



Lenaneotokafatso la Puo
ya Mophato R

Grade R Language
Improvement Programme

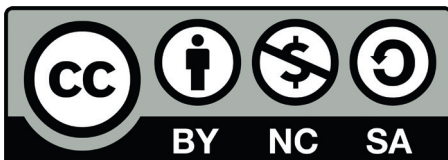
Kaedi ya Ditirwana Activity Guide

Kgweditsharo 2
Term 2



Setswana | English





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Le layisensi ivumela abasebenzisi abasebenzisa kabusha ukusabalalisa, ukuxuba Laesense e e letlelela go phatlalatsa, go tswakanya, go fetola, le go agelela mo godimo ga didiriswa ka mofuta mongwe le mongwe wa tiriso kgotsa tsela nngwe le nngwe fela a go sa dire letseno, le fela fa e le gore o kaya motlhami wa tiro. Fa o tswakanya, o fetola, kgotsa go agelela mo godimo ga didiriswa, o tshwanetse go batla laesense e e tsamaelanang le se o se dirileng.

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★ Molaetsa o o tswang go Tlhogo 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.

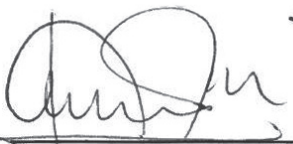
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

Buka-Kaelo ya Tirwana ya Kgweditharo 2

Buka-Kaelo ya Tirwana ya Kgweditharo 2 ya Puogae e na le thulaganyo ya go ruta Puogae mo kgweditharong ya bobedi ya Mophato R. Ditirwana di theilwe mo dikgannyeng tse go tlotlwang ka tsone mme kgang nngwe le nngwe e rulaganyeditswe go rutwa gangwe morago ga modikologo wa dibeke di le pedi.

Batla dilo tse di latelang:

- ★ Lenaane la dilo tse o tlhokang go di baakanya tsa modikologo mongwe le mongwe wa dibeke tse pedi
- ★ Modikologo wa dibeke tse pedi o o rulaganyetsang ditirwana tsa letsatsi le letsatsi, dibeke di le pedi
- ★ Tsebe ya tekolo e e tsweleng pele e e theilweng mo ditirwaneng tsa kgweditharo e gape e ka dirisediwang go rekota kgatelopele ya morutwana mongwe le mongwe mo tsamaong ya kgweditharo
- ★ Manaanethalo a tlhatlhubo
- ★ Ditsebe tse di kgonang go kopololwa tsa tirwana, dibukana le dithempoleiti tsa ditlhaka.

Didirisiwa

Dintlha-kakaretso ke tseno ka ga dikgang, ditlhogo tse di amanang le tsone le ditlhaka tse go ithutwang tsone tsa Kgweditharo 2.

| Kgang | Setlhogo | Ditlhaka/medumo e go ithutwang yone |
|-----------------------------------|--------------------------|-------------------------------------|
| A o Mme? | Legae, Polokesego | n kanye a |
| Go letela ngwana | Balelapa, Malatsi a beke | l kanye i |
| Sentlhaga sa katiba ya ulu | Maemo a bosa | k kanye u |
| Khudu le kgapetla ya yone | Modumo, pono kanye kamo | e kanye u |
| Mmamoritshana | Moutlwalo kanye monkgo | j kanye o |

O tla tshwanelwa ke go ikokoanyetsa didirisiwa tsa gago fa nako e ntse e tsamaya gore o rute lenaanethuto leno ka tsone. O newa dingwe tsa tsone tse di tswang le lenaanethuto leno, mme o tla tshwanelwa ke go ikokoanyetsa dingwe tsa tsone mme tse dingwe tsone o ka nna wa itirela tsone. Re tshitshinya gore fa beke nngwe le nngwe e simolola, o rulaganye dithuto tse o tlleng go di ruta o bo o baakanya didirisiwa tsotlhe go sa ntse go na le nako tse o tlleng go di tlhoka. Tlhomamisa gore dilo tsotlhe di rulagantswe sentle pele o simolola dithuto, gore o sole molemo nako e o tlleng go e dirisa o bua le barutwana.

Pakana ya Didirisiwa tsa Puo

Mmogo le Buka-Kaelo nngwe le nngwe ya Tirwana ya Kgweditharo, o tla newa pakana ya didirisiwa e e nang le:

- ★ dimpopi tsa kgang nngwe le nngwe
- ★ tatelano ya ditshwantsho tsa kgang nngwe le nngwe
- ★ Buka e Kgolo ya kgang nngwe le nngwe
- ★ metshameko le malepa (a a tla tshwanelwang ke go segololwa le go baakanngwa).

★ Introduction

The Term 2 Activity Guide

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

Look out for the following:

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

Resources

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

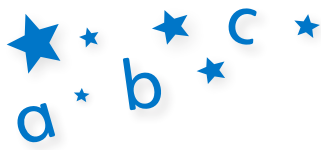
| Story | Theme | Focus letters/sounds |
|-------------------------------|-----------------------------|----------------------|
| Are you my mother? | Home, Safety | n and a |
| Waiting for baby | My family, Days of the week | l and i |
| The beanie nest | Weather | k and u |
| Tortoise and his shell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

You will need to build up your own resources over time to teach the programme. Some are given to you as part of the programme, some you need to collect and some you can make yourselves. We suggest that you plan your lessons at the beginning of each week and prepare all the materials you will need in advance. Make sure everything is set up before you start your lessons, so you can make the most of your time with learners.

Language resource pack

With each Term Activity Guide you will receive a resource pack containing:

- ★ puppets for each story
- ★ sequence pictures for each story
- ★ a Big Book for each story
- ★ games and puzzles (which will need to be cut up and prepared).



Didirisiwa tse di tshwanetseng go kokoangwa kgotsa go rekwa

- ★ didirisiwa le meaparo e e amanang le kgang gore di dirisiwe ka nako ya fa go tlotlwa kgang, fa go tshamekwa mantlwane le fa go etsisiwa mafoko a kgang
- ★ dikgatiso tse di amanang le kgang nngwe le nngwe: dibuka tsa ditshwantsho, dipampitshana tsa go reka kwa mabenkeleng, dimakasine le diphousetara
- ★ Dilo kgotsa dikarata tsa ditshwantsho tsa lenaane la tlotlofoko la kgang nngwe le nngwe
- ★ Dilo tsa mabokoso a ditlhaka
- ★ dikherayone tse di mafura tsa jumbo, dipente le maborashe a go penta, dikere, tluluu, dipene tse di tshwayang bokima dipene tsa go tshwaya boto e tshweu
- ★ pampiri ya A4, khateboto le pampiri ya tshate e e phetlhwang
- ★ Ditshwantsho tsa magae a a farologaneng a diphologolo le maloko a a farologaneng a lelapa
- ★ matlhekge a dilo tsa diatshe le ditirwana tsa go betla dilo: lenathwana la pampiri, tlhaga, diphofa, dithupana, letsela, mabokoso a mae, dikhurumelo tsa mabotlolo, dibotlolo tsa polasetiki, mabokoso a mokgwaro, matlapana, dipoleiti tsa pampiri, diforoko tsa polasetiki, thapo le megala ya ditlhako, diiphimodi tsa fa go jewa
- ★ Dilwana kgotsa ditshwantsho tse dinnye tsa ditirwana tsa thempoleiti ya ditlhaka: pampiri ya namune kgotsa lesela, lekakaba le le omeletseng la namune, kuranta kgotsa pampiri ya kgale, lelente, ulu.

Paakanyetso ya kgang nngwe le nngwe

- ★ Kokoanya didirisiwa tsa go tlotla kgang, tsa go etsisa mafoko a kgang le tsa go tshameka mantlwane.
- ★ Direla morutwana mongwe le mongwe kopololo ya tsebe ya ditirwana.
- ★ Baakanya metshameko le malepa mme o di bee mo teng ga pakete kgotsa setsholadidirisiwa.
- ★ Dira tege ya motshameko mme e nngwe o dire mmetshe ka yone (resipe e tsentswe mo ditsebeng tsa tirwana).
- ★ Direla morutwana mongwe le mongwe kopololo o bo o e mena go nna bukana (ditaelo tsa go dira jalo di mo ditsebeng tsa tirwana).
- ★ Direla kgang nngwe le nngwe mabokoso a mabedi a ditlhaka: Tlatsa dikhontheina tse di senang sepe tsa lobebe ka dilo (kgotsa ka ditshwantsho tsa dilo) tse di simololang ka modumo o o rileng. Sekao, lebokoso la **s** tla nna le dilo tse leina la tsone le simololang ka modumo /s/. Dirisa manaanefoko go go thusa go tlhophela mabokoso.ano dilo. Manega leibole mo lebokosong lengwe le lengwe la ditlhaka o dirisa dipopego-tlhaka tse di segolotsweng. Go ka nna molemo go gatisetsa sebopego sa tlhaka mo feleteng, mo founung kgotsa mo pampiring e go gotlhwang dilo ka yone gore bana ba kgone go kgoma le go utlwa gore popego ya tlhaka e ntse jang.

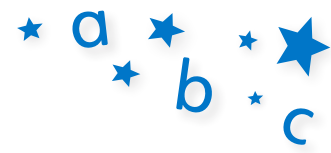
Go Ruta Puogae mo lenaneong la letsatsi le letsatsi la Mophato R

Nako ya go ithuta Puogae e akaretsa phaposiborutelo yotlhe le ditirwana tsa ditlhapha tse dinnye letsatsi le letsatsi. Ditirwana di rulagangwa ka ditsela tse di farologaneng:

- ★ Morutabana o etelela pele a le fa pele ga phaposiborutelo.
- ★ Morutabana o nna le setlhapha se sennye gore a se kaele le go tlotla ka kelotlhoko le barutwana ba ba mo go sone.
- ★ Morutabana o tlhalosa tirwana a bo a kopa barutwana gore ba dire ka ditlhotswana a sa ba thuse.

Modikologo wa dibeke tse pedi o rulaganyetsa ditiro tsa letsatsi le letsatsi, dibeke tse pedi. Ditirwana di diretswe go tlotla kgang go ya pele le go nonotsha puo e e dirisiwang mo kgannyeng, le go tlhama dikgopolo tse di botlhokwa tsa puisokwalo ka go dirisa dikarolo tse di botlhokwa tsa kgang. Thulaganyo eno e bolediwa morago ga modikologo mongwe le mongwe wa dibeke tse pedi. Barutabana le barutwana ba simolola go tlwaela le go solegelwa molemo ke thulaganyo eno ya ka gale. Fa barutabana ba dirisa mokgwa ono go ruta, seno se dira gore ba se ka ba inyatsa e bile barutwana ba ikutlwa ba sireletsegile fa ba itse gore go lebeleletse eng mo go bone.





Resources to collect or buy

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

Preparation for each story

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

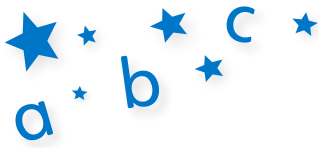
Teaching Home Language in the Grade R daily programme

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

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






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

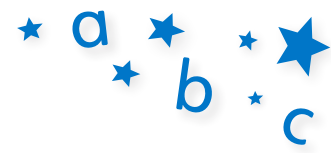




Modikologo wa dibeke tse pedi wa Puogae






Beke 1

| Ditirwana tsa botlhe mo phaposiborutelong | Mosupologo | Labobedi | Laboraro | Labone | Labotlhano |
|---|---|---|---|---|---|
| Ditirwana tse di theilweng mo kgannyeng | Go tlotla dikgang le go aga tlotlofoko | Go tlotla kgang le go opela | Go tlotla kgang le go etsisa mafoko | Go latelanya ditshwantsho | Bopa, thala le go kwala |
| | Barutwana ba utlwa kgang lekgetlo la ntlha fa ba ithuta tlotlofoko e ntšha. | Barutwana ba reetsa kgang gape le go opela pina e e amanang le kgang. | Barutwana ba tshameka dikarolo tse di farologaneng ba bo ba dirisa puo ya kgang eno ka bobone, fa kgang e ntse e anelwa. | Barutwana ba tlotla kgang eno gape ka go dirisa ditshwantsho. | Barutwana ba bontsha dikgopolo tsa bone ka kgang eno ka go betla dilo, go thala setshwantsho kgotsa go tsaya karolo mo tirong ya go kwala e e kopanetsweng. |
| Ditirwana tsa ditlhaka le modumo | Tsenyeletsa modumo nngwe go tswa mo kgannyeng | Go bopa tlhaka | Mabokoso a ditlhaka | Go reetsa medumo e go ithutwang yone | Go kopanya le go kgaoganya |
| | Barutwana ba rutwa modumo o go ithutwang one le tlhaka e e golaganang le mafoko a a tswang mo kgannyeng. | Barutwana ba bopa tlhaka e go ithutwang yone ba dirisa dilo tse di farologaneng tse di dirang gore ba nne le maitemogelo a a monate thata a go e kgoma. | Barutwana ba leba, ba tshwara le go bua ka dilo le ditshwantsho tse di simololang ka modumo o go ithutwang one. | Barutwana ba tlaola medumo e go ithutwang yone mo mafokong. | Barutwana ba kopanya medumo go bopa mafoko ba bo ba kgaoganya mafoko ka medumo. |
| Ditirwana tsa ditlhopho tse dinnye | Mosupologo | Labobedi | Laboraro | Labone | Labotlhano |
| | Stella o supa gore ke ditirwana dife tsa ditlhopho tse dinnye tse di kaelwang ke morutabana letsatsi lengwe le lengwe. | | | | |
| Setlhopho se se pududu | Tirwana 1: Go thala setshwantsho le go ithuta go kwala  | Tirwana 2: Malepa le metshameko | Tirwana 3: Go buisa ka bongwe | Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla | Tirwana 5: Mantlwane |
| | Barutwana ba rekota dikgopolo tsa bone ka go thala ditshwantsho le ka tshimololo ya puo. | Barutwana ba dira malepa ba bo ba tshameka metshameko ya puo. | Barutwana ba buisa ba le bosile go itumelela dibuka le dikgatiso tse dingwe. | Barutwana ba tsamaisa dikarolo tsa mmele le go ithuta go bopa ditlhaka. | Barutwana ba tlotla go ya pele ka puo ya kgang le ka setlhogo sa yone ka go tshameka mantlwane. |
| Setlhopho se se tala | Tirwana 5: Mantlwane | Tirwana 1: Go thala setshwantsho le go ithuta go kwala  | Tirwana 2: Malepa le metshameko | Tirwana 3: Go buisa ka bongwe | Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla |
| Setlhopho se se serolwana | Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla | Tirwana 5: Mantlwane | Tirwana 1: Go thala setshwantsho le go ithuta go kwala  | Tirwana 2: Malepa le metshameko | Tirwana 3: Go buisa ka bongwe |
| Setlhopho se se hibidu | Tirwana 3: Go buisa ka bongwe | Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla | Tirwana 5: Mantlwane | Tirwana 1: Go thala setshwantsho le go ithuta go kwala  | Tirwana 2: Malepa le metshameko |
| Setlhopho se se phepole | Tirwana 2: Malepa le metshameko | Tirwana 3: Go buisa ka bongwe | Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla | Tirwana 5: Mantlwane | Tirwana 1: Go thala setshwantsho le go ithuta go kwala  |

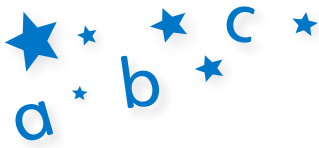


The Home Language two-week cycle






Week 1

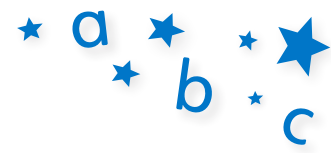
| Whole class activities | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|---|---|---|---|
| Story-based activities | Storytelling and building vocabulary | Storytelling and singing | Storytelling and role play | Sequencing pictures | Make, draw and write |
| | Learners hear the story for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





Beke 2

| Ditirwana tsa botlhe mo phaposiborutelong | Mosupologo | Labobedi | Laboraro | Labone | Labotlhano |
|---|--|---|---|--|---|
| Ditirwana tse di theilweng mo kgannyeng | Ditshwantsho tse dingwe go di latelanya | Puisokopanelo – Buka e kgolo | Go ithuta go reetsa | Go buisa le go dira | Bopa, thala le go kwala |
| | Barutwana ba kopanya kitso ya bone ya kgang ka go latelanya ditshwantsho a le mongwe ka nako ba sa thusiwe. | Barutwana ba reetsa go buisiwa ga kgang e ba e itseng jaaka fa morutabana a ntse a etsisa mafoko a kgang. | Barutwana ba reetsa ka kelotlhoko le go latela ditaelo tse di dirwang ka molomo. | Barutwana ba tlhalosa bokao jwa matshwao a a kwadilweng kgotsa a a tshwantshitsweng. | Barutwana ba bontsha dikgopolo tsa bone ka kgang eno ka go betla dilo, go thala setshwantsho kgotsa go tsaya karolo mo tirong ya go kwala e e kopanetsweng. |
| Ditirwana tsa ditlhaka le modumo | Tsenyeletsa modumo nngwe go tswa mo kgannyeng | Go bopa tlhaka | Mabokoso a ditlhaka | Go reetsa medumo e go ithutwang yone | Go kopanya le go kgaoganya (dinoko) |
| | Barutwana ba rutwa modumo o go ithutwang one o o golaganang le mafoko a a tswang mo kgannyeng. | Barutwana ba bopa tlhaka e go ithutwang yone ba dirisa dilo tse di farologaneng tse di dirang gore ba nne le maitemogelo a a monate thata a go e kgoma. | Barutwana ba leba, ba tshwara le go bua ka dilo le ditshwantsho tse di simololang ka modumo o go ithutwang one. | Barutwana ba tlhaola medumo e go ithutwang yone mo mafokong. | Barutwana ba kopanya medumo go bopa mafoko ba bo ba kgaoganya mafoko ka medumo. |
| Ditirwana tsa ditlhapha tse dinnye | Mosupologo | Labobedi | Laboraro | Labone | Labotlhano |
| | Stella o supa gore ke ditirwana dife tsa ditlhapha tse dinnye tse di kaelwang ke morutabana letsatsi lengwe le lengwe. | | | | |
| Sethlopha se se pududu | Tirwana 1: Go thala setshwantsho le go ithuta go kwala | Tirwana 2: Malepa le metshameko  | Tirwana 3: Go buisa ka bongwe | Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla | Tirwana 5: Mantlwane |
| | Vadyondzi va rhexhoda mavonelo ya vona hi ku dirowa na ku tsala ko sungula. | Vadyondzi va endla swiphazamiso na ku tlanga mintlangu ya ririmi. | Vadyondzi va hlaya va ri voxo na ku ti phina hi tibuku na switirhisiwa swin'wana swo tsariwa. | Vadyondzi va endla migingiriko ya mfambafambo wa swirho na ku ti toloveta ku vumba maletere. | Vadyondzi va aka ehenhla ka ririmi ra xitori na nkgomelo hi ntlangu wo endla onge. |
| Sethlopha se se tala | Tirwana 5: Mantlwane | Tirwana 1: Go thala setshwantsho le go ithuta go kwala | Tirwana 2: Malepa le metshameko  | Tirwana 3: Go buisa ka bongwe | Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla |
| Sethlopha se se serolwana | Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla | Tirwana 5: Mantlwane | Tirwana 1: Go thala setshwantsho le go ithuta go kwala | Tirwana 2: Malepa le metshameko  | Tirwana 3: Go buisa ka bongwe |
| Sethlopha se se hibidu | Tirwana 3: Go buisa ka bongwe | Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla | Tirwana 5: Mantlwane | Tirwana 1: Go thala setshwantsho le go ithuta go kwala | Tirwana 2: Malepa le metshameko  |
| Sethlopha se se phepole | Tirwana 2: Malepa le metshameko  | Tirwana 3: Go buisa ka bongwe | Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla | Tirwana 5: Mantlwane | Tirwana 1: Go thala setshwantsho le go ithuta go kwala |



Week 2

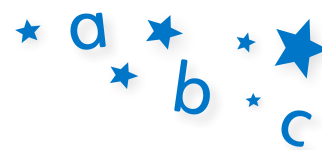
| Whole class activities | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------------------|--|--|---|---|--|
| Story-based activities | More sequencing pictures Learners consolidate their story knowledge by sequencing pictures more independently. | Shared reading – Big Book Learners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



Ditirwana tsa Lenaanethuto leno di nyalantswe le CAPS

Lenaanethalo leno le bontsha ka fa ditirwana tsa modikologo wa dibeke tse pedi di agang dikgono tse di kgethegileng tsa puo tsa CAPS, e bile le bontsha gore o ka dirisa jang ditirwana tseno go tlatlhoba kgatelepele ya barutwana ka go bapisa le kelo ya tlatlhobo.

| Modikologo wa dibeke tse pedi | Ditirwana tsa phaposiborutelo yotlhe tse di theilweng mo kgannyeng | CAPS Dikgono tsa puo | Lenaanethathobo la Tlatlhobo | Lenaanethalo la Tlatlhobo |
|-------------------------------|--|---|---|--|
| | | | (di tserwe mo kelong ya tlatlhobo ya CAPS) | |
| Beke 1: Mosupologo | Go tlotla dikgang le go aga tlotlofoko | Go reetsa le go bua | O reetsa dikgangkhutshwe ka kgatlhego a bo a kopanela mo dikhoraseng ka nako e e tshwanetseng O botsa dipotso | |
| Labobedi | Go tlotla kgang le go opela | Go tlotla kgang le go opela | O opela dipina tse di motlhofo le go etsisa mafoko a pina (ka go thusiwa) | |
| Laboraro | Go tlotla kgang le go etsisa mafoko | Go reetsa le go bua | O etsisa mafoko a bontlhangwe jwa kgang, a pina kgotsa a morumo | |
| Labone | Go latelanya ditshwantsho | Go reetsa le go bua | | Go Reetsa le go Bua Lenaanethalo 1: Go tlotla dikgang le go tlotla kgang gape ka mafoko a gagwe |
| Labotlhano | Bopa, thala le go kwala | Go reetsa le go bua Tshimololo ya go kwala | O neelana ka dikakanyo ka go thala ditshwantsho le go tsenyeletsa dipolelo mo mokwalong o o kwadilweng mo phaposiborutelong O thala kgotsa o penta ditshwantsho go fetisa melaetsa | |
| Beke 2: Mosupologo | Ditshwantsho tse dingwe go di latelanya | Go reetsa le go bua Go buisa le go bogela | | Go Reetsa le go Bua Lenaanethalo 2: O rulaganya ditshwantsho di le mmalwa ka mkgwa o o dirang gore di bope kgang le ditiragalo ka tatelano ya tsone fa di buiwa ka molomo a bo a tlotla kgang e a e tthamileng |
| Labobedi | Puisokopanelo – Buka e Kgolo | Go buisa le go bogela | O “buisa” mekwalo e e godisitsweng jaaka maboko, dibuka tse dikgolo le diphousetara jaaka phaposiborutelo yotlhe le morutabana | |
| Laboraro | Reetsa le go dira | Go reetsa le go bua | O reetsa ditaelo tse di motlhofo a bo a dira go ya ka tsone | |
| Labone | Go buisa le go dira | Go buisa le go bogela | O lemoga leina la gagwe le maina mangwe a barutwana ba bangwe | |
| Labotlhano | Bopa, thala le go kwala | Go reetsa le go bua Tshimololo ya go kwala | O neelana ka dikakanyo ka go thala ditshwantsho le go tsenyeletsa dipolelo mo mokwalong o o kwadilweng mo phaposiborutelong O thala kgotsa o penta ditshwantsho go 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) | |
| Week 1: Monday | Storytelling and building vocabulary | Listening and speaking | Listens to short stories with enjoyment and joins in choruses at the appropriate time Asks questions | |
| Tuesday | Storytelling and singing | Listening and speaking | Sings simple songs and does actions (with help) | |
| Wednesday | Storytelling and role play | Reading and viewing | Acts out part of a story, song or rhyme | |
| Thursday | Sequencing pictures | Listening and speaking | | Listening and Speaking Rubric 1: Tells stories and retells stories in own words |
| Friday | Make, draw and write | Listening and speaking Emergent writing | Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages | |
| Week 2: Monday | More sequencing pictures | Listening and speaking Reading and viewing | | Listening and Speaking Rubric 2: Arranges a set of pictures in such a way that they form a story and a logical sequence of events when verbalised and relates the story created |
| Tuesday | Shared reading – Big Book | Reading and viewing | “Reads” enlarged texts such as poems, Big Books and posters as a whole class with the teacher | |
| Wednesday | Learning to listen | Listening and speaking | Listens to simple instructions and acts on them | |
| Thursday | Read and do | Reading and viewing | Recognises own name and some names of other learners | |
| Friday | Make, draw and write | Listening and speaking Emergent writing | Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages | |





| Modikologo wa dibeke tse pedi | Ditirwana tsa phaposiborutelo yotlhe tsa ditlhaka le medumo | CAPS Dikgono tsa puo | Lenaanetlathobo la Tlathobo | Lenaanethalo la Tlathobo |
|-----------------------------------|---|---|--|--|
| Beke 1 le 2: Mosupologo | Tsenyeletsa modumo nngwe go tswa mo kgannyeng | Ditumatlhaka | | Lenaanethalo 1 la Ditumatlhaka, Go Buisa le go Bogela: O lemoga ditumammogo le ditumanosi dingwe fela ka go di utlwa le fa a di bona |
| Labobedi | Go bopa tlhaka | Mokwalo wa seatla | O bopa ditlhaka ka mekgwa e e farologaneng ka go penta ka menwana, maborashe a pente, dikherayone tse di bonota, jj. ka go simolola mo lefelong le le tshwanetseng le go tsamaela kwa lethakoreng le le siameng | Tshimololo ya go Kwala le ya Mokwalo wa seatla Lenaanethalo 1: O ithuta dikgono tse dinnye tsa mesifa le go tsamaisa mesifa e mennye ya mmele |
| Laboraro | Mabokoso a ditlhaka | Ditumatlhaka | O lemoga ditumammogo le ditumanosi dingwe tsa ntlha ela ka go di utlwa le fa a di bona segolobogolo mo tshimologong ya lefoko | Lenaanethalo 1 la Ditumatlhaka, Go Buisa le go Bogela: O lemoga ditumammogo le ditumanosi dingwe fela ka go di utlwa le fa a di bona |
| Labone | Go reetsa medumo e go ithutwang yone | Ditumatlhaka | | Lenaanethalo 2 la Ditumatlhaka, Go Buisa le go Bogela: O simolola go lemoga gore mafoko a dirilwe ka medumo: o bitsa modumo o o simololang leina la gagwe |
| Labotlhano | Go kopanya le go kgaoganya (dinoko) | Ditumatlhaka | O kgaoganya mafoko a dinokontsi ka dinoko tsa one: o opa diatla kgotsa o itaya moropa mo nokong nngwe le nngwe mo lefokong kgotsa o bua palo ya dinoko (O opa diatla) mo maineng a bana mo phaposiborutelong | |
| Modikologo wa dibeke tse pedi | Ditirwana tsa ditlhopho tse dinnye | CAPS Dikgono tsa puo | Lenaanetlathobo la Tlathobo | Lenaanethalo la Tlathobo |
| Beke 1 le 2: Mosupologo | Go thala setshwantsho le tshimololo ya mokwalo | Tshimololo ya go kwala | O dira maiteko a go kwala ditlhaka a dirisa mela e e motsopodia, ka go kgwarinya, jj le go "buisa" mokwalo wa gagwe: O "buisa" se mela e e motsopodia e se bolelang O tshwarwa dikherayone sentle a dirisa mokgwa o o amogelesegang wa go tshwara pensele | Tshimololo ya go Kwala le ya Mokwalo wa Seatla Lenaanethalo 2: O thala ditshwantsho tse di supang kgopolo ya konokono ya dikgang, dipina kgotsa merumo Lenaanethalo 3: O a thaloganya gore go kwala le go thala setshwantsho ga go tshwane: go itira e kete o a kwala go go bonshiwang ke mela e e motsopodia |
| Labobedi | Malepa le metshameko | Ditumatlhaka Go reetsa le go bua | O dirisa puo go akanya le go ntsha mabaka: o nyalanya dilo tse di tsamaisanang mmogo le go bapisa dilo tse di sa tshwaneng. | Lenaanethalo 1 la Ditumatlhaka, Go Buisa le go Bogela: O lemoga ditumammogo le ditumanosi dingwe fela ka go di utlwa le fa a di bona |
| Laboraro | Go buisa ka bongwe | Go buisa le go bogela | O "buisa" dibuka a le nosi go ijesa monate mo laeboraring kgotsa mo sekhutlong sa phaposiborutelo sa go buisa Ga a kgonamise buka e bile o phetlha ditsebe sentle | Lenaanethalo 3 la Ditumatlhaka, Go Buisa le go Bogela: O ithamela kgang ka go "buisa" ditshwantsho |
| Labone | Go tsamaisa mesifa e mennye le mokwalo wa seatla | Mokwalo wa seatla | O bopa ditlhaka ka mekgwa e e farologaneng ka go penta ka menwana, maborashe a pente, dikherayone tse di bonota, jj. ka go simolola mo lefelong le le tshwanetseng le go tsamaela kwa lethakoreng le le siameng O kopolola ditlhaka tse a di itseng mo leineng la gagwe go bontsha go kwala: o kopolola leina la gagwe O ithuta go laola mesifa e mennye a dirisa sekere go segolola ditshwantsho tse di nang le dintlha tsa bontsho jo bo tseneletseng, dipopego, jj. | Tshimololo ya go Kwala le ya Mokwalo wa Seatla Lenaanethalo 1: O ithuta dikgono tse dinnye tsa mesifa le go tsamaisa mesifa e mennye ya mmele |
| Labotlhano | Mantlwane | Go reetsa le go bua Tshimololo ya go kwala | O dira e kete o a kwala mo maemong a go tshamekiwang mo go one: o kwala molaetsa wa founo, o kwala tuediokothhao ya pharakano, jj. O kopolola mafoko a a kwadilweng mo tikologong fa a ntse a tshameka | |





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

Kgang

Go kile ga bo go le nonyane e namagadi e e neng e agile sentlhaga se sentle mo setlhareng se segolo. E ne ya beela lee mo sentlhageng mme ya le elama malatsi a le mantsi go le thutafatsa. Lemphorwana le ne le gola mo teng ga lee leo.

Moragonyana, Nonyane e Namagadi ya tshwarwa ke tlala. E ne e batla go tswa go ya go batla dijo ka jalo ya tswa mo sentlhageng, ya fofa. O akanya gore go ne ga diregang fa e tsamaile? Lemphorwana le ne le santse le le lennye thata, mme le ne le siametse go tswa mo teng ga lee. Le ne la konya kgapa ya lee ka fa teng ka molomo wa lone mme la phunya phatlha e nnye. Lemphorwana le ne la ntsha molomo ka phatlha eno, lee la thubega mme la thuthuga! Le ne le itumetse mme la tlhotlhora diphukanyana tsa lone. Lemphorwana la batla mmaalone mme la re: "Mama o kae?" La leba kwa, godimo le kwa tlase le mo tikologong yotlhe, mme la se ka la mmona.

"Ke a tsamaya ke ya go batla mama," Lemphorwana la bolela jalo. La tswa mo teng ga sentlhaga mme a o a itse gore go ne ga diregang? Le ne la wela fa fatshe! Lemphorwana leno le ne le ise le itse go fofa - le ne le santse le le lennye. E ne e le lemphorwana le le nonofileng le le sa boifeng, ka jalo la ema, la itlhotlhora mme la tswa la ya go batla mmaalone.



Mo tseleng, la kopana le kgomo. La e botsa la re, "Kgomo, a ke wena mama?"

Kgomo ya re "Moooo." "Nnyaa, ga se nna mamaago, mme ke tla go naya mašwi." "Nnyaa, ga ke a batle," Lemphorwana la bolela jalo, "ke tshwanetse go batla mama," la bua jalo mme la tsamaya.



Go ise go ye kae la kopana le podi. La e botsa la re, "Podi, a ke wena mama?"

"Meee, meee," podi ya rialo e tshikhinya tlhogo e e seriri. "Nnyaa, ga se nna mamaago, mme tlaya o tle go ja bojang jo bo monate le nna." "Nnyaa, ga ke bo batle," Lemphorwana la bolela jalo, "Ke tshwanetse go batla mama." La tswelela la tsamaya.

Lemphorwana la simolola go utlwa botlhoko. La akanya la re: "A tota ke tla bona mama? Ka nako eo, ke fa go tla koko nngwe ka le tsela mme e tshwere seroto mme ya utlwa lentswenyana le re: "Tweet-tweet, tweet-tweet." O ne a sa itse gore Lemphorwana le ne le botsa gore mmaalone o kae.

O akanya gore koko o ne a dirang? O ne a kuka Lemphorwana leno mme a le tsenya mo serotong sa gagwe. Nkoko a re, "O lebega o latlhegile. Ke itse gore mama o kae." Nkoko a bona sentlhaga mme a tsenya Lemphorwana ka kelotlhoko mo go sone. A nna mo godimo ga leje mme a lebelela sentlhaga. A o ka akanya gore go diregileng morago ga moo?

Nonyane e Namagadi ya bona dibokonyana e bo e boela kwa sentlhageng e hupile seboko se se telele ka molomo. Lemphorwana ga le ise le mmone ka gonne nako yotlhe le ne le le mo teng ga lee. La botsa ka boitumelo la re:

"A o mama? Ke a itse gore ke wena mama!" Mme Nonyane e Namagadi ya re: "Ee, ngwanaka, ke nna." Lemphorwana la bula molomo wa lone ka boitumelo, la kometsa seboko. Nonyane e Namagadi le Lemphorwana ba ikhutaganya mmogo mo sentlhageng. Ba ne ba itumetse thata go bo ba le mmogo gape.



Kgang eno e felela fano.

★ Are you my mother?

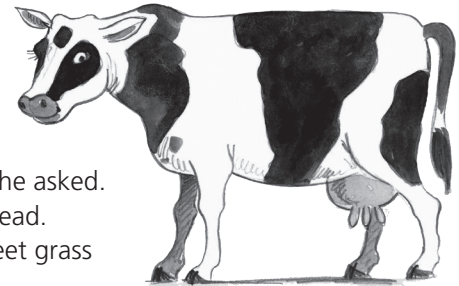
Story

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.



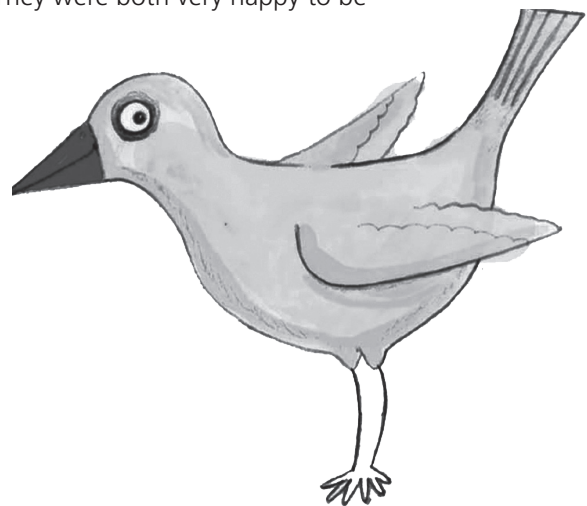
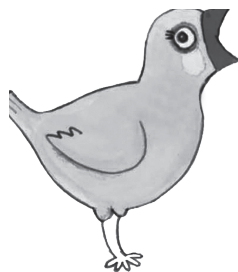
Soon he met a goat. "Goat, are you my mother?" he asked. "Meh, meh," said the goat and shook her hairy head. "No, I am not your mother, but come and eat sweet grass with me." "No thank you," said Baby Bird, "I must find my mother." And he walked on again.

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

Lemphorwana la tswa mo sentlhaga, mo sentlhaga, mo sentlhaga
 Lemphorwana la tswa mo sentlhaga.
 Go ya go batla mama.

Mme Kgomo, a o mama, o mama, o mama?
 Mme Kgomo, a o mama?
 O ile kae tota?

Ga ke mamaago, tsaya mashi ke a, mashi ke a, mashi ke a.
 Ga ke mamaago, mashi ke a,
 O ile kae tota?

Mme Podi, a o mama, o mama, o mama?
 Mme Podi a o mama?
 O ile kae tota?

Ga ke mamaago mme ja bojang, ja bojang, jang bojang
 Ga ke mama, mme ja bojang,
 O ile kae tota?

Nkoko a mpusetsa mo sentlhageng, mo sentlhageng, mo sentlhageng
 Nkoko a mpusetsa mo sentlhageng,
 Go letela mama.

Lemphorwana la me, ke e tla, ke e tla, ke e tla.
 Lemphorwana, ke etla,
 Ka seboko se se nonneng!

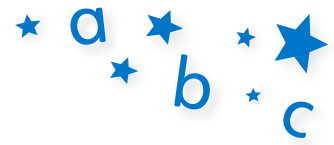


(E opeleng ka molodi wa pina ya "Here we go round the mulberry bush" kgotsa dirisang molodi wa lona)

Tlotlofoko go tswa mo kgannyeng

| Mafoko a konokono | nonyane | sentlhaga | lee | kgomo | podu | batla |
|--------------------------|----------|-----------|---------|--------|-------|----------|
| Mafoko a a oketsegileng: | setlhare | molomo | lephuka | seboko | ja | thuthuga |
| | konya | thuba | fofa | godimo | tlase | itumetse |





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.

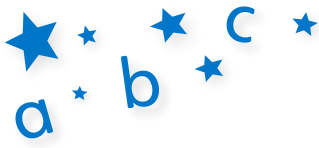
Baby Bird here I come, here I come, here I come,
 Baby Bird here I come,
 With a fat juicy worm!

(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 |



Lo tlile go tlhoka:

- Kgang: *A o mme?*
- Dimpopi: Nonyane, Lemphorwana (Ngwana wa Nonyane), kgomo, podi, Nkoko, setlhare, sentlhaga, lee, Lemphorwana mo teng ga lee
- Didirisiwa: ulunyana/kgole e kima gore e nne seboko, sentlha sa nonyane, lee la polasetiki, kokwana ya matshamekwane, diphofa, foreimi ya digalase tsa ga nkoko, seroto
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko

Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Opelang mongwe wa morumo lo re *Matlho-pedi re a bona* gore bana ba tle mo mmetsheng ka nako ya fa go tlotlwa dikgang.

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: Dinonyane di nna kae? A o a itse gore maphorwane a tsalwa jang? Mamphorwana a ja eng?
- 1.3 E re: "*Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšha a re tlileng go a bona mo kgannyeng.*" Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Ka sekai, ba bontshe ditshwantsho tsa dintlhaga tse di farologaneng.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tlhagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso, jaaka: "*A o akanya gore Lemphorwana le tlile go bona mmaalone? O akanya gore Lemphorwana le ikutlwa jang?*"

3 Fa o sena go tlotla kgang

- 3.1 Botsa barutwana jaana: "*O ratile eng ka kgang e? Ga o a rata eng ka yone? O ratile karolo efe thata? O na le dipotso dife ka kgang e? A o kile wa latlhega? A o a itse gore o tshwanetse go dira eng fa o ka latlhega?*"

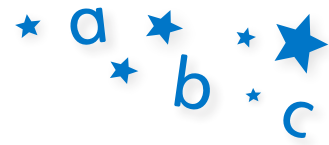
Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: "*nonyane, namagadi, neng, nonofileng, naya, nako. A lo utlwa modumo o re tlileng go ithuta one: nonyane, nako? Ee, o nepile! Yotlhe e na le modumo /n/.*"
- 2 "*Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /n/: naledi, namune, nama, nato, nawa, noga.*" (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo /n/ ka tsela e e utlwagalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /n/: "*n-n-n*". Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebagane.

Ditirwana tsa ditlhopha tse dinnye

Tlhalosa gore barutwana ba tlile go dira ka ditlhopha tse dinnye letsatsi lengwe le lengwe. Tlhalosa le go bontsha gore tirwana nngwe le nngwe e dirwa jang o bo o tlhalosa go refosana ga bone letsatsi le letsatsi. Tlhalosa thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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



Week 1 Day 1

Whole class activities

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

Two eyes to see

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

Storytelling and building vocabulary

1 Before you tell the story

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

2 While you tell the story

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

3 After you tell the story

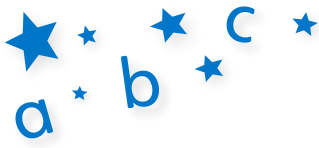
- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story? Have you been lost? Do you know what to do if you get lost?"*

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"nonyane, namagadi, neng, nonofileng, naya, nako. Can you hear the focus sound: nonyane, nako? Yes, you are right! They all have the sound /n/."*
- 2 *"Listen carefully, here are some more words with /n/: naledi, namune, nama, nato, nawa, noga."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /n/ clearly and tell learners to watch your mouth.
- 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.



Lo tšile go tlhoka:

- Dimpopi tsa kgang
- Mmino le ditshwantsho tsa didirisiwa tsa pina



Beke 1 Letsatsi 2

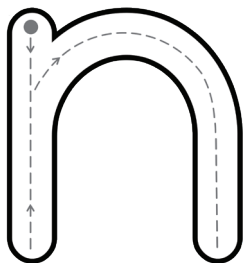
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

- 1 Simolola ka go gopotsa barutwana bokao jwa mafoko a o a rutileng ka Letsatsi 1.
- 2 Tlotla kgang gape o dirisa dimpopi. Botsa dipotso fa o ntse o tlotla kgang. Kopa barutwana go bolelela pele gore go tla direga eng morago ga moo.
- 3 Bolelela barutwana gore o tšile go ba ruta pina e ntšha gore e tsamaisane le kgang.
- 4 Bua dipolelo di le mmalwa tsa pina ka tsela e e utlwalang sentle o di bua ka bonya, morago ga moo o kope barutwana go opela le wena. Go ka nna thata gore barutwana ba gopole mafoko otlhe, ka jalo ba rute pina ka dikarolo tsa yone.
- 5 Dirisa ditshwantsho kgotsa didirisiwa kgotsa etsisa mafoko go thusa barutwana go tlhologanya puo ya pina.
- 6 Ruta barutwana go etsisa mafoko a pina mme lo e opeleng monate ka dipuo tse di fetang e le nngwe.

Go bopa tlhaka

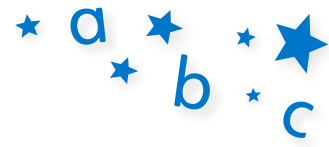
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /n/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /n/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka ntshetsa matsogo a bona kwa ntle mo pele ga bona mme ba phatshimisa menwana ya bona ba dira e kete ke **dinaledi** tse di phatshimang.
- 3 Botsa barutwana gore a ba a gopola gore tlhaka ya **n** e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tlhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: *"Simolola fa leronthong, fologela kwa tlase, thatlogela kwa godimo, ela ka fa mojeng o bo o fologela kwa tlase."*
- 4 Kopa barutwana go ithuta go bopa tlhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tlhaka.
- 5 Fa o sena go bontsha sekao sa gore tlhaka e kwalwa jang, rotloetsa barutwana go dirisa letlhokwa go kwala tlhaka mo mmung.
- 6 Rotloetsa barutwana go bitsa modumo o tlhaka e o dirang fa ba ntse ba kwala tlhaka.



Ditirwana tsa ditlhopho tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopho tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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



Week 1 Day 2

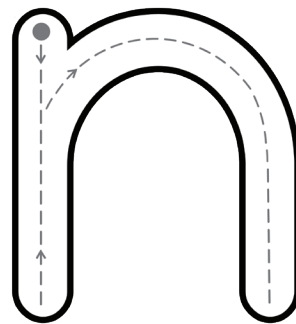
Whole class activities

Storytelling and singing

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

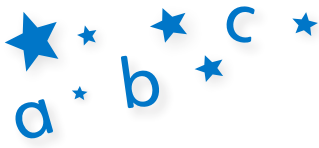
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /n/ or if they can think of any other words that have the focus sound 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 carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Lo tlile go tlhoka:

- Dimpopi tsa kgang
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **n**: naleli, namune, nama, nato, nawa, noga, noka, noko, nakedi, nalete

Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong Go tlotla kgang le go etsisa mafoko

- 1 Opelang pina.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: Ba kope gore ba etsitse madiri ano: "fofa" le "konya".
- 3 Tlhopha barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tlile go nna bomang fa ba tshameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 5 Tlhalosetsa barutwana gore wena (morutabana) o tlile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kgang ba tlile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tlleng go ema gone.
- 6 Simolola go tlotla kgang me o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.



Stella a re:

Dirisa sekhurumelo sa lebokoso la ditlhaka, se se nang le popego ya tlhaka e e boboa kgotsa e e nang le foumo go bontsha barutwana tsela ya go utlwa ka seatla gore ditlhaka di ntse jang. Go utlwa ditlhaka ka seatla le go di kgoma go thusa barutwana ba le bantsi go gopola dipopego tsa tsone.



Mabokoso a ditlhaka

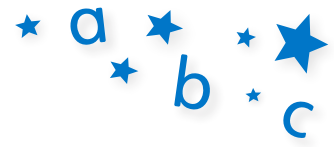
- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didirisiwa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane.
- 2 Botsa dipotso ka dilo tseo: "A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: "Tlhaka eno e bontsha ka fa re kwalang **n** ka gone." Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **n**: naledi, namune, nama, nato, nawa, noga, noka, noko, nakedi, nalete

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: "bhabha" and "xhola".
- 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.



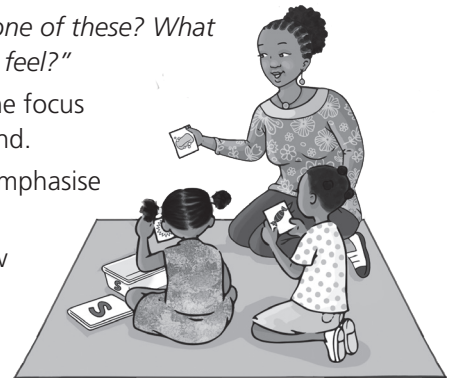
Stella says:



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.

