use this for? What colour is it? How does it feel?"*
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write r."* Let some learners trace over the letter on the lid with their fingers.





O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Mokotlanawa kapa kutu

Stella o re:



Tse ke dipotso tsa bohlokwa tse o ka dibotsang ka ditshwantsho tsena:

- "O bona mang?" (dibapadi)
- "Ole etsa eng?" (maetsi le diketso)
- "Ke eng se seng se o ka se bonang?" (O sheba hape)
- "E hokae ...?" (bolela tulol boemo)
- "Hobaneng o nahana ...?" (monahano o batsi wa ho hlahisa maikutlo)

Beke 1 Letsatsi 4

Diketsahalo tsa tlelase yohle

Ditshwantsho tsa tatelano

- 1 Bina pina hape.
- 2 Hlahisa mantswa a matjha hotswa lenaneng la tlotlontswa.
- 3 Kgetha se seng sa ditshwantsho tsa tatelano o se phahamise. Botsa baithuti hore ba bona eng, ebe o qoqa ka setshwantsho ka botlalo.
- 4 Hang ha o buile/qoqile ka setshwantsho, se kgomaretse tlapantshong hore baithuti ba se bone. Netefatsa hore ditshwantsho ha di ka tatelano kgatheng lena la tshebetso.
- 5 Ha o se o ka ditshwantsho kaofela, botsa baithuti: "Ekaba ditshwantsho di dutse kamokgwa o nepahetseng?"
- 6 Botsa baithuti ho supa setshwantsho se tlang pele. Sebetsang mmoho ho lokisa tatelano ya ditshwantsho hore pale e utlwisisehe.
- 7 Boloka baithuti hore ba nke karolo ka mafolofolo tsamaisong ena. Botsa dipotsa tse kang tse: "Ho etsahetse eng se latelang? Ke mang ya ka hopolang hore ho latela eng paleng?"
- 8 Ha ditshwantsho di le ka tatelano e nepahetseng, mema baithuti ba seng ba kae ho tla pheta pale ka tsela e nepahetseng.



Mamela modumo o ho tsepamiseditsweng

- 1 Bolella baithuti hore ba ilo dula sedikadikweng ba ntse ba neheletsana mokotlanawa.
- 2 Moithuti ya tshwereng mokotlanawa, o tshwanetse ho bitsa lebitso la hae bohle ba mo mametse
- 3 Botsa baithuti hore na lebitso le leng le le leng le qala ka modumo ofe. Hang ha baithuti ba o arabile, pheta lebitso hammoho le modumo o qalang lebitso, jwaloka: "Ee, lebitso la Sindi le qala ka modumo /s/." Moithuti a ka fetsetsa mokotlanawa ho e mong, kamora moo.

Phaphanyetsano: Bapala mmimo o bobebe. O dule o ntse o emisa mmimo kgafetsa. Moithuti ya tshwereng mokotlanawa o tshwanetse ho bitsa lebitso la hae le modumo oo lebitso le qalang ka wona.





You will need:

- Big sequence pictures
- Bean bag or block

Week 1 Day 4

Whole class activities

Sequencing pictures

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.

Stella says:



These are useful questions to ask about each picture:

- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)



Listening for focus sounds

- 1 Tell learners they are going to sit in a circle and pass the bean bag around.
- 2 The learner holding the bean bag must say their name while everyone listens.
- 3 Ask the class what sound each name starts with. Once learners have answered, repeat the name and the beginning sound, like this: "Yes, Sindi's name starts with the sound /s/." The learner can then pass the bean bag.

Variation: Play some gentle music in the background. Stop the music every now and again. The learner holding the bean bag must say their name and the sound it starts with.





O tla hloka:

- Leqephe le hlwekileng le bileng le ngotswe sehlooho sa pale hodimo le fuwa moithuti e mong le e mong
- Dikerayone tsa mafura tsa *jumbo*
- Mantswe a dinoko tse ngata a hlahellang paleng: hosane, hopola, Ibrahim, nkgono, lethabo, hoseng, motoho, metsi, mentlele, kgethehileng, talente, peiso, mathaoiug

Beke 1 Letsatsi 5

Diketsahalo tsa tlelase yohle

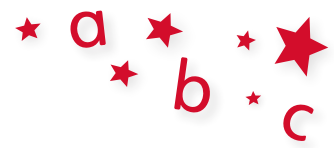
Bopa, thala obe o ngole

- 1 Ngola sehlooho sa pale hodimo leqepheng la pampiri le hlwekileng la moithuti e mong le e mong pele ho thuto.
- 2 Bala mantswe a sehlooho se hodimo leqepheng mme o kgothalletse baithuti ho bala le wena.
- 3 Botsa baithuti hore ke karolo efe eo ba e ratileng ka ho fetisisa paleng. Kgothalletsa baithuti ho taka karolo eo ba e ratileng ka ho fetisisa paleng.
- 4 Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.
- 5 Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle.
- 6 Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo ka ho ba botsa hore ba bue mantswe butle ha o ntse o a ngola fatshe.
- 7 Ngola yona-yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore ba dumellana le wena pele o fetola kutlwisiso ya bona. Hopola ho ngola ka mongolo o makgethe o hlakileng.
- 8 Ha o qetile ho ngola, kgothalletsa moithuti ho bala mongolo hammoho le wena, ha o ntse o supa mantswe.

Ho kopanya le ho kgaohanya (dinoko)

- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, mohlala: **ma | tha**.
- 2 Kgetha moithuti hore a eme, a tlole ha o bitsa noko engwe le engwe: **ma** (tlole hang) **tha** (tlole hang). Bolella moithuti ho tlole hape, ha jwale baithuti ba opa diatla ka motlolo o mong le o mong.
- 3 Dumella baithuti ho nka nako tse fapaneng ho mamela lentswe hotswa lenaneng ba tlole ha ba ntse ba le kgaola ka dinoko.





You will need:

- A blank A4 page for each learner with the title of the story written at the top of the page
- Jumbo wax crayons
- Multisyllabic words relating to the story: hosane, hopola, Ibrahim, nkgono, lethabo, hoseng, motoho, metsi, mentlele, kgethehlang, talente, peiso, mathaoiug

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Write the title of the story at the top of each learner's blank page before the lesson.
- 2 Read the words of the title at the top of the page and encourage learners to read with you.
- 3 Ask learners what part of the story they liked best. Encourage learners to draw their favourite part of the story.
- 4 Ask learners to tell you about their drawings. Make comments or ask questions.
- 5 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture.
- 6 If learners would like you to write for them, keep them involved by asking them to say the words slowly with you as you write them down.
- 7 Write exactly what the learner tells you, word for word. Remember to write neatly and clearly.
- 8 When you have finished writing, encourage the learner to "read" the writing with you while pointing to the words.

Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **ma** | **tha**.
- 2 Choose a learner to stand up and jump for each of the syllables: **ma** (one jump) **tha** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.





O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Bukana e menweng hape e kopisitsweng bakeng sa moithuti e mong le emong

Beke 2 Letsatsi 1

Diketsahalo tsa tlelase yohle

Tatelano ya ditshwantsho hape



- 1 Qala ka baithuti ba dutseng mmateng. Kgetha baithuti ba ka emang kapele phaposing, emong le emong a tshware e le nngwe ya mmala wa ditshwantsho ka tatelano (eseng ka tatelano e nepahetseng).
- 2 Botsa baithuti hore naa ditshwantsho di ka tatelano e nepahetseng. Ba kope hore ba supe setshwantsho se tshwanetseng ho ba qalong ya pale.
- 3 Sehlopha hammoho, botsang baithuti ba tshwereng ditshwantsho hore ba suthe ba tsamae hohle hofihlela pale e etsa moelelo o hlakileng. Botsa dipotso tse tshwanang le e: *"Ke mang yaka hopolang hore ho etsahetseng se latelang"*.
- 4 Hang ha o se o qetile tatelano ya pale, baithuti ba lokela ho kgutlela madulong a bona.
- 5 Efa moithuti emong le emong bukana. Ba kgothaletse ho sheba sekwahelo sa buka (bokantle) ebe o bala sehloho sa pale le bona.
- 6 Tsamaisa baithuti leetong la ditshwantsho bukeng yohle, o ba thuse ho lemoha hore ditshwantsho tse leng bukeng di tshwana le tatelano ya ditshwantsho tse ba di entseng.
- 7 Ha nako e sa le teng, baithuti ba ka balla balekane ba bona dibukana tsa bona ka phaposing.
- 8 Kgothaletsa baithuti ho nka dibuka ho ya hae ho bala le bamalapa a bona.



Tsebisu ya modumo hotswa paleng



- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"opela, opelwa, nkgono, motoho, motlotlo. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: opela, motoho, motlotlo? Ee, o nepile! Kaofela a na le modumo /o/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /o/: oma, ota, sonobolomo, leoto, moomo, onto, borosolo, botoro, konopo, oli, oktopase."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /o/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /o/: **"o-o-o"**. Etsa ho swaswa hore e ba qabole: O buele tlese, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner

Week 2 Day 1

Whole class activities

More sequencing pictures

- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: “Who can remember what happened next?”
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can “read” their little book to a partner in the class.
- 8 Encourage learners to take the books home to read with their families.



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “*opela, opelwa, nkgono, motoho, motlotlo*. Can you hear the focus sound: *opela, motoho, motlotlo*? Yes, you are right! They all have the sound /o/.”
- 2 “Listen carefully, here are some more words with /o/: *oma, otla, sonobolomo, leoto, moomo, onto, borosolo, botoro, konopo, oli, oktopase*.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /o/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /o/: “o-o-o”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.



O tla hloka:

- Buka e Kgolo: *Matha, Lindi, Matha*
- Dinkgo tse nang le metsi hammoho le borosolo ho sebediswa ke moithuti ka mong

Beke 2 Letsatsi 2

Diketsahalo tsa tlelase yohle

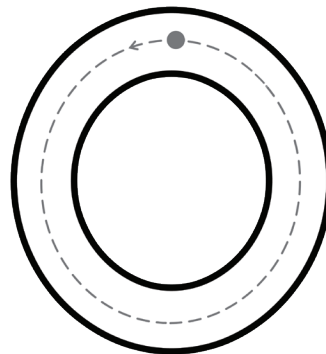
Padisommoho – Buka e Kgolo

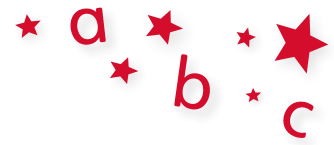
- 1 Kgothatsa baithuti ho sheba bokantle ba buka ba bue ka setshwantsho le tse ba di bonang ebile ba di lemoha.
- 2 Balla bana kaofela sehloho sa pale. Supa lentswe ka leng ha o ntse o bala. Bala hape o be o kope baithuti ho bala le wena.
- 3 Nka leeto la ditshwantsho bukeng le baithuti, le qoqe ka ditshwantsho mme o ba kgothaletse ho botsa dipotso.
- 4 Supa nomoro ya leqephe mme le buisane ka hore ho latela nomoro mang/efe qepheng le latelang.
- 5 Ha le se le tsamaile buka yohle, kgutlelang morao qalong le bale sehloho sa buka hape. Phuthulla leqephe o bale polelo engwe le engwe ka lentswe la tlhaho le hlakileng. Supa lentswe ka leng (le leng le le leng) ha o ntse o bala.
- 6 Bala buka hape mme o kgothatse baithuti ho "bala" le wena.



Ho bopa tlhaku

- 1 Hopotsa baithuti ka modumo e ho tsepa miseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /o/ kapa ba ka nahana lentswe le qalang ka modumo /o/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa e kare ba tshohile e be ba bopa 'o' ka letsoho la bona mme ba le tlesa pela molomo o chitja ntse ba re: "o".
- 3 Botsa baithuti hore ba hopola kamoo ho ngolwang o ka teng Ba rorisetse maiteko a bona, ebe o ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, ebe o ya potoloha."
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho etsa tlhaku eo.
- 5 Hang ha o se o entse malebela a ho ngola tlhaku, tswelang kantle mme o fe morutwana ka mong nkgo e nang le metsi le borosolo ya pente. Baithuti ba ka taka tlhaku makgetlo-kgetlo metsing matlapeng a kantle.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.





You will need:

- Big book: *Run Lindi Run*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

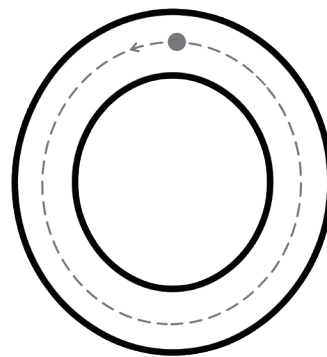
Shared reading – Big book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have “walked” through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to read with you.



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /o/ or if they can think of any other words with the sound /o/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be shocked and make an ‘o’ shape with their hand and put it in front of a rounded mouth while saying “o”.
- 3 Show learners how to write the letter o. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go around.”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.





O tla hloka:

- Lebokose le kentseng dintho kapa dinepe tse bontshang dintho tse qalang ka tlhaku
o: sonobolomo, leoto, moomo, onto, borosolo, botoro, konopo, oli, oktopase, mohlolohlolo, bonolo, molomo, foroko, komokomoro

Beke 2 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho ithuta ho mamela

- Dudisa baithuti fatshe ba kgutsitse mme ba emetse ho utlwa.
- Qala mosebetsi wa ho mamela kajeno ka ho re: *"Ha re kwaleng mahlo re tholeng metsotswana re mamele ka hloko medumo e re potapotileng"*. Jwale bolella baithuti ho bula mahlo mme ba bue ka medumo eo ba e utlwieng. Ba bue ka hore ke medumo efe e utlwalang e le haufi (e dumelang hodimo) mme ke efe e utlwalang e le hole (bonolo). Bolella baithuti hore ba tliilo etsa tlhakiso moo ba.
- Laela baithuti ho oma ka hlooho ha o etsa peho ya nnete. Lekang mehlala e mmalwa pele, mmoho: Lindi o kgona ho matha (oma hlooho); Ntja e kgona ho matha (oma hlooho).
- Hlalosetsa baithuti hore ha ba utlwa hoo e seng nnete, ba tshwanetse ho tsikinya hlooho. Mohlala: Lindi o kgona ho fofa (tsikinya hlooho); Tafole e kgona ho fofa (tsikinya hlooho). Jwale lobokanya mehlala mme o hopotse baithuti ho oma dihlooho ha peho e le nnete.
 - ★ Moshanyana o kgona ho matha. (oma hlooho)
 - ★ Ntja e kgona ho fofa. (tsikinya hlooho)
 - ★ Kgomo e kgona ho fofa. (tsikinya hlooho)
 - ★ Ngwanana o kgona ho fofa. (tsikinya hlooho)
 - ★ Hlapi e kgona ho matha. (tsikinya hlooho)
 - ★ Tshintsi e kgona ho fofa. (oma hlooho)
 - ★ Podi e kgona ho matha. (oma hlooho)
 - ★ Buka e kgona ho matha. (tsikinya hlooho)
 - ★ Baesekele e kgona ho fofa. (tsikinya hlooho)
 - ★ Koloi e kgona ho fofa. (tsikinya hlooho)
 - ★ Sefofane se kgona ho fofa. (oma hlooho)



Mabokoso a ditlhaku

- Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho nale baithuti ba buang puo disele kapa tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo ya thupelo. Ba dumelle ho tshwara dintho tseo le ditshwantsho ba di fetisetse ho bohle.
- Botsa dipotso ka dintho tseo: *"Le kile la bona engwe ya tse? Re e sebedisetsa eng? E mmala o jwang? E utlwahala jwang? Kapa e tshwareha jwang?"*
- Bua mabitso a dintho tseo ha o hatella modumo o e ho tsepamiseditsweng maikutlo ho yona. Kopa baithuti ho mamela modumo e ho.
- Kopa baithuti ho bua mabitso a dintho ba hatelle modumo o ho tsepamiseditsweng maikutlo ho ona ha ba bua mantswe.
- Hang ha baithuti ba ikwetlisitse ka modumo o motjha, ba bontshe tlhaku ka bokosong ya ditlhaku mme o re: *"Tlhaku eo e bontsha kamoo re ngolang o ka teng."* Dumella baithuti ho hatisa hodimo tlhaku sekwahelong ka menwana ya bona.





You will need:

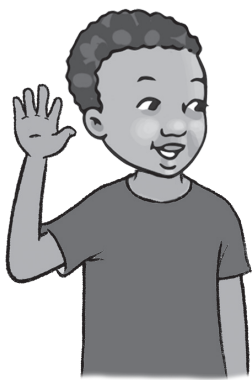
- A letter box containing objects or pictures of objects that start with **o**: sonobolomo, leoto, moomo, onto, borosolo, botoro, konopo, oli, oktopase, mohlolohlolo, bonolo, molomo, foroko, komokomoro

Week 2 Day 3

Whole class activities

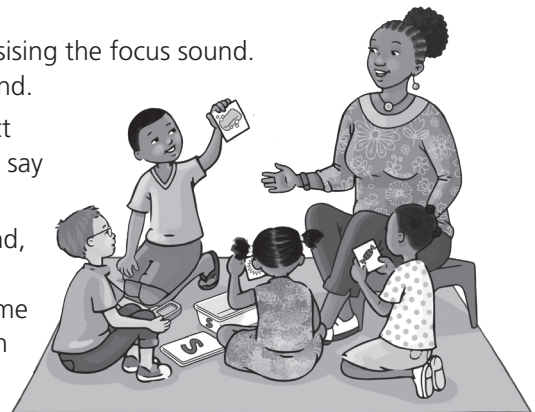
Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near/close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Ask learners to nod their heads when you make a true statement. Try a few examples together first: Lindi can run (nod head); A dog can run (nod head).
- 4 Explain to learners that when they hear something that is not true, they must shake their heads from side to side. For example: Lindi can fly (shake head); A table can fly (shake head). Now mix up the examples and remind learners to only nod for true statements.
 - ★ A boy can run. (nod head)
 - ★ A dog can fly. (shake head)
 - ★ A cow can fly. (shake head)
 - ★ A girl can fly. (shake head)
 - ★ A fish can run. (shake head)
 - ★ A fly can fly. (nod head)
 - ★ A goat can run. (nod head)
 - ★ A book can run. (shake head)
 - ★ A bike can fly. (shake head)
 - ★ A car can fly. (shake head)
 - ★ An aeroplane can fly. (nod head)
 - ★ A cat can run. (nod head)



Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: "Have you seen one of these? What do we use this for? What colour is it? How does it feel?"
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **o**." Let some learners trace over the letter on the lid with their fingers.





O tla hloka:

- Boroto e nyenyane ya pampiri kapa sekotwana sa lebokose le sehilweng jwaloka boroto ho fuwa morutwana e mong le e mong.
- Dikerayone tse kgolo tsa mafura kapa pente
- Sesebediswa se punyang masoba ho etsa lesoba ntlheng ya boroto
- Mohala
- Mokotlananawa kapa kutu

Beke 2 Letsatsi 4

Diketsahalo tsa tlelase yohle

Bala o etse

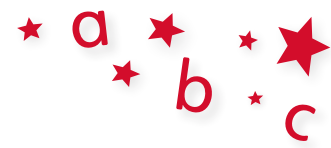
- 1 Sebedisa diboroto tse nyenyane tsa pampiri kapa taka didikadikwe hodima lebokose ebe o a di seha ho etsa diboroto. Ngola lebitso la moithuti hodima boroto ya pampiri kapa hodima lebokose ebe o punya lesoba ntlheng e kahodimo borotong kapa lebokoseng.
- 2 Botsa baithuti hore na ba a hopola hore Lindi o ne a ipabola ka eng – eke, ho matha! Botsa moithuti e mong le e mong hore na yena o ipabola ka eng (hore na talenta ya bona ke eng?).
- 3 Dumella moithuti e mong le e mong a batle lebokose kapa boroto e nang le lebitso la hae. Bohareng ba lebokose kapa boroto ba tshwanetse ho taka ditshwantsho tsa bona ba etsa ntho eo ba e kgonang haholo. Sena e tla ba kgau ya bona.
- 4 Ha baithuti ba ntse ba kgabisa kgau tsa bona, kenya mohala lesobeng. Etsa bonnete ba hore mohala oo o motelele hantle hore o kgone ho kena hloohong ya moithuti ebe o etsa lefito.
- 5 Qetellong ya mosebetsi, efa moithuti e mong le e mong kgau ya hae.

Mamela modumo o ho tsepameditseng

- 1 Bolella baithuti hore ba ilo dula sedikadikweng ba ntse ba neheletsana mokotlanawa.
- 2 Morutwana ya tshwereng mokotlanawa, o tshwanetse ho bitsa lebitso la hae bohle ba mo mametse
- 3 Botsa baithuti hore na lebitso le leng le le leng le qala ka modumo ofe. Hang ha baithuti ba o arabile, pheta lebitso hammoho le modumo o qalang lebitso, jwaloka: “Ee, lebitso la Sindi le qala ka modumo *!s!*” Moithuti a ka fetsetsa mokotlanawa ho e mong, kamora moo.

Phaphanyetsano: Bapala mmimo o bobebe. O dule o ntse o emisa mmimo kgafetsa. Moithuti ya tshwereng mokotlanawa o tshwanetse ho bitsa lebitso la hae le modumo oo lebitso le qalang ka wona.





You will need:

- A small paper plate or a piece of cardboard cut into a circle for each learner
- Jumbo wax crayons and/or paint
- A punch for making a hole on the edge of the paper plate
- String
- A bean bag or block

Week 2 Day 4

Whole class activities

Read and do

- 1 Use small paper plates or draw circles on cardboard and cut out. Write each learner's name on the cardboard or paper plate and use a punch to make a small hole on the top edge of the cardboard or paper plate.
- 2 Ask learners if they remember what Lindi was good at – yes, running! Go around the class and ask each learner what they are good at (what is their special talent?).
- 3 Let each learner look for the cardboard or paper plate with their name. In the middle of the cardboard or paper plate, they must draw a picture of themselves doing something that they are good at. This will be their medal or rosette.
- 4 While learners are decorating their medal or rosette, thread a piece of string through the hole. Make sure the string is long enough to loop over the learner's head and then tie a knot.
- 5 At the end of the activity, present each learner with their medal.

Listening for focus sounds

- 1 Tell learners they are going to sit in a circle and pass the bean bag around.
- 2 The learner holding the bean bag must say their name while everyone listens.
- 3 Ask the class what sound each name starts with. Once learners have answered, repeat the name and the beginning sound like this: "Yes, *Sindi's name starts with the sound /s/.*" The learner can then pass the bean bag.

Variation: Play some gentle music in the background. Stop the music every now and again. The learner holding the bean bag must say their name and the sound it starts with.





O tla hloka:

- Leqephe le leholo
- Dipene tsa ho ngola letlapeng
- Dikerayone tsa mafura tsa jumbo
- Mantswe a dinoko tse ngata a hlahellang paleng: hosane, hopola, Ibrahim, nkgono, lethabo, hoseng, motoho, metsi, metlele, kgethehileng, talente, peiso, matha

Beke 2 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Bolella baithuti hore o thabile haholo: *"Re tlo ba le peiso ya rona, jwaloka Lindi! Ha re memeng mosuwehlooho ho ba teng a tlo boha peiso/lebelo a be a fane ka meputso."*
- 2 Bua ka tsebiso ya bohlokwa e tshwanetseng ho hlaha memong: lebitso la mosuwehlooho; letsatsi le nako eo lebelo le tla bang teng ka yona; ho feta moo, tulo moo lebelo le tla belang teng.
- 3 Memo e ya ho mang: Ngola lebitso la mosuwehlooho hodima pampiri e kgolo ka pene e tenya.
- 4 Wena hammoho le baithuti, dumellanang ka ditsebiso tse ding tseo le hloakang ho di ngola memong: Letsatsi, Nako, Sebaka.
- 5 Ngola dikgopolo ha baithuti ba ntse ba fana ka ditlahiso.
- 6 Botsa baithuti: *"Ke tsebiso efe hape eo re ka e ngolang memong ya rona?"* O ka hlahisa ho latelang: *"Re leboha ha o tlile lebelong la rona wa ba wa fana ka meputso."*
- 7 Bala memo e fedileng hammoho le baithuti, o ntse o supa lentsewe le leng le le leng ha o ntse o bala.
- 8 Kopa baithuti ba bang ho taka ditshwantsho ka dikerayone ho kgabisa memo ebe o kopa ba bang ho isa memo ho mosuwehlooho.
- 9 Etsa bonnete ba hore peiso eba teng ka nako eo le dumellaneng ka yona le nako e ngotsweng memong.

Ho kopanya le ho kgaohanya (dinoko)

- 1 Kopa baithuti hore ba dule mmateng. Bua lentsewe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, mohlala: **ta | le | nte**.
- 2 Kgetha moithuti hore a eme, a tlole ha o bitsa noko engwe le engwe: **ta** (tlola hang) **le** (tlola hang) **nte** (tlola hang). Bolella moithuti ho tlola hape, ha jwale baithuti ba opa diatla ka motlolo o mong le o mong.
- 3 Dumella baithuti ho nka nako tse fapaneng ho mamela lentsewe hotswa lenaneng ba tlole ha ba ntse ba le kgaola ka dinoko.





You will need:

- A large sheet of paper
- Marker pens
- Jumbo wax crayons
- Multisyllabic words relating to the story: hosane, hopola, lbrahim, nkgono, lethabo, hoseng, motoho, metsi, metlele, kgethehlang, talente, peiso, matha

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Tell learners that you are very excited: *"We are going to have a running race for our class, just like Lindi! Let us invite our principal to come and watch the race and hand out prizes."*
- 2 Talk about the most important information to put on an invitation: the name of the principal; the day and time when the race will take place, and of course, the place where the race will take place.
- 3 Address the invitation: *"To [write the name of your principal]"* on a big piece of paper in a thick marker pen.
- 4 Together with learners, agree on the other information you need to write on the invitation: Event, Day, Time, Place.
- 5 Write down ideas as learners make suggestions.
- 6 Ask learners: *"What other information must we put on our invitation?"* You could suggest the following: *"Thank you for coming to our race and handing out prizes."*
- 7 Read the complete invitation together with the learners, pointing to each word as you read.
- 8 Ask some learners to draw pictures to decorate the invitation using crayons and then arrange for them to deliver it to the principal.
- 9 Make sure you hold the race on the agreed date, and at the time written on the invitation.

Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **ta | le | nte**.
- 2 Choose a learner to stand up and jump for each of the syllables: **ta** (one jump) **le** (one jump) **nte** (one jump).
- 3 Ask the learner to jump again, and this time learners must clap for each jump.
- 4 Let learners take turns to listen to a word from the list and jump as they break it into syllables.



★ Ali le pente

Pale

Ke rata hore o kopane le Monghadi le Mofumahadi Ibrahim. Ba na le lebenkele le rekisang ntho tse ngata tse kgahlisang. (Na o a hopola hore lebelo la Lindi le qadile lebenkeleng la Monghadi Ibrahim?) Ka tsatsi le leng Mofumahadi Ibrahim o ile a tlela bana ba hae, Musa le Ali, dimpho.

O ile a ntsha mpho ya Ali ka mokotleng. E ne e le kgolo, e le kgolokwe. Mofumahadi Ibrahim a bala karete: "Ali ya ratehang, Mme le Ntate ba o ratang." O nahana hore ho ne ho ena le eng ka hara mpho? Ali a bula mpho ya hae. E ne e le bolo e ntle e kgubedu. Ali a re: "Ke a leboha, Mme!" A nka bolo, a tswela kantle ho ya bapala.

Musa a sheba mpho ya hae. E ne e le lebokose le kgutlo-nne. Mofumahadi Ibrahim a bala karete, e neng e re:



"Musa ya ratehang, Mme le Ntate ba o ratang". A nka mpho e kgutlo-nne, a e bula mme a fumana sena: Ho ne ho ena le borosolo ya pente le nkgwana tse nne tsa pente – e kgubedu, e tshehla, e botala ba lehodimo le e tala. Musa o ne a thabile hobane o ne a rata ho taka ditshwantsho. A re: "Ke a leboha, Mme. Ke tla le takela setshwantsho, wena le Ntate."

Ha a qeta ho taka, Musa a kgutlisetsa dipente ka lebokoseng yaba o ya kantle ho bapala le metswalle ya hae. Ha a le kantle, ho ile ha etsahala ho hong. Ali a kena mme a bona lebokose hodima tafole. O ne a batla ho bona se ka hara lebokose yaba o atametsa setulo pela tafole mme ... O nahana hore o ile a etsang? Ali a palama setulo hore a palame tafole. Yaba o bula lebokose, a ntsha dipente kaofela.

O nahana hore o entse eng se latelang? Ali a bula pente e tala, a itshasa nko hanyenyane ka yona. Mpontshe hore o itshasitse nko jwang ka pente e tala. Yaba o bula pente e kgubedu, a itshasa mpa ka pente e nngwe e kgubedu. Mpontshe kamoo o itshasang mpa ka pente e kgubedu, kateng. Yaba o bula pente e mmala o botala ba lehodimo a tlotsa menwana ya maoto yohle ka yona. Na o ka tsikinya menwana ya hao ya maoto?

Jwale, Ali o na le pente e tala ... nkong; e kgubedu ... mpeng; mme e botala ba lehodimo hodima ... menwana ya maoto. Na o tseba hore ho setse pente e mmala o jwang ka hara lebokoso? Ee! Pente e tshehla e setse ka lebokoseng. Empa Ali ha a ka a nka pente e tshehla hobane Mofumahadi Ibrahim ole a kena, a mmona.

Ali a tsheha, a opa diatla. Mofumahadi Ibrahim a re: "Ali o etsa eng?" Yaba o a tsheha mme a re: "Nko ya hao e tala, Mpa ya hao e kgubedu. Menwana ya hao ya maoto e botala ba lehodimo. Mme ke a o rata."

Mofumahadi Ibrahim a isa Ali kantle, a mo hlatswa nko, mpa le menwana ya maoto. Yaba o kenya dipente ka hara raka hore Ali a se di fihlelle hape.



Ke pheletso ya pale.

★ Ali and the paint

Story

Today I would like you to meet Mr and Mrs Ibrahim. They own a shop selling many interesting things. (Do you remember Lindi's race started from Mr Ibrahim's shop?) One day Mrs Ibrahim came home with presents for her two children, Musa and Ali.

She took Ali's present out of her bag. It was a big, round shape. Mrs Ibrahim read the card. It said: "Dear Ali, Love from Mommy and Daddy." What do you think was in the present? Ali opened his present. It was a lovely red ball. Ali said: "Thank you, Mommy!" and he took the ball and went outside to play.

Musa looked at his present. It was a box with a square shape. Mrs Ibrahim read the card. It said: "Dear Musa, Love from Mommy and Daddy." He took the square shaped present and opened it and this is what he found. There was a paintbrush and four jars of paint – red, yellow, blue and green. Musa was so happy because he loved to paint pictures. He said: "Thank you, Mommy. I will paint a picture for you and Daddy."



When he had finished painting, Musa put the paints back in the box and went outside to play with his friends. While he was out, something happened. Ali came inside and saw the box on the table. He wanted to see what was inside the box so he pushed the chair next to the table and ... what do you think he did? Ali climbed onto the chair and then onto the table. Then he opened the box and took out all the paints.

And what do you think he did next? Ali opened the green paint and he rubbed some of it on his nose. Show me how he rubbed green paint on his nose. Then he opened the red paint and rubbed some of the red paint on his tummy. Show me how you rub red paint on your tummy. Then he opened the blue paint and rubbed the blue paint all over his toes. Can you wiggle your toes?

Now little Ali had green paint on his ... nose; red paint on his ... tummy; and blue paint on his ... toes. Do you know what colour paint was left in the box? Yes! The yellow paint was left in the box. But Ali did not take the yellow paint because just then Mrs Ibrahim came in and she saw him.

Ali laughed and clapped his hands. Mrs Ibrahim said: "Ali! What are you doing?" She sounded quite cross. But then she smiled and said: "Your nose is green. Your tummy is red. Your toes are blue. And I love you!"

Mrs Ibrahim took Ali outside and she washed his nose, his tummy and his toes. Then she put the paints inside the cupboard so Ali could not get them again.

And that is the end of the story.





Pina

Ali o penta
 nko ya hae mme
 e tala, tala, tala, tala,
 tala, tala, tala,
 Ali o penta
 nko ya hae mme e tala,
 Ijoo! Ali ya ratehang!

Ali o penta
 mpa ya hae mme
 e kgubedu, kgubedu,
 Ali o penta
 mpa ya hae mme e kgubedu,
 Ijoo! Ali ya ratehang!

Ali o penta
 menwana ya hae ya maoto mme
 e botala ba lehodimo,
 Ali o penta
 menwana ya hae ya maoto mme
 e botala ba lehodimo,
 Ijoo! Ali ya ratehang!

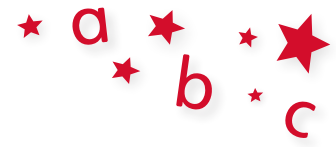


(Bina jwaloka "The Wheels on the bus" kapa o qape pina ya hao.)

