



Lenaneo la go Kaonafatša Thuto ya  
Leleme Mphatong wa R

Grade R Language  
Improvement Programme

# Pukutlhahlo ya Mešongwana Activity Guide

Kotara ya 4  
Term 4



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.

E rulagantšwe ke: Siân Rees

Mofetoledi wa Sepedi: Makoma Phatudi, M. Juliah Maphutha, Mapule Moswane, Betty Serage le Paulina K Shai

Morulaganyi wa polelo ya Sepedi: Makoma Phatudi le M. Juliah Maphutha

Barulaganyi ba Polelo ya Seisemane: Magdel Palm

Diswantšho: Jiggs Snaddon-Wood

Peakanyo ya ka gare ga puku: Heath White

Bokgabo bja khabara: Jacqui Botha

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*Series editor: Siân Reese*

*Sepedi translation: Makoma Phatudi, M. Juliah Maphutha, Mapule Moswane, Betty Serage and Paulina K Shai*

*Sepedi editing and proofreading: Makoma Phatudi and M. Juliah Maphutha*

*English editing and proofreading: Magdel Palm*

*Illustrations: Jiggs Snaddon-Wood*

*Typesetting: Jacqui Botha*

*Cover and text design: Jacqui Botha*





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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 4

Pukutlhahlo ya Leleme la Gae ya Kotara ya 4 e fa sebopego sa go ruta Leleme la Gae ka Mphatong wa R mo Kotareng ya 4. 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 4.

Kanegelo	Tabataba	Ditlhaka/medumo tše di tsepeletšwego
<b>Dina le diphoofole tša gagwe</b>	Dinonyana	<b>f le p</b>
<b>Mohlokomedi le ntlo ya gagwe ya bohlokomedi</b>	Diphoofole tša nageng	<b>d le k</b>
<b>Moeng wa Phala</b>	Phoofole e tee ya nageng	<b>n le b</b>
<b>Kanegelo ya Zanele</b>	Papadi	<b>r le s</b>

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 o tla nyakegago gore di segwe di lokišwe).

### 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, peu ya nonyana goba motswako wa dipeu, dikhurumelo tša mabotlalo tša tšhipi le tša polasitiki, mapokisi a mae, sekhurumelo sa moruswi, felete goba lešela, pampiri ya ka botshwelamare, Peu ya nonyana goba motswako wa dipeu, dihupu, khatepokisi, kuranta, dikotana tša lebebetšididi, rekere, lešaphu (pompoms) goba dikgwele tše dinnyane tša mebala, ditšhelwana

# ★ Introduction

## The Term 4 Activity Guide

The Home Language Term 4 Activity Guide offers a structure for teaching Home Language in the fourth 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 4.

Story	Theme	Focus letters/sounds
<b>Dina and her animals</b>	Birds	<b>f and p</b>
<b>Keeper and his nursery</b>	Wild animals	<b>d and k</b>
<b>Bushbuck's visitor</b>	One wild animal	<b>n and b</b>
<b>Zanele's story</b>	Sport	<b>r and s</b>

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*).



tša yokate, pampišanathume, dithini, mahlaka, leleme goba thapo, wulu (khubedu, tala morogo, serolwana, tala lerata, ntsho)

- ★ Didirišwago tše di gatišitšwego go ya ka kangelo ye nngwe le ye nngwe; dipuku tša diswantšho, matlakala a direkišwa, dikgatišobaka le mangwalo a ditsebišo
- ★ Dikherayoni tša makhura tše dikgolo, dipente le diporashe tša go penta, dikero, dikhokhi le dipene tša go ngwala godimo ga letlapa le lešweu, segorametši, segomaretši sa mošomo wa diatla
- ★ Letlakala la A4, khatopoto 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, mokotla, mataese le dibadi, folaga ya Afrika Borwa
- ★ Letsopa la go raloka goba letsopa
- ★ Dikarata tša diswantšho
- ★ Mokotlana wo monnyane wa go ba le diswantšho goba dilo tša diphoofolo tša nageng tšeo di nago le mantšu a nokontši ao a amanago le kanegelo
- ★ Mokotla goba selopo, didirišwa tša go šomišwa dipapading tša go fapafapana goba diswantšho tša batho ba go tšea karolo dipapading tše di fapaneng

### 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) tšeo di thomago ka modumo wo itšego. Mohlala, lepokisi la /s/ le tla swara dilo tšeo maina a tšona a thomago ka modumo wa /s/. Šomiša lenaneo la mantšu go thuša go kgetha dilo tšeo 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 hlahla a le ka pele ga barutwana ka phapošeng
- ★ Morutiši o dula le sehlopha se sennyane go se hlahla le go tšeiša barutwana karolo ka tlhokomelo.
- ★ Morutiši o hlalosa mešongwana a kgopela barutwana go šoma ka bobona ka dihlopha.

Sediko sa dibeke tše pedi se ala mešongwana ya letšatši le lengwe le le lengwe go akaretša dibeke tše pedi. Mešongwana ye e beakantšheditšwe go šomišetšwa go tiišetšwa 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 tlaetšwego le gore o hola barutiši le barutwana. Barutiši ba tloga ba itshapa go ruta ka tsela ye barutwana le bona ba ikwa ba bolokegile ge ba tseba seo se letešwego go tšwa go bona.







## Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes, a bag, die and counters, South African flag
- ★ playdough or clay
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, craft glue, kokis and whiteboard markers
- ★ A4 paper, cardboard and flipchart paper, coloured paper
- ★ scrap materials for art and construction activities: paper plates, bird seed or mixed seeds, plastic and metal bottle tops, egg boxes, jar lids, felt or fabric pieces, empty toilet rolls, plastic forks, hoops, recycled cardboard, newspaper, ice-cream sticks, elastic bands, small pompoms or coloured balls, small yoghurt containers, tissue paper, empty tins, straws, ribbon or string, wool (green, yellow, blue, red and black)
- ★ a small bag with pictures or objects of wild animals that are multisyllabic words relating to the story
- ★ objects used in different sports or pictures of people doing different sports

## 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
<b>Mešongwana ye e theilwego godimo ga dikanegetelo</b>	<b>Go anega kanegelo le go bopa tlotlontšu</b> Barutwana ba kwa kanegelo la mathomo le go ithuta tlotlontšu ye mphsa.	<b>Go anega kanegelo le go opela</b> Barutwana ba theeletša kanegelo leboelela ba opela koša ye e sepelelanago le kanegelo.	<b>Go anega kanegelo le go e raloka</b> Barutwana ba tšea dikarolo tša go fapana ba šomiša polelo ya kanegelo ka bona beng, ge kanegelo e anegwa.	<b>Go bea diswantšho ka tatelano</b> Barutwana ba anega kanegelo gape ba šomiša diswantšho.	<b>Dira, thala o be o ngwale</b> 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.
<b>Mešongwana ka Tlhaka le Modumo</b>	<b>Go hlagiša modumo go tšwa kanegelong</b> Barutwana ba tsebišwa modumo wo o nepagetšego gammogo le tlhaka ye e bapetšwago le mantšu a go tšwa ka kanegelong.	<b>Go bopa tumatlhaka</b> 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.	<b>Mapokisi la dithlaka</b> Barutwana ba bona, ba swara le go bolela ka dilo le diswantšho tšeo di thomago ka modumo wo o nepagetšego.	<b>Go theeletša medumo ye e nepištšwego</b> Barutwana ba hlaola medumo ye e nepagetšego ka gare ga mantšu.	<b>Momaganya le go ripaganya</b> 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 hlhlwago ke morutiši letšatši ka letšatši.					
<b>Sehlopha se setala lerata</b>	<b>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</b> 	<b>Mošongwana wa 2: Marara le dithalokwana</b>	<b>Mošongwana wa 3: Go bala ka go itaola</b>	<b>Mošongwana wa 4: Mabokgoni a tšhepedišo ye e dumeletšwego le mongwalo</b>	<b>Mošongwana wa 5: Thaloko ya maitirišo</b>
	Barutwana ba bega dikgopolo tša bona ka go dira dithalwa le ka mongwalo wo o itšweletšago.	Barutwana ba dira marara le go raloka dipapadi tša polelo.	Barutwana ba bala ka bobona ba ipshina ka dipuku le ka didiršwa tše dingwe tše di gatištšwego.	Barutwana ba dira mešongwana ye boleta le go itlwaetša go bopa ditlhaka.	Barutwana ba aga godimo ga polelo ya kanegelo le tabataba ka papadi ya go itiriša.
<b>Sehlopha se setala morogo</b>	<b>Mošongwana wa 5: Thaloko ya maitirišo</b>	<b>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</b> 	<b>Mošongwana wa 2: Marara le dithalokwana</b>	<b>Mošongwana wa 3: Go bala ka go itaola</b>	<b>Mošongwana wa 4: Mabokgoni a tšhepedišo ye e dumeletšwego le mongwalo</b>
<b>Sehlopha se serolwana</b>	<b>Mošongwana wa 4: Mabokgoni a tšhepedišo ye e dumeletšwego le mongwalo</b>	<b>Mošongwana wa 5: Thaloko ya maitirišo</b>	<b>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</b> 	<b>Mošongwana wa 2: Marara le dithalokwana</b>	<b>Mošongwana wa 3: Go bala ka go itaola</b>
<b>Sehlopha se sehubedu</b>	<b>Mošongwana wa 3: Go bala ka go itaola</b>	<b>Mošongwana wa 4: Mabokgoni a tšhepedišo ye e dumeletšwego le mongwalo</b>	<b>Mošongwana wa 5: Thaloko ya maitirišo</b>	<b>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</b> 	<b>Mošongwana wa 2: Marara le dithalokwana</b>
<b>Sehlopha se sephephole</b>	<b>Mošongwana wa 2: Marara le dithalokwana</b>	<b>Mošongwana wa 3: Go bala ka go itaola</b>	<b>Mošongwana wa 4: Mabokgoni a tšhepedišo ye e dumeletšwego le mongwalo</b>	<b>Mošongwana wa 5: Thaloko ya maitirišo</b>	<b>Mošongwana wa 1: Go thala le go ngwala ga go tšweletšwa pele</b> 



# The Home Language two-week cycle

## Week 1

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










## Beke ya 2

Mešongwana ya phapoše ka moka	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
Mešongwana ye e theilwego godimo ga dikanegeto	<b>Tatelano ya diswantšho tše dingwe gape</b>	<b>Go bala mmogo – Puku ye Kgolo</b>	<b>Go ithuta go theeletša</b>	<b>Bala o dire</b>	<b>Dira, thala o be o ngwale</b>
	Learners consolidate their Kanegelo knowledge by sequencing pictures more independently.	Learners listen to a familiar Kanegelo being read as the teacher models the reading process.	Learners listen carefully and follow verbal instructions.	Learners interpret written and picture cues.	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	<b>Go hlagiša modumo go tšwa kanegelong</b>	<b>Go bopa tumatlhaka</b>	<b>Mapokisi la dithlaka</b>	<b>Go theeletša medumo ye e nepišitšwego</b>	<b>Momaganya le go ripaganya (dinoko)</b>
	Barutwana ba rutwa modumo wo o nepilwego gammogo le tlhaka ye e bapetšwego le mantšu a go tšwa ka kanegelong.	Barutwana ba bopa tlhaka ye e nepilwego 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 nepilwego.	Barutwana ba hlaola medumo ye e nepilwego ka gare ga mantšu.	Barutwana ba momaganya medumo go bopa mantšu le go ripaganya mantšu ka medumo.
Mešongwana ya dihlopha tše dinnyane	<b>Mošupologo</b>	<b>Labobedi</b>	<b>Laboraro</b>	<b>Labone</b>	<b>Labohlano</b>
	Stella o laetša gore ke mešongwana efe ya sehlopha se sennyane yeo e hlahlwego ke morutiši letšatši ka letšatši.				
Sehlopha se setala lerata	<b>Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwego pele</b>	<b>Mošongwana wa 2: Marara le dithalokwana</b>	<b>Mošongwana wa 3: Go bala ka go itaola</b>	<b>Mošongwana wa 4: Mabokgoni a tshepetšo ye e dumeletšwego le mongwalo</b>	<b>Mošongwana wa 5: Se ka thaloko</b>
	Barutwana ba bega dikgopolo tša bona ka go dira dithalwa le ka mongwalo wo o itšweletšago.	Barutwana ba dira marara le go raloka dipapadi tša polelo.	Barutwana ba bala ka bobona ba ipshina ka dipuku le ka didiršwa tše dingwe tše di gatišitšwego.	Barutwana ba dira mešongwana ye boleta le go itlwaetša go bopa dithlaka.	Barutwana ba aga godimo ga polelo ya kanegelo le tabataba ka papadi ya go itiriša.
Sehlopha se setala morogo	<b>Mošongwana wa 5: Se ka thaloko</b>	<b>Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwego pele</b>	<b>Mošongwana wa 2: Marara le dithalokwana</b>	<b>Mošongwana wa 3: Go bala ka go itaola</b>	<b>Mošongwana wa 4: Mabokgoni a tshepetšo ye e dumeletšwego le mongwalo</b>
Sehlopha se serolwana	<b>Mošongwana wa 4: Mabokgoni a tshepetšo ye e dumeletšwego le mongwalo</b>	<b>Mošongwana wa 5: Se ka thaloko</b>	<b>Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwego pele</b>	<b>Mošongwana wa 2: Marara le dithalokwana</b>	<b>Mošongwana wa 3: Go bala ka go itaola</b>
Sehlopha se sehubedu	<b>Mošongwana wa 3: Go bala ka go itaola</b>	<b>Mošongwana wa 4: Mabokgoni a tshepetšo ye e dumeletšwego le mongwalo</b>	<b>Mošongwana wa 5: Se ka thaloko</b>	<b>Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwego pele</b>	<b>Mošongwana wa 2: Marara le dithalokwana</b>
Sehlopha se sephephole	<b>Mošongwana wa 2: Marara le dithalokwana</b>	<b>Mošongwana wa 3: Go bala ka go itaola</b>	<b>Mošongwana wa 4: Mabokgoni a tshepetšo ye e dumeletšwego le mongwalo</b>	<b>Mošongwana wa 5: Se ka thaloko</b>	<b>Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwego pele</b>



## Week 2

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



## 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)	
<b>Beke ya 1:</b> Mošupologo	Go anega kanegelo le go bopa tlotlontšu	Go theeletša le go bolela	Ipshine ka go theeletša dikanegelo-kopana o tsene mogobelong ka nako ya maleba Botšiša dipotšišo	
Labobedi	Go anega kanegelo le go opela	Go theeletša le go bolela	Opela dikoša tše bonolo o di diragatše (ka thušo)	
Laboraro	Go anega kanegelo le go e raloka	Go theeletša le go bolela	Bapala karolo ya kanegelo, koša goba sereto	
Labone	Go bea diswantšho ka tatelano	Go theeletša le go bolela		<b>Go theeletša le go bolela</b> <b>Tsela ya kelo ya 1:</b> Go anega dikanegelo le go di anega gape ka mantšu a gago
Labohlano	Dira, thala o be o ngwale	Go theeletša le go bolela Go ngwala ga go tšweletšwa pele	Go fana ka dikgopolo ka tsela ya dithalwa le go fana ka mafoko ka phapošeng e le mošongwana wa go ngwalwa Go fa melaetša ka go thala le go penta diswantšho	
<b>Beke ya 2:</b> Mošupologo	Tatelano ya diswantšho tše dingwe gape	Go theeletša le go bolela Go bala le go lebelela		<b>Go theeletša le go bolela</b> <b>Tsela ya kelo ya 2:</b> 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
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 ditaelo 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)	
<b>Week 1:</b> 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		<b>Listening and Speaking Rubric 1:</b> 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	
<b>Week 2:</b> Monday	More sequencing pictures	Listening and speaking Reading and viewing		<b>Listening and Speaking Rubric 2:</b> 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
<b>Beke ya 1 le 2:</b> Mošupologo	Go hlagiša modumo go tšwa kanegelong	Medumo		<b>Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 1:</b> 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	<b>Go ngwala ga go tšweletšwa pele le Mongwalo Tsela ya kelo ya 1:</b> 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	<b>Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 1:</b> Go lemoga ge go bolelwa le ge go lebelelwa tše dingwe tša ditumammogo le ditumanoši
Labone	Go theeletša medumo ye e nepišitšwego	Medumo		<b>Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 2:</b> 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
<b>Beke ya 1 le ya 2:</b> 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	<b>Go ngwala ga go tšweletšwa pele le Mongwalo Tsela ya kelo ya 2:</b> Go thala diswantšho o laetša dikgopolo tše bohlokwa tša dikanegelo, dikoša goba tša direto <b>Rubric 3:</b> 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.	<b>Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 3:</b> 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	<b>Medumo, Go Bala le Go Lebelela Tsela ya kelo ya 3:</b> 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.	<b>Go ngwala ga go tšweletšwa pele le Mongwalo Tsela ya kelo ya 1:</b> 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
<b>Week 1 and 2:</b> Monday	Introducing a letter from the story	Phonics		<b>Phonics, Reading and Viewing Rubric 1:</b> 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	<b>Emergent Writing and Handwriting Rubric 1:</b> 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	<b>Phonics, Reading and Viewing Rubric 1:</b> Recognises aurally and visually some consonants and vowels
Thursday	Listening for focus sounds	Phonics		<b>Phonics, Reading and Viewing Rubric 2:</b> 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
<b>Week 1 and 2:</b> 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	<b>Emergent Writing and Handwriting Rubric 2:</b> Draws pictures capturing main idea of the stories, songs or rhymes <b>Rubric 3:</b> 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	<b>Phonics, Reading and Viewing Rubric 1:</b> 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	<b>Phonics, Reading and Viewing Rubric 3:</b> 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.	<b>Emergent Writing and Handwriting Rubric 1:</b> 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	

# ★ Dina le diphoofolo tša gagwe

## Kanegelo

Dina ke mosetsanyana yo a ratago diphoofolo le tšona di a mo rata. O dula le mmagwe, tatagwe le ngwanabo wa mošemanyana motsaneng wo monnyane. Ba na le pudi, dikgogo tše pedi le katse. Dina ke yena a hlokomelago diphoofolo tša gabo ka moka. Pele a ka ya sekolong le ge a tšo boa, o rata go fetša nako ya gagwe a di fepa ebile a raloka le tšona. O fepa le dinonyana tša nageng tše di dulago kgaufsi le yena.

Ka letšatši le lengwe ge Dina a raloka le bagwera ba gagwe kua sekolong, o ile a kwa bana ba hlabile mokgoši ebile ba sega ka thoko ye nngwe ya lepatlelo. Dina o ile a ba lebelela a bona tiragalo ye šoro. Sehlopha se sa bana se be se foša maeba ao a bego a nyakana le dijo mo fase ka maswika.

Dina o ile a kitimela go bona a re: “Le se ke la dira bjalo! Le se ke la dira maeba a sehlogo seo! Le a kweša bohloko.” Bagwera ba Dina ba ile ba kitima le yena go selaganya lepatlelo. Bana ba ba bego ba seleka ba ile go bona ba etla go bona ba tšhaba ka lebelo.

Ge maeba ao a bego a tšhogile a ekwa lešata, a ile a leka go fofa. Dina le bagwera ba gagwe ba bona gore go be go ena le maeba a mabedi ao a bego a sa kgone go fofa ka ge maphego a ona a be a gobetše.

Dina o ile a khunama ka go iketla a kuka maeba ao. Maeba ao a be a tšhogile kudu. Dina o ile a re go ona: “Le se ke la fšega. Ke tla le hlokomela go fihlela le le ba kaone.” Dina o ile tlelwa ke kgopolo ya go ya le maeba ao gae.

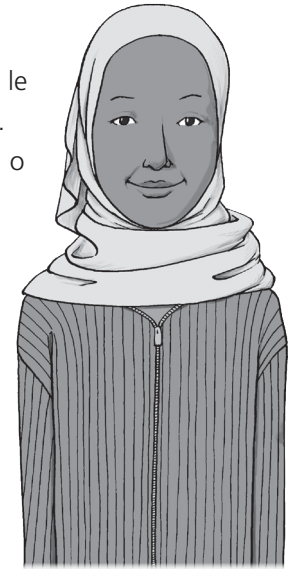
Mantšibua a letšatši leo ge a le gae, Dina o ile a botša mmagwe le tatagwe ka ga seo se diragetšego sekolong. Ba be ba befetšwe kudu ge ba ekwa gore go bile le bana ba ba gobaditšego maeba.

Dina o ile a bea maeba ao ka gare ga lepokisi gore a ruthela le go bolokega. O ile a a fa dijo le meetse. Ka morago ga matšatši a se makae, maphego a ona a ile a fola gomme Dina o ile a a

ntšhetša ntle gore a fofe.

Bagwera ba Dina ba ile ba thaba go kwa gore maeba a ile a ba kaone le gore a kgonne go fofa. Ba ile ba re: “Re ikgodiša ka wena, Dina, o na le pelo ye botse ya go rata diphoofolo.” Dina o ile a re go bona: “Ke rata diphoofolo ka gore di nale mohola maphelong a rena, ebile re swanetše go di šireletša, le go di hlokomela. Diphoofolo ke bagwera ba rena.”

**A ke mafelelo a kanegelo.**



# ★ Dina and her animals

## Story

Dina is a young girl who loves animals very much and animals love her too. She lives with her mother, father and brother in a little village. They have a goat, two chickens and a cat. Dina cares for all their animals. Before and after school, Dina loves to spend time feeding and playing with the animals. She even feeds the wild birds that sit close to her.

One day Dina was playing with her friends at school. She heard children shouting and laughing on the other side of the playground. Dina looked over at them and she saw something terrible. A group of children were throwing stones at some doves who were looking for food on the ground.

"Don't do that!" shouted Dina as she ran towards the children. "Don't do that to the doves! You're hurting them." Dina's friends ran across the playground with her. The unkind children saw them coming and they quickly ran away.

When the frightened doves heard all the noise they tried to fly away. Dina and her friends saw that two of the doves could not fly away because their wings had been hurt. Dina bent down and gently picked up the doves. The doves were very scared. "Don't be scared," said Dina. "I'll take good care of you and help you get better." Dina decided to take the doves home with her.

At home that night Dina told her mom and dad what had happened at school. They were angry that the children had hurt the doves. Dina put the doves in small boxes where she kept them warm and safe. She fed them and gave them water. After a few days their wings healed and Dina took them outside and let

them fly away.

Dina's friends were happy to hear that the two doves were better and could fly. "We're proud of you, Dina," they said. "You're very kind to animals."

"I love animals," Dina told them. "Animals are useful to us and they are our friends. We must protect them and look after them."

***And that is the end of the story.***







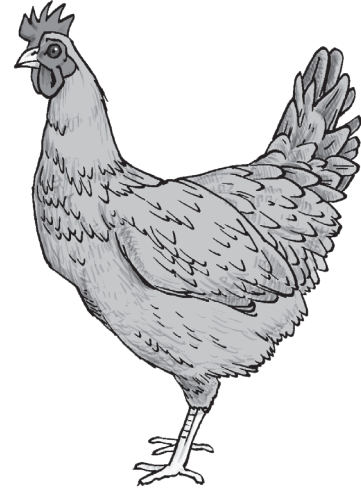
## Koša

Dina ke mosetsanyana yo bonolo, yo bonolo, yo bonolo,  
 Dina ke mosetsanyana  
 O phološitše maebana

O ile le ona gae, le ona gae, le ona gae  
 O ile le ona gae  
 Go yo a hlokomela

A ile a gola a tielela a phela gabotse, gabotse, gabotse  
 A ile a gola a tielela a phela gabotse  
 A kgona go fofa

Re swanetše go hlokomela diphoofolo, diphoofolo, diphoofolo  
 Re swanetše go hlokomela diphoofolo,  
 Joalo ka mosetsanyana yo bonolo



*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:	phoofolo	mohuta	hlokomela	gobatša	nonyane ya nageng	leeba
Mantšu a tlaleletšo:	borutho	bolokegile	foša	leswika	senya	fofa
	tšhogile	fšega	šireletša	lephego	befelwa	bonolo







## Song

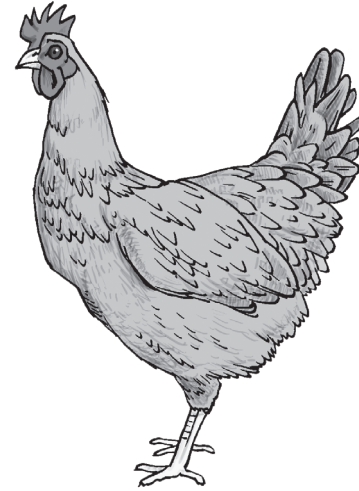
Dina was a kind girl, a kind girl, a kind girl,  
Dina was a kind girl, who saved two little doves

She took them home to care for them, care for them, care for them  
She took them home to care for them and fed them every day

They soon grew strong and healthy, healthy, healthy  
They soon grew strong and healthy and then they flew away

We must care for animals, animals, animals  
We must care for animals, they help us in many ways

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



## Vocabulary from the story

Key-words:	animal	kind	care for	hurt	wild bird	dove
Extra words:	warm	safe	throw	stone	heal	fly
	frightened	scared	protect	wing	angry	gentle





### Go nyakega lebe le:

- Kanegelo: Dina le diphoofole tša gagwe
- Dipopi: Dina, diphoofole (pudi, katse, dikgogo), bagwera ba Dina, ngwana wa hloka botho, maeba
- Ditshegetšo: lepokisi, dijo tša nonyana
- 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 dinonyana tikologong ya geno goba sekolong? O a tseba gore ke dinonyana tša mohuta mang? O nale diphoofole tše o di hlokomelang ka gae?"
- 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: Ge o nale puku ya dinonyana, o ka ba bontšha seswantšho sa leebša, wa ba laetša maphego le ditho tše dingwe tša mmele (mafofa, molomo ya nonyana).

#### 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 nagana gore Dina o ikwele bjang ge a bona bana ba foša maeba ka maswika? Naa o nagana gore ke eng seo Dina a tla go se dira go thuša maeba?"

#### 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? Have you ever tried to do something difficult and succeeded?"

### 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: "fetša, fepa, foša, fase, fofa, fihlela, fa, fola. Le kgona go kwa modumo wo o nepišitšwego: fetša, fofa, fa, fola? 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, foroko, sefala, foeye, foele, fene." (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: *Dina and her animals*
- Puppets: Dina, animals (goat, cat, chickens), Dina's friends, unkind child, doves
- Props: a box, birdfeed
- 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 seen any birds where you live or at school? Do you know what kind of birds they are? Do you have any animals at home that you care for?"*
- 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: If you have a book about birds, you can show them a picture of a dove, and point to its wings and other parts of its body (feathers, beak).

#### 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 Dina felt when she saw the children throwing stones at the doves? What do you think Dina will do to help the doves?"*

#### 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? Do you think Dina was brave? What do you think you would do if you saw children throwing stones at birds?"*

### 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: *"fetša, fepa, foša, fase, fofa, fihlela, fa, fola. Can you hear the focus sound: fetša, fofa, fa, fola? Yes, you are right! They all have the sound /f/."*
- 2 *"Listen carefully, here are some more words with /f/: folaga, faele, lefofa, sefofane, foroko, sefala, foeye, foele, fene"*. (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.



### Go nyakega lebe le:

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



## Beke ya 1 Letšatši la 2

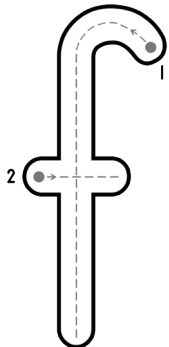
### Mešongwana ya phapoše ka moka

#### 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 /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: Barutwana ba ka hwahwankiša matsogo a bona ba dira tše ekego ba a fofafofa ge ba re: **"f-f-fofa, f-f-fofa"**.
- 3 Botšiša barutwana ge ba gopola ka moo **"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

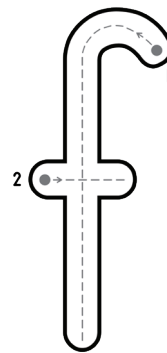
### Whole class activities

#### 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: "**f-f-fofa, f-f-fofa**".
- 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 bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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





### Go nyakega lebe le:

- Dipopi le ditshegetšo tša go tšwa kanegelong
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **f**: folaga, faele, founu, feiye, folouru, folutu, fatuku, fihla, foroko, fene

## 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 botšiše ge e le gore ba ka gopola lentšu le lengwe la "tšhošetša" (tšhabiša) le gore ke lentšu lefe le le šomišitšwego go hlalosa seo se diragaletšego maphego a dinonyana (a kwešitšwe bohloko). Kgopela barutwana gore ba go bontšhe ka mo ba ka topago nonyana ka tlhokomelo ka gona.
- 3 Kgetha barutwana go raloka karolo ya baanegwa ba ka gare ga kanegelo.
- 4 Bolela ka moanegwa yo mongwe le yo mongwe wa ka gare ga kanegelo. Botša 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 **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**: folaga, faele, founu, feiye, folouru, folutu, fatuku, fihla, foroko, fene

## 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 if they can remember another word for “frightened” (scared) and what word was used to describe what happened to the birds’ wings (they were hurt). Ask learners to show you how they would pick up a bird gently.
- 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.



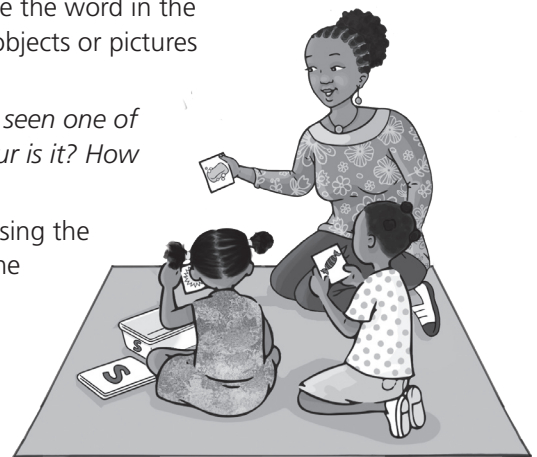
### Stella says:

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 **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

### 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 opela koša le gore ba theeletše ka tlhokomelo medumo ya go thoma senoko sa mafelelo sa mantšu (opela ka tšhuni ya koša ya mebala ka Sepedi: "Ke rata putswa, ke rata khubedu")
  - ★ Morutiši: "Ke modumo ofe wo o thomago senoko sa mafelelo sa mantšu a, wo o thomago senoko sa mafelelo sa mantšu a, wo o thomago senoko sa mafelelo sa mantšu a? Ke modumo ofe wo o thomago senoko sa mafelelo sa mantšu a: boto, abokato le mogato." (Morutiši o šupetša barutwana gore ba fetole.)
  - ★ Barutwana ba bolela modumo wo o thomago senoko sa mafelelo sa lentšu, mohlala: /to/. (Morutiši o laetša ka go emiša monwana wa nkgokgorupa gore ba kgonne.)
  - ★ Morutiši: "/to/ ke modumo wo o thomago senoko sa mafelelo sa mantšu a, wo o thomago senoko sa mafelelo sa mantšu a! /to/ ke modumo wo o thomago senoko sa mafelelo sa mantšu a: boto, abokato le mogato."
- 2 Šomiša mantšu a go dira mošongwana wo:
  - ★ /ma/: дума, gama, hema, huma, ima, loma, nama, oma, rema, tima, legadima
  - ★ /la/: inola, fola, fela, pula, imela, opela, apola, wola, bula
  - ★ /ša/: buša, diša, foša, weša, fiša
  - ★ /na/: bina, ipona, wena, wona, gena, nagana, bana, kwena, mostetsana, nakana
  - ★ /ta/: gata, ruta, rata, leta, dieta
  - ★ /ga/: goga, raga, fega, aga, folaga, sefatanaga, noga
  - ★ /ra/: dira, apara, legora, merara
  - ★ /go/: morogo, rogo, bošego, lepogo, sego, merogo

### 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 sing a song and they must listen carefully to the end syllable in the words (*tune: "Mary had a little lamb"*).
  - ★ Teacher: "What's the syllable that ends these words, ends these words, ends these words? What's the syllable that ends these words: *boto, abokato le mogato.*" (Teacher signals for learners to respond.)
  - ★ Learners say the syllable that ends the word, for example: /to/. (Teacher gives thumbs-up sign.)
  - ★ Teacher: "/to/ is the syllable that ends these words, ends these words, ends these words! /to/ is the syllable that ends these words: *boto, abokato le mogato.*"
- 2 Use these words for this activity:
  - ★ /ma/: *duma, gama, hema, huma, ima, loma, nama, oma, rema, tima, legadima*
  - ★ /la/: *inola, fola, fela, pula, imela, opela, apola, wola, bula*
  - ★ /ša/: *buša, diša, foša, weša, fiša*
  - ★ /na/: *bina, ipona, wena, wona, gena, nagana, bana, kwena, mostetsana, nakana*
  - ★ /ta/: *gata, ruta, rata, leta, dieta*
  - ★ /ga/: *goga, raga, fega, aga, folaga, sefatanaga, noga*
  - ★ /ra/: *dira, apara, legora, merara*
  - ★ /go/: *morogo, rogo, bošego, lepogo, sego, merogo*



#### Small group activities

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



### Go nyakega lebe le:

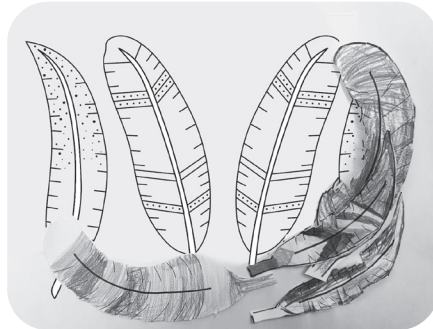
- Khophi ya kgatišo ya **Letlakala la mošongwana wa Lefofa** la morutwana yo mongwe le yo mongwe, dikherayoni, dikero, lephephe la papetla phepheulwa, sekgorametši
- Mantšu a nokontši ao a sepelelanago le kanegelo: kgogo, phoofolo, go fepa, go raloka, lebala la boraloKelolo, boifišago, go goeletša, go sega, go ba bogale, go foša, bana, go šireletša, nonyana

## Beke ya 1 Letšatši la 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Hlalosetša barutwana gore ba ya go o thuša go dira nonyana ye kgolo godimo ga lephephe la papetla phepheulwa. Thoma ka go thala mmele wa nonyana le hlogo mo bogareng bja papetla phepheulwa (o ka nyakega go thala dinonyana tše pedi).
- 2 Efa morutwana yo mongwe le yo mongwe mafofa a mabedi a go fapana o ba hlohleletše go a fa mmala le go a sega. Ba kgone ba šomiša dikero tša bona go sega maphakga ka tlhokomelo mo merumong wa mafofa.
- 3 Bontšha barutwana ka moo ba kgomaretšago mafofa godimo ga mmele wa dinonyana mo papetla phepheulweng ka gona go bopa lephego la ngele le la go ja.



### 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 | nya | na**
- 2 Kgopela barutwana go matšha ge ba bolela senoko se sengwe le se sengwe: **no** (kgato ye tee) **nya** (kgato ye tee) **na** (kgato ye tee). Efa barutwana ba bangwe ditšhakgatšhakga goba meropa go di šikinya goba go e betha go ya ka senoko se sengwe le se sengwe.
- 3 Bolela mantšu a mangwe a nokontši go tšwa kanegelong ge barutwana ba matšha go ya ka senoko se sengwe le se sengwe.
- 4 Hlohleletša barutwana go bala palo ya dinoko ka gare ga mantšu (Mohlala: "nonyana" e na le dinoko tše tharo).

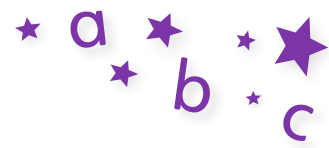


### Mešongwana ya dihlopha tše dinnyane

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







#### You will need:

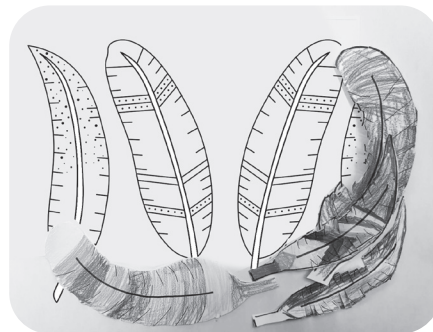
- A photocopy of the **Feather activity page** for each learner, crayons, scissors, flipchart paper, glue
- A list of multisyllabic words relating to the story: kgogo, phoofolo, go fepa, go raloka, lebala la boralokelo, boifišago, go goeletša, go sega, go ba bogale, go foša, bana, go šireletša, nonyana

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Explain to learners that they are going to help you make a big bird on flipchart paper. Begin by drawing a bird's body and head in the middle of the flipchart paper (you may need to draw two birds).
- 2 Give each learner two different feathers and encourage them to colour them in and cut them out. Then they can use their scissors to carefully cut slits in the edges of the feathers.
- 3 Show learners how to stick the feathers on the birds body on the flipchart to create a left and right wing.



### 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 | nya | na**.
- 2 Ask learners to march for each syllable: **no** (one step) **nya** (one step) **na** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "nonyana" has three syllables).



