



Lenaneo la go Kaonafatša Thuto ya
Leleme Mphatong wa R

Grade R Language
Improvement Programme

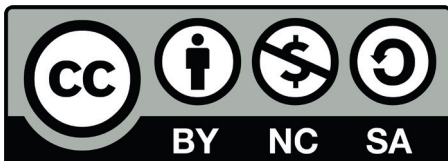
Pukutlhahlo ya Mešongwana Activity Guide

Kotara ya 2
Term 2



Sepedi | English





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Laesentshe ye e dumelela bašomiši ba leboelela gore ba phatlalatše, ba hlakanye leswa, ba lekelelanye, le gona go aga sedirišwa ka mokgwa goba sebopego sefe goba sefe feela mabakeng ao e se go a thekišo, ebile feela ge seabe seo se filwe mohlodi. Ge o hlakanya ka leswa, o lekelelanya, goba o aga go sedirišwa, o swanetše go ba le laesentshe ya sedirišwa seo se nolofaditšwego ka tlase ga mabaka ao a swanago.

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★ Molaetša go tšwa go Hlogo 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.

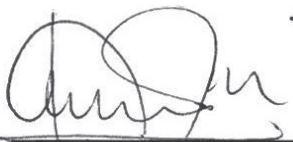
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning. 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

Pukutlhahlo ya Kotara ya 2

Pukutlhahlo ya Leleme la Gae ya Kotara ya 2 e fa sebopego sa go ruta Leleme la Gae ka Mphatong wa R mo Kotareng ya bobedi. Mešongwana ye e hlamilwe godimo ga dikanegelo go ya ka sediko sa di beke tše pedi kanegelong ye nngwe le ye nngwe.

Lebelela tše di latelago:

- ★ Lenaneo le o swanetšego go le beakanyetša dibeke tše dingwe le tše dingwe tše pedi tša sediko sa kanegelo
- ★ Sediko sa dibeke tše pedi seo se alago mešongwana ya letšatši ka letšatši ya dibeke tše pedi
- ★ Letlakala la tekanyetšo ye e tšwelelago ye e lego mabapi le mešongwana ya kotara yeo e ka šomišetšwagio go bega tšwelopele ya morutwana mo gare ga kotare
- ★ Diruburiki tše tekanyetšo
- ★ Matlakala a mošongwana ao a ka ntšhafatšwago, dipuku tše dinnyane le dithalwa tša dibopego tša ditlhaka.

Dišomišwa

Ye ke kakaretšo ya dikanegelo, ditabataba tše di sepelelanago le ditlhaka tše di nepišitšwego tša Kotara ya 2.

Kanegelo	Tabataba	Ditlhaka/medumo tše di tsepeletšwego
Na o mma wa ka?	Legae, Polokego	š le i
Go letetšwe lesea	Lapa la ka, Matšatši a beke	l le e
Sehlaga sa kuane	Boso	t le a
Khudu le legapi la yona	Modumo, Go bona le go kgwatha	m le u
Mmagauta	Tatso le monkgo	g le o

O tla swanelwa ke go itlhamela didirišwa tša gago ge nako e ntše e eya pele go ruta lenaneo. Tše dingwe o tla di fiwa e le karolo ya lenaneo, tše dingwe o swanetše go di kgoboketša le gore tše dingwe o ka itirela tšona. Re šišinya gore o beakenye dithuto tša gago mathomong a beke ye nngwe le ye nngwe o lokiše didirišwa ka moka tše o tla di nyakago pele ga nako. Kgonthiša gore ka moka di beakantšhitšwe pele o ka thoma go ruta, gore o kgone go šomiša nako ya gago ka moka le barutwana.

Phahlo ya Didirišwa tša Polelo

Mo Pukutlhalong ya Mešongwana ye nngwe le ye nngwe o tla amogela phahlo ya didirišwa yeo e na go le:

- ★ Dipopi ya kanegelo ye nngwe le ye nngwe
- ★ Diswantšho ka tatelano tša go tlo šomišetšwa kanegelo ye nngwe le ye nngwe
- ★ Puku ye Kgolo ya kanegelo ye nngwe le ye nngwe
- ★ Dithalokwana le marara (tše go tla nyakegago gore di segwe di lokišwe).

★ Introduction

The Term 2 Activity Guide

The Home Language Term 2 Activity Guide offers a structure for teaching Home Language in the second 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 every day
- ★ a continuous assessment page which is based on the term's activities and can be used to record each learner's progress during the term
- ★ assessment rubrics
- ★ photocopiable activity pages, little books and letter templates.

Resources

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

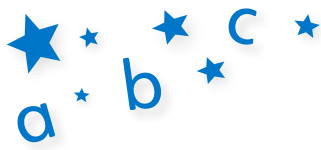
Story	Theme	Focus letters/sounds
Are you my mother?	Home, Safety	š and i
Waiting for baby	My family, Days of the week	l and e
The beanie nest	Weather	t and a
Tortoise and his shell	Sound, sight and touch	m and u
Goldilocks	Taste and smell	g and o

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*).



Didirišwa tše di swanetšego go kgoboketšwa goba go rekwa

- ★ Ditshegetšo le meaparo ye e sepelelanago le kanegelo tša go tlo šomišwa ge go anegwa kanegelo, thaloko ya maitirišo le go tšea karolo
- ★ Ditsekana tša didirišwa tša mešongwana ya tša bokgabo le ya go bopa: ditsekana tša lephephe, bjang, mafofa, dikotana, leokodi, lee, mapokisi, dikhurumelo tša mabotlelo, mabotlelo a dipolasitiki, mapokisana a mankgwari, maswikana, dipoleiti tša lephephe, diforoko tša polasitiki, lenti le dithapo tša dieta, serviettes
- ★ Didirišwago tše di gatišitšwego go ya ka kangelo ye nngwe le ye nngwe; dipuku tša diswantšho, matlakala a direkišwa, dikgatišobaka le mangwalo a ditsebišo
- ★ Dikherayoni tša makhura tše dikgolo, dipente le diporashe tša go penta, dikero, dikhokhi le dipene tša go ngwala godimo ga letlapa le lešweu
- ★ Letlakala la A4, khatapoto le lephephe ya go šomišwa godimo ga papetla ya go fefeulwa
- ★ Dilo goba dikarata tša diswantšho tša a mangwe a mantšu a go tšwa lenaneong la tlotlontšu ya kanegelo ye nngwe le ye nngwe
- ★ Dilo tša go tsenywa ka gare ga mapokisi a ditlhaka
- ★ Diswantšho tša magae a go fapana a diphoofolo le ditho tša go fapana tša ka lapeng
- ★ Dihlogwana goba diswantšho tše dinnyane mešongwana ya ditlhaka godimo ga sethalwa; lephephe goba pampišanathume, foili, lehulo, lešela, pente ya menwana, lelente, maswikana a mannyane, meruka, dinawa, mohlaba, dipelwana, dikuane, moriri, furu, dilaetša ka mmala, ditlhodi, diphuthelo tša dimonamonane, diphuthedi, lenti, matlakala, dihlokolameno, theipi, ditsekana tša khatepokisi, poropo, dithoro tša kofi.

Boitokišo bja kanegelo ye nngwe le ye nngwe

- ★ Kgoboketša ditshegetšo tša go tlo thuša go anega kanegelo, go tšea karolo le go dira thaloko ya maitirišo
- ★ Ntšhifatša matlakala a mešongwana a go tlo fiwa morutwana yo mongwe le yo mongwe.
- ★ Lokišetša dithaloko le marara o di bee ka gare ga setšhelo.
- ★ Dira hlama le legogwa la hlama (mohlako wa tše o loketšwe ka gare ga matlakala a mešongwana)
- ★ Ntšhifatša puku ye nnyane o e phuthe go tlo fa morutwana yo mongwe le yo mongwe (ditaello di ka gare ga matlakala a mešongwana)
- ★ Dira mapokisi a ditlhaka tše pedi a kanegelo ye nngwe le ye nngwe: Tlatša setšhelo sa lebebetšididi ka dilo (e ka ba diswantšho tša dilo) tše di thomago ka modumo wo itšego. Mohlala, lepokisi la /s/ le tla swara dilo tše maina a tšona a thomago ka modumo wa /s/. Šomiša lenaneo la mantšu go thuša go kgetha dilo tše di lebanego mapokisi. Efa lepokisi le lengwe le le lengwe leina ka go šomiša dithempleiti tša ditlhaka. Ke kgopolo ye botse go thala ka go latela thempleiti godimo ga felete, lephilolo goba godimo ga lephephe mohlaba gore bana ba kgone go kwa sebopego sa tlhaka.

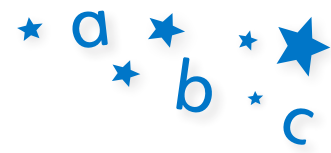
Go ruta Leleme la Gae ka lenaneong la letšatši ka letšatši ka Mphatong wa R

Nako ye e nepagetšego ya Leleme la Gae e akaretša mešongwana ya letšatši le lengwe le le lengwe ya barutwana ka moka ka phapošeng le ya sehlopha se sennyane. Mešongwana ye e beakantšhitšwe ka ditsela tša go fapana:

- ★ Morutiši o hlhla a le ka pele ga barutwana ka phapošeng
- ★ Morutiši o dula le sehlopha se sennyane go se hlhla le go tšeiša barutwana karolo ka tlhokomelo.
- ★ Morutiši o hlalosa mešongwana a kgopela barutwana go šoma ka bobona ka dihlopha.

Sediko sa dibeke tše pedi se ala mešongwana ya letšatši le lengwe le le lengwe go akaretša dibeke tše pedi. Mešongwana ye e beakantšheditšwe go šomišetšwa go tiišeletša polelo ya kanegelo, le go tšweletša pele tsebo ye bohlokwa ya dikgopolo ka gare ga diteng tša go kwešišagala tša kanegelo. Sebopego se bušeletšwa ka sedikong se sengwe le se sengwe sa dibeke tše pedi Mokgwa wo e ba wo o tlwaetšwego le gore o hola barutiši le barutwana. Barutiši ba tloga ba itshepa go ruta ka tsela ye barutwana le bona ba ikwa ba bolokegile ge ba tseba seo se letešwego go tšwa go bona.





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, kokis and whiteboard markers
- ★ A4 paper, cardboard and flipchart paper
- ★ pictures of different animal homes and different family members
- ★ scrap materials for art and construction activities: scrap paper, grass, feathers, sticks, cotton wool, egg boxes, bottle tops, plastic bottles, matchboxes, small rocks, paper plates, plastic forks, string and shoelaces, serviettes
- ★ items or small pictures for letter template activities: paper or tissue paper, tinfoil, foam, fabric, finger-paint, ribbon, little stones, beads, beans, sand, hearts, hats, hair, hay, highlighters, lentils, lollipop wrappers, lace, leaves, toothpicks, tape, cardboard scraps, cork, coffee grains.

Preparation for each story

- ★ 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 learners can feel the shape of the letter.

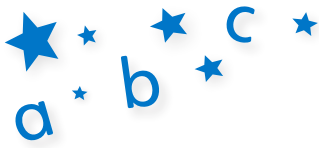
Teaching Home Language in the Grade R daily programme

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.

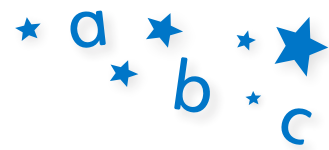




Sediko sa dibeke tše pedi sa Leleme la Gae






Beke ya 1

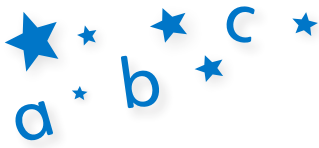
Mešongwana ya phapoše ka moka	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
Mešongwana ye e theilwego godimo ga dikanegelo	Go anega kanegelo le go bopa tlotlontšu	Go anega kanegelo le go opela	Go anega kanegelo le go e raloka	Go bea diswantšho ka tatelano	Dira, thala o be o ngwale
	Barutwana ba kwa kanegelo la mathomo le go ithuta tlotlontšu ye mphsa.	Barutwana ba theeletša kanegelo leboelela ba opela koša ye e sepelelanago le kanegelo.	Barutwana ba tšea dikarolo tša go fapana ba šomiša polelo ya kanegelo ka bona beng, ge kanegelo e anegwa.	Barutwana ba anega kanegelo gape ba šomiša diswantšho.	Barutwana ba laetša dikgopolo tša bona ka ga kanegelo ka go dira se selo se sengwe, go thala seswantšho goba ba tšea karolo ka go ngwala mmogo.
Mešongwana ka Tlhaka le Modumo	Go hlagiša modumo go tšwa kanegelong	Go bopa tumatlhaka	Mapokisi la dithlaka	Go theeletša medumo ye e nepišitšwego	Momaganya le go ripaganya
	Barutwana ba tsebišwa modumo wo o nepagetšego gammogo le tlhaka ye e bapetšwago le mantšu a go tšwa ka kanegelong.	Barutwana ba bopa tlhaka ye e nepagetšego ba šomiša didiršwa tša go fapana e lego seo se ba fago boitemogelo bjo bo humilego bja dikwi.	Barutwana ba bona, ba swara le go bolela ka dilo le diswantšho tšeo di thomago ka modumo wo o nepagetšego.	Barutwana ba hlaola medumo ye e nepagetšego ka gare ga mantšu.	Barutwana ba momaganya medumo go bopa mantšu le go ripaganya mantšu ka medumo.
Mešongwana ya dihlopha tše dinnayne	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
Stella o laetša gore ke mešongswana efe ya sehlopha se sennyane yeo e hlahlwago ke morutiši letšatši ka letšatši.					
Sehlopha se setala lerata	Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele	Mošongwana wa 2: Marara le dithalokwana	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo
	Barutwana ba bega dikgopolo tša bona ka go dira dithalwa le ka mongwalo wo o itšweletšago.	Barutwana ba dira marara le go raloka dipapadi tša polelo.	Barutwana ba bala ka bobona ba ipshina ka dipuku le ka didirišwa tše dingwe tše di gatišitšwego.	Barutwana ba dira mešongwana ye bolela le go itlwaetša go bopa dithlaka.	Barutwana ba aga godimo ga polelo ya kanegelo le tabataba ka papadi ya go itiriša.
Sehlopha se setala morogo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele	Mošongwana wa 2: Marara le dithalokwana	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo
Sehlopha se serolwana	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele	Mošongwana wa 2: Marara le dithalokwana	Mošongwana wa 3: Go bala ka go itaola
Sehlopha se sehubedu	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele	Mošongwana wa 2: Marara le dithalokwana
Sehlopha se sephephole	Mošongwana wa 2: Marara le dithalokwana	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele



The Home Language two-week cycle

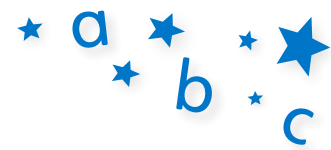
Week 1

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	Storytelling and building vocabulary Learners hear the story for the first time while learning new vocabulary.	Storytelling and singing Learners listen to the story again and sing a song related to the story.	Storytelling and role play Learners take on different roles and use the story language themselves, while the story is narrated.	Sequencing pictures Learners retell the story by using pictures.	Make, draw and write Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.
	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.
Letter and sound activities					
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
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 



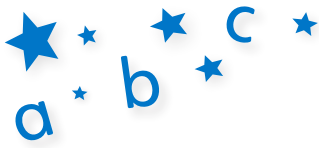
Beke ya 2

Mešongwana ya phapoše ka moka	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
Mešongwana ye e theilwego godimo ga dikanelo	Tatelano ya diswantšho tše dingwe gape	Go bala mmogo: Puku ye Kgolo	Go ithuta go theeletša	Bala o dire	Dira, thala o be o ngwale
	Barutwana ba kgobokanya tsebo ya bona ya kanegelo ka go bea diswantšho ka tatelano ka bobona ntle le thušo.	Barutwana ba theeletša kanegelo yeo ba e tlwaetšego e balwa le go ekišwa ke morutiši.	Barutwana ba theeletša ka tlhokomelo le go latela ditaello tše di fiwago.	Barutwana ba hlaholla tatelano ya tše di ngwadilwego le ya diswantšho.	Barutwana ba bontšha dikgopolo tša bona mabapi le kanegelo ka didirwa,ka go thala seswantšho goba go tšea karolo ka go ngwala mmogo.
Mešongwana ka Tlhaka le Modumo	Go hlagiša modumo go tšwa kanegelong	Go bopa tumatlhaka	Mapokisi la dithlaka	Go theeletša medumo ye e nepišitšwego	Momaganya le go ripaganya
	Barutwana ba rutwa modumo wo o nepagetšego gammogo le tlhaka ye e bapetšwago le mantšu a go tšwa ka kanegelong.	Barutwana ba bopa tlhaka ye e nepagetšego ba šomiša didiršwa tša go fapana e lego seo se ba fago boitemogelo bjo bo humilego bja dikwi.	Barutwana ba bona, ba swara le go bolela ka dilo le diswantšho tšeo di thomago ka modumo wo o nepagetšego.	Barutwana ba hlaola medumo ye e nepagetšego ka gare ga mantšu.	Barutwana ba momaganya medumo go bopa mantšu le go ripaganya mantšu ka medumo.
Mešongwana ya dihlopha tše dinayne	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
	Stella o laetša gore ke mešongwana efe ya sehlopha se sennyane yeo e hlahlwago ke morutiši letšatši ka letšatši.				
Sehlopha se setala lerata	Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele	Mošongwana wa 2: Marara le dithalokwana	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo
	Barutwana ba bega dikgopolo tša bona ka go dira dithalwa le ka mongwalo wo o itšweletšago.	Barutwana ba dira marara le go raloka dipapadi tša polelo.	Barutwana ba bala ka bobona ba ipshina ka dipuku le ka didiršwa tše dingwe tše di gatišitšwego.	Barutwana ba dira mešongwana ye boleta le go itlwaetša go bopa dithlaka.	Barutwana ba aga godimo ga polelo ya kanegelo le tabataba ka papadi ya go itiriša.
Sehlopha se setala morogo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele	Mošongwana wa 2: Marara le dithalokwana	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo
Sehlopha se serolwana	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele	Mošongwana wa 2: Marara le dithalokwana	Mošongwana wa 3: Go bala ka go itaola
Sehlopha se sehubedu	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele	Mošongwana wa 2: Marara le dithalokwana
Sehlopha se sephephole	Mošongwana wa 2: Marara le dithalokwana	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele



Week 2

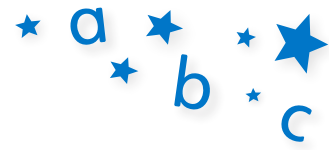
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	More sequencing pictures Learners consolidate their story knowledge by sequencing pictures more independently.	Shared reading – Big Book Learners listen to a familiar story being read as the teacher models the reading 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.
	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.
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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



Mešongwana ya Lenaneo e sepelelana le CAPS

Tafola ye e laetša ka mo mešongwana ya sediko sa dibeke tše pedi e bopago mabokgoni a polelo a CAPS ao a ikgethilego, le go bontšha ka mo o ka šomišago mešongwana ye go lekanetša tšwelopele ya morutwana ge e bapetšwa le dilekanyo tša tekanyetšo ka go CAPS.

Sediko sa dibeke tše pedi	Mešongwana ya phapoše ka moka ya go sepelelana le kanegelo	Mabokgoni a Polelo go ya ka CAPS	Lenaneo la go kgonthišiša Tekanyetšo	Tsela ya go ela tekanyetšo
			(di tšwa go dilekanyo tša go lekanyetša ka go CAPS)	
Beke ya 1: Mošupologo	Go anega kanegelo le go bopa tlotlontšu	Go theeletša le go bolela	Ipshine ka go theeletša dikanegelo-kopana o tsene mogobelong ka nako ya maleba Botšiša dipotšišo	
Labobedi	Go anega kanegelo le go opela	Go theeletša le go bolela	Opela dikoša tše bonolo o di diragatše (ka thušo)	
Laboraro	Go anega kanegelo le go e raloka	Go theeletša le go bolela	Bapala karolo ya kanegelo, koša goba sereto	
Labone	Go bea diswantšho ka tatelano	Go theeletša le go bolela		Go theeletša le go bolela Tsela ya kelo ya 1: Go anega dikanegelo le go di anega gape ka mantšu a gago
Labohlano	Dira, thala o be o ngwale	Go theeletša le go bolela Go ngwala ga go tšweletšwa pele	Go fana ka dikgopolo ka tsela ya dithalwa le go fana ka mafoko ka phapošeng e le mošongwana wa go ngwalwa Go fa melaetša ka go thala le go penta diswantšho	
Beke ya 2: Mošupologo	Tatelano ya diswantšho tše dingwe gape	Go theeletša le go bolela Go bala le go lebelela		Go theeletša le go bolela Tsela ya kelo ya 2: Beakanya sehlopha sa diswantšho ka tsela ye di tšweletšago kanegelo le tatelano ya maleba ya ditragalo ge di bewa ka mantšu le go anega kanegelo ye e hlamilwego
Labobedi	Go bala mmogo – Puku ye Kgolo	Go bala le go lebelela	Phapoše ka moka le morutiši ba “bala” diteng tše di godišitšwego bjalo ka direto, dipuku tše dikgolo le diphousetara	
Laboraro	Go theeletša le go dira	Go theeletša le go bolela	Go theeletša ditaello tše bonolo le go di diragatša	
Labone	Go bala le go dira	Go bala le go lebelela	Go lemoga maina a bona le maina a barutwana ba bangwe	
Labohlano	Dira, thala o be o ngwale	Go theeletša le go bolela Go ngwala ga go tšweletšwa pele	Go fana dikgopolo ka tsela ya dithalwa le go fana mafoko a go ngwala karolwana ke barutwana ka phapošeng Go thala goba go penta diswantšho e le go tliša melaetša	



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	



Sediko sa dibeke tše pedi	Mešongwana ya phapoše ka moka ya go sepelelana le kanegelo	Mabokgoni a Polelo go ya ka CAPS	Lenaneo la go kgonthišiša Tekanyetšo	Tsela ya go ela tekanyetšo
Beke ya 1 le 2: Mošupologo	Go hlagiša modumo go tšwa kanegelong	Medumo		Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 1: Go lemoga ditumammogo le ditumanoši tše dingwe ge di bolelwa le ka go di lebelela
Labobedi	Go bopa tumatlhaka	Mongwalo	Go bopa dithaka ka ditsela tša go fapana o penta ka menwana, diporaše tša go penta, dikherayoni tša makhura bj.bj. O thoma le go latela lefelo le le swanetšego	Go ngwala ga go tšweletšwa pele le Mongwalo Tsela ya kelo ya 1: Go tšweletša pele mabokgoni a mešifa ye mennyane le mabokgoni a tshapedišo ye e dumeletšwego
Laboraro	Mapokisi la dithlaka	Medumo	Go lemoga ge go bolelwa le ge go lebelelwa tše dingwe tša ditumammogo le ditumanoši tša mathomong kudu tša mo mathomong a lentšu	Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 1: Go lemoga ge go bolelwa le ge go lebelelwa tše dingwe tša ditumammogo le ditumanoši
Labone	Go theeletša medumo ye e nepišitšwego	Medumo		Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 2: Go thoma go lemoga gore mantšu a bopilwe ka medumo: go fa medumo ya mathomo ya maina a bona
Labohlano	Momaganya le go ripaganya	Medumo	Arola mantšu a nokontši ka dinoko: o šomiša go phaphatha goba itia moropa ge o bitša senoko se sengwe le se sengwe sa lentšu goba o hlaole palo ya dinoko (ka mephaphatho) ka gare ga maina a bana ka phapošeng	
Sediko sa dibeke tše pedi	Mešongwana ya dihlopha tše dinnyane	Mabokgoni a Polelo go ya ka CAPS	Lenaneo la go kgonthišiša Tekanyetšo	Tsela ya go ela tekanyetšo
Beke ya 1 le ya 2: Mošupologo	Go thala le go ngwala ga go tšweletšwa pele	Go ngwala ga go tšweletšwa pele	Go dira maitekelo a go ngwala dithlaka o šomiša mekgabišo, mekgwarinyo bj.bj. le go 'bala' mongwalo wa gago: 'go bala' tše di bolelwago ke mekgabišo Go swara dikherayoni ka tshwanelo le ka tsela ye e dumeletšwego ya go swara pensele	Go ngwala ga go tšweletšwa pele le Mongwalo Tsela ya kelo ya 2: Go thala diswantšho o laetša dikgopolo tše bohlokwa tša dikanegelo, dikoša goba tša direkto Rubric 3: Go kwešiša gore go ngwala le go thala ke ditsela tša go fapana tša go itriša go ngwala ge go šomišwa mekgabišo
Labobedi	Marara le dithaloko	Medumo Go theeletša le go bolela	Go šomiša polelo go gopola le go nagana: go lebantšha dilo tše di sepelelanago le go bapetša dilo tše di fapanago.	Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 3: Go lemoga ditumammogo le ditumanoši tše dingwe ge di bolelwa le ka go di lebelela
Laboraro	Go bala ka noši	Go bala le go lebelela	Go balela dipuku go ipshina ka noši ka bokgobapkung goba ka sekgutlwaneng sa go bala sa ka phapošeng. Go swara puku ka tsela ya maleba le go phetla matlakala ka tshwanelo	Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 3: Go itlhamela kanegelo ka go 'bala' ditaba go tšwa diswantšhong
Labone	Mabokgoni a tsela ye e dumeletšwego le mongwalo	Mongwalo	Go Bopa dithlaka ka ditsela tša go fapana o penta ka menwana, diporaše tša go penta, dikherayoni tša makhura bj.bj. O thoma le go latela lefelo le le swanetšego O ngwalolla dithlaka tše o di tsebago go tšwa leineng la gago go laetša tsela ya go ngwala: O ngwalolla leina la gago Go tšweletša pele taolo ya tshapedišo ye e dumeletšwego o šomiša dikero go sega bokantle bjo bo kotofaditšwego bja diswantšho, dibopego, bj.bj.	Go ngwala ga go tšweletšwa pele le Mongwalo Tsela ya kelo ya 1: Go tšweletša pele mabokgoni a mešifa ye mennyane le mabokgoni a tsela ye e dumeletšwego
Labohlano	Thaloko ya maitirišo	Go theeletša le go bolela Go ngwala ga go tšweletšwa pele	Go bapala karolo ya go ngwala mabakeng a dithaloko: go amogela molaetša wa mogala, go ngwala thekethe ya molato wa sephethephethe, bj.bj. Kgatišo ya dikhopi go tšwa tikologong ge go tšwelwa pele ka go bapala	





Two-week cycle	Whole class letters and sounds activities	CAPS language skills	Assessment checklist	Assessment rubric
Week 1 and 2: Monday	Introducing a letter 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	

★ Na o Mma wa ka?

Kanegelo

Go kile gwa ba le Nonyana ya Mma ye e ilego ya aga sehloga ka gare ga mohlare wo mogolo. E ile ya bea lee ka gare ga sehloga seo ya dula ka moo sehlageng matsšatši a mantšhi go ruthetša lee leo. Lefotwana le be le gola ka gare ga lee.

Ka morago ga sebaka, nonyana ya mma ya kwa e swerwe ke tla. E ile ya fofa ya tšwa ka sehlageng go yo nyaka dijo. Bjale o nagana gore go šadile go diragala eng ge e se gona? Lefotwana le be le e sa le le lennyane, efela le be le šetše le loketše go thwathwašwa. Le ile la betha bokagare bja lee ka molomo wa lona la dira lešoba. La gapeletša molomo wa lona go tšwela ka ntle mo lešobeng leo, lee la thubega, lefotwana la thwathwašwa la tšwela ka ntle! Lefotwana le be le thabile kudu la hlohlora maphegwana a lona a mannyane. Lefotwana le ile la lebelela ka mathoko ka moka go bona mo mmago lona a ka bego a le gona la re: "Mma o kae?" La lebelela fase, godimo le ka mathoko ka moka, efela la se mmone.

Lefotwana la re: "Ke tla sepela gore ke yo nyaka mma waka." Le ile la tšwa ka sehlageng. O nagana gore go ile gwa diragala eng? Le ile la wela fase! Ee, go bile bjalo ka ge le be le se le thome go ka fofa-ka ge le be le e sa le le lennyane kudu. Le ge go le bjalo le be le tiile ebile le le bogale, ka fao la emelela, la itlhlhora la ya go nyaka mmago lona.

Mo tseleng le ile la bona kgomo, la e botšiša, "Kgomo, na o Mma wa ka?" Kgomo ya re: "Muuuuuu, aowa, nna ga se nna mmago, efela nka go fa maswi." Lefotwana la re: "Aowa, ke a leboga, ke swanetše go humana mma wa ka," ge le tšwela pele ka mosepelo.



E se kgale la kopana le pudi. La e botšiša la re: "Pudi, na o Mma wa ka?"

Pudi ya re: "Meeee, meee," ebile e šikinya hlogo ya yona ya boya. "Aowa, nna ga se nna mmago, efela etla o je le nna bjang bja bose."

Lefotwana la re: "Aowa, ke a leboga, ke swanetše go humana mma wa ka," la tšwela pele ka mosepelo.

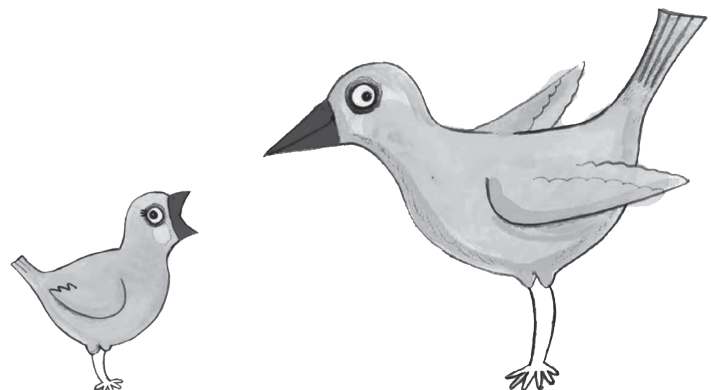


Lefotwana la thoma go nyama. La ipotšiša gore afa ke tla ka ka tsoga ke hweditše mma wa ka?" Ge le e sa nagana se, ya ba makgolo yo mongwe o feta ka tsela a swere seroto, a kwa lentšwana le re: "Tswiii-tswiii, tswiii-tswiii." Makgolo ga a ka a kwešiša gore lefotwana le le botšiša gore mmago lona o kae.

Naa o nagana gore makgolo o ile kwešiša gore le bolela se? Le ge go le bjalo, o ile a topa lefotwana leo, a le lokela ka gare ga seroto." Makgolo a re: "O bonala o timetše, ke tseba mo mmago a lego gona." Makgolo o ile a hwetša sehloga, a bušetša lefotwana leo ka fao sehlageng, a le bea ka bothakga. O ile a dula godimo ga leswika a emetše go bona seo se tlogo diragala. Naa o nagana gore go ile gwa diragala eng?

Nonyana ya Mma e be e hweditše diboko tše mmalwa gomme ya boela morago ka sehlageng e swere seboko se setelele ka molomo wa yona. Lefotwana le e be e le la mathomo le bona mmago lona ka ge nako ka moka le be le le ka gare ga lee, le gore le thwathwašitšwe mmago lona a se gona. Le ile la goeletša le thabile: "Na o Mma wa ka? Ke a tseba o mma wa ka!" Nonyana ya Mma ya re: "Ee, moratiwa wa ka, ke nna yena." Lefotwana le ile la bula molomo wa lona le thabile la kometša seboko sela. Mmago nonyana le lefotwana ba dula fase mmogo ka sehlageng. Bobedi bja bona ba be ba thabetše go ba mmogo gape.

A ke mafelelo a kanegelo.



★ Are you my mother?

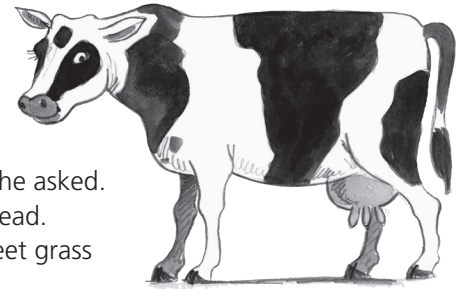
Story

Once upon a time there was a mother bird who built a beautiful nest in a big tree. She laid an egg in her nest and then she sat there for many days to keep it warm. Baby Bird was growing inside the egg.

After a while, Mother Bird felt hungry. She wanted to go and find food to eat so she flew away from the nest. Now what do you think happened while she was away? Baby Bird was still very small, but was ready to come out of the egg. He tapped the inside of the egg shell with his beak and made a little hole. He pushed his beak through the hole, the egg broke, and Baby Bird hatched out of the egg! He was so happy and he shook his little wings. Baby Bird looked around for his mother and said: "Where is my mother?" He looked up and down and all around, but he could not see her.

"I will go and find my mother," said Baby Bird. He stepped right out of the nest and do you know what happened? He fell straight down to the ground! Of course, Baby Bird couldn't fly yet – he was still too small. He was a strong and brave little bird, so he stood up, shook himself and went off to find his mother.

Along the way he saw a cow. "Cow, are you my mother?" he asked. "Mooooo," said the cow. "No, I am not your mother, but I will give you some milk." "No thank you," said Baby Bird, "I must find my mother," he said and walked on.



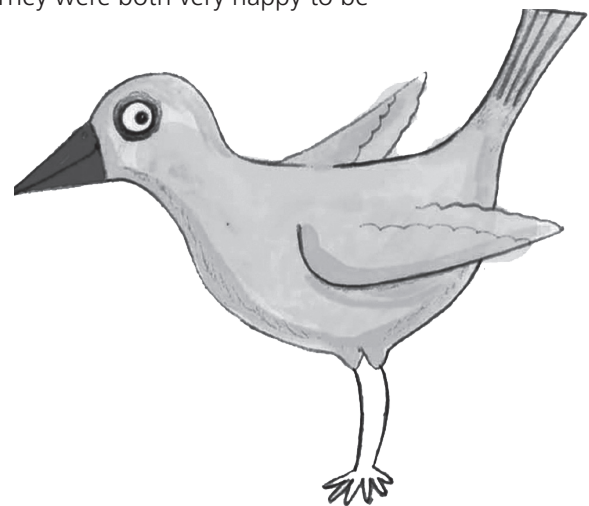
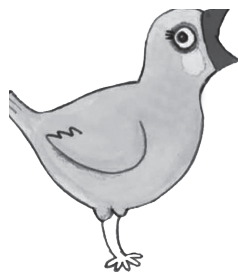
Soon he met a goat. "Goat, are you my mother?" he asked. "Meh, meh," said the goat and shook her hairy head. "No, I am not your mother, but come and eat sweet grass with me." "No thank you," said Baby Bird, "I must find my mother." And he walked on again.

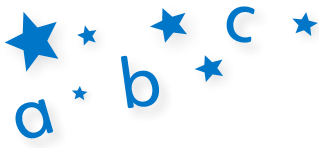
Baby Bird began to feel sad. He thought: "Am I ever going to find my mother?" Just then Gogo was walking down the path with her basket and she heard a little voice saying: "Tweet-tweet, tweet-tweet." She didn't know that Baby Bird was asking where his mother was.

Now what do you think Gogo did? Well, she picked up Baby Bird and put him in her basket. "You look lost," said Gogo. "I know where your mother is." Gogo found the nest and very carefully put Baby Bird back. Then she sat down on a rock and watched. Can you guess what happened next?

Mother Bird had found some worms and she flew back to the nest with a long worm in her beak. Baby Bird had never seen her before because he had been inside the egg. He called excitedly: "Are you my mother? I know you are my mother!" And Mother Bird said: "Yes, my dear one, I am." Baby Bird happily opened his little beak, and gobbled up the worm. Mother Bird and Baby Bird settled down together in the nest. They were both very happy to be back together.

And that is the end of the story.





Koša

Lefotwana le tšwile ka sehlageng, le tšwile ka sehlageng, le tšwile ka sehlageng
 Lefotwana le tšwile ka sehlageng
 Go yo nyaka mmago lona.

Moh. Kgomo naa o mma wa ka, wena mma wa ka, wena mma wa ka?
 Moh. Kgomo Na o Mma wa ka?
 Naa a ka ba a le kae?

Nna ga se nna mmago efela mašwi ke a ona, massi ke a ona, maswi ke a ona
 Nna ga se nna mmago efela mašwi ke a ona,
 Naa a ka ba a le kae?

Moh. Pudi naa o mma wa ka, o mma wa ka, o mma wa ka
 Moh. Pudi Na o Mma wa ka?
 Naa a ka ba a le kae?

Nna ga se nna mmago efela etla o je bjang, etla o je bjang, etla o je bjang
 Nna ga se nna mmago efela etla o je bjang,
 Naa a ka ba a le kae?

Makgolo o mpušeditše ka sehlageng, o mpušeditše ka sehlageng, o mpušeditše
 ka sehlageng,
 Makgolo o mpušeditše ka sehlageng,
 Gore ke letele mma wa ka.

Lefotwana la ka ke tseleng ke a tla, ke tseleng ke a tla, ke tseleng ke a tla,
 Lefotwana la ka ke tseleng ke a tla,
 Ke tla ke swere seboko sa go nona sa bose!

(O ka šomiša molodi wo o ikgethetšego wona)



Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	nonyana	sehlaga	lee	kgomo	pudi	humana
Mantšu a tlaleletšo:	mohlare	molomo	lephego	seboko	eja	thwathwaša
	betha-betha	roba/thuba	fofa	godimo	fase	huduegile





Song

Baby Bird stepped out of the nest, out of the nest, out of the nest
 Baby Bird stepped out of the nest
 To go and find his mother.

Mrs Cow are you my mother, you my mother, you my mother?
 Mrs Cow are you my mother?
 Where can she be?

I'm not your mother but here is some milk, here is some milk, here is some milk
 I'm not your mother but here is some milk,
 Where can she be?

Mrs Goat are you my mother, you my mother, you my mother
 Mrs Goat are you my mother?
 Where can she be?

I'm not your mother but come eat grass, come eat grass, come eat grass
 I'm not your mother but come eat grass,
 Where can she be?

Gogo put me back in my nest, back in my nest, back in my nest
 Gogo put me back in my nest,
 To wait for my mother.

Baby Bird here I come, here I come, here I come,
 Baby Bird here I come,
 With a fat juicy worm!



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

Vocabulary from the story

Key-words:	bird	nest	egg	cow	goat	find
Extra words:	tree	beak	wing	worm	eat	hatch
	tap	break	fly	up	down	excited





Go nyakega lebe le:

- Kanegelo ya: Na o Mma wa ka?
- Dipopi: Nonyana ya Mma, Lefothwane, kgomo, pudi, Kgogo, mohlare, sehloga, lee, lefotwana ka gare ga lee
- Ditshegetšo: sekgelana sa wulu ye koto/thapo ya seboko, sehloga sa nonyana, lee la polasitiki, tswiana ya go bapadiša, mafofa, diforeimi tša digalase tša koko, seroto
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu



Beke ya 1 Letšatši la 1

Mešongwana ya phapoše ka moka

Bolela sereto *"Mahlo a mabedi a go bona"* e le ge o tliša barutwana go dula legogweng ka nakong ya kanegelo.

Go anega kanegelo le go bopa tlotlontšu

1 Pele o ka anega kanegelo

- 1.1 Botša barutwana hlogo ya kanegelo o ba tsebiša baanegwa o šomiša dipopi.
- 1.2 Tswalanya kanegelo le maphelo a barutwana: Dinonyana di dula kae? Naa o tseba ka fao mafotwana a tswalwago ka gona? Naa mafotwana a ja eng?
- 1.3 E re: *"Pele re ka thoma, ke rata go le tsebiša ka ga dithalošo tša a mangwe a mantšu a mafsa ao re tla a humanago ka gare ga kanegelo."* Boledišanang ka mantšu a bohlokwa go tšwa lenaneong la tlotlontšu, o bontšhe barutwana selo goba seswantšho goba o ba bontšhe ka go diragatša tlhaloso ya lentšu. Mohlala, ba bontšhe diswantšho tša dihloga tša go fapana.

2 Ge o anega kanegelo

- 2.1 Anega kanegelo ka tsela ya go bontšha bophelo o šomiša mantšu a go fapana.
- 2.2 Laetša ka ditiro o šomiše dipopi le ditshegetšo. Kgopela barutwana gore ba akanye gore ke eng se se tla latelago mo kanegelong o dire gore ba tšee karolo ka go ba botšiša dipotšišo tše di bulegilego bjalo ka: *"Naa o nagana gore Lefothwane le tla kgwetša mmago lona? Naa o nagana gore lefothwane le leikwa bjan?"*

3 Ka morago ga gore o anega kanegelo

- 3.1 Botšiša barutwana: *"Ke eng se o se ratilego ka ga kanegelo? Ke eng seo o sa ka go wa se rata? Ke karolo efe ye e go kgahlilego go fetiša ka moka? Ke dipotšišo dife tše o nago le tšona ka ga kanegelo? Naa o kile wa timela? Naa o tsego seo o swanetšego go sedira ge o ka timela?"*

Go hlogiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: *"šadile, šetše, šikinya. Le kgona go kwa modumo wo o nepišitšwego: šadile, šetše, šikinya? Ee, le nepile! Ka moka ba file modumo wa /š/."*
- 2 *"Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /š/: šaka, lešole, lešaka."* (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /š/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /š/: *"š-š-š"*. Dira se go ba metlae: O bolelele fasana, godimo, lebotong, seširatlhakeng le go yo mongwe le yo mongwe.

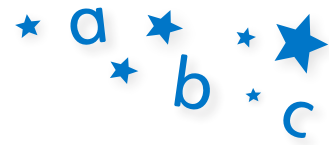
Mešongwana ya dihlopha tše dinnyane

Hlalošetša gore barutwana ba tla be ba šoma ka dihlopha tše dinnyane tšatši le lengwe le le lengwe. Hlaloša o be o ba laetše ka moo wo mongwe le wo mongwe o dirwago ka gona le go hlalosa go šielana letšatši ka letšatši. Hlalosa tsela ye e latelwago ge go hlwekišwa.

Mahlo a mabedi a go bona

Molomo o tee wa go bolela le go opela,
Mahlo a mabedi a go bona,
Ditsebe tše pedi tša go kwa,
Maoto a mabedi a go sepela le go kitima;
Diatla tša ka ke tše
Mphe tša gago-Ka moka ga lena ke nako ya dikanegelo!





You will need:

- Story: Are you my mother?
- Puppets: Mother Bird, Baby Bird, cow, goat, Gogo, tree, nest, egg, Baby Bird in egg
- Props: a piece of thick wool/string for a worm, a bird's nest, a plastic egg, a toy chick, feathers, granny glasses frames, a basket
- 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: Where do birds live? Do you know how baby birds are born? What do baby birds eat?
- 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 to show them what a word means. For example, show them pictures of different nests.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"Do you think Baby Bird is going to find his mother? How do you think Baby Bird is feeling?"*

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? Have you been lost? Do you know what to do if you get lost?"*

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: *"šadile, šetše, šikinya. Can you hear the focus sound: šadile, šetše, šikinya? Yes, you are right! They all have the sound /š/."*
- 2 *"Listen carefully, here are some more words with /š/: šaka, lešole, lešaka."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /š/ clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /š/: *"š-š-š"*. 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.



Go nyakega lebe le:

- Dipopi le ditshegetšo tša go tšwa kanegelong
- Mmino le ditshegetšo/ diswantšho tša koša



Beke ya 1 Letšatši la 2

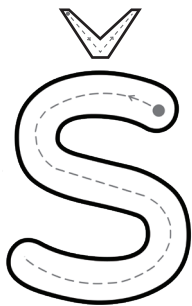
Mešongwana ya phapoše ka moka

Go anega kanegelo le go opela

- 1 Thoma ka go gopotša barutwana ka ga tlhaloso ya mantšu ao o ba tsebišitšego ona ka Letšatši la 1.
- 2 Boeletša kanegelo o šomiša dipopi. Botšiša dipotšišo ge o tšwela pele ka go anega kanegelo. Hlohleletša barutwana go nagana seo se tla latelago.
- 3 Botša barutwana gore o ya go ba ruta koša ye mpsha ya go sepelelana le kanegelo.
- 4 Bolela methaladi e se mekae ya koša ka go hlaboša o iketlile, o kgopele barutwana go opela le wena. Go ka ba boima gore barutwana ba gopole mantšu ka moka, ka moo ruta koša yeo ka dikarolo.
- 5 Eba le diswantšho goba ditshegetšo goba o laetše ka go diragatša gore o thuše barutwana go kwešiša polelo ya koša.
- 6 Ruta barutwana ditiragatšo tša koša go be le go opela ga metlae ka dipolelo tša go feta e tee.

Go bopa tumatlhaka

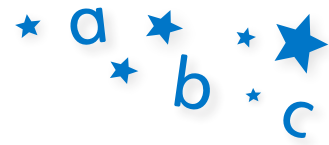
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /š/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /š/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka šomiša diatla tša bona go dira diphego godimo ga dihlogo tša bona gomme ba dira tše ekego ke bona hlapi ya **šaka** yeo e thunthago.
- 3 Botšiša barutwana ge ba gopola ka moo **š** e ngwalwago ka gona. Ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: *"Thoma mo go khutlo, o ye ka godimo o ye le fase. Iša seatla ka godimo ga yona o e rweše kapi."*
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona. Ba ka leka go šomiša mebele ya bona go bopa ditlhaka.
- 5 Ge o šetše o ba laeditše ka fao tumatlhaka e ngwalwago ka gona, hlohleletša barutwana go šomiša lehlakana go ngwala tumatlhaka ka gare ga mabu.
- 6 Hlohleletša barutwana go bitša modumo wo o dirwago ke tlhaka ge ba e ngwala.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

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



Week 1 Day 2

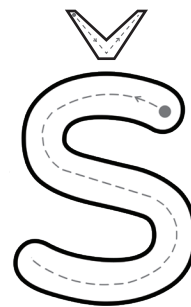
Whole class activities

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 /š/ or if they can think of any other words that start with the sound /š/.
- 2 Teach learners an action associated with the sound. For example: Learners can use their hand to make a fin on top of their head and pretend to be a shark swimming around (**šaka**).
- 3 Show learners how to write the letter š. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, over the top, turn, across the middle, turn and go back. Lift your hand, go above the letter, draw down, stop and then draw up."
- 4 Let learners practise the letter formation in the air, on the carpet, 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.



Go nyakega lebe le:

- Dipopi le ditshegetšo tša go tšwa kanegelong
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **š**: šaka, šamphu, šetsu, šawara, šilafetše, šupa, šoti, šweu

Beke ya 1 Letšatši la 3

Mešongwana ya phapoše ka moka

Go anega kanegelo le go e raloka

- 1 Opela koša.
- 2 Botšiša barutwana ge ba ka gopola tlhalošo ya mantšu a go tšwa lenaneong la tlotlontšu. Mohlala: "Ba kgopele go diragatša mantšu a a tiro:" fofa" le "tapa-tapa."
- 3 Kgetha barutwana go raloka karolo ya baanegwa ba ka gare ga kanegelo.
- 4 Bolela ka moanegwa yo mongwe le yo mongwe wa ka gare ga kanegelo. Botša baithuti gore ba ya go ba baanegwa bafe ge ba raloka kanegelo le go ba bontšha ditshegetšo tšeo di tla šomišwago go anega kanegelo.
- 5 Hlalosetša barutwana gore wena (morutiši) o ya go ba yo a ba molaodiši wa kanegelo. Barutwana ba go raloka ba tla raloka dikarolo ka moka tšeo ba botšwago go di raloka. Ba thuše go beakanya moo ba tlogo ema gona.
- 6 Thoma go ba anegela kanegelo o ba hlohleletše go dira ditaetšo tša go sepelelana le mantšu a gago ge phapoše ka moka e bogetše ge ba tšea karolo.
- 7 Ge nako e sa le gona, o ka šomiša barutwana ba bangwe go boeletša go tšea karolo kanegelong.



Stella o re:

Šomiša sekhurumelo

sa lepokisi la ditlhaka, le sebopego sa tlhaka sa go kwagala bjalo ka lehulo godimo ga lona go bontšha barutwana ka fao ba kwago ditlhaka ka gona. Barutwana ba bantši ba holega ka go kwa le go kgoma ka ge se se ba thuša go gopola dibopego tša ditlhaka.



Mapokisi la ditlhaka

- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme la bona la gae. Ka morago ga fao efa lentšu ka leleme le o rutago ka lona. Ba laele go swara didirišwa goba diswantšho ba di fetišetšane.
- 2 Botšiša dipotšišo ka ga didirišwa: "Naa le ile la bona se sengwe sa tše? Naa re se šomišetša eng? Se na le mmala wo bjang? Se kwagala se le bjang?"
- 3 Bolela maina a didirišwa o gatelela modumo wo o nepišitšwego. Botšiša barutwana ge ba kgona go kwa modumo wo o nepišitšwego.
- 4 Kgopela barutwana go bolela leina la sedirišwa se sengwe le se sengwe le gore ba gatelele modumo wo o nepišitšwego ge ba bolela mantšu.
- 5 Ge barutwana ba itlwaeditše modumo wo mofsa, ba bontšhe tlhaka godimo ga lepokisi la tlhaka mme o re: "Tlhaka ye ke ka moo re ngwalago š." Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **š**: šaka, šamphu, šetsu, šawara, šlafetše, šupa, šoti, šweu

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 them to act out these action words: "haha" and "bana".
- 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.



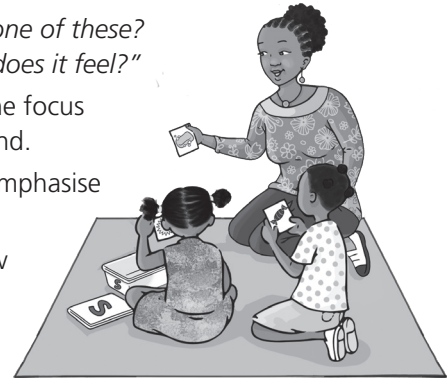
Stella says:

Use the lid of the letter box, with the felt or foam letter shape on it to show learners how to feel the letters. Many learners benefit by feeling and touching as it helps them to remember the shapes of letters.



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 **š**." 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.



Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho

Stella o re:



Tše ke dipotšišo tša mohola tša go botšišwa ka ga seswantšho se sengwe le se sengwe:

- "Ke mang yo o ka mmonago?" (baanegwa)
- "O/Se dira eng?" (lediri le ditiragatšo)
- "Ke eng se sengwe gape se o se bonago?" (lebelela gape)
- "... e mo kae?" (o bolela mafelo/ boemo)
- "Go reng o nagana ...?" (kgopolo ya go itlhamela, go hlagiša maikutlo)

Beke ya 1 Letšatši la 4

Mešongwana ya phapoše ka moka

Go bea diswantšho ka tatelano

- 1 Opela koša gape.
- 2 Hlagiša mantšu a mafa go tšwa lenaneong la tlotlontšu.
- 3 Kgetha se sengwe sa diswantšho go tšwa tatelanong ya tšona o se swarele godimo. Botšiša barutwana gore ba bona eng, o tšwele pele ka go bolela ka seswantšho seo ka botlalo.
- 4 Ge o boledišane ka seswantšho se sengwe le se sengwe, o se kgorametša godimo ga letlapa gore barutwana ba se bone. Leka gore diswantšho di se dule ka tatelano ge go dirwa mošongwana wo.
- 5 Ka morago ga go boledišana ka diswantšho ka moka, botšiša barutwana gore: "Naa diswantšho di ka tatelano ya maleba?"
- 6 Kgopela barutwana go laetša seswantšho sa go tla mathomong a kanegelo. Šomang mmogo go beakanya diswantšho ka tatelano gore kanegelo e be yeo e kwagalago ya go ba le mohlodi.
- 7 Dira gore barutwana ba tšee karolo ka mafolofolo mo tiragalong ye. Botšiša dipotšišo tša go swana le: "Go diragetše eng ka morago ga fa? Ke mang yo a ka gopolago karolo ye e latelago ya kanegelo?"
- 8 Ge diswantšho di le ka tatelano ya maleba, mema barutwana ba se bakae go tlo anega kanegelo ye gape ka tatelano ya yona ya maleba.

Go theeletša medumo ye e nepišitšwego

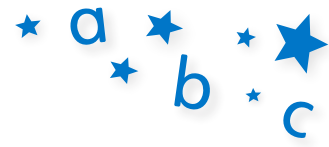
- 1 Kgopela barutwana go dula ka setu godimo ga legogwa le gore ba akaretše ditsebe tša bona ka diatla gore ba theeletše ka tlhokomelo. Hlalosa gore o ya go bolela mantšu a mane, barutwana ba emiše diatla ge ba tseba modumo wo ba o kwagogo mantšung ka moka.
 - ★ Morutiši le barutwana: "Theeletša, theeletša, le kwagala kudu le gabotse, ke modumo ofe wo o nepišitšwego wo o o kwago?"
 - ★ Morutiši: "lešaka, šaka, lešoba, mošifa"
 - ★ Morutiši le barutwana: "Mpotše, mpotše, o kwa eng?"
 - ★ Barutwana: "/š/"
- 2 Ge barutwana ba šetše ba hlaotše medumo ye e nepišitšwego ka gare ga mantšu, ba bitša modumo gabotse ka go iketla ba gatelela tshepedišo ya molomo.
- 3 Šomiša mantšu a mane fela go tšwa go a ka nako e tee ka gare ga mošongwana. Boela morago modumong woo kgafetšakgafetša ka mo o ratago ka gona, o kopanya mantšu ka ditsela tša go fapana go dira gore thuto e kgahliše.
 - ★ /š/: lešaka, šaka, lešoba, mošifa, sešupanako, lešole, seširo, bošego, šupa, sešupatsela
 - ★ /g/: garafo, galase, gauta, legadima, legapu, legare, legora, legotlo
 - ★ /p/: popi, pelo, pene, pere, pitsi, poo, poso, pudi, pela, pula
 - ★ /a/: apole, aene, abokato, aga, Afrika, areka, alemanaka, aletare, apolekose, apea



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Big sequence pictures

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 Ask learners to sit quietly on the carpet and cup their ears with their hands to listen carefully. Explain that you are going to say four words. When you have finished saying all four words, learners can put their hands up if they know what sound they heard at the beginning of all the words.
 - ★ Teacher and learners: "Listen, listen, loud and clear, what's the focus sound that you hear?"
 - ★ Teacher: "lešaka, šaka, lešoba, mošifa".
 - ★ Teacher and learners: "Tell me, tell me, what do you hear?"
 - ★ Learners: "/š/".
- 2 Once learners have identified the focus sound in the words, say the sound slowly and clearly while emphasising the movement of your mouth.
- 3 Use only four of these words at a time in the activity. Go back to the same sound as often as you need to, using different combinations of words to keep it interesting.
 - ★ /š/: lešaka, šaka, lešoba, mošifa, sešupanako, lešole, seširo, bošego, šupa, sešupatsela
 - ★ /g/: garafo, galase, gauta, legadima, legapu, legare, legora, legotlo
 - ★ /p/: popi, pelo, pene, pere, pitsi, poo, poso, pudi, pela, pula
 - ★ /a/: apole, aene, abokato, aga, Afrika, areka, alemanaka, aletare, apolekose, apea



Small group activities

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



Go nyakega lebe le:

- Segorametši, dikero
- Khatepokisi, sekgelana sa lephephe, bjang, mafafa, dikotana, pente, diporaše tša pente, lephephe goba pampišanathume
- Dikherayoni tša makhura tše dikgolo
- Lephephe ya ka botshwelamare ya morutwana yo mongwe le yo mongwe
- Diswantšho tša dihloga goba sehloga sa nnete
- Mantšu a nokontši ao a sepelelanago le kanegelo: lesea, meetse a bosana, yena, mma, nnyane, ya boya, seroto, Koko, thaba, botse, ka tlhokomelo

Beke ya 1 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Bontšha barutwana sehloga goba diswantšho tša dihloga o bolele gore dihloga tša go fapana di dirwa ka eng.
- 2 Hlalosetša barutwana gore ba ya go bopa sehloga le nonyana ka mohlareng. Ba bontšhe mohlala le go ba šišinyetša go latela dikgato tše:
 - ★ Sega seripa sa khatepokisi go dira bokagodimo bja mohlare
 - ★ Kgorametša matlakala mo mohlareng goba o sopaganye pampišanathume go dira matlakala.
 - ★ Bopa sehloga ka go šomiša dikotana, o sopaganye dikarolwana tša lephephe go bopa mae ka sehlageng.
 - ★ Thala o be o sege seswantšho sa nonyana.
 - ★ Šomiša bokagare bja lephephe ya ka botshwelamare go dira kutu ya mohlare (O tla swanelwa ke go sega maphakga ka mathoko a bokagare bjo bja pamiri ya ka botshwelamare pele o thoma ka thuto ya gago).



