



Lenaneo la go Kaonafatša Thuto ya
Leleme Mphatong wa R

Grade R Language
Improvement Programme

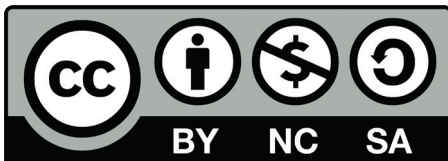
Pukutlhahlo ya Mešongwana Activity Guide

Kotara ya 3
Term 3



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.

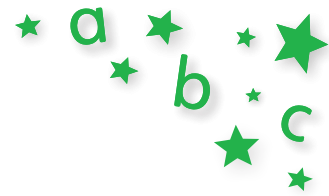
The Department's expectation is that you are ready to learn and be a more empowered Grade R teacher/practitioner. Your commitment to the training process and thereafter the implementation of lessons learnt in your classroom will contribute to the improvement of Grade R learner readiness for Grade 1.

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 3

Pukutlhahlo ya Leleme la Gae ya Kotara ya 3 e fa sebopego sa go ruta Leleme la Gae ka Mphatong wa R mo Kotareng ya 3. 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 3.

Kanegelo	Tabataba	Ditlhaka/medumo tše di tsepeletšwego
Paesekela ya David ye mpsha	Senamelwa	b le m
Spottie o ya lebenkeleng	Mešomo yeo batho ba e šomago	š le n
Nokolwane ye nnyane	Meetse	k le l
Temogo le merogo ya gagwe	Merogo	f le t
Rakgolo Farouk	Tikologo yeo e loketšego maphelo	d le r

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 Pukutlhahlong ya Mešongwana ye nngwe le 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 3 Activity Guide

The Home Language Term 3 Activity Guide offers a structure for teaching Home Language in the third 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 for Term 3.

Story	Theme	Focus letters/sounds
David's new bike	Transport	b and m
Spot goes to the shop	Jobs people do	š and n
The little tadpole	Water	k and l
Temo and the plant thieves	Vegetables	f and t
Grandpa Farouk's garden	Healthy environment	d and r

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 dikhosetšhumo tše di 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: dipoleiti tša lephephe, dikonopi, dipeu le mahlokwana, maswikana, dikhurumelo tša mabotlelo, mapokisi a mae, dikotikoti tša galase, mebala ya go fapanafapana ya dipente tša menwana, mahlo a dipolasitiki (se se ka ba gona goba aowa), foile, ditherei tša steirofomo, lešela, dinukulameno, pampišanathume, makaroni
- ★ Didirišwago tše di gatišitšwego go ya ka kangelo ye nngwe le ye nngwe; dipuku tša diswantšho, matlakala a direkišwa, dikgatišobaka le mangwalo a ditsebišo, segorametši, Phoresitiki
- ★ 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, khatepoto le lephephe ya go šomišwa godimo ga papetla ya go fefeulwa, pampiri ya mmala
- ★ 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, popi ya go dirwa ka sokisi, mokotla wo monnyane, mašela, dinnete tša go bolaya difofi tša theko ya tlase, pitša, ntlatla, leho le legolo
- ★ Letsopa la go raloka le legogo la lona
- ★ Dihlogwana goba diswantšho tše dinnyane mešongwana ya ditlhaka godimo ga sethalwa: pampišana goba kuranta, pampiri ya mmala wa namune goba lešela, letlakala la namune la go oma

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 (ditaelo 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 o maina a tšona a thomago ka modumo wa /s/. Šomiša lenaneo la mantšu go thuša go kgetha dilo tše o 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 mošongwana 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 tšeišetša polelo ya kanegelo, le go tšweletša pele tsebo ye bohlokwa ya dikgopolo ka gare ga diteng tša go kwešišagala tša kanegelo. Sebopego se bušetšwa 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, maps and posters
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes, a sock made into a puppet, a small bag, cloths, cheap fly swatters, a pot, a basket, a large spoon
- ★ playdough, playdough mats
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, kokis and markers, Prestik
- ★ A4 paper, coloured paper, cardboard and flipchart paper
- ★ scrap materials for art and construction activities: paper plates, buttons, seeds, sticks, pebbles, bottle tops, egg boxes, glass jars, different colour finger paints, plastic eyes (optional), tin foil, styrofoam trays, fabric, toothpicks, tissue paper, macaroni
- ★ items or small pictures for letter template activities: scrap paper or newspaper, pictures of money.

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 dikanegeto	Go anega kanegelo le go bopa tlotlontšu Barutwana ba kwa kanegelo la mathomo le go ithuta tlotlontšu ye mphsa.	Go anega kanegelo le go opela Barutwana ba theeletša kanegelo leboelela ba opela koša ye e sepelelanago le kanegelo.	Go anega kanegelo le go e raloka Barutwana ba tšea dikarolo tša go fapana ba šomiša polelo ya kanegelo ka bona beng, ge kanegelo e anegwa.	Go bea diswantšho ka tatelano Barutwana ba anega kanegelo gape ba šomiša diswantšho.	Dira, thala o be o ngwale 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 Barutwana ba tsebišwa modumo wo o nepagetšego gammogo le tlhaka ye e bapetšwago le mantšu a go tšwa ka kanegelong.	Go bopa tumatlhaka 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.	Mapokisi la dithlaka Barutwana ba bona, ba swara le go bolela ka dilo le diswantšho tšeo di thomago ka modumo wo o nepagetšego.	Go theeletša medumo ye e nepištšwego Barutwana ba hlaola medumo ye e nepagetšego ka gare ga mantšu.	Momaganya le go ripaganya Barutwana ba momaganya medumo go bopa mantšu le go ripaganya mantšu ka medumo.
Mešongwana ya dihlopha tše dinnyane	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  Barutwana ba bega dikgopolo tša bona ka go dira dithalwa le ka mongwalo wo o itšweletšago.	Mošongwana wa 2: Marara le dithalokwana Barutwana ba dira marara le go raloka dipapadi tša polelo.	Mošongwana wa 3: Go bala ka go itaola Barutwana ba bala ka bobona ba ipshina ka dipuku le ka didiršwa tše dingwe tše di gatištšwego.	Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo Barutwana ba dira mešongwana ye boleta le go itlwaetša go bopa dithlaka.	Mošongwana wa 5: Thaloko ya maitirišo 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.
	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting
The green 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 yellow 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 red 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 tšwaetšego 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 bapetšwego 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 dinnyane	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
	Stella o laetša gore ke mešongwana efe ya sehlopha se sennyane yeo e hlahlwego ke morutiši letšatši ka letšatši.				
Sehlopha se setala lerata	Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwego pele	Mošongwana wa 2: Marara le dithalokwana 	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tšhepedišo 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 itšweletšwego.	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 mongwalo wo o tšweleletšwego pele	Mošongwana wa 2: Marara le dithalokwana 	Mošongwana wa 3: Go bala ka go itaola	Mošongwana wa 4: Mabokgoni a tšhepedišo ye e dumeletšwego le mongwalo
Sehlopha se serolwana	Mošongwana wa 4: Mabokgoni a tšhepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwego 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 tšhepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwego 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 tšhepedišo ye e dumeletšwego le mongwalo	Mošongwana wa 5: Thaloko ya maitirišo	Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwego pele



Week 2

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



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 dikane-gelokopana 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 dikane-gelo 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 hlagaša 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 mongwalo wo o tšweletšwego 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	

★ Paesekela ya David ye mpsha

Kanegelo



David e be e le mošemyana yo a dulago a thabile wa go fela a bapala le bagwera ba gagwe. Efela go be go ena le selo setee seo a bego a ikganyogela sona go feta dilo ka moka mo lefaseng - o be a ikganyogela go ba le paesekela yeo e lego ya gagwe. Bagwera ba David ba be ba ena le dipaesekela, bjale ge ba be ba eya sekolong mmogo, David o be a ba emišetša letsogo a duma ge nkabe le yena a ka sepela le bona ka paesekela ya gagwe.

Letšatši la go keteka matswalo a David le ile la fihla. O be a holofela gore ngwaga wo batswadi ba gagwe ba tla mo rekela paesekela bjalo ka mpho ya matswalo. Mesong ya letšatši la gagwe la matswalo, mmagwe le tatagwe ba ile ba mmitša: "David! Re go lakaletša letšatši le lebotse la matswalo! Etle o bone gore re go swaretše eng!"

David o ile a kitimela ka phapošeng, nagana gore e ka ba e le eng seo a ilego go se bona ge a fihla ka moo - o hweditše paesekela ye khubedu ya go phadima, e beilwe lelelele le le khubedu mo godimo ga yona! O be a tše kudu ka lethabo.

O ile a re: "Ke a leboga, Mma! Ke a leboga, Tate! Paesekela ke sona seo ke bego ke se lebeleše bjalo ka mpho ya matswalo a ka. Bjale, le nna nka namela ya ka ge bagwera ba ka ba namela tša bona."

David o be a thabile kudu. O ile a apara mongatse wa go šireletša hlogo a namela paesekela ya gagwe ye mpsha ya go phadima ye khubedu. Jooo! Ga a wa, a wela fase lebatong! O ile a leka go e namela gape, a buša a wa gape. O be a sa kgone go namela paesekela.

David o ile kgaremeletša paesekela ka phapošeng ya gagwe kgauswi le malao a gagwe. O be a e tlotša makhura letšatši le lengwe le le lengwe gore e dule e phadima. "Ke kganyoga gore nkabe ke kgona go e namela," ke seo se bego se le ka mogopolong wa gagwe.

Bagwera ba gagwe ba ile ba mmitša ba re: "David, etla re raloke ka dipaesekela mmogo." Efela David a no ganelelela ka ngwakong. O be a ena le dihlong ebile a sa nyake go ba botša se se mo hlagetšego. Mantšibua a mangwe le a mangwe o be a emela gore go swiswale pele, a kgaremeletše paesekela ya gagwe ka serapaneng moo a bego a sa bonwe ke motho. David wa batho! O ile a leka, a boeletša go leka efela a no fela a ewa a ikgobatša.

Mantšibua a mangwe, mogwera wa David, Anne a mmona a le ka serapaneng. Anne e be ele mogwera wa nnete, ka moo o be a rata go thuša David.

O ile a mmitša a re: "David! E re ke go thuše." Anne o ile a swara paesekela ka morago a kitima ka morago ga gagwe. David o ile a wa gatee, a wa gabedi, ka morago ga moo a se sa wa gape.

Ge a thoma go e kitimiša ka lebelo a goeletša a re: "Ke kgona go namela paesekela! Ke kgona go namela paesekela!"

Anne le yena a goeletša a re: "O a kgona!"

David le yena a hlabisa mokgoši ge a dikologa serapana a re: "Ke a kgona! Ke go leboga kudu ka go nthuša gore ke kgone go namela paesekela, Anne!"

Letšatši le le latelago ge bagwera ba David ba mmitša, ga a ka a tšea nako go ya go bona ka paesekela ya gagwe. David o be a thabišwa ke gore ga a ka a lapišwa ke go leka go namela paesekela le ge a be a ewa kgafetšakgafetša. Bjale a ka ipshina ka go namela paesekela le bagwera ba gagwe ge ba eya sekolong.



A ke mafelelo a kanegelo.



★ David's new bike

Story

David was a happy boy who loved to play with his friends. But there was one thing he wished for more than anything in the world – he wished he had a bicycle of his own. David's friends had bicycles and when they rode to school together, David stood and waved to them wishing he could ride with them.

The time came for David to celebrate his birthday. He hoped that this year his mother and father would buy him a bicycle as a birthday present. On the morning of his birthday his mother and father called him: "Happy birthday, David! Come and see what we have for you!" David ran into the room and guess what he saw – a shiny red bike with a big blue bow on it. He was so excited. "Thank you, Mom! Thank you, Dad!" he said. "A bicycle is exactly what I wished for. Now I can ride to school with my friends."

David was very happy. He put on his helmet and got onto his shiny new bike. But oh dear, he fell right over and onto the ground. David tried again, and fell off again. He didn't know how to ride a bike.

David pushed the bike into his room and put it next to his bed. Every day he polished it so that it shone. "I wish I could ride it," he thought.

"David, come and ride with us," his friends called. But David stayed inside. He felt shy and did not want to tell anyone his secret, that he could not ride a bike.

Every evening David waited for it to be dark and then he pushed his bicycle into the garden where no one could see him. He tried and tried to ride his bike, but poor David kept falling and hurting himself.

One evening, David's friend Anne saw him in the garden. Anne was a kind friend and she wanted to help David.

"David!" she called. "Let me help you." So Anne held the bike and ran behind him. David fell once, he fell twice, and then he did not fall again.

"I can ride! I can ride!" David shouted as he went faster.

"Yippee!" shouted Anne.

"Yippee!" yelled David as he rode around the garden.
"Thank you so much for your help, Anne!"

The next day when David's friends called him, he was ready to join them on his new bicycle. David was so glad that he had kept on trying to ride even though he fell down so many times. Now he could have fun with his friends and join them when they rode to school.

And that is the end of the story.





Koša

Ke rata go namela
 paesekela ya ka
 letšatši le lengwe le le lengwe
 Ke e namela ge ke nyaka go raloka
 Ke e gata ke e gatoga toropo ye ka moka

Ke rata go namela
 paesekela ya ka
 E bonolo go feta tekanyo
 Nka e gata ke e gatoga ka lebelo
 Nka e gata ke e gatoga ka boiketlo

Ke rata go namela
 paesekela ya ka
 Ke fela ke ema ke dumediša,
 Le ge ke šaletše go ya
 Ka yona nka ya, ka ya, ka ya

Ke rata go namela
 paesekela ya ka
 Ke rata go namela
 paesekela ya ka
 Ebile o ka tla wa namela le nna!



(Šomiša tšhuni ya koša ye o ikgethelago yona go opela koša ye <https://youtu.be/FST-CqbqUY>)

Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	paesekela	bagwera	kganyoga	namela/nametše	letšatši la matswalo	mongatse wa go itšhireletša /helemete
Mantšu a tlaleletšo:	šala gabotse	pholiši	wa/wele	sephiri	phadimago	lelente
	tsela	phapoše	thuša	leswiswi	mohuta	leka





Song

I like to ride my bicycle
 I ride it every day
 I ride it when I go to school
 Or when I want to play
 I pedal all around the town
 I pedal round and round and round
 I pedal uphill and don't you know
 I can even pedal fast
 I can pedal slow

I like to ride my bicycle
 I ride it everywhere
 Anywhere you need to go
 A bike can take you there
 I pedal up, I pedal down
 I pedal round and round and round
 And I always stop to say, hello
 But if I'm late for dinner I can go, go, go
 I can go, go, go

I like to ride my bicycle
 It's easy as can be
 I like to ride my bicycle
 And you can ride with me



(Sing to a tune that can be downloaded here: <https://youtu.be/FST-CqbqUY> or use your own tune.)

Vocabulary from the story

Key-words:	bicycle/bike	friends	wish	ride/rode	birthday	helmet
Extra words:	thank you	polish	fall/fell	secret	shiny	bow
	present	room	help	dark	kind	try





Go nyakega lebe le:

- Kanegelo ya: Paesekela ya David ye mpsha
- Dipopi: David, Anna, paesekela ya David, helemete, sekgamankatsana sa letšatši la matswalo
- Ditshegetšo: helemete ya paesekela, seripana sa ripone seo se tlamilwego bjalo ka sekgamankatsana
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu



Beke ya 1 Letšatši la 1

Mešongwana ya phapoše ka moka

Bolela sereto "Ke šikinya menwana ya ka" 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: "Naa go na le yo a nago le paesekela? O kile wa leka go otlela paesekela? Naa o gopola gore go bonolo go ithuta go otlela paesekela?"
- 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, ba laetše helemete goba ripone ya mebala yeo e bofilwego bjalo ka sekgamankatsana.

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 gopola gore mmago David le tatagwe ba mo swaretše eng sa letšatši la matswalo? Naa David o tla ithuta go otlela paesekela ya gagwe?"

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? Naa o kile wa leka selo seo se lego bothata go se dira gomme wa atlega?"

Go hlagiša modumo go tšwa kanegelong

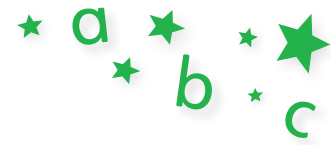
- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: "bagwera, bapala, batho, batswadi, bjale, bjalo, boeletša, bona, botša, buša. Le kgona go kwa modumo wo o nepišitšwego: bagwera, batho, bapala? Ee, le nepile! Ka moka ba file modumo wa /b/."
- 2 "Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /b/: bolo, bogobe, bookelo, borokgo, bošego, boto, bolao." (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /b/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /b/: "b-b-b". 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. Hlaloša tsela ye e latelwago ge go hlwekišwa.

Ke šikinya menwana ya ka
 Ke šikinya menwana ya ka
 Ke šikinya menwana ya ka ya maoto
 Ke šikinya magetla a ka
 Ke šikinya nko ya ka
 Bjale ge (phaphatha matsogo)
 Mešikinyo ka moka e tšwile mo go nna
 Ke homotše ka mo ke kgonago!





You will need:

- Story: *David's new bicycle*
- Puppets: David, Anne, David's bicycle, a helmet, a birthday bow
- Props: A bicycle helmet, a piece of ribbon tied into a bow
- Objects or picture cards for some of the words from the vocabulary list



Week 1 Day 1

Whole class activities

Say the rhyme *I wiggle my fingers* to bring learners to the mat for story time.

I wiggle my fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And now (clap on now)
All the wiggles are out of me
And I am as quiet as I can be!

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: "*Does anyone have a bicycle? Have you ever tried to ride a bicycle? Do you think it is easy to learn to ride a bicycle? Who knows what the short word for bicycle is (bike)?*"
- 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 a helmet or colourful ribbon tied into a bow.

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 David's mom and dad got him for his birthday? Will David learn to ride his bicycle?*"

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 tried to do something difficult and succeeded?*"

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: "*bagwera, bapala, batho, batswadi, bjale, bjalo, boeletša, bona, botša, buša. Can you hear the focus sound: bagwera, batho, bapala? Yes, you are right! They all have the sound /b/.*"
- 2 "*Listen carefully, here are some more words with /b/: bolo, bogobe, bookelo, borokgo, bošego, boto, bolao.*" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /b/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /b/: "**b-b-b**". 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

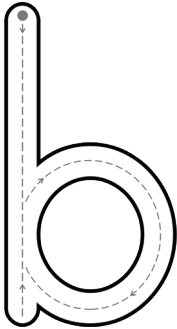
Mešongwana ya phapoše ka moka

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 /b/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /b/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka dira tše ekego ba itielala bolo fase le godimo ge ba re: "b-b-bolo".
- 3 O laetše barutwana go ngwale tlhaka **b** e ngwalwago ka gona . Ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, e ya fase, o ye 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 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

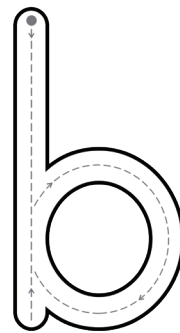
Whole class activities

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 /b/ or if they can think of any other words that start with the sound /b/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend they are sprinkling water on flowerbeds while saying: "b-b-bolo".
- 3 Show learners how to write the letter **b**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, half way up again, and then around."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 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 **b**: bolo, bodiba, boreledi, bothatha, bogobe, borokgo, bošego, boto, bolao, boya

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 laetše dilo tša go gadima le tša go se gadime. Ba botšiše ge e le gore ba ka gopola lentšu la selo seo o sa botšego motho ka sona (sephiri) goba seo o tlogago o holofetše gore se tla phethagala (tlhologelo).
- 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 **b**." 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 **b**: bolo, bodiba, boreledi, bothatha, bogobe, borokgo, bošego, boto, bolao, boya

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: Show them objects that are shiny and dull. Ask them which ones are shiny. Ask them if they can remember the word for something that you don't tell anyone else (a secret) or something that you really hope will come true (a wish).
- 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:

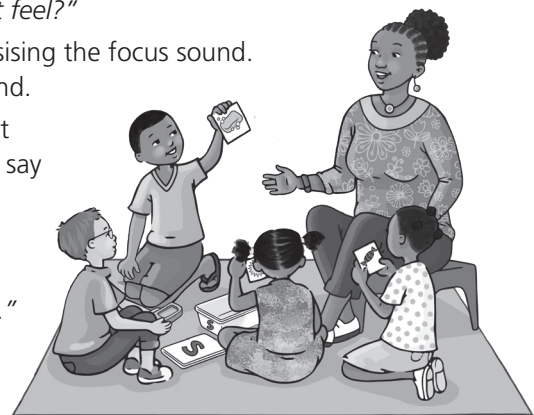


Use the lid of the letter box, with the felt or foam letter shape on it to show learners how to feel the letters. Many learners benefit by feeling and touching as it helps them to remember the shapes of letters.



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 **b**." 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 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 Efa ngwana yo mongwe le yo mongwe karata ya seswantšho goba selo go tšwa ka go lepokisana la mangwalo seo se nyalelanago le ye nngwe ya mangwalo a tebišo leo le kgorametšwego phataneng ya go momarela.
- 2 Hlalošetša barutwana gore o tlo swara phatana ya go momarela yeo e nago le lengwalo la tebišo. Barutwana bao ba nago le seswantšho goba selo seo se nago le lengwalo leo la tebišo ba swanetše go ema gomme ba dire molokoloko wa setimela ka morago ga gago. Ba swanetše go bolela leina la seswantšho goba selo gomme ba gatelele modumo wa tebišo.
- 3 Setimela se ema setešeng gomme morutiši o bea phatana le lengwalo tafoleng. Morutwana yo mongwe le yo mongwe o bea seswantšho goba selo sa gagwe kgauswi le lengwalo.
- 4 Boeletša moggwa wo ka go šomiša modumo wa tebišo.

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
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

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 Give each learner a picture card or an object from a letter box that matches one of the focus letters stuck onto a sucker stick.
- 2 Explain to learners that you are going to hold up a sucker stick with a focus letter. The learners that have a picture or an object with that focus letter must stand up and make a train behind you. They must say the name of the picture or object and emphasise the focus sound.
- 3 The train stops at the station and the teacher places the stick with the letter on a table. Each learner places their picture or object next to the letter.
- 4 Repeat this process using another 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:

- Pampiri ya folipetšhate, seswai, dikrayone, mmepe
- Mantšu a nokontši ao a sepelelanago le kanegelo: helemete, sephiri, mpho, serapana, mesong, mmogo, paesekela, letšatši la matswalo, namela

Beke ya 1 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Botšiša barutwana ge e le gore go na le yoo a ilego a šomiša mmepe ka le lengwe la matšatši. Ba bontšhe mmepe o bolele gore memepe re e šomišetša eng.
- 2 Ba hlalose tše gore o rata ge ba ka go thuša go thala mmepe wa go tšwa sekolong go ya lebenkeleng/ phakeng/ kerekeng tša kgaufsi.
- 3 Thala bokantle bja sekolo le sefero sa sekolo, o botšiše barutwana gore o swanetše go tšea lehlakore lefe ge o tloga mo sekolong. Thala tsela ya go ya lebenkeleng/ phakeng/ kerekeng tša mo kgaufsi. Botšiša barutwana ge e le gore go na le seo ba se bonago mo tseleng le gore ba thale diswantšho tša mehlare, diroboto, le dintlo tšeo di lego ka thoko ga tsela.



Momaganya le go ripaganya (dinoko)

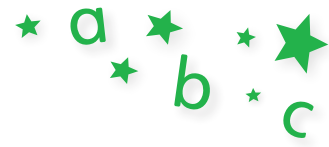
- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **se | phi | ri**.
- 2 Kgopela barutwana go lebantšha sefahlego le mogwera wa gagwe le go dira seatla godimo ge go bitšwa senoko se sengwe le se sengwe: **se** (seatla godimo) **phi** (seatla godimo) **ri** (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: "sephiri" le na le dinoko tše tharo).
- 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 "letšatši la matswalo", ba kgopele gore ba le bušeletše, efela ba se bolele "letšatši la". Go šetše eng? ("matswalo"). Bjale tšwela pele ka mantšu a mangwe gape:
 - ★ "paesekela" ntle le "paese" ke ... (kela).
 - ★ "mpho" ntle le "m" ke ... (pho).



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, marker, crayons, a map
- A list of multisyllabic words: helemete, sephiri, mpho, serapana, mesong, mmogo, paesekela, letšatši la matswalo, namela

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Ask learners if anyone has used a map before. Show them the map and talk about what we use maps for.
- 2 Explain that you would like them to help you draw a road map from the school to a shop/park/church nearby.
- 3 Draw an outline of the school and the school gate, and then ask learners which way you should turn when you leave the school. Draw a road leading to the nearby shop/park/church. Ask learners if they see anything on the way and draw trees, traffic lights, houses on the side of the road.



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 | phi | ri**.
- 2 Ask learners to face a friend and do high fives for each syllable: **se** (high five) **phi** (high five) **ri** (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: "sephiri" has three 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 "letšatši la matswalo", then ask them to say it again, but don't say "letšatši la". What is left? ("matswalo"). Now continue with more words:
 - ★ "paesekela" ntle le "paese" ke ... (kela).
 - ★ "mpho" ntle le "m" ke ... (pho).

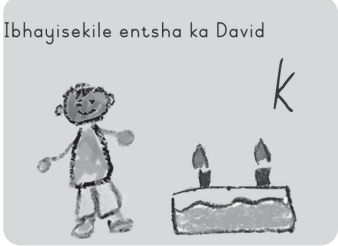
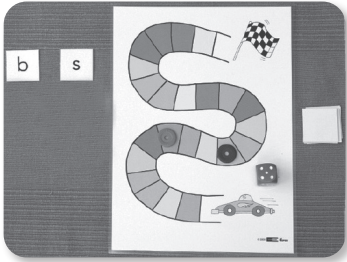


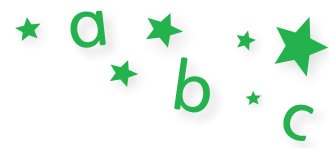
Small group activities

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

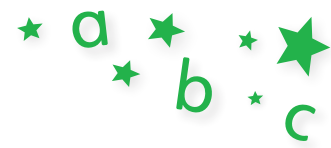
Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe Dikherayoni tša makhura tše dikgolo <p>Ibhayisikile entsha ka David</p>  <p><i>Ka nako ye ya ngwaga, barutwana ba ka ba le boitshepo bja go ngwala ka bobona. O se tshwenyeye ge barutwana ba bangwe ba ngwala lenti la ditlhaka tše di se nago dikgoba.</i></p>	<p>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago 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. 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"> Diporoto tše pedi tša papadi ya koloi ya mabelo Dihlopha tše pedi tša dikarata tša ditlhaka le diswantšho Ditaese tše pedi le dibaledi <p><i>Ge barutwana ba hwetša go le boima go bapala papadi ka bobona, e ka ba kgopolo ye botse go mema batswadi gore ba tle go thuša mo mešongwaneng ya dihlopha tše dinnyane. Bapala dipapadi mmogo le batswadi pele ga letšatši la sekolo gore ba be le boitshepo bja go šoma le barutwana.</i></p>	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Bea poroto ya papadi godimo ga mmete/tafola gomme o bee dikarata tša diswantšho ka mokgobo, di lebelele fase. Phatlalatša dikarata tša ditlhaka gore barutwana ba di bone. Hlalošetša barutwana melawana ya papadi: <ul style="list-style-type: none"> Morutwana yo mongwe le yo mongwe o na sebaka sa go foša taese le go sepediša sebaledi go ya ka palo ye e nepagetšego ya dikgoba. Ka morago ga go sepediša sebaledi, morutwana o topa karata ya seswantšho mokgobong, a bolela leina la seswantšho gomme a bolela modumo woo o nepilwego. Bjale, morutwana o bea seswantšho kgauswi le karata ya tlhaka ye e nepagetšego. Papadi e a fela ge morutwana wa mathomo a fihla folageng gomme e ba yena mofenyi. 







Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="222 652 557 900"> <p>David's new bike</p> </div> <div data-bbox="197 910 588 1151"> <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. 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. 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"> • Two Racing car game boards • Two sets of letter and picture cards • Two dice and counters <div data-bbox="197 1302 557 1700"> <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p> </div>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the game board on the mat/table and put the picture cards in a pile, facing downwards. Spread the letter cards around so the learners can see them. 2 Explain the rules of the game 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. <div data-bbox="907 1548 1251 1806"> </div>

Go nyakega lebe le:	Mešongwana
<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 sekhutlong 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 hlohletša gore yo mongwe le yo mongwe a kgethe seo a ka ipshinago ka sona ge a se bala. Etela sekhutlo go lekola le go hlohletša barutwana ka fao ba balago ka gona.
<ul style="list-style-type: none"> Kgatišo ya Letlakala la mošongwana wa Paesekela Makaroni, mahlokwana, foile, sekgomaretši le sekero. 	<p>Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo</p> <ol style="list-style-type: none"> Hlalošetša barutwana gore ba swanetše go kgomaretša makaroni goba mahlokwana le foile go kgabiša paesekela. Ge ba feditše, ba ka thala seswantšho sa David a le godimo ga paesekela le Anne a kgorometša paesekela. 
<ul style="list-style-type: none"> Ditshegetšo: ditlabela, pompo ya paesekela, paesekela ye ba tla e hlatswago le go e pholitšha, pompo ya paesekela ye e dirilwego ka lepokisi la kgale, mogala wa dipeeletšo tša ditirelo tša go lokiša koloi, mapokisi a magolo a tla dirwago dikoloi, leswao la karatšhe, mmepe wa tsela goba puku ya mmepe 	<p>Mošongwana wa 5: Thaloko ya maitirišo</p> <ol style="list-style-type: none"> Laela barutwana go ya sekhutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa. Ba hlalošetše gore ba ya go itira o ka re ba šoma karatšheng bjalo ka batšhela-makhura, balokiši ba dikoloi, baotledi, baamogedi ba go amogela dipeeletšo. Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohletša thaloko ya barutwana. 



You will need	Activities
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Opening a book and paging through it. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> A photocopy of the Bicycle activity page Pasta, sticks, tin foil, glue and scissors 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Explain to learners that they must stick pasta or sticks and tin foil to decorate the bicycle. Once they are finished, they can draw David on the bicycle and Anne pushing the bike. 
<ul style="list-style-type: none"> Props: tools, a bicycle pump, bicycle to wash and polish, petrol pump made from an old box, telephone for bookings for car service, big boxes as pretend cars, sign for the garage, a road map or map book 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Lead the group to the pretend play corner and show them the new props. Explain to them that they are going to pretend to work at a garage/petrol station and be petrol attendants, car mechanics, drivers, receptionists to take bookings. Visit the corner at least once to observe and encourage the learners' pretend play. 





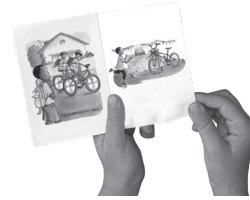
Go nyakega lebe le:

- 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.



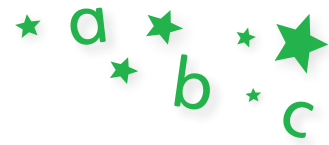
Go hlagiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: *"makhura, malao, mangwe, mantšibua, matswalo, mesong, mogopolong, mogwera, moka, mokgoši, mongatse, morago, motho, mošemyana. Le kgona go kwa modumo wo o nepišitšwego: mangwe, morago, motho? 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, merogo, magato, meno, 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.





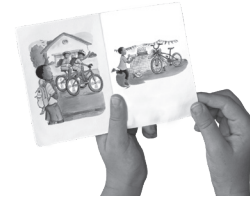
You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “*makhura, malao, mangwe, mantšibua, matswalo, mesong, mogopolong, mogwera, moka, mokgoši, mongatse, morago, motho, mošemyana*. Can you hear the focus sound: *mangwe, morago, motho*? Yes, you are right! They all have the sound /m/.”
- 2 “Listen carefully, here are some more words with /m/: *moropa, merogo, magato, meno, 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:

- Puku ye Kgolo: Baesekele e ntšhwa ga David
- Meetse ka gare ga ditšhelo le poraše ya pente tša morutwana yo mongwe le yo mongwe

Beke ya 2 Letšatši la 2

Mešongwana ya phapoše ka moka

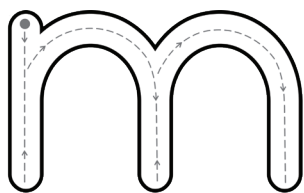
Go bala mmogo: Puku ye Kgolo

- 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

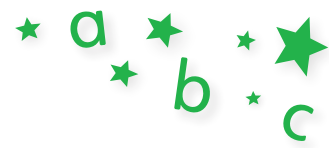
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /m/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /m/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka laetša meno a bona gomme ba emaemiša melomo ya bona mo e kego ba hlahuna se sengwe ge ba re: "molomo".
- 3 Show learners how to write the letter "m". 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, tšwela ka ntle o fe morutwana yo mongwe le yo mongwe setshelos a go ba le meetse le poraše ya pente. Barutwana ba ka penta tlhaka gantši ka gare ga meetse mo lebatong.
- 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: *David's new bike*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

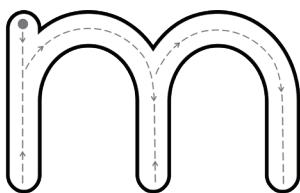
Shared reading – Big Book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /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 be crying and say: “**molomo**”.
- 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 the following: “*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 mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Go nyakega lebe le:

- Medumo mehuta ya go fapana ya dinamelwa yeo e rekhophilwego
- Diswantšho tša mehuta ya go fapana ya dinamelwa
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **m**: moropa, maswi, merogo, magato, meno, marula, medu, mokopa, mollo

Beke ya 2 Letšatši la 3

Mešongwana ya phapoše ka moka

Go ithuta go theeletša

- 1 Bea barutwana ka ntikodiko o ba kgopele gore ba tswalele mahlo a bona ba theeletše medumo ye e kwagalago ka mahlakoreng a bona ka tlhokomelo. Ba botšiše ge e le gore ba ka kwa dikoloi, tleloko ya paesekele, ya dithuthuthu, ya dikoloi.
- 2 Barutwana ba theeletše ka tlhokomelo ge o raloka go tšwa founeng ya koloi ya gago, medumo ya setimela, tonki, pere, tleloko ya paesekele, ya sefofane, ya naka ya ka sekepeng, ya saerene sa maphodisa, ya sethuthuthu, Barutwana ba bolele leina la senamelwa.
- 3 Otlolla mošongwana wo ka go bea diswantšho tša mehuta ya go fapana ya dinamelwa mo bogareng bja ntikodiko.
- 4 Morutwana o swanetše go tšea karata go tšwa mokgobong a dire modumo le mosepelo wa senamelwa. Barutwana ba bangwe ba akanye seo se lego godimo ga karata. Morutwana yo a kgonnago go akanya pele ga bona ka moka o hwetša sebaka sa go ya bogareng bja ntikodiko go yo tšea karata.
- 5 Go nolofaletša barutwana ba go ba le dihlong, ba ka dira mošongwana wo ka dihlopha tša ba babedi.

Mapokisi la ditlhaka

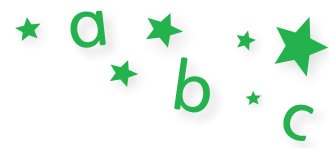
- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme 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 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:

- Recorded sounds of different kinds of transport
- Pictures of different kinds of transport
- A letter box containing objects or pictures of objects that have the focus sound **m**: moropa, maswi, merogo, magato, meno, marula, medu, mokopa, mollo

Week 2 Day 3

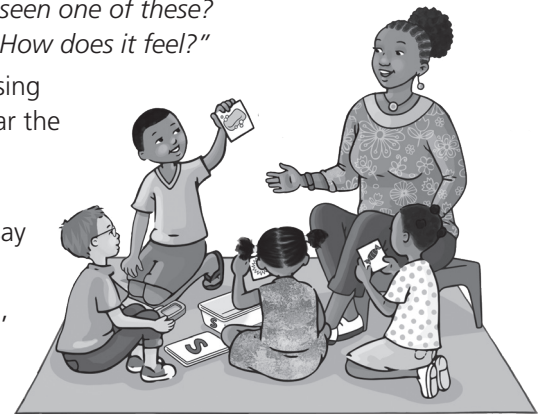
Whole class activities

Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to the sounds around them. Ask them if they can hear any cars, the bell on a bicycle, motorbikes, trucks.
- 2 Learners must listen carefully as you play sounds from your phone of a car, train, donkey, horse, bicycle bell, plane, ship horn, police siren, motorbike. Learners must say the name of the transport.
- 3 Extend this activity by placing pictures of different kinds of transport in the middle of the circle.
- 4 A learner must take a card from the pile and then make the sound and action of the transport. The other learners have to guess what is on the card. The learner who guesses first has a chance to go in the middle and take a card.
- 5 To make this easier for shy learners, they can do the activity in pairs.

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.



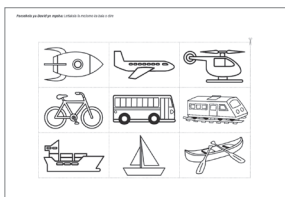
Small group activities

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



Go nyakega lebe le:

- Fothokhophi ya mošongwana wa go Bala le **go dira** letlakaleng la 1 le la 2 la morutwana ka o tee ka o tee
- Dikherayoni tša makhura tše dikgolo
- Sekero le sekgorametši
- Mangwalo a tebišo ao a kgorameditšwego diphataneng goba diphatana tša go momarela
- Dikarata tša diswantšho goba dilo go tšwa ka go mapokisana a mangwalo tšeo di nyalelanago le lengwalo la tebišo



Beke ya 2 Letšatši la 4

Mešongwana ya phapoše ka moka

Bala o dire

- 1 Efa morutwana yo mongwe le yo mongwe **Mošongwana wa go bala le go dira letlakaleng la 1** la dikholomo tše tharo le **Mošongwana wa go bala le go dira letlakaleng la 2** le diswantšho tša dinamelwa tša mehuta ya go fapana.
- 2 Kgopela barutwana gore ba lebelele mehuta ya dinamelwa ka moka ya go fapafapana gomme ba bolele ge e le gore ba sepela ka senamelwa sa naga, goba sa meetseng goba sa moyeng. Mohlala: dipese di nyaka maotwana gore di sepele nageng, dirokhete di na le dientšine tše maatla gore di sepele moyeng le gore dikepe di thalaganya meetseng.
- 3 Botša barutwana gore ba lebelele **Mošongwana wa go bala le go dira letlakaleng la 1** leo le nago le dikholomo gomme le bolela ka seo ba se bonago (dika, diswantšho le mantšu). Ba laetše moo go rego "naga", "meetse" le "moya". (Šupa diswantšho tša tsela, meetse le maru go lebana le mantšu.)
- 4 Hlalošetša barutwana gore bjale ba tlo dira mošongwana wa papadi wo o bitšwago gore ke "bala o dire". Ba swanetše go "bala" hlogo ye nngwe le ye nngwe gomme ba dire seo e se bolelago.
- 5 Balang hlogo ya mathomo mmogo. Botša barutwana gore ba khalare ba be ba sege seswantšho sa paesekela. Ba botšiše gore ba gopola gore ba ka kgorametša seswantšho sa paesekela kae (ka tlase ga hlogo ya: naga).
- 6 Botša barutwana gore ba nyake diswantšho tša dinamelwa tša naga ba di khalare, gomme ba di sege ba di kgorametše. Botšiša ge e le gore go na le morutwana yo a ka balago" hlogo yeo e latelago. Ba swanetše go e khalara, ba e sege gomme ba kgorametše mehuta ya dinamelwa tšeo ba sepelago ka tšona ka meetseng.
- 7 Barutwana ba swanetše go go tšwela pele ka tsela ye go fihlela ge seswantšho se sengwe le se sengwe se kgorameditšwe kholomong yeo e nepagetšego.

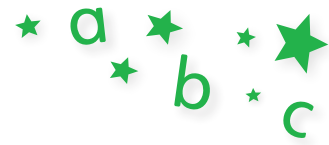
Go theeletša medumo ye e nepišitšwego

- 1 Efa ngwana yo mongwe le yo mongwe karata ya seswantšho goba selo go tšwa ka go lepokisana la mangwalo seo se nyalelanago le ye nngwe ya mangwalo a tebišo leo le kgorametšwago phataneng ya go momarela.
- 2 Hlalošetša barutwana gore o tlo swara phatana ya go momarela yeo e nago le lengwalo la tebišo. Barutwana bao ba nago le seswantšho goba selo seo se nago le lengwalo leo la tebišo ba swanetše go ema gomme ba dire molokoloko wa setimela ka morago ga gago. Ba swanetše go bolela leina la seswantšho goba selo gomme ba gatelele modumo wa tebišo.
- 3 Setimela se ema setešeng gomme morutiši o bea phatana le lengwalo tafoleng. Morutwana yo mongwe le yo mongwe o bea seswantšho goba selo sa gagwe kgauswi le lengwalo.
- 4 Boeletša mokgwa wo ka go šomiša modumo wa tebišo.

