

Lenaneo la go Kaonafatša Thuto ya  
Leleme Mphatong wa R

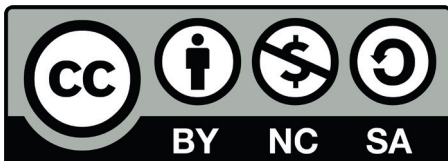
Grade R Language  
Improvement Programme

# Pukutlhahlo ya Mešongwana Activity Guide

Kotara ya 1  
Term 1



Sepedi | English



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

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# ★ Molaetša go tšwa go Hlogo ya Lefapha



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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

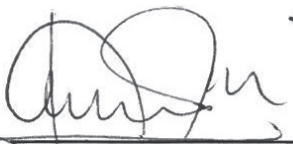
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

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

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

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

Yours Sincerely

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

## Pukutlhahlo ya Kotara ya 1

Pukutlhahlo ya Leleme la Gae ya Kotara ya 1 e fa sebopego sa go ruta Leleme la Gae ka Mphatong wa R mo Kotareng ya pele. 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.

### Go hlakana le Stella

O tla bona gore mo gohle ka mo Puku Tlhahlong ye go na le morutiši. O tla ba le wena leetong la gago la go ithuita o tla ba a go fa keletšo go ya ka mengwaga ya gagwe ya maitemogelo a go ruta Mphato wa R. O na le leina le le ikgethilego:



Strengthen the Teaching of Early Language and Literacy for All.

## Dišomišwa

Ye ke kakaretšo ya dikanegelo, ditabataba tše di sepelelanago le ditlhaka tše di nepišitšwego tša Kotara ya 1. Lenaneotafola le fa lenaneo la ditshegetšo tša go anega kanegelo, matlakala a mešongwana, dithalokwana le/ marara a kanegelo ye nngwe le ye nngwe.

Kanegelo	Tabataba	Ditlhaka/medumo tše di tsepeletšwego
<b>Roko ye tala-morogo</b>	Nna; Sekolong	–
<b>Kitima, Lindi, Kitima</b>	Nna; Mmele wa ka le go phela lephelo le lebotse	<b>g le e</b>
<b>Ali le pente</b>	Mmele wa ka; Dibopego le mebala	<b>s le o</b>
<b>Letšatši le lebotse</b>	Selemo; Mmele wa ka le go phela lephelo le lebotse	<b>p le a</b>
<b>Morutišigadi Akinyi</b>	Ka phapošeng ya borutelo; Mebala; Matšatši a beke	<b>i le u</b>

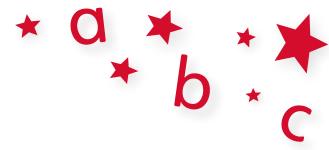
O tla swanelwa ke go itlhamela didirišwa tša gago ge nako e ntše e eya pele go ruta lenaneo. Tše dingwe o tla di fiwa e le karolo ya lenaneo, tše dingwe o swanetše go di kgoboketša le gore tše dingwe o ka itirela tšona. Re šišinya gore o beakenye dithuto tša gago mathomong a beke ye nngwe le ye nngwe 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 (tšeo go tla nyakegago gore di segwe di lokišwe)

# ★ Introduction



## The Term 1 Activity Guide

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

Look out for the following:

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

### Meet Stella

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



Strengthening the Teaching of **E**arly **L**anguage and **L**iteracy for **A**ll.

## Resources

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

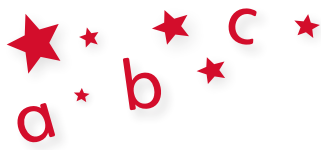
Story	Theme	Focus letters/sounds
The green dress	Me; At school	–
Run Lindi Run	Me; My body and healthy living	<b>g</b> and <b>e</b>
Ali and the paint	My body; Shapes and colours	<b>s</b> and <b>o</b>
A beautiful day	Summer; My body and healthy living	<b>p</b> and <b>a</b>
Teacher Akinyi	In the classroom; Colours; Days of the week	<b>i</b> and <b>u</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*).



## Didirišwa tše di swanetšego go kgoboketšwa goba go rekwa

- ★ Ditshegetšo le meaparo ye e sepelelanago le kanegelo tša go tlo šomišwa ge go anegwa kanegelo, thaloko ya maitirišo le go tšea karolo
- ★ Ditsekana tša didirišwa tša mešongwana ya tša bokgabo le ya go bopa
- ★ 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, segorametši le lenti
- ★ Letlakala la A4, khatepoto le pampiri ya go šomišwa godimo ga papetla ya go fefeulwa
- ★ Dikgatišobaka le dibroushara tša go hlahla ge go rekwa
- ★ Ditšhelo tša polasitiki (tša yokate, margarine le tša lebebetšididi)
- ★ Setulwana se se kitetšwego goba kutu
- ★ Dipitšana tša dibjalo le dipeu tša go tlo bjälwa
- ★ 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

## Boitokišo bja kanegelo ye nngwe le ye nngwe

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

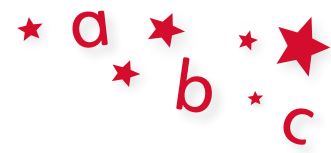
Nako ye e nepilwego ya Leleme la Gae e akaretša mešongwana ya letšatši le lengwe le le lengwe ya barutwana ka moka ka phapošeng le ya sehlopha se sennyane. Mešongwana ye e beakantšhitšwe ka ditsela tša go fapana:

- ★ 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 tiišetša polelo ya kanegelo, le go tšweletša pele tsebo ye bohlokwa ya dikgopolo ka gare ga diteng tša go kwešišagala tša kanegelo. Sebopego se bušetšwa ka sedikong se sengwe le se sengwe sa dibeke tše pedi Mokgwa wo e ba wo o tlwaetšwego le gore o hola barutiši le barutwana. Barutiši ba tloga ba itshepa go ruta ka tsela ye barutwana le bona ba ikwa ba bolokegile ge ba tseba seo se letešwego go tšwa go bona.







## Resources to collect or buy

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

## Preparation for each story

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

# Teaching Home Language in the Grade R daily programme

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

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






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

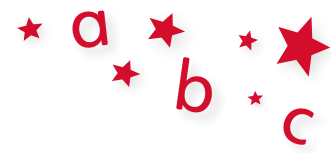




# Sediko sa dibeke tše pedi sa Leleme la Gae






## Beke ya 1

Mešongwana ya phapoše ka moka	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
Mešongwana ye e theilwego godimo ga dikanelo	<b>Go anega kanegelo le go bopa tlotlontšu</b>	<b>Go anega kanegelo le go e raloka</b>	<b>Go anega kanegelo le go e raloka</b>	<b>Go bea diswantšho ka tatelano</b>	<b>Dira, thala o be o ngwale</b>
	Barutwana ba kwa kanegelo la mathomo le go ithuta tlotlontšu ye mphsa .	Barutwana ba theeletša kanegelo leboelela ba opela koša ye e sepelelanago le kanegelo.	Barutwana ba tšea dikarolo tša go fapana ba šomiša polelo ya kanegelo ka bona beng, ge kanegelo e anegwa .	Barutwana ba anega kanegelo gape ba šomiša diswantšho .	Barutwana ba laetša dikgopolo tša bona ka ga kanegelo ka go dira se selo se sengwe, go thala seswantšho goba ba tšea karolo ka go ngwala mmogo.
Mešongwana ka Tlhaka le Modumo	<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</b>
	Barutwana ba tsebišwa modumo wo o nepagetšego gammogo le tlhaka ye e bapetšwago le mantšu a go tšwa ka kanegelong.	Barutwana ba bopa tlhaka ye e nepagetšego ba šomiša didiršwa tša go fapana e lego seo se ba fago boitemogelo bjo bo humilego bja dikwi.	Barutwana ba bona, ba swara le go bolela ka dilo le diswantšho tšeo di thomago ka modumo wo o nepagetšego.	Barutwana ba hlaola medumo ye e nepagetšego ka gare ga mantšu.	Barutwana ba momaganya medumo go bopa mantšu le go ripaganya mantšu ka medumo.
Mešongwana ya dihlopha tše dinnyane	Mošupologo	Labobedi	Laboraro	Labone	Labohlano
Stella o laetša gore ke mešongwana efe ya sehlopha se sennyane yeo e hlahlwego ke morutiši letšatši ka letšatši.					
Sehlopoha se setala lerata	<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 tshepedišo 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 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: 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 tshepedišo ye e dumeletšwego le mongwalo</b>
Sehlopha se serolwana	<b>Mošongwana wa 4: Mabokgoni a tshepedišo 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>
Sehlopha se sehubedu	<b>Mošongwana wa 3: Go bala ka go itaola</b>	<b>Mošongwana wa 4: Mabokgoni a tshepedišo 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>
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 tshepedišo 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
<b>Story-based activities</b>	<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.
<b>Letter and sound activities</b>					
Small group activities	Monday	Tuesday	Wednesday	Thursday	Friday
Stella indicates which small group activities are teacher-guided each day.					
<b>The blue group</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>	<b>Activity 5: Pretend play</b>
	Learners record their ideas through drawing and emergent writing.	Learners do puzzles and play language games.	Learners read independently and enjoy books and other printed material.	Learners do fine motor activities and practise forming letters.	Learners build on the story language and theme through pretend play.
<b>The green group</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>	<b>Activity 4: Fine motor skills and handwriting</b>
<b>The yellow group</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>	<b>Activity 3: Independent reading</b>
<b>The red group</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> 	<b>Activity 2: Puzzles and games</b>
<b>The purple group</b>	<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 dikanelo	<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>
	Barutwana ba kwa kanegelo la mathomo le go ithuta tlotlontšu ye mphsa.	Barutwana ba theeletša kanegelo leboelela ba opela koša ye e sepelelanago le kanegelo.	Barutwana ba tšea dikarolo tša go fapana ba šomiša polelo ya kanegelo ka bona beng, ge kanegelo e anegwa.	Barutwana ba anega kanegelo gape ba šomiša diswantšho	Barutwana ba laetša dikgopolo tša bona ka ga kanegelo ka go dira se selo se sengwe, go thala seswantšho goba ba tšea karolo ka go ngwala mmogo.
Mešongwana ka Tlhaka le Modumo	<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 nepagetšego 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 nepagetšego.	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 hlahlwago ke morutiši letšatši ka letšatši.				
Sehlopha se setala lerata	<b>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwego 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 tshepedišo 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 itšweletšwego.	Barutwana ba dira marara le go raloka dipapadi tša polelo.	Barutwana ba bala ka bobona ba ipshina ka dipuku le ka didiršwa tše dingwe tše di gatišitšwego.	Barutwana ba dira mešongwana ye boleta le go itlwaetša go bopa dithlaka.	Barutwana ba aga godimo ga polelo ya kanegelo le tabataba ka papadi ya go itiriša.
Sehlopha se setala morogo	<b>Mošongwana wa 5: Thaloko ya maitirišo</b>	<b>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwego 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 tshepedišo ye e dumeletšwego le mongwalo</b>
Sehlopha se serolwana	<b>Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo</b>	<b>Mošongwana wa 5: Thaloko ya maitirišo</b>	<b>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwego 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 tshepedišo ye e dumeletšwego le mongwalo</b>	<b>Mošongwana wa 5: Thaloko ya maitirišo</b>	<b>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwego pele</b>	<b>Mošongwana wa 2: Marara le dithalokwana</b>
Sehlopha se sepephole	<b>Mošongwana wa 2: Marara le dithalokwana</b>	<b>Mošongwana wa 3: Go bala ka go itaola</b>	<b>Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo</b>	<b>Mošongwana wa 5: Thaloko ya maitirišo</b>	<b>Mošongwana wa 1: Go thala le mongwalo wo o tšweleletšwego pele</b>



## Week 2

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Story-based activities</b>	<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>Letter and sound activities</b>	<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.
Small group activities	Monday	Tuesday	Wednesday	Thursday	Friday
Stella indicates which small group activities are teacher-guided each day.					
<b>The blue group</b>	<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>The green group</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>	<b>Activity 4: Fine motor skills and handwriting</b>
<b>The yellow group</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> 	<b>Activity 3: Independent reading</b>
<b>The red group</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>	<b>Activity 2: Puzzles and games</b> 
<b>The purple group</b>	<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 e raloka	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 ditragalo ge di bewa ka mantšu le go anega kanegelo ye e hlamilwego
Labobedi	Go bala mmogo – Puku ye Kgolo	Go bala le go lebelela	Phapoše ka moka le morutiši ba “bala” diteng tše di godišitšwego bjalo ka direkto, dipuku tše dikgolo le diphousetara	
Laboraro	Dira, thala o be o ngwale	Go theeletša le go bolela	Go theeletša ditaello tše bonolo le go di diragatša	
Labone	Go bala le go dira	Go bala le go lebelela	Go lemoga maina a bona le maina a barutwana ba bangwe	
Labohlano	Dira, thala o be o ngwale	Go theeletša le go bolela Go ngwala ga go tšweletšwa pele	Go fana dikgopolo ka tsela ya dithalwa le go fana mafoko a go ngwala karolwana ke barutwana ka phapošeng Go thala goba go penta diswantšho e le go tliša melaetša	



## Programme activities are CAPS aligned

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

Two-week cycle	Whole class story-based activities	CAPS language skills	Assessment checklist	Assessment rubric
			(derived from the CAPS assessment criteria)	
<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
Beke ya 1 le 2: 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 ditlhaka 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
Beke ya 1 le ya 2: Mošupologo	Go thala le go ngwala ga go tšweletšwa pele	Go ngwala ga go tšweletšwa pele	Go dira maitekelo a go ngwala ditlhaka 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 direkto <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 ditlhaka 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 ditlhaka 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</b> <b>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</b> <b>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</b> <b>Rubric 1:</b> Recognises aurally and visually some consonants and vowels
Thursday	Listening for focus sounds	Phonics		<b>Phonics, Reading and Viewing</b> <b>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</b> <b>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</b> <b>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</b> <b>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</b> <b>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	

# ★ Roko ye tala-morogo

## Kanegelo

Kanegelo ya rena e bolela ga Zinzi Madiswa. O be a šetše a eya swara ba le mengwaga ye tshela. Yo ke Moratho wa gagwe Sam yena o na le mengwaga ye lesome. Ba dula ka gare ga ntlo ye nnyane Mma , papa le mpšanyana leina la yona ke Spottie. Tšhupa-bodulo ya bona ke 7 mmileng wa Pokela, Matlalane.

Sam le Zinzi ba tsena sekolong se tee. Mosong mongwe le mongwe mma o ba direla sefihlolo sa motepa le maswi. Ge ba jele, ba ya sekolong. O nyaka go kwa gore go ile gwa diragala eng ka letšatši le lengwe ge ba be ba itokišetša go ya sekolong?

Mosong wo mongwe ge Sam a be a itokišetša go ya sekolong, ge Mmagwe a ba lokišetša sefihlolo. Sam o a apara borokgwana bja gagwe bjo boputswa, gempe ye tšhweu, masokisi a maputswa le dieta tše diso. Zinzi o be a e sa apere diaparo tša gorobala ke le adingwa tša go robala a bonala a tshwenyegile kudu. Sam a mo lebelela a re: "Zinzi o ka se ye sekolong ka diaparo tsa go robala! Roko ya gago ya sekolo e kae? Dira ka pela re tla šalela!"



A mo fetola ka gore "Ke a tseba, ke šaletše, bjale nna ga ke bone roko ya ka ye tala morogo." E ka ba e ile kae? Ba ile ba lebelela ka fase ga bolao le ka morago ga lebati, efela ga se ba e humana.

Joo Zinzi wa batho! O be a tshwenyegile kudu e bile a ikwa o ka re a ka lla. Go sa le bjalo, Zinzi le Sam ba kwa le le fasana. "Kgarr Kgarr." Le be le le fasana, ba swanelwa ke go theeletša ka tlhokomelo. "Ke eng seo? E kwagagala o ka re ke Spottie. E mo kae?" Zinzi a botšiša.



"Shhh! A re theeletšeng gape," gwa rialo Zinzi. Ba theeletša gape ka tlhokomelo ba kwa: "Kgarr kgarr." Sam a re: "Ke Spottie! Bjale e ka ba e le kae?" Ba ile ba theeletša gape. "Kgarr Kgarr." Modumo wa kwagala o etšwa ka gare ga raka mo phasetšeng. Zinzi a kitimela ka rakeng a bula lebati.

O ile a humana Spottie ka gare ga raka, aowa batho, e robotše godimo ga roko ya gagwe! Zinzi a topa Spottie a re: "Spottie, go tlile bjang gore o tswalelelwe ka gare ga raka? E bile, aowa hle, e bile bona roko ya ka!" Sam a topa roko a e hlohlora. Zinzi a lebelela roko ya gagwe a bona e lebelelega.

Zinzi o ile a apara roko ya gagwe gomme ba ja sefihlolo ka pela. Ba hlapa matsogo, ba apara dišira-difahlego ba laela. Zinzi le Sam ba ile ba kitimela sekolong ka lebelo, ba fihla tšhipi e sa tšo lla ya gore bana ba eme methalading. Ba be ba thabile kudu ka ge ba fihlile ka nako!

**A ke mafelelo a kanegelo.**



# ★ The green dress

## Story

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

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

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

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

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



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

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

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

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





## Koša

Zinzi ga a hwetše roko ya gagwe  
 Zinzi ga a hwetše roko ya gagwe  
 Zinzi ga a hwetše roko ya gagwe  
 O nagana gore e ka ba e le kae?

E ka ba ka fase ga bolao?  
 E ka ba ka fase ga bolao?  
 E ka ba ka fase ga bolao?  
 O nagana gore e ka ba e le kae?

E ka ba ka morago ga lebati?  
 E ka ba ka morago ga lebati?  
 E ka ba ka morago ga lebati?  
 O nagana gore e ka ba e le kae?

Shh, a o kwa lešata le?  
 Shh, a o kwa lešata le?  
 Shh, a o kwa lešata le?  
 O nagana gore e ka ba e le eng?

A re lebeleleng ka rakeng  
 A re lebeleleng ka rakeng  
 A re lebeleleng ka rakeng  
 O nagana gore re humane mang?

Re humane Spottie e le godimo ga roko  
 Re humane Spottie e le godimo ga roko  
 Re humane Spottie e le godimo ga roko  
 Zinzi le Sam ba thabile kudu!

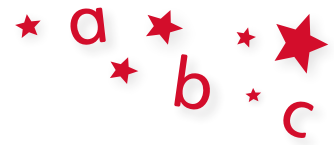


*(Šomiša tšhuni ya koša ye o ikgethelago yona go opela koša ye)*

## Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	roko	tala-morogo	tshwenyegile	šalela	lešata	humana
Mantšu a tlaleletšo:	tšhupa-bodulo	dipejama	sefihlolo	khapoto / raka	putswa	theeletša
	motepa	morago	ka fase ga	sekolo	mosong	apara





## Song

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

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

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

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

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

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



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

## Vocabulary from the story

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





### Go nyakega lebe le:

- Kanegelo ya: Roko ye tala-morogo
- Dipopi: Zinzi, Sam, Mor. le Moh. Madiswa, Spottie, roko ye tala morogo, diaparo tša go robala
- Ditshegetšo: roko ye tala morogo goba lešela le letala morogo, diaparo tša go robala, lepokisi la kgale la go dira khapoto
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu

### Stella o re:



*Ipalele kanegelo makga a mmalwa. Itlwaetše go anega kanegelo o le gae pele o ka tla wa e anegela barutwana ka phapošeng. Ge o ikwa o itshepa, go tla ba bonolo go anega kanegelo ka bolokologi. Ga o gapeletšege go ithuta mantšu a kanegelo- o ka anega kanegelo ka mantšu a gago.*

### Go nyakega lebe le:

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

## Beke ya 1 Letšatši 1

### Mešongwana ya phapoše ka moka

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

### Go anega kanegelo le go bopa tlotlontšu

#### 1 Pele o ka anega kanegelo

- 1.1 Botša barutwana hlogo ya kanegelo o ba tsebiša baanegwa o šomiša dipopi.
- 1.2 Tswalanya kanegelo le maphelo a barutwana: Bolela gore ke ba bogolo bjo bokaakang, ge e le gore ba na le bana babo ba bašemane goba ba basetsana, gore ba dula kae, gore ba ya sekolong bjang, ba apara eng ge ba eya sekolong.
- 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: Laetša sefahlego sa gago sa go bontšha go tshwenyega o kgopele barutwana go o bontšha gore ba lebelelega bjang ge ba tshwenyegile. Kgopela barutwana ba bolele lentšu leo ka polelo ya bona ge e le gore gae ba bolela polelo e šele.

#### 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.
- 2.3 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: *"Ke ipotšiša gore Zinzi o be a ikwa bjang ge ba be ba le tseleng ya go ya sekolong?"*

#### 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?"*

### Mahlo a mabedi a go bona

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

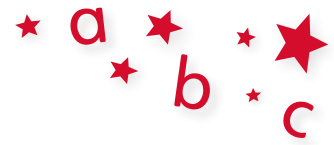
## Beke ya 1 Letšatši 2

### Mešongwana ya phapoše ka moka

### Go anega kanegelo le go e raloka

- 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. 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 diragatšo tša koša go be le go opela ga metlae ka dipolelo tša go feta e tee.





### You will need:

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

### Stella says:



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

## Week 1 Day 1

### Whole class activities

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

#### Two eyes to see

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

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

#### 2 While you tell the story

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

#### 3 After you tell the story

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

## Week 1 Day 2

### Whole class activities

### Storytelling and singing

### You will need:

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



- 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.



### Go nyakega lebe le:

- Dipopi tša go tšwa kanegelong
- Ditshegetšo: roko ye tala morogo goba sekgelana sa lešela le letala morogo, lepokisi la kgale la go dira khapoto, diaparo tša go robala



## Beke ya 1 Letšatši 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: *"Ke mang yo a gopolago gore sefahlego sa gago se be se le bjang ge o be o 'tshwenyegile'?"*
- 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 baihuti 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.

### 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 4

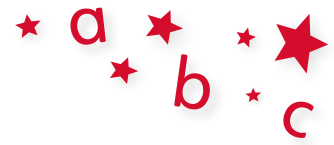
### Mešongwana ya phapoše ka moka

#### 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.







### You will need:

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



## Week 1 Day 3

### Whole class activities

#### Storytelling and role play

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

### You will need:

- Big sequence pictures

#### Stella says:



These are useful questions to ask about each picture:

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

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

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





### Go nyakega lebe le:

- Letlakala la bogolo bja A4 la morutwana yo mongwe le yo mongwe le le sa ngwalwago selo leo go ngwadilwego fela hlogo ya taodišo mathomong a lona kua godimo
- Dikherayoni tša makhura tše dikgolo

## Beke ya 1 Letšatši 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Ngwala hlogo ya kanegelo mo godimo letlakaleng la se ngwalwe selo la morutwana yo mongwe le yo mongwe pele thuto e ka thoma.
- 2 Kgopela barutwana go šupa mantšu a hlogo ge o a bala le bona.
- 3 Botšiša barutwana gore ke karolo efe ya kanegelo yeo ba e ratago go di feta ka moka. Efa ditšhišinyo. Mohlala: *"Naa o ratile karolo ya mola Zinzi a hwetša Spottie ka gare ga khapoto?"* Hlohleletša barutwana go thala seswantšho sa karolo ye ba e ratago ya kanegelo.
- 4 Dira tshwayaswao goba o kgopele morutwana yo mongwe le yo mongwe a go botše ka sethalwa sa gagwe.
- 5 Kgopela barutwana ge e le gore ba rata go ngwala se sengwe ka ga diswantšho tša bona goba ge ba nyaka wena o ba ngwalela.
- 6 Ge barutwana ba nyaka wena o ba ngwalela, dira gore le bona ba tšee karolo ka go ba kgopela gore ba bolele mantšu ao ka go iketla ge wena o a ngwala fase. O a bolelele godimio ge o a nagana o ngwala mafoko a bona. Mohlala: *"Zinzi... o hweditše... Spottie... ka gare... ga... Ke lentšu lefe leo o bego o rata go le bolela la go latela? 'Khapoto'. Ke ya go ngwala lentšu le 'khapoto'."*
- 7 Ngwala ntle le go fetola seo barutwana ba go botšago sona, lentšu ka lentšu, goba botšiša barutwana ge ba dumelana le wena pele o ka dira diphetogo mo mantšung a bona. O gopole gore o ngwale ka bothakga le ka mongwalo wo o bonagalago.
- 8 Ge o feditše go ngwala, hlohleletša barutwana go bala lefoko le wena. Šupa lentšu le lengwe le le lengwe ge o le bala le go amogela maitekelo a bona.

Ke rata roko ya Zinzi ye tala morogo.





#### You will need:

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

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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

I like Zinzi's pretty  
green dress.





### 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

## Beke ya 2 Letšatši 1

### Mešongwana ya phapoše ka moka

#### Tatelano ya diswantšho tše dingwe gape



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



### Go nyakega lebe le:

- Puku ye Kgolo: Roko ye tala-morogo

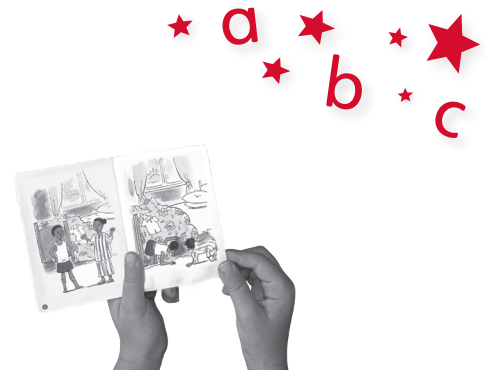
## Beke ya 2 Letšatši 2

### Mešongwana ya phapoše ka moka

#### Go bala mmogo – Puku ye Kgolo

- 1 Hlohletša 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 hlohletla 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 hlohletše barutwana go 'bala' le wena.





**You will need:**

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



**You will need:**

- Big Book: *The green dress*

## Week 2 Day 2

### Whole class activities

#### Shared reading – Big book

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





### Go nyakega lebe le:

- Letsopa la go ralokiša le papetla ya lepolanka goba legogwa tša morutwana yo mongwe le yo mongwe.



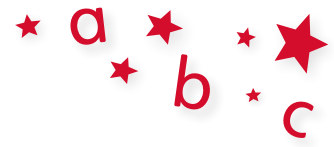
## Beke ya 2 Letšatši 3

### Mešongwana ya phapoše ka moka

#### Go ithuta go theeletša

- 1 Laela barutwana go dula ditafoleng tša bona o ba dudiše fase gabotse gore go homole ba iketle.
- 2 Thoma mošongwana wa lehono wa go theeletša ka go re: *"O gopola ge Zinzi le Sam ba ekwa Spottie e goba go tšwa ka khapotong? Ba swanetše go ba ba be ba theeditše gabotse go ka ekwa. A re tswaleleng mahlo a rena re homole metsotso e se mekae ge re tla be re theeletša ka tlhokomelo medumo yeo e kwagalago go re dikologa mo re lego gona."* Bjale botša barutwana go bula mahlo a bona gore ba bolele ka medumo yeo ba e kwelego. Ba bolele ka medumo yeo e lego kgauswi le bona goba e kwagalago mo go bona (ya godimo) le gore ke efe ye e lego kgole kudu le bona (e kwagalago e le fase). Botša barutwana gore ba ya go dira mošongwana woo go wona ba swanetšego go theeletša ka tlhokomelo seo o se bolelago.
- 3 Efa morutwana yo mongwe le yo mongwe nkgokolo ya letsopa la go ralokiša o ba botše gore ba ya go dira batho ba letsopa la go ralokiša.
- 4 Botšiša barutwana gore ke ditho dife tšeo batho ba bona ba tla go di nyaka: hlogo, mmele, matsogo a mabedi, diatla tše pedi, maoto a mabedi, dinao tše pedi, ditebe tša pedi, mahlo a mabedi, nko, molomo le moriri. Šupa ditho tša mmele wa gago ge o efa maina a tšona.
- 5 Bjale efa ditaello ka go iketla o hlaboša lentšu o ba šupetša ka letsopa la gago la go ralokiša. Ka morago ga taelo ye nngwe le ye nngwe o eme gannyane gore barutwana ba se kwe ba kitimišwa.
  - ★ Ngwatha seripa sa letsopa la go ralokiša o le phuthaphuthe go dira mmele.
  - ★ Ngwatha seripana se sennyane sa letsopa la go ralokiša, le phuthaphuthe o le dire nkgokolo go dira hlogo o e bee godimo ga mmele.
  - ★ O tšwele pele ka go dira maoto a mabedi o a bee ka fase ga mmele.
  - ★ O dire matsogo a mabedi o a bee ka thoko ga mmele.
  - ★ Phuthaganya diripa tše dingwe gape go dira mahlo.
  - ★ Phuthaganya seripa se sengwe sa molomo. Tlaleletša ka nko le ditsebe tše pedi.
- 6 Ge barutwana ba latetše ditaello tša gago ba dirile motho wa letsopa la go ralokiša, e re ba pšhatle letsopa leo la go ralokiša ba thome gape. Ka nako ye, ba leke go e dira ka tsela ya bona, ntle le go latela ditaello tša gago.





#### You will need:

- Playdough and a small board or mat for each learner



## Week 2 Day 3

### Whole class activities

#### Learning to listen

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





### Go nyakega lebe le:

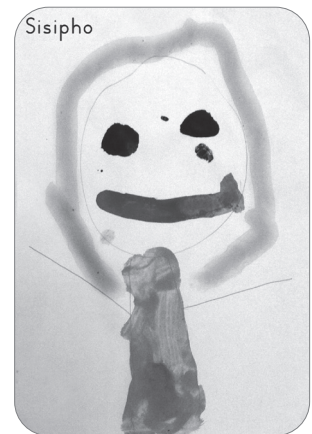
- Matlakala a magolo a lephephe le lešweu leo go lona go ngwadilwego leina la morutwana kua godimo khoneng ka letsogong la ngele
- Matlakala a magolo a lephephe a go ba le sethalwa sa Zinzi a apere roko ye tala morogo ao go ona go ngwadilwego leina la Zinzi kua godimo khoneng ka letsogong la ngele
- Pente ya mmala, diporaše le ditshitswana
- Seipone sa bogolo bja motho (ge go kgonagala)

## Beke ya 2 Letšatši 4

### Mešongwana ya phapoše ka moka

#### Bala o dire

- 1 Kgopela barutwana go emelela ba go šale morago. Šupa setho sa mmele wa gago, mohlala, hlogo ya gago. Botšiša barutwana gore naa setho seo se bitšwa eng o bolele leina la sona "hlogo".
- 2 Dira se ka ditho tša go fapana tša mebele ya bona: hlogo, moriri, ditsebe, mahlo, nko, molomo, seledu, molala, magetla, matsogo, sejabana, diatla, mpa, maoto, dikhuru, dinao.
- 3 Ba laele go kgwatha matsogo a bona, maoto, hlogo, ditsebe go kwa ka moo di kwagalago ka gona- naa ke tše ditelele, tša nkgokolo, di boleta goba di bothata?
- 4 Laetša barutwana letlakala la lephephe la go ba le sethalwa sa Zinzi a apere roko ya gagwe ye tala morogo. Šupa godimo letlakaleng mo go ngwadilwego leina la Zinzi.
- 5 Laetša barutwana letlakala la lephephe o ba hlohletše go "bala" maina a bona. Thuša barutwana bao ba sa kgonego go lemoga maina a bona.
- 6 Ba botšiše gore ke seswantšho se fe se ba naganago gore se swanetše go ba ka fase ga maina a bona: Karabo ya nnete e tla ba gore e tla ba seswantšho sa bona beng!
- 7 Ba botše gore ba ya go šomiša lephephe ka moka go šomiša pente go ithala le go thala diaparo tšeo ba di aperego.
- 8 Laela barutwana ba itebelele ka seiponeng sa botelele bja go lekana le bona goba ba lebelele bagwera ba bona ka tlhokomelo.