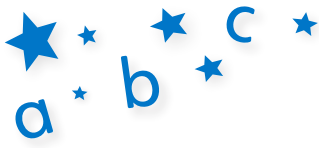
Letter boxes

- 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.



Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo

Stella a re:



Tseno ke dipotso tse di mosola go di botsa ka setshwantsho:

- "O bona mang?" (baanelwa)
- "O dira eng/le dira eng?" (Madiri le go dira ditiro)
- "O bona eng gape?" (ba leba gape)
- "...e kwa kae?" (bitsa mafelo/boemo)
- "Ke eng fa o akanya gore...?" (bokgoni jwa go akanya, jwa go tlhalosa megopolo)

Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

- 1 Opelang pina gape.
- 2 Tsenyeletsa mafoko a mantšha go tswa mo lenaaneng la tlotlofoko.
- 3 Tlhopha tatelanyo nngwe ya ditshwantsho mme o di tsholetse. Botsa barutwana gore ba bona eng, o bo o bua nakonyana ka setshwantsho.
- 4 Fa o sena go tlotla setshwantsho sengwe le sengwe, se kgomaretse mo botong gore barutwana ba se bone. Tlhomamisa gore ditshwantsho tseno ga di latelane ka nako ya tirwana eno.
- 5 Fa o sena go bua ka ditshwantsho tsotlhe, botsa barutwana jaana: "A ditshwantsho di latelana ka tsela e e siameng?"
- 6 Kopa barutwana go supa setshwantsho se se simololang kgang. Dira mmogo le bone go rulaganya tatelano ya ditshwantsho gore kgang e tshaloganyesegwe.
- 7 Dira gore barutwana ba tseye karolo ka tshagafalo mo thulaganyo eno. Botsa dipotso tse di jaaka: "Go ne ga direga eng morago ga moo? Ke mang yo o gopolang karolo e e latelang ya kgang?"
- 8 Fa ditshwantsho di le ka tatelano e e siameng, kopa barutwana ba le mmalwa gore ba tlotle kgang gape ka tatelano e e siameng.

Go reetsa medumo e go ithutwang yone

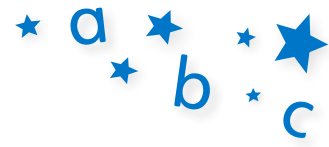
- 1 Kopa barutwana go nna ka Tidimalo mo mmetsheng mme ba potise magofi a bone ka fa morago ga ditsebe gore ba reetse ka kelotlhoko. Ba tlhalosetse gore o tlile go bua mafoko a le mane. Fa o sena go bua mafoko ao otlhe a le mane, barutwana ba ka nna ba tsholetsa diatla fa ba itse gore ba utlwile modumo ofe kwa tshimologong ya mafoko ao.
 - ★ Morutabana le barutwana: "Reetsang, reetsang, ka tsela e e utlwalang sentle, ke modumo ofe o go ithutwang one o lo o utlwalang?"
 - ★ Morutabana: "tafole, tau, tamati, tedu".
 - ★ Morutabana le barutwana: "Mpolelele, mpolelele, o utlwa eng?"
 - ★ Barutwana: "/t/"
- 2 Fa barutwana ba sena go tllaola modumo o go ithutwang one mo mafokong, bua modumo oo ka iketlo le ka tsela e e utlwalang o ntse o gatelela motsamao wa molomo wa gago.
- 3 Dirisa mafoko ano a le mane fela ka nako mo tirwaneng. Boela kwa modumong o le mongwe gantsi ka fa go tlohegang ka gone, o o kopanye le mafoko a mangwe go dira gore o nne o ntse o kgatlha.
 - ★ /t/: tafole, tau, tamati, tedu, tee, terebe, tapeiti, teroli, toroko, tonki
 - ★ /p/: panana, peba, pelo, pene, podi, pula, pata, patika, pidipidi, pere, perekisi
 - ★ /n/: naledi, namune, nalete, nama, nato, nawa, noga, noka, nokedi
 - ★ /b/: bobi, bata, bera, bisikiti, bolao, bookelo, boroso, boroto, borotho, baka



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- Big sequence pictures

Stella says:



These are useful questions to ask about each picture:

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

Week 1 Day 4

Whole class activities

Sequencing pictures

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



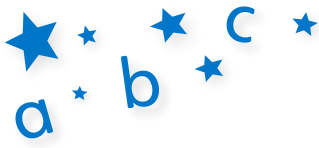
Listening for focus sounds

- 1 Ask learners to sit quietly on the carpet and cup their ears with their hands to listen carefully. Explain that you are going to say four words. When you have finished saying all four words, learners can put their hands up if they know what sound they heard at the beginning of all the words.
 - ★ Teacher and learners: "Listen, listen, loud and clear, what's the focus sound that you hear?"
 - ★ Teacher: "tafole, tau, tamati, tedu".
 - ★ Teacher and learners: "Tell me, tell me, what do you hear?"
 - ★ Learners: "/t/".
- 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.
 - ★ /t/: tafole, tau, tamati, tedu, tee, terebe, tapeiti, teroli, toroko, tonki
 - ★ /p/: panana, peba, pelo, pene, podi, pula, pata, patika, pidipidi, pere, perekisi
 - ★ /n/: naledi, namune, nalete, nama, nato, nawa, noga, noka, nokedi
 - ★ /b/: bobi, bata, bera, bisikiti, bolao, bookelo, boroso, boroto, borotho, baka



Small group activities

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



Lo tlile go tlhoka:

- Tluluu, dikere
- Khatebokoso, lanathwana la pampiri, bojang, diphofa, dithupana, pente, maborashe a pente, pampiri kgotsa pampiri ya thishu
- Dikherayone tse di mafura tsa jumbo
- Rolo ya pampiri ya ka fa ntlwaneng ya morutwana mongwe le mongwe
- Ditshwantsho tsa dintlhaga kgotsa sentlhaga sa mmatota
- Mafoko a dinokontsi a amanang le kgang: lesea, jusi, ka boene, mme, nnye, tletse moriri, seroto, koko, itumetse, ntle, kelotlhoko

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Bontsha barutwana setlhaga kgotsa ditshwantsho tsa sentlhaga mme o bue gore dintlhaga tse di farologaneng di dirilwe ka eng.
- 2 Tlhalosetsa barutwana gore ba tlile go dira sentlhaga le nonyane mo setlhareng. Ba bontshe sekai mme o tshitshinye gore ba latelele dikgato tseno:
 - ★ Segolola lenathwana la khatebokoso go dira bogodimo jwa setlhare.
 - ★ Kgomaretsa matlhare mo setlhareng kgotsa thathelela pampiri ya thishu go dira matlhare.
 - ★ Dira sentlhaga ka dithupana, mme o potoke dipampirinyana go dira mae mo setlhareng.
 - ★ Thala setshwantsho sa nonyane mme o se segolole. Dirisa rolo ya pampiri ya ka fa ntlwaneng go dira kutu ya setlhare ka yone (o tla tshwanelwa ke go sega mesegonyana ka fa letlhakoreng la rolo ya pampiri ya ka fa ntlwaneng pele thuto e simolola).



Stella a re:



Go dira dibolonyana tse dinnye ka pampiri ya thishu go siametse tamaiso ya mesifa e mennye.

Go kopanya le go kgaoganya (dinoko)

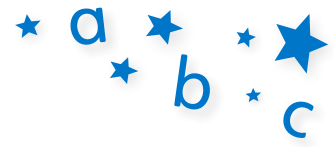
- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **se | ro | to**.
- 2 Kopa barutwana go lebana le tsala mme mongwe le mongwe a iteye legofi la yo mongwe mo phefong fa go bidiwa noko nngwe: **se** (yo mongwe o itaya legofi la yo mongwe mo phefong) **ro** (yo mongwe o itaya legofi la yo mongwe mo phefong) **to** (yo mongwe o itaya legofi la yo mongwe mo phefong).
- 3 Bitsa mafoko a mangwe a dinoko tse di farologaneng go tswa mo kgannyeng fa barutwana ba itaana ka magofi mo phefong.
- 4 Rotloetsa barutwana go bala dinoko mo mafokong (ka sekai: "seroto" se na le dinoko di le tharo).



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





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, jusi, ka boene, mme, nnye, tletse moriri, seroto, koko, itumetse, ntle, kelotlhoko

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)

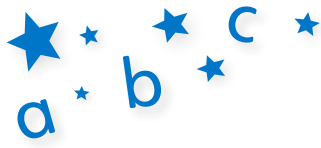
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **se | ro | to**.
- 2 Ask learners to face a friend and do a high five for each syllable: **se** (*high five*) **ro** (*high five*) **to** (*high five*).
- 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.

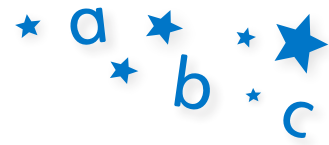








Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

| Lo tlile go tlhoka | Ditirwana |
|--|---|
| <ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo   <p><i>Fa barutwana ba tlhoka thusoka ga se ba ka sethalang, ba bontshe tatelano ya ditshwantsho go ba fa maele.</i></p> | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa kang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola. Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo. Botsa barutwana gore ke karolo efe ya kang e ba e ratileng go gaisa tsotlhe. Ba neye ditshitshinyo dingwe. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Ka sekai: "Lemphorwana ... le jele ... O ne o batla go bua lefoko lefe le le latelang? Seboko. Ke tlile go kwala lefoko 'seboko'." Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone. |
| <ul style="list-style-type: none"> Diphazele  | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Barutwana ba simolole ka go leba manathwana a malepa ka kelotlhoko le go a baya ka ditlhopha tsa one. Morago go moo ba kopanye manathwana a malepa go dira setshwantsho sa phologolo kgotsa sa moanelwa yo o mo kgannyeng. Ba ka nna ba dirisa Buka e Kgolo kgotsa tatelano a ditshwantsho go ba kaela. |
| <ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana  | <p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa. |

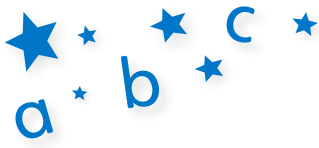


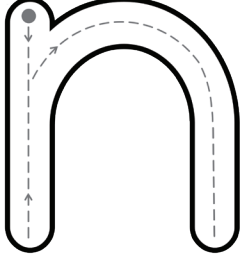
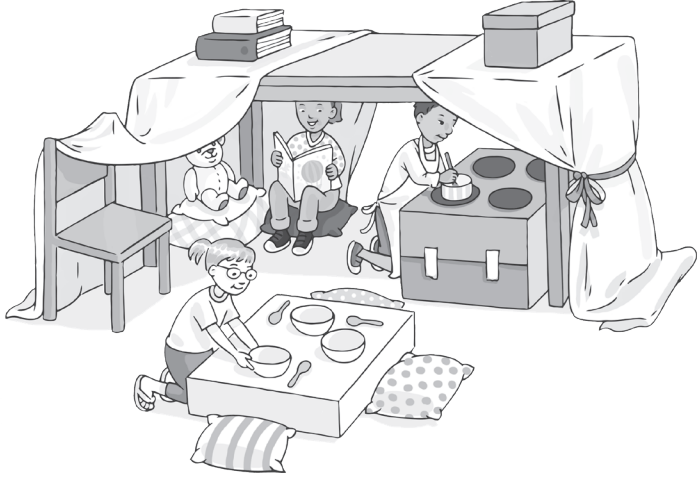


Small group activities for Week 1

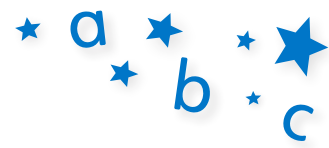
| You will need | Activities |
|---|---|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <div data-bbox="199 934 574 1114">  <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p> </div> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Baby ... Bird ... ate ... the ... What word did you want to say next? Worm. I am going to write the word 'worm'." Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts. |
| <ul style="list-style-type: none"> Puzzles  | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Learners must begin by looking carefully at the puzzle pieces and sorting them. Then they must put the puzzle pieces together to make a picture of an animal or character from the story. They can use the Big Book or sequence pictures for guidance. |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading. |

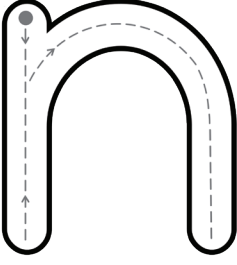





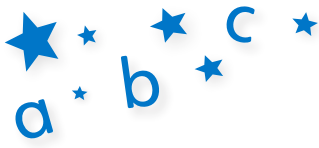
| Lo tlike go tlhoka | Ditirwana |
|---|--|
| <ul style="list-style-type: none"> • Thempoleiti ya tlhaka ya bogolo jwa A5 ya "n" ya morutwana mongwe le mongwe • Ditshwantsho tse dinnye kgotsa dilo tse di simololang ka n: naledi, namune, nama • Tluluu | <p>Tirwana 4: Go tsamaisa mesifa e mentye le mokwalo wa seatla</p> <ol style="list-style-type: none"> 1 Naya morutwana mongwe le mongwe thempoleiti ya tlhaka le dilwana kgotsa ditshwantsho tse di nang le modumo o go ithutwang one. 2 Ba tshwanetse go kgomaretsa ditshwantsho kgotsa dilwana tse di nang le modumo o go ithutwang one go tlatsa sebaka le go dira tlhaka. Gape ba ka nna ba oketsa ka ditshwantsho tse ba di thadileng tsa dilo tse di nang le modumo o go ithutwang one wa "n".  |
| <ul style="list-style-type: none"> • Didirisiwa: dikobo dingwe tse dikgolo, dilaakane kgotsa matsela a go apesitsweng ditulo le ditafole ka one go dira "ntlo", maswana a polasetiki, dikhontheina tsa dilatlhwa le dipitsa, dijo tsa matshamekwane (maungo kgotsa merogo ya polasetiki, mabokoso kgotsa dipakete tse di senang sepe), mosamo, kobo le mpopi | <p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> 1 Isa setlhopha kwa sekhutlong sa mantlwane mme o ba bontshe didirisiwa tse di ntšha. 2 Botsa barutwana jaana: "Lemphorwana le ne le nna kae? Mo sentlhageng! Batho ba nna kae? Re nna mo matlong. A o ka rata go aga ntlo le go tshameka le ditsala tsa gago?" 3 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. Ka sekai: Fa seno se ka tshwanela motshameko wa bone, wena itire moagelani a goroga kwa ntlong ya bone. Kokota fa "kgorong" mme o bone gore a ba go letla go tsena.  |





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





Lo tšile go tšhoka:

- Tatelano ya ditšhwantšho tse dikgolo
- Bukana e e mennweng e go dirilweng fothokhopi ya yone ya morutwana mongwe le mongwe

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong Ditšhwantšho tse dingwe go di latelanya



- 1 Simolola barutwana ba ntse mo mmetsheng. Tlhopha barutwana gore ba eme fa pele ga phaposiborutelo, mongwe le mongwe a tšhwere mongwe wa mebala ya ditšhwantšho tsa tatelano (mme di se ka tatelano ya tsone).
- 2 Botsa barutwana gore a ditšhwantšho di ka tatelano e e siameng. Ba kope gore ba supe setšhwantšho se se tšhwanetseng go bo se le kwa tšhimologong ya kgang.
- 3 Kopa setlhopha sa barutwana ba ba tšholeditseng ditšhwantšho go suta-suta gore ba eme ka tsela e e tla dirang gore kgang e tšhaloganyesege. Botsa dipotso tse di jaaka: *"Ke mang yo o gopolang gore go ne ga direga eng morago ga moo?"*
- 4 Fa o sena go latelanya ditšhwantšho tsa kgang, kopa barutwana go ya kwa ditafole go tsa bone.
- 5 Naya morutwana mongwe le mongwe bukana. Ba rotloetse go leba khabara ya yone mme o buise setlhogo sa kgang le bone.
- 6 Leba ditšhwantšho le barutwana ka go latelana ga tsone mo bukaneng, o ba thuse go lemoga gore ditšhwantšho mo bukeng di tšhwana fela le ditšhwantšho tse di latelanang.
- 7 Fa nako e letla, barutwana ba ka "buisetsa" molekane wa bone bukana eno mo phaposiborutelong. Rotloetsa barutwana go ya ka dibuka tšeno gae go ya go di buisa le ba malapa a bone.



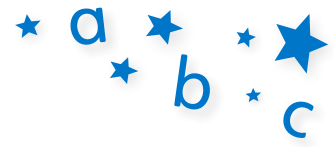
Tšenyeletsa modumo mongwe go tšwa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tšwang mo kgannyeng: *"agile, akanya, tsamaya. A lo utlwa modumo o re tšileng go ithuta one: agile, akanya, tsamaya? Ee, o nepile! Yotlhe e na le modumo /a/."*
- 2 *"Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /a/: akanya, araba, apara, abokato."* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo /a/ ka tsela e e utlwagalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /a/: *"a-a-a"*. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebagane.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





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: “agile, akanya, tsamaya”. Can you hear the focus sound: **agile, akanya, tsamaya**? Yes, you are right! The focus sound is /a/.
- 2 “Listen carefully, here are some more words with /a/: **akanya, araba, apara, abokato**.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /a/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /a/: “**a-a-a**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Lo tile go tlhoka:

- Buka e Kgolo: A o mme?
- Thempoleiti ya tlhaka "a" ya bogolo jwa A5 ya morutwana mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

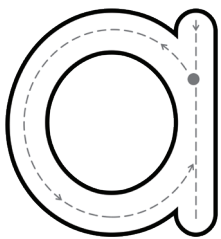
Puisokopanelo – Buka e Kgolo

- 1 Rotloetsa barutwana go leba setshwantsho se se ka fa ntle mme ba bue ka se ba se bonang le se ba se lemogang.
- 2 Buisetsa bana setlhogo sa kgang. Supa lefoko lengwe le lengwe fa o le buisa. A buise gape mme o kope barutwana go a buisa le wena.
- 3 Leba ditshwantsho tse di mo bukeng le barutwana, o tlotle ka tsone mme o rotloetse barutwana go botsa dipotso ka tsone.
- 4 Supa dinomere tsa tsebe mme o bue gore go tla latela nomore efe.
- 5 Fa lo sena 'go di leba' mo bukeng yotlhe, boela kwa tshimologong mme o buise setlhogo gape. Morago ga moo pitokolola tsebe mme o buise polelo nngwe le nngwe ka tsela e e utlwalang le ka lentswe la gago fela la tlhago. Supa lefoko lengwe le lengwe fa o le buisa.
- 6 Buisa buka gape mme o rotloetse barutwana go e buisa le wena.



Go bopa tlhaka

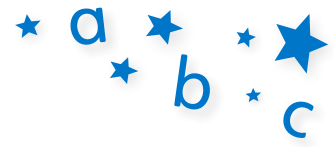
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /a/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /a/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira lebole ka seatla sa bona mme ba dira e kete kea pole. Ba ka re /a/ nako nngwe le nngwe fa ba e ja.
- 3 Botsa barutwana gore a ba a gopola gore tlhaka ya "a" e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tlhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "Simolola fa leronthong, dikologela ka kwa molemeng ka fa mojang, o bo o thathogela kwa godimo, fologela kwa tlase."
- 4 Kopa barutwana go ithuta go bopa tlhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tlhaka.
- 5 Tlhalosetsa barutwana gore ba boele kwa ditafoleng tsa bone ba ye go dira ditlhaka tsa motshe wa godimo. Go raya gore ba tla kwala mo godimo ga tlhaka mo tsebeng ya bone ka dikherayone tsa mebala e e farologaneng.
- 6 Fa e le gore barutwana ba kgona go akanya ka dilo tse di simololang ka modumo o tlhaka e o dirang, ba ka nna ba thala ditshwantsho tsa tsone go dikologa tlhaka ya motshe wa godimo. Rotloetsa barutwana go bitsa modumo o tlhaka e o dirang fa ba ntse ba kwala tlhaka.



Ditirwana tsa ditlhapha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhapha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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

Week 2 Day 2

Whole class activities

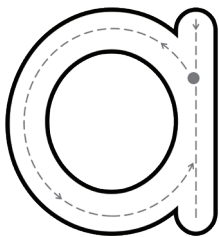
Shared reading – Big Book

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



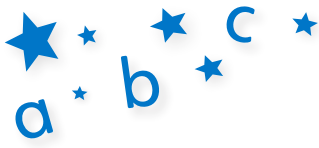
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /a/ or if they can think of any other words that start with the sound /a/.
- 2 Teach learners an action associated with the sound. For example: Learners can make a fist with their hand and pretend it is an apple. They can say /a/ each time they take a bite.
- 3 Show learners how to write the letter **a**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go round, then up and down."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



Small group activities

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



Lo tlile go tlhoka:

- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **a**: apole, alemanaka, katara, panana, haraka, magagana, katsana, gagaba

Stella a re:



Go dira gore seno se tlhofofalele barutwana, dira dikarata tsa ditshwantsho tsa diphologolo tse di farologaneng. Morutwana a tlhophe karata mme a itire e kete ke ene phologolo eo mme botlhe ba tleleng ba fopholetse gore ba itira diphologolo dife.

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- Mo kgannyeng, lemphorwana le a re "tswi-tswi". Botsa barutwana gore a ba a itse gore ngwana wa kgomo o dira modumo ofe.
- E re, "Ee, ngwana wa kgomo fa a lela a re moo. E bile ngwana wa kgomo o bidiwa namane."
 - ★ Ngwana wa katse o bidiwa katsana mme yone ya re nyaau fa e lela.
 - ★ Ngwana wa ntša o bidiwa ntšanyana mme yone ya re ... hau, hau.
 - ★ Ngwana wa kgaka o bidiwa pidipidi mme ya re ... kwaak, kwaak.
 - ★ Ngwana wa kolobe o bidiwa kolojwane mme ya re ... oink, oink.
 - ★ Ngwana wa pitse o bidiwa petsana mme ya khinkhinyega.
- Tlhalosetsa barutwana gore ba tlile go refosana ka go itira e kete ke mongwe wa bana bano ba diphologolo mme botlhe mo phaposiborutelong ba fopholetse gore ke ngwana wa phologolo efe.
- Jaanong kopa barutwana go reetsa ka kelotlhoko fa o etsa medumo ya diphologolo: "hau hau, tswi tswi". Ba tshwanetse go leka go etsa mdumo e o e dirileng ka tatelano e e siameng. Leka seno ka go tlhakatlhakanya medumo ya diphologolo: hau, kwaak, oink, nyaau.

Mabokoso a ditlhaka

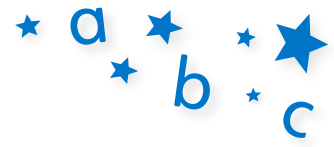
- Kopa barutwana go nna mo mmetsheng mme o ba bontshe didiriswa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane.
- Botsa dipotso ka dilo tseo: "A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"
- Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: "Tlhaka eno e bontsha ka fa re kwalang **a** ka gone." Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- A letter box containing objects or pictures of objects that have the focus sound **a**: apole, alemanaka, katara, panana, haraka, magagana, katsana, gagaba

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

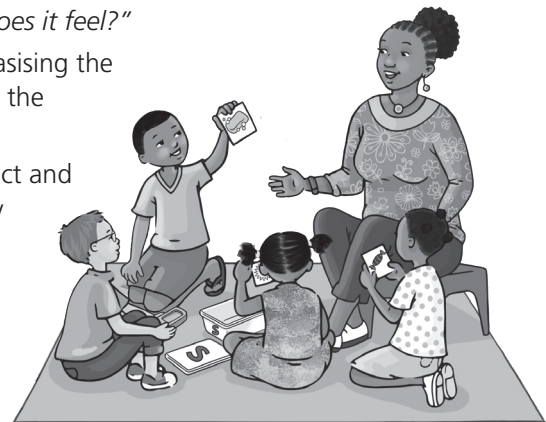
Whole class activities

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.

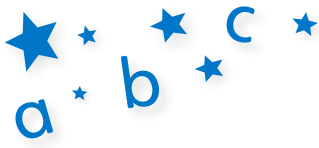
Letter boxes

- 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 **a**." Let some learners trace over the letter on the lid with their fingers.



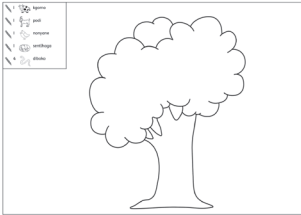
Small group activities

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



Lo tlile go tlhoka:

- Tsebe ya **tirwana ya buisa o bo o dira**
- Dikherayone tse di mafura tsa jumbo



Beke 2 Letsatsi 4

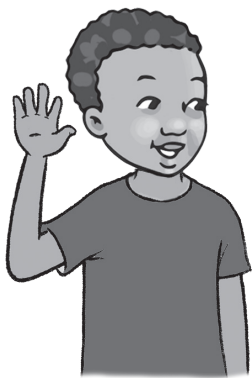
Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

- 1 Kopa barutwana go leba lenaane la tsebe ya tirwana mme ba bue ka se ba se bonang (dipalo, ditshwantsho le mafoko).
- 2 Bolelela barutwana gore jaanong ba tlile go dira tirwana e e monate e e bidiwang "buisa o bo o dira". Ba tshwanetse go buisa polelo nngwe le nngwe ba bo ba dira se se se buang ba dirisa sebaka se se sa kwalelang sepe mo tsebeng eo.
- 3 Buisang polelo ya ntlha mmogo gape. Bolelela barutwana gore ba thale setshwantsho sa kgomo e le nngwe, mme se ba bolelele gore ba e thale fa kae.
- 4 Ba botse gore a go na le mongwe wa barutwana yo o ka kgonang go "buisa" gore go dirwa eng se se latelang mo lenaaneng: Ba tshwanetse go thala setshwantsho sa podi.
- 5 Tswelela ka tsela eno mo go nngwe le nngwe ya ditaelo.
- 6 Jaanong buisa nngwe le nngwe ya ditaelo gape o bo o raya barutwana o re: "A lo thadile setshwantsho sa kgomo e le nngwe? Fa lo se thadile, e tshwayeng mo lenaaneng."
- 7 Ba tswelela ba ntse ba thala ditshwantsho le go tshwaya taelo nngwe le nngwe go fitlha kwa bokhutlong jwa lenaane.

Go reetsa medumo e go ithutwang yone

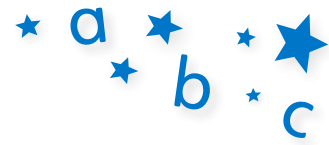
- 1 Kopa barutwana go nna ka Tidimalo mo mmetsheng mme ba potise magofi a bone ka fa morago ga ditsebe gore ba reetse ka kelotlhoko. Ba tlhalosetse gore o tlile go bua mafoko a le mane. Fa o sena go bua mafoko ao otlhe a le mane, barutwana ba ka nna ba tsholetsa diatla fa ba itse gore ba utlwile modumo ofe kwa tshimologong ya mafoko ao.
 - ★ Morutana le barutwana: "'Reetsang, reetsang, ka tsela e e utlwalang sentle, ke modumo ofe wa ntha o lo o utlwang?'"
 - ★ Morutabana: "naledi, namune, nalete, nama".
 - ★ Morutabana le barutwana: "Mpolelele, mpolelele, o utlwa eng?"
 - ★ Barutwana: "/n/".
- 2 Fa barutwana ba sena go tllaola modumo o go ithutwang one mo mafokong bua modumo oo ka iketlo le ka tsela e e utlwalang o ntse o gatelela motsamao wa molomo wa gago.
- 3 Dirisa mafoko ano a le mane fela ka nako mo tirwaneng. Boela kwa modumong o le mongwe gantsi ka fa go tlhokegang ka gone, o o kopanye le mafoko a mangwe go dira gore o nne o ntse o kgatlha.
 - ★ /n/: naledi, namune, nalete, nama, nato, nawa, noga, noka, noko, nakedi
 - ★ /a/: apole, abokato, alemanaka, katara, panana, magagana, apaya, apola, akanya, aga
 - ★ /m/: meno, mašwi, metsi, madi, madi, matute, molemo, mosamo, moropa
 - ★ /b/: bobi, bata, bera, bisikiti, bolao, bookelo, boroso, boroto, borotho, baka



Ditirwana tsa ditlhophha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhophha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

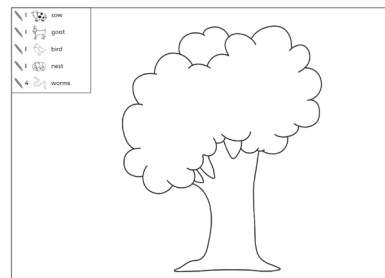
- A photocopy of the **Read and do activity page**
- Jumbo wax crayons

Week 2 Day 4

Whole class activities

Read and do

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



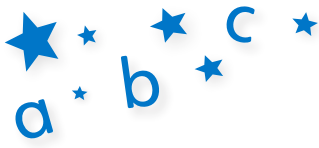
Listening for focus sounds

- 1 Ask learners to sit quietly on the carpet and cup their ears with their hands to listen carefully. Explain that you are going to say four words. When you have finished saying all four words, learners can put their hands up if they know what sound they heard at the beginning of all the words.
 - ★ Teacher and learners: “*Reetsang, reetsang, ka tsela e e utlwalang sentle, ke modumo ofe wa nthā o lo o utlwalang?*”
 - ★ Teacher: “*naledi, namune, nalete, nama.*”
 - ★ Teacher and learners: “*Mpolelele, mpolelele, o utlwa eng?*”
 - ★ Learners: “*/n/*”.
- 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.
 - ★ **/n/**: naledi, namune, nalete, nama, nato, nawa, noga, noka, noko, nakedi
 - ★ **/a/**: apole, abokato, alemanaka, katara, panana, magagana, apaya, apola, akanya, aga
 - ★ **/m/**: meno, mašwi, metsi, madi, madi, matute, molemo, mosamo, moropa
 - ★ **/b/**: bobi, bata, bera, bisikiti, bolao, bookelo, boroso, boroto, borotho, baka



Small group activities

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



Lo tlile go tlhoka:

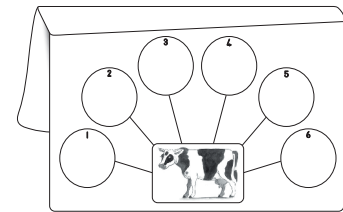
- Pampiri e kgolo e e nang le sebaka mo bogareng jwa yone e bile go thadilwe dipudula di le thataro ka fomete ya mmepe wa tlhologanyo
- Dimpopi tsa kgang ka A o mme?
- Pene e e tshwayang bontsho jo bokima
- Mafoko a dinokontsi a a amanang le kgang: ngwana, jusi, ka boene, mme, nnye, tletse moriri, seroto, koko, itumetse, ntle, kelotlhoko
- Diletswa tse di kgotlhokgotshwang le meropa

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Raya barutwana o re: *"Gompieno re tlile go ikwalela kgang ka nngwe ya diphologolo mo kgannyeng ya lemphorwana. Go simolola, a re tlhopheng gore re tla kwa la ka phologolo efe."* Bontsha barutwana diphologolo tsa dimpopi, fa o setse o dirile tshwetso ya gore lo tla kwala ka diphologolo dife, tsenya phologolo ya mpopi mo bogareng jwa mmepe wa tlhologanyo.
- 2 Dirisa dipotso tse di latelang go kaela thulaganyo ya go kwala kgang:
 - ★ Lebokoso 1: Kopa barutwana go batlela phologolo leina. Kwala leina leo.
 - ★ Lebokoso 2: Kopa barutwana go ntsha ditshishinyo tsa gore phologolo e e nna kae. Tlhalosa bonno joo mo polelong.
 - ★ Lebokoso 3: Tlhalosa gore phologolo eno e rata go ja eng; fa lo dumalana, kwalang seo mo polelong.
 - ★ Lebokoso 4: Kopa barutwana dikgopolo dingwe tsa se se kileng sa dirwa ke phologolo eno letsatsi lengwe. Tlhopha nngwe ya kgopolo eo o bo o e kwala mo polelong.
 - ★ Lebokoso 5: Buang ka ga gore go ne ga diregang morago ga moo. Kwala mafoko a barutwana mo polelong.
 - ★ Lebokoso 6: Tlotla la barutwana gore ba akanya gore kgang e tshwanetse go felela jang mme o kwale polelo.
- 3 Jaanong buisetsa barutwana kgang o dirisa mabokoso go go thusa.
- 4 Botsa barutwana gore a ba rata kgang. Fa go na le diphetogo dipe tse ba batlang go di dira, di kwale mo teng ga mmepe wa tlhologanyo. Buisa kgang gape.
- 5 Fa nako e letla, o ka nna wa kopa bangwe ba barutwana go tshwantsha kgang. Kgomaretsa kgang eno mo leboteng.



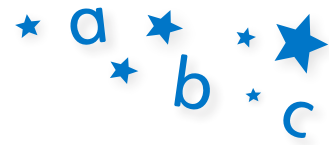
Go kopanya le go kgaoganya (dinoko)

- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **se | ro | to**.
- 2 Kopa barutwana go gwanta kgato e le nngwe fa ba utlwa noko nngwe le nngwe: **se** (kgato e le nngwe) **ro** (kgato e le nngwe) **to** (kgato e le nngwe). Naya barutwana bangwe diletswa tse di kgotlhokgotshwang le kgotsa meropa gore ba di kgotlhokgotshwe kgotsa ba konye fa ba utlwa noko
- 3 Bua mafoko a mangwe a dinokontsi mo kgannyeng mme barutwana ba gwante kgato e le nngwe fa ba utlwa noko nngwe le nngwe. Rotloetsa barutwana go bala palo ya dinoko mo mafokong (Ka sekai: "seroto" se na le dinoko di le tharo).

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

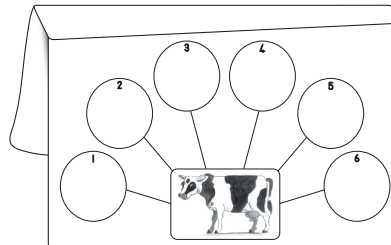
- A large piece of paper with a space in the middle and six bubbles drawn in a mind map format
- Puppets from the story *Are you my mother?*
- A thick black marker
- A list of multisyllabic words relating to the story: ngwana, jusi, ka boene, mme, nnye, tletse moriri, seroto, koko, itumetse, ntle, kelotlhoko
- Shakers or drums

Week 2 Day 5

Whole class activities

Make, draw and write

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

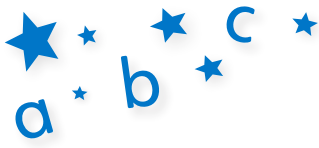


Blending and segmenting (syllables)




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

Small group activities

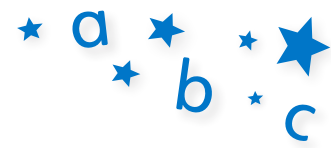
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



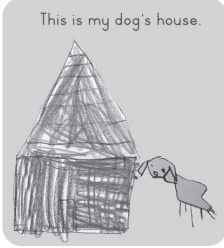


Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

| Lo tlike go tihoka | Ditirwana |
|--|---|
| <ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo Khopi ya leboko: Legae Ditshwantsho tsa magae a a farologaneng a diphologolo: sentlhaga, ntlo ya ntša, seroto, lesaka, bobi, kgapetla, mamepe  <p>E ke ntlo ya ntša ya me.</p> | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Buisetsa barutwana leboko mme o supe ditshwantsho tsa mefuta e e farologaneng ya magae a diphologolo: sentlhaga, segotlo, ntlo ya ntša, seroto, lesaka, bobu, kgapetla, mamepe, jj. Barutwana ba thale ditshwantsho tsa magae le diphologolo tse di nnang mo go legaeng leo. Ka sekai: ntlo ya ntša le ntša, segokgo le bobi. <div style="background-color: #e0f0ff; padding: 10px; border: 1px solid #ccc;"> <p><i>Bobi kgotsa kgapetla kgotsa mosima ke legae go tswa kwa boteng jwa lewatle go ya kwa godimo ga setlhare legae ke se o batlang e nne sone.</i></p> <p><i>Legaga kgotsa lee kgotsa o le esi fela gongwe le gongwe kwa o ratang se se monate go gaisa ke legae la gago... legae la gago legae le le monate!</i></p> </div> |
| <ul style="list-style-type: none"> Diphazele  | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Barutwana ba simolole ka go leba manathwana a malepa ka kelotlhoko le go a baya ka ditlhopha tsa one. Morago ga moo ba kopanye manathwana a malepa go dira setshwantsho sa phologolo kgotsa sa moanelwa yo o mo kgannyeng. Ba ka nna ba dirisa Buka e Kgolo kgotsa tatelano a ditshwantsho go ba kaela. |
| <ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana  | <p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tihoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa Ba bontshe moggwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tihophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa. |

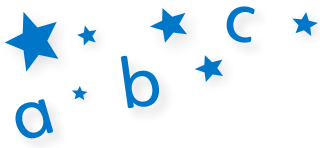


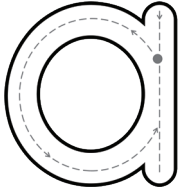



Small group activities for Week 2

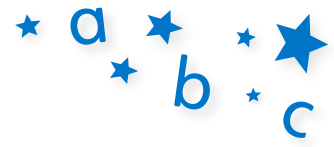
| You will need | Activities |
|---|---|
| <ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • A copy of the poem: Home • Pictures of different animal homes: a nest, a kennel, a basket, a kraal, a web, a shell, a hive  | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Read the poem to learners and point to the pictures of different types of animals' homes: a nest, a hut, a kennel, a basket, a kraal, a web, a shell, a hive, etc. 2 Learners must draw pictures of homes and the animals that live in the homes. For example: kennel and a dog, spider and a web. <div data-bbox="789 765 1340 1030" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p><i>A web or a shell or a hole is a home from deep in the sea to up in a tree home is whatever you want it to be.</i></p> <p><i>A cave or an egg or a nest is a home the busiest place or all on your own wherever you love the best is your home... your home sweet home!</i></p> </div> |
| <ul style="list-style-type: none"> • Puzzles  | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Learners must begin by looking carefully at the puzzle pieces and sorting them. 2 Then they must put the puzzle pieces together to make a picture of an animal or character from the story. They can use the Big Book or sequence pictures for guidance. |
| <ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading. |

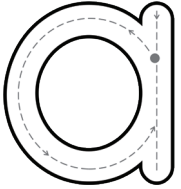





| Lo tlele go tlhoka | Ditirwana |
|---|---|
| <ul style="list-style-type: none"> • Thempoleiti ya tlhaka "a" ya bogolo jwa A5 ya morutwana mongwe le mongwe • Ditshwantsho tse dinnye kgotsa dilo tse di simololang ka "a" • Ddikere, tluluu | <p>Tirwana 4: Go tsamaisa mesifa e mennyne le mokwalo wa seatla</p> <ol style="list-style-type: none"> 1 Naya morutwana mongwe le mongwe thempoleiti ya tlhaka le dilwana kgotsa ditshwantsho tse di nang le modumo o go ithutwang one. 2 Ba tshwanetse go kgomaretsa ditshwantsho kgotsa dilwana tse di nang le modumo o go ithutwang one go tlatsa sebaka le go dira tlhaka. Gape ba ka nna ba oketsa ka ditshwantsho tse ba di thadileng tsa dilo tse di nang le modumo o go ithutwang one wa "a".  |
| <ul style="list-style-type: none"> • Didirisiwa: dikobo dingwe tse dikgolo, dilaakane kgotsa matsela a go apesitsweng ditulo le ditafole ka one go dira "ntlo", maswana a polasetiki, dikhontheina tsa dilatlhwa le dipitsa, dijo tsa matshamekwane (maungo kgotsa merogo ya polasetiki, mabokoso kgotsa dipakete tse di senang sepe), mosamo, kobo le mpopi | <p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> 1 Gopotsa barutwana didirisiwa tsa sekhutlo sa mantlwane mme o ba rotloetse go tswelera go simolola ka Beke 1 fa ba dira jaaka e kete ba tshameka mantlwane. 2 Isa setlhopha kwa sekhutlong sa go tshameka mantlwane mme o botse barutwana jaana: "Lemphorwana le ne le nna kae? Mo sentlhageng! Batho b'anna kae? Re nna mo matlong. A o ka rata go aga ntlo le go tshameka le ditsala tsa gago?" 3 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. Ka sekai: Fa seno se ka tshwanela motshameko wa bone, wena itire moagelani a goroga kwa ntlong ya bone. Kokota fa "kgorong" mme o bone gore a ba go letla go tsena.  |





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



★ Go letela ngwana

Kgang

Leina la me ke Thabi mme ke na le dingwaga di le thataro. Ke tllile go nna le nnake wa mosimane kgotsa nnake wa mosetsana e bile ke itumeletse seo thata! Mo mosong gompieno, mme o ne a tla mo phaposing ya me a bo a re: "Thabi, lesea la rona le a gola le go nonofa mme le gaufi le go tla jaanong. Ke ya bookelong gompieno mme ke tla bo ke seyo ka Mosupologo, Labobedi, Laboraro, Labone, le ka Labotlhano."

Mmaagwe Thabi o ipaakanyetsa go ya bookelong. "Sala sentle moratiwa," o mo raya jalo. "Ke tla tloga ke boela gae, ke tsholetse botlhe kgakgamatso." Ngwana o godile go nna mogolo mo teng ga mpa ya ga mme mo e leng gore Thabi ga a kgone go mo tlamparela jaaka a ne a tle a dire. Tekesi e a hutara kwa ntle ga ntlo mme ke nako ya ga mme ya go tsamaya. Thabi o tlamparela kobo ya gagwe a bo a lela, mme rraagwe o a mo tsholetsa. O rata go nna kwa godimo jaana a tsholeditswe.

Thabi o tshwanetse go leta malatsi a le matlhano fela: Mosupologo, Labobedi, Laboraro, Labone, le ka Labotlhano - mme mo go ene, go utlwala e le nako e telele thata. Thabi o botsa rraagwe dipotso tse dintsi ka lesea le le ntšha. Rraagwe a tla ka ntlha nngwe e e kgatlhang. "Goreng o sa kwalele Mama lekwalo? O mmolelele gore o mo gopotse thata mme o mmotse dipotso ka lesea." Mme Thabi a re: "Go siame Papa, ke kopa o nthuse?"



Fa sekolo se tswa, rraagwe Thabi o mo thusa go kwalela mme lekwalo.

Mme yo o rategang.

Ke a go rata e bile ke go gopotse rre a re wena le lesea le tla gae la Labotlhano. Ke a itumela, ka gore e tla bo e le mafelo a beke. Ga go na sekolo la Matlhatso le ka Sontaga, ke tla tshameka le lesea la rona letsatsi lotlhe ke le phutha ka kobo ya me. A lesea la rona ke mosimane kgotsa ke mosetsana? A le tla tshwana le nna? Lesea la rona le tla simolola leng go tsamaya le go bua?

Ka lerato go tswa go?

Thabi (Ngwana wa gago o motona)

Ke Labotlhano mme letsatsi le gorogile. Thabi o itumetse thata, o tsoga go sa le phakela thata go letela mme le lesea gore ba tle gae. Thabi o utlwa mme ka fa kgorong e e ka fa pele, mme o sala a rile tuu! O batla go mo tshoganyetsa. Mme Thabi o tllile go gagamadiwa thata ke sengwe se se tona thata. Mme o tllile gae ka mawelana!

Thabi o na le nnake wa mosetsana le nnake wa mosimane!

Kgang eno e felela fano.



★ 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

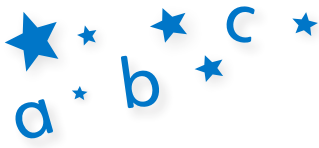
Thabi (your big baby)"

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

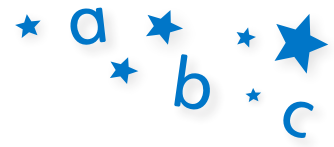
Didimala, didimala, lerato, lerato
 Bomme ba ile, borre ba ile
 Didimala lerato.
 Didimala, didimala, lerato, lerato
 Bomme ba ile, borre ba ile
 Didimala lerato.

(E opeleng ka molodi wa pina ya "Here we go round the mulberry bush" kgotsa dirisang molodi wa lona.)

Tlotlofoko go tswa mo kgannyeng

| Mafoko a konokono: | itumetse | hutsafetse | itumetse | kgakgamatso | mawelana | bookelo |
|--------------------------|----------|------------|------------|-------------|------------|---------|
| Mafoko a a oketsegileng: | mpa | gola | mo teng ga | go dikologa | tlamparela | lela |
| | tsamaya | leta | kobo | Mafelo'beke | gopola | lekwalo |





Song

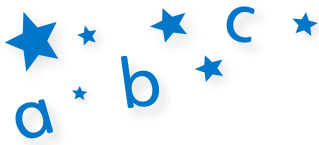
Go to sleep my baby (babies)
 Close your pretty eyes
 Mama's here beside you
 So hush now don't you cry.



Vocabulary from the story

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





Lo tšile go tšhoka:

- Kgang: *Go letela ngwana*
- Dimpopi: Thabi, mmago Thabi, rrago Thabi, mawelana, khalentara
- Didirisiwa: Kobo ya ga Thabi, lekwalo le le tswang kwa go Thabi (pampirinyana le pensele), khalentara, thae, dimpopi tse pedi (kgotsa dikobo tse di thatheletsweng mo sengwe gore di lebege e kete ke masea)
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko

Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Opelang mongwe wa morumo lo re *Matlho-pedi re a bona* gore bana ba tle mo mmetsheng ka nako ya fa go tlotlwa dikgang.