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:

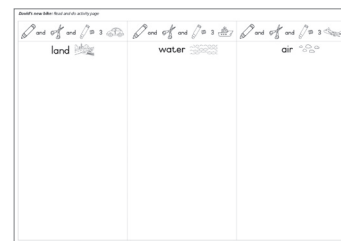
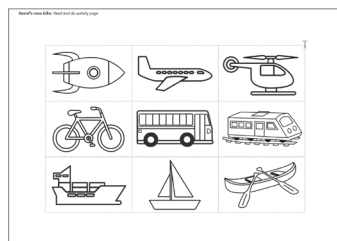
- A photocopy of the **Read and do activity pages 1 and 2** for each learner
- Jumbo wax crayons
- Scissors and glue
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

Week 2 Day 4

Whole class activities

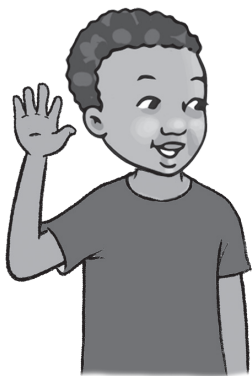
Read and do

- 1 Give each learner a **Read and do activity page 1** with three columns and a **Read and do activity page 2** with pictures of different types of transport.
- 2 Ask learners to look at all the different types of transport and talk about whether they travel on land, on water or in the air. For example: buses need wheels to travel on land, rockets have powerful engines to travel through the air and sailing boats can float so they sail on the water.
- 3 Tell learners to look at the **Read and do activity page 1** with columns and talk about what they see (symbols, pictures and words). Show them where it says "land", "water" and "air". (Point to the pictures of roads, water and clouds next to the words.)
- 4 Explain to learners that they are now going to do a fun activity called "read and do". They must "read" each heading and do what it says.
- 5 Read the first heading together. Tell learners to colour in and cut out the bicycle. Ask them where they think they should stick the bicycle (under the heading: land).
- 6 Tell learners to find other pictures of land transport to colour in, cut out and paste. Ask if any of the learners can "read" the next heading. They must colour in, cut out and paste the types of transport that travel on water.
- 7 Learners must continue in this way until every picture has been pasted in the correct column.



Listening for focus sounds

- 1 Give each learner a picture card or an object from a letter box that matches one of the focus letters stuck onto a sucker stick.
- 2 Explain to learners that you are going to hold up a sucker stick with a focus letter. The learners that have a picture or an object with that focus letter must stand up and make a train behind you. They must say the name of the picture or object and emphasise the focus sound.
- 3 The train stops at the station and the teacher places the stick with the letter on a table. Each learner places their picture or object next to the letter.
- 4 Repeat this process using another 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:

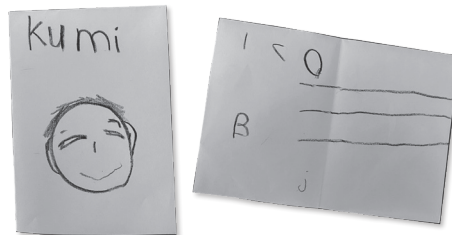
- Pampiri ya A5 goba karata ya morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo
- Mantšu a nokontši ao a sepelelanago le kanegelo: helemete, sephiri, mpho, serapana, mesong, mmogo, paesekela, letšatši la matswalo

Beke ya 2 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Laetša barutwana phasepoto goba karata/puku ya gago ya ID, gomme o ba hlalošetše gore ge o etela nageng ye nngwe, o swanetše go ba le phasepoto gore o kgone go tsenda ka nageng. Botšiša barutwana ge e le gore ba kile ba etela nageng ye nngwe, le ge e le gore ba na le phasepote.
- 2 Phutholla phasepote goba tokomane ya gago ya ID, gomme o laetše barutwana moo leina la gago le ngwadilwego gona, moo seswantšho sa gago se tšwelelago gona, letšatši la gago la matswalo le moo go laetšago gore o tšwa nageng efe.
- 3 Hlalošetša barutwana gore ba tlo itirela phasepote goba tokomane ya bona ya ID.
- 4 Efa morutwana yo mongwe le yo mongwe letlakala goba karata ya A5. Barutwana ba swanetše go mena letlakala ka bogare, ba thale seswantšho sa bona gomme ba ngwale maina a bona ka pele ga letlakala leo le mennwego.
- 5 Ba hlohleletše gore ba "ngwale" tše dingwe ka botlalo go swana le leina, mengwaga ya bona le naga yeo ba tšwago go yona. Hlaloša gore ga go nyakege gore ba ngwale mantšu go swana le ka mokgwa woo bao ba godilego ba dirago ka gona, feela seo seo se ka dira gore se lebelege bjalo ka mongwalo.



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: **na | me | la**.
- 2 Kgopela barutwana go lebantšha sefahlego le mogwera wa gagwe le go dira seatla godimo ge go bitšwa senoko se sengwe le se sengwe: **na** (seatla godimo) **me** (seatla godimo) **la** (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: "namela" le na le dinoko tše tharo).
- 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 "paesekela", ba kgopele gore ba le bušetše, efela ba se bolele "kela". Go šetše eng? ("paese"). Bjale tšwela pele ka mantšu a mangwe gape:
 - ★ "serapana" ntle le "sera" ke ... (pana).
 - ★ "sephiri" ntle le "sephi" ke ... (ri).



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:

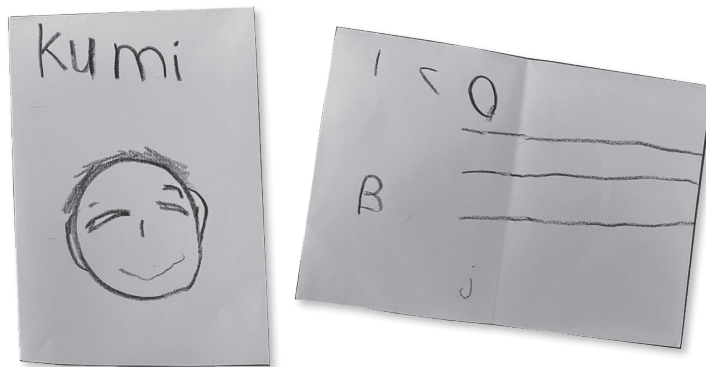
- An A5 piece of paper or card for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: helemete, sephiri, mpho, serapana, mesong, mmogo, paesekela, letšatši la matswalo

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Show learners your passport or ID card/book, and explain to them that when you travel to another country, you need to have a passport to be able to enter the country. Ask if any learners have travelled to another country, and if they have a passport.
- 2 Page through your passport or ID document, and show learners where your name is printed, where your photo appears, your date of birth and where it says which country you are from.
- 3 Explain to learners that they are going to make their own passport or ID document.
- 4 Give each learner an A5 piece of paper or card. Learners must fold the paper in half, draw a picture of themselves and write their name on the front of the folded piece of paper.
- 5 Encourage them to "write" some details like their name, age and the country they are from. Explain that they do not need to write words like grown-ups do, but can just make it look like writing.



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: **na | me | la**.
- 2 Ask learners to face a friend and do high fives for each syllable: **na** (high five) **me** (high five) **la** (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: "namela" has three 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 "paesekela", then ask them to say it again, but don't say "kela". What is left? ("paese"). Now continue with more words:
 - ★ "serapana" ntle le "sera" ke ... (pana).
 - ★ "sephiri" ntle le "sephi" ke ... (ri).



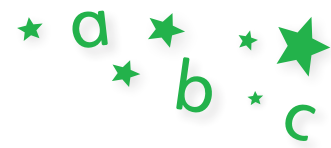
Small group activities

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

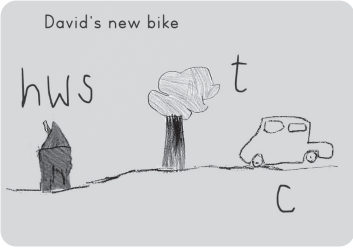

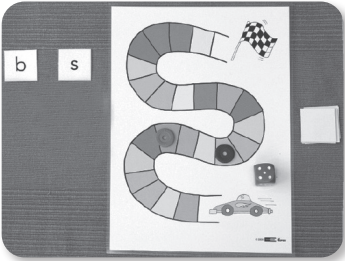



Mešongwana ya sehlopha se sennyane ya Beke ya 2

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 <div data-bbox="215 705 565 951"> <p>Ibhayisekile entsha ka David</p> </div>	<p>Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwago pele</p> <ol style="list-style-type: none"> Hlalošetša barutwana gore ba itre o ka re ba mo leetong ka paesekela ya bona. Ba swanetše go tšea sephetho sa moo ba yago go ya gona (phakeng, mabenkeleng, ntlong ya mogwera, sekolong, kerekeng). Ba swanetše go thala seswantšho sa mmila goba tsela ya go tšwa magaeng a bona go ya lefelong leo ba yago go lona le go thala diswantšho tša dilo tšeo ba di bonago mo tseleng.
<ul style="list-style-type: none"> Diporoto tše pedi tša papadi ya kolo ya mabelo Dihlopha tše pedi tša dikarata tša ditlhaka le diswantšho Ditaese tše pedi le dibaledi <div data-bbox="187 1163 574 1656"> <p><i>Ge barutwana ba hwetša go le boima go papadi ka bobona, e ka ba kgopolo ye botse go mema batswadi gore ba tle go thuša mo mešongwaneng ya dihlopha tše dinnyane. Bapala dipapadi mmogo le batswadi pele ga letšatši la sekolo gore ba be le boitšhepo bja go šoma le barutwana.</i></p> </div>	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Bea poroto ya papadi godimo ga mmete/tafola gomme o bee dikarata tša diswantšho ka mokgobo, di lebelele fase. Phatlalatša dikarata tša ditlhaka gore barutwana ba di bone. Hlalošetša barutwana melawana ya papadi: <ul style="list-style-type: none"> Morutwana yo mongwe le yo mongwe o na sebaka sa go foša taese le go sepediša sebaledi go ya ka palo ye e nepagetšego ya dikgoba. Ka morago ga go sepediša sebaledi, morutwana o topa karata ya seswantšho mokgobong, a bolela leina la seswantšho gomme a bolela modumo woo o nepilwego. Bjale, morutwana o bea seswantšho kgauswi le karata ya tlhaka ye e nepagetšego. Papadi e a fela ge morutwana wa mathomo a fihla folageng gomme e ba yena mofenyi. <div data-bbox="909 1439 1251 1700"> </div>
<ul style="list-style-type: none"> Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana <div data-bbox="309 1837 487 2073"> </div>	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> Laela sehlopha go ya sekhutlong 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 sekhutlo 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 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they must pretend that they are going on a trip on their bicycle. They must decide where they are going to ride to (the park, the shops, a friend's house, school, church). 2 They must draw the road or path from their home to the place they are going to, and draw things that they see on the way.
<ul style="list-style-type: none"> • Two Racing car game boards • Two sets of letter and picture cards • Two dice and counters  <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the game board on the mat/table and put the picture cards in a pile, facing downwards. Spread the letter cards around so the learners can see them. 2 Explain the rules of the game 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 them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.





Go nyakega lebe le:

- Kgatišo ya **letlakala la mošongwana wa Senamelwa** le therei ya steirofomo ya morutwana yo mongwe le yo mongwe, diphini tša go thala, dinukulameno, dikherayone, Phoresitiki

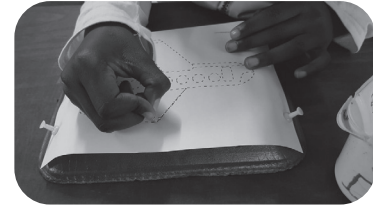
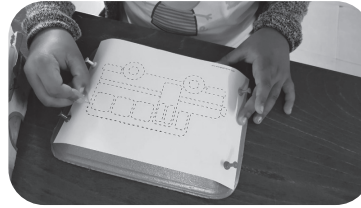


- Ditshegetšo: ditlabela, pompo ya paesekela, paesekela ye ba tla e hlatswago le go e pholitšha, pompo ya paesekela ye e dirilwego ka lepokisi la kgale, mogala wa dipeeletšo tša ditirelo tša go lokiša koloi, mapokisi a magolo a tla dirwago dikoloi, leswao la karatšhe, mmepe wa tsela goba puku ya mmepe.

Mešongwana

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

- 1 Kgomaretša stensele ka morago ga therei ya steirofomo ya morutwana yo mongwe le yo mongwe o šomiša phini ya go thala le Phoresitiki.
- 2 Ba laetše ka moo ba ka hlabago therei mo leronthong le lengwe le le lengwe la stensele.
- 3 Ge ba feditše, ba ka khalaria seswantšho sa bona.



Mošongwana wa 5: Thaloko ya maitirišo

- 1 Gopotša barutwana ka ga ditshegetšo ka sekhutlwaneng sa se ka thaloko o ba hlohletše go tšwela pele go thoma Bekeng ya 1 moo ba bego ba itira o ka re ba šoma goba ba etela karatšheng.
- 2 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohletša thaloko ya barutwana.





You will need

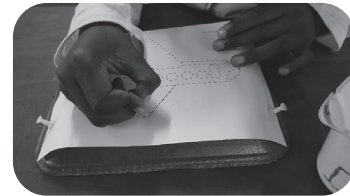
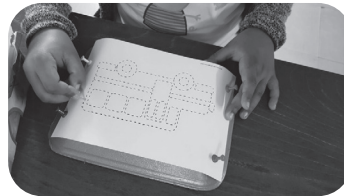
- A photocopy of the **Transport activity page** and a styrofoam tray for each learner, drawing pins, toothpicks, wax crayons, Prestik



Activities

Activity 4: Fine motor skills and handwriting

- 1 Attach the stencil onto the back of the styrofoam tray for each learner, using a drawing pin or Prestik.
- 2 Show them how to prick through the tray on each dot on the stencil.
- 3 When they have finished, they can colour in their picture.



- Props: tools, a bicycle pump, bicycle to wash and polish, petrol pump made from an old box, telephone for bookings for car service, big boxes as pretend cars, sign for the garage, a road map or map book

Activity 5: Pretend play

- 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 at or visiting a garage/petrol station.
- 2 Visit the corner at least once to observe and encourage the learners' game.



★ Spottie o ya lebenkeleng

Kanegelo

Sam le Zinzi ba dula le mmago bona le tatago bona, Morena le Mohumagadi Madiswa, le mpša ya bona Spottie. Batho ka moka ba rata Spottie. Go tloga mo ba dulago gona go theogela kua fase ke lebenkeleng la maitirelo. Ke lebenkele la Morena Ibrahim.

Ka Mokibelo wo mongwe, Mmago bona a re: "Zinzi le Sam, ke kgopela gore le ye lebenkeleng, ke nyaka borotho, mae, potoro, maswi le kgotlaomone."

Ka ge Zinzi le Sam ba rata go ya lebenkeleng, ba ile ba re: "Go lokile, Mma." Ba ile ba ngwala lenaneo la tšeo ba yago go di reka pele ba ka tšwa, mmago bona a ba fa tšhelete, ya ba ba a sepela!

Spottie e ile ya kitima ka morago ga bona. Le yona gape e rata go ya lebenkeleng! E rata go ya lebenkeleng kudu ge Morena Ibrahim a dirile diphae. Mong wa lebenkele e lego Morena Ibrahim, a re:

"Dumelang, Zinzi le Sam! O kae, Spottie?"

Bana ba ile ba re: "Dumela, Morena Ibrahim." Spottie e ile ya bintšha mosela wa yona. Bana ba ile ba bala lenaneo la bona la tšeo ba tlilego go di reka e lego tšeo di latalago: "Re ka hwetša borotho, mae a tshela, potoro, maswi le kgotlaomone?"



Morena Ibrahim o ile a lokela tšeo ka moka ka gare ga mokotlana wa polasitiki, a buša a ba lokelela ye nngwe ya diphae tša gagwe tšeo di ikgethilego ka gare ga mokotlana woo. Ba ile ba mo fa tšhelete, gomme ba re: "Re leboga kudu Morena Ibrahim, re rata diphae tša gago!" Ya ba ge ba mo šadiša gabotse ka go mo emišetša diatla.

Zinzi le Sam ba ile ba leba gae, ba be ba bolela kudu mo e lego gore ga se ba lemoga gore Spottie ga se e ba šale morago. Ge ba fihla gae, mmago bona a re: "Zinzi! Sam! Spottie o kae?" Joo! Spottie ga se e ba šale morago go ya gae. Bana ba ba be ba tshwenyegile kudu. O nagana gore Spottie e ka ba a le kae?

Go se go ye kae ba kwa motho a kokota mo lebating. Zinzi o ile a bula lebatlamo a hwetša e le Mosa. O be a swere Spottie! Ka moka ba ile ba re: "Joo! Re a leboga, Mosa! O mogwera wa nnete!" Mosa o ile a re o hweditše Spottie ka lebenkeleng a eja marathana mo lebatong.

Zinzi le Sam ba ile ba kuka Spottie ka go šielana ba e gokara ba thabile.

A ke mafelelo a kanegelo.





★ Spot goes to the shop

Story

Sam and Zinzi live with their mother and father, Mr and Mrs Madiswa, and their dog Spot. Everybody loves Spot. Just down the road from their house is a spaza shop. This is Mr Ibrahim's shop.

One Saturday, the children's mother said: "Zinzi and Sam, please go to the shop. I need some bread, eggs, butter, milk and jam." Zinzi and Sam love to go to the shop for their mother so they said: "Yes, Mommy." First, they wrote a shopping list, then their mother gave them some money, and then off they went!

Spot ran after them. He loves to go to the shop too! He especially loves to go when Mr Ibrahim has made pies. The shopkeeper, Mr Ibrahim, said: "Good day, Zinzi and Sam. And how are you, Spot?" The children said: "Good day to you, Mr Ibrahim." Spot wagged his tail. Then the children read their shopping list. They asked: "Please can we have a loaf of bread, six eggs, butter, milk and jam?"

Mr Ibrahim put everything in a packet and he also put one of his special pies in the packet for them. They gave him the money and said: "Thank you very much, Mr Ibrahim. We love your pies!" And they waved goodbye.



Zinzi and Sam walked home, but they were talking so much that they did not notice that Spot was not with them. When they got home, their mother said: "Zinzi! Sam! Where is Spot?" Oh my! Spot had not followed them home. The children were very worried. Where do you think Spot is?

Just then there was a knock on the door. Zinzi opened the door and there was Musa. He was carrying Spot! They all said: "Oh thank you, Musa. You are a real friend!" Musa told them that he had found Spot in the shop, eating the crumbs on the floor.

Zinzi and Sam picked up Spot and gave him a big hug.

And that is the end of the story.





Koša

Bana ba ile lebenkeleng, lebenkeleng,
Bana ba ile lebenkeleng go rekela Mma dijo.

Mpšanyana, o ile le bona, e ile le bona,
Mpšanyana, o ile le bona go bona seo e ka go se humana.

Ge ba fihla gae gape, gae gape, gae gape:
Ge ba fihla gae gape, Mma a re: "Mpša o kae?"

Mogwera ka botho bja gagwe, o ile a tliša mpšanyana gae,
a buša mpšanyana gae, a buša mpšanyana gae!

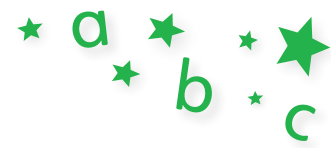


Šomiša tšhuni ya koša ye o ikgethelago yona go opela koša ye (Mary Had a Little Lamb)

Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	kgotlaomone	mae	potoro	borotho	maswi	marathana
Mantšu a tlaleletšo:	phae	rwala	lephoto	kokota	tshwenyegile	gokara
	kgethegile	lenaneo la go reka	mogwera	lebenkele la maitirelo	tšhelete	latela





Song

Sam and Zinzi went shopping, went shopping, went shopping;
Sam and Zinzi went shopping to buy their Mama's food.

Spot, the doggie, went with them, went with them, went with them;
Spot, the doggie, went with them to see what he could find.

When they got back home again, home again, home again;
When they got back home again, Mommy said: "Where is Spot?"

Musa kindly brought Spot back, brought Spot back, brought Spot back;
Musa kindly brought Spot back, they all said: "Thank you, Musa!"

(Sing to the tune of "Mary had a little lamb" or use your own tune.)



Vocabulary from the story

Key-words:	jam	eggs	butter	bread	milk	crumbs
Extra words:	pie	carry	wave	knock	worried	hug
	special	shopping list	friend	spaza shop	money	follow





Go nyakega lebe le:

- Kanegelo ya: Spottie o ya lebenkeleng
- Dipopi: Zinzi, Sam, Mdi Madiswa, Spottie mpša, Mna Ibrahim le Mosa
- Ditshegetšo: tafola, llofo ya borotho/ pakhethe ya borotho yeo e se nago selo, lekasana la mae, ditšhelo tša potoro, lebotlelo la maswi, tshitswana ya jamo, lenaneo leo le ngwadilwego ka seatla la direkwa (leo le ngwadilwego pele ga thuto)
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu

Beke ya 1 Letšatši la 1

Mešongwana ya phapoše ka moka

Bolela sereto "Ke šikinya menwana ya ka" e le ge o tliša barutwana go dula legogweng ka nakong ya kanegelo.

Ke šikinya menwana ya ka
 Ke šikinya menwana ya ka
 Ke šikinya menwana ya ka ya maoto
 Ke šikinya magetla a ka
 Ke šikinya nko ya ka
 Bjale ge (phaphatha matsogo)
 Mešikinyo ka moka e tšwile mo go nna
 Ke homotše ka mo ke kgonago!

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 nago le mpša ka gae? Leina la mpša ya gago ke eng? Naa mpša ya gagpo e kile ya timela peleng?"
- 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, ba laetše ka moo dilai tša borotho di ka rathaganywago ka gona ya ba marathana.

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 gopola gore Mdi Madiswa o tlo reng ge bana ba fihla gae ba se na le Spottie? Ke ka lebaka la eng Spottie e se ya lemoga ge bana ba sepetše? Ge Mosa a se a tliša Spottie ka gae, Zinzi le Sam ba ka be ba dirile eng?"

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? Naa o kile wa leka selo seo go lego bothata go se dira gomme wa atlega?"



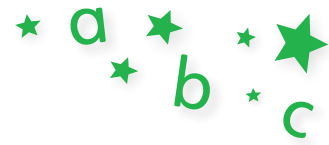
Go hlagiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: "šadiša, šale, šielana. Le kgona go kwa modumo wo o nepišitšwego: šadiša, šale, šielana? 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, lešoba, lešole, mošifa, seširo, bošego, sešupanako, sebešo." (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.





You will need:

- Story: *Spot goes to the shop*
- Puppets: Zinzi, Sam, Mrs Madiswa, Spot the dog, Mr Ibrahim and Musa
- Props: a table, a loaf of bread/empty bread packet, an egg box, butter containers, a milk bottle, a jam tin, a hand-written shopping list (written out before the lesson)
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *I wiggle my fingers* to bring learners to the mat for story time.

I wiggle my fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And now (clap on now)
All the wiggles are out of me
And I am as quiet as I can be!

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: "*Who has got a dog at home? What is your dog's name? Has your dog ever got lost before?*"
- 1.3 Say: "*Before we begin, I want to tell you the meaning of some new words which we will find in the story.*" Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example: Show them how a slice of bread can be broken into crumbs.

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 Mrs Madiswa is going to say when the children get home without Spot? Why didn't Spot notice when the children left? If Musa hadn't brought Spot home, what would Zinzi and Sam have done?*"

3 After you tell the story

- 3.1 Ask learners: "*What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story? Have you ever tried to do something difficult and succeeded?*"



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: "*šadiša, šale, šielana.* Can you hear the focus sound: *šadiša, šale, šielana?* Yes, you are right! They all have the sound /š/."
- 2 "*Listen carefully, here are some more words with /š/: šaka, lešoba, lešole, mošifa, seširo, bošego, sešupanako, sebešo.*" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /š/ clearly and tell learners to watch your mouth carefully.
- 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 tša go tšwa kanegelong
- Mmino le ditshegetšo/ diswantšho tša koša



Beke ya 1 Letšatši la 2

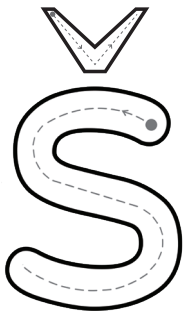
Mešongwana ya phapoše ka moka

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 /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 O laetše barutwana go ngwale tlhaka "š". 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, tšwela ka ntle o fe morutwana yo mongwe le yo mongwe setšhelos a go ba le meetse le poraše ya pente. Barutwana ba ka penta tlhaka gantši ka gare ga meetse mo lebatong.
- 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 mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 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 gore ba bapale papadi ka mantšu a: go "kgokana" le go "latelana".
- 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 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, šilafetše, šupa, šoti, šweu



Week 1 Day 3

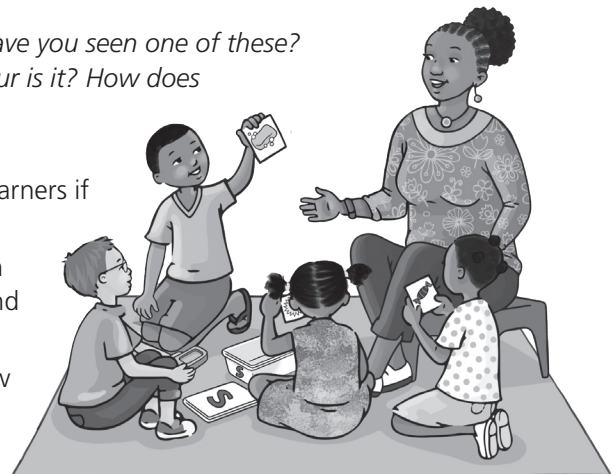
Whole class activities

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: "hug" and "follow".
- 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 **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 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 Hlalosetša barutwana gore o ya go laodiša mešomo ya go fapana ye e dirwago ke batho, le gore ba swanetše go akanya leina la mošomo wo o dirwago ke motho yoo. O tla ba botšiša modumo wo o nepišitšwego go ba thuša. "Mor. Ibrahim o rekiša dilo. Leina la mošomo wa gagwe le thoma ka modumo wa /r/ ... (ralebenkele). Ke šoma sekolong le go thuša ge o ithuta. Leina la mošomo wa ka le thoma ka /m/ ... (morutiši)."
- 2 Ye ke ye mengwe ya mehlala: "Yo mongwe yo:
 - ★ a šomago bookelong le gore mošomo wa bona o thoma ka /m/ ke" (mooki)
 - ★ a šomago bookelong le gore mošomo wa bona o thoma ka /ng/ ke..." (ngaka)
 - ★ a timago mello le gore mošomo wa bona o thoma ka /s/ ke ..." (setimamollo)
 - ★ a lokišago mo meetse a dutlago le gore mošomo wa bona o thoma ka /r/ ke ..." (radipompi)
 - ★ a šomago ka lefelong la bojelo le gore mošomo wa bona o thoma ka /w/ ke..." (waitara)
 - ★ a hlokomelago meno a rena le gore mošomo wa bona o thoma ka /r/ ke..." (rameno)
 - ★ a bjalago merogo ye mentši le go e rekiša le gore mošomo wa bona o thoma ka /m/ ke..." (molemi)
 - ★ a agago dintlo le gore mošomo wa bona o thoma ka /m/ ke..." (moagi)

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 Explain to learners that you are going to describe different jobs people do, and they must try and guess the name of the job the person does. You will tell them the focus sound to help them. "Mr Ibrahim sells things. The name of his job starts with the sound /r/ ... (ralebenkele). I work at a school and help you with your learning. The name of my job starts with the sound /m/ ... (morutiši)."
- 2 Here are some more examples: "Yo mongwe yo:
 - ★ a šomago bookelong le gore mošomo wa bona o thoma ka /m/ ke" (mooki)
 - ★ a šomago bookelong le gore mošomo wa bona o thoma ka /ng/ ke..." (ngaka)
 - ★ a timago mello le gore mošomo wa bona o thoma ka /s/ ke ..." (setimamollo)
 - ★ a lokišago mo meetse a dutlago le gore mošomo wa bona o thoma ka /r/ ke ..." (radipompi)
 - ★ a šomago ka lefelong la bojelo le gore mošomo wa bona o thoma ka /w/ ke..." (waitara)
 - ★ a hlokomelago meno a rena le gore mošomo wa bona o thoma ka /r/ ke..." (rameno)
 - ★ a bjaloago merogo ye mentši le go e rekiša le gore mošomo wa bona o thoma ka /m/ ke..." (molemi)
 - ★ a agago dintlo le gore mošomo wa bona o thoma ka /m/ ke..." (moagi)



Small group activities

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



Go nyakega lebe le:

- Pampiri ya lephethepheulwa, pene, letlakala la A4 la go se ngwalwe selo le dikherayoni
- Popi ya go dirwa ka sokisi ya go swana le Spoti
- Mokotla wo monnyane wa go ba le diswantšho goba didirwa tša mantšu a nokontši a go sepelelana le kanegelo: poto, seswantšho sa lebenkele la sephaza, tšhelete, sephuthana, Mma Madiswa, Mor. Ibrahim (ralebenkele)

Beke ya 1 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Ngwala thaetlele, "Lenaneo la ka la go reka", godimo mo letlakaleng la morutwana yo mongwe le yo mongwe pele thuto e ka thoma. Balang thaetlele mmogo le šupa lentšu le lengwe le le lengwe.
- 2 Bolelang ka tšeo re di rekago mabenkeleng a go fapana o fe barutwana sebaka sa go fana ka maitemogelo a bona a ge ba ile go reka.
- 3 Botša barutwana gore o ya mabenkeleng go reka le gore o rata gore ba go thuše go thala lenaneo la go reka. Ba kgopele gore ba fe dikakanyo tša tšeo di swanetšego go rekwa.
- 4 Ngwala lenaneo o be o thale seswantšho se bonolo kgaufsi le lentšu le lengwe le lengwe. Balang lenaneo leo mmogo.
- 5 Hlalošetša barutwana gore ba ya go thala lenaneo la bona la go ya go reka. (Tloša lenaneo la gago gore barutwana ba se le ekiše.)
- 6 Barutwana ba thala diswantšho tša tšeo ba ratago go di reka, le gore "ba tšwela pele" ka go "ngwala" mantšu ba itiriša o ka re ba a ngwala goba mopeleto wo ba itlhametšego.
- 7 Barutwana ba ka "balelana" mananeo a bona a go reka.



Momaganya le go ripaganya (dinoko)

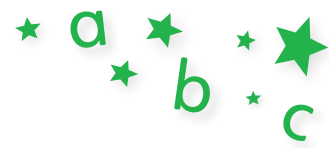
- 1 Hlalošetša barutwana gore Spottie (popi ya sokisi) e ya go lebelela ka gare ga mokotla wa go ba le didirwa goba diswantšho le go bolela lentšu ka tsela ya go le ripaganya (mohlala: **tšhe | le | te**). O swanetše go leka go akanya seo Spottie e se bolelago.
- 2 Ge o šestše o dirile se ka mantšu a mmalwa, botšiša ge e le gore ge yo mongwe wa barutwana a ka rata go apara popi ya sokisi a lebelela ka gare ga mokotla. Ba ka itiriša go ba Spottie ba bolela lentšu ka tsela ya go le ripaganya. Barutwana ba bangwe ba akanye seo ba se bolelago.



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, marker, an A4 blank page for each learner and crayons
- A sock puppet made to look like Spot
- A small bag with pictures or objects for any of the multisyllabic words relating to the story: poto, seswantšho sa lebenkele la sephaza, tšhelete, sephuthana, Mma Madiswa, Mor. Ibrahim (ralebenkele)

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Write the title, "My shopping list", at the top of each learner's page before the lesson. Read the title together pointing to each word.
- 2 Talk about what we buy at different kinds of shops and let learners share their shopping experiences.
- 3 Tell learners you are going shopping and need them to help you make a shopping list. Ask them to give suggestions of what to buy.
- 4 Write down the list and draw a simple picture next to each word. Read the list together.
- 5 Explain to learners that they are going to make their own shopping list. (Remove your list so learners don't copy.)
- 6 Learners draw items they want to buy, and "have a go" at "writing" the words using pretend writing or invented spelling.
- 7 Learners can "read" their shopping lists to each other.



Blending and segmenting (syllables)

- 1 Explain to learners that Spot (the sock puppet) is going to look in the bag with multisyllabic objects or pictures and say a word in a broken-up way (for example: **tšhe | le | te**). You must then try and guess what Spot is saying.
- 2 Once you have done this with a few words, ask if any of the learners would like to wear the sock puppet and look in the bag. They can pretend to be Spot and say the word in a broken-up way. The other learners must guess what they are saying.




Small group activities

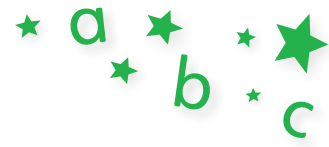
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





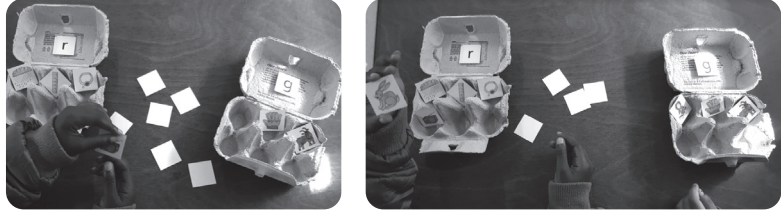



Mešongwana ya sehlopha se sennyane ya Beke ya 1

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="227 717 557 946"> <p>Spottie e ya lebenkeleng</p>  <p>Spot, mpša o rata diphaye</p> </div> <div data-bbox="210 958 565 1254"> <p><i>Ka nako ye ya ngwaga, barutwana ba ka ba le boitshepo bja go ngwala ka bobona. O se tshwenyeye ge barutwana ba bangwe ba ngwala lenti la ditlhaka tšeo di se nago dikgoba.</i></p> </div>	<p>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago pele/ okusakhulayo</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 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. 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"> 6 x mapokisi a mae le tlhaka ye e kgomaretšego sekhurumelong sa lepokisi la mae Dikarata tša diswantšho tša ditlhaka tša ditlhaka tše tshela 	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Dikarata tša diswantšho tša ditlhaka di swanetše go hlakahlakanywa gomme di bewe godimo ga tafola di lebelele fase. Efa morutwana yo mongwe le yo mongwe lepokisi la mae. Barutwana ba swanetše go šielana go topa karata, ba bolele leina la seswantšho gomme ba bee karata lepokising la mae la mae leo le nepagetšego. Morutwana yo lepokisi la gagwe le tlalago pele ke yena mofenyi. <div data-bbox="696 1555 1468 1765"> </div>
<ul style="list-style-type: none"> Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana <div data-bbox="291 1897 491 2169"> </div>	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> Laela sehlopha go ya sekhutlong 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 sekhutlo 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 <div data-bbox="222 652 557 886"> <p>Spot goes to the shop</p>  <p>Spot the dog likes pies.</p> </div> <div data-bbox="204 900 565 1170">  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. 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. 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"> • 6 x egg boxes with a letter stuck on the lid of the egg box • Letter picture cards for six letters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 The letter picture cards must be mixed up and placed on the table face down. 2 Give each learner an egg box. 3 Learners must take turns to pick up a card, say the name of the picture and then place the card in the correct egg box. 4 The learner whose egg box is filled first is the winner. <div data-bbox="690 1439 1466 1649">  </div>
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets <div data-bbox="269 1784 512 2073">  </div>	<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 them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.





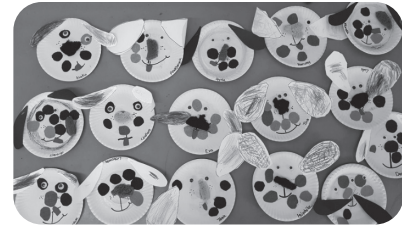
Go nyakega lebe le:

- Poleiti ya pampiri ya morutwana yo mongwe le yo mongwe yeo e nago le nko le molomo tša mpša tšeo di thadilwego mo gare.
- Sekgomaretši, sekero
- Dipampišana tše dintsho, tše ditsothwa le tše dihubedu

Mešongwana

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

- 1 Efa morutwana yo mongwe le yo mongwe poleiti ya pampiri gomme o ba hlalošetše gore ba swanetše go ripa dinkgokolo tše dinnyane tša marontho a boya bja Spottie. Ba swanetše ba thale le go ripa gape diswantšho tša ditsebe, mahlo le leleme.
- 2 Ge ba ripile diripana tše ka moka, ba swanetše go lebelela sefahlego sa Spottie gabotse gomme ba kgomaretše mahlo, ditsebe, leleme le marontho.

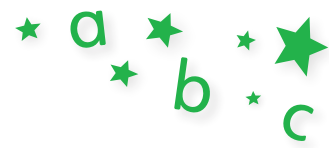


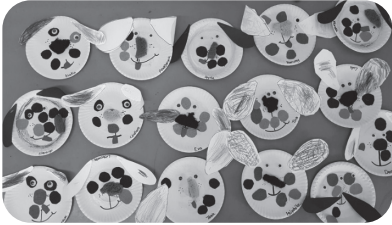

- Ditshegetšo: tafola, kgoboketšo ya dibjana tša krosari tšeo di se nago selo, tšhelete ya maitirelo, mapokisi, mekotlana ya go reka, pampiri le diphentshele, khomphuthara ya kgale goba khiibote, mogala

Mošongwana wa 5: Thaloko ya maitirišo

- 1 Hlahla sehlopha go ya sekhutlwaneng sa takatso (fanthasi) gomme o laetše barutwana didirišwa tše diswa tša takatso (fanthasi) bekeng ye. Bolela ka moo Sam le Zinzi ba ilego lebenkeleng. Šupa dibjana tša krosari, mapokisi, mekotlana ya go reka le tšhelete ya go bapadiša. E re: "Lehono le ya go bapala 'go ya go reka'."
- 2 Bjale ba thome ka go re: "Ke mang a yago lebenkeleng? Gopola, o tla swanelwa ke go ngwala lenaneo la go reka. Ke mang a yago go ba morekiši? Go bonagala o ka re le ya go šoma kudu lehono – ke holofela go re le itokišeleditše bareki!"
- 3 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohletša thaloko ya barutwana. Mohlala: Ge eba go na le barutwana bao ba emego mothalading go bona morekiši, o ka ya go sehlopha gomme wa re: "Dumelang, ke nna mothuši wa morekiši. Nka le thuša bjang lehono?"





You will need	Activities
<ul style="list-style-type: none">• Paper plate for each learner with a dog's nose and mouth drawn in the middle• Glue, scissors• Scraps of black, brown and red paper	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Give each learner a paper plate and explain to them that they must cut out small circles for the spots on Spot's fur. They must also draw and cut out ears, eyes and a tongue.2 Once they have cut out all these pieces, they must look carefully at Spot's face and stick the eyes, ears, tongue and spots. 
<ul style="list-style-type: none">• Props: a table, a collection of empty grocery containers, pretend money, boxes, shopping bags, paper and pencils, old computer or keyboard, telephone	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the fantasy corner and show learners the new props in the fantasy corner this week. Talk about how Sam and Zinzi went to the shop. Point out the grocery containers, boxes, shopping bags and play money. Say: "Today you are going to play 'going shopping'."2 Now start them off by saying: "Who is going to the shop? Remember, you will need to write a shopping list. Who is going to be the shopkeeper? Looks like you are going to be busy today – I hope you are ready for customers!"3 Visit the corner at least once to observe and encourage the learners' game. For example: If there are too many learners waiting in a queue to see the shopkeeper, you could go up to a group and say: "Hello, I am the shopkeeper's assistant. How can I help you today?" 





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: *"nagana, lenaneo, bana. Le kgona go kwa modumo wo o nepišitšwego: nagana, lenaneo, bana? Ee, le nepile! Ka moka ba file modumo wa /n/."*
- 2 *"Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka/n/: namune, naledi, nama, noka, noko, nose."* (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /n/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /n/: **"n-n-n"**. 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.
- 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: “nagana, lenaneo, bana. Can you hear the focus sound: nagana, lenaneo, bana? Yes, you are right! They all have the sound /n/.”
- 2 “Listen carefully, here are some more words with /n/: namune, naledi, nama, noka, noko, nose.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /n/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /n/: “n-n-n”. 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: Spottie o ya lebenkeleng
- Meetse ka gare ga ditshelo le poraše ya pente tša morutwana yo mongwe le yo mongwe

Beke ya 2 Letšatši la 2

Mešongwana ya phapoše ka moka

Go bala mmogo: Puku ye Kgolo

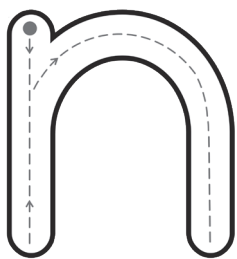


- 1 Hlohleletša barutwana go lebelela seswantšho sa bokantle bja puku le go bolela ka seo ba se bonago le seo ba se lemogago.
- 2 Balela barutwana ka phapošeng hlogo ya kanegelo. O šupe lentšu le lengwe le le lengwe ge o tšwela pele ka go bala. E bale gape o kgopele barutwana go bala le wena.
- 3 Phetla 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 /n/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /n/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka dira tše ekego ba letša **naka** goba **nakana**.
- 3 Botšiša barutwana ge ba gopola ka moo /n/ 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 fase, godimo, ka 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. 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:

- Big Book: *Spot goes to the shop*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

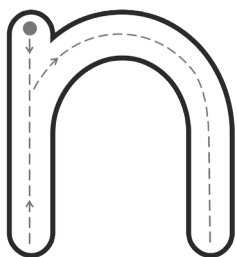
Shared reading – Big Book

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



Forming the letter

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



Small group activities

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





Go nyakega lebe le:

- Dilo di se kae tša dijo goba diswantšho go tšwa go pukwana ya mabenkeleng
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **n**: namune, nalete, naka, nakana, naledi, nama, nare, neo, noga, noka, noko, nose

Beke ya 2 Letšatši la 3

Mešongwana ya phapoše ka moka

Go ithuta go theeletša

- 1 Beakanya barutwana ka ntikodiko o dire gore yo mongwe le yo mongwe a dule fase a homole ka go iketla.
- 2 Bjale ge topa dihlogwana tše nne tša go elana le dijo goba diswantšho tša dijo o fe ye nngwe le ye nngwe leina. Ka morago ga ge o bontšhitše barutwana dihlogwana, di bee ka morago ga gago o ba botšiše ge go ena le yo a ka gopolago se o ba bontšhitšego. Theeletša dikarabo tša bona, o boeletše mošongwana ka dihlogwana tše hlano.
- 3 Thoma kanegelo: *"Bana ba ile lebenkeleng go yo reka seredi."*
- 4 Morutwana yo a latelago mo ntikodikong o swanetše go tlaletša hlogwana ye nngwe ka ga dijo: *"Bana ba ile lebenkeleng go yo reka seredi le swikiri."*
- 5 Morutwana yo a latelago mo ntikodikong o tlaletša ka ye nngwe: *"Bana ba ile lebenkeleng go yo reka seredi le swikiri le sesepe..."* O ba fe go fihla ka tše hlano mo lenaneong; thoma gape ka morago ga barutwana ba bahlano.