### Go nyakega lebe le:

- Letlakala la bogolo bja A4 morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo
- Dikero
- Seripa se setelele sa thapo (E swanetšwe go kadietšwa godimo ka mo phapošeng bjalo ka thapo ya go kadietša diaparo pele ga thuto.)
- Diphekese

## Beke ya 2 Letšatši 5

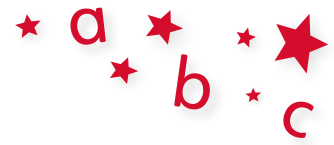
### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Kgopela barutwana go emelela ba go šale morago. Šupa se sengwe sa diaparo, mohlala, gempe ya gago.
- 2 Botšiša barutwana gore seaparo seo se bitšwa eng o bolele leina "gempe" .
- 3 Dira se ka mehuta ye mengwe ya diaparo: dieta, malethekana, jesi.
- 4 Efa morutwana yo mongwe le yo mongwe letlakala le le sa ngwalwago selo o kgonthiše gore go be le dikherayoni tša mebala tša go lekana sehlopha sa barutwana go ka di adimišana.
- 5 Ba hlalose tše gore ba thale seaparo seo ba se ratago le go se fa mmala wa maleba.
- 6 Ge ba feditše go fa diaparo tša bona mebala, ba swanetše go sega seswantšho seo ba se thadilego.
- 7 Ge yo mongwe le yo mongwe a feditše, barutwana ba swanetše go fa diaparo tšeo ba di thadilego maina ba go fe tšona gore o di kadietše thapong yeo e lego godimo ka mo phapošeng.







#### You will need:

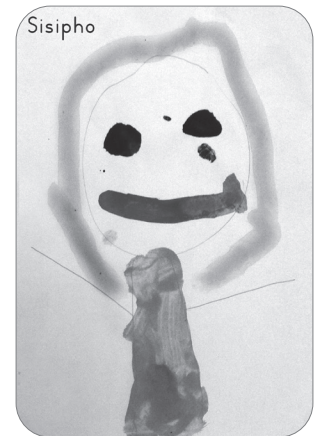
- Large sheets of white paper with each learner's name written on the top left-hand corner of a page
- One large sheet of paper where you have drawn Zinzi in her green dress and Zinzi's name written on the top left-hand corner of the page
- Coloured paint, brushes and tubs
- Full-length mirror (if possible)

## Week 2 Day 4

### Whole class activities

#### Read and do

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



#### You will need:

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

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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

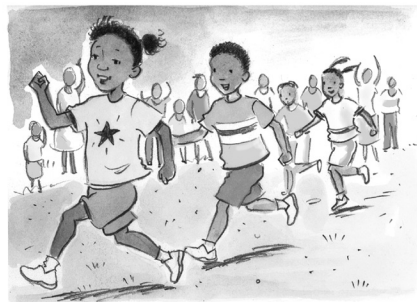
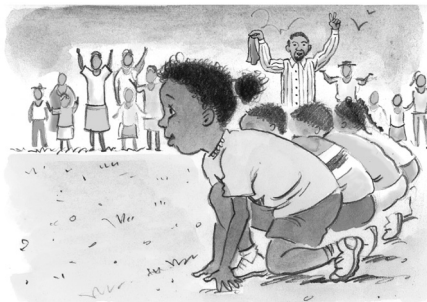
# ★ Kitima, Lindi, Kitima!

## Kanegelo

Kgale kgale go be go e na le mosetsanyana yo a bego a bitšwa Lindi yo a bego a dula le mmagwe, koko wa gagwe le moratho wa gagwe, Paul. Mmapula o be a šahlile, be a rata go raloka dithalokwana tša mehuta-huta. Thaloko yeo a bego a e rata kudu e be e le ya go kitima. O be a kitima go tšwa gagabo go ya nokeng. O be a kitima go tšwa nokeng go ya lebenkeleng. O be a kitima go tšwa lebenkeleng go ya go mmame wa gagwe yo a mo ratago. "Kitima, Lindi, kitima!" Ke ge bagwera ba gagwe ka moka ba mo goeletša. Lindi o be a bile a kitima le go fofela ka bolaong mantšiboa a mangwe le a mangwe, ka morago ga go hlapa meno.



Ka letšatši le lengwe, mmago Lindi a re go yena: "Lindi, Ke tseba ka mokgwa wo o ratago go kitima ka gona. Ka moso go tlo ba le lebelo go thoma lebenkeleng la Mor. Ibrahim. A o rata go tšea karolo mo lebelong phadišanong? Gwa ba bjalo Lindi a dumela! O be a hlohleletšegile kudu a be a ya malaong go yo robala e sa le ka pela gore a kgone go khutša le go ba le maatla a go tlo kitima lebelong leo. Ge go sele o ile a tsoga ka pela a ja sebjana sa motepa le maswi tša mesong. E be e tloba la go fiša kudu, Lindi a gopola go nwa meetse pele ga phadišano yeo.



Ka morago ga sefihlolo, Lindi a ya lebenkeleng la Mor. Ibrahim, ge a fihla a hlomagana le bana bao ba šetšego ba hlomile dikhuru fase ba le ka mothaladi, ba ikemišeditše lebelo leo. Mor. Ibrahim a re: "Itokišeng, emang gabotse, tlogang!" Ya ba ge a tlogile ka lebelo, Lindi! O kitimile bjalo ka moya! O kitimile ka mokgwa woo a sa kago a kitima ka wona pele. Kitima, Lindi, Kitima!" ke Paul ge a mo goeletša a fofela godimo le fase.

Ge a emiša go kitima, Lindi a kwa ka moka ba mo hlabetše legoa. O ile a kwa a thabile le go ba le maatla. Mor. Ibrahim o ile go yena a mo fa sefoka. "O šomile gabotse, Lindi! O kitimilke ka mokgwa wo o kgonnegoo ka gona! O morutwana wa mathomo wa go fetša lebelo le!"



Ge Lindi ge a eya gae ka morago ga lebelo, o be a apere sefoka wa gagwe molaleng.

"O šomile gabotse, Lindi, o šomile gabotse! Ka moka ka gae ba mo hlabela legoa. Makgolo wa gagwe a re: "Ke ikgogomoša ka wena. O be o itšhidolla ka mehla bjale bona o fentše mo phadišanong le! Mmele wa gago o kgwahlile gabotse le gore o na le maatla, go kitima ke mpho ya gago ye e ikgethilego."

**A ke mafelelo a kanegelo.**



# ★ Run Lindi Run

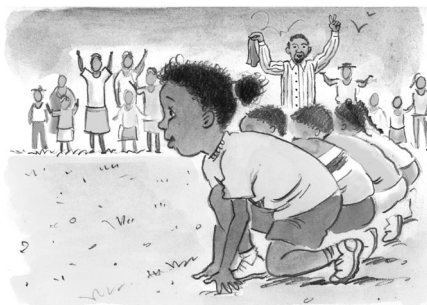
## Story

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



One day, Lindi's mother said to her: "Lindi, I know how much you love to run. Tomorrow there is going to be a race starting at Mr Ibrahim's shop. Would you like to run in the race?" Of course Lindi said yes! She was very excited and went to bed early so she could have a good rest and be strong for the race. In the morning, she woke up early and ate a bowl of warm porridge with milk for breakfast. It was going to be a hot day, and Lindi remembered to drink some water before the race.

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



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

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

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



## Koša

Lindi o kitimela nokeng ka lebelo  
 Go ya nokeng, go ya nokeng, go ya nokeng  
 Lindi o kitimela nokeng ka lebelo  
 Kitima, Lindi, kitima!

Lindi o kitimela lebenkeleng  
 Go ya lebenkeleng, kitimela lebenkeleng Lindi  
 Go ya gona lebenkeleng  
 Kitima, Lindi, kitima!

Lindi o kitima ka lebelo a thopa lebelong,  
 a thopa lebelo, Lindi a thopa lebelo  
 a kitima ka lebelo a thopa lebelo  
 Kitima, Lindi, kitima!

Lindi o ikwa a thabile, o na le maatla a ka kgona,  
 O tiile a ka kgona, Lindi o tiile a ka kgona  
 O kwa a thabile, o tiile a ka kgona  
 Kitima, Lindi, kitima!

Lindi o ikgokgomoša ka mpho ya gagwe ye e ikgethilego  
 Mpho ye e ikgethilego, mpho ye e ikgethilego  
 Lindi o ikgokgomoša ka mpho yagawe ye e ikgethilego  
 Kitima, Lindi, kitima!

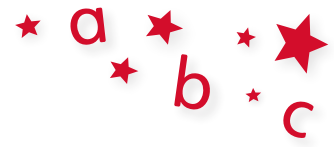
*(Šomiša tšhuni ya koša ye o ikgethelago yona go opela koša ye)*



## Tlotlontšu ya go tšwa ka gare ga kanegelo ye

<b>Mantšu a bohlokwa:</b>	<b>lebelo</b>	<b>hlohleletšegile</b>	<b>thopa</b>	<b>mentlele / sefoka</b>	<b>pele</b>	<b>kitima</b>
Mantšu a tlaleletšo:	kgwahla	itšhidolla	motepa	gabotse	ikgogomoša	phadima
	thabile	maswi	ikgethilego	mpho	sefihlolo	legoa





## Song

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

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

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

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

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



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

## Vocabulary from the story

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





### Go nyakega lebe le:

- Kanegelo ya: Kitima, Lindi, Kitima!
- Dipopi: Lindi, Paul, Mor. Ibrahim, koko wa Lindi, mmago Lindi
- Ditshegetšo: gempe ye tšhweu ya baki ya ralebenkele, thapo ya mo go fetšwago lebelo, mentlele
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu



## Beke ya 1 Letšatši 1

### Mešongwana ya phapoše ka moka

#### Go anega kanegelo le go bopa tlotlontšu

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

#### 1 Pele o ka anega kanegelo

1.1 Botša barutwana hlogo ya kanegelo o ba tsebiša baanegwa o šomiša dipopi.

1.2 2. Tswalanya kanegelo le maphelo a barutwana ka go ba botsa o re: *“Ke mang yo a ratago go kitima? O kitima kae? Naa o šetše o kile wa kitima lebelo ka mohlala wo mongwe?”*

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: Kgopela morutwana go ema kgauswi le wena a itire o ka re o kitima le wena (dikgato di se kae fela!). Bolela ka ga go thoma lebelo, go le fetša le gore motšeasefoka e bile mang.

#### 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.

2.3 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 Lindi o be a ekwa bjang ge a be a swanetše go thoma ka lebelo? O nagana gore Lindi o ikwele bjang ge a thopa lebelo?”*

#### 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? Lindi o be a kgona go kitima. Wena o kgona eng?”*

#### Go hlagiša modumo go tšwa kanegelong

1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: *“go, ga, ge, gona, gagwe, gone, gore, gabotse, goeletša, godimo, gae, gago. Le kgona go kwa modumo wo o nepišitšwego: godimo, gae, gago? Ee, le nepile! Ka moka ba file modumo wa /g/.”*

2 *“Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /g/: garafo, galase, gauta, legadima, legapu, legare, legora, legotlo.”* (Gatelela modumo wa mathomo ge o bitša mantšu a).

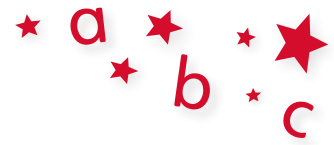
3 Bolela modumo wa /g/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.

4 Kgopela barutwana go bolela modumo wa /g/: **“g-g-g”** Dira se go ba metlae:

O bolelele fasana, godimo, lebotong, seširatlhakeng le go yo mongwe le yo mongwe.

#### Mahlo a mabedi a go bona

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



### You will need:

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

## Week 1 Day 1

### Whole class activities

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

#### Two eyes to see

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

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

#### 2 While you tell the story

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

#### 3 After you tell the story

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

### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"go, ga, ge, gona, gagwe, gone, gore, gabotse, goeletša, godimo, gae, gago. Can you hear the focus sound: godimo, gae, gago? Yes, you are right! They all have the sound /g/."*
- 2 *"Listen carefully, here are some more words with /g/: garafo, galase, gauta, legadima, legapu, legare, legora, legotlo."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /g/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /g/: **"g-g-g"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.





### Go nyakega lebe le:

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



## Beke ya 1 Letšatši 2

### Mešongwana ya phapoše ka moka

#### Go anega kanegelo le go e raloka

- 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 diragatšo tša koša go be le go opela ga metlae ka dipolelo tša go feta e tee.

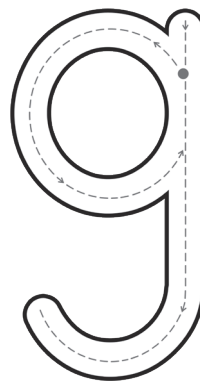
### Stella o re:



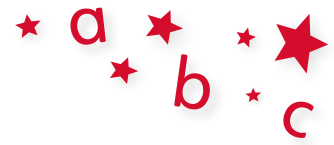
Go itlwaetša mongwalo wa semolao ke karolo ya kharikhulamo ya Kereiti ya 1, ga se e lokele barutwana ba Kereiti ya R. Le ge go le bjalo, go bohlokwa gore barutwana ba rutwe go bopa ditlhaka ka tshwanelo. O ka dira se o iketlile ka tsela ya go kgahliša o šomiša mešongwana ye e amanago le dikwi le go hlohleletša barutwana go ngwala ditlhaka tše dikgolo ka mo ba ka kgonago ka gona.

#### Go bopa tumatlhaka

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







### 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.

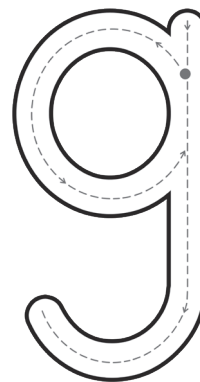
#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /g/ or if they can think of any other words that start with the sound /g/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be using a spade to dig a hole while saying: "g-g-g".
- 3 Show learners how to write the letter g. 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, up to the top, down 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 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.

#### Stella says:



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





#### Go nyakega lebe le:

- Dipopi tša go tšwa kanegelong
- Ditshegetšo: gempe ye tšhweu ya baki ya ralebenkele, thapo ya mo go fetšwago lebelo, mentlele
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **g**: garafo, galase, gauta, garatene, gempe

## Beke ya 1 Letšatši 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: *"Ke mang yo a ka gopolago gore Lindi o hweditše eng ge a se no thopa sefoka mo lebelong? Ee, mentlele wa go phadima."*
- 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 g."* Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.





#### You will need:

- Puppets for the story
- Props: white shirt for shopkeeper's coat, rope or string for the finishing line, medal
- A letter box containing objects or pictures of objects that have the focus sound **g**: garafo, galase, gauta, garatene, gempe

## Week 1 Day 3

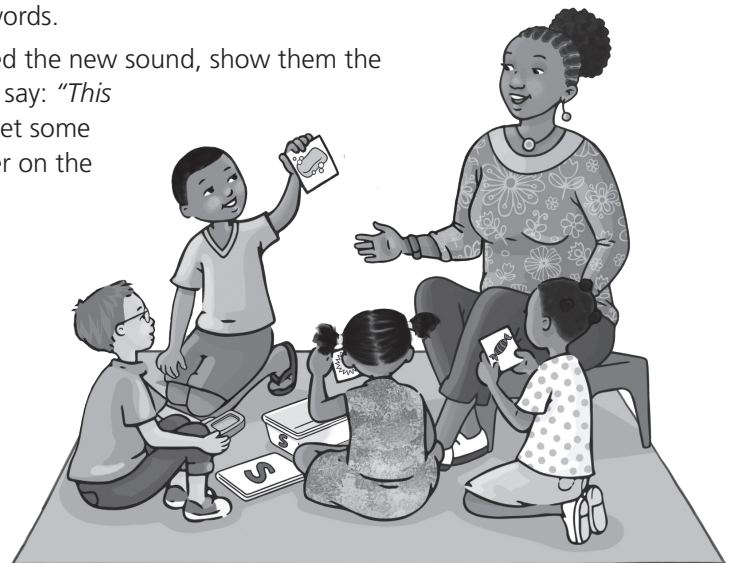
### Whole class activities

#### Storytelling and role play

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

#### Letter boxes

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





### Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho
- Setulwana se se kitetšwego goba kutu

### 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 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.

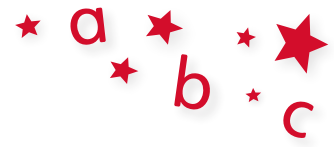


#### Go theeletša medumo ye e nepišitšwego

- 1 Botša barutwana gore ba ya go dula ka ntikodiko ba fana mokotla wa nkgokolo go ya ka mo ba dutšego ka gona.
- 2 Morutwana yo a swerego mokotla wa nkgokolo o swanetše go bolela leina la gagwe ge ka moka ba theeleditše.
- 3 Botšiša barutwana gore naa leina le lengwe le le lengwe le thoma ka eng. Ge barutwana ba file karabo, boeletša leina le modumo wa mathomong, ka tselo ye: "Ee, leina la Sindi le thoma ka modumo wa /s/." Morutwana a ka fetišetša mokotla wa nkgokolo pele.

**Pharologanyo:** Letša mmimo wa fasana ka bokamoragong. O fele o emiša mmimo kgafetša kgafetša. Morutwana yo a swerego mokotla wa nkgokolo o swanetše go fa leina la gagwe le modumo wo le thomago ka wona.





### You will need:

- Big sequence pictures
- Bean bag or block

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

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

#### Stella says:



These are useful questions to ask about each picture:

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



#### Listening for focus sounds

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

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





### Go nyakega lebe le:

- Letlakala la bogolo bja A4 la morutwana yo mongwe le yo mongwe le le sa ngwalwago selo leo go ngwadilwego fela hlogo ya taodišo mathomong a lona kua godimo
- Dikherayoni tša makhura tše dikgolo
- Mantšu a nokontši ao a sepelelanago le kanegelo: moswana, gopola, rategago, Ibrahim, makgolo, hlohloeditšwe, mesong, motepa, meetse, mentlele, ikgethilego, mpho, kitima, lebelo

## Beke ya 1 Letšatši 5

### Mešongwana ya phapoše ka moka

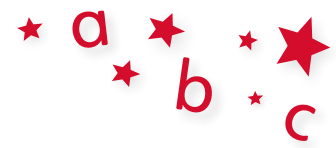
#### Dira, thala o be o ngwale

- 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 Bala mantšu a hlogo a a lego godimo mo letlakaleng le go hlohleletša barutwana go bala le wena.
- 3 Botšiša barutwana gore ke karolo efe ya kanegelo yeo ba e ratago go di feta ka moka. Hlohleletša barutwana go thala seswantšho sa karolo ye ba e ratago ya kanegelo.
- 4 Dira tshwayaswao/botšiša dipotšišo le o kgopele morutwana yo mongwe le yo mongwe a go botše ka diswantšho tša bona.
- 5 Kgopela barutwana ge e le gore ba rata go ngwala se sengwe ka ga diswantšho tša bona goba ge ba nyaka wena o ba ngwalela.
- 6 Ge barutwana ba nyaka wena o ba ngwalela, dira gore le bona ba tšee karolo ka go ba kgopela gore ba bolele mantšu ao ka go iketla ge wena o a ngwala fase. O a bolelele godimio ge o a nagana o ngwala mafoko a bona.
- 7 Ngwala ntle le go fetola seo barutwana ba go botšago sona, lentšu ka lentšu, goba botšiša barutwana ge ba dumelelana le wena pele o ka dira diphetogo mo mantšung a bona. O gopole gore o ngwale ka bothakga le ka mongwalo wo o bonagalago.
- 8 Ge o feditše go ngwala, hlohleletša barutwana go bala lefoko le wena. Šupa lentšu le lengwe le le lengwe ge o le bala le go amogela maitekelo a bona.

#### 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: **ki | ti | ma**.
- 2 Kgetha morutwana gore a emelele le go fofa ge go bitšwa se sengwe le se sengwe sa dinoko: **ki** (a fofe gatee) **ti** (a fofe gatee) **ma** (a fofe gatee).
- 3 Kgopela morutwana a fofe gape, mo nakong ye barutwana ba phaphathe gatee ge a fofile gatee.
- 4 Barutwana ba fana dibaka go theeletša lentšu go tšwa lenaneong ba fofe ge ba le ripaganya ka dinoko.





#### You will need:

- A blank A4 page for each learner with the title of the story written at the top of the page
- Jumbo wax crayons
- Multisyllabic words relating to the story: moswana, gopola, rategago, lbrahim, makgolo, hlohloeditšwe, mesong, motepa, meetse, mentlele, ikgethilego, mpho, kitima, lebelo

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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

#### Blending and segmenting (syllables)

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





### 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

## Beke ya 2 Letšatši 1

### Mešongwana ya phapoše ka moka

#### Tatelano ya diswantšho tše dingwe gape

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



#### Go hlagiša modumo go tšwa kanegelong

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







#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “e, emang, eya, emiša, lebenkeleng. Can you hear the focus sound: e-e-e-eya, e-e-e-emiša, leeebeeenkeeeleeng? Yes, you are right! The focus sound is /e/.”
- 2 “Listen carefully, here are some more words with /e/: ee, eie, lebese, selepe, meetse.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /e/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /e/: “e-e-e”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.



### Go nyakega lebe le:

- Puku ye Kgolo: Kitima, Lindi, Kitima!
- Meetse ka gare ga ditšhelo le poraše ya pente tša morutwana yo mongwe le yo mongwe

## Beke ya 2 Letšatši 2

### Mešongwana ya phapoše ka moka

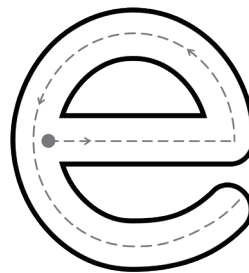
#### Go bala mmogo – Puku ye Kgolo

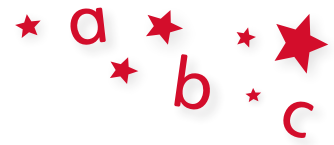
- 1 Hlohleletša barutwana go lebelela seswantšho sa bokantle bja puku le go bolela ka seo ba se bonago le seo ba se lemogago.
- 2 Balela barutwana ka phapošeng hlogo ya kanegelo. O šupe lentšu le lengwe le le lengwe ge o tšwela pele ka go bala. E bale gape o kgopele barutwana go bala le wena.
- 3 Phetla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



#### Go bopa tumatlhaka

- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /e/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /e/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo, Mohlala: Barutwana ba ka itlhopha ka bobedi ba ekiša go **entana**.
- 3 Botšiša barutwana ge ba gopola ka moo e e ngwalwago ka gona. Ba rete ka maitkelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o ye thwii, o ye ka godimo le go dikologa".
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona.
- 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.





### You will need:

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

## Week 2 Day 2

### Whole class activities

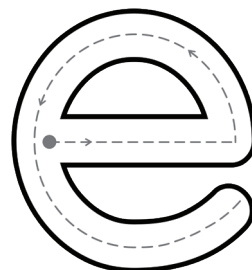
#### Shared reading – Big Book

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



#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /e/ or if they can think of any other words that start with the sound /e/.
- 2 Teach learners an action associated with the sound. For example: Learners can pair up and pretend to vaccinate another learner (**e-e-entana**).
- 3 Show learners how to write the letter **e**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go straight, over and around.”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. 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.





### Go nyakega lebe le:

- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **e**: eie, lebese, selepe, kereke, phensele, sesepe, ketlele, lethese, helemete, lebenkele, sekepe

## Beke ya 2 Letšatši 3

### Mešongwana ya phapoše ka moka

#### Go ithuta go theeletša

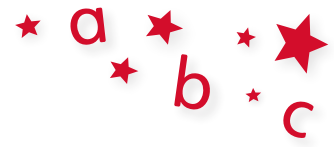
- Laela barutwana go dula ditafoleng tša bona o ba dudiše fase gabotse gore go homole ba iketle.
- Thoma mošongwana wa lehono wa go theeletša ka go re: *"A re tswaleleng mahlo a rena re homole metsotso e se mekae ge re tla be re theeletša ka tlhokomelo medumo yeo e kwagalago go re dikologa mo re lego gona."* Bjale botša barutwana go bula mahlo a bona gore ba bolele ka medumo yeo ba e kwelego. Ba bolele ka medumo yeo e lego kgauswi le bona goba e kwagalago mo go bona (ya godimo) le gore ke efe ye e lego kgole kudu le bona (e kwagalago e le fase). Botša barutwana gore ba ya go dira mošongwana woo go wona ba swanetšego go theeletša ka tlhokomelo seo o se bolelago.
- Kgopela barutwana ba iše dihlogo tša bona fase ge o bolela taba ye e lego ya nnete. Leka pele mehlala e se mekae mmogo: Lindi a ka kitima (iša hlogo fase); Mpša e ka kitima (iša hlogo fase).
- Hlalosetša barutwana gore ge ba ekwa seo e se go nnete, ba swanetše go šikinya dihlogo tša bona go ya mhlakoreng ka moka a ka thoko. Mohlala: Lindi a ka fofa (ba šikinye hlogo); Tafola e ka fofa (ba šikinye hlogo); Bjale ge tswakanya mehlala o gopotše barutwana gore ba iše hlogo fase ge go bolelwa ditaba tšeo e lego tša nnete.
  - ★ Mošemane a ka kitima. (iša hlogo fase)
  - ★ Mpša e ka fofa. O (šikinya hlogo)
  - ★ Kgomo e ka fofa. (šikinya hlogo)
  - ★ Mosetsana a ka fofa. (šikinya hlogo)
  - ★ Hlapi e ka kitima. (šikinya hlogo)
  - ★ Ntši e ka fofa. (iša hlogo fase)
  - ★ Pudi e ka kitima. (iša hlogo fase)
  - ★ Puku e ka kitima. (šikinya hlogo)
  - ★ Paesekela e ka fofa. (šikinya hlogo)
  - ★ Koloji e ka fofa. (šikinya hlogo)
  - ★ Sefofane se ka fofa. (iša hlogo fase)



#### 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 kgopela gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme la bona la gae. Ka morago ga fao efa lentšu ka leleme le o rutago ka lona. Ba laele go swara didirišwa goba diswantšho ba di fetišetšane.
- 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 e."* Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mehlala wa yona godimo ga sekhurumelo.





### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **e**: eie, lebesse, selepe, kereke, phensele, sesepe, ketele, lethese, helemete, lebenkele, sekepe

## Week 2 Day 3

### Whole class activities

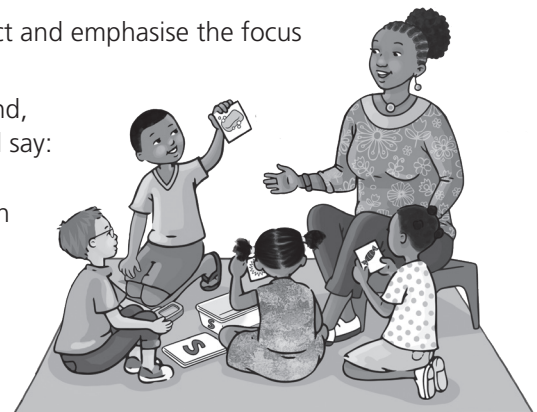
#### Learning to listen

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



#### Letter boxes

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





### Go nyakega lebe le:

- Poleiti ye nnyane ya pampiri goba seripa sa khatepokisi seo se segilwego ka nkgokolo sa morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo le/ goba pente
- Sephula-mašoba sa go dira lešoba morumong wa poleiti ya pampiri
- Mogala
- Setulwana se se kitetšwego goba kutu

## Beke ya 2 Letšatši 4

### Mešongwana ya phapoše ka moka

#### Bala o dire

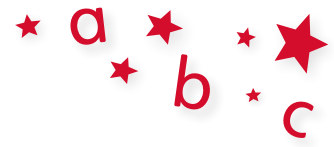
- 1 Šomiša dipoleiti tša pampiri tše dinnyane goba thala dinkgokolo godimo ga khatepoto o di sege. Ngwala leina la morutwana yo mongwe le yo mongwe mo khatepotong goba mo poleiting ya pampiri o šomiše sephula-mašoba go dira lešoba le lennyane morumong wa khatepoto goba poleiting ya pampiri.
- 2 Botšiša barutwana ge e le gore ba gopola seo Lindi a bego a se kgona- ee, go kitima! Eya go barutwana o botšiša yo mongwe le yo mongwe wa bona gore ke eng seo ba se kgonago (gore mpho ya bona ya go ikgetha ke efe?).
- 3 E re morutwana a lebelele khatepoto goba poleiti ya pampiri ya go ba le leina la gagwe. Mo bogareng bja khatepoto goba poleiti ya pampiri, ba thale seswantšho sa bona ba dira seo ba se kgonago. Se e tla ba mentlele goba sekgabišo sa bona.
- 4 Ge barutwana ba kgabiša mentlele goba sekgabišo sa bona, lokela seripa sa mogala mo lešobeng. Kgonthiša gore botelele bja mogala ke bjo bo lekanego go ka dikologa ka godimo ga hlogo ya morutwana wa ba wa bofša lehuto.
- 5 Mafelelong a mošongwana, neela morutwana yo mongwe le yo mongwe mentlele ya bona.

#### Go theeletša medumo ye e nepišitšwego

- 1 Botša barutwana gore ba ya go dula ka ntikodiko ba fana mokotla wa nkgokolo go ya ka mo ba dutšego ka gona.
- 2 Morutwana yo a swerego mokotla wa nkgokolo o swanetše go bolela leina la gagwe ge ka moka ba theeeditše.
- 3 Botšiša barutwana gore naa leina le lengwe le le lengwe le thoma ka eng. Ge barutwana ba file karabo, boeletša leina le modumo wa mathomong, ka tsela ye: "*Ee, leina la Sindi le thoma ka modumo wa /s/.*" Morutwana a ka fetišetša mokotla wa nkgokolo pele.