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana ka go ba botsa o re: *“Go na le batho ba le ba ka emo lelapeng la lona? A o na le nnake wa lesea la mosimane kgotsa la mosetsana? A o itse mawelana mangwe?”*
- 1.3 Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Sekao: Kopa barutwana go go bontsha gore ba lebege jang fa ba sa itumela, fa ba itumetse, fa ba kgatlhegile le fa ba gagametse.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tlhagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso, jaaka: *“Mmago Thabi o tla tla gae leng? Goreng Thabi a ne a batla go lela? O akanya gore Thabi o kwadile eng mo lekwalong le le yang kwa go mmagwe? O akanya gore ke eng se se gagamatsang se se neng se sa lebelelwa?”*

3 Fa o sena go tlotla kgang

- 3.1 Botsa barutwana jaana: *“O ratile eng ka kgang e? Ga o a rata eng ka yone? O ratile karolo efe thata? “O na le dipotso dife ka kgang e? O rata go dira eng fa o letetse sengwe?”*

Tsenyeletsa modumo mongwe go tswa mo kgannyeng

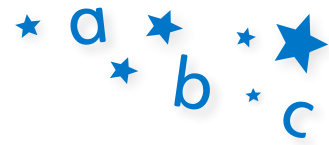
- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *“Ilesea, Labobedi, Laboraro, Labone, Labotlhano, leng, lela, leta, lekwalo, letsatsi, lerato. A lo utlwa modumo o re tlileng go ithuta one: Ilesea, letsatsi, lela? Ee, o nepile! Yotlhe e na le modumo II.”*
- 2 *“Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka III: Ieru, Iebanta, Iebati, Ieboa, Letsogo, Ieaba.”* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo *II* ka tsela e e utlwagalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo *II*: *“I-I-I”*. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebagane.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.

Matlho-pedi re a bona
 Molomo-mongwe re bua le go opela
 Matlho-pedi re a bona,
 Tsebe-pedi re a utlwa,
 Maoto-pedi re a tsamaya, re a taboga;
 Diatla tsa me ke tse
 Tsa lona di kae - bana,
 ke nako ya go tlotla dikgang!





You will need:

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

Week 1 Day 1

Whole class activities

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

Two eyes to see

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

Storytelling and building vocabulary

1 Before you tell the story

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

2 While you tell the story

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

3 After you tell the story

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

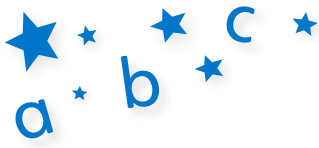


Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"Ilesea, Labobedi, Laboraro, Labone, Labotlhano, leng, lela, leta, lekwalo, letsatsi, lerato. Can you hear the focus sound: Ilesea, letsatsi, lela? Yes, you are right! They all have the sound //I."*
- 2 *"Listen carefully, here are some more words with //I: Ieru, Iebanta, Iebati, Ieboa, Letsogo, Ieeba."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound //I clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound //I: *"I-I-I"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Lo tlile go tlhoka:

- Dimpopi tsa kgang
- Mmino le ditshwantsho tsa didirisiwa tsa pina



Beke 1 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

- 1 Simolola ka go gopotsa barutwana bokao jwa mafoko a o a rutileng ka Letsatsi 1.
- 2 Tlotla kgang gape o dirisa dimpopi. Botsa dipotso fa o ntse o tlotla kgang. Kopa barutwana go bolelela pele gore go tla direga eng morago ga moo.
- 3 Bolelela barutwana gore o tlile go ba ruta pina e ntšha gore e tsamaisane le kgang.
- 4 Bua dipolelo di le mmalwa tsa pina ka tsela e e utlwalang o di bua ka bonya, morago ga moo o kope barutwana go opela le wena. Go ka nna thata gore barutwana ba gopole mafoko otlhe, ka jalo ba rute pina ka dikarolo tsa yone.
- 5 Dirisa ditshwantsho kgotsa didirisiwa kgotsa etsisa mafoko go thusa barutwana go tlhologanya puo ya pina,
- 6 Botsa barutwana gore a ba itse mekuruetsa epe e mengwe kgotsa dipina tsa go robatsa bana tse ba ka bolelelang ba bangwe ka tsone mo phaposiborutelong. Lo e opeleng monate ka dipuo tse di fetang e le nngwe.

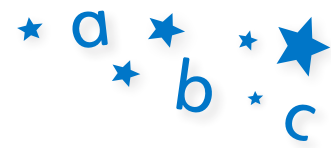
Go bopa tlhaka

- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka // kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa //.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka ntshetsa leleme la bona kwa ntle fa ba ntse ba re "**I-I-leleme**".
- 3 Botsa barutwana gore a ba a gopola gore tlhaka ya **I** e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tlhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "*Simolola fa leronthong, fologela kwa tlase.*"
- 4 Kopa barutwana go ithuta go bopa tlhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tlhaka.
- 5 Fa o sena go bontsha sekao sa gore tlhaka e kwalwa jang, rotloetsa barutwana go dirisa letlhokwa go kwala tlhaka mo mmung.
- 6 Rotloetsa barutwana go bitsa modumo o tlhaka e o dirang fa ba ntse ba kwala tlhaka.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





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.

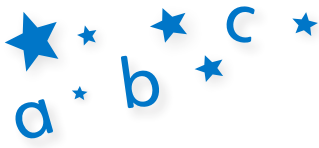
Forming the letter

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



Small group activities

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



Lo tšile go tšhoka:

- Dimpopi tša kgang
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tša dilo tše di simololang ka **I**: leru, lebanta, lebati, leboa, letsogo, leeba, ledi, leino, lelobu, leoto, lee, lefofa, lebone, legapa, legapu, lenao, lerapo, losi



Beke 1 Letsatsi 3

Ditirwana tša botlhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

- 1 Opelang pina.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: "A o ka tšhalosa sengwe se se go kgatlhileng? O lebega jang fa o kgatlhegile?"
- 3 Tlhopha barutwana ba ba tla tšhamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tšile go nna bomang fa ba tšhameka kgang mme o ba bontshe didirisiwa tše di tla dirisediwang go tlotla kgang.
- 5 Tšhalosetsa barutwana gore wena (morutabana) o tšile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tšhamekang kgang ba tšile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tšileng go ema gone.
- 6 Simolola go tlotla kgang me o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motšhameko ka bana ba bangwe.

Mabokoso a ditlhaka

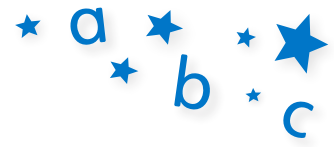
- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didirisiwa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tše dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tšhola dilo kgotsa ditshwantsho mme ba di fetisetsane.
- 2 Botsa dipotso ka dilo tseo: "A o kile wa bona sengwe sa dilo tšeno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tšhaka mo lebokosong la ditlhaka mme o re: "Tšhaka eno e bontsha ka fa re kwalang **I** ka gone." Kopa barutwana bangwe go latedisa tšhaka ka menwana mo godimo ga sekhurumelo.



Ditirwana tša ditlhopha tše dinnye

Gakolola barutwana ka ditirwana tša ditlhopha tše dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **l**: leru, lebanta, lebati, leboa, letsogo, leeba, ledi, leino, lelolu, leoto, lee, lefofa, lebone, legapa, legapu, lenao, lerapo, losi



Week 1 Day 3

Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Can they remember where their tummy is from *Ali and the paint*? Ask learners if they know another word for "tummy" in English. Ask if they know how to say "tummy" in any other languages.
- 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 **l**." 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.



Lo tšile go tšhoka:

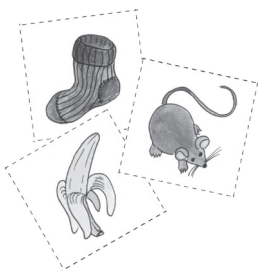
- Tatelano ya ditshwantsho tse dikgolo
- Dilo kgotsa ditshwantsho tse di nang le modumo o o tshwanang o go ithutwang one

Stella a re:



Tseno ke dipotso tse di mosola go di botsa ka setshwantsho:

- "O bona mang?" (baanelwa)
- "O dira eng/le dira eng?" (Madi le go dira ditiro)
- "O bona eng gape?" (ba leba gape)
- "...e kwa kae?" (bitsa mafelo/boemo)
- "Ke eng fa o akanya gore...?" (bokgoni jwa go akanya, jwa go tšhalosa megopolo)



Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

- 1 Opelang pina gape.
- 2 Tsenyeletsa mafoko a mantšha go tswa mo lenaaneng la tlotlofoko.
- 3 Tlhopha tatelanyo nngwe ya ditshwantsho mme o di tšholetse. Botsa barutwana gore ba bona eng, o bo o bua nakonyana ka setshwantsho.
- 4 Fa o sena go tlotla setshwantsho sengwe le sengwe, se kgomaretse mo botong gore barutwana ba se bone. Tšhomamisa gore ditshwantsho tseno ga di latelane ka nako ya tirwana eno.
- 5 Fa o sena go bua ka ditshwantsho tšotlhe, botsa barutwana jaana: "A ditshwantsho di latelana ka tsela e e siameng?"
- 6 Kopa barutwana go supa setshwantsho se se simololang kgang. Dira mmogo le bone go rulaganya tatelano ya ditshwantsho gore kgang e tšhaloganyesega.
- 7 Dira gore barutwana ba tseye karolo ka tšhagafalo mo thulaganyo eno. Botsa dipotso tse di jaaka: "Go ne ga direga eng morago ga moo? Ke mang yo o gopolang karolo e e latelang ya kgang?"
- 8 Fa ditshwantsho di le ka tatelano e e siameng, kopa barutwana ba le mmalwa gore ba tlotle kgang gape ka tatelano e e siameng.

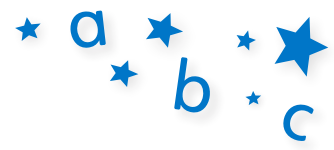
Go reetsa medumo e go ithutwang yone

- 1 Tlhopha medumo e mebedi e go ithutwang yone mme o batla ditshwantsho kgotsa dilo di le mmalwa tse di simololang ka medumo eo e go ithutwang yone (o ka nna wa dirisa dilo tsa mabokoso a ditlhaka).
- 2 Kopa barutwana ba le bane go ema fa pele ga phaposiborutelo. Naya bobedi bongwe le bongwe jwa barutwana dilo kgotsa ditshwantsho tse di simololang ka modumo o o tshwanang o go ithutwang one gore ba di tšholetse gore barutwana botlhe ba di bone. Kopa barutwana go go thusa go naya ditshwantsho kgotsa dilo tšeno maina.
- 3 Bitsa leina la setshwantsho kgotsa la selo sengwe le sengwe, o ntse o gatelela modumo o go ithutwang one.
- 4 Kopa barutwana go tšhalosa gore ke dilo dife kgotsa ditshwantsho dife tse pedi tse di nang le modumo o o tshwanang o go ithutwang one. Barutwana ba ba tšhwereng ditshwantsho kgotsa dilo tšeno ba sute mme ba eme ba bapile. Tšwelela ka dikarata kgotsa ka dilo di le tharo kgotsa di le nne tsa ditshwantsho.
- 5 Fa barutwana ba setse ba tšwaetse motšhameko ono, leka dipharologano tse di latelang: Tšhomamisa gore o na le dilo kgotsa ditshwantsho tse di lekaneng gore o kgone go naya morutwana mongwe le mongwe sa gagwe. Tšhalosetsa barutwana gore ba tšhwanetse go batla morutwana yo mongwe yo selo kgotsa setshwantsho sa gagwe se nang le modumo o o tshwanang o go ithutwang one mme ba nne mmogo mo mmetšheng.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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

Week 1 Day 4

Whole class activities

Sequencing pictures

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

Stella says:



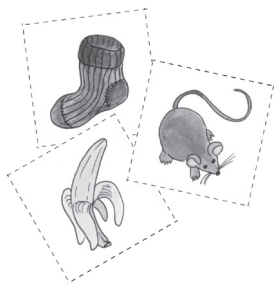
These are useful questions to ask about each picture:

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



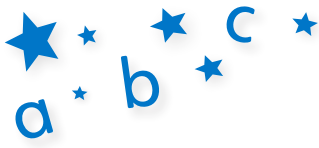
Listening for focus sounds

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



Small group activities

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



Lo tlile go tlhoka:

- **Lesea la lebokoso la mokgwaro:** lebokoso la mokgwaro le le lengwe la morutwana ka bongwe le sampole ya leseamo teng ga lebokoso la mokgwaro go bontsha barutwana
- Matlapana, magong a go tswala mabotlolo a bojalwa, foumo, letseta, thapo, manathwana a matsela, pampiri ya mmala, leleme
- **Tlharakanya:** nanya morutwana mongwe le mongwe lebotlolo la polasetiki le le senang sepe, matlapana, dibaga, dinawa, santa, pampiri ya mmala
- Dikherayone tse di mafura tsa jumbo
- le pene e e tshwayang bontsho kgotsa dipene tse di tshwayang bokima
- Dikere, tluluu
- Mafoko a dinokontsi a amanang le kangang: lesea, kgatlhegile, letsa hutara, tekese, gakgamala, bookelo, mmorwarre, kgaitsadiake, mpa, Mosupologo, Labobedi, Laboraro, Labone, Labotlhano, mafelobeke

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Tlhalosetsa barutwana gore ba tlile go itirela lesea la bone le bolao jwa lesea mo lebokosong la mokgwaro. Ba tshwanetse go dirisa dilo tse di mo tafoleng le pene e e tshwayang bokima go thala sefatlhego sa lesea mo letlapeng kgotsa mo legong le le tswalang botlolo ya bojalwa. Gape ba kgabise lebokoso la mokgwaro gore direla lesea la bone bolao. Bontsha barutwana sampole e o e dirileng.
- 2 Kopa barutwana go naya "lesea" la bone leina mme ba kwale leina leo mo pamphitshaneng e ba ka e kgomaretsang ka fa pele kgotsa ka fa letlhakoreng la lebokoso la mokgwaro. Ba tlhalosetse gore ba kwale leina ka tsela e ba akanyang gore le kwalwa ka yone.
- 3 Rotloetsa barutwana go botsa tsala ya bone ka "lesea" la bone: Leina la gagwe ke mang? A ke mosimane kgotsa mosetsana? A o lela thata?

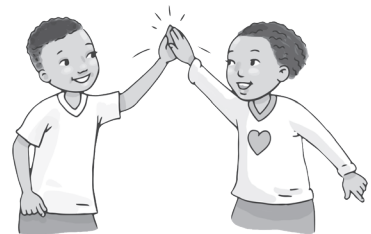
KGOTSA

- 1 Tlhalosetsang barutwana gore ba tlile go direla lesea selo se se tlharakanyang. Ba tsenye matlapana, dibaga kgotsa santsa mo teng ga lebotlolo la polasetiki ba bo ba apesa botlolo ka dipampitshana tse di mebalabala gore e lebege bontle mo leseeng.



Go kopanya le go kgaoganya (dinoko)

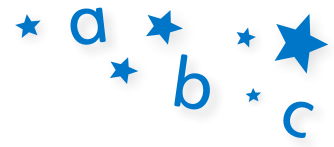
- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **ma | fe | lo | be | ke**.
- 2 Kopa barutwana gore mongwe le mongwe a lebagane le tsala ya gagwe mme ba itaane ka magofi mo phefong fa go bidiwa noko nngwe le nngwe: **ma** (ba itaana ka magofi) **fe** (ba itaana ka magofi) **lo** (ba itaana ka magofi) **be** (ba itaana ka magofi) **ke** (ba itaana ka magofi).
- 3 Bitsa mafoko a mangwe a dinokontsi go tswa mo kgannyeng fa barutwana ba itaana ka magofi fa ba utlwa noko nngwe le nngwe.
- 4 Rotloetsa barutwana go bala palo ya dinoko mo mafokong (ka sekai: "mafabelo" e na le dinoko di le tlhano).



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





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, kgatlhegile, letsa hutara, tekesi, gakgamala, bookelo, mmorwarre, kgaitsadiake, mpa, Mosupologo, Labobedi, Laboraro, Labone, Labotlhano, mafelobeke

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.



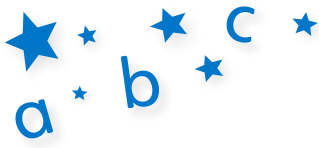
Blending and segmenting (syllables)

- 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: **ma | fe | lo | be | ke**.
- 2 Ask learners to face a friend and do high fives for each syllable: **ma** (high five) **fe** (high five) **lo** (high five) **be** (high five) **ke** (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: "mafabelo" has five syllables).



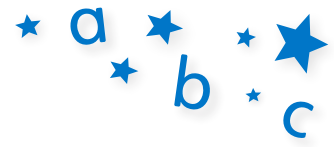
Small group activities

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



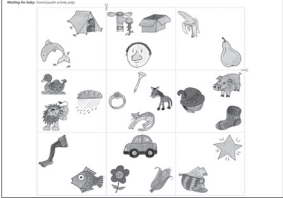



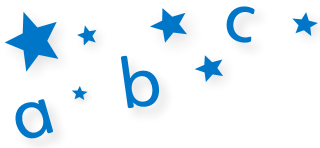
Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

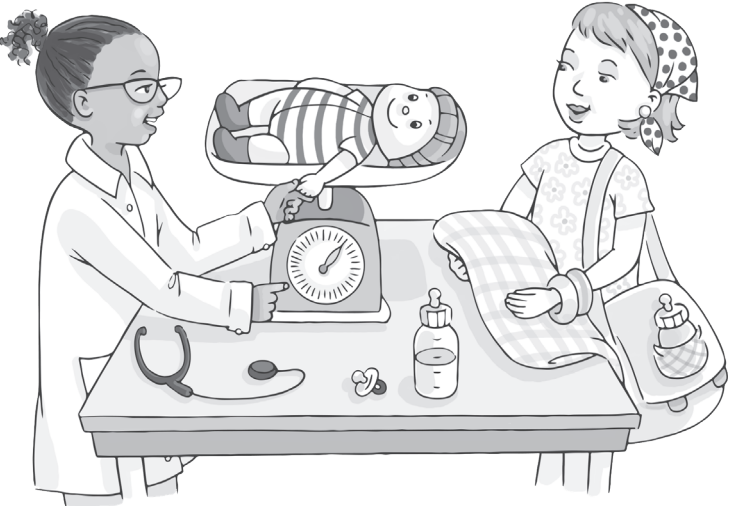
| Lo tile go tlhoka | Ditirwana |
|---|--|
| <ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo <div data-bbox="256 679 545 1088"> <p>Go letela ngwana</p> <p>Thabi o lesego go nna le kgaisadie wa mosetsana wa mosimane.</p> </div> <div data-bbox="187 1146 586 1353"> <p>Fa barutwana ba tlhoka thusoka ga se ba ka sethalang, ba bontshe tatelano ya ditshwantsho go ba fa maele.</p> </div> | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa kang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola. Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo. Botsa barutwana gore ke karolo efe ya kang e ba e ratileng go gaisa tsotlhe. Ba neye ditshitshinyo dingwe. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Ka sekai: "Thabi o lesego go nna le nnake wa mosetsana le wa mosimane." Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone. |
| <ul style="list-style-type: none"> Diphazele tsa modumo <div data-bbox="232 1464 552 1695"> </div> | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Barutwana ba simolola ka go batla manathwana a malepa a a nang le ditshwantsho di le nne. Ba tshwanetse go baya lenathwana leno la malepa fa bogareng jwa tafole. Barutwana ba bue maina le medumo e go ithutwang yone ya setshwantsho sengwe le sengwe. Mongwe le mongwe wa barutwana o tshwanetse o tsaya lenathwana le lengwe le malepa mme a nyalanye medumo e go ithutwang yone ya ditshwantsho tsotlhe mo lenathwaneng le tsone la malepa. Malepa a feletse fa manathwana otlhe a bopa sekwere. |
| <ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana <div data-bbox="284 1854 499 2114"> </div> | <p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa. |



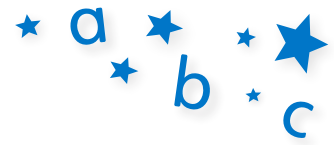
Small group activities for Week 1


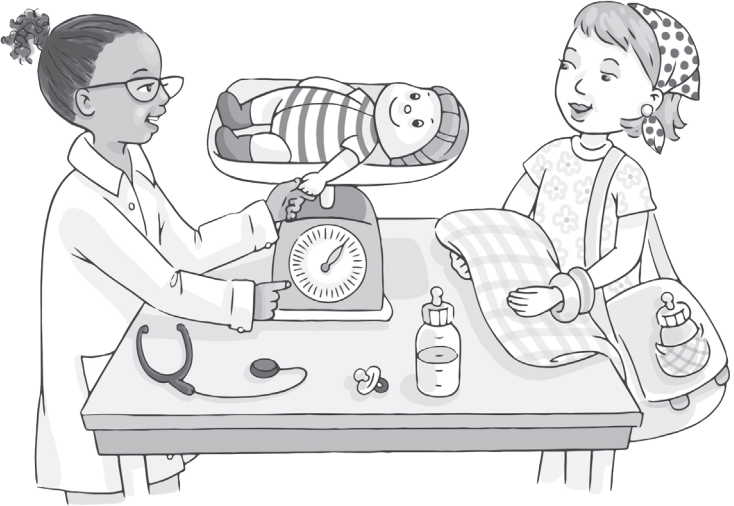
| You will need | Activities |
|---|--|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Thabi ... is ... lucky ... to ... have ... a ... baby ... sister ... and ... a ... What word did you want to say next? Brother. I am going to write the word 'brother'." Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts. |
| <ul style="list-style-type: none"> Sounds puzzle  | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Learners begin by finding the puzzle piece with four pictures. They must put this puzzle piece in the middle of the table. Learners must say the names and focus sounds of each picture. Learners must each pick up another puzzle piece and match the focus sounds of all the pictures on their puzzle piece. The puzzle is complete when all the pieces form a square. |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading. |



| Lo tlele go tlhoka | Ditirwana |
|---|---|
| <ul style="list-style-type: none"> • Thempoleiti ya tlhaka "l" ya bogolo jwa A5 ya morutwana mongwe le mongwe • Ditshwantsho tse dinnye kgotsa diwana tse di simololang ka "l": ledi, legapa, lee • Dikere, tluluu • Dimakasine | <p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> 1 Naya morutwana mongwe le mongwe lekwalo le kuranta kgotsa dilo tsa go dira dintlhaga. 2 Ba gagole manathwana a kuranta kgotsa dilo tsa go dira dintlhaga ba di kgomareitse mo thempoleiting go tlatsa sebaka le go dira tlhaka. Gape ba ka nna ba oketsa ka ditshwantsho tse ba di thadileng tsa dilo tse di nang le modumo o go ithutwang one wa "l". |
| <ul style="list-style-type: none"> • Didirisiwa: dikobo, dimpopi, mengato, poraema, bolawana jwa lesea, mabotlolo, bata ya lesea, dikale, toulo e nnye | <p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> 1 Isa setlhopha kwa sekhutlong sa mantlwane mme o ba bontshe didirisiwa tse di ntšha. 2 Tlhalosa gore ba tlele go itira batsadi ba ba nang le lesea. Ba apese lesea la bone ba le jese le go etela batsadi ba bangwe ka lesea la bone. Gape ba ka nna ba ya kwa tlilining mme ba pege bana mo sekaleng gore mooki a ba tlhatlhobe. 3 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. Ka sekai: O ka nna wa goroga mme wa itira e kete o tliseditse lesea mpho. Botsa "batsadi" ka lesea la bone, mme o ba bolelele ka fa lesea la bone le leng lentle ka gone!  |





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





Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Bukana e e mennweng e go dirilweng fothokhopi ya yone ya morutwana mongwe le mongwe

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong Ditshwantsho tse dingwe go di latelanya



- 1 Simolola barutwana ba ntse mo mmetsheng. Tlhopha barutwana gore ba eme fa pele ga phaposiborutelo, mongwe le mongwe a tshwere mongwe wa mebala ya ditshwantsho tsa tatelano (mme di se ka tatelano ya tsone).
- 2 Botsa barutwana gore a ditshwantsho di ka tatelano e e siameng. Ba kope gore ba supe setshwantsho se se tshwanetseng go bo se le kwa tshimologong ya kgang.
- 3 Kopa setlhopha sa barutwana ba ba tsholeditseng ditshwantsho go suta-suta gore ba eme ka tsela e e tla dirang gore kgang e tlhaloganyeseg. Botsa dipotso tse di jaaka: *"Ke mang yo o gopolang gore go ne ga direga eng morago ga moo?"*
- 4 Fa o sena go latelanya ditshwantsho tsa kgang, kopa barutwana go ya kwa ditafole tsa bone.
- 5 Naya morutwana mongwe le mongwe bukana. Ba rotloetse go leba khabara ya yone mme o buise setlhogo sa kgang le bone.
- 6 Leba ditshwantsho le barutwana ka go latelana ga tsone mo bukaneng, o ba thuse go lemoga gore ditshwantsho mo bukeng di tshwana fela le ditshwantsho tse di latelanang.
- 7 Fa nako e letla, barutwana ba ka "buisetsa" molekane wa bone bukana eno mo phaposiborutelong. Rotloetsa barutwana go ya ka dibuka tseno gae go ya go di buisa le ba malapa a bone.



Tsenyeletsa modumo mongwe go tswa mo kgannyeng

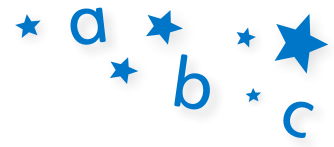


- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"itumeletse, ipaakanyetsa, itumela, itumetse. A lo utlwa modumo o re tlileng go ithuta one: itumetse? Ee, o nepile! Yotlhe e na le modumo /i/."*
- 2 *"Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /i/: inama, itumela, ipipa, moriri."* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo /i/ ka tsela e e utlwagalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /i/: **"i-i-i"**. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebagane.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





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.



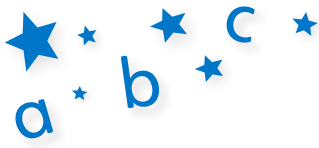
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "itumeletse, ipaakanyetsa, itumela, itumetse. Can you hear the focus sound: itumetse? Yes, you are right! The focus sound is /i/."
- 2 "Listen carefully, here are some more words with /i/: inama, itumela, ipipa, moriri." (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.



Lo tlile go tlhoka:

- Buka e Kgolo: Go letela ngwana
- Thempoleiti ya tlhaka "i" ya bogolo jwa A5 ya morutwana mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

Puisokopanelo – Buka e Kgolo

- 1 Rotloetsa barutwana go leba setshwantsho se se ka fa ntle mme ba bue ka se ba se bonang le se ba se lemogang.
- 2 Buisetsa bana setlhogo sa kgang. Supa lefoko lengwe le lengwe fa o le buisa. A buise gape mme o kope barutwana go a buisa le wena.
- 3 Leba ditshwantsho tse di mo bukeng le barutwana, o tlotle ka tsone mme o rotloetse barutwana go botsa dipotso ka tsone.
- 4 Supa dinomere tsa tsebe mme o bue gore go tla latela nomore efe.
- 5 Fa lo sena 'go di leba' mo bukeng yotlhe, boela kwa tshimologong mme o buise setlhogo gape. Morago ga moo pitikolola tsebe mme o buise polelo nngwe le nngwe ka tsela e e utlwalang le ka lentswe la gago fela la tlhago. Supa lefoko lengwe le lengwe fa o le buisa.
- 6 Buisa buka gape mme o rotloetse barutwana go e buisa le wena.



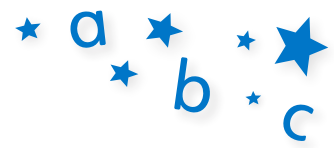
Go bopa tlhaka

- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /i/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /i/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka koba monwana wa bona wa tshupabaloi ba ntse ba re "i-na-ma".
- 3 Botsa barutwana gore a ba a gopola gore tlhaka ya i e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tlhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "Simolola fa leronthong, fologela kwa tlase. Tsholetsa seatla o dire lerontho kwa godimo."
- 4 Kopa barutwana go ithuta go bopa tlhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tlhaka.
- 5 Tlhalosetsa barutwana gore ba tshwanetse go boela kwa ditafoleng tsa bone go dira ditlhaka tsa motshewagodimo. Go raya gore ba tla kwala mo godimo ga tlhaka mo tsebeng ya bone ka dikherayone tsa mebala e e farologaneng.
- 6 Fa e le gore barutwana ba kgona go akanya ka dilo tse di simololang ka modumo o tlhaka e o dirang, ba ka nna ba thala ditshwantsho tsa tsone go dikologa tlhaka ya motshe wa godimo. Ba rotloetse go bitsa modumo o tlhaka e o dirang fa ba ntse ba kwala tlhaka.
- 7 Rotloetsa barutwana go bitsa modumo o tlhaka e o dirang fa ba ntse ba kwala tlhaka.

Ditirwana tsa ditlhapha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhapha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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

Week 2 Day 2

Whole class activities

Shared reading – Big Book

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



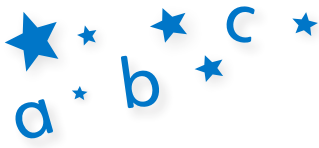
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /i/ or if they can think of any other words that start with the sound /i/.
- 2 Teach learners an action associated with the sound. For example: Learners can bend their index finger while saying "i-na-ma".
- 3 Show learners how to write the letter i. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down. Lift and dot."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



Small group activities

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



Lo tlile go tlhoka:

- Seletswa se se kgotlhokgotswang sa lesea se se itiretsweng mo gae
- Dimpopi tsa kgang
- Ditshwantsho tsa maloko a a farologaneng a lelapa tse di tswang mo dimakasineng
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka i: pidipidi, sinki, tshipi, tsiri, pikiniki, phiri, pirinki, pinki

Stella a re:



Tsela e e siameng ya o diraw gore barutwana ba kgone go ipaakanyetsa tirwana ya go reetsa ke go ba bolelela gore bat swale matlho. Morago ga moo tsamaelwa kwa sekhutlong sa phaposiborutelo o bo o kgotlhokgotsha sekgotlhokgodiwa thata. Kopa barutwana go supa kwa modumo o tswang teng. Tsamaela ka iketlo kwa morago ga phaposiborutelo o bo o kgotlhokgotshetsa sekgotlhokgodiwa gape. Dira jalo go tswa kwa matlhakoreng a a farologaneng, o kgotlhokgotshetse sekgotlhokgodiwa kwa godimo morago ga moo kwa tlase.

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- 1 Kopa barutwana go leba dimpopi ka kelotlhoko go tswa mo kgannyeng. Ba bontshe tsone e le nngwe ka nako mme o ba kope gore ba go thuse go tlhalosa nngwe le nngwe ya tsone: "A di di telele kgotsa di di khutshwane? A di na le moriri o moleele kgotsa o mokhutshwane? A ba bannye kgotsa ba bagolo?" Ba apere eng? Jaanong tlhalosa ditshwantsho tse o di segolotseng tsa makasine. Kgomaretsa dimpopi le ditshwantsho mo leboteng.
- 2 Tlhalosetsa barutwana gore ba tshwanetse go reetsa ka kelotlhoko fa o tlhalosa mongwe wa batho. Kopa barutwana gore ba tsholetse letsogo fa ba itse gore o tlhalosa mang. Ka sekai: "Motho yo ke akantseng ka ene o mo telele thata. O apere diaparo tsa mariga. O lebega a le botsalano."

Mabokoso a ditlhaka

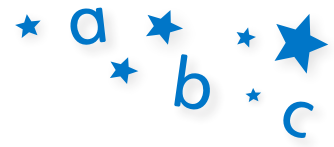
- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didiriswa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane.
- 2 Botsa dipotso ka dilo tseo: "A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: "Tlhaka eno e bontsha ka fa re kwalang i ka gone." Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.



Ditirwana tsa ditlhophapha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhophapha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





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 start with **i**: pidipidi, sinki, tshipi, tsiri, pikiniki, phiri, pirinki, pinki

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.

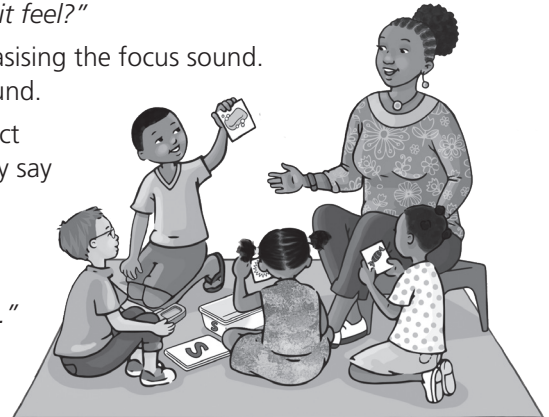
Stella says:



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.

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.



Lo tlile go tlhoka:

- Khopi ya sefatlhego sengwe le sengwe sa emoji e segolotswe go tswa mo tsebeng ya tirwana ya sefatlhego sa emoji
- Sefatlhego sa emoji sa morutwana mongwe le mongwe
- Tege ya motshameko le mmetshe wa tege ya motshameko wa morutwana mongwe le mongwe
- Dithupana, ulu, dibaga kgotsa "matlho" a polasetiki
- Boitlhophelo: dimakasine

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

- 1 Kopa baithuti go nna mo mmetsheng mme ba lebe sefatlhego sa gago ka kelotlhoko. Dirisa sefatlhego go bontsha maikutlo mme o kopa barutwana go etsa sefatlhego sa gago, mme ba bue gore maikutlo ao ke afe.
- 2 Dira seno gape, mme o bontshe barutwana setshwantsho sa emoji nngwe le nngwe fa o ntse o bua ka maikutlo mangwe le mangwe. Morago ga moo bontsha maikutlo mangwe mo sefatlhegong o bo o kopa morutwana go tla go supa setshwantsho se se siameng sa emoji. Kopa morutwana go bontsha maikutlo mangwe mo sefatlhegong, mme morutwana yo mongwe go batla emoji ya one e e siameng.
- 3 Fa o sena go dira jalo ka ditshwantsho di le mmalwa, barutwana ba boele kwa ditafoleng tsa bone. Morutwana mongwe le mongwe o tla tlhoka tege ya motshameko, mmetshe wa tege ya motshameko le setshwantsho sa emoji.
- 4 Barutwana ba dirise nngwe ya ditege tsa bone tsa motshameko go potoka boo ba bo ba e dira sephaphathi gore ba dire popego e kgolokwe ya sefatlhego. Rotloetsa barutwana go "buisa" emoji mme ba dire sefatlhego sa yone ka tege ya motshameko gore se Tshwane le maikutlo a emoji ba dirisa dilo tse di mo tafoleng.

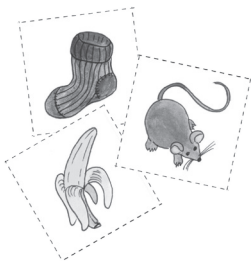
KGOTSA

- 1 Barutwana ba ka segolola ditshwantsho tsa batho bao difatlhego tsa bone di tshwanang le di emoji. Setswantsho sa teng se ka nna sa kgomareliwa mo pampiring ya tshate e e menololang fa thoko ga letshwao la emoji.



Go reetsa medumo e go ithutwang yone

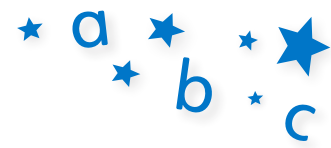
- 1 Tlhopha medumo e mebedi e go ithutwang yone mme o batle ditshwantsho dingwe kgotsa dilo tse di simololang ka medumo eo (o ka nna wa dirisa dilo tsa lebokoso la ditlhaka). Kopa barutwana ba le bane go ema fa pele ga phaposiborutelo. Naya bobedi bongwe le bongwe jwa barutwana dilo kgotsa ditshwantsho tse di simololang ka one modumo oo o go ithutwang one mme ba di tsholetse gore barutwana botlhe ba di bone. Kopa barutwana go go thusa go bitsa maina a ditshwantsho kgotsa dilo tseno.
- 2 Bitsa leina la setshwantsho kgotsa la sengwe le sengwe sa dilo tseno, mme o gatelele modumo o go ithutwang one.
- 3 Kopa barutwana go thalosa gore ke dilo dife kgotsa ditshwantsho dife tse pedi tse di nang le modumo o o tshwanang o go ithutwang one. Barutwana ba ba tshwereng ditshwantsho kgotsa dilo tseno ba sute mme ba eme ba bapile. Tswelela ka dikarata kgotsa ka dilo di le tharo kgotsa di le nne tsa ditshwantsho.
- 4 Fa barutwana ba setse ba tlwaetse motshameko ono, leka pharologano e e latelang: Tlhomamisa gore o na le dilo kgotsa ditshwantsho tse di lekaneng gore o kgone go naya morutwana mongwe le mongwe sa gagwe. Thalosetsa barutwana gore ba tshwanetse go batla morutwana yo mongwe yo selo kgotsa setshwantsho sa gagwe se nang le modumo o o tshwanang o go ithutwang one mme ba nne mmogo mo mmetsheng.



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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

Week 2 Day 4

Whole class activities

Read and do

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

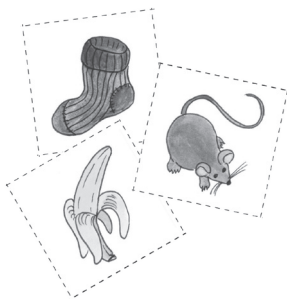
OR

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



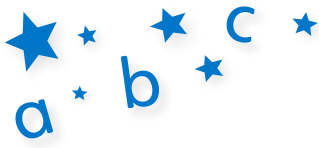
Listening for focus sounds

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



Small group activities

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



Lo tlile go tlhoka:

- Lenathwana la pampiri la bogolo jwa A3 kgotsa khateboto
- Pene ya go tshwaya boto e tshweu
- Dikherayone tse di mafura tsa jumbo
- Mafoko a dinokontsi a amanang le kgang: lesea, kgatlhegile, letsa hutara, tekesi, gakgamala, bookelo, mmorwarre, kgaitsadiake, mpa, Mosupologo, Labobedi, Laboraro, Labone, Labotlhano, mafelobeke

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Tlhalosetswa barutwana gore ba tlile go itira Thabi mme ba go thuse go dira karata ya go amogela Mama le mawelana.
- 2 Botsa barutwana gore a ope wa bone o itse tsela ya go simolola go kwala molaetsa mo karateng. Tlhalosa gore gantsi re simolola dikarata ka Leina go bo go latela Rategang
- 3 Morago ga moo tlotla gore lo tla kwalwa eng. Fa lo sena go dumalana. Kwala mafoko a barutwana mo karateng. Fa o sena go kwala dikai tsa dipolelo di le pedi kgotsa tharo, kopa barutwana go go thusa gore o ka kwala eng kwa bokhutlong jwa karata.
- 4 Barutwana bangwe ba ka kgabisa karata fa nako e letla.

Go kopanya le go kgaoganya (dinoko)

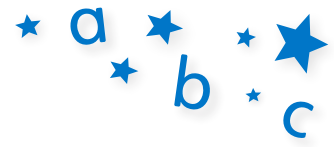
- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **La | bo | tlha | no**.
- 2 Kopa barutwana go gwanta kgato e le nngwe fa ba utlwa noko nngwe le nngwe: **La** (kgato e le nngwe) **bo** (kgato e le nngwe) **tlha** (kgato e le nngwe) **no** (kgato e le nngwe). Naya barutwana bangwe diletsa tse di kgotlhokgotshiwang le kgotsa meropa gore ba di kgotlhokgotshe kgotsa ba konye fa ba utlwa noko.
- 3 Bitsa mafoko a mangwe a dinokontsi go tswa mo kgannyeng fa barutwana ba gwanta kgato e le nngwe fa ba utlwa noko nngwe le nngwe. Rotloetsa barutwana go bala palo ya dinoko mo mafokong (ka sekai: "Labotlhano" e na le dinoko di le nne).



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





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, kgatlhegile, letsa hutara, tekesi, gagamala, bookelo, mmorwarre, kgaitsadiake, mpa, Mosupologo, Labobedi, Laboraro, Labone, Labotlhano, mafelobeke
- Shakers or drums

Week 2 Day 5

Whole class activities

Make, draw and write

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

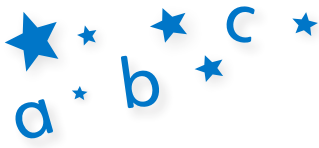
Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **La | bo | tlha | no**.
- 2 Ask learners to march for each syllable: **La** (one step) **bo** (one step) **tlha** (one step) **no** (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: "Labotlhano" has four syllables).

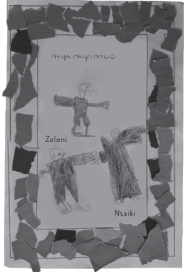
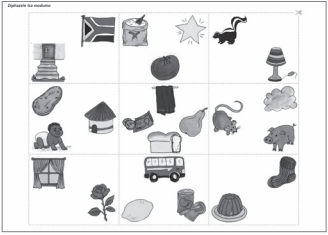



Small group activities

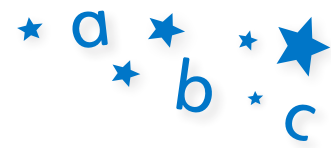
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



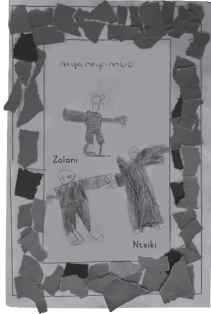
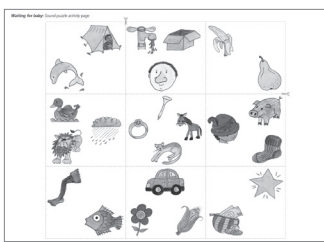

Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

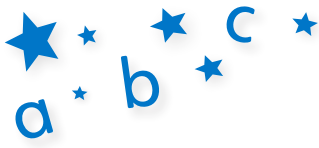
| Lo tlile go tlhoka | Ditirwana |
|---|--|
| <ul style="list-style-type: none"> • Khopi ya tsebe ya tirwana ya foreimi ya Ditshwantsho ya morutwana mongwe le mongwe • Pampiri yam mmala kgotsa ditsebe go tswa mo makasineng o barutwana ba ka o gagolang ditokitoki | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> 1 Kopa barutwana go gagola pampiri e e mebalabala kgotsa ditsebe tsa makasine mme ba di kgomaretse go dikologa dintlha tsa pampiri go dira foreimi. 2 Fa ba sena go dira foreimi, bat hale setshwantsho sa ba lelapa la boe mo bogareng jwa tsebe. 3 Rotloetsa barutwana go kwala leina la bone fa thoko ga setshwantsho se ba itshwantshitseng mo go sone, mme ba leke go kwala maina a maloko a mangwe a lelapa fa ba kgona go dira jalo. Kgotsa ba kope go go bolelela maina a ba lelapa la kwa ga bone mme wena o ba kwalele one.  |
| <ul style="list-style-type: none"> • Diphazele tsa modumo  | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> 1 Barutwana ba simolola ka go batla lenathwana la malepa la ditshwantsho di le nne. Ba beye lenathwana leno la malepa mo bogareng jwa tafole. 2 Barutwana ba bitse maina le medumo e go ithutwang yne ya setshwantsho sengwe le sengwe. 3 Mongwe le mongwe wa barutwana a tseye lenathwana le lengwe la malepa mme a nyalanye medumo e go ithutwang yone ya ditshwantsho tsotlhe mo lenathwaneng la tsone la malepa. Malepa a tla bo a feletse fa manathwana otlhe a bopa sekwere. |
| <ul style="list-style-type: none"> • Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana  | <p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> 1 Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. 2 Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa 3 Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. 4 Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa. |


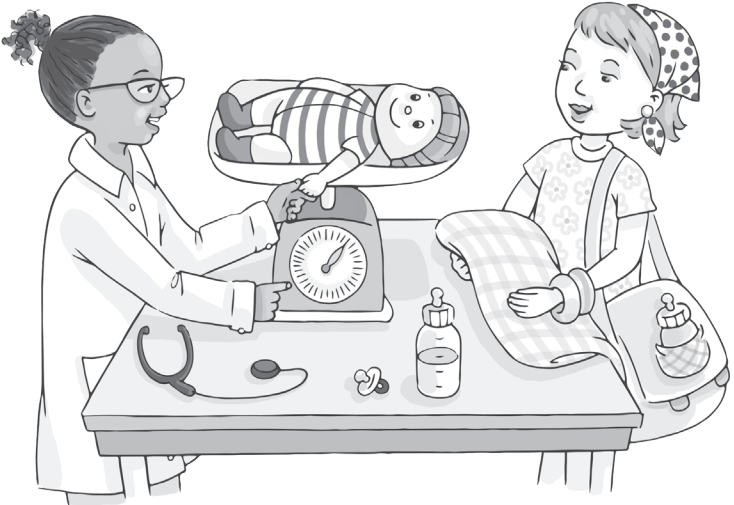




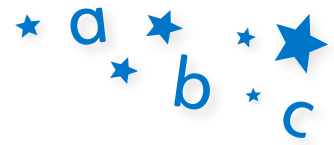
Small group activities for Week 2


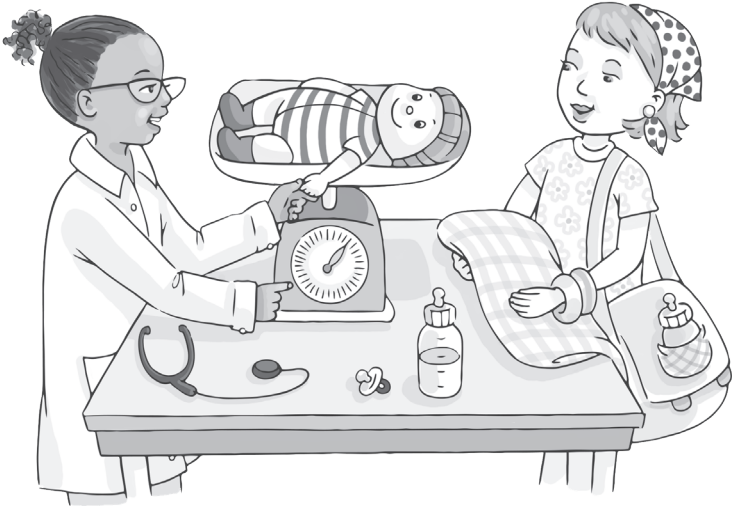
| You will need | Activities |
|--|---|
| <ul style="list-style-type: none"> A photocopy of the Picture frame activity page for each learner Coloured paper or pages from a magazine that learners can tear into small pieces | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Learners must tear and stick coloured paper or pages from a magazine around the edge of the paper to make a frame. Once they have made a frame, they must draw a picture of their family in the middle of the page. Encourage learners to write their name next to their drawing of themselves, and to try and write the names of other family members if they can. Alternatively, ask them to tell you the names of members of their family and write for them.  |
| <ul style="list-style-type: none"> Sounds puzzle  | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Learners begin by finding the puzzle piece with four pictures. They must put this puzzle piece in the middle of the table. Learners must say the names and focus sounds of each picture. Learners must each pick up another puzzle piece and match the focus sounds of all the pictures on their puzzle piece. The puzzle is complete when all the pieces form a square. |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading. |



| Lo tlile go tlhoka | Ditirwana |
|--|---|
| <ul style="list-style-type: none"> • Thempoleiti ya tlhaka "i" ya bogolo jwa A5 ya ya morutwana mongwe le mongwe • Ditshwantsho tse dinnye tsa dilo kgotsa tsa dilwadna tse di simololang ka "i" • Dikere, tluluu • Dimakasine | <p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> 1 Naya morutwana mongwe le mongwe thempoleiti ya tlhaka le dilwana kgotsa ditshwantsho tse di nang le modumo o go ithutwang one. 2 Ba tshwanetse go kgomaretsa ditshwantsho kgotsa dilwana tse di nang le modumo o go ithutwang one go tlatsa sebaka le go dira tlhaka. Gape ba ka nna ba oketsa ka ditshwantsho tse ba di thadileng tsa dilo tse di nang le modumo o go ithutwang one wa "i".  |
| <ul style="list-style-type: none"> • Didirisiwa: dikobo, dikobo, dimpopi, mengato, poraema, bolawana jwa lesea, mabotlolo, bata ya lesea, dikale, toulou e nnye | <p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> 1 Gopotsa barutwana didirisiwa tsa sekhutlo sa mantlwane mme o ba rotloetse go tswelala go simolola ka Beke 1 fa ba ne ba itira e kete ke batsadi ba tlhokometse masea a bone. 2 Isa setlhophapha kwa sekhutlong sa mantlwane mme o ba bontshe didirisiwa. 3 Tlhalosa gore ba tlile go itira batsadi ba ba nang le lesea. Ba apese lesea la bone ba le jese le go etela batsadi ba bangwe ka lesea la bone. Gape ba ka nna bay a kwa tlilining mme ba pege bana mo sekaleng gore mooki a ba tlhatlhobe. 4 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. Ka sekai: O ka nna wa goroga mme wa itira e kete o tliseditse lesea mpho. Botsa "batsadi" ka lesea la bone, mme o ba bolelele ka fa lesea la bone le leng lentle ka gone.  |





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

★ Sentlhaga sa katiba ya ulu

Kgang

Go ne go le tsididi ka letlhabula mme Wendy le mmaagwe ba ne ba lebile kwa ntle ka letlhabaphefo ba lebile phefo e foka mo ditlhareng. "Ke kopa go ya go tshameka kwa ntle?" Wendy a kopa mmaagwe. "Wendy, go foka phefo. O tshwanetse go apara bothitho fa o batla go ya kwa ntle," mmaagwe a bua jalo.