Stella o re:



Go bopa dikgwele ka pampišanathume go thuša go tšweletša pele ditho tša go sepetša mmele.

Momaganya le go ripaganya (dinoko)

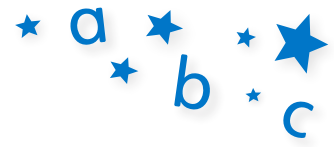
- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **se | ro | to**.
- 2 Kgopela barutwana go lebantšha sefahlego le mogwera wa gagwe le go dira seatla godimo ge go bitšwa senoko se sengwe le se sengwe: **se** (seatla godimo) **ro** (seatla godimo) **to** (seatla godimo).
- 3 Bolela mantšu a mangwe a nokontši go tšwa kanegelong ge barutwana ba dira seatla godimo go laetša senoko se sengwe le se sengwe.
- 4 Hlohleletša barutwana go bala palo ya dinoko ka gare ga mantšu (Mohlala: "seroto" le na le dinoko tše tharo).



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Glue, scissors
- Cardboard, scrap paper, grass, feathers, sticks, paint, paintbrushes, paper or tissue paper
- Jumbo wax crayons
- A toilet roll for each learner
- Pictures of nests or a real nest
- A list of multisyllabic words relating to the story: lesea, meetse a bosana, yena, mma, nnyane, ya boya, seroto, Koko, thaba, botse, ka tlhokomelo

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Show learners a nest or pictures of a nest and talk about what different nests are made from.
- 2 Explain to learners that they are going to make a nest and a bird in a tree. Show them an example and suggest they follow these steps:
 - ★ Cut out a piece of cardboard to make the top of the tree.
 - ★ Stick leaves on the tree or roll tissue paper to make the leaves.
 - ★ Make a nest out of sticks, and roll bits of paper to make eggs in the nest.
 - ★ Draw and cut out a picture of a bird.
 - ★ Use a toilet roll for the tree trunk (you will need to cut slits in the side of the toilet roll before the lesson).



Stella says:



Making little balls with tissue paper is good for fine motor development.

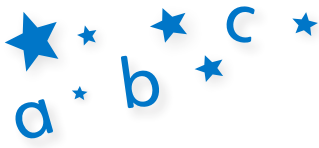
Blending and segmenting (syllables)

- 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 | ro | to**.
- 2 Ask learners to face a friend and do a high five for each syllable: **se** (high five) **ro** (high five) **to** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable. To vary the activity, they can also clap on their knees for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "seroto" has three syllables).



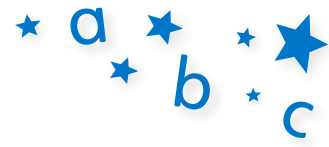
Small group activities

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






Mešongwana ya sehlopha se sennyane ya Beke ya 1

Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe Dikherayoni tša makhura tše dikgolo <div data-bbox="227 724 552 965"> <p>Na o Mme wa ka?</p> <p>Lefotwana le jele seboko.</p> </div> <div data-bbox="218 994 569 1254"> <p>Ge barutwana ba nyaka thušo mabapi le seo ba ka se thalago, ba laetše tatelano ya diswantšho go ba fa dikgopolo.</p> </div>	<p>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</p> <ol style="list-style-type: none"> Ngwala hlogo ya kanegelo mo godimo letlakaleng la se ngwalwe selo la morutwana yo mongwe le yo mongwe pele thuto e ka thoma. Kgopela barutwana go šupa mantšu a hlogo ge o a bala le bona. Botšiša barutwana gore ke karolo efe ya kanegelo yeo ba e ratago go di feta ka moka. Efa ditšhišinyo. Hlohleletša barutwana go thala seswantšho sa karolo ye ba e ratago ya kanegelo. Dira tshwayaswao goba o kgopela morutwana yo mongwe le yo mongwe a go botše ka sethalwa sa gagwe. Kgopela barutwana ge e le gore ba rata go ngwala se sengwe ka ga diswantšho tša bona goba ge ba nyaka wena o ba ngwalela. Ge barutwana ba nyaka wena o ba ngwalela, dira gore le bona ba tšee karolo ka go ba kgopela gore ba bolele mantšu ao ka go iketla ge wena o a ngwala fase. O a bolelele godimio ge o a nagana o ngwala mafoko a bona. Mohlala: "Lesea... la Nonyana... le jele... Ke lentšu lefe la go latela le o bego o rata go le šomiša? 'Seboko'. Ke ya go ngwala lentšu le 'seboko'." Ngwala ntle le go fetola seo barutwana ba go botšago sona, lentšu ka lentšu, goba botšiša barutwana ge ba dumelelana le wena pele o ka dira diphetogo mo mantšung a bona. O gopole gore o ngwale ka bothakga le ka mongwalo wo o bonagalago. Ge o feditše go ngwala, hlohleletša barutwana go 'bala' lefoko le wena. Šupa lentšu le lengwe le le lengwe ge o le bala le go amogela maitekelo a.
<ul style="list-style-type: none"> Diphazele <div data-bbox="258 1331 526 1507"> </div>	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Barutwana ba swanetše go thoma ka go lebelela diripana tša marara le go di kgethologanya. Ka morago ga fao ba swanetše go bea diripana tša marara gotee go bopa seswantšho sa phoofolo goba motšekarolo wa ka kanegelong. Ba ka šomiša Puku ye Kgolo goba ba bea diswantšho ka go latelana gore di ba hlahle.
<ul style="list-style-type: none"> Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana <div data-bbox="305 1656 479 1863"> </div>	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> Laela sehlopha go ya sekgutlwaneng sa dipuku goba efa sehlopha mokgobo wa dipuku. Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala. Ba laetše ka moo puku e bulwago ka gona le go phetla matlakala a yona. Bontšha barutwana tše dingwe tša diswantšho le go ba hlohleletša gore yo mongwe le yo mongwe a kgethe seo a ka ipshinago ka sona ge a se bala. Etela sekgutlwana go lekola le go hlohleletša barutwana ka fao ba balago ka gona.



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. 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. 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: "Baby ... Bird ... ate ... the ... What word did you want to say next? Worm. I am going to write the word 'worm'." 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"> Puzzles 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Learners must begin by looking carefully at the puzzle pieces and sorting them. Then they must put the puzzle pieces together to make a picture of an animal or character from the story. They can use the Big Book or sequence pictures for guidance.
<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.





Go nyakega lebe le:

- Thempoleite ya A5 ya tlhaka ya "š" ya morutwana yo mongwe le yo mongwe
- Pampišana goba kuranta
- Sekgomaretši

Mešongwana

Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo

- 1 Efa morutwana yo mongwe le yo mongwe thempoleite le dilo goba diswantšho tšeo di nago le modumo wo o nepilwego.
- 2 Ba swanetše go kgomaretša diswantšho goba dilo tšeo di nago le modumo wo o nepilwego.

GOBA

- 1 Ba swanetše go kgeila pampiri ka diripana gomme ba e kgoloke go dira dikgwele go tlatša sekgoba le go bopa tlhaka. Ba tlaletša ka diswantšho tša dilo tšeo di nago le modumo wo o nepilwego wa "š".



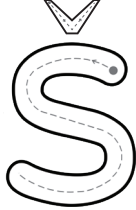
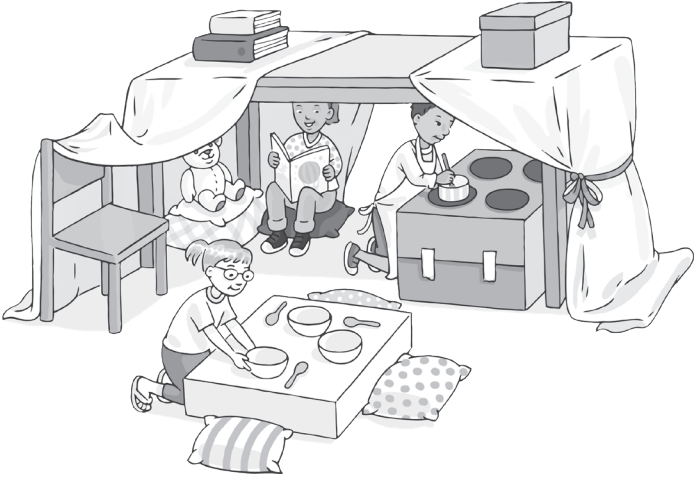
- Ditshegetšo: mapai a mangwe a magolo, malakane goba mašela a a tlošitšwego ditulong le ditafole go bopa "ntlo", dithipa, diforoko le malepola tša polasitiki, ditšhelo tša go šomišwa leboelela le dipitša, dijo tša dipapadišane (dienywa goba merogo ya dipolasitiki, mapokisi ao a bego a swere dijo) mosamelo, lepai le popi

Mošongwana wa 5: Thaloko ya maitirišo

- 1 Laela barutwana go ya sekgutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa.
- 2 Botšiša barutwana: "Naa Nonyana ya Lesea e be e dula kae? Ka gare ga sehloga! Naa batho ba dula kae? Re dula ka dintlong. Naa o rata go aga ntlo wa raloka le bagwera ba gago?"
- 3 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohleletša thaloko ya barutwana. Mohlala: Ge go loketše papadi ya bona, itire o ka re o moagišane yo a fihlago mo ntlong. Kokota mo "lebating" o bone ge ba ka go amogela.





You will need	Activities
<ul style="list-style-type: none">• An A5 “š” letter template for each learner• Scrap paper or newspaper• Glue	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Give each learner a letter template and items or pictures with the focus sound.2 They must stick pictures or items of things with the focus sound <p style="text-align: center;">or</p> <ol style="list-style-type: none">1 They must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound “š”. 
<ul style="list-style-type: none">• Props: some large blankets, sheets or cloths pulled over chairs and tables to make a “house”, plastic cutlery, recycled containers and pots, pretend food (plastic fruit or vegetables, empty food boxes or packets), a pillow, blanket and a doll	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the pretend play corner and show them the new props.2 Ask the learners: “Where did Baby Bird live? In a nest! Where do people live? We live in houses. Would you like to build a house and play with your friends?”3 Visit the corner at least once to observe and encourage the learners’ game. For example: If appropriate to their game, pretend to be a neighbour arriving at the house. Knock on the “door” and see if they invite you in. 





Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho
- Puku ye nnyane ye e gatišitšwego le go menwa ya ngwana yo mongwe le yo mongwe

Beke ya 2 Letšatši la 1

Mešongwana ya phapoše ka moka

Tatelano ya diswantšho tše dingwe gape



- 1 Thoma ka barutwana ba ba dutšego godimo ga legogwa. Kgetha barutwana gore ba eme pele ga barutwana ba bangwe ka phapošeng, yo mongwe le yo mongwe a swere seswantšho sa mmala go tšwa mo di bego di le gona ka tatelano (ba se eme go ya ka tatelano ya tšona).
- 2 Botšiša barutwana ge e le gore diswantšho di ka tatelano ya maleba. Ba kgopele gore ba šupe seswantšho seo se swanetšego go tla mathomong a kanegelo.
- 3 Ba le mmogo ka sehlopha, kgopela barutwana ba ba swerego diswantšho ba šuthe mo ba lego gona go fihla ge diswantšho tšeo ba di swerego di hlama kanegelo ya go kwagala. Botšiša dipotšišo tša go swana le ye: *"Ke mang yo a ka gopolago gore go ile gwa latela eng?"*
- 4 Ge le feditše go bea kanegelo ka tatelano, barutwana ba boele ditafoleng tša bona.
- 5 Efa morutwana yo mongwe le yo mongwe pukwana ye nnyane. Ba hlohleletše gore ba lebelele bokantle bja yona o bale hlogo ya kanegelo le bona.
- 6 Bula letlakala ka letlakala la pukwana ye ye nnyane barutwana ba lebeletše diswantšho, o ba thuša go ba lemoša gore diswantšho tše di lego ka gare ga pukwana ye, di swana le diswantšho tšeo di beilwego ka tatelano.
- 7 Ge nako e le gona, barutwana ba ka *"balelana"* pukwana ye ye nnyane gona ka mo phapošeng.
- 8 Hlohleletša barutwana go ya le dipuku tše gae go ya go di bala le ba ka gae.



Go hlagiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: *"ile, ilego, ipotšiša, itlhohloro. Le kgona go kwa modumo wo o nepišitšwego: i-i-i-ile, i-i-i-ilego, i-i-i-ipotšiša, i-i-i-itlhohloro? Ee, le nepile! Ka moka ba file modumo wa /il."*
- 2 *"Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /il: dipilisi, lihlo, leino."* (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /il ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /il: *"i-i-i"*. Dira se go ba metlae: O bolelele fasana, godimo, lebotong, seširathakeng le go yo mongwe le yo mongwe.

Mešongwana ya dihlopha tše dinnyane

Hlalošetša gore barutwana ba tla be ba šoma ka dihlopha tše dinnyane tšatši le lengwe le le lengwe. Hlaloša o be o ba laetše ka moo wo mongwe le wo mongwe o dirwago ka gona le go hlalosa go šielana letšatši ka letšatši. Hlalosa tsela ye e latelwago ge go hlwekišwa.





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. 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: “ile, ilego, ipotšiša, itlhohloro. Can you hear the focus sound: **i-i-i-ile**, **i-i-i-ilego**, **i-i-i-ipotšiša**, **i-i-i-itlhohloro**? Yes, you are right! They all have the sound **li!**.”
- 2 “Listen carefully, here are some more words with **li!**: **dipilisi**, **lihlo**, **leino**.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **li!** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **li!**: “**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.



Go nyakega lebe le:

- Puku ye Kgolo: Na o Mma wa ka?
- Thempleiti ya tlhaka ya **i** ya bogolo bja A5 ya morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo

Beke ya 2 Letšatši la 2

Mešongwana ya phapoše ka moka

Go bala mmogo: Puku ye Kgolo

- 1 Hlohleletša barutwana go lebelela seswantšho sa bokantle bja puku le go bolela ka seo ba se bonago le seo ba se lemogago.
- 2 Balela barutwana ka phapošeng hlogo ya kanegelo. O šupe lentšu le lengwe le le lengwe ge o tšwela pele ka go bala. E bale gape o kgopele barutwana go bala le wena.
- 3 Phetla maphephe a puku ka letee ka letee o laetša barutwana diswantšho, o hlatholla diswantšho le go hlohleletla barutwana go botšiša dipotšišo.
- 4 Šupa dinomoro tša matlakala o bolela le gore ke letlakala la bokae leo le tla go latela.
- 5 Ge o feditše go phetla puku ka moka, boela morago mathomong o bale hlogo ya kanegelo gape. O bule matlakala o bale lefoko le lengwe le le lengwe ka lentšu la tlhago la go kwagala. Šupa lentšu le lengwe le le lengwe ge o le bala.
- 6 Bala puku gape o hlohleletše barutwana go 'bala' le wena.



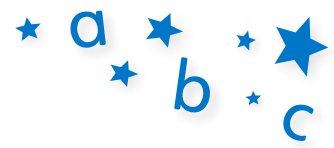
Go bopa tumatlhaka

- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka **/i/** goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa **/i/**.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka koba menwana ya bona ya mogogorupa ge ba re **i-na-ma**.
- 3 Botšiša barutwana ge ba gopola ka moo **/i/** e ngwalwago ka gona. Ba rete ka maitkelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o ye fase, phagamiša o bee khutlo."
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona. Ba ka leka go šomiša mebele ya bona go bopa ditlhaka.
- 5 Hlalosetša barutwana gore ba boele morago madulong a bona mo ditafoleng go ya go bopa ditlhaka tša molalatladi. Se se ra gore ba tla ngwala godimo ga tlhaka matlakaleng a bona ka dikherayoni tša mebala ya go fapana.
- 6 Ge barutwana ba kgona go gopola dilo tše di thomago ka modumo wo o dirwago ke tlhaka, ba ka di thala go dikologa tlhaka ye ya molalatladi. Hlohleletša barutwana go bitša modumo wo o dirwago ke tlhaka ge ba e ngwala.

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Big Book: Are you my mother?
- An A5 **i** letter template for each learner
- Jumbo wax crayons

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 that start with the sound **/i/**.
- 2 Teach learners an action associated with the sound. For example: Learners can bend their index finger while saying: **i-na-ma**.
- 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 carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them 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.





Go nyakega lebe le:

- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka i: dipilisi, sinki, ditshipisi, ledipibidi, piring, pinki, pitsi, dipikiri

Stella o re:



Go nolofaletša barutwana tiragalo ye, lokiša dikarata tša go ba le diswantšho tša bsea a diphoofolo a go fapana. Morutwana a kgethe karata a raloke go ba phoofolo yeo barutwana ka moka ka phapošeng ba akanye gore ke phoofolo efe.

Beke ya 2 Letšatši la 3

Mešongwana ya phapoše ka moka

Go ithuta go theeletša

- 1 Ka gare ga kanegelo, lelesea la nonyana le re "tweet-tweet". Botšiša barutwana ge e le gore ba tseba gore lesea la nonyana le bitšwa eng (lefotwana). Botšiša barutwana ge e le gore ba tseba lešata leo le dirwago ke lesea la kgomo.
- 2 E re: "E, lesea la kgomo le re muu. Le gore lesea la kgomo le bitšwa namane."
 - ★ Lesea la katse le bitšwa katsana le gore le re ... miaaaaauuu.
 - ★ Lesea la mpša le bitšwa mpšanyana le gore e re ... huu, huu.
 - ★ Lesea la lepidibidi le bitšwa lepidibitšana le gore le re ... kwaaa, kwaaa
 - ★ Lesea la kolobe le bitšwa kolobjana le gore e re ... oink, oink
 - ★ Lesea la pere le bitšwa petšana le gore e re ... neigh, neigh.
- 3 Hlalosetša barutwana gore ba tla šielana go itiriša go ba le lengwe la masea a a diphoofolo le gore barutwana ka moka ka phapošeng ba akanye gore ke lesea la phoofolo efe.
- 4 O kgopele barutwana go theeletša ka tlhokomelo ge o bolela medumo ya diphoofolo: "huuu huuu, tweet tweet." Ba swanetše go leka go ngwalolla medumo ye o e boletšego ka tatelano ya maleba. Leka se ka dikopanyo tša medumo ya go fapana diphoofolo: huuu, kwaaa, oink, miaaaaauuu.

Mapokisi la ditlhaka

- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme la bona la gae. Ka morago ga fao efa lentšu ka leleme le o rutago ka lona. Ba laele go swara didirišwa goba diswantšho ba di fetišetšane.
- 2 Botšiša dipotšišo ka ga didirišwa: "Naa le ile la bona se sengwe sa tše? Naa re se šomišetša eng? Se na le mmala wo bjang? Se kwagala se le bjang?"
- 3 Bolela maina a didirišwa o gatelela modumo wo o nepišitšwego. Botšiša barutwana ge ba kgona go kwa modumo wo o nepišitšwego.
- 4 Kgopela barutwana go bolela leina la sedirišwa se sengwe le se sengwe le gore ba gatelele modumo wo o nepišitšwego ge ba bolela mantšu.
- 5 Ge barutwana ba itlwaeditše modumo wo mofsa, ba bontšhe tlhaka godimo ga lepokisi la tlhaka mme o re: "Tlhaka ye ke ka moo re ngwalago i." Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **i**: dipilisi, sinki, ditshipisi, ledipibidi, piring, pinki, pitsi, dipikiri

Stella says:



To make this easier for learners, prepare cards with a picture of different baby animals. A learner must choose a card and then act out that animal while the rest of the class must guess what animal they are.

Week 2 Day 3

Whole class activities

Learning to listen

- 1 In the story, the baby bird says "tweet-tweet". Ask learners if they know what a baby bird is called (a chick). Ask learners if they know what noise a baby cow makes.
- 2 Say: "Yes, a baby cow says moo. And a baby cow is called a calf."
 - ★ A baby cat is called a kitten and it says ... meow.
 - ★ A baby dog is called a puppy and it says ... woof, woof.
 - ★ A baby duck is called a duckling and it says ... quack, quack.
 - ★ A baby pig is called a piglet and it says ... oink, oink.
 - ★ A baby horse is called a foal and it says ... neigh, neigh."
- 3 Explain to learners that they will take turns to pretend to be one of these baby animals and the rest of the class must guess what baby animal they are.
- 4 Then ask learners to listen carefully as you say the sounds of animals: "woof-woof, tweet-tweet". They must try and copy the sounds you said in the correct order. Try this with different combinations of animal sounds: woof, quack, oink, meow.

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.



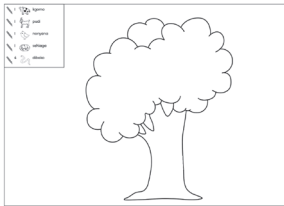
Small group activities

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



Go nyakega lebe le:

- **Bala o dire** letlakala la mošomo
- Dikherayoni tša makhura tše dikgolo



Beke ya 2 Letšatši la 4

Mešongwana ya phapoše ka moka

Bala o dire

- 1 Botša barutwana go lebelela lenaneong le le lego godimo ga letlakala la mošomo le go bolela ka ga seo ba se bonago (dinomoro, diswantšho le mantšu).
- 2 Botša barutwana gore ba ya go dira mošongwana wa metlae wa go bitšwa "bala o dire". Ba swanetše go bala mothaladi wo mongwe le wo mongwe le go dira seo o se bolelago ba šomiša sekgoba se se sa ngwalwago selo mo letlatlakaleng.
- 3 Buisang polelo ya ntlha mmogo gape. Botša barutwana go thala seswantšho sa kgomo ye tee, efela o se ba botše mo ba swanetšego go e thala.
- 4 Botšiša ge yo mongwe wa barutwana a ka "bala" seo se latelago mo lenaneong: Ba swanetše go thala pudi ye tee.
- 5 Tswelela ka tsela eno mo go nngwe le nngwe ya ditaelo.
- 6 Bjale ge bala ye nngwe le ye nngwe ya ditaelo gape o re go barutwana: "Naa le thadile kgomo ye tee? Ge le dirile bjalo, gona swayang mo lenaneong la lena."
- 7 Barutwana ba swanetše go tšwela pele ka go thala diswantšho le go swaya taelo ye nngwe le ye nngwe go fihla mafelelong a lenaneo.

Go theeletša medumo ye e nepišitšwego

- 1 Kgopela barutwana go dula godimo ga legogwa ka setu b aba akaretše ditsebe tša bona ka diatla gore ba theeletše ka tlhokomelo. Ba hlalose tše gore o ya go bolela mantšu a mane. Ge o feditše go bolela mantšu ao a mane, barutwana ba ka emiša diatla ge ba tseba modumo wo ba o kwelego mathomong a mantšu ka moka.
 - ★ *Morutiši le barutwana: "Theeletša, theeletša, a biletšwa godimo ka go hlaboša, ke modumo ofe wa mo mathomong wo o o kwago?"*
 - ★ *Morutiši: "leleme, letšoba, leledu, leri."*
 - ★ *Morutiši le barutwana: "Mpotše, mpotše, o kwa eng?"*
 - ★ *Barutwana: "ll".*
- 2 Ge barutwana ba hlaotše modumo wo o nepišitšwego ka gare ga mantšu, bolela modumo ka go iketla le go hlaboša o gatelela tshepedišo ya molomo wa gago.
- 3 Šomiša mantšu a a mane fela ka nako e tee mo tiragatšong. Boela modumong woo gape kgafetšakgafetša ka moo o kgonago, o šomiša dikopanyo tša go fapana tša mantšu go dira gore thuto e be ye e kgahlišago.
 - ★ */l/:* leleme, letšoba, leledu, leri, lori, latswa, leobu lerumo, ledimo leeba
 - ★ */t/:* tafola, tau, teye, taese, taki, letapola, tamati
 - ★ */m/:* moropa, maswi, merogo, magato, meno, mafahla, marula, medu, mollo, mooki
 - ★ */š/:* lešaka, šaka, lešoba, mošifa, sešupanako, lešole, seširo, bošego, šupa, sešupatsela



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

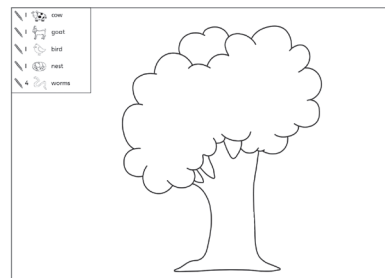
- A photocopy of the **Read and do activity page**
- Jumbo wax crayons

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 again. Tell learners to draw one cow, but don't tell them where to draw it.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw one goat.
- 5 Continue in this way with each of the instructions.
- 6 Now read each of the instructions again and say to the learners: “Have you drawn one cow? If you have, then tick that on your list.”
- 7 Continue checking and ticking each instruction until the end of the list.



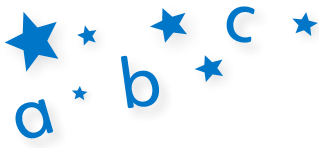
Listening for focus sounds

- 1 Ask learners to sit quietly on the carpet and cup their ears with their hands to listen carefully. Explain that you are going to say four words. When you have finished saying all four words, learners can put their hands up if they know what sound they heard at the beginning of all the words.
 - ★ Teacher and learners: “Listen, listen, loud and clear, what's the focus sound that you hear?”
 - ★ Teacher: “leleme, letšoba, leledu, leri”.
 - ★ Teacher and learners: “Tell me, tell me, what do you hear?”
 - ★ Learners: “/l/”.
- 2 Once learners have identified the focus sound in the words, say the sound slowly and clearly while emphasising the movement of your mouth.
- 3 Use only four of these words at a time in the activity. Go back to the same sound as often as you need to, using different combinations of words to keep it interesting.
 - ★ /l/: leleme, letšoba, leledu, leri, lori, latswa, leobu lerumo, ledimo leeba
 - ★ /t/: tafola, tau, teye, taese, taki, letapola, tamati
 - ★ /m/: moropa, maswi, merogo, magato, meno, mafahla, marula, medu, mollo, mooki
 - ★ /š/: lešaka, šaka, lešoba, mošifa, sešupanako, lešole, seširo, bošego, šupa, sešupatsela



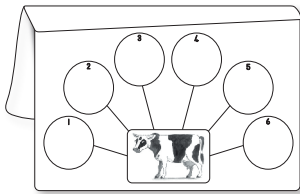
Small group activities

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



Go nyakega lebe le:

- Seripa se segolo sa lephephe sa go ba le skgoba mo gare le dipudula tše tshela tše di thadilwego ka sebopego sa mmepe wa monagano.
- Dipopi tša go tšwa kanegelong Na o Mma wa ka?
- Seswai se seso sa go ngwala ka bokoto
- Mantšu a nokontši ao a sepelelanago le kanegelo: lesea, meetse a bosana, yena, mma, nnyane, ya boya, seroto, Koko, thaba, botse, ka tlhokomelo
- Ditšhakgatšhakga le meropa



Beke ya 2 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

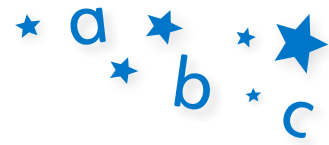
- 1 Botša barutwana: *“Lehono re ya go ngwala kanegelo ya rena ka ga ye nngwe ya diphoofolo go tšwa ka kanegelong ya nonyana ya lesea. Gore re thome, a re kgetheng gore re ngwala ka phoofolo efe.”* Bontšha barutwana dipopi tša diphoofolo. Ge le šetše le hlaotše phoofolo yeo le tla go ngwala ka yona, beang popi ya phoofolo yeo mo gare ga mmepe wa monagano.
- 2 Šomišang dipotšišo tše di latelago go hlahla tshepedišo ya go ngwala kanegelo:
 - ★ Lepokisi la 1: Kgopela barutwana go nagana leina la phoofolo. Le ngwale fase.
 - ★ Lepokisi la 2: Kgopela barutwana go fa dikgopolo ka ga lefelo leo phoofolo ye e dulago go lona. Hlalosa lefelo le ka lefoko.
 - ★ Lepokisi la 3: Boledišanang ka seo phoofolo ye e ratago go se ja; ge le kwane, ngwalang lefoko.
 - ★ Lepokisi la 4: Kgopela barutwana gore ba fe dikgopolo ka ga seo phoofolo e ilego ya se dira ka letšatši le lengwe. Kgetha ye tee ya dikgopolo tše o ngwale lefoko.
 - ★ Lepokisi la 5: Bolelang ka seo se ilego sa latela. Ngwala mantšu a barutwana fase ka tsela ya lefoko.
 - ★ Lepokisi la 6: Boledišana le barutwana ka tsela yeo kanegelo e swanetšego go felela ka gona o ngwale lefoko.
- 3 Bjale ge, balela barutwana kanegelo o šomiša mapokisi go o thuša.
- 4 Ba botšiše ge e le gore ba rata kanegelo ye. Ge go ena le diphetogo tše ntši tše ba ratago go di dira, di ngwale mo mmepeng wa monagano. O kgone o bala kanegelo gape.
- 5 Ge go e sa na le nako, o ka kgopela ba bangwe ba barutwana go swantšetša kanegelo. Kgorametša kanegelo ye lebotong.

Momaganya le go ripaganya (dinoko)

- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **se | ro | to**.
- 2 Kgopela barutwana go matšha ge ba bolela senoko se sengwe le se sengwe: **se** (kgato ye tee) **ro** (kgato ye tee) **to** (kgato ye tee). Efa barutwana ba bangwe ditšhakgatšhakga goba meropa go di šikinya goba go e betha go ya ka senoko se sengwe le se sengwe
- 3 Bolela mantšu a mangwe a nokontši go tšwa kanegelong ge barutwana ba matšha go ya ka senoko se sengwe le se sengwe. Hlohleletša barutwana go bala palo ya dinoko ka gare ga mantšu (Mohlala: “seroto” e na le dinoko tše tharo).

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.



You will need:

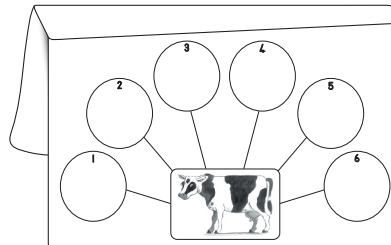
- A large piece of paper with a space in the middle and six bubbles drawn in a mind map format
- Puppets from the story *Are you my mother?*
- A thick black marker
- A list of multisyllabic words relating to the story: lesea, meetse a bosana, yena, mma, nnyane, ya boya, seroto, Koko, thaba, botse, ka tlhokomelo
- Shakers or drums

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Say to the learners: *"Today we are going to write our own story about one of the animals in the baby bird story. To start, let's choose which animal to write about."* Show learners the animal puppets. Once you have decided which animal to write about, place the animal puppet in the middle of the mind map.
- 2 Use the following questions to guide the story-writing process:
 - ★ Box 1: Ask learners to think of a name for the animal. Write it down.
 - ★ Box 2: Ask learners for ideas about where the animal lives. Describe this place in a sentence.
 - ★ Box 3: Discuss what the animal likes to eat; once you have agreed, write a sentence.
 - ★ Box 4: Ask learners for ideas about something the animal did one day. Choose one of the ideas and write a sentence.
 - ★ Box 5: Talk about what happened next. Write the learners' words down in a sentence.
 - ★ Box 6: Discuss with learners how they think the story should end and write a sentence.
- 3 Now read the story to the learners using the boxes to help you.
- 4 Ask learners if they like the story. If there are any changes they would like to make, write them on the mind map. Then read the story again.
- 5 If there is time, you can ask some of the learners to illustrate the story. Stick the story on the wall.



Blending and segmenting (syllables)

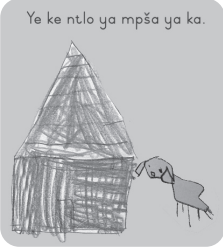


- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **se | ro | to**.
- 2 Ask learners to march for each syllable: **se** (one step) **ro** (one step) **to** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: "seroto" has three syllables).

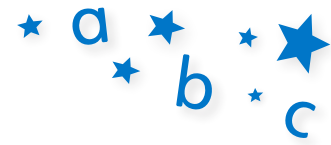
Small group activities

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


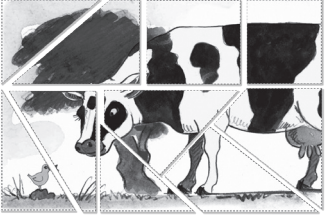



Mešongwana ya sehlopha se sennyane ya Beke ya 2

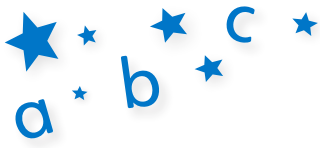
Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe Dikherayoni tša makhura tše dikgolo Khopi ya sereto: Legae Diswantšho tša magae a diphoofole tša go fapana: sehloga, oko, seroto, lešaka, letata, legapi, phago.  <p>Ye ke ntlo ya mpša ya ka.</p>	<p>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</p> <ol style="list-style-type: none"> Balela barutwana sereto o šupa diswantšho tša mehuta ya go fapana ya magae a diphoofole: sehloga, ngwako, oko, seroto, lešaka, letata, legapi, phago, bj.bj. Barutwana ba swanetše go thala diswantšho tša magae le dipgoofolo tše di dulago ka magaeng ao. Mohlala: oko le mpša, segokgo le letata. <div style="border: 1px solid #ccc; padding: 10px; margin-top: 20px;"> <p><i>Bolepu goba legapi goba molete ke legae la go tšwa ka gare ga lewatle go fihla ntlong ya godimo ga mohlare ke se sengwe le se sengwe se o nyakago le ka ba sona.</i></p> <p><i>Legaga goba lee goba sehloga ke legae, lefelo leo go šongwago kudu goba o dutše o le noši, go gongwe le go gongwe mo o go ratago kudu ke legae la gago...</i></p> </div>
<ul style="list-style-type: none"> Diphazele 	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Barutwana ba swanetše go thoma ka lebelela diripa tša marara ka tlhokomelo le go di hloala. Go latele gore ba bee diripa tša marara mmogo go bopa seswantšho sa phoofole goba moanegwa go tšwa kanegelong. Ba ka šomiša Puku ye Kgolo goba diswantšho tša tatelano go ba hlahla.
<ul style="list-style-type: none"> Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana 	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> Laela sehlopha go ya sekgutlwaneng sa dipuku goba efa sehlopha mokgobo wa dipuku. Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tše ba ratago go di bala. Ba laetše ka moo puku e bulwago ka gona le go phetla matlakala a yona. Bontšha barutwana tše dingwe tša diswantšho le go ba hlohleletša gore yo mongwe le yo mongwe a kgethe seo a ka ipshinago ka sona ge a se bala. Etela sekgutlwana go lekola le go hlohleletša barutwana ka fao ba balago ka gona.



Small group activities for Week 2

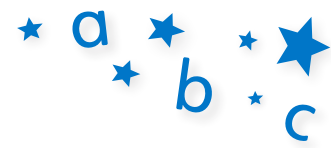
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • A copy of the poem: Home • Pictures of different animal homes: a nest, a kennel, a basket, a kraal, a web, a shell, a hive 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Read the poem to learners and point to the pictures of different types of animals' homes: a nest, a hut, a kennel, a basket, a kraal, a web, a shell, a hive, etc. 2 Learners must draw pictures of homes and the animals that live in the homes. For example: kennel and a dog, spider and a web. <div data-bbox="795 765 1340 1030" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p><i>A web or a shell or a hole is a home from deep in the sea to up in a tree home is whatever you want it to be.</i></p> <p><i>A cave or an egg or a nest is a home the busiest place or all on your own wherever you love the best is your home... your home sweet home!</i></p> </div>
<ul style="list-style-type: none"> • Puzzles 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Learners must begin by looking carefully at the puzzle pieces and sorting them. 2 Then they must put the puzzle pieces together to make a picture of an animal or character from the story. They can use the Big Book or sequence pictures for guidance.
<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.





Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> Thempoleite ya A5 ya tlhaka ya "i" ya morutwana yo mongwe le yo mongwe Pampišana goba kuranta Sekgomaretši 	<p>Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo</p> <ol style="list-style-type: none"> Efa morutwana yo mongwe le yo mongwe thempoleite le dilo goba diswantšho tšeo di nago le modumo wo o nepilwego. Ba swanetše go kgomaretša diswantšho goba dilo tšeo di nago le modumo wo o nepilwego. <p style="text-align: center;">GOBA</p> <ol style="list-style-type: none"> Ba swanetše go kgeila pampiri ka diripana gomme ba e kgoloke go dira dikgwele go tlatša sekgora le go bopa tlhaka. Ba tlaeletša ka diswantšho tša dilo tšeo di nago le modumo wo o nepilwego wa "i".
<ul style="list-style-type: none"> Ditshegetšo: mapai a mangwe a magolo, malakane goba mašela a a tlošitšwego ditulong le ditafole go bopa "ntlo", dithipa, diforoko le malepola tša polasitiki, ditšhelo tša go šomišwa leboelela le dipitša, dijo tša dipapadišane (dienywa goba merogo ya dipolasitiki, mapokisi ao a bego a swere dijo) mosamelo, lepai le popi 	<p>Mošongwana wa 5: Thaloko ya maitirišo</p> <ol style="list-style-type: none"> Gopotša barutwana ka ga ditshegetšo ka sekgutlwaneng ya se ka thaloko o ba hlohletše go tšwela pele go thoma Bekeng ya 1 ge ba raloka ntlo-ntlo ya maitirišo. Laela barutwana go ya sekgutlwaneng ya se ka thaloko o ba bontšhe ditshegetšo le go botšiša barutwana: "Naa nonyana ya lesea e be e dula kae? Ka gare ga sehloga! Naa batho ba dula kae? Re dula ka dintlong. Naa o nyaka go aga ntlo wa raloka le bagwera ba gago?" Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohletša thaloko ya barutwana. Mohlala: Ge go amogelela mo papading ya bona, itire moagišane yo a fihlago mo ngwakong. Kokota mo "lebating" o bone ge ba ka go amogela.





You will need	Activities
<ul style="list-style-type: none"> • An A5 "i" letter template for each learner • Scrap paper or newspaper • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound <p style="text-align: center;">or</p> <ol style="list-style-type: none"> 1 They must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound "i".
<ul style="list-style-type: none"> • Props: some large blankets, sheets or cloths pulled over chairs and tables to make a "house", plastic cutlery, recycled containers and pots, pretend food (plastic fruit or vegetables, empty food boxes or packets), a pillow, blanket and a doll 	<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 house-house. 2 Lead the group to the pretend play corner and ask learners: <i>"Where did Baby Bird live? In a nest! Where do people live? We live in houses. Would you like to build a house and play with your friends?"</i> 3 Visit the corner at least once to observe and encourage the learners' game. For example: If appropriate to their game, pretend to be a neighbour arriving at the house. Knock on the "door" and see if they invite you in.



★ Go letetšwe lesea

Kanegelo

Leina la ka ke Thabi ke na le mengwaga ye tshela. Go se go ye kae ke ya go ba le ngwanešo wa mošemanyana goba wa mosetsanyana. Ke kwa ke huduega ka lethabo ka ga se se tlogo diragala! Mesong ya lehono mma o tiile ka phapošeng yaka ya bo robalo a re: "Thabi, lesea la rena le godile ebile le tiile, bjale le loketše go ka tla lefaseng. Lehono ke ya bookelong ke tla ba ke se gona ka Mošupologo, Labobedi, Laboraro, Labone, ke tla ba ka boa ka Labohlano."

Mmago Thabi o ile a itokišetša go ya bookelong. O ile a re go yena: "O šale gabotse, moratiwa, ke tla boa e se kgale ke le tlela le semaka se segolo ka moka ga lena." Lesea le le godile kudu mo e lego gore Thabi ga a sa kgona le go gokara mmagwe go ya ka moo a bego a fela a dira ka gona.

Thekisi e letša naka ka ntle ka ge e be ele nako ya gore mmagwe a sepele. Thabi o ile a swarelela lepayana la gagwe a thoma go lla, tatagwe a mo kuka a mmea magetleng. Thabi o rata kudu go kukelwa godimo.

Thabi o lebanwe ke go leta matšatši a mahlano: Mošupologo, Labobedi, Laboraro, Labone, Labohlano. Efela go ya ka yena e bonala e le nako ye telele kudu. Thabi o botšiša tatagwe dipotšišo tše ntši ka ga lesea le lefsa. Tatagwe yena o tseba seo ba se letetšego." Go reng o sa ngwalele Mmago lengwalo? O ka mmotša ka moo o mo hlokago ka gona o mmotšiše dipotšišo tše ntši ka ga lesea." Thabi a re: "Go lokile Tate, o ka nthuša go le ngwala?"



Ge sekolo se tšwile, Tatago Thabi a mo thuša go ngwala lengwalo la go ya go mmagwe.

Mma yo a rategago

Ke a go rata ebile ke a go hloka! Tate o re wena le lesea le tla tla gae ka Labohlano. Ke thabišwa ke gore e tla ba e le mafelelo a beke. Ga re ye sekolong ka Mokibelo le Sontaga. Ka fao ke tla bapala le lesea la rena letšatši ka moka ke le phuthela ka lepayana la ka. Naa lesea la rena ke mošemanyana goba mosetsanyana? Naa le tla swana le nna? Naa lesea la rena le tla thoma go sepela le go bolela neng?

Ka lerato

Go tšwa go Thabi (lesea la gago le legolo)

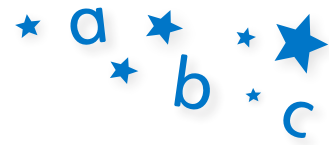
Ke Labohlano letšatši le legolo le fihlile. Thabi o huduegile kudu ka lethabo, o tsoga ka pela gore a letele mmagwe le lesea go tla gae. Thabi o kwa mmagwe a le monyakong wa ka pele, efela o tsena ka setu. O nyaka go mo makatša.

Efela Thabi o emetšwe ke semaka sa go di feta ka moka. Mmagwe o tiile gae le mafahlana! Thabi o na le bana babo, ke kgaetšedi le morwarragwe!

A ke mafelelo a kanegelo.



★ Waiting for baby



Story

My name is Thabi and I am six years old. Very soon I am going to have a baby brother or sister and I feel very excited about this! Early this morning Mommy came to my room and said: "Thabi, our baby has grown big and strong and is ready to come now. I'm going to the hospital today and I will be away on Monday, Tuesday, Wednesday, Thursday, and back on Friday."

Thabi's mother gets ready for the hospital. "Bye bye, sweetheart," she says. "I'll be home very soon, with a big surprise for all of us." The baby has grown so big inside her mother's tummy that Thabi can't get her arms around her body to hug her like she could before.

The taxi is hooting outside the house and it is time for her mother to leave. Thabi holds onto her blanket and starts to cry. She feels sad so her father lifts her up on his shoulders. She loves being so high up off the ground.

Thabi only has to wait for five days: Monday, Tuesday, Wednesday, Thursday, Friday – but to her it feels like a long, long time. Thabi asks her father many questions about the new baby. Her father has an idea. "Why don't you write Mommy a letter? You can tell her how much you miss her and ask her more questions about the baby." And Thabi says: "Okay Daddy, will you help me, please?"



After school, Thabi's father helps her to write the letter to her mother.

"Dear Mommy

I love you and I miss you! Daddy says you and the baby will be home on Friday. I'm glad it will be the weekend. There is no school on Saturday and Sunday, so I can play with our baby all day long and wrap it in my blanket. Is our baby a boy or a girl? Will it look like me? When will our baby start to walk and talk?

Love from

Thabi (your big baby)"

It is Friday and the big day has arrived. Thabi is so excited, she gets up very early to wait for her mother and the baby to come home. Thabi hears her mother at the front door, but she keeps very quiet. She wants to surprise her.

But Thabi is in for a much bigger surprise. Her mother has come home with twins! Thabi has a sister and a brother!

And that is the end of the story.





Koša

- Nkunku robala (x2)
- Ngwana o swerwe ke boroko (x2)
- Nkunku robala (x2)
- Mahlwana a lapile (x2)
- Ngwana o swerwe ke boroko (x2)
- Robala ngwana (x2).



(O ka šomiša molodi wo o ikgethetšego wona)

Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	thabile	nyamile	huduega (ka lethabo)	maketše	mafahlana	bookelo
Mantšu a tlaleletšo:	mpa	gola	ka gare	dikologa	gokara	lla
	tloga	letela	lepaye	mafelelo a beke	hloela	lengwalo





Song

Go to sleep my baby (babies)
 Close your pretty eyes
 Mama's here beside you
 So hush now don't you cry.



Vocabulary from the story

Key-words:	happy	sad	excited	surprised	twins	hospital
Extra words:	tummy	grow	inside	around	hug	cry
	leave	wait	blanket	weekend	miss	letter





Go nyakega lebe le:

- Kanegelo ya: Go letetšwe lesea
- Dipopi: Thabi, Mmago Thabi, Tatago Thabi, mafahlana, tšhupamabaka
- Ditshegetšo: Lepai la Thabi, lengwalo la go tšwa go Thabi (sekgelana sa lephephe le phensele), tšhupamabaka, thai, dipopi tše pedi (goba mapai ao a apešitšwego selotsoko seo o ka rego ke masea)
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu



Beke ya 1 Letšatši la 1

Mešongwana ya phapoše ka moka

Bolela sereto “Mahlo a mabedi a go bona” e le ge o tliša barutwana go dula legogweng ka nakong ya kanegelo.

Go anega kanegelo le go bopa tlotlontšu

1 Pele o ka anega kanegelo

- 1.1 Botša barutwana hlogo ya kanegelo o ba tsebiša baanegwa o šomiša dipopi.
- 1.2 Tswalanya kanegelo le maphelo a barutwana ka go ba botsa o re: “*Naa ke batho ba bakae ka lapeng la geno? Naa o na le kgaetšedi goba morwarrago ba bannyane? Naa o tseba bao e lego mafahla?*”
- 1.3 Bolelišanang ka mantšu a bohlokwa go tšwa lenaneong la tlotlontšu, o bontšhe barutwana selo goba seswantšho goba o ba bontšhe ka go diragatša tlhaloso ya lentšu.
- 1.4 Mohlala: Kgotela barutwana gore ba o bontšhe gore ba lebelelega bjang ge ba swabile, ge ba thabile kudu le ge ba maketše.

2 Ge o anega kanegelo

- 2.1 Anega kanegelo ka tsela ya go bontšha bophelo o šomiša mantšu a go fapana.
- 2.2 Laetša ka ditiro o šomiše dipopi le ditshegetšo. Kgotela barutwana gore ba akanye gore ke eng se se tla latelago ka kanegelong o dire gore ba tšee karolo ka go ba botšiša dipotšišo tše di bulegilego bjalo ka: “*Mmago Thabi o tla tla gae ka letšatši lefe? Ke ka lebaka la eng ge Thabi a be a nyaka go lla? O nagana gore Thabi o ngwadile eng ka lengwalong le a le ngwaletšeng mmagwe? O nagana gore semaka e be e le eng?*”

3 Ka morago ga gore o anega kanegelo

- 3.1 Botšiša barutwana: “*Ke eng se o se ratilego ka ga kanegelo? Ke eng seo o sa ka go wa se rata? Ke karolo efe ye e go kgahlilego go fetiša ka moka? Ke dipotšišo dife tše o nago le tšona ka ga kanegelo? Naa o rata go dira eng ge o ena le se o se letetšego?*”

Go hlagiša modumo go tšwa kanegelong

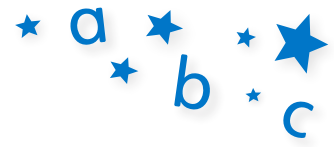
- 1 Kgotela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: “*lesea, Lehono, Labobedi, Laboraro, Labone, Labohlano, letšatši, legolo. Le kgona go kwa modumo wo o nepišitšwego: I-I-I-I-lesea, Lllllehono, Llllabone, llllletšatši? Ee, le nepile! Ka moka ba file modumo wa lll.*”
- 2 “*Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka lll: leloba, Ieru, leledu, Iori.*” (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa lll ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgotela barutwana go bolela modumo wa lll: “*I-I-I*”. Dira se go ba metlae: O bolelele fasana, godimo, lebotong, seširatlhakeng le go yo mongwe le yo mongwe.

Mešongwana ya dihlopha tše dinnyane

Hlalošetša gore barutwana ba tla be ba šoma ka dihlopha tše dinnyane tšatši le lengwe le le lengwe. Hlaloša o be o ba laetše ka moo wo mongwe le wo mongwe o dirwago ka gona le go hlalosa go šielana letšatši ka letšatši. Hlalosa tsela ye e latelwago ge go hlwekišwa.

Mahlo a mabedi a go bona

Molomo o tee wa go bolela le go opela,
Mahlo a mabedi a go bona,
Ditsebe tše pedi tša go kwa,
Maoto a mabedi a go sepela le go kitima;
Diatla tša ka ke tše
Mphe tša gago-Ka moka ga lena ke nako ya dikanegelo!



You will need:

- Story: Waiting for baby
- Puppets: Thabi, Thabi's mother, Thabi's father, twins, a calendar
- Props: Thabi's blanket, a letter from Thabi (a piece of paper and pencil), a calendar, a tie, two dolls (or blankets wrapped around something to look like babies)
- 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: "How many people are in your family? Do you have a baby brother or sister? Do you know any twins?"
- 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 show you how they look when they are sad, happy, excited and surprised.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "On what day will Thabi's mom come home? Why did Thabi want to cry? What do you think Thabi wrote in the letter to her mom? What do you think the surprise was?"

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? What do you like to do when you are waiting for something?"



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: "Ilesea, Lehono, Labobedi, Laboraro, Labone, Labohlano, letšatši, legolo. Can you hear the focus sound: I-I-I-I-lesea, Lllllehono, Llllabone, lllletšatši? Yes, you are right! They all have the sound //I.""
- 2 "Listen carefully, here are some more words with //I: Ieloba, Ieru, Ieledu, Iori." (Emphasise the focus sound as you say these words.)
- 3 Say the sound //I clearly and tell learners to watch your mouth.
- 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.



Go nyakega lebe le:

- Dipopi tša go tšwa kanegelong
- Mmino le ditshegetšo/ diswantšho tša koša



Beke ya 1 Letšatši la 2

Mešongwana ya phapoše ka moka

Go anega kanegelo le go opela

- 1 Thoma ka go gopotša barutwana ka ga tlhaloso ya mantšu ao o ba tsebišitšego ona ka Letšatši la 1.
- 2 Boeletša kanegelo o šomiša dipopi. Botšiša dipotšišo ge o tšwela pele ka go anega kanegelo. Hlohleletša barutwana go nagana seo se tla latelago.
- 3 Botša barutwana gore o ya go ba ruta koša ye mpsha ya go sepelelana le kanegelo.
- 4 Bolela methaladi e se mekae ya koša ka go hlaboša o iketlile, o kgopele barutwana go opela le wena. Go ka ba boima gore barutwana ba gopole mantšu ka moka, ka moo ruta koša yeo ka dikarolo.
- 5 Eba le diswantšho goba ditshegetšo goba o laetše ka go diragatša gore o thuše barutwana go kwešiša polelo ya koša.
- 6 Botšiša barutwana ge e le gore ba tseba tše dingwe tša go kuruetša goba go robotša tšeo ba ka go fana ka tšona ka phapošeng. Lo e opeleng monate ka dipuo tse di fetang e le nngwe.

Go bopa tumatlhaka

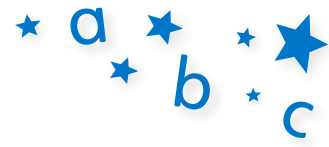
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka // goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa //.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka kgwathšia maleme a bona magalagapeng ge ba re: "I-I-leleme".
- 3 Botšiša barutwana ge ba gopola ka moo // e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o ye fase."
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona. Ba ka leka go šomiša mebele ya bona go bopa ditlhaka.
- 5 Ge o šetše o ba laeditše ka fao tumatlhaka e ngwalwago ka gona, hlohleletša barutwana go šomiša lehlakana go ngwala tumatlhaka ka gare ga mabu.
- 6 Hlohleletša barutwana go bitša modumo wo o dirwago ke tlhaka ge ba e.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





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. Ask learners if they know any other lullabies or sleeping songs that they can share with the class. 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 /l/ or if they can think of any other words that start with the sound /l/.
- 2 Teach learners an action associated with the sound. For example: Learners can stick out their tongue while saying: "l-l-leleme".
- 3 Show learners how to write the letter l. 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."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own body 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.