**Pharologanyo:** Letša mmimo wa fasana ka bokamoragong. O fele o emiša mmimo kgafetša kgafetša. Morutwana yo a swerego mokotla wa nkgokolo o swanetše go fa leina la gagwe le modumo wo le thomago ka wona.





#### You will need:

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

## Week 2 Day 4

### Whole class activities

#### Read and do

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

#### Listening for focus sounds

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

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





### Go nyakega lebe le:

- Lephephe la letlakala le legolo
- Dipene tša go swaya
- Dikherayoni tša makhura tše dikgolo
- Mantšu a nokontši ao a sepelelanago le kanegelo: moswana, gopola, rategago, Ibrahim, makgolo, hlohloleditšwe, mesong, motepa, meetse, mentlele, ikgethilego, mpho, kitima, lebelo

## Beke ya 2 Letšatši 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Botša barutwana gore o thabile kudu: *"Re ya go ba le mokitimo wa lebelo wa barutwana ba ka phapošeng ya rena, go no swana le Lindi! A re kgopeleng hlogo ya sekolo a tle a re lebelele ge re kitima le go neelana ka difoka."*
- 2 Bolela ka tsebišo ye bohlokwa ye o tla e beago mo taletšong: leina la hlogo ya sekolo; letšatši le nako tša lebelo, le lona lefelo leo lebelo le tla go diragala go lona.
- 3 Bolela ka taletšo: *"Go [ngwala leina la hlogo ya sekolo]"* godimo ga seripa sa lephephe ka pene ya go swaya ye koto.
- 4 Mmogo le barutwana, kwanang ka tsebišo ye nngwe ye le ratago go e ngwala mo taletšong: Letšatši, Nako, Lefelo.
- 5 Ngwala dikgopolo tšeo di fiwago ke barutwana.
- 6 Botšiša barutwana: *"Ke tsebišo efe gape ye re swanetšego go e bea mo taletšong ya rena?"* O ka šišinya tše di latelago: *"Re go leboga go tla mo lebelong la rena le go neelana ka difoka."*
- 7 Balang taletšo ye e fedilego le barutwana, o šupa lentšu le lengwe le le lengwe ge o le bala.
- 8 Kgopela ba bangwe ba barutwana go thala diswantšho go kgabiša taletšo ba šomiša dikherayoni o ba beakantšhetše tšona gore ba di iše go hlogo ya sekolo.
- 9 Kgonthiša gore le swara lebelo ka letšatši le le dumelelanago ka lona, le ka nako ye le e ngwadilego mo taletšong.

#### Momaganya le go ripaganya (dinoko)

- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **le | be | lo**
- 2 Kgetha morutwana gore a emelele le go fofa ge go bitšwa se sengwe le se sengwe sa dinoko: **le** (a fofe gatee) **be** (a fofe gatee) **lo** (a fofe gatee).
- 3 Kgopela morutwana a fofe gape, mo nakong ye barutwana ba phaphathe gatee ge a fofile gatee.
- 4 Barutwana ba fana dibaka go theeletša lentšu go tšwa lenaneong ba fofe ge ba le ripaganya ka dinoko.







#### You will need:

- A large sheet of paper
- Marker pens
- Jumbo wax crayons
- Multisyllabic words relating to the story: moswana, gopola, rategago, lbrahim, makgolo, hlohloleditšwe, mesong, motepa, meetse, mentlele, ikgethilego, mpho, kitima, lebelo

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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

#### Blending and segmenting (syllables)

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



# ★ Ali le pente

## Kanegelo

Lehono ke rata gore o kopane le Mor. le Moh. Ibrahim. Ba na le lebenkele leo go lona ba rekišago dilo tše ntši tša go kgahliša. (O sa gopola gore lebelo la Lindi le thomile lebenkeleng la Mor. Ibrahim?) Ka letšatši le lengwe Moh. Ibrahim a boela gae a swere dimpho tša bana ba gagwe ba babedi, Musa le Ali.

O ile a ntšha mpho ya Ali go tšwa ka mokotleng. E be e le ya sebopego sa nkgokolo ye kgolo. Moh. Ibrahim a bala karata. Yona e be e balega ka tsela ye: "Ali yo a rategago, Ka Lerato go tšwa go Mma le Tate. "O nagana gore e be e le mpho ya eng? Ali o ile a bula mpho ya gagwe. E be e le kgwele ye botse ye khubedu. Ali o ile a re: "Ke a leboga, Mma!" a tšea kgwele a ya ka ntle go yo raloka.



Musa le yena a lebelela mpho ya gagwe. E be e le lepokisi la khutlonne. Moh. Ibrahim a bala karata. E be e balega ka tsela ye: "Musa yo a rategago, Ka lerato go tšwa go Mma le Tate." O tšere mpho yeo ya khutlonne a le e a hwetša se ke seo a se hweditšego. E be e le porashe ya go penta le ditšhipi tše nne tša pente-ye khubedu, serolwana, tala-lerata le ye tala-morogo. Musa o be a thabile ka gore o rata go thala diswantšho. O ile a re: "Ke a leboga Mma, ke tla le pentela seswantšho wena le Tate."

Ge a feditše go thala, Musa a bea dipente tšeo ka gare ga lepokisi a ya ka ntle go raloka le bagwera ba gagwe. Ge a le ka ntle, gwa diragala se sengwe. Ali a bona lepokisi le le godimo ga tafola. O be a rata go bona seo se lego ka gare ga lepokisi. O ile a šuthišetša setulo kgauswi le tafola. O nagana gore o ile a dira eng? Ali a namela setulo a fetela godimo ga tafola. A bula lepokisi a ntšha dipente tšela ka moka ka gare ga lepokisi.

O nagana gore o ile a dira eng ka morago ga moo? O ile a bula pente ye tala-morogo a tlotša nko ya gagwe. Bontšha ka moo a ilego a itlotša ka pente ye tala-morogo mo nkong ya gagwe. O ile a ntšha pente ye khubedu a itlotša mo mpeng. Mpontšhe ka moo o itlotšago ka pente ye tala-morogo mpeng ka gona. O ile a bula pente ye tala-lerata a itlotša menwaneng ka moka ya maoto ka yona. O ka bina-bintšha menwana ya gago ya maoto?

Bjale mošemanyana Ali o na le pente ye tala-morogo mo nkong ya gagwe; pente ye khubedu mo mpeng ya gagwe; le pente ye tala-lerata mo menwaneng ya gagwe ya maoto. A o tseba gore go be go šetše pente ya mmala ofe ka lepokisaneng? Ee! Pente ye serolwana ke yona ye e bego e šetše ka lepokisaneng. Ali ga a ka a kgona go ntšha pente yeo ye serolwana ka ge erile ge a swanetše go e ntšha ya ba Moh. Ibrahim o tsena ka moo o a mmona.

Ali o ile a sega a phaphatha diatla. Moh. Ibrahim a re: "Ali! o dira eng?" A myemyela a re: "Nko ya gago ke ye tala- morogo. Mpa ya gago ke ye khubedu. Menwana ya gago ya maoto ke ye tala-lerata. Ebile ke a go rata!"

Moh. Ibrahim o ile a ntšhetša Ali ka ntle a mo hlapiša nko, mpa le menwana ya maoto. O ile a di bea ka gare ga raka gore Ali a se di humane gape.



**A ke mafelelo a kanegelo.**

# ★ Ali and the paint



## Story

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

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



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

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

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

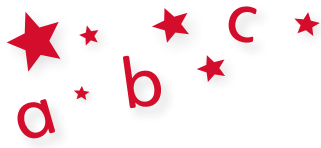
Now little Ali had green paint on his ... nose; red paint on his ... tummy; and blue paint on his ... toes. Do you know what colour paint was left in the box? Yes! The yellow paint was left in the box. But Ali did not take the yellow paint because just then Mrs Ibrahim came in and she saw him.

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

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



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



## Koša

Ali o tlotša nko ya gagwe  
 Ke ye tala-morogo,  
 tala-morogo, tala-morogo  
 tala-morogo, tala-morogo  
 tala-morogo  
 tala-morogo, tala-morogo, tala-morogo  
 Ke ye tala-morogo  
 Ali o tlotša nko ya gagwe  
 Ke ye tala-morogo,  
 tala-morogo, tala-morogo,  
 Joo moratiwa, Ali!

Ali o tlotša mpa ya gagwe ke ye khubedu,  
 khubedu, khubedu, khubedu, khubedu  
 khubedu, khubedu, khubedu, khubedu  
 Ali o penta mpa ya gagwe ke ye khubedu,  
 khubedu, khubedu,  
 Joo moratiwa, Ali!

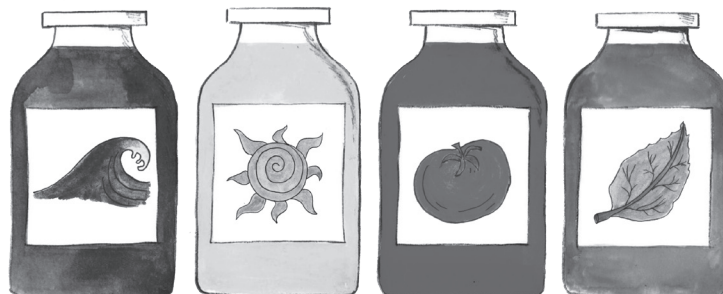
Ali o penta menwana ya gagwe ya maoto  
 Ke ye tala-lerata,  
 tala-lerata, tala-lerata, tala-lerata  
 tala-lerata, tala-lerata  
 tala-lerata, tala-lerata, tala-lerata  
 Ali o penta menwana ya gagwe ya maoto  
 Ke ye tala-lerata,  
 tala-lerata, tala-lerata,  
 Joo moratiwa, Ali!

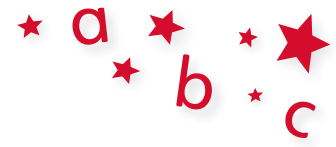


*(Šomiša tšhuni ya koša ye o ikgethelago yona go opela koša ye)*

## Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	tala-lerata	tala-morogo	serolwana	khubedu	pente	mpho
Mantšu a tlaleletšo:	porashe	nkgokolo	khutlonne	raka / khapoto	mpa	nko
	menwana	namela	bula	sega	ka gare	tlotša





## Song

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

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

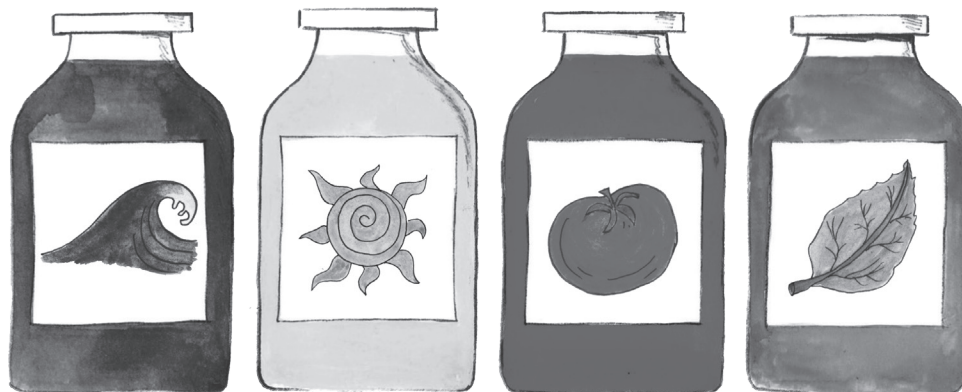
Ali paints his toes and they're blue, blue, blue,  
blue, blue, blue,  
blue, blue, blue.  
Ali paints his toes and they're blue, blue, blue,  
Oh dear, Ali!



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

## Vocabulary from the story

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





### Go nyakega lebe le:

- Kanegelo ya: Ali le pente
- Dipopi: Musa, Ali le Moh. Ibrahim, magapa a mane a pente
- Ditshegetšo: kgwele ye khubedu goba seswantšho sa kgwele, lepokisi la khutlonne tša go lekana le le phuthetšwego bjalo ka mpho, poraše ya go penta, dikarata tše pedi tša go ya go bašemane tša go tšwa go Mma le Tate, mošomo wa Musa wo a o pentilego, seswantšho sa go pentwa sa molalatladi
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu

## Beke ya 1 Letšatši 1

### Mešongwana ya phapoše ka moka

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

### Mahlo a mabedi a go bona

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

### 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: Bolela ka malapa a barutwana le boledišane ka mengwaga ya baratho ba bona.
- 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, kgopela barutwana go tšola dieta tša bona gomme yo mongwe le yo mongwe ka moo a swikintšhago menwana ya bona ya maoto ka gona.

#### 2 Ge o anega kanegelo

- 2.1 Anega kanegelo ka tsela ya go bontšha bophelo o šomiša mantšu a go fapana.
- 2.2 Laetša ka ditiro o šomiše dipopi le ditshegetšo.
- 2.3 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: *"Ke ipotšiša gore Mmago Ali o tla dira eng ge a bona seo a se dirilego."*

#### 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?"*

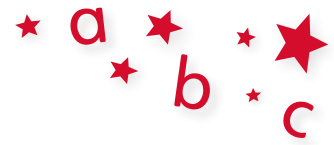
### Go hlagiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: *"sengwe, seo, serolwana, seswantšho, setulo, sega. Le kgona go kwa modumo wo o nepišitšwego: sengwe, serolwana, seswantšho? 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/: seboko, seširo, sešupanako, setimela, setulo, 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:

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

## Week 1 Day 1

### Whole class activities

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

#### Two eyes to see

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

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

#### 2 While you tell the story

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

#### 3 After you tell the story

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

### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"sengwe, seo, serolwana, seswantšho, setulo, sega. Can you hear the focus sound: sengwe, serolwana, seswantšho? Yes, you are right! They all have the sound /s/."*
- 2 *"Listen carefully, here are some more words with /s/: seboko, seširo, sešupanako, setimela, setulo, 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:

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

### Stella o re:

Gopola go botšiša barutwana ge e le gore ba tseba go bolela mantšu a tlotlontšu ya polelo ya bona ge e le gore ba bolela polelo e šele ge ba le gae.



## Beke ya 1 Letšatši 2

### Mešongwana ya phapoše ka moka

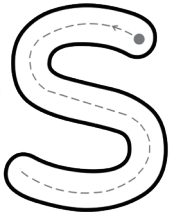
#### Go anega kanegelo le go e raloka

- 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 /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 o ka re ba bethantšha kgwele fase ge ba tšwela pele ka go re "sssss".
- 3 Botšiša barutwana ge ba gopola ka moo s e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o ye 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:

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

### Stella says:

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



## Week 1 Day 2

### Whole class activities

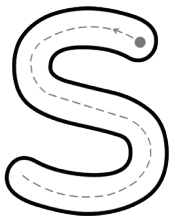
#### Storytelling and singing

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



#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /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 pretend to have lost something on the floor and while they are looking around for what they have lost they can say: "sssss".
- 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 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 tša go tšwa kanegelong
- Ditshegetšo: kgwele ye khubedu goba seswantšho sa kgwele, lepokisi la khutlonne tša go lekana le le phuthetšwego bjalo ka mpho, poraše ya go penta, dikarata tše pedi tša go ya go bašemane tša go tšwa go Mma le Tate, mošomo wa Musa wo a o pentilego, seswantšho sa go pentwa sa molalatladi
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **s**: seboko, seširo, sešupanako, setimela, setulo, sego, seipone, seroto, sebešo, seeta

## Beke ya 1 Letšatši 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: *"Ke mang yo a ka gopolago gore Lindi o hweditše eng ge a se no thopa sefoka mo lebelong? Ee, mentlele wa go phadima."*
- 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 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:

- Puppets for the story
- Props: red ball or picture of a ball, a square box wrapped as a present, a paintbrush, two cards to the boys from Mom and Dad, Musa's painting, e.g. a rainbow painting
- A letter box containing objects or pictures of objects that have the focus sound **s**: seboko, seširo, sešupanako, setimela, setulo, sego, seipone, seroto, sebešo, seeta

## Week 1 Day 3

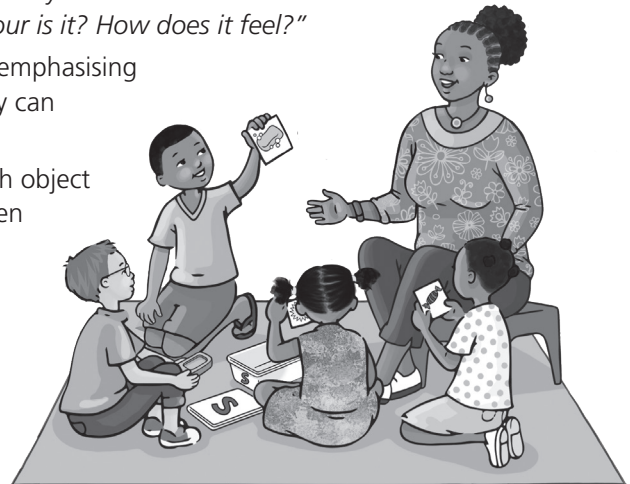
### Whole class activities

#### Storytelling and role play

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

#### Letter boxes

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

- 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 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.



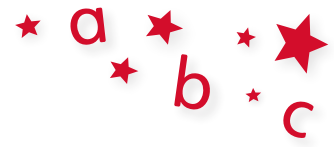
### Go theeletša medumo ye e nepišitšwego

- 1 Opela koša ye e latelago ka molodi wa "If you're happy and you know it".
  - ★ Ge leina la gago le thoma ka /m/, emelela;
  - ★ Ge leina la gago le thoma ka /m/, emelela;
  - ★ Ge leina la gago le thoma ka /m/, emelela; o lotšhe;
  - ★ Ge leina la gago le thoma ka /m/, emelela.
- 2 Boeletša ka medumo ya go fapana le mesepelo, bjalo ka "phaphatha matsogo", "dikologa", bjalo bjalo.

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



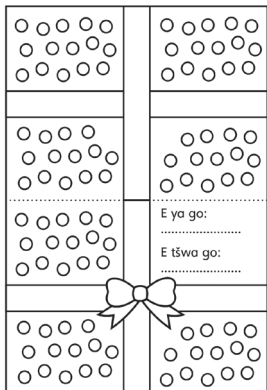
#### Small group activities

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



### Go nyakega lebe le:

- Khophi ya **Letlakala la mošomo wa Mpho** wa morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo
- Dikero
- Lepokisi le tee le le khurumeditšwego ka pampiri ya go phuthela le karata ya mpho ye e ngwadilwego ye e hlometšwego fao
- Mantšu a nokontši ao a sepelelanago le kanegelo: tafola, porashe, pente, mpho, mpa, khapoto, pampiri, serolwana



## Beke ya 1 Letšatši 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Anega kanegelo gape o šomiša Dipopi.
- 2 Ba bontšhe "mpho" yeo e na go le karata ye e kgorameditšwego mo go yona ye e ngwadilwego molaetša. E bale: *"Ali yo a rategago, Ka lerato go tšwa go Mma le Tate."* Botšiša barutwana gore ba nagana gore ke ka lebaka la eng re efa dikarata tša mpho gammogo le dimpho.
- 3 Efa morutwana yo mongwe le yo mongwe lephephe la mošongwana o bontšhe barutwana ka moo le phuthwago ka gona mo mothalading wa dikhutlo. Kgopela barutwana go akanya e ke ke ke mpho ya bona. Ba bontšhe lephephela go phuthela le sebofa mpho. Bolelang ka dikgopolo tše dingwe. Ba fe metsotso e se mekae go nagana ka mpho yeo ba ka ratago go e amogela.
- 4 Botšiša barutwana go thala seswantšho sa mpho tša bona ka lehlakore la lephephe mo go se go gwa ngwalwa selo.
- 5 E re barutwana ba fe lephephe la go phuthela mmala. Ge barutwana ba šoma, sepela mo gare ga bona o botšiša morutwana yo mongwe le yo mongwe gore mpho ya gagwe e tšwa go mang. Ba laele go ngwala leina leo godimo ga sebofa-mpho. Mohlala: *"Go Lolo, Ka Lerato go tšwa go Makgolo"* goba *"Go Ben, Ka Lerato go tšwa go Malome"*.
- 6 Ge barutwana ba feditše, ba tlhope ka bobedi ka bobedi gore ba bontšhane le go botššana ka ga dimpho tša bona.

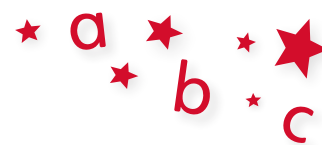
#### Momaganya le go ripaganya (dinoko)

- 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: **pe | nte**.
- 2 Kgetha morutwana gore a emelele le go fofa ge go bitšwa se sengwe le se sengwe sa dinoko: **pe** (a fofe gatee) **nte** (a fofe gatee).
- 3 Kgopela morutwana a fofe gape, mo nakong ye barutwana ba phaphathe gatee ge a fofile gatee.
- 4 Barutwana ba fana dibaka go theeletša lentšu go tšwa lenaneong ba fofe ge ba le ripaganya ka dinoko.

#### 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:

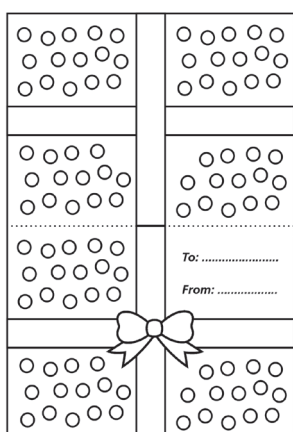
- A photocopy of the **Present activity page** for each learner
- Jumbo wax crayons
- Scissors
- One box covered with wrapping paper with a written gift card attached to it
- A list of multisyllabic words relating to the story: tafola, porashe, pente, mpho, mpa, khapoto, pampiri, serolwana

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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



#### Blending and segmenting (syllables)

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

### Small group activities

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





## Mešongwana ya dihlopha tše dinnyane for Beke 1

### Go nyakega lebe le:

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



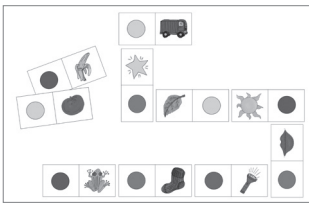
Gopola go botšiša barutwana ge e le gore ba tseba go bolela mantšu a tlotlontšu ya polelo ya bona ge e le gore ba bolela polelo e šele ge ba le gae.

### 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 Kgopela 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. Mohlala: "Naa o ratile karolo ya mola ge Ali a namela setulo gore a fihlelele pente?"
- 4 Hlohleletša barutwana go thala seswantšho sa karolo ye ba e ratago ya kanegelo.
- 5 Dira tshwayaswao goba o kgopole morutwana yo mongwe le yo mongwe a go botše ka sethalwa sa gagwe.
- 6 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.
- 7 Ge barutwana ba nyaka wena o ba ngwalela, dira gore le bona ba tšee karolo ka go ba kgopela gore ba bolele mantšu ao ka go iketla ge wena o a ngwala fase. O a bolelele godimio ge o a nagana o ngwala mafoko a bona. Mohlala: "Ali... o namela... godimo... ga... Ke lentšu lefe la go latela le o bego o rata go le šomiša? Ke a go ngwala lentšu le 'setulo'."
- 8 Ngwala ntle le go fetola seo barutwana ba go botšago sona, lentšu ka lentšu, goba botšiša barutwana ge ba dumelana 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, hlohleletša barutwana go bala lefoko le wena.šupa lentšu le lengwe le le lengwe ge o le bala le go amogela maitekelo a bona.

- Sehlopha sa dikarata tša domino tša mmala



#### Mošongwana wa 2: Marara le dithalokwana

- 1 Efa morutwana yo mongwe le yo mongwe palo ya go lekana ya dikarata.
- 2 Morutwana o tee o a thoma a bea karata godimo ga tafola. Morutwana yo a latelago o a lebelela go bona ge e le gore ba na le seswantšho se se sepelelanago le mmala wa khutlo goba khutlo ye e sepelelanago le mmala wa seswantšho. Ge di sepelelane, ba bea karata ya bona kgauswi le seswantšho seo se sepelelanago le mmala wo goba khutlo. Ge di sa sepelelane, o tla ba a tšwile mo thalokong yeo gwa tšena morutwana yo mongwe.

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





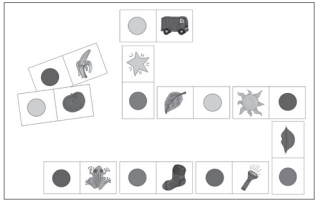

#### Mošongwana wa 3: Go bala ka go itaola

- 3 Laela sehlopha go ya sekhutlong sa dipuku goba efa sehlopha mokgobo wa dipuku.
- 4 Ge o thoma, o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala.
- 5 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.
- 6 Etela sekhutlo go lekola le go hlohleletša barutwana ka fao ba balago ka gona.





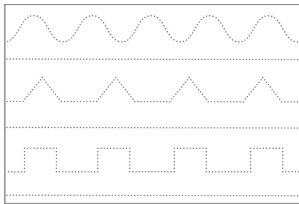
## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</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. For example: "Did you like the part when Ali climbed up to reach the paint?"</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. Some learners may only be able to say a few words about their picture.</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. For example: "Ali ... climbed ... onto ... the ... What word did you want to say next? Chair. I am going to write the word 'chair'."</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>A set of <b>Colour domino cards</b></li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Give each learner the same number of cards.</li> <li>One learner starts and places a card on the table. The next learner looks to see if they have a picture matching the colour of the dot or a dot matching the colour of the picture. If they do, they place their card next to the matching picture or dot. If they don't, they miss a turn and the next learner has a turn.</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 it. Show learners some of the pictures and then encourage learners 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 ya **letlakala la mošomo la Pampiri ya ga phuthela** ya morutwana yo mongwe le yo mongwe



- Ditshegetšo: mapokisi a a khurumeditšwego ka pampiri ya go phuthela, ditlabakelo tša moletlo bjalo ka dipaluni le dithatswana tša go dira meelana, dipoleiti tša pampiri, dikomiki tša pampiri, dikerese tša letšatši la matswalo, mabotlelo a senwamaphodi a polasitiki, bj.bj., pampiri, dikherayoni le dikero, hlama ya go bapadiša, maswika, maswikana, dikonopi, dipheta, dihlekiša phaephe



### Mešongwana

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

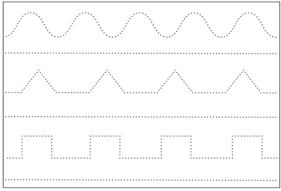

- 1 Dira gatiša ya letlakala la mošongwana la methaladi ya go ba thwii le ya go kgopama la morutwana yo mongwe le yo mongwe.
- 2 Hlalosetša barutwana gore ba kgethe maswika, maswikana, dikonopi, dipheta le dihlekiša diphaephe tša go tlo bewa godimo ga methaladi go dira sekaelo se sebotse.

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

- 1 Laela barutwana go ya sekgutlwaneng sa se ka thaloko o ba dire gore ba dule fase ka pela.
- 2 Bala melao ya sekhutlo sa se ka thaloko o ba bontšhe ditshegetšo tše diswa.
- 3 Boledišanang ka gore Musa le Ali ba filwe dimpho ke mmago bona. Naa bana ba hwetša dimpho ka malapeng a bona? Batho ba bantši ba fa dimpho e le letšatši la matswalo goba e le Keresemose goba Eid goba Letšatši la Ngwaga wo mofsa.
- 4 E re: *"Lehono le ya go raloka , ke Moletlo!"*
- 5 Ba thome ka gore: *"Go tšile go ba le moletlo le gore baeng ba tla fihla ka nako ye e sa fetšego pelo. Bjale bonang, moletlo ga se o loke! Naa dijo di beilwe gabotse? Mekgabišo yona e dirilwe? Dimpho tšona di kae?"*
- 6 Etela sekhutlo le ge e ka ba gatee go lebeledišiša le go hlohleletša thaloko ya barutwana. Mohlala: O ka fihla wa itira o ka re o a kokota wa re: *"Dumelang! Ke nna yo! Ke leboga ge ke memilwe go tla mo moletlong wo wo mobotse. Alalaa, dilo ka moka di lebelelega di le botse. Ke tšile le mpho!"*





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





### 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

## Beke ya 2 Letšatši 1

### Mešongwana ya phapoše ka moka

#### Tatelano ya diswantšho tše dingwe gape



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



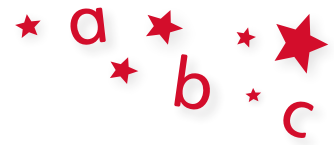
#### Go hlagiša modumo go tšwa kanegelong

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

### Mešongwana ya dihlopha tše dinnyane

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





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures



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



### 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: *"o, ofe, nkgokolo, kgolo, mpho, morogo. Can you hear the focus sound: ofe, nkgokolo, kgolo? Yes, you are right! The focus sound is /o/."*
- 2 *"Listen carefully, here are some more words with /o/: oko, onto, pokolo, mogolo, morogo, mogopo."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /o/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /o/: *"o-o-o"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





### Go nyakega lebe le:

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

## Beke ya 2 Letšatši 2

### Mešongwana ya phapoše ka moka

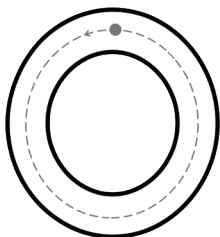
#### Go bala mmogo – Puku ye Kgolo

- 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.
- 7 Buisa buka gape mme o rotloetse barutwana go e buisa le wena.