Wendy a apara baki ya gagwe e e bothitho mme a tswa. Fa a tswa ka kgoro, mamaagwe a re: "Rwala katiba ya gago ya ulu go ithuthafatsa tlhogo le ditsebe." Wendy a tabogela kwantle kwa phefong e e tsididi. A leba ditlhare mme a lemoga gore ditlhare di ne di tlhohlhoregile matlhare a mantsi.



Ka yone nako eo, phefo e e nonofileng ya phaila katiba ya gagwe ya ulu mo tlhogong. "Bathong! Katiba ya me ya ulu e ile! Ga ke kgone go e kapa!" Wendy a lela jalo a e lelekisa. Mme phefo ya gakala mme katiba ya ulu ya mo sia go fitlha e nyelela.

Wendy a boela gae a taboga a bolelela mamaagwe se se diragetseng. "Mama, phefo e e nonofileng e phaitse katiba ya me ya ulu mo tlhogong mme jaanong ga ke kgone go e bona! Ke lekile go e lelekisa, mme ya phaila le ditlhare. Mmaagwe Wendy a re: "Ke maswabi gore katiba ya gago ya ulu e ile, mme ga se molato wa gago, Wendy. Katiba ya gago ya ulu e ne e le nnye thata mo go wena mme gongwe e tla bonwa ke mongwe yo o tla e dirisang."



Maemo a bosa a tswelela pele go nna tsididi mme mariga a tsena. Morago ga dikgwedi di le mmalwa, Wendy a lemoga gore go ne go na le matlhare a masha a matala mo ditlhareng mme o ne a kgona go utlwa gore maemo a bosa a ne a thuthafala. E ne e le dikgakologo mme go ne go fedile mariga a ngwaga o mongwe. Go ise go ye kae, Wendy o tla bo a rwele dirampeetšhane tsa gagwe le hutse ya letsatsi a tshameka kwa ntle ka moo a batlang ka gone.

Mo mosong mongwe o o bothitho wa dikgakologo, Wendy le mamaagwe ba etela ditsala. Ba ne ba gakgamala tota fa ba fitlha mo setlhareng sengwe se se leele. Kwagodimo ga sone, go ne go le katiba ya ulu ya ga Wendy mme mo teng ga yone go ntse nonyane e e nang le maphorwana. E ne e direla mae a yone sentlhaga.

"Bona!" mmaagwe Wendy a bua jalo. "Katiba ya gago ya ulu e dirisiwa ka tsela e e siameng mme e tla nna sentlhaga se se bothitho sa maphorwana fa a sena go thuthuga!" Wendy le mmaagwe ba tshaga mme ba tsamaya. Wendy o ne a gakaletse go bolelela tsala ya gagwe ka sentlhaga sa katiba ya ulu.

Kgang eno e felela fano.



★ The beanie nest

Story

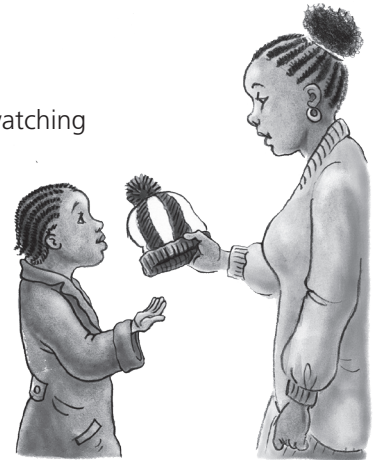
It was a cold day in autumn and Wendy and her mom were looking out of the window, watching the wind blowing in the trees. "Please can I go and play outside?" Wendy asked her mom. "Wendy, the wind is blowing. You must dress warmly if you want to go outside," said her mom.

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.

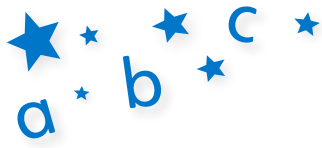
One warm spring morning Wendy and her mom decided to visit some friends. What a surprise they got when they came to a tall tree. There, high up, was Wendy's beanie and sitting inside was a mommy bird. She was making a little nest for her eggs.

"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.



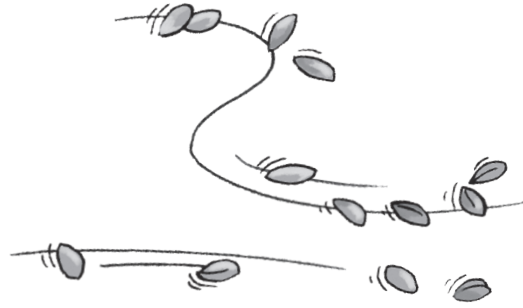
And that is the end of the story.





Pina

Phaila, phaila, phaila phefo
 Phaila ditlhare ka bonolo,
 Phaila, phaila, phaila, phaila,
 Ke rata pheswana ya gago!
 Phaila, phaila, phaila maru
 A phaile mo loaping.
 Phaila, phaila, phaila, phaila,
 Phaila, phaila, phaila, phaila!

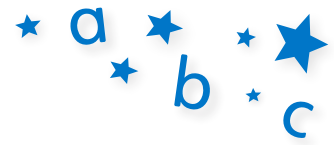


(E opeleng ka molodi wa pina ya "Here we go round the mulberry bush" kgotsa dirisang molodi wa lona.)

Tlotlofoko go tswa mo kgannyeng

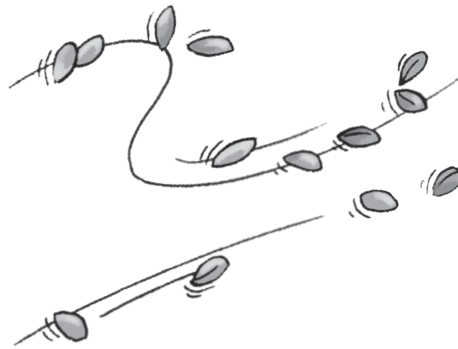
| Mafoko a konokono: | katiba ya ulu | letlhabula | phefo | mariga | tsididi | dikgakologo |
|--------------------------|---------------|------------|--------------------|--------------|----------|-------------|
| Mafoko a a oketsegileng: | ditlhare | matlhare | go phaila ga phefo | nyelela | bothitho | kapa |
| | phaila | telele | kgakgamatso | maemo a bosa | kwa ntle | thuthuga |





Song

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

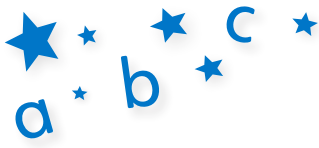


(Sing to the tune of "Row, row, row your boat" or use your own tune.)

Vocabulary from the story

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





Lo tlile go tlhoka:

- Kgang: *Sentlhaga sa katiba ya ulu*
- Dimpopi: Mme, Wendy, setlhare, matlhare, nonyane, hutshe ya letsatsi, diaparo tsa selemo, diaparo tsa mariga, katiba ya ulu
- Didirisiwa: baki, katiba ya ulu, semela/ setlhatshana se se senang matlhare, semela/setlhatshana se se nang le matlhare, nonyane ya polasetiki, hutshe ya letsatsi
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko

Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Opelang mongwe wa morumo lo re *Matlho-pedi re a bona* gore bana ba tle mo mmetsheng ka nako ya fa go tlotlwa dikgang.

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: *"Maemo a bosa a ntse jang kwa ntle gompiano? Fa o ne o apara mo mosong ono, a o ne o tlhoka go apara diaparo tse di bothitho kgotsa diaparo tsa maemo a a tsididi a bosa?"*
- 1.3 E re: *"Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšha a re tlileng go a bona mo kgannyeng."* Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Ka sekai, botsa barutwana gore *"Maemo a bosa a ntse jang ka lethabula? O apara diaparo dife ka lethabula? Mariga gone? Dikgakologo?"*

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tthagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang thaloso, jaaka: *"Goreng mamaagwe Wendy a mo naya katiba ya ulu gore a e rwale? O akanya gore go tla diregang morago ga moo? Katiba ya ulu y aga Wendy e dirisediwa eng?"*

3 Fa o sena go tlotla kgang

- 3.1 Botsa barutwana jaana: *"O ratile eng ka kgang e? Ga o a rata eng ka yone? O ratile karolo efe thata? O na le dipotso dife ka kgang e? A o kile wa latlhegelwa ke sengwe? O ne o ikutlwa jang fa o sena go latlhegelwa ke sengwe?"*

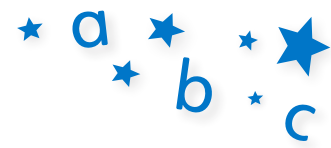
Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"ke, katiba, kopa, kapa, kae. A lo utlwa modumo o re tlileng go ithuta one: kae, katiba? Ee, o nepile! Yotlhe e na le modumo /k/."*
- 2 *"Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /k/: koko, kuku, kereke, kolobe, kobo, kamo, katara."* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo /k/ ka tsela e e utlwagalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /k/: *"k-k-k"*. Dira tiro eno go nna e e monate: O biletse kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebagane.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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

Week 1 Day 1

Whole class activities

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

Two eyes to see

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

Storytelling and building vocabulary

1 Before you tell the story

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

2 While you tell the story

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

3 After you tell the story

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

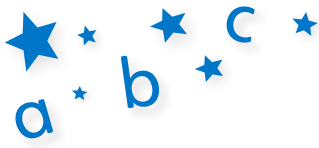
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"ke, katiba, kopa, kapa, kae. Can you hear the focus sound: kae, katiba? Yes, you are right! They all have the sound /k/."*
- 2 *"Listen carefully, here are some more words with /k/: koko, kuku, kereke, kolobe, kobo, kamo, katara."* (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.





Lo tlike go tlhoka:

- Dimpopi tsa kgang
- Mmino le ditshwantsho tsa didirisiwa tsa pina



Beke 1 Letsatsi 2

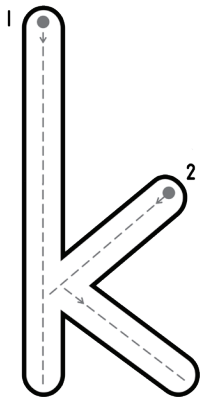
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

- 1 Simolola ka go gopotsa barutwana bokao jwa mafoko a o a rutileng ka Letsatsi 1.
- 2 Tlotla kgang gape o dirisa dimpopi. Botsa dipotso fa o ntse o tlotla kgang. Kopa barutwana go bolelela pele gore go tla direga eng morago ga moo.
- 3 Bolelela barutwana gore o tlike go ba ruta pina e ntšha gore e tsamaisane le kgang.
- 4 Bua dipolelo di le mmalwa tsa pina ka tsela e e utlwalang o di bua ka bonya, morago ga moo o kope barutwana go opela le wena. Go ka nna thata gore barutwana ba gopole mafoko otlhe, ka jalo ba rute pina ka dikarolo tsa yone.
- 5 Dirisa ditshwantsho kgotsa didirisiwa kgotsa etsisa mafoko go thusa barutwana go tlhologanya puo ya pina,
- 6 Ruta barutwana go etsisa mafoko a pina mme lo e opeleng monate ka dipuo tse di fetang e le nngwe.

Go bopa tlhaka

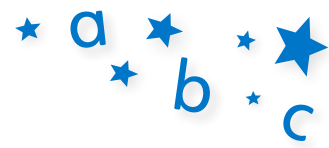
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /k/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /k/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira e kete ba kama moriri wa bona fa ba ntse ba re "k-k-kama".
- 3 Botsa barutwana gore a ba a gopola gore tlhaka ya **k** e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tlhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "Simolola fa leronthong, fologa go fitlha kwa tlase. Tsholetsa seatla, thala mola o o tsenang o bo o tswa."
- 4 Kopa barutwana go ithuta go bopa tlhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tlhaka.
- 5 Fa o sena go bontsha sekao sa gore tlhaka e kwalwa jang, rotloetsa barutwana go dirisa letlhokwa go kwala tlhaka mo mmung.
- 6 Rotloetsa barutwana go bitsa modumo o tlhaka e o dirang fa ba ntse ba kwala tlhaka.



Ditirwana tsa ditlhapha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhapha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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



Week 1 Day 2

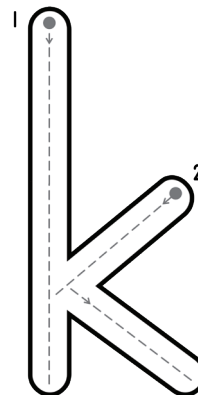
Whole class activities

Storytelling and singing

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

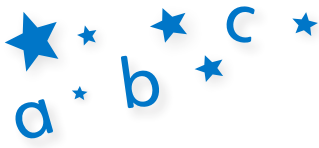
Forming the letter

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



Small group activities

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



Lo tlile go tlhoka:

- Dimpopi le didirisiwa tsa kgang
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **k**: koko, kuku, kereke, kolobe, kobo, kama, kase, kamera koloi, katara, kausu, kerese, kopela, kepepe, kopi, kake, kala, kane, katse



Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

- 1 Opelang pina.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: "Fa katiba ya ulu ya ga Wendy e ne e phailwe ke phefo, o ne a sa tihole a kgona go e bona, ka jalo e ne e ... (nyeletse)."
- 3 Tlhopha barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tlile go nna bomang fa ba tshameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 5 Tlhalosetsa barutwana gore wena (morutabana) o tlile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kgang ba tlile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tlileng go ema gone.
- 6 Simolola go tlotla kgang me o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.

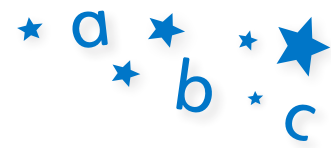
Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didirisiwa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane.
- 2 Botsa dipotso ka dilo tseo: "A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: "Tlhaka eno e bontsha ka fa re kwalang **k** ka gone." Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **k**: koko, kuku, kereke, kolobe, kobo, kama, kase, kamera koloi, katara, kausu, kereke, kopela, kepese, kopi, kake, kala, kane, katse



Week 1 Day 3

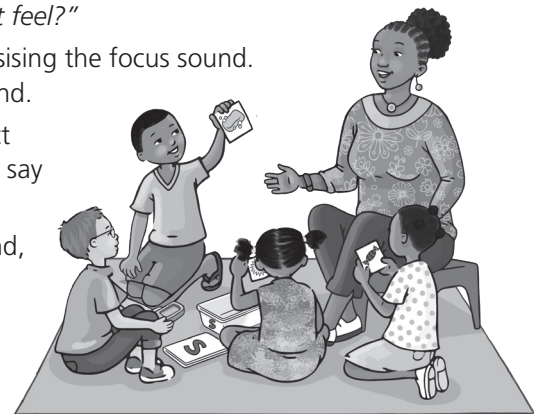
Whole class activities

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 **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.



Lo tšile go tšhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Dikaratatshwantsho, go nyalanya ditlhaka tse di kwadilweng mo tsebeng ya A4

Stella a re:



Tseno ke dipotso tse di mosola go di botsa ka setshwantsho:

- "O bona mang?" (baanelwa)
- "O dira eng/le dira eng?" (Madi le go dira ditiro)
- "O bona eng gape?" (ba leba gape)
- "...e kwa kae?" (bitsa mafelo/boemo)
- "Ke eng fa o akanya gore...?" (bokgoni jwa go akanya, jwa go tšhalosa megopolo)

Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

- 1 Opelang pina gape.
- 2 Tsenyeletsa mafoko a mantšha go tswa mo lenaaneng la tlotlofoko.
- 3 Tlhopha tatelanyo nngwe ya ditshwantsho mme o di tšholetse. Botsa barutwana gore ba bona eng, o bo o bua nakonyana ka setshwantsho.
- 4 Fa o sena go tlotla setshwantsho sengwe le sengwe, se kgomaretse mo botong gore barutwana ba se bone. Tšhomamisa gore ditshwantsho tšeno ga di latelane ka nako ya tirwana eno.
- 5 Fa o sena go bua ka ditshwantsho tšotlhe, botsa barutwana jaana: "A ditshwantsho di latelana ka tšela e e siameng?"
- 6 Kopa barutwana go supa setshwantsho se se simololang kgang. Dira mmogo le bone go rulaganya tatelano ya ditshwantsho gore kgang e tšhaloganyesege.
- 7 Dira gore barutwana ba tšeye karolo ka tšhagafalo mo tšhlaganyo eno. Botsa dipotso tse di jaaka: "Go ne ga direga eng morago ga moo? Ke mang yo o gopolang karolo e e latelang ya kgang?"
- 8 Fa ditshwantsho di le ka tatelano e e siameng, kopa barutwana ba le mmalwa gore ba tlotle kgang gape ka tatelano e e siameng.



Stella a re:



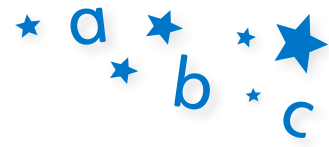
Fa o sena go segolola dikarata tsa modumo wa ditlhaka, baya sete nngwe le nngwe ya ditshwantsho mmogo le tšhaka e di tšhaisang le yone mme o di tšhwaraganye mmogo ka lebanta la rekere gore di se ka tšh kopakopana.

Go reetsa medumo e go ithutwang yone

- 1 Tlhopha sete ya ditlhaka di le thataro le dikarata tsa ditshwantsho tse di nyalanang le tšone tse barutwana ba setseng ba di bontšhitsuwe.
- 2 Fitlha dikarata tsa ditlhaka mo teng ga phaposiborutelo.
- 3 Barutwana ba ema ba dirile sediko. Ba tšhalosetse gore o tšile go naya mongwe le mongwe wa bone karata ya setshwantsho. Fa o re "simololang", ba bitse modumo o go ithutwang one wa setshwantsho sa bone mme ba batle ba bangwe mo setlhopheng sa bone ba ba nang le ditshwantsho tsa modumo o go ithutwang one. Morago ga moo ba batle tšhaka e e tšhaisanang le modumo o go ithutwang one.
- 4 Fa ba sena go bona tšhaka ya bone e e tšhaisanang le modumo oo, ba nna mo mmetsheng ka dikarata tšotlhe tsa bone.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le tšhlaganyo ya go boloka dilo di phuthilwe sentle.



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:



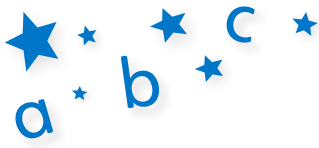
After cutting up letter and sound cards, store each set of pictures with the corresponding letter and secure them with an elastic band so they don't get mixed up.

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.



Lo tšile go tšhoka:

- Dikalana kgotsa matlhokwa a mannye, matselanyana (sesetlo kgotsa letsela le le bothitho, fa go kgonega) kgotsa pampiri e e mebala, mabokoso a mae (halofo ya lebokoso la mae ya lee le le lengwe le yone e ka dirisiwa jaaka katiba ya ulu), letseta (go dira maru ka yone), matlhare
- Tluluu, dikherayone tse di mafura tsa jumbo, dikere
- Mafoko a dinokontsi a a amanang le kgang: mafelobeke, kwa ntle, budulela, botsalano, go ya pele, maemo a bosa, ntse, nyelela, letlhabula, mariga

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Tlhalosetsa baithuti gore ba tshwanetse ba tshasa lefaufau le tlhaga mmala mo pampiring ya bone.
- 2 Morago ga moo ba dira ditlhare ka matlhare le ka dikalana (matlhokwa a mannye) a ba a ngaparetsang ka tluluu mo pampiring.
- 3 Fa ba sena go dira setlhare sa bone, ba tla tshwanelwa ke go segolola katiba ya ulu mo letseleng kgotsa mo pampiring e e mebala kgotsa lebokoso la mae mme ba le gomaretse mo setlhareng. Ba ka nna ba dirisa letseta go dira maru.



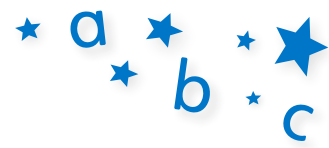
Go kopanya le go kgaoganya (dinoko)

- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **ma** | **ri** | **ga**.
- 2 Kopa barutwana gore mongwe le mongwe a lebagane le tsala ya gagwe mme ba itaane ka magofi mo phefong fa go bidiwa noko nngwe le nngwe: **ma** (ba itaana ka magofi) **ri** (ba itaana ka magofi) **ga** (ba itaana ka magofi).
- 3 Bitsa mafoko a mangwe a dinokontsi go tswa mo kgannyeng fa barutwana ba itaana ka magofi fa ba utlwa noko nngwe le nngwe.
- 4 Rotloetsa barutwana go bala palo ya dinoko mo mafokong (ka sekai: "mafelobeke" e na le dinoko di le tlhano).
- 5 Go oketsa tirwana eno, o ka phomola karolo ya lefoko mme o bone gore a barutwana ba ka bitsa se se ntshitsweng mo lefokong. Ka sekai: Raya barutwana o re ba re "kwa ntle", morago ga moo ba kope go bua jalo gape, mme o se ka wa bitsa "kwa". Go setse eng? ("ntle"). Jaanong tswelala ka mafoko a mangwe gape:
 - ★ "Mafelobeke" kwantle ga "mafelo" ke ... (beke).
 - ★ "Mariga" kwantle ga "ma" ke ... (riga).

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





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: mafelobeke, kwa ntle, budulela, botsalano, go ya pele, maemo a bosa, ntse, nyelela, letlhabula, mariga

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.



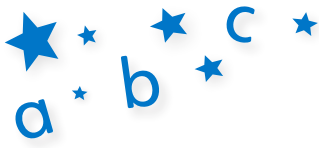
Blending and segmenting (syllables)

- 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** | **ga**.
- 2 Ask learners to face a friend and do high fives for each syllable: **ma** (high five) **ri** (high five) **ga** (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: "mafelobeke" 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 "kwa ntle", then ask them to say it again, but don't say "kwa". What is left? ("ntle"). Now continue with more words:
 - ★ "Mafelobeke" kwantle ga "mafelo" ke ... (beke).
 - ★ "Mariga" kwantle ga "ma" ke ... (riga).

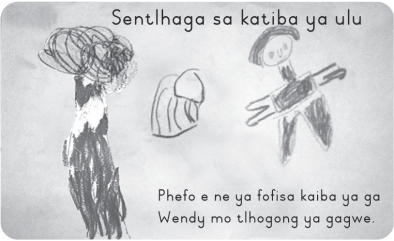





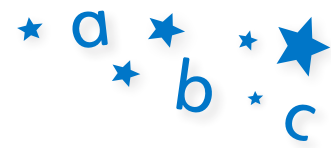
Small group activities

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

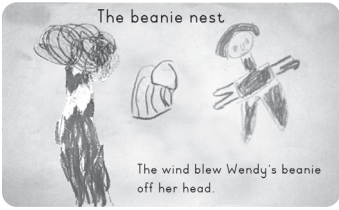





Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

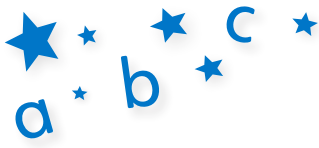
| Lo tile go tlhoka | Ditirwana |
|---|---|
| <ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo  <p>Sentlhaga sa katiba ya ulu</p> <p>Phefo e ne ya fofisa kaiba ya ga Wendy mo tlhogang ya gagwe.</p>  <p>Fa barutwana ba tlhoka thusoka ga se ba ka sethalang, ba bontshe tatelano ya ditshwantsho go ba fa maele.</p> | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa kang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola. Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Ka sekai: : "Phefo e ne ya phaila katiba ya ulu ya ga Wendy mo ... O ne o batla g bua lefoko lefe le le latelawn? Ehe, ke, 'tlhogo' ... Mma ke kwale lefoko 'tlhogo.'" Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone. |
| <ul style="list-style-type: none"> Lebokoso la mae a le 6 Nawa kgotsa letlapa le le lengwe Dikaratatshwantsho, e segolole  | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Baya dikarata tsa ditshwantsho di lebile kwa godimo mo tafoleng Barutwana ba kgotlhokgotsho lebokoso la mae, ba le bule mme ba lebe gore nawa kgotsa letlapa le wetse fa kae (s.k. tlhaka "b"). Morago ga moo ba batle setshwantsho se se simololang ka "b" (ka sekai, "bolo"). Barutwana ba a refosana go kokoanya ditshwantsho. |
| <ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana  | <p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa. |



Small group activities for Week 1

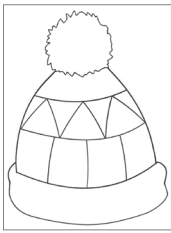
| You will need | Activities |
|--|---|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: <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> Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts. |
| <ul style="list-style-type: none"> A 6-egg box One bean or stone Picture cards, cut up  | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Place the picture cards face up on the table. Learners must shake the egg box, open it and look where the bean/stone has landed (for example: letter "b"). They must then find a picture that begins with "b" (for example: "bolo"). Learners take turns and collect pictures. |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading. |





Lo tlile go tlhoka

- Khopi ya **Tsebe ya tirwana ya Katiba ya Ulu** ya morutwana mongwe le mongwe
- Letseta, diiphimodi tsa fa go jewa, ulu, matselanyana /dilo tse dingwe
- Dikere, tluluu
- Dikherayone tse di mafura tsa jumbo



- Didirisiwa: tšhate ya maemo a bosa, thobane ya go supa, lebokoso le legolo le le butsweng phatlha fa gare (gore e lebege jaaka sekerini sa thelebishene), maekerofono wa polasetiki kgotsa borashe, diaparo tse dintle tsa mmotsolotsi wa thelebishene, khemera ya bidio ya matshamekwane

Ditirwana

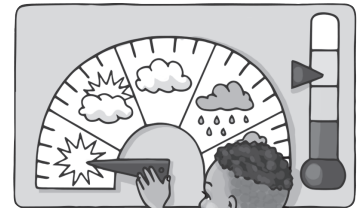
Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla

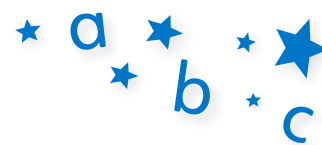
- 1 Tlhalosetsa barutwana gore ba tlile go tlhama katiba ya ulu ka dipaterone.
- 2 Barutwana ba ka kgomaretsa letseta fa ntlheng kwa tlase ba bo ba potoka manathwana a diiphimodi tsa fa go jewa gore di kgomarele ka fa teng ga bolo ya ulu kwa godimo.
- 3 Morago ga moo ba ka nna ba kgabisa katiba yotlhe ya ulu ka dilo kgotsa ka mmala ka dipaterone.

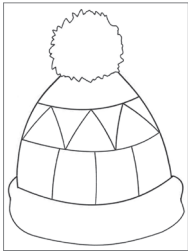

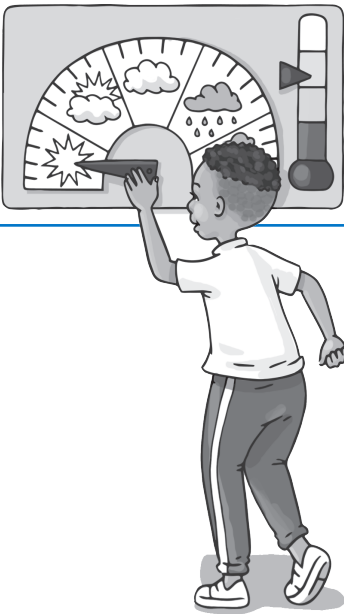


Tirwana 5: Mantlwane

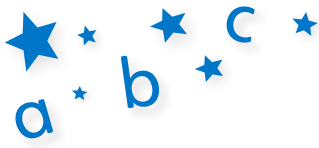
- 1 Isa setlhopha kwa sekhutlong sa mantlwane mme o ba bontshe didirisiwa tse di ntšha.
- 2 Ba tlhalosetse gore ba tlile go dira jaaka e kete ke bagasi ba thelebishene ba ba balang pego ya maemo a bosa. Go tshwanetse go nna le bagasi ba babedi ba lenaneo: motshwara-khemera le mongwe yo o lebeletseng pego ya maemo a bosa mo thelebisheneng.
- 3 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka.





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





Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Buku leyintsongo leyi petsiweke yi tlhela yi kandziyisiwa ya mudyondzi u n'wana na u n'wana

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong Ditshwantsho tse dingwe go di latelanya



- 1 Simolola barutwana ba ntse mo mmetsheng. Tlhopha barutwana gore ba eme fa pele ga phaposiborutelo, mongwe le mongwe a tshwere mongwe wa mebala ya ditshwantsho tsa tatelano (mme di se ka tatelano ya tsone).
- 2 Botsa barutwana gore a ditshwantsho di ka tatelano e e siameng. Ba kope gore ba supe setshwantsho se se tshwanetseng go bo se le kwa tshimologong ya kgang.
- 3 Kopa setlhopha sa barutwana ba ba tsholeditseng ditshwantsho go suta-suta gore ba eme ka tsela e e tla dirang gore kgang e tlhaloganyeseg. Botsa dipotso tse di jaaka: *"Ke mang yo o gopolang gore go ne ga direga eng morago ga moo?"*
- 4 Fa o sena go latelanya ditshwantsho tsa kgang, kopa barutwana go ya kwa ditafoleng tsa bone.
- 5 Naya morutwana mongwe le mongwe bukana. Ba rotloetse go leba khabara ya yone mme o buise setlhogo sa kgang le bone.
- 6 Leba ditshwantsho le barutwana ka go latelana ga tsone mo bukaneng, o ba thuse go lemoga gore ditshwantsho mo bukeng di tshwana fela le ditshwantsho tse di latelanang.
- 7 Fa nako e letla, barutwana ba ka "buisetsa" molekane wa bone bukana eno mo phaposiborutelong. Rotloetsa barutwana go ya ka dibuka tseno gae go ya go di buisa le ba malapa a bone.



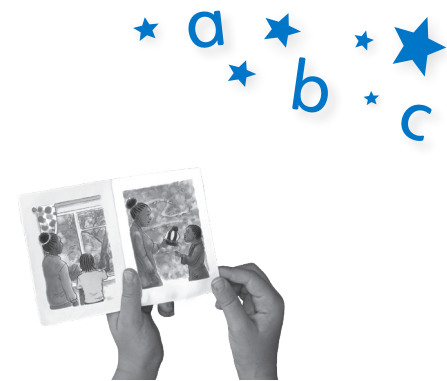
Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"ulu, utlwa. A lo utlwa modumo o re tlileng go ithuta one: ulu? Ee, o nepile! Yotlhe e na le modumo lu."*
- 2 *"Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /u/: usa, ubana, ubela, utswa."* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo /u/ ka tsela e e utlwagalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /u/: *"u-u-u"*. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebagane.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: *"ulu, utlwa. Can you hear the focus sound: ulu? Yes, you are right! The focus sound is /u/."*
- 2 *"Listen carefully, here are some more words with /u/: usa, ubana, ubela, utswa."* (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.



Lo tlile go tlhoka:

- Buka e Kgolo: Senthaga sa katiba ya ulu
- Thempoleiti ya tlhaka "u" ya bogolo jwa A5 ya morutwana mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

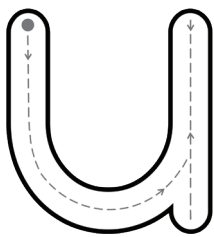
Puisokopanelo – Buka e Kgolo

- 1 Rotloetsa barutwana go leba setshwantsho se se ka fa ntle mme ba bue ka se ba se bonang le se ba se lemogang.
- 2 Buisetsa bana setlhogo sa kgang. Supa lefoko lengwe le lengwe fa o le buisa. A buise gape mme o kope barutwana go a buisa le wena.
- 3 Leba ditshwantsho tse di mo bukeng le barutwana, o tlotle ka tsone mme o rotloetse barutwana go botsa dipotso ka tsone.
- 4 Supa dinomere tsa tsebe mme o bue gore go tla latela nomore efe.
- 5 Fa lo sena 'go di leba' mo bukeng yotlhe, boela kwa tshimologong mme o buise setlhogo gape. Morago ga moo pitikolola tsebe mme o buise polelo nngwe le nngwe ka tsela e e utlwalang le ka lentswe la gago fela la tlhago. Supa lefoko lengwe le lengwe fa o le buisa.
- 6 Buisa buka gape mme o rotloetse barutwana go e buisa le wena.



Go bopa tlhaka

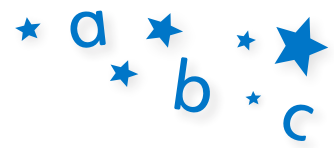
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /u/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /u/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira sebopego sa 'u' ka matsogo a bona mme ba a beye go potologa ditsebe tsa bona. Morutabana a ka bua sengwe ka tidimalo mme barutwana ba tshwanetse go reetsa ka tlhoafalo (**utlwelela/utlwa**).
- 3 Botsa barutwana gore a ba a gopola gore tlhaka ya **u** e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tlhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "Simolola fa leronthong, fologela kwa tlase, potela ka fa mojeng, tlhatloga o bo o fologela kwa tlase."
- 4 Kopa barutwana go ithuta go bopa tlhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone.
- 5 Fa o sena go bontsha sekao sa gore tlhaka e kwalwa jang, tswela kwa ntle mme o neye morutwana mongwe le mongwe khontheina e e nang le metsi le borashe jwa go penta. Barutwana ba ka penta tlhaka mekgetho a le mantsi ka metsi mo bodilong.
- 6 Rotloetsa barutwana go bitsa modumo o tlhaka e o dirang fa ba ntse ba kwala tlhaka.



Ditirwana tsa ditlhophha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhophha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- Big Book: The beanie nest
- An A5 “u” letter template for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

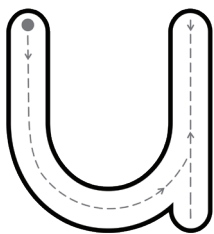
Shared reading – Big Book

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



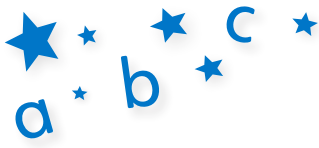
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /u/ or if they can think of any other words that start with the sound /u/.
- 2 Teach learners an action associated with the sound. For example: Learners 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 (**utlwelela/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 carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



Small group activities

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



Lo tlile go tlhoka:

- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **u**: ulu, buku, kuku, tshukudu, kubu, sethuthuthu

Stella a re:

Gape o ka nna wa laisolola medumo ya maemo a bosa (pula, phefo) o bo o tshamekela barutwana medumo eno.



Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- Nnang le dikgopolo tse di farologaneng tsa medumo e e jaaka go swaragana ga pampiri, go segiwa ga pampiri, go gagolwa ga pampiri, molodi, go opa diatla, go gotlhana ga magofi
- Dira pontsho ka modumo mongwe le mongwe fa barutwana ba go lebile jaaka o dira modumo, gore ba kgone go o tlhola gore ke ofe. Morago ga moo ba kope go tswala matlho mme ba fopholetse gore ke modumo ofe oo. Go atolosa tirwana eno, dira medumo e mebedi kgotsa e meraro ka go latelana. Kopa barutwana go fopholetsa medumo eo ka go latelana ga yone gore ke ya eng. Ka sekai: Sa ntlha o ne o opa diatla, morago ga moo wa sega pampiri.

Mabokoso a ditlhaka

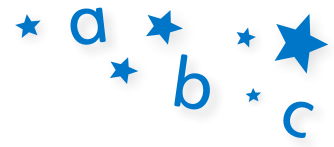
- Kopa barutwana go nna mo mmetsheng mme o ba bontshe didiriswa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane.
- Botsa dipotso ka dilo tseo: "A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"
- Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: "Tlhaka eno e bontsha ka fa re kwalang **u** ka gone." Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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

Stella says:

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



Week 2 Day 3

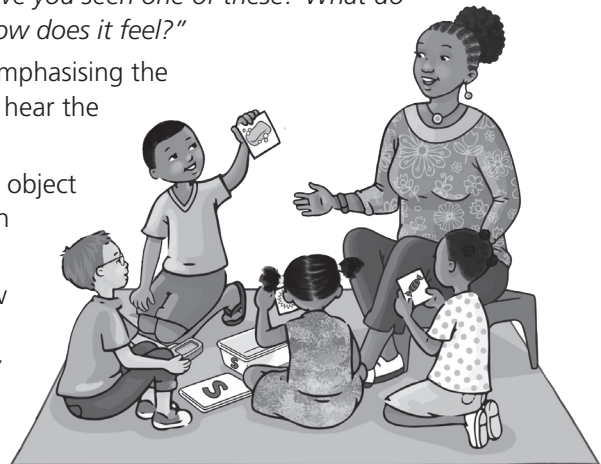
Whole class activities

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.

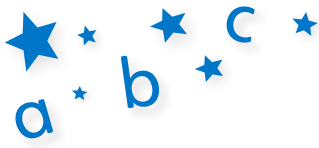
Letter boxes

- 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 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.



Lo tlile go tlhoka:

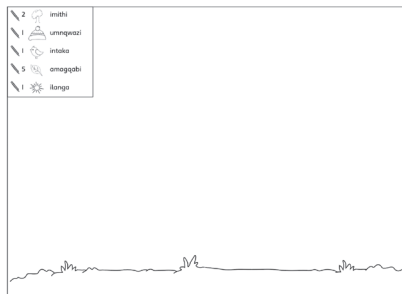
- Tsebe ya tirwana ya **Buisa o bo o dira**
- Dikherayone tse di mafura tsa jumbo
- Dikaratatshwantsho, go nyalanya ditlhaka tse di kwadilweng mo tsebeng ya A4

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

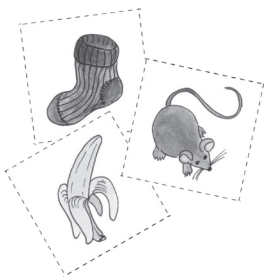
Go buisa le go dira

- 1 Kopa barutwana bo leba lenaane la tsebe ya tirwana mme ba bue ka se ba se bonan (dipalo, ditshwantsho le mafoko).
- 2 Bolelela barutwana gore jaanong ba tlile go dira tirwana e e monate e e bidiwang "buisa o bo o dira". Ba tshwanetse go buisa polelo nngwe le nngwe ba bo ba dira se se se buang ba dirisa sebaka se se sa kwalelang sepe mo tsebeng eo.
- 3 Buisang polelo ya ntlha mmogo gape. Kopa barutwana go thala setshwantsho sa dilofo di le tlhano.
- 4 Ba botse gore a go na le mongwe wa barutwana yo o ka kgonang go "buisa" gore go dirwa eng se se latelang mo lenaaneng: Ba thale setshwantsho sa katiba e le nngwe ya ulu.
- 5 Tswelala ka tsela eno mo go nngwe le nngwe ya ditaelo.
- 6 Jaanong buisa nngwe le nngwe ya ditaelo gape o bo o raya barutwana o re: "A o thadile dilofo di le tlhano? Fa o di thadile, tshwaya seo mo lenaaneng la gago."
- 7 Ba tswelale ba ntse ba thala ditshwantsho le go tshwaya taelo nngwe le nngwe go fitlha kwa bokhutlong jwa lenaane.



Go reetsa medumo e go ithutwang yone

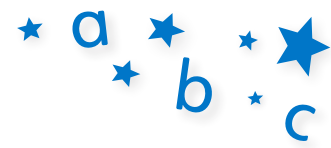
- 1 Tlhopha sete ya ditlhaka di le thataro le dikarata tsa ditshwantsho tse di nyalanang le tsone tse barutwana ba setseng ba di bontshitswe.
- 2 Fitlha dikarata tsa ditlhaka mo teng ga phaposiborutelo.
- 3 Barutwana ba ema ba dirile sediko. Ba tlhalosetse gore o tlile go naya mongwe le mongwe wa bone karata ya setshwantsho. Fa o re "simololang", ba bitse modumo o go ithutwang one wa setshwantsho sa bone mme ba batle ba bangwe mo setlhopheng sa bone ba ba nang le ditshwantsho tsa modumo o go ithutwang one. Morago ga moo ba batle tlhaka e e tsamaisanang le modumo o go ithutwang one.
- 4 Fa ba sena go bona tlhaka ya bone e e tsamaisanang le modumo oo, ba nna mo mmetsheng ka dikarata tsotlhe tsa bone.



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

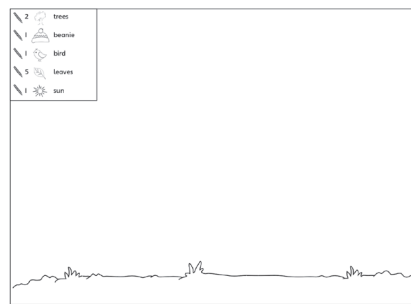
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards, matching letters written on an A4 page

Week 2 Day 4

Whole class activities

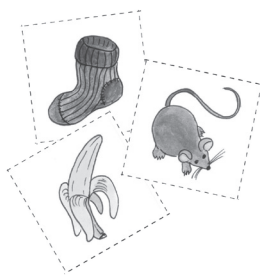
Read and do

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



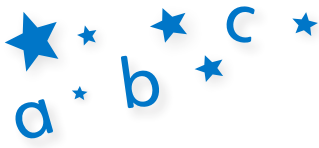
Listening for focus sounds

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



Small group activities

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



Lo tile go tlhoka:

- Pampiri ya tšhate e e phetlhwang
- Dikherayone tse di mafura tsa jumbo
- Pene ya go tshwaya boto e tshweu
- Tlhopho ya dikatiba tsa ulu tse di tlhophilweng ke barutwana
- Mafoko a dinokontsi a a amanang le kgang: hutshe ya letsatsi, kwa ntle, phaila, botsalano, go ya pele, maemo a bosa, ntse, nyeletse, ka tshoganyetso, letlhabula, mariga
- Diletswa tse di kgotlhokgotshiwang le meropa

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Kopa barutwana go leba ditshwantsho tsa metsheyagodimo gore ba supe mebala ya pente mo kgannyeng.
- 2 Bolelela barutwana gore ba tlile go penta mebala ya motshe wagodimo.
- 3 Bontsha barutwana gore ba tla bo ba penta ka menwana ya bone, jaaka Ali a ne a dira mo kgannyeng.
- 4 Gopotsa barutwana go dirisa mebala yotlhe go dira motshe wagodimo, e seng mmala o le mongwe fela.
- 5 Rotloetsa barutwana go dirisa tsebe yotlhe mme ba pente motshe wagodimo o mogolo.

Latlhegile!



Tsweetswee leletsa
Busisiwe fa o ka e bona
0896542330.

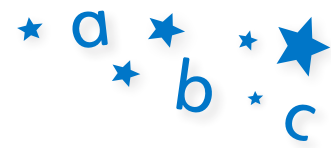
Go kopanya le go kgaoganya (dinoko)

- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **ma | ri | ga**.
- 2 Kopa barutwana go gwanta kgato e le nngwe fa ba utlwa noko nngwe le nngwe: **ma** (kgato e le nngwe) **ri** (kgato e le nngwe) **ga** (kgato e le nngwe). Naya barutwana bangwe diletswa tse di kgotlhokgotshiwang kgotsa meropa gore ba di kgotlhokgotshwe kgotsa ba konye fa ba utlwa noko.
- 3 Bitsa mafoko a mangwe a dinokontsi go tswa mo kgannyeng fa barutwana ba gwanta kgato e le nngwe fa ba utlwa noko nngwe le nngwe. Rotloetsa barutwana go bala palo ya dinoko mo mafokong (ka sekai: "mariga" e na le dinoko di le tharo).
- 4 Go oketsa tirwana eno, o ka phimola karolo ya lefoko mme o bone gore a barutwana ba ka bitsa se se setseng mo lefokong. Ka sekai: Raya barutwana o re ba re "hutse ya letsatsi", morago ga moo ba kope go bua jalo gape, mme o se ka wa bitsa "hutshe". Go setse eng? ("ya letsatsi"). Jaanong tswelela ka mafoko a mangwe gape:
 - ★ "Mafelobeke" kwantle ga "mafelo" ke ... (beke).
 - ★ "Mariga" kwantle ga "ma" ke ... (riga).