### Small group activities

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

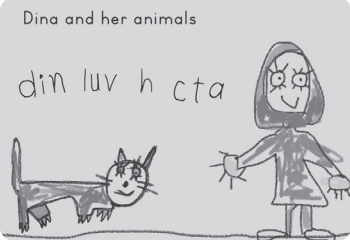


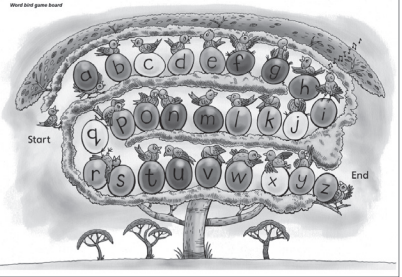



# Mešongwana ya sehlopha se sennyane ya Beke ya 1

Go nyakega lebe le	Mešongwana
<ul style="list-style-type: none"> <li>Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe</li> <li>Dikherayoni tša makhura tše dikgolo</li> </ul> <div data-bbox="217 710 564 951"> <p>Dina le diphoofolo tša gagwe</p> <p>Dna ortakase yagwe</p> </div> <div data-bbox="182 963 546 1276"> <p><i>Ka nako ye ya ngwaga, barutwana ba ka ba le boitshupo 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><b>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago pele</b></p> <ol style="list-style-type: none"> <li>Ngwala hlogo ya kanegelo mo godimo letlakaleng la se ngwalwe selo la morutwana yo mongwe le yo mongwe pele thuto e ka thoma.</li> <li>Kgopela barutwana go šupa mantšu a hlogo ge o a bala le bona.</li> <li>Botšiša barutwana gore ke karolo efe ya kanegelo yeo ba e ratago go di feta ka moka. Efa ditšhišinyo.</li> <li>Hlohleletša barutwana go thala seswantšho sa karolo ye ba e ratago ya kanegelo.</li> <li>Dira tshwayaswao goba o kgopele morutwana yo mongwe le yo mongwe a go botše ka sethalwa sa gagwe.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>Dipapetla tša thaloko ya mantšu a mabedi a dinonyana</li> <li>Mataese a mabedi le dibadi</li> </ul> <div data-bbox="182 1432 581 1793"> <p><i>Ge barutwana ba hwetša bothata bja go raloka dithaloko ka bobona, go ka ba botse ge go mengwa batswadi ba bangwe go tla go thuša ka mošongwana wa sehlopha se se sennyane. Raloka dithaloko mmogo le batswadi pele letšatši la sekolo le thoma, bjale ba ikwa ba itshepa go šoma le barutwana.</i></p> </div>	<p><b>Mošongwana wa 2: Marara le dithalokwana</b></p> <ol style="list-style-type: none"> <li>Bea papetla ya thaloko godimo ga legogwa le barutwana ba babedi go ya go ba bararo ba dutše go le dikologa.</li> <li>Hlalosetša barutwana melao: <ul style="list-style-type: none"> <li>Barutwana ba bea dibadi tša bona mo go Thoma.</li> <li>Morutwana yo mongwe le yo mongwe o hwetša sebaka sa go foša letaese a šuthiše sebadi dikgoba tša palo ya maleba godimo ga papetla.</li> <li>Ge ba fihla godimo ga tlhaka, ba swanetše go bolele modumo wo o dirwago ke tlhaka yeo le go fa leina la selo seo le thomago ka modumo woo.</li> <li>Morutwana wa mathomo wa go fihla Mafelelong a papetla ke mothopa sefoka le gore thaloko e tla be e fedile.</li> </ul> </li> </ol> <div data-bbox="1137 1541 1536 1818"> </div>
<ul style="list-style-type: none"> <li>Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana</li> </ul> <div data-bbox="321 1986 477 2179"> </div>	<p><b>Mošongwana wa 3: Go bala ka go itaola</b></p> <ol style="list-style-type: none"> <li>Laela sehlopha go ya sekhutlong sa dipuku goba efa sehlopha mokgobo wa dipuku.</li> <li>Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala.</li> <li>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.</li> <li>Etela sekhutlo go lekola le go hlohleletša barutwana ka fao ba balago ka gona.</li> </ol>



## Small group activities for Week 1

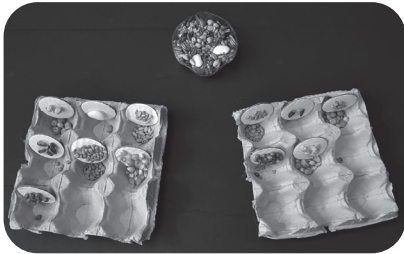
You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p>Dina and her animals din luv h cta</p>  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Give some suggestions.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>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.</li> <li>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.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>Two <b>Word bird game boards</b></li> <li>Two dice and counters</li> </ul>  <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><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Place the game board on the mat with two to three learners seated around it.</li> <li>Explain the rules to the learners: <ul style="list-style-type: none"> <li>Learners put their counters on <i>Start</i>.</li> <li>Each learner takes a turn to throw the die and moves the counter the correct number of spaces on the board.</li> <li>When they land on a letter, they must say the sound that letter makes and name something that begins with that sound.</li> <li>The first learner to reach the <i>End</i> of the board is the winner and the game is over.</li> </ul> </li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>





### Go nyakega lebe le

- Peu ya nonyana goba motswako wa dipeu
- Lepokisi la lee letee la morutwana yo mongwe le yo mongwe



- Ditshegetšo: dibapadišwa tše boleta goba diswantšho tša diruiwaseratwa, diroto goba malao a diphoofolo, mapai, dikotlelo, mankgwanyane, diporaše tša go hlokomela dipere, kholoro, morodi, mogala, dišomišwa tša ngaka (mohlala: themometa), dikherayoni goba dipene tša go tlo šomišwa bjalo ka ditšhwana, lepokisi la go hloka selo la dipilisi, diaparo tša mooki goba ngaka, puku ya go ngwalela le phensele

### Mešongwana

#### **Mošongwana wa 4: Mabokgoni a tshepetšo ye e dumeletšwego le mongwalo**

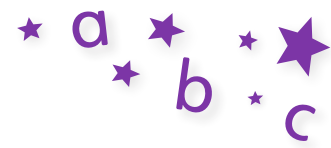
- 1 Hlalasetša barutwana gore ba swanetše go hlaola dipeu tša go fapana le dithoro ka dijong tša dinonyana.
- 2 Ka moragao ga mošongwana wo, o ka hlohleletša barutwana go beela dinonyana tša lešoka peu ya dinonyana o bogele ge dinonyana tše di eja dipeu tše.

#### **Mošongwana wa 5: Thaloko ya maitirišo**

- 1 Laela barutwana go ya sekhutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa.
- 2 Bolela mabapi le ka mo re yago ngakeng ka gona ge re lwala. Botšiša barutwana ge ba tseba leina la ngaka ya go ikgetha ye diphoofolo tša go lwala di išwago go yona (ngaka ya diruiwa). Ba hlalasetše gore ba ya go itiriša go ba ngaka ya diphoofolo ka mošašaneng wa diphoofolo. Diphoofolo ka mehla di a tšhoga ge di swanetše go ya ngakeng ya diphoofolo, ka moo barutwana ba swanetše go ba bonolo le go laetša lerato diphoofolong tše di etelago "mošaša wa diphoofolo".
- 3 Hlalosa gore ge o le ngakeng ya diphoofolo, o swanetše go leta o le ka kamoreng ya boletelo le seruiwaratwa sa gago go fihlela ge moamogedi a bitša leina la gago. Bjale o ka hlalosa seo se tšhwenyago seruiwaratwa sa gago. Moamogedi o tla ngwala leina la gago fase le gore o tla go botša ge e le sebaka sa gago sa go bona ngaka ya diphoofolo.
- 4 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohleletša thaloko ya barutwana. Mohlala: O ka ya go moamogedi wa re go yena: "Thobela, Leina la ka ke Moh. Zama. Ke tlile mo le katsana ya ka ye nnyane. Leina la yona ke Kitty. E lwala kudu."







### You will need

- Bird seed or a mix of seeds
- One egg box per learner



### Activities

#### Activity 4: Fine motor skills and handwriting

- 1 Explain to learners that they must sort the different seeds and grains in the bird food.
- 2 After the activity, you can encourage learners to put out bird seed for wild birds and watch the birds eating the seeds.

- Props: soft toys or pictures of pets, baskets or beds for the animals, blankets, bowls, stethoscope, grooming-brushes, collar, lead, telephone, a doctor's instruments (for example: a thermometer), crayons or pens for injections, an empty pill box, nurse or doctor's clothes, a notebook and pencil

#### Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and show them the new props.
- 2 Talk about how we go to the doctor when we are sick. Ask learners if they know the name of a special kind of doctor that sick animals go to (a vet). Explain to them that they are going to pretend to be a vet working at an animal shelter. Animals are often very scared when they go to the vet, so learners must be very gentle and kind to animals who visit the "animal shelter".
- 3 Explain that at the vet, you need to wait in a waiting room with your pet until the receptionist calls your name. You can then explain what is wrong with your pet. The receptionist will write down your name and tell you when it is your turn to see the vet.
- 4 Visit the corner at least once to observe and encourage the learners' pretend play. For example, you could walk up to the receptionist and say: "Hello, my name is Ms Zama. I am here with my tiny kitten. Her name is Baby. She is very sick."





### Go nyakega lebe le:

- Khophi ye e gatišitšwego ya Boso le bošweu ya tatelano ya diswantšho ya morutwana yo mongwe le yo mongwe
- Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe, dikero, sekgorametsi

## 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: *"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 Kgopela barutwana go sega diswantšho tša boso lebošweu, di bee ka tatelano ya maleba ba di kgomaretše godimo ga letlakala le le sa ngwalwago selo. Sepela go dikologa ka phapošeng o thuša mo go nyakegago. Mošongwana wo o bohlokwa go lekanyetša bokgoni bja barutwana bja go ka bea ditiragalo tša kanegelo ka tatelano ya maleba.
- 6 Ge barutwana ba feditše diswantšho tša tatelano, efa morutwana yo mongwe le yo mongwe pukwana ye nnyane. Ge nako e le gona, barutwana ba ka "balelana" pukwana ye ye nnyane gona ka mo phapošeng.
- 7 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: *"pudi, pedi, pelo. Le kgona go kwa modumo wo o nepišitšwego: pudi, pedi, pelo? Ee, le nepile! Ka moka ba file modumo wa /p/."*
- 2 *"Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /p/: popi, pene, pere, pese, pitsi, poo, poso, pikniki."* (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /p/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /p/: **"p-p-p"**. 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:

- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

## 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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *"pudi, pedi, pelo. Can you hear the focus sound: pudi, pedi, pelo? Yes, you are right! They all have the sound /p/."*
- 2 *"Listen carefully, here are some more words with /p/: popi, pene, pere, pese, pitsi, poo, poso, pikniki."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /p/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /p/: **"p-p-p"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### Go nyakega lebe le:

- Puku ye Kgolo: Dina le diphoofole tša 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

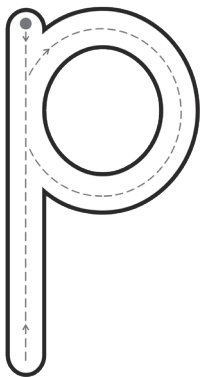
#### Go bala mmogo: Puku ye Kgolo

- 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 /p/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /p/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka šomiša menwana ya bona go dira sebopego sa **pelo** gomme ba se bea difegeng tša bona (ka go la mpati moo pelo e lego gona).
- 3 Botšiša barutwana ge ba gopola ka moo "p". Ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o ye fase sebakanyana, o boele godimo gape o dikologe."
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona. Ba ka leka go šomiša mebele ya bona go bopa ditlhaka.
- 5 Ge o šetše o ba laeditše ka fao tumatlhaka e ngwalwago ka gona, 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: *Dina and her animals*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

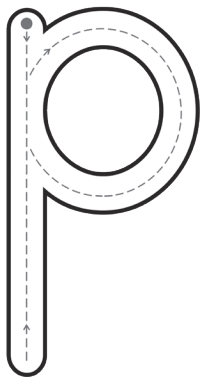
### Whole class activities

#### 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 /p/ or if they can think of any other words that start with the sound /p/.
- 2 Teach learners an action associated with the sound. For example: Learners can use their fingers to make a heart shape and place this over their chest – on the left where their heart is (**pelo**).
- 3 Show learners how to write the letter **p**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go all the way down, back up and 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 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:

- Go bitša dinonyana go ralokwa mo mogaleng
- Diswantšho tša mehuta ya dinonyana
- Lepokisi la dithaka le le swerego didirišwa goba diswantšho tša go thoma ka **p**: popi, pene, pere, pese, pitsi, poo, poso, pudi, pelo, pula

## Beke ya 2 Letšatši la 3

### Mešongwana ya phapoše ka moka

#### Go ithuta go theeletša

- 1 Bea barutwana ka ntikodiko o ba kgopele go tswalela mahlo a bona ba theeletše ka tlhokomelo ge ba ka kwa dinonyana ka ntle. Botšiša barutwana ge ba tseba mello ya dinonyana tšeo (medumo ye e dirwago ke dinonyana tša go fapana).
- 2 Barutwana ba swanetše go theeletša ka tlhokomelo ge o tla be o raloka ka moo dinonyana tša go fapana di llago ka gona mogaleng wa gago goba o dira medumo ya dinonyana tša go fapana. (Thoma ka mello ye e tlwaelegilego: lepidipidi, mokoko, leribiši, kgogo, hadeda.) Hlohleletša barutwana go theeletša ka tlhokomelo ba leke go bolela leina la nonyana.
- 3 Otlolla mošongwana wo ka go boledišana ka diswantšho tša dinonyana tša go fapana le go bea diswantšho di lebeletše fase gare mo ntikodikong.
- 4 Morutwana o swanetše go tšea karata a leke go dira modumo wa nonyana a e hlalose. Barutwana ba bangwe ba swanetše go akanya nonyana godimo ga karata. Morutwana yo a akanyago pele ga bona ka moka o na le sebaka sa go ya gare ga ntikodiko go tšea karata.
- 5 Go nolofatša se go lebilwe barutwana ba go ba le dihlong, ba ka dira mošongwana wo ka dihlopha.

#### Mapokisi la dithlaka

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

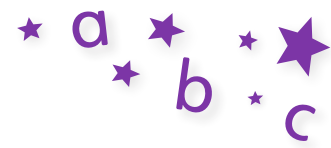


### Mešongwana ya dihlopha tše dinnyane

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:

- Bird calls to play from a phone
- Pictures of different kinds of birds
- A letter box containing objects or pictures of objects that have the focus sound **p**: popi, pene, pere, pese, pitsi, poo, poso, pudi, pelo, pula

## Week 2 Day 3

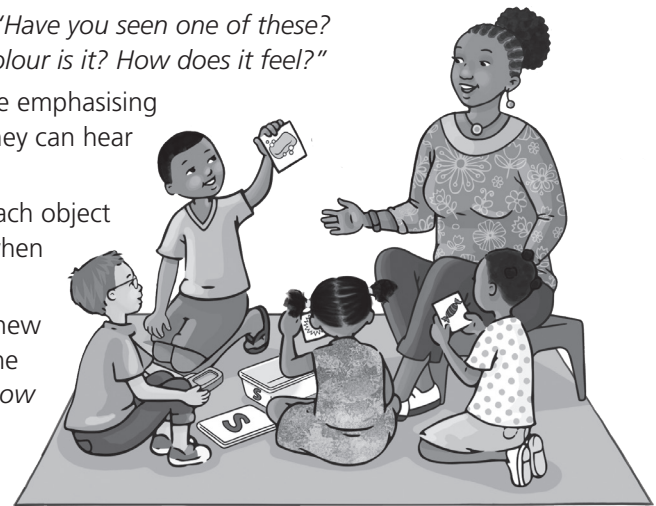
### Whole class activities

#### Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to see if they can hear any birds outside. Ask learners if they know any bird calls (the sounds that different birds make).
- 2 Learners must listen carefully as you play different bird calls on your phone or make the sounds of different birds. (Start with calls that are likely to be familiar: a duck, a rooster, an owl, a chicken, a hadeda.) Encourage learners to listen carefully and try to say the name of the bird.
- 3 Extend this activity by discussing the pictures of different birds and then placing pictures face down in the middle of the circle.
- 4 A learner must take a card and try to make the sound of the bird and then describe the bird. The other learners have to guess the bird 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 **p**.”* Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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







### Go nyakega lebe le:

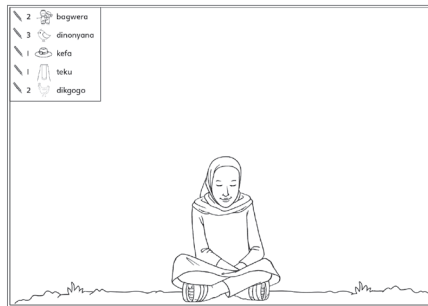
- Fothokhophi ya **Letlakala la mošongwana wa go bala le go dira** ya morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo

## Beke ya 2 Letšatši la 4

### Mešongwana ya phapoše ka moka

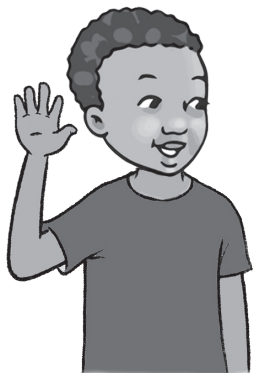
#### Bala o dire

- 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).
- Gopotša barutwana gore ba ya go "bala" mothaladi wo mongwe le wo mongwe le go dira seo mothaladi wo o se bolelago.
- Leka go phema go bala lenaneo le barutwana, efela ba hlohletše go bala lenaneo ka moka pele ba ka thoma go thala diswantšho.
- Sepela sepela ka mo phapošeng ge barutwana ba šoma le go ba thuša mo go hlokegago.
- Gopotša barutwana go lebeledišiša lenaneo gape ge ba feditše go "bala" le go thala diswantšho, le go bea leswao go lebana le mothaladi ge ba feditše mošomo woo.



### Go theeletša medumo ye e nepišitšwego

- Hlalošetša barutwana gore o ya go opela koša le gore ba theeletše ka tlhokomelo medumo ya go thoma senoko sa mafelelo sa mantšu (opela ka tšhuni ya koša ya mebala ka Sepedi: "Ke rata putswa, ke rata khubedu")
  - ★ Morutiši: "Ke modumo ofe wo o thomago senoko sa mafelelo sa mantšu a, wo o thomago senoko sa mafelelo sa mantšu a, wo o thomago senoko sa mafelelo sa mantšu a? Ke modumo ofe wo o thomago senoko sa mafelelo sa mantšu a: boto, abokato le mogato." (Morutiši o šupetša barutwana gore ba fetole.)
  - ★ Barutwana ba bolela modumo wo o thomago senoko sa mafelelo sa lentšu, mohlala: **/to/**. (Morutiši o laetša ka go emiša monwana wa nkgokgorupa gore ba kgonne.)
  - ★ Morutiši: "**/to/** ke modumo wo o thomago senoko sa mafelelo sa mantšu a, wo o thomago senoko sa mafelelo sa mantšu a! **/to/** ke modumo wo o thomago senoko sa mafelelo sa mantšu a: boto, abokato le mogato."
- Šomiša mantšu a go dira mošongwana wo:
  - ★ **/ma/**: duma, gama, hema, huma, ima, loma, nama, oma, rema, tima, legadima
  - ★ **/la/**: inola, fola, fela, pula, imela, opela, apola, wola, bula
  - ★ **/ša/**: buša, diša, foša, weša, fiša
  - ★ **/na/**: bina, ipona, wena, wona, gena, nagana, bana, kwena, mostetsana, nakana
  - ★ **/ta/**: gata, ruta, rata, leta, dieta
  - ★ **/ga/**: goga, raga, fega, aga, folaga, sefatanaga, noga
  - ★ **/ra/**: dira, apara, legora, merara
  - ★ **/go/**: morogo, rogo, bošego, lepogo, sego, merogo



### 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:

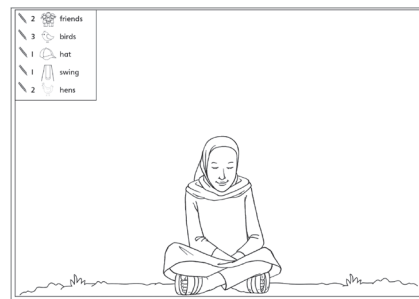
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Tell learners to look at the list on the page and to talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each line and then do what it says.
- 3 Try to avoid reading the list with learners, but encourage them to read through the whole list before starting to draw.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the list again after they have finished “reading” and drawing, and to put a tick next to each line when they have finished that task.



### Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (*tune: “Mary had a little lamb”*).
  - ★ Teacher: “*What’s the syllable that ends these words, ends these words, ends these words? What’s the syllable that ends these words: boto, abokato le mogato.*” (Teacher signals for learners to respond.)
  - ★ Learners say the syllable that ends the word, for example: **/to/**. (Teacher gives thumbs-up sign.)
  - ★ Teacher: “*/to/ is the syllable that ends these words, ends these words, ends these words! /to/ is the syllable that ends these words: boto, abokato le mogato.*”
- 2 Use these words for this activity:
  - ★ **/ma/**: duma, gama, hema, huma, ima, loma, nama, oma, rema, tima, legadima
  - ★ **/la/**: inola, fola, fela, pula, imela, opela, apola, wola, bula
  - ★ **/ša/**: buša, diša, foša, weša, fiša
  - ★ **/na/**: bina, ipona, wena, wona, gena, nagana, bana, kwena, mostetsana, nakana
  - ★ **/ta/**: gata, ruta, rata, leta, dieta
  - ★ **/ga/**: goga, raga, fega, aga, folaga, sefatanaga, noga
  - ★ **/ra/**: dira, apara, legora, merara
  - ★ **/go/**: morogo, rogo, bošego, lepogo, sego, merogo



### Small group activities

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



### Go nyakega lebe le:

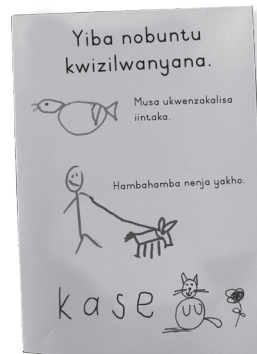
- Seripa sa lephephe la papetla phepheulwa
- Dikherayoni tša makhura tše dikgolo
- Mantšu a nokontši ao a sepelelanago le kanegelo: kgogo, phoofolo, go fepa, go raloka, lebala la boralokelo, boifišago, go goeletša, go sega, go ba bogale, go foša, bana, go šireletša, nonyana

## Beke ya 2 Letšatši la 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Hlalosetša barutwana gore o tla nyaka ba go thuša go dira ditsebišo tša go tla go di bea go phatlalala le sekolo e le go bontšha batho gore ke ka lebaka la eng go le bohlokwa go rata le go hlokomela diphoofole.
- 2 Ba botšiše ge yo mongwe wa bona a ka gopola se Dina a se boletšego ka ga diphoofole ka ge se e tla ba seo o ka se ngwalago godimo ga tsebišo. Mohlala: "Diphoofole di bohlokwa maphelong a rena le gore ke bagwera ba rena. Re swanetše go di šireletša le go di hlokomela."
- 3 Botšiša barutwana ge e le gore ba ka rata go ngwala kgopolo ye godimo ga tsebišo goba ge e le gore ba na le dikgopolo tše dingwe. Mohlala: Ratang diphoofole. Hlokomelang diruiwaratwa tša lena. Le se gobatše diphoofole.
- 4 Boledišanang ka ga se batho ba swanetšego go se dira go hlokomela diphoofole le go dumelelana ka seo ba swanetšego go se ngwala. Mohlala: Kgonthiša gore diruiwaratwa di ba le meetse a mafa letšatši le lengwe le le lengwe, diruiwaratwa di nyaka dijo bjalo wena, o se foše diphoofole ka maswika goba go di betha.
- 5 Dira ditsebiši ka mantšu ao barutwana ba nyakago gore o a ngwale. Efa barutwana ditsebiši gore ba di kgabiše le go di kgomaretša ka ntle lebotong la phapoše gore ba bangwe ba kgone go di bona.



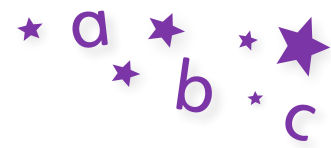
#### Momaganya le go ripaganya (dinoko)

- 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: **ba | na**
- 2 Kgopela barutwana go matšha ge ba bolela senoko se sengwe le se sengwe: **ba** (kgato ye tee) **na** (kgato ye tee). Efa barutwana ba bangwe ditšhakgatšhakga goba meropa go di šikinya goba go e betha go ya ka senoko se sengwe le se sengwe.
- 3 Bolela mantšu a mangwe a nokontši go tšwa kanegelong ge barutwana ba matšha go ya ka senoko se sengwe le se sengwe. Hlohleletša barutwana go bala palo ya dinoko ka gare ga mantšu (Mohlala: "bana" e na le dinoko tše pedi).

#### Mešongwana ya dihlopha tše dinnyane

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





#### You will need:

- A piece of flipchart paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: kgogo, phoofolo, go fepa, go raloka, lebala la borolokelo, boifišago, go goeletša, go sega, go ba bogale, go foša, bana, go šireletša, nonyana

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Explain to learners that you need their help to make some posters to put around the school to tell people why it is important to be kind to animals and take good care of them.
- 2 Ask them if anyone can remember what Dina said about animals as this could be something you could write on a poster. For example: "Animals are useful to us and they are our friends. We must protect them and look after them."
- 3 Ask learners if they would like to write this on the poster or if they have any other ideas. For example: Be kind to animals. Take care of your pets. Do not hurt animals.
- 4 Discuss what people need to do to take good care of animals and then agree on what to write. For example: Make sure pets have fresh water every day, pets need food just like you, don't throw stones at animals or hit animals.
- 5 Make a few posters with the words the learners want you to write. Give learners the posters to illustrate and then stick them up outside the classrooms for others to see.



### Blending and segmenting (syllables)


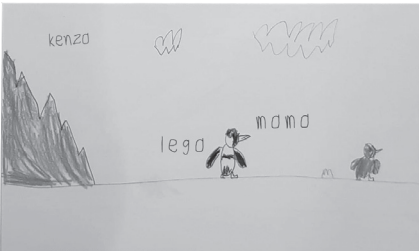



- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **ba | na**.
- 2 Ask learners to march for each syllable: **ba** (one step) **na** (one step). Give some learners shakers or drums to shake or tap for each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

### Small group activities

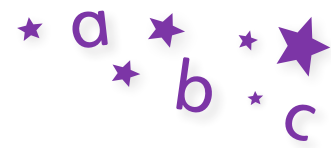
Remind learners about the small group activities, the rules for each activity and the tidy-up process.







## Mešongwana ya sehlopha se sennyane ya Beke ya 2

Go nyakega lebe le	Mešongwana
<ul style="list-style-type: none"> <li>Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe</li> <li>Dikherayoni tša makhura tše dikgolo</li> <li>Diswantšho tša mehuta ya go fapana ya dinonyana</li> </ul> 	<p><b>Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwago pele</b></p> <ol style="list-style-type: none"> <li>Hlalosetša barutwana gore ba lebelele diswantšho tša mehuta ya go fapana ya dinonyana ka tlhokomelo (mebala ya go fapana, mehuta ya go fapana ya melomo ya dinonyana, maoto a matelele goba a makopana, mesela ye metelele goba ye mekopana).</li> <li>Ge ba šetše ba lebeletše diswantšho tša dinonyana, ba swanetše go thala le go kgabiša seswantšho sa nonyana ye ba e ratago. Ba hlohletše go leka go ngwala maina a dikarolo tša go fapana tša nonynana (maphego, maoto, molomo, mosela).</li> </ol>  
<ul style="list-style-type: none"> <li>Dipapetla tša thaloko ya mantšu a mabedi a dinonyana</li> <li>Mataese a mabedi le dibadi</li> </ul>  <p><i>Go tšwetša pele thaloko ye, bea dikarata tša diswantšho tša mantšu di lebeleditšwe godimo di le godimo ga tafola gore ge morutwana a fihla godimo ga tlhaka, ba swanetše go humana seswantšho sa go thoma ka tlhaka yeo.</i></p>	<p><b>Mošongwana wa 2: Marara le dithalokwana</b></p> <ol style="list-style-type: none"> <li>Bea papetla ya thaloko godimo ga legogwa le barutwana ba babedi go ya go ba bararo ba dutše go le dikologa.</li> <li>Hlalosetša barutwana melao: <ul style="list-style-type: none"> <li>Barutwana ba bea dibadi tša bona mo go Thoma.</li> <li>Morutwana yo mongwe le yo mongwe o hwetša sebaka sa go foša letaese a šuthiše seabadi dikgoba tša palo ya maleba godimo ga papetla.</li> <li>Ge ba fihla godimo ga tlhaka, ba swanetše go bolela modumo wo o dirwago ke tlhaka yeo le go fa leina la selo seo le thomago ka modumo woo.</li> <li>Morutwana wa mathomo wa go fihla Mafelelong a papetla ke mothopa sefoka le gore thaloko e tla be e fedile.</li> </ul> </li> </ol>
<ul style="list-style-type: none"> <li>Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana</li> </ul> 	<p><b>Mošongwana wa 3: Go bala ka go itaola</b></p> <ol style="list-style-type: none"> <li>Laela sehlopha go ya sekhutlong sa dipuku goba efa sehlopha mokgobo wa dipuku.</li> <li>Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tše ba ratago go di bala.</li> <li>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.</li> <li>Etela sekhutlo go lekola le go hlohletša barutwana ka fao ba balago ka gona.</li> </ol>





## Small group activities for Week 2

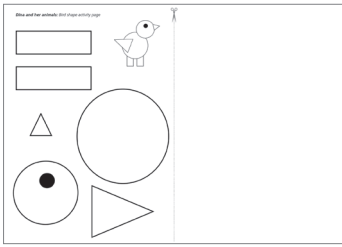
You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> <li>• Pictures of different types of birds</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must look carefully at the pictures of different types of birds (different colours, different shapes of beaks, long or short legs, long or short tails).</li> <li>2 Once they have looked at the pictures of the birds, they must draw and decorate a bird of their choice. Encourage them to try and write labels for different parts of the bird (wings, legs, beak, tail).</li> </ol> 
<ul style="list-style-type: none"> <li>• Two <b>Word bird game boards</b></li> <li>• Two dice and counters</li> </ul>  <p><i>To extend this game, put all the letter picture cards face up on the table so that when a learner lands on a letter, they have to find a picture that starts with that letter.</i></p>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the game board on the mat with two to three learners seated around it.</li> <li>2 Explain the rules to the learners: <ul style="list-style-type: none"> <li>• Learners put their counters on <i>Start</i>.</li> <li>• Each learner takes a turn to throw the die and moves the counter the correct number of spaces on the board.</li> <li>• When they land on a letter, they must say the sound that letter makes and name something that begins with that sound.</li> <li>• The first learner to reach the <i>End</i> of the bird is the winner and the game is over.</li> </ul> </li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>





### Go nyakega lebe le

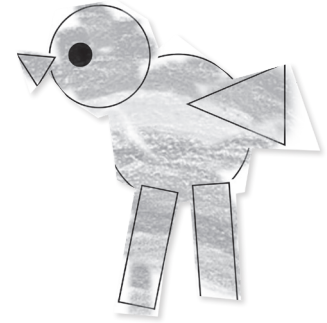
- Khophi ye e gatišitšwego ya **Letlakala la mošongwana wa Sebopego sa nonyana** la morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo, dikero, sekgorametši



### Mešongwana

#### Mošongwana wa 4: Mabokgoni a tshepetšo ye e dumeletšwego le mongwalo

- 1 Hlalosetša barutwana gore ba swanetše go fa seswantšho seo mmala le go sega dibopego, le gore ba di kgorametše letlakaleng go dira nonyana.
- 2 Kgopela barutwana go tlaletša ka maoto a nonyana le go thala bokamorago bja seswantšho.



- Ditshegetšo: dibapadišwa tše boleta goba diswantšho tša diruiwaseratwa, diroto goba malao a diphoofolo, mapai, dikotlelo, mankgwanyane, diporaše tša go hlokomela dipere, kholoro, morodi, mogala, dišomišwa tša ngaka (mohlala: themometa), dikherayoni goba dipene tša go tlo šomišwa bjalo ka ditšhwana, lepokisi la go hloka selo la dipilisi, diaparo tša mooki goba ngaka, puku ya go ngwalela le phensele

#### 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 tla be ba itiriša go etela bohlokomelo bja diphoofolo goba go ya ngakeng ya diphoofolo.
- 2 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohletša thaloko ya barutwana.

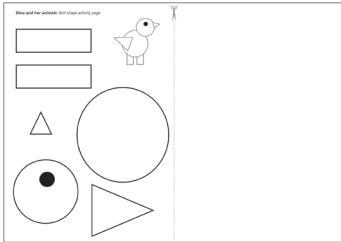






### You will need

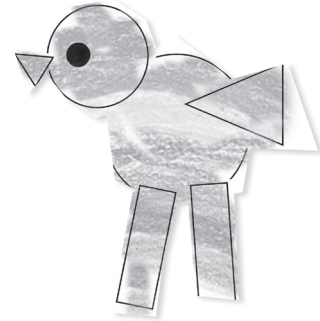
- A photocopy of the **Bird shape activity page** for each learner
- Jumbo wax crayons, scissors, glue



### Activities

#### Activity 4: Fine motor skills and handwriting

- 1 Explain to learners that they must colour in and cut out the shapes, and then stick them on the page to make a bird.
- 2 Ask learners to add the bird's feet and draw the background.



- Props: soft toys or pictures of pets, baskets or beds for the animals, blankets, bowls, stethoscope, grooming-brushes, collar, lead, telephone, a doctor's instruments (for example: a thermometer), crayons or pens for injections, an empty pill box, nurse or doctor's clothes, a notebook and pencil

#### 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 an animal shelter or vet.
- 2 Visit the corner at least once to observe and encourage the learners' game.



# ★ Mohlokamedi le ntlo ya gagwe ya bohlokamedi

## Kanegelo



Ye ke kanegelo ye e lego ka ga monna wa go loka yo a bitšwago Mohlokamedi. O dirile lefelo le le bolokegilego leo bana ba diphoofole ba ditšhiwana ba ka go dula go lona. Lefelo le o le bitša Lefelo la Bohlokamedi. Diphoofole tše di tlišwago fa ke tša naga tša go hloka batswadi. Ke diphoofole tše dinnyane kudu tše di sa kgonego go itlhokomela, ka fao maphelo a tšona a ka ba kotsing ge di ka tlogelwa ka lešokeng.

Mohlokamedi le bathuši ba gagwe ba hlokomela diphoofošwana tše go fihla ebile di tielela go ka phela ka lešokeng gape. Bathuši ba ba di hlokomela le go di fa dihlare ge di lwala.

Ka letšatši le lengwe Mohlokamedi o ile a amogela molaetša wa gore, tlou ya ngwaga o tee e tla ba e etla mo lefelong la Bohlokamedi. E be e lwala e otle le go thaba e se ya thaba le gore e be hloka batswadi ba go e hlokomela. Ngwana yo wa tlou o tlišitšwe lefelong leo a nameditšwe ka gare ga koloi ka morago. Mohlokamedi le mothuši wa gagwe ba ile ba thušana go ntšha tlowana yeo ka moo koloing. Ba ile ba efa leina ba re ke Nandi.



Mathomong Nandi e be e sa nyake go ja, e be e phela e robetše ka fase ga lepai. Mohlokamedi le bathuši ba gagwe ga ba ka ba itlhoboga. Ba ile ba hlokomela Nandi letšatši le lengwe le le lengwe go ba go fihla e tielela. Ka letšatši le lengwe Mohlokamedi a re: “Ke bona o ka re ke nako ya gore Nandi e tšwele ka ntle go ya go raloka le diphoofole tše dingwe.”

Mathomong Nandi e be e bonala e lapile ebile e sepela ka go nanya, efela e ile ya ithuta go raloka ka pela. Bagwera ba yona e be e le ngwana wa thutlwa le ngwana wa tšhukudu. Di ile tša raloka mmogo ka kgwele. Mohlokamedi o ile a di lebelela a sega a re: “Ka letšatši le lengwe le tla ba le le dinkgwete tša kgwele ya maoto!”



Le ge e le gore Nandi e be e rata go raloka le bagwera ba yona, e be e rata kudu go hlahuhla ka gare ga meetse! Ka dinako tše dingwe e be e gaša Mohlokamedi ka meetse ka mmogo wa yona. Mohlokamedi o be a sa tshwenyege, o be a thabišwa ke go bona gore Nandi le yona e be e ithuta go šomiša mmogo wa yona bjalo ka ditlou tše dingwe. Mohlokamedi o ile a tlelwa ke kgopolo ye a thabile: “Go se go ye kae Nandi e tla ba e phela le ditlou tše dingwe ka lešokeng gape.”

**A ke mafelelo a kanegelo.**

# ★ Keeper and his nursery

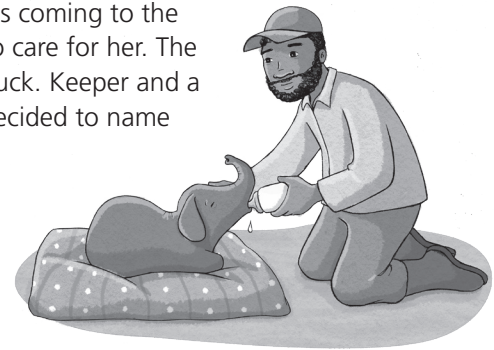
## Story



This is the story about a kind man called Keeper. Keeper has made a safe place where orphaned baby animals can stay. He calls his place a nursery. The animals who are brought here are wild animals who have no parents to care for them. They are too small to look after themselves, and their lives would be in danger in the wild.

Keeper and his helpers care for the baby animals until they are strong enough to live in the wild again. The helpers watch the animals carefully. They feed them and keep them warm. If the animals are sick, the helpers take care of them and give them medicine.

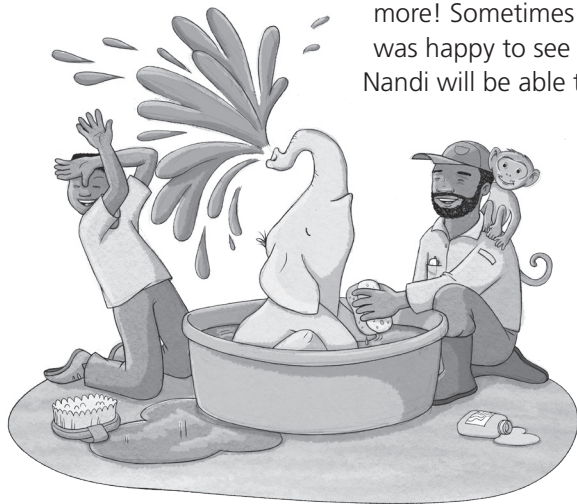
One day, Keeper got some news. A one-year old elephant was coming to the nursery. She was sick and thin and sad. She had no parents to care for her. The baby elephant was brought to the nursery on the back of a truck. Keeper and a helper gently helped the elephant get off the truck. They decided to name her Nandi.



At first Nandi didn't want to eat and she just lay sleeping under a blanket. Keeper and his helpers didn't give up. They cared for Nandi every day and she began to get stronger. One day, Keeper said: "I think it's time for Nandi to go outside and play with the other animals."

At first Nandi was still a bit tired and slow, but she soon learned to play. Her best friends were the baby giraffe and the new baby rhino. They played with the ball together. Keeper watched them and laughed: "One day you'll all be soccer champions!" he said.

Although Nandi loved playing with her friends, she loved splashing in the water even more! Sometimes she sprayed water at Keeper with her trunk. Keeper didn't mind, he was happy to see that Nandi was learning to use her trunk like other elephants. "Soon Nandi will be able to join the other elephants in the wild again," thought Keeper happily.



***And that is the end of the story.***

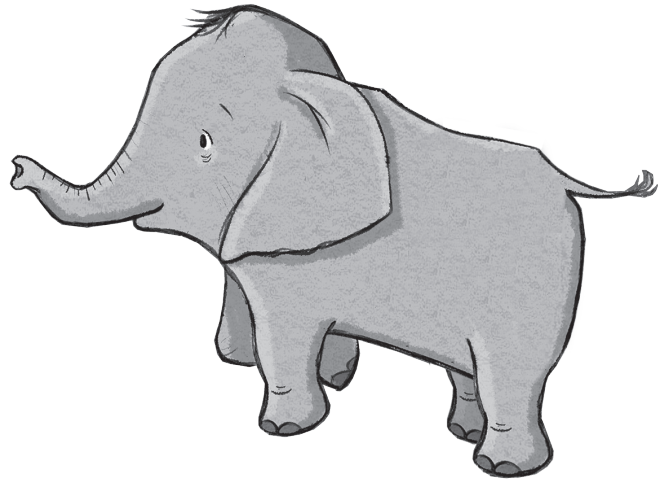


## Koša

Ge o ka gahlana le tlou  
 e le letšatši la selemo,  
 O be o tla dira eng  
 le gore o be o ka reng?  
 Ke be ke tla re:  
 "Tlou! Dumela!  
 Ke rata go bina le wena!"