#### Go bopa tumatlhaka

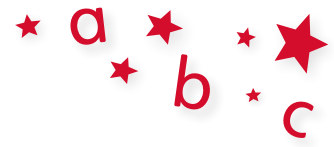
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /o/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /o/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo, Mohlala: Barutwana ba ka dira tše e kego ba maketše gomme ba dira sebopego sa 'o' ka diatla tša bona gomme ba di bea melomong ya bona ge ba re /o/.
- 3 Botšiša barutwana ge ba gopola ka moo o e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o dikologe".
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona.
- 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: *Ali and the paint*
- Water containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

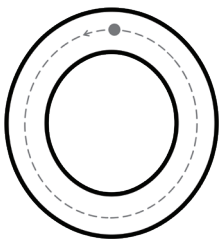
#### Shared reading – Big Book

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



### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /o/ or if they can think of any other words that start with the sound /o/.
- 2 Teach learners an action associated with the sound. For example: Learners can shake their head in different directions while saying: “o”.
- 3 Show learners how to write the letter o. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go around.”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. 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:

- Khophi ya **Letlakala la mošomo wa Diboepgo** wa morutwana yo mongwe le yo mongwe
- Dikherayoni tša mebala ye meraro (hubedu, tala morogo le tala lerata) tša morutwana yo mongwe le yo mongwe
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **o**: oko, onto, pokolo, mogolo, morogo, mogopo, mollo, ngokolo, toro, bokoko

## Beke ya 2 Letšatši 3

### Mešongwana ya phapoše ka moka

#### Go ithuta go theeletša

- 1 Laela barutwana go dula ditafoleng tša bona o ba dudiše fase gabotse gore go homole ba iketle.
- 2 Thoma mošongwana wa lehono wa go theeletša ka go re: *"A re tswaleleng mahlo a rena re homole metsotso e se mekae ge re tla be re theeletša ka tlhokomelo medumo yeo e kwagalago go re dikologa mo re lego gona."* Bjale botša barutwana go bula mahlo a bona gore ba bolele ka medumo yeo ba e kwelego. Ba bolele ka medumo yeo e lego kgauswi le bona goba e kwagalago mo go bona (ya godimo) le gore ke efe ye e lego kgole kudu le bona (e kwagalago e le fase). Botša barutwana gore ba ya go dira mošongwana woo go wona ba swanetšego go theeletša ka tlhokomelo seo o se bolelago.
- 3 Bjale swara kherayoni ye nngwe le ye nngwe o bolele mmala wa yona. Kgopela barutwana gore ba tope kherayoni ye e swanago le yeo go tšwa go tšeo di lego pele ga bona. Bolela se ka lentšu la go kwagala o iketlile.
- 4 Bjale ge šupa khutlonne ya mahlakore a go lekana o gopotše barutwana gore mpho ya Musa e be e le ya sebopego sa khutlonne. Ba kgopele go šupa sebopego seo e lego sa nkgokolo, go swana le kgwele ya Ali. O ba botšiše ge go ena le yo a tsebago sebopego seo e lego sa khutlotharo.
- 5 Šupa sebopego se sengwe le se sengwe o bolele leina la sebopego. O fe taelo ye e kwagalago ka go iketla:
  - ★ *"Topa kherayoni ya gago ye khubedu. Tlotša dinkgokolo ka mmala wo khwibidu."*
  - ★ *"Topa kherayoni ya gago ye tala-morogo. Tlotša dikhutlotharo ka mmala wo motala-morogo."*
  - ★ *"Topa kherayoni ya gago ye tala-lerata. Tlotša khutlotharo ka mmala wo motala-lerata."*

#### Mapokisi la ditlhaka

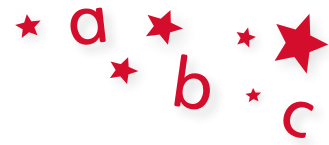
- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme 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 o."* Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.

### Mešongwana ya dihlopha tše dinnyane

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







#### You will need:

- A photocopy of the **Shapes activity page** for each learner
- Three coloured crayons (red, green and blue) for each learner
- A letter box containing objects or pictures of objects that have the focus sound **o**: oko, onto, pokolo, mogolo, morogo, mogopo, mollo, ngokolo, toro, bokoko

## Week 2 Day 3

### Whole class activities

#### Learning to listen

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

#### Letter boxes

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

- Dikarolo tše nne tše kgolo tša khatepoto ye tšweu goba pampiri ye e swailwego "hubedu", "tala lerata", "tala morogo" le "serolwana" (ngwala mantšu a godimo ga dikarata tša mebala ya go sepelelana le ona), seswantšho sa sedirwa sa mmala woo godimo ga karolo ye nngwe le ye nngwe ya khatepoto, dikgatišobaka, dikero le segorametši

## Beke ya 2 Letšatši 4

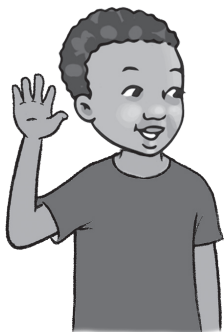
### Mešongwana ya phapoše ka moka

#### Bala o dire

- 1 Bontšha barutwana dipapetla tše nne o ba kgopele go "bala" maina a mebala godimo ga papetla ye nngwe le ye nngwe. Di bapetše le mebala ya dipente ka gare ga kanegelo. Botšiša barutwana gore ke mmala ofe wo o bego o šetše ka lepokising (serolwana)
- 2 Bolela ka mehlala ya diswantšho le gore di sepelelana bjang le mmala wo.
- 3 Hlalosa gore morutwana yo mongwe le yo mongwe a hwetše seswantšho sa mmala a se kgomaretše godimo ga ye nngwe le ye nngwe ya dipapetla tša mmala.
- 4 Laetša ka moo o lebelelago ka gare ga kgatišobaka go ka hwetša diswantšho tša go sepelelana le mebala ye mene.
- 5 Hlalosa gore ge barutwana ba hweditše seswantšho sa go sepelelana le wo mongwe wa mebala ye, ba se sege.
- 6 Ge ba ena le nako ye ntši, kgopela barutwana bao ba swerego diswantšho tše di sepelelanago le mmala wo mohubedu, ba emiše matsogo a bona. Kgopela morutwana a kgoboketše diswantšho tše a go thuše go di kgomaretša godimo ga papetla ya go swana le tšona ka mmala. Bolela ka papetla, o efa le maina a tšona o ba tumiša ka go kgona ga bona. O bolela polelo ya go swana le ye: "Ke mang yo a humanego seswantšho se? O šomile gabotse Sara!"
- 7 Dira bjalo le ka mebala ye mengwe.

### Go theeletša medumo ye e nepišitšwego

- 1 Opela koša ye e latelago ka molodi wa "If you're happy and you know it".
  - ★ Ge leina la gago le thoma ka /m/, emelela;
  - ★ Ge leina la gago le thoma ka /m/, emelela;
  - ★ Ge leina la gago le thoma ka /m/, emelela; o lotšhe;
  - ★ Ge leina la gago le thoma ka /m/, emelela.
- 2 Boeletša ka medumo ya go fapana le mesepelo, bjalo ka "phaphatha matsogo", "dikologa", bjalo bjalo.



### 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:

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

## Week 2 Day 4

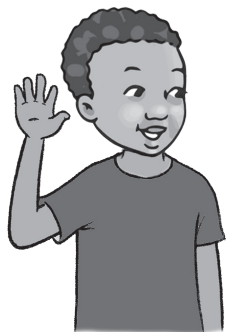
### Whole class activities

#### Read and do

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

#### Listening for focus sounds

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



### Small group activities

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



### Go nyakega lebe le:

- Diswantšho goba dipuku tše di bontšhago melatladi ye mebotse
- Dikarolo tše dikgolo tša pampiri ye tšhweu
- Pente ya mmala, ditšhelo tša meetse, ditoulo
- Mantšu a nokontši ao a sepelelanago le kanegelo: tafola, porashe, pente, mpho, mpa, khapoto, pampiri, serolwana

## Beke ya 2 Letšatši 5

### Mešongwana ya phapoše ka moka

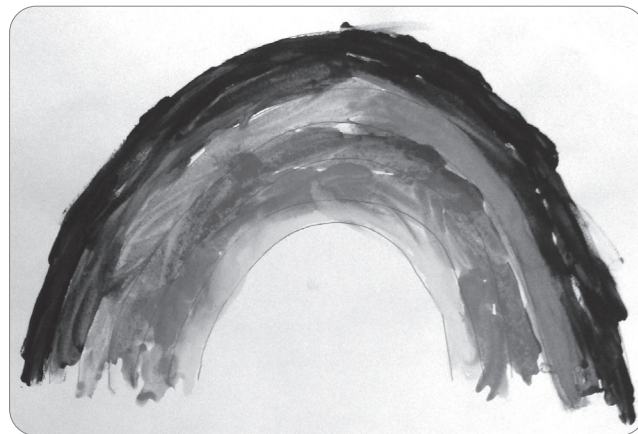
#### Dira, thala o be o ngwale

- 1 Kgopela barutwana go lebelela diswantšho tša melatladi le go šupa mebala ya pente ka gare ga kanegelo.
- 2 Botša barutwana gore ba tlile go penta molatladi godimo ga sekgelana se segolo sa lephephe.
- 3 Laetša barutwana gore ba tla be ba penta ka menwana ya bona, go swana le ka fao Ali a dirilego ka gona ka gare ga kanegelo.
- 4 Gopotša barutwana gore gore ba šomiše mebala ka moka go dira molatladi, e se go mmala o tee fela.
- 5 Hlohleletša barutwana go šomiša letlakala ka moka go penta molatladi wo mogolo.

### Stella o re:



Go penta monwana go hlohleletša barutwana go itswalanya le semelo sa Ali ka mo kanegelong. E ka ba mošongwana wo o hlakahlakanego, ka go realo netefatša gore barutwana ba šomela lefelong la maleba le le nago le didirišwa tša go hlapela.



### Momaganya le go ripaganya (dinoko)

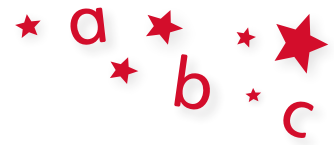
- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **se | ro | lwa | na**.
- 2 Kgetha morutwana gore a emelele le go fofa ge go bitšwa se sengwe le se sengwe sa dinoko: **se** (a fofe gatee) **ro** (a fofe gatee) **lwa** (a fofe gatee) **na** (a fofe gatee).
- 3 Kgopela morutwana a fofe gape, mo nakong ye barutwana ba phaphathe gatee ge a fofile gatee.
- 4 Barutwana ba fana dibaka go theeletša lentšu go tšwa lenaneong ba fofe ge ba le ripaganya ka dinoko.



### Mešongwana ya dihlopha tše dinnyane

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





### You will need:

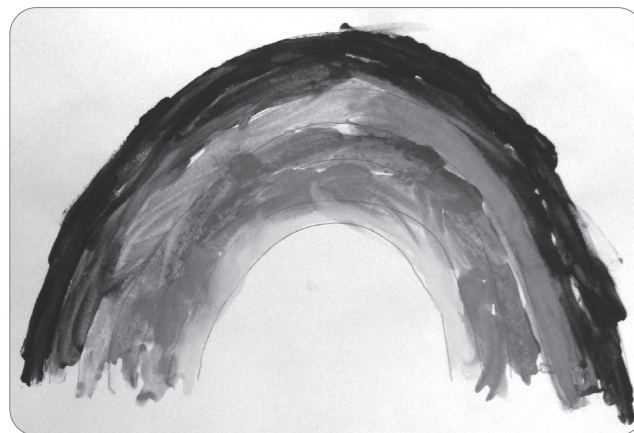
- Pictures or books showing beautiful rainbows
- Large white pieces of paper
- Coloured paint, water containers, towels
- A list of multisyllabic words relating to the story: tafola, porashe, pente, mpho, mpa, khapoto, pampiri, serolwana

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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



### Stella says:



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

### Blending and segmenting (syllables)

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


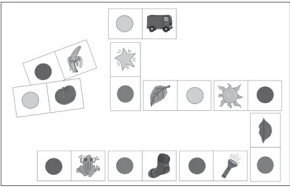

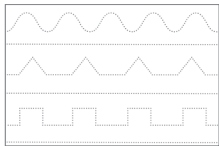



### Small group activities

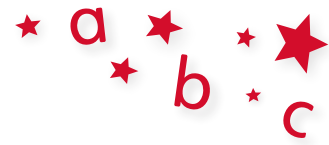
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




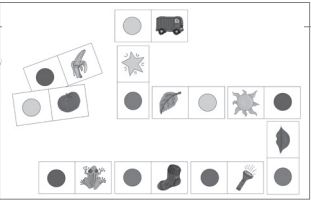
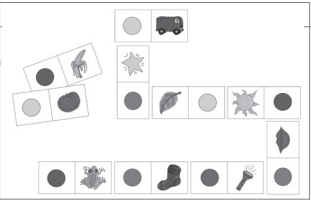

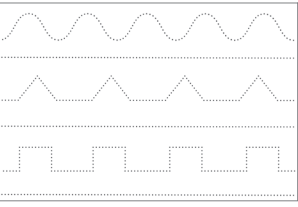

## Mešongwana ya dihlopha tše dinnyane for Beke 2

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><i>Gopola go botšiša barutwana ge e le gore ba tseba go bolela mantšu a tlotlontšu ya polelo ya bona ge e le gore ba bolela polelo e šele ge ba le gae.</i></p>	<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 sekgelana sa lephephe le dikherayoni tša mebala o ba hlalose tše gore ba ya go thala seswantšho sa Ali.</li> <li>Kgopela barutwana gore ba bolele sereto gammogo le wena: Nko ya gago ke ye tala morogo, Mpa ya gago ke ye khubedu, Menwana ya maoto ke ye metala lerata, le gore nna ke a go rata.</li> <li>Ba botšiše ge e le gore ba sa gopola ditho tša mmele tšeo Ali a di pentilego le gore o šomišitše mebala efe. Ka morago ga fao ba ka thala seswantšho sa Ali.</li> <li>Ge ba lebala ditho tša mmele le mebala, ba ka dira sereto. Ge ba lebetše sereto, ba ka hwetša tlhahlo mo tatelanong ya diswantšho.</li> </ol>
<ul style="list-style-type: none"> <li>Sehlopha sa dikarata tša domino tša mmala</li> </ul> 	<p><b>Mošongwana wa 2: Marara le dithalokwana</b></p> <ol style="list-style-type: none"> <li>Efa morutwana yo mongwe le yo mongwe palo ya go lekana ya dikarata.</li> <li>Morutwana o tee o a thoma a bea karata godimo ga tafola. Morutwana yo a latelago o a lebelela go bona ge e le gore ba na le seswantšho se se sepelelanago le mmala wa khutlo goba khutlo ye e sepelelanago le mmala wa seswantšho. Ge di sepelelana, ba bea karata ya bona kgauswi le seswantšho seo se sepelelanago le mmala wo goba khutlo. Ge di sa sepelelane, o tla ba a tšwile mo thalokong yeo gwa tseba morutwana yo mongwe.</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>Fothokhopi ya pampiri ya tsebe ya tirwana ya pampiri ya go apesa dimpho ya morutwana mongwe le mongwe</li> </ul> 	<p><b>Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo</b></p> <ol style="list-style-type: none"> <li>Dira gatiša ya letlakala la mošongwana la methaladi ya go ba thwii le ya go kgopama la morutwana yo mongwe le yo mongwe.</li> <li>Hlalose tša barutwana gore ba kgethe maswika, maswikana, dikonopi, diphelela le dihlekiša diphephe tša go tlo bewa godimo ga methaladi go dira sekaelo se sebotse.</li> </ol>
<ul style="list-style-type: none"> <li>Ditshegetšo: mabokoso a a khabarilweng ka pampiri ya go phuthela dimpho, didirisiwa tsa phathi tse di jaaka dibalune le malente, dipoleiti tsa pampiri, dikopi tsa pampiri, dikerese tsa letsatsi la botsalo, mabotlolo a polasetiki a dinotsidi, jj., pampiri, dikherayone le dikere, tege ya motshameko</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 sekgutlwaneng sa se ka thaloko o ba hlohleletše go tšwela pele go thoma Bekeng ya 1 ge ba be ba dira se ka moletlo ba efa dimpho.</li> <li>Etela sekhutlo o lebeledišise le go hlohleletša se ka 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><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Give each learner a piece of paper and coloured crayons and explain that they are going to draw a picture of Ali.</li> <li>Ask learners to say the rhyme together with you: Your nose is green, Your tummy is red, Your toes are blue, And I love you.</li> <li>Ask them if they remembered what body parts Ali painted and what the colours were. They can then draw Ali.</li> <li>If they forget the body parts and colours, they can say the rhyme. If they forget the rhyme, they can look at the sequence pictures to guide them.</li> </ol>
<ul style="list-style-type: none"> <li>A set of cards</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Give each learner the same number of cards.</li> <li>One learner starts and places a card on the table. The next learner looks to see if they have a picture matching the colour of the dot or a dot matching the colour of the picture. If they do, they place their card next to the matching picture or dot. If they don't, they miss a turn and the next learner has a turn.</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 it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>
<ul style="list-style-type: none"> <li>A photocopy of the <b>Wrapping paper activity page</b> for each learner</li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>Photocopy the activity page with straight and curvy lines for each learner.</li> <li>Explain to learners that they must use crayons to draw in between the lines to make beautiful coloured wrapping paper with stripes and curves.</li> </ol>
<ul style="list-style-type: none"> <li>Props: boxes covered in wrapping paper, party equipment such as balloons and streamers, paper plates, paper cups, birthday candles, plastic cooldrink bottles, etc., paper, crayons and scissors, playdough</li> </ul> 	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to have a party and give presents.</li> <li>Visit the corner to observe and encourage the learners' pretend play.</li> </ol>

# ★ Letšatši le lebotse

## Kanegelo

Ke mesong ye mebotse ya letšatši la Mokibelo letšatši le kganyišetša lehlabaphefo la phapošing ya Nikolas. Nikolas o a tsoga, a ikotlolla a a re: "Ke letšatši le lebotse lehono, ebile kena le maano!" Nikolas o kgwetša mmagwe a mmotšiša potšišo a re: "Mma, naa re a pikiniking lehono? Naa mogwera wa ka Jakob a ka tla le rena? Mpša ya ka Fluffy yona?" Mmagwe a botšiša tatagwe a dumela gore le yona e ka ya. Mmagwe a paka dijo tša go ratwa ke ba lapa ka gare ga seroto sa go ya pikiniking Tate a re o tla se rwala.

Tate, Mma, kgaetšedi ya gagwe, Nikolas, Jakob le mpša ya bona Fluffy ba ile ba tloga ba theogela fase ga mmoto. Ba be ba bolela ka ga dithalokwana tšeo ba tlogo di raloka ka nokeng ba thabile.

Ge ba fihla ka nokeng, Tate a re: "A re duleng mo gore re tle re kgone go le bona ge le raloka ka meetsing le gore kgaetšedi ya gago a kgone go abula mo bjanyeng."

Nikolas, Jakob le Fluffy ba fofela ka gare ga meetse a tonyago. Ba Hlaphuhla, hlaphuhla, hlaphuhla! Jakob a re: "A re kitimišaneng."



Ka morago ga go raloka lebaka le letelele, bašimane ba ile ba tšwa ka meetsing ka ge ba be ba swerwe ke tlala. Ba ile ba dula godimo ga lepai gammogo le mma le tate. Ba ile ba ja marothwana tša tšhese le tamati, dikenywa e lego le diapole ba nwa le matute a dikenywa. Mma a fa Fluffy ye nngwe ya marothwana tša gagwe, le yona e swerwe ke tlala! Kgaetšedi ya bona ya leseana e leka go ja matšoba. Tate a re: "Aowa moratiwa o ka se je matšoba!"

Go a šegofala. Bana ba bile le letšatši le lebose ebile ba kwa ba lapile. Ke nako ya gore ba ye gae. Yo mongwe le yo mongwe o thuša go hlwekiša. Bašemane ba phutha lepai, Mma o bepula leseka ka moka ba leba gae. "Sepela botse, Nikolas. Ke leboga letšatši le lebose," gwa realo Jakob. "Sepela gabotse, Jakob!" gwa fetola Nikolas.

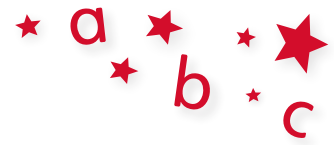
Go fifetše ka ntle le leratadima le tletše ka dinaledi, ke nako ya gore ba lelapa ba robale. E se kgale Nikolas le Fluffy ke ge ba šetše ba robetše ba lora ka letšatši le ba bilego le lona.

**A ke mafelelo a kanegelo.**





# ★ A beautiful day



## Story

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



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

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

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



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

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

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

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





## Koša

Re ya pikniking, pikniking, pikniking,  
Re ya pikniking  
Letšatšing le lebotse.

A re pakeleng ka serotong sa rena  
Seroto, seroto. A re pakeleng ka serotong  
Mo letšatšing le lebotse.

A re fofeleng ka nokeng,  
Ka nokeng, ka nokeng  
A re fofeleng ka nokeng  
Mo letšatši le lebotse.

Re ja disangwetši tše dibose,  
Disangwetši, disangwetši  
Mo letšatšing le lebotse.

A re yeng gae re yo robala gona bjale  
Re yo robala gona bjale  
Re yo robala gona bjale  
A re yeng gae re yo robala gona bjale  
Re bile le letšatši le lebose!



*(Šomiša tšhuni ya koša ye o ikgethelago yona go opela koša ye)*

## Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	pikniki	seroto	tlala	noka	lepai	disangwetši
Mantšu a tlaleletšo:	dikenywa	panana	apole	matute	letšoba	kganyišetša
	hlaphuhla	fofela	tšhese	lelapa	mmoto	go ratwa





## Song

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

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

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

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

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



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

## Vocabulary from the story

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





### Go nyakega lebe le:

- Kanegelo ya: Letšatši le lebotse
- Dipopi: Mma, Tate, Nikolas, Jakob, seroto sa go ya pikiniking, ngwanabo wa mosetsana le mpša Fluffy
- Ditshegetšo: seroto, kenywa ya nnete goba kenywa ya maitirišo, lepai, seralokiši sa mpša, matšoba a nnete goba matšoba a maitirišo
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu

## Beke ya 1 Letšatši 1

### Mešongwana ya phapoše ka moka

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

### Go anega kanegelo le go bopa tlotlontšu

#### 1 Pele o ka anega kanegelo

- 1.1 Botša barutwana hlogo ya kanegelo o ba tsebiša baanegwa o šomiša dipopi.
- 1.2 Tswalanya kanegelo le maphelo a barutwana: Bolela ka malapa a barutwana le boledišane ka mengwaga ya baratho ba bona.
- 1.3 E re: *"Pele re ka thoma, ke rata go le tsebiša ka ga dithalošo tša a mangwe a mantšu a mafsa ao re tla a humanago ka gare ga kanegelo."* Boledišanang ka mantšu a bohlokwa go tšwa lenaneong la tlotlontšu, o bontšhe barutwana selo goba seswantšho goba o ba bontšhe ka go diragatša tlhaloso ya lentšu. Mohlala: ba ntšha lepai la go ya pikiniking le seroto le poleiti ya dijo.

#### 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.
- 2.3 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 bana ba tla dira eng ge ba fihla ka nokeng? Ba tla ja eng ka nako ya lantšhe? O nagana gore ba tla dira eng ge ba fihla gae?"*

#### 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: *"potšišo, pikiniking, paka. Le kgona go kwa modumo wo o nepišitšwego: potšišo, pikiniking, paka? 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, pelo, pene, pere, pese, pitsi, poo, poso, pudi."* (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:

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

## Week 1 Day 1

### Whole class activities

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

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

#### 2 While you tell the story

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

#### 3 After you tell the story

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

### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "*potšišo, pikniking, paka. Can you hear the focus sound: **potšišo, pikniking, paka**? Yes, you are right! They all have the sound /p/.*"
- 2 "*Listen carefully, here are some more words with /p/: popi, pelo, pene, pere, pese, pitsi, poo, poso, pudi.*" (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.



#### Two eyes to see

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



### Go nyakega lebe le:

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



## Beke ya 1 Letšatši 2

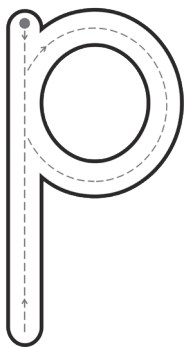
### Mešongwana ya phapoše ka moka

#### Go anega kanegelo le go e raloka

- 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

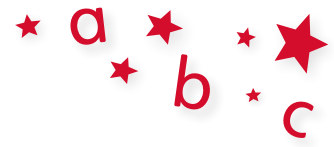
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /p/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /p/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo, Mohlala: Barutwana ba ka šomiša menwana 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** e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o ye fase 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, 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

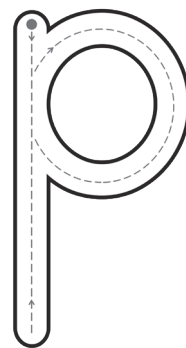
### Whole class activities

#### 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 /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 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 tša go tšwa kanegelong
- Ditshegetšo: seroto, kenywa ya nnete goba kenywa ya maitirišo, lepai, seralokiši sa mpša, matšoba a nnete goba matšoba a maitirišo
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **p**: popi, pelo, pene, pere, pese, pitsi, poo, poso, pudi



## Beke ya 1 Letšatši 3

### Mešongwana ya phapoše ka moka

#### Go anega kanegelo le go e raloka

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

#### Mapokisi la ditlhaka

- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme la bona la gae. Ka morago ga fao efa lentšu ka leleme le o rutago ka lona. Ba laele go swara didirišwa goba diswantšho ba di fetišetšane.
- 2 Botšiša dipotšišo ka ga didirišwa: *"Naa le ile la bona se sengwe sa tše? Naa re se šomišetša eng? Se na le mmala wo bjang? Se kwagala se le bjang?"*
- 3 Bolela maina a didirišwa o gatelela modumo wo o nepišitšwego. Botšiša barutwana ge ba kgona go kwa modumo wo o nepišitšwego.
- 4 Kgopela barutwana go bolela leina la sedirišwa se sengwe le se sengwe le gore ba gatelele modumo wo o nepišitšwego ge ba bolela mantšu.
- 5 Ge barutwana ba itlwaeditše modumo wo mofsa, ba bontšhetlhaka 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 for the story
- Props: basket, real or pretend fruit, a blanket, a toy dog, real or pretend flowers
- A letter box containing objects or pictures of objects that have the focus sound **p**: popi, pelo, pene, pere, pese, pitsi, poo, poso, pudi



## Week 1 Day 3

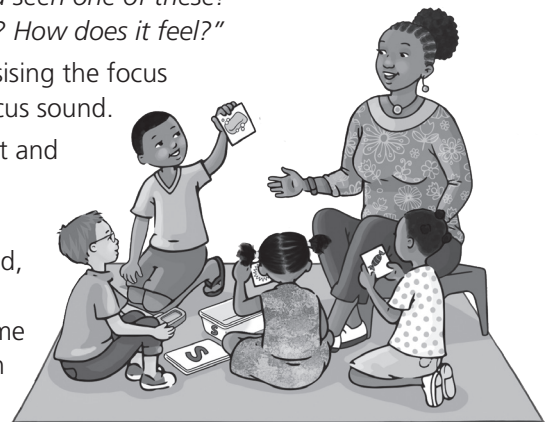
### Whole class activities

#### Storytelling and role play

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

#### Letter boxes

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

- Tatelano ye kgolo ya diswantšho
- Dipopi go tšwa kanegelong goba didirwa goba diswantšho tša dilo tše dingwe go tšwa kanegelong

### 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 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 theletša medumo ye e nepišitšwego

- 1 Hlalosetša barutwana gore o ya go raloka "Tshebi ya dira e re..." ka Dipopi le ditshegetšo go tšwa kanegelong ya 'Letšatši le lebotse'. E re ba lebelele Dipopi, didirwa le diswantšho.
- 2 Kgetha se sengwe go tšwa kanegelong ntle le go botša barutwana se o se naganago. Bjale ge, ka tsela ya go kwešišagala, efa barutwana modumo wa mathomo wa lentšu bjalo ka sešupo. Mohlala: ge o nagana ka "panana", e re: "Tshebi ya dira ka leihlo la ka le lennyane e bona selo seo se thomago ka /p/."
- 3 Barutwana ba swanetše go lebelela mo dilo tše di beilwego gore go bonwe dilo tša go thoma ka modumo woo. Ge ba ka nepa go akanya "panana" ke sebaka sa bona sa go nyaka se sengwe ba re: "Tshebi ya dira e re..."

#### 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
- Puppets from the story or objects or pictures of some of the things from the story

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

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



### Stella says:



These are useful questions to ask about each picture:

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

#### Listening for focus sounds

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



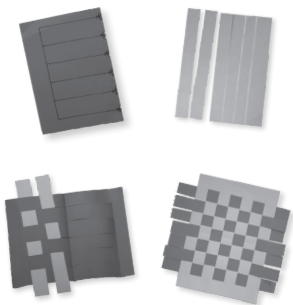
#### Small group activities

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



### Go nyakega lebe le:

- Karolo ya pampiri ya bogolo bja A4 ya morutwana yo mongwe le yo mongwe goba khophi ya **Letlakala la mošomo wa Tšale ya pikiniki le Letlakala la mošomo Mesetwana ya go loga** tša morutwana yo mongwe le yo mongwe
- Dikherayoni tša makhura tše dikgolo
- Sekero, sekgorametši
- Dikgatišobaka goba diborošara tša go reka tša go ba le diswantšho tša dijo
- Mantšu a nokontši ao a sepelelanago le kanegelo: botse, dipanana, ditamati, sangwetšhi, noka, matšoba, šala gabotse, pikiniki, seroto, Fluffy



## Beke ya 1 Letšatši 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Anega kanegelo gape o šomiša Dipopi.
- 2 Ge go kgonagala, tliša tšale goba lepai go bontšha barutwana ka phapošeng, goba bontšha barutwana diswantšho tša ditšale tša go fapana. Bolela ka diphethene le/goba mebala ya ditšale.
- 3 Hlalošetša barutwana gore ba ya go dira tšale ya bona ya pikiniki ka go e thala godimo ga karolo ya letlakala.
- 4 Ge barutwana ba feditše "tšale" ya bona, ba ka thala goba ba sege diswantšho tša dijo tša pikiniki go tšwa dikgatišobakeng goba diborošareng ba mamaretše diswantšho godimo ga tšale.

#### GOBA

- 1 Hlalošetša barutwana gore ba ya go loga 'tšale ya bona ya pikiniki' ba šomiša meseto ya pampiri. Bontšha barutwana mohlala o bolele ka moo meseto ya mebala ya go fapana e ka dirago phethene ya mologo ka gona.
- 2 Efa morutwana yo mongwe le yo mongwe **letlakala la mošomo wa Tšale ya pikiniki** gammogo le **letlakala la mošomo wa Mesetwana ya go loga**.
- 3 **Letlakala la mošomo wa Tšale ya pikiniki:** Bontšha barutwanaka moo ba segago go lebana le mothaladi wa marothodi godimo ga letlakala leo le mennwego. Khonthisa gore ba emiše go sega mo go thomago mothaladi wo mokoto. Barutwana ba bula letlakala le ge ba feditše go sega.
- 4 **Letlakala la mošomo wa Mesetwana ya go loga:** Barutwana ba fa mesetwana mebala ya ba e le gona ba e sega.
- 5 Ba laetše ka moo ba logago mesetwana ya mmala ka godimo le ka fase ga maphakga ao a segilwego letlakaleng la mošongwana wa tšale ya pikiniki. Mesetwana wo mongwe le wo mongwe o swanetše go logwa go phuleletša maphakga ka go šielana go tšweletša mologo.
- 6 Ge barutwana ba feditše "tšale ya pikiniki", ba ka sega diswantšho tša dijo tša pikiniki go tšwa dikgatišobakeng goba diborošareng, ba mamaretša diswantšho tše mo tšaleng ya bona.