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





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: hutshe ya letsatsi, kwa ntle, phaila, botsalano, go ya pele, maemo a bosa, ntse, nyeletse, ka tshoganyetso, letlhabula, mariga
- 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.



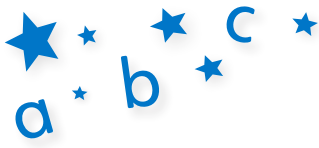
Blending and segmenting (syllables)






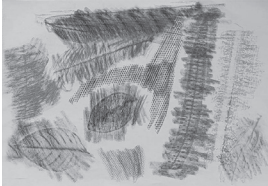
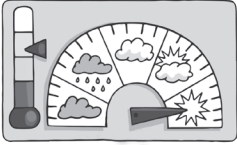
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **ma** | **ri** | **ga**.
- 2 Ask learners to march for each syllable: **ma** (one step) **ri** (one step) **ga** (one step). Give some learners shakers 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: "mariga" 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 "hutse ya letsatsi", then ask them to say it again, but don't say "hutshe". What is left? ("ya letsatsi"). Now continue with more words:
 - ★ "Mafelobeke" kwantle ga "mafelo" ke ... (beke).
 - ★ "Mariga" kwantle ga "ma" ke ... (riga).

Small group activities

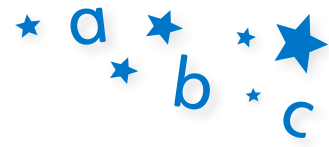
Remind learners about the small group activities, the rules for each activity and the tidy-up process.







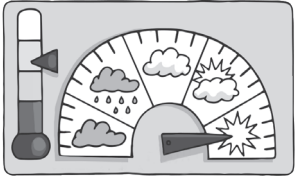
Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

| Lo tlike go tlhoka | Ditirwana |
|---|--|
| <ul style="list-style-type: none"> Ditshwantsho tsa mefuta e e farologaneng tsa maemo a bosa Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo  | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Bontsha barutwana ditshwantsho tsa mefuta e e farologaneng ya maemo a bosa. Ba kope gore ba thale setshwantsho gongwe sa maemo a bosa a ba a ratang thata (ka sekai: a go tshabile letsatsi, go na pula). Ba akanye gore ba ne ba tla bo ba apere eng fa maemo a bosa a ntse jaana, mme gape ba thale setshwantsho sa seo ba ratang go se dira mo maemong ano a bosa. |
| <ul style="list-style-type: none"> Lebokoso la mae a le 6 Nawa kgotsa letlapa le le lengwe Dikaratatshwantsho, e segolole  | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Baya dikarata tsa ditshwantsho di lebile kwa godimo mo tafoleng. Barutwana ba kgotlhokgotshe lebokoso la mae, mme ba lebe gore nawa kgotsa letlapa le wetse fa kae (ka sekai: tlhaka "b"). Morago ga moo ba batle setshwantsho se se simololang ka "b" (ka sekai: "bolo"). Barutwana ba refosana go kokoanya ditshwantsho. |
| <ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana  | <p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa Ba bontshe mkgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa. |
| <ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo Mathhare a mefuta e e farologaneng | <p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> Barutwana ba ka baya mefuta e e farologaneng ya mathhare ka fa tlase ga pa pampiri mme ba a sidile ka kherayone ba tshageditse pampiri thata gore e se ka ya suta. Go tla tlhaga paterone ya letlhare!  |
| <ul style="list-style-type: none"> Didirisiwa: tshate ya maemo a bosa, thobane ya go supa, lebokoso le legole le le butsweng phatla fa gare (gore e lebege jaaka sekerini sa thelebishene), maekerofono wa polasetiki kgotsa borashe, diaparotse tse dintle tsa mmotsolotsi mo thelebisheneng, khemera ya bidio ya matshamekwane | <p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> Gopotsa barutwana didirisiwa tsa sekhutlo sa mantlwane mme o ba rotloetse go tsewela go simolola ka Beke 1 fa ba itira jaaka e kete ke bagasi ba thelebishene ba ntsha pego ya maemo a bosa. Isa setlhopha kwa sekhutlong sa mantlwane mme o ba bontshe didirisiwa. Ba tlhalosetse gore ba tlike go dira jaaka e kete ke bagasi ba thelebishene ba ba balang pego ya maemo a bosa. Go tshwanetse go nna le bagasi ba babedi: motshwara-khemera le mongwe yo o lebeletseng pego ya maemo a bosa mo thelebisheneng. Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka.  |





Small group activities for Week 2

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





★ Khudu le kgapetla ya yone

Kgang

Khudu e e bidiwang Tommy e ne e nna mo tshimong e le yosi fela. E ne e rata go ema fa thoko ga bojang jo bo leele letsatsi le letsatsi mo e neng e kgona go bona le go utlwa diphologolo tse dingwe di tabogakaka di ijesa monate. Tommy o ne a hutsafetse. O ne a na le keletso e le nngwe fela – a eletsa e kete a ka taboga ka lebelo le a neng a ka le kgona jaaka diphologolo tse dingwe. Moso mongwe Tommy o ne a le mo lefelong la gagwe la ka gale a ntse a komakoma bojang jo bo gautsegang, jo bo matute. “Ke akanya gore kgapetla ya me e boima thata,” o ne a ipolelela jalo, “ke gone ka moo ke sa kgoneng go taboga ka lebelo. Gongwe fa ke ka gagaba ka tswa mo teng ga kgapetla ya me mme ka e tlogela foo, ke tla kgona go taboga ka lebelo jaaka diphologolo tse dingwe.”

A dira fela jalo. Khudu eno e e bidiwang Tommy ya itšhopatšhopa go fitlha e kgona go kgaogana le kgapetla ya yone. Fa e sena go kgaogana le kgapetla ya yone, ya utlwa bojang jo bo leele bo tsikitla letlalo la yone le go utlwa letsatsi le e thuthafatsa mokwatla. Tommy a tswa a taboga a itumetse a goa a re: “Mponang! Mponang! Jaanong ke kgona go taboga ka lebelo.”



Morago ga sebakanyana, Tommy a ema, a le mogote. O ne a sa tlwaela go taboga jaana mme dinao tsa gagwe di ne di lapile. Tommy o ne a sa rate mogote wa letsatsi o o neng o mo itaya ka tshamalalo mo letlalong. Go ne go utlwala jaaka e kete marang a letsatsi a ne a fisa letlalo la gagwe le le boruma mo mokwatleng wa gagwe.

Tommy o ne a utlwiwa botlhoko ke seno. O ne a sa tlhole a na le kgapetla go mo sireletsa. “Ke akanya gore ke tla ema ke ikhutse mo moriting wa setlhare go fitlha ke tsidifala gape,” o ne a ipolelela jalo. O ne a ikhutsa moo go fitlha a ikutlwa botoka mme a siametse go taboga gape.



Fa Tommy a sena go ikhutsa, a ya a toboga le tsela. Go ise go ye kae, ke fa a utlwa modumo o o kwa tlase kwa godimo kwa loaping. Tommy a leba kwa godimo mme a bona ntsu. “Heela!” a goa jalo. “Ntsu ele e tla nja ka gone ga ke tlhole ke sireleditswe ke kgapetla!” Tommy a bona setlhare fa gaufi se kutu ya sone e nang le phatlha. A iphitlha mo teng ga khuti eo ka bonako a letetse gore ntsu e fete.

Tommy a gagaba a tswa mo teng ga khuti ya setlhare, a leba kwa godimo mme a bona maru a mantsho. Gone fela foo a utlwa tumo e e bogale ya maru - thwa! Morago ga moo a utlwa sengwe se se tsididi se se metsi mo mokwatleng o o sa aparang sepe. E ne e le pula! “Ke eletsa e kete ke ka bo ke na le kgapetla ya me mo mokwatleng go ntshireletsa,” a bua jalo a taboga a ya go batla kgapetla ya gagwe.

Fa a sena go bona kgapetla eo, letsatsi le ne le phirima mme go ne go fifala. Tommy o ne a ikutlwa a sa itumela. O ne a tshogile e bile a sitwa gatsela. Ka jalo Tommy a gagabela gape mo teng ga kgapetla ya gagwe e e thata, e e bothitho. “Ga ke kgathale lefa ke sa kgone go taboga ka lebelo,” o ne a ipolelela jalo. “Ke khudu. Ke rata go nna ke thuthafetse. Ke rata go nna ke sireletsegile. Ke itumelela go bo ke le nna!”

Mme go fitlha mo letsatsing leo, dikhudu ga di kgone go apola dikgapetla tsa tsone.

Kgang eno e felela fano.





★ Tortoise and his shell

Story

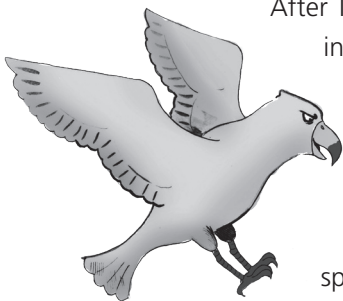
Tommy the tortoise lived in a field all by himself. Every day he would stand at the edge of the long grass where he could see and hear the other animals running about and having fun. Tommy was sad. He had just one wish – he wished he could run as fast as the other animals. One morning Tommy was in his 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.

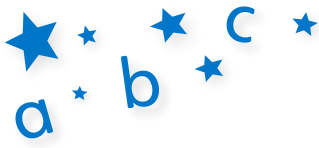
As Tommy crept out of the hole in the tree, he looked up at the sky and saw dark clouds. Suddenly he heard a loud clap of thunder – boom! Then he felt something cold and wet splash onto his bare back. It was raining! “I wish I had my shell on my back to protect me,” he said as he ran back to find his 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 khudu mme ke batla go taboga ka lebelo! [Opa diatla! Opa diatla!]
 Ke khudu mme ke batla go taboga ka lebelo! [Opa diatla! Opa diatla!]
 Fa ke ka ntsha kgapetla ya me, ke ka dira sentle tota.
 Ke khudu mme ke batla go taboga ka lebelo. [Opa diatla! Opa diatla!]

Bathong! Ke utlwa ke fiswa ke letsatsi! [Opa diatla! Opa diatla!]
 Bathong! Ke bona ntsu e a ntelekisa! [Opa diatla! Opa diatla!]
 Jaanong pula e a na mme ke kolobile, ga ke ise ke fitlhe kwa gae.
 Ka jalo, ke akanya gore ke tla apara kgapetla ya me gape. [Opa diatla! Opa diatla!]

Ke khudu e bile ke itumelela go bo ke le nna. [Opa diatla! Opa diatla!]
 Ke khudu e bile ke itumelela go bo ke le nna. [Opa diatla! Opa diatla!]
 Ke khudu, a ga o bone? E bile kgapetla ya me e a ntshireletsa.
 Ke khudu e bile ke itumelela go bo ke le nna! [Opa diatla! Opa diatla!]



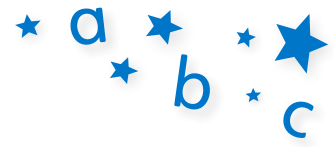
Mo tsamaong ya beke, fa barutwana ba itse pina, ba ka nna ba refosana maina a bone mo temeng ya bofelo. Ka sekao: Ke Asanda e bile ke itumelela go bo ke le nna!

(E opeleng ka molodi wa pina ya "If you're happy and you know it, clap your hands ..." kgotsa dirisang molodi wa lona.)

Tlotlofoko go tswa mo kgannyeng

| Mafoko a konokono: | khudu | kgapetla | thata | sireletsa | ntsu | boruma |
|--------------------------|--------|----------|----------|--------------|--------|----------|
| Mafoko a a oketsegileng: | lebelo | boima | tsikitla | letlalo | mogote | ikhutsa |
| | moriti | lapile | khuti | tumo ya maru | gagaba | bothitho |





Song

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

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

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

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

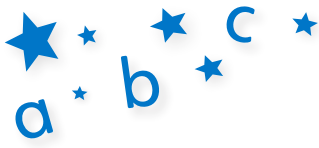


During the week, once learners know the song, they can swap their names in the last verse. For example: I'm Asanda and I'm happy to be me!

Vocabulary from the story

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





Lo tlile go tlhoka:

- Kgang: *Khudu le kgapetla ya yone*
- Dimpopi: khudu e e senang kgapetla, kgapetla, ntsu, setlhare se se nang le pohatlha, letsatsi, ditumo tsa maru
- Didirisiwa: dimpopi, letsela/selo se e tla nnang kgapetla ya khudu kgotsa beke e e pepiwang e e dirisiwang jaaka kgapetla, diphofa tsa ntsu, selo se se ka dirisiwang jaaka setlhare
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko

Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Opelang mongwe wa morumo lo re *Matlho-pedi re a bona* gore bana ba tle mo mmetsheng ka nako ya fa go tlotlwa dikgang.

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: Ba botse gore a ope wa bone o kile a bona khudu. Tlhalosa gore khudu e na le mmele o o boruma, kgapetla yay one e thata e bile e tsamaya ka bonya. Bontsha barutwana ditshwantsho tsa dikhudu. Botsa barutwana gore a ba itse ditshedi dipe tse dingwe tse di nang le dikgapetla (kgopa).
- 1.3 E re: "*Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšha a re tlileng go a bona mo kgannyeng.*" Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Ka sekai: Go tlhalosa lefoko "*sireletsa*", o ka botsa barutwana gore a ba kile ba utlwa ba nelwa ke pula mo mebeleng ya bone kgotsa a ba kile ba utlwa letsatsi le ba fisa mebele. Fa ba sena dikgapetla, ba dirisa eng go itshireletsa? (baki, sekhukhu, hutshe).

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tlhagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso, jaaka: "*O akanya gore go tla diregang ka mmele wa ga Tommy fa kgapa ya gagwe e dule? Tommy o tla ya go iphitlhela ntsu kae?*"

3 Fa o sena go tlotla kgang

- 3.1 Botsa barutwana jaana: "*O ratile eng ka kgang e? Ga o a rata eng ka yone? O ratile karolo efe thata? O na le dipotso dife ka kgang e?*"

Tsenyeletsa modumo mongwe go tswa mo kgannyeng

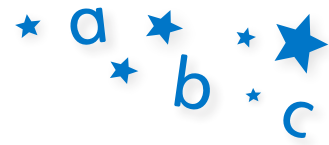
- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: "*ema, eletsa, kete, sepe, letetse. A lo utlwa modumo o re tlileng go ithuta one: ema? Ee, o nepile! Yotlhe e na le modumo /e/.*"
- 2 "*Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /e/: eie, erekisi, enfelopo, kerese, sekere, epa, enjene, enta, ethimola.*" (Gatelela modumo o o simololang fa o bitsa mafoko ano.)
- 3 Bitsa modumo /e/ ka tsela e e utlwagalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /e/: "*e-e-e*". Dira tiro eno go nna e e monate: O biletseeng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebagane.

Ditirwana tsa ditlhophapha tse dinnye

Tlhalosa gore barutwana ba tlile go dira ka ditlhophapha tse dinnye letsatsi lengwe le lengwe. Tlhalosa le go bontsha gore tirwana nngwe le nngwe e dirwa jang o bo o tlhalosa go refosana ga bone letsatsi le letsatsi. Tlhalosa thulaganyo ya go boloka dilo di phuthilwe sentle.

Matlho-pedi re a bona
 Molomo-mongwe re bua le go opela
 Matlho-pedi re a bona,
 Tsebe-pedi re a utlwa,
 Maoto-pedi re a tsamaya, re a taboga;
 Diatla tsa me ke tse
 Tsa lona di kae - bana,
 ke nako ya go tlotla dikgang!





You will need:

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

Week 1 Day 1

Whole class activities

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

Two eyes to see

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

Storytelling and building vocabulary

1 Before you tell the story

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

2 While you tell the story

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

3 After you tell the story

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

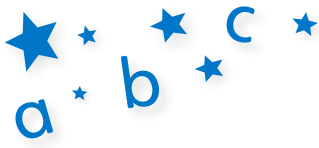
Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"ema, eletsa, kete, sepe, letetse. Can you hear the focus sound: ema? Yes, you are right! They all have the sound /e/."*
- 2 *"Listen carefully, here are some more words with /e/: eie, erekisi, enfelopo, kerese, sekere, epa, enjene, enta, ethimola."* (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.





Lo tlile go tlhoka:

- Dimpopi tsa kgang
- Mmino le ditshwantsho tsa didirisiwa tsa pina



Beke 1 Letsatsi 2

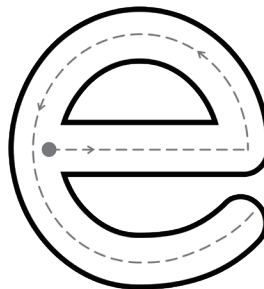
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

- 1 Simolola ka go gopotsa barutwana bokao jwa mafoko a o a rutileng ka Letsatsi 1.
- 2 Tlotla kgang gape o dirisa dimpopi. Botsa dipotso fa o ntse o tlotla kgang. Kopa barutwana go bolelela pele gore go tla direga eng morago ga moo.
- 3 Bolelela barutwana gore o tlile go ba ruta pina e ntšha gore e tsamaisane le kgang.
- 4 Bua dipolelo di le mmalwa tsa pina ka tsela e e utlwalang o di bua ka bonya, morago ga moo o kope barutwana go opela le wena. Go ka nna thata gore barutwana ba gopole mafoko otlhe, ka jalo ba rute pina ka dikarolo tsa yone.
- 5 Dirisa ditshwantsho kgotsa didirisiwa kgotsa etsisa mafoko go thusa barutwana go tlhologanya puo ya pina,
- 6 Ruta barutwana go etsisa mafoko a pina mme lo e opeleng monate ka dipuo tse di fetang e le nngwe.

Go bopa tlhaka

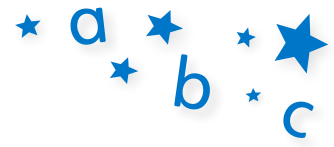
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /e/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /e/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka ntshetsa matsogo a bona kwa ntle mo pele ga bona diatla tsa bona di lebeletse kwa pele fa ba re "ema".
- 3 Botsa barutwana gore a ba a gopola gore tlhaka ya e e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tlhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "Simolola fa leronthong, ela ka fa mojang, dikologela ka fa molemeng."
- 4 Kopa barutwana go ithuta go bopa tlhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tlhaka.
- 5 Fa o sena go bontsha sekao sa gore tlhaka e kwalwa jang, rotloetsa barutwana go dirisa letlhokwa go kwala tlhaka mo mmung.
- 6 Rotloetsa barutwana go bitsa modumo o tlhaka e o dirang fa ba ntse ba kwala tlhaka.



Ditirwana tsa ditlhophha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhophha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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



Week 1 Day 2

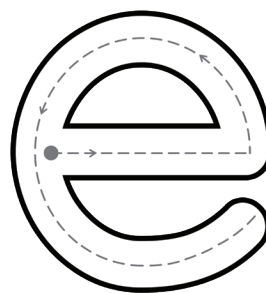
Whole class activities

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.

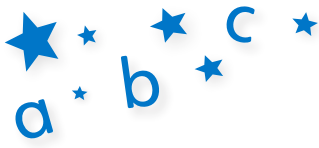
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /e/ or if they can think of any other words that have the focus 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 carpet, on each other's backs or on their hands. They can also try using their own body to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Lo tšile go tšhoka:

- Dimpopi le didirisiwa tsa kgang
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **e**: kerese, sekere, selepe, terebe, ferekekere, enjene, fensetere, esele, phensele, helemete, seretse



Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

- 1 Opelang pina.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: Kopa barutwana go kgoma letlalo la mabogo a bone. Ba botse gore a le mogote kgotsa le bothitho. A ba kgona go utlwa ka fa letlalo la bone le leng boruma ka gone?
- 3 Tlhopha barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tšile go nna bomang fa ba tshameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 5 Tlhalosetsa barutwana gore wena (morutabana) o tšile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kgang ba tšile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tšileng go ema gone.
- 6 Simolola go tlotla kgang me o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.

Mabokoso a ditlhaka

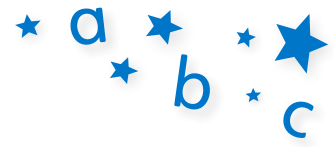
- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didirisiwa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane.
- 2 Botsa dipotso ka dilo tseo: *"A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"*
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: *"Tlhaka eno e bontsha ka fa re kwalang e ka gone."* Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **e**: kerese, sekere, selepe, terebe, ferekekere, enjene, fensetere, esele, phensele, helemete, seretse



Week 1 Day 3

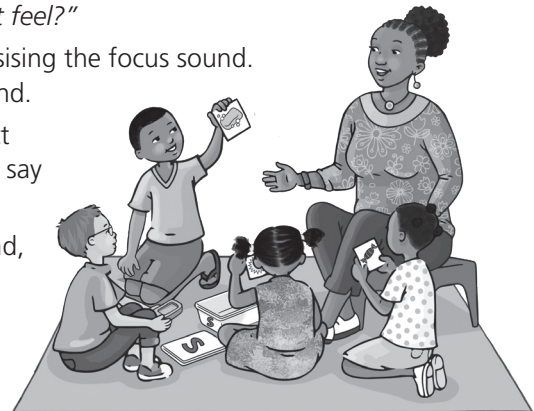
Whole class activities

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.

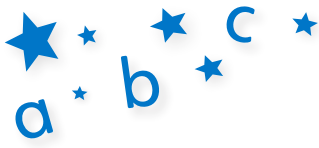
Letter boxes

- 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 e."* 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.



Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Go tlhopha dilo go tswa mo lebokosong la ditlhaka (morutwana mongwe le mongwe a nne le sa gagwe)
- Kgetsana kgotsa kgetsana ya mosamo
- Selefouno ya go tshameka mmimo

Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

- 1 Opelang pina gape.
- 2 Tsenyeletsa mafoko a mantšha go tswa mo lenaaneng la tlotlofoko.
- 3 Tlhopha tatelanyo nngwe ya ditshwantsho mme o di tsholetse. Botsa barutwana gore ba bona eng, o bo o bua nakonyana ka setshwantsho.
- 4 Fa o sena go tlotla setshwantsho sengwe le sengwe, se kgomaretse mo botong gore barutwana ba se bone. Tlhomamisa gore ditshwantsho tseno ga di latelane ka nako ya tirwana eno.
- 5 Fa o sena go bua ka ditshwantsho tsotlhe, botsa barutwana jaana: "A ditshwantsho di latelana ka tsela e e siameng?"
- 6 Kopa barutwana go supa setshwantsho se se simololang kgang. Dira mmogo le bone go rulaganya tatelano ya ditshwantsho gore kgang e tlhologanyesegwe.
- 7 Dira gore barutwana ba tseye karolo ka tlhagafalo mo thulaganyo eno. Botsa dipotso tse di jaaka: "Go ne ga direga eng morago ga moo? Ke mang yo o gopolang karolo e e latelang ya kgang?"
- 8 Fa ditshwantsho di le ka tatelano e e siameng, kopa barutwana ba le mmalwa gore ba tlotle kgang gape ka tatelano e e siameng.

Stella a re:



Tseno ke dipotso tse di mosola go di botsa ka setshwantsho:

- "O bona mang?" (baanelwa)
- "O dira eng? Dira eng?" (Madiri le go dira ditiro)
- "O bona eng gape?" (ba leba gape)
- "...e kwa kae?" (bitsa mafelo/boemo)
- "Ke eng fa o akanya gore...?" (bokgoni jwa go akanya, jwa go tlhalosa megopolo)



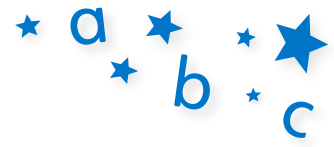
Go reetsa medumo e go ithutwang yone

- 1 Tsenya dilo dingwe go tswa mo mabokosong a ditlhaka mo kgetsaneng.
- 2 Barutwana ba nna ba dirile sediko fa go ntse go lela mmimo mme ba fetisetsana kgetsana. Fa mmimo o ema, morutwana yo kgetsana e leng mo go ene o tsaya selo, o a bua gore ke eng le gore ba utlwa modumo ofe wa sone kwa tshimologong. Motshameko o ka tselela go fitlha botlhe ba nnile le tšhono.
- 3 Kwa bokhutlong, ditlhopha tsa barutwana ba ba tshwereng dilo tse di simololang ka modumo o o tshwanang, ba ema ka dinao gore ba tsenye dilo tsa bone mo teng ga mabokoso a a tshwanetseng a ditlhaka.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

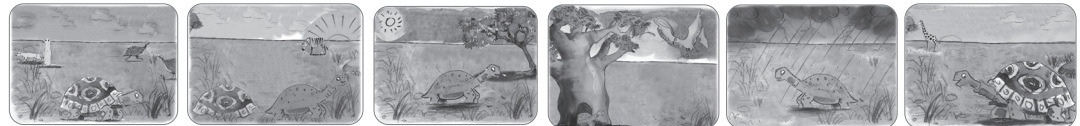
- Big sequence pictures
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

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)

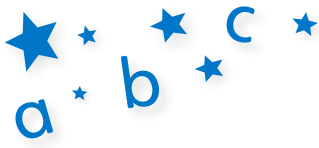
Listening for focus sounds

- 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.



Lo tlile go tlhoka:

- Morutwana mongwe le mongwe o newa halofo ya poleiti ya pampiri
- Matselanyana kgotsa pampiri e e mebala, khateboto go dira maoto ka yone le tlhogo
- dikere, tluluu
- Dikherayone tse di mafura tsa jumbo
- KGOTSA tege ya motshameko, dinawa kgotsa lentils
- Mafoko a dinokontsi a amanang le kgang: khudu, ntsu, boima, itumetse, taboga, fofisa, moso, sireletsa, sa itumela, phologolo

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

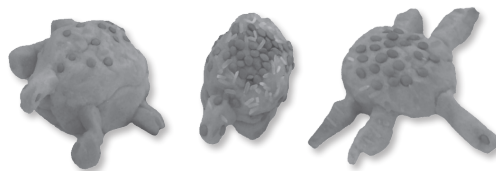
Bopa, thala le go kwala

- 1 Tlhalosetsa barutwana gore ba tlile go dira khudu ba dirisa poleiti ya pampiri le matselanyana kgotsa pampiri e e mebala.
- 2 Barutwana ba segolola matselanyana kgotsa pampiri e e mebala ba bo ba e kgomaretsa mo poleiting ya pampiri go dira kgapetla ya khudu.
- 3 Ba tla tshwanelwa ke go segolola maoto le tlhogo gore ba di kgomaretse mo poleiting ya pampiri e e leng kgapetla.



KGOTSA

- 1 Naya morutwana mongwe le mongwe bolo ya tege ya motshameko mme o ba tlhalosetse gore ba tlile go dira khudu ya tege ya motshameko.
- 2 Ba tlhalosetse gore ba ka dirisa dinawa mo tafoleng go kgabisa khudu ka tsone.
- 3 Fa barutwana ba feditse go dira khudu ya bone, ba e bey emo letsatsing gore e ome.
- 4 Dira nako ya gore barutwana ka bobedi le bobedi ba bue ke khudu ya bone.
- 5 Kgabisa ka dikhudu mo teng ga phaposiborutelo fa di feditse.



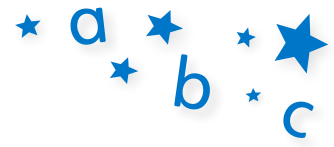
Go kopanya le go kgaoganya (dinoko)

- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **pho | lo | go | lo**.
- 2 Kopa barutwana gore mongwe le mongwe a lebagane le tsala ya gagwe mme ba itaane ka magofi mo phefong fa go bidiwa noko nngwe le nngwe: **pho** (ba itaana ka magofi) **lo** (ba itaana ka magofi) **go** (ba itaana ka magofi) **lo** (ba itaana ka magofi).
- 3 Bitsa mafoko a mangwe a dinokontsi go tswa mo kgannyeng fa barutwana ba itaana ka magofi fa ba utlwa noko nngwe le nngwe.
- 4 Rotloetsa barutwana go bala palo ya dinoko mo mafokong (ka sekai: "phologolo" e na le dinoko di le nne).

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- Half a paper plate for each learner
- Pieces of fabric or coloured paper, cardboard for legs and head
- Glue, scissors
- Jumbo wax crayons
- OR Playdough, beans or lentils
- A list of multisyllabic words relating to the story: khudu, ntsu, boima, itumetse, taboga, fofisa, moso, sireletsa, sa itumela, phologolo

Week 1 Day 5

Whole class activities

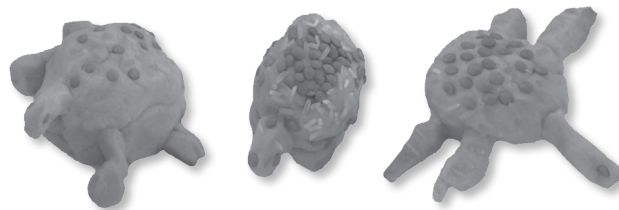
Make, draw and write

- 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 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.

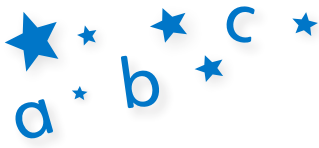


Blending and segmenting (syllables)

- 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: **pho | lo | go | lo**.
- 2 Ask learners to face a friend and do high fives for each syllable: **pho** (high five) **lo** (high five) **go** (high five) **lo** (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: "phologolo" has four syllables).

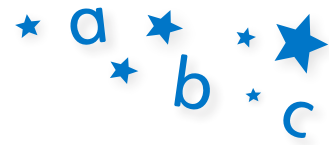
Small group activities

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

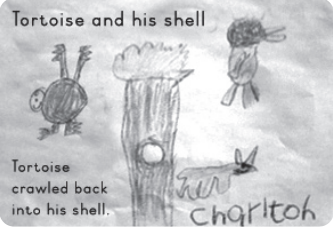

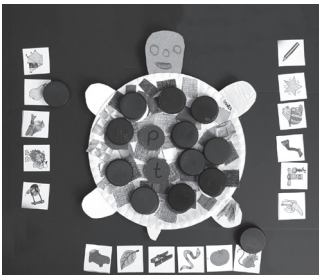



Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

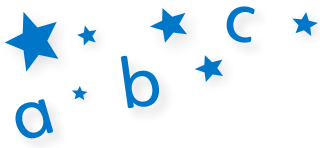
| Lo tlike go tlhoka | Ditirwana |
|---|---|
| <ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa kgang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola. Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo. Botsa barutwana gore ke karolo efe ya kgang e ba e ratileng go gaisa tsotlhe. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kgang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Ka sekai: "Khudu ... gagaba ... boela ... mo teng ... gagwe ... O ne o batla go bua lefoko lefe le le latelang? Kgapetla. Ke tlike go kwala lefoko 'kgapetla'." Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone. |
| <ul style="list-style-type: none"> Dipanakisi kgotsa dikhurumelo tsa mabotlolo, Dikaratatshwantsho, di segolotswa Boto ya motshameko wa khudu | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Baya khopi ya tsebe ya tirwana ya khudu mo bogareng jwa tafole. Morutwana mongwe le mongwe o na le ditshwantsho di le thataro tsa medumo e go ithutilweng yone mo dithutong tse di fetileng. Kwala ditlhaka tse go ithutwang tsone ka fa teng ga dikhurumelo tsa mabotlolo o bo o di baya mo godimo ga kgapetla ya khudu gore barutwana ba se ka ba bona ditlhaka. Barutwana ba refosana go tsaya sekhurumelo sa botlolo, go se pitokolola, go bua modumo le go bona gore a ba na le setshwantsho se se simololang ka modumo oo. Fa ba na le one, ba tsaya sekhurumelo sa lebotlolo ba bo ba bipa setshwantsho seo. Fa se sa nyalane le epe ya ditshwantsho tsa bone, ba busetsa sekhurumelo sa lebotlolo mo se neng se le teng. Mofenyi ke morutwana wa ntlha go ntsha dikarabo mo ditshwantshong tsotlhe. |
| <ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana | <p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa. |

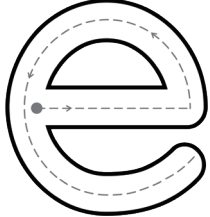
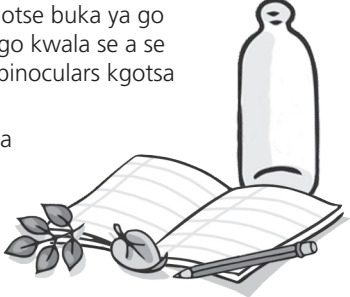


Small group activities for Week 1

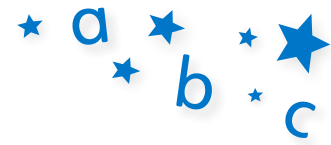
| You will need | Activities |
|--|---|
| <ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons  <p>Tortoise and his shell</p> <p>Tortoise crawled back into his shell.</p> <p>Charitoh</p>  <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Tortoise ... crawled ... back ... into ... his ... What word did you want to say next? Shell. I am going to write the word 'shell'." 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts. |
| <ul style="list-style-type: none"> • Bottle tops or lids • Picture cards, cut up • The Tortoise game board  | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the Tortoise game board in the middle of the table. 2 Each learner has six pictures of focus sounds covered in previous lessons. Write these focus letters on the inside of bottle tops and place them on the tortoise shell so the learners can't see the letters. Each learner has a turn to pick up a bottle top, turn it over, say the sound and see if they have a picture starting with that sound. 3 If they do, they take the bottle top and cover that picture. If it does not match one of their pictures, they put the bottle top back where it was. The winner is the first learner to cover all their pictures. |
| <ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading. |

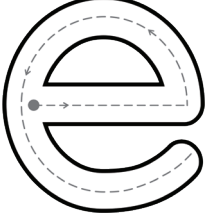





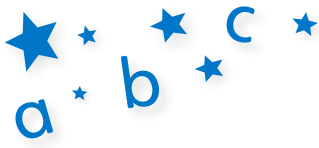
| Lo tšile go tlhoka | Ditirwana |
|---|---|
| <ul style="list-style-type: none"> • Thempoleiti ya tlhaka "e" ya bogolo jwa A5 ya morutwana mongwe le mongwe • Ditshwantsho tse dinnye tsa dilo kgotsa tsa dilwana tse di simololang ka "e" • Tluluu, dikere | <p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> 1 Naya morutwana mongwe le mongwe thempoleiti ya tlhaka le dilwana kgotsa ditshwantsho tse di nang le modumo o go ithutwang one. 2 Ba tshwanetse go kgomaretsa ditshwantsho kgotsa dilwana tse di nang le modumo o go ithutwang one go tlatša sebaka le go dira tlhaka. Gape ba ka nna ba oketsa ka ditshwantsho tse ba di thadileng tsa dilo tse di nang le modumo o go ithutwang one wa "e".  |
| <ul style="list-style-type: none"> • Didirisiwa: mmepe wa dithaba, dithobane tsa go ikokotlela, hutshe ya letsatsi le kerimi, di-binoculars tse di dirilweng ka dirolo tsa ntlwana ya boithusetso, beke e e pepiawang e e nang le botlolo ya metsi, digalase tsa letsatsi, kobotlo ya thuso ya potlako, buka-kaelo ya tikologo, dilwana tsa tlhago (matlhare, matlapana), ditshenekegi tsa polasetiki kgotsa diphologolo tsa go tshameka (kgotsa ditshwantsho tsa ditshenekegi kgotsa tsa diphologolo) - Tlatsa-tlatsang dilo tseno gongwe le gongwe kgotsa di kgomaretseng mo maboteng. | <p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> 1 Isa setlhophapha kwa sekhutlong sa mantlwane mme o ba bontshe didirisiwa tse di ntšha. 2 Tlhalosa gore lo ya go iphokisa phefo. Barutwana ba ka nna mo setlhopheng se se iphokisang phefo (ka ntšha). Ba tlhoka mmepe wa dithaba, dithobane tsa go ikokotlela, hutshe ya letsatsi le kerimi, digalase tsa matlho le beke e e pepiawang e e nang le dibotlolo tsa metsi, di binocular, kobotlo ya thuso ya tshoganyetso le buka-kaelo ya mo tikologong. 3 Morutwana mongwe le mongwe a tsamaye a tshotse buka ya go kwalela le pensele gore a kgone go thala kgotsa go kwala se a se bonang fa ba dule. Ba ka nna ba bala ntsu ka di-binoculars kgotsa khudu e e iphitlhileng mo tlhageng! 4 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. Rotloetsa barutwana go kwala dintlha kgotsa go thala se ba se bonang fa lo dule.  |





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





Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Bukana e e mennweng e go dirilweng fothokhopi ya yone ya morutwana mongwe le mongwe

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong Ditshwantsho tse dingwe go di latelanya

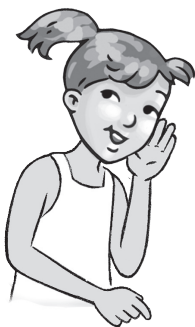


- 1 Simolola barutwana ba ntse mo mmetsheng. Tlhopha barutwana gore ba eme fa pele ga phaposiborutelo, mongwe le mongwe a tshwere mongwe wa mebala ya ditshwantsho tsa tatelano (mme di se ka tatelano ya tsone).
- 2 Botsa barutwana gore a ditshwantsho di ka tatelano e e siameng. Ba kope gore ba supe setshwantsho se se tshwanetseng go bo se le kwa tshimologong ya kang.
- 3 Kopa setlhopha sa barutwana ba ba tsholeditseng ditshwantsho go suta-suta gore ba eme ka tsela e e tla dirang gore kang e tlhaloganyeseg. Botsa dipotso tse di jaaka: *"Ke mang yo o gopolang gore go ne ga direga eng morago ga moo?"*
- 4 Fa o sena go latelanya ditshwantsho tsa kang, kopa barutwana go ya kwa ditafoleng tsa bone.
- 5 Naya morutwana mongwe le mongwe bukana. Ba rotloetse go leba khabara ya yone mme o buise setlhogo sa kang le bone.
- 6 Leba ditshwantsho le barutwana ka go latelana ga tsone mo bukaneng, o ba thuse go lemoga gore ditshwantsho mo bukeng di tshwana fela le ditshwantsho tse di latelanang.
- 7 Fa nako e letla, barutwana ba ka "buisetsa" molekane wa bone bukana eno mo phaposiborutelong. Rotloetsa barutwana go ya ka dibuka tseno gae go ya go di buisa le ba malapa a bone.



Tsenyeletsa modumo mongwe go tswa mo kgannyeng

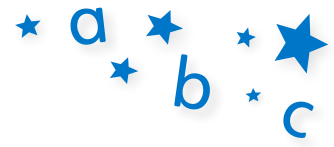
- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"utlwa, khudu, utlwala, utlwisiwa, kutu. A lo utlwa modumo o re tlileng go ithuta one: utlwa, khudu? Ee, o nepile! Yotlhe e na le modumo /u/."*
- 2 *"Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /u/: ulu, usa, ubana, ubela, utswa."* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo /u/ ka tsela e e utlwagalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /u/: *"u-u-u"*. Dira tiro eno go nna e e monate: O biletse kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebagane.



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





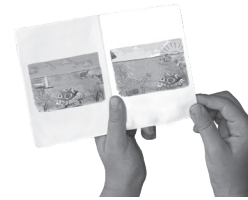
You will need:

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

Week 2 Day 1

Whole class activities

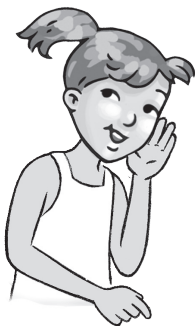
More sequencing pictures



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



Introducing a sound from the story

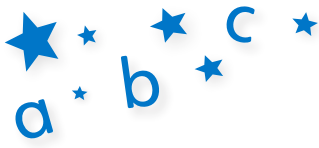


- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: "utlwa, khudu, utlwala, utlwisiwa, kutu. Can you hear the focus sound: **utlwa, khudu**? Yes, you are right! They all have the sound /u/."
- 2 "Listen carefully, here are some more words with /u/: **ulu, usa, ubana,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





Lo tlile go tlhoka:

- Buka e Kgolo: *Khudu le kgapetla ya yone*
- Thempoleiti ya tlhaka "u" ya bogolo jwa A5 ya morutwana mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

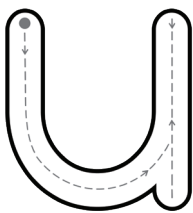
Puisokopanelo – Buka e Kgolo

- 1 Rotloetsa barutwana go leba setshwantsho se se ka fa ntle mme ba bue ka se ba se bonang le se ba se lemogang.
- 2 Buisetsa bana setlhogo sa kgang. Supa lefoko lengwe le lengwe fa o le buisa. A buise gape mme o kope barutwana go a buisa le wena.
- 3 Leba ditshwantsho tse di mo bukeng le barutwana, o tlotle ka tsone mme o rotloetse barutwana go botsa dipotso ka tsone.
- 4 Supa dinomere tsa tsebe mme o bue gore go tla latela nomore efe.
- 5 Fa lo sena 'go di leba' mo bukeng yotlhe, boela kwa tshimologong mme o buise setlhogo gape. Morago ga moo pitikolola tsebe mme o buise polelo nngwe le nngwe ka tsela e e utlwalang le ka lentswe la gago fela la tlhago. Supa lefoko lengwe le lengwe fa o le buisa.
- 6 Buisa buka gape mme o rotloetse barutwana go e buisa le wena.



Go bopa tlhaka

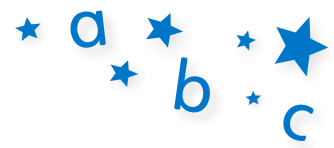
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /u/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /u/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira sebopego sa 'u' ka matsogo a bona mme ba a beye go potologa ditsebe tsa bona. Morutabana a ka bua sengwe ka tidimalo mme barutwana ba tshwanetse go reetsa ka tlhoafalo (**utlwelela/utlwa**).
- 3 Botsa barutwana gore a ba a gopola gore tlhaka ya **u** e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tlhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "*Simolola fa leronthong, fologela kwa tlase, potela ka fa mojeng, tlhatloga o bo o fologela kwa tlase.*"
- 4 Kopa barutwana go ithuta go bopa tlhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone.
- 5 Tlhalosetsa barutwana gore ba tshwanetse go boela kwa ditafoleng tsa bone go dira ditlhaka tsa motshewagodimo. Go raya gore ba tla kwala mo godimo ga tlhaka mo tsebeng ya bone ka dikherayone tsa mebala e e farologaneng.
- 6 Fa e le gore barutwana ba kgona go akanya ka dilo tse di simololang ka modumo o tlhaka e o dirang, ba ka nna ba thala ditshwantsho tsa tsone go dikologa tlhaka ya motshe wa godimo.
- 7 Rotloetsa barutwana go bitsa modumo o tlhaka e o dirang fa ba ntse ba kwala tlhaka.



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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

Week 2 Day 2

Whole class activities

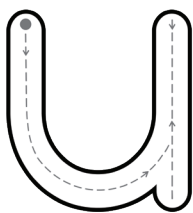
Shared reading – Big Book

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



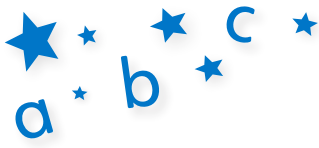
Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /u/ or if they can think of any other words that start with the sound /u/.
- 2 Teach learners an action associated with the sound. For example: Learners 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 (**utlwelela/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 carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Explain to learners that they must go back to their tables to make rainbow letters. This means they will write over the letter on their page with different colour crayons.
- 6 If learners are able to think of things that start with the sound the letter makes, they can draw them around the rainbow letter. Encourage them to say the sound the letter makes as they write the letter.



Small group activities

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



Lo tšile go tšhoka:

- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **u**: ulu, buku, kuku, tshukudu, kubu, sethuthuthu



Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- 1 Simolola ditirwana tseno tsa go reetsa ka go bua se se latelang fa barutwana ba etsisa mafoko a o a buang: *"Pele re simolola go reetsa, a re ipaakanyeng: itshikinyeng mmele go sekae, sidilang mareto a ditsebe tsa lona gore lo di tsose, lo bo lo baa magofi a lona mo godimo ga dirope tsa lona."*
- 2 Dira gore barutwana botlhe ba nne mo mmetsheng ka Tidimalo. Ba reye o re: *"Mo kgannyeng ya khudu, a lo a gopola gore Tommy o ne a batla go iphitlhela ntsu? A o ka kgona go iphitlha ka fa tlase ga tafole? Tswang jaanong. A o ka ema mme o bone gore o moleele go le go kae?"* Jaanong e re:

| | |
|---|---|
| ★ <i>"A o ka dira jaana?"</i> | ★ <i>"Thwantshang menwana."</i> |
| ★ <i>"Ema ka lenao le Molema."</i> | ★ <i>"Emang ka mwana ya dinao."</i> |
| ★ <i>"Ipeyeng diatla mo tlhogong."</i> | ★ <i>"Ipeyeng diatla mo mathekeng."</i> |
| ★ <i>"Kgomang menwana ya dinao."</i> | |
| ★ <i>"Ipeyeng diatla mo ditsebeng."</i> | |
- 3 Raya barutwana o re: *"Jaanong ke tšile go lo raya dilo dingwe. Lo reetseng ka kelotlhoko mme lo dire fela se lo kgonang go se dira. Dingwe ga lo ka ke lwa kgona go dira!"*

| | |
|---|-------------------------------|
| ★ <i>"Phuthang mabogo."</i> | ★ <i>"Retolosang tlhogo."</i> |
| ★ <i>"Emang ke leoto le le lengwe."</i> | ★ <i>"Bonyang."</i> |
| ★ <i>"Tsamaisang menwana ya dinao."</i> | ★ <i>"Opang diatla."</i> |
| ★ <i>"Tibang ka dinao fa fatshe."</i> | ★ <i>"Ititeyeng marama."</i> |

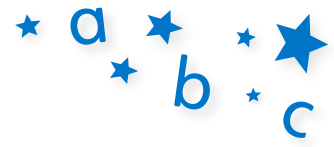
Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didiriswa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane.
- 2 Botsa dipotso ka dilo tseo: *"A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"*
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: *"Tlhaka eno e bontsha ka fa re kwalang **u** ka gone."* Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.

