



Lenaneo le Ntlafaditsweng  
la Puo la Kereiti ya R

Grade R Language  
Improvement Programme

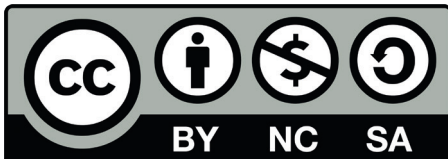
# Tataiso ya Diketsahalo Activity Guide

Kotara ya 2  
Term 2



Sesotho | English





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Laesense ena e fa basebedisi-hape tetla ya ho aba, kopanya botjha, amahanya le maemo, le ho eketsa hodima disebediswa ka mofuta ofe le ofe kapa sebopeho sefe le sefe bakeng sa merero eo e seng ya kgwebo, hape le ha ho thwe moqapi wa teng. Ha o kopanya botjha, o amahanya le maemo kapa o eketsa hodima disebediswa, o tlameha ho sebedisa laesense ya mantswe a tshwanang bakeng sa disebediswa tse fetotsweng.

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# ★ Molaetsa ho tswa ho Hlooho ya Lefapha



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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


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

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

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

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

Yours Sincerely

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

## Tataiso ya Diketsahalo ya Kotara ya 2

Puo ya lapeng, tataiso ya mesebetsi wa kotara ya 2 e fana ka popeho ya mokgwa-thupelo puong ya lapeng kotareng ya bobedi Kereiteng ya R. Mesebetsi e itshetlehile ho dipale mme di bopilwe ho ya ka tsamaiso ya dithuto tse potolohang dibeke tse pedi paleng engwe le engwe.

Hlokomela tse latelang:

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

## Disebediswa

Mona ke kakaretso ya dipale, kopano ya mookotaba/dihlooho le tsepamiso ya maikutlo ditlhakung tsa Kotara ya 2.

| Pale                                | Mookotaba                       | Tsepamiso ya maikutlo ditlhakung le medumong |
|-------------------------------------|---------------------------------|--|
| <b>Ekaba ke wena Mme wa ka?</b>     | Paballo lapeng/hae              | <b>n le u</b>                                |
| <b>Ho emetswe lesea</b>             | Lelapa la heso, Matsatsi a beke | <b>l le e</b>                                |
| <b>Sehlaha sa katiba e nyane</b>    | Bolepi                          | <b>f le a</b>                                |
| <b>Sekolopata le kgetla ya sona</b> | Modumo, pono le kamano          | <b>i le u</b>                                |
| <b>Goldilocks</b>                   | Tatso le monko                  | <b>k le o</b>                                |

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

### Pakana ya disebediswa tsa puo

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

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

# ★ Introduction

## The Term 2 Activity Guide

The Home Language Term 2 Activity Guide offers a structure for teaching Home Language in the second term of Grade R. The activities are based on stories and structured according to a two-week teaching cycle for each story.

Look out for the following:

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

## Resources

Here is an overview of the stories, related themes and focus letters/sounds for Term 2.

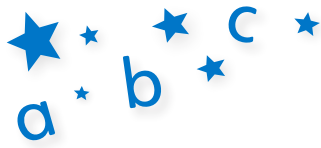
| Story                         | Theme                       | Focus letters/sounds  |
|-------------------------------|-----------------------------|-----------------------|
| <b>Are you my mother?</b>     | Home, Safety                | <b>n</b> and <b>u</b> |
| <b>Waiting for baby</b>       | My family, Days of the week | <b>l</b> and <b>e</b> |
| <b>The beanie nest</b>        | Weather                     | <b>f</b> and <b>a</b> |
| <b>Tortoise and his shell</b> | Sound, sight and touch      | <b>i</b> and <b>u</b> |
| <b>Goldilocks</b>             | Taste and smell             | <b>k</b> and <b>o</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*).



## Disebediswa tsa ho bokellwa kapa ho rekwa

- ★ disebediswa le diaparo tse tsamaisanang le pale ka nako ya ho pheta pale, ho papala pale le maiketsiso
- ★ Makumane dintho tse setseng tsa mesebetsi ya botaki: dipampiri tsa kgaotsweng dikotwana, jwang, masiba, dithutswana, boya, mabokose a mahe, dikwahelo tsa mabotlolo, mabotlolo a polastiki, mabokose a mollo, mafika a manyane, dipoleiti tsa pampiri, difereko tsa polastiki, kgwele, marapo a dieta le diserfete
- ★ dintho tse hatsitsweng tse ka kopangwang le pale engwe le engwe: dibuka tsa ditshwantsho, dipampiri tsa mabenkeleng, dimakasini, le dipampiri tsa phatlalatso
- ★ dikerayone tsa mafura tsa *jumbo*, pente le maborosolo a ho penta, dikere, dipene tsa koki le letlapa le lesweu la ho ngola.
- ★ pampiri ya A4, karete ya lebokose, pampiri e kgolo ya ho ngolla
- ★ dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswa a tlotlontswa a pale engwe le engwe
- ★ dintho tsa lebokose la ditlhaku
- ★ ditshwantsho tsa matlo a diphoofolo tse fapaneng le ditho tsa malapa a fapaneng
- ★ dintho kapa dintlha tsa ditshwantsho tse nyane tsa mesebetsi ya dikgatiswana tsa ditlhaku: pampitshana kapa koranta, lelente.

## Ditukisetso tsa pale engwe le engwe

- ★ Bokella ditlatsetso tsa ho pheta pale, ho iketsisa eka wa papala le ketsiso ya papadi
- ★ Hatisetsa moithuti e mong le e mong leqephe la mesebetsi.
- ★ Lokisetsa dipapadi le malepa o di boloke ka hara dipakete kapa setshelong.
- ★ Etsa hlopa ya ho papala le moo ho papallwang teng ka yona (rasepe e kentswe le maqephe a mesebetsi ya diketso).
- ★ Tshwantsha o kopise/hatisa o mene bukana ya moithuti ka mong (ditaelo di kentswe le maqephe a mesebetsi ya diketso).
- ★ Etsa mabokose a ditlhaku a mabedi a pale engwe le engwe: Tlatsa ditshelong tsa lebejanapo ka dintho (ditshwantsho tsa dintho) tse qalang ka modumo o itseng. Mohlala, lebokose la /s/ le be le dintho tsa mabitso a modumo o qalang ka /s/. Sebedisa lenane la mantswa ho o thusa ho kgetha dintho. Ngola lebokose la ditlhaku le leng le le leng o sebedise kgatiswana ya tlhaku. Ke kgopolo e ntle ho hatisa ditlhaku leseleng la boya le ho pampiri ya santa hore baithuti ba kgone ho utlwa sebopeliso sa tlhaku.

## Ho ruta Puo ya lapeng ho Kereite R lenaneo la kamehla

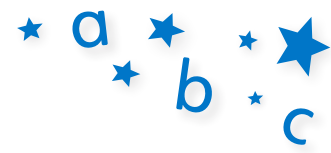
Puo ya lapeng e tsepamisa maikutlo ho sehlopha kaofela le ho mesebetsi ya dihlopha tse nyane kamehla. Mesebetsi ya diketso e hlophisitswe ka tsela tse fapaneng:

- ★ Titjhere o etella pele thuto hotswa ka pele phaposing.
- ★ Tijhere o dula le sehlopha se senyane ho tataisa le ho kenella/kopanela hare le baithuti ka hloko.
- ★ Titjhere o hlalosa le ho hlakisa mesebetsi mme o kopa batutwana ho sebetisa ka boikemelo dihlopheng.

Mmapa wa tsamaiso ya mesebetsi ya ka mehla ho potoloha beke tse pedi. Mesebetsi ya diketso e etseditswe ho bopa le ho matlafatsa puo ya pale, le ho ntshetsa pele tsebo le mehopollo ya bohlokwa moeelong wa pale. Sebopeliso sa tsamaiso ya ho potoloha beke tse pedi e ya iphetapheta. Tlwaelo ena eba setlwaedi mme ho ba molemo ho titjhere le ho baithuti. Titjhere o ba le boitshupo ho ruta ka tsela ena mme baithuti ba ikutlwa ba sireletsehile ha ba tseba se lebelletsweng ho bona.







## Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, kokis and whiteboard markers
- ★ A4 paper, cardboard and flipchart paper
- ★ pictures of different animal homes and different family members
- ★ scrap materials for art and construction activities: scrap paper, grass, feathers, sticks, cotton wool, egg boxes, bottle tops, plastic bottles, matchboxes, small rocks, paper plates, plastic forks, string and shoelaces, serviettes
- ★ items or small pictures for letter template activities: scrap paper or newspaper, ribbon.

## Preparation for each story

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

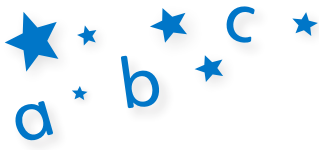
## Teaching Home Language in the Grade R daily programme

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

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






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

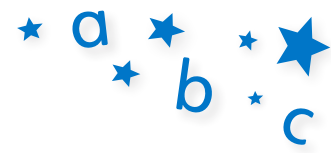




# Puo ya lapeng ho potolohang beke tse pedi






## Beke 1

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








# The Home Language two-week cycle

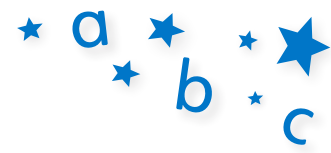
## Week 1

| Whole class activities   | Monday   | Tuesday   | Wednesday   | Thursday  | Friday   |
|--|--|---|---|---|--|
| <b>Story-based activities</b>  | <b>Storytelling and building vocabulary</b><br>Learners hear the story for the first time while learning new vocabulary.   | <b>Storytelling and singing</b><br>Learners listen to the story again and sing a song related to the story.                         | <b>Storytelling and role play</b><br>Learners take on different roles and use the story language themselves, while the story is narrated. | <b>Sequencing pictures</b><br>Learners retell the story by using pictures.  | <b>Make, draw and write</b><br>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><br>Learners are introduced to a focus sound linked to words from the story.  | <b>Forming the letter</b><br>Learners form the focus letter using different materials which give them a rich sensory experience.    | <b>Letter boxes</b><br>Learners see, hold and talk about objects and pictures that start with the focus sound.                            | <b>Listening for focus sounds</b><br>Learners identify focus sounds in words.   | <b>Blending and segmenting</b><br>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> <br>Learners record their ideas through drawing and emergent writing. | <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 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 green 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>                     |








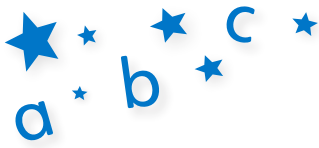
## Beke 2

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



## Week 2

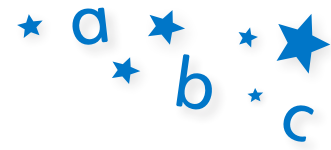
| Whole class activities   | Monday   | Tuesday  | Wednesday  | Thursday   | Friday   |
|--|--|--|--|--|--|
| <b>Story-based activities</b>  | <b>More sequencing pictures</b>  | <b>Shared reading – Big Book</b>   | <b>Learning to listen</b>  | <b>Read and do</b>   | <b>Make, draw and write</b>  |
|  | Learners consolidate their story knowledge by sequencing pictures more independently.                                    | Learners listen to a familiar story being read as the teacher models the reading process.                                | Learners listen carefully and follow verbal instructions.  | Learners interpret written and picture cues.   | Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.  |
| <b>Letter and sound activities</b>   | <b>Introducing a sound from the story</b>  | <b>Forming the letter</b>  | <b>Letter boxes</b>  | <b>Listening for focus sounds</b>  | <b>Blending and segmenting</b>   |
|  | Learners are introduced to a focus sound linked to words from the story.   | Learners form the focus letter using different materials which give them a rich sensory experience.                      | Learners see, hold and talk about objects and pictures that start with the focus sound.                                    | Learners identify focus sounds in words.   | Learners blend sounds to make words and break up words into sounds.  |
| Small group activities   | Monday   | Tuesday  | Wednesday  | Thursday   | Friday   |
| Stella indicates which small group activities are teacher-guided each day. |  |  |  |  |  |
| <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>  |



## Lenaneo la mesebetsi e tsamaisanang le SLKT

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

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

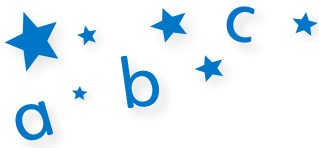


## Programme activities are CAPS aligned

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

| Two-week cycle           | Whole class story-based activities   | CAPS language skills                          | Assessment checklist  | Assessment rubric  |
|--------------------------|--------------------------------------|---|---|--|
|                          |                                      |   | (derived from the CAPS assessment criteria)   |  |
| <b>Week 1:</b><br>Monday | Storytelling and building vocabulary | Listening and speaking                        | Listens to short stories with enjoyment and joins in choruses at the appropriate time<br>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<br>Emergent writing    | Contributes ideas by means of drawings and contributes sentences to a class piece of writing<br>Draws or paints pictures to convey messages |  |
| <b>Week 2:</b><br>Monday | More sequencing pictures             | Listening and speaking<br>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<br>Emergent writing    | Contributes ideas by means of drawings and contributes sentences to a class piece of writing<br>Draws or paints pictures to convey messages |  |

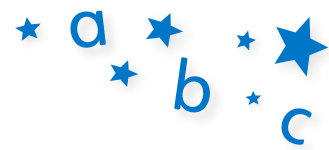




| Matsatsi a beke tse pedi ho potoloha | Hlakiso ya pale sehlopheng kaofela                 | Tsebo ya puo ho tswa ho SLKT               | Lethathamo la tekolo   | Ruburiki ya tekolo  |
|--------------------------------------|--|--|--|---|
| <b>Beke 1 le 2:</b><br>Mantaha       | Tsebisano ya modumo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







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



# ★ Ekaba ke wena Mme wa ka?

## Pale

E ne ere e le ka tsatsi le leng, ho na le Mme Nonyana ya neng a ahile sehlahla se setle sefateng se sehoho. A behela lehe sehlaheng sa hae a be a dula moo matsatsi a mangata a alame lehe ho le futhumatsa. Ledinyana le ne le ntse le hola ka hare ho lehe.

Kamorao ha nakwana, Mme Nonyana a utlwa tlala. O ne a batla hoya fumana dijo tsa ho ja, ke ha a fofela hole le sehlahla. Jwale, o nahana hore ho ile ha etsahalang ha a ile kapa a le siyo? Ledinyana le ne le sa le le nyane haholo, empa le se le loketse hotswa ka leheng. La kokota bokahare ba kgaketla ya lehe ka molomo wa lona ho etsa lesoba le lenyane. La sututsa molomo wa lona ho thuba kgaketla yaba ledinyana le ya qhotswa. Le ne le thabile, yaba le tsikinya mapheo a lona. Ledinyana la sheba ho potoloha le batla mma lona, yaba le re: "Mme wa ka o kae?" Le shebile hodimo, tlase le hopota hohle, empa ha le ya ka la mmona.

"Ke tla tsamaya ho ya batla mme wa ka ke mo fumane," ho bua ledinyane. La tswela kante ho sehlahla. O tseba hore ho etsahetse eng? Le wetse fatshe tlase mobung! Ka lebaka la bonyane, le ne le eso tsebe ho fofa. E ne e le ledinyana le matla le sebete, ke ka hoo le ileng la ema, la itsitsinya, la tloha ho ya batla mma lona.

Tseleng mona la bona kgomo. "Kgomo, ekaba ke wena mme waka?" le ya botsa. "Mmuuu," ho howa kgomo. "Tjhee, ha ke mme wa hao, empa nka o fa lebesenyana." "Tjhee, kea leboha." Ho bua ledinyana, "Ke tlamehile ho fumana mme wa ka," la bua jwalo ebile la tloha la tsamaya.



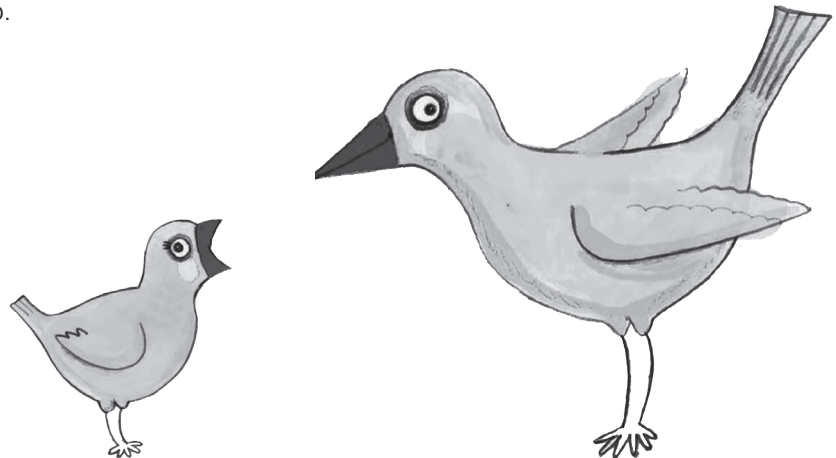
Kapelenyana la kopana le podi. "Podi, ekaba ke wena mme waka?" le ya botsa. "Meh, meh," ho howa podi e tsitsinya monyetse o hlohong. "Tjhee, ha ke mme wa hao, empa etlo o je le nna jwang bo monate." "Tjhee, kea leboha," ho bua ledinyana, "Ke tlamehile ho fumana mme waka." La tswela pele la tsamaya.

Ledinyana la qala ho utlwa bohloko. La nahana: "Ekaba ke sa tla mo fumana mme waka?" Ka nakonyana eo, nkgono a feta a tsamaya tselaneng eo a lebile tlase a tshwere seroto, a utlwa lentswenyana le re: "Tswiit-tswiit, tswiit-tswiit." O ne a sa tsebe hore ledinyana le botsa hore mma lona o kae.

Jwale o nahana hore nkgono o ile a etsang? Oo, o ile a kuka ledinyana a le kenya serotong sa hae. "O shebeha o lahlehile," ho bua nkgono. "Ke tseba moo mme wa hao a leng teng." Nkgono a fumana sehlahla, a beha ledinyana hape ka makgethe. A dula fatshe hodima lefika a lebella. O ka akanya hore ho ile ha etsahala eng kamorao?

Mme Nonyana, o fumane seboko a fofela morao sehlaheng ka seboko seo se se telele a se momme molomong. Ledinyana le ne le soka le mmona hobane le ne le sa le ka leheng. La hweletsa ka thabo: "Ekaba ke wena mme waka? Ke ya tseba hore o mme waka!" Yaba Mme Nonyana o re: "Ee, moratuwa waka, ke mme wa hao." Ledinyana la bula molongwana wa lona ka thabo la sututsa ho kwenya seboko seo. Mme Nonyana le ledinyana ba dudisana ha mmoho sehlaheng. Ba ne ba thabile haholo ho ba mmoho.

**Ke pheletso ya pale.**



# ★ Are you my mother?

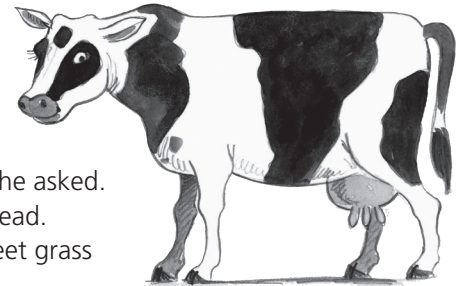
## Story

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

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

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

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



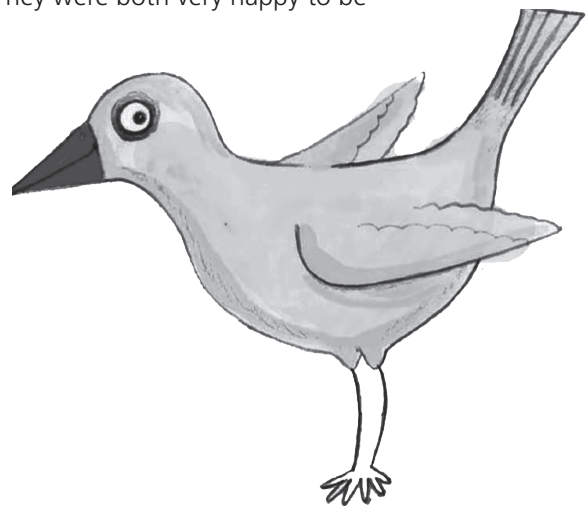
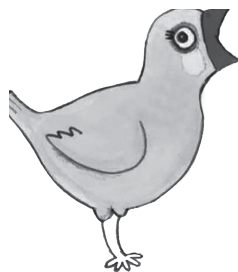
Soon he met a goat. "Goat, are you my mother?" he asked. "Meh, meh," said the goat and shook her hairy head. "No, I am not your mother, but come and eat sweet grass with me." "No thank you," said Baby Bird, "I must find my mother." And he walked on again.

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

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

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

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





## Pina

Ledinyana la nonyana le tswile sehlaheng, le tswile sehlaheng, le tswile sehlaheng.  
Ledinyana la nonyana le tswile sehlaheng  
Ho ya batla mma lona.

Mofumahadi Kgomo ekaba o mme waka, o mme waka, o mme waka  
Mofumahadi Kgomo ekaba o mme waka?  
Ekaba o ho kae?

Ha ke mme wa hao empa ke le lebese, ke le lebese, ke le lebese  
Ha ke mme wa hao empa ke le lebese  
Ekaba o ho kae?

Mofumahadi Podi ekaba o mme waka, o mme waka, o mme waka?  
Mofumahadi Podi ekaba o mme waka?  
Ekaba o ho kae?

Ha ke mme wa hao empa etlo oje jwang, tlo oje jwang, tlo o je jwang.  
Ha ke mme wa hao empa etlo oje jwang,  
Ekaba o ho kae?

Nkgono o mpuseditse sehlaheng sa ka, sehlaheng sa ka, sehlaheng sa ka  
Nkgono o mpuseditse sehlaheng sa ka  
Ho emela mme waka

Ledinyana la ka ke nna enwa, ke nna enwa, ke nna enwa.  
Ledinyana la ka ke nna enwa  
Ke tšile le seboko se nonneng se lero.

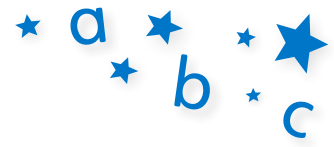


*(Bina jwaloka "Here we go loop-de-loop" kapa o qape pina ya hao.)*

## Tlotlontswe ho tswa paleng

| Mantswe a sehloohong | nonyana  | sehlaha           | lehe   | kgomo  | podu   | fumana          |
|----------------------|----------|-------------------|--------|--------|--------|-----------------|
| Mantswe a koketso:   | sefate   | molomo wa nonyana | lepheo | seboko | eja    | qhotsa          |
|                      | mokokoto | thuba             | fofa   | hodimo | fatshe | ho thaba haholo |





## Song

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

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

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

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

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

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

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

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



## Vocabulary from the story

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





### O tla hloka:

- Pale: *Ekaba o Mme wa ka?*
- Dipopi: Mme Nonyana, Ledinyana la nonyana, kgomo, podi, Nkgono, sefate, sehlaha, lehe, Ledinyana la nonyana ka leheng
- Diporopo: Sekotwana sa boya/ kgwele ya ho bopa seboko, sehlaha sa nonyana, lehe la polastiki, tsuonyana ya ho bapala, masiba, diforeimi tsa diborele tsa nkgono, seroto
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe

## Beke 1 Letsatsi 1

### Diketsahalo tsa tlelase yohle

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

### Ho bua pale le ho eketsa tlotlontswe

#### 1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: Dinonyana di dula kae? Na o tseba hore madinyana a dinonyana a tswalwa jwang? Madinyana a dinonyana a ja eng?
- 1.3 E re: *"Pele re qala, ke batla ho le fa meelelo ya mantswe a mang a matjha ao re tlileng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala: Ba bontshe ditshwantsho tsa dihlaha tse fapaneng.

#### 2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"Le nahana hore ledinyana la nonyana le tla fumana mme wa lona na? Le nahana/ kapa le hopola hore ledinyana la nonyana le ikutlwa jwang?"*

#### 3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *"Ke eng e o e ratang ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena? Na o kile wa lahleha kapa wa timela? Ekaba o tseba se o lokelang ho se etsa ha o lahlehile kapa o timetse?"*

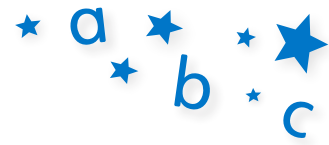
### Tsebisō ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"na, ne, neng, nakwana, nahana, nakonyana. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: neng, nakwana, nahana? Ee, o nepile! Kaofela a na le modumo /n!."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /n/: nalete, nakedi, naledi, nama, namane, narike, nese, noha, noka, noko, noto."* (Hatella modumo o qalong ha o ntse o bitsa mantswe).
- 3 Bua modumo /n/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /n/: *"n-n-n"*. Etsa ho swaswa hore o ba qabole: O buele tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

### Diketsahalo tsa dihlotshwana

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





### You will need:

- Story: *Are you my mother?*
- Puppets: Mother Bird, Baby Bird, cow, goat, Gogo, tree, nest, egg, Baby Bird in egg
- Props: a piece of thick wool/string for a worm, a bird's nest, a plastic egg, a toy chick, feathers, granny glasses frames, a basket
- Objects or picture cards for some of the words from the vocabulary list



## Week 1 Day 1

### Whole class activities

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

#### Two eyes to see

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Where do birds live? Do you know how baby birds are born? What do baby birds eat?
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example, show them pictures of different nests.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 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: *"Do you think Baby Bird is going to find his mother? How do you think Baby Bird is feeling?"*

#### 3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story? Have you been lost? Do you know what to do if you get lost?"*

### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"na, ne, neng, nakwana, nahana, nakonyana. Can you hear the focus sound: neng, nakwana, nahana? Yes, you are right! They all have the sound /n/."*
- 2 *"Listen carefully, here are some more words with /n/: nalete, nakedi, naledi, nama, namane, narike, nese, noha, noka, noko, noto."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /n/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /n/: **"n-n-n"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### O tla hloka:

- Dipopi tsa pale
- Mmino le ditshwantsho tsa didirisiwa pina



## Beke 1 Letsatsi 2

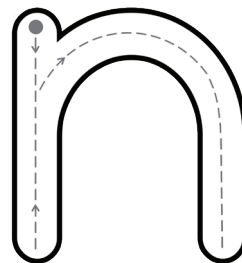
### Diketsahalo tsa tlelase yohle

#### Ho bua pale le ho bina

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

#### Ho bopa tlhaku

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

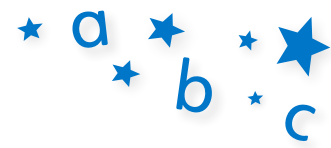


### Diketsahalo tsa dihlotshwana

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







#### You will need:

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



## Week 1 Day 2

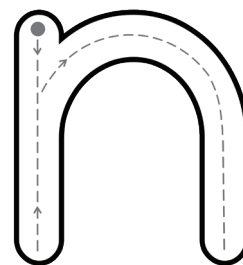
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



### Small group activities

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



### O tla hloka:

- Diporopo le dipopi tsa pale
- Lebokose le kentseng dintho kapa dinepe tse bontshang dintho tse qalang ka tlhaku **n**: nalete, naledi, nama, namane, narike, nese, noha, noka, noko, noto

## Beke 1 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho bua le ho bapala pale

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



### Stella o re:



*Sebedisa sekwahelo sa Lebokose la tlhaku, ka sebopeho sa tlhaku e entsweng ka seponse kapa lesela le boya hore baithuti ba kgone ho tshwara ditlhaku. Baithuti b aba ngata ba ithuta hantle haholo ha ba ka tshwara ba utlwa sebopeho sa tlhaku. Hona ho ba thusa ho hoopla hantle haholo.*

### Mabokoso a ditlhaku

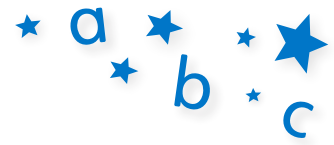
- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo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



### Diketsahalo tsa dihlotshwana

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





### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **n**: nalete, naledi, nama, namane, narike, nese, noha, noka, noko, noto

## Week 1 Day 3

### Whole class activities

#### Storytelling and role play

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



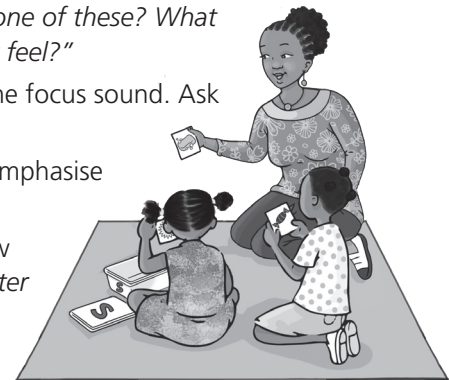
### Stella says:



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

### Letter boxes

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



### Small group activities

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



### O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano

### Stella o re:



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

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

## Beke 1 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Ditshwantsho tsa tatelano

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



### Mamela modumo o ho tsepamiseditsweng

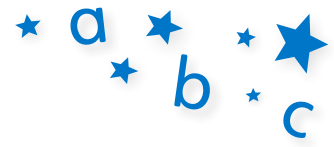
- 1 Kopa baithuti ho dula ka setu mmateng ba hlwae ditsebe ho mamela ha hloko. Hlalosa hore o tlike ho bua mantswe a mane. Ha o qetile ho bua mantswe ao, baithuti ba ka phahamisa matsoho a bona ha ba tseba modumo o ba o utlwieng qalong ya mantswe kaofela.
  - ★ Titjhere le baithuti: "Mamela, mamela, ho phahameng ebile ho hlakileng, ke tlhaku efe e ho tsepamiseditsweng maikutlo ho yona eo o e utlwang?"
  - ★ Titjhere: "Sesepa, sefate, sesa, seeta, senatla."
  - ★ Titjhere le baithuti: "Mpolelle/ mpolelleng seo olle se utlwang?"
  - ★ Baithuti: "/s/"
- 2 Hang ha baithuti ba tsebahaditse modumo o e ho tsepamiseditsweng maikutlo ho yona, bua modumo butle o hlakile ebile o hatisisa motsamao wa molomo wa hao.
- 3 Sebedisa mantswe a mane fela ka nako ketsahalong ona. Kgutlela morao modumong hangata ho ya ka moo ho hlokalang, o sebedisa motswako wa mantswe ho natifisa thuto.
  - ★ /s/: sesepa, sesa, supa, seeta, santa
  - ★ /r/: raka, reka, raha, roma, ruruha, robal, rapela, ropa, rona
  - ★ /b/: bana, bina, bala, buka, bona, busa, bosiu, bapala, baleha
  - ★ /k/: kopa, katiba, kuku, kala, kausu, koloi, kuka, kadima, kereke, kanopa



### Diketsahalo tsa dihlotshwana

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





### You will need:

- Big sequence pictures

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

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



### Stella says:



These are useful questions to ask about each picture:

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

#### Listening for focus sounds

- 1 Ask learners to sit quietly on the mat and cup their ears with their hands to listen carefully. Explain that you are going to say four words. When you have finished saying all four words, learners can put their hands up if they know what sound they heard at the beginning of all the words.
  - ★ Teacher and learners: "Listen, listen, loud and clear, what's the focus sound that you hear?"
  - ★ Teacher: "Sesepa, sefate, sesa, seeta, senatla".
  - ★ Teacher and learners: "Tell me, tell me, what do you hear?"
  - ★ Learners: "/s/".
- 2 Once learners have identified the focus sound in the words, say the sound slowly and clearly while emphasising the movement of your mouth.
- 3 Use only four of these words at a time in the activity. Go back to the same sound as often as you need to, using different combinations of words to keep it interesting.
  - ★ /s/: sesepa, sesa, supa, seeta, santa
  - ★ /r/: raka, reka, raha, roma, ruruha, robal, rapela, ropa, rona
  - ★ /b/: bana, bina, bala, buka, bona, busa, bosiu, bapala, baleha
  - ★ /k/: kopa, katiba, kuku, kala, kausu, koloi, kuka, kadima, kereke, kanopa



#### Small group activities

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



### O tla hloka:

- Dikgomaretsi, dikere
- Dikarete tsa mabokoso, dingwathwana tsa dipampiri, jwang, masiba, dithupa, pente, borosolo ba hopenta, pampiri kapa pampiri e bobebe
- Dikerayone tsa mafura tsa *jumbo*
- Polokwe ya pampiri ya ntlwana bakeng sa moithuti ka mong.
- Ditshwantsho tsa dihlaha kapa dihlaha tsa nnete.
- Mantswe a dinoko tse ngata a amanang le pale: lesea, lero la ditholwana, ka boena, mme, hanyane, seroto, nkgono, thabo/ho thaba, e ntle, ka hloko

## Beke 1 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Bontsha baithuti sehlaha kapa setshwantsho sa sehlaha o bue ka dihlaha tse fapaneng le hore di entswe ka eng.
- 2 Hlalosetsa baithuti hore ba tlo bopa sehlaha le nonyana sefateng. Ba bontshe mohlala o be o hlahise hore ba latele dikgato tse:
  - ★ Seha sengwathwana sa karete ya bokoso ho etsa kapa ho bopa bohodimo ba sefate.
  - ★ Hlomela mahlaku sefateng kapa o bope mahlaku ka polokwe ya pampiri e bobebe.
  - ★ Bopa sehlaha ka dithutswana o etse polokwe ka dipampitshana ho etsa mahe.
  - ★ Thala setshwantsho sa nonyana o be o se sehe.
  - ★ Sebedisa polokwe ya pampiri ya ntlwana ho etsa kutu ya sefate (o tlamehile ho seha maphekga mathokong a polokwe ya pampiri pele o qala thuto).



### Stella o re:



*Ho bopa dibolo tse nyane ka pampiri e bonolo ho loketse ho thusa ntshetsopele ya mesifa e mesesane.*

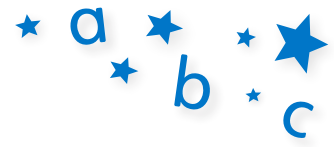
#### Ho kopanya le ho kgaohanya (dinoko)

- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **se | ro | to**
- 2 Kopa baithuti ho shebana le motswalle ba opane ka diatla ha ba bua noko engwe le engwe: **se** (opa) **ro** (opa) **to** (opa).
- 3 Bua mantswe a mang a dinoko tse ngata hotswa paleng ha baithuti ba opana ka diatla nokong engwe le engwe. Ba ka nna ba opa mangwele a bona ka matsoho ho natifisa ketso ena.
- 4 Kgothatsa baithuti ho bala dinoko mantsweng (mohlala: "seroto" e na le dinoko tse tharo).

#### Diketsahalo tsa dihlotshwana

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





### You will need:

- Glue, scissors
- Cardboard, scrap paper, grass, feathers, sticks, paint, paintbrushes, paper or tissue paper
- Jumbo wax crayons
- A toilet roll for each learner
- Pictures of nests or a real nest
- A list of multisyllabic words relating to the story: lesea, lero la ditholwana, ka boena, mme, hanyane, seroto, nkgono, thabo/ho thaba, e ntle, ka hloko

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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



### Stella says:



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

### Blending and segmenting (syllables)

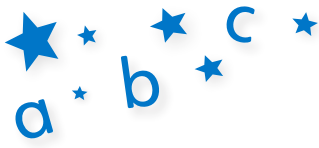
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **se | ro | to**.
- 2 Ask learners to face a friend and do a high five for each syllable: **se** (high five) **ro** (high five) **to** (high five).
- 3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





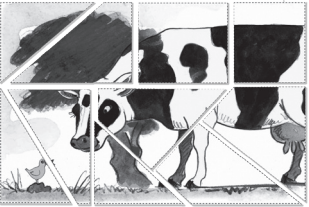

### Small group activities

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








# Diketsahalo tsa dihlotshwana Bekeng 1

| O tla hloka   | Mesebetsi   |
|---|---|
| <ul style="list-style-type: none"> <li>Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul> <div data-bbox="227 693 552 934" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Ekaba ke wena Mme wa ka?</p>  <p>Nonyana e nyane e jele seboko.</p> </div> <div data-bbox="187 992 586 1232" style="border: 1px solid black; padding: 5px; margin: 10px 0;">  <p>Haeba baithuti ba sokola ho nahana seo ba ka se teroyang, ba bontshe ditshwantsho tsa tatellano hore ba be le mehopolo e meng.</p> </div> | <p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Ngola sehlooho sa pale hodimo leqepheng la pampiri le hlwekileng la moithuti emong le emong pele ho thuto.</li> <li>Kopa baithuti hore ba supe mantswa a sehlooho ha le bala mmoho.</li> <li>Botsa baithuti hore ke karolo eo e ba e ratileng ho fetisisa paleng. E fa dikeletso kapa kgothaletso.</li> <li>Kgothalletsa baithuti ho taka karolo e leng thatohatsi paleng.</li> <li>Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.</li> <li>Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle.</li> <li>Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswa butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona. Mohlala: <i>“Ledinyana ... la ... nonyana ... le ... jele ... Ke lentswe le feng le latelang leo o neng o batla ho le bua? Seboko. Ke tlo ngola lentswe le ‘seboko’.”</i></li> <li>Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswa a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng.</li> <li>Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorise boiteko ba bona.</li> </ol> |
| <ul style="list-style-type: none"> <li><b>Malepa</b></li> </ul> <div data-bbox="239 1454 545 1661" style="border: 1px solid black; padding: 5px; margin: 10px 0;">  </div>   | <p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Baithuti ba tlamehile ho sheba malepa ka hloko pele ba qala ho a hlopha.</li> <li>Ebe ba beha dingwathwana tsa malepa mmoho ho bopa setshwantsho sa phoofolo kapa sebakadi hotswa paleng. Ba ka sebedisa buka e kgolo kapa tatellano ya ditshwantsho bakeng sa tataiso.</li> </ol>  |
| <ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul> <div data-bbox="291 1801 506 2085" style="border: 1px solid black; padding: 5px; margin: 10px 0;">  </div>  | <p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>   |



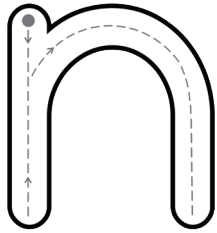



## Small group activities for Week 1

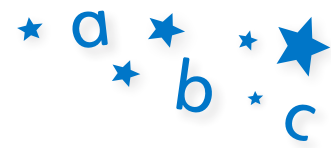
| You will need   | Activities  |
|---|---|
| <ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> | <p><b>Activity 1: Drawing and 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.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Baby ... Bird ... ate ... the ... What word did you want to say next? Worm. I am going to write the word 'worm'."</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>Puzzles</li> </ul>    | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Learners must begin by looking carefully at the puzzle pieces and sorting them.</li> <li>Then they must put the puzzle pieces together to make a picture of an animal or character from the story. They can use the Big Book or sequence pictures for guidance.</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>   |

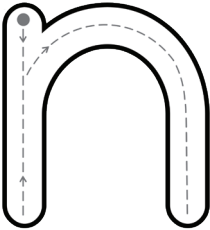





| O tla hloka  | Mesebetsi  |
|--|--|
| <ul style="list-style-type: none"> <li>• Kgatiswana e lekanang le A5 ya tlhaku <b>n</b> bakeng sa moithuti e mong le e mong</li> <li>• Pampitshana (kapa koranta)</li> <li>• Dikerayone tsa mafura tsa jumbo</li> <li>• Dikgomaretsi</li> </ul>  | <p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>1 Neha moithuti ka mong kgatiswana ya tlhaku le pampitshana (kapa koranta).</li> <li>2 Ba tlameha ho tabola pampiri e be dikotwana tse nyane e be ba i phuthela ka dibolo ho tlatsa sebaka ebe ba etsa tlhaku.</li> <li>3 Ba ka nna ba oketsa ka ho taka dintho tse nang le modumo o e ho tsepameditsweng maikutlo ho yona <b>n</b>.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Diporopo: dikobo tse kgolo, dilakane kapa masala a kwalang ditulo le ditafole ho etsa "ntlo", dithipa, dikgaba le di fereko tsa polatiki, dijana tse ntjhafaditsweng le dipitsa, dijo tsa maiketsiso (ditholwana le meroho ya polastiki, mabokose a dijo a senang letho kapa dipolastiki), mosamo, kobo le popi.</li> </ul> | <p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>1 Etella sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo tse ntjha.</li> <li>2 Botsa baithuti: <i>"Ledinyana la nonyana le ne le dula kae? Sehlaheng! Batho ba dula kae? Re dula ka matlong. Ekaba o ka rata ho aha ntlo o bapale le metswalle ya hao ho yona?"</i></li> <li>3 Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading. Mohlala: Ha ebe papadi ke e tshwanelehileng, iketse eka o moahisane ya fihlang ka ntlong kapa ya tjhakileng. Kokota leming o bone haebe ba tla o amohela naa.</li> </ol>  |





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





### O tla hloka:

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

## Beke 2 Letsatsi 1

### Diketsahalo tsa tlelase yohle

#### Tatelano ya ditshwantsho hape



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



#### Tsebisu ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"utlwa, futhumatsa, sututsa. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: utlwa, futhumatsa, sututsa? Ee, o nepile! Kaofela a na le modumo /u/."*
- 2 *"Mamela ka hloko, ke a mantswe a mang a qalang ka modumo /u/: sethuthuthu, utswa, kubu, ulu."* (Hatella modumo o qalong ha o ntse o bitsa mantswe).
- 3 Bua modumo /u/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /u/: **"u-u-u"**. Etsa ho swaswa hore o ba qabile: O buele tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

### Diketsahalo tsa dihlotshwana

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





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"utlwa, futhumatsa, sututsa. Can you hear the focus sound: utlwa, futhumatsa, sututsa? Yes, you are right! They all have the sound /u/."*
- 2 *"Listen carefully, here are some more words with /u/: sethuthuthu, utswa, kubu, ulu."* (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.