Go nyakega lebe le:

- Dipopi le ditshegetšo tša go tšwa kanegelong
- Lepokisi la dithaka le le swerego didirišwa goba diswantšho tša go thoma ka **I**: letšoba, leri, lori, lebati, lebone, ledimo, leeba, lefasetere, leobu, leribiši, letlakala



Beke ya 1 Letšatši la 3

Mešongwana ya phapoše ka moka

Go anega kanegelo le go e raloka

- 1 Opela koša.
- 2 Botšiša barutwana ge ba ka gopola tlhalošo ya mantšu a go tšwa lenaneong la tlotlontšu. Mohlala: *"Naa o ka hlalosa selo seo se dirago gore o thabe kudu? Naa o lebelelega bjang ge o thabile kudu?"*
- 3 Kgetha barutwana go raloka karolo ya baanegwa ba ka gare ga kanegelo.
- 4 Bolela ka moanegwa yo mongwe le yo mongwe wa ka gare ga kanegelo. Botša baitnuti gore ba ya go ba baanegwa bafe ge ba raloka kanegelo le go ba bontšha ditshegetšo tšeo di tla šomišwago go anega kanegelo.
- 5 Hlalosetša barutwana gore wena (morutiši) o ya go ba yo a ba molaodiši wa kanegelo. Barutwana ba go raloka ba tla raloka dikarolo ka moka tšeo ba botšwago go di raloka. Ba thuše go beakanya moo ba tlogo ema gona.
- 6 Thoma go ba anegela kanegelo o ba hlohleletše go dira ditaetšo tša go sepelelana le mantšu a gago ge phapoše ka moka e bogetše ge ba tšea karolo.
- 7 Ge nako e sa le gona, o ka šomiša barutwana ba bangwe go boeletša go tšea karolo kanegelong.

Mapokisi la dithlaka

- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la dithlaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme la bona la gae. Ka morago ga fao efa lentšu ka leleme le o rutago ka lona. Ba laele go swara didirišwa goba diswantšho ba di fetišetšane.
- 2 Botšiša dipotšišo ka ga didirišwa: *"Naa le ile la bona se sengwe sa tše? Naa re se šomišetša eng? Se na le mmala wo bjang? Se kwagala se le bjang?"*
- 3 Bolela maina a didirišwa o gatelela modumo wo o nepišitšwego. Botšiša barutwana ge ba kgona go kwa modumo wo o nepišitšwego.
- 4 Kgopela barutwana go bolela leina la sedirišwa se sengwe le se sengwe le gore ba gatelele modumo wo o nepišitšwego ge ba bolela mantšu.
- 5 Ge barutwana ba itlwaeditše modumo wo mofsa, ba bontšhe tlhaka godimo ga lepokisi la tlhaka mme o re: *"Tlhaka ye ke ka moo re ngwalago I."* Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects have the focus sound I: letšoba, leri, lori, lebati, lebone, ledimo, leeba, lefasetere, leobu, leribiši, letlakala



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: *“Can you describe something that made you excited? How do you look when you are excited?”*
- 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 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.



Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho
- Didirwa goba diswantšho tša go ba le modumo wo o nepišitšwego wa go swana

Stella o re:



Tše ke dipotšišo tša mohola tša go botšišwa ka ga seswantšho se sengwe le se sengwe:

- "Ke mang yo o ka mmonago?" (baanegwa)
- "O!Se dira eng?" (lediri le ditiragatšo)
- "Ke eng se sengwe gape se o se bonago?" (lebelela gape)
- "... e mo kae?" (o bolela mafelo/ boemo)
- "Go reng o nagana ...?" (kgopolo ya go itlhamela, go hlagiša maikutlo)

Beke ya 1 Letšatši la 4

Mešongwana ya phapoše ka moka

Go bea diswantšho ka tatelano

- 1 Opela koša gape.
- 2 Hlagiša mantšu a mafsa go tšwa lenaneong la tlotlontšu.
- 3 Kgetha se sengwe sa diswantšho go tšwa tatelanong ya tšona o se swarele godimo. Botšiša barutwana gore ba bona eng, o tšwele pele ka go bolela ka seswantšho seo ka botlalo.
- 4 Ge o boledišane ka seswantšho se sengwe le se sengwe, o se kgorametša godimo ga letlapa gore barutwana ba se bone. Leka gore diswantšho di se dule ka tatelano ge go dirwa mošongwana wo.
- 5 Ka morago ga go boledišana ka diswantšho ka moka, botšiša barutwana gore: "Naa diswantšho di ka tatelano ya maleba?"
- 6 Kgopela barutwana go laetša seswantšho sa go tla mathomong a kanegelo. Šomang mmogo go beakanya diswantšho ka tatelano gore kanegelo e be yeo e kwagalago ya go ba le mohlodi.
- 7 Dira gore barutwana ba tšee karolo ka mafolofolo mo tiragalong ye. Botšiša dipotšišo tša go swana le: "Go diragetše eng ka morago ga fa? Ke mang yo a ka gopolago karolo ye e latelago ya kanegelo?"
- 8 Ge diswantšho di le ka tatelano ya maleba, mema barutwana ba se bakae go tlo anega kanegelo ye.

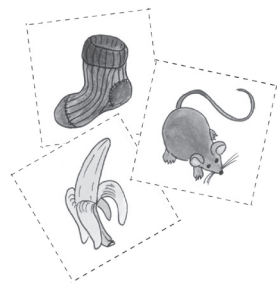


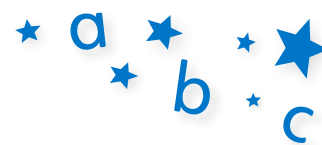
Go theeletša medumo ye e nepišitšwego

- 1 Hlaola medumo ye e nepišitšwego ye mebedi o humane dihlopha tša diswantšho goba didirišwa tše di thomago ka medumo yeo e nepišitšwego (o ka šomiša didirišwa tša go tšwa ka mapokising a ditlhaka).
- 2 Kgopela barutwana go ema ka pele ka phapošeng. Efa sehlopha sa barutwana ba babedi didirišwa goba diswantšho tše di thomago ka modumo wo nepišitšwego wa go swana gore ba o emišetše godimo gore barutwana ka moka ba o bone. Kgopela barutwana go o thuša go fa diswantšho goba didirišwa maina.
- 3 Bolela leina la seswantšho goba sedirišwa se sengwe le se sengwe ka go iketla, o gatelele modumo wo o nepišitšwego.
- 4 Kgopela barutwana go bolela didirišwa goba diswantšho tše pedi tše di nago le modumo wo o nepišitšwego wa go swana. Barutwana ba ba swerego diswantšho goba didirišwa ba swanetše go šutha ba eme kgauswi le kgauswi. Tšwela pele ka dikarata tša seswantšho goba didirišwa tše tharo goba tše nne.
- 5 Ge barutwana ba tlwaetše thaloko ye, leka pharologanyo ye e latelago: kgonthiša gore o be le didirišwa goba diswantšho tše di lekanego gore o kgone go fa morutwana yo mongwe le yo mongwe se setee. Hlalosetša barutwana gore ba swanetše go humana morutwana yo mongwe yo sedirišwa goba seswantšho sa gagwe se nago le modumo wo o nepišitšwego wa go swana ba dule mmogo godimo ga legogwa.

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Big sequence pictures
- Objects or pictures with the same focus sound

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:



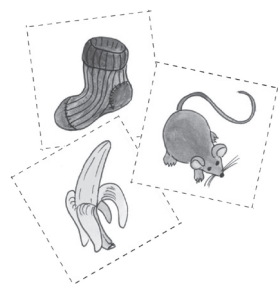
These are useful questions to ask about each picture:

- "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 Select two focus sounds and find sets of pictures or objects starting with those focus sounds (you can use objects from the letter boxes).
- 2 Ask four learners to stand in front of the class. Give each pair of learners objects or pictures starting with the same focus sound to hold up so all the learners can see. Ask learners to help you name the pictures or objects.
- 3 Say the name of each picture or object slowly, while emphasising the focus sound.
- 4 Ask learners to say which two objects or pictures have the same focus sound. Learners holding these pictures or objects must move and stand next to each other. Continue with three or four more picture cards or objects.
- 5 Once learners are familiar with this game, try the following variation: Make sure you have enough objects or pictures so that you can give each learner one. Explain to learners that they must find another learner whose object or picture has the same focus sound and sit together on the mat.



Small group activities

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



Go nyakega lebe le:

- **Lepokisi la manggwari la go ba le lesea:** lepokisana la manggwari la morutwana yo mongwe le yo mongwe le sešupo sa lesea ka gare ga lepokisi la manggwari go le bontšha barutwana
- Maswika a manyane, poropo, lephilo, leokodi, thapo, dikgelana tša lešela, lephephe ya mmala, lenti
- **Tšhakatšhakga:** lebotlelo la polasitiki la go hloka selo ka gare la morutwana yo mongwe le yo mongwe, maswika a manyane, meruka, dinawa, mohlaba, lephephe ya mmala
- Dikherayoni tša makhura tše dikgolo le dipene tše diso goba dikhokhi
- Dikero, segorametši
- Mantšu a nokontši ao a sepelelanago le kanegelo: lesea, go thaba kudu, letša naka, thekisi, go makatša, mpa, bookelo, morwarre, kgaetšedi, Mošupologo, Labobedi, Laboraro, Labone, Labohlano, mafelelo a beke

Beke ya 1 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Hlalosetša barutwana gore ba ya go bopa masea a bona le malao a ona ka gare ga lepokisi la manggwari. Ba swanetše go šomiša mašela a a lego mo tafoleng ba šomiše khokhi go thala sefahlego sa lesea godimo ga leswika goba poropo. Ba swanetše go kgabiša lepokisi la manggwari go dira bolao bja lesea la bona. Bontšha barutwana mohlala wa seo o se dirilego.
- 2 Kgopela barutwana go fa "lesea" la bona leina le gore ba le ngwale godimo ga sekgelana sa lephephe leo ba tla le kgorametšago ka pele goba ka thoko ga lepokisi la manggwari. Ba hlalositše gore ba le ngwale leina ka tsela yeo ba naganago gore le ngwalwa ka gona.
- 3 Hlohleletša barutwana go botšiša mogwera ka ga "lesea" la bona: Leina la lona ke mang? Ke mosemanyana goba ke mosetsanyana? Naa le lla kudu goba aowa?

GOBA

- 1 Hlalosetša barutwana gore ba ya go direla lesea setšhakatšhakga. Ba swanetše go lokela maswika a manyane, meruka goba mohlaba ka gare ga lebotlelo la polasitiki ba le tswalele ka dikgelana tša go gagoga tše dinnyane tša lephephe ya mmala go e dira gore lesea le e bone e le botse.



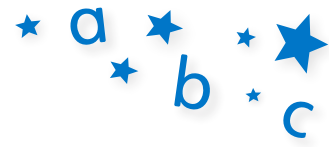
Momaganya le go ripaganya (dinoko)

- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **La | bo | be | di**.
- 2 Kgopela barutwana go lebantšha sefahlego le mogwera wa gagwe le go dira seatla godimo ge go bitšwa senoko se sengwe le se sengwe: **La** (seatla godimo) **bo** (seatla godimo) **be** (seatla godimo) **di** (seatla godimo).
- 3 Bolela mantšu a mangwe a nokontši go tšwa kanegelong ge barutwana ba dira seatla godimo go laetša senoko se sengwe le se sengwe.
- 4 Hlohleletša barutwana go bala palo ya dinoko ka gare ga mantšu (Mohlala: "Labobedi" le na le dinoko tše nne).



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.



You will need:

- **Matchbox baby:** one matchbox per learner and a sample of a baby in a matchbox to show the learners
- Small rocks, corks, foam, cotton wool, string, fabric pieces, coloured paper, ribbon
- **Rattle:** an empty plastic bottle for each learner, little stones, beads, beans, sand, coloured paper
- Jumbo wax crayons and black markers or kokis
- Scissors and glue
- A list of multisyllabic words relating to the story: lesea, go thaba kudu, letša naka, thekisi, go makatša, mpa, bookelo, morwarre, kgaetšedi, Mošupologo, Labobedi, Laboraro, Labone, Labohlano, mafelelo a beke

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that they are going to make their own baby and baby bed in a matchbox. They must use the materials on the table and a koki to draw the baby's face on the rock or cork. They must also decorate the matchbox to make a bed for their baby. Show learners the sample you have made.
- 2 Ask learners to give their "baby" a name and write the name on a piece of paper which they can stick onto the front or the side of the matchbox. Explain to them that they write the name the way they think it is written.
- 3 Encourage learners to ask a friend about their "baby": What is its name? Is it a boy or a girl? Does he/she cry a lot?

OR

- 1 Explain to learners that they are going to make a rattle for a baby. They must put little stones, beads or sand in the plastic bottle and then cover the bottle with little bits of torn coloured paper to make it look nice for the baby.



Blending and segmenting (syllables)

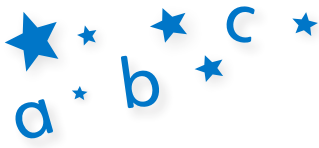
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **La | bo | be | di**.
- 2 Ask learners to face a friend and do high fives for each syllable: **La** (high five) **bo** (high five) **be** (high five) **di** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "Labobedi" has four syllables).



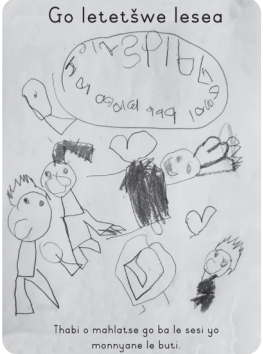

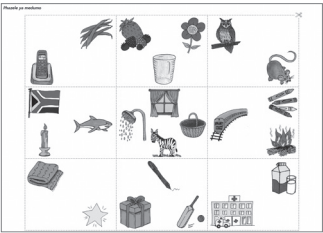

Small group activities

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









Mešongwana ya sehlopha se sennyane ya Beke ya 1

Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe Dikherayoni tša makhura tše dikgolo  	<p>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</p> <ol style="list-style-type: none"> Ngwala hlogo ya kanegelo mo godimo letlakaleng la se ngwalwe selo la morutwana yo mongwe le yo mongwe pele thuto e ka thoma. Kgopela barutwana go šupa mantšu a hlogo ge o a bala le bona. Botšiša barutwana gore ke karolo efe ya kanegelo yeo ba e ratago go di feta ka moka. Efa ditšhišinyo. Hlohleletša barutwana go thala seswantšho sa karolo ye ba e ratago ya kanegelo. Dira tshwayaswao goba o kgopela morutwana yo mongwe le yo mongwe a go botše ka sethalwa sa gagwe. Kgopela barutwana ge e le gore ba rata go ngwala se sengwe ka ga diswantšho tša bona goba ge ba nyaka wena o ba ngwalela. Ge barutwana ba nyaka wena o ba ngwalela, dira gore le bona ba tšee karolo ka go ba kgopela gore ba bolele mantšu ao ka go iketla ge wena o a ngwala fase. O a bolelele godimio ge o a nagana o ngwala mafoko a bona. Mohlala: "Thabi o na le mahlatshe a go ba le kgaetšedi le morwarragwe ba masea." Ngwala ntle le go fetola seo barutwana ba go botšago sona, lentšu ka lentšu, goba botšiša barutwana ge ba dumelelana le wena pele o ka dira diphetogo mo mantšung a bona. O gopole gore o ngwale ka bothakga le ka mongwalo wo o bonagalago. Ge o feditše go ngwala, hlohleletša barutwana go bala lefoko le wena. Šupa lentšu le lengwe le le lengwe ge o le bala le go amogela maitekelo a.
<ul style="list-style-type: none"> Phazele ya medumo 	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Barutwana ba thoma ka go nyakana le diripa tša marara tša diswantšho tše nne. Ba swanetše go bea seripa se sa marara gare mo tafoleng. Barutwana ba swanetše go bolela maina le medumo ye e nepišitšwego ya seswantšho se sengwe le se sengwe. Barutwana ba swanetše gore yo mongwe le yo mongwe wa bona a tope seripa se sengwe sa marara a lebantšhe medumo ye e nepišitšwego ya diswantšho ka moka le seripa sa marara sa maleba. Marara a tla ba a feleletše ge diripa ka moka di bopa khutlonne.
<ul style="list-style-type: none"> Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana 	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> Laela sehlopha go ya sekgutlwaneng sa dipuku goba efa sehlopha mokgobo wa dipuku. Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala. Ba laetše ka moo puku e bulwago ka gona le go phetla matlakala a yona. Bontšha barutwana tše dingwe tša diswantšho le go ba hlohleletša gore yo mongwe le yo mongwe a kgethe seo a ka ipshinago ka sona ge a se bala. Etela sekgutlwana go lekola le go hlohleletša barutwana ka fao ba balago ka gona.



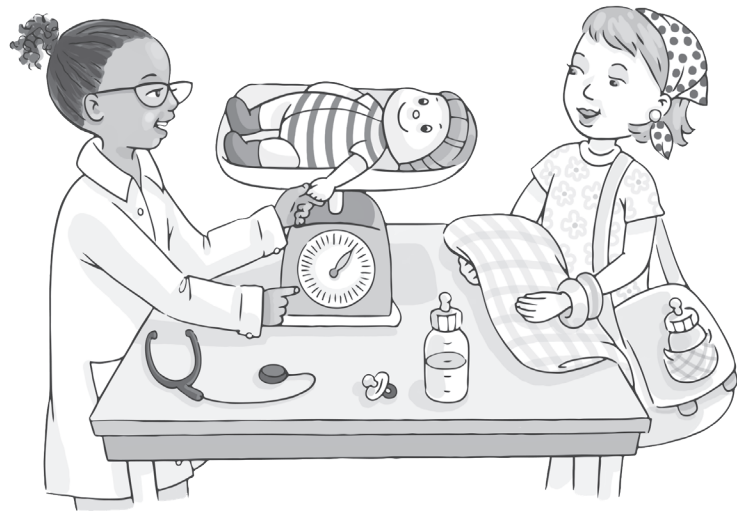
Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</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. 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. 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: "Thabi ... is ... lucky ... to ... have ... a ... baby ... sister ... and ... a ... What word did you want to say next? Brother. I am going to write the word 'brother'." 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"> Sounds puzzle 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Learners begin by finding the puzzle piece with four pictures. They must put this puzzle piece in the middle of the table. Learners must say the names and focus sounds of each picture. Learners must each pick up another puzzle piece and match the focus sounds of all the pictures on their puzzle piece. The puzzle is complete when all the pieces form a square.
<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.


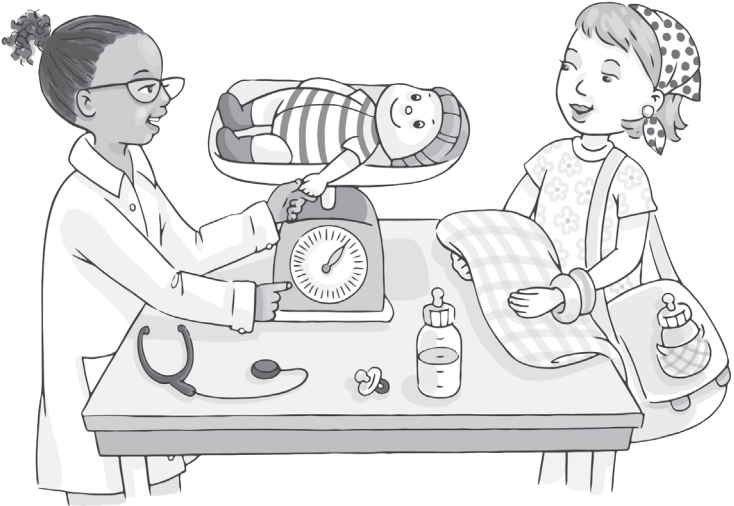




Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> • Thempleiti ya tlhaka ya bogolo bja A5 ya morutwana yo mongwe le yo mongwe • Diswantšho tše dinnyane goba dihlogwana tša dilo tša go thoma ka "I": letšoba, leru, letlakala • Dikero, segorametši • Dikgatišobaka 	<p>Mošongwana wa 4: Mabokgoni a tšhepedišo ye e dumeletšwego le mongwalo</p> <ol style="list-style-type: none"> 1 Efa morutwana yo mongwe le yo mongwe tempoleiti ya ditlhaka le dihlogo goba diswantšho le modumo wo o nepišitšwego. 2 Ba swanetše go kgorametša diswantšho goba dihlogo tša dilo tše di nago le modumo wo o nepišitšwego go tlatša sekgoba go bopa tlhaka. Ba ka oketša ka dithalwa tša go thoma ka modumo wo o nepišitšwego wa "I".
<ul style="list-style-type: none"> • Ditshegetšo: mapai, dipopi, mengatwana, koloyana ya lesea, bolao bja lesea, mabotlalo, pafo ya lesea, dikala, toulo ye nnyane 	<p>Mošongwana wa 5: Thaloko ya maitirišo</p> <ol style="list-style-type: none"> 1 Laela barutwana go ya sekgutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa. 2 Hlalosa gore ba ya go ba batswadi ba maitirišo le lesea le lefsa. Ba ka apeša le go fepa lesea la bona ba ya go etela batswadi ba bangwe le lesea la bona. Ba ka ya kiliniking gore go tšewe boima le go lekolwa ke mooki. 3 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohleletša thaloko ya barutwana. Mohlala: O ka fihla wa itira tše o ka rego o tlišitše mpho ya lesea le lefsa. Botšiša "batswadi" ka ga lesea la bona, o ba botše le ka moo lesea la bona le lego botse ka gona!





You will need	Activities
<ul style="list-style-type: none"> • An A5 "l" letter template for each learner • Small pictures or items of things starting with "l": letšoba, leru, letlakala • Glue and scissors • Magazines 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound to fill the space and make the letter. They can also add drawings of things with the focus sound "l". 
<ul style="list-style-type: none"> • Props: blankets, dolls, nappies, pram, cot, bottles, baby bath, scales, small towel 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Lead the group to the pretend play corner and show them the new props. Explain that they are going to pretend to be parents with a new baby. They can dress and feed their baby and go on a visit to other parents with their baby. They could also go to visit the clinic and get the babies weighed and checked by a nurse. 2 Visit the corner at least once to observe and encourage the learners' game. For example: You could arrive and pretend to bring a gift for the new baby. Ask the "parents" about their baby, and tell them how beautiful their baby is! 





Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho
- Puku ye nnyane ye e gatišitšwego le go menwa ya ngwana yo mongwe le yo mongwe

Beke ya 2 Letšatši la 1

Mešongwana ya phapoše ka moka

Tatelano ya diswantšho tše dingwe gape

- 1 Thoma ka barutwana ba ba dutšego godimo ga legogwa. Kgetha barutwana gore ba eme pele ga barutwana ba bangwe ka phapošeng, yo mongwe le yo mongwe a swere seswantšho sa mmala go tšwa mo di bego di le gona ka tatelano (ba se eme go ya ka tatelano ya tšona).
- 2 Botšiša barutwana ge e le gore diswantšho di ka tatelano ya maleba. Ba kgopele gore ba šupe seswantšho seo se swanetšego go tla mathomong a kanegelo.
- 3 Ba le mmogo ka sehlopha, kgopela barutwana ba ba swerego diswantšho ba šuthe mo ba lego gona go fihla ge diswantšho tšeo ba di swerego di hlama kanegelo ya go kwagala. Botšiša dipotšišo tša go swana le ye: "Ke mang yo a ka gopolago gore go ile gwa latela eng?"
- 4 Ge le feditše go bea kanegelo ka tatelano, barutwana ba boele ditafoleng tša bona.
- 5 Efa morutwana yo mongwe le yo mongwe pukwana ye nnyane. Ba hlohleletše gore ba lebelele bokantle bja yona o bale hlogo ya kanegelo le bona.
- 6 Bula letlakala ka letlakala la pukwana ye ye nnyane barutwana ba lebeletše diswantšho, o ba thuša go ba lemoša gore diswantšho tše di lego ka gare ga pukwana ye, di swana le diswantšho tšeo di beilwego ka tatelano.
- 7 Ge nako e le gona, barutwana ba ka "balelana" pukwana ye ye nnyane gona ka mo phapošeng.
- 8 Hlohleletša barutwana go ya le dipuku tše gae go ya go di bala le ba ka.



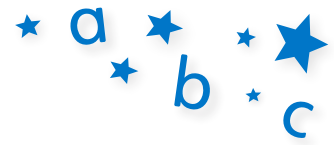
Go hlagiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: "e, ebile, ele, emetšwe, efela, letetšwe, sepele, beke, letele. Le kgona go kwa modumo wo o nepišitšwego: ebile, emetšwe, letetšwe, beke? Ee, le nepile! Ka moka ba file modumo wa /e/."
- 2 Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /e/: ee, eie, lebeso, selepe, meetse. (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /e/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /e/: "e-e-e". Dira se go ba metlae: O bolelele fasana, godimo, lebotong, seširatlhakeng le go yo mongwe le yo mongwe.

Mešongwana ya dihlopha tše dinnyane

Hlalošetša gore barutwana ba tla be ba šoma ka dihlopha tše dinnyane tšatši le lengwe le le lengwe. Hlaloša o be o ba laetše ka moo wo mongwe le wo mongwe o dirwago ka gona le go hlalosa go šielana letšatši ka letšatši. Hlalosa tsela ye e latelwago ge go hlwekišwa.





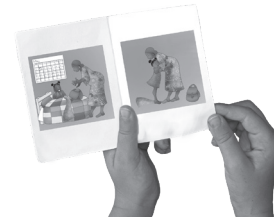
You will need:

- 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. 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: *"e, ebile, ele, emetšwe, efela, letetšwe, sepele, beke, letele. Can you hear the focus sound: ebile, emetšwe, letetšwe, beke? Yes, you are right! They all have the sound /e/."*
- 2 *"Listen carefully, here are some more words with /e/: ee, eie, lebese, selepe, meetse. (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.





Go nyakega lebe le:

- Puku ye Kgolo: Go letetšwe lesea
- Thempleiti ya tlhaka ya "e" ya bogolo bja A5 ya morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo

Beke ya 2 Letšatši la 2

Mešongwana ya phapoše ka moka

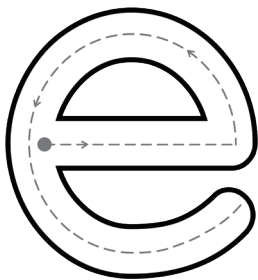
Go bala mmogo: Puku ye Kgolo

- 1 Hlohleletša barutwana go lebelela seswantšho sa bokantle bja puku le go bolela ka seo ba se bonago le seo ba se lemogago.
- 2 Balela barutwana ka phapošeng hlogo ya kanegelo. O šupe lentšu le lengwe le le lengwe ge o tšwela pele ka go bala. E bale gape o kgopele barutwana go bala le wena.
- 3 Phetla maphephe a puku ka letee ka letee o laetša barutwana diswantšho, o hlatholla diswantšho le go hlohleletla barutwana go botšiša dipotšišo.
- 4 Šupa dinomoro tša matlakala o bolela le gore ke letlakala la bokae leo le tla go latela.
- 5 Ge o feditše go phetla puku ka moka, boela morago mathomong o bale hlogo ya kanegelo gape. O bule matlakala o bale lefoko le lengwe le le lengwe ka lentšu la tlhago la go kwagala. Šupa lentšu le lengwe le le lengwe ge o le bala.
- 6 Bala puku gape o hlohleletše barutwana go 'bala' le wena.



Go bopa tumatlhaka

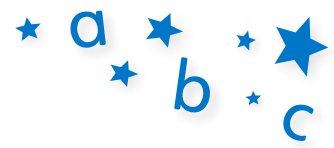
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /e/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /e/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka itlhopha ka bobedi ba ekiša go **entana**.
- 3 Botšiša barutwana ge ba gopola ka moo /e/ e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o ye thwii, o ye ka godimo le go dikologa."
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona. Ba ka leka go šomiša mebele ya bona go bopa ditlhaka.
- 5 Hlalosetša barutwana gore ba boele morago madulong a bona mo ditafoleng go ya go bopa ditlhaka tša molalatladi. Se se ra gore ba tla ngwala godimo ga tlhaka matlakaleng a bona ka dikherayoni tša mebala ya go fapana.
- 6 Ge barutwana ba kgona go gopola dilo tše di thomago ka modumo wo o dirwago ke tlhaka, ba ka di thala go dikologa tlhaka ye ya molalatladi. Hlohleletša barutwana go bitša modumo wo o dirwago ke tlhaka ge ba e ngwala.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Big Book: Waiting for baby
- An A5 e letter template for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

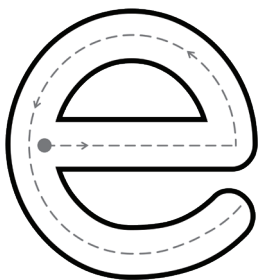
Shared reading – Big Book

- 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.



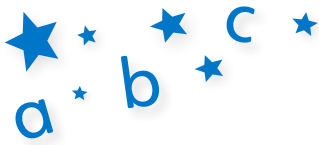
Forming the letter

- 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 that start with the sound /e/.
- 2 Teach learners an action associated with the sound. For example: Learners can pair up and pretend to vaccinate another learner (**entana**).
- 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 straight, over and around.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them 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.



Go nyakega lebe le:

- Setšhakgatšhakga sa lesea sa go itirelwa gae
- Dipopi tša ka gare ga kanegelo
- Diswantšho tša ditho tša lapa tša go fapana tša go tšwa ka kuranteng
- Lepokisi la dithlaka le le swerego didirišwa goba diswantšho tša go thoma ka **e**: lebese, selepe, kereke, phensele, sesepe, ketlele, lethese, helemete, lebenkele, sekepe

Beke ya 2 Letšatši la 3

Mešongwana ya phapoše ka moka

Go ithuta go theeletša

- 1 Botša barutwana go lebelela dipopi tše di lego ka gare ga kanegelo ka tlhokomelo. Ba bontšhe tšona ka e tee ka e tee o ba kgopele go hlalosa ye nngwe le ye nngwe ya tšona: *"Ke tše ditelele goba tše dikopana? Di na le meriri ye metelele goba ye mekopana? Di tšofetše goba e sa le tše dinnyane? Di apere eng?"* Bjale ge, hlalosa diswantšho tše o di segilego go tšwa ka kgatišobakeng. Kgorametša dipopi le diswantšho lebotong.
- 2 Hlalosetša barutwana gore ba theeletše ka tlhokomelo ge o hlalosa yo mongwe wa batho. Kgopela barutwana gore ba emiše matsogo ge ba tseba motho yo o mo hlalosago. Mohlala: *"Motho yo ke mo gopolago ke yo moteletšana. O apere diaparo tša marena. O bonala e le motho wa lethabo."*
- 3 Kgopela barutwana ge yo mongwe wa bona a rata go hlalosa yo mongwe wa baanegwa ge barutwana ba bangwe ba theeleditše.

Stella o re:



Tsela ye botse ya go dira gore barutwana ba dule ba iketle gore ba theeletše mošongwana, ke go ba botša gore ba tswalele mahlo a bona. Sepelela khutlwaneng ya phapoše o sikinye setšhakgatšhakga kudu go dira lešata. Kgopela barutwana gore ba šupe mo modumo o tšwago gona. Sepela ka go nanya o ye morago ka phapošeng o šikinye setšhakgatšhakga gape. Dira se go tšwa mahlakoreng a go fapana, o šikinya setšhakgatšhakga kudu o thoma ka go dira lešata o tšwela pele ka go se lletša fasana.

Mapokisi la dithlaka

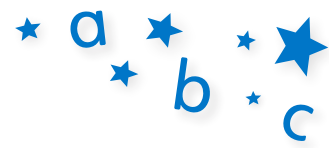
- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la dithlaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme la bona la gae. Ka morago ga fao efa lentšu ka leleme le o rutago ka lona. Ba laele go swara didirišwa goba diswantšho ba di fetišetšane.
- 2 Botšiša dipotšišo ka ga didirišwa: *"Naa le ile la bona se sengwe sa tše? Naa re se šomišetša eng? Se na le mmala wo bjang? Se kwagala se le bjang?"*
- 3 Bolela maina a didirišwa o gatelela modumo wo o nepišitšwego. Botšiša barutwana ge ba kgona go kwa modumo wo o nepišitšwego.
- 4 Kgopela barutwana go bolela leina la sedirišwa se sengwe le se sengwe le gore ba gatelele modumo wo o nepišitšwego ge ba bolela mantšu.
- 5 Ge barutwana ba itlwaeditše modumo wo mofsa, ba bontšhe tlhaka godimo ga lepokisi la tlhaka mme o re: *"Tlhaka ye ke ka moo re ngwalago e."* Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- A home-made baby rattle
- Puppets from the story
- Pictures from a magazine of different family members
- A letter box containing objects or pictures of objects that have the focus sound **e**: lebesse, selepe, kereke, phensele, sesepe, ketele, lethese, helemete, lebenkele, sekepe

Week 2 Day 3

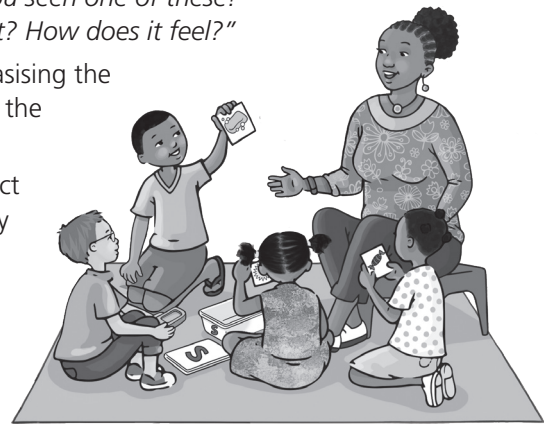
Whole class activities

Learning to listen

- 1 Tell learners to look carefully at the puppets from the story. Show them one at a time and ask them to help you describe each one: "Are they tall or short? Do they have long or short hair? Are they old or young? What are they wearing?" Then describe the pictures you have cut out of a magazine. Stick the puppets and pictures on the wall.
- 2 Explain to learners that they must listen carefully while you describe one of the people. Ask learners to put up their hand if they know which person you are describing. For example: "The person I am thinking of is quite tall. He is wearing winter clothes. He looks friendly."
- 3 Ask learners if anyone would like to describe one of the characters while the other learners listen.

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.



Stella says:



A good way to get learners to settle for the listening activity is to tell them to close their eyes. Then walk to the corner of the classroom and shake the rattle loudly. Ask learners to point to where the sound is coming from. Move quietly to the back of the room and shake the rattle again. Do this from different directions, shaking the rattle loudly at first and then softly.

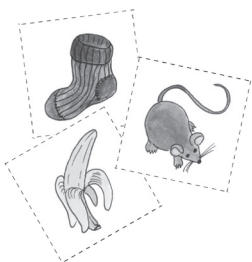
Small group activities

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



Go nyakega lebe le:

- Khophi ya sefahlego sa emoji se sengwe le se sengwe go tšwa letlakaleng la mošomo ka ga sefahlego sa emoji
- Sefahlego sa emoji sa morutwana yo mongwe le yo mongwe
- Letsopa la go raloka le legogwa la letsopa la go raloka tša morutwana yo mongwe le yo mongwe
- Dikotana, wulu, meruka goba "mahlo" a polasitiki
- E se go sa kgapeletšo: dikgatišobaka
- Didirwa goba diswantšho tša go ba le modumo wo o nepišitšwego wa go swana.



Beke ya 2 Letšatši la 4

Mešongwana ya phapoše ka moka

Bala o dire

- 1 Botša barutwana gore ba dule fase godimo ga legogwa ba lebelele sefahlego sa gago ka tlhokomelo. Fetola sefahlego sa gago o bontšhe maikutlo a mangwe o kgopele barutwana go ekiša sefahlego sa gago, ba bolele seo sefahlego se se laetšago.
- 2 Boeletša tiragalo ye, efela o bontšhe barutwana seswantšho sa emoji ge o bolela ka maikutlo a mangwe le a mangwe. Dira sefahlego se sengwe gape o kgopele morutwana gore a tle a šupe seswantšho sa maleba sa emoji. Kgopela morutwana a laetše maikutlo, morutwana yo mongwe a tle a humane seswanteho sa emoji sa maleba.
- 3 Ge o dirile se ka diswantšho tše mmalwa, barutwana ba swanetše go boela madulong a bona. Morutwana yo mongwe le yo mongwe a tšee letsopa la go raloka, legogwa la letsopa la go raloka le seswantšho sa emoji.
- 4 Barutwana ba šomiše le lengwe la letsopa la go raloka le go le papatla go dira sebopego sa nkgokolo ya go tlo dira sefahlego. Hlohletša barutwana go "bala" emoji le go dira sefahlego ka letsopa la go raloka, sa go sepelelana le maikutlo a emoji ka go šomiša mašela a a lego godimo ga tafola. Ba ka fana ka emoji le morutwana yo mongwe gore a dire tlhagišo ya sefahlego ya go fapana le ya gagwe.

GOBA

- 1 Barutwana ba ka sega diswantšho tša batho bao ditlhagišo tša difahlego tša bona di swanago le tša diemoji, go tšwa ka kgatišobakeng. Seswantšho se ka kgorametšwa godimo ga seripa sa lephephe-phepheulwa kgaufsi le leswao la emoji.

Go theeletša medumo ye e nepišitšwego

- 1 Kgetha medumo ye mebedi ye e nepišitšwego o humane dihlopha tša diswantšho goba didirwa tšeo di thomago ka medumo yeo (o ka šomiša didirwa go tšwa ka mapokising a ditlhaka). Kgopela barutwana ba bane go ema mo pele ga barutwana ka phapošeng. Efa sehlopha se sengwe le se sengwe sa barutwana didirwa goba diswantšho tša go thoma ka modumo wo o nepišitšwego wa go swana ba e emišetše godimo gore baanegwa ba bangwe ka moka ba e bone. Kgopela barutwana ba o thuše go fa diswantšho goba didirwa maina.
- 2 Bolela leina la seswantšho goba sedirwa ka go iketla, ge o gatelela modumo wo o nepišitšwego.
- 3 Kgopela barutwana go bolela gore ke didirwa goba diswantšho dife tše di nago le modumo wo o nepišitšwego wa go swana. Barutwana ba ba swerego diswantšho goba didirwa tše, ba swanetše go šutha baeme kgaufsi le kgaufsi. Tšwela pele ka dikarata tša diswantšho goba didirwa tše tharo goba tše nne.
- 4 Ge barutwana ba tlwaetše thaloko ye, leka mekgwa ya go fapana ye e latelago: Kgonthiša gore o na le didirwa goba diswantšho tše di lekanego gore o kgone go fa morutwana yo mongwe le yo mongwe se setee. Hlalosetša barutwana gore ba swanetše go humana morutwana yo mongwe yo sedirwa goba seswantšho sa gagwe se nago le modumo wo o nepišitšwego wa go swana gore ba dule felo gotee godimo ga legogwa.

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- An emoji face for each learner (photocopied and cut out from the **Emoji faces** page)
- 8 colour **Emoji faces**, cut up
- Playdough and playdough mats for each learner
- Sticks, wool, beads or plastic "eyes"
- Optional: magazines
- Objects or pictures with the same focus sound

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to sit on the mat and watch your face carefully. Make a face to show a feeling and ask learners to copy your face, and then name the feeling.
- 2 Do this again, but show learners a picture of each colour emoji as you talk about each feeling. Then make a face and ask a learner to come up and point to the correct emoji picture. Ask a learner to show a feeling, and another learner to find the correct emoji.
- 3 After you have done this with a few pictures, learners must move to their tables. Each learner will need some playdough, a playdough mat and a photocopied emoji face.
- 4 Learners must use some of their playdough to roll a ball and then flatten it to make a round shape for the face. Encourage learners to "read" the emoji and make a face with playdough to match the feeling emoji using the materials on the table. They can then swap the emoji with another learner to make a different facial expression.

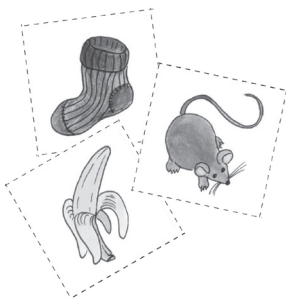
OR

- 1 Learners can cut out magazine pictures of people with matching expressions to the emojis. The picture can be stuck on a piece of flipchart paper next to the emoji sign.



Listening for focus sounds

- 1 Select two focus sounds and find sets of pictures or objects starting with those focus sounds (you can use objects from the letter boxes). Ask four learners to stand in front of the class. Give each pair of learners objects or pictures starting with the same focus sound to hold up so all the learners can see. Ask learners to help you name the pictures or objects.
- 2 Say the name of each picture or object slowly, while emphasising the focus sound.
- 3 Ask learners to say which two objects or pictures have the same focus sound. Learners holding these pictures or objects must move and stand next to each other. Continue with three or four more picture cards or objects.
- 4 Once learners are familiar with this game, try the following variation: Make sure you have enough objects or pictures so that you can give each learner one. Explain to learners that they must find another learner whose object or picture has the same focus sound and sit together on the mat.



Small group activities

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



Go nyakega lebe le:

- Seripa sa lephephe sa bogolo bja A3 goba khatepokisi
- Pene ya go ngwala godimo ga letlapa le lešweu
- Dikherayoni tša makhura tše dikgolo
- Mantšu a nokontši ao a sepelelanago le kanegelo: leseae, go thaba kudu, letša naka, thekisi, go makatša, mpa, bookelo, morwarre, kgaetšedi, Mošupologo, Labobedi, Laboraro, Labone, Labohlano, mafelelo a beke
- Ditšhakgatšhakga le meropa

Beke ya 2 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Hlalosetša barutwana gore ba ya go itiriša go ba Thabi ba o thuše go dira karata ya go amogela Mma le mafahlana.
- 2 Botšiša barutwana ge e le gore go na le yo a kgonago go ngwala molaetša godimo ga karata. Hlaloša gore ka mehla ge re ngwala ka gare ga karata re thoma ka mantšu a: ... Yo a rategago
- 3 Ka morago ga fa boledišanang ka ga seo le tlogo se ngwala. Ge le kwane, ngwala mantšu a barutwana godimo ga karata. Ge o bontšhitše se ka go ngwala mafoko a mabedi goba a mararo, kgopela barutwana ba o thuše go gopola seo se tla bolelwago mafelelong a karata.
- 4 Barutwana ba bangwe ba ka kgabiša karata ge nako e le gona.

Momaganya le go ripaganya (dinoko)

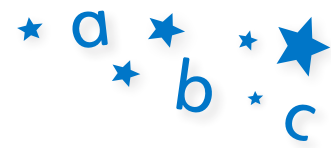
- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **La | bo | be | di**.
- 2 Kgopela barutwana go matšha ge ba bolela senoko se sengwe le se sengwe: **La** (kgato ye tee) **bo** (kgato ye tee) **be** (kgato ye tee) **di** (kgato ye tee). Efa barutwana ba bangwe ditšhakgatšhakga goba meropa go di šikinya goba go e betha go ya ka senoko se sengwe le se sengwe.
- 3 Bolela mantšu a mangwe a nokontši go tšwa kanegelong ge barutwana ba matšha go ya ka senoko se sengwe le se sengwe. Hlohleletša barutwana go bala palo ya dinoko ka gare ga mantšu (Mohlala: "Labobedi" le na dinoko tše nne).



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- An A3 piece of paper or cardboard
- Whiteboard marker
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: lesea, go thaba kudu, letša naka, thekisi, go makatša, mpa, bookelo, morwarre, kgaetšedi, Mošupologo, Labobedi, Laboraro, Labone, Labohlano, mafelelo a beke
- Shakers or drums

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that they are going to pretend to be Thabi and help you make a card to welcome Mom and the twins.
- 2 Ask learners if anyone knows how to start writing a message in a card. Explain that we usually start cards with the words: Dear ...
- 3 Then discuss what to write next. Once you have agreed, write the words of the learners on the card. After modelling writing two to three sentences, ask learners to help you think of what to say at the end of the card.
- 4 Some learners can decorate the card if there is time.

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: **La | bo | be | di**.
- 2 Ask learners to march for each syllable: **La** (one step) **bo** (one step) **be** (one step) **di** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: "Labobedi" has four syllables).


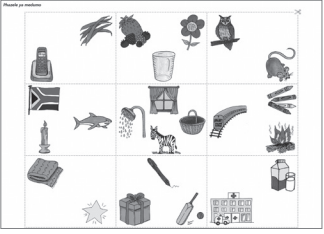



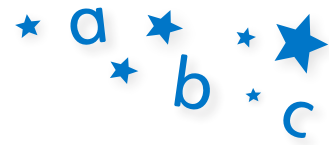
Small group activities

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

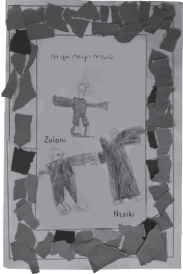
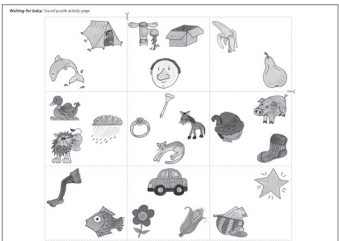



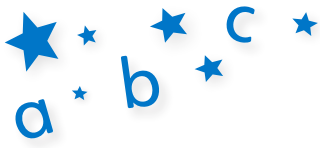
Mešongwana ya sehlopha se sennyane ya Beke ya 2

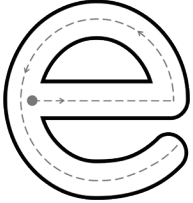
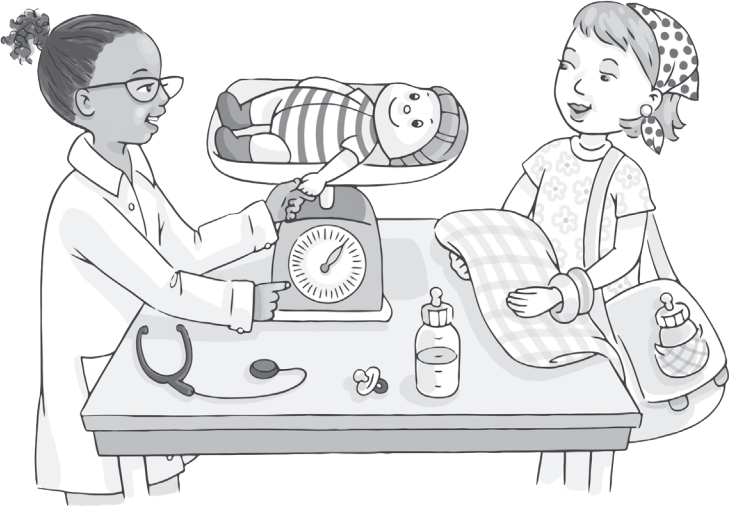
Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> • Khophi ya letlakala la mošongwana la foreimi ya seswantšho ya morutwana yo mongwe le yo mongwe • Lephephe ya mmala goba matlakala a go tšwa ka gare ga kgatišobaka ao barutwana ba ka a gagolago ka diripana tše dinnyane 	<p>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</p> <ol style="list-style-type: none"> 1 Barutwana ba swanetše go gagola matlakala a lephephe ya mmala go tšwa ka gare ga kgatišobaka le go a kgorametša go dikologa bokantle bja lephephe go dira foreimi. 2 Ge ba dirile foreimi, ba swanetše go thala seswantšho sa lapa la bona mo bogareng bja letlakala. 3 Hlohleletša barutwana go ngwala leina la bona kgauswi le sethalwa seo e lego bona, ba leke go ngwala maina a maloko a mangwe ge ba ka kgona. Ba kgopele gore ba o fe ka go šielana, maina a maloko a malapa a bona o ba ngwalele ona. 
<ul style="list-style-type: none"> • Phazele ya medumo 	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> 1 Barutwana ba thoma ka go humana diripa tša marara le diswantšho tše nne. Ba swanetše go bea seripa se sa marara mo bogareng bja tafola. 2 Barutwana ba swanetše go bolela maina le medumo ye e nepišitšwego a seswantšho se sengwe le se sengwe. 3 Morutwana yo mongwe le yo mongwe o swanetše go topa seripa sa marara a se lebantšhe le modumo wo o nepišitšwego wa diswantšho ka moka godimo ga seripa sa marara sa maleba. Marara tla be a fedile ge diripa ka moka di bopile khutlonne.
<ul style="list-style-type: none"> • Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana 	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> 1 Laela sehlopha go ya sekgutlwaneng sa dipuku goba efa sehlopha mokgobo wa dipuku. 2 Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala. 3 Ba laetše ka moo puku e bulwago ka gona le go phetla matlakala a yona. Bontšha barutwana tše dingwe tša diswantšho le go ba hlohleletša gore yo mongwe le yo mongwe a kgethe seo a ka ipshinago ka sona ge a se bala. 4 Etela sekgutlwana go lekola le go hlohleletša barutwana ka fao ba balago ka gona.



Small group activities for Week 2

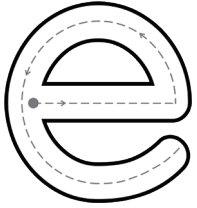
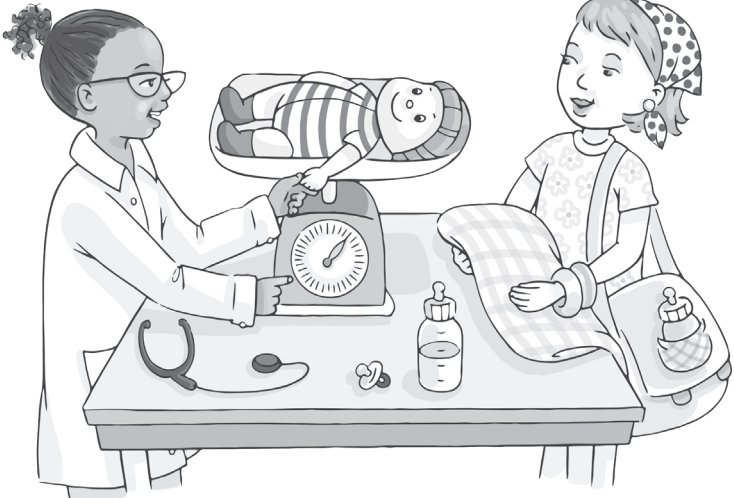
You will need	Activities
<ul style="list-style-type: none"> A photocopy of the Picture frame activity page for each learner Coloured paper or pages from a magazine that learners can tear into small pieces 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Learners must tear and stick coloured paper or pages from a magazine around the edge of the paper to make a frame. Once they have made a frame, they must draw a picture of their family in the middle of the page. Encourage learners to write their name next to their drawing of themselves, and to try and write the names of other family members if they can. Alternatively, ask them to tell you the names of members of their family and write for them. 
<ul style="list-style-type: none"> Sounds puzzle 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Learners begin by finding the puzzle piece with four pictures. They must put this puzzle piece in the middle of the table. Learners must say the names and focus sounds of each picture. Learners must each pick up another puzzle piece and match the focus sounds of all the pictures on their puzzle piece. The puzzle is complete when all the pieces form a square.
<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.



Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> • Thempleiti ya tlhaka ya "e" ya bogolo bja A5 ya morutwana yo mongwe le yo mongwe • Diswantšho tše dinnyane tša dilo goba dihlogo tša go thoma ka "e": eiye, lebese, sesepe • Dikero, segorametši • Dikgatišobaka 	<p>Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo</p> <ol style="list-style-type: none"> 1 Efa morutwana yo mongwe le yo mongwe tempoleiti ya ditlhaka le dihlogo goba diswantšho le modumo wo o nepišitšwego. 2 Ba swanetše go kgorametša diswantšho goba dihlogo tša dilo tše di nago le modumo wo o nepišitšwego go tlatša sekgoba go bopa tlhaka. Ba ka oketša ka dithalwa tša go thoma ka modumo wo o nepišitšwego wa "e". 
<ul style="list-style-type: none"> • Ditshegetšo: mapai, dipopi, mengatwana, koloyana ya lesea, bolao bja lesea, mabotlelo, pafo ya lesea, dikala, toulo ye nnyane 	<p>Mošongwana wa 5: Thaloko ya maitirišo</p> <ol style="list-style-type: none"> 1 Gopotša barutwana ka ga ditshegetšo ka sekgutlwaneng ya se ka thaloko o ba hlohletše go tšwela pele go thoma Bekeng ya 1 ge ba itiriša go ba batswadi ba hlokomela masea a bona a mafa. 2 Laela barutwana go ya sekgutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa. 3 Hlalosa gore ba ya go itiriša go ba batswadi le lesea le lefa. Ba ka apeša le go fepa lesea la bona ba ya go etela batswadi ba bangwe le lesea leo la bona. Ba ka etela kiliniking gore go yo tšewa boima bja lesea le go hlahlobja ke mooki. 4 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohletša thaloko ya barutwana. Mohlala: Ge go dumelelega mo thalokong ya bona, itiriše go ba moagišane yo a fihlago mo ngwakong. Kokota mo lebating o bone ge ba tla go amogela. 





You will need	Activities
<ul style="list-style-type: none"> • An A5 “e” letter template for each learner • Small pictures of things or items starting with “e”: eiye, lebese, sesepe • Glue and scissors • Magazines 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound to fill the space and make the letter. They can also add drawings of things with the focus sound “e”. 
<ul style="list-style-type: none"> • Props: blankets, dolls, nappies, pram, cot, bottles, baby bath, scales, small towel 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner. Encourage learners to continue from Week 1 when they pretended to be parents looking after their new babies. 2 Lead the group to the pretend play corner and show them the props. 3 Explain that they are going to pretend to be parents with a new baby. They can dress and feed their baby and go on a visit to other parents with their baby. They could also go to visit the clinic and get the babies weighed and checked by a nurse. 4 Visit the corner at least once to observe and encourage the learners’ game. For example: You could arrive and pretend to bring a gift for the new baby. Ask the “parents” about their baby, and tell them how beautiful their baby is! 

★ Sehlaga sa kuane

Kanegelo

E be e le letšatši la seregana go tonya ge Wendy le Mmagwe ba lebeletše ntle ka letsikangope, ba lebeletše ge moya o foka mehlare. Wendy o ile a kgopela mmagwe a re: “Ke a kgopela mma, nka ya go raloka ka ntle?” Mmagwe a mo fetola ka gore: “Wendy, moya o a foka. O swanetše go apara diaparo tša borutho ge o nyaka go ya ka ntle.”

Wendy o ile a apara baki ya gagwe ya borutho gore a tšwela ntle. Ge a le monyakong, a re o a tšwa, mmagwe a re: “Swara, tšea kuane ya gago o kgone goruthetša hlogo le ditsebe.”

Wendy o ile a kitimela ntle mo go bego go tonya. O ile a lebelela mehlare a lemoga gore ye mengwe ya mehlare e lahlegetšwe ke matlakala.