Ditirwana tsa ditlhapha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhapha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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



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."*

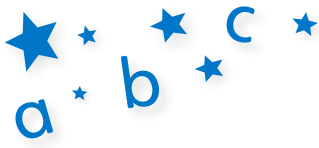
Letter boxes

- 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.



Lo tlile go tlhoka:

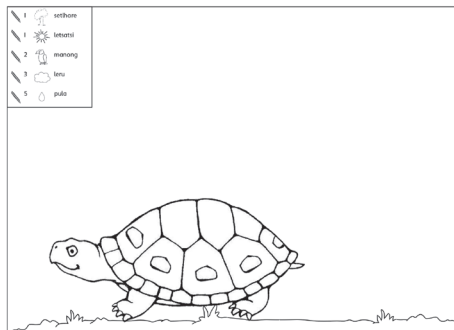
- Tsebe ya tirwana ya buisa o bo o dira ya Khudu le kgapetla ya yone
- Go tlhophisa dilo go tswa mo mabokosong a le mane a ditlhaka (morutwana mongwe le mongwe a nne le sa gagwe)
- Kgatsana kgotsa kgatsana ya mosamo
- Selefouo ya go tshameka mmimo

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

- 1 Kopa barutwana go leba lenaane la tsebe ya tirwana mme ba bue ka se ba se bonang (dipalo, ditshwantsho le mafoko).
- 2 Kopa barutwana go leba mola wa ntlha ba bo ba "buisa" se e se buang. Morago ga moo buisang mola mongwe le mongwe mmogo.
- 3 Bolelela barutwana gore jaanong ba tlile go dira tirwana e e monate e e bidiwang "buisa o bo o dira". Ba tshwanetse go buisa polelo nngwe le nngwe ba bo ba dira se e se buang ba dirisa sebaka se se sa kwalelang sepe mo tsebeng eo.
- 4 Buisang polelo ya ntlha mmogo gape. Ba botse gore a go na le mongwe wa barutwana yo o ka kgonang go "buisa" gore go dirwa eng se se latelang mo lenaaneng: ba thale setlhare se le sengwe.
- 5 Tswela ka tsela eno mo go nngwe le nngwe ya ditaelo.
- 6 Jaanong buisa nngwe le nngwe ya ditaelo gape o bo o raya barutwana o re: "A lo thadile setlhare le go se tshasa mmala? Fa o di thadile, tshwaya seo mo lenaaneng la gago."
- 7 Barutwana ba tswela ba ntse ba thala ditshwantsho le go tshwaya taelo nngwe le nngwe go fitlha kwa bokhutlong jwa lenaane.



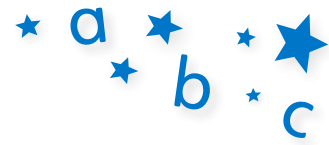
Go reetsa medumo e go ithutwang yone

- 1 Tsenyang dilo dingwe mo bekeng tse di tswang mo mabokosiong a ditlhaka
- 2 Barutwana ba nna ba dirile sediko fa go ntse go lela mmimo mme ba fetsetsana kgatsana. Fa mmimo o ema, morutwana yo kgatsana e leng mo go ene o tsaya selo, o a bua gore ke eng le gore ba utlwa modumo ofe wa sone kwa tshimologong. Motshameko o ka tswela go fitlha botlhe ba nnile le tshono.
- 3 Kwa bokhutlong, ditlhopha tsa barutwana ba ba tshwereng dilo tse di simololang ka modumo o o tshwanang, ba ema ka dinao gore ba tsenye dilo tsa bone mo teng ga mabokoso a a tshwanetseng a ditlhaka.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

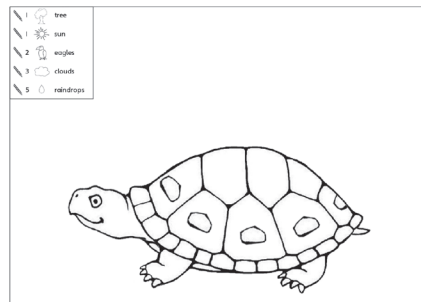
- A photocopy of the **Read and do activity page** for each learner
- A selection of objects from four letter boxes (one for each learner)
- A bag or pillowcase
- A cellphone to play music

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



Listening for focus sounds

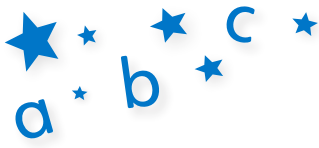
- 1 Put some objects from the letter boxes into a bag.
- 2 Learners sit in a circle while music is played and the bag is passed around. When the music stops, the learner who has the bag takes an object, says what it is and what sound they hear at the beginning. The game can continue until everyone gets 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.





Lo tile go tlhoka:

- Dipampitshana tse di kwadilweng leina la gago le maina a barutwana ka fa molemeng wa tsebe; pene e e tshwayang bontsho jo bo kima
- Mafoko a dinokotsi a a amanang le kgang: khudu, ntsu, boima, itumetse, taboga, fofisa, moso, sireletsa, sa itumela, phologolo
- Diletswa tse di kgotlhokgotshiwang le meropa

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Simolola ka go bua ka khudu e e mo kgannyeng. Kwa tshimologong yak gang, Tommy o ne a sa batle kgapetla ya gagwe, mme kwa bokhutlongjwa kgang o ne a lemoga gore kgapetla ya gagwe e ne e le mosola thata e bile e dira gore a farologane le ba bangwe botlhe le go nna yo o kgethegileng. O ne a le motlotlo ka kgapetla ya gagwe.
- 2 Bua ka sengwe se se go dirang yo o kgethegileng le yo o tlhomologileng. (Akanya ka ditshobotsi tse di jaaka moriri o moleele kgotsa o o golokaneng, bokhutshwane kgotsa botelele, ditalente tse di jaaka bokgoni jwa go tshameka metshameko kgotsa go opela sentle, le botho jwa gago jaaka bopelokgale kgotsa go nna bonolo.)
- 3 Jaanong supa maina a barutwana a a kwadilweng mo pampiring. Simolola ka leina la gago mme o botse barutwana gore a akanya gore ke eng se se dirang gore o nne yo o kgethegileng. Kwala mafoko a bone o bo o a buisetsa botlhe mo phaposing. Ka sekai: *"Mohumagatsana de Vries o rata go re tshagisa, o bonolo e bile o a re itumedisa."*
- 4 Jaanong leba leina le le latelang mo lenaaneng. Botsa barutwana gore ke leina la ga mang; re solofela gore morutwana mongwe le mongwe o tla kgona go lemoga leina la gagwe. Kopa barutwana mo phaposing gore ke eng se se dirang mongwe le mongwe wa bone yo o kgethegileng.
- 5 Kwala polelo ka mafoko a barutwana ba go nayang one mme o a kwale fa thoko ga leina la morutwana mongwe le mongwe. Tsenya mafoko a gago gore morutwana mongwe le mongwe a ikutlwe gore dinonofo tse di kgethegileng tse a nang le tsone di a ratiwa. Buisetsa botlhe mo phaposing polelo nngwe le nngwe, o supe lefoko lengwe le lengwe.
- 6 Kgomaretsa lenaane leno mo leboteng. Go ise go ye kae barutwana bat la bob a "buisa" mafoko a a tlhophilweg ke barutwana ba bangwe go ba tlhalosa.

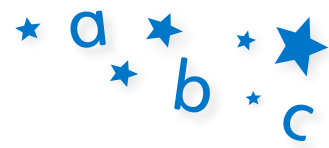
Go kopanya le go kgaoganya (dinoko)

- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokotsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **ta | bo | ga**.
- 2 Kopa barutwana go gwanta kgato e le nngwe fa ba utlwa noko nngwe le nngwe: **ta** (kgato e le nngwe) **bo** (kgato e le nngwe) **ga** (kgato e le nngwe). Naya barutwana bangwe diletswa tse di kgotlhokgotshiwang kgotsa meropa gore ba di kgotlhokgotshie kgotsa ba konye fa ba utlwa noko.
- 3 Bitsa mafoko a mangwe a dinokotsi go tswa mo kgannyeng fa barutwana ba gwanta kgato e le nngwe fa ba utlwa noko nngwe le nngwe. Rotloetsa barutwana go bala palo ya dinoko mo mafokong (ka sekai: "taboga" e na le dinoko di le tharo).

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- A piece of paper with your name and the learners' names written down the left-hand side of the page; a thick black marker
- A list of multisyllabic words relating to the story: khudu, ntsu, boima, itumetse, taboga, fofisa, moso, sireletsa, sa itumela, phologolo
- 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.

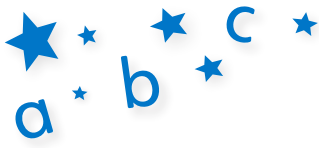
Blending and segmenting (syllables)

- 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: **ta | bo | ga**.
- 2 Ask learners to march for each syllable: **ta** (one step) **bo** (one step) **ga** (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: "taboga" has three syllables).

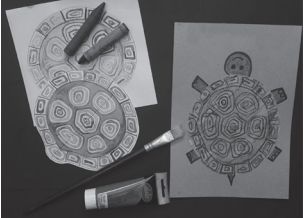
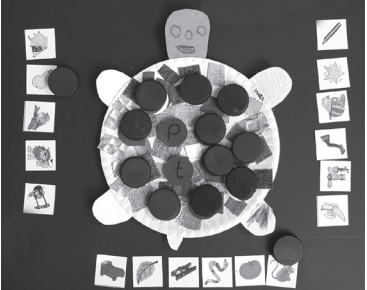

Small group activities

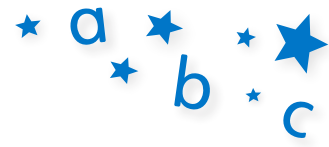
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




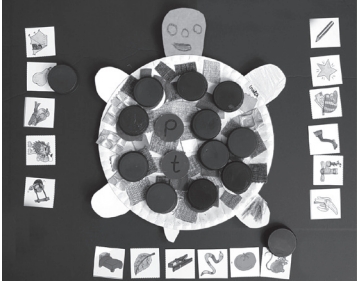



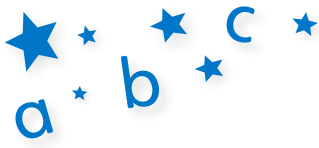
Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

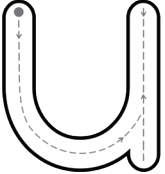

| Lo tlike go tlhoka | Ditirwana |
|--|--|
| <ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe kgotsa lekgago la kगतoboto la morutwana mongwe le mongwe Khopi ya kgapetla yak hudu ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo Dipente tse di metsi tsa mmala le maborashe a go penta Dikere, tluluu | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Naya morutwana mongwe le mongwe khopi ya kgapetla ya khudu. Ba kope gore ba tshase paterona mmala ka dikherayone tse di mafura. Morago ga moo ba ka nna ba penta mo godimo ga kgapetla ka dipente tse di metsi tsa mmala. Fa pente e ntse e oma, ba ka nna ba segolola tlhogo, maoto le mogatla. Fa pente e omile, ba ka nna ba segolola kgapetla e e pentilweng ba bo ba kgomaretsa khudu, tklhogo le mogatla mo lekgagong la khateboto kgotsa la pampiri.  |
| <ul style="list-style-type: none"> Dipanakisi kgotsa dikhurumelo tsa mabotlolo, Dikaratatshwantsho, di segolotswa Boto ya motshameko wa khudu  | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Baya khopi ya tsebe ya tirwana ya khudu mo bogareng jwa tafole. Morutwana mongwe le mongwe o na le ditshwantsho di le thataro tsa medumo e go ithutilweng yone mo dithutong tse di fetileng. Kwala ditlhaka tseno tse go ithutilweng tsone mo teng ga dikhurumelo tsa mabotlolo o bo o di baya mo godimo ga kgapetla ya khudu gore barutwana ba se ka ba bona ditlhaka. Morutwana mongwe le mongwe o nna le tšhono ya go tsaya sekhurumelo sa lebotlolo, go se pitikolola, go bitsa modumo le go bona gore a ba na le setshwantsho se se simololang ka modumo oo. Fa ba na le one, ba tsaya sekhurumelo sa botlolo ba bo ba bipa setshwantsho seo. If o sa nyalane le sengwe sa ditshwantsho tsa bone, ba busetsa sekhurumelo sa botlolo mo se neng se le teng. Mofenyi ke morutwana wa ntlha go bipa ditshwantsho tsothe. |
| <ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana  | <p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa. |



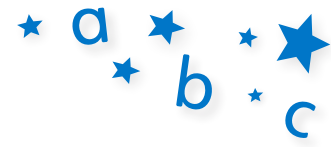
Small group activities for Week 2

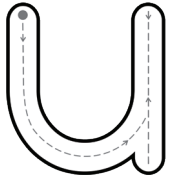

| You will need | Activities |
|---|---|
| <ul style="list-style-type: none"> • A blank A4 page or piece of cardboard for each learner • A photocopy of the Tortoise shell activity page for each learner • Jumbo wax crayons • Water colour paints and paintbrushes • Glue and scissors | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Give each learner a copy of the shell of the tortoise. Explain that they must colour in the pattern with wax crayons. 2 Then they can paint over the shell with light water colour paints. While the paint is drying, they can cut out a head, legs and a tail. When the paint is dry, they can cut out the painted shell and stick the tortoise, head, legs and tail onto a piece of card or paper.  |
| <ul style="list-style-type: none"> • Bottle tops or lids • Picture cards, cut up • The Tortoise game board  | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the Tortoise game board in the middle of the table. 2 Each learner has six pictures of focus sounds covered in previous lessons. Write these focus letters on the inside of bottle tops and place them on the tortoise shell so the learners can't see the letters. Each learner has a turn to pick up a bottle top, turn it over, say the sound and see if they have a picture starting with that sound. 3 If they do, they take the bottle top and cover that picture. If it does not match one of their pictures, they put the bottle top back where it was. The winner is the first learner to cover all their pictures. |
| <ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. 4 Visit the corner to observe and encourage the learners' reading. |



| Lo tšile go tšhoka | Ditširwana |
|--|--|
| <ul style="list-style-type: none"> • Thempoleiti ya tšhaka "u" ya bogolo jwa A5 ya morutwana mongwe le mongwe • Ditšhwantšho tse di nnye tša dilo kgotsa dilwana tse di simololang ka "u". • Ulu • Tluluu, dikere | <p>Tširwana 4: Kgono ya go tsamaisa dikarolo tša mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> 1 Naya morutwana mongwe le mongwe thempoleiti ya tšhaka le ulu kgotsa dilwana kgotsa ditšhwantšho tse di nang le modumo o go ithutwang one. 2 Ba tšhwantšhe go kgomaretsa ulu kgotsa ditšhwantšho kgotsa dilwana tse di nang le modumo o go ithutwang one go tšatsa sebaka le go dira tšhaka. Gape ba ka nna ba oketsa ka ditšhwantšho tse ba di thadileng tša dilo tse di nang le modumo o go ithutwang one wa "u".  |
| <ul style="list-style-type: none"> • Didirisiwa: mmepe wa dithaba, dithobane tša go ikokotlela, hutshe ya letsatsi le kerimi, di-binoculars tse di dirilweng ka dirolo tša ntlwana ya boithusetšo, beke e e pepiwang e e nang le botlolo ya metsi, kobotlo e nnye ya thuso ya potlako, buka-kaelo ya tikologo, dilwana tša tšhago (matlhare, matlapana), ditšhenekegi tša polasetiki kgotsa diphologolo tša go tšhameka (kgotsa ditšhwantšho tša ditšhenekegi kgotsa tša diphologolo) - Tšatsa-tšatsang dilo tšeno gongwe le gongwe kgotsa di kgomaretseng mo maboteng. | <p>Tširwana 5: Mantlwane</p> <ol style="list-style-type: none"> 1 Gopotsa barutwana didirisiwa tša sekhutlo sa mantlwane mme o ba rotloetše go tšwelela go simolola ka Beke 1 fa ba ne ba dule go iphokisa phefo. 2 Isa setlhophapha kwa sekhutlong sa mantlwane mme o ba bontšhe didirisiwa. 3 Tšhalosa gore lo ya go iphokisa phefo. Barutwana ba ka nna mo setlhopheng se se iphokisang phefo (ka ntšha). Ba tšhoka mmepe wa dithaba, dithobane tša go ikokotlela, hutshe ya letsatsi le kerimi, digalase tša matlho le beke e e pepiwang e e nang le dibotlolo tša metsi, di-binoculars, kobotlo ya thuso ya tšhoganyetšo le buka-kaelo ya mo tikologong. 4 Morutwana mongwe le mongwe a tsamaye a tšhotše buka ya go kwalela le pensele gore a kgone go thala kgotsa go kwala se a se bonang fa ba dule. Ba ka nna ba bala ntsu ka di-binoculars kgotsa khudu e e iphitšhileng mo tšhageng! 5 Etele sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tšhameka. Rotloetsa barutwana go kwala dintšha kgotsa go thala se ba se bonang fa lo dule.  |





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

★ Mmamoritshana

Kgang

Go kile ga bo go le dibera tse tharo: bera e Tonanyana, e kgolo thata, ngwana wa bera yo o neng a le monnye thata le bera e namagadi ya bogolo jo bo mo magareng fela. Dibera tse tharo tseno di ne di nna mo ntlong e nnye mo sekgweng.

Dibera di ne di fitlhola ka motogo moso mongwe le mongwe. Letsatsi lengwe bera e tonanyana ya bua ka lentswe le le kima ya re: "Motogo wa rona o mogote thata. A re yeng go tsamaya kwa sekgweng fa o santse o fola." Dibera tse tharo tsa tswa tsa ya go iphokisa phefo mo sekgweng. Ka yone nako eo, ga bo go na le mongwe a tsamaya mo sekgweng – mosetsanyana wa moriri wa mmala wa gauta. A o itse leina la gagwe? E ne e le Mmamoritshana. O ne a bidiwa Mmamoritshana ka gonne dithiri tsa moriri wa gagwe e ne e le tsa mmala wa gauta.

Mmamoritshana a bona ntlo ya dibera. A tla ka tselana e e yang teng mme a fitlha a kokota fa kgorong. "Kokokooooo!" Go ne go se ope yo o arabang. A okomela ka letlhabaphefo – go ne go le gontle mo ntlong. A o a itse gore Mmamoritshana o ne a dirang? A tsena mo teng ga ntlo ya dibera! Mmamoritshana a bona motogo mo tafoleng. O ne a tshwerwe ke tlala. Sa ntlha, a utlwa tatso ya motogo wa bera e tonanyana mo mogopong o mogolo, mme o ne a sa o rate ka gonne o ne o le letswai thata. Morago ga moo a utlwa tatso ya motogo wa bera e namagadi mo mogopong wa bogolo jo bo mo magareng, mme o ne a sa o rate ka gonne o ne o le botshe thata. Morago ga moo, a utlwa tatso ya motogo wa ngwana wa bera mo mogopong o monnye. "Mmm," a rialo, "ke rata motogo ono, tatso ya one e siame sentle fela!" A ja motogo otlhe wa ngwana wa bera.

Mmamoritshana o ne a lapile jaanong, a batla go robala. Mmamoritshana a batla bolao jo a ka lalang mo go jone. A bona phaposiborobalo mme a bona malao a mararo mo go yone. Bolao jwa bera e tonanyana bo ne bo le bogolo thata. Bolao jwa bera e namagadi e ne e le jo bogolo mme jo bo mo magareng jwa ngwana wa bera bo ne bo le bonnye thata.

Mmamoritshana a pagama bolao jwa bera e tonanyana, bo ne bo le thata. Morago ga moo, Mmamoritshana a pagama bolao jwa bera e namagadi, e ne e le jo bogolo mme jo bo mo magareng, bo le boruma thata. Morago ga moo Mmamoritshana a pagama bolao jwa ngwana wa bera. A lala mo go jone, a goga kobo mme a re: "Ke rata bolao jono, bo siame sentle fela!"

Mmamoritshana a thulamela mme a ya ka boroko. Fa Mmamoritshana a ntse a robetse, dibera tse tharo tsa tla gae. Di ne di tshwerwe ke tlala. Bera e tonanyana ya leba mogopo wa yone wa motogo mme ya bua ka lentswe le le kima ya re: "Ke mang yo o ntseng a ja motogo wa me?" bera e namagadi ya leba motogo wa yone mme ya bua jaana e galefile: "Ke mang yo o ntseng a ja motogo wa me?" ngwana wa bera a leba motogo wa gagwe. O ne a galefile mme a re: "Ke mang yo o ntseng a ja motogo wa me?" Morago ga moo a re: "O jelwe otlhe fela!"

Dibera tsa ya kwa phaposiborobalong. Bera e tonanyana ya leba bolao jwa yone mme ya re: "Go ntse go robetse mang mo bolaong jwa me?" bera e namagadi ya leba bolao jwa yone mme ya re: "Go ntse go robetse mang mo bolaong jwa me?" ngwana wa bera a leba bolao jwa yone mme ya re: "Go robetse mang mo bolaong jwa me?" A leba gape mme a goa a re: "Ke yo!"

Mmamoritshana a tshoga thata! A tlola a tswa mo bolaong mme a tshaba ka lebelo le a ka le kgonang. Dibera tse tharo tsa se ka tsa tlhola di bona Mmamoritshana gape.

Kgang eno e felela fano.

Kgang ya ga Mmamoritshana e na le ditshono tse mo go tsone go ka rutwang mantswa a a farologaneng: lentswe le le tona, le le boteng la ga bera e tonanyana; lentswe la bogolo jo bo mo magareng la bera e namagadi le lentswe la molodi o o kwa godingwana la bera e namagadi. O ka nna wa fitlhela go na le barutwana mo phaposiborutelong ya gago ba ba itseng kgang eno sentle. E re ka kgang eno e na le dintlha tse di ipoeletsang, le ba ba leng basha go utlwa kgang eno ba tla e tshwara ka bonako. Ba rotloetse go bua mafoko ano le wena, kgotsa ba bue mafoko ao fa o sena go a bua. Rotloetsa barutwana go dirisa mantswa a baanelwa ba ba farologaneng.



★ 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!”

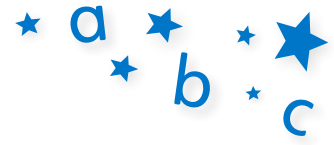
The bears went into the bedroom. Father Bear looked at his bed and said: “Who’s been sleeping in my bed?” Mother Bear looked at her bed and said: “Who’s been sleeping in my bed?” Baby Bear looked at his bed and said: “Who is sleeping in my bed?” He looked again and cried: “There she is!”

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.





Morumo

Mmamoritshana o ne a ya go iphokisa phefo.

O akanya gore o bone eng?

O ne a bona ntlo, mme go ne go sena ope mo teng, mme a bula kgoro.

Motogo wa ga Papa o ne o le mogote; Motogo wa ga Mama o ne o le botshe;

Motogo wa ngwana o ne o siame fela.

"Ke rata tatso ya one! O monate!" a bua jalo, mme a o ja otlhe.



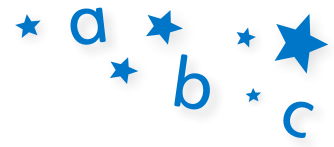
Ruta barutwana pharologano fa gare ga pina le morumo. O ka opela mafoko a pina o bo o bua mafoko ka morumo.

Go opela pina kgotsa go dira morumo ke tselo e e siameng ya go dira gore barutwana ba reetse morago ga go ikhutsa kgotsa go dira ditirwana tse di modumo.

Tlotlofoko go tswa mo kgannyeng

| Mafoko a konokono: | bera | sekgwa | ntlo | letlhabaphefo | bogolo jo bo mo magareng | tlala |
|------------------------|---------|--------|-----------------|---------------|--------------------------|--------|
| Mafoko a oketsegileng: | kobo | mogopo | leswana | motogo | tatso | pagama |
| | letswai | botshe | phaposiborobalo | lapile | galefa | boruma |





Rhyme

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



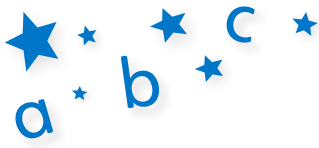
Teach learners the difference between a song and a rhyme. You can sing the words of a song and you say the words in a rhyme.

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

Vocabulary from the story

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





Lo tšile go tšhoka:

- Kgang: Mmamoritshana
- Dimpopi: Dibera tse tharo, Mmamoritshana, malao a mararo, megopo e le meraro ya phaletšhe
- Didirisiwa: tafole, ditulo, malao a mararo, dipitsa, dijana, megopo e meraro, maswana, dimmaseke tsa dibera tse tharo, diaparo/mekgabisa y aga Mmamoritshana
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko

Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Opelang mongwe wa morumo lo re *Matlho-pedi re a bona* gore bana ba tle mo mmetsheng ka nako ya fa go tlotlwa dikgang.

Matlho-pedi re a bona
 Molomo-mongwe re bua le go opela
 Matlho-pedi re a bona,
 Tsebe-pedi re a utlwa,
 Maoto-pedi re a tsamaya, re a taboga;
 Diatla tsa me ke tse
 Tsa lona di kae - bana,
 ke nako ya go tlotla dikgang!

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: *"Ke mang yo o itseng gore bera ke eng? Ke mang yo o nang le ngwana wa bera kwa gae? Ke mang yo o jang motogo mo mosong?"*
- 1.3 E re: *"Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšha a re tlileng go a bona mo kgannyeng."*
- 1.4 Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o ba bontshe bokao jwa lefoko. Ka sekai: Kopa barutwana go supa difensetere mo teng ga phaposiborutelo mme ba bale gore di kae. Bontsha barutwana dibera di le tharo mme lo bue gore ke efe ya bogolo jo bo mo magareng.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tšhagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tšhokang tšhaloso, jaaka: *"O akanya gore Mmamoritshana o tšile go robala mo bolaong bofe: Bolao jwa Bera e Tonanyana, Bera e Namagadi kgotsa bolao jwa Ngwana wa Bera? Goreng? Mmamoritshana o tla ikutlwa jang fa a tsoga a bo a bona dibera?"*

3 Fa o sena go tlotla kgang

- 3.1 Botsa barutwana jaana: *"O ratile eng ka kgang e? Ga o a rata eng ka yone? O ratile karolo efe thata? O na le dipotso dife ka kgang e?"*

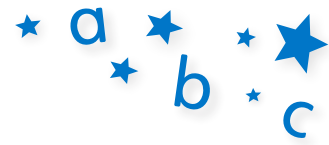
Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"ja, jaanong, jone, jono, jaana, jelwe. A lo utlwa modumo o re tlileng go ithuta one: jaanong, jaana? Ee, o nepile! Yotlhe e na le modumo /j/."*
- 2 *"Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /j/: jesi, jase, jeme, jale, jeke."* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo /j/ ka tsela e e utlwagalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /j/: *"j-j-j"*. Dira tiro eno go nna e e monate: O biletšeng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebagane.

Ditirwana tsa ditlhopho tse dinnye

Tšhalosa gore barutwana ba tšile go dira ka ditlhopho tse dinnye letsatsi lengwe le lengwe. Tšhalosa le go bontsha gore tirwana nngwe le nngwe e dirwa jang o bo o tšhalosa go refosana ga bone letsatsi le letsatsi. Tšhalosa thulaganyo ya go boloka dilo di phuthilwe sentle.





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

3 After you tell the story

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

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"ja, jaanong, jone, jono, jaana, jelwe. Can you hear the focus sound: jaanong, jaana? Yes, you are right! They all have the sound /j/."*
- 2 *"Listen carefully, here are some more words that start with /j/: jesi, jase, jeme, jale, jeke."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /j/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /j/: *"j-j-j"*. 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.





Lo tlile go tlhoka:

- Dimpopi tsa kgang
- Didirisiwa le ditshwantsho tsa morumo



Beke 1 Letsatsi 2

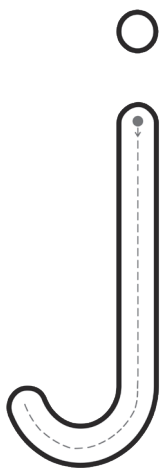
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

- 1 Simolola ka go gopotsa barutwana bokao jwa mafoko a o a rutileng ka Letsatsi 1.
- 2 Tlotla kgang gape o dirisa dimpopi. Botsa dipotso fa o ntse o tlotla kgang. Kopa barutwana go bolelela pele gore go tla direga eng morago ga moo.
- 3 Bolelela barutwana gore o tlile go ba ruta morumo o m ntšha gore o tsamaisane le kgang.
- 4 Bua dipolelo di le mmalwa tsa morumo ka tsela e e utlwalang o di bua ka bonya, morago ga moo o kope barutwana go opela le wena. Go ka nna thata gore barutwana ba gopole mafoko otlhe, ka jalo ba rute morumo ka dikarolo tsa one.
- 5 Dirisa ditshwantsho kgotsa didirisiwa kgotsa etsisa mafoko go thusa barutwana go tthaloganya puo ya morumo,
- 6 Ruta barutwana go etsisa mafoko a morumo mme lo o opeleng monate ka dipuo tse di fetang e le nngwe.

Go bopa tlhaka

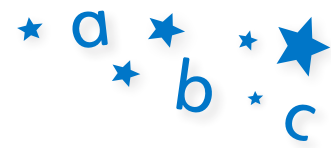
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /j/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /j/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira e kete ba haraka mo phaposing fa ba ntse ba re "**jarata**".
- 3 Botsa barutwana gore a ba a gopola gore tlhaka ya **j** e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tlhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "*Simolola fa leronthong, fologela kwa tlase, mme o potele ka fa molemeng. Tsholetsa seatla o dire lerontho kwa godimo.*"
- 4 Kopa barutwana go ithuta go bopa tlhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwateng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tlhaka.
- 5 Fa o sena go bontsha sekao sa gore tlhaka e kwalwa jang, rotloetsa barutwana go dirisa letlhokwa go kwala tlhaka mo mmung.
- 6 Rotloetsa barutwana go bitsa modumo o tlhaka e o dirang fa ba ntse ba kwala tlhaka.



Ditirwana tsa ditlhopho tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopho tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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



Week 1 Day 2

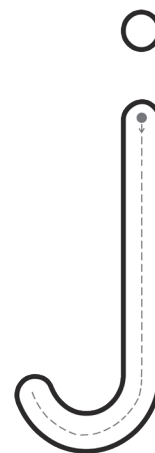
Whole class activities

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.

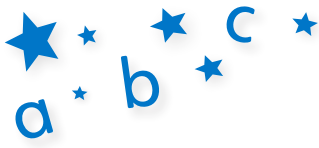
Forming the letter

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



Lo tlile go tlhoka:

- Dimpopi le didirisiwa tsa kang
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **j**: jesi, jase, jeme, jale, jeke, jeli



Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kang le go etsisa mafoko

- 1 Poeletso morumo.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: Ba botse gore a go na le dijo tse di letswai tse ba ka di bitsang le dijo dingwe tse di botshe. O ka nna wa ba bontsha disampole dingwe tsa dijo mme o tlhophe barutwana ba le mmalwa gore ba utlwe tatso ya dijo mme ba bue gore a di letswai kgotsa di botshe.
- 3 Tlhopha barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tlile go nna bomang fa ba tshameka kang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kang.
- 5 Tlhalosetsa barutwana gore wena (morutabana) o tlile go nna mmoledi wa kang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kang ba tlile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tlileng go ema gone.
- 6 Simolola go tlotla kang me o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.

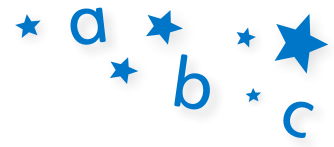
Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didirisiwa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane.
- 2 Botsa dipotso ka dilo tseo: *"A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"*
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: *"Tlhaka eno e bontsha ka fa re kwalang j ka gone."* Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **j**: jesi, jase, jeme, jale, jeke, jeli



Week 1 Day 3

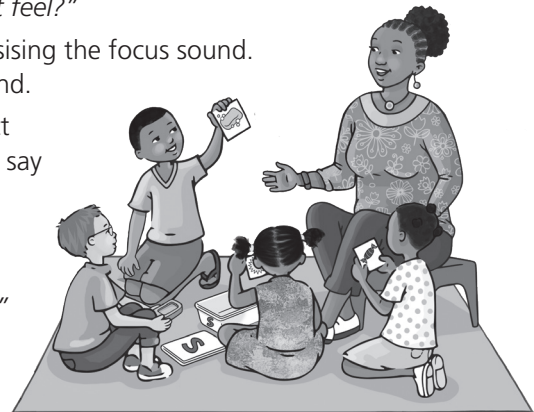
Whole class activities

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.

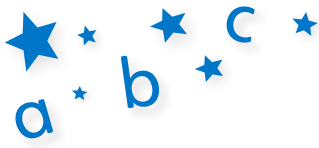
Letter boxes

- 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 j."* 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.



Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Dikarata tsa ditshwantsho tsa medumo ya ditlhaka le dikarata tsa ditlhaka

Stella a re:



Tseno ke dipotso tse di mosola go di botsa ka setshwantsho:

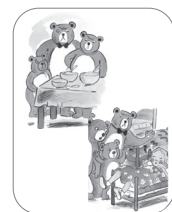
- "O bona mang?" (baanelwa)
- "O dira eng/le dira eng?" (Madiri le go dira ditiro)
- "O bona eng gape?" (ba leba gape)
- "...e kwa kae?" (bitsa mafelo/boemo)
- "Ke eng fa o akanya gore...?" (bokgoni jwa go akanya, jwa go tlhalosa megopolo)

Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

- 1 Poeletso morumo gape.
- 2 Tsenyeletsa mafoko a mantšha go tswa mo lenaaneng la tlotlofoko.
- 3 Tlhopha tatelanyo nngwe ya ditshwantsho mme o di tsholetse. Botsa barutwana gore ba bona eng, o bo o bua nakonyana ka setshwantsho.
- 4 Fa o sena go tlotla setshwantsho sengwe le sengwe, se kgomaretse mo botong gore barutwana ba se bone. Tlhomamisa gore ditshwantsho tseno ga di latelane ka nako ya tirwana eno.
- 5 Fa o sena go bua ka ditshwantsho tsotlhe, botsa barutwana jaana: "A ditshwantsho di latelana ka tsela e e siameng?"
- 6 Kopa barutwana go supa setshwantsho se se simololang kgang. Dira mmogo le bone go rulaganya tatelano ya ditshwantsho gore kgang e tlhologanyesegwe.
- 7 Dira gore barutwana ba tseye karolo ka tlhagafalo mo thulaganyo eno. Botsa dipotso tse di jaaka: "Go ne ga direga eng morago ga moo? Ke mang yo o gopolang karolo e e latelang ya kgang?"
- 8 Fa ditshwantsho di le ka tatelano e e siameng, kopa barutwana ba le mmalwa gore ba tlotle kgang gape ka tatelano e e siameng.



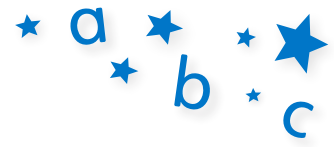
Go reetsa medumo e go ithutwang yone

- 1 Fitlha dikarata tsa ditshwantsho mo phaposiborutelong pele ga thuto.
- 2 Tlhalosetsa barutwana gore ba tlile go tshameka "ditshwantsho tsa go iphitlhelana le go batlana".
- 3 Baya barutwana ka ditlhopha mme o neye setlhopha sengwe le sengwe tlhaka e e kwadilweng mo karateng. Barutwana ba bitse modumo o o dirwang ke tlhaka, morago ga moo ba batle ditshwantsho tse di nang le modumo oo o go ithutwang one.
- 4 Fa barutwana ba sena go bona dikarata tsotlhe tsa ditshwantsho tse di tsamaisanang le tlhaka ya bone, ba nne ba dirile sediko mo mmetsheng.
- 5 Morago ga moo barutwana ba refosane ka go bitsa setshwantsho sengwe le sengwe mme ba bitse modumo o go ithutwang one.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- Big sequence pictures
- Picture cards and letter cards

Week 1 Day 4

Whole class activities

Sequencing pictures

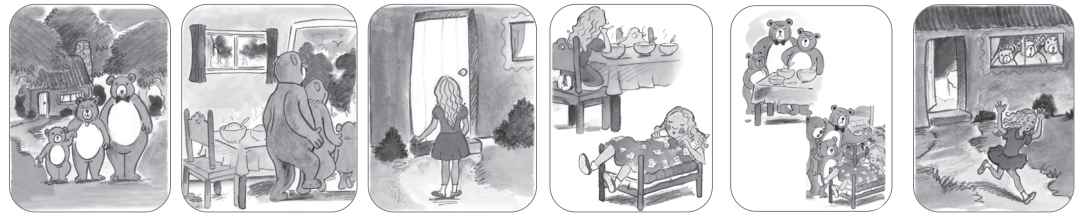
- 1 Recite the rhyme again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the 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.



Lo tlile go tlhoka:

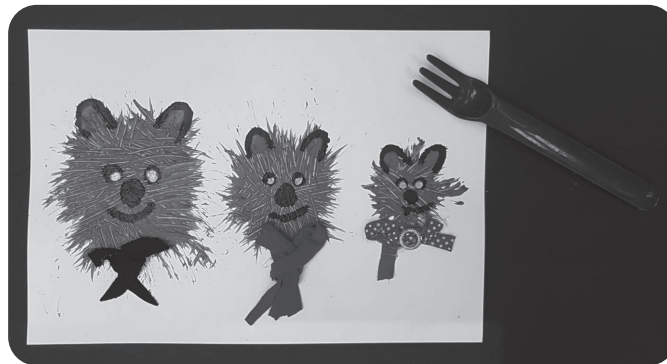
- Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe
- Pente e e phifadu, ntsho, hibidu/pinki le e tshweu
- Maborashe a go penta
- Sample ya foroko bera sefatlhego
- Foroko ya polasetiki ya morutwana mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo
- Mafoko a dinokontsi a a amanang le kgang: sekgwa, motogo, letlhabaphefo, letswatsana, Mmamoritshana, phaposiborobalo, kobo, dibera, dula, lesea, tlaa, tafole, robala, bogobe

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Tlhalosetsa barutwana gore ba tlile go dira ditatlhego tsa bera ba dirisa diforoko.
- 2 Bua ka bogolo jwa dibera mme o ba gopotse gore ba dire bera e tonanyana e kgolo le bera e nnye e e leng ngwana wab era.
- 3 Ba ka nna ba simolola ka go digela lerothodi le legolo la pente mo pampiring gore dira bera e tonanyana ka lone mme ba le gotlhagotlhe ka foroko. Morago ga moo ba diregele lerothodi le le nnye go dira bera e namagadi ka lone le lerothodi le le nnye-nnye go dira ngwana wa bera ka lone. Ba ka nna ba tsenya matlh, ditsebe, nko le molomo mo dibereng tseno ba dirisa mebala e mengwe.



Go kopanya le go kgaoganya (dinoko)

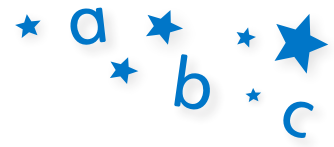
- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **Mma | mo | ri | tsha | na**.
- 2 Kopa barutwana gore mongwe le mongwe a lebagane le tsala ya gagwe mme ba itaane ka magofi mo phefong fa go bidiwa noko nngwe le nngwe: **Mma** (ba itaana ka magofi) **mo** (ba itaana ka) **ri** (ba itaana ka magofi) **tsha** (ba itaana ka magofi) **na** (ba itaana ka magofi)
- 3 Bitsa mafoko a mangwe a dinokontsi go tswa mo kgannyeng fa barutwana ba itaana ka magofi fa ba utlwa noko nngwe le nngwe.
- 4 Rotloetsa barutwana go bala palo ya dinoko mo mafokong (ka sekai: "Mmamoritshana" e na le dinoko di le tlhano).



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

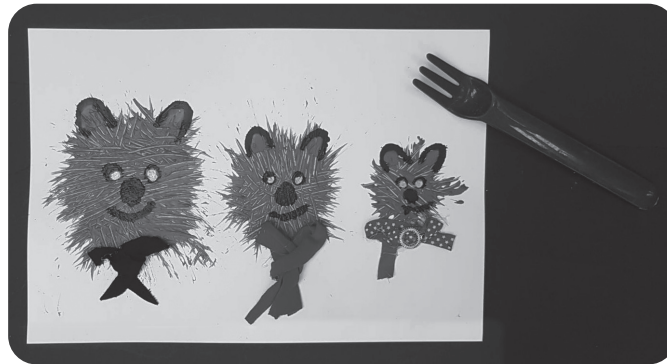
- A blank A4 page per learner
- Brown, black, red/pink and white paint
- Paintbrushes
- Sample of a fork bear face
- A plastic fork for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: sekgwa, motogo, letlhabaphefo, letswatsana, Mmamoritshana, phaposiborobalo, kobo, dibera, dula, lesea, tlala, tafole, robala, bogobe

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)

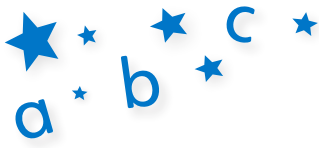
- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **Mma | mo | ri | tsha | na**.
- 2 Ask learners to face a friend and do high fives for each syllable: **Mma** (high five) **mo** (high five) **ri** (high five) **tsha** (high five) **na** (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: "Mmamoritshana" has five syllables).





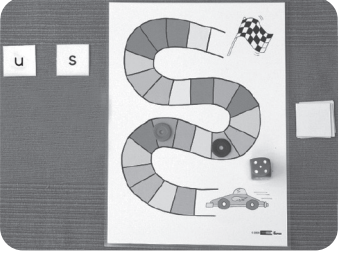

Small group activities

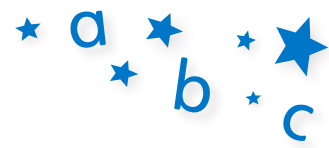
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





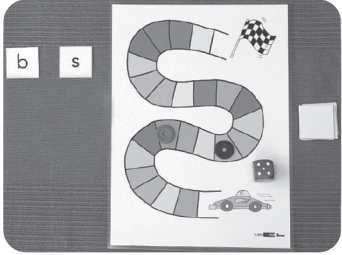



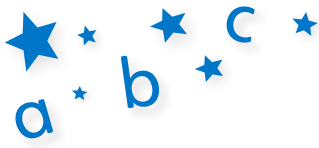
Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

| Lo tlele go tlhoka | Ditirwana |
|---|--|
| <ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo  <p>Mmamoritshana ja motogo wa ngwana bera o tlhe. Ngwana bera o ne a tlhoname.</p> <p>Mmamoritshana</p>  <p>Fa barutwana ba tlhoka thusoka ga se ba ka sethalang, ba bontshe tatelano ya ditshwantsho go ba fa maele.</p> | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa kgang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola. Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo. Botsa barutwana gore ke karolo efe ya kgang e ba e ratileng go gaisa tsotlhe. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kgang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Ka sekai: "Mmamoristhana ... o jele ... phaletšhe yotlhe ya ngwana wa bera. O ne o batla go reng morago ga fano? Ke a gopola, Ngwana wa Bera o ne a sa itumela. Ke tlele go kwala 'Ngwana wa Bera o ne a hutsafetse thata'." Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone. |
| <ul style="list-style-type: none"> Diboto tsa motshameko tse pedi tsa Koloji ya Lebelo, Dikaratatshwantsho, di segolotswe Mataese a mabedi  | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Baya boto ya motshameko ya Koloji ya Lebelo mo tafoleng mme barutwana ba le babedi go ya go ba le bararo ba ntse go e dikologa. Baya mokoa wa dikarata tsa ditshwantsho, di pitikolotswe. Baya dikarata tsa ditlhaka di lebile kwa godimo gore barutwana ba kgone go di bona. Tlhalosetsa barutwana melawana: <ul style="list-style-type: none"> Morutwana mongwe le mongwe o na le tšhono ya go latlhela letaese a bo a tsamaisa panakisi dikgato tsa palo e e siameng. Fa a sena go tsamaisa panakisi, morutwana o tsaya karata ya setshwantsho mo mokoweng, o bitsa leina la setshwantsho a bo a bitsa modumo o go ithutwang one (o setshwantsho se simololang ka one). Morago ga moo morutwana o baya karata ya setshwantsho fa thoko g karata e e tshwanetseng ya tlhaka. Motshameko o a fela fa morutwana wa ntlha a goroga kwa folageng mme ke ene mofenyi. |
| <ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana  | <p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa. |



Small group activities for Week 1

| You will need | Activities |
|--|--|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "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'." Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts. |
| <ul style="list-style-type: none"> Two Racing car game boards Picture cards, cut up Two dice  | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Place the Racing car game board on the table with two to three learners seated around it. Put the picture cards in a pile, facing downwards. Put the letter cards face up so that learners can see them. Explain the rules to the learners: <ul style="list-style-type: none"> Each learner has a turn to throw the dice and move the counter the correct number of spaces. After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. The learner then puts the picture card next to the correct letter card. The game is over when the first learner reaches the flag and is the winner. |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading. |



Lo tšile go tšhoka

- Dithempoleiti tsa bera
- Megala e le merataro ya ditlhako kgotsa dikgolenyana.