Mapokisi la dithlaka

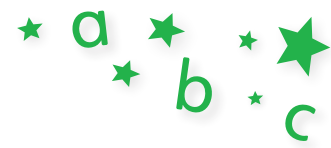
- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme 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 n."* 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 few items of food or pictures of food from a shopping brochure
- A letter box containing objects or pictures of objects that have the focus sound **n**: namune, nalete, naka, nakana, naledi, nama, nare, neo, noga, noka, noko, nose

Week 2 Day 3

Whole class activities

Learning to listen

- 1 Seat learners in a circle and settle everyone down so that the class is quiet and calm.
- 2 Now pick up four items of food or pictures of food and name each one. After showing learners the items, put them behind your back and ask if anyone can remember what you showed them. Listen to their responses, then repeat the activity with five items.
- 3 Start a story: *"The children went to the shop to buy butter."*
- 4 The next learner in the circle must add another item of food: *"The children went to the shop to buy butter and sugar."*
- 5 The next learner in the circle adds another: *"The children went to the shop to buy butter and sugar and soap ..."* Keep it to a maximum of five items in the list; start again after five 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 n."* 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:

- Fotokhophi ya **Letlakala la mošongwana wa theroli** ya go reka ya morutwana yo mongwe le yo mongwe, dipukwana tša mabenkele, dikero, sekgorametši

Stella o re:



Kgopelela morutwana yo mongwe le yo mongwe pukwana ya lebenkele la kgauswi le gageno la go rekiša krosari. Gantši mabenkele a na le mohola ge go tliwa go morero wa thuto o kwešišwa. Go bohlokwahllokwa gore morutwana yo mongwe le yo mongwe ka phaphošing a be le khophi ya gagwe ya pukwana yona yeo

Stella o re:



Ge o šetše o hlathollotše mehuta ya mešomo gomme o boditše barutwana ka modumo wa tebišo, barutwana ba ka re (ge e le gore ba na le mafolofolo), ba fa tlhathollo ya mošomo ka go šielana gomme ba fa modumo wa tebišo. Barutwana ba bangwe ba ka leka gomme ba akanya leina la mošomo.

Beke ya 2 Letšatši la 4

Mešongwana ya phapoše ka moka

Bala o dire

- 1 Botša barutwana gore ba lebelele pukwana ya dithekišo.
- 2 Hlohleletša barutwana go "bala" dilebolo gomme ba ngwale maina a tšeo ba di bonago ka pukwaneng.
- 3 Kgopela barutwana gore ba lebelele seo se itšego ka go pukwana. Mohlala: "Naa o ka hwetša sejo seo se fago phepo ye botse? Ke dijo dife tšeo o nyakago go di bea ka setšidifatšing? Naa o ka hwetša diswantšho tša merogo?"
- 4 Botša barutwana gore ba swanetše go lebela ka pukwaneng gomme ba kgethe dilo tšeo ba ka ratago go di "reka".
- 5 Hlaloša gore ba swanetše go ripa dilo tšeo gomme ba di kgorametše ka theroling ya bona.
- 6 Ge sehlopha se feditše, a ba dule fase ka bobedi gomme ba boledišane ka tšeo di lego gona ka ditheroling tša bona.



Go theeletša medumo ye e nepišitšwego

- 1 Hlalosetša barutwana gore o ya go laodiša mešomo ya go fapana ye e dirwago ke batho, le gore ba swanetše go akanya leina la mošomo wo o dirwago ke motho yoo. O tla ba botša modumo wo o nepišitšwego go ba thuša. "Mor. Ibrahim o rekiša dilo. Leina la mošomo wa gagwe le thoma ka modumo wa /r/(ralebenkele). Ke šoma sekolong le go thuša ge o ithuta. Leina la mošomo wa ka le thoma ka /m/ ... (morutiši)."
- 2 Ye ke ye mengwe ya mehlala: "Yo mongwe yo:
 - ★ a šomago bookelong le gore mošomo wa bona o thoma ka /m/ ke" (mooki)
 - ★ a šomago bookelong le gore mošomo wa bona o thoma ka /ng/ ke..." (ngaka)
 - ★ a timago mello le gore mošomo wa bona o thoma ka /s/ ke ..." (setimamollo)
 - ★ a lokišago mo meetse a dutlago le gore mošomo wa bona o thoma ka /r/ ke ..." (radipompi)
 - ★ a šomago ka lefelong la bojelo le gore mošomo wa bona o thoma ka /w/ ke..." (waitara)
 - ★ a hlokomelago meno a rena le gore mošomo wa bona o thoma ka /r/ ke..." (rameno)
 - ★ a bjalago merogo ye mentši le go e rekiša le gore mošomo wa bona o thoma ka /m/ ke..." (molemi)
 - ★ a agago dintlo le gore mošomo wa bona o thoma ka /m/ ke..." (moagi)



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 **Shopping trolley activity page** for each learner, shopping brochures, scissors, glue

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to look through the shopping brochure.
- 2 Encourage learners to “read” the labels and name the items they see in the brochure.
- 3 Ask learners to look for something specific in the brochure. For example: “Can you find any healthy food? Which food do you need to keep in the fridge? Can you find any pictures of vegetables?”
- 4 Tell learners that they must look through the brochure and choose things they would like to “buy”.
- 5 Explain that they must cut out the items and glue them into their trolley.
- 6 When the group is finished, let them sit in pairs and talk about what is in their trolleys.



Stella says:



Ask your local grocery shop for a shopping brochure for each learner. Shops are often helpful when they understand the educational purpose. It is best if each learner in the class has their own copy of the same brochure.

Stella says:



Once you have described different jobs and told learners the focus sound, learners can (if they feel confident), take turns to describe a job and give the focus sound. Other learners can try and guess the name of the job.

Listening for focus sounds

- 1 Explain to learners that you are going to describe different jobs people do, and guess the name of the job the person does. You will tell them the focus sound to help them. “Mr Ibrahim sells things. The name of his job starts with the sound /r/ ... (ralebenkele). I work at a school and help you with your learning. The name of my job starts with the sound /m/ ... (morutiši).”
- 2 Here are some more examples: “Yo mongwe yo:
 - ★ a šomago bookelong le gore mošomo wa bona o thoma ka /m/ ke” (mooki)
 - ★ a šomago bookelong le gore mošomo wa bona o thoma ka /ng/ ke...” (ngaka)
 - ★ a timago mello le gore mošomo wa bona o thoma ka /s/ ke ...” (setimamollo)
 - ★ a lokišago mo meetse a dutlago le gore mošomo wa bona o thoma ka /r/ ke ...” (radipompi)
 - ★ a šomago ka lefelong la bojelo le gore mošomo wa bona o thoma ka /w/ ke...” (waitara)
 - ★ a hlokomelago meno a rena le gore mošomo wa bona o thoma ka /r/ ke...” (rameno)
 - ★ a bjalago merogo ye mentši le go e rekiša le gore mošomo wa bona o thoma ka /m/ ke...” (molemi)
 - ★ a agago dintlo le gore mošomo wa bona o thoma ka /m/ ke...” (moagi)



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 le legolo la go ngwalwa hlogo ya "Leeto le leswa la Spottie", seswai se seso se se koto
- Mantšu a nokontši ao a sepelelanago le kanegelo: poto, sephasa, tšhelete, phakhethe, bana, šgabotse, dithekišong, Ma Madiswa, Mna Ibrahim, ralebenkele, se sengwe le se sengwe, Mokibelo
- Phaphete ya lesokisi yeo e dirilwego gore e lebelelege bjalo ka Spottie

Beke ya 2 Letšatši la 5

Mešongwana ya phapoše ka moka

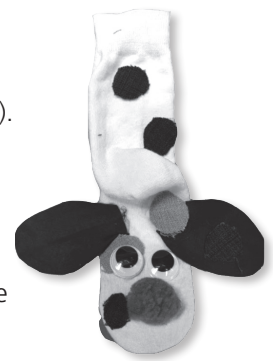
Dira, thala o be o ngwale

- 1 Botša barutwana o re: "Naa le gopola gore Spottie e bolokegile ka gae ka morago ga ge e tlišitšwe ka gae? Aowa! Spottie e rata go sepela mebileng, naa go bjalo? Gabotsebotse, Spottie e tšere leeto le lengwe lona letšatši leo le latelago! Naa le gopola gore Spottie e ile kae? Naa go diregile eng ka yona?"
- 2 Hlalošetša barutwana gore o tlo ngwala kanegelo ye nngwe ka leeto le leswa la Spottie. Ba botše o re: "Tla re ngwaleng kanegelo ya rena. Tla re naganeng mmogo. Naa kanegelo ye e thoma mosegare goba bošego? Naa Spottie e kae? Naa e na le mang?" Mola barutwana ba abelane dikgopolo ka ga mathomo a kanegelo, boledišanang le be le kwane ka seo ba nyakago go bolela ka sona. O ka thoma ka mantšu a gore: "Mohlang woo" goba "Ka letšatši le lengwe".
- 3 Botša barutwana gore ba re: "Bjale ge re ngwadile mathomo a kanegelo ya rena, ke mang a nago le dikgopolo tša gore go ka direga eng ka morago ga moo?" Theetša dikgopolo di se kae, gomme o rerišane le barutwana ka ditiragalo ka go kanegelo. Ngwala mantšu a barutwana, gomme o boele morago o bale kanegelo go tloga mathomong.
- 4 Ke moka o re: "Bjale re nyaka go nagana gore kanegelo e fedile bjang. Ke eng seo se latelago seo se hlagetšego Spottie? Ke mang a nago le dikgopolo tša gore a ka ngwala eng ka mafetšo a kanegelo?" Ngwala mantšu a barutwana, gomme o fetše ka mantšu a gore "Mafetšo". Bala kanegelo go tloga mathomong, o šupa lentšu le lengwe le le lengwe ge o bala.
- 5 Ge nako e le gona, o ka kgopela ba bangwe ba barutwana gore ba ngwale diswantšho tša kanegelo. Kgorametša kanegelo lebotong.



Momaganya le go ripaganya (dinoko)

- 1 Hlaloletša barutwana gore Spottie (popi ya sokisi) e ya go lebelela ka gare ga mokotla wa go ba le didirwa goba diswantšho le go bolela lentšu ka tsela ya go le ripaganya (mohlala: **le | be | nke | le**). O swanetše go leka go akanya seo Spottie e se bolelago.
- 2 Ge o šestše o dirile se ka mantšu a mmalwa, botšiša ge e le gore ge yo mongwe wa barutwana a ka rata go apara popi ya sokisi a lebelela ka gare ga mokotla. Ba ka itiriša go ba Spottie ba bolela lentšu ka tsela ya go le ripaganya. Barutwana ba bangwe ba akanye seo ba se bolelago.



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 the heading "Spot's new adventure", a thick black marker
- A list of multisyllabic words relating to the story: potoro, sephasa, tšhelete, phakhethe, bana, šgabotse, dithekišong, Ma Madiswa, Mna Ibrahim, ralebenkele, se sengwe le se sengwe, Mokibelo
- A sock puppet made to look like Spot

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Say to the learners: "Do you think Spot stayed safely at home after he was brought home? No! Spot loves walking the streets, doesn't he? In fact, Spot went on another adventure the very next day! Where do you think Spot went? What happened to him?"
- 2 Explain to the learners that you are going to write another story about Spot going on an adventure. Say to them: "Let's write our own story. Let's think together. Does the story begin in the day or the night? Where is Spot? Who is he with?" Once learners have shared ideas about the beginning of the story, discuss and agree on what they want to say. Write down their words. You can begin with the words: "Once upon a time" or "One day".
- 3 Say to the learners: "Now that we have written the beginning of our story, who has ideas of what could happen next?" Listen to a few ideas, then negotiate with the learners about the events in the story. Write down the learners' words, then go back and read the story from the beginning.
- 4 Then say: "Now we need to think how the story ended. What next happened to Spot? Who has ideas about what to write for the end of the story?" Write down the learners' words, then finish with the words "The End". Read the story from the beginning, pointing to each word as you read.
- 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 Explain to learners that Spot (the sock puppet) is going to look in the bag with multisyllabic objects or pictures and say a word in a broken-up way (for example: **le | be | nke | le**). You must then try and guess what Spot is saying.
- 2 Once you have done this with a few words, ask if any of the learners would like to wear the sock puppet and look in the bag. They can pretend to be Spot and say the word in a broken-up way. The other learners must guess what they are saying.



Small group activities

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






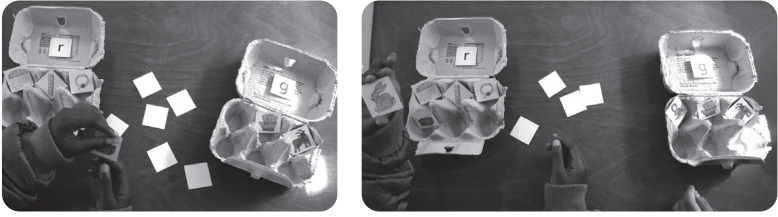

Mešongwana ya sehlopha se sennyane ya Beke ya 2

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 <div data-bbox="222 717 564 1102"> <p>Seruiwaratwa sa ka</p> </div>	<p>Umsebenzi wooku-1: Go thala le mongwalo wo o tšweleletšwago pele</p> <ol style="list-style-type: none"> Ngwala "Seruiwaratwa sa ka" mo godimo ga letlakala le le se nago selo la morutwana yo mongwe le yo mongwe pele ga thutwana. Kgopela barutwana go šupa mantšu ao nyalelanago le leina la kanegelo ge o a bala. Kgopela barutwana: "Naa o na le mpša ya go swana le Spottie goba mohuta wo mongwe wa seruiwaratwa ka gae?" Kgopela barutwana go thala seswantšho sa seruiwaratwa sa bona goba seruiwaratwa se ba ka ratago go ba le sona. Botšiša barutwana ge e ba ba ka rata go ngwala se sengwe ka seswantšho sa bona. Dira tshwayotshwayo goba o botšiše potšišo ka seswantšho, bjalo ka: "Yeo ke katse ya go nona!" goba "Naa o rata go rutha le mpša ya gago? Seo ke selo sa go thabiša seo o ka se dirago! Seswantšho se sebotse le mongwalo wo mobotse e le ruri!" Ge eba ba ka nyaka go re o ba ngwalele, šoma le bona ka go ba kgopela go re ba bolele mantšu ka go nanya ge o a ngwala fase. Naganela godimo ge o ngwala mafoko a morutwana. Ngwala seo morutwana a se bolelago, lentšu ka lentšu. Gopola go ngwala gabotse le ka bothakga. Ge o feditše go ngwala, hlohleletša morutwana go bala lefoko le wena. Šupa lentšu le lengwe le le lengwe ge o bala gomme o leboge maiteko a bona.
<ul style="list-style-type: none"> 6 x mapokisi a mae le tlhaka ye e kgomaretšego sekhumelong sa lepokisi la mae Dikarata tša diswantšho tša ditlhaka tša ditlhaka tše tshela 	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Dikarata tša diswantšho tša ditlhaka di swanetše go hlakahlakanywa gomme di bewe godimo ga tafola di lebelele fase. Efa morutwana yo mongwe le yo mongwe lepokisi la mae. Barutwana ba swanetše go šielana go topa karata, ba bolele leina la seswantšho gomme ba bee karata lepokising la mae la mae leo le nepagetšego. Morutwana yo lepokisi la gagwe le tlalago pele ke yena mofenyi. <div data-bbox="690 1456 1466 1673"> </div>
<ul style="list-style-type: none"> Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana <div data-bbox="269 1793 512 2094"> </div>	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> Laela sehlopha go ya sekhutlong 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 sekhutlo 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 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write "My pet" 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: "Do you have a dog like Spot or another kind of pet at home?" Ask learners to draw their pet, or a pet they wish they had. Ask learners if they would like to write something about their picture. Make a comment or ask a question about the drawing, such as: "That's a fat cat!" or "Do you like to swim with your dog? That's a fun thing to do! What a beautiful drawing and such good writing." If they 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 the learner's sentence. Write exactly what the learner tells you, word for word. Remember to write neatly and clearly. When you have finished writing, encourage the learner to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> 6 x egg boxes with a letter stuck on the lid of the egg box Letter picture cards for six letters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> The letter picture cards must be mixed up and placed on the table face down. Give each learner an egg box. Learners must take turns to pick up a card, say the name of the picture and then place the card in the correct egg box. The learner whose egg box is filled first 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"> 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 them 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 "n" ya morutwana yo mongwe le yo mongwe
- Pampišana goba kuranta
- Sekgomaretši

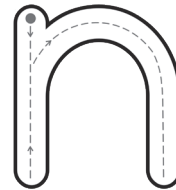
Mešongwana

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 "n".



- Ditshegetšo: tafola, kgoboketšo ya dibjana tša krosari tšeo di se nago selo, tšhelete ya maitirelo, mapokisi, mekotlana ya go reka, pampiri le diphentshele, khomphuthara ya kgale goba khiibote, mogala

Mošongwana wa 5: Thaloko ya maitirišo

- 1 Gopotša barutwana ka ga ditshegetšo ka sekhutlwaneng sa se ka thaloko o ba hlohletše go tšwela pele go thoma Bekeng ya 1 moo ba bego ba bapala papadi ya "go ya lebenkeleng". Barutwana ba ka itira morekiši le bareki. Yo mongwe a ka ba ramatlotlo goba a itira moagi goba mopenti le ditlabela tša go lokiša lebelenkele la Mna Ibrahim.
- 2 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohletša thaloko ya barutwana.





You will need

- An A5 "n" letter template for each learner
- Scrap paper or newspaper
- Glue

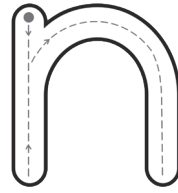
Activities

Activity 4: Fine motor skills and handwriting

- 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

or

- 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 "n".



- Props: a table, a collection of empty grocery containers, pretend money, boxes, shopping bags, paper and pencils, old computer or keyboard, telephone, toy hammer, chisel, paintbrush, nails, wood plank

Activity 5: Pretend play

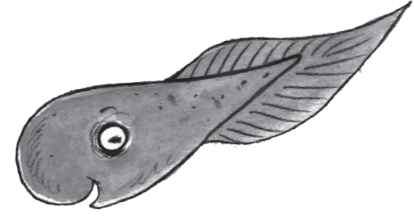
- 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play "going to the shop". Learners can pretend to be the shopkeeper and shoppers. Someone can also be the bookkeeper or pretend to be a builder or painter with some tools to fix Mr Ibrahim's shop.
- 2 Visit the corner at least once to observe and encourage the learners' game.



★ Nokolwane ye nnyane

Kanegelo

Nokolwane ye ba rego ke Harry o be e dula ka gare ga mogobe le morwarragwe yo mogolo Freddy. Harry e be e le nokolwane ye nnyane ya go dula e thabile yeo e bego e rutha ka mogobeng letšatši ka moka. Harry o be o na le kganyogo ye kgolo, e be e rata go ka ipona a fofa bjalo ka morwarragwe Freddy. Harry a opela a re: "Ke nna nokolwane ye nnyane ya nkgokolo, ga ke sa nyaka go ba nokolwane, ke nyaka go fofa bjalo ka segwagwa; ke nyaka go fofa go tšwa koteng ye go ya go ye nngwe."



Harry ya kgopela morwarragwe yona ya re: "Ke a kgopela hle, o ka nthuta go fofa bjalo ka wena?"

Freddy a re: "O se ke wa belaela Harry, go se go ye kae o tla be o kgona go fofa bjalo ka nna. Lebelela, maoto a gago a morago a godile!"

Harry o be a thabišwa ke maoto a yona a morago a botšiša a re: "Naa o ka nthuta go fofa ka maoto a ka a ka morago?"

Freddy e ile ya araba a re: "O se ke wa belaela Harry, go se go ye kae o tla be o kgona go fofa bjalo ka nna. Letela go fihla ge maoto a gago a ka pele a godile!"



Harry o ile a leta a leta, ka morago ga sebakanyana a bona maoto a yona a pele a godile. E ile ya botšiša a tletše lethabo a re: "Bona! Ke na le maoto a ka pele, hle, o ka nthuta go fofa bjalo ka wena?"

Freddy a fetola ka gore: "Go se go ye kae o tla ba o kgona go fofa bjalo ka nna, leta go fihla ge mosela wa gago wo motelele o se sa le gona."

Harry a rutha go dikologa mogobe e ikopelela e letetše gore mosela wa yona o timelele. Ka letšatši le lengwe ge e le gare e rutha, gwa tla hlapi ye kgolo ya molomo wo mogolo ka meno a bogale e lebantšhitše nokolwane ye. Harry e be e tšhogile. O tsebile gore hlapi ye kgolo e be e nyaka go moja! Harry o ile ya rutha ka lebelo ka mo e ka kgonago ka gona.

Maoto a gagwe a pele le a morago a be a kwagala a tiile a lemoga gore mosela o be o sa e šitiše go rutha. Harry ya rutha ka maatla a yona ka moka, go tšhabela hlapi e lebile ka mahlakoreng a mogobe.

Ntle le go lemoga, e be e šetše e sepele mo moyeng ya ipona e šetše e fihlile godimo ga leswika.

Freddy e ile ya e hlabela legoa e fofela godimo le fase e thabile kudu e re: "O dirile gabotse Harry! O ithutile go fofa! Bjale o segwagwa o swana le nna."

Harry o be a thabile kudu; kganyogo ya gagwe ya ba ya phethagala!

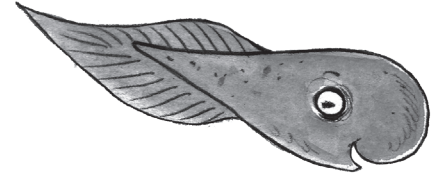
A ke mafelelo a kanegelo.



★ The little tadpole

Story

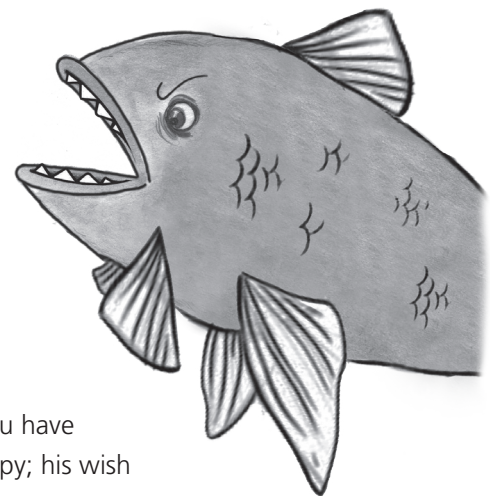
Harry the tadpole lived in a pond with his big brother Freddy. Harry was a happy little tadpole who swam around the pond all day. Harry had a big wish, he wanted to be able to jump just like his big brother Freddy. "I'm a little tadpole round and small, I don't want to be a tadpole at all. I want to jump just like a frog; I want to jump from log to log," sang little Harry.



"Please can you teach me how to jump like you?" Harry asked his brother. Freddy said: "Don't worry, Harry, soon you will be able to jump like me. Look, your back legs have grown!" Harry was very pleased with his back legs and asked: "Please can you teach me how to jump with my back legs?" Freddy said: "Don't worry, Harry, soon you will be able to jump like me. Wait until your front legs grow!"

So Harry waited and waited and after a while he saw that his front legs had grown. "Look! I have front legs now, please can you teach me how to jump like you?" he asked excitedly. "Soon you will be able to jump like me," said Freddy, "just wait until your long tail is almost gone."

So Harry swam around singing his song waiting for his tail to go away. One day, while he was floating in the pond, a great big fish with a huge mouth and sharp teeth came swimming towards him. Harry was terrified. He knew that this great big fish wanted to eat him! Harry swam through the water as fast as he could.



His front legs and his back legs felt very strong and he realised that his tail didn't get in the way anymore. Harry swam with all his might, away from the fish towards the side of the pond. And then, without even realising it, he was moving through the air and had landed on a rock.

"Well done, Harry!" cheered Freddy and he hopped up and down excitedly. "You have just learned how to jump! You are now a frog just like me." Harry was very happy; his wish had come true!

And that is the end of the story.





Koša

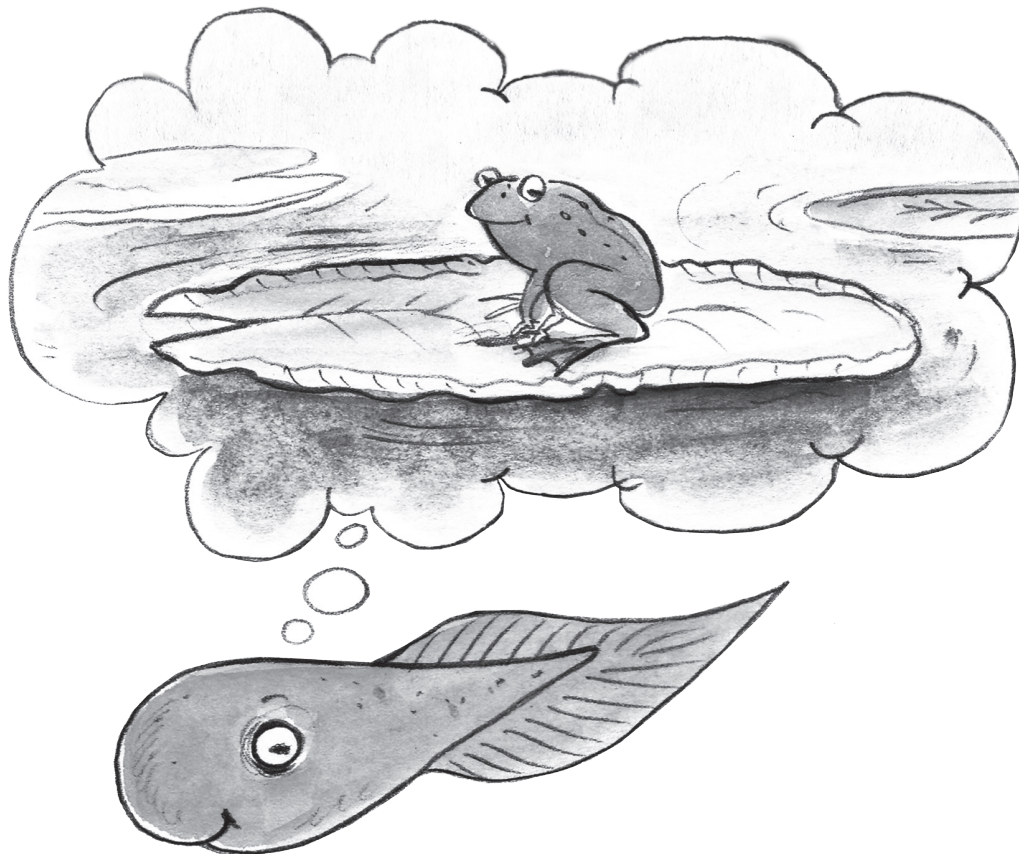
Ke nokolwane ye nnyane ya nkgokolo,
 Ga ke sa nyaka go ba nokolwane le gatee.
 Ke nyaka go fofa bjalo ka segwagwa sa nnete;
 Ke nyaka go fofa go tšwa koteng ye go ya go yela.

(Šomiša tšhuni ya koša ye o ikgethelago yona go opela koša ye ("I'm a little teapot short and stout"))



Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	segwagwa	nokolwane	mogobe	fofa	morago	pele
Mantšu a tlaletšo:	mosela	bogale	nkgokolo	gola	kganyoga	morwarre
	leswika	kota	phaphamala	rutha	tšhogile	meno





Song

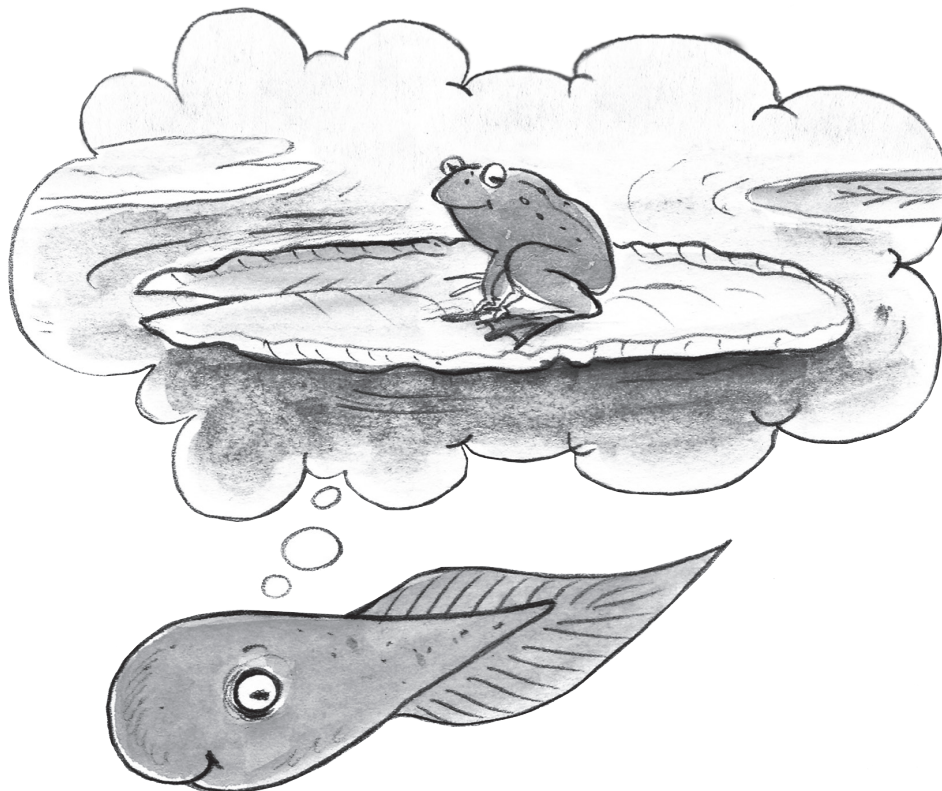
I'm a little tadpole round and small,
 I don't want to be a tadpole at all.
 I want to jump just like a frog;
 I want to jump from log to log!

(Sing to the tune of "I'm a little teapot short and stout" or use your own tune.)



Vocabulary from the story

Key-words:	frog	tadpole	pond	jump	back	front
Extra words:	tail	sharp	round	grow	wish	brother
	rock	log	float	swim	terrified	teeth





Go nyakega lebe le:

- Kanegelo ya: Nokolwane ye nnyane
- Dipopi: Harry, Harry ka maoto a morago, Harry ka maoto a pele le a morago, Freddy, hlapi, leswika
- Ditshegetšo: leswika, pampiri ye talamorogo yeo e ripilwego ka sebopego sa letlakala la letšoba la lili ya ka meetseng, lešela la mmala wa legodimo la mogobe
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu

Beke ya 1 Letšatši la 1

Mešongwana ya phapoše ka moka

Bolela sereto "Ke šikinya menwana ya ka" e le ge o tliša barutwana go dula legogweng ka nakong ya kanegelo.

Ke šikinya menwana ya ka
 Ke šikinya menwana ya ka
 Ke šikinya menwana ya ka ya maoto
 Ke šikinya magetla a ka
 Ke šikinya nko ya ka
 Bjale ge (phaphatha matsogo)
 Mešikinyo ka moka e tšwile mo go nna
 Ke homotše ka mo ke kgonago!

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: "Naa o kile wa bona nokolwane? Nokolwane e tšwa kae? O kile wa bona segwagwa? Re hwetša dinokolwane le digwagwa kae? Naa o ka goagoa bjalo ka segwagwa?"
- 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 tshaloso ya lentšu. Mohlala, ba laetše diswantšho tša megobe. Ge e le gore o ka kgonaga, kgoboketša dinokolwane ka kotikoting gore o laetše barutwana gore dinokolwane tša kgonthe di leblelega bjang.

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 gopola gore maikutlo a Harry e bile afe ge a bona hlapi ye kgolo? O gopola gore go tla direga eng seo se latelago?"

3 Ka morago ga gore o anega kanegelo

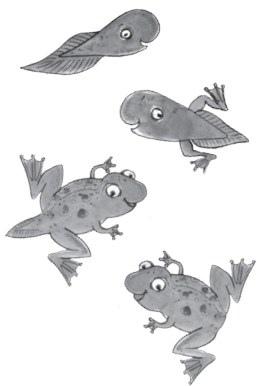
- 3.1 Botšiša barutwana: "Ke eng se o se ratilego ka ga kanegelo? Ke eng seo o sa ka go wa se rata? Ke karolo efe ye e go kgahlilego go fetiša ka moka? Ke dipotšišo dife tše o nago le tšona ka ga kanegelo? Naa go na le dilo tše butiago goba sesiago yo mogolo a ka sdi dirago tše o nyakago go di dira? O a itumela ge bjale o dira seo o bego o sa se kgone ge o be o sa le yo monnyane?"

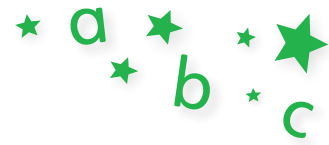
Go hlagiša modumo go tšwa kanegelong

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

Mešongwana ya dihlopha tše dinnyane

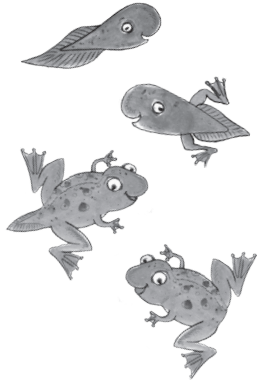
Hlalošetša gore barutwana ba tla be ba šoma ka dihlopha tše dinnyane tšatši le lengwe le le lengwe. Hlaloša o be o ba laetše ka moo wo mongwe le wo mongwe o dirwago ka gona le go hlalosa go šielana letšatši ka letšatši. Hlaloša tsela ye e latelwago ge go hlwekišwa.





You will need:

- Story: *The little tadpole*
- Puppets: Harry, Harry with back legs, Harry with front and back legs, Freddy, fish, rock
- Props: a rock, green paper cut out in the shape of a lily pad, blue fabric for the pond
- Objects or picture cards for some of the words from the vocabulary list



Week 1 Day 1

Whole class activities

Say the rhyme *I wiggle my fingers* to bring learners to the mat for story time.

I wiggle my fingers

I wiggle my fingers
 I wiggle my toes
 I wiggle my shoulders
 I wiggle my nose
 And now (clap on now)
 All the wiggles are out of me
 And I am as quiet as I can be!

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: *Have you ever seen a tadpole? Where does a tadpole come from? Have you seen a frog? Where do we find tadpoles and frogs? Can you croak like a frog? Do you know how a frog swims?*
- 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 ponds. If you can, collect tadpoles in a jar to show learners what real tadpoles look like.

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: *"How do you think Harry felt when he saw the big fish? What do you think will happen next?"*

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? Are there things that your big brother or sister can do that you want to do? Do you feel proud of doing something that you can do now that you couldn't do when you were little?"*

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: *"ka, kae, ke, koteng, kudu. Can you hear the focus sound: ka, kae, ke, kudu? Yes, you are right! They all have the sound /k/!"*
- 2 *"Listen carefully, here are some more words with /k/: kereke, kolobe, katse, kobo, koko."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /k/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /k/: **"k-k-k"**. 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

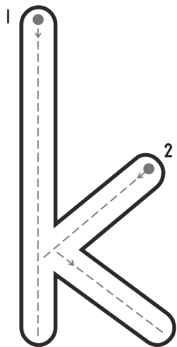
Mešongwana ya phapoše ka moka

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 /k/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /k/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka dira tše e kego ba kama meriri ya bona ge ba re "**k-k-k-k-kama**".
- 3 O laetše barutwana go ngwale tlhaka "**k**". Ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "*Thoma mo go khutlo, o ye go sobelela fase, phagamiša, thalela ka gare le ka ntle.*"
- 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

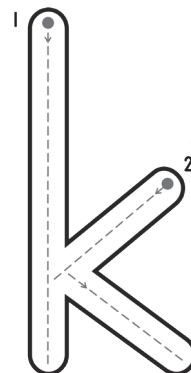
Whole class activities

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 /k/ or if they can think of any other words that start with the sound /k/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to comb their hair while saying: "k-k-k-k-kama".
- 3 Show learners how to write the letter k. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go all the way down. Lift, draw in and out."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their own 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 and walk on it.
- 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 **k**: kereke, kolobe, katse, kobo, koko, kepisi, kinipitang, komiki, kamela, kerafo, koloi, konope, kofi



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 gore ba bapale papadi ka mantšu a: go "tabogataboga" le go "thuntha".*
- 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 ditlhaka

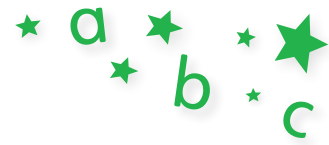
- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme 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 k."* 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 **k**: kereke, kolobe, katse, kobo, koko, kepisi, kinipitang, komiki, kamela, kerafo, koloj, konope, kofi



Week 1 Day 3

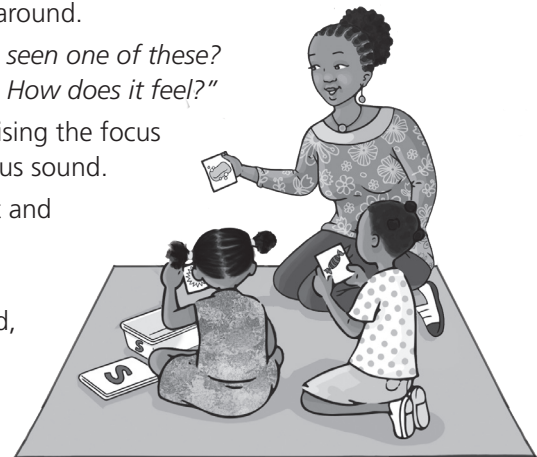
Whole class activities

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: "jump" and "swim".
- 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 **k**." 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

Beke ya 1 Letšatši la 4

Mešongwana ya phapoše ka moka

Go bea diswantšho ka tatelano

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)

- 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 Thaloko ye e ralokega gabotse ka ntle mo go nago le sekgoba se se bulegilego. Go nyakega gore barutwana ba "rutha" go fihla ba ekwa o goeletša goba o letša molodi. Ge ba ekwa temošo ya gago, ba swanetše go ya sehlopheng sa kgaufsi seo ba ikhwetšago e le ba bahlano.
- 2 Ge barutwana ba le ka dihlopheng tša bona, efa sehlopha se sengwe le se sengwe medumo ya go fapana, le gore morutwana yo mongwe le yo mongwe ka mo sehlopheng a nagane lentšu le le thomago ka modumo woo. Ge ka moka ba na le lentšu, ka moka ba swanetše go fofela godimo le fase. Theeletša mantšu a bona, lekola ge a nepagetše o ba fe ntlha.
- 3 Ka morago ga ge sehlopha se file mantšu a sona, barutwana ba swanetše go "rutha" ka go dikologa gape efela ba dule ka dihlopheng tša bona. Ge o efa temošo, barutwana ba swanetše go emiša go "rutha" o fe sehlopha se sengwe le se sengwe modumo wo mongwe. Thaloko ye e ka tšwela pele go fihla sehlopha se noša dintlha tše hlano.



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

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)

- 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.



Listening for focus sounds

- 1 This game is best played outside with open space. Learners need to "swim" around until they hear you croak or whistle. When they hear your signal, they must get into a group with the five closest learners to them.
- 2 Once learners are in their groups, give each group a different sound, and each learner in the group must think of a word that has the focus sound. Once they all have a word, they must all jump up and down. Listen to their words, check that they are correct and give them a point.
- 3 After the group has given their words, learners must "swim" around again but stay in their groups. When you give a signal, learners must stop "swimming" and you must give each group a different sound. The game can continue until a group scores five points.



Small group activities

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



Go nyakega lebe le:

- Pampiri ye kgolo
- Dikoki tše koto
- Hlama ya go bapadiša ya ngwana yo mongwe le yo mongwe
- Pampiri yeo e sego ya ngwalwa ya A4
- Dikherayoni tša makhura tše dikgolo
- Mantšu a nokontši ao a sepelelanago le kanegelo: nokolwane, nnyane, thuntha, tšhogile, phaphamala, kopana, fofa

Beke ya 1 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Bolela le barutwana ka sediko sa bophelo bja segwagwa o ba gopotše ka moo Harry a thwathwantšhitšwego ka gona go tšwa ka gare ga lee, ya ba nokolwane ka morago ya gola ya ba segwagwa.
- 2 Thala seswantšho sa mae, nokolwane le segwagwa. Kgopela barutwana go laodiša karolo ye nngwe le ye nngwe ya sediko sa bophelo ge o tla be o phara setlankana seswantšhong (mae, nokolwane, segwagwa). Thala mesebe go tšwa karolong ye nngwe ya sediko sa bophelo go ya go se sengwe.
- 3 Hlalosetša barutwana gore ba ya go dire mae, nokolwane le segwagwa ba šomiša hlama ya go raloka.
- 4 Ge ba šetše ba dirile sediko sa bophelo ka go šomiša hlama ya go raloka, ba ka thala le go phara ditlankana mo sedikong sa bophelo.



Stella o re:

Mošongwana wo o ka dirwa ka polelo ye nngwe le ye nngwe, ka ge mošongwana o nepišitšwe barutwana ba go ithuta mabokgoni a go ripaganya mantšu ka dinoko. Go thuša go tšweletša pele bontši bja dipolelo le go tliša polelo ya gae ya barutwana, leka mošongwana wa mantšu a nokontši go tšwa dipolelong tše dingwe.