Ka potlako moya wa bogale wa ubula kuane ya gagwe go tšwa hlogong. “Joo nna wee! Kuane ya ka e ile! Nka se e sware!” Wendy a rialo a lla a leka go e kitimiša. Moya ke ge o foka ka bogale o fofišetša kuane kgole le go fetiša go fihlela ebile e mo timelela.

Wendy o ile a kitimela gae a botša mmagwe se se mo hlagetšego. “Mma, moya wa bogale o be o foka ka maatla, o ile wa tšea kuane wa ka go tšwa hlogong, ka se sa kgona go o hwetša, efela o ile wa fofa ka godimo ga mehlare.” Mmago Wendy a re: “Ke manyami go kwa gore kuane ya gago e timetše, efela ga se phošo ya gago Wendy. Kuane yela gabotse, e be e šetše e le ye nnyane go wena, mohlomongwe e tla hwetšwa ke yo mongwe yo a tla e šomišago.”



Boso bo ile bja tšwela pele go tonya go ba go fihla e le marega. Ka morago ga dikgwedi di sekae, Wendy a lemoga gore dihlare di thomile go ba le matlakala a matala a thoma go kwa gore boso bo thoma go ruthela. E be e le seruthwana, marega a fetile go šetše a ngwaga wo o tlogo. E se kgale Wendy o tla ba a apara diramphašane le kuane ya letšatši a raloka ka ntle ka mo a nyakago ka gona.

Mosong wo mongwe wa letšatši la seruthwana, Wendy le mmagwe ba ile ba akanya go yo etela bagwera ba bangwe ba bona. Ge ba fihla mohlareng wo mongwe wo motelele ba gahlanetšwa ke semaka. Godimodimo ga mohlare wo, ba bona kuane ya Wendy, ka gare ga yona e le nonyana ya mma, yeo e bego e direla mae a yona sehlagana se sennyane.

Mmago Wendy a re: “Lebelela! Kuane ya gago e šomišetšwa selo sa mohola, e ya go ba sehlaga se borutho sa mafotwana ge a tliio thwathwašwa!” Wendy le mmagwe ba ile ba sega ge ba dutše ba tšwela pele ka mosepelo. Wendy o be a itlhaganetše go yo botša mogwera wa gagwe ka ga sehlaga sa go dirwa ka kuane ya gagwe.

A ke mafelelo a kanegelo.



★ The beanie nest

Story

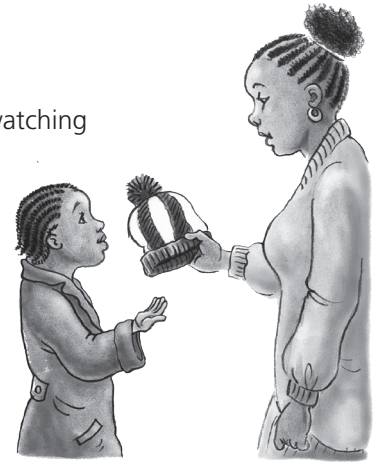
It was a cold day in autumn and Wendy and her mom were looking out of the window, watching the wind blowing in the trees. "Please can I go and play outside?" Wendy asked her mom. "Wendy, the wind is blowing. You must dress warmly if you want to go outside," said her mom.

Wendy put on her warmest jacket and off she went. Just as she was going out of the door her mom said: "Here, take your beanie to keep your head and your ears warm."

Wendy ran outside into the cold wind. She looked up at the trees and noticed that some trees had lost most of their leaves.

Suddenly the strong wind whipped her beanie right off her head. "Oh dear! My beanie has gone! I can't catch it!" cried Wendy as she ran after it. But the wind blew harder and the beanie flew further and further away until it disappeared.

Wendy ran back home and told her mom what had happened. "Mommy, a gust of wind blew so hard, it took my beanie right off my head and now I can't find it! I tried running after it, but it blew over the trees." Wendy's mom said: "It's a pity that your beanie is lost, but it's not your fault, Wendy. That beanie was getting too small for you and maybe someone will find it who can use it."



The weather got colder and colder and soon it was winter. After a few months, Wendy noticed that there were new green leaves on the trees and she could feel that the weather was getting warmer. It was spring and winter was over for another year. Soon Wendy would be wearing her slip-slops and sunhat and playing outside as much as she wanted to.

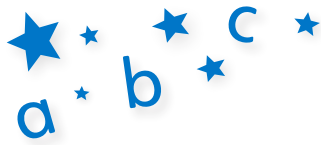
One warm spring morning Wendy and her mom decided to visit some friends. What a surprise they got when they came to a tall tree. There, high up, was Wendy's beanie and sitting inside was a mommy bird. She was making a little nest for her eggs.

"Look!" said Wendy's mom. "Your beanie is being put to good use and will make a warm nest when the little chicks hatch!" Wendy and her mom laughed as they walked on. Wendy couldn't wait to tell her friend about the beanie nest.



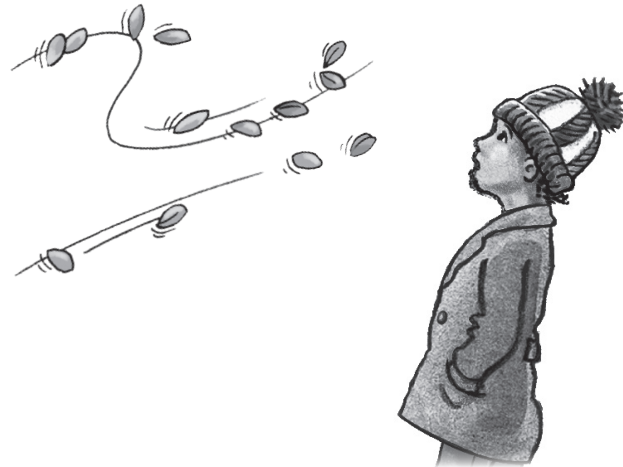
And that is the end of the story.





Koša

Foka, foka, foka moya
 Ka go iketla ka gare ga mehlare,
 Foka o foke o foke o foke,
 Ke rata botšiditšana bjo!
 Foka, foka o foke le maru
 A foke go thalaganya leratadima.
 Foka, o foke o foke o foke
 O bogele maru a kgokologa!

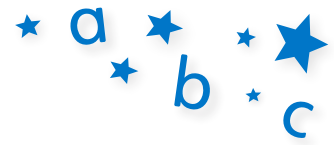


(O ka šomiša molodi wo o ikgethetšego wona.)

Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	kuane	seregana	moya	marega	botšididi	seruthwana
Mantšu a tlaleletšo:	mehlare	matlakala	moya wa ka pelapela	timelela	borutho	swara
	budula	telele	semaka	boso	ka ntle	thwathwaša





Song

Blow, blow, blow the wind
 Gently through the trees,
 Blow and blow and blow and blow,
 How I like the breeze!
 Blow, blow, blow the clouds
 Blow them through the sky.
 Blow, and blow and blow and blow,
 Watch the clouds roll by!



(Sing to the tune of "Row, row, row your boat" or use your own tune.)

Vocabulary from the story

Key-words:	beanie	autumn	wind	winter	cold	spring
Extra words:	trees	leaves	gust of wind	disappear	warm	catch
	blow	tall	surprise	weather	outside	hatch





Go nyakega lebe le:

- Kanegelo ya: Sehloga sa kuane
- Dipopi: Mmago Wendy, Wendy, mohlare, matlakala, nonyane, kuane ya letšatši, diaparo tša selemo, diaparo tša marena, kuane
- Ditshegetšo: baki, kuane, sebjalo/mohlare wo monnyane wa go hloka matlakala, sebjalo/mohlare wo monnyane wa go ba le matlakala, nonyana ya polasitiki, kuane ya letšatši
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu

Beke ya 1 Letšatši la 1

Mešongwana ya phapoše ka moka

Bolela sereto “Mahlo a mabedi a go bona” e le ge o tliša barutwana go dula legogweng ka nakong ya kanegelo.

Go anega kanegelo le go bopa tlotlontšu

1 Pele o ka anega kanegelo

- 1.1 Botša barutwana hlogo ya kanegelo o ba tsebiša baanegwa o šomiša dipopi.
- 1.2 Tswalanya kanegelo le maphelo a barutwana: “Boso bo bjang ka ntle lehono? Ge o apara mesong ya lehono, o bone go swanetše go apara diaparo tša borutho goba diaparo tša boso bja go tonya?”
- 1.3 E re : “Pele re ka thoma, ke rata go le tsebiša ka ga ditlhalošo tša a mangwe a mantšu a mafsa ao re tla a humanago ka gare ga kanegelo.” Boledišanang ka mantšu a bohlokwa go tšwa lenaneong la tlotlontšu, o bontšhe barutwana selo goba seswantšho goba o ba bontšhe ka go diragatša tlhaloso ya lentšu. Mohlala, botšiša barutwana “Naa boso ke bjo bobjang ka seregana? O apara diaparo tše dibjang ka seregana? Marega? Seruthwane gona?”

2 Ge o anega kanegelo

- 2.1 Anega kanegelo ka tsela ya go bontšha bophelo o šomiša mantšu a go fapana.
- 2.2 Laetša ka ditiro o šomiše dipopi le ditshegetšo. Kgopela barutwana gore ba akanye gore ke eng se se tla latelago ka kanegelong o dire gore ba tšee karolo ka go ba botšiša dipotšišo tše di bulegilego bjalo ka: “Ke ka lebaka la eng mmago Wendy a mo fa kuane gore a e apare? O nagana gore ke eng seo se tla go diragala? Naa kuane ya Wendy e šomišeditšwe eng?”

3 Ka morago ga gore o anega kanegelo

- 3.1 Botšiša barutwana: “Ke eng se o se ratilego ka ga kanegelo? Ke eng seo o sa ka go wa se rata? Ke karolo efe ye e go kgahlilego go fetiša ka moka? Ke dipotšišo dife tše o nago le tšona ka ga kanegelo? Naa o kile wa timetša selo? O ile wa ikwa bjang ge o se no timetša selo?”

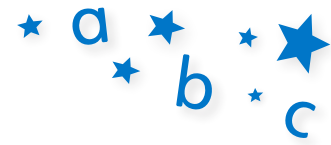
Go hlagiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: “tonya, timelela, timetše. Le kgona go kwa modumo wo o nepišitšwego: tonya, timelela, timetše? Ee, le nepile! Ka moka ba file modumo wa /t/.”
- 2 “Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /t/: tafola, tau, teye, tapola, taki.” (Tshikelela mpfumawulo lowu sungulaka loko u ri karhi u vula marito lawa).
- 3 Bolela modumo wa /t/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /t/: “t-t-t”. Dira se go ba metlae: O bolelele fasana, godimo, lebotong, seširathakeng le go yo mongwe le yo mongwe.

Mešongwana ya dihlopha tše dinnyane

Hlalošetša gore barutwana ba tla be ba šoma ka dihlopha tše dinnyane tšatši le lengwe le le lengwe. Hlaloša o be o ba laetše ka moo wo mongwe le wo mongwe o dirwago ka gona le go hlalosa go šielana letšatši ka letšatši. Hlalosa tsela ye e latelwago ge go hlwekišwa.





You will need:

- Story: The beanie nest
- Puppets: Mom, Wendy, a tree, leaves, a bird, a sunhat, summer clothes, winter clothes, a beanie
- Props: coat, beanie, plant/small tree without leaves, plant/small tree with leaves, plastic bird, sunhat
- 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: *"What is the weather like outside today? Did you put warm or cool clothes on this morning?"*
- 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: *"What is the weather like in autumn? What clothes do you wear in autumn? And winter? And spring?"*

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"Why does Wendy's mother give her a beanie to wear? What is Wendy's beanie being used for?"*

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? Have you ever lost something? How did you feel when you lost something?"*

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: *"tonya, timelela, timetše. Can you hear the focus sound: tonya, timelela, timetše? Yes, you are right! They all have the sound /t/."*
- 2 *"Listen carefully, here are some more words with /t/: tafola, tau, teye, tapola, taki."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /t/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /t/: **"t-t-t"**. 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.





Go nyakega lebe le:

- Dipopi tša go tšwa kanegelong
- Mmino le ditshegetšo/diswantšho tša koša



Beke ya 1 Letšatši la 2

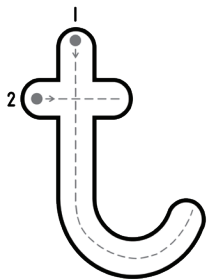
Mešongwana ya phapoše ka moka

Go anega kanegelo le go opela

- 1 Thoma ka go gopotša barutwana ka ga tlhaloso ya mantšu ao o ba tsebišitšego ona ka Letšatši la 1.
- 2 Boeletša kanegelo o šomiša dipopi. Botšiša dipotšišo ge o tšwela pele ka go anega kanegelo. Hlohleletša barutwana go nagana seo se tla latelago.
- 3 Botša barutwana gore o ya go ba ruta koša ye mpsha ya go sepelelana le kanegelo.
- 4 Bolela methaladi e se mekae ya koša ka go hlaboša o iketlile, o kgopele barutwana go opela le wena. Go ka ba boima gore barutwana ba gopole mantšu ka moka, ka moo ruta koša yeo ka dikarolo.
- 5 Eba le diswantšho goba ditshegetšo goba o laetše ka go diragatša gore o thuše barutwana go kwešiša polelo ya koša.
- 6 Ruta barutwana ditiragatšo tša koša go be le go opela ga metlae ka dipolelo tša go feta e tee.

Go bopa tumatlhaka

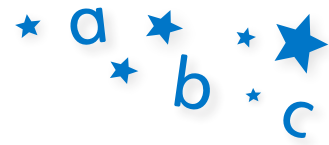
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /t/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /t/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka potla ba itira tše ekego ke **tau**.
- 3 Botšiša barutwana ge ba gopola ka moo **t** e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o ye fase o dikologe. Phagamiša o thale go selaganya kgaufsi le sehloweng."
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona. Ba ka leka go šomiša mebele ya bona go bopa ditlhaka.
- 5 Ge o šetše o ba laeditše ka fao tumatlhaka e ngwalwago ka gona, hlohleletša barutwana go šomiša lehlakana go ngwala tumatlhaka ka gare ga mabu.
- 6 Hlohleletša barutwana go bitša modumo wo o dirwago ke tlhaka ge ba e ngwala.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

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



Week 1 Day 2

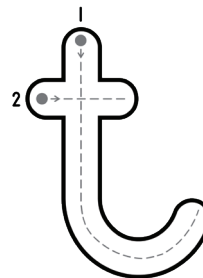
Whole class activities

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 /t/ or if they can think of any other words that start with the sound /t/.
- 2 Teach learners an action associated with the sound. For example: Learners can growl and pretend to be a lion (**tau**).
- 3 Show learners how to write the letter **t**. 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 cross near the top."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own body 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.



Go nyakega lebe le:

- Dipopi le ditshegetšo tša go tšwa kanegelong
- Lepokisi la dithaka le le swerego didirišwa goba diswantšho tša go thoma ka **t**: tafola, tau, teye, tapola, taki, taese, tamati



Beke ya 1 Letšatši la 3

Mešongwana ya phapoše ka moka

Go anega kanegelo le go e raloka

- 1 Opela koša.
- 2 Botšiša barutwana ge ba ka gopola tlhalošo ya mantšu a go tšwa lenaneong la tlotlontšu. Mohlala: "Ge kuane ya Wendy e se no tšewa ke phefo, o ile a se ke a e bona gape, ka fao e ile... (ya timelelela)."
- 3 Kgetha barutwana go raloka karolo ya baanegwa ba ka gare ga kanegelo.
- 4 Bolela ka moanegwa yo mongwe le yo mongwe wa ka gare ga kanegelo. Botša baitnuti gore ba ya go ba baanegwa bafe ge ba raloka kanegelo le go ba bontšha ditshegetšo tšeo di tla šomišwago go anega kanegelo.
- 5 Hlalosetša barutwana gore wena (morutiši) o ya go ba yo a ba molaodiši wa kanegelo. Barutwana ba go raloka ba tla raloka dikarolo ka moka tšeo ba botšwago go di raloka. Ba thuše go beakanya moo ba tlogo ema gona.
- 6 Thoma go ba anegela kanegelo o ba hlohleletše go dira ditaetšo tša go sepelelana le mantšu a gago ge phapoše ka moka e bogetše ge ba tšea karolo.
- 7 Ge nako e sa le gona, o ka šomiša barutwana ba bangwe go boeletša go tšea karolo kanegelong.

Mapokisi la dithlaka

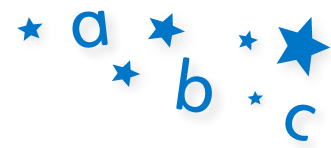
- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la dithlaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme la bona la gae. Ka morago ga fao efa lentšu ka leleme le o rutago ka lona. Ba laele go swara didirišwa goba diswantšho ba di fetišetšane.
- 2 Botšiša dipotšišo ka ga didirišwa: "Naa le ile la bona se sengwe sa tše? Naa re se šomišetša eng? Se na le mmala wo bjang? Se kwagala se le bjang?"
- 3 Bolela maina a didirišwa o gatelela modumo wo o nepišitšwego. Botšiša barutwana ge ba kgona go kwa modumo wo o nepišitšwego.
- 4 Kgopela barutwana go bolela leina la sedirišwa se sengwe le se sengwe le gore ba gatelele modumo wo o nepišitšwego ge ba bolela mantšu.
- 5 Ge barutwana ba itlwaeditše modumo wo mofsa, ba bontšhe tlhaka godimo ga lepokisi la tlhaka mme o re: "Tlhaka ye ke ka moo re ngwalago **t**." Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **t**: tafola, tau, teye, tapola, taki, taese, tamati



Week 1 Day 3

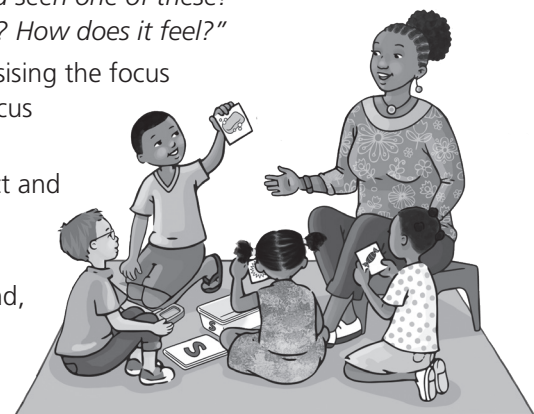
Whole class activities

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 Wendy's beanie blew away, she couldn't see it anymore, so it had ... (disappeared).
- 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 t."* 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.



Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho
- Dikarata tša diswantšho, ditlhaka tša go sepelelana tše di ngwadilwego letlakaleng la A4

Stella o re:



Tše ke dipotšišo tša mohola tša go botšišwa ka ga seswantšho se sengwe le se sengwe:

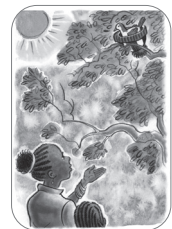
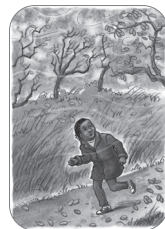
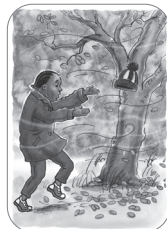
- "Ke mang yo o ka mmonago?" (baanegwa)
- "O/Se dira eng?" (lediri le ditiragatšo)
- "Ke eng se sengwe gape se o se bonago?" (lebelela gape)
- "... e mo kae?" (o bolela mafelo/ boemo)
- "Go reng o nagana ...?" (kgopolo ya go itlhamela, go hlagiša maikutlo)

Beke ya 1 Letšatši la 4

Mešongwana ya phapoše ka moka

Go bea diswantšho ka tatelano

- 1 Opela koša gape.
- 2 Hlagiša mantšu a mafsa go tšwa lenaneong la tlotlontšu.
- 3 Kgetha se sengwe sa diswantšho go tšwa tatelanong ya tšona o se swarele godimo. Botšiša barutwana gore ba bona eng, o tšwele pele ka go bolela ka seswantšho seo ka botlalo.
- 4 Ge o boledišane ka seswantšho se sengwe le se sengwe, o se kgorametša godimo ga letlapa gore barutwana ba se bone. Leka gore diswantšho di se dule ka tatelano ge go dirwa mošongwana wo.
- 5 Ka morago ga go boledišana ka diswantšho ka moka, botšiša barutwana gore: "Naa diswantšho di ka tatelano ya maleba?"
- 6 Kgopela barutwana go laetša seswantšho sa go tla mathomong a kanegelo. Šomang mmogo go beakanya diswantšho ka tatelano gore kanegelo e be yeo e kwagalago ya go ba le mohlodi.
- 7 Dira gore barutwana ba tšee karolo ka mafolofolo mo tiragalong ye. Botšiša dipotšišo tša go swana le: "Go diragetše eng ka morago ga fa? Ke mang yo a ka gopolago karolo ye e latelago ya kanegelo?"
- 8 Ge diswantšho di le ka tatelano ya maleba, mema barutwana ba se bakae go tlo anega kanegelo ye gape ka tatelano ya yona ya maleba.



Stella o re:



Ka morago ga go ripaganya dikarata tša medumo ya ditlhaka, bea sehlopha se sengwe le se sengwe sa diswantšho le ditlhaka tša go sepelelana o di bofe ka rekere gore di se hlakahlakane.

Go theeletša medumo ye e nepišitšwego

- 1 Kgetha dihlopha tša ditlhaka tše tshela le dikarata tša diiswantšho tša go sepelelana le tšona tše di šetšego di tsebišitšwe barutwana.
- 2 Khutiša dikarata tša ditlhaka go phatlalala le phapoše.
- 3 Barutwana ba ema ka ntikodiko. Ba hlalose tše gore o ya go fa yo mongwe le yo mongwe wa bona karata ya seswantšho. Ge o re "Sepelang", ba swanetše go bolela modumo wo o nepišitšwego wa seswantšho seo ba se filwego ba humane ba bangwe mo sehlopheng sa bona ba ba nago le diswantšho tša modumo wo o nepišitšwego wa go swana le wa bona. Ba swanetše go humana tlhaka ya go sepelelana le modumo wo o nepišitšwego.
- 4 Ge ba humane tlhaka ya go sepelelana le ya bona, ba dula fase godimo ga legogwa le dikarata tša bona ka moka.

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Big sequence pictures
- Picture cards, matching letters written on an A4 page

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)



Stella says:



After cutting up letter and sound cards, store each set of pictures with the corresponding letter and secure them with an elastic band so they don't get mixed up.

Listening for focus sounds

- 1 Select sets of six letter and matching picture cards that have already been introduced to the learners.
- 2 Hide the letter cards around the room.
- 3 Learners stand in a circle. Explain to them that you are going to give them each a picture card. When you say "go", they must say the focus sound for their picture and find others in their group who have pictures with the same focus sound. Then they must find the letter to go with the focus sound.
- 4 Once they have found their matching letter, they sit down on the mat with all their cards.

Small group activities

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



Go nyakega lebe le:

- Dithabe goba dikotana tše dinnyane, diripa tša lešela (letlalo goba lešela la borutho, ge go kgonagala) goba lephephe ya mmala, mapokisi a mae (setšhelo sa seripagare sa mae sa lee letee se ka šomišwa bjalo ka kuane) leokodi (bjalo ka maru), matlhare
- Segorametši, dikherayoni tša makhura tše dikgolo, dikero
- Mantšu a nokontši ao a sepelelanago le kanegelo: mafelelo a beke, ka ntle, go foka, go le borutho, go tšwela pele, boso, go dula, go timelela, seregana, marega

Beke ya 1 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Hlalosetša barutwana gore ba swanetše go fa leratadima le bjang tše di lego godimo ga lephephe ya bona mmala.
- 2 Ba dire mehlare go tšwa matlakaleng le dithabe (dikotana tše dinnyane) ba di kgorametše godimo ga lephephe.
- 3 Ge ba dirile mohlare wa bona, ba swanetše go sega kuane go tšwa mo lešeleng goba lephephe ya mmala goba lepokisi la mae ba o kgorametše mo mohlareng. Ba ka šomiša leokodi go dira maru.



Momaganya le go ripaganya (dinoko)

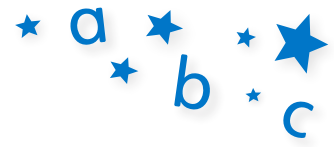
- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **bo | so**.
- 2 Kgopela barutwana go lebantšha sefahlego le mogwera wa gagwe le go dira seatla godimo ge go bitšwa senoko se sengwe le se sengwe: **bo** (seatla godimo) **so** (seatla godimo).
- 3 Bolela mantšu a mangwe a nokontši go tšwa kanegelong ge barutwana ba dira seatla godimo go laetša senoko se sengwe le se sengwe.
- 4 Hlohleletša barutwana go bala palo ya dinoko ka gare ga mantšu (Mohlala: "boso" le na le dinoko tše pedi).
- 5 Bjalo ka tšweletšo pele ya mošongwana wo, o ka phumula karolo ya lentšu le go bona ge barutwana ba ka kgona go bolela karolo ye e šetšego. Mohlala: Botša barutwana gore ba re "mafelelo a beke", ba kgopele gore ba le bušetše, efela ba se bolele "mafelelo". Go šetše eng? ("a beke"). Bjale tšwela pele ka mantšu a mangwe gape:
 - ★ "seregana" ntle le "sere" ke ... (gana).
 - ★ "marega" ntle le "ma" ke ... (rega).



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Twigs or small sticks, pieces of fabric (fleece or warm fabric, if possible) or coloured paper, egg boxes (half an egg box container for one egg can also be used as the beanie), cotton wool (for clouds), leaves
- Glue, scissors, jumbo wax crayons
- A list of multisyllabic words relating to the story: mafelelo a beke, ka ntle, go foka, go le borutho, go tšwela pele, boso, go dula, go timelela, seregana, marega

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that they must colour in the sky and the grass on their paper.
- 2 Then they make trees from leaves and twigs (small sticks) that they glue onto the paper.
- 3 Once they have made their tree, they will need to cut a beanie out of fabric or coloured paper or an egg box and paste this in the tree. They can use cotton wool to make clouds.



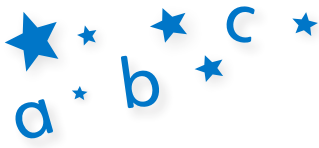
Blending and segmenting (syllables)

- 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: **bo | so**.
- 2 Ask learners to face a friend and do high fives for each syllable: **bo** (high five) **so** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "boso" has two syllables).
- 5 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say "mafelelo a beke", then ask them to say it again, but don't say "mafelelo". What is left? ("a beke"). Now continue with more words:
 - ★ "seregana" ntle le "sere" ke ... (gana).
 - ★ "marega" ntle le "ma" ke ... (rega).



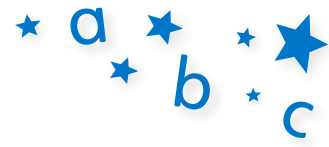
Small group activities

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

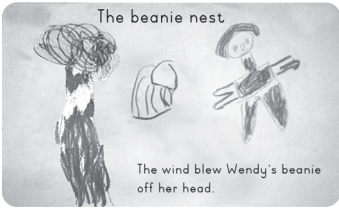





Mešongwana ya sehlopha se sennyane ya Beke ya 1

Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> • Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe • Dikherayoni tša makhura tše dikgolo <div data-bbox="197 688 591 929"> <p>Sehloga sa kuane</p> <p>Moya o fokile wa tloša kefa ya wulu ya Wendy hlogong ya gagwe.</p> </div> <div data-bbox="218 948 574 1206"> <p>Ge barutwana ba nyaka thušo mabapi le seo ba ka se thalago, ba laetše tatelano ya diswantšho go ba fa dikgopolo.</p> </div>	<p>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</p> <ol style="list-style-type: none"> 1 Ngwala hlogo ya kanegelo mo godimo letlakaleng la se ngwalwe selo la morutwana yo mongwe le yo mongwe pele thuto e ka thoma. 2 Kgopela barutwana go šupa mantšu a hlogo ge o a bala le bona. 3 Hlohleletša barutwana go thala seswantšho sa karolo ye ba e ratago ya kanegelo. 4 Dira tshwayaswao goba o kgopela morutwana yo mongwe le yo mongwe a go botše ka sethalwa sa gagwe. 5 Kgopela barutwana ge e le gore ba rata go ngwala se sengwe ka ga diswantšho tša bona goba ge ba nyaka wena o ba ngwalela. 6 Ge barutwana ba nyaka wena o ba ngwalela, dira gore le bona ba tšee karolo ka go ba kgopela gore ba bolele mantšu ao ka go iketla ge wena o a ngwala fase. O a bolelele godimio ge o a nagana o ngwala mafoko a bona. Mohlala: <i>“Moya o ile wa tšea kuane ya Wendy... Ke lentšu lefe la go latela le o bego o rata go le šomiša? Eee, ‘Hlogo’... E re ke ngwale lentšu le ‘hlogo’.”</i> 7 Ngwala ntle le go fetola seo barutwana ba go botšago sona, lentšu ka lentšu, goba botšiša barutwana ge ba dumelelana le wena pele o ka dira diphetogo mo mantšung a bona. O gopole gore o ngwale ka bothakga le ka mongwalo wo o bonagalago. 8 Ge o feditše go ngwala, hlohleletša barutwana go bala lefoko le wena. Šupa lentšu le lengwe le le lengwe ge o le bala le go amogela maitekelo a bona.
<ul style="list-style-type: none"> • Lepokisi la go swara mae a 6 • Nawa goba leswika le letee • Dikarata tša diswantšho, di segwe <div data-bbox="249 1391 545 1615"> </div>	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> 1 Bea dikarata tša diswantšho di lebeledišitšwe godimo di le godimo ga tafola. 2 Barutwana ba swanetše go šikinya lepokisi la mae, ba le bule ba nyake moo nawa/ leswika le wetšego gona (mohlala “tlhaka ya k”). 3 Ba swanetše go humana seswantšho seo se thomago ka “k” (mohlala “katse”). 4 Barutwana ba šielana ka go kgoboketša diswantšho.
<ul style="list-style-type: none"> • Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana <div data-bbox="309 1748 482 1957"> </div>	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> 1 Laela sehlopha go ya sekgutlwaneng sa dipuku goba efa sehlopha mokgobo wa dipuku. 2 Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala. 3 Ba laetše ka moo puku e bulwago ka gona le go phetla matlakala a yona. Bontšha barutwana tše dingwe tša diswantšho le go ba hlohleletša gore yo mongwe le yo mongwe a kgethe seo a ka ipshinago ka sona ge a se bala. 4 Etela sekgutlwana go lekola le go hlohleletša barutwana ka fao ba balago ka gona.



Small group activities for Week 1

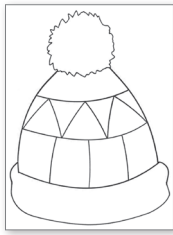
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 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. 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. 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: <i>"The wind blew Wendy's beanie off her ... What word did you want to say next? Oh yes, 'head' ... Let me write the word 'head'."</i> 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 6-egg box • One bean or stone • Picture cards, cut up 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the picture cards face up on the table. 2 Learners must shake the egg box, open it and look where the bean/stone has landed (for example: letter k). 3 They must then find a picture that begins with k (for example: "katse"). 4 Learners take turns and collect pictures.
<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.





Go nyakega lebe le:

- Khophi ya **Letlakala la mošongwana** ka ga kuane la mortutwana yo mongwe le yo mongwe
- Leokodi, diphumula melomo, wulu, diripa tša lešelana/didirišwa
- Dikherayoni tša makhura tše dikgolo
- Dikero, segorametši



- Ditshegetšo: papetla ya boso, kota ya go šupa, lepokisi le legolo la go ba le lešoba le le phutšwego mo gare (gore e lebelelege bjalo ka seširo sa thelebišene) maekrofone wa polasitiki goba poraše, diaparo tše dibotse tša mmoledišanyi wa thelebišene, khamera ya video ya maitirišo

Mešongwana

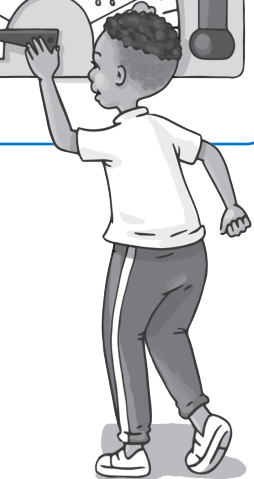
Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo

- 1 Hlalosetša barutwana gore ba ya go dira kuane ya boikgopolelo ka mesego.
- 2 Barutwana ba ka kgorametša leokodi mo morumong go ya fase ba phuthe dikgelana tša diphumula melomo gore ba di kgorametše ka gare ga 'pom-pom' mo godimo.
- 3 Ba ka thoma go kgabiša kuane ka moka ga yona ka mašela goba ba fa mesego mebala.

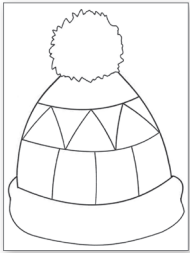

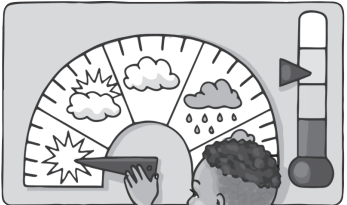


Mošongwana wa 5: Thaloko ya maitirišo

- 1 Laela barutwana go ya sekgutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa.
- 2 Ba hlalositše gore ba ya go itiriša go ba bahlagiši ba ba thelebišene ba efa pego ya boso. E swanetše go ba bahlagiši ba babedi: motšea-diswantšho le yo mongwe a lebeletše pego ya boso mo thelebišeneng.
- 3 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohleletša thaloko ya barutwana.





You will need	Activities
<ul style="list-style-type: none"> • A photocopy of the Beanie activity page for each learner • Cotton wool, serviettes, wool, pieces of cloth/materials • Jumbo wax crayons • Glue, scissors 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to make a creative beanie with patterns. 2 Learners can glue cotton wool on the edge at the bottom and roll bits of serviettes to stick inside the pom-pom at the top. 3 They can then decorate the rest of the beanie with materials or colour in the patterns. 
<ul style="list-style-type: none"> • Props: weather chart, pointing stick, big box with a hole cut in the middle (to look like a TV screen), plastic microphone or brush, smart clothes for a TV interviewer, pretend video camera 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Lead the group to the pretend play corner and show them the new props. Explain that they are going to pretend that they are TV presenters giving the weather report. 2 There needs to be two presenters: a cameraman and someone watching the weather report on TV. 3 Visit the corner at least once to observe and encourage the learners' game. 





Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho
- Puku ye nnyane ye e gatišitšwego le go menwa ya ngwana yo mongwe le yo mongwe

Beke ya 2 Letšatši la 1

Mešongwana ya phapoše ka moka

Tatelano ya diswantšho tše dingwe gape



- 1 Thoma ka barutwana ba ba dutšego godimo ga legogwa. Kgetha barutwana gore ba eme pele ga barutwana ba bangwe ka phapošeng, yo mongwe le yo mongwe a swere seswantšho sa mmala go tšwa mo di bego di le gona ka tatelano (ba se eme go ya ka tatelano ya tšona).
- 2 Botšiša barutwana ge e le gore diswantšho di ka tatelano ya maleba. Ba kgopele gore ba šupe seswantšho seo se swanetšego go tla mathomong a kanegelo.
- 3 Ba le mmogo ka sehlopha, kgopela barutwana ba ba swerego diswantšho ba šuthe mo ba lego gona go fihla ge diswantšho tšeo ba di swerego di hlama kanegelo ya go kwagala. Botšiša dipotšišo tša go swana le ye: "Ke mang yo a ka gopolago gore go ile gwa latela eng?"
- 4 Ge le feditše go bea kanegelo ka tatelano, barutwana ba boele ditafoleng tša bona.
- 5 Efa morutwana yo mongwe le yo mongwe pukwana ye nnyane. Ba hlohleletše gore ba lebelele bokantle bja yona o bale hlogo ya kanegelo le bona.
- 6 Bula letlakala ka letlakala la pukwana ye ye nnyane barutwana ba lebeletše diswantšho, o ba thuša go ba lemoša gore diswantšho tše di lego ka gare ga pukwana ye, di swana le diswantšho tšeo di beilwego ka tatelano.
- 7 Ge nako e le gona, barutwana ba ka "balelana" pukwana ye ye nnyane gona ka mo phapošeng.
- 8 Hlohleletša barutwana go ya le dipuku tše gae go ya go di bala le ba ka gae.



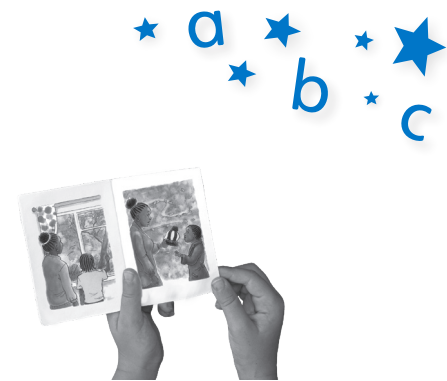
Go hlagiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: "a, apara, akanya. Le kgona go kwa modumo wo o nepišitšwego: apara, akanya? Ee, le nepile! Ka moka ba file modumo wa /a/."
- 2 "Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /a/: aowa, aga, apole, aene, abokato." (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /a/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /a/: "a-a-a-a". Dira se go ba metlae: O bolelele fasana, godimo, lebotong, seširatlhakeng le go yo mongwe le yo mongwe.

Mešongwana ya dihlopha tše dinnyane

Hlalošetša gore barutwana ba tla be ba šoma ka dihlopha tše dinnyane tšatši le lengwe le le lengwe. Hlaloša o be o ba laetše ka moo wo mongwe le wo mongwe o dirwago ka gona le go hlalosa go šielana letšatši ka letšatši. Hlalosa tsela ye e latelwago ge go hlwekišwa.





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. 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. Say these words from the story: *"a, apara, akanya. Can you hear the focus sound: apara, akanya? Yes, you are right! They all have the sound /a/."*
- 2 *"Listen carefully, here are some more words with /a/: aowa, aga, apola, aene, abokato."* (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.





Go nyakega lebe le:

- Puku ye Kgolo: Sehlaga sa kuane
- Thempleiti ya tlhaka ya **a** ya bogolo bja A5 ya morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo

Beke ya 2 Letšatši la 2

Mešongwana ya phapoše ka moka

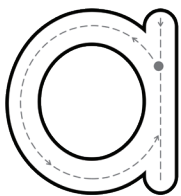
Go bala mmogo: Puku ye Kgolo

- 1 Hlohleletša barutwana go lebelela seswantšho sa bokantle bja puku le go bolela ka seo ba se bonago le seo ba se lemogago.
- 2 Balela barutwana ka phapošeng hlogo ya kanegelo. O šupe lentšu le lengwe le le lengwe ge o tšwela pele ka go bala. E bale gape o kgopele barutwana go bala le wena.
- 3 Phetla maphephe a puku ka letee ka letee o laetša barutwana diswantšho, o hlatholla diswantšho le go hlohleletla barutwana go botšiša dipotšišo.
- 4 Šupa dinomoro tša matlakala o bolela le gore ke letlakala la bokae leo le tla go latela.
- 5 Ge o feditše go phetla puku ka moka, boela morago mathomong o bale hlogo ya kanegelo gape. O bule matlakala o bale lefoko le lengwe le le lengwe ka lentšu la tlhago la go kwagala. Šupa lentšu le lengwe le le lengwe ge o le bala.
- 6 Bala puku gape o hlohleletše barutwana go 'bala' le wena.



Go bopa tumatlhaka

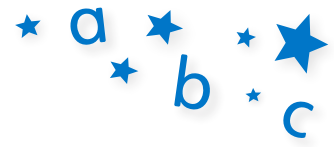
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /a/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /a/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka huna matswele ka matsogo a bona gore ba e dire tše ekego ke apole. Ba ka re /a/ nako le nako ge ba e kgama.
- 3 Botšiša barutwana ge ba gopola ka moo /a/ e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o dikologe, o ye godimo le go ya fase."
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona.
- 5 Fa o sena go bontsha sekao sa gore tlhaka e kwalwa jang, tswela kwa ntle mme o neye morutwana mongwe le mongwe khonthaina e e nang le metsi le borashe jwa go penta. Barutwana ba ka penta tlhaka mekgetlho a le mantsi ka metsi mo bodilong.
- 6 Hlohleletša barutwana go bitša modumo wo o dirwago ke tlhaka ge ba e ngwala.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Big Book: The beanie nest
- An A5 **a** letter template for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

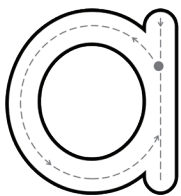
Shared reading – Big Book

- 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 that start 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 carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them 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.



Go nyakega lebe le:

- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **a**: apole, katara, nakana, panana, papaya, thagaraka

Stella o re:

O ka šuthiša medumo ya boso ka tsela ya theknolotši (pula, moya) wa ralokela barutwana medumo ye.



Beke ya 2 Letšatši la 3

Mešongwana ya phapoše ka moka

Go ithuta go theeletša

- Eba le dikgopolo tša go fapana tša medumo ya go fapana bjalo ka go šošobantšha lephephe, go letša molodi, go bethantšha diatla, go forohla diatla tša gago mmogo, go thathapiša menwana goba leleme.
- Laetša ka moo lešata le lengwe le le lengwe le dirwago ka gona, barutwana ba o lebeletše, gore ba kgone go le hlaola. Ba kgopele gape go tswalela mahlo a bona gore ba akanye gore ke lešata la eng. Go telefatša mošongwana wo, dira medumo ye mebedi goba ye meraro ka go latelana. Kgopela barutwana go akanya medumo ka tatelano ya maleba. Mohlala: O thomile ka go bethantšha diatla, wa latela ka go sega lephephe.

Mapokisi la ditlhaka

- Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme la bona la gae. Ka morago ga fao efa lentšu ka leleme le o rutago ka lona. Ba laele go swara didirišwa goba diswantšho ba di fetišetšane.
- Botšiša dipotšišo ka ga didirišwa: "Naa le ile la bona se sengwe sa tše? Naa re se šomišetša eng? Se na le mmala wo bjang? Se kwagala se le bjang?"
- Bolela maina a didirišwa o gatelela modumo wo o nepišitšwego. Botšiša barutwana ge ba kgona go kwa modumo wo o nepišitšwego.
- Kgopela barutwana go bolela leina la sedirišwa se sengwe le se sengwe le gore ba gatelele modumo wo o nepišitšwego ge ba bolela mantšu.
- Ge barutwana ba itlwaeditše modumo wo mofsa, ba bontšhe tlhaka godimo ga lepokisi la tlhaka mme o re: "Tlhaka ye ke ka moo re ngwalago **a**." Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **a**: apole, katara, nakana, panana, papaya, thagaraka

Week 2 Day 3

Whole class activities

Learning to listen

- 1 Have a variety of ideas for different noises such as scrunching paper, cutting paper, tearing paper, whistling, clapping, rubbing your hands together, clicking your fingers or your tongue.
- 2 Demonstrate each noise while learners watch you making the noise, so they can identify it. Then ask them to close their eyes and guess what noise it is. To extend this activity, do two to three sounds one after another. Ask learners to guess the noises in the correct order. For example: First you were clapping your hands, then you cut the paper.

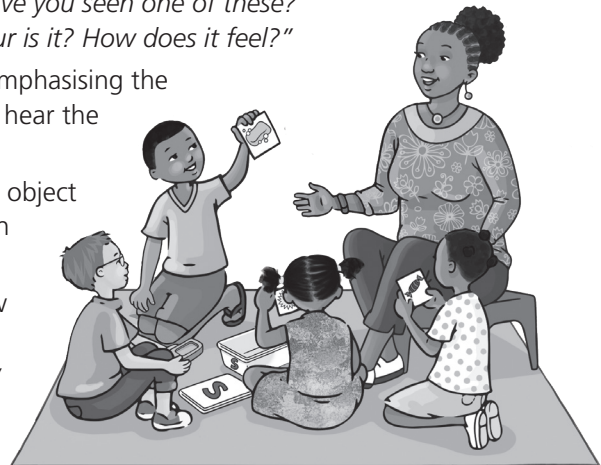
Stella says:



You could also download weather sounds (rain, wind) and play these sounds for 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 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.



Go nyakega lebe le:

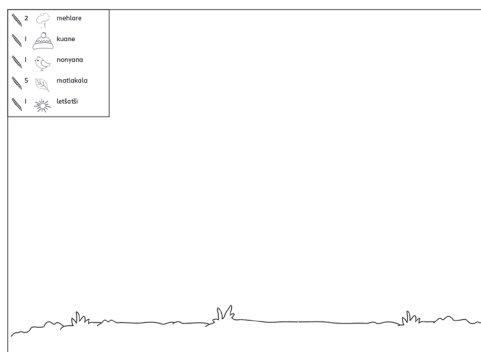
- **Bala o dire** letlakala la mošomo
- Dikherayoni tša makhura tše dikgolo
- Dikarata tša diswantšho, ditlhaka tša go sepelelana tše di ngwadilwego letlakaleng la A4

Beke ya 2 Letšatši la 4

Mešongwana ya phapoše ka moka

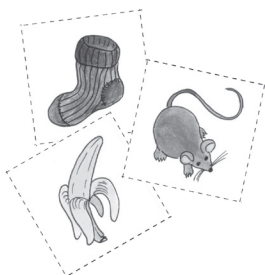
Bala o dire

- 1 Botša barutwana go lebelela lenaneong le le lego godimo ga letlakala la mošomo le go bolela ka ga seo ba se bonago (dinomoro, diswantšho le mantšu).
- 2 Botša barutwana gore ba ya go dira mošongwana wa metlae wa go bitšwa "bala o dire". Ba swanetše go bala mothaladi wo mongwe le wo mongwe le go dira seo o se bolelago ba šomiša sekgoba se se sa ngwalwago selo mo letlatlakaleng.
- 3 Buisang polelo ya ntlha mmogo gape. Botša barutwana go thala matlakala a mahlano.
- 4 Botšiša ge yo mongwe wa barutwana a ka "bala" seo se latelago mo lenaneong: Ba swanetše go thala mongatse ye tee.
- 5 Tswelela ka tsela eno mo go nngwe le nngwe ya ditaelo.
- 6 Bjale ge bala ye nngwe le ye nngwe ya ditaelo gape o re go barutwana: "Naa le thadile matlakala a mahlano? Ge le dirile bjalo, bontšhang ka go bea leswao le mo lenaneong la lena."
- 7 Barutwana ba swanetše go tšwela pele ka go thala diswantšho le go swaya taelo ye nngwe le ye nngwe go fihla mafelelong a lenaneo.



Go theeletša medumo ye e nepišitšwego

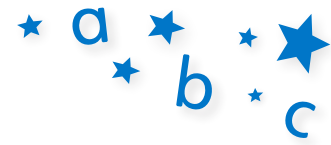
- 1 Kgetha dihlopha tša ditlhaka tše tshela le dikarata tša diiswantšho tša go sepelelana le tšona tše di šetšego di tsebišitšwe barutwana.
- 2 Khutiša dikarata tša ditlhaka go phatlala le phapoše.
- 3 Barutwana ba ema ka ntikodiko. Ba hlalose tše gore o ya go fa yo mongwe le yo mongwe wa bona karata ya seswantšho. Ge o re "Sepelang", ba swanetše go bolela modumo wo o nepišitšwego wa seswantšho seo ba se filwego ba humane ba bangwe mo sehlopheng sa bona ba ba nago le diswantšho tša modumo wo o nepišitšwego wa go swana le wa bona. Ba swanetše go humana tlhaka ya go sepelelana le modumo wo o nepišitšwego.
- 4 Ge ba humane tlhaka ya go sepelelana le ya bona, ba dula fase godimo ga legogwa le dikarata tša bona ka moka.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

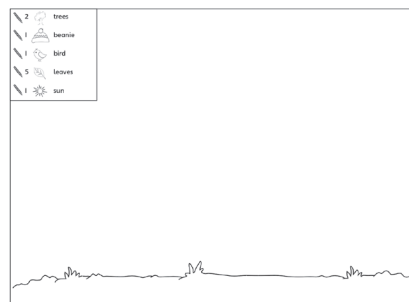
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards, matching letters written on an A4 page

Week 2 Day 4

Whole class activities

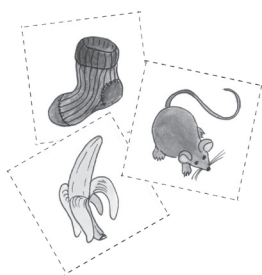
Read and do

- 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 again. Tell learners to draw two trees.
- 4 Ask if any of the learners can "read" what to do next on the list: They must draw one beanie.
- 5 Continue in this way with each of the instructions.
- 6 Now read each of the instructions again and say to the learners: "Have you drawn two trees? If you have, then tick that on your list."
- 7 Continue checking and ticking each instruction until the end of the list.



Listening for focus sounds

- 1 Select sets of six letters and matching picture cards that have already been introduced to the learners.
- 2 Hide the letter cards around the room.
- 3 Learners stand in a circle. Explain to them that you are going to give them each a picture card. When you say "go", they must say the focus sound for their picture and find others in their group who have pictures with the same focus sound. Then they must find the letter to go with the focus sound.
- 4 Once they have found their matching letter, they sit down on the mat with all their cards.



Small group activities

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



Go nyakega lebe le:

- Lephephe ya go šomišwa godimo ga papetla ya go fefeulwa
- Dikherayoni tša makhura tše dikgolo
- Pene ya go ngwala letlapeng le lešweu
- Kgetho ya dkuane tše di dirilwego ke barutwana
- Mantšu a nokontši ao a sepelelanago le kanegelo: kuane ya letšatši, ka ntle, go foka, ga borutho, go ya pele, boso, go dula, go timelela, ka pela, seregana, marega
- Ditšhakgatšhakga le meropa

Beke ya 2 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Thoma ka poledišano ya dilo tše ba kilego ba di timetša, Mohlala: lekousu le/goba lepokisana la mphago. Ba laele go hlaloša gore ba di hweditše bjang. Boledišanang ka mekgwa ye e fapanego ye motho a ka e šomišago go lemoša batho gore o timeletšwe e bile o kgopela thušo. Mohlala: O ka botša morutiši gomme yena o tla kgopela barutwana ka phaphošing go go nyakiša lepokisana la gago la mphago pele ga ge ba eya gae. O ka thala seswantšho sa go laetša gore go nale selo se se timetšego.
- 2 Hlalošetša barutwana gore ba tllilo go go thuša go dira seswantšho sa 'Tše di timetšego le tše di hweditšwego'.
- 3 Kgetha mongatse o motee wo o dirilwego ke yo mongwe ka phaphošing. Laela barutwana go hlaloša sebopego sa wona gore o kgone go thala seswantšho le go ngwala ka ga wona godimo ga posetara.
- 4 Theeletša tlhalošo ya barutwana o thale seswantšho sa mongatse o be o ngwale tlhalošo ya wona ka boripana.
- 5 Botšiša barutwana gore ke eng gape ye o ka e beang godimo ga posetara: ka mongwalo wo mogolo wa gore '**E timetše**', leina la motho yo a timeletšwego le dinomoro tša gagwe tša mogala.

E timetše!



Re kgopela o leletše Busisiwe
ge o ka e hwetša
089 654 2330

Momaganya le go ripaganya (dinoko)



- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **bo | so**.
- 2 Kgopela barutwana go matšha ge ba bolela senoko se sengwe le se sengwe: **bo** (kgato ye tee) **so** (kgato ye tee). Efa barutwana ba bangwe ditšhakgatšhakga goba meropa go di šikinya goba go e betha go ya ka senoko se sengwe le se sengwe.
- 3 Bolela mantšu a mangwe a nokontši go tšwa kanegelong ge barutwana ba matšha go ya ka senoko se sengwe le se sengwe. Hlohleletša barutwana go bala palo ya dinoko ka gare ga mantšu (Mohlala: "boso" le na le dinoko tše pedi)
- 4 Bjalo ka tšweletšo pele ya mošongwana wo, o ka phumula karolo ya lentšu le go bona ge barutwana ba ka kgona go bolela karolo ye e šetšego. Mohlala: Botša barutwana gore ba re "ka ntle", ba kgopele gore ba le bušetše, efela ba se bolele "ntle". Go šetše eng? ("ka"). Bjale tšwela pele ka mantšu a mangwe gape:
 - ★ "marega" ntle le "rega" ke ... (ma).
 - ★ "seregana" ntle le "gana" ke ... (sere).

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Flipchart paper
- Jumbo wax crayons
- Whiteboard marker
- Selection of beanies made by learners
- A list of multisyllabic words relating to the story: kuane ya letšatši, ka ntle, go foka, ga borutho, go ya pele, boso, go dula, go timelela, ka pela, seregana, marega
- Shakers or drums

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Begin by discussing things that they have lost before, for example, a sock and/or lunch box. Ask them to explain how they found it. Discuss different ways of letting people know you have lost something and asking them to help you find it. For example: You could tell the teacher and she could ask the class to look for your lunch box before they go home. You could also make a poster to tell people that something is lost.
- 2 Explain to learners that they are going to help you make a "Lost and found" poster.
- 3 Choose one of the beanies made by someone in the class. Ask learners to help describe it so that you can do a drawing and write about it on the poster.
- 4 Listen to the learners' description and then draw a picture of the beanie, and write a short description.
- 5 Ask learners what else you need to put on the poster: a big heading saying "**Lost!**", the name and contact number for the person who lost it.



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: **bo | so**.
- 2 Ask learners to march for each syllable: **bo** (one step) **so** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: "boso" has two syllables).
- 4 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say "ka ntle", then ask them to say it again, but don't say "ka". What is left? ("ntle"). Now continue with more words:
 - ★ "marega" ntle le "rega" ke ... (ma).
 - ★ "seregana" ntle le "gana" ke ... (sere).