Tlotlontswe ho tswa paleng

Mantswe a sehloohong	pududu	tala	serolwana	khibidu	penta	mpho
Mantswe a koketso:	borosolo ba pente	kgolokwe	khutlonne	nkgwana	mpa	nko
	menwana ya maoto	palama	ho bula	tshikinya	kahare	tshasa





Song

Ali paints his nose and it's green, green, green,
 green, green, green,
 green, green, green.
 Ali paints his nose and it's green, green, green,
 Oh dear, Ali!

Ali paints his tummy and it's red, red, red,
 red, red, red,
 red, red, red.
 Ali paints his tummy and it's red, red, red,
 Oh dear, Ali!

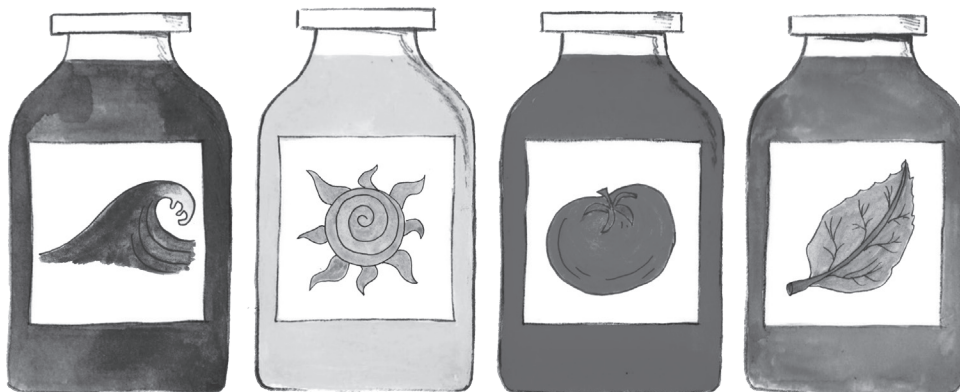
Ali paints his toes and they're blue, blue, blue,
 blue, blue, blue,
 blue, blue, blue.
 Ali paints his toes and they're blue, blue, blue,
 Oh dear, Ali!



(Sing to the tune of "The Wheels on the bus" or use your own tune.)

Vocabulary from the story

Key-words:	blue	green	yellow	red	paint	present
Extra words:	paintbrush	round	square	jar	tummy	nose
	toes	climb	open	wiggle	inside	rub





O tla hloka:

- Pale: *Ali le pente*
- Dipopi: Musa, Ali le Mofumahadi Ibrahim, mafiswana a mane a pente
- Diporopo: bolo e kgubedu kapa setshwantsho sa bolo, lebokoso le kgutlonne le phuthetsweng seka mpho, borashe ba ho penta, dikarete tse pedi tsa bashanyana ho tswa ho Mme le Ntate, moferefo wa Musa tjeka moferefo wa mookodi
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe

Beke 1 Letsatsi 1

Diketsahalo tsa tlelase yohle

Bua raeme ya *Mahlo a mabedi ho bona* ho tliisa baithuti mmateng ka nako ya pale.

Ho bua pale le ho eketsa tlotlontswe

1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: Bua ka bamalapa bo bona mme le buisane ka dilemo tsa baena ba bona.
- 1.3 E re: *"Pele re qala, ke batla ho le fa meelelo ya mantswe a mang a matjha ao re tlileng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala: kopa baithuti ho rola dieta tsa bona ebe o ba bontsha kamoo ba tsikinyang menwana ya bona ya maoto kapele.

2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o ba kenye ha o ntse o botsa dipotso tse bulehileng, jwalo ka tse: *"Kea makala hore ebe Mme wa Ali o tlilo etsang ha a bona seo a se entseng."*

3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *"Ke eng e o e ratang ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena?"*

Tsebisano ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"di, dimpho, ditshwantsho, dipente, diatla. Ekaba le utlwa modumo o e ho tsempameditsweng maikutlo ho yond: dimpho, ditshwantsho, dipente? Ee, o nepile! Kaofela a na le modumo /d/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /d/: dieta, diaparo, dijo, dikgomo, disonoborele, ditedu, ditepisi."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /d/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /d/: **"d-d-d"**. Etsa ho swaswa hore o ba qabole: O bule tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

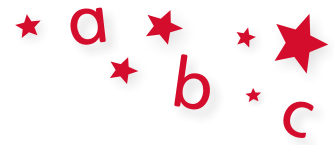
Diketsahalo tsa dihlotshwana

Hlalosetsa baithuti hore ba tliile ho sebetsa ka dihlotshwana letsatsi le leng le le leng. Ba hlalose kamo ketso engwe le engwe e etsuwang mme o hlalose le phapantsho ya letsatsi le leng le le leng. Hlalosa mokgwa le tatelano ya ho hleka.

Mahlo a mabedi ho bona

Molomo o le mong ho pheta le ho bina
 Mahlo a mabedi ho bona
 Ditsebe tse pedi ho utlwa
 Maoto a mabedi ho tsamaya le ho matha
 Matsoho aka ke ana
 Mpontshe a hao —
 Ke nako ya dipale ho bohle!





You will need:

- Story: Ali and the paint
- Puppets: Musa, Ali and Mrs Ibrahim, four jars of paint
- Props: red ball or picture of a ball, a square box wrapped as a present, a paint-brush, two cards to the boys from Mom and Dad, Musa's painting, e.g. a rainbow painting
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

Two eyes to see

One mouth to talk and sing,
Two eyes to see,
Two ears to hear,
Two legs to walk and run;
Here are my hands
Give yours to me – time for
stories everyone!

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Talk about learners' families and discuss the ages of their siblings.
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example, ask learners to take off their shoes and show everyone how they wiggle their toes.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"I wonder what Ali's Mommy is going to do when she sees what he has done?"*

3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"*



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"di, dimpho, ditshwantsho, dipente, diatla. Can you hear the focus sound: **dimpho**, **ditshwantsho**, **dipente**? Yes, you are right! They all have the sound **ld**."*
- 2 *"Listen carefully, here are some more words with **ld**: **dieta**, **diaparo**, **dijo**, **dikgomo**, **disonoborele**, **ditedu**, **ditepisi**."* (Emphasise the focus sound as you say these words).
- 3 Say the sound **ld** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **ld**: **"d-d-d"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.



O tla hloka:

- Dipopi tsa pale
- Mmino le ditshwantsho tsa disebediswa tsa pina

Stella o re:

Hopola ho botsa baithuti hore na ba tseba ho qapodisa mantswa a tlotlontswa puong ya bona haebe puo ya lapeng ke e fapaneng.



Beke 1 Letsatsi 2

Diketsahalo tsa tlelase yohle

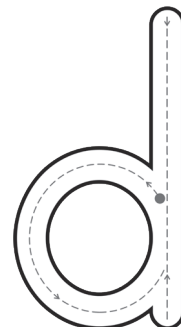
Ho bua pale le ho bina

- 1 Qala ka ho hopotsa baithuti ka hlaloso ya mantswa a o ba tsebisitseng ona ka Letsatsi 1.
- 2 Pheta pale hape o sebedisa dipopi. Botsa dipotso Ha o ntse o bua pale. Kgothatsa baithuti ho hopolela pele se ka etsahalang.
- 3 Bolella baithuti hore o tlo ba ruta pina e ntjha e tsamaisanang le pale ena.
- 4 Bua melana ya pina ka ho hlaka o sa potlaka, ebe o kopa baithuti ho nka karolo ba bine mmoho le wena. Ho ka ba boimanyana hore baithuti ba hopole mantswa ohle, kahoo ba rute pina ka dikarolo.
- 5 Eba le ditshwantsho kapa diporopo kapa o etse diketso ho thusa baithuti ho utlwisisa puo e pineng.
- 6 Ruta baithuti diketso tsa pina mme le be le boithabiso le bina ka puo tse fapaneng.



Ho bopa tlhaku

- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /d/ kapa ba ka nahana lentse le qalang ka modumo /d/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa e kare ba bentsha **dieta** tsa bona ka polishe ebe ba tsamaya ntse ba bontshana dieta tsa bona tse benyang.
- 3 Bontsha baithuti hore tlhaku **d** e ngolwa jwang. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, potoloha, ebe o nyolohela hodimo le tlase".
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse pontsho ya ho ngola tlhaku, kgothatsa baithuti ho sebedisa thutswana ho ngola tlhaku mobung.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Puppets for the story
- Music and props or pictures for the song

Stella says:

Remember to ask learners if they know how to say the vocabulary words in their language if they speak a different language at home.



Week 1 Day 2

Whole class activities

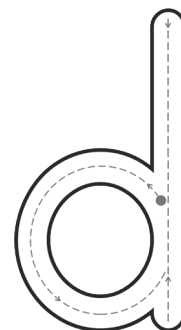
Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /d/ or if they can think of any other words with the sound /d/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend they are shining their shoes with polish and then walking along and showing off their new shiny shoes. (**dieta**)
- 3 Show learners how to write the letter **d**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, half way up again, and then around."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



O tla hloka:

- Dipopi tsa pale
- Diporopo: bolo e khibidi kgotsa setshwantsho sa bolo, lebokoso le le sekwere le le phuthetsweng jaaka e kete ke mpho, borashe jwa go penta, dikarata tse pedi tse di yang kwa basimaneng go tswa kwa go Mme le Rre, tiro ya go penta ya ga Musa, ke sekai: mebala ya motshewagodimo
- Lebokose le kentseng dintho kapa dinepe tse bontshang dintho tse qalang ka tlhaku **d**: dieta, diaparo, dijo, dikgomo, disonoborele, ditedu, dinawa, diterapa

Beke 1 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho bua le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswe ho tswa lenaneng la tlotlontswa. Mohlala: Kopa morutwana ho kenya pente ka hare ho bokoso; palama hodomo ha setulo.
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka sebakadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena titjhere) tloba ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho etsa diketso tse tsamaisanang le mantswe ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

Mabokoso a ditlhaku

- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho nale baithuti ba buang puo disele kapa tse fapaneng, ba kope hore ba bolelle bohle ka phaposeng hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo ya thupelo. Ba dumelle ho tshwara dintho tseo le ditshwantsho ba di fetisetse ho bohle.
- 2 Botsa dipotso ka dintho tseo: *"Le kile la bona engwe ya tse? Re e sebedisetsa eng? E mmala o jwang? E utlwahala jwang? Kapa e tshwareha jwang?"*
- 3 Bua mabitso a dintho tseo ha o hatella modumo o e ho tsepamiseditsweng maikutlo ho yona Kopa baithuti ho mamela modumo e ho.
- 4 Kopa baithuti ho bua mabitso a dintho ba hatelle modumo o ho tsepamiseditswena maikutlo ho ona ha ba bua mantswe.
- 5 Hang ha baithuti ba ikwetlisitse ka modumo o motjha, ba bontshe tlhaku ka bokosong ya ditlhaku mme o re: *"Tlhaku e o e bontsha kamoo re ngolang **d** ka teng."* Dumella baithuti ho hatisa hodimo tlhaku sekwahelong ka menwana ya bona.



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Puppets for the story
- Props: red ball or picture of a ball, a square box wrapped as a present, a paintbrush, two cards to the boys from Mom and Dad, Musa's painting, e.g. a rainbow painting
- A letter box containing objects or pictures of objects that have the focus sound **d**: dieta, diaparo, dijo, dikgomo, disonoborele, ditedu, dinawa, diterapa

Week 1 Day 3

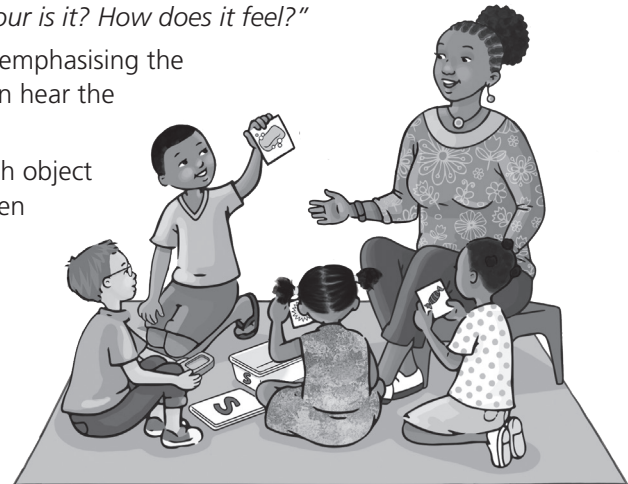
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask a learner to put the paint inside the box; climb onto a chair.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: *"Have you seen one of these? What do we use this for? What colour is it? How does it feel?"*
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write d."* Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Dipopi tsa pale kgotsa dilo kgotsa ditshwantsho tsa dilo dingwe tsa kangang

Stella o re:



Tse ke dipotso tsa bohlokwa tse o ka dibotsang ka ditshwantsho tsena:

- "O bona mang?" (dibapadi)
- "Ole etsa eng?" (maetsi le diketso)
- "Ke eng se seng se o ka se bonang?" (O sheba hape)
- "E hokae ...?" (bolela tulol boemo)
- "Hobaneng o nahana ...?" (monahano o batsi wa ho hlahisa maikutlo)

Beke 1 Letsatsi 4

Diketsahalo tsa tlelase yohle

Ditshwantsho tsa tatelano

- 1 Bina pina hape.
- 2 Hlahisa mantswa a matjha hotswa lenaneng la tlotlontswa.
- 3 Kgetha se seng sa ditshwantsho tsa tatelano o se phahamise. Botsa baithuti hore ba bona eng, ebe o qoqa ka setshwantsho ka botlalo.
- 4 Hang ha o buile/qoqile ka setshwantsho, se kgomaretse tlapantshong hore baithuti ba se bone. Netefatsa hore ditshwantsho ha di ka tatelano kgatheng lena la tshebetso.
- 5 Ha o se o ka ditshwantsho kaofela, botsa baithuti: "Ekaba ditshwantsho di dutse kamokgwa o nepahetseng?"
- 6 Botsa baithuti ho supa setshwantsho se tlang pele. Sebetsang mmoho ho lokisa tatelano ya ditshwantsho hore pale e utlwisisehe.
- 7 Boloka baithuti hore ba nke karolo ka mafolofolo tsamaisong ena. Botsa dipotso tse kang tse: "Ho etsahetse eng se latelang? Ke mang ya ka hopolang hore ho latela eng paleng?"
- 8 Ha ditshwantsho di le ka tatelano e nepahetseng, mema baithuti ba seng ba kae ho tla pheta pale ka tsela e nepahetseng.



Mamela modumo o sehlohlolong

- 1 Bina pinae latelang ka molodi wa "Ha othabile ebile otseba".
 - ★ Ha lebitso la hao le qala ka /m/ he ema;
 - ★ Ha lebitso la hao le qala ka /m/ he ema;
 - ★ Ha lebitso la hao le qala ka /m/ he ema; mme o iname eka o a dumedisa;
 - ★ Ha lebitso la hao le qala ka /m/ he ema.
- 2 Pheta ka medumo e fapaneng le metsamao seka "ho opa diatla", "fetoha", jwalo jwalo.

Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Big sequence pictures
- Puppets from the story or objects or pictures of some of the things from the story

Week 1 Day 4

Whole class activities

Sequencing pictures

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.

Stella says:



These are useful questions to ask about each picture:

- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think...?" (creative thinking, expressing opinions)



Listening for focus sounds

- 1 Sing the following song to the tune of "If you're happy and you know it".
 - ★ If your name begins with /m/, then stand up;
 - ★ If your name begins with /m/, then stand up;
 - ★ If your name begins with /m/, stand up and take a bow;
 - ★ If your name begins with /m/, then stand up.
- 2 Repeat with different sounds and movements, such as "clap your hands", "turn around", and so on.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



O tla hloka:

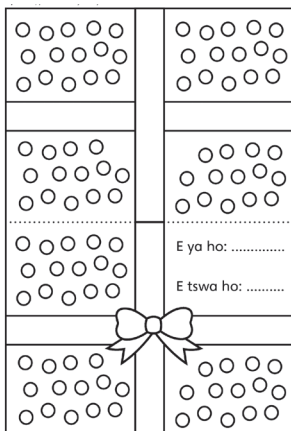
- Leqephe le nang le ketsahalo ya mpho ho fuwa moithuti ka mong
- Dikerayone tsa mafura tsa jumbo
- Dikere
- Lebokoso le kwahetsweng ka pampiri e phuthelang dimpho le bile le na le karata ya mpho e ngotsweng e hokelletswa ho yona
- Mantswe a dinoko tse ngata a hlahellang paleng: tafole, borosolo, pente. mpho, mpa, khaboto, pampiri, sehla

Beke 1 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Pheta pale o sebedisa dipopi.
- 2 Bontsha "mpho" le lentswe le ngotswa karete. Bala karete: "Moratuwa Ali, hotswa ho Mme le Ntate wa hao." Botsa baithuti hore ba nahane hore ke ka lebaka lang re fana ka dikarete le dimpho.
- 3 Efa moithuti e mong le emong leqephe la mosebetsi ebe o hlahosetsa baithuti hore ba mene jwang leqephe moleng wa matheba. Kopa baithuti ho hopola/akanya ka sena e le mpho ya bona. Ba bontshe mampiri ya ho phuthela le karete ya mpho. Bua ka dikgolo tse ding. Ba neye/fe metsotsonyana e seng mekae ho nahana ka mpho eo ba ka e ratang.
- 4 Bolella baithuti hore ba thale dimpho tsa bona leqepheng le senang letho.
- 5 Jwetsa baithuti hore ba tlotse pampiri ya ho phuthela ka mmala. Ha baithuti ba ntse ba sebetsa, tamaya hara bona o botse emong le emong hore mpho ya hae e tswa ho mang. Ba jwetse hore ba ngole lebitso karete ya mpho. Mohlala: "Ho Lolo, ka lerato hotswa ho nkgono." Kapa "Ho Ben, ka lerato hotswa ho Malome."
- 6 Ha baithuti ba qetile, ba bee ka dipara mme o ba bolelle hore ba bontshane mme ba pheta ka dimpho tsa bona.



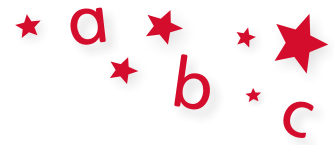
Ho kopanya le ho kgaohanya (dinoko)

- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, mohlala: **pe | nte**.
- 2 Kgetha moithuti hore a eme, a tlole ha o bitsa noko engwe le engwe: **pe** (tlole hang) **nte** (tlole hang). Bolella moithuti ho tlole hape, ha jwale baithuti ba opa diatla ka motlolo o mong le o mong.
- 3 Dumella baithuti ho nka nako tse fapaneng ho mamela lentswe hotswa lenaneng ba tlole ha ba ntse ba le kgaola ka dinoko.

Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- A photocopy of the **Present activity page** for each learner
- Jumbo wax crayons
- Scissors
- One box covered with wrapping paper with a written gift card attached to it
- A list of multisyllabic words relating to the story: tafole, borosolo, pente, mpho, mpa, khaboto, pampiri, sehla

Week 1 Day 5

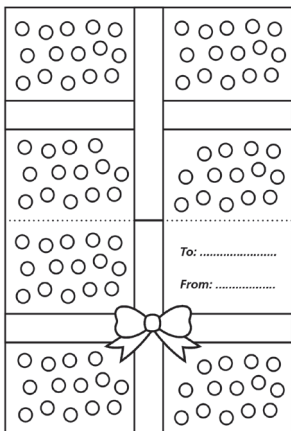
Whole class activities

Make, draw and write

- 1 Retell the story using the puppets.
- 2 Show the "present" with the written card attached. Read the card: "Dear Ali, Love from Mommy and Daddy." Ask learners to think about why we give gift cards with presents.
- 3 Give each learner an activity page and show learners how to fold the page on the dotted line. Ask learners to imagine that this is a present for them. Show them the wrapping paper and gift tag. Talk about some ideas. Give them a few minutes to think about a present they would like.
- 4 Tell learners to draw their present on the blank side of the paper.
- 5 Let learners colour in the wrapping paper. While learners are busy, walk around and ask each learner who their present is from. Let them write the name on the gift tag. For example: "To Lolo, Love from Granny" or "To Ben, Love from Uncle".
- 6 When learners are finished, put them in pairs and let them show and tell each other about their presents.

Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **pe | nte**.
- 2 Choose a learner to stand up and jump for each of the syllables: **pe** (one jump) **nte** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word on the list and jump as they break it into syllables.



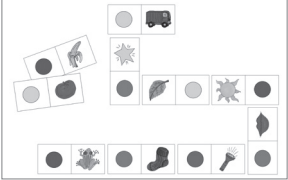



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



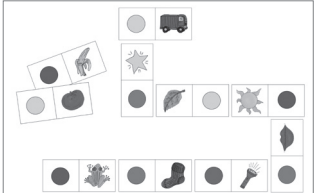



Diketsahalo tsa dihlotshwana Bekeng 1

O tla hloka	Mesebetsi
<ul style="list-style-type: none"> Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti Dikerayone tsa mafura tsa <i>jumbo</i>   <p><i>Hopola ho botsa baithuti hore na ba tseba ho qapodisa mantswe a tlotlontsweng puong ya bona haebe puo ya lapeng ke e fapaneng.</i></p>	<p>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</p> <ol style="list-style-type: none"> Ngola sehlooho sa pale hodimo leqepheng le hlwekileng la moithuti e mong le e mong pele ho thuto. Bolella baithuti hore ba supe mantswe a sehlooho ha le bala mmoho. Botsa baithuti hore ke karolo efe eo ba e ratileng ho fetisisa paleng. Fana ka dikeletso kapa kgothaletso. Mohlala: <i>"Ekaba le ratile karolo eo Ali a neng a palama ho fihlella pente?"</i> Kgothalletsa baithuti ho taka karolo eo ba e ratileng paleng. Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng. Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle. Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswe butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona. Mohlala: <i>"Ali ... o ... palame ... hodima... Ke lentswe le feng le latelang leo o neng o batla ho le bua? Setulo. Ke tlo ngola lentswe le 'setulo'."</i> Ngola yona ntho eo baithuti ba o boleletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswe a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng. Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorise boiteko ba bona.
<ul style="list-style-type: none"> Dikarata tse mebalabala tsa ho bapadisa 	<p>Mosebetsi wa 2: Malepa le dipapadi</p> <ol style="list-style-type: none"> Fa moithuti ka mong dikareete tse lekanang ka palo. Moithuti a le mong o a qala, o beha karete tafoleng. Moithuti ya latelang o sheba hore na o na le setshwantsho se tsamaisanang le mmala wa letheba kapa letheba le tsamaisanang le mmala wa setshwantsho. Ha di tsamaelana ba bea karete thoko ha setshwantsho se tsamaisanang kapa letheba. Ha di sa tsamaelane, ba tlotha ke papadi ebe ho bapala emong.
<ul style="list-style-type: none"> Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana 	<p>Mosebetsi wa 3: Ho ikemela ho baleng</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka. Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala. Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala. Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.



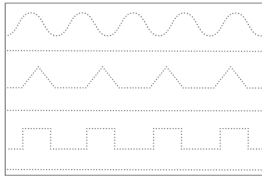
Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. For example: <i>"Did you like the part when Ali climbed up to reach the paint?"</i> Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: <i>"Ali ... climbed ... onto ... the ... What word did you want to say next? Chair. I am going to write the word 'chair'."</i> Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> A set of Colour domino cards 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Give each learner the same number of cards. One learner starts and places a card on the table. The next learner looks to see if they have a picture matching the colour of the dot or a dot matching the colour of the picture. If they do, they place their card next to the matching picture or dot. If they don't, they miss a turn and the next learner has a turn.
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.



O tla hloka

- Leqephe la ketsahalo ya Pampiri ya ho phuthela dimpho le fuwa moithuti e mong le e mong
- Majwe, mahakwe, dikonopo, difaha, sehlwekisi sa dipompo



- Diporopo: lebokose le kwahetsweng ka pampiri e phuthelang dimpho, disebediswa tsa mokete jwaloka dibalunu le mekgabiso, diboroto tsa pampiri, dikomiki tsa pampiri, dikerese tsa mokete wa tswalo, mabotlolo a senwamaphodi a polasetiki, jwalo-jwalo, pampiri, dikerayone, sekere le hlama ya ho bapadisa



Mesebetsi

Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong

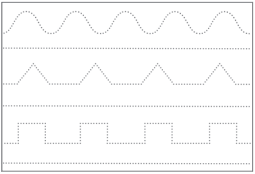

- 1 Tshwantsa leqephe la mosebetsi/ketso ya mela e otlohileng le e mothinya o nehe/fe moithuti emong le emong.
- 2 Hlalosetsa baithuti hore ba kgethe majwe, ditalama, dikonopo, ditholwana, thutswana ya ho hlwekisa peipi ho baha 'hodimo ha mela ho etsa paterone e ntle.

Mosebetsi wa 5: Ho bapala boiketsiso

- 1 Etela sehlopha pele ho ya sekgutlong sa papadi ya boiketsiso o be o ba dudise fatshe kapele.
- 2 Bala melao ya sekgutlo sa papadi ya boiketsiso mme o ba bontshe ditemana tse ntjha.
- 3 Buisanang ka hore Musa le Ali ba ne ba filwe mpho ke Mme wa bona. Ekabe bana ba fuwa dimpho malapeng a bona? Batho ba bangata ba fana ka dimpho ha e le letsatsi la tswalo kapa ha e le Keresemese kapa ka ha ho thwasa selemo se setjha.
- 4 E re: "Kajeno le tlo bapala/bapadisa eka ke mokete!"
- 5 Jwale ba qalle ka hore: Ho tlo ba le mokete, baeti ba ya tla kapele. Empa bona, mokete ha o so loke! Ekabe dijo di se di beilwe? Mekgabiso e se e fanyehuwe? dimpho di kae?"
- 6 Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala. Mohlala: O ka fihla wa etsa eka wa kokotamonyako/lemating o re: "Dumelang! Ke nna enwa! Ke leboha ha le mmeme moketeng ona o motle. Ijo, helang, tsohle dishebeha di le ntle. Ke tllitse mpho!"





You will need	Activities
<ul style="list-style-type: none">• A photocopy of the Wrapping paper activity page for each learner• Stones, pebbles, buttons, beads, pipe cleaners 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Photocopy the activity page with straight and curvy lines for each learner.2 Explain to learners that they must choose stones, pebbles, buttons, beads and pipe cleaners to put over the lines to make a beautiful pattern.
<ul style="list-style-type: none">• Props: boxes covered in wrapping paper, party equipment such as balloons and streamers, paper plates, paper cups, birthday candles, plastic cooldrink bottles, etc., paper, crayons and scissors, playdough 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the pretend play corner and settle them down quickly.2 Read the rules for the pretend play corner and show them the new props.3 Discuss that Musa and Ali were given presents by their mom. Do children get presents in their family? Many people give presents when there is a birthday or when it's Christmas or Eid or New Year.4 Say: <i>"Today you are going to play It's a party!"</i>5 Now start them off by saying: <i>"There is going to be a party and the guests are coming soon. But look, the party is not ready! Is the food all set out? Are the decorations up? Where are the presents?"</i>6 Visit the corner at least once to observe and encourage the learners' game. For example: You could arrive and pretend to knock at the door and say: <i>"Hello! Here I am! Thank you for inviting me to this lovely party. Oh, wow, everything looks beautiful. I have brought a present!"</i>



O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Bukana e menweng hape e kopisitsweng bakeng sa moithuti e mong le emong

Beke 2 Letsatsi 1

Diketsahalo tsa tlelase yohle

Tatelano ya ditshwantsho hape



- 1 Qala ka baithuti ba dutseng mmateng. Kgetha baithuti ba ka emang kapele phaposeng, emong le emong a tshware e le nngwe ya mmala wa ditshwantsho ka tatelano (eseng ka tatelano e nepahetseng).
- 2 Botsa baithuti hore naa ditshwantsho di ka tatelano e nepahetseng. Ba kope hore ba supe setshwantsho se tshwanetseng ho ba qalong ya pale.
- 3 Sehlopha hammoho, botsang baithuti ba tshwereng ditshwantsho hore ba suthe ab tsamae hohle hofihlela pale e etsa moelelo o hlakileng. Botsa dipotso tse tshwanang le e: *"Ke mang ya ka hopolang hore ho etsahetseng se latelang"*.
- 4 Hang ha o se o qetile tatelano ya pale, baithuti ba lokela ho kgutlela madulong a bona.
- 5 Efa moithuti emong le emong bukana. Ba kgothaletse ho sheba sekwahelo sa buka (bokantle) ebe o bala sehloho sa pale le bona.
- 6 Tsamaisa baithuti leetong la ditshwantsho bukeng yohle, o ba thuse ho lemoha hore ditshwantsho tse leng bukeng di tshwana le tatelano ya ditshwantsho tse ba di entseng.
- 7 Ha nako e sa le teng, baithuti ba ka balla balekane ba bona dibukana tsa bona ka phaposeng.
- 8 Kgothaletsa baithuti ho nka dibuka ho ya hae ho bala le bamalapa a bona.



Tsebisu ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"Ibrahim, ile, itshasitse, itshasa. Ekaba le utlwa modumo o e ho tsepameditsweng maikutlo ho yona: Ibrahim, ile, itshasitse, itshasa? Ee, o nepile! Kaofela a na le modumo /i/."*
- 2 *"Mamela ka hloko, ke a mantswe a mang a qalang ka modumo /i/: ithuta, leihlo, idimola, inki, pinki."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /i/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /i/: *"i-i-i"*. Etsa ho swaswa hore o ba qabole: O buele tlelase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

Diketsahalo tsa dihlotshwana

Hlalosetsa baithuti hore ba tlike ho sebetsa ka dihlotshwana letsatsi le leng le le leng. Ba hlalositse kamoo ketso engwe le engwe e etsuwang mme o hlalose le phapantsho ya letsatsi le leng le le leng. Hlalosa mokgwa le tatelano ya ho hleka.





You will need:

- Big sequence pictures
- Photocopied and folded little book for each child

Week 2 Day 1

Whole class activities

More sequencing pictures



- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: “Who can remember what happened next?”
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can “read” their little book to a partner in the class. Encourage learners to take the books home to read with their families.
- 8 Encourage learners to take the books home to read with their families.



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “Ibrahim, ile, itshasitse, itshasa. Can you hear the focus sound: **Ibrahim, ile, itshasitse, itshasa?** Yes, you are right! They all have the sound **ii**.”
- 2 “Listen carefully, here are some more words with **ii**: ithuta, leihlo, idimola, inki, pinki.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/i/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/i/**: “**i-i-i**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.





O tla hloka:

- Buka e Kgolo: Ali le pente
- Dinkgo tse nang le metsi hammoho le borosolo ho sebediswa ke morutwana ka mong

Beke 2 Letsatsi 2

Diketsahalo tsa tlelase yohle

Padisommoho – Buka e Kgolo

- 1 Kgothatsa baithuti ho sheba bokantle ba buka ba bue ka setshwantsho le tse ba di bonang ebile ba di lemoha.
- 2 Balla bana kaofela sehloho sa pale. Supa lentswe ka leng ha o ntse o bala. Bala hape o be o kope baithuti ho bala le wena.
- 3 Nka leeto la ditshwantsho bukeng le baithuti, le qoqe ka ditshwantsho mme o ba kgothaleitse ho botsa dipotso.
- 4 Supa nomoro ya leqephe mme le buisane ka hore ho latela nomoro mang/efe qepheng le latelang.
- 5 Ha le se le tsamaile buka yohle, kgutlelang morao qalong le bale sehloho sa buka hape. Phuthulla leqephe o bale polelo engwe le engwe ka lentswe la tlhaho le hlakileng. Supa lentswe ka leng (le leng le le leng) ha o ntse o bala.
- 6 Bala buka hape mme o kgothatse baithuti ho "bala" le wena.



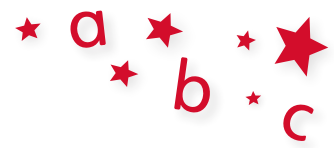
Ho bopa tlhaku

- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /i/ kapa ba ka nahana lentswe le qalang ka modumo /i/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsisa dipidipidi ha di tsamaya, di re "kwaak, kwaak".
- 3 Bontsha baithuti hore tlhaku i e ngolwa jwang. Ngola tlhaku e kgolo tlapantsong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, eya tlase. Phahamisa letsoho ebe o etsa letheba ka hodimo".
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse pontsho ya ho ngola tlhaku, tswelang kantle mme o fe morutwana ka mong nkgo e nang le metsi le borosolo ya pente. Baithuti ba ka taka tlhaku makgetlo-kgetlo metsing matlapeng a kantle.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.

Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Big book: *Ali and the paint*
- Water containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

Shared reading – Big book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have “walked” through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to read with you.



Forming the letter



- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /i/ or if they can think of any other words with the sound /i/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to walk like ducks and say “quack, quack” (**dipidipidi**).
- 3 Show learners how to write the letter **i**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go down. Lift and dot.”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.

Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



O tla hloka:

- Leqephe la ketsahalo ya Dibopeho le fuwa moithuti ka mong
- Dikerayone tsa mebala e meraro (e kgubedu, e botala ba jwang le e botala ba lehodimo) ho fuwa moithuti ka mong
- Lebokose le kentseng dintho kapa dinepe tse bontshang dintho tse qalang ka tlhaku i: dipidisi, lepidipidi, pirinki, sinki, ditjhipisi, qibi

Beke 2 Letsatsi 3

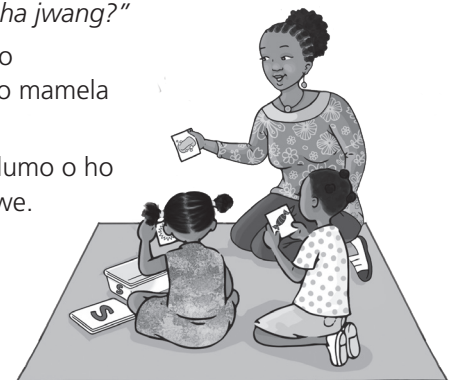
Diketsahalo tsa tlelase yohle

Ho ithuta ho mamela

- 1 Dudisa baithuti fatshe ba kgutsitse mme ba emetse ho utlwa.
- 2 Qala mosebetsi wa ho mamela kajeno ka ho re: *"Ha re kwaleng mahlo re tholeng metsotswana re mamele ka hloko medumo e re potapotileng"*. Jwale bolella baithuti ho bula mahlo mme ba bue ka medumo eo ba e utlwieng. Ba bue ka hore ke medumo efe e utlwalang e le haufi (e dumelang hodimo) mme ke efe e utlwalang e le hole (bonolo). Bolella baithuti hore ba tliilo etsa tlhakiso moo ba.
- 3 Jwale phahamisa kherayone e le nngwe ka nako mme o bue lebitso la mmala oo. Kopa baithuti ho thonaka mmala o tshwanang le wa hao. Bua ka lentswe le hlakileng ka boiketlo.
- 4 Supa sebopeho sa kgutlo-nne ebe o hopotsa baithuti hore mpho ya Musa e ne e le sebopeho se tjena, se kgutlo-nne. Ba kope ho supa sebopeho sa kgolokwe/sedikadikwe, se tshwanang le bolo ya Ali. Jwale botsa ha ebe ho na le emong ya tsebang sebopeho sa kgutlo-tharo.
- 5 Supa sebopeho se seng le se seng o bue lebitso la sona. Ebe o fa Taelo e hlakileng ka boiketlo o re:
 - ★ *"Thonaka/Nka kherayone e khubedu. Tlotsa sedikadikwe ka mmala o mokgubedu."*
 - ★ *"Thonaka/Nka kherayone e mmala o motala. Tlotsa kgutlo-tharo ka mmala o motala."*
 - ★ *"Thonaka/Nka kherayone e mmala o botala ba lehodimo. Tlotsa sebopeho se kgutlo-nne ka mmala o botala ba lehodimo."*

Mabokoso a ditlhaku

- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho nale baithuti ba phetang puo disele kapa tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e tjho ka puo ya thupelo. Ba dumelle ho tshwara dintho tseo le ditshwantsho ba di fitisetse ho bohle.
- 2 Botsa dipotso ka dilo tseo: *"Le kile la bona engwe ya tse? Re e sebedisetsa eng? E mmala o jwang? E utlwalala jwang?Kapa e tshwareha jwang?"*
- 3 Bua mabitso a dintho tseo ha o hatella modumo o e ho tsepameditsweng maikutlo ho yona. Kopa baithuti ho mamela modumo e ho.
- 4 Kopa baithuti ho bua mabitso a dintho ba hatelle modumo o ho tsepameditsweng maikutlo ho ona ha ba bua mantswa.
- 5 Hang ha baithuti ba ikwetlisitse ka modumo o motjha, ba bontshe tlhaku ka bokosong ya ditlhaku mme o re: *"Tlhaku eo e bontsha kamoo re ngolang fi/ ka teng."* Dumella baithuti ho hatisa hodima tlhaku sekwahelong ka menwana ya bona.



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong o le mokgwa le tatelano ya ho hleka.





You will need:

- A photocopy of the **Shapes activity page** for each learner
- Three coloured crayons (red, green and blue) for each learner
- A letter box containing objects or pictures of objects that start with **i**: dipidisi, lepidipidi, pirinki, sinki, ditjhipisi, qibi

Week 2 Day 3

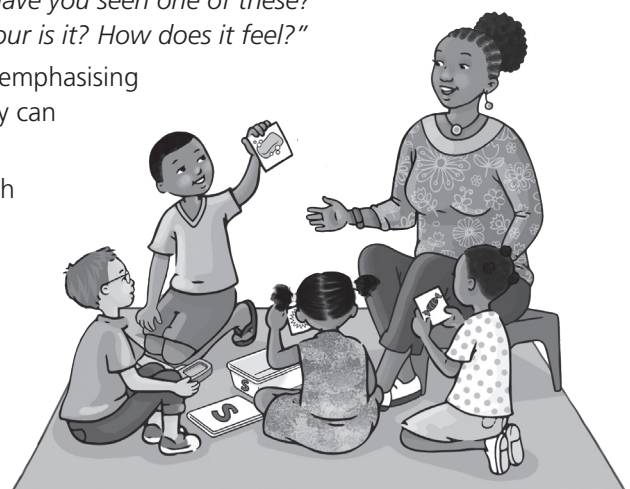
Whole class activities

Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near or close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Now hold up each crayon and say the name of the colour. Ask learners to pick up the matching crayon in front of them. Speak in a clear, steady voice.
- 4 Then point to the square and remind learners that Musa's present had a shape like a square. Ask them to point to a shape that is round, like Ali's ball. Then ask if anyone knows which shape is a triangle.
- 5 Point to each shape and say the name of the shape. Then give the instructions slowly and clearly:
 - ★ "Pick up your red crayon. Colour the circles red."
 - ★ "Pick up your green crayon. Colour the triangles green."
 - ★ "Pick up your blue crayon. Colour the squares blue."

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: "Have you seen one of these? What do we use this for? What colour is it? How does it feel?"
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **i**." Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





O tla hloka:

- Maqhetswana a mane a maholo a masweu a lebokose kapa pampiri tse ngotsweng “kgubedu”, “botala ba lehodimo”, “botala ba jwang” le “bosehla” (ngola mantswe ana hodima karata e mmala o tsamaelanang le yona), setshwantsho sa ntho e mmala o tshwanang le wa karolwana eo ya lebokoso
- Dimakasini
- Dikere
- Dikgomaretsi

Beke 2 Letsatsi 4

Diketsahalo tsa tlelase yohle

Bala o be o etse

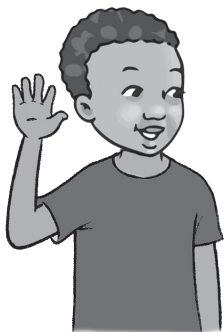
- 1 Bontsha baithuti dipapetla tse nne tseo ebe o ba kopa ho “bala” lentse e leng lebitso la mmala. Hokanya mmala ya dipente tse hlahelang paleng. Botsa baithuti hore ke mmala ofe o santsaneng o setse lebokoseng (tshehla).
- 2 Buisanang ka mehlala ya ditshwantsho le hore e tswana jwang le mmala.
- 3 Hlalosa hore moithuti emong le emong o tlamehile ho fumana setshwantsho sa mmala o itseng ho o kgomaretsa papetleng ya ona.
- 4 Bontsha kamoo ho ka fuputswang bukeng ya makazine ho fumana ditshwantsho tse ka tshwanang le mmala e mene e.
- 5 Hlalosetsa baithuti hore ha ba fumane setshwantsho se tshwanang le o mong wa mmala o ba ithutileng ka ona, ba se sehe.
- 6 Ha ba na le nako e lekaneng, kopa baithuti kaofela hore ba nang ditshwantsho tse khubedu ba phahamise matsoho. Kopa moithuti a le mong ho bokella ditshwantsho tseo mme a o thuse ho di kgomaretsa ka sekgomaretsi papetleng e tsamaisanang le se seng le se seng. Buisanang ka papetla, buang mabitso a dinthotse papetleng mme o akgole baithuti ba itekang. O ka bua tjena: “*Bonang kolo! e phatsimang e kgubebu! Ke mang ya fumaneng setshwantsho se? O sebeditse hantle, Sara!*”
- 7 Tswelapele ka mokgwa kapa tshebetso ena le ka mmala e meng yohle.

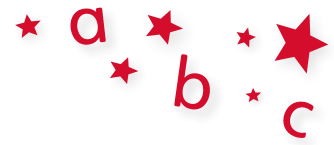
Mamela modumo o ho tsepamiseditsweng

- 1 Bina pinae latelang ka molodi wa “*Ha othabile ebile otseba*”.
 - ★ *Ha lebitso la hao le qala ka /m/ he ema;*
 - ★ *Ha lebitso la hao le qala ka /m/ he ema;*
 - ★ *Ha lebitso la hao le qala ka /m/ he ema;*
 - ★ *Ha lebitso la hao le qala ka /m/ he ema; mme o iname eka o a dumedisa;*
 - ★ *Ha lebitso la hao le qala ka /m/ he ema.*
- 2 Pheta ka medumo e fapaneng le metsamao seka “ho opa diatla”, “fetoha”, jwalo jwalo.

Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Four large pieces of white cardboard or paper labelled “red”, “blue”, “green” and “yellow” (write these words on the corresponding colour cards), a picture of an object in that colour on each piece of cardboard
- Magazines
- Scissors
- Glue

Week 2 Day 4

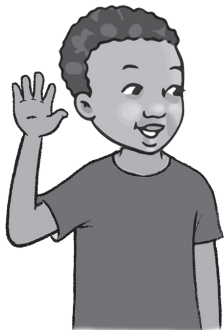
Whole class activities

Read and do

- 1 Show learners the four boards and ask them to “read” the colour word on each board. Make a connection to the paint colours in the story. Ask learners which colour was still in the box (yellow).
- 2 Talk about the example pictures and how they match the colour.
- 3 Explain that each learner must find one colour picture to paste on each of the colour boards.
- 4 Demonstrate how to look through a magazine to find pictures to match the four colours.
- 5 Explain that when learners have found a picture matching one of the colours, they must cut it out.
- 6 When they have had enough time, ask all learners with pictures that match the colour red to raise their hands. Ask a learner to collect these pictures and help you to glue them onto the matching board. Talk about the board, naming the objects and giving credit to learners. Say something like: “Look, a shiny red car! Who found this picture? Well done, Sara!”
- 7 Go through the same process with the other colours.

Listening for focus sounds

- 1 Sing the following song to the tune of “If you’re happy and you know it”.
 - ★ If your name begins with /m/, then stand up;
 - ★ If your name begins with /m/, then stand up;
 - ★ If your name begins with /m/, stand up and take a bow;
 - ★ If your name begins with /m/, then stand up.
- 2 Repeat with different sounds and movements, such as “clap your hands”, “turn around”, and so on.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



O tla hloka:

- Ditshwantsho kapa dibuka tse bontshang mookodi o motle
- Dikotwana tse kgolo tse tshweu tsa pampiri
- Pente ya mebalabala, dinkgo, dithaole
- Mantswe a dinoko tse ngata a hlahellang paleng: tafole, borashe, pente. mpho, mpa, khaboto, pampiri, sehla

Beke 2 Letsatsi 5

Diketsahalo tsa tlelase yohle

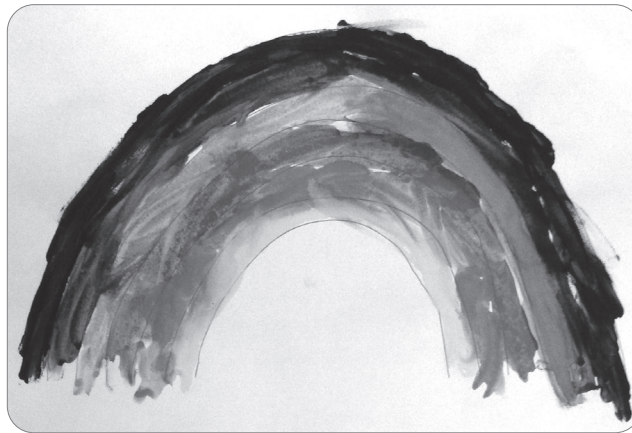
Bopa, thala obe o ngole

- 1 Kopa baithuti hore ba shebe ditshwantsho tsa mookodi mme ba supe mmala ya pente e paleng.
- 2 Bolella baithuti hore ba tlike ho penta mookodi pampering e kgolo.
- 3 Bontsha baithuti hore ba tla be ba penta ka menwana ya bona, jwalo ka Ali a entse paleng.
- 4 Hopotsa baithuti ho sebedisa mmala yohle e leng mookoding, e seng mmala o le mong.
- 5 Kgothatsa baithuti ho sebedisa leqephe la pampiri kaofela ho penta mookodi o moholo.

Stella o re:



Ho penta ka menwana ho kgothatsa baithuti hore ba itshwantshe le semelo sa Ali paleng. Ona e kaba mosebetsi o bohlaswa, ke ka hoo o tlameha ho netefetsa hore baithuti ba sebetse sebakeng se bonolo ha ba e lo hlatswa matsoho.



Ho kopanya le ho kgaohanya (dinoko)

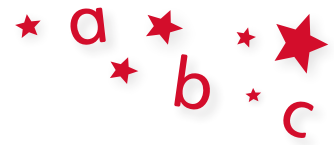
- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, mohlala: **se | hla**.
- 2 Kgetha moithuti hore a eme, a tlole ha o bitsa noko engwe le engwe: **se** (tlola hang) **hla** (tlola hang). Bolella moithuti ho tlola hape, ha jwale baithuti ba opa diatla ka motlolo o mong le o mong.
- 3 Dumella baithuti ho nka nako tse fapaneng ho mamela lentswe hotswa lenaneng ba tlole ha ba ntse ba le kgaola ka dinoko.



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Pictures or books showing beautiful rainbows
- Large white pieces of paper
- Coloured paint, water containers, towels
- A list of multisyllabic words relating to the story: tafole, borashe, pente, mpho, mpa, khaboto, pampiri, sehla

Week 2 Day 5

Whole class activities

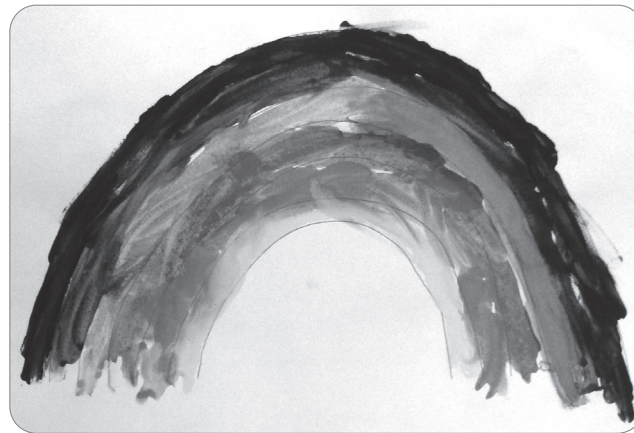
Make, draw and write

- 1 Ask learners to look at pictures of rainbows and to point to the colours of the paint in the story.
- 2 Tell learners that they are going to paint a rainbow on the big piece of paper.
- 3 Show learners that they will be painting with their fingers, like Ali did in the story.
- 4 Remind learners to use all the colours to make a rainbow, and not just one colour.
- 5 Encourage learners to use the whole page and to paint a big rainbow.

Stella says:



Finger painting encourages learners to identify with Ali's character in the story. It can be a messy activity, so make sure that learners are working in a suitable space with easy access to washing-up facilities.



Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **se | hla**.
- 2 Choose a learner to stand up and jump for each of the syllables: **se** (one jump) **hla** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.


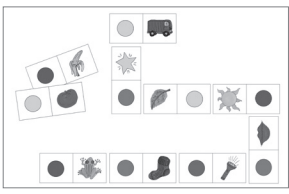

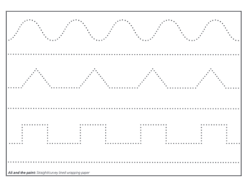



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.


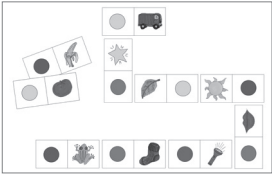

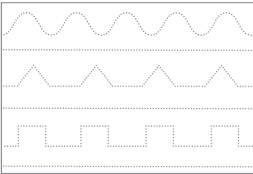



Diketsahalo tsa dihlotshwana Bekeng 2

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti Dikerayone tsa mafura tsa <i>jumbo</i>  <p><i>Haeba baithuti ba sokola ho nahana seo ba ka se teroyang, ba bontshe ditshwantsho tsa tatellano hore ba be le mehopollo e meng.</i></p>	<p>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</p> <ol style="list-style-type: none"> Fa moithuti ka mong sekotwana sa pampiri le mmala e fapaneng ya dikherayone ebe o hlalosa hore ba ilo taka setshwantsho sa Ali. Kopa baithuti hore ba bue reneketso hammoho le wena: Nko ya hao e tala, dimpa di kgubedu, menwana e botala ba lehodimo, Nna kea o rata. Ba botse hore e be basa hopola dikarolo tsa mmele tseo Ali a di pentileng le mmala wa tsona. Ebe ba taka Ali. Haebe ba lebetse dikarolo tsa mmele le mmala, ba ka bua reneketso. Ha ba lebetse reneketso, ba ka sheba tateano ya ditshwantsho ho ba hopotsa.
<ul style="list-style-type: none"> Dikarata tse mebalabala tsa ho bapadisa 	<p>Mosebetsi wa 2: Malepa le dipapadi</p> <ol style="list-style-type: none"> Fa moithuti ka mong dikareete tse lekanang ka palo. Moithuti a le mong o a qala, o beha karete tafoleng. Moithuti ya latelang o sheba hore na o na le setshwantsho se tsamaisanang le mmala wa letheba kapa letheba le tsamaisanang le mmala wa setshwantsho. Ha di tsamaelana ba bea karete thoko ha setshwantsho se tsamaisanang kapa letheba. Ha di sa tsamaelane, ba tlolwa ke papadi ebe ho bapala emong.
<ul style="list-style-type: none"> Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana 	<p>Mosebetsi wa 3: Ho ikemela ho baleng</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka. Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala. Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala. Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.
<ul style="list-style-type: none"> Leqephe la ketsahalo ya Pampiri ya ho phuthela dimpho le fuwa moithuti e mong le e mong 	<p>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</p> <ol style="list-style-type: none"> Tshwantsha leqephe la mosebetsi/ketso ya mela e otlohlileng le e mothinya o nehe/fe moithuti emong le emong. Hlalosetsa baithuti hore ba tshwanetse ho sebedisa dikherayone ho taka pakeng tsa mela ho etsa pampiri ya ho phuthela e ntle ya mela le methinya ya mmala e fapaneng
<ul style="list-style-type: none"> Diporopo: lebokose le kwahetsweng ka pampiri e phuthelang dimpho, disebediswa tsa mokete jwaloka dibalunu le mekgabiso, diboroto tsa pampiri, dikomiki tsa pampiri, dikerese tsa mokete wa tswalo, mabotlolo a senwamaphodi a polasetiki, jwalo-jwalo, pampiri, dikerayone, sekere le hlama ya ho bapadisa 	<p>Mosebetsi wa 5: Ho bapala boiketsiso</p> <ol style="list-style-type: none"> Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho lloha bekeng ya 1 ha ba ne ba iketsisa eka ba na le mokete mme ba fana ka dimpho. Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala. 



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Give each learner a piece of paper and coloured crayons and explain that they are going to draw a picture of Ali. Ask learners to say the rhyme together with you: Your nose is green, Your tummy is red, Your toes are blue, And I love you. Ask them if they remembered what body parts Ali painted and what the colours were. They can then draw Ali. If they forget the body parts and colours, they can say the rhyme. If they forget the rhyme, they can look at the sequence pictures to guide them.
<ul style="list-style-type: none"> A set of Colour domino cards 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Give each learner the same number of cards. One learner starts and places a card on the table. The next learner looks to see if they have a picture matching the colour of the dot or a dot matching the colour of the picture. If they do, they place their card next to the matching picture or dot. If they don't, they miss a turn and the next learner has a turn.
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> A photocopy of the Wrapping paper activity page for each learner 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Photocopy the activity page with straight and curvy lines for each learner. Explain to learners that they must use crayons to draw in between the lines to make beautiful coloured wrapping paper with stripes and curves.
<ul style="list-style-type: none"> Props: boxes covered in wrapping paper, balloons and streamers, paper plates, paper cups, birthday candles, cooldrink bottles 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to have a party and give presents. Visit the corner to observe and encourage the learners' pretend play.



★ Letsatsi le letle

Pale

Ke hoseng, letsatsing le letle la Moqebelo ebile letsatsi le tjabetse hamonate fensetereng ya David. David a tsoha, a ikotlolla, a re: "Letsatsi le tjabile hantle kajeno, mme ke na le morero!" David a fumana mme wa hae, a mmtsa: "Mme, na re ka ya pikiniking kajeno? Na, ekaba motswalle wa ka, Jakobo a ka tla le rona? Ntja ya ka, Folafi, yona?" Mme a botsa ntate mme yena a dumela. Yaba mme o kenya dijo tse ratwang ke ba lelapa ka serotong sa pikiniki mme ntate a re o tla se jara.

Ntate, mme, kgaisedi, David, Jakobo le ntja Folafi bohle ba tsamaya ho ya lerallaneng. Ba bua hamonate ka dipapadi tseo ba tlleng ho di bapala nokeng.

Ha ba fihla nokeng, ntate a re: "Ha re duleng mona hore re tle re kgone ho le bona ha le bapala ka metsing le kgaisedi ya hao a kgone ho kgasa jwanng."

David, Jakobo le Folafi ba matha ba itahlela ka metsing a phodileng. *Qapha, qapha, qapha!*

"Ha re lelekisane," ho rialo Jakobo.



Kamora ho bapala haholo, bashanyana ba tswa ka metsing hobane ba ne ba se ba lapile haholo. Ba dula hodima kobo le mme le ntate. Ba ja bohobe-mapatahanye ba tamati le tjhisi, dipanana le diapole ba nwa le lero la ditholwana. Mme a fa Folafi bo bong ba bohobe-mapatahanye ba hae, le yena o lapile! Kgaisedinyana a leka ho ja dipalesa. Ntate a re: "Tjhe moratuwa, o se ke wa ja dipalesa."

Nako e se e ile. Bana ba ithabisitse tsatsing lena ebile ba kgathetse. Ke nako ya ho ya hae. E mong le e mong o thusa ho hlwekisa. Bashanyana ba phutha kobo, mme o pepa lesea ka mokokotlong mme bohle ba leba hae. "Sala hantle, Nikolas. Ke leboha ka letsatsi le monate le thabisang," ho rialo Jakobo.

"Tsamaya hantle Jakobo," ho araba David.

Ho lefifi ka ntle mme lehodimo le tletse dinaledi, ke nako ya hore balelapa ba robale. Kapelenyana David le Folafi ba kgaleha ba ba ba lora ka letsatsi le thabisang leo ba bileng le lona.

Ke pheletso ya pale.



★ A beautiful day

Story

It is a beautiful Saturday morning and the sun is shining into Nicholas's window. Nicholas wakes up, stretches and says: "It's a sunny day today, and I have a plan!" Nicholas finds his mother and asks: "Mommy, can we go for a picnic today? And can my friend Jacob come too? And what about my dog, Fluffy?" Mommy asks Daddy and he says yes. Mommy packs the family's favourite food into the picnic basket and Daddy says he will carry it.

Daddy, Mommy, baby sister, Nicholas, Jacob and Fluffy the dog all walk down the hill. They talk happily about the games they will play in the river.

When they get to the river, Daddy says: "Let's sit here so that we can see you playing in the water and your sister can crawl in the grass."

Nicholas, Jacob and Fluffy run and jump into the cool water. Splash, splash, splash! "Let's chase each other," says Jacob.



After lots of playing, the boys get out of the water because they are so hungry. They sit on the blanket with Mommy and Daddy. They all eat tomato and cheese sandwiches and bananas and apples and they drink fruit juice. Mommy gives Fluffy one of her sandwiches, he is hungry too! Baby sister tries to eat flowers. Daddy says: "No my darling, you can't eat flowers!"

It is getting late. The children have had a fun day and are feeling tired. It is time to go home. Everyone helps to tidy up. The boys fold the blanket, Mommy puts the baby on her back and they all walk home. "Good bye, Nicholas. Thank you for a fun day," says Jacob. "Go well, Jacob," answers Nicholas.

It is dark outside and the sky is full of stars, time for the family to sleep. Soon Nicholas and Fluffy are fast asleep and dreaming of their fun day out.

And that is the end of the story.





Pina

Re ya kwana pikiniking, pikiniking, pikiniking.
 Re ya kwana pikiniking tsatsing lena le
 tjhabileng hamonate.

Ha re pakeng seroto sa dijo, seroto sa dijo,
 Ha re pakeng seroto sa dijo Tsatsing lena le
 tjhabileng hamonate.

Ha re tloleleng ka metsing, ka metsing,
 Ha re tloleleng ka metsing
 Tsatsing lena le tjhabileng hamonate.

Re ja bohobe-mapatahanya, bo monate
 Ra ja bohobe-mapatahanye bo monate
 Tsatsing lena le tjhabileng hamonate.

Ha re yeng hae ho robala jwale
 ho robala jwale, ho robala jwale,
 Ha re yeng hae ho robala jwale
 Re bile le letsatsi le monate!



(Bina jwaloka "Here we go round the mulberry bush" kapa o qape pina ya hao.)

Tlotlontswe ho tswa paleng

Mantswe a sehloohong	pikiniki	seroto	lapile	noka	kobo	bohobe-mapatahanye
Mantswe a koketso:	tholwana	panana	apole	lero	lelomo	lelekisa
	qaphatsa/ qapha	tlola	sesa	hleka	leralla	thatohatsi





Song

We're going on a picnic, a picnic, a picnic
We're going on a picnic
On this sunny day.

Let's pack a basket, a basket, a basket
Let's pack a basket
On this sunny day.

Let's jump in the river, the river, the river
Let's jump in the river
On this sunny day.

We're eating yummy sandwiches, sandwiches,
sandwiches
We're eating yummy sandwiches
On this sunny day.

Let's go home to sleep now, to sleep now, to sleep now
Let's go home to sleep now
We had a lovely day!



(Sing to the tune of "Here we go round the mulberry bush" or use your own tune.)

Vocabulary from the story

Key-words:	picnic	basket	hungry	river	blanket	sandwiches
Extra words:	fruit	banana	apple	juice	flower	chase
	splash	jump	wake up	pack up	hill	favourite





O tla hloka:

- Pale: Letsatsi le letle
- Dipopi: Mme, Ntate, David, Jakobo, kgaitshedinyana ya David le ntja, Folafi
- Diporopo: seroto, ditholwana kapa ditholwana tsa maiketsiso, moseme, ntja ya ho bapadisa, dipalesa kapa dipalesa tsa maiketsiso
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe

Beke 1 Letsatsi 1

Diketsahalo tsa tlelase yohle

Bua raeme ya *Mahlo a mabedi ho bona* ho tliša baithuti mmateng ka nako ya pale.

Ho bua pale le ho eketsa tlotlontswe

1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: Bua ka bamalapa bo bona mme le buisane ka dilemo tsa baena ba bona.
- 1.3 E re: *"Pele re qala, ke batla ho le fa meelelo ya mantswe a mang a matjha ao re tšileng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala: ntsha moseme hammoho le seroto le boroto ya dijo.

2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"O nahana hore bana ba tlišo etsa eng ha ba fihla nokeng? Dijo tsa motshehare e tlo ba dife? O nahana hore ba tlišo etsa eng ha ba fihla lapeng?"*

3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *"Ke eng e o e ratang ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena?"*

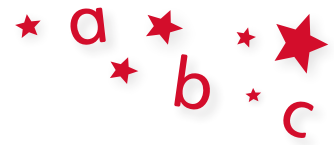
Tsebisō ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"ja (dijo), jara, Jakobo. Ekaba le utlwa modumo o e ho tsepameditsweng maikutlo ho yona: ja, jara, Jakobo? Ee, o nepile! Kaofela a na le modumo lji."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo lji: jeresi, jase, jeli, jeme, ja, jara, sejalo, dijo."* (Hatella modumo o qalong ha o ntse o bitsa mantswe).
- 3 Bua modumo /j/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /j/: *"j-j-j"*. Etsa ho swaswa hore o ba qabole: O buele tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

Diketsahalo tsa dihlotshwana

Hlalosetsa baithuti hore ba tšile ho sebetsa ka dihlotshwana letsatsi le leng le le leng. Ba hlalose kamo ketso engwe le engwe e etsuwang mme o hlalose le phapantsho ya letsatsi le leng le le leng. Hlalosa mokgwa le tatelano ya ho hleka.





You will need:

- Story: A beautiful day
- Puppets: Mother, Father, Nicholas, Jacob, picnic basket, baby sister and Fluffy the dog
- Props: basket, real or pretend fruit, a blanket, a toy dog, real or pretend flowers
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

Two eyes to see

One mouth to talk and sing,
Two eyes to see,
Two ears to hear,
Two legs to walk and run;
Here are my hands
Give yours to me – time for
stories everyone!

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives by asking: *"Have you ever been on a picnic? What do you do when you go on a picnic? Where can you have a picnic? What kind of food do you eat on a picnic?"*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss keywords from the vocabulary list and show learners objects to help them understand what words mean. For example, put out a picnic blanket with a basket and a plate with food.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think the children will do when they get to the river? What will they have for lunch? What do you think they will do when they get home?"*

3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"*

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"ja (dijo), jara, Jakobo. Can you hear the focus sound: ja, jara, Jakobo? Yes, you are right! They all have the sound /j/."*
- 2 *"Listen carefully, here are some more words with /j/: jeresi, jase, jeli, jeme, ja, jara, sejalo, dijo."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /j/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /j/: "j-j-j". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.





O tla hloka:

- Dipopi tsa pale
- Mmino le ditshwantsho tsa didirisiwa tsa pina



Beke 1 Letsatsi 2

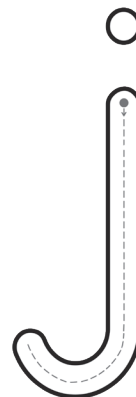
Diketsahalo tsa tlelase yohle

Ho bua pale le ho bina

- 1 Qala ka ho hopotsa baithuti ka hlaloso ya mantswe a o ba tsebisitseng ona ka Letsatsi 1.
- 2 Pheta pale hape o sebedisa dipopi. Botsa dipotso Ha o ntse o bua pale. Kgothatsa baithuti ho hopolela pele se ka etsahalang.
- 3 Bolella baithuti hore o tlo ba ruta pina e ntjha e tsamaisanang le pale ena.
- 4 Bua melana ya pina ka ho hlaka o sa potlaka, ebe o kopa baithuti ho nka karolo ba bine mmoho le wena. Ho ka ba boimanyana hore baithuti ba hopole mantswe ohle, kahoo ba rute pina ka dikarolo.
- 5 Eba le ditshwantsho kapa diporopo kapa o etse diketso ho thusa baithuti ho utlwisisa puo e pineng.
- 6 Ruta baithuti diketso tsa pina mme le be le boithabiso le bina ka puo tse fapaneng.

Ho bopa tlhaku

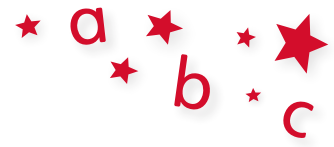
- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /j/ kapa ba ka nahana lentsewe le qalang ka modumo /j/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa e kare ho na le seo ba se jalang ntse ba re: "j-j-jala"
- 3 Bontsha baithuti hore tlhaku /j/ engolwa jwang. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, eya tlase ebe o ya potela. Phahamisa letsoho ebe o etsa letheba ka hodimo".
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse pontsho ya a ho ngola tlhaku, kgothatsa baithuti ho sebedisa thutswana ho ngola tlhaku mobung.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le le mogwa le tatelano ya ho hleka.





You will need:

- Puppets for the story
- Music and props or pictures for the song



Week 1 Day 2

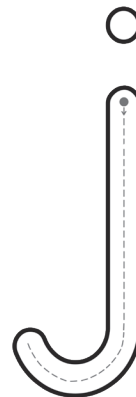
Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /j/ or if they can think of any other words with the sound /j/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be planting while saying: "j-j-jala".
- 3 Show learners how to write the letter j. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down and around. Lift and dot."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



O tla hloka:

- Dipopi tsa pale
- Diporopo: seroto, ditholwana kapa ditholwana tsa maiketsiso, moseme, ntja ya ho bapadisa, dipalesa kapa dipalesa tsa maiketsiso
- Lebokose le kentseng dintho kapa dinepe tse bontshang dintho tse qalang ka tlhaku **j**: jeresi, jase, jeli, jeme, ja, jara



Beke 1 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho bua le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswe ho tswa lenaneng la tlotlontswa. Mohlala: *"Ha bana ba tlolela ka hara noka, ba ile ba etsa Ee, lentswe ke 'leqhamu'."*
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka sebakadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena tijhere) tloba ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho etsa diketso tse tsamaisanang le mantswe ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

Mabokoso a ditlhaku

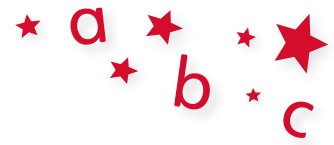
- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho nale baithuti ba buang puo disele kapa tse fapaneng, ba kope hore ba bolelle bohle ka phaposeng hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo ya thupelo. Ba dumelle ho tshwara dintho tseo le ditshwantsho ba di fetisetse ho bohle.
- 2 Botsa dipotso ka dintho tseo: *"Le kile la bona engwe ya tse? Re e sebedisetsa eng? E mmala o jwang? E utlwahala jwang? Kapa e tshwareha jwang?"*
- 3 Bua mabitso a dintho tseo ha o hatella modumo o e ho tsepamiseditsweng maikutlo ho yona. Kopa baithuti ho mamela modumo e ho.
- 4 Kopa baithuti ho bua mabitso a dintho ba hatelle modumo o ho tsepamiseditsweng maikutlo ho ona ha ba bua mantswe.
- 5 Hang ha baithuti ba ikwetlisitse ka modumo o motjha, ba bontshe tlhaku ka bokosong ya ditlhaku mme o re: *"Tlhaku eo e bontsha kamoo re ngolang **j** ka teng."* Dumella baithuti ho hatisa hodima tlhaku sekwahelong ka menwana ya bona.