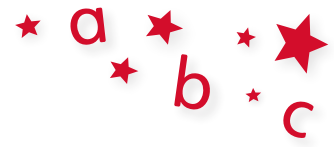
### Momaganya le go ripaganya (dinoko)

- 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: **pi | ki | ni | ki**.
- 2 Kgetha morutwana gore a emelele le go fofa ge go bitšwa se sengwe le se sengwe sa dinoko: **pi** (a fofe gatee) **ki** (a fofe gatee) **ni** (a fofe gatee) **ki** (a fofe gatee). Kgopela morutwana a fofe gape, mo nakong ye barutwana ba phaphathe gatee ge a fofile gatee.
- 3 Barutwana ba fana dibaka go theeletša lentšu go tšwa lenaneong ba fofe ge ba le ripaganya ka dinoko.

### Mešongwana ya dihlopha tše dinnyane

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





### You will need:

- A blank A4 piece of paper for each learner OR a photocopy of the **Picnic blanket activity page** and the **Weaving strips activity page** for each learner
- Jumbo wax crayons
- Scissors, glue
- Magazines or shopping brochures with pictures of food
- A list of multisyllabic words relating to the story: botse, dipanana, ditamati, sangwetshi, noka, matšoba, šala gabotse, pikiniki, seroto, Fluffy

## Week 1 Day 5

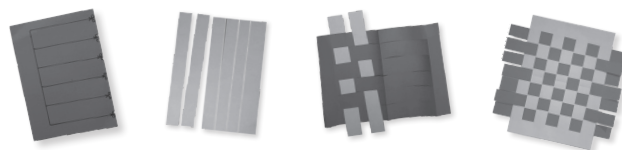
### Whole class activities

#### Make, draw and write

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

OR

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



### Blending and segmenting (syllables)

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






### Small group activities

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








## Mešongwana ya dihlopha tše dinnyane for Beke 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="210 707 569 1054" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Ke nyaka go raloka le Fluffy.</p>  </div> <div data-bbox="222 1066 562 1391" style="background-color: #f8d7da; padding: 10px; margin: 10px 0;">  <p><i>Gopola go botšiša barutwana ge e le gore ba tseba go bolela mantšu a tlotlontšu ya polelo ya bona ge e le gore ba bolela polelo e šele ge ba le gae.</i></p> </div>	<p><b>Mošongwana wa 1: Go thala le mongwalo wo o tšweeletšwago 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. Mohlala: <i>"O rata karolo ya ge Nikolas, Jakob le Fluffy ba fofela ka meetseng?"</i></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. Mohlala: <i>"Fluffy... e fofetše... ka gare... ga... Ke lentšu lefe leo o bego o rata gore le ka latela?... Ee, 'meetse'. Ke ya go ngwala lentšu le 'meetse'."</i></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>Sehlopha sa dikarata tša diswantšho tša mmala le diaparo tša selemo le marega</li> <li>Ditšhelo tše pedi tša polasitiki – ditšhelwana tša matšarine goba yokate (ye nngwe ya ditšhelo e swailwe ka lentšu la <b>Selemo</b> le seswantšho sa selo seo e lego kobo ya selemo se se mamareditšwego mo pele; setšhelo se sengwe se na le semamatletšo sa go ngwalwa lentšu la <b>Marega</b> le selo seo e lego kobo ya marega se se mamareditšwego mo pele.)</li> </ul> <div data-bbox="217 1897 564 2034" style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>	<p><b>Mošongwana wa 2: Marara le dithalokwana</b></p> <p>Bea dikarata tša diswantšho tša diaparo tša marega le selemo godimo ga tafola o di lebelediše fase.</p> <p><b>Thaloko ya go hlaola</b></p> <ol style="list-style-type: none"> <li>Setšhelo se setee se na le semamatletšo sa go ngwalwa leina la <b>Selemo</b> le seswantšho sa selo seo e lego seaparo sa Selemo se se mamareditšwego mo pele; setšhelo se sengwe se na le semamatletšo sa go ngwalwa leina la Marega le seswantšho sa selo seo e lego seaparo sa <b>Marega</b>.</li> <li>Morutwana yo mongwe le yo mongwe o na le sebaka sa go topa karata, a lebelele seswantšho, a se fe leina a se bee ka gare ga setšhelo sa maleba.</li> </ol> <p><b>Thaloko ya kgopolo</b></p> <ol style="list-style-type: none"> <li>Morutwana yo mongwe le yo mongwe o na le sebaka sa go retolla dikarata tše pedi, ge diswantšho mo dikarateng tše pedi tše di swana (bobedi bja diaparo tša selemo goba bobedi bja diaparo tša marega), ba itshwarela dikarata tše.</li> <li>Ge di sa swane (e le e tee ya selemo le e tee ya marega), dikarata tše di bewa godimo ga tafola di lebeledišwa fase ya ba sebaka sa morutwana yo mongwe.</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> <div data-bbox="229 645 552 927" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I want to play with Fluffy.</p>  </div> <div data-bbox="222 939 564 1184" style="background-color: #f9cb9c; padding: 5px; margin: 10px 0;">  <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p> </div>	<p><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. For example: "Did you like the part when Nicholas, Jacob and Fluffy jumped into the water?"</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. Some learners may only be able to say a few words about their picture.</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. For example: "Fluffy ... jumped ... into ... the ... What word did you want to say next? ... Oh yes, 'water'. I am going to write the word 'water'."</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>• A set of colour picture cards with summer and winter items of clothing</li> <li>• Two plastic containers – margarine or yoghurt tubs (One container has a label with the word <b>Summer</b> and a picture of a summer item of clothing stuck on the front; the other container has a label with the word <b>Winter</b> and a winter item of clothing stuck on the front.)</li> </ul> <div data-bbox="208 1553 581 1697" style="margin: 10px 0;">  </div>	<p><b>Activity 2: Puzzles and games</b></p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p><b>Sorting game</b></p> <ol style="list-style-type: none"> <li>1 One container has a label with the word <b>Summer</b> and a picture of a Summer item of clothing stuck on the front; the other container has a label with the word <b>Winter</b> and a picture of a Winter item of clothing stuck on the front.</li> <li>2 Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container.</li> </ol> <p><b>Memory game</b></p> <ol style="list-style-type: none"> <li>1 Each learner has a chance to turn over two cards. If the pictures on both cards match (both clothes for summer or both clothes for winter), they keep the cards.</li> <li>2 If they don't match (one summer and one winter), cards are then placed face down back on the table and the next learner has a turn.</li> </ol>

**Go nyakega lebe le:**

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



- Letsopa goba letsopa la go ralokiša le papetla goba legogwa



- Ditshegetšo: seroto, dijo tša maitirišo, lebikiri la polasitiki le dipoleiti, tšale, digalase tša letšatši, dikuane, samporele, setlolo sa go thibela go fišwa ke letšatši

**Mešongwana**

**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 hlohleletša 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 hlohleletša barutwana ka fao ba balago ka gona.

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

- 1 Efa morutwana yo mongwe le yo mongwe kgwele ya letsopa goba letsopa la go ralokiša le thempoleiti ya tlhaka.
- 2 Barutwana ba swanetše go dira seroto se sennyane le tše dingwe tša dikenywa ka letsopa goba letsopa la go ralokiša. Bontšha barutwana ka moo ba ka šomišago letsopa la go ralokiša go bopa ditlhale tšeo ba di beantšhanago godimo go dira seroto, goba ba dira kgwele ye kgolo yeo ba ntšhago bokagare bja yona go dira sekoti.
- 3 Barutwana ba ka phutha letsopa la go ralokiša go dira sebopego sa panana, goba ba dira kgwele yeo e emelago kenywa sa go swana le diapole goba dinamune.

**Mošongwana wa 5: Thaloko ya maitirišo**

- 1 Laela barutwana go ya sekgutlwaneng sa se ka thaloko o ba dire gore ba dule fase ka pela.
- 2 Bala melao ya sekhutlo sa se ka thaloko o ba bontšhe ditshegetšo tše diswa.
- 3 Ba hlalose tše gore ba ya go swara pikiniki ya maitirišo. Ba ka lokela dijo, ba thoma go sepela, ba ala tšale ba ipshina ka pikiniki mmogo. Ba ka tšea leeto go ya go gongwe go yo swara pikiniki gona: lebobong, phakeng, serapeng sa kgaufsi goba sedibeng.
- 4 Etela sekhutlo le ge e ka ba gatee go lebedišiša le go hlohleletša thaloko ya barutwana. Mohlala, o ka fihla wa re: *"Dumelang! Ke nna yo! Ke leboga go memelwa pikiniki ye ye botse. Ke lefelo le lebotse bjang la go swarela pikiniki. Naa le rwele eng ka serotong sa lena?"*
- 5 Mema barutwana go tla le diralokišwa tša dibere goba diralokišwa tše boleta tše ba di ratago go tlo ba le rena pikiniking beke ye e tlogo.







### You will need

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



### Activities

#### Activity 3: Independent reading

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

- Clay or playdough and a board or mat



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

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

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

#### Activity 5: Pretend play

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





### 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

## Beke ya 2 Letšatši 1

### Mešongwana ya phapoše ka moka

#### Tatelano ya diswantšho tše dingwe gape



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

### Stella o re:



O ka bea šedi ya gago mo go ditlhaka le medumo ya nako ye nngwe le ye nngwe ya dilo tše o di dirago letšatši le letšatši, kudu dinakong tša dipapadi tša ka ntle le go fetola mawa. (ba eme mothaladi ka ntle ga ntlwana; ba itokišetša nako ya matena, bjalobjalo). Šomiša menyetla ya go šupa ditlhaka mo tikologong gomme o botšiše barutwana go re ke ditlhaka dife tšeo ba di bonago mo tikologong ya bona. Se se thuša barutwana go bona ka moo re šomišago ditlhaka bjalo ka mehlala go bala dilo tše di re dikologilego.



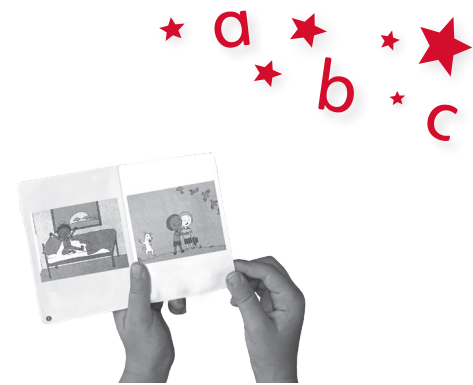
#### Go hlagiša modumo go tšwa kanegelong

- 1 Kgopela barutwana go dula godimo ga legogwa ba go theeletše ka tlhokomelo. Bolela mantšu a go tšwa kanegelong: *"a, abula, aowa. Le kgona go kwa modumo wo o nepišitšwego: abula, aowa? Ee, le nepile! Ka moka ba file modumo wa /a/."*
- 2 *"Theeletša ka tlhokomelo, a ke a mangwe a mantšu ao a thomago ka /a/: apara, aga, akanya, apole, aene, abokato Afrika, apea, apolekose, alefabete."* (Gatelela modumo wa mathomo ge o bitša mantšu a).
- 3 Bolela modumo wa /a/ ka go hlaboša o botše barutwana gore ba šetše molomo wa.
- 4 Kgopela barutwana go bolela modumo wa /a/: **"a-a-a"** 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 child

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### Stella says:



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

### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "a, abula, aowa. Can you hear the focus sound: abula, aowa? Yes, you are right! They all have the sound /a/."
- 2 "Listen carefully, here are some more words with /a/: apara, aga, akanya, apole, aene, abokato Afrika, apea, apolekose, alefabete." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /a/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /a/: "a-a-a". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### Go nyakega lebe le:

- Puku ye Kgolo: *Letšatši le lebotse*
- Meetse ka gare ga ditšhelo le poraše ya pente tša morutwana yo mongwe le yo mongwe

## Beke ya 2 Letšatši 2

### Mešongwana ya phapoše ka moka

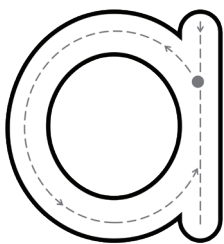
#### Go bala mmogo – Puku ye Kgolo

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



#### Go bopa tumatlhaka

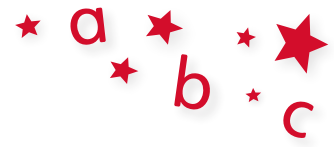
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /a/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /a/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo, Mohlala: Barutwana ba ka huna matswele ka matsogo a bona gore ba e dire tše ekego ke apole. Ba ka re /a/ nako le nako ge ba e kgama.
- 3 Botšiša barutwana ge ba gopola ka moo a e ngwalwago ka gona. Ba rete ka maitkelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: "Thoma mo go khutlo, o dikologe, o ye godimo le go ya fase".
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona.
- 5 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: *A beautiful day*
- Water containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

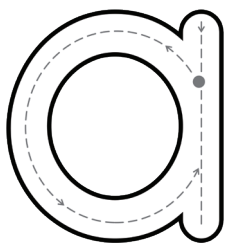
#### Shared reading – Big Book

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



### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /a/ or if they can think of any other words that start with the sound /a/.
- 2 Teach learners an action associated with the sound. For example: Learners can make a fist with their hand and pretend it is an apple. They can say /a/ each time they take a bite.
- 3 Show learners how to write the letter **a**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go straight, over and around.”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. 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 **a**: apole, aene, abokato, katara, nakana, panana, papaya, thagaraka

### Stella o re:

Ke kgopolo ye botse go ba le diswantšho ge o dira mošongwana wo go thuša barutwana go gopola dilo le go ba fa dikgopolo tša seo ba ka se bolelago.



## Beke ya 2 Letšatši 3

### Mešongwana ya phapoše ka moka

#### Go ithuta go theeletša

- Thoma mošongwana wa lehono wa go theeletša ka go re: *"A re tswaleleng mahlo a rena re homole metsotso e se mekae ge re tla be re theeletša ka tlhokomelo medumo yeo e kwagalago go re dikologa mo re lego gona."* Bjale botša barutwana go bula mahlo a bona gore ba bolele ka medumo yeo ba e kwelego. Ba bolele ka medumo yeo e lego kgauswi le bona goba e kwagalago mo go bona (ya godimo) le gore ke efe ye e lego kgole kudu le bona (e kwagalago e le fase). Botša barutwana gore ba ya go dira mošongwana woo go wona ba swanetšego go theeletša ka tlhokomelo seo o se bolelago.
- Botša barutwana gore: *"Ka kanegelong ya go ya pikiniking, Mma o loketše seroto sa pikiniki seo se tletšego ka dijo. Re ya go go raloka thaloko re gopola ka dilo tšeo re tla di lokelago ka gare ga seroto sa pikinini. Theeletšang, Ke tla thoma ka gore: 'Re ile pikiniking ra lokela diapole ka gare ga seroto sa rena.' Bjale, re ya go dikologa ntikodiko le gore motho yo mongwe le yo mongwe o tla hwetša sebaka sa go bolela gore ba loketše eng ka gare ga seroto sa pikiniki."*
- Ge morutwana yo mongwe le yo mongwe a hweditše sebaka, le ka thoma thaloko, efela ka nako ye barutwana ba swanetše go leka go gopola tšeo di šetšego di loketšwe ka gare ga seroto pele ba ka lokela dilo tše dingwe. Tšwela pele ka go lokela dilo tše dingwe gape tše hlano ka serotong.

**Keletšo:** Ge barutwana ba katana le go gopola dilo, tše di latelago ke tše dingwe tša dikgopolo: *disangwetši, namune, panana, matute a kenywa, meetse, ditamati, tšhese, maswi, dikuku.*

#### 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 a."* Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.

### Mešongwana ya dihlopha tše dinnyane

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





### You will need:

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

### Stella says:



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

## Week 2 Day 3

### Whole class activities

#### Learning to listen

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

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

#### Letter boxes

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



### Small group activities

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



### Go nyakega lebe le:

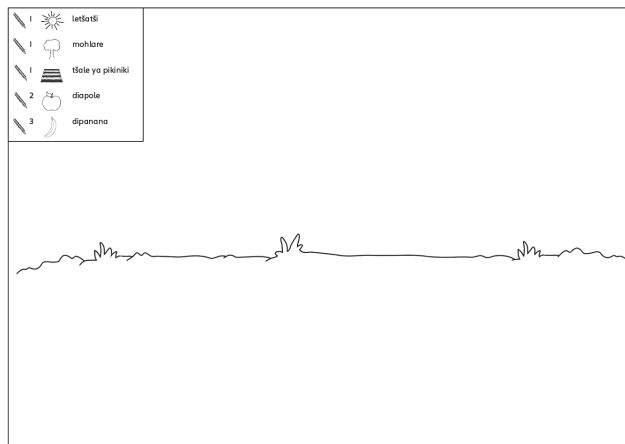
- Letlakala la mošongwana wa go bala le go dira ya morutwana yo mongwe le yo mongwe
- Dipopi go tšwa kanegelong goba didirwa goba diswantšho tša dilo tše dingwe go tšwa kanegelong

## Beke ya 2 Letšatši 4

### Mešongwana ya phapoše ka moka

#### Bala o dire

- 1 Botša barutwana go lebelela lenaneong le le lego godimo ga letlakala la mošomo le go bolela ka ga seo ba se bonago (dinomoro, diswantšho le mantšu).
- 2 Botša barutwana gore ba ya go dira mošongwana wa metlae wa go bitšwa "bala o dire". Ba swanetše go bala mothaladi wo mongwe le wo mongwe le go dira seo o se bolelago ba šomiša sekgoba se se sa ngwalwago selo mo letlatlakaleng.
- 3 Botšiša ge yo mongwe wa barutwana a ka "bala" seo se latelago mo lenaneong: Ba swanetše go thala mohlare o tee.
- 4 Tswelela ka tsela eno mo go nngwe le nngwe ya ditaelo.
- 5 Bjale ge bala ye nngwe le ye nngwe ya ditaelo gape o re go barutwana: "Thalang seswantšho sa letšatši. Ge o feditše, bjale ge o swaye godimo ga lenaneo la gago."
- 6 Barutwana ba swanetše go tšwela pele ka go thala diswantšho le go swaya taelo ye nngwe le ye nngwe go fihla mafelelong a lenaneo.



### Go theeletša medumo ye e nepišitšwego

- 1 Hlalosetša barutwana gore o ya go raloka "Tshebi ya dira e re..." ka Dipopi le ditshegetšo go tšwa kanegelong ya 'Letšatši le lebotse'. E re ba lebelele Dipopi, didirwa le diswantšho.
- 2 Kgetha se sengwe go tšwa kanegelong ntle le go botša barutwana se o se naganago. Bjale ge, ka tsela ya go kwešišagala, efa barutwana modumo wa mathomo wa lentšu bjalo ka sešupo. Mohlala: ge o nagana ka "panana", e re: "Tshebi ya dira ka leihlo la ka le lennyane e bona selo seo se thomago ka /pl/."
- 3 Barutwana ba swanetše go lebelela mo dilo tše di beilwego gore go bonwe dilo tša go thoma ka modumo woo. Ge ba ka nepa go akanya "panana" ke sebaka sa bona sa go nyaka se sengwe ba re: "Tshebi ya dira e re..."

### 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:

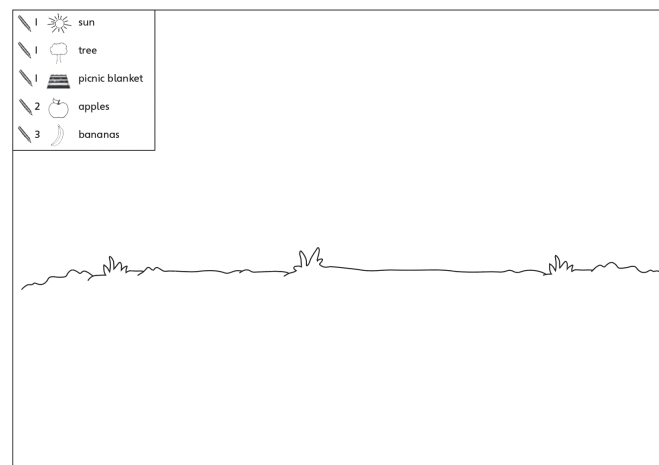
- A photocopy of the **Read and do activity page** for each learner
- Puppets from the story or objects or pictures of some of the things from the story

## Week 2 Day 4

### Whole class activities

#### Read and do

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



### Listening for focus sounds

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

### Small group activities

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





### Go nyakega lebe le:

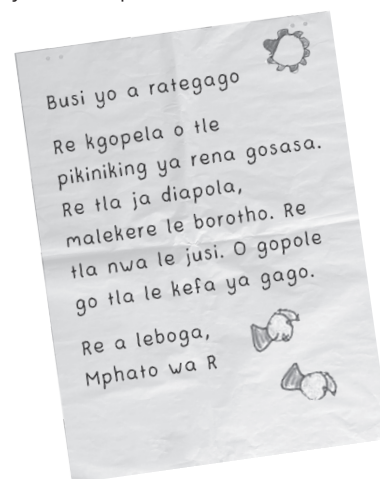
- Lephephe ya go šomišwa godimo ga papetla ya go fefeulwa
- Mantšu a nokontši ao a sepelelanago le kanegelo: botse, dipanana, ditamati, sangwetšhi, noka, matšoba, šala gabotse, pikiniki, seroto, Fluffy

## Beke ya 2 Letšatši 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Botša barutwana gore: "A re beakantšheng pikiniki ya ka phapošeng re meme barutwana ba ka phapošeng ye nngwe goba hlogo ya sekolo goba setho se sengwe sa badirišani go ba le rena. Naa le ka nthuša go ngwala taletšo go ba botša ka ga pikiniki?"
- 2 Šomiša karolo ya papetla ya lephephe-phepheulwa go ngwala dikgopolo tša barutwana ge le boledišana ka ga taletšo. Thoma ka go hlalosa gore ge re laletša batho, ka mehla re re "...yo a rategago". Ka morago ga fao re ka bolela sa go swana le: "Le kgopelwa go tla pikiniking ya rena."
- 3 Botšiša barutwana gore ke eng se sengwe gape se se ka ngwalwago ka gare ga taletšo, o dire gore ba bone ge o ngwala mantšu a bona. Bolela ka taba ya gore naa le tla ba le pikiniki neng, le gore e tla ba ka nako mang le gore go tliwe le eng.
- 4 Neelana ka taletšo go molaletšwa o ba hlohleletše gore ba fetole ba bolele gore ba tla ba le lena pikiniking. Balela barutwana phetolo.
- 5 Beakanya pikiniki le barutwana, ka letšatši la yona, ba laele go tšea dilantšhe tša bona go ya "lefelong la pikiniki" go yo swara pikiniki.



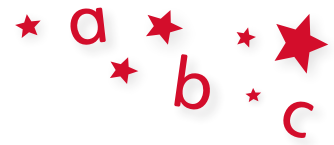
### Momaganya le go ripaganya (dinoko)

- 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 | ka**.
- 2 Kgetha morutwana gore a emelele le go fofa ge go bitšwa se sengwe le se sengwe sa dinoko: **no** (a fofe gatee) **ka** (a fofe gatee). Kgopela morutwana a fofe gape, mo nakong ye barutwana ba phaphathe gatee ge a fofile gatee.
- 3 Barutwana ba fana dibaka go theeletša lentšu go tšwa lenaneong ba fofe ge ba le ripaganya ka dinoko.

### 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:

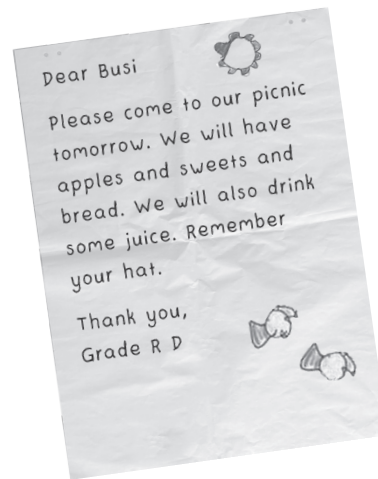
- Flipchart paper
- A list of multisyllabic words relating to the story: botse, dipanana, ditamati, sangwetshi, noka, matšoba, šala gabotse, pikiniki, seroto, Fluffy

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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



### Blending and segmenting (syllables)

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





### Small group activities

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









## Mešongwana ya dihlopha tše dinnyane for Beke 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><i>Gopola go botšiša barutwana ge e le gore ba tseba go bolela mantšu a tlotlontšu ya polelo ya bona ge e le gore ba bolela polelo e šele ge ba le gae.</i></p>	<p><b>Mošongwana wa 1: Go thala le mongwalo wo o tšweeletšwago pele</b></p> <ol style="list-style-type: none"> <li>Barutwana ba thale setshwantsho lenaane la dijo tse ba ka ratang go tla ka tsone kwa pikiniking.</li> <li>Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone.</li> <li>Botsa barutwana gore a ba ka rata go kwala dileibole tsa dijo tse ba di thadileng kgotsa gore a ba ka rata gore wena o ba kwalele tsone.</li> <li>Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle.</li> <li>Fa o feditse go kwala, kopa barutwana go buisa mafoko le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone.</li> </ol>
<ul style="list-style-type: none"> <li>Sehlopha sa dikarata tša diswantšho tša mmala le diaparo tša selemo le marega</li> <li>Ditšhelo tše pedi tša polasitiki – ditšhelwana tša matšarine goba yokate (ye nngwe ya ditšhelo e swailwe ka lentšu la <b>Selemo</b> le seswantšho sa selo seo e lego kobo ya selemo se se mamareditšwego mo pele; setšhelo se sengwe se na le semamatletšo sa go ngwalwa lentšu la <b>Marega</b> le selo seo e lego kobo ya marega se se mamareditšwego mo pele.)</li> </ul> 	<p><b>Mošongwana wa 2: Marara le dithalokwana</b></p> <p>Bea dikarata tša diswantšho tša diaparo tša marega le selemo godimo ga tafola o di lebelediše fase.</p> <p><b>Thaloko ya go hlaola</b></p> <ol style="list-style-type: none"> <li>Morutwana yo mongwe le yo mongwe o na le sebaka sa go topa karata, a lebelele seswantšho, a se fe leina a se bee ka gare ga setšhelo sa maleba.</li> </ol> <p><b>Thaloko ya kgopolo</b></p> <ol style="list-style-type: none"> <li>Morutwana yo mongwe le yo mongwe o na le sebaka sa go retolla dikarata tše pedi, ge diswantšho mo dikarateng tše pedi tše di swana (bobedi bja diaparo tša selemo goba bobedi bja diaparo tša marega), ba itshwarela dikarata tše.</li> <li>Ge di sa swane (e le e tee ya selemo le e tee ya marega), dikarata tše di bewa godimo ga tafola di lebeledišwa fase ya ba sebaka sa morutwana yo mongwe.</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 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

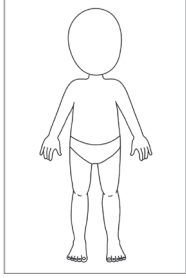
You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Learners must draw a list of foods they would like to take on a picnic.</li> <li>2 Make a comment or ask each learner to tell you about their drawing.</li> <li>3 Ask learners if they would like to write labels for the food they have drawn or if they would like you to write for them.</li> <li>4 Write exactly what learners tell you, word for word. Remember to write neatly and clearly.</li> <li>5 When you have finished writing, encourage learners to read the words with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>• A set of colour picture cards with summer and winter items of clothing</li> <li>• Two plastic containers – margarine or yoghurt tubs (One container has a label with the word <b>Summer</b> and a picture of a summer item of clothing stuck on the front; the other container has a label with the word <b>Winter</b> and a winter item of clothing stuck on the front.)</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p><b>Sorting game</b></p> <ol style="list-style-type: none"> <li>1 Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container.</li> </ol> <p><b>Memory game</b></p> <ol style="list-style-type: none"> <li>1 Each learner has a chance to turn over two cards. If the pictures on both cards match (both clothes for summer or both clothes for winter), they keep the cards.</li> <li>2 If they don't match (one summer and one winter), cards are then placed face down back on the table and the next learner has a turn.</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 it. Show learners some of the pictures and then encourage learners 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 ya **Letlakala la mošomo wa Go apara** ya morutwana yo mongwe le yo mongwe
- Diripana tša mehuta ya go fapana tša mašela goba diripana tša go fapana tša pampiri ya go khalarwa, diripana tša lenti
- Dikero, segorametši



### Mešongwana

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

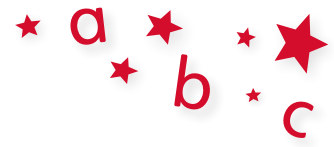
- 1 Efa morutwana yo mongwe le yo mongwe letlakala la go šomela la go šwantšha sebopego sa mmele wa ngwana; o bolele ka ditho tše di fapanego tša mmele.
- 2 Ba hlalošetše gore ba tliilo go apara go swana le Nikolas ka gare ga kanegelo. Ba laele go sega dikgapetlana tše dinnyane tša lešela (goba pampiri ya mmala) ba di kgomaretše godimo ga pampiri go dira diaparo tsa marega goba selemo.
- 3 Ba ka thala seswantšho sa mahlo, ditsebe, nko le molomo, ba be ba kgomaretše boya go dira meriri.

- Ditshegetšo: seroto, dijo tša maitirišo, lebikiri la polasitiki le dipoleiti, tšale, digalase tša letšatši, dikuane, samporele, setlolo sa go thibela go fišwa ke letšatši

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

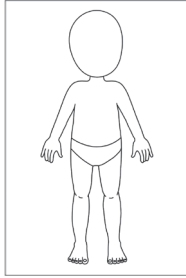
- 1 Gopotša barutwana ka ga ditshegetšo ka sekhutlong sa se ka thaloko o ba hlohleletše go tšwela pele go thoma Bekeng ya 1 ge ba ekiša go ba pikiniking.
- 2 Etela sekhutlo o lebeledišise le go hlohleletša se ka thaloko ya barutwana.





### You will need

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



### Activities

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

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

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

#### Activity 5: Pretend play

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



# ★ Morutišigadi Akinyi

## Kanegelo

Leina la ka ke Mandisa yo ke mogwera wa ka, Thabo. Yo ke morutišigadi wa rena. Leina la gagwe ke Morutišigadi Akinyi ebile o re rata kudu. Go na le dilo tše ntši tša go fapana tše Morutišigadi Akinyi a re rutago tšona.



Ka Mošupologo, re ithuta ka maina a mebala ya go fapana le dibopego: “Kefa ke ye serolwana, seeta se setshoto, ntikodiko ke ye phephole ge e le namune ke ye sa mmala wa namune. “Re lebelela gape le ka phapotšing go e dikologa mo gohle go bona ge re ka hwetša tše dingwe tša mebala ye le dibopego.”

Ka Labobedi, Morutišigadi Akinyi a re: “Lehono ke ya go le botša dikanegelo ka ga batho ba ba ikgethilego ba bohlokwa.” Re tlile le diswantšho ka mo phapotšing gore re kgone go bolela ka batho ba ba ikgethilego ba bohlokwa maphelong a rena. Thabo o tlile le seswantšho sa Mor. Mandela nna ke tlile le seswantšho sa Tate a mpalela kanegelo ye e kgahlišago.