Ditirwana

Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla

- 1 Naya morutwana mongwe le mongwe bera mme o ba tšhalosetsa gore ba tšile go somela megala mo diphatlheng.
- 2 Gape ba somole megala kgotsa ba e somelele morutwana yo o latelang ka kelotlhoko gore a e dirise.
- 3 Fa ba feditse, ba refosane maemo le morutwana yo mongwe mme ba somele dikgole mo bereng ya bogolo jo bo farologaneng.



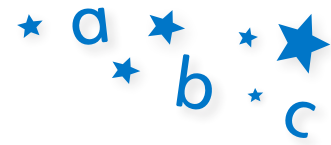
- Didirisiwa: khateboto le Pene ya go tšhwaya boto e tšhweu go dira saene ya resetšhurente, pensele le pampiri banna ba diweitara /basadi ba diweitara gore ba kgone go kwala diotara, hutshe ya moapedi, tafole e e adilweng le ditulo, dikopi, dipoleiti, maswana, founo ya bogologolo, dimmenu tsa dijo tse di rekwang di ya go jelwa kwa gae



Tirwana 5: Mantlwane

- 1 Isa setlhopha kwa sekhutlong sa mantlwane mme ba tseye manno a bone ka bonako.
- 2 Bontsha barutwana didirisiwa tse di ntšha, mme o ba tšhalosetse gore go buisa setlhogo sa go utlwa tatso le go dupa, ba tšile go tšhamekela mo resetšhurenteng.
- 3 Ba kope gore ba direle khofi leina/saene, mmenu, saene e e reng go butswa/go tswetswe. Ba ka nna ba itira e kete ba apaya dijo, le go naya batho ba ba ntseng mo resetšhurente dijo tseo. Gape ba ka nna ba dira jaaka e kete ba founela resetšhurente le go otara dijo tse di rekwang di bo di ya go jelwa kwa gae.
- 4 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tšhameka. Ka sekai: O ka nna wa "founa" o bo o dira otara ya go dijo tse di rekwang di bo di ya go jelwa kwa gae.





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.





Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Bukana e e mennweng e go dirilweng fothokhopi ya yone ya morutwana mongwe le mongwe

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong Ditshwantsho tse dingwe go di latelanya



- 1 Simolola barutwana ba ntse mo mmetsheng. Tlhopha barutwana gore ba eme fa pele ga phaposiborutelo, mongwe le mongwe a tshwere mongwe wa mebala ya ditshwantsho tsa tatelano (mme di se ka tatelano ya tsone).
- 2 Botsa barutwana gore a ditshwantsho di ka tatelano e e siameng. Ba kope gore ba supe setshwantsho se se tshwanetseng go bo se le kwa tshimologong ya kgang.
- 3 Kopa setlhopha sa barutwana ba ba tsholeditseng ditshwantsho go suta-suta gore ba eme ka tsela e e tla dirang gore kgang e tlhaloganyesege. Botsa dipotso tse di jaaka: *"Ke mang yo o gopolang gore go ne ga direga eng morago ga moo?"*
- 4 Fa o sena go latelanya ditshwantsho tsa kgang, kopa barutwana go ya kwa ditafoleng tsa bone.
- 5 Naya morutwana mongwe le mongwe bukana. Ba rotloetse go leba khabara ya yone mme o buise setlhogo sa kgang le bone.
- 6 Leba ditshwantsho le barutwana ka go latelana ga tsone mo bukaneng, o ba thuse go lemoga gore ditshwantsho mo bukeng di tshwana fela le ditshwantsho tse di latelanang.
- 7 Fa nako e letla, barutwana ba ka "buisetsa" molekane wa bone bukana eno mo phaposiborutelong. Rotloetsa barutwana go ya ka dibuka tseno gae go ya go di buisa le ba malapa a bone.



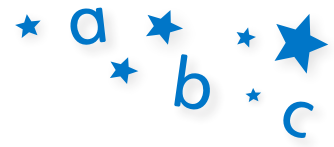
Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"ope, okomela, ono, one, otlhe, mogolo, motogo. A lo utlwa modumo o re tlleng go ithuta one okomela, otlhe, mogolo? Ee, o nepile! Yotlhe na le modumo /o/."*
- 2 *"Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /o/: ole, okotapase, olife, onto, phoophoo."* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo /o/ ka tsela e e utlwagalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /o/: *"o-o-o"*. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebagane.

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





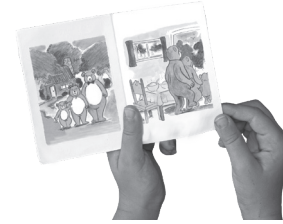
You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “ope, okomela, ono, one, otlhe, mogolo, motogo. Can you hear the focus sound: o-o-o-ko-o-o-mela, o-o-o-tlhe, mooogooooo? Yes, you are right! The focus sound is /o/.”
- 2 “Listen carefully, here are some more words that start with /o/: **ole**, **okotapase**, **olife**, **onto**, **phoophoo**.” (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.



Lo tšile go tšhoka:

- Buka e Kgolo: *Mmamoritšana*
- Thempoleiti ya tšhaka "o" ya bogolo jwa A5 ya morutwana mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

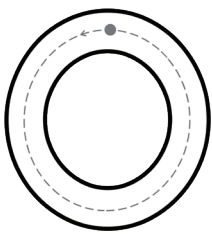
Puisokopanelo – Buka e Kgolo

- 1 Rotloetsa barutwana go leba setshwantsho se se ka fa ntle mme ba bue ka se ba se bonang le se ba se lemogang.
- 2 Buisetsa bana setlhogo sa kgang. Supa lefoko lengwe le lengwe fa o le buisa. A buise gape mme o kope barutwana go a buisa le wena.
- 3 Leba ditshwantsho tse di mo bukeng le barutwana, o tlotle ka tsone mme o rotloetse barutwana go botsa dipotso ka tsone.
- 4 Supa dinomere tsa tsebe mme o bue gore go tla latela nomere efe.
- 5 Fa lo sena 'go di leba' mo bukeng yotlhe, boela kwa tshimologong mme o buise setlhogo gape. Morago ga moo pitikolola tsebe mme o buise polelo nngwe le nngwe ka tsela e e utlwalang le ka lentswe la gago fela la tšhago. Supa lefoko lengwe le lengwe fa o le buisa.
- 6 Buisa buka gape mme o rotloetse barutwana go e buisa le wena.



Go bopa tšhaka

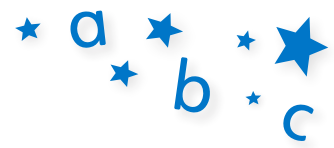
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /o/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /o/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira e kete ba maketse mme ba dire sebopego sa 'o' ka diatla tsa bona mme ba di beye mo pele ga molomo o o golokilweng fa ba ntse ba re /o/.
- 3 Botsa barutwana gore a ba a gopola gore tšhaka ya o e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tšhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "Simolola fa leronthong, dikologela kwa leronthong."
- 4 Kopa barutwana go ithuta go bopa tšhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tšhaka.
- 5 Tšhalosetsa barutwana gore ba tšhwanetse go boela kwa ditafoleng tsa bone go dira ditšhaka tsa motshegodimo. Go raya gore ba tla kwala mo godimo ga tšhaka mo tšheng ya bone ka dikherayone tsa mebala e e farologaneng.
- 6 Fa e le gore barutwana ba kgona go akanya ka dilo tse di simololang ka modumo o tšhaka e o dirang, ba ka nna ba thala ditshwantsho tsa tsone go dikologa tšhaka ya motshe wa godimo.
- 7 Rotloetsa barutwana go bitsa modumo o tšhaka e o dirang fa ba ntse ba kwala tšhaka.



Ditirwana tsa ditšhapha tse dinnye

Gakolola barutwana ka ditirwana tsa ditšhapha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

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

Week 2 Day 2

Whole class activities

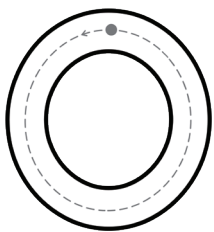
Shared reading – Big Book

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



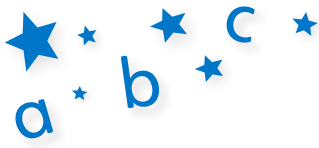
Forming the letter

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



Small group activities

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



Lo tlile go tlhoka:

- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **o**: onto, borosolo, mokoro, foroko, botoro, komokomoro, borogo, toropokgolo, mokoko, molomo, mogopo, torokomogopo, toroko



Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- Simololwa tirwana ya gompieno ya go reetsa ka go re: *"Reetsang ka kelotlhoko lo bo lo etsisa modumo o ke o dirang."* Opang tatelano/morumo ka diatla tsa lona. Barutwana ba tshwanetse go go etsa:
 - ★ *Opa tiba-tiba opa tiba-tiba*
 - ★ *Tiba-tiba-tiba opa tiba-tiba-tiba opa*
 - ★ *Opa tiba-tiba opa opa*
- Fa barutwana ba sena go nna fa fatshe, e re: *"Jaanong ke tlile go lo naya mafoko a a ka lo nayang dikarabo mme lo leke go fopholetsa gore ke akantse ka eng. Bayang seatla mo tlhogong fa lo akanya gore lo akanya gore lo itse Karabo."* Metlhala mengwe ke e:
 - ★ *"Ke akantse ka dijo tse Mmamoritshana a di jeleng fa a ne a ya kwa ntlong ya dibera tse tharo."* (phaletšhe)
 - ★ *"Ke akantse ka sejo se se ka lo nayang dikotla tse dintsi. Se na le mmala wa namune mme se se leele Se a phuphurega fa o se ja. Se gola ka fa tlase ga lefatshe."* (segwete)
 - ★ *"Ke akantse ka sengwe se se serolwana se o ka se tshasang mo borothonng."* (botoro kgotsa majerine)
 - ★ *"Ke akantswe ka sengwe se se botshe. Se dirilwe ka leungo. O ka se tshasa mo borothonng jwa gago kgotsa borotheo jo bo besitsweng."* (jeme)

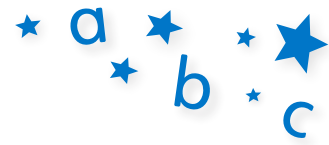
Mabokoso a ditlhaka

- Kopa barutwana go nna mo mmetsheng mme o ba bontshe didiriswa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane.
- Botsa dipotso ka dilo tseo: *"A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"*
- Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: *"Tlhaka eno e bontsha ka fa re kwalang o ka gone."* Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.

Ditirwana tsa ditlhopho tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopho tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- A letter box containing objects or pictures of objects that start with **o**: onto, borosolo, mokoro, foroko, botoro, komokomoro, borogo, toropokgolo, mokoko, molomo, mogopo, torokomogopo, toroko



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

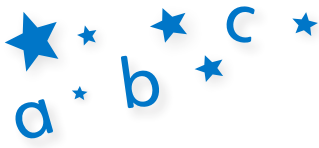
- 1 Ask learners to sit on the mat and show them the objects and pictures in the letter box one at a time. Ask them for the names of the objects. If there are learners who speak different languages, ask them to tell the class what they call the object in their home language. Then give the word in the 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.





Lo tlile go tlhoka:

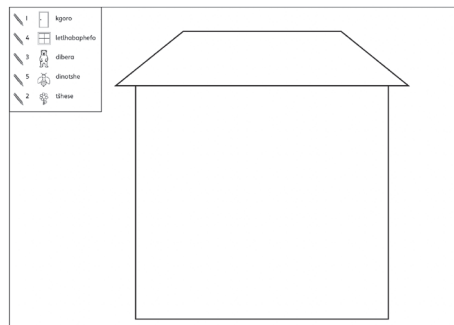
- Tsebe ya tirwana ya buisa o bo o dira
- Dikarata tsa ditshwantsho tsa medumo ya ditlhaka le dikarata tsa ditlhaka

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

- 1 Kopa barutwana bo leba lenaane la tsebe ya tirwana mme ba bue ka se ba se bonan (dipalo, ditshwantsho le mafoko).
- 2 kopa barutwana go leba mola wa ntlha ba bo ba "buisa" se o se buang. Morago ga moo buisang mola mongwe le mongwe mmogo.
- 3 Bolelela barutwana gore jaanong ba tlile go dira tirwana e e monate e e bidiwang "buisa o bo o dira". Ba tshwanetse go buisa polelo nngwe le nngwe ba bo ba dira se e se buang ba dirisa sebaka se se sa kwalelang sepe mo tsebeng eo.
- 4 Buisang polelo ya ntlha mmogo gape. Bolelela barutwana go thala setshwantsho sa kgoro, mme o se ka wa ba bolelela gore bat hale kgoro fa kae.
- 5 Ba botse gore a go na le mongwe wa barutwana yo o ka kgonang go "buisa" gore go dirwa eng se se latelang mo lenaaneng: Ba thale setshwantsho sa difensetere di le nne.
- 6 Tswelela ka tsela eno mo go nngwe le nngwe ya ditaello.
- 7 Jaanong buisa nngwe le nngwe ya ditaello gape o bo o raya barutwana o re: "A o thadile setshwantsho sa kgoro e le nngwe? Fa o se thadile, tshwaya seo mo lenaaneng la gago."
- 8 Ba tswelela ba ntse ba thala ditshwantsho le go tshwaya taelo nngwe le nngwe go fitlha kwa bokhutlong jwa lenaane.



Go reetsa medumo e go ithutwang yone

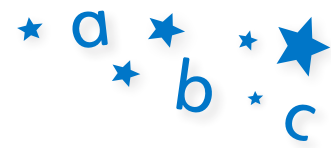
- 1 Fitlha dikarata tsa ditshwantsho mo phaposiborutelong pele ga thuto.
- 2 Tlhalosetsa barutwana gore ba tlile go tshameka "ditshwantsho tsa go iphitlhelana le go batlana".
- 3 Baya barutwana ka ditlhopha mme o neye setlhopha sengwe le sengwe tlhaka e e kwadilweng mo karateng. Barutwana ba bitse modumo o o dirwang ke tlhaka, morago ga moo ba batle ditshwantsho tse di nang le modumo oo o go ithutwang one.
- 4 Fa barutwana ba sena go bona dikarata tsotlhe tsa ditshwantsho tse di tsamaisanang le tlhaka ya bone, ba nne ba dirile sediko mo mmetsheng.
- 5 Morago ga moo barutwana ba refosane ka go bitsa setshwantsho sengwe le sengwe mme ba bitse modumo o go ithutwang one.



Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

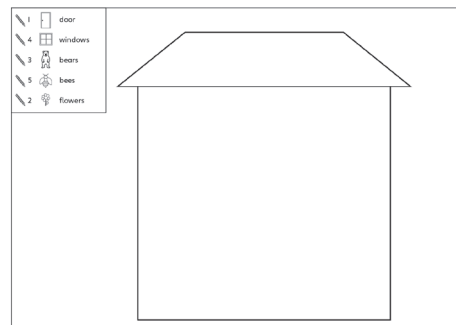
- A photocopy of the **Read and do activity page** for each learner
- Picture cards and cards with the letters on

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.



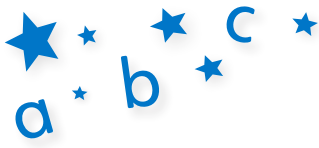
Listening for focus sounds

- 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

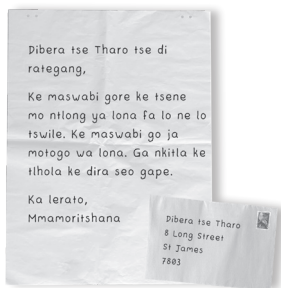
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





Lo tile go tlhoka:

- Lekgago le legolo la pampiri e tshweu, enfelopo e kgolo, ditempe tsa go poso, pene e ntsho e e tshwayang bokima
- Mafoko a dinokontsi a amanang le kgang: sekgwa, motogo, letlhabaphefo, letswatsana, Mmamoritshana, phaposiborobalo, kobo, dibera, dula, lese, tla, tafole, robala
- Meropa



Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Tlotla le barutwana mo phaposing ka kgang ya go kopa maitshwarelo: "Goreng re re intshwarele? Ke leng re reng intshwarele?"
- 2 Bua ka ditiro tsa ga Mmamoritshana mo kgannyeng: "A e ne e le mokgwa o o siameng gore a tsene mo ntlong ya dibera di seyo? A e ne e le mokgwa o o siameng gore a je dijo le go robala mo malaong a tsone? A e ne e le mokgwa o o siameng go sia fa dibera di tla gae?"
- 3 Tlotla ka mosola wa go tlotla dilo tsa batho ba bangwe mo teng ga phaposiborutelo. Tlotla ka kgang ya maitemogelo a letsati le letsatsi a barutwana a go tlhakanela phaposiborutelo le barutwana ba bangwe.
- 4 Botsa barutwana gore Mmamoritshana o ne a tshwanetse go itshwara jang.
- 5 Tlhalosa gore Mmamoritshana o batla go kwalela dibera lekwalo go kopa maitshwarelo a boitshwara jwa gagwe mo ntlong ya bone. Bolelela barutwana gore ba tlile go go thusa go kwala lekwalo.
- 6 Kgomaretsa pampiri e kgolo mo botong.
- 7 Bua gore lekwalo le simololwa jang. Kwala "Dibera Tse di Rategang".
- 8 Botsa barutwana jaana: "Lo akanya gore Mmamoritshana o tshwanetse go raya dibera a reng?" Reetsa dikakanyo tsa barutwana mme o di kwale ka tsela e motlhofo.
- 9 Bua ka tsela ya go konela lekwalo. Kwala "Ka lerato go tswa go Mmamoritshana" kwa bokhutlong jwa lekwalo.
- 10 Buisang lekwalo mmogo, o supe lefoko lengwe le lengwe fa barutwana ba ntse ba buisa le wena.
- 11 Tlotla gore lekwalo le romelwa jang ka poso. Fa barutwana ba na le dikakanyo tse dingwe tsa go romelwa ga lekwalo, tlotla ka mesola le go tlhoka mesola ya dikakanyo tseno. Ka sekai, imeile e ka nna bonako thata go gaisa lekwalo.
- 12 Lekwalo le tla tshwanelwa ke go menwa le bo le tsenngwa mo enfelopong. Tlotla ka melemo ya go posa makwalo, go akaretsa le: go kwala aterese ka fa pele ga enfelopo, to kgomaretsa ditempe mo enfelopong le go posa lekwalo. (Fa go kgonega, isa barutwana kwa lebokosong la poso gore ba ye go nna le boitemogelo jwa go posa lekwalo.)
- 13 Romela lekwalo la "Karabo" kwa phaposiborutelong go tswa go dibera. (O ka nna wa posetsa lekwalo kwa sekolong.)



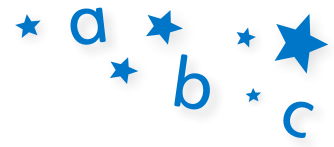
Go kopanya le go kgaoganya (dinoko)

- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **tla | la**.
- 2 Kopa barutwana go gwanta kgato e le nngwe fa ba utlwa noko nngwe le nngwe: **tla** (kgato e le nngwe) **la** (kgato e le nngwe). Naya barutwana bangwe diletsa tse di kgotlhokgotshiwang kgotsa meropa gore ba di kgotlhokgotshwe kgotsa ba konye fa ba utlwa noko.
- 3 Bitsa mafoko a mangwe a dinokontsi go tswa mo kgannyeng fa barutwana ba gwanta kgato e le nngwe fa ba utlwa noko nngwe le nngwe. Rotloetsa barutwana go bala palo ya dinoko mo mafokong (ka sekai: "tlala" e na le dinoko di le pedi).

Ditirwana tsa ditlhopha tse dinnye

Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





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: sekgwa, motogo, letlhabaphefo, letswatsana, Mmamoritshana, phaposiborobalo, kobo, dibera, dula, lesea, tlala, tafole, robala
- Shakers or drums



Week 2 Day 5

Whole class activities

Make, draw and write

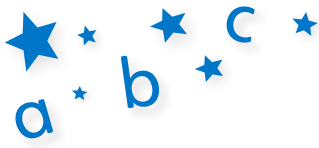
- 1 Discuss the idea of an apology with the class: "Why do we say sorry? When do we say sorry? How do we say sorry?"
- 2 Talk about Goldilocks' actions in the story: "Was it good manners to enter the bears' home when they were not there? Was it good manners to eat the food and sleep on the beds? Was 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)


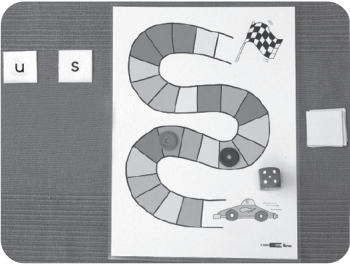

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **tlala** | **la**.
- 2 Ask learners to march for each syllable: **tha** (one step) **la** (one step). Give some learners shakers or drums to shake or tap 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: "tlala" has two syllables).

Small group activities

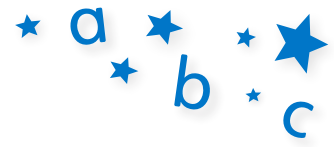
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




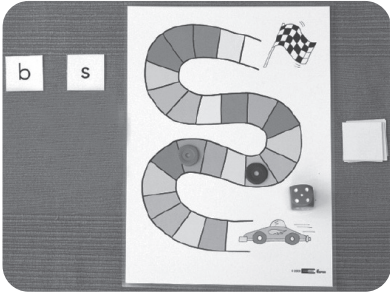

Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

| Lo tlile go tlhoka | Ditirwana |
|---|--|
| <ul style="list-style-type: none"> Dishiti tse dikgolo tsa pampiri ya lekwalodikgang Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo Dikere, tluluu Ditshwantsho tsa ditlhare tse di farologaneng | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kgomaretsa makgagonyana a lekwalodikgang mo leboteng pele ga thuto. Mongwe le mongwe wa barutwana a thale setlhare mo pampiring yay a A4 mme a se segolole mo dintlheng tsa sone. Morago ga moo ba ka nna ba se kgomaretsa mo lekwalodikgannyeng go dira "sekgwa". Barutwana ba ka nna ba dira jaaka e kete ba tsamaisa dimpopi go kgabaganya sekgwa ka nako ya matshamekwane.  |
| <ul style="list-style-type: none"> Diboto tsa motshameko tse pedi tsa Koloji ya Lebelo, Dikaratatshwantsho, di segolotswe Mataese a mabedi  | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Baya boto ya motshameko ya Koloji ya Lebelo mo tafoleng mme barutwana ba le babedi go ya go ba le bararo ba ntse go e dikologa Baya mokoa wa dikarata tsa ditshwantsho, di pitikolotswe. Baya dikarata tsa ditlhaka di lebile kwa godimo gore barutwana ba kgone go di bona. Tlhalosetsa barutwana melawana: <ul style="list-style-type: none"> Morutwana mongwe le mongwe o na le tšhono ya go latlhela letaese a bo a tsamaisa panakisi dikgato tsa palo e e siameng. Fa a sena go tsamaisa panakisi, morutwana o tsaya karata ya setshwantsho mo mokoweng, o bitsa leina la setshwantsho a bo a bitsa modumo o go ithutwang one. Morago ga moo morutwana o baya karata ya setshwantsho fa thoko g karata e e tshwanetseng ya tlhaka. Motshameko o a fela fa morutwana wa ntlha a goroga kwa folageng mme ke ene mofenyi. |
| <ul style="list-style-type: none"> Dibuka, dimakazine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana  | <p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makazine kgotsa pampitshana e ba ka ratang go e buisa Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa. |





Small group activities for Week 2

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



Lo tlile go tlhoka

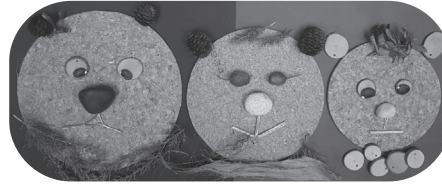
- Makgago a a kgolokwe a khateboto
- Dilo tse dintsi tsa tlhologo jaaka matlapa, dithupana, peo, mathare, dikhouno tsa phaene, matlapana a a borethe, dithapo sa setlhare sa moswane, bojang/serite



Ditirwana

Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla

- 1 Tlhalosetsa barutwana gore ba tlile go tlhama setshwantsho sa sefatlhego sa bera.
- 2 Barutwana ba tlhama setshwantsho sa sefatlhego sa bera ka dilo tse di farologaneng. Ba se ka ba kgomaretsa dilo ka tluluu mo teng ga sediko. Fa bas a dire jalo, ba ka kgona go dirisa didiko tsa dikhateboto gape mme barutwana ba ka kgona go dira difatlhego tse di farologaneng ka dilo tse di farologaneng tsa tlhago.



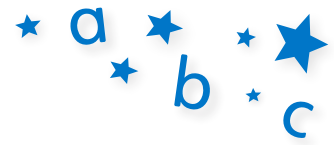
- Didirisiwa: khateboto le Pene ya go tshwaya boto e tshweu go dira saene ya resetshurente, pensele le pampiri banna ba diweitara /basadi ba diweitara gore ba kgone go kwala diotara, hutshe ya moapedi, tafole e e adilweng le ditulo, dikopi, dipoleiti, maswana, founo ya bogologolo, dimmenu tsa dijo tse di rekwang di ya go jelwa kwa gae







Tirwana 5: Mantlwane

- 1 Gopotsa barutwana didirisiwa tsa sekhutlo sa mantlwane mme o ba rotloetse go tswela go simolola ka Beke 1 fa ba itira e kete ba dira mo resetshurenteng kgotsa ba etetse resetshurente.
- 2 Isa setlhopho kwa sekhutlong sa mantlwane mme ba tseye manno a bone ka bonako. Bontsha barutwana didirisiwa, mme o ba tlhalosetse gore go buisa setlhogo sa go utlwa tatso le go dupa, ba tlile go tshamekela mo resetshurenteng, ba tlile go tshamekela mo resetshurenteng /khefing.
- 3 Ba kope gore ba direle khefi leina/saene, mmenu, saene e e reng go butswa/go tswetswe. Ba ka nna ba itira e kete ba apaya dijo, le go naya batho ba ba ntseng mo resetshurente/khefing dijo tseo. Gape ba ka nna ba dira jaaka e kete ba founela resetshurente le go otara dijo tse di rekwang di bo di ya go jelwa kwa gae.
- 4 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. Ka sekai: O ka "founo" o bo o dira otara ya dijo tse di rekwang di bo di ya go jelwa kwa gae.





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



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

| <ul style="list-style-type: none"> ✓ Achieved • Almost ✗ Not yet | Listening and Speaking | Phonics, Reading and Viewing | Handwriting and Emergent writing | Date | Names | | | | | | | | | | | | | | | | | | |
|---|---|---|--|------|-------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | Listens to simple instructions and acts on them. Listens to short stories with enjoyment and joins in choruses at the appropriate time. Sings simple songs and does actions (with help). Asks questions. Uses language to think and reason: matches things that go together and compares things that are different. | Begins to recognise that words are made up of sounds: gives the beginning sound of own name. Divides multisyllabic words into syllables: uses clapping or drum beats on each syllable in the word or identifies the number of syllables (claps) in the names of the learners in the class. Holds the book the right way up and turns pages correctly. Acts out part of a story, song or rhyme. Recognises own name and some names of other learners. "Reads" independently books for pleasure in the library or classroom reading corner. "Reads" enlarged texts such as poems, Big Books and posters as a whole class with the teacher (Shared Reading). | Develops fine motor control using scissors to cut out bold outlined pictures, shapes, etc. Holds crayons correctly using an acceptable pencil grip. Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction. Contributes ideas by means of drawings and contributes sentences to a class piece of writing. Draws or paints pictures to convey messages. Makes an attempt to write letters using squiggles, scribbles and "reads" own writing: "reads" what squiggles say. Role-plays writing in play situations: takes a telephone message, writes a traffic fine, etc.; copies print from the environment while playing. | | | | | | | | | | | | | | | | | | | | |

★ Kgweditharo 2: Go reetsa le go bua Lenaanethalo 1 & 2

| Mokgwa wa tekolo | 1. Ga o a fitlhelelwa (0 – 29%) | 2. Phitlhelelo e e mo magareng (30 – 49%) | 3. Phitlhelelo e e lekaneng (50 – 74%) | 4. Phitlhelelo e kgolo go di feta (75 – 100%) |
|---|--|--|--|---|
| <p>1 Go tlotla dikgang le go tlotla dikgang gape ka mafoko a gagwe.</p> | <p>Ga a kgone go tlotla dikgang le go tlotla dikgang gape; o kgona go bua mafoko a le mmalwa fela.</p> | <p>Go tlotla kgang gape ka tsela e e lekanyeditsweng; o akaretsa ditiragalo dingwe fela; tatelano e ka tswa e sa nepagala; o dirisa dipolelo tse di khutshwane le tlotlofoko e e motlhofo.</p> | <p>O kgona go tlotla gape bontsi jwa ditiragalo tse di mo kgannyeng ka go dirisa tshimologo, mmele le bokhutlo jwa kgang mme ka dintlha tse di seng dintsi thata; o tlhoka mafoko a a mo thusang a a jaaka: 'mme morago ga moo...'; 'ga diregang morago ga moo?'; o simolola go dirisa dipolelo tse di telele.</p> | <p>Kgang e latelana ka tsela e e siameng e bile e na le tshimologo, mmele le bokhutlo; baanelwa le maemo a tiragalo di thalositse ka botlalo; maikaelelo le maikutlo a baanelwa di thalositse; o dirisa dipolelo tse di telelenyana le tse di raraaneng e bile o dirisa makopanyi a a jaaka 'mme morago ga moo'; 'fa ... sena'; o dirisa tlotlofoko e ntšha go tswa mo kgannyeng.</p> |
| <p>2 O rulaganya ditshwantsho di le mmalwa ka mokgwa o o dirang gore di bope kgang le ditiragalo ka tatelano ya tsone fa di buiwa ka molomo a bo a tlotla kgang e e tlihamileng.</p> | <p>Ga a kgone go rulaganya sete ya dikarata ka tatelano e siameng.</p> | <p>O rulaganya sete ya dikarata ka tatelano e siameng mme ga a kgona go tlotla kgang.</p> | <p>O rulaganya sete ya dikarata ka tatelano e siameng mme o kgona go tlotla kgang ka dintlha tse di maleba.</p> | <p>O rulaganya sete ya dikarata ka tatelano e siameng mme o kgona go tlotla kgang ka dintlha tse di maleba.</p> |

★ Term 2: Listening and speaking rubric 1 and 2

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

★ Kgweditharo 2: Ditumatlhaka, Go Buisa le Go Leba Lenaanethalo 1-3

| Mokgwa wa tekolo | 1. Ga o a fitlhelelwa (0 – 29%) | 2. Phitlhelelo e mo magareng (30 – 49%) | 3. Phitlhelelo e lekaneng (50 – 74%) | 4. Phitlhelelo e kgolo go di feta (75 – 100%) |
|--|---|--|---|---|
| 1 O lemoga ditumammogo le ditumanosi dingwe fela ka go di utlwa le fa a di bona. | Ga a kgone go lemoga ditlhaka dipe le go bitsa medumo e e dirwang ke ditlhaka tseno. | O kgona go lemoga 1-3 ya ditlhaka le go bitsa medumo e e dirwang ke ditlhaka tseno. | O kgona go lemoga 4-6 ya ditlhaka le go bitsa medumo e e dirwang ke ditlhaka tseno. | O kgona go lemoga 7-8 ya ditlhaka le go bitsa medumo e e dirwang ke ditlhaka tseno. |
| 2 O simolola go lemoga gore mafoko a dirilwe ka medumo: o bitsa modumo o o simololang leina la gagwe le mafoko a mangwe. | Ga a lemoge gore mafoko a dirilwe ka medumo; ga a kgone go bitsa modumo o o simololang leina la gagwe kgotsa mafoko a mangwe. | O kgona go bitsa modumo o o simololang leina la gagwe mme o palelwa ke go ntsha karabo fa a bodiwa modumo o o simololang wa mafoko a mangwe. | O kgona go bitsa modumo o o simololang leina la gagwe; o kgona go bitsa modumo o o simololang wa mafoko a mangwe. | Ka metlha o kgona go bitsa modumo o o simololang leina la gagwe le mafoko a mangwe. |
| 3 O itlhamela kgang ka go buisa ditshwantsho. | Ga a kgone go dirisa ditshwantsho go bolelela pele gore kgang e ka ga eng; o tlhalosa ditshwantsho a dirisa puo e e lekanyeditsweng fela thata. | O dirisa ditshwantsho go boelela pele le go tlhalosa kgang mme ka go thusiwa. | O dirisa ditshwantsho go bolelela pele gore kgang e ka ga eng; a ka nna a 'buisa ka lentsewe a le fetotse'. | O dirisa ditshwantsho go bolelela pele gore kgang e ka ga eng; o bontsha go tlhaloganya gore ditshwantsho le mafoko di a amana, mme ga di tshwane; o 'buisa ka lentsewe a le fetotse'; o supa mokwalo fa a o 'buisa'. |

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

| Assessment criteria | 1. Not achieved (0 – 29%) | 2. Moderate achievement (30 – 49%) | 3. Adequate achievement (50 – 74%) | 4. Outstanding achievement (75 – 100%) |
|--|---|--|---|---|
| 1 Recognises aurally and visually some consonants and vowels | Is not able to recognise any letters and say the sounds that these letters make. | Is able to recognise 1–4 letters and say the sounds that these letters make. | Is able to recognise 5–7 letters and say the sounds that these letters make. | Is able to recognise 8–10 letters and say the sounds that these letters make. |
| 2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words | Does not recognise that words are made up of sounds; unable to give the beginning sound of own name or other words. | Able to give beginning sound of own name, but struggles when asked for beginning sound of other words. | Able to give the beginning sound of own name; able to give the beginning sound of some other words. | Consistently able to give the beginning sound of own name and other words. |
| 3 Makes up own story by reading the pictures | Not able to use pictures to predict what the story is about; describes pictures using very limited language. | Uses pictures to predict and describe the story, but with assistance. | Uses pictures to predict what the story is about; might adopt a “reading voice”. | Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”. |

★ Kgweditharo 1: Tshimololo ya go Kwala le ya Mokwalo wa Seatla Lenaanethalo 1-3

| Mokgwa wa tekolo | 1. Ga o a fitlhelelwa (0 – 29%) | 2. Phitlhelelo e e mo magareng (30 – 49%) | 3. Phitlhelelo e e lekaneng (50 – 74%) | 4. Phitlhelelo e kgolo go di feta (75 – 100%) |
|--|---|---|---|---|
| 1 O ithuta dikgono tse dinnye tsa mesifa le go tsamaisa mesifa e mennye. | O palelwa ke go dira ditirwana tse di batlang gore a tsamaise mesifa e mennye; o kekologa ditiro tse a di newang kgotsa di mo katla tlhogo. | O kgona go dira ditirwana dingwe tse di batlang gore a tsamaise mesifa e mennye mme go mo tsaya nako; tiro e e dirilweng ga e a nepagala. | O kgona go dira ditirwana tse di batlang gore a tsamaise mesifa e mennye; tiro ya gagwe e tswelela pele go nepagala e bile o e dira ka manontlhotlho. | O dira ditirwana tse di batlang gore a tsamaise mesifa e mennye kwantle ga go inyatsa, ka nepagalo le ka tsela e e motlhofo. |
| 2 O thala ditshwantsho tse di supang kgopolo ya konokono ya kgang. | Setshwantsho se se thadilweng ga se lemotshaga kgotsa o akaretsa fela mekgwarinyo kgotsa didiko tse di nang le mela. | Setshwantsho se se thadilweng se a lemotshaga mme ga se amane le kgang, pina kgotsa morumo. | O thala setshwantsho se se mebala se se amanang le kgang; ditshwantsho tsa baanelwa ba bagolo di na le dingwe tsa dilo tse di latelang: maoto, mabogo, diatla, dinao, matlho, nko, molomo, ditsebe. | O thala setshwantsho se se mebalabala, setshwantsho se se nang le dintsha tse dintsi tse di amanang le kgang, se akaretsa baanelwa ba bagolo ba ba nang le dintsha tse di jaaka diaparo. |
| 3 O a tihaloganyanya gore go kwala le go thala setshwantsho ga go tshwane: go itira e kete o a kwala go go bontshiwang ke mela e e motsopodia. | Ga a kgona go bontsha dikgopolo ka go thala setshwantsho mme go sena bosupi bope jwa go itira e kete o a kwala kgotsa jwa go kgwarinya. | O bontsha dikgopolo ka go thala setshwantsho mme go sena bosupi bope jwa go itira e kete o a kwala kgotsa jwa go kgwarinya. | O a tihaloganyanya gore go kwala le go thala setshwantsho ga go tshwane: o itira e kete o a kwala ka go dirisa mela e e motsopodia. | O a tihaloganyanya gore go kwala le go thala setshwantsho go go tshwane mme o simolola go 'kwala' ka go tswakanya ditlhaka tse a di kopolotseng le mela e e motsopodia; a ka nna a kopolola ditlhaka le dipalo go tswa mo phaposisiborutelong fa a dira maiteko a go kwala. |

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

| Assessment criteria | 1. Not achieved (0 – 29%) | 2. Moderate achievement (30 – 49%) | 3. Adequate achievement (50 – 74%) | 4. Outstanding achievement (75 – 100%) |
|--|--|--|---|--|
| 1 Develops small muscle skills and fine motor skills | Struggles to complete fine motor activities; avoids tasks or becomes frustrated. | Able to complete some fine motor activities, but takes time; output is inaccurate. | Able to complete most fine motor activities; becoming more accurate and working more efficiently. | Completes fine motor activities with confidence, accuracy and ease. |
| 2 Draws pictures capturing main idea of a story | Drawing is not recognisable or only includes scribbles or circles with lines. | Drawing is recognisable, but not related to the story, song or rhyme. | Draws a colourful picture related to a story; drawings of main characters have some of the following: legs, arms, hands, feet, eyes, nose, mouth, ears. | Draws a colourful, detailed picture related to a story; includes main characters with details such as clothes. |
| 3 Understands that writing and drawing are different: pretend writing represented using squiggles | Not able to represent ideas through drawing or writing. | Represents ideas through drawing, but no evidence of pretend writing or scribbles. | Understands that writing and drawing are different: pretends to write using squiggles. | Understands that writing and drawing are different and begins to “write” using a mixture of copied letters and squiggles; may copy letters and numbers from the classroom environment in own writing attempts. |

★ Dira tege ya motshameko

Lo tlike go tlhoka

- ★ 1 kopi ya folouru
- ★ 1/4 kopi ya letswai
- ★ 1/2 kopi ya metsi a a bothitho
- ★ 5 ya marothodi a go fetola dijo mmala



Dikgato

- 1 Tlhakanya folouru le letswai.
- 2 Tlhakanya 1/2 kopi ya metsi a a bothitho le marothodi a le mmalwa a setsenya dijo mmala.
- 3 Tshela metsi ka iketlo mo teng ga motswako wa folouru, mme o fuduwe fa o ntse o tshela. Fudua go fitlha go tlhe go kopana, o bo duba folour ka diatla go fitlha folouru e tlhakane gotlhelele. Fa tege e kgomarela thata, tsenya folouru e nngwe gape go fitlha e sa tlhole e kgomarela gotlhelele.
- 4 Boeletsa dikgato tseno ka mmala ope fela o o batlang go o dirisa.

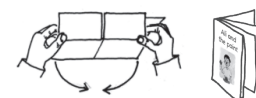
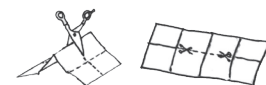
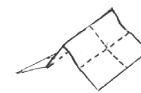
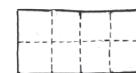
Thuthafatsa tege ya motshameko ka go e tamusa mo diatleng tsa gago. Eno ke thutiso e e siametseng thata mesifa ya bana ya diatla. Paka tege ya motshameko mo dikgetsang tsa polasetiki go e boloka e foreše mme o e boloke mo teng ga foritšhi, fa go kgonega, kgotsa mo lefelong le le tsiditsana.



★ Dira bukana

Dikgato

- 1 Dira difothokhpi tsa bukana e o e tlhokang.
- 2 Ka ditshwantsho tes ribogolotsweng, mena tsebe dikarolo di le robedi. E menolole.
- 3 Mena tsebe gore e nne halofo, mo bogareng jwa yone.
- 4 Sega mola o o fa gare, jaaka go bontshitswe mo setshwantshong go bapa le mola wa marontho mo tsebeng.
- 5 Tshwara tsebe fa gare ga monwa wa gago le wa kgonojwe ka fa matlhakoreng a mabedi a tsebe.
- 6 Folosetsa diatla tsa gago kwa tlase mmogo.
- 7 Dira laeborari e nnye ya dibuka.