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Puppets for the story
- Props: basket, real or pretend fruit, a blanket, a toy dog, real or pretend flowers
- A letter box containing objects or pictures of objects that have the focus sound **j**: jeresi, jase, jeli, jeme, ja, jara



Week 1 Day 3

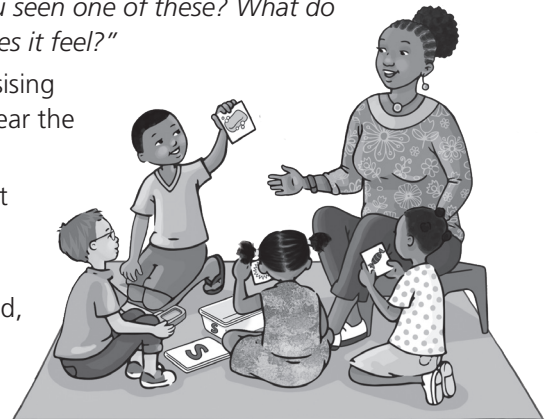
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: *"When learners jumped into the river, they made a big ... Yes, the word is 'splash'."*
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: *"Have you seen one of these? What do we use this for? What colour is it? How does it feel?"*
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write j."* Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Dipopi ho tswa paleng kapa dintho kapa ditshwantsho tsa tse ding tsa dintho ho tswa paleng

Stella o re:



Tse ke dipotso tsa bohlokwa tse o ka dibotsang ka ditshwantsho tse:

- "O bona mang?" (dibapadi)
- "O le etsa eng?" (maetsi le diketso)
- "Ke eng se seng se o ka se bonang?" (O sheba hape)
- "E hokae ...?" (bolela tulo/boemo)
- "Hobaneng o nahana ...?" (monahano o batsi wa ho hlahisa maikutlo)

Beke 1 Letsatsi 4

Diketsahalo tsa tlelase yohle

Ditshwantsho tsa tatelano

- 1 Bina pina hape.
- 2 Hlahisa mantswa a matjha hotswa lenaneng la tlotlontswa.
- 3 Kgetha se seng sa ditshwantsho tsa tatelano o se phahamise. Botsa baithuti hore ba bona eng, ebe o qoqa ka setshwantsho ka botlalo.
- 4 Hang ha o buile/qoqile ka setshwantsho, se kgomaretse tlapantshong hore baithuti ba se bone. Netefatsa hore ditshwantsho ha di ka tatelano kgatheng lena la tshebetso.
- 5 Ha o se o ka ditshwantsho kaofela, botsa baithuti: "Ekaba ditshwantsho di dutse kamokgwa o nepahetseng?"
- 6 Botsa baithuti ho supa setshwantsho se tlang pele. Sebetsang mmoho ho lokisa tatelano ya ditshwantsho hore pale e utlwisisehe.
- 7 Boloka baithuti hore ba nke karolo ka mafolofolo tsamaisong ena. Botsa dipotso tse kang tse: "Ho etsahetse eng se latelang? Ke mang ya ka hopolang hore ho latela eng paleng?"
- 8 Ha ditshwantsho di le ka tatelano e nepahetseng, mema baithuti ba seng ba kae ho tla pheta pale ka tsela e nepahetseng.



Mamela modumo o sehlohlolong

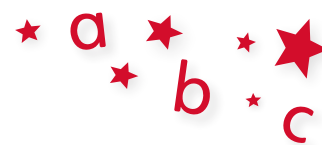
- 1 Hlalosetsa baithuti hore le tlo bapala "Ke hlwela ..." ka dipopi le diporopo ho tswa paleng ena: *Letsatsi le letle*. E re ba bohe dipopi tse kgabisitsweng, dintho le ditshwantsho.
- 2 Kgetha ntho e nngwe ho tswa paleng o sa bolella baithuti hore o nahanneng. Ebe, ka lentswe le hlakileng, o fa baithuti modumo wa pele wa lentswe, ho ba nonya maikutlo. Mohlala: Haeba o nahanne ka "panana", e re: "Ke hlwela ka leihlo la ka le lenyenyane ntho e nngwe e qalang ka **lp**!"
- 3 Baithuti ba tshwanetse ho sheba dintho tse qalang ka modumo oo letlapeng la dipontsho. Ha ba naha "panana" ka nepo, ke monyetla wa bona ho sheba ntho e nngwe mme ba re: "Ke hlwela".



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Big sequence pictures
- Puppets from the story or objects or pictures of some of the things from the story

Week 1 Day 4

Whole class activities

Sequencing pictures

- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.



Stella says:



These are useful questions to ask about each picture:

- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)

Listening for focus sounds

- 1 Explain to learners that you are going to play "I spy ..." with puppets and props from the story *A beautiful day*. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of a "panana", say: "I spy with my little eye something that starts with /p/."
- 3 Learners must look at the display for things that start with that sound. If they guess "panana" correctly, it is their turn to look for something and say: "I spy ...".



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



O tla hloka:

- Leqephe le fuwe moithuti ka mong KAPA leqephe la ketsahalo ya Moseme wa pikiniki le la wa ketsahalo ya Ho loha dikgetjana le fuwe moithuti ka mong
- Dikherayone tsa mafura tsa *jumbo*
- Dikgomaretsi, dikere
- Makasine kapa dibukana tsa mabenkeleng tse nang le ditshwantsho tsa dijo
- Mantswe a dinoko tse ngata a hlahellang paleng: -tle, dipanana, ditamati, bohobe-mapatahanye, noka, dipalesa, sala hantle, pikiniki, seroto, Folafi

Beke 1 Letsatsi 5

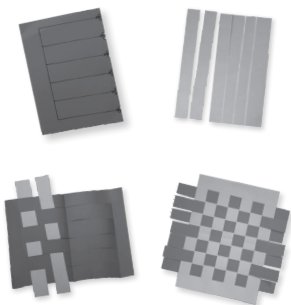
Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Pheta pale hape o sebedisa dipopi.
- 2 Ha ho kgonahala, etlo le moseme kapa kobo ho e bontsha sehlopha kapa o bontshe baithuti ditshwantsho tsa mefuta e fapaneng ya meseme. Buang ka mefuta e fapaneng ya dipaterone hammoho/kapa mebala ya moseme oo.
- 3 Hlalosetsa baithuti hore ba tliilo iketsetsa meseme ya bona ka ho e taka sekotwaneng sa pampiri.
- 4 Ha baithuti ba qetile moseme wa bona, ba ka taka kapa ba seha ditshwantsho tsa dijo tsa pikiniki ho tswa dimakasining kapa dibukaneng tsa mabenkele mme ba di kgomaretse hodima moseme wa bona.

KAPA

- 1 Hlalosetsa baithuti hore ba tliilo loha moseme wa bona ba sebedisa maqhetswana a pampiri. Bontsha baithuti mohlala o be o ba bolelle kamoo maqhetswana a mebala e fapaneng a etsang moloho.
- 2 Fa moithuti e mong le e mong leqephe le mennweng la **Mosebetsi wa moseme wa pikiniki** hammoho le leqephe la **Mosebetsi wa maqhetswana a ho loha**.
- 3 **Leqephe la mosebetsi wa moseme wa pikiniki:** Bontsha baithuti hore na ho sehwa jwang moleng o leqepheng la mosebetsi le sa ntse le mennwe. Etsa bonnete ba hore ba ema moo mola o tsepameng. Baithuti ba bula leqephe lena hang ha ba qetile ho seha.
- 4 **Leqephe la maqhetswana a ho loha:** Baithuti ba penta maqhetswana ebe ba a seha.
- 5 Bontsha kamoo ho lohuwang maqhetswana a mebalabala kahodimo le ka tlasa masoba a phuntsweng leqepheng la mosebetsi wa moseme wa pikiniki. Leqhetswana le leng le le leng le tshwanela ho fapanetsana masoba ho bopa moloho.
- 6 Ha baithuti ba qetile "moseme wa bona wa pikiniki", ba ka seha ditshwantsho tsa dijo tsa pikiniki dimakasining kapa dibukaneng tsa mabenkele mme ba di kgomaretse hodima moseme.



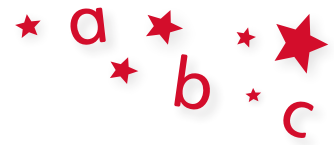
Ho kopanya le ho kgaohanya (dinoko)

- 1 Kopa baithuti hore ba dule mmategeng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, mohlala: **no | ka**.
- 2 Kgetha moithuti hore a eme, a tlole ha o bitsa noko engwe le engwe: **no** (tlole hang) **ka** (tlole hang). Bolella moithuti ho tlole hape, ha jwale baithuti ba opa diatla ka motlolo o mong le o mong.
- 3 Dumella baithuti ho nka nako tse fapaneng ho mamela lentswe hotswa lenaneng ba tlole ha ba ntse ba le kgaola ka dinoko.

Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- An A4 piece of paper for each learner OR a photocopy of the **Picnic blanket activity page** and the **Weaving strips activity page** for each learner
- Jumbo wax crayons
- Scissors, glue
- Magazines or shopping brochures with pictures of food
- A list of multisyllabic words relating to the story: -tle, dipanana, ditamati, bohobe-mapatahanye, noka, dipalesa, sala hantle, pikiniki, seroto, Folafi

Week 1 Day 5

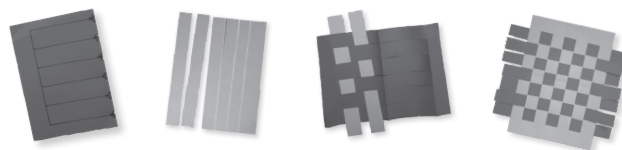
Whole class activities

Make, draw and write

- 1 Retell the story using the puppets.
- 2 If possible, bring a blanket to show the class, or show learners pictures of different blankets. Talk about the different patterns and/or colours on the blanket.
- 3 Explain to learners that they are going to create their own picnic blanket by drawing it on a piece of paper.
- 4 Once learners have completed their “blanket”, they can draw or cut out pictures of picnic foods from magazines or brochures and paste the pictures onto their blanket.

OR

- 1 Explain to learners that they are going to weave their own “picnic blanket” using strips of paper. Show learners an example and talk about how different coloured strips make a weaving pattern.
- 2 Give each learner a folded **Picnic blanket activity page** as well as a **Weaving strips activity page**.
- 3 **Picnic blanket activity page:** Show learners how to cut along each dotted line on the activity sheet while it is folded. Make sure they stop cutting at the solid line. Learners open up this page once they have finished cutting.
- 4 **Weaving strips activity page:** Learners colour in the strips and cut them up.
- 5 Demonstrate how to weave the coloured strips over and under the slits that have been cut on the picnic blanket activity page. Each strip needs to be woven through alternate slits to create a weave.
- 6 When learners have completed their “picnic blanket”, they can cut out pictures of picnic foods from magazines or brochures and paste the pictures onto their blanket.



Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **no | ka**.
- 2 Choose a learner to stand up and jump for each of the syllables: **no** (one jump) **ka** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word on the list and jump as they break it into syllables.






Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





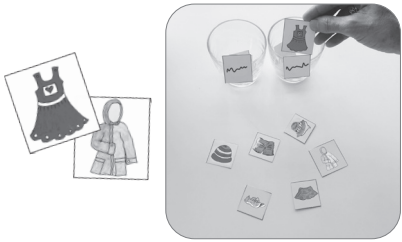





Diketsahalo tsa dihlotshwana Bekeng 1

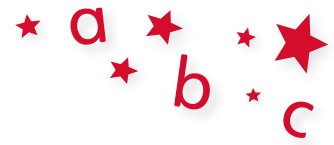
O tla hloka	Mesebetsi
<ul style="list-style-type: none"> Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti Dikerayone tsa mafura tsa <i>jumbo</i> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Ke batla ho bapala le Fluffy.</p>  </div> <div style="display: flex; align-items: center; margin: 10px 0;">  <div style="background-color: #f8d7da; padding: 10px; margin-left: 10px;"> <p><i>Haeba baithuti ba sokola ho nahana seo ba ka se teroyang, ba bontshe ditshwantsho tsa tatellano hore ba be le mehopolo e meng.</i></p> </div> </div>	<p>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</p> <ol style="list-style-type: none"> Ngola sehlooho sa pale hodimo leqepheng le hlwekileng la moithuti e mong le e mong pele ho thuto. Bolella baithuti hore ba supe mantswe a sehlooho ha le bala mmoho. Botsa baithuti hore ke karolo efe eo ba e ratileng ho fetisisa paleng. Fana ka dikeletso kapa kgothaletso. Mohlala: <i>"Na o ile wa rata karolo eo ho yona David, Jakobo le Folafi ba tlolelang ka metsing?"</i> Kgothalletsa baithuti ho taka karolo eo ba e ratileng paleng. Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng. Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle. Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswe butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona. Mohlala: <i>"Folafi ... a tlolela ... ka ... Ke lentswe lefe leo o nahanang le a latela? Ee, 'metsing'. Ke tlo ngola lentswe, 'metsing'."</i> Ngola yona ntho eo baithuti ba o boleletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswe a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng. Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorise boiteko ba bona.
<ul style="list-style-type: none"> Dikarata tsa ditshwantsho tsa mebalabala tse nang le diaparo tsa hlabula le mariha Ditshelo tse pedi tsa polasetiki – e ka ba tsa majarine kapa yokate (Setshelo se seng se ngotswe lentswe Hlabula ebile se na le setshwantsho sa seaparo sa hlabula se kgomareditswe ka pele; setshelo se seng se ngotswe lentswe Mariha mme ho na le seaparo sa mariha se kgomareditsweng ka pele). <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>	<p>Mosebetsi wa 2: Malepa le dipapadi</p> <p>Shebisa dikarata tse nang le ditshwantsho tsa mariha le hlabula fatshe, hodima tafole.</p> <p>Papadi ya ho kgetha</p> <ol style="list-style-type: none"> Setshelo se seng se ngotswe lentswe Hlabula kantle ebile ho kgomareditswe setshwantsho sa seaparo sa Hlabula kapele; se seng setshelo se ngotswe lentswe Mariha mme ho kgomareditswe setshwantsho sa seaparo sa Mariha. Moithuti e mong le e mong o na le monyetla wa ho kgetha karata, a shebe setshwantsho, a e rehe lebitso mme a e kenye ka hare setshelo se nepahetseng. <p>Papadi ya monahano</p> <ol style="list-style-type: none"> Moithuti ka mong o na le monyetla wa ho phetla dikarata tse pedi. Ha ditshwantsho di tsamaelana karateng tsena ka bobedi (bobedi e le diaparo tsa hlabula kapa bobedi e le diaparo tsa mariha), a ka dula le dikarata. Ha di sa tsamaelane (e nngwe e le ya hlabula ha e nngwe e le ya mariha), dikarata di kgutlisetswa tafoleng, di shebisitswe fatshe, e be moithuti e mong o fuwa monyetla.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="230 628 552 910" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I want to play with Fluffy.</p>  </div> <div data-bbox="222 934 562 1182" style="background-color: #f8d7da; padding: 10px; margin: 10px 0;">  <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p> </div>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part when Nicholas, Jacob and Fluffy jumped into the water?" 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Fluffy ... jumped ... into ... the ... What word did you want to say next? ... Oh yes, 'water'. I am going to write the word 'water'." 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • A set of colour picture cards with summer and winter items of clothing • Two plastic containers – margarine or yoghurt tubs (One container has a label with the word Summer and a picture of a summer item of clothing stuck on the front; the other container has a label with the word Winter and a winter item of clothing stuck on the front.) <div data-bbox="187 1584 586 1825" style="margin: 10px 0;">  </div>	<p>Activity 2: Puzzles and games</p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p>Sorting game</p> <ol style="list-style-type: none"> 1 One container has a label with the word Summer and a picture of a Summer item of clothing stuck on the front; the other container has a label with the word Winter and a picture of a Winter item of clothing stuck on the front. 2 Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container. <p>Memory game</p> <ol style="list-style-type: none"> 1 Each learner has a chance to turn over two cards. If the pictures on both cards match (both clothes for summer or both clothes for winter), they keep the cards. 2 If they don't match (one summer and one winter), cards are then placed face down back on the table and the next learner has a turn.

O tla hloka	Mesebetsi
<ul style="list-style-type: none"> Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana 	<p>Mosebetsi wa 3: Ho ikemela ho baleng</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlwaneeng sa dibuka kapa o ba fe qubu ya dibuka. Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala. Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala. Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.
<ul style="list-style-type: none"> Letsopa kapa hlama ya ho bapadisa le papetla kapa moseme 	<p>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</p> <ol style="list-style-type: none"> Fa moithuti e mong le e mong bolo ya letsopa kapa hlama ya ho bapadisa hammoho le papetlana ya lentsewe. Baithuti ba tshwanetse ho etsa seroto se senyenyane le ditholwana ka letsopa kapa hlama ya ho bapadisa. Bontsha baithuti hore na ba pitikolosa hlama ya ho bapadisa jwang ho etsa mehala e mesesanyane mme o e behe o mong hodima o mong ho etsa seroto, kapa pitikolosa bolo e kgolo ebe o e etsa mokoti hare. Baithuti ba ka pitikolosa hlama ya ho bapadisa ho etsa sebopeho se kang panana kapa ba etse bolo ho emela ditholwana tse kang diapole kapa dilamunu.
<ul style="list-style-type: none"> Diporopo: seroto, dijo tsa maiketsiso, mabekere le diboroto tsa polasetiki, moseme, diborele, dikatiba, sekgele, setlolo sa ho thibela ho tsheswa ke letsatsi 	<p>Mosebetsi wa 5: Ho bapala boiketsiso</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlong sa papadi ya boiketsiso o be o ba dudise fatshe kapele. Bala melao ya sekgutlo sa papadi ya boiketsiso mme o ba bontshe ditemana tse ntjha. Hlalosa hore ba tllilo ba le pikiniki ya maiketsiso. Ba ka paka dijo, ba ikotlolla maoto, ba ala moseme mme ba natefelwa ke pikiniki. Ba ka etela sebakeng se seng ba ba le pikiniki ya bona moo: lebopong la lewatle, pakeng, seratswaneng se haufi kapa letamong. Etela sekgutlo hang o ele hloko le ho kgothaletsa baithuti papading. Mohlala: O ka fihla e be o re: <i>"Dumelang! Ke nna enwa ke fihlile! Ke leboha ha le mmemetse pikiniking ya lona e ntle. Ho na le eng ka serotong sa lona?"</i> Kopa baithuti hore ba tle le bere ya ho bapadisa kapa sebakadiswa se bonolo ho nka karolo pikiniking bekeng e tlang. 



You will need

- Books, magazines, folded little books, Big Books and leaflets



Activities

Activity 3: Independent reading

- 1 Lead the group to the book corner or give the group a pile of books.
- 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.
- 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.
- 4 Visit the corner to observe and encourage the learners' reading.

- Clay or playdough and a board or mat



Activity 4: Fine motor skills and handwriting

- 1 Give each learner a ball of clay or playdough.
- 2 Learners must make a small basket and some fruit from the clay or playdough. Show learners how to roll pieces of playdough into thin strands and place them over each other to make a basket, or roll a big ball and hollow it out.
- 3 Learners can roll playdough to make a shape like a banana, or make a ball to represent fruit like apples or oranges.

- Props: basket, pretend food, plastic mugs and plates, a blanket, sunglasses, hats, an umbrella, suntan lotion

Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and settle them down quickly.
- 2 Read the rules for the pretend play corner and show them the new props.
- 3 Explain that they are going to have a pretend picnic. They can pack the food, go on a walk, set out the blanket and enjoy a picnic together. They could also travel to somewhere for their picnic: to the beach, a park, a nearby garden or pool.
- 4 Visit the corner at least once to observe and encourage the learners' pretend play. For example, you could arrive and say: *"Hello! Here I am! Thank you for inviting me to this lovely picnic. What a beautiful place for a picnic. What have you packed in your basket?"*
- 5 Invite learners to bring a teddy bear or favourite soft toy to join in the picnic next week.





O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Bukana e menweng hape e kopisitsweng bakeng sa moithuti e mong le emong

Beke 2 Letsatsi 1

Diketsahalo tsa tlelase yohle

Tatelano ya ditshwantsho hape

- 1 Qala ka baithuti ba dutseng mmateng. Kgetha baithuti ba ka emang kapele phaposing, emong le emong a tshware e le nngwe ya mmala wa ditshwantsho ka tatelano (eseng ka tatelano e nepahetseng).
- 2 Botsa baithuti hore naa ditshwantsho di ka tatelano e nepahetseng. Ba kope hore ba supe setshwantsho se tshwanetseng ho ba qalong ya pale.
- 3 Sehlopha hammoho, botsang baithuti ba tshwereng ditshwantsho hore ba suthe ab tsamae hohle hofihlela pale e etsa moelelo o hlakileng. Botsa dipotso tse tshwanang le e: *"Ke mang yaka hopolang hore ho etsahetseng se latelang"*.
- 4 Hang ha o se o qetile tatelano ya pale, baithuti ba lokela ho kgutlela madulong a bona.
- 5 Efa moithuti emong le emong bukana. Ba kgothaletse ho sheba sekwahelo sa buka (bokantle) ebe o bala sehloho sa pale le bona.
- 6 Tsamaisa baithuti leetong la ditshwantsho bukeng yohle, o ba thuse ho lemoha hore ditshwantsho tse leng bukeng di tshwana le tatelano ya ditshwantsho tse ba di entseng.
- 7 Ha nako e sa le teng, baithuti ba ka balla balekane ba bona dibukana tsa bona ka phaposing.
- 8 Kgothaletsa baithuti ho nka dibuka ho ya hae ho bala le bamalapa a bona.



Stella o re:



O ka tsepamisa ho ditlhaku le medumo ka nako efe le efe tshabetsong ya hao ya mehla le mehla, haholo ka nako ya ho bapala kantle le ya diphetoho (ha ba ema mola ka ntle le ntlwana; ho lokisetsa dijo tsa motsheare, jj.). Sebedisa menyetla ho supa ditlhaku tse tikolohong ebe o botsa baithuti hore ba bona ditlhaku dife potilohong ya bona. Sena se thusa baithuti hore ba bone hore ditlhaku di ka sebediswa jwalo ka dintlha tsa ho bala dintho tse re potileng

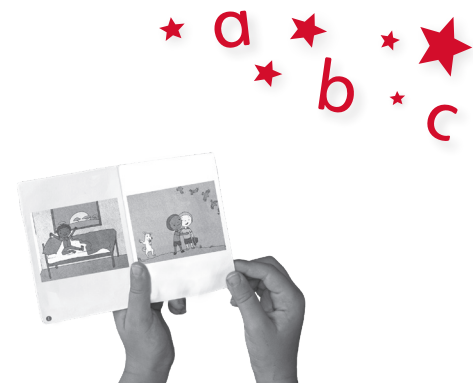
Tsebisu ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"letle, ebile, fensetereng, mme, ntle, tletse. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: ebile, fensetereng, ntle? Ee, o nepile! Kaofela a na le modumo /e/."*
- 2 *"Mamela ka hloko, ke a mantswe a mang a qalang ka modumo /e/: ema, emere, eiye, lebeso, sekere, sepelete, setebele, kereke, kerese."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /e/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /e/: **"e-e-e"**. Etsa ho swaswa hore e ba qabole: O buelle tlelase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

Diketsahalo tsa dihlotshwana

Hlalosetsa baithuti hore ba tlele ho sebetisa ka dihlotshwana letsatsi le leng le le leng. Ba hlalose kamo ketso engwe le engwe e etsuwang mme o hlalose le phapantsho ya letsatsi le leng le le leng. Hlalosa mokgwa le tatelano ya ho hleka.





You will need:

- Big sequence pictures
- Photocopied and folded little book for each child

Week 2 Day 1

Whole class activities

More sequencing pictures

- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: "Who can remember what happened next?"
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can "read" their little book to a partner in the class. Encourage learners to take the books home to read with their families.
- 8 Encourage learners to take the books home to read with their families.



Stella says:



You can focus on letters and sounds at any time in your everyday routine, particularly during outdoor play and transition times (lining up outside the toilet; preparing for lunch time and so on). Use opportunities to point out letters in the environment and ask learners what letters they see around them. This helps learners to see how we use letters as clues to read things around us.

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "letle, ebile, fensetereng, mme, ntle, tletse. Can you hear the focus sound: **ebile, fensetereng, ntle?** Yes, you are right! They all have the sound /e/."
- 2 "Listen carefully, here are some more words with /e/: ema, emere, eiye, lebese, sekere, sepelete, setebele, kereke, kereke." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /e/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /e/: "e-e-e". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.



O tla hloka:

- Buka e Kgolo: Letsatsi le letle
- Dinkgo tse nang le metsi hammoho le borosolo ho sebediswa ke morutwana ka mong

Beke 2 Letsatsi 2

Diketsahalo tsa tlelase yohle

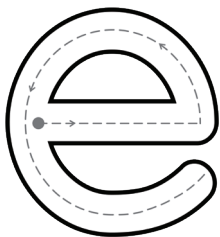
Padisommoho – Buka e Kgolo

- 1 Kgothatsa baithuti ho sheba bokantle ba buka ba bue ka setshwantsho le tse ba di bonang ebile ba di lemoha.
- 2 Balla bana kaofela sehloho sa pale. Supa lentswe ka leng ha o ntse o bala. Bala hape o be o kope baithuti ho bala le wena.
- 3 Nka leeto la ditshwantsho bukeng le baithuti, le qoqe ka ditshwantsho mme o ba kgothaletse ho botsa dipotso.
- 4 Supa nomoro ya leqephe mme le buisane ka hore ho latela nomoro mang/efe qepheng le latelang.
- 5 Ha le se le tsamaile buka yohle, kgutlelang morao qalong le bale sehloho sa buka hape. Phuthulla leqephe o bale polelo engwe le engwe ka lentswe la tlhaho le hlakileng. Supa lentswe ka leng (le leng le le leng) ha o ntse o bala.
- 6 Bala buka hape mme o kgothatse baithuti ho "bala" le wena.



Ho bopa tlhaku

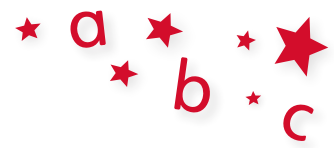
- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /e/ kapa ba ka nahana lentswe le qalang ka modumo /e/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka ntsha letsoho e be ba le shebise pele ntse ba re: "ema".
- 3 Bontsha baithuti hore tlhaku e e ngolwa jwang. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, potoloha, ebe o nyolohela hodimo le tlase".
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o ba bontshitse kamoo ba ngolang tlhaku ka teng, e ya kantle mme o fe moithuti ka mong setshelo se nang le metsi le borashe ba ho penta. Baithuti ba ka penta tlhaku ha ngata ka metsing tselalathokong.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Big book: A beautiful day
- Water containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

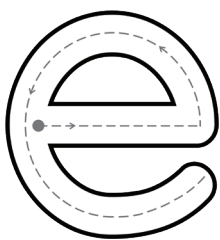
Shared reading – Big book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have “walked” through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to read with you.



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /e/ or if they can think of any other words with the sound /e/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their arm out in front of them with their palm facing forward while saying: “**ema**”.
- 3 Show learners how to write the letter **e**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go straight, over and around.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





O tla hloka:

- Lebokose le kentseng dintho kapa dinepe tse bontshang dintho tse qalang ka tlhaku e: emere, eiye, lebese, erekisi, sekere, sepelete, setebele, setene, fensetere, kereke, kerese, sekepe, selepe, lengwele, sekhethe, leqhwele, lebenkele

Stella o re:



Ke mohopolo o motle wa hore o be le ditshwantsho ha o etsa mosebetsi ona, hore o thuse baithuti ho hopola dintho le ho ba fa mehopolo ya hore ba reng.

Beke 2 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho ithuta ho mamela

- Dudisa baithuti fatshe ba kgutsitse mme ba emetse ho utlwa.
- Qala mosebetsi wa ho mamela kajeno ka ho re: *"Ha re kwaleng mahlo re tholeng metsotswana re mamele ka hloko medumo e re potapotileng"*. Jwale bolella baithuti ho bula mahlo mme ba bue ka medumo eo ba e utlwileng. Ba bue ka hore ke medumo efe e utlwahalang e le haufi (e dumelang hodimo) mme ke efe e utlwahalang e le hole (bonolo). Bolella baithuti hore ba tlilo etsa tlhakiso moo ba.
- E re ho baithuti: *Paleng ya ho ya pikiniking, Mme o ile a tlatsa dijo tse ngata ka hara seroto sa pikiniki. Re tlilo bapala re be re nahane ka dintho tseo re ka di kenyang ka hara seroto sa pikiniki. Mamelang, ke tla qala ka ho re: 'Re ile ra ya pikiniking mme ra paka diapole ka serotong.' Jwale e mong le e mong o tla fumana monyetla wa ho bua ka seo a ileng a se paka ka hara seroto."*
- Hang moithuti e mong le e mong a fumane monyetla, o ka tswela pele ka papadi, empa kgetlong lena, baithuti ba tshwanetse ho leka ho hopola se seng se pakilwe ka hara seroto pele ba eketsa ka ho hong. Tswela pele ho fihlela ba kentse dintho tse hlano.

Keletso: Haeba baithuti ba thatafallwa ke ho nahana ka dintho, mehopolo ena e ka thusa: bohobe-mapatahanye, lamunu, dipanana, lero la ditholwana, metsi, ditamati, kase, lebese, dibasekeiti.

Mabokoso a ditlhaku

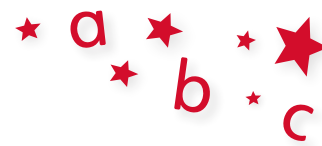
- Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho nale baithuti ba buang puo disele kapa tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo ya thupelo. Ba dumelle ho tshwara dintho tseo le ditshwantsho ba di fetisetse ho bohle.
- Botsa dipotso ka dintho tseo: *"Le kile la bona engwe ya tse? Re e sebedisetsa eng? E mmala o jwang? E utlwahala jwang? Kapa e tshwareha jwang?"*
- Bua mabitso a dintho tseo ha o hatella modumo o e ho tsepamiseditsweng maikutlo ho yona. Kopa baithuti ho mamela modumo e ho.
- Kopa baithuti ho bua mabitso a dintho ba hatelle modumo o ho tsepamiseditsweng maikutlo ho ona ha ba bua mantswa.
- Hang ha baithuti ba ikwetlisitse ka modumo o motjha, ba bontshe tlhaku ka bokosong ya ditlhaku mme o re: *"Tlhaku eo e bontsha kamoo re ngolang /e/ ka teng."* Dumella baithuti ho hatisa hodima tlhaku sekwahelong ka menwana ya bona.



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- A letter box containing objects or pictures of objects that start with **e**: emere, eiye, lebese, erekisi, sekere, sepelete, setebele, setene, fensetere, kereke, kerese, sekepe, selepe, lengwele, sekhethe, leqhwele, lebenkele

Stella says:



It is a good idea to have pictures when you do this activity to help learners remember the items and give them some ideas of what to say.

Week 2 Day 3

Whole class activities

Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near or close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Say to learners: "In the story about going on a picnic, Mommy packed a picnic basket full of food. We're going to play a game and think of things to put in a picnic basket. Listen, I'll start by saying: 'We went on a picnic and packed apples in our basket.' Now, we're going to go around the circle and each person will get a chance to say what they packed in the picnic basket."
- 4 Once each learner has had a turn, you can continue the game, but this time learners should try to remember what has already been packed in the basket before adding another item. Continue like this for five more items in the basket.

Tip: If learners struggle to think of things, here are some ideas: sandwiches, an orange, bananas, fruit juice, water, tomatoes, cheese, milk, biscuits.