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: **no | ko | lwa | ne**
- 2 Botša o tee wa barutwana gore o tlile go itira tše e kego ke yena segwagwa a tabogataboge ge a bitša senoko ka se tee ka se tee: **no** (motabogo o tee) **ko** (motabogo o tee) **lwa** (motabogo o tee) **ne** (motabogo o tee). Barutwana ba swanetše go kopanya dinoko ba bolele lentšu: **no | ko | lwa | ne = nokolwane**
- 3 Kgopela segwagwa gore se tabogataboge gape. Ka ye nako barutwana ba swanetše go opa magoswi nako ye nngwe le ye nngwe ge segwagwa se tabogataboga.
- 4 Bolela lentšu le lengwe go tšwa lenaneong gomme o kgopela barutwana gore ba le konaganye ka dinoko. Segwagwa se swanetše go tabogataboga ge go bitšwa senoko se sengwe le se sengwe mola barutwana ba bangwe bona ba opa magoswi.



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
- Thick kokis
- Playdough for each learner
- A4 blank paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: nokolwane, nnyane, thuntha, tshogile, phaphamala, kopana, fofa

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Talk to learners about the frog life cycle and remind them how Harry hatched from an egg, became a tadpole and then grew into a frog.
- 2 Draw a picture of eggs, a tadpole and a frog. Ask learners to describe each part of the life cycle as you add labels to the drawing (eggs, tadpole, frog). Draw arrows from one part of the life cycle to the next.
- 3 Explain to learners that they are going to make the eggs, tadpole and frog using playdough.
- 4 Once they have made the life cycle using playdough, they can draw and label the life cycle.



Stella says:



This activity can be done in any language, as the activity focuses on learners learning the skill of breaking words into syllables. To help promote multilingualism and affirm learners' home languages, try the activity with multisyllabic words from other languages.

Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **no | ko | lwa | ne**.
- 2 Tell one of the learners that they are going to pretend to be a frog. Ask the frog to jump for each of the syllables: **no** (one jump) **ko** (one jump) **lwa** (one jump) **ne** (one jump). Learners must then put the syllables together to say a word: **no | ko | lwa | ne = nokolwane**.
- 3 Ask the frog to jump again. This time learners must clap each time the frog jumps.
- 4 Say another word from the list and ask learners to break it into syllables. The frog must jump on each syllable while the class claps.





Small group activities

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

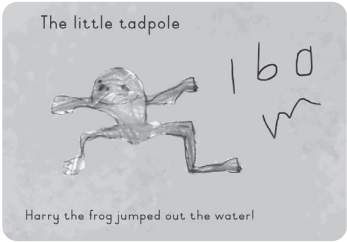




Mešongwana ya sehlopha se sennyane ya Beke ya 1

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="222 712 564 953"> <p>Nokolwane ye nnyane</p> <p>Harry, segagwa a fofela ka ntle ga meetsel</p> </div> <div data-bbox="210 965 569 1285"> <p><i>Ka nako ye ya ngwaga, barutwana ba ka ba le boitshepo bja go ngwala ka bobona. O se tshwenyega ge barutwana ba bangwe ba ngwala lenti la dithaka tšeo di se nago dikgoba.</i></p> </div>	<p>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago 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 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. 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 dipheto go 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"> Dikarata tša diswantšho le medumo. Dinnete tša go bolaya difofi tša theko ya tlase (o ka šomiša sekhurumelo sa yokate sa go kgomaretšwa mafelelong a kotana) 	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Bea dikarata tša diswantšho godimo ga tafola o di lebeletše godimo. Khupetša dikarata tša medumo ka go di lebeletša fase. Laela barutwana go phethola dikarata tša medumo e bile ba e bitša ka go šielana. Barutwana ka moka mo sehlopheng ba leke go hwetša seswantšho sa go sepelelana le modumo le se itia ka nnete tša go bolaya difofi. 
<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 sekhutlong 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 sekhutlo 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>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</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. 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"> Letter picture cards Cheap fly swatters (you can make this with a paper plate or yoghurt lid stuck on to the end of a stick) 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Place the letter picture cards face up on the table. Put the letters face down. Each learner must take a turn to turn over a letter card and say the sound the letter makes. All the learners in the group must try to find a picture that matches the sound and swat it with the fly swatter. 
<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 them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.





Go nyakega lebe le:

- Seripa sa poleiti ya pampiri ya go kgaolwa ka diripa tše pedi, pene ye ntsho ya khokhi, kgapetlana ya pampiri ye hubedu; tše pedi tša mmala o motalamorogo; dikgokolo tše mmala o moso le mošweu
- Sekero le sekgomaretši
- Pampiri ye talamorogo goba dikherayoni tša makhura tše dikgolo

Mešongwana

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

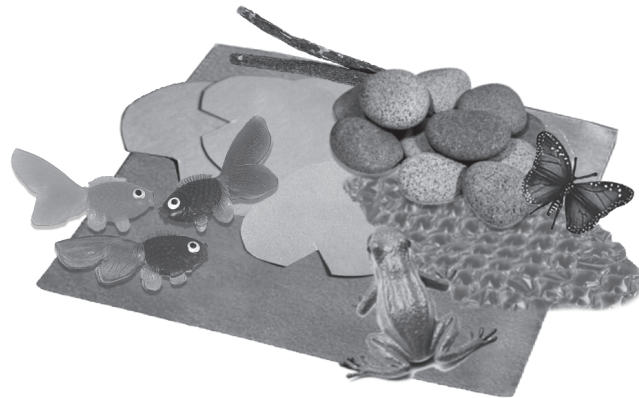
- 1 Hlalošetsa barutwana gore ba tlile go dira segwagwa. Ba swanetše go kgeila dikgapetlana tša pampiri ye talamorogo ba di kgomaretše godimo ga poleiti ya pampiri goba ba e khalare ka kherayone ya makhura ye talamorogo.
- 2 Ba ka kgomaretša mahlo, ba thala molomo ba be ba kgomaretše kgapetlana ya pampiri ye hubedu go dira leleme.




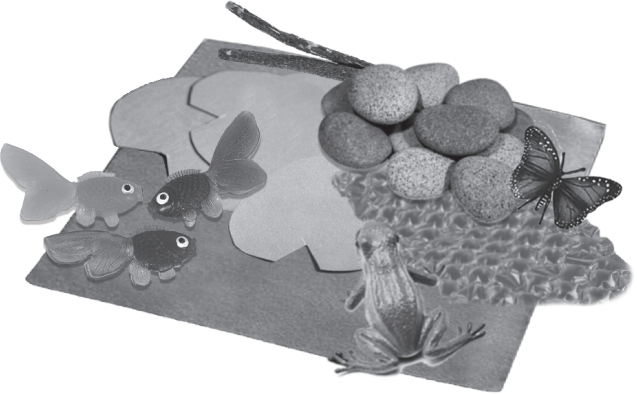
- Kgeila pampiri ye talamorogo ka diripana tša dinkgokolo (lehlare la go phaphamala ka nokeng), maswikana a boreledi a go hwetšagala ka meetseng goba santeng, lešela goba didirišwa tša go swana le meetse, dikotana le mahlokwa, letsopa la go raloka, segwagwa sa polasetiki, mahlare a go ba le dipatso tša mmala o moso go swana le mae a segwagwa, dimela tša go bjalwa ka gare ga piša, dirurubele le dihlapu tša polasetiki (goba diswantšho tša go tšwa ka gare ga makasine)

Mošongwana wa 5: Thaloko ya maitirišo

- 1 Laela barutwana go ya sekhutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa. Ba bontšhe didirišwa tša go aga letangwana la meetse. Ba hlalošetše gore ba tlile go aga letangwana ba be ba raloke ka diphoofolo tša go phela ka gare ga meetse le tikologo: digwaga, dihlapu le dirurubele.





You will need	Activities
<ul style="list-style-type: none">• Half a paper plate per learner, black koki, red strip of paper, two green, white and black circles for each learner• Glue and scissors• Green paper or green Jumbo wax crayons	<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 frog. They must tear up strips of green paper and stick it on the paper plate or use the wax crayon to make it green.2 They can then stick on the eyes, draw a mouth and stick on the paper strip tongue. 
<ul style="list-style-type: none">• Green paper cut into circles (lily pads), pebbles, blue felt or material for the water, logs and sticks, playdough or plastic frogs, tiny pebbles with a black dot for the frog eggs or bubble wrap with a black dot, pot plants, plastic butterflies and fish (or pictures cut out of magazines)	<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 materials for making a pond. Explain to them that they are going to make the pond and then play with the animals that live in and around the pond: frogs, fish, butterflies. 





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 hlohletše 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 Hlohletša 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: *"le, lebelo, labile, legoa, lemoga, lengwe, leswika, letela, letšatši. Le kgona go kwa modumo wo o nepišitšwego: le, lebelo, labile, lengwe? Ee, le nepile! Ka moka ba file modumo wa //."*
- 2 *"Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka//: leloba, leledu, leru, lebati, lebone, lebotu."* (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa // ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa //: **"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.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "le, lebelo, labile, legoa, lemoga, lengwe, leswika, letela, letšatši. Can you hear the focus sound: le, lebelo, labile, lengwe? Yes, you are right! They all have the sound //."
- 2 "Listen carefully, here are some more words with //: leloba, leledu, leru, lebati, lebone, leboto." (Emphasise the focus sound as you say these words.)
- 3 Say the sound // clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound //: "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: Nokolwane ye nnyane
- Meetse ka gare ga ditšhelo le poraše ya pente tša morutwana yo mongwe le yo mongwe

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.



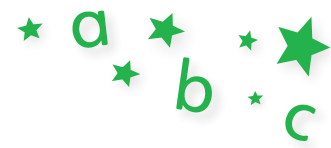
Go bopa tumatlhaka

- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /l/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /l/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka kgwathšia maleme a bona magalagapeng ge ba re: **l, l, leleme**.
- 3 Botšiša barutwana ge ba gopola ka moo **l** 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 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, tšwela ka ntle o fe morutwana yo mongwe le yo mongwe setšhelos a go ba le meetse le poraše ya pente. Barutwana ba ka penta tlhaka gantši ka gare ga meetse mo lebatong.
- 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 little tadpole*
- Hoola hoops
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

Shared reading – Big Book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /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 stick out their tongue while saying: “**I, I, leleme**”.
- 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.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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





Go nyakega lebe le:

- Dikotikoti tša galase tše di tladitšwego meetse ka go se lekalekane (o ka tšhela selo sa go fetša mmala wa dijo gore mošongwana wo o kgahliše)
- Diphatana le diphentshele
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **I**: leloba, leri, lori, lerumo, lebati, lebone, ledimo, leeba, lefasetere, leobu, leribiši

Beke ya 2 Letšatši la 3

Mešongwana ya phapoše ka moka

Go ithuta go theeletša

- 1 Hlalosetša barutwana ka phapošeng gore ba theeletše ka tlhokomelo ge o kokota moruswi wa galase ka kota goba ka phensele.
- 2 Botšiša barutwana ge e le gore medumo e a swana goba e a fapana. Ke moruswi ofe wa galase wo o dirago modumo wa godimo, le gore ke ofe wo o dirago modmo wa fase?
- 3 Kgopela ge yo mongwe wa barutwana a ka rata go leka go kokota meruswi ya galase ya go fapana le go theeletša medumo yeo e e dirago.
- 4 Leka go kokota go ya ka paterone o kgopele ge yo mongwe wa barutwana a ka ekiša paterone yeo.



Mapokisi la ditlhaka

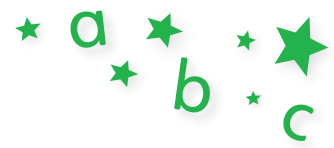
- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme 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:

- Some glass jars filled with different amounts of water (you can add food colouring to make this activity more interesting)
- Sticks or pencils
- A letter box containing objects or pictures of objects that have the focus sound **I**: leloba, leri, lori, lerumo, lelati, lebone, ledimo, leeba, lefasetere, leobu, leribiši

Week 2 Day 3

Whole class activities

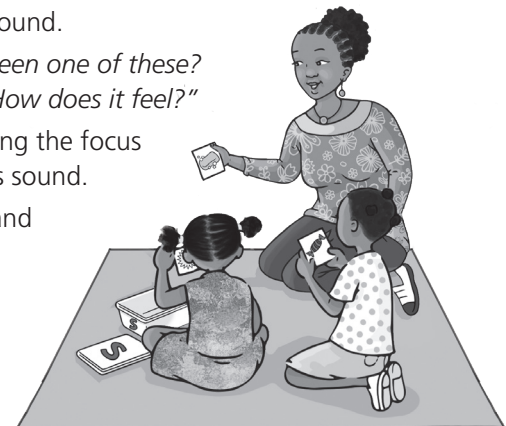
Learning to listen

- 1 Explain to the class that they must listen carefully as you tap each glass jar with a stick or a pencil.
- 2 Ask learners if the sounds are the same or different. Which glass jar makes a high sound, and which makes a low sound?
- 3 Ask if any of the learners would like to try tapping the different glass jars and listen to the sounds they make.
- 4 Try tapping a pattern and ask if one of the learners can copy the pattern.



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:

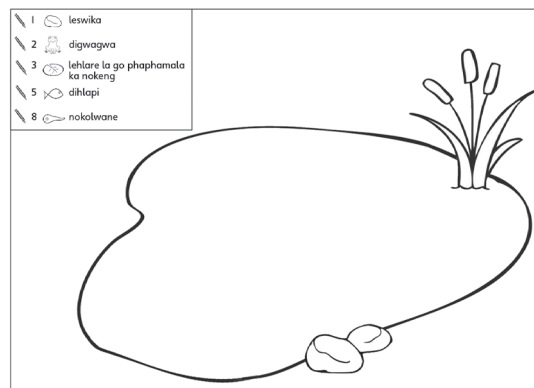
- Fothokhophi ya **Letlakala la mošongwana wa go bala le go dira** ya morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo

Beke ya 2 Letšatši la 4

Mešongwana ya phapoše ka moka

Bala o dire

- 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).
- 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.
- Balang mothaladi wa mathomo mmogo: Thala seswantšho sa leswika le tee.
- Botšiša barutwana ge e le gore go na le yo a ka "balago" seo se latelago seo se tla go dirwa lenaneong: Thala diswantšho tše pedi tša digwagwa.
- Barutwana ba swanetše go tšwela pele ka taelo ka e tee ka e tee ka yona tsela ye.
- Thuša barutwana ge e le gore ba na le bothata bja go bala ditaelo.



Go theeletša medumo ye e nepišitšwego

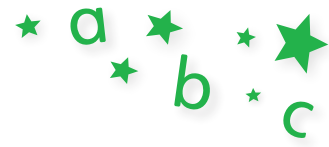


- Thaloko ye e ralokega gabotse ka ntle mo go nago le sekgoba se se bulegilego. Go nyakega gore barutwana ba "ruthe" go fihla ba ekwa o goeletša goba o letša molodi. Ge ba ekwa temošo ya gago, ba swanetše go ya sehlopheng sa kgauswi seo ba ikhwetšago e le ba bahlano.
- Ge barutwana ba le ka dihlopheng tša bona, efa sehlopha se sengwe le se sengwe medumo ya go fapana, le gore morutwana yo mongwe le yo mongwe ka mo sehlopheng a nagane lentšu le le thomago ka modumo woo. Ge ka moka ba na le lentšu, ka moka ba swanetše go fofela godimo le fase. Theeletša mantšu a bona, lekola ge a nepagetše o ba fe ntlha.
- Ka morago ga ge sehlopha se file mantšu a sona, barutwana ba swanetše go "rutha" ka go dikologa gape efela ba dule ka dihlopheng tša bona. Ge o efa temošo, barutwana ba swanetše go emiša go "rutha" o fe sehlopha se sengwe le se sengwe modumo wo mongwe. Thaloko ye e ka tšwela pele go fihla sehlopha se noša dintlha tše hlano.

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:

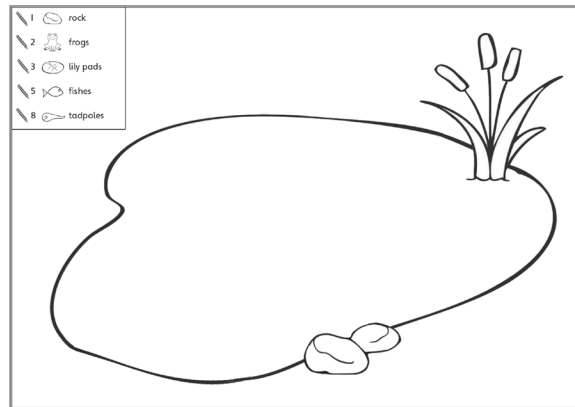
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

Week 2 Day 4

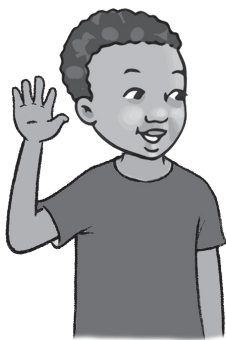
Whole class activities

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 Explain to learners that 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: Draw one rock.
- 4 Ask if any of the learners can “read” what to do next on the list: Draw two frogs.
- 5 Learners must continue in this way with each of the instructions.
- 6 Assist learners if they struggle to read the instructions.



Listening for focus sounds



- 1 This game is best played outside with open space. Learners need to “swim” around until they hear you croak or whistle. When they hear your signal, they must get into a group with the five closest learners to them.
- 2 Once learners are in their groups, give each group a different sound, and each learner in the group must think of a word that has the focus sound. Once they all have a word, they must all jump up and down. Listen to their words and check that they are correct and give them a point.
- 3 After the group has given their words, learners must “swim” around again but stay in their groups. When you give a signal, learners must stop “swimming” and you must give each group a different sound. The game can continue until a group scores five points.

Small group activities

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



Go nyakega lebe le:

- Diswantšho tša meetse ao a tšhilafetšego le dinoka, matamo le megobe ya meetse ao a hlwekilego
- Pampiri ya folipetšhate, seswai se seso
- Dikherayoni tša makhura tše dikgolo
- Mekotla ya polasetiki, dipapetlana tša dipampiri
- Mantšu a nokontši ao a sepelelanago le kanegelo: nokolwane, nnyane, thuntha, tšhogile, paphamala, kopana, fofa

Beke ya 2 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Laetša barutwana diswantšho tša meetse ao a tšhilafetšego le dinoka, matamo le megobe ya meetse ao a hlwekilego. Ba botšiše ge e le gore ba kile ba bona noka yeo e hlwekilego goba noka yeo e tšhilafetšego. Botšiša o re: *“Naa le gopola gore nokolwane Harry e ka rata go dula kae? Naa ke ka lebaka la eng e rata go dula ka meetseng ao a hlwekilego? Naa go direga eng go dinokolwane le digwagwa ge dinoka le matamo a tšhilafatšwa? Naa dinoka, megobe le matamo di tšhilafatšwa bjang?”*
- 2 Hlathollela barutwana gore ba tlo go thuša go dira phosetara ya go botša batho ka tšeo ba swanetšego go di dira gore dinoka bjalo ka legae la digwagwa, dihlapu le diphoofotšwana tše dingwe di dule di hlwekile. Botšiša barutwana ka tšeo ba gopolago gore di ka ngwalwa phosetareng. Mohlala: Boloka digwagwa – se lahlelelang diphakhethe tša dipolasetiki le digalase ka meetseng; Digwagwa di nyaka meetse ao a hlwekilego bjalo ka ge le rena re a nyaka – dinoka a di dule di hlwekile. Botša barutwana gore go swanetše go dirwa eng ka matlakala le gore a swanetše go tšhollelwa kae. Ngwala ka mongwalo wa go bonala ka ditlhaka tše nnyane gomme o kgopele barutwana gore ba thale diswantšho tšeo ba tla go di tlaleletša phosetareng. Barutwana ba bangwe ba ka gagola pampiri goba ba ripaganya mekotla ya dipolasetiki ka diripana ba di kgorametša phosetareng.
- 3 Ge go feditšwe go dira phosetara, e kgorametše lebotong kgauswi le lemati la phaphoši gomme o hlohletše barutwana gore ba e “balele” batswadi ba bona ge di tšerwe sekolong.

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 | gwa | gwa**
- 2 Botša o tee wa barutwana gore o tšile go itira tše e kego ke yena segwagwa a tabogataboge ge a bitša senoko ka se tee ka se tee: **se** (motabogo o tee) **gwa** (motabogo o tee) **gwa** (motabogo o tee). Barutwana ba swanetše go kopanya dinoko ba bolele lentšu: **se | gwa | gwa = segwagwa**
- 3 Kgopela segwagwa gore se tabogataboge gape. Ka ye nako barutwana ba swanetše go opa magoswi nako ye nngwe le ye nngwe ge segwagwa se tabogataboga.
- 4 Bolela lentšu le lengwe go tšwa lenaneong gomme o kgopele barutwana gore ba le konaganye ka dinoko. Segwagwa se swanetše go tabogataboga ge go bitšwa senoko se sengwe le se sengwe mola barutwana ba bangwe bona ba opa magoswi.



Stella o re:

Mošongwana wo o ka dirwa ka polelo efe goba efe, ka gore mošongwana o lebišitšwe go barutwana bao ba ithutago bokgoni bja go konaganya mantšu ka dinoko. Go thuša go godiša polelontši le go tlišetša dipolelo tša ka gae tša barutwana, leka go dira mošongwana ka mantšu a nokontši go tšwa go dipolelo tše dingwe.



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:

- Pictures of polluted water and clean rivers, dams and ponds
- Flipchart paper, black marker
- Jumbo wax crayons
- Plastic bags, pieces of paper
- A list of multisyllabic words relating to the story: nokolwane, nnyane, thuntha, tšhogile, paphamala, kopana, fofa

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Show learners pictures of polluted water and clean rivers, dams and ponds. Ask them if they have seen a clean river or a dirty river. Ask: "Where do you think Harry the tadpole would like to live? Why does he need to live in clean water? What happens to tadpoles and frogs if rivers and dams get polluted? How do rivers, ponds and dams get polluted?"
- 2 Explain to learners that they are going to help you make a poster to tell people what they must do to keep rivers clean for frogs, fish and other animals. Ask learners for suggestions about what to write on the poster. For example: Save frogs – don't throw plastic packets and glass in water; Frogs need clean water just like we do – keep rivers clean. Ask learners what should be done with rubbish and where it should be thrown. Write in clear lowercase print and ask learners to draw pictures to add to the poster. Some learners could tear up paper or cut pieces of plastic bags to stick on the poster.
- 3 When the poster is complete, stick it on the wall near the door of the classroom and encourage learners to "read" it to their parents when they are collected from school.

Stella says:



This activity can be done in any language, as the activity focuses on learners learning the skill of breaking words into syllables. To help promote multilingualism and affirm learners' home languages, try the activity with multisyllabic words from other languages.

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 | gwa | gwa**.
- 2 Tell one of the learners that they are going to pretend to be a frog. Ask the frog to jump for each of the syllables: **se** (one jump) **gwa** (one jump) **gwa** (one jump). Learners must then put the syllables together to say a word: **se | gwa | gwa = segwagwa**.
- 3 Ask the frog to jump again. This time learners must clap each time the frog jumps.
- 4 Say another word from the list and ask learners to break it into syllables. The frog must jump on each syllable while the class claps.






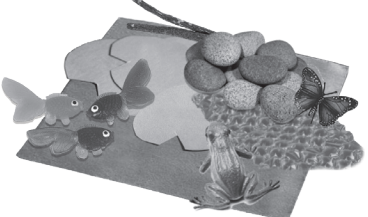


Small group activities

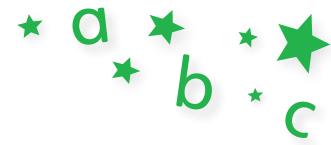
Remind learners about the small group activities, the rules for each activity and the tidy-up process.







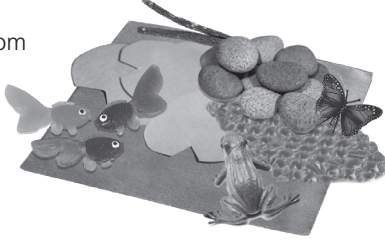
Mešongwana ya sehlopha se sennyane ya Beke ya 2

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 Diswantšho tša didibana le diphedi tša ka gare le ka ntle ga meetse 	<p>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago pele</p> <ol style="list-style-type: none"> Bolela ka diphedi tša go dula ka gare le ka ntle ga letangwana. Ke diphoofole dife tše Harry a ka di humanang ka sedibeng sa gagwe? (serurubele, nose, mokgaditswana, tšie, noga, nonyana) Efa barutwana dipuku tša diswantšho tša mehuta ya matangwana ge o na le tšona, gore ba di lebelele. Laela barutwana go thala seswantšho sa letangwana la meetse le diphedi tša lona o be o ba hlalose tše gore ba laetše maina a diphedi tše.
<ul style="list-style-type: none"> Dikarata tša diswantšho le medumo. Dinnete tša go bolaya difofi tša theko ya tlase (o ka šomiša sekhurumelo sa yokate sa go kgomaretšwa mafelelong a kotana) 	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Bea dikarata tša diswantšho godimo ga tafola o di lebeletše godimo. Khupetša dikarata tša medumo ka go di lebeletša fase. Laela barutwana go phethola dikarata tša medumo e bile ba e bitša ka go šielana. Barutwana ka moka mo sehlopheng ba leke go hwetša seswantšho sa go sepelelana le modumo le se itia ka nnete tša go bolaya difofi. 
<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 sekhutlong 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 sekhutlo go lekola le go hlohleletša barutwana ka fao ba balago ka gona.
<ul style="list-style-type: none"> Kgatišo ya Letlakala la mošongwana wa letsopa, letlakaleng la mosomo le le loketšwego ka mokotlaneng wa polasetiki Letsopa 	<p>Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo</p> <ol style="list-style-type: none"> Hlalošetsa barutwana gore ba khupetše diphethene ka letsopa la go bapala leo le phuthilwego ka sebopego sa seboko se setelele.  
<ul style="list-style-type: none"> Kgeila pampiri ye talamorogo ka diripana tša dinkgokolo (lehlare la go phaphamala ka nokeng), maswikana a boreledi a go hwetšagala ka meetseng goba santeng, lešela goba didirišwa tša go swana le meetse, dikotana le mahlokwa, letsopa la go raloka, segwagwa sa polasetiki, mahlare a go ba le dipatso tša mmala o moso go swana le mae a segwagwa, dimela tša go bjalwa ka gare ga piša, dirurubele le dihlapu tša polasetiki (goba diswantšho tša go tšwa ka gare ga makasine) 	<p>Mošongwana wa 5: Thaloko ya maitirišo</p> <ol style="list-style-type: none"> Gopotša barutwana ka ga ditshegetšo ka sekhutlwaneng sa se ka thaloko o ba hlohleletše go tšwela pele go thoma Bekeng ya 1 ge ba be ba bopa letangwana la meetse e bile ba raloka ka diphedi tša go swana le segwagwa, hlapi, le dirurubele. 





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 Pictures of ponds and creatures that live in and around 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Talk about the creatures that live in and around ponds. What other animal could Harry meet in his pond? (a butterfly, a bee, a lizard, a grasshopper, a snake, a bird). If you have books showing pictures of ponds, give them to learners to page through. Explain to learners that they must draw a picture of a pond and label the creatures.
<ul style="list-style-type: none"> Letter picture cards Cheap fly swatters (you can make this with a paper plate or yoghurt lid stuck on to the end of a stick) 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Place the letter picture cards face up on the table. Put the letters face down. Each learner must take a turn to turn over a letter card and say the sound the letter makes. All the learners in the group must try to find a picture that matches the sound and swat it with the fly swatter. 
<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 them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> A photocopy of the Playdough activity page, laminated or placed in a plastic sleeve Playdough 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Explain to learners that they must cover the patterns with playdough that has been rolled into long worms. 
<ul style="list-style-type: none"> Green paper cut into circles (lily pads), pebbles, blue felt or material for the water, logs and sticks, playdough or plastic frogs, tiny pebbles with a black dot for the frog eggs or bubble wrap with a black dot, pot plants, plastic butterflies and fish (or pictures cut out of magazines) 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they made a pond and then played with the characters, for example frogs, fish, butterflies. 



★ Temogo le merogo ya gagwe

Kanegelo

Temogo e be ele mosetsanyana yo monnyane wa bohlale wa go dula motseng wa GaMolepo. Ka letšatši le lengwe ge ba le sekolong, ba ithuta ka ga go bjala merogo. Temogo o be a fela pelo ya go fihla gae go botša batswadi ba gagwe ka ga seo ba ithutilego sona. Ge Temogo a fihla gae, o ile a apara obarolo, dieta tša gagwe tša rekere le mongatse a re: "Mma, Tate, lebelelang!"

Tatagwe a mmošiša a re: "Temogo, go reng o apere ka tsela ye?"

O ile a mo fetola a thabile kudu a re: "Ke nyaka go bjala merogo yeo e lego ya ka."

Mmagwe a re: "E kwagala e le mokgopolo wo mobotse." Temogo le Tatagwe ba ile ba kgetha lefelo leo Temogo a ka thomago serapana sa gagwe sa merogo go lona.

Temogo o ile a šoma le tatagwe ka serapaneng seo. Ba šomišitše foroko go thuba mabu a bothata. Se se ile sa dira gore mabu a be boleta gore ba ka kgona go bjala mo go wona. Ba ile ba tloša maswika ka moka go tšwa mabung.

Ka letšatši le le latelago ge Temogo a boa sekolong, O ile a apola diaparo tša sekolo ka pela a ya go Tatagwe ka serapaneng. Ba ile ba bjala peu ya morogo wa sepeneše, segwere, tamati le ya dinawa. Ka morago ga tiragalo ye, Temogo o be a thabile kudu ge a swanetše go boa sekolong go yo nošetša serapana sa gagwe.

Ka letšatši le lengwe, Temogo o rile ge a boa gae a bona dipudi di eja dimela ka serapaneng sa gagwe. O ile a di tloša moo. O ile a lla a re: "Mma! Tate! Dipudi di be eja dimela tša ka. Di dirile tshenygo ye kgolo!" Temogo o ile a nagana gannyane a re: "A re ageletšeng serapana se ka legora." Tatagwe o ile a kwana le yena ka ge le yena a bone e le kgopolo ye botse. Ba ile ba aga legora leo.

Efela bothata ga se bo felele moo. Dikgomo tša tla ka bohlale bja tšona bja go bula sefero ka dinaka tša tšona! Temogo o lekile go raka dikgomo tšeo go tšwa mo serapaneng, efela di bonagetše e le tše dikgolo tša mo tšhoša! O ile a goeletša a re: "Mma! Tate! Dikgomo dija merogo ya ka!" Tatagwe o ile a tla a raka dikgomo tšeo go tšwa mo serapaneng. Temogo o ile a nagana gape, a re go Tatagwe: "A re notleleng sefero se." Tatagwe o ile a hwetša senotlelo gore ba notlela sefero seo.

Temogo o be a rarolotše bothata bja dipudi le bja dikgomo, efela ka letšatši le lengwe a bona dinonyana tšeo di bego di eja dimela tša gagwe ka serapaneng. O ile a re: "Ke a tseba, a re beeng lelokwa ka godimo ga serapana." Ba ile ba dira bjalo.

Ka morago ga go dira bjalo, Temogo ga a ka a hlwa a tshwenywa ke diphoofole gammogo le tšona dinonyana ka go ja dimela ka serapaneng sa gagwe. Dimela tša ka serapaneng se di ile tša gola, go se go ye kae ke ge di loketše go bunwa. Temogo o ile a thuša mmagwe go apea moro wo mobose wa dinawa, digwere, sepeneše le ditamati. Mafelelong a tše ka moka, ka moka ka gae ba ile ba ipshina ka dijo tšeo di bego di etšwa ka serapaneng sa Temogo. Mmagwe o ile a re: "O dirile mošomo wo mobotse Temo."

Temogo o ile a kwa a thabile kudu.

A ke mafelelo a kanegelo.



★ Temo and the plant thieves

Story

Temo lived in a small house with a yard. One day Temo came back from school feeling very excited. She put on her dungarees, gumboots and a hat and said: "Mommy, Daddy, look!"

"Why are you dressed like that, Temo?" her father asked. "I want to grow my own vegetables," she said excitedly. "That sounds like a very good idea," said her mother. So Temo and her father chose a place in their yard where Temo could start her garden.

Temo and her father worked together in the garden. They used a garden fork to break up the hard ground. This made the soil soft for planting seeds. The next afternoon they planted carrot, tomato, spinach and bean seeds. Every day after that Temo was excited to come home from school and water her garden.

But one day Temo came home and saw the goats were in her garden eating her plants. Temo chased them away. "Mommy! Daddy! The goats were eating my vegetable plants," she cried. "They made such a mess!" Temo thought for a while and then she said: "Let's build a fence around the garden." Her father thought that was a good idea and so they built a fence.

But the trouble didn't stop there. The cows were clever enough to open the garden gate with their horns! "Mommy! Daddy!" she called. "The cows are eating my vegetables!" Her father came and chased the cows away. Temo thought for a while. "Let's lock the gate with a padlock," she said. Her father found a padlock to lock the gate with.

Temo had solved the problem with the goats and the cows, but then she saw that the birds were also eating the plants in her garden. "I know," said Temo. "Let's put a net over the garden and tie it down so that the birds can't get under it." And so, this is what they did.

The plants in Temo's garden grew and soon the vegetables were ready for picking. Temo helped her mother cook a tasty soup of carrots, tomatoes, spinach and beans and the family all enjoyed a meal that had come from Temo's garden. "What a good job you've done, Temo," said her mother. Temo felt very proud.

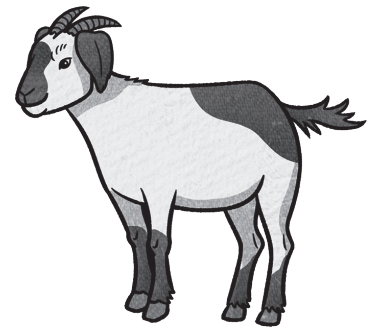
And that is the end of the story.





Koša

Digwere, ditamati, dinawa, sepenaše
 Merogo e ntoketše
 Mo go disolana tša mosegare
 Merogo e loketše go sohlahlwa
 Digwere, ditamati, dinawa, sepenaše
 Merogo e ntoketše



(Šomiša tšhuni ya koša ye o ikgethelago yona go opela koša ye (Twinkle Twinkle little star)

Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	merogo	peu	pudi	diobarolo	seeta sa rekere	mabu
Mantšu a tlaleletšo:	moro	tlhakantswiki	lenaka	senotlelo	digwere	nawa
	morogo wa sepenaše	tamati	legora	kgomo	lelokwa	sefero

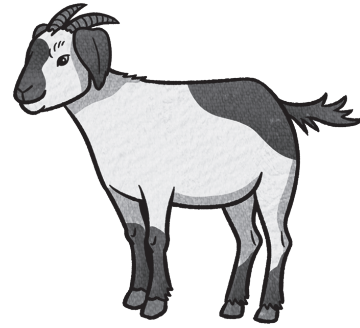




Song

Carrots, tomatoes, spinach and beans
 Vegetables are good for me
 For my snack and in my lunch
 Veggie sticks are good to munch
 Carrots, tomatoes, spinach and beans
 Vegetables are good for me

(Sing to the tune of "Twinkle Twinkle little star" or use your own tune.)



Vocabulary from the story

Key-words:	vegetable	seed	goat	dungarees	gumboot	soil
Extra words:	soup	mess	horn	padlock	carrots	bean
	spinach	tomato	fence	cow	net	gate





Go nyakega lebe le:

- Kanegelo ya: Temogo le merogo ya gagwe
- Dipopi: Temogo, ditankara le diputsu, Tate, pudi, kgomo, kane ya go nošetša, karolo ya fentshe ya serapana
- Ditshegetšo: dikamputsu, kuane, mobu, lloko, nnete, sepenetšhe, dikherote, tamati, dipeu tša dinawa ka diphakhetheng le sepenetšhe se se foreše, tamati le meebu
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu

Beke ya 1 Letšatši la 1

Mešongwana ya phapoše ka moka

Bolela sereto "Ke šikinya menwana ya ka" e le ge o tliša barutwana go dula legogweng ka nakong ya kanegelo.

Ke šikinya menwana ya ka
 Ke šikinya menwana ya ka
 Ke šikinya menwana ya ka ya maoto
 Ke šikinya magetla a ka
 Ke šikinya nko ya ka
 Bjale ge (phaphatha matsogo)
 Mešikinyo ka moka e tšwile mo go nna
 Ke homotše ka mo ke kgonago!

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: "Naa o kile wa bjala se sengwešoma ka serapaneng? Naa dimela di ile tša mela? O bile le mathata afe a diphoofoštswana tšeo di tlo go go jela dimela?"
- 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, Ba laetše dipeu tša merogo ka diphakhetheng goba dipeu tšeo o di omelditšego (mohlala: diphodi, dithoro tša mahea). Tliša lloko le senotlelo gomme o laetše barutwana go e notlela le go e notlolla.

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: "O gopola gore ke eng seo Temogo a swanetšego go se dira pele gore a lokiše serapana sa gagwe? Naa o gopola gore mahodu a dimela ke eng? Ke eng seo Temogo a ka se dirago go koba diphootšwana ka serapaneng?"

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?"

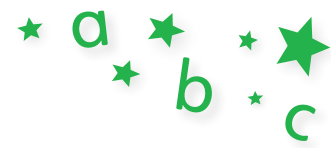
Go hlagiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: "fela, fihla, fetola, foroko, felele, fao" Le kgona go kwa modumo wo o nepišitšwego: fela, foroko, felele? Ee, le nepile! Ka moka ba file modumo wa /f/.
- 2 "Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /f/: folaga, faele, lefofa, sefofane." (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /f/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /f/: "f-f-f" 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: *Temo and the plant thieves*
- Puppets: Temo, dungarees and boots, Daddy, goat, cow, watering can, portion of garden and fence
- Props: gumboots, hat, soil, padlock, net, spinach, tomato, bean seeds in packets and fresh spinach, carrots, a tomato and some green beans
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

Say the rhyme *I wiggle my fingers* 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: *"Have you ever planted something/worked in a garden? Did the plants grow? Did you have any problems with animals coming to eat your plants?"*
- 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 an object or a picture to show them what a word means. For example: Show them vegetable seeds in packets or seeds that you have dried (for example: pumpkin seeds, mealie seeds). Bring a padlock and key and show learners how to lock and unlock it.

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 Temo has to do first to prepare her garden? Who do you think the plant thieves are? What can Temo do to keep the animals out of the garden?"*

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: *"fela, fihla, fetola, foroko, felele, fao. Can you hear the focus sound: fela, foroko, felele? Yes, you are right! They all have the sound /f/."*
- 2 *"Listen carefully, here are some more words with /f/: folaga, faele, lefofa, sefofane."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /f/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /f/: **"f-f-f"**. 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.

I wiggle my fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And now (clap on now)
All the wiggles are out of me
And I am as quiet as I can be!





Go nyakega lebe le:

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



Beke ya 1 Letšatši la 2

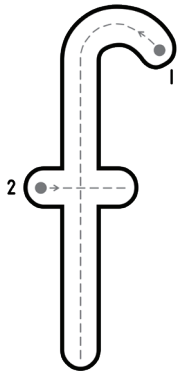
Mešongwana ya phapoše ka moka

Go anega kanegelo le go opela

- 1 Thoma ka go gopotša barutwana ka ga tshaloso 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 ditragatšo tša koša go be le go opela ga metlae ka dipolelo tša go feta e tee.

Go bopa tumatlhaka

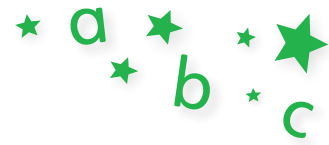
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /f/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /f/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Mohlala: Barutwana ba ka hwahwankiša matsogo a bona ba dira tše ekego ba a fofafofa ge ba re: "fffoffa, fffoffa".
- 3 O laetše barutwana go ngwale tlhaka "f". Ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o ye ka godimo le go theogela fase, phagamiša o thale go selaganya ka bogare."
- 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

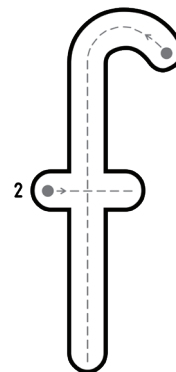
Whole class activities

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 /f/ or if they can think of any other words that start with the sound /f/.
- 2 Teach learners an action associated with the sound. For example: Learners can flap their arms and pretend to fly around the room while saying: "**ffofffa, ffoffa**".
- 3 Show learners how to write the letter **f**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "*Start at the dot, go over and all the way down. Lift and cross in the middle.*"
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their own 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 and walk on it.
- 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 **f**: folaga, faele, founu, feiye, folouru, folutu, fatuku, foroko, fene, fihla



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 ba ka bolela diaparo tšeo Temogo a di aperego ge a be a šoma ka serapaneng? (kamputsu, ditankara)
- 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 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 f."* 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 **f**: founu, feiye, folouru, folutu, fatuku, foroko, fene, fihla



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 they name the clothes that Temo wore when she was working in the garden?" (gumboots, dungarees)
- 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 **f**." 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
- Diswantšho tša merogo
- Maletere

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 barutwana ka ntikodiko o ba botše gore o ya mabenkeleng go reka gore o tle o apee sopo goba setšhuu e lego tša dijo tša mosegare. Bea pitša ya merogo le dikarata tša seswantšho goba merogo ya nnete mo bogareng bja ntikodiko.
- 2 Kgopela morutwana go hwetša seswantšho sa morogo wa go thoma ka "s" (mohlala, segwere) o se lokele ka pitšeng. O botšiše morutwana yo mongwe gape go hwetša se sengwe sa go thoma ka "t" (mohlala, tapola) o se lokele ka pitšeng. Tšwela pele bjalo go fihlela diswantšho ka moka di loketšwe ka pitšeng.
- 3 Botšiša barutwana gore ke eng se sengwe gape se re swanetšego go se lokela go dira sopo, sa go thoma ka /m/ (meetse). Re ka oketša le se sengwe sa go thoma ka /l/ (letswai). Itiriše o ka re o tšhela meetse, o apee, hudua o kwe tatso ya sopo.
- 4 Botšiša barutwana ge e le gore ba ka gopola merogo ye o e šomišitšego go "dira" sopo. Ge ba gakanega, ba fe sešupo ka go bolela modumo wa mathomo wa lentšu. Mohlala: Re loketše morogo wa go thoma ka modumo wa "e". Ee, eie".