### O tla hloka:

- Buka e Kgolo: *Ekaba ke wena mme wa ka?*
- Dikgatiswana tsa tlhaku tse lekanang le A5 tsa **u** bakeng sa moithuti e mong le e mong
- Dikerayone tsa mafura tsa *jumbo*

## Beke 2 Letsatsi 2

### Diketsahalo tsa tlelase yohle

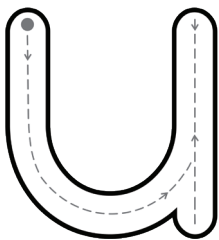
#### Padisommoho – Buka e Kgolo

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



### Ho bopa tlhaku

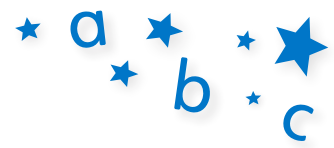
- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /u/ kapa ba ka nahana lentswe le qalang ka modumo /u/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka bopa 'u' ka matsoho a bona ebe ba a beha ditsebeng tsa bona. Titjhere a ka bua se itseng ka lentswe le tlase ebe baithuti ba mamela ka hloko: "u-u-utlwa".
- 3 Botsa baithuti hore tlhaku **u** e ngolwa jwang a. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, eya tlase, potela, nyoloha ebe o ya tlase hape."
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hlaloetsa baithuti ba tshwanetse ho kgutlea ditafoleng tsa bona ho etsa tlhaku tsa mookodi. Ba tla ngola ka mefuta e fapaneng ya dikerayoni hodima tlhaku.
- 6 Ha baithuti ba ka kgona ho nahana ka dintho tse qalang ka modumo wa tlhaka eo, ba ka ditaka ho pota tlhaku ya mookodi. Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



### Diketsahalo tsa dihlotshwana

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





### You will need:

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

## Week 2 Day 2

### Whole class activities

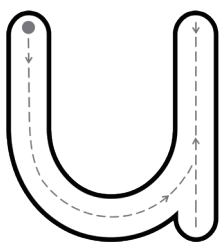
#### Shared reading – Big Book

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



### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /u/ or if they can think of any other words with the sound /u/.
- 2 Teach learners an action associated with the sound. For example: Learners can make their hands into a ‘u’ shape and put their hands around their ears. The teacher can say something quietly and learners must listen carefully: “**u-u-utlwa**”.
- 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 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



### Small group activities

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



### O tla hloka:

- Lebokose le kentseng dintho kapa ditshwantsho tse bontshang dintho tse qalang ka tlhaku **u**: sethuthuthu, kubu, ulu, kuku, wulu, sutu, fuluru

### Stella o re:



Ho etsa se se be bobebe baithuting, lokisa dikarete tsa ditshwantsho tsa diphoofolo tse fapaneng. Moithuti o kgetha karete ebe o iketsa seka phoofolo eo ha sehlopha kaofela se hakanya hore ekabe e le phoofolo efe.

## Beke 2 Letsatsi 3

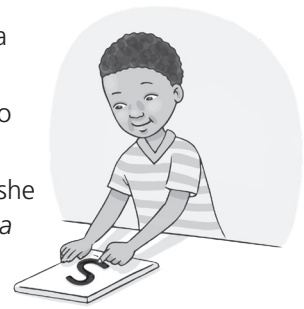
### Diketsahalo tsa tlelase yohle

#### Ho ithuta ho mamela

- 1 Paleng ena, ledinyana la nonyana le re "tswii, tswii". Botsa baithuti hore ledinyana la nonyana le bitswa eng (tsuonyane ya nonyana). Botsa baithuti hore ekaba ba ya tseba hore ledinyana la kgomo le etsa modumo ofe?
- 2 E re: "Ee ledinyana la kgomo le re muuu. Ebile ledinyana la kgomo le ditswa konyana."
  - ★ *Ledinyana la katse le bitswa katsana ebile e re ... meeaw.*
  - ★ *Ledinyana la ntja le bitswa ntjanyana ebile e re ... wuuf, wuuf.*
  - ★ *Ledinyana la letata le bitswa letata ebile e re ... kwak, kwak.*
  - ★ *Ledinyana la kolobe le bitswa kolobe ebile e re ... oink, oink.*
  - ★ *Ledinyana la pere le bitswa petsana ebile yona e re ... neehii, neehii.*
- 3 Hlalosetsa baithuti hore ba tla nka karolo ka bong ho etsisa madinyana a diphoofolo tsena ebe sehlopha kaofela se hakanya hore ke phoofolo efe eo.
- 4 Ebe o kopa baithuti ho mamela ka hloko ha o etsa mehoo ya diphoofolo: "wuuf, wuuf, tswii, tswii". Ba tlamehile ho ka leka ho kopitsa mohoo ka tsela e nepahetseng. Leka sena ka metswako e fapaneng ya mehoo ya diphoofolo: wuuf, kwak, oink, meeaw.

#### Mabokoso a ditlhaku

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



### Diketsahalo tsa dihlotshwana

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







### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **u**: sethuthuthu, kubu, ulu, kuku, wulu, sutu, fuluru

### Stella says:



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

## Week 2 Day 3

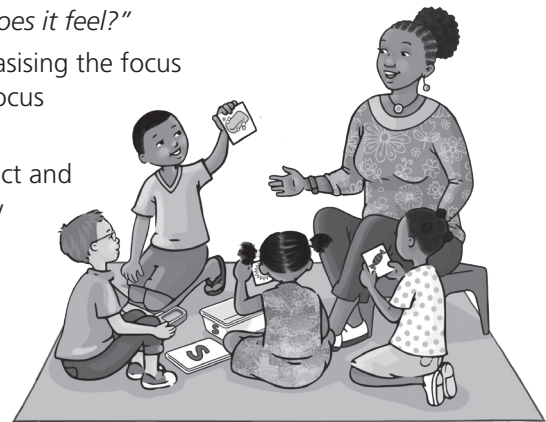
### Whole class activities

#### Learning to listen

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

#### Letter boxes

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



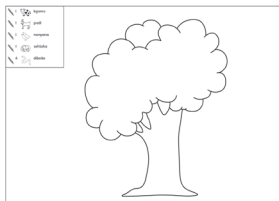
### Small group activities

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



### O tla hloka:

- **Bala o be o etse** ketsahalo o leqepheng
- Dikerayone tsa mafura tsa *jumbo*



## Beke 2 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Bala o etse

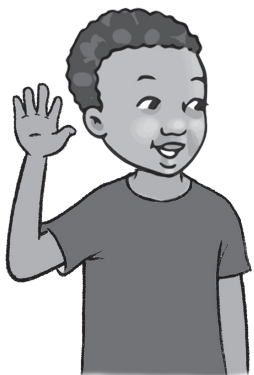
- 1 Bolella baithuti hore ba shebe lenaneo le leqepheng la mesebetsi, ba bue ka seo ba se bonang (dinomoro, ditshwantsho le mantswe).
- 2 Bolella baithuti hore jwale ba tliilo etsa ketsahalo o monate o bitswang "bala o etse". Ba tlamehile ho bala mola omong le omong ba etse se tshwanetseng ho etsuwa ba sebedise leqephe le se nang letho.
- 3 Balang mola wa pele hammoho hape. Bolella baithuti hore ba take kgomo e le nngwe, empa o seke wa ba bolella hore ba e take kae.
- 4 Botsa hore ekaba ho na le ya ka "balang" hore ke eng se latelang se lokelang ho etsuwa lenaneng: Ba tlamehile ho taka podi e le nngwe.
- 5 Tswelapele ka tsela eno le taelo engwe le engwe.
- 6 Jwale bala taelo engwe le engwe hape ebe o re ho baithuti: "Ekabe le takile kgomo e le nngwe? Haeba le entse jwalo, tshwaya seo lenaneong la hao."
- 7 Tswelapele o hlahlobe o be o tshwae taelo engwe le engwe ho fihlela pheletsong ya lenaneo.

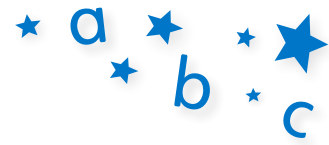
#### Mamela modumo o ho tsepamiseditsweng

- 1 Kopa baithuti ho dula ka setu mmateng ba hlwae ditsebe ho mamela ha hloko. Hlalosa hore o tliile ho bua mantswe a mane. Ha o qetile ho bua mantswe ao, baithuti ba ka phahamisa matsoho a bona ha ba tseba modumo o ba o utlwileng qalong ya mantswe kaofela.
  - ★ Titjhere le baithuti: "Mamela, mamela, ho phahameng ebile ho hlakileng, ke modumo ofe o e ho tsepamiseditsweng maikutlo ho yona oo o o utlwang?"
  - ★ Titjhere: "Mahe, motho, mola, morara."
  - ★ Titjhere le baithuti: "Mpolelle/mpolelleng seo olle se utlwang?"
  - ★ Baithuti: "/m/"
- 2 Hang ha baithuti ba tsebahaditse tlhaku e ho tsepamiseditsweng maikutlo ho yona, bua modumo butle o hlakile ebile o hatisisa motsopao wa molomo wa hao.
- 3 Sebedisa mantswe a mane fela ka nako ketsahalong ona. Kgutlela morao modumong hangata ho ya ka moo ho hlokalang ka teng, o sebedisa motswako wa mantswe ho natifisa thuto.
  - ★ /m/: mahe, motho, mola, morara, mose, meroho, metsi, malepa, mofumahadi, meno
  - ★ /j/: jeresi, jase, jeli, jeme, ja, jara, sejalo
  - ★ /p/: popi, pente, panana, pelo, pere, podi, poho, popeho, poone, pula
  - ★ /n/: nalete, naledi, nama, namane, narike, nese, noha, noka, noko, noto

#### Diketsahalo tsa dihlotshwana

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





### You will need:

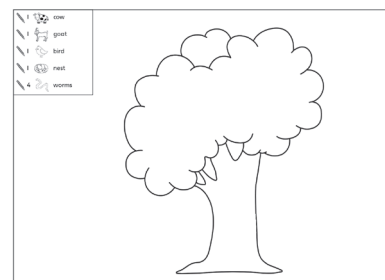
- A photocopy of the **Read and do activity page**
- Jumbo wax crayons

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Tell learners they are now going to do a fun activity called “read and do”. They must read each line and do what it says using the blank space on the page.
- 3 Read the first line together again. Tell learners to draw one cow, but don’t tell them where to draw it.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw one goat.
- 5 Continue in this way with each of the instructions.
- 6 Now read each of the instructions again and say to the learners: “Have you drawn one cow? If you have, then tick that on your list.”
- 7 Continue checking and ticking each instruction until the end of the list.



### Listening for focus sounds

- 1 Ask learners to sit quietly on the mat and cup their ears with their hands to listen carefully. Explain that you are going to say four words. When you have finished saying all four words, learners can put their hands up if they know what sound they heard at the beginning of all the words.
  - ★ Teacher and learners: “Listen, listen, loud and clear, what’s the focus sound that you hear?”
  - ★ Teacher: “Mahe, motho, mola, morara”.
  - ★ Teacher and learners: “Tell me, tell me, what do you hear?”
  - ★ Learners: “/m/”.
- 2 Once learners have identified the focus sound in the words, say the sound slowly and clearly while emphasising the movement of your mouth.
- 3 Use only four of these words at a time in the activity. Go back to the same sound as often as you need to, using different combinations of words to keep it interesting.
  - ★ /m/: mahe, motho, mola, morara, mose, meroho, metsl, malepa, mofumahadi, meno
  - ★ /j/: jeresi, jase, jeli, jeme, ja, jara, sejalo
  - ★ /p/: popi, pente, panana, pelo, pere, podi, poho, popeho, poone, pula
  - ★ /n/: nalete, naledi, nama, namane, narike, nese, noha, noka, noko, noto



### Small group activities

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



### O tla hloka:

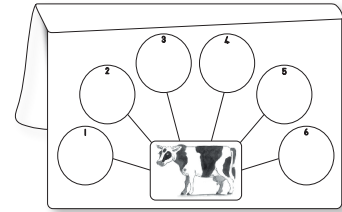
- Pampiri a kgolo e nang le sebaka hare le dipudula tse tsheletseng di takilwe ka mokgwa wa mmapa wa mehopollo
- Dipopi hotswa paleng *Ekaba ke wena mme wa ka?*
- Pene e ntsho e tenya ya ho tshwaya
- Mantswe a dinoko tse ngata a amanang le pale: lesea, lero la ditholwana, ka boena, mme, hanyane, seroto, nkgono, thabo/ho thaba, e ntle, ka hloko, nonyana
- Dintho tsa ho tsitsinya le meropa

## Beke 2 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 E re ho baithuti: *"Kajeno re tlile ho ngola dipala tsa rona ka engwe ya diphoofolo hotswa paleng ya ledinyana la nonyana. Ho qala, re ka kgetha phoofolo efe ho ngola ka yona?"* Bontsha baithuti dipopae tsa diphoofolo. Hang ha o/le entse qeto hore ke efe phoofolo eo o/le tlileng ho ngola ka yona, beha popae eo hare mmapeng wa mehopollo.
- 2 Sebedisa dipotso tse latelang ho tataisa mokgwa wa ho ngola pale:
  - ★ Lebokose 1: Kopa baithuti ho nahana lebitso la phoofolo. Le ngole fatshe.
  - ★ Lebokose 2: Kopa baithuti mehopollo ka bodulo ba phoofolo. Hlalosa tulo eo ka polelo e tletseng.
  - ★ Lebokose 3: Buisanang ka seo phoofolo e ratang ho se ja; hang ha le se le dumellane ka seo, ngola polelo.
  - ★ Lebokose 4: Kopa baithuti mehopollo ka se seng seo phoofolo e se entseng ka le leng la matsatsi. Kgetha engwe ya mehopollo ebe o ngola polelo ka seo.
  - ★ Lebokose 5: Buang ka se ileng sa etsahala kamora moo. Ngola mantswe a baithuti ka polelo kapa polelong.
  - ★ Lebokose 6: Buisanang le baithuti ka moo ba nahanang hore pale e lokela ho fela ka teng ebe o ngola polelo eo.
- 3 Jwale balla baithuti pale ka thuso ya mabokose.
- 4 Botsa baithuti hore ebe ba rata pale eon a. Ha o na le diphetoho tseo ba ka ratang ho di etsa, di ngole mmapeng wa menahano. Ebe o bala pale hape.
- 5 Ho nako e sa le teng, o ka kopa emong wa baithuti ho taka ho etsa mohlala wa pale eo. Kgomaretsa pale leboteng.



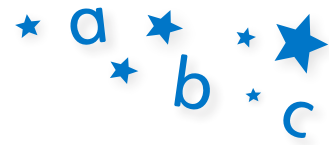
### Ho kopanya le ho kgaohanya (dinoko)

- 1 Kopa baithuti hore ba dule mmanteng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **no | nya | na**
- 2 Kopa baithuti ho tsamaya ho ya ka noko engwe le engwe: **no** (kgato) **nya** (kgato hape) **na** (kgato hape). Neha baithuti ba bang ditsitsinywa kapa meropa ho kgehlepa kapa tlanya ho ya ka noko engwe le engwe.
- 3 Bua dinoko tsa mantswe a mang hotswa paleng ha baithuti ba tsamaya ho ya ka noko engwe le engwe. Kgothaletsa baithuti ho bala hore dinoko di kae mantsweng (mohlala: "nonyana" e na le dinoko tse tharo).

### Diketsahalo tsa dihlotshwana

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





### You will need:

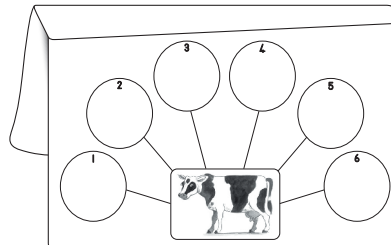
- A large piece of paper with a space in the middle and six bubbles drawn in a mind map format
- Puppets from the story *Are you my mother?*
- A thick black marker
- A list of multisyllabic words relating to the story: lesea, lero la ditholwana, ka boena, mme, hanyane, seroto, nkgono, thabo/ho thaba, e ntle, ka hloko, nonyana
- Shakers or drums

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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

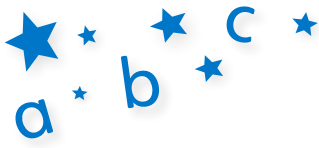


### Blending and segmenting (syllables)




- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **no | nya | na**.
- 2 Ask learners to march for each syllable: **no** (one step) **nya** (one step) **na** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: "nonyana" has three syllables).

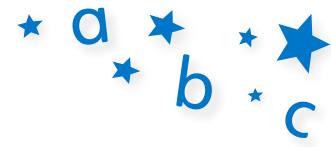
### Small group activities

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


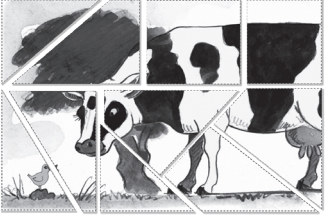



## Diketsahalo tsa dihlotshwana Bekeng 2

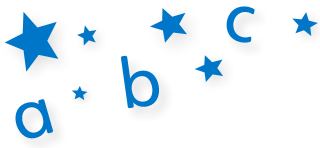
| O tla hloka  | Mesebetsi   |
|--|---|
| <ul style="list-style-type: none"> <li>Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> <li>Leqephe le hatsitsweng la raeme/ reneketo: "Hae"</li> <li>Ditshwantsho tsa mahae a fapaneng a diphoofole: sehlahla, ntlwana ya ntja, seroto, lesaka, bolepo, kgaketla, ntlo ya dinotshi</li> </ul>  <p>Ke ntlu ya ntja yaka ena.</p> | <p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Balla baithuti thotokisa o supe ditshwantsho tsa matlo a dihoofole tse fapaneng: sehlahla, motlotlwane kapa mokgoro, ntlwana ya ntja, serobe, lesaka, bolepo, kgetla, ntlo ya dinotshi jj.</li> <li>Baithuti ba tlamehile ho taka ditshwantso tsa matlo a diphoofole le diphoofole tsa teng. Mohlala: ntlwana ya ntja le ntja, sekgo le bolepo.</li> </ol> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="width: 45%;"> <p><i>Tepo kapa kgetla<br/>kapa lesoba ke lehae<br/>ho tloha botebong ba lewatle<br/>ho fihla hodimo sefateng<br/>lehae ke eng kapa eng<br/>eo o batlang e be lona.</i></p> </div> <div style="width: 45%;"> <p><i>Lehaha kapa lehe<br/>kapa sehlahla ke lehae<br/>moo ho leng sephethephethe<br/>kapa o le mong<br/>hohle moo o ratang teng<br/>moo ho leng molemo ho fetisisa ke<br/>lehae la hao... lehae la hao<br/>lehae le monate!</i></p> </div> </div> |
| <ul style="list-style-type: none"> <li><b>Malepa</b></li> </ul>   | <p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Baithuti ba tlamehile ho sheba ka hloko dikotwana tsa malepa o be o dihlophe.</li> <li>Ebe ba beha dikotwana tseo tsa malepa ho bopa phoofole kapa sepapadi hotswa paleng. Ba ka sebedisa buka e kgolo ho beha ditshwantsho ka tatelano.</li> </ol>   |
| <ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul>    | <p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>   |

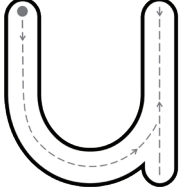
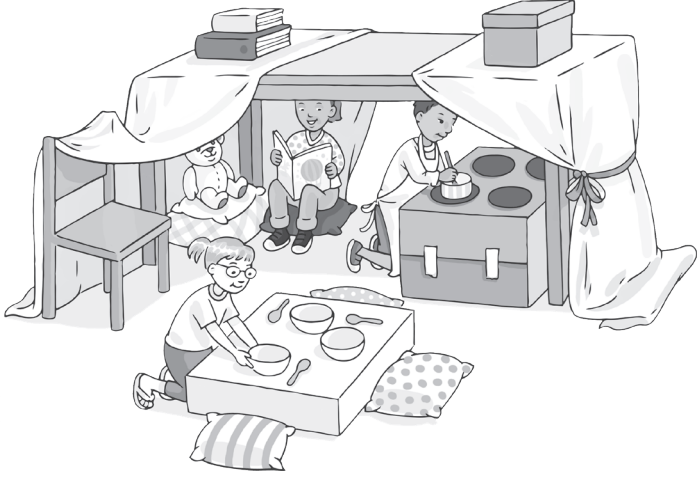


## Small group activities for Week 2

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

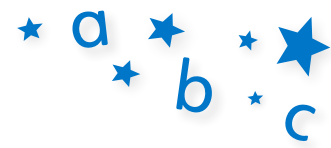


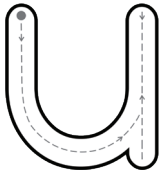



| O tla hloka   | Mesebetsi  |
|---|--|
| <ul style="list-style-type: none"> <li>• Kgatiswana e lekanang le A5 ya tlhaku u bakeng sa moithuti e mong le e mong</li> <li>• Pampitshana (kapa koranta)</li> <li>• Dikerayone tsa mafura tsa jumbo</li> <li>• Dikgomaretsi</li> </ul>  | <p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>1 Neha moithuti ka mong kgatiswana ya tlhaku le pampitshana (kapa koranta).</li> <li>2 Ba tlameha ho tabola pampiri e be dikotwana tse nyane e be ba i phuthela ka dibolo ho tlatsa sebaka ebe ba etsa tlhaku.</li> <li>3 Ba ka nna ba oketsa ka ho taka dintho tse nang le modumo o e ho tsepa miseditsweng maikutlo ho yona <b>n</b>.</li> </ol>    |
| <ul style="list-style-type: none"> <li>• Diporopo: dikobo tse kgolo, dilakane kapa masela a ho kwahela ditulo le ditafole ho etsa "ntlo", disebediswa tsa hoja tsa polastiki, ditshele tse ntjhafaditsweng, le dipitsa, dijo tsa maiketsiso (ditholwana kapa meroho ya polastiki, mabokose a senang letho kapa dipakete), mosamo, kobo le popi</li> </ul> | <p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>1 Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ba ne ba ne ba bapala mantlwane.</li> <li>2 Etelapele sehlopha ho ya sekgutloaneng sa papadi ya boiketsiso o botse baithuti tjena: <i>"Ledinyana la nonyana le ne le dula kae? Sehlaheng! Batho ba dula hokae?" Re dula ka matlong. Ekaba o ka rata ho aha ntlo o be o bapale le metswalle ya hao ho yona?"</i></li> <li>3 Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading. Mohlala: Ha ebe papadi ke e tshwanelehileng, iketse eka o moahisane ya fihlang ka ntlong kapa ya tjhakileng. Kokota le mating o bone haebe ba tla o amohela naa.</li> </ol>  |







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



# ★ Ho emetswe lesea

## Pale

Lebitso la ka ke Thabi ebile ke dilemo tse tsheletseng. E se hole ke tla be ke na le kgaitsemi kapa moena ebile ke thabile haholo ke sena! Hoseng hona Mme o tlike kamoreng ya ho robala ya ka a re: "Thabi, lesea la rona le se le hodile ebile le matla le se le itokiseditse ho tla. Ke ya sepetlele kajeno. Ke tla ba siyo ka Mantaha, Labobedi, Laboraro, Labone ebe ke kgutla ka Labohlano."

Mme wa Thabi o itokisetsa ho ya sepetlele. "Sala hantle moratuwa," ho bua mme. "Ke ya kgutla moo hae e se kgale, ke tla le se tlang ho makatsa bohle." Lesea le hodile haholo ka ho mme ebile Thabi ha a kgone ho potisa matsoho mmeleng wa hae ho mo haka jwalo ka ha a ne a kgona pele.

Tekesi e ya bitsa ka ntle, e se e le nako ya hore mme a tsamaye. Thabi a tshwara kobo ya mmae a qala ho lla, ke ha ntate a mo kuka a mo beha mahetleng a hae. O ya rata ho ba hodimo haholo ho tloha fatshe.

Thabi o tlamehile ho ema matsatsi a mahlano fela: Mantaha, Labobedi, Laboraro, Labone, Labohlano – empa ho yena ho utlwahala eka ke nako e telele. Thabi o botsa ntate wa hae dipotso tse ngata ka lesea le letjha. Ntate wa hae o na le leqheka. "Ke eng o sa ngolle mme lengolo? O ka mo bolella kamoo o mo hopotseng o be o mo botse tse ngata ka lesea." Ke ha Thabi a re: "Ho lokile Papa, ekaba o tla nthusa naa, ka kopo?"



Ha sekolo setswa, ntate wa Thabi o mo thusa ho ngolla mme wa hae lengolo.

*Mme Moratuwa*

*Ke ya o rata ebile ke o hlolohetswe! Papa o re wena le lesea le tla ba hae ka Labohlano. Ke thabela hore e tla be e le mafelo a beke. Ha ho sekolo ka Moqebelo, ka hoo ke tla kgona ho bapala le lesea Letsatsi lohle ke mo phuthela dikobong tsa ka. E kabe lesea la rona ke moshanyana kapa ngwanana? E kaba o tlo tshwana le nna? Lesea le tlo qala neng ho tsamaya le ho bua?*

*Lerato hotswa ho*

*Thabi (Lesea la hao le leholo)*

Ke Labohlano, jwale Letsatsi le leholo le fihlile. Thabi o thabile haholo, o tsohile hoseng haholo a emela mme wa hae le lesea ho tla hae. Thabi a utlwa mme wa hae lemating le ka pele, empa o thotse haholo. O batla ho mo makatsa.

Empa Thabi o emetswe ke ho Makala ho fitisisang. Mme wa hae o tlike hae le mafahla! Thabi o na le ausi le abuti!

**Ke pheletso ya pale.**



# ★ Waiting for baby

## Story

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

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

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

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



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

*"Dear Mommy*

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

*Love from*

*Thabi (your big baby)"*

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

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

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





## Pina

Ngwana wa lla  
 O tla pepuwa ke mang?  
 Mmae o ile teropong.  
 Ntatae o fana ka dikgobe!

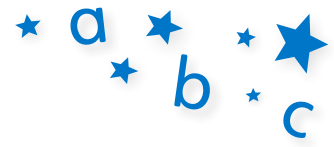
*(Bina jwaloka "Thula Thu Thula Baba?" kapa o qape pina ya hao.)*



## Tlotlontswe ho tswa paleng

| Mantswe a sehloohong | ho thaba thabile | hloname   | thabile haholo | ho makala makatsa | mafahla   | sepetele |
|----------------------|------------------|-----------|----------------|-------------------|-----------|----------|
| Mantswe a koketso:   | dimpa            | hola      | ka hare        | ho potoloha       | haka      | lla      |
|                      | tloha            | ema/emela | kobo           | qetello ya beke   | hlolohelo | lengolo  |





## Song

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



## Vocabulary from the story

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





### O tla hloka:

- Pale: *Ho emetswe lesea*
- Dipopi: Thabi, Mme wa Thabi, Ntate wa Thabi, mafahla, almanaka
- Diporopo: kobo ya Thabi, lengolo hotswa ho Thabi (sekgetjhana sa pampiri le pentshele), almanaka kapa tshupopabaka, setlopa molala, dipopi tse pedi, (kapa dikobo tse phuthetseng ho hong eka lesea)
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe

## Beke 1 Letsatsi 1

### Diketsahalo tsa tlelase yohle

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

### Ho bua pale le ho eketsa tlotlontswe

#### 1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti ka ho ba botsa o re: *"Le bakae lapeng la heno? Ekabe o na le aubuti kapa kgaitsemi? Ekaba ho na le mafahla ao o a tsebang?"*
- 1.3 E re: *"Pele re qala, ke batla ho le fa meelelo ya mantswe a mang a matjha ao re tlieng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala: Kopa baithuti hore ba o bontshe hore ba shebeha jwang ha ba hloname, haba thabile, Thabile haholo le ha ba maketse.

#### 2 Ha o ntse o bua pale

- 2.1 Bua pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"Ekaba mme wa Thabi o tliile ho kgutla hae ka Letsatsi le fe? Horeng Thabi a ne a batla ho lla? O nahana hore Thabi o ngotse eng lengolong le yang ho mme wa hae? O nahana hore ke eng se neng se makatsa?"*

#### 3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *"Ke eng se o se ratileng ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o ka di botsang ka pale ena? O rata ho etsa eng ha o emetse ho hong?"*

### Tsebisoy ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"Ilesea, Labobedi, Laboraro, Labone, Labohlano, letjha, lengolo, lokile, 'letsatsi lohle', leholo. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: Ilesea, 'letsatsi lohle'? Ee, o nepile! Kaofela a na le modumo II."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo II: lehe, lere, leru, lamunu, leeba, lefielo, lepolesa, lesapo, lesiba, leleme, lelente."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo II o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo II: **"I-I-I"**. Etsa ho swaswa hore o ba qabile: O buelle tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

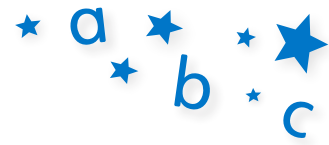
### Diketsahalo tsa dihlotshwana

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

### Mahlo a mabedi ho bona

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





### You will need:

- Story: *Waiting for baby*
- Puppets: Thabi, Thabi's mother, Thabi's father, twins, a calendar
- Props: Thabi's blanket, a letter from Thabi (a piece of paper and pencil), a calendar, a tie, two dolls (or blankets wrapped around something to look like babies)
- Objects or picture cards for some of the words from the vocabulary list

## Week 1 Day 1

### Whole class activities

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

#### Two eyes to see

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives by asking: "How many people are in your family? Do you have a baby brother or sister? Do you know any twins?"
- 1.3 Say: "Before we begin, I want to tell you the meaning of some new words which we will find in the story." Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example: Ask learners to show you how they look when they are sad, happy, excited and surprised.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 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: "On what day will Thabi's mom come home? Why did Thabi want to cry? What do you think Thabi wrote in the letter to her mom? What do you think the surprise was?"

#### 3 After you tell the story

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "Ilesea, Labobedi, Laboraro, Labone, Labohlano, letjha, lengolo, lokile, 'letsatsi lohle', leholo. Can you hear the focus sound: *Ilesea*, 'letsatsi lohle'? Yes, you are right! They all have the sound *ll*."
- 2 "Listen carefully, here are some more words with *ll*: lehe, lere, leru, lamunu, leeba, lefielo, lepolesa, lesapo, lesiba, leleme, lelente." (Emphasise the focus sound as you say these words.)
- 3 Say the sound *ll* clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound *ll*: "l-l-l". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### O tla hloka:

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



## Beke 1 Letsatsi 2

### Diketsahalo tsa tlelase yohle

#### Ho bua pale le ho bina

- 1 Qala ka ho hopotsa baithuti ka hlaloso ya mantswe a o ba tsebisitseng ona ka Letsatsi 1.
- 2 Bua pale hape o sebedisa dipopi. Botsa dipotso ha o ntse o pheta pale. Kgothatsa baithuti ho hopolela pele se ka etsahalang.
- 3 Bolella baithuti hore o tlo ba ruta pina e ntjha e tsamaisanang le pale ena.
- 4 Bua melana e seng mekae ya pina ka ho hlaka o sa potlaka, ebe o kopa baithuti hore ba bine mmoho le wena. Ho ka ba boimanyana hore baithuti ba hopole mantswe ohle, kahoo ba rute pina ka dikarolo.
- 5 Eba le ditshwantsho kapa diporopo kapa o etse diketso ho thusa baithuti ho utlwisa puo e pineng.
- 6 Botsa baithuti hore ekaba ka tseba engwe ya dipina tse tuntuletsang tseo ba ka tsebisang sehlopa kaofela. Ikutlwiseng monate le bine ka dipuo tse fapaneng tse fetang e le nngwe.

#### Ho bopa tlhaku

- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /l/ kapa ba ka nahana lentse le qalang ka modumo /l/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka ntsha leleme ntse ba re: **"l-l-leleme"**.
- 3 Botsa baithuti hore ba hopola kamoo ho ngolwang **l** ka teng. Ba rorisetse maiteko a bona. Ngola tlhaku e kgolo tlapantsong kapa moyeng o ntse o bua se latelang: *"Qala lethebeng, eya tlase."*
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse pontsho ya ho ngola tlhaku, kgothatsa baithuti ho sebedisa thutswana ho ngola tlhaku mobung.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.

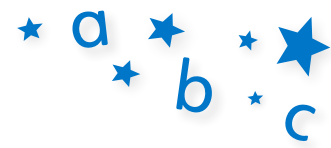


### Diketsahalo tsa dihlotshwana

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







#### You will need:

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



## Week 1 Day 2

### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



### Small group activities

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



#### O tla hloka:

- Diporopo le dipopi tsa pale
- Lebokose le kentseng dintho kapa ditshwantsho tse bontshang dintho tse qalang ka tlhaku I: lehe, lere, leru, lamunu, leeba, lefielo, lesapo, lesiba, lelente, lefika, lehapu, lakane, lebidi,



## Beke 1 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho bua le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswa hotswa lenaneng la tlotlontswa. Mohlala: *"Ekaba o ka hlalosa se o thabisitseng haholo paleng? O shebeha jwang ha o Thabile haholo?"*
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka sebakadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena titjhere) tloba ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ho ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho bopa diketso tse tsamaisanang le mantswa ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

#### Mabokoso a ditlhaku

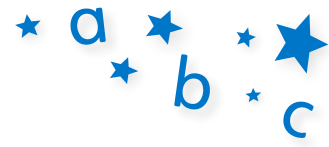
- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo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



### Diketsahalo tsa dihlotshwana

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





#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects have the focus sound I: lehe, lere, leru, lamunu, leeba, lefielo, lesapo, lesiba, lelente, lefika, lehapu, lakane, lebidi,



## Week 1 Day 3

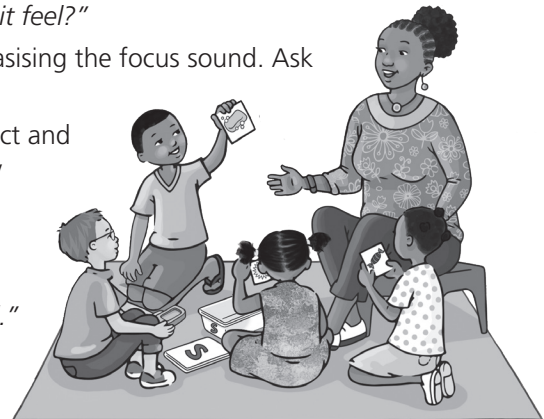
### Whole class activities

#### Storytelling and role play

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

#### Letter boxes

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



#### Small group activities

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





### O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Dintho kapa ditshwantsho tse nang le tlhaku e ho tsepamiseditsweng maikutlo ho yona

### Stella o re:



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

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

## Beke 1 Letsatsi 4

### Diketsahalo tsa tlelase yohle

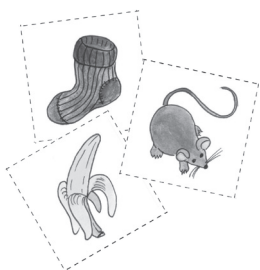
#### Ditshwantsho tsa tatelano

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



### Mamela modumo o ho tsepamiseditsweng

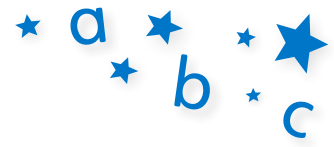
- 1 Kgetha ditlhaku tse pedi tse ho tsepamiseditsweng maikutlo ho tsona ebe o batla ditshwantsho kapa dintho tse qalang ka ditlhaku tse ho tsepamiseditsweng maikutlo ho tsona (o ka sebedisa dintho tse tswang bokosong). Kopa baithuti ba bane ho ema kapele phaposing, ebe o fa para engwe le engwe ya baithuti dintho kapa ditshwantsho tse qalang ka tlhaku e ho tsepameseditsweng maikutlo ho yona hore ba e phahamise e bonwe ke bohle. Kopa baithuti hore ba o thuse tjho mabitso a dintho kapa ditshwantsho tseo.
- 2 Etjho mabitso a setshwantsho kapa ntho butle, ha o halella modumo wa tlhaku e ho tsepameseditsweng maikutlo ho yona.
- 3 Botsa baithuti hore ba o bolelle hore ke ditshwantsho kapa dintho dife tse nang le tlhako e tshwanang le e ho tsepameseditsweng maikutlo ho yona. Baithuti ba tshwereng dintho kapa ditshwantsho tseo ba suthe ba eme mmoho. Tswelapele ka ditshwantsho kapa dintho tse tharo kapa tse nne.
- 4 Hang ha baithuti ba tlwaetse papadi ena, leka engwe e fapaneng: Etsa bonnete hore o na le dintho kapa ditshwantsho tse lekaneng hore o kgone ho fa moithuti ka mong. Hlalosetsa baithuti hore ba batle moithuti emong ya nang le setshwantsho kapa ntho e nang le tlhaku ya modumo o ho tsepamiseditsweng maikutlo ho ona, ebe ba dula mmoho mmateng.