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: "Have you seen one of these? What do we use this for? What colour is it? How does it feel?"
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write e." Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



O tla hloka:

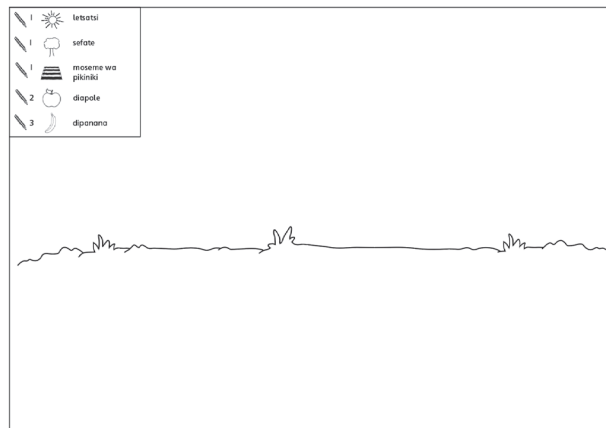
- Kopi ya Leqephe la ketsahalo ya **Bala o etse** e fuwe moithuti ka mong
- Dipopi ho tswa paleng kapa dintho kapa ditshwantsho tsa tse ding tsa dintho ho tswa paleng

Beke 2 Letsatsi 4

Diketsahalo tsa tlelase yohle

Bala o etse

- 1 Bolella baithuti hore ba shebe lenaneo le leqepheng la mesebetsi, ba bue ka seo ba se bonang (dinomoro, ditshwantsho le mantswa).
- 2 Bolella baithuti hore jwale ba tliilo etsa ketsahalo o monate o bitswang "bala o etse". Ba tlamehile ho bala mola omong le omong ba etse se tshwanetseng ho etsuwa ba sebedise leqephe le se nang letho.
- 3 Balang mola wa pele hammoho. Botsa hore ekaba ho na le ya ka "balang" hore ke eng se latelang se lokelang ho etsuwa lenaneng; ba tshwanetse ho taka sefate.
- 4 Tswela pele ka tsela ena ditaolong kaofela.
- 5 Jwale bala taelo e nngwe le e nngwe hape e be o re ho baithuti: *"Taka letsatsi le le leng. Ha o qetile, tshwaya seo lenaneng la hao."*
- 6 Baithuti ba tshwanetse ho tswela pele ho taka ba ntse ba tshwaya taelo e nngwe le e nngwe ho fihlela qetellong ya lenane.



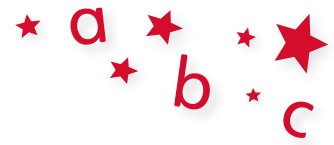
Mamela modumo o ho tsepameditsweng

- 1 Hlalosetsa baithuti hore le tlo bapala *"Ke hlwela"* ka dipopi le diporopo ho tswa paleng ena: *Letsatsi le letle*. E re ba bohe dipopi tse kgabisitsweng, dintho le ditshwantsho.
- 2 Kgetha ntho e nngwe ho tswa paleng o sa bolella baithuti hore o nahanneng. Ebe, ka lentswe le hlakileng, o fa baithuti modumo wa pele wa lentswe, ho ba nonya maikutlo. Mohlala: Haeba o nahanne ka "panana", e re: *"Ke hlwela ka leihlo la ka le lenyenyane ntho e nngwe e qalang ka /p/."*
- 3 Baithuti ba tshwanetse ho sheba dintho tse qalang ka modumo oo letlapeng la dipontsho. Ha ba noha "panana" ka nepo, ke monyetla wa bona ho sheba ntho e nngwe mme ba re: *"Ke hlwela"*

Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

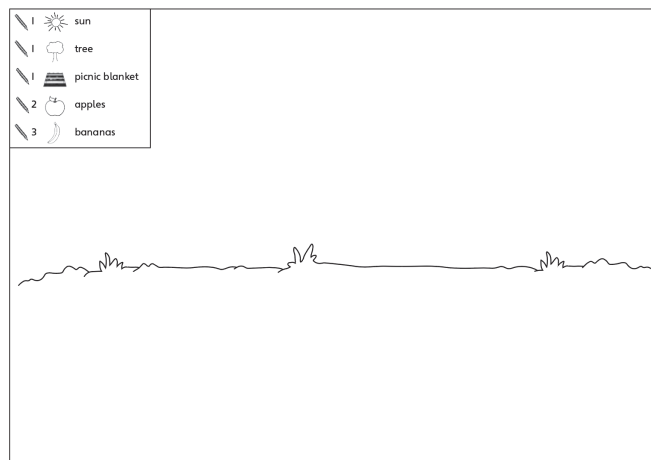
- A photocopy of the **Read and do activity page** for each learner
- Puppets from the story or objects or pictures of some of the things from the story

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Tell learners they are now going to do a fun activity called “read and do”. They must read each line and do what it says using the blank space on the page.
- 3 Read the first line together. Ask if any learners can “read” what to do next on the list; they must draw one tree.
- 4 Continue in this way with each of the instructions.
- 5 Now read each of the instructions again and say to learners: “Draw one sun. When you are finished, then tick that on your list.”
- 6 Learners must continue drawing and ticking each instruction until the end of the list.



Listening for focus sounds

- 1 Explain to learners that you are going to play “I spy ...” with puppets and props from the story “A beautiful day”. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of a “panana”, say: “I spy with my little eye something that starts with /p/”.
- 3 Learners must look at the display for things that start with that sound. If they guess “panana” correctly, it is their turn to look for something and say: “I spy ...”.

Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



O tla hloka:

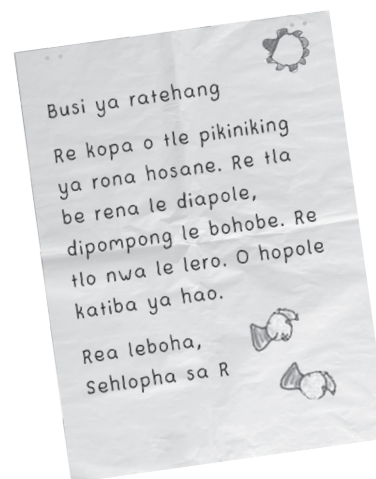
- Pampiri e kgolo ya ho ngolla
- Mantswe a dinoko tse ngata a hlahellang paleng: -tle, dipanana, ditamati, bohobe-mapatahanye, noka, dipalesa, sala hantle, pikiniki, seroto, Folafi, noka

Beke 2 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 E re ho baithuti: *"Ha re itokisetseng pikiniki ya sehlopha mme re meme sehlopha se seng kapa mosuwehlooho kapa e mong wa mesuwe ho tla pikiniking. Na le ka nthusa ho ngola memo re ba bolelle ka pikiniki?"*
- 2 Sebedisa leqephe le leholo ho ngola dikgopolo tsa baithuti ha le ntse le buisana ka memo. Qala ka ho hlalosa hore ha re mema batho, hangata re qala ka ho re: "... ya ratehang". Ebe re ka re: *"Re kopa hore o tle pikiniking ya rona."*
- 3 Botsa baithuti hore na ho ka ngolwa eng hape memong mme o etse hore ba bone seo o se ngolang. Buang ka ho re na pikiniki e tla ba teng neng, ka nako mang le hore na le tla ka eng.
- 4 Isa memo ho motho ya menngweng o be o ba kgothalletse ho araba, ba bolele hore ba tla tla pikiniking. Balla baithuti karabo.
- 5 Lokisa pikiniki le baithuti mme ka tsatsi la pikiniki, e re ba tle ka dijo tsa motshehare tseo ba di lokisitseng ha ba tla moo pikiniki e tla bang teng mme le be le pikiniki.



Ho kopanya le ho kgaohanya (dinoko)

- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, mohlala: **pi | ki | ni | ke**.
- 2 Kgetha moithuti hore a eme, a tlole ha o bitsa noko engwe le engwe: **pi** (tlola hang) **ki** (tlola hang) **ni** (tlola hang) **ke** (tlola hang). Bolella moithuti ho tlola hape, ha jwale baithuti ba opa diatla ka motlolo o mong le o mong.
- 3 Dumella baithuti ho nka nako tse fapaneng ho mamela lentswe hotswa lenaneng ba tlole ha ba ntse ba le kgaola ka dinoko.

Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

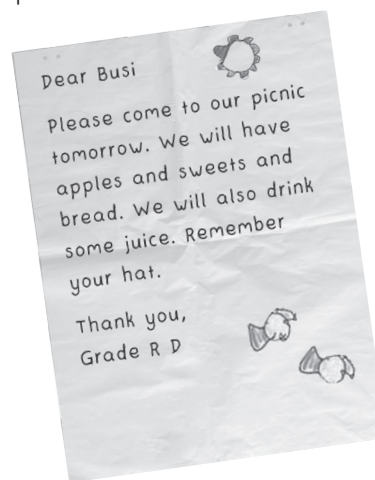
- Flipchart paper
- A list of multisyllabic words relating to the story: -tle, dipanana, ditamati, bohobe-mapatahanye, noka, dipalesa, sala hantle, pikiniki, seroto, Folafi, noka

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Say to learners: "Let us plan a class picnic and invite the other class or the school principal or another member of staff to join us. Can you help me make an invitation to tell them about the picnic?"
- 2 Use a piece of flipchart paper to write down learners' ideas as you discuss the invitation. Begin by explaining that when we invite people, we usually say "Dear ...". Then we can say something like: "Please come to our picnic."
- 3 Ask learners what else to write in the invitation, and let them see you writing their words. Talk about when you will have the picnic, what time it will be and what to bring.
- 4 Deliver the invitation to the person and encourage them to reply to say that they will join you for the picnic. Read the reply to learners.
- 5 Plan the picnic with learners, and on the day, let them take their packed lunches to a "picnic spot" and have a picnic.



Blending and segmenting (syllables)





- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **pi | ki | ni | ki**.
- 2 Choose a learner to stand up and jump for each of the syllables: **pi** (one jump) **ki** (one jump) **ni** (one jump) **ki** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.

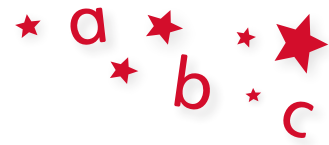
Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.







Diketsahalo tsa dihlotshwana Bekeng 2

O tla hloka	Mesebetsi
<ul style="list-style-type: none"> Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti Dikerayone tsa mafura tsa <i>jumbo</i> <div data-bbox="222 676 562 958" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;">  <p><i>Haeba baithuti ba sokola ho nahana seo ba ka se teroyang, ba bontshe ditshwantsho tsa tatellano hore ba be le mehopolo e meng.</i></p> </div>	<p>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</p> <ol style="list-style-type: none"> Baithuti ba tshwanetse ho taka lenane la dijo tseo ba ka ratang ho tla ka tsona pikiniking. Hlahisa maikutlo kapa botsa moithuti e mong le e mong ho o bolella ka botaki ba hae. Botsa baithuti hore na ba ka rata ho ngola mabitso a dijo tseo ba di takileng kapa na ba ka rata hore wena o ba ngolle tsona. Ngola yona ntho eo baithuti ba o boleletseng hore o e ngole, lentswe ka lentswe. Hopola ho ngola ka mongolo o makgethe o hlakileng Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorise boiteko ba bona.
<ul style="list-style-type: none"> Dikarata tsa ditshwantsho tsa mebalabala tse nang le diaparo tsa hlabula le mariha Ditshelo tse pedi tsa polasetiki – e ka ba tsa majarine kapa yokate (Setshelo se seng se ngotswe lentswe Hlabula ebile se na le setshwantsho sa seaparo sa hlabula se kgomareditswe ka pele; setshelo se seng se ngotswe lentswe Mariha mme ho na le seaparo sa mariha se kgomareditsweng ka pele). <div data-bbox="262 1415 534 1692" style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;">  </div>	<p>Mosebetsi wa 2: Malepa le dipapadi Shebisa dikarata tse nang le ditshwantsho tsa mariha le hlabula fatshe, hodima tafole.</p> <p>Papadi ya ho kgetha</p> <ol style="list-style-type: none"> Setshelo se seng se ngotswe lentswe Hlabula kantle ebile ho kgomareditswe setshwantsho sa seaparo sa Hlabula kapele; se seng setshelo se ngotswe lentswe Mariha mme ho kgomareditswe setshwantsho sa seaparo sa Mariha. Moithuti e mong le e mong o na le monyetla wa ho kgetha karata, a shebe setshwantsho, a e rehe lebitso mme a e kenye ka hare setshelo se nepahetseng. <p>Papadi ya monahano</p> <ol style="list-style-type: none"> Moithuti ka mong o na le monyetla wa ho phetla dikarata tse pedi. Ha ditshwantsho di tsamaelana karateng tsena ka bobedi (bobedi e le diaparo tsa hlabula kapa bobedi e le diaparo tsa mariha), a ka dula le dikarata. Ha di sa tsamaelane (e nngwe e le ya hlabula ha e nngwe e le ya mariha), dikarata di kgutlisetswa tafoleng, di shebisitswe fatshe, e be moithuti e mong o fuwa monyetla. <div data-bbox="933 1512 1239 1688" style="text-align: center; margin-top: 10px;">  </div>
<ul style="list-style-type: none"> Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana <div data-bbox="274 1825 482 2080" style="text-align: center; margin-top: 10px;">  </div>	<p>Mosebetsi wa 3: Ho ikemela ho baleng</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka. Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala. Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala. Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.



Small group activities for Week 2

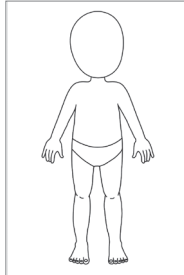
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Learners must draw a list of foods they would like to take on a picnic. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write labels for the food they have drawn or if they would like you to write for them. Write exactly what learners tell you, word for word. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the words with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> A set of colour picture cards with summer and winter items of clothing Two plastic containers – margarine or yoghurt tubs (One container has a label with the word Summer and a picture of a summer item of clothing stuck on the front; the other container has a label with the word Winter and a winter item of clothing stuck on the front.) 	<p>Activity 2: Puzzles and games</p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p>Sorting game</p> <ol style="list-style-type: none"> Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container. <p>Memory game</p> <ol style="list-style-type: none"> Each learner has a chance to turn over two cards. If the pictures on both cards match (both clothes for summer or both clothes for winter), they keep the cards. If they don't match (one summer and one winter), cards are then placed face down back on the table and the next learner has a turn. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.





O tla hloka

- Leqhehe la kopi ya ketsahalo ya **Ho apara** bakeng sa moithuti e mong le e mong
- Dikotwana tsa masala a fapaneng kapa dikotwana tsa dipampiri tsa mmala e fapaneng, dikotwana tsa kgoele
- Dikere
- Dikgomaretsi



- Diporopo: seroto, dijo tsa maiketsiso, mabekere le diboroto tsa polasetiki, moseme, diborele, dikatiba, sekgele, setlolo sa ho thibela ho tjheswa ke letsatsi

Mesebetsi

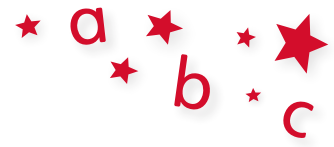
Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong

- 1 Fa moithuti e mong le e mong leqephe la mosebetsi o nang le setshwantsho sa mmele wa ngwana mme le bue ka dikarolo tse fapaneng tsa mmele.
- 2 Hlalosetsa baithuti hore ba tliilo apara jwalokaha David a ne a apere paleng. Ba tshwanetse ho seha dikotwana tsa lesela (kapa pampiri ya mebalabala) mme ba di kgomaretse leqepheng ho etsa diaparo tsa mariha le hlabula.
- 3 Ba ka taka mahlo, ditsebe, nko le molomo ba be o kgomaretsa mohala ho etsa moriri.

Mosebetsi wa 5: Ho bapala boiketsiso

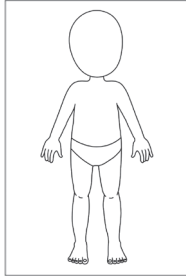
- 1 Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ba iketsisa ho ya pikiniking.
- 2 Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.





You will need

- A photocopy of the **Getting dressed activity page** for each learner
- Pieces of different kinds of fabric or pieces of different coloured paper, pieces of string
- Scissors
- Glue



Activities

Activity 4: Fine motor skills and handwriting

- 1 Give each learner an activity sheet with an outline of a child's body and talk about the different parts of the body.
- 2 Explain to learners that they will be dressing themselves. They must cut out small pieces of fabric (or coloured paper) and then stick them onto the page to make winter or summer clothes.
- 3 They can draw eyes, ears, nose and a mouth, and stick on string for hair.

- Props: basket, pretend food, plastic mugs and plates, a blanket, sunglasses, hats, an umbrella, suntan lotion

Activity 5: Pretend play

- 1 Remind learners about the props in the pretend play corner and encourage them to continue their pretend play from Week 1 when they pretended to go on a picnic.
- 2 Visit the corner to observe and encourage the learners' pretend play.



★ Mosuwetsana Akinyi

Pale

Lebitso la ka ke Mandisa mme enwa ke motswalle wa ka, Thabo. Enwa ke Titjhere kapa Mosuwetsana wa rona. Lebitso la hae ke Mosuwetsana Akinyi, o re rata haholo. Ho na le dintho tse ngata tse fapaneng tseo Mosuwetsana Akinyi a re rutang tsona.

Ka Mantaha, re ithuta mabitso a mebala e fapaneng le dibopeho tse fapaneng: "Kepisi ena e tshela, dieta di botala ba lehodimo, sedikadikwe se setala, lamunu ya mmala o lamunu." Re sheba ho pota-pota phaposi, re batla mebala e meng le dibopeho tse ding.

Ka Labobedi, Mosuwetsana Akinyi o re: "Kajeno ke tlile ho le qoqela ka batho ba kgethehileng ba bile ba le bohlokwa." Re tlile le ditshwantsho phaposi hore re tle re kgone ho bua kapa ho qoqa ka batho ba kgethehileng ebile ba le bohlokwa maphelong a rona. Thabo o tlile le setshwantsho sa Monghadi Mandela mme nna ke tlile le setshwantsho sa ntate wa ka a mpalla pale e monate.

Ka Laboraro, re ithuta ka mofuta ya dipalangwang tseo batho ba disebedisang ho ya tulong tse hole kwana. Re ithuta le kamoo batho ba fihlang mosebetsing kapa sekolong ka teng. Nna ke tsamaya ka tekesi ho ya sekolong.

Thabo yena a re: "Nna ke tsamaya ka bese ha ke ya ho nkono wa ka ka nako ya phomolo."

Ka Labone, Mosuwetsana Akinyi a re: "Ha re tsweleng kante bohle hore re tlo kgona ho ithuta ka tsa bolemi le kamoo ho jalwang poone ka teng." Re tjheka mokotinyana o monyane, re tshela moitedi ebe re jala peo ya poone. Ke jara kgamelo ya metsi ho nosetsa peo ya poone.

Ka Labohlano, re qoqa ka pale tsa rona ka phaposi. Thabo o qoqa pale ya hae: "Ke ne ke na le apole ka pokothong ya ka yaba podi e leka ho e utswa!" Bana bohle ka phaposi ba shwa ka ditsheho: "Hahahahaha-heeheehee!"

Mosuwetsana Akinyi ke titjhere e kgabane lefatsheng kaofela. Ke mo rata haholo. Ha ke hola ke batla ho ba titjhere jwalo ka yena.

Ke pheletso ya pale.



★ Teacher Akinyi

Story



My name is Mandisa and this is my friend, Thabo. This is our teacher. Her name is Teacher Akinyi and she loves us very much. There are many different things that Teacher Akinyi teaches us.

On Monday we learn the names of different colours and shapes: "This cap is yellow, the boot is brown, the circle is purple and the orange is orange." We look around the room for more of these colours and shapes.

On Tuesday, Teacher Akinyi says: "Today I am going to tell you stories of special and important people." We have brought pictures to class so we can talk about special and important people in our lives. Thabo brought a picture of Mr Mandela and I brought the photo of my dad reading a nice story to me.

On Wednesday we learn about the kinds of transport that people use to travel to far away places. We learn about how people get to work or school. I take a bus to school. Thabo says: "I take a taxi when I go to my grandmother for a holiday."

On Thursday, Teacher Akinyi says: "Let us all go outside so that we can learn about farming and how

to plant mealies." We dig a small hole, add some compost and plant a mealie seed. I carry a bucket of water to water the mealie plant.

On Friday we tell the class our own stories. Thabo tells his story: "I had an orange in my pocket and the goat tried to steal it!" The whole class bursts out laughing: "Hahahahaha-heeheehee!"

Teacher Akinyi is the best teacher in the whole world. I love her very much. When I grow up, I want to be a teacher just like her.

And that is the end of the story.





Pina

Matsatsi a supile bekeng,

matsatsi a supile bekeng.

Ha re a baleng kaofela,

ha re a baleng kaofela.

Mantaha, Labobedi, Laboraro,

Labone, Labohlano, Moqebelo,

Sontaha ke le tsatsi

le kgethehileng.

(Bina jwaloka "Three Blind Mice" kapa o qape pina ya hao.)



Tlotlontswe ho tswa paleng

Mantswe a sehloohong	mosuwetsana	motswalle	kgabane	bohlokwa	dipalangwang	hola
Mantswe a koketso:	lamunu	tshehla	perese	sootho	bolemi	kantle
	Kgamelo	qabolang	tsheha	pokocho/ mokotlana	podu	kgabane





Song

Seven days a week, seven days a week
 Let's count them all, let's count them all
 Monday, Tuesday, Wednesday
 Thursday, Friday, Saturday
 Sunday is a special day
 Seven days a week.

(Sing to the tune of "Three Blind Mice" or use your own tune.)



Vocabulary from the story

Key-words:	teacher	friend	special	important	transport	grow up
Extra words:	orange	yellow	purple	brown	farming	outside
	bucket	funny	laugh	pocket	goat	best





O tla hloka:

- Pale: *Mosuwetsana Akinyi*
- Dipopi: Mandisa, Thabo, setshwantsho sa Ntate a balla Mandisa, setshwantsho sa Nelson Mandela, tekesi, bese, tshimo ya poone, nkgo
- Diporopo: dinto kapa ditshwantsho tsa kepisi e tshela, seeta se sesooho, sedikadikwe se perese le lamunu, nkgo, semela se senyenyane ka hara setshelo, bese le sefofane sa ho bapadisa
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswa

Beke 1 Letsatsi 1

Diketsahalo tsa tlelase yohle

Bua raeme ya *Mahlo a mabedi ho bona* ho tliisa baithuti mmateng ka nako ya pale.

Ho bua pale le ho eketsa tlotlontswa

1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a ka ho botsa: *“Ke la bokae kajeno? Hosane e tlo ba la bokae? Re tla sekolong matsatsing afe? Le tla jwang sekolong?”*
- 1.3 E re: *“Pele re qala, ke batla ho le fa meelelo ya mantswe a mang a matjha ao re tlleng ho a fumana paleng.”* Pele ho thuto o ka botsa basebetsimmoho kapa batswadi hore na mantswe a itseng a qapodiswa jwang puong ya bana ya lapeng. Sena se tla thusa baithuti ho utlwisa mantswe a sa bonweng jwaloka *“bohlokwa”*.

2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *“O nahana hore na Thabo o fihla jwang sekolong? Peo e hlohang hore e hole hantle? O nahana hore hobaneng mokotla wa Thabo o tabohile?”*

3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *“Ke eng e o e ratang ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena?”*

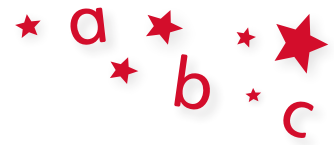
Tsebisu ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *“pota-pota, pale, poone, peo, pokothong, podi. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: pale, poone, podi? Ee, o nepile! Kaofela a na le modumo /p/.”*
- 2 *“Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /p/: popi, pente, palesa, panana, papa, pelo, pene, pere, poho, popeho, poone, pula.”* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /p/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /p/: **“p-p-p”**. Etsa ho swaswa hore e ba qabole: E buele tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

Diketsahalo tsa dihlotshwana

Hlalosetsa baithuti hore ba tllile ho sebetsa ka dihlotshwana letsatsi le leng le le leng. Ba hlalose tse kamo ketso engwe le engwe e etsuwang mme o hlalose le phapantsho ya letsatsi le leng le le leng. Hlalosa mokgwa le tatelano ya ho hleka.





You will need:

- Story: *Teacher Akinyi*
- Puppets: Teacher Akinyi, Mandisa, Thabo, poster of Dad reading to Mandisa, poster of Nelson Mandela, taxi, bus, mealie plant, bucket
- Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange, bucket, little plant in a container, toy taxi and aeroplane
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *Two eyes to see* to bring learners to the mat for story time.

Two eyes to see

One mouth to talk and sing,
Two eyes to see,
Two ears to hear,
Two legs to walk and run;
Here are my hands
Give yours to me – time for
stories everyone!

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives by asking: "What day is today? What day will it be tomorrow? Which days do we come to school? How do you get to school?"
- 1.3 Say: "Before we begin, I want to tell you the meaning of some new words which we will find in the story." Before the lesson you could ask colleagues or parents how you say some of the words in the language learners speak at home. This will help learners to understand abstract words like "special".

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners what day comes after each day in the week as you tell the story. Ask them to predict what happens next in the story and involve them through open-ended questions, such as: "How do you think Thabo gets to school? What does a seed need so it can grow well? Why do you think Thabo's pocket is torn?"

3 After you tell the story

- 3.1 Ask learners: "What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story?"

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "pota-pota, pale, poone, peo, pokothong, podi. Can you hear the focus sound: **pale**, **poone**, **podi**? Yes, you are right! They all have the sound /p/."
- 2 "Listen carefully, here are some more words with /p/: popi, pente, palesa, panana, papa, pelo, pene, pere, poho, popeho, poone, pula." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /p/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /p/: "p-p-p". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.





O tla hloka:

- Dipopi tsa pale
- Mmino le ditshwantsho tsa didirisiwa tsa pina



Beke 1 Letsatsi 2

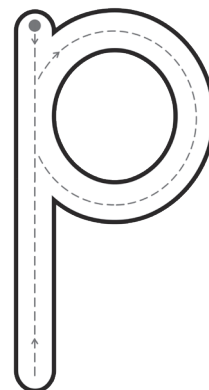
Diketsahalo tsa tlelase yohle

Ho bua pale le ho bina

- 1 Qala ka ho hopotsa baithuti ka hlaloso ya mantswe a o ba tsebisitseng ona ka Letsatsi 1.
- 2 Pheta pale hape o sebedisa dipopi. Botsa dipotso Ha o ntse o bua pale. Kgothatsa baithuti ho hopolela pele se ka etsahalang.
- 3 Bolella baithuti hore o tlo ba ruta pina e ntjha e tsamaisanang le pale ena.
- 4 Bua melana ya pina ka ho hlaka o sa potlaka, ebe o kopa baithuti ho nka karolo ba bine mmoho le wena. Ho ka ba boimanyana hore baithuti ba hopole mantswe ohle, kahoo ba rute pina ka dikarolo.
- 5 Eba le ditshwantsho kapa diporopo kapa o etse diketso ho thusa baithuti ho utlwisa puo e pineng.
- 6 Ruta baithuti diketso tsa pina mme le be le boithabiso le bina ka puo tse fapaneng.

Ho bopa tlhaku

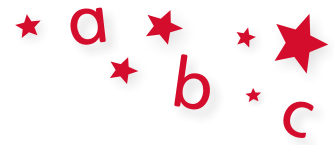
- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /p/ kapa ba ka nahana lentsewe le qalang ka modumo /p/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka sebedisa menwana ya bona ho etsa sebopeho sa pelo ebe ba se beha hodima sefuba ntse ba re: "**p-p-pelo**".
- 3 Bontsha baithuti hore tlhaku **p** e ngolwa jwang. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "*Qala lethebeng, e ya tlase tsela kaofela, hodimo ebe o ya potoloha*".
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse pontsho ya a ho ngola tlhaku, kgothatsa baithuti ho sebedisa thutswana ho ngola tlhaku mobung.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Puppets for the story
- Music and props or pictures for the song



Week 1 Day 2

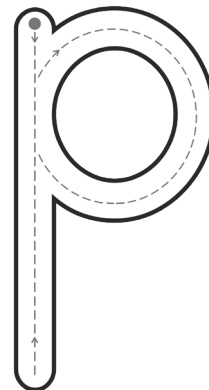
Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 6 Teach learners the actions for the song and have fun singing in more than one language.

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /p/ or if they can think of any other words with the sound /p/.
- 2 Teach learners an action associated with the sound. For example: Learners can use their fingers to make a heart shape and place this over their chest saying: "p-p-pelo".
- 3 Show learners how to write the letter **p**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go round, then up and down."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



O tla hloka:

- Dipopi tsa pale
- Diporopo: dintho kapa ditshwantsho tsa kepisi e tshehla, seeta se sesootho, sedikadikwe se perese le lamunu, nkgo, semela se senyenyane ka hara setshelo, bese le sefofane sa ho bapadisa
- Lebokose le kentseng dintho kapa dinepe tse bontshang dintho tse qalang ka tlhaku
p: popi, pente, palesa, panana, papa, pelo, pene, pere, podi, poho, popeho, poone, pula

Beke 1 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho bua le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswa ho tswa lenaneng la tlotlontswa. Mohlala: *"Ha re bitseng mabitso a mebala eo re e tsebang. Mmala wa lamunu o jwang? Ke mang ya hopolang mmala wa seeta?"*
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka seapadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena tijhere) tloba ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho etsa diketso tse tsamaisanang le mantswa ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

Mabokoso a ditlhaku

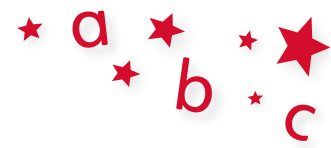
- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho nale baithuti ba buang puo disele kapa tse fapaneng, ba kope hore ba bolelle bohle ka phaposeng hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo ya thupelo. Ba dumelle ho tshwara dintho tseo le ditshwantsho ba di fetisetse ho bohle.
- 2 Botsa dipotso ka dintho tseo: *"Le kile la bona engwe ya tse? Re e sebedisetsa eng? E mmala o jwang? E utlwahala jwang? Kapa e tshwareha jwang?"*
- 3 Bua mabitso a dintho tseo ha o hatella modumo o e ho tsepamiseditsweng maikutlo ho yona. Kopa baithuti ho mamela modumo e ho.
- 4 Kopa baithuti ho bua mabitso a dintho ba hatelle modumo o ho tsepamiseditsweng maikutlo ho ona ha ba bua mantswa.
- 5 Hang ha baithuti ba ikwetlisitse ka modumo o motjha, ba bontshe tlhaku ka bokosong ya ditlhaku mme o re: *"Tlhaku eo e bontsha kamoo re ngolang /p/ ka teng."* Dumella baithuti ho hatisa hodima tlhaku sekwahelong ka menwana ya bona.



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Puppets for the story
- Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange, bucket, little plant in a container, toy taxi and aeroplane
- A letter box containing objects or pictures of objects that have the focus sound **p**: popi, pente, palesa, panana, papa, pelo, pene, pere, podi, poho, popeho, poone, pula

Week 1 Day 3

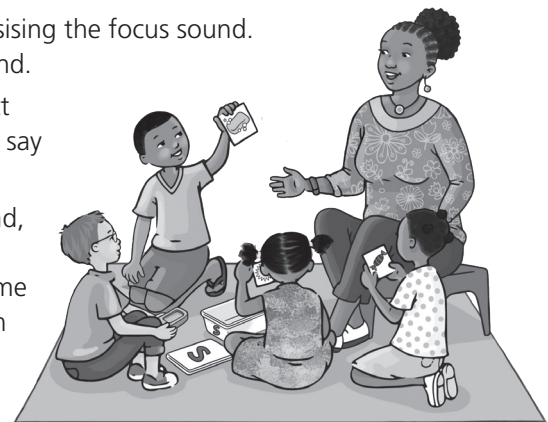
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: *“Let’s name all the colours that we know. What colour is an orange? Who can remember what colour the boot was?”*
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: *“Have you seen one of these? What do we use this for? What colour is it? How does it feel?”*
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *“This letter is how we write p.”* Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.





O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Dipopi ho tswa paleng kapa dintho kapa ditshwantsho tsa tse ding tsa dintho ho tswa paleng

Stella o re:



Tse ke dipotso tsa bohlokwa tse o ka dibotsang ka ditshwantsho tsena:

- "O bona mang?" (dibapadi)
- "Ole etsa eng?" (maetsi le diketso)
- "Ke eng se seng se o ka se bonang?" (O sheba hape)
- "E hokae ...?" (bolela tulol boemo)
- "Hobaneng o nahana ...?" (monahano o batsi wa ho hlahisa maikutlo)

Beke 1 Letsatsi 4

Diketsahalo tsa tlelase yohle

Ditshwantsho tsa tatelano

- 1 Bina pina hape.
- 2 Hlahisa mantswa a matjha hotswa lenaneng la tlotlontswa.
- 3 Kgetha se seng sa ditshwantsho tsa tatelano o se phahamise. Botsa baithuti hore ba bona eng, ebe o qoqa ka setshwantsho ka botlalo.
- 4 Hang ha o buile/qoqile ka setshwantsho, se kgomaretse tlapantshong hore baithuti ba se bone. Netefatsa hore ditshwantsho ha di ka tatelano kgatheng lena la tshebetso.
- 5 Ha o se o ka ditshwantsho kaofela, botsa baithuti: "Ekaba ditshwantsho di dutse kamokgwa o nepahetseng?"
- 6 Botsa baithuti ho supa setshwantsho se tlang pele. Sebetsang mmoho ho lokisa tatelano ya ditshwantsho hore pale e utlwisisehe.
- 7 Boloka baithuti hore ba nke karolo ka mafolofolo tsamaisong ena. Botsa dipotso tse kang tse: "Ho etsahetse eng se latelang? Ke mang ya ka hopolang hore ho latela eng paleng?"
- 8 Ha ditshwantsho di le ka tatelano e nepahetseng, mema baithuti ba seng ba kae ho tla pheta pale ka tsela e nepahetseng.