Small group activities

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

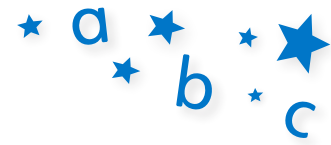







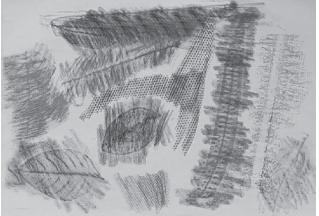
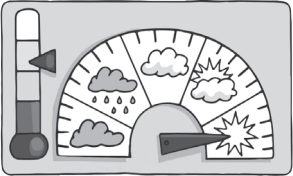
Mešongwana ya sehlopha se sennyane ya Beke ya 2

Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> Diswantšho tša mehuta ya go fapana ya boso Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe Dikherayoni tša makhura tše dikgolo 	<p>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</p> <ol style="list-style-type: none"> Bontša barutwana diswantšho tša mehuta ya go fapana ya boso. Hlalosa gore ba swanetše go thala seswantšho sa boso bjo ba bo ratago (Mohlala: borutho, bja pula) Ba swanetše go gopola gore ba tla apara bjang ge boso bo le ka tsela yeo, le go thala seo ba tla ratago go se dira ge boso bo le ka tsela yeo.
<ul style="list-style-type: none"> Lepokisi la go swara mae a 6 Nawa goba leswika le letee Dikarata tša modumo wa tlhaka, di segwe. 	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Bea dikarata tša diswantšho di lebeledišitšwe godimo di le godimo ga tafola. Barutwana ba swanetše go šikinya lepokisi la mae ba lebelele moo nawa e wetšego gona (Mohlala: tlhaka ya p) Ba swanetše go nyakana le seswantšho se se thomago ka "p." (mohlala: "popi"). Barutwana ba ba dira ka go latelana ba kgobokanya diswantšho.
<ul style="list-style-type: none"> Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana 	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> Laela sehlopha go ya sekgutlwaneng sa dipuku goba efa sehlopha mokgobo wa dipuku. Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tše o ba ratago go di bala. Ba laetše ka moo puku e bulwago ka gona le go phetla matlakala a yona. Bontšha barutwana tše dingwe tša diswantšho le go ba hlohleletša gore yo mongwe le yo mongwe a kgethe seo a ka ipshinago ka sona ge a se bala. Etela sekgutlwana go lekola le go hlohleletša barutwana ka fao ba balago ka gona.
<ul style="list-style-type: none"> Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe Dikherayoni tša makhura tše dikgolo Mehuta ya go fapana ya matlakala 	<p>Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo</p> <ol style="list-style-type: none"> Barutwana ba bea mehuta ya go fapana ya matlakala ka fase ga lephepe ba gohla ka kherayoni ba gateletše lephepe gore e se šuthe. Mosego wa letlakala o tla bonagala! 
<ul style="list-style-type: none"> Ditshegetšo: papetla ya boso, kota ya go šupa, lepokisi le legolo la go ba le lešoba le le phutšwego mo gare (gore e lebelelege bjalo ka seširo sa thelebišene) maekrofone wa polasitiki goba poraše, diaparotše dibotse tša mmoledišanyi wa thelebišene, khamera ya video ya maitirišo 	<p>Mošongwana wa 5: Thaloko ya maitirišo</p> <ol style="list-style-type: none"> Gopotša barutwana ka ga ditshegetšo ka sekgutlwaneng ya se ka thaloko o ba hlohleletše go tšwela pele go thoma Bekeng ya 1 ge ba tla be ba itiriša go ba bahlagiši ba thelebišene ba efa pego ya boso. Laela barutwana go ya sekgutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa. Ba hlalose tše gore ba ya go itiriša go ba bahlagiši ba thelebišene ba efa pego ya boso. E swanetše go ba bahlagiši ba babedi: motšea-diswantšho le yo mongwe a lebeletše pego ya boso mo thelebišeneng. Etela sekhutlwana le ge e ka ba gatee go lekola le go hlohleletša thaloko ya barutwana. 





Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • Pictures of different kinds of weather • A blank A4 page for each learner • Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Show learners pictures of different kinds of weather. 2 Explain that they must draw a picture of their favourite weather (for example: sunny, rainy). They must think about what they will be wearing when the weather is like this, and also draw what they like to do in this weather.
<ul style="list-style-type: none"> • A 6-egg box • One bean or stone • Picture cards, cut up 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the picture cards face up on the table. 2 Learners must shake the egg box and look where the bean has landed (for example: letter p). 3 They must then find a picture that begins with p (for example: "popi"). 4 Learners take turns and collect pictures.
<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 blank A4 page for each learner • Jumbo wax crayons • Different types of leaves 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Learners can put different types of leaves under the paper and rub with a crayon while holding the paper firmly in place. A leaf pattern will become visible! 
<ul style="list-style-type: none"> • Props: weather chart, pointing stick, big box with a hole cut in the middle (to look like a TV screen), plastic microphone or brush, smart clothes for a TV interviewer, pretend video camera 	<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 be TV presenters giving a weather report. 2 Lead the group to the pretend play corner and show them the props. 3 Explain that they are going to pretend that they are TV presenters giving the weather report. There need to be two presenters: a cameraman and someone watching the weather report on TV. 4 Visit the corner at least once to observe and encourage the learners' game.



★ Khudu le legapi la yona

Kanegelo

Khudu ye ba rego ke Tommy e be e dula ka lešokeng e le noši. Letšatši le lengwe le le lengwe, e be e ema mafelelong a mo go metšego bjang bjo botelele moo e bego a kgona go bona le go kwa ge diphoofolo tše dingwe di kitimišana ka lethabo. Tommy o be a sa kgahlwe ke selo. O be a ena le kganyogo e tee. O be a kganyoga go ka kitima bjalo ka diphoofolo tše dingwe. Mosong wo mongwe, Tommy o be a le lefelong la gagwe la ka mehla, a phura bjang bja meetse a bose bja go kgerega. O ile a tlelwa ke kgopolo ya go re: "Ke nagana gore legapi le laka le boima kudu, ke ka fao ke sa kgonego go kitima ka lebelo. Mohlomongwe ge nka tšwa ka mo legaping le, ka le tlogela mo, ke tla kgona go kitima ka lebelo bjalo ka diphoofolo tše dingwe."

Ke se Tommy e ilego ya se dira. Tommy e ile ya itlhothlora ya ikgarameletša ka ntle ga legapi go fihla ebile e gogobela ka ntle ga legapi. Ge legapi la yona le tšwile, e ile ya kwa bjang bo tsikinya letlalo la yona le boleta le letšatši le borutho le phadimela mokokotlong wa yona. Tommy e ile ya kitima ya tloga moo e thabile e re: "Ntebeleleng! Ntebeleleng! Le nna bjale nka kitima ka lebelo."



Ka morago ga lebakanyana Tommy ya ema, e be e ekwa go fiša. E be e se ya tlwaela go kitima ka mokgwa wo ebile maoto a yona a be a šetše a lapile. Tommy e be e sa rate go kwa ka moo letšatši la go fiša le fišago letlalo la yona ka gona. Go be go kwagala o ka re seetša sa letšatši se be se fiša letlalo le boleta mokokotlong wa yona.

Tommy e kwele e tshwenyegile. Legapi la yona la go itšhireletša le be le tlošitšwe. E ile ya tlelwa ke mogopolo wa gore: "Ke gopola go ema, ke khutše mo morithing wa mohlare wo, go fihlela ke ekwa ke fodile. E ile ya khutša moo go fihlela e ekwa e le kaone ebile e loketše go kitima gape."



Ka morago ga ge Tommy e khuditše, e ile ya kitima go batagana le tsela. E be e se kgale ge e thoma go kwa modumo wa go tswikinya go tšwa leratadimeng ka godimo ga yona. Tommy ya lebelela godimo ya bona lenong. E ile ya hlaba mokgoši ya re: "Jo nna! Jooo! Lenong lela le tla nkgakgautha le gona ga ke na legapi la go ntšhireletša!" Tommy e ile ya bona mohlare wo o nago le molete mo kutung ya wona, gona kgauswi le yona. E ilke ya iphihla ka mo lešobeng leo ya fihlela ge lenong le tloga moo.

Ge Tommy e etšwa ka mo moleteng leo, ya lebelela godimo leratadimeng ya bona maru a maso. Ka pelanyana ya kwa modumo wo mogolo wa go thathapa-thuthuthuthu...! A kwa botšiditšana bo thapiša mokokotlo wa gagwe. Pula e be e ena! "Ke kganyoga ge nkabe ke na le legapi mokokotlong la go ntšhireletša," e boletše se ge e kitimela morago go yo hwetša legapi la yona.

Ka nako ye e humana legapi la yona, letšatši le be sobela ebile go thoma go swiswala. Tommy ya kwa e sa kgahlege. E be e boifa ebile e ekwa phefo. Tommy e ile ya abulela ka gare ga legapi la yopna la go kgwahla la go ruthela. Kgopolong ya yona e ile ya re: "Ga ke na taba le ge nka se kgone go kitima ka lebelo, ke nna khudu. Ke rata go dula ke ruthetše. Ke rata go dula ke bolokegile. Ke kgahlwa ke go ba nna!"

Le lehono le, dikhudu di ka se apole magapi a tšona.

A ke mafelelo a kanegelo.





★ Tortoise and his shell

Story

Tommy the tortoise lived in a field all by himself. Every day he would stand at the edge of the long grass where he could see and hear the other animals running about and having fun. Tommy was sad. He had just one wish – he wished he could run as fast as the other animals. One morning Tommy was in his usual place nibbling crunchy, juicy grass. “I think my shell is too heavy,” he thought, “and that’s why I can’t run fast. Maybe if I crawl out of my heavy shell and leave it here, I will be able to run as fast as the other animals.”

And so that’s just what he did. Tommy the tortoise wriggled and pushed until he could crawl out of his shell. When his shell was off, he could feel the tall grasses tickling his soft skin and the warm sun shining on his back. Tommy ran off happily calling: “Look at me! Look at me! Now I can also run fast.”



After a short while Tommy stopped, he was hot. He wasn’t used to running like this and his legs felt tired. Tommy didn’t like the feeling of the hot sun shining right onto his skin. It felt like the sunlight was burning the soft skin on his back.

Tommy felt upset. He didn’t have his shell to protect him anymore. “I think I’ll stop and rest in the shade of this tree until I feel cool again,” he thought. He rested there until he felt better and ready to run again.



After Tommy had rested, he ran off along the path. It wasn’t long before he heard a swishing noise in the sky above him. Tommy looked up and saw an eagle. “Oh no!” he cried. “That eagle will eat me and I don’t have my shell to protect me!” Tommy saw a tree nearby with a hole in its trunk. He quickly hid in the hole and waited for the eagle to fly away.

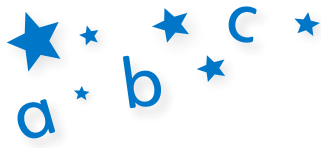
As Tommy crept out of the hole in the tree, he looked up at the sky and saw dark clouds. Suddenly he heard a loud clap of thunder – boom! Then he felt something cold and wet splash onto his bare back. It was raining! “I wish I had my shell on my back to protect me,” he said as he ran back to find his shell.

By the time he found his shell, the sun was going down and it was getting darker. Tommy felt unhappy. He was scared and he was cold. And so Tommy crawled back into his strong, warm shell. “I don’t care if I can’t run fast,” he thought. “I am a tortoise. I like being warm. I like being safe. I am happy to be me!”

And to this day, tortoises cannot take off their shells.

And that is the end of the story.





Koša

Ke khudu ke rata go kitima ka lebelo (phaphatha! phaphatha!)
 Ke khudu ke rata go kitima ka lebelo (phaphatha! phaphatha!)
 Ge fela nka tloša legapi, nka kgona
 Ke khudu ke rata go kitima ka lebelo (phaphatha! phaphatha!)

Rato! Ke kwa letšatši le mphiša (phaphatha! phaphatha!)
 Rato! Ke bona lenong le nkitimiša! (phaphatha! phaphatha!)
 Bjale pula e a na ebile ke thapile, ga se ke be ke fihle gae.
 Bjale, ke gopola gore ke bušetše legapi la ka godimo ga ka.
 (phaphatha! phaphatha!)

Ke khudu ke kgahlwa ke bonna bja ka (phaphatha! phaphatha!)
 Ke khudu ke kgahlwa ke bonna bja ka (phaphatha! phaphatha!)
 Ke khudu, naa ga o bone? 'Gapi la ka le a ntšhireletša,
 Ke khudu ke kgahlwa ke bonna bja ka (phaphatha! phaphatha!)

(O ka šomiša molodi wo o ikgethetšego wona.)

Mo gare ga beke, ge barutwana ba šetše ba tseba koša, ba ka thoma go šomiša maina a bona mo temaneng ya mafelelo. Mohlala: Ke nna Mokgadi le gona ke thabišwa ke go ba nna!



Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	khudu	legapi	bothata	šireletša	lenong	boleta
Mantšu a tlaleletšo:	ka pela	boima	tsikiditla	letlalo	fiša	khutša
	morithi	lapile	lešoba	ledimo	abula	borutho





Song

I'm a tortoise and I want to run so fast! [clap! clap!]
 I'm a tortoise and I want to run so fast! [clap! clap!]
 If I take off my shell, I can do very well.
 I'm a tortoise and I want to run so fast. [clap! clap!]

Oh dear! I feel the sun is burning me! [clap! clap!]
 Oh dear! I see an eagle chasing me! [clap! clap!]
 Now it's raining and I'm wet, and I'm not at my home yet.
 So, I think I'll put my shell back onto me. [clap! clap!]

I'm a tortoise and I'm happy to be me. [clap! clap!]
 I'm a tortoise and I'm happy to be me. [clap! clap!]
 I'm a tortoise, can't you see? And my shell's protecting me.
 I'm a tortoise and I'm happy to be me! [clap! clap!]

(Sing to the tune of "If you're happy and you know it, clap your hands ..." or use your own tune.)



During the week, once learners know the song, they can swap their names in the last verse. For example: I'm Asanda and I'm happy to be me!

Vocabulary from the story

Key-words:	tortoise	shell	scared	protect	eagle	soft
Extra words:	fast	heavy	tickle	skin	hot	rest
	shade	tired	hole	thunder	crawl	warm





Go nyakega lebe le:

- Kanegelo ya: Khudu le legapi la yona
- Dipopi: khudu ntle le legapi, legapi, lenong, mohlare wa go ba le lešoba, letšatši, maru a modumo
- Ditshegetšo: dipopi, sekgelana/sedrišwa sa go dira legapi la khudu goba mokotla wa ka mokokotlong wa go šomišwa bjalo ka legapi, mafofa a lenong, sedirišwa sa go tlo šomišwa go ba mohlare.
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu

Beke ya 1 Letšatši la 1

Mešongwana ya phapoše ka moka

Bolela sereto “Mahlo a mabedi a go bona” e le ge o tliša barutwana go dula legogweng ka nakong ya kanegelo.

Go anega kanegelo le go bopa tlotlontšu

1 Pele o ka anega kanegelo

- 1.1 Botša barutwana hlogo ya kanegelo o ba tsebiša baanegwa o šomiša dipopi.
- 1.2 Tswalanya kanegelo le maphelo a barutwana: Botšiša ge e le gore go na le yoo a ilego a bona khudu. Hlalosa gore khudu e na le mmele wo boleta, legapi la bothata le gore e sepela ka go iketla. Bontšha barutwana diswantšho tša dikhudu. Botšiša barutwana ge ba tseba diphedi tšeo di nago le magapi (kgopa).
- 1.3 E re : “Pele re ka thoma, ke rata go le tsebiša ka ga ditlhalošo tša a mangwe a mantšu a mafsa ao re tla a humanago ka gare ga kanegelo.” Boledišanang ka mantšu a bohlokwa go tšwa lenaneong la tlotlontšu, o bontšhe barutwana selo goba seswantšho goba o ba bontšhe ka go diragatša tlhaloso ya lentšu. Mohlala: Go hlalosa lentšu le “šireletša”, o ka botšiša barutwana ge e le gore ba kile ba nelwa ke pula goba ba fišwa ke letšatši. Ge ba se na magapi, ba šomiša eng go itšhireletša? (baki, samporele, kuane).

2 Ge o anega kanegelo

- 2.1 Anega kanegelo ka tsela ya go bontšha bophelo o šomiša mantšu a go fapana.
- 2.2 Laetša ka ditiro o šomiše dipopi le ditshegetšo. Kgopela barutwana gore ba akanye gore ke eng se se tla latelago ka kanegelong o dire gore ba tšee karolo ka go ba botšiša dipotšišo tše di bulegilego bjalo ka: “O nagana gore go tla diragala eng ka mmele wa Tommy ge legapi la gagwe le wele? Naa Tommy a ka ya kae go khutela lenong?”

3 Ka morago ga gore o anega kanegelo

- 3.1 Botšiša barutwana: “Ke eng se o se ratilego ka ga kanegelo? Ke eng seo o sa ka go wa se rata? Ke karolo efe ye e go kgahlilego go fetiša ka moka? Ke dipotšišo dife tše o nago le tšona ka ga kanegelo?”

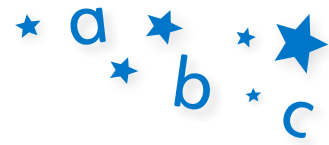
Go hlagiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: “moo, mongwe, morago, mkgwa, maoto, modumo, mohlare, mokokotlo, magapi. Le kgona go kwa modumo wo o nepišitšwego: maoto? Ee, le nepile! Ka moka ba file modumo wa /m/.”
- 2 “Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /m/: moropa, maswi, merogo, magato, meno, marula, mollo, mooki.” (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /m/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /m/: “m-m-m”. Dira se go ba metlae: O bolelele fasana, godimo, lebotong, seširatlhakeng le go yo mongwe le yo mongwe.

Mešongwana ya dihlopha tše dinnyane

Hlalošetša gore barutwana ba tla be ba šoma ka dihlopha tše dinnyane tšatši le lengwe le le lengwe. Hlaloša o be o ba laetše ka moo wo mongwe le wo mongwe o dirwago ka gona le go hlalosa go šielana letšatši ka letšatši. Hlalosa tsela ye e latelwago ge go hlwekišwa.





You will need:

- Story: Tortoise and his shell
- Puppets: tortoise without a shell, a shell, an eagle, a tree with a hole, sun, thunder clouds
- Props: puppets, cloth/material for the tortoise's shell or a backpack used as a shell, feathers for the eagle, an object to use as a tree
- 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: Ask if anyone has seen a tortoise. Explain that a tortoise has a soft body, a hard shell and moves slowly. Show learners pictures of tortoises. Ask learners if they know any other creatures that have shells (snail).
- 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: To explain the word "protect", you could ask learners if they have ever felt rain on their body or felt the sun burn their skin. If they don't have shells, what do they use to protect themselves? (jacket, umbrella, hat).

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think will happen to Tommy's body when his shell is off? Where can Tommy go to hide from the eagle?"*

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: *"moo, mongwe, morago, moggwa, maoto, modumo, mohlare, mokotlo, magapi. Can you hear the focus sound: maoto? Yes, you are right! They all have the sound /m/."*
- 2 *"Listen carefully, here are some more words with /m/: moropa, maswi, merogo, magato, meno, marula, mollo, mooki."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /m/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /m/: *"m-m-m"*. 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.



Go nyakega lebe le:

- Dipopi tša go tšwa kanegelong
- Mmino le ditshegetšo/ diswantšho tša koša



Beke ya 1 Letšatši la 2

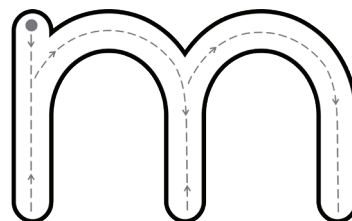
Mešongwana ya phapoše ka moka

Go anega kanegelo le go opela

- 1 Thoma ka go gopotša barutwana ka ga tihaloso ya mantšu ao o ba tsebišitšego ona ka Letšatši la 1.
- 2 Boeletša kanegelo o šomiša dipopi. Botšiša dipotšišo ge o tšwela pele ka go anega kanegelo. Hlohleletša barutwana go nagana seo se tla latelago.
- 3 Botša barutwana gore o ya go ba ruta koša ye mpsha ya go sepelelana le kanegelo.
- 4 Bolela methaladi e se mekae ya koša ka go hlaboša o iketlile, o kgopele barutwana go opela le wena. Go ka ba boima gore barutwana ba gopole mantšu ka moka, ka moo ruta koša yeo ka dikarolo.
- 5 Eba le diswantšho goba ditshegetšo goba o laetše ka go diragatša gore o thuše barutwana go kwešiša polelo ya koša.
- 6 Ruta barutwana ditiragatšo tša koša go be le go opela ga metlae ka dipolelo tša go feta e tee.

Go bopa tumatlhaka

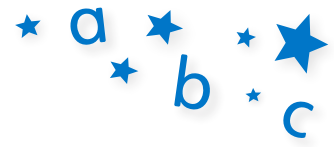
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka **/m/** goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa **/m/**.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka dira tše ekego ba letša meropa ge ba re: **"mo-ro-pa"**.
- 3 Botšiša barutwana ge ba gopola ka moo **m** e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: *"Thoma mo go khutlo, o ye fase, o ye ka godimo, o ye fase, godimo, ka godimo le go ya fase gape."*
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona. Ba ka leka go šomiša mebele ya bona go bopa ditlhaka.
- 5 Ge o šetše o ba laeditše ka fao tumatlhaka e ngwalwago ka gona, hlohleletša barutwana go šomiša lehlakana go ngwala tumatlhaka ka gare ga mabu.
- 6 Hlohleletša barutwana go bitša modumo wo o dirwago ke tlhaka ge ba e ngwala.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

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



Week 1 Day 2

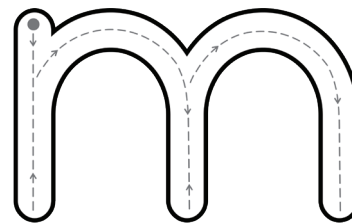
Whole class activities

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 /m/ or if they can think of any other words that start with the sound /m/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to beat drums while saying: "mo-ro-pa".
- 3 Show learners how to write the letter **m**. Praise their attempts, then write a large letter on the board or in the air while saying: "Start at the dot, go down, up, over, down, up, over and down again."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own body 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.



Go nyakega lebe le:

- Dipopi le ditshegetšo tša go tšwa kanegelong
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **m**: moropa, maswi, merogo, magato, meno, marula, mollo, medu, mokopa



Beke ya 1 Letšatši la 3

Mešongwana ya phapoše ka moka

Go anega kanegelo le go e raloka

- 1 Opela koša.
- 2 Botšiša barutwana ge ba ka gopola tlhalošo ya mantšu a go tšwa lenaneong la tlotlontšu. Mohlala: Kgopela barutwana go kwa letlalo mo matsong a bona. Ba botšiše ge le fiša goba le le borutho. Ba ka kgona go kwa ka moo letlalo la bona le lego boleta ka gona?
- 3 Kgetha barutwana go raloka karolo ya baanegwa ba ka gare ga kanegelo.
- 4 Bolela ka moanegwa yo mongwe le yo mongwe wa ka gare ga kanegelo. Botša baitthuti gore ba ya go ba baanegwa bafe ge ba raloka kanegelo le go ba bontšha ditshegetšo tšeo di tla šomišwago go anega kanegelo.
- 5 Hlalosetša barutwana gore wena (morutiši) o ya go ba yo a ba molaodiši wa kanegelo. Barutwana ba go raloka ba tla raloka dikarolo ka moka tšeo ba botšwago go di raloka. Ba thuše go beakanya moo ba tlogo ema gona.
- 6 Thoma go ba anegela kanegelo o ba hlohleletše go dira ditaetšo tša go sepelelana le mantšu a gago ge phapoše ka moka e bogetše ge ba tšea karolo.
- 7 Ge nako e sa le gona, o ka šomiša barutwana ba bangwe go boeletša go tšea karolo kanegelong.

Mapokisi la dithlaka

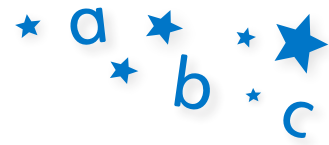
- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme la bona la gae. Ka morago ga fao efa lentšu ka leleme le o rutago ka lona. Ba laele go swara didirišwa goba diswantšho ba di fetišetšane.
- 2 Botšiša dipotšišo ka ga didirišwa: *"Naa le ile la bona se sengwe sa tše? Naa re se šomišetša eng? Se na le mmala wo bjang? Se kwagala se le bjang?"*
- 3 Bolela maina a didirišwa o gatelela modumo wo o nepišitšwego. Botšiša barutwana ge ba kgona go kwa modumo wo o nepišitšwego.
- 4 Kgopela barutwana go bolela leina la sedirišwa se sengwe le se sengwe le gore ba gatelele modumo wo o nepišitšwego ge ba bolela mantšu.
- 5 Ge barutwana ba itlwaeditše modumo wo mofsa, ba bontšhe tlhaka godimo ga lepokisi la tlhaka mme o re: *"Tlhaka ye ke ka moo re ngwalago m."* Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **m**: moropa, maswi, merogo, magato, meno, marula, mollo, medu, mokopa



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 learners to feel the skin on their arms. Ask them if it is hot or warm. Can they feel how soft their skin is?
- 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 m.”* 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.





Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho
- Kgetho ya didirišwa go tšwa mapokising a ditlhaka tše nne (e tee e le ya morutwana yo mongwe le yo mongwe)
- Mokotla goba selopo sa mosamelo
- Sellathekeng sa go raloka mmimo

Stella o re:



Tše ke dipotšišo tša mohola tša go botšišwa ka ga seswantšho se sengwe le se sengwe:

- "Ke mang yo o ka mmonago?" (baanegwa)
- "O/Se dira eng?" (lediri le ditiragatšo)
- "Ke eng se sengwe gape se o se bonago?" (lebelela gape)
- "... e mo kae?" (o bolela mafelo/ boemo)
- "Go reng o nagana ...?" (kgopolo ya go itlhamela, go hlagiša maikutlo)



Beke ya 1 Letšatši la 4

Mešongwana ya phapoše ka moka

Go bea diswantšho ka tatelano

- 1 Opela koša gape.
- 2 Hlagiša mantšu a mafsa go tšwa lenaneong la tlotlontšu.
- 3 Kgetha se sengwe sa diswantšho go tšwa tatelanong ya tšona o se swarele godimo. Botšiša barutwana gore ba bona eng, o tšwele pele ka go bolela ka seswantšho seo ka botlalo.
- 4 Ge o boledišane ka seswantšho se sengwe le se sengwe, o se kgorametša godimo ga letlapa gore barutwana ba se bone. Leka gore diswantšho di se dule ka tatelano ge go dirwa mošongwana wo.
- 5 Ka morago ga go boledišana ka diswantšho ka moka, botšiša barutwana gore: "Naa diswantšho di ka tatelano ya maleba?"
- 6 Kgopela barutwana go laetša seswantšho sa go tla mathomong a kanegelo. Šomang mmogo go beakanya diswantšho ka tatelano gore kanegelo e be yeo e kwagalago ya go ba le mohlodi.
- 7 Dira gore barutwana ba tšee karolo ka mafolofolo mo tiragalong ye. Botšiša dipotšišo tša go swana le: "Go diragetše eng ka morago ga fa? Ke mang yo a ka gopolago karolo ye e latelago ya kanegelo?"
- 8 Ge diswantšho di le ka tatelano ya maleba, mema barutwana ba se bakae go tlo anega kanegelo ye gape ka tatelano ya yona ya maleba.



Go theeletša medumo ye e nepišitšwego

- 1 Bea didirišwa tše dingwe go tšwa ka mapokising a ditlhaka ka gare ga mokotla.
- 2 Barutwana ba dula ka ntikodiko ge go ralokwa mmimo le mokotla o fetišwa mo ntikodikong. Ge mmimo o emiša, morutwana yo a swerego mokotla o tšea sedirišwa, a bolela gore ke eng le gore ke modumo ofe wo ba o kwago mathomong. Thaloko ye e ka tšwela pele go fihlela ge yo mongwe le yo mongwe a hweditše sebaka.
- 3 Mafelelong, dihlopha tša barutwana bao ba nago le didirišwa tša go thoma ka modumo wa go swana, ba emelela ba bušetša didirišwa tša bona ka mapokising a ditlhaka a maleba.

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

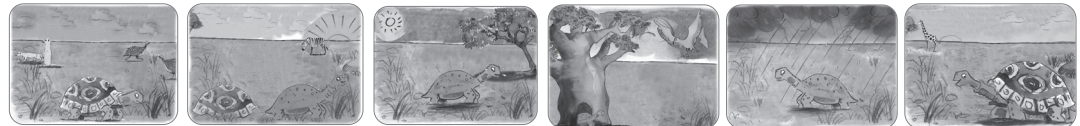
- Big sequence pictures
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

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 Put some objects from the letter boxes into a bag.
- 2 Learners sit in a circle while music is played and the bag is passed around. When the music stops, the learner who has the bag takes an object, says what it is and what sound they hear at the beginning. The game can continue until everyone gets a turn.
- 3 At the end, groups of learners who have objects that start with the same sound, stand up and put their objects back into the correct letter boxes.



Small group activities

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



Go nyakega lebe le:

- Morutwana yo mongwe le yo mongwe o fiwa seripagare sa poleiti ya lephephe
- Dikgelana tša lešela goba lephephe ya mmala, khatepokisi ya go dira maoto le hlogo
- Dikero, segorametši
- Dikherayoni tša makhura tše dikgolo GOBA letsopa la go raloka, dinawa goba ditlhodi
- Mantšu a nokontši ao a sepelelanago le kanegelo: khudu, lenong, boima, thabile, kitima, legapi, mosong, šireletša, swaba, phoofolo

Beke ya 1 Letšatši la 5

Mešongwana ya phapoše ka moka

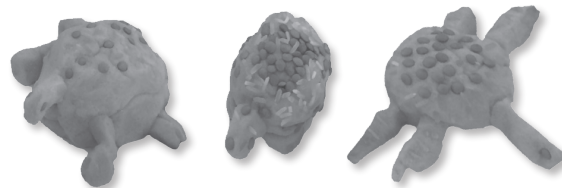
Dira, thala o be o ngwale

- 1 Hlalošetša barutwana gore ba ya go dira khudu ba šomiša poleiti ya lephephe le a mangwe a mašela goba lephephe ya mmala.
- 2 Barutwana ba sega dikgelana tša lešela goba lephephe ya mmala ba di kgorametša ka gare ga poleiti ya lephephe go dira legapi la khudu.
- 3 Ba tla swanelwa ke go sega maoto le hlogo gore ba di kgorametše godimo ga poleiti ya lephephe e lego legapi.



GOBA

- 1 Efa morutwana yo mongwe le yo mongwe kgwele ya go dirwa ka letsopa la go raloka ba hlalošetšwe gore ba ya go bopa khudu ka letsopa leo la go raloka.
- 2 Ba hlalošetše gore ba ka šomiša dinawa/ditlhodi tše di lego mo tafoleng go kgabiša khudu.
- 3 Ge barutwana ba feditše go bopa khudu ya bona, ba swanetše go e bea letšatšing gore e ome.
- 4 Dira nako ya gore barutwana ba boledišane ka dikhudu tša bona ka dihlopha.
- 5 Ge ba di feditše go dira dikhudu, ba di bee ka go latelelana go dikologa ka phapošeng.



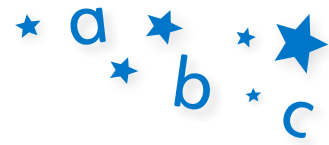
Momaganya le go ripaganya (dinoko)

- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **khu | du**.
- 2 Kgopela barutwana go lebantšha sefahlego le mogwera wa gagwe le go dira seatla godimo ge go bitšwa senoko se sengwe le se sengwe: **khu** (seatla godimo) **du** (seatla godimo).
- 3 Bolela mantšu a mangwe a nokontši go tšwa kanegelong ge barutwana ba dira seatla godimo go laetša senoko se sengwe le se sengwe.
- 4 Hlohletša barutwana go bala palo ya dinoko ka gare ga mantšu (Mohlala: "khudu" le na le dinoko tše pedi).

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Half a paper plate for each learner
- Pieces of fabric or coloured paper, cardboard for legs and head
- Glue, scissors
- Jumbo wax crayons OR Playdough, beans or lentils
- A list of multisyllabic words relating to the story: khudu, lenong, boima, thabile, kitima, legapi, mosong, šireletša, swaba, phoofolo

Week 1 Day 5

Whole class activities

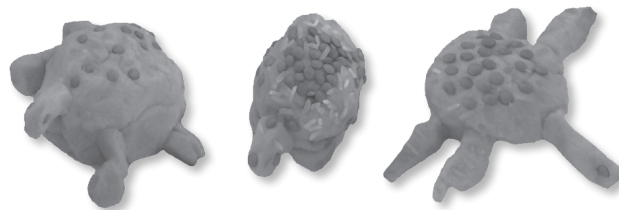
Make, draw and write

- 1 Explain to learners that they are going to make a tortoise using a paper plate and some fabric or coloured paper.
- 2 Learners cut up pieces of fabric or coloured paper and glue it onto the paper plate to make the shell of the tortoise.
- 3 They will need to cut out legs and a head to stick onto the paper plate which is the shell.



OR

- 1 Give each learner a ball of playdough and explain that they are going to make a playdough tortoise.
- 2 Explain that they can use the beans/lentils on the table to decorate the tortoise.
- 3 When learners have finished making their tortoise, they must put it in the sun to dry.
- 4 Create time for learners to talk about their tortoise in pairs.
- 5 Display the tortoises around the classroom when they are complete.



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: **kh**u | **du**.
- 2 Ask learners to face a friend and do high fives for each syllable: **kh**u (high five) **du** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "khudu" has two syllables).

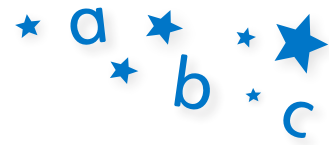
Small group activities

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

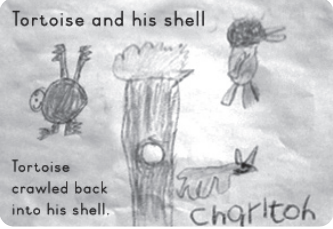
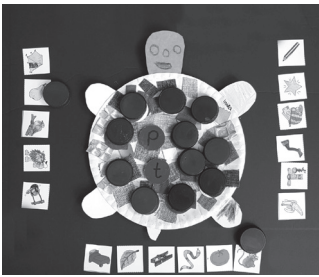



Mešongwana ya sehlopha se sennyane ya Beke ya 1

Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe Dikherayoni tša makhura tše dikgolo <div data-bbox="196 688 586 958"> <p>Khudu le legapi la yona</p> </div> <div data-bbox="217 989 569 1247"> <p>Ge barutwana ba nyaka thušo mabapi le seo ba ka se thalago, ba laetše tatelano ya diswantšho go ba fa dikgopolo.</p> </div>	<p>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</p> <ol style="list-style-type: none"> Ngwala hlogo ya kanegelo mo godimo letlakaleng la se ngwalwe selo la morutwana yo mongwe le yo mongwe pele thuto e ka thoma. Kgopela barutwana go šupa mantšu a hlogo ge o a bala le bona. Botšiša barutwana gore ke karolo efe ya kanegelo yeo ba e ratago go di feta ka moka. Hlohleletša barutwana go thala seswantšho sa karolo ye ba e ratago ya kanegelo. Dira tshwayaswao goba o kgopele morutwana yo mongwe le yo mongwe a go botše ka sethalwa sa gagwe. Kgopela barutwana ge e le gore ba rata go ngwala se sengwe ka ga diswantšho tša bona goba ge ba nyaka wena o ba ngwalela. Ge barutwana ba nyaka wena o ba ngwalela, dira gore le bona ba tšee karolo ka go ba kgopela gore ba bolele mantšu ao ka go iketla ge wena o a ngwala fase. O a bolelele godimio ge o a nagana o ngwala mafoko a bona. Mohlala: "Khudu... e gogobile... go boela morago... ka gare ga... ya yona... Ke lentšu lefe la go latela le o bego o rata go le šomiša? Legapi. Ke ya go ngwala lentšu le 'legapi'." Ngwala ntle le go fetola seo barutwana ba go botšago sona, lentšu ka lentšu, goba botšiša barutwana ge ba dumelelana le wena pele o ka dira diphetogo mo mantšung a bona. O gopole gore o ngwale ka bothakga le ka mongwalo wo o bonagalago. Ge o feditše go ngwala, hlohleletša barutwana go bala lefoko le wena. Šupa lentšu le lengwe le le lengwe ge o le bala le go amogela maitekelo a bona.
<ul style="list-style-type: none"> Bogodimo bja lebotlelo goba dikhurumelo Dikarata tša diswantšho, tše di segilwego Poroto ya papadi ya khudu <div data-bbox="230 1464 552 1743"> </div>	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Bea khophi ya letlakala la mošongwana ka ga khudu gare godimo ga tafola. Morutwana yo mongwe le yo mongwe o na le diswantšho tše tshela tša medumo ye e nepišitšwego tše di hweditšwego mo thutong ya go feta. Ngwala ditlhaka tše di nepišitšwego ka gare ga bogodimo bja lebotlelo o di bee godimo ga legapi la khudu gore barutwana ba se kgone go bona ditlhaka. Morutwana yo mongwe le yo mongwe o na le sebaka sa go topa sekhurumelo, a se lebeletše godimo, a bolele modumo a bone ge e le gore ba na le seswantšho se se thomago ka modumo woo. Ge o le gona, ba tšea sekhurumelo sa lebotlelo ba khurumetša seswantšho. Ge di sa sepelelane le se sengwe sa diswantšho tša bona, ba bušetša sekhurumelo mo se bego se le gona. Motšeasefoka ke morutwana wa mathomo yo a kgonnago go khurumela diswantšho tša bona ka moka.
<ul style="list-style-type: none"> Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana <div data-bbox="309 1880 473 2078"> </div>	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> Laela sehlopha go ya sekgutlwaneng sa dipuku goba efa sehlopha mokgobo wa dipuku. Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala. Ba laetše ka moo puku e bulwago ka gona le go phetla matlakala a yona. Bontšha barutwana tše dingwe tša diswantšho le go ba hlohleletša gore yo mongwe le yo mongwe a kgethe seo a ka ipshinago ka sona ge a se bala. Etela sekgutlwana go lekola le go hlohleletša barutwana ka fao ba balago ka gona.

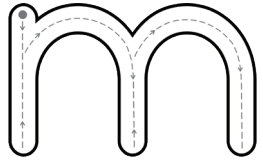
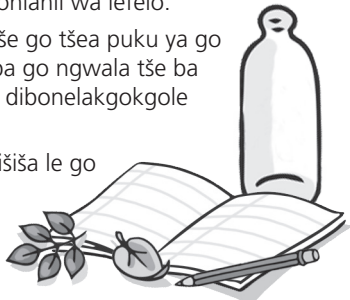


Small group activities for Week 1

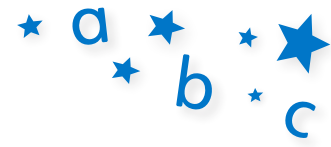
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 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. 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. 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: "Tortoise ... crawled ... back ... into ... his ... What word did you want to say next? Shell. I am going to write the word 'shell'." 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"> • Bottle tops or lids • Picture cards, cut up • The Tortoise game board 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the Tortoise game board in the middle of the table. 2 Each learner has six pictures of focus sounds covered in previous lessons. Write these focus letters on the inside of bottle tops and place them on the tortoise shell so the learners can't see the letters. Each learner has a turn to pick up a bottle top, turn it over, say the sound and see if they have a picture starting with that sound. 3 If they do, they take the bottle top and cover that picture. If it does not match one of their pictures, they put the bottle top back where it was. The winner is the first learner to cover all their pictures.
<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.

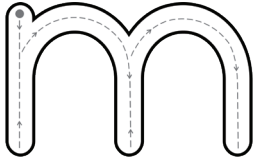
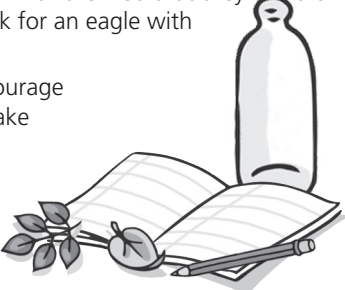




Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> • Thempleiti ya tlhaka ya "m" ya bogolo bja A5 ya morutwana yo mongwe le yo mongwe • Diswantšho tše dinnyane tša dilo goba dihlogo tša go thoma ka "m" – maswi, meno • Segorametši, dikero • Dikgatišobaka 	<p>Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo</p> <ol style="list-style-type: none"> 1 Efa morutwana yo mongwe le yo mongwe tempoleiti ya ditlhaka le dihlogo goba diswantšho le modumo wo o nepišitšwego. 2 Ba swanetše go kgorametša diswantšho goba dihlogo tša dilo tše di nago le modumo wo o nepišitšwego go tlatša sekgoba go bopa tlhaka. Ba ka oketša ka dithalwa tša go thoma ka modumo wo o nepišitšwego wa "m". 
<ul style="list-style-type: none"> • Ditshegetšo: mmepe wa dithaba, dikota tša go sepela, kuane ya letšatši le setlolo dibonelakgole tša go dirwa ka bokagare bja lephephe ya ka botshwela mare, mokotla wa ka mokokotlong wo o swerego lebotlelo la meetse, digalase tša letšatši, ditlabakelo tša thušo ya pele, mohlahli wa lefelo, dilo tša tlhago (matlakala, maswikana) tše dingwe tša dikhunkhwane tša polasitiki goba dipopi tša diphoofolo (goba diswantšho tša dikhunkhwane goba diphoofolo)-di phatlalatše go dikologa goba di kgorametše mo mabotong. 	<p>Mošongwana wa 5: Thaloko ya maitirišo</p> <ol style="list-style-type: none"> 1 Laela barutwana go ya sekgutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa. Ba hlalose tše gore ba ya go ikotlolla ka go sepela. 2 Barutwana e k aba karolo ya sehlophasa go yo sepela (le mpša). Go nyakega mmepe wa dithaba, dikota tša go sepela, kuane ya letšatši le setlolo, digalase tša letšatši le mokotla wa ka mokokotlong wo o nago le lebotlelo la meetse, dibonelakgole, ditlabakelo tša thušo ya pele le mohlahli wa lefelo. 3 Morutwana yo mongwe le yo mongwe o swanetše go tšea puku ya go ngwalela le phensele gore ba kgone go thala goba go ngwala tše ba tla di bonago ge ba sepela. Ba ka nyaka ntšhu ka dibonelakgokgole goba khudu ye e iphihlilego ka bjanyeng! 4 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohleletša thaloko ya barutwana. Hlohleletša barutwana go ngwala ditaba goba go thala tšeo ba di bonago ge ba sepela. 





You will need	Activities
<ul style="list-style-type: none"> • An A5 "m" letter template for each learner • Small pictures of things or items starting with "m" – maswi, meno • Glue and scissors • Magazines 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or items of things with the focus sound to fill the space and make the letter. They can also add drawings of things with the focus sound "m". 
<ul style="list-style-type: none"> • Props: a map of the mountains, walking sticks, sunhat and cream, binoculars made from toilet rolls, a backpack with a water bottle, sunglasses, a small first-aid kit, a field guide, items from nature (leaves, pebbles), some plastic insects or toy animals (or pictures of insects or animals) - spread these around or stick them on the walls 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Lead the group to the pretend play corner and show them the new props. Explain that they are going on a walk. 2 Learners can be part of a walking group (with a dog). They need a map of the mountains, walking sticks, sunhat and cream, sunglasses and a backpack with a water bottle, binoculars, first-aid kit and a field guide. 3 Each learner should take a notebook and a pencil with them so that they can draw or write what they see on the walk. They can look for an eagle with the binoculars or a tortoise hiding in the grass! 4 Visit the corner at least once to observe and encourage the learners' game. Encourage the learners to make notes or draw what they see on their walk. 



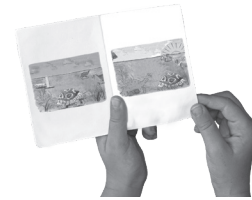
Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho
- Puku ye nnyane ye e gatišitšwego le go menwa ya ngwana yo mongwe le yo mongwe

Beke ya 2 Letšatši la 1

Mešongwana ya phapoše ka moka

Tatelano ya diswantšho tše dingwe gape



- 1 Thoma ka barutwana ba ba dutšego godimo ga legogwa. Kgetha barutwana gore ba eme pele ga barutwana ba bangwe ka phapošeng, yo mongwe le yo mongwe a swere seswantšho sa mmala go tšwa mo di bego di le gona ka tatelano (ba se eme go ya ka tatelano ya tšona).
- 2 Botšiša barutwana ge e le gore diswantšho di ka tatelano ya maleba. Ba kgopele gore ba šupe seswantšho seo se swanetšego go tla mathomong a kanegelo.
- 3 Ba le mmogo ka sehlopha, kgopela barutwana ba ba swerego diswantšho ba šuthe mo ba lego gona go fihla ge diswantšho tšeo ba di swerego di hlama kanegelo ya go kwagala. Botšiša dipotšišo tša go swana le ye: "Ke mang yo a ka gopolago gore go ile gwa latela eng?"
- 4 Ge le feditše go bea kanegelo ka tatelano, barutwana ba boele ditafoleng tša bona.
- 5 Efa morutwana yo mongwe le yo mongwe pukwana ye nnyane. Ba hlohleletše gore ba lebelele bokantle bja yona o bale hlogo ya kanegelo le bona.
- 6 Bula letlakala ka letlakala la pukwana ye ye nnyane barutwana ba lebeletše diswantšho, o ba thuša go ba lemoša gore diswantšho tše di lego ka gare ga pukwana ye, di swana le diswantšho tšeo di beilwego ka tatelano.
- 7 Ge nako e le gona, barutwana ba ka "balelana" pukwana ye ye nnyane gona ka mo phapošeng. Hlohleletša barutwana go ya le dipuku tše gae go ya go di bala le ba ka gae.



Go hlagiša modumo go tšwa kanegelong

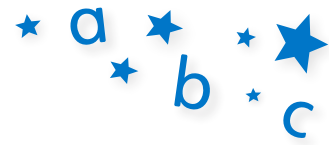
- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: "khudu, kudu, kutung. Le kgona go kwa modumo wo o nepišitšwego: khudu, kudu, kutung? Ee, le nepile! Ka moka ba file modumo wa /u/."
- 2 "Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /u/: kubu, kutu, puku." (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /u/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /u/: "u-u-u". Dira se go ba metlae: O bolelele fasana, godimo, lebotong, seširatlhakeng le go yo mongwe le yo mongwe.



Mešongwana ya dihlopha tše dinnyane

Hlalošetša gore barutwana ba tla be ba šoma ka dihlopha tše dinnyane tšatši le lengwe le le lengwe. Hlaloša o be o ba laetše ka moo wo mongwe le wo mongwe o dirwago ka gona le go hlalosa go šielana letšatši ka letšatši. Hlalosa tsela ye e latelwago ge go hlwekišwa.





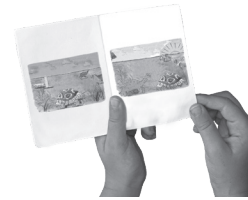
You will need:

- 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. 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. Say these words from the story: *"khudu, kudu, kutung. Can you hear the focus sound: khudu, kudu, kutung? Yes, you are right! They all have the sound /u/."*
- 2 *"Listen carefully, here are some more words with /u/: kubu, kutu, puku."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /u/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /u/: **"u-u-u"**. 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.



Go nyakega lebe le:

- Puku ye Kgolo: Khudu le legapi la yona
- Thempleiti ya tlhaka ya **u** ya bogolo bja A5 ya morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo

Beke ya 2 Letšatši la 2

Mešongwana ya phapoše ka moka

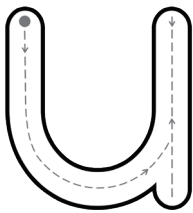
Go bala mmogo: Puku ye Kgolo

- 1 Hlohleletša barutwana go lebelela seswantšho sa bokantle bja puku le go bolela ka seo ba se bonago le seo ba se lemogago.
- 2 Balela barutwana ka phapošeng hlogo ya kanegelo. O šupe lentšu le lengwe le le lengwe ge o tšwela pele ka go bala. E bale gape o kgopele barutwana go bala le wena.
- 3 Phetla maphephe a puku ka letee ka letee o laetša barutwana diswantšho, o hlatholla diswantšho le go hlohleletla barutwana go botšiša dipotšišo.
- 4 Šupa dinomoro tša matlakala o bolela le gore ke letlakala la bokae leo le tla go latela.
- 5 Ge o feditše go phetla puku ka moka, boela morago mathomong o bale hlogo ya kanegelo gape. O bule matlakala o bale lefoko le lengwe le le lengwe ka lentšu la tlhago la go kwagala. Šupa lentšu le lengwe le le lengwe ge o le bala.
- 6 Bala puku gape o hlohleletše barutwana go 'bala' le wena.



Go bopa tumatlhaka

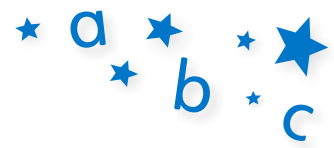
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka **/u/** goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa **/u/**.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka dira tše ekego ba otlela sethuthuthu mola ba re: "**sethuthuthu, sethuthuthu**".
- 3 Botšiša barutwana ge ba gopola ka moo **/u/** e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "*Thoma mo go khutlo, o ye fase, o dikologe, o ye godimo le go ya fase.*"
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona.
- 5 Hlalošetša barutwana gore ba boele morago madulong a bona mo ditafoleng go ya go bopa ditlhaka tša molalatladi. Se se ra gore ba tla ngwala godimo ga tlhaka matlakaleng a bona ka dikherayoni tša mebala ya go fapana.
- 6 Ge barutwana ba kgona go gopola dilo tše di thomago ka modumo wo o dirwago ke tlhaka, ba ka di thala go dikologa tlhaka ye ya molalatladi. Hlohleletša barutwana go bitša modumo wo o dirwago ke tlhaka ge ba e ngwala.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Big Book: Tortoise and his shell
- An A5 **u** letter template for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

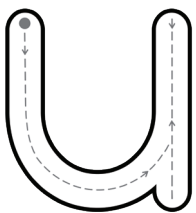
Shared reading – Big Book

- 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 /u/ or if they can think of any other words that start with the sound /u/.
- 2 Teach learners an action associated with the sound. For example: Learners pretend to be riding a motorbike while saying: “**sethuthuthu, sethuthuthu**”.
- 3 Show learners how to write the letter **u**. Write a large letter on the board or in the air while saying the following: “*Start at the dot, go down, round, up and down.*”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them 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.



Go nyakega lebe le:

- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **u**: kubu, kutu, puku, tšhukudu, sethuthuthu, suru, putsu, khuru



Beke ya 2 Letšatši la 3

Mešongwana ya phapoše ka moka

Go ithuta go theeletša

- Efa mohlala pele ga mešongwana ye ya go theeletša ka go bolela tše di latelago ge barutwana ba diragatša: *"Pele re thoma go theeletša, a re itokišeng: Šikinya dikhuduego tša gago ka moka, forohla mašobana a ditsebe tša gago go di tsoša, o bee matsogo a gago diropoeng."*
- Bea barutwana ka moka godimo ga legogwa o ba kgopele go dula ka setu. Ba botše se: *"Ka gare ga kanegelo ya go bolela ka khudu, le gopola ka moo Tommy a lekilego go iphihlela ntšhu? Naa le ka iphihla ka fase ga ditafola tša lena? Bjale ge, etšwang. Le ka emelela la bona gore le ka ba ba batelele bjo bobjang?"* Bjale ge e reng: *"Naa le ka dira se?"*
 - ★ *"Emang ka leoto la ngele."*
 - ★ *"Letšang menwana."*
 - ★ *"Beang diatla godimo ga dihlogo tša lena."*
 - ★ *"Emang ka menwana ya maoto."*
 - ★ *"Kgomang menwana ya maoto."*
 - ★ *"Beang diatla mo dinokeng tša lena."*
 - ★ *"Beang diatla tša lena ka morago ga ditsebe."*
- Botša barutwana: *"Bjale ke ya go bolela dilo tše dingwe. Le swanetše go theeletša ka tlhokomelo lena le no dira fela ditiragatšo tše le ka go di dira. Tše dingwe tša tšona ga di kgonagale!"*
 - ★ *"Phuthang matsogo."*
 - ★ *"Ponyaponya mahlo a gago."*
 - ★ *"Itshwareletše ka leoto le letee."*
 - ★ *"Phaphatha diatla tša gago."*
 - ★ *"Binabintšha menwana ya gago ya leoto."*
 - ★ *"Tula marama a gago."*
 - ★ *"Dikološa hlogo ya gago."*

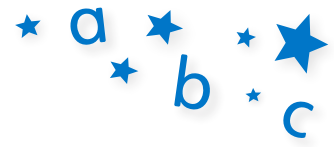
Mapokisi la ditlhaka

- Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme la bona la gae. Ka morago ga fao efa lentšu ka leleme le o rutago ka lona. Ba laele go swara didirišwa goba diswantšho ba di fetišetšane.
- Botšiša dipotšišo ka ga didirišwa: *"Naa le ile la bona se sengwe sa tše? Naa re se šomišetša eng? Se na le mmala wo bjang? Se kwagala se le bjang?"*
- Bolela maina a didirišwa o gatelela modumo wo o nepišitšwego. Botšiša barutwana ge ba kgona go kwa modumo wo o nepišitšwego.
- Kgopela barutwana go bolela leina la sedirišwa se sengwe le se sengwe le gore ba gatelele modumo wo o nepišitšwego ge ba bolela mantšu.
- Ge barutwana ba itlwaeditše modumo wo mofsa, ba bontšhe tlhaka godimo ga lepokisi la tlhaka mme o re: *"Tlhaka ye ke ka moo re ngwalago u."* Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **u**: kubu, kutu, puku, tshukudu, sethuthuthu, suru, putsu, khuru



Week 2 Day 3

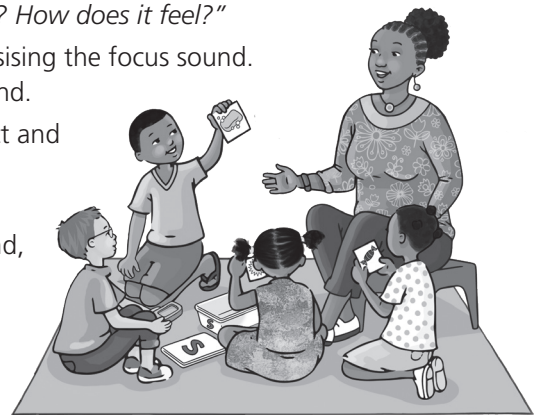
Whole class activities

Learning to listen

- 1 Set the tone for these listening activities by saying the following while learners do the actions: *"Before we start listening, let's get ready: Shake out all your jiggles, rub your earlobes to wake up your ears, then rest your hands in your lap."*
- 2 Settle all the learners on the mat and ask them to sit very quietly. Say to them: *"In the story about the tortoise, do you remember how Tommy tried to hide from the eagle? Can you hide under your table? Now, come out. Can you stand up and see how tall you can be?"* Now say: *"Can you do this?"*
 - ★ *"Stand on your left foot."*
 - ★ *"Put your hands on your head."*
 - ★ *"Touch your toes."*
 - ★ *"Put your hands over your ears."*
 - ★ *"Click your fingers."*
 - ★ *"Stand on your toes."*
 - ★ *"Put your hands on your hips."*
- 3 Say to the learners: *"Now I am going to say some things. You must listen carefully and only do the actions that you can do. Some of them are impossible!"*
 - ★ *"Fold your arms."*
 - ★ *"Balance on one foot."*
 - ★ *"Wink your toes."*
 - ★ *"Stomp your feet."*
 - ★ *"Turn your head."*
 - ★ *"Blink your eyes."*
 - ★ *"Clap your hands."*

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 u."* 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.