### Diketsahalo tsa dihlotshwana

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





### You will need:

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

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

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

### Stella says:



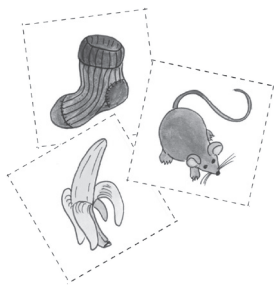
These are useful questions to ask about each picture:

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



#### Listening for focus sounds

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



#### Small group activities

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



### O tla hloka:

- **Lesea ka lebokoseng la mollo:** Moithuti ka mong o newa lebokose la mollo le sesupo sa lesea ka bokoseng ho ba bontsha.
- Majwenyana, poropo, lekwebo, boya, kgwele, dikotesns ts lesela, pampiri ya mmala, lelente.
- **Ntho e etsang lerata:** botlolo ya polastiki e senang lethobakeng sa moithuti ka mong, majwenyana, difaha, santa, pampiri e ya mmala.
- Dikerayone tsa mafura tsa jumbo le pene e ntsho ya ho tshwaya kapa dikhokhi
- Dikere, dikgomaretsi
- Mantswe a dinoko tse ngata a amanang le pale: lesea, thabile haholo, ho letsa phala, ho makala, sepetlele, aubuti, kgaitsemi, dimpa, Mantaha, Labobedi, Laboraro, Labone, Labohlano, mafelo a beke

## Beke 1 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Hlalosetsa baithuti hore ba tliho iketsetsa masea a bona le bethe ya lesea ka bokose ya mollo. Ba tlamehile ho sebedisa dintho kapa disebediswa tse tafoleng le khokhi ho taka sefahleho sa lesea lejweng kapa poropong. Ba tlamehile ho kgabisa lebokose la mollo ho etsa bethe ya lesea. Bontsha baithuti sesupo se o se entseng.
- 2 Kopa baithuti ho fa masea a bona mabitso, ba ngole lebitso pampirinyaneng eo ba ka e kgomaretsang lebokoseng la mollo kapele. Ba hlalose hore ba ka ngola lebitso ka moo ba nahanang hore le ngolwa ka teng.
- 3 Kgothatsa baithuti ho botsa metswalle ka masea a bona: Lebitso la lesea ke mang? Ke ngwanana kapa moshanyana? O lla haholo kapa the?

#### KAPA

- 1 Hlalosetsa baithuti hore ba tliho etsetsa lesea ntho e etsang lerata. Ba tshwanetse ho kenya majwenyana, santa, difaha ka botlolong ya polastiki ba e kwahele ka dipampirinyana tsa mmala hore e lebehe hantle e kgahle lesea.



#### Ho kopanya le ho kgaohanya (dinoko)

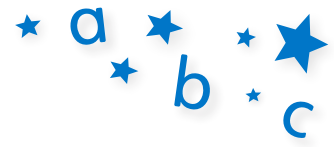
- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **se | pe | tle | le**
- 2 Kopa baithuti ho ema ba shebane le metswalle ya bona, ba thetsane ka diatla bakeng sa noko engwe le engwe: **se** (thetsa) **pe** (thetsa) **tle** (thetsa) **le** (thetsa).
- 3 Bua mantswe a mang a dinoko tse ngata hotswa paleng ha baithuti ba thetsana ka diatla sebakeng sa noko engwe le engwe.
- 4 Kgothatsa baithuti ho bala ka dinomoro dinoko lentsweng le leng le le leng. (Mohlala: "sepetlele" se na le dinoko tse nne).



#### Diketsahalo tsa dihlotshwana

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





### You will need:

- **Matchbox baby:** one matchbox per learner and a sample of a baby in a matchbox to show the learners
- Small rocks, corks, foam, cotton wool, string, fabric pieces, coloured paper, ribbon
- **Rattle:** an empty plastic bottle for each learner, little stones, beads, beans, sand, coloured paper
- Jumbo wax crayons and black markers or kokis
- Scissors and glue
- A list of multisyllabic words relating to the story: lesea, thabile haholo, ho letsa phala, ho makala, sepetlele, aubuti, kgaitsedi, dimpa, Mantaha, Labobedi, Laboraro, Labone, Labohlano, mafelo a beke

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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

OR

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



### Blending and segmenting (syllables)

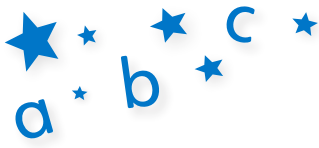
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **se | pe | tle | le**.
- 2 Ask learners to face a friend and do high fives for each syllable: **se** (high five) **pe** (high five) **tle** (high five)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



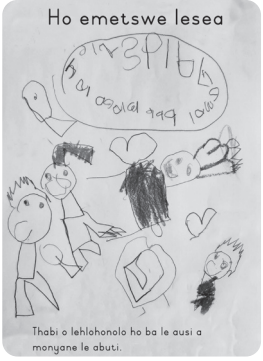

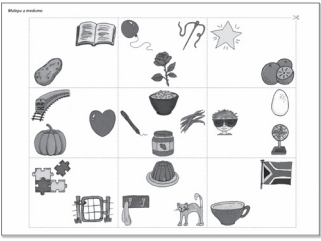

### Small group activities

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







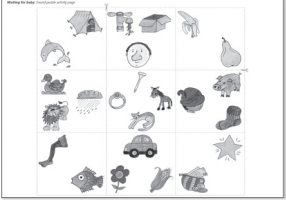

# Diketsahalo tsa dihlotshwana Bekeng 1

| O tla hloka  | Mosebetsi  |
|--|--|
| <ul style="list-style-type: none"> <li>Leqephe la pampiri ya A4 le hlwekileng la moithuti emong le emong</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul>   <p><i>Haeba baithuti ba sokola ho nahana seo ba ka se teroyang, ba bontshe ditshwantsho tsa tatellano hore ba be le mehopollo e meng.</i></p> | <p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Ngola sehlooho sa pale hodimo leqepheng la pampiri le hlwekileng la moithuti emong le emong pele ho thuto.</li> <li>Kopa baithuti hore ba supe mantswa a sehlooho ha le bala mmoho.</li> <li>Botsa baithuti hore ke karolo eo e ba e ratileng ho fetisisa paleng. E fa dikeletso kapa kgothaletso.</li> <li>Kgothalletsa baithuti ho taka karolo e leng thatohatsi paleng.</li> <li>Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.</li> <li>Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle.</li> <li>Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswa butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona. Mohlala: <i>"Thabi o lehlohonolo ha ba le kgaitsemi le abuti."</i></li> <li>Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswa a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng.</li> <li>Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorise boiteko ba bona.</li> </ol> |
| <ul style="list-style-type: none"> <li>Malepa a medumo</li> </ul>   | <p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Baithuti ba qala ka ho batla dikarolwana tsa malepa a ditshwantsho tse nne. Ba tshwanetse ho beha malepa ana hare tafoleng.</li> <li>Baithuti ba tlamehile ho bua lebitso la tlhaku e ho tsepameditsweng maikutlo ho yona setshwantshong se seng le se seng.</li> <li>Moithuti ka mong o tlamehile ho nka karolwana ya malepa a e tshwantshe le tlhaku e ho tsepameditsweng maikutlo ho yona dithwantshong tsohle tsa malepa. Setshwantsho se tla be se felletse ha dikarolwana tsa malepa di bopile kgutlonne.</li> </ol>   |
| <ul style="list-style-type: none"> <li>Dibuka, dimakasani, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul>    | <p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasane kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>  |

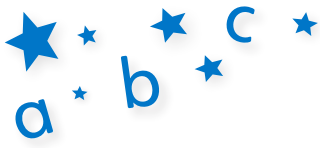


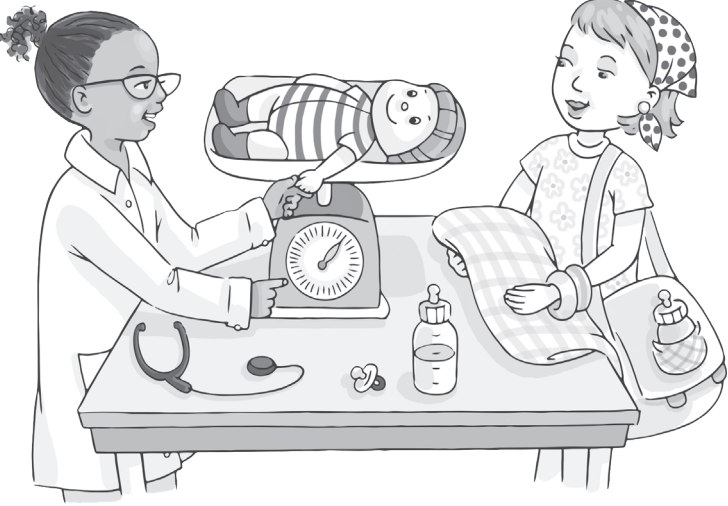


## Small group activities for Week 1

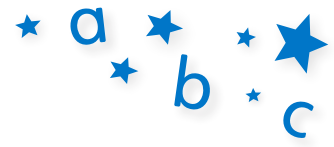
| You will need   | Activities   |
|---|--|
| <ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p> | <p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Give some suggestions.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: <i>"Thabi is lucky to have a baby brother."</i></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>Sounds puzzle</li> </ul>    | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Learners begin by finding the puzzle piece with four pictures. They must put this puzzle piece in the middle of the table.</li> <li>Learners must say the names and focus sounds of each picture.</li> <li>Learners must each pick up another puzzle piece and match the focus sounds of all the pictures on their puzzle piece. The puzzle is complete when all the pieces form a square.</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>  |


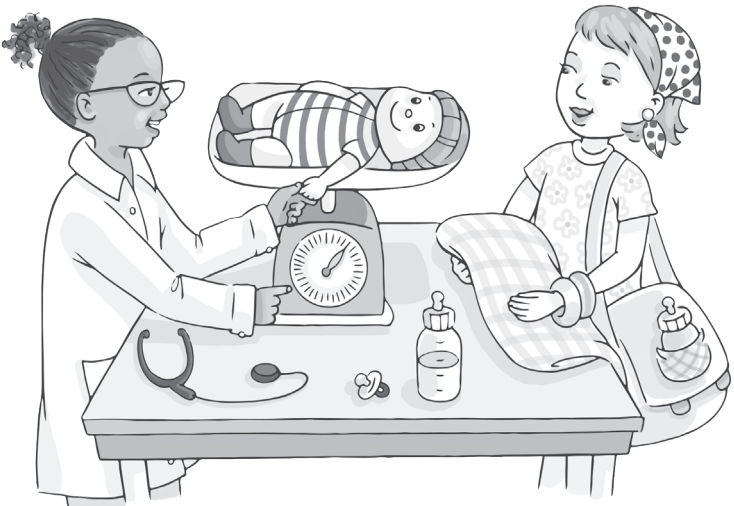




| O tla hloka   | Mosebetsi  |
|---|--|
| <ul style="list-style-type: none"> <li>• Kgatiswana e lekanang le A5 ya tlhaku l bakeng sa moithuti e mong le e mong</li> <li>• Dikere, dikgomarets</li> <li>• Lelente</li> <li>• Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul> | <p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>1 Neha moithuti ka mong kgatiswana ya tlhaku le dikotwana tsa leleme.</li> <li>2 Ba tlameha ho khomaretsa dikotwana tsa leleme ho tlatsa sebaka ebe ba etsa tlhaku. Ba ka nna ba oketsa ka ho taka dintho tse nang le modumo e ho tsepameditsweng maikutlo ho yona "I".</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Diporopo: kojwana, popi, maleiri, poreme, bolao, botlolo, bata ya lesea, sekala, thaole e nyane.</li> </ul>  | <p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>1 Etella sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo tse ntjha. Hlalosa hore ba tlile ho iketsa batswadi le lesea le letjha. Ba ka apar aba jese lesea la bona ba ye ho tjhakela batswadi ba bona le lesea. Ba ka ya ho tjhakela tliliniki hore lesea le ye sekaleng le ho hlahlojwa ke mooki.</li> <li>2 Etela sekgutlwana hang o ele hloko le ho kgothalletsa baithuti papading. Mohlala: O ka fihla wa iketsa eka o tlisitse mpho ya lesea. Botsa "batswadi" ka lesea la bona, o ba bolelle kamoo lesea la bona le leng letle kateng!</li> </ol>  |





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





### O tla hloka:

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

## Beke 2 Letsatsi 1

### Diketsahalo tsa tlelase yohle

#### Tatelano ya ditshwantsho hape

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



#### Tsebisu ya modumo hotswa paleng

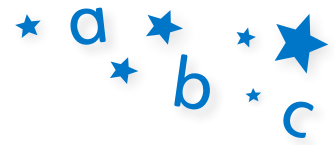
- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"emetswe, ebile, tsheletseng, sepetlele, telele, emela, empa. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: emetswe, sepetlele, empa? Ee, o nepile! Kaofela a na le modumo le!"*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /e/: ee, emere, eiye, lebese, erekisi, sekere, sepelete, setene, fensetere, kereke, kerese, setebele, semeje."* (Hatella modumo o qalong ha o ntse o bitsa mantswe).
- 3 Bua modumo /e/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /e/: **"e-e-e"**. Etsa ho swaswa hore o ba qabole: O buele tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).



### Diketsahalo tsa dihlotshwana

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





### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures



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



### Introducing a sound from the story

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

### Small group activities

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



### O tla hloka:

- Buka e Kgolo: *Ho emetswe lesea*
- Dikgatiswana tse lekanang le A5 tsa tlhaku **e** bakeng sa moithuti e mong le e mong
- Dikerayone tsa mafura tsa *jumbo*

## Beke 2 Letsatsi 2

### Diketsahalo tsa tlelase yohle

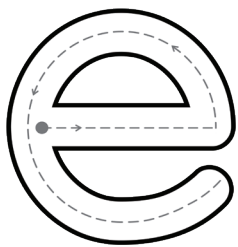
#### Padisommoho – Buka e Kgolo

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



### Ho bopa tlhaku

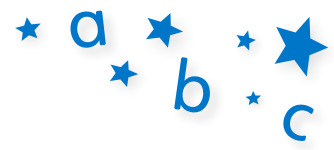
- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /**e**/ kapa ba ka nahana lentswe le qalang ka modumo /**e**/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka ntsha letsoho e be ba le shebise pele ntse ba re: "**ema**".
- 3 Botsa baithuti hore ba hopola kamoo ho ngolwang **e** ka teng. Ba rorisetse maiteko a bona. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "*Qala lethebeng, etsa mola o otlohileng, eya hodimonyana ebe o ya potela.*"
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hlalosetsa baithuti ba tshwanetse ho kgutlea ditafoleng tsa bona ho etsa tlhaku tsa mookodi. Ba tla ngola ka mefuta e fapaneng ya dikerayoni hodima tlhaku.
- 6 Haebe baithuti ba kgona ho nahana dintho tse qalang ka modumo eo, ba ka di thala ho pota tlhaku ya mookodi. Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



### Diketsahalo tsa dihlotshwana

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





### You will need:

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

## Week 2 Day 2

### Whole class activities

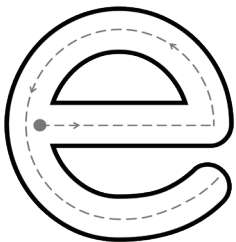
#### Shared reading – Big Book

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



### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /e/ or if they can think of any other words with the sound /e/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their arm out in front of them with their palm facing forward while saying: “**ema**”.
- 3 Show learners how to write the letter **e**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go straight, over and around.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



### Small group activities

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



### O tla hloka:

- Ntho e etsang lerata ya maiketsetso kapa e entsweng hae.
- Dipopi tsa pale
- Ditshwantsho hotswa makasining tsa batho ba malapa a fapaneng.
- Lebokose le kentseng dintho kapa ditshwantsho tse bontshang dintho tse qalang ka tlhaku **e**: emere, lebese, sekere, sepelete, setene, fensetere, kereke, kerese, sekepe, selepe, lengwele, sekhethe, leqhwele, lebenkele

## Beke 2 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho ithuta ho mamela

- 1 Bolella baithuti ho shebisisa ka hloko dipopae hotswa paleng. Ba bontshe e le nngwe ka nako o ba kope ho hlalosa engwe le engwe. *"E kaba ba batelele kapa ba bakgutshwane? Ba na le meriri e metelele kapa e mekgutshwane? Ba hudile kapa ba batjha? Ba apere eng?"* Jwale hlalosa ditshwantsho tse ntshitsweng makasineng. Kgomaretsa ditshwantsho le dipopae leboteng.
- 2 Hlalosetsa baithuti hore ba mamele ka hloko ha o hlalosa ka motho a le mong. Kopa baithuti ho phahamisa letsoho ha ba tseba hore o bua ka motho ofe. Mohlala: *"Motho eo ke buang ka yena o motelele. O apare diaparo tsa mariha. O shebeha a le bitswalle."*
- 3 Botsa baithuti ha ebe ho na le ya ka ratang ho hlalosa emong wa dibapadi ha ba bang ba mametse.

#### Mabokoso a ditlhaku

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



### Stella o re:



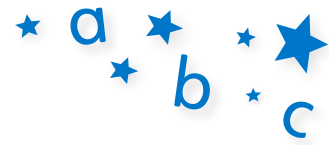
*Tsela entle ya ho etsa baithuti hore ba dule hantle ka nako ya ketsahalo wa ho mamela, ke ho ba bolella hore ba kwale mahlo. Ebe o ya sekgutlong sa phaposi o tsitsinya haholo ntho e etsang lerata. Botsa baithuti hore modumo oo o hlaha kae. Tsopaya kapele o ye morao phaposing, o tsitsinye ntho eo hape. Etsa seo hotswa dibakeng tse fapaneng, o e letsetsa hodimo pele ebe o e letsetsa tlase.*

### Diketsahalo tsa dihlotshwana

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







### You will need:

- A home-made baby rattle
- Puppets from the story
- Pictures from a magazine of different family members
- A letter box containing objects or pictures of objects that have the focus sound **e**: emere, lebese, sekere, sepelete, setene, fensetere, kereke, kerese, sekepe, selepe, lengwele, sekhethe, leqhwele, lebenkele

## Week 2 Day 3

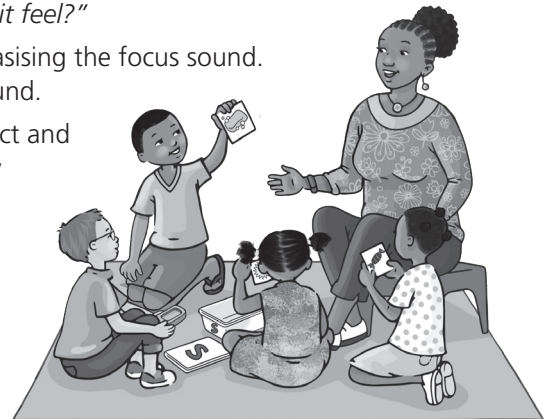
### Whole class activities

#### Learning to listen

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

#### Letter boxes

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



### Stella says:



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

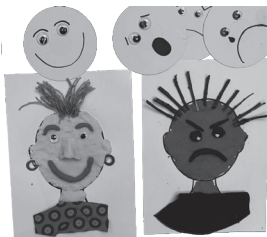
### Small group activities

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



### O tla hloka:

- Kopi kapa setshwantshiso sa sefahleho sa emoji e ntshitsweng leqepheng la diketsahalo tsa diemoji.
- Sefahleho sa popae bakeng sa moithuti ka mong.
- Hlama ya papadi le mmata wa ho bapala ka hlama bakeng sa moithuti ka mong.
- Dithupa, boya, difaha kapa mahlo a polastiki.
- Se ke sa boikgethelo: dimakasine



## Beke 2 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Bala o etse

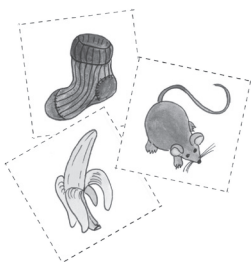
- 1 Bolella baithuti hore ba dule mmateng ba shebe sefahleho sa hao ka hloko. Etsa sefahleho ho bontsha maikutlo o botse baithuti ho kopisa sefahleho ebe ba bolela maikutlo ao.
- 2 Etsa seo hape, empa kgetlong lena ba bontshe setshwantsho sa sefahleho sa popae engwe le engwe ha o bua ka maikutlo a sona kapa a yona. Jwale etsa sefahleho ebe o kopa moithuti ho tla pele ebe o supa setshwantsho sa emoji se nepahetseng. Kopa moithuti ho bontsha maikutlo, ebe moithuti emong o batla popae e nepahetseng.
- 3 Ha o se o entse seo le baithuti ka ditshwantsho tse seng kae, baithuti ba ye ditafolelong/madulong a bona. Moithuti ka mong o tla hloka hlama ya ho bapala, mmata wa ho bapala ka hlama le setshwantsho sa emoji.
- 4 Baithuti ba tlamehile ho sebedisa hlamananya engwe ho bopa bolo ebe ba e papatla ho e batalatsa ho etsa sebopeho sa sefahleho. Kgothatsa baithuti ho "bala" diemoji ebe ba etsa sefahleho ka hlama ya ho bapala ho tshwana le maikutlo a leng ho emoji ba sebedise le dintho tse tafoleng. Ba ka ananya (ho nehana) diemoji le baithuti ba bang ho etsa tshobotsi ya sefahleho se fapaneng.

#### KAPA

- 1 Baithuti ba ka seha ho ntsha ditshwantsho tsa batho ba nang le difahleho tsa tshobotsi tse tshwanang le tsa diemoji. Setshwantsho se ka kgomaretswa pampering e kgolo ya ho etsa kabo thoko ho letshwao la emoji.

### Mamela modumo o ho tsepamiseditsweng

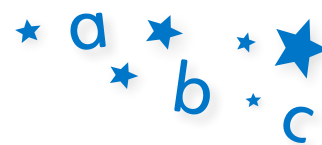
- 1 Kgetha ditlhaku tse pedi tse ho tsepamiseditsweng maikutlo ho tsona o be o fumane di sete tsa ditshwantsho kapa dintho tse qalang ka tlhaku e ho tsepamiseditsweng maikutlo tsona (o ka sebedisa dintho hotswa mabokoseng a ditlhaku). Kopa baithuti ba bane ho tla ema kapele phaposeng. Efa para engwe le engwe ya baithuti dintho kapa ditshwantsho tse qalang ka tlhaku e ho tsepamiseditsweng maikutlo ho yona ho bontsha baithuti ba bang. Kopa baithuti hobua mabitsa a ditshwantsho kapa dintho tseo.
- 2 Bua lebitso la setshwantsho ka seng kapa ntho kangwe butle, ha o hatella tlhaku e ho tsepamiseditsweng maikutlo ho yona.
- 3 Botsa baithuti ho tjho hore ke dintho kapa ditshwantsho dife tse nang le tlhaku e ho tsepamiseditsweng maikutlo ho yona. Baithuti ba tshwereng ditshwantsho kapa dintho tseo ba tlameha ho tloha bae me mmoho. Tswelapele ka dikarete tsa ditshwantsho kapa dintho tse tharo kapa tse nne.
- 4 Hang ha baithuti ba tlwaetse papadi ena, leka phapang e latelang: Etsa bonnete ba hore o na le dintho kapa ditshwantsho tse lekaneng hore o ka kgona ho neha moithuti ka mong ntho e le nngwe. Hlalosetsa baithuti hore ba batle moithuti emong ya tshwereng setshwantsho kapa ntho e nang le tlhaku e ho tsepamiseditsweng maikutlo ho yona ebe ba dula mmoho mmateng.



### Diketsahalo tsa dihlotshwana

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





### You will need:

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

## Week 2 Day 4

### Whole class activities

#### Read and do

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

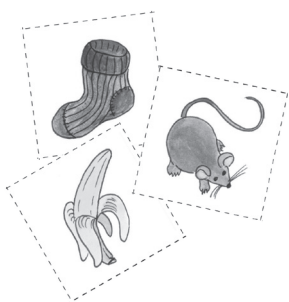
OR

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



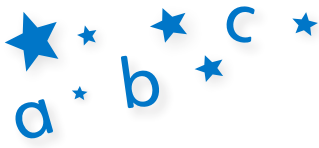
### Listening for focus sounds

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



### Small group activities

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



#### O tla hloka:

- Pampiri ya A3 kapa karete ya bokose
- Pene ya ho ngola letlapeng le lesweu
- Dikerayone tsa mafura tsa *jumbo*
- Mantswe a dinoko tse ngata a amanang le pale: lesea, thabile haholo, ho letsa phala, ho makala, sepetele, aubuti, kgaitsemi, dimpa, Mantaha, Labobedi, Laboraro, Labone, Labohlano, mafelo a beke
- Dintho tsa ho tsitsinya kapa meropa

## Beke 2 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Hlalosetsa baithuti hore ba tlile ho iketsa Thabi mme ba o thuse ho etsa karete ya ho amohela Mme le mafahla.
- 2 Botsa baithuti hore ekaba ho na le ya tsebang ho qala ho ngola molaetsakarete. Hlalosa hore ka tlwaelo re qala ho ngola karete ka mantswe ana: Moratuwa ...
- 3 Jwale buisanang hore ho latela eng. Hang ha le dumellane, ngola mantswe a baithuti karete. Kamorao ha mohlala wa ho ngola dipolelo tse pedi kapa tse tharo, kopa baithuti ho o thusa ho nahana hore le reng qetellong ya karete.
- 4 Baithuti ba bang ba ka kgabisa karete ha nako e le teng.

#### Ho kopanya le ho kgaohanya (dinoko)

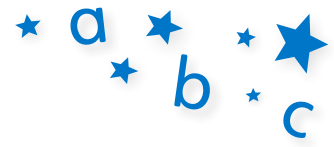
- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **di | mpa**
- 2 Kopa baithuti ho hat aba hatoha bakeng sa noko ka nngwe: **di** (kgato) **mpa** (kgato). Neha baithuti ba bang dintho tsa ho tsitsinya le meropa ho tsitsinya kapa ho tlaya bakeng sa noko engwe le engwe.
- 3 Bua mantswe a mang a dihlaku tse ngata hotswa paleng ha baithuti b ahata ba hatoha nokong engwe le engwe. Kgothatsa baithuti ho bala ka dinomoro bakeng sa noko ka nngwe mantsweng (Mohlala: "dimpa" e na le dinoko tse pedi).



### Diketsahalo tsa dihlotshwana

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





#### You will need:

- An A3 piece of paper or cardboard
- Whiteboard marker
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: lesea, thabile haholo, ho letsa phala, ho makala, sepetele, aubuti, kgaitsemi, dimpa, Mantaha, Labobedi, Laboraro, Labone, Labohlano, mafelo a beke
- Shakers or drums

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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

#### Blending and segmenting (syllables)

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

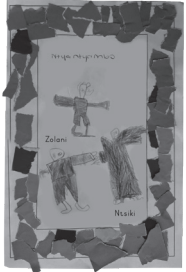
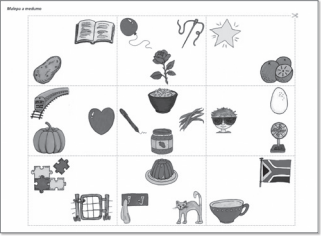



### Small group activities

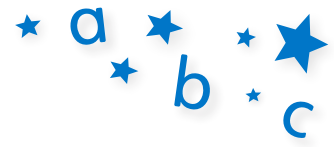
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



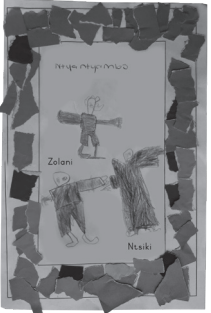
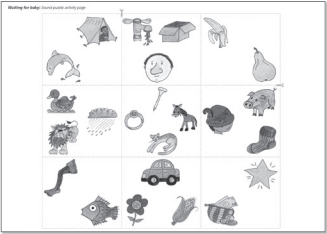

## Diketsahalo tsa dihlotshwana Bekeng 2

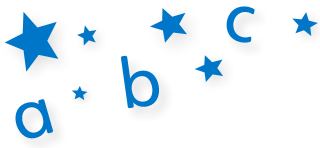
| O tla hloka  | Mosebetsi   |
|--|---|
| <ul style="list-style-type: none"> <li>• Khoپی/kopitso ya leqephe la ketsahalo wa foreime ya setshwantsho bakeng sa moithuti ka mong</li> <li>• Pampiri ya mmala kapa leqephe hotswa makasineng leo baithuti ba ka le tabolang ka dikotwana</li> </ul> | <p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>1 Baithuti ba tlamehile ho tabola dipampiri tsa mmala kapa leqephe la makasini ba kgomaretse ho potoloha bohale ba pampiri ho etsa foreime.</li> <li>2 Hang ha ba se ba entse foreime, ba tlamehile ho taka setshwantsho sa ba lelapa la bobona hare leqepheng.</li> <li>3 Kgothatsa baithuti ho ngola mabitso a bona thoko le botaki, ba leke le ho ngola mabitso a ba bang ba habobona ha ba ka kgona. Ka mokgwa o mong, ba botse hore ba o bolelle mabitso a ba malapa a habobona ebe o ya ba ngolla.</li> </ol>  |
| <ul style="list-style-type: none"> <li>• Malepa a medumo</li> </ul>   | <p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>1 Baithuti ba qala ka ho fumana dingwathwana tsa malepa a ditshwantsho tse nne. Ba tshwanetse ho beha dingwathwana tse hare tafoleng.</li> <li>2 Baithuti ba tlamehile ho bua mabitso le tlhaku e ho tsepamiseditsweng maikutlo ho yona setshwantshong se seng le se seng.</li> <li>3 Baithuti ba tshwanetse ho nka sengwathwana se seng ho se bapisa le tlhaku e ho tsepamiseditsweng maikutlo ho yona setshwantshong se seng le se seng ho malepa a bona. Malepa a phethehile ha dikotwana tsohle di bopile kgutlonne.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul>    | <p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>1 Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>2 Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>3 Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>4 Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>   |

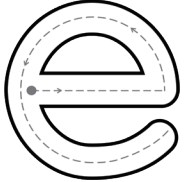
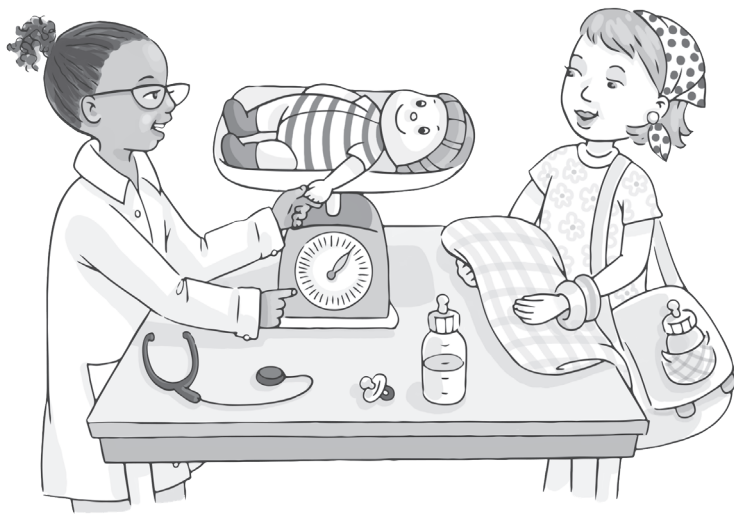




## Small group activities for Week 2

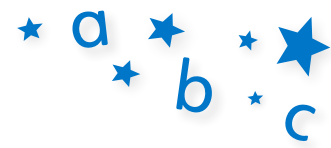
| You will need  | Activities  |
|--|---|
| <ul style="list-style-type: none"> <li>A photocopy of the <b>Picture frame activity page</b> for each learner</li> <li>Coloured paper or pages from a magazine that learners can tear into small pieces</li> </ul> | <p><b>Activity 1: Drawing and emergent writing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

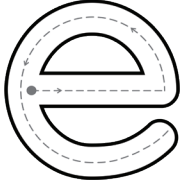
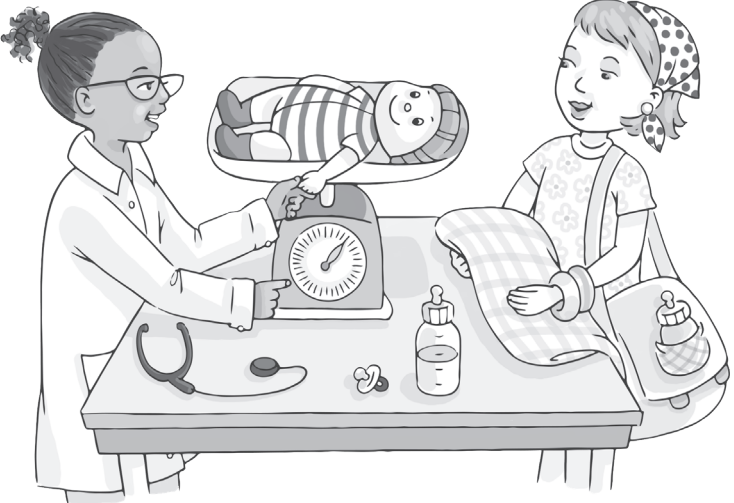


| O tla hloka  | Mesebetsi  |
|--|--|
| <ul style="list-style-type: none"> <li>• Kgatiswana e lekanang le A5 ya tlhaku e bakeng sa moithuti e mong le e mong</li> <li>• Dikgomaretsi</li> <li>• Pampitshana (kapa koranta)</li> <li>• Dikerayone tsa mafura tsa jumbo</li> </ul> | <p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>1 Neha moithuti ka mong kgatiswana ya tlhaku le pampitshana (kapa koranta).</li> <li>2 Ba tlameha ho tabola pampiri e be dikotwana tse nyane e be ba i phuthela ka dibolo ho tlatsa sebaka ebe ba etsa tlhaku. Ba ka nna ba oketsa ka ho taka dintho tse nang le modumo o e ho tsepamiseditsweng maikutlo ho yona "e".</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Diporopo: dikobo, dipopi, maleiri, poreme, bolao, mabotlolo, bata ya lesea, sekala, thaole e nyane.</li> </ul>  | <p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>1 Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ba iketsa eka ke batswadi ba hlokometseng masea a bona a matjha.</li> <li>2 Etella sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo.</li> <li>3 Hlalosa hore ba tliilo iketsisa ho ba batswadi ba masea a matjha. Ba ka apesa ba jese lesea. Hape ba ka ya tliiniking ho ya nka boima ba lesea le ho hlahlojwa ke mooki.</li> <li>4 Etela sekgutlwana hang o ele hloko le ho kgothalletsa baithuti papading. Mohlala: Ha ho lokile papading ya bona, iketse eka o moahisane ya fihlang lapeng la bona. Kokota leming o bone haeba ba ya o amohela.</li> </ol>  |







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

# ★ Sehlaha sa katiba e nyane

## Pale

E ne e le Letsatsi le batang la Hwetla, Wendy le mme wa hae ba ne ba hlodisitse kante ka fensetere, ba shebile ha moya o foka difateng. "Ke kopa ho ya bapala kante hle?" Wendy o botsa mme wa hae.

"Wendy, moya o ya foka. O tlameha ho apara diaparo tse futhumatseng ha o batla ho ya ka ntle," ho bua mme wa hae.

Wendy a apara baki ya hae e futhumatseng a tloha a tsamaya. Eitse ha a sa re o ya tswa ka monyako, mme wa hae a re: "Nka katiba e nyane ya hao hore hlooho ya hao le ditsebe di dule di futhumetse."

Wendy a matha ka ntle moyeng o batang. A sheba hodimo difateng a ela hloko hore difate tse ding di foforehile mahlaku ka bongata.

Ka sebakanyana moya o matla wa fofisa katiba e nyane ya hae ho e tlosa hloohong ya hae. "Ijowee! Katiba e nyane ya ka eile! Ha ke kgone ho e tshwara!" Wendy a lla a ntse a matha kamorao ho yona, empa moya wa nna wa e fofisetsa hole hofihlela e nyamela.

Wendy a mathela hae ho bolella mme wa hae ka se mo hlhahetseng. "Mme, moferefere wa sefelo se seholo sa moya o matla se fofisitse katiba yaka hloohong jwale ha ke kgone ho e fumana! Ke lekile ho e mathisa kamorao empa ya fofela hodimo difateng."

Mme wa Wendy a re: "Ke maswabi hore katiba e nyane ya hae e lahlehile, empa ha se molato wa hao, Wendy. Katiba e nyane eo e ne e se e le nyane ho wena, mohlomong e tla fumanwa ke motho ya tlang ho e sebedisa."



Boemo ba lehodimo ba nna ba fetoha, hwa nna hwa bata haholo yaba e se e le mariha.

Kamorao ha dikgwedinyana di se kae, Wendy a hlokomela hore ho se ho na le mahlaku a seng makae a matala difateng a ba a utlwa hore boemo ba lehodimo bo se bo futhumala. E ne e le Selemo le Mariha tsa feta ya eba selemo se seng. Haufinyana Wendy o tla be a apere diphaqa-paqa tsa hae le katiba ya Letsatsi ebile a bapala kante ka mokgwa oo a ratang ka teng.

Hoseng ho hong e le selemo ebile ho futhumetse, Wendy le mme wa hae ba etsa qeto ho ya tshakela metswalle. Ba makala ha ba atamela sefate se setelele. Hodimo-dimo ho na le katiba ya Wendy mme kahare ho dutse Mme Nonyana. O ne a etsa sehlaha ho behela mahe a hae.

"Bona!" ho bua Mme wa Wendy. "Katiba e nyane ya hao e sebeditse lebaka le letle haholo ebile e tla etsa sehlaha se futhumatseng ha madyana a qhotsa!" Wendy le Mme wa hae ba qaboha ba tsheha ba tswelapele ka ho tsamaya. Wendy o ne a sa kgone ho itshwara ho ka kopana le metswalle ya hae a tlo ba bolella ka katiba e nyane ya hae le sehlaha.

**Ke pheletso ya pale.**



# ★ The beanie nest

## Story

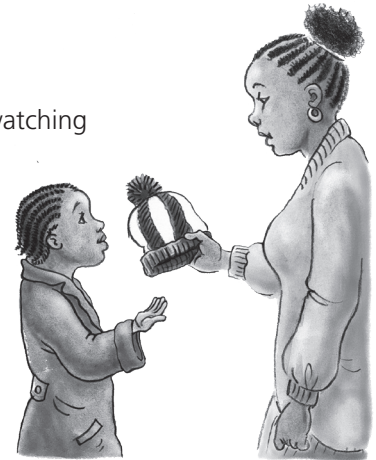
It was a cold day in autumn and Wendy and her mom were looking out of the window, watching the wind blowing in the trees. "Please can I go and play outside?" Wendy asked her mom. "Wendy, the wind is blowing. You must dress warmly if you want to go outside," said her mom.

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

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

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

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



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

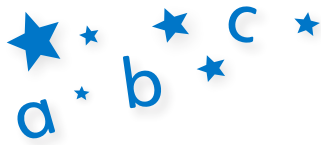
One warm spring morning Wendy and her mom decided to visit some friends. What a surprise they got when they came to a tall tree. There, high up, was Wendy's beanie and sitting inside was a mommy bird. She was making a little nest for her eggs.

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



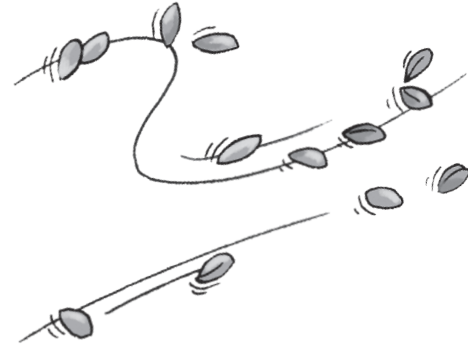
***And that is the end of the story.***





## Pina

Foka, foka, foka moya  
 Ka bonolo hare ho difate,  
 Foka, foka obe o foke,  
 Kamoo ke ratang moya o fokang hasesaane!  
 Foka, foka, foka maru  
 A fokele hare ho lehodimo.  
 Foka o be o foke obe o foke,  
 Shebella maru ha a phikoloha!

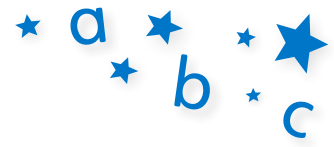


(Bina jwaloka "Row, row, row your boat" kapa o qape pina ya hao.)