Ge o ka gahlana le tšhukudu  
 e le letšatši la selemo,  
 O be o tla dira eng  
 le gore o be o ka reng?  
 Ke be ke tla re:  
 "Tšhukudu! Dumela!  
 Ke rata go bina le wena!"

Ge o ka gahlana le thutlwa  
 e le letšatši la selemo,  
 O be o tla dira eng  
 le gore o be o ka reng?  
 Ke be ke tla re:  
 "Thutlwa! Dumela!  
 Ke rata go bina le wena!"

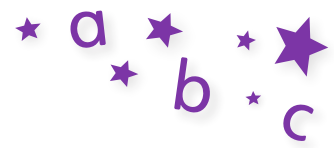


*Šomiša tšhuni ya koša ye o ikgethelago yona go opela koša ye ("If you should meet an elephant")*

## Tlotlontšu ya go tšwa ka gare ga kanegelo ye

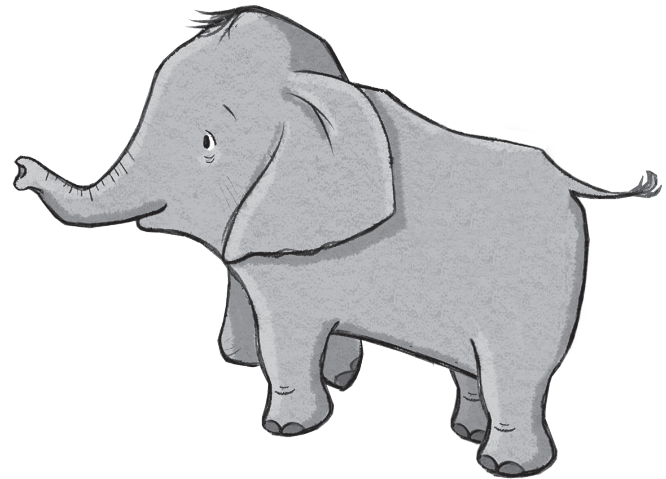
Mantšu a bohlokwa:	phoofolo ya nageng	motswadi	tšhiwana	tlou	thutlwa	tšhukudu
Mantšu a tlaleletšo:	tiile	tshesane	go itlhoboga	mmogo	gašantšha	šaša
	mothuši	sehlare	borutho	bagwera	lapile	ka go nanya





## Song

If you should meet an elephant on a summer's day,  
 What would you do and what would you say?  
 I'd say: "Good morning, Elephant, how do you do?  
 I'm glad to meet you, Elephant, I'd like to dance with you!"  
 (Learners dance in pairs)



If you should meet a rhino on a summer's day,  
 What would you do and what would you say?  
 I'd say: "Good morning, Rhino, how do you do?  
 I'm glad to meet you, Rhino, I'd like to dance with you!"  
 (Learners dance in pairs)

If you should meet a giraffe on a summer's day,  
 What would you do and what would you say?  
 I'd say: "Good morning, Giraffe, how do you do?  
 I'm glad to meet you, Giraffe, I'd like to dance with you!"  
 (Learners dance in pairs)

(Sing to the tune of "If you should meet an elephant" or use your own tune.)

## Vocabulary from the story

Key-words:	wild animal	parent	orphan	elephant	giraffe	rhino
Extra words:	strong	thin	give up	trunk	splash	spray
	helper	medicine	warm	nursery	tired	slow







### Go nyakega lebe le:

- Kanegelo: Mohlokamedi le ntlo ya gagwe ya bohlokamedi
- Dipopi: Mohlokamedi, Nandi tlou, ngwana wa tšhukudu, ngwana wa thutlwa
- Ditshegetšo: lepai, lebotlelo la ngwana, lebotlelo le le se nago selo la sehlare, kgwele
- 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 kilego a bona ngwana wa tlou, wa thutlwa goba tšhukudu mo bophelong goba mo thelebišeneng? Naa o kile wa humana phoofolo ye e gobetšego goba ya go lwala le gore o ile wa dira eng go thuša phoofolo yeo?"
- 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. Botšiša barutwana ge e le gore ba kile ba kwa lentšu le "tšhiwana" le go hlalosa gore le ra gore motho goba phoofolo ya go hloka batswadi.

#### 2 Ge o anega kanegelo

- 2.1 Anega kanegelo ka tsela ya go bontšha bophelo o šomiša mantšu a go fapana.
- 2.2 Laetša ka ditiro o šomiše dipopi le ditshegetšo. Kgopela barutwana gore ba akanye gore ke eng se se tla latelago mo kanegelong o dire gore ba tšee karolo ka go ba botšiša dipotšišo tše di bulegilego bjalo ka: "Naa o nagana gore Mohlokamedi le bathuši ba swanetše go dira eng go hlokomela bana ba diphoofolo? Mohlokamedi le bathuši ba ile ba ikwa bjang ge Nandi e tielela? Ke ka lebaka la eng ge Mohlokamedi a sa ka a befelwa ge Nandi e mo gaša ka meetse?"

#### 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? O nagana gore o ka rata go šoma ka ntleng ya bohlokamedi ya Mohlokamedi? Lebaka/goba aowa?"

### Go hlagaša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: "dirile, diphoofolo, ditšhiwana, dula, dinnyane, dihlare, dingwe, dinkgwete, dinako, ditlou. Le kgona go kwa modumo wo o nepišitšwego: dirile, diphoofolo, dula, dingwe? 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.

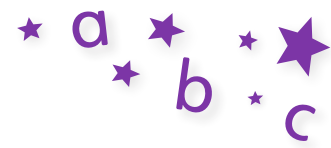
### Mešongwana ya dihlopha tše dinnyane

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: *Keeper and his nursery*
- Puppets: Keeper, Nandi the elephant, baby rhino, baby giraffe
- Props: a blanket, a baby's bottle, an empty medicine bottle, a ball
- 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: "Has anyone ever seen a baby elephant, giraffe or rhino in real life or on television? Have you ever found an animal that is hurt or sick and what did you do to help that animal?"
- 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. Ask learners if they have ever heard the word "orphan" and explain that this means a person or animal who has no parents.

#### 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 Keeper and the helpers need to do to take care of the baby animals? How did Keeper and the helpers feel when Nandi got stronger? Why didn't Keeper get cross when Nandi sprayed him with water?"

#### 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? Do you think you would like to work in Keeper's nursery? Why/why not?"

### 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: "dirile, diphoofolo, ditshiwana, dula, dinnyane, dihlare, dingwe, dinkgwete, dinako, ditlou. Can you hear the focus sound: dirile, diphoofolo, dula, dingwe? 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

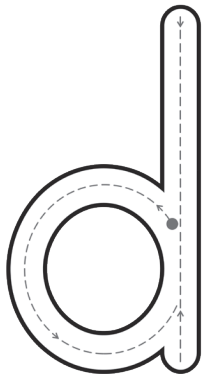
### Mešongwana ya phapoše ka moka

#### Go anega kanegelo le go opela

- 1 Thoma ka go gopotša barutwana ka ga 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. Hlohletša 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

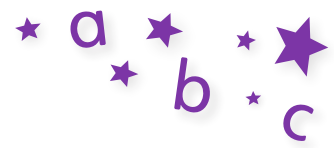
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /d/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /d/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka dira tše e kego ba gadimiša **dieta** tša bona ka pholetšhe gomme ba sepelasepela ba kgantšha go gadima ga **dieta** tša bona tše diswa.
- 3 Botšiša barutwana ge ba gopola ka moo **d** 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 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, hlohletša barutwana go šomiša lehlakana go ngwala tumatlhaka ka gare ga mabu.
- 6 Hlohletša 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

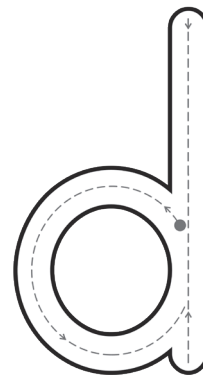
### Whole class activities

#### 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 /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, 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: Mohlokamedi ga a ka a tlogela go hlokomela Nandi ge e be e robala ebile e sa nyake go ja. Ke mantšu afe a go tšwa ka kanegelong a go šupa gore ba tšwetše pele ka go leka? (ga ba ka ba itlhoboga)
- 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 bathuti gore ba ya go ba baanegwa bafe ge ba raloka kanegelo le go ba bontšha ditshegetšo tšeo di tla šomišwago go anega kanegelo.
- 5 Hlalosetša barutwana gore wena (morutiši) o ya go ba yo a ba molaodiši wa kanegelo. Barutwana ba go raloka ba tla raloka dikarolo ka moka tšeo ba botšwago go di raloka. Ba thuše go beakanya moo ba tlogo ema gona.
- 6 Thoma go ba anegela kanegelo o ba hlohleletše go dira ditaetšo tša go sepelelana le mantšu a gago ge phapoše ka moka e bogetše ge ba tšea karolo.
- 7 Ge nako e sa le gona, o ka šomiša barutwana ba bangwe go boeletša go tšea karolo kanegelong.

#### Mapokisi la dithlaka

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



## Week 1 Day 3

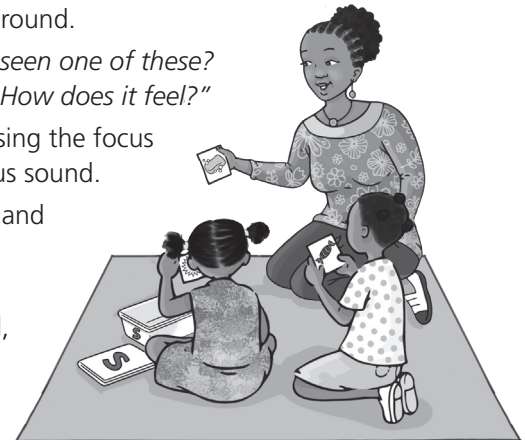
### Whole class activities

#### 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: Keeper didn't stop caring for Nandi when she slept and didn't want to eat. What words from the story mean they kept on trying? (They didn't give up.)
- 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
- Dikarata tša seswantšho
- Ditšhelo tše hlano, tlhaka le karata ya seswantšho ya go tlo kgomaretšwa godimo ga setšhelo se sengwe le se sengwe

### 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 morutwana yo mongwe le yo mongwe karata ya seswantšho. Ba kgopele go fa seswantšho leina le go bolela lentšu leo ka go iketla. Barutwana ba bangwe ba swanetše go hlaola modumo lentšeng. Mohlala: Lentšu le "katse" le na le modumo ya /k/.
- 2 Ge morutwana yo mongwe le yo mongwe a bile le sebaka sa go bolela leina la seswantšho sa bona le gore ba hlaotše modumo, bontšha barutwana ditšhelo tše hlano, se sengwe le se sengwe se na le tlhaka le karata ya seswantšho. Barutwana ba swanetše go akanya mo ba swanetšego go bea karata ya bona ya seswantšho gona. Mohlala: Ge ba e na le seswantšho sa "katse", ba swanetše go se lokela ka gare ga setšhelo sa go ba le modumo wa "k".

#### Mešongwana ya dihlopha tše dinnyane

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







### You will need:

- Big sequence pictures
- Picture cards
- Five containers, a letter and picture card to stick on each container

## 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. Ask them to name the picture and then say the word very slowly. The other learners must try to identify the focus sound. For example: The word "katse" has the vowel sound /k/.
- 2 When each learner has had a turn to say the name of their picture and the focus sound has been identified, show learners the five containers, each containing a letter and picture card. Learners must decide where to put their picture card. For example: If they have a picture of a "katse", they would need to place it in the container with the **k** 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:

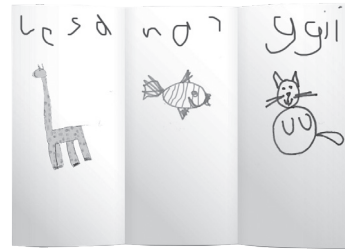
- Lephephe la papetla phepheulwa
- Diswantšho tša diphoofolo tša nageng
- Go morutwana yo mongwe le yo mongwe: Letlakala la A4 le le mennwego gararo, sekgelana se sennyane sa khatepokisi ya go šomišwa leboelela ye e mennwego gabedi, dikhurumelo tša mabotlelo tša tšhipi goba tša polasitiki, lešela la go kgabiša
- Dikherayoni tša makhura tše dikgolo, dikero, legong goba segomaretši sa mošomo wa diatla

## Beke ya 1 Letšatši la 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Bontšha barutwana diswantšho tša diphoofolo tša nageng le boledišane ka gore di lebelelega bjang: Naa di na le marothodi (nkwe, lehlalerwa, kgaka, thutlwa), methaladi (nkwe, dipitsi, dinoga) goba di hloka mebala (ditau, ditlou, ditšhukudu)?
- 2 Bjale kgopela barutwana go thuša ka go hlaola diphoofolo ka dihlopha. Ngwala mantšu a: "marothodi", "methaladi" le "go hloka mebala" godimo ga diripana tša letlakala la papetla phepheulwa. Efa barutwana sebaka sa go kgetha phoofolo le go e kgomaretša ka fase ga hlogo ya maleba ka Poresitiki.
- 3 Efa morutwana yo mongwe le yo mongwe letlakala la A4 le le mennwego gararo. Ba swanetše go leka go ngwala dihlogo mo godimo letlakaleng: marothodi, methaladi, go hloka mmala. Ba thale diphoofolo tše pedi ka fase ga hlogo ye nngwe le ye nngwe.



#### Momaganya le go ripaganya (dinoko le difoneme)

- 1 Morutwana yo mongwe le yo mongwe o swanetše go thoma ka go dira kwena. Ba swanetše go mena seripa se sennyane, se se sesane sa karata gabedi ba e kgabiše gore e lebelelege bjalo ka kwena. Ka morago ga moo ba ka kgomaretša dikhurumelo tše pedi tša mabotlelo ka bogareng bja karata mo e tla bago meno a kwena.
- 2 Barutwana ba ka bula le go tswalela molomo wa kwena le go theeletša modumo wa go thathapa wa go dirwa ke "meno".
- 3 Ge ba šetše ba dirile kwena ya bona, ba ka e šomiša go ripaganya mantšu ka dinoko. Mohlala: kwe-na = methathapo ye mebedi
- 4 Bontšha barutwana diswantšho tša diphoofolo tša nageng, efa diphoofolo tše maina o ba hlohleletše go thathapiša ge go bitšwa senoko se sengwe le se sengwe: ko-lo-be-na-ga = methathapo ye-5, tlo-u = methathapo ye-2, kga-bo = methathapo ye-2, tšhu-ku-du = methathapo ye-3, ku-bu = methathapo ye-2, no-ga = methathapo ye-2, pha-la = methathapo ye-2



### 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:

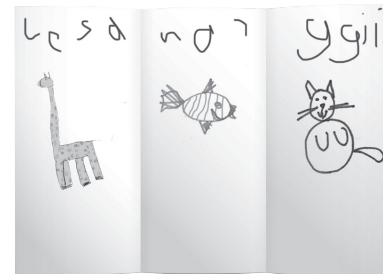
- Flipchart paper
- Pictures of wild animals
- For each learner: an A4 page folded in three, a small strip of recycled cardboard folded in half, two metal or plastic bottle tops, fabric to decorate
- Jumbo wax crayons, scissors, wood or craft glue

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Show the learners pictures of wild animals and discuss what they look like: Do they have spots (leopards, cheetahs, guinea fowls, giraffes), stripes (tigers, zebras, snakes) or are they plain (lions, elephants, rhinos)?
- 2 Then ask learners to help you sort the animals into groups. Write the words "spots", "stripes" and "plain" on pieces of flipchart paper. Give learners a chance to choose an animal and stick it under the correct heading with Prestik.
- 3 Give each learner an A4 page folded in three. They must try and write the headings on the top of the page: spots, stripes, plain. Then they must draw two animals under each heading.



### Blending and segmenting (syllables and phonemes)

- 1 Each learner needs to first make a crocodile. They must fold the small, narrow piece of card in half and decorate it to make it look like a crocodile. Then they can stick two bottle tops on the inside of the card where the teeth of the crocodile would be.
- 2 Learners can open and close the crocodile's mouth and listen to the click sound made by the "teeth".
- 3 Once they have made their crocodile, they can use it to break words into syllables. For example, kwe-na = 2 clicks.
- 4 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: ko-lo-be-na-ga = 5 clicks, tlo-u = 2 clicks, kga-bo = 2 clicks, tshu-ku-du = 3 clicks, ku-bu = 2 clicks, no-ga = 2 clicks, pha-la = 2 clicks.



### Small group activities

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



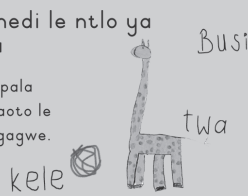
# Mešongwana ya sehlopha se sennyane ya Beke ya 1

## Go nyakega lebe le

- Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo

Mohlokamedi le ntlo ya gagwe ya

Thutlwa o bapala kgwele ya maoto le bagwera ba gagwe.



*Ka nako ye ya ngwaga, barutwana ba ka ba le boitšhepo bja go ngwala ka bobona. O se tshwenyege ge barutwana ba bangwe ba ngwala lenti la ditlhaka tšeo di se nago dikgoba.*

## Mešongwana

### Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago pele

- 1 Ngwala hlogo ya kanegelo mo godimo letlakaleng la se ngwalwe selo la morutwana yo mongwe le yo mongwe pele thuto e ka thoma.
- 2 Kgotela barutwana go šupa mantšu a hlogo ge o a bala le bona.
- 3 Botšiša barutwana gore ke karolo efe ya kanegelo yeo ba e ratago go di feta ka moka. Efa ditšhišinyo.
- 4 Hlohletša barutwana go thala seswantšho sa karolo ye ba e ratago ya kanegelo.
- 5 Dira tshwayaswao goba o kgotela morutwana yo mongwe le yo mongwe a go botše ka sethalwa sa gagwe.
- 6 Kgotela barutwana ge e le gore ba rata go ngwala se sengwe ka ga diswantšho tša bona goba ge ba nyaka wena o ba ngwalela.
- 7 Ge barutwana ba nyaka wena o ba ngwalela, dira gore le bona ba tšee karolo ka go ba kgotela 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.
- 8 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.
- 9 Ge o feditše go ngwala, hlohletša barutwana go bala lefoko le wena. Šupa lentšu le lengwe le le lengwe ge o le bala le go amogela maitekelo a bona.

- Dikarata tša diswantšho - mamareditšwe ka Poresitiki go dikologa morumo wa seripa sa letlakala la A3 goba karata
- Dikhurumelo tša mabotlelo tšeo ka gare ga tšona go ngwadilwego tlhaka (ge go ena le diswantšho tše hlano tša go ba le **p**, go swanetše go ba le dikhurumelo tša mabotlelo tša hlano tše di nago le **p** ye e ngwadilwego ka gare ga tšona.)
- Dipato (Tše di ka dirwa ka dikotana tša lebebetšididi tše pedi, rekere le lešaphu magareng ga dikotana.)

### Mošongwana wa 2: Marara le dithalokwana

- 1 Hlalasetša barutwana gore ba šomiše dipato go topa tlhaka ya sekhurumelo sa lebotlelo go bona ge e le gore ba ka humana seswantšho sa go ba le modumo yeo. Mohlala ge ba ka topa "p", ba swanetše go humana seswantšho sa go ba le modumo wa **p** bjalo ka "pudi", "pelo", "pitsi", "popi".
- 2 Bjale ba swanetše go bea sekhurumelo godimo ga karata ya seswantšho seo. Ba swanetše go tšwela pele bjalo go ba go fihla diswantšho ka moka di khurumeditšwa ka sekhurumelo.



- Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana

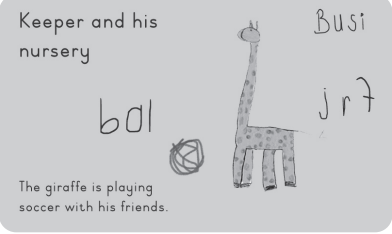

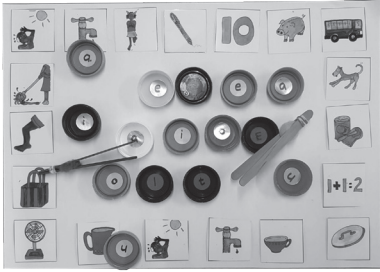



### Mošongwana wa 3: Go bala ka go itaola

- 1 Laela sehlopha go ya sekhutlong sa dipuku goba efa sehlopha mokgobo wa dipuku.
- 2 Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala.
- 3 Ba laetše ka moo puku e bulwago ka gona le go phetla matlakala a yona. Bontšha barutwana tše dingwe tša diswantšho le go ba hlohletša gore yo mongwe le yo mongwe a kgethe seo a ka ipshinago ka sona ge a se bala.
- 4 Etela sekhutlo go lekola le go hlohletša barutwana ka fao ba balago ka gona.



## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <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><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Give some suggestions.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>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.</li> <li>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.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>Picture cards – middle sounds stuck with Prestik around the edges of an A3 piece of paper or card</li> <li>Bottle tops with the vowels written inside the lid (If there are five pictures with an <b>p</b>, there must be five bottle tops with an <b>p</b> written inside the lid.)</li> <li>Tweezers (These can be made from two ice-cream sticks, an elastic band and a pompom between the sticks.)</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Explain to learners that they must use the tweezers to pick up a bottle top letter and see if they can find a picture with that sound in the middle. For example: If they pick up <b>p</b>, they must find a picture with an /p/ sound such as "pudi", "pelo", "pitsi", "popi".</li> <li>Then they must put the lid on top of that picture card. They must continue until all the pictures are covered with a lid.</li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>







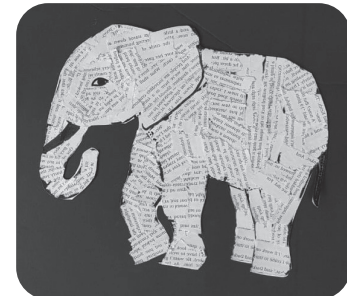
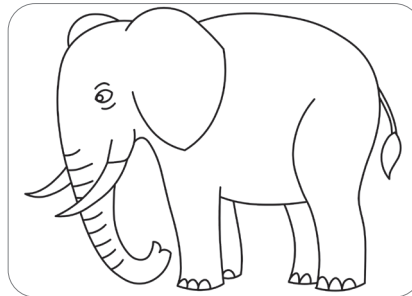
### Go nyakega lebe le

- Khophi ye e gatišitšwego ya Letlakala la mošongwana wa Tlou ya morutwana yo mongwe le yo mongwe, kuranta ya go tlo gagolwa, segomaretši, dikhoki tše diso

### Mešongwana

#### **Mošongwana wa 4: Mabokgoni a tshepetšo ye e dumeletšwego le mongwalo**

- 1 Barutwana ba swanetše go gagola kuranta ka diripana tše dinnyane ba di kgomaretše godimo ga tlou ya bona. Ge tlou ya bona e fedile ba ka šomiša khoki ya bona ye ntsho go lota mohlala wa tsebe le go thala seswantšho sa leihlo.
- 2 Ba ka kgabiša bokamorago ge ba feditše goba ba ka ntšha ditlou tša bona ka go di sega le gore barutwana ka moka ka phapošeng ba ka dira mohlape wa ditlou godimo ga letlakala la papetla phepheulwa.



- Ditshegetšo: therei goba lepokisi le le sa išego la khatepokisi, mohlaba, dikotana tša go dira legora, dikhurumelo tša bogodimo bja lebotlelo bjo botala lerata la go swara meetse, maswika, matlakala goba dithabe tše dinnyane tša go dira matlakala, diripa tše dinnyane tša lešela tša go tlo ba mapai, diphoofole tša nageng tša polasitiki goba diswantšho tše dinnyane tša diphoofole tše di kgomaredtšwego godimo ga karata

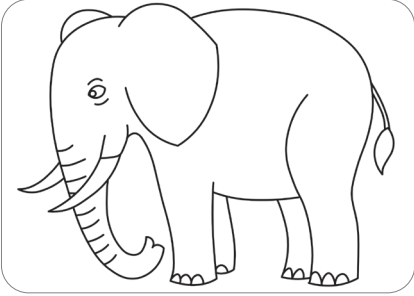


#### **Mošongwana wa 5: Thaloko ya maitirišo**

- 1 Laela barutwana go ya sekhutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa. Ba hlalose tša gore ba ya go dira lefelo la bohlokamedi bja diphoofole tša ditšhuana. Ba swanetše go hlokomela gore go be le meetse le dijo tša diphoofole, le morithi wa go di tšidifatša. Ba swanetše go hlokomela gore go be le legora gore ditau le diphoofole tša go ja nama di be kgole le diphoofole tša go ja dimela.
- 2 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohleletša thaloko ya barutwana. Mohlala:







You will need	Activities
<ul style="list-style-type: none"> <li>A photocopy of the <b>Elephant activity page</b> for each learner, newspaper to tear, glue, black kokis</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>Learners must tear the newspaper into small pieces and then stick them onto their elephant. Once their elephant is complete they can use the black koki to trace over the ear and draw an eye.</li> <li>They can decorate the background when finished or they can cut out their elephants and the whole class can make an elephant herd on a piece of flipchart paper.</li> </ol> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<ul style="list-style-type: none"> <li>Props: tray or shallow cardboard box, sand, sticks to make fences, blue bottle top lids for water, stones, leaves or small branches to make leaves, small pieces of fabric for blankets, plastic wild animals or small pictures of animals stuck onto card</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>Lead the group to the pretend play corner and show them the new props.</li> <li>Explain to them that they are going to make a nursery for orphaned animals. They must make sure there is water and food for the animals, and shade to keep them cool. They must also be careful that there is a fence to keep the lions and other meat-eating animals away from the plant-eating animals. Visit the corner at least once to observe and encourage the learners' pretend play.</li> </ol> <div style="text-align: center;">  </div>





### Go nyakega lebe le:

- Khophi ye e gatišitšwego ya Boso le bošweu ya tatelano ya diswantšho ya morutwana yo mongwe le yo mongwe
- Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe, dikero, sekgorametši

## 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: *"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 Kgopela barutwana go sega diswantšho tša boso lebošweu, di bee ka tatelano ya maleba ba di kgomaretše godimo ga letlakala le le sa ngwalwago selo. Sepela go dikologa ka phapošeng o thuša mo go nyakegago. Mošongwana wo o bohlokwa go lekanyetša bokgoni bja barutwana bja go ka bea ditiragalo tša kanegelo ka tatelano ya maleba.
- 6 Ge barutwana ba feditše diswantšho tša tatelano, efa morutwana yo mongwe le yo mongwe pukwana ye nnyane. Ge nako e le gona, barutwana ba ka "balelana" pukwana ye ye nnyane gona ka mo phapošeng.
- 7 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: *"kanegelo, kudu, kotsing, ka, ke. Le kgona go kwa modumo wo o nepišitšwego: kanegelo, kudu, ke? 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, komiki, kamela, ketane, kerafo, koloj, korone, konope, konyana, kofi."* (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. Hlalosa tsela ye e latelwago ge go hlwekišwa.





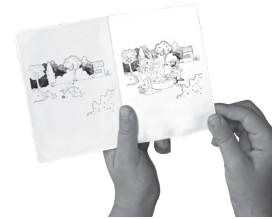
#### You will need:

- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

## 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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners’ ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book.
- 7 If there is time, they should “read” their little book to a partner in the class.
- 8 Learners can take the books or sequence pictures 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: “kanegelo, kudu, kotsing, ka, ke. Can you hear the focus sound: kanegelo, kudu, ke? 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, komiki, kamela, ketane, kerafo, koloi, korone, konope, konyana, kofi.” (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:

- Puku ye Kgolo: Mohlokamedi le ntlo ya gagwe ya bohlokamedi
- 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

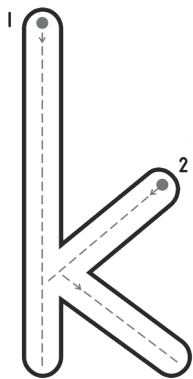


- 1 Hlohleletša barutwana go lebelela seswantšho sa bokantle bja puku le go bolela ka seo ba se bonago le seo ba se lemogago.
- 2 Balela barutwana ka phapošeng hlogo ya kanegelo. O šupe lentšu le lengwe le le lengwe ge o tšwela pele ka go bala. E bale gape o kgopele barutwana go bala le wena.
- 3 Phetla 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

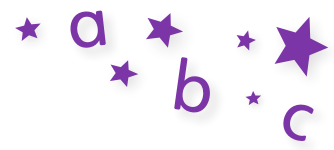
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /k/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /k/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka dira tše e kego ba kama meriri ya bona ge ba re: **k-k-kama**.
- 3 Botšiša barutwana ge ba gopola ka moo **k** 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 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 Tlhalosetsa barutwana gore ba boele kwa ditafoleng tsa bone ba ye go dira ditlhaka tsa motshe wa godimo. Go raya gore ba tla kwala mo godimo ga tlhaka mo tsebeng ya bone ka dikherayone tsa mebala e e farologaneng.
- 6 Fa e le gore barutwana ba kgona go akanya ka dilo tse di simololang ka modumo o tlhaka e o dirang, ba ka nna ba thala ditshwantsho tsa tsone go dikologa tlhaka ya motshe wa godimo. 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: *Keeper and his nursery*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

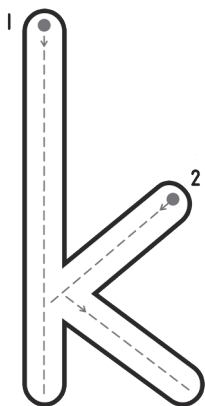
### Whole class activities

#### 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 /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-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 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 **k**: kereke, kolobe, katse, kobo, koko, komiki, kamela, kerafo, koloi, konope, kepisi, kinipitang, kofi

## Beke ya 2 Letšatši la 3

### Mešongwana ya phapoše ka moka

#### Go ithuta go theeletša

- Barutwana ba ema ka ntikodiko ba theeletša ka tlhokomelo ge o ba fa ditaello. Ge o re *"Mohlokamedi o re"*, ba swanetše go dira se o se bolelago. Ge o sa bolele gore *"Mohlokamedi o re"*, ba swanetše go ema ka go iketla. Mohlala:
  - ★ Mohlokamedi o re, *"Gata ka mošito bjalo ka tlou."*
  - ★ *"Kgokologa bjalo ka noga."*
  - ★ Mohlokamedi o re, *"Ikotlolle bjalo ka tau."*
  - ★ Mohlokamedi o re, *"Fofa bjalo ka tshephe."*
  - ★ *"Fofa bjalo ka lenong."*
  - ★ Mohlokamedi o re, *"Sohla bjalo ka thutlwa."*
  - ★ Mohlokamedi o re, *"Edimola bjalo ka kubu."*
- Bjale e re: *"Ke ya go le fa dišupo le gore le leke go akanya gore ke phoofolo efe ye ke e naganago."*
- Theeletšang dišupo ka moka pele le ka leka go akanya. Bea letsogo la gago godimno ga hlogo ge o nagana gore o tseba karabo. Mohlala: *"Ke nyaka phoofolo ye kgolo ye pududu ya ditsebe tše dikgolo le nko ye telele."*
- Tšwela pele ka mehlala ye mengwe o botšiše ge e le gore go na le morutwana yo a ratago go leka go fa kakanyo.

#### Mapokisi la dithlaka

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

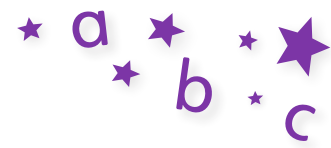


### Mešongwana ya dihlopha tše dinnyane

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:

- A letter box containing objects or pictures of objects that have the focus sound **k**: kereke, kolobe, katse, kobo, koko, komiki, kamela, kerafo, koloi, konope, kepisi, kinipitang, kofi

## Week 2 Day 3

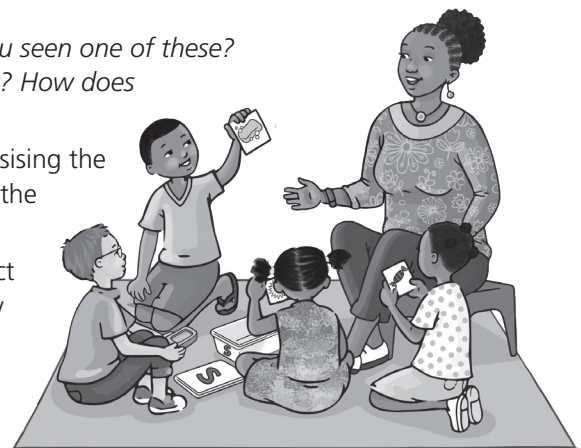
### Whole class activities

#### Learning to listen

- 1 Learners stand in a circle and listen carefully as you give them instructions. If you say "Keeper says", they must do what you say. If you don't say "Keeper says", they must stand still. For example:
  - ★ Keeper says, "Stomp like an elephant."
  - ★ "Slither like a snake."
  - ★ Keeper says, "Stretch like a lion."
  - ★ Keeper says, "Jump like a springbok."
  - ★ "Fly like an eagle."
  - ★ Keeper says, "Chew like a giraffe."
  - ★ Keeper says, "Yawn like a hippo."
- 2 Now say: "I am going to give you some clues and you must try and guess which wild animal I am thinking of."
- 3 Listen carefully to all of the clues before you try and guess. Put your hand on your head if you think you know the answer. For example: "I am looking for an animal that is large and grey with big ears and a long nose."
- 4 Continue with other examples and ask if any of the learners would like to try giving clues.

#### 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.

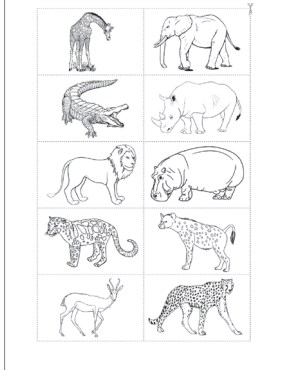




### Go nyakega lebe le:

- 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
- Dikarata tša seswantšho
- Ditšhelo tše hlano, tlhaka le karata ya seswantšho ya go tlo kgomaretšwa godimo ga setšhelo se sengwe le se sengwe

Mohlalomedu le ntle ya gagwe ya bohlokomedu: Letlakala le moneko la bala o dire?



Mohlalomedu le ntle ya gagwe ya bohlokomedu: Letlakala le moneko la bala o dire?

5 dijadimela	dijanama

## Beke ya 2 Letšatši la 4

### Mešongwana ya phapoše ka moka

#### Bala o dire

- 1 Efa morutwana yo mongwe le yo mongwe letlakala la 1 la mošongwana wa Bala o dire wa go ba le dikholomo tše pedi le letlakala la 2 la mošongwana wa Bala o dire la go ba le diphoofolo.
- 2 Kgopela barutwana go lebelela diphoofolo ka moka le go bolela gore di ja eng. Mohlala: Ditau di ja nama ke ka moo di bitšwago dijanama, dithutlwa di ja matlakala le gore tholo e ja bjang le gore diphoofolo tše di bitšwa dijadimela.
- 3 Botša barutwana go lebelela letlakala la 1 la dikholomo la mošongwana wa go Bala le go dira le go bolela ka seo ba se bonago (maswao, diswantšho le mantšu). Ba bontšhe mo e re go "dijadimela" le "dijanama". (šupa seswantšho sa matlakala le bjang go lebana le lentšu la "dijadimela" le seswantšho sa nama go lebana le lentšu "dijanama".)
- 4 Hlalosetša barutwana gore bjale ba ya go dira mošongwana wa go raloka wa go bitšwa "bala o dire": Ba swanetše go bala hlogo ye nngwe le ye nngwe le go dira seo e se bolelago.
- 5 Balang hlogo ya mathomo mmogo. Botša barutwana go e fa mmala le go e sega go ntšha thutlwa. Ba botšiše gore ke mo kae mo ba swanetšego go kgomaretša thutlwa (ka fase ga hlogo ya: dijadimela).
- 6 Botša barutwana go humana diswantšho tše dingwe tša dijadimela gore ba di fe mmala, ba di sege ba di kgomaretše. Botšiša ge e le gore yo mongwe wa barutwana a ka "bala" hlogo ye e latelago. Ba swanetše go fa mmala, go sega le go kgomaretša diphoofolo tše e lego dijanama.
- 7 Barutwana ba swanetše go tšwela pele ka tsela ye go fihlela seswantšho se sengwe le se sengwe se kgomareditšwe ka kholomong ya maleba.

#### Go theeletša medumo ye e nepišitšwego

- 1 Efa morutwana yo mongwe le yo mongwe karata ya seswantšho. Ba kgopela go fa seswantšho leina le go bolela lentšu leo ka go iketla. Barutwana ba bangwe ba swanetše go hlaola modumo lentšeng. Mohlala: Lentšu le "katse" le na le modumo ya /k/.
- 2 Ge morutwana yo mongwe le yo mongwe a bile le sebaka sa go bolela leina la seswantšho sa bona le gore ba hlaotše modumo, bontšha barutwana ditšhelo tše hlano, se sengwe le se sengwe se na le tlhaka le karata ya seswantšho. Barutwana ba swanetše go akanya mo ba swanetšego go bea karata ya bona ya seswantšho gona. Mohlala: Ge ba e na le seswantšho sa "katse", ba swanetše go se lokela ka gare ga setšhelo sa go ba le modumo wa "k".

#### 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:

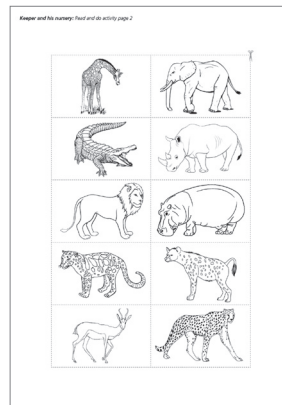
- A photocopy of the **Read and do activity pages 1 and 2**
- Jumbo wax crayons
- Scissors and glue
- Picture cards
- Five containers, a letter and picture card to stick on each container

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Give each learner a **Read and do activity page 1** with two columns and a **Read and do activity page 2** with animals.
- 2 Ask learners to look at all the animals and talk about what they eat. For example: Lions eat meat so they are called carnivores, giraffes eat leaves and buck eat grass and so they are called herbivores.
- 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 "gomintjalo" and "gominyama". (Point to the picture of leaves and grass next to the word "gomintjalo" and the picture of meat next to the word "gominyama".)
- 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 giraffe. Ask them where they think they should stick the giraffe (under the heading: ngomintjalo).
- 6 Tell learners to find other pictures of herbivores 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 animals that are carnivores.
- 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. Ask them to name the picture and then say the word very slowly. The other learners must try to identify the focus sound. For example: The word "katse" has the vowel sound /k/.
- 2 When each learner has had a turn to say the name of their picture and the focus sound has been identified, show learners the five containers, each containing a letter and picture card. Learners must decide where to put their picture card. For example: If they have a picture of a "katse", they would need to place it in the container with the **k** sound.