Ka Laboraro, re ithuta ka mehuta ya dinamelwa lebelela gape le batho ba di šomišago go ya mafelong a go fapana. Re ithuta ka moo batho ba ba yago mošomong le sekolong ka gona. Nna ke šomiša thekisi go ya sekolong. Thabo a re: “Nna ke namela pese ge ke eya ga makgolo wa ka ka matšatši a maikhutšo.”

Ka Labone, Morutišigadi Akinyi a re: “A re tšweleng ka ntle gore re kgone go ithuta ka tša temo le go bjala mafela.” Re epile molete wo monnyane, ra tšhela mmutedi ra

bjala peu ya lefela. Ka rwala kgameo ya meetse go yo nošetša semela seo sa lefela.

Ka Labohlano, re anegelana dikanegelo tša rena ka phapotšing. Thabo o bolela kanegelo ya gagwe: “Ke be ke na le apole ka potleng ya ka le gore pudi e ile ya leka go e utswa!” Barutwana ka moka ka phapotšing ba hwa ka disego: “Hahahahaha-heehee!”

Morutišigadi Akinyi ke morutiši yo a ba phalago ka moka mo lefaseng ka moka. Ke mo rata kudu. Ge ke gola, ke nyaka go ba morutiši go swana le yena.

**A ke mafelelo a kanegelo.**





# ★ Teacher Akinyi

## Story

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

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

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

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

On Thursday, Teacher Akinyi says: "Let us all go outside so that we can learn about farming and how to plant mealies." We dig a small hole, add some compost and plant a mealie seed. I carry a bucket of water to water the mealie plant.

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

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

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





## Koša

Matšatši a a šupago mo bekeng,  
 matšatši a a šupago mo bekeng  
 A re a baleng ka moka, a re a baleng ka moka  
 Mošupologo, Labobedi, Laboraro  
 Labone, Labohlano, Mokibelo  
 Sontaga ke letšatši le le ikgethilego  
 Matšatši a a šupago mo bekeng.

*(Šomiša tšhuni ya koša ye o ikgethelago yona go opela koša ye)*



## Tlotlontšu ya go tšwa ka gare ga kanegelo ye

Mantšu a bohlokwa:	morutiši	mogwera	ikgethilego	bohlokwa	dinamelwa	dibopego
Mantšu a tlaleletšo:	namune	serolwana	phephole	mmutedi	temo	ka ntle
	kgamelo	molete	bjala	potla	pudi	matšatši a maikhutšo





★ a ★  
★ b ★  
★ c ★

## Song

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

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



## Vocabulary from the story

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





### Go nyakega lebe le:

- Kanegelo ya: Morutišigadi Akinyi
- Dipopi: Mandisa, Thabo, seswantšho sa tate a balela Mandisa, seswantšho sa Nelson Mandela, thekisi, pese, semela seo sa lefela, kgamelo
- Ditshegetšo: dilo goba diswantšho tša kefa ye serolwana, seeta se setshoto, ntikodiko ye phephole le namune, kgamelo, semela se sennyane ka gare ga setšhelo, pese le sefofane tša go ralokiša
- Dilwana goba diswantšho karata tša mantšu gotšwa lenaneong la tlotlontšu

## Beke ya 1 Letšatši 1

### Mešongwana ya phapoše ka moka

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

### Go anega kanegelo le go bopa tlotlontšu

#### 1 Pele o ka anega kanegelo

- 1.1 Botša barutwana hlogo ya kanegelo o ba tsebiša baanegwa o šomiša dipopi.
- 1.2 Tswalanya kanegelo le maphelo a barutwana ka go ba botsa o re: *"Mamohla ke la bokae? Gosasa e tla e le la bokae? Ke matšatši afe ao re yago sekolong ka ona? Re ya sekolong bjang?"*
- 1.3 E re: *"Pele re ka thoma, ke rata go le tsebiša ka ga ditlhalošo tša a mangwe a mantšu a mafsa ao re tla a humanago ka gare ga kanegelo."* Pele ga thuto o ka botšiša bašomišane le wena goba batswadi ka moo o bolelago mantšu a mangwe ka gona a polelo yeo barutwana ba e bolelago ge ba le gae. Se se tla thuša barutwana go kwešiša mantšu kgopolo bjalo ka ao a "ikgethilego".

#### 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.
- 2.3 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 Thabo o ya bjang sekolong? Naa peu e nyaka eng gore e mele gabotse? Ke ka lebaka la eng o nagana gore potla ya Thabo e phulegile?"*

#### 3 Ka morago ga gore o anege kanegelo

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

### Go hlagiša modumo go tšwa kanegelong

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

### Mešongwana ya dihlopha tše dinnyane

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





### You will need:

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

## Week 1 Day 1

### Whole class activities

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

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

#### 2 While you tell the story

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

#### 3 After you tell the story

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

### Introducing a sound from the story

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

### Small group activities

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

#### Two eyes to see

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





### Go nyakega lebe le:

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



## Beke ya 1 Letšatši 2

### Mešongwana ya phapoše ka moka

#### Go anega kanegelo le go e raloka

- 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 /i/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /i/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo, Mohlala: Barutwana ba ka koba menwana ya bona ya mogogorupa ge ba re: **i-na-ma**.
- 3 Botšiša barutwana ge ba gopola ka moo i e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: *"Thoma mo go khutlo, o ye fase, phagamiša o bee khutlo"*.
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona. Ba ka leka go šomiša mebele ya bona go bopa ditlhaka.
- 5 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 /i/ or if they can think of any other words that start with the sound /i/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be shocked and make an 'o' shape with their hand positioned in front of a rounded mouth while saying: "i-na-ma".
- 3 Show learners how to write the letter i. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down. Lift and dot."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk 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 tša go tšwa kanegelong
- Ditshegetšo: dilo goba diswantšho tša kefa ye serolwana, seeta se setshoto, ntikodiko ye phephole le namune, kgamelo, semela se sennyane ka gare ga setšhelo, pese le sefofane tša go ralokiša
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **i**: dipilisi, sinki, ditshipisi, ledipibidi, pinki, pitsi

## Beke ya 1 Letšatši 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: *"A re feng maina a mebala ka moka ye re e tsebago. Mmala wa monamune ke wo mobjang? Ke mang yo a ka gopolang gore mmala wa dieta e be ele wo mobjang"*
- 3 Kgetha barutwana go raloka karolo ya baanegwa ba ka gare ga kanegelo.
- 4 Bolela ka moanegwa yo mongwe le yo mongwe wa ka gare ga kanegelo. Botša baitthuti gore ba ya go ba baanegwa bafe ge ba raloka kanegelo le go ba bontšha ditshegetšo tšeo di tla šomišwago go anega kanegelo.
- 5 Hlalosetša barutwana gore wena (morutiši) o ya go ba yo a ba molaodiši wa kanegelo. Barutwana ba go raloka ba tla raloka dikarolo ka moka tšeo ba botšwago go di raloka. Ba thuše go beakanya moo ba tlogo ema gona.
- 6 Thoma go ba anegela kanegelo o ba hlohleletše go dira ditaetšo tša go sepelelana le mantšu a gago ge phapoše ka moka e bogetše ge ba tšea karolo.
- 7 Ge nako e sa le gona, o ka šomiša barutwana ba bangwe go boeletša go tšea karolo kanegelong.

#### Mapokisi la ditlhaka

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



### Mešongwana ya dihlopha tše dinnyane

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







#### You will need:

- Puppets for the story
- Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange, bucket, little plant in a container, toy taxi and aeroplane
- A letter box containing objects or pictures of objects that have the focus sound **i**: dipilisi, sinki, ditshipisi, ledipibidi, pinki, pitsi

## Week 1 Day 3

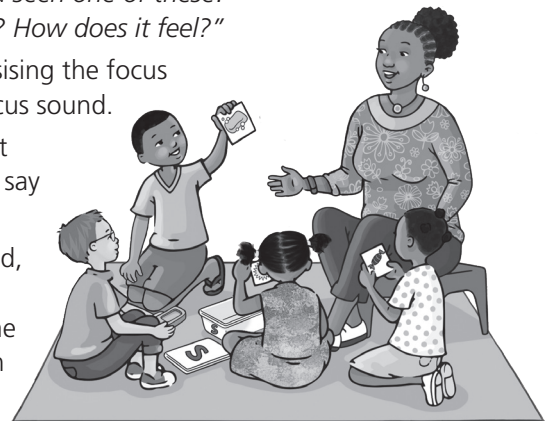
### Whole class activities

#### Storytelling and role play

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

#### Letter boxes

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



### Small group activities

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



### Go nyakega lebe le:

- Tatelano ye kgolo ya diswantšho
- Dipopi go tšwa kanegelong goba didirwa goba diswantšho tša dilo tše dingwe go tšwa kanegelong

### 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 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 raloka "Tshebi ya dira e re..." ka Dipopi le ditshegetšo go tšwa kanegelong ya 'Morutišigadi Akinyi'. E re ba lebelele Dipopi, didirwa le diswantšho.
- 2 Kgetha se sengwe go tšwa kanegelong ntle le go botša barutwana se o se naganago. Bjale ge, ka tsela ya go kwešišagala, efa barutwana modumo wa mathomo wa lentšu bjale ka sešupo. Mohlala: ge o nagana ka "apole", e re: "Tshebi ya dira ka leihlo la ka le lennyane e bona selo seo se thomago ka **la!**"
- 3 Barutwana ba swanetše go lebelela mo dilo tše di beilwego gore go bonwe dilo tša go thoma ka modumo woo. Ge ba ka nepa go akanya "apole" ke sebaka sa bona sa go nyaka se sengwe ba re: "Tshebi ya dira e re..."
- 4 Ge o feditše go raloka thaloko ye ka Dipopi le ditshegetšo tša ka kanegelong, botša barutwana gore: "Bjale re ya go raloka thaloko ye gape, efela lebelelang go dikologa ka mo phapošeng. Theeletšang gabotse: "Tshebi ya dira ka leihlo la ka le lennyane e mpotša ka ga selo se sengwe sa go thoma ka **ip!** Ee, ke pampiri!" Efa barutwana nako ya go lebelela selo se sengwe ka mo phapošeng ba re: "Tshebi ya dira e re..."



### 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
- Puppets from the story or objects or pictures of some of the things from the story

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

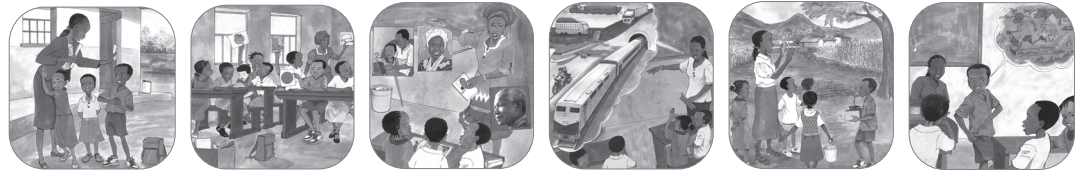
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures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

### Stella says:



These are useful questions to ask about each picture:

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



#### Listening for focus sounds

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



#### Small group activities

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



### Go nyakega lebe le:

- Lephephe ya go šomišwa godimo ga papetla ya go fefeulwa
- Mantšu a nokontši ao a sepelelanago le kanegelo: makgolo, matšatši maikhutšo, dibopego, Akinyi, morutišigadi, apole, kgamelo, bala, dikanegelo, Labohlano

## Beke ya 1 Letšatši 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Mema motho yo mongwe go tla go fa barutwana polelo ye kopana. (O ka kgopela yo mongwe wa ditho tša bašomišani goba hlogo ya sekolo, goba yo mongwe go tšwa mo motseng.) Ba kgopele go bolela le barutwana ka motho yongwe yo a ikgethilego maphelong a bona.
- 2 Ka morago ga polelo, ngwalelang motho yoo lengwalo la tebogo le le mmogo.
- 3 Botša barutwana gore: *"A re ngwaleng karata ya tebogo ya gore re leboga ge o ile wa re etela le go re botša kanegelo ka ga motho yo mongwe yo a ikgethilego. Naa le ka nthuša go dira karata ya go leboga ya go bolela ka moo re ipshinneo ka go theeletša kanegelo?"*
- 4 Šomiša karolo ya karata goba ya lephephe go ngwala dikgopolo tša barutwana ge le boledišana ka seo le swanetšego go se ngwala mo karateng. Thoma ka go hlalosa gore ge re leboga batho, ka mehla re re: *"... yo a rategago"*. Gwa latela polelo ya go swana le ye: *"Re leboga ge o tlile wa bolela le rena."*
- 5 Botšiša barutwana gore ke eng se sengwe gape se re ka se ngwalago mo karateng, le gore ba go bone o ngwala mantšu a bona. Ba botšiše gore ke eng seo ba ipshinneo ka sona ka polelo le go dira ditšhišinyo go ba thuša go tšweletša dikgopolo tša bona.
- 6 Balang karata ye e fedilego le barutwana, o šupa lentšu le lengwe le le lengwe ge o le bala. Kgopela barutwana ba bangwe go thala diswantšho tša go kgabiša karata ba šomiša dikherayoni le go beakanya gore ba e iše go motho yo a memilwego.



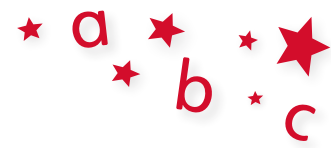
### Momaganya le go ripaganya (dinoko)

- 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: **mo | ru | ti | ši | ga | di**
- 2 Kgetha morutwana gore a emelele le go fofa ge go bitšwa se sengwe le se sengwe sa dinoko: **mo** (a fofe gatee) **ru** (a fofe gatee) **ti** (a fofe gatee) **ši** (a fofe gatee) **ga** (a fofe gatee) **di** (a fofe gatee). Kgopela morutwana a fofe gape, mo nakong ye barutwana ba phaphathe gatee ge a fofile gatee.
- 3 Barutwana ba fana dibaka go theeletša lentšu go tšwa lenaneong ba fofe ge ba le ripaganya ka dinoko.

### Mešongwana ya dihlopha tše dinnyane

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





#### You will need:

- A large piece of flipchart paper
- A list of multisyllabic words relating to the story: makgolo, matšatši maikhutšo, dibopego, Akinyi, morutišigadi, apole, kgameo, bala, dikanegelo, Labohlano

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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



### Blending and segmenting (syllables)

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



### Small group activities

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

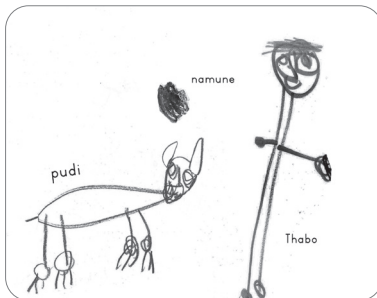




## Mešongwana ya dihlopha tše dinnyane for Beke 1

### Go nyakega lebe le:

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



Ge barutwana ba kwešiša tšhepetšo ya go ngwala, ba ka rata kudu go ngwala dikgopolo tša bona. Go a kwešišega ge mongwalo wa bona o akaretša mekgwarinyo, ditlhaka, dinomoro goba dibopego. Ge morutwana a ka no re ka boyena a kgwarinya goba a leka go ngwala, ba botšiše gore ba ngwadile eng o kgonthiše maitapišo a bona.

### Mešongwana

#### Mošongwana wa 1: Go thala le mongwalo wo o tšweeletšwago 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 Kgopela 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. Mohlala: "Naa o ratile karolo ya moo pudi e bego e leka go utswa namune ya Thabo?"
- 4 Hlohleletša barutwana go thala seswantšho sa karolo ye ba e ratago ya kanegelo.
- 5 Dira tshwayaswao goba o kgopele morutwana yo mongwe le yo mongwe a go botše ka sethalwa sa gagwe.
- 6 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.
- 7 Ge barutwana ba nyaka wena o ba ngwalela, dira gore le bona ba tšee karolo ka go ba kgopela gore ba bolele mantšu ao ka go iketla ge wena o a ngwala fase. O a bolelele godimio ge o a nagana o ngwala mafoko a bona. Mohlala: "Pudi e... lekile... go... utswa... Ke lentšu lefe le le latelago leo o bego o rata go le bolela? ... Ee, 'namune'."
- 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, hlohleletša barutwana go bala lefoko le wena. Šupa lentšu le lengwe le le lengwe ge o le bala le go amogela maitekelo a bona.

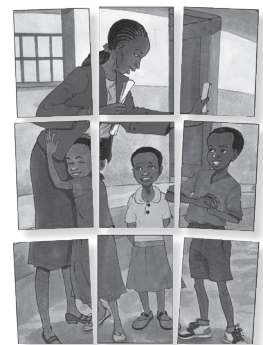
### Diphazele

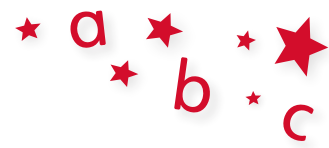


Barutwana ba swanetše go bea dikarolo tša marara gotee go dira seswantšho sa ka kanegelong. Ba ka lebelela mo tatelanong ya diswantšho go humana seswantšho le go se šomiša bjalo ka tlhahlo ge ba dira marara.

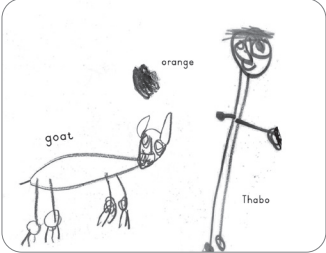

#### Mošongwana wa 2: Marara le dithalokwana

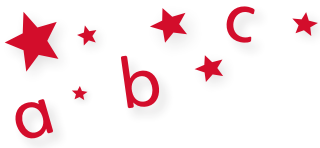
- 1 Barutwana ba swanetše go bea dikarolo tša marara gotee go dira seswantšho sa ka kanegelong. Ba ka lebelela mo tatelanong ya diswantšho go humana seswantšho le go se šomiša bjalo ka tlhahlo ge ba dira marara.





## 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>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</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. For example: "Did you like the part where the goat tried to steal Thabo's orange?"</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. Some learners may only be able to say a few words about their picture.</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. For example: "The goat ... tried ... to ... steal ... the ... What word did you want to say next? ... Oh yes, 'orange'. I am going to write the word 'orange'."</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>• Puzzles</li> </ul> <p><i>Learners must put the puzzle pieces together to make a picture from the story. They can look at the picture sequences to find the picture and use this as a guide when they are doing the puzzle.</i></p>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Learners must put the puzzle pieces together to make a picture from the story. They can look at the sequence pictures to find the picture and use this as a guide when they are doing the puzzle.</li> </ol> 

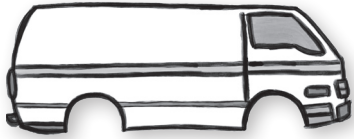


### Go nyakega lebe le:

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



- Letlakala la mošomo wa Thekisi ya Thabo



- Ditshegetšo: dilo goba diswantšho tša kefa ye serolwana, seeta se setshoto, ntikodiko ye phephole le namune

### Mešongwana

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

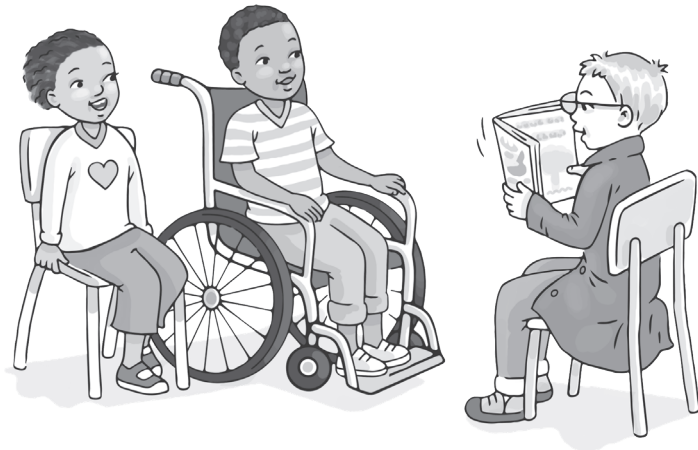
- 1 Laela sehlopha go ya sekgutlwaneng sa dipuku goba efa sehlopha mokgobo wa dipuku.
- 2 Ge o thoma , o ka thuša barutwana go kgetha puku, kgatišobaka goba letlakalana tšeo ba ratago go di bala.
- 3 Ba laetše ka moo puku e bulwago ka gona le go phetla matlakala a yona. Bontšha barutwana tše dingwe tša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

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

- 1 Morutwana yo mongwe le yo mongwe o hwetša letlakala la mošongwana la go ba le pesana ya go hloka maotwana le mafasetere.
- 2 Barutwana ba swanetše go thala mafasetere a mane le maotwana a mabedi mo pesaneng le seswantšho sa Thabo a tšweletše mo lefasetereng.




#### Mošongwana wa 5: Thaloko ya maitirišo

- 1 Laela barutwana go ya sekgutlwaneng sa se ka thaloko o ba dire gore ba dule fase ka pela.
- 2 Bala melao ya sekhutlo sa se ka thaloko o ba bontšhe ditshegetšo tše diswa.
- 3 Hlalosetša barutwana gore mo bekeng ye ba ya go raloka morutiši-morutiši. Ba ka tšea ditulo ba di bea ka methaladi go laetša maemo a phapoše. "Morutiši" a ka šoimiša ditshegetšo (dilo tša mebala ya go fapana) go "ruta" mebala. "Morutiši" a ka itiriša o ka re o "balela" barutwana kanegelo ka phapošeng.







You will need	Activities
<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 it. Show learners some of the pictures and then encourage learners 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>A photocopy of the <b>Taxi for Thabo activity page</b></li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Each learner gets an activity sheet with a minibus without wheels and windows.</li> <li>2 Learners must draw four windows and two wheels on the minibus and a picture of Thabo at the window.</li> </ol>
<ul style="list-style-type: none"> <li>Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the pretend play corner and settle them down quickly.</li> <li>2 Read the rules for the pretend play corner and show them the new props.</li> <li>3 Explain to learners that this week they are going to play teacher-teacher. They can take chairs and place them in rows to represent the class. The "teacher" can use props (objects that are different colours) to "teach" colours. The "teacher" could also pretend to "read" a story to the class.</li> </ol> 





### 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

## Beke ya 2 Letšatši 1

### Mešongwana ya phapoše ka moka

#### Tatelano ya diswantšho tše dingwe gape



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

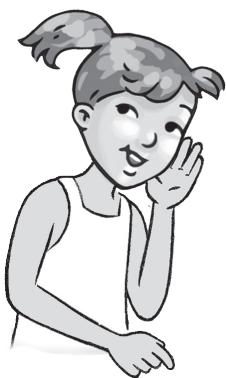


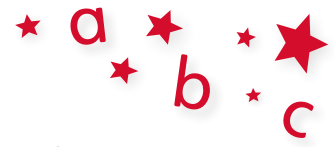
#### Go hlagiša modumo go tšwa kanegelong

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

### Mešongwana ya dihlopha tše dinnyane

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





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### 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: *"utswa, kudu. Can you hear the focus sound: utswa, kudu? Yes, you are right! They all have the sound /u/."*
- 2 *"Listen carefully, here are some more words with /u/: kubu, kutu, puku."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /u/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /u/: **"u-u-u"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





### Go nyakega lebe le:

- Puku ye Kgolo: Morutišigadi Akinyi
- Meetse ka gare ga ditšhelo le poraše ya pente tša morutwana yo mongwe le yo mongwe

## Beke ya 2 Letšatši 2

### Mešongwana ya phapoše ka moka

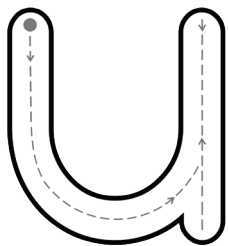
#### Go bala mmogo – Puku ye Kgolo

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



#### Go bopa tumatlhaka

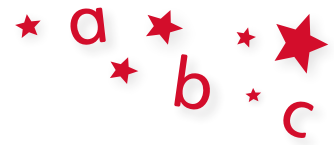
- 1 Gopotša barutwana ka ga modumo wo o nepišitšwego. Botšiša barutwana ge go ena le yo mongwe yo leina la gagwe le thomago ka /u/ goba ge ba ka gopola mantšu a mangwe ao a thomago ka modumo wa /u/.
- 2 Ruta barutwana tiragatšo ya go sepelelana le le modumo wo, Mohlala: Barutwana ba ka dira tše ekego ba otlela sethuthuthu mola ba re: **“sethuthuthu, sethuthuthu”**.
- 3 Botšiša barutwana ge ba gopola ka moo u e ngwalwago ka gona. Ba rete ka maitekelo a bona, o ngwale tumatlhaka ye kgolo godimo ga letlapa goba mo moyeng ge o tla be o re: *“Thoma mo go khutlo, o ye fase, o dikologe, o ye godimo le go ya fase”*.
- 4 Barutwana ba itlwaetše go bopa tumatlhaka mo moyeng, godimo ga khapete, ka mokokotlong wa yo mongwe goba matsogong a bona.
- 5 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: *Teacher Akinyi*
- Water containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

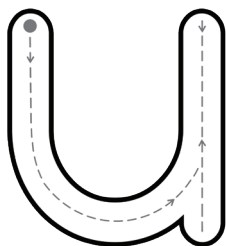
#### Shared reading – Big Book

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



### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /u/ or if they can think of any other words that start with the sound /u/.
- 2 Teach learners an action associated with the sound. For example: Learners pretend to be riding a motorbike while saying: “**sethuthuthu, sethuthuthu**”.
- 3 Show learners how to write the letter **u**. 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, round, up and down.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and 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:

- Dintikodiko le dikwere tša bogolo bja go fapana tše di segilwego go tšwa khatepotong le diswantšhong tša dilo tša dibopego tša sekwere le ntikodiko
- Lepokisi la ditlhaka le le swerego didirišwa goba diswantšho tša go thoma ka **u**: kubu, kutu, puku, kuku, tšhukudu, sethuthuthu, suru, putsu, khuru

## Beke ya 2 Letšatši 3

### Mešongwana ya phapoše ka moka

#### Go ithuta go theeletša

- 1 Laela barutwana go dula ditafoleng tša bona o ba dudiše fase gabotse gore go homole ba iketle.
- 2 Thoma mošongwana wa lehono wa go theeletša ka go re: *"A re tswaleleng mahlo a rena re homole metsotso e se mekae ge re tla be re theeletša ka tlhokomelo medumo yeo e kwagalago go re dikologa mo re lego gona."* Bjale botša barutwana go bula mahlo a bona gore ba bolele ka medumo yeo ba e kwelego. Ba bolele ka medumo yeo e lego kgauswi le bona goba e kwagalago mo go bona (ya godimo) le gore ke efe ye e lego kgole kudu le bona (e kwagalago e le fase). Botša barutwana gore ba ya go dira mošongwana woo go wona ba swanetšego go theeletša ka tlhokomelo seo o se boelago
- 3 Gopotša barutwana ka sebopego sa sekwere. Ba bontšhe diswantšho tša dikwere tša bogolo bja go fapana le go bolela gore ba ithutile ka dikwere ka kanegelong ya Ali le pente. Ba botšiše gore: *"Naa di fapana bjang?"* (Sekwere se na le dikhona tše nne le gore ntikodiko ga e na dikhona.) Kgopela barutwana go šupa dintikodiko le dikwere go dikologa ka mo phapošeng. Ka morago ga fao o ba laetše ka fao ntikodiko e dirwago ka gona ka matsogo a gago, le sekwere ka go šomiša diatla le difaka tša gago.
- 4 Botša barutwana gore ge o ba bontšha seswantšho sa ntikodiko goba o bolela lentšu le "ntikodiko" / ba swanetše go dira ntikodiko ka matsogo a bona. Ge o re "sekwere" goba o ba bontšha seswantšho sa sekwere, ba swanetše go dira sebopego sa sekwere ba šomiša diatla le difaka tša bona.

#### Mapokisi la ditlhaka

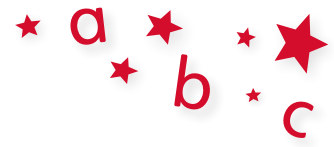
- 1 Kgopela barutwana go dula godimo ga legogwa o ba bontšhe didirišwa le diswantšho ka gare ga lepokisi la ditlhaka ka etee ka etee. Ba botšiše maina a didirišwa. Ge go ena le barutwana ba go bolela dipolelo tša go fapana, ba kgopele gore ba botše barutwana ba ka phapošeng gore ba se bitša eng ka leleme 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 u."* Laela barutwana ba bangwe ba thale ka menwana ya bona ba lota mohlala wa yona godimo ga sekhurumelo.



### Mešongwana ya dihlopha tše dinnyane

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





#### You will need:

- Different size circles and squares cut out of cardboard and pictures of objects that are the shape of a square or circle
- A letter box containing objects or pictures of objects that have the focus sound **u**: kubu, kutu, puku, kuku, tshukudu, sethuthuthu, suru, putsu, khuru

## Week 2 Day 3

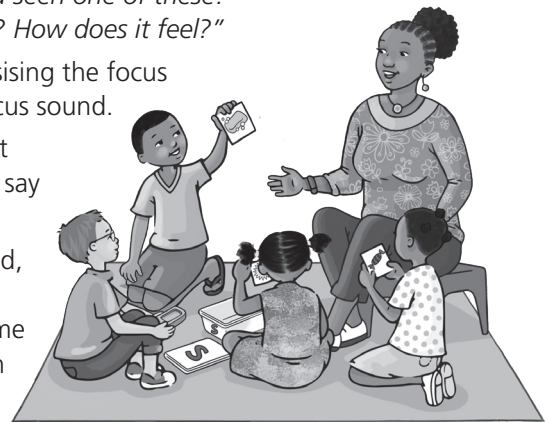
### Whole class activities

#### Learning to listen

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

#### Letter boxes

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



### Small group activities

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





### Go nyakega lebe le:

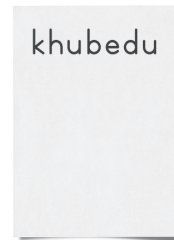
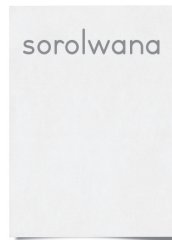
- Diripa tša letlakala tša go ba le lentšu la mmala le le ngwadilwego ka wona mmala wo
- Dilo tša mmala wa mantšu ao tše di ngwadilwego godimo ga letlakala
- Dipopi go tšwa kanegelong goba didirwa goba diswantšho tša dilo tše dingwe go tšwa kanegelong

## Beke ya 2 Letšatši 4

### Mešongwana ya phapoše ka moka

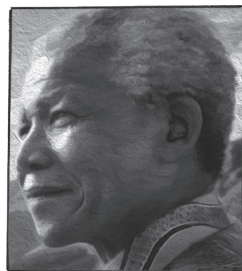
#### Bala o dire

- 1 Arola barutwana ka dihlopha o fe sehlopha se sengwe le se sengwe seripa sa letlakala le le nago le leina la mmala wo o ngwadilwego godimo ga letlakala. Ba swanetše go humana dilo tše di sepelelanago le mmala le go di bea godimo ga letlakala.