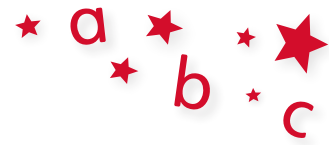
Mamela modumo o sehlohlolong

- 1 Hlalosetsa baithuti hore le tlo bapala "Ke hlwela ..." ka dipopi le diporopo ho tswa paleng ena: Mosuwetsana Akinyi. E re ba bohe dipopi tse kgabisitsweng, dintho le ditshwantsho.
- 2 Kgetha ntho e nngwe ho tswa paleng o sa bolella baithuti hore o nahanneng. Ebe, ka lentswe le hlakileng, o fa baithuti modumo wa pele wa lentswe, ho ba nonya maikutlo. Mohlala: Haeba o nahanne ka "apole", e re: "Ke hlwela ka leihlo la ka le lenyenyane ntho e nngwe e qalang ka la!"
- 3 Baithuti ba tshwanetse ho sheba dintho tse qalang ka modumo oo letlapeng la dipontsho. Ha ba noha "apole" ka nepo, ke monyetla wa bona ho sheba ntho e nngwe mme ba re: "Ke hlwela ...".
- 4 Hang ha le bapetse papadi ena ka dipopi le diporopo ho tswa paleng, e re ho baithuti: "Jwale re ilo bapala papadi ena hape, empa shebang ho potoloha phaposi. Mamelang ka hloko: "Ke hlwela ka leihlo le lenyenyane ntho e qalang ka la! Ee, ke pensele!" Efa/Neha baithuti monyetla ho sheba ntho e itseng ka phaposi, ba re: "Ke hlwela ...".

Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Big sequence pictures
- Puppets from the story or objects or pictures of some of the things from the story

Week 1 Day 4

Whole class activities

Sequencing pictures

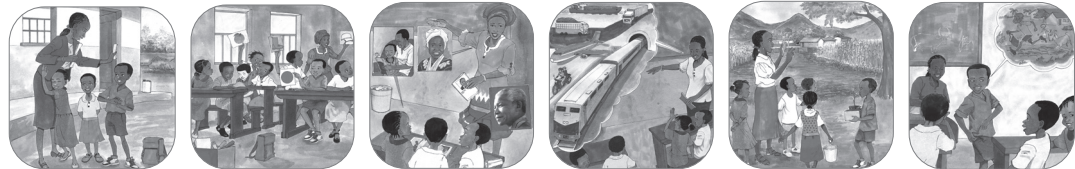
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures are not in sequence at this stage of the activity.
- 5 After talking about all the pictures, ask learners: "Are the pictures in the correct order?"
- 6 Ask learners to point out the picture for the beginning of the story. Work together to arrange the sequence of the pictures so the story makes sense.
- 7 Keep learners actively involved in this process. Ask questions like: "What happened next? Who can remember the next part of the story?"
- 8 When the pictures are in the correct order, invite a few learners to retell the story in the correct sequence.

Stella says:



These are useful questions to ask about each picture:

- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)



Listening for focus sounds

- 1 Explain to learners that you are going to play "I spy ..." with puppets and props from the story of *Teacher Akinyi*. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of the picture of "apole", say: "I spy with my little eye someone whose name starts with /a/."
- 3 Learners must look at the display for things that start with that sound. If they guess 'banana' correctly, it is their turn to look for something and say: "I spy ...".
- 4 Once you have played this game with puppets and props from the story, say to learners: "Now we are going to play this game again, but look all around the room. Listen carefully: I spy with my little eye something that starts with /p/. Yes, it's a pensele!" Give learners a chance to look for something in the classroom and say: "I spy ...".



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



O tla hloka:

- Sekoto sa pampiri e kgolo ya ho ngolla
- Mantswe a dinoko tse ngata a hlahellang paleng: nkgono, pholomo, bolemi, Akinyi, mosuwetsana, apole, dipalangwang, kgamelo, bala, dipale

Beke 1 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Mema motho e mong ho tla bua le baithuti. (O ka kopa mosebetsimmoho kapa mosuwelloho kapa motho wa motseng). Ba kope hore ba bue ka motho wa bohlokwa bophelong ba bona.
- 2 Kamora puo, ngolla motho eo lengolo la teboho.
- 3 E re ho baithuti: *"Ha re ngoleng karata ya teboho ho leboha moeti wa rona ha a tlile ho re phetela pale ka motho wa bohlokwa bophelong ba hae. Na le ka nthusa ho ngola karata ya teboho ho bolela kamoo re natefetsweng ha re mametse pale?"*
- 4 Sebedisa karolo ya karata kapa pampiri ho ngola dikgopolo tsa baithuti ha le ntse le buisana hore na le ngolang karateng. Qala ka ho hlalosa hore ha re leboha batho, hangata re qala ka ho re: "..... ya ratehang". Ebe re ka re: *"Re leboha ha o tlile ho bua le rona."*
- 5 Botsa baithuti hore na ke eng ho hong hoo le ka ho ngolang karateng mme o etse hore ba bone ha o ngola mantswe. Ba botse hore na ba ile ba natefelwa ke eng puong mme o etse ditlhaliso ho ba thusa ka dikgopolo tsa bona.
- 6 Bala karata hammoho le baithuti ha le qetile ho e ngola, o ntse o supa mantswe ha le ntse le bala. Kopa baithuti ba bang ho taka ditshwantsho ka dikerayone ho kgabisa karata ebe o lokisa hore karata e iswe ho motho eo.



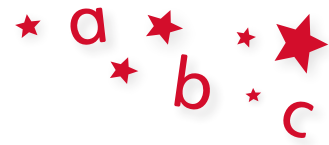
Ho kopanya le ho kgaohanya (dinoko)

- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, mohlala: **mo | su | we | tsa | na**.
- 2 Kgetha moithuti hore a eme, a tlole ha o bitsa noko engwe le engwe: **mo** (tlola hang) **su** (tlola hang) **we** (tlola hang) **tsa** (tlola hang) **na** (tlola hang). Bolella moithuti ho tlola hape, ha jwale baithuti ba opa diatla ka motlolo o mong le o mong.
- 3 Dumella baithuti ho nka nako tse fapaneng ho mamela lentswe hotswa lenaneng ba tlole ha ba ntse ba le kgaola ka dinoko.

Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- A large piece of flipchart paper
- A list of multisyllabic words relating to the story: nkgono, pholomo, bolemi, Akinyi, mosuwetsana, apole, dipalangwang, kgameo, bala, dipale

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Invite someone to come and give a short talk to the learners. (You could ask another staff member or the principal, or someone from the community.) Ask them to speak to the learners about someone special in their life.
- 2 After the talk, write a thank you letter together to the person.
- 3 Say to learners: *“Let us write a thank you card to say thank you for visiting us and telling us a story about someone special. Can you help me make a thank you card to say how much we enjoyed listening to the story?”*
- 4 Use a piece of card or paper to write down learners’ ideas as you discuss what to put on the thank you card. Begin by explaining that when we thank people, we usually say *“Dear ...”*. Then we can say something like: *“Thank you for coming to talk to us.”*
- 5 Ask learners what else to write in the card, and let them see you writing their words. Ask them what they enjoyed about the talk and make suggestions to help them express their ideas.
- 6 Read the complete card together with the learners, pointing to each word as you read. Ask some learners to draw pictures to decorate the card using crayons and then arrange for them to deliver it to the person.



Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables. For example: **mo | su | we | tsa | na**.
- 2 Choose a learner to stand up and jump for each of the syllables: **mo** (one jump) **su** (one jump) **we** (one jump) **tsa** (one jump) **na** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



Diketsahalo tsa dihlotshwana Bekeng 1

O tla hloka

- Leqephe le hlwekileng la moithuti ka mong
- Dikerayone tsa mafura tsa *jumbo*

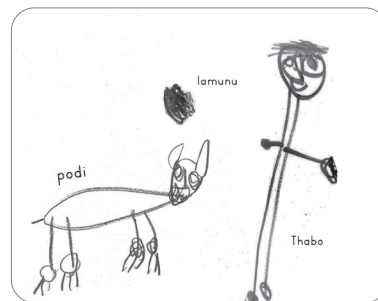


Ha baithuti ba qala ho utlwisisa tsela ya mongolo, mohlomong ba ka rata ho ngola dikgopolo tsa bona. Ho a kgonahala hore mongolo wa bona o tlo kenya mongolo o sa hlakang, ditlhaku, dipalo kapa dibopeho. Ha moithuti a ngola mongolo o sa hlakang ka boithaopo kapa a leka ho ngola, ba botse ho o bolella seo ba se ngotseng mme o akgole boiteko ba bona

Mesebetsi

Mosebetsi wa 1: Ho taka le mongolo wa sethatho

- 1 Ngola sehlooho sa pale hodimo leqepheng le hlwekileng la moithuti e mong le e mong pele ho thuto.
- 2 Bolella baithuti hore ba supe mantswe a sehlooho ha le bala mmoho.
- 3 Botsa baithuti hore ke karolo efe eo ba e ratileng ho fetisisa paleng. Fana ka dikeletso kapa kgothaletso. Mohlala: "Na o ile wa rata karolo eo podi e lekang ho utswa apole ya Thabo?".
- 4 Kgothalletsa baithuti ho taka karolo eo ba e ratileng paleng.
- 5 Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.
- 6 Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle.
- 7 Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswe butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona. Mohlala: "Podi .. e ile ya leka ho utswa ... O ne o batla ho bitsa lentswe lefe? Ee, 'apole'. Ke ilo ngola lentswe 'apole'".
- 8 Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswe a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng.
- 9 Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorise boiteko ba bona.



- Malepa



Haeba o na le ditshwantsho tse ngata tsa malepa, ho ka ba bohlokwa ho beha letheba la mmala kamorao hore baithuti ba kgone ho fumana karolo e nepahetseng ho sebediswa setshwantshong se seng le se seng.


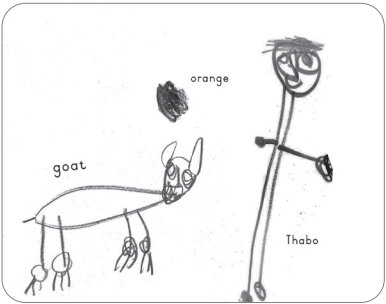


Mosebetsi wa 2: Malepa le dipapadi

- 1 Baithuti ba tshwanetse ho kopanya maqhetswana a malepa ho etsa setshwantsho ho tswa paleng. Ba ka sheba tatelano ya ditshwantsho ho fumana ditshwantsho mme ba sebedise tataiso ha ba etsa malepa.





Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons  <p><i>As learners begin to understand the writing process, they may be more willing to write their own ideas. It is normal for their writing to include scribbles, letters, numbers or shapes. If a learner spontaneously scribbles or tries to write, ask them to tell you what they have written and affirm their efforts.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part where the goat tried to steal Thabo's orange?" 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "The goat ... tried ... to ... steal ... the ... What word did you want to say next? ... Oh yes, 'orange'. I am going to write the word 'orange'." 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts. 
<ul style="list-style-type: none"> • Puzzles  <p><i>If you have more than one puzzle picture, it is useful to put a coloured dot on the back so that learners can find the correct pieces for each picture.</i></p>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Learners must put the puzzle pieces together to make a picture from the story. They can look at the sequence pictures to find the picture and use this as a guide when they are doing the puzzle. 



O tla hloka

- Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana

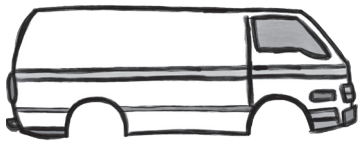


Mosebetsi

Mosebetsi wa 3: Ho ikemela ho baleng

- 1 Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.
- 2 Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.
- 3 Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.
- 4 Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.

- Leqephe la ketsahalo ya **Tekesi ya Thabo**



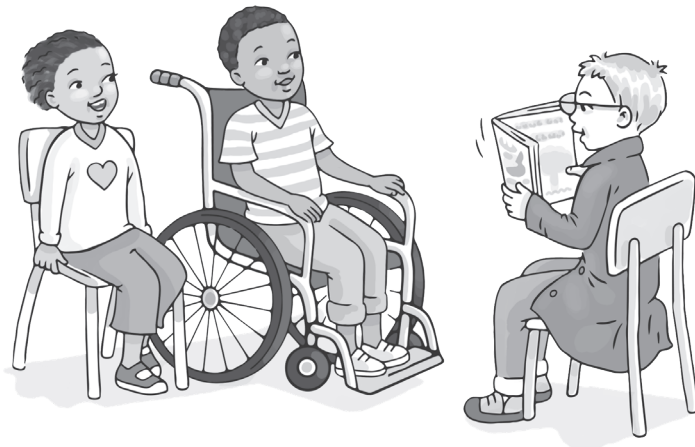
Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong

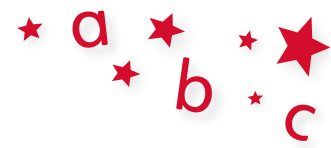
- 1 Moithuti ka mong o fumana leqephe la mosebetsi wa tekese e se nang mabidi le mafenstere.
- 2 Baithuti ba tshwanetse ho taka mafenstere a mane le mabidi a mabedi tekesing le setshwantsho sa Thabo fenstereng.


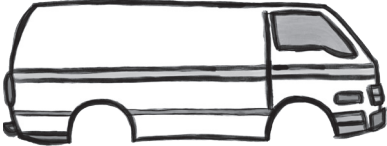

- Diporopo: dintho kapa ditshwantsho tsa kepisi e tshela, seeta se sesooho, sedikadikwe se perese le lamunu

Mosebetsi wa 5: Ho bapala boiketsiso

- 1 Etela sehlopha pele ho ya sekgutlong sa papadi ya boiketsiso o be o ba dudise fatshe kapele.
- 2 Bala melao ya sekgutlo sa papadi ya boiketsiso mme o ba bontshe ditemana tse ntjha.
- 3 Hlalosetsa baithuti hore ba tllilo bapala mosuwe-mosuwe. Ba ka nka ditulo tsa bona ba di beha ka tatelano jwaloka sehlopha. "Mosuwe" a ka sebedisa diporopo (dintho tsa mebalabala) ho "ruta" mebala. "Mosuwe" a ka etsa eka o balla sehlopha pale.





You will need	Activities
<ul style="list-style-type: none">Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none">Lead the group to the book corner or give the group a pile of books.To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none">A photocopy of the Taxi for Thabo activity page 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">Each learner gets an activity sheet with a minibus without wheels and windows.Learners must draw four windows and two wheels on the minibus and a picture of Thabo at the window.
<ul style="list-style-type: none">Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">Lead the group to the pretend play corner and settle them down quickly.Read the rules for the pretend play corner and show them the new props.Explain to learners that this week they are going to play teacher-teacher. They can take chairs and place them in rows to represent the class. The "teacher" can use props (objects that are different colours) to "teach" colours. The "teacher" could also pretend to "read" a story to the class. 





O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Bukana e menweng hape e kopisitsweng bakeng sa moithuti e mong le emong

Beke 2 Letsatsi 1

Diketsahalo tsa tlelase yohle

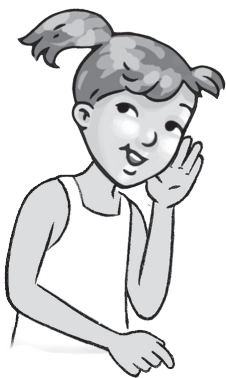
Tatelano ya ditshwantsho hape



- 1 Qala ka baithuti ba dutseng mmateng. Kgetha baithuti ba ka emang kapele phaposing, emong le emong a tshware e le nngwe ya mmala wa ditshwantsho ka tatelano (eseng ka tatelano e nepahetseng).
- 2 Botsa baithuti hore naa ditshwantsho di ka tatelano e nepahetseng. Ba kope hore ba supe setshwantsho se tshwanetseng ho ba qalong ya pale.
- 3 Sehlopha hammoho, botsang baithuti ba tshwereng ditshwantsho hore ba suthe ab tsamae hohle hofihlela pale e etsa moelelo o hlakileng. Botsa dipotso tse tshwanang le e: *"Ke mang yaka hopolang hore ho etsahetseng se latelang"*.
- 4 Hang ha o se o qetile tatelano ya pale, baithuti ba lokela ho kgutlela madulong a bona.
- 5 Efa moithuti emong le emong bukana. Ba kgothaletse ho sheba sekwahelo sa buka (bokantle) ebe o bala sehloho sa pale le bona.
- 6 Tsamaisa baithuti leetong la ditshwantsho bukeng yohle, o ba thuse ho lemoha hore ditshwantsho tse leng bukeng di tshwana le tatelano ya ditshwantsho tse ba di entseng.
- 7 Ha nako e sa le teng, baithuti ba ka balla balekane ba bona dibukana tsa bona ka phaposing.
- 8 Kgothaletsa baithuti ho nka dibuka ho ya hae ho bala le bamalapa a bona.



Tsebisu ya modumo hotswa paleng

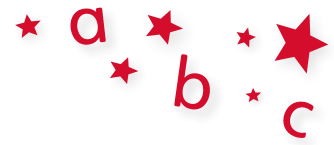


- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"Akinyi, kapa, ngata, manataha, apole, batla, mpalla, kwana, tsamaya, yaba, bana. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: Akinyi, manataha, apole? Ee, o nepile! Kaofela a na le modumo la."*
- 2 *"Mamela ka hloko, ke a mantswe a mang a qalang ka modumo la: aene, aesekerimi, apolekose, katara, bapala, Aforika."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /a/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /a/: *"a-a-a"*. Etsa ho swaswa hore e ba qabole: O buele tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

Diketsahalo tsa dihlotshwana

Hlalosetsa baithuti hore ba tlile ho sebetsa ka dihlotshwana letsatsi le leng le le leng. Ba hlalositse kamoo ketso engwe le engwe e etsuwang mme o hlalose le phapantsho ya letsatsi le leng le le leng. Hlalosa mokgwa le tatelano ya ho hleka.





You will need:

- Big sequence pictures
- Photocopied and folded little book for each child

Week 2 Day 1

Whole class activities

More sequencing pictures



- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the story.
- 3 Together as a group, ask learners who are holding the pictures to move around until the story makes sense. Ask questions such as: *"Who can remember what happened next?"*
- 4 Once you have sequenced the story, learners must move to their tables.
- 5 Give each learner a little book. Encourage them to look at the cover and read the title of the story with them.
- 6 Take learners on a picture walk through the little book, helping them to notice that the pictures in the book are the same as the sequence pictures.
- 7 If there is time, learners can "read" their little book to a partner in the class. Encourage learners to take the books home to read with their families.
- 8 Encourage learners to take the books home to read with their families.



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"Akinyi, kapa, ngata, manataha, apole, batla, mpalla, kwana, tsamaya, yaba, bana.* Can you hear the focus sound: **Akinyi, manataha, apole?** Yes, you are right! They all have the sound /a/."
- 2 *"Listen carefully, here are some more words with /a/: aene, aesekelemi, apolekose, katara, bapala, Aforika."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /a/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /a/: **"a-a-a"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

Explain that learners will be working in small groups each day. Explain and show how each activity is done and explain the daily rotation. Explain the tidy-up process.





O tla hloka:

- Buka e Kgolo: Mosuwetsana Akinyi
- Dinkgo tse nang le metsi hammoho le borosolo ho sebediswa ke morutwana ka mong

Beke 2 Letsatsi 2

Diketsahalo tsa tlelase yohle

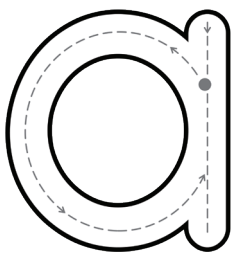
Padisommoho – Buka e Kgolo

- 1 Kgothatsa baithuti ho sheba bokantle ba buka ba bue ka setshwantsho le tse ba di bonang ebile ba di lemoha.
- 2 Balla bana kaofela sehloho sa pale. Supa lentswe ka leng ha o ntse o bala. Bala hape o be o kope baithuti ho bala le wena.
- 3 Nka leeto la ditshwantsho bukeng le baithuti, le qoqe ka ditshwantsho mme o ba kgothaleitse ho botsa dipotso.
- 4 Supa nomoro ya leqephe mme le buisane ka hore ho latela nomoro mang/efe qepheng le latelang.
- 5 Ha le se le tsamaile buka yohle, kgutlelang morao qalong le bale sehloho sa buka hape. Phuthulla leqephe o bale polelo engwe le engwe ka lentswe la tlhaho le hlakileng. Supa lentswe ka leng (le leng le le leng) ha o ntse o bala.
- 6 Bala buka hape mme o kgothatse baithuti ho "bala" le wena.



Ho bopa tlhaku

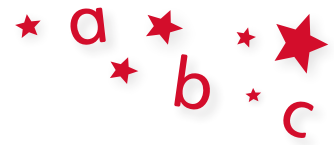
- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /a/ kapa ba ka nahana lentswe le qalang ka modumo /a/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa setebele ka letsoho la bona e be ba etsa e kare ke apole. Ba kare /a/ ha ntse ba loma apole.
- 3 Bontsha baithuti hore tlhaku **a** e ngolwa jwang. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, potoloha, ebe o nyolohela hodimo le tlase".
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse pontsho ya ho ngola tlhaku, kgothatsa baithuti ho sebedisa thutswana ho ngola tlhaku mobung.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Big book: *Teacher Akinyi*
- Water containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

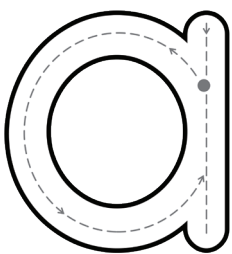
Shared reading – Big Book

- 1 Encourage learners to look at the cover picture and talk about what they see and recognise.
- 2 Read the title of the story to the class. Point to each word as you read. Read it again and ask learners to read with you.
- 3 Take learners on a picture walk through the book, discussing the pictures and encouraging learners to ask questions.
- 4 Point out the page numbers and talk about what number will come next.
- 5 When you have “walked” through the whole book, go back to the beginning and read the title again. Then turn the pages and read each sentence in a clear and natural voice. Point to each word as you read.
- 6 Read the book again and encourage learners to read with you.



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /a/ or if they can think of any other words with the sound /a/.
- 2 Teach learners an action associated with the sound. For example: Learners can make a fist with their hand and pretend it is an apple. They can say /a/ each time they take a bite.
- 3 Show learners how to write the letter **a**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go round, then up and down.”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



O tla hloka:

- Dibopeho tse fapaneng tsa didikadikwe le dikgutlonne di sehwa lebokoseng le ditshwantsho tsa dintho tse nang le dibopeho tsa kgutlonne kapa sedikadikwe
- Lebokose le kentseng dintho kapa dinepe tse bontshang dintho tse qalang ka tlhaku **a**: apole, aene, aesekelemi, apolekose, katara, panana, bapala, haraka, nawa, tsamaya, kgabana

Beke 2 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho ithuta ho mamela

- 1 Dudisa baithuti fatshe ba kgutsitse mme ba emetse ho utlwa.
- 2 Qala mosebetsi wa ho mamela kajeno ka ho re: *"Ha re kwaleng mahlo re tholeng metsotswana re mamele ka hloko medumo e re potapotileng"*. Jwale bolella baithuti ho bula mahlo mme ba bue ka medumo eo ba e utlwieng. Ba bue ka hore ke medumo efe e utlwalang e le haufi (e dumelang hodimo) mme ke efe e utlwalang e le hole (bonolo). Bolella baithuti hore ba tliilo etsa tlhakiso moo ba.
- 3 Hopotsa baithuti sebopelo sa kgutlonne. Ba bontshe ditshwantsho tsa dibopeho tse fapaneng mme o bolele hore ba tliilo ithuta ka dibopeho paleng ya Ali le pente. Ebe o ba bontsha ditshwantsho tsa didikadikwe. Botsa: *"Di fapana jwang?"* (Kgutlonne e na le dikgutlo tse nne mme sedikadikwe ha se na dikgutlo). Botsa baithuti ho supa didikadikwe le dikgutlonne ka phaposing. Bontsha kamoo o etsang sedikadikwe ka matsoho, le kgutlonne, o sebedisa diphaka le matsoho.
- 4 Bolella baithuti hore ha o ba bontsha setshwantsho sa sedikadikwe kapa o bitsa lentswe *"sedikadikwe"*, ba tshwanetse ho etsa sedikadikwe ka matsoho a bona. Ha o re *"kgutlonne"* kapa o ba bontsha setshwantsho sa kgutlonne, ba tshwanetse ho etsa kgutlonne ba sebedisa matsoho le diphaka tsa bona.

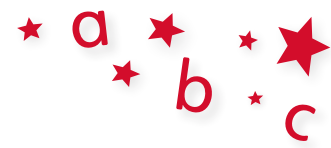
Mabokoso a ditlhaku

- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho nale baithuti ba buang puo disele kapa tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo ya thupelo. Ba dumelle ho tshwara dintho tseo le ditshwantsho ba di fetisetse ho bohle.
- 2 Botsa dipotso ka dintho tseo: *"Le kile la bona engwe ya tse? Re e sebedisetsa eng? E mmala o jwang? E utlwalala jwang? Kapa e tshwareha jwang?"*
- 3 Bua mabitso a dintho tseo ha o hatella modumo o e ho tsepamiseditsweng maikutlo ho yona. Kopa baithuti ho mamela modumo e ho.
- 4 Kopa baithuti ho bua mabitso a dintho ba hatelle modumo o ho tsepamiseditsweng maikutlo ho ona ha ba bua mantswe.
- 5 Hang ha baithuti ba ikwetlisitse ka modumo o motjha, ba bontshe tlhaku ka bokosong ya ditlhaku mme o re: *"Tlhaku eo e bontsha kamoo re ngolang /a/ ka teng."* Dumella baithuti ho hatisa hodima tlhaku sekwahelong ka menwana ya bona.

Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Different size circles and squares cut out of cardboard and pictures of objects that are the shape of a square or circle
- A letter box containing objects or pictures of objects that start with **a**: apole, aene, aesekerimi, apolekose, katara, panana, bapala, haraka, nawa, tsamaya, kgabana

Week 2 Day 3

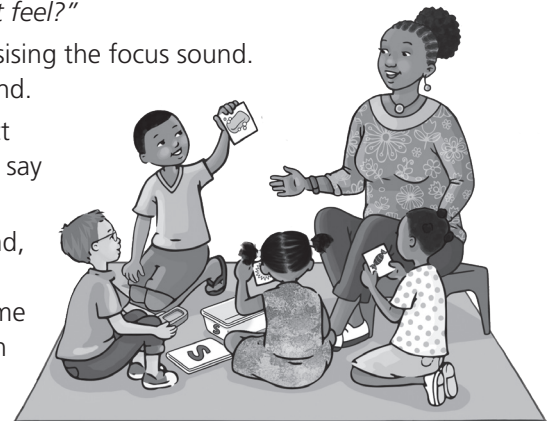
Whole class activities

Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near or close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Remind learners of the shape of a square. Show them pictures of different size squares and mention that they learnt about squares in the story of Ali and the paint. Then show them pictures of circles. Ask: "How are they different?" (A square has four corners and a circle has no corners.) Ask learners to point out circles and squares around the room. Then demonstrate how to make a circle with your arms, and a square using your hands and forearms.
- 4 Say to learners that when you show them a picture of a circle or say the word "circle", they must make a circle with their arms. When you say "square" or show them a picture of a square, they must make a square shape using their hands and forearms.

Letter boxes

- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the language of instruction. Let them hold the objects or pictures and pass them around.
- 2 Ask questions about the objects: "Have you seen one of these? What do we use this for? What colour is it? How does it feel?"
- 3 Say the names of the objects while emphasising the focus sound. Ask learners if they can hear the focus sound.
- 4 Ask learners to say the name of each object and emphasise the focus sound when they say the words.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **a**." Let some learners trace over the letter on the lid with their fingers.



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



O tla hloka:

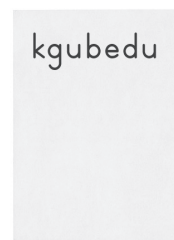
- Dikarolo tsa pampiri le ngotsweng lebitso la mmala
- Dintho ka mebala ya mantswa a ngotsweng pampiring
- Dipopi ho tswa paleng kapa dintho kapa ditshwantsho tsa tse ding tsa dintho ho tswa paleng

Beke 2 Letsatsi 4

Diketsahalo tsa tlelase yohle

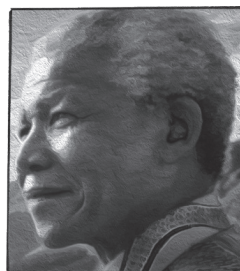
Bala o be o etse

- 1 Arola baithuti ka dihlopha mme o fe sehlopha se seng le se seng sekotwana sa pampiri e ngotsweng mmala o itseng. Ba tshwanetse ho batla dintho tse tsamaelanang le mmala oo mme ba di behe leqepheng.
- 2 Buisanang ka mefuta ya mebala.



Mamela modumo o ho tsepameditsweng

- 1 Hlalosetsa baithuti hore le tlo bapala "Ke hlwela ..." ka dipopi le diporopo ho tswa paleng ena: *Mosuwetsana Akinyi*. E re ba bohe dipopi tse kgabisitsweng, dintho le ditshwantsho.
- 2 Kgetha ntho e nngwe ho tswa paleng o sa bolella baithuti hore o nahanneng. Ebe, ka lentswe le hlakileng, o fa baithuti modumo wa pele wa lentswe, ho ba nonya maikutlo. Mohlala: Haeba o nahanne ka "apole", e re: "Ke hlwela ka leihlo la ka le lenyenyane ntho e nngwe e qalang ka **la**!"
- 3 Baithuti ba tshwanetse ho sheba dintho tse qalang ka modumo oo letlapeng la dipontsho. Ha ba noha "apole" ka nepo, ke monyetla wa bona ho sheba ntho e nngwe mme ba re: "Ke hlwela ...".
- 4 Hang ha le bapetse papadi ena ka dipopi le diporopo ho tswa paleng, e re ho baithuti: "Jwale re ilo bapala papadi ena hape, empa shebang ho potoloha phaposi. Mamelang ka hloko: "Ke hlwela ka leihlo le lenyenyane ntho e qalang ka **lp**! Ee, ke pensele!" Fa baithuti monyetla ho sheba ntho e itseng ka phaposing, ba re: "Ke hlwela ..."



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

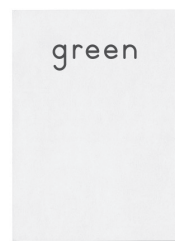
- Pieces of paper with the word of a colour written in that colour
- Objects in the colours of the words written on paper
- Puppets from the story or objects or pictures of some of the things from the story

Week 2 Day 4

Whole class activities

Read and do

- 1 Divide learners into groups and give each group a piece of paper with the name of a colour written on the paper. They must find objects to match the colour and place them on the page.
- 2 Discuss the shades of colours.

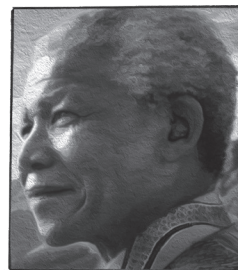


Listening for focus sounds

- 1 Explain to learners that you are going to play "I spy ..." with puppets and props from the story of *Teacher Akinyi*. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of the picture of "apole", say: "I spy with my little eye someone whose name starts with /a/."
- 3 Learners must look at the display for things that start with that sound. If they guess 'apole' correctly, it is their turn to look for something and say: "I spy ...".

Once you have played this game with puppets and props from the story, say to learners:

"Now we are going to play this game again, but look all around the room. Listen carefully: I spy with my little eye something that starts with /p/. Yes, it's a pensele!" Give learners a chance to look for something in the classroom and say: "I spy ...".



Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.



O tla hloka:

- Dipitsa tse nyenyane, mobu, metsi, peo (tafoleng e nngwe le e nngwe ya sehlopha)
- Pampiri e kgolo ya ho ngolla
- Mantswe a dinoko tse ngata a hlahellang paleng: nkgono, pholomo, bolemi, Akinyi, mosuwetsana, apole, dipalangwang, kgamelo, bala, dipale



Beke 2 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Qala ka ho bontsha kamoo peo e lengwang kateng setshelong, peo, mobu le metsi.
- 2 Ha o ntse o lema peo, bua ka mohato ka mong
- 3 Kgaohanya baithuti hore ba etse sehlopha sa baithuti ba tsheletseng ebe sehlopha ka seng se lema peo ka pitseng
- 4 Hlaloetsa baithuti hore o rata hore ba o thuse ho ngola lenane la mehato e latelwang ha ho jalwa/lengwa peo.
- 5 Ngola sehlooho se latelang leqepheng le lehlo: Kamoo ho jalwang peo.
- 6 Botsa baithuti seo ba se entseng pele, mme o ngole sena pela nomoro ya 1 leqepheng le lehlo. Buela hodimo ha o ntse o ngola ebile o taka setshwantsho se bonolo pela mehato oo o o ngotseng.
- 7 Tswela pele ka mehato e meng mme ha o qetile ho ngola, kopa baithuti ho "bala" mehato mmoho le wena.