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
- Pictures of vegetables or real vegetables
- A pot and wooden spoon

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 Seat learners in a circle and tell them you are going shopping to make vegetable soup or stew for lunch. Place a pot for the vegetables and picture cards or real vegetables in the middle of the circle.
- 2 Ask a learner to find a picture of a vegetable with the sound "s" (for example: segwere) and put it into the pot. Then ask another learner to find something with "t" (for example: tapola) and put it into the pot. Continue in this way until all the pictures have been put into the pot.
- 3 Ask learners what else we need to add to make soup, with the sound /m/ (meetse). We can also add something with /l/ (letswai). Pretend to add water, then cook, stir and taste the soup.
- 4 Ask learners if they can remember what vegetables you used to "dira" the soup. If they struggle to remember, give them a clue by saying the focus sound of the word. For example: "We added a vegetable with the sound 'e'. Yes, eie."



Small group activities

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





Go nyakega lebe le:

- Fothokhophi ya **Letlakala la mošongwana ka kgomo ya Temogo** go morutwana yo mongwe le yo mongwe
- Diphata tša go momarela goba makalana, dikero, sekgorametši
- Dikherayoni tša makhura tše dikgolo
- Pampiri yeo e sego ya ngwalwa ya A4 ya morutwana yo mongwe le yo mongwe
- Dikarata tša diswantšho tša mantšu a nokontši ao a amanago le kanegelo: dikherote, sepenetšhe, serapana, dikamputsu, ditankara, lloko, tamati (Tlaleletša ka diswantšho tša merogo go tšwa dipukwaneng tša mabenkele.), mokotlana wa lešela
- Tšhoko goba diswai, dikhaonthara, Phoresitiki

Beke ya 1 Letšatši la 5

Mešongwana ya phapoše ka moka

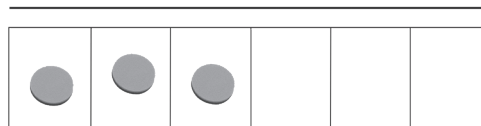
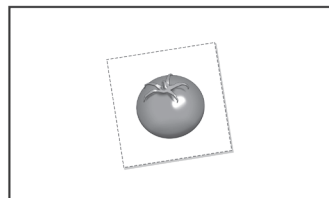
Dira, thala o be o ngwale

- 1 Hlalasetša barutwana gore ba ya go dira serapa sa merogo go swana le seo se lego ka gare ga kanegelo ya "Temogo le merogo ya gagwe".
- 2 Ba ka thoma ka go thala diswantšho tša merogo ya go bjälwa ka serapeng le lefaufaug kua godimo. Ba ka sega le go kgorametša seswantšho sa kgomo kgaufsi le serapa sa merogo. Botšiša barutwana: "Ke eng se o ka se nyakago go thibela kgomo go ja merogo? Ee, legora!"
- 3 Barutwana ba ka kgorametša makalana goba dipatlana tša semomono letlakaleng go dira legora.



Momaganya le go ripaganya (dinoko)

- 1 Thala papetla ya **E-bolele-le-go e šuthiša** godimo ga letlakala la lephephe-phepheulwa goba godimo ka papetla ka phapošeng ya gago.
- 2 Lokela dikarata tša diswantšho ka gare ga mokotla o kgopele morutwana go kgetha karata ya seswantšho sa nokontši go tšwa ka mokotleng wa lešela a e kgorametše sekgobeng se segolo sa khutlo-nne godimo ga papetla ya **E-bolele-le-go e šuthiša**.
- 3 Bjale o ka kgopela morutwana go fa seswantšho leina o otlolle lentšu, goba o le bolele ka go iketla, go ba thuša go kwa senoko se sengwe le se sengwe ka gare ga lentšu. Efa barutwana dibadi o ba thuše go šuthišetša seabadi ka gare ga sekgoba nako le nako ge ba bolele senoko.



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 **Temo's cow activity page** for each learner
- Sucker sticks or twigs, scissors, glue
- Jumbo wax crayons
- A4 blank page for each learner
- Picture cards of multisyllabic words relating to the story: dikherote, sepenetšhe, serapana, dikamputsu, ditankara, lloko, tamati (Tlaleletša ka diswantšho tša merogo go tšwa dipukwaneng tša mabenkele.), mokotlana wa lešela
- Chalk or markers, counters, Prestik

Week 1 Day 5

Whole class activities

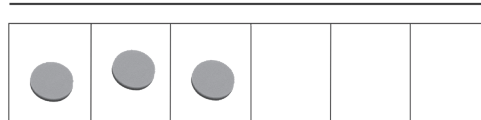
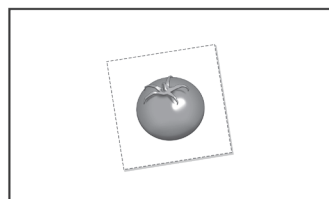
Make, draw and write

- 1 Explain to learners that they are going to make a vegetable garden like the one in the story "Temo and the plant thieves".
- 2 They can begin by drawing the vegetables growing in the garden and the sky above. They can then cut out and stick the picture of the cow next to the vegetable garden. Ask learners: "What do you need to keep the cow from eating their vegetables? Yes, a fence!"
- 3 Learners can then stick twigs or sucker sticks onto the page to make a fence.



Blending and segmenting (syllables)

- 1 Draw a **Say-it-and-move-it** board on a piece of flipchart paper or on a board in your classroom.
- 2 Place the picture cards in a cloth bag and ask a learner to select a multisyllabic picture card out of the cloth bag and stick it in the large rectangular space on the **Say-it-and-move-it** board.
- 3 Now ask the learner to name the picture and stretch the word, or say it slowly, to help them to hear each syllable in the word. Give the learner counters and help them to move a counter into a small block each time they say a syllable.








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="227 700 552 924"> <p>Temogo le merogo ya gagwe</p> <p>k m o e b t e k o</p>  </div> <div data-bbox="204 941 565 1261">  <p><i>Ka nako ye ya ngwaga, barutwana ba ka ba le boitshepo bja go ngwala ka bobona. O se tshwenyega ge barutwana ba bangwe ba ngwala lenti la dithaka tšeo di se nago dikgoba.</i></p> </div>	<p>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago 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. 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"> Diswantšho tše pedi tša dinawa, dikherote, sepineše, ditamati le merogo ye mengwe (o ka kgeila diswantšho tše di lego pampiring ya go bapatša wa di kgomaretša mo karateng) <div data-bbox="204 1488 586 1767">  <p><i>Go bohlokwa go ba le leswao la nkgokolwana la mmala ka morago ga karata gore baithuti ka kgone go di nyalantšha ka go tseba karata ye e nago le leswao, le ye e le hlokang.</i></p> </div>	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Hlalošetša barutwana gore ba tliile go ribega diswantšho, gomme ba topa dikarata tše pedi go tše di ribegilwego. Ge ba ka hwetša di swana, ba swanetše go di tšea. Ge di ka se swane, ba di bušetša morago moo ba di hweditšego gona. <div data-bbox="656 1488 1524 1688">  </div>
<ul style="list-style-type: none"> Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana <div data-bbox="279 1887 499 2152">  </div>	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> Laela sehlopha go ya sekhutlong 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 sekhutlo go lekola le go hlohleletša barutwana ka fao ba balago ka gona.




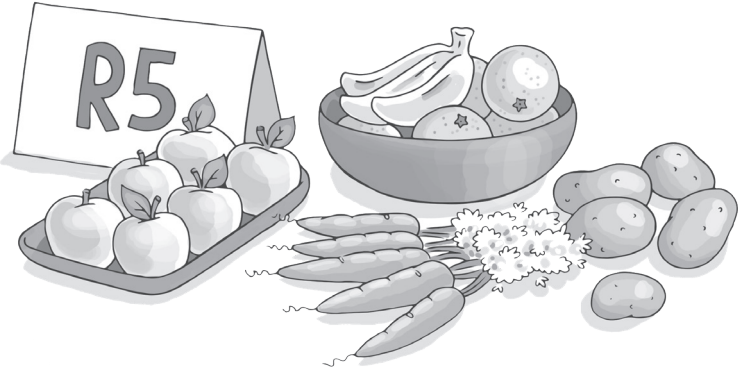


Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p>Temo and the plant thieves c o p n e t</p>  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</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. 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"> Two copies of pictures of beans, carrots, spinach, tomatoes and other vegetables (you can cut these out of a shopping brochure and stick them on card)  <p><i>It is useful to have a coloured dot on the back of one set of cards so the learners know to take one dot card and one plain card to find a pair.</i></p>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Explain to learners that they are going to put the pictures face down, and then pick up two cards. If they match, they can keep the cards. If they don't match, they must put the cards back where they found them. 
<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 them to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading.


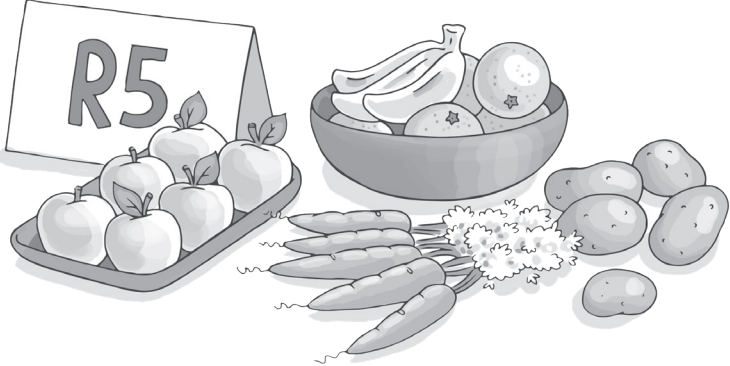




Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> • Kgatišo ya Letlakala la mošongwana wa mafela go morutwana yo mongwe le yo mongwe • Sekgomaretši, sekero, pampiri ye serolwana le ye talamorogo. 	<p>Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo</p> <ol style="list-style-type: none"> 1 Hlalošetša barutwana gore ba kgeile pampiri ya serolwana le ye talamorogo ka dibopego tše dinnyane tša sekwere ba di kgomaretše godimo ga seswanšho sa lefela. 
<ul style="list-style-type: none"> • Ditshegetšo: mapokisi, lenaneo la go reka, mokotla wa go lokela direkwa, memanki, terei ya merogo, sekala sa dienywa le merogo. Leswao la ' Dikgethwa tša lehono', dintšwelakae tša go rekega- di fokoditšwe ka diperesente tše 10 (lesome); leswao la go laetša gore lebenkele le butšwe, motšhene wa go lokela tšhelete (o ka dirwa ka lepokisi), ditlankana tša bohlatse bja gore o rekile), tšhelete, dienywa le merogo, ditlanka tša boleng bja theko le thethwana ya morekiši 	<p>Mošongwana wa 5: Thaloko ya maitirišo</p> <ol style="list-style-type: none"> 1 Laela barutwana go ya sekhutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa. Hlalošetša barutwana gore ba tliio raloka mantlwanltwane wa go rekiša merogo mmarakeng wa ka thoko ga tsela. 2 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 Mealie activity page for each learner• Glue, scissors, yellow and green paper	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Explain to learners that they must tear yellow and green paper into small squares and glue the paper onto the drawing of the mealie plant. 
<ul style="list-style-type: none">• Props: crates, shopping list, shopping bags, baskets, vegetable trays (styrofoam), scale for weighing fruit and vegetables, sign with "Today's special", sale items – 10% off, Open sign, shopping till or cash register (this can be made out of a box), different pay slips, money, fruit and vegetables, labels for prices, apron for the seller	<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 to them that they are going to pretend to sell vegetables at a market or roadside shop.2 Visit the corner at least once to observe and encourage learners' pretend play. 





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

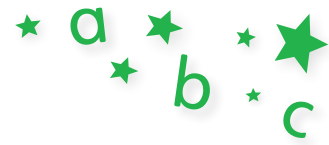
- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: *"Temogo, tatagwe, tamati, tiragalo. Le kgona go kwa modumo wo o nepišitšwego: Temogo, tatagwe, tamati? Ee, le nepile! Ka moka ba file modumo wa /t/."*
- 2 *"Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka/t/: tafola, tau, teye, tadi, taese, taki, tapola."* (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 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, 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

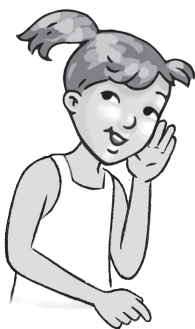


- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the 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.
- 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: "Temogo, tatagwe, tamati, tiragalo. Can you hear the focus sound: Temogo, tatagwe, tamati? Yes, you are right! The focus sound is /t/."
- 2 "Listen carefully, here are some more words with /t/: tafola, tau, teye, tadi, taese, taki, tapola." (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:

- Puku ye Kgolo: Temogo le merogo ya gagwe
- Meetse ka gare ga ditšhelo le poraše ya pente tša morutwana yo mongwe le yo mongwe

Beke ya 2 Letšatši la 2

Mešongwana ya phapoše ka moka

Go bala mmogo: Puku ye Kgolo

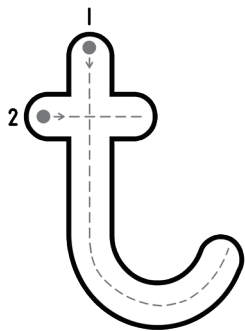


- 1 Hlohleletša barutwana go lebelela seswantšho sa bokantle bja puku le go bolela ka seo ba se bonago le seo ba se lemogago.
- 2 Balela barutwana ka phapošeng hlogo ya kanegelo. O šupe lentšu le lengwe le le lengwe ge o tšwela pele ka go bala. E bale gape o kgopele barutwana go bala le wena.
- 3 Phetla 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 /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. 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, tšwela ka ntle o fe morutwana yo mongwe le yo mongwe setšhelos a go ba le meetse le poraše ya pente. Barutwana ba ka penta tlhaka gantši ka gare ga meetse mo lebatong.
- 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: *Temo and the plant thieves*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

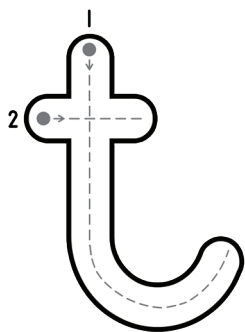
Whole class activities

Shared reading – Big Book

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



Forming the letter



- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /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**. 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 mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.

Small group activities

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



Go nyakega lebe le:

- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **t**: tafola, tau, teye, tadi, taese, taki, tapola

Beke ya 2 Letšatši la 3

Mešongwana ya phapoše ka moka

Go ithuta go theeletša

- Hlalosetša barutwana gore o ya go ba botša se sengwe go tšwa kanegelong le gore ba swanetše go theeletša ka tlhokomelo go bona ge e le gore ke nnete goba ga se nnete (go se be nnete). Ge ba nagana gore se o se boelago ke nnete, ba swanetše go emišetša monwana wa bona wa nkgogoropo godimo le gore ge ba nagana gore ga se nnete, ba iše menwana ya bona ya nkgogoropo fase. Mohlala:
 - ★ Pere e ile ka serapeng sa merogo sa Temogo. (ga se nnete)
 - ★ Temogo le tatagwe ba agile legora go dikologa serapa sa bona sa merogo.(ke nnete)
 - ★ Temogo o kgele dikenywa ka serapeng sa gagwe. (ga se nnete).
 - ★ Temogo o dirile mmešwa ka merogo). (ga se nnete)
 - ★ Temogo o bjetše dinawa, digwere,sepiniše le ditamati. (ke nnete).
 - ★ Mmago Temogo o mo thušitše go epa serapa le go bjala dipeu. (ga se nnete)
 - ★ Dipudi di hlakhlakantšhitše ka serapeng sa Temogo. (ke nnete)
- Tšwela pele ka thaloko, efela kgopela barutwana go nagana ka se sengwe go tšwa kanegelong seo e lego nete goba sa go se be sa nnete.

Mapokisi la ditlhaka

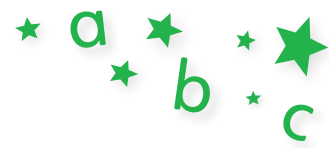
- Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme 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 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:

- A letter box containing objects or pictures that have the focus sound **t**: tafola, tau, teye, tadi, taese, taki, tapola

Week 2 Day 3

Whole class activities

Learning to listen

- 1 Explain to learners that you are going to tell them something from the story and they must listen carefully to see if it is true or false (not true). If they think what you say is true, they must put their thumbs up and if they think it is false, they must put their thumbs down. For example:
 - ★ The horse went into Temo's vegetable garden. (false)
 - ★ Temo and her dad built a fence around the vegetable garden. (true)
 - ★ Temo picked the fruit in her garden. (false)
 - ★ Temo made a braai with the vegetables. (false)
 - ★ Temo planted beans, carrots, spinach and tomatoes. (true)
 - ★ Temo's mother helped her dig the garden and plant the seeds. (false)
 - ★ The goats made a mess in Temo's vegetable garden. (true)
- 2 Continue the game, but ask learners to think of something from the story that might be true or false.

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:

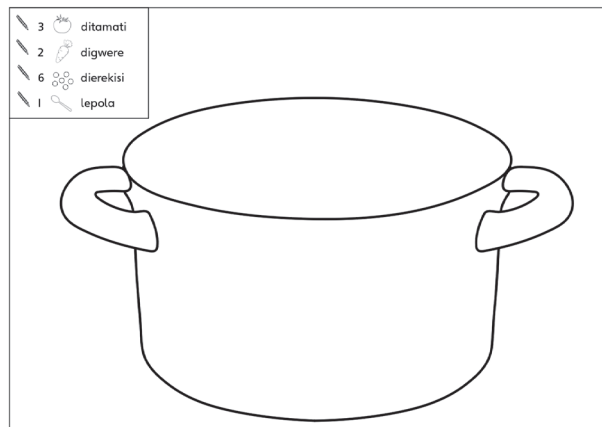
- Fothokhophi ya **Letlakala la mošongwana wa go bala le go dira** ya morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo
- Diswantšho tša dienywa goba dienywa tša kgonthe, ntlatla, sekotlelo sa salate ya dienywa

Beke ya 2 Letšatši la 4

Mešongwana ya phapoše ka moka

Bala o dire

- 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).
- 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.
- Balang mothaladi wa mathomo mmogo.
- Botšiša barutwana ge e le gore go na le yo a ka "balago" seo se latelago seo se tla go dirwa lenaneong.
- Barutwana ba swanetše go tšwela pele ka taelo ka e tee ka e tee ka yona tsela ye.
- Thuša barutwana ge e le gore ba na le bothata bja go bala ditaelo.



Go theeletša medumo ye e nepišitšwego

- Dudiša bana ka sediko gomme o ba botše gore o ya lebenkeleng o yo reka tša go dira disete ka salate ya dienywa. Bea ntlatla ya dinywa le dikarata tša diswantšho goba dienywa tša kgonthe gare ga sediko.
- Botšiša barutwana gore ba hwetše seswantšho sa seenywa seo se thomago ka modumo wa /a/ (mohlala, apole) gomme o itire tše ekego o e kgabela o e tšhela ka sekotlelong. Ke moka kgopela morutwana yo mongwe gore a hwetše se sengwe seo se thomago ka /ph/ (mohlala, phaeneapole) gomme o itire tše ekego o e kgabela o e tšhela ka sekotlelong. Tšwela pele ka tsela ye go fihlela ge diswantšho ka moka di beilwe ka sekotlelong.
- Botšiša barutwana gore ke eng gape se sengwe seo ba ka se tšhelago ka salateng ya dienywa seo se thomago ka /kh/ - kherime goba khasetete. Itire tše e kego o tšhela kherime goba khasetete gomme o kwa tatso ye bose ya salate ya dienywa.
- Bjale botšiša barutwana ge e le gore ba ka gopola gore ke dienywa dife tšeo o di šomišitšego go "dira" salate ya dienywa. Ge e le gore ba na le bothata bja go gopola, ba fe seka ka go bolela modumo wa mathomo wa lentšu. Mohlala: "Re tšhetše seenywa seo se thomago ka modumo wa /ph/. Ee, phaeneapole."

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:

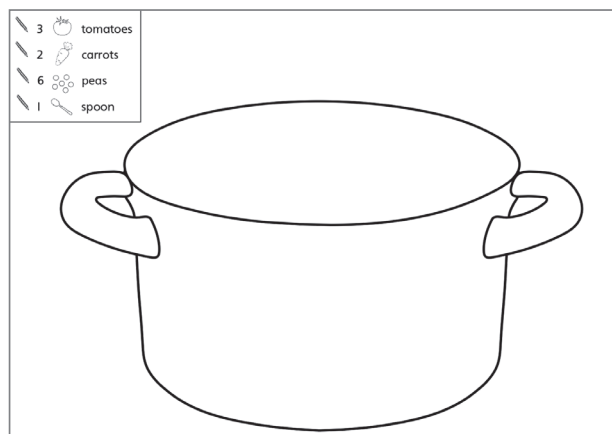
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Pictures of fruit or real fruit, a basket, a bowl for fruit salad

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. Learners must draw three tomatoes.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw two carrots.
- 5 Learners must continue in this way with each of the instructions.
- 6 Assist learners if they struggle to read the instructions.



Listening for focus sounds

- 1 Seat learners in a circle and tell them you are going shopping to make a fruit salad for dessert. Place a basket for the fruit and picture cards or real fruit in the middle of the circle.
- 2 Ask a learner to find a picture of a fruit that starts with the sound /a/ (for example: apple) and pretend to chop it and put it into the bowl. Then ask another learner to find something that begins with /ph/ (for example: peach) and pretend to chop it and put it into the bowl. Continue in this way until all the pictures have been put into the bowl.
- 3 Ask learners what else we would like to add to our fruit salad, starting with the sound /kh/ – kherime. Pretend to pour some custard and then taste the delicious fruit salad.

Then ask learners if they can remember what fruit you used to “make” the fruit salad.

If they struggle to remember, give them a clue by saying the sound of the word.

For example: “We added a fruit that starts with the sound /ph/. Yes, a peach.”

Small group activities

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





Go nyakega lebe le:

- Pampiri ya folipetšhate le seswai
- Dikherayoni tša makhura tše dikgolo
- Mekotla ya dipolasetiki, dipapetlana tša pampiri
- Dikarata tša diswantšho tša mantšu a nokontši ao a amanago le kanegelo: dikherote, sepenetšhe, serapana, dikamputsu, obarolo, lloko, tamati, merogo, bothata, mmogo (O ka tlaleletša diswantšho tša merogo go tšwa dipukwaneng tša mabenkele), mokotlana wa lešela
- Mokotlana wa lešela, tšhoko goba seswai, dikhaonthara, Phoresetiki

Beke ya 2 Letšatši la 5

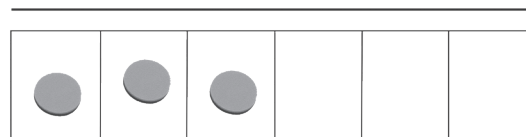
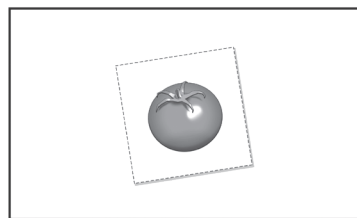
Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Botšiša barutwana ge e le gore ba ka gopola seo se nyakegago gore dimela tša ka serapaneng sa Temogo di gole (letšatši, mobu, meetse). Ke moka o re: "Ke mang yo a ka gopolago seo Temogo a se dirilego pele ga ge a be a bjala ka serapaneng sa gagwe? (o šomišitše foroko go lokiša mobu gore o be boleta). Go tloga moo ke eng seo se latelago seo a se dirilego?"
- 2 Mola le šetše le boledišane ka dikgato ka moka tša go bjala merogo, kgopela barutwana gore ba go thuše go ngwala tše fase gore o kgone go di gopola, o be o di abelane le ba mephato ye mengwe.
- 3 Thoma ka go bolela ka hlogotaba yeo o nyakago go e bea godimo ga letlakala. Mohlala: Ka moo merogo e ka bjalgago ka gona.
- 4 Bjale ngwala "Kgato ya 1" gomme o botšiše barutwana ka seo Temogo a se dirilego pele. Tšwela pele ka tsela ye, o theetše ka tlhokomelo gore barutwana ba reng le go kwana ka seo se swanetšego go ngwalwa. Bolela lentšu le lengwe le le lengwe ge o le ngwala, gore barutwana ba bone ka moo mantšu ao a bolelwago a ngwalwago ka gona.

Momaganya le go ripaganya (dinoko)

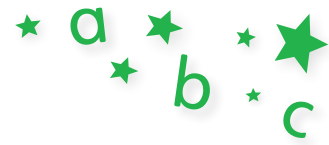
- 1 Thala papetla ya **E-bolele-le-go e šuthiša** godimo ga letlakala la lephethe-phempeulwa goba godimo ka papetla ka phapošeng ya gago.
- 2 Lokela dikarata tša diswantšho ka gare ga mokotla o kgopele morutwana go kgetha karata ya seswantšho sa nokontši go tšwa ka mokotleng wa lešela a e kgorametše sekgobeng se segolo sa khutlo-nne godimo ga papetla ya **E-bolele-le-go e šuthiša**.
- 3 Bjale o ka kgopela morutwana go fa seswantšho leina o otlolle lentšu, goba o le bolele ka go iketla, go ba thuša go kwa senoko se sengwe le se sengwe ka gare ga lentšu. Efa barutwana dibadi o ba thuše go šuthišetša sebadi ka gare ga sekgoba nako le nako ge ba bolela senoko.



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 and a marker
- Jumbo wax crayons
- Plastic bags, pieces of paper
- Picture cards of multisyllabic words relating to the story: dikherote, sepenetšhe, serapana, dikamputsu, obarolo, lloko, tamati, merogo, bothata, mmogo (O ka tlaleletša diswantšho tša merogo go tšwa dipukwaneng tša mabenkele), mokotlana wa lešela
- A cloth bag, chalk or marker, counters, Prestik

Week 2 Day 5

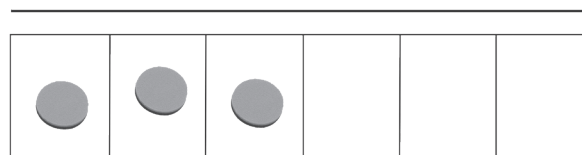
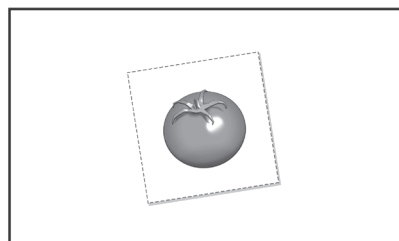
Whole class activities

Make, draw and write

- 1 Ask learners if they can remember what the plants in Temo's garden need to grow (sun, soil, water). Then say: "Who can remember what Temo did first when she was planting her garden? (used a fork to make the soil soft). And then what did she do next?"
- 2 Once you have discussed all the steps in planting vegetables, ask learners to help you write these down so that you can remember them, and share them with other classes.
- 3 Begin by talking about the heading you want to put at the top of the page. For example: How to grow vegetables.
- 4 Then write "Step 1" and ask learners what Temo did first. Continue in this way, listening carefully to what learners say and then agreeing what to write. Say each word as you write it, so that learners can see how their spoken words are written down.

Blending and segmenting (syllables)

- 1 Draw a **Say-it-and-move-it** board on a piece of flipchart paper or on a board in your classroom.
- 2 Place the picture cards in a cloth bag and ask a learner to select a multisyllabic picture card out of the cloth bag and stick it in the large rectangular space on the **Say-it-and-move-it** board.
- 3 Now ask the learner to name the picture and stretch the word, or say it slowly, to help them to hear each syllable in the word. Give the learner counters and help them to move a counter into a small block each time they say a syllable.

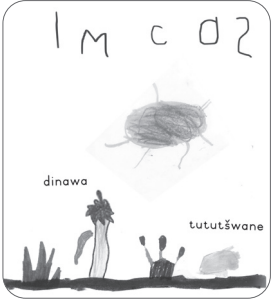




Small group activities

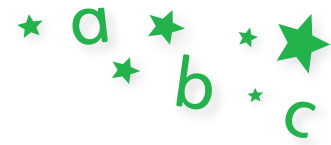
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



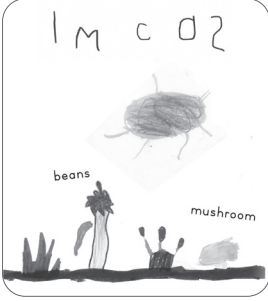


Mešongwana ya sehlopha se sennyane ya Beke ya 2

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 	<p>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago pele</p> <ol style="list-style-type: none"> Hlalošetsa barutwana gore ba ilo thala serapana sa merogo ya go fapafapana ye e golago mmung. Ge ba feditše ba tlo thala serapana sa merogo ya go fapafapana ba efa maina goba ba kgopele gore o ba thuše go ngwala maina a yona.
<ul style="list-style-type: none"> Pitša ye kgolo ya go ba le meetse Dikhurumelo tša mabotlelo tšeo di nago le maletere Leho le legolo le diswantšho tša go nyalelana le medumo ya maletere 	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Bea diswantšho tsa maletere tafoleng o di lebeletše godimo. Hlalošetša barutwana gore ba tlile go bapala papadi ya 'sopo ya maletere'. Barutwana ba sielane ka go kga sopo ya maletere, ba bolele modumo wo o dirwago ke leletere leo, ba be ba hwetše seswantšho sa go nyalelana le modumo woo. 
<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 sekhutlong 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 sekhutlo go lekola le go hlohleletša barutwana ka fao ba balago ka gona.





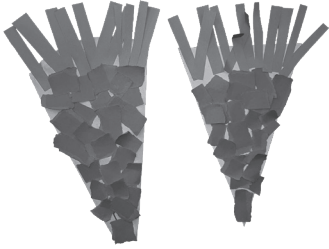
Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to draw a garden with different vegetables growing in the soil. 2 Once they have drawn the vegetables, they can label the different vegetables in the garden or ask you to help write labels for them.
<ul style="list-style-type: none"> • Large pot with some water, bottle tops with letters written on • A large spoon • Picture cards to match letter sounds 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the letter picture cards face up on the table. 2 Explain to learners that they are going to play letter soup. 3 They must take turns to spoon out a letter, say the sound the letter makes and then find a matching picture. 
<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 them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.



Go nyakega lebe le:

- Khatipokisi goba poleiti ya pampiri, sekgomaretši, sekero, pampiri ya mmala wa namune le ye talamorogo (O ka šomisa matlakala a puku ya diswantšho)



- Ditshegetšo: mapokisi, lenaneo la go reka, mokotla wa go lokela direkwa, memanki, tere ya merogo, sekala sa dienywa le merogo. Leswao la ' Dikgethwa tša lehono', dintšwelakae tša go rekega- di fokoditšwe ka diperesente tše 10 (lesome); leswao la go laetša gore lebenkele le butšwe, motšhene wa go lokela tšhelete (o ka dirwa ka lepokisi), ditlankana tša bohlatse bja gore o rekile, tšhelete, dienywa le merogo, ditlanka tša boleng bja theko le thethwana ya morekiši

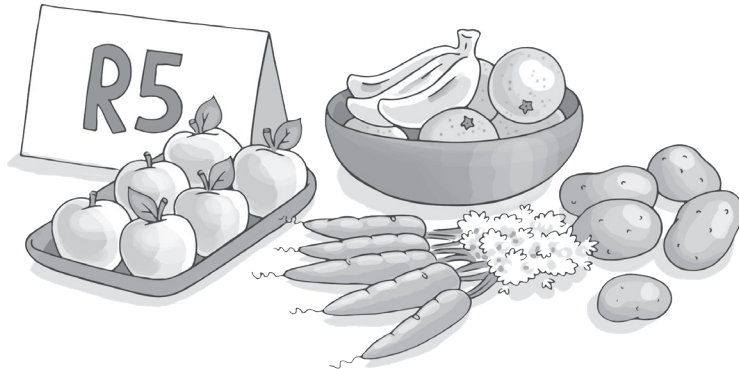
Mešongwana

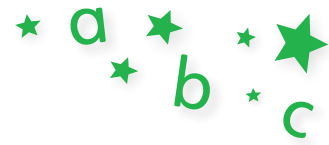
Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo

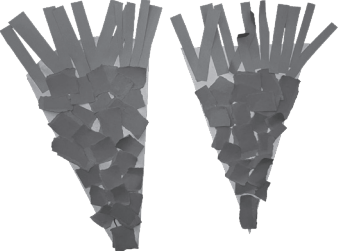
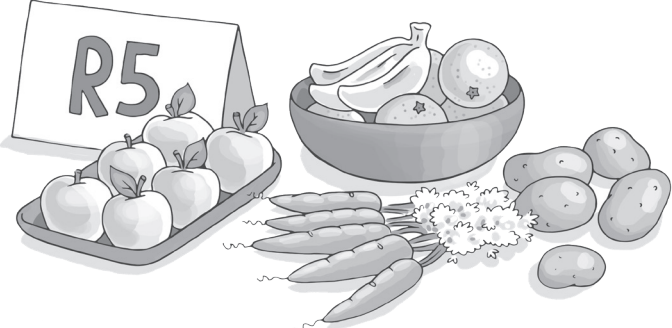
- 1 Phutha poleiti ya pampiri ka bogare goba o sege khatipokisi ka sebopego sa khutlotharo se setelele.
- 2 Hlošetša barutwana gore ba sege pampiri ya mmala wa namune go dira dikwere tše dinnyane; ba be ba sege pampiri ye talamorogo go dira dikgapetla. Ge ba fetša ba dira kherote ya mahlare a matala ka go kgomaretša dipampitšhana godimo ga poleiti ya pampiri.

Mošongwana wa 5: Thaloko ya maitirišo

- 1 Gopotša barutwana ka ga ditshegetšo ka sekhutlwaneng sa se ka thaloko o ba hlohletše go tšwela pele go thoma Bekeng ya 1 ge ba be ba ekiša go rekiša merogo mmarakeng goba lebenkeleng la ka thoko ga tsela.
- 2 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohletša thaloko ya barutwana.





You will need	Activities
<ul style="list-style-type: none">• Cardboard or paper plates, glue, scissors, orange paper and green paper (you can use pages of magazines) 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Fold a paper plate, or cut cardboard into a long triangle.2 Explain to learners that they must tear orange paper into small squares and cut green paper into strips. Then they can glue the paper onto the paper plate to make an orange carrot with green leaves.
<ul style="list-style-type: none">• Props: crates, shopping list, shopping bags, baskets, vegetable trays (styrofoam), scale for weighing fruit and vegetables, sign with "Today's special", sale items – 10% off, Open sign, shopping till or cash register (this can be made out of a box), different pay slips, money, fruit and vegetables, labels for prices, apron for the seller	<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 sell vegetables at a market or roadside shop.2 Visit the corner at least once to observe and encourage the learners' game. 



★ Rakgolo Farouk

Kanegelo

Mo gare ga toropokgolo, ye e dikaneditšwego ke dintlo le mekgotha ye e dulago e tletše ka batho le dikoloi, ke mo o tla hwetšago serapana sa Rakgolo Farouk. Amir e be e le mošemanyana wa mengwaga ye šupa yo a bego a rata go etela rakgolo wa gagwe beke ye nngwe le ye nngwe. O rata matlakala, matšoba le mehlare tše di lego ka serapaneng sa rakgolo wa gagwe.



Amir o šoma le rakgolo wa gagwe ka serapaneng letšatši ka moka. O mo thuša go gaša mmutedi godimo ga moo go bjetšwego matšoba le go nošetša dimela. Ge ba feditše ba ipshina ka go ja dipšere tše di tšwago mohlareng. Ka letšatši le lengwe Rakgolo wa gagwe ga a ka a ja pšere ya gagwe. Amir o ile a mmotšiša a re: "Molato ke eng Rakgolo?" Rakgolo wa gagwe a mmontšha pšere ya gagwe. E be e tletše ka mebalana ya meso go laetša gore e be e jewa ke disenyi.

Rakgolo wa gagwe a re: "Bona mo Amir, tše dingwe tša dimela tša ka di a hwa."

Amir a botšiša a re: "Lebaka ke eng?"

Rakgolo wa gagwe a re: "Ge o ka di lebeledišiša, o tla lemoga gore dipodilekgwana dija dimela tše dingwe, go nyakega dipodilekgwana!"

Amir a botšiša a re: "Podilekgwana ke eng Rakgolo, le gona di thuša bjang?"

Rakgolo wa gagwe a mo araba ka gore: "Ke ditšhitšhiri tša mmala wo moso le bo khubedu tše dijago disenyi tše di bolayago dimela, ntle le dipodilekgwana, serapana se tla hwa."

Amir a re: "Ke tla go thuša go hwetša podilekgwana." Beke ka moka, Amir a nyakana le dipodilekgwana mo gohle ka go dira mašobana mo sekhurumelong gore di tle di kgone go hema. Ge a di bala a lemoga gore o šetše a kgobokeditše dipodilekgwana tše lesome!

Ka letšatši le le latelago, Amir o ile a yo etela Rakgolo wa gagwe Farouk, a mmontšha lebotlelo la gagwe le le bego le ena le dipodilekgwana tše lesome ka gare ga lona. Rakgolo wa gagwe a bolela se a myemyela ebile a thabile, "O dirile gabotse kudu mošemanyana wa ka, o dirile gabotse kudu."

Rakgolo o be a thabile kudu. Dipodilekgwana di be di swerwe ke tlala kudu! Dipodilekgwana di ile tša ja disenyi, serapana sa thoma go thunya matšoba. Go tloga letšatšing leo, serapana sa Rakgolo Farouk sa thoma go mediša sa mediša sa mediša sa thabiša Rakgolo le Amir kudu.

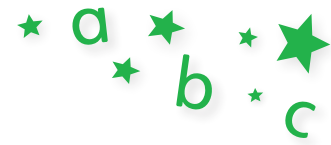


A ke mafelelo a kanegelo.





★ Grandpa Farouk's garden



Story

Right in the middle of the city, surrounded by houses and busy streets, you'll find Grandpa Farouk's garden. Amir is seven years old and he loves to visit his grandpa every week. He loves the leaves, flowers and trees in his grandpa's garden.

Amir works with his grandpa in the garden all day. He sprinkles compost on the flower beds and helps to water the plants. When they are finished, they enjoy eating the ripe pears growing on the tree. One day Grandpa didn't eat his pear. "What's wrong?" asked Amir. Grandpa showed Amir his pear. There were lots of little marks on the pear where pests had eaten it.



"And look here Amir, some of my plants are dying," said Grandpa. "Why?" asked Amir. "If you look closely, you'll see the pests are eating some of the plants too," said Grandpa. "We need ladybirds!" said Grandpa. "What is a ladybird, Grandpa, and how can they help?" asked Amir. "They are little red and black bugs that eat the pests that kill the plants," answered Grandpa. "Without ladybirds, the garden will die."

"I will help you find ladybirds," said Amir. For a whole week, Amir looked everywhere for ladybirds to collect for Grandpa's garden. He found an empty glass bottle and carefully put all his ladybirds in it. He made holes in the lid so they could breathe. When he counted them, he saw that he had collected ten ladybirds!

The next day, Amir went to visit Grandpa Farouk, and showed him his bottle with ten ladybirds in it. "You've done well, oh my boy, you've done so well!" Grandpa said, smiling happily. Grandpa was very happy. He opened the bottle and the ladybirds flew out. The ladybirds were very hungry! The ladybirds ate the pests, and the garden blossomed. From that day on, Grandpa Farouk's garden grew and grew and grew and made Grandpa and Amir very happy.

And that is the end of the story.





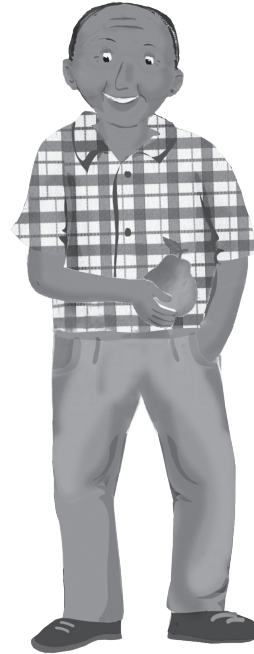
Koša

Rakgolo o be a na le serapana se sebotse,
 Serapana se sebotse, serapana se sebotse,
 Seo se bego se tletše
 ka dienywa le matšoba.

Amir o ile a tla go nošetša serapana,
 Go nošetša serapana, go nošetša serapana.
 O be a rata go thuša
 gore dimela di gole.

Disenyi di ile tša tla tša ja dimela
 Tša ja dimela, tša ja dimela.
 Bjale go tla nyakega
 dipodilekgwana!

Dipodilekgwana di ile tša tla tša ja disenyi,
 Tša ja disenyi, tša ja disenyi,
 Serapana se ile sa mediša
 sa mediša, sa mediša!



(Šomiša tšhuni ya koša ye o ikgethelago yona go opela koša ye "The wheels on the bus" kgotsa dirisang molodi wa lona.)

Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	serapana	rakgolo	dibjalwa	disenyi	dipodilekgwana	toropokgolo
Mantšu a tlaleletšo:	mehlare	mmutedi	fetša	hwa	kgoboketša	go thunya matšoba
	lebotlelo	thaba	go swarwa ke tlala	pšere	matšoba	





Song

Grandpa Farouk had a beautiful garden,
 A beautiful garden, a beautiful garden.
 Grandpa Farouk had a beautiful garden,
 Full of fruits and flowers.

Amir came along to water the garden,
 Water the garden, water the garden.
 Amir came along to water the garden,
 He liked to help it grow.

The pests came along and ate the plants,
 Ate the plants, ate the plants.
 The pests came along and ate the plants,
 We'll need some ladybirds now!

The ladybirds came and ate the pests,
 Ate the pests, ate the pest,
 The ladybirds came and ate the pests,
 And the garden grew and grew!



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

Vocabulary from the story

Key-words:	garden	grandpa	plants	pests	ladybirds	city
Extra words:	trees	compost	finish	die	collect	blossom
	bottle	happy	hungry	pear	flowers	



Go nyakega lebe le:

- Kanegelo ya: Rakgolo Farouk
- Dipopi: Rakgolo, Amir, dipodilekgwana ka lebotlelong, dimela tšeo di hwago, dimela tšeo di phuphuselago, kane ya go nošetša
- Ditshegetšo: pšere, sebokwana, nnete, lebotlelo, podilekgwana
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu



Beke ya 1 Letšatši la 1

Mešongwana ya phapoše ka moka

Bolela sereto "Ke šikinya menwana ya ka" 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: "Naa go na le yo mongwe ka geno goba wena a kilego a ba le serapana? Ke eng tšeo di melago ka serapaneng? Naa o nyaka eng seo se tlogo thuša dimela gore di gole? Naa o kile wa bona podilekgwana peleng? Dipodilekgwana di lebelelega bjang?"
- 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." 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. Mohlala: Ba laetše diswantšho tša dimela, matšoba le mehlare yeo e melago ka serapaneng. Ke moka ba laetše toropokgolo yeo e nago le meago moo go sa melego selo.

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 gopola gore go mela eng ka serapaneng sa Rakgolo Farouk? Ke eng seo Amir a se ratago ka serapana sa rakgolwagwe? O gopola gore ke ka lebaka la eng serapana se ehwa? Naa ke kae moo Amir a ka hwetšago dipodilekgwana?"

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: "dikaneditšwego, dintlo, dulago, dikoloi, dimela, dipšere, dingwe, dipodilekgwana, dira, disenyi, dirile". Le kgona go kwa modumo wo o nepišitšwego: dintlo, dikoloi, dingwe, dipod-dilekgwana, dira? Ee, le nepile! Ka moka ba file modumo wa /d/."
- 2 "Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /d/: dieta, diaparo, diatla, digwagwa, dikepe, dipuku, dinao, dithipa, dipeke, ditsebe, dikoloi, digalase." (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /d/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /d/: "d-d-d". 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.

Ke šikinya menwana ya ka

Ke šikinya menwana ya ka
 Ke šikinya menwana ya ka ya maoto
 Ke šikinya magetla a ka
 Ke šikinya nko ya ka
 Bjale ge (phaphatha matsogo)
 Mešikinyo ka moka e tšwile mo go nna
 Ke homotše ka mo ke kgonago!



You will need:

- Story: *Grandpa Farouk's garden*
- Puppets: Grandpa, Amir, ladybirds in a bottle, plants dying, plants blooming, watering can
- Props: pear, bug net, bottle, ladybird
- Objects or picture cards for some of the words from the vocabulary list



Week 1 Day 1

Whole class activities

Say the rhyme *I wiggle my fingers* to bring learners to the mat for story time.

I wiggle my fingers

I wiggle my fingers
I wiggle my toes
I wiggle my shoulders
I wiggle my nose
And now (clap on now)
All the wiggles are out of me
And I am as quiet as I can be!

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: *"Have you or someone in your family got a garden? What grows in this garden? What do you need to do to help the plants to grow? Have you seen a ladybird before? What do ladybirds look like?"*
- 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 plants, flowers and trees growing in gardens. Then show them pictures of a city with a lot of buildings where nothing is growing.

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 grows in Grandpa Farouk's garden? What does Amir love about his grandpa's garden? Why do you think the garden is dying? Where will Amir find ladybirds?"*

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: *"dikaneditšwego, dintlo, dulago, dikoloi, dimela, dipšere, dingwe, dipodilekgwana, dira, disenyi, dirile. Can you hear the focus sound: dintlo, dikoloi, dingwe, dipod-dilekgwana, dira? Yes, you are right! They all have the sound /d/."*
- 2 *"Listen carefully, here are some more words with /d/: dieta, diaparo, diatla, digwagwa, dikepe, dipuku, dinao, dithipa, dipeke, ditsebe, dikoloi, digalase."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /d/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /d/: **"d-d-d"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Go nyakega lebe le:

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



Beke ya 1 Letšatši la 2

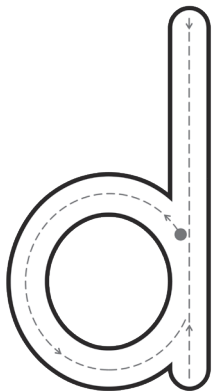
Mešongwana ya phapoše ka moka

Go anega kanegelo le go opela

- 1 Thoma ka go gopotša barutwana ka ga tshaloso 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 ditragatšo tša koša go be le go opela ga metlae ka dipolelo tša go feta e tee.

Go bopa tumatlhaka

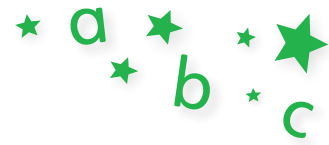
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /d/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /d/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka dira tše e kego ba gadimiša **dieta** tša bona ka pholetšhe gomme ba sepelasepela ba kgantšha go gadima ga **dieta** tša bona tše diswa.
- 3 O laetše barutwana go ngwale tlhaka "d". 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 go fetiša o boele 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 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 song



Week 1 Day 2

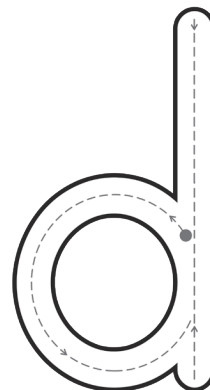
Whole class activities

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 it in more than one language.

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /d/ or if they can think of any other words that start with the sound /d/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend they are shining their shoes with polish and then walking along and showing off their new shiny shoes (**dieta**).
- 3 Show learners how to write the letter **d**. Praise their attempts then write a large letter on the board or in the air while saying the following: "Start at the dot, go round, then all the way up and all the way down."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their own 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 and walk on it.
- 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 **d**: dieta, diterebe, dinawa, diperi, dierekisi, ditšhipisi, digalase



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: Tliša matšoba a mangwe goba dimela tšeo di lego foreše gammogo le tše dingwe tšeo di omeletšego ebilego di hwile. Kgopela barutwana gore ba kgoboketše sehlopha sa matšoba ao a hwago goba sa ao a thantšego.
- 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.

Mapokisi la ditlhaka

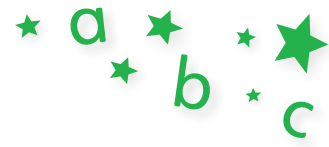
- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme 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 d."* 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 **d**: dieta, diterebe, dinawa, diperi, dierekisi, ditšhipisi, digalase



Week 1 Day 3

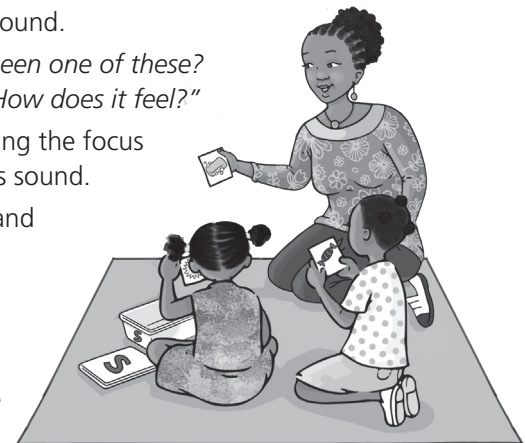
Whole class activities

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: Bring some flowers or any plants that are fresh and some that are dry and dead. Ask learners to collect a bunch of flowers that are dying or a bunch that is blooming.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

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



Small group activities

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



Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho
- Papetlana ya pampiri ya folipetšhate, Phoresitki
- Diswantšho tša dilo tšeo di hwetšwago ka dirapaneng, mohlala: matšoba, dipodilekgwana, dirurubele

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 nepištšwego

- 1 Kgetha diswantšho tša go fapana tša dilo tšeo di hwetšwago ka dirapaneng gare ga sediko. Hlathollela barutwana gore ba tlo go thuša go dira phosetara ya serapana se sebotsana.
- 2 Nke o re: "Naa ke mang yo a ka re hweletšago se sengwe seo se nago le modumo wa tebišo wa /tš/?" Morutwana a ka kgorametša letšoba go pampiri ya folipetšhate yeo e se nago le selo. Botšiša morutwana yo mongwe ge e le gore a ka hwetša seo se thomago ka /p/ gomme morutwana a kgetha podilekgwana a e kgorametša pampiring ya folipetšhate.



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
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: figs, sticks, butterflies, ladybirds, flowers

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:

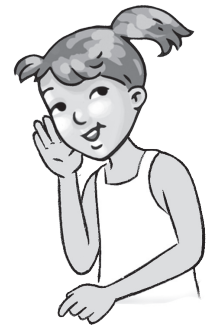


These are useful questions to ask about each picture:

- "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 Have a selection of different pictures of things found in gardens in the middle of the circle. Explain to learners that they are going to help you make a poster of a beautiful garden.
- 2 Say: "Who can find something for our garden with the focus sound /tʃ/?" A learner can stick a picture of a 'letšoba' onto the blank flipchart paper. Ask if another learner can find something with /p/ and the learner selects a 'dipodilekgwana' and sticks it on the flipchart paper.



Small group activities

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



Go nyakega lebe le:

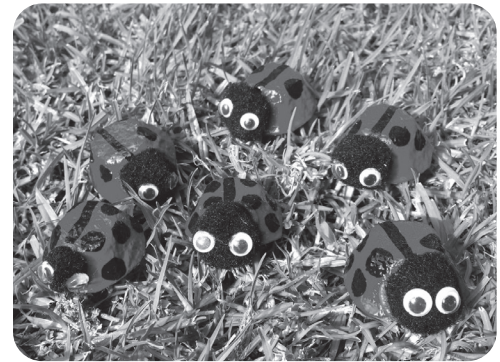
- Maswikana goba dikhurumelo tša mabotlelo goba mapokisi a mae, mahlo a dipolasitiki(se se ka ba gona goba aowa ka ge mahlo a ka dirwa ka pente)
- Pente ye khubedu, ye ntsho le ye tšhweu, diporaše tša go penta, sekgomaretši, dikero, mokotla wa lešela
- Diswantšho tša dikhunkhwane le diphedi tša ka serapeng

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 dipodilekgwana ba šomiša mapokisi a mae, maswikana goba dikhurumelo tša mabotlelo.
- 2 Bolela ka sebopego sa tšona (nkgokolo) le mmala(hubedu dikodi tše diso). Bolela ka maphego le mahlo tša podilekgwana
- 3 Barutwana ba ka penta mapokisi a mae, maswikana goba dikhurumelo tša mabotlelo ka bokhubedu. Ge pente e tla be e oma, ba ka penta/ba thala bjang goba matlakala godimo ga letlakala.
- 4 Ge pente e omile, ba ka thala dikodi ba thala goba ba di kgorametša godimo ga mahlo. Ba ka bea podilekgwana ya bona ye e fedilego godimo ga letlakala la bona la bjang goba la matlakala.



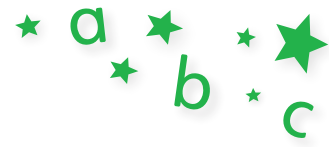
Momaganya le go ripaganya (dinoko)

- 1 Bontšha barutwana diswantšho tša dikhunkhwane le diphedi tša ka serapeng. Kgopela barutwana go o thuša go fa maina a seswantšho se sengwe le se sengwe le go kgorametša diswantšho lebotong goba go di bea godimo ga legogwa gore barutwana ka moka ba kgone go di bona.
- 2 O bee diswantšho ka gare ga mokotla. Kgetha morutwana, o mo kgopele go tšea se sengwe sa diswantšho go tšwa ka mokotleng. A leke go bolela leina la khunkhwane gona sephedi ka go iketla, a le ripaganya ka dinoko.
- 3 Barutwana ba bangwe ba theeletše se se bolelwago, ba momaganye dinoko go dira lentšu.

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:

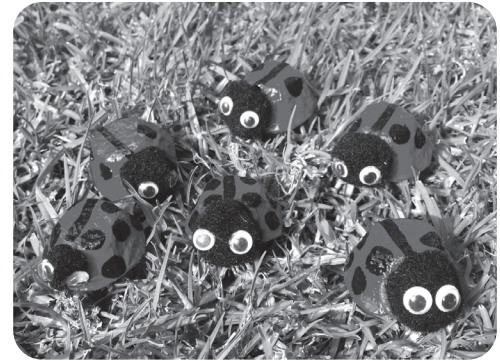
- Pebbles or bottle tops or egg boxes, plastic eyes (this is optional as eyes can also be painted on)
- Red, black and white paint, paintbrushes, glue, scissors, a cloth bag
- Pictures of insects and garden creatures

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that they are going to make ladybirds using egg boxes, pebbles or bottle tops.
- 2 Talk about their shape (round) and colour (red with black spots). Talk about the ladybird's wings and eyes.
- 3 Learners can paint egg boxes, pebbles or bottle tops red. While the paint is drying, they can paint/draw grass or leaves on a page.
- 4 Once the paint is dry, they can draw spots and draw or stick on eyes. They can then place their completed ladybird on their page with grass or leaves on it.



Blending and segmenting (syllables)

- 1 Show learners the pictures of garden insects and creatures. Ask learners to help you name each picture and stick the pictures on the wall or place them on the mat so that all the learners can see them.
- 2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures out of the bag. They must try and say the name of the insect or creature slowly, breaking it into syllables.
- 3 The other learners must listen to what they are saying, and blend the syllables together to make the word.



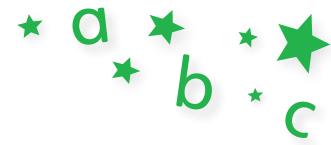
Small group activities

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="222 695 562 936"> <p>Rakgolo Farouk</p> </div> <div data-bbox="204 936 565 1256"> <p><i>Ka nako ye ya ngwaga, barutwana ba ka ba le boitshepo bja go ngwala ka bobona. O se tshwenyega ge barutwana ba bangwe ba ngwala lenti la ditlhaka tšeo di se nago dikgoba.</i></p> </div>	<p>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago 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. 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"> Poroto tše pedi tša papadi ya noga Mataese a mabedi le dibaledi <div data-bbox="244 1379 545 1675"> </div>	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Hlalošetša barutwana melao ye e latelago: <ul style="list-style-type: none"> Barutwana ba thoma ka go bea dibaledi tša bona hlogong ya seswantšho sa noga Barutwana ba šielana ka go foša letaese gomme ba šuthisa sebaledi go ya ka dinomoro le lefelo la maleba. Ba swanetše go bitsa modumo wo sebaledi se wetšego go wona, ba be ba fetele pele ka sebaledi go fihla ba hwetša seswantšho sa go thoma ka modumo woo. Morutwana wa mathomo go fihla mafelelong a noga, ke yena mofenyi gomme papadi e fedile Ge barutwana ba ralokile papadi ye makga a mmalwa, o ka tsebiša molao o moswa wa gore: Ge ba fihla mo go nang le seswantšho ba se fe leina, ba bolele modumo wa go goga šedi; ba be ba boele go letere la go nyalelana le modumo.
<ul style="list-style-type: none"> Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana <div data-bbox="302 1803 505 2073"> </div>	<p>Mošongwana wa 3: Go bala ka go itaola</p> <ol style="list-style-type: none"> Laela sehlopha go ya sekhutlong 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 sekhutlo 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 <div data-bbox="222 652 552 881"> <p>Grandpa Farouk's garden</p> </div> <div data-bbox="204 900 565 1170"> <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. 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. 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"> • Two Letter snake game boards • Two dice, counters <div data-bbox="236 1290 538 1584"> </div>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain the rules to the learners: <ul style="list-style-type: none"> • Learners begin by putting their counters on the snake's head. • Learners take turns to throw the dice and move the counter the correct number of spaces. • If they land on a letter, they must say the focus sound and move their counter forward to a picture that starts with that letter. • The first learner to reach the end of the snake is the winner and the game is over. 2 Once learners have played this game a few times, you can introduce a new rule: If they land on a picture, they must name the picture, say the focus sound and then move back to the corresponding letter.
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets <div data-bbox="267 1692 510 1986"> </div>	<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 them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.





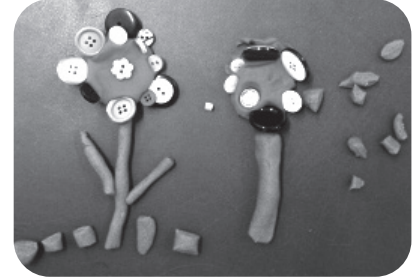
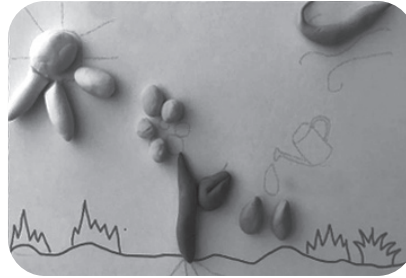
Go nyakega lebe le:

- Letsopa la go raloka le legogo la lona
- Dikonopi, dipeu le mahlokwana

Mešongwana

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

- 1 Hlalošetša barutwana gore ba tllilo bopa serapana se sebotse sa merogo ka letsopa raka godimo ga legogo la boralokelo.



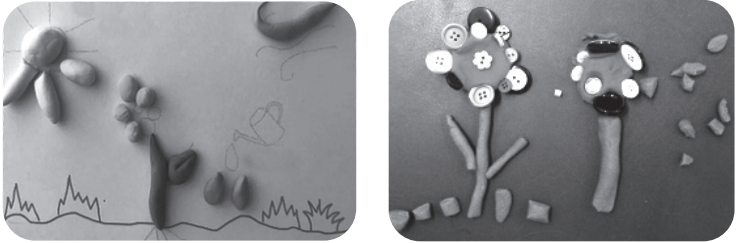

- Ditshegetšo: kiribane, dimela tša ka pitšeng, garafo, foroko ya go lema, diputsu tša polasetiki, ditlalafo, ditlakala tše di bopilwego ka boswa go dira mehuta ye e fapafapanego ya dipitša tša go bjalela dimela (mohlala: mabotlelo a polasetiki), dimelana, diphuthelwana tša dipeu, mogala wa go founa ge ba nyaka go reka, kgamelo ya go nošetša, lethopo, pampiri tša maina a go fapana a dimela, dipampiri tša go laetša maina a dimela, dikgomaretši tša go laetša boleng bja ditheko, sebaledi, tšhelete ya maitirelo

Mošongwana wa 5: Thaloko ya maitirišo

- 1 Laela barutwana go ya sekhutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa.
- 2 Hlalošetša barutwana gore ba illo dira mantlwantlwane ka go itira eka ba nale serapana sa go rekiša goba ba etela serapaneng go yo reka dimela tša dirapana tša bona.
- 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">• Playdough, playdough mat• Buttons, seeds, sticks	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Explain to learners that they are going to use the playdough to make a beautiful garden on the playdough mat. 
<ul style="list-style-type: none">• Props: wheelbarrow, pot plants, spade, gardening fork, gum boots, gloves, recycled items to make different types of pots for plants (for example: plastic bottles), seedlings, packets of seeds, phone for placing orders, watering can, hose pipe, labels for different plants, stickers for prices, calculator, pretend money	<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 Explain to them that they are going to pretend to own or visit a garden centre to buy plants for their garden.3 Visit the corner at least once to observe and encourage the learners' pretend play. 





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.



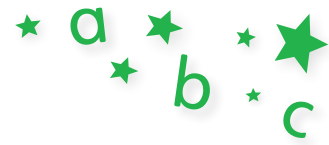
Go hlagiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: *"rata, rakgolo, re. Le kgona go kwa modumo wo o nepišitšwego: rata, rakgolo, re? Ee, le nepile! Ka moka ba file modumo wa /r/."*
- 2 *"Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka/r/: rula, roko, leraga, lerala, lerapo, merara, moriri."* (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /r/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /r/: **"r-r-r"**. 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 latelwego 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.
- 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: "rata, rakgolo, re. Can you hear the focus sound: rata, rakgolo, re? Yes, you are right! The focus sound is /r/.
- 2 "Listen carefully, here are some more words with /r/: rula, roko, leraga, lerala, lerapo, merara, moriri." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /r/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /r/: "r-r-r". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

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: Rakgolo Farouk
- Meetse ka gare ga ditšhelo le poraše ya pente tša morutwana yo mongwe le yo mongwe

Beke ya 2 Letšatši la 2

Mešongwana ya phapoše ka moka

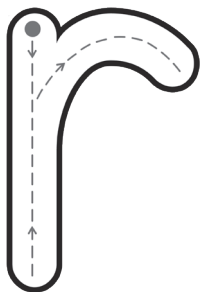
Go bala mmogo: Puku ye Kgolo

- 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 /r/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /r/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Šomiša rula e otlogilego go thala mothaladi wa go otlogoga gomme le o re: "r, r, rula".
- 3 O laetše barutwana go ngwale tlhaka "r". 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 godimo o ye le ka godimo."
- 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, tšwela ka ntle o fe morutwana yo mongwe le yo mongwe setšhelos a go ba le meetse le poraše ya pente. Barutwana ba ka penta tlhaka gantši ka gare ga meetse mo lebatong.
- 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: *Grandpa Farouk's garden*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

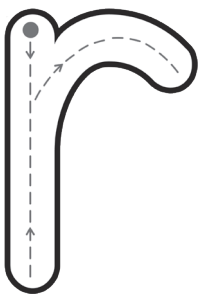
Shared reading – Big Book

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



Forming the letter

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



Small group activities

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



Go nyakega lebe le:

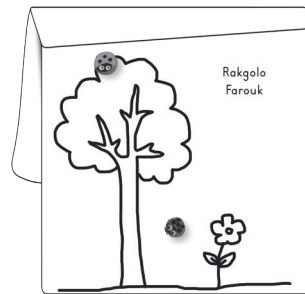
- Pampiri ya folipetšhate le seswai
- Dipodilekgwana tšeo di dirilwego ke barutwana
- Phoresitiki
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **r**: rula, roko, rakbi, raba, roboto, ranta, raseke, raese

Beke ya 2 Letšatši la 3

Mešongwana ya phapoše ka moka

Go ithuta go theeletša

- 1 Thala seswantšho sa mabu le mohlare wo mogolo wa go ba le makala le matlakala godimo ga lephepe la lephephepheulwa. Thala letšoba la go ba le kala le matlakala kgaufsi le mohlare.
- 2 E ba le kgetho ya dipodilekgwadi tše di dirilwego ke barutwana. Hlalosa gore ba swanetše go theeletša ka tlhokomelo le go kgorametša dipodilekgwadi tša bona madulong a maleba ka sekgorametši sa kotana:
 - ★ mo mohlareng/letšobeng/letlakaleng/lekaleng/mabung
 - ★ ka fase ga mohlare/letšoba/letlakala/lekala/mabung
 - ★ ka godimo ga mohlare/letšoba/letlakala/lekala/mabung
 - ★ kgaufsi le mohlare/letšoba/letlakala/lekala
 - ★ ka godimo ga mohlare/letšoba
 - ★ mo gare ga mohlare le letšoba.



Mapokisi la ditlhaka

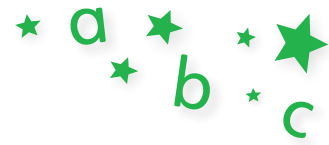
- 1 Kgotla barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme 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 Kgotla 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 r."* 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:

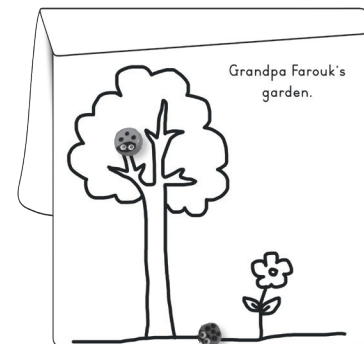
- Flipchart paper and a marker
- Ladybirds made by learners
- Prestik
- A letter box containing objects or pictures of objects that have the focus sound **r**: rula, roko, rakbi, raba, roboto, ranta, raseke, raese

Week 2 Day 3

Whole class activities

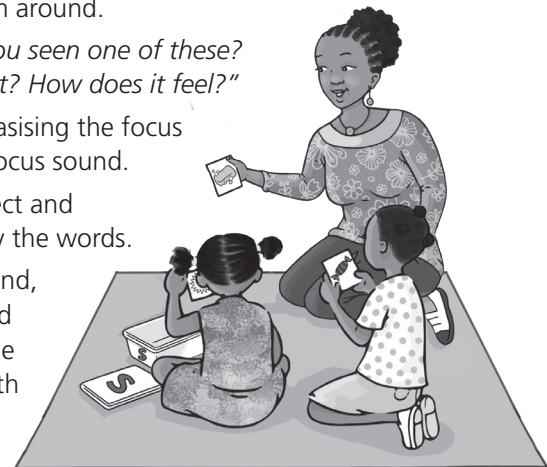
Learning to listen

- 1 On the flipchart paper, draw a picture of the ground and a large tree with branches and leaves. Draw a flower with a stem and leaves next to the tree.
- 2 Have a selection of ladybirds that learners made. Explain that they must listen carefully and then stick their ladybirds in the correct place with Prestik:
 - ★ on the tree/flower/leaf/branch/ground
 - ★ under the tree/flower/leaf/branch/ground
 - ★ above the tree/flower/leaf/branch/ground
 - ★ next to the tree/flower/leaf/branch
 - ★ at the top of the tree/flower
 - ★ in between the tree and the flower.



Letter boxes

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



Small group activities

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





Go nyakega lebe le:

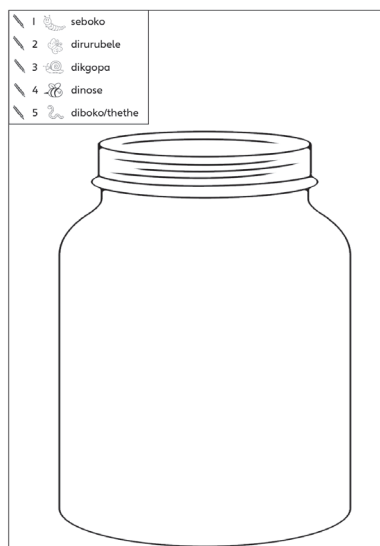
- Fothokhophi ya Letlakala la mošongwana wa go bala le **go dira** ya morutwana yo mongwe le yo mongwe
- Mebala ya go fapanafapana ya dipente tša menwana, dikherayoni tša makhura tše dikgolo goba dikoki
- Papetlana ya pampiri ya folipetšhate, Phoresitki
- Diswantšho tša dilo tše di hwetšwago ka dirapaneng, mohlala: matšoba, dipodilekgwana, dirurubele

Beke ya 2 Letšatši la 4

Mešongwana ya phapoše ka moka

Bala o dire

- 1 Botšiša barutwana gore ke dikhunkhwane le diphoofofšwana dife tše di hwetšwago ka serapaneng tše di dirago gore se dule se phetše gabotse. Mohlala: Dirurubele le dinose di atiša matšoba, digokgo di ja dibokwana, dinogameetsana di thuša mobu gore o phele gabotse, dinonyana di ja dithete tše di jago dimela.
- 2 Hlathollela barutwana gore ba tlo latela ditaello tša "go bala le go dira" gomme ba šomiše dipente tša menwana go phorintha dikhunkhwane le diphoofofšwana tše di dirago gore serapana se dule se phetše gabotse.
- 3 Mola ba šetše ba dirile diphorinthe tša menwana, ba laetše gore ba ka oketša ka makonopo, dinakana, le mahlo ba šomiša dikrayone goba dikoki tša bona.
- 4 Thuša barutwana ge e le gore ba na le bothata bja go bala ditaello.



Go theeletša medumo ye e nepišitšwego

- 1 Kgetha diswantšho tša go fapana tša dilo tše di hwetšwago ka dirapaneng gare ga sediko. Hlathollela barutwana gore ba tlo go thuša go dira phošetara ya serapana se sebotsana.
- 2 Nke o re: "Naa ke mang yo a ka re hweletšago se sengwe seo se nago le modumo wa tebišo wa /tš/?" Morutwana a ka kgorametša letšoba go pampiri ya folipetšhate yeo e se nago le selo. Botšiša morutwana yo mongwe ge e le gore a ka hwetša seo se thomago ka /p/ gomme morutwana a kgetha podilekgwana a e kgorametša pampiring ya folipetšhate.

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:

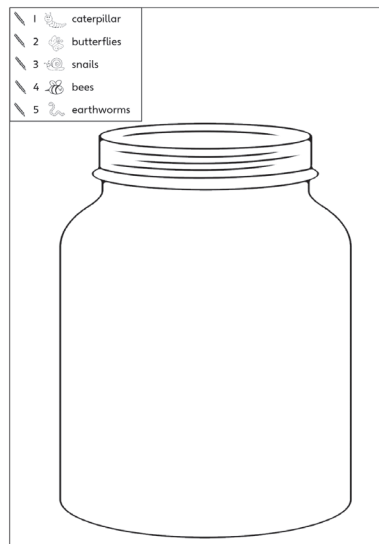
- A photocopy of the **Read and do activity page** for each learner
- Different colour fingerpaints, Jumbo wax crayons or kokis
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: figs, sticks, butterflies, ladybirds, flowers

Week 2 Day 4

Whole class activities

Read and do

- 1 Ask learners what insects and animals can be found in a garden to keep the garden healthy. For example: Butterflies and bees pollinate flowers, spiders eat bugs, earthworms help to make the soil healthy, birds eat caterpillars that eat plants.
- 2 Explain to learners that they are going to follow the "read and do" instructions and use fingerpaints to print insects and animals that keep the garden healthy.
- 3 Once they have made a fingerprint, show them how they can add legs, feelers and eyes with their crayons or kokis.
- 4 Assist learners if they struggle to read the instructions.



Listening for focus sounds

- 1 Have a selection of different pictures of things found in gardens in the middle of the circle. Explain to learners that they are going to help you make a poster of a beautiful garden.
- 2 Say: "Who can find something for our garden with the focus sound /tʃ/?" A learner can stick a picture of a 'letšoba' onto the blank flipchart paper. Ask if another learner can find something that begins with /p/ and the learner selects a 'podilekgwana' and sticks it on the flipchart paper.

Small group activities

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





Go nyakega lebe le:

- Pampiri ya folipetšhate, seswai
- Mokotlana wo monnyane wa go ba le diswantšho goba dilo tša dikhunkhwane le diphedi tša ka serapaneng tšeo di nago le mantšu a nokontši ao a amanago le kanegelo

Beke ya 2 Letšatši la 5

Mešongwana ya phapoše ka moka

Dira, thala o be o ngwale

- 1 Hlathollela barutwana gore o rata gore ba go thuše go ngwala tlhaka ya senthara ya serapana sa kgauswi/moagišani. Ka go lengwalong, o nyaka go hlatholla gore barutwana ba mphato ba be ba ithuta ka dirapana le dikhunkhwane, gomme o rata go kgopela gore ba dire moneelo wa dimela tše dingwe tšeo barutwana ba ka di bjalago ka go dipoto ka phaphoši ng goba bolaong bja lebala la dipapadi.
- 2 Boledišanang gore ke mang yo o ka mo kgopelago dimela gomme le boledišanang ka moo le ka thomago lengwalo ka gona: Yo a rategago ...
- 3 Kgopela barutwana gore ba go thuše ka dikgopolo tša gore o ngwale eng seo se latelago. Theetša dikgopolo tša bona, gomme le dumelelaneng ka seo le nyakago go se bolela ka tlhaka. Ngwala ditlhaka tše nnyane ka bothakga, o bolela lentšu le lengwe le le lengwe ge o le ngwala.
- 4 Ge e le gore go sa na le nako, barutwana ba ka kgabiša tlhaka ka diswantšho tša dimela.
- 5 Menaganya tlhaka gomme o e iše go moagišani goba o e iše go senthara ya kgauswi ya serapana gomme o ba kgopele ge e le gore ba ka dira moneelo wa dimela tše dingwe goba ba go fokoletša theko ge o rekela mphato wa gago dimela.
- 6 Mola o amogetše dimela, barutwana ba ka go thuša go ngwala lengwalo gomme ba thala diswantšho tša go go leboga.



Momaganya le go ripaganya (dinoko)

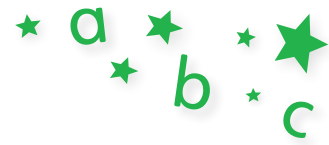
- 1 Laetša barutwana diswantšho tša dikhunkhwane tša ka serapaneng le diphedi. Kgopela barutwana gore ba go thuše gore o ngwale leina la seswantšho se sengwe le se sengwe gomme o kgorametše diswantšho tše lebotong goba o di bee mmetseng gore barutwana ka moka ba di bone.
- 2 Bjale nokela diswantšho tše ka mokotleng. Kgetha morutwana, gomme o mo kgopele gore a ntšhe se tee sa diswantšho ka mokotleng. O swanetše go leka go bolela leina la khunkhwane goba sephedi ka bolela, a se konaganya ka dinoko.
- 3 Barutwana ba swanetše go theetša tšeo a di bolelago, gomme ba kopanye dinoko mmogo gore ba bope mantšu.



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:

- Piece of flipchart paper, marker
- A small bag with pictures or objects of insects and garden creatures that are multisyllabic words relating to the story

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that you would like them to help you write a letter to a local garden centre/neighbour who has a garden. In the letter, you want to explain that the class has been learning about gardens and insects, and you would like to ask if they can donate some plants that the class can plant in pots in the classroom or in a bed on the school grounds.
- 2 Discuss who you could ask for some plants and then talk about how you start a letter: Dear ...
- 3 Ask learners to help you with ideas for what to write next. Listen to their ideas, and then agree what you want to say in the letter. Write neatly in lowercase letters, saying each word as you write.
- 4 If there is time, learners can decorate the letter with pictures of plants.
- 5 Fold the letter and either deliver it to a neighbour, or take it to a local garden centre and ask if they could donate some plants or give you a discount if you buy plants for your class.
- 6 Once you have received the plants, learners can help you write a letter and draw pictures to say thank-you.



Blending and segmenting (syllables)

- 1 Show learners the pictures of garden insects and creatures. Ask learners to help you name each picture and stick the pictures on the wall or place them on the mat so that all the learners can see them.
- 2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures out of the bag. They must try and say the name of the insect or creature slowly, breaking it into syllables.
- 3 The learners must listen to what they are saying, and blend the syllables together to make the word.

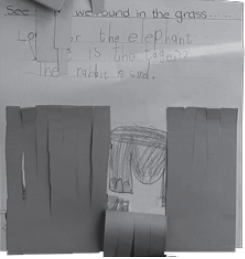


Small group activities

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





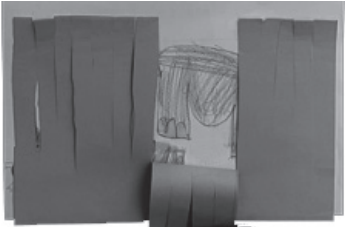


Mešongwana ya sehlopha se sennyane ya Beke ya 2

Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe Pampiri ye talamorogo Dikherayoni tša makhura tše dikgolo, dikero, sekgorametši 	<p>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago pele</p> <ol style="list-style-type: none"> Hlalošetša barutwana gore ba ilo thala diphedi (dikhunkhwane goba diphoofolo) tše ba ka hwetsago di ipihlile ka gare ga mabjang. Mohlala: podilekgwana, seboko le setsentsere. Ge ba feditše ka dithalwa tša bona ba ka di fa diswantšho tša bona maina goba ba kgopele thušo ge ba palelwa. Barutwana ba ka kgeila dikgapetlana tša pampiri ye talamorogo ba di kgomaretša mafelelong a pampiri tša lekelela gore di lebelelege bjalo ka mabjang. Ba ka botšiša mogwera wa bona go phopholetša gore ke eng se se ka bago se ipihlile ka gare ga mabjang; morago ga fao ba emiše dikgapetlana tše ditlamorogo go bona ge eba o nepile.
<ul style="list-style-type: none"> Poroto tše pedi tša papadi ya noga Mataese a mabedi le dibaledi 	<p>Mošongwana wa 2: Marara le dithalokwana</p> <ol style="list-style-type: none"> Hlalošetša barutwana melao ye e latelago: <ul style="list-style-type: none"> Barutwana ba thoma ka go bea dibaledi tša bona hlogong ya seswantšho sa noga Barutwana ba šielana ka go foša letaese gomme ba šuthisa sebaledi go ya ka dinomoro le lefelo la maleba. Ba swanetše go bitsa modumo wo sebaledi se wetšego go wona, ba be ba fetele pele ka sebaledi go fihla ba hwetša seswantšho sa go thoma ka modumo woo. Morutwana wa mathomo go fihla mafelelong a noga, ke yena mofenyi gomme papadi e fedile. Ge barutwana ba ralokile papadi ye makga a mmalwa, o ka tsebiša molao o moswa wa gore: Ge ba fihla mo go nang le seswantšho ba se fe leina, ba bolele modumo wa go goga šedi; ba be ba boele go letere la go nyalelana le modumo.
<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 sekhutlong 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 sekhutlo go lekola le go hlohleletša barutwana ka fao ba balago ka gona.



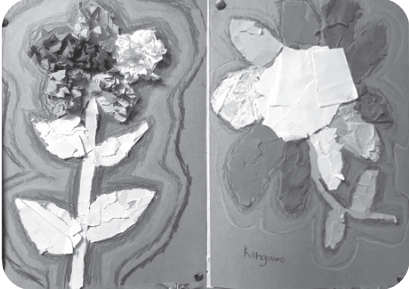



Small group activities for Week 2

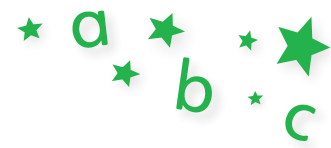
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Green paper • Jumbo wax crayons, scissors and glue 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to draw creatures (insects or animals) that they might find hiding in the grass. For example: a ladybird, worm, bug. 2 Once they have finished their drawing, they can label their picture or ask for help writing the name of the creature. 3 Learners can then cut strips in the green paper and stick it at the bottom of the page, so that it flaps over their picture and looks like grass. 4 They can ask a friend to guess what is hiding in the grass and then lift up the green strips to see if they are correct.
<ul style="list-style-type: none"> • Two Letter snake game boards • Two dice, counters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain the rules to the learners: <ul style="list-style-type: none"> • Learners begin by putting their counters on the snake's head. • Learners take turns to throw the dice and move the counter the correct number of spaces. • If they land on a letter, they must say the sound and move their counter forward to a picture that starts with that letter. • The first learner to reach the end of the snake is the winner and the game is over. 2 Once learners have played this game a few times, you can introduce a new rule: If they land on a picture, they must name the picture, say the focus sound and then move back to the corresponding letter
<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 them to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading.

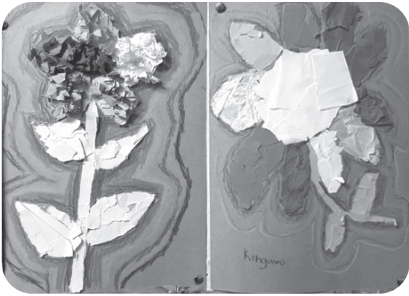





Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> • Seripa sa khatepokisi ye e šomišitswego ka boswa go morutwana yo mongwe le yo mongwe • Dikherayoni tša makhura tše dikgolo • Pampiri ya mmala goba ya ka ntlwaneng 	<p>Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo</p> <ol style="list-style-type: none"> 1 Hlašetša barutwana gore ba thale seswantšho sa matšoba godimo ga khatipokisi. Ge ba fetša ba kgeile pampiri ka diripana tše dinnyane ba di kgomaretše godimo ga khatipokisi go bopa letsoba. Ba ka šomiša le dinkgokolo tša go dirwa ka pampiri ya go pšhikološwa. 
<ul style="list-style-type: none"> • Ditshegetšo: kiribane, dimela tša ka pitšeng, garafo, foroko ya go lema, diputsu tša polasetiki, ditlalafo, ditlakala tše di bopilwego ka boswa go dira mehuta ye e fapafapanego ya dipitša tša go bjalela dimela (mohlala: mabotlelo a polasetiki), dimelana, diphuthelwana tša dipeu, mogala wa go founa ge ba nyaka go reka, kgamele ya go nošetša, lethopo, pampiri tša maina a go fapana a dimela, dipampiri tša go laetša maina a dimela, dikgomaretši tša go laetša boleng bja ditheko, sebaledi, tšhelete ya maitirelo 	<p>Mošongwana wa 5: Thaloko ya maitirišo</p> <ol style="list-style-type: none"> 1 Gopotša barutwana ka ga ditshegetšo ka sekhutlwaneng sa se ka thaloko o ba hlohletše go tšwela pele go thoma Bekeng ya 1 ge ba be ba raloka ka go ekiša go šoma goba go etela serapaneng go ya go reka. 2 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohletša thaloko ya barutwana. 