### Small group activities

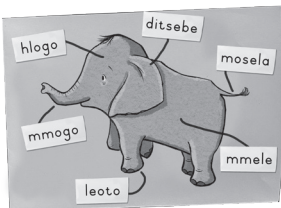
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





### Go nyakega lebe le:

- Popi ya tlou, lephephe la papetla ya lephephepheulwa, ditsekana tša letlakala/ karata ya ditlankana, pene ye ntsho ya go ngwala godimo ga papetla ye tšhweu
- Diswantšho tša diphoofolo
- Go fa morutwana yo mongwe le yo mongwe: kwena ya khatepokisi ye e dirilwego ka Beke ya 1.



## Beke ya 2 Letšatši la 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Bea popi ya tlou goba seswantšho sa tlou mo gare lephepheng la papetlaphepheulwa.
- 2 Kgopela barutwana go fana ka dintlha tše bohlokwa tše ba di tsebago ka ga ditlou. O ka tsoša poledišano ka go botšiša gore ditlou di dula kae (ka sethokgweng) le gore di ja eng (matlakala, bjang).
- 3 Botšiša barutwana ge e le gore ba ka fa maina a dikarolo tša mmele wa tlou. Kgetha barutwana ka o tee ka o tee go tla go šupa karolo ya maleba ya mmele (hlogo, mmele, mosela, leoto, mmogo, ditsebe).
- 4 Botša barutwana gore o tla nyaka thušo ya bona gore ba fe dikarolo tša seswantšho sa tlou maina. Thoma ka go šupa mosela le go thala mothaladi go tloga moseleng go ya ka lehlakoreng la go ja la seswantšho. Topa karolo ya karata o e kgomaretše ka poresitiki godimo ga seripa sa letlakala, go lebana le mothaladi wo o o thadilego go tšwa moseleng .Bjale e re go barutwana: *"Ke mang yo a ka nthušago go thoma go ngwala lentšu le 'mosela'? Ee, le thoma ka modumo wa /m/ le gore ye ke tsela ye re ngwalago /m/".* Tšwela pele ka go feleletša go ngwala lentšu le "mosela" ntle le go kgopela barutwana go bitša tlhaka ye nngwe le ye nngwe.
- 5 Tšwela pele ka go bea ditlankana tše mo go tlou: hlogo, mmele, mosela, leoto, mmogo le ditsebe, Nako ye nngwe le ye nngwe ge o ngwala lentšu, kgopela barutwana gore ba go thuše go theeletša modumo wa mathomo le go ngwala tlhaka ye e sepelelanago le wona. Gopola go ngwala ka ditlhaka tše dinnyane. O se bitše modumo wa lentšu ka moka ka ge bontši bja mantšu a a le bothata go bitša medumo ya ona go felelela. Hlokomela fela modumo wa mathomo le tlhaka.
- 6 Kgomaretša seswantšho se se filwego maina lebotong o lebelele ka moo barutwana ba thomago go bala ditlankana ka gona.

#### Momaganya le go ripaganya (dinoko le difoneme)

- 1 Ba šomiša dikwena tša bona, barutwana ba ka ripaganya mantšu ka dinoko. Mohlala: kwe-na = methathapo ye-2
- 2 Bontšha barutwana diswantšho tša diphoofolo tša lešoka, efa maina a diphoofolo tšeo le gore o ba hlohletše go dira mothathapo ge o bitša senoko se sengwe le se sengwe: ko-lo-be-na-ga = methathapo ye-5, tlo-u = methathapo ye-2, kga-bo = methathapo ye-2, tšhu-ku-du = methathapo ye-3, ku-bu = methathapo ye-2, no-ga = methathapo ye-2, pha-la = methathapo ye-2



### Mešongwana ya dihlopha tše dinnyane

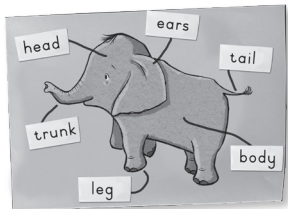
Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





### You will need:

- Elephant puppet, flipchart paper, scraps of paper/card for labels, black whiteboard marker
- Pictures of wild animals
- For each learner: a cardboard crocodile made in Week 1



## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Put the elephant puppet or a picture of an elephant in the middle of the large flipchart paper.
- 2 Ask learners to share any interesting facts they know about elephants. You can stimulate the discussion by asking where elephants live (in the bush) and what they eat (leaves, grass).
- 3 Ask learners if they can name the parts of the elephant's body. Choose individual learners to come up and point to the correct part of the body (head, body, tail, leg, trunk, ears).
- 4 Say to the learners that you would like their help labelling the picture of the elephant. Begin by pointing to the tail and drawing a line from the tail to the right-hand side of the picture. Pick up a piece of card and stick it with Prestik on the piece of paper, next to the line you drew from the tail. Now say to the learners: "Who can help me start writing the word 'umsila'? Yes, it has the focus sound /s/ and this is the way we write a **s**." Continue writing the rest of the word "umsila" without asking the learners to sound out each letter.
- 5 Continue labelling the elephant's head, body, tail, leg, trunk and ears. Each time you write a word, ask the learners to help you listen for the beginning sound and write the corresponding letter. Remember to write in lower case. Don't sound out the whole word as many of these words are difficult to sound out fully. Just focus on the beginning sound and letter.
- 6 Stick up the labelled picture on the wall and watch how learners begin reading the labels.

### Blending and segmenting (syllables and phonemes)

- 1 Using their crocodile, learners can break words into syllables. For example: kwe-na = 2 clicks.
- 2 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: ko-lo-be-na-ga = 5 clicks, tlo-u = 2 clicks, kga-bo = 2 clicks, tšhu-ku-du = 3 clicks, ku-bu = 2 clicks, no-ga = 2 clicks, pha-la = 2 clicks.



### Small group activities

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



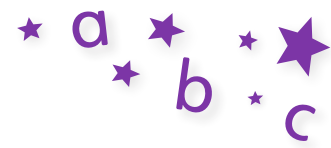


## Mešongwana ya sehlopha se sennyane ya Beke ya 2

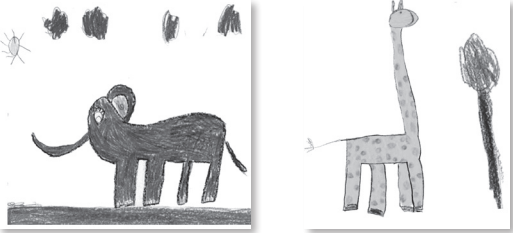


Go nyakega lebe le	Mešongwana
<ul style="list-style-type: none"> <li>Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe</li> <li>Diswantšho tša diphoofole tša lešoka, diphoofole tša lešoka tša polasitiki goba dipuku tša go ba le diswantšho tša diphoofole tša lešoka</li> <li>Dikherayoni tša makhura tše dikgolo</li> </ul>	<p><b>Mošongwana wa 1: Go thala le mongwalo wo o tšweletšwago pele</b></p> <ol style="list-style-type: none"> <li>Barutwana ba swanetše go lebelela diphoofole le go akanya gore ke phoofole efe ye ba e ratago.</li> <li>Ba swanetše go thala seswantšho sa phoofole yeo ba šomiša seswantšho go ba hlahla. Ba swanetše go gopola ka ga moo diphoofole di dulago gona le go thala diswantšho tša matlakala, mehlare le bjang go laetša mo diphoofole di dulago gona le tšeo di ka ratago go di ja.</li> </ol> <div data-bbox="807 813 1355 1061"> </div>
<ul style="list-style-type: none"> <li>Dikarata tša diswantšho – mamareditšwe ka Poresitiki go dikologa morumo wa seripa sa letlakala la A3 goba karata</li> <li>Dikhurumelo tša mabotlelo tšeo ka gare ga tšona go ngwadilwego tlhaka (ge go ena le diswantšho tše hlano tša go ba le "p", go swanetše go ba le dikhurumelo tša mabotlelo tša hlano tše di nago le "p" ye e ngwadilwego ka gare ga tšona.)</li> <li>Dipato (Tše di ka dirwa ka dikotana tša lebebetšididi tše pedi, rekere le lešaphu magareng ga dikotana.)</li> </ul>	<p><b>Mošongwana wa 2: Marara le dithalokwana</b></p> <ol style="list-style-type: none"> <li>Hlalosetša barutwana gore ba šomiše dipato go topa tlhaka ya sekhurumelo sa lebotlelo go bona ge e le gore ba ka humana seswantšho sa go ba le modumo yeo. Mohlala ge ba ka topa "p", ba swanetše go humana seswantšho sa go ba le modumo wa "p" bjalo ka "pene", "pente", "pere", "pula".</li> <li>Bjale ba swanetše go bea sekhurumelo godimo ga karata ya seswantšho seo. Ba swanetše go tšwela pele bjalo go ba go fihla diswantšho ka moka di khurumeditšwa ka sekhurumelo.</li> </ol> <div data-bbox="873 1367 1282 1663"> </div>
<ul style="list-style-type: none"> <li>Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana</li> </ul> <div data-bbox="279 1796 501 2066"> </div>	<p><b>Mošongwana wa 3: Go bala ka go itaola</b></p> <ol style="list-style-type: none"> <li>Laela sehlopha go ya sekhutlong sa dipuku goba efa sehlopha mokgobo wa dipuku.</li> <li>Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala.</li> <li>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.</li> <li>Etela sekhutlo go lekola le go hlohleletša barutwana ka fao ba balago ka gona.</li> </ol>







## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Pictures of wild animals, plastic wild animals or books with pictures of wild animals</li> <li>• Jumbo wax crayons</li> </ul>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Learners must look at the animals and decide which is their favourite wild animal.</li> <li>2 They must draw a picture of that animal using the pictures as a guide. They should think about where the animal lives and draw leaves, trees and grass to show where the animal lives and what they would like to eat.</li> </ol> 
<ul style="list-style-type: none"> <li>• Picture cards – stuck with Prestik around the edges of an A3 piece of paper or card</li> <li>• Bottle tops with a letter written inside the lid (If there are five pictures with a <b>p</b>, there must be five bottle tops with a <b>p</b> written inside the lid.)</li> <li>• Tweezers (These can be made from two ice-cream sticks, an elastic band and a pompom between the sticks.)</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must use the tweezers to pick up a bottle top letter and see if they can find a picture with that sound. For example: If they pick up <b>p</b>, they must find a picture with an <b>/p/</b> sound such as “pene”, “pente”, “pere”, “pula”.</li> <li>2 Then they must put the lid on top of that picture card. They must continue until all the pictures are covered with a lid.</li> </ol> 
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners’ reading.</li> </ol>





### Go nyakega lebe le

- Dipato, dikgwele tše dinnyane tša mebala goba letlakala le le phuthaphuthilwego go dira dikgwele tša mebala ya go fapana goba diripa tša felete/lešela la mebala ya go fapana
- Diswantšho tša difahlego tša diphoofole tša lešoka tša go ba le lešoba mo go tla ba go molomo, di hlometšwe ka gare ga dikomiki tša yokate goba ditšhelo tše dinnyane

- Ditshegetšo: therei goba lepokisi le le sa išego la khatepokisi, mohlabana, dikotana tša go dira legora, dikhurumelo tša bogodimo bja lebotlelo bjo botala lerata la go swara meetse, maswika, matlakala goba dithabe tše dinnyane tša go dira matlakala, diripa tše dinnyane tša lešela tša go tlo ba mapai, diphoofole tša nageng tša polasitiki goba diswantšho tše dinnyane tša diphoofole tše di kgomaredtšwego godimo ga karata

### Mešongwana

#### **Mošongwana wa 4: Mabokgoni a tshepetšo ye e dumeletšwego le mongwalo**

- 1 Hlalosetša barutwana gore ba swanetše go šomiša dipato go topa dikgwele tše dinnyane go fepa diphoofole. Ditau di ja nama (selo se sehubedu), thutlwa e ja matlakala (selo se setala), tlo le yona e ja matlakala, kgabo e ja kenywa (selo sa mmala wa namune goba serolwana goba phephole).

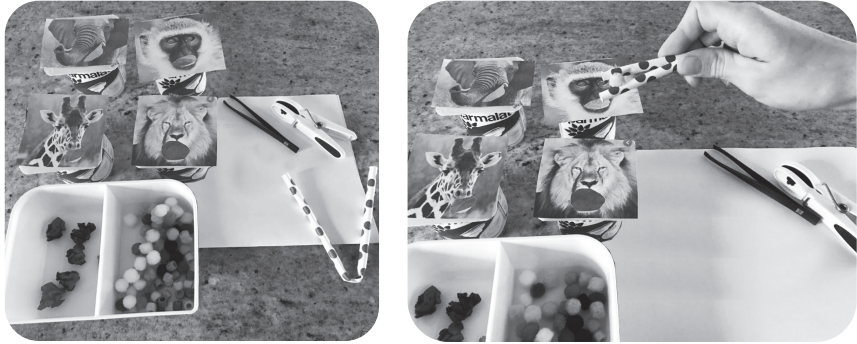
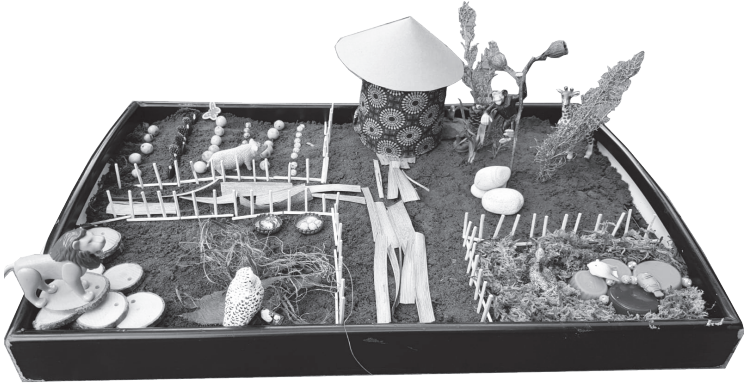


#### **Mošongwana wa 5: Thaloko ya maitirišo**

- 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 dira lefelo la tlhalešo la diphoofole tša ditšhiwana.
- 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"> <li>• Tweezers, small coloured balls or paper rolled up into balls of different colours or pieces of felt/fabric in different colours</li> <li>• Pictures of wild animals' faces with a hole cut out where the mouth is, stuck onto yoghurt cups or small containers</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must use the tweezers to pick up the small balls and feed the animals. The lion eats meat (something red), the giraffe eats leaves (something green), the elephant also eats leaves, the monkey eats fruit (something orange or yellow or purple).</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: tray or shallow cardboard box, sand, sticks to make fences, blue bottle top lids for water, stones, leaves or small branches to make leaves, plastic wild animals or small pictures of animals stuck onto cardboard</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they made a nursery for orphaned animals.</li> <li>2 Visit the corner at least once to observe and encourage the learners' game.</li> </ol> 



# ★ Moeng wa Phala

## Kanegelo

Ka ngwaga wo mongwe go ile gwa ba le Phala se se bego se dula ka gare ga ntlo ya go agwa ka dikotana. Ka mehla ge Phala se be se etšwa ka ntlong ya sona, se be se tlogela monyako o bulegile. Ka letšatši le lengwe, Phala se ile sa ya nokeng go yo nwa meetse, bjale ka mehlang sa tlogela monyako o butšwe. Se be se lebile gae go tšwa nokeng, ge se bona monyako wa ntlo ya sona o tswaletšwe. Phala se ile sa tshwenyega, ka lentšu la sona sa bolelela fase sa re: "Ke mang yo a lego ka ntlong ya ka?" Phala se ile sa ema sa theeletša. Go ile gwa araba yo mongwe ka lentšu le lekoto: "O se ke wa bula monyako wo, go se go bjalo ke tla go ja!" Phala se be tšhogile kudu.



Phala se ile sa kitimela go yo bitša mogwera wa sona Tlou. Se ile sa hwetša Tlou e eme ka fase ga mohlare, e hwidinya mmogo wa yona ka mokgwa wo. Phala sa re: "Tlou, naa o ka nthuša?" Tlou ya araba ya re: "Ee, mogwera, molato ke eng?" Phala sa re: "Go na le motho ka ntlong ya ka yo a rego o tlile go nja." Tlou le Phala di ile tša tloga tša ya ntlong yeo. Tlou e ile ya tsena ka go iketla ka mokgwa wo e sepelago ka gona. Phala sa kitimela ka gare ka lebelo, se tlola tlola bjalo ka se tlwaetše go dira bjalo. Ge ba fihla ka fao, Tlou ka lentšu la yona la go iketla ya re: "Ke mang ka mo ntlong ya Phala?" Lentšu le lekoto la araba la re: "O se ke wa bula monyako wo, go se go bjalo ke tla go ja!"

Tlou ka go tšhoga ya re: "Ga ke nyake go tsena ka ntlong ya gago." Phala sa re: "Joo batho! Ke mang yo a ka re thušago?" Tlou le Phala tša thoma go nagana ka taba ye tša re: "A re ye go bitša mogwera wa rena Tau." Di ile tša hwetša Tau e robetše godimo ga leswika mo letšatšing la borutho. Tlou e ile ya bitša Tau: "Tau, Tau, naa o ka re thuša?" Tau ya re: "Ee, mogwera, molato ke eng?" Tlou ya re: "Go na le motho ka gare ga ntlo ya Phala o re o tlile go re ja." Tau e ile ya rora ka modumo wo mogolo, ya emelela ya leba ntlong ya Phala ka tsela ya go ikgogomoša ka botau bja yona.

Ge e fihla mo ntlong yeo, e ile ya re ka lentšu la godimo le le befetšwego: "Ke mang ka mo ntlong ya Phala?" Lentšu le lekoto le ile la boeletša la re: "O se ke wa bula monyako wo, ke tla go ja!"

Tau e ile ya rora ya re: "Eng? Wa ja nna, kgoši ya diphoofolo?"

Go tšwa ka mo gare, gwa kwagala modungwana wa go katakatana ka tsela ye, le modumo wa go sega ka tsela ye.

Monyako o ile wa bulega ka go iketla gwa tšwa Segwagwa seo se bego se laetša go myemyela sefahlegong sa sona. Segwagwa sa re: "Semaka! Ke nna fela ka mo. Ke le ralokile bošilo!"

Diphoofolo di ile tša sega gomme Tlou ya re: "Nna ke yo mogolo go le feta ka moka, ge e le wena Tau o bogale go re feta ka moka! Bjale wena Segwagwa, o yo monnyane go rena ka moka, ge e le wena o na le metlae go re feta ka moka!"

Phala se ile sa re: "Bagwera ba ka ba ba mmakgonthe ke leboga thušo ya lena."



**A ke mafelelo a kanegelo.**





## ★ Bushbuck's visitor

### Story

Once upon a time a bushbuck lived in a little house made of sticks. Bushbuck always left his door open when he went out. One day Bushbuck went to the river to drink some water, and he left his door open as always. He was walking back to his house when he noticed that his door was closed. Bushbuck was worried, and he said in his soft Bushbuck voice: "Who is in my house?" He listened and waited. Somebody answered in a deep voice: "Do not open the door or I will eat you!" Bushbuck was very frightened.



Bushbuck ran to find his friend Elephant. He found Elephant standing under a tree, swinging his trunk like this (swing your arms from side to side). Bushbuck said: "Elephant, can you help me?" Elephant replied: "Yes, my friend, what's the matter?" Bushbuck said: "There's someone in my house and he says he's going to eat me." So, Elephant and Bushbuck went back to the house. Elephant walked in his slow Elephant way. Bushbuck ran in his quick, jumpy Bushbuck way. When they got there, Elephant said in his slow Elephant voice: "Who is in Bushbuck's house?" The deep voice answered: "Do not open the door or I will eat you!"

"I don't want to go inside your house," said Elephant feeling scared. "Oh dear!" said Bushbuck. "Who can help us?" Elephant and Bushbuck thought about it and then said: "Let's go and call our brave friend, Lion." They found Lion, lying on a rock in the warm sun. Elephant called to Lion: "Lion, Lion, can you help us?" Lion said: "Yes, my friend, what's the matter?" Elephant said: "There is somebody in Bushbuck's house and he says he is going to eat us." Lion roared out aloud and then he got up and walked to Bushbuck's house in his proud, lionish way.



When he got to the house, he said in a loud, angry voice: "Who is in Bushbuck's house?" Again, the deep voice said: "Do not open the door or I will eat you!" Lion roared and said: "What? Eat me, the king of the animals?" From inside the house there was a little scuffling noise, like this (make scuffling noise with your feet), and a little giggling noise, like this (make a giggling noise).

Then the door opened slowly and Frog hopped out with a big smile on his face. "Surprise! It's only me. I played a trick on you," said Frog. The animals laughed and Elephant said: "I am the biggest, but Lion, you are the bravest! And you, Frog, you are the smallest and the funniest of us all!" Bushbuck said: "Thank you for your help, my good friends."

***And that is the end of the story.***





## Koša

Ge o ka gahlana le phala  
se sepela mo tseleng,  
O be o tla dira eng  
le gore o be o ka reng?  
Ke be ke tla re:  
"Phala! Dumela!  
Naa nka bina le wena?"

*(Barutwana ba bina ka babedi ka babedi.)*

Ge o ka gahlana le tlou  
se sepela mo tseleng,  
O be o tla dira eng  
le gore o be o ka reng?  
Ke be ke tla re:  
"Tlou! Dumela!  
Naa nka bina le wena?"

*(Barutwana ba bina ka babedi ka babedi.)*

Ge o ka gahlana le tau  
se sepela mo tseleng,  
O be o tla dira eng  
le gore o be o ka reng?  
Ke be ke tla re:  
"Tau! Dumela!  
Naa nka bina le wena?"

*(Barutwana ba bina ka babedi ka babedi.)*

Ge o ka gahlana le segwagwa se bonolo  
se sepela mo tseleng,  
O be o tla dira eng  
le gore o be o ka reng?  
Ke be ke tla re:  
"Segwagwa! Dumela!  
Naa nka bina le wena?"

*(Barutwana ba bina ka babedi ka babedi.)*

*Šomiša tšhuni ya koša ye o ikgethelago yona go opela koša ye ("If you should meet an elephant")*

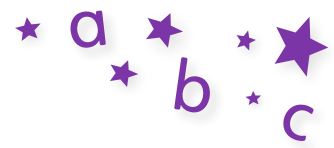


## Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	phala	tlou	tau	segwagwa	bogale	semaka
Mantšu a tlaleletšo:	bula	tswalela	thetsa	boifa	tšhogile	meswaso
	sega	iketla	mogwera	hlabošago	homola	befelwa







## Song

If you should meet a bushbuck walking down the street,  
 What would you do? What would you say?  
 I'd say: "Good morning, Bushbuck, how do you do?  
 I'm pleased to meet you, Bushbuck, and may I dance with you?"  
*(Learners dance in pairs.)*

If you should meet an elephant walking down the street,  
 What would you do? What would you say?  
 I'd say: "Good morning, Elephant, how do you do?  
 I'm pleased to meet you, Elephant, and may I dance with you?"  
*(Learners dance in pairs.)*

If you should meet a lion walking down the street,  
 What would you do? What would you say?  
 I'd say: "Good morning, Lion, how do you do?  
 I'm pleased to meet you, Lion, and may I dance with you?"  
*(Learners dance in pairs.)*

If you should meet a friendly frog walking down the street,  
 What would you do? What would you say?  
 I'd say: "Good morning, friendly Frog, how do you do?  
 I'm pleased to meet you, friendly Frog, and may I dance with you?"  
*(Learners dance in pairs.)*

*(Sing to the tune of "If you should meet an elephant" or use your own tune.)*



## Vocabulary from the story

Key-words:	bushbuck	elephant	lion	frog	brave	surprise
Extra words:	open	close	trick	scared	frightened	funny
	giggle	slow	friend	loud	soft (voice)	angry





### Go nyakega lebe le:

- Kanegelo: Moeng wa Phala
- Dipopi: Phala, Tlou, Tau, Segwagwa, ntlo ya Phala
- Ditshegetšo: dimaske goba direkere tša hlogong tša phoofolo ye nngwe le ye nngwe, lepokisi le legolo goba tafola gore e be ntlo ya Phala
- 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: Botšiša ge e le gore go na le yoo a ilego a bona diphoofole tša lešoka ka serapeng sa diphoofole goba mo thelebišeneng. Bolela ka ga phapano magareng ga diphoofole tša gae (seruiwaratwa), tša polaseng le tša nageng.
- 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. Bontšha barutwana dipopi goba diswantšho tša diphoofole go tšwa ka gare ga dikgatišobaka goba ka dipukung. Bolela ka ga ditsela tša go fapana ka moo diphoofole di sepelago ka gona. Kgopela barutwana go sepela bjalo ka phala (ka go phakiša, ka go fofa); bjalo ka tlou (e kगतिकanya mmogo wa yona); le bjalo ka tau hlogo ya yona e lebeletše godimo bjalo ka kgoši. (O se ke wa hlagiša segwagwa mathomong e se go bjalo barutwana barutwana ba tla tseba gore go diragala eng ka kanegelong!)

#### 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 nagana gore Tlou le Phala di tla bitša mang gore a tle a di thuše? O nagana gore ke maang yo a lego ka ntlong?"

#### 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? O ka ikwa bjang ge yo mongwe wa bagwera ba gago a go thetsa bjalo ka moo segwagwa se dirilego ka gona? O be o tla befelwa goba o nagana gore o be o tla sega ge o ile wa tseba gore e be e le go o thetsa fela?"

### 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: "nokeng, naa, na, nagana. Le kgona go kwa modumo wo o nepišitšwego: nokeng, naa, na, nagana? 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, nalete, naka, nakana, naledi, nama, nare, neo, noga, 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.

#### 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: *Bushbuck's visitor*
- Puppets: Bushbuck, Elephant, Lion, Frog, Bushbuck's house
- Props: masks or headbands for each animal, a large box or a table for Bushbuck's house
- 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: Ask if anybody has seen wild animals in a game reserve or on TV. Talk about the difference between domestic (pet), farm and wild animals.
- 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. Show learners the puppets or pictures of the animals from magazines or books. Talk about the different ways animals move. Ask the learners to walk like a bushbuck (quick, jumpy); like an elephant (waving his trunk); and like a lion with his head up like a king. (Don't introduce the frog at the beginning otherwise the learners will know what happens in the story!)

#### 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: "Who do you think Elephant and Bushbuck are going to call to help them? Who do you think is inside the house?"

#### 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? How would you feel if one of your friends played a trick on you like Frog did? Would you be angry or do you think you would laugh once you knew it was a trick?"

### 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: "nokeng, naa, na, nagana. Can you hear the focus sound: nokeng, naa, na, nagana? Yes, you are right! They all have the sound /n/."
- 2 "Listen carefully, here are some more words with /n/: namune, nalete, naka, nakana, naledi, nama, nare, neo, noga, 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:

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



## Beke ya 1 Letšatši la 2

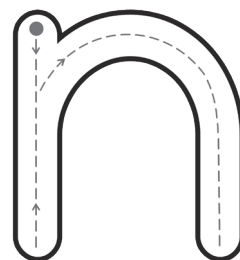
### Mešongwana ya phapoše ka moka

#### 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

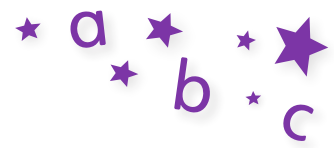
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /n/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /n/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka dira tše ekego 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:

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



## Week 1 Day 2

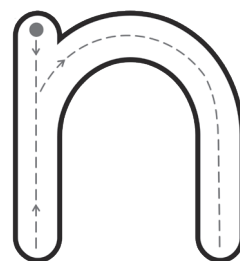
### Whole class activities

#### 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 /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 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 **n**: namune, nalete, naka, nakana, naledi, nama, nare, neo, noga, noka, noko, nose



## Beke ya 1 Letšatši la 3

### Mešongwana ya phapoše ka moka

#### Go anega kanegelo le go e raloka

- 1 Opela koša.
- 2 Botšiša barutwana ge ba ka gopola tlhalošo ya mantšu a go tšwa lenaneong la tlotlontšu. Mohlala: Ba kgopele go botša mogwera wa bona se sengwe ka lentšu le boleta bjalo ka phala, gape ka lentšu le lekoto bjalo ka segwagwa ge se thetsa diphoofolo, le gape ka lentšu la godimo, la go laetša pefelo bjalo ka tau.
- 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 baitluti 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 p."* 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 **n**: namune, nalete, naka, nakana, naledi, nama, nare, neo, noga, noka, noko, nose



## 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 say something to their friend in a **soft** voice like bushbuck, then in a **deep** voice like the frog when he was tricking the animals, then in a **loud, angry** voice like a lion.
- 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 o."* Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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



### Go nyakega lebe le:

- 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

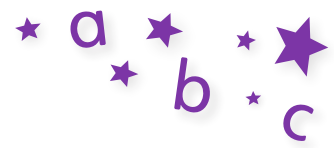
- 1 Hlalosetša barutwana gore o ya go opela koša le gore ba theeletše ka tlhokomelo medumo ya go thoma senoko sa mafelelo sa mantšu (opela ka tšhuni ya koša ya mebala ka Sepedi: "Ke rata putswa, ke rata khubedu")
  - ★ Morutiši: "Ke modumo ofe wo o thomago senoko sa mafelelo sa mantšu a, wo o thomago senoko sa mafelelo sa mantšu a, wo o thomago senoko sa mafelelo sa mantšu a? Ke modumo ofe wo o thomago senoko sa mafelelo sa mantšu a: lafasetere, nare le pere." (Morutiši o šupetša barutwana gore ba fetole.)
  - ★ Barutwana ba bolela modumo wo o thomago senoko sa mafelelo sa mantšu, mohlala: /re/. (Morutiši o laetša ka go emiša monwana wa nkgokgorupa gore ba kgonne.)
  - ★ Morutiši: "/re/ ke modumo wo o thomago senoko sa mafelelo sa mantšu a, wo o thomago senoko sa mafelelo sa mantšu a! /re/ ke modumo wo o thomago senoko sa mafelelo sa mantšu a: lafasetere, nare le pere."
- 2 Šomiša mantšu a go dira mošongwana wo:
  - ★ /la/: dula, wela, tafola, tapola, lefela, pela, setimela, marula, rula
  - ★ /lo/: dilo, selo, bolo, bodula, setulo, bookelo, manamelo, mogolo, pokolo, pelo
  - ★ /ne/: bene, aene, lebone, namune, pene, seipone
  - ★ /ka/: reka, šaka, haraka, hareka, naka, noka
  - ★ /ko/: foroko, koko, noko, roko, seboko, sešupanako
  - ★ /ba/: leloba, leeba, moraba, sediba
  - ★ /se/: pese, lebeso, galase, jase, nose
  - ★ /di/: tadi, pudi, naledi, lepidipidi



### 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 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (tune: "Mary had a little lamb").
  - ★ Teacher: "What's the syllable that ends these words, ends these words, ends these words? What's the syllable that ends these words: lafasetere, nare le pere." (Teacher signals for learners to respond.)
  - ★ Learners say the syllable that ends the word, for example: /re/. (Teacher gives thumbs-up sign.)
  - ★ Teacher: "/re/ is the syllable that ends these words, ends these words, ends these words! /re/ is the syllable that ends these words: lafasetere, nare le pere."
- 2 Use these words for this activity:
  - ★ /la/: dula, wela, tafola, tapola, lefela, pela, setimela, marula, rula
  - ★ /lo/: dilo, selo, bolo, bodula, setulo, bookelo, manamelo, mogolo, pokolo, pelo
  - ★ /ne/: bene, aene, lebone, namune, pene, seipone
  - ★ /ka/: reka, šaka, haraka, hareka, naka, noka
  - ★ /ko/: foroko, koko, noko, roko, seboko, sešupanako
  - ★ /ba/: leloba, leeba, moraba, sediba
  - ★ /se/: pese, lebeso, galase, jase, nose
  - ★ /di/: tadi, pudi, naledi, lepidipidi



#### 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 tša ka kanegelong
- Lephephe la papetla phepheulwa, seswai sa go šomišwa godimo ga papetla ye tšhweu
- Mokotlana wo monnyane wa go ba le diswantšho goba dilo tša diphoofolo tša nageng tšeo di nago le mantšu a nokontši ao a amanago le kanegelo

## Beke ya 1 Letšatši la 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Botša barutwana gore gore: *"Lehono re ya go ngwala kanegelo ya rena ka ga ye nngwe ya diphoofolo ya ka kanegelong. A re kgetheng phoofolo yeo re ka ngwalago ka yona."* Bontšha barutwana diswantšho tša diphoofolo tša ka kanegelong. Ge o kgethile phoofolo ye o ratago go ngwala ka yona, bea seswantšho sa phoofolo yeo gare mo letlakaleng.
- 2 Šomiša dipotšišo tše di latelago go o hlahla mo tšwetšopeleng ya go ngwala kanegelo:
  - ★ Kgopela barutwana go nagana leina la phoofolo ye le go le ngwala fase.
  - ★ Botšiša barutwana ka ga dikgopolo tša mabapi le moo diphoofolo di dulago gona. Hlaloša lefelo le ka lefoko o le ngwale fase.
  - ★ Boledišanang ka ga tše diphoofolo di ratago go di ja. Ge le dumelelane, di ngwaleng fase.
  - ★ Kgopela barutwana gore ba fe dikgopolo ka ga seo se ilego sa dirwa phoofolo ye ka letšatši le lengwe. Kgetha ye nngwe ya dikgopolo tše o e ngwale fase.
  - ★ Bolelang ka ga seo se ilego sa latela; ngwala mantšu a barutwana.
  - ★ Boledišanang ka mo ba naganago gore kanegelo e ile ya fela ka gona; ngwala lefoko le.
- 3 Bjale balela barutwana kanegelo ye o šomiša mapokisana go o thuša. Ge nako e le gona, o ka kgopela ba bangwe ba barutwana go swantšhetša kanegelo ye. Kgomaretša lephephe la papetla phepheulwa la kanegelo mo lebotong.

#### Momaganya le go ripaganya (dinoko)

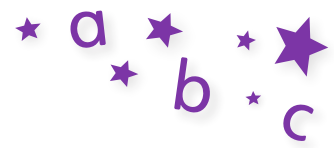
- 1 Laetša barutwana diswantšho tša diphoofolo tša nageng. Kgopela barutwana gore ba go thuše gore o ngwale leina la seswantšho se sengwe le se sengwe gomme o kgorametše diswantšho tše lebotong goba o di bee mmetseng gore barutwana ka moka ba di bone.
- 2 Bjale nokela diswantšho tše ka mokotleng. Kgetha morutwana, gomme o mo kgopele gore a ntšhe se tee sa diswantšho ka mokotleng. O swanetše go leka go bolela leina la phoofolo ya nageng ka boleta, 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:

- Puppets from the story
- Flipchart paper, whiteboard marker
- A small bag with pictures or objects of wild animals that are multisyllabic words relating to the story

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Say to learners: *“Today we are going to write our own story about one of the animals in the story. Let’s choose which animal to write about.”* Show learners the pictures of the animals from the story. Once you have chosen which animal to write about, place the picture of the animal in the middle of the paper.
- 2 Use the following questions to guide the story writing process:
  - ★ Ask learners to think of a name for the animal and write down its name.
  - ★ Ask learners for ideas about where the animal lives. Describe this place in a sentence and write it down.
  - ★ Discuss what the animal likes to eat. Once you have agreed, write this down.
  - ★ Ask learners for ideas about something the animal did one day. Choose one of the ideas to write down.
  - ★ Talk about what happened next; write the learners’ words.
  - ★ Discuss how they think the story ended; write this sentence.
- 3 Now read the story to the learners using the boxes to help you. If there is time, you can ask some of the learners to illustrate the story. Stick the flipchart paper with the story on the wall.

### Blending and segmenting (syllables)

- 1 Show learners the pictures of wild animals. Ask learners to help you name each picture and stick the pictures on the wall or place them on the carpet 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 wild animal 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.