Ho kopanya le ho kgaohanya (dinoko)

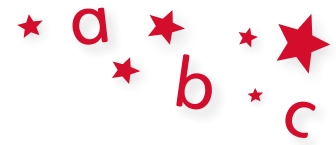
- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, mohlala: **di | pa | le**.
- 2 Kgetha moithuti hore a eme, a tlole ha o bitsa noko engwe le engwe: **di** (tlola hang) **pa** (tlola hang) **le** (tlola hang). Bolella moithuti ho tlola hape, ha jwale baithuti ba opa diatla ka motlolo o mong le o mong.
- 3 Dumella baithuti ho nka nako tse fapaneng ho mamela lentswe hotswa lenaneng ba tlole ha ba ntse ba le kgaola ka dinoko.



Diketsahalo tsa dihlotshwana

Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Small containers, soil, water, seeds (per table group)
- Flipchart paper
- A list of multisyllabic words relating to the story: nkgono, pholomo, bolemi, Akinyi, mosuwetsana, apole, dipalangwang, kgamelo, bala, dipale

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Begin by demonstrating how to plant a seed using a container, a seed, soil and water.
- 2 While you are planting the seed, talk about each step.
- 3 Divide learners into groups of six and each group plants a seed in a pot.
- 4 Explain to learners that you would like them to help you write a list of steps showing how to plant a seed.
- 5 Write the following heading on flipchart paper: How to plant a seed.
- 6 Ask learners what they did first, and write this next to number 1 on the flipchart paper. Talk aloud as you write and draw a simple picture next to the step you have written.
- 7 Continue with the other steps and when you are finished writing, ask learners to "read" the steps with you.



Blending and segmenting (syllables)



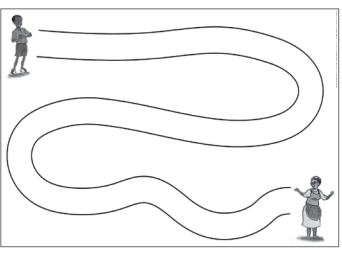

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **di | pa | le**.
- 2 Choose a learner to stand up and jump for each of the syllables: **di** (one jump) **pa** (one jump) **le** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.

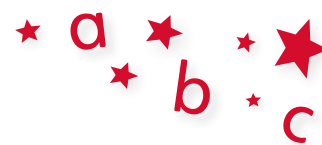
Small group activities

Remind learners about the small group activities, the rules for each activity and the tidy-up process.




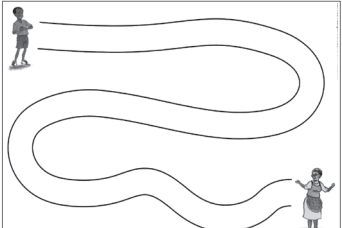



Diketsahalo tsa dihlotshwana Bekeng 2

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti Dikerayone tsa mafura tsa <i>jumbo</i>  <p><i>Haeba baithuti ba sokola ho nahana seo ba ka se teroyang, ba bontshe ditshwantsho tsa tatellano hore ba be le mehopolo e meng.</i></p>	<p>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</p> <ol style="list-style-type: none"> Fa moithuti ka mong sekotwana sa pampiri le dikerayone tsa mebalabala mme o ba hlalose hore ba tliho taka setshwantsho sa motho eo ba nahanang hore o bohlokwa – e ka ba e mong wa lelapa, motswalle kapa motho eo ba sa mo tsebeng empa ba nahana hore o bohlokwa haholo. Hlahisa maikutlo kapa o botse moithuti ka mong ho o bolella ka seo a se takileng mme a hlalose hobaneng motho eo a mo takileng a le bohlokwa. Kopa baithuti ho leka ho ngola lebitso la motho eo. Ha moithuti a thatafallwa ke ho ngola lebitso, ba ngolle lona
<ul style="list-style-type: none"> Malepa 	<p>Mosebetsi wa 2: Malepa le dipapadi</p> <ol style="list-style-type: none"> Baithuti ba tshwanetse ho kopanya maqhetswana a malepa ho etsa setshwantsho ho tswa paleng. Ba ka sheba tatellano ya ditshwantsho ho fumana ditshwantsho mme ba sebedise tataiso ha ba etsa malepa. 
<ul style="list-style-type: none"> Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana 	<p>Mosebetsi wa 3: Ho ikemela ho baleng</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlwaneeng sa dibuka kapa o ba fe qubu ya dibuka. Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala. Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala. Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.
<ul style="list-style-type: none"> Leqephe le bontshang ketsahalo ya Tsela e matswedintsweke/ tswadipanang 	<p>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</p> <ol style="list-style-type: none"> Moithuti ka mong o fumana leqephe la mosebetsi wa tsela e tswadipanang ho tswa sekgutlong se seng sa leqephe ho ya ho se seng. Baithuti ba tshwanetse ho latela tsela eo ho tloha moo Thabo a leng teng ho ya ntlong ya nkgono ba setse mmala o le mong morao. Ba tshwanetse ho sebedisa mmala o fapaneng ha ba fihla lapeng. Ba hlokomele ba se kgelohe tseleng e tswadipanang. Ha ba fihla lapeng, ba ka taka ditshwantsho tsa dintho tsohle tseo ba di eletseng tseleng, jwaloka diphoofofo, difate, batho.
<ul style="list-style-type: none"> Diporopo: dintho kapa ditshwantsho tsa kepisi e tshela, seeta se sesootho, sedikadikwe se perese le lamunu 	<p>Mosebetsi wa 5: Ho bapala boiketsiso</p> <ol style="list-style-type: none"> Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ba bapala maiketsiso a titjhere-titjhere. Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala. 



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Give each learner a piece of paper and coloured crayons and explain that they are going to draw a picture of someone they think is very special and important – it could be someone in their family, a friend or somebody they don't know but who they think is very special and important. 2 Make a comment or ask each learner to tell you about their drawing and explain why the person they have drawn is so special. 3 Ask learners to try and write the person's name. If the learner struggles to write the name, write it for them.
<ul style="list-style-type: none"> Puzzles 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Learners must put the puzzle pieces together to make a picture from the story. They can look at the sequence pictures to find the picture and use this as a guide when they are doing the puzzle.
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> A photocopy of the Winding road activity page 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Each learner gets an activity sheet of a road winding from one corner of the page to another. 2 Learners must follow the road from Thabo to Grandmother's house in one colour. They must use a different colour when they come home. They must be careful not to go off the windy road. 3 When they get back "home", they can draw pictures of all the things they noticed next to the road on the way, such as animals, trees, people.
<ul style="list-style-type: none"> Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play teacher-teacher. Visit the corner to observe and encourage the learners' pretend play. 

★ Kotara ya 1: Mohlala wa rekoto ya tekanyetso e tswelang pele

<p>✓ Katleho</p> <p>• Ha a so finyelle</p> <p>✗ O batille</p>	<p>Ho mamela le ho bua</p>	<p>Modumo, Ho bala le ho boha</p>	<p>Hongola le mongolo wa sethatho/ Mongolo wa sethatho</p>																										
	<p>Mamela dipale tse kgutshwanyane ka kgahleho mme o kene ka khorase kapa mohoo ka nako e tshwanetseng.</p> <p>Bina dipina tse bonolo a etsa diketso tsa morethetho (ka thuso)</p> <p>Botsa dipotso</p> <p>Sebedisa puo ho nahana le ho beha mabaka: ho bapisa dintho tse tsamayang mmoho le ho tshwantsha dintho tse fapaneng.</p>	<p>Qala ho ehlwa hore mantse a entswe ka medumo: mohlala – o fa ditlhaku tse qalang mabitsa a bona.</p> <p>Arola mantse a dinoko tse ngata ho dinoko: sebedisa ho opa diatla kapa ho ota meopa ka noko enngwe le enngwe lentsweng kapa o tsebahatse hore dinoko di kae (opa diatla) mabitsong a bana ka phaposing.</p> <p>Tshwara buka ka tsele e nepahetseng a phetla maphepe ka nepo.</p> <p>Ho papala dikarolo tse itseng tsa pale, pina kapa raeme</p> <p>Ellwa lebitso la hae le a bathuti ba bang ka phaposing</p> <p>Ipalla ka bo yena dibuka ka monyaka hotswa pokellong ya dibuka kapa sekgutlong sa ho bala ka phaposing.</p> <p>Ba bala mantse a hoditsweng a ditsothokiso, dibuka tse kgolo le (dipapeta tse kgolo tsa phatlalato) diphousetara sehlopha kaofela le mosuwetsana (ho bala ka kopanelo/moho).</p>	<p>Ntshetsa pele ho tsamaisa mesifa e menyane ka ho sebedisa sekere ho seha ditshwantsho le dibopeho tse sehelleltsweng mola o motenya jj.</p> <p>Ho tshwara kerayone le pensile/portoloto ka nepo</p> <p>Bopa ditlhaku a ferefa ka monwana, ka borosolo, dikerayone tsa matura jj. a qala sebakeng se nepahetseng a latela ditshupasebaka ka nepo.</p> <p>Tlatsetsa mehopollo ka ho taka dipolelo tse ngotsweng phaposing.</p> <p>Taka kapa penta ditshwantsho ho fetisa melatseta.</p> <p>O etsa boitekho ho ngola ditlhaku a sebedisa mongolo o otlohlileng, ho kgwariisa mme a bala mongolo wa hae: o bala hore mongolo o otlohlileng o reng.</p> <p>Ketsiso ya sebapadi ka mongolo wa sebaka: o nka molaetsa ka mohlala, o ngola tefiso ya sephethephethe jj. Kopisa mongolo hotswa tikolohong ka papadi.</p>	<p>Mohla/Letsatsi</p> <p>Mabitso</p>																									

★ Term 1: Exemplar record of continuous assessment (checklist)

✓ Achieved • Almost ✗ Not yet	Listens to simple instructions and acts on them. Listens to short stories with enjoyment and joins in choruses at the appropriate time. Sings simple songs and does actions (with help). Asks questions. Uses language to think and reason: matches things that go together and compares things that are different.	Listens to recognise that words are made up of sounds: gives the beginning sound of own name. Divides multisyllabic words into syllables: uses clapping or drum beats on each syllable in the word or identifies the number of syllables (claps) in the names of the learners in the class. Holds the book the right way up and turns pages correctly. Acts out part of a story, song or rhyme. Recognises own name and some names of other learners. "Reads" independently books for pleasure in the library or classroom reading corner. "Reads" enlarged texts such as poems, Big Books and posters as a whole class with the teacher (Shared Reading).	Develops fine motor control using scissors to cut out bold outlined pictures, shapes, etc. Holds crayons correctly using an acceptable pencil grip. Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction. Contributes ideas by means of drawings and contributes sentences to a class piece of writing. Draws or paints pictures to convey messages. Makes an attempt to write letters using squiggles, scribbles and "reads" own writing: "reads" what squiggles say. Role-plays writing in play situations: takes a telephone message, writes a traffic fine, etc.; copies print from the environment while playing.						
Date									
Names									

★ Kotara ya 1: Ruburiki ya 1 le 2 Ho mamela le ho bua

Tekanyetso ya tekolo	1. Ha a ya atleha (0 – 29%)	2. Katleho e lekanetseng (30 – 49%)	3. Katleho e kgotsofatsang (50 – 74%)	4. Katleho e babatsehang (75 – 100%)
<p>1 Ho pheta pale le ho e pheta ka mantswa a hao</p>	<p>Ha a kgone ho pheta pale le ho e pheta: O mpa a leka mantswa a seng makae.</p>	<p>O na le kgaello ya hopheta; o kenya diketsahalo tse seng kae; tatediso e ka nna ya se be yona; o sebedisa dipolelo tse kgutshwanyane le tlotlontswa e bonolo.</p>	<p>O kgona ho pheta diketsahalo tse ngata paleng ho bontsha qalo, bohareng le pheletso ka dintlha tse seng kae; o hloka kgothatso jwalo ka: 'le, jwale'; ho etsahetse eng kamora/le nngwe?; o qala ho sebedisa dipolelo tse telele.</p>	<p>Pale ena le tatelano e nang le hlalohanyo ebile ena le qalo, bohareng le qetello; dibapadi le tulo ya ho bapalla e hlalositse ka botlalo; maikutlo le maikemisetso a dibapadi a hlalositse ka botlalo; o sebedisitse dipolelokopane tse telele di bile di na le makopanyi a kang "empa, yaba, kamora moo" le tlotlontswa e ntlha hotswa paleng.,</p>
<p>2 Ho hlophisa dihlopha tsa ditshwantsho ka tsela e ka bopang pale ka dipolelo tse etsang hlalohanyo le tatelano ya diketsahalo ha o bolela le ho pheta pale e qapilweng.</p>	<p>Ha a kgone ho hlophisa sete ya dikarete ka tatelano e nepahetseng.</p>	<p>O kgona ho hlophisa dikarete ka tatelano e nepahetseng empa ha a kgone ho pheta pale.</p>	<p>O kgona ho hlophisa sete ya dikarete ka tatelano e nepahetseng le ho bolela pale ha bonolo.</p>	<p>O hlophisa sete ya dikarete ka tatelano e nepahetseng ebile o kgona ho pheta pale ka dintlha tsohle ka botlalo.</p>

★ Term 1: Listening and speaking rubric 1 and 2

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
1 Tells stories and retells stories in own words	Unable to tell stories and retell stories; only able to say a few words.	Limited retelling; only includes some events; order might not be correct; uses short sentences and simple vocabulary.	Able to retell most events in story with beginning, middle and end but very few details; needs prompts such as: "and then"; "what happened next?"; starting to use longer sentences.	Story follows logical sequence and has a beginning, middle and end; characters and setting described in detail; intentions and feelings of characters are described; uses longer and more complex sentences and joining words such as "and then"; "after that"; uses new vocabulary from the story.
2 Arranges a set of pictures in such a way that they form a story and logical sequence of events when verbalised and relates the story created	Unable to arrange a set of cards in a correct sequence.	Arranges a set of cards in the correct sequence, but not able to tell story.	Arranges a set of cards in the correct sequence and able to relate a simple story.	Arranges a set of cards in the correct sequence and able to relate a story with relevant details.

★ Kotara ya 1: Ruburiki ya 1–3 Medumo, ho bala le ho boha

Tekanyetso ya tekolo	1. Ha a ya atleha (0 – 29%)	2. Katleho e lekanetseng (30 – 49%)	3. Katleho e kgotsofatsang (50 – 74%)	4. Katleho e babatsehlang (75 – 100%)
1 O elellwa ka kutlo le pono ditumammoho le ditumanosi	Ha a elellwe ditlhaku le ho bua modumo wa tlhaku le ha e le nngwe fela	O kgona ho elellwa ditlhaku tse 1-3 le ho bua medumo ya tsona.	O kgona ho elellwa ditlhaku tse 4-6 le ho bua medumo ya tsona.	O kgona ho elellwa ditlhaku tse 7-8 le ho bua medumo ya tsona
2 O qala ho ela hioko hore mantswe a etswa ke medumo; o fa modumo o qalong wa lebitso la hae le mantswe a mang	Ha a elellwe hore mantswe a entswe ka medumo; ha a kgone ho fa modumo o qalang lebitsong la hae kapa mantsweng a mang	O kgona ho fa modumo o qalong ya lebitsong la hae empa o sokola ho fa qalo ya modumo wa mantswe a mang.	O kgona ho fa modumo o qalong ya lebitsong la hae; o kgona ho fa modumo o qalang mantsweng a mang.	O kgona ho fa modumo o qalong waya lebitso la hae le mantsweng a mang kamehla.
3 O qapa pale ya hae ka ho bala ditshwantsho	Ha a kgone ho sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; o haelwa ke puo ho hlalosa ditshwantsho.	O sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; le ho hlalosa pale empa ka thuso	O sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; a ka inkela mohoo wa lentse ha a bala.	O sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; o bontsha kutlwiso ya hore ditshwantsho le mantswe di a nyallana ha di fapane; o inkela mohoo wa lentse ho bala mme o supa mantswe ha a bala

★ Term 1: Phonics, reading and viewing rubric 1 to 3

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
1 Recognises aurally and visually some consonants and vowels	Is not able to recognise any letters and say the sounds that these letters make.	Is able to recognise 1–3 letters and say the sounds that these letters make.	Is able to recognise 4–6 letters and say the sounds that these letters make.	Is able to recognise 7–8 letters and say the sounds that these letters make.
2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words	Does not recognise that words are made up of sounds; unable to give the beginning sound of own name or other words.	Able to give beginning sound of own name, but struggles when asked for beginning sound of other words.	Able to give the beginning sound of own name; able to give the beginning sound of some other words.	Consistently able to give the beginning sound of own name and other words.
3 Makes up own story by reading the pictures	Not able to use pictures to predict what the story is about; describes pictures using very limited language.	Uses pictures to predict and describe the story, but with assistance.	Uses pictures to predict what the story is about; might adopt a “reading voice”.	Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”.

Kotara ya 1: Ruburiki ya 1–3 Mongolo wa sethatho le mongolo wa letsoho

Tekanyetso ya tekolo	1. Ha a ya atleha (0 – 29%)	2. Katleho e lekanetseng (30 – 49%)	3. Katleho e kgotsofatsang (50 – 74%)	4. Katleho e babatsehlang (75 – 100%)
<p>1 Ntshetsa pele bokgoni ba ho tsamaisa mesifa e menyane ho matlafatsa letsoho</p>	<p>O sokola ho phetha mesebetsi yaDIKETSABHALO TSA diketso tsa mesifa e menyane; o phema mesebetsi kapa o fela pelo.</p>	<p>O kgona ho phetha mesebetsi yaDIKETSABHALO TSA diketso tsa mesifa e menyane empa o nka nako; hlahiso ha e nepahale.</p>	<p>O kgona ho phetha mesebetsi ya diketso e mengata ya mesifa e menyane; o se a na le bokgoni ba ho sebetisa ka nepo</p>	<p>O phethahatsa mesebetsi yaDIKETSABHALO TSA diketso tsa mesifa e menyane ka boitshepo, ho nepahala le ka boiketlo.</p>
<p>2 Taka ditshwantsho ho fetisa molaetsa wa bohlokwa ka pale</p>	<p>Motako ha o tsebahale kapa o kenyeletsa mokgwaritso fela kapa didikadikwe le mela.</p>	<p>Motako o ya tsebahala empa ha o tsamaisane le pale, pina kapa raeme.</p>	<p>O taka setshwantsho se mebala-bala se amanang le pale; botaki ba dibapadi tsa bohlokwa di na le ho latelang: ditlhafu, diphaka, matsoho, maoto, mahlo, dinko, molomo, ditsebe.</p>	<p>O taka setshwantsho se qaqileng se amanang le pale; o kenyeletsa dibapadi le diaparo tse qaqileng.</p>
<p>3 Utlwisa hore ho ngola le ho taka ho fapane; a iketsisa eka o ngola a sebedisa mongolo o otlolohileng</p>	<p>Ha a kgone ho hlahisa mehopollo ya hae ka botaki kapa mongolo.</p>	<p>O hlahisa mehopollo ka botaki empa ho se bopaki ba ho iketsa eka wa ngola kapa ho kgwaritisa.</p>	<p>O utlwisa hore mongolo le botaki di fapane; o iketsisa ho ngola a sebedisa mongolo o otlolohileng</p>	<p>O utlwisa hore mongolo le botaki di fapane mme o qala ho ngola a sebedisa motswako wa ditlhaku tse kopisitsweng le mongolo o otlolohileng; o ka kopisa ditlhaku le dinomoro hotswa tikolohong ya phaposi ka mongolo wa boiteko ba hae.</p>

★ Term 1: Emergent writing and handwriting rubric 1 to 3

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
1 Develops small muscle skills and fine motor skills	Struggles to complete fine motor activities; avoids tasks or becomes frustrated.	Able to complete some fine motor activities, but takes time; output is inaccurate.	Able to complete most fine motor activities; becoming more accurate and working more efficiently.	Completes fine motor activities with confidence, accuracy and ease.
2 Draws pictures capturing main idea of a story	Drawing is not recognisable or only includes scribbles or circles with lines.	Drawing is recognisable, but not related to the story, song or rhyme.	Draws a colourful picture related to a story; drawings of main characters have some of the following: legs, arms, hands, feet, eyes, nose, mouth, ears.	Draws a colourful, detailed picture related to a story; includes main characters with details such as clothes.
3 Understands that writing and drawing are different: pretend writing represented using squiggles	Not able to represent ideas through drawing or writing.	Represents ideas through drawing, but no evidence of pretend writing or scribbles.	Understands that writing and drawing are different: pretends to write using squiggles.	Understands that writing and drawing are different and begins to “write” using a mixture of copied letters and squiggles; may copy letters and numbers from the classroom environment in own writing attempts.

★ Ho etsa hlama ya papadi

O tla hloka

- ★ 1 kopi ya phofo
- ★ ¼ kopi ya letswai
- ★ ½ kopi ya metsi a futhumetseng
- ★ 5 ya marothodi a nang le mmala wa dijo



Mehato

- 1 Kopanya phofo le letswai.
- 2 Kopanya ½ kopi ya metsi a futhumetseng le marothodi a menyenyane a mmala wa dijo.
- 3 Tshela metsi butle hara motswako wa phofo o ntse o fuduha. Fuduha motswako o kopane hantle, ha o qeta, duba hlama ya hao ho fihlela e kopane le metsi. Ha hlama ya hao e kgumarela, netefatsa hore o ntse o tshela phofo ho fihlella moo hlama e sa kgumareleng.
- 4 Phetha mehato ena ha o batla ho duba mmala o mong wa dijo.

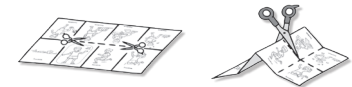
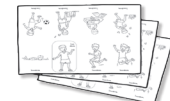
Futhumatsa hlama ya papadi ka ho e pepetetsa hara matsoho a hao. Boiketliso bona bo hantle bakeng sa ho otlolla misifa ya matsoho a baithuti. Paka hlama ya papadi hara dipolasetiki hore e dule e le ntjha, e be o e boloka hara furijil sehatsetsi, ha ho kgoneha, boloka hlama polekeng e phodileng.



★ Ho etsa bukana

Mehato

- 1 Etsa difotokopi tsa dibukana tseo o di hlohang.
- 2 Mena leqephe la ditshwantsho tse shebileng hodimo, ka dikarolo tse robedi.
- 3 Photholla leqephe ka halofo ho ya tlase mahareng.
- 4 Kgaola mahare a leqephe jwalo ka ha o bontshwa setshwantshong ha mmoho le meleng ya matheba a leqephe.
- 5 Tshwara leqephe pakeng tsa monwana le monwana o motona mahlakoreng a leqephe.
- 6 Theola matsoho a ye tlase a le mabedi.
- 7 Etsa laeborari ya di bukana / buka tse nyenyane.



★ How to make playdough

You will need

- ★ 1 cup flour
- ★ ¼ cup salt
- ★ ½ cup warm water
- ★ 5 drops food colouring



Steps

- 1 Mix together the flour and salt.
- 2 Mix together ½ cup warm water and a few drops of food colouring.
- 3 Slowly pour the water in the flour mixture, stirring as you pour. Stir until combined, then knead with your hands until the flour is completely mixed in. If the dough is too sticky, add more flour until it doesn't stick at all.
- 4 Repeat these steps for whatever colour you want to make.

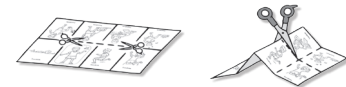
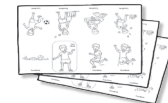
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

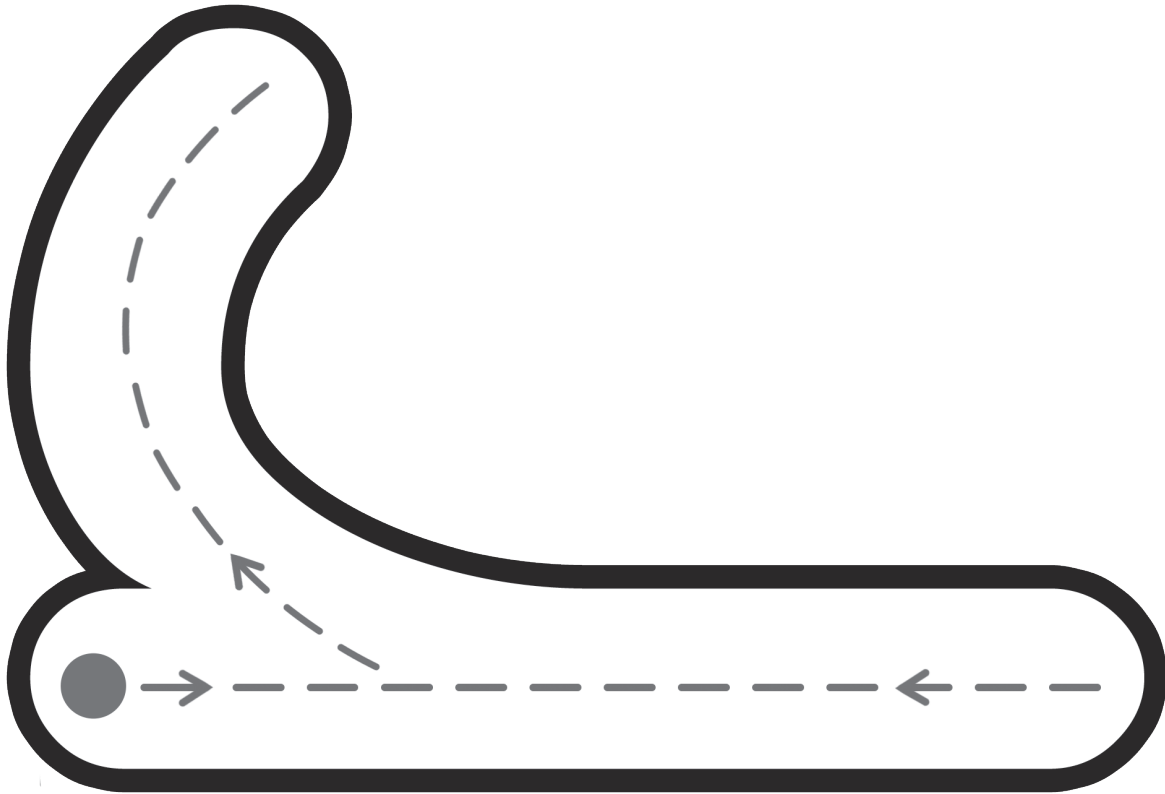
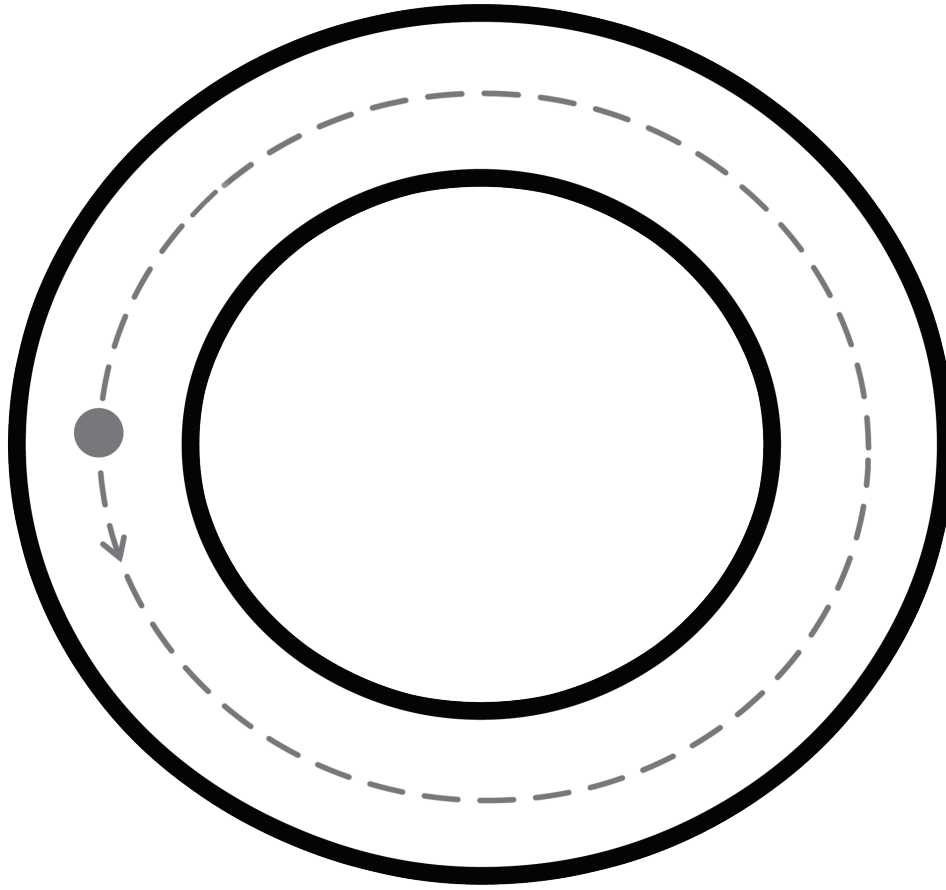


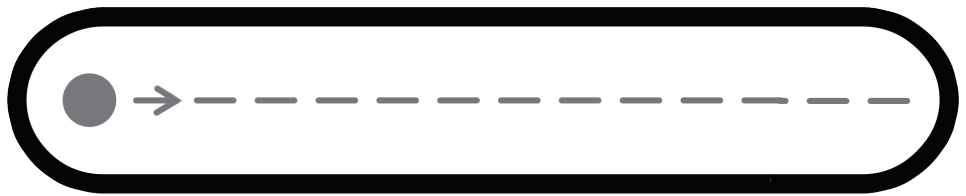
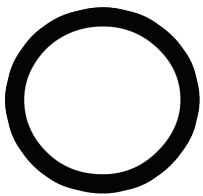
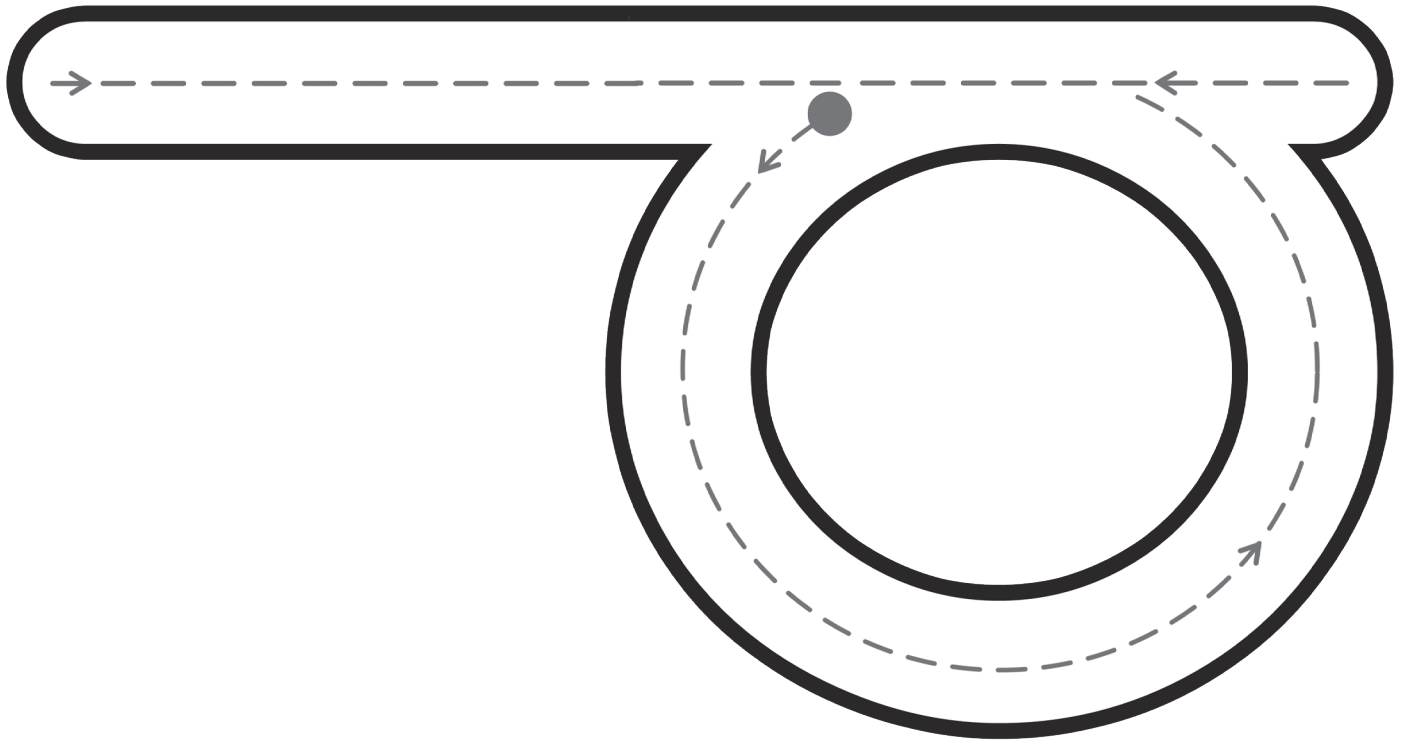
★ How to make a little book