You will need	Activities
<ul style="list-style-type: none">• A piece of recycled cardboard for each learner• Jumbo wax crayons, glue• Coloured paper or tissue paper	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Explain to learners that they must draw a picture of a big flower on the cardboard. Then they must tear the paper into small pieces and stick it onto the cardboard to make a flower. They can also roll the paper into small balls and then stick it on the cardboard. 
<ul style="list-style-type: none">• Props: wheelbarrow, pot plants, spade, gardening fork, gum boots, gloves, recycled items to make different types of pots for plants, (for example: plastic bottles), seedlings, packets of seeds, phone for placing orders, watering can, hose pipe, labels for different plants, stickers for prices, calculator, pretend money	<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 garden centre.2 Visit the corner at least once to observe and encourage the learners' pretend play. 



Kotara ya 3: 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	Go theeletša molokolo wa ditaello tše di raraganego le go di diragatša araba dipotšišo tša go amana le kanegelo	Go arola mantšu a dinoko tše ntsi ka dinoko.	Go tswalanya medumo le ditlhaka le mantšu le go kwešiša gore mantšu a boplive ka medumo ya go feta o tee- se se dirwa ka go bolela	Go tšweletša pele taolo ya tšhepedišo ye e dumelētšwego o šomiša dikero go sega diswantšho tša go thalwa ka bokoto, dibopego bj.bj.	Go swara dikherayoni o šomiša seswara pensel e se dumelētšwego, go laetša ka letsogo la ngele/la go ja le go ngwala o dutše ka tšela ya maleba	Bopa ditlhaka ka ditsela tša go fapana o šomiša 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 le mafoko mo seripeng sa sengwalwa sa ka phapošeng: ngwana o a bileša morutiši yena a ngwala.	Go thala diswantšho tša go fa molaetša wa boitemogelo bja motho le go šomiša se bjalo ka nthla ya go thoma go ngwala	Go dira maitekelo a go ngwala ditlhaka o šomiša mekgabišo, mekgwarinyo le 'go bala mongwalo wa gago: 'go bala' tše di bolelwago ke mekgabišo.	Go raloka tiragalo ya go ngwala mo maemong a go raloka: go dira dikarata tša ditumedišo, go ngwala mangwalo bj.bj. Go ekiša dikgatšho go tšwa tikologong ge go ralokwa.							
Maina	Go theeletša dikanegele tše diteletšana o laetše go di kwešiša ka go itshepa	Go tsweletšana ka tshwano ya puku ka thlokomelo.	Go tsweletšana ka tshwano ya puku ka thlokomelo.	Go kopanelana go bala mmogo ga diteng ga go laetša go oketšega ga go itshepa le go ipshina	Go bala dipuku ka bowena ga go ithabiša ka bokgobapukung goba sekhutlwaneeng sa go bala sa ka phapošeng, o phetla matlakala ka tshwanele, o bontšha go hlompaha dipuku	Go diragatša kanegelo, koša goba sereto	Go thoma go 'bala' mantšu a go ipoletša gantši ao a bonwago ka phapošeng, ka sekolong le mo setšhabeng	Go bala dipuku ka bowena ga go ithabiša ka bokgobapukung goba tshwanele, o bontšha go hlompaha dipuku	Go kopanelana go bala mmogo ga diteng ga go laetša go oketšega ga go itshepa le go ipshina	Go tsweletšana ka tshwano ya puku ka thlokomelo.	Go tsweletšana ka tshwano ya puku ka thlokomelo.	Go tsweletšana ka tshwano ya puku ka thlokomelo.	Go tsweletšana ka tshwano ya puku ka thlokomelo.	Go tsweletšana ka tshwano ya puku ka thlokomelo.	Go tsweletšana ka tshwano ya puku ka thlokomelo.	Go tsweletšana ka tshwano ya puku ka thlokomelo.	Go tsweletšana ka tshwano ya puku ka thlokomelo.

★ Term 3: Exemplar record of continuous assessment (checklist)

	Listening and Speaking	Phonics, Reading and Viewing	Handwriting and Emergent writing						
✓ Achieved	<p>Listens to a complex string of instructions and acts on them.</p> <p>Listens to longer stories and shows understanding by answering questions related to the story.</p> <p>Sings songs and rhymes and performs actions on own with confidence.</p> <p>Asks questions and asks for explanations or looks to books for explanations.</p> <p>Uses language to think and reason. Matches things that go together, and compares things that are different.</p>	<p>Divides multisyllabic words into syllables.</p> <p>Relates sounds to letters and words and understands that words consist of more than one sound – done orally.</p> <p>Holds the book the right way up and turns pages correctly. Discusses book handling and care.</p> <p>Acts out a story, song or rhyme.</p> <p>Begins to 'read' high frequency words seen in the classroom, at school and in the community.</p> <p>'Reads' books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books.</p> <p>Joins in the shared reading of texts with increasing confidence and enjoyment.</p>	<p>Develops fine motor control using scissors to cut out bold outlined pictures, shapes etc.</p> <p>Holds crayons using an acceptable pencil grip, demonstrates left/right hand dominance and writes using a good writing position.</p> <p>Forms letters in various ways using finger painting, paint brushes, wax crayons etc starting at the right point and following the correct direction.</p> <p>Contributes ideas and sentences to a class piece of writing: child dictates as the teacher writes.</p> <p>Draws pictures to convey a message about a personal experience and uses this as a starting point for writing.</p> <p>Makes an attempt to write letters using squiggles, scribbles and 'reads' own writing: 'reads' what squiggles say.</p> <p>Role-plays writing in play situations: makes greeting cards, writes letters etc. Copies print from the environment while playing.</p>						
• Almost									
✗ Not yet									
Date									
Names									

★ Kotara ya 3: 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 3: 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 3: 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 kgona go lemoga ditlhaka tše 0-3 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 7-11 le go dira medumo ye e dirwago ke ditlhaka tše	Go kgona go lemoga ditlhaka tše 12 goba go feta 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 3: 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 able to recognise 0 – 3 letters and say the sounds that these letters make.	Is able to recognise 4 – 6 letters and say the sounds that these letters make.	Is able to recognise 7 – 11 letters and say the sounds that these letters make.	Is able to recognise 12 or more 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 3: 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 tshepedišo ye e dumeletšwego.	Go ba le bothata bja go fetša mešongwana ya tshepedišo ye e dumeletšwego; go hiokomologa goba go nolega moko.	Go kgona go fetša mešongwana ye mengwe ya tshepedišo ye e dumeletšwego le ge go ba tšea nako; dipolelo ga se tšeo di nepagetšego.	Go kgona go fetša bontši bja mešongwana ya tshepedišo ye e dumeletšwego; go thoma go šoma ka nepagalo le bokgoni.	Go fetša mešongwana ya tshepedišo 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 3: 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.

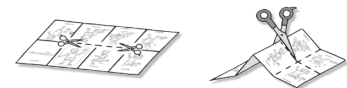
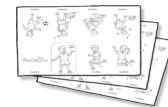
Ruthetša letsopa la go ralokiša ka go le pinyeletša ka diatleng tša gago. Ye ke tsela ye botse ya bana ya go ithabolla mešifa ya diatla. Lokela letsopa la go ralokiša ka gare ga mekotla ya dipolasitiki gore e se omelele o e boloke ka gare ga setšidifatsi, ge go kgonega, goba lefelong le le fodilego.



★ 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.

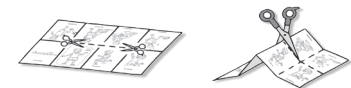
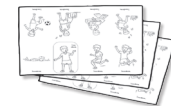


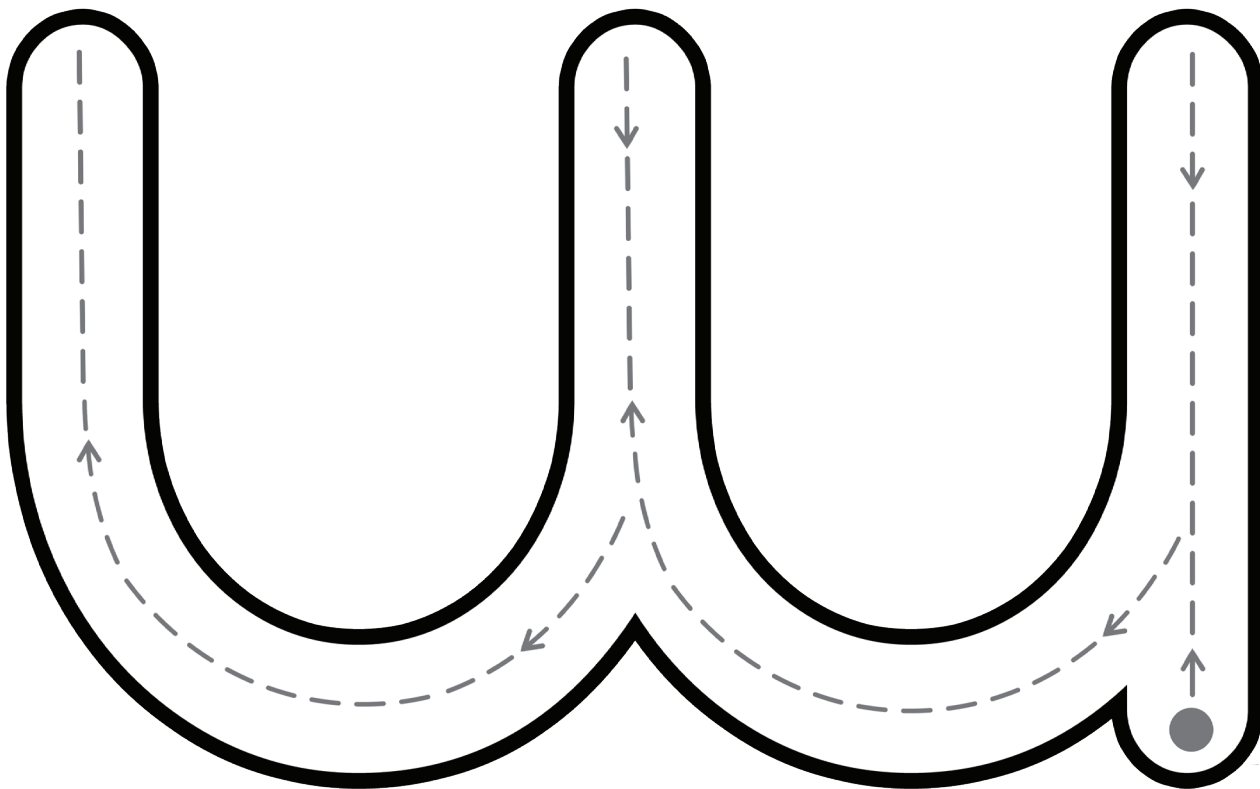
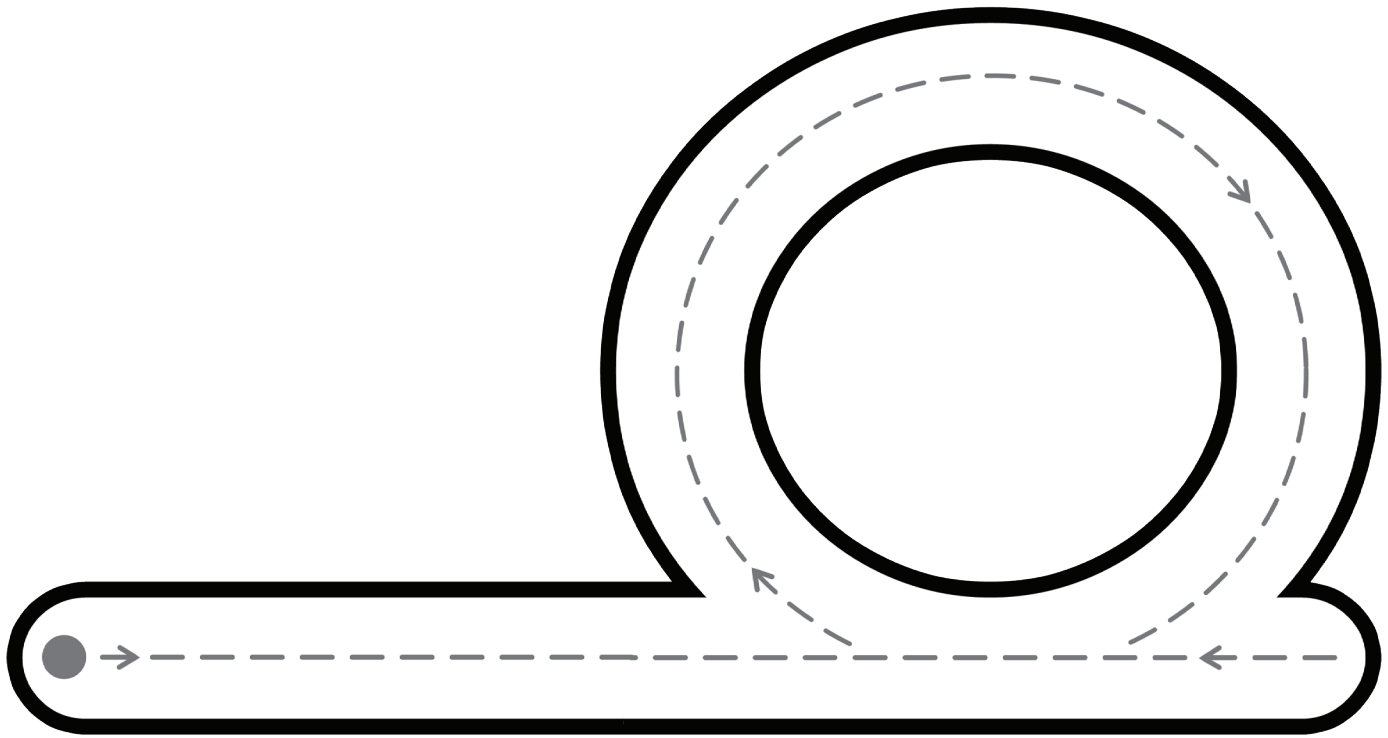
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

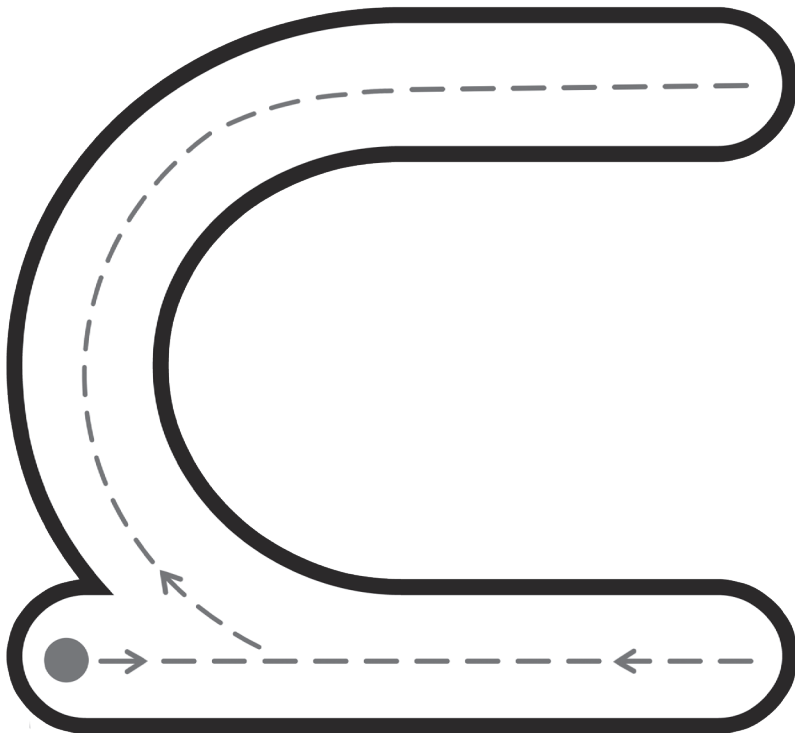
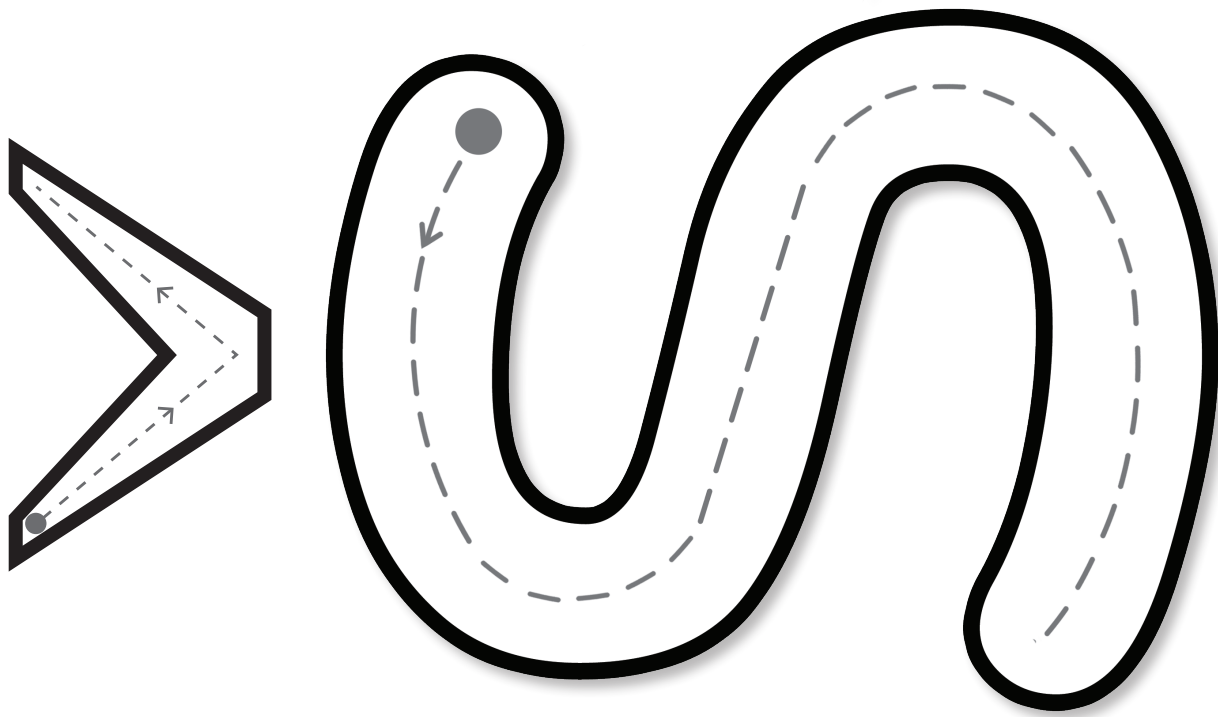
★ How to make a little book

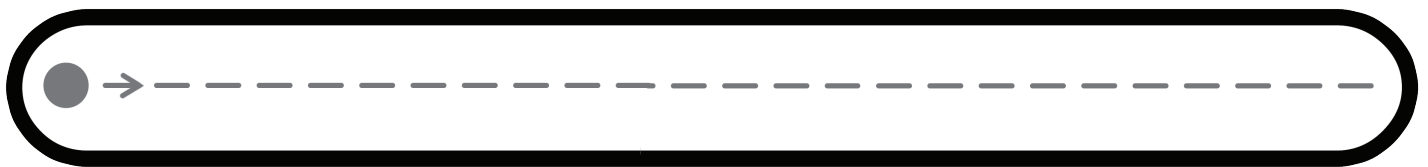
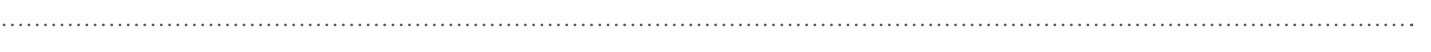
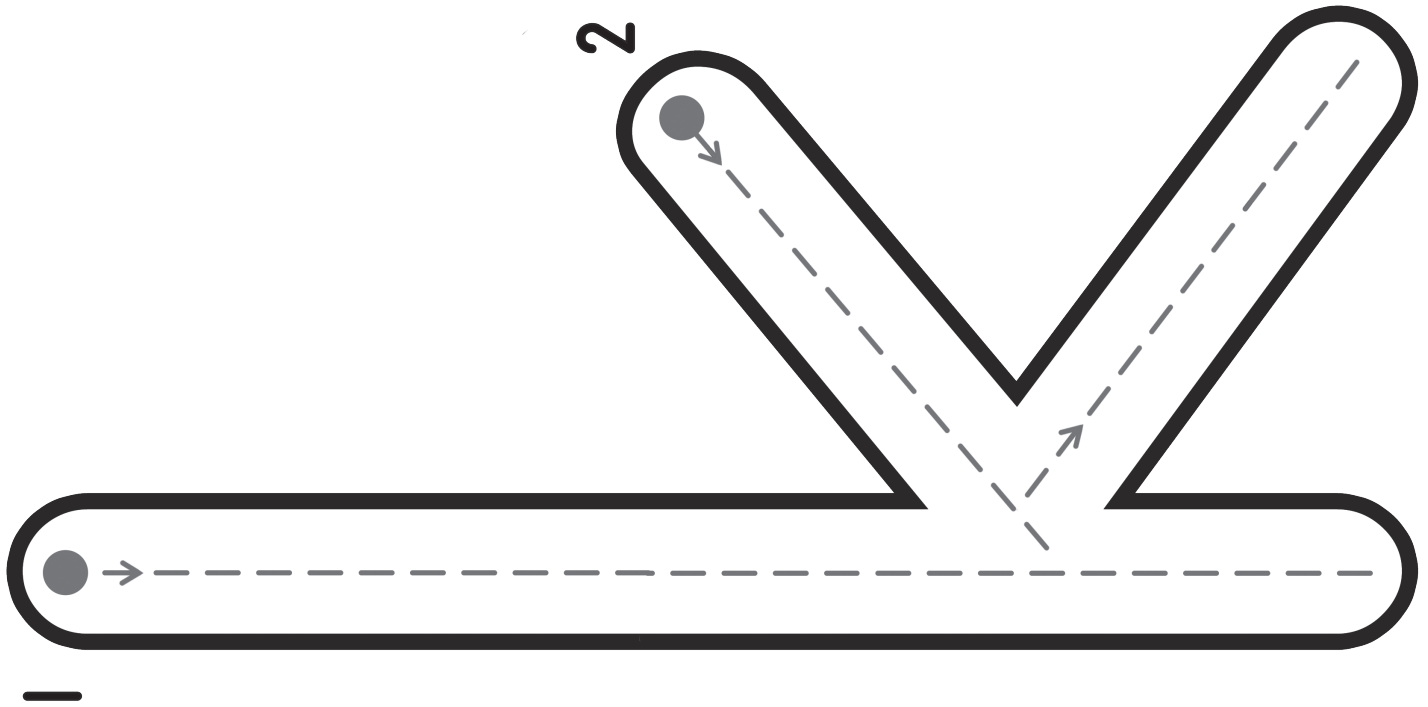
Steps

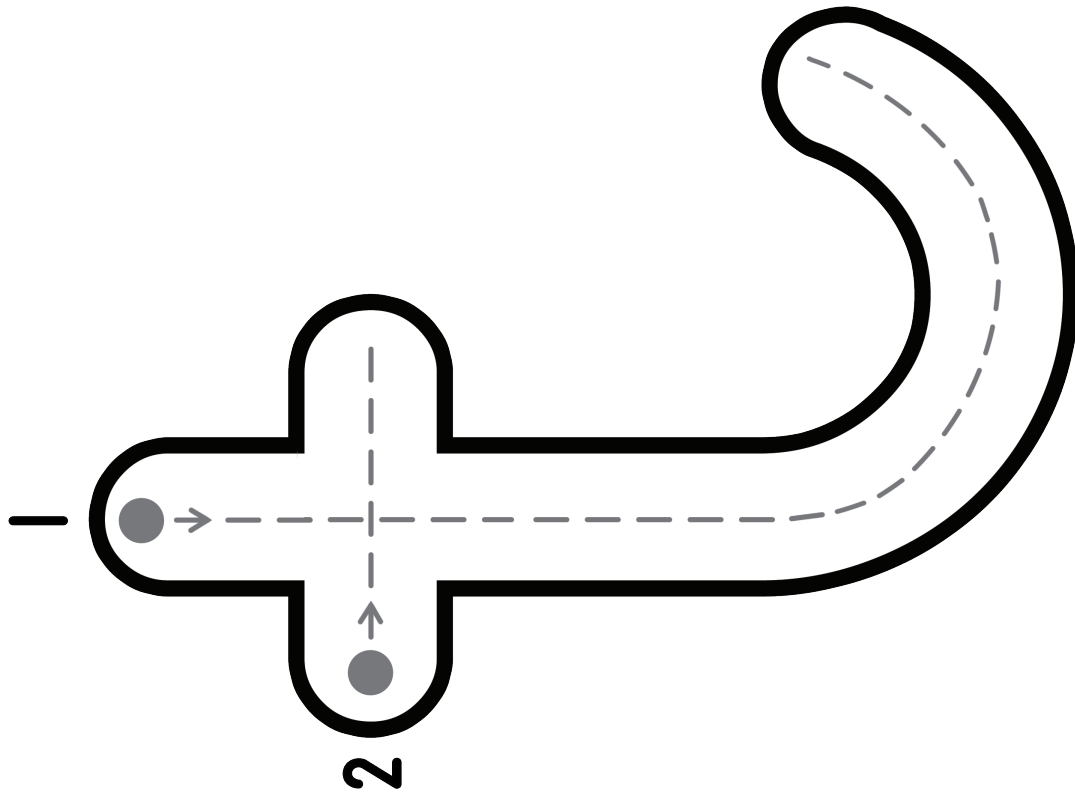
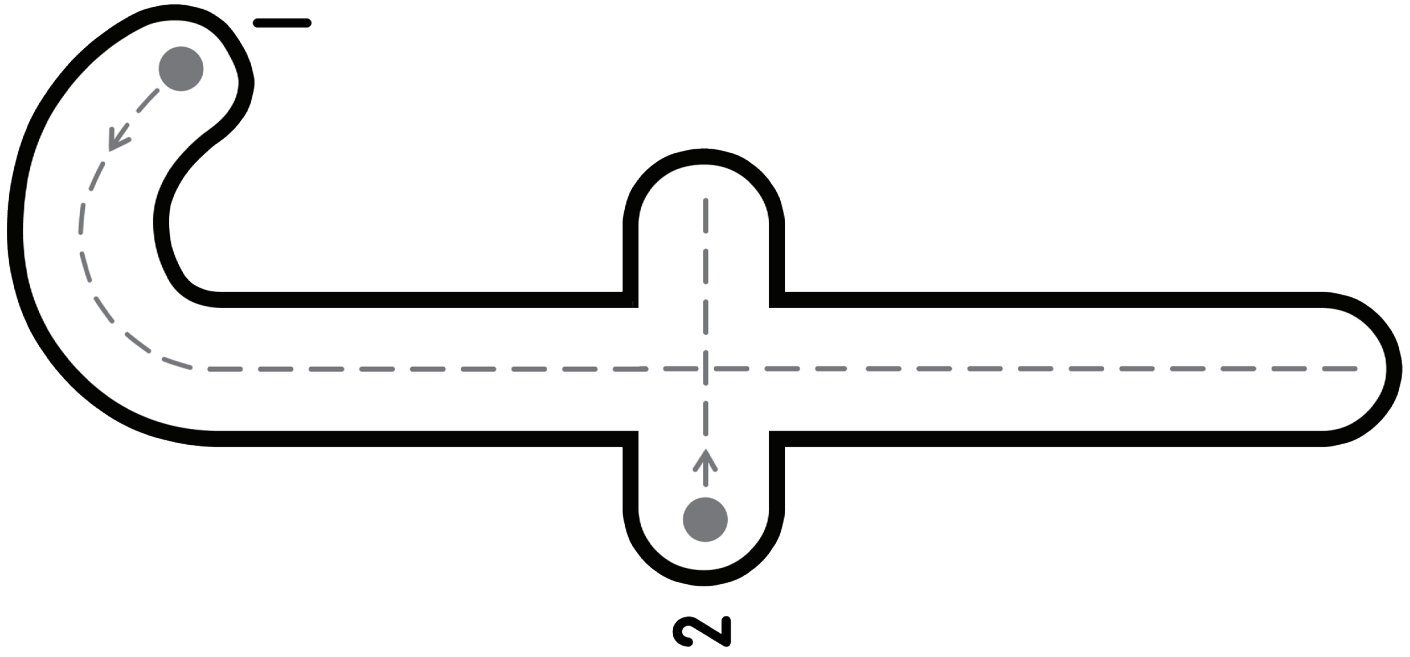
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

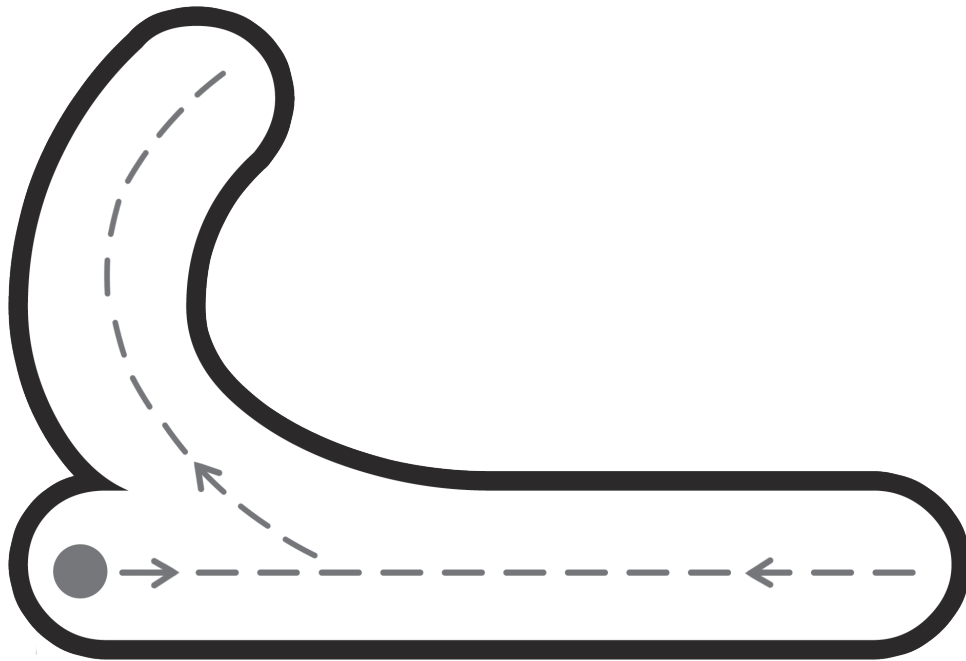
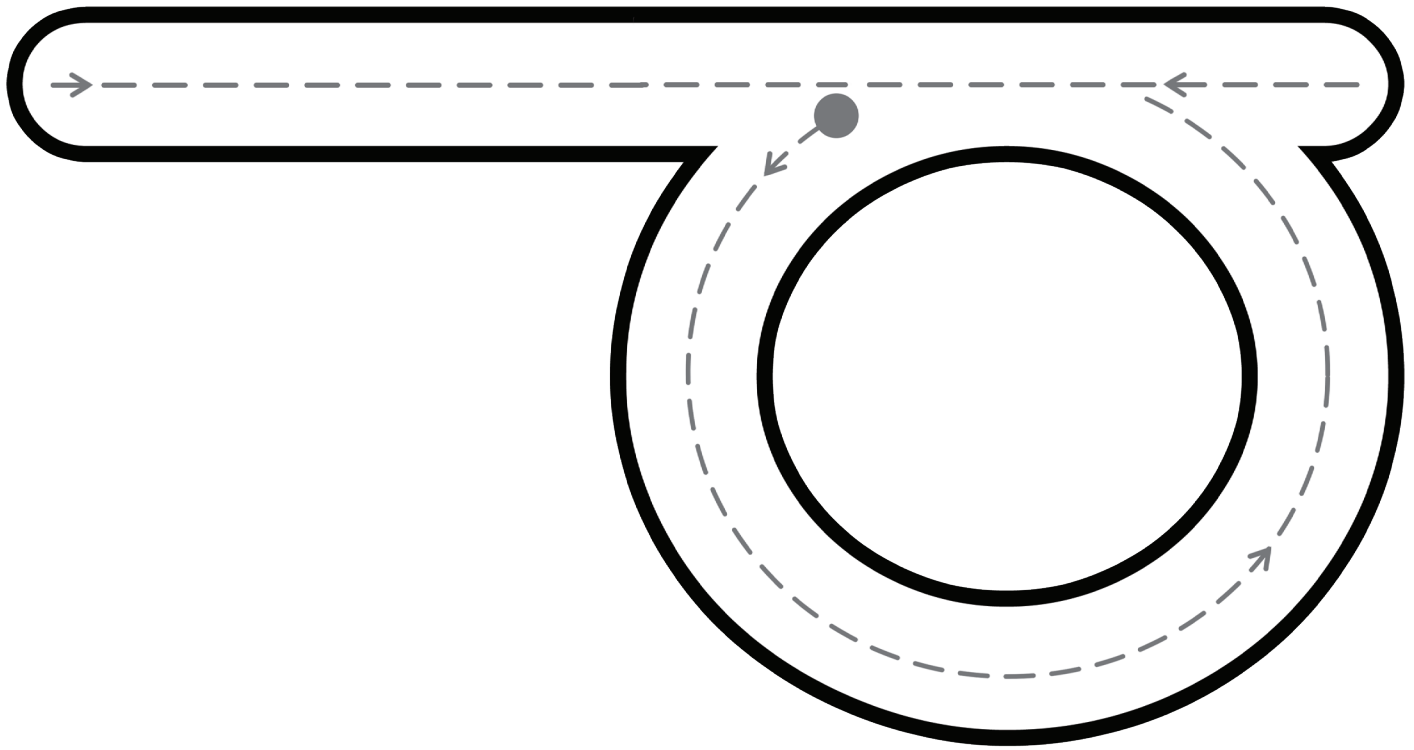






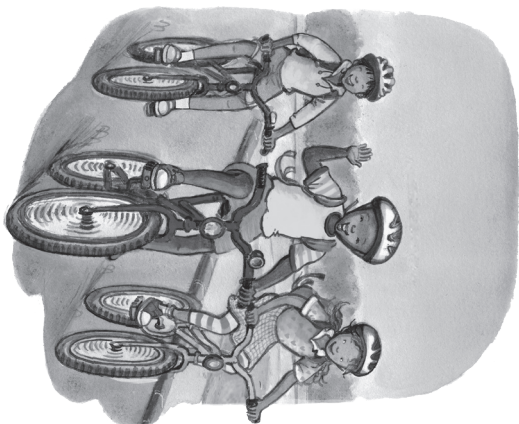








9



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7



3



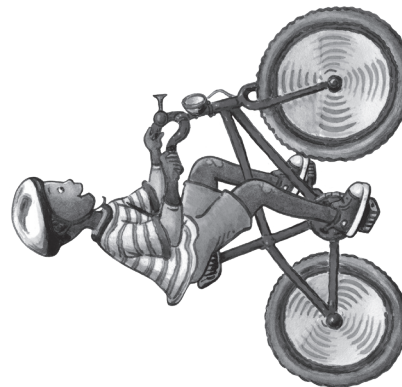
1



2

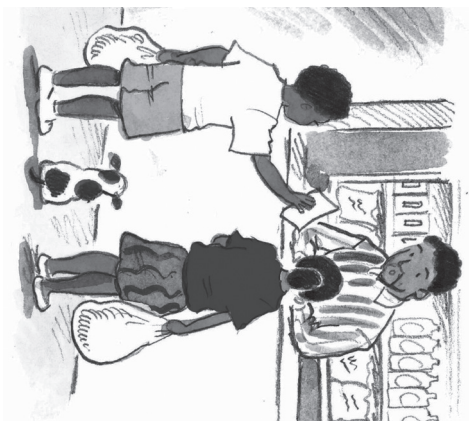


Paesekela ya David ye mpsha



Puku ye ke ya:

.....



3



2



4



1



5



6

Spottie o ya lebenkeleng



Wordworks
Creating Literacy Skills

Puku ye ke ya:

.....

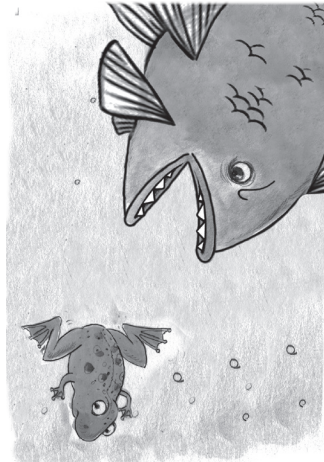




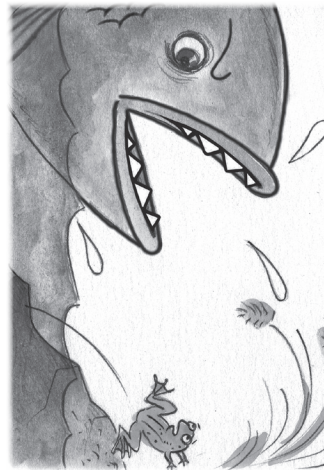
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4



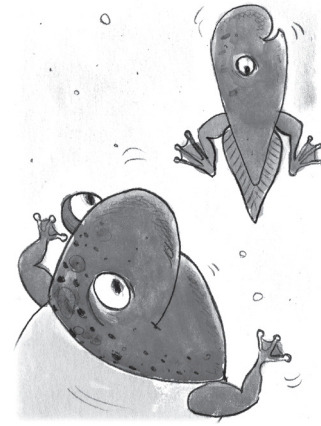
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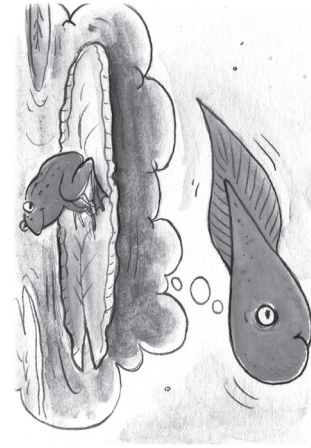
9




2



1



Nokolwane ye nnyane



Wordworks
Changing Lives Through Literacy

Puku ye ke ya:

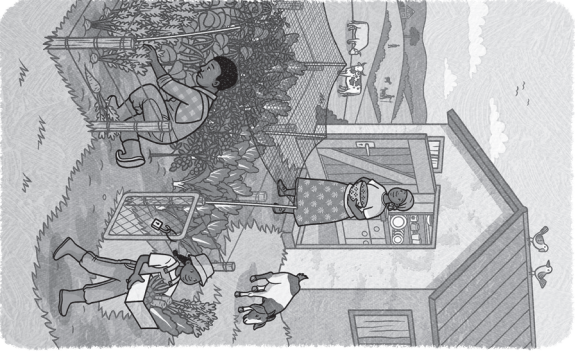
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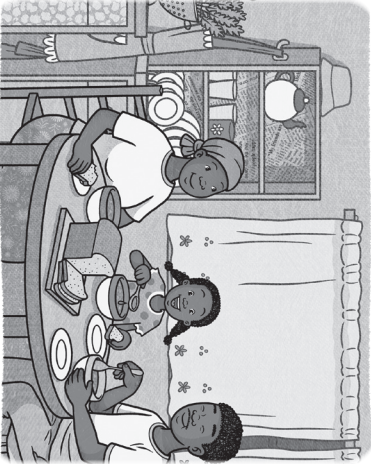
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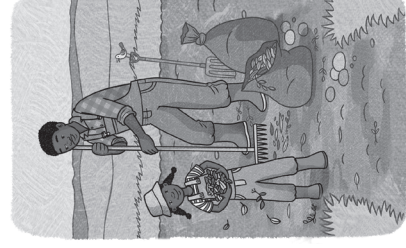
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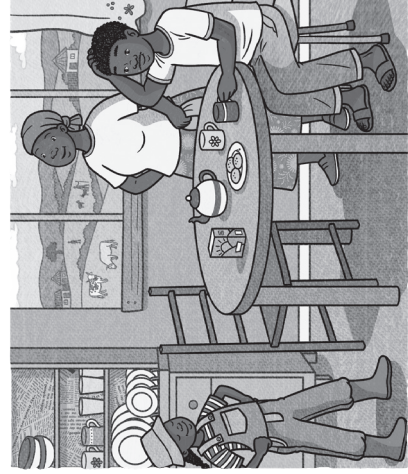
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6



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Temogo le merogo
ya gagwe



Puku ye ke ya:

.....