## Tlotlontswe ho tswa paleng

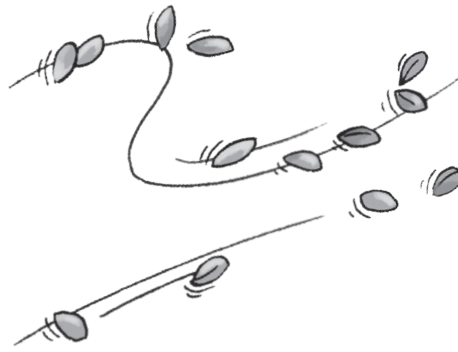
| Mantswe a sehloohong | katiba e nyane | hwetla  | moya               | mariha            | ho bata | selemo  |
|----------------------|----------------|---------|--------------------|-------------------|---------|---------|
| Mantswe a koketso:   | difate         | mahlaku | moferefere wa moya | nyamela           | mofuthu | tshwara |
|                      | foka           | telele  | ho makala          | boemo ba lehodimo | ka ntle | qhotsa  |





## Song

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



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

## Vocabulary from the story

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





### O tla hloka:

- Pale: *Sehlaha sa katiba e nyane*
- Dipopi: Mme, Wendy, sefate, mahlaku, nonyana, katiba ya Letsatsi, diaparo tsa lehlabula, diaparo tsa mariha, katiba e nyane
- Diporopo: Baki, katiba e nyane, sejalo/sefate se senyane se senang mahlaku, nonyana ya polastiki, katiba ya letsatsi
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe

## Beke 1 Letsatsi 1

### Diketsahalo tsa tlelase yohle

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

### Ho bua pale le ho eketsa tlotlontswe

#### 1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: *"Ekaba boemo ba lehodimo bo jwang kantle kajeno? Ha o apara hoseng hona, o ile wa hloka ho apara diaparo tsa lehlabula kapa diaparo tsa mariha?"*
- 1.3 E re: *"Pele re qala, ke batla ho le fa meelelo ya mantswe a mang a matjha ao re tlileng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala: Botsa baithuti *"Hore boemo ba lehodimo bo jwang ka hwetla? Le apara diaparo tse jwang ka hwetla? Ka Mariha? Ka Selemo?"*

#### 2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Bolella baithuti ho bonela pele hore ekaba ho tlišo etsahalang paleng, o be o etse hore banke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"Ke hobaneng Mme wa Wendy a mo neha katiba e nyane hore a e apare? O nahana hore ke eng engwe e tla etsahala? Katiba e nyane ya Wendy e sebedisetswa eng?"*

#### 3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *"Ke eng se o se ratang paleng ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena? O kile wa lahlehelwa ke se seng? O ile wa ikutlwa jwang ha o ne o lahlehetswe ke ho hong?"*

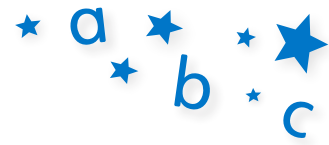
### Tsebisu ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"fensetere, foka, futhumetse, foforehile, fofisa, fofisetsa, fumana, fofela, fetoha. Ekaba le utlwa modumo o e ho tsepameditsweng maikutlo ho yona: fensetere, fofisa, fofela? Ee, o nepile! Kaofela a na le modumo /f/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /f/: folakga, fene, fereko, foreskoto, fariki, fofa, fiela, feiye, faki, sefofane, lefika."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /f/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /f/: **"f-f-f"**. Etsa ho swaswa hore o ba qabole: O buelle tlese, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

### Diketsahalo tsa dihlotshwana

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





### You will need:

- Story: *The beanie nest*
- Puppets: Mom, Wendy, a tree, leaves, a bird, a sunhat, summer clothes, winter clothes, a beanie
- Props: coat, beanie, plant/small tree without leaves, plant/small tree with leaves, plastic bird, sunhat
- Objects or picture cards for some of the words from the vocabulary list



## Week 1 Day 1

### Whole class activities

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

#### Two eyes to see

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"What is the weather like outside today? Did you put warm or cool clothes on this morning?"*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example, ask learners: *"What is the weather like in autumn? What clothes do you wear in autumn? And winter? And spring?"*

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 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: *"Why does Wendy's mother give her a beanie to wear? What is Wendy's beanie being used for?"*

#### 3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story? Have you ever lost something? How did you feel when you lost something?"*

### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"fensetere, foka, futhumetse, foforehile, fofisa, fofisetsa, fumana, fofela, fetoha. Can you hear the focus sound: fensetere, fofisa, fofela? Yes, you are right! They all have the sound /f/."*
- 2 *"Listen carefully, here are some more words with /f/: folakga, fene, fereko, foreskoto, fariki, fofa, fiela, feiye, faki, sefofane, lefika."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /f/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /f/: **"f-f-f"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### O tla hloka:

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



## Beke 1 Letsatsi 2

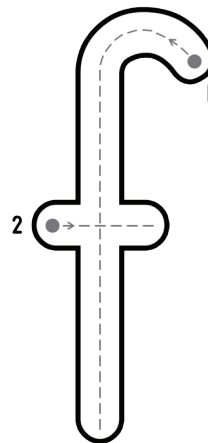
### Diketsahalo tsa tlelase yohle

#### Ho bua pale le ho bina

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

#### Ho bopa tlhaku

- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /f/ kapa ba ka nahana lentse le qalang ka modumo /f/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka upotsa diphaka ebe ba etsa e kare ba fofa phaphusing ntse ba re: "fofa, fofa".
- 3 Botsa baithuti hore ba hopola kamoo ho ngolwang "f" ka teng. Ba rorisetse maiteko a bona. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, eya hodimonyana ebe o ye tlase tsela kaofela. Phahamisa letsoho ebe o etsa mola mahareng."
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse pontsho ya ho ngola tlhaku, kgothatsa baithuti ho sebedisa thutswana ho ngola tlhaku mobung.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



### Diketsahalo tsa dihlotshwana

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







### You will need:

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



## Week 1 Day 2

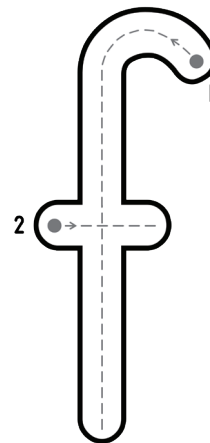
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



### Small group activities

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



### O tla hloka:

- Diporopo le dipopi tsa pale
- Lebokose le kentseng dintho kapa ditshwantsho tse bontshang dintho tse qalang ka tlhaku **f**: folakga, fene, fensetere, fereko, foreskoto, fariki, fofa, fiela, feiye, fubedu



## Beke 1 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho bua le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswa hotswa lenaneng la tlotlontswa. Mohlala: Ha katiba e nyane ya Wendy e fofa, ha a ka hlola a e bona... (e nyametse).
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka sebakadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena tijhere) tloba ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ho ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho bopa diketso tse tsamaisanang le mantswa ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

#### Mabokoso a ditlhaku

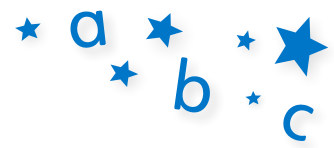
- 1 Koopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo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



### Diketsahalo tsa dihlotshwana

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





### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **f**: folakga, fene, fensetere, fereko, foreskoto, fariki, fofa, fiela, feiye, fubedu



## Week 1 Day 3

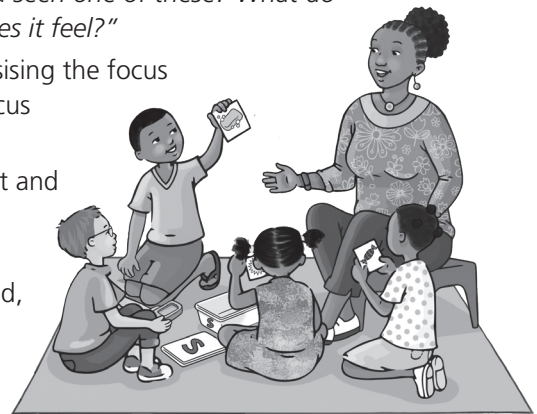
### Whole class activities

#### Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: When Wendy's beanie blew away, she couldn't see it anymore, so it had ... (disappeared).
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

#### Letter boxes

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



### Small group activities

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



### O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Dikarete tsa ditshwantsho, tlhaku tse bapisanang kapa tse nyalanang tse ngotsweng leqepheng la A4

## Beke 1 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Ditshwantsho tsa tatelano

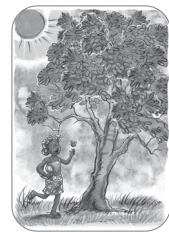
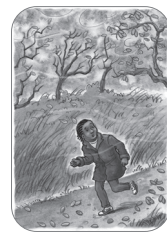
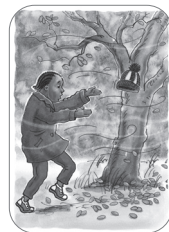
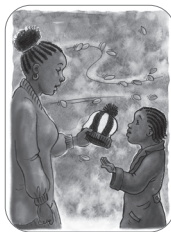
- 1 Bina pina hape.
- 2 Hlahisa mantswa a matjha hotswa lenaneng la tlotlontswa.
- 3 Kgetha se seng sa ditshwantsho tsa tatelano o se phahamise. Botsa baithuti hore ba bona eng, ebe o qoqa ka setshwantsho ka botlalo.
- 4 Hang ha o qoqile ka setshwantsho, se kgomaretse tlapantshong hore baithuti ba se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

#### Stella o re:



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

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



#### Stella o re:



Ha o se o kgaotse karete tsa tlhaku le modumo, boloka sete tsa ditshwantsho le tlhaku e tsopaellanang le yona ebe o di sirelletsa ka rekere e tlangwang hore di seke tsa kopakana le tse ding.

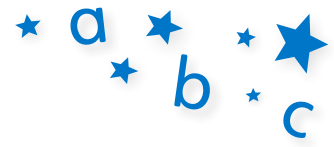
### Mamela modumo o ho tsepamiseditsweng

- 1 Kgetha disete tsa ditlhaku tse tshelletseng le dikarete tsa ditshwantsho tse bapisanang kapa tse nyalanang tseo di seng di tsebisitswe ho baithuti.
- 2 Pata dikareta tsa ditlhaku poteleng mo phaposing.
- 3 Baithuti ba ema ka sedikadikwe. Ba hlalose hore o tliho neha emong le e mong karete ya setshwantsho. Ha o re "tloha" ba tlamehile ho tjho tlhaku e ho tsepamiseditsweng maikutlo ho yona bakeng sa tlhaku tse ba di tshwereng, ebe ba batla ba bang ba sehlopheng ban ang le ditshwantsho tse tshwanang ebile di na le tlhaku e ho tsepamiseditsweng maikutlo ho yona.
- 4 Hang ha ba fumane tlhaku e nyalanang le ya bona, ba dula fatshe mmateng le dikarete tsa bona tsohle.

### Diketsahalo tsa dihlotshwana

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





### You will need:

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

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

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

#### Stella says:



These are useful questions to ask about each picture:

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



#### Stella says:



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

#### Listening for focus sounds

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

#### Small group activities

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



### O tla hloka:

- Makalana kapa dithupana, dikotwana tsa masala (folene kapa masala a futhumetseng, ha ho kgoneha) kapa pampiri e mmala, bokose la mahe (o ka sebedisa halofo ya bokose e tshwarang lehe le le leng ho etsa katiba e nyane), boya (ho etsa maru), matlhare
- Dikgomaretsi, dikerayone tsa mafura tsa jumbo, dikere
- Mantswe a dinoko tse ngata a amanang le pale: bokgtlo ba beke, kantle, butswela, mofuthu, ho tswela pele, boemo ba lehodimo, dutse, nyamela, hwetla, mariha

## Beke 1 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Hlalosetsa baithuti hore ba tshwanetse ho tlotsa mmala wa maru le wa jwang dipampiring tsa bona.
- 2 Ebe ba etsa difate ka matlhare le mahlaku (dithupa tse nyane) tseo ba di kgomaretsang pampering.
- 3 Hang ha ba se ba entse sefate, ba tlamehile ho seha katiba e nyane hotswa maseleng kapa pampiri e mmala kapa lebokoseng la mahe ebe ba kgomaretsa seo sefateng. Ba ka sebedisa boya ho etsa maru.



#### Ho kopanya le ho kgaohanya (dinoko)

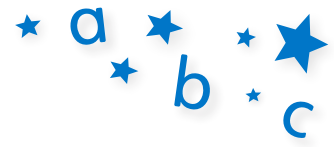
- 1 Kopa baithuti hore ba dule mmanteng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **ma | ri | ha**
- 2 Kopa baithuti ho shebana le motswalle ba opane ka diatla ha ba bua noko engwe le engwe: **ma** (opa) **ri** (opa) **ha** (opa) .
- 3 Bua a mang mantswe a nang le dinoko tse ngata hotswa paleng ha baithuti ba opa diatla bakeng sa noko engwe le engwe.
- 4 Kgothatsa baithuti ho bala dinomoro tsa dinoko mantsweng. (Mohlala: "mariha" e na le dinoko tse tharo.)
- 5 Jwalo ka katoloso ya mesebetsi, o ka phumola ho hong lentsweng o bone haebe baithuti bat la bua se phumotsweng. Mohlala: E re baithuti ba re "kantle", ebe o ba laela ho e bua hape, empa o sa re "ka". Ke eng e setseng? ("ntle").  
Jwale tswelapele ka mantswe a mang:
  - ★ "hwetla" ntle le "hwe" eba ... "tla".
  - ★ "mariha" ntle le "ma" eba ... "riha".



#### Diketsahalo tsa dihlotshwana

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





### You will need:

- Twigs or small sticks, pieces of fabric (fleece or warm fabric, if possible) or coloured paper, egg boxes (half an egg box container for one egg can also be used as the beanie), cotton wool (for clouds), leaves
- Glue, scissors, jumbo wax crayons
- A list of multisyllabic words relating to the story: bokgto ba beke, kantle, butswela, mofuthu, ho tswela pele, boemo ba lehodimo, dutse, nyamela, hwetla, mariha

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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



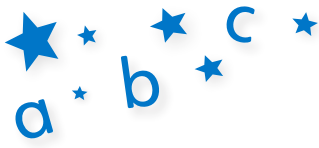
### Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **ma** | **ri** | **ha**.
- 2 Ask learners to face a friend and do high fives for each syllable: **ma** (high five) **ri** (high five) **ha** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "mariha" has three syllables).
- 5 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say "maxelo", then ask them to say it again, but don't say "ma". What is left? ("xelo"). Now continue with more words:
  - ★ "hwetla" without "hwe" is ... (tla).
  - ★ "mariha" without "ma" is ... (riha).



### Small group activities

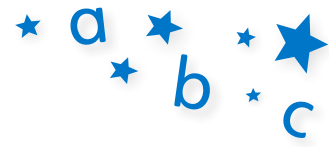
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



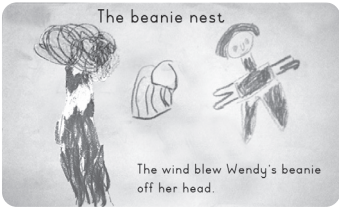



# Diketsahalo tsa dihlotshwana Bekeng 1

| O tla hloka  | Mesebetsi  |
|--|--|
| <ul style="list-style-type: none"> <li>Leqephe la pampiri ya A4 le hlwekileng la moithuti emong le emong</li> <li>Dikerayone tsa mafura tsa jumbo</li> </ul> <div data-bbox="197 724 590 965"> <p>Sehlaha sa katiba e nyane</p> <p>Moya o matla wa foka katibana wa tlosa katibana hloohong ya Wendy</p> </div> <div data-bbox="187 989 586 1247"> <p>Haeba baithuti ba sokola ho nahana seo ba ka se teroyang, ba bontshe ditshwantsho tsa tatellano hore ba be le mehopollo e meng.</p> </div> | <p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Ngola sehlooho sa pale hodimo leqepheng la pampiri le hlwekileng la moithuti emong le emong pele ho thuto.</li> <li>Kopa baithuti hore ba supe mantswe a sehlooho ha le bala mmoho.</li> <li>Kgothalletsa baithuti ho taka karolo e leng thatohatsi paleng.</li> <li>Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.</li> <li>Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle.</li> <li>Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswe butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona. Mohlala: "Sefefo se butswetse katiba e nyane ya Wendy sa e tlosa ... Ke lentse le feng le latelang leo o neng o batla ho le bua? Ee o nepile, "hlohong" .... Ere ke ngole lentse leo "hlohong."</li> <li>Ngola yona ntho eo baithuti ba o boleletseng hore o e ngole, lentse ka lentse, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswe a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng.</li> <li>Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentse ka leng ha o ntse o bala mme o rorisise boiteko ba bona.</li> </ol> |
| <ul style="list-style-type: none"> <li>Lebokose (therei ya mahe) la mahe a tsheletseng – 6</li> <li>Nawa kapa lejwe</li> <li>Dikarete tsa ditshwantsho, tse kgaotsweng</li> </ul>  | <p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Beha karete ya setshwantsho tafoleng se shebe hodimo.</li> <li>Baithuti ba tsitsinye lebokose la mahe, ba le bule ba shebe hore nawa kapa lejwe le kene hokae (jk. tlhaku <b>b</b>).</li> <li>Ebe ba batla setshwantsho se qalang ka <b>b</b> (mohlala: "bolo").</li> <li>Baithuti ba koleka ditshwantsho ka dibaka/ dinako tse fapaneng.</li> </ol> <div data-bbox="1159 1454 1512 1728"> </div>  |
| <ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul> <div data-bbox="305 1868 482 2085"> </div>  | <p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>  |

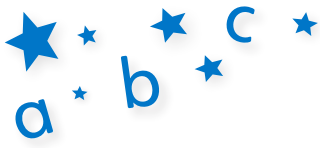




## Small group activities for Week 1

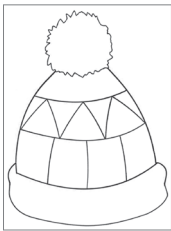
| You will need  | Activities  |
|--|---|
| <ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> | <p><b>Activity 1: Drawing and 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.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: <i>"The wind blew Wendy's beanie off her ... What word did you want to say next? Oh yes, 'head' ... Let me write the word 'head'."</i></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 6-egg box</li> <li>One bean or stone</li> <li>Picture cards, cut up</li> </ul>   | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Place the picture cards face up on the table.</li> <li>Learners must shake the egg box, open it and look where the bean/stone has landed (for example: letter <b>b</b>).</li> <li>They must then find a picture that begins with <b>b</b> (for example: "bolo").</li> <li>Learners take turns and collect pictures.</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>   |





### O tla hloka

- Leqephe la kopitso ya diketsahalo tsa katiba e nyane bakeng sa moithuti ka mong
- Tshweleboya, diserfete, boya, dikotwana tsa lesela/dinthe tse bonahalang.
- Dikere, dikgomaretsi
- Dikerayone tsa mafura *tsa jumbo*



### Mosebetsi

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

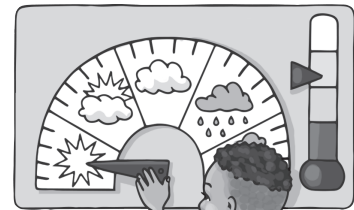
- 1 Hlalosetsa baithuti hore ba tlilo qapa katiba e nyane e nang le dipaterona.
- 2 Baithuti ba ka kgomaretsa tshweleboya tlase moeding kapa dintshing tsa katiba e nyane ebe ba pitikisa dikotwana tsa serfete ho kgomaretsa kahare ho pom-pom hodimo.
- 3 Jwale ba ka kgabisa mo ho setseng katibeng e nyane ka dinthe tse bonahalang kapa mmala dipateroneng.

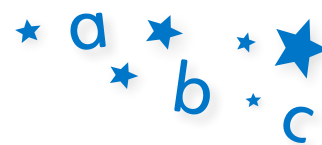


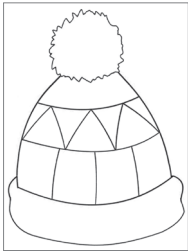

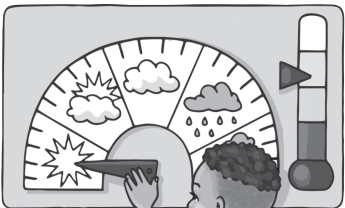
- Diporopo: papetla ya boemo ba lehodimo, thupa ya ho supa, bokose e kgolo e phuntsweng lesoba hare (hore e bonahale eka ke sefahleho sa TV), maekerofone ya polastiki kapa borashe, diaparo tse ntle tsa motho ya botsang dipotso ho TV, khamera ya kgatiso ya maiketsiso.

#### **Mosebetsi wa 5: Ho bapala boiketsiso**

- 1 Etella sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo tse ntjha.
- 2 Hlalosa hore ba tlilo iketsa bahlahisi ba mananeo a TV ho fa tlaleho ya boemo ba lehodimo. Ho hlokeha hore ho be le bahlahisi ba babedi: motshwantshisi le mobohi wa tlaleho ya boemo ba lehodimo ho TV.
- 3 Etela sekgutlwana hang o ele hloko le ho kgothalletsa baithuti papading.





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





### O tla hloka:

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

## Beke 2 Letsatsi 1

### Diketsahalo tsa tlelase yohle

#### Tatelano ya ditshwantsho hape



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



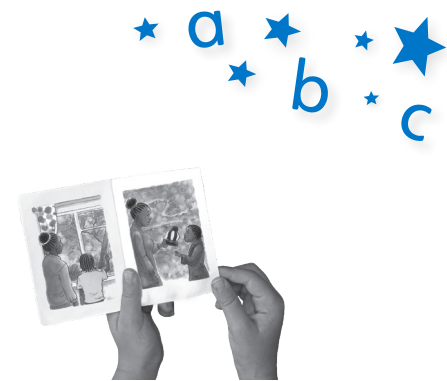
#### Tsebisu ya modumo hotswa paleng

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

### Diketsahalo tsa dihlotshwana

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





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### Introducing a sound from the story

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

### Small group activities

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





### O tla hloka:

- Buka e Kgolo: Sehlaha sa katiba e nyane
- Dikgatiswana tse lekanang le A5 tsa tlhaku "a" bakeng sa moithuti e mong le e mong
- Dikerayone tsa mafura tsa *jumbo*

## Beke 2 Letsatsi 2

### Diketsahalo tsa tlelase yohle

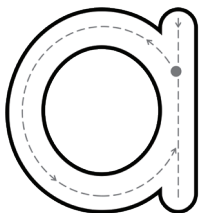
#### Padisommoho – Buka e Kgolo

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



### Ho bopa tlhaku

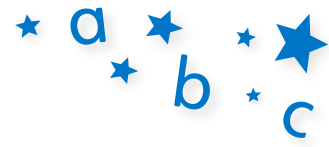
- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /a/ kapa ba ka nahana lentswe le qalang ka modumo /a/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa setebele ka letsoho la bona e be ba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



### Diketsahalo tsa dihlotshwana

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





### You will need:

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

## Week 2 Day 2

### Whole class activities

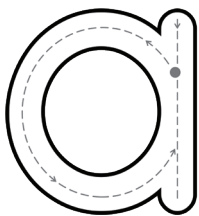
#### Shared reading – Big Book

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



### Forming the letter

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



### Small group activities

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





#### O tla hloka:

- Lebokose le kentseng dintho kapa ditshwantsho tse bontshang dintho tse qalang ka tlhaku **a**: apole, aene, katara, panana, haraka, nawa, kgabana

#### Stella o re:



O ka fumana medumo ya boemo ba lehodimo (pula, moya, sefefa) koputeng ebe o bapalla baithuti medumo eo.

## Beke 2 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho ithuta ho mamela

- Eba le mefuta-futa ya mehopolo ka medumo e fapaneng jwalo ka ho pikitla pampiri, ho seha, ho tabola pampiri, ho letsa molodi, ho opa diatla, ho pikitla matsoho, ho otlanya/tobetsa menwana kapa leleme.
- Bontsha modumo ka mong ha baithuti ba o lebelletse/shebile kamoo o etsang modumo, hore ba tle ba kgone ho e kgetholla. Ebe o ba kopa ho kwala mahlo ba hakanye hore ke modumo ofe o entsweng. Ho atolosa ketsahalo ona, etsa medumo e mebedi kapa e meraro e latelanang. Botsa baithuti ho hakanya tatelano ya medumo ka nepo. Mohlala: Pele o ne o opa diatla, yaba o seha pampiri.

#### Mabokoso a ditlhaku

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



### Diketsahalo tsa dihlotshwana

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







### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **a**: apole, aene, katara, panana, haraka, nawa, kgabana

### Stella says:



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

## Week 2 Day 3

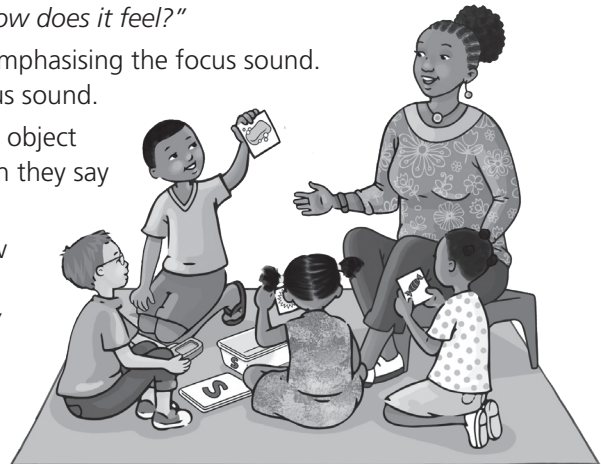
### Whole class activities

#### Learning to listen

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

#### Letter boxes

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



### Small group activities

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



### O tla hloka:

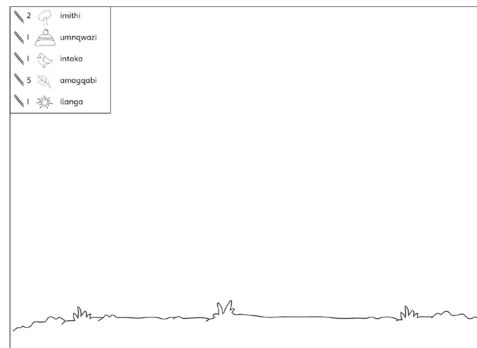
- **Bala o etse** ketsahalo o leqepheng
- Dikarete tsa ditshwantsho, tlhaku tse bapisanang kapa tse nyalanang tse ngotsweng leqepheng la A4

## Beke 2 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Bala o etse

- 1 Bolella baithuti hore ba shebe lenane le leqepheng la mesebetsi ba bue ka ho ba ho bonang (dinomoro, ditshwantsho le mantswe).
- 2 Bolella baithuti hore jwale ba tliilo etsa ketsahalo o monate o bitswang "bala o etse". Ba tshwanetse ho bala mola omong le omong ebe ba etsa seo ho thweng ba se etse ba sebedisa sebaka se senang letho leqepheng.
- 3 Balang mola wa pele hammoho hape. Bolella baithuti ho thala matlhare a mahlano.
- 4 Botsa hore ekabe ho na le moithuti ya ka "balang" hore se latelang ke eng lenaneng: Ba tshwanetse ho taka katiba e nyane e le nngwe.
- 5 Tswelapele ka tsela ena taelong engwe le engwe.
- 6 Jwale bala taelo engwe le engwe hape e be o re ho baithuti: "Ekabe le se le takile matlhare a mahlano? Ha le entse hoo, ebe le tshwaya hoo lenaneng."
- 7 Tswelangpele le hlahloba le tshwaya taelo engwe le engwe hofihla qetelong ya lenane.

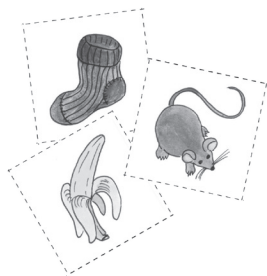


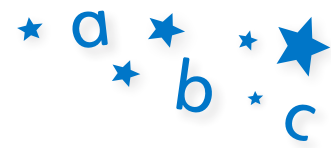
### Mamela modumo o ho tsepamiseditsweng

- 1 Kgetha disete tsa ditlhaku tse tsheletseng le dikarete tsa ditshwantsho tse tsopaelanang le tsona tse seng ditsebisitswe baithuti.
- 2 Pata dikarete tsa ditlhaku paposing.
- 3 Baithuti ba ema ka sedikadikwe. Ba hlosetse hore o tliilo ho fa moithuti ka mong karete ya setshwantsho. Ha o re "tloha", ba tshwanetse ho tjho tlhaku e ho tsepamiseditsweng maikutlo ho yona setshwantshong ba be ba batle tse ding sehlopheng sa bona ba nang le ditshwantsho tse tshwanang ka tlhaku e ho tsepamiseditsweng maikutlo ho yona. Ebe ba batla tlhaku e tsamaisanang le tlhaku e ho tsepamiseditsweng maikutlo ho yona.
- 4 Hang ha ba se ba fumane tlhaku tse tshwanang, ba dula mmateng le dikarete dikarete tsa bona kaofela.

### Diketsahalo tsa dihlotshwana

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





### You will need:

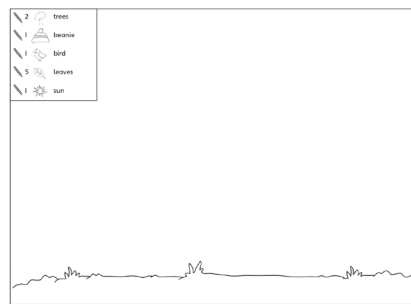
- A photocopy of the **Read and do activity page** for each learner
- Picture cards, matching letters, written on an A4 page

## Week 2 Day 4

### Whole class activities

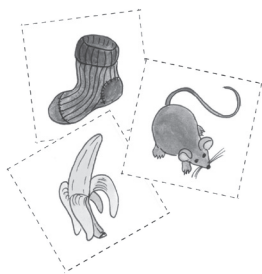
#### Read and do

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



### Listening for focus sounds

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



### Small group activities

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



### O tla hloka:

- Pampiri e kgolo ya ho ngolla
- Dikerayone tsa mafura tsa *jumbo*
- Pene ya ho tshwaya letlapeng le lesweu.
- Kgetho ya dikatiba tse nyane tse entsweng ke baithuti
- Mantswe a dinoko tse ngata a amanang le pale: katiba ya letsatsi, kante, butswela, mofuthu, ho feta moo, boemo ba lehodimo, ho dula, nyamela, ka tshohanyetso, hwetla, mariha, sehlahla
- Dintho tsa ho tsitsinya kapa meropa

## Beke 2 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Qala moqoqo ka dintho tseo ba lahlehetseng peleng, mohlala, kausi le/kapa sekhafothini. Kopa hore ba hlalose tsela eo ba e fumaneng ka yona. Bua ka ditsela tse fapaneng tseo o ka tsebisang batho ha o lahlile se itseng le ho kopa batho ba ho thuse. Mohlala, o ka jwetsa titjere mme a kope baithuti hore ba shebe sekhafothini sa hao pele ba kguhlele hae. O ka pheta hape o etse phousetara ho tsebisa batho hore ho na le seo se lahlahleng.
- 2 Hlalosetsa baithuti hore ba tlo ho thusa ho etsa phousetara ya "Se Lahlehileng le Se Fumanweng"
- 3 Kgetha katibana e entsweng ke e mong wa baithuti. Kopa baithuti ba ho thuse ka ho hlalosa katibana ena hore o kgone ho e teroya le hore o ngole ka yona phousetareng.
- 4 Mamela tlhaloso ya baithuti ebe o teroya setshwantsho sa katibana eo ebe o ngola tlhaloso e kgutshwane.
- 5 Botsa baithuti hore ke eng hape e hlokanang ho bang teng phousetareng maka: sehlooho se seholo sa "Se Lahlehileng!", lebitso, dinomoro tsa motho a lahlehetsweng.

### Ho Lahlehile!



Ka kopo letsetsa Busiswe haeba  
o ka e fumana ho  
089 654 2330

#### Ho kopanya le ho kgaohanya (dinoko)

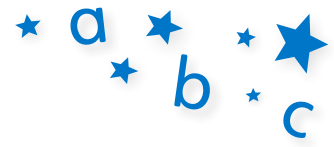


- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **se | hla | ha**.
- 2 Kopa baithuti ho tsamaya ho ya ka noko engwe le engwe: **se** (kgato) **hla** (kgato hape) **ha** (kgato hape). Neha baithuti ba bang dintho tse tsikingwang kapa meropa ho tsikinya kapa ho tlanya bakeng sa tlhaku ka ngwe.
- 3 Bua mantswe a mang a nang le ditlhaku tse ngata hotswa paleng ha baithuti ba tsopaya ho ya ka tlhaku ka ngwe. Kgothatsa baithuti ho bala ka dinomoro dinoko mantsweng (mohlala: "sehlahla" e na le dinoko tse tharo).
- 4 Jwalo ka katoloso ya mesebetsi, o ka phumola ho hong lentsweng o bone haebe baithuti ba tla bua se phumotsweng. Mohlala: Bolella baithuti hore ba re "hwetla", ebe o ba laela ho e bua hape, empa o sa re "hwe". Ke eng e setseng? ("tla"). Jwale tswelapele ka mantswe a mang:
  - ★ "sehlahla" ntle le "sehla" eba ... "ha",
  - ★ "nyamela" ntle le "nya" eba... "mela".

### Diketsahalo tsa dihlotshwana

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





### You will need:

- Flipchart paper
- Jumbo wax crayons
- Whiteboard marker
- Selection of beanies made by learners
- A list of multisyllabic words relating to the story: katiba ya letsatsi, kantle, butswela, mofuthu, ho feta moo, boemo ba lehodimo, ho dula, nyamela, ka tshohanyetso, hwetla, mariha, sehlaha
- Shakers or drums

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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



### Blending and segmenting (syllables)



- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **se | hla | ha**.
- 2 Ask learners to march for each syllable: **se** (one step) **hla** (one step) **ha** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: "sehlaha" has three syllables).
- 4 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say "hwetla", then ask them to say it again, but don't say "hwe". What is left? ("tla"). Now continue with more words:
  - ★ "sehlaha" without "sehla" is ... (ha).
  - ★ "nyamela" without "nya" is ... (mela).






### Small group activities

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

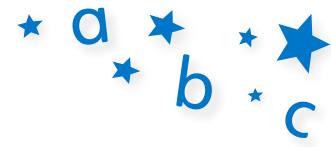







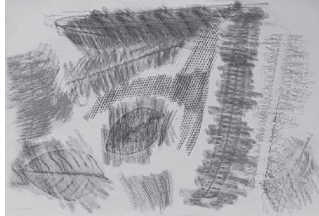
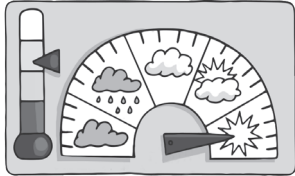
## Diketsahalo tsa dihlotshwana Bekeng 2

| O tla hloka   | Mesebetsi   |
|---|---|
| <ul style="list-style-type: none"> <li>Ditshwantsho tsa boemo ba lehodimo tse fapaneng</li> <li>Leqephe la A4 le hlwekileng la moithuti emong le emong</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul>   | <p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Bontsha baithuti ditshwantsho tse fapaneng tsa boemo ba lehodimo</li> <li>Hlalosa hore ba tshwanetse ho taka setshwantsho se ba se ratang sa boemo ba lehodimo (mohlala: Letsatsi le tjhabileng, pula e nang). Ba tshwanetse ho nahana ka seo ba tlang ho se apara ha boemo ba lehodimo bo le ka tsela e itseng, ebe ba taka seo bat lang ho se etsa boemong boo.</li> </ol>   |
| <ul style="list-style-type: none"> <li>Lebokose (therei ya mahe) la mahe a tsheletseng – 6</li> <li>Nawa kapa lejwe</li> <li>Dikarete tsa ditshwantsho tse kgaotsweng</li> </ul>    | <p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Beha karete ya setshwantsho tafoleng se shebe hodimo.</li> <li>Baithuti ba tsitsinye lebokose la mahe, ba le bule ba shebe hore nawa kapa lejwe le kene hokae (jk. tlhaku <b>b</b>).</li> <li>Ba tshwanela hore ebe ba batla setshwantsho se qalang ka <b>b</b> (mohlala: "bolo").</li> <li>Baithuti ba koleka ditshwantsho ka dibaka/dinako tse fapaneng</li> </ol>  |
| <ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul>   | <p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>   |
| <ul style="list-style-type: none"> <li>Leqephe la pampiri ya A4 le hlwekileng la moithuti emong le emong</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> <li>Mefuta e fapaneng ya mahlaku.</li> </ul>  | <p><b>Mosebetsi wa 4: Izakhono zezihlunu ezincinci nokubhala ngesandla</b></p> <ol style="list-style-type: none"> <li>Baithuti ba ka beha mefuta e fapaneng ya mahlaku ka tlase ho pampiri ebe ba pikitla kerayone ba tshwere pampiri eo ba e tiisitse. Paterone ya mahlare e tla hlahella!</li> </ol>   |
| <ul style="list-style-type: none"> <li>Diporopo: papetla ya boemo ba lehodimo, thupa ya ho supa, bokose e kgolo e phuntsweng lesoba hare (hore e bonahale eka ke sefahleho sa TV), maekerofone ya polastiki kapa borashe, diaparo tse ntle tsa motho ya botsang dipotso ho TV, khamera ya kгатiso ya maiketsiso.</li> </ul>  | <p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ba ne ba iketsa eka ke bahlahisi ba TV ba fanang ka tlaleho ya boemo ba lehodimo.</li> <li>Etella sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo. Ba hlalose hore ba tiilo iketsa bahlahisi ba TV ba fanang ka tlaleho ya boemo ba lehodimo. Ho tlamehile ho ba le bahlahisi b aba bebi: motshwantshisi le emong ya bohang kapa ya shebileng tlaleho ya bolepi kapa boemo ba lehodimo ho TV.</li> <li>Etela sekgutlwana hang o ele hloko le ho kgothalletsa baithuti papading.</li> </ol> |





## Small group activities for Week 2

| You will need   | Activities   |
|---|--|
| <ul style="list-style-type: none"> <li>• Pictures of different kinds of weather</li> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>    | <p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Show learners pictures of different kinds of weather.</li> <li>2 Explain that they must draw a picture of their favourite weather (for example: sunny, rainy). They must think about what they will be wearing when the weather is like this, and also draw what they like to do in this weather.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• A 6-egg box</li> <li>• One bean or stone</li> <li>• Picture card, cut up</li> </ul>   | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the picture cards face up on the table.</li> <li>2 Learners must shake the egg box and look where the bean has landed (for example: letter <b>b</b>).</li> <li>3 They must then find a picture that begins with <b>b</b> (for example: "bolo").</li> <li>4 Learners take turns and collect pictures.</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>  |
| <ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> <li>• Different types of leaves</li> </ul>  | <p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Learners can put different types of leaves under the paper and rub with a crayon while holding the paper firmly in place. A leaf pattern will become visible!</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Props: weather chart, pointing stick, big box with a hole cut in the middle (to look like a TV screen), plastic microphone or brush, smart clothes for a TV interviewer, pretend video camera</li> </ul>  | <p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be TV presenters giving a weather report.</li> <li>2 Lead the group to the pretend play corner and show them the props. Explain that they are going to pretend that they are TV presenters giving the weather report. There need to be two presenters: a cameraman and someone watching the weather report on TV.</li> <li>3 Visit the corner at least once to observe and encourage the learners' game.</li> </ol> |



# ★ Sekolopata le kgetla ya sona

## Pale

Sekolopata Tommy se ne se dula naheng se le seng. Kamehla se ne se ka ema moeding wa jwang bo bo telele moo se ka kgonang ho bona le ho utlwa diphoofole tse ding ha di matha le ha di ja ha monate. Tommy o ne a saetswe. O ne a na le takatso e le nngwe fela – o ne a lakatsa eka a ka matha ka potlako ho tshwana le diphoofole tse ding. Hoseng ho hong Tommy o ne a le tulong ya hae ya mehleng, a ngwatha jwang bo monate bo lero. “Ke nahana hore kgetla ya ka e boima haholo,” o ya nahana, “ke ka hoo ke sa kgoneng ho matha ka potlako. Mohlomong ha nka kgasa hotswa kahare ho kgetla e boima e ke e tlohele moo, ke tla kgona ho matha ka potlako jwalo ka diphoofole tse ding.”