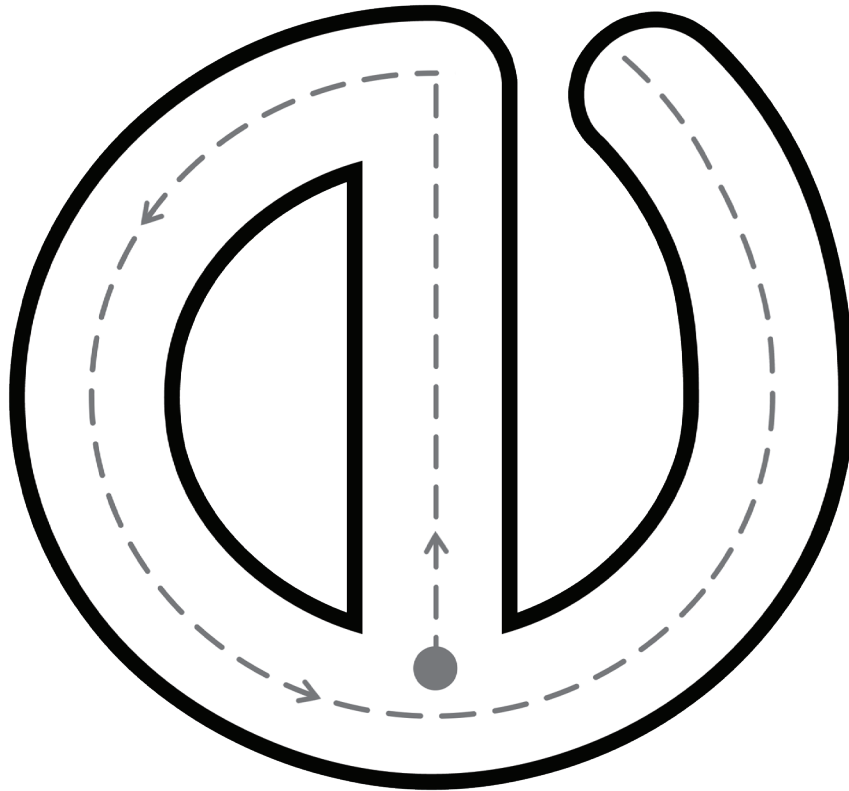
Steps

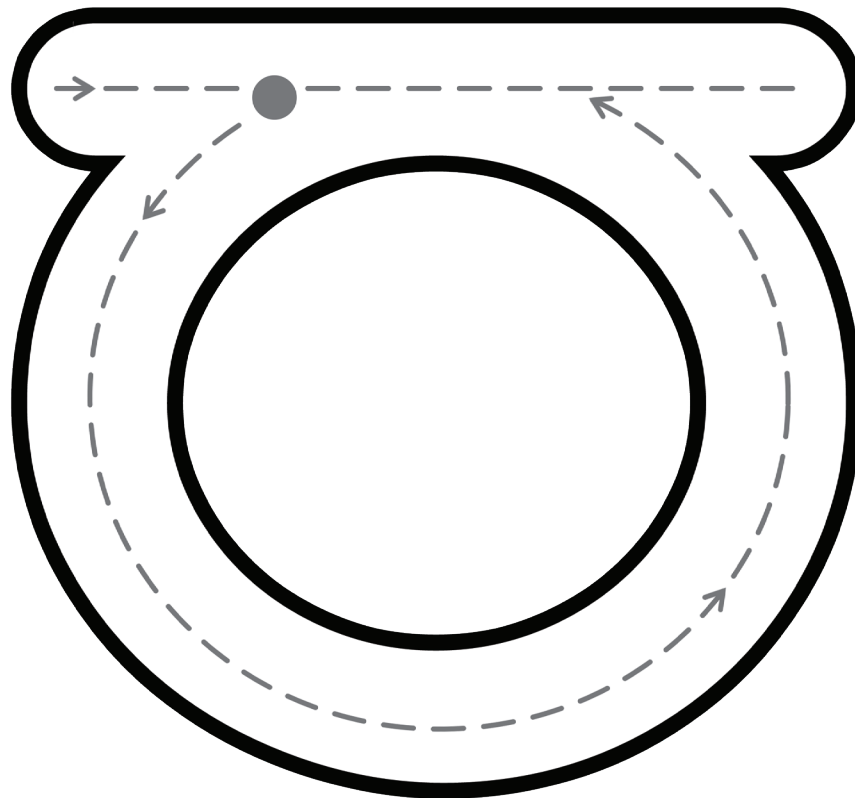
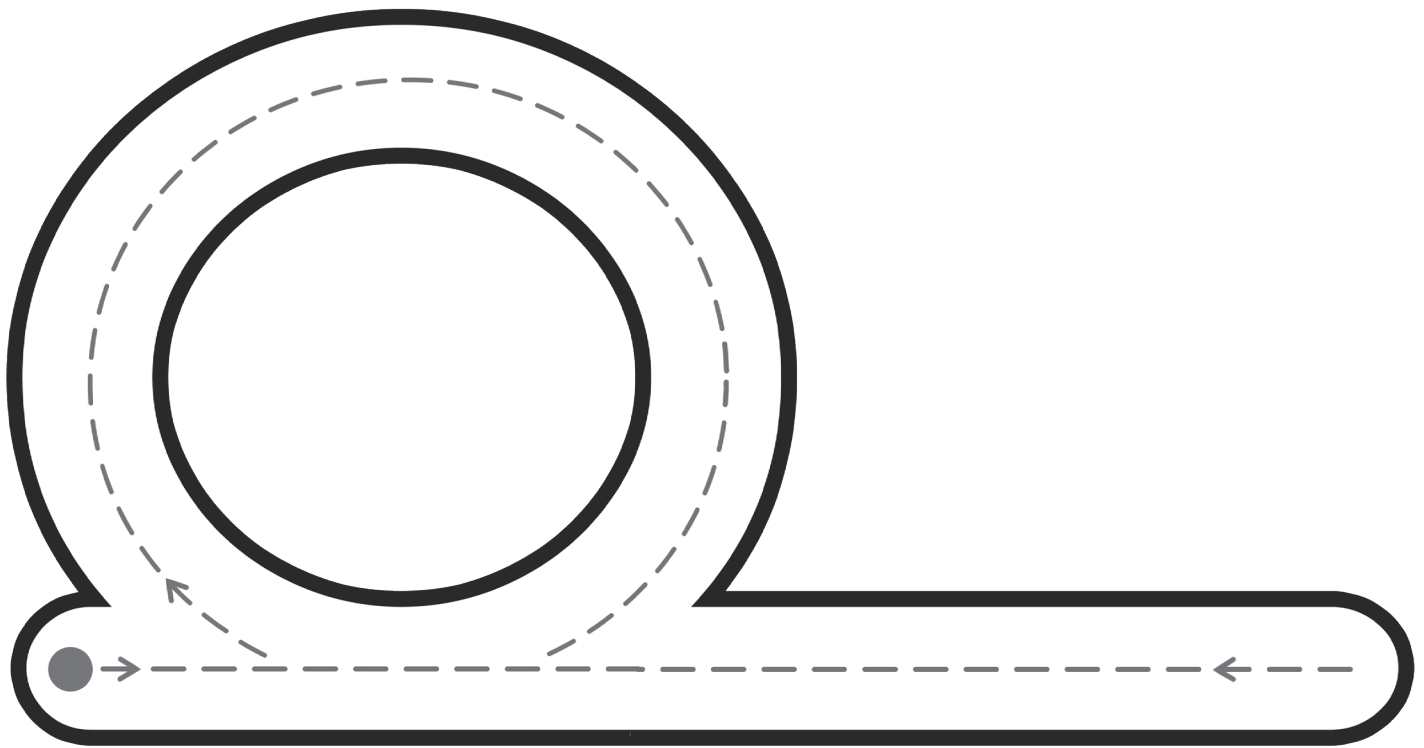
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between your finger and your thumb on both sides of the page.
- 6 Bring your hands down and together.
- 7 Make a Little book library by storing all your books in a small box – a jelly box works well!









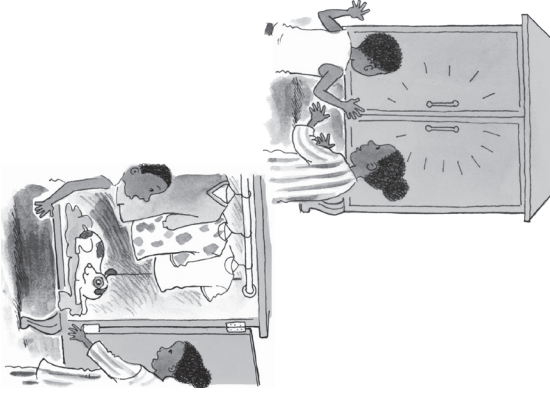




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9



2



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Mose o Motala



Wordworks
Creating Learning Moments

Buka ena ke ya:

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Matha, Lindi,
Matha



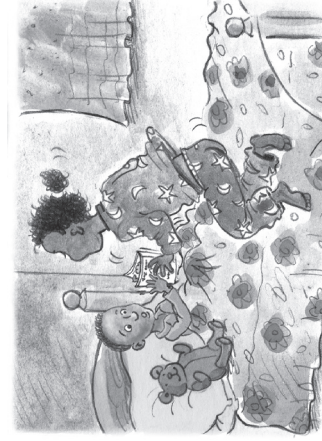
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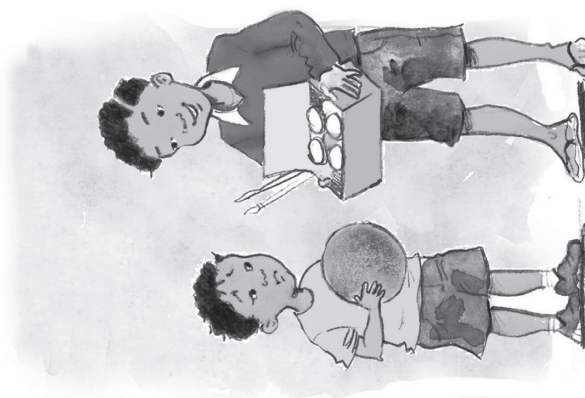
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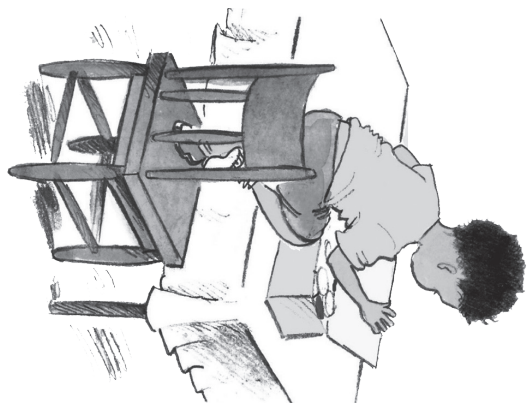




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Ali le pente



Wordworks
Creating Literacy Through Literacy

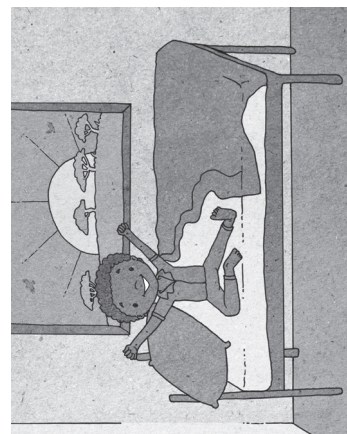
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Letsatsi le letle

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Buka ena ke ya:

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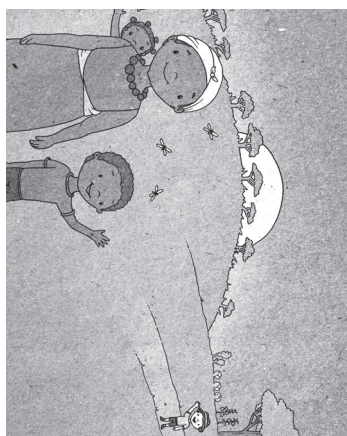
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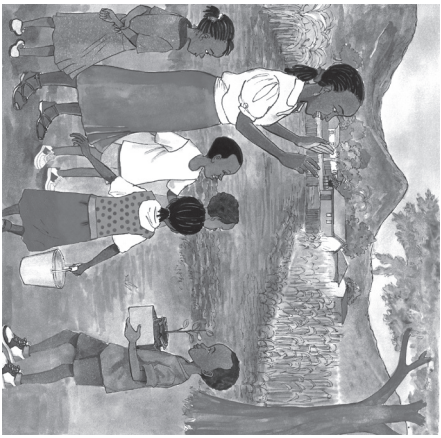
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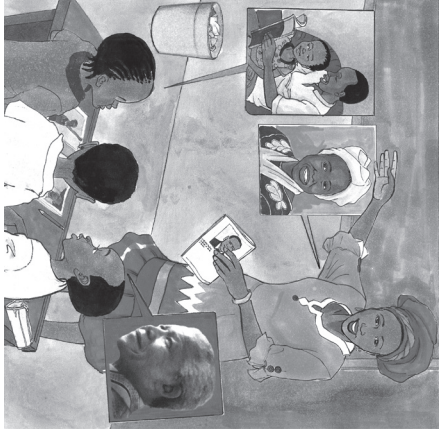
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Buka ena ke ya:

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Mosuwetsana Akinyi

African Storybook.org



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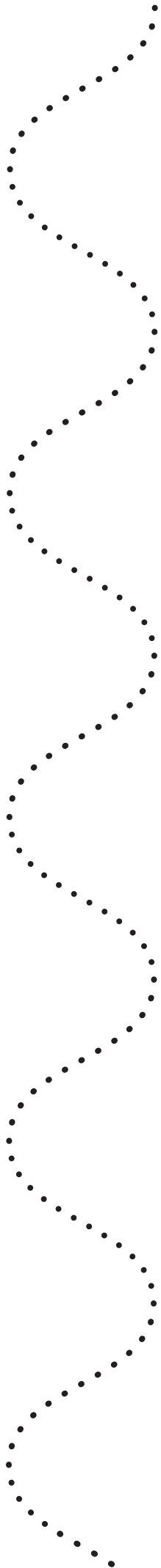
Ali le pente: Leqephe la ketsahalo ya mpho

		<p>E ya ho:</p> <p>E tswa ho:</p>



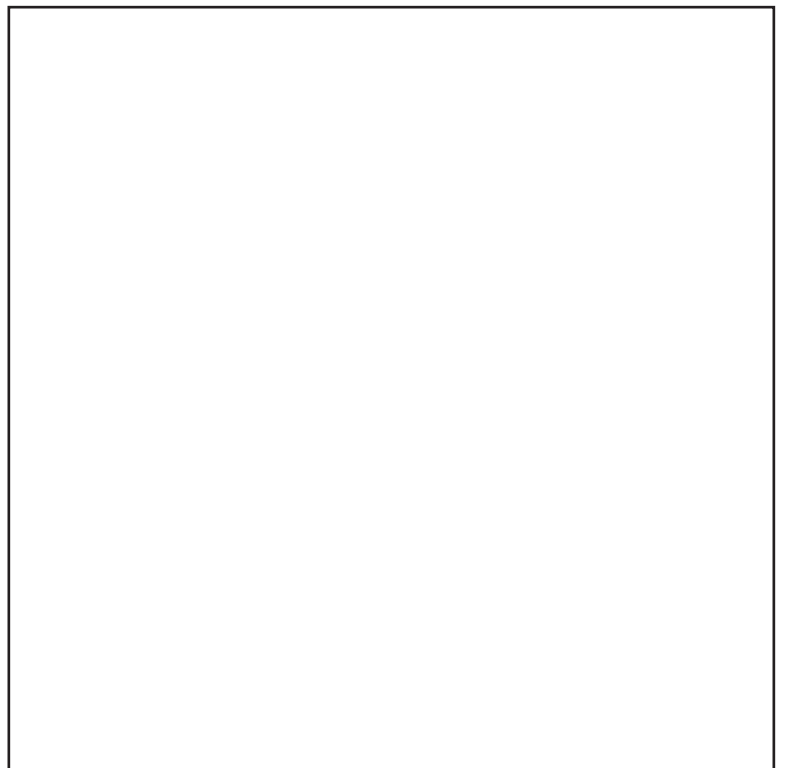
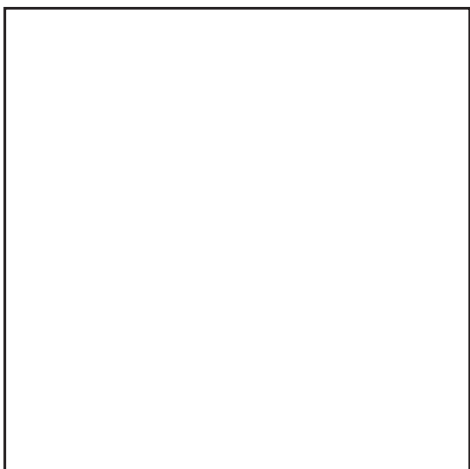
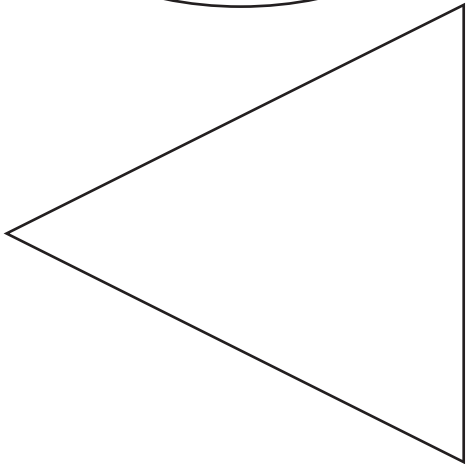
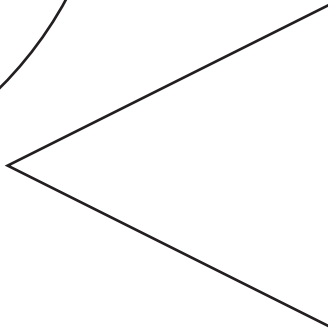
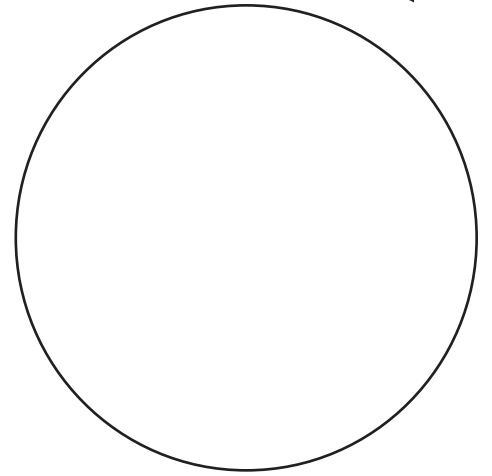
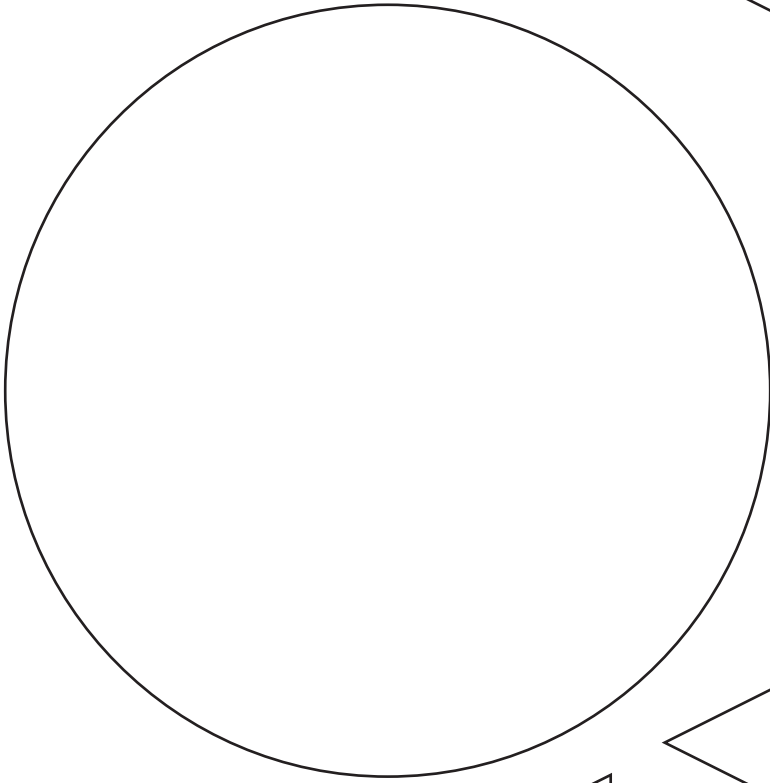
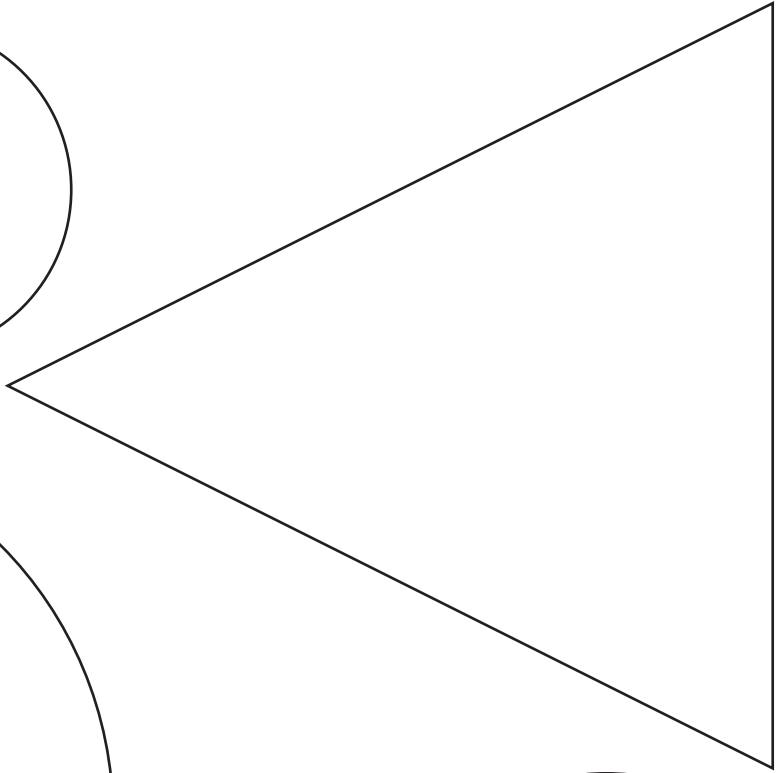
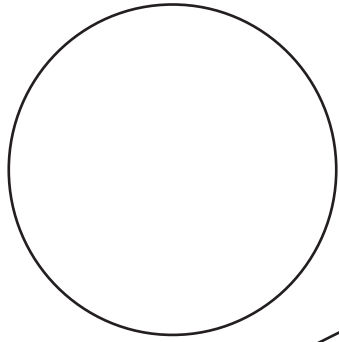
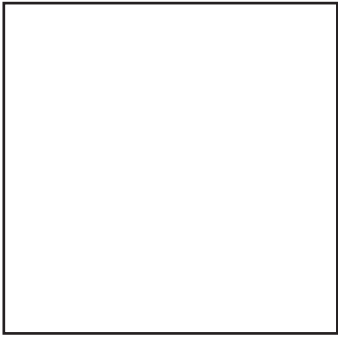


Ali le pente: Leqephe la ketsahalo ya pampiri ya ho phuthela dimpho















Ali le pente: Leqephe la ketsahalo ya dibopeho





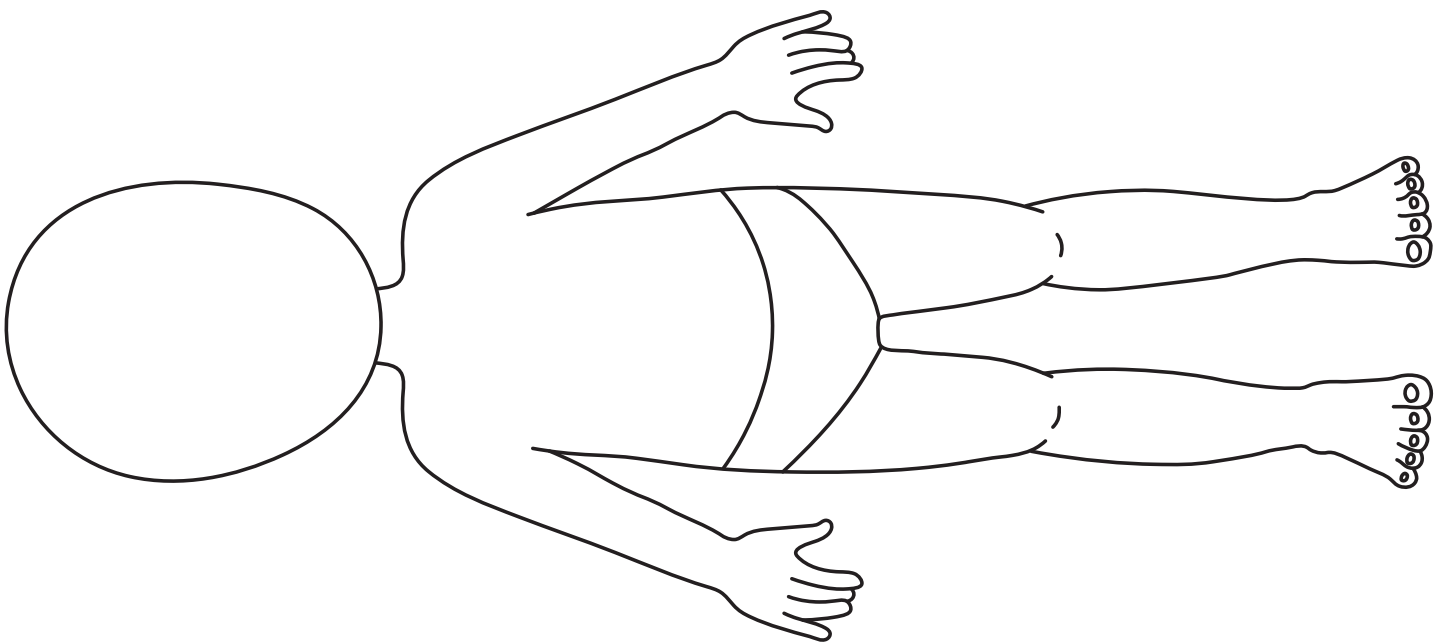
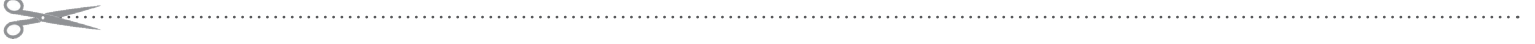
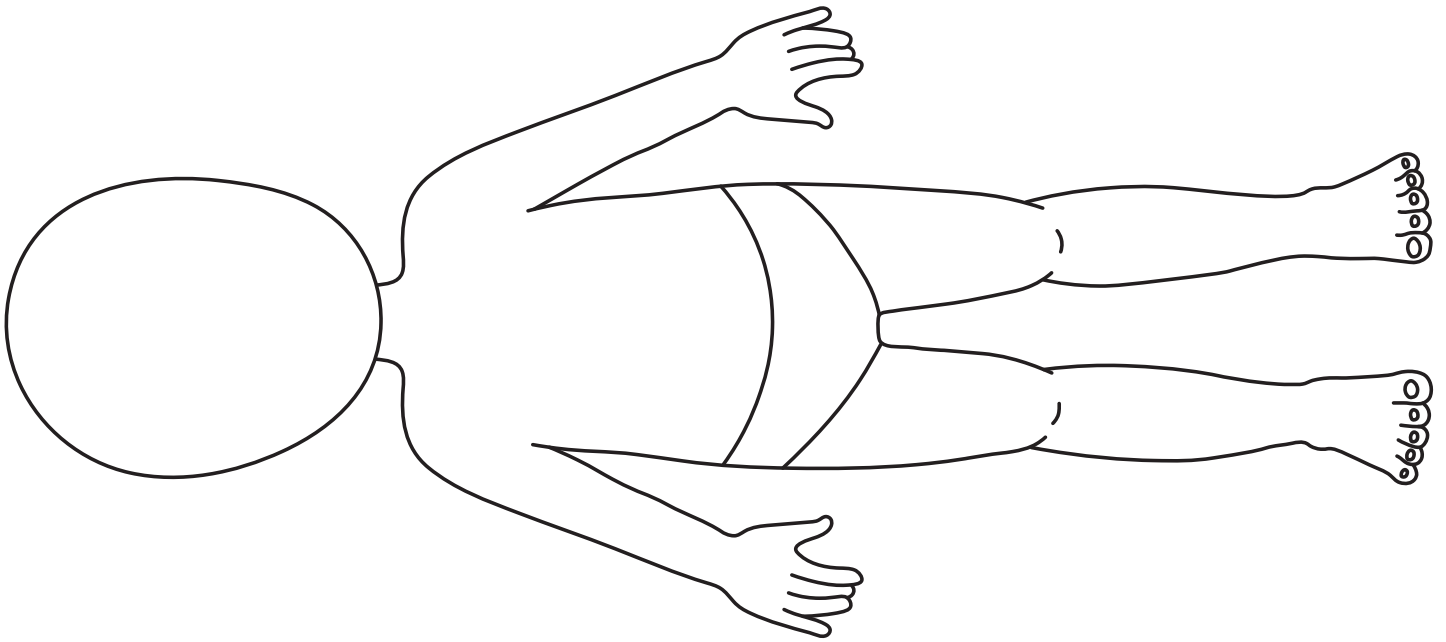
Ali le pente: Leqephe la ketsahalo ya bala o etse

				
letsatsi	sefate	moseme wa pikiniki	diapole	dipanana
1	1	1	2	3
				





Letsatsi le letle: Leqephe la ketsahalo ya ho apara





Letsatsi le letle: Leqephe la ketsahalo ya moseme wa pikiniki



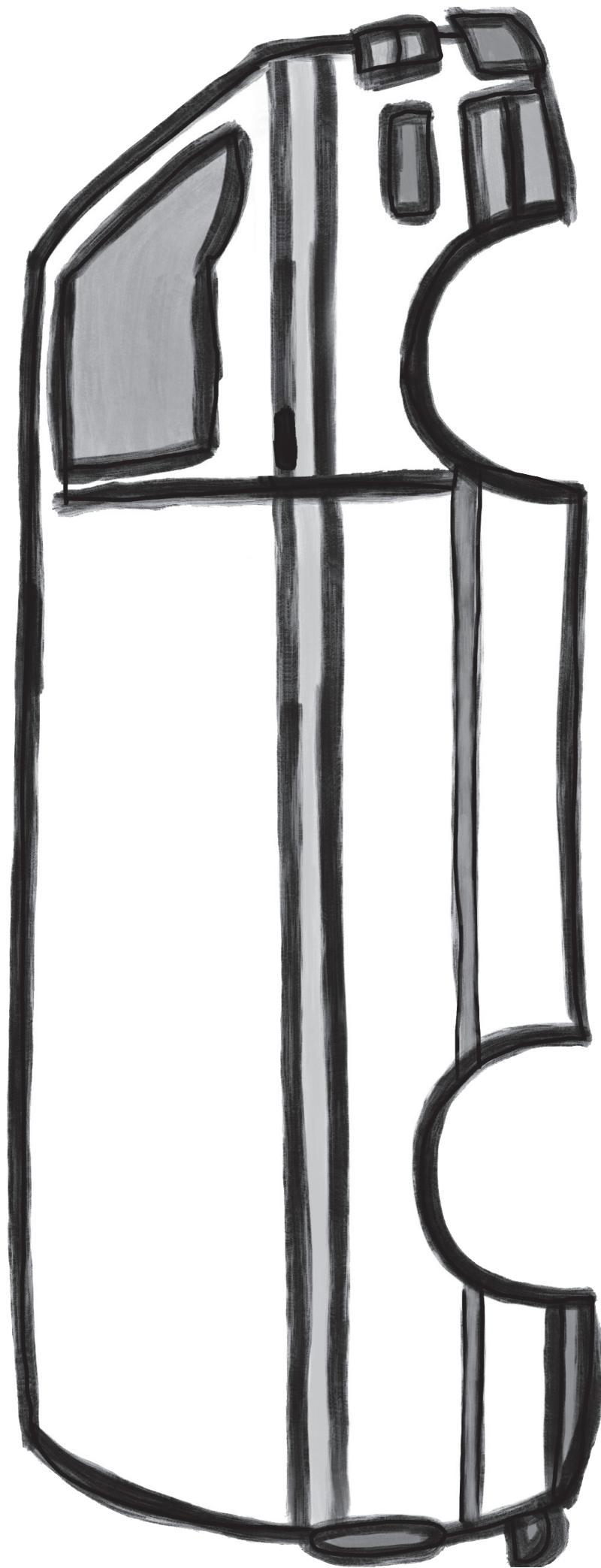
↓ Mena mona ↓

↑ Emsisa ho seha mona ↑





Mosuwetsana Akinyi: *Leqephe la ketsahalo ya tekesi ya Thabo*





Mosuwetsana Akinyi: Leqephe la ketsahalo ya tsela e matswedintsweke