Go nyakega lebe le:

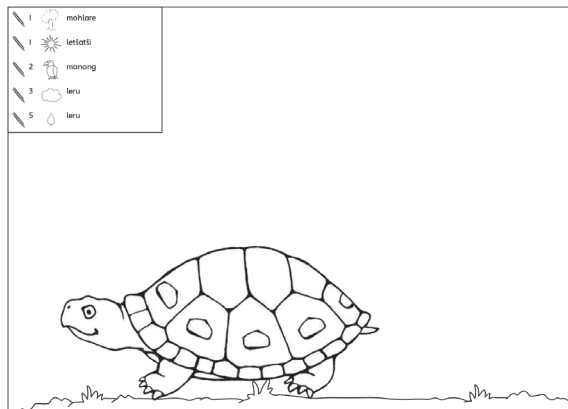
- **Bala o dire** letlakala la mošomo ya Khudu le legapi la yona
- Kgetho ya didirišwa go tšwa mapokising a ditlhaka tše nne (e tee e le ya morutwana yo mongwe le yo mongwe)
- Mokotla goba selopo sa mosamelo
- Sellathekeng sa go raloka mmimo

Beke ya 2 Letšatši la 4

Mešongwana ya phapoše ka moka

Bala o dire

- 1 Botša barutwana go lebelela lenaneong le le lego godimo ga letlakala la mošomo le go bolela ka ga seo ba se bonago (dinomoro, diswantšho le mantšu).
- 2 Ba swanetše go bona mothaladi wo pele le go bala seo. Bjale ge, balang dithaladi tše dingwe le tše dingwe mmogo.
- 3 Botša barutwana gore ba ya go dira mošongwana wa metlae wa go bitšwa "bala o dire". Ba swanetše go bala mothaladi wo mongwe le wo mongwe le go dira seo o se bolelago ba šomiša sekgoba se se sa ngwalwago selo mo letlatlakaleng.
- 4 Buisang polelo ya ntlha mmogo gape. Botšiša ge yo mongwe wa barutwana a ka "bala" seo se latelago mo lenaneong; ba swanetše go thala seswantšho se tee sa mohlare.
- 5 Tswelela ka tsela eno mo go nngwe le nngwe ya ditaelo.
- 6 Bjale ge bala ye nngwe le ye nngwe ya ditaelo gape o re go barutwana: "Naa o thadile seswantšho sa mohlare le go se fa mmala? Ge le dirile bjalo, gona swayang mo lenaneong la lena."
- 7 Barutwana ba swanetše go tšwela pele ka go thala diswantšho le go swaya taelo ye nngwe le ye nngwe go fihla mafelelong a lenaneo.



Go theeletša medumo ye e nepišitšwego

- 1 Bea didirišwa tše dingwe ka gare ga mokotla go tšwa ka mapokising a ditlhaka.
- 2 Barutwana ba dula ka ntikodiko ge go ralokwa mmimo le mokotla o fetišwa go ya ka ntikodiko. Ge mmimo o homola, morutwana yo a nago le mokotla o tšea sedirišwa, a bolela gore ke eng le gore ke modumo ofe wo ba o kwago mo mathomong. Thaloko ye e ka tšwela pele go fihlela ge yo mongwe le yo mongwe a hwetša sebaka.
- 3 Mafelelong, dihlopha tša barutwana tšeo di nago le didirišwa tša go thoma ka modumo wa go swana, di a emelela ba bušetša didirišwa tša bona ka gare ga mapokisi a ditlhaka a maleba.

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

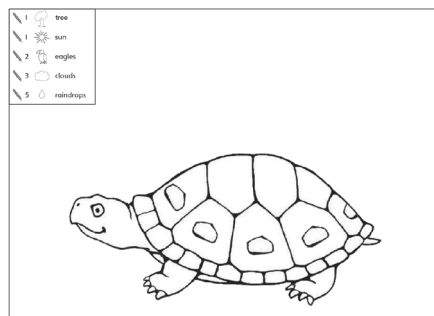
- A photocopy of the **Read and do activity page** for each learner
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

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 again. Tell learners to draw and colour in a sun.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw a tree.
- 5 Continue in this way with each of the instructions.
- 6 Now read each of the instructions again and say to the learners: *“Have you drawn and coloured in a sun? If you have, then tick that on your list.”*
- 7 Continue checking and ticking each instruction until the end of the list.



Listening for focus sounds

- 1 Put some objects from the letter boxes into a bag.
- 2 Learners sit in a circle while music is played and the bag is passed around. When the music stops, the learner who has the bag takes an object, says what it is and what sound they hear at the beginning. The game can continue until everyone gets a turn.
- 3 At the end, groups of learners who have objects that start with the same sound, stand up and put their objects back into the correct letter boxes.



Small group activities

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





Go nyakega lebe le:

- Diripana tša lephephe tše di nago le leina la gago le a barutwana ka lehlakoreng la nngole la letlakala, pene ye ntsho ye koto ya go swaya
- Mantšu a nokontši ao a sepelelanago le kanegelo: khudu, lenong, boima, thabile, kitima, legapi, mosong, šireletša, swaba, phoofolo
- Ditšhakgatšhakga le meropa

Beke ya 2 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Thoma ka go bolela ka khudu go tšwa kanegelong. Mathomong a kanegelo, Tommy o be a sa nyake legapi la gagwe, efela mafelelong a kanegelo o lemogile gore legapi la gagwe le be le na le mohola le gore le be le mo dira gore a be yo a kgethilwego le go ba moswana noši. O be a ikgantšha ka legapi la gagwe.
- 2 Bolela ka sengwe se se go dirago gore o be yo a kgethilwego le go ba moswana noši. (Nagana ka dipataka tša mmele bjalo ka moiriri wo motelele wa leetse, goba yo mokopana goba yo motelele, dineo tša go swana le go kgona go raloka dipapadi goba go opela gabotse, le dipataka tša serithi sa gago go swana le go ba bogale goba motho wa boleta.)
- 3 Bjale šupa maina a barutwana ao a ngwadilwego godimo ga lephephe. Thoma ka leina la gago o botšiša barutwana gore ke eng se ba naganago gore se go dira motho yo a kgethegilego. Ngwala mantšu a bona o a balele barutwana ka moka ka phapošeng. Mohlala: "Moh. Lebelo ke motho wa bolete wa go segiša le gore o a re thabiša."
- 4 Bjale lebelela leina le le latelago mo lenaneong. Botšiša barutwana gore ke leina la mang, ka kholofelo ya gore morutwana yo mongwe le yo mongwe o tla kgona go hlaola maina a bona. Kgopela barutwana ka phapošeng gore ba nagane ka dilo tše di dirago gore morutwana yo mongwe le yo mongwe a be yo a kgethegilego.
- 5 Bopa mafoko ka mantšu ao barutwana ba go fago ona o a ngwale hleng ga leina la morutwana yo mongwe le yo mongwe. Tlaletša ka mantšu a gago ao a tla dirago gore morutwana yo mongwe le yo mongwe a kwe gore boleng bja gagwe bjo bo ikgethilego bo elwa tlhoko. Balela barutwana ka phapošeng lefoko le lengwe le le lengwe, o šupa lentšu le lengwe le le lengwe.
- 6 Kgorametša lenaneo lebotong. Barutwana ba tla be ba kitimela go "bala" mantšu ao barutwana ba bangwe ba a kgethilego go a.

Momaganya le go ripaganya (dinoko)

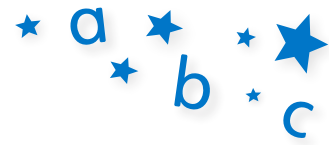
- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **le | nong**.
- 2 Kgopela barutwana go matšha ge ba bolela senoko se sengwe le se sengwe: **le** (kgato ye tee) **nong** (kgato ye tee). Efa barutwana ba bangwe ditšhakgatšhakga goba meropa go di šikinya goba go e betha go ya ka senoko se sengwe le se sengwe.
- 3 Bolela mantšu a mangwe a nokontši go tšwa kanegelong ge barutwana ba matšha go ya ka senoko se sengwe le se sengwe. Hlohleletša barutwana go bala palo ya dinoko ka gare ga mantšu (Mohlala: "lenong" Le na le dinoko tše pedi).



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- A piece of paper with your name and the learners' names written down the left-hand side of the page; a thick black marker
- A list of multisyllabic words relating to the story: khudu, lenong, boima, thabile, kitima, legapi, mosong, šireletša, swaba, phoofolo
- Shakers or drums

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Begin by talking about the tortoise from the story. In the beginning of the story, Tommy didn't want his shell, but at the end of the story he realised that his shell was very useful and made him unique and special. He was proud of his shell.
- 2 Talk about something that makes you special and unique. (Think of physical characteristics such as long or curly hair, being short or tall, talents such as being able to play sport or sing well, and personality characteristics such as being a brave or a kind person.)
- 3 Now point to the names of learners written on the paper. Begin with your name and ask learners what they think makes you special. Write down their words and read to the class. For example: *"Miss de Vries is very funny and kind and she makes us happy."*
- 4 Now look at the next name on the list. Ask learners whose name it is; hopefully each learner will be able to identify their own name. Ask learners in the class to think of things that make each learner special.
- 5 Make a sentence with the words the learners give you and write it next to each learner's name. Add your own words to ensure that each learner feels their special qualities are acknowledged. Read each sentence back to the class, pointing to each word.
- 6 Stick the list on the wall. Learners will soon be "reading" the words that other learners chose to describe them.

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: **le | nong**.
- 2 Ask learners to march for each syllable: **le** (one step) **nong** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: "lenong" has two syllables).

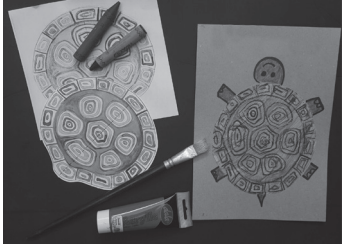
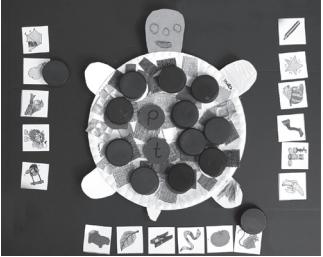

Small group activities

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






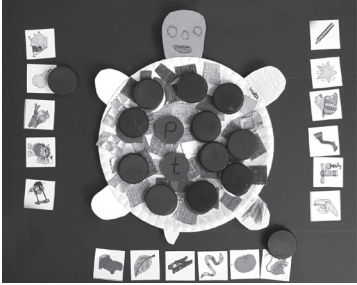

Mešongwana ya sehlopha se sennyane ya Beke ya 2

Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> Letlakala la bogolo bja A4 goba seripa sa khatepokisi le fiwa morutwana yo mongwe le yo mongwe Khophi ya legapi la Khudul e fiwa morutwana yo mongwe le yo mongwe Dikherayoni tša makhura tše dikgolo Dipente tša mmala tša meets le diporaše tša go penta Dikero, segorametši 	<p>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</p> <ol style="list-style-type: none"> Efa morutwana yo mongwe le yo mongwe khophi ya legapi la khudu. Hlalosa gore ba swanetše go penta mesego ka dikherayoni tša makhura. Ba ka penta godimo ga legapi ka dipente tša meetse tša mmala wo o tagilego. Ge pente e oma, ba ka sega hlogo, maoto le mosela. Ge pente e omile, ba ka sega legapi le le pentilwego ba kgomagatšha khudu, hlogo, maoto le mosela mo karolong ya karata goba pamipiring. 
<ul style="list-style-type: none"> Bogodimo bja lebotlelo goba dikhurumelo Dikarata tša diswantšho, tše di segilwego Poroto ya papadi ya khudu 	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Bea khophi ya letlakala la mošongwana wa khudu gare godimo ga tafola. Morutwana yo mongwe le yo mongwe o na le diswantšho tše tšeletšego tša medumo ye e nepišitšwego ye e akareditšwego dithutong tše di fetilego. Ngwala ditlhaka tše di nepišitšwego ka gare ga dikhurumelo tša mabotlelo o di bee godimo ga legapi la khudu gore barutwana ba se bone ditlhaka. Morutwana yo mongwe le yo mongwe o na sebaka sa go topa sekhurumelo sa lebotlelo, a se lebeletše godimo, a bolele modumo a bone ge ba ena le seswantšho sa go thoma ka modumo woo. Ge ba ena le wona, ba tšea sekhurumelo sa lebotlelo ba bipe seswantšho seo. Ge o sa sepelelane le se sengwe sa diswantšho, ba bušetša sekhurumelo sa lebotlelo mo se bego se le gona. Motšeese foka ke morutwana wa go kgona go bipa diswantšho tša bona ka moka.
<ul style="list-style-type: none"> Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana 	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> Laela sehlopha go ya sekgutlwaneng sa dipuku goba efa sehlopha mokgobo wa dipuku. Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala. Ba laetše ka moo puku e bulwago ka gona le go phetla matlakala a yona. Bontšha barutwana tše dingwe tša diswantšho le go ba hlohleletša gore yo mongwe le yo mongwe a kgethe seo a ka ipshinago ka sona ge a se bala. Etela sekgutlwana go lekola le go hlohleletša barutwana ka fao ba balago ka gona.

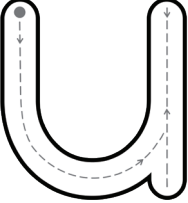





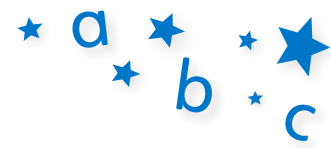
Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page or piece of cardboard for each learner • A photocopy of the Tortoise shell activity page for each learner • Jumbo wax crayons • Water colour paints and paintbrushes • Glue and scissors 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Give each learner a copy of the shell of the tortoise. Explain that they must colour in the pattern with wax crayons. 2 Then they can paint over the shell with light water colour paints. While the paint is drying, they can cut out a head, legs and a tail. When the paint is dry, they can cut out the painted shell and stick the tortoise, head, legs and tail onto a piece of card or paper. 
<ul style="list-style-type: none"> • Bottle tops or lids • Picture cards, cut up • The Tortoise game board 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the Tortoise game board in the middle of the table. 2 Each learner has six pictures of focus sounds covered in previous lessons. Write these focus letters on the inside of bottle tops and place them on the tortoise shell so the learners can't see the letters. Each learner has a turn to pick up a bottle top, turn it over, say the sound and see if they have a picture starting with that sound. 3 If they do, they take the bottle top and cover that picture. If it does not match one of their pictures, they put the bottle top back where it was. The winner is the first learner to cover all their pictures.
<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.



Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> Thempoleite ya A5 ya tlhaka ya "u" ya morutwana yo mongwe le yo mongwe Pampišana goba kuranta Sekgomaretši 	<p>Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo</p> <ol style="list-style-type: none"> Efa morutwana yo mongwe le yo mongwe thempoleite le dilo goba diswantšho tšeo di nago le modumo wo o nepilwego. Ba swanetše go kgomaretša diswantšho goba dilo tšeo di nago le modumo wo o nepilwego. <p style="text-align: center;">GOBA</p> <ol style="list-style-type: none"> Ba swanetše go kgeila pampiri ka diripana gomme ba e kgoloke go dira dikgwele go tlatša sekgoa le go bopa tlhaka. Ba tlaleletša ka diswantšho tša dilo tšeo di nago le modumo wo o nepilwego wa "u". <div style="text-align: center;">  </div>
<ul style="list-style-type: none"> Ditshegetšo: mmepe wa dithaba, dikota tša go sepela, kuane ya letšatši le setlolo dibonelakgole tša go dirwa ka bokagare bja lephephe ya ka botshwela mare, mokotla wa ka mokokotlong wo o swerego lebotlelo la meetse, digalase tša letšatši, ditlabakelo tša thušo ya pele, mohlahli wa lefelo, dilo tša tlhago (matlakala, maswikana) tše dingwe tša dikhunkhwane tša polasitiki goba dipopi tša diphoofolo (goba diswantšho tša dikhunkhwane goba diphoofolo)-di phatlalatše go dikologa goba di kgorametše mo mabotong. 	<p>Mošongwana wa 5: Thaloko ya maitirišo</p> <ol style="list-style-type: none"> Gopotša barutwana ka ga ditshegetšo ka sekgutlwaneng ya se ka thaloko o ba hlohleletše go tšwela pele go thoma Bekeng ya 1 ge ba eya go ikotlolla ka go sepela. Laela barutwana go ya sekgutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa. Hlaloa gore ba ya go ikoitlolla ka go sepela. Barutwana e ka ba karolo ya sehlopha sa go sepela (le mpša). Go nyakega gore ba be le mmepe wa dithaba, kota ya go sepela, kuane ya letšatši le setlolo, digalase tša letšatši le mokotla wa ka mokokotlong wo o nago le lebotlelo la meetse, dijo, dibonelakgole, ditlabakelo tša thušo ya pele le mohlahli wa lefelo. Morutwana yo mongwe le yo mongwe o swanetše go tšea puku ya go ngwala ditsebišo le phensele gore ba kgone go thala diswantšho goba go ngwala seo ba se bonago ge ba tšwela pele ba sepela. Ba ka nyakana le ntšhu ka dibonelakgole goba khudu tšeo di ka bago di iphihlile ka gare ga bjang! Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohleletša thaloko ya barutwana. Hlohleletša barutwana go ngwala ditsebišo goba go thala diswantšho tša tšeo ba di bonago ge ba tšwela pele ba sepela. <div style="text-align: right;">  </div>





You will need	Activities
<ul style="list-style-type: none">• An A5 “u” letter template for each learner• Scrap paper or newspaper• Glue	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Give each learner a letter template and items or pictures with the focus sound.2 They must stick pictures or items of things with the focus sound <p style="text-align: center;">or</p> <ol style="list-style-type: none">1 They must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound “u”. <div data-bbox="1038 732 1229 941" data-label="Image"></div>
<ul style="list-style-type: none">• Props: a map of the mountains, walking sticks, sunhat and cream, binoculars made from toilet rolls, a backpack with a water bottle, a small first-aid kit, sunglasses, a field guide, items from nature (leaves, pebbles), some plastic insects or toy animals (or pictures of insects or animals) - spread these around or stick them on the walls	<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 went on a walk.2 Lead the group to the pretend play corner and show them the props. Explain that they are going on a walk. Learners can be part of a walking group (with a dog). They need a map of the mountains, walking sticks, sunhat and cream, sunglasses and a backpack with a water bottle, food, binoculars, first-aid kit and a field guide. Each learner should take a notebook and a pencil with them so that they can draw or write what they see on the walk. They can look for an eagle with the binoculars or a tortoise hiding in the grass!3 Visit the corner at least once to observe and encourage the learners’ game. Encourage the learners to make notes or draw what they see on their walk. <div data-bbox="1194 1302 1541 1603" data-label="Image"></div>



Kanegelo

Ka ngwaga wo mongwe go be go e na le dibere tše tharo: Bere ya Ntate ye e bego e le ye kgolo, Bere ya Ngwana ye e bego e le ye nnyane kudu le Bere ya Mma ye ka bogolo e bego e le bja magareng. Dibere tše tše tharo, di be di dula ka gare ga ntlo ye nnyane ka lešokeng.



Dibere tše di be di eja bogobe letšatši le lengwe le le lengwe bjalo ka sefihlolo. Ka letšatši le lengwe, Tate Bere a bolela ka lentšu le lekoto a re: “Bogobe bja rena bo fiša kudu. Re ka sepela ra ya lešokeng ge re letetše gore bo fole.” Dibere tše tše tharo di ile tša tšwa tša ya go sepela sepela ka lešokeng. Ka yona nako yeo, go be go ena le motho yo mongwe yo le yena a bego a sepela sepela ka lešokeng leo, e be e le mosetsanyana yo monnyane wa moriri wa gauta. A naa le tseba leina la gagwe? O be a bitšwa Mmagauta ka ge mologo wa moriri wa meriri ya gagwe o phetheletšwe ka mmala wa gauta.

Mmagauta o ile a bona ntlo ya dibere. O ile a leba fao a fihla a kokota. “Kokoo-kokoo-kokoo!” Go ile gwa hloka karabo. O ile a hlodimela ka letsikangope-ntlo ye ka gare e be e le botse kudu. Naa o a tseba seo Mmagauta a se dirilego? O ile a tsena ka ntlong yeo ya dibere! Mmagauta o ile a bona bogobe godimo ga tafola. O be a swerwe ke tlala kudu. O thomile ka go latswa bogobe bja Tate Bere ka gare ga mogopo wo mogolo, o ile a se bo rate ka ge bo be baba letswai kudu. A ya go bja Mma Bere bjo bo bego bo le ka gare ga mogopo wa bogolo bja magareng, le bjona a se bo rate ka ge bo be bo le bose bja swikiri kudu. Bogobe bjo a ilego a bo latswa bja mafelelo, bo be bo le ka gare ga mogopo wo monnyane. O ile a re: “Mmm, bjo ke a bo rata, bo ntoketše!” O ile a ja bogobe bjo bja Bere ya ngwana ka moka.

Mmagauta o be a lapile, a ikwa a nyaka go robala. O ile a hwetša phapoše ya borobalo yeo go bego go ena le malao a mararo. Bolao bja Tate Bere e be ele bjo bogolo kudu. Bola bja Mma Bere e le bjo bogolo bja magareng, ge e le bja Bere ya Ngwana, e be ele bjo bonnyane.

Mmagauta o ile a tsena ka bolaong bja Tate Bere bjo bogolo, efela bo bo le bothata kudu. O ile a tsena ka bolaong bja Mma Bere bja bogolo bja magareng, efela bjona bo be bo le boleta kudu. Mafelelong a tsena ka bolaong bja Bere ya ngwana. O ile a robala, a be a goga lepai a ikapeša a re: “Ke rata bolao bjo, bjo ke bjona bo lokilego!”

Mmagauta o ile a tswalela mahlo a swarwa ke boroko. Ge a e sa robetše, dibere tše tharo tša boa gae. Di be di swerwe ke tlala. Tate Bere o ile a lebelela mogopo wa bogobe bja gagwe a re ka lentšu le lekoto: “Ke mang yo a bego a eja bogobe bja ka?” Mma Bere a lebelela bogobe bja gagwe a bolela se a befetšwe: “Ke mang yo a bego a eja bogobe bja ka?” Bere ya ngwana ya lebelela bogobe bja yona. E be e befetšwe kudu ya re: “Ke mang yo a bego a eja bogobe bja ka? Bo fedile ka moka ga bjona!”

Dibere di ile tša ya ka borobalong. Tate Bere a lebelela bolao bja gagwe a re: “Ke mang yo a bego a robetše ka bolaong bja ka?” Mma Bere le yena a lebelela ka bolaong bja gagwe a re: “Ke mang yo a bego a robetše ka bolaong bja ka?” Bere ya Ngwana ya lebelela ka bolaong bja yona ya re: “Ke mang yo a robetšego ka bolaong bja ka?” A lebelela gape a lla: “Ke yena yo!”

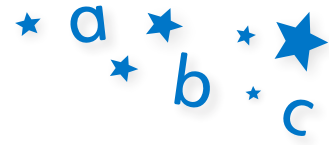
Mmagauta a tšhoga kudu! O ile a fofa ge a etšwa ka bolaong, a tšhaba ka lebelo la mmutla. Dibere tše ga se tša ka tša bona Mmagauta gape.

A ke mafelelo a kanegelo.

Kanegelo ya Mmagauta e fa mabaka a mabotse a go bapala ka go bolela ka mantšu a go fapana, la go šomiša kodu e le Tate Bere, la magareng e le lentšu la Mma Bere le la go tswinya, la godimo e le la Bere ya Ngwana. O ka hwetša e le gore go na le barutwana ba ba tsebago kanegelo ye gabotse. Ka lebaka la gore kanegelo ye e a ipoeletša, le bao e lego ba bafsa mo kanegelong ye, ba ka e swara ka pela. Ba kgothaletše go bolela mantšu le wena, goba go a boeletša ka morago ga ge o boletše methaladi. Kgothaletša barutwana go ekiša ka fao baanegwa ba go fapana ba bolelago ka gona.



★ Goldilocks



Story

Once upon a time there were three bears: Father Bear who was very big, Baby Bear who was very small and Mother Bear who was not very big and not very small – she was middle-sized. The three bears lived in a little house in the forest.

Every day the bears ate porridge for breakfast. One day Father Bear said in his deep Father Bear voice: "Our porridge is too hot. We can go and walk in the forest while it is getting cool." So, the three bears went out for a walk in the forest. At the same time, somebody else was walking in the forest – a little girl with golden hair. Do you know her name? It was Goldilocks. She was called Goldilocks because her locks of hair were the colour of gold.

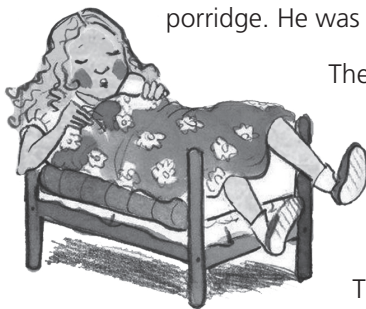


Goldilocks saw the bears' house. She walked up the path and knocked on the door. "Knock-knock-knock!" There was no answer. She peeped in through the window – it looked very nice inside. So, do you know what Goldilocks did? She walked right into the bears' house! Goldilocks saw the porridge on the table. She was very hungry. First, she tasted Father Bear's porridge in the big bowl, but she did not like it because it was too salty. Then she tasted Mother Bear's porridge in the middle-sized bowl, but she did not like it at all because it was too sweet. Next, she tasted Baby Bear's porridge in the small bowl. "Mmm," she said, "I like this porridge, it is just right!" And she ate all Baby Bear's porridge.

Goldilocks was tired now, and she wanted to sleep. Goldilocks looked for a bed to sleep in. She found the bedroom and there she saw three beds. Father Bear's bed was very big. Mother Bear's bed was middle-sized and Baby Bear's bed was very small.

Goldilocks got onto Father Bear's big bed, but it was too hard. Next, Goldilocks got onto Mother Bear's middle-sized bed, but it was too soft. Then Goldilocks got onto Baby Bear's bed. She lay down and pulled the blanket up and said: "I like this bed, it is just right!"

Goldilocks closed her eyes and went to sleep. While Goldilocks was asleep, the three bears came home. They were hungry. Father Bear looked at his bowl of porridge and said in his deep voice: "Who's been eating my porridge?" Mother Bear looked at her porridge and she said crossly: "Who's been eating my porridge?" Baby Bear looked at his porridge. He was very cross and he said: "Who's been eating my porridge?" Then he said: "It's all gone!"



The bears went into the bedroom. Father Bear looked at his bed and said: "Who's been sleeping in my bed?" Mother Bear looked at her bed and said: "Who's been sleeping in my bed?" Baby Bear looked at his bed and said: "Who is sleeping in my bed?" He looked again and cried: "There she is!"

Goldilocks got such a fright! She jumped out of bed and ran away as fast as she could. The three bears never saw Goldilocks again.

And that is the end of the story.

The Goldilocks story offers a wonderful opportunity to act out different voices: a big, deep voice for Father Bear; a middle-sized voice for Mother Bear and a squeaky, high voice for Baby Bear. You may find there are learners in your class who know this story well. Because the story is built on repetition, even those who are new to the story will quickly pick up the lines. Encourage them to say the words with you, or to repeat them after you have said the lines. Encourage learners to use the voices of different characters.





Sereto

Mmagauta o ile a tšwa a ya go sepela sepela,
 Naa o nagana gore o ile a bona eng?
 O humane ntlo, efela go be go se motho, o ile a bula lebatl,
 Bogobe bja Tate bo be bo fiša;
 Bogobe bja Mma bo be bo le bose bja swikiri;
 Bogobe bja Ngwana e be e le bjo bo mo loketšego.
 "Ke rata tatso ye! Yami yami!" O boletše se ge a bo ja ka moka.

Ruta barutwana phapano magareng ga koša le sereto. O ka opela mantšu a koša le go a bolela bjalo ka sereto.

Go opela koša le go bolela sereto ke mokgwa wo mobotse wa go dira gore barutwana ba theeletše ka tlhokomelo ka morago ga go khutša goba ditiro tša lešata.



Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	bere	lešoka	ntlo	letsikangope	bogolo bja magareng	swarwa ke tlala
Mantšu a tlaleletšo:	lepai	mogopo	lehwana	bogobe	tatso	namela
	letswai	bose	borobalo	lapile	selaganya	boleta





Rhyme

Goldilocks went for a walk,
 And what do you think she saw?
 She found a house, but no one was there, and so she opened the door.
 Pa's porridge was hot; Ma's porridge was sweet;
 Baby's porridge was just right.
 "I like the taste! Yum yum!" she said, and so she ate it all.



Teach learners the difference between a song and a rhyme. You can sing the words of a song and you say the words in a rhyme.

Singing a song or saying a rhyme is a good way to get the learners' attention after break or noisy activities.

Vocabulary from the story

Key-words:	bear	forest	house	window	middle-sized	hungry
Extra words:	blanket	bowl	big	porridge	taste	climb
	salty	sweet	bedroom	tired	cross	soft





Go nyakega lebe le:

- Kanegelo ya: Mmagauta
- Dipopi: Dibere tše tše tharo, Mmagauta, malao a mararo, megopo ye meraro ya motepa
- Ditshegetšo: tafola, ditulo, malao a mararo, dipitša, dibjana, megopo ye meraro, mahwana, dithiba-sefahlego tša debere tše tharo, diaparo/mekgabišo ya Mmagauta, lepai
- Dilo goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu

Beke ya 1 Letšatši la 1

Mešongwana ya phapoše ka moka

Bolela sereto “Mahlo a mabedi a go bona” e le ge o tliša barutwana go dula legogweng ka nakong ya kanegelo.

Go anega kanegelo le go bopa tlotlontšu

1 Pele o ka anega kanegelo

- 1.1 Botša barutwana hlogo ya kanegelo o ba tsebiša baanegwa o šomiša dipopi.
- 1.2 Tswalanya kanegelo le maphelo a barutwana: “Ke mang yo a tsebago gore bere ke eng? Ke mang yo a nago le bere ya go bapadiša kua gae? Ke mang yo jago motepa ka sefihlolo?”
- 1.3 E re : “Pele re ka thoma, ke rata go le tsebiša ka ga ditlhalošo tša a mangwe a mantšu a mafsa ao re tla a humanago ka gare ga kanegelo.”
- 1.4 Boledišanang ka mantšu a bohlokwa go tšwa lenaneong la tlotlontšu, le bontšhe barutwana sedirišwa goba seswantšho go ba bontšha seo lentšu le se bolelago. Mohlala: Kgopela barutwana go šupa mafasetere a ka mo phapošeng le go a bala gore ke a makae. Bontšha barutwana dibere tše tharo le go bolela ka gore ke efe yeo e lego ya bogolo bja magareng.

2 Ge o anega kanegelo

- 2.1 Anega kanegelo ka tsela ya go bontšha bophelo o šomiša mantšu a go fapana.
- 2.2 Laetša ka ditiro o šomiše dipopi le ditshegetšo. Kgopela barutwana gore ba akanye gore ke eng se se tla latelago ka kanegelong o dire gore ba tšee karolo ka go ba botšiša dipotšišo tše di bulegilego bjalo ka: “Ke bolao bofe bjo o naganago gore Mmagauta o tla ya a robala go bjona: Bolao bja Tate Bere, bolao bja Mma Bere goba bolao bja Bere ya lesea? Lebaka? Naa Mmagauta o tla ikwa bjang a re ge a tsoga a bona dibere?”

3 Ka morago ga gore o anege kanegelo

- 3.1 Botšiša barutwana: “Ke eng se o se ratilego ka ga kanegelo? Ke eng seo o sa ka go wa se rata? Ke karolo efe ye e go kgahlilego go fetiša ka moka? Ke dipotšišo dife tše o nago le tšona ka ga kanegelo?”

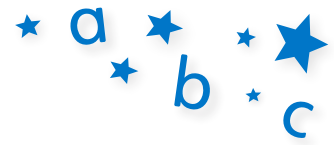
Go hlagiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: “go, goga, gae, gare, gape, ga, ge, gore, gagwe, gauta, godimo. Le kgona go kwa modumo wo o nepišitšwego: gagwe, gauta, godimo? Ee, le nepile! Ka moka ba file modumo wa /g/.”
- 2 “Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /g/: garafo, galase, gauta.” (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /g/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /g/: “g-g-g”. Dira se go ba metlae: O bolelele fasana, godimo, lebotong, seširatlhakeng le go yo mongwe le yo mongwe.

Mešongwana ya dihlopha tše dinnyane

Hlalošetša gore barutwana ba tla be ba šoma ka dihlopha tše dinnyane tšatši le lengwe le le lengwe. Hlaloša o be o ba laetše ka moo wo mongwe le wo mongwe o dirwago ka gona le go hlalosa go šielana letšatši ka letšatši. Hlalosa tsela ye e latelwago ge go hlwekišwa.





You will need:

- Story: Goldilocks
- Puppets: three bears, Goldilocks, three beds, three bowls of porridge
- Props: table, chairs, three beds, pots, three bowls, spoons, masks for the three bears, clothes/accessories for Goldilocks, blanket
- 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

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: *"Has anyone seen a bear? Who has a teddy bear at home? Who has porridge for breakfast?"*
- 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 to show them what a word means. For example: Ask learners to point to the windows in the classroom and count how many there are. Show learners the three bears and talk about which one is middle-sized.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"Which bed do you think Goldilocks is going to go to sleep in: Father Bear's bed, Mother Bear's bed or Baby Bear's bed? Why? How will Goldilocks feel when she wakes up and sees the bears?"*

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: *"go, goga, gae, gare, gape, ga, ge, gore, gagwe, gauta, godimo. Can you hear the focus sound: gagwe, gauta, godimo? Yes, you are right! They all have the sound /g/."*
- 2 *"Listen carefully, here are some more words that start with /g/: garafo, galase, gauta."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /g/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /g/: **"g-g-g"**. 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.

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!





Go nyakega lebe le:

- Dipopi tša go tšwa kanegelong
- Ditshegetšo le diswantšho tša sereto



Beke ya 1 Letšatši la 2

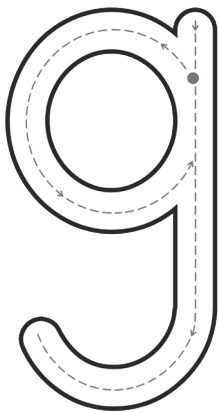
Mešongwana ya phapoše ka moka

Go anega kanegelo le go opela

- 1 Thoma ka go gopotša barutwana ka ga tlhaloso ya mantšu ao o ba tsebišitšego ona ka Letšatši la 1.
- 2 Boeletša kanegelo o šomiša dipopi. Botšiša dipotšišo ge o tšwela pele ka go anega kanegelo. Hlohleletša barutwana go nagana seo se tla latelago.
- 3 Botša barutwana gore o ya go ba ruta sereto ye mpsha ya go sepelelana le kanegelo.
- 4 Bolela methaladi e se mekae ya sereto ka go hlaboša o iketlile, o kgopele barutwana go reta le wena. Go ka ba boima gore barutwana ba gopole mantšu ka moka, ka moo ruta sereto yeo ka dikarolo.
- 5 Eba le diswantšho goba ditshegetšo goba o laetše ka go diragatša gore o thuše barutwana go kwešiša polelo ya sereto.
- 6 Ruta barutwana ditiragatšo tša sereto go be le go reta ga metlae ka dipolelo tša go feta e tee. (Please change all sing to RECITING IT).

Go bopa tumatlhaka

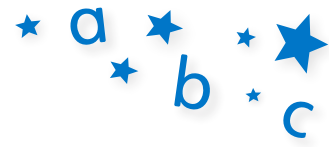
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /g/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /g/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka ekiša go epa molete ka garafo e bile ba bitša modumo wa: "g-g-g".
- 3 Botšiša barutwana ge ba gopola ka moo g e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o dikologe, go ba go fihla godimo, o boele fase o dikologe."
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona. Ba ka leka go šomiša mebele ya bona go bopa ditlhaka.
- 5 Ge o šetše o ba laeditše ka fao tumatlhaka e ngwalwago ka gona, hlohleletša barutwana go šomiša lehlakana go ngwala tumatlhaka ka gare ga mabu.
- 6 Hlohleletša barutwana go bitša modumo wo o dirwago ke tlhaka ge ba e ngwala.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Puppets for the story
- Props or pictures for the rhyme



Week 1 Day 2

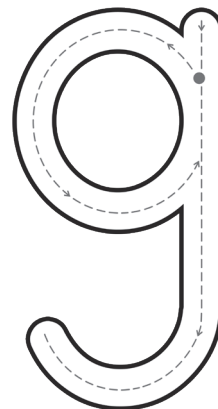
Whole class activities

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 rhyme to go with the story.
- 4 Say a few lines of the rhyme clearly and slowly, and then ask learners to join in and recite together with you. It may be difficult for learners to remember all the words, so teach the rhyme in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the rhyme.
- 6 Teach learners the actions for the rhyme and have fun reciting it in more than one language.

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /g/ or if they can think of any other words that start with the sound /g/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be using a spade to dig a hole while saying: "g-g-g".
- 3 Show learners how to write the letter **g**. Write a large letter on the board or in the air while saying the following: "Start at the dot, go round, up to the top, down and around."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their own body 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.



Go nyakega lebe le:

- Dipopi le ditshegetšo tša go tšwa kanegelong
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **g**: garafo, galase, gauta, garatene, gase, gempe



Beke ya 1 Letšatši la 3

Mešongwana ya phapoše ka moka

Go anega kanegelo le go e raloka

- 1 Reta sereto.
- 2 Botšiša barutwana ge ba ka gopola tlhalošo ya mantšu a go tšwa lenaneong la tlotlontšu. Mohlala: Ba botšiše ge e le gore ba ka fa dijo tša go ba le letswai le tša swikiri. O ka ba le mehuta ya dijo wa kgopela barutwana go di latswa gore ba bolele ge e le gore di a baba goba di a tsefa.
- 3 Kgetha barutwana go raloka karolo ya baanegwa ba ka gare ga kanegelo.
- 4 Bolela ka moanegwa yo mongwe le yo mongwe wa ka gare ga kanegelo. Botša baihuthi gore ba ya go ba baanegwa bafe ge ba raloka kanegelo le go ba bontšha ditshegetšo tšeo di tla šomišwago go anega kanegelo.
- 5 Hlalosetša barutwana gore wena (morutiši) o ya go ba yo a ba molaodiši wa kanegelo. Barutwana ba go raloka ba tla raloka dikarolo ka moka tšeo ba botšwago go di raloka. Ba thuše go beakanya moo ba tlogo ema gona.
- 6 Thoma go ba anegela kanegelo o ba hlohleletše go dira ditaetšo tša go sepelelana le mantšu a gago ge phapoše ka moka e bogetše ge ba tšea karolo.
- 7 Ge nako e sa le gona, o ka šomiša barutwana ba bangwe go boeletša go tšea karolo kanegelong.

Mapokisi la ditlhaka

- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopela gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme la bona la gae. Ka morago ga fao efa lentšu ka leleme le o rutago ka lona. Ba laele go swara didirišwa goba diswantšho ba di fetišetšane.
- 2 Botšiša dipotšišo ka ga didirišwa: *"Naa le ile la bona se sengwe sa tše? Naa re se šomišetša eng? Se na le mmala wo bjang? Se kwagala se le bjang?"*
- 3 Bolela maina a didirišwa o gatelela modumo wo o nepišitšwego. Botšiša barutwana ge ba kgona go kwa modumo wo o nepišitšwego.
- 4 Kgopela barutwana go bolela leina la sedirišwa se sengwe le se sengwe le gore ba gatelele modumo wo o nepišitšwego ge ba bolela mantšu.
- 5 Ge barutwana ba itlwaeditše modumo wo mofsa, ba bontšhe tlhaka godimo ga lepokisi la tlhaka mme o re: *"Tlhaka ye ke ka moo re ngwalago **g**."* Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **g**: garafo, galase, gauta, garatene, gase, gempe



Week 1 Day 3

Whole class activities

Storytelling and role play

- 1 Recite the rhyme.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask if they can name some salty foods and some sweet foods. You could even have some food samples and select a few learners to taste the foods and say whether they are salty or sweet.
- 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 g."* 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.



Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho
- Dikarata tša seswantšho sa modumo wa tlhaka le tša ditlhaka

Stella o re:



Tše ke dipotšišo tša mohola tša go botšišwa ka ga seswantšho se sengwe le se sengwe:

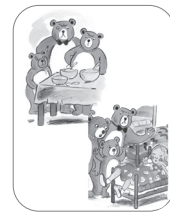
- "Ke mang yo o ka mmonago?" (baanegwa)
- "O/Se dira eng?" (lediri le ditiragatšo)
- "Ke eng se sengwe gape se o se bonago?" (lebelela gape)
- "... e mo kae?" (o bolela mafelo/ boemo)
- "Go reng o nagana ...?" (kgopolo ya go itlhamela, go hlagiša maikutlo)

Beke ya 1 Letšatši la 4

Mešongwana ya phapoše ka moka

Go bea diswantšho ka tatelano

- 1 Reta sereto gape.
- 2 Hlagiša mantšu a mafsa go tšwa lenaneong la tlotlontšu.
- 3 Kgetha se sengwe sa diswantšho go tšwa tatelanong ya tšona o se swarele godimo. Botšiša barutwana gore ba bona eng, o tšwele pele ka go bolela ka seswantšho seo ka botlalo.
- 4 Ge o boledišane ka seswantšho se sengwe le se sengwe, o se kgorametša godimo ga letlapa gore barutwana ba se bone. Leka gore diswantšho di se dule ka tatelano ge go dirwa mošongwana wo.
- 5 Ka morago ga go boledišana ka diswantšho ka moka, botšiša barutwana gore: "Naa diswantšho di ka tatelano ya maleba?"
- 6 Kgopela barutwana go laetša seswantšho sa go tla mathomong a kanegelo. Šomang mmogo go beakanya diswantšho ka tatelano gore kanegelo e be yeo e kwagalago ya go ba le mohlodi.
- 7 Dira gore barutwana ba tšee karolo ka mafolofolo mo tiragalong ye. Botšiša dipotšišo tša go swana le: "Go diragetše eng ka morago ga fa? Ke mang yo a ka gopolago karolo ye e latelago ya kanegelo?"
- 8 Ge diswantšho di le ka tatelano ya maleba, mema barutwana ba se bakae go tlo anega kanegelo ye gape ka tatelano ya yona ya maleba.

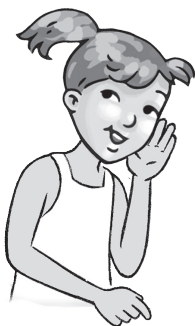


Go theeletša medumo ye e nepišitšwego

- 1 Khutiša dikarata tša diswantšho go dikologa ka mo phapošeng pele thuto e thoma.
- 2 Hlalosetša barutwqana gore ba ya go raloka "Khutiša o nyake diswantšho".
- 3 Bea barutwana ka dihlopha o fe sehlopha se sengwe le se sengwe tlhaka e le godimo ga karata. Barutwana ba bolele modumo wa tlhaka yeo, ba lebelele diswantšho tša go ba le modumo wo o nepišitšwego.
- 4 Ge barutwana ba hweditše dikarata tša diswantšho ka moka tše di sepelelanago le ditlhaka tša bona, ba dule ka ntikodiko godimo ga legogwa.
- 5 Barutwana ba šielane ka go fa seswantšho se sengwe le se sengwe leina le go bolela modumo wo o nepišitšwego.

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Big sequence pictures
- Picture cards and letter cards

Week 1 Day 4

Whole class activities

Sequencing pictures

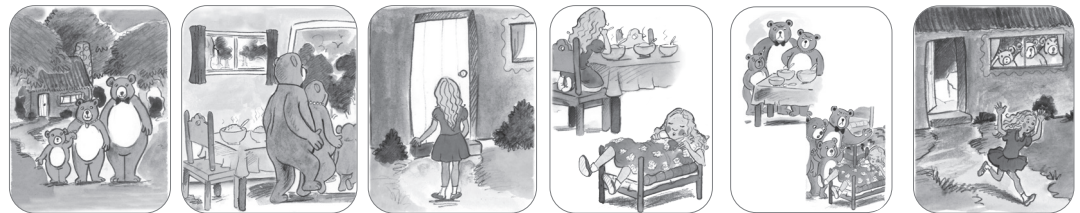
- 1 Recite the rhyme again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the 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 Hide picture cards around the classroom before the lesson.
- 2 Explain to learners that they are going to play "hide and seek pictures".
- 3 Put the learners into groups and give each group a letter on a card. The learners must say the sound the letter makes, and then look for pictures that have that focus sound.
- 4 Once learners have found all the picture cards that go with their letter, they must sit in a circle on the mat.
- 5 Learners must then take turns to name each picture and say the focus sound.



Small group activities

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



Go nyakega lebe le:

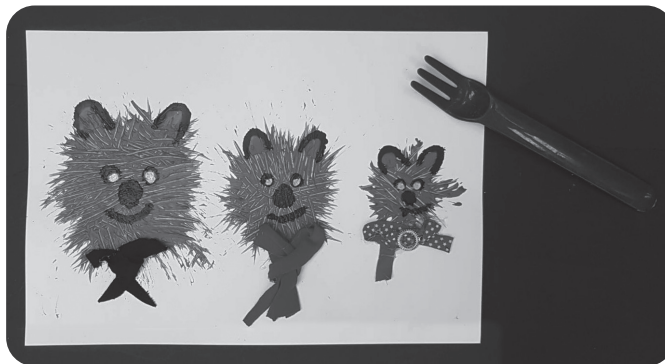
- Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe
- Pente ye tshotho, ye ntsho, ye khubedu/pinki le ye tšhweu
- Diporaše tša go penta
- Sešupo sa sefahlego sa bere ya foroko
- Foroko ya polsitiki ya morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo
- Mantšu a nokontši ao a sepelelanago le kanegelo: lešoka, bogobe, letsikangope, ya letswai, Mmagauta, borobalo, lepai, dula, lesea, swarwa ke tlala, tafola, robala, dibere, malao

Beke ya 1 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Hlalosetša barutwana gore ba ya go dira difahlego tša debere ba šomiša diforoko.
- 2 Bolela ka bogolo bja dibere le go ba gopotša gore ba swanetše go dira bere ye kgolo ya ntate, ya bogolo bja magareng ya mma le ye nnyane ya lesea.
- 3 Ba ka thoma ka go bea sekodi se segolo sa pente godimo ga lephethe sa go tlo dira bere ya Ntate ba e kgwarinye ka foroko. Ka morago ba ka dira sekodi se sennyane go sa pele go dira bere ya mma le go dira sekodi se sennyane go feta, seo e tlogo ba bere ya lesea. Ba ka tlaleletša ka mahlo, ditsebe, nko le molomo godimo ga dibere tše ka go šomiša mebala ye mengwe.



Momaganya le go ripaganya (dinoko)

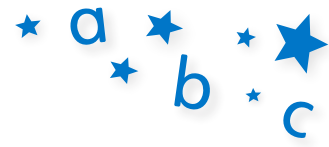
- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **di | be | re**.
- 2 Kgopela barutwana go lebantšha sefahlego le mogwera wa gagwe le go dira seatla godimo ge go bitšwa senoko se sengwe le se sengwe: **di** (seatla godimo) **be** (seatla godimo) **re** (seatla godimo).
- 3 Bolela mantšu a mangwe a nokontši go tšwa kanegelong ge barutwana ba dira seatla godimo go laetša senoko se sengwe le se sengwe.
- 4 Hlohleletša barutwana go bala palo ya dinoko ka gare ga mantšu (Mohlala: "dibere" le na le dinoko tše nne).



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

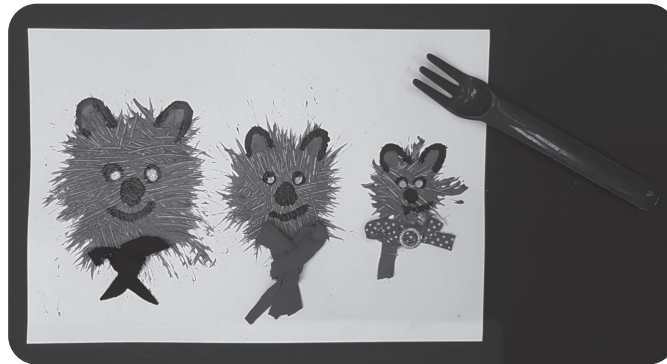
- A blank A4 page per learner
- Brown, black, red/pink and white paint
- Paintbrushes
- Sample of a fork bear face
- A plastic fork for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: lešoka, bogobe, letsikangope, ya letswai, Mmagauta, borobalo, lepai, dula, lesea, swarwa ke tlala, tafola, robala, dibere, malao

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that they are going to make the bear faces using forks.
- 2 Talk about the size of the bears and remind them that they must make a big father bear, a middle-sized mother bear and a smaller baby bear.
- 3 They can start by putting a big blob of paint on the paper for the father bear and scratching it out with the fork. Then they can make a smaller blob for the mother bear and tiny blob for baby bear. They can add eyes, ears, a nose and mouth to the bears using the other colours.



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 | be | re**.
- 2 Ask learners to face a friend and do high fives for each syllable: **di** (high five) **be** (high five) **re** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "dibere" has three syllables).



Small group activities

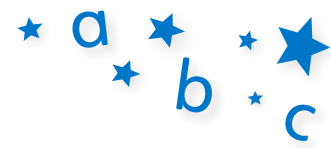
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





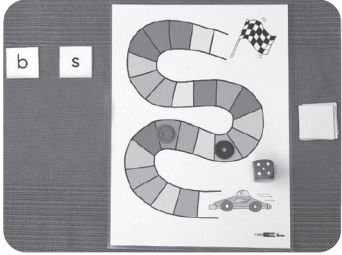



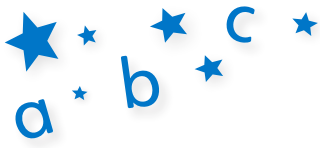
Mešongwana ya sehlopha se sennyane ya Beke ya 1

Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe Dikherayoni tša makhura tše dikgolo <div data-bbox="204 705 574 934"> <p>Mmagauta o jele bogobe ka moka bja Bere ya ngwana. Bere ya ngwana o nyamile.</p> <p>Mmagauta</p> </div> <div data-bbox="217 970 569 1223"> <p>Ge barutwana ba nyaka thušo mabapi le seo ba ka se thalago, ba laetše tatelano ya diswantšho go ba fa dikgopolo.</p> </div>	<p>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</p> <ol style="list-style-type: none"> Ngwala hlogo ya kanegelo mo godimo letlakaleng la se ngwalwe selo la morutwana yo mongwe le yo mongwe pele thuto e ka thoma. Kgopela barutwana go šupa mantšu a hlogo ge o a bala le bona. Botšiša barutwana gore ke karolo efe ya kanegelo yeo ba e ratago go di feta ka moka. Hlohleletša barutwana go thala seswantšho sa karolo ye ba e ratago ya kanegelo. Dira tshwayaswao goba o kgopele morutwana yo mongwe le yo mongwe a go botše ka sethalwa sa gagwe. Kgopela barutwana ge e le gore ba rata go ngwala se sengwe ka ga diswantšho tša bona goba ge ba nyaka wena o ba ngwalela. Ge barutwana ba nyaka wena o ba ngwalela, dira gore le bona ba tšee karolo ka go ba kgopela gore ba bolele mantšu ao ka go iketla ge wena o a ngwala fase. O a bolelele godimio ge o a nagana o ngwala mafoko a bona. Mohlala: "Mmagauta... o jele... motepa wa bere ya leseka moka. Naa o be o rata go reng? Ee bere ya leseka e be e nyamile kudu. Ke ya go ngwala 'Bere ya Lesea e be e nyamile kudu'." Ngwala ntle le go fetola seo barutwana ba go botšago sona, lentšu ka lentšu, goba botšiša barutwana ge ba dumelelana le wena pele o ka dira diphetogo mo mantšung a bona. O gopole gore o ngwale ka bothakga le ka mongwalo wo o bonagalago. Ge o feditše go ngwala, hlohleletša barutwana go bala lefoko le wena. Šupa lentšu le lengwe le le lengwe ge o le bala le go amogela maitekelo a bona.
<ul style="list-style-type: none"> Mapolanka a mabedi a thaloko ya Koloji ya go šiišana Dikarata tša diswantšho, di segilwego Mataese a mabedi <div data-bbox="222 1454 560 1707"> </div>	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Bea lepolanka la koloi ya go šiišana godimo ga tafola le barutwana ba babedi goba ba bararo ba dutše go dikologa tafola. Bea dikarata tša diswantšho ka go di hlahlagantšha, di lebeletše fase. Bea dikarata tša dithaka di lebeletše godimo gore barutwana ba di bone. Hlalosetša barutwana melao: <ul style="list-style-type: none"> Morutwana yo mongwe le yo mongwe o tla fiwa sebaka sa go lahlela letaese le go šuthiša sešupi go ya ka palo ya dikgoba ya maleba. Ka morago ga go šuthišwa ga sešupi, morutwana o topa karata ya seswantšho go tšwa mokgobong, o fa seswantšho leina a bolela modumo wo o nepišitšwego. Morutwana o bea karata ya seswantšho kgaufsi le karata ya tlhaka ya maleba. Thaloko e fihla mafelelong ge morutwana wa mathomo a fihla mo go lego folaga e le mothopa sefoka.
<ul style="list-style-type: none"> Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana <div data-bbox="291 1863 499 2128"> </div>	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> Laela sehlopha go ya sekgutlwaneng sa dipuku goba efa sehlopha mokgobo wa dipuku. Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala. Ba laetše ka moo puku e bulwago ka gona le go phetla matlakala a yona. Bontšha barutwana tše dingwe tša diswantšho le go ba hlohleletša gore yo mongwe le yo mongwe a kgethe seo a ka ipshinago ka sona ge a se bala. Etela sekgutlwana go lekola le go hlohleletša barutwana ka fao ba balago ka gona.