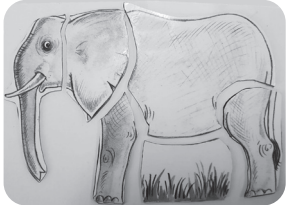

### Small group activities

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



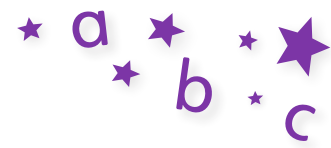


# Mešongwana ya sehlopha se sennyane ya Beke ya 1

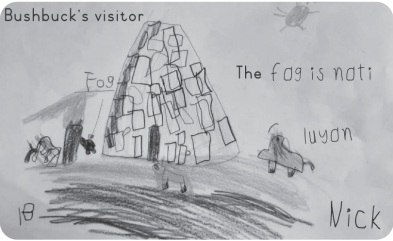

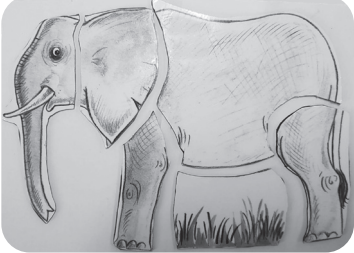

Go nyakega lebe le	Mešongwana
<ul style="list-style-type: none"> <li>Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe</li> <li>Dikherayoni tša makhura tše dikgolo</li> </ul>   <p><i>Ka nako ye ya ngwaga, barutwana ba ka ba le boitshepo bja go ngwala ka bobona. O se tshwenyega ge barutwana ba bangwe ba ngwala lenti la ditlhaka tšeo di se nago dikgoba.</i></p>	<p><b>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago pele</b></p> <ol style="list-style-type: none"> <li>Ngwala hlogo ya kanegelo mo godimo letlakaleng la se ngwalwe selo la morutwana yo mongwe le yo mongwe pele thuto e ka thoma.</li> <li>Kgopela barutwana go šupa mantšu a hlogo ge o a bala le bona.</li> <li>Botšiša barutwana gore ke karolo efe ya kanegelo yeo ba e ratago go di feta ka moka. Efa ditšhišinyo.</li> <li>Hlohleletša barutwana go thala seswantšho sa karolo ye ba e ratago ya kanegelo.</li> <li>Dira tshwayaswao goba o kgopela morutwana yo mongwe le yo mongwe a go botše ka sethalwa sa gagwe.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li><b>Marara a dipopi</b></li> <li>Marara a kanegelo</li> <li>Lephephe la A4</li> <li>Dikherayoni tša makhura tše dikgolo</li> </ul>	<p><b>Mošongwana wa 2: Marara le dithalokwana</b></p> <ol style="list-style-type: none"> <li>Hlalosetša barutwana gore ba swanetše go thoma ka go hlaola diripa go ya ka mebala ya phoofolo ye nngwe le ye nngwe, le gore ba bee diripa tše gotee go bopa phoofolo ya ka kanegelong. Ba bontšhe tše dingwe tša dikarolo tša mmele wa diphoofolo (sebelebele, maoto, ditsebe) o ba hlalose tše gore ba lebelele popi go bona mo ditho tša mmele di swanetšego go lokelwa le tše dingwe.</li> <li>Ge ba feditše marara a phoofolo, ba ka kgetha phoofolo e tee gore ba thale seswantšho sa yona.</li> </ol> 
<ul style="list-style-type: none"> <li>Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana</li> </ul> 	<p><b>Mošongwana wa 3: Go bala ka go itaola</b></p> <ol style="list-style-type: none"> <li>Laela sehlopha go ya sekhutlong sa dipuku goba efa sehlopha mokgobo wa dipuku.</li> <li>Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala.</li> <li>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.</li> <li>Etela sekhutlo go lekola le go hlohleletša barutwana ka fao ba balago ka gona.</li> </ol>







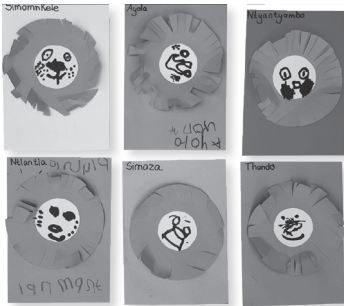
## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>   <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><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>3 Ask learners what part of the story they liked best. Give some suggestions.</li> <li>4 Encourage learners to draw their favourite part of the story.</li> <li>5 Make a comment or ask each learner to tell you about their drawing.</li> <li>6 Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Puppet puzzles</b></li> <li>• Story puppets</li> <li>• A4 paper</li> <li>• Jumbo wax crayons</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must first sort the pieces by the colour of each animal, and then put the pieces together to make each animal from the story. Show them some of the body parts of the animals (trunk, legs, ears) and explain that they must look at the puppet to see where the body parts fit together.</li> <li>2 Once they have completed the animal puzzles, they can choose one animal to draw.</li> </ol> 
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>



### Go nyakega lebe le

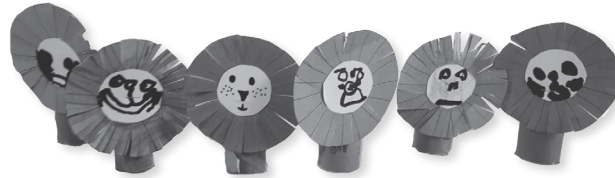
- Popi ya tau goba seswantšho sa tau ya tona ya go ba le moitse
- Go morutwana yo mongwe le yo mongwe: seripa sa lephephe la A5, lephephe la mmala wa namune goba le lesotho le le serolwana go tlo thala le go sega didiko, dikero, dikherayoni tše diso goba dikhoki, goba sephuthela pampiri ya ka botshwelamare goba seripa sa letlakala la A5, dibopego tša nkgokoko go lota sebopego ka go di dikologa



### Mešongwana

#### Mošongwana wa 4: Mabokgoni a tšhepetšo ye e dumeletšwego le mongwalo

- 1 Bontša bartutwana seswantšho sa popi ya tau goba seswantšho sa tau o ba botšise ge le gore go na le yo a tsebago gore boya bjo bo dikologago sefahlego sa tau bo bitšwa eng (moitse).
- 2 Hlalosetša barutwana gore ba ya go dira sefahlego sa tau ba šomiša dinkgokolo tša lephephe.
- 3 Ba swanetše go thoma ka go sega dinkgokolo tše pedi. Ba ka thala go dikologa thini ge ba nyaka nkgokolo ye kgolo, goba go dikologa sephuthela pampiri ya ka botshwelamare ge ba nyaka nkgokolo ye nnyane. Ba swanetše go kgomaretša nkgokolo ye nnyane bogareng bja nkgokolo ye kgolo le gore ba thale nko ya tau, molomo, mahlo le ditedu. Ba ka sega go dikologa morumo wa nkgokolo ye kgolo go dira moitse. Ge ba feditše ,ba ka kgomaretša tau godimo ga letlakala la bona le le sa ngwalwago selo goba o ka ba thuša go le swarišetša godimo ga sephuthela pampiri ya ka botshwelamare.

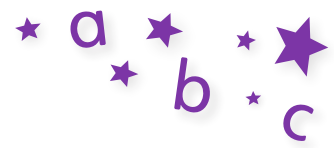


- Ditshegetšo: dithotšhi, mesamelo, mekotla ya go robala, mollo wa kampeng wa maitirišo le dikota le letlakala la mmala wa namune, wa serolwana le wo mohubedu tša go dira mollo, diswantšho tša mehlala ya diphoofolo ya go fapana go dira mehlala go dikologa tente, lepai goba lešela la go dira tente, pukwana le phensele tša go ngwala maina a medumo ya diphoofolo ye ba e kwago ge ba le mo lefelong la kampa

#### Mošongwana wa 5: Thaloko ya maitirišo

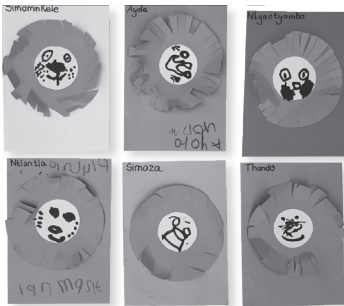
- 1 Laela barutwana go ya sekhutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa. Ba hlalositše gore ba tlile go ya kampeng ya bošego ya maitirišo ka lešokeng la diphoofolo. Ba swanetše go dira ditente ka go šomiša ditulo le mapai. Barutwana ba bangwe ba ka itiriša go ba diphoofolo tša go fapana ba dira le medumo go dikologa kampa, mohlala, tau e rora le go abula go dikologa lefelo leo, tlou e eja matlakala.
- 2 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohletša thaloko ya barutwana. Mohlala:





### You will need

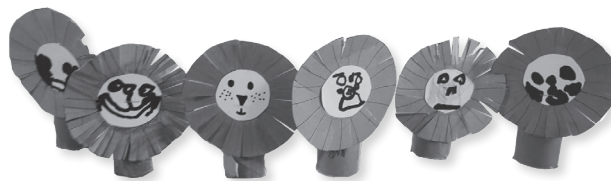
- The lion puppet or a picture of a male lion with a mane
- For each learner: an A5 piece of paper, orange or brown and yellow paper to draw and cut out circles, scissors, black crayons or kokis, either a toilet roll or an A5 piece of paper, circular shapes to trace around



### Activities

#### Activity 4: Fine motor skills and handwriting

- 1 Show learners the lion puppet or a picture of a lion and ask if anyone knows what the fur around a lion's face is called (a mane).
- 2 Explain to the learners that they are going to make a lion's face using the circles of paper.
- 3 They must start by cutting out two circles. They can trace around a tin for a bigger circle, and trace around a toilet roll for a smaller circle. They must stick the smaller circle in the middle of the bigger circle and draw the lion's nose, mouth, eyes and whiskers. Then they can cut around the edge of the bigger circle to make a mane. When they have finished, they can stick the lion on their blank page or you can help them staple it onto a toilet roll.



- Props: torches, pillows, sleeping bags, a pretend campfire with logs and coloured paper in orange, yellow and red to make a fire, pictures of different animal footprints to make tracks around the tent, a blanket or fabric to make a tent, a notebook and pencil to write down the names of the animal noises they hear while they are camping

#### Activity 5: Pretend play

- 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 go on a night time camp in a game reserve. They must make tents using chairs and blankets. Some learners can pretend to be different animals making noises around the camp, for example, a lion roaring and creeping around, an elephant eating leaves. Visit the corner at least once to observe and encourage the learners' pretend play.





### Go nyakega lebe le:

- Khophi ye e gatišitšwego ya Boso le bošweu ya tatelano ya diswantšho ya morutwana yo mongwe le yo mongwe
- Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe, dikero, sekgorametši

## 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: *"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 Kgopela barutwana go sega diswantšho tša boso lebošweu, di bee ka tatelano ya maleba ba di kgomaretše godimo ga letlakala le le sa ngwalwago selo. Sepela go dikologa ka phapošeng o thuša mo go nyakegago. Mošongwana wo o bohlokwa go lekanyetša bokgoni bja barutwana bja go ka bea ditiragalo tša kanegelo ka tatelano ya maleba. Ge barutwana ba feditše diswantšho tša tatelano, efa morutwana yo mongwe le yo mongwe pukwana ye nnyane.
- 6 Ge nako e le gona, barutwana ba ka "balelana" pukwana ye ye nnyane gona ka mo phapošeng.
- 7 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: *"ba, bego, bulegile, butšwe, bona, bolelela, bula, bitša. Le kgona go kwa modumo wo o nepišitšwego: bona, bolelela, bula, bitša? 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, bodiba, bodulo, bogobe, bookelo, borokgo, bošego, boto, bolao, boya."* (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. Hlalosa tsela ye e latelwago ge go hlwekišwa.





#### You will need:

- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

## 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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *"ba, bego, bulegile, butšwe, bona, bolelela, bula, bitša. Can you hear the focus sound: bona, bolelela, bula, bitša? Yes, you are right! The focus sound is /b/.*
- 2 *"Listen carefully, here are some more words with /b/: bolo, bodiba, bodulo, bogobe, bookelo, borokgo, bošego, boto, bolao, boya."* (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:

- Puku ye Kgolo: Moeng wa Phala
- 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

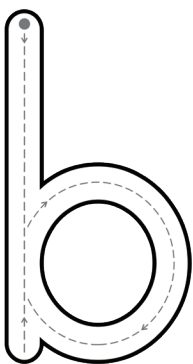
#### Go bala mmogo: Puku ye Kgolo

- 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 /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 Show learners how to write the letter "b". 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 Tlhalosetsa barutwana gore ba boele kwa ditafoleng tsa bone ba ye go dira ditlhaka tsa motshe wa godimo. Go raya gore ba tla kwala mo godimo ga tlhaka mo tsebeng ya bone ka dikherayone tsa mebala e e farologaneng.
- 6 Fa e le gore barutwana ba kgona go akanya ka dilo tse di simololang ka modumo o tlhaka e o dirang, ba ka nna ba thala ditshwantsho tsa tsone go dikologa tlhaka ya motshe wa godimo.
- 7 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: *Bushbuck's visitor*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

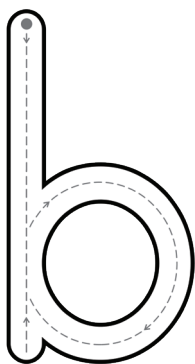
#### Shared reading – Big Book

- 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 /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 to bounce a ball 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 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 **b**: bolo, bodiba, boreledi, bothatha, bogobe, borokgo, bošego, boto, bolao, boya



## Beke ya 2 Letšatši la 3

### Mešongwana ya phapoše ka moka

#### Go ithuta go theeletša

- Thoma mošongwana wa go theeletša wa lehono ka go re: *"Ke nyaka le tswalela mahlo a lena, ke ya go dira modumo. Ke nyaka le theeletša ka tlhokomelo le gore o emiše letsogo o mpotše gore ke modumo ofe."*
- Dira medumo ya go swana le go kokota godimo ga tafola, go phaphatha diatla, go letša tšhipi ye nnyane, go thathapiša menwana, go letša note mo seletšong sa mmimo. Ge o dirile medumo barutwana le bona ba e hlaotše, dira medumo ya go latelelana ye mehlano. Boeletša tatelano ye, efela o tlogele modumo o tee - barutwana ba hwetše modumo wo o tlogetšwego.
- E re go barutwana: *"Bjale ka ge re itlwaeditše go theeletša ka tlhokomelo, ke ya go bolela mantšu a mangwe le mpotše gore ke lefe leo le sa sepelelanego le a mangwe. Theeletšang mantšu ka moka pele le ka akanya karabo. Bea seatla sa gago godimo ga hlogo ge o nagana gore o tseba karabo."*
  - ★ phala, segwagwa, tšhokolete, tau (tšhokolete ga se phoofolo)
  - ★ dihlogo, dipuku, magetla, dikhuru (dipuku ga se setho sa mmele)
  - ★ roko, baki, dieta, swikiri (swikiri ga se seaparo)
  - ★ šaka, nose, leruarua, tolofini (nose ga se phoofolo ya ka lewatleng)
  - ★ segwere, tapola, setulo, khabetšhe (setulo ga se morogo)

#### 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 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:

- 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 2 Day 3

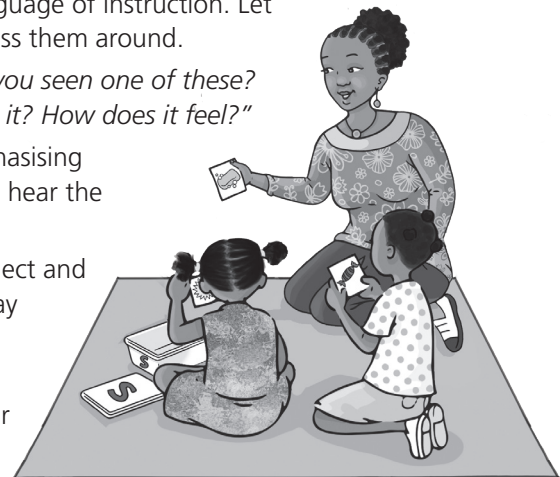
### Whole class activities

#### Learning to listen

- 1 Begin today's listening activity by saying: "I want you to close your eyes, then I am going to make a sound. I want you to listen carefully and put up your hand if you can tell me what sound it is."
- 2 Make sounds such as knocking on the table, clapping your hands, ringing a small bell, clicking your fingers, playing a note on a musical instrument. Once you have made the sounds and learners have identified them, make a sequence of five sounds. Then repeat the sequence, but leave one sound out – learners must identify the missing sound.
- 3 Say to learners: "Now that we have practised listening carefully, I am going to say some words and you must tell me which one is the odd one out. Listen carefully to all the words before you try and guess. Put your hand on your head if you think you know the answer."
  - ★ bushbuck, frog, chocolate, lion (chocolate is not an animal)
  - ★ heads, books, shoulders, knees (a book is not a body part)
  - ★ dress, jacket, shoes, sugar (sugar is not an item of clothing)
  - ★ shark, bee, whale, dolphin (a bee is not a sea animal)
  - ★ carrot, potato, chair, cabbage (a chair is not a vegetable)

#### 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:

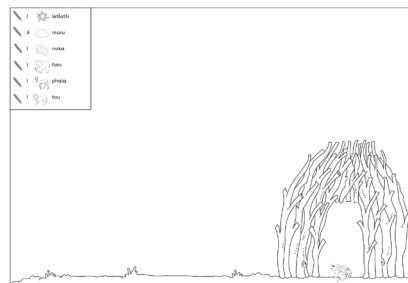
- Fothokhophi ya **Letlakala la mošongwana wa go bala le go dira** ya morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo

## Beke ya 2 Letšatši la 4

### Mešongwana ya phapoše ka moka

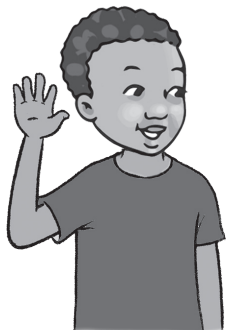
#### Bala o dire

- Murutwana yo mongwe le yo mongwe o nyaka letlakala la mošongwana. 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).
- Gopotša barutwana gore ba ya go "bala" mothaladi wo mongwe le wo mongwe le go dira seo mothaladi wo o se bolelago.
- Leka go phema go bala lenaneo le barutwana, efela ba hlohleletše go bala lenaneo ka moka pele ba ka thoma go thala diswantšho.
- Sepela sepela ka mo phapošeng ge barutwana ba šoma le go ba thuša mo go hlokegago.
- Gopotša barutwana go lebeledišiša lenaneo gape ge ba feditše go "bala" le go thala diswantšho, le go bea leswao go lebana le mothaladi ge ba feditše mošomo woo.



### Go theeletša medumo ye e nepišitšwego

- Hlalošetša barutwana gore o ya go opela koša le gore ba theeletše ka tlhokomelo medumo ya go thoma senoko sa mafelelo sa mantšu (opela ka tšhuni ya koša ya mebala ka Sepedi: "Ke rata putswa, ke rata khubedu")
  - Morutiši: "Ke modumo ofe wo o thomago senoko sa mafelelo sa mantšu a, wo o thomago senoko sa mafelelo sa mantšu a, wo o thomago senoko sa mafelelo sa mantšu a? Ke modumo ofe wo o thomago senoko sa mafelelo sa mantšu a: lafasetere, nare le pere." (Morutiši o šupetša barutwana gore ba fetole.)
  - Barutwana ba bolela modumo wo o thomago senoko sa mafelelo sa mantšu, mohlala: /re/. (Morutiši o laetša ka go emiša monwana wa nkgokgorupa gore ba kgonne.)
  - Morutiši: "/re/ ke modumo wo o thomago senoko sa mafelelo sa mantšu a, wo o thomago senoko sa mafelelo sa mantšu a! /re/ ke modumo wo o thomago senoko sa mafelelo sa mantšu a: lafasetere, nare le pere."
- Šomiša mantšu a go dira mošongwana wo:
  - /la/: dula, wela, tafola, tapola, lefela, pela, setimela, marula, rula
  - /lo/: dilo, selo, bolo, bodula, setulo, bookelo, manamelo, mogolo, pokolo, pelo
  - /ne/: bene, aene, lebone, namune, pene, seipone
  - /ka/: reka, šaka, haraka, hareka, naka, noka
  - /ko/: foroko, koko, noko, roko, seboko, sešupanako
  - /ba/: leloba, leeba, moraba, sediba
  - /se/: pese, lebese, galase, jase, nose
  - /di/: tadi, pudi, naledi, lepidipidi

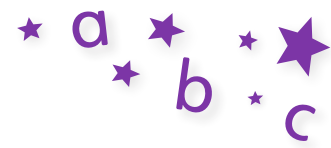


### Mešongwana ya dihlopha tše dinnyane

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:

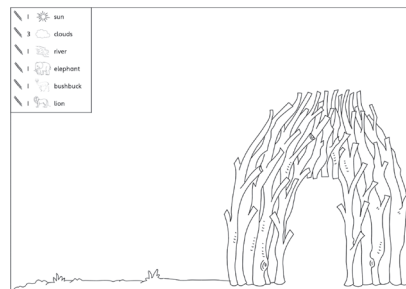
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Each learner needs their own activity page. Tell them to look at the list on the page and to talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each line and then do what it says.
- 3 Try to avoid reading the list with learners, but encourage them to read through the whole list before starting to draw.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the list again after they have finished “reading” and drawing, and to put a tick next to each line when they have done that task.



### Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (*tune: “Mary had a little lamb”*).
  - ★ Teacher: “*What’s the syllable that ends these words, ends these words, ends these words? What’s the syllable that ends these words: lafasetere, nare le pere.*” (Teacher signals for learners to respond.)
  - ★ Learners say the syllable that ends the word, for example: **/re/**. (Teacher gives thumbs-up sign.)
  - ★ Teacher: “**/re/** is the syllable that ends these words, ends these words, ends these words! **/re/** is the syllable that ends these words: lafasetere, nare le pere.”
- 2 Use these words for this activity:
  - ★ **/la/**: dula, wela, tafola, tapola, lefela, pela, setimela, marula, rula
  - ★ **/lo/**: dilo, selo, bolo, bodula, setulo, bookelo, manamelo, mogolo, pokolo, pelo
  - ★ **/ne/**: bene, aene, lebone, namune, pene, seipone
  - ★ **/ka/**: reka, šaka, haraka, hareka, naka, noka
  - ★ **/ko/**: foroko, koko, noko, roko, seboko, sešupanako
  - ★ **/ba/**: leloba, leeba, moraba, sediba
  - ★ **/se/**: pese, lebeso, galase, jase, nose
  - ★ **/di/**: tadi, pudi, naledi, lepidipidi



### Small group activities

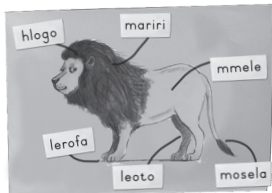
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





### Go nyakega lebe le:

- Popi ya tau, lephephe la papetla phepheulwa, ditsekana tša lephephe/ karata ya ditlankana, pene ye ntsho ya go ngwala godimo ga papetla ye tšhweu
- Mokotlana wo monnyane wa go ba le diswantšho goba dilo tša diphoofolo tša nageng 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 Bea popi ya tau goba seswantšho sa tau mo gare letlakaleng le legolo.
- 2 Kgopela barutwana go abelana ka dintlha tše di kgahlišago tše ba di tsebago ka ga ditau. O ka tsoša poledišano ka go ba botšiša gore naa ditau di dula kae (ka lešokeng ka Afrika) le gore di ja eng (pitsi, phala le diphoofolo tše dingwe). Hlagiša mantšu a mafsa bjalo ka dijanama, mohlape wa ditau, seamuši, tawana, bjalo bjalo. O ka ba bontšha gore tau ya tona le ya tshadi di a fapana le gore tau ya tshadi e bitšwa tau ye tshadi.
- 3 Botšiša barutwana ge ba ka fa maina a ditho tša mmele wa tau. Kgetha barutwana ka o tee ka o tee go tla go šupa setho sa maleba sa mmele wa tau (hlogo, moetse, mmele, mosela, leoto, borofa).
- 4 Botšha barutwana gore o tla nyaka thušo ya bona go tlo fa seswantšho sa tau maina. Thoma ka go šupa mosela le go thala mothaladi go tšwa moseleng go ya letsogong la go ja la seswantšho. Topa seripana sa karata o se kgomaretše godimo ga seripa sa lephephe ka poresitiki, kgaufsi le mothaladi wo o o thadilego go tšwa moseleng. Bjale e re go barutwana: "Ke mang yo a ka nthušago go thoma go ngwala lentšu le 'mosela'? Ee, e thoma ka modumo wa /m/ le gore ye ke tsela yeo re ngwalago 'm'" ka gona. Tšwela pele o ngwala lentšu ka moka "mosela" ntle le go kgopela barutwana go bitša tlhaka ye nngwe le ye nngwe.
- 5 Tšwela pele ka go fa maina a hlogo ya tau, moetse, mmele, leoto, le borofa. Nako ye nngwe le ye nngwe ge o ngwala lentšu, kgopela barutwana go o thuša go theeletša modumo wa mathomo le go ngwala tlhaka ye e sepelelanago le wona. O gopole go ngwala ka ditlhaka tše dinnyane. O se ke wa bitša medumo ya lentšu ka moka ka ge bontši bja mantšu a se bonolo go bitša medumo ya ona ka moka. Hlokomela fela medumo ya mathomo le tlhaka.
- 6 Kgomaretša seswantšho se se filwego maina lebotong o šetše ka moo barutwana ba thomago go bala ditlankana ka gona.

#### Momaganya le go ripaganya (dinoko)

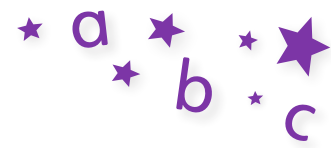
- 1 Laetša barutwana diswantšho tša diphoofolo tša nageng. Kgopela barutwana gore ba go thuše gore o ngwale leina la seswantšho se sengwe le se sengwe gomme o kgorametše diswantšho tše lebotong goba o di bee mmetseng gore barutwana ka moka ba di bone.
- 2 Bjale nokela diswantšho tše ka mokotleng. Kgetha morutwana, gomme o mo kgopele gore a ntšhe se tee sa diswantšho ka mokotleng. O swanetše go leka go bolela leina la phoofolo ya nageng ka boleta, 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

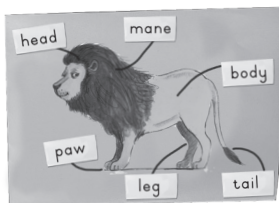
Gopotša barutwana ka ga mešongwana ya dihlopha tše dinnyane le melao ya mošongwana ka o tee gape le tsela ya go hlwekiša.





### You will need:

- Lion puppet, flipchart paper, scraps of paper/card for labels, black whiteboard marker
- A small bag with pictures or objects of wild animals that are multisyllabic words relating to the story



## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Put the lion puppet or a picture of a lion in the middle of the large page.
- 2 Ask learners to share any interesting facts they know about lions. You can stimulate discussion by asking where lions live (in the bush in Africa) and what they eat (zebra, impala and other animals). Introduce new words like a pride of lions, mammal, cub, and so on. You can also show them that a male and female lion look different and the female lion is called a lioness.
- 3 Ask learners if they can name the parts of the lion's body. Choose individual learners to come up and point to the correct part of the body (head, mane, body, tail, leg, paw).
- 4 Say to the learners that you would like their help labelling the picture of the lion. Begin by pointing to the tail and drawing a line from the tail to the right-hand side of the picture. Pick up a piece of card and stick it with Prestik on the piece of paper, next to the line you drew from the tail. Now say to the learners: "Who can help me start writing the word 'umsila'? Yes, it has the focus sound **lm** and this is the way we write a **m**." Continue writing the rest of the word "umsila" without asking learners to sound out each letter.
- 5 Continue labelling the lion's head, mane, body, leg and paw. Each time you write a word, ask learners to help you listen for the beginning sound and write the corresponding letter. Remember to write in lower case. Don't sound out the whole word as many of these words are difficult to sound out fully. Just focus on the beginning sound and letter.
- 6 Stick up the labelled picture on the wall and watch how learners begin reading the labels.

### Blending and segmenting (syllables)

- 1 Show learners the pictures of wild animals. Ask learners to help you name each picture and stick the pictures on the wall or place them on the carpet 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 wild animal 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.




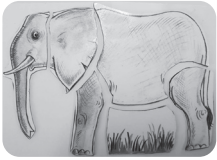






## Mešongwana ya sehlopha se sennyane ya Beke ya 2

Go nyakega lebe le	Mešongwana
<ul style="list-style-type: none"> <li>Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe</li> <li>Dikherayoni tša makhura tše dikgolo</li> </ul> 	<p><b>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago pele</b></p> <ol style="list-style-type: none"> <li>Efa morutwana yo mongwe le yo mongwe letlakala la A4 le le mennwego ka bogare la go ba le lebatlale le le segilwego mo gare ka pele le le ka bulwago.</li> <li>Ba hlalose tše gore ba swanetše go thoma ka go kgabiša ntlwana ya Phala ka ntle le gore ba thale seswantšho sa phoofolo ka gare ga ntlwana. Ba hlohleletše go dira pudula ya polelo ba "ngwale" seo se bolelwago ke phoofolo. Ba botšiše ge e le gore ba tla rata gore o ba ngwale.</li> <li>Dira puku ya bana ba ka phapošeng ka moka o šomiša matlakala a go fapana ka moka. Barutwana ba ka bala puku ka nako ya go bala ka noši. Barutwana ba tla ipshina ka go bala dikanegelo tša bona le tša barutwana ba bangwe.</li> </ol>
<ul style="list-style-type: none"> <li>Marara a dipopi</li> <li>Marara a kanegelo</li> <li>Lephephe la A4</li> <li>Dikherayoni tša makhura tše dikgolo</li> </ul> 	<p><b>Mošongwana wa 2: Marara le dithalokwana</b></p> <ol style="list-style-type: none"> <li>Hlalose tša barutwana gore ba swanetše go thoma ka go hlaola diripa go ya ka mebala ya phoofolo ye nngwe le ye nngwe, le gore ba bee diripa tše gotee go bopa phoofolo ya ka kanegelong. Ba bontšhe tše dingwe tša dikarolo tša mmele wa diphoofole (sebelebele, maoto, ditsebe) o ba hlalose tše gore ba lebelele popi go bona mo ditso tša mmele di swanetšego go lokelwa le tše dingwe.</li> <li>Ge ba feditše marara a phoofolo, ba ka kgetha phoofolo e tee gore ba thale seswantšho sa yona.</li> </ol>
<ul style="list-style-type: none"> <li>Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana</li> </ul> 	<p><b>Mošongwana wa 3: Go bala ka go itaola</b></p> <ol style="list-style-type: none"> <li>Laela sehlopha go ya sekhutlong sa dipuku goba efa sehlopha mokgobo wa dipuku.</li> <li>Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala.</li> <li>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.</li> <li>Etela sekhutlo go lekola le go hlohleletša barutwana ka fao ba balago ka gona.</li> </ol>
<ul style="list-style-type: none"> <li>Letlakala la A5 la morutwana yo mongwe le yo mongwe, pente ya mmala wa namune le ye serolwana, diforoko tša polasitiki, pene ye ntsho ya go ngwala godimo ga papetla ye tšhweu goba khokhi</li> </ul> 	<p><b>Mošongwana wa 4: Mabokgoni a tshepetšo ye e dumeletšwego le mongwalo</b></p> <ol style="list-style-type: none"> <li>Hlalose tša barutwana gore ba ya go penta sefahlego sa tau le go šomiša foroko ya polasitiki go dira moetse wa tau. Ba swanetše go thoma ka go penta ntikodiko ye serolwana, le go bea pente ya mmala wa namune go dikologa ntikodiko. Ba ka šomiša foroko go phatlalatša pente go dira moetse wa tau. Barutwana ba ba feditšego ka pela ba ka hlomesetša mmele wa tau.</li> </ol> 
<ul style="list-style-type: none"> <li>Ditshegetšo: dithotšhi, mesamelo, mekotla ya go robala, mollo wa kampeng wa maitirišo le dikota le letlakala la mmala wa namune, wa serolwana le wo mohubedu tša go dira mollo, diswantšho tša mehlala ya diphoofole ya go fapana go dira mehlala go dikologa tente, lepai goba lešela la go dira tente, pukwana le phensele tša go ngwala maina a medumo ya diphoofole ye ba e kwago ge ba le mo lefelong la kampa</li> </ul>	<p><b>Mošongwana wa 5: Thaloko ya maitirišo</b></p> <ol style="list-style-type: none"> <li>Gopotša barutwana ka ga ditshegetšo ka sekhutlwaneng sa se ka thaloko o ba hlohleletše go tšwela pele go thoma Bekeng ya 1 ge ba tla be ba itiriša go ba ba eya kampeng ya bošego serapeng sa diphoofole.</li> <li>Etela sekhutlwana le ge e ka ba gatee go lebedišiša le go hlohleletša thaloko ya barutwana.</li> </ol> 



## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Give each learner an A4 page folded in half with a door cut in the middle of the front that can be opened.</li> <li>2 Explain to them that they must first decorate Bushbuck's hut from the outside and then they must draw an animal inside the hut. Encourage them to make a speech bubble and "write" what the animal is saying. Ask them if they would like you to write for them.</li> <li>3 Make a class book using all the different pages. Learners can read through the book during Independent reading time. Learners will enjoy reading their own and other learners' stories.</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Puppet puzzles</b></li> <li>• Story puppets</li> <li>• A4 paper</li> <li>• Jumbo wax crayons</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must first sort the pieces by colour, and then put the pieces together to make each animal from the story. Show them some of the body parts of the animals (trunk, legs, ears) and explain that they must look at the puppet to see where the body parts fit together.</li> <li>2 Once they have completed the animal puzzles, they can choose one animal to draw.</li> </ol>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>
<ul style="list-style-type: none"> <li>• An A5 page for each learner, orange and yellow paint, plastic forks, a black whiteboard marker or koki</li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they are going to paint a lion's face and use a plastic fork to make the lion's mane. They must begin by painting a yellow circle, and then putting some orange paint around the circle. They can use a fork to spread the paint and to make a mane for the lion. Learners who finish quickly could add the body of the lion.</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: torches, pillows, sleeping bags, a pretend campfire with logs and coloured paper, pictures of different animal footprints to make tracks around the tent, a blanket or fabric to make a tent, a notebook and pencil to write down the names of the animal noises they hear while they are camping</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be going on a night time camp in a game reserve.</li> <li>2 Visit the corner at least once to observe and encourage the learners' game.</li> </ol> 



# ★ Kanegelo ya Zanele

## Kanegelo

Kanegelo ya rena lehono e bolela ka Zanele Situ yo a bego a rata go tšea karolo dipapading legatong la naga ya gabo ya Afrika Borwa. Zanele o sepela gohle ka setulo sa gagwe sa go thetha a raloka dipapadi ka ge a se sa kgona go sepela. Theeletša ge Zanele a re anegela ka tša bophelo bja gagwe.

Dumelang ka moka, leina la ka ke Zanele. Ke belegetšwe torotswaneng ye nnyane ya go bitšwa Phalaborwa. Ke be ke le mosetsanyana yo monnyane wa go dula a thabile, efela ke ile ka re ge ke fetša mengwaga ye lesometee, mmele wa ka wa thoma go lapa le go lwala. E rile ka letšatši le lengwe ka kwa maoto a ka a se sa kgona go šikinyega go tloga fao ka se sa kgona go sepela. Mme le tate ba be ba tshwenyegile kudu le nna ka thoma go tšhoga. Ba ile ba ntšea ba nkiša bookelong.

Dingaka tša ka bookelong di ile tša lebelela mmele wa ka. Tša dira diteko tša go lebelela gore ke ka lebaka la eng ke sa kgone go sepela. Ke be ke lapile kudu ke robala diiri tše dintši letšatši le lengwe le le lengwe. Ke ile ka dula sepetelele mengwaga ye meraro!

Ka letšatši le lengwe dingaka di ile tša botša mme le tate tša re: "Re manyami go le botša gore Zanele o swerwe ke bolwetši bja mafahla-TB ya mokokotlo. A ka se sa kgona go sepela o tla swanelwa ke go sepela ka setulo sa go thetha."

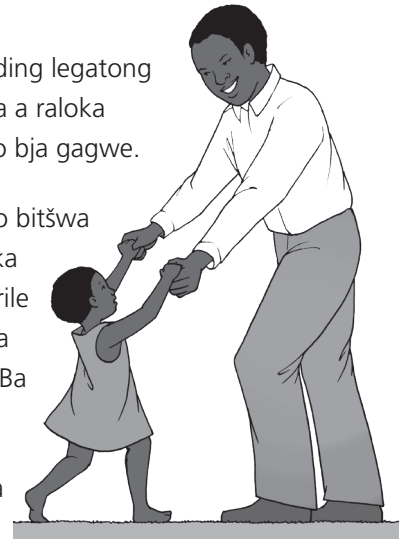
O ka gopola gabotse gore go tla ba bjang ge o se sa tlo kgona go sepela gape? Ke be ke rata go raloka dipapadi kudu. Naa ke eng seo ke tla go se dira? Mme le Tate ba ile ba nkiša sekolong sa bana ba ba sa itekanelago ba go swana le nna. Sekolong se go be go šongwa kudu, barutiši ba be ba re thuša go dira ka mo re ka kgonago. Ke rutilwe go raloka dipapadi tša mehutahuta le ge ke be ke le godimo ga setulo sa go thetha dinako ka moka.

Ke be rata gore ke raloke bokaone nako ye nngwe le ye nngwe ka ge dithaloko e be e le selo seo se lego pelong ya ka. Ke be ke itšhidulla kudu letšatši le lengwe le le lengwe. Ke ile ka tsenela diphadišano tšeo go tšona ka mehla ke bego ke hwetša dimentlele le dihloro. Ke be ke rata gore ke laetše bokgoni go fetišiša gore ke be ke fihle diphadišanong tše bohlokwa tša dipapadi lefaseng ka moka, e lego tša diOlimpiki!

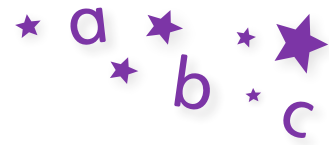
O ka gopola gore go diragetše eng? Ee, ka morago ga mengwaga ye mentši ya maitapišo, ke ile ka botšwa gore ke tla ba ke eya dipapading tša diOlimpiki! Ke ile ka ya, le gona fao ka bapala gabotse kudu, ka thopa mentlele wa gauta. Ke ile ka thaba kudu le gona ka kwa ke ikgodiša ka seo ke se dirilego.

Ka ke fela ke re: O se ke wa tšhaba go laetša bokgoni go fetišiša wa ba wa fetša o tlogela. Bona gore go diragetše eng ka nna!

**A ke mafelelo a kanegelo.**



# ★ Zanele's story



## Story

Our story today is about Zanele Situ who loves to play sports for her country, South Africa. Zanele moves around and plays sports in a wheelchair because she can't walk anymore. Listen to Zanele as she tells us her story.

Hello, my name is Zanele. I was born in a small town called Matatiele. I was a happy little girl, but when I was eleven years old, my body started to feel tired and sick and then one day I found that my legs couldn't move and I couldn't walk anymore. My mom and dad were very worried and I felt scared. They took me to the hospital.

The doctors at the hospital looked at my body. They did special tests to see if they could find out why I couldn't walk. I was very tired and slept for hours and hours every day. I had to stay in hospital for three years!

One day the doctors told my mom and dad: "We are very sorry, but Zanele has got tuberculosis or TB in her spine. She will never walk again and must move around in a wheelchair."

Can you imagine never being able to walk again? I loved to play sports so much. What was I going to do? My mom and dad took me to a special school where there were lots of children like me. It was a very busy school and the teachers helped us to do our best. I was taught to play sports, even though I was in a wheelchair all the time. I loved throwing the heavy shot put ball as far as I could and hurling the flat discus further than anyone else. But throwing the long javelin pole was my favourite sport and I became very good at it.

I wanted to get better and better at the sports that I loved so much. I practised very hard every day. I went to competitions and got many medals and prizes. I wanted to be good enough to go to the most important sports competition in the world, the Paralympics!

And guess what happened? Yes, after lots of years of hard work I was told that I was going to go to the Paralympics! I went and I did very well. I won a gold medal. I was happy and very proud.

I always say: Don't be scared to try your best and never give up. Just look what happened to me!

***And that is the end of the story.***





## Koša

Bapalela barutwana koša ya setšhaba gomme o ba dumelele go opela le yona.

### Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	setulo sa go thetha	dipapadi	itšhidulla	mentlele/ sefoko	ikgodiša	bookelo
Mantšu a tlaleletšo:	ngaka	tshwenyegile	tšhogile	lapile	diteko	sepela
	sehora/ sefoka	phadišano	Olimpiki	šutha	mokokotlo	ikgethilego





## Song

Play the national anthem to the learners and let them sing along.