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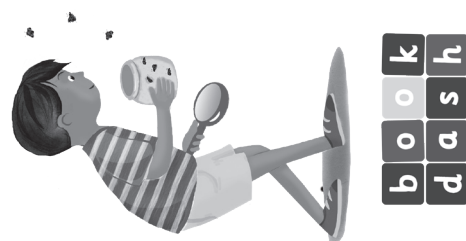


5



9

Rakgolo Farouk



b o o k
d a s h

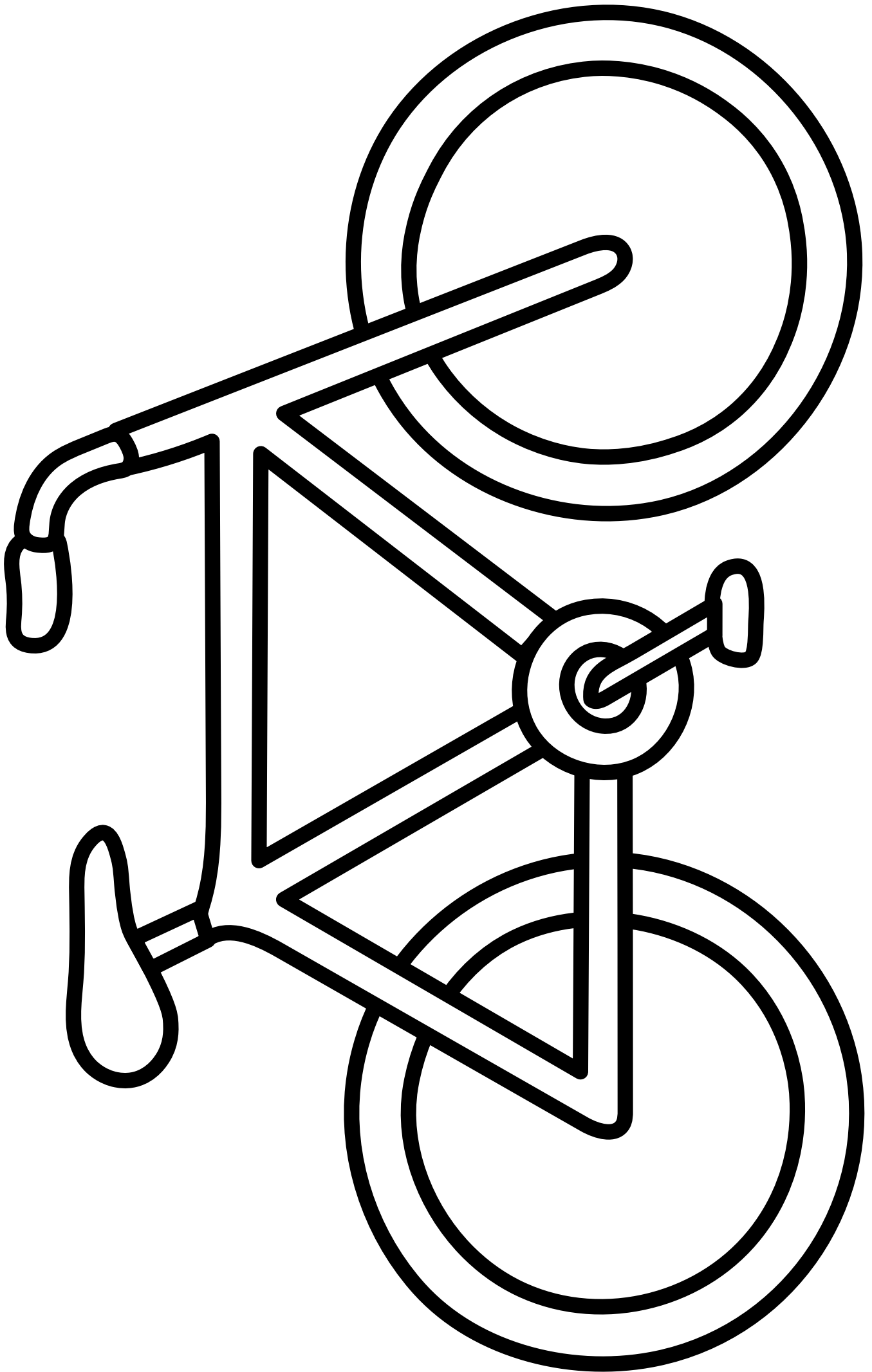
Puku ye ke ya:

.....







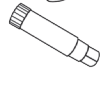







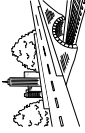




Paesekela ya David ye mpsha: Letlakala la mošongwana wa Paesekela





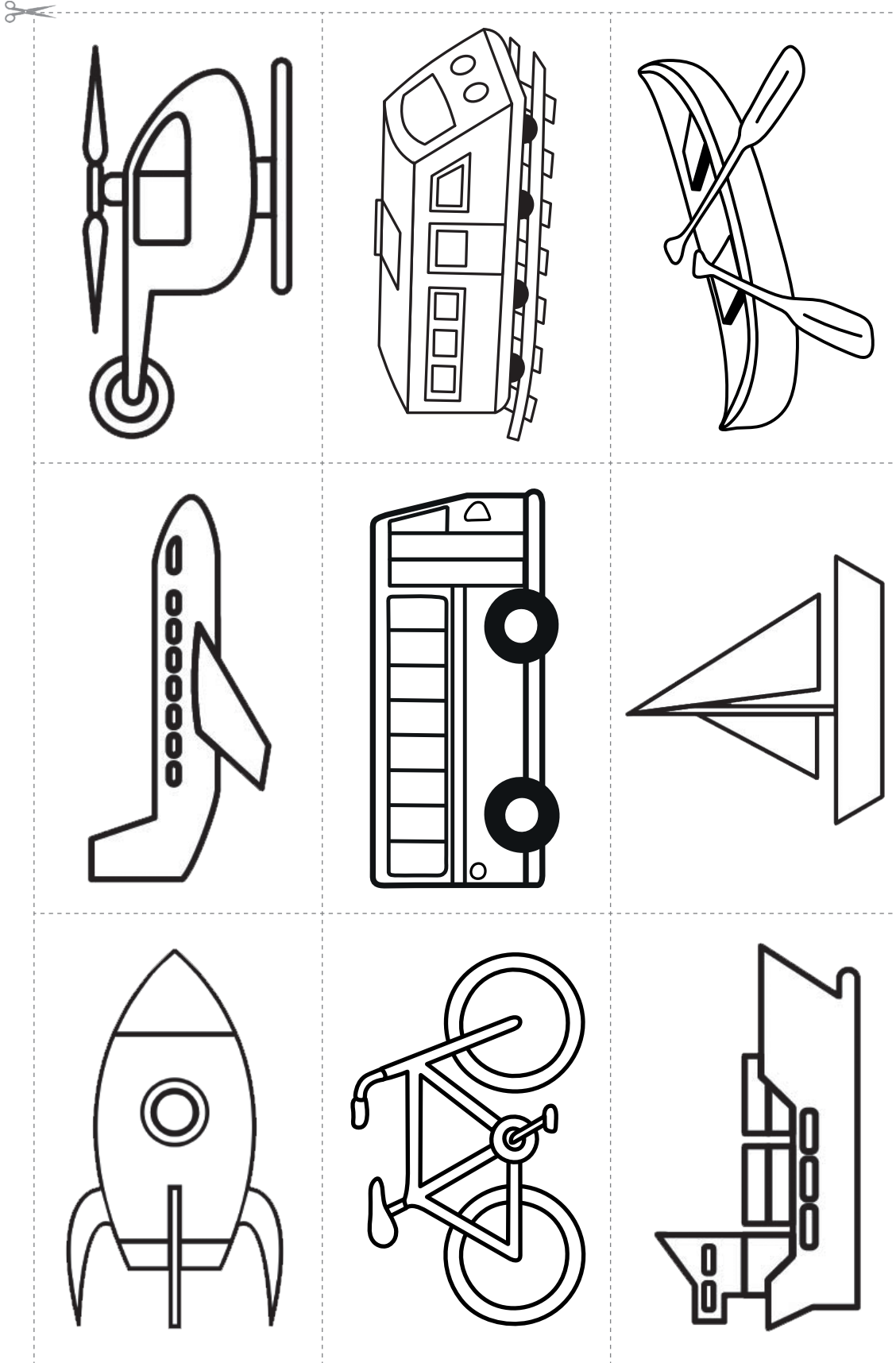
Paesekela ya David ye mpsha: Letlakala la mošomo ka bala o dire

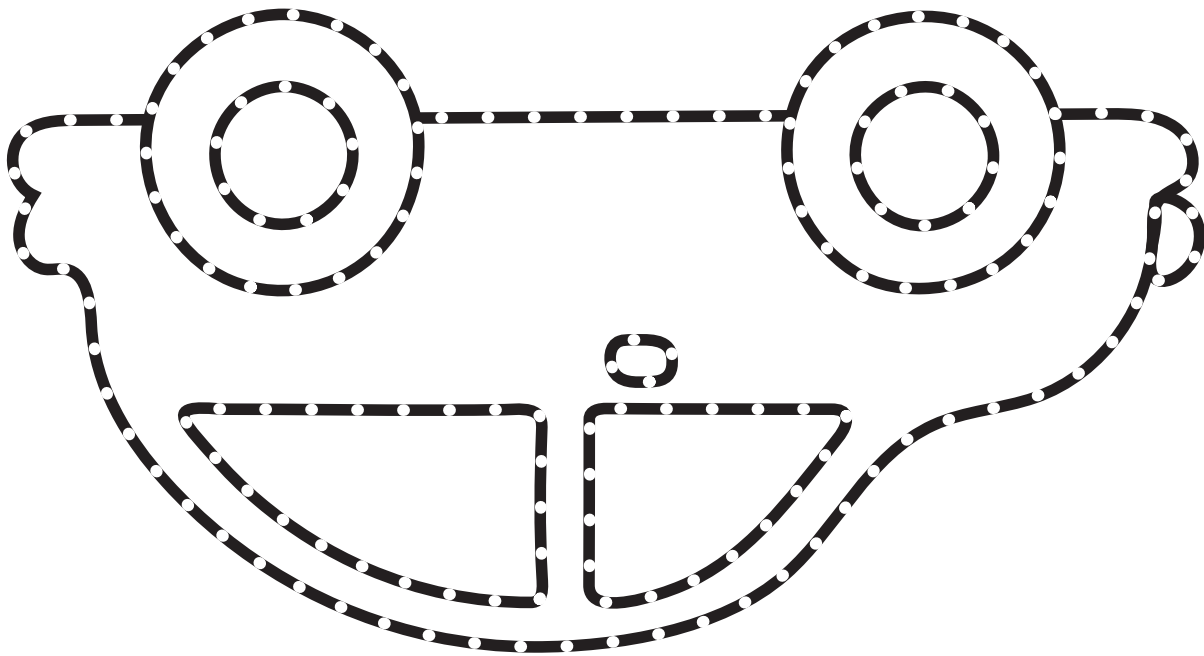
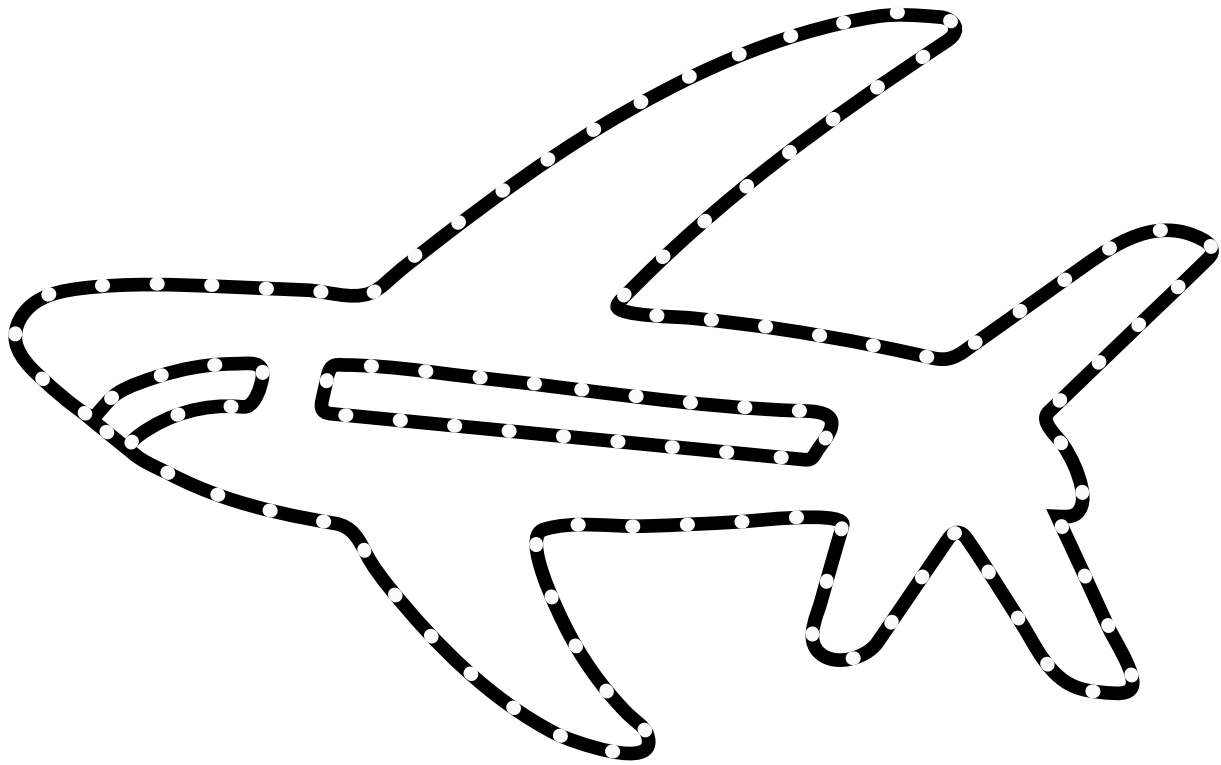
 le	 le	 le	 le	 le	 3		 le	 le	 le	 3	
<p>lefase</p> 			<p>meetse</p> 			<p>moya</p> 					





Paesekele ya David ye mpsha: Letlakala la mošomo ka bala o dire



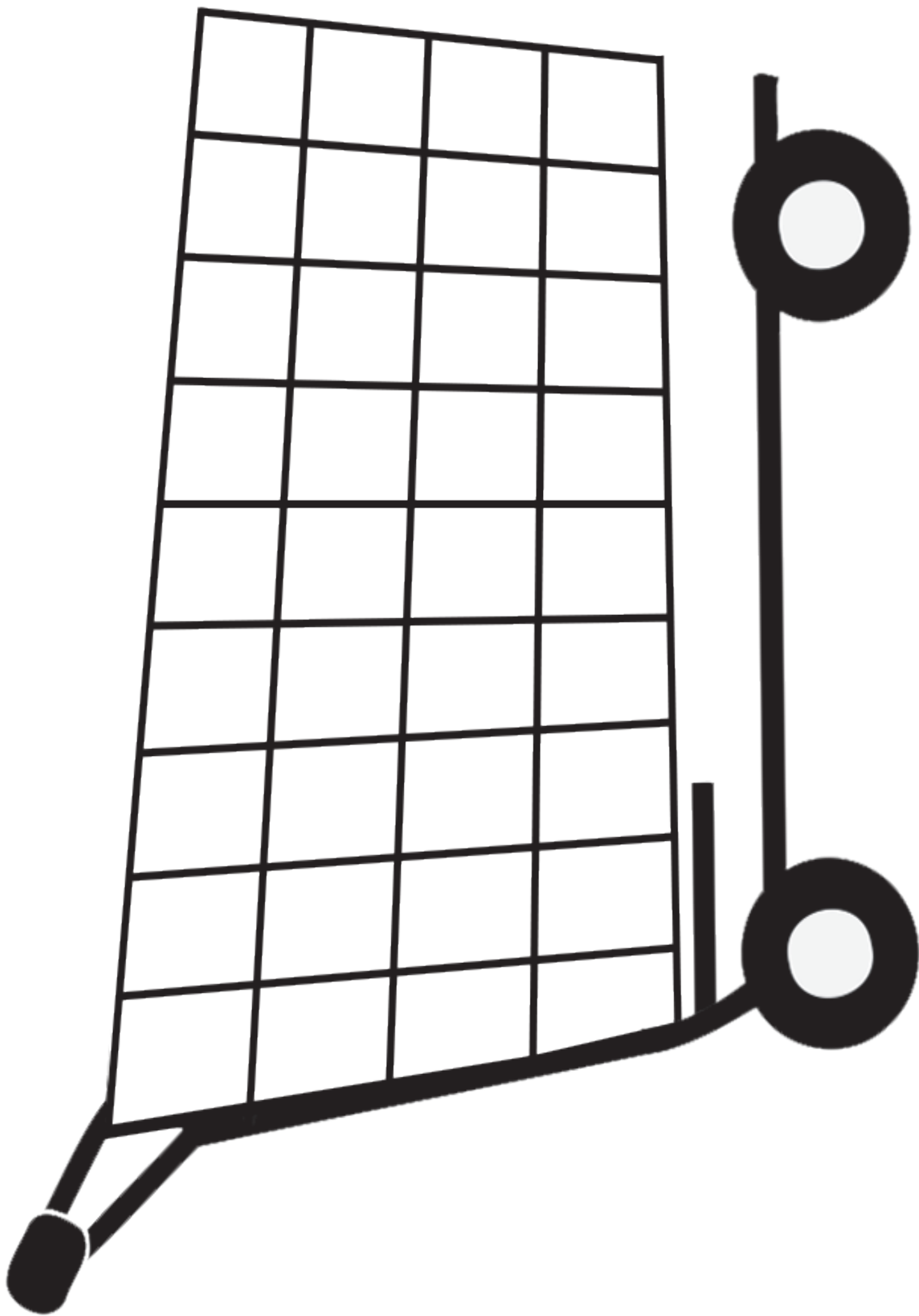


Paesekele ya David ye mpsha: Letlakala la mošongwana wa senamelwa



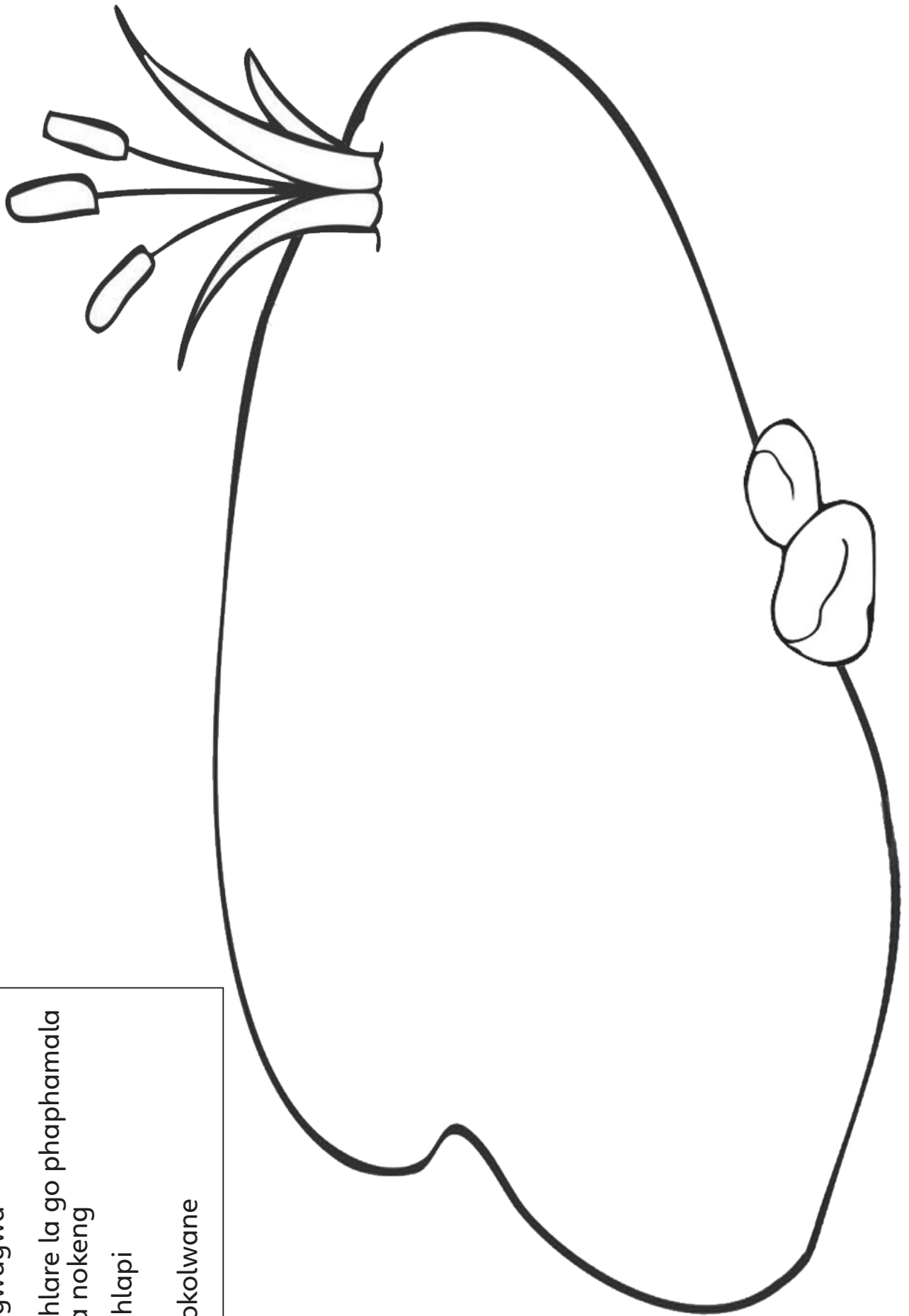












Spottie o ya lebenkeleng: Letlakala la mošongwana wa theroli





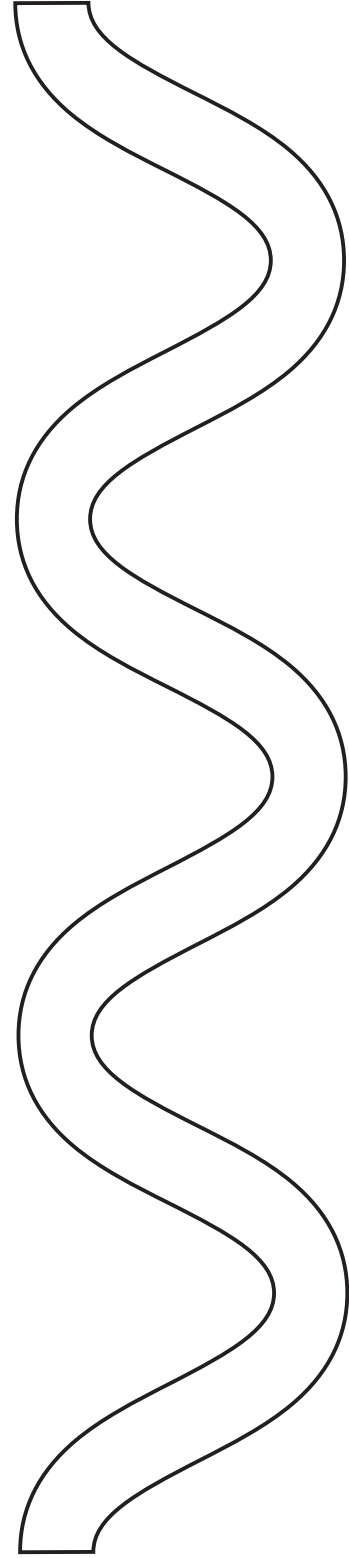
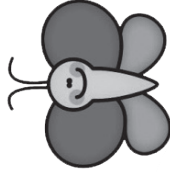
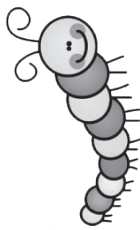
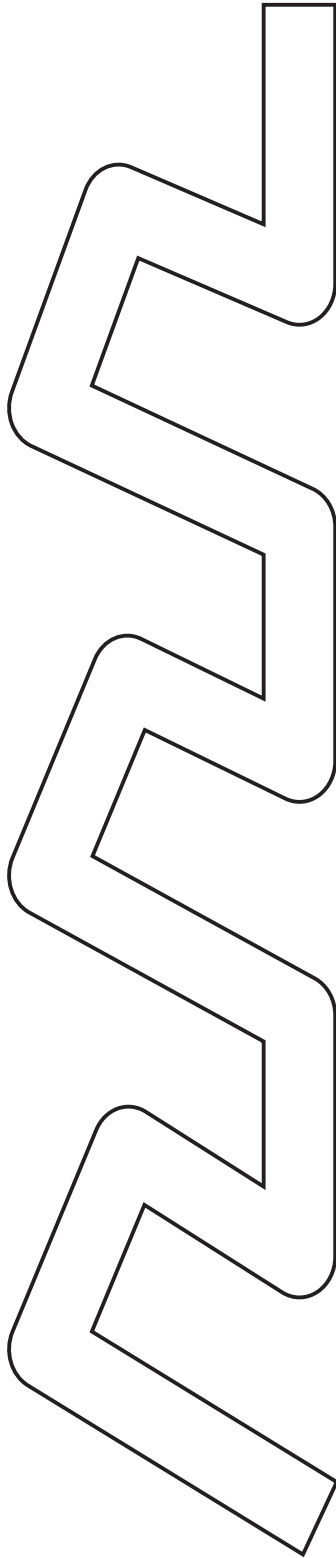
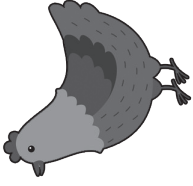
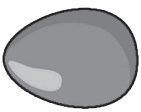
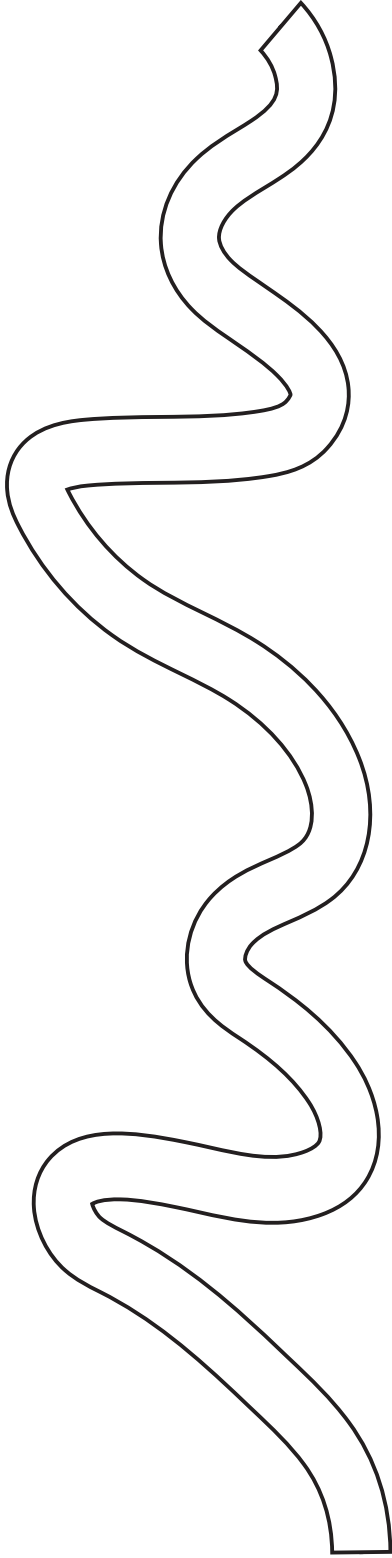
Nokolwane ye nnyane: Letlakala la mošomo ka bala o dire



- 1   leswika
- 2   digwagwa
- 3   lehlare la go phaphamala ka nokeng
- 5   dihlapi
- 8   nokolwane

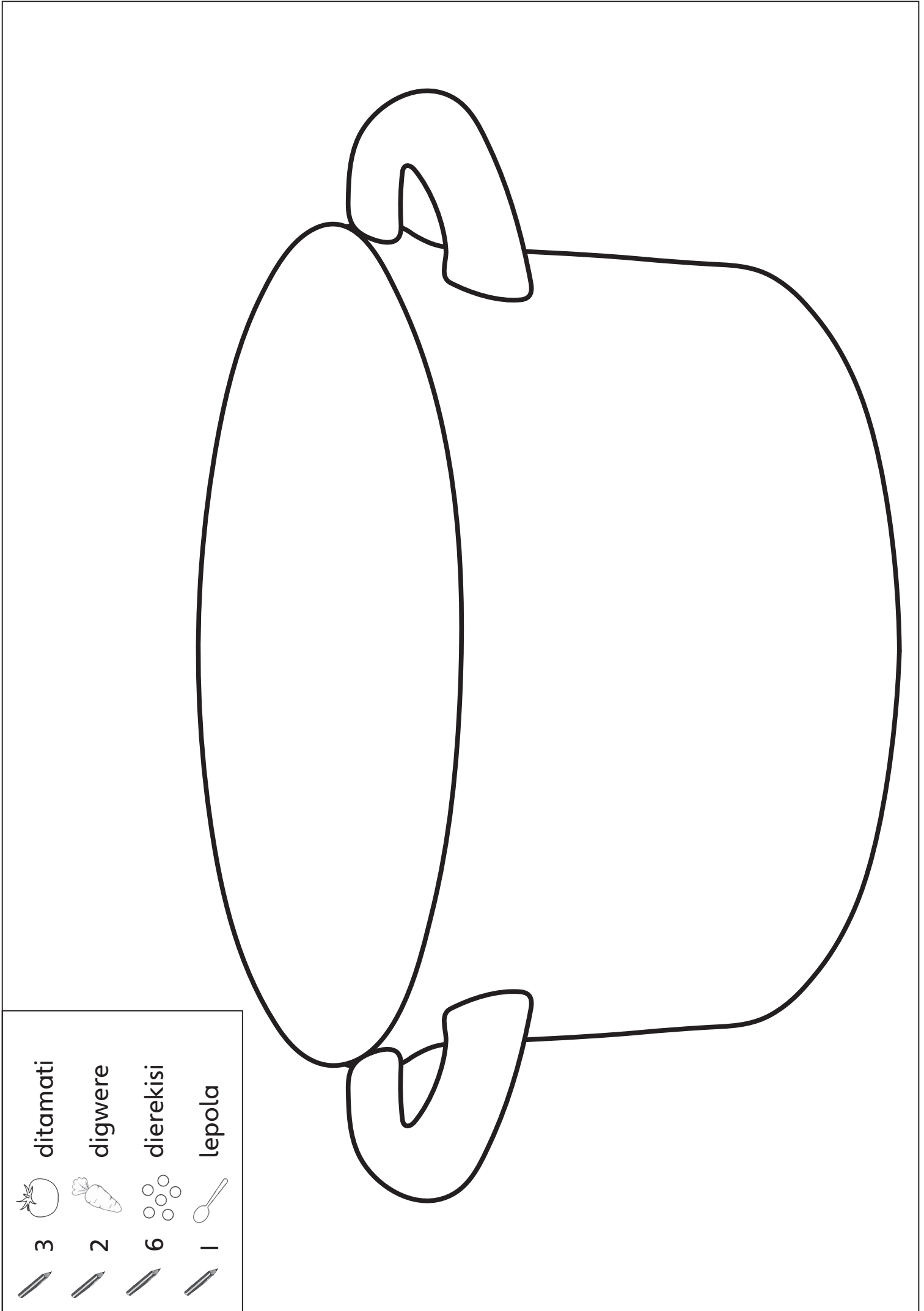


Nokolwane ye nnyane: Letlakala la mošongwana wa letsopa





Temogo le merogo ya gagwe: Letlakala la mošomo ka bala o dire

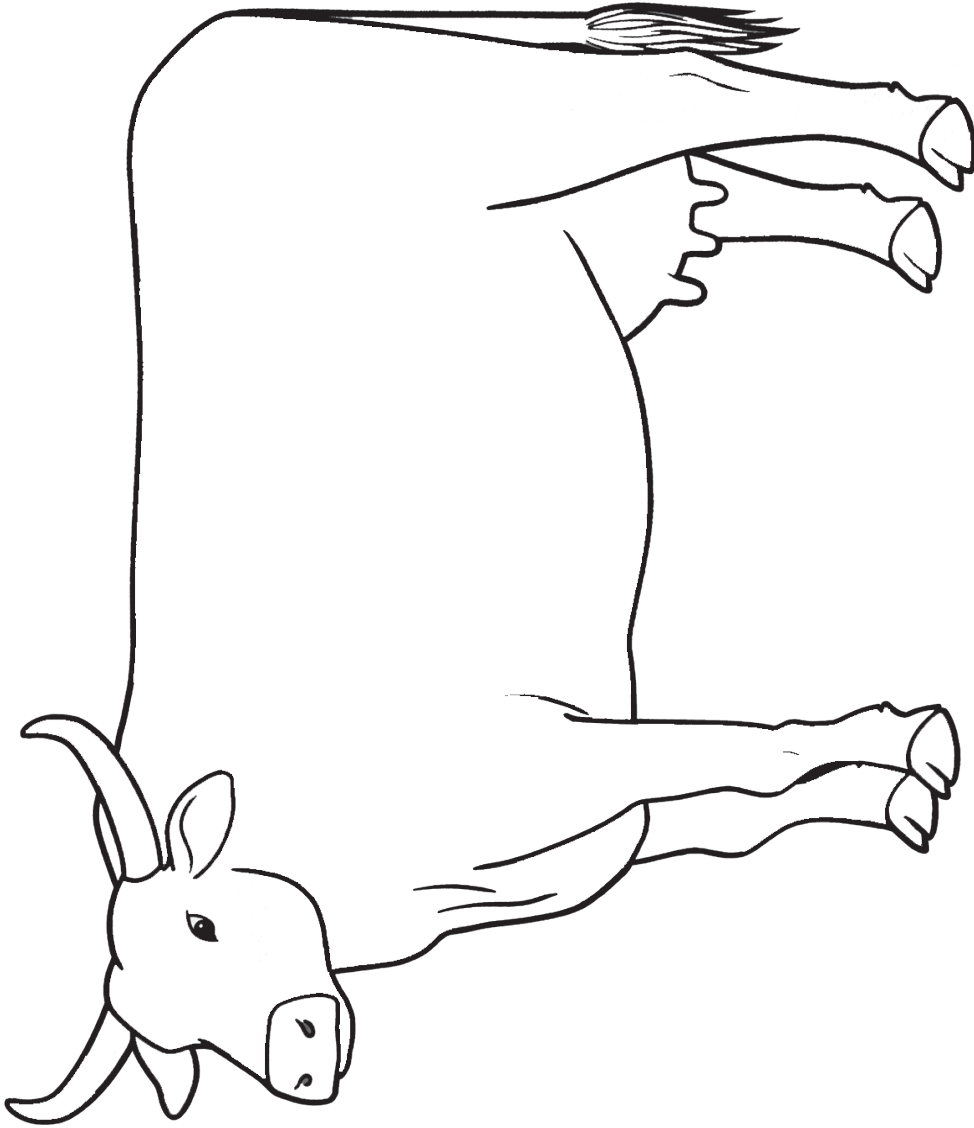


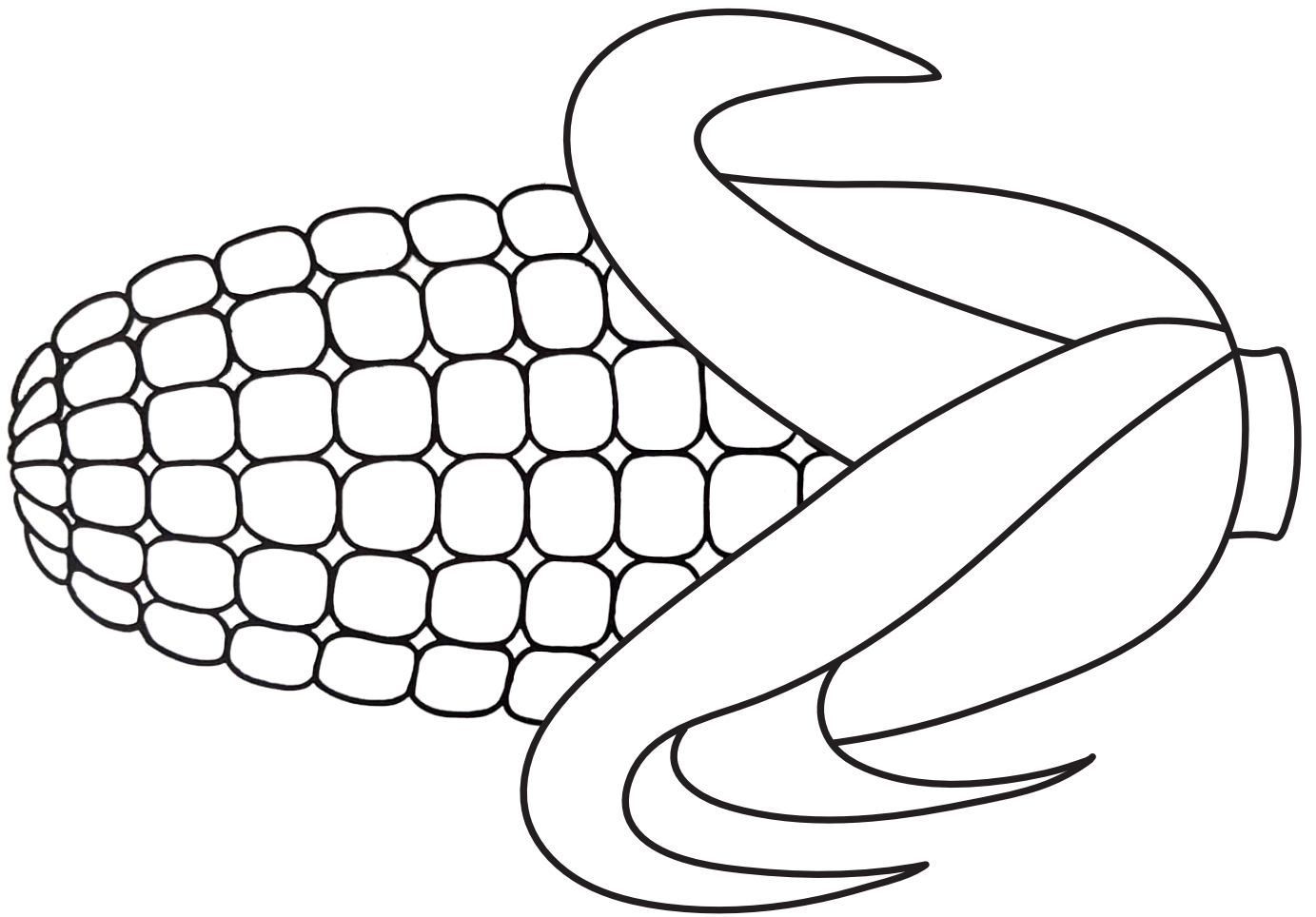
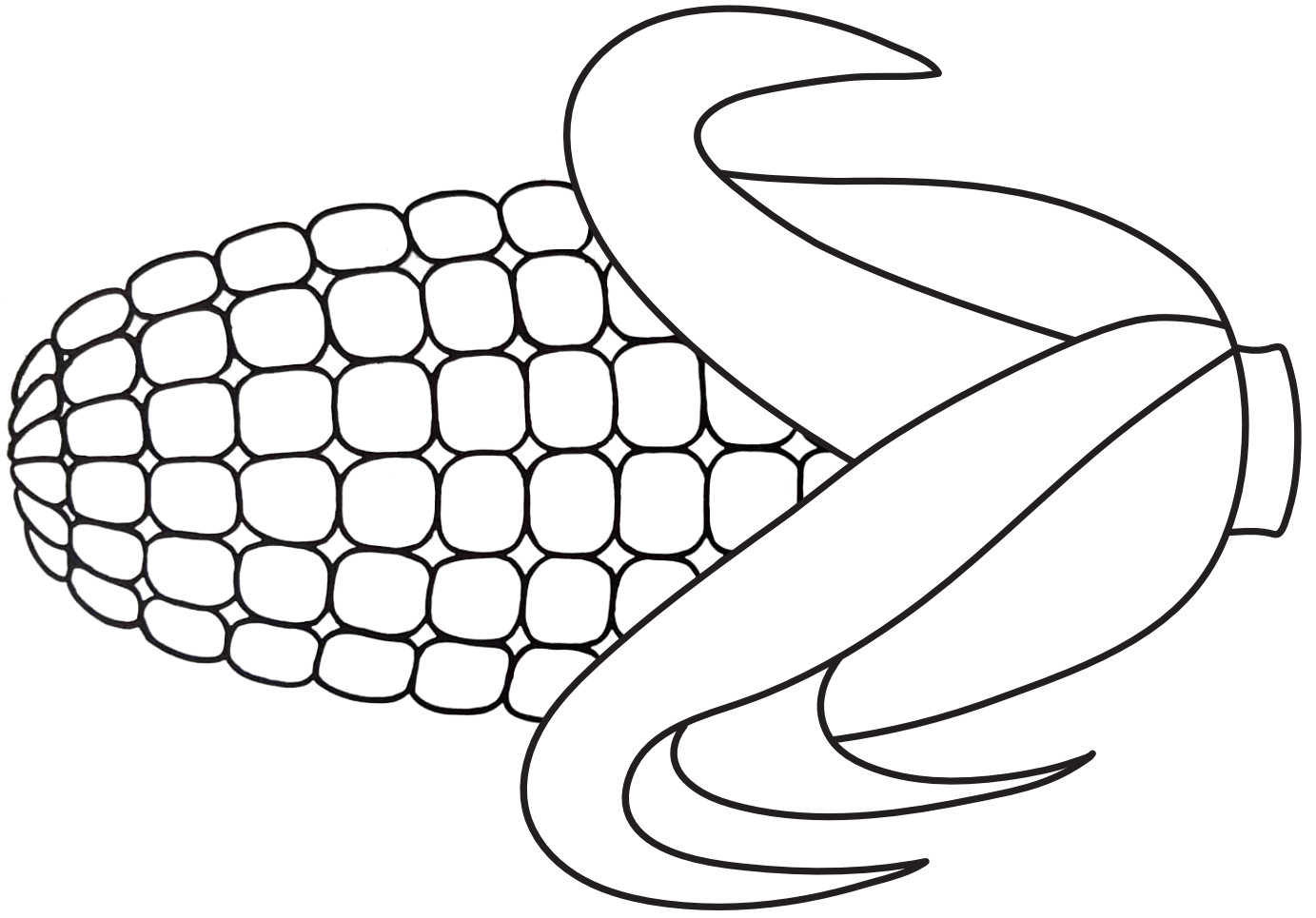
3	2	6	1
ditamati	digwere	dierekisi	lepola





Temogo le merogo ya gagwe: Letlakala la mošongwana ka kgomo ya Temogo





Temogo le merogo ya gagwe: Letlakala la mošongwana wa mafela





Rakgolo Farouk: Letlakala la mošomo ka bala o dire

- | | | | |
|---|---|---|---------------|
|  | 1 |  | seboko |
|  | 2 |  | dirurubele |
|  | 3 |  | dikgopa |
|  | 4 |  | dinose |
|  | 5 |  | diboko/thethe |