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"> 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. 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. 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: "Goldilocks ... ate ... all the baby bear's porridge. What did you want to say next? Oh yes, Baby Bear was so sad. I am going to write 'Baby Bear was so sad'." 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.
<ul style="list-style-type: none"> • Two Racing car game boards • Picture cards, cut up • Two dice 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the Racing car game board on the table with two to three learners seated around it. 2 Put the picture cards in a pile, facing downwards. Put the letter cards face up so that learners can see them. 3 Explain the rules to the learners: <ul style="list-style-type: none"> • Each learner has a turn to throw the dice and move the counter the correct number of spaces. • After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. • The learner then puts the picture card next to the correct letter card. • The game is over when the first learner reaches the flag and is the winner.
<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.



Go nyakega lebe le:

- Dithempoleiti tša dibere tše tshela tša go phulwa mašoba
- Dithapo tša dieta goba diripana tša thapo



- Ditshegetšo: khatepokisi le pene ya go ngwala godimo ga letlapa le lešweu go tlo dira leswao la lefelo la go jela/khefi, phensele le lephephe tša waitara ya monna le ya mosadi go tlo tšea diotara, kuane ya moapei, tafola le ditulo le lešela la tafola, dikomiki, dipoleiti, ditlabakelo tša go ja, mogala wa kgale, mananeo a dijo tša go tloga le tšona.



Mešongwana

Mošongwana wa 4: Mabokgoni a tšhepedišo ye e dumeletšwego le mongwalo

- 1 Efa morutwana yo mongwe le yo mongwe bere o ba hlalose tše gore ba ya go follela thapo mo mašobeng.
- 2 Ba swanetše go ntšha thapo ka tlhokomelo gore e tle e šomišwe ke morutwana yo a latelago.
- 3 Ge ba feditše, ba swanetše go fana magareng ga bona le lenti la bere ya bogolo bja go fapana.



Mošongwana wa 5: Thaloko ya maitirišo

- 1 Laela barutwana go ya sekgutlwaneng sa thaloko ya maitirišo o ba dudiše fase ka pela.
- 2 Bontšha barutwana ditshegetšo tše diswa, o ba hlalose tše gore go latela tabataba ka ga tatso le monkgo, ba ya go ralokela ka gare ga lefelo la go jela.
- 3 Ba kgopele go hlama leina/ leswao la khefi, lenaneo la dijo, leswao leo le rego bula/tswalela. Ba ka dira dijo ka tsela ya maitirišo le go solela batho bao ba dutšego ka lefelong la go jela. Ba ka leletša lefelo la go jela mogala ka tsela ya maitirišo ba otare dijo tša go tloga le tšona.
- 4 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohleletša thaloko ya barutwana. Mohlala: O ka "letša mogala" wa fa otara ya go tšea o sepele.





You will need

- Six bear templates with holes punched out
- Six shoelaces or pieces of string



Activities

Activity 4: Fine motor skills and handwriting

- 1 Give each learner a bear and explain that they are going to thread the lace through the holes.
- 2 They must also remove the lace or string carefully for the next learner to use.
- 3 Once they have finished, they must swop with another learner and lace a different-sized bear.



- Props: cardboard and a whiteboard marker for making a sign for the restaurant, a pencil and paper for waiters/waitresses to take orders, a chef's hat, table and chairs with tablecloth, cups, plates, cutlery, old phone, take-away menus



Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and settle them down quickly.
- 2 Show learners the new props, and explain that to follow the theme of taste and smell, they are going to play in a restaurant.
- 3 Ask them to make a name/sign for the restaurant, a menu, a sign saying open/closed. They can pretend to make the food, and serve people sitting in the restaurant. They can also pretend to phone the restaurant and order take-away food.
- 4 Visit the corner at least once to observe and encourage the learners' game. For example: You could "phone" and put in a take-away order.





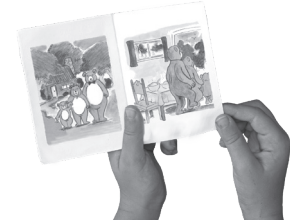
Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho
- Puku ye nnyane ye e gatišitšwego le go menwa ya ngwana yo mongwe le yo mongwe

Beke ya 2 Letšatši la 1

Mešongwana ya phapoše ka moka

Tatelano ya diswantšho tše dingwe gape



- 1 Thoma ka barutwana ba ba dutšego godimo ga legogwa. Kgetha barutwana gore ba eme pele ga barutwana ba bangwe ka phapošeng, yo mongwe le yo mongwe a swere seswantšho sa mmala go tšwa mo di bego di le gona ka tatelano (ba se eme go ya ka tatelano ya tšona).
- 2 Botšiša barutwana ge e le gore diswantšho di ka tatelano ya maleba. Ba kgopele gore ba šupe seswantšho seo se swanetšego go tla mathomong a kanegelo.
- 3 Ba le mmogo ka sehlopha, kgopela barutwana ba ba swerego diswantšho ba šuthe mo ba lego gona go fihla ge diswantšho tšeo ba di swerego di hlama kanegelo ya go kwagala. Botšiša dipotšišo tša go swana le ye: "Ke mang yo a ka gopolago gore go ile gwa latela eng?"
- 4 Ge le feditše go bea kanegelo ka tatelano, barutwana ba boele ditafoleng tša bona.
- 5 Efa morutwana yo mongwe le yo mongwe pukwana ye nnyane. Ba hlohleletše gore ba lebelele bokantle bja yona o bale hlogo ya kanegelo le bona.
- 6 Bula letlakala ka letlakala la pukwana ye ye nnyane barutwana ba lebeletše diswantšho, o ba thuša go ba lemoša gore diswantšho tše di lego ka gare ga pukwana ye, di swana le diswantšho tšeo di beilwego ka tatelano.
- 7 Ge nako e le gona, barutwana ba ka "balelana" pukwana ye ye nnyane gona ka mo phapošeng. Hlohleletša barutwana go ya le dipuku tše gae go ya go di bala le ba ka gae.



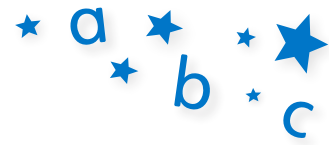
Go hlagiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: "o, kgolo, bogolo, mogopo, mogolo, motho, boroko. Le kgona go kwa modumo wo o nepišitšwego: kgolo, motho, boroko? Ee, le nepile! Ka moka ba file modumo wa /o/."
- 2 "Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /o/: oko, onto, pokolo, mogolo, morogo, mogopo." (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /o/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /o/: "o-o-o". Dira se go ba metlae: O bolelele fasana, godimo, lebotong, seširatlhakeng le go yo mongwe le yo mongwe.

Mešongwana ya dihlopha tše dinnyane

Hlalošetša gore barutwana ba tla be ba šoma ka dihlopha tše dinnyane tšatši le lengwe le le lengwe. Hlaloša o be o ba laetše ka moo wo mongwe le wo mongwe o dirwago ka gona le go hlalosa go šielana letšatši ka letšatši. Hlalosa tsela ye e latelwago ge go hlwekišwa.





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. Encourage learners to take the books home to read with their families.



Introducing a sound from the story

Ask learners to sit on the mat and listen carefully. Say these words from the story: *“o, kgolo, bogolo, mogopo, mogolo, motho, boroko.* Can you hear the focus sound: *kgolo, motho, boroko?* Yes, you are right! They all have the sound /o/.”

- 2 “Listen carefully, here are some more words that start with /o/: *oko, onto, pokolo, mogolo, morogo, mogopo.*” (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.

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.





Go nyakega lebe le:

- Puku ye Kgolo: Mmagauta
- Thempleiti ya tlhaka ya **o** ya bogolo bja A5 ya morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo

Beke ya 2 Letšatši la 2

Mešongwana ya phapoše ka moka

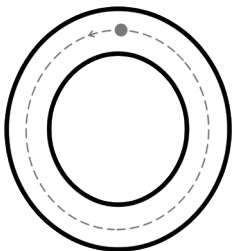
Go bala mmogo: Puku ye Kgolo

- 1 Hlohleletša barutwana go lebelela seswantšho sa bokantle bja puku le go bolela ka seo ba se bonago le seo ba se lemogago.
- 2 Balela barutwana ka phapošeng hlogo ya kanegelo. O šupe lentšu le lengwe le le lengwe ge o tšwela pele ka go bala. E bale gape o kgopele barutwana go bala le wena.
- 3 Phetla maphephe a puku ka letee ka letee o laetša barutwana diswantšho, o hlatholla diswantšho le go hlohleletla barutwana go botšiša dipotšišo.
- 4 Šupa dinomoro tša matlakala o bolela le gore ke letlakala la bokae leo le tla go latela.
- 5 Ge o feditše go phetla puku ka moka, boela morago mathomong o bale hlogo ya kanegelo gape. O bule matlakala o bale lefoko le lengwe le le lengwe ka lentšu la tlhago la go kwagala. Šupa lentšu le lengwe le le lengwe ge o le bala.
- 6 Bala puku gape o hlohleletše barutwana go 'bala' le wena.



Go bopa tumatlhaka

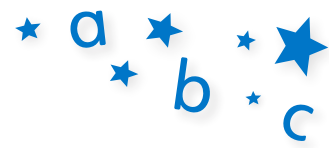
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka **/o/** goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa **/o/**.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka dira tše e kego ba maketše gomme ba dira sebopego sa 'o' ka diatla tša bona gomme ba di bea melomong ya bona ge ba re **/o/**.
- 3 Botšiša barutwana ge ba gopola ka moo **/o/** e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o dikologe."
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona. Ba ka leka go šomiša mebele ya bona go bopa ditlhaka.
- 5 Hlalasetša barutwana gore ba boele morago madulong a bona mo ditafoleng go ya go bopa ditlhaka tša molalatladi. Se se ra gore ba tla ngwala godimo ga tlhaka matlakaleng a bona ka dikherayoni tša mebala ya go fapana.
- 6 Ge barutwana ba kgona go gopola dilo tše di thomago ka modumo wo o dirwago ke tlhaka, ba ka di thala go dikologa tlhaka ye ya molalatladi.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- Big Book: Goldilocks
- An A5 o letter template for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

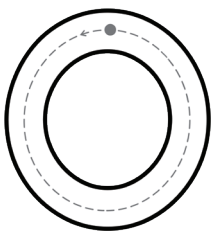
Shared reading – Big Book

- 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 that start 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 Ask learners if they remember 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 carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them 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.



Go nyakega lebe le:

- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **o**: oko, onto, pokolo, mollo, ngokolo, toro, bokoko, morogo, mogopo



Beke ya 2 Letšatši la 3

Mešongwana ya phapoše ka moka

Go ithuta go theeletša

- Thoma mošongwana wa go theeletša wa lehono ka go re: *"Theeletša ka tlhokomelo le ngwalolle medumo ye ke e dirago," Bethang tatelano/mošito ka diatla. Barutwana ba swanetše go o ekiša:*
 - ★ *betha tap-tap betha tap-tap*
 - ★ *tap-tap-tap betha tap-tap-tap betha*
 - ★ *betha tap-tap betha betha*
- Ge barutwana ba iketlile, e re: *"Bjale ke ya go le fa ditšhupetšo le gore le swanetše go akanya seo ke se naganago. Bea seatla godimo ga hlogo ge o nagana gore o tseba karabo."*
 - ★ *"Ke nagana ka ga sejo se Mmagauta a se jelego ge a ile ka ntlong ya dibere tše tharo." (motepa)*
 - ★ *"Ke nagana ka sejo se se loketšego mmele wa gago. Ke se serolwana se setelele se se sesane. Se a phurega ge o se ja. Se mela ka fase ga mabu." (segwere)*
 - ★ *"Ke nagana ka ga selo se sengwe se serolwana se o ka se tlotšago borothong." (seredi goba matšarine)*
 - ★ *"Ke nagana ka ga selo se sengwe sa go tsefa. Se dirilwe ka kenywa. O ka se tlotša borothong goba senkgwabešwa." (kgotlaomone)*

Mapokisi la dithlaka

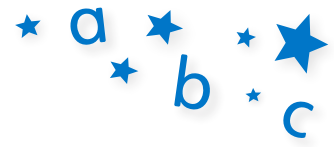
- Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme la bona la gae. Ka morago ga fao efa lentšu ka leleme le o rutago ka lona. Ba laele go swara didirišwa goba diswantšho ba di fetišetšane.
- Botšiša dipotšišo ka ga didirišwa: *"Naa le ile la bona se sengwe sa tše? Naa re se šomišetša eng? Se na le mmala wo bjang? Se kwagala se le bjang?"*
- Bolela maina a didirišwa o gatelela modumo wo o nepišitšwego. Botšiša barutwana ge ba kgona go kwa modumo wo o nepišitšwego.
- Kgopela barutwana go bolela leina la sedirišwa se sengwe le se sengwe le gore ba gatelele modumo wo o nepišitšwego ge ba bolela mantšu.
- Ge barutwana ba itlwaeditše modumo wo mofsa, ba bontšhe tlhaka godimo ga lepokisi la tlhaka mme o re: *"Tlhaka ye ke ka moo re ngwalago o."* Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.



Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **o**: oko, onto, pokolo, mollo, ngokolo, toro, bokoko, morogo, mogopo



Week 2 Day 3

Whole class activities

Learning to listen

- 1 Begin today's listening activity by saying: "Listen carefully and then copy the sounds I make." Clap a sequence/rhythm with your hands. The learners should copy you:
 - ★ clap tap-tap clap tap-tap
 - ★ tap-tap-tap clap tap-tap-tap clap
 - ★ clap tap-tap clap clap
- 2 Once learners are settled, say: "Now I am going to give you some clues and you must try to guess what I am thinking of. Put your hand on your head if you think you know the answer." Here are the clues:
 - ★ "I am thinking of the food that Goldilocks ate when she went to the house of the three bears." (porridge)
 - ★ "I am thinking of a food that is very healthy for you. It is orange and long and thin. It is crunchy when you eat it. It grows underground." (a carrot)
 - ★ "I am thinking of something yellow that you can spread on your bread." (butter or margarine)
 - ★ "I am thinking of something sweet. It is made from fruit. You can put it on your bread or toast." (jam)

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.



Small group activities

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





Go nyakega lebe le:

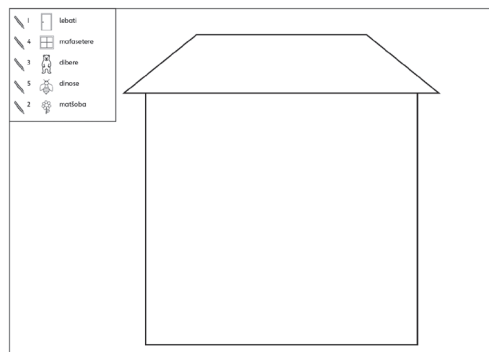
- **Bala o dire** letlakala la mošomo
- Dikarata tša diswantšho tša modumo wa tlhaka le dikarata tša go ba le ditlhaka godimo ga tšona

Beke ya 2 Letšatši la 4

Mešongwana ya phapoše ka moka

Bala o dire

- 1 Botša barutwana go lebelela lenaneong le le lego godimo ga letlakala la mošomo le go bolela ka ga seo ba se bonago (dinomoro, diswantšho le mantšu).
- 2 Ba swanetše go bona mothaladi wo pele le go bala seo. Bjale ge, balang dithaladi tše dingwe le tše dingwe mmogo.
- 3 Botša barutwana gore ba ya go dira mošongwana wa metlae wa go bitšwa "bala o dire". Ba swanetše go bala mothaladi wo mongwe le wo mongwe le go dira seo o se bolelago ba šomiša sekgoba se se sa ngwalwago selo mo letlatlakaleng.
- 4 Buisang polelo ya ntlha mmogo gape. Botša barutwana go thala lebati, efela o se ba botše mo ba swanetšego go le thala.
- 5 Botšiša ge yo mongwe wa barutwana a ka "bala" seo se latelago mo lenaneong: Ba swanetše go thala mafasetere a mane.
- 6 Tswelela ka tsela eno mo go nngwe le nngwe ya ditaelo.
- 7 Bjale ge bala ye nngwe le ye nngwe ya ditaelo gape o re go barutwana: "Naa le thadile lebati le letee? Ge le dirile bjalo, gona swayang mo lenaneong la lena."
- 8 Barutwana ba swanetše go tšwela pele ka go thala diswantšho le go swaya taelo ye nngwe le ye nngwe go fihla mafelelong a lenaneo.



Go theeletša medumo ye e nepišitšwego

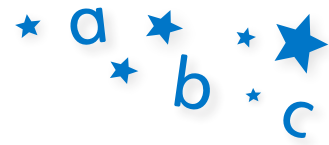


- 1 Khutiša dikarata tša diswantšho go dikologa ka phapošeng pele thuto e ka thoma.
- 2 Hlalosetša barutwana gore ba ya go raloka "khutiša o nyake diswantšho".
- 3 Bea barutwana ka dihlopha o fe sehlopha se sengwe le se sengwe tlhaka e le godimo ga karata. Barutwana ba swanetše go bolela modumo wo o dirwago ke tlhaka yeo le go nyaka diswantšho tše di nago le modumo wo o nepišitšwego.
- 4 Ge barutwana ba humane dikarata tša diswantšho ka moka tše di sepelelanago le tlhaka ya bona, ba swanetše go dula godimo ga legogwa.
- 5 Barutwana ba swanetše go šielana ka go fa seswantšho se sengwe le se sengwe leina le go bolela modumo wo o nepišitšwego.

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

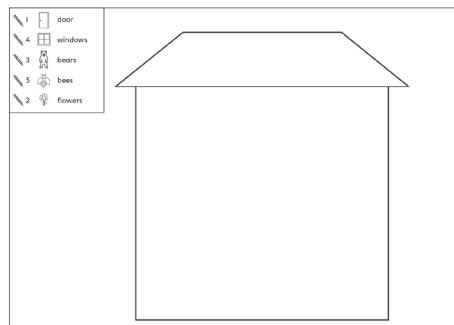
- A photocopy of the **Read and do activity page** for each learner
- Picture cards and cards with the letters on

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 Ask learners to look at the first line and “read” what it says. Then read each of the lines together.
- 3 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.
- 4 Read the first line together again. Tell learners to draw a door, but don’t tell them where to draw the door.
- 5 Ask if any of the learners can “read” what to do next on the list: They must draw four windows.
- 6 Continue in this way with each of the instructions.
- 7 Now read each of the instructions again and say to the learners: “Have you drawn one door? If you have, then tick that on your list.”
- 8 Continue checking and ticking each instruction until the end of the list.



Listening for focus sounds

- 1 Hide picture cards around the classroom before the lesson.
- 2 Explain to learners that they are going to play “hide and seek pictures”.
- 3 Put learners into groups and give each group a letter on a card. Learners must say the sound the letter makes, and then look for pictures that have that focus sound.
- 4 Once learners have found all the picture cards that go with their letter, they must sit in a circle on the mat.
- 5 Learners must then take turns to name each picture and say the focus sound.

Small group activities

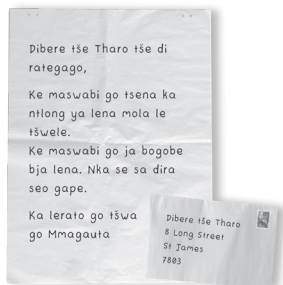
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





Go nyakega lebe le:

- Seripa se segolo sa lephethe ye tšhweu, onfolopo ye kgolo, ditempe tša posong, pene ya khokhi ye ntsho
- Mantšu a nokontši ao a sepelelanago le kanegelo: lešoka, bogobe, letsikangope, ya letswai, Mmagauta, borobalo, lepai, dula, lesea, swarwa ke tlaa, tafola, robala, dibere, malao
- Ditšhakgatšhakga le meropa



Beke ya 2 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Boledišana le barutwana ka phapošeng ka ga kgopolo ya go phophotha: "Ke ka lebaka la eng re re ke maswabi? Ke neng mo re rego ke maswabi? Re bolela bjang gore re maswabi?"
- 2 Bolela ka maitshwara a Mmagauta ka kanegelong: "Naa e be e le mekgwa ye mebotse go tsena legaeng la dibere di se gona? Naa e be e le mekgwa ye mebotse go ja dijo le go robala godimo ga malao? Naa e be e le mekgwa ye mebotse go tšhaba ge dibere di etla gae?"
- 3 Ahlaahlang mohola wa go hlompha dilo tša batho ka phapošeng. Tswalanya kanegelo le boitemogelo bja letšatši ka letšatši bja barutwana bja go abelana phapoše le barutwana ba bangwe letšatši ka letšatši.
- 4 Botšiša barutwana gore Mmagauta o be a swanetše a itshwere bjang.
- 5 Hlalosa gore Mmagauta o nyaka go ngwalela dibere lengwalo go kgopela tswarello ka mo a itshweregogo ka gona ka ngwakong wa bona. Botšiša barutwana gore ba tla go thuša go ngwala lengwalo.
- 6 Kgorametša letlakala le legolo la lephethe godimo ga lepolanka.
- 7 Bolela ka ga ka moo o swanetšego go thoma go ngwala lengwalo ka gona. Ngwala "Dibere tše di rategago".
- 8 Botšiša barutwana: "O nagana gore Mmagauta o swanetše go reng go dibere?" Theeletša dikgopolo tša barutwana o di ngwale ka tsela ye bonolo.
- 9 Bolela ka fao o ka fetšago lengwalo ka gona. Ngwala "Ka lerato go tšwa go Mmagauta" mafelelong a lengwalo.
- 10 Balang lengwalo mmogo, o šupa lentšu le lengwe le le lengwe ge barutwana ka phapošeng ba bala lengwalo le wena.
- 11 Boledišanang ka moo le romelago lengwalo ka poso ka gona. Ge barutwana ba e na le dikgopolo tše dingwe tša go romela lengwalo, boledišanang ka mehola le poelomorago mabapi le dikgopolo tše. Mohlala email e tla fihla ka pela ge e bapetšwa le lengwalo.
- 12 Lengwalo le tla nyaka go phuthwa la tsentshwa ka gare ga onfolopo. Boledišanang ka dikgonagalo tša go posa mangwalo, o akaretša: go ngwala aterese mo onfolopong ka mo pele, go kgorametša ditempe mo onfolopong le go le posa, (ge go kgonagala iša barutwana mo go nago le lepokisi la poso gore ba itemogele go posa lengwalo.)
- 13 Romela lengwalo la "phetolo" go barutwana ka phapošeng la go tšwa go dibere. (O ka romela lengwalo sekelelong ka poso.)



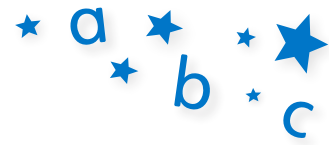
Momaganya le go ripaganya (dinoko)

- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **bo** | **ro** | **ba** | **lo**.
- 2 Kgopela barutwana go matšha ge ba bolela senoko se sengwe le se sengwe: **bo** (kgato ye tee) **ro** (kgato ye tee) **ba** (kgato ye tee) **lo** (kgato ye tee). Efa barutwana ba bangwe ditšhakgatšhakga goba meropa go di šikinya goba go e betha go ya ka senoko se sengwe le se sengwe.
- 3 Bolela mantšu a mangwe a nokontši go tšwa kanegelong ge barutwana ba matšha go ya ka senoko se sengwe le se sengwe. Hlohleletša barutwana go bala palo ya dinoko ka gare ga mantšu (Mohlala: "borobalo" le na le dinoko tše nne).

Mešongwana ya dihlopha tše dinnyane

Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





You will need:

- A large white piece of paper, a large envelope, postage stamps, a black koki
- A list of multisyllabic words relating to the story: lešoka, bogobe, letsikangope, ya letswai, Mmagauta, borobalo, lepai, dula, lesea, swarwa ke tlala, tafola, robala, dibere, malao
- Shakers or drums



Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Discuss the idea of an apology with the class: “Why do we say sorry? When do we say sorry? How do we say sorry?”
- 2 Talk about Goldilocks’ actions in the story: “Was it good manners to enter the bears’ home when they were not there? Was it good manners to eat the food and sleep on the beds? Was it good manners to run away when the bears came home?”
- 3 Discuss the value of respecting other peoples’ things in the classroom. Relate the story to the learners’ daily experiences of sharing a classroom with other learners.
- 4 Ask learners how Goldilocks should have behaved.
- 5 Explain that Goldilocks wants to write a letter to the bears to say sorry for the way she behaved in their house. Tell learners they are going to help you write a letter.
- 6 Attach a large sheet of paper to the board.
- 7 Talk about how to start a letter. Write “Dear Bears”.
- 8 Ask learners: “What do you think Goldilocks should say to the bears?” Listen to the learners’ ideas and write them in a simple way.
- 9 Talk about how to end a letter. Write “Love from Goldilocks” at the end of the letter.
- 10 Read the letter together, pointing to each word as the class reads along with you.
- 11 Discuss how to send the letter by post. If learners have other ideas for sending the letter, discuss the advantages and disadvantages of these ideas. For example, an email will be much quicker than a letter.
- 12 The letter will need to be folded and put into an envelope. Discuss the practicalities of posting letters, including: writing the address on the front of the envelope, sticking stamps on the envelope and posting the letter. (If it is possible, take learners to a post box to enjoy the experience of posting the letter.)
- 13 Send a “reply” letter to the class from the bears. (You can post the letter to the school.)

Blending and segmenting (syllables)


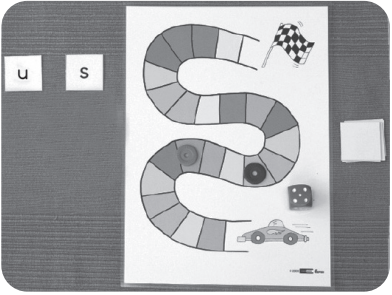

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **bo | ro | ba | lo**.
- 2 Ask learners to march for each syllable: **bo** (one step) **ro** (one step) **ba** (one step) **lo** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: “borobalo” has four syllables).

Small group activities

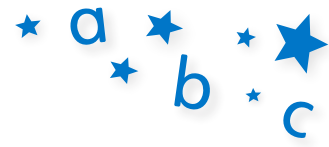
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




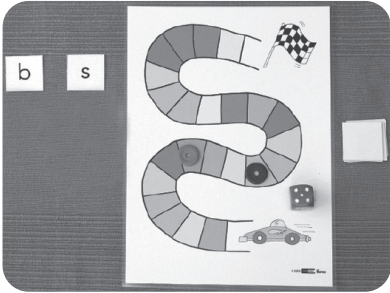

Mešongwana ya sehlopha se sennyane ya Beke ya 2

Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> • Letlakala le legolo la lephephe ya kgatišo ya ditaba • Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe • Dikherayoni tša makhura tše dikgolo • Dikero, segorametši • Diswantšho tša mehlare ya go fapana 	<p>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</p> <ol style="list-style-type: none"> 1 Kgorametša diripana e sego tše kae tša kgatišo ya ditaba lebotong pele thuto e ka thoma. 2 Yo mongwe le yo mongwe wa barutwana a thale seswantšho sa mohlare godimo ga lephephe ya bogolo bja A4 a sege go dikologa mahlakore a mohlare woo. 3 Ba ka di kgorametša godimo ga kgatišo ya ditaba go bopa "lešoka". 4 Barutwana ba ka sepetša dipopi ka tsela ya maitirišo ka gare ga lešoka ka nako ya thaloko ya maitirišo. 
<ul style="list-style-type: none"> • Mapolanka a mabedi a thaloko ya Koloji ya go šiišana • Dikarata tša diswantšho, di segilwego • Mataese a mabedi 	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> 1 Bea lepolanka la koloji ya go šiišana godimo ga tafola le barutwana ba babedi goba ba bararo go dikologa tafola. 2 Bea dikarata tša diswantšho ka go di hlahlagantšha, di lebeletše fase. Bea dikarata tša ditlhaka di lebeletše godimo gore barutwana ba di bone. 3 Hlalosetša barutwana melao: <ul style="list-style-type: none"> • Morutwana yo mongwe le yo mongwe o tla fiwa sebaka sa go lahlela letaese le go šuthiša sešupi go ya ka palo ya dikgoba ya maleba. • Ka morago ga go šuthišwa ga sešupi, morutwana o topa karata ya seswantšho go tšwa mokgobong, o fa seswantšho leina a bolela modumo wo nepišitšwego. • Morutwana o bea karata ya seswantšho kgaufsi le karata ya tlhaka ya maleba. • Thaloko e fihla mafelelong ge morutwana wa mathomo a fihla mo go lego folaga e le mothopa sefoka.
<ul style="list-style-type: none"> • Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana 	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> 1 Laela sehlopha go ya sekgutlwaneng sa dipuku goba efa sehlopha mokgobo wa dipuku. 2 Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala. 3 Ba laetše ka moo puku e bulwago ka gona le go phetla matlakala a yona. Bontšha barutwana tše dingwe tša diswantšho le go ba hlohleletša gore yo mongwe le yo mongwe a kgethe seo a ka ipshinago ka sona ge a se bala. 4 Etela sekgutlwana go lekola le go hlohleletša barutwana ka fao ba balago ka gona.





Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • Large sheets of flipchart paper • A blank A4 page for each learner • Jumbo wax crayons • Scissors, glue • Pictures of different trees 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Stick a few pieces of flipchart paper on the wall before the lesson. 2 Learners must each draw a tree on an A4 paper and then cut out around the edges of their tree. 3 They can then stick them on the flipchart paper to form a “forest”. 4 Learners can pretend to walk the puppets through the forest during their pretend play time. 
<ul style="list-style-type: none"> • Two Racing car game boards • Picture cards, cut up • Two dice 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the Racing car game board on the table with two to three learners seated around it. 2 Put the picture cards in a pile, facing downwards. Put the letter cards face up so that learners can see them. 3 Explain the rules to the learners: <ul style="list-style-type: none"> • Each learner has a turn to throw the dice and move the counter the correct number of spaces. • After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. • The learner then puts the picture card next to the correct letter card. • The game is over when the first learner reaches the flag and is the winner.
<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.





Go nyakega lebe le:

- Diripa tša nkgokolo tša khatepokisi
- Didirišwa tša tlhago tše dintši bjalo ka maswika, dikotana, dipeu, matlakala, dikhouni tša mophaene, maswikana, bjang/lehlaka/furu



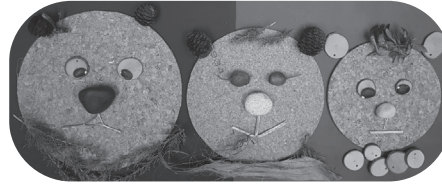
- Ditshegetšo: khatepokisi le pene ya go ngwala godimo ga letlapa le lešweu go tlo dira leswao la lefelo la go jela/khefi, phensele le lephophe tša waitara ya monna le ya mosadi go tlo tšea diotara, kuane ya moapei, tafola le ditulo le lešela la tafola, dikomiki, dipoleiti, ditlabakelo tša go ja, mogala wa kgale, mananeo a dijo tša go tloga le tšona.



Mešongwana

Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo

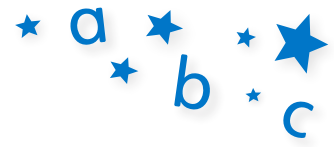
- 1 Hlalosetša barutwana gore ba ya go swantšha sefahlego sa bere.
- 2 Barutwana ba bopa sefahlego sa bere ka didirišwa tša go fapana. Ba se ke ba šomiša sekgaramešiši go kgorametša sedirišwa mo ntikodikong. Se ke go direla gore dintikodiko tša khatepokisi di ka šomišwa gape le gore barutwana ba ka dira difahlego tša go fapana ka didirišwa tša go fapana tša tlhago.







Mošongwana wa 5: Thaloko ya maitirišo

- 1 Gopotša barutwana ka ga ditshegetšo ka sekgutlwaneng ya se ka thaloko o ba hlohletše go tšwela pele go thoma Bekeng ya 1 ge ba itiriša gore ba a šoma ka gare goba ba etetše ka nnete lefelo la go jela.
- 2 Laela barutwana go ya sekgutlwaneng ya se ka thaloko o ba dire gore ba dule fase ka pela. Bontšha barutwana ditshegetšo tše diswa, o ba hlalositse gore go latela tabataba ka ga tatso le monkgo, ba ya go ralokela ka gare ga lefelo la go jela/khefi.
- 3 Ba kgopele go hlama leina/ leswao la khefi, lenaneo la dijo, leswao leo le rego bula/tswalela. Ba ka dira dijo ka tsela ya maitirišo le go solela batho bao ba dutšego ka lefelong la go jela. Ba ka leletša lefelo la go jela mogala ka tsela ya maitirišo ba otare dijo tša go tloga le tšona.
- 4 Etela sekhutlwana le ge e ka ba gatee go lekola le go hlohletša thaloko ya barutwana. Mohlala: O ka letša mogala go reka dijo tša go tlišwa di apeilwe ka pejana.





You will need	Activities
<ul style="list-style-type: none"> • Round pieces of cardboard • Lots of natural materials like stones, sticks, seeds, leaves, pine cones, pebbles, acorns, grass/straw/hay 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to design a bear's face. 2 Learners create a face of a bear with different materials. They must not glue the material onto the circle. This way the cardboard circles can be reused and learners can make different faces with different materials from nature. 
<ul style="list-style-type: none"> • Props: cardboard and a whiteboard marker for making a sign for the restaurant, a pencil and paper for waiters/waitresses to take orders, a chef's hat, table and chairs with tablecloth, cups, plates, cutlery, old phone, take-away menus 	<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 be working in or visiting a restaurant. 2 Lead the group to the pretend play corner and settle them down quickly. Show learners the props, and explain that to follow the theme of taste and smell, they are going to play in a restaurant. 3 Ask them to make a name/sign for the restaurant, a menu, a sign saying open/closed. They can pretend to make the food, and serve people sitting in the restaurant. They can also pretend to phone the restaurant and order take-away food. 4 Visit the corner at least once to observe and encourage the learners' game. For example: You could "phone" and put in a take-away order. 



Kotara ya 2: Mohlala wa rekhoto ya tekanyetšo ya go tšwelelela (lenaneo la kgonthišišo)



- O kgonne
- Ga se ešo
- O nyakile

	Go theeletša le go bolela	Medumo, Go Bala le go lebelela	Mongwalo le go Ngwala ga go tšweletšwa pele/Go Ngwala ga go tšweletšwa pele
Letšatši-kgwedi	Theeletša ditaelo tše bonolo o di diragatše Iphsine ka go theeletša dikanegelelo-kopana o tsene mogobelong ka nako ya maleba.	Go thoma go lemoga gore mantšu a bopilwe ka medumo; e fa modumo wa mathomo leina la gago Go arola mantšu a nokontši ka dinoko; somiša go phaphatha matsogo goba go betha moropa ge go bitšwa senoko se sengwe le se sengwe ka gare ga lentšu goba ge go hlaolwa palo ya dinoko (mephaphatho) ka gare ga maina a bana ka phapošeng.	Go tšweletša pele taolo ya tshapedišo ye e dumeleletšwego o somiša dikero go sega diswantšho tša go thalwa ka bokoto, dibopego bj:bj. Go swara dikherayoni ka tshwanele ka tsela ye e dumeleletšwego ya go swara pensel
Maina	Opela dikoa tše bonolo o di diragatše (ka thušo) Botšiša dipotšišo	Bapala karolo ya kanegelelo, koša goba sereto Go swara puku ka tsela ya maleba le go phetla matlakala ka tshwanele	Go dira mathekelelo a go ngwala ditlhaka o somiša mekgabišo, mekgwarinyo le 'go bala mongwalo wa gago: 'go bala' tše di bolelwago ke mekgabišo
			Go fa melaeša ka go thala le go penta diswantšho.
			Go fana ka dikgopolo ka tsela ya dithalwa le go fana ka matoko ka phapošeng e le mošongwana wa go ngwalwa.
			Bopa ditlhaka ka ditseta tša go fapana o somiša go penta ka menwana, diporaše tša go penta, dikherayoni tša makhura bj:bj.go thoma le go ya lefelong le le swanetšego.
			Go bala diteng tše di goditšitšwego bjalo ka direto, dipuku tše dikgolo le dipousetara ba le ka moka ka phapošeng le morutiši (Go bala mmogo)
			Go bala dipuku ka noši le go ithabiša ka bokgobapukung goba sekhutlong sa ka phapošeng sa go bala
			Go lemoga leina la gago le maina a barutwana ba bangwe.
			Bapala karolo ya kanegelelo, koša goba sereto
			Go swara puku ka tsela ya maleba le go phetla matlakala ka tshwanele
			Go arola mantšu a nokontši ka dinoko; somiša go phaphatha matsogo goba go betha moropa ge go bitšwa senoko se sengwe le se sengwe ka gare ga lentšu goba ge go hlaolwa palo ya dinoko (mephaphatho) ka gare ga maina a bana ka phapošeng.
			Go thoma go lemoga gore mantšu a bopilwe ka medumo; e fa modumo wa mathomo leina la gago
			Go tšweletša pele taolo ya tshapedišo ye e dumeleletšwego o somiša dikero go sega diswantšho tša go thalwa ka bokoto, dibopego bj:bj.
			Go swara dikherayoni ka tshwanele ka tsela ye e dumeleletšwego ya go swara pensel
			Bopa ditlhaka ka ditseta tša go fapana o somiša go penta ka menwana, diporaše tša go penta, dikherayoni tša makhura bj:bj.go thoma le go ya lefelong le le swanetšego.
			Go fana ka dikgopolo ka tsela ya dithalwa le go fana ka matoko ka phapošeng e le mošongwana wa go ngwalwa.
			Go fa melaeša ka go thala le go penta diswantšho.
			Go dira mathekelelo a go ngwala ditlhaka o somiša mekgabišo, mekgwarinyo le 'go bala mongwalo wa gago: 'go bala' tše di bolelwago ke mekgabišo
			Go raloka go ngwala mabakeng a go raloka: go amogela molaetša wa mogala, go ngwala thekethe ya molato wa sephethephephe bj:bj. Kgatišo ya dikhopi go tšwa tikologong ge go tšwelwa pele ka go bapala.

★ Kotara ya 2: Tsela ya kelo ya 1 & 2 Go theeletša le go bolela

Dilekanyo tša go lekanyetša	1. O paletšwe (0 – 29%)	2. Go kgona ga magareng (30 – 49%)	3. Go kgona ga go lekanela (50 – 74%)	4. Go kgona go fetišiša (75 – 100%)
1 Go anega dikanegelo le go di anega gape ka mantšu a gago	Go se kgone go anega dikanegelo le go di anega gape; go kgona go bolela mantšu a se makae fela	Go anega gape ga go hlaelela; go akaretša tše dingwe tša ditiragalo; tatelano e ka ba ya go se be ya maleba; go šomiša mafoko a makopana le tlotlontšu ye bonolo	Go kgona go anega bontši bja ditiragalo ka kanegelong ka go fa mathomo, bogare le mafefeilo efela ka dintlha di se kae fela; go nyakega mafolofolo go swana le: 'bjale...'; 'gwa diragala eng gape?'; go thoma go šomiša mafoko a mateletšana.	Kanegelo e ba le tatelano ye e kwagalago le gore e na le mathomo, bogare le mafefeilo; baanegwa le peakanyo ya ditaba di hlalosa ka botlalo; maikemišetšo le maikutlo tša baanegwa di a hlalosa; go šomišwa mafoko a matelele a raraganego le mantšu a go kgokaganya bjalo ka 'bjale'; 'ka morago ga fao'; go šomišwa tlotlontšu ye mpsha ya go tšwa ka gare ga kanegelo.
2 Beakanya sehlopha sa diswantšho ka tsela ye di tšweletšago kanegelo le tatelano ya maleba ya ditiragalo ge di bewa ka mantšu le go anega kanegelo ye e hlamilwego	Go palelwa ke beakanya sehlopha sa dikarata ka tatelano ya maleba	Go kgona go beakanya sehlopha sa dikarata ka tatelano ya maleba efela o palelwa ke go anega kanegelo.	Go kgona go beakanya sehlopha sa dikarata ka tatelano ya maleba le go kgona go anega kanegelo ye bonolo.	Go kgona go beakanya sehlopha sa dikarata ka tatelano ya maleba le go kgona go anega kanegelo ka tšhomišo ya diteng tša maleba.

★ Term 2: 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 2: Tsela ya kelo ya 1 – 3 Medumo, Go Bala le Go Lebelela

Dilekanyo tša go lekanyetša	1. O paletšwe (0 – 29%)	2. Go kgona ga magareng (30 – 49%)	3. Go kgona ga go lekanela (50 – 74%)	4. Go kgona go fetišiša (75 – 100%)
1 Go lemoga ditumammogo le ditumanoši tše dingwe ge di bolelwa le ka go di lebelela	Go se kgone go lemoga tlhaka efe goba efe le go dira medumo ye e dirwago ke ditlhaka tše.	Go kgona go lemoga ditlhaka tše 1-3 le go dira medumo ye e dirwago ke ditlhaka tše.	Go kgona go lemoga ditlhaka tše 4-6 le go dira medumo ye e dirwago ke ditlhaka tše.	Go kgona go lemoga ditlhaka tše 7-8 le go dira medumo ye e dirwago ke ditlhaka tše.
2 Go thoma go lemoga gore mantšu a bopilwe ka medumo: go fa modumo wa mathomo wa leina la gago le wa mantšu a mangwe	Go se kgone go lemoga gore mantšu a bopilwe ka medumo: go palelwa ke go fa modumo wa mathomo wa leina la gago le wa mantšu a mangwe.	Go kgona go fa modumo wa mathomo wa leina la gago efela go ba le bothata bja go fa modumo wa mathomo wa mantšu a mangwe ge o kgopelwa go dira se.	Go kgona go fa modumo wa mathomo wa leina la gago; le go kgona go fa modumo wa mathomo wa mantšu a mangwe.	Go tšwela pele o kgona go fa modumo wa mathomo wa leina la gago le wa mantšu a mangwe.
3 Go hlama kanegelo ya gago ka go bala diswantšho	Go se kgone go šomiša diswantšho go naganela gore kanegelo e ka ba e le ka eng; go hlalosa diswantšho o šomiša polelo ye e hlaelelago.	Go šomiša diswantšho go naganela le go hlalosa kanegelo efela o dira se ka thušo.	Go šomiša diswantšho go naganela tšeo di bolelwago ke kanegelo; go ka ekiša 'lentšu la go bala'.	Go šomiša diswantšho go naganela tšeo di bolelwago ke kanegelo; go laetša kwešišo ya gore diswantšho le mantšu di a nyalelana, le ge di fapana; itlwaetše go šomiša 'lentšu la go bala'; šupa diteng ge o 'bala'.

★ Term 2: 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 1–4 letters and say the sounds that these letters make.	Is able to recognise 5–7 letters and say the sounds that these letters make.	Is able to recognise 8–10 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 2: Tsela ya kelo ya 1 – 3 Go ngwala ga go tšweletšwa pele le Mongwalo

Dilekanyo tša go lekanyetša	1. O paletšwe (0 – 29%)	2. Go kgona ga magareng (30 – 49%)	3. Go kgona ga go lekanela (50 – 74%)	4. Go kgona go fetišiša (75 – 100%)
1 Go tšweletša pele mabokgoni a mešifa ye mennyane le mabokgoni a tshapedišo ye e dumeletšwego.	Go ba le bothata bja go fetša mešongwana ya tshapedišo ye e dumeletšwego; go hiokomologa goba go nolega moko.	Go kgona go fetša mešongwana ye mengwe ya tshapedišo ye e dumeletšwego le ge go ba tšea nako; dipoelo ga se tšeo di nepagetšego.	Go kgona go fetša bontši bja mešongwana ya tshapedišo ye e dumeletšwego; go thoma go šoma ka nepagalo le bokgoni.	Go fetša mešongwana ya tshapedišo ye e dumeletšwego ka botshepegi, gabonolo ka nepagalo.
2 Go thala diswantšho o laetša kgopolo ye bohlokwa ya kanegelo	Dithalwa ga di bonagale goba di akaretša mekgwarinyo goba dinkgokolo tša go ba le methaladi fela.	Dithalwa di a bonagala efela ga di sepelelane le kanegelo, koša goba le sereto.	Go thala seswantšho sa mebalabala sa go sepelelane le kanegelo; dithalwa tša baanegwathwadi di na le tše dingwe tša tše di latelago: maoto, mahlo, nko, molomo, ditsebe.	Go thala seswantšho sa mebalabala, seswantšho se se tletšego ka ditaba tše di sepelelanago le kanegelo; se akaretša baanegwa thwadi le ditaba tša go swana le diaparo.
3 Go kwešiša gore mongwalo le dithalwa di a fapana: dira tše o ka rego o mongwalo o emelwa ke tšhomišo ya mekgabišo	Go se kgone go šomiša dithalwa goba mongwalo go emela dikgopolo.	Go šomiša dithalwa go emela dikgopolo efela go hlokega bohlatse bja go dira tše o ka rego o a ngwala goba bja mekgwarinyo.	Go kwešiša gore mongwalo le dithalwa di a fapana: dira tše o ka rego o ngwala o šomiša mekgabišo.	Go kwešiša gore mongwalo le dithalwa di a fapana le go thoma go 'ngwala' o šomiša motswako wa dithalwa le mekgabišo tše di gatišitšwego; o ka ekiša dithalwa le dinomoro tša go ngwallolwa ka mongwalo wa gago go tšwa tikologong ya ka phapošeng.

★ Term 2: 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.

★ Dira letsopa la go ralokiša

Go nyakega lebe le:

- ★ 1 Komiki ya folouru
- ★ ¼ Komiki ya letswai
- ★ ½ Komiki ya meetse a borutho
- ★ 5 marothodi a se fa dijo mmala



Dikgato

- 1 Hlakanya folouru le letswai.
- 2 Hlakanya ½ komiki ya meetse a borutho le 5 marothodi a se fa dijo mmala.
- 3 Tšhela meetse ka motswakong wa folouru ka go iketla, o hudua ge o ntše o tšhela. Hudua go fihla di kopane, duba ka diatla go fihlela folouru e hlakane go felelela. Ge tege e kgomarela kudu, oketša folouru gape go fihlela e se sa kgomarela.
- 4 Boeletša dikgato tše go dira wo mongwe wa mebala ye o ratago go e dira.

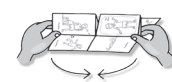
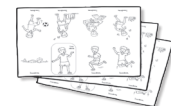
Ruthetša letsopa la go ralokiša ka go le pinyeletša ka diatleng tša gago. Ye ke tsela ye botse ya bana ya go itlhabolla mešifa ya diatla. Lokela letsopa la go ralokiša ka gare ga mekotla ya dipolositiki gore e se omelele o e boloke ka gare ga setšidifatši, ge go kgonega, goba lefelong le le fodilego.



★ Dira Puku ye Nnyane

Dikgato

- 1 Dira dikgatišo tša puku ye nnyane ye o e nyakago.
- 2 Ka diswantšho tše di lebeletšego godimo, mena letlakala ka dikarolo tše seswai. Le menolle.
- 3 Mena letlakala ka bogare, go ya fase mo gare.
- 4 Le ripe mo menong wa gare, go ya ka mo go laeditšwego ka gona mo seswantšhong ka mo thoko le ka methaladi ya dikhutlo mo letlakaleng.
- 5 Swara letlakala magareng ga monwana le mankgogoropo ya gago mahlakoreng a mabedi a letlakala.
- 6 Iša diatla tša gago fase mmogo.
- 7 Dira Puku ye Nnyane ya bokgobapuku ka go bea dipuku ka gare ga lepokisi le lennyane-lepokisi la jeli le šoma gabotse!



★ 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.