## Vocabulary from the story

<b>Key-words:</b>	<b>wheelchair</b>	<b>sports</b>	<b>practise</b>	<b>medal</b>	<b>proud</b>	<b>hospital</b>
Extra words:	doctor	worried	scared	tired	tests	walk
	prize	competition	Paralympics	move	spine	special





### Go nyakega lebe le:

- Kanegelo: Kanegelo ya Zanele
- Dipopi: Zanele (bjalo ka mosetsana yo monnyane, motho yo mogolonyana le motho yo mogolo), setulothethišwa se se nago selo, ngaka
- Ditshegetšo: sefoka/ metale, folaga ya Afrika Borwa, lepokisi la dithišu gore e mpete
- 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 na le le boradipapadi goba bommadipapadi ba ba tumilego ba o ba tsebago? Ke papadi efe ye ba e ralokago? O na le yo o mo tsebago yo a kilego a hwetša sefoka ka go dira gabotse mo dipapading? Naa o šetše o kwele ka diOlimpiki goba diOlimpiki tša ba go se itekanele?"
- 1.3 E re : "Pele re ka thoma, ke rata go le tsebiša ka ga ditlhalošo tša a mangwe a mantšu a mafa ao re tla a humanago ka gare ga kanegelo." Boledišanang ka mantšu a bohlokwa go tšwa lenaneong la tlotlontšu, o bontšhe barutwana selo goba seswantšho goba o ba bontšhe ka go diragatša tlhaloso ya lentšu. Mohlala: Ba bontšhe sefoka goba seswantšho sa motho yo mongwe a le godimo ga sethala a amogela sefoka. Hlalosa gore difoka ke dihloro tše o di humanago ge go ena le diphadišano go bona yo e lego yo mokaonekaone mo dipapading.

#### 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 nagana gore ke eng se se dirilego gore sekolo e be lefelo le le ikgethilego go Zanele? O nagana gore o ile a ikwa bjang ge ngaka e mmošša gore o tla ba ka setulong sa go thetha bophelo bja gagwe ka moka?"

#### 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: "rena, rata, raloka, rile, robala, re, rutilwe. Le kgona go kwa modumo wo o nepišitšwego: rena, rata, robala, 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 latelwago ge go hlwekišwa.







### You will need:

- Story: *Zanele's story*
- Puppets: Zanele (as a little girl, a young adult and an adult), an empty wheelchair, the doctor
- Props: a medal, a South African flag, a tissue box for a bed
- 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: *"Do you know any famous sportsmen or sportswomen? What sports do they play? Do you know anyone who got a medal for doing well in sports? Have you heard about the Olympics or Paralympics?"*
- 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 a medal or a picture of someone on a podium receiving a medal. Explain that medals are prizes you get when there is a competition to see who is the best at a sport.

#### 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 made the school a special place for Zanele? How do you think she felt when the doctor told her she would be in a wheelchair for the rest of her life?"*

#### 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: *"rena, rata, raloka, rila, robala, re, rutilwe. Can you hear the focus sound: rena, rata, robala, re? Ee, le nepile? Yes, you are right! They all have the sound /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:

- Dipopi tša go tšwa kanegelong
- Kgatišo ya kopelo ya setšhaba ya Afrika Borwa le ditshegetšo goba diswantšho tša koša (seswantšho sa folaga ya Afrika Borwa goba folaga ya nnete)



## Beke ya 1 Letšatši la 2

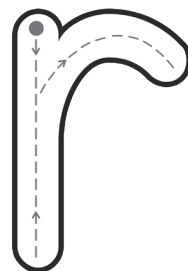
### Mešongwana ya phapoše ka moka

#### 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. Ye ke koša ye e ikgethilego ba swanetše go emelela thwii le go ikwa ba ikgokgomoša ge ba e opela.
- 4 Raloka kgatišo ya kopelo ya setšhaba o hlohleletše barutwana go opela gotee le yona.
- 5 Iphshine ka go e opela ka maleme a go feta le tee.

#### Go bopa tumatlhaka

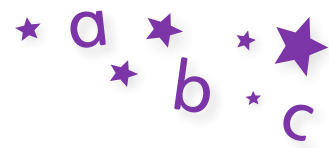
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /r/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /r/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Šomiša rula e otlogilego go thala mothaladi wa go otlogoga gomme le o re: **r-r-rula**.
- 3 Botšiša barutwana ge ba gopola ka moo r 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 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, 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
- A recording of the South African national anthem and props or pictures for the song (a picture of a South African flag or a real flag)



## Week 1 Day 2

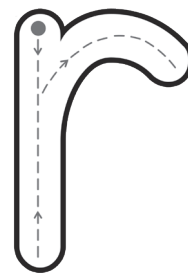
### Whole class activities

#### 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. This is a special song and they must stand up straight and feel very proud when they sing.
- 4 Play a recording of the national anthem and encourage learners to join in and sing along.
- 5 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 /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 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 **r**: rula, roko, rakbi, raba, roboto, ranta, raseke, raese



## 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 Zanele o ile a ikwa bjang ge a be a le ka sepetelele? (*a lapile ebile a lwala*) Naa Zanele le batswadi ba gagwe ba ikwele bjang ge dingaka di be di dira diteko? (*ba tshwenyegile le gore ba be ba tšhogile*) Naa Zanele o ikwele bjang ge a thopa sefoka sa gauta? (*a thabile ebile a itumetše*)
- 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 **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:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **r**: rula, roko, leraga, lerala, rakbi, raba, roboto, ranta, raseke, raese



## Week 1 Day 3

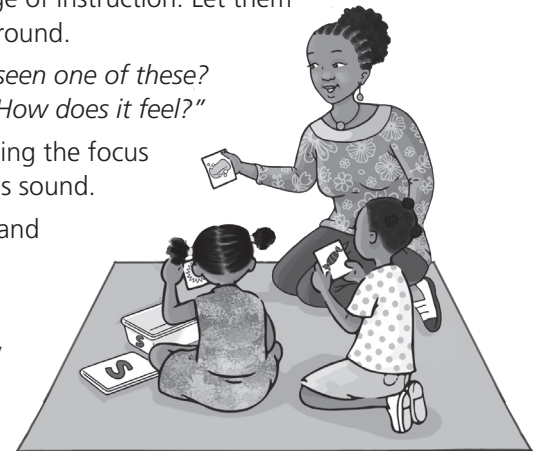
### Whole class activities

#### 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: *"How did Zanele feel when she was in hospital?"* (tired and sick) *"How did Zanele and her parents feel when the doctors were doing tests?"* (worried and scared) *"How did Zanele feel when she won a gold medal?"* (happy and proud)
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

#### Letter boxes

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



### Small group activities

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





### Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho
- Dikarata tša seswantšho
- Didiko tša diOlimpiki tše hlano tša go dirwa ka dithini tše di tatilwego ka lephephe la mebalabala (mebala ya Olimpiki: ntsho, khubedu, tala morogo, serolwana, tala lerata) le tlhaka le karata ya seswantšho ye e kgomareditšwego mo pele ga thini ye nngwe le ye nngwe

### 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 mafelol boemo)
- "Go reng o nagana ...?" (kgopolo ya go itlhamela, go hlagiša maikutlo)

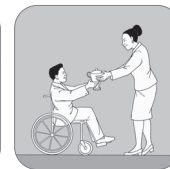
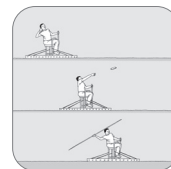


## Beke ya 1 Letšatši la 4

### 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 morutwana yo mongwe le yo mongwe karata ya seswantšho. Ba fe seswantšho sa bona leina ba bolele lentšu leo ka go iketla. Barutwana ba leke go hlaola modumo bja lentšeng. Mohlala: Lentšu le "foroko" le na kle modumo wa /f/.
- 2 Ge morutwana yo mongwe le yo mongwe a bile le sebaka sa go bolela leina la seswantšho le gore modumo wa tumanoši o hlaotšwe, bontšha barutwana didiko tša dithini tša Olimpiki. Hlaloša gore ba swanetše go lebelela tlhaka ye e ngwadilwego godimo ga thini ye nngwe le ye nngwe le go akanya mo ba beago karata ya seswantšho gona. Mohlala: Ge ba e na le seswantšho sa "foroko", ba tla swanelwa ke go se bea ka gare ga thini ya go ba le modumo wa "f".

### Mešongwana ya dihlopha tše dinnyane

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



### You will need:

- Big sequence pictures
- Picture cards
- Five Olympic rings made from tins covered with coloured paper (Olympic colours: black, red, green, yellow, blue) with a letter and picture card stuck on the front of each tin

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

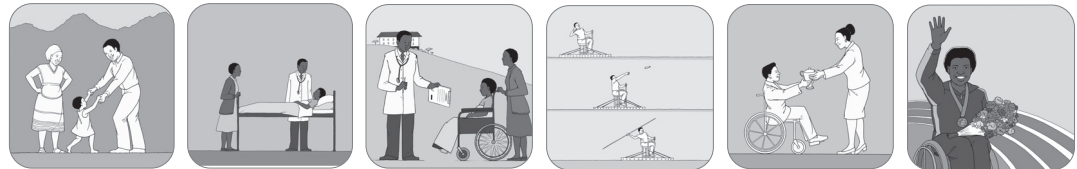
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures 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. They must name their picture and then say the word very slowly. The other learners must try to identify the focus sound in the word. For example: The word "foroko" has the sound /f/.
- 2 When each learner has had a turn to say the name of a picture and the focus sound has been identified, show learners the Olympic ring tins. Explain that they must look at the letter written on each tin and decide where to put their picture card. For example: If they have a picture of a "foroko", they would need to place it in the tin with the **f** 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:

- Morutwana yo mongwe le yo mongwe o fiwa letsopa la go raloka goba letsopa la nnete go dira difoka tše tharo (sa gauta, sa silibera le sa boronse), leleme goba thapo
- Dikarata tša seswantšho
- Mokotla goba selopo, didirišwa tša go šomišwa dipapading tša go fapafapana goba diswantšho tša batho ba go tšea karolo dipapading tše di fapaneng

## Beke ya 1 Letšatši la 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Morutwana yo mongwe le yo mongwe o tla swanelwa ke go ba le nkgokolo ya letsopa la go raloka goba letsopa la nnete. Ba hlalose tše gore ba ya go dira difoka ka letsopa la go raloka goba letsopa la nnete.
- 2 Ba swanetše go thoma ka go phutha le go papatla letsopa la go ralokiša goba letsopa la nnete. Ba ka šomiša sekhurumelo sa moruswi wa go swara kgotla –o- mone go sega dinkgokolo le go šomiša lehlaka go phula lešoba ka godimo ga sefoka.
- 3 Difoka di ka tlogelwa letšatšing gore di ome le gore barutwana ba pente difoka ba follele leleme goba thapo go phuleletša mo mašobeng.



### Stella o re:



*Mathomong barutwana ba ka swara bothata ka ge go le bothata go kwa medumo ya go ikema (difoneme) mo mantšung.*

### Momaganya le go ripaganya (dinoko le difoneme)

- 1 Lokela dikarata tša diswantšho goba dišomišwa ka gare ga mokotla goba selopo.
- 2 Thoma ka go lokela seatla sa gago ka gare ga mokotla, o kgetha selo se sengwe le go dira modumo gore barutwana ba akanye. Mohlala: “Ke na le kgw-e-l-e ka letsogong la ka. Ke eng?”
- 3 Morutwana wa mathomo wa go akanya a ka tšwela pele ka thušo ya gago, kgetha karata ye nngwe goba sešomišwa gore morutiši a dire modumo wa sona.
- 4 Ge o šetše o ntšhitše dikarata goba dišomišwa tše seswai, kgomaretša dikarata lebotong goba o di bee godimo ga legogwa gore barutwana ba di bone. Bjale e re: “Ke nyakana le kgw-e-l-e go e beela thoko. Ke mang yo a ka nkhwetšago yona?”
- 5 Bušetša karata goba sešomišwa ka mokotleng. O botšiše barutwana ge go ena le yo a ratago go leka go kgetha se sengwe le go bolela medumo ya lentšu leo gore barutwana ba bangwe ba akanye seo ba se swerego ka diatleng tša bona.



### 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:

- Playdough or clay for each learner to make three medals (gold, silver and bronze), jam jar lid, drinking straw, paint (gold, silver and bronze), ribbon or string
- Picture cards
- Bag or pillowcase, objects used in different sports or pictures of people doing different sports

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

- 1 Each learner will need a ball of Playdough or clay. Explain that they are going to make medals out of Playdough or clay.
- 2 They must begin by rolling the Playdough or clay flat. They can use the jam jar lid to cut out circles and the straw to make a hole at the top of the medal.
- 3 The medals can be left in the sun to dry and then learners can paint the medals and thread the ribbon or string through the holes.



### Stella says:



Learners might struggle with this at first as it is difficult to hear the individual sounds (phonemes) in words.

### Blending and segmenting (syllables and phonemes)

- 1 Put the picture cards or objects into a bag or pillowcase.
- 2 Start the activity by putting your hand in the bag, choosing something and sounding out for the learners to guess. For example: "Ke na le kgw-e-l-e ka letsogong la ka. Ke eng?"
- 3 The first learner to guess can then have a go and with your help, choose the next card or object for the teacher to sound out.
- 4 Once you have taken out eight cards or objects, stick the cards on the wall or put them on the mat so that learners can see them. Then say: "Ke nyakana le kgw-e-l-e go e beela thoko. Ke mang yo a ka nkhwelētšago yona?"
- 5 Put each card or object back in the bag. Then ask learners if anyone would like to try choosing something and saying the sounds in the word so that others can guess what they have in their hand.



### 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"> <li>Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe</li> <li>Dikherayoni tša makhura tše dikgolo</li> </ul> <div data-bbox="218 700 562 910"> <p>Kanegelo ya Zanele Prisha Znle a tple mtle</p> </div> <div data-bbox="210 929 569 1247"> <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><b>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago pele</b></p> <ol style="list-style-type: none"> <li>Ngwala hlogo ya kanegelo mo godimo letlakaleng la se ngwalwe selo la morutwana yo mongwe le yo mongwe pele thuto e ka thoma.</li> <li>Kgopela barutwana go šupa mantšu a hlogo ge o a bala le bona.</li> <li>Botšiša barutwana gore ke karolo efe ya kanegelo yeo ba e ratago go di feta ka moka. Efa ditšhišinyo.</li> <li>Hlohleletša barutwana go thala seswantšho sa karolo ye ba e ratago ya kanegelo.</li> <li>Dira tshwayaswao goba o kgopele morutwana yo mongwe le yo mongwe a go botše ka sethalwa sa gagwe.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
<ul style="list-style-type: none"> <li>Dikarata tša seswantšho sa tlhaka, dikarata tša go sepelelana tša seswantšho se sengwe le se sengwe se se ngwadilwego ka gare dikhurumelo tša bogolo bja go fapana tša meruswi goba mabotlelo</li> <li>Seripa se segolo sa karata sa go ba le bokantle bja dikhurumelo tša mabotlelo tše di thadilwego godimo ga karata</li> </ul>	<p><b>Mošongwana wa 2: Marara le dithalokwana</b></p> <ol style="list-style-type: none"> <li>Hlalosetša barutwana gore ba swanetše go topa sekhurumelo, ba bitše modumo wa tlhaka ba bone ge e le gore ba ka hwetša seswantšho sa go sepelelana le modumo wo ka ntikodikong godimo ga karata.</li> <li>Ge ba hweditše seswantšho sa go sepelelana le modumo wo, ba swanetše go bea sekhurumelo godimo ga seswantšho go fihlela diswantšho ka moka di khurumeditšwe.</li> </ol> <div data-bbox="788 1502 1378 1671"> </div>
<ul style="list-style-type: none"> <li>Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana</li> </ul> <div data-bbox="291 1808 505 2080"> </div>	<p><b>Mošongwana wa 3: Go bala ka go itaola</b></p> <ol style="list-style-type: none"> <li>Laela sehlopha go ya sekhutlong sa dipuku goba efa sehlopha mokgobo wa dipuku.</li> <li>Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala.</li> <li>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.</li> <li>Etela sekhutlo go lekola le go hlohleletša barutwana ka fao ba balago ka gona.</li> </ol>







## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <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><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>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.</li> <li>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.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>Letter picture cards, matching letters for each picture written inside different sized lids of jars or bottles</li> <li>Large piece of card with outlines of the bottle lids drawn on the card</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Explain to learners that they must pick up a lid, say the sound of the letter and then see if they can find the picture in the matching circle on the card.</li> <li>Once they find the matching picture, they must put the lid over the picture until all the pictures are covered.</li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>





### Go nyakega lebe le

- Didiko tša Olimpiki tša go segwa go tšwa karateng goba dipoleiting tša pampiri, segorametši le dikero
- Lephephe la mebalabala (ntsho, khubedu, tala morogo, serolwana, tala lerata) leo barutwana ba ka le gagolago ba le kgorametša go dikologa didiko



*Didiko tša Olimpiki di emela dikontinente tše hlano tša lefase: Eoropa, Asia, Afrika, Amerika le Oceania.*

- Ditshegetšo: mogala, sebala-tšhelete, didirišwa tša go fapana tša dipapadi bjalo ka dikgwele, diaparo, dieta, rakhete/dikota tša hoki, dikgatišobaka tša dipapadi (gantši di fiwa ntle le tefo), diswantšho tša ditlabakelo le diaparo tša dipapadi

### Mešongwana

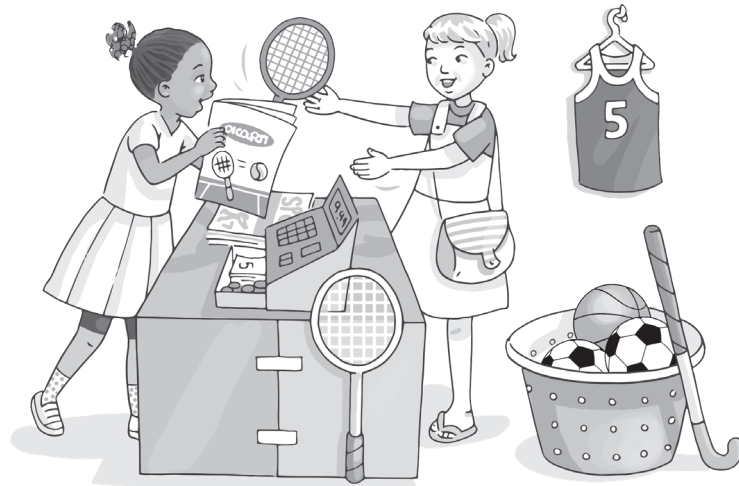
#### Mošongwana wa 4: Mabokgoni a tshepetšo ye e dumeletšwego le mongwalo

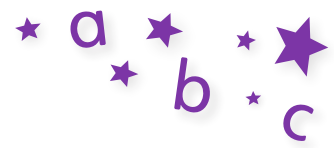
- 1 Efa morutwana yo mongwe le yo mongwe letlakala la lephephe la mebalabala. Hlaloa gore ba swanetše go gagola lephephe ba le kgomaretše godimo ga sediko sa Olimpiki.
- 2 Ge ba feditše, ba ka di hlaola ka mebala ya didiko tša Olimpiki ye mehlano le go kgomaretša sešupo sa sediko sa Olimpiki lebotong la ka phapošing.



#### Mošongwana wa 5: Thaloko ya maitirišo

- 1 Laela barutwana go ya sekhutlwaneng sa thaloko ya maitirišo ba bontšhe ditshegetšo tše diswa. Ba hlalose tše gore ba ya go itiriša go rekiša goba go reka ditlabakelo tša dipapadi.
- 2 Etela sekhutlwana le ge e ka ba gatee go lebeledišiša le go hlohleletša thaloko ya barutwana.





### You will need

- Olympic rings cut out of card or paper plates, glue and scissors
- Coloured paper (black, red, green, yellow, blue) that learners can tear and stick onto the rings

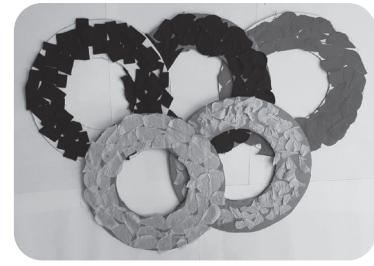


*The Olympic rings stand for the five continents of the world: Europe, Asia, Africa, the Americas and Oceania.*

### Activities

#### Activity 4: Fine motor skills and handwriting

- 1 Give each learner a ring and a sheet of coloured paper. Explain that they must tear the paper and stick it onto the Olympic ring.
- 2 Once they are finished, they can sort into the five Olympic ring colours and stick the Olympic ring symbol on the wall in the classroom.



- Props: telephone, till, different sports items such as balls, clothes, shoes, rackets/bats or hockey sticks, sports magazines (often given free), pictures of sports items and clothes

#### Activity 5: Pretend play

- 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 work at or visit a sports shop and sell or buy sports equipment. 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 morutwana yo mongwe le yo mongwe
- Khophi ye e gatišitšwego ya Boso le bošweu ya tatelano ya diswantšho ya morutwana yo mongwe le yo mongwe
- Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe, dikero, sekgorametsi

## 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: *"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 Kgopela barutwana go sega diswantšho tša boso lebošweu, di bee ka tatelano ya maleba ba di kgomaretše godimo ga letlakala le le sa ngwalwago selo. Sepela go dikologa ka phapošeng o thuša mo go nyakegago. Mošongwana wo o bohlokwa go lekanyetša bokgoni bja barutwana bja go ka bea ditiragalo tša kanegelo ka tatelano ya maleba.
- 6 Ge barutwana ba feditše diswantšho tša tatelano, efa morutwana yo mongwe le yo mongwe pukwana ye nnyane. Ge nako e le gona, barutwana ba ka "balelana" pukwana ye ye nnyane gona ka mo phapošeng.
- 7 Hlohleletša barutwana go ya le dipuku tše gae go ya go di bala le ba ka gae.



#### Go hlagiša modumo go tšwa kanegelong

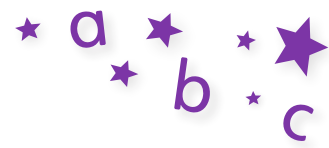
- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: *"sepela, sepetlele, setulo, se, sa, seo, sekolong, selo. Le kgona go kwa modumo wo o nepišitšwego: sepetlele, setulo, sekolong? Ee, le nepile! Ka moka ba file modumo wa /s/."*
- 2 *"Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /s/: sega, seboko, seširo, sešupanako, setimela, sego, seipone, seroto, sebešo."* (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /s/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /s/: **"s-s-s"**. 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
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

## 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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: "sepela, sepetele, setulo, se, sa, seo, sekolong, selo. Can you hear the focus sound: sepetele, setulo, sekolong? Yes, you are right! They all have the sound /s/."
- 2 "Listen carefully, here are some more words with /s/: sega, seboko, seširo, sešupanako, setimela, sego, seipone, seroto, sebešo." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /s/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /s/: "s-s-s". 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: Kanegelo ya Zanele
- 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

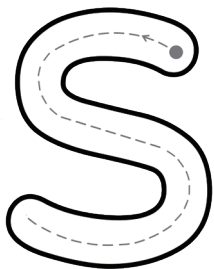
#### Go bala mmogo: Puku ye Kgolo



- 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

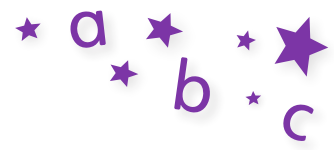
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /s/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /s/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo. Mohlala: Barutwana ba ka dira sebokwana sa go nyokanyoka ka menwana ya bona ya mogogorupa ge ba re: **s-s-seboko**.
- 3 Botšiša barutwana ge ba gopola ka moo **s** e ngwalwago ka gona. Ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o ye ka godimo o ye le fase."
- 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: *Zanele's story*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

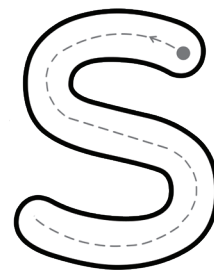
#### Shared reading – Big Book

- 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 /s/ or if they can think of any other words that start with the sound /s/.
- 2 Teach learners an action associated with the sound. For example: Learners can make a little wiggling worm with their left index finger while saying: “**s-s-seboko**”.
- 3 Show learners how to write the letter **s**. 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.*”
- 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:

- Kgatišo ya phetolelo ye telele ya kanegelo ya Zanele ye e balwago ke Sindiwe Magona (o ka e hwetša lenaneong le la khomphutha: <https://www.youtube.com/watch?v=xioDIWKHFJs>)
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **s**: seboko, seširo, sešupanako, setimela, sego, seipone, seroto, sebešo, seetha

## Beke ya 2 Letšatši la 3

### Mešongwana ya phapoše ka moka

#### Go ithuta go theeletša

- 1 Bea barutwana ka ntikodiko o ba kgopele go tswalela mahlo a bona le gore ba theeletše ka tlhokomelo medumo ye e kwagalago ka mathokong a bona. Botša barutwana gore ba forohle ditsebe tša bona go itokišetša go theeletša ka tlhokomelo.
- 2 Hlalosa gore o ya go ba ralokela kgatišo ya phetolelo ye telele ya Kanegelo ya Zanele ka Seimane. Ba swanetše go theeletša ka tlhokomelo le go bona gore ke dilo tša kae tše ba di gopolago go tšwa kanegelong ye o ba boditšego yona.
- 3 Raloka kgatišo le go reta barutwana ka go theeletša gabotse.
- 4 Ge kanegelo e fedile, botšiša barutwana gore ke eng se ba se ratilego kudu ka ga kgatišo ye telele ya kanegelo.
- 5 Botša barutwana gore ba ka kgopela batswadi ba bona go ba šutišetša kanegelo gore ba kgone go e theeletša ba le gae.

#### Mapokisi la ditlhaka

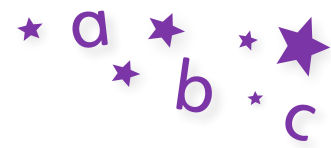
- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme 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 s."* 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 recording of the long version of *Zanele's story* read by Sindiwe Magona (you can download it here: <https://www.youtube.com/watch?v=xioDIWKHFJs>)
- A letter box containing objects or pictures of objects that have the focus sound **s**: seboko, seširo, sešupanako, setimela, sego, seipone, seroto, sebešo, seetha

## Week 2 Day 3

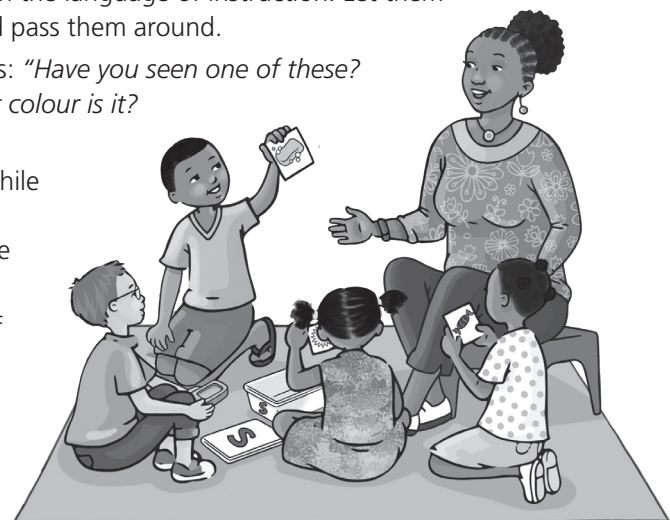
### Whole class activities

#### Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to the sounds around them. Tell learners to rub their ears to get ready for careful listening.
- 2 Explain that you are going to play them a recording of a long version of Zanele's story in English. They must listen carefully and see how much they remember from the story you told them.
- 3 Play the recording and praise learners for good listening.
- 4 When the story is finished, ask learners what they liked most about the long version of the story.
- 5 Tell learners that they can ask their parents to download the story and listen at home.

#### 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 s."* 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
- Dikarata tša seswantšho
- Didiko tša diOlimpiki tše hlano tša go dirwa ka dithini tše di tatilwego ka lephephe la mebalabala (mebala ya Olimpiki: ntsho, khubedu, tala morogo, serolwana, tala lerata) le tlhaka le karata ya seswantšho ye e kgomareditšwego mo pele ga thini ye nngwe le ye nngwe

## Beke ya 2 Letšatši la 4

### Mešongwana ya phapoše ka moka

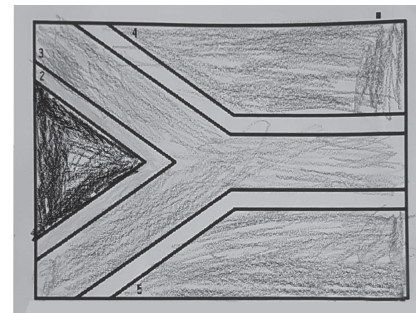
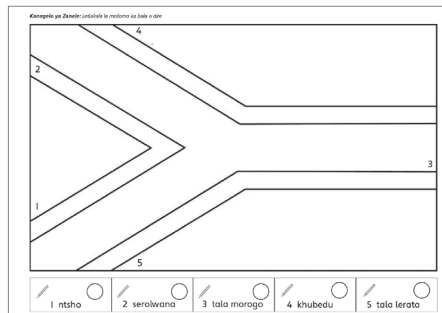
#### Bala o dire

- 1 Botšiša barutwana ge e ba ba gopola seswantšho mo letlakaleng la bona la Bala o Dire. Ke seswantšho sa folaga ya Afrika Borwa gomme ba ya go e khalara. Ba kgopele go lebelela tafola mo tlase ga letlakala o bolele ka seo ba se bonago (dinomoro, diswantšho le mantšu).
- 2 Gopotša barutwana go re ba ya go "bala" poloko ye nngwe le ye nngwe gomme ba dire seo e se bolelago.
- 3 Wo ke mošongwana wa "khalara go ya ka nomoro". Bala poloko ya mathomo le barutwana gomme o ba kgopele go khalara sediko ka boso. Bjale lebelela poloko ya bobedi gomme o khalare sediko ka bosorolwana. Bontšha barutwana poloko ye nngwe le ye nngwe o ba kgopele go khalara didiko. Ge ba dirile seo, hlaloša go re mo ba bonago nomoro ya 1 mo folageng, ba swanetše go khalara ka boso, mo ba bonago nomoro ya 2, ba swanetše go khalara ka bosorolwana. Barutwana ba swanetše go tšwela pele go fihlela folaga ka moka e khalarilwe.
- 4 Sepela go dikologa barutwana ge ba le gare ba šoma gomme o ba fe thekgo mo go hlokegago.
- 5 Gopotša barutwana go lekola tafola gape ka morago ga ge ba feditše "go bala" le go khalara, le go bea leswao mo polokong ye nngwe le ye nngwe ge ba dirile mošongwana woo.

### Stella o re:



Ge o ena le barutwana ba go tšwa dinageng tše dingwe ka phapošeng ya gago, ba botšiše ge e le gore ba na le folaga ya naga ya bona ye ba ka tlogo le yona ka phapošeng, goba ba hwetše seswantšho sa folaga yeo gore ba tle ba bontšhe barutwana ba bangwe ka phapošeng.



### Go theeletša medumo ye e nepišitšwego

- 1 Efa morutwana yo mongwe le yo mongwe karata ya seswantšho. Ba fe seswantšho sa bona leina ba bolele lentšu leo ka go iketla. Barutwana ba leke go hlaola modumo bja lentšeng. Mohlala: Lentšu le "foroko" le na kle modumo wa /f/.
- 2 Ge morutwana yo mongwe le yo mongwe a bile le sebaka sa go bolela leina la seswantšho le gore modumo wa tumanoši o hlaotšwe, bontšha barutwana didiko tša dithini tša Olimpiki. Hlaloša gore ba swanetše go lebelela tlhaka ye e ngwadilwego godimo ga thini ye nngwe le ye nngwe le go akanya mo ba beago karata ya seswantšho gona. Mohlala: Ge ba e na le seswantšho sa "foroko", ba tla swanelwa ke go se bea ka gare ga thini ya go ba le modumo wa "f".

### Mešongwana ya dihlopha tše dinnyane

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







### You will need:

- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards
- Five Olympic rings made from tins covered with coloured paper (Olympic colours: black, red, green, yellow, blue) with a letter and picture card stuck on the front of each tin

## Week 2 Day 4

### Whole class activities

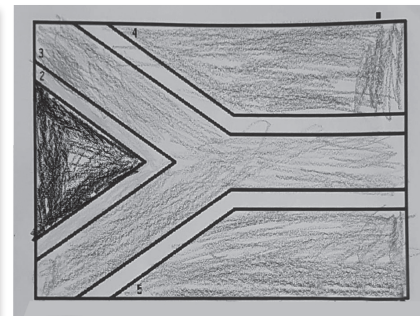
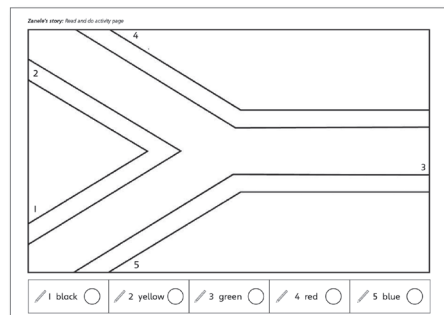
#### Read and do

- 1 Ask learners if they recognize the picture on their **Read and do activity page**. It is a picture of the South African flag and they are going to colour it in. Ask them to look at the table at the bottom of the page and talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each block and then do what it says.
- 3 This is a “colour by number” activity. Read the first block with learners and ask them to colour the circle in black. Then look at the second block and colour the circle in yellow. Take learners through each block and ask them to colour in the circles. Once they have done that, explain that wherever they see the number 1 on the flag, they must colour in black, wherever they see a number 2, they must colour in yellow. The learners must continue until the whole flag has been coloured in.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the table again after they have finished “reading” and colouring in, and to put a tick in each block when they have done that task.

### Stella says:



*If you have learners from other countries in your class, ask them if they have a national flag that they can bring to class, or find a picture of the flag to show the other learners in the class.*



### Listening for focus sounds

- 1 Give each learner a picture card. They must name their picture and then say the word very slowly. The other learners must try to identify the focus sound in the middle of the word. For example: The word “foroko” has the focus sound /f/.
- 2 When each learner has had a turn to say the name of a picture and the focus sound has been identified, show learners the Olympic ring tins. Explain that they must look at the letter written on each tin and decide where to put their picture card. For example: If they have a picture of a “foroko”, they would need to place it in the tin with the **f** 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:

- Sekgelana sa letlakala la papetla phepheulwa, pene ya go ngwala godimo ga papetla ye tšhweu goba khokhi ye koto
- Diswantšho goba divideo tše di pomilwego tša batho ba ba dirago mehuta ya go fapana ya dipapadi
- Dikherayoni tša makhura tše dikgolo
- Mokotla goba selopo, didirišwa tša go šomišwa dipapading tša go fapafapana goba diswantšho tša batho ba go tšea karolo dipapading tše di fapaneng

## Beke ya 2 Letšatši la 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Bontšha barutwana diswantšho goba video tše di pomilwego tša go laetša batho ba dipapadi tša go fapana. Ba botšiše gore ke papadi efe ye ba ka thabelago go ithuta yona.
- 2 Bolela ka phadišano ya dipapadi ye o ka ratago gore e be gona sekolong sa lena. Boledišanang gore ke papadi efe ye o ka e dirago ye o ka ratago go phadišana ka yona. Dikgopolo tše dingwe ke tše: go lahlela mekotla ya dinawa ka gare ga nkgo, go sepela godimo ga lepolanka, go bona gore o ka fofela bokgole bjo bokaakang.
- 3 Kgopela barutwana ba gago go o thuša go ngwalela hlogo ya sekolo taletšo go tla phadišanong le go tlo fana ka difoka. Bolela ka moo o tla thomago lengwalo goba taletšo ka gona: "... yo a rategago, O kgopelwa go tla phadišanong ya rena ya dipapadi." Boledišanang ka seo le tla ratago go se ngwala ka mo taletšong: leina la tiragalo, letšatšikgwedi, nako le lefelo.
- 4 Kgetha barutwana ba babedi go yo neelana ka lengwalo go hlogo ya sekolo le go mo kgopela gore a fetole ka go ngwala. Balela barutwana ba ka phapošeng phetolo yeo.
- 5 Dirang dithulaganyo tša letšatši la dipapadi le go kgopela hlogo ya sekolo go neelana ka sefoka go morutwana yo mongwe le yo mongwe. (O ka šomiša difoka tša letsopa la go ralokiša tša go dirwa ke morutwana yo mongwe le yo mongwe.)

### Stella o re:



*Mathomong barutwana ba ka swara bothata ka ge go le bothata go kwa medumo ya go ikema (difoneme) mo mantšung.*

### Momaganya le go ripaganya (dinoko le difoneme)

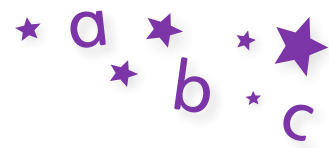
- 1 Lokela dikarata tša diswantšho goba dišomišwa ka gare ga mokotla goba selopo.
- 2 Thoma ka go lokela seatla sa gago ka gare ga mokotla, o kgetha selo se sengwe le go dira modumo gore barutwana ba akanye. Mohlala: "Ke na le kgw-e-l-e ka letsogong la ka. Ke eng?"
- 3 Morutwana wa mathomo wa go akanya a ka tšwela pele ka thušo ya gago, kgetha karata ye nngwe goba sešomišwa gore morutiši a dire modumo wa sona.
- 4 Ge o šetše o ntšhitše dikarata goba dišomišwa tše seswai, kgomaretša dikarata lebotong goba o di bee godimo ga legogwa gore barutwana ba di bone. Bjale e re: "Ke nyakana le kgw-e-l-e go e beela thoko. Ke mang yo a ka nkhweletšago yona?"
- 5 Bušetša karata goba sešomišwa ka mokotleng. O botšiše barutwana ge go ena le yo a ratago go leka go kgetha se sengwe le go bolela medumo ya lentšu leo gore barutwana ba bangwe ba akanye seo ba se swerego ka diatleng tša bona.



### Mešongwana ya dihlopha tše dinnyane

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





### You will need:

- A piece of flipchart paper, whiteboard marker or a thick koki
- Pictures or video clips of people doing different types of sport
- Jumbo wax crayons
- Bag or pillowcase, objects used in different sports or pictures of people doing different sports

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Show learners pictures or video clips of people doing different types of sport. Ask them which sport they enjoy watching or which sport they would like to learn.
- 2 Talk about a sporting competition that you could have at your school. Discuss which sport you could do and what you would need for the competition. Here are some ideas: throwing bean bags into a bucket, walking across a plank, seeing how far you can jump.
- 3 Ask learners to help you write an invitation to the principal to come to the competition and present the medals. Talk about how you start a letter or invitation: "Dear .... Please come to our sporting competition." Discuss what you need to write on the invitation: name of event, date, time and place.
- 4 Choose two learners to deliver the letter and ask the principal to respond in writing. Read her response to the class.
- 5 Make arrangements for the sports day and ask the principal to present each learner with a medal. (You can use the playdough medals each learner made.)

### Stella says:



Learners might struggle with this at first as it is difficult to hear the individual sounds (phonemes) in words.

### Blending and segmenting (syllables and phonemes)

- 1 Put the picture cards or objects into a bag or pillowcase.
- 2 Start the activity by putting your hand in the bag, choosing something and sounding out for the learners to guess. For example: "Ke na le kgw-e-l-e ka letsogong la ka. Ke eng?"
- 3 The first learner to guess can then have a go and with your help, choose the next card or object for the teacher to sound out.
- 4 Once you have taken out eight cards or objects, stick the cards on the wall or put them on the mat so that learners can see them. Then say: "Ke nyakana le kgw-e-l-e go e beela thoko. Ke mang yo a ka nkhweletsago yona?"
- 5 Put each card or object back in the bag. Then ask learners if anyone would like to try choosing something and saying the sounds in the word so that others can guess what they have in their hand.