### Go theeletša medumo ye e nepišitšwego

- 1 Hlalosetša barutwana gore o ya go raloka *"Tshebi ya dira e re..."* ka Dipopi le ditshegetšo go tšwa kanegelong ya 'Morutišigadi Akinyi'. E re ba lebelele Dipopi, didirwa le diswantšho.
- 2 Kgetha se sengwe go tšwa kanegelong ntle le go botša barutwana se o se naganago. Bjale ge, ka tsela ya go kwešišagala, efa barutwana modumo wa mathomo wa lentšu bjalo ka sešupo. Mohlala: ge o nagana ka "apole", e re: *"Tshebi ya dira ka leihlo la ka le lennyane e bona selo seo se thomago ka /a/."*
- 3 Barutwana ba swanetše go lebelela mo dilo tše di beilwego gore go bonwe dilo tša go thoma ka modumo woo. Ge ba ka nepa go akanya "apole" ke sebaka sa bona sa go nyaka se sengwe ba re: *"Tshebi ya dira e re..."*.
- 4 Ge o feditše go raloka thaloko ye ka Dipopi le ditshegetšo tša ka kanegelong, botša barutwana gore: *"Bjale re ya go raloka thaloko ye gape, efa lebelelang go dikologa ka mo phapošeng. Theeletšang gabotse: 'Tshebi ya dira ka leihlo la ka le lennyane e mpotša ka ga selo se sengwe sa go thoma ka /p/. Ee, ke pampiri!'"* Efa barutwana nako ya go lebelela selo se sengwe ka mo phapošeng ba re: *"Tshebi ya dira e re..."*.

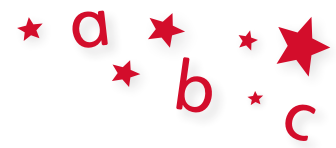


### Mešongwana ya dihlopha tše dinnyane

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:

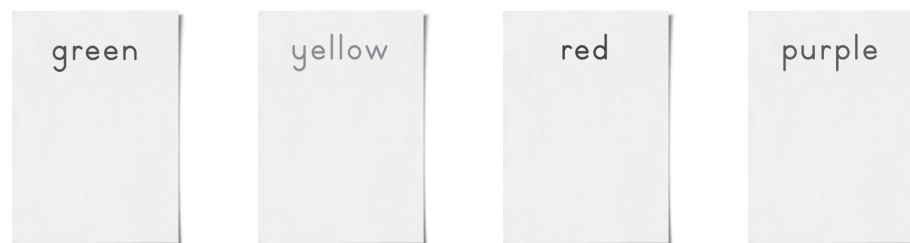
- Pieces of paper with the word of a colour written in that colour
- Objects in the colours of the words written on paper
- Puppets from the story or objects or pictures of some of the things from the story

## Week 2 Day 4

### Whole class activities

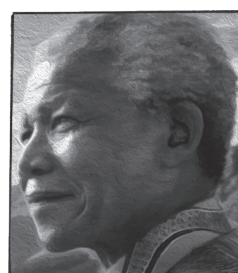
#### Read and do

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



#### Listening for focus sounds

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



### Small group activities

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



### Go nyakega lebe le:

- Dipitša tše dinnyane, mobu, meetse, dipeu (tša sehlopha se sengwe le se sengwe mo tafoleng)
- Lephephe ya go šomišwa godimo ga papetla ya go fefeulwa
- Mantšu a nokontši ao a sepelelanago le kanegelo: makgolo, matšatši maikhutšo, dibopego, Akinyi, morutišigadi, apole, kgamelo, bala, dikanegelo, Labohlano

## Beke ya 2 Letšatši 5

### Mešongwana ya phapoše ka moka

#### Dira, thala o be o ngwale

- 1 Thoma ka go laetša ka mo peu e bjalgwago ka gona ka go šomiša setšhelo, peu, mobu le meetse.
- 2 Ge o swaragane le go bjala peu, bolela kgato ye nngwe le ye nngwe.
- 3 Arola barutwana ka dihlopha tša ba tshela le gore sehlopha se sengwe le se sengwe se bjale peu ka gare ga pitša.
- 4 Hlalosetša barutwana gore o nyaka ba go thuša go ngwala lenaneo la dikgato tša go laetša ka fao peu e bjalgwago ka gona.
- 5 Ngwala hlogo ye e latelago godimo ga letlakala la papetla-phepheulwa: Ka fao peu e bjalgwago ka gona.
- 6 Botšiša barutwana gore ke eng sa mathomo se ba se dirilego, le go se ngwala go lebana le nomoro ya 1 godimo ga letlakala la papetla-phepheulwa. O bolelele godimo ge o ngwala le go thala seswantšho se bonolo go lebana le kgato ye o e ngwadilego.
- 7 Tšwela pele ka dikgato tše dingwe le gore ge o feditše go ngwala, kgopela barutwana go "bala" dikgato le wena.



#### Momaganya le go ripaganya (dinoko)

- 1 Kgopela barutwana go dula godimo ga legogwa. Bitša le lengwe la mantšu go tšwa le lenaneong la mantšu a nokontši o ba laetše ka moo le ripaganywago ka gona ka dinoko, mohlala: **di** | **ka** | **ne** | **ge** | **lo**.
- 2 Kgetha morutwana gore a emelele le go fofa ge go bitšwa se sengwe le se sengwe sa dinoko: **di** (a fofe gatee) **ka** (a fofe gatee) **ne** (a fofe gatee) **ge** (a fofe gatee) **lo** (a fofe gatee).
- 3 Kgopela morutwana a fofe gape, mo nakong ye barutwana ba phaphathe gatee ge a fofile gatee.
- 4 Barutwana ba fana dibaka go theeletša lentšu go tšwa lenaneong ba fofe ge ba le ripaganya ka dinoko.

#### 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:

- Small containers, soil, water, seeds (per table group)
- Flipchart paper
- A list of multisyllabic words relating to the story: makgolo, matšatši, maikhutšo, dibopego, Akinyi, morutišigadi, apole, kgamelo, bala, dikanegelo, Labohlano

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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



#### Blending and segmenting (syllables)

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




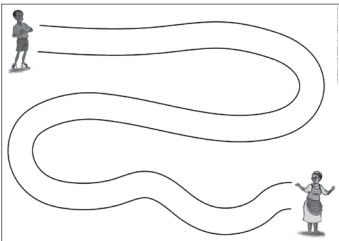



#### Small group activities

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




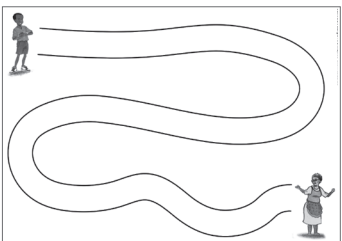



## Mešongwana ya dihlopha tše dinnyane for Beke 2

Go nyakega lebe le:	Mešongwana
<ul style="list-style-type: none"> <li>Letlakala la bogolo bja A4 la morutwana yo mongwe le yo mongwe</li> <li>Dikherayoni tša makhura tše dikgolo</li> </ul>  <p><i>Gopola go botšiša barutwana ge e le gore ba tseba go bolela mantšu a tlotlontšu ya polelo ya bona ge e le gore ba bolela polelo e šele ge ba le gae.</i></p>	<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; e yo mongwe seripa sa lephephe le dikherayoni tša mmala o hlalose gore ba ya go thala seswantšho sa motho yo mongwe yo ba naganago gore ke yo a ikgethilego le go ba yo bohlokwa-e ka ba yo mongwe wa ka lapeng, mogwera goba motho yo ba sa mo tsebego efela yo ba naganago gore ke yo a ikgethilego yo bohlokwa.</li> <li>Swayaswaya goba kgopela morutwana yo mongwe le yo mongwe go o botša ka dithalwa tša bona le go hlalosa gore ke ka lebaka la eng ba re motho yo ba thadilego seswantšho sa gagwe ke yo a ikgethilego.</li> <li>Kgopela barutwana go leka go ngwala leina la motho yo. Ge morutwana a katana le go ngwala leina, ba ngwalele lona.</li> </ol>
<ul style="list-style-type: none"> <li>Diphazele</li> </ul>	<p><b>Mošongwana wa 2: Marara le dithalokwana</b></p> <ol style="list-style-type: none"> <li>Barutwana ba swanetše go bea dikarolo tša marara gotee go dira seswantšho sa ka kanegelong. Ba ka lebelela mo tatelanong ya diswantšho go humana seswantšho le go se šomiša bjalo ka tlhahlo ge ba dira marara.</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>Isa sethlopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka.</li> <li>Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophela dibuka, makasine kgotsa pampitšana e ba ka ratang go e buisa</li> <li>Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa.</li> <li>Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.</li> </ol>
<ul style="list-style-type: none"> <li>Letlakala la mošomo wa Tsela ya go dikologa</li> </ul> 	<p><b>Mošongwana wa 4: Mabokgoni a tshepedišo ye e dumeletšwego le mongwalo</b></p> <ol style="list-style-type: none"> <li>Morutwana yo mongwe le yo mongwe o hwetša letlakala la mošongwana wa tsela ye e dikologago go tšwa khoneng ya lephephe go ya go ye nngwe.</li> <li>Barutwana ba swanetše go latela tsela ya go tšwa go Thabo go ya ntlong ya Makgolo ka mmala o tee. Ba swanetše go šomiša mmala o šele ge ba eya gae. Ba swanetše go hlokomela gore ba se phamoge mo tseleng ya ntikodiko.</li> <li>Ge ba boela morago "gae", ba ka thala diswantšho tša dilo ka moka tše ba di lemogilego mo hleng ga tsela ge ba le tseleng, bjalo ka diphoofole, mehlare, batho.</li> </ol>
<ul style="list-style-type: none"> <li>Ditshegetšo: dilo goba diswantšho tša kefa ye serolwana, seeta se setshoto, ntikodiko ye phephole le namune</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 sekgutlwaneng sa se ka thaloko o ba hlohleletše go tšwela pele go thoma Bekeng ya 1 ge ba be ba itira o ka re ba bapala morutiši-morutiši. Etela sekhutlo o lebeledišise le go hlohleletša se ka 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><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Give each learner a piece of paper and coloured crayons and explain that they are going to draw a picture of someone they think is very special and important – it could be someone in their family, a friend or somebody they don't know but who they think is very special and important.</li> <li>Make a comment or ask each learner to tell you about their drawing and explain why the person they have drawn is so special.</li> <li>Ask learners to try and write the person's name. If the learner struggles to write the name, write it for them.</li> </ol>
<ul style="list-style-type: none"> <li>Puzzles</li> </ul> 	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Learners must put the puzzle pieces together to make a picture from the story. They can look at the sequence pictures to find the picture and use this as a guide when they are doing the puzzle.</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 it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>
<ul style="list-style-type: none"> <li>A photocopy of the <b>Winding road activity page</b></li> </ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>Each learner gets an activity sheet of a road winding from one corner of the page to another.</li> <li>Learners must follow the road from Thabo to Grandmother's house in one colour. They must use a different colour when they come home. They must be careful not to go off the windy road.</li> <li>When they get back "home", they can draw pictures of all the things they noticed next to the road on the way, such as animals, trees, people.</li> </ol>
<ul style="list-style-type: none"> <li>Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play teacher-teacher. Visit the corner to observe and encourage the learners' pretend play.</li> </ol> 





# Kotara ya 1: Mohlala wa rekhoto ya tekanyetšo ya go tšwelelela (lenaneo la kgonthišo)



✓ 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																						
	Theeletša ditaello tše bonolo o di diragatše	Iphsine ka go theeletša dikanegelelo-kopana o tsene mogobelong ka nako ya maleba.	Opela dikoa tše bonolo o di diragatše (ka thušo)	Botšiša dipotšišo	Go šomiša polelo go gopola le go nagana: go lebantšha dilo tše di sepelelango le go bapetša dilo tše di fapanago.	Go thoma go lemoga gore mantšu a bopliwe ka medumo; e fa modumo wa mathomo leina la gago	Go arola mantšu a nokontši ka dinoko; šomiša go phaphatha matsogo goba go betha moropa ge go bitšwa senoko se sengwe le se sengwe ka gare ga lentšu goba ge go hlaolwa palo ya dinoko (mephaphatho) ka gare ga maina a bana ka phapošeng.	Go swara puku ka tselala ya maleba le go phetla matlakala ka tshwanelelo	Bapala karolo ya kanegelo, koša goba sereto	Go lemoga leina la gago le maina a barutwana ba bangwe.	Go bala dipuku ka noši le go ithabisa ka bokgobapukung goba sekhutlong sa ka phapošeng sa go bala	Go bala diteng tše di goditšitšwego bjalo ka direkto, dipuku tše dikgolo le diphousetara ba le ka moka ka phapošeng le morutiši (Go bala mmogo)	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 ka tshwanelelo ka tselala ye e dumeleletšwego ya go swara pensela	Bopa ditlhaka ka ditsetla 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 ka tselala ya dithalwa le go fana ka matoko ka phapošeng e le mošongwana wa go ngwalwa.	Go fa melaeša ka go thala le go penta diswantšho.	Go dira maitekelo a go ngwala ditlhaka o šomiša mekgabišo, mekgwarinyo le 'go bala mongwalo wa gago: 'go bala' tše di bolelwago ke mekgabišo	Go ralo ka go ngwala mabakeng a go ralo ka: go amogela molaetša wa mogala, go ngwala thekethe ya molato wa sephethephe the bj:bj. Kgatišo ya dikhopi go tšwa tikologong ge go tšwelwa pele ka go bapala.						
Letšatši-kgwedi	Maina																								



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

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

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

Dilekanyo tša go lekanyetša	1. O paleišwe (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 mafelelo 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 mafelelo; baanegwa le peakanyo ya ditaba di hlalloswa ka botlalo; maikemišetšo le maikutlo tša baanegwa di a hlalloswa; 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 tšhomišo ya diteng tša maleba.	Go kgona go beakanya sehlopha sa dikarata ka tatelano ya maleba le go kgona go anega kanegelo ka tšhomišo ya diteng tša maleba.

# ★ Term 1: Listening and speaking rubric 1 and 2

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

# ★ Kotara ya 1: 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%)
<b>1 Go lemoga ditumamomo le ditumanoši tše dingwe ge di bolelwa le ka go di lebelela</b>	Go se kgone go lemoga tlhaka efe goba efe le go dira medumo ye e dirwago ke dithaka tše.	Go kgona go lemoga dithaka tše 1-3 le go dira medumo ye e dirwago ke dithaka tše.	Go kgona go lemoga dithaka tše 4-6 le go dira medumo ye e dirwago ke dithaka tše.	Go kgona go lemoga dithaka tše 7-8 le go dira medumo ye e dirwago ke dithaka tše.
<b>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</b>	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.
<b>3 Go hlama kanegelo ya gago ka go bala diswantšho</b>	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 1: Phonics, reading and viewing rubric 1 to 3

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
<b>1 Recognises aurally and visually some consonants and vowels</b>	Is not able to recognise any letters and say the sounds that these letters make.	Is able to recognise 1–3 letters and say the sounds that these letters make.	Is able to recognise 4–6 letters and say the sounds that these letters make.	Is able to recognise 7–8 letters and say the sounds that these letters make.
<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 1: 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 hlokomologa goba go nolega moko.	Go kgona go fetša mešongwana ye mengwe ya tshepedišo ye e dumeletšwego le ge go ba tšea nako; dipelo 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 fele.	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 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 ngwallowa ka mongwalo wa gago go tšwa tikologong ya ka phapošeng.

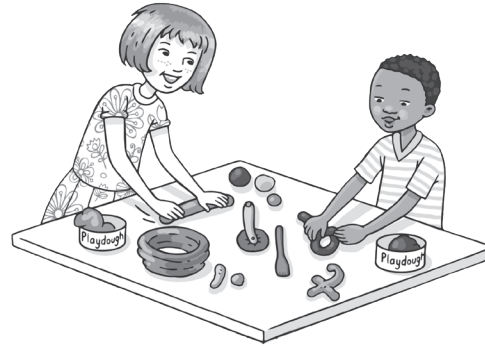
# ★ Term 1: Emergent writing and handwriting rubric 1 to 3

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
<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.

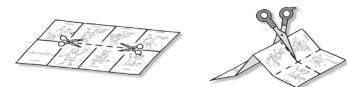
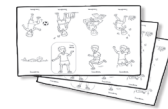
Ruthetša letsopa la go ralokiša ka go le pinyeletša ka diatleng tša gago. Ye ke tsela ye botse ya bana ya go ithabolla mešifa ya diatla. Lokela letsopa la go ralokiša ka gare ga mekotla ya dipolasitiki gore e se omelele o e boloke ka gare ga setšidifatsi, ge go kgonega, goba lefelong le le fodilego.



# ★ Dira Puku ye Nnyane

## Dikgato

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





# ★ How to make playdough

## You will need

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



## Steps

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

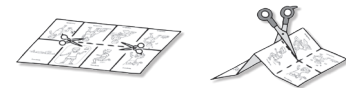
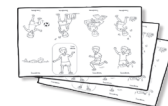
**Tip:** Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

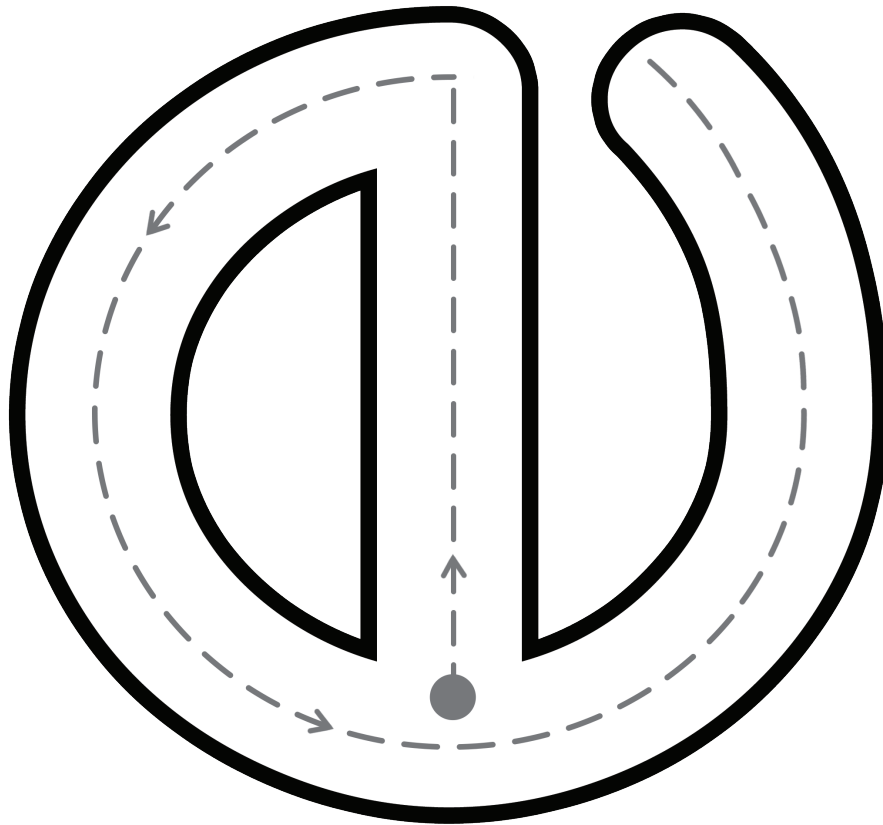
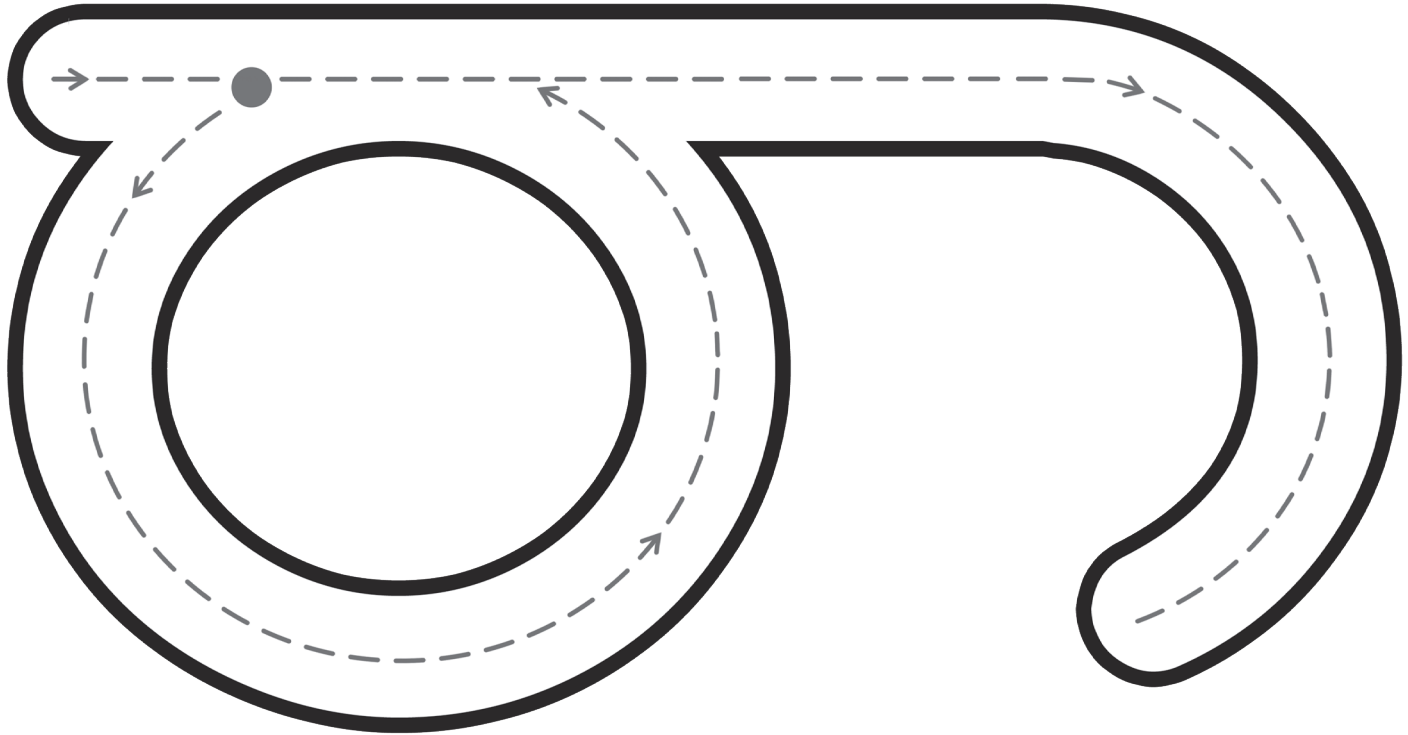


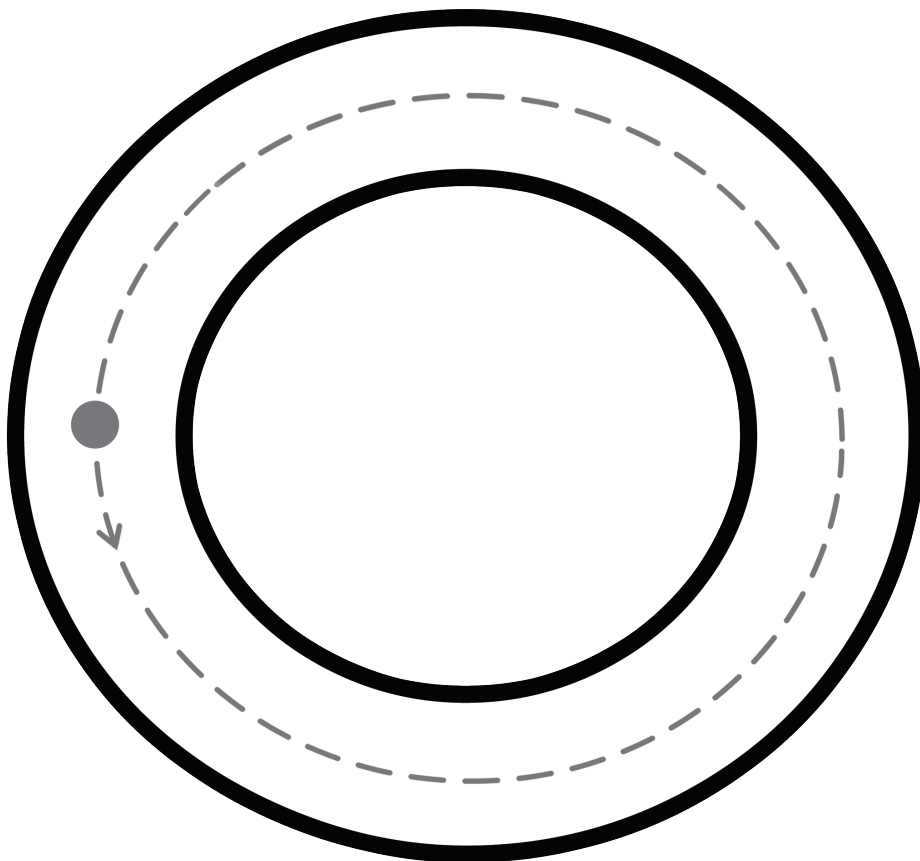
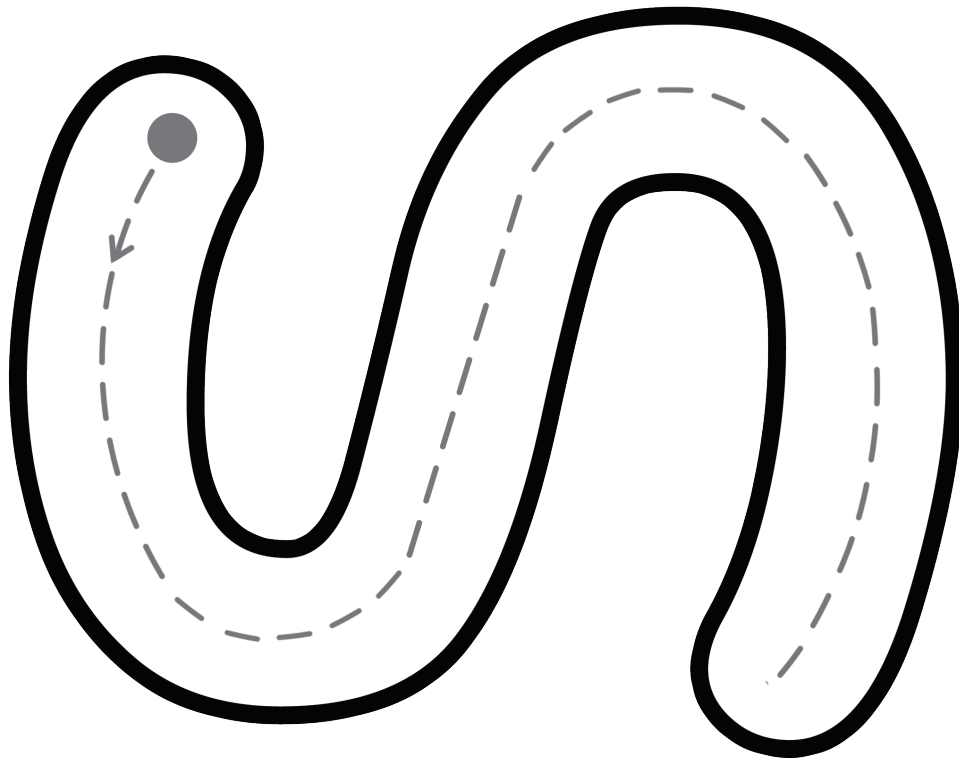
# ★ How to make a little book

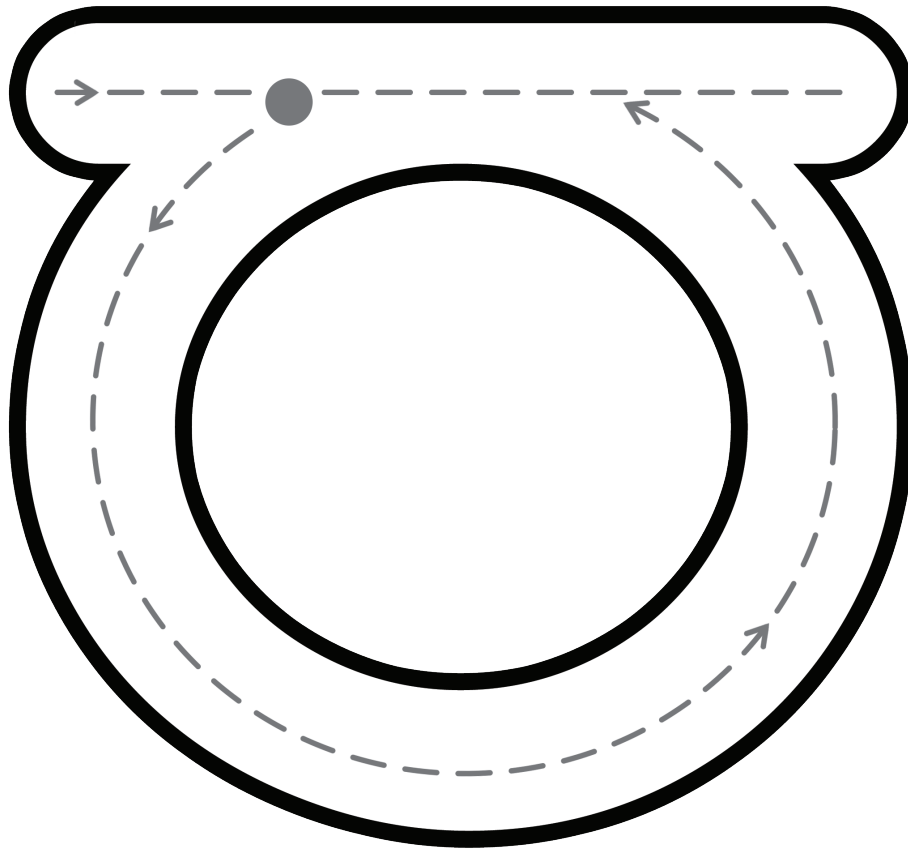
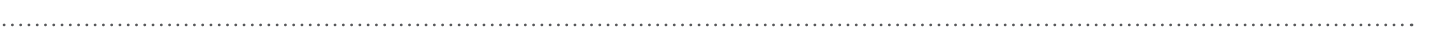
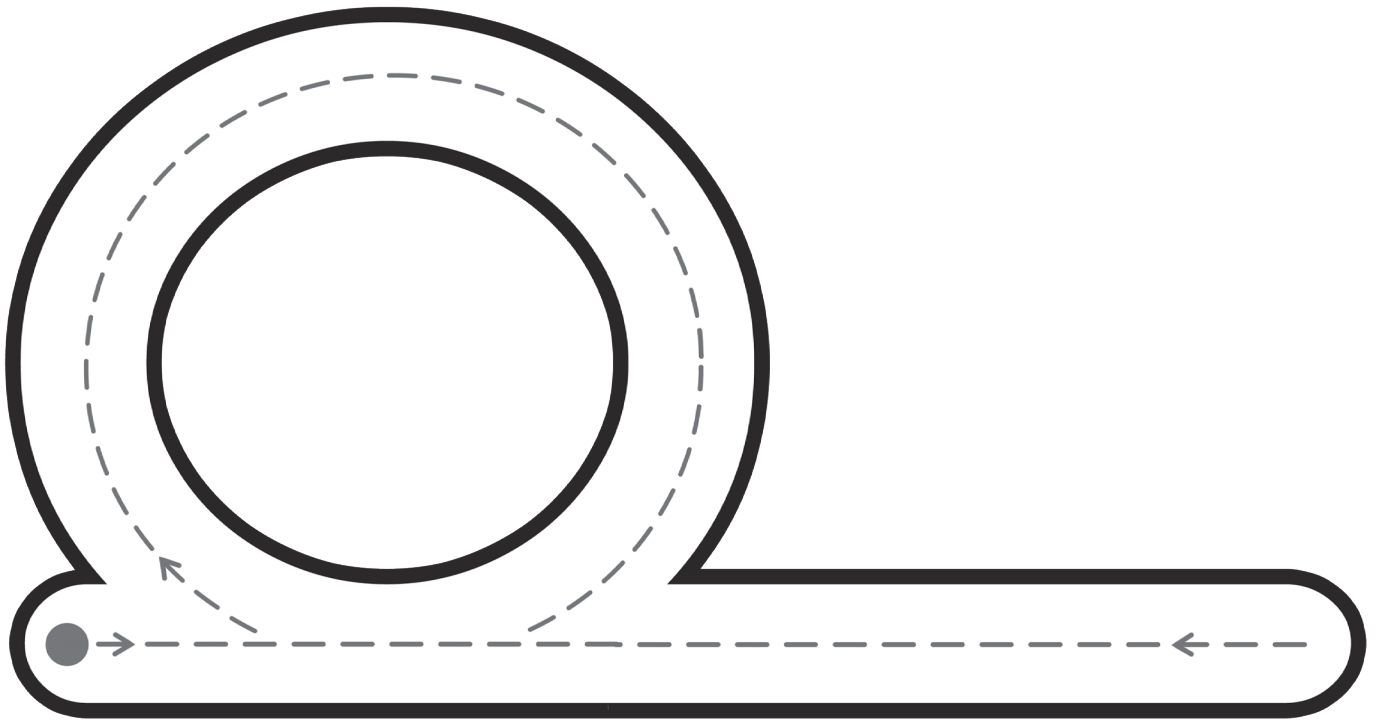
## Steps