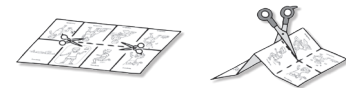
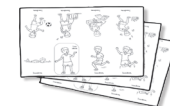
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

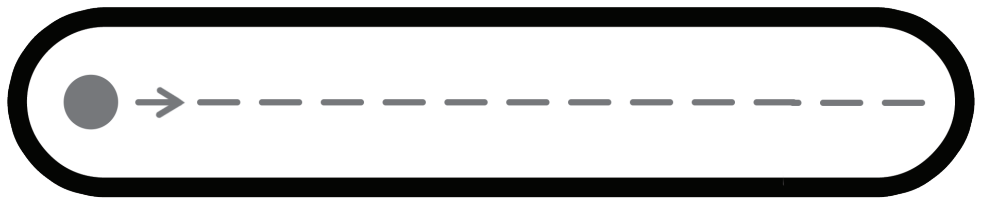
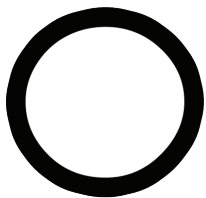
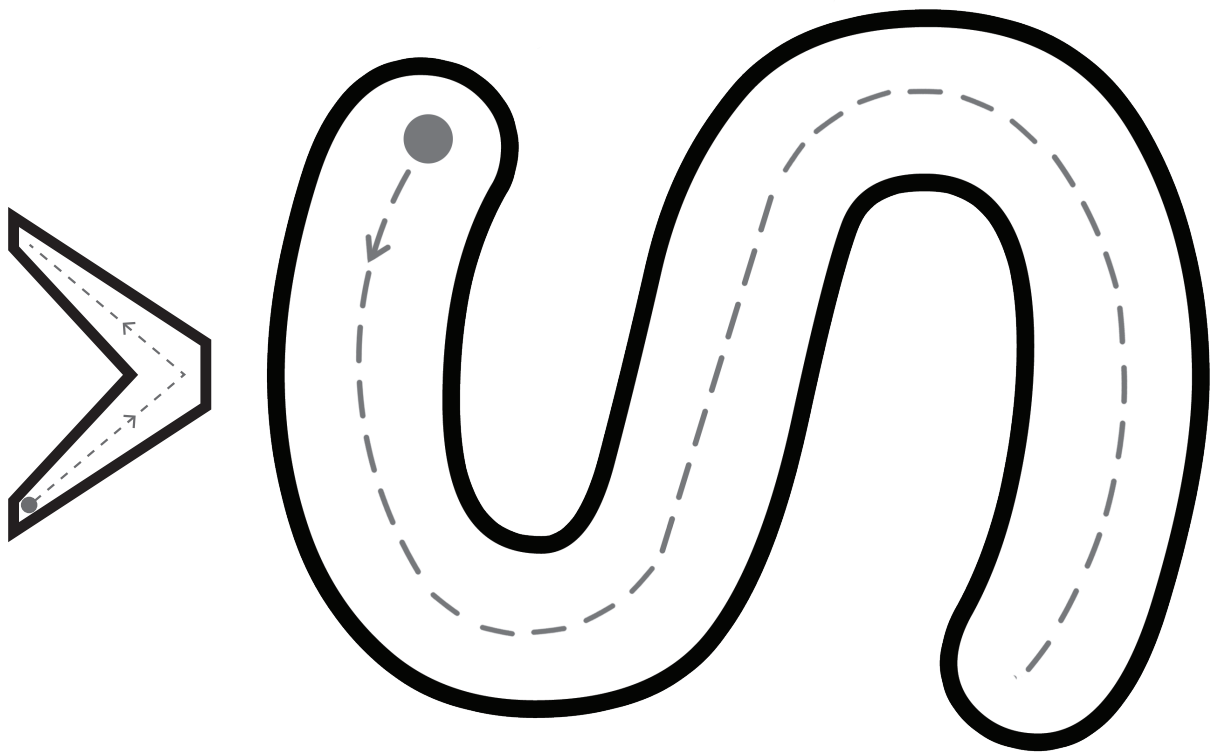


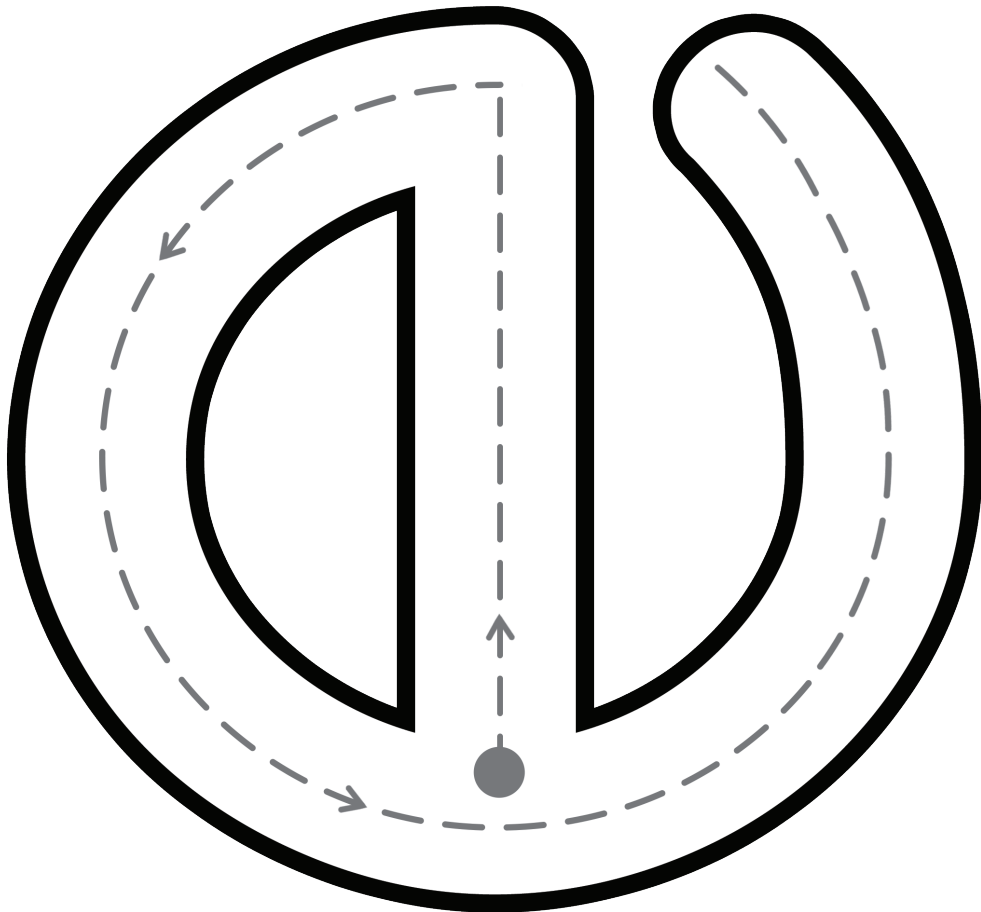
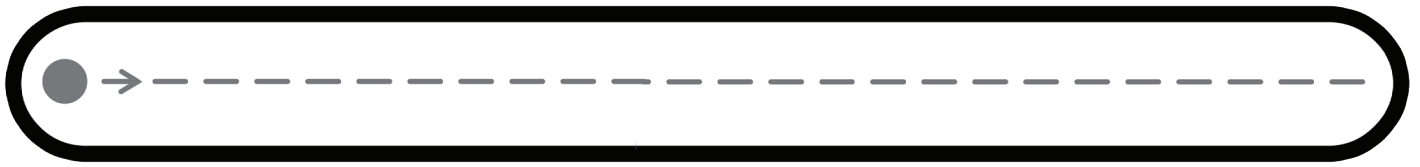
★ How to make a little book

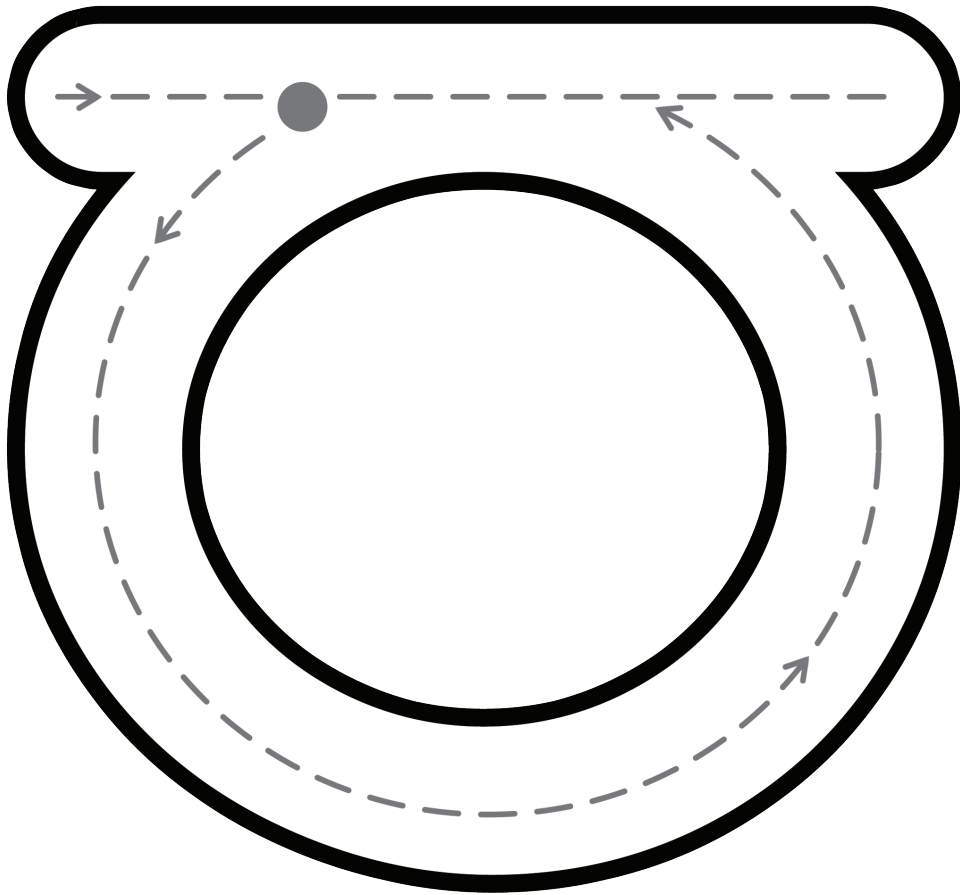
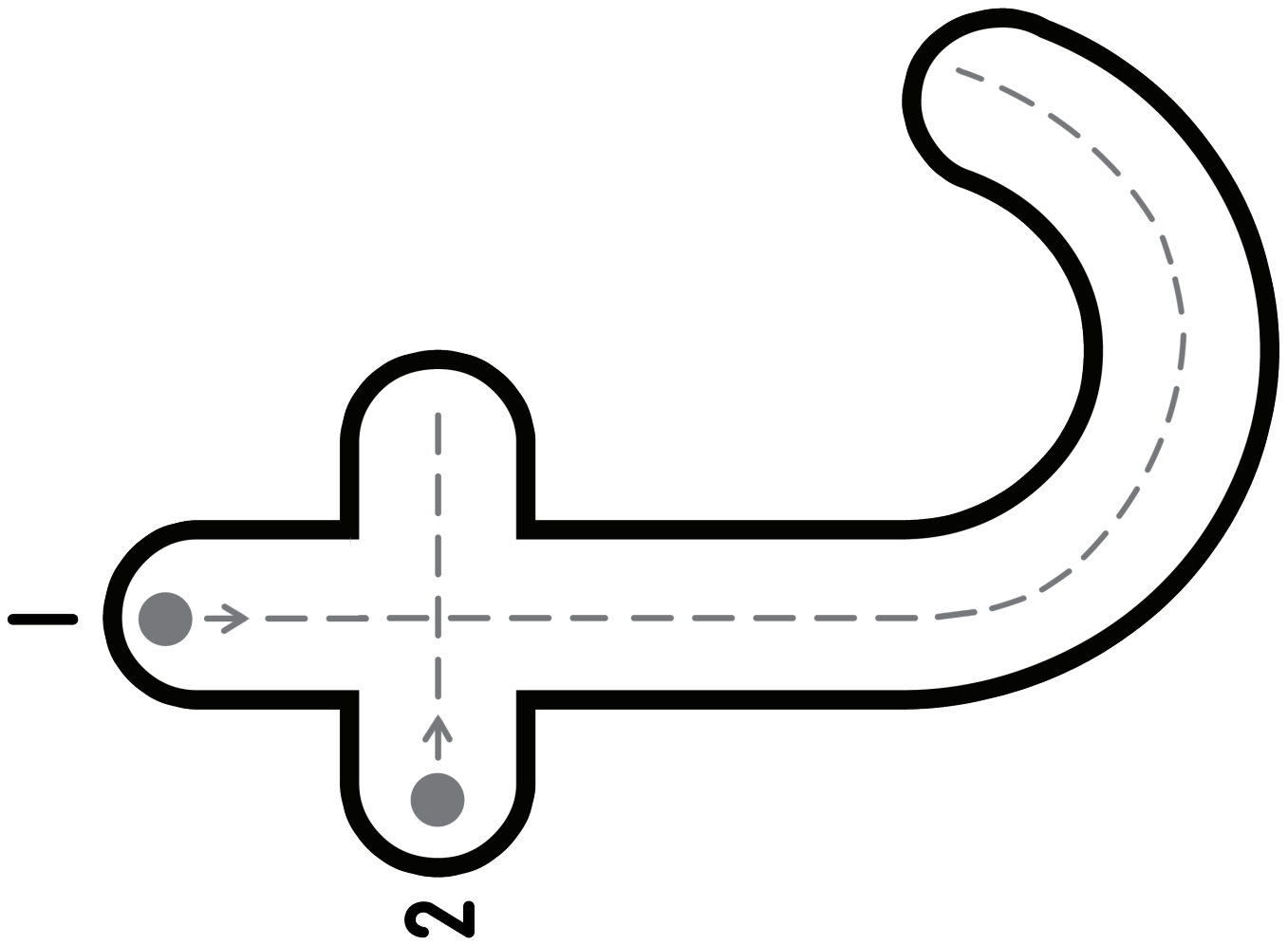
Steps

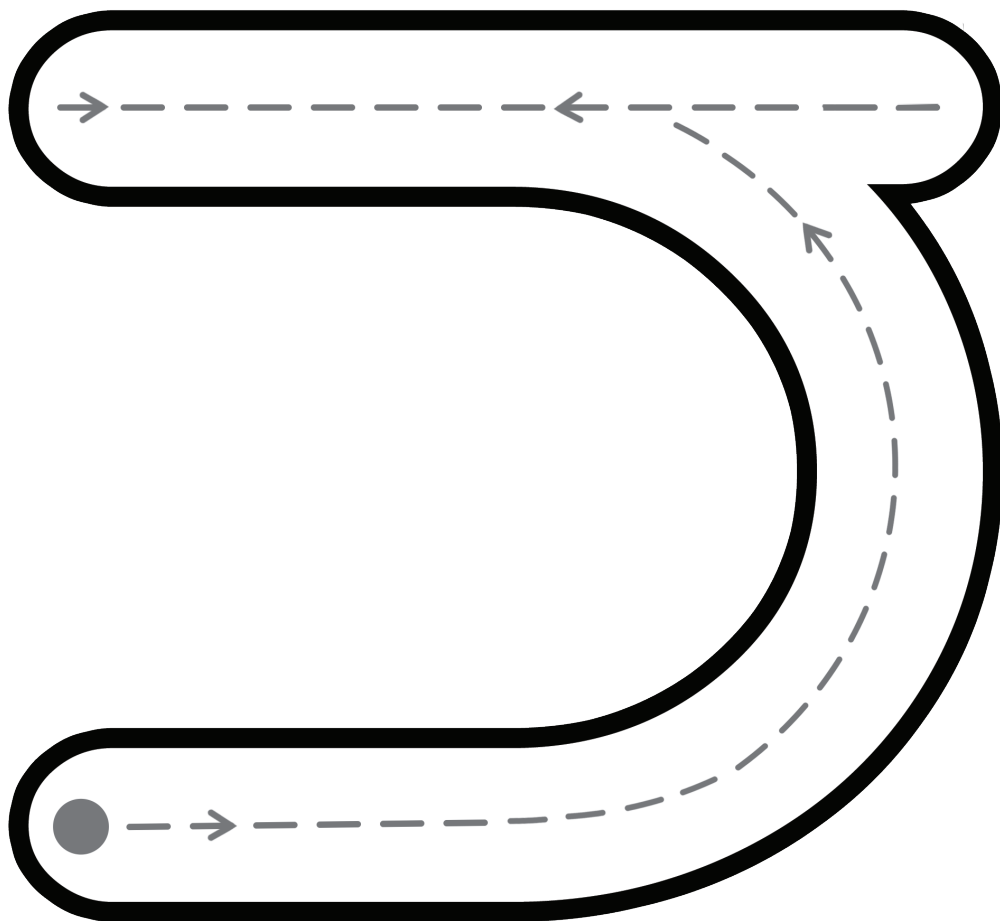
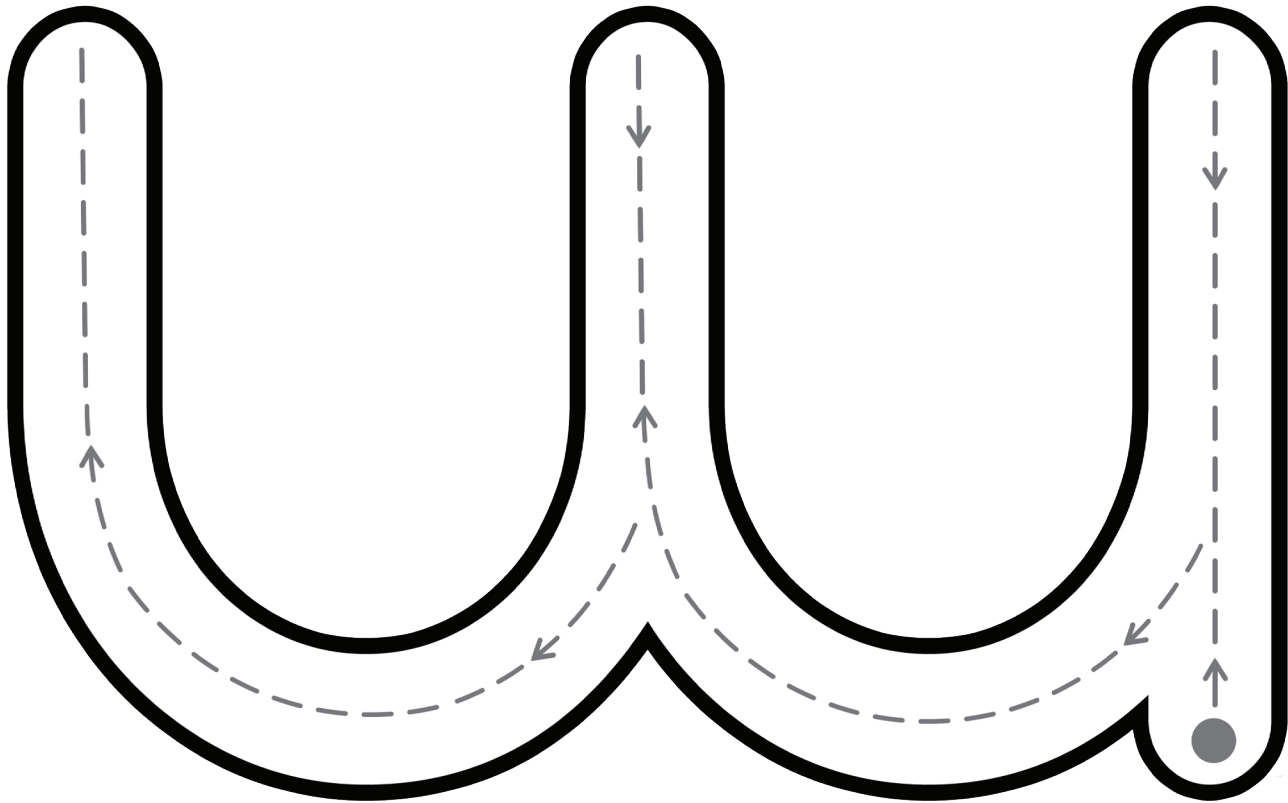
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between 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!

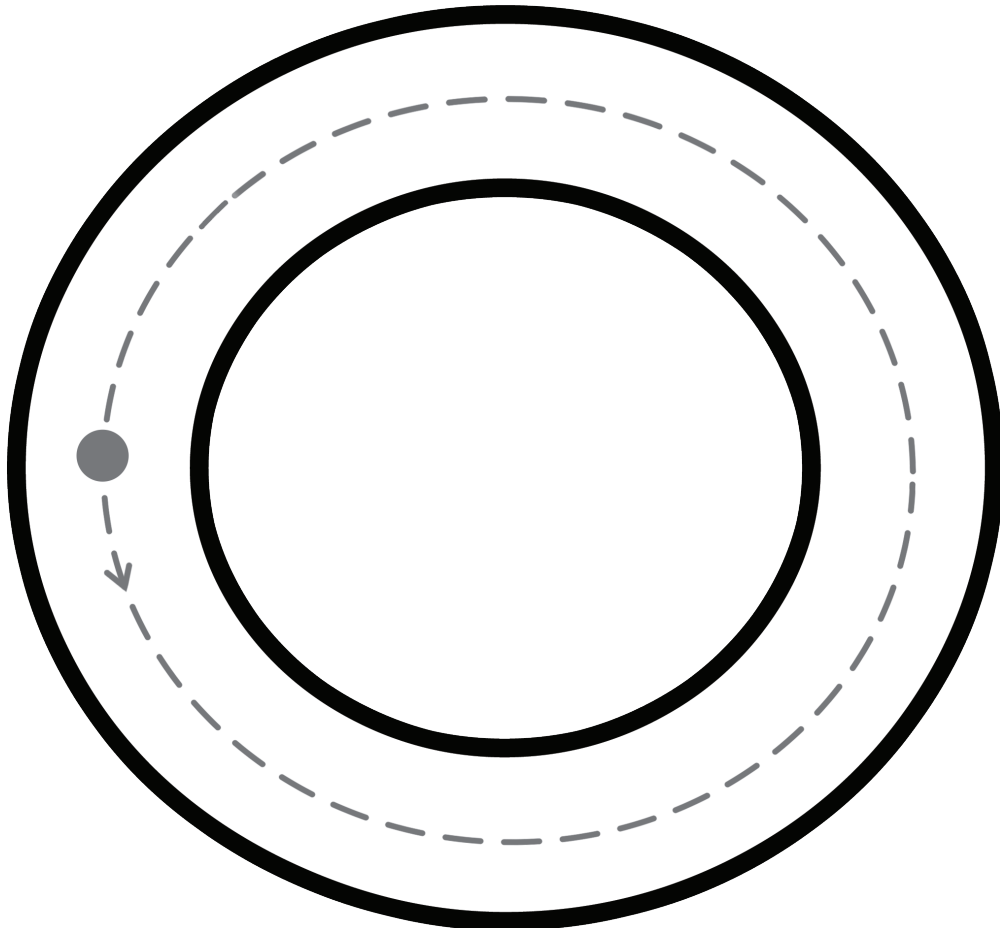
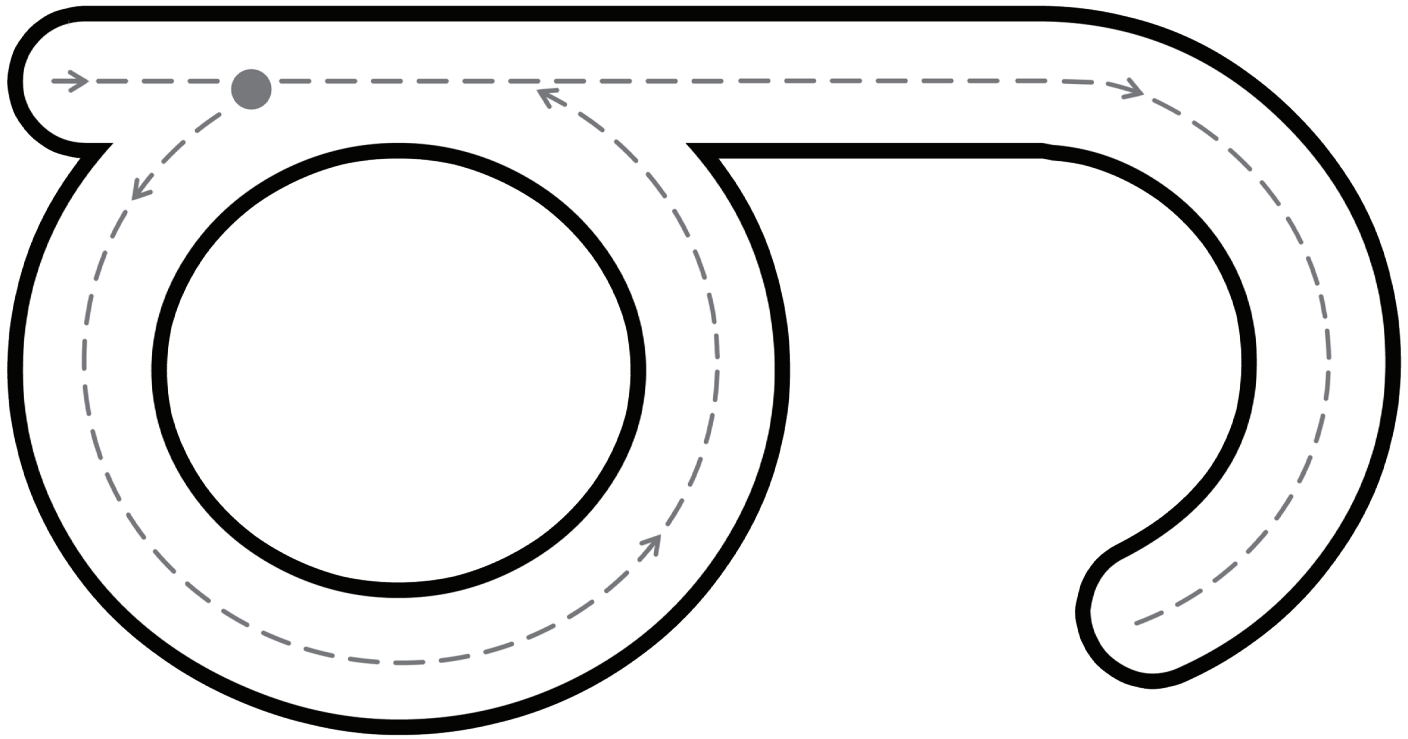






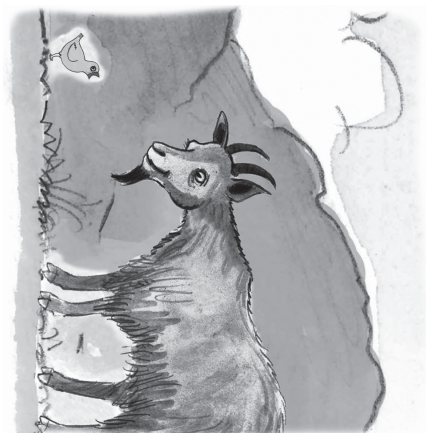








3



4



5



6

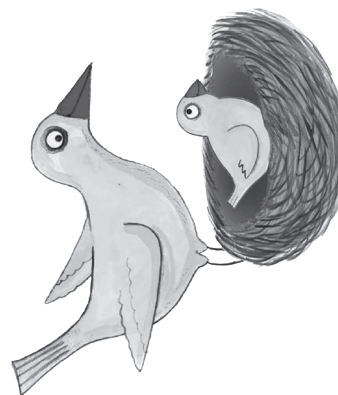


2



1

Na o mma
wa ka?

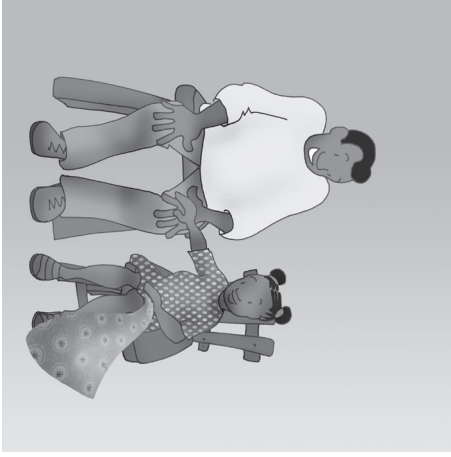



Wordworks
Changing lives through literacy

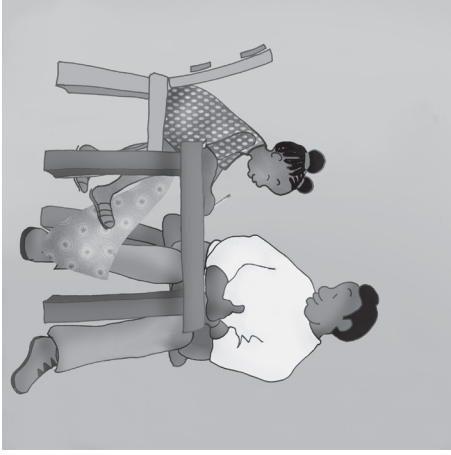
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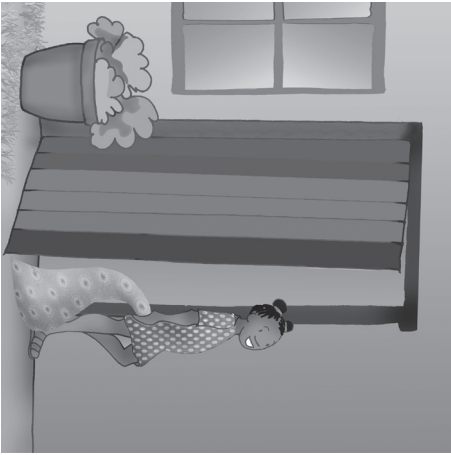




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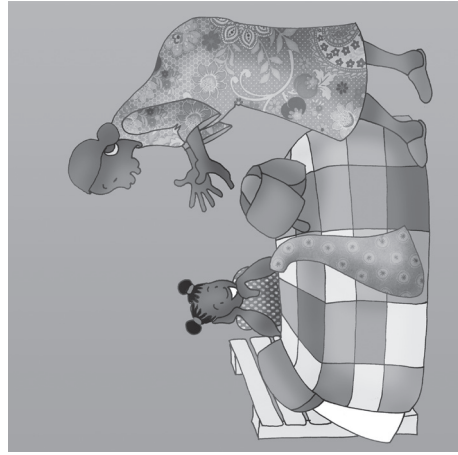
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6



2



1

Go
letetšwe
leseca

African
Storybook.org

Puku ye ke ya:
.....





3



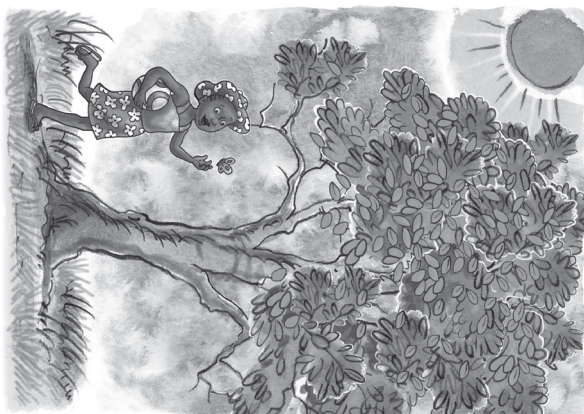
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4



1





5



6

Sehlaga sa kuane

Puku ye ke ya:

.....





9



5



7



3



1



2



Khudu le legapi la yona

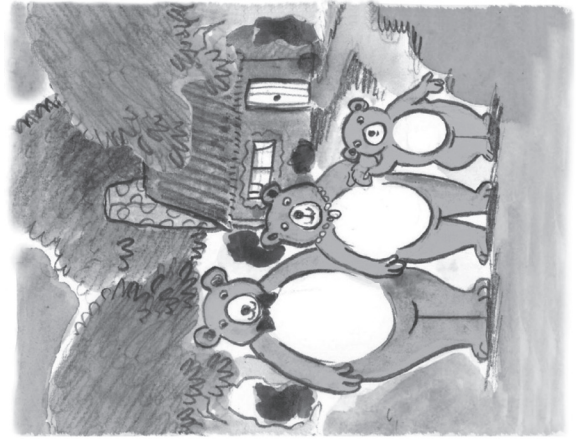


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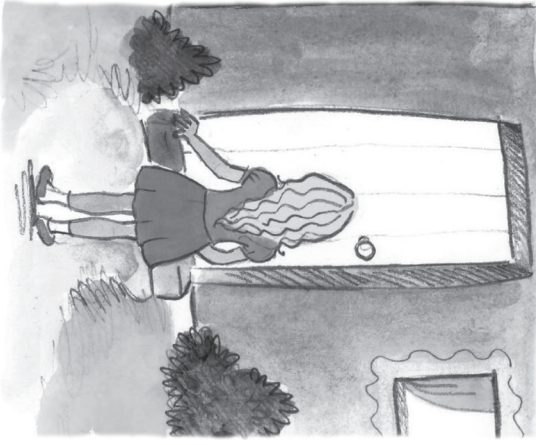




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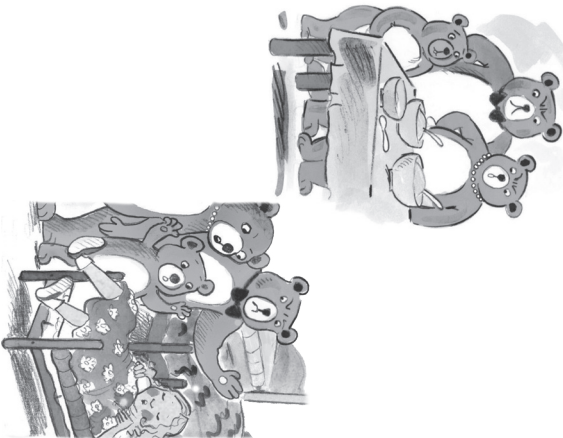
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6

Mmagauta



Wordworks
Changing lives through literacy

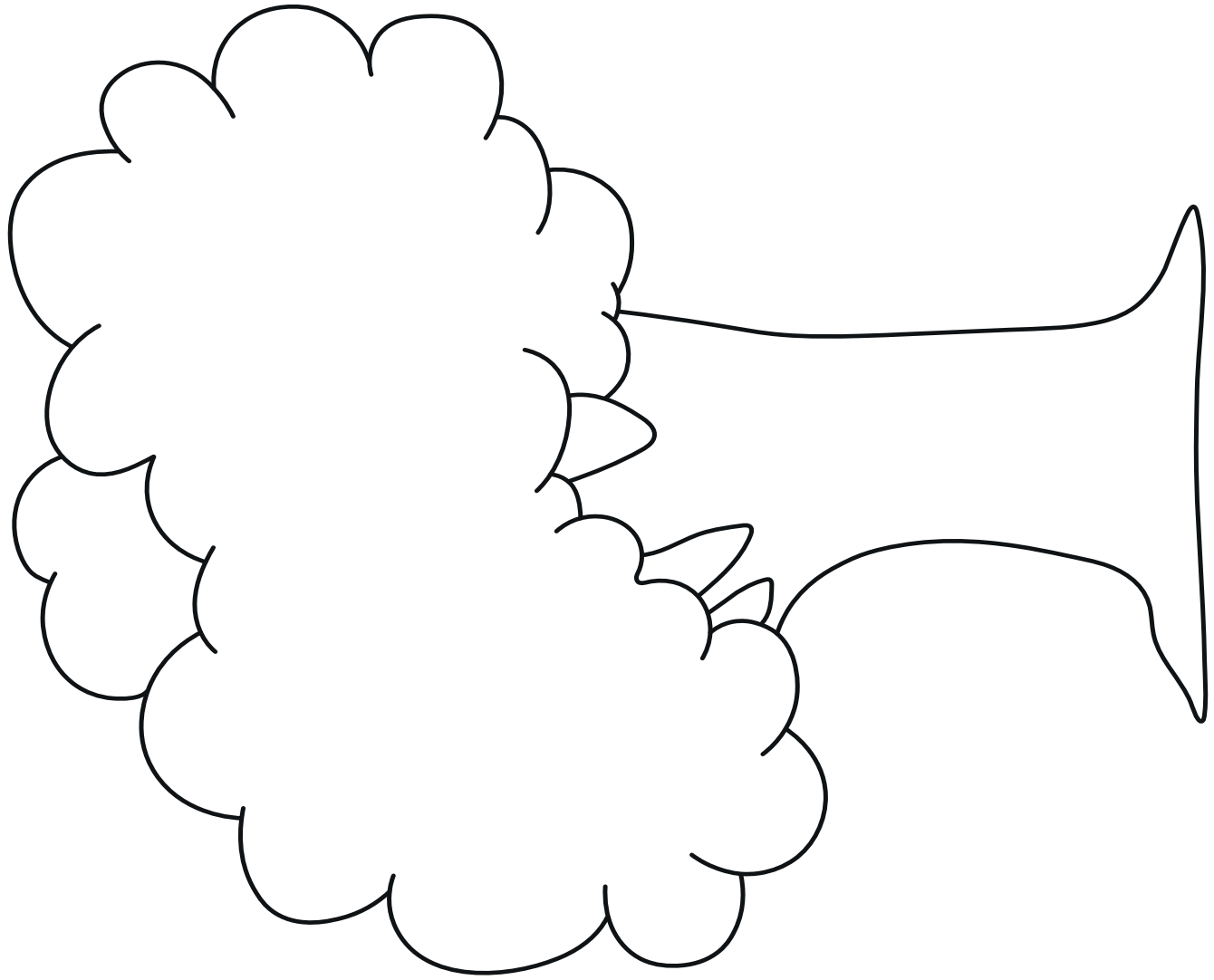
Puku ye ke ya:

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Na o mma wa ka?: Bala o dire letlakala la mošomo



kgomo



1



pudi



1



nonyana



1



sehlaga



1



diboko

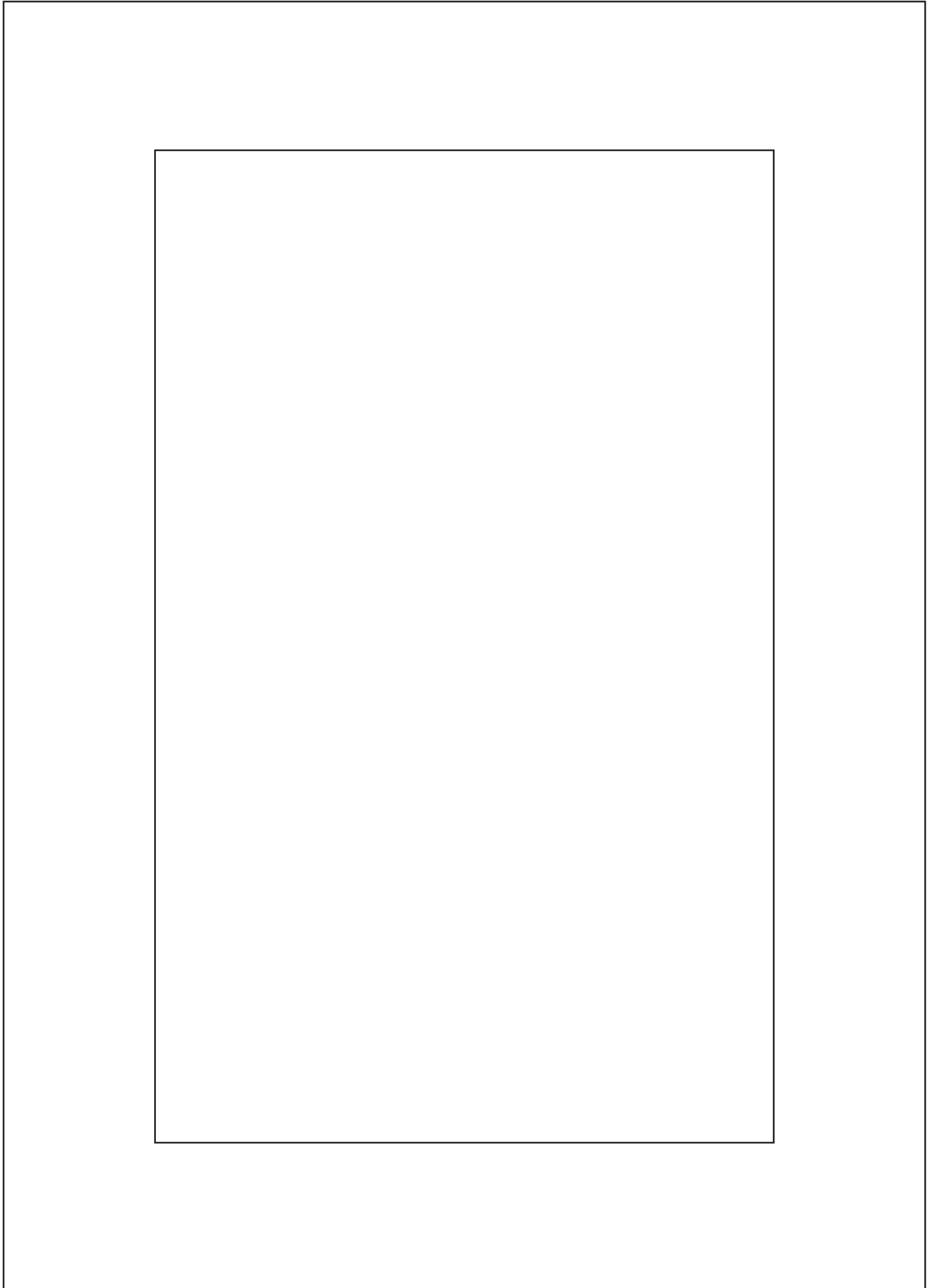


4















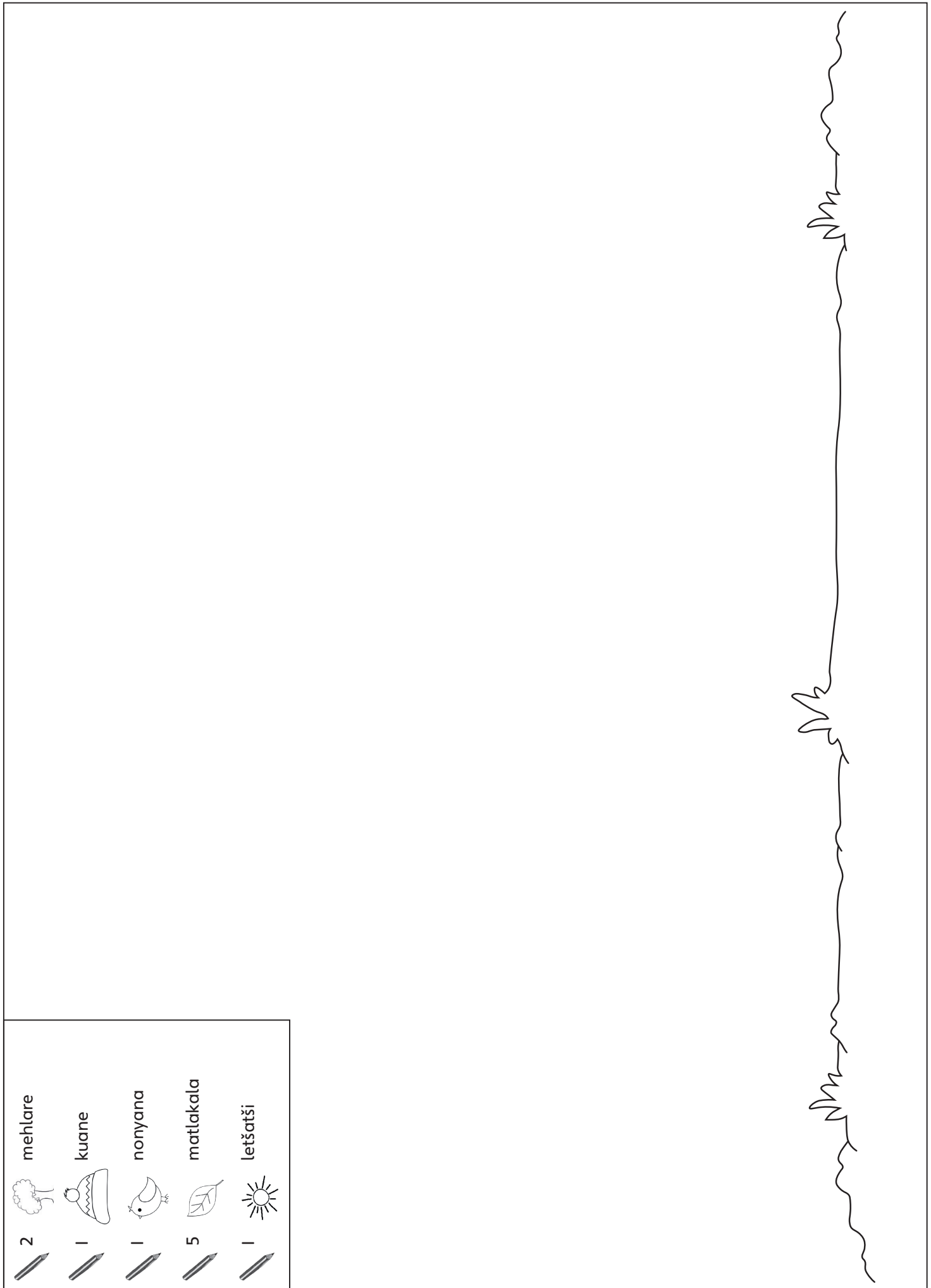
Go letetšwe lesea: *Letlakala la mošongwana la foreimi ya seswantšho*





Sehloga sa kuane: Letlakala la mošomo ka bala o dire

 2	 mehlare
 1	 kuane
 1	 nonyana
 5	 matlakala
 1	 letšatši

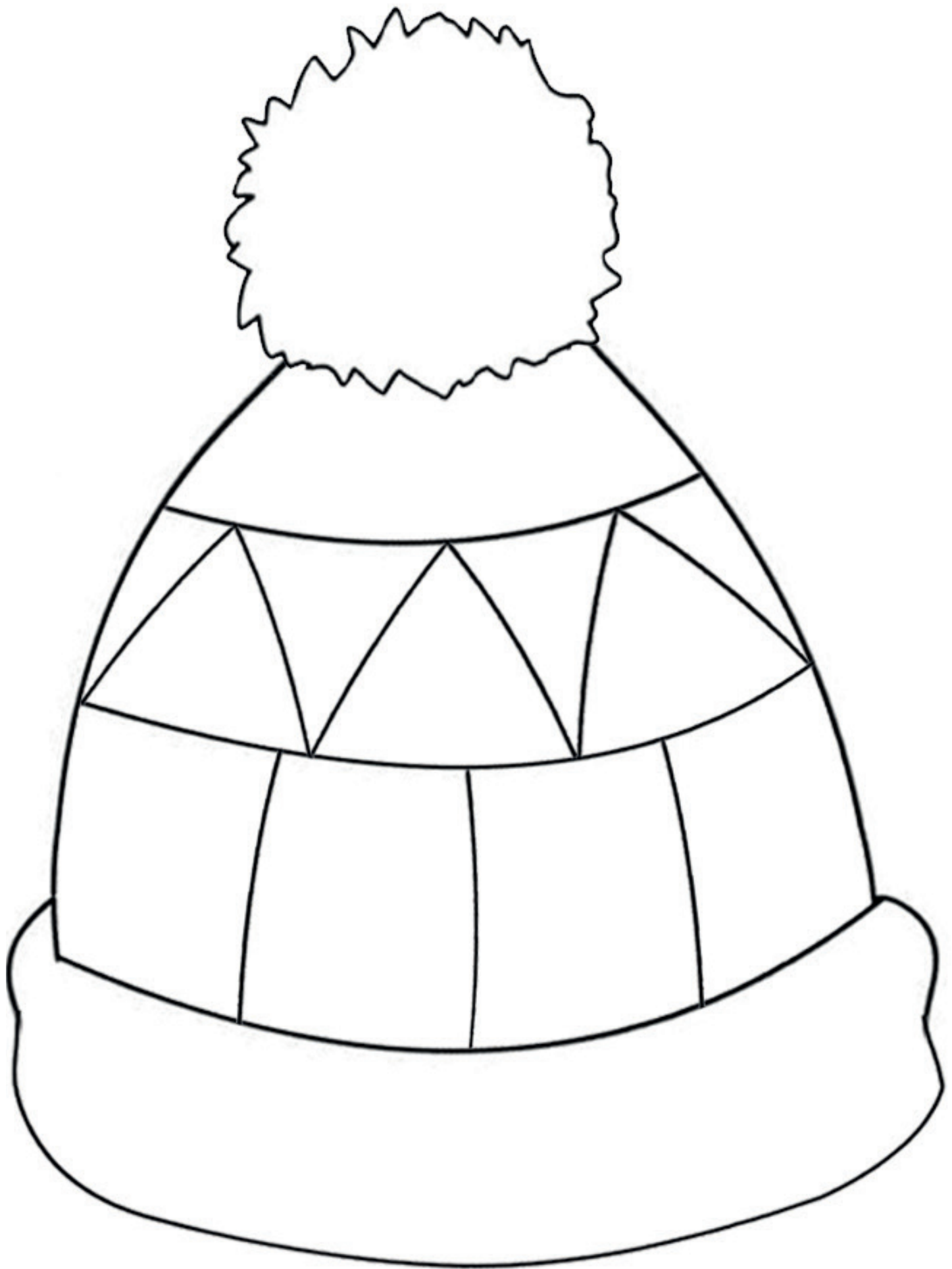


Activity Guide Term 2 SEPEDI.indd 200

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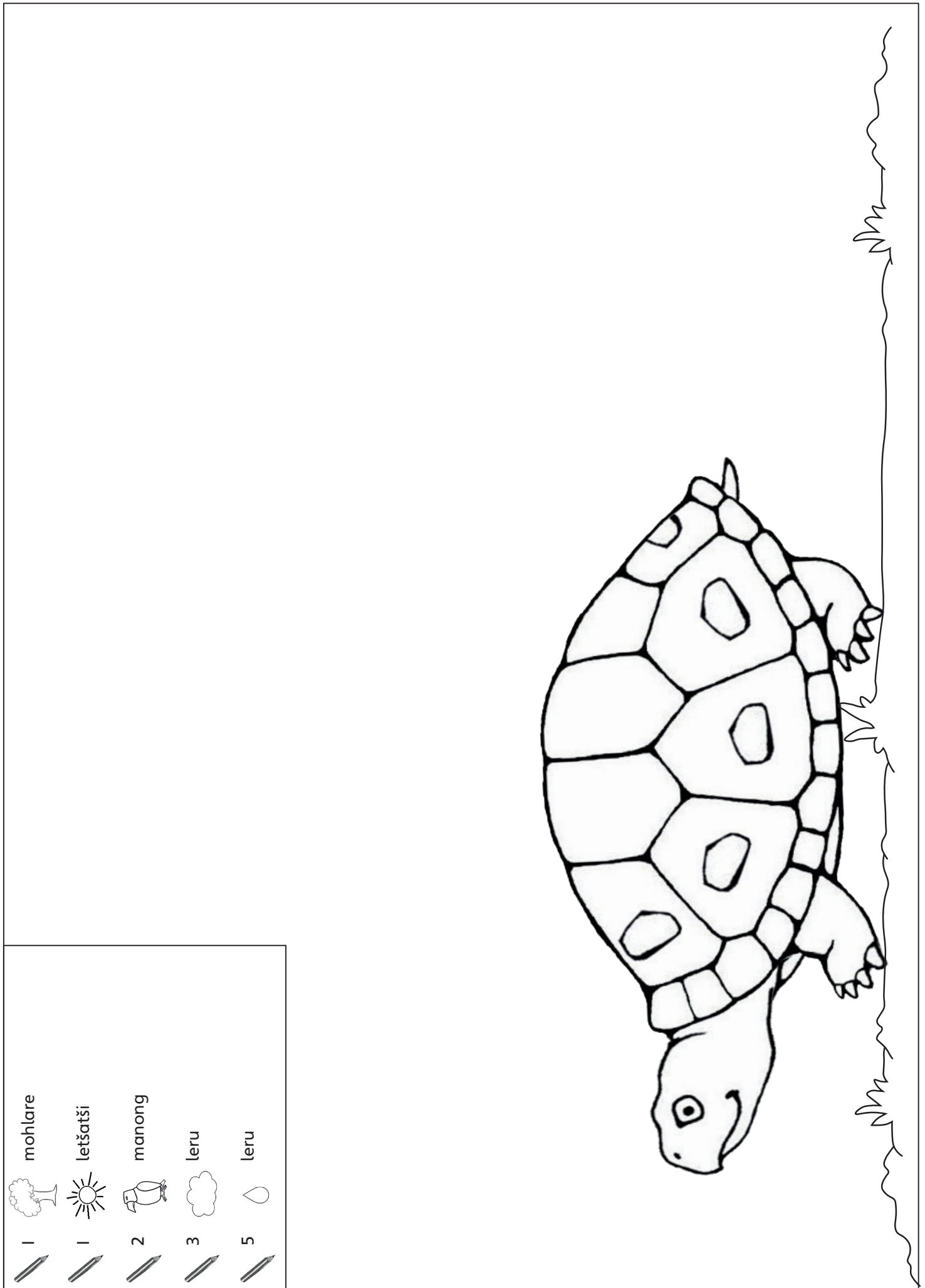












Sehloga sa kuane: Letlakala la mošongwana





Khudu le legapi la yona: Letlakala la mošomo ka bala o dire

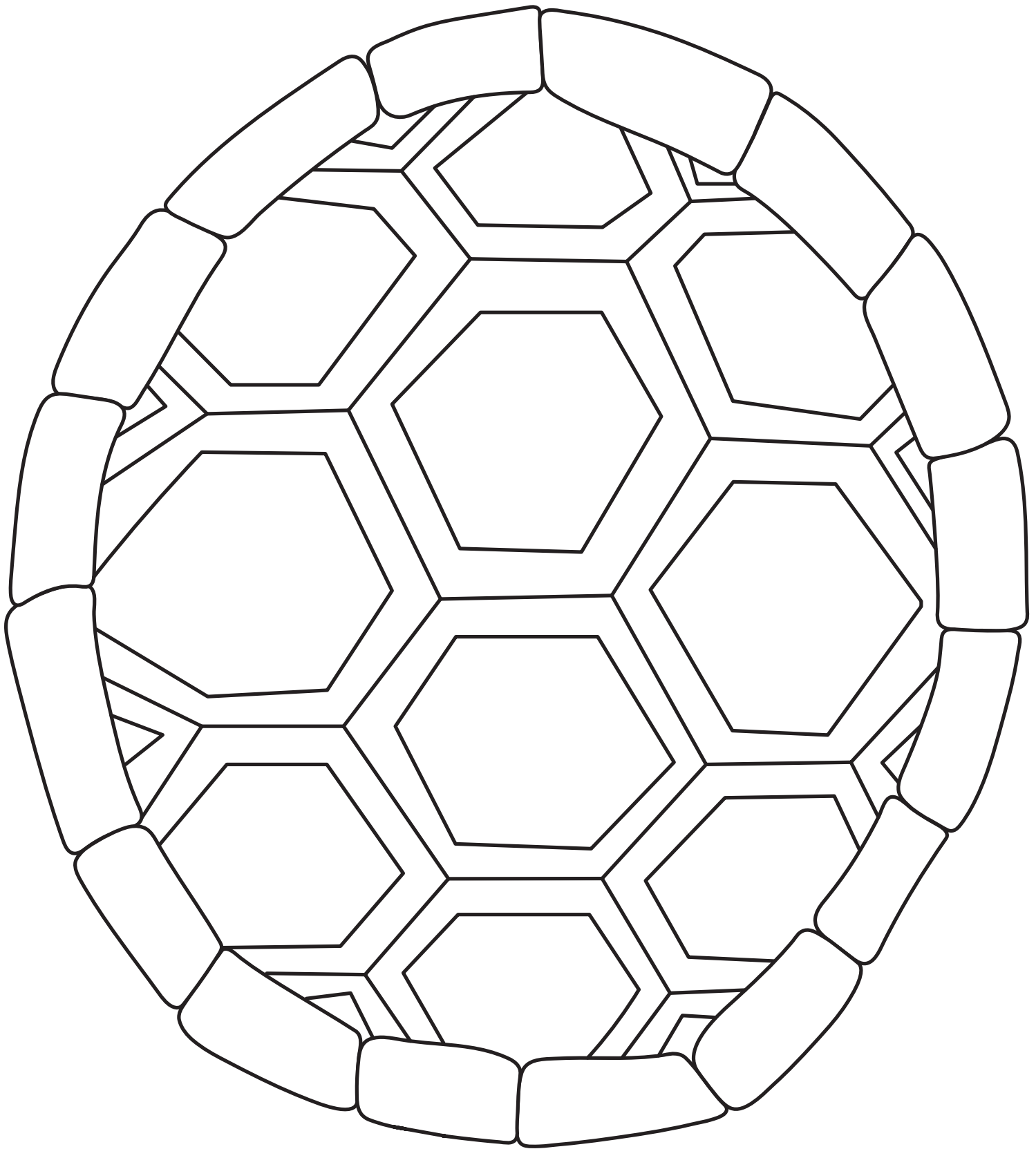


	1		mohlare
	1		letšatši
	2		manong
	3		leru
	5		leru



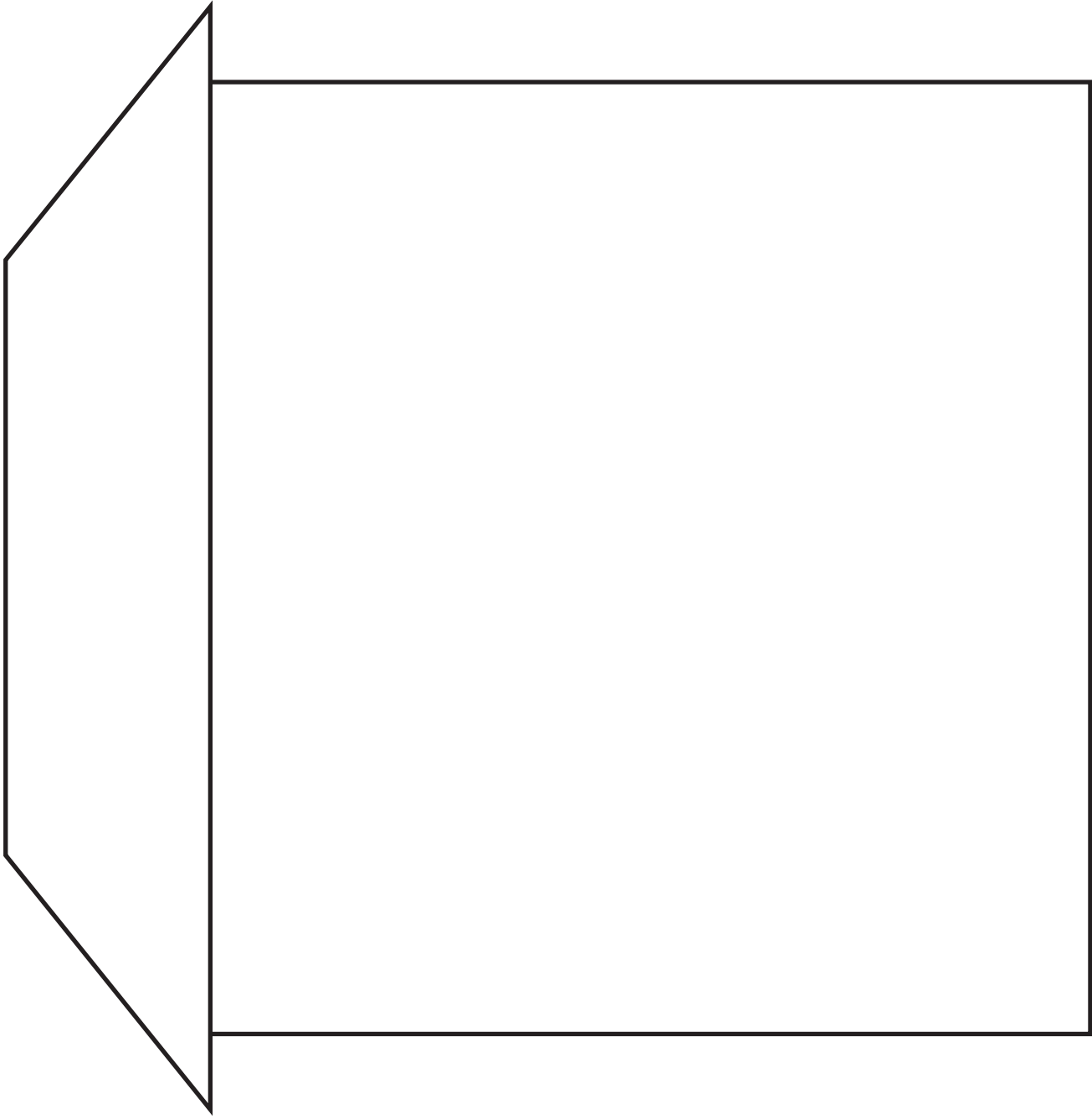












Khudu le legapi la yona: *Khudul e fiwa morutwana*





Mmagauta: Bala o dire letlakala la mošomoa uze wenze



				
1	4	3	5	2
				
lebati	mafasetere	dibere	dinose	matšoba