★ How to make playdough

You will need

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



Steps

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

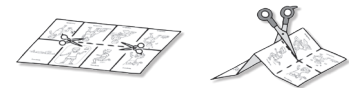
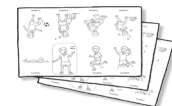
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

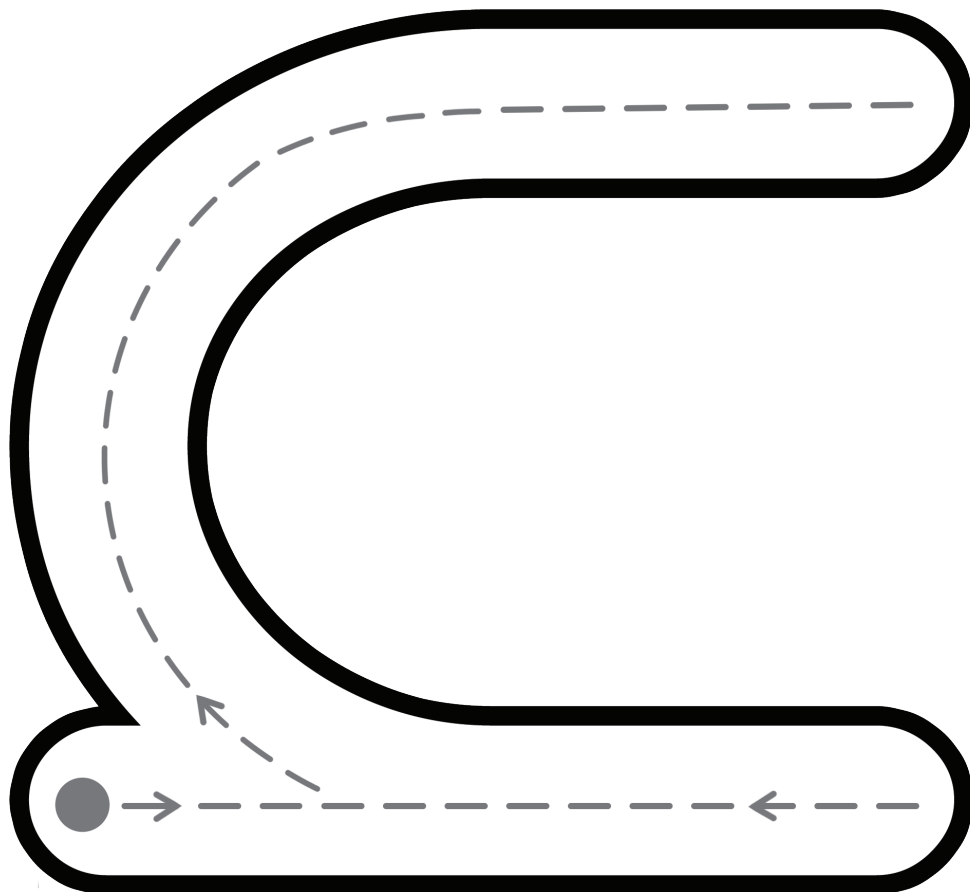
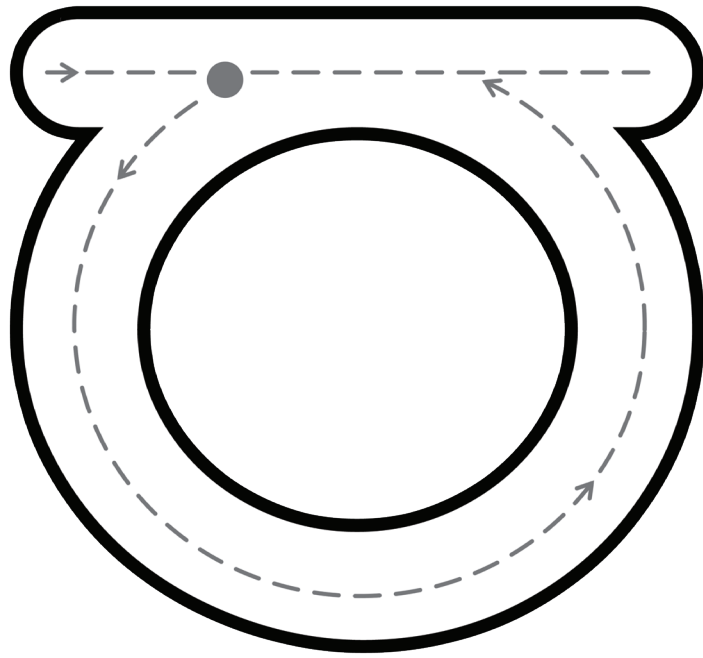


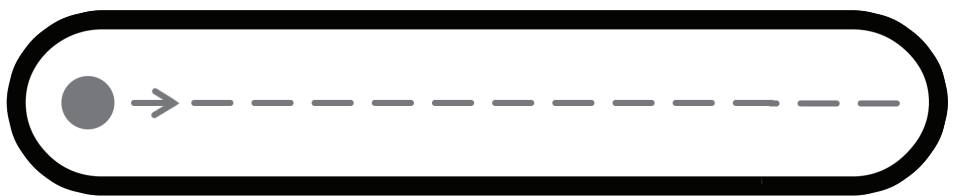
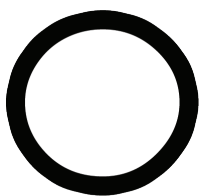
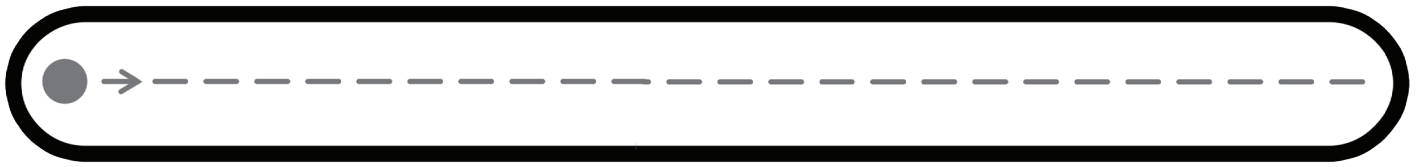
★ How to make a little book

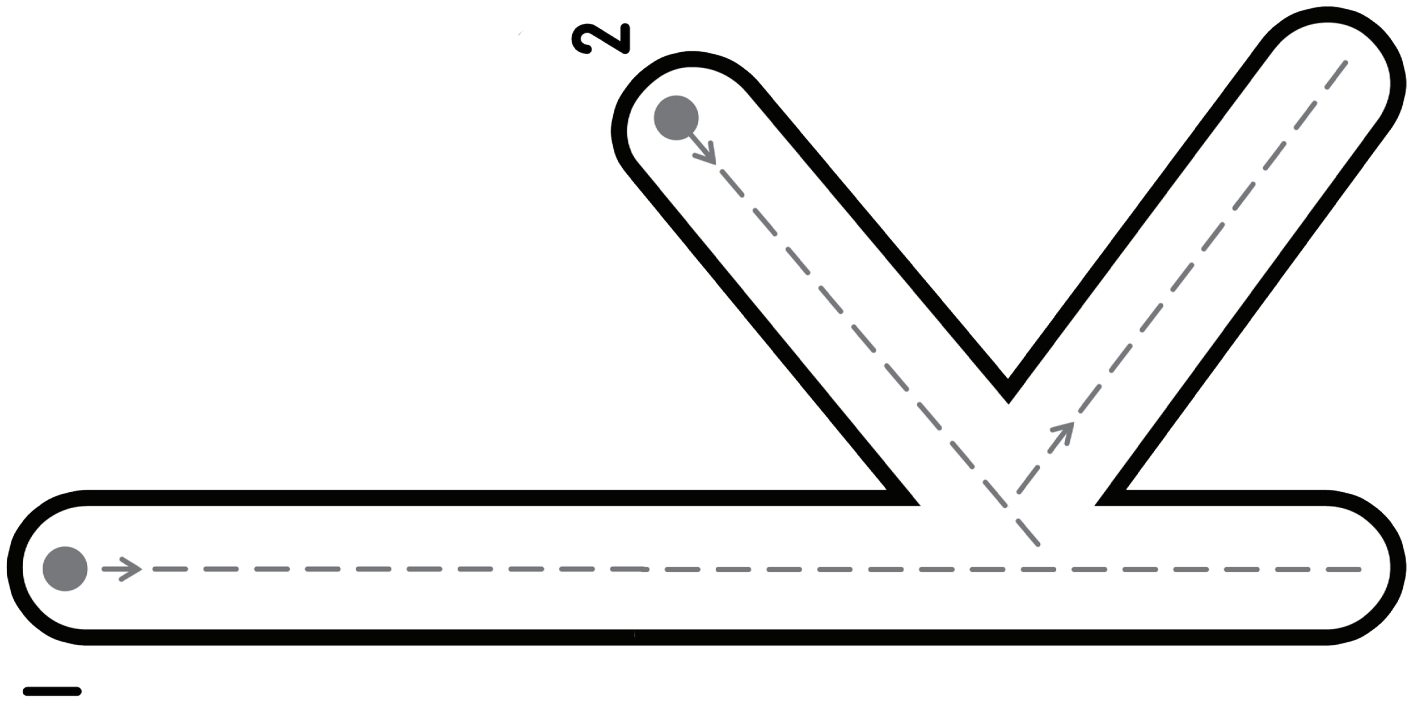
Steps

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



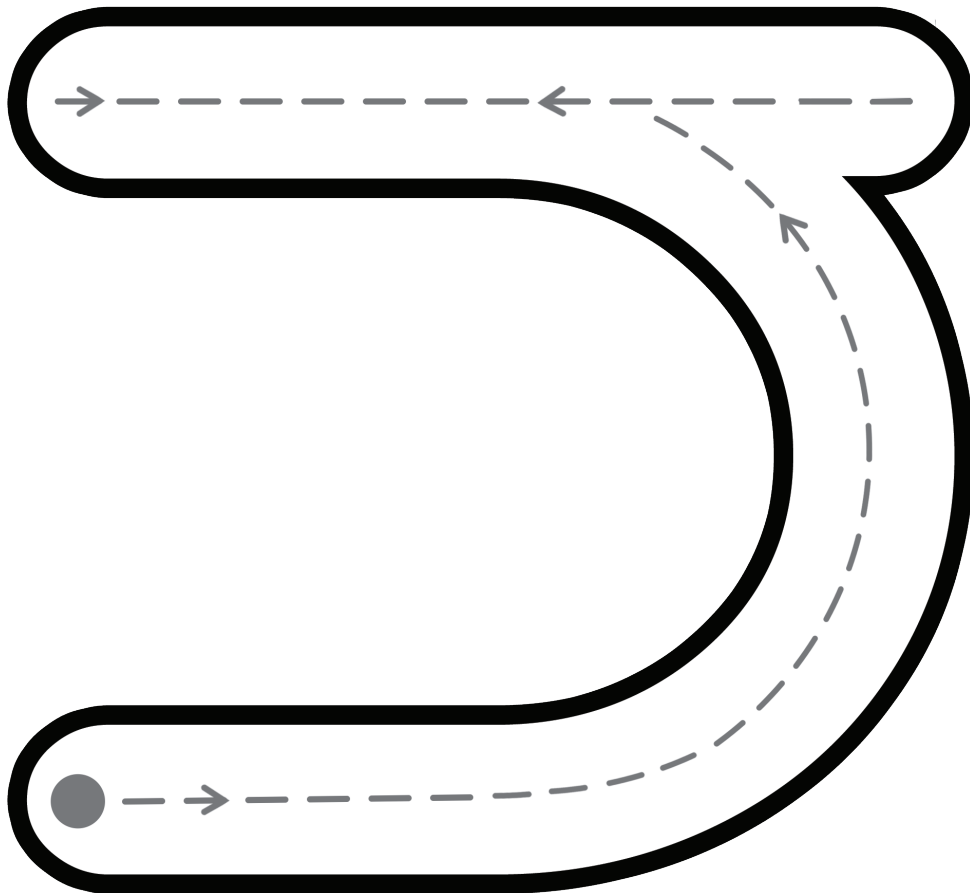


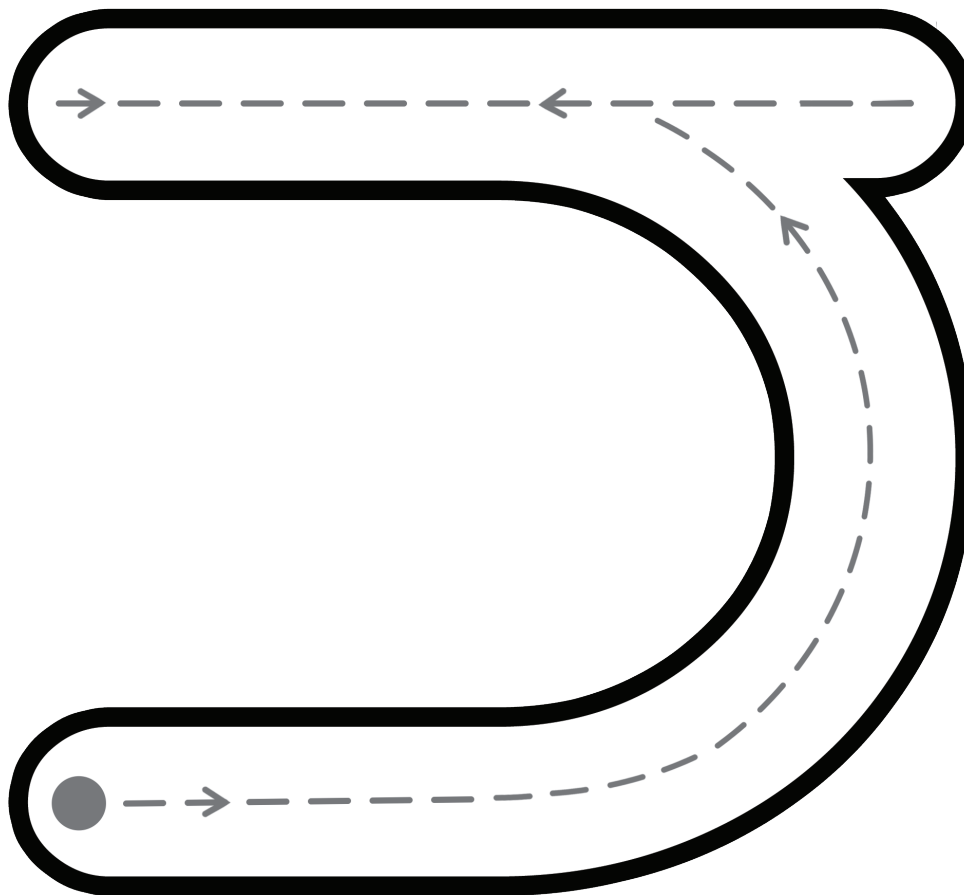
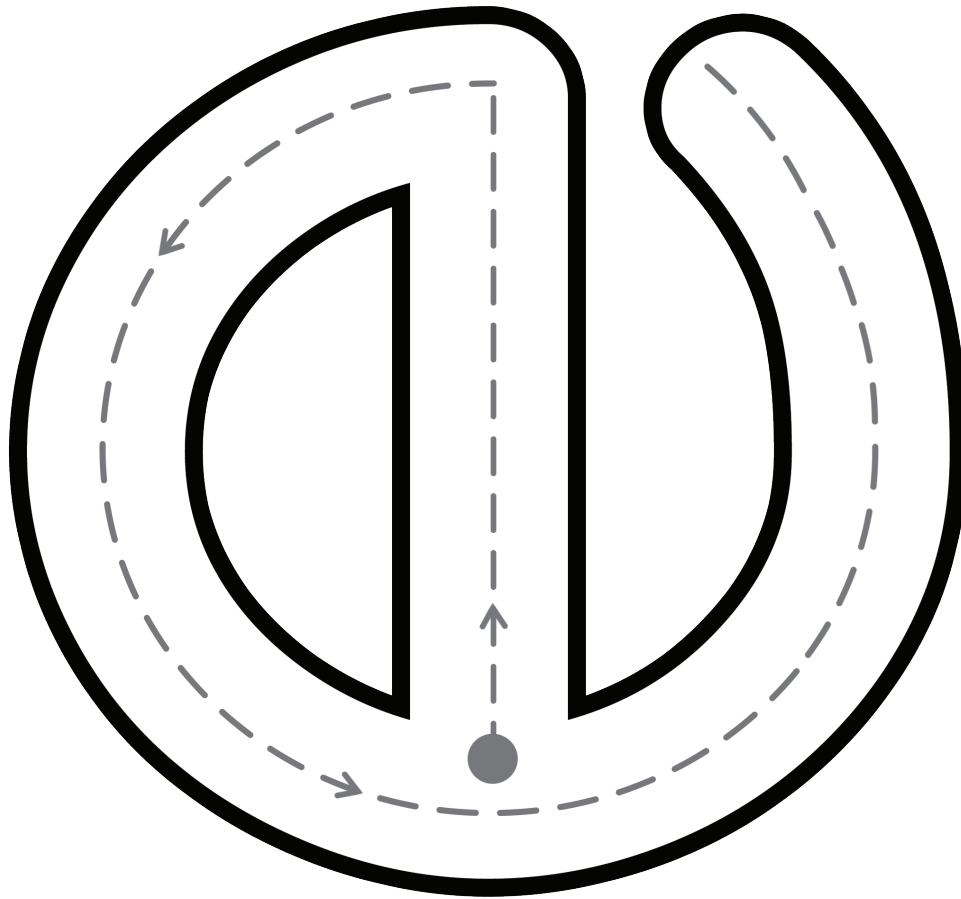


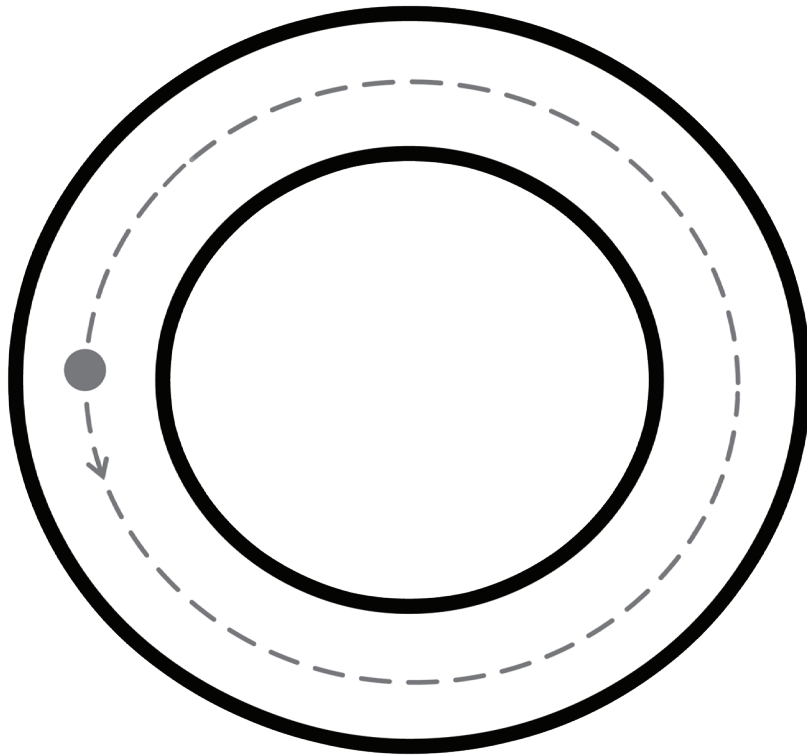


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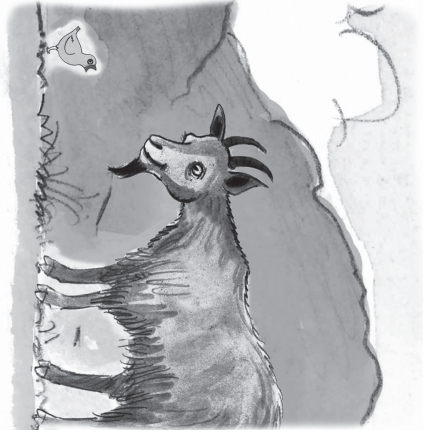




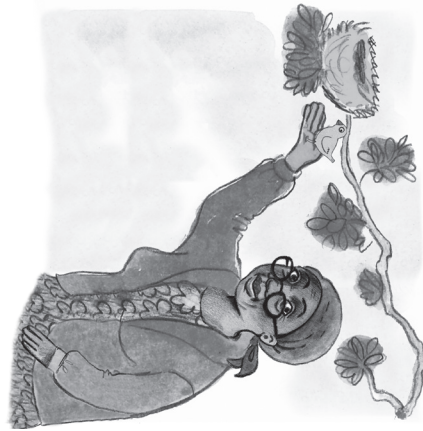




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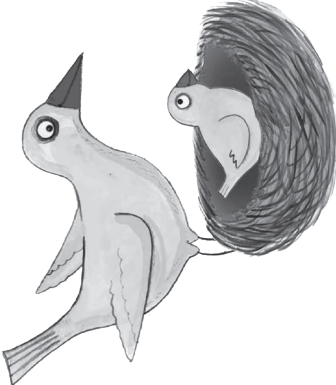



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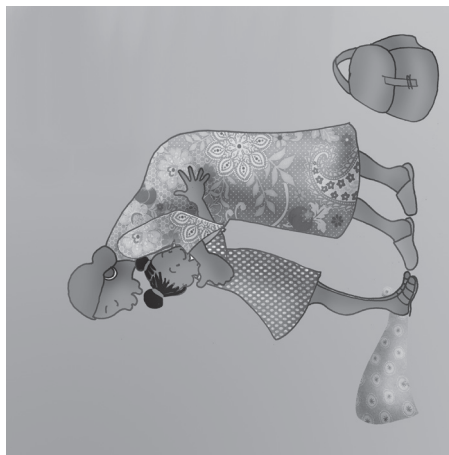
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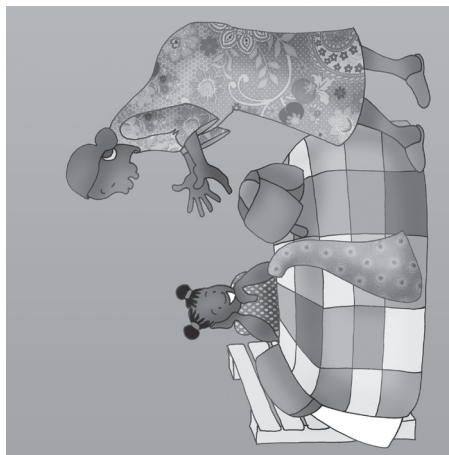
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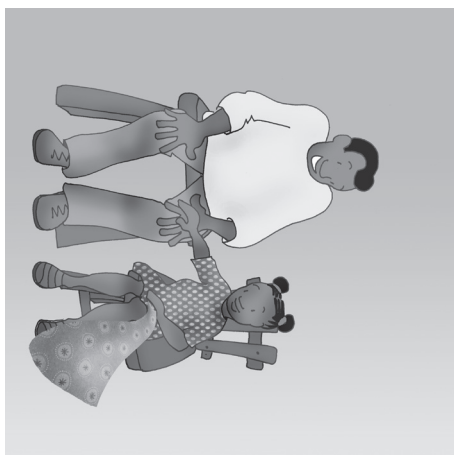
Go letela ngwana



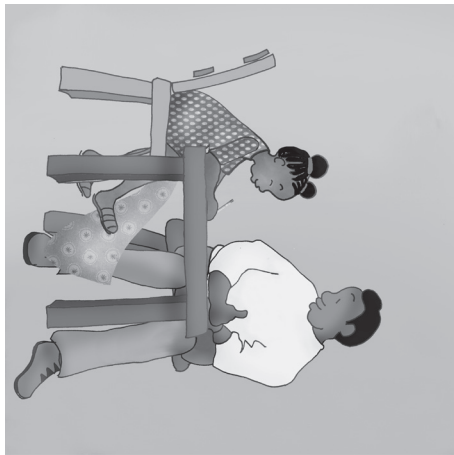
African Storybook.org

Buka eno ke ya ga:

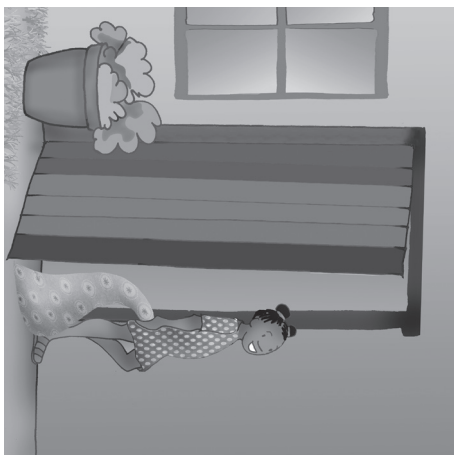
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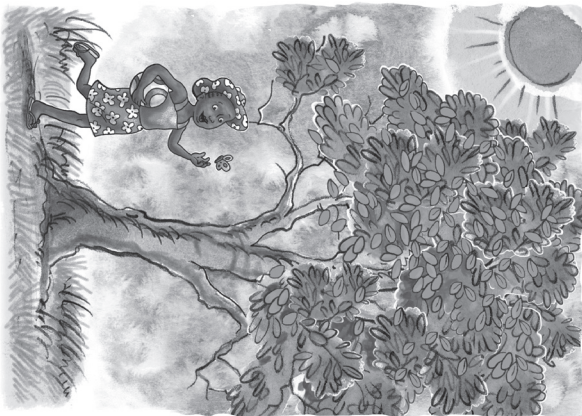




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Sentlhaga sa
katiba ya ulu



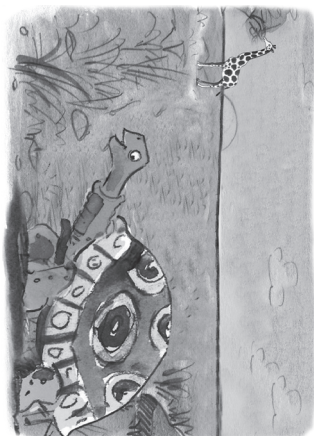

Wordworks
Changing lives through literacy

Buka eno ke ya ga:

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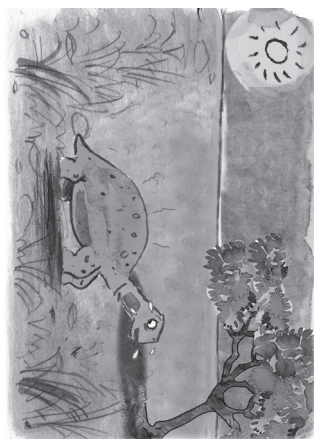
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Khudu le kgapetla ya yone



Wordworks
Changing lives through literacy

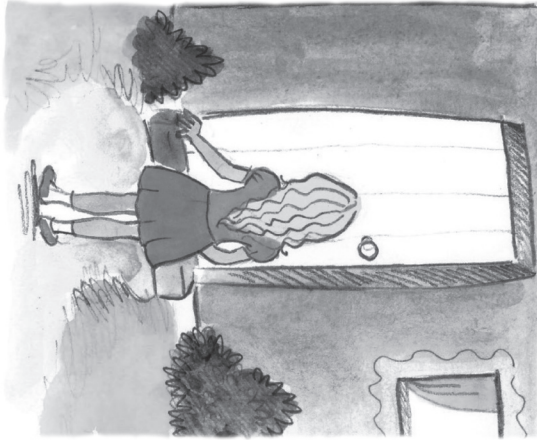
Buka eno ke ya ga:

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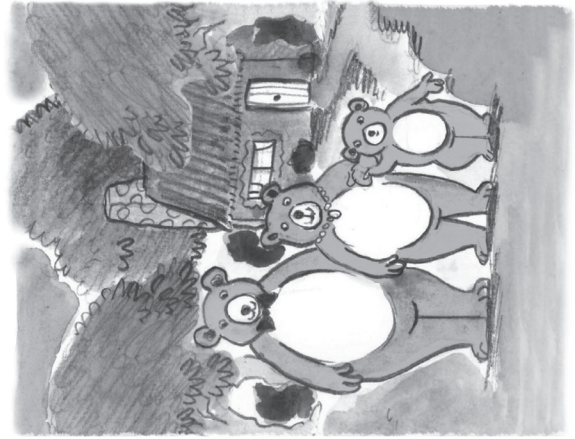
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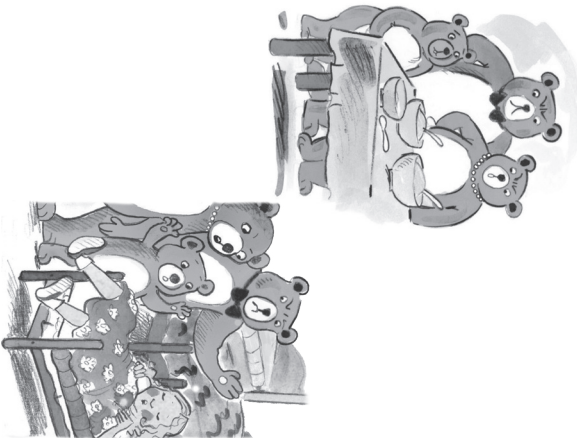
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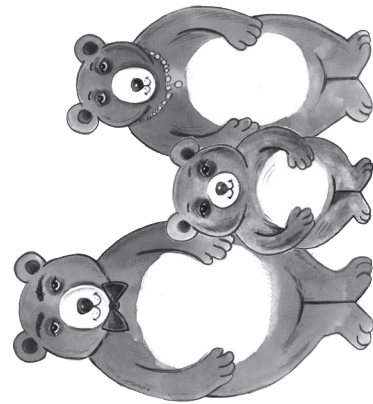
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Mmamoritshana



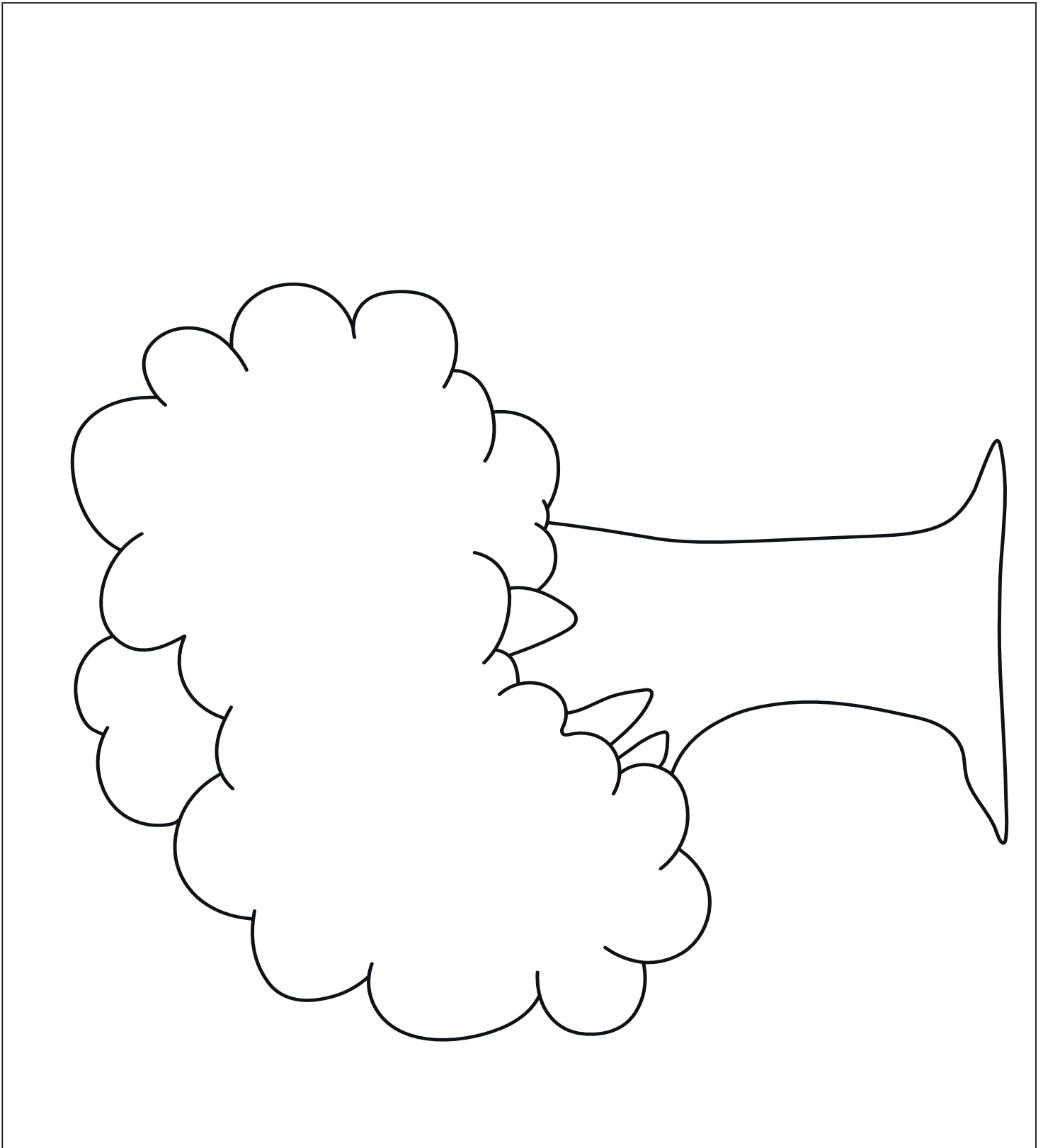
Wordworks
Changing lives through literacy

Buka eno ke ya ga:

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A o Mme?: Tsebe ya tirwana ya buisa o bo o dira

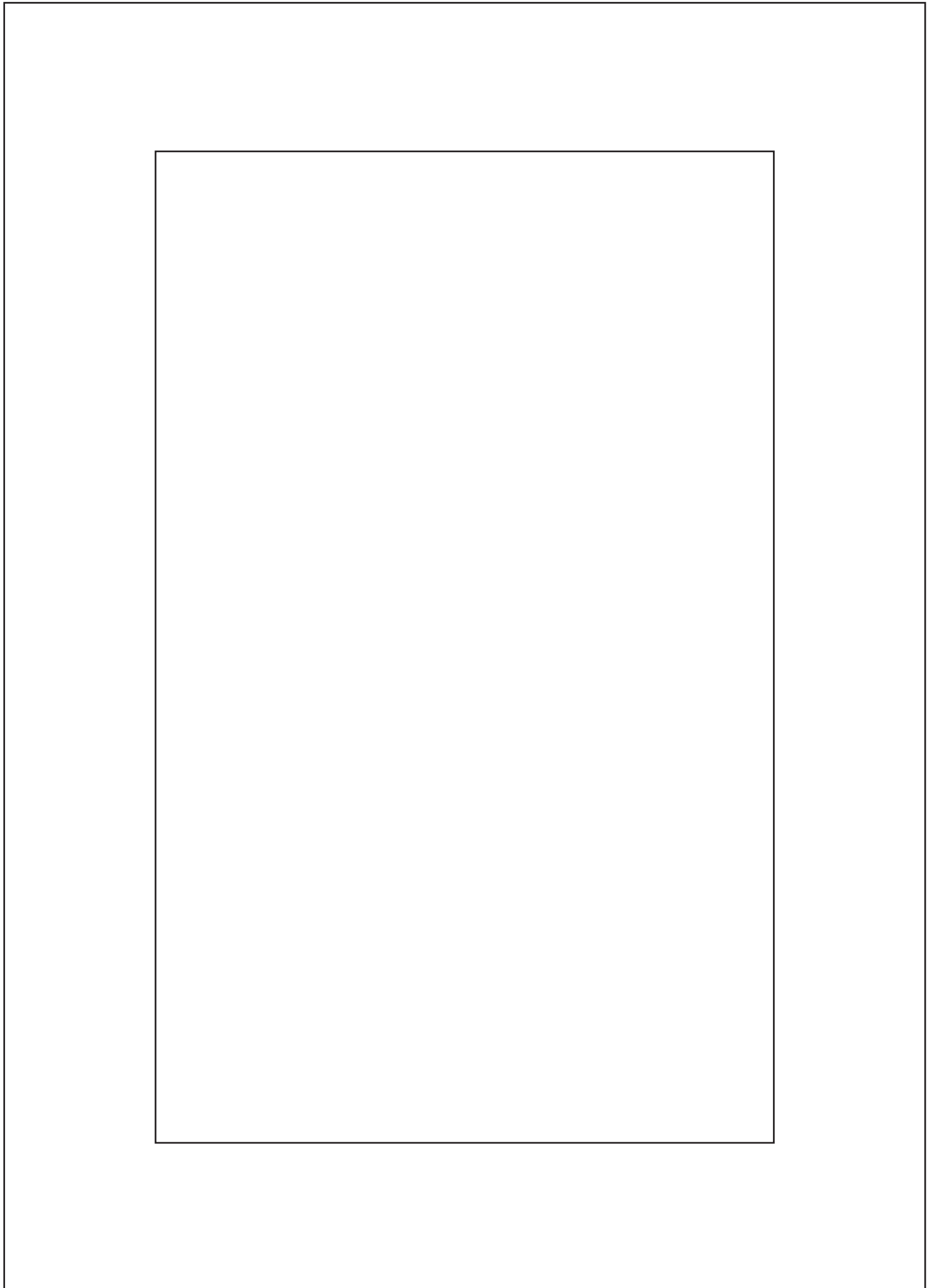


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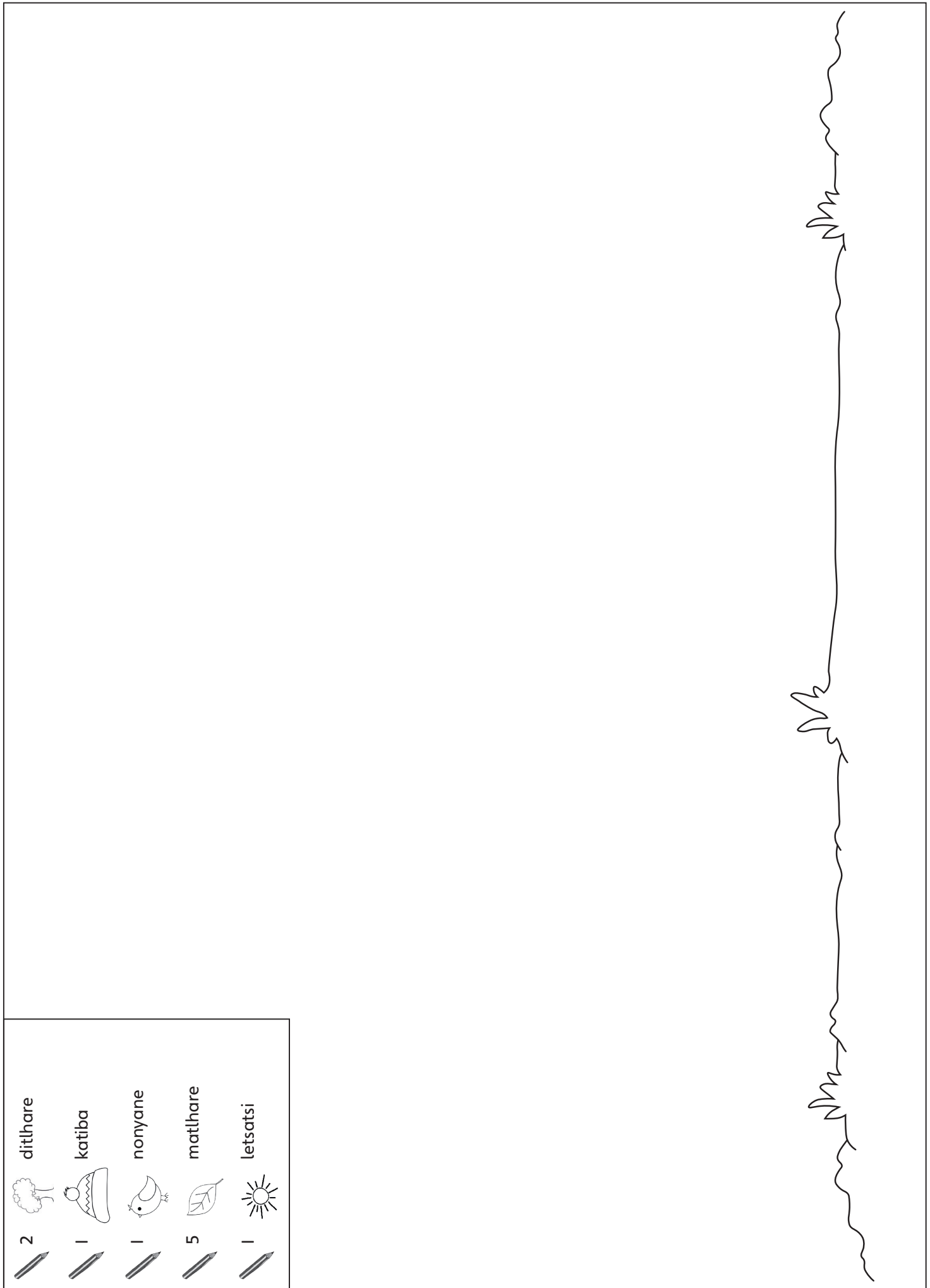
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Sentlhaga sa katiba ya ulu: Tsebe ya tirwana ya buisa o bo o dira

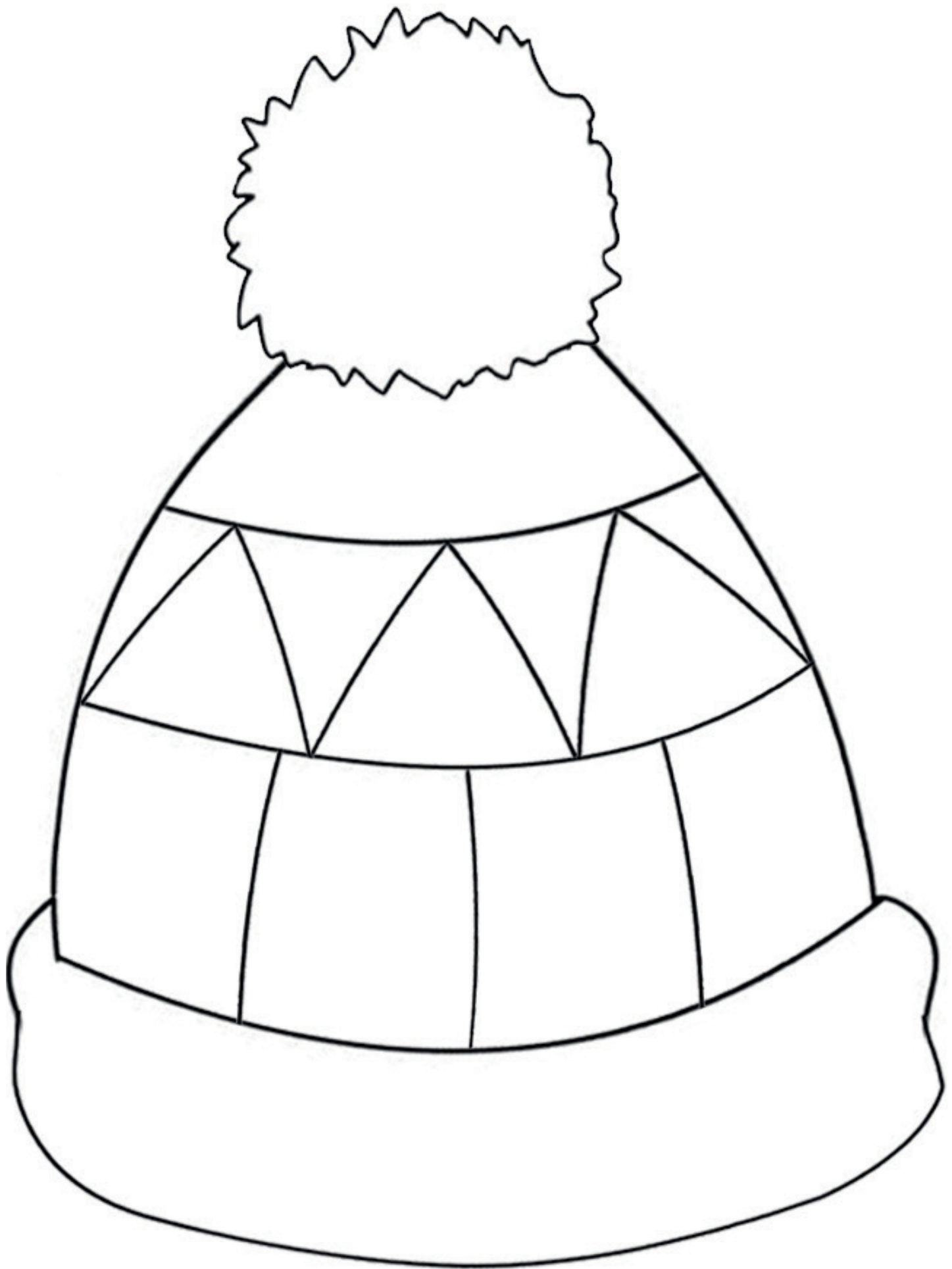
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






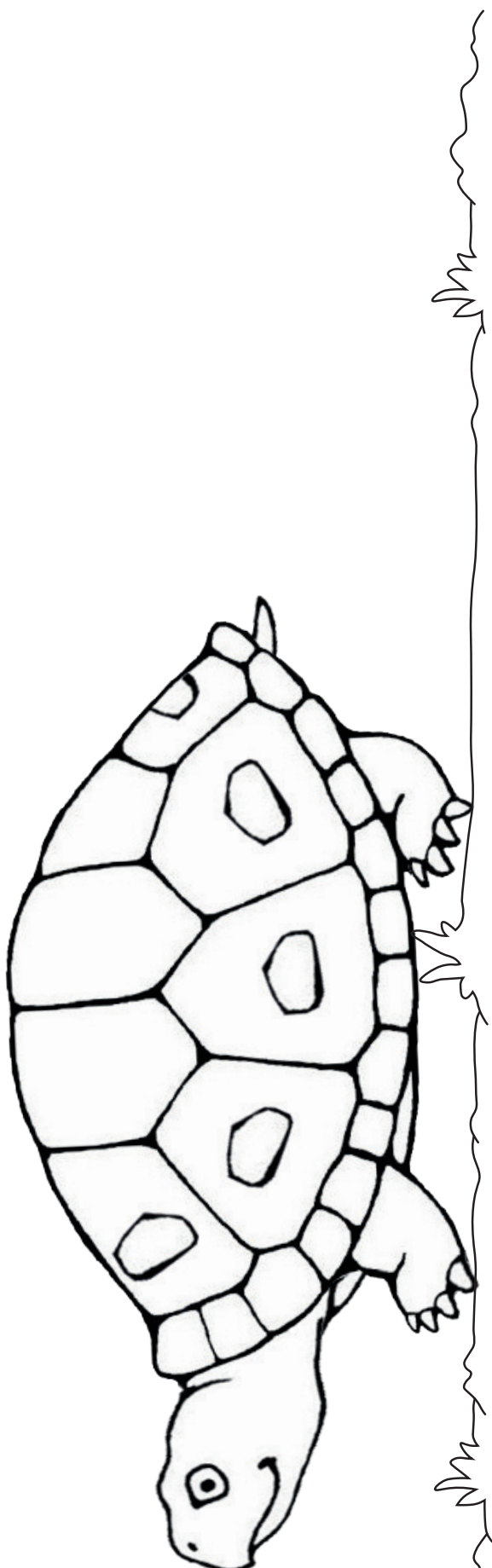
Sentlhaga sa katiba ya ulu: Iphepha lomsebenzi loMnqwazi





Khudu le kgapetla ya yone: Tsebe ya tirwana ya kgapetla ya khudu

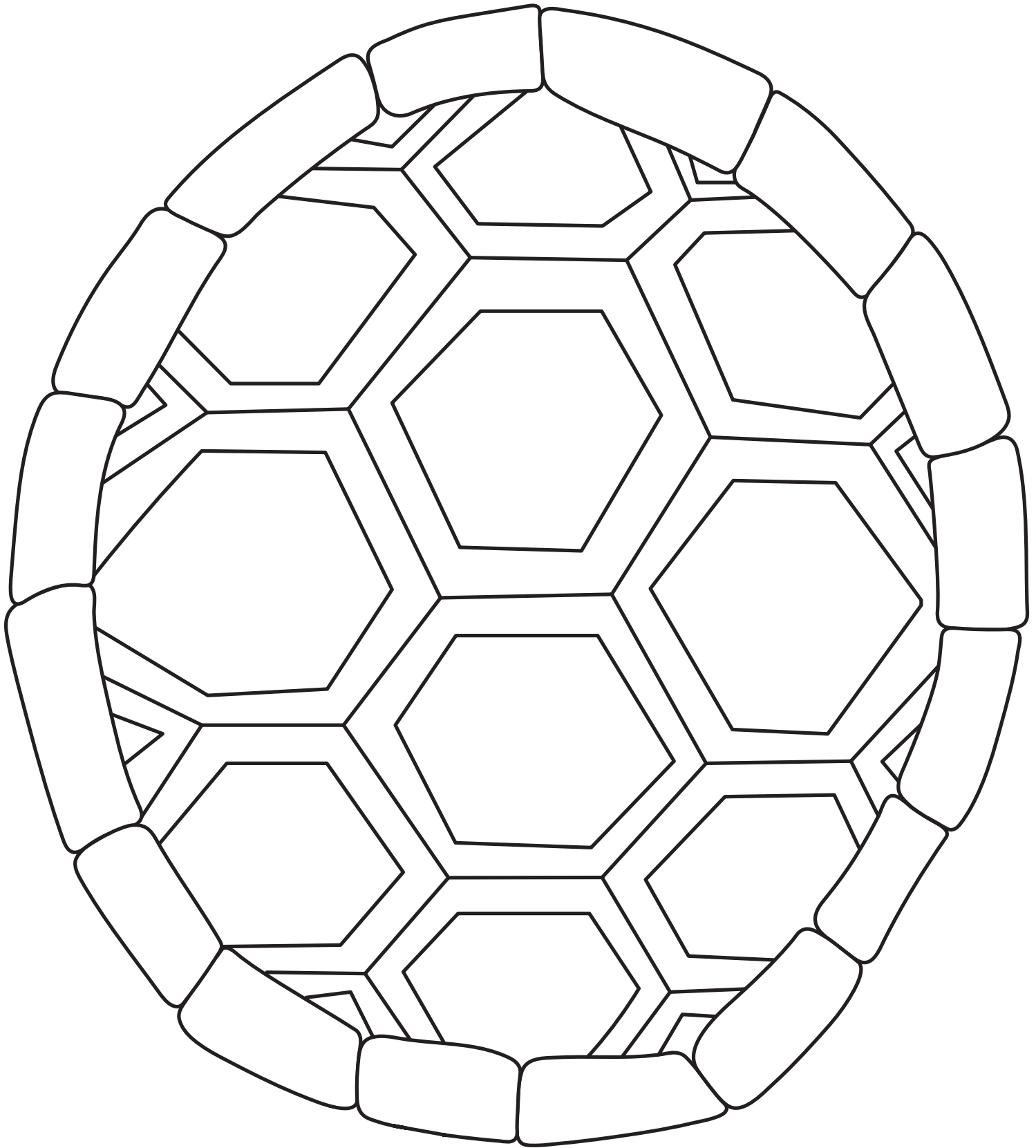
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|  | 2 |  | manong |
|  | 3 |  | leru |
|  | 5 |  | pula |







Khudu le kgapetla ya yone: Iphepha lomsebenzi kaFudwazana neqokobhe lakhe





Mmamoritshana: Tsebe ya tirwana ya buisa o bo o dira

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| kgoro | letlhabaphefo | dibera | dinotshe | tšhese |
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