Seo ke se a ileng a se etsa. Sekolopata Tommy a solopana kapa a tswedipana a sututsa ho fihlela a kgona ho kgasa a ba a tswa kgetlaneng ya hae. Eitse ha a se a tswile, a utlwa jwang bo botelele bo tsikinyetsa mmele wa hae o bonolo le mofuthu wa letsatsi mokokotlong wa hae. Tommy a tloha a matha a thabile a bitsa a hweletsa: “Mponeng! Mponeng! Jwale le nna ke kgona ho matha ka potlako.”



Kamorao ha sebakanyana Tommy a ema, o ne a tjha. O ne a sa tlwaela ho matha hakaalo ebile maoto a hae a ne a se a kgathetse. Tommy ha a ka a rata kamoo a neng a ikutlwa ka teng bakeng sa motjheso wa letsatsi letlalong la hae. O ne a ikutlwa eka letsatsi le ne le tjhesa letlalo le bonolo mokokotlong wa hae.

Tommy o ne a kgenne. O ne a sa hlole a na le kgetla ya ho mo sireletsa. “Ke nahana ho ema ke phomole tlasa moriti wa sefate sena ho fihlela ke phola hape.” A nahana. O ile a phomola moo ho fihlela a ikutlwa a le betere ebile a itokiseditse ho matha hape.



Kamorao hore Tommy a phomole, o ile a matha thoko ha tselo. E ne e se kgale, ha a utlwa modumo o hwashatsang ka hodimo ha hae lehodimong. Tommy a sheba hodimo a bona ntsu. “Jowee!” A lla. “Ntsu yane e tliilo nja ebile ha ke na kgetla ya ho ntshireletsa!” Tommy a bona sefate haufinyana ebile se na le mokoti kutung. Kapelenyana a ipata mokoting a emela ntsu hore e fofele hole.

Eitse ha Tommy a kgukguna hotswa mokoting wa sefate, a sheba hodimo a bona maru a matsho. Ka tshohanyetso a utlwa modumo o moholo wa ho thwathwaretsa hwa diaduma – thwatla! Yaba o utlwa ho hong ho batang ebile ho le metsi ho fafatsa mokokotlong wa hae o hlobotseng. E ne e le pula e nang! “Ke lakatsa ebe nkabe ke na le kgetla ya ka mokokotlong ho itshireletsa,” a bua jwalo a ntse a mathela ho ya fumana kgetla ya hae.

Ka nako eo a fumanang kgetla ya hae, letsatsi le ne le se le ya ho dikela ebile ho se ho eba lefifi. Tommy o ne a sa thaba. O ne a tshohile ebile a hatsetse. Yaba Tommy o kgasa hape ho kgutlela kahare ho kgetla ya hae e tiileng (e thata) e mofuthu. “Ha ke sa na taba le ha ke sa kgone ho matha ka potlako,” a nahana. “Nna ke sekolopata. Ke rata mofuthu. Ke rata ho ba mo ho sireletsehileng. Ke thabile ho ba nna!”

Ho fihlela le kajeno, dikolopata ha di kgone ho tlosa dikgetla tsa tsona.

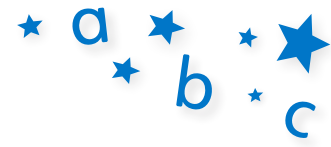
**Ke pheletso ya pale.**







# ★ Tortoise and his shell



## Story

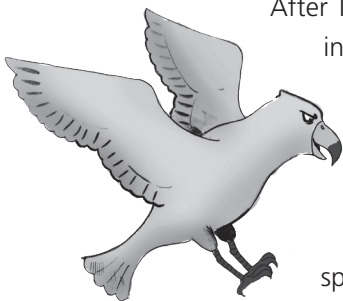
Tommy the tortoise lived in a field all by himself. Every day he would stand at the edge of the long grass where he could see and hear the other animals running about and having fun. Tommy was sad. He had just one wish – he wished he could run as fast as the other animals. One morning Tommy was in his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

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



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

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



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

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

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

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

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





## Pina

Ke sekolopata ebile ke rata ho matha kapotlako! [Opa! Opa!]  
 Ke sekolopata ebile ke rata ho matha kapotlako! [Opa! Opa!]  
 Ha ke tlosa kgetla yaka, nka etsa hantle.  
 Ke sekolopata ebile ke batla ho matha kapotlako! [Opa! Opa!]

Jowee! Ke utlwa Letsatsi le ntjhesa! [Opa! Opa!]  
 Jowee! Ke bona ntsu e mmathisa [Opa! Opa!]  
 Jwale pula e ya na ebile ke kolobile, ha ke so fihle hae.  
 Kahoo, ke nahana ho kgutlisetsa kgetla yaka ho nna. [Opa! Opa!]

Ke sekolopata ebile ke thabile ho ba nna. [Opa! Opa!]  
 Ke sekolopata ebile ke thabile ho ba nna. [Opa! Opa!]  
 Ke sekolopata, ha o mpone? Ebile kgetla yaka e ya ntshireletsa.  
 Ke sekolopata ebile ke thabile ho ba nna. [Opa! Opa!]

*Hara beke, hang ha baithuti  
 ba tseba pina, ba ka fapanya  
 mabitso a bona temaneng ya  
 qetelo. Mohlala: Ke nna Tumelo  
 ebile ke thabile ho ba nna!*

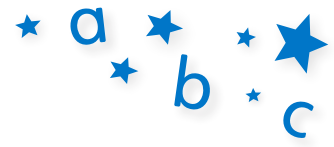


*(Bina jwaloka "If you're happy and you know it, clap your hands ..." kapa o qape pina ya hao.)*

## Tlotlontswe ho tswa paleng

| Mantswe a sehloohong | sekolopata | kgetla   | thata         | sireletsa | ntsu     | bonolo     |
|----------------------|------------|----------|---------------|-----------|----------|------------|
| Mantswe a koketso:   | potlako    | boima    | tsikinyetsa   | letlalo   | motjheso | ho phomola |
|                      | moriti     | kgathala | lesoba/mokoti | diaduma   | kgasa    | futhumala  |





## Song

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

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

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

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



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

## Vocabulary from the story

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





### O tla hloka:

- Pale: *Sekolopata le kgetla ya sona*
- Dipopi: sekolopata se senang kgetla, kgetla, ntsu, sefate se senang lesoba, Letsatsi, maru a diaduma
- Diporopo: dipopi, lesela/dintho tse ka sebediswang bakeng sa kgetla ya sekolopata kapa mokotla ho sebediswa seka kgetla, masiba bakeng sa ntsu, ntho e ka sebediswang jwalo ka sefate
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswa

## Beke 1 Letsatsi 1

### Diketsahalo tsa tlelase yohle

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

### Ho bua pale le ho eketsa tlotlontswa

#### 1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: Botsa hore ekaba ho na le ya kileng a bona sekolopata. Hlalosa hore sekolopata se na le mmele o bonolo, kgetla e thata ebile se tsamaya butle. Bontsha baithuti sethwantsho sa sekolopata. Botsa baithuti ha ebe ba tseba dibopuwa tse ding tse nang le kgetla (kgofu).
- 1.3 E re: *"Pele re qala, ke batla ho le fa meelelo ya mantswe a mang a matjha ao re tlileng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswa, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala: Ho hlalosa lentswe le "sireletsa", o ka botsa baithuti hore ba kile ba utlwa pula mmeleng ya bona kapa ba kile ba utlwa motjheso wa Letsatsi letlalong. Haebe ba sena kgaketla, ba sebedisa eng ho itshireletsa? (baki, sekgele, katiba).

#### 2 Ha o ntse o bua pale

- 2.1 Bua pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"O/Le nahana hore ho tliho etsahalang ka mmele wa Tommy ha kgetla ya haye e tlohile? Ebe Tommy a ka ipata kae bakeng sa ntsu?"*

#### 3 Ha o qeta ho bua pale

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

### Tsebisu ya modumo hotswa paleng

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

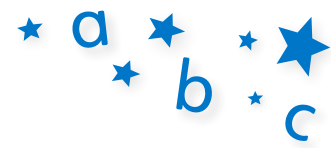
### Diketsahalo tsa dihlotshwana

Hlalosetsa baithuti hore ba tšile ho sebetsa ka dihlotshwana Letsatsi le leng le le leng. Ba hlalosetse kamoo ketso engwe le engwe e etsuwanng mme o hlalose le phapantsho ya Letsatsi le leng le le leng. Hlalosa mkgwa le tatelano ya ho hleka.

### Mahlo a mabedi ho bona

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





### You will need:

- Story: *Tortoise and his shell*
- Puppets: tortoise without a shell, a shell, an eagle, a tree with a hole, sun, thunder clouds
- Props: puppets, cloth/material for the tortoise's shell or a backpack used as a shell, feathers for the eagle, an object to use as a tree
- Objects or picture cards for some of the words from the vocabulary list

## Week 1 Day 1

### Whole class activities

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Ask if anyone has seen a tortoise. Explain that a tortoise has a soft body, a hard shell and moves slowly. Show learners pictures of tortoises. Ask learners if they know any other creatures that have shells (snail).
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss keywords from the vocabulary list and show learners objects to help them understand what words mean. For example: To explain the word "protect", you could ask learners if they have ever felt rain on their body or felt the sun burn their skin. If they don't have shells, what do they use to protect themselves? (jacket, umbrella, hat).

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 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 will happen to Tommy's body when his shell is off? Where can Tommy go to hide from the eagle?"*

#### 3 After you tell the story

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

### Introducing a sound from the story

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

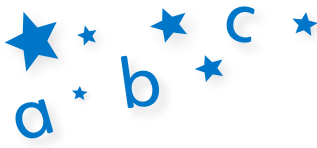
### Small group activities

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

#### 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!





### O tla hloka:

- Dipopi tsa pale
- Mmino le ditshwantsho tsa didirisiwa pina



## Beke 1 Letsatsi 2

### Diketsahalo tsa tlelase yohle

#### Ho bua pale le ho bina

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

#### Ho bopa tlhaku

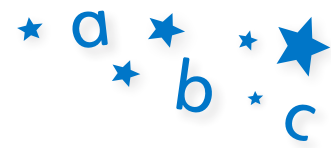
- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /i/ kapa ba ka nahana lentse le qalang ka modumo /i/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsisa **dipidipidi** ha di tsamaya, di re: "**kwaak, kwaak**".
- 3 Botsa baithuti hore ba hopola kamoo ho ngolwang **i** ka teng. Ba rorisetse maiteko a bona. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "*Qala lethebeng, eya tlase. Phahamisa letsoho ebe o etsa letheba ka hodimo.*"
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse pontsho ya ho ngola tlhaku, kgothatsa baithuti ho sebedisa thutswana ho ngola tlhaku mobung.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



### Diketsahalo tsa dihlotshwana

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





### You will need:

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



## Week 1 Day 2

### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



### Small group activities

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





### O tla hloka:

- Diporopo le dipopi tsa pale
- Lebokose le kentseng dintho kapa ditshwantsho tse bontshang dintho tse qalang ka tlhaku  
**i:** dipidisi, lepidipidi, pirinki, sinki, ditjhipisi, qibi, pinki



## Beke 1 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho bua le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola tlhaloso ya mantswe hotswa lenaneng la tlotlontswe. Mohlala: Kopa baithuti ho tshwara matsoho a bona ba ikutlwe matlalong. Ba botse hore ho futhumetse kapa ho ya tjhesa. Ebe ba utlwa mofuthu kapa motjheso. Ebe ba utlwa kamoo matlalo a bona a leng bonolo ka teng?
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka sebakadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena tijhere) tloba ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ho ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho bopa diketso tse tsamaisanang le mantswe ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

#### Mabokoso a ditlhaku

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

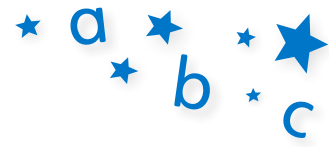


### Diketsahalo tsa dihlotshwana

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







#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **i**: dipidisi, lepidipidi, pirinki, sinki, ditjhipisi, qibi, pinki



## Week 1 Day 3

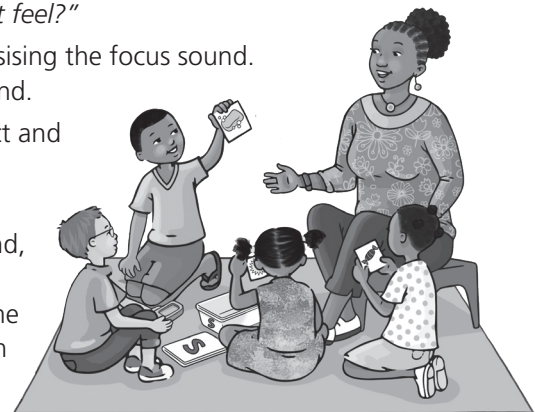
### Whole class activities

#### Storytelling and role play

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

#### Letter boxes

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



#### Small group activities

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





### O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Kgetho ya dintho hotswa mabokosong a mane a ditlhaku (e le nngwe bakeng sa moithuti ka mong)
- Mokotla kapa mokotla wa mosamo
- Mohala wa thekeng ho papala mmimo

## Beke 1 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Ditshwantsho tsa tatelano

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

### Stella o re:



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

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



### Mamela modumo o ho tsepameditsweng

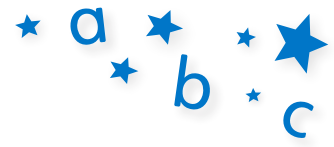
- 1 Kenya dintho tse ding ka mokotleng hotswa mabokoseng a ditlhaku.
- 2 Baithuti ba dula ka sedikadikwe mmimo o ntse o bapalwa ebile mokotla o ntse o fitiswa ho bohle. Ha mmimo o thola, moithuti ya tshwereng mokotla o nka ho hong ebe o bolela hore ke eng le hore ke modumo ofe qalong o ba o utlwanng. Papadi e tswelapele hofihlela emong le emong a fumana monyetla.
- 3 Qetellong, dihlopha tsa baithuti ba tshwereng dintho tse qalang ka modumo o tshwanang, ba ya ema ebe ba kgutlisetsa dintho mabokosong a nepahetseng ho ya ka tlhaku ya teng.



### Diketsahalo tsa dihlotshwana

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





### You will need:

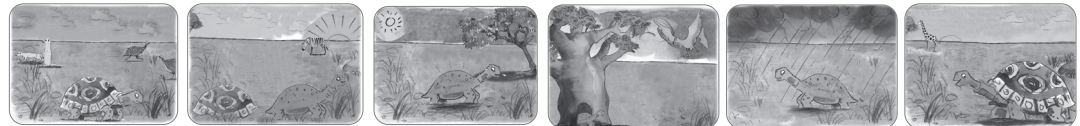
- Big sequence pictures
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

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



### Stella says:



These are useful questions to ask about each picture:

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

#### Listening for focus sounds

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



### Small group activities

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





### O tla hloka:

- Poleite kapa boroto ya pampiri e kgaotsweng hare bakeng sa moithuyo ka mong (halofo ya poleiti ya pampiri)
- Dikotwana tsa masala kapa pampiri ya mmala, karete ya bokose ho etsa maoto le hlooho
- Dikere, dikgomaretsi
- Dikerayone tsa mafura tsa *jumbo* KAPA hlopa ya ho bapala, dinawa, kapa dilentile
- Mantwe a dinoko tse ngata a amanang le pale: sekolopata, ntsu, boima, ho thaba, matha, ho sesa, hoseng, tshireletsa, hlonopa, phoofolo

## Beke 1 Letsatsi 5

### Diketsahalo tsa tlelase yohle

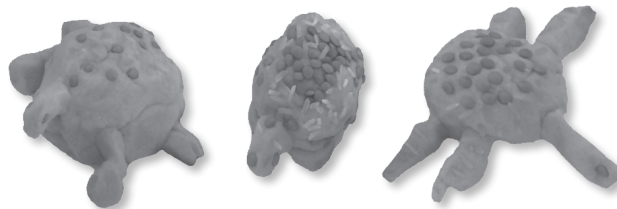
#### Bopa, thala obe o ngole

- 1 Hlalosetsa baithuti hore ba tliho bopa sekolopata ba sebedisa poleiti ya pampiri le masala kapa pampiri yam mala.
- 2 Baithuti ba seha dikotwana tsa masala kapa dipampiri tsa mmala ebe ba di kgomaretsa poleiting ya pampiri ho etsa kgetla ya sekolopata.
- 3 Ba tla tshwanela ho seha maoto le hlooho ba di kgomaretse ho yona poleiti ya pampiri eo e leng kgetla.



#### KAPA

- 1 Neha moithuti ka mong bolo yah lopa ya ho bapala ebe o hlalosa hore ba tliho bopa sekolopata ka yona.
- 2 Hlalosa hore ba ka sebedisa dinawa/dilentile tse tafoleng ho kgabisa sekolopata.
- 3 Ha baithuti ba qetile ho bopa dikolopata tsa bona, ba di behe Usukung hore di ome.
- 4 Theha kapa beha nako hore baithuti ba qoqe ka dikolopata ka dipara.
- 5 Etsa pontsho ya dikolopata hopotoloha phaposi ha ba se ba qetile.



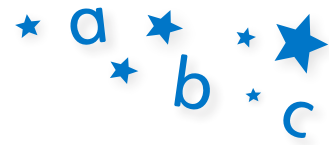
#### Ho kopanya le ho kgaohanya (dinoko)

- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantwe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **se | ko | lo | pa | ta**
- 2 Kopa baithuti ho thebana ka diatla ba shebane le metswalle bakeng sa noko engwe le engwe: **se** (opa) **ko** (opa) **lo** (opa) **pa** (opa) **ta** (opa).
- 3 Bua a mang mantwe a nang le dinoko tse ngata hotswa paleng ha baithuti ba opa diatla bakeng sa noko engwe le engwe.
- 4 Kgothatsa baithuti ho bala dinomoro tsa dinoko mantsweng. (Mohlala: "sekolopata" se na le dinoko tse hlano.)

#### Diketsahalo tsa dihlotshwana

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





#### You will need:

- Half a paper plate for each learner
- Pieces of fabric or coloured paper, cardboard for legs and head
- Glue, scissors
- Jumbo wax crayons OR playdough, beans or lentils
- A list of multisyllabic words relating to the story: sekolopata, ntsu, boima, ho thaba, matha, ho sesa, hoseng, tshireletsa, hlonopa, phoofolo

## Week 1 Day 5

### Whole class activities

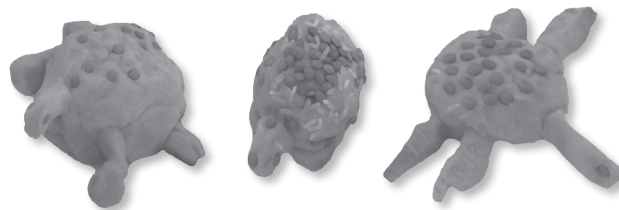
#### Make, draw and write

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



OR

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

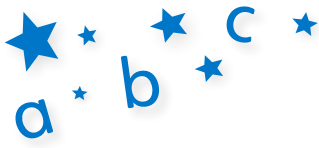


### Blending and segmenting (syllables)

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

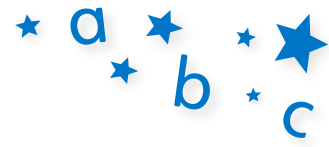
### Small group activities

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

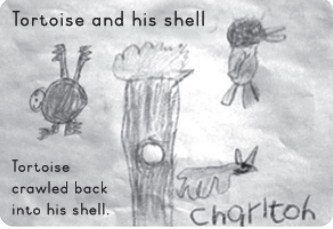
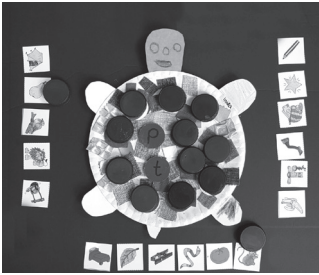



# Diketsahalo tsa dihlotshwana Bekeng 1

| O tla hloka   | Mesebetsi  |
|---|--|
| <ul style="list-style-type: none"> <li>Leqephe la pampiri ya A4 le hlwekileng la moithuti emong le emong</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul> <div data-bbox="194 724 586 994" data-label="Image"> </div> <div data-bbox="194 1054 593 1283" data-label="Text"> <p><i>Haeba baithuti ba sokola ho nahana seo ba ka se teroyang, ba bontshe ditshwantsho tsa tatellano hore ba be le mehopolole e meng.</i></p> </div> | <p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Ngola sehlooho sa pale hodimo leqepheng la pampiri le hlwekileng la moithuti emong le emong pele ho thuto.</li> <li>Kopa baithuti hore ba supe mantswa a sehlooho ha le bala mmoho.</li> <li>Botsa baithuti hore ke karolo eo e ba e ratileng ho fetisisa paleng.</li> <li>Kgothalletsa baithuti ho taka karolo e leng thatohatsi paleng.</li> <li>Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.</li> <li>Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle.</li> <li>Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswa butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona. Mohlala: "Sekolopata ...sa... kgasetsa ... moraho ... sa ... kena ...ka ... Ke lentswe le feng le latelang leo o neng o batla ho le bua? Kgetla. Ke tlo ngola lentswe le 'kgetla'."</li> <li>Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswa a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng.</li> <li>Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorise boiteko ba bona.</li> </ol> |
| <ul style="list-style-type: none"> <li>Dikwahelo kapa ditlhorho tsa mabotlolo</li> <li>Dikarete tsa ditshwantsho, tse sehuweng</li> <li><b>Papadi wa boto ya Sekolopata</b></li> </ul> <div data-bbox="222 1519 558 1808" data-label="Image"> </div>  | <p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Beha leqephe la ketsahalo wa sekolopata hare tafoleng.</li> <li>Moithuti ka mong o na le ditshwantsho tse tshelletseng tsa tlhaku e ho tsepameditsweng maikutlo ho yona e rutilweng thutong e fetileng. Ngola ditlhaku tsena tse ho tsepameditsweng maikutlo ho tsona kahare dikwahelong, o di behe hidimo ha kgetla ya sekolopatabaithuti bas eke ba bona tlhaku tseo. Moithuti ka mong o ba le monyetla wa ho nka sekwahelo, a se fetole, a bue modumo a batle setshwantsho se qalang ka modumo oo.</li> <li>Ha ba se fumane, ba beha sekwahelo sa lebotlolo setshwantshong. Ha e sa tsopaisane le se seng sa ditshwantsho, ba se kgutlisetsa moo se neng se le teng. Mohludi key a tla kwahelang setshwantso sa hae kaofela pele.</li> </ol>  |
| <ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul> <div data-bbox="314 1940 473 2145" data-label="Image"> </div>  | <p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>  |



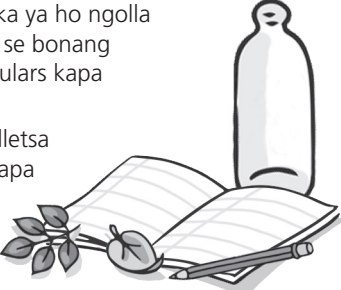


## Small group activities for Week 1

| You will need   | Activities  |
|---|---|
| <ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>  <p><i>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.</li> <li>4 Encourage learners to draw their favourite part of the story.</li> <li>5 Make a comment or ask each learner to tell you about their drawing.</li> <li>6 Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Tortoise ... crawled ... back ... into ... his ... What word did you want to say next? Shell. I am going to write the word 'shell'."</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>• Bottle tops or lids</li> <li>• Picture cards, cut up</li> <li>• The <b>Tortoise game board</b></li> </ul>   | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the <b>Tortoise game board</b> in the middle of the table.</li> <li>2 Each learner has six pictures of focus sounds covered in previous lessons. Write these focus letters on the inside of bottle tops and place them on the tortoise shell so the learners can't see the letters. Each learner has a turn to pick up a bottle top, turn it over, say the sound and see if they have a picture starting with that sound.</li> <li>3 If they do, they take the bottle top and cover that picture. If it does not match one of their pictures, they put the bottle top back where it was. The winner is the first learner to cover all their pictures.</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>   |







| O tla hloka   | Mesebetsi   |
|---|---|
| <ul style="list-style-type: none"> <li>• Dikgatiswana tse lekanang le A5 tsa tlhaku <b>i</b> bakeng sa moithuti e mong le e mong</li> <li>• Pampitshana (kapa koranta)</li> <li>• Dikerayone tsa mafura tsa jumbo</li> <li>• Dikgomaretsi</li> </ul>  | <p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>1 Neha moithuti ka mong kgatiswana ya tlhaku le pampitshana (kapa koranta). </li> <li>2 Ba tlameha ho tabola pampiri e be dikotwana tse nyane e be ba i phuthela ka dibolo ho tlatša sebaka ebe ba etsa tlhaku. Ba ka nna ba oketsa ka ho taka dintho tse nang le modumo o e ho tsepameditsweng maikutlo ho yona "i". </li> </ol>   |
| <ul style="list-style-type: none"> <li>• Diporopo: Mmapa wa dithaba, lere, katiba ya Letsatsi le setlolo sa kerimi, binoculars e entsweng ka ditoloki tsa ntlwaneng, mokotla o nang le botlolo la metsi, digalase tsa Letsatsi, disebediswa tsa thuso ya pele, tataiso ya tshimo, dintho tsa tlhaho, (mahlaku, majwe a mahakwe), dikokwanyana tsa polastiki kapa dibapadiswa tsa diphoofole (kapa ditshwantsho tsa dikokonyana kapa diphoofole) – di haseng hopota kapa dikgomaretse leboteng.</li> </ul> | <p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>1 Etella sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo tse ntjha.</li> <li>2 Hlalosetsa baithuti hore ba tliho nka leeto. Baithuti ba ka ba karolo ya sehlopha se tlieng ho tsamaya (le ntja). Ba hloka mmapa wa dithaba kapa wa thabeng, dithupa tsa ho tsamaya, katiba ya Letsatsi le setlolo, digalase le mokotla o nang le botlolo ya metsi, dibinoculars, disebediswa tsa thuso ya pele, tataiso ya tshimo.</li> <li>3 Moithuti emong le emong o lokela ke ho nka buka ya ho ngolla le pentshele hore bat le ba kgone ho taka seo ba se bonang ha ba ntse ba tsamaya. Ba ka boha ntsu ka binoculars kapa sekolopata se ipatileng jwanng!</li> <li>4 Etela sekgutlwana hang o ele hloko le ho kgothalletsa baithuti papading. Kgothatsa baithuti ho ngola kapa ho taka hoo ba ho bonang leetong.</li> </ol>  |







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





### O tla hloka:

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

## Beke 2 Letsatsi 1

### Diketsahalo tsa tlelase yohle

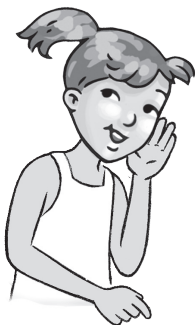
#### Tatelano ya ditshwantsho hape



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



#### Tsebisu ya modumo hotswa paleng

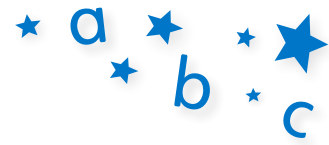


- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"utlwa, sututsa, mofuthu, ntsu, kutung, kgukguna. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: utlwa, sututsa, mofuthu, ntsu? Ee, o nepile! Kaofela a na le modumo /u/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /u/: sethuthuthu, utswa, kubu, ulu."* (Hatella modumo o qalong ha o ntse o bitsa mantswe).
- 3 Bua modumo /u/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /u/: **"u-u-u"**. Etsa ho swaswa hore o ba qabole: O bule tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

### Diketsahalo tsa dihlotshwana

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





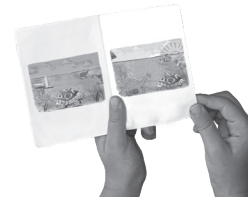
### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures



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



#### Introducing a sound from the story



- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"utlwa, sututsa, mofuthu, ntsu, kutung, kgukguna. Can you hear the focus sound: utlwa, sututsa, mofuthu, ntsu? Yes, you are right! They all have the sound /u/."*
- 2 *"Listen carefully, here are some more words with /u/: sethuthuthu, utswa, kubu, ulu."* (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.



### O tla hloka:

- Buka e Kgolo: *Sekolopata le kgetla ya sona*
- Dikgatiswana tse lekanang le A5 tsa tlhaku **u** bakeng sa moithuti e mong le e mong
- Dikerayone tsa mafura tsa *jumbo*

## Beke 2 Letsatsi 2

### Diketsahalo tsa tlelase yohle

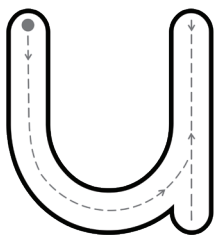
#### Padisommoho – Buka e Kgolo

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



### Ho bopa tlhaku

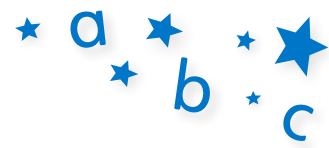
- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /u/ kapa ba ka nahana lentswe le Qalang ka modumo /u/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka bopa **u** ka matsoho a bona ebe ba a beha ditsebeng tsa bona. Titjhene a ka bua se itseng ka lentswe le tlase ebe baithuti ba mamela ka hloko: "u-u-utlwa".
- 3 Botsa baithuti hore ba hopola kamoo ho ngolwang **u** ka teng. Ba rorisetse maiteko a bona. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, eya tlase, potela, nyoloha ebe o ya tlase hape."
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hlalosetsa baithuti ba tshwanetse ho kgutlea ditafoleng tsa bona ho etsa tlhaku tsa mookodi. Ba tla ngola ka mefuta e fapaneng ya dikerayoni hodima tlhaku.
- 6 Haebe baithuti ba kgona ho nahana dintho tse qalang ka modumo eo, ba ka di thala ho pota tlhaku ya mookodi. Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



### Diketsahalo tsa dihlotshwana

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





### You will need:

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

## Week 2 Day 2

### Whole class activities

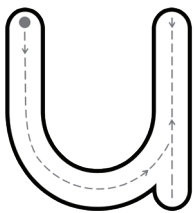
#### Shared reading – Big Book

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



### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /u/ or if they can think of any other words with the sound /u/.
- 2 Teach learners an action associated with the sound. For example: Learners can make their hands into a ‘u’ shape and put their hands around their ears. The teacher can say something quietly and learners must listen carefully: “**u-u-utlwa**”.
- 3 Show learners how to write the letter **u**. Write a large letter on the board or in the air while saying the following: “*Start at the dot, go down, round, up and down.*”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



### Small group activities

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



### O tla hloka:

- Lebokose le kentseng dintho kapa ditshwantsho tse bontshang dintho tse qalang ka tlhaku **u**: sethuthuthu, kubu, ulu, kuku, wulu, sutu, fuluru



## Beke 2 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho ithuta ho mamela

- Etsa mohlala wa boemo bo hodimo bakeng sa mesebetsi ena ya ho mamela ka ho bua tjena ha baithuti ba etsa ketso: *"Pele re qala ho mamela, ha re itukiseng: Hlohlora ditshitiso tsa hao tsohle, pikitla ditsebe tse hare tsebeng ho tsosa tsebe tsa hao, ebe o phomotsa matsoho a hao diropeng tsa hao."*
- Dudisa baithuti bohle mmateng ebe o ba kopa ho dula ka setu. E re ho bona: *"Mo paleng ya sekolopata, le hopola kamoo Tommy a lekileng hi ipatela ntsu? Le ca ipata katlisa tafole? Jwale etswang. Le ka ema la ipona komoo le ka bang batelele ka teng?"* Jwale e re: *"Le ka etsa se?"*
  - ★ *"Ema ka leoto le letshehadi."*
  - ★ *"Beha matsoho a hao hloohong."*
  - ★ *"Opa menwana ya maoto ya hao."*
  - ★ *"Beha matsoho a hao hodima ditsebe tsa hao."*
  - ★ *"Otlanya menwana ya hao."*
  - ★ *"Ema ka menwana ya maoto."*
  - ★ *"Beha matsoho a hao letheheng."*
- E re ho baithuti: *"Jwale ke tlilo bua ho hong. Le tshwanetse ho mamela ka hloko le estse ketso fela ebe le etsa ketso e le ka kgonang ho e etsa. Tse ding ha di kgonehe!"*
  - ★ *"Phuta matsoho a hao."*
  - ★ *"Leka-lekanya ka leoto leleleng."*
  - ★ *"Panyisa menwana ya maoto."*
  - ★ *"Rethetha ka maoto a hao."*
  - ★ *"Fetola hlooho ya hao."*
  - ★ *"Panya ka mahlo a hao."*
  - ★ *"Opa diatla tsa hao."*
  - ★ *"setempa maropa a hao."*

#### Mabokoso a ditlhaku

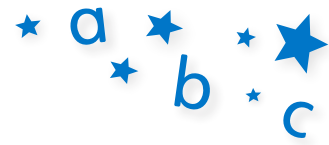
- Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo ya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



### Diketsahalo tsa dihlotshwana

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





### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **u**: sethuthuthu, kubu, ulu, kuku, wulu, sutu, fuluru



## Week 2 Day 3

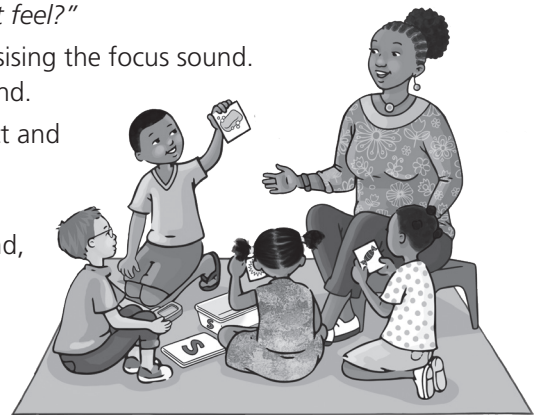
### Whole class activities

#### Learning to listen

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

#### 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.





### O tla hloka:

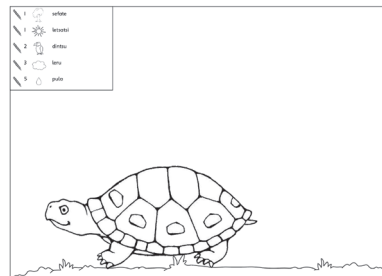
- Leqephe la ketsahalo ya ho **bala o etse** bakeng sa Sekolopata le kgetla ya sona
- Ho kgetha dintho hotswa mabokoseng a mane a ditlhaku (e le nngwe ho moithuti ka mong)
- Mokotla kapa mokotla wa mosamo
- Mohala wa letheka ho bapala mmimo

## Beke 2 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Bala o etse

- 1 Bolella baithuti hore ba shebe lenane le leqepheng la diketso ebe ba bua ka ho ba ho bonang (dinomoro, ditshwantsho le mantswa).
- 2 Kopa baithuti ho sheba mola wa pele ba "bala" seo e se tjhong. Ebe le bala mola ka mong mmoho.
- 3 Bolella baithuti hore jwale ba ilo etsa papadi e monate e bitswang "Bala o etse". Ba tshwanetse ho bala mola o mong le o mong ba estse jwalo ka ha etjho o sebedise sebaka se senang letho leqepheng.
- 4 Balang mola wa pele mmoho hape. Botsa haebe ho na le moithuti ya ka balang se lokelang ho etsuwa ho latelang lenaneng; Ba tshwanetse ho taka sefate se le seng.
- 5 Tswelapele ka yona tsela ena ditaelong tsohle.
- 6 Jwale bala taelo engwe le engwe hape, ebe o re ho baithuti: "Ekaba le se le takile sefate la ba la se tloisa ka mmala wa sona? Ha eba le qetile, tshwaya seo lenaneng la hao."
- 7 Baithuti ba tshwanetse ho tswelapele ba take ba tshwae taelo engwe le engwe ho fihla qetellong ya lenane.



### Mamela modumo o ho tsepameditsweng

- 1 Kenya dintho tse ding hotswa mabokoseng a ditlhaku ka mokotleng.
- 2 Baithuti bad ula ka sedikadikwe ha mmimo o ntse o bapala ebile mokotla o fitiswa ho bohle. Ha mmimo o thola, moithuti ya tshwereng mokotla o ntsha ntho ebe o bua hore ke eng le hore ke modumo ofe o ba o utlwang qalong. Papadi e ka tswelapele ho fihlela bohle ba fumana monyetla.
- 3 Qetellong, dihlopha tsa baithuti ba tshwereng dintho tsa modumo o tshwanang, ba ya ema ebe ba kgutlisetsa dintho mabokosekng a nepahetseng a tsona.



### Diketsahalo tsa dihlotshwana

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







### You will need:

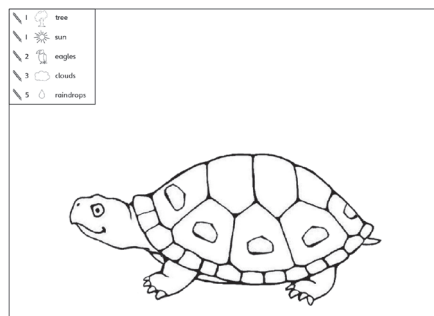
- A photocopy of the **Read and do activity page** for each learner
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

## Week 2 Day 4

### Whole class activities

#### Read and do

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



### Listening for focus sounds

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



### Small group activities

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





### O tla hloka:

- Dikotwana tsa dipampiri tse nang le lebitso la hao le a baithuti a ngotswe ka letsohong le lethehadi la leqephe; pene e tenya e ntsho ya ho tshwaya
- Mantswe a dinoko tse ngata a amanang le pale: sekolopata, ntsu, boima, kgetla, matha, ho sesa, hoseng, tshireletsa, hlonopa, phoofolo
- Ditsitsingwa kapa meropa

## Beke 2 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Qala ka ho bua ka sekolopata hotswa paleng. Qalong ya pale, Tommy o ne a sa batle kgetla ya haye, empa qetellong ya pale o ile a lemoha hore kgetla ya hae e molemo haholo ebile e mo etsa a be ya kgethehang le ho ba bohlokwa. O ne a le motlotlo ka kgetla ya haye.
- 2 Bua ka ho hong ho etsang hore wena o be bohlokwa le ho bay a kgethehang. (Nahana ka tshobotsi ya mmele jwalo ka moriri o motsho o mokgutshwane, ho ba mokgutshwane kapa motelele, ditalente tse tshwanang le ho bina hantle kapa ho bapala dipapading, tshobotsi ya botho jwalo ka ho ba sebete kapa motho ya mosa.)
- 3 Jwale supa mabitso a baithuti a ngotsweng pampering. Qala ka lebitso la hao, o botse baithuti hore ba nahana hore ke eng se o etsang bohlokwa. Ngola fatshe moantswe a bona ebe o y aba balla kaofela phaposeng. Mohlala: *"Mosuwetsana Khumalo o ya qabola ebile o mosa hape o a re thabisa."*
- 4 Jwale sheba lebitso le latelang lenaneng. Botsa baithuti hore ke lebitso la mang; ka Tshupo moithuti ka mong o tla kgona ho lemoha lebitso la hae. Kopa baithuti phaposeng ho nahana ka dintho tse ba etsang bohlokwa.
- 5 Etsa polelo ka mantswe ao baithuti ba o fang ona o di ngole thoko ha lebitso hae. Ebe le mantswe a hao a ho netefatsa hore moithuti ka mong o ikutlwa bohlokwa ba ditshwaneleho tsa hae di dumelwa e bile di bonwa. Balla phaposi yohle polelo engwe le engwe o supe lentswe ka leng.
- 6 Kgomaretsa lenane leboteng. Baithuti ba tla be ba "bala" mantswe a baithuti ba bang ba kgethileng ho a hlalosa haufinyana.