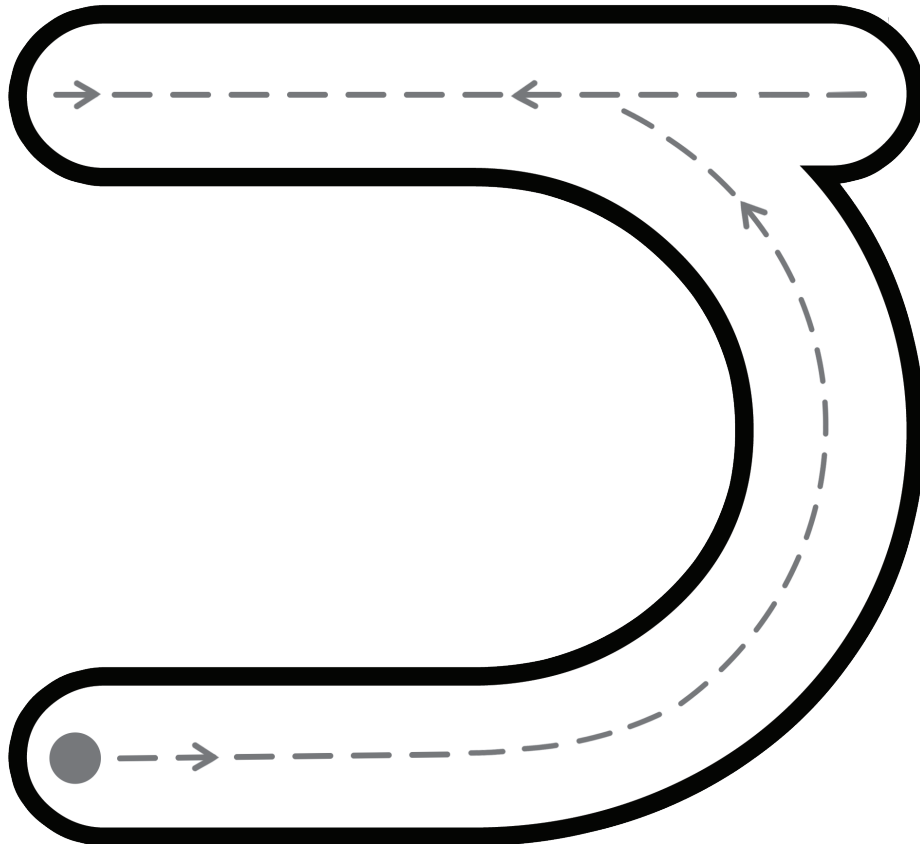
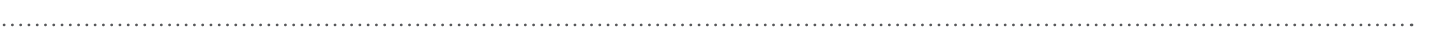
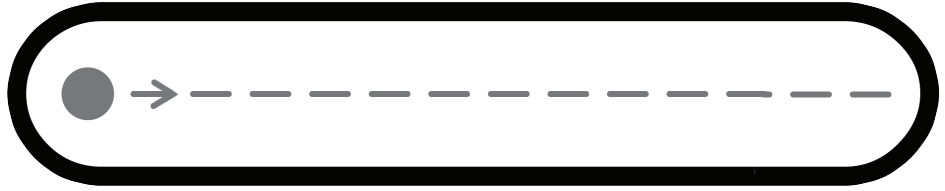
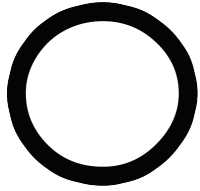
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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









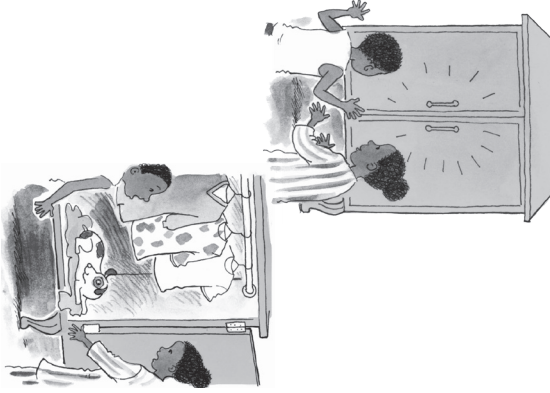




3



7



5



9



2



1



Roko ye  
tala-morogo



Wordworks  
Changing lives through literacy

Puku ye ke ya:

.....





9



5



4



3



Kitima, Lindi,  
Kitima



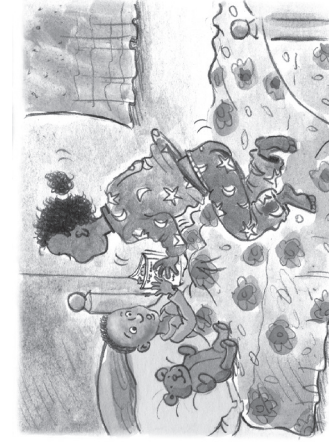
Puku ye ke ya:

.....

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2





9



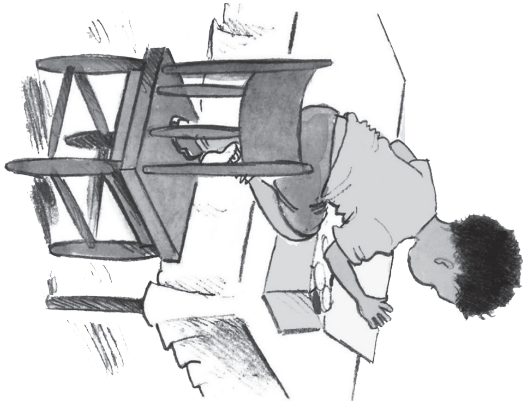
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4



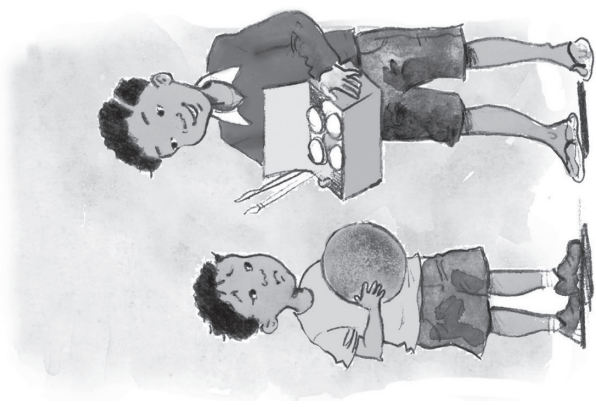
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1



2



Ali le pente



**Wordworks**  
Creating Literacy Through Literacy

Puku ye ke ya:

.....







2



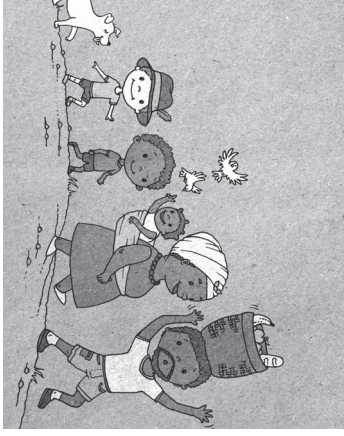
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Letšatši le lebotse

b	o	k
d	a	s

Puku ye ke ya:

.....



3



4



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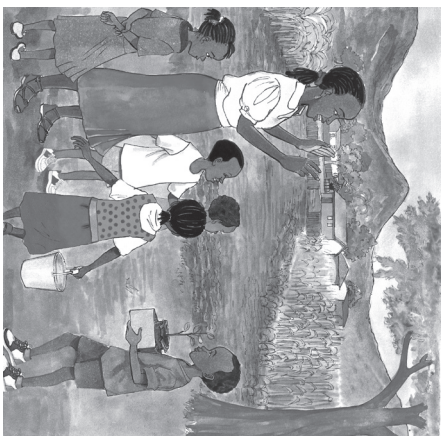
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9



5



7



3



9

Puku ye ke ya:  
.....

Morutišigadi  
Akinyi



African  
Storybook.org

1



2





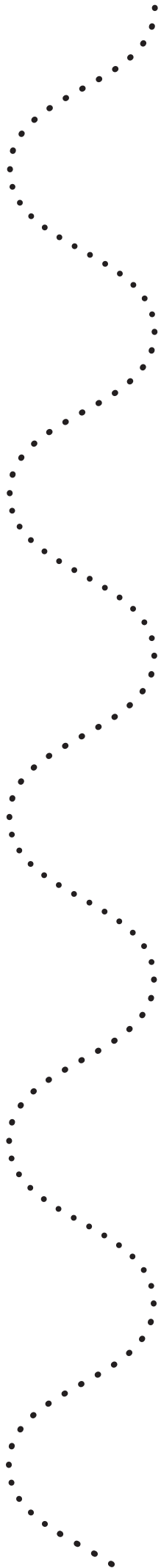
Ali le pente: Letlakala la mošomo wa mpho

		<p>E ya go:</p> <p>.....</p> <p>E tšwa go:</p> <p>.....</p>



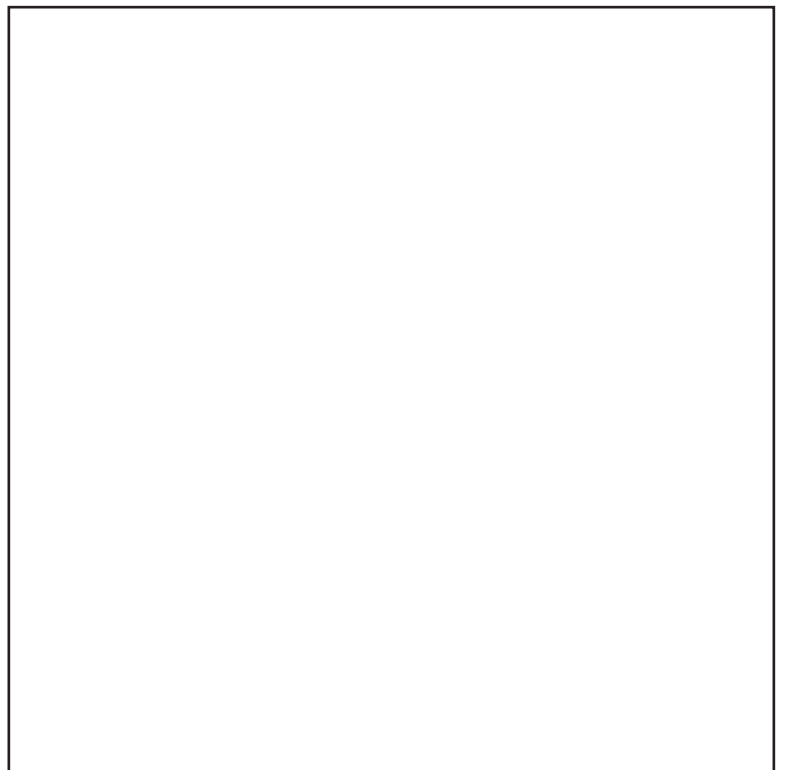
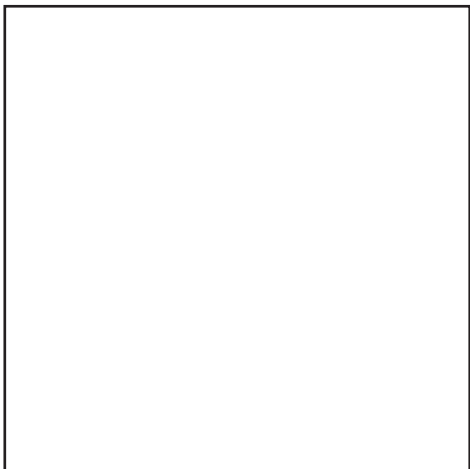
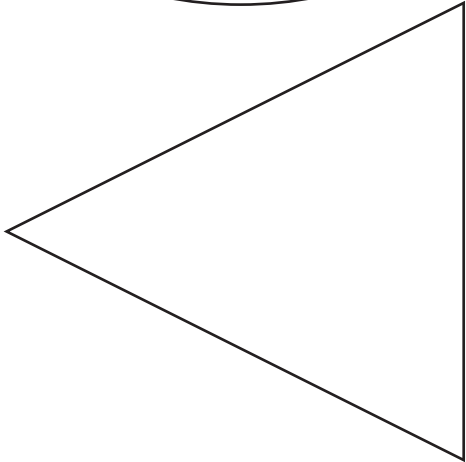
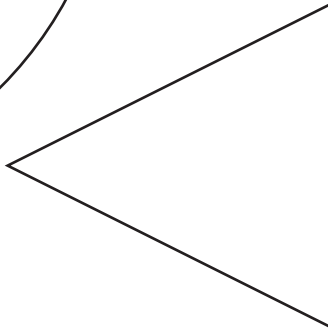
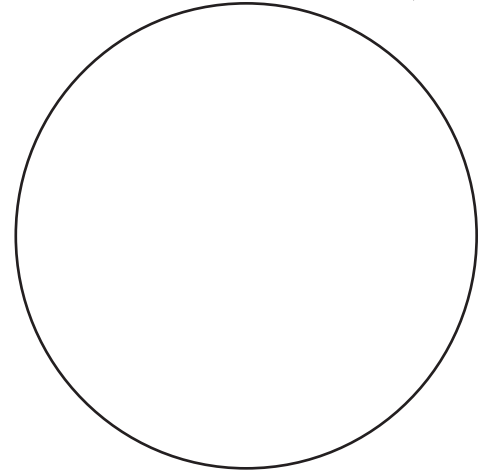
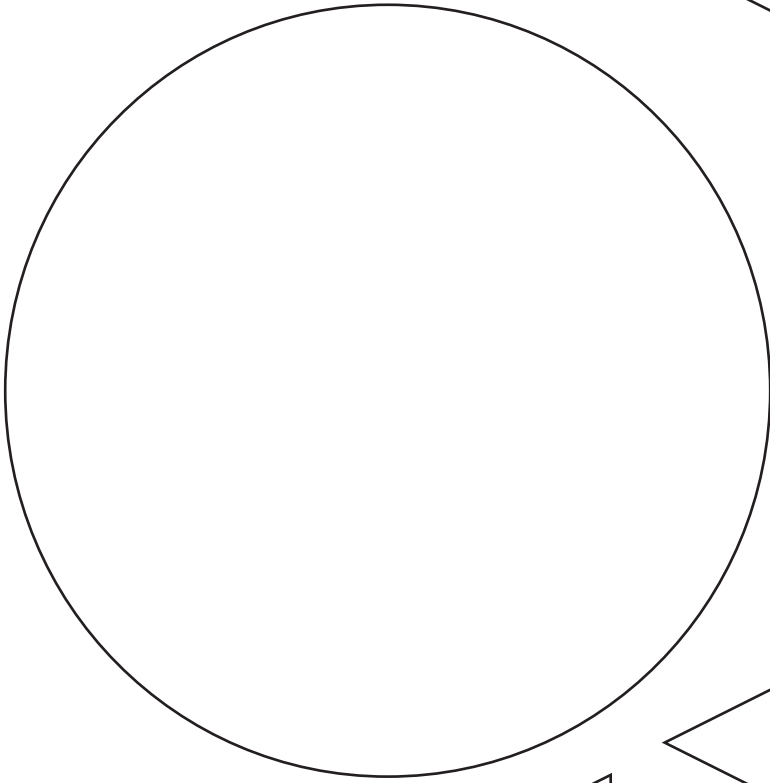
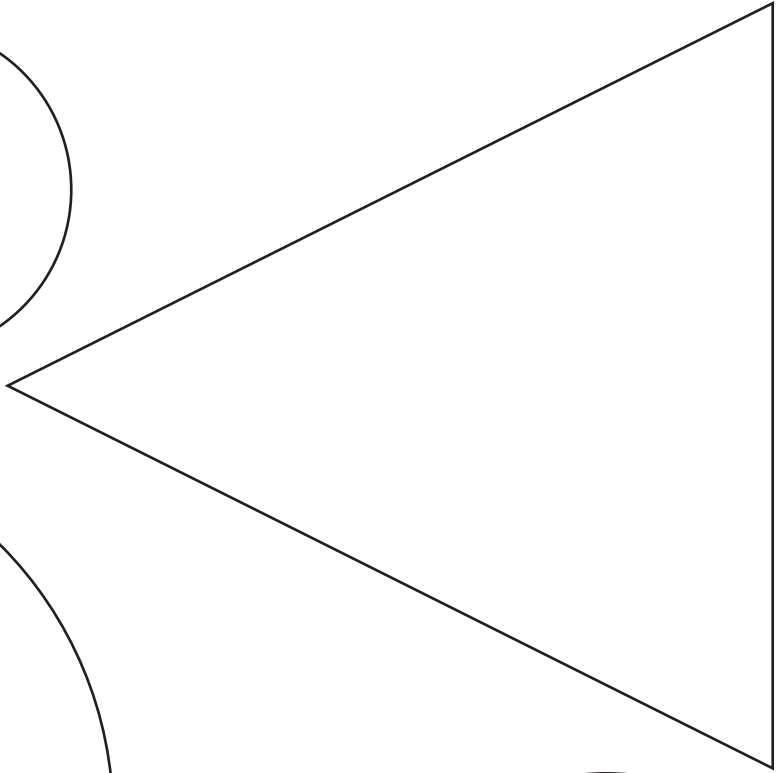
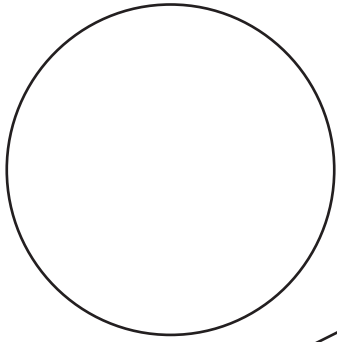
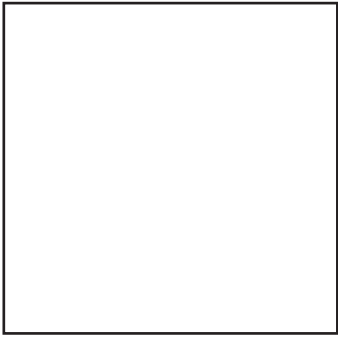


**Ali le pente:** Letlakala la mošomo wa pampiri ya go phuthela















**Ali le pente:** Letlakala la mošomo wa dibopego





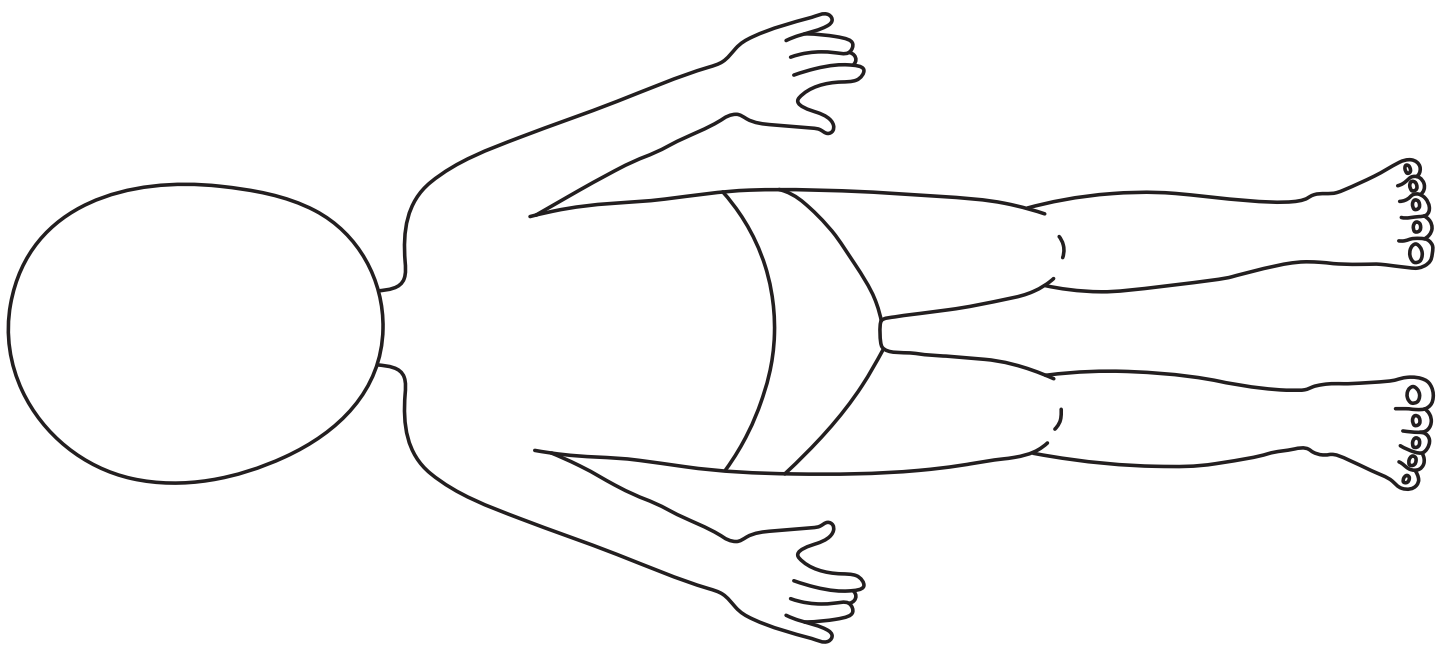
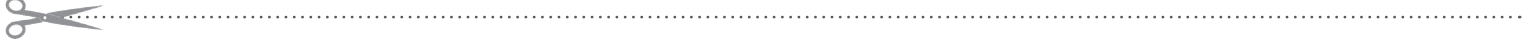
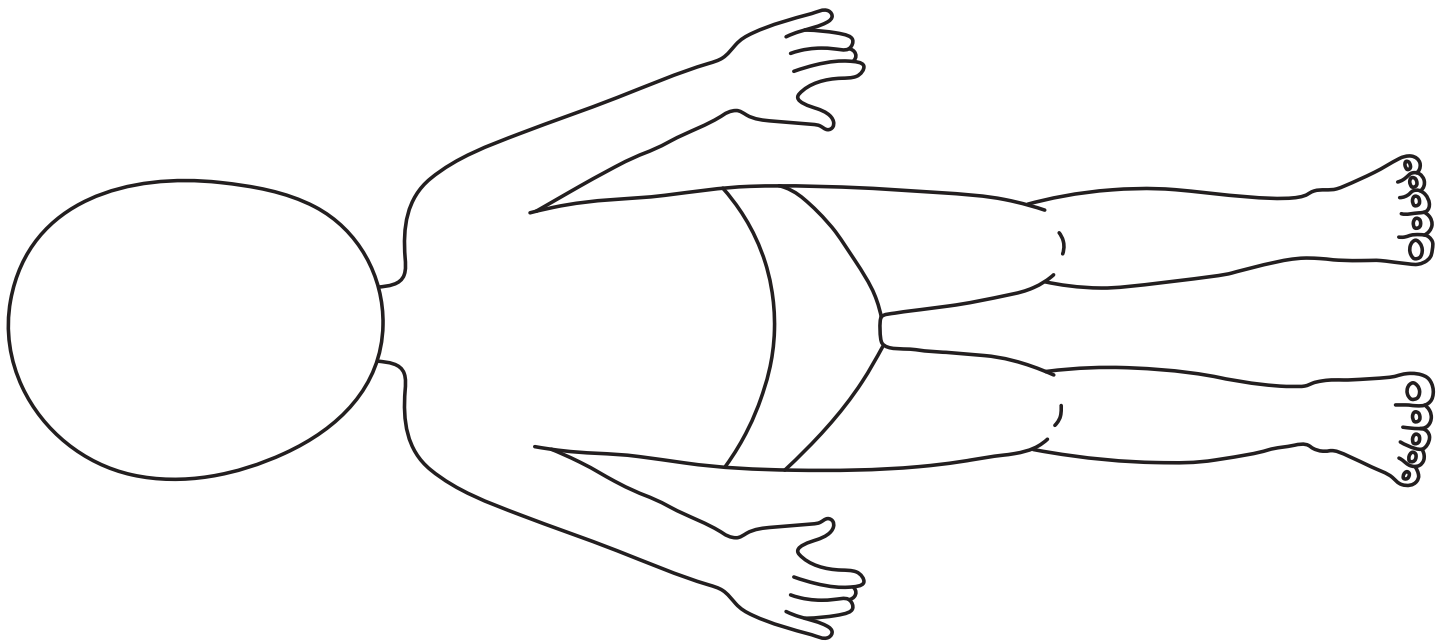
Ali le pente: Letlakala la mošomo ka bala o dire

				
letšatši	mohlare	tšale ya pikiniki	diapole	dipanana
1	1	1	2	3
				





**Letšatši le lebotse:** Letlakala la mošomo wa go apara





**Letšatši le lebotse:** Letlakala la mošomo wa tšale ya pikiniki



↓ Phutha mo ↓

↑ Emiša go ripa mo ↑







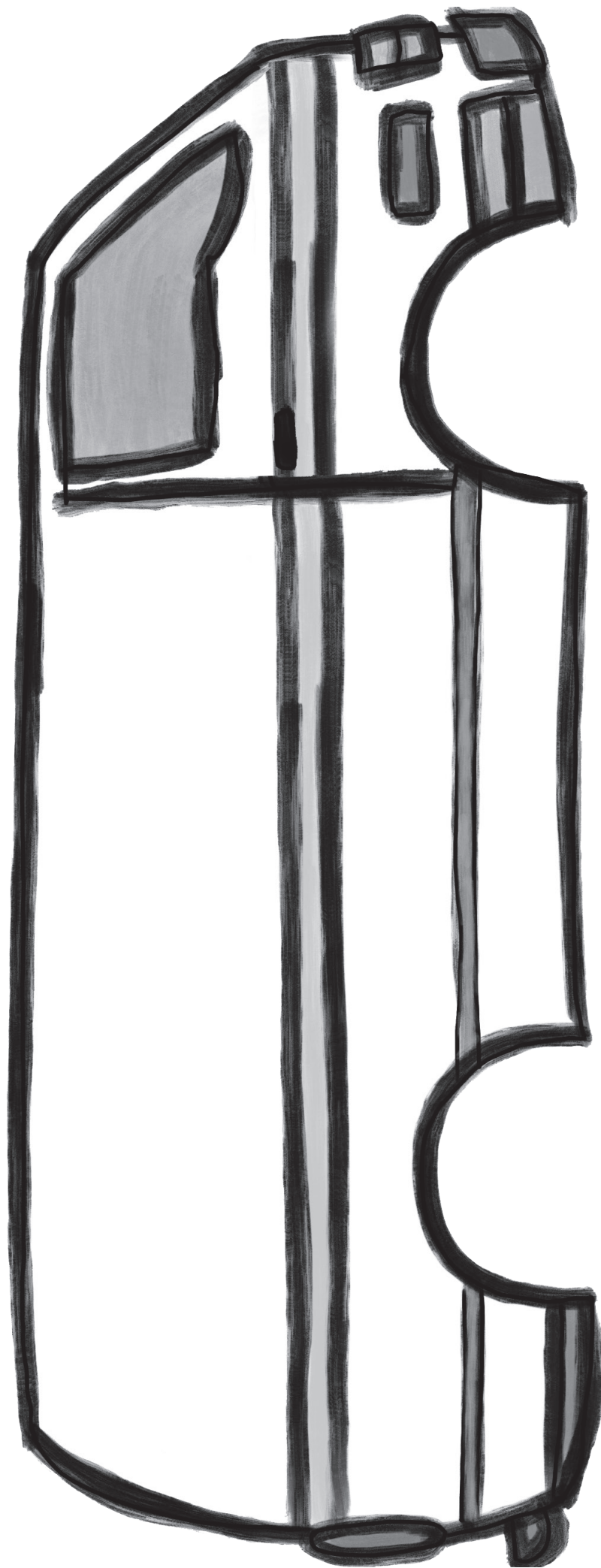
**Letšatši le lebotse:** Letlakala la mošomo mesetwana ya go loga

Handwriting practice area consisting of 20 vertical dashed lines for tracing or writing.





**Morutišigadi Akinyi:** Letlakala la mošomo wa thekisi ya Thabo





**Morutišigadi Akinyi:** Letlakala la mošomo wa tsela ya go dikologa