### 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"> <li>Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe</li> <li>Dikherayoni tša makhura tše dikgolo</li> <li>Diswantšho tša dipapadi tša go fapana tša go tlo boledišanwa ka tšona (goba ge go kgonagala divideo tše di pomilwego), mohlala: dithobollo, go rutha, kgwele ya maoto, rakipi, hokhi, lerumo, go kitima ka dipaesekela, go kitima, go namela dipere, thenisi</li> </ul>	<p><b>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwago pele</b></p> <ol style="list-style-type: none"> <li>Barutwana ba swanetše go lebelela diswantšho tša dipapadi tša go fapana le go akanya gore ke papadi efe ye ba ka ratago go ithuta yona.</li> <li>Ba swanetše go thala seswantšho sa bona beng ba dira thaloko yeo le go leka go ngwala leina la papadi yeo ka fase ga seswantšho.</li> </ol> 
<ul style="list-style-type: none"> <li>Dikarata tša seswantšho sa tlhaka, dikarata tša go sepelelana tša seswantšho se sengwe le se sengwe se se ngwadilwego ka gare dikhurumelo tša bogolo bja go fapana tša meruswi goba mabotlelo</li> <li>Seripa se segolo sa karata sa go ba le bokantle bja dikhurumelo tša mabotlelo tše di thadilwego godimo ga karata</li> </ul>	<p><b>Mošongwana wa 2: Marara le dithalokwana</b></p> <ol style="list-style-type: none"> <li>Hlalosetša barutwana gore ba swanetše go topa sekhurumelo, ba bitše modumo wa tlhaka ba bone ge e le gore ba ka hwetša seswantšho sa go sepelelana le modumo wo ka ntikodikong godimo ga karata.</li> <li>Ge ba hweditše seswantšho sa go sepelelana le modumo wo, ba swanetše go bea sekhurumelo godimo ga seswantšho go fihlela diswantšho ka moka di khurumeditšwe.</li> </ol> 
<ul style="list-style-type: none"> <li>Dipuku, dikgatišobaka, puku ye nnyane ye e menwa, Dipuku tša Kgolo le ditlakalana</li> </ul> 	<p><b>Mošongwana wa 3: Go bala ka go itaola</b></p> <ol style="list-style-type: none"> <li>Laela sehlopha go ya sekhutlong sa dipuku goba efa sehlopha mokgobo wa dipuku.</li> <li>Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tše ba ratago go di bala.</li> <li>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.</li> <li>Etela sekhutlo go lekola le go hlohletša barutwana ka fao ba balago ka gona.</li> </ol>





## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> <li>• Pictures of different types of sport to discuss (or video clips if possible), for example: gymnastics, swimming, soccer, rugby, hockey, javelin, cycling, running, horse riding, tennis</li> </ul>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Learners must look at the pictures of different sports and decide which sport they would like to learn.</li> <li>2 They must draw a picture of themselves doing that sport and try to write the name of the sport underneath their picture.</li> </ol> 
<ul style="list-style-type: none"> <li>• Letter picture cards, matching letters for each picture written inside lids of jars or bottles</li> <li>• Large piece of card with outlines of the bottle lids drawn on the card</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must pick up a lid, say the sound of the letter and then see if they can find the picture in the matching circle on the card.</li> <li>2 Once they find the matching picture, they must put the lid over the picture until all the pictures are covered.</li> </ol> 
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>





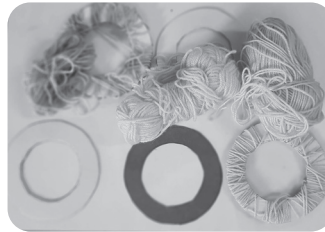
### Go nyakega lebe le

- Didiko tša Olimpiki tše di segilwego go tšwa karateng, sekgomaretši le dikero, wulu ya mebala ya didiko tša Olimpiki

### Mešongwana

#### **Mošongwana wa 4: Mabokgoni a tshepetšo ye e dumeletšwego le mongwalo**

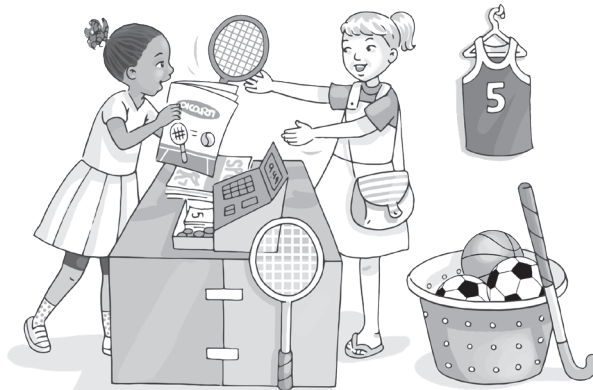
- 1 Efa morutwana yo mongwe le yo mongwe wa ka sehlopheng sa mathomo sediko o hlalose gore ba tate wulu go tselela ka lešobeng mo gare le go dikologa sediko. Ba tšwele pele go dira se go fihlela ge nako ya mešongwana ya sehlopha se sennyane e fedile. Letšatši le le latelago, barutwana ba ka sehlopheng se sengwe ba tšwela pele ka go tata wulu go dikologa didiko tšona tšeo.
- 2 Mafelelong a beke, didiko tše di feditšwego di ka beakanywa go ya ka leswao la Olimpiki tša kgomaretšwa lebotong ka phapošeng.

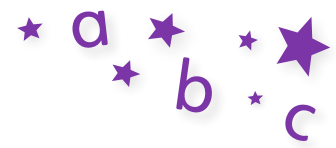


- Ditshegetšo: mogala, sebala-tšhelete, didirišwa tša go fapana tša dipapadi bjalo ka dikgwele, diaparo, dieta, rakhete/dikota tša hoki, dikgatišobaka tša dipapadi (gantši di fiwa ntle le tefo), diswantšho tša ditlabakelo le diaparo tša dipapadi

#### **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 tla be ba itiriša go ba ba šoma goba ba etela lebenkele la go rekiša diaparo tša dipapadi go reka le go rekiša dišomišwa le diaparo tša dipapadi.
- 2 Etela sekhutlwana le ge e ka ba gatee go lebedišiša le go hlohletša thaloko ya barutwana.





You will need	Activities
<ul style="list-style-type: none"><li>Olympic rings cut out of card, glue and scissors, wool in the colours of the Olympic rings</li></ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"><li>1 Give each learner in the first group a ring and explain that they must wind the wool through the hole in the centre and around the ring. They continue doing this until the time for small group activities is up. The next day, the learners in the next group continue winding wool around the same rings.</li><li>2 At the end of the week, the completed rings can be arranged in the Olympic symbol and stuck on the wall in the classroom.</li></ol> <div data-bbox="779 732 1104 960"></div> <div data-bbox="1130 732 1413 960"></div>
<ul style="list-style-type: none"><li>Props: telephone, till, different sports items such as balls, clothes, shoes, rackets/bats or hockey sticks, sports magazines (often given free), pictures of sports items and clothes</li></ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"><li>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 sportshop to buy and sell sporting equipment and clothes.</li><li>2 Visit the corner at least once to observe and encourage the learners' game.</li></ol> <div data-bbox="788 1194 1378 1584"></div>







# Kotara ya 4: 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																						
<b>Letšatši-kgwedi</b> <b>Maina</b>	Go theeletša molokolo ko wa ditaello tše di raraganego le go di diragatša	Go theeletša dikanegelelo tše diteletšana o laetše go di kwešiša ka go araba dipotšišo tša go amana le kanegelelo	Go opela dikōša le direto le go diragatša ditiro ka bowena o laetša go itšhepa	Go botšiša dipotšišo le go botšiša o nyaka ditlhaloso goba go lebelela dipuku o nyaka tlhaloso	Go šomiša polelo go gopola le go nagana: go lebantšha dilo tše di sepelanago le go bapetša dilo tše di fapanago.	Go arola mantšu a dinoko tše ntši ka dinoko.	Go tswalanya medumo le ditlhaka le mantšu le go kwešiša gore mantšu a bopllwe ka medumo ya go feta o tee- se se dirwa ka go bolela	Go swara puku ka tšela ya maleba le go phetla matlakala ka tshwanele. Go boledišana ka tshwaro ya puku ka thlokomelo.	Go diragatša kanegelelo, koša goba sereto	Go thoma go 'bala' mantšu a go ipoeletša gantši ao a bonwago ka phapošeng, ka sekolong le mo setšhabeng	Go bala dipuku ka bowena ga go ithabiša ka bokgobapukung goba sekhutlwaneng sa go bala sa ka phapošeng, o phetla matlakala ka tshwanele, o bontšha go hlompaha dipuku	Go kopanelana go bala mmogo ga diteng ga go laetša go okešetšega ga go itšhepa le go ipshina	Go tšweletša pele taolo ya tšhepedišo ye e dumeleletšwego o šomiša dikero go sega diswantšho tša go thalwa ka bokoto, dibopego bj:bj.	Go swara dikherayoni o šomiša seswara pensela se se dumeleletšwego, go laetša ka letsogo la ngelela go ja le go ngwala o dutše ka tšela ya maleba	Bopa ditlhaka ka ditšela 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 ntšha ya go thoma go ngwala	Go dira matekelo 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 dikgatšišo go tšwa tikologong ge go ralokwa.						



# ★ Term 4: 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 4: 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%)
<p><b>1 Go anega dikanegelo le go di anega gape ka mantšu a gago</b></p>	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.
<p><b>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</b></p>	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 4: 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 4: 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 0-5 le go dira medumo ye e dirwago ke ditlhaka tše	Go kgona go lemoga ditlhaka tše 6-9 le go dira medumo ye e dirwago ke ditlhaka tše	Go kgona go lemoga ditlhaka tše 10-17 le go dira medumo ye e dirwago ke ditlhaka tše	Go kgona go lemoga ditlhaka tše 18 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 4: 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%)
<b>1 Recognises aurally and visually some consonants and vowels</b>	Is able to recognise 0 – 5 letters and say the sounds that these letters make.	Is able to recognise 6 – 9 letters and say the sounds that these letters make.	Is able to recognise 10 – 17 letters and say the sounds that these letters make.	Is able to recognise 18 or more letters and say the sounds that these letters make.
<b>2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words</b>	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.
<b>3 Makes up own story by reading the pictures</b>	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 4: 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; dipoelo 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 4: 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%)
<b>1 Develops small muscle skills and fine motor skills</b>	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.
<b>2 Draws pictures capturing main idea of a story</b>	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.
<b>3 Understands that writing and drawing are different: pretend writing represented using squiggles</b>	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.

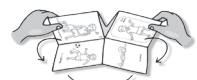
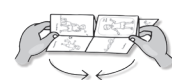
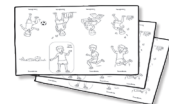
Ruthetša letsopa la go ralokiša ka go le pinyeletša ka diatleng tša gago. Ye ke tselo ye botse ya bana ya go ithabolla mešifa ya diatla. Lokela letsopa la go ralokiša ka gare ga mekotla ya dipolasitiki gore e se omelele o e boloke ka gare ga setšidifatsi, ge go kgonega, goba lefelong le le fodilego.



# ★ Dira Puku ye Nnyane

## Dikgato

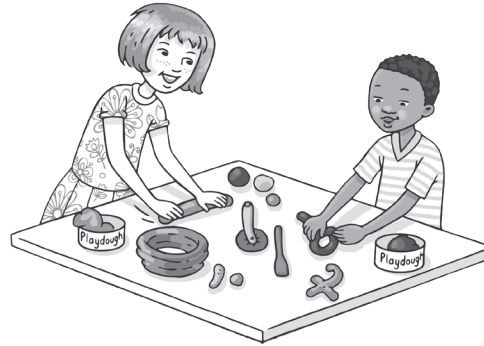
- 1 Dira dikgatišo tša puku ye nnyane ye o e nyakago.
- 2 Ka diswantšho tše di lebeletšego godimo, mena letlakala ka dikarolo tše seswai. Le menolle.
- 3 Mena letlakala ka bogare, go ya fase mo gare.
- 4 Le ripe mo menong wa gare, go ya ka mo go laeditšwego ka gona mo seswantšhong ka mo thoko le ka methaladi 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.

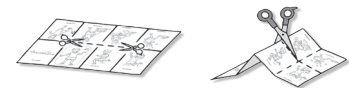
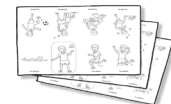


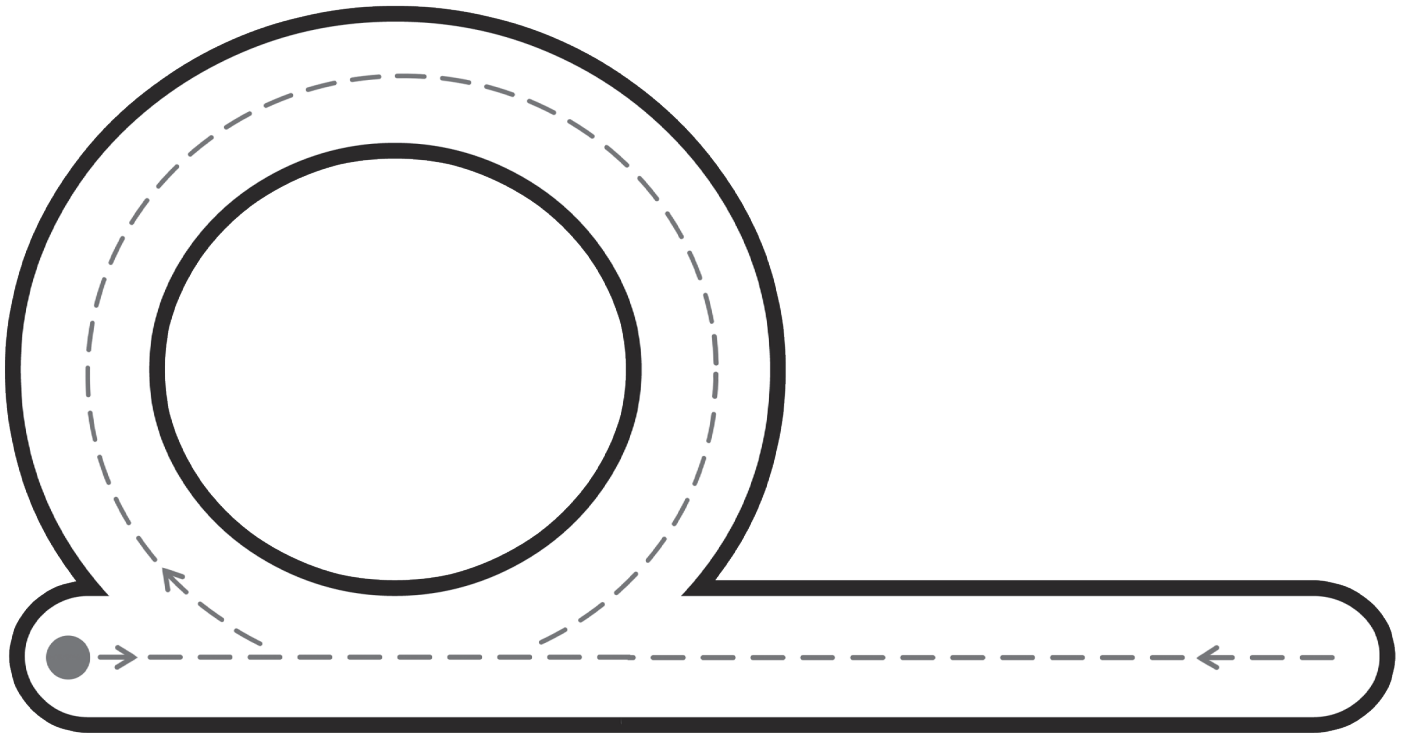
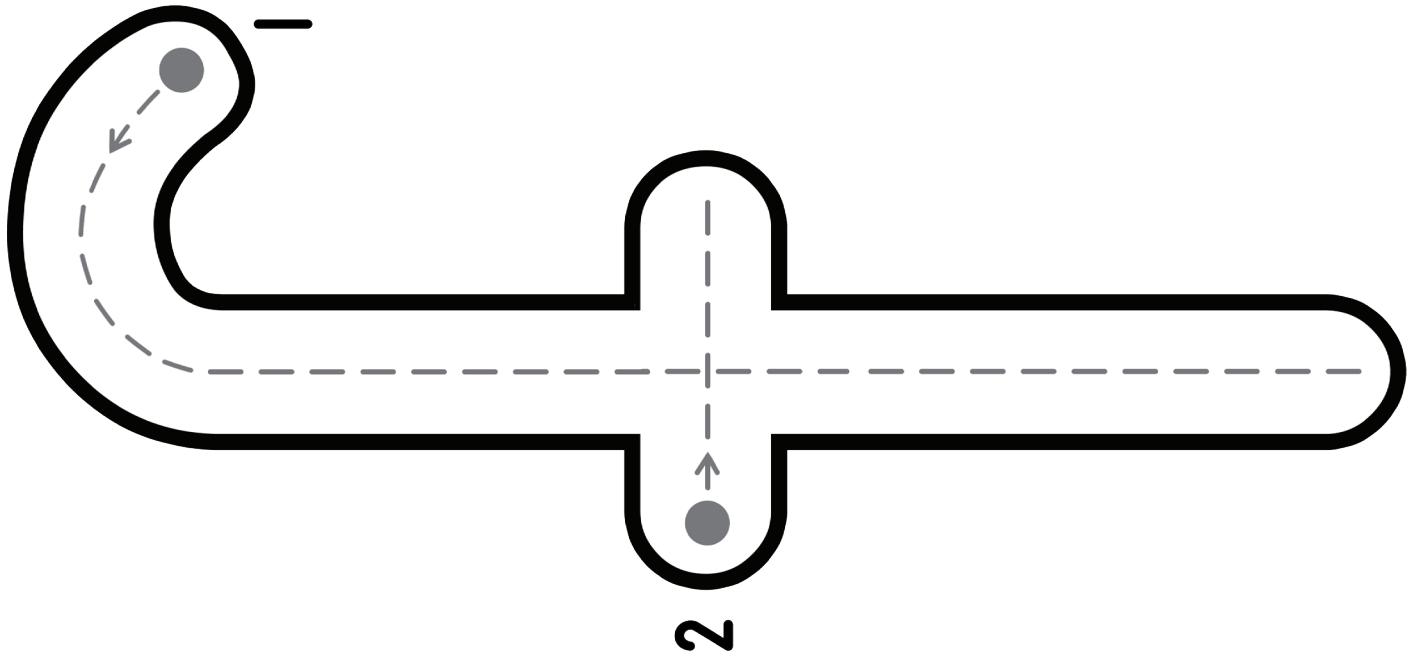
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

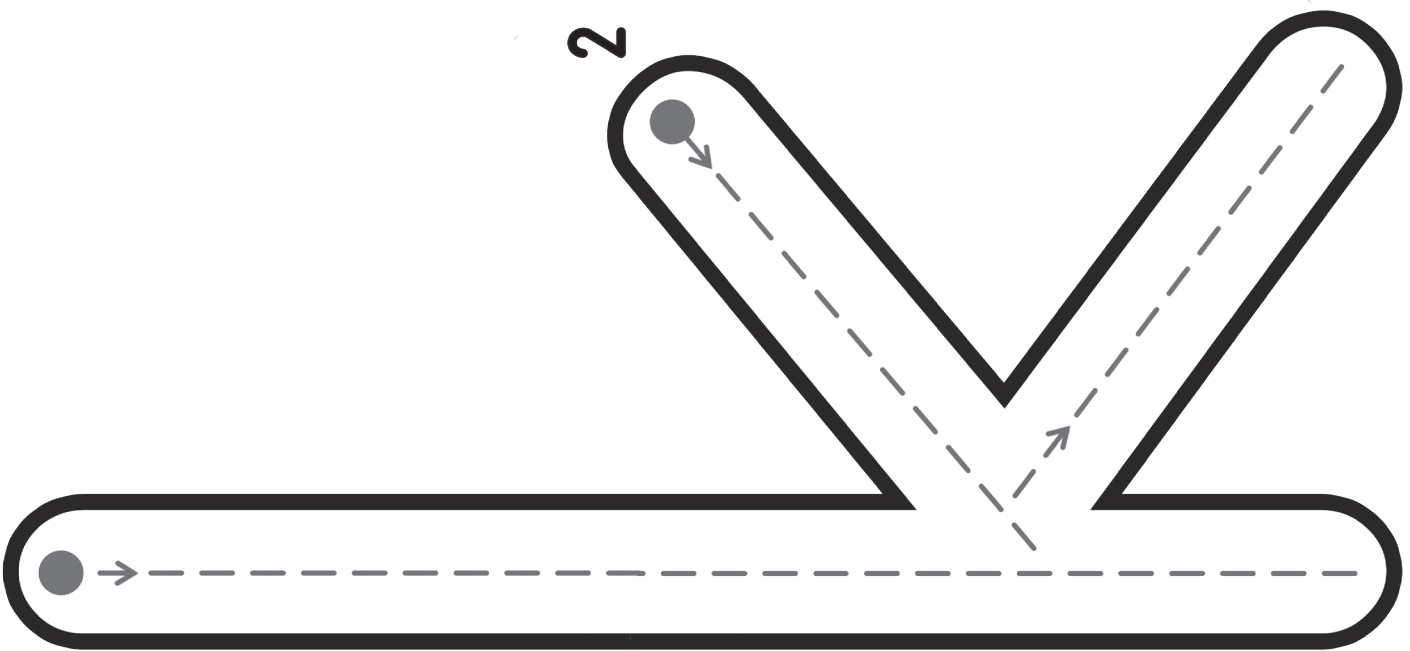
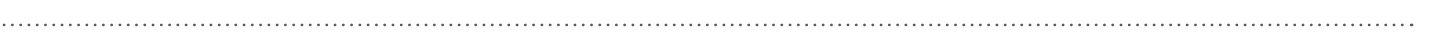
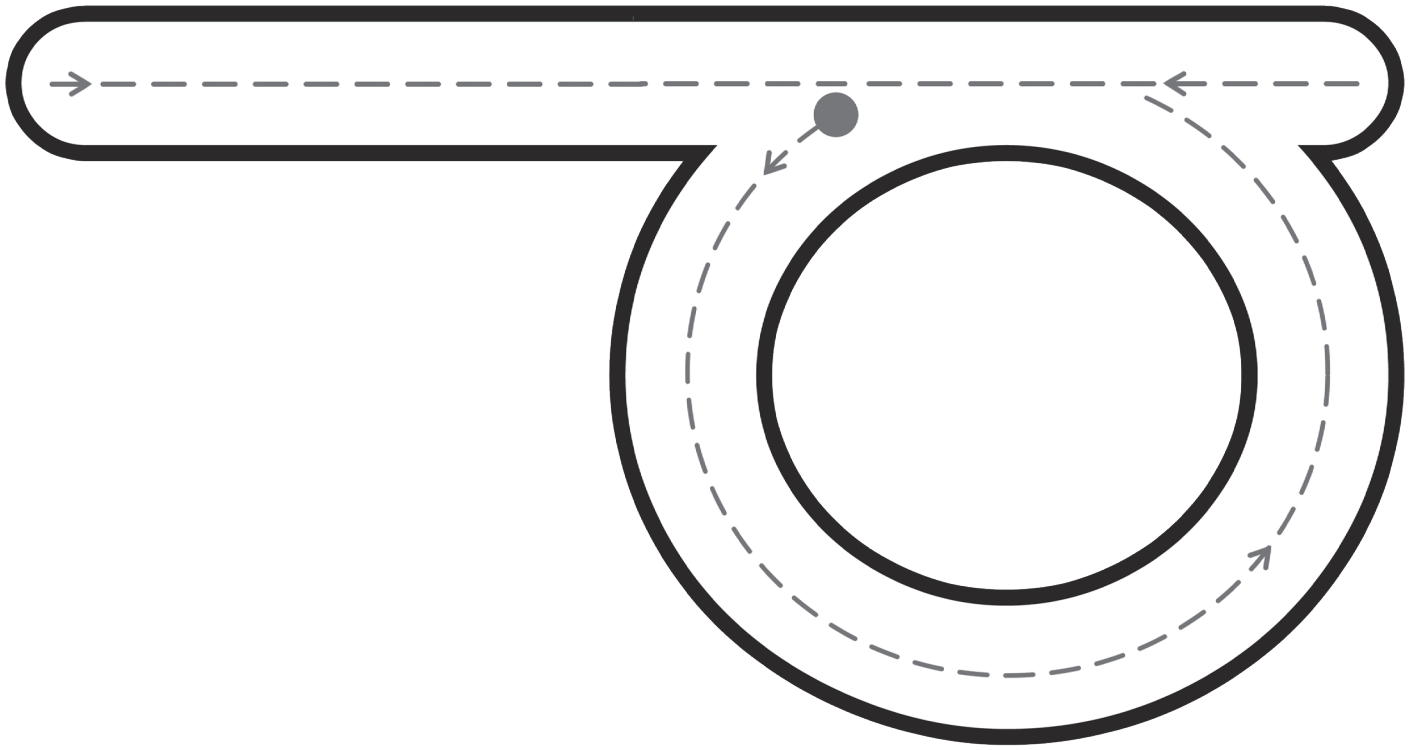
# ★ How to make a little book

## Steps

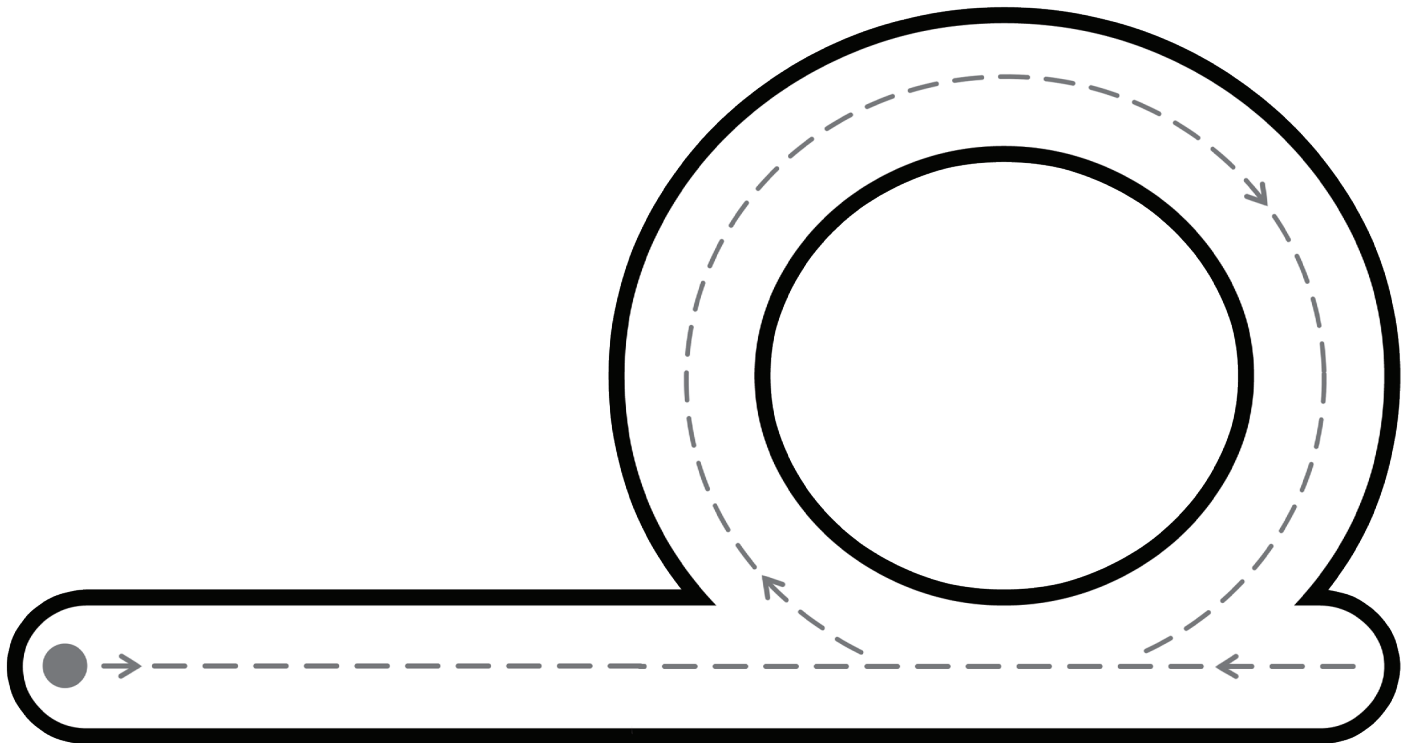
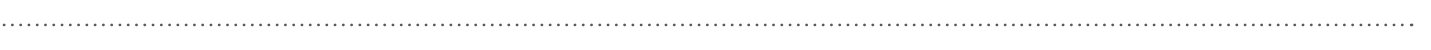
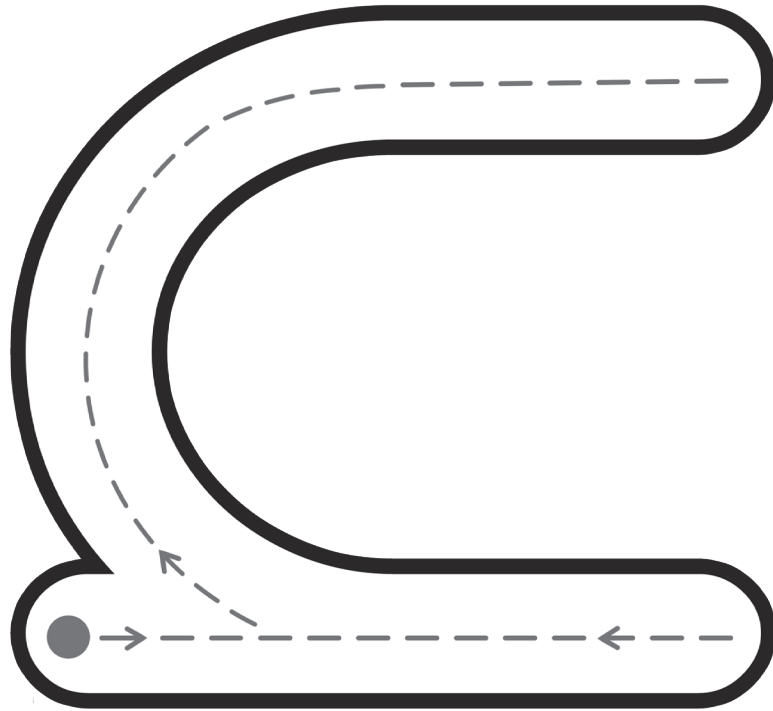
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

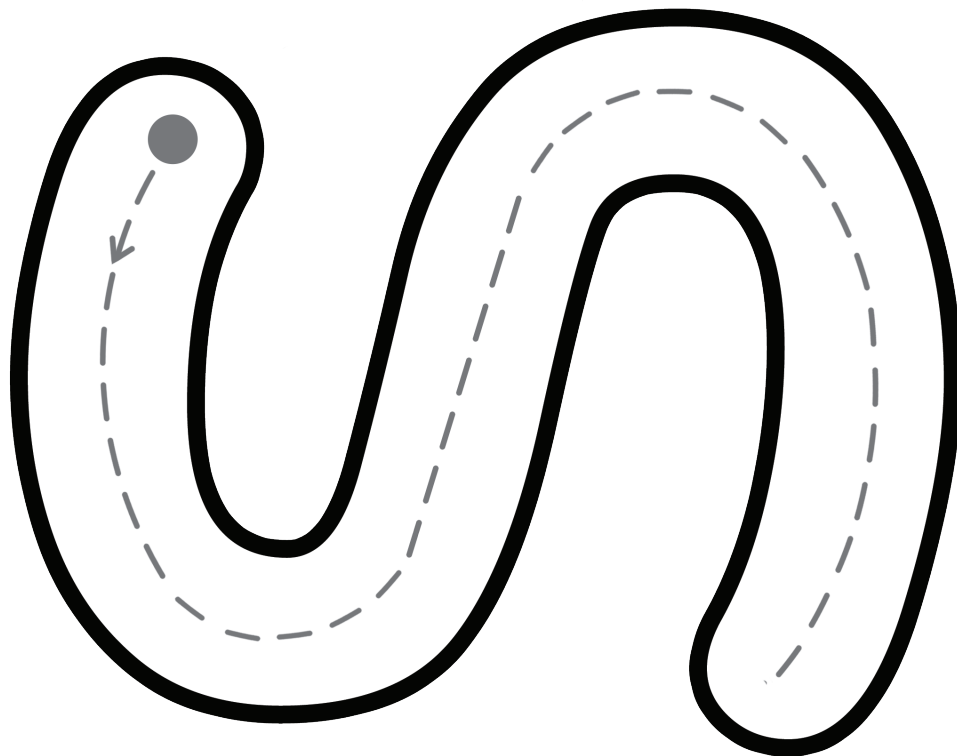
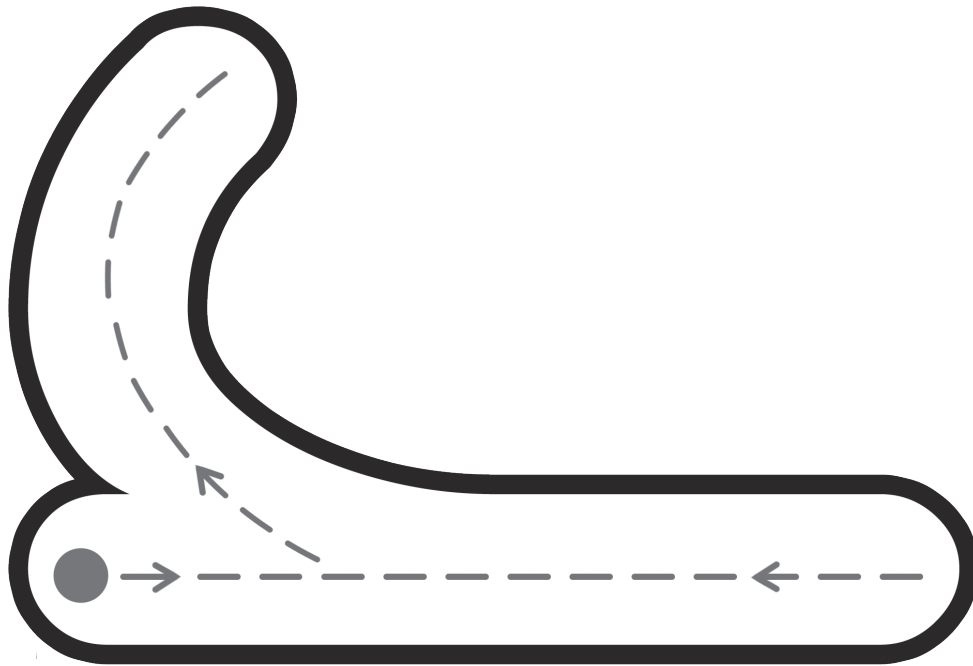










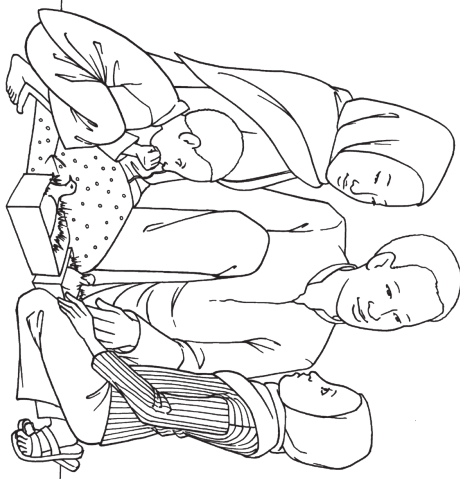




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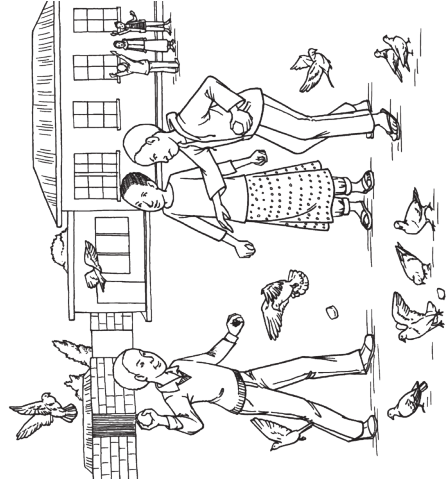
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5



6

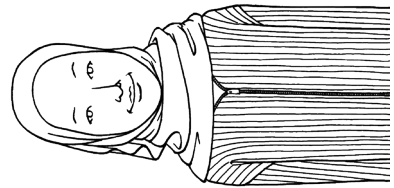


2



1

Dina le  
diphoofolo  
tša gagwe



African  
Storybook.org

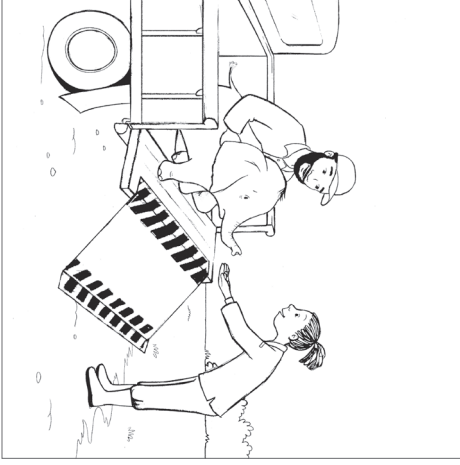
Wordworks  
LITERACY THROUGH THEATRE

Puku ye ke ya:

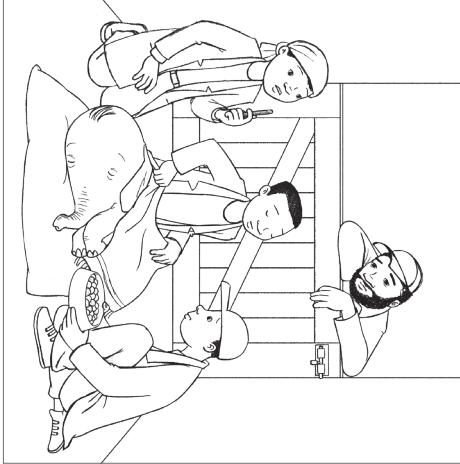
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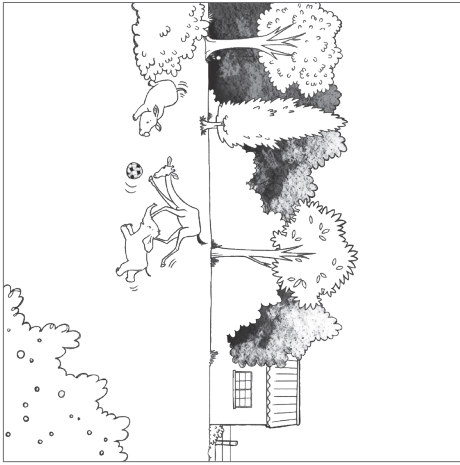
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5



9



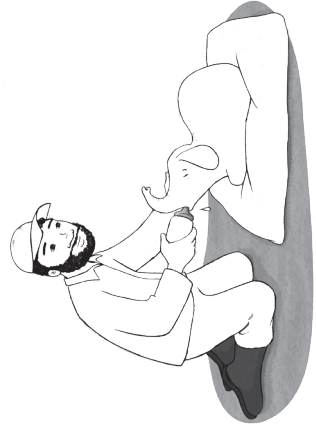
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1



Mohlokomedi le  
ntlo ya gagwe ya  
bohlokomedi

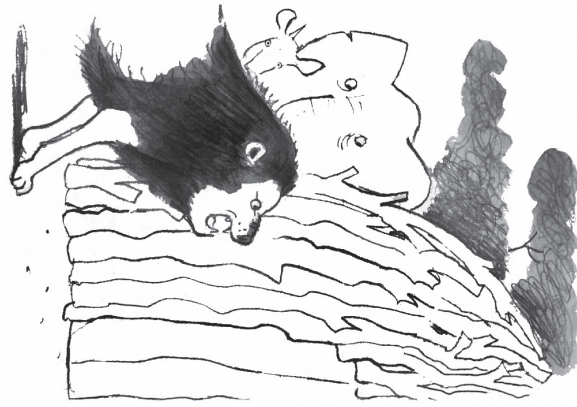


Puku ye ke ya:  
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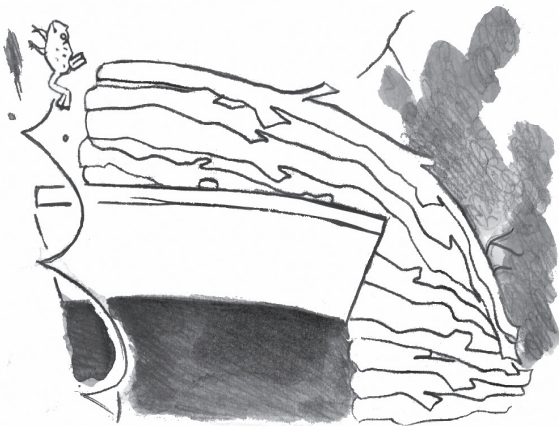




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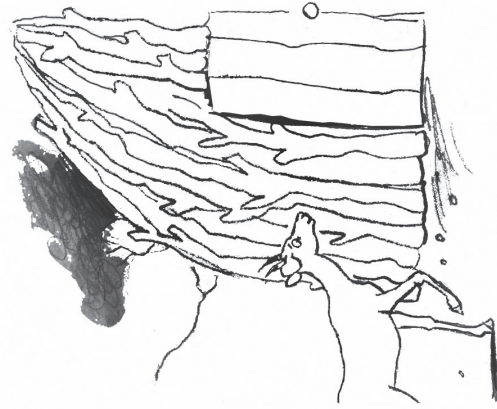
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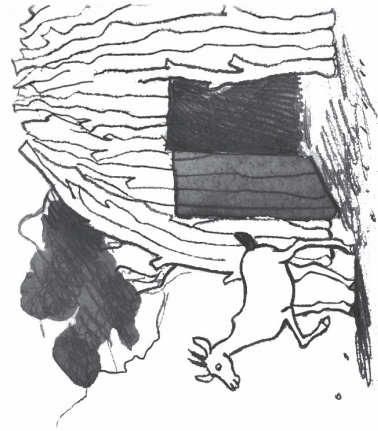
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6



2



1

Moeng wa  
Phala



Wordworks  
Creating the World Through Literacy

Puku ye ke ya:

.....