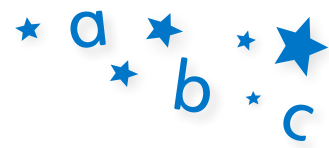
#### Ho kopanya le ho kgaohanya (dinoko)

- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **kge | tla**
- 2 Kopa baithuti ho tsamaya ho ya ka noko engwe le engwe: **kge** (kgato) **tla** (kgato). Neha baithuti ba bang dintho tse tsikingwang kapa meropa ho tsikinya kapa ho tlanya bakeng sa tlhaku ka ngwe.
- 3 Bua mantswe a mang a nang le ditlhaku tse ngata hotswa paleng ha baithuti ba tsopaya ho ya ka tlhaku ka ngwe. Kgothatsa baithuti ho bala ka dinomoro dinoko mantsweng (mohlala: "kgetla" e na le dinoko tse pedi).

#### Diketsahalo tsa dihlotshwana

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





#### You will need:

- A piece of paper with your name and the learners' names written down the left-hand side of the page; a thick black marker
- A list of multisyllabic words relating to the story: sekolopata, ntsu, boima, kgetla, matha, ho sesa, hoseng, tshireletsa, hlonopa, phoofolo
- Shakers or drums

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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

### Blending and segmenting (syllables)

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


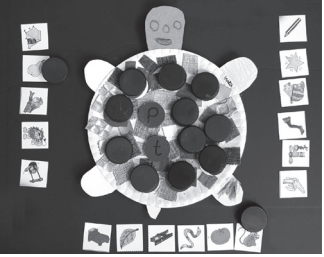

### Small group activities

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

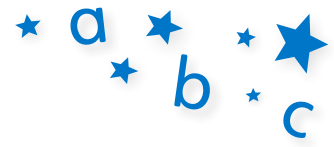





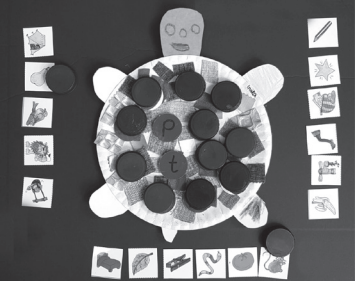

## Diketsahalo tsa dihlotshwana Bekeng 2

| O tla hloka  | Mesebetsi  |
|--|--|
| <ul style="list-style-type: none"> <li>Leqephe le senang letho la A4 kapa dingwathwana tsa karete ya bokose bakeng sa moithuti ka mong</li> <li>Fotokhopi ya <b>leqephe la ketsahalo la kgetla ya kgudu</b> bakeng sa moithuti ka mong</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> <li>Dipente tsa metsi le diborashe tsa ho penta</li> <li>Dikere, dikgomaretsi</li> </ul> | <p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Neha moithuti ka mong tshwantshiso ya kgetla ya sekolopata. Hlalosa hore ba tlamehile ho tlotsa paterone ka dikerayone tsa mafura.</li> <li>Ebe ba ka penta hodimo ha kgetla ka pente tsa metsi tse bobebe. Ha pente e ntse e oma, ba ka seha hlooho, maoto le mohatla. Ha pente e omme, ba ka seha kgetla e pentilweng ba e kgomaretse ho sekolopata, hlooho, maoto, le mohatla ho sengwathwana sa khateboto kapa pampiri.</li> </ol>    |
| <ul style="list-style-type: none"> <li>Dikwahelo kapa ditlhorho tsa mabotlolo</li> <li>Dikarete tsa ditshwantsho, tse sehuweng</li> <li><b>Papadi wa boto ya Sekolopata</b></li> </ul>    | <p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Beha leqephe la ketsahalo wa sekolopata hare tafoleng.</li> <li>Moithuti ka mong o na le ditshwantsho tse tshelletseng tsa tlhaku e ho tsepamiseditsweng maikutlo ho yona e rutilweng thutong e fetileng. Ngola ditlhaku tsena tse ho tsepamiseditsweng maikutlo ho tsona kahare dikwahelong, o di behe hidimo ha kgetla ya sekolopata baithuti ba seke ba bona tlhaku tseo. Moithuti ka mong o ba le monyetla wa ho nka sekwahelo, a se fetole, a bue modumo a batle setshwantsho se qalang ka modumo oo.</li> <li>Ha ba se fumane, ba beha sekwahelo sa lebotlolo setshwantshong. Ha e sa tsopaisane le se seng sa ditshwantsho, ba se kgutlisetsa moo se neng se le teng. Mohludi key a tla kwahelang setshwantso sa hae kaofela pele.</li> </ol> |
| <ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul>    | <p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>  |

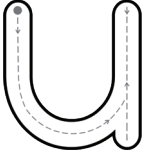





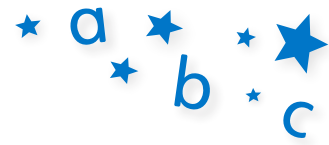
## Small group activities for Week 2

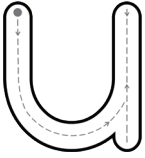
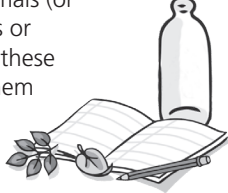
| You will need   | Activities  |
|---|---|
| <ul style="list-style-type: none"> <li>• A blank A4 page or piece of cardboard for each learner</li> <li>• A photocopy of the <b>Tortoise shell activity page</b> for each learner</li> <li>• Jumbo wax crayons</li> <li>• Water colour paints and paintbrushes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



| O tla hloka   | Mesebetsi   |
|---|---|
| <ul style="list-style-type: none"> <li>• Dikgatiswana tse lekanang le A5 tsa tlhaku <b>u</b> bakeng sa moithuti e mong le e mong</li> <li>• Pampitshana (kapa koranta)</li> <li>• Dikerayone tsa mafura tsa <i>jumbo</i></li> <li>• Dikere</li> </ul>   | <p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>1 Neha moithuti ka mong kgatiswana ya tlhaku le pampitshana (kapa koranta).</li> <li>2 Ba tlameha ho tabola pampiri e be dikotwana tse nyane e be ba i phuthela ka dibolo ho tlatša sebaka ebe ba etsa tlhaku. Ba ka nna ba oketsa ka ho taka dintho tse nang le modumo o e ho tsepameditsweng maikutlo ho yona <b>u</b>.</li> </ol>   |
| <ul style="list-style-type: none"> <li>• Diporopo: Mmapa wa dithaba, lere, katiba ya Letsatsi le setlolo sa kerimi, binoculars e entsweng ka ditoloki tsa ntlwaneng, mokotla o nang le botlolo la metsi, digalase tsa Letsatsi, disebediswa tsa thuso ya pele, tataiso ya tshimo, dintho tsa tlhaho, (mahlaku, majwe a mahakwe), dikokwanyana tsa polastiki kapa dibapadiswa tsa diphoofole (kapa ditshwantsho tsa dikokonyana kapa diphoofole) – di haseng hopota kapa dikgomaretse leboteng.</li> </ul>  | <p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>1 Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ba ne ba ile leetong.</li> <li>2 Etella sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo. Hlalosetsa baithuti hore ba tliilo nka leeto. Baithuti ba ka ba karolo ya sehlopha se tlleng ho tsamaya (le ntja). Ba hloka mmapa wa dithaba kapa wa thabeng, dithupa tsa ho tsamaya, katiba ya Letsatsi le setlolo, digalase le mokotla o nang le botlolo ya metsi, <i>dibinoculars</i>, disebediswa tsa thuso ya pele, tataiso ya tshimo. Moithuti emong le emong o lokela ke ho nka buka ya ho ngolla le pentshele hore bat le ba kgone ho taka seo ba se bonang ha ba ntse bat sopaya. Ba ka boha ntsu ka <i>binoculars</i> kapa sekolopata se ipatileng jwanng!</li> <li>3 Etela sekgutlwana hang o ele hloko le ho kgothalletsa baithuti papading. Kgothalletsa baithuti ho ngola kapa ho taka hoo ba ho bonang leetong.</li> </ol> |





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

# ★ Goldilocks

## Pale

Eitse ka tsatsi le leng ho na le bere tse tharo: Ntate Bere ya neng a le moholo haholo, Ngwana Bere ya neng a le monyane haholo le Mme Bere ya neng a se moholo haholo ebile a se monyane haholo - o ne a le bohareng ka boholo. Di bere tse tharo tse di ne di dula ntlong e nyane morung.

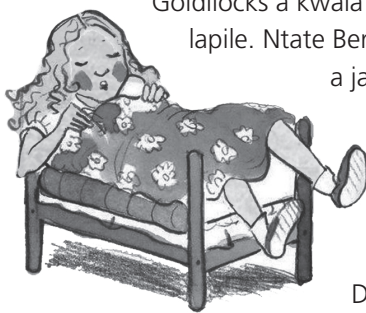


Kamehla dibere di ne di ja motoho hoseng. Ka tsatsi le leng Ntate Bere a re ka lentswe le tebileng la bo ntate: "Motoho wa rona o tjhesa haholo. Re ka ya tsamaya hanyane morung o sa ntse o phola." Ke ha dibere tse tharo di tswa ho tsamaya morung. Ka yona nako eo, motho emong o ne a tsamaopaya morung – ngwananyana wa meriri ya gauta. E kaba o tseba lebitso la hae? E ne e le Goldilocks. O ne a bitswa Goldilocks hobane diloko tsa moriri wa hae di ne di le mmala wa gauta.

Goldilocks a bona ntlo ya dibere. A tsamaya tselaneng e lebileng teng a fihla a kokota monyako. "Ko-ko-ko!" Ho ne ho sena karabo. A hlodisa ka fenstere – ho shebeha ho le hotle kahare. Jwale, ekaba o ya tseba seo Goldilocks a se entseng? O kene hantle a tobile kahare ha ntlo ya dibere! Goldilocks a bona motoho tafoleng. O ne a lapile haholo. Pele, o ile a latswa motoho wa Ntate Bere sejaneng se sehlo, a seke a o rata hobane o ne o le letswai haholo. Yaba o latswa motoho wa Mme Bere sejaneng se boholo bo mahareng, empa ha a ka a o rata le kgale hobane o ne o le tswekere haholo. Yaba, o latela ka ho latswa motoho wa Ngwana Bere o neng o le sejaneng se senyane. "Mmm," a kgotsa. "Ke rata motoho ona, o lokile hantle!" Yaba o ja motoho wa Ngwana Bere kaofela.

Goldilocks o ne a se a kgathetse jwale, o ne a se a batla ho robala. Goldilocks a batlana le bethe ya ho robala. A fumana kamore ke ha a bona dibethe tse tharo. Bethe ya Ntate Bere e ne e le e kgolo haholo. Bethe ya Mme Bere e ne e le boholo bo mahareng mme bethe ya Ngwana Bere e ne le nyane haholo.

Goldilocks a palama hodimo ha bethe e kgolo ya Ntate Bere, empa e ne e le thata haholo. Ho latelang, Goldilocks a palama betheng ya Mme Bere e boholo bo mahareng, empa e ne e le bonolo haholo. Ke ha Goldilocks a palama betheng ya Ngwana Bere. A beha mmele a hula dikobo a be a re: "Ke rata bethe ena, e ntoketse!"



Goldilocks a kwala mahlo a robala. Ha Goldilocks a ntse a robetse, dibere tse tharo tsa kgutlela hae. Di ne di lapile. Ntate Bere a sheba sejana sa hae sa motoho a re ka lentswe le tebileng: "Ke mang ya neng a ntse a ja motoho wa ka?"

Mme Bere a sheba motoho wa hae a re a kgenne: "Ke mang ya neng a ntse a ja motoho wa ka?"

Ngwana Bere a sheba motoho wa hae. O ne a kgenne haholo a re: "Ke mang ya ne a ntse a ja motoho wa ka?" A re: "O fedile kaofela!"

Dibere tsa leba kamereng. Ntate Bere a sheba bethe ya hae a re: "Ke mang ya neng a robetse betheng ya ka?"

Mme Bere a sheba bethe ya hae a re: "Ke mang ya neng a robetse betheng ya ka?"

Ngwana Bere a sheba bethe ya hae a re: "Ke mang ya robetseng betheng ya ka?" A sheba hape a lla: "Ke ona!"

Goldilocks a tshoha haholo! A tlola, a tswa betheng a matha kapele ka moo a ka kgonang. Dibere tse tharo ha di ya ka tsa hlola di bona Goldilocks le ka mohla.

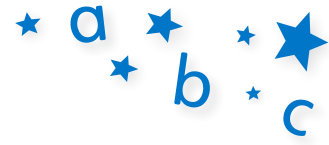
**Ke pheletso ya pale.**

*Pale ya Goldilocks e nehelana ka monyetla o motle ho bapadisa mantswe a fapaneng: lentswe le leholo le tebileng la Ntate Bere; lentswe le boholo bo mahareng la Mme Bere le lesesane le sosobaneng la ngwana Bere. O ka fumana hore ho na le baithuti phaposing ya hao ba tsebang pale ena hantle. Hobane pale e ahilwe ka phetapheto, le bao ba leng batjha paleng, ba tla phakisa ba tshwara mela. Ba kgothaletse ho bua mantswe le wena, kapa ho a bua kamorao hore o bua mela. Kgothaletsa baithuti ho sebedisa mantswe a fapaneng a dibapadi.*





# ★ Goldilocks



## Story

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

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



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

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

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



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

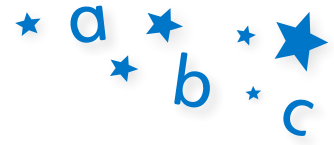
The bears went into the bedroom. Father Bear looked at his bed and said: “Who’s been sleeping in my bed?” Mother Bear looked at her bed and said: “Who’s been sleeping in my bed?” Baby Bear looked at his bed and said: “Who is sleeping in my bed?” He looked again and cried: “There she is!”

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

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

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





## Morethetho

Goldilocks o ile ha ya tsamaya,  
 O nahana hore o bone eng?  
 O fumane ntlo, empa ho ne ho sena motho, ka hoo a bula monyako.  
 Motoho wa Pa o ne o tjhesa; Motoho wa Mme o ne o le tswekere;  
 Motoho wa ngwana o ne o lokile fela.  
 "Ke rata tatso! Yam yam!" a bua jwalo, ke ha a oja kaofela.



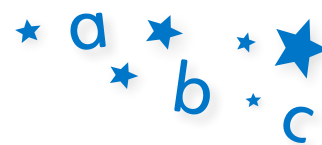
*Ruta baithuti phapang pakeng sa pina le raeme. O ka bina mantswe a pina o be o bue mantswe a raeme ka morethetho.*

*Ho bina pina kapa ho bua raeme ke tsela e ntle ya ho fumana tlhokomelo ya baithuti kamorao ha phomolo kapa ketsahalo e modumo.*

## Tlotlontswe ho tswa paleng

| Mantswe a sehloohong | bere    | moru   | ntlo                | fensetere   | boholo bo mahareng | lapile |
|----------------------|---------|--------|---------------------|-------------|--------------------|--------|
| Mantswe a koketso:   | kobo    | sejana | kgaba               | motoho      | tatso              | palama |
|                      | letswai | monate | kamore ya ho robala | ho kgathala | kgenneng           | bonolo |





## Rhyme

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



*Teach learners the difference between a song and a rhyme. You can sing the words of a song and you say the words in a rhyme. Singing a song or saying a rhyme is a good way to get the learners' attention after break or noisy activities.*

## Vocabulary from the story

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





### O tla hloka:

- Pale: *Goldilocks*
- Dipopi: dibere tse tharo, Goldilocks, bethe tse tharo, dijana tse tharo tsa motoho
- Diporopo: tafole, ditulo, dibethe tse tharo, dipitsa, dijana, dijana tsa motoho tse tharo, dikgaba, maseka wa dibere tse tharo, diaparo le disebediswa tsa Goldilocks, kobo
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe

## Beke 1 Letsatsi 1

### Diketsahalo tsa tlelase yohle

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

### Ho bua pale le ho eketsa tlotlontswe

#### 1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: *“Ke mang ya tsebang hore bere ke eng? Ke mang yanang le teddy bere hae? Ke mang ya jang motoho hoseng?”*
- 1.3 E re: *“Pele re qala, ke batla ho le fa meeelo ya mantswe a mang a matjha ao re tlileng ho a fumana paleng.”* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala: Kopa baithuti ho supa mafensetere a phaposi ba a bale hore a ma kae. Bontsha baithuti dibere tse tharo o be o bue ka e leng hare le hore boholo bo mahareng ke bo bokakang.

#### 2 Ha o ntse o bua pale

- 2.1 Bua pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *“O nahana hore Goldilocks o tlo robala betheng efe: betheng ya Ntate Bere, betheng ya Mme Bere kapa betheng ya Ngwana bere? Hobaneng? Goldilocks o tlo ikutlwa jwang ha a bona dibere ha a tsoha?”*

#### 3 Ha o qeta ho bua pale

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

### Tsebisu ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *“ka, kaba, kokota, kahare, kene, kaofela, kamore, kamereng, kapele. Ekaba le utlwa modumo o e ho tsebamiseditsweng maikutlo ho yona: **kokota, kahare, kamore?** Ee, o nepile! Kaofela a na le modumo **/k/**.”*
- 2 *“Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo **/k/**: kereke, katse, kama, kuku, kariki, katara, katiba, kauso, kobo, kolo, komiki, komokomore, konopo, koranta.”* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo **/k/** o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo **/k/**: *“k-k-k”*. Etsa ho swaswa hore o ba qabole: O buelle tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

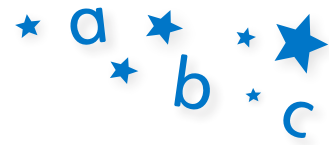
### Diketsahalo tsa dihlotshwana

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

#### Mahlo a mabedi ho bona

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





### You will need:

- Story: *Goldilocks*
- Puppets: three bears, Goldilocks, three beds, three bowls of porridge
- Props: table, chairs, three beds, pots, three bowls, spoons, masks for the three bears, clothes/accessories for Goldilocks, blanket
- Objects or picture cards for some of the words from the vocabulary list

## Week 1 Day 1

### Whole class activities

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

#### 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: *"Has anyone seen a bear? Who has a teddy bear at home? Who has porridge for breakfast?"*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example: Ask learners to point to the windows in the classroom and count how many there are. Show learners the three bears and talk about which one is middle-sized.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 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: *"Which bed do you think Goldilocks is going to go to sleep in: Father Bear's bed, Mother Bear's bed or Baby Bear's bed? Why? How will Goldilocks feel when she wakes up and sees the bears?"*

#### 3 After you tell the story

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

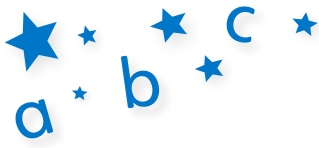
### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"ka, kaba, kokota, kahare, kene, kaofela, kamore, kamereng, kapele. Can you hear the focus sound: **kokota, kahare, kamore?** Yes, you are right! They all have the sound /k/."*
- 2 *"Listen carefully, here are some more words that start with /k/: kereke, katse, kama, kuku, kariki, katara, katiba, kauso, kobo, kolo, komiki, komokomore, konopo, koranta."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /k/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /k/: **"k-k-k"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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





### O tla hloka:

- Dipopi tsa pale
- Diporopo le ditshwantsho tse mabapi le raeme



## Beke 1 Letsatsi 2

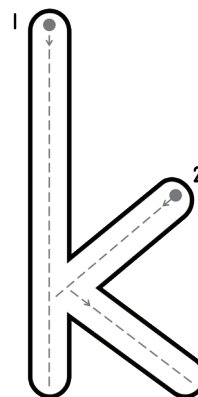
### Diketsahalo tsa tlelase yohle

#### Ho bua pale le ho bina

- 1 Qala ka ho hopotsa baithuti ka hlaloso ya mantswe a o ba tsebisiseng ona ka Letsatsi 1.
- 2 Pheta pale hape o sebedisa dipopi. Botsa dipotso ha o ntse o pheta pale. Kgothatsa baithuti ho hopolela pele se ka bopahalang.
- 3 Bolella baithuti hore o tlo ba ruta raeme/reneketso e ntjha e tsamaisanang le pale ena.
- 4 Bua melana ya raeme/reneketso ka ho hlaka o sa potlaka, ebe o kopa baithuti ho kena ba reneketse mmoho le wena. Ho ka ba boimanyana hore baithuti ba hopole mantswe ohle, kahoo ba rute raeme/reneketso ka dikarolo.
- 5 Eba le ditshwantsho kapa diporopo kapa o etse diketso ho thusa baithuti ho utlwisisa puo ya raeme/reneketso.
- 6 Ruta baithuti diketso tsa raeme/reneketso mme le be le boithabiso le reneketso morethetho ka puo tse fapaneng.

#### Ho bopa tlhaku

- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /k/ kapa ba ka nahana lentse le qalang ka modumo /k/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa e kare ba kama moriri wa bona ntse ba re: "k-k-kama".
- 3 Botsa baithuti hore ba hopola kamoo ho ngolwang **k** ka teng. Ba rorisetse maiteko a bona. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, eya tlase tsela kaofela. Phahamisa letsoho ebe o toroya ka hare le kantle."
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse pontsho ya ho ngola tlhaku, kgothatsa baithuti ho sebedisa thutswana ho ngola tlhaku mobung.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



### Diketsahalo tsa dihlotshwana

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





#### You will need:

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



## Week 1 Day 2

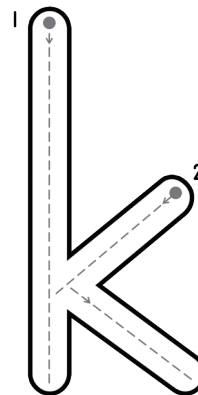
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



### Small group activities

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



#### O tla hloka:

- Diporopo le dipopi tsa pale
- Lebokose le kentseng dintho kapa ditshwantsho tse bontshang dintho tse qalang ka tlhaku  
**k**: kereke, katse, kama, kuku, kerese, katara, katiba, kauso, kobo, koloj, komiki, komokomore, konopo, koranta



## Beke 1 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho bua le ho bapala pale

- 1 Pheta morethetho wa raeme.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswe hotswa lenaneng la tlotlontswe. Mohlala: Botsa haebe ba ka bolela dijo tse letswai le tse tsewekere. O ka nna wat la le mehlala ebe o kgetha baithuti ba seng ba kae ho latswa dijo tseo ba tjho haebe di letswai kapa di tsewekere.
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka sebakadi se seng le se seng se paleng. Bolella baithuti hore ba ile ho ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena titjhere) o tloba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo e buang. Ba thuse ho lokisa moo ba tla ho ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho bopa diketso tse tsamaisanang le mantswe ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

#### Mabokoso a ditlhaku

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



### Diketsahalo tsa dihlotshwana

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







#### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **k**: kereke, katse, kama, kuku, kerese, katara, katiba, kauso, kobo, koloi, komiki, komokomore, konopo, koranta



## Week 1 Day 3

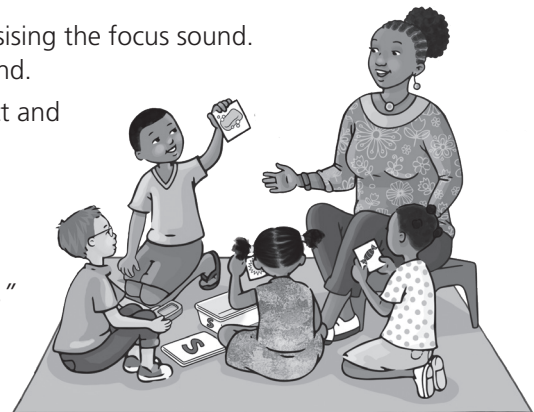
### Whole class activities

#### Storytelling and role play

- 1 Recite the rhyme.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask if they can name some salty foods and some sweet foods. You could even have some food samples and select a few learners to taste the foods and say whether they are salty or sweet.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

#### Letter boxes

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



### Small group activities

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





### O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Dikarete tsa ditshwantsho tsa tlhaku ya modumo le dikarete tsa ditlhaku

### Stella o re:



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

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

## Beke 1 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Ditshwantsho tsa tatelano

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



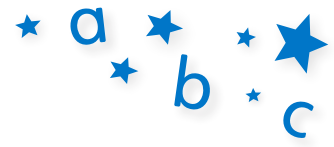
### Mamela modumo o ho tsepamiseditsweng

- 1 Pata dikarete tsa ditshwantsho ho potoloha phaposi pele ho thuto.
- 2 Hlalosetsa baithuti hore ba tliilo bapala "mampatile ka ditshwantsho".
- 3 Beha baithuti ka dihlopha ebe o fa sehlopha ka seng tlhaku e leng kareting. Baithuti ba tlamehile ho tjho kapa ho bua modumo wa tlhaku eo, ebe ba batla ditshwantsho tse nang le tlhaku e ho tsepamiseditsweng maikutlo ho yona.
- 4 Hang ha baithuti ba se ba fumane dikarete tsa ditshwantsho kaofela tse tsamaisanang le ditlhaku tsa bona, ba tlamehile ho dula ka sedikadikwe mmateng.
- 5 Baithuti ba nka menyetla e fapaneng ho bitsa ho setshwantshong e leng tlhaku e ho tsepamiseditsweng maikutlo ho yona.

### Diketsahalo tsa dihlotshwana

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





### You will need:

- Big sequence pictures
- Picture cards and letter cards

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

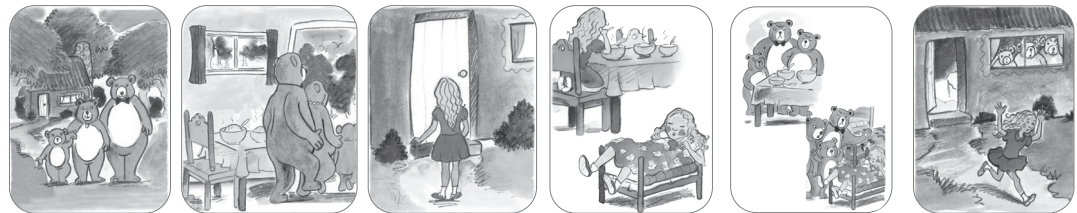
- 1 Recite the rhyme again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the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

### Stella says:



These are useful questions to ask about each picture:

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



#### Listening for focus sounds

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



#### Small group activities

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



### O tla hloka:

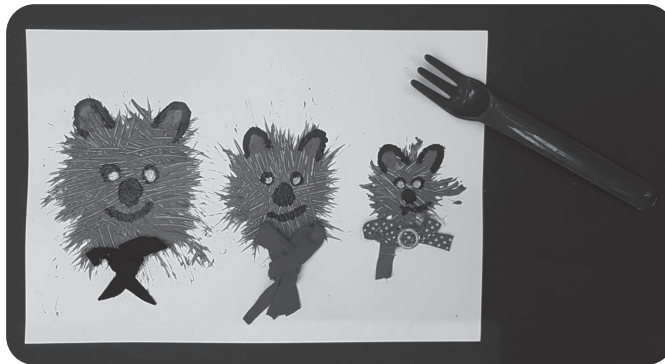
- Leqephe la pampiri ya A4 le hlwekileng la moithutimoithuti ka mong
- Pente e sootho, ntsho, kgubedu/pinki le e tshweu
- Maborashe a ho penta
- Mohlala wa sefahleho sa bere ya/sa fereko
- Fereko ya polastiki bakeng sa moithuti ka mong
- Dikerayone tsa mafura tsa *jumbo*
- Mantswe a dinoko tse ngata a amanang le pale: moru, motoho, fensetere, letswai, Goldilocks, kamore ya ho robala, kobo, bere, dula, ngwana, lapile, tafole, botha, sejana

## Beke 1 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Hlalosetsa baithuti hore tllilo etsa sefahleho sa bere ba sebedisa difereko.
- 2 Bua ka boholo ba dibere ebe o ba hopotsa ka boholo ba dibere hore ba etse ntate bere ya moholo, mme bere ya mahareng le lesea bere e monyane.
- 3 Ba ka qala ka ho rothisetsa lerothodi le leholo pampering boemong ba ntate bere ebe ba ngwapa ka fereko. Ba etse lerothodi le lenyane bakeng sa mme bere ebe ba etsa lerothodi le lenyenyane bakeng sa lesea bere. Ba ka oketsa ka mahlo, ditsebe, nko le molomo ho difahleho tsa dibere ba sebedisa mmala emeng ya pente.



#### Ho kopanya le ho kgaohanya (dinoko)

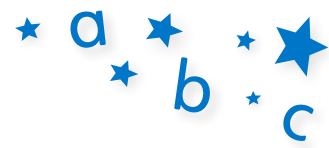
- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **mo | to | ho**
- 2 Kopa baithuti ho shebana le motswalle ba opane ka diatla ha ba bua noko engwe le engwe: **mo** (opa) **to** (opa) **ho** (opa).
- 3 Bua a mang mantswe a nang le dinoko tse ngata hotswa paleng ha baithuti ba opa diatla bakeng sa noko engwe le engwe.
- 4 Kgothatsa baithuti ho bala dinomoro tsa dinoko mantsweng. (Mohlala: "motoho" e na le dinoko tse tharo.)



#### Diketsahalo tsa dihlotshwana

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





#### You will need:

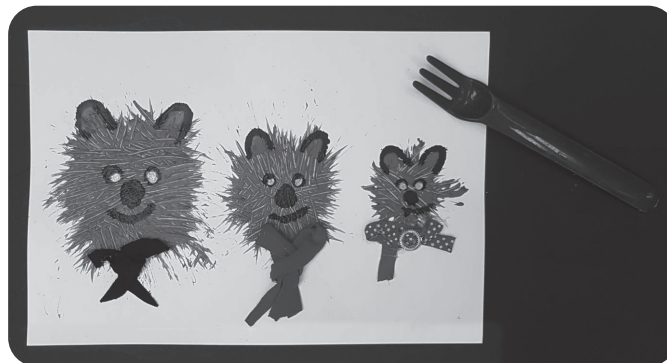
- A blank A4 page per learner
- Brown, black, red/pink and white paint
- Paintbrushes
- Sample of a fork bear face
- A plastic fork for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: moru, motoho, fensetere, letswai, Goldilocks, kamore ya ho robala, kobo, bere, dula, ngwana, lapile, tafole, botha, sejana

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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



### Blending and segmenting (syllables)

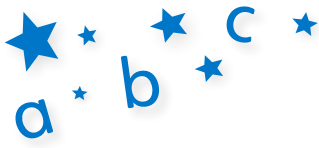
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **mo | to | ho**.
- 2 Ask learners to face a friend and do high fives for each syllable: **mo** (high five) **to** (high five) **ho** (high five).
- 3 Say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



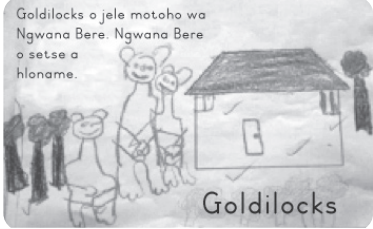

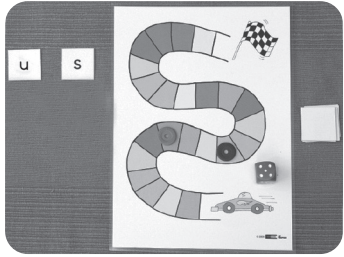

### Small group activities

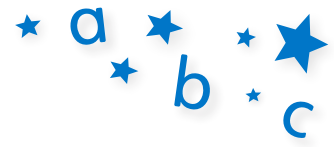
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





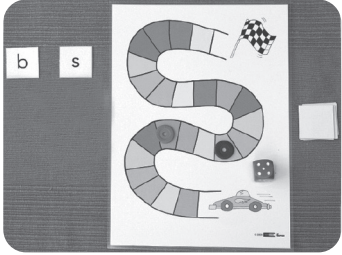



## Diketsahalo tsa dihlotshwana Bekeng 1

| O tla hloka  | Mesebetsi   |
|--|---|
| <ul style="list-style-type: none"> <li>Leqephe la pampiri ya A4 le hlwekileng la moithutimoithuti ka mong</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul>  <p>Goldilocks o jele motoho wa Ngwana Bere. Ngwana Bere o setse a hloname.</p> <p>Goldilocks</p>  <p><i>Haeba baithuti ba sokola ho nahana seo ba ka se teroyang, ba bontshe ditshwantsho tsa tatellano hore ba be le mehopollo e meng.</i></p> | <p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Ngola sehlooho sa pale hodimo leqepheng la pampiri le hlwekileng la moithuti emong le emong pele ho thuto.</li> <li>Kopa baithuti hore ba supe mantswa a sehlooho ha le bala mmoho.</li> <li>Botsa baithuti hore ke karolo eo e ba e ratileng ho fetisisa paleng. Kgothalletsa baithuti ho taka karolo e leng thatohatsi paleng.</li> <li>Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.</li> <li>Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona o kape ba ka lakatsa hore wena o ba ngolle.</li> <li>Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswa butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona. Mohlala: <i>“Goldilocks... o ... jele ... motoho ... wa ... lesea ... bere kaofela. O ne o batla hore eng holse latelang? Ee o nepile, lesea bere o ne a hloname haholo. Ke tlo ngola hore 'lesea bere o ne a hloname haholo'.”</i></li> <li>Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswa a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng.</li> <li>Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorisise boiteko ba bona.</li> </ol> |
| <ul style="list-style-type: none"> <li>Diboto tsa papadi ya dikoloi tsa mabelo tse pedi</li> <li>Dikarete tsa ditshwantsho, tse sehuweng</li> <li>Madaese a mabedi</li> </ul>   | <p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Beha boto ya dipapadi ya dikoloi tsa mabelo hodima tafole le baithuti ba babedi kapa ba bararo ba dule ho e pota.</li> <li>Beha dikarete tsa ditshwantsho o di bokelle, di shebe tlase. Beha dikarete tsa ditlhaku di shebe hodimo hore baithuti ba di bone.</li> <li>Hlalosa melao ho baithuti: <ul style="list-style-type: none"> <li>Moithuti ka mong o na le monyetla wa ho akga mataese a be a suthisa dipadi dibaka tse nepahetseng ho ya ka palo e mataeseng.</li> <li>Kamorao ha ho suthisa dipadi, moithuti o thonaka karete ya setshwantsho hotswa pokellong, o bua lebitso la setshwantsho a bue tlhaku e ho tsepaniseditsweng maikutlo ho yona.</li> <li>Moithuti o beha karete ya setshwantsho haufi le karete ya tlhaku e nepahetseng.</li> <li>Papadi e ya fela ha moithuti wa pele a fihla folageng e ba mofenyi.</li> </ul> </li> </ol>  |
| <ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul>    | <p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>   |



## Small group activities for Week 1

| You will need  | Activities   |
|--|--|
| <ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul>   <p><i>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. Encourage learners to draw their favourite part of the story.</li> <li>4 Make a comment or ask each learner to tell you about their drawing.</li> <li>5 Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>6 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Goldilocks ... ate ... all the baby bear's porridge. What did you want to say next? Oh yes, Baby Bear was so sad. I am going to write 'Baby Bear was so sad'."</li> <li>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.</li> <li>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.</li> </ol> |
| <ul style="list-style-type: none"> <li>• Two <b>Racing car game boards</b></li> <li>• Picture cards, cut up</li> <li>• Two dice</li> </ul>    | <p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the <b>Racing car game board</b> on the table with two to three learners seated around it.</li> <li>2 Put the picture cards in a pile, facing downwards. Put the letter cards face up so that learners can see them.</li> <li>3 Explain the rules to the learners: <ul style="list-style-type: none"> <li>• Each learner has a turn to throw the dice and move the counter the correct number of spaces.</li> <li>• After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound.</li> <li>• The learner then puts the picture card next to the correct letter card.</li> <li>• The game is over when the first learner reaches the flag and is the winner.</li> </ul> </li> </ol>   |
| <ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul>   | <p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>3 Demonstrate opening a book and paging through 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>  |



### O tla hloka

- Dikgatiswana tse tsheletseng tsa dibere tse phuntsweng masoba
- Maqhwele a ho tlama dieta tse tsheletseng kapa dikotwana tsa malente



- Diporopo: Karete ya bokose le pene ya ho tshwaya letlapa le lesweu ho etsa letshwao la lebenkele la hojella/khefi, pentshele le pampiri ya basebeletsu ba dijo ho nka dithomello/ototo, katiba ya mophehi, tafole le ditulo le lesela la tafoleng, dinwelo/dikomiki, poleiti, dikgaba, dithipa, difereko, mohala wa founo ya kgale, lenane la dijo tse nkuwang ho ya hae



### Mosebetsi

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

- 1 Neha moithuti ka mong bere ebe o hlalosa hore ba tliho kenya leqhwele masobeng.
- 2 Ba tshwanetse ho tlosa leqhwele kapa kgwele ka hloko (makgethe) hore moithuti emong ya latelang a kgone ho e sebedisa.
- 3 Hang ha ba se ba qetile, ba nehana le moithuti e mong hore eo a kenye ho bere e boholo bo fapaneng.

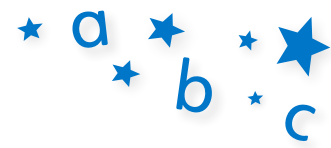


#### **Mosebetsi wa 5: Ho bapala boiketsiso**

- 1 Etella sehlopha pele ho ya sekgutloaneng sa papadi ya boiketsiso o be o ba dudise fatshe kapele.
- 2 Bontsha baithuti diporopo tse ntjha, ebe o hlalosa hore ha o latela sehlooho sa ho latswa le ho nkgala, ba tliho bapala papadi ya ntlo ya ho jella.
- 3 Ba kope ho bua lebitso/letshwao la khefi, lenane la dijo, letshwao la molaetsa o reng Hobutswe/hokwetswe (bula/kwala). Ba ka iketsa eka ba etsa dijo, ebe ba fepa batho ba dutseng lebenkeleng la ho jella. Ba ka iketsa eka ba letsetsa lebenkele la hojella mohala ho kenya thomallo/ototo ya dijo tse nkuwang.
- 4 Etela sekgutlwana hang o ele hloko le ho kgothalletsa baithuti papading. Mohlala: O ka latsa "mohala" ho etsa ototo ya dijo tse nkuwang.







### You will need

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



### Activities

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

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



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



#### Activity 5: Pretend play

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





### O tla hloka:

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

## Beke 2 Letsatsi 1

### Diketsahalo tsa tlelase yohle

#### Tatelano ya ditshwantsho hape



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



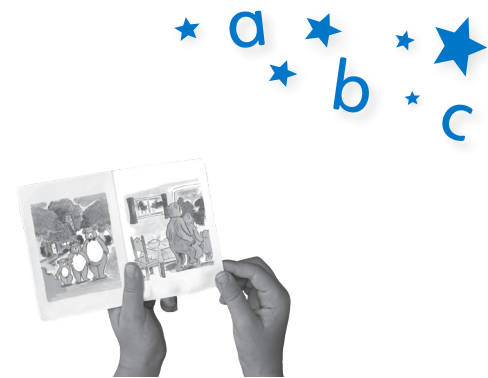
#### Tsebisu ya modumo hotswa paleng

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

#### Diketsahalo tsa dihlotshwana

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





#### You will need:

- Big sequence pictures
- Photocopied and folded little book for each 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: “moholo, boholo, motoho, motho, ntlo, kgolo, bonolo, dikobo, ona. Can you hear the focus sound: **boholo**, **motho**, **ona**? Yes, you are right! They all have the sound /o/.”
- 2 “Listen carefully, here are some more words that start with /o/: sonobolomo, leoto, moomo, onto, borosolo, botoro, konopo, oli, oktopase.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /o/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /o/: “**o-o-o**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### O tla hloka:

- Buka e Kgolo: *Goldilocks*
- Dikgatiswana tse lekanang le A5 tsa tlhaku o bakeng sa moithuti e mong le e mong
- Dikerayone tsa mafura tsa *jumbo*

## Beke 2 Letsatsi 2

### Diketsahalo tsa tlelase yohle

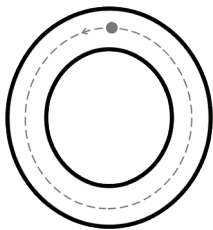
#### Padisommoho – Buka e kgolo

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



#### Ho bopa tlhaku

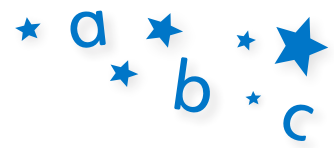
- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /o/ kapa ba ka nahana lentswe le qalang ka modumo /o/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa e kare ba tshohile e be ba bopa 'o' ka letsoho la bona mme ba le tlesa pela molomo o chitja ntse ba re: /o/.
- 3 Botsa baithuti hore ba hopola kamoo ho ngolwang o ka teng. Ba rorisetse maiteko a bona. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, ebe o ya potoloha."
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hlalosetsa baithuti ba tshwanetse ho kgutlea ditafoleng tsa bona ho etsa tlhaku tsa mookodi. Ba tla ngola ka mefuta e fapaneng ya dikerayoni hodima tlhaku.
- 6 Haebe baithuti ba kgona ho nahana dintho tse qalang ka modumo eo, ba ka di thala ho pota tlhaku ya mookodi. Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



#### Diketsahalo tsa dihlotshwana

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





### You will need:

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

## Week 2 Day 2

### Whole class activities

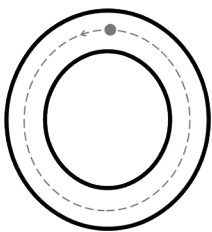
#### Shared reading – Big Book

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



### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /o/ or if they can think of any other words with the sound /o/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be shocked and make an ‘o’ shape with their hand and put it in front of a rounded mouth while saying: /o/.
- 3 Show learners how to write the letter o. 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 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



### Small group activities

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



### O tla hloka:

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



## Beke 2 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho ithuta ho mamela

- Qala tshebetso ya kajeno ya ho mamela ka hore: *"Mamalang ka hloko ebe le kopitsa modumo o ke o etsang."* Opa diatla ka morethetho o itseng. Baithuti ba o kopitse:
  - ★ opa, tlanya-tlanya, opa, tlanya-tlanya
  - ★ tlanya-tlanya-tlanya, opa, tlanya-tlanya-tlanya
  - ★ opa, tlanya-tlanya, opa opa
- Hang ha baithuti ba dutse, e re: *"Jwale ke tlo le fa dintlha tse itseng ebe lona le leka ho hakanya hore ke nahana ka eng. Beha matsoho hlohong ha o nahana hore o tseba karabo."* Dintlha ke tsena:
  - ★ *"Ke nahana ka sejo se Goldilocks a se jeleng ha a ne a le katlung ya dibere tse tharo."* (motoho)
  - ★ *"Ke nahana ka sejo sebohlokwa haholo se phedisang sa hao. Se tshwana le lamune ebile se setelele se sesesana. Se ya gamutseha ha o se ja. Se tswa ka tlase mobung."* (ke sehwele)
  - ★ *"Ke nahana ka ho hong ho hosehla hoo o ka ho tlotsa borothong."* (botoro kapa Rama)
  - ★ *"Ke nahana ka ho hong ho monate. Ho entswe ka ditholwana. O ka ho neta borothong kapa bohobeng ba toast."* (jeme)

#### Mabokoso a ditlhaku

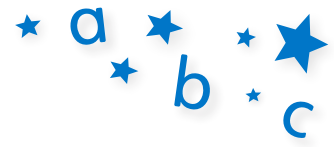
- Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo ya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



### Diketsahalo tsa dihlotshwana

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





### You will need:

- A letter box containing objects or pictures of objects that have the focus sound **o**: sonobolomo, moomo, onto, borosolo, botoro, konopo, mohlolohlolo, bonolo, molomo, foroko, komokomoro



## Week 2 Day 3

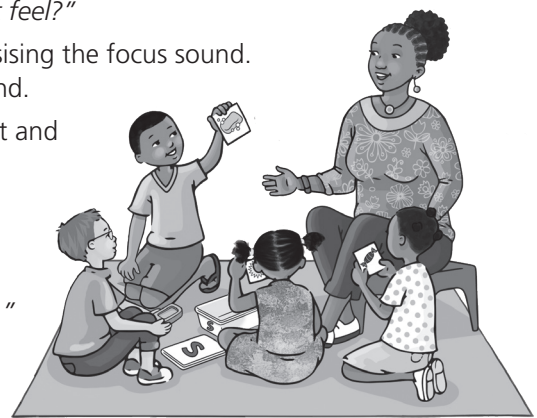
### Whole class activities

#### Learning to listen

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

#### Letter boxes

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



### Small group activities

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





### O tla hloka:

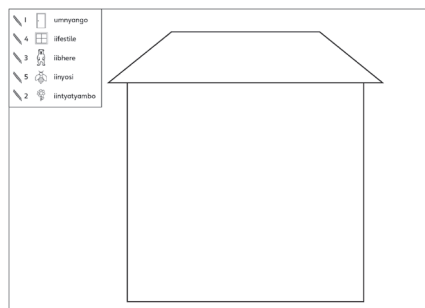
- Leqephe la ketsahalo ya **Bala o etse**
- Dikarete tsa ditshwantsho tsa tlhaku ya modumo le dikarete tsa ditlhaku.

## Beke 2 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Bala o etse

- 1 Bolella baithuti ho sheba lenane le leqepheng la diketso ebe ba bua ka seo ba se bonang (dinomoro, ditshwantsho le mantswe).
- 2 Kopa baithuti ho sheba mola wa pele ba "bale" seo e se tjhong. Ebe le bala mola ka mong mmoho.
- 3 Bolella baithuti hore jwale ya hae etsa papadi e monate e bitswang "Bala o etse". Ba tshwanetse ho bala mola o mong le o mong ba etse jwalo ka ha etjho o sebedise sebaka se senang letho leqepheng.
- 4 Balang mola wa pele mmoho hape. Bolella baithuti ha taka lemati, empa o seke wa ba bolella hore ba take hokae.
- 5 Botsa haebe ho na moithuti ya ka balang se lokelang ho etsuwa se latelang lenaneng: Ba tshwanetse ho taka mamati a mane.
- 6 Tswelapele ka yona tsela ena ditaelong tsohle.
- 7 Jwale bala taelo engwe le engwe hape, ebe o re ho baithuti: *"Ekaba le se le takile lemati? Ha eba le qetile, tshwaya seo lenaneng la hao."*
- 8 Tswelangpele ho hlahloba le tshwae taelo engwe le engwe ho fihla qetellong ya lenane.



### Mamela modumo o ho tsepameditsweng

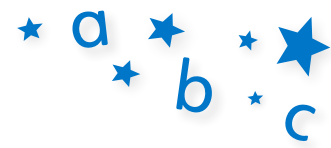
- 1 Pata dikarete tsa ditshwantsho ho potoloha phaposi pele ho thuto.
- 2 Hlalosetsa baithuti hore ba tliho bapala "mampatile ka ditshwantsho".
- 3 Beha baithuti ka dihlopha ebe o fa sehlopha ka seng tlhaku e leng kareting. Baithuti ba tlamehile ho tjho kapa ho bua modumo wa tlhaku eo, ebe ba batla ditshwantsho tse nang le tlhaku e ho tsepameditsweng maikutlo ho yona.
- 4 Hang ha baithuti ba se ba fumane dikarete tsa ditshwantsho kaofela tse tsamaisanang le ditlhaku tsa bona, ba tlamehile ho dula ka sedikadikwe mmateng.
- 5 Baithuti ya hae menyetla e fapaneng ho bitsa ho setshwantshong e leng tlhaku e ho tsepameditsweng maikutlo ho yona.

### Diketsahalo tsa dihlotshwana

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







#### You will need:

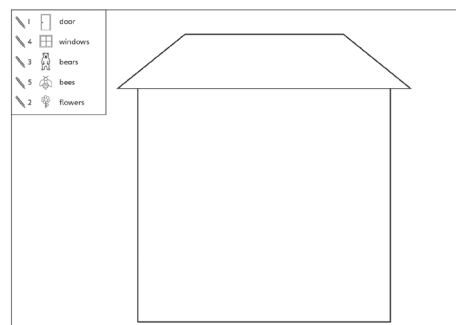
- A photocopy of the **Read and do activity page** for each learner
- Picture cards and cards with the letters on

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Ask learners to look at the first line and “read” what it says. Then read each of the lines together.
- 3 Tell learners they are now going to do a fun activity called “read and do”. They must read each line and do what it says using the blank space on the page.
- 4 Read the first line together again. Tell learners to draw a door, but don’t tell them where to draw the door.
- 5 Ask if any of the learners can “read” what to do next on the list: They must draw four windows.
- 6 Continue in this way with each of the instructions.
- 7 Now read each of the instructions again and say to the learners: “Have you drawn one door? If you have, then tick that on your list.”
- 8 Continue checking and ticking each instruction until the end of the list.



### Listening for focus sounds

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

### Small group activities

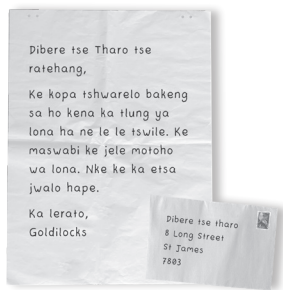
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





### O tla hloka:

- Pampiri e kgolo e tshweu, enfelopo e kgolo, setempe sa ho posa, pene entsho ya khoki
- Mantswe a dinoko tse ngata a amanang le pale: moru, motoho, fensetere, letswai, Goldilocks, kamore ya ho robala, kobo, bere, dula, ngwana, lapile, tafole, botha, sejana
- Dintho tsa ho tsitsinya le meropa



## Beke 2 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Buisanang phaposing ka mohopolo wa ho kopa tshwarelo: *“Ke ka lebaka la eng ha re re tshwarelo? Re kopa tshwarelo neng? Re kopa tshwarelo jwang?”*
- 2 Bua ka diketso tsa Goldilocks paleng: *“Ekaba e ne e le boitshwaro bo ya hae ho kena katlung ya dibere ba le siyo? E ne e le boitshwaro bo ya hae ho ja dijo le ho robala dibetheng? Naa e ne e le boitshwaro bo ya hae ho baleha ha dibere di kgutla hae?”*
- 3 Buisanang ka phaposing ka bokgabane ba ho hlompha dintho tsa batho ba bang. Amanyana pale le diphihlelo tsa baithuti tsa mehla yohle tsa ho arolelana tshebediso ya phaposi le baithuti ba bang.
- 4 Botsa baithuti hore Goldilocks o ne a tshwanetse ho itshwara jwang?
- 5 Hlalosetsa baithuti hore Goldilocks o batla ho ngolla dibere lengolo a kope tshwarelo ka moo a ileng a itshwara ka teng ntlong ya bona. Bolella baithuti hore ba tlile ho o thusa ho ngola lengolo.
- 6 Hokela pampiri e kgolo hodimo ha boto.
- 7 Bua ka mokgwa wa ho qala lengolo. Ngola *“Dibere tse ratehang”*.
- 8 Botsa baithuti: *“Le nahana hore Goldilocks o tshwanetse ho reng ho dibere?”* Mamela mehopolo ya baithuti ebe o e ngola ka tselo e bonolo.
- 9 Bua ka mokgwa wa ho qeella lengolo. Ngola *“Ka lerato ke Goldilocks”* pheletsong ya lona.
- 10 Balang lengolo mmoho, o supe lentswe ka leng ha bohle ba bala hammoho le wena.
- 11 Buisanang ka hore lengolo le romelwa jwang ka poso. Ha baithuti ba na le mehopolo e meng ya ho romela lengolo, buisanang ka melema le dikotsi tsa mehopololo eo. Mohlala, lengolo-tswibila(emeile) e ka ba kapelle hofeta ka poso.
- 12 Lengolo le hloka ho menwa le kengwe ka enfelopong. Buisanang ka ditshebetso tsa hlakiso ya ho posa lengolo ho kenyeletsa: ho ngola aterese kapelle enfelopong, ho kgomaretsa setempe enfelopong le ho posa lengolo. (Ha ho kgoneha, isa baithuti lebokoseng la poso kapa posong hore ba natefelwe ke boiphihlelo ba ho posa lengolo.)
- 13 Romela lengolo la *“karabo”* le tswang ho dibere ho baithuti bohle phaposing. (O ka posetsa lengolo sekolong.)

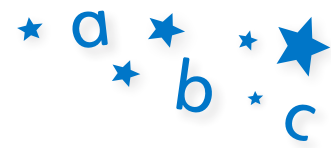
#### Ho kopanya le ho kgaohanya (dinoko)

- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **be | re**
- 2 Kopa baithuti ho ya hae hatoha bakeng sa noko ka nngwe: **be** (kgato) **re** (kgato). Neha baithuti ba bang dintho tsa ho tsitsinya le meropa ho tsitsinya kapa ho tlaya bakeng sa noko engwe le engwe.
- 3 Bua mantswe a mang a dihlaku tse ngata hotswa paleng ha baithuti ya hae ba hatoha nokong engwe le engwe. Kgothatsa baithuti ho bala ka dinomoro bakeng sa noko ka nngwe mantsweng (mohlala: *“bere”* e na le dinoko tse pedi).

### Diketsahalo tsa dihlotshwana

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





### You will need:

- A large white piece of paper, a large envelope, postage stamps, a black koki
- A list of multisyllabic words relating to the story: moru, motoho, fensetere, letswai, Goldilocks, kamore ya ho robala, kobo, bere, dula, ngwana, lapile, tafole, botha, sejana
- Shakers or drums



## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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

### Blending and segmenting (syllables)


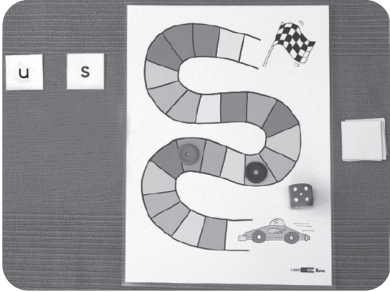

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **be | re**.
- 2 Ask learners to march for each syllable: **be** (one step) **re** (one step). Give some learners shakers or drums to shake or tap for each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

### Small group activities

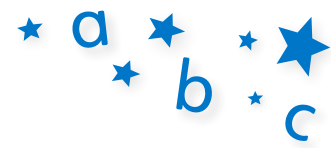
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




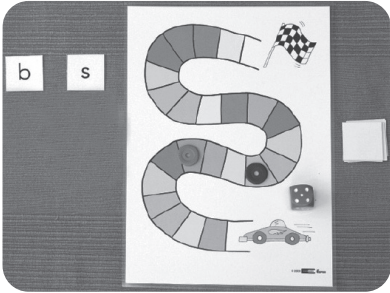

## Diketsahalo tsa dihlotshwana Bekeng 2

| O tla hloka  | Mosebetsi  |
|--|--|
| <ul style="list-style-type: none"> <li>Pampiri ya ho ngolla e kgolo</li> <li>Pampiri ya A4 e hlwekileng ya moithuti emong le emong</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> <li>Dikere, dikgomaretsi</li> <li>Ditshwantsho ts difate tse fapaneng</li> </ul> | <p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Kgomaretsa dipampiri tse seng kae tsa ho ngolla leboteng pele thuto e qala.</li> <li>Moithuti ka mong a take sefate ho pampiri ya A4 ebe o seha kathoko ho pota sefate.</li> <li>Ba ka di kgomaretsa pampering e kgolo ya ho ngollho etsa "moru".</li> <li>Baithuti ba ka etsa eka ba tsamaisa dipopae morung ka nako ho bapala boiketsiso.</li> </ol>   |
| <ul style="list-style-type: none"> <li><b>Diboto tsa papadi ya dikoloi tsa mabelo</b> tse pedi</li> <li>Dikarete tsa ditshwantsho, tse sehuweng</li> <li>Madaese a mabedi</li> </ul>  | <p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Beha boto ya dipapadi ya dikoloi tsa mabelo hodima tafole le baithuti ba babedi kapa ba bararo ba dule ho e pota.</li> <li>Beha dikarete tsa ditshwantsho o di bokelle, di shebe tlase. Beha dikarete tsa ditlhaku di shebe hodimo hore baithuti ba di bone.</li> <li>Hlalosa melao ho baithuti: <ul style="list-style-type: none"> <li>Moithuti ka mong o na le monyetla wa ho akga madaese a be a suthisa dipadi dibaka tse nepahetseng ho ya ka palo e mataeseng.</li> <li>Kamorao ha ho suthisa dipadi, moithuti o thonaka karete ya setshwantsho hotswa pokellong, o bua lebitso la setshwantsho a bue tlhaku e ho tsepameditsweng maikutlo ho yona.</li> <li>Moithuti o beha karete ya setshwantsho haufi le karete ya tlhaku e nepahetseng.</li> <li>Papadi e ya fela ha moithuti wa pele a fihla folageng e ba mofenyi.</li> </ul> </li> </ol> |
| <ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul>    | <p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>  |





## Small group activities for Week 2

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



### O tla hloka

- Dikotwana tsa dikarete tsa mabokose tse tjhitjha
- Dontho tse ngata tsa tlhaho jwalo ka majwe, dithupa, dipeo, mahlaku, dikhoune tsa phaene, mahakwe, di-acorn, jwang, mahlokwa, lehlaka



- Diporopo: karete ya bokose le pene ya ho tshwaya letlapa le lesweu ho etsa letshwao la lebenkele la hojella/khefi, pentshele le pampiri ya basebeletsi ba dijo ho nka dithomello/ototo, katiba ya mophehi, tafole le ditulo le lesela la tafoleng, dinwelo/dikomiki, poleiti, dikgaba, dithipa, difereko, mohala wa founo ya hae, lenane la dijo tse nkuwang ho ya hae



### Mesebetsi

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

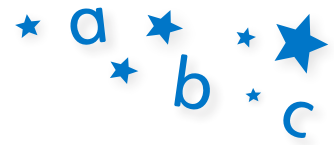
- 1 Hlalosetsa baithuti hore ba tliilo qapa moralo wa sefahleho ya hae.
- 2 Baithuti ba bopa sefahleho sa bere ka dintho tse fapaneng. Ba seke ba di kgomaretsa sedikadikweng. Ka hoo, karete ya khateboto e ka sebediswa hape ebile baithuti ba ka etsa difahleho tse ding tse fapaneng ka dintho tse fapaneng tsa tlhaho.







#### **Mosebetsi wa 5: Ho bapala boiketsiso**

- 1 Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ba iketsa eka ba sebetsa kapa ba etetse lebenkele la ho etsa dijo/khefi.
- 2 Etella sehlopha pele ho ya sekgutlong sa papadi ya boiketsiso o be o ba dudise fatshe kapele. Bontsha baithuti diporopo ebe o hlalosa hore ho latela sehlooho sa ho latswa le ho nka, ba tliilo bapala eka ba lebenkeleng la dijo/khefi.
- 3 Ba kope ho etsa lebitso/letshwao la khefi, lenane la dijo, letshwao le reng ho butswa/ho kwetswe kapa bula/kwala. Ba ka iketsa eka ba etsa dijo, ebe ba fepa batho ba dutseng lebenkeleng la ho jella. Ba ka iketsa eka ba letsetsa lebenkele la hojella mohala ho kenya ototo ya dijo tse nkuwang.
- 4 Etela sekgutlwana hang o ele hloko le ho kgothalletsa baithuti papading. Mohlala: O ka letsa "mohala" ho etsa ototo ya dijo tse nkuwang.





| You will need  | Activities  |
|--|---|
| <ul style="list-style-type: none"> <li>• Round pieces of cardboard</li> <li>• Lots of natural materials like stones, sticks, seeds, leaves, pine cones, pebbles, acorns, grass/straw/hay</li> </ul>   | <p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they are going to design a bear's face.</li> <li>2 Learners create a face of a bear with different materials. They must not glue the material onto the circle. This way the cardboard circles can be reused and learners can make different faces with different materials from nature.</li> </ol>    |
| <ul style="list-style-type: none"> <li>• Props: cardboard and a whiteboard marker for making a sign for the restaurant, a pencil and paper for waiters/waitresses to take orders, a chef's hat, table and chairs with tablecloth, cups, plates, cutlery, old phone, take-away menus</li> </ul>  | <p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working in or visiting a restaurant.</li> <li>2 Lead the group to the pretend play corner and settle them down quickly. Show learners the props, and explain that to follow the theme of taste and smell, they are going to play in a restaurant.</li> <li>3 Ask them to make a name/sign for the restaurant, a menu, a sign saying open/closed. They can pretend to make the food, and serve people sitting in the restaurant. They can also pretend to phone the restaurant and order take-away food.</li> <li>4 Visit the corner at least once to observe and encourage the learners' game. For example: You could "phone" and put in a take-away order.</li> </ol>  |





# ★ Dinoutso



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# ★ Kotara ya 2: Mohlala wa rekoto ya tekanyetso e tswelang pele

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

# ★ Term 2: Exemplar record of continuous assessment (checklist)

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

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

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

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

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

# ★ Kotara ya 2: Ruburiki ya 1–3 Medumo, ho bala le ho boha

| Tekanyetso ya tekolo   | 1. Ha a ya atleha<br>(0 – 29%)  | 2. Katleho e lekanetseng<br>(30 – 49%)  | 3. Katleho e kgotsofatsang<br>(50 – 74%)  | 4. Katleho e babatsehlang<br>(75 – 100%)  |
|--|---|---|---|---|
| 1 O elellwa ka kutlo le pono ditumammoho le ditumanosi   | O kgona ho elellwa ditlhaku tse 0-1 le ho bua medumo ya tsona   | O kgona ho elellwa ditlhaku tse 2-4 le ho bua medumo ya tsona   | O kgona ho elellwa ditlhaku tse 5-8 le ho bua medumo ya tsona   | O kgona ho elellwa ditlhaku tse 9 kapa fetang le ho bua medumo ya tsona   |
| 2 O qala ho ela hioko hore mantswe a etswa ke medumo; o fa modumo o qalong wa lebitso la hae le mantswe a mang | Ha a elellwe hore mantswe a entswe ka medumo; ha a kgone ho fa modumo o qalang lebitsong la hae kapa mantsweng a mang | O kgona ho fa modumo o qalong ya lebitsong la hae empa o sokola ho fa qalo ya modumo wa mantswe a mang. | O kgona ho fa modumo o qalong ya lebitsong la hae; o kgona ho fa modumo o qalang mantsweng a mang.      | O kgona ho fa modumo o qalong waya lebitso la hae le mantsweng a mang kamehla.  |
| 3 O qapa pale ya hae ka ho bala ditshwantsho   | Ha a kgone ho sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; o haelwa ke puo ho hlalosa ditshwantsho. | O sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; le ho hlalosa pale empa ka thuso       | O sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; a ka inkela mohoo wa lentse ha a bala. | O sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; o bontsha kutlwiso ya hore ditshwantsho le mantswe di a nyallana ha di fapane; o inkela mohoo wa lentse ho bala mme o supa mantswe ha a bala |

# ★ Term 2: Phonics, reading and viewing rubric 1 to 3

| Assessment criteria  | 1. Not achieved<br>(0 – 29%)  | 2. Moderate achievement<br>(30 – 49%)  | 3. Adequate achievement<br>(50 – 74%)   | 4. Outstanding achievement<br>(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 1–4 letters and say the sounds that these letters make.                           | Is able to recognise 5–7 letters and say the sounds that these letters make.                        | Is able to recognise 8–10 letters and say the sounds that these letters make.   |
| <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 2: Ruburiki ya 1–3 Mongolo wa sethatho le mongolo wa letsoho



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



# ★ Term 2: Emergent writing and handwriting rubric 1 to 3

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

# ★ Ho etsa hlama ya papadi

## O tla hloka

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



## Mehato

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

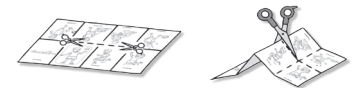
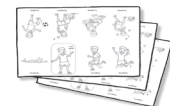
Futhumatsa hlama ya papadi ka ho e pepetetsa hara matsoho a hao. Boiketliso bona bo hantle bakeng sa ho otlolla misifa ya matsoho a baithuti. Paka hlama ya papadi hara dipolasetiki hore e dule e le ntjha, e be o e boloka hara furijilisehatsetsi, ha ho kgoneha, boloka hlama polekeng e phodileng.



# ★ Ho etsa bukana

## Mehato

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



# ★ How to make playdough

## You will need

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



## Steps

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

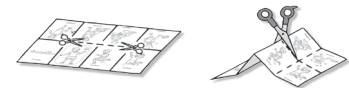
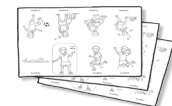
*Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.*

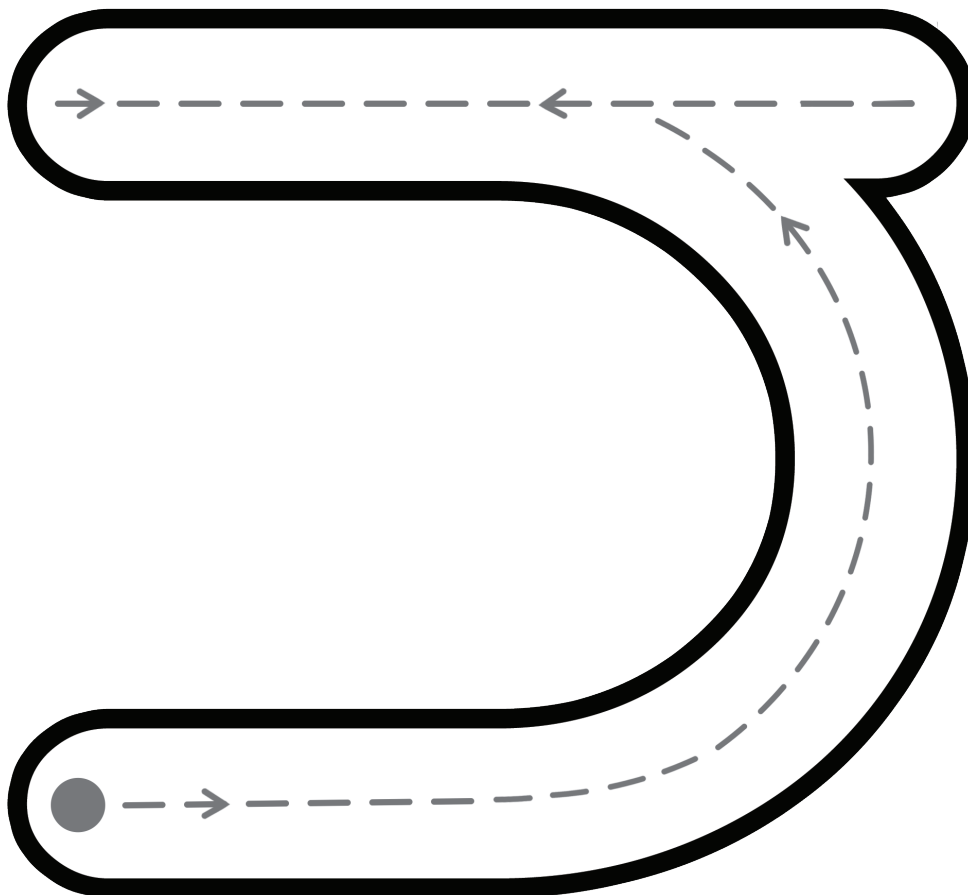
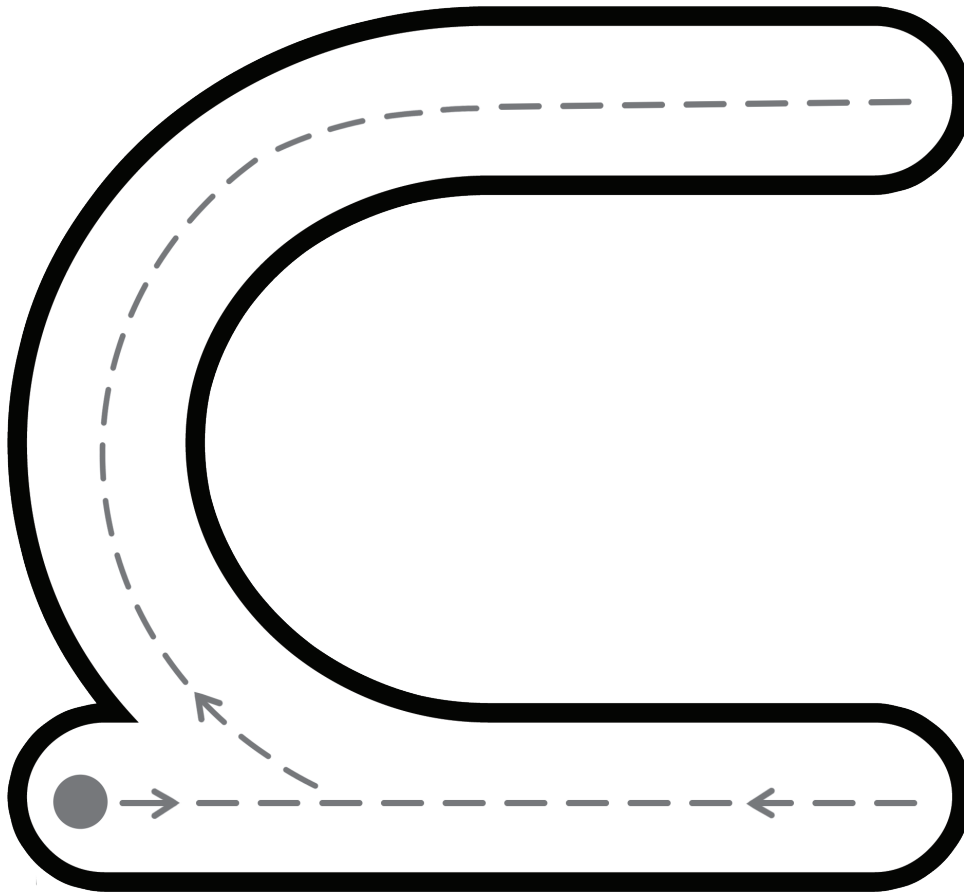


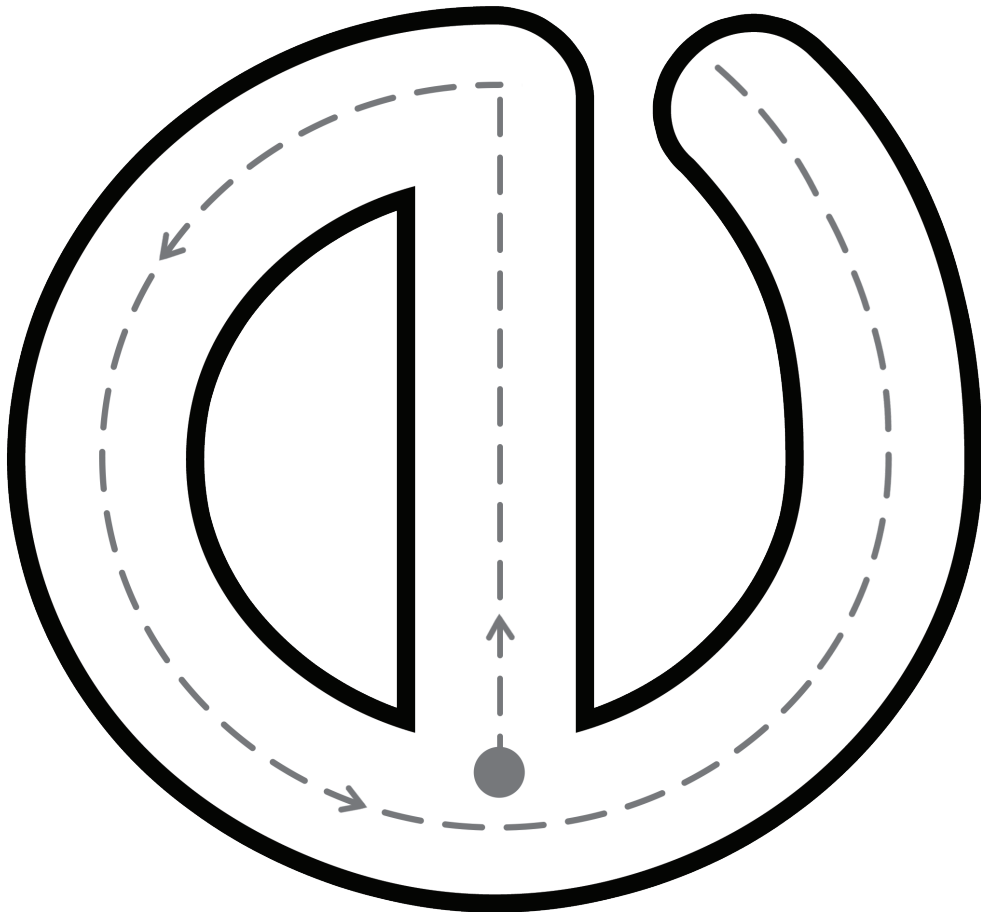
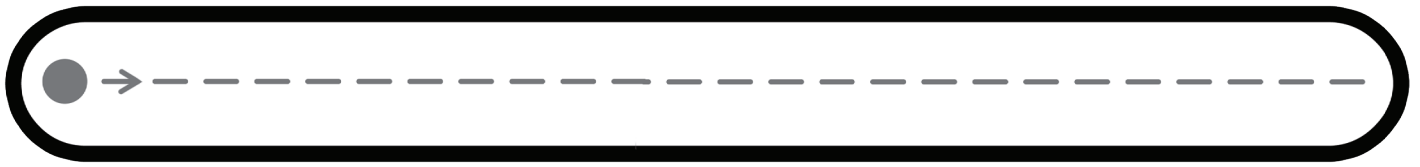
# ★ How to make a little book

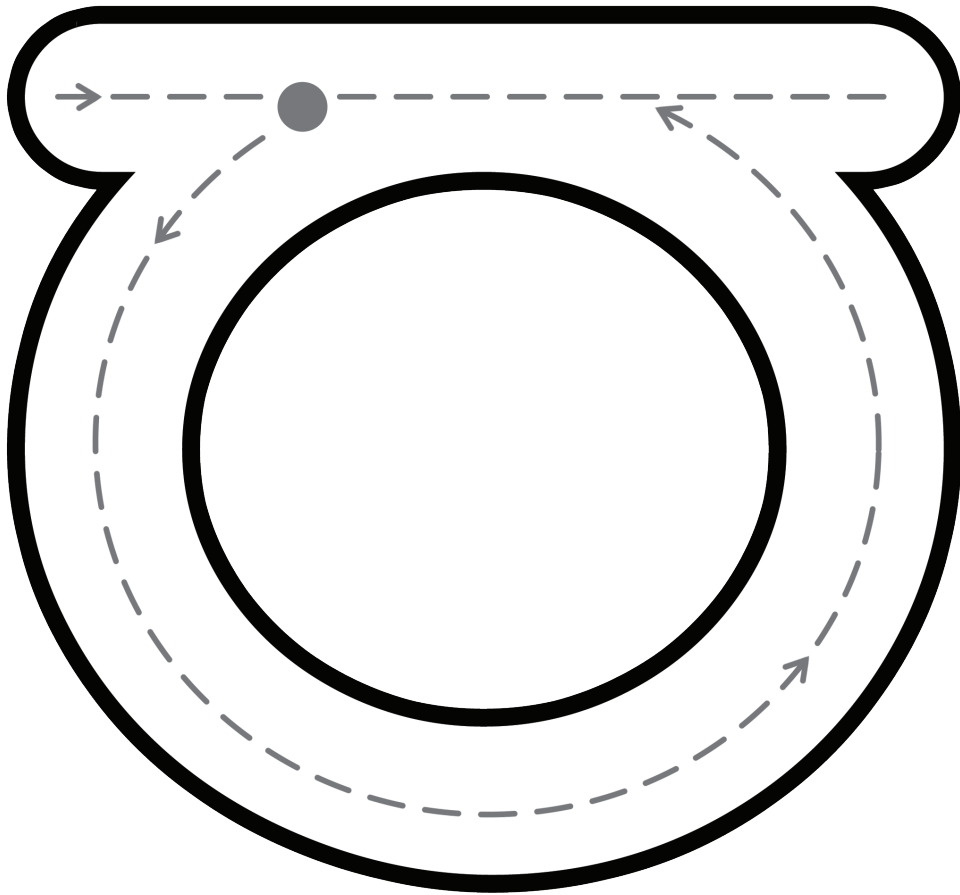
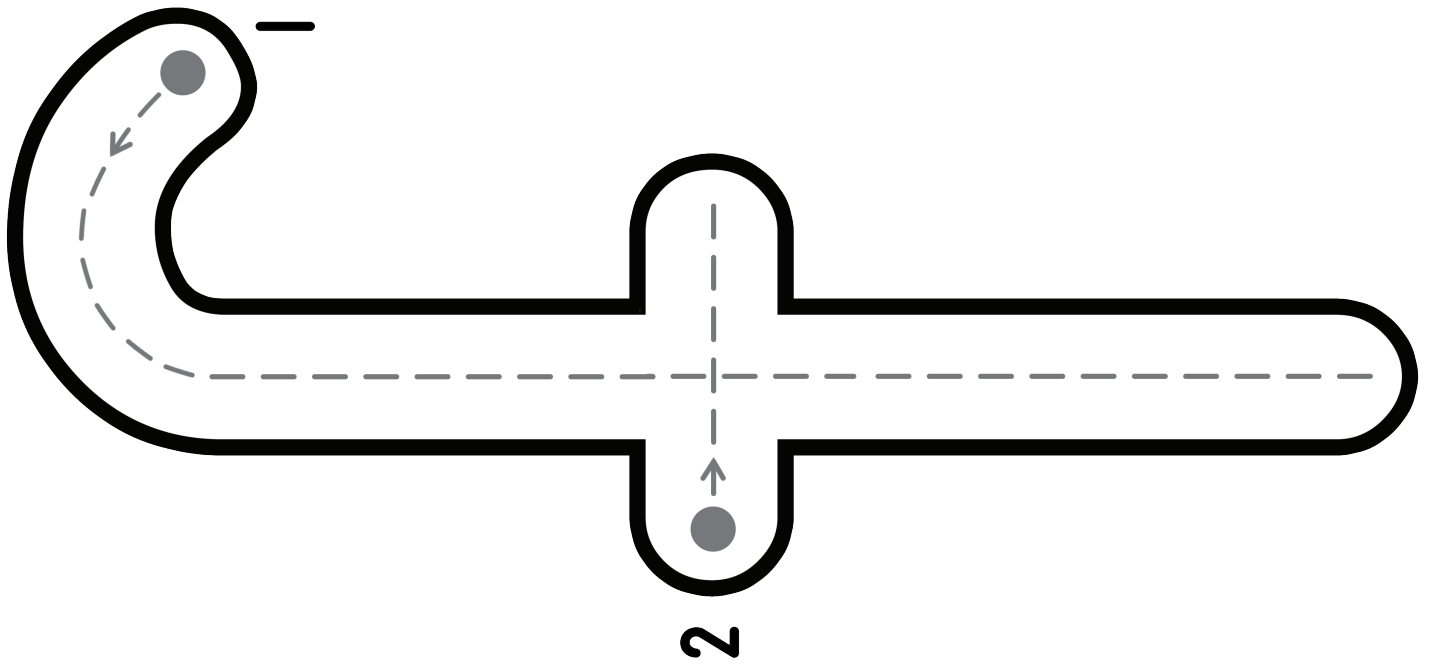
## Steps