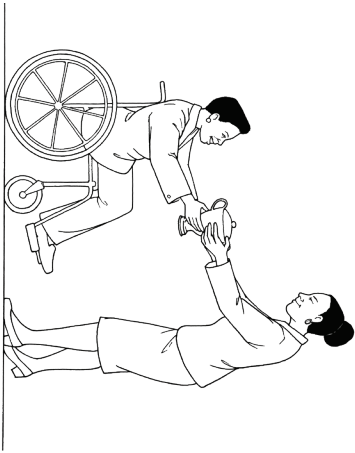




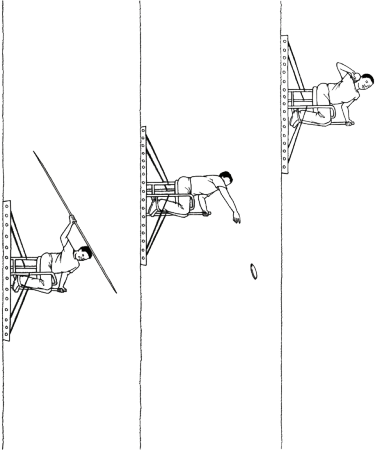
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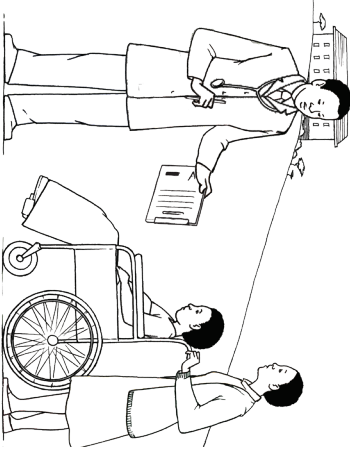
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7



3



Puku ye ke ya:

.....

Kanegelo  
ya Zanele



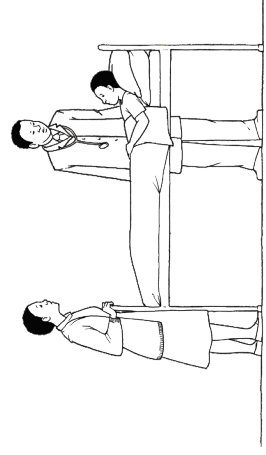
book  
dash



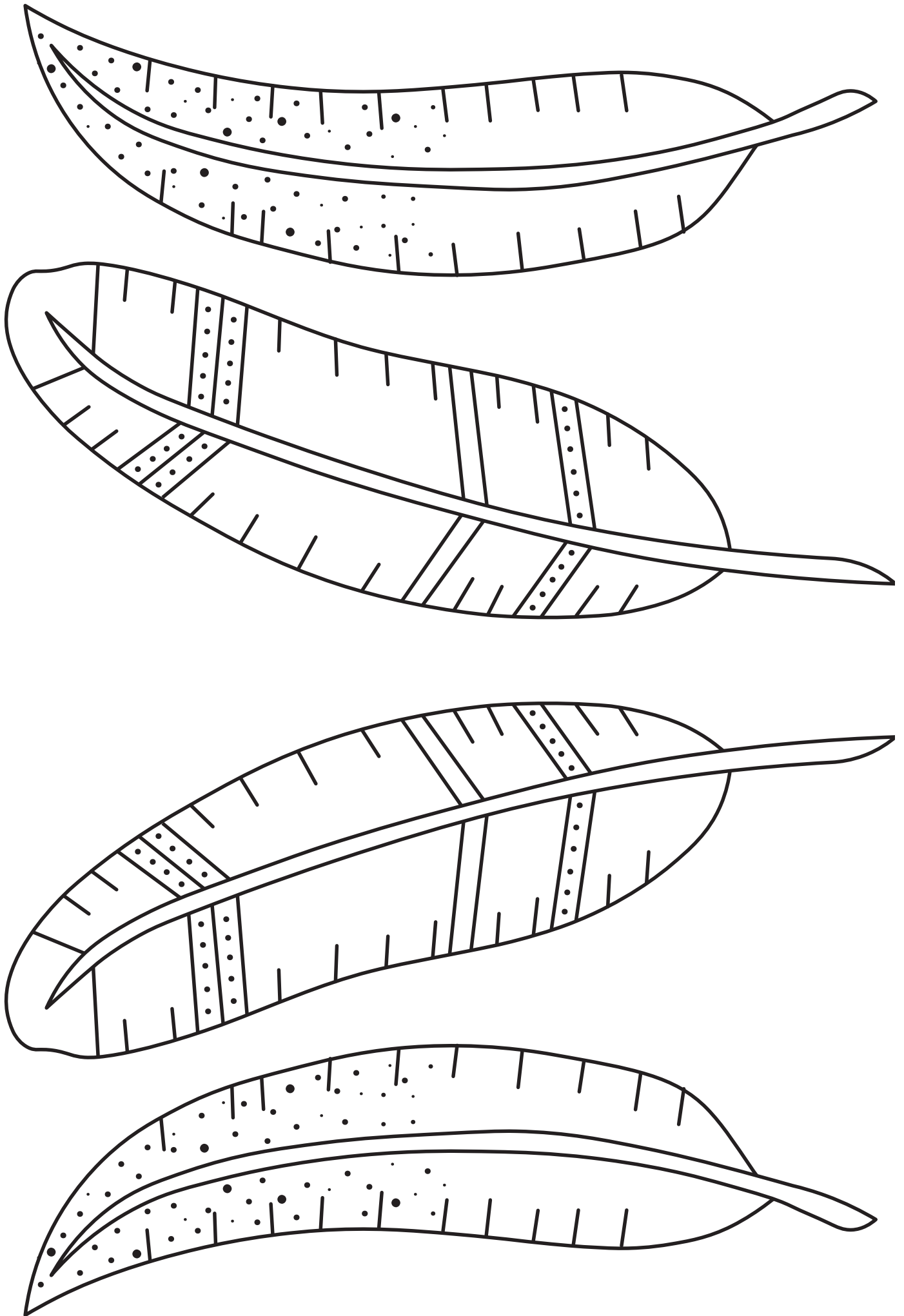
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2





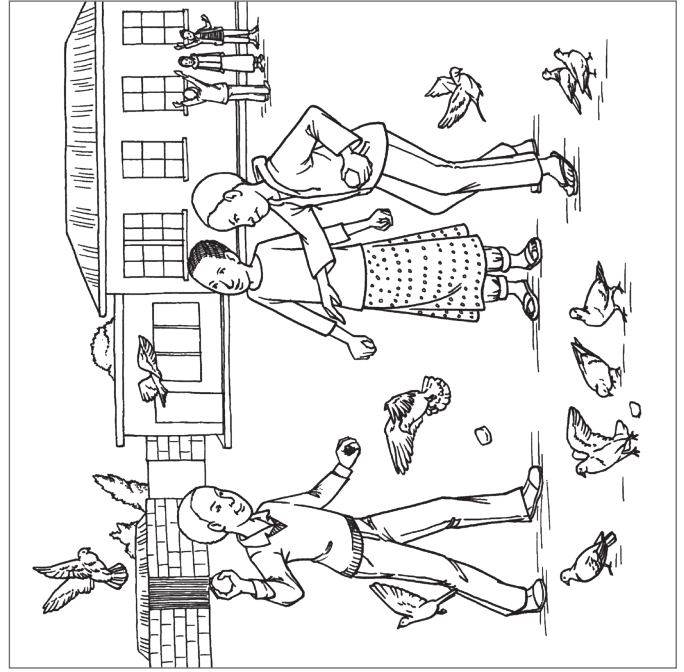
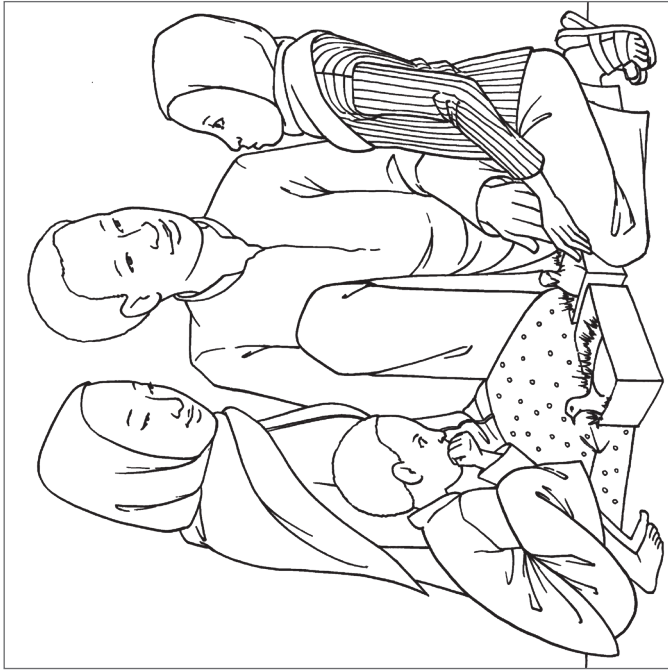


Dina le diphoofolo tša gagwe: Letlakala la mošongwana wa lefofa















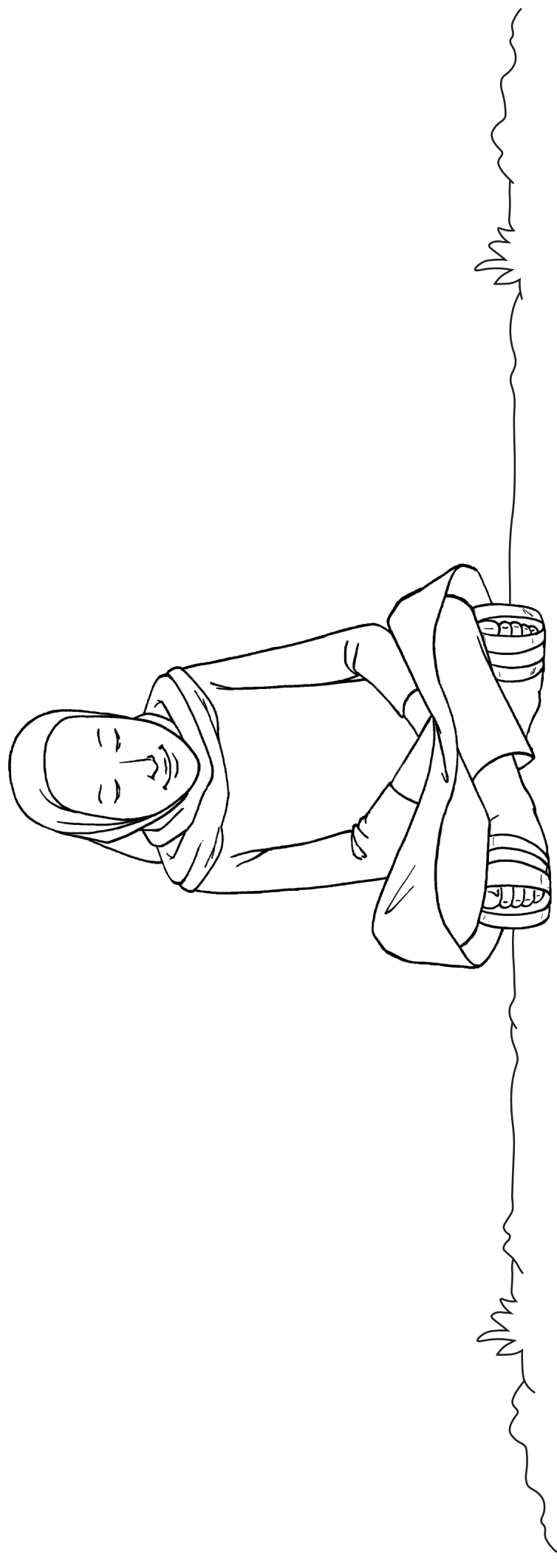
Dina le diphoofolo tša gagwe: Boso le bošweu ya tatelano ya diswantšho

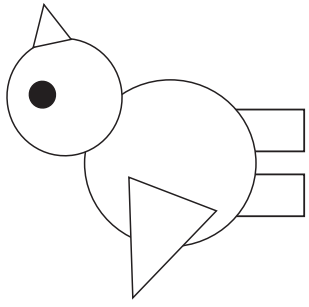




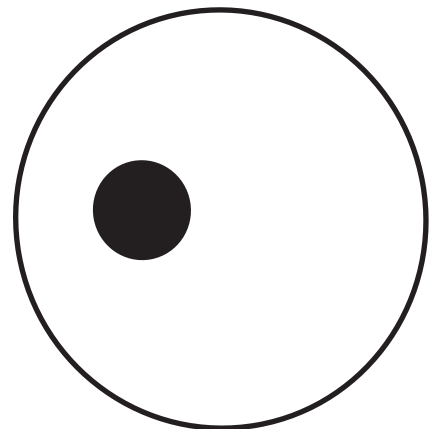
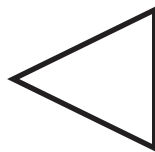
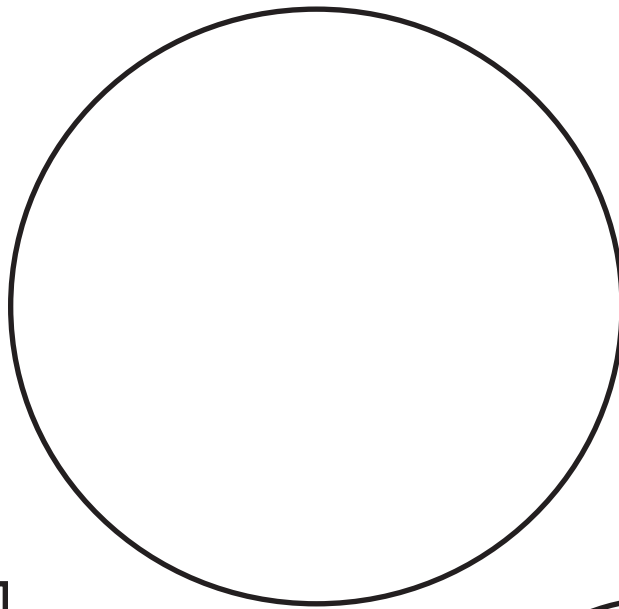
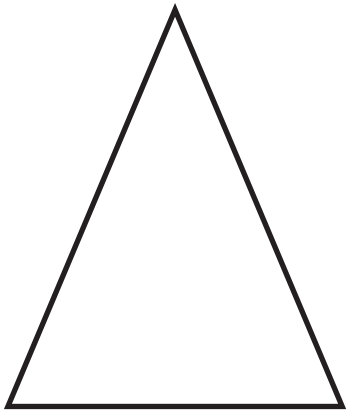
**Dina le diphoofolo tša gagwe:** Letlakala la mošomo ka bala o dire

	2		bagwera
	3		dinonyana
	1		kefa
	1		teku
	2		dikgogo



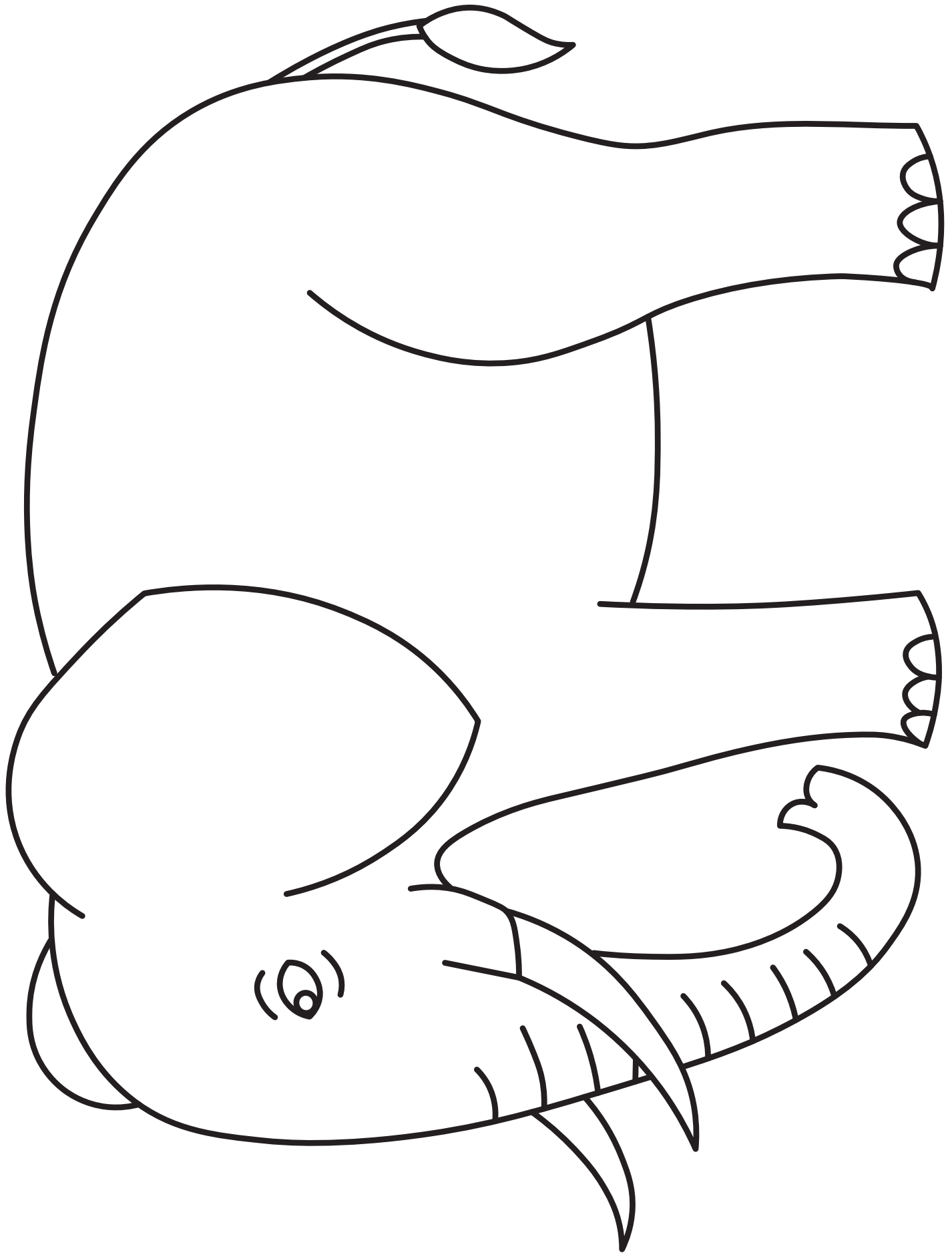


*Dina le diphoofolo tša gagwe: Letlakala la mošongwana wa sebopego sa nonyana*





*Mohllokomeidi le ntlo ya gagwe ya bohlokomeidi: Letlakala la mošongwana wa tlou*





**Mohlokomedi le ntlo ya gagwe ya bohlokomedi:** Letlakala la mošomo ka bala o dire la 1



5 dijadimela 



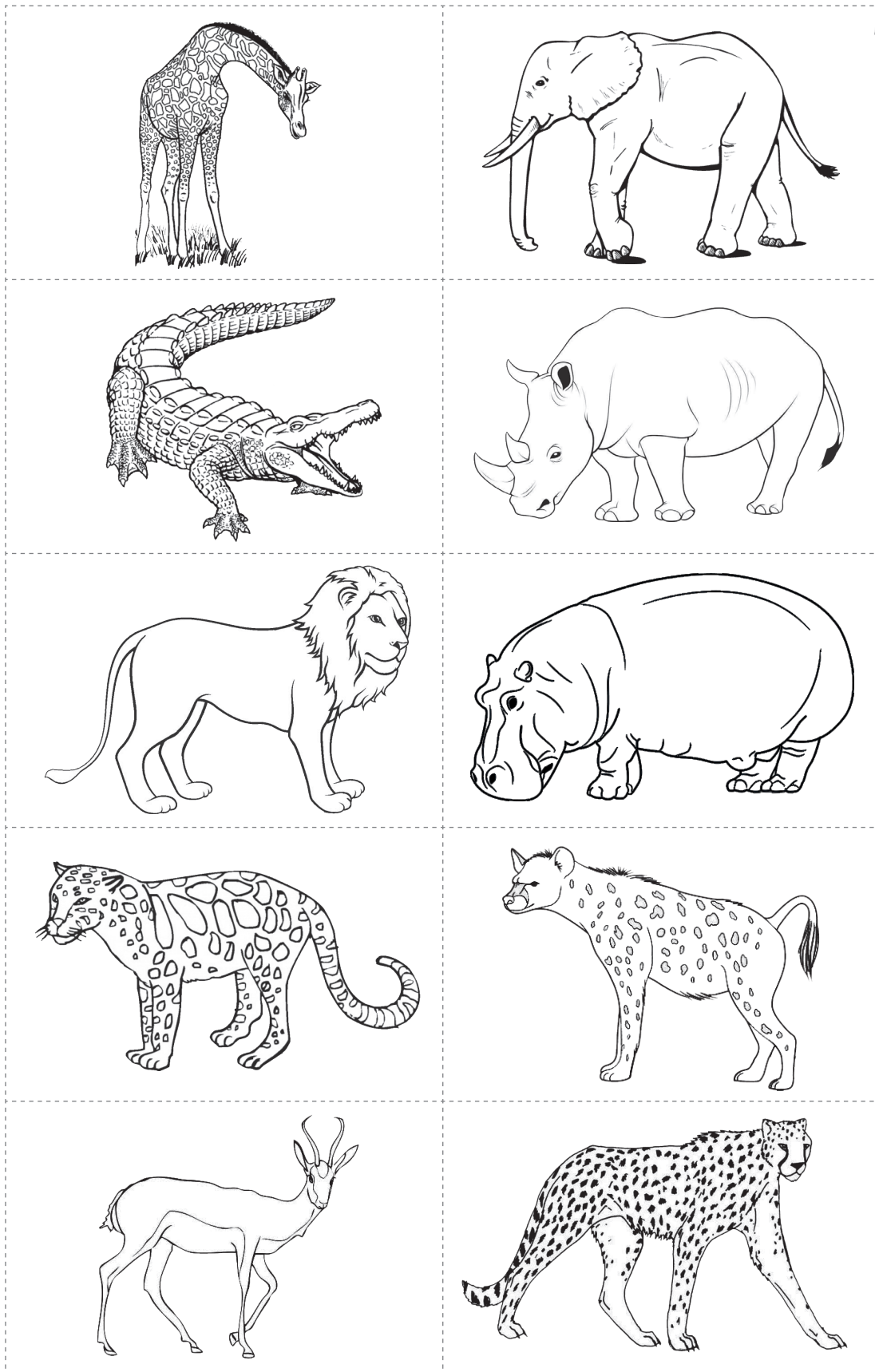
dijanama





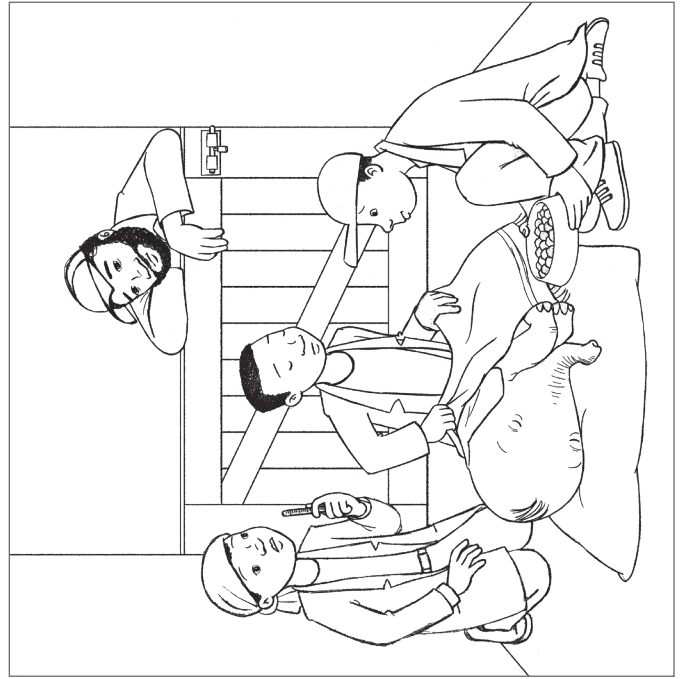
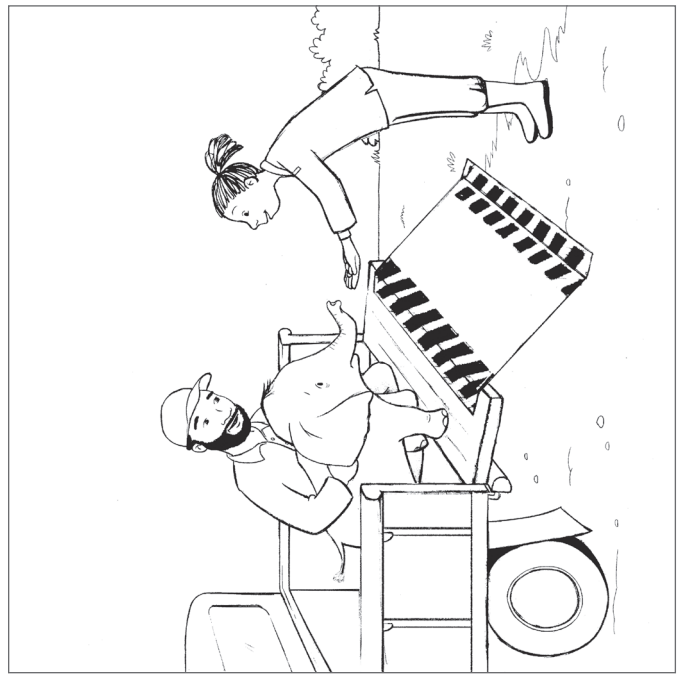
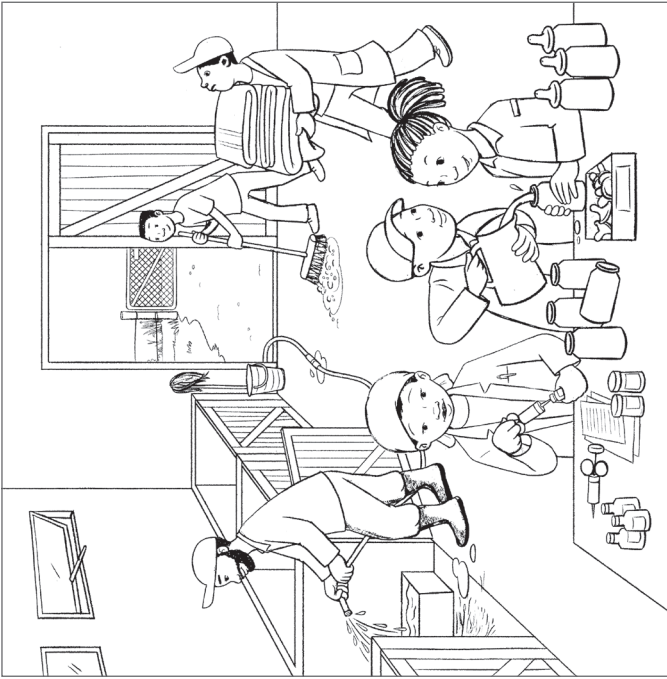
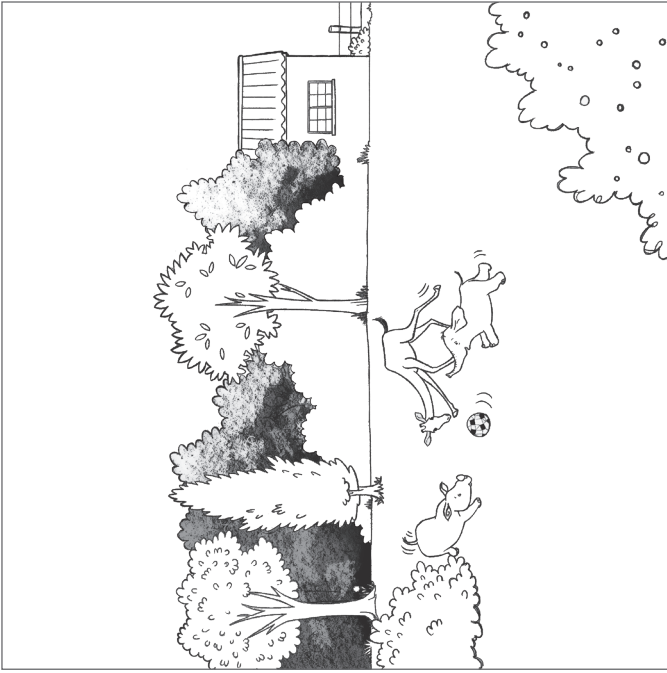


**Mohlokomedi le ntlo ya gagwe ya bohlokomedi: Letlakala la mošomo ka bala o dire la 2**

















**Mohlokomedi le ntlo ya gagwe ya bohlokomedi: Boso le bošweu ya tatelano ya diswantšho**





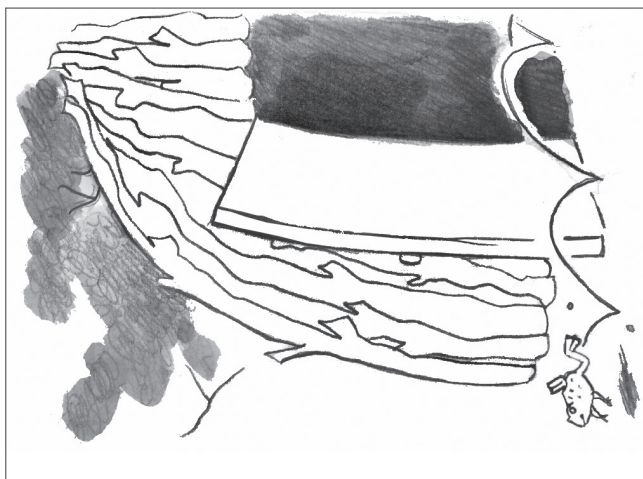
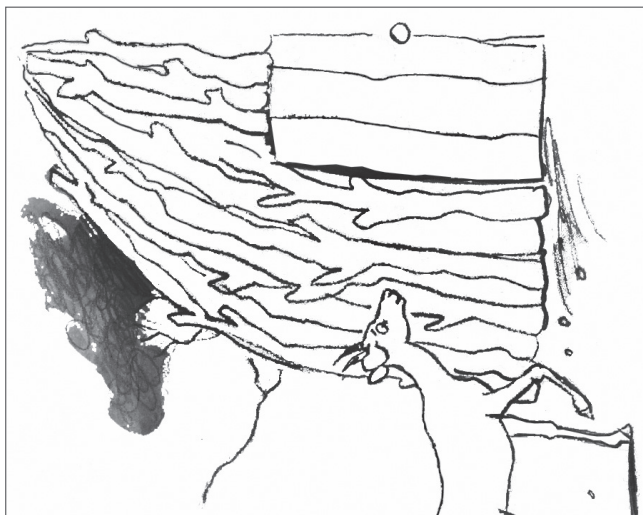
**Moeng wa Phala:** Letlakala la mošomo ka bala o dire



	1		letsatši
	3		maru
	1		noka
	1		tlou
	1		phala
	1		tau





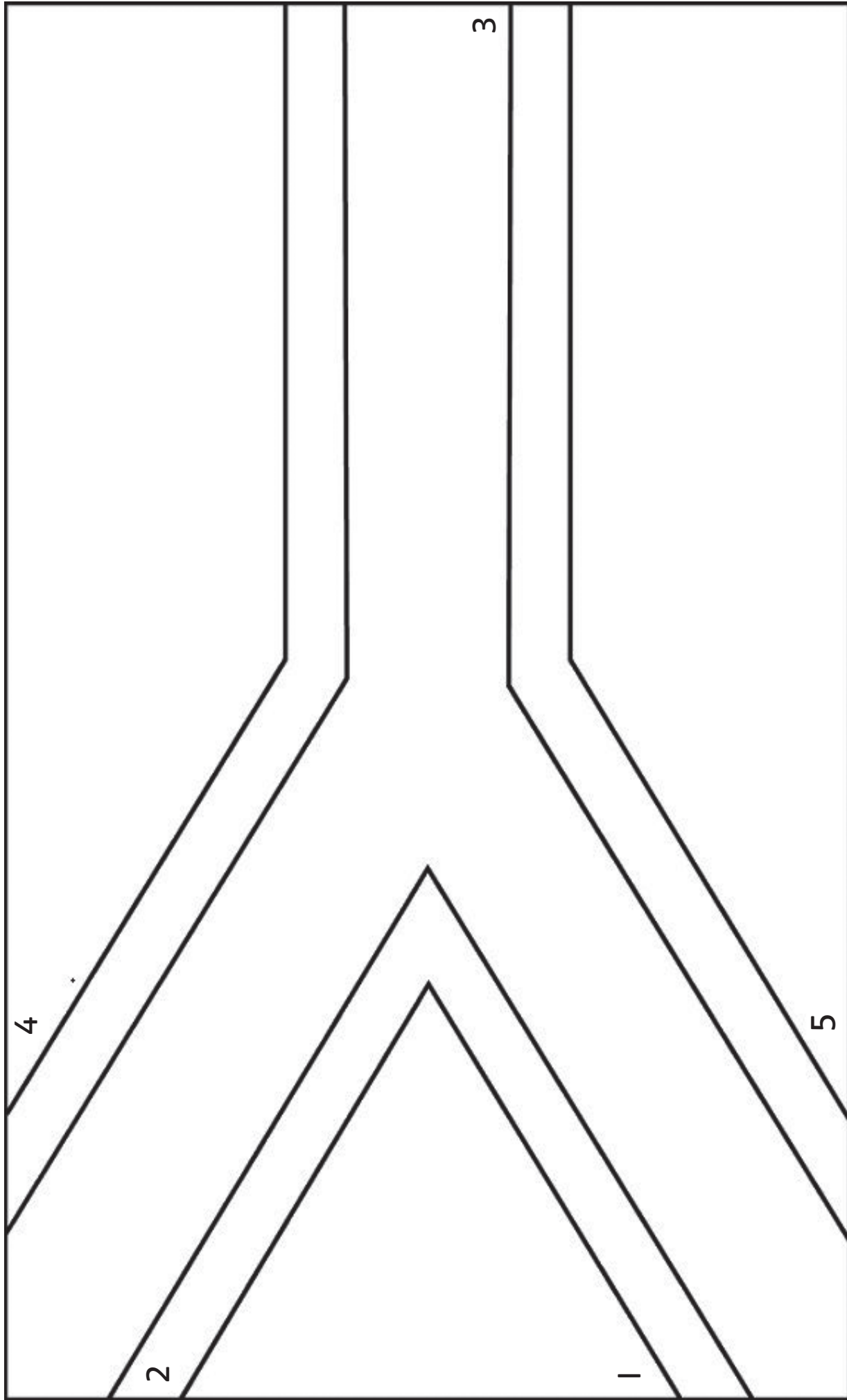




Moeng wa Phala: Boso le bošweu ya tatelano ya tatelano ya diswantšho







**Kanegelo ya Zanele:** Letlakala la mošomo ka bala o dire



  1 ntsho

  2 serolwana

  3 tala morogo

  4 khubedu

  5 tala lerata





**Kanegelo ya Zanele: Boso le bošweu ya tatelano ya diswantšho**