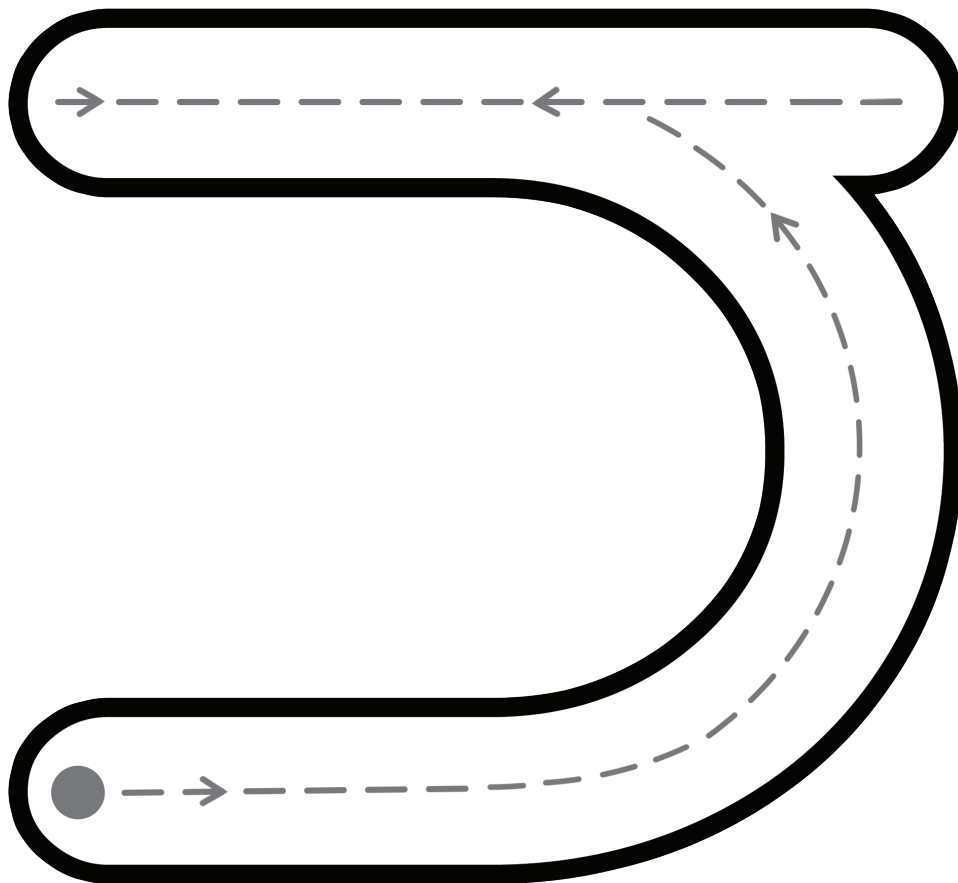
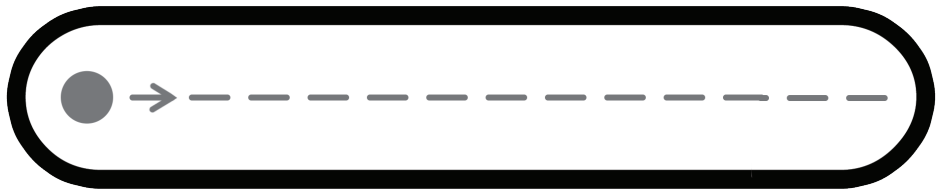
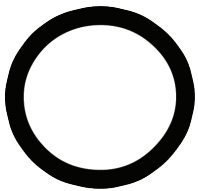
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

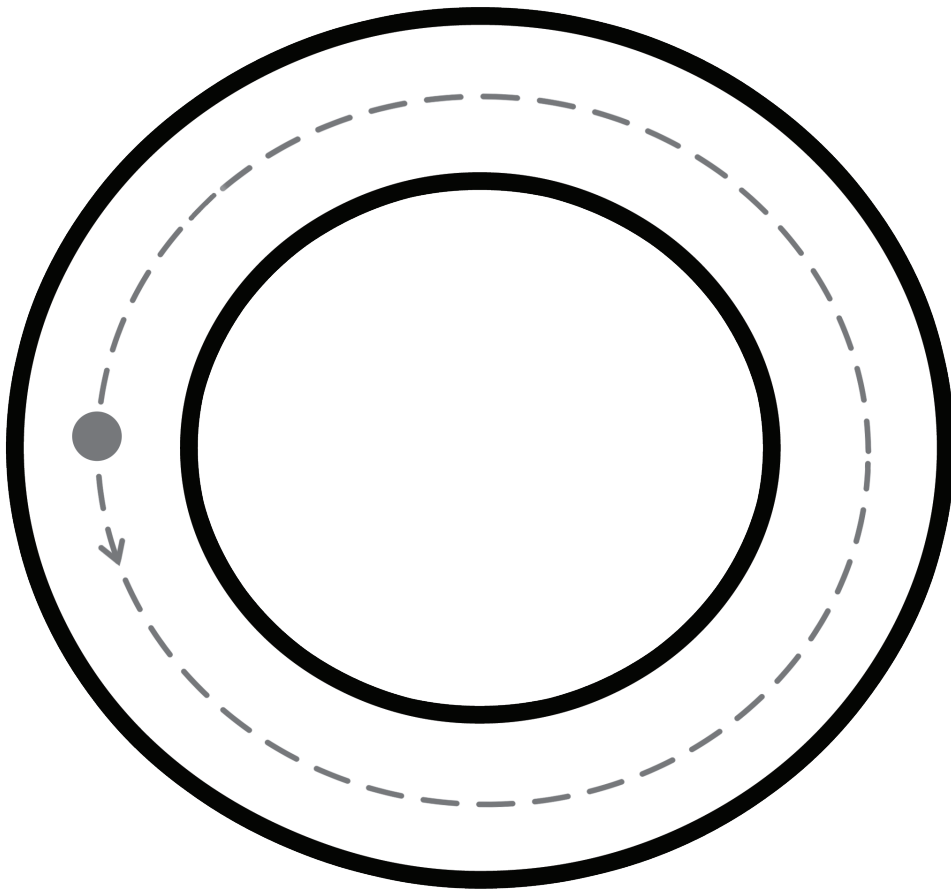
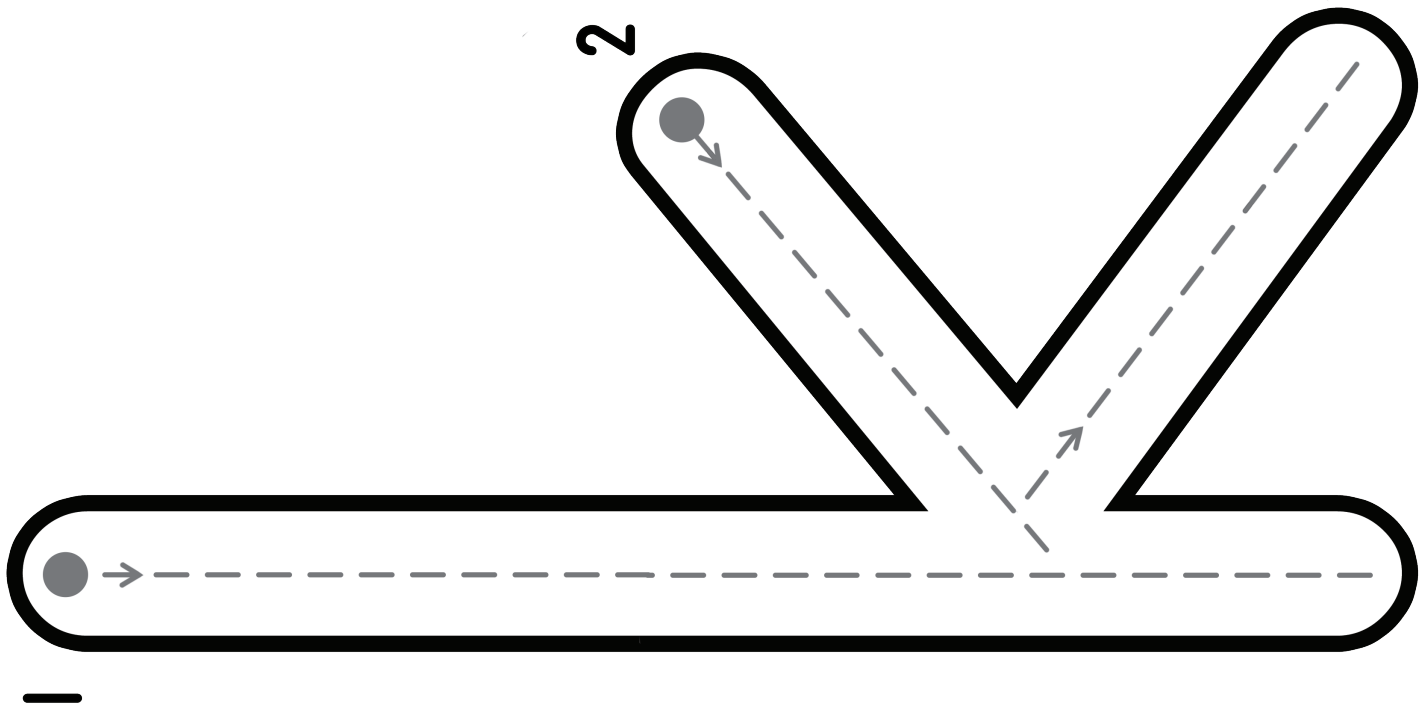
















3



4



5



6

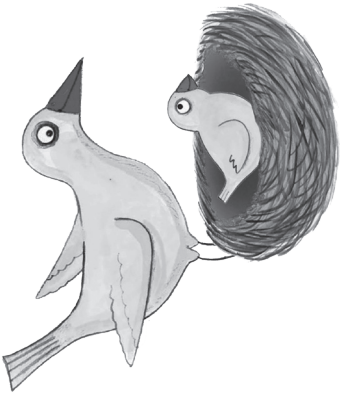



2



1

Ekaba ke wena Mme wa ka

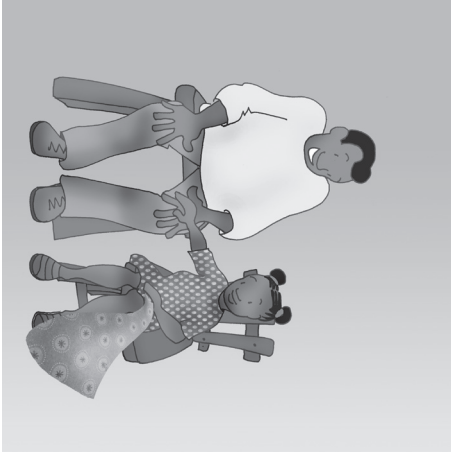



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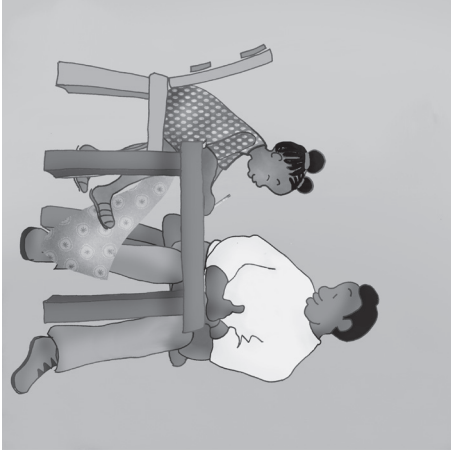
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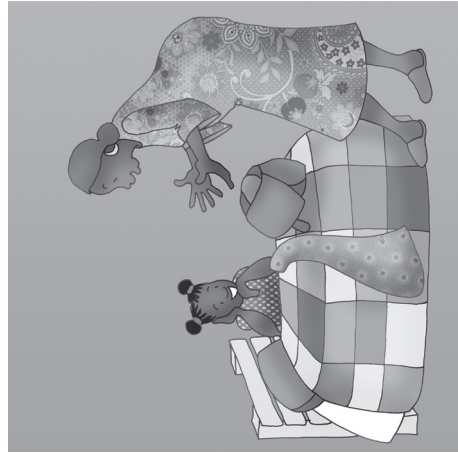
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2



1



Ho emetswe lesea



African Storybook.org

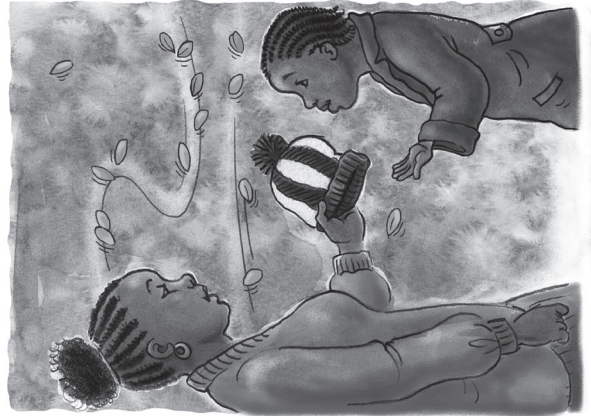
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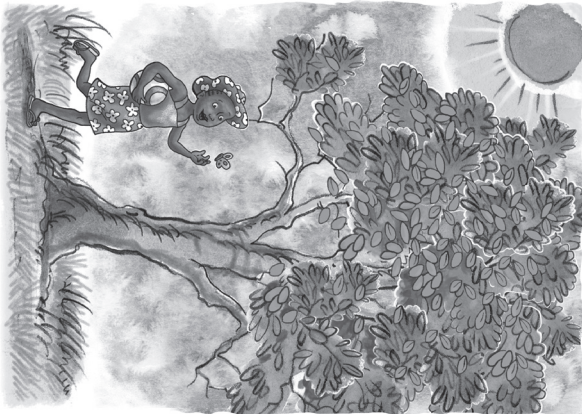
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4



1



5



6

Sehlahla sa  
katiba e  
nyane



  
Wordworks  
Changing lives through literacy

Buka ena ke ya:

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2



1

Sekolopata  
le kgetla  
ya sona



Buka ena ke ya:  
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3



4



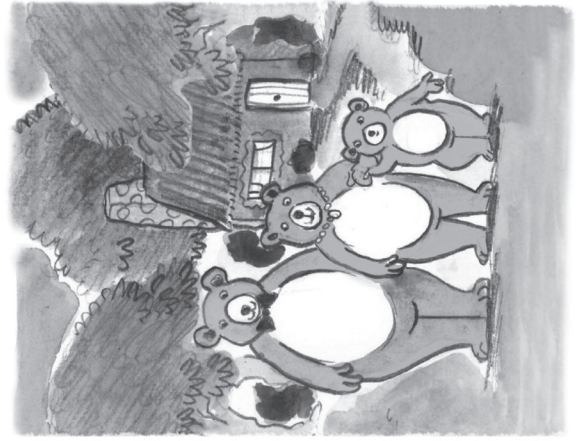
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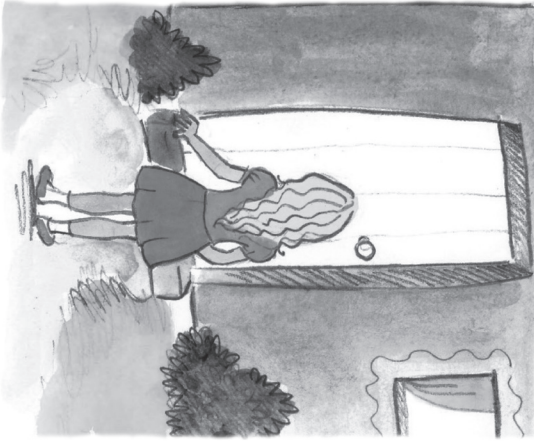
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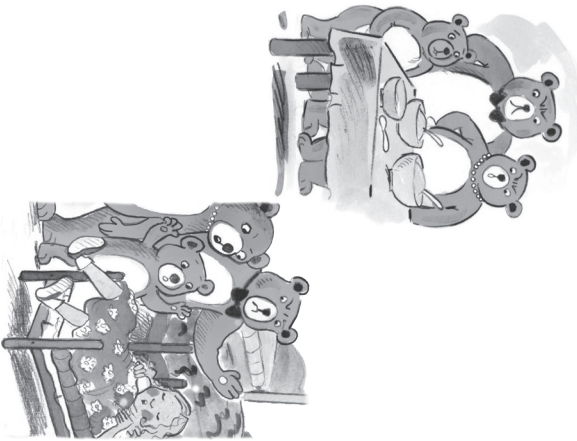
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Goldilocks



**Wordworks**  
Changing lives through literacy

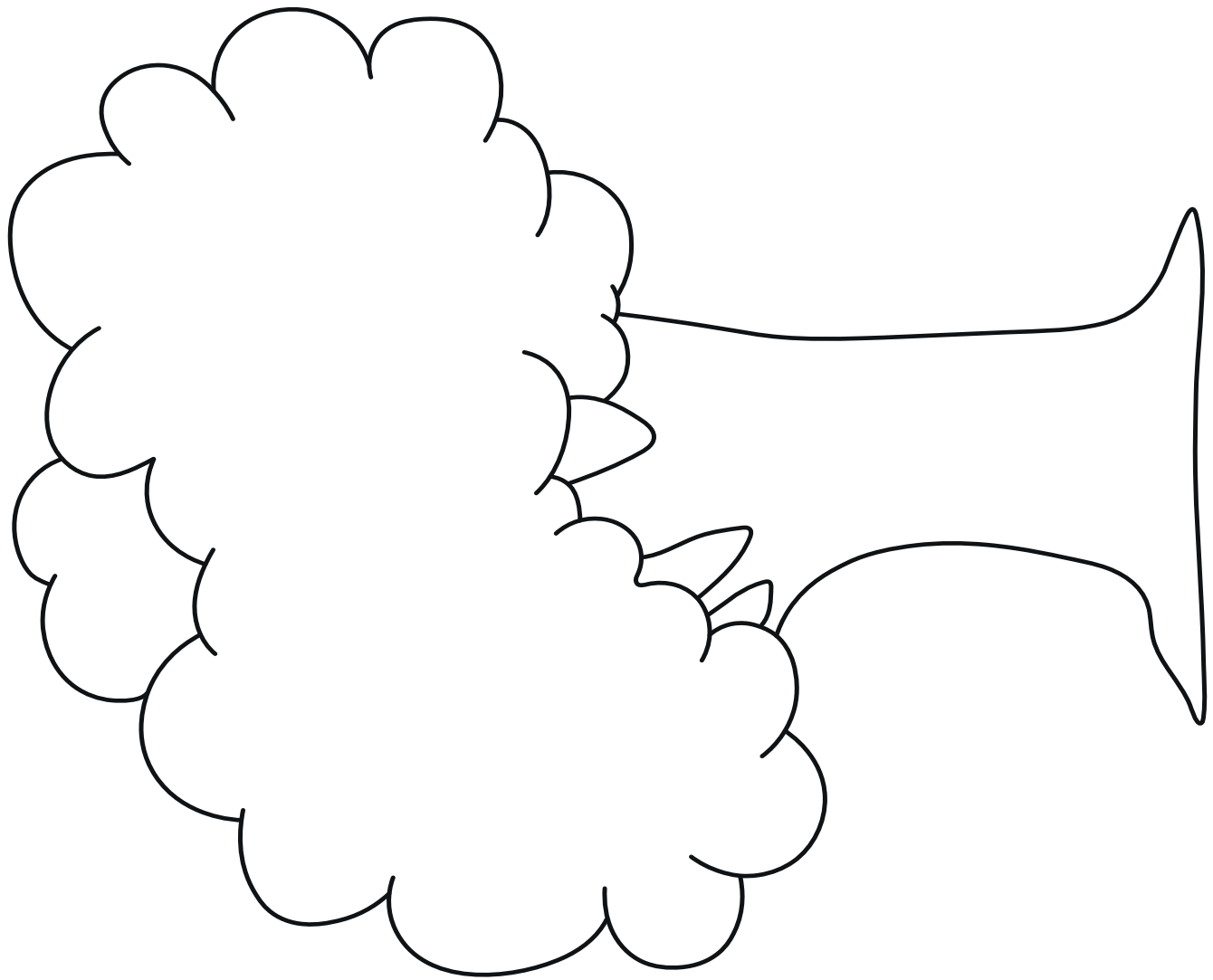
Buka ena ke ya:

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**Ekaba o Mme wa ka?:** Leqephe la ketsahalo ya Bala o etse



kgomo



1



podu



1



nonyana



1



sehlaha



1



diboko

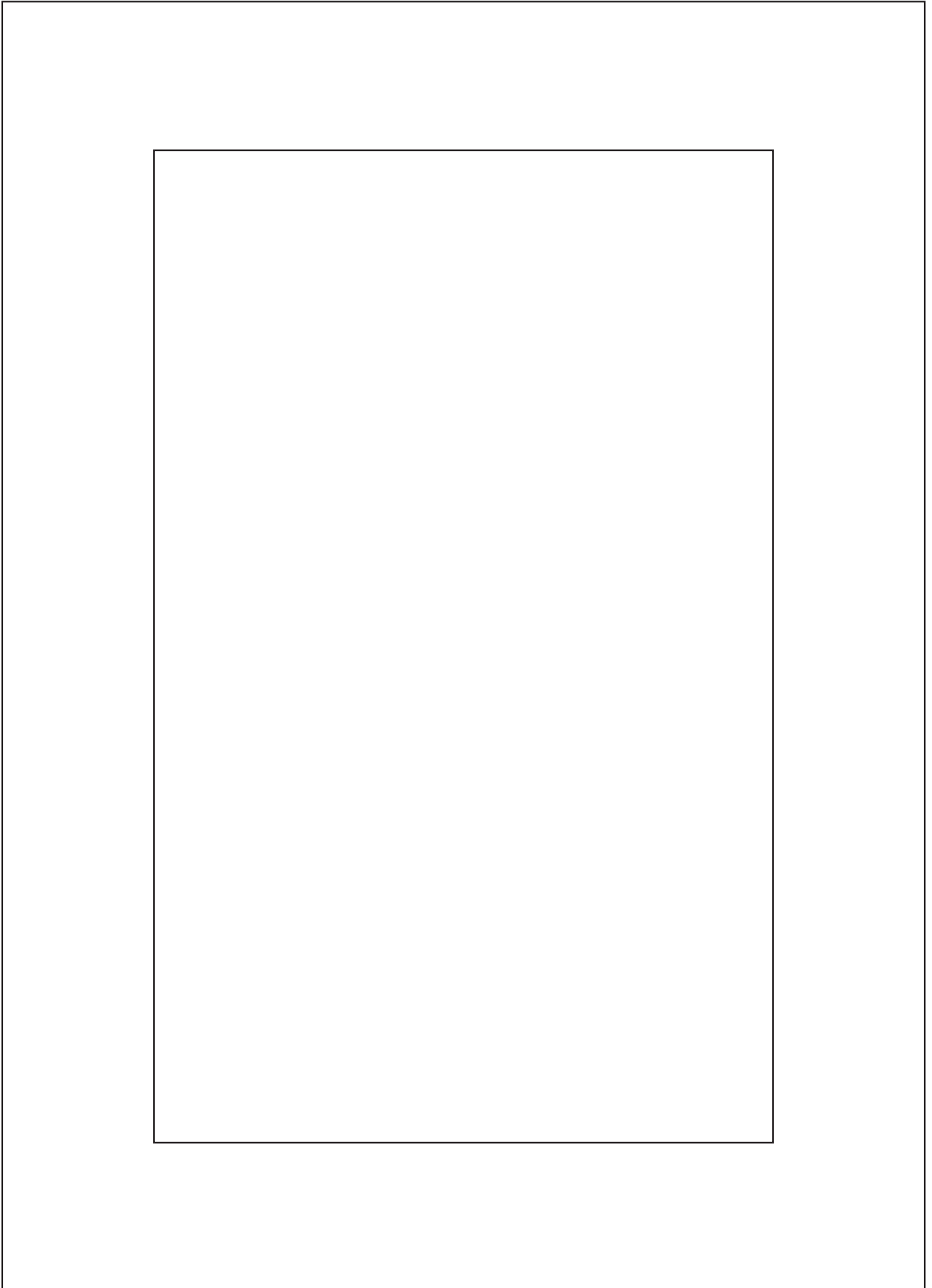


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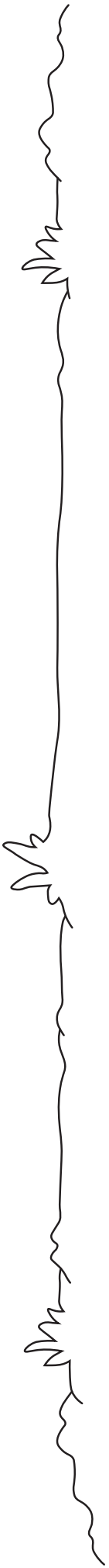
***Ho emetswe lesea:*** Leqephe la ketsahalo ya foreime ya setshwantsho





**Sehlaha sa katiba e nyane:** Leqephe la ketsahalo ya Bala o etse

|  |  |   |   |  |
|--|--|---|---|--|
| <br><b>2</b><br><br>difate | <br><b>1</b><br><br>katiba e nyane | <br><b>1</b><br><br>nonyana | <br><b>5</b><br><br>mahlaku | <br><b>1</b><br><br>letsatsi |
|--|--|---|---|--|

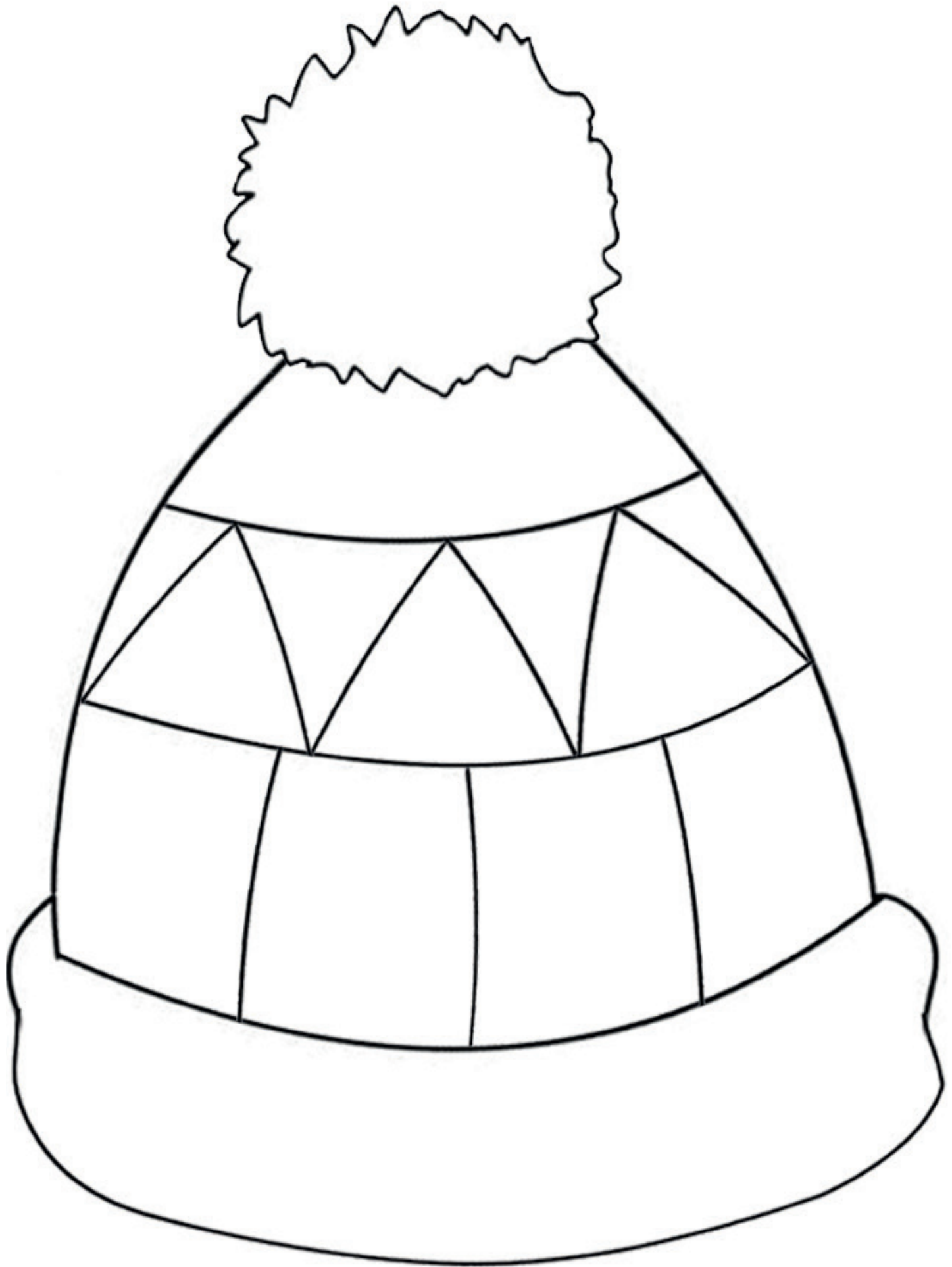


















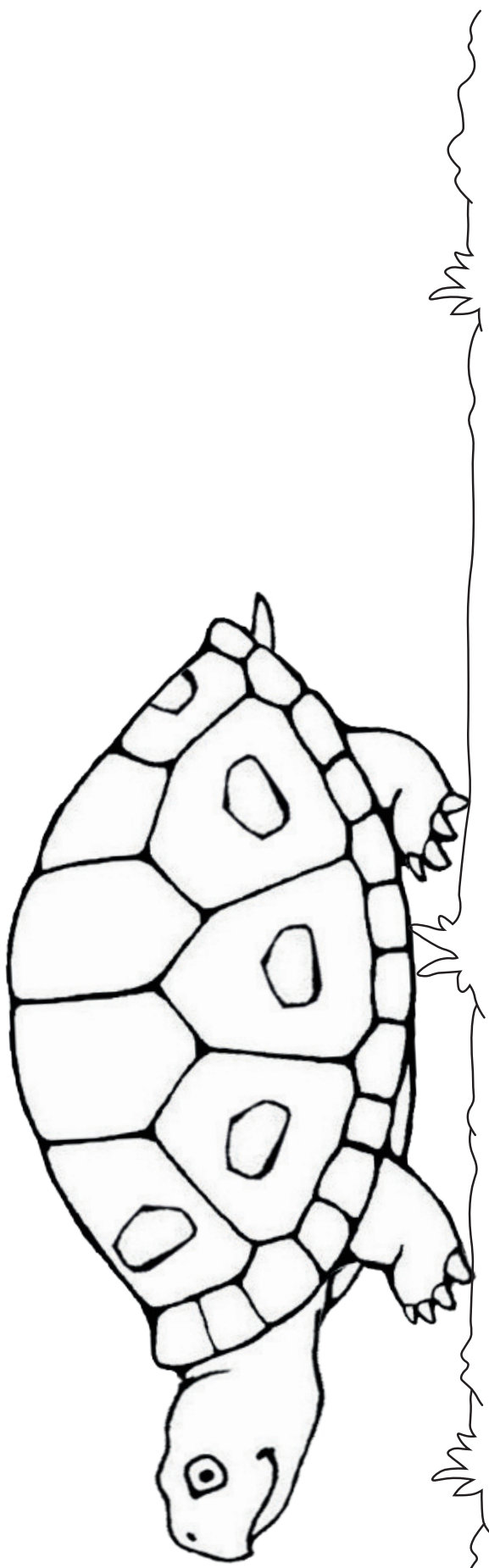
**Sehlaha sa katiba e nyane:** Leqephe la ketsahalo ya katiba e nyane





**Sekolopata le kgetla ya sona:** Leqephe la ketsahalo ya Bala o etse

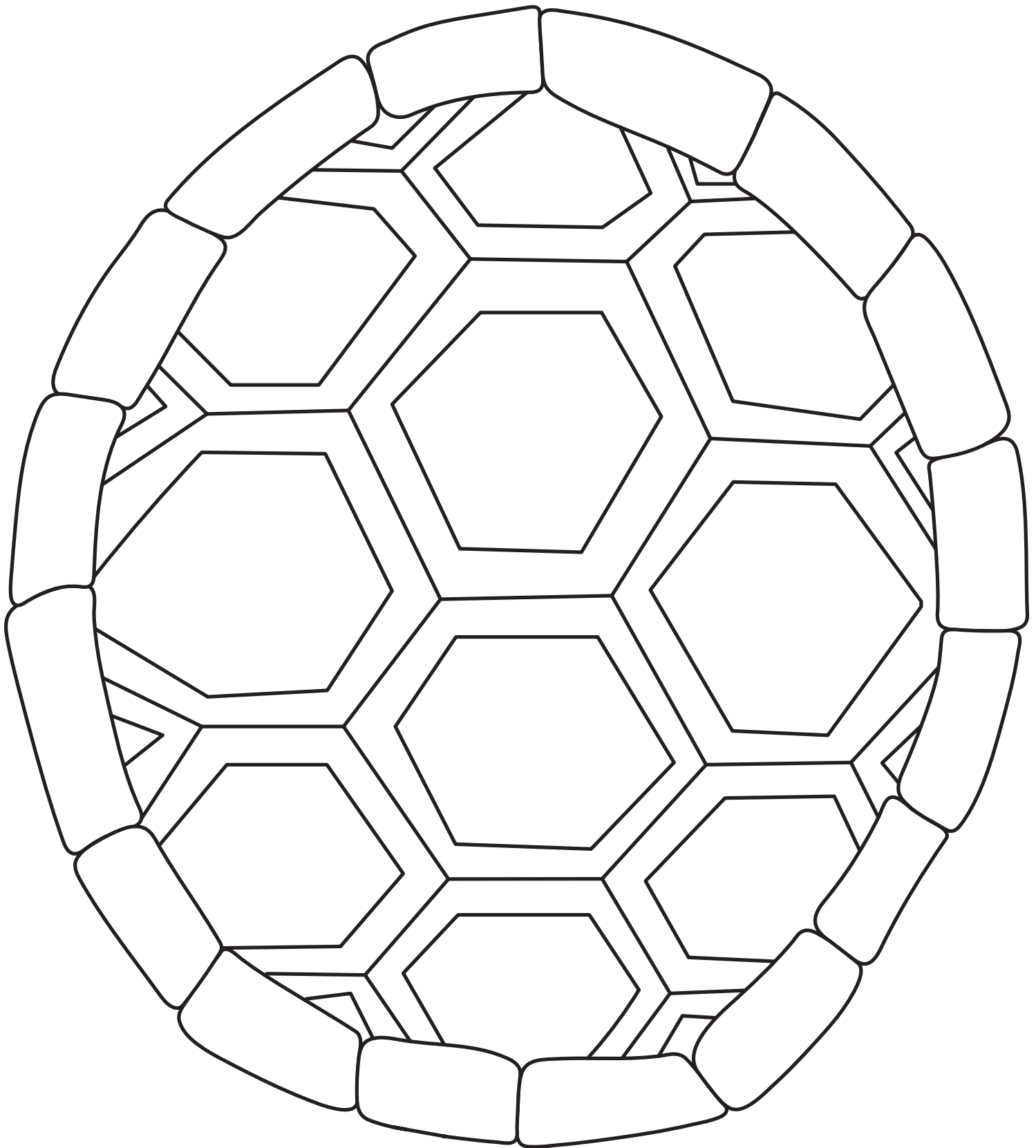
|   |   |   |          |
|---|---|---|----------|
|  | 1 |  | sefate   |
|  | 1 |  | letsatsi |
|  | 2 |  | dintsu   |
|  | 3 |  | leru     |
|  | 5 |  | pula     |





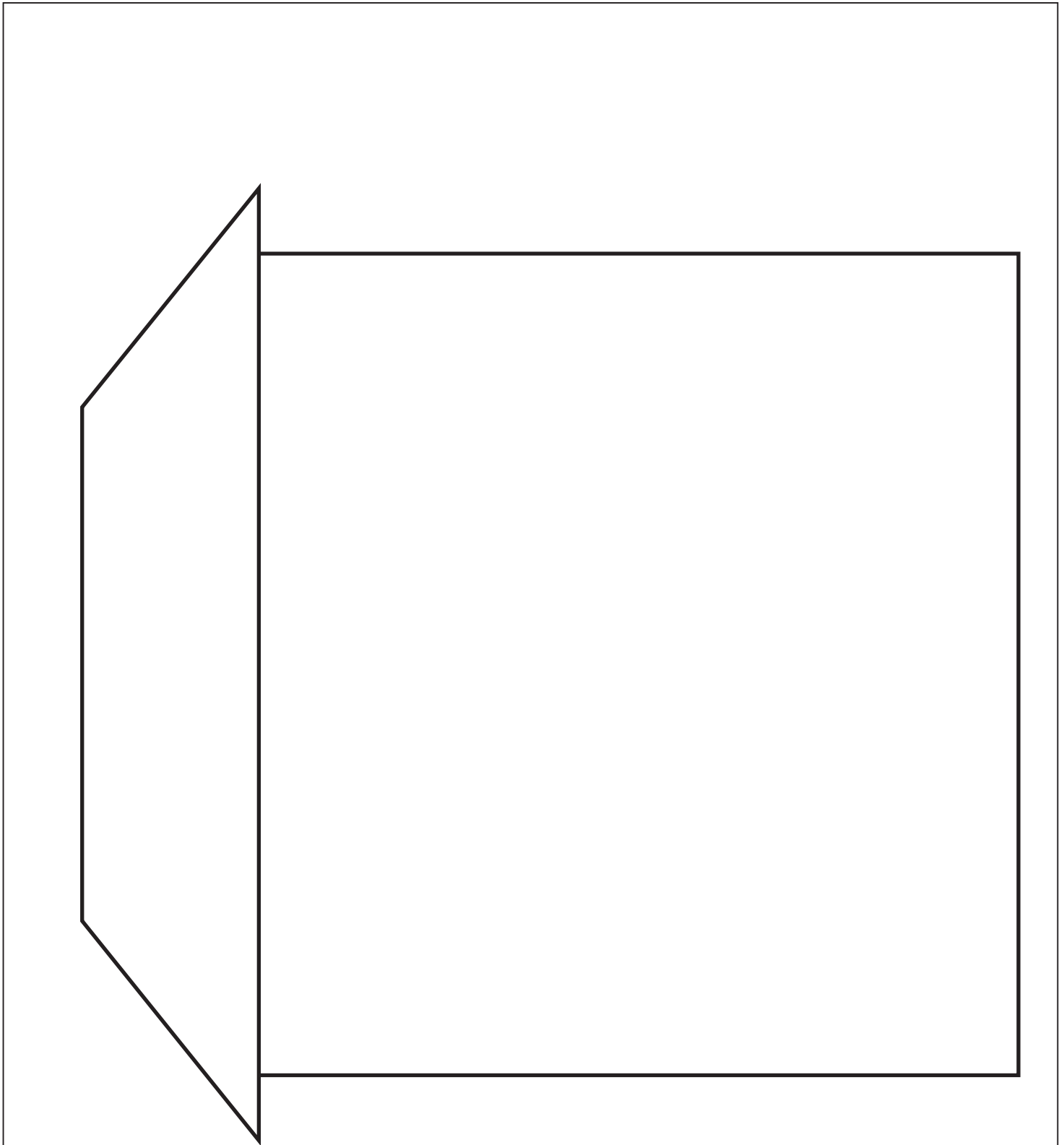


**Sekolopata le kgetla ya sona:** Leqephe la ketsahalo ya kgetla ya sekolopata





**Goldilocks:** Leqephe la ketsahalo ya Bala o etse



|   |        |   |             |   |        |   |          |   |          |
|---|--------|---|-------------|---|--------|---|----------|---|----------|
| 1 | lemati | 4 | mafensetere | 3 | dibere | 5 | dinotshi | 2 | dipalesa |
|   |        |   |             |   |        |   |          |   |          |

